

Erin Conner

From: Lauren_Shimizu/MCSA/HIDOE@notes.k12.hi.us
Sent: Monday, January 31, 2011 12:48 PM
To: EDU Testimony
Subject: SB 810 Testimony for Hearing on Jan. 31, 2011, 1:15 p.m.

To the Senate Education Committee
Senator Jill Tokuda, Chair
Senator Michelle Kidani, Vice Chair

Monday, January 24, 2011, 1:15 PM, State Capitol Room 225
Testimony of Lauren Shimizu, HACAC Government Relations Committee Chair for SB 810

Chair Tokuda, Vice Chair Kidani, Members fo Education Committee:

The Hawai`i Association for College Admissions Counseling (HACAC) would like to request that HACAC be involved in the discussion and implementation of the Department of Education College and Career Readiness High School Diploma.

HACAC is comprised of public and private high school college counselors in Hawai`i and college admissions officers in Hawai'i and on the mainland. We would be able to provide perspectives of knowledgable personnel who are currently working with high school students at the secondary and college levels.

Thank you for your consideration of this matter.

Lauren Shimizu
Transition Counselor
McKinley Community School for Adults
634 Pensacola St.
Honolulu, HI 96814
Telephone: 594-0545, ext. 240 or 594-0540
Fax: 594-0544
E-mail: lauren_shimizu@notes.k12.hi.us
Website: <http://mcsa.k12.hi.us>

To: Senate Education Committee
From: Malcolm Kirkpatrick
In re: SB 810
2011-01-31

The text asserts:...

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6According to the Georgetown
7 University Center on Education and the Workforce, by 2018
8 sixty-five per cent of Hawaii's jobs will require postsecondary
9 education and training beyond high school. Despite these
10 trends, Hawaii ranks forty-first in the nation in the percentage
11 of recent high school graduates who attend college. Even among
12 Hawaii's students who do go on to attend college, many are
13 academically unprepared and require remediation.

Against this, please consider:...

"The Great College Degree scam"

<http://chronicle.com/blogs/innovations/the-great-college-degree-scam/28067>

“First, the push to increase the number of college graduates seems horribly misguided from a strict economic/vocational perspective. It is precisely that perspective that is emphasized by those, starting with President Obama, who insist that we need to have more college graduates.

Second, the data suggest a horrible decline in the productivity of American education in that the “inputs” used to achieve any given human capital (occupational) outcome have expanded enormously. More simply, it takes 18 years of schooling (including kindergarten and the typical fifth year of college to get a bachelor’s degree) for persons to get an education to do jobs that a generation or two ago people did with 12-13 years of education (graduating more often from college in four years and sometimes skipping kindergarten).

Third, a sharp rise in the dependency ratio—those too old or too young to work relative to the work age population is coming because of the aging of the American population. This means we need to increase employment participation in younger ages (e.g., 18 to 23) where participation is low today because of the rising college participation rate. The falling productivity of American education is aggravating a serious problem—a shortage of workers to sustain a growing population of those unable to care for themselves.

Fourth, all of this supports the notion that credential inflation arises from a perceived need by individuals to demonstrate potential employment competence through a piece of paper, i.e. a college diploma. Employers are using education as a screening and signaling device, at a low cost directly to them (although not costless because of the taxes they pay to sustain much of this), but at a high cost to the prospective employees and to society as a whole.

Fifth, this shows that the current problem of college student employability is not a new, and merely temporary, problem.

Lastly, I am saddened that this is happening. Many of those advocating more access are well meaning and have pure motives, but they are ignorant of the evidence. But higher education is all about facts, knowledge—learning how the world works and disseminating that information to others. Some in higher education KNOW about all of this and are keeping quiet about it because of their own self-interest. We

are deceiving our young population to mindlessly pursue college degrees when very often that is advice that is increasingly questionable.”

"From Wall Street to Wal-Mart: The Great College Degree Scam"

http://www.centerforcollegeaffordability.org/uploads/From_Wall_Street_to_Wal-Mart.pdf

Executive Summary

“Colleges and universities are turning out graduates faster than America’s labor markets are creating jobs that traditionally have been reserved for those with degrees. More than one-third of current working graduates are in jobs that do not require a degree, and the proportion appears to be rising rapidly. Many of them are better described as "underemployed" rather than "gainfully employed." Indeed, 60 percent of the increased college graduate population between 1992 and 2008 ended up in these lower skill jobs, raising real questions about the desirability of pushing to increase the proportion of Americans attending and graduating from four year colleges and universities. This, along with other evidence on the negative relationship between government higher education spending and economic growth, suggests we may have significantly "over invested" public funds in colleges and universities.”

Please also read Ivar Berg, [Education and Jobs: The Great Training Robbery](#).

It does not take 12 years to teach a normal child to read and compute. State (government, generally) provision of History, Civics, and Economics instruction is a threat to democracy, just as State operation of newspapers and broadcast new media would be. Most of the world's work is grunt work and most vocational training occurs more effectively on the job than in a classroom.

Please do not support this bill.