2024 Report to Our Community

MOL
MarylandOnline.org

A MarylandOnline update for the period January 1 through December 31, 2024

MarylandOnline Roles

Expertise
Under expertise, MOL's goal is to help MOL's member institutions excel in the practice of online education. The consortium incubates new products and services that leverage collaboration among members; promotes and delivers professional development for online faculty and administrators; and, through its online-focused leadership institute, prepares leaders in the field.

Networking
Under networking, MOL's primary goal is to facilitate networking among stakeholders. The consortium addresses common challenges in online education by fostering the sharing of information, ideas, and resources among member institutions. Through direct services or access to information, members also benefit from MOL's collaborations with other online education organizations in Maryland and beyond.

Advocacy
Under advocacy, MOL's goal is to champion excellence in online education through engagement with initiatives that support students and teachers. Some areas of focus—such as diversity, equity, and inclusion; academic integrity; and the quality and affordability of instructional materials—carry over from year to year. Others are emergent issues that come to the consortium's attention. On behalf of its members, MOL uses its influence publicly at the state and national levels to promote online education.

From the Executive Director

It is my pleasure to welcome you to the 2024 edition of MarylandOnline's Report to Our Community. *In this report you will find information about our progress, successes, and goals for the coming years.*

While seemingly no time has passed since we celebrated our 20th anniversary in 2019, we found ourselves quietly – and proudly – acknowledging our 25th anniversary in October. MOL staff and Board representatives alike take pride in our long history of continual service to member institutions and to Maryland.

This year our 2022-2024 strategic plan came to a close, and we were pleased to have hit most of our targets, including improving the Seat Bank platform, achieving 100% participation in our DOLLI program, completing the MOL-X platform, enhancing our professional development program with the addition of a virtual half-day event as well as returning to face-to-face events after Covid, building the CPEX platform and program, and laying the groundwork for the new Maryland Pathways Portal. We were not able to meet some of our program-growth goals (such as Seat Bank participation), but we will continue to make progress in 2025.

Heading into 2025, MOL will embark on the first year of its new three-year strategic plan. It will reflect the changes and challenges we anticipate in the next couple of years, including federal and state policy developments, the dominance of artificial intelligence concerns, and the inevitable enrollment cliff. MOL will provide our institutions with information, resources, and tools to face these challenges – reinforcing once again that we are a strong consortium and community.

Wendy Gilbert
Executive Director, MarylandOnline

The Three A's of 2024

In 2024, two topics, artificial intelligence and accessibility, continued to command the attention of MOL member institutions. Our consortium responded by emphasizing professional development on these topics, as well as facilitating the sharing of resources and wisdom among members. An eight-part series of MOL webinars provided practical guidance on document and website accessibility to meet new regulations, and more webinars on digital accessibility are planned for 2025.

In AI, educators across the state saw the need to respond to the breathtaking pace of advancement that is now challenging core practices in teaching and learning. In April, MOL co-hosted with Montgomery College, the University System of Maryland William E. Kirwan Center for Academic Innovation, and the USM Council of University System Faculty "Incorporating Generative AI into Learning Experiences Virtual Showcase." The highly successful event, attended by more than 500 participants from 36 institutions, presented AI work being done at Maryland colleges and universities. Another co-hosted virtual event will take place in 2025.

A third "A" was added to MOL's priority list in 2024: alternative credentials. As highlighted in this report, the portal project conceived in 2024 acknowledges that MOL is uniquely positioned to provide statewide leadership in the alternative credentials movement.

The 2024 Report gives us an opportunity to share MOL's pride in the achievements of our 19 member institutions. Enjoy!

The Maryland Pathways Portal – A New MOL Project

2024 saw the start of a serious effort by MOL to address the challenge of creating pathways among students, colleges, job seekers, and employers. Utilizing existing college microcredential programs and building on the consortium's history of collaboration and expertise in digital education platforms, MOL proposed to lead an awareness campaign and to assemble resources for Marylanders. The goal is twofold: to provide basic information to credential seekers and to galvanize Maryland colleges and universities to create formal credential pathways for these students and prospective students.

This past year, MOL laid the groundwork for securing a grant for the project, including engaging two consultants for identifying funding sources and writing grant applications. Staff began researching successful projects in other states and reaching out to potential partners in Maryland. The principal work for the project will be done in 2025.

MOL Professional Development in 2024

MOL is the only nonprofit organization in Maryland offering free-of-charge professional development events for higher and online education practitioners throughout the state. Led by Carla Zeigler, Chair of the MOL Board's Professional Development (PD) Committee, and program manager Marjorie Rawhouser, MOL's 2024 PD program provided a robust selection of webinars throughout the year and hosted a virtual PD Day. With growing concern surrounding accessibility regulations, MOL provided extra support with a face-to-face training and a series of eight short webinars focused on document and website accessibility.

In addition to the short-format webinars on accessibility, MOL's webinar series covered topics including generative artificial intelligence (AI), improving digital literacy, online teaching basics, creating a metaversity, and designing an online escape room to increase student engagement. More than 360 people registered for MOL Fall and Spring Webinar Series events.

MOL also hosted its second successful virtual Professional Development Day, with nearly 80 registrants. Topics included accessibility, AI, student engagement, and contract cheating. The event was keynoted by Dr. Christina Katopodis, a Mellon Senior Research Associate from the City College of New York.

Descriptions of each event in MOL's 2024 Fall and Spring Webinar Series as well as the Professional Development Day program are included at the end of the report.

MOL Course Sharing: A Growing Network of Collaborations

The MOL Continuing and Professional Education Exchange (CPEX) – A Noncredit Course-Sharing Platform

Much of 2024 was spent overcoming challenges with the CPEX Memorandum of Understanding (MOU), a document needed for schools to participate in the pilot program. The outcome was very positive, as the final MOU was a much-improved version of the original, and initial concerns were addressed. By the end of the year, schools participating in the pilot were in the process of approving the MOU and readying programs to share in early 2025.

Bronwyn Bates, Howard Community College, served her first year as the CPEX Coordinator, successfully navigating the MOU challenges and onboarding new CPEX administrators. Ms. Bates worked on tutorials and information presentations to support the growth of CPEX. The current goal is to complete the pilot in the spring of 2025, opening the door for sharing opportunities among all the MOL colleges.

The MOL Seat Bank – A Credit Course-Sharing Platform

MOL's oldest program, the Seat Bank continued to serve as a critical tool allowing MOL member institutions to share online academic courses. Over 250 credits were shared among 12 institutions, serving approximately 80 students who might otherwise not have been able to take specific courses or complete their programs.

At the end of the year, the MOL Board supported adding an experienced Seat Bank user, Stephen Kabrhel of CCBC, as Seat Bank Consultant. He will focus on revising the MOU and creating an updated tutorial to help with growing and sustaining the program.

THE MOL Leadership Institute (MOLLI): Momentum!

The 2023 Residential Program

MOLLI thrived in 2024 under the excellent leadership of Director Shinta Hernandez. As Dean of MC Online and Academic Support at Montgomery College, she brings to her MOLLI role the perspective of a respected practicing leader in online learning. In her first year as Director, Dr. Hernandez also amply demonstrated the vision and creativity needed to take MOLLI to the next level.

The Residential Program (RP) remains the MOLLI flagship, and planning for the 2025 RP began in earnest during the last quarter. The every-other-year schedule of the RP presented an opening in 2024 to hold various other leadership events.

2024 MOLLI Highlights:

- The launch of an expanded MOLLI virtual webinar and workshop series offering 10 events throughout the year on leadership topics ranging from "Leveraging Artificial Intelligence, Data, and Technology in Online Education Leadership" to "Building and Leading High-Performing Online Teams." Each webinar and workshop was well attended, with participants from both inside and outside Maryland.

- A June in-person retreat, "Empowering Leaders and Supporting a Community of Practice in Online Education," hosted by Montgomery College and MarylandOnline. The retreat attracted 80 participants from Maryland and the region, who were treated to a day of expert presentations, panels, and interactive sessions.

