

FY25 Q3 Summary Report

By the Return on Learning Committee

[Plan Goals](#) | [Montgomery College, Maryland](#)

Goal 1: Strategic Alignment and Integration

Strategic alignment includes integration with MC's organizational strategies and across MC's divisions, management strategies, and approaches. Grounded in access, equity, and equal opportunities for employee success, our goal is to support and navigate the changing landscape of higher education by developing focused leadership, good communication, building new skills and preparing a future-ready workforce willing to take risks and innovate.

Vision

Align all ELITE professional development opportunities to MC's goals and strategic priorities defined by MC2025 and leadership priorities and goals.

Objectives

- Evaluate ELITE-sponsored professional development opportunities to ensure alignment with MC2025 goals and/or leadership priorities.
- Embedded leadership, communication, skill building, and future-ready workforce competencies in all professional development opportunities.
- Expand professional development support for MC's Virtual and East County Campuses.

[PDMP](#)

Goals Alignment
and Integration with
[MC Strategic Plan](#)
(Refreshed)

Goal 1: Enhance connections between Montgomery College and our community

- International Dialogue for Excellence in Academia (IDEA) is a project that contributes to goal 1 by building connections with global education partners to exchange ideas about teaching and learning practices.
- Volunteering individually and with MCRPA to advertise and recruit participants for campus Red Cross blood drives has continued in Q3. They are open to the community and bring people from outside of MC onto our campuses and provide a perspective of seeing the campuses through the eyes of a prospective student or student family member.
- The *Coach When You Can* summit is a great example of developing a program for students and employees that, by its nature of developing coaching skills, increases belonging through engagement, empowerment and support. The summit showed there is a great spirit among MC employees and students who see coaching as something that can help themselves and others.

Goal 2: Cultivate a sense of belonging for everyone at the College

- The Book Circle offered during Q3 used Adam Grant's *Hidden Potential*. As a sustained activity, the Book Circle allows members to get to know each other and

build their relationships through a meaningful reflective activity, which leads to stronger relationships with colleagues and a better sense of belonging.

- The variety of professional development offerings, including an AI Community of Practice, have contributed to the professional growth of faculty and staff who are at different readiness levels for using and adapting AI in their work or teaching.
- Digital Fundamentals for Teaching and Learning NFO: faculty appreciate my guidance in helping them learn Blackboard Ultra so they can begin using it and be ahead of the curve in the college wide transition to Blackboard Ultra.

Goal 3: Enhance educational and organizational effectiveness

- Technology-focused sessions, such as Microsoft Essentials, continue to directly contribute to enhancing individual effectiveness, which in turn contributes to our overall organizational effectiveness at MC. This is an area where participants can clearly see the value of what they are learning and how to apply it.
- In Q3, both cohorts began to focus on their interactions with others either through the LDI Shadow Day or the MC Management Field Trip. Both experiences are meant to integrate the classroom learning with its implementation in the work place. This practice is highly connected to goal 3 and provides “an effective educational experience” for employees who are students in the cohorts.
- Through the *Academy for Teaching Transformation*, courses such as Digital Fundamentals of Teaching and Learning (DFTL) and Teaching and Learning in Higher Education (TLHE) not only build digital proficiency but also improve faculty confidence, which translates into stronger learning experiences for students.

Goal 4: Increase economic impact for our students and community

- Faculty and staff continue to learn to use AI effectively and to teach students to use AI ethically so they can become future-ready by preparing them for employers’ expectations.
- The STaR Network aligns with this goal. Student participants have gained skills from the program, and those skills will eventually translate into financial gains for those students moving forward.
- Enhance educational and organizational effectiveness - Implement a work culture that meets the changing needs of students, employees, and the College. This ethic is best seen in the Servant Leadership (SL) class. The message of SL is to align deeply with the organization's goals and objectives and support others to meet their objectives in alignment with those goals.

Goal 2: Employee Satisfaction

Research tells us that professional development is an important factor in job satisfaction. Grounded in access, equity, and equal opportunities for employee success, our goal is to provide a coordinated system of professional development opportunities that address employees' behavioral, technical, and leadership skills.

Vision

Cultivate an environment of collegiality and collaboration whereby all members of the MC community have the opportunity to increase their knowledge, impact, performance, and job satisfaction.

Objectives

- Engage the MC community in the identification and planning of professional development.
- Execute a wide range of employee professional development to address behavioral, technical, and leadership development.
- Provide multiple modes of professional development (e.g., virtual, face-to-face, etc.) to support employee agency.
- Routinely evaluate and share professional development satisfaction ratings with the MC community.

January-March 2025, the CTL team collected 166 responses from the three question Zoom poll survey with the following results:

- Did you learn something? 165 (99.4%) replied *yes* and 1 (.6%) replied *no*
- Was the workshop presented well? 166 (100%) replied *yes*
- Can you apply this information to your work or life? 166 (100%) replied *yes*

For the longer survey sent to participants within 24 hours after a workshop, presenters received 91 responses. The three quantitative questions received the following results:

- I am satisfied with the overall workshop experience: 90 (99%) replied *agree* or *strongly agree* and 1 (1%) *neutral*
- I understood the concepts presented during the workshop: 89 (98%) replied *agree* or *strongly agree* and 2 (2%) replied *neutral*
- I feel confident applying what I learned to my work: 86 (95%) replied *agree* or *strongly agree* and 5 (5%) *neutral*

During this same period, the following qualitative responses were shared with presenters via the survey, email, or another form:

- “More of this, more intentional, cross-role opportunities to read, reflect, and discuss ideas together. At a time when the College is becoming increasingly siloed, these shared experiences give us space to reconnect as educators, support staff, and human beings. They allow us to break down the walls between departments and roles so we can talk about what really matters, student success, equity,

and the evolving landscape of higher education. This kind of collaboration isn't just valuable, it's necessary."

