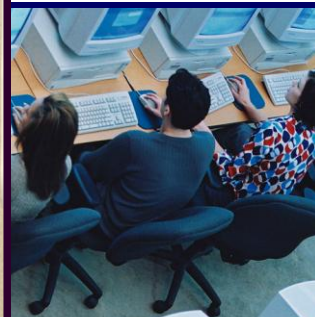
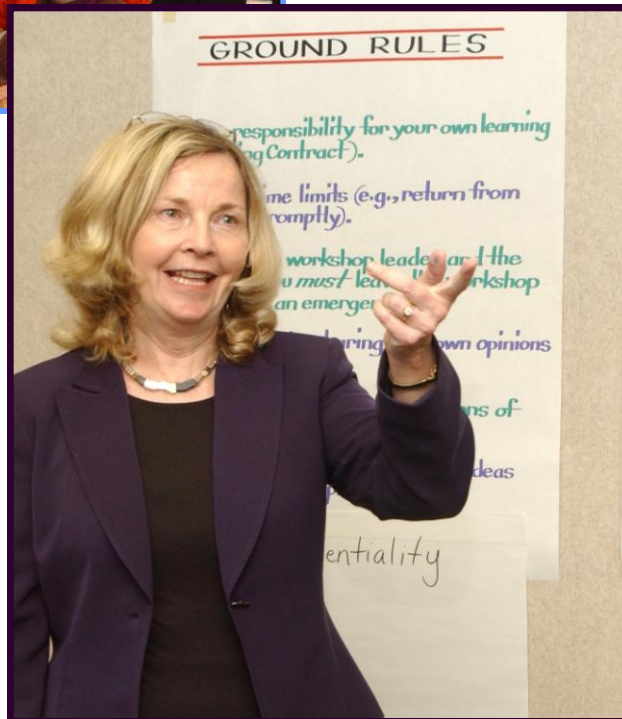


MONTGOMERY COLLEGE TRUSTEE INFORMATION REPORT PROFESSIONAL DEVELOPMENT AND TRAINING



Index #2008.4.3



Key Highlights for FY 2007 (Executive Summary):

- **MC Learns**, a coalition of the College's training and development units, has held a series of working retreats to identify strategies that will maximize resources, skills, and expertise through collaboration, as well as support the College's workforce and succession management initiatives. A formal plan is expected to be completed in Fall 2007.

Implications: Through this strategic partnership, training providers will be better positioned to ensure that learning and development outcomes and pathways are aligned with position and performance competencies for faculty, staff, and administrators.

- The College has joined several other Maryland colleges and universities in partnering with **SkillSoft**, an e-learning enterprise. Testing is currently underway, and it is expected that we will launch our **E-Learning program** in 2008.

Implications: An internal e-learning program will enable us to provide college employees an extensive array of training that would be available "on demand." Through SkillSoft, our employees will have access to a catalog of over 2,000 on-line courses and an extensive library of e-books.

- The Center for Teaching and Learning (CTL) has focused a significant portion of its programming on "**Writing in the Disciplines**" (**WID**) an established approach to teaching that acknowledges the importance of writing as a thinking, learning, and communication skill, with a special emphasis on written communication competencies.

Implications: Various activities have engaged faculty in studying the premises and pedagogy of this approach, as well as strategies for incorporating it in their courses. In AY 2007-2008, there will be an added emphasis on WID for the sciences, mathematics, and technical disciplines.

- The Office of Human Resources has expanded its **organizational development (OD) and improvement services**. During FY 2007, the Center for Professional & Organizational Development (CPOD) has designed, planned and/or facilitated over 35 different meetings and retreats for 15 different units and groups, serving over 300 participants.

Implications: The establishment of internal OD services provides departments easier access to resources to help improve their effectiveness. At this time, the return on investment and/or cost-savings to the institution has not been explored; however, it is CPOD's intention to examine this in the next year.

- During the 2006-2007 academic year, CPOD transitioned from using paper evaluations to online survey applications as a key tool in data collection and **evaluation of course and program effectiveness**.

