

## **Hawai'i Community College, Kaua'i Community College, Maui College**

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

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## Table of Contents

	Page
<b>Introduction</b>	<b>3</b>
<b>Method</b>	<b>3</b>
<b>Results</b>	<b>6</b>
A brief note about the results and conclusions	6
Sample demographics	7
General employer needs	11
Employer willingness to train employees	18
Overall perceptions of the local community college	22
Educational level needed to hire	28
Awareness of local competitors	29
Additional information	31
<b>Conclusions and Recommendations</b>	<b>33</b>
Employer needs	33
Employer willingness to train employees	33
Education level needed to hire	34
Awareness of local competitors	34
Next step recommendations	35
<b>End Note</b>	<b>37</b>
<b>Appendix A: Postcard Invite Sent to Employers</b>	<b>38</b>
<b>Appendix B: Employer Phone Protocol</b>	<b>39</b>
<b>Appendix C: Employer Online Protocol</b>	<b>44</b>

## Introduction

As part of a larger research effort, **Interact Communications** designed and implemented two broad-based surveys to gather the needs and perceptions of employers across Hawai'i, Kaua'i, and Maui islands. The major goals of the surveys were to assess employer needs and to gather employer perceptions of Hawai'i Community College (HCC), Kaua'i Community College (KCC), and Maui College (MC) to aid the colleges in understanding how to respond to employer needs and, based on employer perceptions of the colleges, how to promote the job-skill and professional training offerings of the colleges to employers.

## Method

A large set of employers was invited to participate in this research to gather a broad-based assessment of employer needs and perceptions. Employers were selected from the top 12 industries that were identified by current economic and labor market analyses<sup>1</sup> as the set of industries that employ the majority of Hawai'i's workforce:

1. Accommodation, food, beverage;
2. Business;
3. Construction and manufacturing;
4. Education;
5. Financial;
6. Government;
7. Health;
8. IT and consulting;
9. Leisure and travel;
10. Marketing and advertising;
11. Retail and trade; and
12. Professional, scientific, and technical.

The following three figures show the overall targeted employer frequency distributions for each industry by island.

#### Hawai'i island industries represented in survey invite list

Industry	Frequency
1. Accommodation, food, beverage	22
2. Business	5
3. Construction and manufacturing	6
4. Education	2
5. Financial	6
6. Government	4
7. Health	26
8. IT and consulting	3
9. Leisure and travel	4
10. Marketing and advertising	2
11. Retail and trade	10
12. Professional, scientific, and technical	7
13. Other	1
<b>Total</b>	<b>98</b>

#### Kaua'i island industries represented in survey invite list

Industry	Frequency
1. Accommodation, food, beverage	19
2. Business	4
3. Construction and manufacturing	4
4. Education	0
5. Financial	5
6. Government	0
7. Health	13
8. IT and consulting	4
9. Leisure and travel	3
10. Marketing and advertising	4
11. Retail and trade	3
12. Professional, scientific, and technical	1
13. Other	12
<b>Total</b>	<b>72</b>

**Maui island industries represented in survey invite list**

Industry	Frequency
1. Accommodation, food, beverage	39
2. Business	16
3. Construction and manufacturing	11
4. Education	2
5. Financial	4
6. Government	8
7. Health	13
8. IT and consulting	7
9. Leisure and travel	3
10. Marketing and advertising	2
11. Retail and trade	1
12. Professional, scientific, and technical	2
13. Other	0
<b>Total</b>	<b>108</b>

Across the set of industries, a group of “select” employers were identified because they employed at least 50 employees, with the assumption that they would be more likely able to hire community college graduates on a consistent basis. These employers were called directly to gather their needs and perceptions of the local community college that is located closest to where the company that they work for resides.

Employers in the “select set” were contacted directly by phone during the Fall 2022 semester and asked if they were willing to complete the 12-15-minute phone interview. A total of 38 employers completed the phone interview.

Due to low participation rates for the phone survey, a large number of employers were sent a postcard inviting them to participate in the phone survey. 500 postcards were sent on 12/1/2022 to a broad array of employers based on a contact list of employers within each island scraped from the internet. There were no responses from the postcard mailings, which typically nets a 1-3% response rate (see Appendix A for details).

A second group of “general” employers were also contacted via email and invited to complete an online survey. This set of employers was selected based on their size (1-49 employees), with the assumption that their perceptions are valuable but their ability to hire community college graduates on a consistent basis is limited.

Employers in the “general set” were sent an email invite by the colleges on several occasions throughout the Fall 2022 semester inviting them to participate in a brief online survey. A total of 22 employers completed the online survey.

Both of the employer surveys were designed to gather basic information about each employer, their hiring and training needs, and their overall perceptions of community colleges (see Appendices B and C for details), including:

1. Sample demographics;
2. General employer needs;
3. Employer willingness to train employees;
4. Educational level needed to hire;
5. Awareness of local competitors; and
6. Additional information.

## Results<sup>2</sup>

### A brief note about the results and conclusions

Due to the relatively low levels of participation across both the phone and online surveys, the results are combined so that more stable and valid conclusions can be developed and advanced.

To reduce the information load posed by this report, a streamlined version of the results is presented below. Each survey prompt is followed by its respective table or figure, results, and a brief summary.

The rationale that drives this approach is to present the results in a way that highlights a series of action-oriented conclusions and recommendations to guide the colleges to significant employer-oriented issues that provide insights into what employers need.

The results are organized into the following sections:

1. Sample demographics;
2. General employer needs;
3. Employer willingness to train employees;
4. Educational level needed to hire;
5. Awareness of local competitors; and
6. Additional information.

## Sample demographics

In this section, basic location and demographic information is presented for each set of employers (select set and general set) to describe them generally.

### Closest college

**Which community college is closest to your main office or main location?**

College	Select set	General set	Overall frequencies
Hawai'i CC	13	13	26 (43%)
Kaua'i CC	5	4	9 (15%)
Maui College	20	5	25 (42%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

### Summary

Overall, the distribution of employers across the regions serviced by the three colleges is reasonable:

- 43% of the employers are within the HCC service region.
- 15% of the employers are within the KCC service region.
- 42% of the employers are within the MC service region.

### Physical location

**In which city or town is the main office or main location of the company or organization for which you work located?**

Town or city	Select set	General set	Total
Captain Cook	0	1	1
Eleele	0	1	1
Haiku	0	1	1
Hilo	3	5	8
Honolulu	1	0	1
Hualalai	1	0	1
Ka'anapali	1	0	1
Kahului	3	1	4
Kailua	1	5	6
Kalaea	1	0	1
Kamuela	3	0	3
Keaau	3	0	3

Kihei	2	1	3
Koloa	2	1	3
Lahaina	1	0	1
Lihue	0	2	2
Makawao	1	0	1
Oahu	1	0	1
Paia	1	0	1
Poipu	1	0	1
Princeville	1	0	1
Waikoloa	1	1	2
Wailea	1	0	1
Wailuku	7	2	9
Waimea	1	0	1
Waipahu	0	1	1
Winter Park, FL	1	0	1
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

### Summary

- Overall, the physical locations represented by the two sets of employers suggest that the sample of employers is located across a wide spectrum of towns and cities.
- These results suggest that the sample of employers generally represent and reflect specific neighborhoods and specific community interests reasonably well.

### Number of employees

#### About how many people does your company or organization currently employ?

Number of employees	Select set	General set	Overall frequencies
1-10	4*	11	15 (27%)
11-50	2	3	5 (9%)
51-100	6	1	7 (13%)
101-300	15	2	17 (30%)
301-500	3	0	3 (5%)
500+	7	2	9 (16%)
<b>Total</b>	<b>37</b>	<b>19</b>	<b>56</b>

\*Note: Due to inaccuracies in the initial contact list, a few employers were included in the “select set” that did not meet the original selection criteria.



## Summary

- Overall, the two sets of employers represent a broad array of company sizes, ranging from small employers (1-10 employees) to very large employers (500+ employees).
- 27% of the employers stated that they employ 1-10 employees.
- 9% of the employers stated that they employ 11-50 employees.
- 13% of the employers stated that they employ 51-100 employees.
- 30% of the employers stated that they employ 101-300 employees.
- 5% of the employers stated that they employ 301-500 employees.
- 16% of the employers stated that they employ 500+ employees.

## Position at company

### What position do you currently hold in your company or organization?

Position/title	Select set	General set	Type	Overall frequencies
CEO	3	2	Executive	5 (8%)
CFO	1	0	Executive	1 (2%)
Chief HR Officer	1	0	Executive	1 (2%)
Director	1	1	Manager/director	2 (3%)
Executive Director	0	2	Executive	2 (3%)
GM	1	1	Manager/director	2 (3%)
GM of Operations	2	0	Manager/director	2 (3%)
HR & Payroll Manager	0	1	Manager/director	1 (2%)
HR Director	6	1	Manager/director	7 (12%)
HR Manager	14	3	Manager/director	17 (28%)
Manager	9	2	Manager/director	11 (18%)
Owner	0	4	Executive	4 (7%)
President & CEO	0	2	Executive	2 (3%)
President & Co-Owner	0	1	Executive	1 (2%)
Treasurer	0	1	Executive	1 (2%)
VP	0	1	Executive	1 (2%)
<b>Total</b>	<b>38</b>	<b>22</b>		<b>60</b>

## Summary

- Overall, the types of positions represented by the two sets of employers show that they are wide-ranging administrative positions, suggesting that they are in positions to understand the needs of the company and employees.
- 31% of the employers were executives.
- 69% of the employers were managers or directors of departments.

## Company services and/or function

Employers were asked to describe what they do, sell, or their purpose so that they could be categorized into the types of industries used to select the sample of employers.

**Please provide a brief description of what your company or organization does, sells, or manufactures.**

### Industry types represented across the select and general sets of employers

Industry	Select set	General set	Overall frequencies
1. Accommodation, food, beverage	14	1	15 (25%)
2. Business	2	3	5 (8%)
3. Construction and manufacturing	4	0	4 (7%)
4. Education	2	1	3 (5%)
5. Financial	1	2	3 (5%)
6. Government	1	1	2 (3%)
7. Health	8	2	10 (17%)
8. IT and consulting	0	0	0 (0%)
9. Leisure and travel	1	4	5 (8%)
10. Marketing and advertising	1	1	2 (3%)
11. Retail and trade	3	1	4 (7%)
12. Professional, scientific, & technical	0	6	6 (10%)
<b>Total</b>	<b>37</b>	<b>22</b>	<b>59</b>

### Summary

- Overall, the types of industries represented by the two sets of employers are a reasonable sample of the top 12 industries identified as the top employers in HI.
- 25% of the employers were from the accommodation, food, and beverage sector.
- 8% of the employers were from the business sector.
- 7% of the employers were from the construction and manufacturing sector.
- 5% of the employers were from the education sector.
- 5% of the employers were from the financial sector.
- 3% of the employers were from the government sector.
- 17% of the employers were from the health sector.
- 0% of the employers were from the IT and consulting sector.
- 8% of the employers were from the leisure and travel sector.
- 3% of the employers were from the marketing and advertising sector.
- 7% of the employers were from the retail and trade sector.
- 10% of the employers were from the professional, scientific, and technical sector.

## General employer needs

In this section of the survey, employers were asked to provide their projections and estimates for hiring, job-skills training, and required employee training.

### Hiring

#### Are you currently hiring or planning to hire in the next 1-3 years?

Response	Select set	General set	Overall frequencies
No	1	4	5 (8%)
Yes	37	18	55 (92%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

#### About how many people do you expect to hire in the next 1-3 years?

Response	Select set	General set	Overall frequencies
1-10	37	10	47 (84%)
11+	0	5	5 (9%)
None	1	3	4 (7%)
<b>Total</b>	<b>38</b>	<b>18</b>	<b>56</b>

### Summary

- Overall, employer projections and estimates for hiring are positive.
- 92% of the employers indicated that they are currently hiring or plan to hire in the next 1-3 years.
- 84% of the employers indicated that they plan to hire 1-10 within the next 1-3 years.
- 9% of the employers indicated that they plan to hire 11+ within the next 1-3 years.
- 7% of the employers indicated that they do not plan to hire within the next 1-3 years.

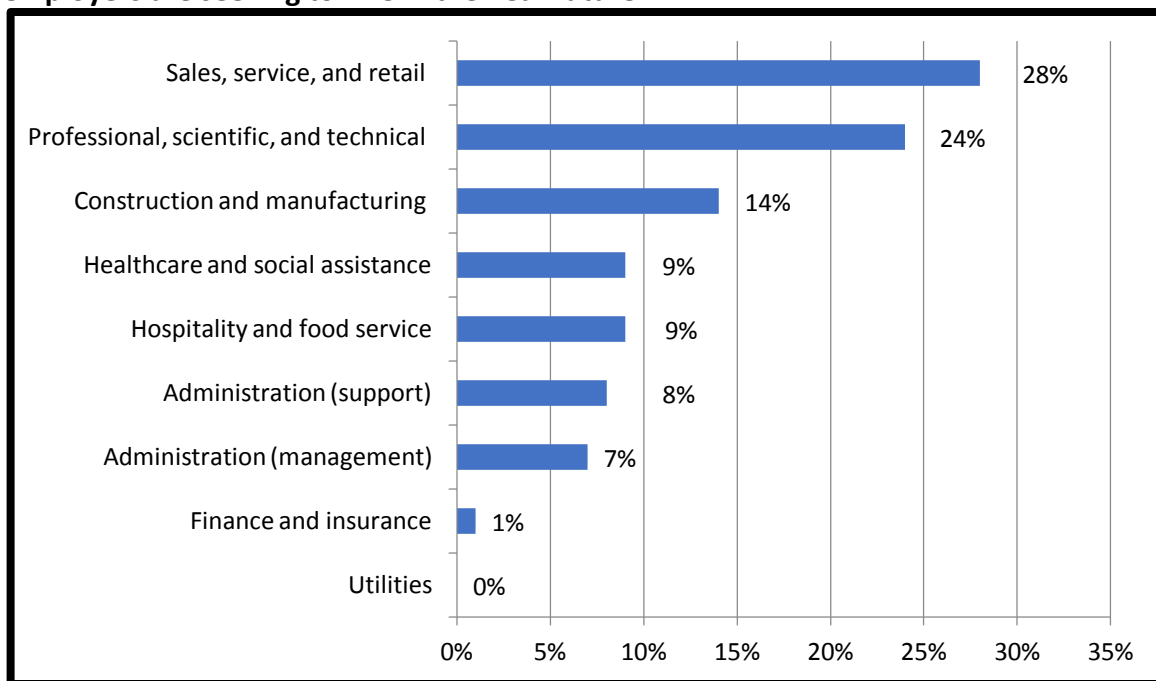
Employers were asked to list the types of positions that they were considering to hire for in the near future.

### What types of positions are you considering to hire for in the near future?

Employee/position type	Select set	General set	Overall frequencies
Administration (management)	9	8	17 (7%)
Administration (support)	13	6	19 (8%)
Construction and manufacturing	13	20	33 (14%)
Finance and insurance	1	2	3 (1%)
Health care and social assistance	8	13	21 (9%)
Hospitality and food service	9	11	20 (9%)
Professional, scientific, and technical (including education)	31	25	56 (24%)
Sales, service, and retail (including general labor)	27	38	65 (28%)
Utilities	0	0	0 (0%)
<b>Total</b>	<b>111</b>	<b>123</b>	<b>234</b>

Note: Respondents may have listed multiple positions, resulting in higher frequencies of entries than represented by the number of employers who were interviewed.

### Aggregated responses (percentages) across employer sets for types of employees that employers are seeking to hire in the near future



## Summary

- Sales, service, and retail (including general labor) were the most frequently listed positions that employers were seeking to fill in the near future (28%).
- Professional, scientific, and technical (including education) positions were the second most frequently listed positions that employers were seeking to fill in the near future (24%).
- The remaining positions listed by employers fell into mid-level frequencies, ranging from a low of 0% for utility workers to 14% for construction workers.
- These results suggest that employers (in this sample) are largely seeking to hire for lower-wage positions (sales, service, and retail), which may or may not need job-skill and professional training.
- However, professional, scientific, and technical positions were listed as a close second, which suggests that these employees will need job-skill and professional training.

## Skills training

Employers were asked to report the types of skills training that they thought was most relevant and important for their employees to possess or acquire.

### About what percentage of your new hires will need specific job-skill and/or professional training?

Response	Select set	General set	Overall frequencies
All (100% of employees)	8	3	11 (20%)
Most (75% of employees)	9	7	16 (29%)
Many (50% of employees)	10	4	14 (25%)
Some (25% of employees)	8	3	11 (20%)
None (0% of employees)	2	1	3 (5%)
<b>Total</b>	<b>37</b>	<b>18</b>	<b>55</b>

## Summary

- 20% of the employers reported that “all” of their employees will need job-skill and/or professional training.
- 29% of the employers reported that “most” of their employees will need job-skill and/or professional training.
- 25% of the employers reported that “many” of their employees will need job-skill and/or professional training.
- 20% of the employers reported that “some” of their employees will need job-skill and/or professional training.
- 5% of the employers reported that “none” of their employees will need job-skill

and/or professional training.

- These results suggest that the vast majority of the employees hired by this set of employers will need job-skill and/or professional training.

### Required employee training

#### Does your company or organization have positions that require job-skill and/or professional training?

Response	Select set	General set	Overall frequencies
No	1	6	7 (12%)
Yes	36	15	51 (85%)
DK/not sure	1	1	2 (3%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

#### Summary

- 12% of the employers reported that they do not have positions that require job-skill and/or professional training.
- 85% of the employers reported that they do have positions that require job-skill and/or professional training.
- These results suggest that most of the employers have needs to train their employees.

Employers were asked to list the types of positions that require professional training.

#### What types of positions require training?

Original responses from the "select set" of employers	Service/ retail	Professional/ technical	Management	Healthcare
All depends on position	NA	NA	NA	NA
All types of positions	NA	NA	NA	NA
Any clinical need licensing, for CNAs and RNs. Masters for our social workers.				3
Captain licenses		1		
CDL license and HazMat endorsements		2		
CDL, accounting, sales, buying & logistics, product knowledge, customer service	2	3		
CSAC, BA, MA in social services				3
Culinary, all leadership positions, engineering	1	1	1	
Customer service skills, computer skills, supervisor skills, communication skills	1		1	

Customer service, product knowledge, computers, learning our ERP, MS Office, etc.	1	1		
Depends on position. For the ones in operations, supervisors or branch managers need experience in financial industry. Accounting, HR, IT, and marketing.		5	2	
Depends on position. Restaurant experience is required but most positions don't require an outside training.	1			
Engineering Positions Maintenance Information Technology Accounting		3		
Engineering, customer service	1	1		
Equipment operators need training on different machinery, bulldozers, and backhoes and such. Mechanics need to be certified mechanics. Our HR would need HR background and training, business management background. Safety backgrounds for our safety managers. Anyone on job sites need to learn verbal and nonviolent communication skills.		4	1	
Heavy Civil Construction Training, Heavy Equipment Operator, CDL		3		
It is preferred, engineers or higher skill sets of culinary experience.		1		
It ranges. Customer service is a must. Engineering, sales.	2	1		
It varies. We have some that start from high school diploma all the way up to program supervisor that requires a bachelor's in social services.		1		
Landscape services, hospitality services, job coaching	2	1		
Licensed positions include nurses, imaging techs, respiratory techs, physicians.				4
Managerial positions require bachelor's, and some food and beverage services do require skills, with an AA degree.	1		1	
MT, MLS, MLT CERTIFICATION AND HI LICENSE.		4		
Not required, but preferred. A lot of training will be hands-on and provided by the company.				
Phone & computer skills, customer service, hospitality, culinary skills	3			
Pre-school teachers, CDL drivers		2		
Professional work experience, customer service, Microsoft Office	1			
Property operations, engineering, culinary. Plus management.	1	2	1	
Purchasing, CDL, Sales, Manager, Design, Training	1	3	1	
Several years of experience, relevant background experience.	NA	NA	NA	NA
Social workers, for housing navigators and more.				1
Vitals, vaccinations, clinical assessments and				

treatments. Medical record management. Working with other health professionals to get referrals and services completed for our patient's wellness.		1	1	1
We have registered nurses, MDs.				2
We hire marine mechanics, 100 ton captains, marine naturalists and administrative professionals (e.g., Accounting, HR).		4		
We look for teamwork, good communication. Those that can be very empathetic. We often hire people who do not have certifications so willingness to learn and grow.	NA	NA	NA	NA
We require, on top of 4 years of college, experience in the human resources area. Dealing with people. Not sure what specific skill that is.			1	
<b>Total</b>	<b>18</b>	<b>44</b>	<b>10</b>	<b>14</b>

Original responses from the "general set" of employers	Service/retail	Professional/technical	Management	Healthcare
Accounting		1		
Accounting and book keeping		2		
Agile Certified Practitioner (ACP)		1		
Boat Captain: CPR Training, Water Safety Training, Merchant Mariner Credential		2		
Boat handling		1		
Camera skills		1		
Carpentry		1		
Clerical; customer service; some bookkeeping	3			
Coding		1		
Communication	NA	NA	NA	NA
Computer literacy	NA	NA	NA	NA
Computer literate	NA	NA	NA	NA
Construction Management			1	
Cooking, hospitality, working a computer program	2			
CPO Certification		1		
Diesel mechanics		1		
Digital Media Training		1		
Editing programs		1		
Federal Labor Laws		1		
Hawaii Labor Laws		1		
Hawai'i State Certified Guide		1		
IT knowledge		1		
Knowledge of the area (how it developed and current ethnic demographics and mix)	1			
Leadership; takes initiative			1	



Lean Six Sigma Green Belt (LSSG)		1		
Licensed social workers				1
Low voltage systems: rough-in thru trim phases		1		
Maintenance Specialist/Marine Mechanic: Engine rebuilds, fiberglass work, electrical, plumbing		1		
Management			1	
Mechanical aptitude		1		
MS Office programs	NA	NA	NA	NA
Nurses				1
Online and Phone Customer Service	1			
Programming control systems like Control4 and Lutron		1		
Project Manager Professional (PMP)			1	
Retail, basic office machines	1			
Supervision			1	
Survey		1		
<b>Total</b>	<b>8</b>	<b>24</b>	<b>5</b>	<b>2</b>

### Summary

- Across both employer samples (select set and general set), employers listed a broad array of positions that require professional training, ranging from service staff to skilled trades to professional/technical to administrative positions.
- 21% of the positions that are listed are in the service and retail areas.
- 54% of the positions that are listed are professional and technical.
- 12% of the positions that are listed are in management.
- 13% of the positions that are listed are in health care.
- These results suggest that the types of professional training programs that employers need and that community colleges may need to offer to meet employer needs must be diverse and varying, which may put community colleges in difficult positions trying to be everything to everybody.

## Employer willingness to train employees

Employers were asked to estimate the extent to which they are willing to train their employees.

### Send to local CC

#### Do you currently employ people who have participated in job-skill and/or professional training programs at your local community college?

Response	Select set	General set	Overall frequencies
No	11	12	23 (38%)
Yes	14	6	20 (33%)
DK/not sure	13	4	17 (28%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

#### Summary

- 38% of the employers reported that they do not have employees who have participated in job-skill and/or professional training at their local community college.
- 33% of the employers reported that they do have employees who have participated in job-skill and/or professional training at their local community college.
- 28% of the employers reported that they do not know if they have employees who have participated in job-skill and/or professional training at their local community college.
- These results suggest that many employers (and employees) may benefit from participating in job-skill and/or professional training at their local community college.
- Additional outreach and promotions to local employers may prompt awareness of and interest in the benefits of sending employees to the local community college for job-skill and/or professional training.

#### How willing are you to send your employees to the local community college for job-skill and/or professional training?

Response	Select set	General set	Overall frequencies
Very willing	15	15	30 (50%)
Somewhat willing	15	7	22 (37%)
Somewhat unwilling	4	0	4 (7%)
Not willing at all	4	0	4 (7%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

## Summary

- 50% of the employers reported that they are “very willing” to send their employees to the local community college for job-skill and/or professional training.
- 37% of the employers reported that they are “somewhat willing” to send their employees to the local community college for job-skill and/or professional training.
- 7% of the employers reported that they are “somewhat unwilling” to send their employees to the local community college for job-skill and/or professional training.
- 7% of the employers reported that they are “not willing at all” to send their employees to the local community college for job-skill and/or professional training.
- Overall, these results suggest that most employers are willing to send their employees to the local community college for job-skill and/or professional training (87%).
- These results also suggest that a more detailed examination into why some employers are not willing or are hesitant to send their employees to the local community college for job-skill and/or professional training may be of value to identify the types of resistance that these employers hold and why they hold this view of the local community college.

Employers in the general set sample were asked to list the types of degrees that would be most relevant for their employees to acquire.

### What types of degrees would be most relevant for your employees to acquire? (General set of employers only)

Degree type	Frequency
Certificate and certification programs (these programs prepare students for specific entry-level positions or skills upgrading)	20
Associate degree programs (these programs prepare students for careers in technical fields or to transfer to a four-year college)	9
<b>Total</b>	<b>29</b>

## Summary

- Most of the employers reported that their employees would benefit from certificate programs.
- A smaller number of employers reported that their employees would benefit from associate degrees.
- These results suggest that developing and promoting certificate training programs may be a valuable way to attract employers and their employees to enroll at the local community college.

Employers in the general set were asked to list the types of employees (or positions) that they employ who have had professional training.

**What types of employees (positions) do you employ who have had professional training?  
(General set of employers only)**

Original responses from the “general set” of employers
Business/accounting
Carpentry technology
Control4
Leadership
Lutron
Marketing
Nursing school
Professional development
Social media
Survey

**Summary**

- The range of responses to this prompt is limited, but provides some insight into the types of employees (or positions) that have professional training.
- Examination of the set of responses shows that most, if not all, of the listed positions are professionally-oriented.

## Salary ranges

Employers were asked to report the general salary ranges for their employees.

**In general, what salary range would a new employee with a relevant degree or certificate from your local community college reasonably expect to receive at your company or organization?**

Salary ranges	Select set	General set	Overall frequencies	Salary range level
\$20K-\$29K/year	2	1	3 (6%)	Low
\$30K-\$39K/year	10	0	10 (20%)	Low
\$40K-\$49K/year	8	2	10 (20%)	Low
\$50K-\$59K/year	6	2	8 (16%)	Medium
\$60K-\$69K/year	4	2	6 (12%)	Medium
\$70K-\$79K/year	3	0	3 (6%)	Medium
\$80K-\$89K/year	3	0	3 (6%)	High
\$90K-\$99K/year	3	0	3 (6%)	High
\$100K-\$110K/year	3	1	4 (8%)	High
<b>Total</b>	<b>42*</b>	<b>8</b>	<b>50</b>	

\*Note: Total higher than sample total due to multiple entries illustrating salary ranges.

## Summary

- Salary ranges were grouped into low (\$20K-\$49K), medium (\$50K-\$79K), or high (\$80K-\$110K) categories to streamline observations.
- Low range: 46% of the employers reported that new employees with a relevant degree from a local community college could expect to receive a wage that falls between \$20K and \$49K per year.
- Medium range: 34% of the employers reported that new employees with a relevant degree from a local community college could expect to receive a wage that falls between \$50K and \$79K per year.
- High range: 20% of the employers reported that new employees with a relevant degree from a local community college could expect to receive a wage that falls between \$80K and \$110K per year.
- These results suggest that most of the employers in this sample pay new, professionally-trained employees relatively low-range wages (especially given the cost of living in HI).
- Many employers report that they pay new, professionally-trained employees mid-range wages.
- Fewer employers report that they pay new, professionally-trained employees high-range wages.

- These results also suggest that local community colleges may need to develop and implement marketing and promotional outreach that links specific types of degrees and professional training to potential wage ranges to help students and potential students understand what the wage market looks like post-graduation.

### Overall perceptions of the local community college

In this section of the survey, employers were asked to provide their overall assessments and perceptions of their local community college.

#### Worthwhile

**Do you think that it is worthwhile for your company or organization to pay the costs for your employees to take classes at [COLLEGE] in job-skill and/or professional training? (Select set of employers only)**

Responses	Frequency	Percentage
Not worthwhile at all	5	13%
Somewhat not worthwhile	3	8%
Somewhat worthwhile	16	42%
Very worthwhile	14	37%
<b>Total</b>	<b>38</b>	<b>100%</b>

Note: The three college names were rotated into the prompt as appropriate.

#### Summary

- 79% of the select set employers reported that they thought that sending their employees to the local community college was worth the cost.
- 8% of the select set employers reported that they thought that sending their employees to the local community college was somewhat not worth the cost.
- 13% of the select set employers reported that they thought that sending their employees to the local community college was not worth the cost at all.
- These results suggest that most employers perceive that the job-skill and professional training provided by their local community college is worth the cost.
- Given that 21% of the employers stated that they thought that the cost of job-skill and professional training at their local community college was generally not worthwhile, this perception needs to be examined in more detail to understand why this set of employers perceive their local community college's job-skill and professional training as not valuable.

## Incentives

**Does your company or organization offer any incentives for employees to attend job-skill and/or professional training programs?**

Response	Select set	General set	Overall frequencies
No	16	9	25 (50%)
Yes	20	12	22 (44%)
DK/not sure	2	1	3 (6%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>50</b>

## Summary

- 50% of the employers reported that their company does not offer any incentives for employees to attend job-skill and/or professional training.
- 44% of the employers reported that their company does offer incentives for employees to attend job-skill and/or professional training.
- These results suggest that many employers likely offer incentives to their employees and that local community colleges may be able to use those incentives as a recruitment tool.

## What types of training programs should the local community college offer?

Employers were asked to list the types of training programs that their local community college could offer to meet their needs.

**Given your understanding of what your company or organization needs in terms of employee job-skill and/or professional training, what types of training programs can [COLLEGE NAME] develop to meet your current and future needs?**

Original responses from the "select set" of employers
A 4-year degree in bachelor's of science, human services and social work. Health sciences more long term other than nursing. Mental health training, disabilities.
Any training at all for any positions, accounting level type, IT type of training, managerial skills, communication skills.
CDL driver training, customer service, communication, computer skills (email, MS Office, internet), management/leadership, sales
Certificate in Hospitality
Commercial Driver training, basic supervisory skills training, customer service training, accounting, business, basic financial acumen (P & L, etc.)
Computer programs (Excel, Word, etc.), PowerPoint, Adobe Max, etc.
Computer skills, leadership training.
Conflict resolution skills. Life skill training, job readiness training. Emotional intelligence. Those soft skills

are as important as the hard skills. Create a course called acing your performance review, having a clear understanding what is expected of you, teach them to ask questions and ask for feedback. These things secure long-term employment and get raises and promotions.
CSAC and BA in social services, currently working with your staff.
CSAT courses. Certified substance abuse counselor. Anything that surrounds addiction and being certified, like counselors, or certified clinical supervisors. We are lacking this a lot here in Maui.
Culinary skills. A bit needed skill set. Also, anything in the realm of engineering. More trade positions.
Culinary, hospitality, customer service, phone/computer
Culinary, if we could have partnership with the college. We would even take seasonal students on their breaks from school. They could look at hospitality in general as far as interning for management positions, or sales. Management would be helpful, as well as guest service, front-facing contact.
Customer Service and Communication skills
Early Childhood Certification
Excel trainings
I am currently not sure, but I did reach out to the college last week to start dialogue to work with them. If we could utilize union classes, that would be great, we are currently non-union.
I know the culinary program is really good. Business or entry management level courses.
I work alone, but I do outsource marketing and copywriting. I do lots of other work, for other companies. For my other companies I work with, work ethics is one. I hire character first and skill second to our needs in other organizations. Communication skills are number one, plus customer service. Salesmanship and marketing. A good understanding of business, accounting, operations. Communicating value is important. To have people skills and work within a team, to take directions and manage projects, and be able to take constructive criticism. Accounting principles, Business Legality 101. Research skills. Also, learning a life/work balance.
Leadership courses, focusing on how to be a better leader or supervisor. Also, some business practical courses, intermediate Excel training and such. Business communication training, or business writing, a business skill class to learn how to write business letters and documents.
Mechanics
Medical assistance program and certification courses which are not offered anymore at UHMC. Clerical certification would be really helpful, not a lot of people have those skills now days.
Medical laboratory technician and phlebotomy certifications that are NACCLES accredited
Most positions require some technical experience and customer service experience. Other specialized areas that require professional training would be in our engineering department and info tech.
None that I can think of
Nurses, nurse aids, medical assistants, imaging techs including Rad Techs, MRI Techs, US Techs, CT Techs.
Ongoing, updated refresher courses, with family patients, on services, medications and advice. Telephone etiquette.
Our teachers have to have a four-year degree, or go to an RN program for the nurses.
Retail Training, Basic Skills, Computer Skills, Email, work ethic.
Security Guard Card Training, Supervisory Skills Training, Customer Service Skills Training, Communication Skills Training, Computer Skills Training, Harassment & Workplace Discrimination Training
The trainings and skills needed are very specific and at the moment Maui College does not offer most of the programs that we need.
We do have various positions, you already have the early childhood classes, so I am not sure.
We do in-house training
We have one program, we subsidize, our public employers to send employees to Maui College. We work



closely with Maui College. Nothing specific for type of training or degree, because we are a state agency. Just a 4-year degree and human resources experience.

We would be extremely interested in programs that trained people in marine-related careers, especially mechanics and captains.

Your Culinary is really great and hospitality, plus any trades are always helpful. HVAC and such, those are what we look for.

#### Original responses from the “general set” of employers

Accounting (N=2)

Accounting for non-profit organizations, including grants management, setting up small organization accounting systems, knowing requirements, and preparing 990's and other required reports

Administrative assistant training, including typing, business correspondence, office protocols for correspondence, filing, knowledge of word processing programs, excel spreadsheets

Advanced Excel

Agile Certified Practitioner (ACP)

Aquaculture

Basic Accounting

Basic Computer Skills

BIM Modeling

Business

Construction Management

Creative writing skills

CRM training for marketing and database programs like Mail Chimp, Raisers Edge, and Sales Force. How to set up and maintain the systems.

Culinary

Diesel mechanic

Digital Media / Marketing

Electrical

Electrician: lighting system design and installation

Electrician: Low-voltage wiring design and installation

Email and phone etiquette with an emphasis on customer service and guest relations

Entrepreneurship

Entry-level supervisor/management training

Finance experience to prepare financial reports and grant monitors

GPS layout

Grant writing course(s)

Growth in the number of people that can code in Maui

Hospitality, food service, basic office machines, how to cut meat or fish in bulk.

IT technology

Knowledge of how towns developed and current ethnic mix

Labor Laws
Leadership programs
Lean Six Sigma Green Belt (LSSG)
Liberal Arts or General Education
Marine engineering (N=2)
Mechanics
Nursing---familiar with "street medicine"
Palliative Care RN
Plumbing
Project Manager Professional (PMP)
QuickBooks
Social media/web development
Social work degree
Social workers and paraprofessionals
Supervisory-type training/programs
Television production
Time management and efficiency
Tour Driver Guide Training and Certification Program
Tourism

## Summary

- Across both employer samples (select set and general set), employers listed a broad array of positions and programs that they would like to be developed and offered for job-skill and professional training, including:
  1. General education;
  2. Soft skills training;
  3. Service staff training;
  4. Professional and technical skills training;
  5. Skilled trades training;
  6. Managerial and administrative training; and
  7. Health care training.
- Similar to the list of positions that require job-skill and professional training above, these results suggest that the types of professional training programs that employers need and that community colleges may need to offer to meet employer needs must be diverse and varying, which may put community colleges in difficult positions trying to be everything to everybody.

### Right mix of knowledge and skills?

Employers were asked to assess the extent to which their local community college provides the right mix of knowledge and skills to train students so that they are employable.

**In general, do you believe that the job-skill and/or professional training programs offered at your local community college have the right mix of knowledge and skills to make graduates employable at your company or organization? (General set of employers only)**

General set of employers' responses	Frequency (%)
No	2 (9%)
Yes	11 (50%)
DK/not sure	9 (41%)
<b>Total</b>	<b>22</b>

### Summary

- 50% of the general set of employers reported that they thought that their local community college has the right mix of knowledge and skills to make graduates employable at their company.
- 41% of the general set of employers reported that they did not know or were not sure if their local community college has the right mix of knowledge and skills to make graduates employable at their company.
- These results suggest that local community colleges need to do more outreach and connect more directly with a broader set of employers to help them to understand that the job-skill and professional training programs that are offered are valuable and will help their employees be better employees.

## Educational level needed to hire

In this section of the survey, employers were asked to report what levels of education are needed (or may be needed) for professional or technical positions at their company.

**What is the minimum level of education that would be necessary for you to consider hiring a new employee to work in a professional or technical position at your company or organization?**

Response	Select set	General set	Overall frequencies
High school graduate unnecessary	2	2	4 (7%)
High school graduate, GED, or other high school equivalency	24	9	33 (55%)
Some college, but no degree or certificate	0	1	1 (2%)
Certificate	3	3	6 (10%)
Associate degree	0	4	4 (7%)
Bachelor's degree	6	1	7 (12%)
Master's degree	0	0	0 (0%)
Doctoral degree	0	0	0 (0%)
DK/not sure	3	2	5 (8%)
<b>Total</b>	<b>38</b>	<b>22</b>	<b>60</b>

### Summary

- 62% of the employers reported that potential employees need only a high school diploma (or less) to be hired at their company.
- 17% of the employers reported that potential employees need a certificate or an associate degree to be hired at their company.
- 12% of the employers reported that potential employees need a BA/BS degree to be hired at their company.
- These results are illuminating in two respects:
  1. The large number of employers that reported that employees do not need any post-high school training suggests that most of these positions are low-wage positions; and
  2. From a broad perspective, not developing the skill sets of large numbers of Hawai'i's workforce is potentially detrimental to the economic growth of the state and local communities.

## Awareness of local competitors

In this section of the survey, employers were asked if they were aware of local competitors.

**Do you know of any other job-skill and/or professional training programs that are relevant to your company or organization's needs that are available in your area other than those offered by [COLLEGE]?  
(Select set of employers only)**

Responses	Frequency	Percentages
No	23	61%
Yes	14	37%
DK/not sure	1	2%
<b>Total</b>	<b>38</b>	<b>100%</b>

### Summary

- 61% of the employers reported that they were not aware of local competitor professional training programs.
- 37% of the employers reported that they are aware of local competitor professional training programs.
- These results suggest that local community colleges may possess a competitive advantage in local markets, which can be leveraged by aggressive marketing and promotional efforts to increase local awareness of each college's offerings and services.

**If you send your employees to job-skill and/or professional training, where do you tend to send them?**

Original responses from the "select set" of employers	Internal/external
Employees are able to enroll in that program, and start really quickly, and not have to wait too long to get enrolled. It is also easier because of how quickly the course goes. They are also more flexible to the employees' schedules.	External
Hawaii Job core	External
Learning online, plus LinkedIn has courses at no charge	External
No I do not, they are CNA programs	NA
Offer in-house training programs	Internal
They're specific to the curriculum or the program itself	NA
They are industry specific	NA
Trainers come out to property and hold classes (i.e., Toastmasters, etc.)	Internal/external
University of Hawaii at Meno. A lot go to KCC and then go to the university, to get their bachelor's. They offer tourism and management courses.	External
We are in talks with a nonprofit organization. Not sure how they differ.	External
We do use some online platforms and a local trainer for sexual harassment seminars.	

They are not classroom-style, they come to our organization. Or a webinar, no live instructor.	Internal
We have larger organizations that we are part of. They are larger and do some of our re-certifications.	Internal
We look for culinary skills for some of our places, plus farming, which is very hands-on. I know of other programs but are not familiar with HCCs curriculum.	Internal
We worked with UH Hilo. We also have a high school branch, in an actual high school, where students actually work at our branch. Some students stay on after graduation and stay full time.	Internal/external
<b>Total</b>	<b>Internal = 6 External = 7</b>

Original responses from the “general set” of employers	Internal/external
Allow employees to chose a college of their choice	External
Anywhere	External
Hire companies to provide training	External
Honoka’a if programming that I have noted is available	External
Industry-specific training opportunities in Honolulu or continental U.S.	External
Kauai CC	External
Kauai Community College or online	External
No preference	NA
Nowhere	NA
Oahu and California	External
Online programs	External
Online courses	External
Pool industry expos	External
Production company	External
SHRM conferences	External
UH Maui Campus and other local venues	External
Virtual or off island	External
We currently do this in-house as there is nowhere to send employees for the types of skills and training we require to have successful employees	Internal
<b>Total</b>	<b>Internal = 1 External = 15</b>

## Summary

- Overall, most (76%) of the employers reported that they send their employees to external vendors and/or community colleges for job-skill and/or professional training.
- 24% of the employers reported that they do their own training (or a combination of in-house and external training).
- The results above show that local community colleges have opportunities to train

local employees in several areas:

1. Personal enrichment and professional up-skilling such as soft skills, computer skills, and communication training; and
  2. Professional networking opportunities such as the implementation of internships.
- These results show that there are ample opportunities for local community colleges to recruit employers and their employees for re-certifications, up-skilling, and enrollment into degree programs for job-skill and professional training.

### Additional information

This section of the survey is included to allow respondents to add additional comments if they desire. The results are presented “as is” to allow readers to come to their own interpretations and conclusions.

**Is there anything else that you would like to add that you think would be relevant to help your local community college understand what you need and/or how your local community college should change its job-skill and/or professional training programs to meet your needs more effectively?**

Original responses from the “select set” of employers
Basic computer training would be beneficial to all applicants. There are many employers that are moving to online systems that require them to use on a daily basis.
Developing a whole person, skills are not enough. That should be a strong brand for the college to launch its programs. Raising expectations for your students. Focus on the whole person, being the best, being ready for success. It's about soft skills as much as hard skills.
From what I gather, looking at the logistics, demographics, our Island in general, the Hospitality tourist is a huge part of our community, but there does not seem to be a lot of emphasis on that. On hospitality, and giving them an opportunity to intern or mentor at hotels. I do not see the courses for these types of things being offered.
I am fortunate enough to have been working with the college already, credit and noncredit side. When I do have suggestions I am comfortable enough to just let them know.
I think they are doing a great job. They have great relationships with the community and local employers.
I would like a representative from KCC to contact me at The Cliffs at Princeville - Human Resources Department (808.826.2142)
Just the time that the information is given to students about us even being there and having needs. We would love to work with your culinary programs and engineering programs.
Make it easy for working people to get preschool certification.
More about the community, one thing I noticed is that a lot of the younger applicants here do not come across as very confident. The culture here is very humble, but it is important for people to be able to promote themselves and sell themselves when interviewing. So more training on how to interview and present yourself in a professional setting. A lot are very shy and do not know how to promote themselves.
More courses, more variety of different topics.
Online programs for phlebs and MLTs
Open up a CSTAT certification in Maui. Certified substance abuse counselor

Teaching operations courses, advanced curriculums. I work with restaurants, farming, cannabis, real estate. I think it's more preparing the youngsters for expectations, they think they get out of college and make \$100k a year. They need to be more realistic. They need to have a real set up expectations. Prepare them to enter the right career, students get generic degrees in associates and don't know what they want to do. Most never even apply that degree to what they do for a living. Help them more on the career track and fine tune their minors and majors to that. Education is expensive, and a lot of money to pay back, so let's not have them waste their degrees. Practical lessons, career focus, research focus, help them get a job, teach them how to interview well.
The Civil Construction industry is very different than most. The certification, trainings and job skills are very specific.
The timing of the certification courses. A lot of employees have a hard time joining because it conflicts with their job hours, and we are only open 8 a.m. to p.m. So doing school is difficult because it puts them in a position of school or work. The timing conflict is a big thing.
We can train staff on how to do the job but, more communication or how to have a rapport with people. Customer service experience or training. To help younger people learn better customer service. Also something to help everyone to adapt to changes in a work environment. More technology-based training, even as simple as the different types of apps we have on our computers. More in-depth kind of training, not just an overview, but more specific training. Such as Outlook, they give an overview but don't show you things like how to change your signatures and the inner workings of the apps.
We desperately need CDL drivers, as do many other employers. It would be so helpful to have a CDL program at the community college. Great, good-paying career requiring no college degree.
We desperately need CDL drivers. Not just our company, but many others in our community. It is a great career path, well-paying, and doesn't require a college degree (just the CDL training). It would be a huge benefit to our community to have a reliable and ongoing CDL training program.
We want to hire local candidates and often struggle to find qualified, interested individuals. If you offered programs service Maui's marine community specifically we would be enthusiastic.
We work directly with the college and help with internships
Would like to meet someone from the college to discuss more in detail (Note: See End Note #3 for details)

Original responses from the "general set" of employers
Connect students with local businesses for jobs after graduation
Continue to build online capacity for classes. Creating community on-campus is important for some, especially younger students, but not all — especially those already in the workforce. Online courses today are what night classes might have been last century. The pandemic has elevated the familiarity of using online tools to connect. Time to fully embrace this opportunity.
Continuing community college training virtually and during the evening provides opportunities for employees with flexible schedules.
Neighbor Island community colleges need more support —many have families and obligations that make it difficult to go to Honolulu for training. For example, the Community Health Worker for mental health or elder services training.
History of Hilo and Hamakua. How towns developed to what they are now. Have knowledge of current ethnic mix. Visitors are interested and will often ask.
Increased networking by the job placement department at UHCC with local businesses.
Keep up with advancing technology in the construction industry: Microsoft projects, Bluebeam, Trimble Business Center, Mitek, Plangrid, Trimble Rovers/ GPS.
Maybe start at the high school with some summer intern programs that earn credit
More outreach to business in short-term training; too much online training; prefer in-person face-to-face.
Moved my company from Northern California to Maui. Looking to hire local talent and grow the tech community in Hawaii
My responses are related to my volunteer life. There is a shortage of people on Hawaii Island who are available



to provide accounting services for non-profit organizations. There is also a shortage of highly skilled professional administrative assistants. We also lack people with the skills to be Executive Directors of non-profits. The skill needs for the Executive Director positions are quite complex, and I expect that training may need to be more extensive than a certificate program. The accounting professionals would need to be self employed because few organizations are large enough to hire a full-time person. They would also need courses on how to run their business. Well-trained admin assistants could benefit many businesses on the island.

We love HCC because of the vocational programs you offer

## Conclusions and Recommendations

### General employer needs

- Overall, although the sample of employers is limited across both of the surveys, their perceptions provide insights into their specific needs in the near future.
- Many of the 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).
- The employers reported that 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.
- The 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.

### Employer willingness to train employees

- Overall, a substantial number of employers reported that their employees have not participated in job-skill and/or professional training programs at the local community college:
  1. 38% reported that their employees have not been trained at the local community college;
  2. 33% reported that their employees have been trained at the local community college; and
  3. 28% reported that they are not sure.
- The majority of employers reported that they are willing to send their employees to the local community college for job-skill and/or professional training:
  1. 87% reported that they are very willing or somewhat willing; and
  2. 14% reported that they are somewhat unwilling or not willing at all.

- In addition, the majority of the employers reported that most of their new hires will need specific job-skill and/or professional training.
- These results suggest that there is a substantial market of potentially untrained employees that local community colleges may be able to motivate to enroll in certification, recertification, or associate programs to gain job-skill and professional training.

### Educational level needed to hire

- Overall, the employers reported that the educational level needed to hire new employees ranged broadly from 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.
- 17% of the employers reported that potential employees need a certificate or an associate degree to be hired at their company.
- 12% of the employers reported that potential employees need a BA/BS degree to be hired at their company.
- As stated above, these results are illuminating in two respects:
  1. The large number of employers that reported that employees do not need any post-high school training suggests that most of these positions are low-wage positions; and
  2. From a broad perspective, not developing the skill sets of large numbers of Hawai'i's workforce is potentially detrimental to the economic growth of the state and local communities.
- These results place local community colleges and the UHCC system into a potentially political situation where they may find that they are running against employers who need to meet their immediate needs by hiring untrained and somewhat uneducated workers, while local community colleges advocate for job-skill and/or professional training for the majority of Hawai'i's workforce to increase worker living conditions and to support local communities, especially for historically disenfranchised communities (see the *Hawai'i Economic and Labor Force* report completed by **Interact Communications** for more detail).

### Awareness of local competitors

- Overall, 61% of the employers reported that they were not aware of local competitor professional training programs (37% reported that they are aware of local competitor professional training programs).
- In addition, most (76%) of the employers reported that they send their employees to external vendors and/or community colleges for job-skill and/or professional

training (24% reported that they do their own training or a combination of in-house and external training).

- These results suggest that local community colleges may possess a competitive advantage in local markets, which can be leveraged by marketing and promotional efforts to increase local awareness of each college's offerings and services.
- These results also suggest that there are ample opportunities for local community colleges to recruit employers and their employees for re-certifications, up-skilling, and enrollment into degree programs for job-skill and professional training.

### Next step recommendations

- Based on the results presented above, the following next steps are proposed:
  1. Outreach:
    - a. Develop a business advisory council to provide insight into meeting the needs of local businesses; and
    - b. Create a comprehensive outreach plan for the business community, including regular communications, hosting partnership events, and support for career placement as a way to build awareness of current college services, programs, and degree offerings and to strengthen college/business partnerships.
  2. Strategic development:
    - a. Where needed, develop relevant courses/programs to meet the specific needs of local businesses;
    - b. Within the business outreach plan, build a sub-plan to identify key human resource contacts to foster greater awareness of the colleges' programs and services for employers;
    - c. Develop a comprehensive marketing campaign to educate employers about the colleges' offerings and services, such as certification, re-certification, up-skilling, targeted training, and other workforce development offerings;
    - d. Investigate partnerships with state and local workforce development agencies to develop or enhance programs that support the economic growth of local communities and the state; and
    - e. Implement marketing a campaign that targets working adults to promote job-skill and professional training opportunities that align with the needs of the business community.

## End Note

### <sup>1</sup> Economic and labor market sources:

1. Dept. of Labor & Industrial Relations Research & Statistics Office September 2020 report ([dlir.rs.hiwi@hawaii.gov](mailto:dlir.rs.hiwi@hawaii.gov) & [www.hiwi.org](http://www.hiwi.org)).
2. Hawai'i's Department of Labor & Industrial Relations July 2020 report ([www.hiwi.org](http://www.hiwi.org)).
3. Hawai'i's Working Population: An Analysis by Industry 2015-2019. Department of Business, Economic Development, & Tourism Research (Economic Analysis Division) March 2021 report.

### <sup>2</sup> Limitations and guarantee:

Working with college personnel and under tight deadlines, **Interact Communications** takes concerted effort to gather an appropriate amount of data for inclusion in its research reports. However, given that participation in research is voluntary, and certain sources of data may not be available to include in research reports, practical limitations are inherent in the data collection processes. As a result, the conclusions that are drawn from any specific research project may need to be interpreted with a degree of caution because they may not be representative of the entire target population. Despite the practical limitations, **Interact Communications** guarantees that valuable insights will be uncovered to be used in the design and implementation of program development and marketing efforts.

### <sup>3</sup> Contact details:

Heather Yap  
The Ritz-Carlton Maui, Kapalua  
Human Resources Coordinator  
808-669-6200  
[heather.yap@ritzcarlton.com](mailto:heather.yap@ritzcarlton.com)

## Appendix A: Postcard Invite Sent to Employers



401 Jefferson Blvd  
Warwick, RI 02886

**How can I take the survey?**

Schedule a convenient time for  
your telephone survey.  
It only takes a few minutes

**SCHEDULE ONLINE**  
<https://safe.org.pl/CallMe>

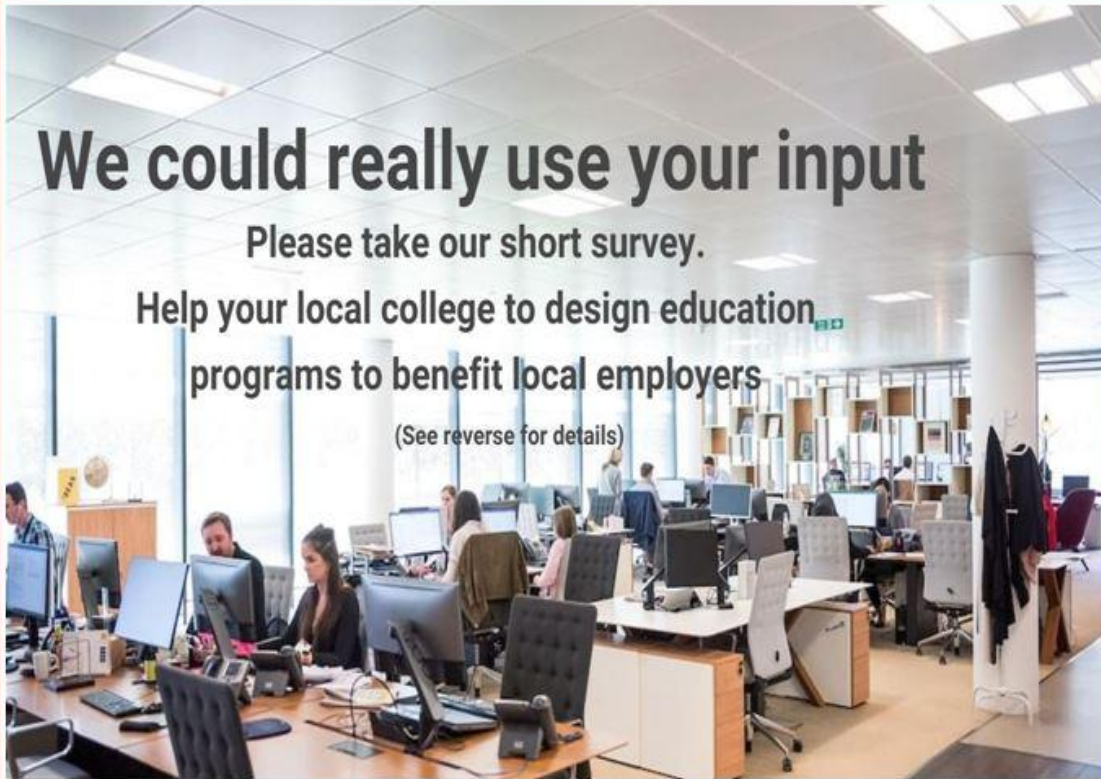
**EMAIL**  
Invite@PortableInsights.com

**PHONE**  
(401) 352-4005

**SCAN THIS QR CODE**



**[NAME]  
[TITLE]  
[COMPANY]  
[ADDRESS]  
[CITY], [STATE]...[ZIP]**



# We could really use your input

Please take our short survey.

Help your local college to design education  
programs to benefit local employers

(See reverse for details)

## Appendix B: Employer Phone Protocol

UHCC Employer “Select Set” Phone Survey (v4b)

### A. SETUP

Three colleges are part of this project:

1. Hawai'i Community College
2. Kaua'i Community College
3. Maui College

Please modify the references to the institution for whom you are representing during each call where [COLLEGE NAME] is indicated.

**NOTE:** Ask to speak to a human resources representative, hiring manager, or the person who oversees hiring.

### B. INTRODUCTION

On behalf of [COLLEGE NAME], we are conducting a brief survey to determine the level of interest in developing [COLLEGE NAME's] job-skill and professional training programs. Do you have 10-12 minutes to participate in our survey? It would be greatly appreciated.

**NOTE:** If YES, continue.

**NOTE:** If NO, end the call politely.

Your input is valuable to [COLLEGE NAME] to determine program needs and updates. All information that you provide is confidential.

### C. INSTRUMENT

#### Background

1. In which city or town is the main office or main location of the company or organization for which you work located?

a. [Open-ended]

2. About how many people does your company or organization currently employ?

a. [Open-ended]

3. What position do you currently hold in your company or organization?

a. [Open-ended]

4. Can you describe briefly what your company or organization does, sells, and/or manufactures?

a. [Open-ended]

### Employment Projections and Needs

5. Are you currently hiring or planning to hire in the next 1-3 years?

a. Yes (Go to 5a-5c series)

b. No (Go to 6)

**5a. If YES to 5:** What types of positions are you currently hiring for or planning to hire for?

a. [Open-ended]

**5b. If YES to 5:** About how many people do you expect to hire in the next 1-3 years?

a. 1-5

b. 6-10

c. 11+

**5c. If YES to 5:** About what percentage of your new hires will need specific job-skill and/or professional training?

a. None (0%)

b. Some (25%)

c. Many (50%)

d. Most (75%)

e. All (100%)

6. Does your company or organization have positions that require job-skill and/or professional training?

a. Yes (Go to 6a)

b. No (Skip 6a; Go to 7)

**6a. If Yes to 6:** What type of job-skill and/or professional training is required?

a. [Open-ended]

### Professional Training Programs

7. Do you currently employ people who have participated in job-skill and/or professional training at [COLLEGE NAME]?

- a. Yes
- b. No
- c. **(DO NOT READ)** Do not know/not sure/no answer

8. How willing are you to send your employees to [COLLEGE NAME] for job-skill and/or professional training?

- a. Not willing at all
- b. Somewhat unwilling
- c. Somewhat willing
- d. Very willing

9. Do you think that it is worthwhile for your company or organization to pay the costs for your employees to take classes at [COLLEGE NAME] in job-skill and/or professional training?

