

## University of Hawai'i Community Colleges Organizational and Resource Planning

### Next Steps on Proposed Actions January 26, 2021 Plan #3

On December 11, 2020, University of Hawai'i (UH) Vice President for Community Colleges (VPCC) Erika Lacro issued an [update](#) of the University of Hawai'i Community Colleges Organizational and Resource Planning. The update proposed actions to address the UH Board of Regents' (BOR) and UH President's charge to "reposition" the UH for state needs, and VPCC Lacro invited the University of Hawai'i Community Colleges' (UHCC) community to provide feedback on the continuing discussions. This January 26, 2021 memo, third in the process, identifies next steps for the proposed actions and how stakeholders can engage in the ongoing planning efforts.

Repositioning UH requires fundamental changes in the organizational structure and the UHCC academic programs to: 1) meet Hawaii's needs for post-pandemic recovery and the future, and 2) address anticipated medium- to long-term reductions in state budget support due to coronavirus impacts on the economy. New federal relief funds provided via Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) provide immediate support and prompted Governor David Ige's retraction of Spring 2021 furloughs. Since COVID-19's economic impacts will extend the state's and UH's budgetary challenges for the near future, the imperative to make transformational changes persists. [President David Lassner](#) and the [Board of Regents](#) charged the UH community to prepare a plan for the next decade that implements structural changes in support of the state's recovery.

Together, as seven community colleges, we can achieve UH's imperative, articulated by President Lassner in his [white paper on Post-Pandemic Hawai'i and UH](#):

- Engage more Hawai'i residents in post-secondary education and training;
- Prepare more Hawai'i residents to fill the jobs Hawai'i needs;
- Seed new economic sectors and develop new approaches to old ones, and
- Strengthen the UH research enterprise as a major economic and intellectual driver.

In particular, the first two bullets are UHCC strengths.

As UHCC, we remain steadfast in our mission to serve Hawai'i. As we move forward as one UHCC 'ohana, we are committed to providing students with a diverse set of education and training options. By increasing our interdependence among campuses, UHCC will be able to share resources to serve our students and communities. Greater collaboration will leverage strengths of different campuses, allow UHCC to take advantage of distance learning to extend new learning opportunities to students statewide, and achieve operational efficiencies while improving services to students, faculty, and campuses.

The following objectives and priorities were key in the discussion and planning phase:

- Provide statewide access for quality education and training to meet the state's workforce needs and to serve community needs and provide employment opportunities for all residents (CC's open door legacy). Hawaii's residents should have access to a diversity of programs through the UHCC as a group; each campus will have areas of emphasis and contribute to the range of options provided statewide.
- Focus on workforce needs and transfer opportunities that lead to living-wage jobs.
- Identify campus strengths and reduce duplication of programs and services.
- Maintain focus on student success and equitable outcomes.
- Meet budget reduction targets.

Based on feedback received to the [December 11, 2020, Organizational and Resource Planning memo](#), including through VPCC Lacro's January 2021 campus meetings conducted so far, VPCC Lacro is directing UHCC to move forward to achieve the UHCC Organizational and Resource Planning objectives and priorities. Campuses and work groups should continue (or begin) to evaluate options, plan for implementation, and take action, as appropriate. Campuses and work groups should submit plans and recommendations to VPCC Lacro by March 12, 2021.

## OPERATIONS

### **Centralization of Key Operational Units to Become More Consistent and Responsive to Students and UHCC Needs (Table 1)**

In the December 11, 2020 memo, Table 1 identified departmental functions which could be consolidated across campuses.

*Next Steps:* Work groups should continue to meet to determine the feasibility and implementation requirements of proposed actions, based on analysis of available data and research-based practices, as appropriate. By March 12, 2021, work groups should submit recommendations to implement centralization of the functions including:

- Functions to be centralized vs. campus-based;
- Resources needed to enable transition to centralized services which may include policies, procedures, and staffing;
- Timeline of key milestones for transitioning to centralized services;
- Key decisions that need to be made;
- Opportunities and risks associated with centralizing the functions, and
- Key performance indicators to determine impact.

