

Hawaii Community College System

Impact of COVID-19 Mitigation Measures
Enrollment Triage





As a full-service marketing firm, Interact Communications offers a variety of services focused on **BOOSTING BRAND AWARENESS** and **MOVING THE NEEDLE ON ENROLLMENT AND RETENTION**. Sometimes our clients know exactly what issue is causing them problems and bring us in to find a solution. Other times, clients have a range of needs and a limited budget and are not sure what solution will solve the largest problems. **At those times, we recommend our triage process.**

Our Research

Surveys (7), Focus Groups (3) and Environmental Scan (1)



Failure to Attend
and Failure to
Return Phone
Survey (1 per
college)



Graduate
Preparation
Survey: Core
Professional Skills
and Experience
Training



College
Employee Survey:
COVID-19
Mitigation
Procedures and
Their Perceived
Effects on
Student Success,
Health, and
Financial Well-
Being



Focus Groups
with Faculty and
Staff (1 per
college)



Employer Needs
and Employer
Perceptions of
Hawai'i
Community
College, Kaua'i
Community
College, and
Maui College



Hawai'i
Environmental
Scan: Analysis of
the State of
Hawai'i and the
Counties of
Hawai'i, Kaua'i,
and Maui's
Industry, Labor,
and Employment
Markets

Triage Process

Four Components



Interact requests the client send us a set of **recruitment and retention data**.



Interact's researchers and strategists then **analyze the materials** that have been provided and **draft a preliminary set of observations**.

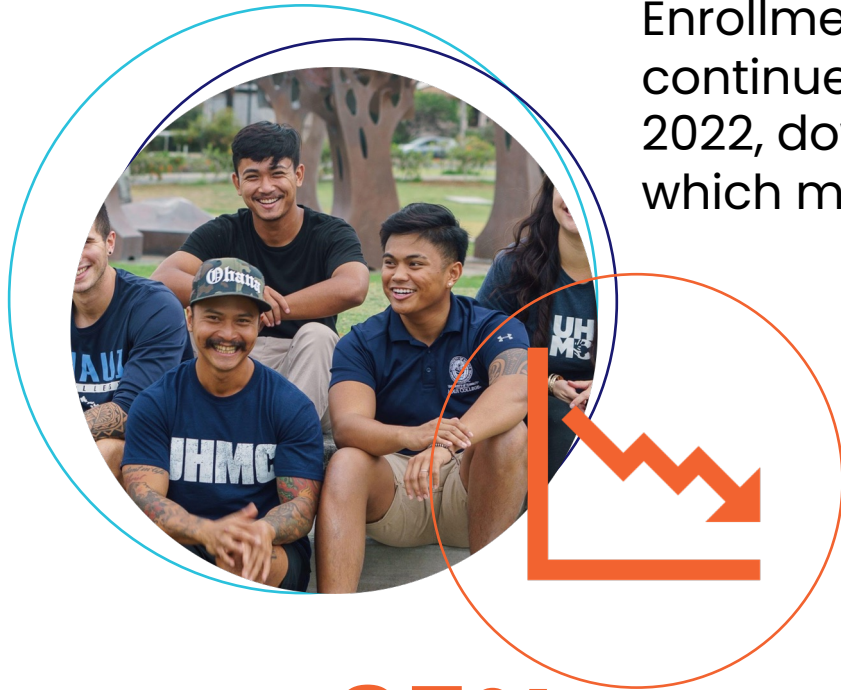


At this point, one of Interact's senior marketing analysts visits with the college for a **deeper discussion** of the issues with college staff. This could be a series of focus groups or interviews.



The marketing strategist then creates a **report that provides a range of recommendations**, many of which the college can undertake on its own. The goal is a set of clear steps that can assist the college in developing solutions.

COVID-19's Impact in Higher Education



Enrollment in colleges and universities continued its steep plunge in spring 2022, down **4.7%** from a year ago, which means **685,000** fewer students.



Because of COVID-related reasons, U.S. colleges and universities have lost **1.3 million students** over the past two years.

85%

of **students** who left due to the pandemic **want to return.**

56%

of **students** who were enrolled prior to the pandemic consider **going back.**

40%

of **first-time students** want to **enroll.**

Framing COVID-19's Impact in Higher Education

Students **AREN'T ENROLLING OR STAYING** in school because ...



they're worried about the **cost**



they have tremendous **stress**



they struggle with heavy **family and work** obligations



they feel **unprepared** academically

Community Colleges and COVID-19



“Community colleges remain by far the most affected sector of higher education. It’s much, much worse than the decline among community college students before the pandemic, where we were seeing a reduction in enrollment of just about 1.5 percent.”

Source: “Spring Enrollment Keeps Slipping”

Inside Higher Ed, March 11, 2021

*“Overall college enrollment in the state shrank 20% over the last decade, but the drop was steeper for **Native Hawaiian men**, with 30% fewer male students enrolled last spring than there were a decade ago.”*

Source: “Fewer Native Hawaiian Men Are Going To College. The Repercussions May Last Generations”

Honolulu Civil Beat, August 29, 2022

Preliminary Findings

Maui College

Enrollment Trends

Maui College

- Fall 2022 enrollment **dropped 25%** since fall 2017
- 53.8% yield rate*
- 44% first-generation
- 75% part-time
- 24.2 average age
- Vulnerable populations
 - Consistent across age/gender/race/ethnicity
 - First-time, part-time

For more detailed information, check the Appendix at the end of this document.

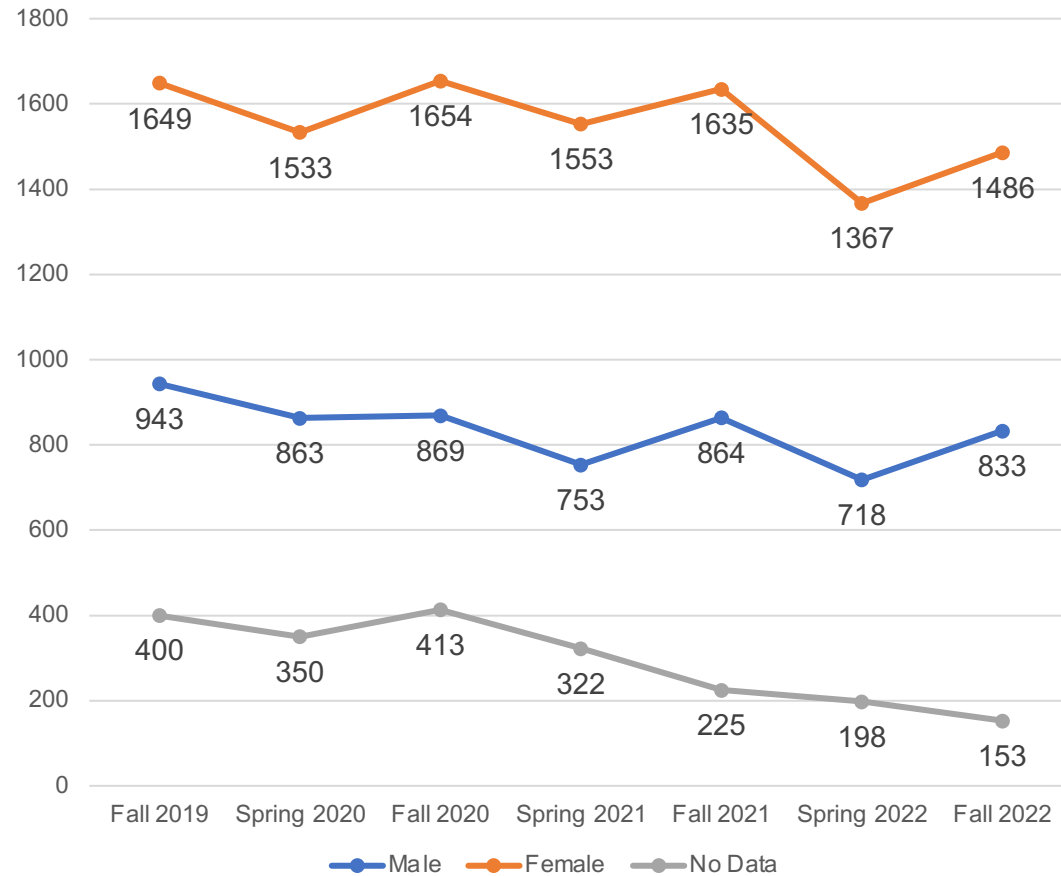


Enrollment Trends Maui College

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	2017-2022 % Change
Enrollments							
Fall	3,302	3,092	2,992	2,936	2,724	2,472	-25
Spring	2,919	2,856	2,753	2,746	2,628	2,283	-22
FTEs							
Fall	1,178 (35.7%)	999	1,006	843	737	609 (24.6%)	-48
Spring	935 (32%)	876	786	715	598	513 (22.5%)	-45

Enrollment Demographics

Aggregated Across-Term Gender Results

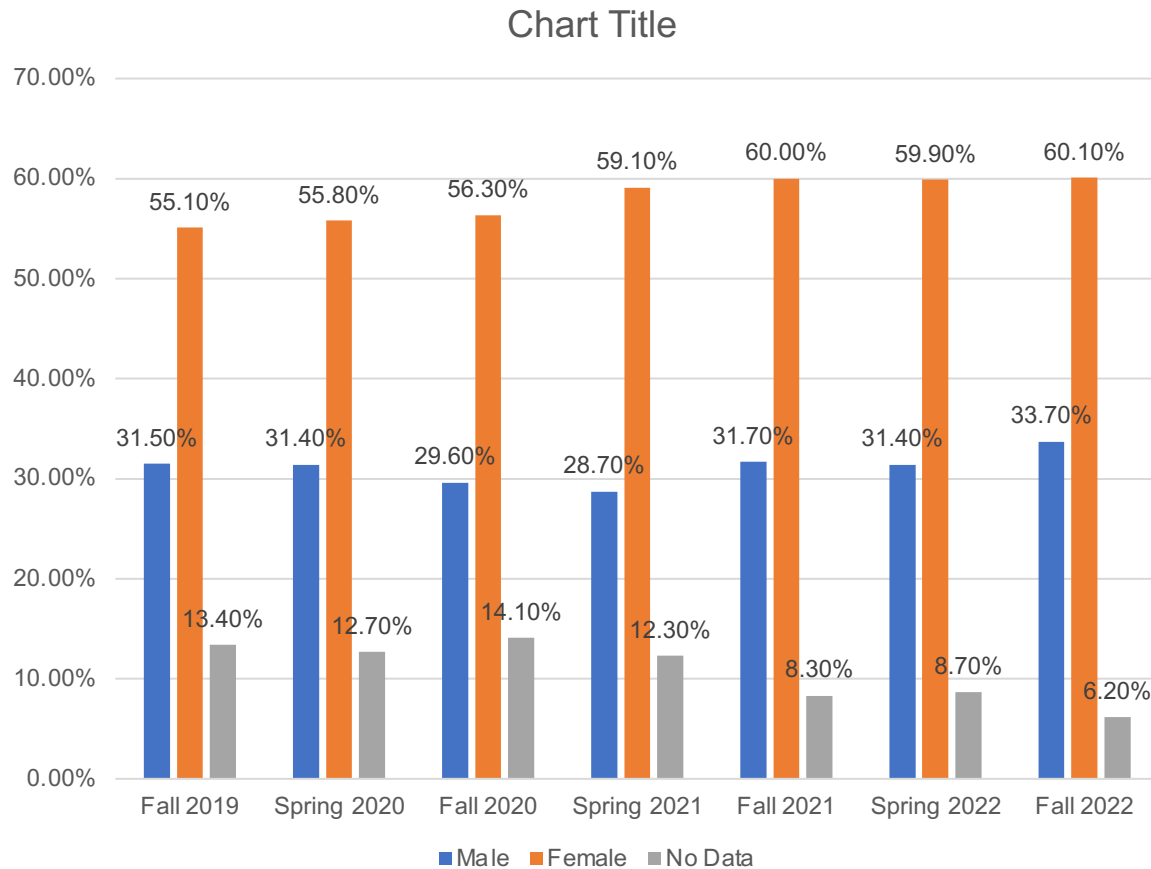


Observations

Female retention from fall 2019 to fall 2022 was 90%.

Male retention from fall 2019 to fall 2022 was 88%.

Percentages of Males and Females Within and across Terms



Observations

Across all terms, substantially more female students enroll compared to male students.

Course Modality Preferences

Maui College

- Clear preference for **12/16-week** courses
- Slight preference for **online** Liberal Arts courses
- Slight preference for **online sync., hybrid, and face-to-face** Technology courses
- Slight preference for **online** Business courses

For more detailed information, check the Appendix at the end of this document.



Failure to Attend and Failure to Return Phone Survey

Maui College

Failure to Attend and Failure to Return

General Impressions

70% of respondents perceive MC as “average” or “above average,” which suggests that MC is perceived as a “GOOD” college.

16% of respondents perceive MC as a below-average college compared to other area colleges.

The features that link these information sources seem to be based on fundamental attributes that make an information source salient and valuable:

- Accessibility/convenience
- Easy to comprehend and understand
- Potential for comprehensiveness (e.g., variety and breadth of information)
- Trustworthiness/credibility

Sources of Information

Online venues



Word of mouth



Personal experience

What Is MC Doing Well?

MC is perceived to be doing well **ACROSS THE MAJOR TOUCHSTONES** that former applicants and former students rely on to navigate the college, especially in terms of **accessing and using the administrative processes** that help them achieve their personal and educational goals.

"The counselors are very hands-on."

"With the pandemic, the college has done an awesome job in accommodating the students."

How Can MC Do Better?



19%

Programs of study was the most frequent response

CONSIDER what programs and specific course offerings may be needed.

"Their degree options are super limited ... bachelor's degrees. There are none" (F2R)



19%

Lack of access to courses and programs

CONSIDER course availability and formats.

"Assortment of times and classes available to individuals with unique and hard schedules" (F2A)



13%

Employee and staff **service**

CONSIDER how staff communicates with potential students, specifically lack of follow-through.

"I think some of the professors need improving" (F2R)



9%

Administrative issues that led to general dissatisfaction with administration and **COVID-19 policies**

CONSIDER how campuswide policies affect students.

