

Professional Development



ANNUAL REPORT OF PROGRAM DATA 2021



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Enrich the professional and personal lives of faculty and staff at Kaua'i Community College and provide instructional technology and individualized support. Align professional development with the vision and philosophy of staff development as stated in [CCCM 2080](#) and Kaua'i CC's vision, mission, goals, and learning outcomes.

Note: Each of the sections below has two parts to better reflect the two main areas of the Professional Development (PD) program: professional development and instructional technology & individualized support.

2. Analysis of the Program/Unit

Demand Indicators

Professional Development Demand Indicators

Indicator 1: Number of Professional Development Events

| Academic Year | Number of Events |
|---------------|------------------|
| 20-21 | <u>40</u> |

Indicator 2: Number of Attendees to Professional Development Events

| Academic Year | Number of Attendees |
|---------------|---------------------|
| 20-21 | 355* |

* TCC and Dossier Writing I - IV attendance records were unavailable at the time of the writing of this document.

Instructional Technology and Individualized Support Demand Indicators

Indicator: Number of Support Requests

- Classroom Equipment (e.g., using Classroom equipment, LED monitors, projectors, etc.)
- Cloud and Computer Software/Application (e.g., Lulima, LiveText, CES, 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.)

| Academic Year | Number of Attendees |
|----------------------|----------------------------|
| 20-21 | 156* |

* Actual number is higher. Unfortunately, some support requests were handled via Google Chat (with history turned off) and private cell (too hard to determine which texts were support related).

Efficiency Indicators

Professional Development Efficiency Indicators

The program implemented a new indicator in the Spring 2019 to measure efficiency regarding its professional development duties. This indicator looks at how well the program responds to the needs and wants of the campus. A prioritized list of these needs and wants was compiled using survey results.

The following priority areas were identified:

- Technology Tools, specifically
 - Video tools (e.g., YouTube, Zoom, Loom, etc.),
 - Lulima (and other LMS tools), and
 - Google Suite and its various tools.
- Pedagogy and Curriculum, particularly for distance education.

The program also implemented a series of training workshops about midway through the Spring 2020 semester to support the sudden shift to remote and online education caused because of the COVID-19 pandemic. These workshops included collaborative sessions with other UHCC campuses.

Instructional Technology and Individualized Support Efficiency Indicators

Indicator: Days to Resolution

| Days to Resolution | Percent |
|---------------------------|----------------|
| Same Day | 91% |
| 1 Day | 3% |
| 2 Days | 3% |
| 3 Days | 1% |
| 4 Days | 1% |
| 5 or More Days | 1% |

Effectiveness Indicators

Professional Development Effectiveness Indicators

Indicator 1: Application towards Professional Lives

The likelihood attendees will use information and/or lessons learned from PD events attended in their PROFESSIONAL lives. (Based on survey results.)

| Response | Percent |
|-----------------|----------------|
| 5: Very Likely | 40% |
| 4: Likely | 45% |
| 3: Neutral | 9% |
| 2: Unlikely | 4% |
| 1: Will not | 2% |

Indicator 2: Application towards Personal Lives

The likelihood attendees will use information and/or lessons learned from PD events attended in their PERSONAL lives. (Based on survey results.)

| Response | Percent |
|-----------------|----------------|
| 5: Very Likely | 20% |
| 4: Likely | 24% |
| 3: Neutral | 27% |
| 2: Unlikely | 17% |
| 1: Will not | 12% |

Instructional Technology and Individualized Support Effectiveness Indicators

The program implemented a new indicator in the Fall 2021 semester to measure its effectiveness regarding its instructional technology support duties. This indicator looks at the overall number of support requests are resolved. Prior to this, the program used its efficiency indicator and data to assess this.

Demand Analysis

Professional Development

Using the historical data over the last 8 years and the trends over the last 4, the following benchmarks were established:

- Host and/or conduct 35 events per academic year and
- Have at least 175 participants (35 events with at least 5 participants) attend the various events.

In AY 20-21, the program met its demand benchmarks.

There were 40 events with 355 attending. The attendance numbers do not reflect Kaua‘i Community College attendees who attended the Technology, Colleges, and Community Conference and the four Dossier Writing workshops.

Instructional Technology and Individualized Support

Using the historical data over the last 5 years (since tech support logs were kept) and the trends over the last 4 years, a benchmark of 270 technology support requests per academic year was established.

