

Kaua`i Community College

Five Year Comprehensive Program Review (CPR)

Program Name: Professional Development

Assessment Period: (e.g., 2016-2021) 2013-2018

Program or Unit Mission Statement (UHCCP 5.202)

Enrich and champion the teaching and learning experiences of faculty and staff at Kaua`i Community College. Align professional development with the vision and philosophy of staff development as stated in CCCM #2080 and KCC's Vision, Mission, Goals, and Student Learning Outcomes.

Part I. Executive Summary of Program Status

In the last CPR (2013), PD outlined the following goals, which were based on KCC's old campus goals:

1. Learning and Teaching: To provide opportunities for faculty and staff to develop their skills and contribute toward a community of excellence in teaching and learning. (Aligned with KCC's Learning and Teaching goal, which sought to promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning.
 - This was to be accomplished by...
 - Advocating for the inclusion of technology in the classroom where appropriate.
 - Aiding faculty in improving/transforming their classroom curriculum and pedagogy.
2. Personal Development: To develop a professional development plan where learning opportunities are aligned with KCC's Mission, Campus Goals, and Students Learning Outcomes; and the vision and philosophy of institutional effectiveness as described in CCCM #2080; to foster a sense of place and collegial community amongst faculty and staff. (Aligned with KCC's Personal Development goal, which sought to provide lifelong learning opportunities in the areas of personal and professional development.)
 - This was to be accomplished by...
 - Formalizing professional development at KCC and providing "more meaningful incentives" as rewards for taking part in PD.

- Creating a new faculty and staff orientation program (NFSO) to better acclimate new employees of the college.
 - Surveying faculty and staff to inform the Program about possible areas of interest.
3. Diversity: To provide opportunities to increase faculty and staff understanding of communities and cultures beyond the campus and Kaua‘i and state of Hawai‘i; and to nurture a campus community that champions and appreciates diversity of people, culture, and knowledge. (Aligned with KCC’s Diversity goal, which sought to foster global understanding and appreciation for diversity.)
- This was to be accomplished by...
 - Leading the initiative to “indigenize” the classroom.
 - Providing, through the NFSO orientation program, opportunities for new employees to better understand the unique campus and community culture.
 - Providing, through a partnership with International Education, opportunities for faculty and staff to work with visiting student and faculty groups from Japan and Okinawa.

Overall, the Program did address its goals as outlined above; however, there were some fairly large changes in the way in which the coordination of the PD program was handled in the past that affected the manner in which these goals were addressed. Prior to the Fall 2012 semester, the Professional Development Coordinator (PDC) was chosen from a pool of faculty, usually after low-enrollment cancellations took place, for about 3 TEs per semester. This process was problematic because the PDC often changed semester to semester, so it was difficult to ensure consistency and to plan for the long term. In the fall of 2012 a 4/9th. time position was allocated for a PDC, which was scheduled to last for at least 3 years. (The position stayed a 4/9th. reassigned time position until the Fall 2014 semester and was later reduced to a 2/9th. position due to a campus wide initiative to reduce the number of lecturer-taught classes.) Now, the position is a full-time one, which began in the fall of 2016.

The duties of the position also changed during this time. It now was responsible to provide support and services that were once the responsibility of the Instructional Technologist (a position that is no longer in existence).

Shortly after the last CPR was submitted, the then PDC was asked to share his duties with another faculty member who eventually took over when the PDC returned to his teaching position at the end of the Spring 2014 semester.

These changes in the PDC position did affect what was addressed as outlined in the 2013 CPR. The program addressed its Teaching and Learning goals fairly well. It provided workshops and

trainings dealing with the inclusion of technology in the classroom. It also provided trainings and sessions dealing with curriculum development and pedagogy redesign (e.g., reading across the discipline workshop, andragogy, cultural workshops, etc.). It was also somewhat successful in addressing its Personal Development goal. Things like the new faculty and staff orientation program did occur and provided new employees opportunities to better acclimate themselves at the college. However, the program was not able to do much in the way of “formalizing PD” and creating “more meaningful incentives.” Nor did it conduct the Spring 2014 needs survey. Instead, it decided to use existing survey results (via the old annual Academic Support survey and feedback it received via meetings with programs and units conducted in AY ‘16-’17). Lastly, it was also fairly successful addressing its Diversity goal. It continued working with select faculty on “indigenizing” curriculum, provided cultural information via the NFSO orientation program, and provided faculty opportunities to work with students and faculty from OCET’s Okinawan and Japanese short-term programs.