Implications: The use of technology has expedited and enhanced our ability to use data to inform decisions regarding program content, curriculum design, and instructional methods, in an effort to better meet individual, group, and organizational needs. As a result, we have increased our training in web

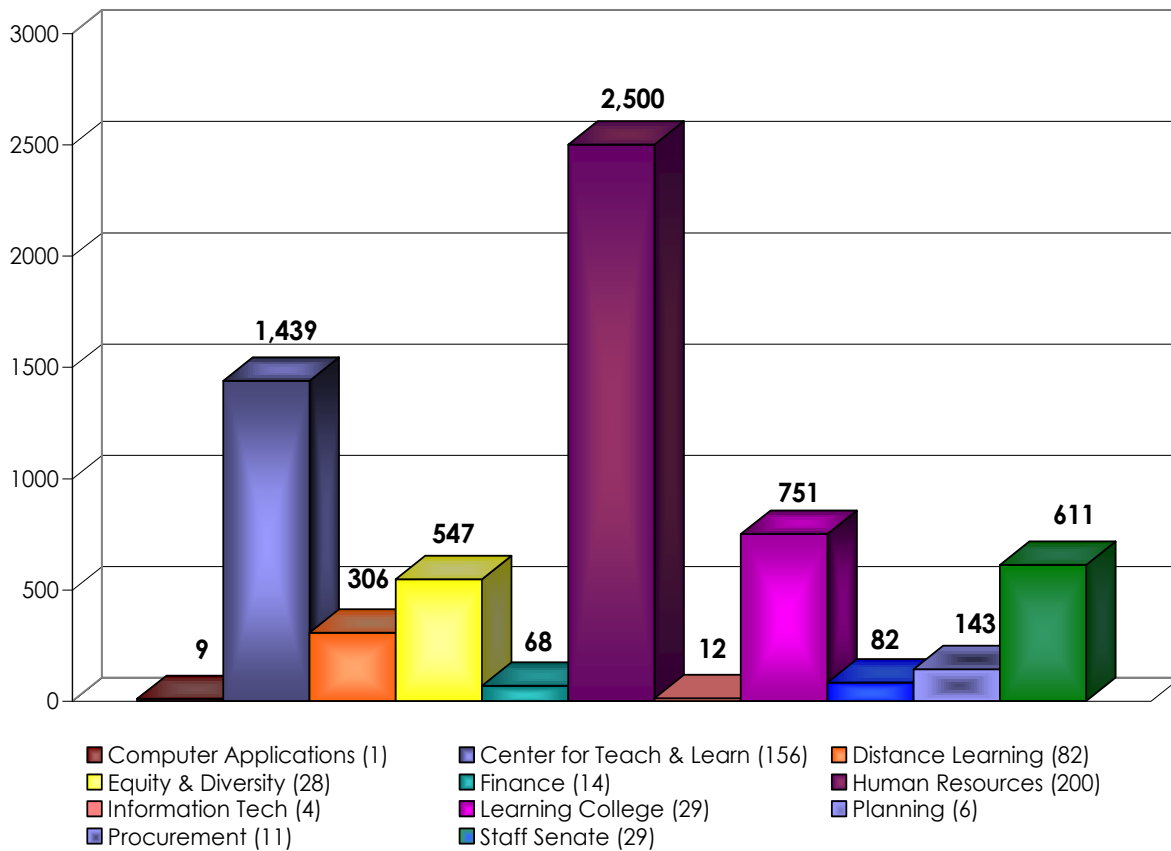
technologies and communication, as well as identified critical topics for web based tutorials for 2007 – 2009.

Collegewide Training and Development

The following graph reports the total number of participations, as well as the total number of activities (noted in parenthesis), provided by each sponsoring department in FY 2007.

***Numbers of participants are shown on the left or (y) axis, and the number of activities are listed in the legend by department.**

Participations and Activities by Department*



Five-Year History of Professional Development Activity

| Year | Activities | Contact Hours | Participations | Notes |
|------|------------|---------------|----------------|------------------------------------------------------------------------------------------------|
| 2007 | 560 | 1,434 | 6,468 | Decrease due to elimination of Wellness data and enforcement of pre-registration requirements. |
| 2006 | 776 | 1,961 | 10,353 | Spike in participations due to new on-line tutorials and MC Learns initiative. |
| 2005 | 648 | 1,785 | 6,991 | |
| 2004 | 629 | 3,050 | 6,720 | Spike in contact hours due to Web Time-Entry training and multiple sessions of MC Management. |

| | | | | |
|------|-----|-------|-------|--|
| 2003 | 700 | 1,940 | 5,640 | |
|------|-----|-------|-------|--|

Leadership Development

Effective succession planning requires a broad, deep pool of leaders throughout the organization. Recognizing this, a variety of leadership and management programs are in place to develop faculty, staff, and administrators, thereby ensuring that there are leaders being developed and prepared through out all levels and areas of the institution.