"Listening to the community. Policies in particular" (F2A)



5%

Financial reasons such as high tuition costs and lack of financial incentives

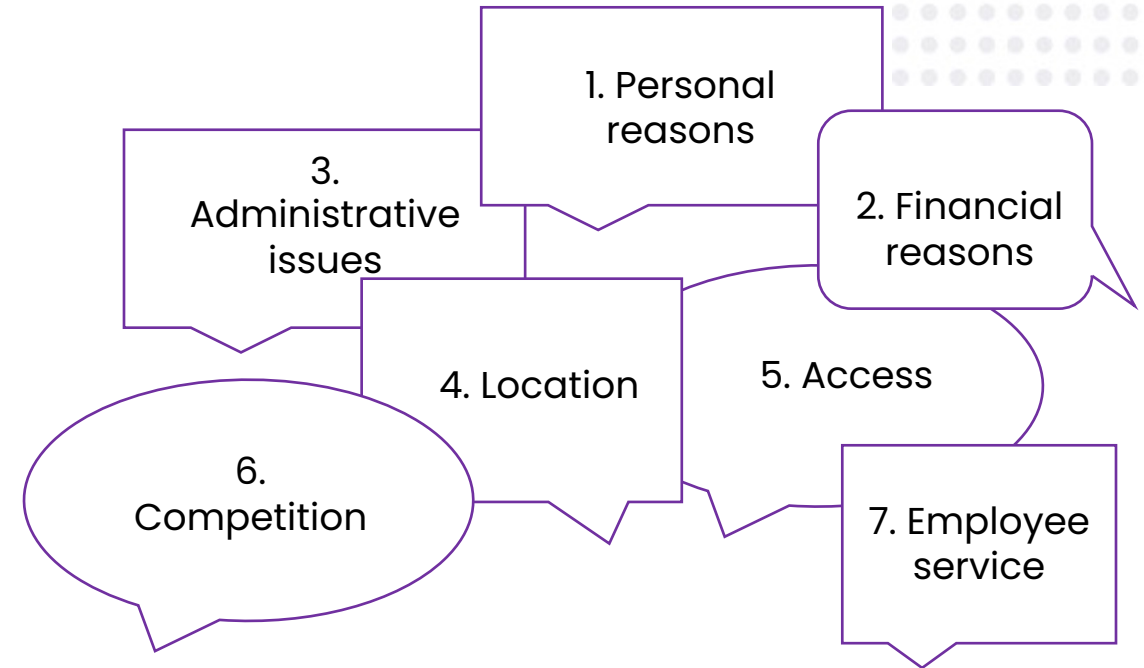
CONSIDER and examine financial aid policies.

"Offering incentives for locals who can't afford college, need childcare, and work" (F2R)

Reasons for Applying to and Attending MC



Reasons for Not Registering and Not Returning to MC



CONSIDER

Make sure that every student is well aware of the wraparound services offered at the moment of application and throughout their onboarding journey.

Effects of COVID-19 on Registration and Enrollment

PSYCHOLOGICAL WELLNESS

- 35% of the respondents reported that **FEELINGS OF SADNESS, DEPRESSION, DISCONNECTEDNESS, AND/OR SOCIAL ISOLATION** did affect their ability and willingness to register and/or to enroll at MC.

FINANCIAL WELLNESS

- 25% of the respondents reported that a **FOOD OR SHELTER INSECURITY** did affect their willingness or ability to register and attend MC. **CONSIDER:** Offering additional housing provisions and/or other housing services may help increase enrollment or retention of lower-income students.
- 41% of respondents reported that their perceptions of their **FINANCIAL WELLNESS** did affect their willingness or ability to register and attend HCC.

SOCIAL BEHAVIOR

- 37% of respondents reported that the impact of COVID-19 on their **SOCIAL BEHAVIOR** did affect their willingness and/or ability to register and attend MC.

CONSIDER: Offering **additional food and/or housing services** could help increase enrollment or retention of lower-income students. **Tuition debt**, compared to other measures of financial wellness, was the only variable found to be statically significant, suggesting that services such as **financial counseling** could help to alleviate student stress originating from the COVID-19 pandemic.

What Can MC Do to Help Former Applicants and Former Students Return?

1.

Design administrative processes so they are easier to access and use. Based on prior responses, **MC'S WEBSITE** and its **ONBOARDING PROCESS** are prime candidates, as are the **FINANCIAL AID APPLICATION** processes.

2.

Provide enhanced/increased **FINANCIAL AID PROGRAMS** for those in need.

3.

Set up and make accessible **PERSONAL ASSISTANCE** for those who are not able to handle administrative processes and/or find themselves in situations they are not able to navigate on their own.

4.

Provide **FLEXIBLE COURSE SCHEDULING** and define, specifically, the programs of study to ensure students are getting what they seek from MC.

What Are Former Applicants and Former Students Doing Now?



WORKING
69%



PURSUING AN EDUCATION AT
A COMPETITOR INSTITUTION
19%

OBSERVATIONS:

- Examination of the **types of work** the respondents reported shows they are **employed across a wide variety of positions** (some well-paid, some not well-paid, some career-oriented, some not career-oriented).
- Of those who are currently working, **many of them could benefit from job-skill and/or career training** at MC to move up in their current job or move to a higher-paying job/career.
- Many of these respondents are potential students, but **will need direct outreach** to help them to return.

Graduate Survey

Hawai'i Community College

Maui College

Kaua'i Community College

Sample Characteristic Demographics

Age

- Average 39
- 67% work full time and understand the value of their skills and experiences.

Gender

- 60% female
- 35% male
- Results may be more relevant to the professions and fields that attract women.

Residency

- 89% were residents of Hawai'i and 76% have lived in the same location for more than four years.

Ethnic Background

- White (32%)
- Native Hawai'ian (26%)
- Results may be more relevant to the professions and fields occupied by white people.

Degree Type

- 69% were seeking an associate degree, and of those, 50% were returning and 42% were first-time students.

Sample Characteristic Demographics

Programs/Degree Sought

- AA/AS 64%
- BA/BS 3%
- Certificate 6%
- Transfer 27%

College

- Hawai'i CC 28 (45%)
- Maui College 26 (42%)
- Kaula'i CC 8 (13%)

What Did They Do After Graduation?

- Work 58%
- Education 36%
- Miscellaneous 6%

Professions

- Construction and technical 28%
- Hotel and restaurant 13%
- Medical and health care 34%
- Service and retail 25%

Skills and Experiences to Prepare Students for a Specific Job and Career

Skills and Experiences

Communication, critical thinking and problem solving, essential skills, leadership, management, multicultural experiences, professional work ethic, real-world and hands-on experiences, state-of-the-art skills, teamwork and collaboration, technical skills, time management

Observations

Across the skills and experiences that the graduates were asked to rate, **all were assessed positively.**

IN EVERY CASE, MOST OF THE GRADUATES INDICATED THAT THEY WERE WELL TRAINED TO COMPLETE SPECIFIC JOBS REQUIRED FOR THEIR PROFESSION OR FIELD.

Conclusions

The **PROGRAMS** offered by the colleges are **WELL DESIGNED** to deliver a broad array of professional skills and experiences (and the **INSTRUCTORS** who teach the skills and expose the students to professional development experiences are perceived by students as **EXPERIENCED PROFESSIONALS**).

Educational and Training Opportunities

Educational and Training Opportunities Observations

Most of the graduates reported that opportunities for apprenticeships, internships, job shadowing, mentorships, on-site training, on-the-job training, and visits to local industries were not offered or available.



This result suggests that in terms of professional training, HCC, KCC, and MC **MAY NOT BE** preparing graduates well for their professional careers.

Most of the graduates reported that meetings with local industry and business professionals were offered or available.



This result suggests that in terms of professional training, HCC, KCC, and MC **MAY BE PREPARING GRADUATES WELL** for their professional careers.

80% of the graduates reported that the educational and training opportunities that were offered or available were useful.

Educational and Training Opportunities



Recommendation

The fact that many of the graduates reported that specific educational and training opportunities were not available or were not offered to them suggests that the colleges **NEED TO EXAMINE THEIR POLICIES AND RESOURCES** to ensure that **all of their students are made aware of the educational and training opportunities** and that the opportunities are available consistently across programs and colleges.

Career Services

Skills and Experiences

Observations

- Most of the graduates reported that assistance developing a LinkedIn profile, career or employment workshops, career skills testing, internship/co-op search assistance, job search assistance, practice interview sessions, and help researching a potential employer WERE NOT OFFERED OR AVAILABLE.
- Most of the graduates reported that career assessments, individual career counseling, and resume writing/reviewing assistance opportunities WERE AVAILABLE.
- Half of the graduates reported that opportunities for preparation for career/networking events and using career center job listings WERE OFFERED OR AVAILABLE.



In terms of professional training, HCC, KCC, and MC MAY NOT BE PREPARING GRADUATES WELL for their professional careers.

69% of the graduates reported that the career services offered or made available by the colleges were GOOD TO EXCELLENT.

Career Services



Recommendations

The fact that many of the graduates reported that specific career services were not available and/or were not offered to them suggests that the colleges **NEED TO EXAMINE THEIR POLICIES AND RESOURCES** to ensure that **all of their students are made aware of the career services** and that these services are available consistently across programs and colleges.

What Are the Colleges Doing Well?



Most of the graduates reported that the colleges are **DOING VERY WELL** in terms of **training students to be competent** within their chosen jobs and/or fields, meaning the colleges are preparing students for the tasks and demands of their jobs and/or fields.



The fact that the **"STAFF"** category is low may be a product of **graduates not being aware** of or not linking the behind-the-scenes administrative planning and work that goes into designing and setting up programs to deliver the educational and training services to students to prepare them for specific jobs and/or careers.

What Do the Colleges Need to Improve?



STAFF: Many of the graduates thought that staff may need additional training and/or updated skill sets, or that additional staff may be needed to meet demand.



COLLEGE/PROGRAM and PROFESSION: Most of the graduates reported that specific programs and their associated administration may need to be updated and/or revised to train students better.

Some of the graduates reported that programs needed more resources and attention or were somewhat out of touch with the realities and demands of the profession.

General Recommendations

Keep doing what you are doing in terms of providing professional training and educational opportunities for students.

The sample of graduates who completed this survey believe that the colleges that they attended prepared them well for their professions.

Promote internal professional development opportunities and career services more heavily and across more platforms.

Simply placing this information on the college website is not effective. Faculty and staff need to announce these opportunities and services and they need to be embedded into course syllabi.

Set up **professional training** opportunities for faculty/staff.

Routine retreats and professional development programs may be needed.

Do more **outreach** with local businesses to build bridges and the social infrastructure to place graduates.

It may be a promotional problem.

Employee Survey: COVID-19 Mitigation Procedures and Their Perceived Effects on Student Success, Health, and Financial Well-Being

Hawai'i Community College

Maui College

Kaua'i Community College

Sample Characteristic Demographics

- 113 EMPLOYEES across the three colleges:
- HCC (N = 37; 33%)
- KCC (N = 24; 21%)
- **MC (N = 45; 40%)**
- Seven (6%) respondents did not respond to the college prompt.
- Most respondents were faculty and staff (N = 104; 92%).

Gender

- **More female employees** (N = 68; 60%) than male employees (N = 33; 29%) completed the survey.
- Four (4%) respondents indicated that they identify as LGBTQ+.
- Eight (7%) respondents did not provide their gender identity.

Ethnic Background

- The two most prominent races/ethnicities were:
- **White** (N = 32; 28%)
- Native Hawai'ian (N = 25; 22%)

Age

- The average age was 52 (range = 26 to 79).

Effects of COVID-19 Mitigation Procedures on Student Success

Sections


- Pivot to online instruction.
- Increase online course availability and access.
- Alternate instructional modalities (hybrid courses).
- Social distancing.
- Mask mandate.
- Vaccine mandate.

Each COVID-19 mitigation procedure section below is composed of four student-centered measures:

- Comprehension
- Engagement
- Success
- Quality of design and delivery of course

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #1: Pivot to online instruction




Success metric	Perceived decrease	Perceived increase
Comprehension	87%	13%
Engagement	89%	11%
Success	90%	10%
Quality of course	64%	36%

Observations

- Most faculty and staff noticed a **NEGATIVE CHANGE IN STUDENT PERFORMANCE AND SUCCESS** after the pivot to online instruction.
- This suggests that most students did not fare well in response to the pivot to online instruction.
- There was a significant **PERCEIVED DECREASE IN COURSE QUALITY** associated with the pivot to online instruction compared to those who perceived an increase in course quality.

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #2: Increase online course availability and access



Success metric	Perceived decrease	Perceived increase
Comprehension	83%	17%
Engagement	89%	11%
Success	86%	14%
Quality of course	54%	46%

Observations

- Most faculty and staff noticed the **NEGATIVE CHANGE IN STUDENT PERFORMANCE AND SUCCESS** after the increase in online course availability and access.
- This suggests that most students did not fare well in response to the increase in online course availability and access.
- There was no significant perceived decrease in course quality associated with the increase in online course availability and access compared to those who perceived an increase in course quality.

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #3: Alternate instructional modalities (hybrid courses)


Success metric	Perceived decrease	Perceived increase
Comprehension	51%	49%
Engagement	55%	45%
Success	56%	44%
Quality of course	43%	57%

Observations

- **PERCEPTIONS WERE MIXED.** Some noticed negative changes in students, some noticed positive changes in students.
- This suggests that many students did not fare well in response to the addition of alternative instructional modalities (on average, **54% OF THE FACULTY AND STAFF REPORTED NEGATIVE EFFECTS**).
- There was no significant perceived decrease in course quality associated with the addition of alternate instructional modalities compared to those who perceived an increase in course quality.

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #4: Social distancing



Success metric	Perceived decrease	Perceived increase
Comprehension	93%	7%
Engagement	92%	8%
Success	91%	9%
Quality of course	80%	20%

Observations


- Most faculty and staff noticed the **NEGATIVE CHANGE IN STUDENT PERFORMANCE AND SUCCESS** associated with social distancing.

- This suggests that many **STUDENTS DID NOT FARE WELL** in response to social distancing.

- There was a significant perceived decrease in course quality associated with social distancing among those who perceived negative effects compared to those who perceived positive effects (keeping in mind that many of the faculty and staff [47%] reported that they did not associate positive or negative effects with social distancing).

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #5: Mask mandate



Success metric	Perceived decrease	Perceived increase
Comprehension	87%	13%
Engagement	92%	8%
Success	83%	17%
Quality of course	82%	18%

Observations


- Many faculty and staff noticed the **NEGATIVE CHANGE IN STUDENT PERFORMANCE** and success after the mask mandate was implemented.

- This suggests that many students **DID NOT FARE WELL** in response to the mask mandate.

- There was a significant perceived decrease in course quality associated with the mask mandate among those who perceived negative effects compared to those who perceived positive effects (keeping in mind that most of the faculty and staff [55%] reported that they did not associate positive or negative effects with the mask mandate).