Its only resource request in the 2013 CPR was space allocation to create a PD room/center to house it and its resources. In the Fall 2014 semester, PD was given OSC 207-C to use as an office and teaching space. In the Fall 2016 semester, PD was also given an office in the 206 wing of the One Stop Center to use as an office for the PDC. This allowed OSC 207-C to be used by other units needing space to conduct PD sessions or hold meetings. In the Spring 2018 semester, the PD training room was relocated to OCET 104 and the office in OSC 206 was given to Institutional Effectiveness to address an administrative push to better house unit personnel nearer to each other. In the Fall 2018 semester, the PD training room was again relocated to the NATSCI 110 to serve as a training and office space. NATSCI 110 is currently in the process of being redesigned in the hopes that it becomes the more permanent space for PD.

Part II. Program Description (UHCCP 5.202)

<p>Brief History of Program</p>	<p>Prior the Fall 2012 semester, the Professional Development Coordinator (PDC) was chosen from a pool of faculty, usually after low-enrollment cancellations took place, usually for about 3 TEs per semester. This process was problematic because the PDC often changed semester to semester, so it was difficult to ensure consistency and to plan for the long term. In the fall of 2012 a 4/9th. time position was allocated for a PDC, which was to last for 3 years. (The position stayed a 4/9th. reassigned time position until the Fall 2014 semester and was later reduced to a 2/9th. position due to a campus wide initiative to reduce the number of</p>
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	lecturer-taught classes.) As of the Fall 2016 semester, the position is a full-time 11-month one.
Number of Faculty and Staff	Faculty (FT): 1 Faculty (Lecturers): 0 Staff: 0
Date Website Last Reviewed/Updated	November 2018
<i>For Instructional Programs ONLY</i>	
Graduate Occupation or Transfer Options	N/A
Special Admission Requirements	N/A
Credentials Offered	N/A
Current Program Articulation Agreements (Institution and Expiration Date)	Institution: N/A Expiration Date: N/A Institution: N/A Expiration Date: N/A
Distance Education Courses Offered	N/A
Early College Courses offered (total number of sections/high school)	Course Alpha and Number – # sections – High School N/A
Distance Education Programs offered	N/A
Current Advisory Board Members/Employer and last meeting date	Member Name N/A Employer N/A Last Meeting Date: N/A

Employer Internships	N/A
<i>For Non-Instructional Programs ONLY</i>	
Community Partnerships, Advisory Committees, etc.	Partnerships: <ul style="list-style-type: none"> ● UH Instruction Designers Ad-Hoc Group ● UH Professional Development Coordinators Ad-Hoc Group

Part III. Analysis of Quantitative Indicators

The tables and discussion below regarding health indicators have been split into two discussions in each section to better address the unique responsibilities of the PD Program. Each indicator has a “Professional Development” and “Instructional Technology Support” section.

Demand Indicators

Professional Development

Indicator	Number
Number of Professional Development Training/Sessions Conducted	AY 13-14: 35
	AY 14-15: 25
	AY 15-16: 20
	AY 16-17: 57
	AY 17-18: 30*
	Total: 167
Number of Professional Development Training/Session Attendees	AY 13-14: 664
	AY 14-15: 431
	AY 15-16: 308
	AY 16-17: 350
	AY 16-17: 350
	AY 17-18: 182*
Total: 1,953	

