

Hawai'i Community College Campus Response
March 15, 2021

Hawai'i Community College
Architectural, Engineering, & Construction Technologies

From: Donna De Silva <deluz@hawaii.edu>
Date: Fri, Mar 12, 2021 at 2:16 PM
Subject: Outlook for Construction on Hawai'i Island
To: <lacro@hawaii.edu>
Cc: Rachel Solemsaas <rsolems@hawaii.edu>, Joni Onishi <jonishi@hawaii.edu>, Jessica Yamamoto <jpky@hawaii.edu>, Melanie Wilson <mfwilson@hawaii.edu>, Harold Fujii <haroldf@hawaii.edu>, Gene Harada <geneh@hawaii.edu>, Darryl Vierra <darrylj@hawaii.edu>, Pajo, Patrick <patpajo@hawaii.edu>, Renee Cruz <reneedc@hawaii.edu>, Bernard Michels, III <brm3@hawaii.edu>, Darrell Miyashiro <darrells@hawaii.edu>, Mitchell Soares <soaresmk@hawaii.edu>, Lew Nakamura <lewnaka@hawaii.edu>, Garrett Fujioka <fujiokag@hawaii.edu>, Kenneth Shimizu <kyshimiz@hawaii.edu>, Colby Koreyasu <ckore@hawaii.edu>, Grant Kaaua <kaaua@hawaii.edu>, Christopher Midel <midelc@hawaii.edu>, Kent Grace <kgrace7@hawaii.edu>, Stanley Cantor <scantor@hawaii.edu>, Ashton Dircks <adircks@kohalahs.com>

March 12, 2021

Dear Vice President of Community Colleges Erika Lacro and HawCC Administrators,

The AEC Faculty of Hawai'i Community College (HawCC) is reaching out to you in response to phase 2 recommendations. We are requesting to keep our HawCC Architectural, Engineering & CAD Technologies program and would like to share and discuss current and future plans of the AEC program.

The Architectural, Engineering and Construction Technologies (AEC) program at Hawai'i Community College has been serving the community for over 50 years. Our students are not just another number. We thrive to build personal relationships with each student and engage in a sense of "family" to ensure a personable, comfortable, safe and encouraging learning environment. Each of our students' success matters and it becomes a personal goal for each of us to help them achieve their goals.

Although HawCC has extensive lecture costs, it has only one full time faculty member and utilizes four lecturers. After the retirement of a senior faculty this position has been frozen due to the COVID-19 pandemic, therefore requiring the hiring of lecturers. The AEC program at HawCC offers an AAS degree (66 credits), incorporating 2 CO's, 2 CA's, and 16 credits (per school year) of Blueprint reading courses for the Carpentry program, Electrical Installation and Maintenance program and the Machine, Welding and Industrial Mechanics program, a total of 98 credits in a two year period. HonCC currently has three full-time faculty, two lecturers, and is posting for another

lecturer. Oahu has a population of 953,207 while Hawai'i Island's population is at 186,738 which is only 20% of the people currently living on Oahu. If you are looking at numbers, HonCC's AEC program, at full cap, is serving .00005% of Oahu's population and HawCC's AEC program is serving .00006% of their population. HawCC's AEC program offers students several different options for employment upon graduation.

Before the pandemic, AEC was at maximum capacity and numbers were continuing to rise. During the transition of online delivery, the program suffered a loss in numbers due to the students' discomfort of online learning. AEC has made every effort 24/7 to allow students to obtain help from instructors to assist them during this difficult transition and technology has played an important role in our development of online delivery. The use of zoom, laulima and videos created by faculty and lecturers has helped, however, students are still uncomfortable with this type of delivery. All of our students, as well as our Advisory Council members, strongly urge the return of face-to-face delivery, citing problems with internet service, not having the appropriate hardware/software, not enough hands on experience, no peer interaction, too distant, just to name a few. Here are a few of the comments from our Advisory Council in support of in-person learning: *"in-person delivery is vital for student success", "it would be impossible for students to fully grasp them if they were to completely be online courses", nothing is better than in person learning"*. Here is another strong statement in support of our program, *"Removing this program from the Big Island would be one of the biggest mistakes HawCC can make. It's really that simple. What AEC offers here at HawCC with its team of instructors is a hidden gem for HawCC. I firmly believe that by offering AEC only through HonCC would hurt all students taking the program from the Big Island. Everything about construction is hands on. Would you trust a drafter to design and draft your house plan knowing his/her education was purely online? I sure hope not. To give you an example of how much this program means to its students and to the community, let's take a look at some of our most recent construction projects here in Hilo. Kapiolani Street extension, Kawaiilani Street Reconstruction, Kilauea Street Rehabilitation (active project). All these projects have or will greatly affect the community of the Big Island in a positive way. Now, let me tell you that all these projects (and many more) have been constructed, inspected, and overseen by former students of the AEC program here at HawCC. These are multimillion dollar projects and to have former students from the AEC program have a hand in each one should be something that AEC and HawCC should be extremely proud of. None of this would be possible without the team of instructors at HawCC. You cannot gain the experience required in the PLO's with an online off island educational system. Students who attain a degree from such a program would have a harder time finding jobs because employers wouldn't trust the system like they do now. Also, employers here on the Big Island respect our instructors and accept their recommendations in high regard, this would also be lost if the program was based on Oahu. HawCC's sole focus should be on providing the best educational experience for their students regardless of budget and crisis. This focus has seemed to be lost. The AEC program has helped shape the current and future of this Island and HawCC should support the program in every way so it can continue to do so."* Matt Okuno, Inspector from the Hawaii County Engineering Department.