Effects of COVID-19 Mitigation Procedures on Student Success

Mitigation procedure #6: Vaccine mandate



Success metric	Perceived decrease	Perceived increase
Comprehension	68%	32%
Engagement	67%	33%
Success	65%	35%
Quality of course	65%	35%

Observations

- Many faculty and staff noticed a **NEGATIVE CHANGE IN STUDENT PERFORMANCE AND SUCCESS** after the vaccine mandate was implemented.
- This suggests that many students **DID NOT FARE WELL** in response to the vaccine mandate.
- There was a significant perceived decrease in course quality associated with the vaccine mandate among those who perceived negative effects compared to those who perceived positive effects (keeping in mind that most of the faculty and staff [58%] reported that they did not associate positive or negative effects with the vaccine mandate).

Effects of COVID-19 Mitigation Procedures on Student Success

Comparative Effects on Student Success Across Mitigation Procedures

The two most harmful mitigation procedures were “pivot to online” and “social distancing.”

Two mitigation procedures were somewhat harmful, “increase access to online courses” and “mask mandate.”


The least harmful mitigation procedures were “alternate modalities” and “vaccine mandate.”

Recommendations

Understanding why the pivot to online and social distancing policies were associated with potentially disruptive effects on student performance should be considered to avoid and mitigate these effects in the event that similar mitigation actions need to be implemented in the future.

Effects of COVID-19 Mitigation Procedures on Student Success

Perceived Negative Effects of COVID-19 Mitigation Procedures on Student Health



Health metric	"Small" to "Some"	"Substantial" to "Extraordinary"
1. Student physical	47%	53%
2. Student mental	37%	63%
3. Student social	25%	75%


Observations

Many of the faculty and staff reported that they perceived that **STUDENT HEALTH WAS AFFECTED NEGATIVELY** ("small" to "extraordinary") by the COVID-19 mandates (fewer reported that they perceived no effects or did not know).

These results suggest that consideration of the **health effects of campuswide mandates** such as the COVID-19 mandates should be taken into account and policies and practices need to be put in place to mitigate these potential health effects.

Effects of COVID-19 Mitigation Procedures on Student Success

Perceived Negative Effects of COVID-19 Mitigation Procedures on Student Financial Well-Being



Financial well-being metric	"Small" to "Some"	"Substantial" to "Extraordinary"
Financial well-being	32%	68%
Ability to pay tuition, fees, and books	42%	58%
Ability to pay for food	46%	54%
Ability to pay housing costs	42%	58%
Ability to pay family needs	42%	58%
Ability to pay transportation costs	50%	50%

Observations

Many of the faculty and staff reported that they perceived that student **FINANCIAL WELL-BEING WAS AFFECTED NEGATIVELY** ("small" to "extraordinary") by the COVID-19 mandates (keeping in mind that about as many reported that they did not know).

Consideration of the **financial effects of campuswide mandates** such as the COVID-19 mandates should be taken into account and policies and practices need to be put in place to mitigate these potential financial effects.

Faculty and Staff Perceptions Pivoting to Online Instruction

Faculty and Staff Focus Groups

General Perceptions

- **High school students** were the ones most challenged with the pivot to online education.
- **Recruiting** new students, especially high school students, was a struggle. Decrease in standardized tests. Some are not aware of financial aid.
- Students would benefit from receiving more **direct communications** from the college through different media. People "on the ground" are the ones that make a difference.
- Going 100% online feels very transactional.
- Big learning curve in learning how to use technology
- Access to a computer and/or to Wi-Fi continues to be a challenge for students.
- Student preference went to asynchronous classes. Many students chose to continue with online classes, but some did not persist due to a number of obstacles.
- Tutors did a great job in helping students, but not many students requested this service.
- **Need for offering more stackable certificates.** Building this pathway is currently a challenge.

Mental Health Issues/Concerns:

- Sharp increase in mental health needs with the onset of the pandemic. Some suicidal students. Panic attacks across all ages.
- Some negative interactions were observed in class after the vaccination and mask mandates.
- Some issues with domestic violence were brought up by students.
- Need to focus on both student and employee wellness.

Financial Aid Students

- Some struggled with overtime work, others lost their jobs. Many of them struggled with technology.
- Many students decided to go to work and not enrolling in college.

English

- Preference noted for print books and print materials even if students were able to access digital materials.

TRIO Program

- Higher engagement among parents, adult learners was noted
- Through this program, college was able to help students in a more convenient and flexible environment.

Specific and Aggregated Effects of COVID-19 Mitigation Procedures on Student Success — General Recommendations

Although the **COVID-19 PANDEMIC** and the resulting mandates are a historical anomaly, they do point up underlying issues to consider moving forward.

How to design and implement large-scale changes to existing policies and procedures

How to communicate to the student body changes in policies and procedures in ways that reduce anxiety and secure a high level of compliance

How to set up and secure the roles that faculty and staff need to take to ease the transition into the new state of being for students and staff.

In addition to message design principles, setting up support networks and an infrastructure to guide the change are also critical considerations:

Setting up an information center for FAQs may be important, especially if the changes require immediate and large-scale compliance.

Selecting specific people to be “on point” to manage and handle incoming requests is likely to be an effective information management approach.

Publishing timelines, schedules, and rationales that explain how the changes are needed and why is also important.

Specific and Aggregated Effects of COVID-19 Mitigation Procedures on Student Success — General Recommendations

SOCIAL PSYCHOLOGICAL THEORY suggests that using the principles of persuasion and social influence may be effective in reducing anxiety and gaining compliance.

- Select trusted and known spokespersons to roll out the change messages to the target audiences on a regular basis.
- Associate the change messages with each spokesperson's image to give the context of the messages and to situate them within the specific environments that are being affected by the changes.
- Craft the change messages in ways that promote immediate and easy understanding using images and simple language when appropriate.
- Fine-tune the messages for specific audiences as much as possible.
- Monitor the effectiveness and modify the messages as needed to ensure that their underlying themes and calls to action are understood and can be enacted.

Perceived Negative Effects of COVID-19 Mitigation Procedures on Student Health and Financial Well-Being

General Recommendations

Given the potential health and financial effects that the COVID-19 pandemic posed on students, [developing and offering additional academic guidance and health and financial counseling services for students](#) would likely serve to assist them to remain on course in their degree programs and potentially lessen the propensity to stop out.

[Adding local, county, and state support services information to each college's website](#) would also likely be a valuable addition to support and assist students.

The way that campus- and systemwide mandates are designed, implemented, and framed will affect the extent to which they are accepted, adhered to, and/or perceived as "threats" that interfere with established behavior or as "safety guidelines" that protect established behavior.

Using principles of social psychology, marketing, and public relations will aid in the design and implementation of campus- and systemwide mandates.

Associate campus- and systemwide mandates with trusted and credible sources.

Disseminate campus- and systemwide mandates widely and on a regular basis.

Hawai'i Environmental Scan Analysis of the State of Hawai'i and the Counties of Hawai'i, Kaua'i, and Maui's Industry, Labor, and Employment Markets

Hawai'i Community College

Maui College

Kaua'i Community College

USA and Hawai'i: Employment Distributions

Employment Distribution by Major Industry: Hawai'i vs. USA

Employment sector	USA	Hawai'i
Health care	14.0%	11.6%
Manufacturing	10.2%	2.8%
Professional/scientific	7.2%	5.3%
Finance/insurance	4.6%	3.3%
Real estate/rental/leasing	2.0%	3.4%
Construction	6.7%	7.7%
Public administration	4.6%	8.6%
Accommodation	7.5%	14.4%

Occupations are projected to experience significant growth across the 2018–2028 time frame. The top seven occupations include positions within the health care sector:

Occupations	Projected growth
Personal care aides	36.0%
Home health aides	33.9%
Physician assistants	26.6%
Nurse practitioners	24.6%
Health specialties teachers	21.8%
Psychiatric technicians	21.5%
Counselors	21.3%

Hawai'i: Overall Employment Projections (2018–2028)

Employment sector	Projected growth	Number of positions to be added
Health care	14.6%	10,870
Management	10.1%	890
Food services	7.6%	5240
Construction	6.6%	2350
Transportation/warehousing	5.2%	1520
Admin./waste management	3.1%	1500

USA and Hawai'i: Employment Distributions

Hawai'i: Employment Distribution by Education Level (2018-2028)

Given that the largest share of the projected job openings are within the **lower educational categories** (high school diploma and no formal educational credential), the expected job growth is likely to be in **LOWER-LEVEL SERVICE INDUSTRIES** such as **FOOD SERVICE** work and **LOWER-WAGE HEALTH CARE** work.

ASSOCIATE DEGREES are prominently represented **across all of the employment sectors**, suggesting that this level of educational attainment holds currency for a wide range of employment positions and/or professions.

Gender

Overall, the **GENDER BREAKDOWNS ARE EXPECTED** within specific industries.

These “gendered” employment roles present opportunities for community colleges to **develop programs that target a broader array of students to explore career opportunities in nontraditional employment tracks** (e.g., women into construction jobs, men into health care jobs).

Employment Distribution by Generation (2015-2019)

Millennials (33%)

Gen Xers (32.9%)

Baby boomers (27.8%)

Within the next decade, it is very likely that Gen Zers will overtake Gen Xers and baby boomers as the dominant cohort in the labor force.

Make marketing to **Gen Zers** an important consideration when designing a long-term marketing plan.

Employment Distribution by Ethnicity (2015-2019)

WHITE PEOPLE, ASIANS, AND “OTHERS” (including multiracial) are represented heavily across most of the **industry sectors**, with relatively few Native Hawaiians occupying positions within and across specific employment sectors.

The top three employment sectors occupied by the largest percentage of **Native Hawaiians** include **retail trade (11.7%), accommodation and food services (11.2%), and construction (10.6%)**.

This presents opportunities for community colleges to **market to Native Hawaiians outside of current employment roles**, such as in the professional, scientific, and technical services sector, where only 2.3% of those employed in these areas are Native Hawaiian.

USA and Hawai'i: Employment Distributions

USA and Hawai'i: Wage Distribution (2015-2019)

As employment positions become more specialized and professional/technical in nature, the required educational level needed to be successful in the positions increases.

Employment sector	USA	Hawai'i
1. Professional/scientific	\$96,821	\$78,967
2. Finance/insurance	\$92,253	\$70,967
3. Information	\$86,224	\$68,425
4. Wholesale	\$67,704	\$55,084
5. Real estate	\$66,388	\$55,994
6. Accommodation	\$32,919	\$42,202
7. Agricultural	\$36,360	\$43,087
8. Construction	\$54,456	\$65,257
9. Health care	\$60,872	\$68,349
Wage average	\$65,994	\$54,833

The average annual wage differential across the nine employment sectors presented above is **\$11,161 per year** ($\$65,994 - \$54,833 = \$11,161$).

Over the course of a **30-year career**, this differential means that **HAWAIIANS ARE PAID \$334,830 LESS** than their mainland counterparts.

Comparing the lower-wage industries to the higher-wage industries suggests that acquiring postsecondary training and seeking employment in one of the five higher-wage industries listed above could result in an annual salary that is **\$35,601 higher than an average annual salary within the lower-wage industries** (avg. \$72,416 – avg. \$36,815 = \$35,601).

Over a working lifetime (**30 years**), this wage differential adds up to an additional **\$1,068,030** in paid wages ($\$35,601 * 30 = \$1,068,030$), well worth the cost of acquiring postsecondary training and/or a higher-education degree.

USA and Hawai'i: Employment Distributions

Hawai'i: Wage Distribution by Race/Ethnicity (2015–2019)

Employment sector	White people	Asians	Hawaiians
Utilities	\$114,382	\$79,941	\$63,871
Wholesale trade	\$83,603	\$47,336	\$35,772
Finance and insurance	\$93,482	\$68,990	\$50,765
Professional/scientific	\$86,402	\$71,340	\$38,801
Health care	\$79,382	\$65,864	\$47,161
Wage average	\$91,450	\$66,694	\$47,274

Comparing these five industries across the three race/ethnic categories shows that, on average, white people earn \$91,450, Asians earn \$66,694, and Native Hawaiians earn \$47,274, suggesting that **NATIVE HAWAIIANS EARN \$44,176 LESS PER YEAR** than white people (over a 30-year working career, this wage differential equals **\$1,325,280**).

USA and Hawai'i: Employment Distributions

Hawai'i: Educational Level and Employment (2020)

- For **LESS THAN A HIGH SCHOOL EDUCATION**, the majority of the positions that are likely to be available include **manual and skilled laborers** such as **construction workers, bartenders, lifeguards, and roofers**.
- For **POST-SECONDARY OR SOME COLLEGE**, the types of positions that are likely to be available include **manual and skilled labor, technical, and office positions** such as **truck drivers, massage therapists, firefighters, EMTs/paramedics, and surgical technologists**.
- For the **ASSOCIATE DEGREE EDUCATIONAL LEVEL**, the types of positions that are likely to be available are focused on **professional and office-oriented positions** such as **paralegals, dental hygienists, web developers, and medical technologists**.
- For the **BACHELOR'S DEGREE EDUCATIONAL LEVEL**, the types of positions that are likely to be available are focused on **professional and office-oriented positions and management positions** such as **operations managers, registered nurses, accountants, financial managers, social workers, loan officers, counselors, managers, and educators**.

The **TOP THREE INDUSTRIES** with the largest employment in Hawai'i are:

- Accommodation and food services (14.4%)
- Health care and social assistance (11.6%)
- Retail trade (11.1%)

Hawai'i Environmental Scan Analysis of County of Maui's Industry, Labor, and Employment Markets

Maui College

Maui County: Short- and Long-Term Employment Prospects (2018–2028)

HEALTH CARE, FOOD SERVICES, AND CONSTRUCTION SECTORS

4.7% overall job growth rate (4,080 new jobs) expected by 2028

Four employment sectors are expected to experience double-digit growth rates by 2028:

- HEALTH CARE 16.3%; 1,240 new jobs expected
- CONSTRUCTION 16.4%; 650 new jobs expected
- TRANSPORTATION AND WAREHOUSING 13.4%; 520 new jobs expected
- WHOLESALE TRADE 10.1%; 160 new jobs expected

Maui County is expected to experience 11,640 JOB OPENINGS by 2028 in:

- FOOD SERVICES 2,780 openings
- SALES AND RELATED SERVICES 1,500 openings
- OFFICE AND ADMINISTRATIVE SUPPORT 1,170 openings
- BUILDING AND GROUNDS CLEANING AND MAINTENANCE 1,070 openings

Recommendations

Given these employment projections, Maui College may need to examine its professional training programs within these employment sectors to assess its ability to meet this projected labor demand. **Special emphasis should be placed on those professional training programs that require an updated curriculum and/or facilities.**

Maui County: Short- and Long-Term Employment Prospects (2018–2028)

Maui County: Education Level and Job Opportunities (2021)

- There are relatively few employment opportunities available for those with postsecondary/some college or an associate degree.
- Most of the job opportunities are found at the high school and bachelor's degree levels.
- These results are perplexing given the breadth and scope of the program offerings available at Maui College.

