

ANNUAL IMPACT REPORT

2023



every learner
←————→
everywhere

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FROM THE DIRECTOR



KAREN CANGIALOSI
DIRECTOR OF EVERY LEARNER
EVERYWHERE

It's been a year of big changes for the Every Learner Everywhere network. The new year began with a reinvestment grant that funds us through 2025. The reinvestment grant supports the continued development of services and resources, as well as securing new partnerships with organizations who share our equity in digital learning mission.

In February, our Associate Director, Laura DaVinci, stepped up as Interim Director of the network, and in June, I joined the backbone team as the new director of the network. This follows my nearly thirty years at Keene State College as a professor of biology, where I also served as a program director for Open Education Global and as Director of Open Science/Open Education at RIOS, the Institute for Racially Just, Inclusive, and Open STEM.

In 2023, we launched a student internship program, taking on three student interns in the spring term, two in the summer term, and three in the fall term. In addition to our own student interns, we helped recruit and manage seven student interns for CourseGateway, WCET, and the State Authorization Network.

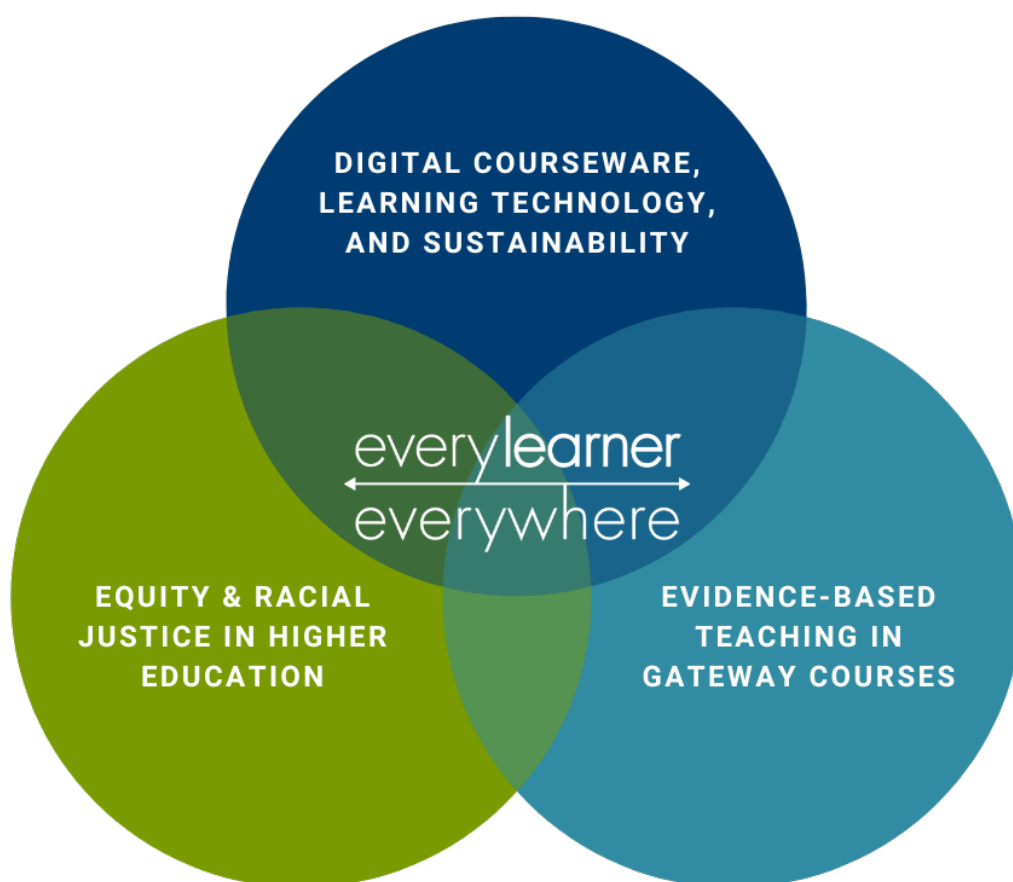
Our partner organizations have been working throughout the year providing services and developing new ones for institutions partnering with our intermediaries for scale, the American

Association of State Colleges and Universities (AASCU), the American Indian Higher Education Consortium (AIHEC), Complete College America (CCA), Excelencia in Education, Growing Inland Achievement (GIA), and the United Negro College Fund (UNCF). Descriptions of these services can be accessed [on our website](#). Finally, earlier in the year, we continued our Strategies for Success webinar series, which is free and open to the public. Recordings of the webinars can be accessed through our [YouTube channel](#).