The Big Island is the only island that has the land capacity to grow and it remains the cheapest island to live on which is why our island population is continuing to grow rapidly. Our student population comes from very diverse communities and cultures. Many live in rural areas and travel far to get the vital education needed to become a skilled employee who earns high wages to be able to support their families and remain on the Big Island as productive members of our island economy.

According to the Hawaii Business Magazine's 2021 Industry Spotlight, construction is the only private business that added jobs within the state during this pandemic. Construction companies, although deemed essential, have needed to adjust in some way to comply with CDC guidelines to keep employees safe. Due to this, many large companies are now incorporating new technology training for their employees, such as drones, model building and the newest Trimble surveying equipment. HawCC has been attending meetings to discuss the strong possibility of Drone training courses to be offered with collaboration between several of HawCC's programs. We are also currently working on revising Surveying and Architecture courses to be sure students continue to be ready for entry level positions available in our community upon graduation. This will also help with the alignment of curriculum between HawCC and HonCC to lower the lecturer costs on our campus. The alignment of the program's name was first and discussions soon followed for articulation of courses, however, put on hold due to the pandemic. Another goal of the AEC program at HawCC is to streamline courses, especially certificates to allow opportunities for the un-employed to learn new skills at an accelerated pace and earn credentials that will allow for new career pathways. We are also currently seeking ways to integrate Construction Academy into the AEC program because of its importance to the high school students. Introducing Construction pathways to high schools creates an awareness of these skilled careers and enables the college to better qualify candidates to fill positions on our individual islands. Both of these align with the goals from the roadmap of **"From Today to Tomorrow. A Talent Roadmap to Support Economic Recovery in Hawaii, August 2020"**, which states "Align K-12 Career and Technical Education (CTE) programs to in-demand credentials and prioritized industries." These also contribute to President Lassner's report, **"Post-Pandemic Hawai'i and the University of Hawai'i"**, which prioritizes earning living-wage jobs – Construction, Design, and Built Environment (skilled labor, architects, and engineers). It also states "now, more than ever, Hawai'i needs every part of its university fully focused on the needs of our people and our islands. When we educate our own residents to fill jobs in our communities, we do better for our people and employers." Our own islands – individual islands. Hawai'i county is different (people, communities, employment, cultures) from Oahu, Maui, and Kauai. There is no one size fits all. Having AEC completely online, being served from HonCC will be a great disservice to our island and its people.

AEC has calls from large companies asking for interns, one example is Hawaiian Dredging which does a lot of projects on the big island. Another is the Department of Transportation which is in need of drafters. This gives our students advantages over other applicants due to the hands-on learning they receive.

There are several new large projects being implemented on the Big Island which will provide numerous opportunities for our students as drafters and surveying aides will be needed. One project is the State of Hawai'i Department of Transportation Highways Division, "Federal Aid Highways 2035 Transportation Plan for the District of Hawai'i". This plan entails the development of additional roads, bridges, pedestrian and bicycle facilities to better serve the people on the island. This will add to the need of drafters and surveyors on the island.

Another law that is gaining attention is the Act 125. This act requires all cesspools to be upgraded or converted to septic systems by 2050. HawCC's chancellor, Rachel Solemsaas, is in support of this law because of the major advantages this would have for our island water resources. With this in mind, the AEC program at HawCC would like to add septic system drawings and plot plans to the curriculum changes. This would allow our students to become familiar with these types of drawings and be ready to jump on the opportunity of the large demand that will come from most households procrastinating. Starting with the current cost of construction, the price for retrofitting the current cesspools in Hawai'i island alone is approximately \$65,000,000 per year times the next 30 years. This could be a \$1.9 billion industry with the cost rising every year. Not to forget the already in place law which requires septic systems and no cesspools for any new construction.

In standing with President Lassner's presentation to the BOR, "**Repositioning the University for FY 2022 & Beyond**", to "do more at every level across the system to align, collaborate, and share resources", the HawCC's AEC program will continue articulation and curriculum changes with HonCC to streamline our program to better serve our island needs while saving costs on lecturers by incorporating courses from HonCC. This would allow for some online learning but faculty will be present for face-to-face instruction for important lab delivery and the added assistance students need to be successful.

We look forward to further discuss ideas and information regarding the AEC program at HawCC and its articulation with HonCC, as well as, continued collaboration with other construction related programs here at HawCC.