* Incomplete record, missing SP '18 sign-in sheets and logs

Instructional Technology Support

Indicator	Number
Support Requests <ul style="list-style-type: none"> ● Classroom Equipment (e.g., using SmartBoard, LED monitors, projectors, etc.) ● Cloud and Computer Software/Application (e.g., LiveText, eCafe, MS Office, Google Suite, etc.) ● Computer Hardware (i.e., basic use of office and/or classroom computers) ● Mobile Devices/Computing (e.g., connecting to UH Passthrough, establishing UH account on mobile devices, etc.) 	AY 13-14: 0* AY 14-15: 0* AY 15-16: 0* AY 16-17: 286 AY 17-18: 226 Total: 512
* Was not being logged/tracked	

Efficiency Indicators

Professional Development

The program will be implementing a new indicator in the Spring 2019 to measure its efficiency regarding its professional development duties. This indicator will look at how well the program responds to the needs and wants of the campus. A prioritized list of these needs and wants will be compiled using survey results and the campus' and UHCC System's strategic goals.

Efficiency will be determined by looking at the types of training offered and whether they are in alignment with the aforementioned list (i.e., how responsive is the program to the campus' professional development needs?).

Instructional Technology Support

Indicator Type	# of Days (%)
Response time to resolution for support request	Same Day: 82% 1 Day: 11%

	2 Days: 0% 3 Days: 4% 4 Days: 1% 5+ Days: 2%
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Effectiveness Indicators

Professional Development

Indicator	Responses (%)
The likelihood attendees will use information and/or lessons learned from PD events attended in their PROFESSIONAL lives. (Based on survey results.)	Very Likely: 63% Somewhat Likely: 22% Unlikely: 10% Highly Unlikely: 3% Will not be: 2%
The likelihood attendees will use information and/or lessons learned from PD events attended in their PERSONAL lives. (Based on survey results.)	Very Likely: 20% 26% Somewhat Likely: 40% Unlikely: 24% Highly Unlikely 7% I will not be 3%

Instructional Technology Support

The program will be implementing a new indicator in the Spring 2019 to measure its effectiveness regarding its instructional technology support duties. This indicator will look at how well the program addresses support requests.

The program will survey the campus at the end of every academic year to determine how satisfied faculty and staff are when it comes to resolving instructional technology support requests.

The Overall Program Health is Healthy.

Demand Analysis

Professional Development

The Program's demand for professional development is healthy. From AYs 2013-2014 through 2017-2018 there have been nearly 2,000 attendees at 167 events. (These numbers are a little inflated as they include sign-ins for events like convocation and numerous College Conversations. Although these events are arguably PD, the program will likely separate events like these into a separate category to better assess how well it is addressing, more specifically, the PD needs of the campus.) Currently there are no benchmarks for the number of attendees or events, and it is likely these indicators and measurement tools will change to something a little more sophisticated in the future.

Instructional Technology Support

The Program's demand for instructional technology support is healthy. From AYs 16-17 through 17-18 (when support requests began being tracked) it has addressed a little over 500 support requests (likely more as not all requests are logged) for a variety of issues. Currently there are no benchmarks for the number of support requests; however, there seems to be considerable demand for instructional technology support.

Efficiency Analysis

Professional Development

As mentioned above, the program will be implementing a new indicator in the Spring 2019 to measure its efficiency regarding its professional development duties. At this point, the program seems to do a fairly good job at addressing campus needs. There have been some requests that have gone unaddressed (e.g., how to run efficient meetings and how to use embedded tutors effectively). There are a variety of reasons this has taken place; however, the program would like to do a better job and be able to show that it is addressing priority needs. The new measures should help with both of these concerns.

Instructional Technology Support

The Program's efficiency in regards to its instructional technology support duties is healthy.

The benchmarks for this measure are...

- 80% of support requests addressed in a day or less with no more than
- 5% taking 5 or more days.

93% of support requests were addressed and resolved in 1 day or less and only about 2% took 5 days or more.

Effectiveness Analysis

Professional Development

The Program's effectiveness in regards to its professional development duties is healthy.

The benchmarks for this measure are...

- 85% of respondents finding that they are very or somewhat likely to use (and/or incorporate) information and/or lessons learned from PD events attended in their PROFESSIONAL lives and
- 50% of respondents finding that they are very or somewhat likely to use (and/or incorporate) information and/or lessons learned from PD events attended in their PERSONAL lives.

