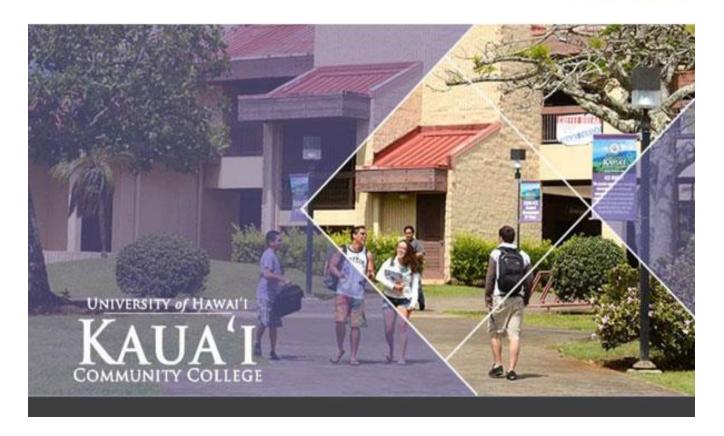Comprehensive Program Review
2023

UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE

Professional Development

Kaua`i Community College
Five Year Comprehensive Program Review (CPR)

At a minimum, each program or unit CPR shall include measures described in UHCCP 5.202. Additional measures may also be used for program or unit assessment.

Program Name _____ **Professional Development**

Assessment Period: (e.g., 2017-2022) ____**2022-2023**____

Program or Unit Mission Statement (UHCCP 5.202)
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.

College Mission Statement (UHCCP 5.202)
Ke kū nei ke Kulanui Kaiāulu ma Kauaʻi ma ke ʻano he kahua e hoʻoulu, hoʻā, a hoʻoikaika ʻia ai ka ʻike a me ka naʻauao o nā kānaka aʻo aku aaʻo mai no ka hoʻowaiwai ʻana I ke kaiāulu a me ka honua.

Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

How does your campus program or unit support the college mission?
Professional Development supports the college's mission by providing and coordinating professional development opportunities for faculty and staff so that they can build the foundation to inspire, engage, and empower learners to enrich the community and world.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.
N/A
Describe program or unit changes made as a result of these recommendations.
N/A

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 1
	Faculty (Lecturers): 0
	Staff: 0
Date Website Last Reviewed/Updated	07/23
Brief History of Program	Professional development has been around in one form or another throughout the college's history. However, the program had its first full time coordinator beginning in the fall of 2016. This coordinator is also responsible for providing educational technology and instructional design support. Since 2019, the coordinator has been a part of the ad-hoc UHCC Professional Development Consortium.

For Instructional Programs ONLY

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	Professional Development workshops are available online. These vary.
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

For Non-Instructional Programs ONLY

Community Partnerships, Advisory Committees, etc.	UHCC Professional Development Consortium

Part III. Analysis of Quantitative Indicators

Include the five years of 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).

PD Demand Indicators

Number of Events

Academic Year	Number	Met	
18 - 19	30	Y	
19 - 20	45	Y	
20 - 21	40	Y	
21 - 22	27	N	
22 - 23	21	N	

Number of Attendees

Academic Year	Number	Met	
18 - 19	120	Y	
19 - 20	342	Y	
20 - 21	355	Y	
21 - 22	238	Y	
22 - 23	161	N	

ID Demand Indicator

Academic Year	Number	Met	
18 - 19	271	Y	
19 - 20	299	Y	
20 - 21	156	N	
21 - 22	134	N	

22 - 23   127   M

PD Effeciency Indicator

Academic Year	Number	Met
18 - 19	N/A	N/A
19 - 20	N/A	N/A
20 - 21	40	Y
21 - 22	27	N
22 - 23	15	Y

ID Effeciency Indicator

AY 18-19
No Data

AY 19-20

Days to Resolution	Percent
One Day or Less	92%
4 Days or Less	7%
5 or More Days	1%

AY 20-21

Days to Resolution	Percent
One Day or Less	94%
4 Days or Less	5%
5 or More Days	1%

AY 21-22

Days to Resolution	Percent
One Day or Less	86%
4 Days or Less	12%
5 or More Days	2%

AY 22-23

Days to Resolution	Percent
One Day or Less	95%
4 Days or Less	4%
5 or More Days	1%

