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Testimony
Student Achievement Meeting
April 6, 2023

I. Public testimony on Committee agenda items

II. Discussion Items

A. [Presentation on College and Career Readiness Indicators for the Class of 2022](#)

Indicators of Class 2022 Presentation 11,271 completers. **N=???**

Class of 2022 Profile

A. Economic Disadvantage:

1. Does “Never” mean never graduated? **N=???**
2. What does “At any Time” mean? (K-12?) Why do you use that? **N=???**

B. College Enrollment Rate

1. The trend has flatlined. Flatlining appears to be acceptable, regardless of COVID.
2. What are the raw numbers attributed to the percentages? For both 4-year and 2-year.
 - a. (enrollment/number of seniors)
3. What strategies are being considered to increase enrollment and stop the flatlining

C. First Fall Enrollment by Economic Status

1. The trend has flatlined. Flatlining appears to be acceptable, regardless of COVID.
2. What strategies are being considered to increase enrollment and stop the flatlining?

D. First Fall Enrollment by Race and Ethnicity

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E. ACT: College Readiness Benchmarks

Due to decrease in testing interpret trends with caution. What was the percentage of decrease?

F. Fall 2022 Enrollment at the UH

Anywhere Nationwide:	51%	Any University of Hawaii:	31%
Enrolled in 4-year:	33%	Enrolled at 4-year UH:	14%
Enrolled in 2-year:	18%	Enrolled in any 2-year UH:	18%

1. Is there any strategy to increase enrollment?

G. These Measures of Dual Credits, Economic Status, and Race/Ethnicity

- Fall Enrollments
- UH Fall Enrollments
- Dual Credits
- ACT Participation

Can you disaggregate economic status by race?

It seems like unless there is a change in strategy for any of these categories nothing will change, and we will maintain the status quo.

Where do the strategies reside?

- High School
- University of Hawaii

H. UH College level Math by Race/Ethnicity

1. What about Economic status?
2. What strategies are schools going to use to change this pattern?

- 46% overall is still egregious.

The struggle with math begins in Elementary school and is passed on to the following levels. It is expensive to take the Math course at the UH to qualify for a 100 course.

How many incoming students require remedial math?
How many pass it the first time, second time, give up?