

# 2024 Annual Report of Program Data

## Professional Development



### 1. Program or Unit Mission

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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 Kaua'i CC's vision, mission, goals, and learning outcomes.

### 2. Program Student Learning Outcomes or Unit/Service Outcomes

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1. Support faculty to apply sound principles of teaching and learning.
2. Support faculty utilize effective techniques which promote learning for all students regardless of race, culture, gender, age, creed or ability.
3. Support faculty and staff display professionalism and ownership of professional growth and learning.

### 3. Analysis of the Program/Unit

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#### Demand Indicators

##### Professional Development Demand Indicators

##### Indicator 1: Number of Events

| Academic Year | Number | Met |
|---------------|--------|-----|
| 23 - 24       | 26     | N   |

##### Instructional Design and Individualized Support Demand Indicators

##### Number of Attendees

| Academic Year | Number | Met |
|---------------|--------|-----|
| 23 - 24       | 165    | N   |

##### ID Demand Indicator

##### 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 | Met |
|---------------|--------|-----|
| 23 - 24       | 134*   | N   |

\* 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.).

## 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.

### PD Efficiency Indicator

| Academic Year | Number of Events | Percentage in Priority Areas | Met |
|---------------|------------------|------------------------------|-----|
| 23 - 24       | 26               | 100%                         | Y   |

### ID Efficiency Indicator

#### Indicator: Days to Resolution

| Days to Resolution | Percent |
|--------------------|---------|
| Same Day           | 69%     |
| 1 Day              | 17%     |

|                |     |
|----------------|-----|
| 2 Days         | 11% |
| 3 Days         | 1%  |
| 4 Days         | 1%  |
| 5 or More Days | 1%  |

## Effectiveness Indicators

### PD Effectiveness Indicator

Developing new effectiveness indicators based on surveys utilized for collaborative events.

### ID Effectiveness Indicators

| Academic Year | Number of Requests | Percentage of Requests to Resolution | Met |
|---------------|--------------------|--------------------------------------|-----|
| 23 - 24       | 134                | 98%                                  | Y   |

## Demand

### Professional Development

Over the last 6 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 not met its demand indicators the last three academic years. There are several reasons for this:

- First, after the COVID-19 pandemic, the desire for in-person or remote professional development has waned. There are likely several factors for this, including fatigue, increased availability of low/no cost PD via external sources, availability of collaborative PD programs and events conducted by other UH entities like the UHCC PD Consortium and UHOIC.
- Although more faculty and staff have been recently hired, the effects of the hiring freeze is still impacting demand. With larger cohorts of new hires during the summer and fall of 2024 and the implementation of a new learning management system demand has already improved and will likely continue in the spring of 2025 and through the next several academic years.

Regardless, because of the decreased interest, the PD Coordinator (PDC) ran fewer individual workshops and focused efforts to provide on-demand opportunities (e.g., the

Google Storage Challenge) 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 Hawai'i Student Success Institute with the other UHCC campuses and system office; the Online Course Design and Review with Hawai'i CC, UH Maui College, and the UHCC system office; the Introduction to Lamakū Summer Webinar Series; 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 LMS, Laulima. The UH System is in the midst of changing to a new LMS, so instead of providing the usual workshops on customizing and building course sites in Laulima, and emphasis was placed on encouraging and supporting the use of pre-built templates.

The program barely missed its benchmark for hosting 175 or more participants. However, as mentioned above, this will likely improve during the next few academic years.

### **Instructional Technology and Individualized Support**

Over the last 6 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 not met this indicator in the last four academic years. The recorded number of support requests in AY 2023-2024 was 134, much fewer than the benchmark of 270. 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:

- 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 instructional design and development support). Additionally, how demand is being measured might need to be reconsidered. Although there are fewer requests for instructional technology and individualized support, there was an overall increase in demand for course design and course development in more prolonged training support sessions. Finally, the implementation of the new LMS will likely increase demand.

## **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.),
- Lulima (and other LMS tools), and
- Google Suite and its various tools.
- Pedagogy and Curriculum, particularly for distance education.

The program met its efficiency indicators.

### **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.

### **Strengths**

The program has strong 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.

## **4. Action Plan**

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The following were the strategic goals outlined in the program's last comprehensive review:

1. Provide PD that addresses diversity, equity, and inclusion (DEI).
2. Provide PD that prepares faculty and staff to support online education.
3. Provide training and technical support for the new enterprise learning management system (LMS) and other tech tools.
4. Provide PD on Hawaiian language and culture.
5. Provide PD for faculty and staff that encourages lifelong learning.

The program met strategic goals for the academic year. No changes are planned.

However, the main action items are as follows:

- implement a process for assessing the current service outcomes and
- reassess demand, efficiency, and effectiveness indicators.

## **5. Resource Implications**

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No additional resource implications at this time.

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