- The completion of Annual Team Projects from the 2023 MOLLI Residential Program: *AI Toolkit Checklist; Guide to Online Course Assignment and Instructor Qualifications; and Improving Digital Literacy Using Universal Design for Learning Resources for Designers, Developers, and Digital Content Users.* Teams had opportunities to share their work, and several members were actively involved in the 2024 spring conference of the Maryland Distance Learning Association.

- The first phase of an exploration with Quality Matters (QM) leaders of a possible collaboration between MOLLI and QM to focus on leadership in quality assurance in online education.

- Enhancement of the MOLLI website through the joint efforts of Dr. Hernandez and MOLLI Public Information Coordinator Tia Roebuck.

- Sponsorship opportunities, notably generous support of the June MOLLI Retreat by Pressbooks, a leading platform for digital publishing.

In 2025, Goal #1 for MOLLI will be a successful Residential Program, to be held July 21-24 at Historic Inns of Annapolis. As 2024 ended, the MOLLI team was already at work on planning a best-ever residential event with new features and challenges for participants.

DOLLI Yields Valuable Data

With 240 questions across 17 topic areas, the Database of Online Learning Information (DOLLI) is a robust repository of information regarding standard practices for all MOL member institutions. Under the curation of DOLLI Director Diana Zilberman, the repository is kept current and accessible to all MOL Board representatives and others in their institutions.

As an added service this year, short summary reports of data collected through DOLLI were distributed to members on topics including faculty and staff policies, accessibility, and quality assurance practices. Addressing current concerns and challenges of member schools, Dr. Zilberman conducted a "quick poll" on the use of AI and posted a summary of responses. Additional quick polls on pressing topics are planned for 2025.

New Goals Set for the MarylandOnline Exchange (MOL-X)

The MOL-X platform is a Maryland-based job-matching service to assist hiring departments at the colleges identify qualified part-time faculty for openings. In 2024 the number of users plateaued, and plans were discussed regarding growth and sustainability.

The goal for 2025 is to increase both the number of faculty willing to teach and the number of hiring departments reviewing those candidates. The MOL-X program manager will be doing individual outreach to support the growth of the program for 2025.

A Salute to the MOL Board of Directors

MarylandOnline is fortunate to have a diverse membership that includes all of Maryland's community colleges and three four-year institutions: Morgan State University, Stevenson University, and University of Maryland Global Campus. The Board of Directors is made up of an appointed representative from each of these 19 member institutions.

The MOL Board is a working board, performing a variety of duties in addition to governance. Directors share information, participate in committee work, support MOL programs, and serve as the key conduit of information about MOL's services to the individual campuses.

Serving on the MOL Board gives each Director a professional peer sounding board and provides valuable networking opportunities. Directors meet four times a year for regular business. Additionally, they meet for specialized, topic-focused MOL Coffee Chats and interact regularly in the Board Basecamp Forum. Frequent interactions, communication, and reciprocal support make up one of the key values of the consortium.

At its October meeting, the Board held its annual election of officers, re-electing Chair Michael Mills (Montgomery College), Vice Chair and Treasurer Michelle Kloss (Carroll Community College), and Vice President Colleen Flewelling (Cecil College). Long-serving President Cynthia Brown-LaVeist of Morgan State University was succeeded by Stephen Kabrhel of CCBC, and Jarrett Carter of UMGC was elected Secretary.

Updates From MOL Member Institutions

MOL Board representatives report on significant developments related to online/digital teaching and learning at their institutions during 2024, as well as individual achievements.

Allegany College of Maryland

Juli Whetstone, MOL Board Representative

- The instructional design team in the eLearning and Ed Tech services department continues to conduct internal Quality Matters course reviews to maintain quality assurance of online, blended, and flex courses. In 2024, 47 reviews were conducted, and of those, 40 courses were issued certificates for meeting all standards.

- Twenty-six new online courses were developed using the course template. Over 50% of QM standards are met when faculty use this template.

- The online LPN-to-RN program continues to grow and added two new states this year, with more states in the pipeline. It is now available in 16 states: Delaware, Florida, Kentucky, Maine, Maryland, Missouri, New Hampshire, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Vermont, Virginia, West Virginia, and Wyoming.

- The Ed Tech services team installed two new flex classrooms with advanced streaming capabilities.

Anne Arundel Community College

Jennifer Bopp, MOL Board Representative

The AACC IDEA Lab team provides high-quality educational opportunities and, by embracing new technologies like AI and prioritizing digital accessibility, is continuously working to improve the learning experience for students, faculty, and staff. In 2024 the main areas of activity were the following:

- Exploring Artificial Intelligence (AI) in Education

  - AI Platform Exploration: Tested and evaluated various AI tools (OpenAI ChatGPT, Google Gemini, Microsoft Copilot, Grok, Anthropic Claude).

  - Prompt Engineering: Developed effective prompts for optimizing AI's role in education.

  - AI Integration in Existing Tools: Explored AI features in tools like Zoom for improved accessibility and learning.

  - AI-Enhanced Assignments: Designed and evaluated assignments integrating AI for student learning.

  - Faculty Support: Provided resources and guidance for faculty to integrate AI into courses.

  - AI for Accessibility: Investigated AI's potential for generating alt text and revising captions.

  - AI Deliverables: Organized an AI Gallery Walk, offered faculty/staff professional development, created an AI Canvas site, and authored an AI position paper.

  - Professional Development: Engaged in continuous learning through conferences, workshops, and research.

- 2024 Summer Institute
  - Event Overview: Three-day event for ~200 faculty and staff focused on curriculum development, technology integration, diversity, equity, accessibility, and communication.
  - Format: Varied sessions including workshops, lightning talks, panels, and gallery walks.
  - Feedback: Overwhelmingly positive, with high satisfaction.

- 2024 Fall Digital Accessibility Curriculum
  - Curriculum Focus: Comprehensive training for ~500 faculty and staff on digital accessibility skills.
  - Training Topics:

    - Accessible document structures
    - Captions and transcripts (creation and editing)
    - Effective alt text
    - Color, contrast, and image use in digital content
    - Digital tool accessibility evaluation
    - Accessibility considerations for leadership
  - Resources: Developed Digital Accessibility Checklists.

- Accessibility Fellows Program
  - Program Goal: Foster a community of practice around digital accessibility among faculty.
  - Faculty Support: Dedicated time and support for deepening understanding, developing resources, and integrating accessibility into courses.
  - Incentive: Workload reduction for participating faculty fellows.
  - Current Status: Digital Accessibility Showcase in progress.

The IDEA Lab team provides high-quality educational opportunities and, by embracing new technologies like AI and prioritizing digital accessibility, is continuously working to improve the learning experience for students, faculty, and staff.

Baltimore City Community College

Brian Terrill, MOL Board Representative

- In 2024, the microlearning professional development and student support library, hosted on YouTube, was increased to thirty videos to assist faculty and students leverage the College's learning management system (LMS).

- The faculty training course for basic eligibility to teach online, formerly known by the acronym KOLT, was revitalized to keep pace with changes in technology and pedagogy; it launched in December 2024.

- The E-Learning department continued to play a critical role in onboarding and orienting faculty and students, participating in workshops and orientation sessions every semester.

- A revised student orientation to the College's LMS that incorporates multi-modal content was developed and launched; it provides a much-needed resource for students to navigate resources at the College throughout their time at BCCC.

- The BCCC library purchased a new video-on-demand license that can be leveraged by both the students and faculty.

- BCCC has partnered with Strategic Planning Online (SPOL) to integrate with the College's Canvas platform for automating assessment data collection.

- Transitioning to e-textbooks, enhanced courseware, and OER resources for most courses began in earnest during the Fall 2024 semester; a transition to Barnes & Noble College (BNC) is planned for Fall 2025.

- The BCCC E-Learning team received demos for accessibility software to comply with Web Content Accessibility Guidelines (WCAG) 2.1 AA requirements. Further action on this will occur in 2025.

Carroll Community College

Michelle Kloss, MOL Board Representative

- As part of its comprehensive Digital Accessibility Plan, Carroll launched a College-wide effort to train faculty and staff on accessibility in Microsoft Office and Canvas. The first phase of Digital Accessibility training, which launched in August 2024, included over 280 faculty and staff.