**Table 1. Planning for the Possible Consolidation of Operational Units**

<p><b>Departmental Function</b></p>	<p><b>Proposed Actions</b> (revised from Dec. 11 memo)</p>
<p>Financial Aid (FA)</p>	<ul style="list-style-type: none"> <li>● Each campus will maintain limited staff to provide a student-facing presence to assist and support students through the application process and serve as in-person contact for all student questions and concerns.</li> <li>● Each campus would maintain its OPEID and have a “designated coordinating official.”</li> <li>● Centralized back-end processing, based on streamlined policies and practices, will improve equity, student experience, and compliance (e.g., reduced audit findings).</li> <li>● Centralized processing of financial aid will be piloted for 3 campuses for AY 2021-22 financial aid awards and to inform plan for systemwide planning for AY 2022-23.</li> <li>● UHCC will improve financial aid processing in Banner and develop UHCC-wide policies and procedures based on federal and state requirements, best practices, equity audit review, and UHCC priorities.</li> </ul>
<p>Admissions</p>	<ul style="list-style-type: none"> <li>● Admissions processing will be handled centrally. The scope of centralization would be phased in over time.</li> <li>● Each campus would maintain limited staffing to assist students with in-person support through the admissions process, including responding to in-person student questions and concerns.</li> <li>● Central office will manage online resources and remote support for the application and admittance process.</li> <li>● Identify additional functions for centralization (e.g., collection of health records required for attendance, transcript evaluation for transfer).</li> </ul>
<p>Institutional Research (IR)</p>	<ul style="list-style-type: none"> <li>● Institutional Research will be coordinated across the UHCC to leverage staff competencies across the system to support strong data informed strategies, decision-making and reporting.</li> <li>● IR planning will be coordinated centrally to consolidate diverse IR skills which are currently dispersed across campuses.</li> <li>● Campuses will independently evaluate IR-affiliated positions which are not assigned core IR functions.</li> </ul>
<p>Human Resources (HR)</p>	<ul style="list-style-type: none"> <li>● Campus-serving operations for onboarding and face-to-face confidential needed services will be maintained.</li> <li>● Campus-based staffing levels and HR roles will be evaluated to align staffing across campuses based on consistent staffing ratios.</li> <li>● HR functions on campus will be consolidated in campus HR offices (e.g., student employment).</li> <li>● The work group will identify additional potential efficiencies.</li> </ul>
<p>Financial Management</p>	<ul style="list-style-type: none"> <li>● Campus-serving operations for face-to-face assistance will be maintained.</li> <li>● Financial management functions on campus will be consolidated in campus fiscal offices.</li> </ul>

	<ul style="list-style-type: none"> <li>● Campus-based staffing levels and financial management roles will be evaluated to align staffing across campuses based on consistent staffing ratios.</li> <li>● Work group will evaluate the types of processing that could be centralized and the potential for additional efficiencies.</li> </ul>
Non-Credit	<ul style="list-style-type: none"> <li>● Administration of non-credit programs will be centralized to provide a consistent and aligned approach to continuing education for workforce development. Centralized functions will focus on coordination of priority workforce needs and administrative functions. Campuses will continue to deliver the education and training. Centralized functions will be piloted in AY 2021-22</li> <li>● Campuses will coordinate planning and implementation of workforce development to achieve economies of scale and meet industry needs, employing technology for flexible delivery. (e.g., online).</li> <li>● Campuses will integrate campus-based non-credit planning and support with academic programs to leverage academic strengths and to advance students' transition from non-credit and credit classes and programs.</li> <li>● By 2022, campuses will have limited <i>general</i>-funded campus personnel, focused on program logistics and innovation and/or formal apprenticeships for priority workforce areas.</li> <li>● Each campus' continuing education programs will develop a business plan which includes support for campus or regional priorities for continuing education and for staffing that is supported by program fees.</li> <li>● Work group will propose a strategic plan for continuing education including common expectations regarding the objectives of continuing education and resources to support continuing education programs.</li> </ul>

## ACADEMIC PROGRAMS

Faculty and administrators should continue to assess academic offerings at the campus level and in cross-campus work groups of related programs and take academic actions, as appropriate. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization) at their own campus as well as on-campus at other campuses. A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Similar approaches are also proposed for coordinated scheduling among campuses for low enrolled classes.