I am very excited to lead this amazing team of dedicated and talented people working to improve learning outcomes for some of our most vulnerable students. From the Every Learner staff to the many partner and collaborating organizations, this rich network offers possibilities for expansiveness in our understanding and reach of digital learning, and I am thrilled about what we will accomplish together.

Karen Cangialosi

ABOUT THE NETWORK



The Every Learner network was formed in 2017 to advocate for equitable outcomes in higher education through advances in digital learning. Our partners have expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in face-to-face, blended, and online learning environments. Our collaborative mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving outcomes and opportunities for Black, Latino/Latina, and Indigenous students, poverty-affected students, and first-generation students. Since we started, the network has recorded 133 webinars and presentations and published 124 text resources. These resources are all freely available on our website, in the resource library and in our workshops page. The total number of services our network has provided institutions is 122. This includes virtual courses, coaching, consulting, and workshops as well as face to face site visits and workshops.

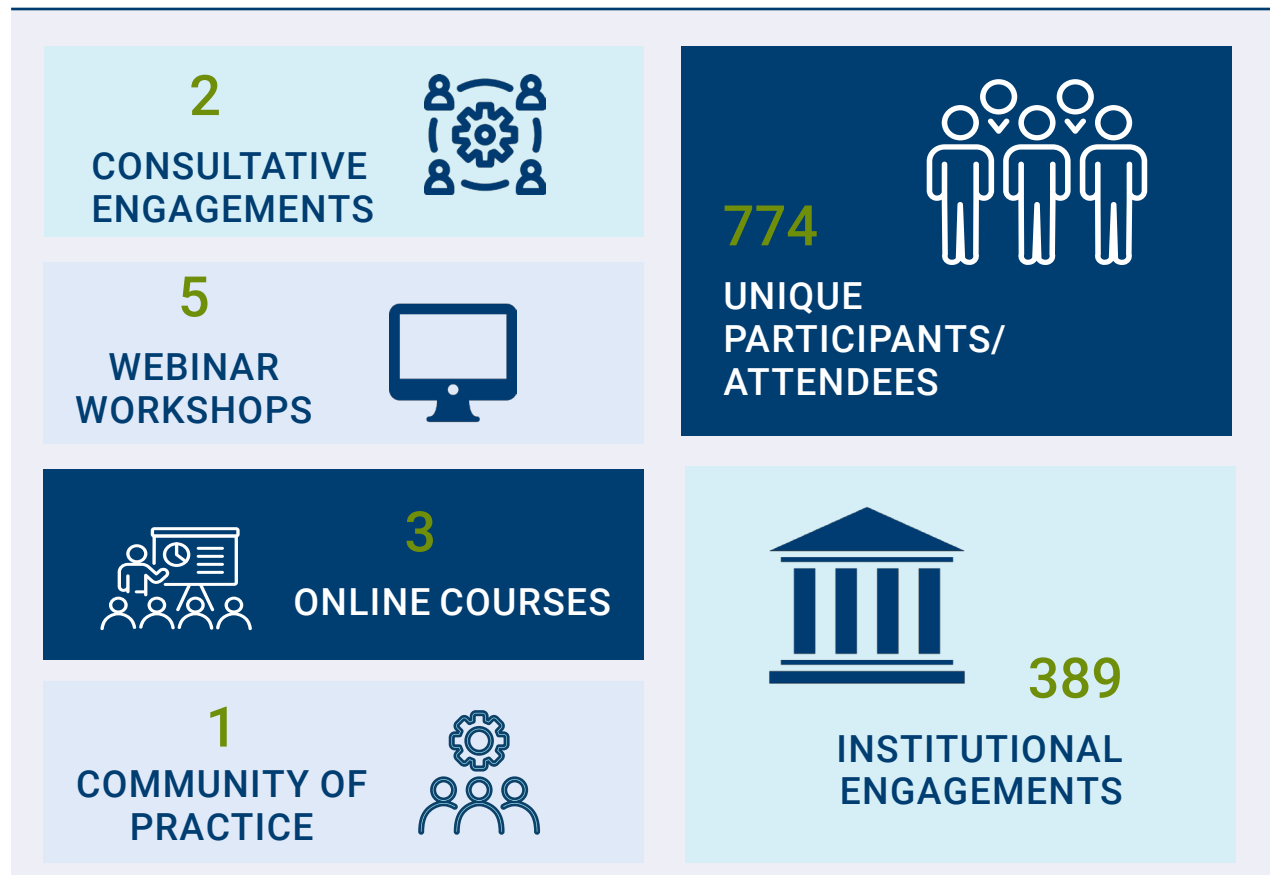
NETWORK IMPACT

Despite being a year of transition, 2023 saw the network's impact grow, increasing our engagement with institutions and the number of countries in which those institutions are located. We also measure our impact through the services we provide institutions, our thought leadership in the field, and engagements with students.



Services

The network continued to offer consultative engagements, webinars, and courses and saw an increase in the number of institutional engagements at these events by 155% in 2023.





Thought Leadership

The network developed 27 new resources in 2023. This work represents the contributions of six network partners and the backbone team. Six of the resources are collaborations among partner organizations including a report by Achieving the Dream (ATD) and the Online Learning Consortium (OLC), [Teaching, Learning, Equity and Change: A Professional Learning Status Report](#), and a guidebook and a literature review on faculty communities of practice based on the services and research carried out by ATD, the Association of Public and Land-grant Universities (APLU), and OLC, [Communities of Practice in Higher