Thank you for your time and consideration,

Respectfully submitted,

Donna De Silva, AEC Tech
Grant Kaaua, Construction Academy
Christopher Midel, Construction Academy
Stanley Cantor, Construction Academy
Ashton Dircks, Construction Academy
Kent Grace, Construction Academy
Gene Harada, Carpentry

Darryl Vierra, Carpentry
Patrick Pajo, Electrical Installation and Maintenance
Renee Dela Cruz, Electrical Installation and Maintenance
Mitchell Soares, Diesel Mechanics
Darrel Miyashiro, Machine, Welding, & Industrial Mechanics
Lew Nakamura, Agriculture
Bernard "Chip" Michels, Electronics Technology
Kenneth Shimizu, Automotive Mechanics
Garrett Fujioka, Auto Body Repair & Painting
Colby Koreyasu, Auto Body Repair & Painting
Harold Fujii, ATE Division Chair



March 11, 2021

Dear Vice President of Community Colleges Erika Lacro and HawCC Administrators,

The Nursing Faculty of Hawai'i Community College (HawCC) is reaching out to you in response to phase 2 recommendations. We want to open a dialogue concerning the Nursing Program's current status and engage in knowledge sharing regarding the HawCC Nursing and Allied Program's plans and direction.

We are requesting to keep our HawCC Associate Nursing (ASN) program for its excellence and vital contributions to the community and the State of Hawai'i.

Our Nursing Program and the Community

We are the **only community two-year (2) nursing program** on the island that provides affordable nursing courses and serves students throughout the island from east to west. Our nursing program can allow the economically challenged families in our community to achieve a college degree and gain employment within our community, which invigorates our island economy.

Historically, our nursing program was the **first to deliver synchronous distance learning** using innovative technologies. In 1990, it began broadcasting educational programming to West Hawai'i through the Hawai'i Interactive Television Service (HITS/ITV). More recently, statewide access for instruction and administrative meeting purposes added Polycom equipment, interactive video conferencing, and web-based video conferencing (Zoom) technologies.

Many Hawai'i Island's children need and want to stay on the island to care for their "*ohana*" while getting a nursing college education. They are most likely to stay and care for our unique and diverse population in the Big Island. Nursing graduates from our nursing programs located in the Manono/Hilo and Pālamānuī/Kona Campuses are deeply rooted in the community. They have a deep understanding of the islands' many cultures. They provide compassionate and community-centered care for our Native Hawaiian, Asian, Pacific Islanders, and all people that make up our uniquely diverse population. Often our students write and express that they want to be nurses to care for the people they know and love, their "*ohana*." They carry in their hearts the passion for caring and making a difference in this place they call home, their "*aina*." They are committed to improving the health of the people they call *grandpa*, *grandma*, *aunt*y, uncle, sister, brother, and cousins. The HawCC Nursing program will **make it possible for them to achieve their dreams and goals**.

Key Data Indicators

According to [2021 Best Nursing Schools in Hawaii - Rankings for ADN, BSN, MSN, NP \(rncareers.org\)](https://www.rncareers.org/), **Hawai'i Community College ranks 3rd in the State** for NCLEX pass rates; a measurement used to determine the Nursing Program's quality. NCLEX is the exam that nurses must pass for licensure. HawCC has higher pass rates than Kauai (4th), Maui (6th), University of Hawai'i Hilo (7th), and University of Phoenix-Hawaii (8th).

The 2020 Annual Report of Program Data shows Hawai'i Community College Nursing Associate Degree replaced 913 State Registered Nurse (RN) positions, which increased from 865 in 2018-2019. The **program's demand, efficiency, and effectiveness are reported healthy** ([Annual Review of Program Data \(hawaii.edu\)](https://www.hawaii.edu/annual-review-of-program-data)).

Nursing and Allied Health Professions are the **fastest-growing occupations in Hawai'i** and across the country. According to Civil Beat Honolulu, more than 2,000 jobs in the healthcare industry are in demand. Laura Reichhardt, the director of the Hawai'i State Center for Nursing, states that *"the state produces hundreds of nursing graduates every year, [but the sector struggles to hire and fund new faculty to expand specialty training programs.](https://www.civilbeat.org/2019/09/wanted-2000-healthcare-workers-to-fill-vacant-jobs-in-hawaii/)"* (<https://www.civilbeat.org/2019/09/wanted-2000-healthcare-workers-to-fill-vacant-jobs-in-hawaii/>).

According to University of Hawai'i Community Colleges data, Registered Nursing is one of the **fastest-growing occupation in the State**. Health professions, in general, represent 7/10 of the fastest-growing and highest-demand jobs throughout the State. RN has a 19% job growth and 9th on the list. (https://uhcc.hawaii.edu/promo/top20_occupationsByGrowth.php)

One of the reasons for nurses' and healthcare workers' demand is that more senior nurses and healthcare workers retire in large numbers. The **solution to meet this demand is to increase the number of nursing and healthcare programs**. Failure to meet the demand will lead to the nursing shortage, leading to failure to maintain or improve health care.

Significance to the Island Needs and During the COVID-19 Pandemic

We take great pride in knowing that our nursing program produces high-quality, successful ASN-RN graduates that can obtain employment after graduation. Many graduates from our nursing program become **exceptional leaders and contributors** to our underserved community's overall health on the Big Island and contribute to our current struggling economy. Considering the current global pandemic, many of HawCC's ASN-RN alumni have been at the **forefront in protecting and caring for our island community**. Among them is the Chief Nursing Officer (CNO) of Hilo Medical Center (HMC). Arthur Sampaga Jr., HMC CNO, has been instrumental in preparing our island for disasters, improving our island's delivery of health care, and continually working to keep our community safe against COVID-19 through various health initiatives.