- a. Not worthwhile at all
- b. Somewhat not worthwhile
- c. Somewhat worthwhile
- d. Very worthwhile

10. Does your company or organization offer any incentives for employees to attend job-skill and/or professional training programs?

- a. Yes
- b. No

11. Given your understanding of what your company or organization needs in terms of employee job-skill and/or professional training, what types of training programs can [COLLEGE NAME] develop to meet your current and future needs?

a. [Open-ended]



## Education and Salary Levels

12. What is the minimum level of education that would be necessary for you to consider hiring a new employee to work in a professional or technical position at your company or organization?

- a. (1) High school graduate unnecessary
- b. (2) High school graduate, GED, or other high school equivalency
- c. (3) Some college, but no degree or certificate
- d. (4) Certificate
- e. (5) Associate degree
- f. (6) Bachelor's degree
- g. (7) Master's degree
- h. (8) Doctoral degree
- i. (9) **(DO NOT READ)** Do not know/not sure/no answer

13. What salary range would a new employee with a relevant degree or certificate from [COLLEGE NAME] reasonably expect to receive at your company or organization?

- a. **[Open-ended]**

## Other Training Sources

14. Do you know of any other job-skill and/or professional training programs that are relevant to your company or organization's needs that are available in your area other than those offered by [COLLEGE NAME]?

- a. Yes (Go to 14a)
- b. No (Go to 15)
- c. **(DO NOT READ)** Do not know/not sure/no answer (Go to 15)

**14a. If YES to 14:** How do these other programs differ from the programs that [COLLEGE NAME] offers?

- a. **[Open-ended]**

## Additional Comments

15. Is there anything else that you would like to add that you think would be relevant to help your local community college understand what you need and/or how your local community college should change its job-skill and/or professional training programs to meet your needs more effectively?

- a. [Open-ended]

### Closing Statement

Those are all of the questions I have for you today. Thank you very much for assisting us with this important research.

## Appendix C: Employer Online Survey

UHCC Employer “General Set” Online Survey (v4b)

### [PAGE 1]

#### Introduction

The University of Hawai'i community college in your area is conducting a brief survey to determine employer workplace needs. As a valued employer in your community, your input is valuable to determine if job-skill and/or professional training programs need to be updated.

#### Purpose

The purpose of this survey is to determine if your local community college needs to make changes to its job-skill and/or professional training programs to meet the needs of local employers more effectively.

#### Voluntary Participation

We expect that completion of this survey will take 12-15 minutes. Your participation is voluntary.

#### Anonymous

The online survey is designed to keep your responses anonymous. Your responses will not be associated with any identifying information in any reports generated from the survey.

#### Contents

This survey contains several sections that ask about:

- A. The general background of the company or organization for which you work (keeping your company or organization's identity anonymous);
- B. Future needs;
- C. Professional training options;
- D. Willingness to train employees; and
- E. Additional thoughts.

If you desire to participate, please click on the “**Start Survey**” button.

**[PAGE 2]****A. Background**

1. In which city or town is the main office or main location of the company or organization for which you work located?

a. [Open-ended]

2. About how many people does your company or organization currently employ?

a. [Open-ended]

3. What position do you currently hold in your company or organization?

a. [Open-ended]

4. Please provide a brief description of what your company or organization does, sells, or manufactures:

a. [Open-ended]

5. Which community college is closest to your main office or main location?

- a. Hawai'i Community College
- b. Kaua'i Community College
- c. Maui College

**[PAGE 3]****B. Employment projections and needs**

6. Are you currently hiring or planning to hire in the next 1-3 years?

- a. Yes (Go to 6a-6c series)
- b. No (Skip 6a-6c series; Go to 7)
- c. Do not know/not sure (Skip 6a-6c series; Go to 7)

**6a. If YES to 6:** What types of positions are you currently hiring for or planning to hire for? List up to three examples:

a. [Open-ended]

- b. [Open-ended]
- c. [Open-ended]

**6b. If YES to 6:** About how many people do you expect to hire in the next 1-3 years?

- a. 0
- b. 1-5
- c. 6-10
- d. 11+

**6c. If YES to 6:** About what percentage of your new hires will need specific job-skill and/or professional training?

- a. None (0%)
- b. Some (25%)
- c. Many (50%)
- d. Most (75%)
- e. All (100%)

**7.** Does your company or organization have positions that **require** job-skill and/or professional training?

- a. Yes (Go to 7a)
- b. No (Skip 7a; Go to 8)

**7a. If YES to 7:** What type of job-skill and/or professional training is required? List up to three examples:

- a. [Open-ended]
- b. [Open-ended]
- c. [Open-ended]

**8.** What is the minimum level of education that would be necessary for you to consider hiring a new employee to work in a professional or technical position at your company or organization?

- a. (1) High school graduate unnecessary
- b. (2) High school graduate, GED, or other high school equivalency
- c. (3) Some college, but no degree or certificate
- d. (4) Certificate
- e. (5) Associate degree
- f. (6) Bachelor's degree
- g. (7) Master's degree

- h. (8) Doctoral degree
- i. (9) Do not know/not sure

**[PAGE 4]****C. Professional training programs**

9. Given your understanding of what your company or organization needs in terms of employee job-skill and/or professional training, what types of training programs can your local community college develop to meet your current and future needs? List up to three examples:

- a. [Open-ended]
- b. [Open-ended]
- c. [Open-ended]

10. If you send your employees to job-skill and/or professional training, where do you tend to send them?

- a. [Open-ended]

11. Do you currently employ people who have participated in job-skill and/or professional training programs at your local community college?

- a. Yes (Go to 11a-11b series)
- b. No (Skip 11a-11b series; Go to 12)
- c. Do not know/not sure (Skip 11a-11b series; Go to 12)

**11a. If YES to 11:** Please list the types of training programs that your current employees have completed or participated in at your local community college. List up to three examples:

- a. [Open-ended]
- b. [Open-ended]
- c. [Open-ended]

**11b. If YES to 11:** In general, what salary range would a new employee with a relevant degree or certificate from your local community college reasonably expect to receive at your company or organization?

- a. [Open-ended]

**[PAGE 5]****D. Willingness to train and hire**

12. How willing are you to send your employees to the local community college for job-skill and/or professional training?

- a. Not willing at all (Go to 13)
- b. Somewhat unwilling (Go to 13)
- c. Somewhat willing (Go to 12a & 12b series)
- d. Very willing (Go to 12a & 12b series)

**12a. If somewhat willing or very willing to 12:** Which type of program would you most likely send your employees to for job-skill and/or professional training?

- a. Certificate and certification programs (these programs prepare students for specific entry-level positions or skills upgrading)
- b. Associate degree programs (these programs prepare students for careers in technical fields or to transfer to a four-year college)

**12b. If somewhat willing or very willing to 12:** Does your company or organization offer any incentives for employees to attend job-skill and/or professional training programs?

- a. Yes
- b. No

13. In general, do you believe that the job-skill and/or professional training programs offered at your local community college have the right mix of knowledge and skills to make graduates employable at your company or organization?

- a. Yes
- b. No
- c. Do not know/not sure

[PAGE 6]

### E. Additional thoughts

14. Is there anything else that you would like to add that you think would be relevant to help your local community college understand what you need and/or how your local community college should change its job-skill and/or professional training programs to meet your needs more effectively?

a. [Open-ended]

### Closing Statement

Thank you very much for assisting with this important research. Your local University of Hawai'i community college appreciates your time and effort.

To end this session and submit your answers, click on the **"SUBMIT"** button.




**Hawai'i Community College, Kaua'i Community College, Maui College**

**Graduate Preparation Survey: Core Professional Skills and  
Experience Training**

Report prepared by  
Terry Kinney  
Senior Researcher and Communication Strategist

January 2023



## Table of Contents

	Page
<b>Introduction</b>	<b>3</b>
<b>Method</b>	<b>3</b>
<b>Results</b>	<b>3</b>
A brief note about the results and conclusions	3
Sample characteristic demographics	4
Sample background demographics and parameters	5
Job-focused skills and training assessments	13
Career-focused skills and training assessments	28
Professional development opportunities	55
Career services	64
What is the college doing well?	78
What is the college not doing well? (What does the college need to improve?)	83
<b>Conclusions and Recommendations</b>	<b>87</b>
Job-focused skills and training	87
Career-focused skills and training	88
Professional development opportunities	89
Career services	90
What the colleges are doing well	91
What the colleges are not doing well (need to improve)	92
Recommendations	93
<b>Next Step Recommendations</b>	<b>95</b>
Additional research	95
Outreach and marketing approaches	95
<b>End Note</b>	<b>96</b>
<b>Appendix A: Sample Characteristic Demographics</b>	<b>97</b>
<b>Appendix B: Survey Protocol</b>	<b>103</b>
<b>Appendix C: Chi-Square Test Explained</b>	<b>109</b>

## Introduction

The purpose of this survey was to assess the extent to which recent graduates of Hawai'i Community College (HCC), Kaua'i Community College (KCC), and Maui College (MC) received job-skill and/or professional training that prepared them for a specific job and/or a profession/career.

In the job-focused section of the survey, recent graduates were asked to evaluate the extent to which the education and training that they received at HCC, KCC, or MC gave them the skills and competence to do specific jobs and/or to complete specific tasks, such as being able to care for the elderly, fix a broken water pipe, write a technical report, or build a house.

In the career-focused section of the survey, recent graduates were asked to evaluate the extent to which the education and training that they received at HCC, KCC, or MC gave them the skills and competence to be successful in a profession and/or career such as medicine, business, teaching, or any of the skilled trades.

## Method

An online survey was used to gather the perceptions of recent graduates to assess their perceptions of the level of professional training that they received in college and how it prepared them for a job and/or a career. The colleges sent out invitations to recent graduates requesting their participation. The online survey was available to complete from mid-August 2022 to mid-November 2022. A total of 63 graduates completed the online survey.

## Results<sup>1</sup>

### A brief note about the results and conclusions

To reduce the information load potential posed by this report, a streamlined version of the results is presented below. Each survey prompt is followed by its respective results and a brief summary. The rationale that drives this streamlined approach is to highlight action-oriented conclusions and recommendations and to provide clear insights for program design and marketing efforts.

A broad-based approach to gathering graduate skills and professional training was taken for this survey to capture as much detail and breadth as possible in an online survey. Thus, the results section is composed of:

1. Sample characteristic demographics;
2. Sample background demographics and parameters;
3. Job-focused skills and training assessments;

4. Career-focused skills and training assessments;
5. Professional development opportunities;
6. Career services;
7. What the college is doing well; and
8. What the college is not doing well (what the college needs to improve).

The results that follow detail the characteristics of the sample of the graduates and their perceptions of the skills and training that they received at the three colleges.

### Sample characteristic demographics

Sample characteristic demographics were collected to understand the types of graduates who completed the online survey. The table that follows displays a summary of the sample characteristics.

#### Summary results: Sample characteristics

Characteristic	Summary of results
Age	Average = 39 Range = 22-77
Gender	Female = 60% Male = 35% LGBTQ+ = 2%
Race/ethnicity*	Caucasian (white) = 32% Native Hawai'ian = 26%
Student type	Returning = 50% First-timer = 42% Continuing = 6%
Degree type	AA/AS = 69% Transfer = 23%
Residency status	Resident of HI = 89% Non-resident of HI = 11%
City, village, town*	Various
Years lived at current address	< 1 year = 3% 1-3 years = 19% 4+ years = 76%
Full-time or part-time student	Full-time = 76% Part-time = 22%
Employment status	Full-time = 67% Part-time = 6%

\*See Appendix A for more details.

## Summary

In general, the sample of graduates was somewhat older than most recent college graduates (average age = 39), but that provides professional perspective as the majority work full-time (67%) and likely understand the value of the skills and experiences that they received during their time at the community college and how those skills and experiences apply to their professional lives.

As is typical for these types of surveys, more females (60%) completed the survey than males (35%), suggesting that the results may be somewhat more relevant to the professions and fields that attract females rather than males (see the next section for more details on the types of professions represented in this sample).

In addition, more white people (32%) completed the survey than any other racial/ethnic group, suggesting that the results may be somewhat more relevant to the professions and fields occupied by white people over other racial/ethnic groups. However, a substantial number of Native Hawai'ians (26%) also completed the survey, which may balance out the influence of the white majority.

Most of those who completed the survey indicated that they were seeking an associate degree (69%) and were a returning (50%) or first-time student (42%).

Most of those who completed the survey were residents of Hawai'i (89%) and have lived in the same location for more than four years (76%).

## Sample background demographics and parameters

Educational and professional training background information was also collected to understand the types of professions and careers that were represented in the survey results, the colleges from which the education and training were received, and what the graduates are doing now. Background information included:

1. Which program, certificate, or major;
2. Which college;
3. Post-graduation activities; and
4. Types of professions and fields represented in sample.

Which program, certificate, or major?

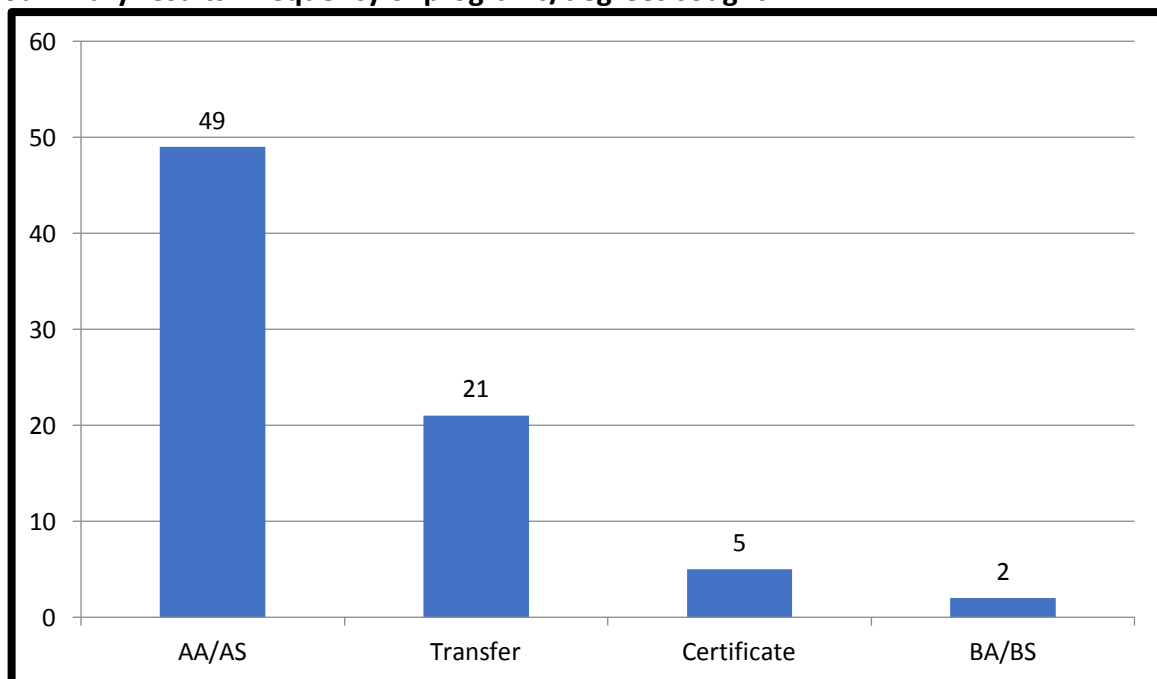
Please list which program, certificate, or major you were enrolled in or were taking classes to complete.

Response	AA/AS	BA/BS	Cert.	Transfer
AA (N=4)	4			
AA Culinary (baking and cooking)	1			
AA Hawaiian Studies	1			
AA in Liberal Arts	1			1
AA-Psychology & Pālanui	1			1
AAS-Accounting	1			
Accounting	1			
ADN Nursing	1			
Agriculture AAS	1			
Agriculture AS degree	1			
Associate degree; Community Health Worker Certificate (MCC); Human services certificate	1		2	
Associates	1			
Associates in Business Administration	1			
Associates in Liberal Arts	3			3
Associates of Science electronics program	1			
Bachelor's Degree in Sustainable Science Management		1		
Business Technology (N=3)	3			
Business Technology and information processing, Accounting	2			
CAN	1			
Community Health Worker	2			
Community Health Worker Certificate and Early Childhood Education certificate			2	
Culinary Arts	2			
Diesel mechanics	1			
Diesel technology, automotive technology	2			
ECET	1			
Fire Science	1			
General education				1
Hospitality and Tourism	1			
Human services	1			
Info Technology, Info Security Assurance	2			
Liberal Arts (N=11)				11
Liberal Arts, Nursing	1			1
Nurse Aide	2			

Nursing	2			
Practical Nursing	1			
Psychology major, Gender Studies certificate			1	1
SSM Bachelors degree / liberal arts degree		1		1
Sustainable construction technology	1			
Tropical Agricultural & botany	1			1
Tropical Agriculture, Cultural and Natural Resource Management	2			
<b>Totals</b>	<b>N=49 (64%)</b>	<b>N=2 (3%)</b>	<b>N=5 (6%)</b>	<b>N=21 (27%)</b>

The figure below shows the overall summary results for programs/degrees that the graduates represent.

#### Summary results: Frequency of programs/degrees sought

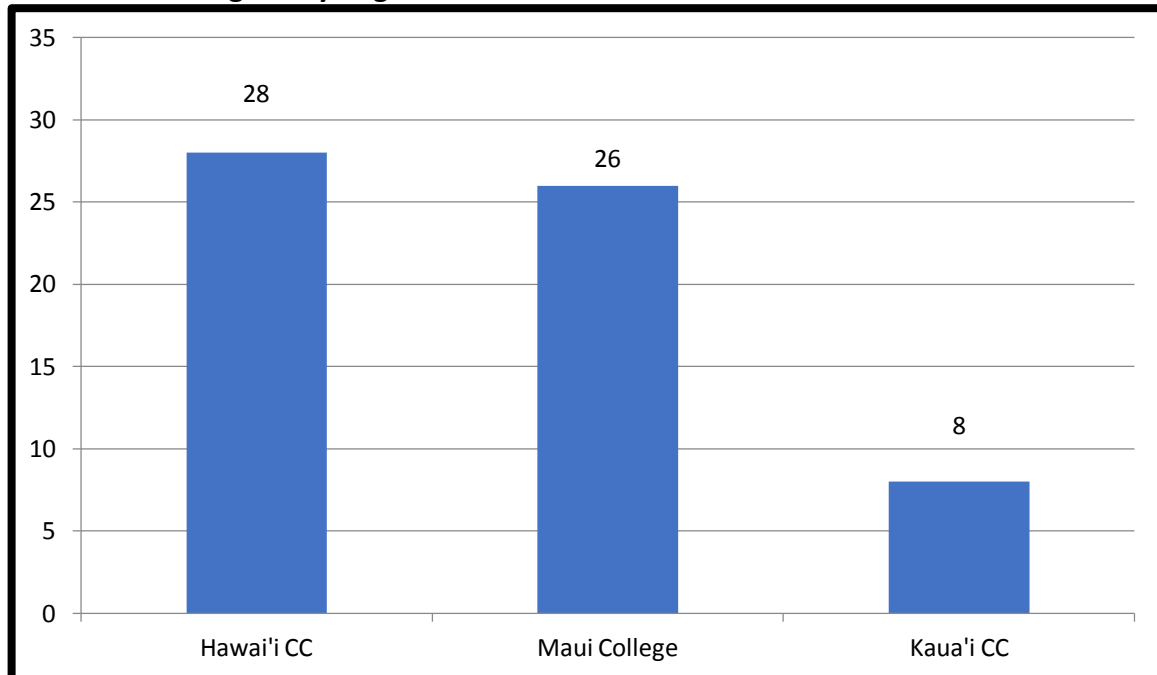


#### Summary

Most respondents indicated that they were enrolled in an AA/AS degree program (64%), suggesting that they have the perspective and experience to assess the extent to which their professional training and experiences in college were relevant and valuable in developing their professional abilities and competencies.

Which college?

#### From which college did you graduate?



#### Summary

The sample is not balanced in terms of representing the three colleges equally, with more respondents indicating that they graduated from HCC (45%) and MC (42%) compared to KCC (13%). This imbalance may or may not be of concern because it depends on the extent to which KCC offers unique programs and professional training options that HCC and MC do not offer.

Post-graduation activities?

#### What did you do after you graduated?

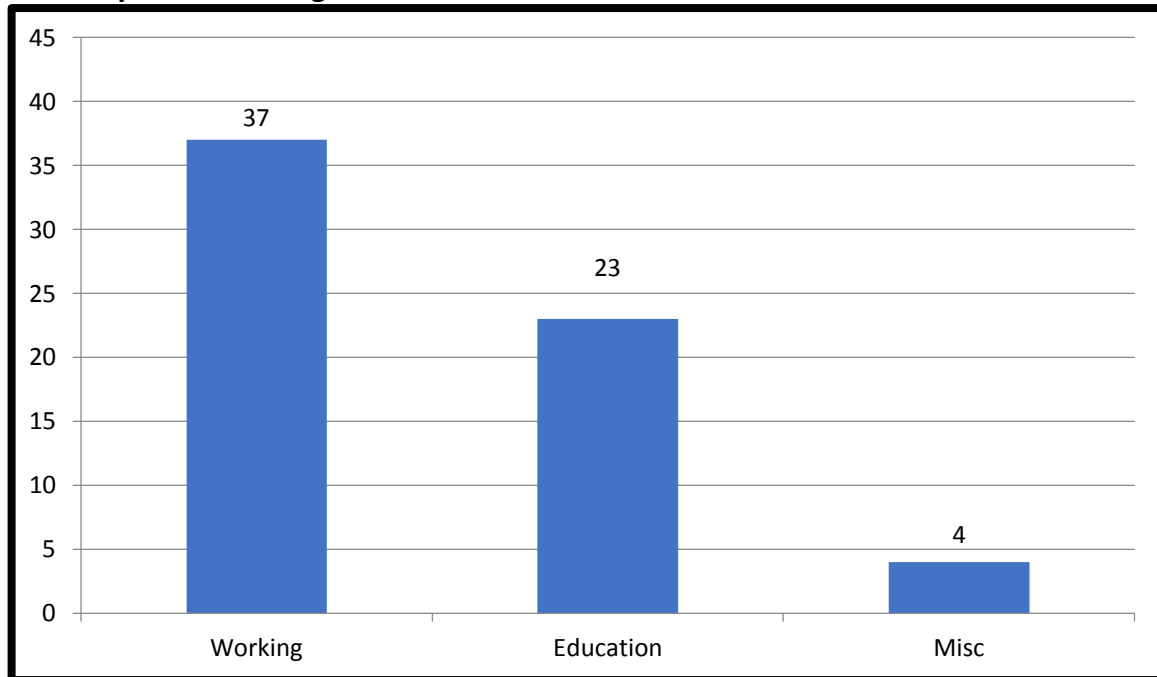
Response	Working	Education	Misc.
Accepted a position at PMRF. Currently at Pacific Wireless in Lihue as a Field Technician.	1		
Accepted employment for the State of Hawaii Department of Health Kalaupapa	1		
After receiving my AA from Hawaii Community College, I have been continuing my education alongside co-authorship of an academic article for JAMA		1	
Attended UH Hilo and majored in Business Admin		1	
Attended UH Hilo for a couple semesters, but I was unable to continue to pay for classes and have been working full time ever since.	1	1	



Attended UH Manoa to earn a BEd		1	
Content creation and carpentry	1		
Continue college		1	
Continued my work with the Hawaii State Dept of Health - WIC program	1		
Continued school		1	
Continued school in Marbella, Spain		1	
Continued schooling		1	
Continued to a dual Bachelor degree program for Finance & Accounting		1	
Continued to get Accounting degree		1	
Counselor and advocate for domestic violence victims	1		
Found a job, continue working	1		
Found a job, worked and then joined the army	1		
Got a job	1		
Get BBA in Human Resources at UH Manoa		1	
Go back to my previous employer	1		
Got a job immediately with said degree	1		
I applied to UH-Hilo for a BS in Tropical Agriculture, Agroecology		1	
I assisted my husband with his construction business. In the beginning of my academic journey I had plans to use my degree in Early Childhood Development. However, life took me in a different direction. I had such a great experience attending Palamanui. My professors were excellent. Some of the questions in the survey do not apply to me because I was not going to Community College for a specific job advancement but as a stepping stone to four year college. I feel like I aged out. Taking these classes gave me confidence in myself and showed me that hard work pays off.	1		
I did not continue to pursue nursing career. Instructors failed me controversially. I started my own transportation business instead.	1		
I graduated with my Degree in Administration of Justice and I'm working on my Liberal Arts degree		1	
I had transferred from Hawai'i community college to University of Hawaii at Manoa		1	
I managed a retail store and finished my bachelor's online. Now I am a Financial Analyst with Marriott.	1		
I transferred to CU Denver.		1	
I was offered a job at Hilo Medical Center	1		
I work for the Ritz Carlton Kapalua but I want to go back to get a bachelors	1		
I worked at Malama I Ke Ola health clinic as a call center representative	1		
Immediately hired at Maui Memorial Medical Center as a registered nurse	1		
Not much, Covid-19 hit			1
Not too much. Just took time off to recharge.			1

Nurse aide for 5 years	1		
Opened a business and signed up for UH Agroecology program in the spring	1	1	
Opened a desserts catering business	1		
Retired back to building houses as before	1		
Retired due to poor health			1
Searched for a job			1
Started working as a nurse within three months of graduation	1		
Started working as a registered nurse	1		
Still taking some classes for an AS in Business. I did an internship.		1	
The Pandemic hit. I was hoping to continue on and archive my BA and then work on Teacher Certification for Elementary Education.		1	
Took a break because I was sick and never graduated			1
Took a break, looked for a job in Hospitality and Tourism and found and hired at a hotel	1		
Transferred to Manoa		1	
Tried to get an SSM Bachelors degree		1	
Trying to get my state license for my business	1		
Went back to the jewelry business	1		
Went straight into the work field in Information Technology. Got a Limited Appointment position at the Pacific Basin Agricultural Research Center (PBARC) that turned into a Pathways position. Now currently taking ABIT at UH Maui College for my bachelor's in ABIT along with working full-time at PBARC.	1	1	
Went to UH Hilo		1	
Went to UH Mānoa for my bachelors degree and then got a job as a guest service representative at Hawaii Forest & Trail	1	1	
Went to work for the State of Hawaii Judiciary	1		
Work as a power plant operator at Puna Geothermal Venture	1		
Work in a nursery at paradise plants and going on 3 years on October 22 as an agriculture research technician III with the University of Manoa CTAHR in Kamuela Hawaii	1		
Worked	1		
Worked a Montessori educator	1		
Worked as a baker in restaurants and hotels	1		
Worked as Community Health Worker out in the communities	1		
Worked as an LPN	1		
<b>Totals</b>	<b>N=36 (58%)</b>	<b>N=23 (36%)</b>	<b>N=5 (6%)</b>

The figure below shows the summary results for the activities that the graduates were or are doing post-graduation.

**Summary results: Post-graduation activities****Summary**

Based on the results presented in the table and figure above, the majority of the graduates (58%) indicated that they are currently working, 36% indicated that they are pursuing a college education (some concurrently as they work), and a few (6%) are pursuing various other activities. These results suggest that this sample of recent graduates holds a reasonable and informed perspective regarding the relationship between the skill and professional training that they received in college and their relationship to professional ability and competence.

**Types of professions and fields represented in sample**

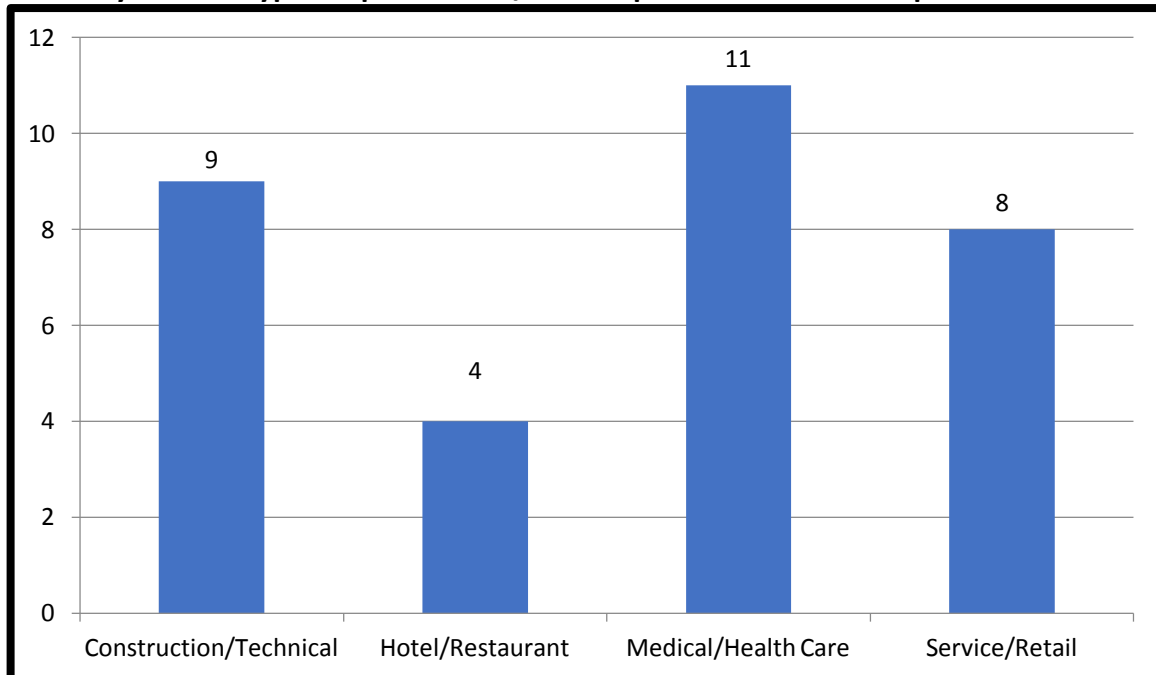
To assess the breadth of professions and fields represented in the sample, an analysis that identified the professions and fields was conducted.

**Specific professions/fields represented in the sample**

Response	Construction & Technical	Hotel & Restaurant	Medical & Health Care	Service & Retail
Agriculture research technician	1			
Baker in restaurants and hotels		1		
Building houses	1			
Carpentry	1			
Community health worker			1	
Construction business	1			

Content creation	1			
Counselor for domestic violence victims			1	
Dessert catering business				1
Field technician	1			
Financial analyst with Marriott		1		
Guest service representative				1
Hawaii State Dept. of Health			1	
Health clinic as a call center rep			1	
Hilo Medical Center			1	
Hospitality and tourism at a hotel		1		
Information technology	1			
Jewelry business				1
Joined the Army				1
LPN			1	
Managed a retail store				1
Montessori educator				1
Nurse aide			1	
Nursery	1			
Power plant operator	1			
Registered nurse			3	
Ritz Carlton Kapalua		1		
State of Hawaii Department of Health			1	
State of Hawaii Judiciary				1
Transportation business				1
<b>Totals</b>	<b>N=9 (28%)</b>	<b>N=4 (13%)</b>	<b>N=11 (34%)</b>	<b>N=8 (25%)</b>

The figure below shows the types of professions and fields represented in the sample.

**Summary results: Types of professions/fields represented in the sample****Summary**

Overall, the profession and field results suggest that the sample is reasonably diverse and represents a broad array of professions and fields:

1. Construction and technical (28%);
2. Hotel and restaurant (13%);
3. Medical and health care (34%); and
4. Service and retail (25%).

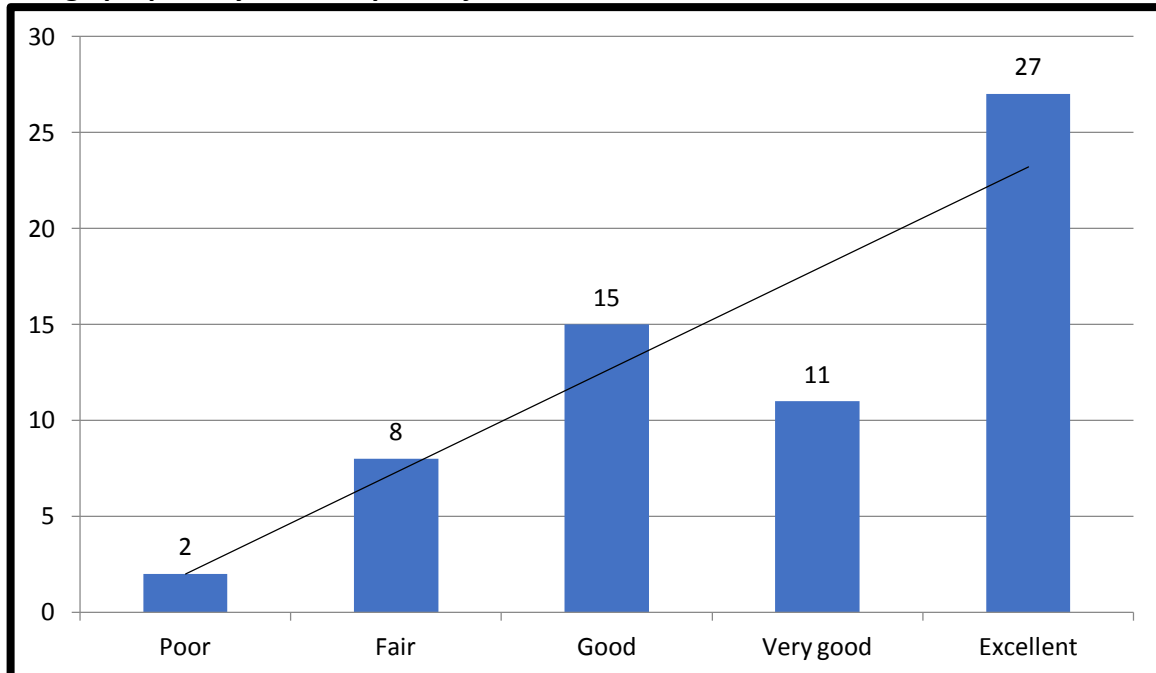
**Overall conclusion**

Based on the sample characteristics, the sample of graduates who completed this online survey is a reasonable representation of the types of graduates who attended HCC, KCC, and MC and who work within an array of professions and fields throughout the areas serviced by the three colleges.

**Job-focused skills and training assessments**

This section of the survey asked graduates to evaluate the extent to which the education and training that they received in college gave them the skills and competence to do specific jobs and/or to complete specific tasks, such as being able to care for the elderly, fix a broken water pipe, write a technical report, or build a house.

Overall, to what extent do you think that the education and training that you received at college prepared you for a specific job?



### Observations

The pattern of results shows that most of the graduates believe that the professional training that they received in college was valuable and relevant:

1. 3% indicated "poor";
2. 13% indicated "fair";
3. 41% indicated "good/very good"; and
4. 43% indicated "excellent."

### Summary

Overall, most of the graduates reported that the professional training that they received in college was good to excellent (84%). This result suggests that HCC, KCC, and MC are preparing graduates well for their professional careers.

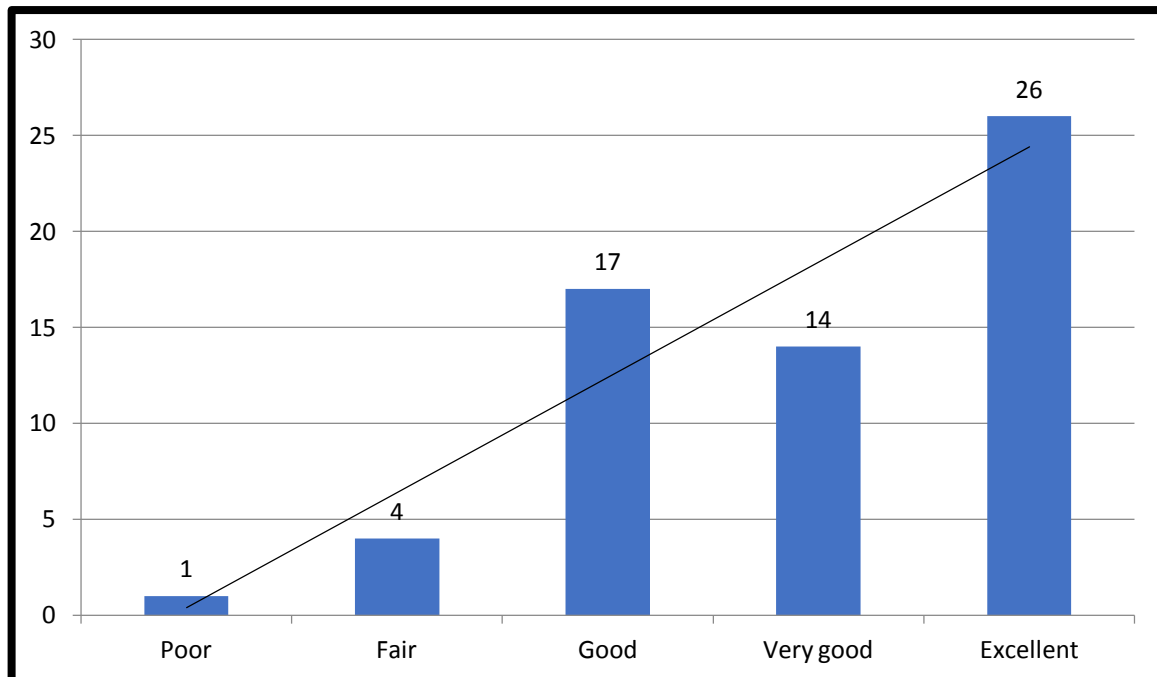
In this section of the survey, respondents were asked to rate the extent to which the education and training that they received was valuable in terms of specific skills and competencies that have been found to be predictive of professional success (see National Association of Colleges and Employers [NACE] website for more details: [naceweb.org/career-readiness-competencies](http://naceweb.org/career-readiness-competencies)).

Rate the extent to which you think that the education and training that you received at college provided you with the following skills and/or experiences to prepare you for a specific job.

Skill sets and competencies	Poor	Fair	Good	Very good	Excellent
Communication skills to prepare you for a specific job	1	4	17	14	26
Critical thinking and problem-solving skills and experiences to prepare you for a specific job	1	6	13	17	25
Essential skills to prepare you for a specific job	3	5	15	15	24
Leadership skills and experiences to prepare you for a specific job	3	11	15	9	24
Management skills and experiences to prepare you for a specific job	4	11	12	10	25
Multicultural experiences to prepare you for a specific job	1	4	15	13	29
Professional work ethic to prepare you for a specific job	2	6	17	11	26
Real-world and hands-on experiences to prepare you for a specific job	3	8	14	10	27
State-of-the-art skills and experiences to prepare you for a specific job	4	4	19	16	19
Teamwork and collaboration skills and experiences to prepare you for a specific job	1	7	12	12	30
Technical skills to prepare you for a specific job (e.g., computer skills)	1	8	12	14	27
Time management skills to prepare you for a specific job	3	8	14	10	27

The series of figures that follow are visual representations of the results presented in the table above.

### Communication skills



### Observations

The pattern of results shows that most of the graduates believe that the communication skills training that they received in college was valuable and relevant:

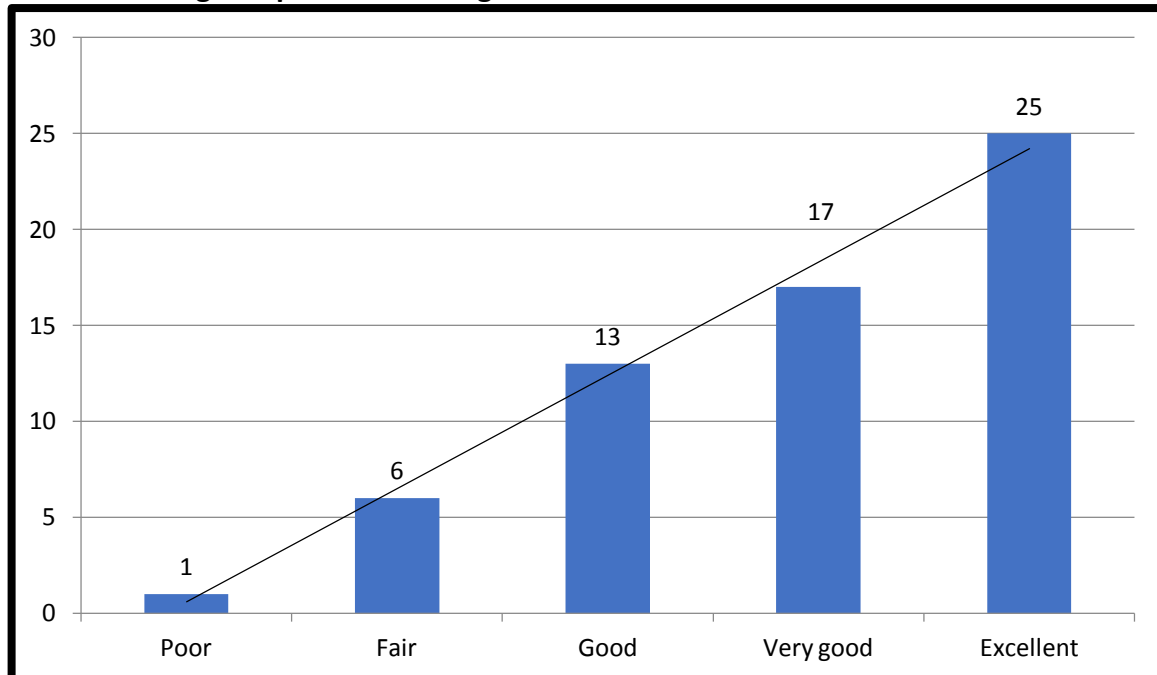
1. 2% indicated "poor";
2. 6% indicated "fair";
3. 50% indicated "good/very good"; and
4. 42% indicated "excellent."

### Summary

Overall, most of the graduates reported that the communication skills training that they received in college was good to excellent (92%). This result suggests that in terms of communication skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.



### Critical thinking and problem-solving skills



### Observations

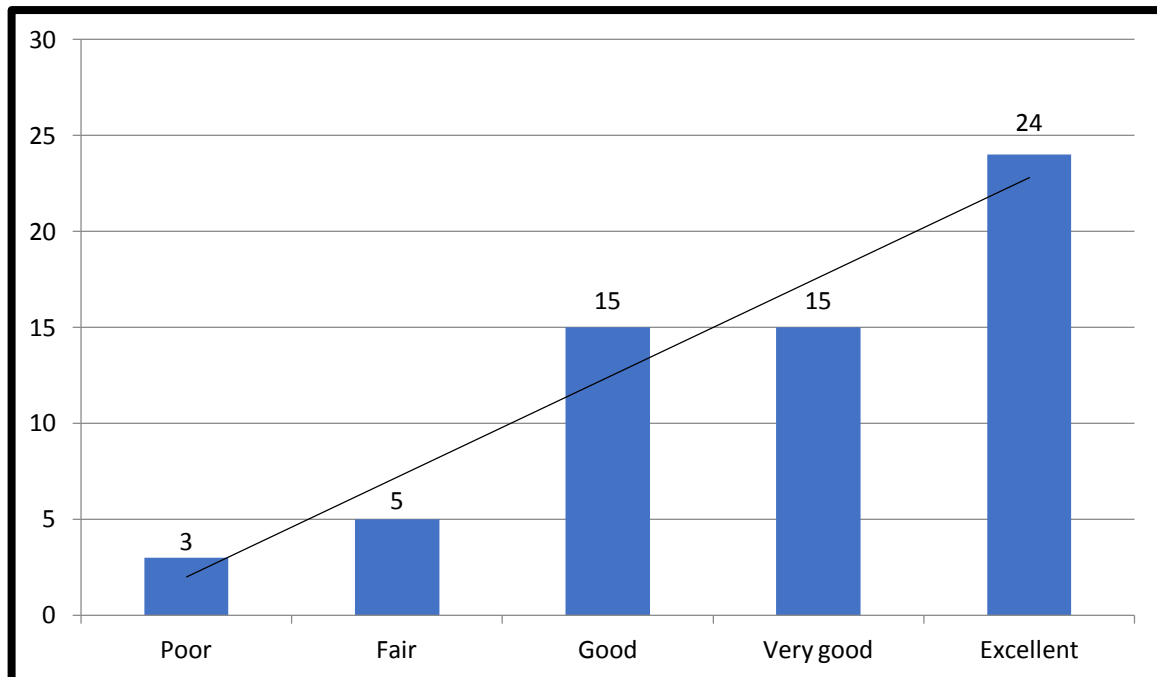
The pattern of results shows that most of the graduates believe that the critical thinking and problem-solving skills training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 10% indicated "fair";
3. 38% indicated "good/very good"; and
4. 40% indicated "excellent."

### Summary

Overall, most of the graduates reported that the critical thinking and problem-solving skills training that they received in college was good to excellent (78%). This result suggests that in terms of critical thinking and problem-solving skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Essential skills



### Observations

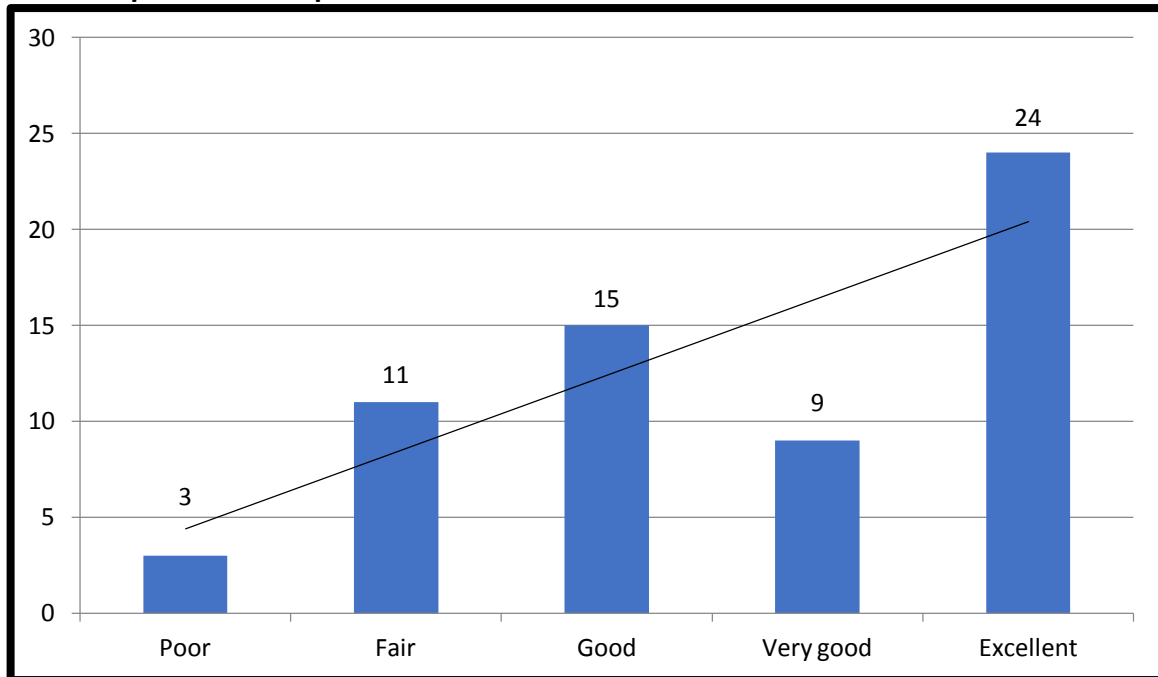
The pattern of results shows that most of the graduates believe that the essential skills training that they received in college was valuable and relevant:

1. 5% indicated "poor";
2. 8% indicated "fair";
3. 48% indicated "good/very good"; and
4. 39% indicated "excellent."

### Summary

Overall, most of the graduates reported that the essential skills training that they received in college was good to excellent (87%). This result suggests that in terms of essential skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Leadership skills and experiences



### Observations

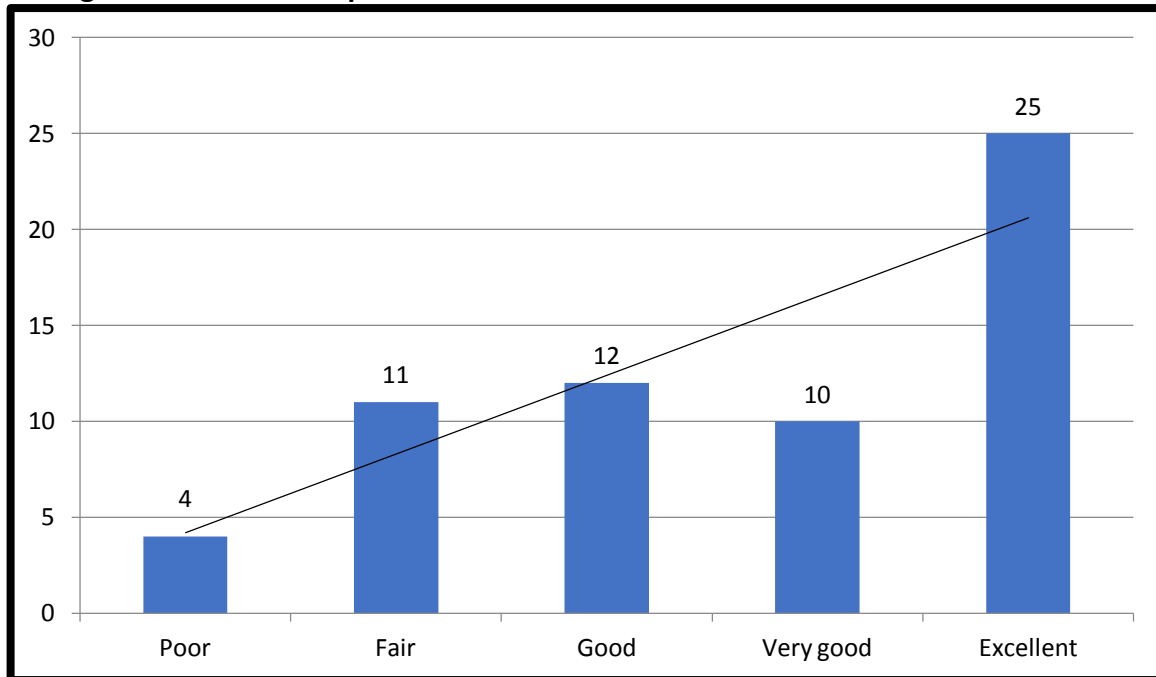
The pattern of results shows that most of the graduates believe that the leadership skills and experiences training that they received in college was valuable and relevant:

1. 5% indicated "poor";
2. 18% indicated "fair";
3. 39% indicated "good/very good"; and
4. 39% indicated "excellent."

### Summary

Overall, most of the graduates reported that the leadership skills and experiences training that they received in college was good to excellent (78%). Fourteen (23%) of the respondents indicated that their leadership skills and experiences training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of leadership skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Management skills and experiences



### Observations

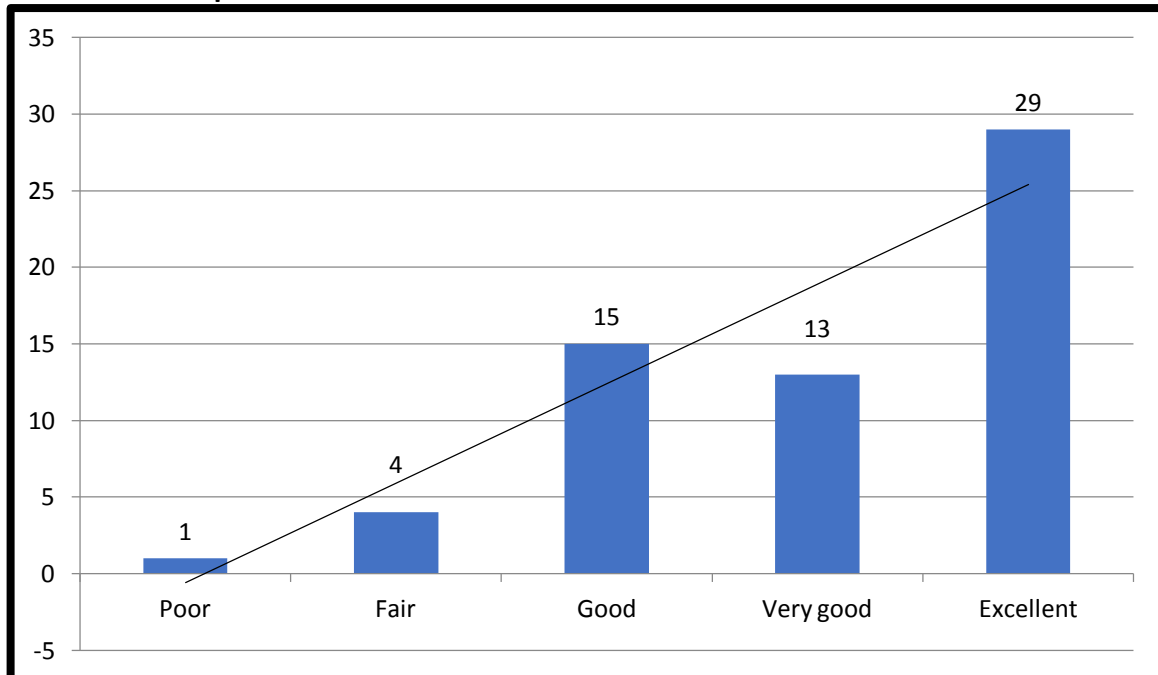
The pattern of results shows that most of the graduates believe that the management skills and experiences training that they received in college was valuable and relevant:

1. 6% indicated "poor";
2. 18% indicated "fair";
3. 35% indicated "good/very good"; and
4. 40% indicated "excellent."

### Summary

Overall, most of the graduates reported that the management skills and experiences training that they received in college was good to excellent (75%). Fifteen (24%) of the respondents indicated that their management skills and experiences training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of management skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Multicultural experiences



### Observations

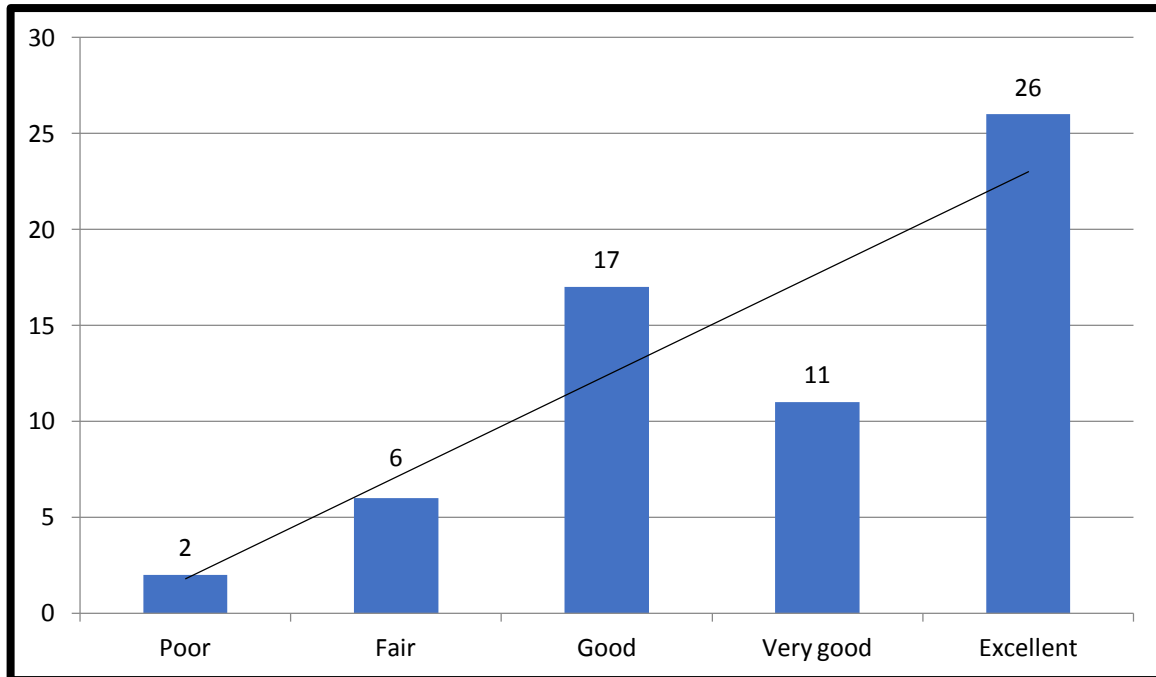
The pattern of results shows that most of the graduates believe that the multicultural experiences training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 6% indicated "fair";
3. 45% indicated "good/very good"; and
4. 47% indicated "excellent."