**Alignment of Curriculum and Sharing of Course Offering Across Campuses (Table 2)**

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

*Next Steps:*

- Arts and Sciences-related work groups should continue to meet and, by March 12, 2021 provide a report describing progress, plans, and recommendations to enable better alignment. Recommendations should identify policies, procedures and data that would support alignment and cooperative scheduling.
- Campuses should continue their actions to improve scheduling, staffing and program alignment with industry needs.
- Career and Technical Education (CTE) faculty should continue meeting as Program Coordination Councils (PCC) or as groups of related disciplines to accomplish objectives of UHCC Policy 5.301 Common Course Numbering.

**Table 2. Possible Programmatic Considerations**

Programmatic Area	Proposed Actions (revised from Dec. 11 memo)
AA-Liberal Arts (actions apply to other programs, as well)	<ul style="list-style-type: none"> <li>● VC Academic Affairs, Deans and Division/Department Chairs will collaborate in scheduling and seek to reduce the number of sections taught by lecturers.</li> <li>● Campuses should coordinate scheduling to reduce the frequency of the same low-enrolled online classes being offered on multiple campuses.</li> <li>● Work groups will identify policies, procedures, tools and reports to support sharing of classes, more efficient scheduling of classes, better student access to classes that allow students to make academic progress, such as:               <ul style="list-style-type: none"> <li>○ Multi-year schedules of courses by program;</li> <li>○ Coordination of class schedules among campuses (to facilitate sharing of classes or students being able to cross-register, centralized planning and listing of distance delivered courses, etc.);</li> <li>○ Enhanced course enrollment dashboard which provides clear enrollment information across all UHCC including enrollment trends and current course availability;</li> <li>○ New STAR functionality to show students online classes available at other campuses; and</li> <li>○ Policy or procedure to allow faculty to be assigned classes at other campuses in lieu of lecturers.</li> </ul> </li> <li>● Campuses will review and consider elimination of disciplines/alphas which are consistently low enrolled.</li> </ul>

	<ul style="list-style-type: none"> <li>● Campuses will review and consider elimination of “boutique” classes which have low enrollments and do not meet program requirements.</li> <li>● Campuses will set criteria for canceling classes and procedures for exceptions to the cancellation of underfilled courses.</li> <li>● Campuses will consider increasing maximum enrollment for courses.</li> </ul>
AA-Hawaiian Studies	<ul style="list-style-type: none"> <li>● UHCC affirm the significance of Hawaiian Studies as foundational for UH as Hawaiian Place of Learning particularly through general education.</li> <li>● Work group should follow through on opportunities to align, streamline, and collaborate on scheduling as with the AA Liberal Arts group (above).</li> <li>● Faculty should develop articulation agreements to recognize electives across campuses.</li> <li>● Specialized classes should be offered online to enhance access and enrollment.</li> </ul>
AS-Natural Science	<ul style="list-style-type: none"> <li>● ASNS concentrations should be offered based on hub and spoke model. Campuses should evaluate the relative strength and weakness of their current concentrations and determine the viability of each concentration</li> <li>● Campuses should consider coordinated multi-year course schedules, particularly for concentrations, to be offered across the UHCC.</li> </ul>
Student and Academic Support Services	<ul style="list-style-type: none"> <li>● Campuses will evaluate job descriptions and workloads of positions to determine where workload is appropriate for 9-month vs 11-month assignments.</li> <li>● Campuses will align counseling staffing based on 350:1 student to counselor benchmark.</li> </ul>