Our nursing **students are already contributing to the welfare of our community**. They have participated in various community services in Hilo, Waimea, and Kona. Recent are massive COVID vaccinations where the HawCC nursing students at HMC, Kona Community Hospital, and North Hawai'i Community Hospital (Queens) participated in administering COVID-19 vaccines to 2,000 to 4,000 educators and community members. They also received training for disaster relief and participated in the annual Hilo Medical Center Disaster Drill. Without full-time faculty located here on the island to monitor these community outreach programs, our students would no longer be able to participate in these vitally important events in our community.

An article [Hawai'i's Nursing Workforce: Keeping Pace with Healthcare](#) states, *"In Hawai'i, approximately 1,597 (11.1%) actively employed RNs intend to retire in the next five years."* The HawCC Nursing and Allied Health Advisory Members value our nursing graduates and seek to replace retiring nurses. The HawCC nursing graduates are vital health care employees in various clinics, long-term care facilities, and doctors' offices. They repeatedly state their **preference for new nurses that live on the island, locally educated, and trained by our HawCC nursing program**.

Quality of Our HawCC Nursing Program

Although our curriculum does not follow the University of Hawai'i (UH) Consortium, our ASN curriculum has **the same nursing courses and topics**. We revised the ASN curriculum recently to keep current with nursing education and practice changes nationally. Our nursing program received eight (8) years of **full accreditation** by the Accreditation Commission for Education (ACEN) in Nursing for its continued successes in providing quality nursing education.

Our nursing program has **competent, experienced, and dedicated nurse faculty and leaders** in the community. One of our nursing program faculty members serves as an advisory council member for the National Advisory Council on Nurse Education and Practice (NACNEP). NACNEP advises the Secretary of the United States (U.S.). Department of Health and Human Services, and the U.S. Congress, on policy issues related to Title VIII programs. The same faculty was one of two nurses who represented Hawai'i Nursing Programs as a National League of Nursing Ambassador from 2014-2016. HawCC Nursing and Allied Health Division **have represented Hawai'i Nursing Programs at the national level twice since 2014-2016 and 2019 till 2023**. [National Advisory Council on Nurse Education and Practice Report](#)

Benefits of HawCC Nursing Program to UH Community Colleges and the State of Hawai'i

We understand that nursing programs traditionally come under scrutiny as one of the institution's costliest programs. We are also aware of the urgent need for tight budget control, cost containment, and astute financial management.

While the nursing program is costly to run, it **attracts students to the college and generates revenue**. The pre-nursing students fill the prerequisite courses such as Math, English, Human Anatomy, Chemistry, other sciences. HawCC nursing program can advance students to pursue higher education in nursing or **prepare students for a four (4) year or more college educational program**. Graduates from our program pursued higher education in Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Master of Public Health (MPH), Advanced Practice Registered Nurse (APRN), Doctor of Philosophy in Nursing (Ph.D. Nursing) and Doctor of Nursing Practice (DNP). Two of our faculty who have their MSN and MPH, and soon DNP, are graduates from the HawCC ASN program.

Description of Cross-campus Group Process and Recommendations

On February 26, 2021, Community Colleges Nursing Leaders/Coordinators met and intended to maintain and keep their respective nursing programs. Nursing programs' **consolidation would weaken the faculty responsiveness to students' needs and lead to poor students' learning outcomes and attrition**. The result will be nursing graduates who are unsafe, inefficient, incompetent, and unprepared to deliver healthcare to the community. The grave consequences of the perceived outcome can delay health care, increase medical errors, lessen people's productivity, adverse effect on our economy, and increase morbidity and mortality in our islands and the State of Hawai'i.

HawCC Faculty Concerns and Recommendation

The nursing educator practice is continuously changing to meet the fast advancement in health and science. It can become an emotionally overwhelming and demanding job. Nursing educators must connect, collaborate, engage in research and evidence-based practices and be among each other for moral and emotional support. Nursing programs **consolidation will put faculty in separate silos**. Nursing faculty working in silos can **stunt nursing education**, create a lack of human connectivity, and

lead to a lack of sense of community and belonging. It will also lessen support and opportunity for professional collaboration and increase job stress and burnout.

It will make the nursing faculty job challenging with the added responsibilities such as maintaining equipment, supplies, and health clearances. The nursing faculty will be solely responsible for nursing students' academic, health, physical, and psychological supervision. We need to give our students **undivided time and support to keep them physically and psychologically safe** while training to be nurses.

Keeping the nursing program on the island will **attract students from rural to urban areas**. It will **generate revenue** for the University of Hawai'i, the HawCC, and the State of Hawai'i. The nursing program will also **support and bring students to enroll in the general educational programs**, thus **keeping the HawCC students' enrollment high**. The more students attending college will contribute to a well-informed, educated, knowledgeable, **productive community and can advance our society**.