These findings do suggest that Maui College may need to PROMOTE ITS PROGRAM OFFERINGS HEAVILY TO HAWAII'S STATE DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS OR RESEARCH STATISTICS OFFICE, or undertake an investigation to understand why so few job opportunities are listed under associate degree.

Recommendations

Target the projected job opportunities for those with less than a high school diploma and those with a high school diploma and promote professional training at the certification levels or convert these individuals into associate degree programs, especially for the skilled trades. This may be a longer-term marketing and promotional effort because it may involve culture change.

Promote the college's transfer programs to capture students who desire to move to a four-year institution.

Employer Needs Surveys

Hawai'i Community College

Maui College

Kaua'i Community College

General Employer Needs

1-3 YEARS,
IMMEDIATE

Employers reported that they need to hire workers within the next 1-3 years (it is very likely that this need is immediate, suggesting that **colleges can use the need to promote their programs and offerings, and their career placement services**).

SALES, SERVICE AND RETAIL
SECTORS

Many of these workers are in the sales, service, and retail sectors, suggesting that **local community colleges may be able to train many of them via certificate programs, short-term training, and stackable credentials**.

PROFESSIONAL, SCIENTIFIC,
TECHNICAL, CONSTRUCTION

Employers also reported that they need more workers in the professional, scientific, technical, and construction sectors, suggesting that **local community colleges may be able to train these workers via associate degrees or via recertification programs**.

Educational Level Needed

LESS THAN HIGH SCHOOL OR HIGH SCHOOL DIPLOMA

Less than a high school diploma to four-year degrees, with a majority reporting **(62%)** that potential employees need only a high school diploma (or less) to be hired at their company.

*These positions are low-wage positions.

*Potentially detrimental to the economic growth of the state and local communities.

CERTIFICATE OR ASSOCIATE DEGREE

17% of the employers reported that potential employees need a certificate or an associate degree to be hired at their company.

BA/BS DEGREE

12% of the employers reported that potential employees need a BA/BS degree to be hired at their company.

Next Steps

Outreach

Develop a business advisory council to provide insight into meeting the needs of local businesses.

Create a comprehensive outreach plan for the business community, including regular communications, hosting partnership events, and support for career placement.

Strategic development

Develop relevant courses/programs to meet the specific needs of local businesses.

Develop a comprehensive marketing campaign to educate employers about the colleges' offerings and services.

Investigate partnerships with state and local workforce development agencies.

Implement marketing campaign that targets working adults to promote job-skill and professional training opportunities.

Overarching Themes and Takeaways

Hawai'i Community College

Maui College

Kaua'i Community College

Themes



Prosperity
and
Resilience



Equity and
Inclusion



Outreach



Developing
partnerships
and
collaboration
s with key
political,
industry, and
resident
stakeholders



Developing
future
vision(s)



A unified
front that
serves the
interests of
all residents
and
employers

Approaches

Do not be “prescriptive.” Instead adopt a “developmental” approach and intent.

Be “participatory” by allowing for bottom-up/ top-down and grassroots participation.

Be “democratic, dynamic, and inclusive” in the types of methods used to recognize the value and importance of different and divergent viewpoints.

Be “accepting and supportive” of the inherent complexity that exists at multiple levels of the process of change.

Be able to “synthesize” a variety of paradigms and approaches including legal frameworks, social frameworks, business frameworks, and cultural frameworks.

Be able to “empower, organize, and mobilize” targeted groups to implement strategic goals.

Takeaways

SOCIAL, ECONOMIC AND CULTURAL CHANGES

The three colleges need to work together, developing a united front, to **implement the social, economic, and cultural changes** that are likely required to change the landscape of labor and industry on regional and local levels.

ENGINES OF ECONOMIC DEVELOPMENT

The three colleges need to be engines of economic development and promote “prosperity for all” and “community investment” initiatives by **supporting local industry and the entrepreneurial functions of communities through employee training, professional development, and targeted recruitment of traditionally disenfranchised populations** into professional training programs.

AGENTS OF SOCIAL CHANGE AND EQUITY

The three colleges need to be “agents of social change” by **promoting and developing economic equity across traditionally disenfranchised groups** (especially racial/ethnic minorities, women, women of color, BIPOC, and immigrants).

Next Steps

1.

Develop an overall brand identity and purpose.

2.

Invest in and develop local communities.

3.

Develop a community-based, equity-driven mission.

4.

Embrace the “prosperity for all” and “economic diversity” set of values and mission.

5.

Be “agents of social change” to promote “equity” and “social justice.”



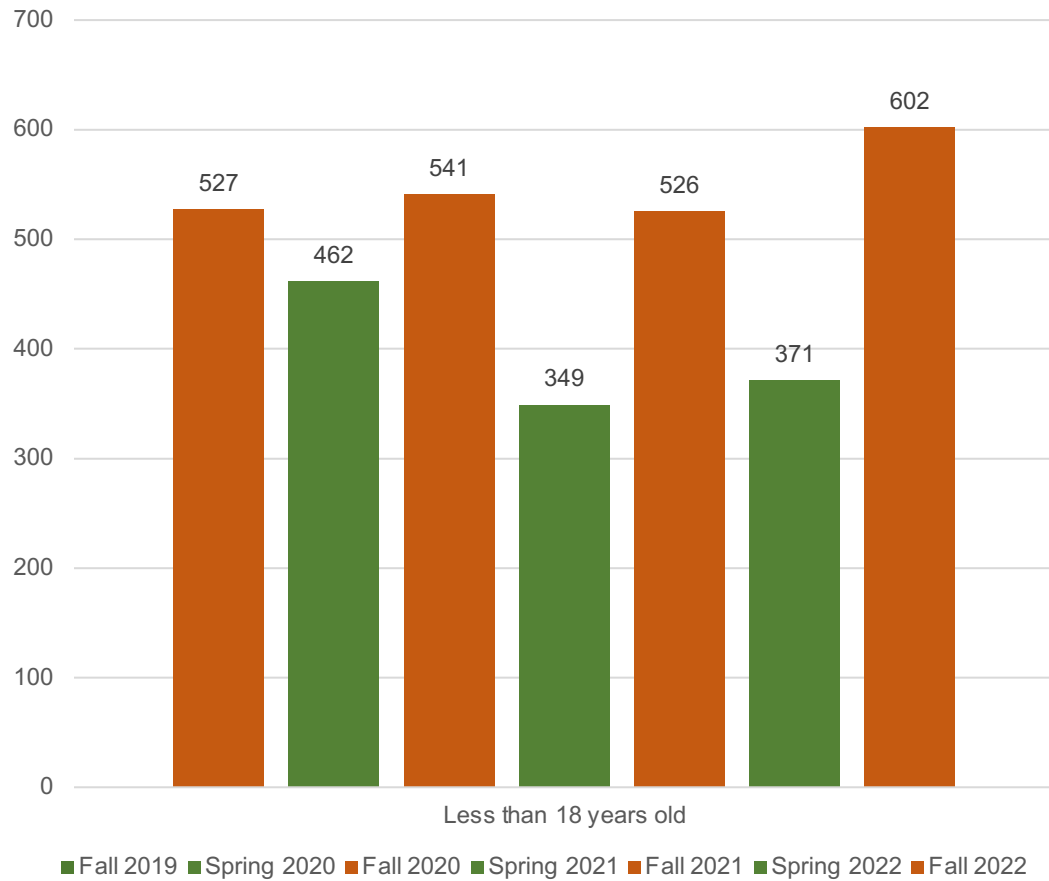
Appendix

Maui College



Age – Working Adult Retention

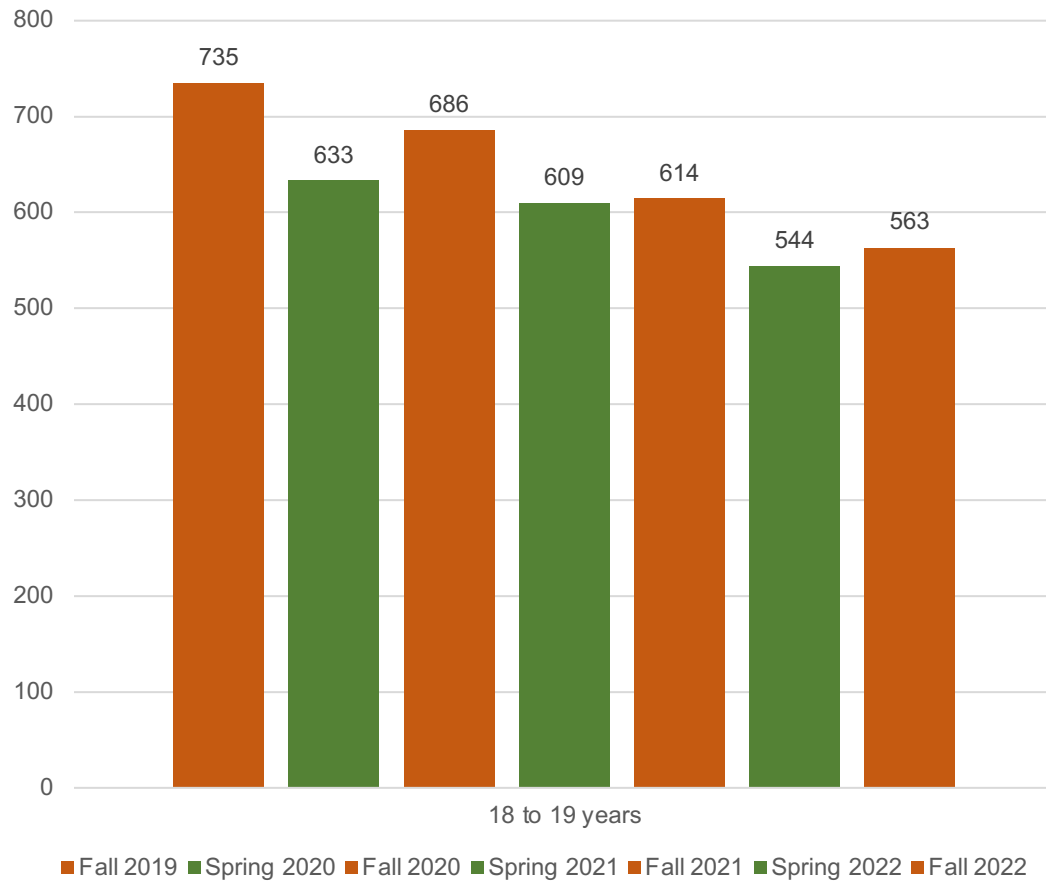
Across-Term Age Results (Less than 18 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
Less than 18 years old	88%	117%	65%	150%	71%	162%

Age – Working Adult Retention

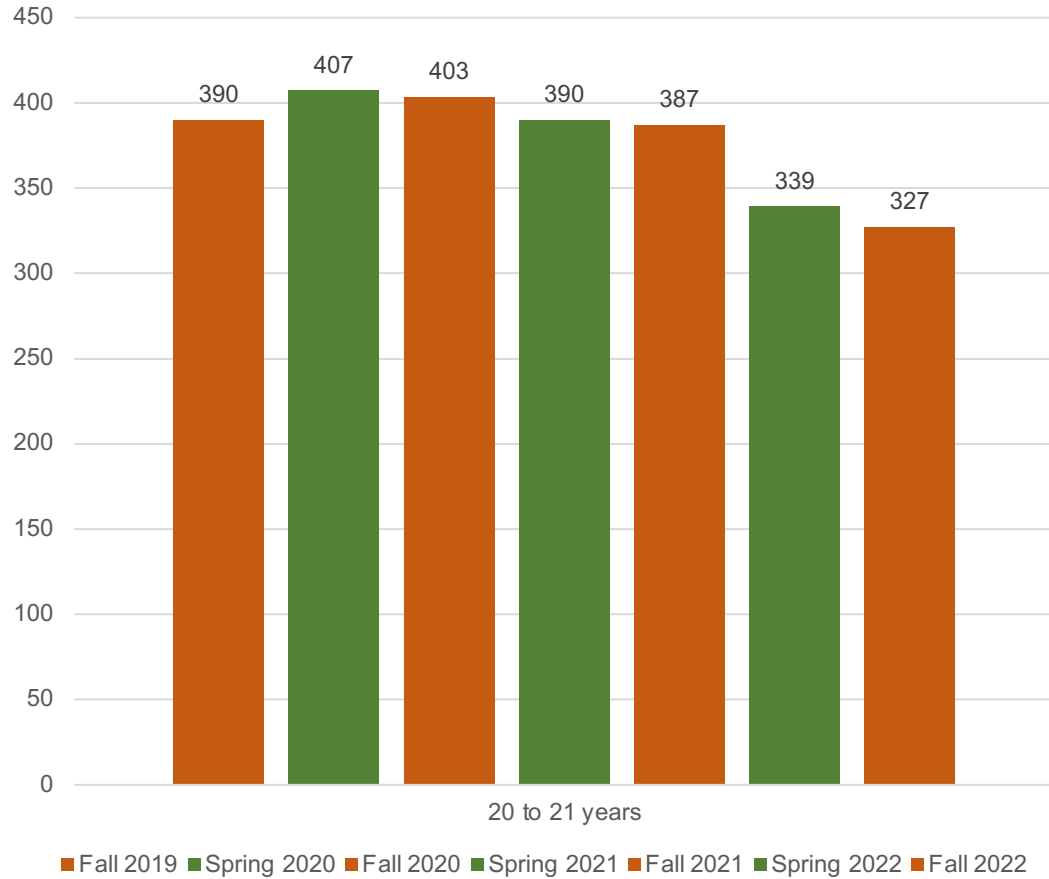
Across-Term Age Results (18 to 19 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
18 to 19 years old	86%	108%	89%	101%	89%	103%