| Internal Leadership and Management Development Programs | Number of Participants |
|----------------------------------------------------------------|-------------------------------|
| Academic Leadership Program | 17 |
| Leadership Development Institute | 24 |
| MC Management -- Elective Series | 43 |
| Facilitative Leadership Workshop | 37 |
| Total Number of Participants | 121 |

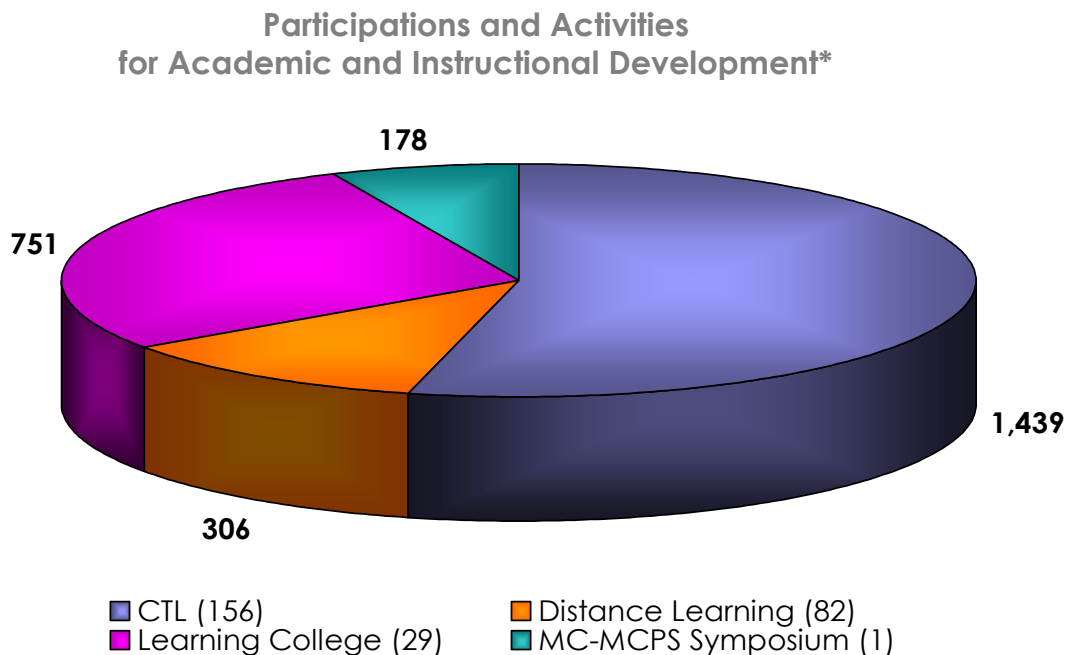
| External Leadership and Management Development Opportunities | Number of Participants |
|---------------------------------------------------------------------|-------------------------------|
| Morgan State University – Ed.D. in Community College Leadership | 17 |
| AACC Future Leaders Institute | 2 |
| ACE Fellows Program | 1 |
| HERS Summer Leadership Institute for Women in Higher Education | 1 |
| AACU Wye Faculty Leadership Seminar | 1 |
| Administrative Professionals Leadership Conference | 45 |
| Total Number of Participants | 67 |

Academic and Instructional Professional Development

Over the course of the year, 268 activities and programs were planned and provided for faculty and staff working in the instructional and service areas that impact student learning and development. These activities, ranging from year-long fellowships to 45-minute workshops, provided a total of 2,674 participants the opportunity to enhance their content knowledge and teaching skills. Examples include workshops on the use of podcasting in the classroom, fundamentals of good teaching, online resources for student research, grade management, and civility on campus.

The following graph reports the total number of participations, as well as the total number of activities (noted in parenthesis), provided by each sponsor in FY 2007.

