

# International Program



**2019**  
ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

# 2019 Kaua'i Community College ARPD

Program: International Program

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

## 1. Program Description

### Program or Unit Mission Statement

International Program at Kaua'i Community College consists of the following four major pillars, and strives to fulfill the UH System International Program mission statement below.

- 1) short-term international programs offered through OCET;
- 2) recruitment and support of credit side international students;
- 3) promoting study abroad opportunities; and
- 4) advancing internationalization of education at the college. 0.

A primary purpose of the University of Hawaii is to serve the people of Hawaii by preparing its students to be internationally engaged citizens by enriching the educational experience of students and faculty, and by connecting the citizens of Hawaii with ideas, talent, and economic opportunity from the vibrant cultures and economies of the Asia Pacific Region and beyond. Across its ten campuses, the University of Hawaii is committed to being a preeminent international center of learning, discovery, application, and service in Oceania, the Asia Pacific Region, and beyond. It also fosters among students and faculty global perspectives and attitudes, and adaptability to a rapidly changing environment.

### Part I. Program Description

<b>Date of Last Comprehensive Review</b>	12/3/2018
<b>Date Website Last Reviewed/Updated</b>	10/23/2019
<b>Target Student Population</b>	All KCC students, non-credit students (OCET), international students
<b>External Factor(s) that Affected the Program or Unit</b>	- Global Economy - US foreign policy, esp. Immigration policy - Affordable housing availability on the island

## 2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

### The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

<b>1) Short-term Customized Training</b>				
	2016-2017	2017-2018	2018-2019	2019-2020
<b>DEMAND - <i>Monitoring the capacity and need for the unit</i></b>				
# of groups served	7	8	5	
# of students served	94	82	61	

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<b>EFFICIENCY - Monitoring how time is budgeted and spent in the unit</b>				
# of community partnerships	28	30	35	
Percentage of successful homestay placements	100%	100%	100%	
Total # of weeks groups on island	15.5 weeks	16 weeks	11 weeks	
<b>EFFECTIVENESS - Monitoring the quality of products produced by the unit</b>				
Program Evaluation Overall satisfaction	100%	100%	100%	
Revenues generated	\$63,321	\$ 52,048	\$40,024	
<b>2) Credit-side International Enrollment</b>				
<b>DEMAND - Monitoring the capacity and need for the unit</b>				
# of International Students (System definition)	21/24	22/28	34/29	29
# of F-1 International Students	0/2	2/5	7/5	11
<b>EFFICIENCY - Monitoring how time is budgeted and spend in the unit</b>				
# of recruiting agents (RA)	0	0	3	3
# of recruitment partnerships (RP)	2	3	5	8
# of recruitment outreach	0	10	6	
# of office visits by international students (per semester)	No data	No data	320 visits	
<b>EFFECTIVENESS - Monitoring the quality of products produced by the unit</b>				
# of F-1 students matriculate through RA	0	0	1	
# of F-1 students matriculate through RP	2	2	5	
# of students placed into housing through our resources	2	2	5	

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<b>3) Study Abroad</b>				
<b>DEMAND - Monitoring the capacity and need for the unit</b>				
Total # of students studied abroad	10	21	2	
# of students on KCC exchange program (outbound)	0	2	1	3
# of students on UHCC study abroad programs	2	3	Data not available from the system	
# of students on other programs		2	1	
# of students in faculty-led programs	8	14	0	
# of faculty-led programs	1	3	0	
<b>EFFICIENCY - Monitoring how time is budgeted and spend in the unit</b>				
# of outreach (events, workshops, Facebook posts)	No Data	No Data	8	
# of office visits by outbound students	No Data	No Data	48	
<b>EFFECTIVENESS - Monitoring the quality of products produced by the unit</b>				
Percentage of study abroad opportunities filled				
Post program essays / presentations	N/A	N/A	Collected	
<b>4) Internationalization / International Partnerships</b>				
<b>DEMAND - Monitoring the capacity and need for the unit</b>				
Total # of international events	12	8	6	
Total # of event participants	1093	457	365	
# of active international partnerships and agreements	20	23	27	