### Summary

Overall, most of the graduates reported that the multicultural experiences training that they received in college was good to excellent (92%). This result suggests that in terms of multicultural experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Professional work ethic



### Observations

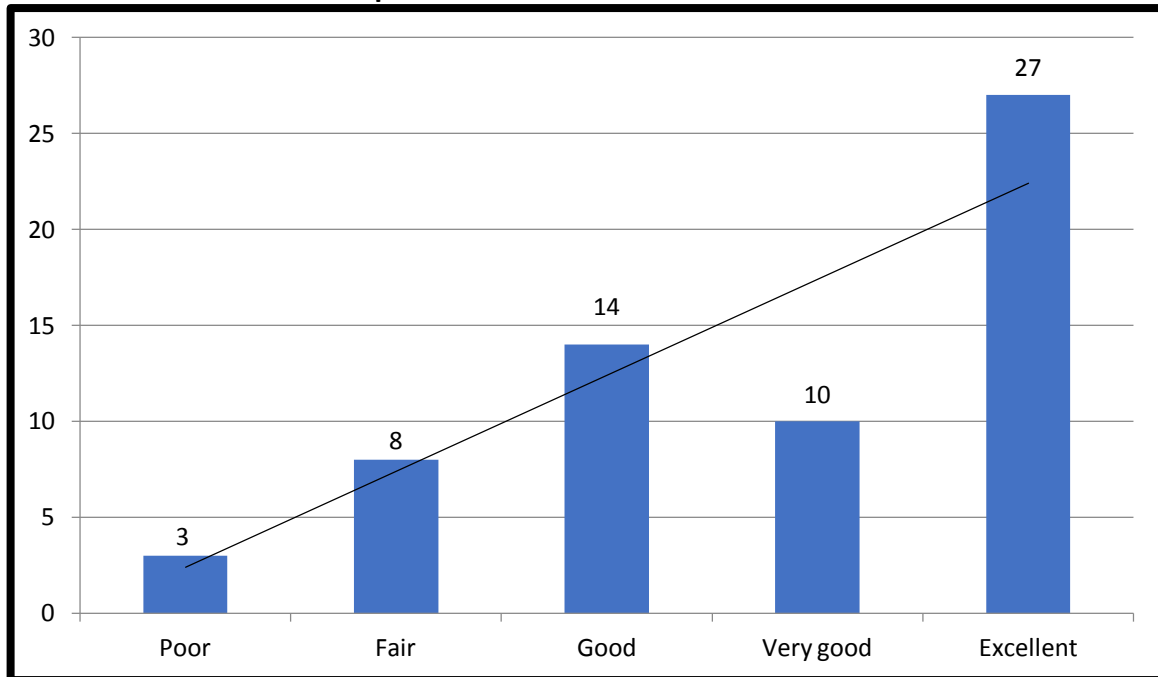
The pattern of results shows that most of the graduates believe that the professional work ethic training that they received in college was valuable and relevant:

1. 3% indicated "poor";
2. 10% indicated "fair";
3. 45% indicated "good/very good"; and
4. 42% indicated "excellent."

### Summary

Overall, most of the graduates reported that the professional work ethic training that they received in college was good to excellent (87%). This result suggests that in terms of professional work ethic training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Real-world and hands-on experience



### Observations

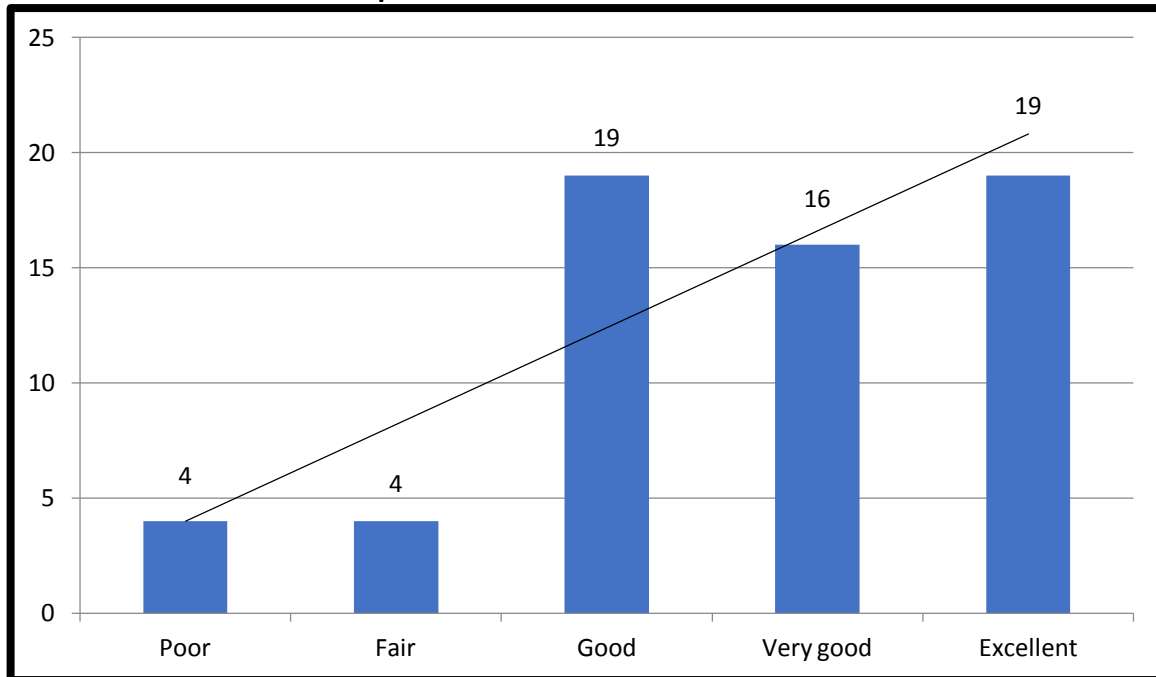
The pattern of results shows that most of the graduates believe that the real-world and hands-on experience training that they received in college was valuable and relevant:

1. 5% indicated "poor";
2. 13% indicated "fair";
3. 39% indicated "good/very good"; and
4. 44% indicated "excellent."

### Summary

Overall, most of the graduates reported that the real-world and hands-on experience training that they received in college was good to excellent (83%). Eleven (18%) of the respondents indicated that their real-world and hands-on experience training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of real-world and hands-on experience training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### State-of-the-art skills and experiences



### Observations

The pattern of results shows that most of the graduates believe that the state-of-the-art skills and experiences training that they received in college was valuable and relevant:

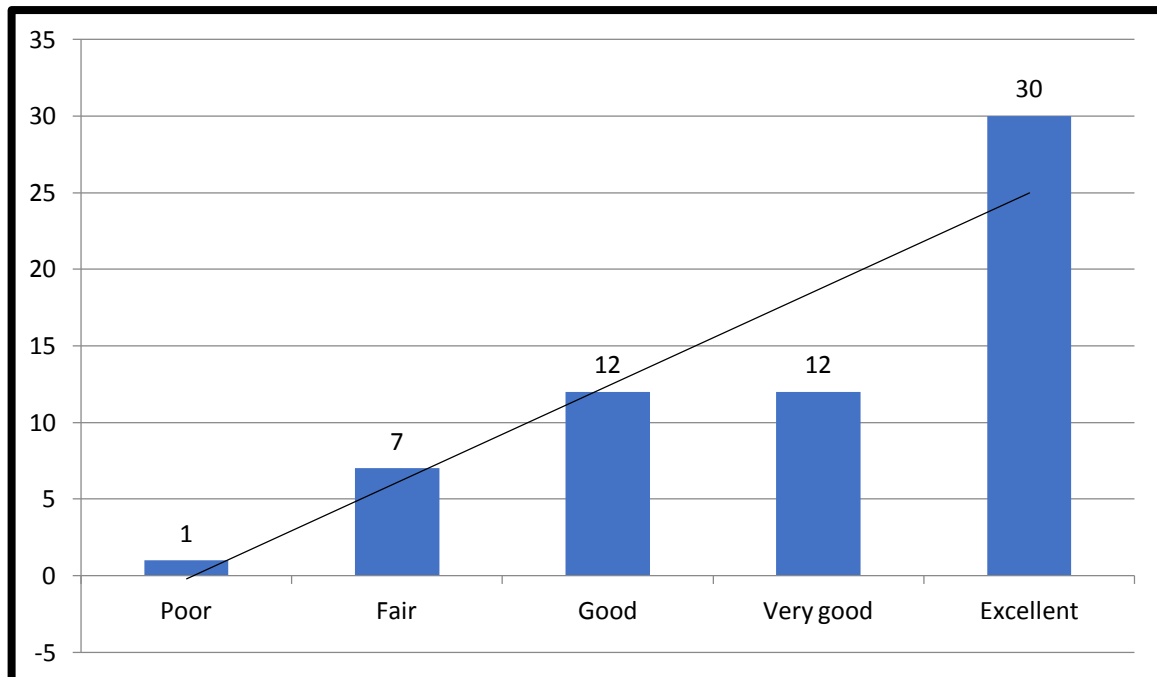
1. 6% indicated "poor";
2. 6% indicated "fair";
3. 56% indicated "good/very good"; and
4. 31% indicated "excellent."

### Summary

Overall, most of the graduates reported that the state-of-the-art skills and experiences training that they received in college was good to excellent (87%). This result suggests that in terms of state-of-the-art skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.



### Teamwork and collaboration skills



### Observations

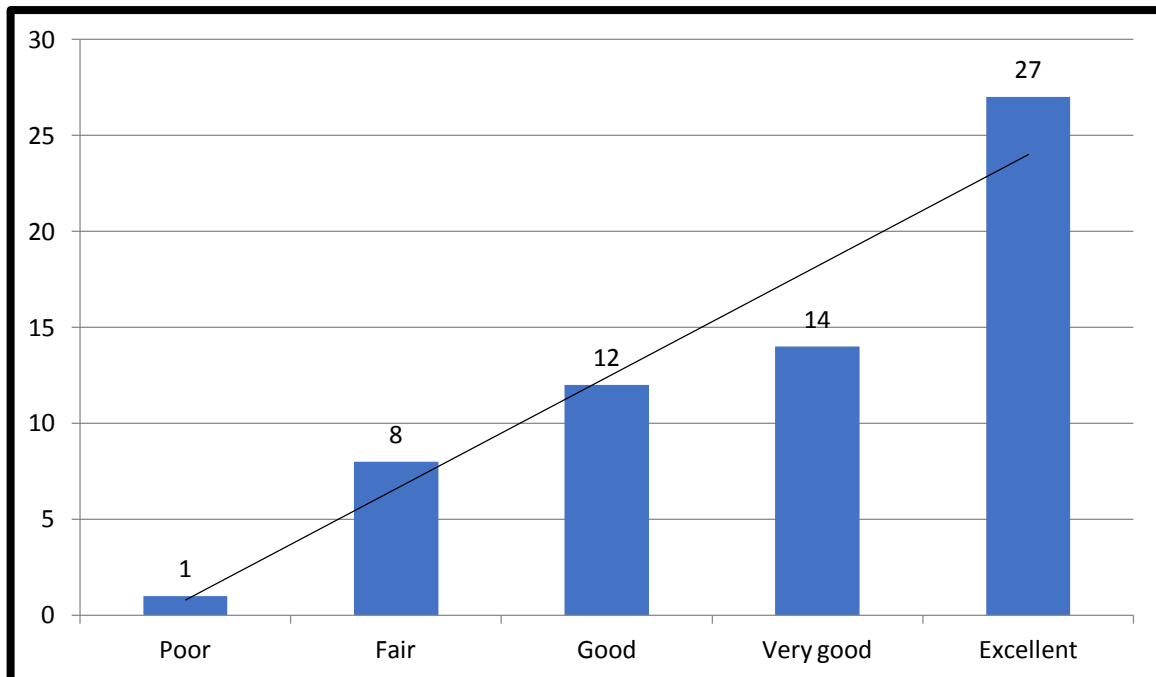
The pattern of results shows that most of the graduates believe that the teamwork and collaboration skills training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 11% indicated "fair";
3. 39% indicated "good/very good"; and
4. 48% indicated "excellent."

### Summary

Overall, most of the graduates reported that the teamwork and collaboration skills training that they received in college was good to excellent (87%). This result suggests that in terms of teamwork and collaboration skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Technical skills



### Observations

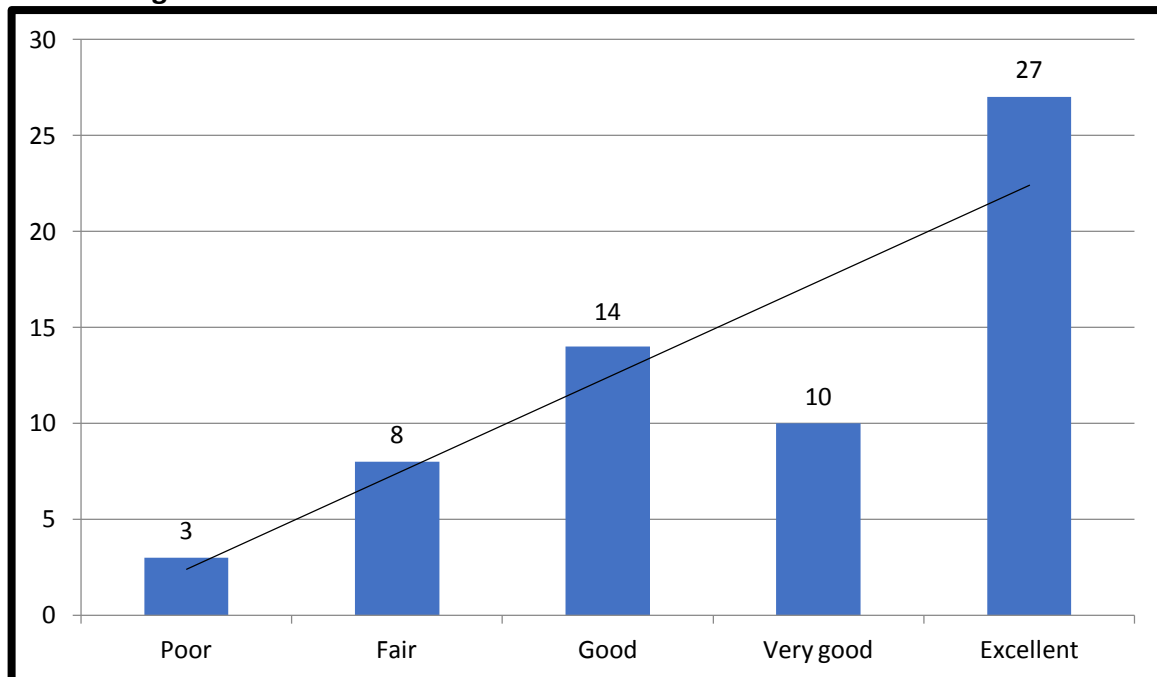
The pattern of results shows that most of the graduates believe that the technical skills training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 13% indicated "fair";
3. 42% indicated "good/very good"; and
4. 44% indicated "excellent."

### Summary

Overall, most of the graduates reported that the technical skills training that they received in college was good to excellent (86%). This result suggests that in terms of technical skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Time management skills



### Observations

The pattern of results shows that most of the graduates believe that the time management skills training that they received in college was valuable and relevant:

1. 5% indicated "poor";
2. 13% indicated "fair";
3. 39% indicated "good/very good"; and
4. 44% indicated "excellent."

### Summary

Overall, most of the graduates reported that the time management skills training that they received in college was good to excellent (83%). Eleven (18%) of the respondents indicated that their time management skills training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of time management skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Overall observations

Overall, the pattern of results shows that across the skills and experiences that the graduates were asked to rate, all were assessed positively, meaning that in every case, most of the graduates indicated that they were well trained to complete specific jobs

required for their profession or field. A small number of the graduates indicated that the professional training and experiences that they received in college was “poor” or “fair,” suggesting that some attention should be directed to these issues to understand the true magnitude of potential lack of training.

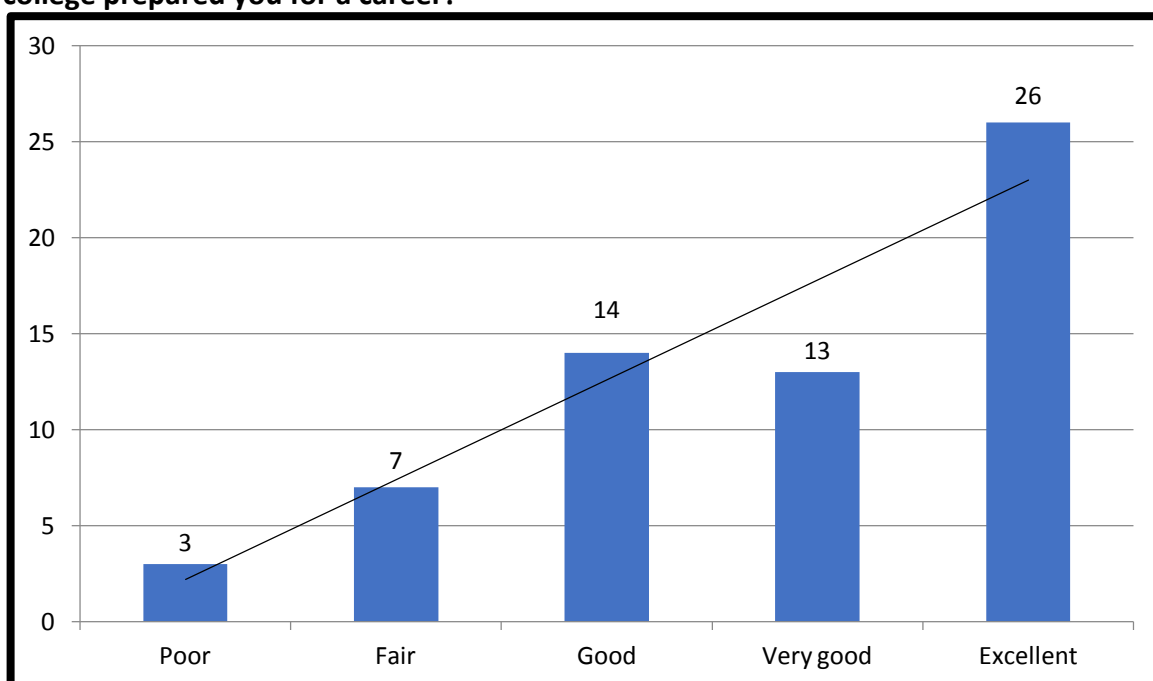
### Overall summary

Based on the results, it is clear that the graduates value the professional skills and experience training that they received in college.

### Career-focused skills and training assessments

This section of the survey asked graduates to evaluate the extent to which the education and training that they received in college gave them the skills and competence to be successful in a career and/or a profession such as medicine, business, teaching, or any of the skilled trades.

**Overall, to what extent do you think that the education and training that you received at college prepared you for a career?**



### Observations

The pattern of results shows that most of the graduates believe that the education and training that they received in college was valuable and relevant:

- 1. 5% indicated “poor”;

2. 11% indicated “fair”;
3. 43% indicated “good/very good”; and
4. 41% indicated “excellent.”

## Summary

Overall, most of the graduates reported that the education and training that they received in college was good to excellent (84%). Ten (16%) of the respondents indicated that their education and training was “poor” or “fair,” suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of education and training, HCC, KCC, and MC are preparing graduates well for their professional careers.

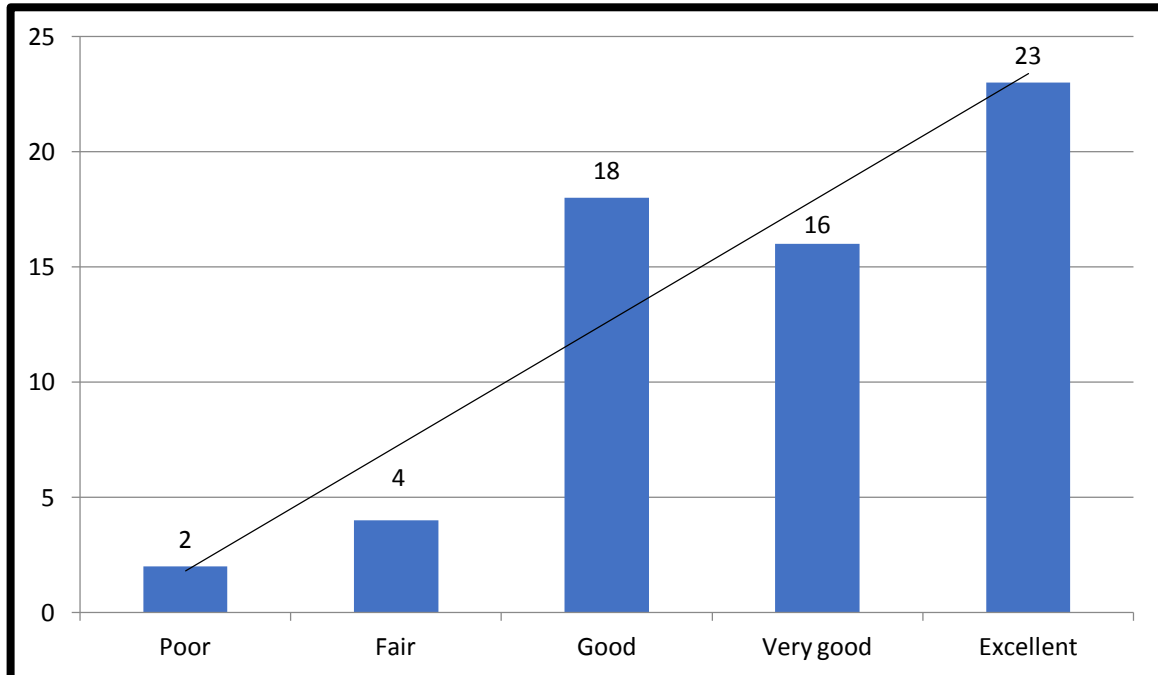
As above, in this section of the survey, respondents were asked to rate the extent to which the education and training that they received was valuable in terms of specific skills and competencies that have been found to be predictive of professional success (see National Association of Colleges and Employers [NACE] website for more details: [naceweb.org/career-readiness-competencies](http://naceweb.org/career-readiness-competencies)), but in these cases, with a focus on the career/profession level instead of at the specific job or task level.

**Rate the extent to which you think that the education and training that you received at college provided you with the following skills and/or experiences to prepare you for a career.**

Skill sets and competencies	Poor	Fair	Good	Very good	Excellent
Communication skills to prepare you for a career	2	4	18	16	23
Critical thinking and problem-solving skills and experiences to prepare you for a career	1	3	19	17	23
Essential skills to prepare you for a career	2	5	18	13	25
Leadership skills and experiences to prepare you for a career	4	9	18	8	24
Management skills and experiences to prepare you for a career	3	9	18	8	25
Multicultural experiences to prepare you for a career	1	3	17	10	31
Professional work ethic to prepare you for a career	2	7	17	8	29
Real-world and hands-on experiences to prepare you for a career	4	11	13	11	24
State-of-the-art skills to prepare you for a career	4	8	18	11	22
Teamwork and collaboration skills and experiences to prepare you for a career	1	5	18	11	28
Technical skills to prepare you for a career (e.g., computer skills)	3	5	17	11	27
Time management skills to prepare you for a career	2	5	22	9	25

The series of figures that follow are visual representations of the results presented in the table above.

### Communication skills



### Observations

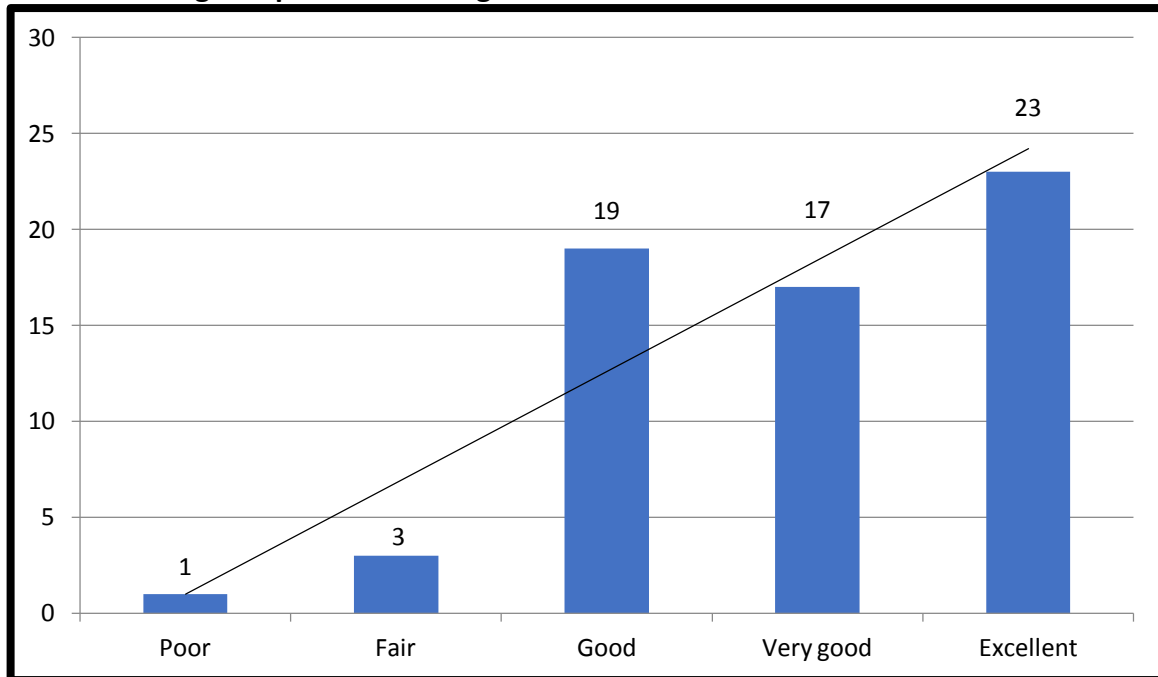
The pattern of results shows that most of the graduates believe that the communication skills training that they received in college was valuable and relevant:

1. 3% indicated "poor";
2. 6% indicated "fair";
3. 54% indicated "good/very good"; and
4. 37% indicated "excellent."

### Summary

Overall, most of the graduates reported that the communication skills training that they received in college was good to excellent (91%). This result suggests that in terms of communication skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Critical thinking and problem-solving skills



#### Observations

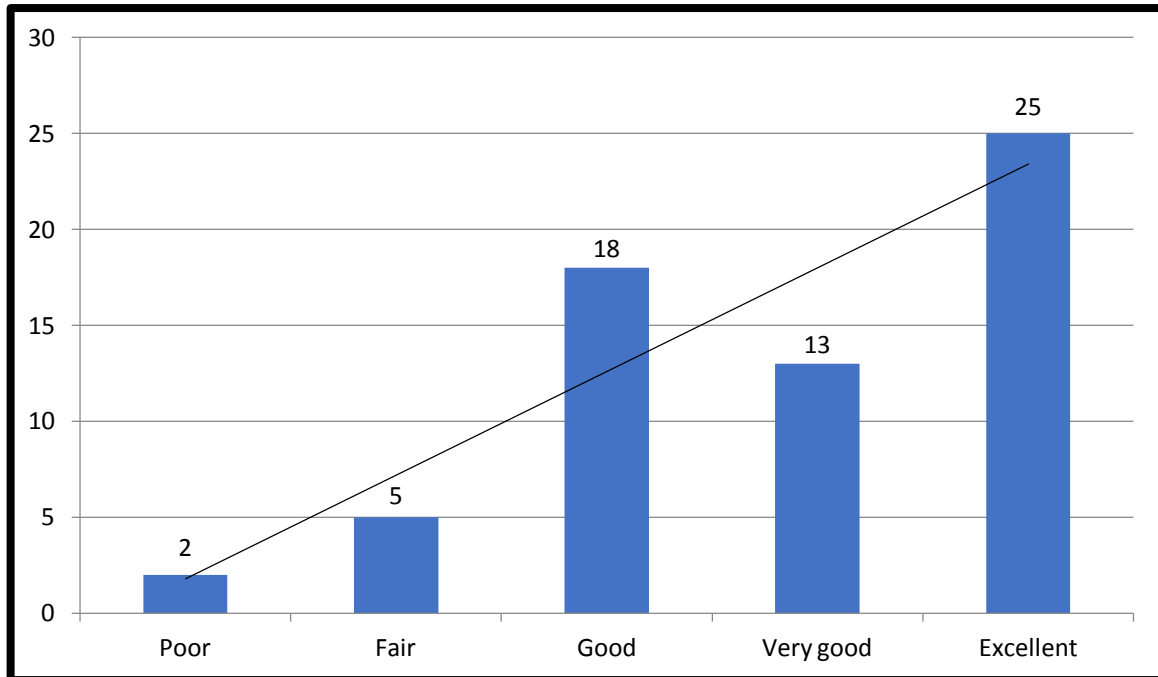
The pattern of results shows that most of the graduates believe that the critical thinking and problem-solving skills training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 5% indicated "fair";
3. 36% indicated "good/very good"; and
4. 37% indicated "excellent."

#### Summary

Overall, most of the graduates reported that the critical thinking and problem-solving skills training that they received in college was good to excellent (73%). This result suggests that in terms of critical thinking and problem solving skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Essential skills



### Observations

The pattern of results shows that most of the graduates believe that the essential skills training that they received in college was valuable and relevant:

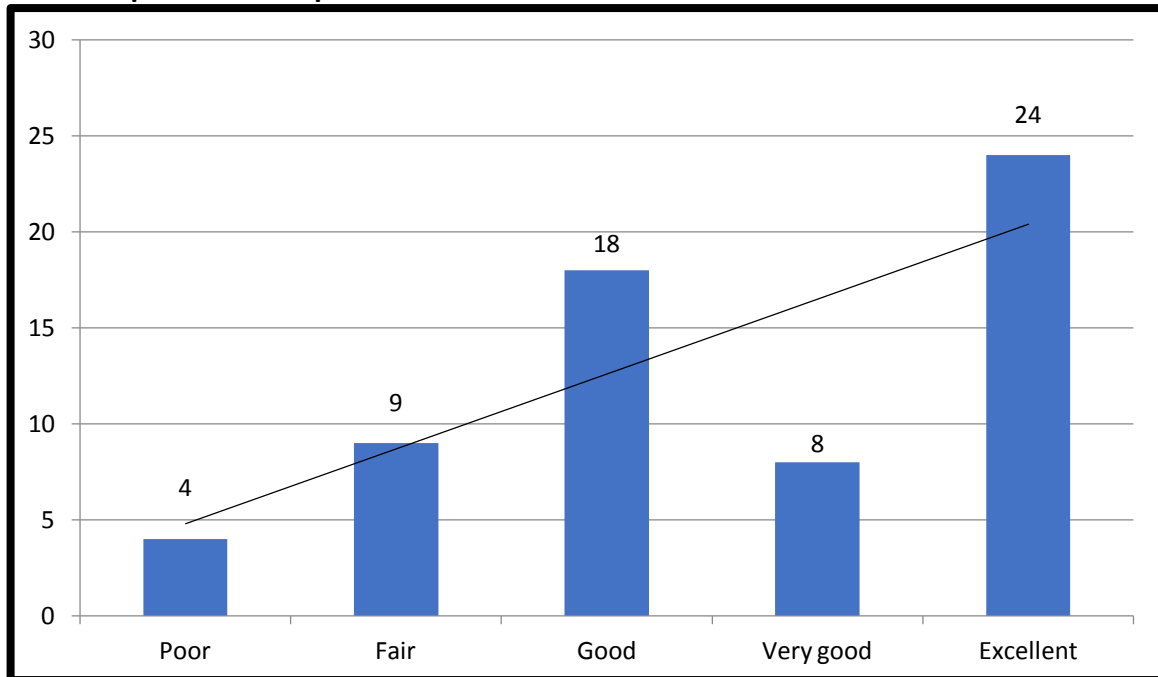
1. 3% indicated "poor";
2. 8% indicated "fair";
3. 49% indicated "good/very good"; and
4. 40% indicated "excellent."

### Summary

Overall, most of the graduates reported that the essential skills training that they received in college was good to excellent (89%). This result suggests that in terms of essential skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.



### Leadership skills and experiences



### Observations

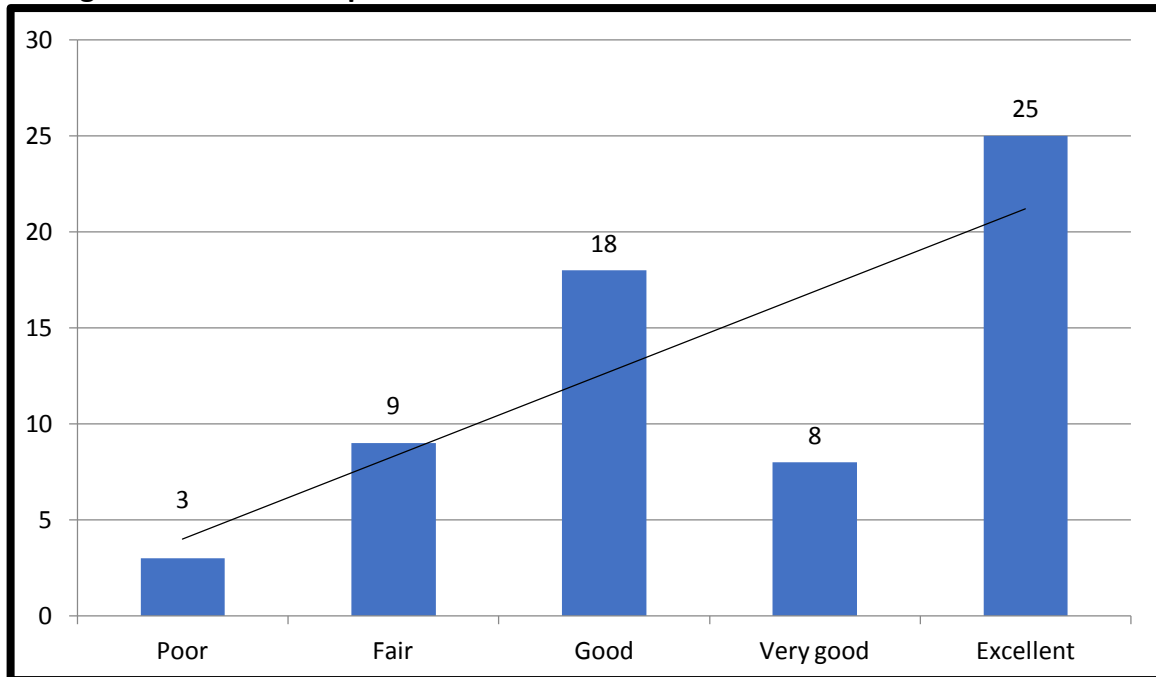
The pattern of results shows that most of the graduates believe that the leadership skills and experiences training that they received in college was valuable and relevant:

1. 6% indicated "poor";
2. 14% indicated "fair";
3. 41% indicated "good/very good"; and
4. 38% indicated "excellent."

### Summary

Overall, most of the graduates reported that the leadership skills and experiences training that they received in college was good to excellent (79%). Thirteen (20%) of the respondents indicated that their leadership skills and experiences training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of leadership skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Management skills and experiences



### Observations

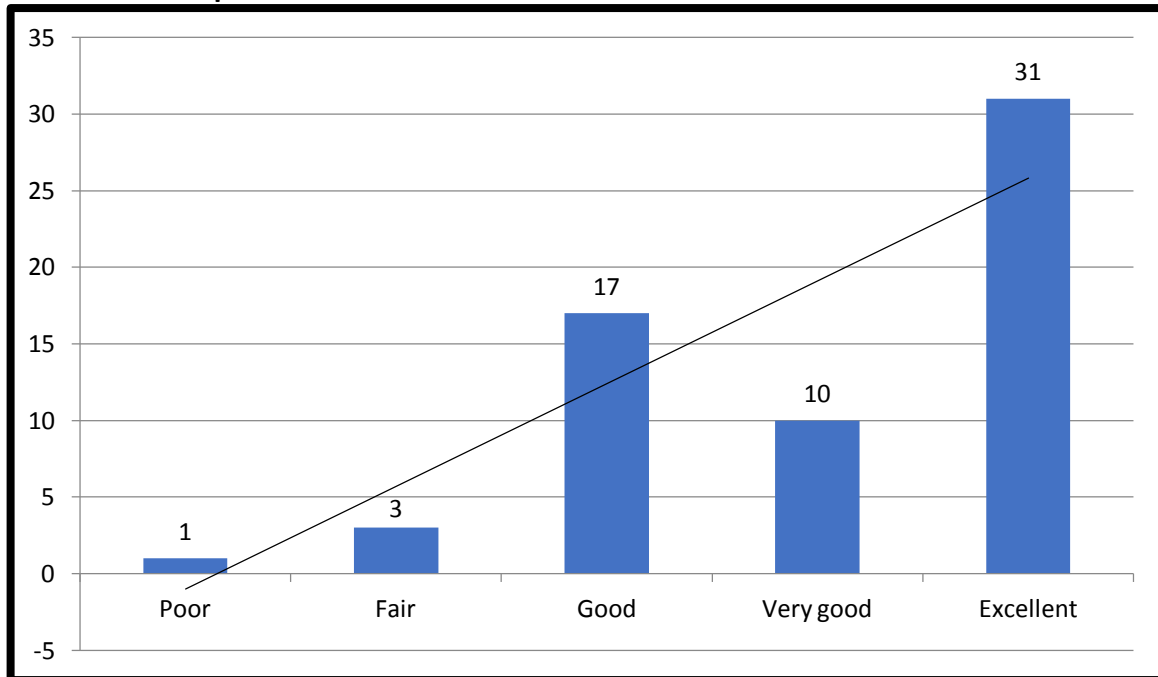
The pattern of results shows that most of the graduates believe that the management skills and experiences training that they received in college was valuable and relevant:

1. 5% indicated "poor";
2. 14% indicated "fair";
3. 41% indicated "good/very good"; and
4. 40% indicated "excellent."

### Summary

Overall, most of the graduates reported that the management skills and experiences training that they received in college was good to excellent (81%). Twelve (19%) of the respondents indicated that their management skills and experiences training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of management skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Multicultural experiences



### Observations

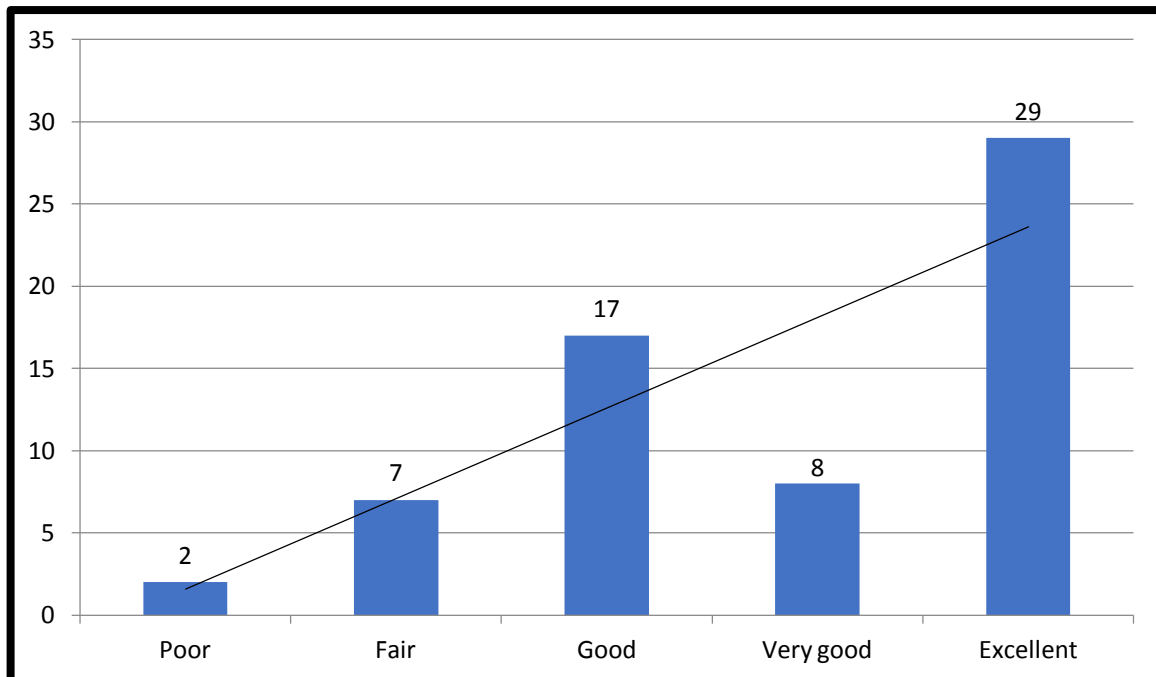
The pattern of results shows that most of the graduates believe that the multicultural experiences training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 5% indicated "fair";
3. 44% indicated "good/very good"; and
4. 50% indicated "excellent."

### Summary

Overall, most of the graduates reported that the multicultural experiences training that they received in college was good to excellent (94%). This result suggests that in terms of multicultural experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Professional work ethic



### Observations

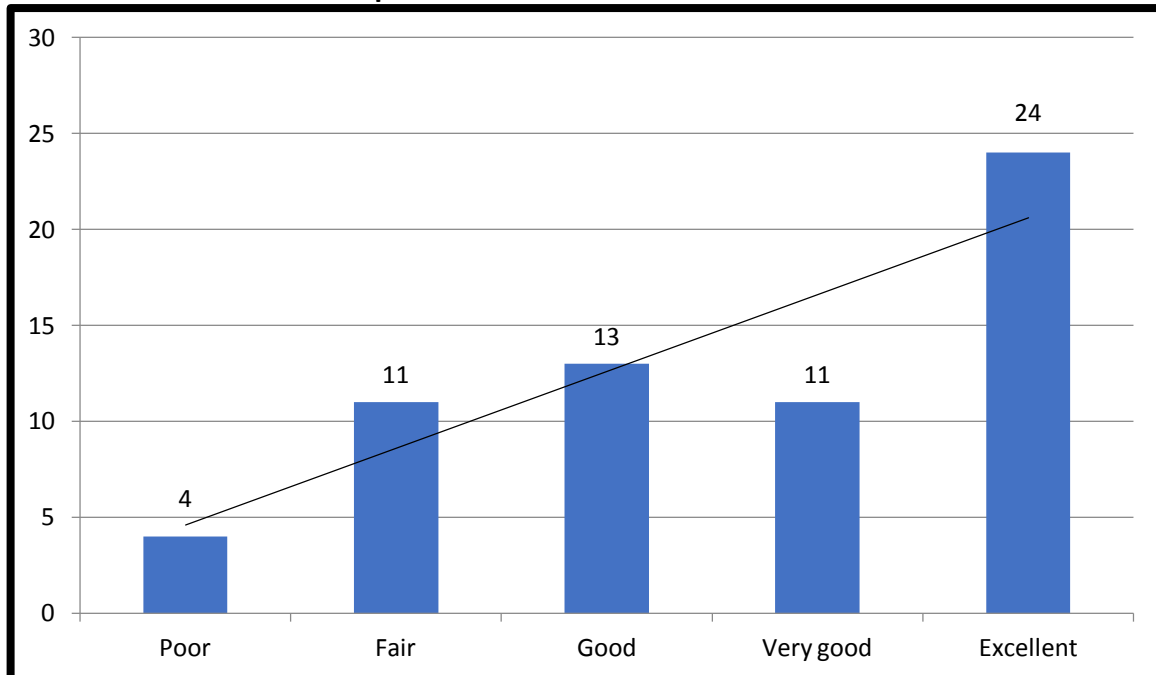
The pattern of results shows that most of the graduates believe that the professional work ethic training that they received in college was valuable and relevant:

1. 3% indicated "poor";
2. 11% indicated "fair";
3. 40% indicated "good/very good"; and
4. 46% indicated "excellent."

### Summary

Overall, most of the graduates reported that the professional work ethic training that they received in college was good to excellent (86%). This result suggests that in terms of professional work ethic training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Real-world and hands-on experience



### Observations

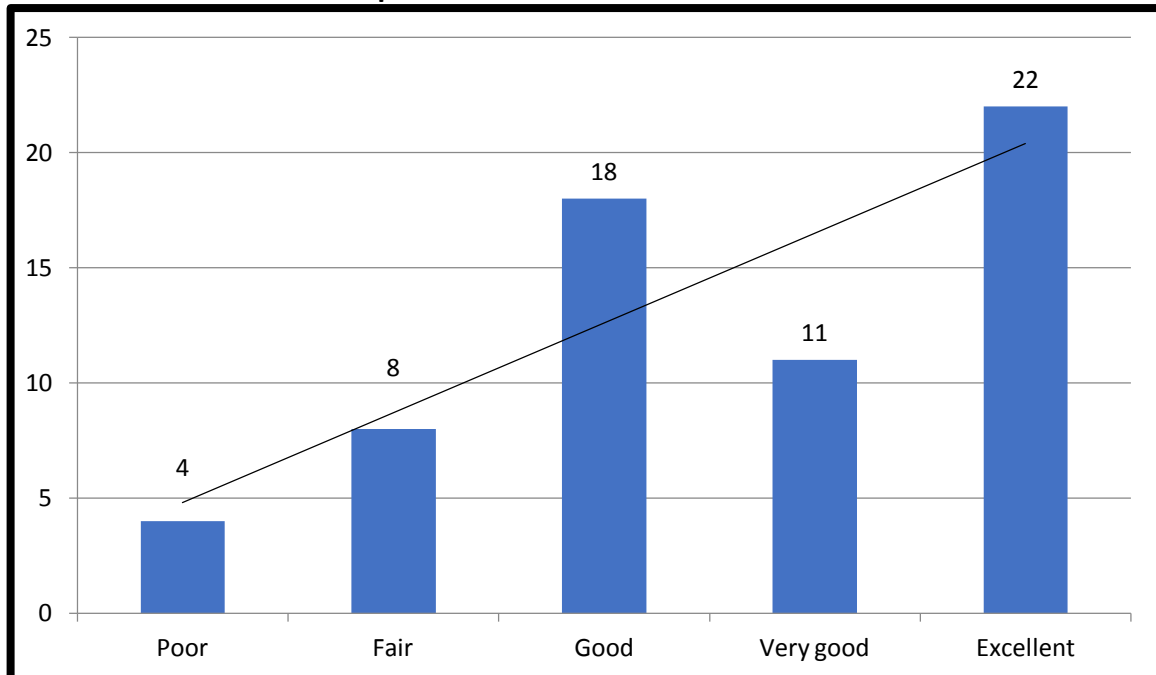
The pattern of results shows that most of the graduates believe that the real-world and hands-on experience training that they received in college was valuable and relevant:

1. 6% indicated "poor";
2. 16% indicated "fair";
3. 37% indicated "good/very good"; and
4. 38% indicated "excellent."

### Summary

Overall, most of the graduates reported that the real-world and hands-on experience training that they received in college was good to excellent (75%). Fifteen (22%) of the respondents indicated that their real-world and hands-on experience training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of real-world and hands-on experience training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### State-of-the-art skills and experiences



### Observations

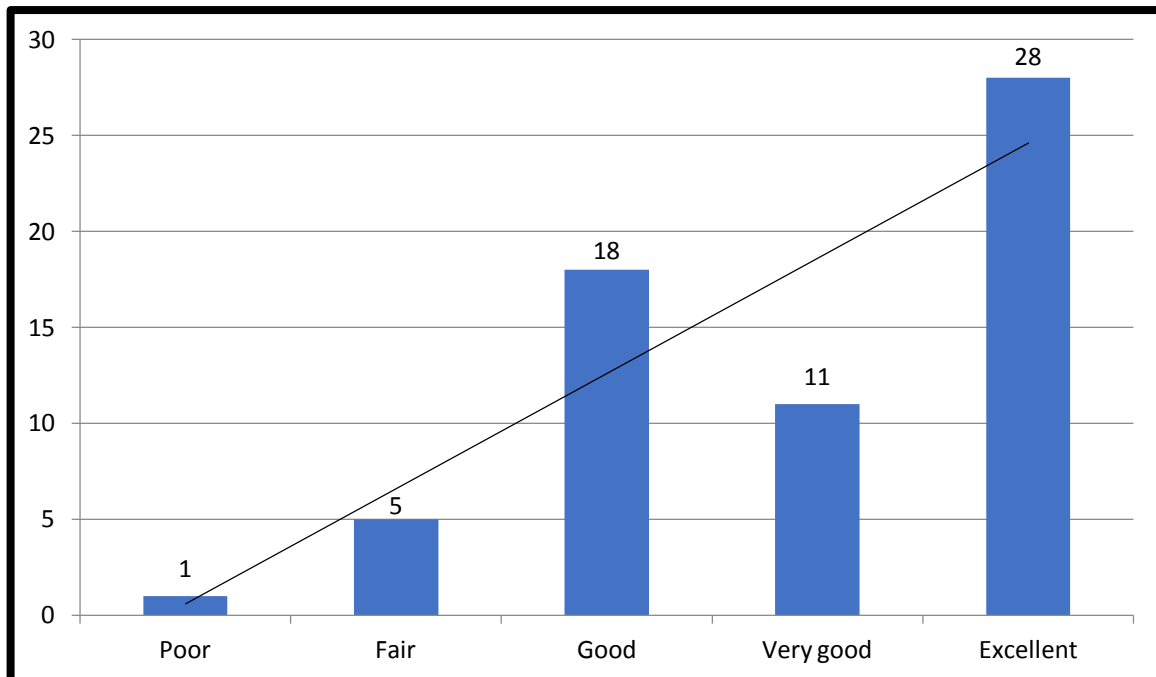
The pattern of results shows that most of the graduates believe that the state-of-the-art skills and experiences training that they received in college was valuable and relevant:

1. 6% indicated "poor";
2. 13% indicated "fair";
3. 46% indicated "good/very good"; and
4. 35% indicated "excellent."

### Summary

Overall, most of the graduates reported that the state-of-the-art skills and experiences training that they received in college was good to excellent (81%). Twelve (19%) of the respondents indicated that their state-of-the-art skills and experiences training was "poor" or "fair," suggesting that some attention may need to be paid to improve these ratings. These results suggest that in terms of state-of-the-art skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Teamwork and collaboration skills



### Observations

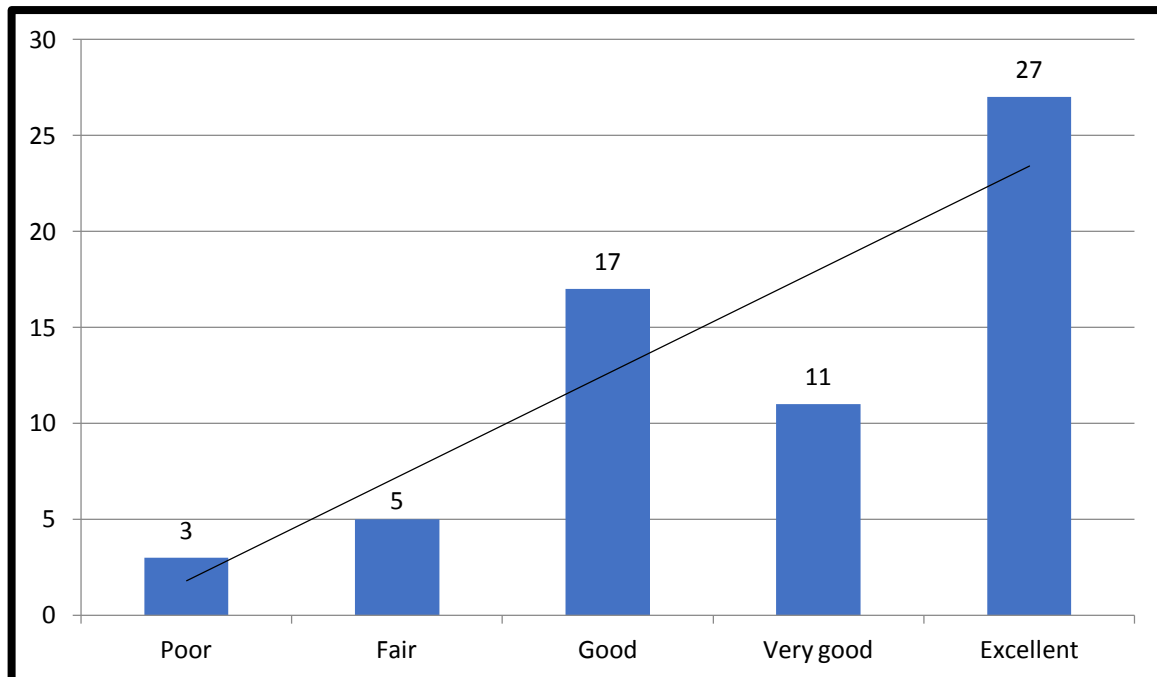
The pattern of results shows that most of the graduates believe that the teamwork and collaboration skills training that they received in college was valuable and relevant:

1. 2% indicated "poor";
2. 8% indicated "fair";
3. 46% indicated "good/very good"; and
4. 44% indicated "excellent."

### Summary

Overall, most of the graduates reported that the teamwork and collaboration skills training that they received in college was good to excellent (90%). This result suggests that in terms of teamwork and collaboration skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Technical skills



### Observations

The pattern of results shows that most of the graduates believe that the technical skills training that they received in college was valuable and relevant:

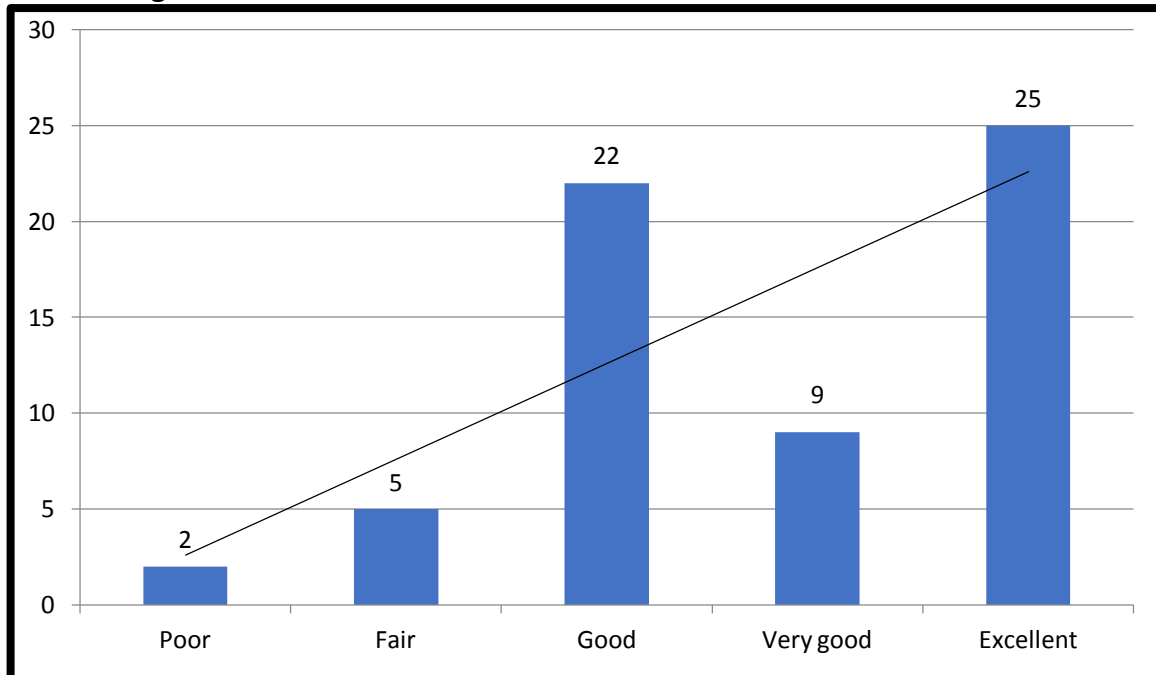
1. 5% indicated "poor";
2. 8% indicated "fair";
3. 44% indicated "good/very good"; and
4. 43% indicated "excellent."

### Summary

Overall, most of the graduates reported that the technical skills training that they received in college was good to excellent (87%). This result suggests that in terms of technical skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.



### Time management skills



### Observations

The pattern of results shows that most of the graduates believe that the time management skills training that they received in college was valuable and relevant:

1. 3% indicated "poor";
2. 8% indicated "fair";
3. 49% indicated "good/very good"; and
4. 40% indicated "excellent."

