

Collaborating to Fill the Skills Gap

Digital Credentials Roundtable

January 2023





Presenters



Sherri N. Braxton, Sc.D.

Senior Director for Digital Innovation
Bowdoin College



Luke Dowden

Chief Online Learning Officer and
Associate Vice Chancellor
Alamo Colleges District



Kelly Hoyland

Director, Higher Education
Programs
1EdTech



About Bowdoin College

- Location: Brunswick, Maine; Chartered in 1794
- Private, liberal arts college
- \$2.72 billion endowment
- 1,805 students, 189 faculty, and 117 staff.
- Focus/Programs: “...a liberal arts education [that] promotes independent thinking, individual action, and social responsibility.”
- Undergraduates only
- 34 majors, 36 minors
- Ranked 6th best liberal arts college in U.S. News & World Report in 2021



Where to Begin?

1. Align initiative with the [Mission of the College](#) & [2004 Statement on a Liberal Education](#) **identifying institution-level learning goals**
2. **Identify (i.e. map) institutional goals** within existing programming and demonstrate badging opportunities **in co-curricular space**
3. Build on College goals to **map and link** student opportunities to meet **learning goals at all levels (course, program, institution)** and provide opportunities for faculty to discuss the **evidence of student learning** and make appropriate changes in their programs
 - Requires **direct assessment** of **institutional-level learning goals** & “Intentional Pedagogy”
4. Implement digital badging for IT student employees - “Digital Corp” = tier-structured development program where **competencies are defined and assessed** using skills-based digital badging framework



Mission and Institutional Learning Goals

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them . . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends . . . ; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects students of varied gifts, diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education, both of undergraduates and of themselves, as lifelong creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

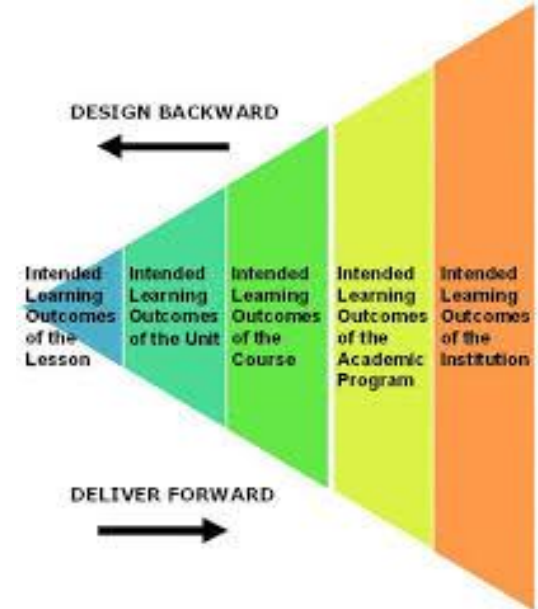
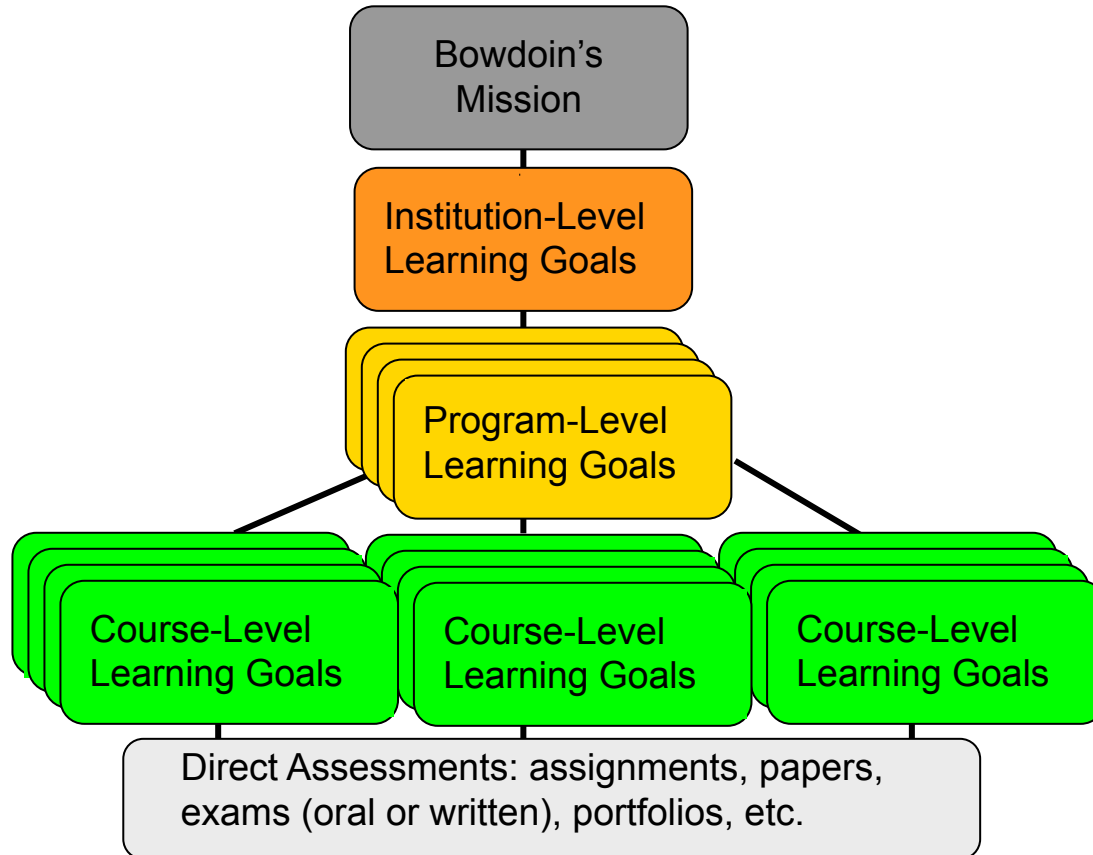
- **General education in the liberal arts.** The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West, and it encourages study abroad to foster students' international awareness and linguistic mastery.
- **The major field of study and independent work.** Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.
- **Essential skills.** The unevenness of American secondary education, the diversity of student backgrounds, and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society, and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

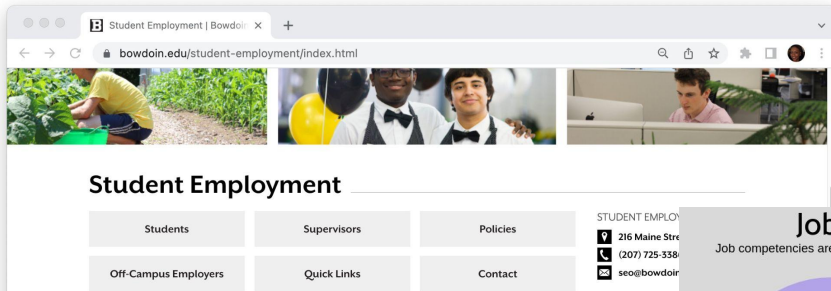
Bowdoin 2004 Statement on a Liberal Education

The faculty's commitment to a liberal arts education is evident in this collective statement, issued in conjunction with the College's last major curricular revision: "The success of a Bowdoin education is evident in the capacity of graduates to **be informed and critically analytic readers of texts, evidence, and conclusions**; to be able to **construct a logical argument**; to **communicate in writing and speaking with clarity and self-confidence**; to **understand the nature of artistic creation and the character of critical aesthetic judgment**; to have the capacity to **use quantitative and graphical presentations of information critically and confidently**; and to **access, evaluate, and make effective use of information resources in varied forms and media**. These fundamental capacities serve as crucial supports for a commitment to **active intellectual inquiry**—to taking independent and multifaceted approaches to **solving complex problems**; knowing how to **ask important and fruitful questions and to pursue answers critically and effectively**; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to **engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.**"

Academic Assessment Planning & Curriculum Mapping



Capturing Competencies in On-Campus Employment



Job Success Begins at Bowdoin.