In AY 20-21, the program **did not** meet its demand benchmark.

The recorded number of support requests amounted to 156, much fewer than the benchmark of 270. Although this number is not completely accurate (due to gaps in record keeping), it is concerning. Last year, there were almost double the amount of support requests. There are likely several contributing factors to this marked decrease:

1. Because the PDC and many faculty and staff were working mainly from home, there weren't opportunities for "pop ins" to the campus professional development room. The PDC attempted to implement a virtual office space using Google Chat and web conferencing (i.e., Zoom) to provide opportunities for virtual "pop ins." Unfortunately, this was only somewhat successful. There was a steady, albeit smaller, number of support requests in the virtual modality.
2. Zoom fatigue may have also deterred many from seeking help virtually.
3. The PDC also received support requests via other channels, including personal ones (e.g., text messaging) and many of these were not logged.
4. Faculty and staff may have felt better prepared this academic year because of increased training in the previous year, particularly in the areas of distance education and web conferencing.

Going forward, the program will have to watch these numbers closely and determine if it needs to provide support in different modalities.

Efficiency Analysis

Professional Development

In SP ‘19, the program determined that at least 70% of the PD events conducted should address priority areas identified via campus survey.

These priorities were identified as:

- Technology Tools, specifically for
 - Video tools (e.g., YouTube, Zoom, Loom, etc.),
 - Lulima (and other LMS tools), and
 - Google Suite and its various tools.
- Pedagogy and Curriculum, particularly for distance education.

In AY 20-21, the program met its efficiency benchmark. Of the 40 events conducted in AY 20-21, about 80% were in the priority areas identified above. Only eight events (i.e., Healthy Living Series: Office and Workspace Ergonomics, UHPA, HGEA, and UPW Presentations, Pickleball, and the Dossier Writing sessions I-IV) did not fall into these priority areas.

Instructional Technology and Individualized Support

In SP ‘19, the following benchmarks were established:

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

In AY 20-21 the program met its efficiency benchmarks with 94% of support requests being addressed and resolved in 1 day or less and only about 1% taking 5 or more days.

Effectiveness Analysis

Professional Development

The benchmarks for this measure were adjusted to reflect issues with data collection. As was mentioned in PD’s AY 18-19 APRU:

The data is likely flawed because of a new survey implemented. It used a 5-point Likert scale that only identified the extreme ends of the spectrum--i.e., a 5 being a “very likely” to use (and/or incorporate) information and/or lessons learned from a PD event and a 1 being a “will not be” using (and/or incorporating) information and/or lessons learned from a PD event. In earlier surveys, each number had a corresponding text description (i.e., 5: Very Likely, 4: Somewhat Likely, 3: Unlikely, 2: Highly Unlikely, 1: Will not be). Without these descriptions, respondents had to use their own judgment when interpreting what the scale meant. It is very likely some interpreted 3 as a “neutral,” where in the old survey it was clearly a negative response.

Because of this, the benchmarks were adjusted to the following:

- 85% of respondents selecting a 3 or better on the PD satisfaction survey when asked how likely they were to use or incorporate the information learned from PD events in their PROFESSIONAL lives and
- 50% of respondents selecting a 3 or better on the PD satisfaction survey when asked how likely they were to use or incorporate the information learned from PD events in their PERSONAL lives.

In AY 20-21, the program met its effectiveness benchmarks.

94% of respondents selected a 3 or better on the PD satisfaction survey when asked how likely they were to use or incorporate the information learned from PD events in their PROFESSIONAL lives, and 71% of respondents selecting a 3 or better on the PD satisfaction survey when asked how likely they were to use or incorporate the information learned from PD events in their PERSONAL lives.

Overall Program Analysis

Strengths of the Program

The program has 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 technology and individualized support. Because the PDC position requires a somewhat unique skill set, the college needs to ensure that current and future PDCs can manage its expansive and disparate duties.

Weaknesses of the Program

Although the program has many strengths, it does need to improve in some key areas, mainly being more consistent with following through with its action plans. For example, it should have surveyed the campus in the Spring 2021 semester to update professional development priorities, but it did not.