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# of international guests	No data	No data	23	
<b>EFFICIENCY - <i>Monitoring how time is budgeted and spend in the unit</i></b>				
To be developed				
<b>EFFECTIVENESS - <i>Monitoring the quality of products produced by the unit</i></b>				
Survey to be determined				

### 1) Short-term Customized Training

**Demand Category:** In FY 2019, we saw an anticipated drop in the number of short-term programs as three of our partner institutions (National Institute of Technology – Toyama College, National Institute of Technology – Kagoshima, and National Institute of Technology – Oshima) decided to merge their programs at KCC. So instead of offering three separate programs, we offered one joint program. Also addressed in the past APRU reports as well as last year’s CPR, we wanted to keep short-term program offering to about six groups a year due to limited capacity, so this drop as well as the merger of three programs were not only anticipated but welcomed. This has allowed the coordinator to dedicate more time to recruitment efforts as well as supporting both inbound international students as well as outbound KCC students without working on many weekends and after hours.

**Efficiency Category:** As addressed in APRU reports in the past, having eight to nine programs per year concentrated in the August-September and February-March periods presented serious capacity issues to the unit. Short-term customized training programs are concentrated in these two periods because of the academic calendar in Japan where most of the groups come from. On average, each group stayed on the island for two and a half weeks. If we use FY2017 as an example, we offered seven short-term programs averaging 2 ½ weeks per program translating to an overall service of 17 ½ weeks in which international programs were on campus. Thus if 30 weeks constitute an academic year, then these short term programs amounted for 58 % of an academic year. This does not take into account many weeks of preparing for the programs in partnerships with community partners from designing a program, agreements, purchases and payments, looking for host families, and many other tasks that go into a successful program delivery. On average, the coordinator starts communication with partner institutions three to four months prior to the program. In summary, FY 2019, the coordinator was able to successfully deliver five programs while working towards fulfilling the goal of international recruitment as well as promoting study abroad and internationalization on campus. FY 2019 can serve as a baseline to measure efficiency of the short-term customized training against the unit’s capacity and other duties and responsibilities of international program coordinator. This implies that future growth in the number of groups and students we serve would require additional human resources, such as a part-time assistant coordinator.

### Effectiveness Category:

For every program we offer, we conduct a program evaluation which consists of about 45 questions that cover all aspects of the program including hotel, transportation, program contents, excursion, homestay and graduation. We use these feedbacks to improve future programs. Though we do not go in depth into

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all 45 questions here, we are delighted to report that we have 1000 % satisfaction rate. Our gross revenue for FY2019 was \$40,024, of which \$ 11,750.98 was collected as college administrative fee. Gross revenue significantly decreased from the previous years as we offered less number of programs, however, per student fee paid to the college has increased due to our cost cutting efforts.

### 2) Credit-side International Enrollment

Demand Category: International enrollment by the system definition as well as the number of F-1 students has shown a steady increase over the last three years. We are monitoring the number of F-1 students by the system definition to predict and determine the need for more support for international students, including ESL (English as a Second Language). And we are closely monitoring and analyzing the number of F-1 students as it reflects effectiveness of our recruitment efforts and the impact on our fiscal well-being. As reported in our last CPR, we finally started actively recruiting international students in AY2018. As seen in the increase in the enrollment of F-1 students in AY2019 and Fall 2019, we are starting to see its positive impact in the enrollment numbers.

Efficiency Category: Since AY2017, we have slowly increased the number of recruitment partnerships including signing student exchange partnership agreements, pathway agreements with language programs and schools.

Also, in AY 2019, we have signed three agreements with recruiting agents based in Japan. It is our first attempt to work with international recruiting agents and it has been a year of learning. What was learned this first year is that a key to successful partnerships with recruiting agents requires good regular communications and relationships based on trust. Signing an agreement alone doesn't lead to successful matriculation of international students. Recruiting agents represents several if not more community colleges in the US, so if you want them to send students to Kauai CC, we need to really build good working relationships and inform them with updates and respond to their inquiries in a timely manner. So far, the international program coordinator handles all four areas of international programs. However, it is easily foreseeable that international recruitment would require a dedicated personnel if the college were to further increase international students in the future.

