



HLC Accreditation Evidence

Title: Examples of Potential Professional Development Topics Resulting from Instructional Reviews

Office of Origin: Vice President of Instruction

Contacts:

- Associate Dean of Instruction

PD Tied to Instructional Reviews 2021-2023

| Program/Identified Needs | PD Category | Action items |
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| SOCI | | |
| discussing ways to use course assessment data to improve instructional quality and student engagement. | Instructional quality/Student engagement | Sent Kurt an PD email 5/9/22 |
| reduce costs for students in the form of textbooks should be explored by the instructional area collectively to help potentially increase enrollment, and, therefore, profitability as well. | OER | |
| Additional courses to meet rising demand in an increasingly diverse workplace environment in areas like the sociology of globalization or a history course on the economics of the 20 th century | Diversity Equity Inclusion PD | |
| Something like a studio classroom truly designed to replicate the in-class experience | Course Design | |
| Have full-time behavioral sciences faculty attend at least (one) virtual conference or webinar on instructional techniques or pedagogy rather than their individual subject areas before the end of the 2022-2023 academic year. | Center Funding Opportunities (CFO) | |
| the instructional team will need to meet to identify and discuss conferences and webinars of interest and then work with Angel and/or Dean Howe to get funding (if necessary) to attend conferences. | Center Funding Opportunities (CFO) | |
| COMM | | |
| Adopted OER textbooks for IPC and Public Speaking. These textbooks are in use and are nearing formal approval. | OER | Sent Peter an PD email 5/9/22 |
| Solie and Boswell have made a recommendation to join the National Communication Association and the Central States Communication Association and attend the conferences on a regular basis. | Center Funding Opportunities (CFO) | |
| National or regional Communication Associations | Center Funding Opportunities (CFO) | |
| DANC | | |
| I recall the weakness in the section was due to my lecture not being engaging enough in this section. The lack-luster delivery of the information was reflected in the results from exam questions | Bootcamp may help as Danika is from industry | Sent Danika PD email 5/9/22 |
| but some Essential Skills are not being practiced like they should in a dance studio | Essential Skills PD | |
| CANVAS is being used more to show additional material supporting learning modules | Canvas PD | |
| Moving to more project-based learning to replace some traditional tests. | Course/Assessment Design | |
| The OER process has not started yet in the Dance Department. OER resources would be quite helpful for our students to better afford their education. Once the certificate has been launched, OER will be the next project for the Dance Department. | OER | |
| Strengthening our Online Dance Offerings. | Course Design | |
| LIFE | | |
| There seems to be issues with LIFE 1406, we will meet as a department to address outcome issues and work with The Center to identify relevant professional development resources | PD request | Sent Oleg PD email 5/9/22 |
| We have established a common Life Science Canvas Course Shell that has been made available to all courses. | Canvas training/Course design/Repository assistance | |
| Increase use of technology in all life sciences courses to include interactive content, modeling, incorporate utilization of environmental sensors during field data collection, and Anatomage Table in A&P, Microbiology, Biology, and Zoology, and use Zoom during lectures to bring expert guest speakers from across the country and world. | Education Technology PD/Center Funding Opportunities (guest speakers) | |
| Emphasis on development of critical thinking skills with introduction of research-based reports instead of standard multiple-choice exams. | Course/Assessment Design | |
| EMHS | | |
| Student engagement is also assessed and those findings are addressed with the adjunct faculty members in their evaluations. We strive to have excellent instructor-to-student engagement in each class we offer. | Student Engagement PD | Sent Lindsay PD email 5/9/22 |
| Training simulation equipment | Center Funding Opportunities (CFO) | |
| Develop and begin to offer opportunities for our students to receive real-world experience through classroom projects or internship opportunities. | Course/Assessment Design | |
| We will provide more in-depth professional development opportunities for our adjunct faculty members relating to Program Assessment. | Program Assessment PD/Adjunct PD | |

ARTS

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| Phil Jacobson applied for and received professional development funds for an Ala Prima Workshop, but COVID 19 hit and it was cancelled. Future funds needed for travel to painting workshops. | Center Funding Opportunities (CFO) | Sent Bill PD email 5/9/22 |
| Micro lecture demonstrations for the other art projects need to be produced and embedded in these courses to facilitate student learning regarding the concepts, materials and techniques used by artists to create works of art. | VidGrid PD | |
| Coordination with Matt Connell, Director of Instructional Excellence, to create H5P Drag and drop quizzes for Design, Painting and Drawing. | H5P PD | |
| H5P drag and drop quizzes would help students understand the language of Formalism. Visual Elements, Principles of Design, and the influences of other works of art, seen or studied. | H5P PD | |
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| Create Drag and Drop quizzes and launch into Canvas course shells, use automated assessment to collect data for the Fine Art Program Assessment. | Course/Assessment Design | |

Dev Ed

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| There is a clear trend showing the need for more instructional assistance with non-cognitive skills covered in EDUC 1103. | Non-cognitive skills PD | Sent Stephanie Joiner email 5/9/22 |
| ss ways to best respond to the specific competencies listed as having low learning rates. The Team will also consider how these competencies could be improved through Orientation and/or faculty professional development. | Course/Assessment Design | |
| Since most developmental classes are individualized and use technology, classrooms appropriate for developmental classes are limited. | Educational Technology PD | |
| Team committed to continually seek ways to improve the program and to provide quality instruction to meet students' needs. | Bootcamp (BOLT 104) | |
| Differing perceptions as to what characterizes "developmental" and therefore not always being on the same page with pedagogical implementations. | DevEd pedagogical differences PD | |
| Difficulty motivating at-risk students. | Student Engagement PD | |
| o Lack of flexibility in classroom settings to fit student needs and developmental pedagogy. | DevEd best practices PD | |
| Professional development in developmental education best practices for instructors and support staff. | DevEd best practices PD | |
| Create an online course / course for Ft. Riley and Ft. Leavenworth. Two online instructors have been hired and one instructor to cover Forts Riley and Leavenworth. | Course Design/Online support | |
| The instructors and the DE Team endeavor every year to be innovative, to follow the best practices for developmental education, and to provide instruction and guidance for each student's needs. | DevEd student needs PD | |