**Avoiding Curriculum Duplication, Creation of Planned Method to Share Delivery Options Online (Table 3)**

An initial series of cross-campus work groups met to respond to issues raised in the October 12, 2020 [memo](#) on University of Hawai'i Community Colleges Organizational and Resource Planning. All programs should continue to review and analyze data about their programs and the workforce including the [Annual Reports of Program Data](#), new data about post-UHCC employment (to be available shortly), and employer feedback. Next steps for programs differ based on the nature of the proposed actions. For the work groups which met in November and December, next steps are identified in the table below. All groups should provide a report by March 12, 2021.

**Table 3: Possible Academic Program Considerations**

<b>Programmatic Area</b>	<b>Campus Majors / Unduplicated Degrees &amp; Certificates (COs &amp; CAs), 2019-2020</b> *Identified as Small Program (FY20) **Stopped out	<b>Proposed Actions</b> (revised from Dec. 11 memo)	<b>Next Steps</b>

<i>Agriculture</i>			
Agriculture	<ul style="list-style-type: none"> <li>*HawCC (16 majors / 8 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>UHCC programs need to be aligned strategically with economic and workforce development needs.</li> <li>Faculty need to evaluate whether agriculture education has two pathways: one for preparation for agriculture jobs directly out of CCs (either certificate or associates level) and one for transfer to bachelors which may be best served by an ASNS concentration.</li> <li>Faculty need to align alphas and courses.</li> <li>Campuses should coordinate for efficient scheduling.</li> <li>HawCC will stop out the TEAM program.</li> </ul>	<p>Work group should meet to:</p> <ul style="list-style-type: none"> <li>Discuss how the programs individually and collectively meet the state’s needs</li> <li>Align program requirements between campus programs and with industry needs.</li> <li>Evaluate agriculture education pathways (CTE programs leading to workforce vs. potential ASNS concentration for transfer to baccalaureate agriculture programs).</li> <li>Coordinate for efficient scheduling.</li> <li>Align programs and alphas.</li> </ul> <p>Campuses should review their programs and take action, as appropriate.</p> <p>Coordination of agriculture programs across all ten campuses is a UH Presidential priority. UH President will initiate systemwide planning.</p>
Agriculture and Natural Resources	<ul style="list-style-type: none"> <li>*MauC (27 majors / 4 degrees and certificates)</li> </ul>		
Plant Biology and Tropical Agriculture (changing name to “Sustainable Agriculture”)	<ul style="list-style-type: none"> <li>*LeeCC (37 majors / 10 degrees and certificates) - provisional status</li> </ul>		
Tropical Forest Ecosystem & Agroforestry Management	<ul style="list-style-type: none"> <li>*HawCC (17 majors / 6 degrees and certificates)</li> </ul>		
Agripharmatech	<ul style="list-style-type: none"> <li>WinCC (10 majors / 67 certificates)-stand-alone CTE certificate (not BOR- recognized)</li> </ul>		