Education: A Playbook for Centering Equity, Digital Learning, and Continuous Improvement and Communities of Practice in the Higher Education Landscape: A Literature Review](#). Another partner collaboration resource, [Partnering to Promote Equity and Digital Learning](#), describes a 15-month collaboration among three Every Learner Everywhere partner organizations (ATD, APLU, and Digital Promise) and five colleges, all engaged in a research-practice partnership (RPP) around enhancing equity and digital learning in gateway courses.

This past year, both ATD and the backbone team published a series of strategy guides. ATD's [Equity-Minded Digital Learning Strategy Guides](#) covers open pedagogy, culturally relevant teaching, social justice education, and equity-minded professional learning, while the backbone team's [Teaching Strategy Guide Series](#) offers guidance on evidence-based teaching strategies, equity principles in teaching, and an equity framework for digital learning.

Digital Promise and Tyton Partners provided resources based on student and faculty surveys: [RPP Impact Asset: Equity in Digital Learning Student Survey](#), [Time for Class 2023](#), and [Listening to Learners](#). We published seven case studies. [Digital Learning Equity Analysis Project: A Self-Study and Implementation Exercise for Improved Equity-Centered Practices](#) is based on applying the strategies two faculty members learned in a network service. APLU's other six are based on implementing adaptive courseware at course and program levels: [Adaptive Courseware for Early Success Case Studies](#).



**36,478 PUBLICATION
VIEWS AND DOWNLOADS**
**550 CITATIONS OF
PUBLICATIONS**



**3,021 VIDEO AND
YOUTUBE VIEWS**
**27,200 IMPRESSIONS
ON YOUTUBE**



40 PRESENTATIONS
6 WEBINARS
16 CONFERENCES
**94 PRESENTERS/
PANELISTS**

The backbone team published two unique resources this past year. The first, [The Impact of Digital Learning on Minoritized and Poverty-Affected College Students](#), is a literature review that we hope to expand in 2024 to a series of faculty stories about decreasing equity gaps using digital learning tools. Second was a research collaboration with our spring student interns, our backbone team, and McGuire Editorial. [Planning for Academic Continuity: A Guide for Academic Leaders](#) is based on an analysis of over 100 higher education academic continuity plans and reports on the best practices, tools, and templates academic leaders can use to maintain a plan for both short-term and long-term circumstances.