- The Digital Learning team fully refreshed five courses and made seven courses digitally accessible. Included in these efforts were two professional development courses for online learning faculty, *Best Practices for Online Teaching and Course Design Basics.*

- Two new asynchronous online courses in World Languages (Elementary French) were built.

- Carroll's Virtual Reality Lab hosted 495 users throughout the year.

- The College now offers two courses in the Hy-Flex format: *Introduction to Early Childhood Education and Child Growth and Development.*

- Carroll created digital badges for three professional development opportunities: *Open Educational Resources for Diversity, Equity, Inclusion, and Belonging; Digital Accessibility in Microsoft Office; and Digital Accessibility in Canvas.*
- Dual-enrolled students comprised more than 1,500 enrollments in asynchronous online courses in Spring and Fall 2024.

Cecil College

Colleen Flewelling, MOL Board Representative

In 2024, Cecil achieved significant milestones in digital education and faculty development, emphasizing quality online teaching and learning:

- Transition to Canvas LMS:
  - Finalized the migration from Blackboard to Canvas LMS, successfully training faculty, staff, and students on Canvas tools and integrating the system with Jenzabar for seamless enrollment and course creation. This transition improved the accessibility and functionality of course delivery.
  - Piloted Canvas Outcomes to collect assessment data for 6 high-enrollment courses and two institutional general outcomes, streamlining data entry for instructors.
  - Conducted a Canvas Student Experience survey, revealing:
    - 83% of the students surveyed found the Canvas overall experience good to excellent.
- Professional Development Initiatives:
  - Offered 34 workshops and webinars, covering diverse topics such as Canvas tools, AI in the classroom, digital accessibility, and inclusive pedagogy.
- Professional Development for Online Teaching (PDOT):
  - Designed and launched the PDOT course in Canvas, focusing on Quality Matters (QM) standards, digital accessibility, inclusive pedagogy, and effective online teaching strategies.
- AI Integration in Education:
  - Hosted discussions and developed resources on AI's role in education, including tools like Turnitin's AI detection and workshops on using AI-powered alt text and chatbots in teaching.
  - Faculty established an AI Committee supported by Academic Programs to develop an institutional AI policy statement and guidelines for ethical use. The committee includes faculty, leadership, and staff, ensuring a collaborative approach to addressing AI's role in education.
- Catalyst Transitions Symposium:
  - Hosted the first-ever **Catalyst Transitions Symposium,** a half-day virtual event featuring a keynote speaker on digital accessibility, tracks on AI in the classroom, inclusive teaching practices, Open Educational Resources, collaborative annotation tools, and Canvas. Over 40 faculty and staff attended, fostering collaboration and innovation in teaching practices.

Chesapeake College

Chandra Gigliotti, MOL Board Representative

"Chesapeake College's achievements in 2024 reflect our continued commitment to academic excellence, innovation, and student success. We look forward to the continued implementation of our 2025-2029 Strategic Plan, advancing technology in education, and ensuring accessibility and inclusivity for all students."

- **Institutional Achievements and Strategic Progress**

  In 2024, Chesapeake College reached significant milestones across various areas, demonstrating our ongoing commitment to excellence in education, technological innovation, and compliance with industry standards.

- **Middle States Accreditation and Reaffirmation**

  Chesapeake College successfully completed its Middle States self-study process in 2024, receiving reaffirmation of accreditation. The College met each of the Standards of Accreditation, with particular emphasis on the continued quality of our online learning programs. The following strengths were highlighted during the evaluation:

  - Consistency across all course modalities—face-to-face, online, and hybrid—ensuring uniformity in course descriptions, learning outcomes, academic rigor, and faculty preparation and evaluation.
  - The integration of embedded librarians and tutors in online courses, supporting student success through readily available academic resources.

- **Strategic Planning and Technological Innovation**

  In 2024, the College finalized its 2025-2029 Strategic Plan, positioning technology innovations and online learning as central components for future growth. This forward-looking plan emphasizes the expansion of digital learning environments and the strategic use of technology in curriculum delivery.

- **Artificial Intelligence (AI) Policy Development**

  Chesapeake College, in collaboration with the Committee for Teaching and Learning and the Technology Planning Group, developed and implemented a comprehensive institutional policy on the use of Artificial Intelligence. This policy addresses the growing role of AI in higher education and provides clear guidelines for its integration into teaching and learning.

- **Compliance with ADA Regulations**

  To further our commitment to accessibility, Chesapeake College developed an institutional policy aligned with WCAG 2.1AA standards, ensuring compliance with the Americans with Disabilities Act (ADA). Faculty training on these new accessibility standards commenced in the Fall 2024 semester, ensuring that digital content is inclusive and accessible for all students.

- **LMS and Assessment Tool Integration**

  In partnership with Instructional Systems and Assessment and Planning, the College launched an initiative to integrate our Learning Management System (LMS), Canvas, with the College's assessment tool, Nuventive. This integration will streamline data collection and improve the efficiency of academic assessments across the institution.

- **Website Redesign and Branding Update**

  In late Fall 2024, after years of planning and development, Chesapeake College launched a redesigned website. This new platform reflects the College's updated branding, including the recently unveiled logo, and provides a more user-friendly interface for students, faculty, and staff.

The redesign aims to enhance the online experience and better reflect the College's vision for the future.

- Partnerships in Community Outreach and Distance Learning

  Chesapeake College continued its partnership with the Maryland Reinforcing Overdose Prevention through Training and Advocacy (ROPTA) program, offering online events to the community via our five-county distance learning network. This network, developed through a USDA Rural Learning Technology grant, enables broader access to vital training resources.

- Stuart Bounds Teaching Innovation Grant

  The College launched the Stuart Bounds Teaching Innovation Grant in 2024, a competitive internal faculty grant designed to support the integration of unique activities and experiences into course curricula, regardless of modality. This initiative aims to foster innovative teaching practices that enhance student engagement and learning outcomes.

- AI Content Development Pilot Program

  Chesapeake College became the first higher education institution to pilot a partnership with Gibbly, an AI platform for building educational content. This collaboration aims to explore new ways of using AI to enhance curriculum development and provide personalized learning experiences for students.

- Enrollment Trends and Online Learning Growth

  In line with national trends, Chesapeake College saw significant growth in online learning. As of 2024, 50% of the College's enrolled credits were delivered through online courses, demonstrating the increasing preference for flexible learning options among our students.

- Faculty Professional Development in HyFlex Teaching

The Center for Teaching and Learning continued its proactive efforts to support faculty development in a hyflex learning environment. With the theme "Faculty Teaching Faculty," the Center offered a variety of professional development opportunities aimed at enhancing teaching practices in this dynamic and evolving educational model.

College of Southern Maryland

Stephanie Vehrs, MOL Board Representative

- CSM hired Dr. Suzanne Summers as the new Vice President for the Division of Learning (DOL). As such, the organizational structure of the division was updated. DOL will still house three schools, but those schools are now the School of Liberal Arts, the School of STEM and Professional Studies, and the School of Health Sciences. Each school is overseen by a Dean, with each department being overseen by a Chair who serves in a limited term, voted in by their respective colleagues. In addition, continuing education will no longer fall under the Division of Learning and will instead be its own division as the Division for Continuing Education and Workforce Development, with Dr. Ellen Flowers-Field as the Vice President.

- In early spring, an institutional template that will be used in online course shells was presented to faculty for their feedback. The intention of the template is to encourage the use of a consistent layout and structure in all online course shells, no matter the modality. With faculty feedback, the template was adjusted accordingly. The template was then made available to faculty to begin implementing in their courses. The template must be implemented in faculty course shells

by Fall 2025 for 1000-level courses. For 2000-level courses faculty have until Fall 2026.

- CSM has signed a 3-year contract and implemented Copyleaks in their LMS as the new plagiarism and AI checker to be used institutionally.

- A new Center for Teaching and Learning resource shell in the LMS was created for faculty as a one-stop shop for information and resources they may need. It is to align with the new Center for Teaching and Learning that will soon have its own physical space on the La Plata campus come Spring 2025. It is a robust shell that houses content like upcoming professional development opportunities, current events at the college, services, student resources, and more.