<i>Industrial Engineering and Technology</i>			
Architectural Engineering	<ul style="list-style-type: none"> <li>• *HawCC (30 majors / 10 degrees and certificates)</li> <li>• HonCC (110 majors / 24 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>• HonCC will lead planning for AEC program to serve students statewide via distance and hybrid.</li> <li>• HawCC will review its AEC program.</li> </ul>	<p>HonCC will plan for its AEC program to serve students statewide.</p> <p>HawCC will review its program and take action, as appropriate.</p>
Auto Body Repair & Painting	<ul style="list-style-type: none"> <li>• *HawCC (24 majors/ 12 degrees and certificates)</li> <li>• HonCC (11 majors / 4 certificates)</li> </ul>	<ul style="list-style-type: none"> <li>• Programs need to secure industry financial support and enrollment for continuing viability.</li> <li>• Neighbor Island programs to consider a hub and spoke for consolidated ABPR / AMT programs and offering ABPR as concentration within a broader degree, based on industry needs.</li> </ul>	<p>Neighbor Island auto-related programs should plan for a hub and spoke model of consolidated ABRP/AMT programs.</p> <p>HonCC will continue to monitor the health of its ABRP program and take action, as appropriate.</p>
Electronics Technology	<ul style="list-style-type: none"> <li>• *HawCC (9 majors / 6 degrees and certificates)</li> <li>• *KauCC (17 majors / 10 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination will provide students with opportunities to take advantage of specializations at different campuses.</li> <li>• MauC will take the lead in offering the program or hub and spoke with Maui as hub.</li> </ul>	<p>Neighbor Island electronics-related programs should plan for consolidation of programs, moving to hub and spoke model with Maui as the hub.</p>
Electronics & Computer Engineering Technology	<ul style="list-style-type: none"> <li>• *MauC (39 majors / 12 degrees and certificates)</li> </ul>		
Engineering Technology (BAS)	<ul style="list-style-type: none"> <li>• *MauC (9 majors / 4 degrees)</li> </ul>		
Facilities Engineering	<ul style="list-style-type: none"> <li>• KauCC (17 majors / 4 degrees and certificates) - stand-alone CTE certificate</li> </ul>	<ul style="list-style-type: none"> <li>• KauCC will consolidate Facilities Engineering, EIMT and Construction Technology (similar to Construction Technology program at MauC).</li> </ul>	<p>Campus should take action on this recommendation, as appropriate, considering cross campus alignment with similar programs.</p>

Occupational & Environmental Safety Management	<ul style="list-style-type: none"> <li>● *HonCC (43 majors / 9 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>● Campus should streamline course offerings and restructure curriculum.</li> <li>● Campus should offer statewide via online.</li> </ul>	Campus should take action on this recommendation, as appropriate.
Sheet Metal & Plastics Technology	<ul style="list-style-type: none"> <li>● *HonCC (20 majors / 6 certificates)</li> </ul>	<ul style="list-style-type: none"> <li>● Industry agreed to provide financial support for the program.</li> <li>● Program should coordinate with union on student recruitment.</li> <li>● Campus should consolidate its program with AAS Applied Trades degree.</li> </ul>	Campus should take action on this recommendation, as appropriate.
Small Vessel Fabrication & Repair	<ul style="list-style-type: none"> <li>● **HonCC (stopped out)</li> </ul>	<ul style="list-style-type: none"> <li>● Program is stopped out and should be terminated.</li> </ul>	Campus should take action on this recommendation, as appropriate.
<i>Business</i>			
Accounting	<ul style="list-style-type: none"> <li>● *HawCC (58 majors/ 14 degrees and certificates)</li> <li>● KapCC (118 majors/ 25 degrees and certificates)</li> <li>● KauCC (50 majors/ 27 degrees and certificates)</li> <li>● LeeCC (139 majors/ 55 degrees and certificates)</li> <li>● MauC (62 majors/ 19 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>● Campuses should consolidate programs into a single business degree across campuses with shared core classes and multiple concentrations.</li> <li>● Business programs should be offered using a hub and spoke model (for concentrations).</li> <li>● Programs should identify how</li> </ul>	<p>Campuses should consolidate related programs, streamline degree options on campus, and/or stop out or terminate low enrolled programs or programs that are not meeting workforce needs, as appropriate.</p> <p>OVPCC will coordinate a forum with industry representatives as part of the next round of</p>