The Office of Student Employment strives to connect students with on-campus jobs while supporting supervisors in hiring and engaging students in meaningful work.

Students who work on campus develop a solid foundation of competencies and skills from their work experiences.

Students who work on campus develop a solid foundation of competencies and skills from their work experiences.

QUICK LINKS

- [First Year Students](#)
- [JobX - Find a Job](#)
- [JobX Supervisor Log-in](#)
- [Workday Log-in](#)
- [Workday Resources](#)

Why work on campus?

- Build new and improve upon existing competencies/skills in:
 - Critical Thinking and Problem Solving
 - Teamwork and Collaboration
- Work Ethics
- Earn extra money
- Meet work-study expectations
- Gain valuable work experience
- Develop professional references
- Join a new community



ANNOUNCEMENT

Schedule an Appointment

The Student Employment Office is available by appointment only.

Please click one of the links below to schedule an appointment with us.

[Employment Paperwork \(1-9\)](#) first campus job

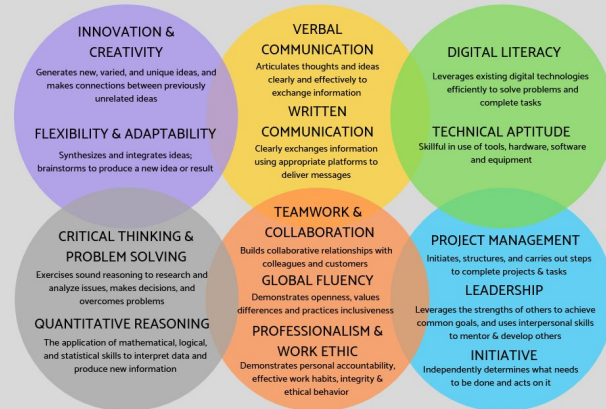
[Office Hours](#) for general employment questions

If unavailable during the listed times, email seo@bowdoin.edu or call (207) 725-3388.



Job Competencies & Descriptions

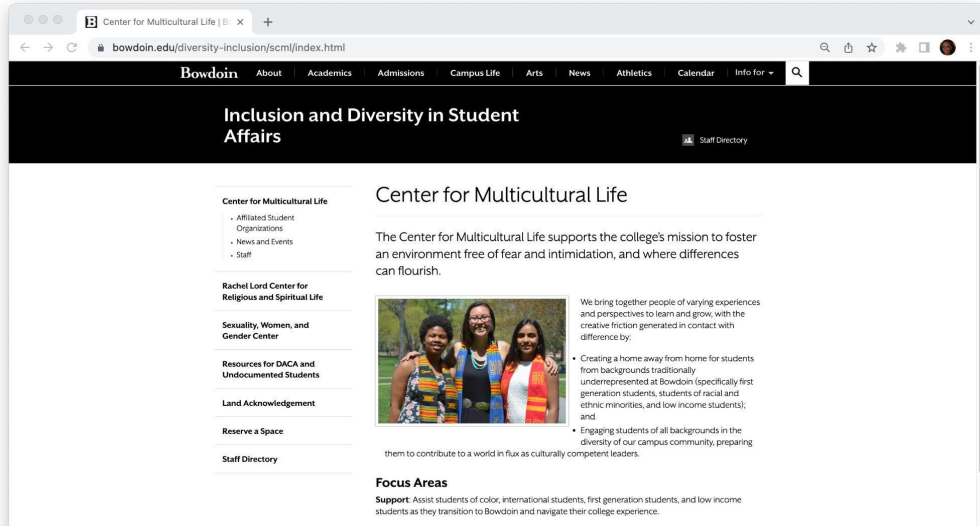
Job competencies are a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles successfully



SkillScan Categories: [Analytical](#), [Relationship](#), [Management](#), [Leadership](#), [Creative](#), [Technical](#), [Communication](#)

- ▶ Innovation & Creativity
- ▶ Flexibility & Adaptability
- ▶ Verbal Communication
- ▶ Written Communication
- ▶ Digital Literacy
- ▶ Technical Aptitude
- ▶ Critical Thinking & Problem Solving
- ▶ Quantitative Reasoning
- ▶ Teamwork & Collaboration
- ▶ Global Fluency
- ▶ Professionalism & Work Ethic
- ▶ Project Management
- ▶ Leadership
- ▶ Initiative

Capturing Competencies in Co-Curricular Spaces



Published May 03, 2022 by Jane Godiner '23

More than Sixty Students Completed Bowdoin's New Social Justice Leadership Institute

The Office of Inclusion and Diversity in Student Affairs recently wrapped up the final workshop of its new Social Justice Leadership Institute, which examines social issues that have the power to bring us together or divide us.

Last fall, **Kate Stern** and **Eduardo Pazos** piloted the Social Justice Leadership Institute for the first time with approximately twenty students. This spring, they offered the voluntary program again, and sixty-three students participated.

The Leadership Institute's curriculum focuses on a new theme each week. In January it began with classism, followed



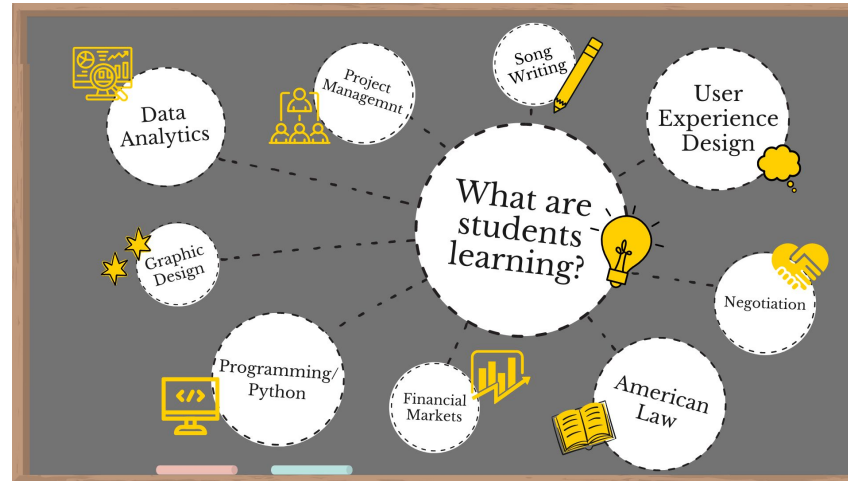
Stern is the associate dean of Student Affairs for Inclusion and Diversity & director of the Sexuality, Gender Center. **Eduardo Pazos** is the associate dean of Student Affairs for Inclusion and Diversity & director of Multicultural Student Life.

elements of past programs they've run, and how they're building identity and community in today's

something that had a more intersectional approach, focused on one issue here and one issue there, and how they're bringing it together, be in community, and

At the conclusion of the program, students are recognized for their hard work. “When students complete the program, they earn a virtual badge,” Pazos said. “They’re able to link that badge to their LinkedIn account so they can display their participation in the Social Justice Leadership Institute with their other skills, certifications, and accomplishments in a professional setting.”