*** Numbers of participants are shown around the pie chart, and the numbers of activities are listed in the legend.**



Internal Technology Training

The College provides a host of technology-oriented courses, as well as teaching and learning tools, to help all employees maximize the effective use of technology in their jobs.

| Type of Technology Training | Number of Participants |
|----------------------------------------------------------------|------------------------|
| Banner | 130 |
| General Technology and Standard Software Applications | 622 |
| Distance Learning/Web CT | 318 |
| Project Management & Project Office Information Technology | 12 |
| On-line Tutorials | 1,815* |
| Total Number of Participants *Includes some students | 2,897* |

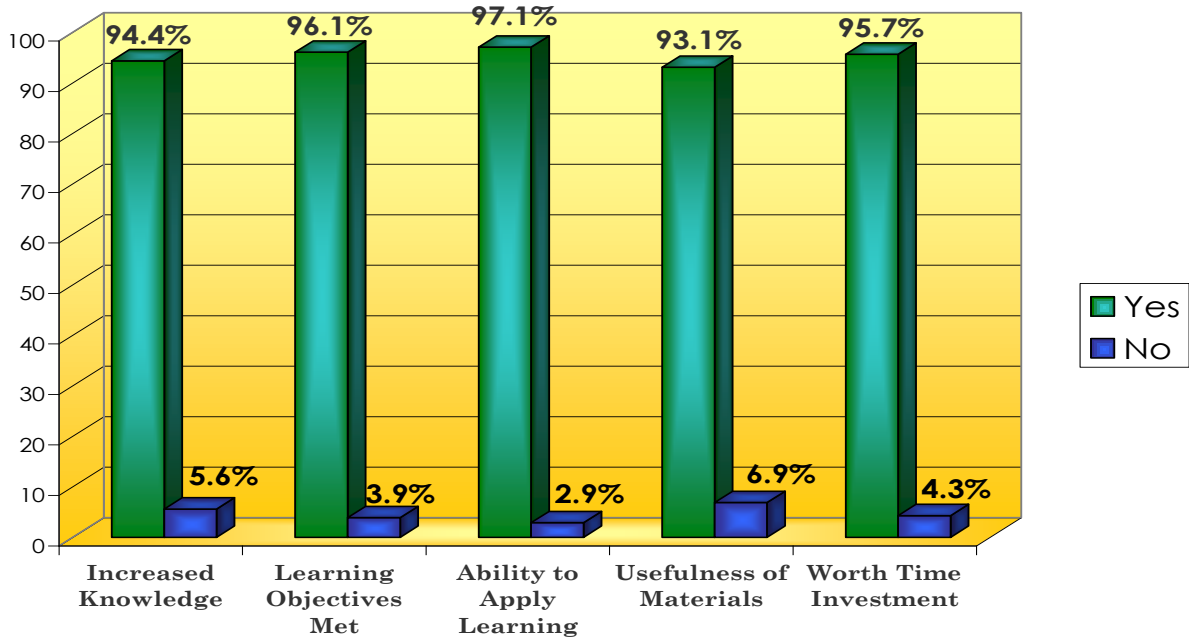
Individual Professional Development Opportunities

| Description of Activity | Number of Participants |
|--------------------------------|------------------------|
| Administrative Associate | 7 |
| CTL Fellows and Projects | 26 |
| DL Course Development | 8 |
| Educational Assistance Program | 825 |
| Faculty Retraining | 4 |
| Learning Communities | 33 |
| Sabbatical Leave | 7 |
| Scholarly Activity | 2 |
| Smithsonian Fellows | 13 |
| Tuition Waiver | 245 |
| Professional Development Leave | 17 |

Evaluation

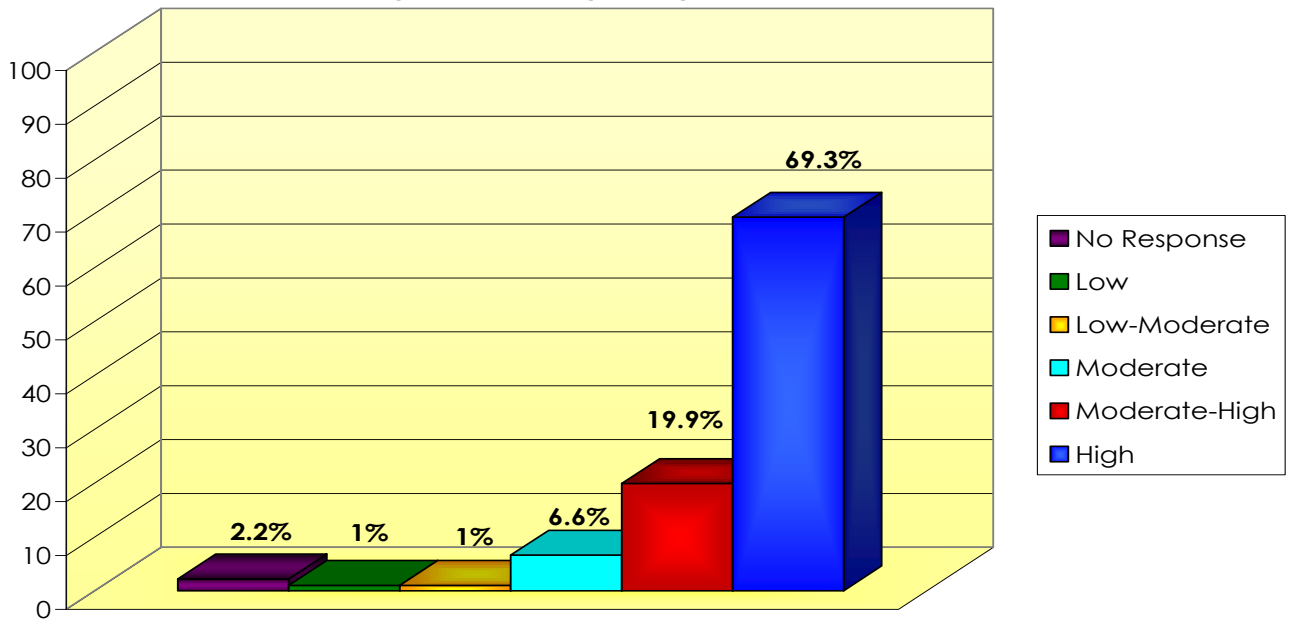
A variety of methods are regularly used to assess our training and development activities in meeting learning, performance, and organizational objectives. The following charts represent cumulative data from course or workshop evaluations from our internal programs.

