

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

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



## Professional Development

## 1. Program or Unit Description

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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

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### Demand Indicators

#### Professional Development Demand Indicators

#### **Indicator 1: Number of Professional Development Events**

Academic Year	Number of Events
21-22	27
20-21	40
19-20	45
18-19	30
17-18	30**
16-17	57
15-16	20
14-15	25
13-14	35

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

**Indicator 2: Number of Attendees to Professional Development Events**

Academic Year	Number of Attendees
21-22	238
20-21	355
19-20	342
18-19	120
17-18	182**
16-17	350
15-16	308
14-15	431
13-14	664

\*\*Stopped counting Convocation and College Conversation attendance

**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., Lualima, 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 Requests
21-22	134*
20-21	156*
19-20	299

18-19	271
17-18	226
16-17	286
15-16	0**
14-15	0**
13-14	0**

\* Actual number is higher. Unfortunately, some support requests were handled via other channels that are not as easy or convenient to track (e.g., private mobile phone, Google Chat, etc.).

\*\*Was not being logged or tracked.

## Efficiency Indicators

### Professional Development 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.

Academic Year	Number of Events	Percentage in Priority Areas
2021-2022	27	67%
2020-2021	40	80%

## Instructional Technology and Individualized Support Efficiency Indicators

### **Indicator: Days to Resolution**

<b>Days to Resolution</b>	<b>Percent</b>
Same Day	66%
1 Day	20%
2 Days	10%
3 Days	0.00%
4 Days	2%
5 or More Days	2%

## Effectiveness Indicators

### Professional Development Effectiveness Indicators

#### **Indicator 1: Application towards Professional / Work Lives**

Responses to the following statement: “From this session, I feel I gained information and skills that could help improve my effectiveness in my **work life**.” (Based on survey results.)

<b>Response</b>	<b>Percent</b>
5: Strongly Agree	71%
4: Agree	22%
3: Neutral	4%
2: Disagree	1%
1: Strongly Disagree	1%
N/A	0%

#### **Indicator 2: Application towards Personal Lives**

Responses to the following statement: “From this session, I feel I gained information and skills that could help improve my **personal life**.” (Based on survey results.)

<b>Response</b>	<b>Percent</b>
5: Strongly Agree	62%

4: Agree	29%
3: Neutral	1%
2: Disagree	1%
1: Strongly Disagree	3%
N/A	3%

### 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.

Academic Year	Number of Requests	Percentage of Requests Resolved
21-22	134	95%

## Demand Analysis

### Professional Development

Using the historical data over the last 9 years and the trends over the last 5, 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 **only partially** met its demand benchmarks. It did not host and/or conduct 35 events. Although the overall number of events is down, there was an increase of collaborative events. These events take more time to plan and implement, however, provide broader appeal.

This benchmark needs to be reevaluated. Anecdotal discussion tends to support that there's waning in interest in professional development at this time. Although it is not clear what may be behind this, there are likely several factors (e.g., Zoom/overall fatigue, increased third-party options, etc.)

### Instructional Technology and Individualized Support

Using the historical data over the last 6 years (since tech support logs were kept) and the trends over the last 5 years, a benchmark of 270 technology support requests per academic year was established.

Like last year, the program **did not** meet its demand benchmark. The recorded number of support requests amounted to 134, much fewer than the benchmark of 270, and a decrease from the 156 recorded last year. Although this number is not completely accurate (due to gaps in record keeping), it is concerning. There are likely several contributing factors to this marked decrease:

- Because of limited in-person presence, there are fewer opportunities for “pop ins” to the campus professional development room. The PDC continued to offer 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. The number of faculty and staff who utilize this virtual space is very small. Many prefer emailing.
- The campus has lost several full-time faculty members and other staff due to a hiring freeze, which has led overall fewer potential *clients*.
- The PDC receives support requests via other channels, including personal ones (e.g., text messaging), which are not always easy or convenient to log.
- Finally, the hope is that the decreased number of requests are a result of faculty and staff feeling better prepared because of increased training and support.

Going forward, the program will have to watch these numbers closely and determine if it needs to provide support in targeted areas and/or different modalities (e.g., one-on-one intensive Lulima design and development support).

## 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
  - 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 **did not** meet its efficiency benchmark. Of the 27 events conducted, only about 67% were in the priority areas identified above. Although the program missed the benchmark, this was due to a purposeful shift to include more events that provided opportunities to build community (because of the isolation caused by the COVID-19 pandemic) and address ADA concerns (because of the overall number of faculty using Lulima to facilitate their classes and a growing need for compliant course materials). The program recently surveyed the campus to determine its new priorities, so the benchmark will likely change going forward.