Currently, survey respondents have indicated that they are 1) very or somewhat likely to use (and/or incorporate) information and/or lessons learned from PD events attended in their PROFESSIONAL lives about 85% of the time and 2) are very or somewhat likely to use (and/or incorporate) information and/or lessons learned from PD events attended in their PERSONAL lives about 66% of the time.

Strengths of the Program

As alluded to above, the program seems to have strong demand. For the most part, it is efficient and effective in carrying out its duties. It provides a wide variety of PD opportunities and provides quick and responsive instructional tech support. Because the PDC position requires a somewhat unique skill set, it needs to continue to ensure that current and future PDCs are able to handle its expansive and disparate duties.

Weaknesses of the Program

Although the program has many strengths, it does need to work on some key areas.

1. Because PD is a program of one, it is difficult for the PDC to manage all aspects of the position, namely the clerical ones. The program does evaluate trainings; however, there is plenty of room for improvement in this area. A clerical support person (or student worker) would go a long way in ensuring attendees of events are properly logged and events properly surveyed.
2. The program could do a better job making the PD training space a vibrant and better utilized space. Unfortunately, because the PDC has other duties that require him to be away from the training room, the room cannot always be open at opportune and convenient times. A student worker with basic tech skills could assist in keeping the

training space open and available more often, which make it much more convenient to seek assistance.

3. As alluded to above, the program needs to do a better job with record keeping. Now that there is no dedicated clerical support person to assist the program with record-keeping duties, it fears that there are events and attendee lists that it has no record of.
4. The program also needs to ensure that PD events it is not responsible for planning and conducting are still being surveyed and those results logged.
5. The PDC has historically been a quite fluid position, which means its duties have been quite broad and disparate. For example, just in this last CPR cycle, aside from the obvious PD duties, the PDC has been responsible for...
 1. Administering and maintaining LiveText,
 2. Helping the campus shift from LiveText to LiveText Via,
 3. Assisting the campus with its shifting assessment plans and goals,
 4. Functioning as the campus' sole representative on a UHCC ad-hoc instructional designer committee, which was tasked with working on UHCC's 5-Week AA program,
 5. Training and assessing instructors and courses chosen to participate in the UHCC 5-Week AA program,
 6. Assisting with the drafting and implementation of the campus' new DL policies and handbook, and
 7. Teaching courses.

This semester, the PDC is responsible for coordinating Early College. Although some of these aforementioned duties seem best suited for the PDC, the program needs to ensure that its coordinator can focus on his or her primary duties, which is to coordinate and provide PD opportunities and to support faculty and staff with issues related to instructional technology. This would go a long way in ensuring compliance with its own policies for logging, surveying, and assessing PD on campus.

Part IV. Assessment Data (EP 5.202)

There are no PSLO assessment results at this time. PD only recently drafted new program outcomes, which it is planning to implement in the Spring 2019 semester.

New program outcomes are as follows:

- Professional Development at Kaua'i Community College will...
 1. (PSLO 1) Provide high quality professional development opportunities for all faculty and staff.

2. (PSLO 2) Provide efficient instructional technology support for all faculty and staff.
3. (PSLO 3) Provide support for professional development planning and tracking to all faculty and staff.

Schedule for Assessment:

	Outcome Being Assessed	Assessment Timeline
Y1: AY 2019-2020		FA 2019
	PSLO 1 & PSLO 2	SP 2020
Y2: AY 2020-2021	PSLO 3	FA 2020
	PSLO 1 & PSLO 2	SP 2021
Y3: AY 2021-2022	PSLO 3	FA 2021
	PSLO 1 & PSLO 2	SP 2022
Y4: AY 2022-2023	PSLO 3	FA 2022
	PSLO 1 & PSLO 2	SP 2023
Y5: AY 2023-2024	PSLO 3	FA 2023
	PSLO 1 & PSLO 2	SP 2024

Up until this semester, the PD Program has not had Program Outcomes. However, it has used survey results to help it determine what kinds of changes it needs to implement to better address constituent concerns.