Faculty Priorities and Solution

We are requesting to open nursing faculty positions and hire full-time nursing faculty to continue to provide excellent and quality nursing education to our nursing students. It is imperative to have full-time nursing faculty who can give undivided support and attention to preparing, educating, and supporting our nursing students. We need to train tomorrow's nurses to be competent, safe, efficient, and knowledgeable to keep the people in our community healthy and productive citizens.

A nursing program that employs full-time nursing faculty will support the students well, provide human connectivity, community belonging, and will likely be **committed to the students**. According to the NACNEP 17th report to the Secretary of Health and Human Services and the United States Congress, **full-time faculty presence influences nursing education quality**. (The full document is attached to this email).

Over the last semester and into the current spring semester, we have lost a total of five (5) full-time tenured or tenure-track faculty due to retirement and resignation. We also have a 6th full-time tenured faculty on indeterminate, extended disability leave. Also, with the current pandemic, we are working extremely hard and spread thin. Currently, we only have four (4) dedicated full-time faculty who are serving 70 nursing students. Our current situation poses many factors that our students might not be able to progress.

Faculty Unwavering Commitment and Contributions

These vacancies have been adjusted for by overloading the current faculty, overloading lecturers exceeding the credits allowable for lecturers, using them in a full-time teaching capacity, and exploiting the **remaining faculty's generosity in encouraging "volunteer" or unpaid time**. Our simulation (Sim) Labs, which are state-of-the-art high-fidelity mannequins, have not been able to service students because of a faculty shortage, retirement of the Nursing Laboratory Clinical Coordinator (NLRC), and UH hiring freeze. We are afraid that the high-fidelity mannequin will not function without routine use and proper maintenance. Faculty and lecturers have been taking turns via their office hours to provide open lab hours for our students to practice the essential bedside skills necessary for graduate students. Nursing faculty, as noted before, is challenging to recruit.

These efforts have, thankfully, propped up and patchworked together our nursing program for this semester. The faculty that remains have **committed themselves to do whatever is necessary** to see the current cohort advance through the program and graduate on time.

While these solutions may work in the urgency of the moment, they will be **untenable going forward**.

As we look toward the Fall 2021 semester, we are concerned that **we will not uphold our nursing program's quality and deliver successful learning to our nursing students without significant adjustments** to our current situation.

We are in dire need of a Laboratory Resource Coordinator (NLRC), two (2) full-time faculty, and a temporary nursing faculty position in Hilo (to replace the faculty on medical leave). We need two (2) full-time faculty in Kona. **We have an obligation to these nursing students and our community members. They trust us** to prepare them well to navigate the nursing profession and become excellent nurses.

There is concern among the faculty that perhaps we will not admit an entire cohort in the Fall semester if we do not have the faculty and resources to administer the Nursing HawCC program properly in Kona/Pālamānuī Campus.

Our accrediting body, ACEN, will be challenged to award accreditation to the entire program if we continue to not fully staff our program or have adequate resources for our students.

Potential Solution: Reduce Cost While Maintaining the Quality of HawCC Nursing Program

The following are our recommendations to decrease the cost of the nursing program:

- ❖ Hire full-time faculty and reduce the cost of lecturers' fees.
- ❖ Eliminate small programs License Practical Nursing (LPN) and LPN to RN Transition to decrease the program costs. The LPN Program has low enrollment, and we currently have only seven (7) students. There is not a significant demand for LPN graduates. Graduates do not practice as LPNs but use their certificates to get into an ASN or BSN program. LPN's scope of practice is limited (unable to care for very sick patients and patients with intravenous medications) and required to practice under a licensed RN's supervision. LPNs cannot practice independently. LPNs are not hired to work in acute settings and cannot care for patients with multiple and complicated illnesses.

Licensed ASN-RNs can work in acute settings, long-term care facilities, clinics, doctors' offices, and community healthcare settings. Most healthcare organizations prefer to hire ASNs, and BSNs prepared nursing graduates.

The LPN to RN transition does not have enough qualified applicants, and we have only four (4) applicants who qualify for this Summer 2021. Faculty overload pay is required to teach these students and to start this program.

- ❖ Eliminate full-time clerical support/position.
- ❖ Students assume ATI costs.

- ❖ Evaluate the need for HawCC ASN Program in Kona (increase students' admissions)

We want to meet with you to share ideas and information regarding the program's current and future, or have this email be the start of a continued open dialogue that addresses the HawCC Nursing Program concerns.

We look forward to working with you for the benefit of our students and our community members. We need nurses that can understand our diverse community, familiar with the island life, and homegrown that can serve as change agents in creating systems that bridge the delivery of rural health care and social needs care in the community of Hawai'i Island.

Mahalo, for your time and consideration.

Respectfully submitted,

The HawCC Nursing Program Faculty

This document includes letters of support from HawCC Advisory Council Members, Faculty Report and Students' Letter. The 17th NACNEP Report, *"Preparing Nurse Faculty, and Addressing the Shortage of Nurse Faculty and Clinical Preceptors"* is in a separate document.

Letter of Support One

from: Arthur Sampaga <ASampaga@hhsc.org>
to: Luzviminda Miguel <miguellb@hawaii.edu>
date: Mar 10, 2021, 2:34 PM
subject: Letter of Support
mailed-by: hhsc.org
signed-by: hhsc.onmicrosoft.com
security: Standard encryption (TLS) [Learn more](#)
: Important mainly because it was sent directly to you.