We started keeping track of the # of office visits by international students to monitor how our time (especially that of the coordinator) is spent. This past semester, we had 320 visits. This is a welcomed result as conscious efforts were made to make this office visible to international students as well as local students interested in studying abroad this past couple of years.

The office of international program coordinator was moved to the current location in the Office of Continuing Education and Training Building in AY 2017. This new location was chosen as it has enough space to put a couple of desks with computers and couches to create an inviting atmosphere for international students. As the coordinator handles all four areas of the international programs that overarch both the credit side and non-credit side, it made sense to create a one-stop office where resources are centralized, and the coordinator is accessible by both credit-side and non credit students and faculty/staff members. As a result of conscious efforts, the office is now visited by several students a day and has become a gathering place where students can meet other students and faculty/staff as well as ask

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questions/express their concerns.

Effectiveness Category:

It is said that international recruitment efforts take about a year and a half to two years to start bearing fruits. So, the signing of service agreement with three recruiting agents in AY 2019 is expected to yield results from around AY 2021. With that said, we were fortunate to have one student matriculate through one of the recruiting agents, though no commission was paid as the agreement was signed after her application to the college.

Out of the seven F-1 students that enrolled in AY2019, six students matriculated through our recruiting partnerships. This shows the effectiveness of our recruitment partnerships. With that said, there is always room for improvement and the number of students matriculate through our recruitment partnerships with language programs and schools can be increased. In order to do that, the coordinator will need to engage with recruitment partners more, including regular visit/presentations at partnering language schools/programs. In AY 2020, we aim to increase the number of recruitment outreach especially to language programs and schools we partner with.

We also hope to increase the number of recruiting partnerships based on the success we have seen this academic year. However, building a new partnership requires a lot of efforts to research, check references, sign agreements etc. Given limited capacity of our unit, we may not be able to actively reach out to potential recruiting partners, however, we will keep our eyes open to potential good recruitment partners.

Lack of affordable housing has been identified as the biggest obstacle in recruiting international students to Kaua'i CC. Addressing housing issue was one of the major goals in the last reporting cycle of the international program (AY2014-AY2018). We now have two homestay companies that operate on the island and we also have an on-line housing listing that our international students can access. In AY2019, five out of seven international students were able to find housing through our resources. This is a significant improvement and progress, as we had no housing resources nor support when the program was first institutionalized in AY 2014.

### 3) Study abroad

Demand Category: In AY 2019, we saw a significant decrease in the total number of students that studied abroad mainly because we didn't have any faculty-led study abroad opportunities. We didn't have faculty-led program this academic year because key faculty members who had taken students to Japan in the past, Charlene Ono and Hiroko Merritt, retired. We saw this past academic year as well as the current academic year as a crucial period to explore alternative ways and models to run international study tours. We would like to establish a model in which there is less burden on the faculty member leading the trip and the financial transactions between students, the college, and vendors are transparent and compliant with all the travel and procurement policies of the University system. One possible model that we are exploring now is to run international study tours through OCET as a non-credit class, and the class/study tour will be open to not only our credit students but also life-long learners in the community. We hope to run a pilot study tour through OCET this current academic year.



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The number of students that study abroad through UHCC system international office has been steady this past three years (though this past AY data is not made available by the system office yet). We hope to continue our role as a liaison and support our students who are interested in studying abroad through UHCC system office.

In AY2019, we only sent one student to our partner institution, the number is expected to grow in the next year academic year given the new student exchange agreement signed with Yamaguchi University.

We also added a new program to our study abroad listing through our new partnership with Otago Polytechnic in New Zealand, thanks to efforts by our business faculty member, Dirk Soma. As diversification of study abroad destinations was one of our goals, we are delighted to have this option be part of the list of partner schools/programs, and to have been able to send students two years in a row.

Efficiency Category: In order to promote various study abroad and scholarships opportunities, the coordinator planned and implemented eight outreach activities in AY2019, of which five were in-person presentations, class visits and information tables, and other three were flyers and email announcement. In-person outreach seem more effective with local students as many of them feel that studying abroad is “beyond their reach” and scary. Talking to them in person and helping them address some of the obstacles of studying abroad seem to help our students take concrete steps toward the goal of studying abroad. Since this was our first year collecting data on our outreach activities, we will keep monitoring what type of outreach activities seem to be more effective with our students in the next couple of years.