Please see the following changes implemented in the last 5-year review cycle.

Year	Changes Implemented	Reason for Changes
2013-2014	<ol style="list-style-type: none"> 1. Created Non-Instructional PD event during EID Day 2. Included more training using Google Office Suite 	<ol style="list-style-type: none"> 1. Anecdotal information suggested that non-instructional staff who were not invited to HSSI wanted their PD event. 2. Anecdotal information and unit meeting surveys results asked for

	<ol style="list-style-type: none"> 3. Included more training for SmartBoard 4. Included more training for Turnitin 	<p>more training for the use of Google Suite of applications.</p> <ol style="list-style-type: none"> 3. Anecdotal information, unit meeting surveys results and PD Website’s “suggest” link asked for training using the various Google Suite of tools. 4. Anecdotal information, unit meeting surveys results, and PD Website’s “suggest” link asked for training using Turnitin.
2014-2015	No changes	
2015-2016	<ol style="list-style-type: none"> 1. Due to changes in eligibility for HSSI (i.e., all faculty and staff were invited to attend), we no longer have a special EIE Day event for non-instructional staff. 	
2016-2017	<ol style="list-style-type: none"> 1. Added training for Google Classroom 2. Added training for Laulima 3. Eliminated SmartBoard training 4. Added DL-related events 	<ol style="list-style-type: none"> 1. Anecdotal information, unit meeting survey results, and PD Website’s “suggest” link suggested more instructors were interested in using Google Classroom as their course LMS. 2. Although Laulima training has always been a part of PD, anecdotal information, unit meeting survey results, and PD Website’s “suggest” link suggested there was more interest for using Laulima LMS for F-2-F and DL courses. 3. Since the installation and usage of SmartBoards in the classroom were in decline, training for SBs was eliminated. PDC still provides training when requested. 4. Anecdotal information, PD survey results, and PD Website’s “suggest” link showed interest in distance learning-related PD events. Also, campus initiative changed to ensuring the quality of DL course offerings.

2017-2018	1. Eliminated training for Turnitin	1. Anecdotal information, PD survey results, and PD Website’s “suggest” link showed a waning in interest for Turnitin. PDC still provided training when requested.
2018-2019	1. Adding more DL PD events.	1. Based on anecdotal information, PD survey results, PD Website’s “suggest” link, and accreditation recommendations, PD will be increasing the number of DL-related events in the Spring 2019 and Fall 2019 semesters to better support DL faculty. The schedule of events will center around the best practices outlined in the DL Faculty Handbook.

Part V. Curriculum Revision and Review

PD does not have a set of courses that are assessed and reviewed. Instead, it uses survey results and UH System Initiatives to inform its offerings.

Part VI. Survey Results

Survey Type	Date Administered	Date of Next Survey	Results
PD Satisfaction Surveys	FA ‘13 - SP ‘18	Every semester	See “Attachment 1”
End-of-Year Combo Survey: <ul style="list-style-type: none"> ● PD Needs ● Instructional Technology Support Satisfaction 	N/A (New Survey)	Spring 2019	N/A

Part VII. Financials

Fiscal Year	Budget
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2014-2015	None
2015-2016	None
2016-2017	\$5,000
2017-2018	\$5,000

Currently, the Program has the following resources.

Category	Number
PERSONNEL	
Positions (Faculty)	1 (11 month)
Positions (Staff)	0 ¹
OPERATING	
Supplies	PD Training Room <ul style="list-style-type: none"> • Standard office supplies (pens, pencils, staplers, tape dispenser, paper, etc.)
Equipment	PD Training Room: <ul style="list-style-type: none"> • 3 Desks • 10 Chairs • 1 Storage Cabinet • 1 File Cabinet • 1 3-shelf Bookshelf
Space/Facilities	NATSCI 110 (for PDC Office and Training Room)
TECHNOLOGY	
Hardware	PD Training Room: <ul style="list-style-type: none"> • 1 Classroom computer setup • 1 70" LED Display monitor • 1 SmartKapp whiteboard • 4 Chromebooks

¹ OVCAA secretary functions as clerical support for some activities--e.g., travel, P-Card purchases, etc. However, day-to-day clerical functions are handled by the PDC.