Community College of Baltimore County (CCBC)

Stephen Kabrhel, MOL Board Representative

- CCBC has begun implementing its New Student Journey with the help of its newly acquired CRM. This is especially important for our full online students, and the College's work to support this specific population. September saw the launch of all new Request for Information forms specifically for students looking to be fully online, while work on a new application for fully online students neared completion.

- The College approved a budget line for the Department of Online Learning to be able to fund faculty to partner with the Department of Online Learning to develop courses. This budget also included funds to pay reviewers and subject matter experts who will participate in the college's internal review process. These funds allowed the Department of Online Learning to work with each Academic School's Dean to develop a 2-year online development plan, along with a 5-year schedule to review the College's 492 online and blended courses.

- The College also purchased and launched the Ally Accessibility tool, to support both the government's accessibility standards as well as CCBC's new policy on accessible documents in the LMS.

- The College also took over managing subscriptions to H5P, an open-source content creator, recently purchased by D2L.

- CCBC received Quality Matters' first Recognition in Quality Course Sharing. This recognition is for institutions that provide seats to students in other institutions though different seat sharing organizations, such as the MarylandOnline Seat Bank.

- The Department of Online Learning hired an instructional designer as well as a second learning management system administrator.

Frederick Community College

Carrie Dorman, MOL Board Representative

- General Chemistry and History of Art were reviewed and certified by Quality Matters.

- Online enrollments increased by 9.6%.

- The College successfully migrated 3,910 instructional videos for use in Blackboard from Microsoft Stream to the YuJa Enterprise Video Platform, adding interactive functionality for students and valuable analytics for faculty to better manage their video content.

- The College transitioned to Base Navigation for Blackboard Learn, providing a more accessible and consistent experience for students and faculty using mobile devices.

Garrett College

Carla Zeigler, MOL Board Representative

- Winter and summer semester classes for 2024 were predominately 100% online for the winter and 93.75% for the summer. Several Outdoor Leadership (OLA) classes and Natural Leadership and Wildlife Technology (NRWT) were face-to-face in the summer. The percent of course formats in the spring of 2024 were the following:
  - Hybrid - 16%
  - Asynchronous - 24%
  - Tri-Modal (HyFlex) - 7%

- Online enrollment (including just asynchronous and tri-modal) in the spring of 2024 semester was at 38.3%. In the fall of 2024, the format percentages were:
  - Hybrid - 12%
  - Asynchronous - 16.4%
  - Tri-Modal (HyFlex) - 6%

- Online enrollment (including just asynchronous and tri-modal) in the fall of 2024 semester was at 30.5%.

- The College also offered 8% of its 2024 classes to the dual-enrolled students at the local high schools. Some of them were completely online courses at 12%.

- We have hired a new Dean of Academic Affairs, Christa Bowser. We have also begun a Radiology program with an AAS degree, a much-needed program in our area.

- We have upgraded our LMS from Blackboard Original to Ultra and we are training our faculty on a monthly basis on this and other online best practices.

- Our enrollment for online courses has increased, along with that for our tri-modal courses.

- We have added women's soccer, along with wrestling earlier in the fiscal year 2023-2024, to our athletic opportunities and will be remodeling some of our buildings to enlarge the athletics departments.

Hagerstown Community College

Vidda Beache, MOL Board Representative

- With a goal of continuous academic innovation, the Distance Learning department at Hagerstown Community College launched its "Master Classroom to QM" course improvement initiative in Spring 2022. Their process involves revamping course design, setting baseline accessibility requirements, and promoting a more consistent student-learning experience. By the end of Fall 2024, the college had reached approximately 60 master-level templates, with plans to move 100+ general education courses through this process by Spring 2026.

- The Quality Matters (QM) peer review process improves the overall quality of online and hybrid courses and allows faculty to create a more active learning experience for students. In 2024, Hagerstown Community College attained the highest number of QM-certified courses across all community colleges in the state of Maryland.

- In 2024, seven adjunct and full-time faculty members completed our "Teaching in the Community College" professional development course, which was designed to improve overall skills in effective curriculum design and instill teaching best practices.
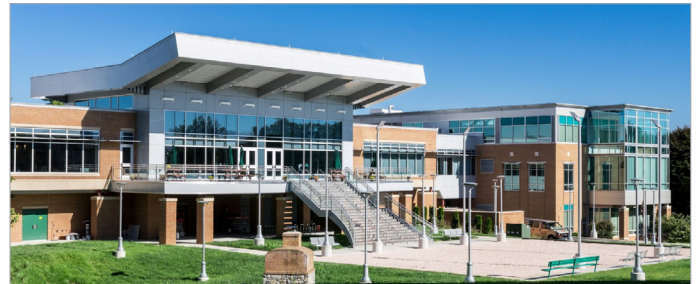
Harford Community College

Melissa Harris, MOL Board Representative

- Harford Community College's eLearning department successfully transitioned from Anthology Blackboard to D2L Brightspace. The implementation of this new Learning Management System marked a significant milestone in technological and pedagogical advancement. The team developed a comprehensive faculty training program that supported campus platform adoption. Partnering closely with the Center for Excellence in Teaching and Learning created opportunities for innovative communication strategies and provided flexible support options. The College recognized the implementation as a form of professional development, enabling faculty to fully engage with the new system.

- The College adopted a new strategic plan titled Vision 2030 that demonstrates a continuing commitment to providing high-quality, responsive education that meets the dynamic needs of students and the broader community. Crafted through collaborative input from key stakeholders, the plan prioritizes expanding educational opportunities and ensuring student success across Harford County. Vision 2030 establishes clear strategic priorities that will guide the college's decision-making by focusing on accessibility, innovation, and student potential. The plan aims to create transformative educational experiences that prepare students for emerging professional challenges.

- HCC adopted Ellucian Experience as the next generation of our campus portal. OwlNet serves as a digital gateway for students, faculty, and staff to interact with campus resources. With a soft launch during the Fall 2024 semester to allow for preview and feedback, the official, full-scale launch occurred on January 13, 2025. The redesigned OwlNet offered a streamlined, mobile-friendly interface with comprehensive access to critical campus services. Users accessed course content, email, schedules, billing information, announcements, class registration, grades, and college events through a single, intuitive login.

- A new Workforce Training Center at Water's Edge in Belcamp opened in November. Part of the College's Vision 2030 strategic plan, the center expands educational access to underserved areas of Harford County. The facility offers five targeted training programs, in manufacturing, automotive, welding, pipeline construction, and job readiness. These hands-on programs provide skills for in-demand careers, often completed in less than a year. Funding is available to students, supporting the College's commitment to accessible, high-quality education.

Howard Community College

Jamie Bourne, MOL Board Representative

- Howard Community College's Impact on Online Learning in 2024 - Redesigning Courses for the 7-Week Semester Model. In 2024, Howard Community College (HCC) undertook a major initiative to redesign courses for a 7-week semester model, which officially launched in Fall 2024. This transition required significant course restructuring to ensure that content, assessments, and learning activities were optimized for an accelerated format while maintaining academic rigor. Faculty worked to carefully scaffold course materials and balance workload distribution to support student success in the condensed timeframe.

- To prepare for this shift, HCC redesigned 40 courses for 7-week delivery, offered in both flexible online (100% asynchronous) and in-person hybrid formats. A total of 80 faculty participated in

professional development to adapt their teaching strategies and course designs for the new model. Through workshops, consultations, and course mapping exercises facilitated by the Center for Learning Excellence (CLE), faculty refined their instructional approaches, focusing on clear course structure, effective assessments, and meaningful engagement strategies.

- By Fall 2024, HCC launched 146 sections of redesigned 7-week courses, demonstrating a strong commitment to providing high-quality, flexible learning opportunities. With a focus on intentional course design and faculty support, this initiative reflects HCC's dedication to meeting student needs in an evolving educational landscape.

Montgomery College

Michael Mills, MOL Board Representative

- During the Spring 2024 and Fall 2024 semesters, 354 e-textbooks from the library for 289 courses with 1,100 sections at MC were on course reserve, with these titles used 89,815 times (including views and downloads). Over 19,000 students were enrolled in these courses, and a potential savings of over $700,000 for each semester is estimated based on this enrollment and the list price of the e-textbooks on course reserve.