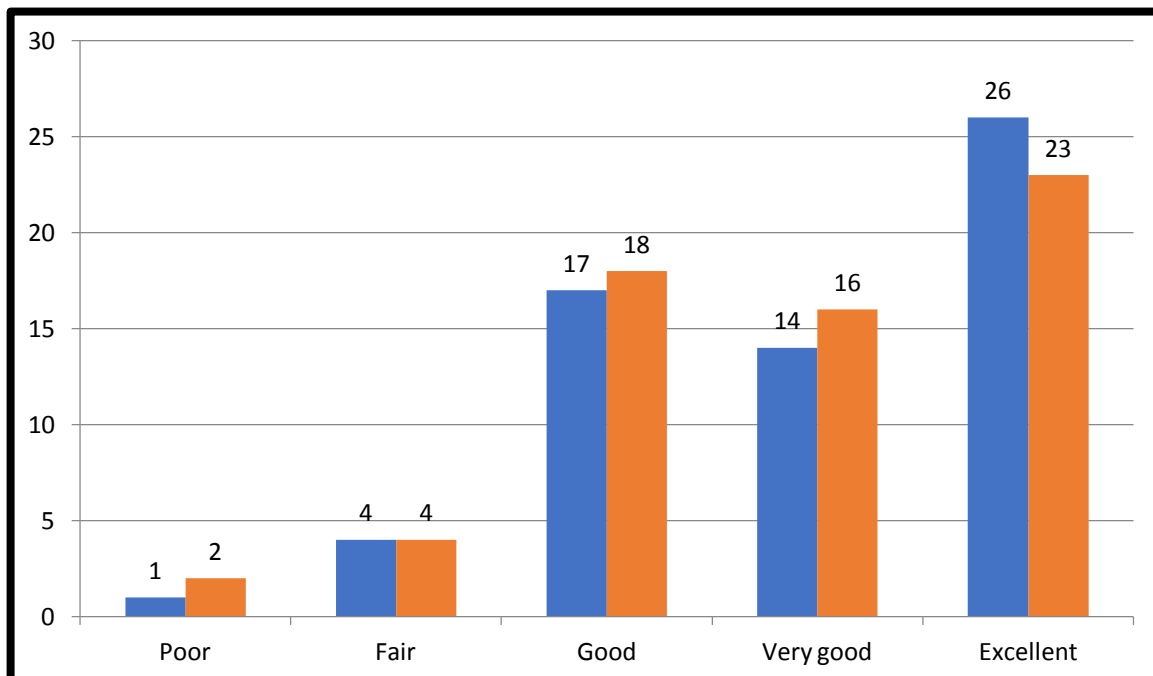
### Summary

Overall, most of the graduates reported that the time management skills training that they received in college was good to excellent (89%). This result suggests that in terms of time management skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

## Overall observations

Comparing the patterns of results across the job and career domains shows that, in general, they mimic each other closely. The series of figures that follows shows that the sample of graduates believes that the professional skills training that they received in college applies equally to specific tasks and careers.

### Communication skills across the job-focused (in blue) and career-focused (in red) domains



### Test of differences (Communication skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	1	4	17	14	26	0.67 (4) Not significant
Career-focused	2	4	18	16	23	

Note: Throughout this section of the report, a “test of differences” is conducted to determine the extent to which the job-focused and career-focused domains are statistically unique. When the domains are determined to be similar (“not significant”), they are discussed as one sample. When the two domains are determined to be different (signified by a “significant” chi-square value), they are compared to each other to highlight their similarities and differences. See Appendix C for more details.

## Observations

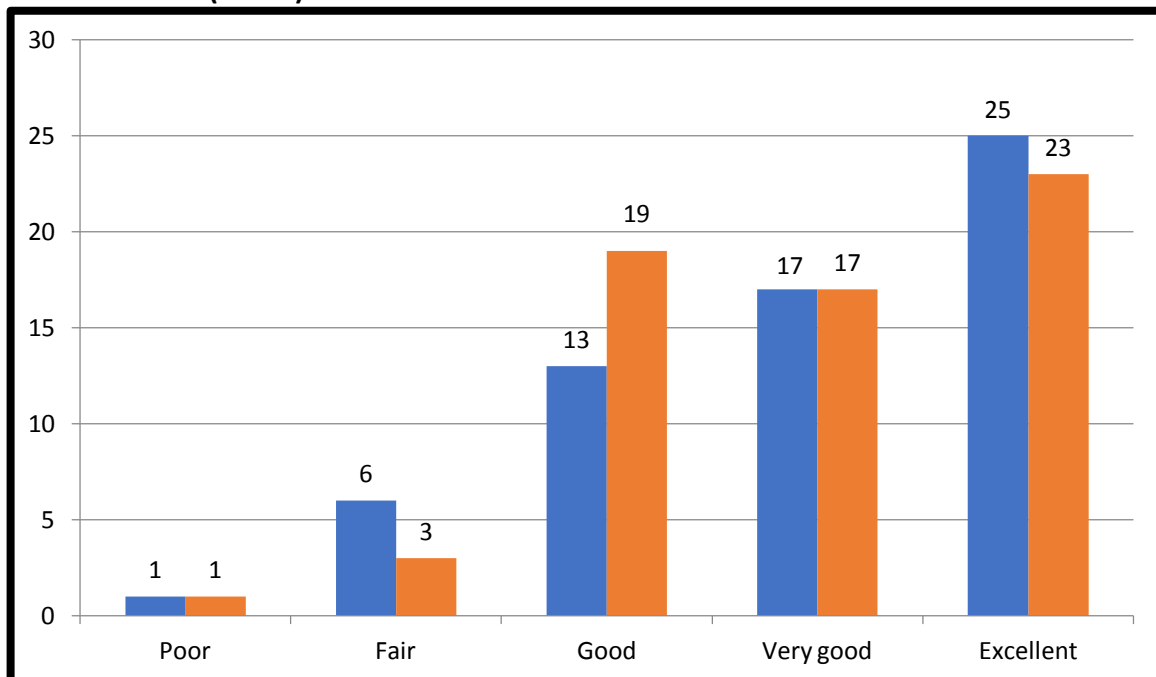
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the communication skills training that they received in college was valuable and relevant:

1. 52% indicated "good/very good"; and
2. 39% indicated "excellent."

### Summary

The graduates sampled for this survey reported that the communication skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of communication skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Critical thinking and problem-solving skills across the job-focused (in blue) and career-focused (in red) domains



### Test of differences (Critical thinking and problem-solving skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	1	6	13	17	25	2.20 (4) Not significant
Career-focused	1	3	19	17	23	

### Observations

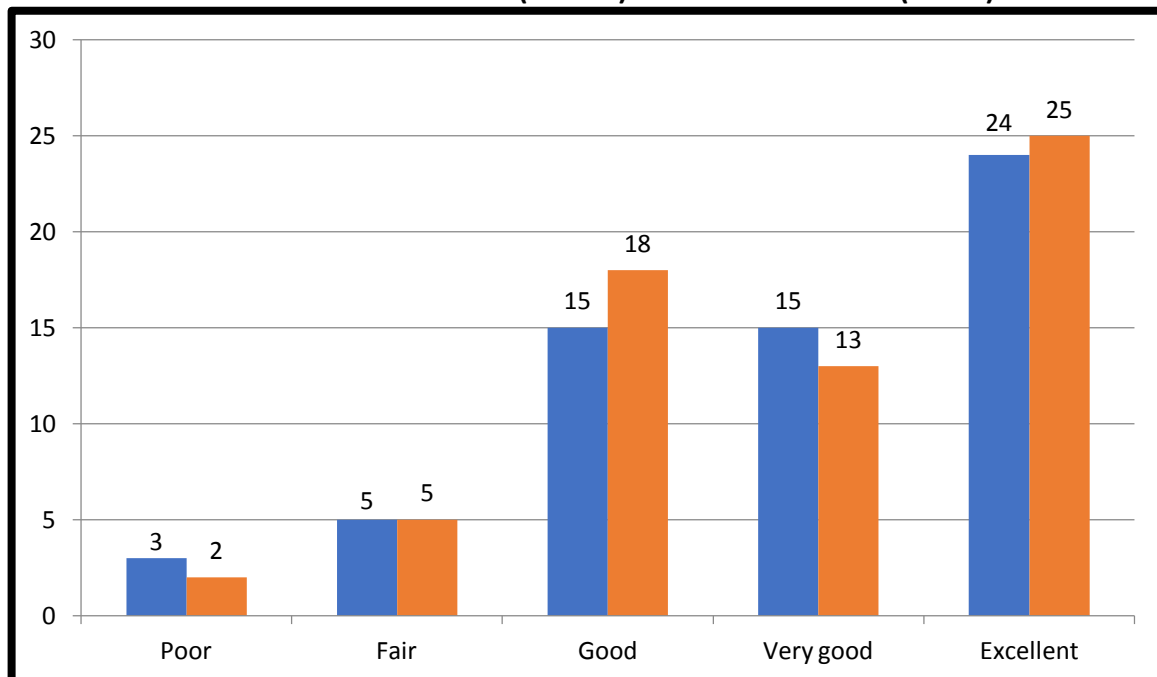
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the critical thinking and problem-solving skills training that they received in college was valuable and relevant:

1. 53% indicated “good/very good”; and
2. 38% indicated “excellent.”

### Summary

The graduates sampled for this survey reported that the critical thinking and problem-solving skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of critical thinking and problem-solving skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Essential skills across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Essential skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	3	5	15	15	24	0.63 (4) Not significant
Career-focused	2	5	18	13	25	

### Observations

The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the essential skills training that they received in college was valuable and relevant:

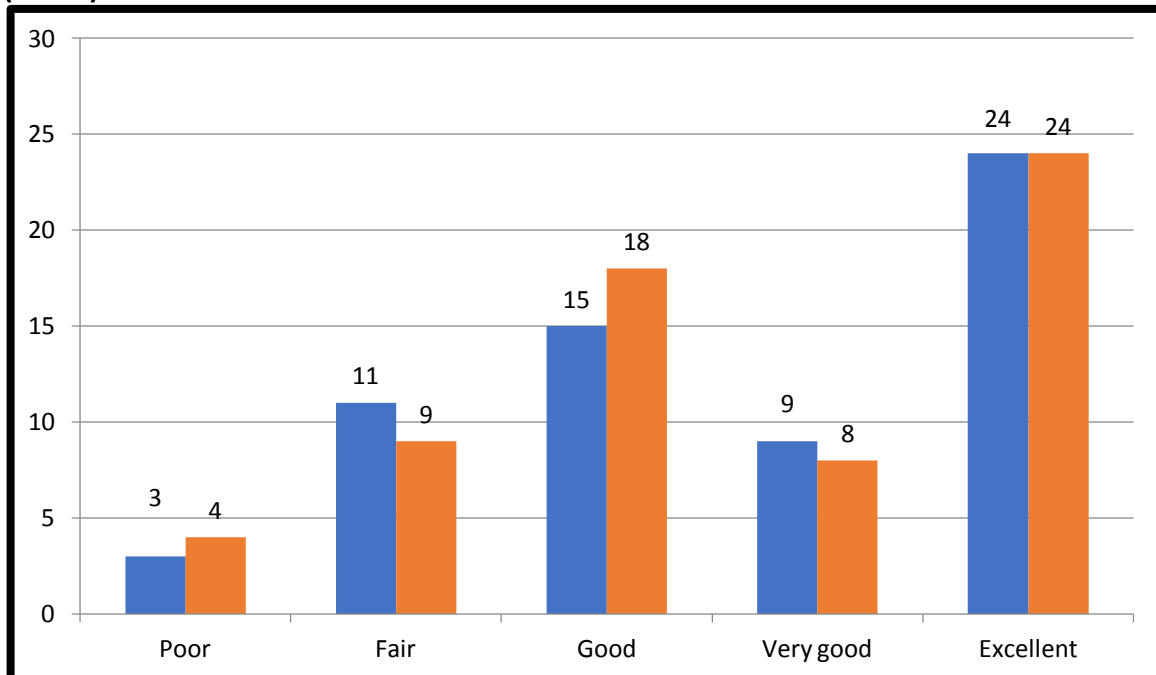
1. 49% indicated “good/very good”; and

2. 39% indicated “excellent.”

### Summary

The graduates sampled for this survey reported that the essential skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of essential skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Leadership skills and experiences across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Leadership skills and experiences): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	3	11	15	9	24	0.67 (4) Not significant
Career-focused	4	9	18	8	24	

### Observations

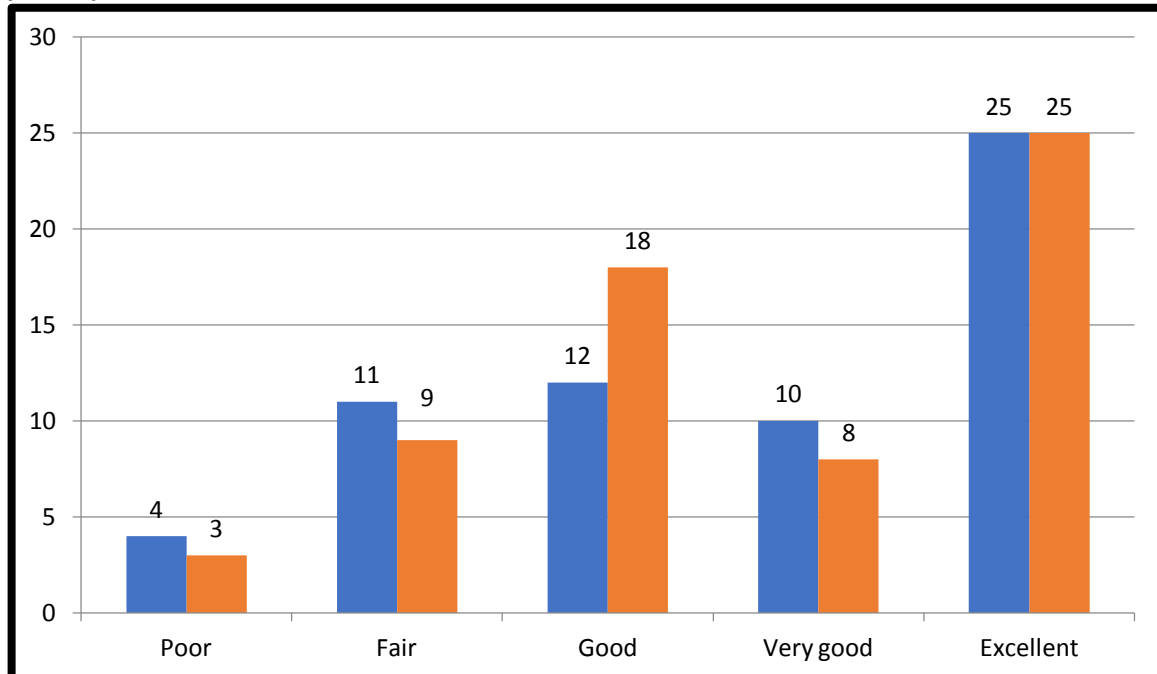
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the leadership skills and experiences training that they received in college was valuable and relevant:

1. 40% indicated “good/very good”; and
2. 38% indicated “excellent.”

## Summary

The graduates sampled for this survey reported that the leadership skills and experiences training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of leadership skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Management skills and experiences across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Management skills and experiences): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	4	11	12	10	25	1.76 (4) Not significant
Career-focused	3	9	18	8	25	

## Observations

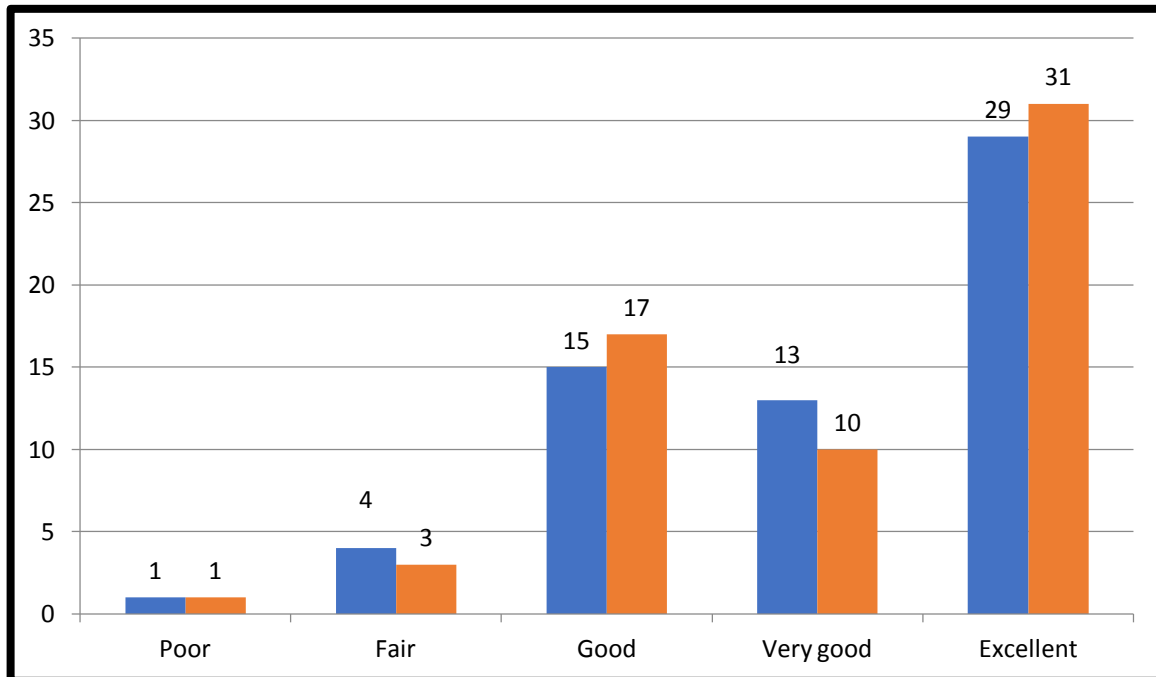
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the management skills and experiences training that they received in college was valuable and relevant:

1. 38% indicated "good/very good"; and
2. 40% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the management skills and experiences training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of management skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Multicultural experiences across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Multicultural experiences): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	1	4	15	13	29	0.73 (4) Not significant
Career-focused	1	3	17	10	31	

## Observations

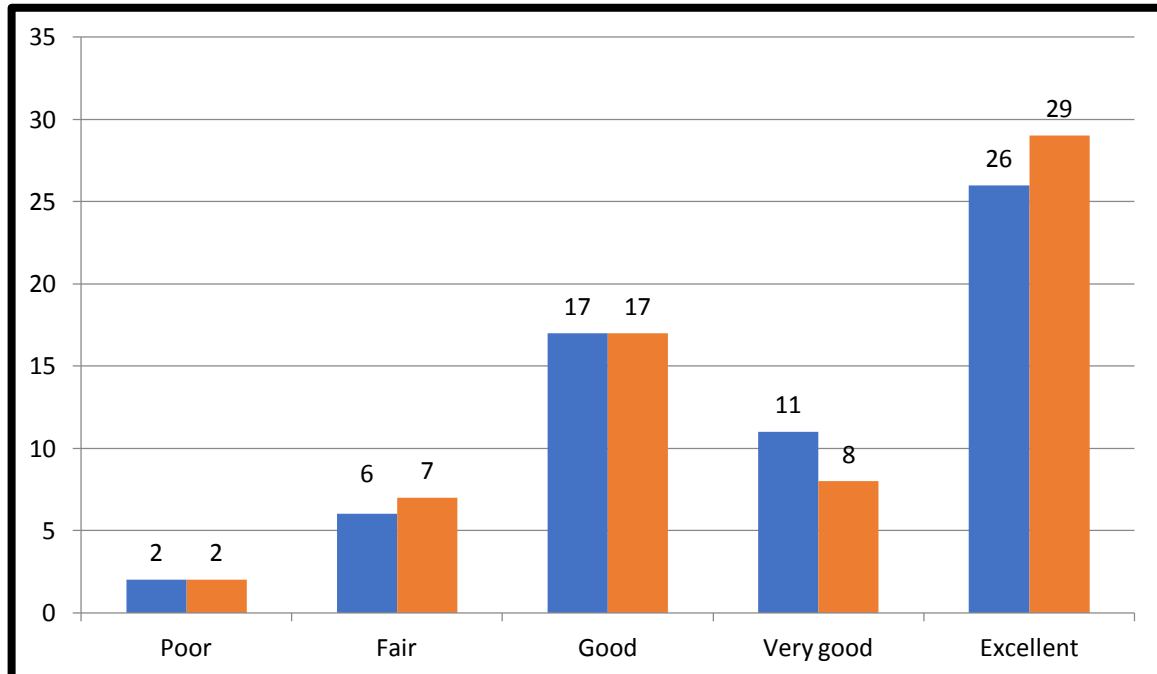
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the multicultural experiences training that they received in college was valuable and relevant:

1. 44% indicated "good/very good"; and
2. 60% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the multicultural experiences training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of multicultural experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Professional work ethic across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Professional work ethic): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	2	6	17	11	26	0.71 (4) Not significant
Career-focused	2	7	17	8	29	

## Observations

The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the professional work ethic training that they received in college was valuable and relevant:

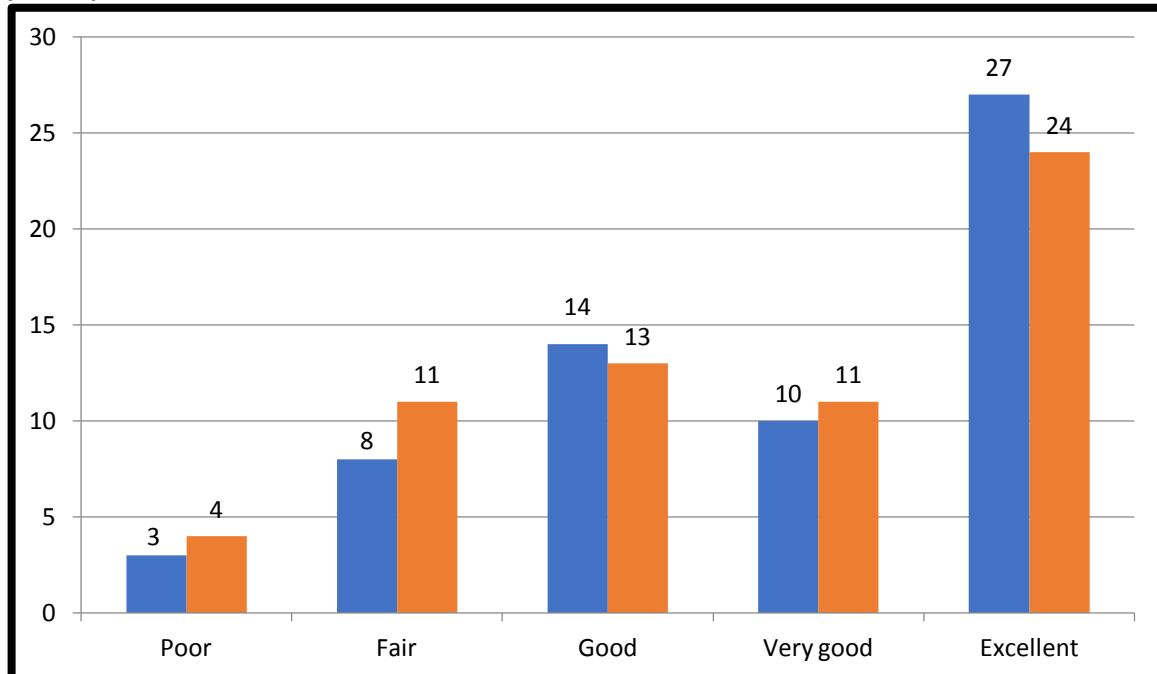
1. 42% indicated "good/very good"; and
2. 44% indicated "excellent."



## Summary

The graduates sampled for this survey reported that the professional work ethic training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of professional work ethic training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Real-world and hands-on experience across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Real-world and hands-on experience): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	3	8	14	10	27	0.87 (4) Not significant
Career-focused	4	11	13	11	24	

## Observations

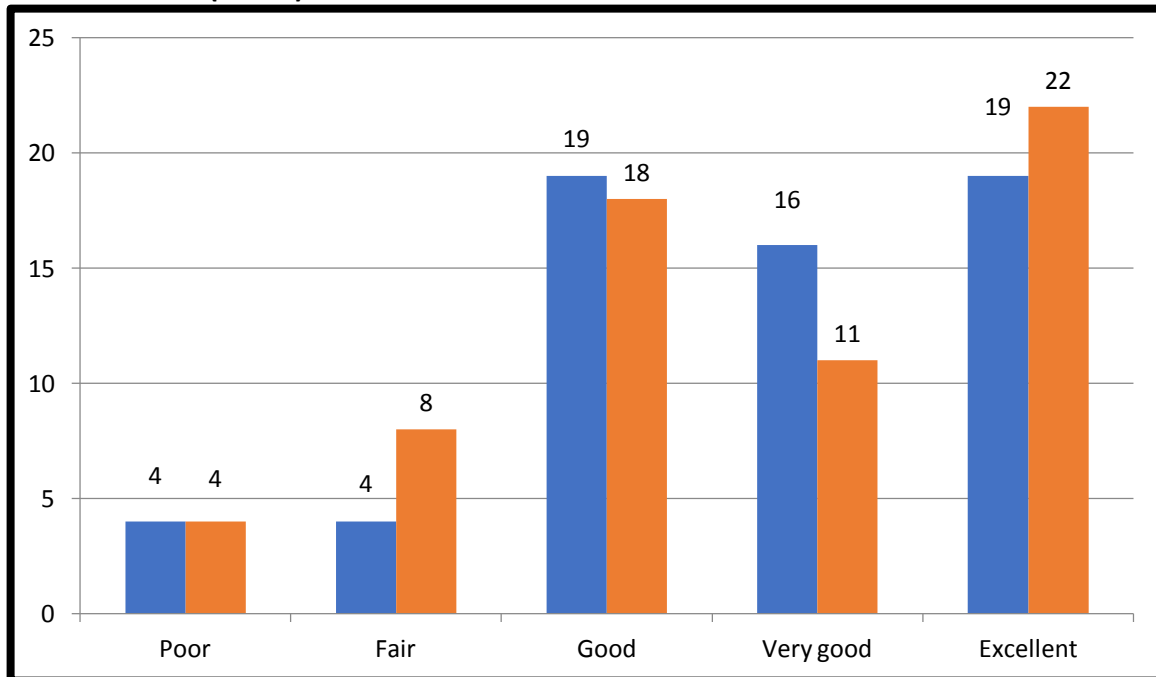
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the real-world and hands-on experience training that they received in college was valuable and relevant:

1. 38% indicated "good/very good"; and
2. 41% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the real-world and hands-on experience training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of real-world and hands-on experience training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### State-of-the-art skills and experiences across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (State-of-the-art skills and experiences): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	4	4	19	16	19	2.50 (4) Not significant
Career-focused	4	8	18	11	22	

### Observations

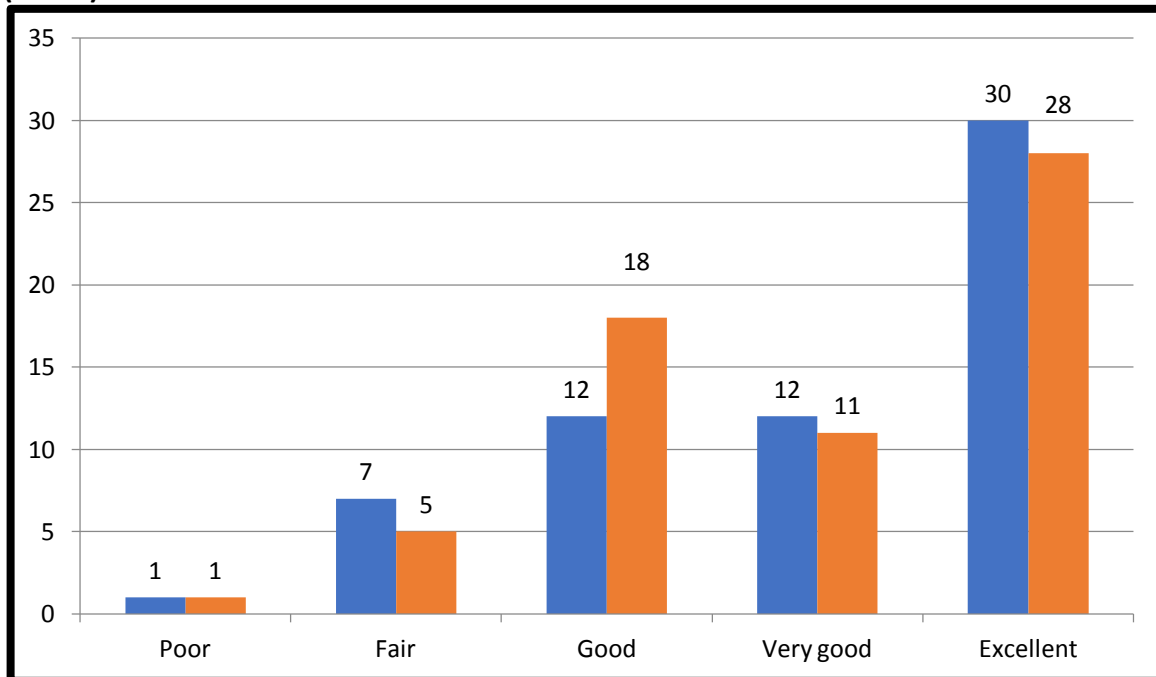
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the state-of-the-art skills and experiences training that they received in college was valuable and relevant:

1. 51% indicated "good/very good"; and
2. 33% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the state-of-the-art skills and experiences training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of state-of-the-art skills and experiences training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Teamwork and collaboration skills across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Teamwork and collaboration skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	1	7	12	12	30	1.64 (4) Not significant
Career-focused	1	5	18	11	28	

## Observations

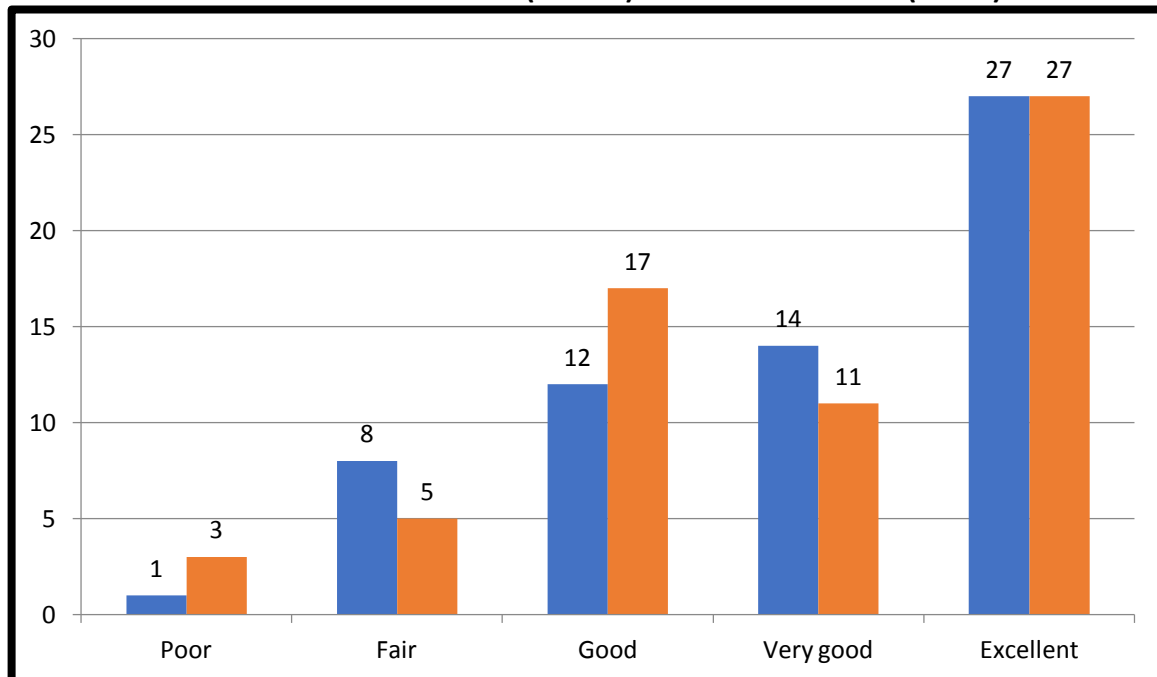
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the teamwork and collaboration skills training that they received in college was valuable and relevant:

1. 42% indicated "good/very good"; and
2. 46% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the teamwork and collaboration skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of teamwork and collaboration skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Technical skills across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Technical skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	1	8	12	14	27	2.91 (4) Not significant
Career-focused	3	5	17	11	27	

## Observations

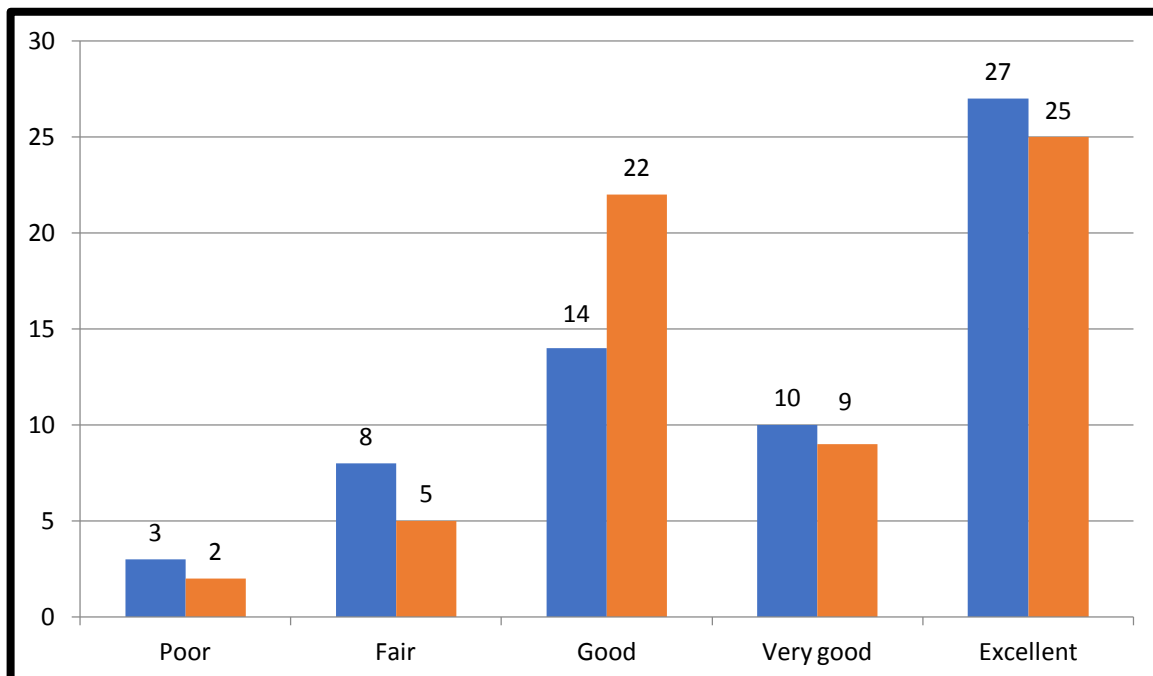
The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the technical skills training that they received in college was valuable and relevant:

1. 43% indicated "good/very good"; and
2. 43% indicated "excellent."

## Summary

The graduates sampled for this survey reported that the technical skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of technical skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

### Time management skills across the task-focused (in blue) and career-focused (in red) domains



### Test of differences (Time management skills): Job-focused vs. career-focused domains

Domain	Poor	Fair	Good	Very good	Excellent	Chi-square
Job-focused	3	8	14	10	27	2.79 (4) Not significant
Career-focused	2	5	22	9	25	

## Observations

The non-significant chi-square is evidence that the job-focused and career-focused domains do not differ statistically. As shown above, the pattern of results shows that most of the graduates believe that the time management skills training that they received in college was valuable and relevant:

1. 55% indicated "good/very good"; and
2. 42% indicated "excellent."

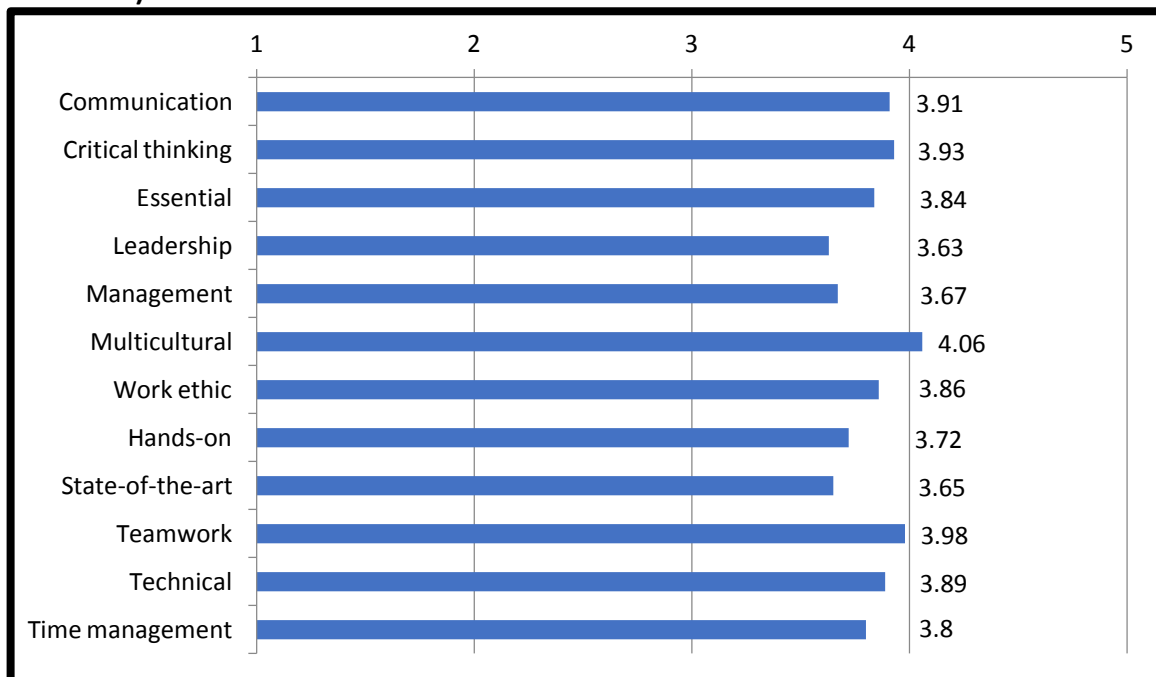
## Summary

The graduates sampled for this survey reported that the time management skills training that they received in college is applicable for job-specific tasks and for career development. This result suggests that in terms of time management skills training, HCC, KCC, and MC are preparing graduates well for their professional careers.

## Overall summary

To synthesize the results presented above, the figure below presents an overall summary of the professional skills and experiences results (combining the job and career domains). Comparing the combined means across the specific professional skills and experiences shows that, overall, the graduates reported that their professional training in college was consistently high and perceived to be “good” to “very good.”

### Mean comparisons across professional skills and experiences (job and career domains combined)



Note: 1=Poor; 2=Fair; 3=Good; 4=Very good; 5=Excellent.

## Professional development opportunities

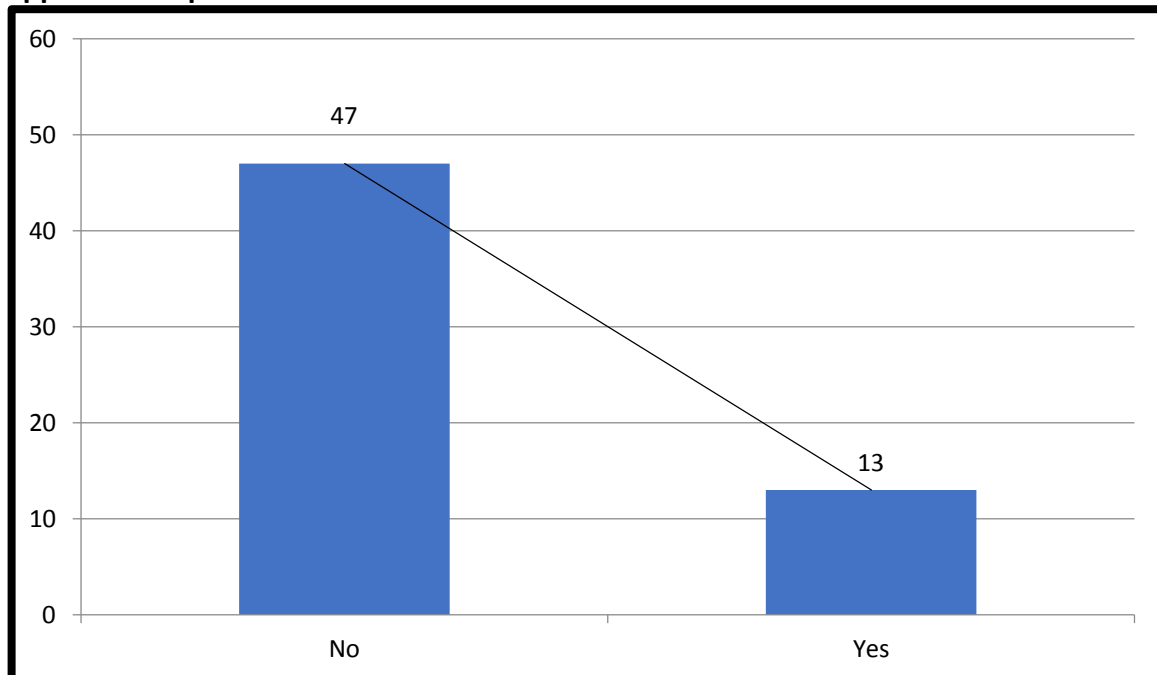
In this section of the survey, respondents were asked to indicate if the college that they attended offered the educational and training opportunities listed below.

**Which of the following educational and training opportunities were offered to you by the college that you attended?**

Professional development opportunities	No	Yes
Apprenticeship	47 (78%)	13 (22%)
Internship	34 (56%)	27 (44%)
Job shadowing	41 (69%)	18 (31%)
Meetings with local industry and business professionals	25 (40%)	37 (60%)
Mentorship	36 (58%)	26 (42%)
On-site job training	41 (67%)	20 (33%)
On-the-job training	42 (69%)	19 (31%)
Visits to local industries and businesses	31 (51%)	30 (49%)

The series of figures that follow are visual representations of the results presented in the table above.

### Apprenticeship



## Observations

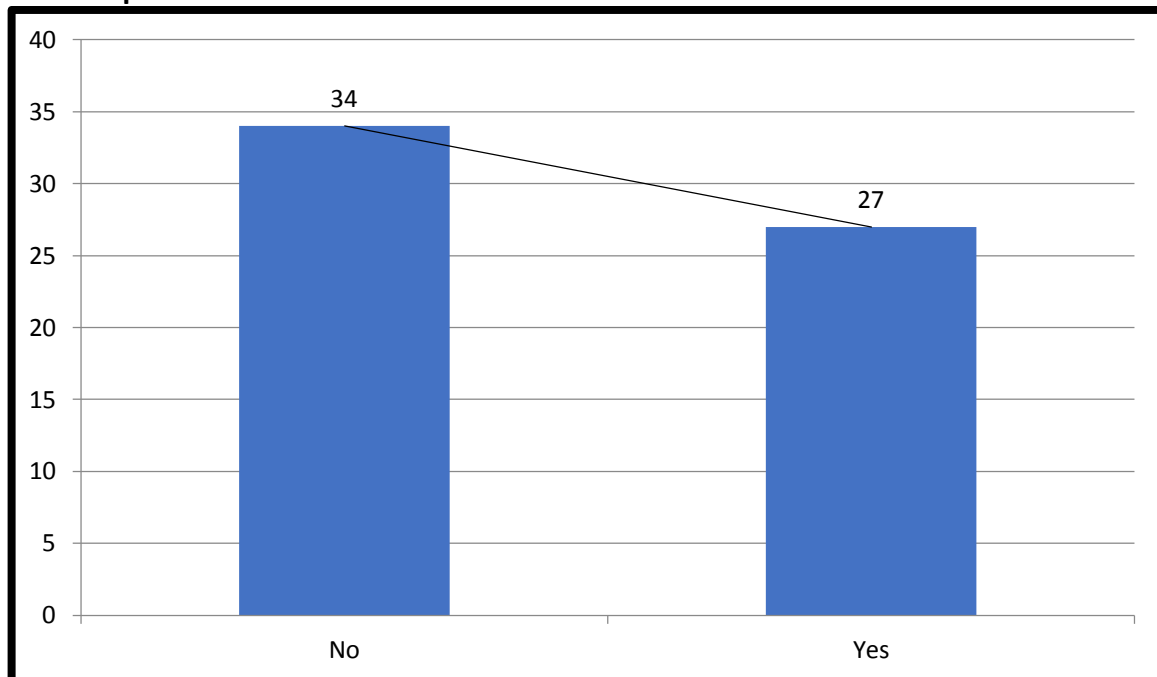
The pattern of results shows that most of the graduates reported that apprenticeship opportunities were not offered or available:

1. 78% indicated “no”; and
2. 22% indicated “yes.”

## Summary

Overall, most of the graduates reported that apprenticeship opportunities 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.

## Internship



## Observations

The pattern of results shows that most of the graduates reported that internship opportunities were not offered or available:

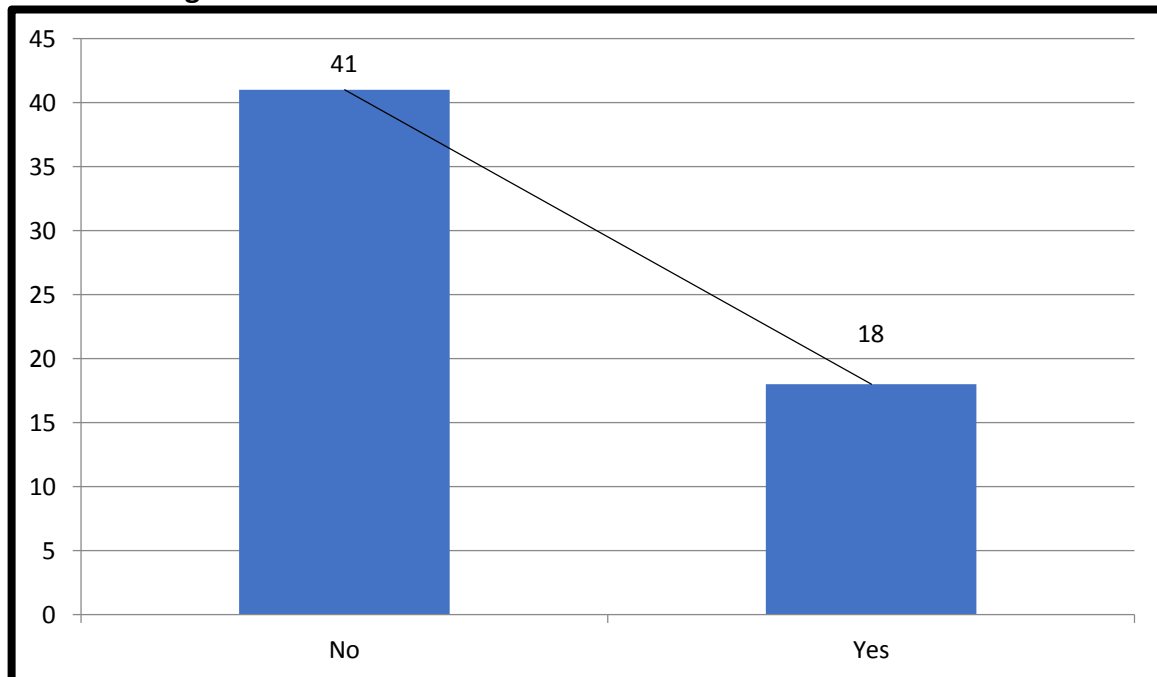
1. 56% indicated “no”; and
2. 44% indicated “yes.”



## Summary

Overall, most of the graduates reported that internship opportunities 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.

## Job shadowing



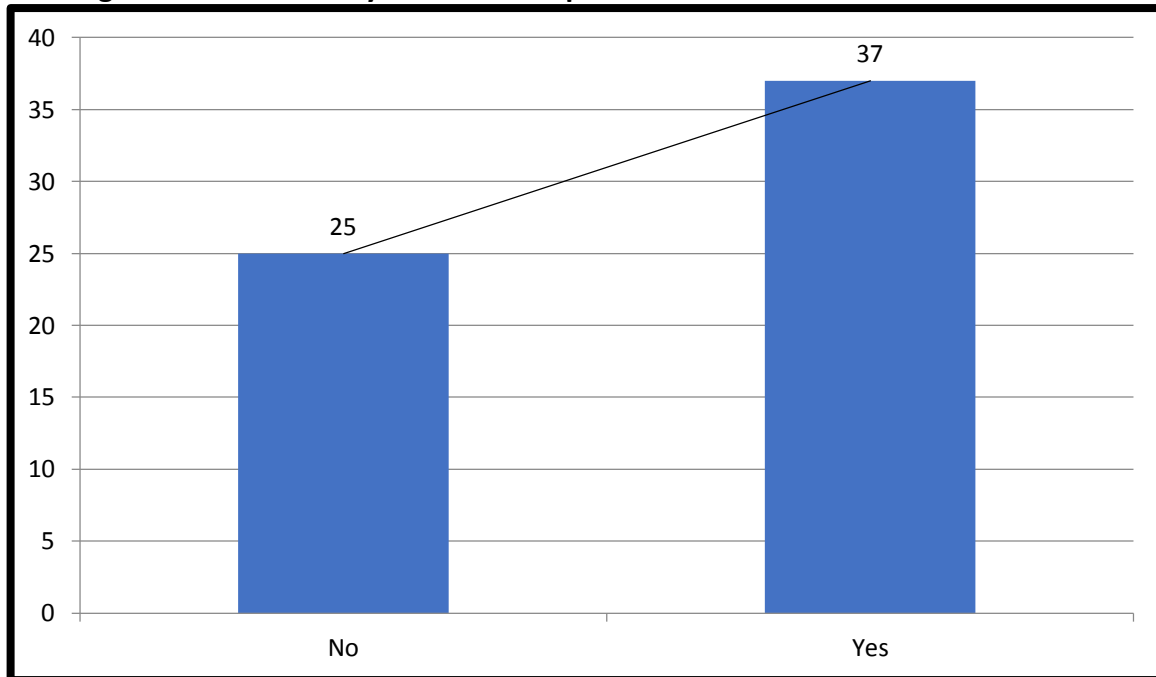
## Observations

The pattern of results shows that most of the graduates reported that job shadowing opportunities were not offered or available:

1. 69% indicated "no"; and
2. 31% indicated "yes."

## Summary

Overall, most of the graduates reported that job shadowing opportunities 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.

**Meetings with local industry and business professionals****Observations**

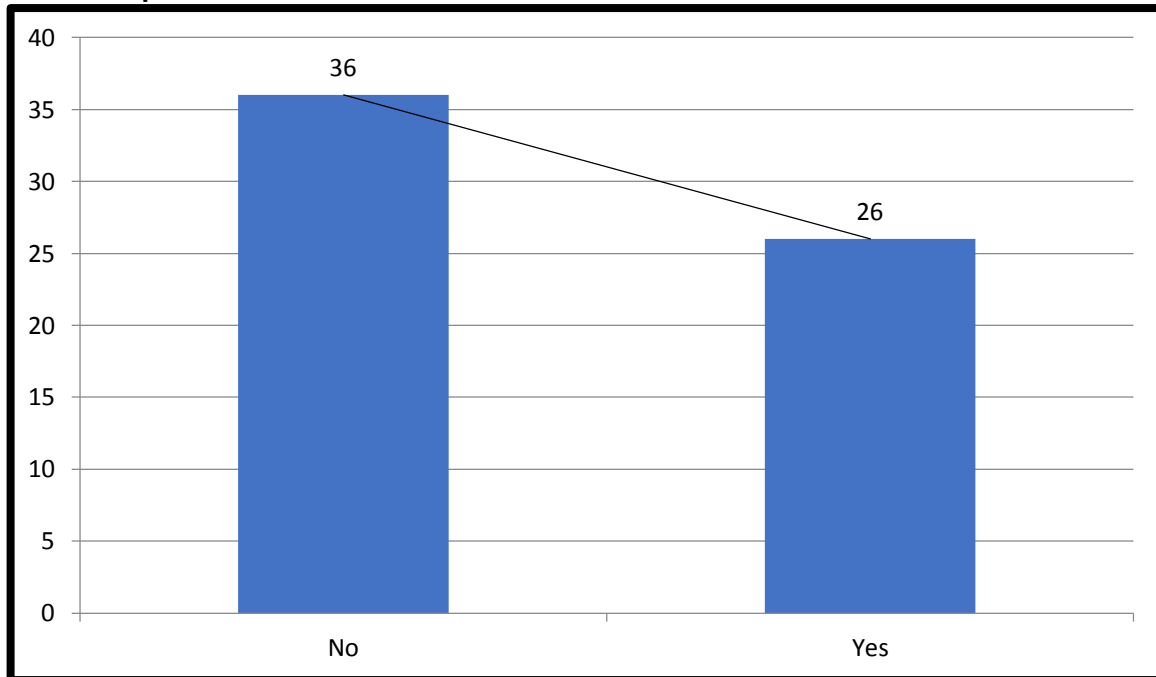
The pattern of results shows that most of the graduates reported that opportunities to meet with local industry and business professionals were offered or available:

1. 40% indicated "no"; and
2. 60% indicated "yes."

**Summary**

Overall, 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.

### Mentorship



### Observations

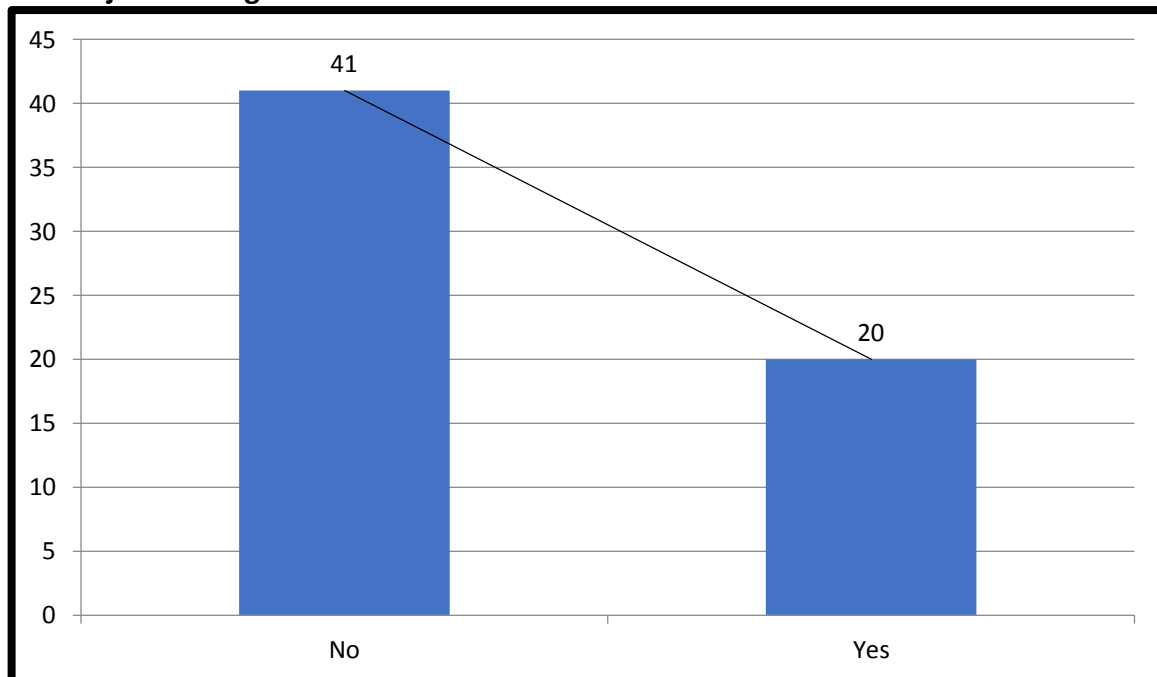
The pattern of results shows that most of the graduates reported that mentorship opportunities were not offered or available:

1. 58% indicated "no"; and
2. 42% indicated "yes."

### Summary

Overall, most of the graduates reported that mentorship opportunities 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.