Software	PDC Office: <ul style="list-style-type: none"> • 1 perpetual MasterPDF license
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Resource Request(s)

Category	What is needed?	Justification
PERSONNEL		
Positions (Faculty)	None	
Positions (Staff)	1 student worker	<p>One of the major deficiencies of the PD has been record keeping. Up until the Fall 2015 semester, PD shared a clerical staff person with what was Academic Support. This clerical staff member was the point of contact for faculty and staff conducting PD events on campus. Part of her workload was receiving sign-in sheets and logging events into a database.</p> <p>In the spring of 2016, due to personnel changes and restructuring at the college, these responsibilities were put hold and later shifted to the PDC.</p> <p>Although the PDC receives clerical support for travel and P-Card purchases from the Office of the VCAA, day-to-da clerical duties are the responsibility of the PDC.</p> <p>It would be useful to have a student worker to assist with the aforementioned duties, maintaining PD's social media presence, and manning the PD Training Room when the PDC is not available.</p>
OPERATING		
Supplies	None	
Equipment	None	
Space/Facilities	None; however, it needs more permanency--it has moved 3	The PD Training Room has moved 3 times in the last 4 years. To better establish itself, it needs a sense of permanence.


	times in the last 4 years.	NATSCI 110 is an ideal space as it is centrally located and has enough space to serve as the PDC's office and training room.
TECHNOLOGY		
Hardware	None	
Software	None	

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

PD did not have an action plan last year.

Part IX. Analysis of Program

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Formalize system for logging and surveying events.	Priority: 1 Campus SG: 16	<ul style="list-style-type: none"> 90% of all campus PD events logged 50% of all PD events surveyed 	Better tracking and assessment of PD events conducted on campus. This will allow for addressing the issue of assessing the efficiency and effectiveness indicators.	Percent Completion	1
Increase PD offerings related to distance education.	Priority: 2 Campus SG: 12 16	<ul style="list-style-type: none"> Offer 5 or more DL-related PD events/trainings per semester 80% of teaching faculty attended say they are "very 	Address concerns about the quality of distance education, particularly those raised by the ACCJC review team.	Number of Events Percent Completion	1-5

		likely” or “somewhat likely” to use information gleaned from these sessions in their professional lives			
Increase PD offerings related to teaching Early College Courses	Priority: 3 Campus SG: 16 17	<ul style="list-style-type: none"> • Offer 1 or more Early College-related events/trainings per semester • 80% of teaching faculty attended say they are “very likely” or “somewhat likely” to use information gleaned from these sessions in their professional lives 	Better support instructors who are teaching Early College courses.	Number of Events Percent Completion	1-5
Re-establish PD training room with usable and modern furniture and equipment.	Priority: 4 Campus SG: 13 16	<ul style="list-style-type: none"> • Establish “permanent” space. • Install usable and modern furniture and teaching equipment 	Re-establish a “visible” sense of space and identity for PD.	None	1
Formalize new process for certifying instructors to	Priority: 5 Campus SG:	<ul style="list-style-type: none"> • Have new process in place by SU ‘20 	Address concerns about the quality of distance	None	2-5

teach DL courses using Lulima LMS.	12 16		education, particularly those raised by the ACCJC review team.		
Increase PD offerings related to curriculum development and <i>new</i> pedagogy.	Priority: 6 Campus SG: 5 6 7 16	<ul style="list-style-type: none"> ● Offer 2 or more curriculum development-related PD events/trainings a semester ● 80% of teaching faculty attended say they are “very likely” or “somewhat likely” to use information gleaned from these sessions in their professional lives 	Respond to requests raised by faculty regarding curriculum design and <i>new</i> pedagogy.	Number of Events Percent Completion	2-5
Increase PD offerings related to universal design (and ADA compliance).	Priority: 7 Campus SG: 5 6 7 14 16	<ul style="list-style-type: none"> ● Offer 2 or more UDA and ADA-related PD events/trainings per semester ● 80% of teaching faculty attended say they are “very likely” or “somewhat likely” to use information 	Respond the increasing need to make our courses accessible by all learners.	Number of Events Percent Completion	2-5