Business Technology	<ul style="list-style-type: none"> <li>● *HawCC (37 majors/ 15 degrees and certificates)</li> <li>● *LeeCC (55 majors/ 53 degrees and certificates)</li> <li>● *MauC (27 majors/ 7 degrees and certificates)</li> </ul>	<p>entrepreneurship can be supported.</p> <ul style="list-style-type: none"> <li>● Should include fully online option(s).</li> </ul>	<p>facilitated work group meetings.</p>
Business	<ul style="list-style-type: none"> <li>● *KauCC (42 majors/ 8 degrees and certificates)</li> </ul>		
Business Administration	<ul style="list-style-type: none"> <li>● MauC (100 majors/ 29 degrees and certificates)</li> </ul>		
Management	<ul style="list-style-type: none"> <li>● LeeCC (184 majors/ 89 degrees and certificates)</li> </ul>		
Marketing	<ul style="list-style-type: none"> <li>● *HawCC (14 majors/ 21 degrees and certificates)</li> <li>● **KapCC (5 majors/ 9 degrees and certificates)</li> </ul>		
Applied Business and Information Technology (BAS degree)	<ul style="list-style-type: none"> <li>● MauC (72 majors/ 13 degrees and certificates)</li> </ul>		

<i>Creative Media</i>			
Communication Arts	<ul style="list-style-type: none"> <li>• *HonCC (38 majors / 5 degrees)</li> </ul>	<ul style="list-style-type: none"> <li>• HonCC will stop out its program.</li> </ul>	Campus should take action on this recommendation, as appropriate.
Creative Media	<ul style="list-style-type: none"> <li>• *HawCC (44 majors/ 3 degrees)-provisional status</li> <li>• *KauCC (54 majors/ 19 degrees and certificates)-provisional status</li> <li>• *MauC (46 majors/ 4 degrees)-provisional status</li> </ul>	<ul style="list-style-type: none"> <li>• Campuses need to streamline credentials / concentrations to align with priority workforce needs; currently UHCC offer 10 AS degrees, 21 certificates, 4 specializations, 2 ASCs.</li> <li>• Program should move to hub and spoke model with reduced number of campuses offering the program and different campuses offering different concentrations.</li> </ul>	<p>Campuses should consolidate related programs on a campus (e.g., HawCC Creative Media and Digital Media Arts, LeeCC Digital Media Production and TV Production), streamline degree options on campus and/or stop out low enrolled programs, as appropriate.</p> <p>OVPCC will coordinate a forum to discuss systemwide Creative Media strategy to ensure that programs are meeting workforce needs and providing avenues to living wage jobs.</p>
Digital Media Arts	<ul style="list-style-type: none"> <li>• HawCC (9 majors/ 5 degrees and certificates)</li> </ul>		
Digital Media Production	<ul style="list-style-type: none"> <li>• LeeCC (191 majors/ 49 degrees and certificates)</li> </ul>		
Music and Entertainment Learning Experience	<ul style="list-style-type: none"> <li>• HonCC (88 majors/ 13 degrees)</li> </ul>		
New Media Arts	<ul style="list-style-type: none"> <li>• KapCC (50 majors/ 17 degrees and certificates)</li> </ul>		
TV Production	<ul style="list-style-type: none"> <li>• *LeeCC (27 majors / 17 degrees and certificates)</li> </ul>		
<i>Information Technology</i>			
Computing, Security and Network Technology	<ul style="list-style-type: none"> <li>• HonCC (149 majors/ 41 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>• Programs should be offered at select campuses based on</li> </ul>	OVPCC will coordinate a forum with industry representatives as part of the next round of