Finally, our six webinars in 2023 included the [Strategies for Success Webinar Series 2023](#), which promoted equity in digital learning by practicing faculty; ATD's webinar, [Realizing the Promise of Professional Learning](#), shared the results of their survey of centers for teaching and learning; and a student panel hosted by OLC: [Co-Constructing Diverse Pathways to Digital Learning With Our Students](#).

Student Engagements

The network funded 15 student interns in 2023. Three spring student interns working with the backbone team conducted research for and co-wrote [Planning for Academic Continuity: A Guide for Academic Leaders](#). In April, these interns took part in the OLC Innovate Conference student panel, [Co-constructing Diverse Pathways To Digital Learning With Our Students](#). In the summer term, we not only engaged two student interns for the Backbone team, but also partnered with [CourseGateway](#), a division of Educause, to get them started on their own student internship program. CourseGateway took on two student interns in the summer term and two additional interns in the fall term. Also in the fall term, the backbone team funded three student interns to conduct research and interviews for a project we will publish in 2024. Two divisions of partner organization WICHE Cooperative for Education Technologies (WCET), Policy and the State Authorization Network, took on three interns who are carrying out research on educational programs at Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs), as well as policies regarding professional licensing programs for incarcerated students. In October, our student interns took part in a virtual panel at OLC Accelerate, [Students Discuss How Faculty Can Best Support Students Navigate Digital Learning and Maximize Student Engagement and Success](#). Last,

Every Learner and WCET held a student panel at the WCET Annual Meeting, [Students Discuss Faculty's Role in Navigating Digital Learning & Student Success](#), which featured two students from Dillard University in New Orleans, LA.



2023 NETWORK CONVENING



Minneapolis skyline from Prospect Park Water Tower, July 2014. Attribution: Michael Hicks

The convening included representatives from the Every Learner backbone team, the Association of Chief Academic Officers (ACAO), APLU, ATD, Digital Promise, Educause, Intentional Futures, Network Impact, OLC, Tyton Partners, and WCET.

We began the day with strategy updates from Omari Burnside, Senior Program Officer, who welcomed Every Learner network organizations as steadfast partners in the Higher Endeavor ecosystem. Burnside explained how Higher Endeavor involves several teams at the foundation that were merged into one team called the Transformation at Scale (TAS) team.

Norma Hollebeke, Senior Manager of Network Programs and Services at Every Learner updated us on the network's services for the Intermediaries for Scale organizations: the American Association of State Colleges and Universities (AASCU), the American Indian Higher Education Consortium (AIHEC), Complete College America (CCA), Excelencia for Education, Growing Inland Achievement (GIA), and the United Negro College Fund (UNCF).

Our three technical assistance partners, APLU, ATD, and OLC, updated us on their progress in developing and delivering services for Intermediaries for Scale (IFS) institutions. Between these partners, the network has 12 services on offer that help institutions provide equitable course design, inclusive and culturally relevant teaching, implementation of equitable digital learning in gateway courses, and building a data-driven culture at colleges and universities.

Next, Karen Cangialosi, Director of Every Learner Everywhere, led a session on emerging significant trends in digital learning, asking attendees to consider two key questions: "What are your most important learning outcomes from your work to date?" and "How do you think the field of digital learning is changing? What do you think are the most significant trends?"

Then came three rapid sessions: Emilie Cook, Manager of Digital Marketing and Communications at Every Learner Everywhere, held a session in which attendees assessed our work against our equity principles; Karen Cangialosi introduced the addition of equity-first organizations to our network; and Patricia O'Sullivan, Manager of Content Development and Special Projects at Every Learner Everywhere, led a brainstorming session on strengthening our network, partner collaboration, and students-first focus.