Building Key Industry-Specific Skills: Coursera and the Harvard Business School Credential of Readiness (HBS CORE)



<https://www.bowdoin.edu/cxd/skills-workshops-and-programs/accelerator.html>

Bowdoin About Academics Admissions Campus Life Arts News Athletics Calendar Info

Career Exploration and Development

Moulton Union M.F. 8:30-5:00
(207) 725-5717

Career Accelerator Program

Bowdoin students get a leg up with the Career Accelerator Program, funding that lets students build key industry-specific skills to stand out and land the job.

The CXD Career Accelerator Program subsidizes a selection of courses that help Bowdoin students gain job-specific skills. In the summer 2022, the program assisted over 150 students in gaining the skills they need to take their next steps. Students can choose from a Coursera license or a free or reduced seat at HBS CORE.

Students interested in the CXD Career Accelerator Program will be welcome to apply starting in April. Questions about the program can be directly to cxd@bowdoin.edu.

Support the 2023 Career Accelerator Program

Every \$500 provides one student the opportunity to master a critical skill and accelerate toward the career of their choice.

For students seeking internships, the accelerator program provides both a valuable alternative and a path to explore their interests. Devoting the summer to mastery of a job-ready skill is a great way to supplement any summer experience. Like an internship, it's also a great way to engage deeply in a particular type of work and see if it lights a spark.

For new graduates seeking that great first job, a course or certification can clinch the job offer.

Advising
Explore Careers
Student Stories
Internships and Funding
Skills Workshops and Programs
Employers
News
Staff Directory

Every \$500 provides one student the opportunity to master a critical skill and accelerate toward the career of their choice.

Support the 2023 Career Accelerator Program

Harvard Business School Online

Courses For Organizations Insights More Info

Harvard Business School → HBS Online → Online Business Certificate Courses

Introduction to Credential of Readiness (CORE)

3 Courses

Credential of Readiness (CORE)

\$2,500
Next 10-week session starts May 23rd
Next 17-week session starts FEB 7th

Apply

Designed to help you achieve fluency in the language of business, CORE is a business

CORE INCLUDES

Business Analytics, Economics for Managers, Financial Accounting, + **Final Exam**

Save \$1,700 with this 3-course bundle

Harvard Business School Online

Courses For Organizations Insights More Info

Dashboard Syllabus Enrollment Stories FAQs **APPLY NOW**

WHAT YOU EARN

Credential of Readiness
Prove your mastery of business

Bowdoin College - Career Accelerator Program

Start learning on Coursera!

My Recent Activity



Let's begin learning!

Your in progress course will be displayed here to make it easy to pick up where you left off. Get started by browsing the curated collections, searching the entire catalog, or choosing a category to find a course.

Learner engagement with content

Email u

Visit the [Learner Activity Dashboard](#) for a comprehensive analysis of enrollments and completions over time in your organization

Enrollments

764

Total enrollments to date

+121 enrollments in the past 28 days

Learning Hours

2,238

Total hours to date

+153 hours in the past 28 days

Lessons Taken

4,014

Total lessons taken to date

+270 lessons taken in the past 28 days

Average Course Rating

4.9 / 5

View Learner Feedback Report

Learner engagement with the platform

This usage overview shows how your contract is being utilized. Visit the [Utilization Dashboard](#) to view the complete utilization analytics.

Learners Invited

We recommend sending twice the amount of invitations as you have purchased licenses.

58

Learners joined

We recommend sending weekly reminders to accept and join your program.

56

Enrolled Learners

We recommend sending weekly reminders to enroll. Manage your active and inactive learners [here](#).

50

Remaining licenses

54 / 110

Invite learners

Not Joined

2

Send reminder to join

Not Enrolled

6

Send reminder to enroll

View enrollment report



Browser tabs: Career Accelerator Program | B x, Bowdoin College Admin | Cour... x

Address bar: coursera.org/o/bowdoin-college/admin/skill-sets

Navigation: Home, SkillSets, Users, Messages, Analytics, C:ID Organization Admin Bowdoin College

How SkillSets work

SkillsSets in your organization | SkillsSets not in a program

Search by SkillSet name: Filters:

Sort By: Name (A-Z)

62 SkillSets Results per page: 100

Select All (62 SkillSets) + Add To Program Delete SkillSets

Budgeting Basics for Everyone

Literacy Added to 1 learning program

2 Skills	Target level / score	★
Planning	BEGINNER 100	
General Accounting	BEGINNER 100	

Unselected *** Actions

Business Analyst

Reskill Added to 1 learning program

6 Skills	Target level / score	★
Business Analysis	INTERMEDIATE 250	
Data Management	BEGINNER 100	
Mathematics	BEGINNER 100	
Probability & Statistics	BEGINNER 100	
Data Analysis	INTERMEDIATE 250	
Data Visualization	INTERMEDIATE 250	

Unselected *** Actions

Business Operations for Everyone

Literacy Added to 2 learning programs

4 Skills	Target level / score	★
Operations Management	BEGINNER 100	
Project Management	BEGINNER 100	
Change Management	BEGINNER 100	
Data Analysis	BEGINNER 100	

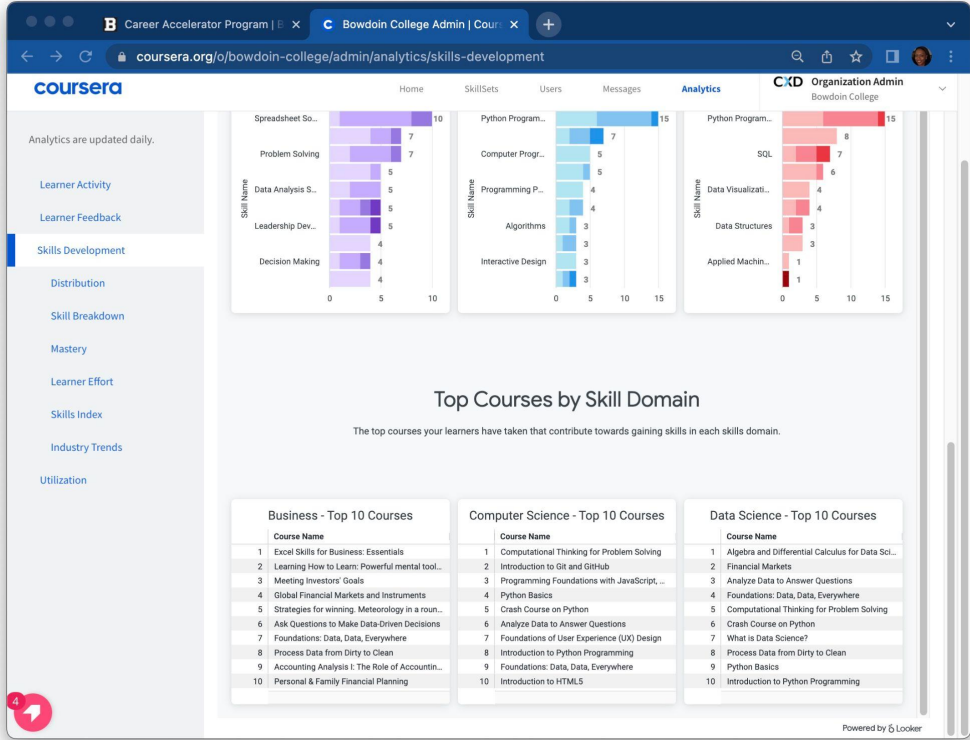
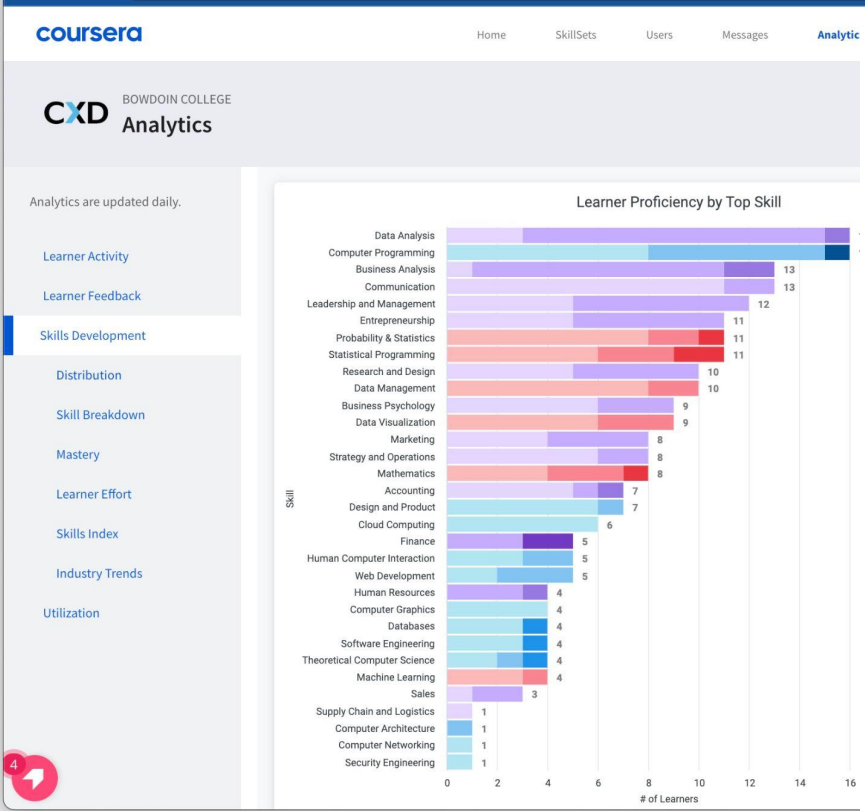
Unselected *** Actions

