

## Q2 & Q3 Summary Report

### Overall Reflection and Planning

13. Reflecting on the three goals of the PD Master Plan (Strategic Alignment and integration, Employee Satisfaction, and Innovation and creativity), How do you assess your Q1 contributions to these goals? Please be as specific as possible, offering tangible evidence of your work.

The ROL Committee will review answers to this section and make recommendations for inclusion on the Master Plan FY Goal Progress webpage. See [examples](#) from FY23.

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### 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](#)

Goal 1: Strategic Alignment and Integration with [MC Strategic Plan \(Refreshed\)](#)

#### **Goal 1: Enhance connections between MC and the community**

- Launched the International Dialogue for Excellence in Academia with up to 11 participants from 8 different countries.

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

- The Faculty Showcase, themed "Learning, Working, and Growing Together" featured five faculty presenters who

<p>1. Goal 1: Enhance connections between Montgomery College and our community</p> <p>2. Goal 2: Cultivate a sense of belonging for everyone at the College</p> <p>3. Goal 3: Enhance educational and organizational effectiveness</p> <p>4. Goal 4: Increase economic impact for our students and community</p>	<p>shared their projects that involved collaborating with students, community partners, and MC departments.</p> <ul style="list-style-type: none"> <li>• Developed and offered a series of workshops to MC faculty and instructional staff interested in earning a <b>Technology Integration Microcredential</b> badge. The microcredential badge program aimed at intentional technology integration in the classroom and technical skills development among participants. This initiative was attended by seven highly engaged participants, each bringing unique perspectives and eagerness to delve into new technologies.</li> <li>• Offered Academy for Teaching Transformation workshop Series that focused on five topics: Discovering Pathways for Digital Storytelling in Your Instruction, Empowering Students for Online Success, Engaged Teaching: Revisiting the Seven Principles, The Future of Education: Exploring AI in the Classroom, Achieving Your Teaching Goals Through Action Research with a total of 27 completions for the fiscal year.</li> <li>• Provided a comprehensive Microsoft Essentials training series, covering fundamental skills in MS Office and MS 365 applications, including PowerPoint, Word, Outlook, Excel, Bookings, and Teams.</li> <li>• Created seven new <b>common courses</b> for the Virtual Campus led by Dr. Shinta Hernandez.</li> <li>• Completed the Global Leadership Cohort (GLC) series focusing on leadership, communication, skill-building, and preparing a workforce ready for risks and innovation</li> </ul> <p><b><u>Goal 3: Enhance educational and organizational effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Developed and disseminated the spring workshop catalog using Pressbooks to streamline the registration process and improve access, allowing for more seamless registration and enhanced participation among faculty and staff seeking professional development.</li> <li>• The Office of ELITE collaborated with the MC Library staff to enhance communication and promote awareness of essential support services available to faculty, staff, and students.</li> <li>• Conducted workshops on using the Hypothesis social annotation tool in Blackboard to enhance students' critical thinking, collaboration, and reading comprehension skills.</li> <li>• Developed a website featuring curated training materials for using Hypothesis in Blackboard, aimed at enhancing faculty capabilities. These resources promote high-impact</li> </ul>
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	<p>practices and innovative teaching methods, designed to improve student engagement and learning outcomes.</p> <ul style="list-style-type: none"><li>• Continued to enhance and populate <b>The HUB ELITE</b> blog which serves as a dynamic platform for the college community and external visitors. It is designed to foster a learning and collaborative environment.</li><li>• Published the ELITE Digest blog monthly, featuring contributions from team members on diverse topics designed to support faculty and staff. The blog content offers insights and strategies aimed at enhancing teaching methodologies, fostering innovation, and creating a more effective learning environment for students.</li><li>• Delivered a series of workshops on AI tools and teaching strategies, equipping MC instructors with the skills to integrate emerging technologies effectively into educational settings.</li><li>• Facilitated comprehensive professional development support for instructors within the GetLit financial literacy program, equipping educators with essential tools and resources to provide impactful learning experiences.</li><li>• Developed an informative infographic to streamline communication with faculty about the scheduling and requirements of training sessions, enhancing organizational efficiency and supporting the college's commitment to continuous professional development.</li><li>• Developed a self-paced training module for the Hub utilizing H5P technology, designed to offer flexible and interactive learning opportunities for users.</li><li>• ELITE hosted the Universal Design Center's Inclusion by Design Summit, offering workshops open to educators both within and outside of MC, aimed at promoting inclusivity in design practices.</li><li>• Hosted the Love of Teaching Half-Day conference themed "Passion for Learning" with a participation total of 58.</li><li>• Hosted the "Faculty Showcase" themed "Learning, Working, and Growing Together", featuring five faculty presenters.</li><li>• Launched an updated and more comprehensive Online Teaching Training Program to equip MC faculty with the skills and strategies needed for effective instruction.</li><li>• Conducted additional workshops aimed at strengthening faculty/student collaboration and engagement emphasizing inclusive practices to enhance educational effectiveness.</li><li>• Designed and conducted two innovative workshops: 'Digging into Data-Informed Decisions' and 'Taming Your Digital To-Do Lists,' equipping participants with practical</li></ul>
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strategies for effective decision-making and digital task management.