### On-site job training



### Observations

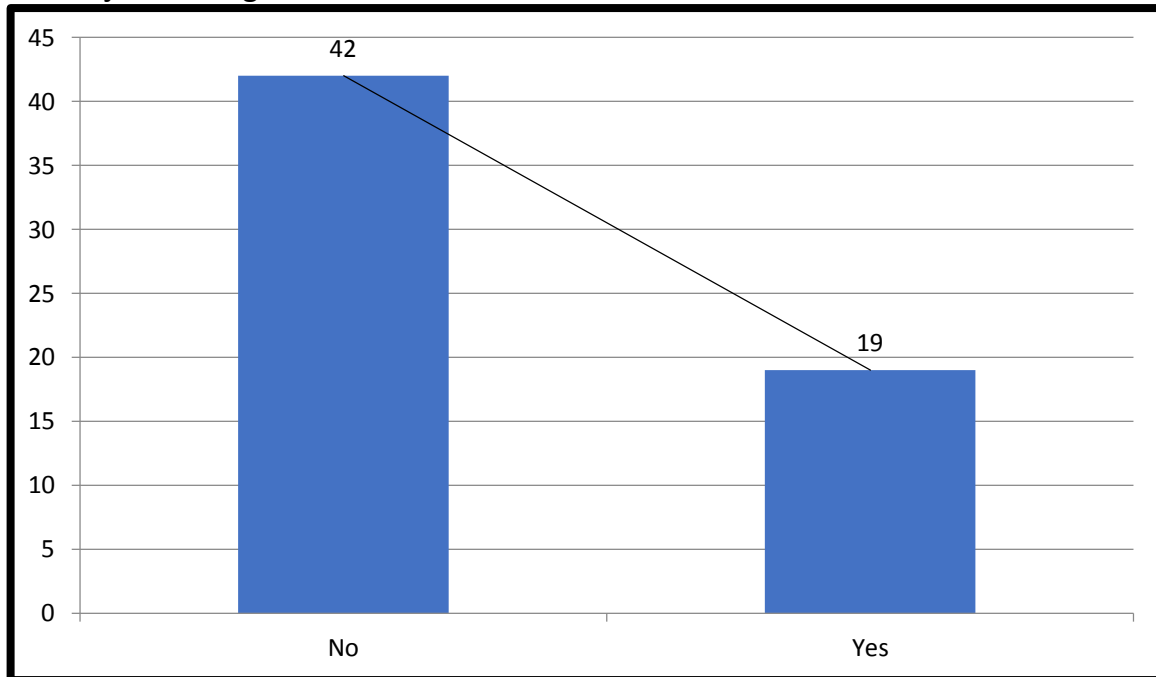
The pattern of results shows that most of the graduates reported that on-site job training opportunities were not offered or available:

1. 67% indicated "no"; and
2. 33% indicated "yes."

### Summary

Overall, most of the graduates reported that on-site job training opportunities 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.

### On-the-job training



### Observations

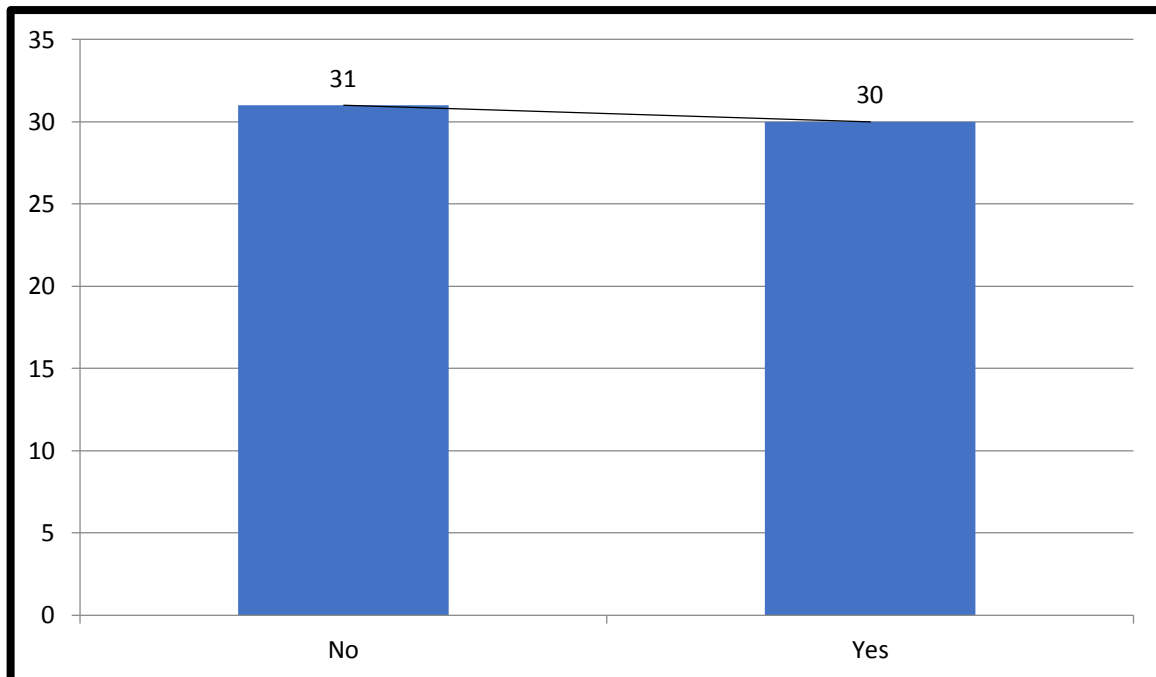
The pattern of results shows that most of the graduates reported that on-the-job training opportunities were not offered or available:

1. 69% indicated "no"; and
2. 31% indicated "yes."

### Summary

Overall, most of the graduates reported that on-the-job training opportunities 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.

### Visits to local industries and businesses



### Observations

The pattern of results shows that many of the graduates reported that opportunities to visit local industries and businesses were not offered or available:

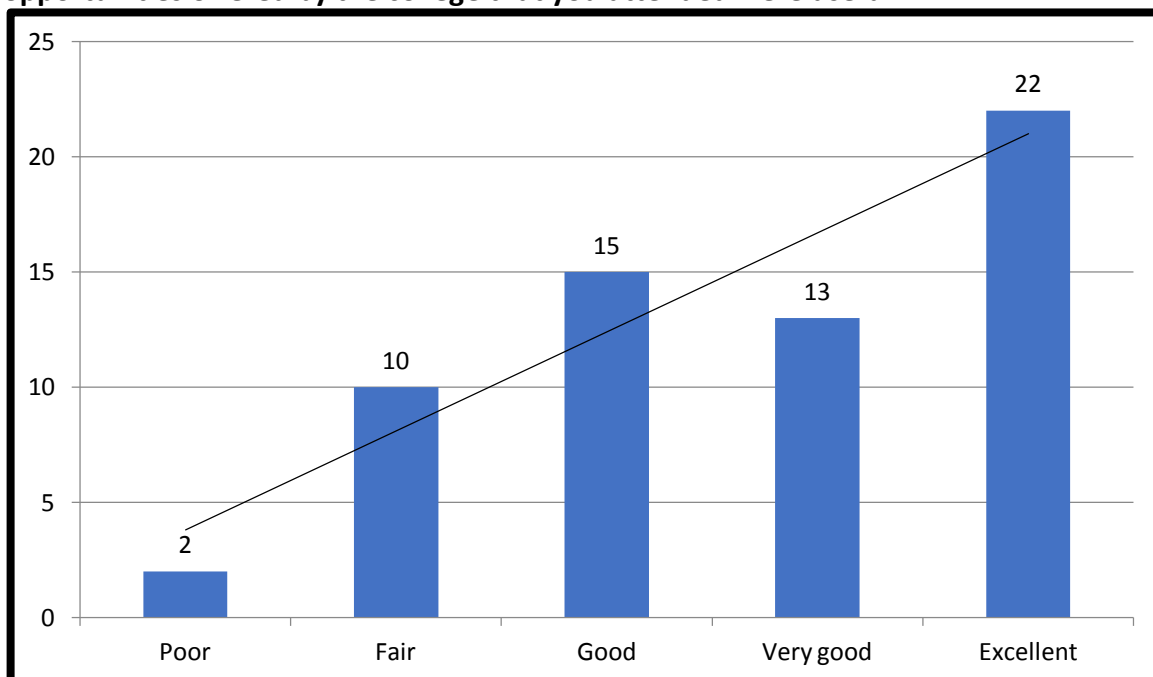
1. 51% indicated "no"; and
2. 49% indicated "yes."

### Summary

Overall, many of the graduates reported that opportunities to visit local industries and businesses were not available. This result suggests that in terms of professional training, HCC, KCC, and MC may not be preparing graduates well for their professional careers.

Respondents were asked to rate the extent to which they thought that the educational training opportunities that were offered by the college that they attended were useful (assuming that the opportunity was available and/or offered to them, or at least that they knew about it).

**Overall, rate the extent to which you think that the educational and training opportunities offered by the college that you attended were useful.**



### Observations

The pattern of results shows that most of the graduates reported that the educational and training opportunities that were offered or available were useful:

1. 3% indicated "poor";
2. 16% indicated "fair";
3. 45% indicated "good/very good"; and
4. 35% indicated "excellent."

### Summary

Overall, most of the graduates reported that the educational and training opportunities that were offered or available were useful (80%). This result suggests that in terms of professional training, HCC, KCC, and MC may be preparing graduates well for their professional careers.

## Overall observations

The pattern of responses presented above shows that the graduates generally perceived that the specific educational and training opportunities that were available and/or offered to them by the college were valuable and useful. However, overall, many of the graduates reported that specific opportunities were not available and/or offered during their time at the college.

## Overall summary

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

In this section of the survey, respondents were asked to indicate whether or not the college that they attended offered an array of career services.

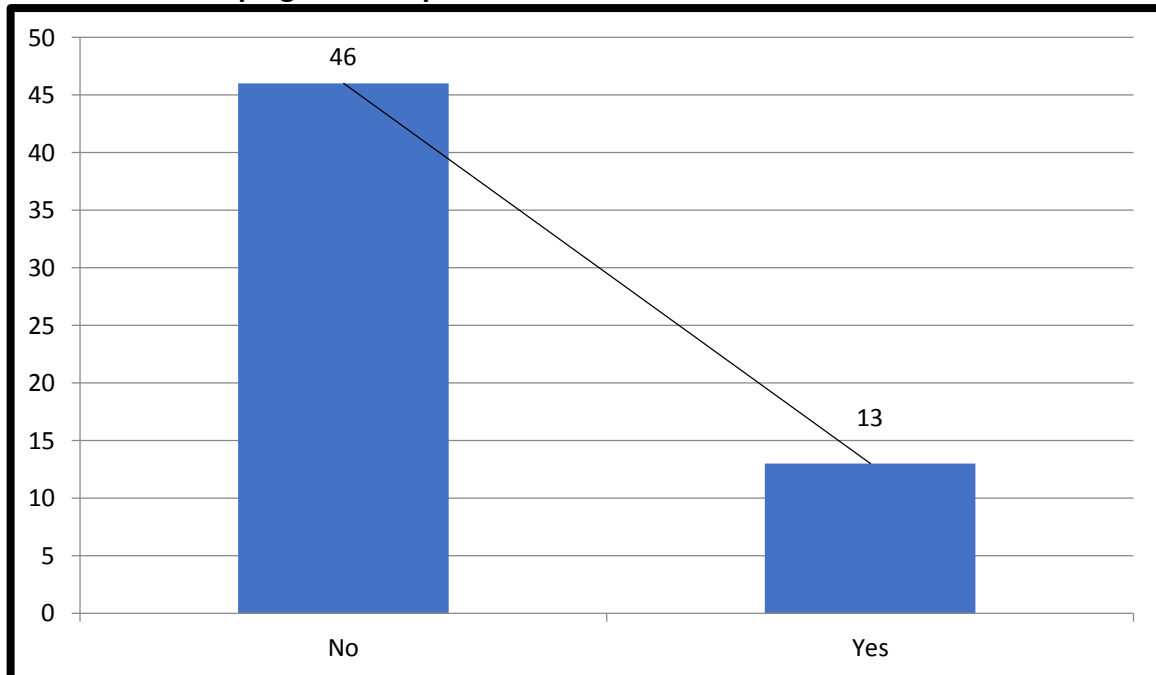
### Which of the following career services were offered to you by the college that you attended?

Career services	No	Yes
Assistance developing LinkedIn profile	46 (78%)	13 (22%)
Career assessments	29 (48%)	32 (52%)
Career or employment workshops	35 (56%)	28 (44%)
Career skills testing	34 (55%)	28 (45%)
Individual career counseling	25 (40%)	38 (60%)
Internship/co-op search assistance	33 (52%)	30 (48%)
Job search assistance	33 (53%)	29 (47%)
Practice interview sessions	35 (57%)	26 (43%)
Preparation for career/networking event	31 (50%)	31 (50%)
Researching a potential employer	34 (56%)	27 (44%)
Resume writing/reviewing assistance	21 (33%)	42 (67%)
Using career center job listings	31 (50%)	31 (50%)

The series of figures that follow are visual representations of the results presented in the table above.



### Assistance developing LinkedIn profile



### Observations

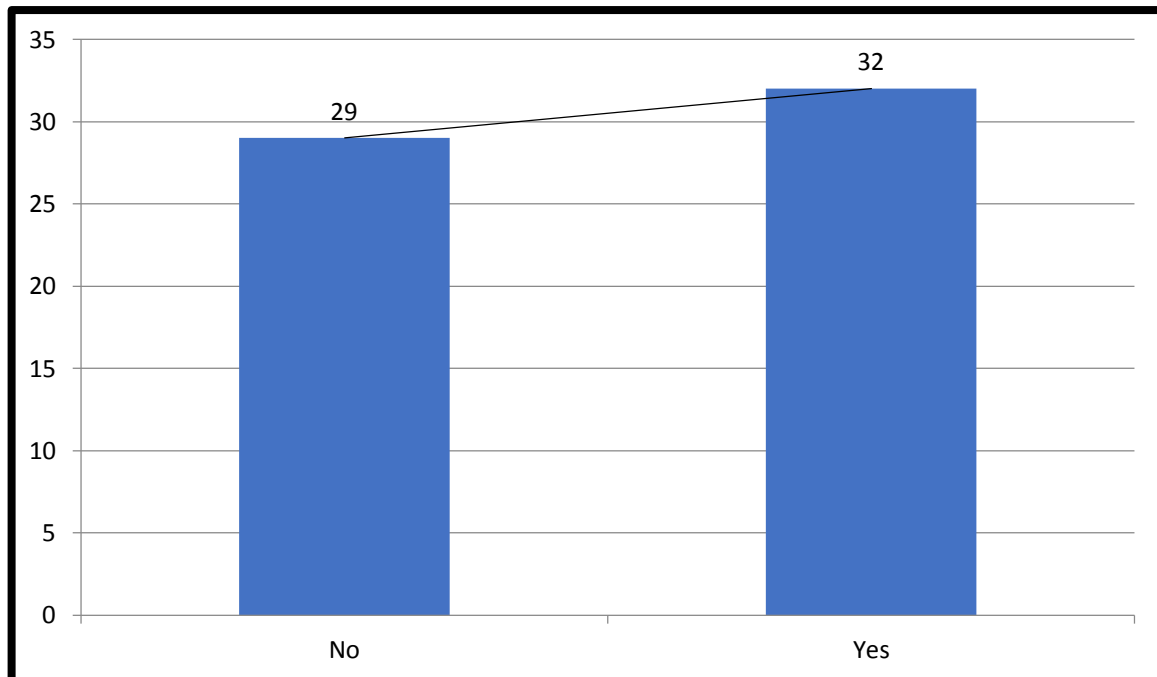
The pattern of results shows that most of the graduates reported that assistance developing a LinkedIn profile was not offered or available:

1. 78% indicated "no"; and
2. 22% indicated "yes."

### Summary

Overall, most of the graduates reported that assistance developing a LinkedIn profile was 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.

### Career assessments



### Observations

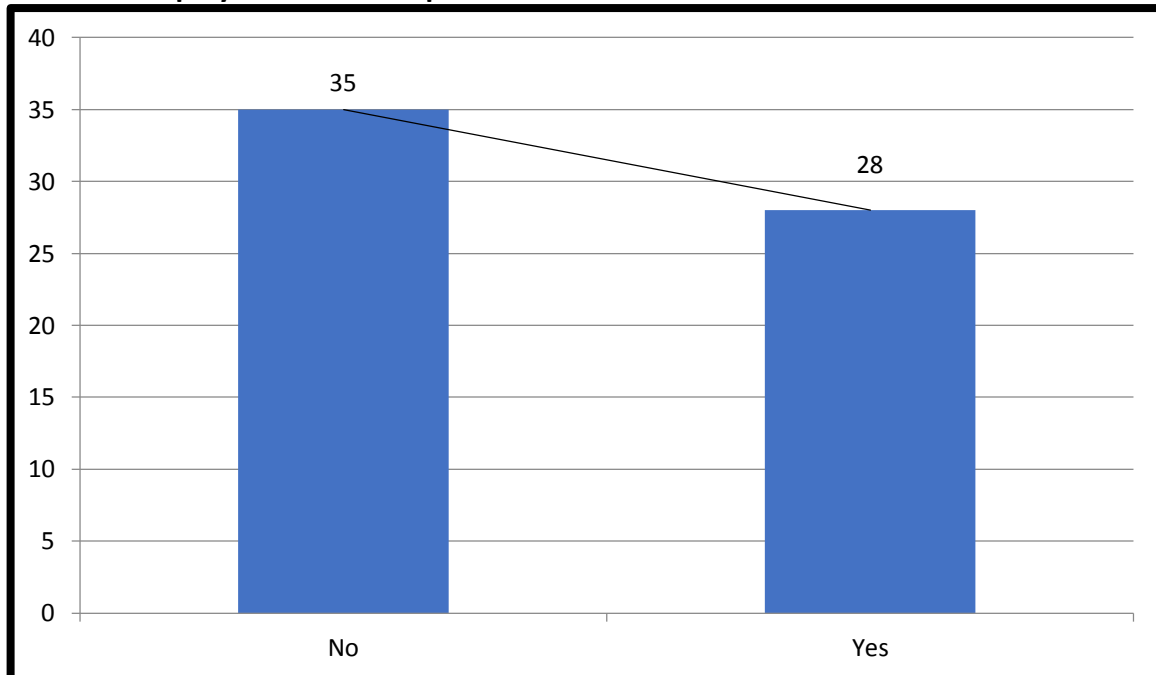
The pattern of results shows that most of the graduates reported that career assessment was offered or available:

1. 48% indicated "no"; and
2. 52% indicated "yes."

### Summary

Overall, most of the graduates reported that career assessment opportunities were available. This result suggests that in terms of professional training, HCC, KCC, and MC may be preparing graduates well for their professional careers.

### Career or employment workshops



### Observations

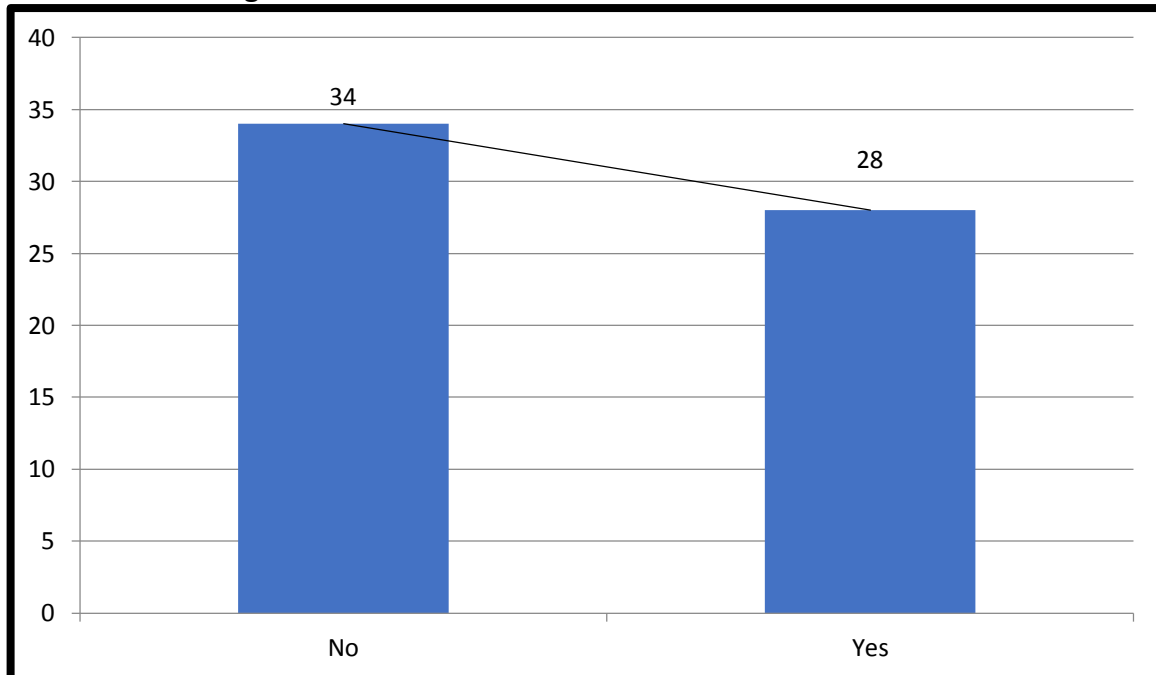
The pattern of results shows that most of the graduates reported that career or employment workshops were not offered or available:

1. 56% indicated "no"; and
2. 44% indicated "yes."

### Summary

Overall, most of the graduates reported that career or employment workshop opportunities 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.

### Career skills testing



### Observations

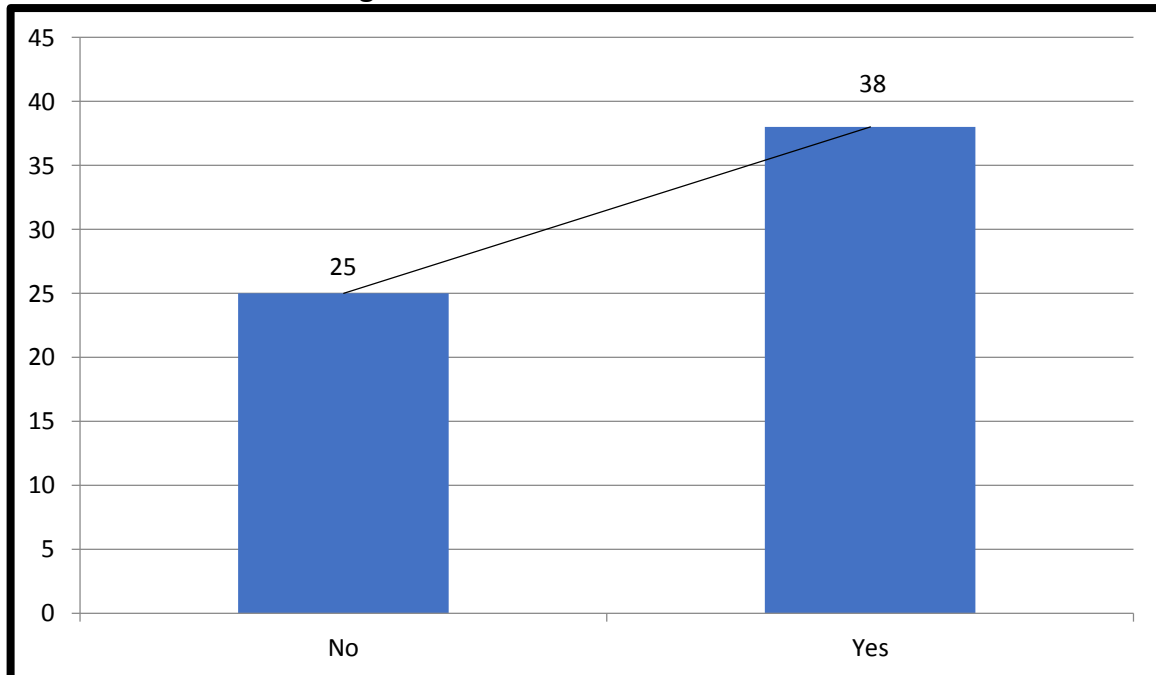
The pattern of results shows that most of the graduates reported that career skills testing was not offered or available:

1. 55% indicated "no"; and
2. 45% indicated "yes."

### Summary

Overall, most of the graduates reported that career skills testing opportunities 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.

### Individual career counseling



### Observations

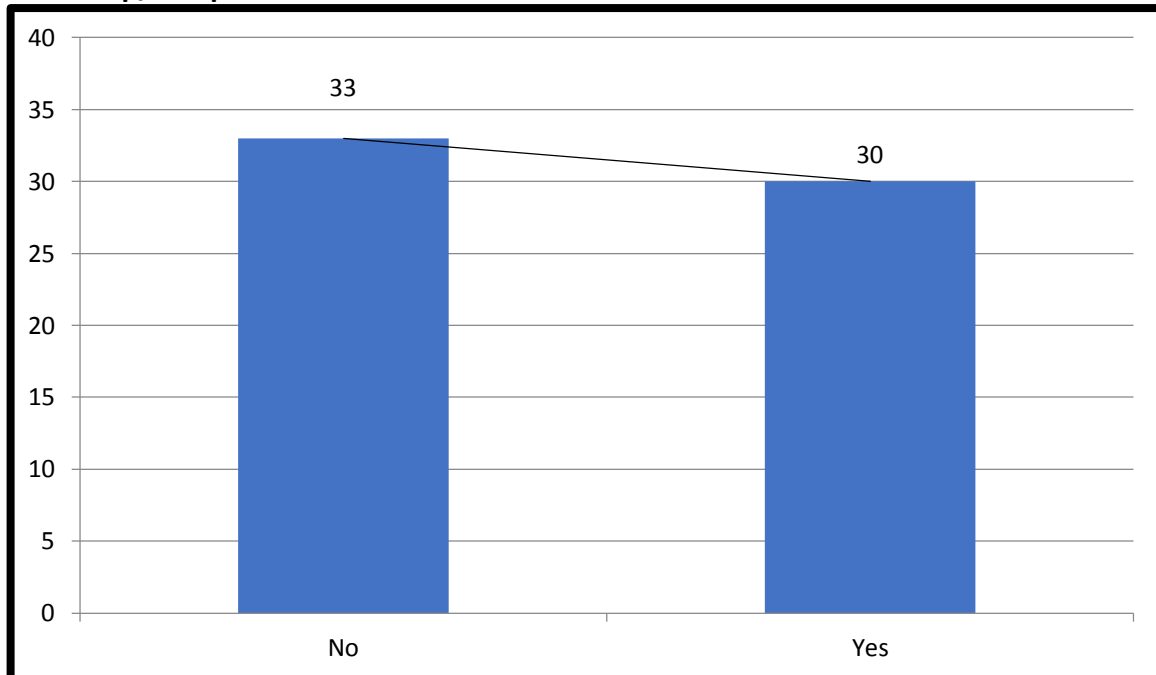
The pattern of results shows that most of the graduates reported that individual career counseling services were offered or available:

1. 40% indicated “no”; and
2. 60% indicated “yes.”

### Summary

Overall, most of the graduates reported that individual career counseling opportunities 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.

### Internship/co-op search assistance



### Observations

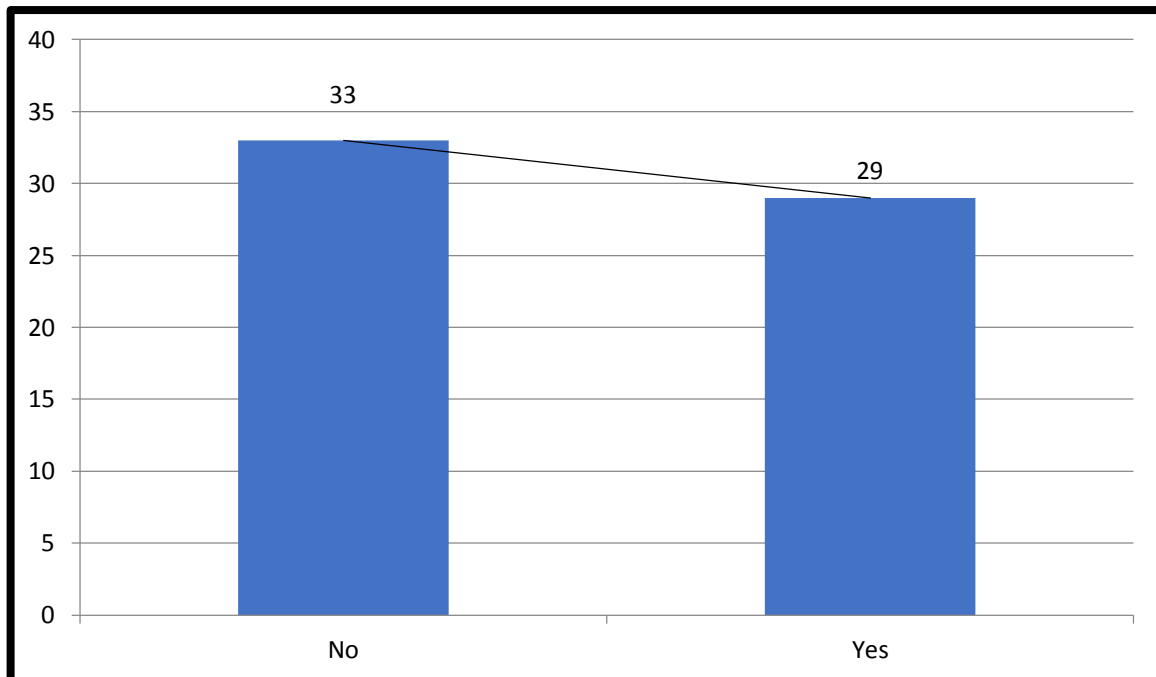
The pattern of results shows that many of the graduates reported that internship/co-op search assistance services were not offered or available:

1. 52% indicated "no"; and
2. 48% indicated "yes."

### Summary

Overall, most of the graduates reported that internship/co-op search assistance opportunities 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.

### Job search assistance



### Observations

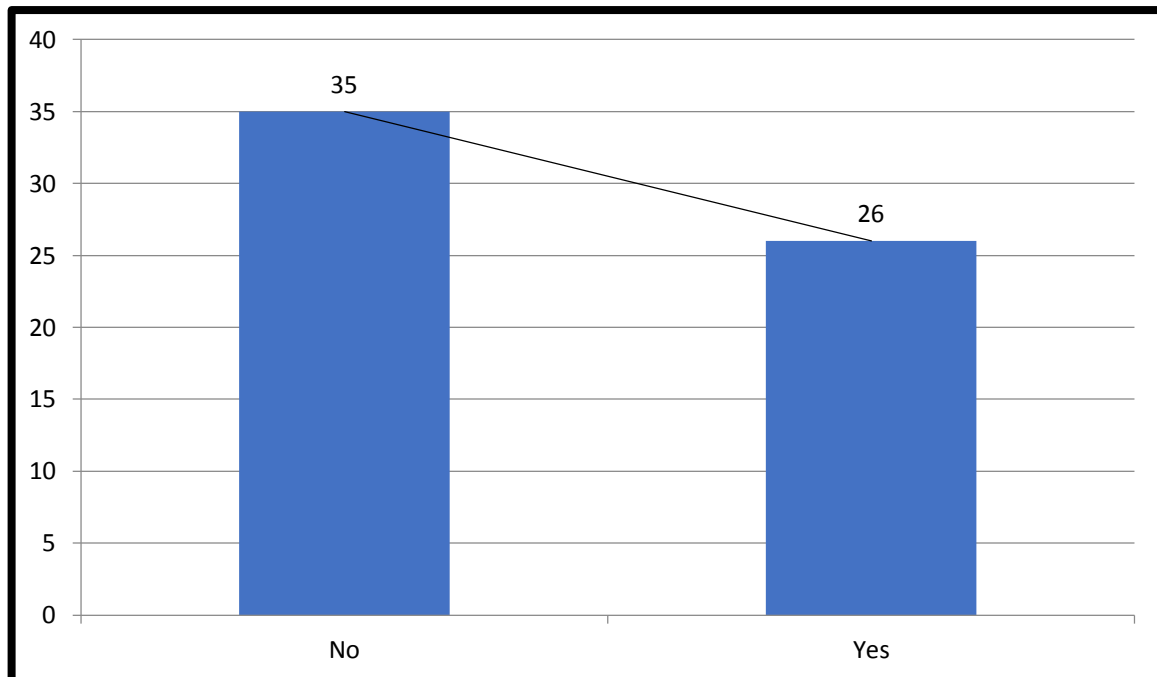
The pattern of results shows that most of the graduates reported that job search assistance services were not offered or available:

1. 53% indicated "no"; and
2. 47% indicated "yes."

### Summary

Overall, most of the graduates reported that job search assistance opportunities 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.

### Practice interview sessions



### Observations

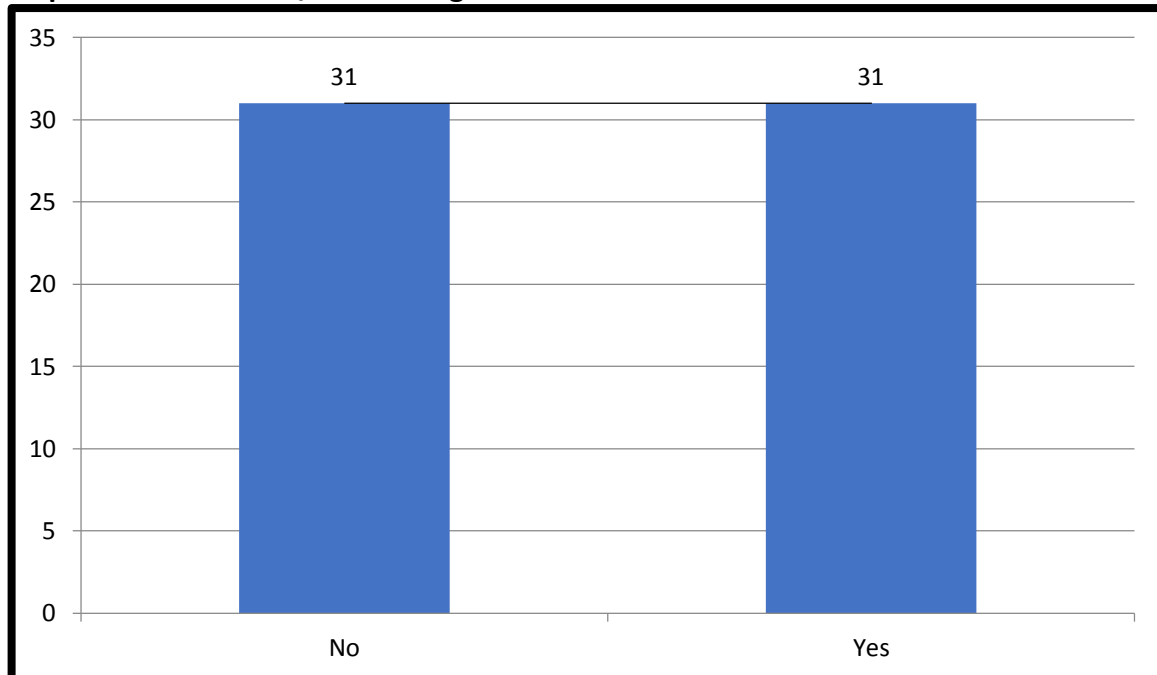
The pattern of results shows that most of the graduates reported that practice interview sessions were not offered or available:

1. 57% indicated “no”; and
2. 43% indicated “yes.”

### Summary

Overall, most of the graduates reported that practice interview session opportunities 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.



**Preparation for career/networking event****Observations**

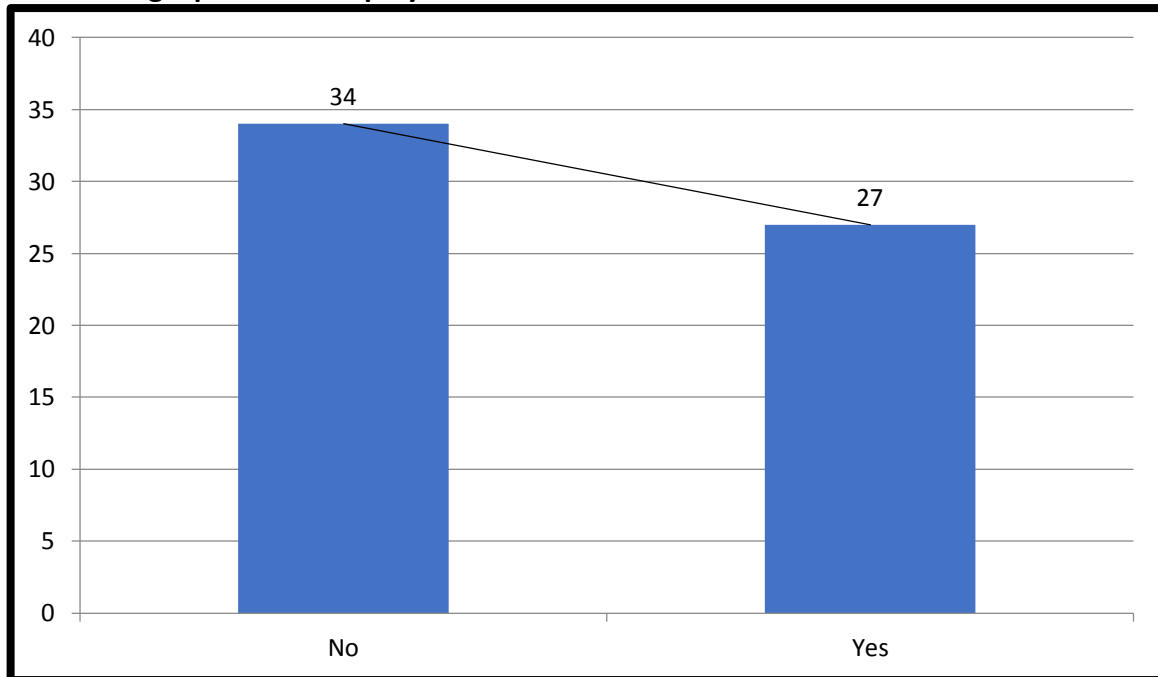
The pattern of results shows that many of the graduates reported that preparation for career/networking events was not offered or available:

1. 50% indicated “no”; and
2. 50% indicated “yes.”

**Summary**

Overall, most of the graduates reported that preparation for career/networking events opportunities was 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.

### Researching a potential employer



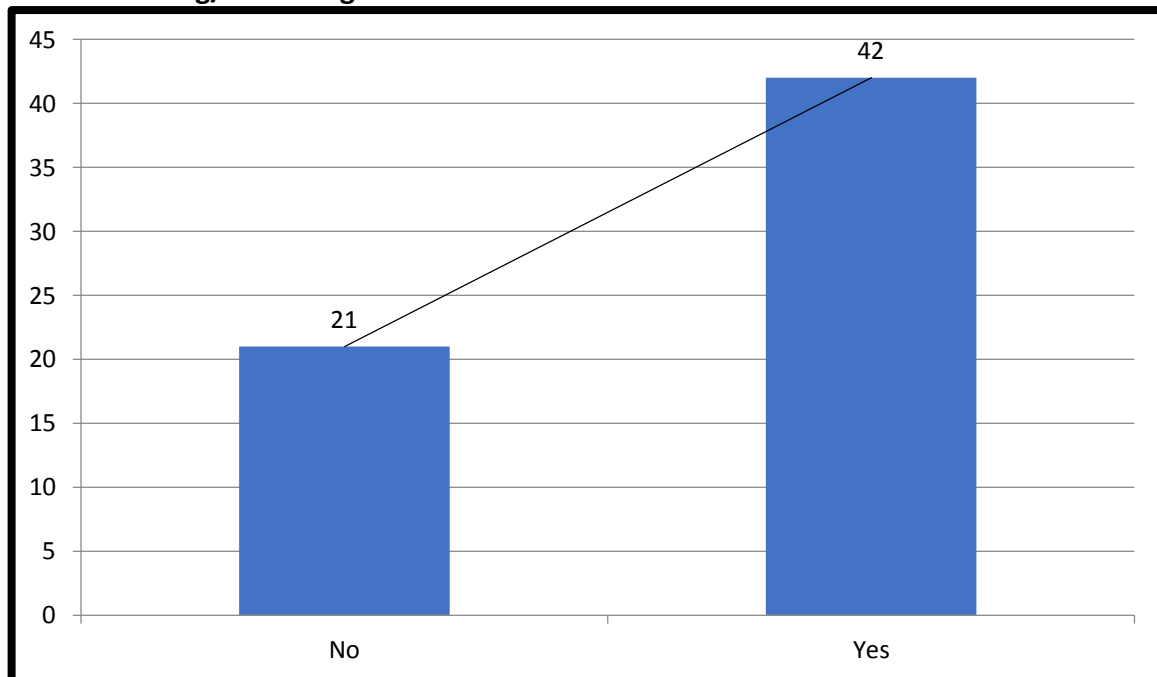
### Observations

The pattern of results shows that most of the graduates reported that services for researching a potential employer were not offered or available:

1. 56% indicated "no"; and
2. 44% indicated "yes."

### Summary

Overall, most of the graduates reported that services for researching a potential employer 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.

**Resume writing/reviewing assistance****Observations**

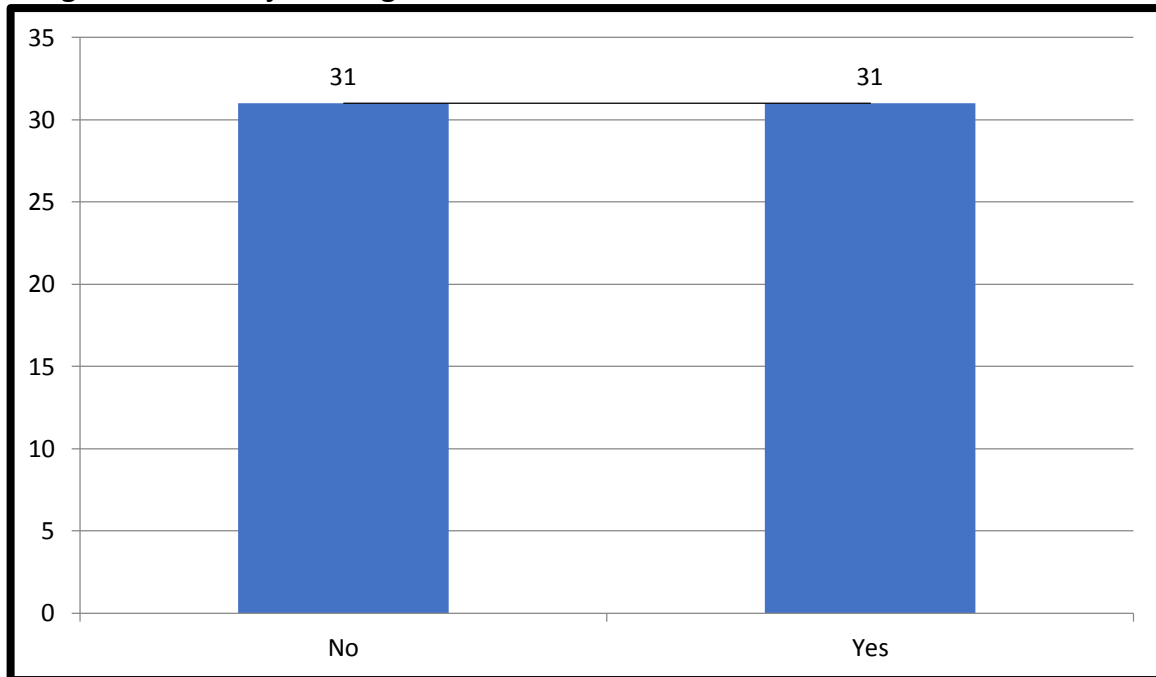
The pattern of results shows that most of the graduates reported that resume writing/reviewing assistance was offered or available:

1. 33% indicated “no”; and
2. 67% indicated “yes.”

**Summary**

Overall, most of the graduates reported that resume writing/reviewing assistance opportunities 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.

### Using career center job listings



### Observations

The pattern of results shows that many of the graduates reported that services for using career center job listings were not offered or available:

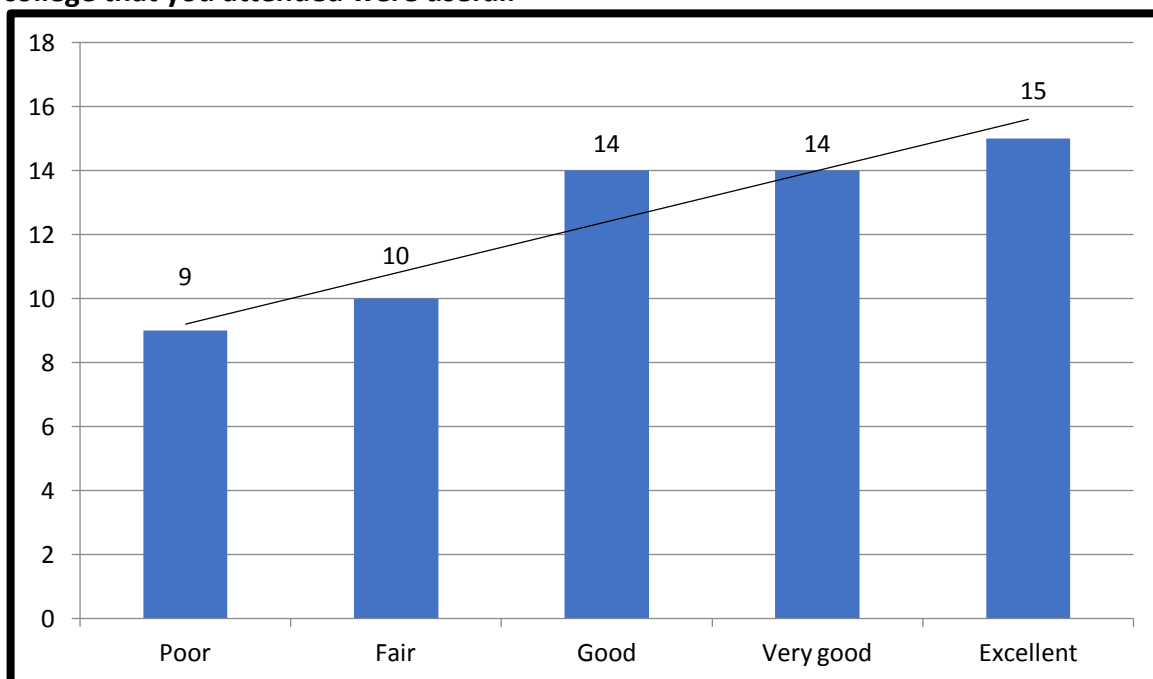
1. 50% indicated “no”; and
2. 50% indicated “yes.”

### Summary

Overall, many of the graduates reported that services for using career center job listings 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.

Respondents were asked to rate the extent to which they thought that the career services that were offered by the college that they attended were useful (assuming that the opportunity was available and/or offered to them, or at least that they knew about it).

**Overall, rate the extent to which you think that the career services offered by the college that you attended were useful.**



### Observations

The pattern of results shows that most of the graduates believe that the career services offered or made available by the colleges were useful:

1. 15% indicated "poor";
2. 16% indicated "fair";
3. 45% indicated "good/very good"; and
4. 24% indicated "excellent."

### Summary

Overall, most of the graduates reported that the career services offered or made available by the colleges were good to excellent (69%). This result suggests that in terms of offering career services, HCC, KCC, and MC are preparing graduates well for their professional careers.

## Overall observations

The pattern of responses presented above shows that the graduates generally perceived that the specific career services that were available and/or offered to them by the college were valuable and useful. However, overall, many of the graduates reported that specific services were not available and/or offered during their time at the college.

## Overall summary

The fact that many of the graduates reported that specific career services 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 career services and that these services are available consistently across programs and colleges.

## What is the college doing well?

In this section of the survey, respondents were asked to list up to two things that they thought that the college that they attended “did well” to prepare them for a specific job and/or a career.

Responses were coded into basic categories that included:

1. “Staff” to designate that college staff made decisions or set up processes and programs in specific ways to provide skills and/or experiences to students to develop their professional and/or personal understanding and/or skills;
2. “Professional” to designate the intended target of the skill and/or experience, in this case to be part of the student’s professional skill set (typically a technical skill, but soft skills are also included if they are likely to play a vital role in professional success); and
3. “Personal” to designate that the intended target of the skill and/or experience is likely to be part of the student’s personal skill set (typically a soft skill).

## Set A: What did the college that you attended do well to prepare you for a specific job and/or a career?

Response	Staff	Professional	Personal
All of the instructors were very hands on with the students and I felt comfortable asking for extra help. They really took the time to teach me well and I appreciate it.	1		
Allowed us to do ride-a-longs in an ambulance		1	
Amazing teacher with superb industry knowledge	1		
Be a effective communicator		1	1
Communication		2	2
Confidence		1	1

Counselor Support	1		
Creating a resume was a required assignment in one of the classes near end of program		1	
Data Entry		1	
Gave me an idea of what career path I wanted to choose			1
Gave me inspiration to excel to a higher goal			1
Great real world instructors	1		
Guest speakers	1	1	
Hawaiian studies/piko/ainoa/aikapu/legends			1
Heavy hands on experience	1	1	
I gained experience in farming		1	
I was born and raised just outside of Detroit, Michigan. The culture there is quite different. HCC introduced me to the Hawaiian culture and that has been incredibly valuable.			1
In class projects		1	
Industry education		1	
Internship/Co-op		1	
Interviews		2	
It is preparing me to be get higher degree in social work		1	1
Knowledge of understanding and using programs like Word, Excel, Access, PowerPoint		1	
Learned accounting principles		1	
Learned the skills I needed to do the job		1	
Making field work experience required - event assistance and internship, to see what types of role/company/atmosphere is best for me		1	
Marketing		1	
Multicultural awareness/knowledge		1	1
On job training		1	
One teacher was great, cared, and found job opportunities for students. He was pressured out by teachers who did none of these things. He continues to help his former students as an industry peer.	1		
Open up opportunities for experience outside of normal classroom study. The internship portion of the program was sort of like a mini capstone that allowed me to complete an IT project outside of class in a real-world business environment which gave me invaluable experience that I later applied in my current job.	1	1	
Preparation for interview for new job or career		1	
Preparing food items in a timely matter		1	
Prerequisites for higher-level programs			1
Present opportunities		1	
Real life job scenarios		1	
Realistic goals for my career		1	

Reminded me of skills I already had and made them stronger			1
Representatives of Manu Kai at PMRF came to KCC for an introduction	1	1	
Researching a specific subject, then presenting the information and speaking in front of a group		1	
Scrub/ sharpen resume		1	
Strategic planning and thoughts		1	1
Taught me how to think critically		1	1
The major aspects that I gained from HCC were in its student and facility ethnic and cultural diversity. Being able to hear similar ideas approached from multiple perspectives really helped me develop my own perspective - learning to embrace my own bias as part of a contribution to perspective	1		1
The theoretical subject matter was usually well presented with lots of faculty support available to the student if needed	1		1
They helped me find the classes I needed to advance in my career	1		
Trial interview		1	
Working hours		1	
<b>Totals</b>	<b>N=12 (19%)</b>	<b>N=36 (56%)</b>	<b>N=16 (25%)</b>

**Set B: What did the college that you attended do well to prepare you for a specific job and/or a career?**

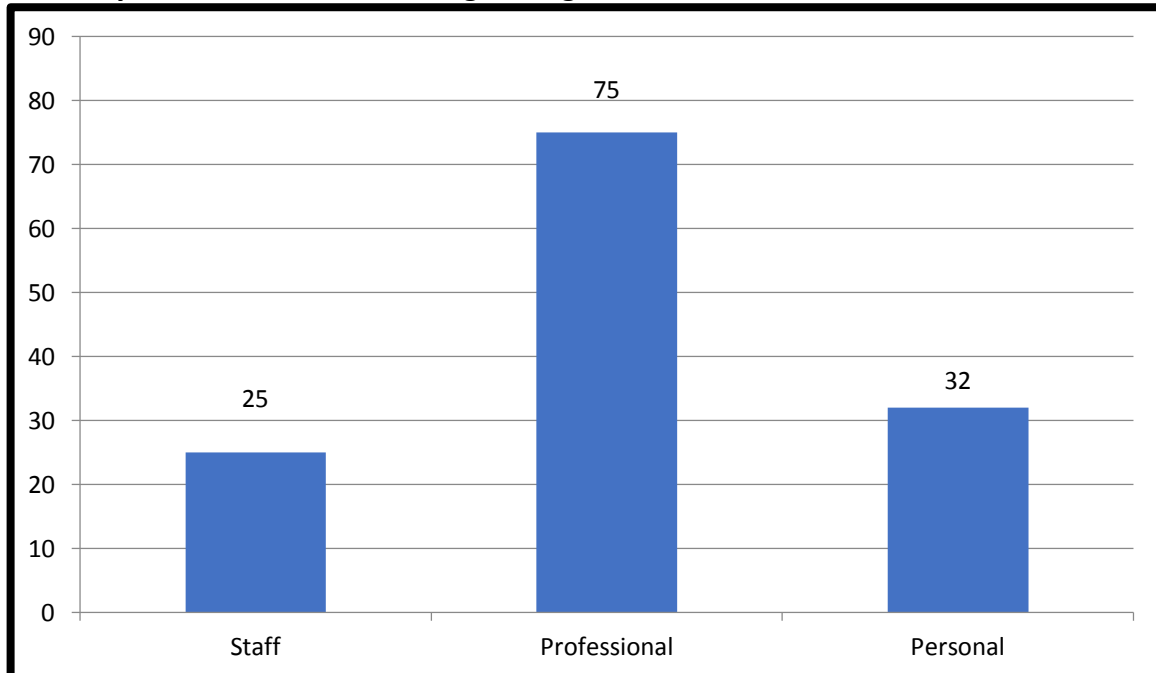
Response	Staff	Professional	Personal
A tutor	1		1
Accountability			1
Accounting		1	
Administrative Assistant	1		
Arranged interviews on-campus with Maui Health		1	
Be goal oriented		1	1
Challenged me to use my critical thinking skills under pressure		1	1
Collaboration with peers		1	1
Communication		1	1
Computer skills		2	
Confidence		1	1
Demonstrations		1	
Did mock interviews		1	
English 100 was very harshly graded at the time that I took the course. This framework forced me to improve my own writing skills, and those improvements have followed me ever since.	1		1
Example of teacher in his career	1		
Experience (student worker)		1	1
Gave me motivation		1	1
Good stepping stone to decide what I wanted out of my			



bachelors degree			1
Hands on		1	
Helped find jobs in my field		1	
Helped with job search, interview, resume, and everything else	1	1	
I learned to identify native Hawaiian plants		1	
Improved my critical thinking and problem solving skills		1	1
Job Assistance	1	1	
Job readiness	1	1	
Kick start employment hope		1	1
Learned an array of technical skills that I use every day, as well as, real understanding of ingredients and recipes, how to troubleshoot, how to recover, and how to keep and operate a functioning and clean kitchen		1	
Multitasking		1	1
Networking		1	
Our program was comprehensive, from hardware, networking, optics, electronics, digital electronics to programming		1	
Practicum hours with a local non-profit	1	1	
Preparation for resume	1	1	
Prepared me for proper business etiquette	1	1	
Research and development		1	
Resume prep	1	1	
Speech. At first I thought it an annoying requirement, but I use the techniques taught in that class regularly.	1	1	
Taught me to be self-motivated		1	1
Teaching cohort meetings		1	
Team player with coworkers		1	
The speech class had a section where we all practiced interview skills and I really thought that helped. It was cool to try different methods and get that practice in a safe learning environment.	1	1	
They offered internship programs outside of the IT program that I attended over the summer that also gave me experience that I now use in my current job		1	
Wide variety of industry equipment exposure through shop hours and instructors industry relationships.		1	
Work culture (diversity)		1	1
Writing		1	
<b>Totals</b>	<b>N=13 (19%)</b>	<b>N=39 (57%)</b>	<b>N=16 (24%)</b>

The figure below shows the summary results for what the colleges are doing well.

#### Summary results: What is the college doing well?



#### Observations

The pattern of results shows the areas that the graduates reported where they thought the colleges are doing well in terms of professional education and training:

1. 19% indicated “staff”;
2. 57% indicted “professional”; and
3. 24% indicated “personal.”

#### Summary

Overall, 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 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 is the college not doing well? (What does the college need to improve?)

In this section of the survey, respondents were asked to list one issue that they thought the college that they attended needed to improve to prepare them for a specific job and/or a career.

Responses were coded into basic categories that included:

1. "Staff" to designate that college staff may need to make changes to offer and/or teach students specific skills to prepare them for a profession;
2. "College/program" to designate that there may be aspects of the design and delivery of programs that departments and/or colleges should consider changing to prepare students for a profession; and
3. "Profession" to designate that there may be approaches and/or systems that need to be changed and/or enhanced to provide students with new and state-of-the-art experiences and opportunities to prepare them for a profession.