Business Planning for Everyone

Literacy Added to 2 learning programs

4 Skills	Target level / score	★
Creativity	BEGINNER 100	
Critical Thinking	BEGINNER 100	
Strategy	BEGINNER 100	
Planning	BEGINNER 100	

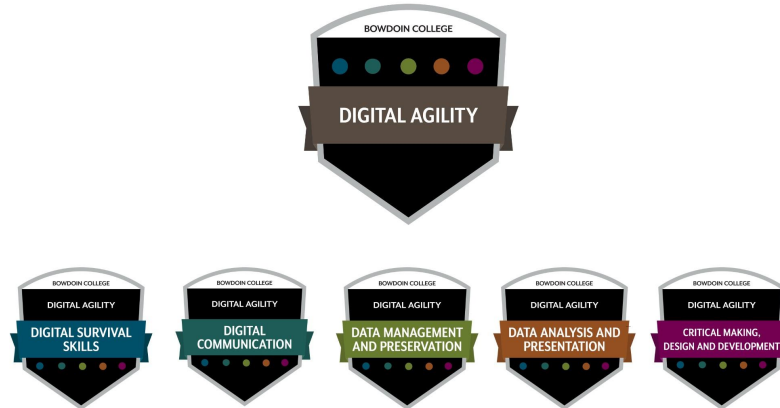
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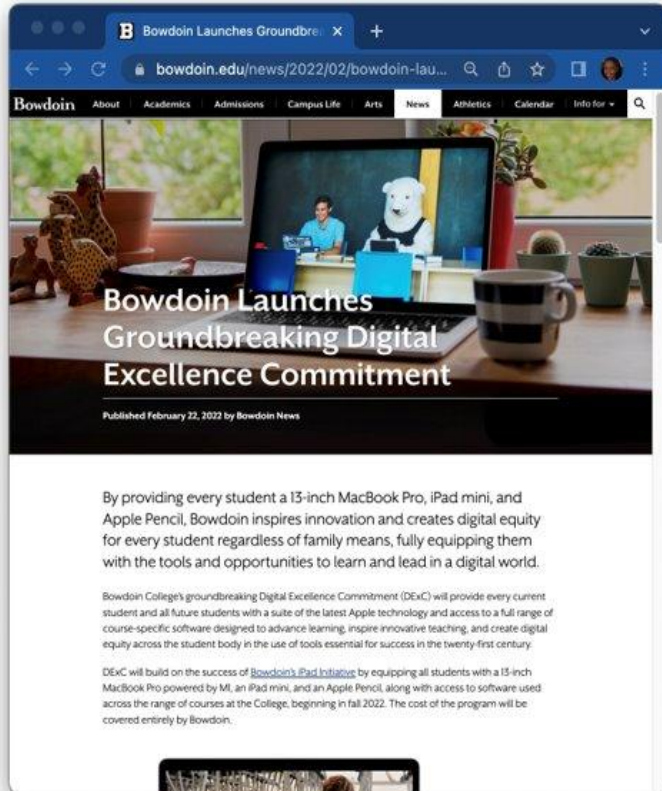
Addressing Inequity and Access for All Students and Addressing Technical Skills Gaps

Bowdoin

DIGITAL EXCELLENCE COMMITMENT



Digital Excellence (DExC) Commitment



MacBook Pro

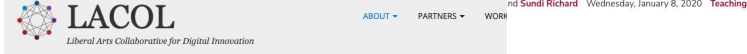


<https://www.bowdoin.edu/news/2022/02/bowdoin-launches-groundbreaking-digital-excellence-commitment.html>

Liberal Arts Collaborative for Innovation (LACOL)

The College now has membership in the [Liberal Arts Collaborative for Innovation \(LACOL\)](#) to leverage their work in the area of digital competencies based on the [Bryn Mawr Digital Competencies Framework](#). [\[pdf\]](#)

Digital Agility: Embracing a Holistic Approach to Digital Literacy in the Liberal Arts



LACOL
Liberal Arts Collaborative for Digital Innovation

ABOUT PARTNERS WORK

About the Consortium

Welcome to the **Liberal Arts Collaborative for Digital Innovation** (LACOL) web site. Founded in 2014, the Consortium is a partnership of:

- Amherst College
- Bryn Mawr College
- Carleton College
- Davidson College
- Hamilton College
- Haverford College
- Swarthmore College
- Vassar College
- Washington and Lee University
- Williams College

Our mission:

LACOL leverages the power of consortial relationships to promote excellent and innovative teaching, learning, and research in the liberal arts, with a special emphasis on utilizing and adapting emerging technologies. It prioritizes collaboration among its member schools, focusing on projects that they can accomplish jointly that would be less robust or impossible for any of them to undertake alone. LACOL encourages experimentation to develop, share, and assess the most effective modes of digital teaching and learning.


Shared Goals of the Consortium:

- To provide a framework for creative collaboration between our faculty, staff and students
- To explore locally inspired, globally connected pedagogies for the liberal arts that will help our current and future students learn and thrive
- To experiment with technologies that enable deeper engagement between faculty and students in the classroom and online
- To enrich individual campus curricula, for example, through broader course offerings
- To create more "porous classrooms" that will draw in diverse student, faculty and other voices through online exchange
- To offer faculty development opportunities
- To improve learning outcomes for our residential students

In working towards these goals, teams of **faculty, librarians, technologist and academic support specialists** are engaged across our digital network.

