March 07, 2021

TO: Erika Lacro  
Vice President for Community Colleges

VIA: Tammi Oyadomari-Chun  
Interim Associate Vice President for Academic Affairs

FROM: Lisa B. Radak  
Dean of Health Academic Programs, KapCC

RE: Kapi‘olani Community College Health Academic Program response to Memo #3

On January 26, 2021, University of Hawai‘i Vice President for Community Colleges Erika Lacro shared her third memo Next Steps on Proposed Actions, Plan #3. Within that memo, Table 3 detailed possible program considerations to include Allied Health. In general, all programs were asked to pilot asynchronous hybrid delivery and review the curriculum to evaluate the number of credits.

In response to Memo #3, the programs have begun to create a hybrid curriculum to expand and grow programs to the entire state and beyond. The program officials have contacted the various hospitals and care centers and their respective departments on neighboring islands to begin the conversations and initiate affiliation agreements. In cooperation with the Area Health Education Center (AHEC) Directors from the Pacific Basin, prerequisite courses offered at the various colleges located throughout the US Affiliated Pacific Islands (USAPIs) are being evaluated to create articulation agreements. By engaging in both the neighboring islands in Hawai‘i and the USAPIs, programs will have the opportunity to sustain larger cohorts or add additional cohorts based on regional needs. Increasing the number of students and cohorts will ensure faculty members are at the top of their workload. (Note: Lecture courses may be delivered via distance education methods, and clinical experiences are held at off-site locations. Laboratory courses may need to be held on campus using a residency or boot camp model when other options are not available).

A comparative review is also being conducted for the allied health programs to ensure our programs are of value to students. The goal is to provide students the opportunity to complete our programs as quickly as possible with less debt without compromising rigor and quality. A list of comparable programs has been generated by selecting other community colleges in the Accrediting Commission for Community and Junior Colleges (ACCJC) region offering programs with the same programmatic accreditation. Data is being collected regarding the number of credit hours for prerequisites and the program overall. The length of time to complete the program and the cost of attendance is recorded for those programs listing that information on their website. The total number of lecture, lab, and clinical contact hours is being tracked as well. The most critical metrics being collected are related to completion, pass, and employment rates. We will strive to compare our programs with others boasting similar outcomes to avoid compromising quality. It is estimated this review will take approximately two to three months to complete. The Office for Institutional Effectiveness will be provided the data to generate reports to inform and advance this initiative. Based on the comparative review results, programs will begin to submit curriculum changes starting with the next cycle with a due date of September 15, 2021.

Programs not listed within Table 3 of the memo will continue to assess workforce and industry needs, evaluate the curriculum, and align and coordinate courses with other community colleges where applicable, focusing on student success.

The table below provides a summary of each program’s action.
<table>
<thead>
<tr>
<th>Program</th>
<th>Proposed Actions</th>
<th>Actions Taken</th>
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| Emergency Medical Tech | • KapCC only offers Certificate of Competence  
• Program proposes cost-sharing with Honolulu Fire Dept.  
• Campus should review program structure to reduce instructional expenses.  
• Program should increase class sizes.  
• Program should pilot an asynchronous hybrid program | • Development and piloting of Asynchronous Hybrid courses are underway.  
• Lecture and lab courses are being split to allow for reduced instructional costs.  
• Comparative review will be completed (Note: State of Hawaiʻi has specialized courses required to work on an ambulance) |
| Mobile Intensive Care Tech | • Program should pilot an asynchronous hybrid program  
• Program should review the curriculum which requires 71.33 – 75.33 credits for AS | • Same as EMT |
| Medical Assisting     | • Programs should focus credit programs on Certificates of Achievement, based on workforce needs  
• Programs should work with sector partners to evaluate the impact of COVID on workforce demand since healthcare providers are moving to telehealth and many need fewer MAs.  
• Programs should align course offerings between programs (credit and non-credit, and across campuses).  
• Programs should articulate noncredit and credit programs, and articulate programs to relevant degrees.  
• Programs should consider a hub and spoke model to serve more communities.  
• Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals) | • HAH to perform a needs assessment specific to ‘Practice Management,’ which is the group of courses offered within the AS portion of the current degree. The question, should AS be offered for Practice Management instead of Medical Assisting?  
• DLIR grant was awarded to create a Hybrid Medical Assisting program. Nearly complete to include building a master shell in Laulima. Once complete, the curriculum with be utilized in HENC, and Laulima master shell can be duplicated for other campuses. |
| Medical Laboratory Technician | • N/A | • Comparative review is being conducted.  
• Program has joined other allied health programs to submit for Perkins funding to support this initiative. |
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<thead>
<tr>
<th>Program Type</th>
<th>Recommendations</th>
<th>Additional Information</th>
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| Occupational Therapy Assistant | • Program should review the curriculum since the program requires 76 credits.  
  • Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals). | • Comparative review is being conducted.  
  • Program has joined other allied health programs to submit for Perkins funding to support this initiative. |
| Physical Therapist Assistant | • Program should review the curriculum since the program requires 72-73 credits.  
  • Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals). | • Comparative review is being conducted.  
  • Program has joined other allied health programs to submit for Perkins funding to support this initiative. |
| Radiologic Technologist     | • Program should review the curriculum since the program requires 85-89 credits.  
  • Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals). | • Comparative review is being conducted.  
  • Program has joined other allied health programs to submit for Perkins funding to support this initiative. |
| Respiratory Care Practitioner | • Program should review the curriculum since the program requires 85-89 credits.  
  • Program should pilot an asynchronous hybrid program (asynchronous hybrid program for didactic with on-site clinicals). | • Comparative review is being conducted.  
  • Program has joined other allied health programs to submit for Perkins funding to support this initiative. |