We ended the day setting priorities for 2024, in a session led by Laura DaVinci, Associate Director, and developing a vision and possibilities for 2025 and beyond with Karen Cangialosi.

STUDENT INTERNS

Featured below are six of our student interns who worked with us in 2023. We asked each of them to share with readers what the Every Learner student internship has meant to them.



JAMIE BALDWIN

Sam Houston State University, Class of 2024, Mathematics

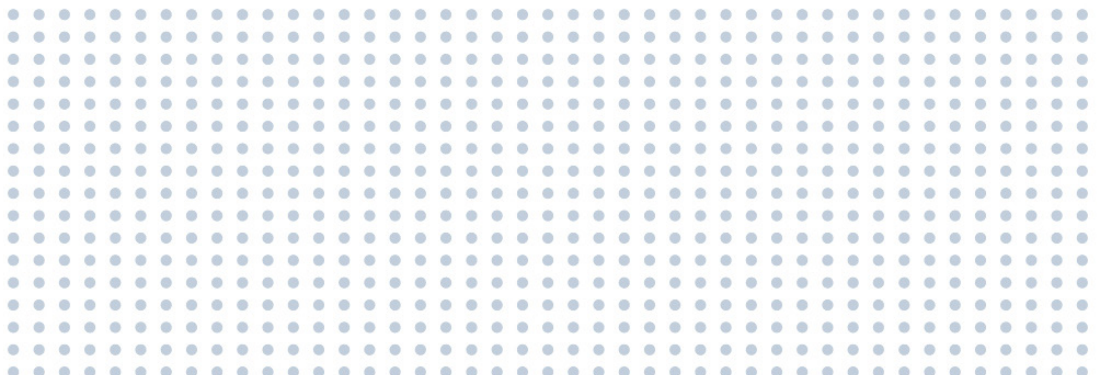
“ Every Learner Everywhere has been so good to me! This internship has given me the opportunity to think deeper about our institutional types and what supports they can offer our students. It has also given me more experience on independent research, project management, and interview skills. The network of professionals that Every Learner and their partners introduced me to is one that I’ll keep forever. Finding individuals with similar goals to mine has been amazing! Every Learner has been nothing but good to me!



CHIDINMMA EGEMONU

Vanderbilt University, Class of 2023, Financial Analyst

“ My experience in the Every Learner internship gave me a comprehensive understanding of educational technology and how it works in college settings of all types. It also allowed me to get a better understanding of my relationship with technology in the classroom and how it changed before and after the pandemic started. Overall, I think that this experience helped me develop analytical thinking skills centered on the future potential of ed-tech within college education. Even after the program, as a financial analyst, I can leverage the insights I gained from this fellowship to better identify key drivers that promote equity in technological development.

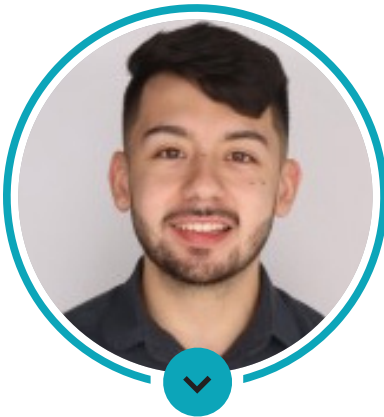




ANISSIA FLEMING

Tennessee State University, Class of 2023, Tennessee General Assembly

“ I have truly learned so much this fall while interning with Every Learner Everywhere. This internship has granted me the opportunity to gain “real-world” experience before graduation, enhance my research, writing, and professional skills, and learn from and network with the like-minded professionals I have been surrounded by and introduced to. Due to this internship, I have learned that my passions, determination, and hard work ethic will get me the farthest in my career.



