Studies on Placement

We find that placement tests do not yield strong predictions of how students will perform in college. Placement test scores are positively—but weakly—associated with college grade point average (GPA). When we control for high school GPA, the correlation disappears.

Predicting Success in College: The Importance of Placement Tests and High School Transcripts

Belfield and Crosta, 2012
Studies on Placement

In contrast, high school GPAs are useful for predicting many aspects of students’ college performance.

• Severe error rate in placement cut in half by using HS GPA instead of placement results.

Predicting Success in College: The Importance of Placement Tests and High School Transcripts
Belfield and Crosta, 2012

The State of Developmental Education

% of Students Completing College-Level Math: Kauai CC vs. National Data

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>Kauai CC</th>
<th>National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 level below college (M25)</td>
<td>29% 27%</td>
<td></td>
</tr>
<tr>
<td>2 levels below college (M24)</td>
<td>19% 20%</td>
<td></td>
</tr>
<tr>
<td>3 levels below college (M22)</td>
<td>11% 10%</td>
<td></td>
</tr>
</tbody>
</table>
Too Many Exit Points

For students placing two levels below college level, there are 5 “exit points” where they could fall away:

1) Do they pass the first course?
2) If they pass, do they enroll in the next course?
3) If they enroll, do they pass the second course?
4) If they pass, do they enroll in the college-level course?
5) If they enroll, do they pass the college-level course?

Students placing three levels below have 7 exit points.

Sample pipeline data for students beginning two levels below:

1) Do they pass the first course? 55%
2) If they pass, do they enroll in the next course? 76%
3) If they enroll, do they pass the second course? 79%
4) If they pass, do they enroll in the college-level course? 86%
5) If they enroll, do they pass the college-level course? 83%

(0.55)(0.76)(0.79)(0.86)(0.83) = 23%
Low Completion Rates are a Natural Consequence of Long Sequences

Percentage of students passing college-level math, supposing that all success and persistence rates were fixed at 70, 80, or 90%:

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 level below college</td>
<td>34%</td>
<td>51%</td>
<td>73%</td>
</tr>
<tr>
<td>2 levels below college</td>
<td>17%</td>
<td>33%</td>
<td>59%</td>
</tr>
<tr>
<td>3 levels below college</td>
<td>8%</td>
<td>21%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Logistics

- Student enrolls
- Takes Compass placement
- Name on placement list
- From Hawai‘i DOE?
- Student signs waiver
- Student brings transcript
- Given MPAG test code
- Registers for course
Size of Impact:
Raw numbers

<table>
<thead>
<tr>
<th>New Students</th>
<th>456</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified</td>
<td>105 (23%)</td>
</tr>
<tr>
<td>Did not qualify</td>
<td>240 (53%)</td>
</tr>
<tr>
<td>No data</td>
<td>111 (24%)</td>
</tr>
</tbody>
</table>

Participated
25 (24% of qual, 5.4% of total)

Fall 2013 Enrollment: 1530

Math Sections Closed Quickly!

Bars show dates where section was open for enrollment
First day of instruction
Size of Impact:
Beginning college level vs developmental

Average Placement Level

Percent testing college-level: 33% 9%
Participation by Placement Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Participated</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Math &amp; PA</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Prealgebra</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Elem. Algebra</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Inter. Algebra</td>
<td>32%</td>
<td></td>
</tr>
</tbody>
</table>

Mahalo!

Jean Osumi  
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