Age – Working Adult Retention

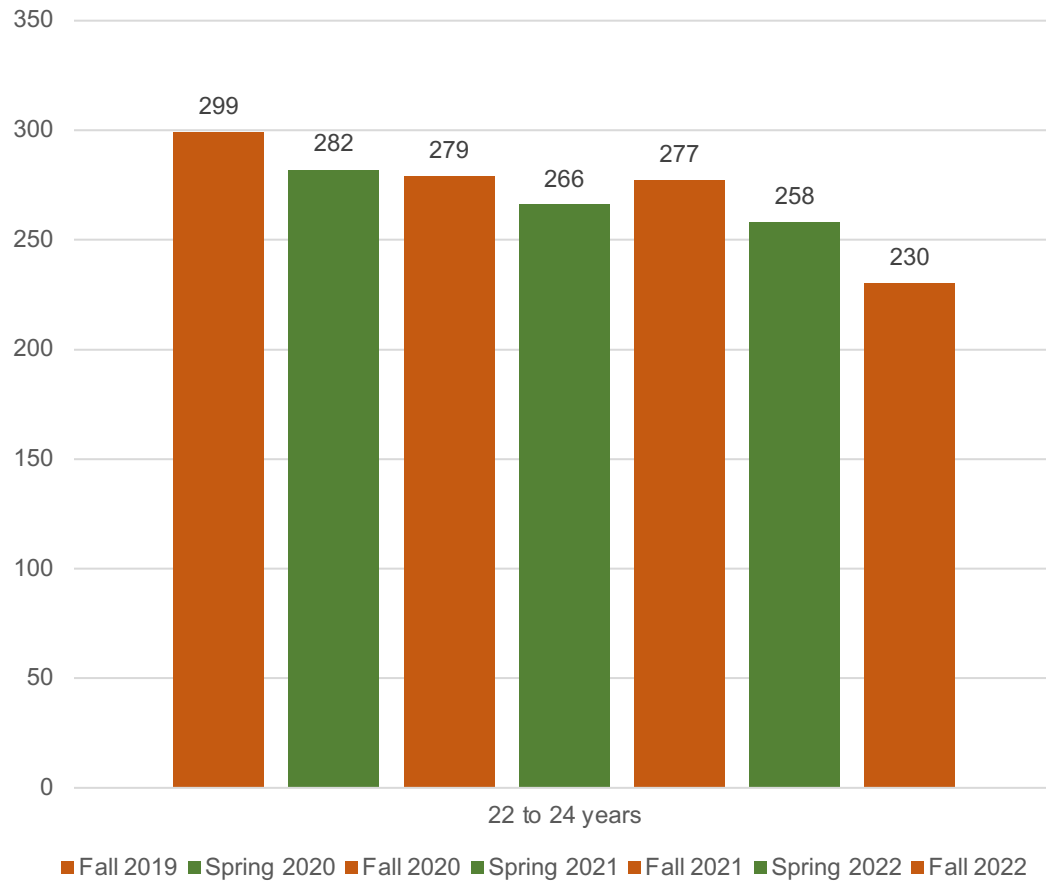
Across-Term Age Results (20 to 21 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
20 to 21 years old	104%	99%	97%	99%	88%	96%

Age – Working Adult Retention

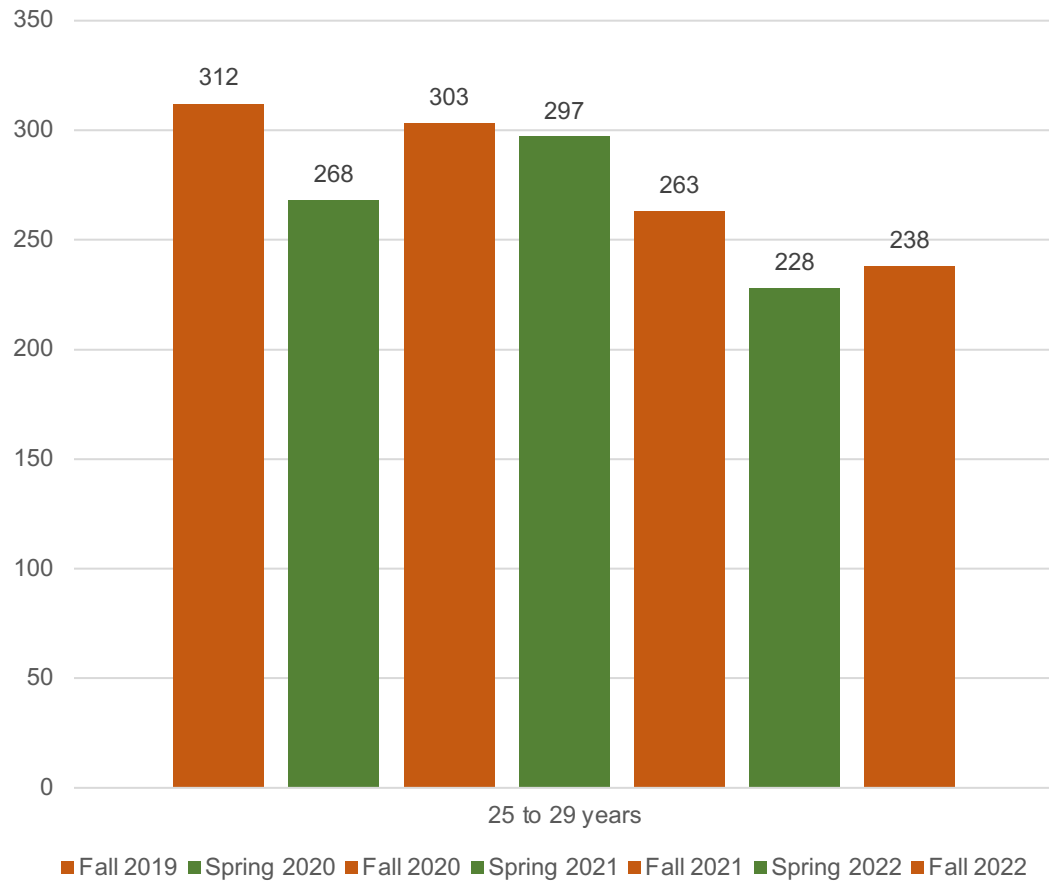
Across-Term Age Results (22 to 24 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
22 to 24 years old	94%	99%	95%	104%	93%	89%

Age – Working Adult Retention

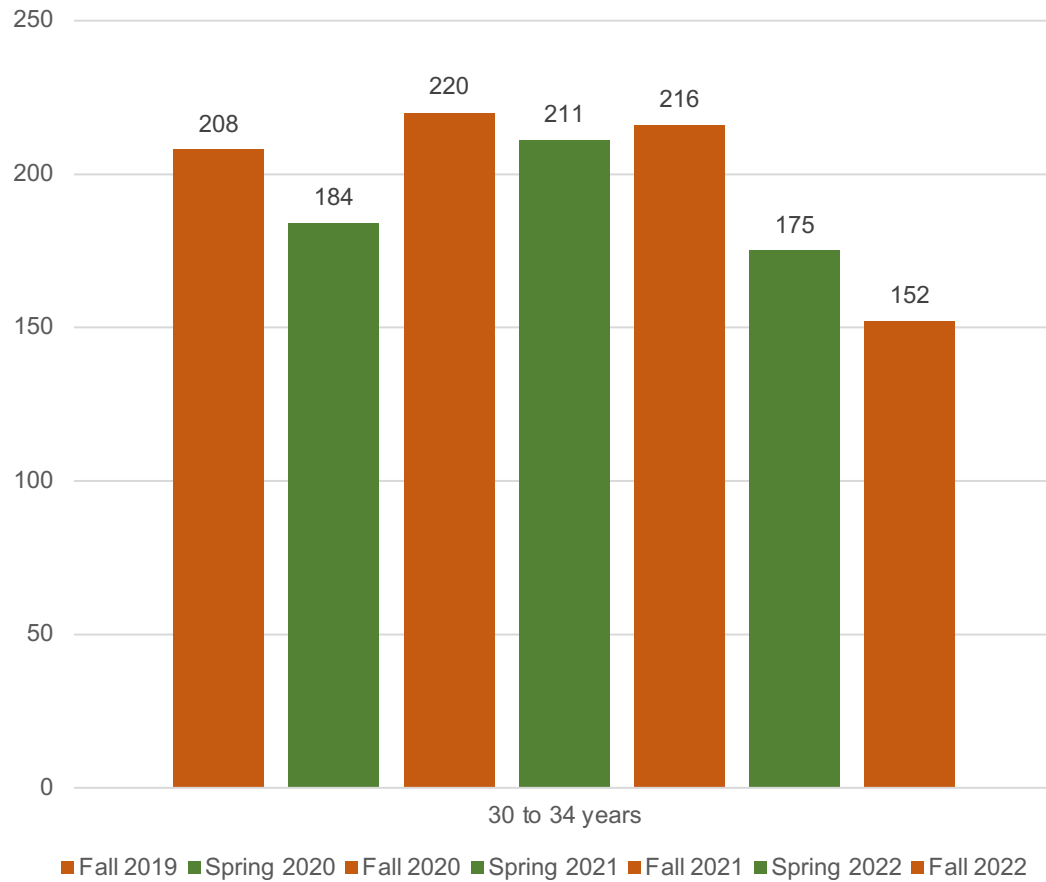
Across-Term Age Results (25 to 29 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
25 to 29 years old	86%	113%	98%	89%	87%	104%

Age – Working Adult Retention

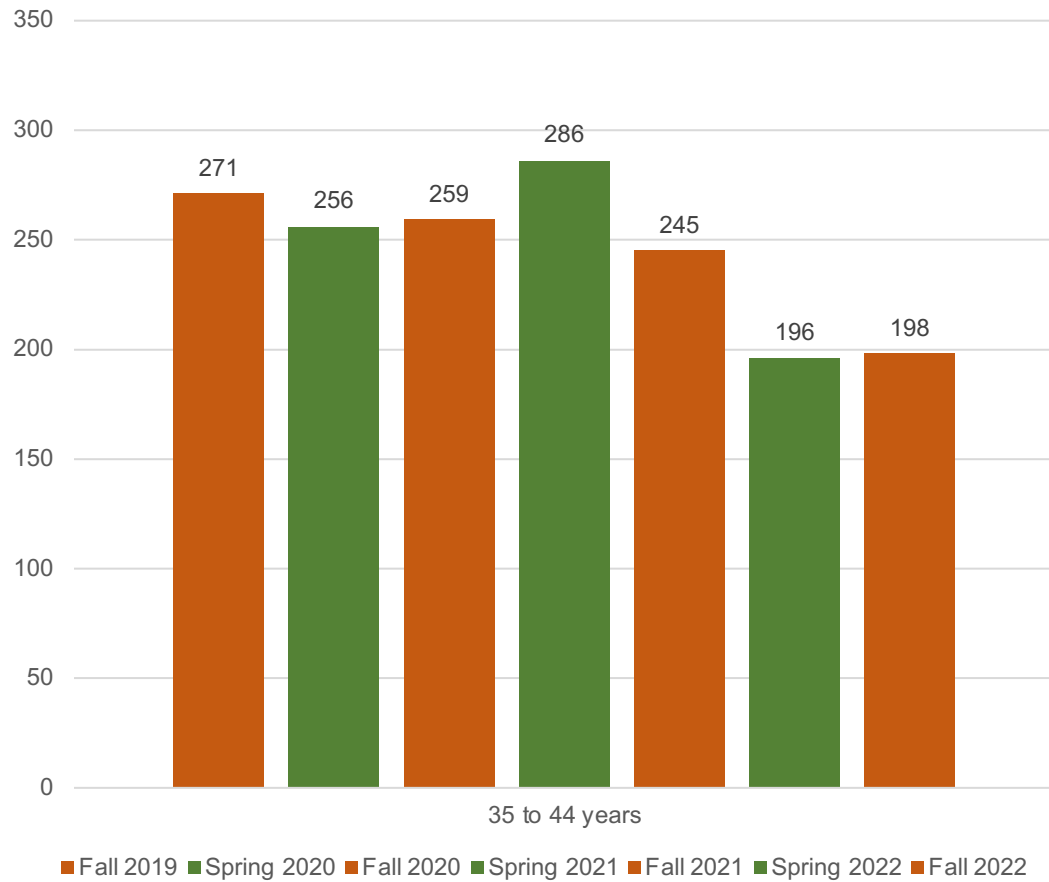
Across-Term Age Results (30 to 34 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
30 to 34 years old	88%	120%	96%	102%	81%	87%

Age – Working Adult Retention

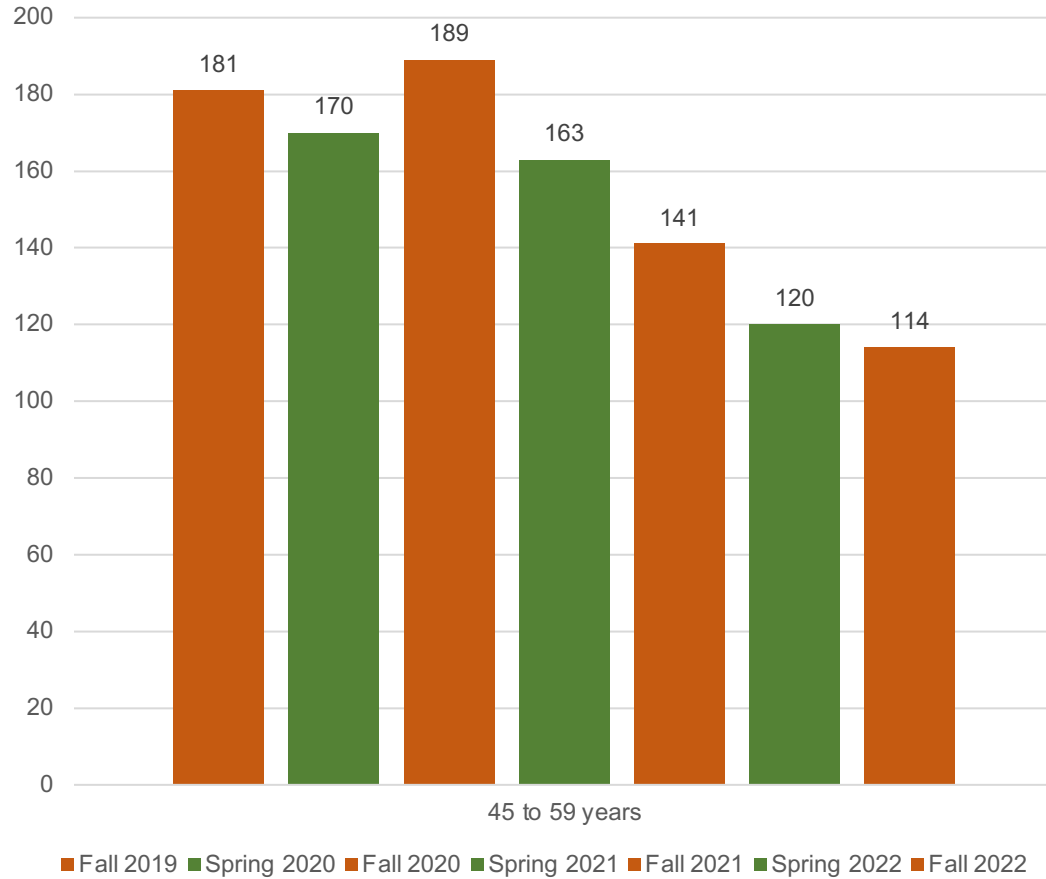
Across-Term Age Results (35 to 44 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
35 to 44 years old	94%	101%	110%	86%	80%	101%