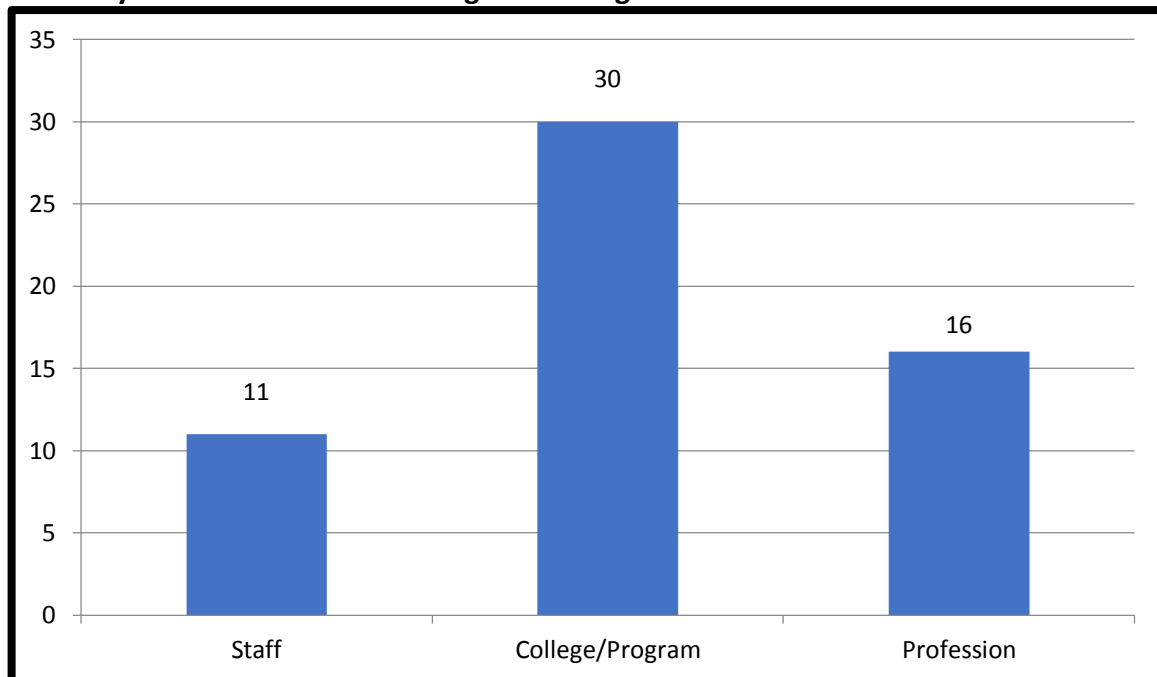
### What one thing do you think the college that you attended should change to improve its ability to train students to be successful in a specific job and/or career?

Response	Staff	College/Program	Profession
Better pipeline/relationship with PMRF and other careers in the Lihue area. This could start from STEM courses at the high school level.		1	1
Completely gut the program and its faculty. Start over with a mind towards current industry needs and trajectory.	1	1	1
Encourage local business owners to recruit directly from graduate class			1
Fire relates courses did not have enough substance to require a 3 hour class. Instructor would bore us with the same stories and I felt like I was wasting my time and money. Would have liked to have hands-on training. And make it more related to getting a job as a firefighter in Hawaii. I am EMT certified, but was not provided a path to get certified in Hawaii. Have to go to Oahu. Now you can go to Hilo but I would be last on the list because I'm a civilian. State of Hawaii needs EMTs but the school and state make it very difficult to be fully certified to get a job.	1	1	1
For nurses, educate students on other career opportunities outside of Maui Health and Hale Makua. Also other RN careers outside of bedside nursing.		1	1
Have more off site field trips			1
Helping students one-on-one, more clear directions for assignments	1	1	
Hire a new career counselor	1		
I think continuing to grow their online learning. I worked full time and have a son and wife I was supporting so I really enjoyed the online classes I was taking. The online program though was in its early stages I think when I was there so I am certain it is			

much better now.		1	
I think it would be helpful to have more leadership opportunities within classes. Some of us end up being managers with no management skills. Also, self care classes would be revolutionary. Especially for someone in the culinary field - it is well known that it is a stressful field to be in and it would be great to see how other real world chefs take care of themselves physically and mentally.	1	1	1
I think more could be done to create a closer knit community		1	
If a program wins a grant, that program should receive at a minimum 90% of said grant monies. Not lose half of it to its receiving accounts.		1	
It should be free		1	
It depends on the job you are looking to gain when you graduate. There are many roads different classes to take that will help with more than one certain degree which is good.		1	
Job fair opportunities		1	1
Kauai community college needs new nursing committee. They can't get new nursing committee because they can't hire anyone else. They should change committee in terms like politics.	1	1	
Make chemistry a 2 semester class		1	
More accessible online training for working parents to achieve a BA/BS in field of focus without having to travel to a campus or off island for cohort training		1	
More career opportunities for students			1
More hands on site	1	1	1
More in class offerings, meaning some of my classes were only offered online		1	
More job training for student workers		1	1
More majors		1	
Offer BA/BS degrees that are not so expensive		1	
Perhaps I am ignorant of HCC's opportunities, but I believe there is a lack of classes, especially in an IT/Computer that involves acquiring certifications. Certifications (in my experience) are extremely valuable for obtaining career positions in that field of work.		1	
Perhaps some real life training outside of the classroom in the area of study	1	1	1
Possibly getting out the word on campus activities and learning that is available outside of class. Not much of the services offered are advertised as much to students. Also more availability of discounts and applications that students need for class (like Microsoft Office discounts) etc.		1	1
Provide a larger range of bachelor's degrees because an associate degree is not helpful in today's competitive job market		1	
Reach out to students and offer them actual services. Find students who need the help and offer them the help.		1	
The college needs to provide more funding for the diesel class. Most funding was secured by the teacher through their personal		1	

industry relationships.			
The main problem that people I know are facing when it comes to educational opportunities at HCC is free or affordable childcare. This could be achieved using the early childhood development students and/or through allocation of funding. Beyond this are issues like homelessness, hunger, and other social issues faced by HCC students which need to be a greater priority of the system through mandatory syllabus entries of programs like food drives or voucher programs.		1	1
The program was well intentioned but poorly planned by teachers who had no modern industry knowledge or ability to direct relevant industry preparation. This was freely admitted by those teachers.	1		
There was very little training in natural resource management. I took most of the same courses as the other tropical agriculture students, minus the courses like tractor repair.		1	1
Understanding how and what is offered at UH Hilo/Manoa. Their lack of knowledge directly impacted my UH experience. I am lucky that I was proactive and really worked hard to make that transfer work. The counseling staff at HCC are awesome people, but they need to be trained on what to look for better in both UH catalogues to set students up for success at the upper campus. Meaning - not have to take Chem 1 at \$1500+ when I could have taken Chem 1 for \$400 rather than astronomy. The switchover from one school to the next should be seamless not jerky.	1	1	
We need interpreter with different language. Need a college fair to each different high school before graduation.	1	1	1
<b>Totals</b>	<b>N=11 (19%)</b>	<b>N=30 (53%)</b>	<b>N=16 (28%)</b>

The figure below shows the summary results for what the colleges are not doing well.

**Summary results: What is the college not doing well?****Observations**

The pattern of results shows the areas that the graduates reported where they thought the colleges are not doing well in terms of professional education and training:

1. 19% indicated "staff";
2. 53% indicted "college/program"; and
3. 28% indicated "profession."

**Summary**

Overall, the graduates reported that they thought that the colleges could do better across all three of the categories presented above. In terms of "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. In terms of the "college/program" and "profession" categories, 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.

## Conclusions and Recommendations

### Job-focused skills and training

#### Summary

Overall, the sample of graduates reported that the colleges prepared them well in terms of professional skills training for specific jobs (and their related tasks). The graduates were asked to report the extent to which they thought that the professional skills training provided by the colleges were poor to excellent for job-focused preparation:

Skills and experiences (job-focused)	Percent reporting that professional training was “good to excellent”
1. Communication skills	92%
2. Critical thinking and problem-solving skills	78%
3. Essential skills	87%
4. Leadership skills and experiences	78%
5. Management skills and experiences	75%
6. Multicultural experiences	92%
7. Professional work ethic	87%
8. Real-world and hands-on experiences	83%
9. State-of-the-art skills and experiences	87%
10. Teamwork and collaboration skills	87%
11. Technical skills	86%
12. Time management skills	83%

#### Conclusions

The pattern of results shows that across the skills and experiences that the graduates were asked to assess, all were rated positively, meaning that in every case, most of the graduates indicated that they were well trained to complete specific jobs required for their profession or field. Based on the results, it is clear that the graduates value the professional skills and experiences that they received in college.

Based on the results, the graduates rate the three colleges highly in terms of professional skills training. This suggests that the programs offered by the colleges are well designed to deliver a broad array of professional skills and experiences (and that the instructors who teach the skills and expose the students to professional development experiences are experienced professionals).

## Career-focused skills and training

### Summary

Overall, the sample of graduates reported that the colleges prepared them well in terms of skills training for careers and/or professions. Similar to the job-focused domain, the professional and career-oriented skills competencies provided by the colleges were rated highly by the graduates in terms of career preparation:

Skills and experiences (career-focused)	Percent reporting that professional training was “good to excellent”
1. Communication skills	91%
2. Critical thinking and problem-solving skills	73%
3. Essential skills	89%
4. Leadership skills and experiences	79%
5. Management skills and experiences	81%
6. Multicultural experiences	94%
7. Professional work ethic	86%
8. Real-world and hands-on experiences	75%
9. State-of-the-art skills and experiences	81%
10. Teamwork and collaboration skills	90%
11. Technical skills	87%
12. Time management skills	89%

### Conclusions

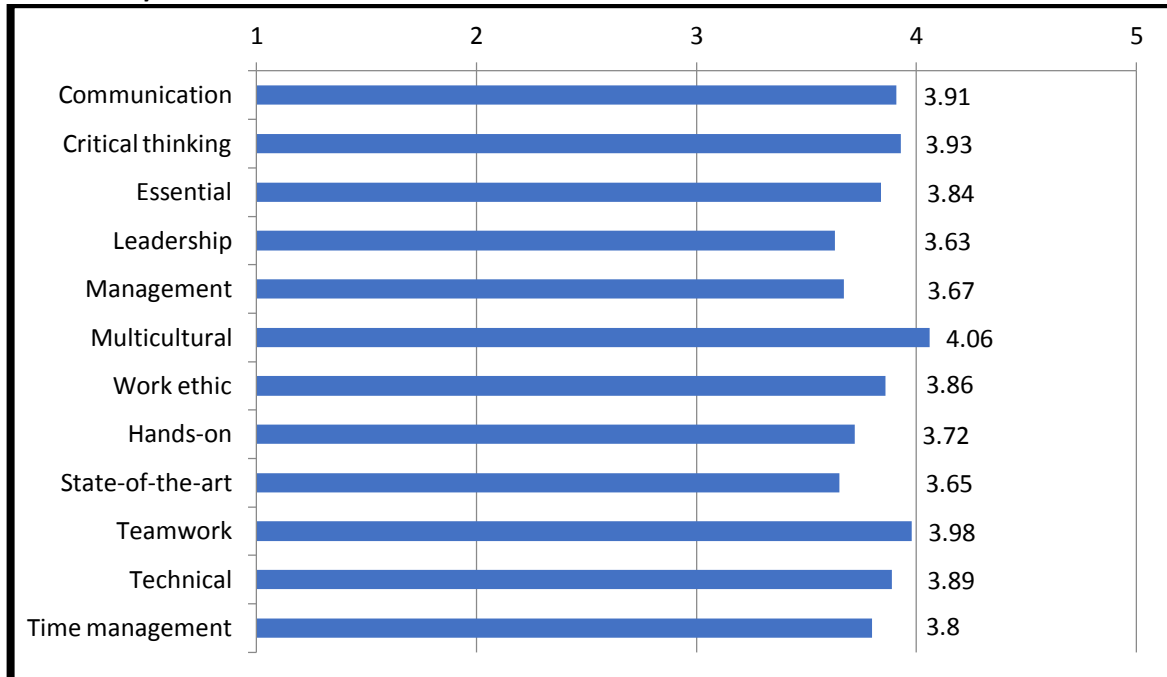
As shown in the job-focused domain, the pattern of results for the career-focused domain shows that across the professional and career-oriented skills and experiences the graduates were asked to assess, all were rated positively, meaning that in every case, most of the graduates indicated that they were well trained for a career and/or a profession. Based on the results, it is clear that the graduates value the professional skills and experiences that they received in college.

Based on the results, the graduates rate the three colleges highly in terms of professional training that helps them prepare for a career. This suggests that the programs offered by the colleges are well designed to deliver a broad array of professional skills and experiences (and that the instructors who teach the skills and expose the students to professional development experiences are experienced professionals).

Combining the job-focused and career-focused domains and then comparing the professional skills and training areas to each other shows that all were rated highly by the graduates. The figure below shows that across the professional skills and experiences assessed by the graduates all are rated consistently “good” to “very good,” suggesting that the colleges are preparing students well.



### Mean comparisons across professional skills and experiences (job and career domains combined)



Note: 1=Poor; 2=Fair; 3=Good; 4=Very good; 5=Excellent.

### Professional development opportunities

#### Summary

In addition to professional skills training, the colleges offer internal professional development opportunities to assist in preparing students for job placement. This aspect of professional development was also assessed in this survey. The graduates reported the extent to which these types of professional development opportunities were available and/or offered to them:

Professional development opportunities	Yes (available)	No (not available)
1. Apprenticeship opportunities	22%	78%
2. Internship opportunities	44%	56%
3. Job shadowing opportunities	31%	69%
4. Meetings with local industry/business professionals	60%	40%
5. Mentorship opportunities	42%	58%
6. On-site job training opportunities	33%	67%
7. On-the-job training opportunities	31%	69%
8. Opportunities to visit local industries/businesses	49%	51%

## Conclusions

The pattern of responses presented above shows that the graduates generally perceived that many of the professional development opportunities were not available and/or offered to them during their time at the college.

The fact that many of the graduates reported that specific professional development 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

### Summary

In addition to professional skills training and professional development opportunities, the colleges offer internal career services to assist in preparing students for job placement. This aspect of professional development was also assessed in this survey. The graduates reported the extent to which these types of services were available and/or offered to them:

Career services opportunities	Yes (available)	No (not available)
1. Assistance developing a LinkedIn profile	22%	78%
2. Career assessment opportunities	52%	48%
3. Career or employment workshop opportunities	44%	56%
4. Career skills testing opportunities	45%	55%
5. Individual career counseling opportunities	60%	40%
6. Internship/co-op search assistance opportunities	48%	52%
7. Job search assistance opportunities	47%	53%
8. Practice interview session opportunities	43%	57%
9. Preparation for career/networking events opportunities	50%	50%
10. Researching a potential employer opportunities	44%	56%
11. Resume writing/reviewing assistance opportunities	67%	33%
12. Career center job listings opportunities	50%	50%

## Conclusions

The pattern of responses presented above shows that the graduates generally perceived that many of the career services were not available and/or not offered to them. 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 the colleges are doing well

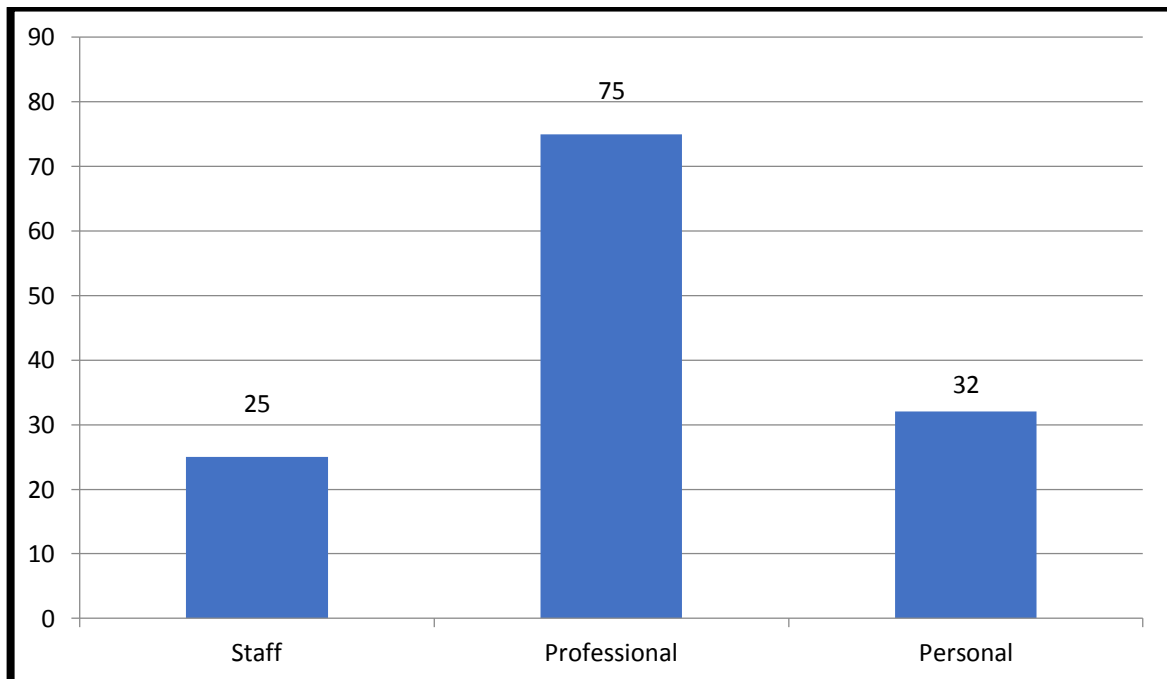
### Summary

The graduates were asked to report what they thought that the college that they attend was “doing well” in terms of professional education and training. Responses were coded into three categories:

1. “Staff” to designate that college staff made decisions or set up processes and programs in specific ways to provide skills and/or experiences to students to develop their professional and/or personal understanding and/or skills;
2. “Professional” to designate the intended target of the skill and/or experience, in this case to be part of the student’s professional skill set (typically a technical skill, but soft skills are also included if they are likely to play a vital role in professional success); and
3. “Personal” to designate that the intended target of the skill and/or experience is likely to be part of the student’s personal skill set (typically a soft skill).

The pattern of results shows the areas where the graduates thought the colleges are doing well in terms of professional education and training:

1. 19% indicated “staff”;
2. 57% indicated “professional”; and
3. 24% indicated “personal.”



## Conclusions

Overall, 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 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 the colleges are not doing well (need to improve)

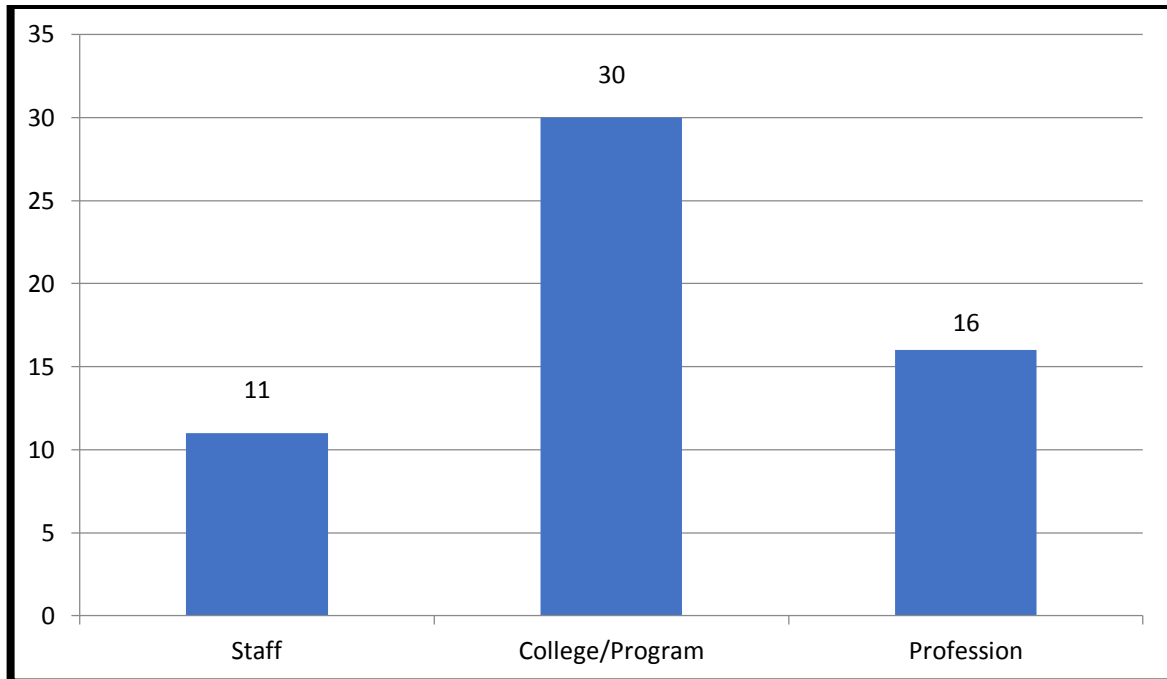
## Summary

The graduates were asked to report what they thought the college that they attend was “not doing well” in terms of professional education and training. Responses were coded into three categories:

1. “Staff” to designate that college staff may need to make changes to offer and/or teach students specific skills to prepare them for a profession;
2. “College/program” to designate that there may be aspects of the design and delivery of programs that departments and/or colleges should consider changing to prepare students for a profession; and
3. “Profession” to designate that there may be approaches and/or systems that need to be changed and/or enhanced to provide students with new and state-of-the-art experiences and opportunities to prepare them for a profession.

The pattern of results shows the areas where the graduates thought the colleges are not doing well in terms of professional education and training:

1. 19% indicated “staff”;
2. 53% indicated “college/program”; and
3. 28% indicated “profession.”



## Conclusions

Overall, the graduates reported that they thought that the colleges could do better across all three of the categories presented above. In terms of “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. In terms of the “college/program” and “profession” categories, 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.

## Recommendations

Based on the overall patterns of results presented in this section of the report, several high-level recommendations can be advanced that may assist the colleges in directing attention and resources to more effectively prepare graduates for their professions:

### 1. *Keep doing what you are doing*

In terms of providing professional training and educational opportunities for students, it is clear that the sample of graduates who completed this survey believe that the colleges that they attended prepared them well for their professions.

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

In terms of providing professional development opportunities and career services, the colleges should consider promoting these types of services more heavily to ensure that all students understand what opportunities and services are available, when the opportunities and services are available, and where the opportunities and services are available. Simply placing this information on the college website is likely not effective. Faculty and staff need to announce these opportunities and services and they need to be embedded into course syllabi.

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

Although not a prevalent theme in the survey, some of the graduates reported that faculty and staff may need to be reskilled to increase their understanding and competence levels. Routine retreats and professional development programs may be needed.

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

As a general approach, being more involved with local businesses and industries is generally valuable for community colleges. As the professional development opportunity results suggest, many of the graduates reported that they were not aware of and/or were not offered opportunities to meet with, visit, or be placed into local businesses and industries. This aspect of professional training may need to be enhanced to provide students with advantages post-graduation. It is very likely that this is already being done at all of the community colleges, but for unknown reasons, the opportunities that this approach provides are not being made available and/or are not being offered to many of the graduates. It may be a promotional problem.

## Next Step Recommendations

Based on the results and conclusions presented above, recommendations for “next steps” are advanced to assist in focusing attention on aspects of the research that may need to be examined in more detail and/or advanced to promote recruitment and retention.

### Additional research

- Given the predominance of white, female, and older graduates in this sample, conducting additional research that targets males, non-represented races/ethnicities, and a broader age spectrum would provide deeper insights to guide colleges in terms of job and career training offerings and services.
- Conduct a graduate preparation survey on a regular basis to assess needs to guide revisions to job and career training offerings and services.

### Outreach and marketing approaches

- Conduct a community needs and/or business needs survey on a regular basis to assess the value of the training provided by each college to identify opportunities to add programming and services and to pinpoint programs and services to sunset or overhaul.
- Create and implement a marketing plan to engage a broad spectrum of employers as partners to provide ongoing internships, apprenticeships, mentorships, job shadowing, on-site training, and graduate placements.
- Conduct program evaluations to determine if current training programs and delivery options are meeting the needs of students and the community.
- Develop promotional materials to provide students with contemporary resources for career and job searches (e.g., LinkedIn) and offer ongoing support to graduates so that they are able to develop and build their online resumes and job search strategies.
- Develop a comprehensive communications strategy using a multimedia approach to inform graduates about the types of services available to assist them, including expanding information on each college’s website and incorporating faculty and staff as communication channels.

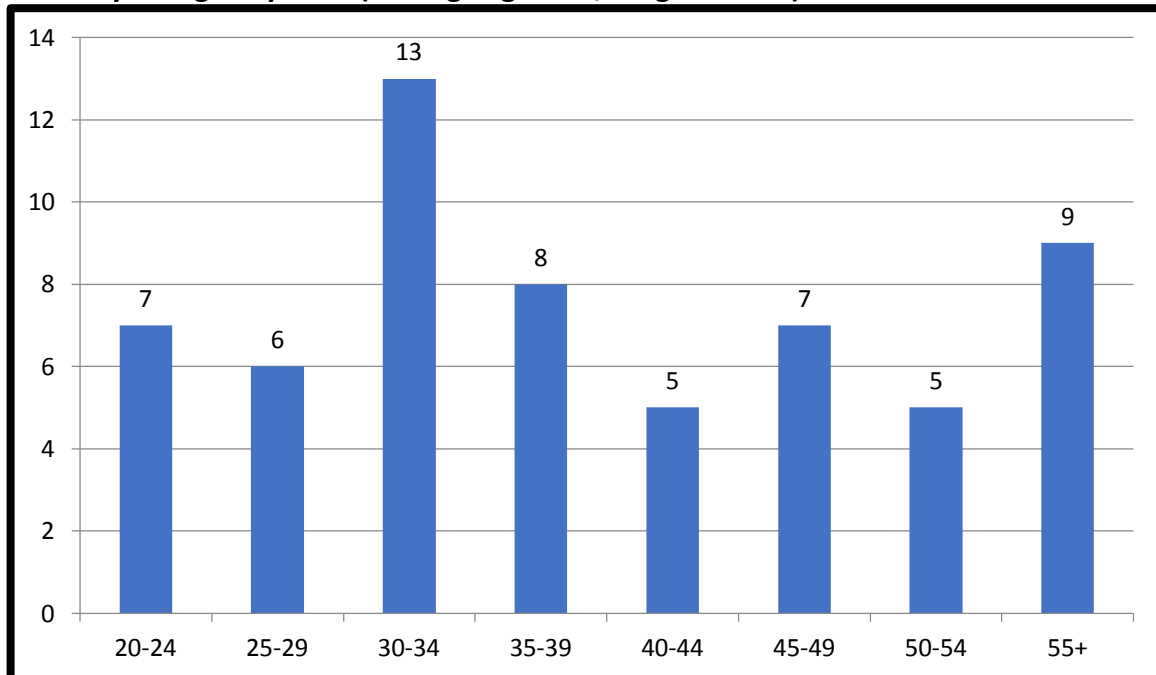
## End Note

<sup>1</sup>**Limitations and guarantee:** Working with college personnel and under tight deadlines, **Interact Communications** takes concerted effort to gather an appropriate amount of data for inclusion in its research reports. However, given that participation in research is voluntary, and certain sources of data may not be available to include in research reports, practical limitations are inherent in the data collection processes. As a result, conclusions drawn may need to be interpreted with a degree of caution because they may not be representative of the entire target population. Despite the practical limitations, **Interact Communications** guarantees that valuable insights will be uncovered to be used in the design and implementation of program development and marketing efforts.

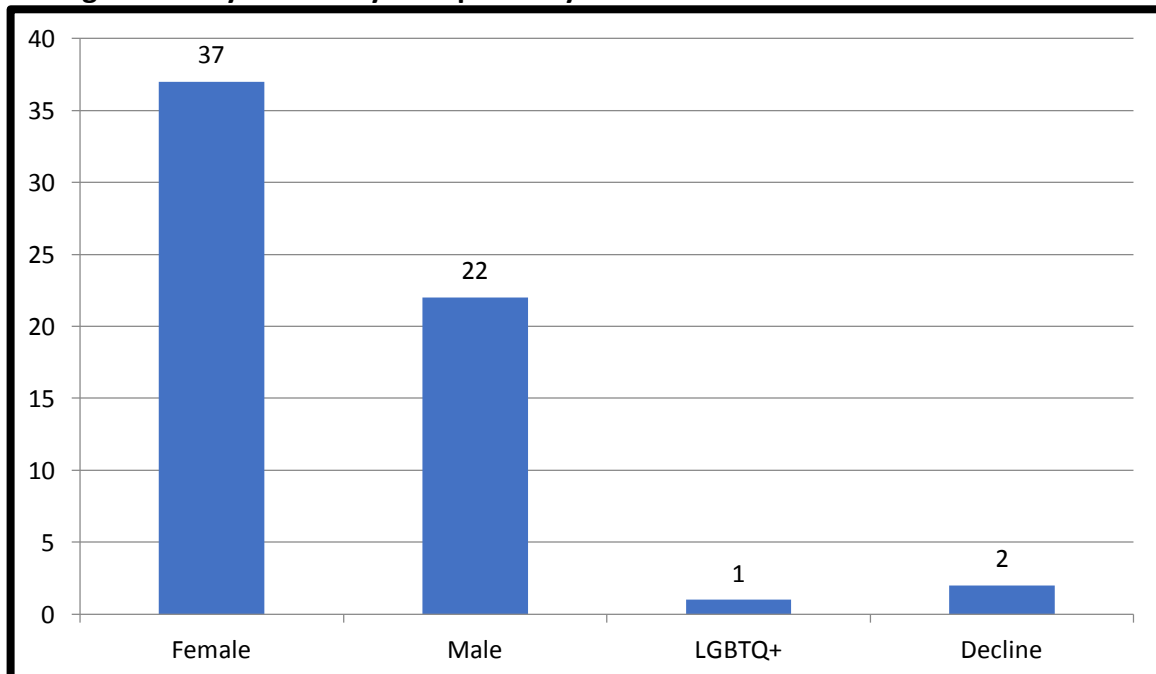


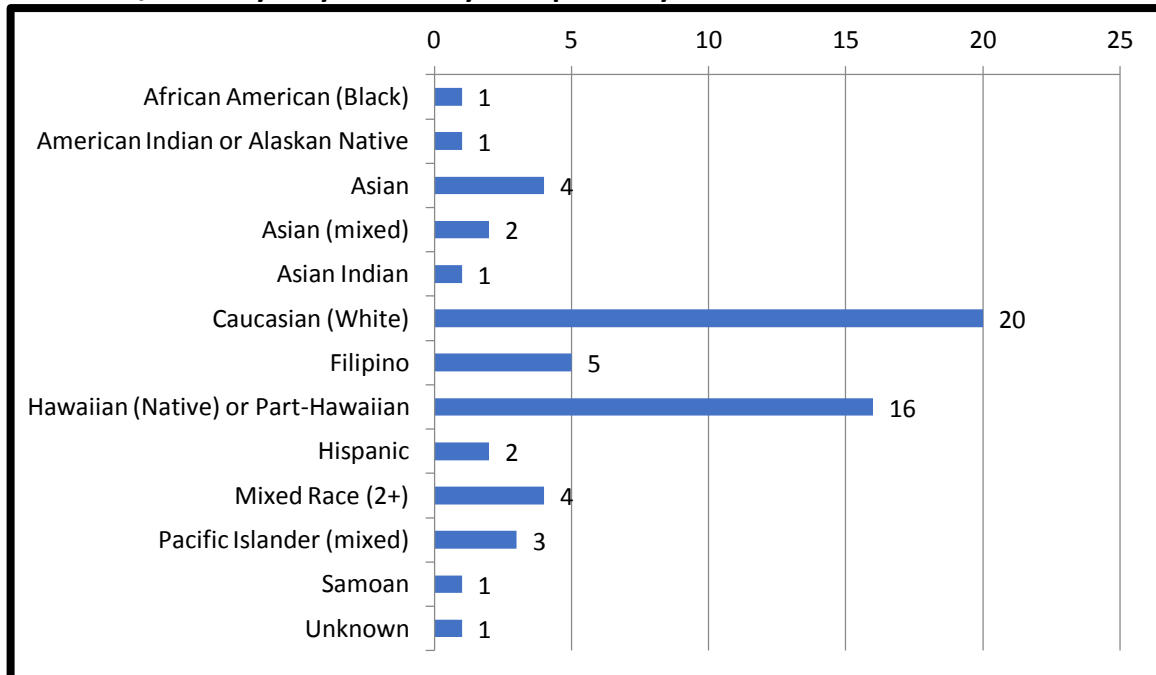
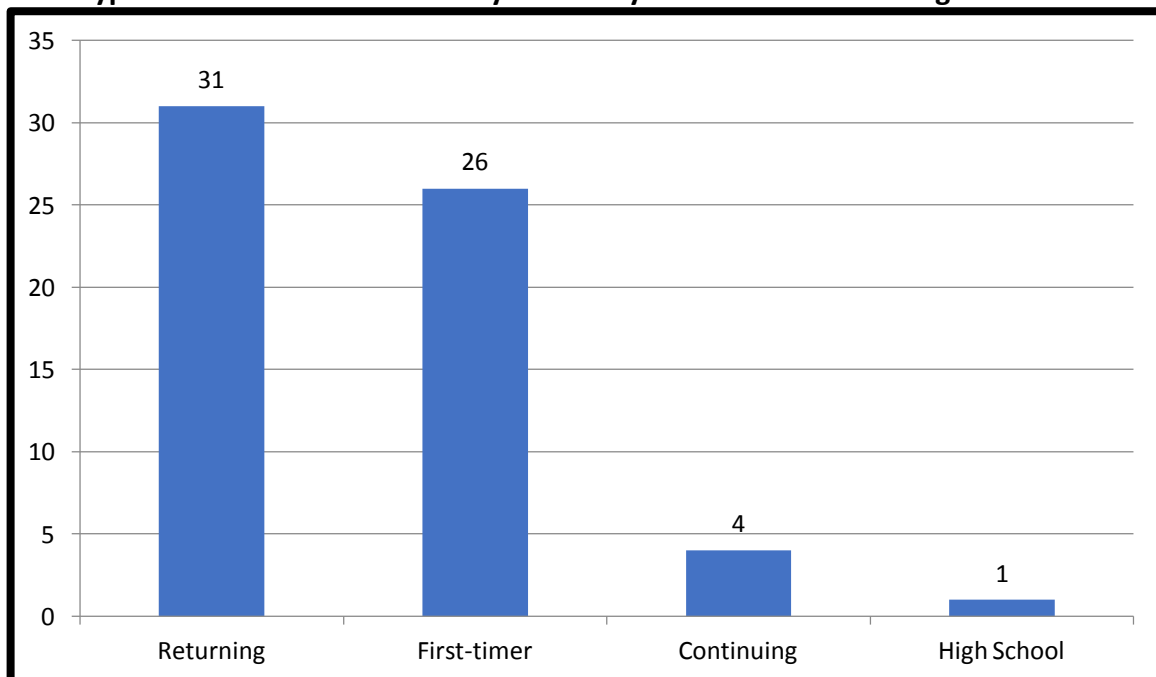
## Appendix A: Sample Characteristic Demographics

What is your age in years? (Average age = 39; range = 22-77)

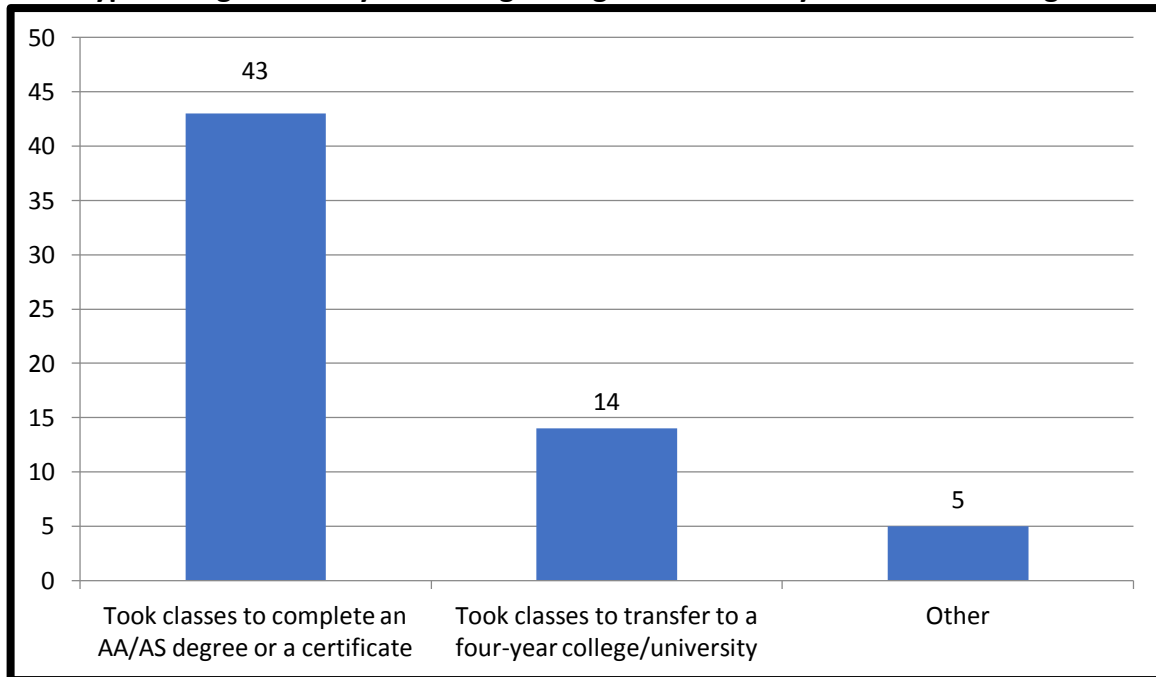


What gender do you identify with primarily?

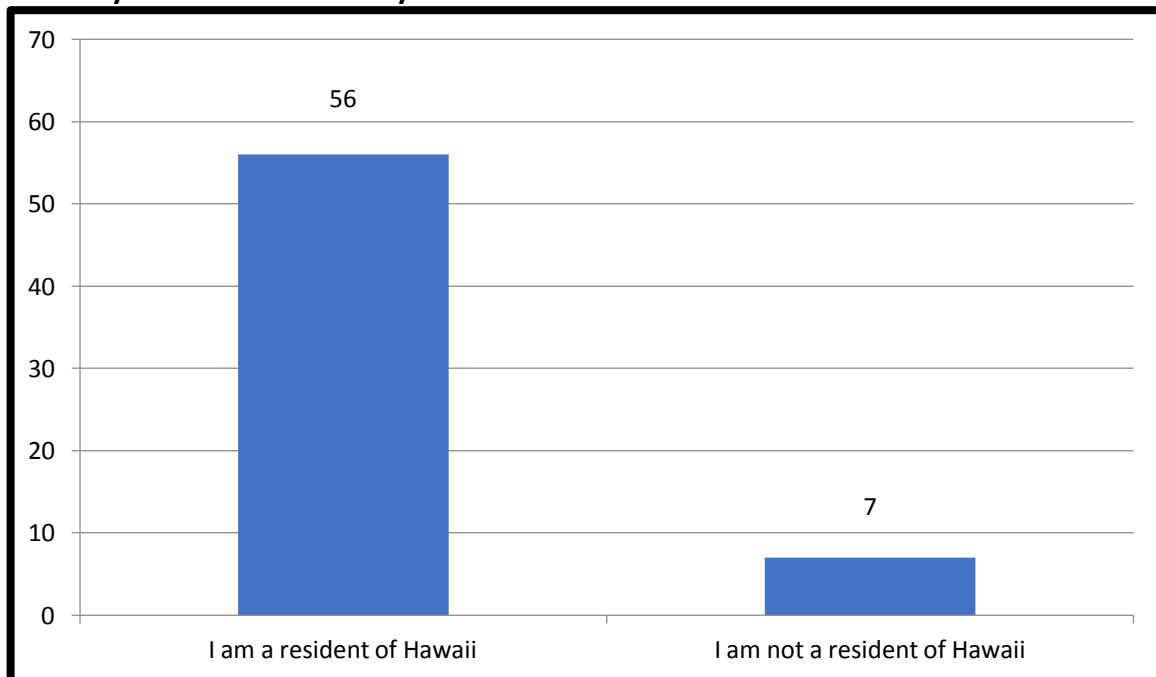


**What race/ethnicity do you identify with primarily?****What type of student best describes you when you first attended college?**

### What type of degree were you seeking during the time that you attended college?



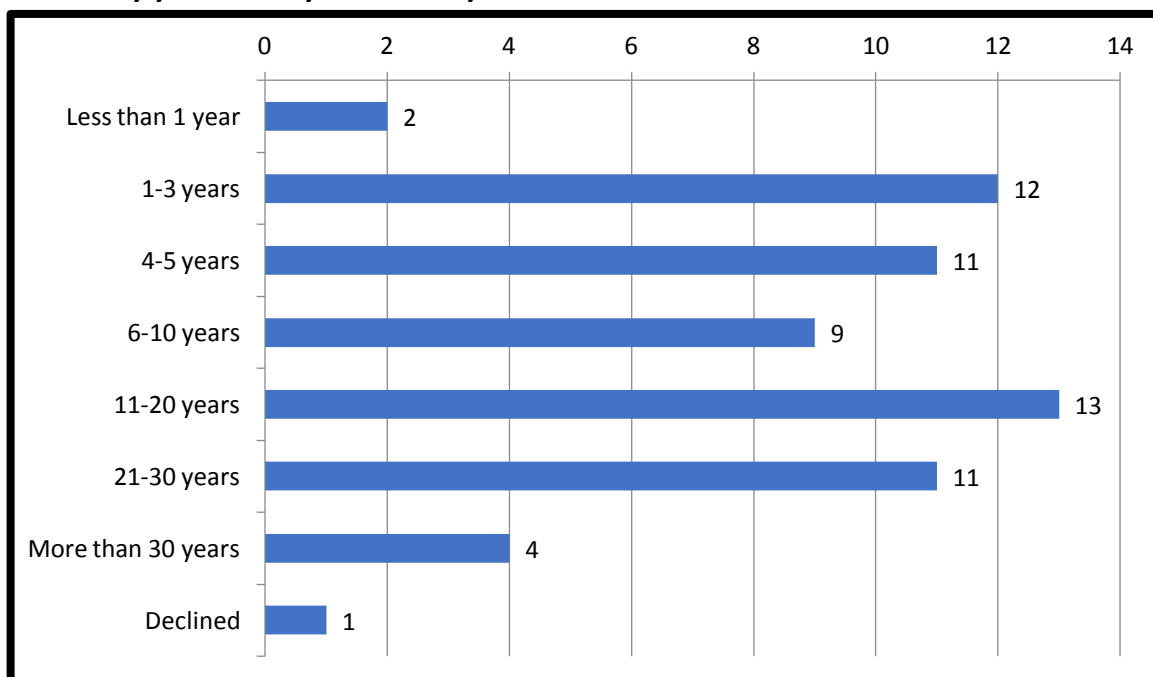
### What is your current residency status?



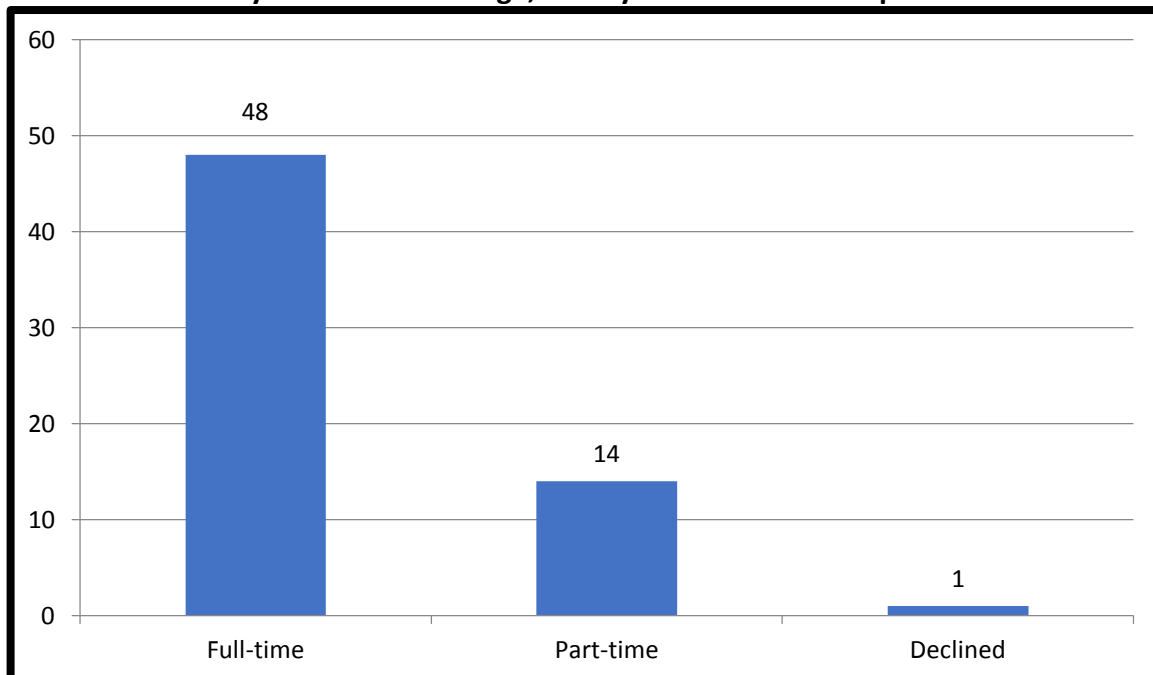
**What is the name of the city, town, village, or area where you currently live?**

Bend	1	Kihei	1
Captain Cook	1	Koloa	2
Glenwood	1	Kula	3
Haiku	2	Iahaina	3
Hanama'ulu	1	Lihue	1
Hawaiian paradise park	1	Lincoln	1
Hilo	6	Makawao, HI	1
Hilo, HI	1	Marbella, Spain	1
Kahului	3	Mountain View	2
Kailua Kona	1	Mt. View	1
Kailua-Kona	2	North Shore, Oahu	1
Kalapana	1	Orlando	1
Kalawao	1	Pahoa	1
Kapaa	1	Portland	1
Kauai	1	Roseland	1
Kauai, Kekaha	1	Ulupalakua	1
Kaunakakai	2	Umauma	1
Keaau	3	Waikoloa Village, HI	1
Kea'au	1	Wailuku	5
Kealahou	2	Waimea	1

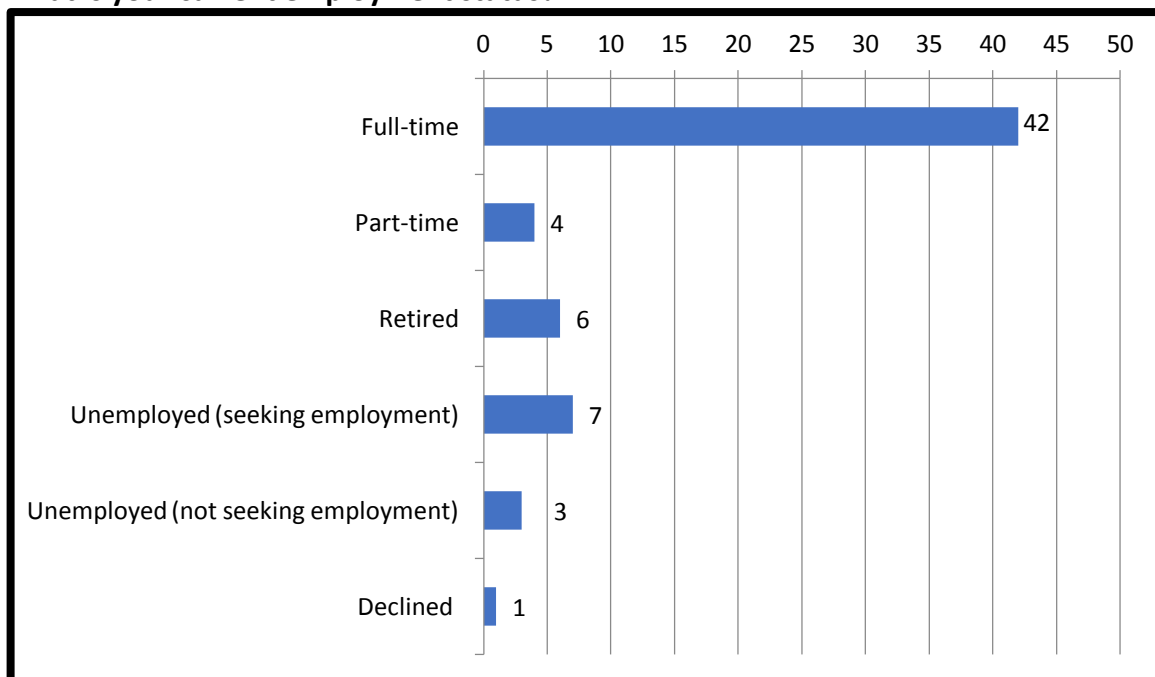
### How many years have you lived at your current address?



### The first time that you attended college, were you a full-time or a part-time student?



# What is your current employment status?



## Appendix B: Survey Protocol

### UHCC Student Prep Survey: Core Competencies and Experiences (v5b)

#### Introduction

**Instructions:** The purpose of this survey is to assess the extent to which the job-skill and/or professional training that you received at your local community college prepared you for a job or a career.

This survey should take 10-12 minutes to complete. Your responses will remain confidential. No identifying information will be associated with your responses in any reports generated by the survey results.

For your time, your local community college is offering you a \$25 digital gift card.

#### Program (certificate, major) and college

1. Please list which program, certificate, or major you were enrolled in or were taking classes to complete:

a. Program, certificate, or major: [open-ended]

2. From which college did you graduate?

- a. Hawai'i Community College
- b. Kaua'i Community College
- e. Maui College

3. What did you do after you graduated?

a. [Open-ended]

#### Job focus

The next section asks you to evaluate the extent to which the education and training that you received in college gave you skills and competence to do specific jobs or to complete specific tasks, such as being able to care for the elderly, fix a broken water pipe, write a technical report, or build a house.

4. Overall, to what extent do you think that the education and training that you received at college prepared you for a specific job?

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

5. Rate the extent to which you think that the education and training that you received at college provided you with the following skills and/or experiences to prepare you for a specific job:

Skill sets and competencies	1=Poor	2=Fair	3=Good	4=Very good	5=Excellent
a. Essential skills to prepare you for a specific job					
b. State-of-the-art skills and experiences to prepare you for a specific job					
c. Communication skills to prepare you for a specific job					
d. Technical skills to prepare you for a specific job (e.g., computer skills)					
e. Critical thinking and problem-solving skills and experiences to prepare you for a specific job					
f. Real-world and hands-on experiences to prepare you for a specific job					
g. Teamwork and collaboration skills and experiences to prepare you for a specific job					
h. Time management skills to prepare you for a specific job					
i. Multicultural experiences to prepare you for a specific job					
j. Professional work ethic to prepare you for a specific job					
k. Management skills and experiences to prepare you for a specific job					
l. Leadership skills and experiences to prepare you for a specific job					

### Career focus

The next section asks you to evaluate the extent to which the education and training that you received in college gave you the skills and competence to be successful in a career or a profession such as medicine, business, teaching, or any of the skilled trades.

6. Overall, to what extent do you think that the education and training that you received at college prepared you for a career?

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent



7. Rate the extent to which you think that the education and training that you received at college provided you with the following skills and/or experiences to prepare you for a career:

Skill sets and competencies	1=Poor	2=Fair	3=Good	4=Very good	5=Excellent
a. Essential skills to prepare you for a career					
b. State-of-the-art skills to prepare you for a career					
c. Communication skills to prepare you for a career					
d. Technical skills to prepare you for a career (e.g., computer skills)					
e. Critical thinking and problem-solving skills and experiences to prepare you for a career					
f. Real-world and hands-on experiences to prepare you for a career					
g. Teamwork and collaboration skills and experiences to prepare you for a career					
h. Time management skills to prepare you for a career					
i. Multicultural experiences to prepare you for a career					
j. Professional work ethic to prepare you for a career					
k. Management skills and experiences to prepare you for a career					
l. Leadership skills and experiences to prepare you for a career					

### Professional training opportunities

8. Which of the following educational and training opportunities were offered to you by the college that you attended? Select all that apply:

Opportunities	1=Yes	2=No
a. On-the-job training		
b. On-site job training		
c. Apprenticeship		
d. Internship		
e. Mentorship		
f. Job shadowing		
g. Meetings with local industry and business professionals		
h. Visits to local industries and businesses		

9. Overall, rate the extent to which you think that the educational and training opportunities offered by the college that you attended were useful:

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

### Career services

10. Which of the following career services were offered to you by the college that you attended? Select all that apply:

Career services	1=Yes	2=No
a. Individual career counseling		
b. Resume writing/reviewing assistance		
c. Career skills testing		
d. Career assessments		
e. Job search assistance		
f. Internship/co-op search assistance		
g. Practice interview sessions		
h. Career or employment workshops		
i. Researching a potential employer		
j. Using career center job listings		
k. Preparation for career/networking event		
l. Assistance developing LinkedIn profile		

11. Overall, rate the extent to which you think that the career services offered by the college that you attended were useful:

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

### Doing well/not so well

12. What did the college that you attended do well to prepare you for a specific job and/or a career? List up to two ideas:

- a. [open-ended]
- b. [open-ended]

13. What does the college that you attended need to improve? What one thing do you think the college that you attended should change to improve its ability to train students to be successful in a specific job and/or career?

- a. [open-ended]

**Demographics**

14. What is your age in years?

a. [Open-ended]

15. What gender do you identify with primarily? Select only one:

- a. Female
- b. Male
- c. Other (includes nonbinary and LGBTQ+)
- d. Declined to answer

16. What race/ethnicity do you identify with primarily? Select only one:

- a. African American (Black)
- b. American Indian or Alaskan Native
- c. Asian
- d. Asian Indian
- e. Asian (mixed)
- f. Caucasian (white)
- g. Chinese
- h. Filipino
- i. Guamanian or Chamorro
- j. Hispanic
- k. Hawai'ian (Native) or Part-Hawai'ian
- l. Japanese
- m. Korean
- n. Laotian
- o. Micronesian
- p. Pacific Islander
- q. Pacific Islander (mixed)
- r. Samoan
- s. Thai
- t. Tongan
- u. Vietnamese
- v. Mixed race (2+)
- w. Unknown

17. What type of student best describes you when you first attended college? Select only one:

- a. First-timer (first time enrolled in college)
- b. Returning (came back to college after taking a break)
- c. Continuing (attended another college and transferred into UHCC without taking a break)
- d. High school transfer student
- e. Declined to answer/blank

18. What type of degree were you seeking during the time that you attended college? Select only one:

- a. Took classes to complete an AA/AS degree or a certificate
- b. Took classes to transfer to a four-year college/university
- c. Other
- d. Declined to answer/blank

19. What is your current residency status? Select only one:

- a. I am a resident of Hawaii
- b. I am not a resident of Hawaii
- c. Declined to answer/blank

20. What is the name of the city, town, village, or area where you currently live?

- a. [Open-ended]

21. How many years have you lived at your current address?

- a. Less than 1 year
- b. 1-3 years
- c. 4-5 years
- d. 6-10 years
- e. 11-20 years
- f. 21-30 years
- g. More than 30 years
- h. Declined to answer/blank

22. The first time that you attended college, were you a full-time or a part-time student? Select only one:

- a. Full-time
- b. Part-time
- c. Declined to answer/blank

23. What is your current employment status? Select only one:

- a. Full-time
- b. Part-time
- c. I am unemployed and seeking employment
- d. I am unemployed and not seeking employment
- e. I am retired
- f. Declined to answer/blank

**Thank you very much for your time and your insight. It is appreciated. Have a good day/evening.**

**To receive the \$25 digital gift card, please enter your first name and preferred email address below. The digital gift card will be sent directly to the email address that you enter, so please make sure that the email address is accurate:**

- a. [Enter first name]
- b. [Enter preferred email address]


## Appendix C: Chi-Square Test Explained

- Chi-square is a test statistic that evaluates the extent to which two or more groups are reliably different from each other beyond random chance levels.
- When the chi-square result is significant, that means that at least two of the groups are reliably different and that random chance variations are not a likely reason for the differences.
- For this project, the chi-square test is used to assess the extent to which the groups that define the “test of difference” matrix are different from each other beyond chance levels.
- Reporting of the chi-square result consists of three values:
  1. The chi-square value, which ranges from 0 to infinity, is a product of the frequency differences across the groups that are being compared (see below for an illustration of how the chi-square value is computed).
  2. The degrees of freedom (df) value is a parameter that is used to evaluate the significance of the chi-square result and consists of the number of groups that are being compared minus one.
  3. The p-value (e.g., “p < .001”) is a second parameter that signifies if the chi-square result is “significant” or “not-significant” by placing it into a probability proposition.
- The statement “p < .001” means that the chi-square value that resulted from the groups being compared may occur randomly 1 out of 1,000 times (or the result can be cast in terms of possessing 99.9% confidence that it is not due to chance variation alone), making the observed differences between the groups unlikely due to chance variations alone and allowing the chi-square result to be labeled “significant” (i.e., not likely due to chance variations).
- Typically, p-values that are equal to or less than “p = or < .05” (95% confidence that the result is not due to chance variation) are considered acceptable and allow researchers to conclude with reasonable confidence that the chi-square result is not likely due to chance variation.