- The Montgomery College virtual campus has recently been branded as MC Online, and its founding dean, Dr. Shinta Hernandez, has taken on an expanded role, now overseeing the virtual campus, learning centers, and the Achieving the Promise Academy (academic coaching program).

- There are now 39 fully online programs—22 degrees and 17 certificates—including a recently launched non-credit online certificate focusing on the workforce needs of the cannabis industry.

- There is an increase in the number of Common Courses being offered, bringing the total number to 16 with more courses in development. These are standardized, fully online courses infused with Quality Matters standards, many of which incorporate open educational resources (OER).

- Nearly one-quarter of Montgomery College credit students in the Fall 2024 semester took courses solely online or remote, many of whom were part-time, aged 18-24, female, Latinx, and African American. This percentage represents an increase from previous semesters.

- Montgomery College celebrated a highly successful National Distance Learning Week (NDLW), engaging employees and students alike in a series of enriching events focused on advancing online education. Over the course of the week, there were six workshops and events tailored for employees, with 119 participants joining to explore innovative practices and strategies for online teaching. Students also benefited from four dedicated workshops and events, drawing 108 attendees who gained insights and tools to enhance their online learning experience.

- The Digital Learning Centers are now offering AI consultancy services to students (i.e., open labs), where they can explore ways to leverage AI to optimize their studies. The goal is to provide equitable access to generative AI tools, fostering improved study habits and supporting stronger academic outcomes. All four staff specialists in the Digital Learning Center at the Rockville campus have recently completed certifications in generative AI, gaining valuable skills to enhance their work in workshop development, accessibility, and presentation techniques.

- Montgomery College has seen remarkable progress in Z course offerings over the last few semesters, many of which are offered in online and remote formats. Since MC Open was officially launched in Spring 2017, student enrollment in Z courses has grown significantly. By Fall 2024, this enrollment reached record numbers, with more than 12,500 student enrollments in Z courses over the last three semesters. The number of Z course sections has expanded alongside enrollment, reflecting strong faculty adoption and commitment to accessible education. A total of five Z-degrees and one Z-certificate are offered. To date, the College has saved more than $16 million in textbook costs.

Morgan State University

Cynthia Brown-LaVeist, MOL Board Representative

- Morgan State remains committed to delivering high-quality online programs for its students, faculty, and staff. In January 2024, Morgan Online celebrated its 10th anniversary, marking a decade of growth and innovation. Over the years, Morgan Online has expanded to offer 32 online programs at the undergraduate, graduate, and postgraduate levels. Additionally, it has strengthened faculty, staff, and student professional development in alignment with MSU's strategic plan goals of student success, faculty ascendency, and staff development. This includes providing Quality Matters (QM) training, the Association of College and University Educators (ACUE) Teaching with AI course, and ACUE's Effective Online Teaching Practices certificate. Through collaboration with Morgan's Center for Innovative Instruction and Scholarship (CIIS), Morgan Online has further expanded training opportunities. This milestone underscores Morgan State's dedication to broadening access to quality education, a commitment further exemplified by the work of the Center for Continuing and Professional Studies (CCPS).

- The Center for Continuing and Professional Studies (CCPS) at Morgan State University is dedicated to serving the lifelong educational needs of both traditional and non-traditional students pursuing undergraduate, graduate, professional, and personal growth goals. CCPS offers over 400 non-credit and career training courses online through Ed2Go, covering a wide range of subjects, to address diverse learning needs. Approved by the Maryland Department of Labor and Licensing as an Eligible Training Provider under the Workforce Innovation and Opportunity Act (WIOA), CCPS provides career-focused online programs such as Certified Medical Administrative Assistant, Freight Broker/Agent Training, and Medical Billing and Coding, all of which lead to industry certification. These fully online programs offer flexible learning options for working adults and non-traditional learners, equipping them with essential skills for careers in healthcare, logistics, and administration, while supporting professional development and career transitions.

- In June 2024, Dr. Nicole Westrick, Assistant Vice President and Dean of the College of Interdisciplinary and Continuing Studies at Morgan State University, served as a keynote speaker alongside Dr. Deidre Price, Senior Vice President for Academic Affairs and College Provost at Montgomery College, at the MarylandOnline Leadership Institute (MOLLI) Retreat. The retreat, titled *"Empowering Leaders and Supporting a Community of Practice in Online Education,"* emphasized leadership development and collaboration in online education.Dr. Westrick also served as the MOL Maryland Chief Online Officers of Learning (COOL) representative for 2024.

- Dr. Dionne Thorne, Morgan Online Instructional Design Coordinator, and Richard Smith, Instructional Designer at Harford Community College, co-mentored a MOLLI group in developing the *Guide to Online Course Assignment and Instructor Qualifications*. As mentors, they provided strategic guidance, facilitated resource access, and cultivated a collaborative environment to support the team's success. The group presented its findings at the June MOLLI Retreat, highlighting their contributions to enhancing best practices in online education.
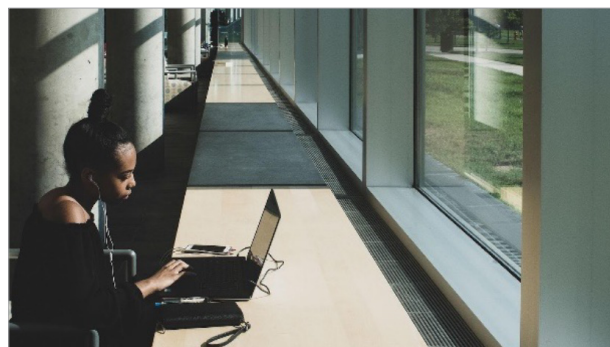
- In December 2024, Dr. Cynthia Brown-LaVeist, Director of Morgan Online, completed five years as the President of MarylandOnline (MOL). During her presidency, she collaborated with executive leadership and board representatives to navigate the organization through the challenges of the COVID-19 pandemic. She contributed to the transition of Quality Matters from a unit within MarylandOnline to an independent company, helping to ensure a smooth and strategic separation.

- Dr. Brown-LaVeist was a member of MOL's Executive Committee and Finance and Budget Committee. She worked closely with the Executive Director to establish internal policies for salary increases and to champion sustainability initiatives that support the organization's long-term stability. Grateful for the opportunity to lead MarylandOnline, she will be succeeded in 2025 by Mr. Steve Kabrhel, Dean of Online Learning at The Community College of Baltimore County.

Prince George's Community College

Nadine Edwards, MOL Board Representative

Prince Georges Community College (PGCC) has had a busy 2024, with significant updates to support various distance education offerings and the students who take them. Specific updates include:

- As part of the strategic initiative on online quality, we completed our first year of new professional development requirements for teaching asynchronous and hybrid courses utilizing the QM Teaching Online workshop, which attracted over 150 participants. This achievement increased the percentage of faculty meeting online teaching requirements from 76% in Spring 2023 to 95% in Spring 2024. Additionally, we completed our first year of quality assurance reviews targeting asynchronous courses that were previously approved. The College successfully rebuilt 28 courses this year, although this number was less than our initial goal. This process has highlighted several challenges of maintaining asynchronous offerings after the initial development, including questions around administrator/faculty workload and the need to prioritize asynchronous online course rebuilding and development separate from other academic initiatives.

- To support faculty teaching in various distance modalities, the College expanded the amount of training on the use of eLearning tools and other pedagogical subjects. Sixteen distinct workshops in 2024 were attended by 252 faculty members, doubling our offerings from the previous year.

- To better support online students, PGCC switched its online tutoring services. eLearning collaborated with the Learning Commons department, which provides in-person tutoring, to offer an array of support options including on-demand live tutoring, scheduled sessions, writing assistance, and test preparation. During the fiscal year ending in June 2024, nearly 1150 live tutoring sessions were facilitated, and 90 hours of writing support were provided, tripling our usage from the previous year. Additionally, specialized test preparation resources for the nursing dosage exam were created in collaboration with the vendor and the nursing department.

- PGCC continued its commitment to elevating the quality of online courses with the addition of a new eLearning tool, Hypothesis. This tool fosters a more interactive and engaging environment, allowing students to collaboratively annotate a diverse range of digital content. The training session equipped over 30 faculty members to support more than 750 students in Spring 2024, marking one of the most significant adoptions of a new eLearning tool.