		gleaned from these sessions in their professional lives			
Increase PD offerings related to non-traditional/adult learner pedagogy (or andragogy) design.	Priority: 8 Campus SG: 5 6 7 16 19 20	<ul style="list-style-type: none"> Offer 1 or more non-traditional/adult learner-related PD events/trainings per semester 80% of teaching faculty attended say they are “very likely” or “somewhat likely” to use information gleaned from these sessions in their professional lives 	Respond to the campus’ and UHCC system’s desire to engage non-traditional learners.	Number of Events Percent Completion	3-5
Establish the PD training room as a vibrant and conducive space for PD and support.	Priority: 9 Campus SG: 16	<ul style="list-style-type: none"> Host more than 10 PD events per semester in the PD training room. Have a 100 or more in-person support request/visit to the PD training room. 	Assist the program in establishing itself as the clearing house and assist unit for all PD on campus.	Number of Events Number of visitors	3-5

Establish a new faculty and staff orientation program grounded in Native Hawaiian values.	Priority: 10 Campus SG: 2 5 6 7 15 16 18 21	<ul style="list-style-type: none"> Have program in place by the 2022-2023 academic year. 	Addresses Makaloa, Hawaii Papa o Ke Ao, and UH desire to be a model indigenous-serving institution.	None	5
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*All Strategic Goals and Priorities are Aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program)

Program Goal	All
Resource Requested*	Student Worker
Cost and Vendor	\$10.60/hr. (University of Hawaii)
Annual Recurring Cost	\$5,100 (based on \$10.60/hr x 10hrs./week)
Useful Life of Resource	Indefinite (Considering the short-term nature of student employment, it's likely a new student will need to be found every two years or so.)
Person(s) Responsible and Collaborators	PDC OVCAA
Timeline	1. Fall 2018: Submit APRU / CPR Request 2. Spring 2019: Receive approval to hire 3. Spring 2019: Hire and begin training employee

Program Goal	All
Resource Requested*	More permanent space for PD
Cost and Vendor	None

Annual Recurring Cost	None
Useful Life of Resource	5-10 Years
Person(s) Responsible and Collaborators	PDC OVCAA
Timeline	<ol style="list-style-type: none">1. Fall 2018: Submit APRU / CPR Request2. Spring 2019: Receive approval to continue to use NATSCI 110

***An approved ITAC Request Form must be attached for all technology requests**

Attachment 1

PD Satisfaction Survey Results for Current CPR Cycle

Question	Response	%
1. What was your overall impression of the training session?	It was excellent.	49%
	It was good.	38%
	It was OK.	12%
	It was poor.	0%
	It was horrible.	1%

Question	Response	%
2. Please rate the quality of the information.	It was very informative.	55%
	It was informative.	30%
	It was somewhat informative.	13%
	It was not very informative.	1%
	It was not informative at all.	1%

Question	Response	%
3. Is it likely that you are going to incorporate the information and/or lessons from the presentation in your PROFESSIONAL life?	Very likely.	64%
	Somewhat likely.	22%
	Unlikely.	10%
	Highly unlikely.	3%
	I will not be incorporating anything	1%

	from the training.	
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Question	Response	%
4. Is it likely that you are going to incorporate the information and/or lessons from the presentation in your PERSONAL life?	Very likely.	25%
	Somewhat likely.	40%
	Unlikely.	24%
	Highly unlikely.	7%
	I will not be incorporating anything from the training.	4%

Question	Response	%
5. What was you overall impression of the trainer?	He/she was excellent.	55%
	He/she was good.	32%
	He/she was OK.	12%
	He/she was poor.	0%
	He/she was horrible.	1%

Question	Response	%
6. Rate the trainer's knowledge of the topic being discussed.	He/she was very knowledgeable.	78%
	He/she was knowledgeable.	22%
	He/she was somewhat knowledgeable.	0%
	He/she was not very knowledgeable.	0%
	He/she did not know anything.	0%