Information and Computer Science	<ul style="list-style-type: none"> <li>LeeCC (217 majors/ 139 degrees and certificates)</li> </ul>	<p>campus' strengths and industry needs.</p> <ul style="list-style-type: none"> <li>As Centers of Excellence, HonCC, LeeCC and MauC are candidates to be the lead campus(es).</li> <li>There should be fully online option(s) for students.</li> <li>Program planning needs to be coordinated with ASNS (which has an Information and Communication Technology concentration).</li> <li>Programs need to align alphas and coursework.</li> </ul>	<p>work group meetings to respond to recommendations and develop a strategic approach - across UHCC - to respond to industry needs.</p>
Information Technology	<ul style="list-style-type: none"> <li>*HawCC (32 majors/ 24 degrees and certificates)</li> <li>KapCC (134 majors/ 46 degrees and certificates)</li> </ul>		
Applied Business and Information Technology (BAS degree)	<ul style="list-style-type: none"> <li>MauC (72 majors/ 13 degrees and certificates)</li> </ul>		
<i>Allied Health</i>			
Emergency Medical Tech	<ul style="list-style-type: none"> <li>KapCC (29 majors / 47 certificates)</li> </ul>	<ul style="list-style-type: none"> <li>KapCC only offers Certificates of Competence.</li> <li>Program proposes cost sharing with Honolulu Fire Dept.</li> <li>Campus should review program structure to reduce instructional expenses.</li> <li>Program should increase class sizes.</li> <li>Program should pilot an asynchronous hybrid program.</li> </ul>	<p>Campus should take action on this recommendation, as appropriate.</p>
Mobile Intensive Care Tech	<ul style="list-style-type: none"> <li>*KapCC (22 majors / 14 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>Program should pilot an asynchronous hybrid program.</li> <li>Program should review the curriculum which requires 71.33-75.33 credits for AS.</li> </ul>	<p>Campus should take action on this recommendation, as appropriate.</p>

<p>Medical Assisting</p>	<ul style="list-style-type: none"> <li>● *KapCC (43 majors / 15 degrees and certificates)</li> <li>● KauCC (14 majors / 13 certificates)</li> <li>● Non-credit: KapCC &amp; LeeCC</li> </ul>	<ul style="list-style-type: none"> <li>● Programs should focus credit programs on Certificates of Achievement, based on workforce needs.</li> <li>● Programs should work with sector partners to evaluate the impact of COVID on workforce demand since healthcare providers are moving to telehealth and may need fewer MAs.</li> <li>● Programs should align course offerings between programs (credit and non-credit, and across campuses).</li> <li>● Programs should articulate non-credit and credit programs, and articulate programs to relevant degrees.</li> <li>● Programs should consider a hub and spoke model to serve more communities.</li> <li>● Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals).</li> </ul>	<p>Faculty should meet as PCC to respond to recommendations. Include non-credit MEDA program leaders in the discussion.</p>
<p>Occupational Therapy Assistant</p>	<ul style="list-style-type: none"> <li>● KapCC (26 majors / 15 degrees and certificates)</li> </ul>	<ul style="list-style-type: none"> <li>● Program should review the curriculum since the program requires 76 credits.</li> <li>● Program should pilot asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals).</li> </ul>	<p>Campus should take action on this recommendation, as appropriate.</p>

Physical Therapist Assistant	<ul style="list-style-type: none"> <li>• KapCC (17 majors / 15 degrees)</li> </ul>	<ul style="list-style-type: none"> <li>• Program should review the curriculum since the program requires 72-73 credits.</li> <li>• Program should pilot asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals).</li> </ul>	Campus should take action on this recommendation, as appropriate.
Radiologic Technologist	<ul style="list-style-type: none"> <li>• KapCC (32 majors / 12 degrees)</li> </ul>	<ul style="list-style-type: none"> <li>• Program should review curriculum since program requires 85-89 credits.</li> <li>• Program should pilot asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals).</li> </ul>	Campus should take action on this recommendation, as appropriate.
Respiratory Care Practitioner	<ul style="list-style-type: none"> <li>• KapCC (30 majors / 14 degrees)</li> </ul>	<ul style="list-style-type: none"> <li>• Program should review curriculum since program requires 95 credits.</li> <li>• Program should pilot asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals).</li> </ul>	Campus should take action on this recommendation, as appropriate.

**Other Programs that Were Not Convened Previously**

Faculty of disciplines/programs that were not convened in the Fall 2020 should meet this Spring 2021. For related disciplines which are shared among campuses, the Office of the VPCC (OVPCC) will work with campus VC Academic Affairs and academic deans to offer facilitated meetings. OVPCC will provide specific prompts for the work groups' discussions. Cross-campus groups should submit recommendations to VPCC Lacro by March 12, 2021.