- PGCC made strides with its online student retention initiative targeting the use of student analytics. A cross-department initiative included the use of Dropout Detective, a robust analytics tool that extracts student engagement data

from the Learning Management System (LMS). This tool allowed the timely sharing of information from the LMS with the advising team, empowering advisors to proactively intervene with students exhibiting signs of disengagement throughout the semester and contributing to a 1.5% improvement in online student retention.

- PGCC piloted the use of Instructor Insights, an LMS faculty engagement tool, as part of the online student retention initiative. This tool utilizes dashboards to illuminate faculty's online engagement levels throughout the semester, with both faculty and academic leadership having access. It pinpointed specific challenges with online teaching, which are now being targeted with additional professional development and training, as well as mentoring for faculty in need.

- PGC moved forward with its strategic project of digital accessibility, which includes a campus-wide initiative aimed at enhancing the digital accessibility of course websites on Canvas and the College's main website. This effort addresses existing digital accessibility policy issues to ensure compliance with newly announced federal requirements as of April 2024. In addition to targeting the improvement of the two main sources of content for students, the procurement procedures for technology will be revised to incorporate an accessibility review. The initiative will explore methods for reporting accessibility compliance concerns, and the College will consider establishing a dedicated full-time role for overseeing digital accessibility compliance. We are pleased to report that the College is fast approaching its goal of a 90% Ally score, with an average score of 84% between the LMS and the College website at the end of Fall 2024.

- In addition to projects and efforts supporting distance education, PGCC had a major transition in its academic leadership. The college welcomed a new Chief Academic Officer and Provost, Dr. Patricia Armstrong, in January 2025, following the retirement of Dr. Clayton Railey in December 2024. Dr. Armstrong brings a wealth of experience in academic leadership and an inspiring commitment to supporting student success and innovative learning. She comes to us from Kennedy-King College, where her vision shaped impactful programs for students, faculty, and staff across diverse areas of study and support services. Dr. Armstrong's deep commitment to fostering an inclusive, collaborative environment will be invaluable as we continue to advance academic excellence at PGCC.

Stevenson University

Merrie Durmowicz, MOL Board Representative

- Stevenson University Online established multiple new partnerships to offer affordable, flexible degree completion options, including the following:

  - University of Pennsylvania Medical Center
  - Itineris Foundation, Inc.
  - Governor's Office of Crime Prevention & Policy
  - Talbot, Dorchester, and Charles County Public Schools

- Stevenson University Online expanded our partnership with the Maryland Department of Transportation to offer degree options to employees in all MDOT agencies.

- The online bachelor's degree in Criminal Justice established a new articulation agreement with Chesapeake College.

- Stevenson University Online launched the Master of Arts in Teaching: Early Childhood Education and the National Board Teaching Professional post-baccalaureate certificate programs in Fall 2024, both of which are showing robust enrollment.

- Stevenson's Literacy Education and National Board Teaching Professional certificate programs each welcomed a strong cohort of Baltimore County Public Schools teachers in Fall 2024.

University of Maryland Global Campus (UMGC)

Jarrett Carter, MOL Board Representative

- UMGC celebrated the 75th anniversary of its overseas education program, which began in 1949 in Heidelberg, Germany. This initiative, originally aimed at educating U.S. servicemembers on military bases, has grown to serve 13,000 students annually across Europe, the Middle East, and North Africa.

- Dr. Kimberly Whitehead was named vice president of academic affairs and executive dean at UMGC, while Dr. Calvin Nobles was named the new dean of the School of Cybersecurity and Information Technology.

- UMGC was ranked the top primarily online university for military-affiliated students by Military Times for the third consecutive year. UMGC was also ranked #1 in the Mid-Atlantic region and Maryland.

- UMGC launched a new program called Credit for Military Rank, which awarded academic credit based on the experiences and skills servicemembers gained as they rose through the ranks. This initiative aimed to motivate active-duty and retired enlisted servicemembers to complete their undergraduate degrees by recognizing the full value of their military experiences. The program helped students save time and money on tuition, with nearly 2,000 students benefiting since its launch.

- UMGC launched a two-pronged strategy to close the higher education opportunity gap, funded by a $4 million grant from the Bill & Melinda Gates Foundation. The initiative included the "Voice of the Student" program to gather data on student experiences and a second project to enhance professional development for faculty to better support diverse students.

- UMGC and Montgomery College launched a dual admission program allowing students to be simultaneously admitted to both institutions. This program ensured seamless transfer of credits from an associate degree at Montgomery College to a bachelor's degree at UMGC. Benefits included co-advising, access to UMGC resources, and waived application fees.

- UMGC and Rose State College signed two articulation agreements allowing students in high-tech associate degree programs to transfer seamlessly into UMGC's bachelor's programs. This partnership aimed to create clear pathways for students to complete their degrees in high-demand fields, offering tuition discounts and application fee waivers.

- UMGC and OpenClassrooms received a $3.9 million grant from the U.S. Department of Labor to expand apprenticeships in technology fields. The program trained 500 participants, focusing on underserved communities and veterans, and provided pathways to high-demand tech careers.

- UMGC partnered with St. Mary's County Public Schools to address the teacher shortage by using GoReact technology for video observation and feedback. The 18-month pilot program paired experienced teachers with early career teachers to improve teaching efficacy and retention.

- UMGC and the U.S. Naval Community College (USNCC) conferred their first Associate of Arts degrees under a new partnership.

- UMGC and Morris Brown College partnered to guarantee admission for Morris Brown graduates into UMGC's master's programs. This alliance included waived application fees and potential tuition discounts for graduates, employees, and their families.

- UMGC partnered with InScribe to enhance student connections and success through a digital community platform. Initially launched as a pilot, the platform showed significant positive outcomes, leading to its adoption across the institution.

- UMGC launched a Master of Science in Clinical Professional Counseling, which offered various focus areas, including substance use, marriage and family counseling, and military culture. The first cohort began in fall 2024.

- UMGC introduced the HyperCare program, which built on its success coach model to provide high-intensity advisory services. This initiative targeted first-term students and those at higher risk of struggling, offering personalized support to help them succeed.

Wor-Wic Community College

Kimi Lichty, MOL Board Representative

- As of Fall 2024, over 20 new accelerated 7-week courses in all modalities have been successfully implemented. This change was guided by Dr. Margery Ginsberg, an expert in cultural diversity and motivation.

- Wor-Wic is a grant recipient for the 2024-2025 M.O.S.T. Initiative and has focused on improving the accessibility of Open Educational Resources (OER).

- To support institutional goals and faculty, a Quality in Distance Education project was launched. It is aimed at providing comprehensive, structured training for all faculty and supporting ongoing professional development to maintain excellence and ensure faculty are equipped to design and facilitate engaging, accessible, and high-quality courses.

- Instructional Technology and Design continues to conduct internal Quality Matters course reviews, and this year the emphasis has been on accessibility. Additionally, we are also developing a more formalized course review process to ensure all courses undergo regular, systematic reviews.

The MOL Staff

The MarylandOnline consortium is led by Wendy Gilbert, Executive Director, assisted by Julie Porosky Hamlin, Director; Jenny Fordham, Executive Coordinator; and Rhonda Tomlinson, Controller. Providing additional support on selected projects is David Wakefield, a former MOL staff member.

In addition to spearheading the Maryland Pathways Portal project, *Dr. Gilbert* oversees the Seat Bank, CPEX, DOLLI, and MOL-X programs. She serves on the WCET System & Consortia Leaders Group, the Digital Credentialing Community of Practice, Maryland Distance Learning Association (MDLA) planning committee, and the Maryland Open Source Textbook (M.O.S.T.) advisory committee.

Dr. Porosky Hamlin performs duties in support of the Executive Director and oversees MOLLI. In 2024 she also was active with the CHLOE Advisory Panel of the Changing Landscape of Education (CHLOE) Project, led by Quality Matters, Eduventures, and EDUCAUSE. She assisted with the publication of the CHLOE 9 report and planning for CHLOE 10.