EDDIE FRAUSTRO

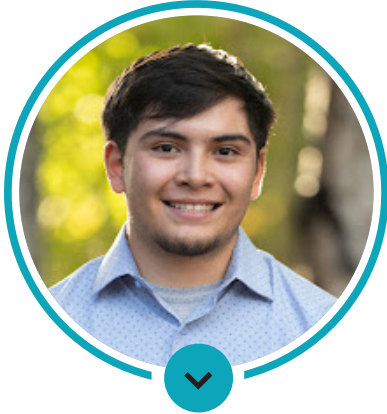
Georgia State University, Class of 2024, Marketing

“ My internship with Every Learner Everywhere was a very rewarding experience. I was able to gain a deep understanding of how digital tools positively impact digital learning. I could see how education has evolved throughout the pandemic and how educators and students alike can support each other in the classroom. I have had the experience of conducting research to support college students, acting as a moderator for a student panel, and speaking at the Online Learning Consortium emphasizing the importance of digital learning amongst underrepresented students. I am grateful for the amazing opportunities that I have taken part of through ELE that have developed my career and contributed to making education more equitable for college students. I am excited to graduate this year and apply what I have learned with me throughout my career.



JOE RENDON

Fort Lewis College, Class of 2024, Economics



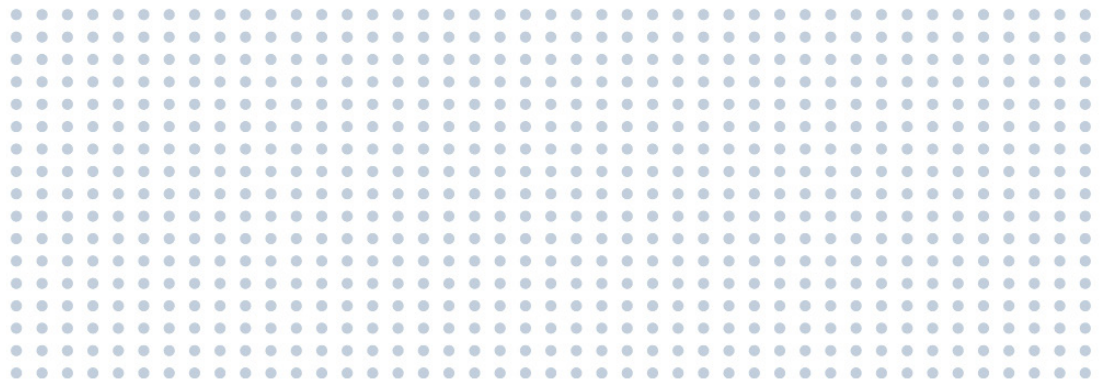
“ Interning at Every Learner Everywhere has been a rich and fruitful experience. Gaining a greater understanding of what makes tribal colleges & universities (TCU’s) unique has sparked a further interest in personal learning about indigenous knowledge and its delivery. Every Learner has provided me the opportunity to expand my professional network inside the higher education field through collaboration with fellow interns, TCU’s, and the American Indian Higher Education Consortium (AIHEC). I grew up around Indigenous culture in the south west, so this work has allowed me to learn more about how these perspectives have helped shape me into the student/learner I am today.

EMMA SULLIVAN

Georgia State University, Class of 2024, Middle Level Education



“ My internship with Every Learner Everywhere reaffirmed my interest in working in the digital learning space. I have had the opportunity to speak on a panel, develop my technical skills, and become a published author. The opportunities I have had to not only develop my own career, but play a role in furthering equity for students has been nothing short of an amazing experience.





LOOKING AHEAD 2024

It is with sadness that we say goodbye to two of our partner organizations, South by Southwest Education (SXSW EDU) and the Digital Learning Resource Network (dLRN). These two organizations were with us from the very beginning, when we established the network in 2018. We are thankful to dLRN for their expertise in learning analytics and their collaboration with Tyton Partners on our 2020 Learning Analytics Toolkit. We are also thankful to Ron Reed, Executive Producer of SXSW EDU, for taking on three student fellows and teaching them valuable skills in event planning and analytics.

Early in the year we launched our fourth annual [Strategies for Success webinar series](#). This free and open-to-the-public series has been so popular with faculty and faculty support staff that we are going to add a fall 2024 installment. Please check our [workshops page](#) for more information and email us at everylearner@wiche.edu if you would like to suggest a topic or speaker for the series.