Together we:

- **Share** knowledge, data, expertise and ideas through our website, gatherings and workshops, online forums and colloquia
- **Collaborate** on multi-campus projects focused on solving commonly held problems
- **Experiment** with new models of student-centered teaching, learning and research
- **Connect** with each other to advance our mission as liberal arts colleges

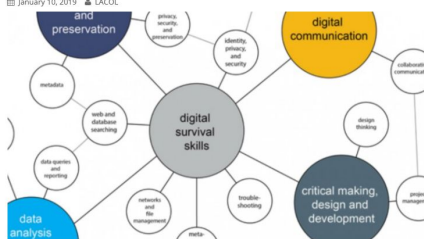


LACOL
Liberal Arts Collaborative for Digital Innovation

ABOUT PARTNERS WORK

Digital Competencies Working Group

January 10, 2019 @ LACOL

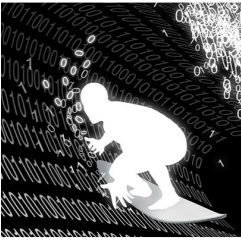


The **LACOL Digital Competencies Working Group** has formed to build on prior work related to **Digital Competencies, Digital Studies, Digital Fluency, and Digital Literacy**. These terms cover a group of related concepts, all of which reflect concepts and skills that are vital to the 21st Century learner and citizen... what we might call **Digital Agility**.

New Publication:
Digital Agility: Embracing a Holistic Approach to Digital Literacy in the Liberal Arts
by Beth Bohstedt and Sundi Richard (Jan 8, 2020, *EDUCAUSE Review*, Transforming Higher Ed.). This post, co-authored by Sundi and Beth, developed out of ongoing working group discussions in 2019.

The goals of the working group are to make concrete progress on ideas develop at the 2017 Think Tank and 2018 discussions. LACOL members are invited to join the group, reach out for more information!

- Group members include faculty, librarians, technologists, instructional designers.
- A top priority is adjusting the language of the *Bryn Mawr Framework* to fit individual/collective needs of our schools. Major elements of the Bryn Mawr framework are:
 - Digital Survival Skills
 - Digital Communication
 - Data Management and Preservation
 - Data Analysis and Presentation
 - Critical Making, Design and Development
- Another priority is developing a shared survey of recent grads on their acquisition, use, and needs for digital competencies.
- Some in the group will engage with liberal arts research around competencies that are critical to the future of work - what fits and what are the disconnects?
- These ingredients will be used to engage with faculty more deeply in student-centered digital competency conversations and collaborations.

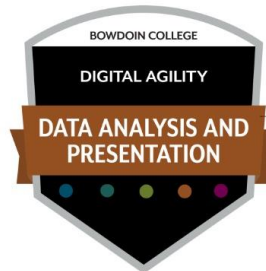


/ Shutterstock.com © 2020

...ter science major, graduates at the top of her class is intelligent and reliable. She turned in all of her assignments as a liberal arts student. She took art classes along with liberal arts in several clubs, and had a part-time job. Her first sought-after degree.

...also for her first job, because I have a graduate degree in...

Digital Agility = Digital Literacy + Digital Fluency



My / x Digi x Sign x Cale x 22: x 22: x Cale x Bow x My x +

bowdoin.instructure.com/courses/3679

B

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Digital Agility Program

Digital Competencies, Digital Studies, Digital Fluency, and Digital Literacy: These terms cover a group of related concepts, all of which reflect concepts and skills that are vital to the 21st Century learner and citizen ... what we might call Digital Agility.



The goal of this program is to prepare Bowdoin students with the digital fluency and literacy skills and competencies needed to be successful during their time at the college and beyond.

Bowdoin's Digital Agility program is comprised of 5 competencies:

1. Digital Survival Skills
2. Digital Communication
3. Data Management and Preservation
4. Data Analysis and Presentation
5. Critical Making, Design and Development

Built on a framework adapted from the [Bryn Mawr Digital Competencies Framework](#), the Bowdoin framework customizes the competencies to address key knowledge, skills, and abilities important to our community and critical to ensuring preparedness for success beyond a student's tenure at the college. As a student successfully completes each competency, s/he will have the opportunity earn a digital badge for that competency. If all 5 competency badges are earned, the student will be awarded the Digital Agility badge.

View Course Stream

View Course Calendar

View Course Notifications

To Do

Nothing for now

63 You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

My Ap: Digital Sign In: Calen: 22: Co: 22: Mi: Calen: Bowdo: My Dr: Pat x +

badgr.com

Dashboard My Badges Issues

Digital Agility Program

Show progress Manage pathway

Optional Digital Survival Skills

Optional Digital Communication

Optional Data Management and Preservation

Optional Data Analysis and Presentation

Optional Critical Making, Design and Development

Digital Agility Program

by [Bowdoin College](#)

Verified

Published: Dec 20, 2022

Digital Competencies, Digital Studies, Digital Fluency, and Digital Literacy: These terms cover a group of related concepts, all of which reflect concepts and skills that are vital to the 21st Century learner and citizen ... what we might call Digital Agility. The goal of this program is to prepare Bowdoin students with the digital fluency and literacy skills and competencies needed to be successful during their time at the college and beyond. Bowdoin's Digital Agility program is comprised of 5 competencies: Digital Survival Skills; Digital Communication; Data Management and Preservation; Data Analysis and Presentation; and Critical Making, Design and Development.

COMPLETION BADGE

The learner will be awarded the following badge when the requirements for this pathway are met.

Course Modules: Digital Agility x +

bowdoin.instructure.com/courses/3679/modules

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- Syllabus
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- Settings

Introduction to the 5 Digital Agility Competencies

Digital Survival Skills

1. Networks and file management
 - FastTrack!
 - Digital Agility - Complete to Earn a Badge
 - File Management on the iPad (0 pts)
 - A Deeper Dive - iOS 16 for iPad
 - A Deeper Dive - macOS Ventura
2. Metacognition and life-long learning
 - FastTrack!
 - Digital Agility
 - A Deeper Dive
3. Troubleshooting
 - FastTrack!
 - Digital Agility

Course Modules: Digital Agility x +

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- Home
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A Deeper Dive