Ms. Fordham helps to schedule and staff professional development activities and events, manages databases and records, coordinates website development and maintenance, and provides graphic design support. She also administers MOL's *Annual Survey of Member Institutions' Online Enrollments and Course and Program Offerings*.

Ms. Tomlinson, working with Dr. Gilbert, directs the accounting operation and assists in the preparation of MOL's annual budget. She provides support to the MOL Treasurer and the Finance, Audit, and Budget (FAB) Committee of the Board, presenting financial reports at meetings of the FAB and full Board. She is MOL's liaison to external entities to fulfill annual tax filing and audit requirements.

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Nadine Edwards
Director, eLearning Services

Stevenson University
Meredith C. Durmowicz
Senior Associate Vice President, Academic Affairs & Research

University of Maryland Global Campus
Jarrett Carter
(Secretary, MarylandOnline Board)
Associate Vice President, Integrative Learning Design

Wor Wic Community College
Kimi Lichty
Instructional Technologist

2024 Professional Development Webinars

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Spring 2024 Webinar Series

January

Leadership: *A Preview of a Reimagined MarylandOnline Leadership Institute (MOLLI)*

Wednesday, January 24, 2024

10:00a.m. to 11:00a.m.

As the new MOLLI Director, Dr. Shinta Hernandez is launching a reimagined program designed to empower participants with the knowledge and skills needed to effectively lead in an evolving online educational landscape. This webinar will showcase two newly launched pathways of professional development for the year 2024: Leadership Talk and Expert Insights. These comprehensive series of webinars and workshops enable participants to hear directly from experts and thought leaders on the various aspects of leadership in higher education, specifically online education. These series will also provide an opportunity for networking that fosters growth, collaboration, and innovation.

Shinta Hernandez *(Dean of the Virtual Campus, Montgomery College)*

Moderator: **Robyn Alexander** *(Learning Designer, Howard Community College)*

This webinar has already taken place.

You can find the recording at MarylandOnline's YouTube Channel

Sponsored by:

MOLLI
MarylandOnline Leadership Institute
*Empowering Future Leaders
in Online Learning*

February

Academic Focus: *Let's Chat About ChatGPT*

Thursday, February 15, 2024

10:00a.m. to 11:00a.m.

When building online assessments and assignments, instructors must consider the tools that students are using to help them complete their work. Often, students use Google, and over the past year, students have begun using ChatGPT—a free artificial intelligence (AI) program that generates answers to questions on just about any topic. During this session information about ChatGPT, suggestions for learning about AI, and strategies for building assignments that promote critical thinking will be presented.

Julie L. Grignon *(Associate Professor of Psychology, Anne Arundel Community College)*

Moderator: **Jennifer Bopp** *(Manager, Instructional Design/Coach; Information and Instructional Technology, Anne Arundel Community College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

February

How To: *Creating Meaningful Alternative Text*

Tuesday, February 20, 2024

10:00a.m. - 10:30a.m.

This webinar will identify resources for creating meaningful alternative text and demonstrate how to insert alt text into images using common self-authoring apps.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*

Moderator: **Richard Smith** *(Instructional Designer, Harford Community College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

March

Academic Focus: *Generative AI x Education: Potential for Enhancing Teaching and Learning*

Tuesday, March 5, 2024

2:00p.m. - 3:00p.m.

Generative AI is a hot topic, especially in education. This webinar will provide inspiration and ideas for how generative AI can be used to enhance teaching and learning, along with practical implications for managing change.

Tawnya Means *(Assistant Dean for Educational Innovation and Chief Learning Officer, Gies College of Business, University of Illinois)*

Adam King *(Technology and Learning, Gies College of Business, University of Illinois)*

Moderator: **Michael Mills** *(Vice President, Office of E-Learning, Innovation and Teaching Excellence, Montgomery College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

How To: *Fix Your Ambiguous Anchor Text*

Tuesday, March 19, 2024

10:00a.m. - 10:30a.m.

Anchor text transports students to a specific webpage location. This webinar demonstrates how to convert the ambiguous to the concise.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

April

How To: *Under Pressure: Designing Educational Escape Rooms*

Tuesday, April 2, 2024

10:00a.m. - 11:00a.m.

This presentation will offer the template for making virtual escape rooms while also suggesting multiple applications including museum use, use in the literature classroom, and use in public libraries.

Rachael Zeleny *(Associate Professor of English and Integrated Arts, University of Baltimore)*

Moderator: **Ron Hansen** *(Director of Instructional Systems, Chesapeake College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

How To: *Achieving Distinguishable Text*

Tuesday, April 16, 2024

10:00a.m. - 10:30a.m.

Distinguishable text makes it easier for users to see and hear content. This webinar demonstrates how to fix common problems.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

May

How To: *Semantic Structure and How to Break Your Hardcopy Habits*

Tuesday, May 21, 2024

10:00a.m. - 10:30a.m.

The way we arrange our information impacts its "scannability." This webinar will show you how to apply styles to achieve semantic structure.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

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Fall 2024 Webinar Series

September

Academic Focus: *Creating a Metaversity: A Journey of Discovery*

Tuesday, September 10, 2024

2:00p.m. to 3:00p.m.

David P. Johnson, Ph.D., is an accomplished educator of 30 years and innovator with a passion for emerging technologies in education. He is currently the Portfolio Director of the Web and Digital Design undergraduate program at the University of Maryland Global Campus (UMGC). Dr. Johnson is a member of a team that has been exploring the integration of virtual reality into graduate and undergraduate courses.

In "Creating a Metaversity: A Journey of Innovation and Discovery," Dr. Johnson will share UMGC's journey into the metaverse, including lessons learned, outcomes, discoveries, challenges, and best practices.

David P. Johnson *(Portfolio Director of Web and Digital Design, University of Maryland Global Campus (UMGC))*
Moderator: **Brianna McGinnis** *(Division Chair, Technology, Engineering, and Mathematics, Carroll Community College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

October

Academic Focus: *Teaching Online Courses - What Does an Instructor Need to Do?*

Wednesday, October 2, 2024

10:00a.m. - 11:00a.m.

With our MOLLI teammates, we developed criteria for different levels of online instructors. From level 1 to 3, the list could be used by institutions as guidelines for developing criteria for their online programs. We also will present a getting started for the semester list for online courses for use by instructors.

Kari Everett *(Instructional Design Technologist, Harford Community College)*

Joe Rafter *(Instructional Designer, Frederick Community College)*
Moderator: **Dionne Thorne** *(Instructional Design Coordinator, Morgan State University)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

Academic Focus: *Generative AI Two-Years In: What Have You Learned and Where are You Going?*

Tuesday, October 15, 2024

2:00p.m. - 3:15p.m.

OpenAI launched ChatGPT in November 2022. Today, it has an estimated 200 million users. The use of AI in education has sparked debate among educators and policy makers. Join us as our panelists discuss the benefits, challenges and risks they've encountered and look at the way forward.

AI Panelists:

Cynthia Pascal *(Associate Vice President of eLearning, Northern Virginia Community College)*
Dana Gullo *(Associate Dean for Teaching, Learning, and Technology, Cecil College)*
Diane Alonso *(Principal Lecturer and Program Director - Psychology at the Universities at Shady Grove, University of Maryland Baltimore County)*
Moderator: **Ron Hansen** *(Director of Instructional Systems, Chesapeake College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

How To: *WCAG, Title II, and April 2026 – The Race is On*

Tuesday, October 22, 2024

2:00p.m. - 3:00p.m.

The DOJ has spoken; higher ed has 2 years to meet WCAG 2.1 standards. This quick webinar will highlight the main takeaways from the DOJ ruling and ask big questions about how institutions will meet the deadline.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*
Moderator: **Dana Gullo** *(Associate Dean for Teaching, Learning, and Technology, Cecil College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

November

How To: *Finding the Right Websites*

Wednesday, November 6, 2024

10:00a.m. - 10:30a.m.

New ADA Guidelines make clear that accessibility compliance is not just about the content that lives in your LMS. Linked third party content still must meet WCAG standards. This webinar demonstrates free tools that can help you determine whether or not that website you love is one you should keep.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*
Moderator: **Richard Smith** *(Instructional Designer, Harford Community College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

Academic Focus: *Improving Digital Literacy Using UDL; A Guide for Designers, Developers, and Content Users*

Wednesday, November 13, 2024

10:00a.m. - 11:00a.m.