### Chi-square formula

#### Chi-Square Formula

$$\chi^2 = \sum \frac{(\text{Observed Value} - \text{Expected Value})^2}{(\text{Expected Value})}$$



# Maui College (MC) Failure-to-Attend and Failure-to- Return Phone Survey Results

## Report prepared by:

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Senior Researcher and Communication Strategist

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Senior Researcher

January 2023

## Table of Contents

<b>Introduction</b>	<b>3</b>
<b>Method</b>	<b>3</b>
<b>Results</b>	<b>3</b>
A brief note about the results and conclusions	3
General impressions of MC	4
Perceptions of MC compared to other colleges	5
Sources of information about MC	6
What is MC doing well and not so well?	9
Reasons for applying to and attending MC	17
Reasons for not registering and not returning to MC	21
Effects of COVID-19 on registration and enrollment	25
What can MC do to help applicants and former students return?	35
What are MC former applicants and former students doing now?	39
<b>Conclusions and Recommendations</b>	<b>43</b>
Perceptions of quality	43
Information sources	44
Perceptions of performance	44
Reasons for applying and attending	45
Reasons for not registering and not returning	46
Motivations and needs influencing willingness to return	47
What are former applicants and former students doing now?	48
<b>Next Step Recommendations</b>	<b>49</b>
Examine administrative processes to identify obstacles and barriers	49
Assess student needs and experiences regularly to keep abreast of changes and trends	49
Promote and develop communication practices to take advantage of current practices that are effective and correct current practices that may not be effective	49
Develop a multiplatform communications approach for internal and external marketing and promotional efforts	50
<b>End Note</b>	<b>51</b>
<b>Appendix A: Failure-to-Attend Protocol</b>	<b>52</b>
<b>Appendix B: Failure-to-Return Protocol</b>	<b>54</b>
<b>Appendix C: Chi-Square Test Statistic Explained</b>	<b>56</b>
<b>Appendix D: Supplemental COVID-19 Metrics Analyses</b>	<b>57</b>

## Introduction

As part of a larger research effort, **Interact Communications** designed and conducted a phone survey that targeted Maui College (MC) applicants who decided not to attend and former students who attended at one point, but failed to return. The underlying goal of this research was to take into account the applicant and student perspectives to illuminate areas where MC may need to take action to change aspects of its administrative processes to retain more applicants and former students.

Two independent surveys were developed. The failure-to-attend (FTA) survey targeted former applicants who failed to register and the failure-to-return (FTR) survey targeted former students who stopped out. Both surveys assessed experiences with and perceptions of MC, including:

1. General impressions of MC;
2. Sources of information about MC;
3. What MC is doing well and not so well;
4. Reasons for applying to or attending MC;
5. Reasons for deciding not to attend or not to return to MC;
6. Problems and/or obstacles encountered during MC's application, onboarding, or registration processes;
7. What MC can do to help applicants register and former students return; and
8. What MC's former applicants and former students are doing now.

## Method

A brief (10-12 minute) phone interview gathered perceptions of MC from applicants who decided not to register and from former students who decided not to return (see Appendices A and B for details). The phone interviews were conducted from July 20<sup>th</sup> to September 20<sup>th</sup>, 2022 (Failure-to-attend: 8/1/2022 to 9/20/2022; Failure-to-return: 7/20/2022 to 7/27/2022). A total of 45 former applicants and 45 former students were interviewed.

## Results<sup>1</sup>

### A brief note about the results and conclusions

To reduce the information load posed by this report, a streamlined version of the results is presented below. Each survey prompt is followed by its respective table or figure, results, and a brief summary.

The rationale that drives this approach is to present the results in a way that highlights a series of action-oriented conclusions and recommendations to guide MC to significant student-oriented issues that provide reasons, insights, and context for why applicants fail



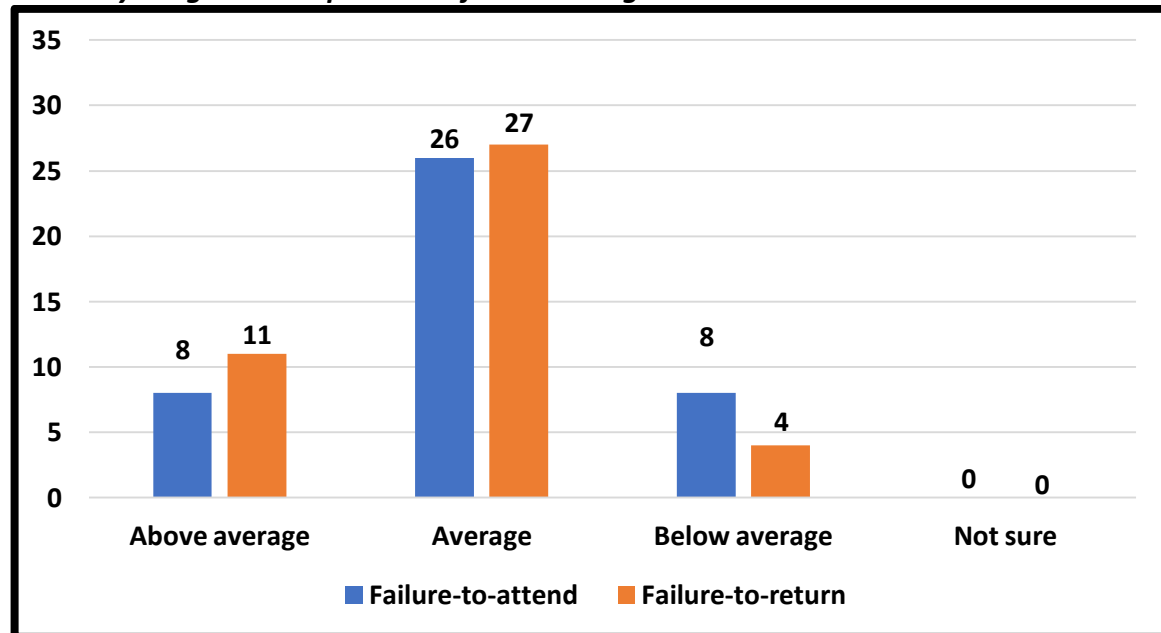
to attend and why students fail to return.

In addition, given that respondents tend to recount the same pattern of results across both surveys, the results from the two samples are presented together to highlight their similarities and differences. This approach generally shows that the larger patterns of experiences for students who decided not to attend and for those who stopped out are fundamentally similar. There are idiosyncratic variations across surveys, but they tend to be outliers and therefore do not necessarily merit concerted attention (these variations can be reviewed in the data tables and summary sections below).

## General impressions of MC

Respondents were asked to provide their overall perceptions of MC to assess general impressions of the college.

### What is your general impression of Maui College?



### Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Above average	Average	Below average	Not sure/DK	Chi-square
Attend	8	26	8	0	1.83 (3)
Return	11	27	4	0	Not significant

Note: Throughout this report, a “test of differences” is conducted on the quantitative data to determine the extent to which the two groups (failure-to-attend and failure-to-return) are statistically unique. When the groups are determined to be similar (“not significant”), they are discussed as one group. When the groups are determined to be different (signified by a “significant” chi-square value), they are compared to each other to highlight their similarities and differences. See Appendix C for more details.

## Observations

- The responses across the FTA and FTR groups are not significantly different
- 23% of the respondents perceive MC as an “above-average” college
- 63% of the respondents perceive MC as a “average” college
- 14% of the respondents perceive MC as a “below-average” college
- 0% of the respondents answered “not sure/DK”

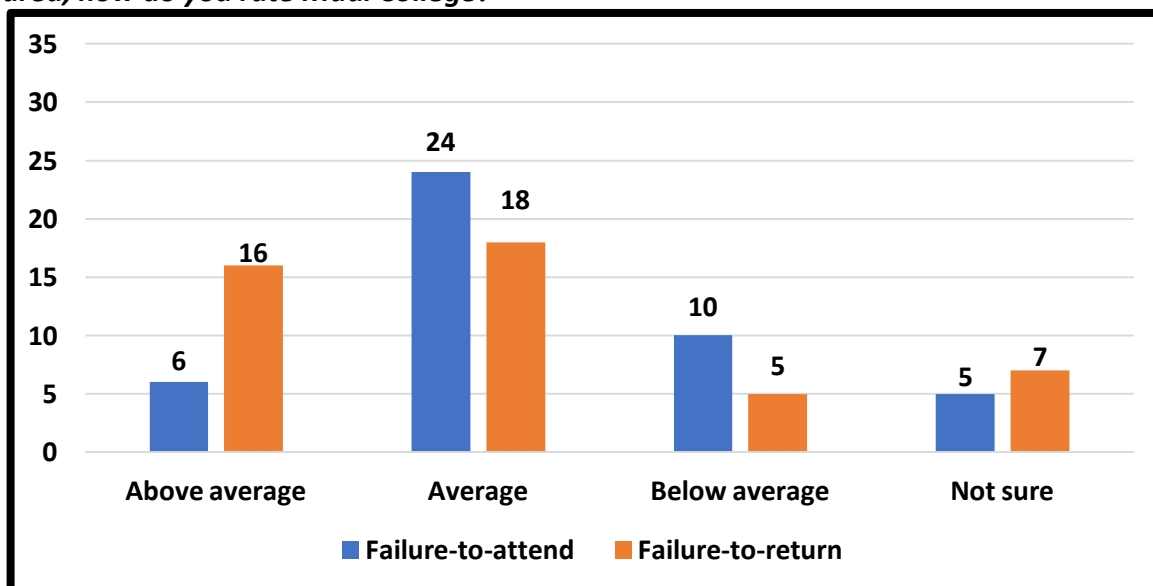
## Summary

- The majority of the respondents (86%) perceive MC as “average” or “above average,” which suggests that MC is perceived as a “good” college

## Perceptions of MC compared to other colleges

Respondents were asked to compare MC to other colleges in the area to assess the extent to which MC is perceived to be similar to, better, or worse than local competitors.

*Compared to what you have heard or personally experienced from other colleges in your area, how do you rate Maui College?*



## Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Above average	Average	Below average	Not sure/DK	Chi-square
Attend	6	24	10	5	7.40 (3) Not significant
Return	16	18	5	7	

## Observations

- The responses across FTA and FTR groups are not significantly different
- Compared to other colleges in the area, 24% of the respondents perceive MC as “above average”

- Compared to other colleges in the area, 46% of the respondents perceive MC as “average”
- Compared to other colleges in the area, 16% of the respondents perceive MC as “below average”
- Compared to other colleges in the area, 13% of the respondents stated that they are “not sure” or “did not know” about MC’s quality

### Summary

- Compared to other colleges in the area, the majority of the respondents (70%) perceive MC as “above average” or “average,” which suggests that MC is perceived to be a “good” college compared to other colleges in the area

### Sources of information about MC

Respondents were asked to recall the sources of information they used to gather information about MC to understand best practices and potential outlets for upcoming marketing efforts and promotions.

#### *Where do you get most of your information about Maui College?*

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Internet (64%)			
Freq.	N=28	N=31	Freq.
9	Maui College website	The school's website	9
7	Online	Online, college website	4
4	Online through the website	Online	3
2	Internet	...I researched the college both online and in person prior to attending	2
1	Just online or I get brochures in the mail	I get information about the college online, but I've also had family members tell me about it...	2
1	Online and talking with other people	Most of the information I get about Maui College is from Google	2
1	Online because whenever I called, they sounded like they didn't want to talk to me	I heard about the school from its website, and hear about it through emails...	1
1	Via email	Online and emails	1
1	Web site portal	Online from their website	1
1	University of Hawaii website	Online through email updates or going to the website. Or through news media.	1
		Online, the website or Instagram	1
		Social media or friends who attend	1
		The school's website and the Maui News newspaper	1
		Uhmc.com	1
		Advertisements and social media	1

Word of Mouth (17%)			
Freq.	N=11	N=6	Freq.
1	By people I know that attend	Counselors that came to Maui High and classmates who participated in dual credit classes	1
1	Counselor	From other students	1
1	Dean Maui College	Graduated from Lahainaluna. Got most of my info about the school via the community	1
1	Either the college itself, word of mouth or the internet	Mostly from my high school counselor and college counselor	1
1	Through other students...Molokai education center newsletter...I met with a counselor	My academic advisor	1
1	Friends that are in Maui College	Word of mouth	1
1	From people I know and their website		
1	High school visits, word of mouth		
1	Students that go or went there. Also went to the college for a tour during high school.		
1	Students, and I have read about them, and had siblings that went there as well		
1	The students who attended the school prior. Online is the second option		
Experience (13%)			
Freq.	N=5	N=7	Freq.
1	I took a few classes there previously. Mostly from interacting with the administration.	Personally, I get...my information about Maui college from my experience [there]	2
1	I went to it before, I worked the mass vaccine clinics there	I call the school directly	1
1	Just from going to school there	I went in person in school	1
1	My own experiences at Maui College and my experiences at a university	Past experience over last 20-plus years	1
1	Only campus on Maui which is part of University of Hawaii	Personal attendance at the college...quality professors who taught me, and the caliber of other students and staff...	1
		Personal experience and online	1
Print Media (1%)			
Freq.	None	N=1	Freq.
0		From UHMC newsletters and alerts	1

### Observations

- Most respondents gather information about MC from a few main channels of communication (word of mouth, internet sources, and personal experience)
- Internet (Total = 64%; FTA = 62%; FTR = 67%):

#### 1. College-specific

##### a. "Through the website"

- b. "The school's website"
- c. "Maui College website"

## 2. General online sources

- a. "email"
- b. "Online"
- c. "Internet"

## 3. Third-party

- a. "Instagram"
- b. "social media"

- Word of mouth (Total = 17%; FTA 24%; FTR 13%):

- 1. Friends
- 2. High school and college staff
- 3. Students

- Experience (Total = 13%; FTA 11%; FTR 15%):

- 1. "personal attendance at the college"
- 2. "past experience over last 20-plus years"
- 3. "I worked the mass vaccine clinics there"

## Summary

- Respondents report gathering information about MC from an array of sources
- Three information sources emerged as major avenues through which information is gathered about MC (online, word of mouth, and experience)
- The features that link these information sources seem to be based in fundamental attributes that make an information source salient and valuable:
  - 1. Accessibility/convenience
  - 2. Easy to comprehend and understand
  - 3. Potential for comprehensiveness (e.g., variety and breadth of information)
  - 4. Trustworthiness/credibility

## What is MC doing well and not so well?

Respondents were asked to recall what MC does well and not so well to gauge what administrative processes are effective and ineffective.

### What do you think Maui College is doing well?

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Employee Service (33%)			
Freq.	N=16	N=14	Freq.
3	Their instruction is done well. High-quality teachers and professors	Amazing staff members to help and guide students	3
4	The staff is always ready and willing to help with any issues or get you to the place or person to help	...grateful for academic advisors and professors...favorite is science and math buildings/faculty...so inspiring...willing to help	2
2	Their instructors are good...communication skills and amenities are good. The people who help you apply are good	College is extremely clean; they do amazing at making things like financial aid and registering super easy! Staff is always very helpful	1
1	Engaging with potential students and marketing	I could tell they were always wanting to improve	1
1	I think that they need some improvement on relaying information to the students	I really like the teachers...I think the staff is really great. I enjoyed my counselor	1
1	Maui College does a great job at preparing students for postsecondary education	In trying to keep the students on track academically and foster academic success	1
1	They are pretty organized and are nice and helpful	It allows you to go at your own pace. It continues to email and call me and asks whether I am still interested in returning	1
1	They're good with COVID restrictions and doing their best to keep everyone safe	It is a bright shining star in our community for the native Hawaiian population...in putting native Hawaiian rights first...	1
1	I have enjoyed any interaction with my instructors...online format, I like that it is structured to interact with our classmates	...staff goes above and beyond for their students...one-on-one interviews to check on students...make sure they have resources	1
1	...campus safety. University of Hawaii is always looking out for its students and staff	Student support. The counselors are very hands on	1
		Supporting students...Pai ka Mana...do an amazing job of keeping track of students [and] help them complete their education	1
Access (29%)			
Freq.	N=8	N=18	Freq.
2	The school reached out to me on several occasions which is really great. Really helpful	Affordability	2
1	Offers wide variety of classes	I enjoy the smaller class sizes, and kind, knowledgeable instructors with real world experience	2
1	Offering more classes for advanced degrees	Really good at reaching out to potential students	2
1	Providing classes for a two-year degree	Accessible and communication	1
1	They have more online classes available for	Given the circumstances with the pandemic, I	1

	working people	feel the college has done an awesome job in accommodating the students and the staff	
1	They have online tools that are helpful...	Great registration website (starGPS), very easy to use and effective	1
1	Diversity with courses and students	...the semi-virtual learning is done very well	1
		I think the college gives equal opportunity to their students. It's very easy to get in and financial aid is often available	1
		It serves a wide variety of students...a great resource...where there is no other institution. It has great liberal arts...	1
		Offering online courses	1
		Signing up for the courses was fairly streamlined. I did like...online access to my records...communication seems pretty good	1
		Student outreach and their culinary program is quite good	1
		The college was really good when it came to accessibility. I struggled a bit with keeping up in classes and thankfully was able to get help from teachers when I needed it	1
		They have a lot of people that are in the financial assistance area that are extremely helpful. If you need a trainer, they reach out to you, if you need help with some subjects, they are really good about that	1
		I wish they could accept more nurses to the Nursing program, and It is so hard to just wait for 2 years to get into the Nursing program	1
Program of Study (17%)			
Freq.	N=10	N=7	Freq.
3	Lots of programs catered toward Maui industries	Variety of programs	3
1	Certain programs	Maui college has the best culinary course	1
1	I know culinary and medicine are good programs to take there	Now offering 3 bachelor's degrees	1
1	I'm glad they have the nursing program. Maui always needs more nurses	Offering a variety of courses. Offering a variety of class times. Online system works well	1
1	...internet technology major you are in good shape but other major, I was not impressed	Provides a good education and selection of classes and degrees for the size of Maui	1
1	It appears they are always adding new opportunities and programs		
1	Their agricultural and culinary programs are really good		
1	They offer a number of programs and degrees catering to the job market in tourism		
Miscellaneous (19%)			
Freq.	N=10	N=7	Freq.
2	Not sure	Being innovative by finding ways to help	1

		individuals make money with the cooking school...expanding campus and bringing in high-quality teachers	
1	Everything	Campus is very well maintained. Sciences are well funded. Great community involvement.	1
1	It is a welcoming and pleasant environment	I am not sure...I did not get to finish my first semester...	1
1	It is friendly, it is centrally located, the cost of classes to residents is reasonable	I think their activities are great and the areas for students to lounge in are also wonderful	1
1	It's close	Keeping school grounds clean and manicured	1
1	Loaded with information for students new and continuing	They spend their money wisely on education unlike some colleges. The labs are amazing	1
1	Not happy with college in general	Things that are related to Hawaiian culture	1
1	The advertising is better		
1	...doing well in the area of respecting, [teaching] and appreciating the cultural roots		

## Observations

- Respondents listed a variety of issues they thought MC was doing well:
  1. Employee service
  2. Accessibility
  3. Program of study
- Employee service (Total = 33%; FTA = 35%; FTR = 30%):
  1. "The staff is always ready and willing to help"
  2. "The counselors are very hands on"
  3. "I really like the teachers"
  4. "High-quality teachers and professors"
- Access (Total = 29%; FTA 18%; FTR 39%):
  1. "The school reached out to me on several occasions"
  2. "Diversity with courses and students"
  3. "With the pandemic, the college has done an awesome job in accommodating the students"
  4. "Offering online courses"
- Program of study (Total = 17%; FTA 23%; FTR 15%):
  1. "Variety of programs"
  2. "Lots of programs catered toward Maui industries"
  3. "Provides a good education and selection of classes"



- Miscellaneous (Total = 17%; FTA = 23%; FTR = 15%):

1. "Clean"
2. "Innovative"
3. "Welcoming"

### Summary

- Based on these results, 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

### What do you think Maui College is not doing well?

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Program of Study (19%)			
Freq.	N=7	N=10	Freq.
1	Culinarily	Their degree options are super limited...bachelor's degrees. There are none	3
1	I would've gone if they had a 4-year graphic design program, only have a 2-year	Bringing more education and art programs	1
1	in general, not happy with the idea of a 2- or 4-year program	Class selections, degree variety	1
1	Marine biology	Course difficulty not what it should be... biochemistry not up to undergraduate level	1
1	Offering advanced technology	Expand BA/BS offerings, reach out to ESL students to increase their representation...	1
1	There aren't a lot of four-year programs	Students that major in the nursing field, the expectations are really high	1
1	There is only a limited number of BA/BS courses available without having to move off island	Teaching financial literacy and investing	1
		...[not] many different types of programs and classes...Laulima is hard to navigate	1
Access (19%)			
Freq.	N=11	N=6	Freq.
1	Assortment of times and classes available to individuals with unique and hard schedules	I hope they have two semesters for accepting applications to the nursing program, not just during spring semester	1
1	...website [is not] user-friendly and have had to go to the college to have the more tech savvy employees get me enrolled at times	...more classes available, each semester. I had to take a semester off, I need a class not offered in Spring...I got a job instead	1
1	I wish the college would offer online Nursing ADN to BSN online so I can further my education	Lack of classes, different types of classes. My major is animal science and that is one thing they are lacking.	1
1	It is hard to find the right tabs on the website to register for classes	Lack of resources...not enough classes	1
1	Need more classes...a greater selection of night classes so working people can continue our education	Offering classes during times when full-time working students are able to attend	1

1	Not offering enough courses. Not enough variety or time slots for classes	The registration is slightly complex	1
1	Not offering enough diverse classes		
1	Providing transportation and information about financial aid		
1	They do not have a broad range of classes online, and more degrees other than tourism		
1	They don't offer enough bachelor's degree programs		
1	Takes time to be in nursing program		
Don't Know/Not Sure (18%)			
Freq.	N=9	N=7	Freq.
3	Not sure	I can't think of anything it is not doing well	6
2	I don't think I have an example	Not sure	1
1	N/A		
1	Not anything I'm aware of but more of and different types of classes to go online classes		
1	Not at this time		
1	Everything is amazing		
Employee Service (13%)			
Freq.	N=5	N=7	Freq.
1	Counselor unprofessional	I think some of the professors need improving	3
1	Following up with students	Advising students for courses	1
1	...teachers just load everything for their class, they give you so much work...	...nursing program...fighting and bickering among faculty...during the pandemic...did not feel professional	1
1	Update to when to register for classes	...the teacher called in twice and the class was just cancelled for that week. There was no one to fill in	1
1	I don't like how UH Maui takes forever to respond to emails and phone calls	They do not call...I have filled things out, left messages and never got a call back	1
Administrative (9%)			
Freq.	N=5	N=3	Freq.
1	...there should be more of an academic challenge	I am not a fan of the recent integration of ALL UH colleges...into this one online...interface system...very confusing...I like Laulima...	1
1	I was disappointed how they handled the pandemic, it's harder to learn online	The main reason I did not continue...restrictions with vaccinations and QR codes...	1
1	Listening to the community. Policies in particular	With COVID-19 hit when I started...how it was handled...it wasn't well organized and I struggled managing some classes	1
1	Student activities		
1	Student engagement, not much student life		
Financial (5%)			
Freq.	N=1	N=4	Freq.
1	Not happy with financial aid or curriculum.	Diverse funding for other areas of education.	1

	Disappointed...not many 4-year programs	It's clear most of the funding goes into STEP	
		Helping set up some kind of financial assistance	1
		I think the tuition is quite overpriced for out-of-staters...I stopped attending	1
		Offering incentives for locals who can't afford college, need childcare, and work	1
<b>Miscellaneous (18%)</b>			
<b>Freq.</b>	<b>N=7</b>	<b>N=9</b>	<b>Freq.</b>
1	Communication between potential students	... A bigger gym would be amazing	1
1	I feel like they can improve on information	Maui college is not doing well at a multitude of things...'Laulima'...teachers make courses harder than they need to be	1
1	Low average for 4-year degree	...could be space provided for panels on current Hawaiian affairs/concerns	1
1	Maybe more parking, updating the buildings...	More food options on campus	1
1	no student housing	Online courses are challenging but not sure how specific that is to the school	1
1	Not enough advertising	...it doesn't advertise how far they have come	1
1	Promoting higher education in the community	That its average and the sports could be improved	1
		There could be more beauty, more plants in classrooms or more visually pleasing...	1
		...low enrollment. Limited funding. We are pushed into functioning courses, culinary...	1

### Observations

- Respondents listed a variety of issues that they thought MC was not doing well:
  1. Programs of study
  2. Access
  3. Do not know/not sure
  4. Employee service
  5. Administrative reasons
  6. Financial reasons
  7. Miscellaneous
- Programs of study (Total = 19%; FTA = 18%; FTR = 22%):
  1. General
    - a. "Class selections, degree variety"
    - b. "Expand BA/BS offerings"
    - c. "There aren't a lot of four-year programs"

## 2. Specific

- a. "Culinary"
- b. "Marine biology"
- c. "Bringing more education and art programs"
- d. "Financial literacy and investing"

- Access (Total = 19%; FTA = 24%; FTR = 13%):

### 1. Availability

- a. "Hope they have two semesters for accepting applications to the nursing program"
- b. "Offering classes, when full-time working students are able to attend"
- c. "Assortment of times and classes available"
- d. "Not offering enough courses"

### 2. Digital interface

- a. "The registration is slightly complex"
- b. "Website [is not] user-friendly"
- c. "It is hard to find the right tabs on the website to register for classes"

- Do not know/not sure (Total = 18%; FTA = 20%; FTR = 15%):

- 1. Many respondents commented they do not know or are unsure what the college is not doing well, which is a common response during phone interviews
- 2. Many former applicants and former students have not experienced a problem with the college, however, the pressure of social politeness when talking to a stranger on the phone creates a bias that motivates respondents not to bring up negative issues with the caller

- Employee service (Total = 13%; FTA 11%; FTR 15%):

- 1. "I have filled things out, left messages and never got a call back"
- 2. "I think some of the professors need improving"
- 3. "Following up with students"
- 4. "Update to when to register for classes"
- 5. "I don't like how UH Maui takes forever to respond to emails and phone calls"

- Administrative reasons (Total = 9%; FTA = 11%; FTR = 7%):

- 1. "The main reason I did not continue, the restrictions with vaccinations and QR codes"
- 2. "COVID-19 hit, it wasn't well organized, I struggled managing some classes"

3. "I was disappointed how they handled the pandemic, it's harder to learn online"
  4. "Student activities"
  5. "Student engagement, not much student life"
- Financial reasons (Total = 5%; FTA = 2%; FTR = 9%):
    1. "I think the tuition is quite overpriced for out-of-staters, I stopped attending"
    2. "Offering incentives for locals who can't afford college, need childcare and work"
    3. "Not happy with financial aid or curriculum"
    4. "Diverse funding for other areas of education, clearly most of funding goes into STEP"
  - Miscellaneous (Total = 18%; FTA = 16%; FTR = 20%):
    1. Comments about the physical campus
      - a. "It's average and the sports could be improved"
      - b. "Food options"
      - c. "A bigger gym would be amazing"
      - d. "Maybe more parking, updating the buildings"
      - e. "Could be more beauty, more plants in classrooms...more visually pleasing"
    2. Communication
      - a. Communication between potential students
      - b. I feel like they can improve on information
      - c. Not enough advertising
      - d. Possibly it doesn't advertise how far they have come

### Summary

- The most frequent response for this prompt was "program of study," suggesting that some consideration of program and specific course offerings may be needed
- There was some mention of MC developing and offering four-year degrees (which may or may not be possible)
- Other emergent themes from respondents indicate what MC was not doing well:
  1. Lack of access to courses and programs was a prominent feature in this category, suggesting that consideration of course availability and formats may be needed, especially for working adults
  2. The third most frequent response for this prompt was "do not know/not sure," which is a typical response to a potentially controversial question during a

- phone interview
- Employee and staff service issues are mentioned, suggesting that some consideration of how employees and staff communicate with potential students may be warranted (respondents stated unhelpfulness, a lack of follow-through)
  - Administrative issues such as student activities and restrictive/burdensome COVID-19 policies were mentioned, suggesting that some consideration of how campuswide policies affect students may be needed (Note: Readers are encouraged to read the COVID-19 mitigation research report that **Interact Communications** has completed as part of this research effort to understand how faculty and staff perceived the COVID-19 mandates affected student success and health)
  - Financial issues such as high tuition costs and lack of financial incentives were mentioned, suggesting that examination of policies that make financial resources available for students may be needed

### Reasons for applying to and attending MC

Respondents were asked to recall why they applied to or attended MC to understand the main reasons that drove their interest in choosing MC.

*What was your main reason for applying to Maui College?*

*What was your main reason for attending Maui College?*

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Program of Study (36%)			
Freq.	N=16	N=17	Freq.
5	Business	To partake in the culinary cooking classes	2
1	I already have a master’s degree and was planning to go back to school to study in a new field (health sciences)	...I wanted to obtain my nursing degree...with the COVID pandemic, the course I was registered for is really hard...online...difficult to follow...unorganized	1
1	I am interested in a program that they offer, sustainable science management degree	I am not registered because I am done with nursing prerequisites...waiting to take the TEAS and apply to the program	1
1	I needed to get my bachelor’s degree and Maui College did not offer what I needed	I wanted to become a nurse	1
1	I wanted to get my degree in education or agriculture	I liked the sustainability program	1
1	I wanted to go back to nursing school and continue my education	I wanted to attend to study marine biology. COVID happened, I ended up leaving Maui...	1
1	I wanted to pick up a second line of work. I decided to go into health, medicine	I wanted to do ceramics and had to stop...class was initially offered twice a week...pandemic hit, they charged to just one class per week	1
1	...to take the online Hawaiian language class	I wanted to further my education and pursue a possible career in the graphic design field	1
1	The marine biology program	I wanted to get hands-on agricultural training...for agriculture job on island	1

1	To earn my bachelor’s in nursing as I have had an associate in nursing since 2009	I wanted to study welding...the instructor was very professional. Having vocations as well as academic options	1
1	To finish my degree, in marketing...	...associate degree in automotive	1
1	To receive my degree in accounting	I was in the Maui Drug Court Program and needed school credits to graduate	1
		I was trying to get an associate in liberal arts so I could go on to get my bachelor's in psychology	1
		Pursue my education in business administration so I could then help my husband launch a food truck business	1
		To further my education in administrative clerical work	1
		...prerequisites for the nursing program	1
General Reason (29%)			
Freq.	N=10	N=16	Freq.
2	Further my education	Degree and further education	3
2	Acquire my degree	I wanted to go to school and get my degree. So, I can get a better job	2
1	COVID had hit and was looking to maybe change career path	Career change	1
1	COVID-19. But I'm really contemplating on coming back	Bettering my life	1
1	I applied because I wanted to learn a specific skill set	Getting a bachelor’s degree	1
1	I was going to take some classes (I already have a BA)	I attended Maui college to learn what I wanted to do as a career	1
1	I was pursuing another degree	I love school; learning is all I live for	1
1	My future	I wanted to get a college education and to date have only earned an associate in general studies	1
		I was just out of high school, thought it was the next right step. I had an aunt that lived in Maui so I figured it was a logical step forward	1
		I was seeking a career rather than just a job	1
		...to figure out what I actually wanted before making decisions	1
		Something to do after work further my education and the courses were free	1
		To complete associate degree	1
Personal Goals or Reasons (14%)			
Freq.	N=9	N=4	Freq.
1	I attended Maui College during the summer...I wanted credits for my other school	To complete prerequisites for medical school	1
1	I found a job that pays above average for the area of degree I was going for, but hired me without a degree based on experience	To take a beginner business class to understand the basics of a business	1
1	I just decided not to go to school anymore. I am	One teacher was very rude and discouraging.	1

	working full time and decided to just work and make money	...at UNLV, I was getting As & Bs...at MC my GPA dropped...Cs & Ds. It was a struggle	
1	I took classes for college credits in high school but decided not to go...they didn't offer a 4-year program for my major	To take some cheaper courses to get some extra credits for when I go to a four-year college...	1
1	I wanted to get my 4-year degree. I got my two-year back in the 90s		
1	I wanted to continue my education and get a second degree		
1	I wanted to improve my skills in an area of interest and get a degree to make me more valuable in the workplace		
1	To get my associate but planning on returning for next semester		
1	Work		
Location (12%)			
Freq.	N=7	N=4	Freq.
1	...I ended up moving back home to Molokai for a family emergency	Basically, the only option on Maui	1
1	Because it's the only post education school here on Maui	Close to home & only one on Molokai	1
1	I used to live on Maui	I attended Maui College because I lived on Maui and it was the only college in my district	1
1	I was born and raised on Maui and wanted to stay on island to go to school	It is the only college on the island	1
1	It was my first option in college, but I moved to different state		
1	It was too far away from my hometown... didn't have the funds to move all the way to Hawaii		
1	Moved		
Financial (8%)			
Freq.	N=2	N=5	Freq.
1	It was cost effective	High out-of-state tuition for upper-level courses. I left Hawai'i...after the pandemic began...and wasn't able to officially establish residency (UH standards) before enrolling...	1
1	The dean was going to waive the tuition so I gave it a shot	I do not have the money and do not qualify for financial aid. I also don't want to be in debt... I've had to move 3 times in the last 5 years	1
		I had a G.I. Bill left and I felt if I did not use it, I would lose it. I do love college	1
		I'm a HODOE teacher and they sponsored an introduction to Hawaiian language course. I would have continued...but cost was a factor	1
		In-state tuition was the only way I could afford to go to school	1



Miscellaneous			
Freq.	N=1	None	Freq.
1	The class was full, if it wasn't full, I definitely would have attended		

### Observations

- The four response categories mentioned for why the respondents applied or attended MC include:
  1. Program of study
  2. General reasons
  3. Personal reasons
  4. Location
- Program of study reasons (Total = 36%; FTA = 36%; FTR = 37%):
  1. Health professions (8%)
    - a. "Second line of work. I decided to go into health, medicine."
    - b. "I wanted to become a nurse"
    - c. "To take prerequisites to get into the nursing program"
    - d. "To go back to school to study in a new field (health sciences)"
  2. Business (7%)
    - a. "Business"
    - b. "Pursue my education in business"
  3. Liberal Arts (7%)
    - a. "Hawaiian language class"
    - b. "An associate in liberal arts"
- General reasons (Total = 29%; FTA = 22%; FTR = 35%):
  1. "I was seeking a career rather than just a job"
  2. "Degree and further my education"
  3. "Career change"
- Personal reasons (Total = 14%; FTA 20%; FTR = 9%):
  1. "To make me more valuable in the workplace"
  2. "Work"
  3. "To take a beginner business class to understand the basics of a business"
  4. "To complete prerequisites for medical school"

- Location issues (Total = 12%; FTA = 16%; FTR = 9%):
  1. "The only option on Maui"
  2. "I ended up moving back home to Molokai"
  3. "I was born and raised on Maui and wanted to stay on island"
- Financial reasons (Total = 8%; FTA = 4% FTR = 11%):
  1. "It was cost effective"
  2. "In-state tuition was the only way I could afford to go to school"
  3. "High out-of-state tuition"

### Summary

- The reasons for applying to and attending MC are typical for community colleges across the USA:
  1. Community colleges are considered to be a good value, are accessible, and are affordable (they have inherent value, yet out-of-state tuition can be inhibiting)
  2. Community colleges provide opportunities for personal/professional growth and development
  3. Community colleges provide a vital service by helping local residents achieve professional and personal educational goals
  4. Community colleges are well known for preparing students for specific jobs and/or careers in their community
  5. Community colleges are stepping stones to four-year colleges or universities

### Reasons for not registering and not returning to MC

Respondents were asked to recall the main reason why they decided not to register or not to return to MC.

***What was the main reason for not registering and attending Maui College?***

***What was the main reason for not returning to Maui College?***

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Personal Goals or Reasons (34%)			
Freq.	N=17	N=14	Freq.
2	I chose another career path	Bilateral ACL tears	1
2	Just working a full-time job	Career change	1
1	...applied during the pandemic...a lot of things that needed to be done to register ...didn't have time to gather the documents	COVID-19 and I am a caregiver to my grandchildren and grand aunty...and the courses are not being offered as being free	1
1	COVID and the classroom makes me a bit nervous...I still wear a mask every time I leave my house...	I am done with my prerequisites for the Nursing program	1
1	Found a lifelong career	...waiting for on-campus learning and a schedule	1

		that fits my work schedule and personal life	
1	I already had a full-time job where I use my degree	I got into medical school	1
	I don't have time to attend classes with my work schedule	I started working full time	1
1	I finished my AA and wanted to move on to a bachelors with a different emphasis	I was having a hard time doing classes online...It was not what I expected, I was not feeling excited about it	1
1	I suffered an injury that would have made it difficult to attend classes that semester	I was not able to finish, my daughter was in the hospital and a friend died. I do not know what I need to do or can do to come back	1
1	Just not for me	Mental health and financial concerns	1
1	Living arrangements on Maui	My mother had a stroke...I am just having a hard time gathering the paperwork for my SAP appeal in time to register	1
1	My full-time job as a police officer...	...caring for and homeschooling my children. I have every intention of returning and I am just trying to figure out a schedule	1
1	...I was going to change careers but decided not to	Time constraints and development issues that arose with her young child	1
1	Talked myself out of it	Trying to work full time to just even survive living on Maui for providing for my Ohana	1
1	...I think might do more damage than good		
1	When the pandemic started, I had a hard time focusing on classes. I lost my drive...I still hope to finish my associate degree		
<b>Financial (22%)</b>			
<b>Freq.</b>	<b>N=9</b>	<b>N=11</b>	<b>Freq.</b>
1	Combo of financial aid and options...financial aid is a major problem	Cost, even with one course at a time	2
1	I needed to work 2-3 jobs to pay rent	Financial reasons	2
1	I owe back payments...can't afford it...	I just can't afford it after COVID	2
1	I wasn't financially stable...and other personal things happening around me	Can't qualify for financial aid	1
1	Money for tuition	defaulted loan...didn't qualify for financial aid...received a COVID scholarship to return	1
1	My financial aid, I gave birth to my son...so I appealed and have an outstanding balance	I owe money I can't pay	1
1	Owe money can't get financial aid because of GPA	I was financially unstable and I failed some courses. I was unable to bound from that	1
1	Tuition, financial help	Two reasons...my financial standing...COVID. I was worried that the disorganization would make things hard again...	1
1	Waiting for FAFSA		
<b>Administrative (20%)</b>			
<b>Freq.</b>	<b>N=9</b>	<b>N=9</b>	<b>Freq.</b>
1	...as a registered nurse, I will not be bullied into taking an injection	Did not have the support in [my] areas of interest...Figured I was better off on my own...	1
1	Because of the COVID-19 protocols and	I decided to stop because of the restrictions due	1

	restrictions	to COVID. The mandatory vaccinations, mask wearing and all the restrictions...	
1	Maui College does not offer higher-level courses that are needed for my degree in civil engineering	...COVID...despite federal regulations...and the fact that colleges around the world were open, they didn't let students back in...	1
1	Class was full	Not enough bachelor's degree program options	1
1	No online ADN to BSN classes for nursing	Not having the degree I want	1
1	...the process of applying and registering for the class took longer than expected	Planned vacations/time off island did not work well with class schedules/availability	1
1	They did not offer a degree in marketing and other classes that would not transfer	There were not that many options for advanced classes...did not fit my schedule	1
1	They did not offer any upgradeable classes. Nothing above calculus or the higher science classes I needed for my degree	They don't have all the classes that I would want to take	1
1	Didn't have a 4-year program for my major	...they cut the bachelor's degree program I was in and [made] it a two-year degree. I found another online college that gives out bachelor's degrees and enrolled there	1
<b>Location (9%)</b>			
<b>Freq.</b>	<b>N=3</b>	<b>N=5</b>	<b>Freq.</b>
2	I moved off island	I moved to the mainland	2
1	Moved	I did not like living there, I'm from the mainland so I got homesick	1
		I moved to the mainland in hope for a cheaper college because I couldn't receive financial aid	1
		Moved to Kauai	1
<b>Access (6%)</b>			
<b>Freq.</b>	<b>N=3</b>	<b>N=2</b>	<b>Freq.</b>
1	I didn't register because I was unable to find classes that suited me	The classes are structured for part-time students. Most classes seem to be held at night...I feel they need to reassess...	1
1	...unable to find the courses I needed...on the website, it is hard to navigate...	The course I wanted to take in the spring was not available...so I got a job	1
1	The classes did not match my schedule. I wanted more online courses		
<b>Competition (4%)</b>			
<b>Freq.</b>	<b>N=3</b>	<b>N=1</b>	<b>Freq.</b>
2	Other opportunities	I transferred to Grand Canyon University in Arizona	1
1	I got an offer from a school closer to home and that's less expensive		
<b>Employee Service (3%)</b>			
<b>Freq.</b>	<b>None</b>	<b>N=3</b>	<b>Freq.</b>
		...during the pandemic...a nurse instructor...taken a lot of animosity out on me and others...[did] not to pursue program...	1
		...I wasn't satisfied with the amount the teacher was absent...teacher was absent four classes	1

		with no substitute to fill in	
		Poor staff attitudes towards white students. Lack of resources to help cover costs...	1
<b>Miscellaneous</b>			
<b>Freq.</b>	<b>N=1</b>	<b>None</b>	<b>Freq.</b>
1	Didn't have enough information in time		

## Observations

- The reasons the respondents did not register/attend or return to MC include:
  1. Personal reasons
  2. Financial reasons
  3. Administrative issues
  4. Location issues
  5. Access issues
  6. Competition reasons
  7. Employee service issues
- Due to the complexity of this set of results, they are presented in the summary table below to clarify and simplify their contents:

Percent of all responses	Failure-to-attend (FTA)	Failure-to-return (FTR)
<b>Personal reasons</b> (Total = 34%)	(FTA= 38%) <ul style="list-style-type: none"> <li>Medical issues, including COVID</li> <li>Choose not to go to college</li> <li>Work</li> </ul>	(FTR = 32%) <ul style="list-style-type: none"> <li>Medical issues, including COVID</li> <li>Work</li> <li>Children</li> </ul>
<b>Financial issues</b> (Total = 22%)	(FTA= 20%) <ul style="list-style-type: none"> <li>Other financial obligations</li> <li>Lack of financial aid</li> </ul>	(FTR = 25%) <ul style="list-style-type: none"> <li>COVID's impact on personal finances</li> <li>Other financial obligations</li> <li>Lack of financial aid</li> </ul>
<b>Administrative issues</b> (Total = 20%)	(FTA= 20%) <ul style="list-style-type: none"> <li>COVID protocols</li> <li>Lack of desired courses or program</li> </ul>	(FTR = 20%) <ul style="list-style-type: none"> <li>COVID protocols</li> <li>Lack of desired courses or program</li> </ul>
<b>Location issues</b> (Total = 9%)	(FTA= 7%) <ul style="list-style-type: none"> <li>Moved</li> </ul>	(FTR = 11%) <ul style="list-style-type: none"> <li>Moved</li> </ul>
<b>Access issues</b> (Total = 6%)	(FTA= 7%) <ul style="list-style-type: none"> <li>...unable to find the courses I needed...on the website, it is hard to navigate...</li> </ul>	(FTR = 5%) <ul style="list-style-type: none"> <li>The classes are structured for part-time students. Most classes seem to be held at night...I feel they need to reassess...</li> </ul>

<b>Competition reasons</b> (Total = 4%)	(FTA= 7%) <ul style="list-style-type: none"> <li>I got an offer from a school closer to home and that's less expensive</li> </ul>	(FTR = 2%) <ul style="list-style-type: none"> <li>Grand Canyon University</li> </ul>
<b>Employee Service issues</b> (Total = 3%)	None	(FTR = 7%) <ul style="list-style-type: none"> <li>I wasn't satisfied with the amount teacher was absent...teacher was absent four classes with no sub</li> <li>Poor staff attitudes towards white students</li> </ul>

### Summary

- The results highlighted the most common reasons why applicants and students stopped out at MC:
  1. Personal reasons
  2. Financial issues
  3. Administrative issues
  4. Service issues
- Typically, common reasons that motivate applicants and former students to stop out revolve around work/family obligations and financial difficulties
- MC can assist with some of the reasons uncovered by this survey, but many of the reasons are beyond the scope of the wraparound services most community colleges are able to offer to help students attend or stay enrolled
- Overall, to gain traction on the issues that drive student stop-outs, MC should consider making sure that all students are well aware of the wraparound services offered at the moment of application and throughout the onboarding journey

### Effects of COVID-19 on registration and enrollment

The next section presents the results of examining the psychological, social, and financial consequences of the COVID-19 pandemic that may have affected decisions not to attend and/or to stop attending MC (see Appendix D for supplemental analyses that illuminate embedded trends in the COVID-19 metrics not presented in this section).

Specific issues that were assessed in this section of the survey included:

1. Feeling sad or depressed;
2. Feeling disconnected from others/feeling of social isolation;
3. Not being able to participate in campus activities and events;
4. Loss of being with friends;
5. Food insecurity (no money for or lack of access to food);

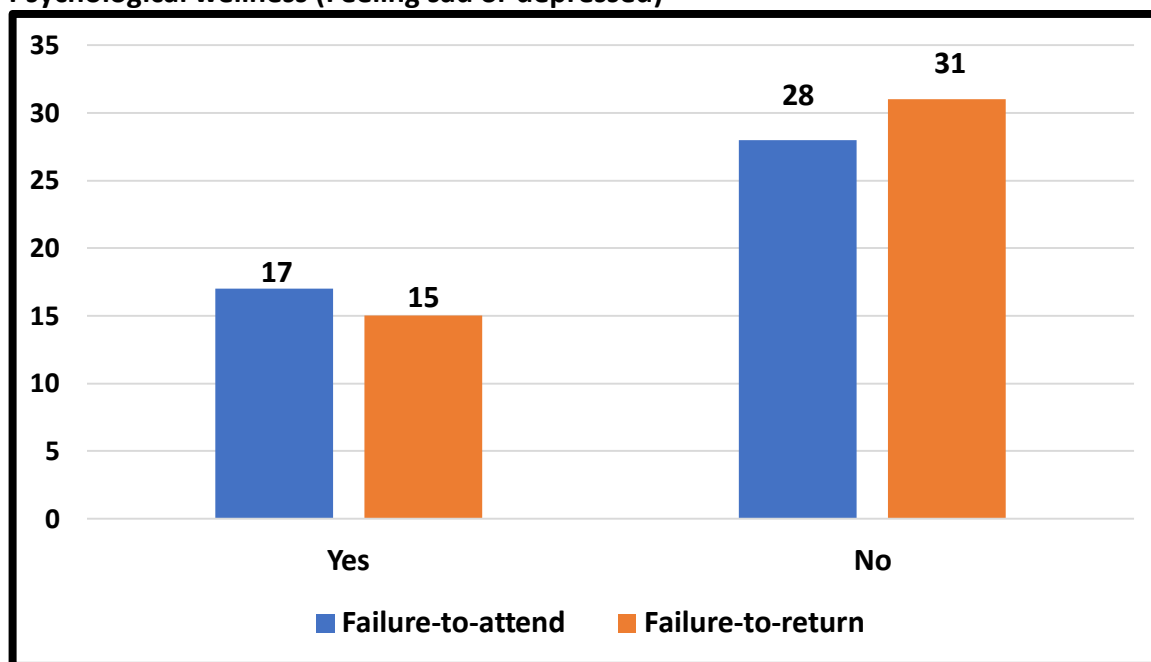
6. Shelter insecurity (homelessness or not being able to pay rent);
7. Loss of job;
8. Financial problems of any kind; and
9. Tuition debt owed to college.

Results are presented below in three groups representative of the survey sections:

1. Psychological wellness;
2. Social behavior; and
3. Financial wellness.

**Due to the COVID-19 pandemic, did any of the following affect your willingness or ability to register and attend Maui College?**

**Psychological wellness (Feeling sad or depressed)**



**Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group**

Group	Yes	No	Chi-square
Attend	17	28	0.27 (1)
Return	15	31	Not significant

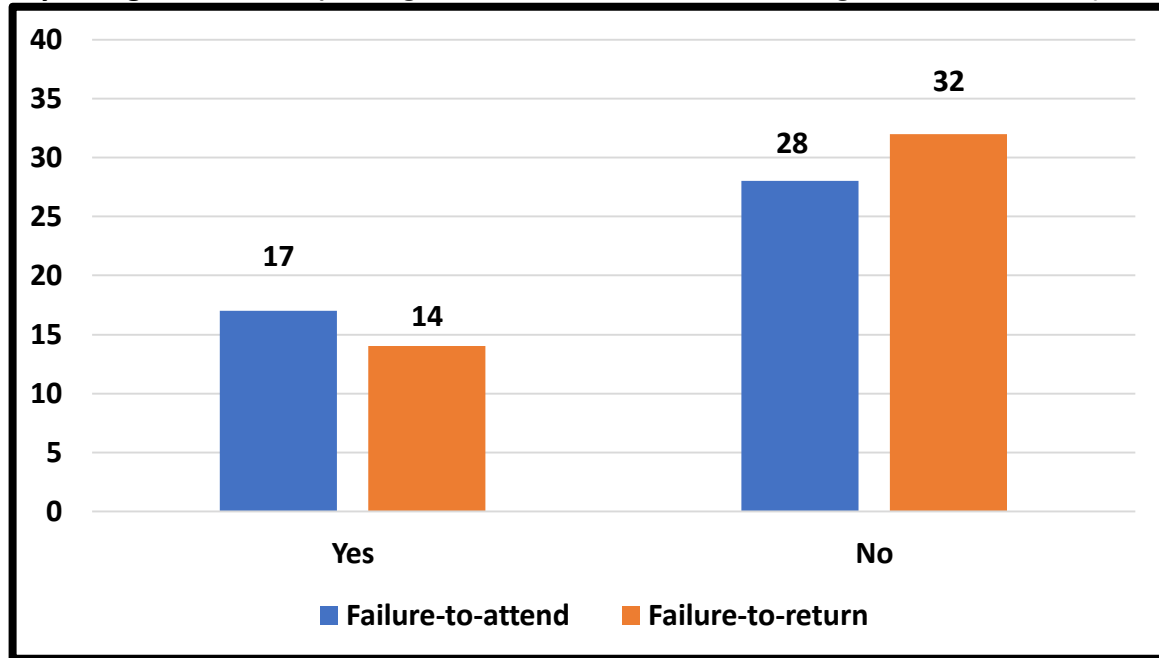
**Observations**

- The responses across the FTA and FTR groups are not significantly different regarding feeling sad or depressed:
1. (“Yes”) 35% of the respondents indicated that feeling sad or depressed due to the COVID-19 pandemic did affect their willingness and/or ability to register and

enroll at MC

2. ("No") 65% of the respondents indicated that feeling sad or depressed due to the COVID-19 pandemic did not affect their willingness and/or ability to register and enroll at MC

#### Psychological wellness (Feeling disconnected from others/feelings of social isolation)



#### Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	17	28	0.54 (1)
Return	14	32	Not significant

#### Observations

- The responses across the FTA and FTR groups are not significantly different regarding feeling disconnected from others/feeling of social isolation:
1. ("Yes") 34% of the respondents indicated that feeling disconnected from others or feelings of social isolation due to the COVID-19 pandemic did affect their willingness or ability to register and attend MC
  2. ("No") 66% of respondents indicated that feeling disconnected from others or feelings of social isolation did not affect their willingness or ability to register and attend MC

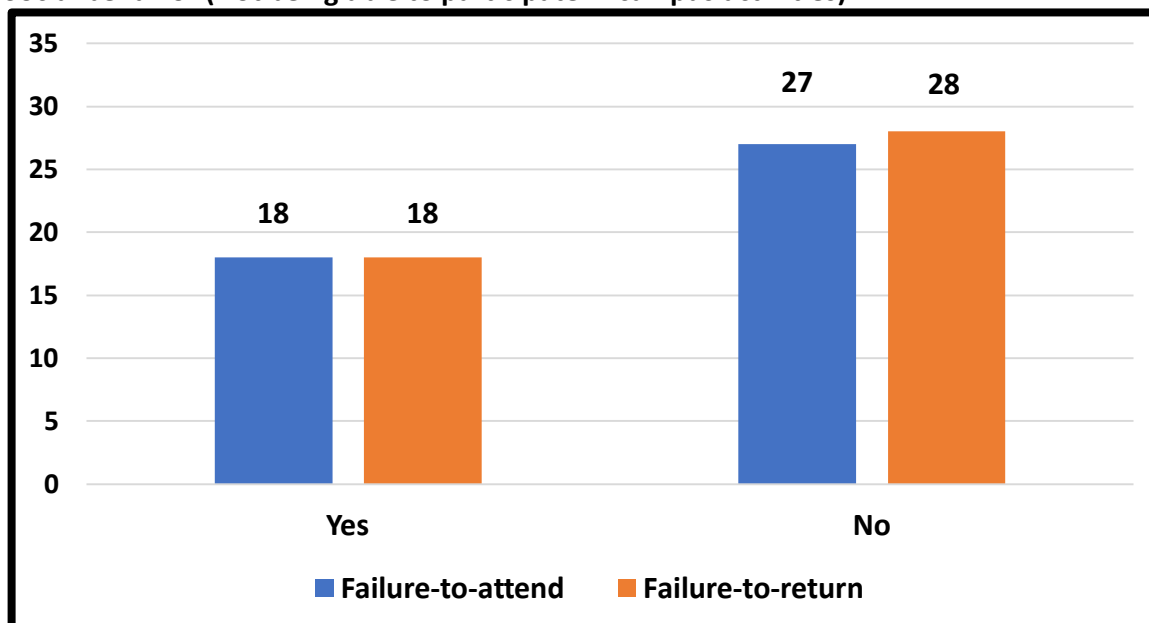
#### Summary (Psychological wellness)

- Overall, the majority of respondents (66%) reported that the psychological impact of COVID-19 did not affect their willingness or ability to register and attend MC



- It is notable that 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

#### Social behavior (Not being able to participate in campus activities)

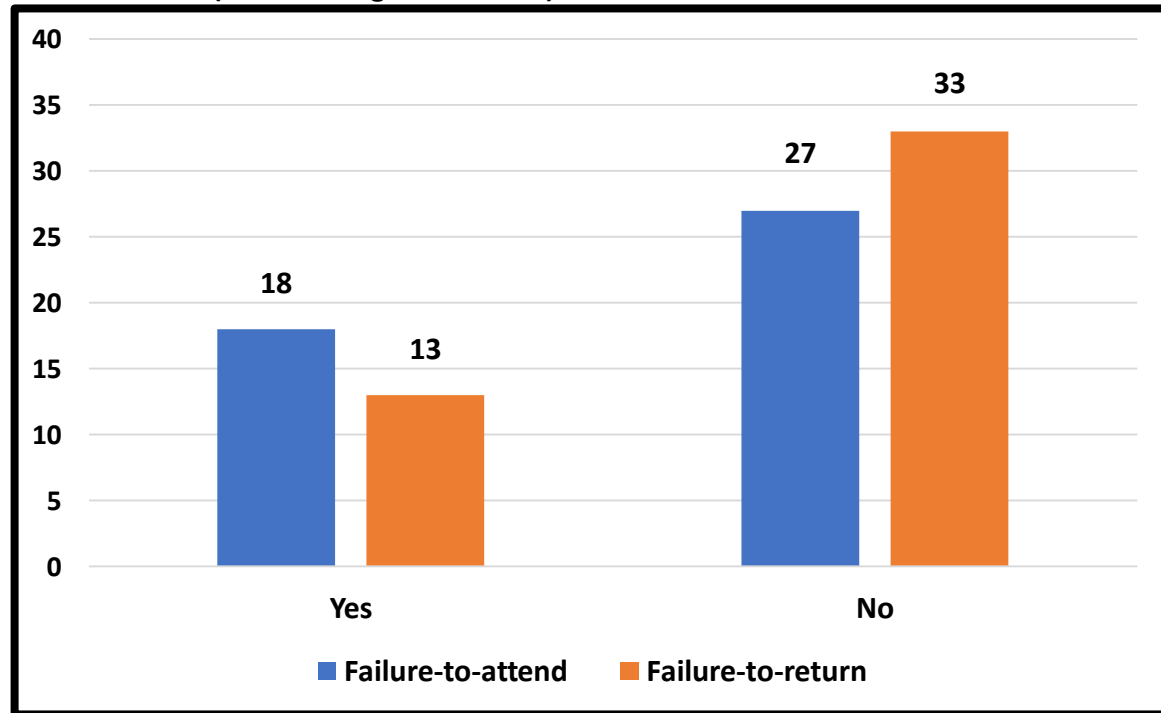


#### Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	18	27	0.001 (1)
Return	18	28	Not significant