This spring, we are going live with the first of our course offerings, Digital Learning 101. This introductory course gives learners a general overview of the area of study, an introduction to the 'language' and terminology, as well as exposure to core concepts. This course introduces learners to the world of equitable digital learning in higher education. Information presented in this course includes foundational vocabulary, promises and challenges, technology and digital tools, and insight into essential pedagogy. For more information, please visit our [workshops page](#) on our website.

We are excited to welcome four Equity First Organizations (EFOs) to the network as service providing collaborators. Please read about them below and visit their websites to dig deeper into the good work they do supporting equitable institutional transformation.

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- The [Center for Innovation in Postsecondary Education \(CIPE\)](#) serves community colleges, universities, postsecondary partners, employers, and community partners to improve graduation rates and workforce outcomes for first-generation, under-represented, and low-income students. CIPE unifies the work of its partner communities to provide maximum benefit for participating institutions and the students they serve. CIPE assists higher education institutions in becoming more student-centered and equity-focused. CIPE catalyzes change among postsecondary institutions in digital teaching and learning, student advising, student pathways, and capacity building, among other topics. Focusing on these objectives improves student outcomes and eliminates disparities, particularly among Black, Latino/a/x, and Indigenous students and students from low-income backgrounds.
 - The [Center for Organizational Responsibility and Advancement \(CORA Learning\)](#) was founded in response to President Obama's call to improve the lives of boys and men of color facing educational disparities, and now seeks to address racial disparities in higher education for all minoritized demographics. CORA offers equity-focused online professional development courses for college educators, administrators, and student support staff in addition to equity consulting services. With a focus on building cultural competency through employing evidence-based teaching practices and equity-mindedness principles, CORA Learning seeks to empower educators and organizations with strategies, tools, and resources to transform learning spaces into equitable, anti-racist environments and places for healing.
 - The [Hispanic Educational Technology Services \(HETS\)](#) was established in 1993. HETS is the first bilingual consortium constituted by more than 40 higher education institutions in Puerto Rico, the United States and Latin America. The organization's mission is to promote, support, and increase the capabilities of member institutions to enhance Hispanic/Latino student access, retention, and success in higher education through the strategic integration of technology. HETS looks into a future of innovation, effective relations, knowledge building, and both inter-institutional and intersectoral collaboration for the success of Hispanic post-secondary education.
 - The [Quality Education for Minorities \(QEM\)](#) Network was established in July 1990, as a non-profit organization in Washington, DC, dedicated to improving education for minorities throughout the nation. It is the successor organization to the MIT-based QEM Project that was funded by the Carnegie Corporation of New York. With initial support from Carnegie and MIT, QEM began its operation as a focal point for the implementation of strategies to help realize the vision and goals set forth in the QEM Project's January 1990 report: Education That Works: An Action Plan for the Education of Minorities. Over 30 years, QEM has supported the capacity building of minority serving institutions and faculty who serve underserved students in STEM as well as systems change work in education. QEM has served all 34 Tribal Colleges, all 101 HBCUs, and countless Hispanic Serving Institutions and regional colleges and universities that educate students of color. Through connecting equity to discovery, QEM seeks to be a catalyst in national educational changes.

Finally, in 2024, we look forward to developing the Every Learner Advisory Council. This standing group will provide input and advice to the Every Learner Everywhere Leadership team on the network's work. The Every Learner Advisory Council will also serve a role in promoting network engagement among the Every Learner network partners. The board will be composed of a founding service partner representative, EFO partner representatives, two partner-at-large representatives, a student intern, and two external field advisors. The process of admitting board members will consist of requesting nominations from the Every Learner staff, network partners, student interns, and external field advisors.

EVERY LEARNER EVERYWHERE NETWORK PARTNERS





Every Learner Everywhere partners with colleges and universities to leverage technology in pursuit of equity-focused, student-centered, faculty-powered, and institution-driven improvement in teaching and learning.

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