Age – Working Adult Retention

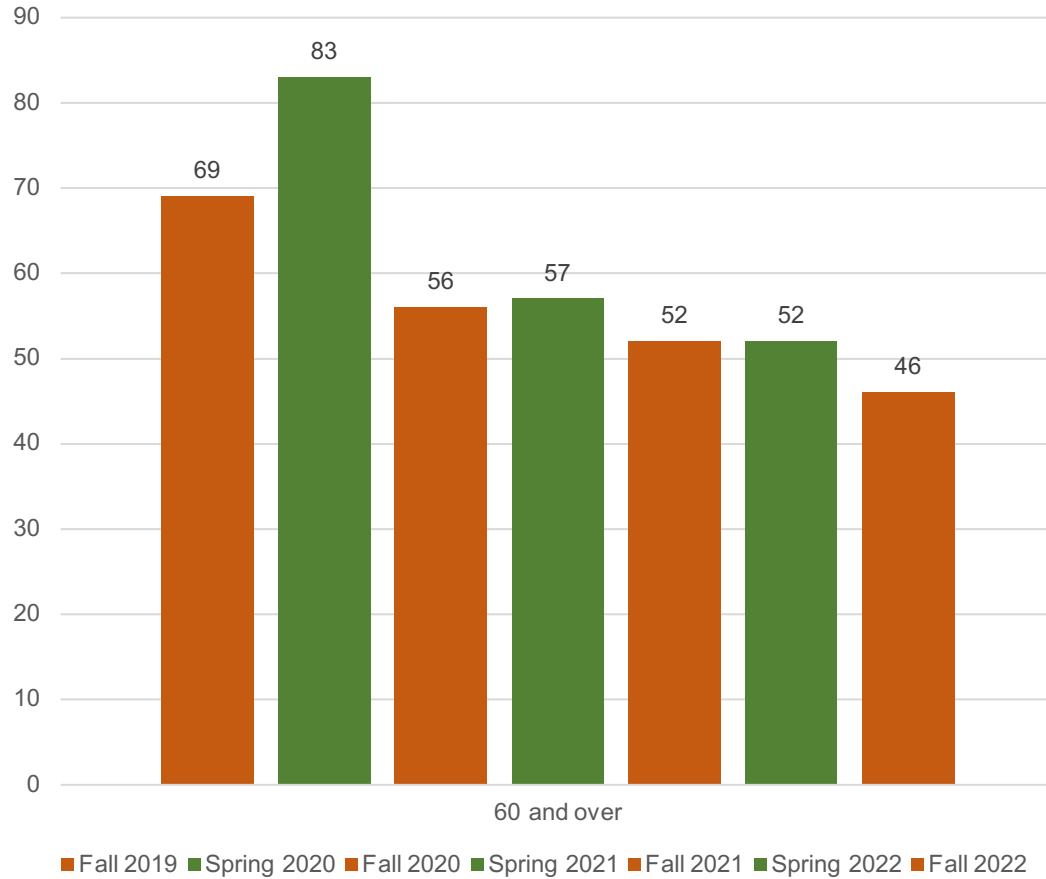
Across-Term Age Results (45 to 59 Years Old)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
45 to 59 years old	94%	111%	86%	87%	85%	95%

Age – Working Adult Retention

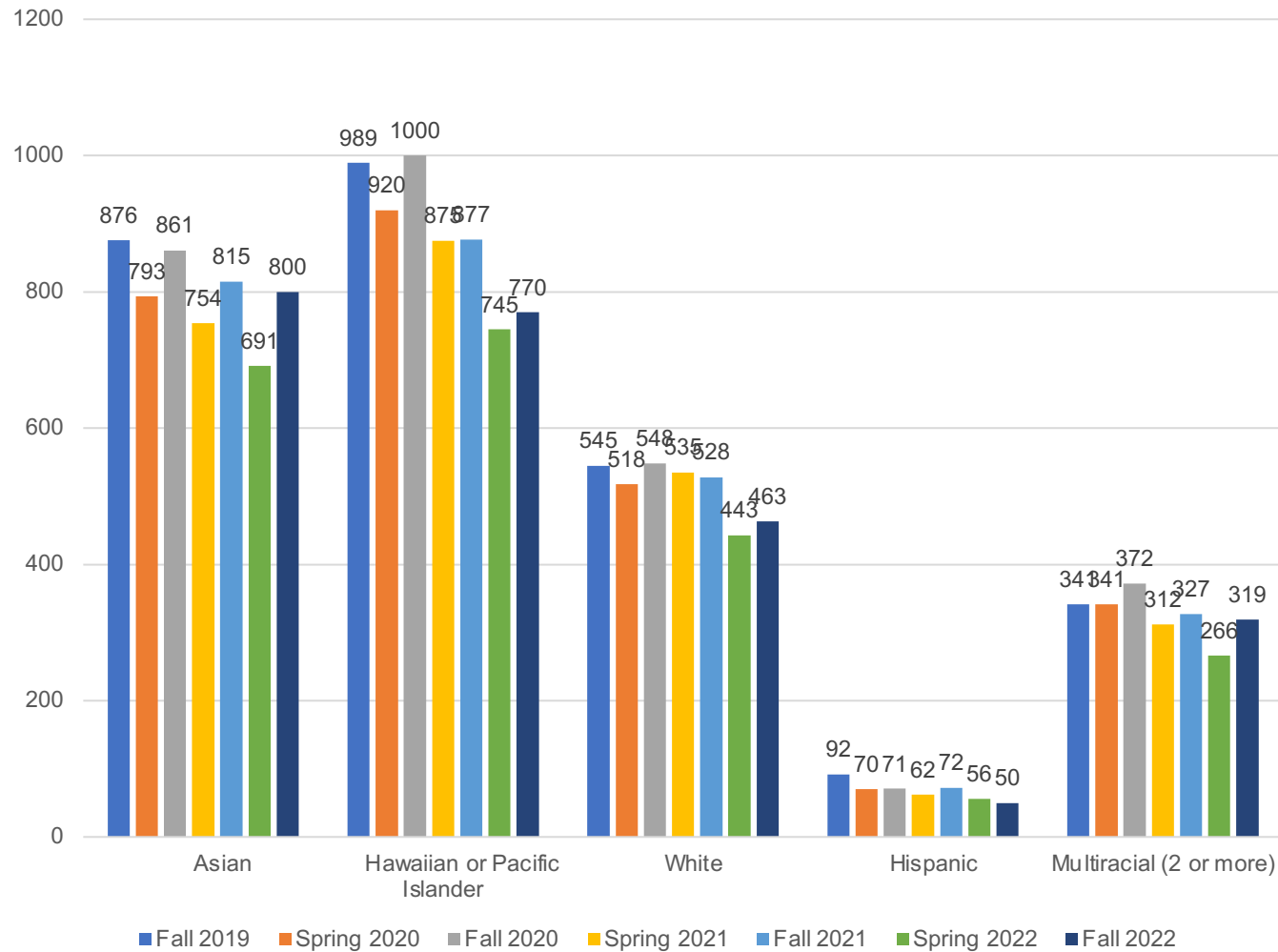
Across-Term Age Results (60 Years Old and Over)



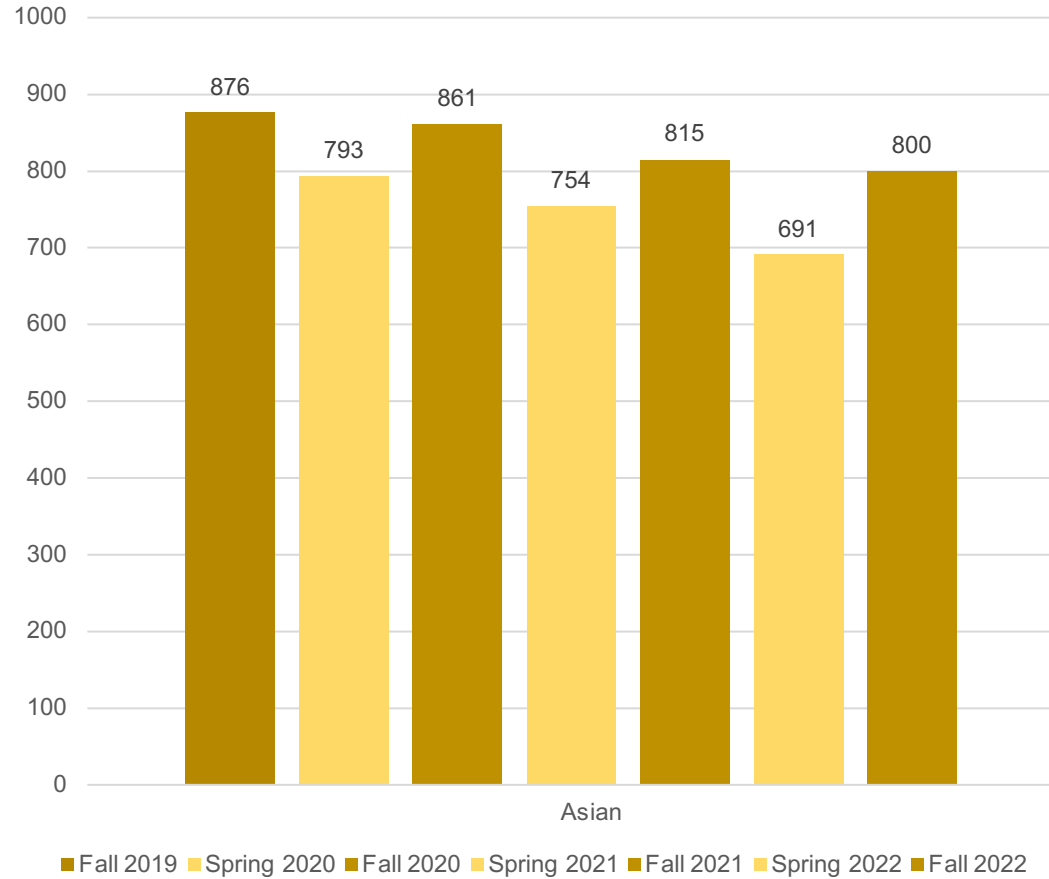
	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
60 years old and over	120%	67%	101%	91%	100%	88%

Ethnicity – Working Adult Retention

Across-Term Ethnicity Results

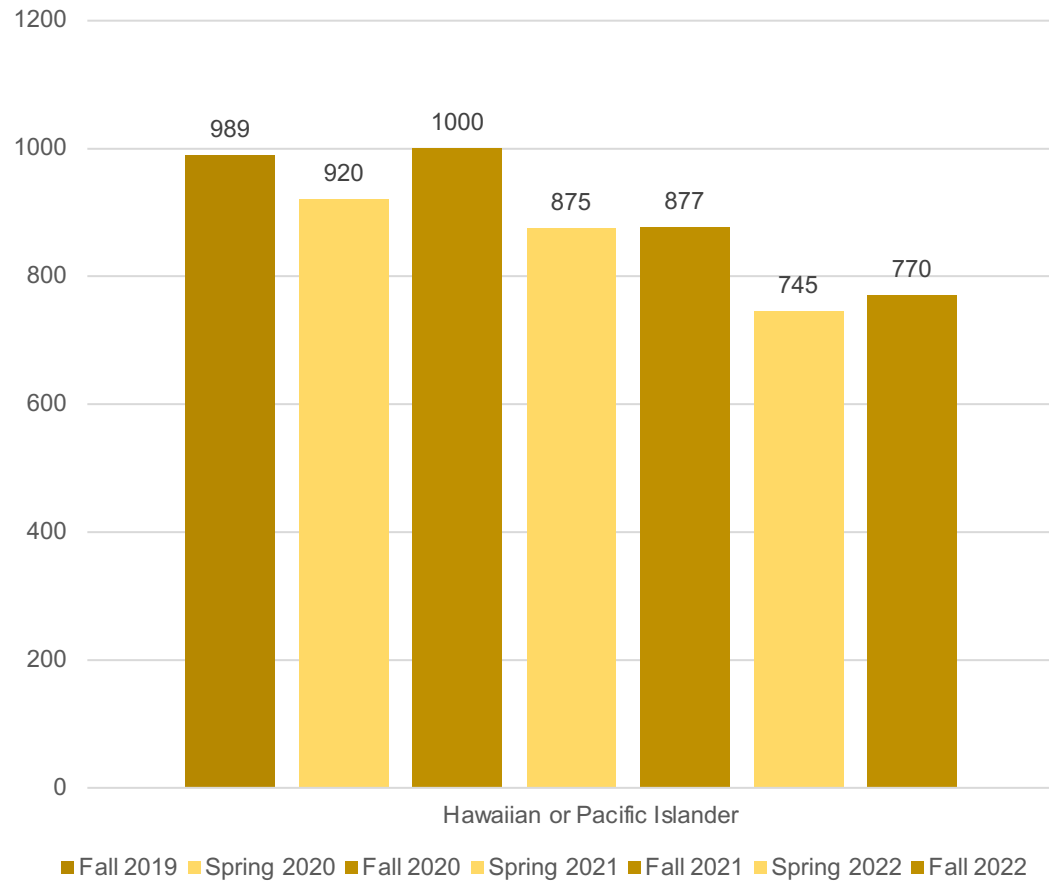


Asian



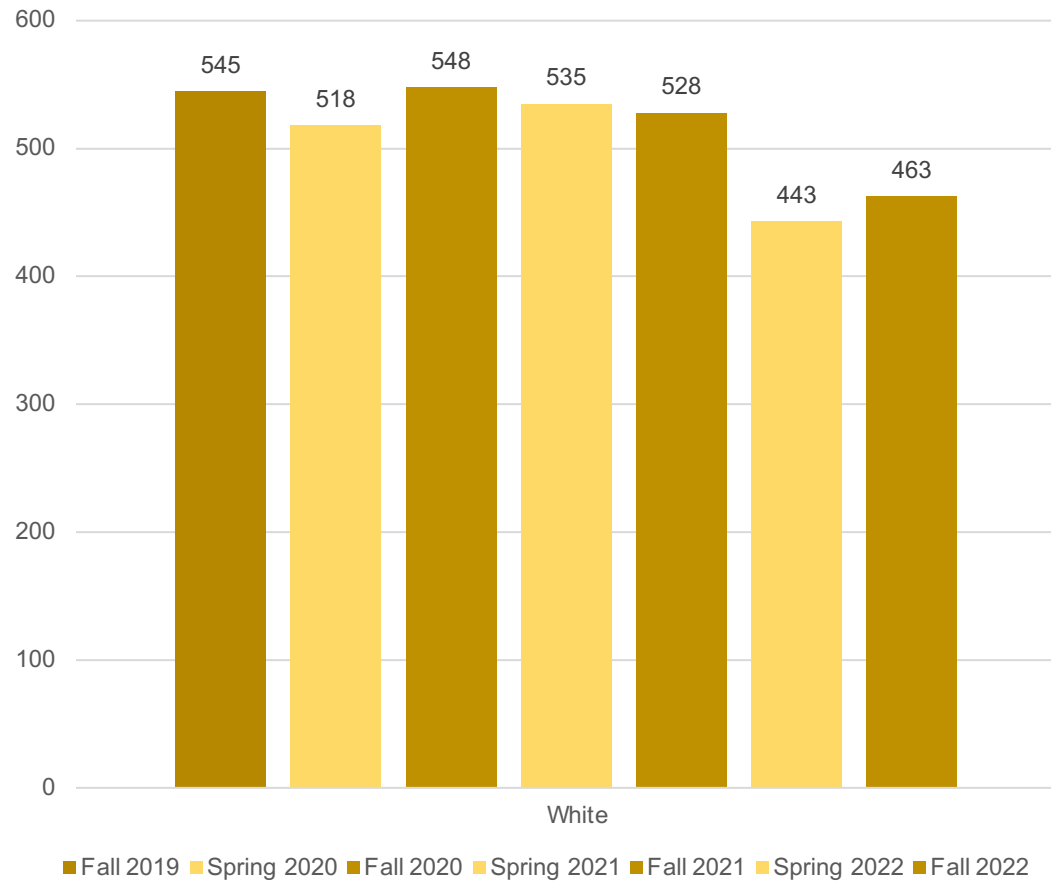
	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
Asian	91%	109%	88%	108%	85%	116%

