

FY25 Q1 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 MC and the community

The ELITE PD Team has strengthened community engagement at Montgomery College by leading initiatives that address student needs and foster connections on campus and beyond.

Through programs like the Universal Design Center (UDC), developed with partners in OIT, Counseling, and DSS, ELITE promotes accessibility and inclusivity College-wide.

Additionally, members of the team have organized community-centered events, including blood drives, the annual Soccer for Peace event, and the Inclusion by Design Summit, which brings together internal and external educators to promote civic awareness and collaboration.

ELITE's commitment to student well-being is also demonstrated through its partnership with the MC Pride & Allies, and SPIFFY closet volunteer work to provide essential items for students facing basic needs insecurity.

Projects like the newly drafted telework policy further illustrate ELITE's commitment to advancing flexible and inclusive work environments, demonstrating its active role in building a connected and resilient community within Montgomery College.

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

The ELITE PD Team has fostered community and inclusivity at Montgomery College through programs that encourage engagement within and beyond the College. The Online Teaching training meets a strategic need to prepare faculty for online and blended instruction. Workshops on Digital Fundamentals, Yuja, HyFlex, AI in education, ADA compliant Title II digital accessibility, Adobe media creation, and After Dark sessions equip faculty and staff with essential professional and teaching skills.

ELITE also delivers impactful New Faculty Orientation to equip new full-time faculty with resources for success at MC, along with sessions on digital fundamentals for teaching and learning. Sessions on leadership development, blended learning, classroom assessment techniques, 21st-century learning, Microsoft Essentials, and Blackboard Ultra address faculty and staff needs, supporting student success.

Book circle meetings and discussions on Thinking 101 were offered to foster a sense of belonging among participants, encouraging discovery and dialogue through meaningful conversations about cognitive biases.

ELITE further promotes civic engagement and community awareness through initiatives like the Universal Design Center (UDC), the IDEA project connecting MC with participants worldwide, and events like Soccer for Peace, blood drives, and the Inclusion by Design Summit.

Goal 3: Enhance educational and organizational effectiveness

During FYQ1, the ELITE PD Team continued to advance educational and organizational effectiveness through a variety of professional development offerings. Key offerings, including Professional Development Day, Bb Ultra Training, Microsoft Essentials, Online Teaching, Flipped Classrooms, and YuJa, equipped faculty and staff with essential skills for teaching, student engagement, and administrative efficiency.

Leadership development programs, including the restructured Leadership Development Institute (LDI) and MC Management cohorts, strengthen organizational capacity and prepare a future-ready workforce. Workshops on AI in education, microlearning, and self-paced modules keep faculty informed and current with educational trends.

Accessibility resources and offerings, including the Universal Design Center (UDC) website and UDL workshops, promote inclusivity while digital accessibility training and sessions on college-supported technology like MS 365 and Adobe Express enhance content creation and compliance for everyone at MC. High-impact teaching workshops and the Academy for Teaching Transformation equip faculty with tools to elevate student engagement.

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.

From July 1 – August 23, ELITE collected survey data from 123 participants with the following results related to satisfaction:

- 92% “agreed” or “highly agreed with the statement “The workshop outcomes were met.”
- 91% “agreed” or “highly agreed with the statement “The workshop was well organized.”
- 93% “agreed” or “highly agreed with the statement “The facilitator allowed an opportunity for questions.”
- 83% “agreed” or “highly agreed with the statement “There was sufficient time for the workshop.”
- 93% “agreed” or “highly agreed with the statement “The facilitator was knowledgeable and well prepared.”
- 93% “agreed” or “highly agreed with the statement “The workshop was useful to my work.”

Prior to August 2024 Professional Day, ELITE updated its workshop survey. August 29-September 30, ELITE received 101 with the following results related to satisfaction.

- 97% “strongly agreed” or “agreed” with the statement “I am satisfied with the overall workshop experience”
- 97% “strongly agreed” or “agreed” with the statement “I understood the concepts presented during the workshop”
- 88% “strongly agreed” or “agreed” with the statement “I feel confident applying what I learned to my work”

Beginning on August 2024 Professional Day, ELITE instituted a three-question, end-of-workshop Zoom poll for one-hour workshops led by ELITE staff. The results for August 29-September 30 show the following:

- 97% of the 103 of respondents answered “Yes” to “Can you apply the workshop to your work or life?”
- 92% of the 114 respondents answered “Yes” to “Did you learn something today?”
- 98% of the 95 respondents answered “Yes” to “Was the workshop presented well?”