- "...attending the training has definitely prompted me to re-evaluate and improve the activities I use."
- "I've been using the Headers within Blackboard and Word documents, and I've found it easy to do and that it results [in] clearer documents for my students."
- "I HAVE been using mail merge!...and it made the process so much easier/quicker."
- "I find the program run so efficiently AND effectively... [the presenter] is so inclusive...and the team respects her so very much. That always promotes a freshness...and freedom within the team to participate!"
- "You have helped to make teaching online the best teaching experience for me. Thank you!"
- "...the Online Teaching training guides faculty through planning, building, preparing to teach their own online or blended course...The Online Teaching training is both theoretical and intensely practical and faculty greatly appreciate it."
- "I really appreciate the way you worked with me on my communication. I feel so much more comfortable now speaking with others, and I truly owe that to you for encouraging me even when it felt uncomfortable. I'm going to keep working on my communication and effective listening skills, and I'm hopeful that this class was the push I needed to take things to the next level."
- "Thank you for your great help. I feel super confident about developing my other classes [in Blackboard Ultra] now and am ready for the students!"
- "Very helpful and patient instructor made Blackboard Ultra less intimidating"
- "Instructor was able to provide answers for all questions, and the hands-on format allowed me to navigate the site and learn the process at the same time."
- "I really appreciated the focus on how we can frame what is important in our classes (e.g., critical thinking, discipline-specific knowledge) as we consider how we might allow/encourage students to use AI."
- "I like the idea of initiating these conversations and that the focal points that she presented can be applied to all disciplines."
- "The ideas of things we can implement are doable and can help faculty and students navigate through the problems of teaching in this AI environment."
- "I found it beneficial to see thoughtful frameworks, approaches to open up the process of knowledge creation, the process"
- "I appreciated [the presenter's] time and sharing ways to improve presentation skills. Having examples and being able to practice these skills in real time enabled me to exercise these new skills."
- "This class covered my entire master's degree"
- "I found the training to be the best coaching I have ever done"
- "My employee thinks we need to have the whole office do your training."
- "I love the cohort and am learning so much."

Goal 3: Innovation & Creativity

Creativity and innovation are characteristics that employees seek to develop to help them look at the world in new ways and form ideas to improve or add to it. Grounded in access, equity, and equal opportunities for employee success, our goal is to empower MC employees to generate ideas, take risks, and recognize opportunities through problem-solving, relationships, and self-expression.

Vision

Identify and address employee skill gaps and knowledge needs through ideation, collaboration, and ongoing assessment.

Objectives

Explore the combination of facilities, skills, and technologies to produce, deliver, and support MC products or services.

- Leverage communities of practices to explore technological advancements, changes in employee requirements, or outdated professional development opportunities.
- Differentiate and diversify the levels of professional development offered by the ELITE Professional Development team.

New Workshops:

- The FAPSI program has evolved from teaching basic work skills to learning what is needed to move into supervisory roles. Consequently, the name has changed to BRIDGES and focuses more on the Facilities employees. Due to weather conditions in January, it had to be postponed and is scheduled for June 11.
- During January's Professional Week, a new speed session, "Using Zoom Polling Tools for Instant Feedback" was surprisingly well received by faculty. They were not aware of the various means by which data can be gathered and used in their classes.
- "Leveraging Generative AI for OER Development," a workshop developed for Open Education Week, included a variety of AI tools for participants to compare and evaluate. A sample draft OER presented an interdisciplinary study of a topic using AI-generated art, math problems, historical references, psychology content, and wellness connections.
- A Community of Practice, "Reimagining Teaching in the Age of Generative AI," was offered over five sessions, three in Q3. It created a community discussion around emerging technology and its evolving impact.

New Initiatives:

- Universal Design for Learning principles were used to reach as many faculty as possible about the transition to Blackboard Learn Ultra. It was useful to create print materials to give to faculty who prefer to engage with paper resources to supplement our online Blackboard Learn Ultra Transition Hub.

- A responsive Blackboard Learn Ultra training schedule for Summer and Fall 2025 offerings was developed in response to feedback from the team and faculty around availability, format preferences and goals.

Continuing Efforts:

- Being responsive to the workshop participants' personal and work demographics is important for the information to be relevant. Targeting answers to specific disciplines helps to solidify the information and help the participant use the skill and information in their work.
- Creative elements continue to be implemented into workshops: engaging examples, interactive tasks, and innovative technologies. In online resource materials, The *Academy for Teaching Transition* template is designed to be flexible and adaptable, accommodating diverse faculty needs. *The Hub* has more interactive and multimedia resources, making it engaging and useful.
- Key learnings and different tools are integrated, enhancing the ability to reflect on how participants work, and increase problem-solving and team working efforts. The dilemma reconciliation process allows for creativity and solutions based on through-through thinking. Outcomes are controlled with defined action and implementation steps, monitoring, and defining behaviors that are needed to support implementation.
- Professional development sessions were attended to learn about updates on software and human relation skills.