Higher education often falls short in fully integrating the principles of universal design for learning (UDL) and accessibility, which impedes digital literacy. The project team examined barriers to digital literacy and developed resources to assist both learners and creators of digital content. The team is excited to share how these resources can be adapted for your institution.

Julie Eller *(Instructional Design and Technology Coordinator, Cecil College)*
Elysse Meredith *(Manager of the Writing, Reading, and Learning Center, Montgomery College)*
Robyn Alexander *(Assistant Director, Center for Learning Excellence, Howard Community College)*
Moderator: **Isabel DeFeo** *(Associate Professor and Program Director/Discipline Coordinator, Communication Arts, Carroll Community College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

December

How To: *To PDF or Not PDF - Here is the Answer*

Tuesday, December 3, 2024

10:00a.m. - 10:30a.m.

This webinar covers how to ensure your self-authored PDF meets standards and how to decide whether you should or should not use the one you found on the internet.

Deborah Dorsey *(Assistant Professor of Health, Harford Community College)*
Moderator: **Robyn Alexander** *(Assistant Director, Center for Learning Excellence, Howard Community College)*

This webinar has already taken place. You can find the recording at MarylandOnline's YouTube Channel

2024 Virtual Professional Development Day

MarylandOnline Virtual Professional Development Day
Reinventing Ourselves and Our Courses in the Digital Age
Thursday, August 15, 2024
[CLICK HERE TO REGISTER](#)

Session 1
9:45 – 11:00 AM

Breakout Room 1:	Breakout Room 2:	Breakout Room 3:
Elevate Your Online Course with RSI (Regular and Substantive Interaction) Nadine Edwards *Director, e-Learning Services, Prince George's Community College*	**Best Practices in the Integration of Generative AI to Enhance Teaching and Learning** **Mary Slade** *Professor, FACET Teaching Fellow Towson University*	**Unlocking Creativity: Designing Virtual Escape Rooms** **Alissa Harrington** *Instructional Designer and Technologist Faculty Academic Center of Excellence (FACET), Towson University*

Session 2
11:15 – 11:50 AM

Breakout Room 1:	Breakout Room 2:	Breakout Room 3:
Contract Cheating – Defending Against a New Threat **Brian Terrill** *Director of E-Learning Baltimore City Community College*	**Accessibility Is Everyone's Responsibility: Navigating the DOJ Ruling on Web Accessibility.** **Jessica Young** *Director, Online Learning & Instructional Innovation Frederick Community College*	**AI-Generated Content Biases and Diversity: Challenges and Solutions** **Shawn Crosby** *Senior Instructional Designer Community College of Baltimore County* **Eileen Hardin** *Senior Instructional Designer, Community College of Baltimore County*

12:00 -1:15 PM
Keynote Speaker

The New College Classroom
Dr. Christina Katopodis
Mellon Senior Research Associate
City College Of New York

Session Descriptions:

Session 1: 9:45 – 11:00 am

Elevate Your Online Course with RSI (Regular and Substantive Interaction)

Nadine Edwards *Director, e-Learning Services, Prince George's Community College*

Distance education encompasses various modalities, including online asynchronous, hybrid, and structured remote courses at PGCC. Since 2021, Regular Substantive Engagement (RSI) has become a requirement for all credit courses offered in distance modalities. This requirement is supported by federal legislation and the standards of accreditation groups like MSCHE for schools offering distance and fully online programs.

This workshop aims to provide an understanding of RSI, its definition, and the requirements set forth by federal agencies and accreditation bodies. We will examine examples to distinguish what does and does not constitute RSI, considering the range of cloud technology resources available to faculty at PGCC.

Faculty members will be equipped with resources to assess their own courses for RSI compliance and identify areas for improvement, if necessary.

Best Practices in the Integration of Generative AI to Enhance Teaching and Learning

Mary Slade *Professor and FACET Teaching Fellow, Towson University*

Distance learning can afford opportunities for teaching and learning with unique content, instructional strategies, and assessments that can enhance students' success. The integration of Generative AI in distance learning provides teaching and learning content, student engagement, and assessment that aligns with virtual learning environments and adult learners' needs. This session focuses on best practices in enhancing course content, personalizing learning, supporting authentic learning, and promoting real-world applications of the curriculum. Both student and faculty roles and responsibilities will be demonstrated. A discussion of course policies, student expectations, and faculty responsibilities will be shared.

Unlocking Creativity: Designing Virtual Escape Rooms

Alissa Harrington *Instructional Designer and Technologist Faculty Academic Center of Excellence (FACET), Towson University*

Escape rooms offer an ideal setting for conducting formative assessments or facilitating professional development opportunities. This session is designed to introduce you to the world of virtual escape rooms and provide you with the skills to craft your own experience using Microsoft Forms, a widely available tool in many educational institutions through a Microsoft 365 subscription. Escape rooms have long been a popular way to engage participants in a challenging and interactive adventure. The concept of virtual escape rooms offers an exciting opportunity to create, share, and enjoy a gamification experience remotely. You'll explore multimedia integration, and quiz-based structures to simulate the experience of a physical escape room, all within the digital realm. We will also explore the utilization of AI tools to enhance the development of your escape room experience.

Upon completion of this session, participants will be able to:
- Design a storyline that sets the stage for an engaging escape room experience.
- Utilize Microsoft Forms as a tool to create a quiz-based structure that forms the backbone of the escape room.
- Incorporate multimedia elements such as images, videos, and links to enhance immersion and interactivity.
- Design engaging clues and challenging puzzles, while also receiving a variety of additional resources for crafting challenges.
- Structure the escape room through sections and navigate participants through a series of challenges and puzzles.
- Leverage AI tools to optimize the escape room development process, including narrative and challenges.

Session 2: 11:15 – 11:50 am

Contract Cheating – Defending Against a New Threat
Brian Terrill *Director of E-Learning, Baltimore City Community College*
Contract cheating has had many forms over the decades. Most recently, with the addition of AI and new professional proxy cheating services, the threat to academic integrity has become harder to combat with old methods. This session will walk through Baltimore City Community College's experience dealing with an incident involving a professional proxy cheating service and provide insights into what defenses work best against these new entrants.

Accessibility Is Everyone's Responsibility: Navigating the DOJ Ruling on Web Accessibility.
Jessica Young *Director, Online Learning & Instructional Innovation, Frederick Community College*
In April of this year, the Department of Justice (DOJ) released updates to the [Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities](#), title II of the Americans with Disabilities Act establishing specific requirements, including technical standards for all programs and activities offered by State and local government entities through the web and mobile applications. This session will provide a high-level overview of the updated regulations and practical ways faculty and administrators can begin to prepare digital content to meet the WCAG 2.1 AA standards.

AI-Generated Content Biases and Diversity: Challenges and Solutions
Shawn Crosby *Senior Instructional Designer, Community College of Baltimore County*
Eileen Hardin *Senior Instructional Designer, Community College of Baltimore County*
This presentation explores the critical issue of biases in AI-generated content and its impact on diversity in higher education settings. We will examine various types of biases, including data, algorithm, and interaction biases, that can manifest in AI tools used for teaching, assessment, and academic resource creation. Practical strategies for identifying and addressing these biases as AI are formally adopted into the classroom. Finally, we will look at the broader implications of these issues and the role of educators in shaping a more equitable and inclusive future for AI in academia.

Keynote Address:

The New College Classroom
Dr. Christina Kataopodis *Senior Melon Research Associate, City College of New York*
How do we make the transition from the hierarchical, inequitable, output-driven academy we inherited from the nineteenth century to a higher education that empowers all students to be their own best selves, modeling a more democratic, flourishing, and just society? How do we make this transition in online learning? In this interactive talk, Dr. Christina Katopodis, coauthor with Cathy N. Davidson of the award-winning book, *The New College Classroom* (Harvard University Press, 2022), presents what the latest science of learning tells us about inclusive learning. She shares teaching strategies that anyone can adapt easily and effectively in every field and grab-and-go activities that educators around the world are using successfully every day to ensure their students' lifelong success-- and to revitalize their own commitment to a better world.