Open-ended responses from survey responses collected Jul 1 – Sept 30 that demonstrate employee satisfaction:

- The facilitator “served as a unifying presence to guide our group to the activities of each day which was such a welcome and thoughtful piece make us all feel comfortable getting acclimated to MC.”
- “My boss was very impressed, and we will now be using what you taught us when we pull the reports in Excel. We both feel we learned so much in such a short time!”
- “The presentation and facilitator’s demeanor helped squelch a lot of my Bb Ultra anxiety.”
- “Examples and techniques used for engaging participants were right on.”
- “I would likely use this method to ‘sell’ my ideas for change to the larger group of individuals I work with.”
- “I liked the interactive nature of the presentation... It made it very practical and gave us a chance to practice.”
- The most significant learning was “the creativity and personable activity that [the facilitator] brought to the presentation.”
- “Thank you for making working through the course so easy.”
- “You were a great distance learning teacher. I appreciated all you did for us.”
- “Thank you for the very kind words. I really appreciate you taking the time to comment!”
- “I just wanted to send you a note to express my sincere thanks for all of your help and support in completing the Digital Foundations course. I really could not have done it without you.”
- “While I was skeptical about the necessity of the course at first, I now realize how much I learned and have greatly enlarged my educational toolbox to give my students the best possible chance for success.”
- Thank you so much for sending these and thanks for the detailed implementation steps and measurement plans. I think both of these are great.”
- “I’m very appreciative of your support and encouragement throughout the course - I’m glad I didn’t drop it the first week.”
- “I’ve gotten so much from this class and really appreciate your thoughtful instruction and guidance.”
- “Could see how this course could change the way [I] teach my American Citizenship course in so many ways.”
- “...I have found the tools I learned in your course very helpful and wish they were employed more widely by others teaching online!”
- “Thank you so much for your support in the sessions today! I really appreciate you being there and jumping in to answer questions in the chat and during the breakouts.”
- “I truly enjoy working with [the facilitator] on DFTL. Her frequent communication, attention to detail, and concern for faculty success have been wonderful to witness.”
- “This is easily the best short-term coaching training session I have done, and I have spent thousands of dollars to participate in several other programs.”

- The facilitator is a “knowledgeable and engaging facilitator who keeps the discussion relevant while the materials and coaching models are accessible to employees in a variety of roles.”
- “I highly recommend this training to anyone seeking to learn new ways to listen deeply, help people better understand themselves, and perform better as individuals and teams.”
- “I thought the cohort was very well done. I truly believe that every leader at MC should be required to take the cohort before they become leaders.”
- “The cohort opened my eyes to true leadership and how to be successful as a leader.”

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 evaluation process:

- Workshops include a three-question pulse poll for immediate reaction
- An evaluation form link is given at the end of the workshop and a follow-up email sent within 24 hours after the workshop
- A post-workshop survey is sent 4-5 weeks to some workshops asking about the implementation and application of knowledge and skills.

Efforts to Improve Design and Delivery of Workshops:

- Increasing use of ChatGPT in designing work
- Incorporating Universal Design for Learning principles in work planning and delivery
- Creating responsive training schedules based on constituent feedback

New Initiatives and Workshops:

- In collaboration with the Library’s Information Literacy Week:
 - “Media Literacy and Tools for Student Success”
 - “Critical Thinking”
- Adobe Express differentiated workshops for different skill levels
- “Three Steps to Elevate Your Presentation Skills” for staff seeking ideas to enhance their presentations
- “Creative Assignments Using AI” where AI tools like Udio were demonstrated with applicable examples
- The Global Leadership Cohort Phase II program will include learning content and activities using a tool called the Integrated Innovation Profiler

Redesign:

- The Leadership Development Institute and MC Management cohort programs resulted in a mix of online and in-person classes and the establishment of three committees: graduation, host, and social. The goal was to enhance a sense of community, interpersonal communication, networking, and camaraderie.
- The International Dialogue Excellence in Academia (IDEA) project, launching its second year, uses a new theme, "Motivation and Engagement in a Changing World." The project involves monthly sessions with 20 faculty members representing 12 countries.
- The Academy for Teaching Transformation features self-paced learning modules in Blackboard Ultra
- YuJa tutorials were updated to create accessible, captioned video content