This year, we also started tracking the number of office visits by students interested in studying abroad. We were very happy to have on average of three visits per week, and a total of forty eight visits per semester. It indicates that the international office has become more visible among our faculty and staff members as well as students. We had a number of students referred to our office by counselors and faculty members.

Effectiveness Category: In the last CRP submitted, we proposed to monitor our effectiveness in this area by looking at the percentage of study abroad opportunities filled. However, we decided to remove this item as the base number of total study abroad opportunities fluctuates throughout the year and is not the most effective way to measure quality of products/services our unit produces. We do keep all the post program essays/reflections/letter from our students, and also require students who received campus scholarship to give a presentation about their experience upon return. The coordinator will work with institutional researchers to figure out how to evaluate these post program essays and presentations to measure the quality of our study abroad opportunities.

#### 4) Internationalization / International Partnerships

Demand Category: Since AY 2015, the unit has been successful in receiving the Honda International Opportunities Grant (up to \$5,000) to host international events, however, as mentioned in the last CPR for the international program, in AY2018 the number of events and participants dropped due to the fact that the announcement and disbursement of the grant was significantly delayed by the UHCC international

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office and we were not able to secure funding until early Spring semester, which made planning of events extremely difficult. In AY2019, same thing happened and we were not able to plan and implement international events until early Spring semester. However, we were able to host six events, of which one took place in the Fall and five took place in the Spring. We were informed that UHCC system office decided to discontinue to this grant, and that now each campus is expected to fund all the international events on our own. This will be a challenge for us, as we relied much on this grant to fund international events, especially to provide food for events. However, we are also hopeful that the campus-wide partnerships that we had built over the years will allow us to bring our resources together to hold international events in the future.

We have seen continuous increase in the number of international partnerships and agreements in the last three years, and this academic year, we had twenty-seven international partnerships and agreements. This increase is attributable to satisfied international partner institutions that continue to come back to us for short-term customized training, as well as to our collective efforts (which goes beyond our unit) to respond to each international inquiry we receive, and take care of each international visitor who is interested in working with us.

This academic year, we had a total of twenty-three international guests both from our existing partner institutions as well as potential partner institutions.

Efficiency and Effectiveness Category: We haven't developed metrics to monitor efficiency and effectiveness categories of Internationalization and International Partnerships. While we continue to work with our institutional researcher to develop these metrics, we will keep monitoring the number of international partnerships and agreements, and guests and the impact of such partnerships and visits on internationalizing our campus as well as opportunities we provide to our students and local community members.

As the University of Hawaii system recently introduced new international agreement review processes, it is expected that the amount of work and time that goes into executing an international agreement will increase as a result. As our international partnerships grow, already full-capacity of a one-person office will be further impacted by this change.

### **3. Program Student Learning Outcomes**

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

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Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

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<b>PSLO</b>	<b>Assessed During this APRU Cycle (Y or N)</b>	<b>Findings</b>	<b>Improvements Implemented</b>	<b>Next Assessment Date</b>
(PO) Provide quality customized training that meets the needs of our partner institutions	Yes	Met PSLO	None	AY2020
(PO) Kauai Community College will be visible and accessible to prospective students through our website and other marketing platforms and collaterals.	No	N/A	Website redesigned and updated	AY2020
(PSLO) International students will demonstrate knowledge about their immigration status and understand the requirements for maintaining their visa status in good standing.	No	N/A	N/A	AY2020
(PSLO) International students will demonstrate success by maintaining satisfactory academic process.	No	N/A	N/A	AY2020
(PO) Students are aware of study abroad programs and scholarships available	No	N/A	N/A	4/1/2021

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(PO) Facilitate successful application for study abroad programs and scholarships	No	N/A	N/A	4/1/2021
(PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return	No	N/A	N/A	4/1/2021
(PO) Provide international resources and services to the campus community	No	N/A	N/A	5/1/2022