Letter of Support

Arthur Sampaga 2:34 PM (18 minutes ago)

to me

To whom it may concern,

It is my pleasure to write a letter in support of Hawaii Community College Nursing program for multiple reasons. I am Arthur Sampaga Jr, Executive Chief Nursing Officer for Hilo Medical Center, Hilo Hawaii. My medical center is one of the biggest employer for nurses on the Big Island. Hilo Medical Center not only provides the much needed clinical experience for the students, we also recruit them upon graduation in a much needed and demanding profession. Our patients and residents requires nurses who are dedicated and committed to their community. This can primarily be achieved by those that live, train, and work in the same environment.

Secondly, I'm currently on the nursing program advisory board. As a member for many years, I have contributed by provide expert advice and best practices in making their students and graduates successful in their careers.

Also, I am a Alumni from the nursing program and could not have been where I am today if it wasn't for this program being right here in my home town. Located where I learn, study, and practice nursing medicine.

I am fully in support of continuing HCC Nursing Program here on the Big Island. Feel free to contact me.

Respectfully,

Arthur Sampaga Jr

*Chief Nursing Officer
Hilo Medical Center
1190 Waianuenue Ave
Hilo, Hawaii 96720
808-932-3929*

Letter of Support 2

March 9, 2021

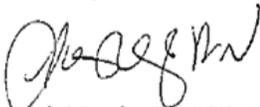
To Whom It May Concern,

This letter is to express support for the Associate Degree in Nursing Program through Hilo Community College. I have been in Nursing for 20 years, 18 of them at Life Care Center of Hilo. My own Nursing education is an Associate Degree in Nursing obtained from Seattle Community College. I feel my education prepared me well to take on the challenges of being a Nurse in today's world.

It has been a joy to have the Student Nurses from Hawaii Community College come to Life Care Center of Hilo. Some of those Nurses have gone on to have meaningful careers at Life Care Center, and contribute greatly to the greater Hilo, and Big Island Community. The Associate Degree in Nursing promotes the determined Nursing student to have a meaningful career with advancement opportunities.

Our Community faces Nursing Shortages due to the Pandemic, and ever increasing need for Qualified Nurses. I feel our Community has been enhanced by having the Associate Degree in Nursing Program available through our local Community College, and hope the Community can benefit from its presence for many years.

Sincerely,



Leah Murphy, RN, ADON

Life Care Center of Hilo

944 West Kawaihāni Street

Hilo, HI 96720

Phone: 808-959-9151

Report from HawCC Faculty

from: Martin Katz <mkatz2@hawaii.edu>
to: Luzviminda Miguel <miguellb@hawaii.edu>
date: Mar 2, 2021, 2:40 PM
subject: Hale Anuenue Restorative Care Center
mailed-by: hawaii.edu
signed-by: hawaii-edu.20150623.gappssmtp.com
security: Standard encryption (TLS) [Learn more](#)
: Important mainly because it was sent directly to you.

Martin Katz Tue, Mar 2, 2:40 PM (7 days ago)

to me

Aloha Luz,

This is an account of what had happened at the Hale Anuenue Restorative Care Center when I was there with my students last year.

My students were helping with meals, watching the patients and checking to see how much of their meals they were eating. My students gave their reports to the nurses who were taking care of these particular patients.

After they had given a report and were talking to and moving around patients at their request, came over to me and said "the students who wore the white scrubs don't do that, they just sit and wait until it is time to leave. I asked, "don't they help give out medications and talk to the patients", she said, "not very much". I felt proud of our students, they listened and did whatever was asked of them. I was sad to hear that the other students did not.

We can be pleased with the performances of our students, they get involved, do what is expected and at times ask to do more. This is what our program has as an advantage over others. I believe our students are willing to perform any task asked and be a strong part of the medical team taking care of patients.

Mahalo,
Marty

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Marty Katz RN, MSN, APRN, Pharm. D.
Nursing Pharmacology 203, Nursing 157, 153
mkatz2@hawaii.edu

Copy of Recommendation memo to VPCC Erika Lacro from the UHCC nursing PCC including Hawaii CC, Kapiolani CC, Kauai CC, and UHMC. Submitted by UH Maui College for the Group