- Launched the Student Training and Resource (STaR) Network, a comprehensive initiative designed to provide key support and resources to enhance student success.
- Initiated strategic planning for the college-wide rollout of Blackboard Learn Ultra to streamline access to advanced learning features and improve the digital learning experience for faculty and instructional staff.
- Initiated the redevelopment of the Digital Fundamentals of Teaching and Learning (DFTL) course, integrating Quality Matters (QM) principles to ensure high standards throughout the process.
- Provided comprehensive faculty support through office hours, proactive outreach, engagement tracking, and site reviews. The Digital Fundamentals of Teaching and Learning team, along with instructional designers, also facilitated focused workshops and one-on-one consultations to enhance pedagogical practices.
- Conducted a college-wide training of YuJa, facilitating our transition to Open Labs and Stand-alone Training, and ensuring seamless integration and widespread adoption throughout all departments.
- Advocated for the use of Yuja and its video quiz features to boost student engagement and streamline assessment processes.
- Hosted multiple sessions of the Pedagogical Discussions Series focused on recent trends in higher education and addressing the evolving landscape of the sector.
- Launched an independent study track within the Online Teaching Training program, providing a flexible option for individuals with prior experience to complete their training at their own pace.
- Promoted the implementation of cumulative quizzes and practice exams as effective strategies to enhance student retention of key information and boost learning outcomes.
- Enhanced faculty development by providing targeted training on integrating and utilizing alternative formats within Blackboard to improve student learning experiences.
- Launched cohort programs on Leadership Coaching and GLC teachings to enhance behavioral and leadership skills among employees. These programs focus on group activities and reflective learning, promoting experiential education with peer feedback and facilitator guidance. While primarily centered on non-technical skills, our GLC initiatives also offer access to advanced technology,

including state-of-the-art Edubook resources, enriching the overall learning experience.

- Implemented a new workshop: The Dilemma Reconciliation Process (DRP). It combines creative thinking with structured problem-solving to achieve win-win outcomes. This method moves beyond traditional binary choices or compromises by synthesizing the strengths of differing propositions, fostering innovation and novel solutions.

### Q3

- Continue to build community within the faculty cohort of each online teaching training
- Online teaching training continues to improve the quality of their teaching through its positive approach to influence even in person teaching.
- Delivered eight sessions for the Student Training and Resource (STaR) Network
- Offered office hours to supported Digital Fundamentals of Teaching and Learning
- Offered many workshops on the topic of AI and ChatGPT in education.
- Developed, completed, and delivered a Technology Integration Microcredential badge program to seven participants, of which six earned their badge.
- Facilitated the LDI Cluster Cohort Reunion to foster camaraderie among participants.
- Completed the summer professional development class, "Influencing Positively" for summer delivery.
- Planning the 30<sup>th</sup> anniversary of the LDI
- Offered a new class "Breathing through Conflict". A class in the Communication and Conflict Learning Pathway.
- PACEI and the TRHT committee have strengthened networks across the college, enhancing collaborative learning with WDCE, Community Engagement, Student Affairs, ELAP, MC Research, and MC Biology faculty.
- Organized and offered a day-long, comprehensive spring professional development schedule of offerings for college faculty and staff.
- Planned future trainings on supporting English learners at MC in coordination with PACEI
- Wrote and shared "Multicultural Moments" issues on topics like indigeneity and matriarchal societies for MC instructors to use in courses.