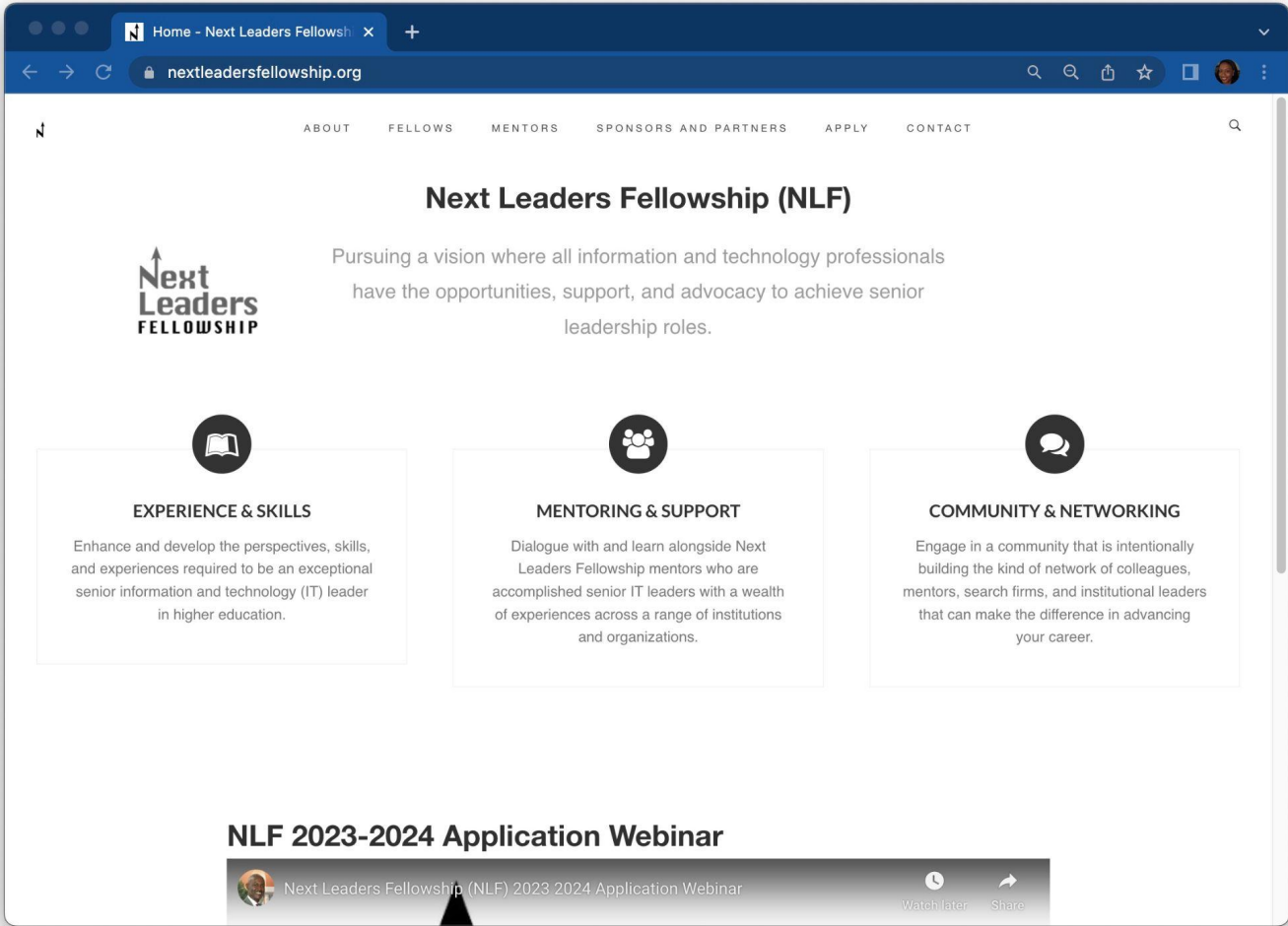
- Digital Communications
 - Collaborative communication
 - Digital writing and publishing
 - Audiovisual analysis and production
 - Accessibility
- Data Management and Preservation
 - Electronic data collection
 - Privacy, security and preservation
 - Metadata
- Data Analysis and Presentation
 - Data queries and reporting
 - Data analysis
 - Critical data visualization
- Critical Making, Design and Development
 - Algorithmic thinking/coding
 - Design thinking
 - Project management
 - Digital research and scholarship

Addressing Skills Gaps in Senior Leadership Development for BIPOC IT Professionals



<https://nextleadersfellowship.org/>





Next Leaders Fellowship (NLF)



Pursuing a vision where all information and technology professionals have the opportunities, support, and advocacy to achieve senior leadership roles.



EXPERIENCE & SKILLS

Enhance and develop the perspectives, skills, and experiences required to be an exceptional senior information and technology (IT) leader in higher education.



MENTORING & SUPPORT

Dialogue with and learn alongside Next Leaders Fellowship mentors who are accomplished senior IT leaders with a wealth of experiences across a range of institutions and organizations.



COMMUNITY & NETWORKING

Engage in a community that is intentionally building the kind of network of colleagues, mentors, search firms, and institutional leaders that can make the difference in advancing your career.

NLF 2023-2024 Application Webinar



Next Leaders Fellowship (NLF) 2023 2024 Application Webinar



Watch later



Share

About the Next Leaders Fellowship






The Idea


Next Leaders Fellowship (NLF) is building a framework to identify, develop, and advocate for information and technology professionals in higher education, with a special emphasis on those who identify as Black, Indigenous, people of color (BIPOC). NLF will recruit participants into a one-year cohort experience where they will be mentored by accomplished senior leaders committed to support professional growth. This effort is not seeking to replace existing leadership development programs, but instead will complement them by explicitly recruiting a cohort of diverse candidates, creating a community among and around them, and providing mentorship and support throughout the program year.

Background

The composition of higher education senior information and technology leaders continues to be overwhelmingly white and male. This demographic does not reflect the realities of the institutions we serve or our communities. As recently as 2018, the Col University Professional Association for Human Resources (CUPA-HR) reported that 3% of higher education IT Administrators are Black/African American and 3% Hispanic/Latino, and experience suggests these data are worse for the senior-most roles such as Information Officer (CIO) and Chief Information Security Officer (CISO). A growing community of professional organizations and educational institutions are increasing efforts to use their platforms and networks to address these issues. Yet, the reality remains too few information and technology professionals who identify as BIPOC have access to the networks, professional development, stretch experiences that are often required to attain these senior roles.

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 **Next Generation Partners**
nextgenpartnersllc.com
- PARTICIPANT SPONSOR**
Diversified Search Group
diversifiedsearch.com
- PROGRAM SUPPORTER**
Opus Partners
opuspartners.net
- ASSOCIATION PARTNERS**
 **EDUCAUSE**
www.educause.edu
- NorthEast Regional Computing Program (NERCOMP)**
 **NERCOMP**
nercomp.org
- LEADERSHIP DEVELOPMENT PARTNERS**
 **MOR Associates**
morassociates.com



Next Leaders Fellowship © 2021 - 2022

content and structure.

FELLOWSHIP OUTLINE

– Kickoff Experience - March 2023

Held in conjunction with the 2023 NERCOMP annual conference, the NLF Kickoff Experience will engage Fellows, Mentors, and Sponsors in a series of conversations and exercises to identify areas of focus and develop individualized plans of action for the program year. Examples include:

- NLF Program introduction
- Community building with participants and mentors
- Personal and group assessment (e.g. Belbin, Birkman Assessment, StrengthsFinder)
- Designing Your Life (DYL) workshop
- Mindful self-compassion and approaches to self-care
- Creating participant-specific personal development plans

+ Monthly Group Experiences



+ Mentor and Small Group Engagements

+ Sponsored Leadership Development Experience

+ Mid-Year Fellowship Retreat - October 2023

+ Fellowship Completion Experience - March 2024

Costs and Sponsorship



Contact Information

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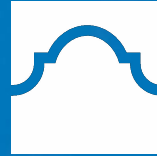


ELEVATING IN-DEMAND SKILLS

with Digital Badging and Professional Certificates

Dr. Luke Dowden

Chief Online Learning Officer &
Associate Vice Chancellor for Academic Success
Alamo Colleges Online