1. We met on Friday, 2/26 from 2:30 -4pm via Zoom to talk through the guiding questions for Phase 2.
2. Key data:
 - a. We reviewed the degrees by campus, of which we supply a total of 404 over the 3-year time span, and the low enrolled and small program lists, where we are not represented.
 - b. We also reviewed each program's retention and graduation rates, our NCLEX pass rates, and our employments rates, all of which are between 80-100% over the past 3 years.
 - c. Finally, we reflected on the contribution to enrollment in general education classes, i.e., sciences, math, English, psych, etc., that the students seeking admission to the nursing programs provide. With 3 or 4 times more applicants than those admitted, the program drives countless students through these classes in their hopes of gaining a nursing spot.
 - d. Local healthcare organizations that sit on the nursing program advisory committees, repeatedly state their preference for new nurses that live on the island and are locally educated.
3. Recommendations:
 - a. Though 3 of the 4 programs share the same curriculum, and the 4th maps to the same Hawaii State Board of Nursing (BON) requirements, the closeness to our individual students' progress underpins our high retention and pass rates. Imagining one campus offering a lecture to all students would weaken the faculty responsiveness to student needs and the ability of students to interact and question material. Campus labs have BON mandated ratios of 8-10 students /instructor and the clinical ratios, set by the healthcare organizations, are even lower. Consolidation would only serve to weaken our successful programs.
 - b. Scheduling with the community health care organizations for clinical time puts rigid restraints on the flow of the calendars. There are two levels of students running simultaneously and there are 3 specialty rotations interspersed. When accounting for only one campus, the scheduling is a Rubik's Cube; adding 3 more campuses would be unmanageable.
 - c. Faculty priorities:
 - i. All campus are down several faculty positions. Faculty ratios are legally and organizationally mandated so it a rate limiting factor to the amount of students that can progress. In addition, with social distancing requirements imposed for campus labs, one lab group of 8-10 must be split in 2 in small lab spaces; which is twice the faculty work or half the time allotment for students.
 - ii. Having less faculty tends to drive current faculty TE up. This is obviously cost inefficient. With the lecturer budgets being concurrently decreased, filling behind makes up only a portion of the gap between student credit needs and faculty TE.
 - iii. Enrollment decrease is the only other option to replacing the faculty positions.
 - iv. UHMC has a BSN proposal in the ATP1 phase that will increase revenue by ~\$300K/year once fully implemented; that should be started F22.

Students Comments Submitted by Students Representative

from: Jennifer Eastin <eastin@hawaii.edu>
to: Luzviminda Miguel <miguellb@hawaii.edu>
date: Mar 11, 2021, 8:47 AM
subject: Re: Letter of Concern for Lab Coordinator
mailed-by: hawaii.edu
signed-by: hawaii-edu.20150623.gappssmtp.com
security: Standard encryption (TLS) [Learn more](#)
: Important mainly because you often read messages with this label.

To Whom It May Concern:

This letter is in regard to the need to hire a lab coordinator for the Hawai'i Community College Nursing Program. The need for a lab coordinator is a matter of concern for creating safe practices before going to our clinicals.

Without a lab coordinator present, the nursing students are unable to obtain the needed hours in the skills lab to practice the nursing skills being added to our scope of practice before entering the hospital to care for patients. This impacts our ability to provide the highest, safest care possible to those we are caring for in the clinical setting. Our patients are members of our families and community.

We, the program, are currently down six faculty members. Two faculty members from Kona, three faculty members from Hilo, and have one Hilo faculty member that is currently on medical leave: A teacher from Kona retired and one resigned, two faculty members from Hilo resigned, one Hilo faculty member retired, and one teacher is on medical leave from Hilo.

As a program we have been able to participate in multiple community actives, including the Mass COVID Vaccination clinic and the Mass Disaster Preparedness Drill both put on by Hilo Medical Center. These opportunities are available to us because of the relationships our faculty members have built throughout the years they have spent in the community. By having these community focused opportunities, we, as a program, are better prepared to serve when we graduate from the program.

Respectfully,

The 1st and 2nd year RN Nursing Students & LPN Students of Hawai'i Community College

Thank You!

Hawai'i Community College Division/Department Chairs' Statement in Response to University of Hawai'i Community Colleges Next Steps on Proposed Actions Plan #3

Since January 26, 2021 when the UHCC Organizational and Resource Plan #3 was distributed, we have had numerous conversations with faculty, staff, students, and our community partners about the plan's long-term effect on Hawai'i Community College (Hawai'i CC). The resounding consensus of these interactions is of extreme concern. Below are key issues.

The education and workforce needs of Hawai'i Island are diverse and because of the island's size, population and demographics, they are also unique. Hawai'i CC's current courses, certificates and degrees are relevant and vital to our community's well-being; our advisory councils and local businesses attest to this. As industry experts, our advisory council members, provide regular commentary on local needs, trends and employment outlook. They share in the establishment and assessment of learning outcomes. As business people they understand budget deficits and the need to reduce costs. However, they along with faculty, staff and students are concerned that many of the proposed actions in Plan #3 will cause more harm than good, reducing student enrollment and employability, eroding trust and confidence in the UH system and the college's ability to provide the training necessary to sustain the local workforce.

From a business standpoint, cutting program costs by adopting the "Satellite delivery of program" model, transferring program oversight to a single campus, and throwing programs together to form generalized degrees are akin to businesses slashing marketing expenditures when sales start to drop; a practice harmful to economic sustainability. Containing costs is important and the push to do so by the OVPCC is understood. However, cutting and diluting programs rather than seeding new economic sectors or developing new approaches to old ones is not conducive to increasing enrollment and providing post secondary education and training to a greater number of Hawai'i residents. Any cost savings realized by program cuts will be negated by the loss of talent when personnel seek other employment when job security is in question and the losses resulting from lost productivity from a workforce demoralized by implementing a plan they do not agree with.