#### Observations

- The responses across the FTA and FTR groups are not significantly different regarding not being able to participate in campus activities and events:
  - ("Yes") 40% of the respondents indicated that not being able to participate in campus activities and events due to the COVID-19 pandemic did affect their willingness or ability to register and attend MC
  - ("No") 60% of respondents indicated that not being able to participate in campus activities and events due to the COVID-19 pandemic did not affect their willingness or ability to register and attend MC

**Social behavior (Loss of being with friends)****Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group**

Group	Yes	No	Chi-square
Attend	18	27	1.40 (1)
Return	13	33	Not significant

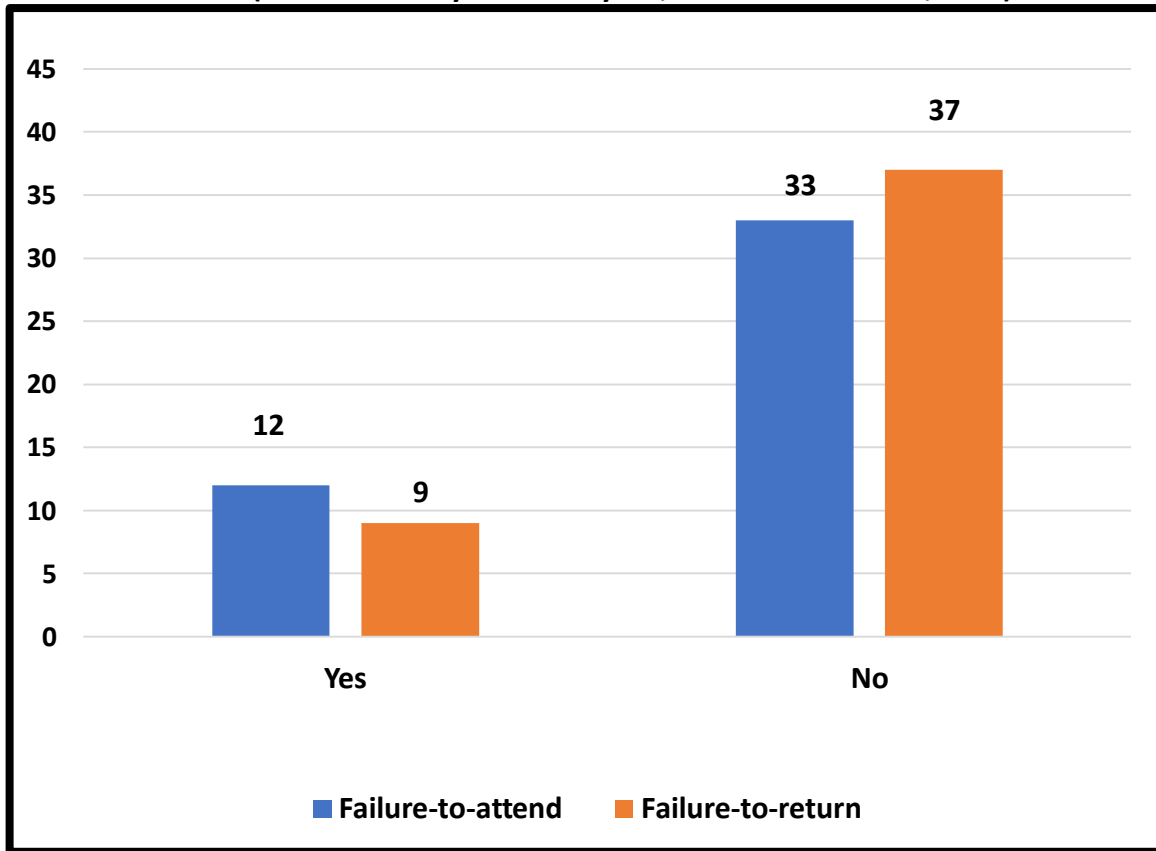
**Observations**

- The responses across the FTA and FTR groups are not significantly different regarding loss of being with friends:
  1. (“Yes”) 34% of the respondents indicated that the loss of being with friends due to the COVID-19 pandemic did affect their willingness or ability to register and attend MC
  2. (“No”) 66% of the respondents indicated that the loss of being with friends due to the COVID-19 pandemic did not affect their willingness or ability to register and attend MC

**Summary (Social behavior)**

- Overall, the majority of respondents (63%) reported that the impact of COVID-19 on their social behavior did not affect their willingness or ability to register and attend MC
- It is notable that 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

### Financial wellness (Food insecurity: no money for, or lack of access to, food)



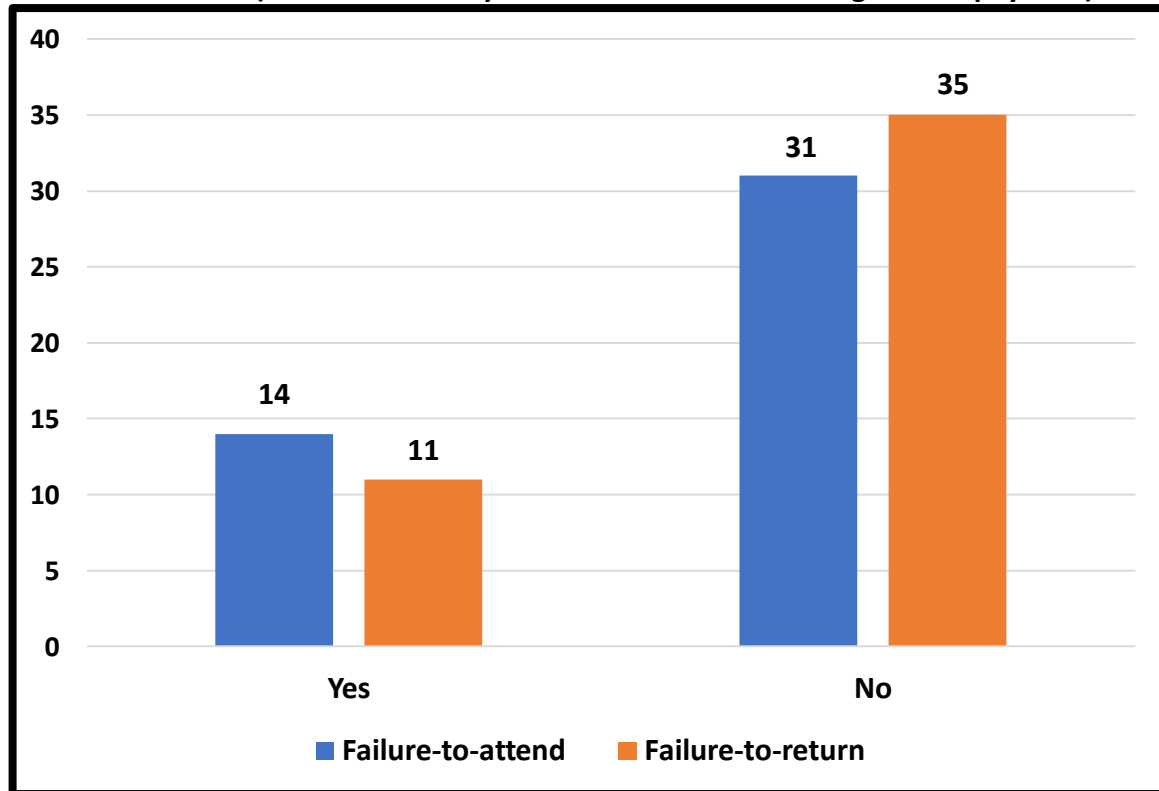
### Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	12	33	0.65 (1) Not significant
Return	9	37	

### Observations

- The responses across the FTA and FTR groups are not significantly different regarding food insecurity (no money for or lack of access to food):
  - ("Yes") 23% of the respondents indicated that food insecurity due to the COVID-19 pandemic did affect their willingness or ability to register/attend MC
  - ("No") 77% of the respondents indicated that food insecurity due to the COVID-19 pandemic did not affect their willingness or ability to register and attend MC

## Financial wellness (Shelter insecurity: homelessness or not being able to pay rent)



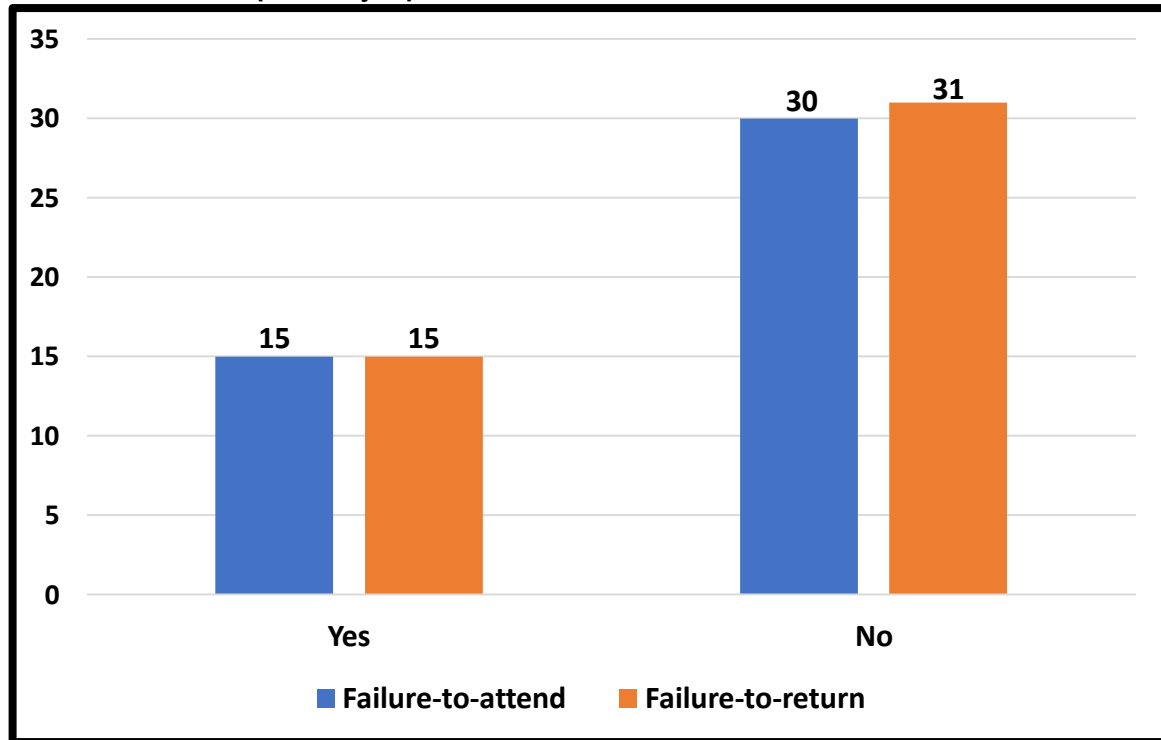
## Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	14	31	0.59 (1)
Return	11	35	Not significant

## Observations

- The responses across the FTA and FTR groups are not significantly different regarding shelter insecurity (homelessness or not being able to pay rent):
  1. ("Yes") 27% of the respondents indicated that shelter insecurity due to the COVID-19 pandemic did affect their willingness or ability to register/attend MC
  2. ("No") 72% of the respondents indicated that shelter insecurity due to the COVID-19 pandemic did not affect their willingness or ability to register/attend MC

## Financial wellness (Loss of job)



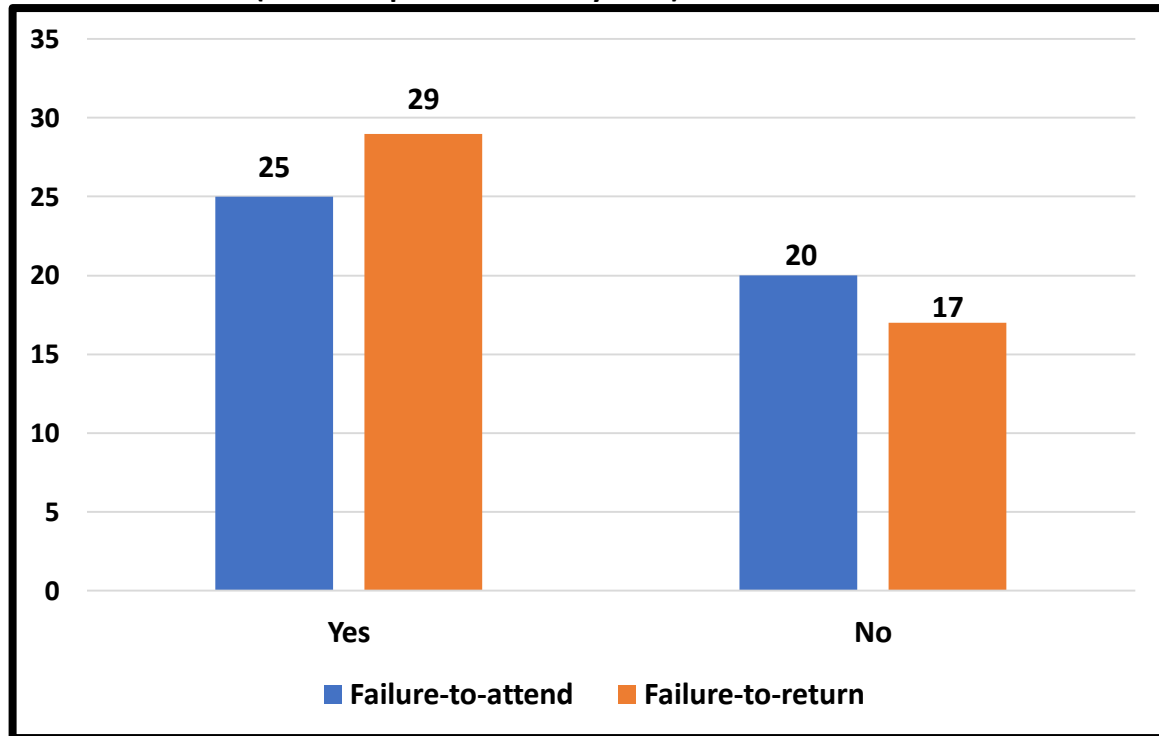
## Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	15	30	0.01 (1)
Return	15	31	Not significant

## Observations

- The responses across the FTA and FTR groups are not significantly different regarding loss of job:
  1. ("Yes") 33% of the respondents indicated that loss of a job due to the COVID-19 pandemic did affect their willingness or ability to register and attend MC
  2. ("No") 67% of the respondents indicated that loss of a job due to the COVID-19 pandemic did not affect their willingness or ability to register and attend MC

## Financial wellness (Financial problems of any kind)



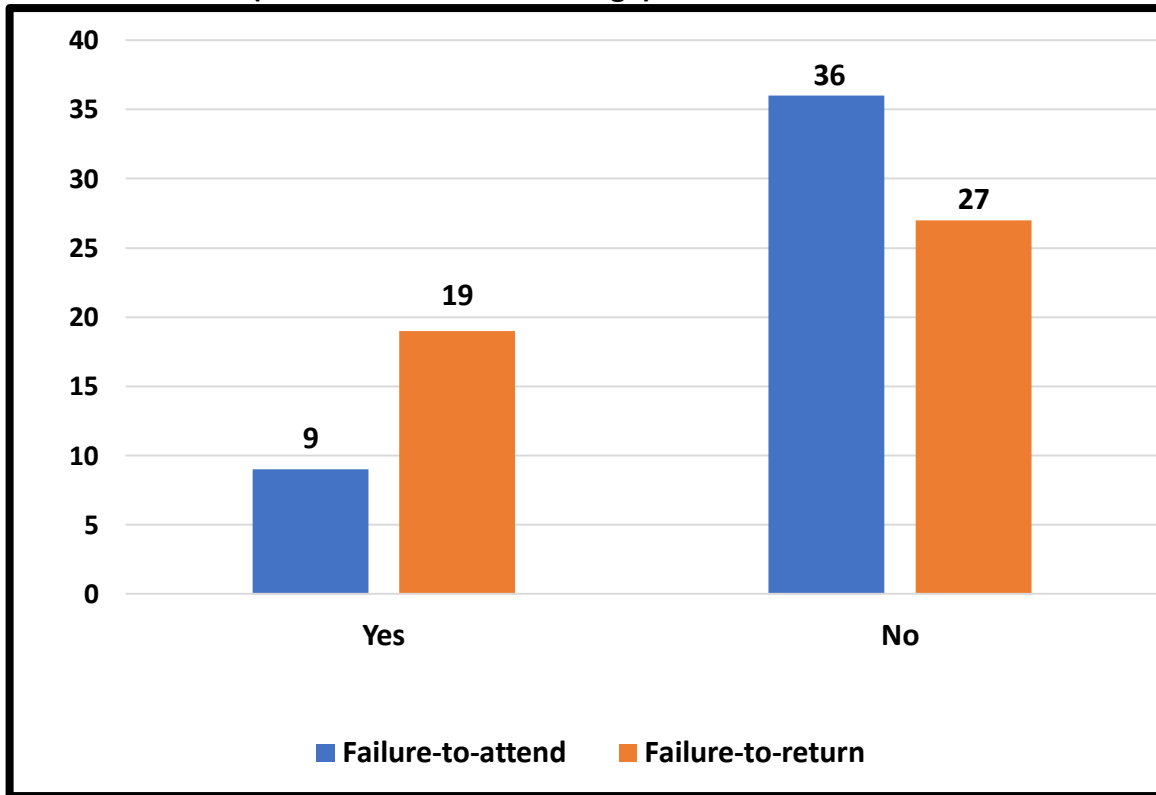
## Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	25	20	0.53 (1) Not significant
Return	29	17	

## Observations

- The responses across the FTA and FTR groups are not significantly different regarding financial problems of any kind:
  - ("Yes") 59% of the respondents indicated that financial problems of any kind due to the COVID-19 pandemic did affect their willingness or ability to register and attend MC
  - ("No") 41% of the respondents indicated that financial problems of any kind due to the COVID-19 pandemic did not affect their willingness or ability to register and attend MC

## Financial wellness (Tuition debt owed to college)



## Test of differences: Failure-to-attend (FTA) group vs. failure-to-return (FTR) group

Group	Yes	No	Chi-square
Attend	9	36	4.85 (1) Significant (p < .03)
Return	19	27	

## Observations

- The responses across the FTA and FTR groups are significantly different regarding tuition debt owed to college:
  - ("Yes") More FTR respondents (41%) compared to FTA respondents (20%) indicated that the COVID-19 pandemic affected their perceptions of their tuition debt and that these perceptions influenced or were associated with their willingness and/or ability to register and/or to enroll at MC
  - ("No") More FTA respondents (80%) compared to FTR respondents (57%) indicated that the COVID-19 pandemic did not affect their perceptions of their tuition debt and that these perceptions did not influence or were not associated with their willingness and/or ability to register or to enroll at MC

## Summary (Financial wellness)

- Overall, the majority of respondents (75%) say a food or shelter insecurity did not affect their willingness or ability to register and attend MC

- It is notable that 25% of the respondents reported that a food or shelter insecurity did affect their willingness or ability to register and attend MC, suggesting that offering additional housing provisions and/or other housing services may help increase enrollment or retention of lower-income students
- More than half of the respondents (59%) reported that that the impact of the COVID-19 pandemic did not affect their perceptions of their financial wellness and that these perceptions did not affect their willingness or ability to register and attend MC
- It is notable that 41% of the respondents reported that their perceptions of their financial wellness did affect their willingness or ability to register and attend MC, suggesting that 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

The next section presents the results of asking the respondents what MC can do to help them to return.

### What can MC do to help former applicants and former students return?

#### What can Maui College do to help you to register and attend?

#### What can Maui College do to help you come back?

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Financial (20%)			
Freq.	N=7	N=11	Freq.
2	Find a way to pay for tuition and books	Help me with finances	3
1	Forgive my past debt	...financial programs to repay debt to college	2
1	I am a single mother with two nursing companies that I work for. I'm barely getting by	...I was denied financial aid because I dropped out of class...with COVID...they said it was not COVID related...I did not qualify...	1
1	I am moving off island due to financial challenges, so nothing	Help me learn more about how to pay off my debt. I do have a phone number to call them so I have not been able to do so	1
1	...easier access of scholarships for summer classes (or fall/spring)...higher level classes would also be an incentive to attend	Help me resolve my student loan issues so I can pay for classes and books	1
1	Offer financial aid and more programs other than relating to Tourism	I would like to not have student loans. No, I do not think there is any one thing	1
		Scholarships	1
		The finance issue is a problem of my own ...would be nice to see more organization and support through this pandemic	1



Not Sure/Nothing (16%)			
Freq.	N=6	N=9	Freq.
2	Not sure	Nothing	4
1	N/A	N/A	2
1	Not interested in pursuing school	No. I feel it does have many resources in place so when I am ready, I can just reach out...	1
1	Nothing really, the college does everything amazing. I just decided not to attend this year	No. I returned to my former career	1
1	Nothing specific	Nothing, I attend Kauai Community College	1
Employee Service (15%)			
Freq.	N=9	N=5	Freq.
3	Better counseling skills, making them more willing to help you get the classes you need, help assist students	I really need help with attending this upcoming quarter but I don't know how long the SAP appeal will take to review	1
2	Calls like this help, anything that reminds you to stay on your path, your plans for life. I really appreciate being reached out to	I would just need help signing up for financial aid at this point	1
1	Admissions helped me get everything done I need to	If I can meet with someone [about] my options...I would like to...sign up	1
1	Help me to be approved for FAFSA...	They could call me from the Molecai education center office and walk me through the enrollment process and financial aid	1
1	Instruction on how to go online and register... Which tab to go through, how to navigate it. A step-by-step process	...suggest working on the substitute teacher issue. A student spends...to listen to a teacher's lecture...My teacher was good...it was just she wasn't there for every class...	1
1	Work on proper communication		
Access (14%)			
Freq.	N=6	N=7	Freq.
3	More opportunities to learn online	Offer more classes but I understand teachers are limited	2
1	Ease of access to courses on Molokai-affordability- gateways to further studies in health sciences...	For culinary program, to offer more options of classes and times available. Possibly a summer &/or winter interim class	1
1	Flexible to those who go to work	If they could offer that physiology course online...Physiology 141 and 142...	1
1	The classes I wanted are not offered in person, in person is more preferred...	Reestablish the old schedule. I might go back	1
		More online and certificate courses. I would really want to finish my degree...	1
		Provide incentives, online courses so I can attend while also watching my kids. Often times the courses are offered while I'm at work	1
Program of Study (11%)			
Freq.	N=6	N=4	Freq.
2	I need advanced courses that will help me strengthen skills in my technical job	Alternate routes for nontraditional students to earn a certificate in Hawaiian language	1
1	Offer more majors	I would be interested in the class options being	1

		a little bit broader...Maybe more art programs	
1	Offer the classes I want to take making it a little more known info about when classes are starting	I'm planning on registering for some courses via the Hawaii college courses like Manoa in the future for requirements I need to fulfill	1
1	Online ADN to BSN in nursing program	If they accept me to the nursing program when I apply next semester	1
1	...If only there were more options for my major then I would've attended		
<b>Location (5%)</b>			
<b>Freq.</b>	<b>N=1</b>	<b>N=4</b>	<b>Freq.</b>
1	Not applicable. Moved	...I don't believe I will return since I had to move off island due to the pandemic. I hope in the future the school...support[s] other areas of education other than the sciences	1
		I am not moving back to Maui; therefore, I would not be able to attend	1
		I won't be coming back since I've now moved, however, if they're looking to bring others back, I suggest being more forgiving with grades received during COVID	1
		Nothing, I have no plans in returning to the state anytime soon	1
<b>Administration (5%)</b>			
<b>Freq.</b>	<b>N=2</b>	<b>N=3</b>	<b>Freq.</b>
1	Change their policy regarding COVID vaccination	Bring back a few 4-year degrees so that people think that it's worth staying...	1
1	Perhaps a more simplified process in applying to campus...	Have evening classes in Hawaiian, art, music, and education	1
		I would need to see something acknowledging that [COVID] restrictions should never have been placed...Aside from removing all restrictions...it should...never happen again	1
<b>Miscellaneous (9%)</b>			
<b>Freq.</b>	<b>N=8</b>	<b>N=3</b>	<b>Freq.</b>
2	Maybe provide some sort of dormitory	...35 years old...have a steady income...for me it is pure enjoyment, and I did not enjoy Maui college that much...	1
1	I am pregnant, getting ready to have a baby	...a personal decision rather than anything the college can do. I loved attending but it wasn't great for my mental health at the time	1
1	I don't necessarily think there is anything the college can do...I just became very busy and didn't have time to do the things required...	I only have one year left of my undergrad to finish at the University of Maine	1
1	I'm already registered for another school		
1	It's more about my work not anything about the school		
1	Planning on taking classes to get my GPA up		
1	...help by adding more tech-friendly classes		

## Observations

- Five content categories emerged that describe what MC may be able to do to attract former applicants and former students to return:
  1. Financial assistance
  2. Increased employee service
  3. Increased access issues
  4. Diversifying programs and scheduling
  5. Solving administrative issues
- Financial issues (Total = 20%; FTA = 16%; FTR = 24%):
  1. "Help me learn more about how to pay off my debt"
  2. "Find a way to pay for tuition and books"
  3. "Scholarships"
  4. "Help with financial programs to repay debt to college"
- Employee service issues (Total = 15%; FTA = 20%; FTR = 11%):
  1. "Better counseling skills"
  2. "Calls like this help, anything that reminds you to stay on your path"
  3. "I don't know how long the SAP appeal will take to review"
  4. "If I can meet with someone [about] my options...I would like to...sign up"
- Access issues (Total = 14%; FTA = 13%; FTR = 15%):
  1. "More opportunities to learn online"
  2. "Classes I wanted are not offered in person"
  3. "Offer more options of classes and times available"
  4. "Reestablish the old schedule"
- Program of study issues (Total = 11%; FTA = 13%; FTR = 7%):
  1. "I need advanced courses to help me strengthen skills in my technical job"
  2. "Offer more majors"
  3. "Alternate routes for nontraditional students"
  4. "If they accept me to the nursing program"
- Administrative issues (Total = 5%; FTA = 4%; FTR = 7%):
  1. "Change their policy regarding COVID vaccination"
  2. "Bring back a few 4-year degrees"

## Summary

- Based on the results, there are specific issues that can be addressed that may produce positive outcomes for some former applicants and former students who have stopped out:
  - Design administrative processes so they are easier to access and use (based on prior research, MC's website, its onboarding process, and the financial aid application process are likely candidates for consideration)
  - Provide enhanced/increased financial aid programs for those in need
  - Set up and make accessible personal assistance for those who are not able to navigate MC's administrative processes and/or find themselves in situations they are not able to navigate on their own
  - Provide flexible course scheduling and define, specifically, the programs of study to ensure students are getting what they seek from MC (these issues are especially important for working adults)

## What are former applicants and former students doing now?

Respondents were asked to describe what they are currently doing instead of attending MC.

### *In general, can you tell me what you are doing now instead of attending Maui College?*

Failure-to-attend (FTA)		Failure-to-return (FTR)	
Working (69%)			
Freq.	N=34	N=28	Freq.
7	Working	Working	4
4	Full-time employment	Working full-time	3
1	Got my real estate license	Entrepreneur business owner (REI)	1
1	Homeschooling my children	Flight attendant for Hawaiian airlines	1
1	I am a surf instructor	Full-time mom with a full-time job	1
1	I am working a full-time job. I will be returning again...I love UH Maui College.	I am a medical assistant	1
1	I am working, that is why I need online classes, because I have always worked	I am just focusing on my business and self-learning...	1
1	I continue to work as a healthcare nurse on Maui as I have since 2015	I am working at Hawaiian airlines	1
1	I had to go back to full-time work in order to catch up on expenses	I am working full time and looking to attend a college that fits my needs and life better	1
1	I will be going back to work	I am working in the human services field at a recovery center. I intend on returning to Maui College...	1
1	I work from home, I am a community care, foster care home provider	I am working to afford the tuition fee	1
1	I work full as a police officer	I am working	1
1	I work full time at a private school	I currently drive a shuttle for a Westin Hotel in	1

		downtown San Diego. I'm also a part time investor and part time stay-at-home dad	
1	I work full-time, I work at a high school	I have a farm; I am a farmer	1
1	I'm working as a technical writer for a software company	I went to school to become an astrologer; I am doing astrology readings and teaching yoga classes. I am an entrepreneur now.	1
1	Just working full-time and living life	I work at a medical office as a receptionist	1
1	New employee with island hospice	I'm a full-time teacher...	1
1	Well, I received my license as a registered behavioral technician and now I'm working at the school I graduated from	...I currently work in real estate in NYC	1
1	Work FT and parent	...focusing on working to save up money for my future...also focusing on my physical and mental health as well	1
1	Working two jobs	Self-employed	1
1	Working and being a parent	Started a small mushroom production farm and working for a political organization online	1
1	Working and caring for my young children	Woodworking. I build cabinets and furniture.	1
1	Working as a RN	Working real estate, filling in on a snorkel boat and continuing to learn culinary skills	1
1	Working full time and running a business		
1	Working in the airline industry		
Competition (19%)			
Freq.	N=6	N=11	Freq.
1	I am attending another university	Attending an out of state college	1
1	I am attending University of Portland studying civil engineering...	I am attending Colorado State University	1
1	I am currently attending a university in Southern California	...University of Maine this fall...after finishing my second year at Maui College, online	1
1	I am pursuing further studies...aligned with first career...I am in a graduate program...	...planning on attending Wichita State University	1
1	I'm attending a different community college in different state	I am still in college at another online institution...working towards my BA	1
1	On the east coast for school and work	I transferred to a mainland university	1
		I'm attending another college currently	1
		Learning online	1
		Medical school	1
		Now I'm attending an aesthetics institute	1
		Taking classes elsewhere	1
Miscellaneous (12%)			
Freq.	N=5	N=6	Freq.
	I am just watching my 1-year-old and three-year-old. I do plan to go back next semester	Healing from bilateral ACL tears	1
	I am living my life	Helping family in California	1

	I am pregnant, getting ready to have a baby	Nothing as of right now	1
	Looking for a job. Not much since COVID	Taking care of me and enjoying life one step at a time...	1
	Taking a sabbatical before deciding which direction to head career-wise	Taking care of my three children and prepping them for school in two weeks	1
		Wishing I could just drive down to the financial aid office and speak to someone so I can come back	1

### Observations

- Three broad categories emerged that describe what respondents are doing now instead of attending MC (working and pursuing an education at a competitor institution)
- Working (Total = 69%; FTA = 76%; FTR = 62%):
  1. Non-descriptive accounts of working
    - a. "Working"
    - b. "Full-time employment"
    - c. "Working two jobs"
  2. Working, plus personal reasons or goals
    - a. "I am working...will be returning again...I love Maui College"
    - b. "Full-time mom with a full-time job"
    - c. "I am working to afford the tuition"
  3. Specified descriptions of working
    - a. Self-employed
      - "Entrepreneur business owner"
      - "I am just focusing on my business"
      - "Running a business"
      - "Self-employed"
      - "I am a farmer"
      - "Started a small mushroom production farm"
    - b. Health profession
      - "Work as a healthcare nurse"
      - "I am a community care, foster care home provider"
      - "I am a medical assistant"
      - "Registered behavioral technician"

## c. Retail/service industry

- “Flight attendant for Hawaiian airlines”
- “Drive a shuttle for a Westin Hotel”
- “I work at a medical office as a receptionist”

## d. Education

- “Homeschooling my children”
- “I’m a full-time teacher”
- “I am a surf instructor”
- “Doing astrology readings and teaching yoga classes”

## e. Creative/artistic

- “Woodworking”
- “Astrology reading”

## f. Public service

- “I work full [time] as a police officer”
- “Working in the human services”

- Competition (Total = 19%; FTA = 13%; FTR = 25%):

1. Online educational options are mentioned
2. Specific schools are mentioned

- a. “University of Portland”
- b. “Colorado State University”
- c. “University of Maine”
- d. “Wichita State University”

- Miscellaneous (Total = 12%; FTA = 11%; FTR = 13%):

- a. Self-care
- b. Family
- c. Job seeking
- d. Taking time off

## Summary

- 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 they will need direct outreach to help them to return

## Conclusions and Recommendations

The conclusions and recommendations that follow are based on the overall patterns inherent in the results presented above. A series of action-oriented conclusions (and recommendations) is presented that is intended to prompt and guide discussion of the issues uncovered in the results section. At times, the conclusions and recommendations that follow are cast broadly to encompass the complexities inherent in the results and to allow more general strategies and approaches to be conceptualized.

### Perceptions of quality

Based on the results presented above, the following summaries are advanced about the quality of MC:

- The majority of the respondents perceive MC as a “good” college
- Compared to other colleges in the area, the majority of the respondents perceive MC as a “good” college

### Conclusions and recommendations

- MC is held in reasonably high regard by former applicants and former students
- Given the number of former applicants and former students who indicated that they were not sure or indicated that MC is below average, additional marketing and promotional outreach is warranted
- Most community colleges promote their quality, accessibility, and affordability (which are typically overused by community colleges), but fewer link these attributes to “trust”
- Similar to a trusted family member or a longtime friend, local community colleges that have built and gained institutional and social trust are in a good position to use this asset as a marketing and promotional strength
- Thus, the community-based trust that MC currently possesses can become an asset to attract specific segments of the potential student market, including influencers, and may be effective in attracting former applicants and former students to return (Note: Trust was not directly assessed in this report, but can be inferred by the pattern of results and from other reports that are part of the larger research effort)



conducted for this project)

### Information sources

Based on the results presented above, the following summaries are advanced about the sources of information former applicants and former students used to keep up to date about MC:

- Consistent with similar results across the USA, information about MC is generally gathered from a variety of sources, but most frequently from word of mouth and online venues (generally because these two venues are accessible, convenient, trusted, and considered comprehensive)

### Conclusions and recommendations

- Not surprisingly, former applicants and former students stated they used word of mouth, personal experience, and online venues a great deal to gather information about MC, suggesting that marketing and promotions need to use both venues to maximize reach and effectiveness
- In terms of online venues, use of social media is strongly advised (Note: **Interact Communications'** Media Prefs program is recommended to guide efforts toward the most effective social media sources)
- Additional sources of information about MC were gathered from:
  1. Advertisements
  2. Mailed brochures and newsletters
  3. Maui newspaper
- These “non-online” sources suggest that marketing and promoting MC’s features, qualities, and offerings should be broad-based to capture the attention and interest of a larger segment of the potential student marketplace, including influencers

### Perceptions of performance

Based on the results presented above, the following summaries are advanced about MC’s performance:

- Doing well:
  1. MC is perceived to be doing well across the major touchstones students rely on to navigate the college
  2. MC is perceived to be doing well at helping students to be successful in accessing and using the administrative processes of the college

- Not doing well:
  1. Lack of access to resources and programs of study were prominent issues that respondents listed as problematic for MC
  2. Employee lack of communication and ineffective outreach/follow-through were also listed by respondents that illustrated what MC is not doing well
  3. In addition, a few respondents listed difficulties with MC's website and some of its administrative processes (registration was specifically listed)

### Conclusions and recommendations

- Typically, when former students recall what colleges are “doing right,” they focus on their personal experiences and how they were able to navigate the administrative and course-oriented processes of the college, which, from a student perspective, makes sense, as these are prominent experiences
- The results show most of the respondents did not have significant negative experiences with MC and tended to generalize that MC is doing a good job
- There was a small subset of respondents who had negative experiences with MC, stating that MC needs to work on its access issues, communication effectiveness, and outreach
- It is difficult to draw recommendations based on a limited sample, but some consideration of MC's access to resources and programs of study, and communication and outreach to students may be warranted

### Reasons for applying and attending

Based on the results presented above, the following summaries are advanced about the reasons that drove former applicants to apply and former students to apply and to attend MC:

- In general, there are four broad sets of reasons that drive potential students to apply to and attend community colleges, including MC:
  1. Set 1 (value): Community colleges are considered a good value because they are accessible (location-wise and admissions-wise), affordable, and high quality
  2. Set 2 (purpose): Community colleges are also well known for preparing students for specific jobs and/or careers and helping them transfer to four-year colleges/universities
  3. Set 3 (options): Community colleges tend to draw a wide spectrum of students because they offer a wide array of programs and provide students with several options for advancing their personal, professional, and educational goals via their program and experiential offerings (e.g., sports and clubs)

4. Set 4 (transition support): Community colleges are set up to be convenient and supportive through their close physical proximity and smaller class sizes, allowing community members to remain closer to home while they gain professional training and/or prepare to transition to a four-year institution
- The former applicants and former students in this sample listed examples from all four of these sets of reasons as driving forces that motivated them to apply to and to attend MC

### Conclusions and recommendations

- Various elements from the four sets of reasons listed above can be used in marketing and promotional materials to gain the attention and interest of potential students and as ways to convince former students to return to MC to acquire a professional credential
- Although the affordability and accessibility elements are generally overdone by community colleges throughout the USA, adding them as support elements in marketing and promotional materials will tend to promote them but remove their frontline prominence and allow the value and options elements to be highlighted, which will distinguish MC from its competitor colleges more effectively

### Reasons for not registering and not returning

Based on the results presented above, the following summaries are advanced about the reasons that led former applicants and former students not to return to MC:

- Typically, the most common reasons revolve around work/family obligations and financial difficulties (often, these common reasons are difficult for community colleges to address with their wraparound services)
- Most of the problems associated with applying to MC were idiosyncratic issues, but several may be solved with focused, direct assistance or follow-up
- In the current samples, the majority of the reasons for stopping out included:
  1. Personal difficulties were mentioned 31 times (work, family, or medical obligations)
  2. Financial difficulties were mentioned 20 times (inadequate financial standing)
  3. Administrative issues were mentioned 18 times (COVID-19 policies or program limitations)
  4. Other reasons mentioned included students leaving the area, course accessibility, and attending other colleges
- Based on prior research, typically, former applicants and former students report that personal and financial difficulties and work and family obligations are the most prominent reasons that led them to stop out

## Conclusions and recommendations

- It is likely that many MC applicants are not aware of the breadth of the support and wraparound services offered by MC:
  1. To gain some traction on these potentially difficult-to-change issues, MC should consider making sure that all of its applicants and students are well aware of the wraparound services offered at the moment they apply and throughout their onboarding journey
  2. In addition, MC should consider making all of its students well aware of the wraparound services it offers on a regular basis post-enrollment
  3. Setting up and implementing periodic informational messaging that details MC's wraparound and support services are likely to help applicants and students who need these services understand what they can access and where to access the services
  4. Adding a direct outreach effort for MC students who stopped out should be considered (if not already in place) to capture those who have stopped out but may be willing to return if they are offered assistance (typically, this entails additional financial assistance)
  5. Given that some of the reasons students stop out are personal and family issues, these reasons are likely beyond the scope of MC's wraparound services (in these cases, special outreach may be considered that directs former students to community, city, county, and/or state services that may be helpful; placing links to these services and resources on the MC website would be beneficial)
  6. Given that many current and potential students are working adults, providing greater course availability and scheduling options would likely be effective to attract and retain students
  7. Exploring the possibility of adding four-year degree options may also be effective in attracting a broader range of students

## Motivations and needs influencing willingness to return

Based on the results presented above, the following summaries are advanced about former applicants' and students' willingness to return and what they may need to return:

- Some of the respondents are likely to be willing to return to MC
- There are specific issues that can be addressed that may produce a positive outcome for some of the former applicants and former students:
  1. Design administrative processes so they are easier to access and use (MC's website and its basic administrative processes are prime candidates for consideration)
  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 navigate the college's administrative processes and/or find themselves in

situations they are not able to navigate on their own

### Conclusions and recommendations

- The above summaries suggest that MC should consider evaluating its current website and administrative processes to ensure they are easy to use and accessible
- **Interact Communications'** prior experience with community colleges across the USA shows many community colleges have websites that are just too complex to navigate easily
- Given a community college's website is the front door and information repository for the college's programs and services, extensive assessment of its functionality, design, and user experiences is often needed to ensure it is optimized
- In addition, examination of MC's internal administrative processes such as onboarding, registration, and financial aid may be useful

### What are former applicants and former students doing now?

Based on the results presented above, the following summaries are advanced about what former applicants and former students are "doing now" instead of attending MC:

- The most prominent response was "working"
- 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 to move up in their current job or to move to a higher-paying job/career
- Many of these respondents are potential students, but will need direct outreach to help them to return

### Conclusions and recommendations

- Given that most of MC's former applicants and former students are currently working, it is likely that many are currently in positions that would benefit from additional skill and professional training, and MC's program offerings are likely an ideal professional credential for these individuals
- Additionally, educating former applicants and former students on the options available for working adults, such as online courses and financial assistance, should be of value in attracting them back to MC
- Directly contacting former applicants and former students may be of value to discuss how they may benefit from additional skill and professional training

## Next Step Recommendations

Based on the results and conclusions presented above, recommendations for “next steps” are advanced to assist in focusing attention on aspects of the research that may need to be examined in more detail and/or advanced to promote recruitment and retention.

### Examine administrative processes to identify obstacles and barriers

- Examine the college’s onboarding process to identify potential obstacles and barriers so that targeted changes can be made to streamline the process
- Examine the college’s website to ensure that it is comprehensive and presents information in easy-to-understand and pleasing formats, suggesting that an examination of its navigability, content quality, accessibility, and diversity may provide practical insights and recommendations to improve its usefulness

### Assess student needs and experiences regularly to keep abreast of changes and trends

- Conduct research to assess the needs/wants of working adults to design outreach that assists them during application, onboarding, and enrollment
- Conduct FTA/FTR surveys on a regular basis to inform recruitment and retention strategies
- Conduct program evaluations on a regular basis to determine if offerings and professional training options are meeting the needs of students (and the community)

### Promote and develop communication practices to take advantage of current practices that are effective and correct current practices that may not be effective

- Given the number of positive interactions between respondents and MC staff identified in this survey:
  1. Create internal training and outreach campaigns to maximize these types of connections with students;
  2. Set up “college ambassadors” to attract prospective students
  3. Create and implement a communications arc for departments and faculty to reach out to prospective students to bolster recruitment and retention efforts
- Examine the negative experiences that students have with MC staff to understand their origins and to develop staff training to improve students’ experiences during the recruitment and onboarding processes, and to promote expectations and perceptions that MC is a “caring and supportive culture”

## Develop a multiplatform communications approach for internal and external marketing and promotional efforts

- Create and implement a conversion communications plan that prescribes multimedia messaging and multiple communication touchpoints to increase program offering awareness, applications received, and conversion rates
- Examine the college's website landing pages to create "priority pages" beneath the home page to promote increased traffic (e.g., create program cluster landing pages and revise admissions, onboarding, and financial aid pages, if needed)
- Develop a comprehensive financial aid communications strategy using a multimedia approach to assist prospective students, current students, and stop-outs in navigating the financial aid processes, especially in terms of helping them to secure the resources that they require to get started, persist, and complete their educational goals
- The absence of mentions for social media and on-campus messaging as sources of information for MC is an opportunity to expand the types of communications platforms and vehicles that are used for internal and external marketing and promotions, and improve communication outreach between the college, students, and the community

## End Note

### <sup>1</sup>Limitations and guarantee:

- Working with college personnel and under tight deadlines, **Interact Communications** takes concerted effort to gather an appropriate amount of data for inclusion in its research reports.
- However, given that participation in research is voluntary, and certain sources of data may not be available to include in research reports, practical limitations are inherent in the data collection processes.
- As a result, the conclusions that are drawn from any specific research project may need to be interpreted with a degree of caution because they may not be representative of the entire target population.
- Despite the practical limitations, **Interact Communications** guarantees that valuable insights will be uncovered to be used in the design and implementation of program development and marketing efforts.



## Appendix A: Failure-to-Attend Protocol

Note: Three colleges are part of this project:

1. Hawai'i Community College
2. Kaua'i Community College
3. Maui College

Note: Please modify the references to the institution for whom you are representing during each call where [COLLEGE NAME] is indicated.

### A. Introduction

Hello. I'm calling on behalf of [COLLEGE NAME]. Is [INTERVIEWEE NAME] available to talk about [COLLEGE NAME]?

- a. IF YES: Continue
- b. IF NO: If the NAMED contact is not available, schedule a follow-up call if possible, then end call politely

### B. Filter question

Do you have 10 minutes to discuss your experiences with and opinions of [COLLEGE NAME]? For your time, [COLLEGE NAME] is offering you a \$30 digital gift card.

- a. IF YES: Thank you. This interview should take about 10 minutes.
- b. IF NO: Thank you for your time. I appreciate it. [End call politely]

### C. Setup

[COLLEGE NAME] noticed that you applied but did not register for classes and wants to understand why to help prospective students like you to register in the future.

### D. Question set

**First, I have a few questions to understand your opinion of the college.**

1. What is your general impression of [COLLEGE NAME]?
  - a. 1=Above average
  - b. 2=Average
  - c. 3=Below average
  - d. 4=Not sure
2. Compared to other colleges that you are aware of, is [COLLEGE NAME]:
  - a. 1=Above average
  - b. 2=Average
  - c. 3=Below average
  - d. 4=Not sure
3. Where do you get most of your information about [COLLEGE NAME]?
  - a. [Open-ended response]

**Next, I have a few questions about what you think the college does well and not so well.**

4. When you think about [COLLEGE NAME], what is the college doing well? Can you give me one example?  
a. [Open-ended response]
5. When you think about [COLLEGE NAME], what is the college not doing well? Can you give me one example?  
a. [Open-ended response]

**Last section: I have a few questions to understand why you applied and why you decided not to register.**

6. What was your main reason for applying to [COLLEGE NAME]?  
a. [Open-ended response]
7. What was the main reason for not registering and attending?  
a. [Open-ended response]
8. Due to the COVID pandemic, did any of the following affect your willingness or ability to register and attend?

Item	1=Yes	2=No
a. Feeling sad or depressed		
b. Not feeling connected to others or feeling social isolation		
c. Not being able to participate in campus activities and events		
d. Loss of being with friends		
e. Food insecurity (not being able to buy food or lack of access to food)		
f. Shelter insecurity (homelessness or not being able to pay rent)		
g. Loss of job		
h. Financial problems of any kind		
i. Tuition debt owed to college		

9. What can the college do to help you to register and attend?  
a. [Open-ended response]
10. Last question: To help future students, [COLLEGE NAME] is interested in understanding what people who applied to the college are doing now. In general, can you tell me what you are doing now?  
a. [Open-ended response]

### E. Wrap-up

That's all of the questions. [COLLEGE NAME] appreciates your time and responses.

**To receive the \$30 digital gift card, I need your first name and preferred email address so that we can send you the card.**

- a. [Enter first name]  
b. [Enter preferred email address]

## Appendix B: Failure-to-Return Protocol

Note: Three colleges are part of this project:

1. Hawai'i Community College
2. Kaua'i Community College
3. Maui College

Note: Please modify the references to the institution for whom you are representing during each call where [COLLEGE NAME] is indicated.

### A. Introduction

Hello. I'm calling on behalf of [COLLEGE NAME]. Is [INTERVIEWEE NAME] available to talk about [COLLEGE NAME]?

- a. IF YES: Continue
- b. IF NO: If the NAMED contact is not available, schedule a follow-up call if possible, then end call politely

### B. Filter question

Do you have 10 minutes to discuss your experiences with and opinions of [COLLEGE NAME]? For your time, [COLLEGE NAME] is offering you a \$30 digital gift card.

- a. IF YES: Thank you. This interview should take about 10 minutes.
- b. IF NO: Thank you for your time. I appreciate it. [End call politely]

### C. Setup

[COLLEGE NAME] noticed that you did not register for classes and wants to understand why to help prospective students like you to register in the future.

### D. Question set

**First, I have a few questions to understand your opinion of the college.**

1. What is your general impression of [COLLEGE NAME]?
  - a. 1=Above average
  - b. 2=Average
  - c. 3=Below average
  - d. 4=Not sure
2. Compared to other colleges that you are aware of, is [COLLEGE NAME]:
  - a. 1=Above average
  - b. 2=Average
  - c. 3=Below average
  - d. 4=Not sure
3. Where do you get most of your information about [COLLEGE NAME]?
  - a. [Open-ended response]

Next, I have a few questions about what you think the college does well and not so well.

4. When you think about [COLLEGE NAME], what is the college doing well? Can you give me one example?
  - a. [Open-ended response]
5. When you think about [COLLEGE NAME], what is the college not doing well? Can you give me one example?
  - a. [Open-ended response]

**Last section: I have a few questions to understand why you attended [COLLEGE NAME], but decided not to return.**

6. What was your main reason for attending [COLLEGE NAME]?
  - a. [Open-ended response]
7. What was the main reason for not returning?
  - a. [Open-ended response]
8. Due to the COVID pandemic, did any of the following affect your willingness or ability to register and attend?

Item	1=Yes	2=No
a. Feeling sad or depressed		
b. Not feeling connected to others or feeling social isolation		
c. Not being able to participate in campus activities and events		
d. Loss of being with friends		
e. Food insecurity (not being able to buy food or lack of access to food)		
f. Shelter insecurity (homelessness or not being able to pay rent)		
g. Loss of job		
h. Financial problems of any kind		
i. Tuition debt owed to college		

9. What can the college do to help you to come back?
  - a. [Open-ended response]
10. Last question: To help future students, [COLLEGE NAME] is interested in understanding what former students are doing now. In general, can you tell me what you are doing now?
  - a. [Open-ended response]

### E. Wrap-up

That's all of the questions. [COLLEGE NAME] appreciates your time and responses.

To receive the \$30 digital gift card, I need your first name and preferred email address so that we can send you the card.

- a. [Enter first name]
- b. [Enter preferred email address]

## Appendix C: Chi-square Test Statistic Explained

- Chi-square is a test statistic that evaluates the extent to which two or more groups are reliably different from each other beyond random chance levels
- When the chi-square result is significant, that means that at least two of the groups are reliably different and that random chance variations are not a likely reason for the differences
- For this project, the chi-square test is used to assess the extent to which the groups that define the “test of difference” matrix are different from each other beyond chance levels
- Reporting of the chi-square result consists of three values:
  1. The chi-square value, which ranges from 0 to infinity, is a product of the frequency differences across the groups that are being compared (see chi-square figure below to see how the chi-square value is computed)
  2. The degrees of freedom (“df”) value is a parameter that is used to evaluate the significance of the chi-square result and consists of the number of groups that are being compared minus one
  3. The p-value (e.g., “p < .001”) is a second parameter that signifies if the chi-square result is “significant” or “not significant” by placing it into a probability proposition
- The statement “p < .001” means that the chi-square value that resulted from the groups being compared may occur randomly 1 out of 1,000 times (or the result can be cast in terms of possessing 99.9% confidence that it is not due to chance variation alone), making the observed differences between the groups unlikely due to chance variations alone and allowing the chi-square result to be labeled “significant” (i.e., not likely due to chance variations)
- Typically, p-values that are equal to or less than “p = or < .05” (95% confidence that the result is not due to chance variation) are considered acceptable and allow researchers to conclude with reasonable confidence that the chi-square result is not likely due to chance variation

### Chi-Square Formula

$$\chi^2 = \sum \frac{(\text{Observed Value} - \text{Expected Value})^2}{(\text{Expected Value})}$$

## Appendix D: Supplemental COVID-19 Metrics Analyses

Given the number of “not significant” results presented in the COVID-19 metrics section of this report, additional analyses were conducted to examine the nature of the COVID-19 metrics to make sure that important trends were not missed. These analyses included examination of the:

1. Full model: Across COVID-19 metrics, failure groups, and responses test of differences;
2. Breakout model 1: Across COVID-19 metrics, failure groups, and responses collapsed test of differences;
3. Breakout model 2: Across COVID-19 metrics within the FTA group test of differences;
4. Breakout model 3: Across COVID-19 metrics within the FTA group collapsed test of differences;
5. Breakout model 4: Across COVID-19 metrics within the FTR group test of differences; and
6. Breakout model 5: Across COVID-19 metrics within the FTR group collapsed test of differences.

### Full model: Across COVID-19 metrics, failure groups, and responses test of differences

COVID-19 outcome	Failure-to-attend		Failure-to-return		Chi-square
	Yes	No	Yes	No	
Depressed	17	28	15	31	41.76 (24) Significant (p < .01)
Isolation	14	28	14	32	
No activities/events	18	27	18	28	
Loss of friends	18	27	13	33	
Food insecurity	12	33	9	37	
Shelter insecurity	14	31	11	35	
Loss of job	15	30	15	31	
Financial problems	25	20	29	17	
Tuition debt	9	36	19	27	

### Summary

- The full model is significant, suggesting that there are important trends embedded in the COVID-19 results that may provide additional insights in terms of the psychological, social, and financial consequences of the COVID-19 pandemic
- A series of breakout analyses was conducted to examine the embedded patterns in the COVID-19 metrics

**Breakout model 1:****Across COVID-19 metrics and failure groups collapsed test of differences**

Group	Yes	No	Chi-square
Attend	142	260	0.06 (1)
Return	143	271	Not significant

**Observations**

- Breakout model 1: Across COVID-19 metrics and failure groups collapsed test of differences:
  1. The test of differences for breakout model 1 is not significant, suggesting that additional refinement of the breakout models is needed
  2. 35% of the respondents indicated that the psychological, social, and financial consequences of the COVID-19 pandemic affected or were associated with their willingness and/or ability to register and/or to enroll at MC
  3. 65% of the respondents indicated that the psychological, social, and financial consequences of the COVID-19 pandemic did not affect or were not associated with their willingness and/or ability to register and/or to enroll at MC

The next series of tests refines the breakout models by focusing within each failure group.

**Breakout model 2:****Across COVID-19 metrics within the failure-to-attend group test of differences**

	Failure-to-attend		
COVID-19 outcome	Yes	No	Chi-square
Depressed	17	28	15.64 (8)
Isolation	14	28	Significant (p < .04)
No activities/events	18	27	
Loss of friends	18	27	
Food insecurity	12	33	
Shelter insecurity	14	31	
Loss of job	15	30	
Financial problems	25	20	
Tuition debt	9	36	

**Observations**

- Breakout model 2: Across COVID-19 metrics within the failure-to-attend group test of differences:
  1. The breakout model 2 test of differences was significant, which suggests important trends in the data are held within the failure groups and not across them
  2. To examine the embedded trend further, a collapsed model was tested

**Breakout model 3:****Across COVID-19 metrics within failure-to-attend group collapsed test of differences**

Group	Yes	No	Chi-square
Attend	142	260	34.64 (1) Significant (p < .001)

**Observations**

- Breakout model 3: Across COVID-19 metrics within the failure-to-attend group collapsed test of differences:

1. Within the FTA group, more respondents (65%) indicated that the psychological, social, and financial consequences of the COVID-19 pandemic did not affect or were not associated with their willingness and/or ability to register and/or to enroll at MC than those respondents (35%) who indicated that the consequences due to or associated with the COVID-19 pandemic did affect their willingness and/or ability to register and/or to enroll at MC

**Breakout model 4:****Across COVID-19 metrics within the failure-to-return group test of differences**

	Failure-to-return		
COVID-19 outcome	Yes	No	Chi-square
Depressed	15	31	26.05 (8) Significant (p < .001)
Isolation	14	32	
No activities/events	18	28	
Loss of friends	13	33	
Food insecurity	9	37	
Shelter insecurity	11	35	
Loss of job	15	31	
Financial problems	29	17	
Tuition debt	19	27	

**Observations**

- Breakout model 4: Across COVID-19 metrics within the failure-to-return group test of differences:
  1. The test of differences for breakout model 4 was significant, suggesting that important trends in the data are held within the failure groups and not across the failure groups
  2. To examine the embedded trend further, a collapsed model was tested



**Breakout model 5:****Across COVID-19 metrics within the failure-to-return group collapsed test of differences**

Group	Yes	No	Chi-square
Return	143	271	39.58 (1) Significant ( $p < .001$ )

**Observations**

- Breakout model 5: Across COVID-19 metrics within the failure-to-return group collapsed test of differences:
  1. Within the FTR group, more respondents (65%) indicated that the psychological, social, and financial consequences of the COVID-19 pandemic did not affect or were not associated with their willingness and/or ability to register and/or to enroll at MC than those respondents (35%) who indicated that the consequences of the COVID-19 pandemic did affect their willingness and/or ability to register and/or to enroll at MC

**Overall summary**

- Testing the series of breakout models generally resulted in significant tests of differences (see breakout models 2 through 5)
- Within each failure group, there were significantly more respondents who indicated that they were not affected by the psychological, social, and financial consequences of the COVID-19 pandemic compared to those who indicated that they were affected by the psychological, social, and financial consequences of the COVID-19 pandemic
- However, despite the fact that more respondents indicated that they were not affected by the consequences of the COVID-19 pandemic, there was a significant number of former applicants and former students who were affected by the COVID-19 pandemic (roughly 35% of the sample)
- This finding suggests that MC may consider putting in place specialized support services that address the psychological, social, and financial stresses brought about by the COVID-19 pandemic (or similar life events) to assist students who may be struggling psychologically, socially, and financially