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**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.

<p><b>Goal 2: Employee Satisfaction</b></p>	<p><u><b>Quarter 2 Employee Satisfaction Evidence</b></u></p> <ul style="list-style-type: none"> <li>• For Quarter 2, 216 participants completed the evaluation for workshops delivered 2<sup>nd</sup> quarter of FY 24 (October 1, 2023 - December 21, 2023) with the following results:             <ul style="list-style-type: none"> <li>○ 99% of respondents either agreed or highly agreed that the workshop outcomes were met.</li> <li>○ 97% either agreed or highly agreed the workshop was well organized</li> <li>○ 97% either agreed or highly agreed the facilitator was knowledgeable and well prepared</li> <li>○ 97% either agreed or highly agreed the workshop was useful to their work</li> </ul> </li> <li>• The ELITE Annual Faculty Showcase in December 2023 was well received with 27 attendees and five faculty presenters addressing ELITE’s annual theme, “Working Learning and Growing Together.”</li> </ul>
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- Tech it Out Committee, a thriving community of practice, averaged attendance of 24 for October and November.
- The following comments represent employee satisfaction with the workshops delivered during 2<sup>nd</sup> quarter:
  - “The workshop opened a myriad of opportunities to use PowerPoint that I never knew existed.”
  - “I learned a totally new way to use this software... and so helpful to be able to ask questions... nobody around me seems to use this... so thank you for hosting this topic!”
  - “The most significant learning came from the conversations and the insights from all the participants on their perspectives and ideas.”
  - “I loved that the workshop was paced perfectly, and she listened and responded to all participants! Will be looking forward to more of her workshops.”
  - The most significant thing learned was “The fantastic various ways in which we can all be more inclusive in our teaching, placement, etc.”
  - “Thank you...for organizing this event. I left feeling energized!”
  - [The instructor] ...helped me feel at peace with my level of ignorance and approach learning the behemoth that is Microsoft Teams with an open mind and less trepidation.
  - “I came in with a lot of knowledge about much of the content in this workshop - however, I still found the overall workshop to be very helpful and full of lots of practical tips for the classroom.”
  - “This is such an important workshop. It should be mandatory to everyone.”
  - “Glad to learn important concepts of using AI, ChatGPT. So I know how to guide students in the future.”
  - “Learning about the brand-new AI updates that include image and file uploads is so interesting! This is helping me to stay up to date on a fast-moving technology that I simply don't have extra time to learn on my own.”
  - I can use it on my day to day [work] with all of my “conversations.”
  - “Thought provoking activities especially the dilemma and reconciliation project.”
  - “The resources provided. I'll save them and use them in my work.”
  - “I liked learning about the difference between information and interpretation, and how quickly and automatically interpretation happens. I will make efforts to be more self-aware of my own interpretations when preparing to give feedback.”

- “In enjoyed hearing other people’s methods they use to teach in their classroom. We discussed think pair share and jigsaw in our breakout room.”

Quarter 3 Employee Satisfaction Evidence

- Online Teaching training certified 30 faculty in fall 2023 and spring 2024.
- 221 participants completed the evaluation for workshops delivered 3<sup>rd</sup> quarter of FY 24 (January 1, 2023 – March 31, 2023) with the following results:
  - 97% of respondents either agreed or highly agreed that the workshop outcomes were met.
  - 97% either agreed or highly agreed the workshop was well organized
  - 96% of respondents agreed or strongly agreed that the workshop was useful to their work.
  - 97% agreed or strongly agreed that the presenter was knowledgeable and well organized
- The following comments represent employee satisfaction with the workshops delivered during 3<sup>rd</sup> quarter:
  - “[The facilitator] always creates a learning environment where we do hands on work. This is so helpful because it is hard for me to learn things by watching, I need to practice it.”
  - “I wish I had utilized this approach when I first drafted the course. Typically, I want to do things first to last, but starting at the end enables me to cut right to what is most salient. Thank you so much for this!”
  - “Learning from your classmates is qualitatively different. The discussion board process provides greater equity. Everyone has a chance to be heard, or should I say read... This does not happen in a typical class.
  - “Before this training, I was deeply cynical about online education. Because of our experience here, I now see the unique potential of an online course. There are undeniable benefits to facilitating a robust Discussion forum...To make the most of this potential, I will certainly need to be actively involved in guiding Discussions; and this will require dedicated time and a disciplined approach.”
  - “The topics covered today were very complementary to the topics covered in session one, which is exactly what was intended. This supported the expected learning - made it easy to understand and put it together. Excellent instruction and presentation - and the breakout sessions were very good.”
  - “The impact of small-group collaboration was very helpful and allows me to move forward with my project.”