### 4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
<b>Offer 5-6 short-term programs</b>	<b>Offer 5 short-term customized training</b>	<b>Offered 5 short-term customized training</b>
<b>Establish service agreement with recruiting agents to recruit more international students (F-1)</b>	<b>Sign 1 agreement</b>	<b>3 service agreements were signed</b>
<b>Partner with local business and community to secure housing option for international students</b>	Continue to partner two homestay companies to offer housing options to international students	Two homestay companies are listed on our website and have successfully placed students with local families, and new partnership with Kauai Yamaguchi Kenjikai was

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Action Plan	Anticipated Outcome	Actual Outcome
		signed to offer homestay for students from Yamaguchi University
<b>Continue to advocate and search funding for on-campus housing</b>	Request added in APRU request	Completed as planned
<b>Establish and maintain student exchange programs</b>	Maintain existing exchange program with University of the Ryukyus and start new exchange program Yamaguchi University	Maintained existing exchange program with University of the Ryukyus and started new exchange program Yamaguchi University
<b>Diversify study abroad destination</b>	One new partnership in destinations other than Japan	One new partnership in New Zealand
<b>Create a budget sheet for exchange program to better inform students about cost of studying abroad</b>	Click or tap here to enter text.	Completed as planned
<b>Apply for Honda International Opportunities Fund to host International Day and Global Café series to infuse international perspectives</b>	Click or tap here to enter text.	Completed as planned – see quantitative data

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Click or tap here to enter text.

### Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to \* in this section.

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<b>Goal/Strategic Goal or Priority**</b>	<b>Achieved (Y or N)?</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Actual Outcome</b>	<b>Unit of Measure</b>
Increase enrollment of international students (system definition) 3% every year	Yes	Increase degree seeking international students * (system definition) from 19 to 23 in 2021.	20	34	# of students
Increase enrollment of international students (F-1) 10 % every year	Yes	From 2 in Fall 2017 (base year) to 3 in 2022	2	7	# of students
Maintain short-term customized program offering at about six groups a year unless with additional personnel resource	Yes	Offering about 6 short-term customized programs	5-6	5 programs	# of programs offered
Finalize unit's overall direction (mission statement, program outcomes, program student learning outcome) and seek approval from campus	No	Completion of Program Strategic Plan	Completion of Program Strategic Plan	Partially completed	Completion of task

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Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
IEC, and provide APRU reporting accordingly.					
Provide events and PD opportunities to enhance international awareness of our faculty and staff	Yes	Offer at least 5 international events a year	5 international events	6 events	3 of events

\*\*All Strategic Goals and Priorities are Aligned to the College Mission.

### Describe any impacts these goals had on your health indicator(s).

Met or exceeded goals.

\*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase enrollment of international students (system definition) 3% every year	Goal 21	Increase degree seeking international students * (system definition) from 19 to 23 2021.	23 students by 2021	# of students	Every Year



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<b>Goal</b>	<b>Strategic Goal/Priority (List number)</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Unit of Measure</b>	<b>Year(s) Implemented</b>
Increase enrollment of international students (F-1) 10 % every year	Goal 21	From 2 in Fall 2017 (base year) to 3 in 2022	3 by 2022	# of students	Every year
Maintain short-term customized program offering at about six groups a year unless with additional personnel resource	Goal 14	5-6 groups a year	5-6 groups	# of programs	Every year
Create a team to provide international student support from admission to completion	Goal 21, Goal 1, Goal 4	Click or tap here to enter text.	A well-functioning team	Click or tap here to enter text.	On-going until completed or 2023
Increase and diversify study abroad offerings	Goal 8 increase job placement Goal 17 – use study abroad as a recruitment tool	By 2022, increase student exchange by one, and study abroad destinations other than Japan.	Click or tap here to enter text.	# of programs and destinations	On-going until 2023

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Establish our model of ESL framework to ensure the success of both local ESL students as well as F-1 students	Goal 6, Goal 10	Offer new or revised co-requisite ESL course(s) on the credit side, and offer regular non-credit ESL courses by 2023	Click or tap here to enter text.	# of actual courses offered	On-going until 2023
Provide events and PD opportunities to enhance international awareness of our faculty and staff	Goal 16	Offer at least 5 international events a year	Click or tap here to enter text.	# of events	Every year

## 5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.