Hawai'i CC has spent 80 years building trust; the last 30 years striving to be a quality community college, and the last 20 years finding our niche in the world of post-secondary education. We are a *Kauhale*, an "academic village without walls," committed to the overall success of our students, their families and island communities. We offer a circle of support to our students that provides high touch, high engagement, and personalized counseling and tutoring. This support provides a foundation for our students; propping them up when they falter, and ultimately, helping them achieve their educational and career goals. We can provide a meaningful education experience for the populations targeted by the UH imperative of *engaging more Hawai'i residents in post-secondary education*. We are also primed to *prepare more Hawai'i residents to fill the jobs Hawai'i needs*, another UH imperative. However, proposed actions in Plan #3 are altering programs, making them less desirable to students and eliminating our opportunities to attract students and provide them in-demand skill training.

Online education is a good fit for some courses but it is not a one size fits all strategy. Non-traditional and returning students already on edge adjusting to the demands and responsibilities of an educational environment are seldom prepared for online classes or even distance learning. After a semester or two of adjustment, they are usually willing to tackle an online class but their preference remains traditional face-to-face instruction. High touch, high engagement, and personalized support matters most to the majority of our students and ultimately helps them achieve their educational and career goals. We strongly believe that if the “Satellite delivery of program” model is the only option for students, our campus will lose students because most prefer in-person instruction and the added support that comes with it. If we lose students, our community will be directly impacted and our community will suffer if employers are unable to hire locally.

Hawai'i CC faculty and staff have worked closely with our community partners over the years to build and support programs catering to the island's unique needs and student demographics. It is our kuleana to support our students by helping them find meaningful employment within our community and to provide employers with skilled personnel. Students interested in career and technical education count on Hawai'i CC to train them and employers count on our programs to provide students at an appropriate skill level. In many of the trades, Hawai'i CC is the sole source of training. Proposed actions in Plan #3 eliminate opportunities for the college to provide the skill training our students are interested in and employers need.

The proposed action of Plan #3 to have Hawai'i CC's Architectural Engineering (AEC) program taught online by Honolulu CC is not an action we support. Students attend Hawai'i CC for a multitude of reasons; oftentimes it is because someone they know has been through the program. If they wanted to go to Honolulu CC, most would find an auntie to stay with on Oahu and attend in person. If they wanted an online degree, they would sign up with an online provider offering shorter training times and guarantees that UHCCs cannot compete with. Employers seeking to hire Hawai'i CC AEC students will be reluctant to hire someone graduating from an online program and for sure, students will no longer have priority status when seeking employment.

Plan #3's proposed action to combine Auto Mechanics (AMT) and Auto Body Repair and Painting (ABRP) into a general degree is not supported. Potential employers are not impressed with graduates trained in two trades, when their training includes watered-down versions of the current curriculum; making it difficult for students to meet the skill level employers expect for either trade. The same is true for combining Carpentry (CARP) and Electricity (EIMT).

The proposed action in Plan #3 to stop-out the Tropical Ecosystem and Agroforestry Management (TEAM) program will have a significant impact on natural resource management on the Big Island, a field of employment expected to grow in coming years. The State of Hawaii has announced a goal of carbon neutrality by 2045 and the federal government plans to reach neutrality by 2050; natural resource management positions, from technicians to managers, are crucial to meeting this goal and education is crucial to creating these workers. TEAM courses provide theoretical and hands-on training for local students to fill local resource management jobs. There

are no similar programs anywhere in the State that provide this job training in a 2-year degree; the loss of this program will reduce the number of local employees in this growing field.

Students whose goal is an accounting degree will find that Plan #3 did away with the accounting degree replacing it with a general business degree, consisting of Marketing, Management, Office Administrative Professional and Accounting (ACCT) courses. Employers seeking an entry level accountant will be concerned with the lack of accounting courses and our business degree students will easily be usurped by persons with an accounting degree. At a recent advisory council meeting, public accounting representatives were unsupportive of this change, saying a student with a two-year business degree would rank a distant second to someone with a two-year accounting degree. Plan #3's proposed actions for Hawai'i CC's AEC, AMT, ABRP, TEAM and ACCT programs along with others being broken apart or combined are contrary to UH's second imperative of *preparing Hawai'i residents to fill the jobs Hawai'i needs*.

Plan #3's proposed action to offer online instruction to the spoke campuses with the "Satellite delivery of program" model, especially in career and technical education, is detrimental to student success and raises questions about quality. Most all courses have been converted to online after the official declaration of a pandemic March 11, 2020, but there is no indicator of these courses' quality or equivalency to traditionally taught courses. Except for a few exceptions, the UHCCs are not recognized for their online offerings. Based on peer evaluations, the quality of a CTE program offered online is less certain than that of a traditional or combination degree program, and more likely to fall into a self-study category with discussion questions thrown in to show instructor involvement. Quality online instruction takes considerably more time than face-to-face, when the instructor is responsible for designing the course. Although Plan #3 proposes online instruction in many areas, there is no indication that what this involves has been adequately vetted or that faculty's workload has been considered.

In order to honor our mission and vision statements, now more than ever, our Kauhale must stay true to our promise to promote lifelong learning, and emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Our students and community need us, and we need to show them that regardless of the current challenges we face, we will continue to provide the best educational opportunities possible to support their needs. Unfortunately, Plan #3 does not support us doing this.

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