ALAMO
COLLEGES
DISTRICT



Malcolm Baldrige
National Quality Award
2018 Award Recipient

Achieving the Dream
LEADER
COLLEGE
OF DISTINCTION

THE ALAMO COLLEGES DISTRICT: Empowering Our Diverse Communities for Success



ALAMO COLLEGES DISTRICT

Alamo Colleges Online

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Mission

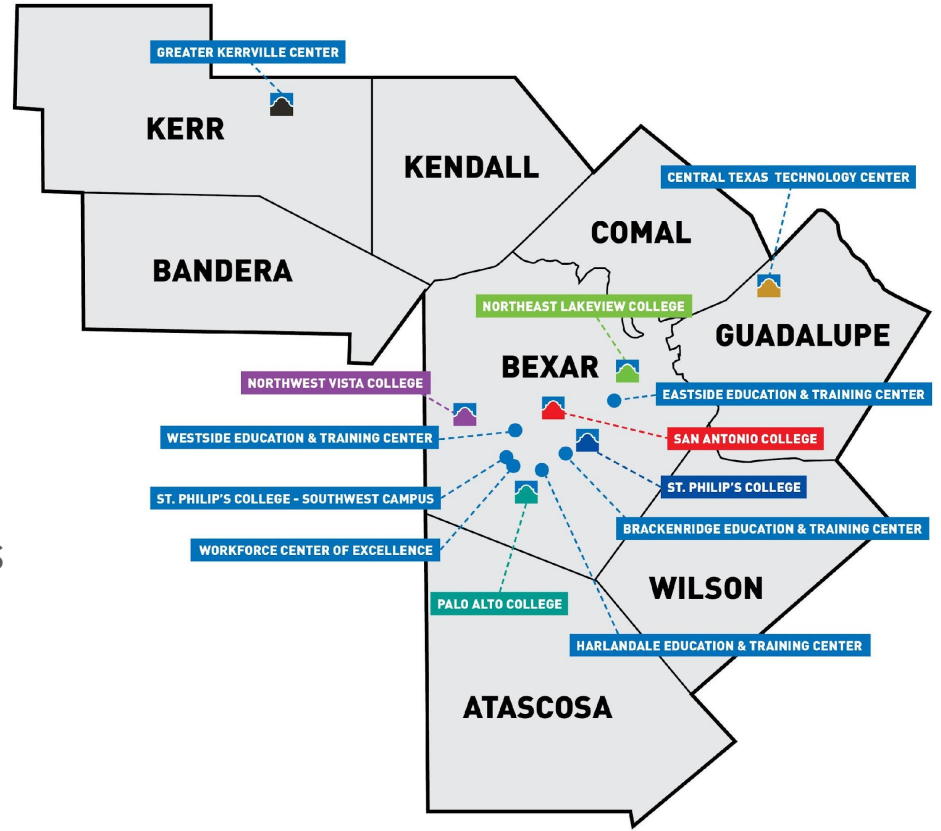
Empowering our diverse communities for success by **building and strengthening each College's capacity** to deliver premier, quality digital learning experiences for students.



Alamo Colleges District

San Antonio, Texas

- 5 community colleges
 - **San Antonio College**
 - **St. Philip's College**
 - **Palo Alto College**
 - **Northwest Vista College**
 - **Northeast Lakeview College**
- 8 regional & neighborhood centers
- 16 Early College High Schools



MICRO-CREDENTIALS:
Making Skills
Accessible, Portable, Visible



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What is a micro-credential?



Non-college-credit training focused
on a single skill or cluster of skills



Study, practice, and improve
upon a specific skill quickly



Signals the completion
of a skills-based learning experience

Digital Badges

One type of micro-credential offered by the Alamo Colleges



Two types of learning experiences
that result in a digital badge at our Alamo Colleges



- **In a micro-course**
Online, on-demand training
- **10-15 hours**
to complete

- **Within a college-credit course**
- **Same length as course**
depending on requirements



The Why

- Empower students for success by **awarding verified micro-credentials (including digital badges)** that **articulate in-demand marketable and technical skills** to employers
- Increase **social mobility** and position students for greater **competitiveness** in the job market

Guiding Principles

- Competency-based
- Marketable and Technical Skills
- Credentialed faculty members and trainers



THE SKILLS LAB: Supporting Skills Development & Providing Training Solutions



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The Skills Lab

What We Do

- Train faculty/staff to embed skills badges in credit-bearing courses
- Train faculty/staff to facilitate micro-credential learning experiences
- Design and deliver employability skills training that result in micro-credentials
- Collaborate with the Colleges and local employers to design new micro-credentials
- Support the development of micro-pathways at the Colleges



ENGAGING FACULTY: The Course+ Badge Initiative



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Course+ Badge Description

- 10-week online training that guides faculty through the badge integration process which includes:
 - Mapping skills
 - Creating skill assessments
 - Some minor to significant course redesign
- Completers receive a Badge Specialist Digital Credential

Format

- Asynchronous—weekly assignments in Canvas
- Synchronous (via Zoom)
 - 2 – faculty discussions
 - 2 – instructional design consultations



Marketable Skills Badges

- Collaboration
- Creative Problem-Solving
- Critical Thinking
- Empathy
- Initiative
- Intercultural Fluency
- Oral Communication
- Resilience



Fall 2020 – Summer 2022

- 6 Faculty Cohorts
- 139 Badge Specialists 🙌
- 83% Completers are **Very Confident** in replicating Badges into other courses

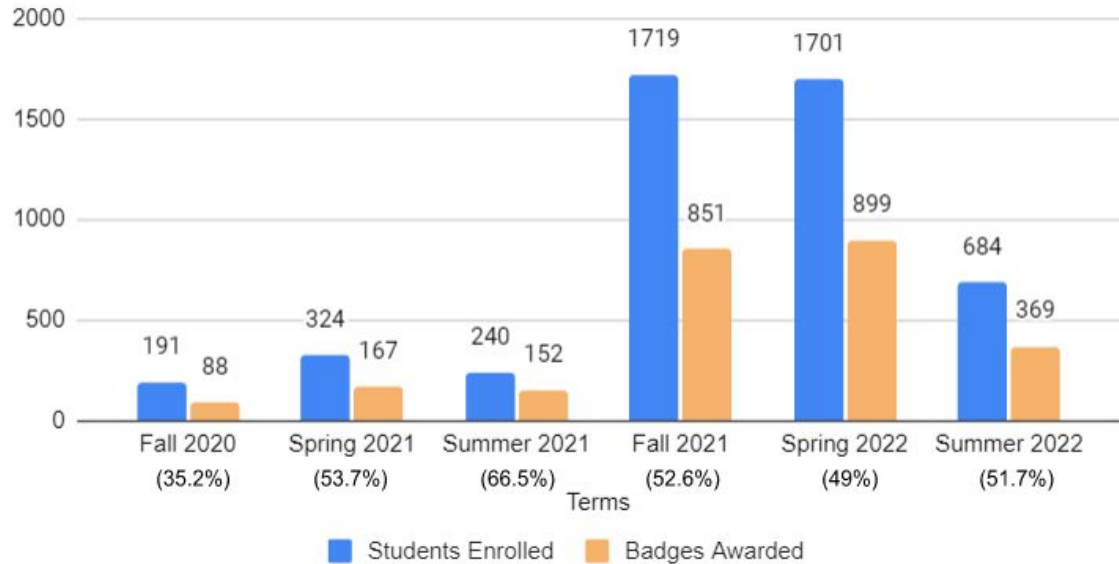
“Going through this course helped with my knowledge of Badges, but also made me reflect on my curriculum for the course.”
- Faculty Badge Specialist



Fall 2020 – Summer 2022 Totals

- **4,859** students enrolled
- **2,526** Total Marketable Skills Badges Awarded
- **51%** earner rate