PD Effectiveness Indicator

AY 18-19
No Data

AY 19-20
Application Towards Professional Lives

Response	Percent
5: Very Likely	34%
4: Likely	45%
3: Neutral	15%
2: Unlikely	5%
1: Will Not	1%

Application Towards Personal Lives

Response	Percent
5: Very Likely	15%
4: Likely	26%
3: Neutral	27%
2: Unlikely	14%
1: Will Not	15%

AY 20-21
Application Towards Professional Lives

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

Application Towards Personal Lives

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

AY 21-22
Application Towards Professional Lives

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

Application Towards Personal Lives

Response	Percent
5: Strongly Agree	62%

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

AY 22-23
No data at this time.

ID Effectiveness Indicator

Academic Year	Number of Requests	Percentage of Requests to Resolution
18 - 19	271	N/A
19 - 20	299	N/A
20 - 21	156	N/A
21 - 22	134	95%
22-23	127	99%

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? 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).

<u>Demand</u>
Professional Development
Over the last 5 years, the program used the following demand indicators for its professional development responsibilities:
- Host or conduct 35 events per academic year and
- Have at least 175 participants attend the various events.

The program has met its demand indicators since the last program review except in the last two academic years, when it only partially met in AY 21-22 and did not meet in AY 22-23. In both of these academic years, it did not conduct 35 events in these years, and in AY 22-23 it also did not meet the 175 participants attending. The are several reasons for this:
- First, after the COVID-19 pandemic, the desire for in-person and remote professional development has waned. There are likely several factors for this, including fatigue, availability of PD via external sources, availability of collaborative PD conducted by the UHCC PD Consortium and UHOIC, and the UH system hiring freeze. Because of this decreased interest, the PD Coordinator (PDC) ran fewer individual workshops and focused efforts to provide on-demand opportunities (via Go2Knowledge) and more collaborative events (like the Distance and Online Teaching Training with UH Maui

College; Excellence in Education Day with the other UHCC campuses and system office; the Hawaiʻi Student Success Institute with the other UHCC campuses and system office; the Online Course Design and Review with Hawaiʻi CC, UH Maui College, and the UHCC system office; and other shared events hosted by the UHCC Professional Development Consortium).

- The second factor leading to the lower number of individual workshops is based on the decision to end comprehensive training for UH's current enterprise LMS, Laulima in AY 22-23. The UH System is in the midst of contracting a new LMS provider, so instead of providing the usual workshops on customizing and building course sites in Laulima, an emphasis was placed on encouraging and supporting the use of pre-built templates.

Although there were fewer individual workshops, the program met its benchmark for hosting 175 or more participants (and came close in 22-23) because of large events like EIE Day, HISSI, and OCDR and the availability of on-demand sessions via Go2Knowledge. Regardless, the implementation of the new LMS beginning is Spring 2024 will likely require more workshops, training, and support, even though the new vendor will likely be providing its own training and support.

Instructional Technology and Individualized Support

Over the last 5 years, the program used the following demand indicators for its Instructional Technology and Individualized Support responsibilities:

- Receive 270 requests per academic year.

The program has met its demand indicators since the last program review except in the last three academic years. The recorded number of support requests in AY 2021-2022 was 134, much fewer than the benchmark of 270, and a decrease from the 156 recorded the prior year. AY 2022-2023 is similar. Although these numbers are not completely accurate (due to gaps in record keeping), it is somewhat 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 with many prefer email.
- 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 decreased number of requests are likely a result of faculty and staff feeling better prepared because of increased training and support in prior years.

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 Laulima design and development support). However, like above, the implementation of the new

LMS will likely drive an increase in demand for support, even though the new vendor will likely be providing training and support.

Efficiency
Professional Development

Since 2019, the program has evaluated its efficiency for its professional development responsibilities by analyzing how well it 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.),
- Laulima (and other LMS tools), and
- Google Suite and its various tools.
- Pedagogy and Curriculum, particularly for distance education.

The program has met its efficiency indicators since their establishment except in the last two years. 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 Laulima to facilitate their classes and a growing need for compliant course materials).

Instructional Technology and Individualized Support

In SP '19, the following benchmarks were established to assess the efficiency of its instructional technology and individualized support responsibilities:
- 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 since their establishment.