- “It was so exciting to join the community under [their] mentorship. We were really engaged, and the peer review especially was extremely valuable. What a great tool for the classroom.”
- “I most enjoyed hearing what my colleagues were using in their courses. Always great work!”
- “This workshop was great. I feel like I learned a lot of information that I can use to reinforce and enhance what I’m already doing in the classroom.”
- “Everything we did or talked about today was relevant and informative. I learned a great deal and was able to start using the tools shown right away.”
- “I enjoyed hearing from colleagues about their methods of engagement in their distance learning and remote classes.”
- “These book discussion opportunities are very valuable to my professional development. They keep me informed on topics of leadership and I appreciate the chance to chat with other LDI graduates.”
- “The checklists are so valuable! I love having all the steps one by one.”
- I gained concrete ideas for how to begin a dialogue about generative AI with my classes. Thank you.
- “I really enjoyed this workshop and I have so many ideas that I am going to take with me into this next year to plan and make my class even more fun. I think I have a great metaphor in gaming for my classes now.”
- “You were and are incredibly patient when helping us, which is so much appreciated! I enjoy your workshops and look forward to others in the future.”
- “How to pick the right form at the beginning to make it an excel sheet. This is going to be saving me lots of time!!”
- “...we have been discussing using video feedback since the pandemic. This is definitely an option that I can explain to my manager and discuss using it as an option for some students.”

### 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.

#### **Goal 3: Innovation & Creativity**

##### **Quarter 2 Innovation and Creativity:**

- Supported the rollout of 19 new HyFlex labs to expand MC's ability to deliver flexible course options
- [Promoted] test taking teams (so that assessments also become learning experiences)
- Developed stand-alone training materials for Yuja using Articulate Storyline
- Implemented the Dilemma Reconciliation Process (the product of combining creative thought with a clear process to solve a problem) to professional development courses.
- Launched the Student Training and Resource (STaR) Network offering paid career readiness professional development for students
- Developed a Technology Integration Microcredential program. The Technology Integration Badge is an innovative approach to getting faculty to marry their pedagogical approaches to their use of technology in meaningful ways.
- Facilitated workshop on Accessible Assessment Design for the Inclusion by Design summit and created self-paced training for the Hub using H5P.
- Supported development and design of ATPA asynchronous training module for new ATPA coaches

### Quarter 3 Innovation and Creativity

- Developing training for the rollout of Blackboard Ultra. Training begins in Summer 2024.
- Using Chat GPT to develop trainings and exploring other AI tools, including Gemini and Co-pilot in the future
- Offered a new class, “Breathing through Conflict” as a class in the Communication and Conflict Learning Pathway.
- Used a new tool, Co-assemble, to transform existing workshop slides into microlearning modules for The Hub.
- Designed and delivered a new workshop for Open Education Week called “All Together Now! Creating OER in Harmony with Students and Generative AI.” The workshop proposes a model that values students’ expertise and experiences while using Generative AI as an external consultant to create OER
- Used InVideo AI to develop video content for some of the modules and create some interesting content without the same amount of effort it takes to create a regular video.
- Employed experiential learning activities in the International Dialogue for Excellence in Academia series, which created opportunities for members to coordinate research across different international contexts
- Co-designed, developed, and delivered four workshops for the Technology Integration Microcredential badge cohort.
- Designed, developed, and delivered offerings for the Academy for Teaching Transformation: The Future of AI in Education.
- Re-designed and offered microlearning-style workshops for various topics for using social annotation with hypothesis in Blackboard.
- Offered the Principles of Inclusive Syllabus Design workshops featuring tangible faculty examples demonstrating the positive outcomes post-implementation of these principles.
- Began a complete Redesign of DFTL for Bb Ultra and with QM principles in mind using the backward Design principles.
- The Technology Integration Badge is an innovative approach to getting faculty to marry their pedagogical approaches to their use of technology in meaningful ways.