## 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.

The program met its efficiency benchmarks with 86% of support requests being addressed and resolved in 1 day or less and only about 2% taking 5 or more days.

## Effectiveness Analysis

### Professional Development

The benchmarks for this measure were adjusted to reflect issues with data collection for collaborative events. The new benchmarks are:

- 85% of respondents selecting a 3 or better (i.e., Neutral, Agree, or Strongly Agree) on the PD satisfaction survey when asked to respond to the following prompt: “From this session, I feel I gained information and skills that could help improve my effectiveness in my **work life**.”
- 50% of respondents selecting a 3 or better (i.e., Neutral, Agree, or Strongly Agree) on the PD satisfaction survey when asked to respond to the following prompt: “From this session, I feel I gained information and skills that could help improve my effectiveness in my **personal life**.”

The program met its effectiveness benchmarks. 97% of respondents selected a 3 or better when asked how the information and skills discussed might impact their effectiveness in their work lives, and 92% of respondents selecting a 3 or better on the PD satisfaction survey when asked how the information and skills discussed might impact their effectiveness in their personal lives.

It is worth noting that the data denoting the impact on respondents' personal lives is considerably higher than in previous years (e.g., 92% this year vs 71% last year). This may be the result of the phrasing change on the survey (i.e., “How likely will you use the information and/or lessons from this PD event in your PERSONAL life” to “From this session, I feel I gained information and skills that could help improve my effectiveness in my **personal life**.”). However, it could be attributed to the increased number of non-tech and pedagogy sessions offered.

## Overall Program Analysis

### Strengths of the Program

The program has decent demand. Although there may be waning interest in live local PD, collaborative events and opportunities for on-demand PD seem fairly strong. The program is experimenting with some on-demand training this year and will need to determine if it needs to change the way it provides services in the future. The post COVID world provides a different landscape, so a shift in focus and modalities utilized may be in order. Because of this, the program may need to alter its demand benchmarks to better assess its strengths and weaknesses going



forward. The PDC will be reassessing campus needs and adjust services offered. Regardless, for the most part, the program is efficient and effective. It provides a wide variety of PD opportunities and quick and responsive instructional technology and individualized support.

### **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. Also, there was another marked decrease in the number of support requests this past academic year (and there seems to be some waning interest in live PD). 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 monitor these changes in demand. It has now seen 2 consecutive years of decreases in support requests.

## **3. Program Student Learning Outcomes or Unit/Service Outcomes**

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

## **4. Action Plan**

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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...

- Continue to 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;
- Continue working 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;
- Continue offering PD events in the identified priority areas. The PDC will work to ensure that events being offered address faculty and staff needs;
- Dedicate more time to cultural (and other) initiatives (e.g., One Theme One Community);
- 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
- 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**

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Detail any resource requests, including reallocation of existing resources (physical, human, financial). \*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

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

## **6. Optional: Edits to Occupation List for Instructional Programs**

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Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

**I am requesting changes to the SOC codes/occupations listed for my program/unit.**

## **AY 2021 – 2022 List of Events**

1. Using Here or There Classroom Equipment
2. Lualima: Quick Start
3. Zoom: Getting Started
4. ADA and Student Accommodations
5. Introduction to Bitmoji
6. Campus Connections: What I Want My College to Know (UHCC Collaboration)
7. National Coming Out Day Presentation with Kumu Hina (Collaboration with LGBTQ+ Commission)
8. Zoom Café (Maui College Collaboration)
9. Campus Connections: Reciprocity: Restoring Us to Relational Success (UHCC Collaboration)
10. Introduction to Ed Puzzle
11. Zoom Café (Maui College Collaboration)
12. Work Smarter (not Harder) with Google Docs (UHIOE Collaboration)
13. Course Evaluation System Overview and Updates
14. Campus Connections: Connections Through Cooking (UHCC Collaboration)
15. Zoom Café (Maui College Collaboration)
16. TPRC from Hell (UHCC Collaboration)
17. Lualima: Quick Start Guide
18. Zoom: Getting Started
19. Google Workspace
20. ADA and Student Accommodations
21. Using Here of There Classroom Equipment
22. New Features in Zoom
23. Campus Connections: JOYFUL! JOYFUL! Three Ways to Find JOY! in the Workplace (UHCC Collaboration)
24. New Features in Google Workspace
25. Excellence in Education Day (UHCC Collaboration)

26. Suicide Prevention, Mental Health, and Classroom Management Strategies
27. Distance and Online Teaching Training (Maui College Collaboration)