Hawaiian or Pacific Islander



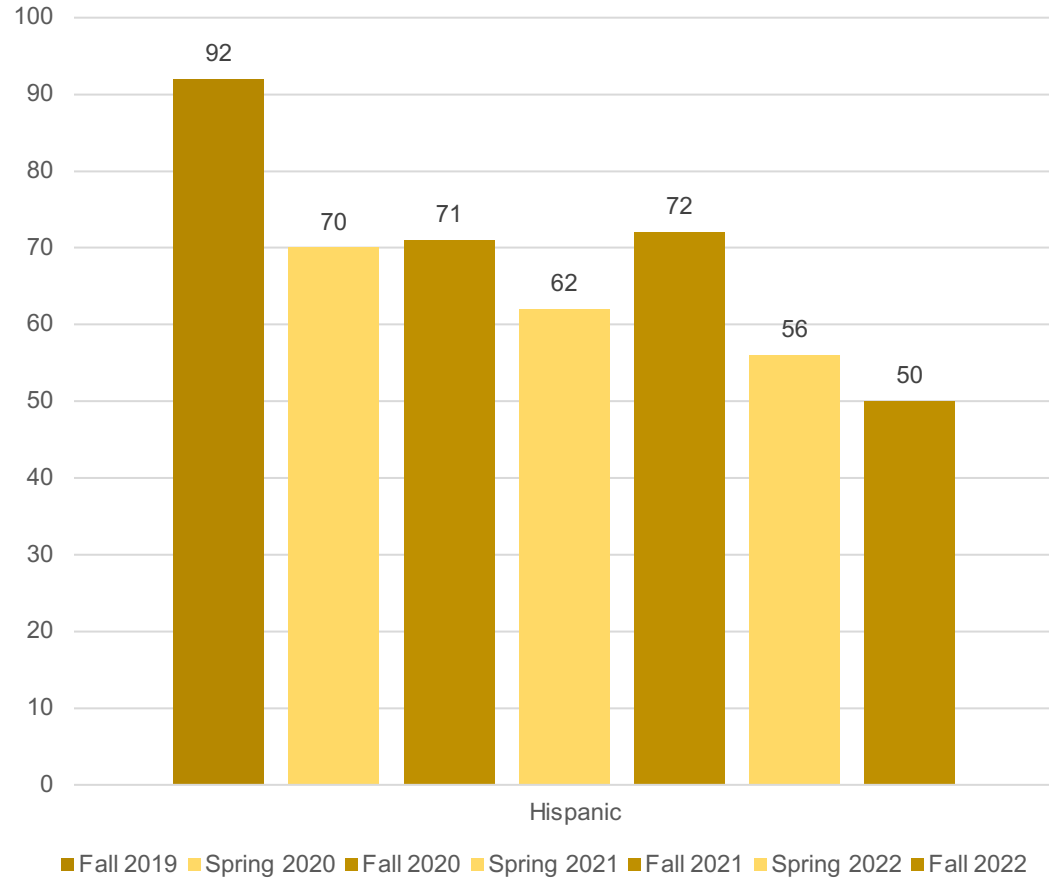
	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
Hawaiian or Pacific Islander	93%	109%	88%	100%	85%	103%

White



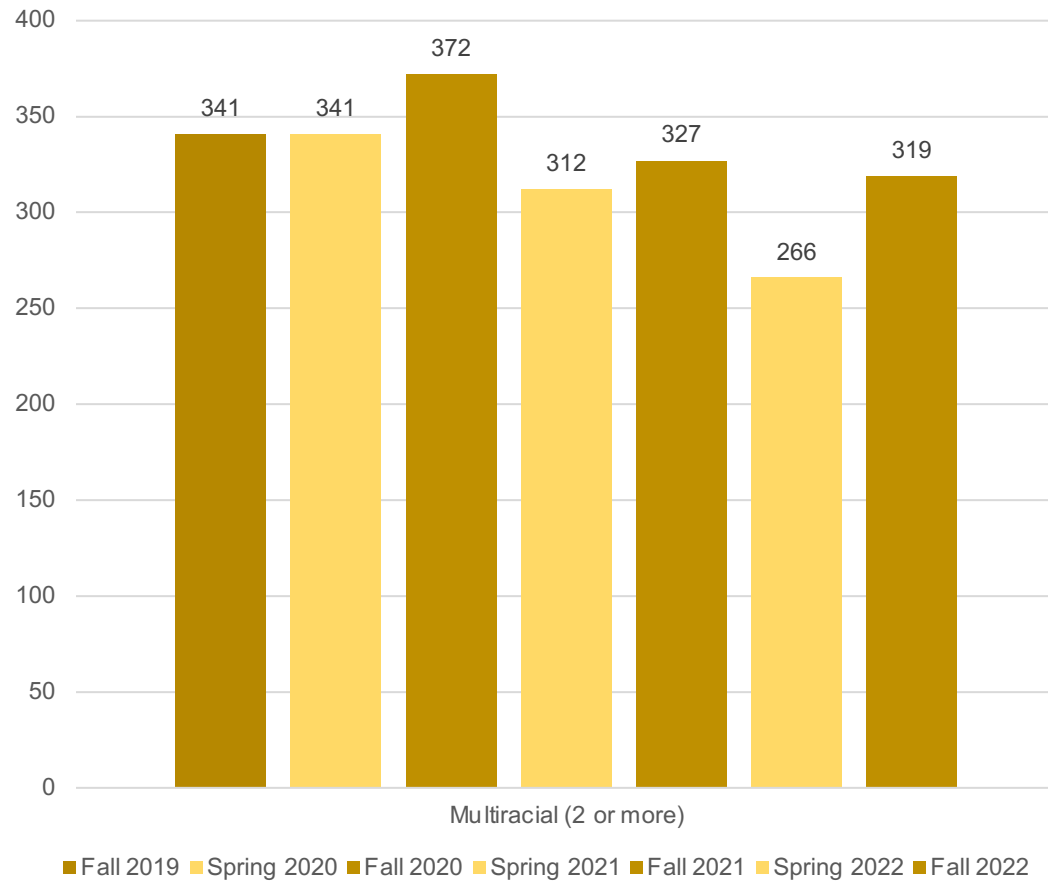
	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
White	95%	106%	97%	99%	84%	105%

Hispanic



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
Hispanic	76%	100%	87%	116%	787%	89%

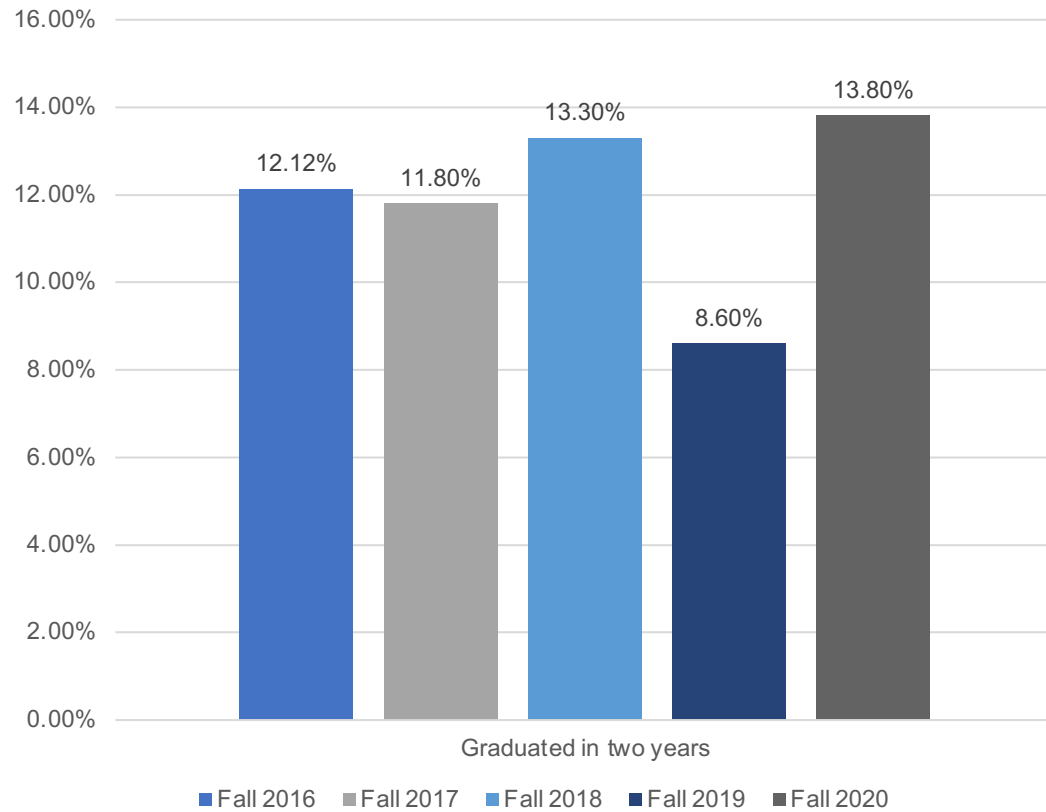
Multiracial (Two or More)



	Fall 2019 to Spring 2020	Spring 2020 to Fall 2020	Fall 2020 to Spring 2021	Spring 2021 to Fall 2021	Fall 2021 to Spring 2022	Spring 2022 to Fall 2022
Multiracial (two or more)	100%	109%	84%	105%	81%	120%

Two-Year Graduation Rate — First-Time, Full-Time Students

Maui College

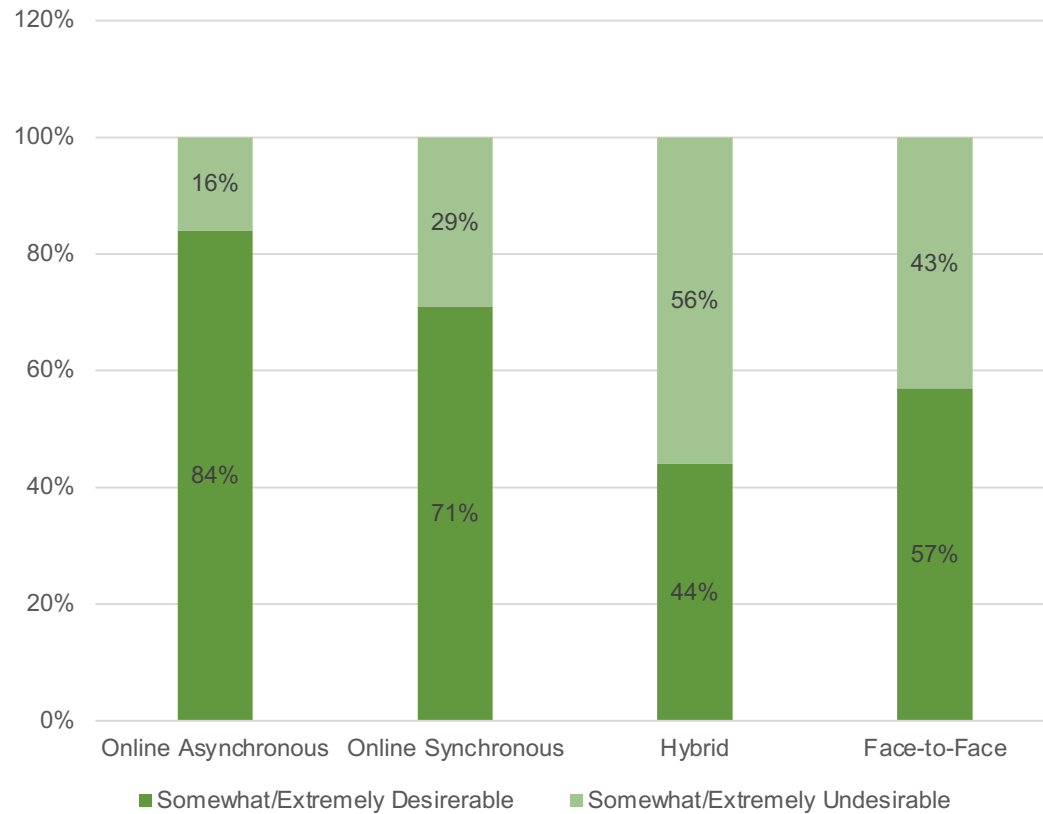


	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020
Graduated in two years	97%	113%	65%	160%