Assessment of Learning Experience

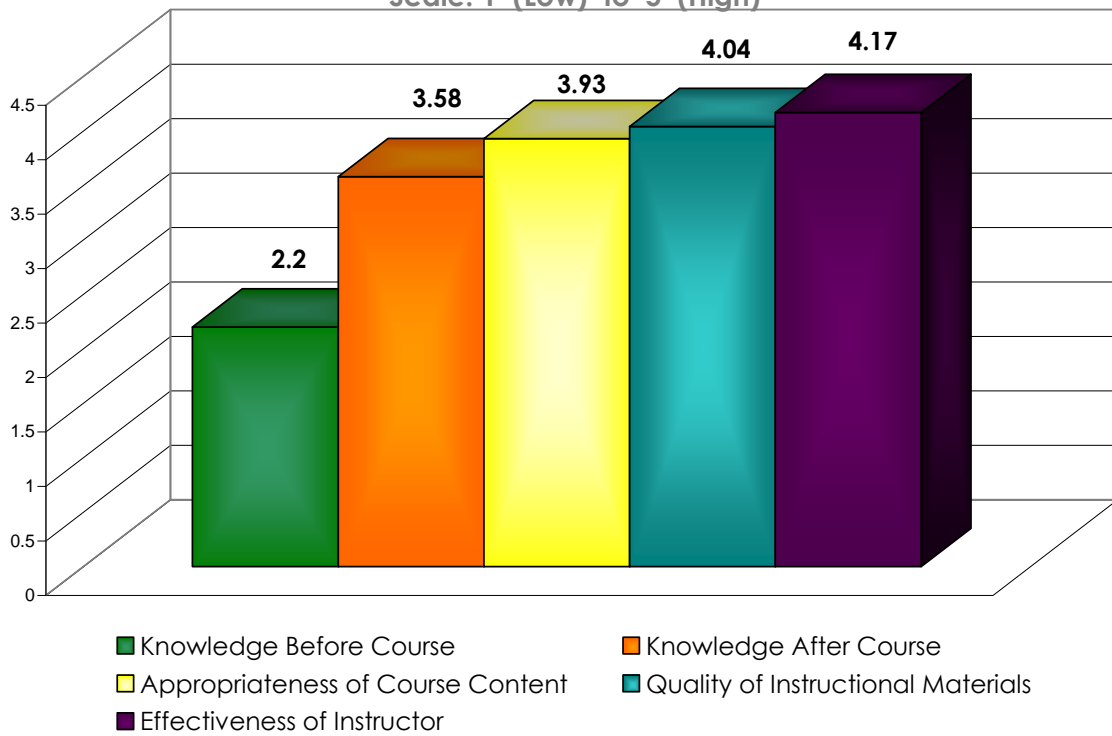


Effectiveness of Instructors and Facilitators

Indicators: *subject knowledge, organization, presentation style, responsiveness*



Summary Evaluation Scores for Technology Courses
Scale: 1 (Low) to 5 (High)



Participants' Self-Assessment of Knowledge and Skill After Training