Effectiveness
Professional Development

The benchmarks and survey instrument for this measure were adjusted to reflect issues with data collection for collaborative events. The program changed its survey instrument in AY 21-22 to better align with other campuses. However, the UHCC Professional Development Consortium implemented a different instrument for the AY 22-23 (for events like HISSI). Unfortunately, this instrument is quite different from the one used in the past. The Kaua'i CC PDC will work with his colleagues around the system to find a more uniformed instrument and will assess whether the effectiveness indicator for PD should be changed.

Regardless, as recently as last academic year, the following benchmarks were used:
- 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 up until AY 21-22.

Strengths

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

Although the program has identified strengths, it does need to improve in some key areas. With consecutive years of decreased numbers of support requests and waning interest in live PD, the program needs to ensure its addressing the wants and needs of the campus in preferred modalities.

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2) or Program Service Outcomes (non-instructional units).

Develop a schedule for PSLO/PSO assessment over the next five years so that within the review period, all PSLOs/PSOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs/PSOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO/PSO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
Support faculty and staff achieve personal	N/A	N/A	N/A	AY 24-25

and professional growth by providing dynamic, fluid, and trending training opportunites.				

Part V. Curriculum Revision and Review

N/A

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
Needs Survey	05/2019	05/2023	Identified areas of interest re: PD
Needs Survey	05/2022	05/2023	Identified areas of interest re: PD
Technology Tools	03/2023	05/2023	Identified areas of interest re: tech tools

Part VII. Financials

Program does not have a budget.

Provide the program or unit's current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	1		
Positions (Staff)	0		
OPERATING			
Supplies	None		
Equipment	None		
Space/Facilities	NATSCI11		
TECHNOLOGY			
Hardware	5 PCS with peripherals 2 Tablets with peripherals		

	5 Chromebooks		
Software	None		

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

Action Plan	Anticipated Outcome	Actual Outcome
Continue to rebuild its web resources (i.e., Faculty and Staff Guidebook and New Faculty and Staff Handbook).	Ensure faculty and staff are receiving the most current information.	Addressed to some extent, but still a work in progress.
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's outcomes.	Establishing unit outcomes should allow the program to make improvements to its offerings and services.	Established unit outomes.
Continue offering PD events in the identified priority areas.	Ensure that events being offered address faculty and staff needs.	Generally doing this. Need to survey and/or find better avenue to assess needs of faculty and staff.
Dedicate more time to cultural (and other) initiatives (e.g., One Theme One Community).	Ensure that our campus is addressing diversity, equity, and inclusion.	DEI has been indirectly addressed in events. However, through collaborative efforts with the UHCC PD Consortium, workshops specifically on DEI should become more readily available. Also, working collaboratively with Hawaiian Studies program to provide more Hawaiian language and cultural workshops.
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.	Ensure that faculty and staff needs are being met and addressed.	Needs and satisfaction surveys have been administered; however, need to be more consistent. PDC considering better ways to determine this.
Establish a method for determining the effectiveness of initiatives like Tuesday Tech Tips and Aloha Friday Finds.	Ensure the program is providing PD opportunities and and services that address the needs of the campus.	Still working to address this.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit.
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, financial needs (with timelines), 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
Provide PD that addresses diversity, equity, and inclusion (DEI).	1	Provide at least 1 event per semester addressing DEI.	Faculty and staff feel that they can better welcome and value diversity.	Survey results	23-24
Provide PD that prepares faculty and staff to support online education.	2	Provide 1 comprehensive training opportunity (e.g., multi-week training) focusing on the best practices for teaching online per academic year.	Faculty and staff feel that they can better support online education.	Survey results	23-24
Provide PD on Hawaiian language and culture.	4	Provide at least 1 event per semester on Hawaiian language or culture.	Faculty and staff feel they better understand Hawaiian language and culture.	Survey results	24-25
Provide PD for faculty and staff that encourages lifelong learning.	5	Provide general interest events that encourages peronal and professional growth.	Faculty and staff feel that their personal and professional growth goals are being supported.	Survey results	24-25
Provide training and technical support for the new enterprise learning management system (LMS)	3	Provide ongoing training on the new UH enterprise LMS.	Faculty and staff feel confident using the new UH enterprise LMS.	Survey results	23-24

and other tech tools.					

*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).

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