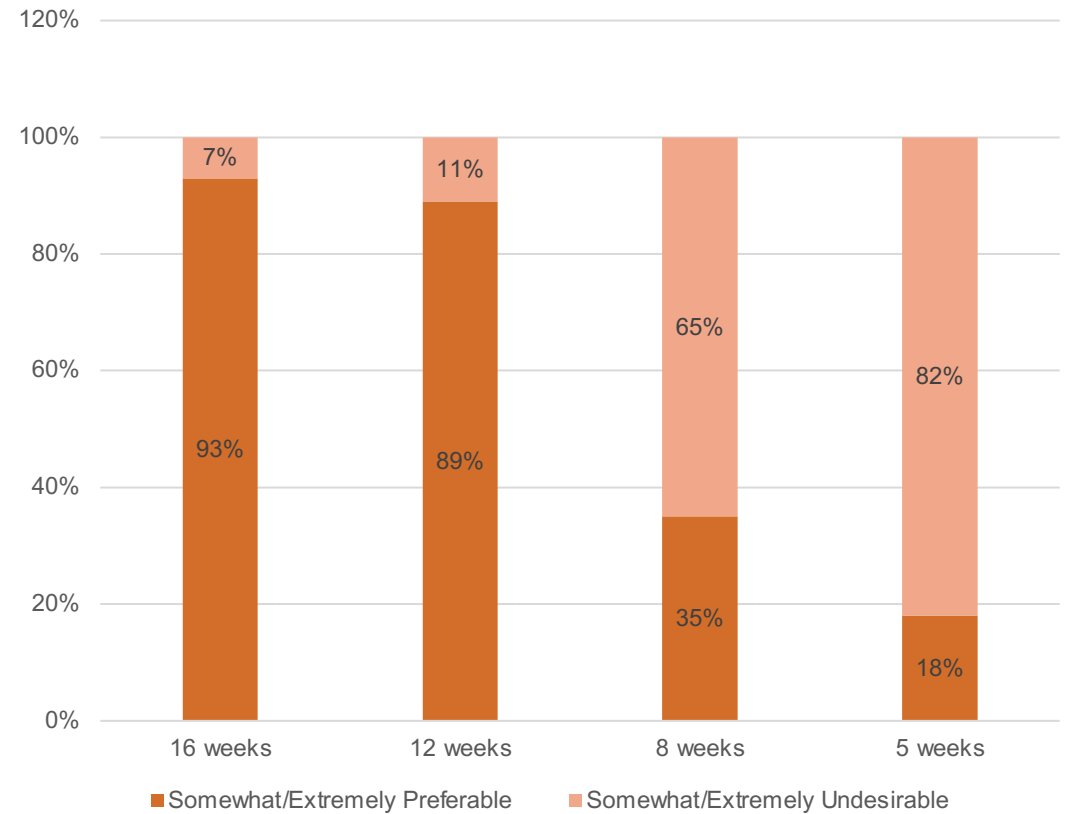
Modality Preferences – Liberal Arts

Asynchronous and late morning (10:00 a.m.-12:00 p.m.) are the preferred times across many demographics.

Maui College – Liberal Arts (167 students)



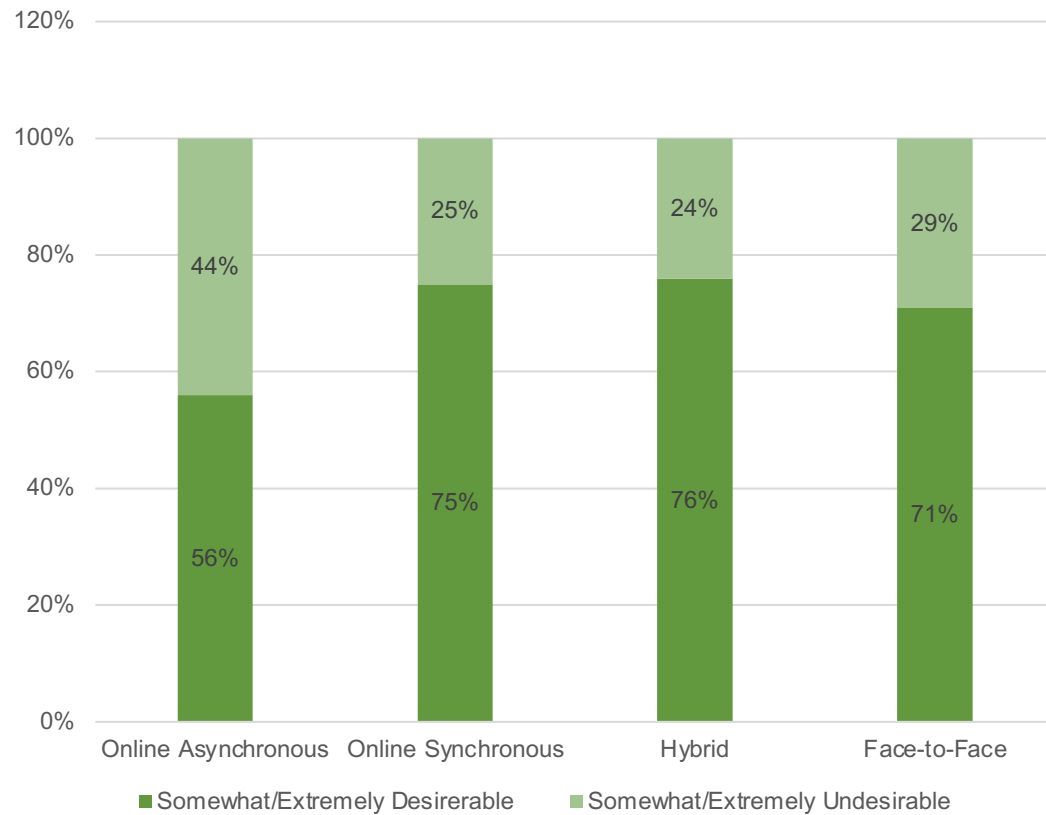
Maui College – Liberal Arts (167 students)



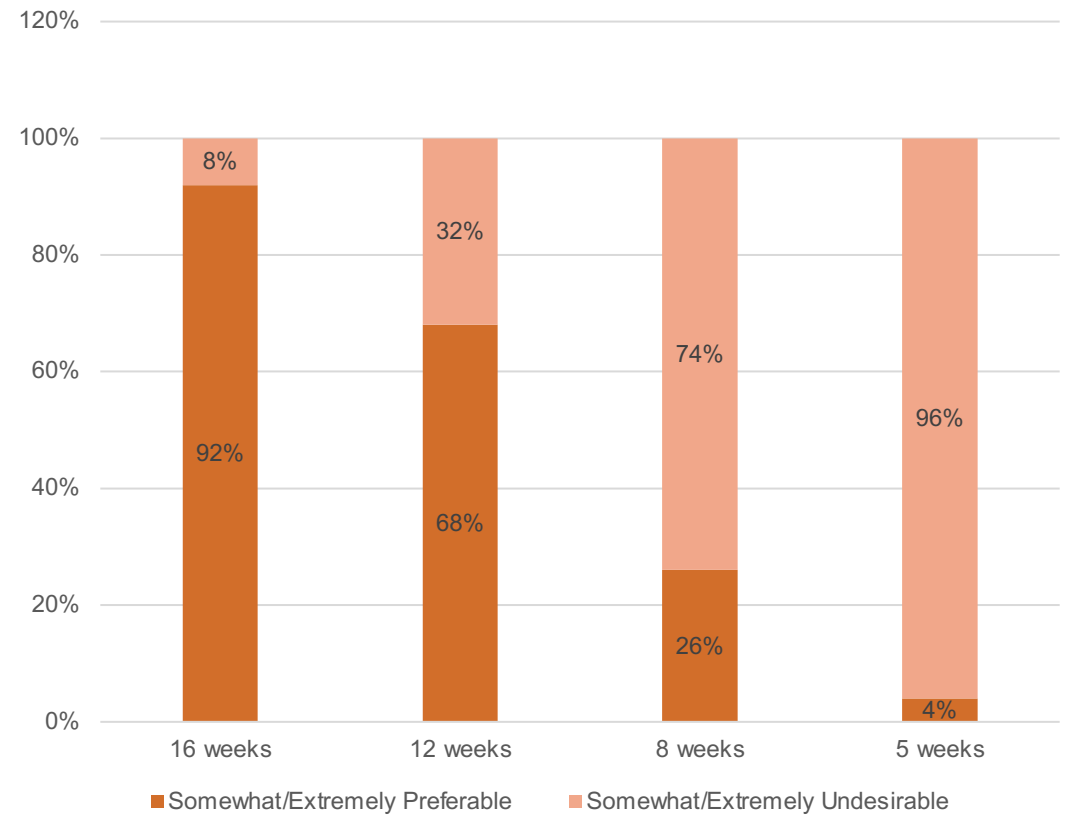
Modality Preferences – Technology

Hybrid and early morning (8:00 a.m.-10:00 a.m.) are the preferred times.

Maui College – Technology (30 students)



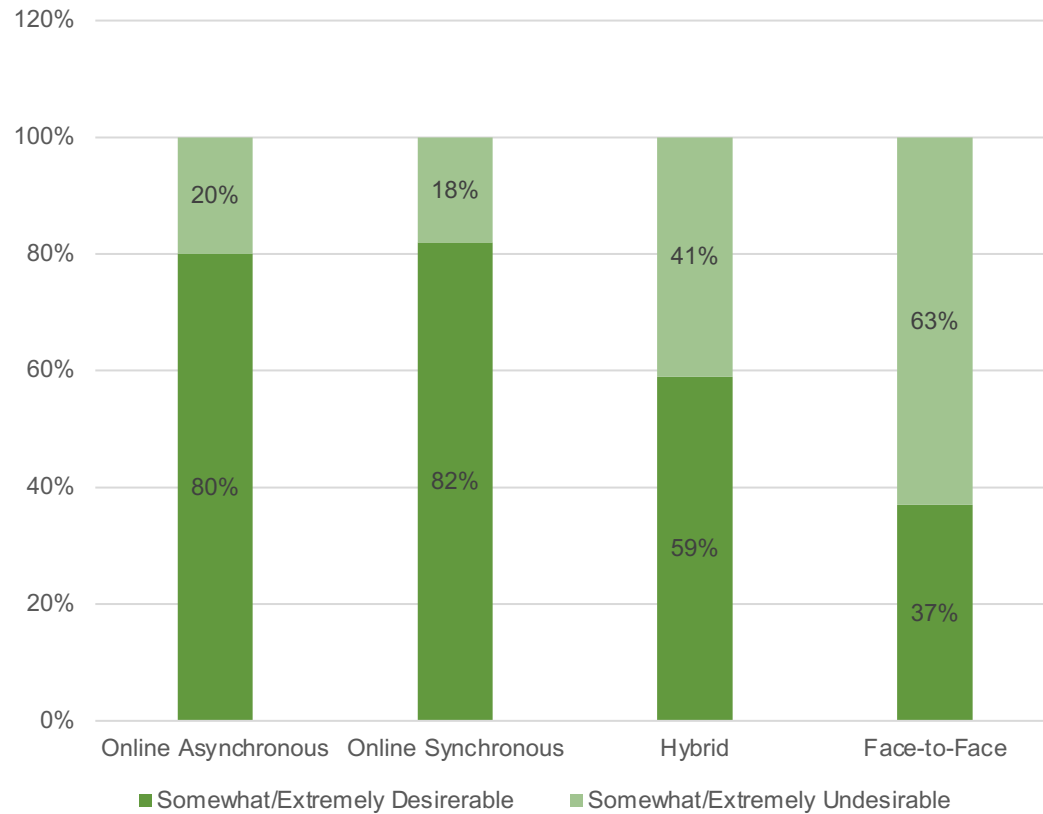
Maui College – Technology (30 students)



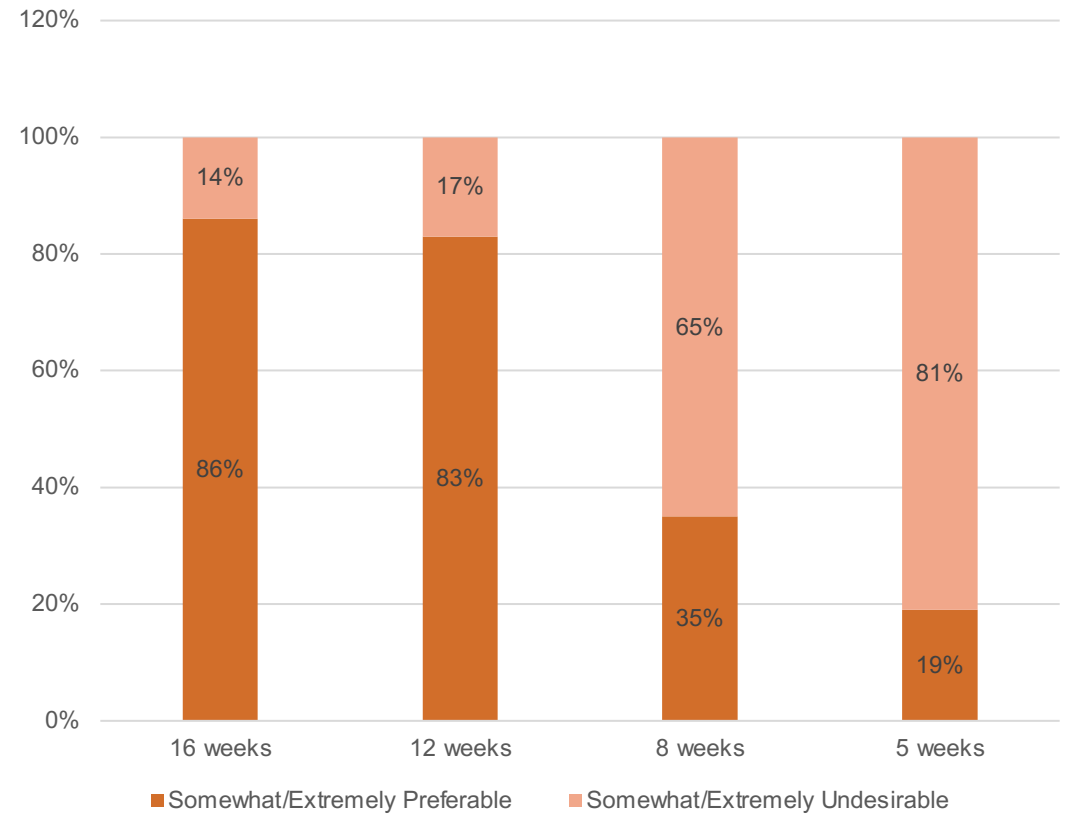
Modality Preferences – Business Education

Online synchronous and late morning (10:00 a.m.-12:00 p.m.) are the preferred times across many demographics.

Maui College – Business Education (43 students)



Maui College – Business Education (43 students)



interact

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