Programs which are offered at more than one campus and should meet are:

- Administration of Justice
- Automotive Mechanics Technology/Automotive Technology
- Carpentry Technology
- Culinary Arts
- Diesel Mechanics Technology

- Early Childhood Education
- Electrical Installation and Maintenance Tech
- English for Speakers of Other Languages
- Fashion Technology
- Fire and Environmental Emergency Response
- Hospitality and Tourism
- Human Services and Substance Abuse Counseling
- Nursing
- Welding Technology/Machine, Welding & Industrial Mech Tech

For academic programs which are unique to a campus and which do not have related disciplines shared with other campuses, faculty should work together and with campus administrators to evaluate and take appropriate action.

**Other Work Groups**

President Lassner will convene systemwide discussions regarding education (teacher preparation), agriculture, and healthcare academic programs.

OVPCC is convening a work group on online education to recommend an online education strategy for UHCC.

Faculty work groups for CTE programs may request Perkins state leadership funds to implement work plans developed in response to the Organizational and Resource Planning process (e.g., program alignment, program consolidation, curriculum redesign or alignment). Faculty should consult with their CTE Dean regarding requests for funds to support program improvement initiatives.

**Repositioning of Campus Space and Revenue Generation (Table 4)**

Focus on revenue generating ideas will begin in February 2021. These efforts will be primarily campus-led with support from the UHCC System Office.

**Table 4. Reposition Unique Campus Space for Commercialization/Revenue Generation**

<b>Campus</b>	<b>Type</b>	<b>Opportunity</b>
Hawai'i CC	<ul style="list-style-type: none"> <li>● Reduction of campus footprint</li> </ul>	<ul style="list-style-type: none"> <li>● Consolidation of physical presence with UH-Hilo</li> </ul>
Honolulu CC	<ul style="list-style-type: none"> <li>● Department of Transportation / Rail</li> <li>● Marine Education Training Center</li> <li>● Hangar 111</li> </ul>	<ul style="list-style-type: none"> <li>● Public private partnerships</li> <li>● Commercialization</li> </ul>
Kapi'olani CC	<ul style="list-style-type: none"> <li>● Vacant land</li> </ul>	<ul style="list-style-type: none"> <li>● Land development</li> <li>● Public private partnerships</li> </ul>

Kaua'i CC	<ul style="list-style-type: none"> <li>● Back 40 lands</li> </ul>	<ul style="list-style-type: none"> <li>● Land development</li> <li>● Public private partnerships</li> <li>● Rental of facilities</li> </ul>
Leeward CC	<ul style="list-style-type: none"> <li>● Department of Transportation / Rail</li> <li>● Wahiawa Product Development Center</li> </ul>	<ul style="list-style-type: none"> <li>● Public private partnerships</li> <li>● Commercialization</li> </ul>

**Table 5. Other Revenue Generating Activities**

<p><b>Enrollment:</b> Increasing number of students attending and number of credits in which they enroll would increase the opportunity to better serve the community and to generate revenue. A work group will be established to recommend priority enrollment management strategies which may include: increasing students' credit load, increasing persistence, more flexible options (e.g., fully online programs, rolling admissions/registration), employer partnerships, and increasing college-going rates.</p> <p><b>Campus activities:</b></p> <ul style="list-style-type: none"> <li>- Rent / Lease available campus spaces (building spaces / parking lots / outdoor space)</li> <li>- Reposition non-credit to be completely self-supporting with more training options</li> <li>- Seek more extramural opportunities</li> <li>- Encourage entrepreneurial activities (campus specific)</li> </ul>
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**Next Steps**

Feedback about organizational and resource planning can be provided via campus processes, cross-campus work groups, and/or individual emails to [uhccplan@hawaii.edu](mailto:uhccplan@hawaii.edu) (note new email address). Campus and work groups should provide reports by March 12, 2021; UHCC-wide planning does not preclude campuses from taking actions to implement appropriate program changes.