Course+ Badge FA20 - SU22



Micro-credential Partnerships | Google

Student Seats Reserved

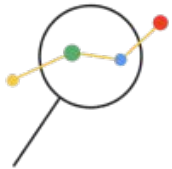
- 745

Alumni Seats Reserved

- 19

Google Professional Certificates with ACE Recommendations

- Six (6)



**Data
Analytics**



**Digital Marketing &
E-commerce**



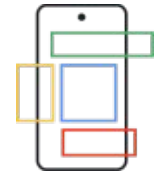
**IT Automation
with Python**



IT Support



**Project
Management**



UX Design



ENGAGING FACULTY: Creating a Community of Practice



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Engaging Faculty

Purpose

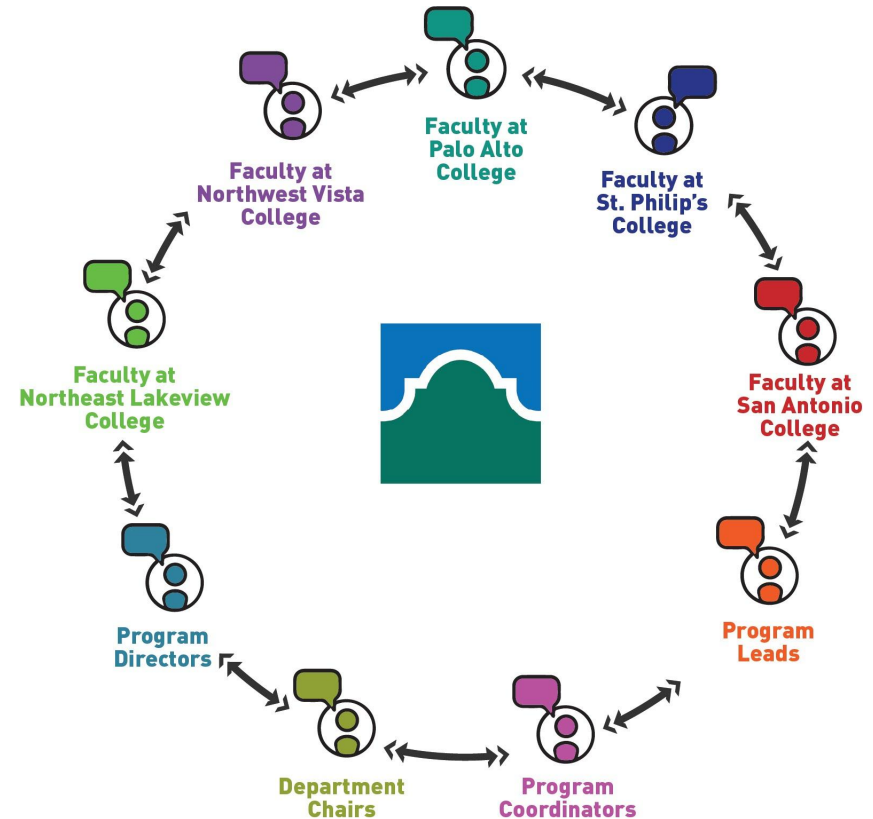
To **BE** a thought leadership and a practitioner support group for those professionals who are **awarding verified digital badges** that **articulate in-demand marketable skills** to employers.

How

Sharing ideas, mining best practices, informing decisions

Who

Faculty or staff who are Badge Coaches or Badge Specialists



Participant Expectations

- Participate in two synchronous events per semester
- Participate in discussion forums
- Give constructive feedback to proposed frameworks and initiatives
- Be an ambassador for marketable skills



ENGAGING EMPLOYER PARTNERS: Creating Credentials in Context

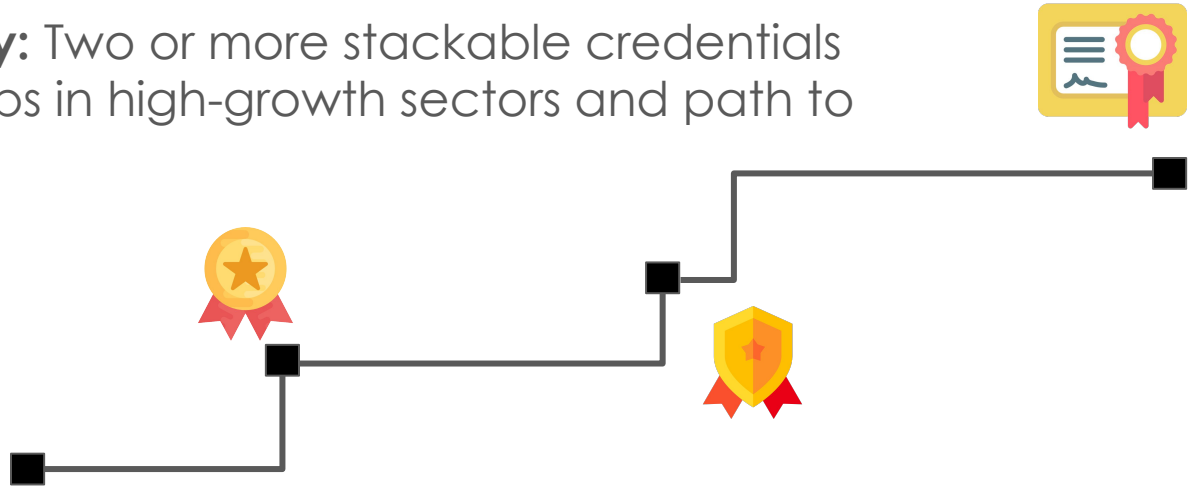


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Micro-courses and Micro-pathways

- **Micro-course:** A short (10-15 hrs), non-credit learning experience that focuses on a single in-demand skill and results in micro-credential.
- **Micro-pathway:** Two or more stackable credentials that lead to jobs in high-growth sectors and path to a degree



Healthcare Micro-pathways

Late Fall 2019, we received two large state grants to **design micro-pathways** and **develop micro-credentials**. We engaged local healthcare employers in the following ways:

- **Feedback Sessions:** Met with local healthcare employers individually, in team meetings, and at a workforce conference
- **Curriculum Development:** Recruited Subject Matter Experts from local healthcare employers
- **Badge-to-Hire:** Worked with a local healthcare employer to guarantee job interviews for digital badge micro-course completers.



Healthcare Micro-pathways

- **15 New Micro-courses** leading to employer-validated digital badges
 - *Included technical and marketable skills
- **4 New CE Micro-credential Programs** leading to certifications
- **5 New Micro-pathways** to make career progressions accessible and visible



Engaging Employers



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the Dream COLLEGE
OF DISTINCTION

Questions?

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BONUS MATERIAL: Learner Feedback



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Qualitative Comments

*"I took this course while applying for new jobs. Believe it or not, the exercises forced me to really think about my previous experiences. **I had an interview a few days ago and I was so relaxed and confident because of the exercises - the interviewers loved me and I start my new position on Monday!!**"*

*- Learner, **Resilience** Micro-course*



“I feel that I have most definitely honed skills that I was just mediocre at. And with this experience I honestly feel more confident and more capable in different situations that can come up on a daily basis at work... **I am already looking into starting the summer session at Northeast Lakeview College.**”

- **Goodwill San Antonio Employee**
and Badge-earner



What's Next

Closing the gap

- How do we connect this great work with employer application tracking systems?
 - [Wellspring](#)
 - [Partnership with HR Open](#)

- Continue the conversation
 - [Digital Credentials Summit](#), Feb 27-March 1, Dallas, TX
 - Next Digital Credentials Roundtable, March 20