Also, it needs to assess how to better provide support in the virtual space. Clearly, there was a marked decrease in the number of support requests this past academic year. Although some of this can be attributed to gaps in record keeping, there is a fairly substantial decrease in recorded support calls. This number may indicate that some faculty and staff did not know how to seek help or found it too difficult to do so. Or, they may have avoided doing so because of the virtually modality. Of course, faculty and staff may have been better prepared and did not need to seek assistance. Regardless of the reasons, the program needs to investigate this issue further.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) The program does not have formal unit outcomes at this time.

4. Action Plan

The program’s next Comprehensive Program Review is due in AY 22-23 or in two years. During the remainder of this review cycle, the program would like to...

- By the end of the AY 2021-2022, rebuild its web resources (i.e., Faculty and Staff Guidebook and New Faculty and Staff Handbook). The updates will ensure faculty and staff are receiving the most current information;
- By the end of the AY 2021-2022, investigate other methods for measuring the efficiency of its technology and individualized support duties. The PD Coordinator will discuss the issue with the ad hoc UHCC Professional Development Consortium to get a better sense of what other campuses are doing. The hope is that a *better* method can be discovered and implemented, which will allow the program to make improvements to its services;
- Beginning in AY 2021-2022, work on establishing unit outcomes. The PD Coordinator will discuss the issue with the ad hoc UHCC Professional Development Consortium to get a better sense of other campus’ outcomes. Establishing unit outcomes should allow the program to make improvements to its offerings and services;
- In Spring 2022, improve its survey frequency to ensure that 80% or more PD events are being surveyed. This will provide more robust feedback to improve future offerings;
- At the end of AY 2021-2022, resurvey campus to determine any new needs;
- In AY 2021-2022 and on, continue offering PD events in the identified priority areas. The PDC will work to ensure that events being offered address faculty and staff needs;
- In AY 2021-2022 and on, dedicate more time on cultural initiatives (e.g., One Theme One Community) to address campus-specific initiatives. Doing so will assist the campus in meeting goal under its Hawaii Graduation Initiative;
- Evaluate and update its long-term plan at the end of every academic year. The PDC will evaluate the plan based on needs survey results and make adjustments. This will ensure that faculty and staff needs are being met and address priorities; and
- In AY 2022-2023, investigate and establish a method for determining the effectiveness of initiatives like Tuesday Tech Tips and Aloha Friday Finds. Doing so will assist the program in improving its offerings and services.

5. Resource Implications

No additional resources are being requested at this time.

2021 Kaua'i Community College ARPD
Program: *Professional Development*

I am NOT requesting additional resources for my program/unit.

Professional Development Events for AY 20-21

1. DETERMINED IV
2. Remote Teaching Training
3. Lulima: Crash Course Part I
4. Lulima: Crash Course Part II
5. Using Zoom for Remote Teaching
6. Google Suite
7. ADA Tools
8. Lulima: Setting Up and Using Gradebook Classic
9. Student Engagement Strategies I: Julia Morgan
10. Student Engagement Strategies II: Drent and L Kalk
11. Using Zoom's Polling Feature
12. Student Engagement Strategies III: Eric San George
13. DL Brown Bag
14. Healthy Living Series: Office and Workspace Ergonomics (Collaboration with Hawai'i CC)
15. Info/Q&A Session About Student Accommodations with Alicia Sams
16. Using OCR, Adobe DC
17. Using Google JamBoard
18. Enabling Basic Tools in Lulima
19. Using Zoom for Remote Teaching
20. Lulima Advanced Sessions I-IV
21. Google Suite I: Email
22. Google Suite II: Calendar
23. Google Suite III: Drive
24. Google Suite IV: Overview of Docs, Sheets, and Forms
25. UHPA, HGEA, and UPW Presentations
26. Understanding Student Accommodations with Alicia Sams
27. Using Zoom Breakout Rooms
28. DL Brown Bag
29. Excellence in Education Day 2021 (UHCC Collaboration)
30. Writing Intensive: "How Intense Does WI Need to Be?"
31. Supporting Veteran Students
32. Technology, Colleges, & Community Conference (TCC)
33. Pickleball (canceled due to inclement weather)
34. Student Engagement: G-Slides Q&A
35. Distance and Online Teachers Training (Collaboration with Maui College)
36. Using Here or There Technology for Remote Synchronous Teaching
37. Dossier Writing I (UHCC Collaboration)

- 38. Dossier Writing II (UHCC Collaboration)
- 39. Dossier Writing III (UHCC Collaboration)
- 40. Dossier Writing IV (UHCC Collaboration)