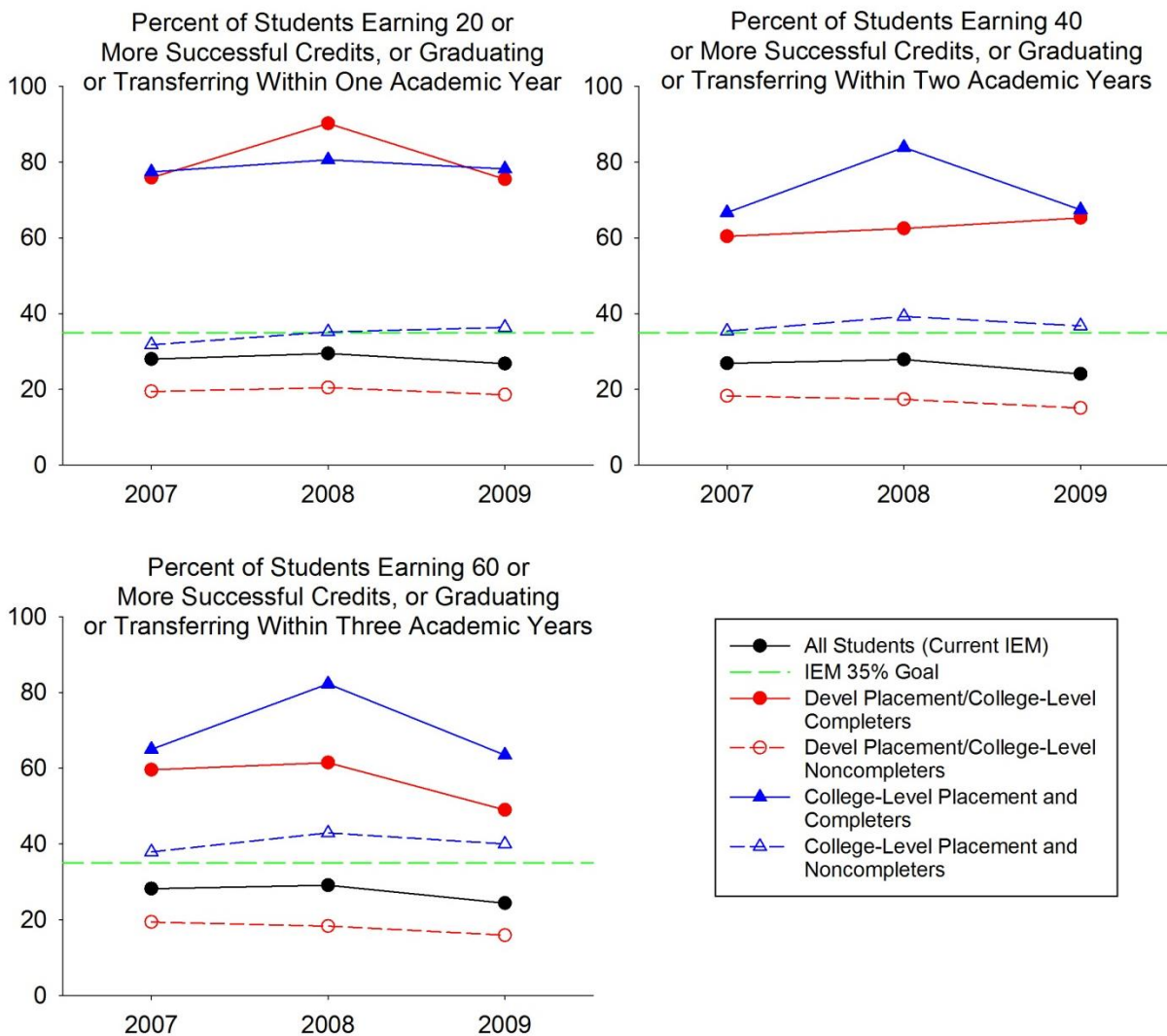




Developmental Placement and College-Level Completion in the First Year

Methodology

Cohorts of new, first-time students at Kapi'olani Community College (KapCC) were identified for fall 2007, fall 2008, and fall 2009. The Compass placement scores of each cohort were examined to divide each cohort into groups of students who either placed into developmental English and/or developmental math or placed into college-level English and math. These subgroups were divided further into groups that either successfully finished college-level English and math in the first academic year or did not successfully finish college-level English and math in the first academic year.



Notes: The All Students group was identical to the current Institutional Effectiveness Measure at KapCC. The other groups either placed into developmental courses (red lines) or placed into college-level courses (blue lines.) Each of the previous groups were divided into students who completed college-level English and math in the first year (solid lines) or students who did not complete college-level courses in the first year (dashed lines.)

Academic progress of each of the four subgroups of each cohort was calculated. The percentage of each subgroup who either graduated with an Associate degree, transferred to a UH 4-

year institution, or accumulated 20, 40 or 60 successful credits within one, two, or three academic years, respectively, was calculated.

## **Results**

The above set of graphs shows the academic progress of the four subgroups for each of the three cohorts. The red lines indicate the students who placed into developmental English and/or developmental math, and the blue lines indicate the students who placed into college-level English and math. The solid lines indicate students who successfully completed college-level English and math in their first academic year. The dashed lines indicate students who did not successfully complete college-level English and math in their first academic year. The solid, black line shows the academic progress of all students (equivalent to the KapCC Institutional Effectiveness Measures.)

Both groups of students who successfully completed college-level English and math in the first academic year show academic progress in excess of the 35% goal for the KapCC Institutional Effectiveness Measures (IEMs). This was true even for the group of students who placed into developmental English and/or math.

The students who placed into college-level English and math but did not successfully complete college-level English and math in the first academic year (dashed, blue line) show academic progress that generally is at or above the 35% IEM goal and is in excess of the general KapCC academic progress IEMs (solid, black line.)

The only group of students who consistently show academic progress below the 35% IEM goal and the overall KapCC IEMs was the students who placed into developmental English and/or math and did not successfully complete college-level English and math in their first academic year.

The academic progress numbers are shown in more detail in the table below.

## **Conclusions**

The students who placed into developmental courses and did not successfully complete college-level English and math by the end of their first academic year were substantially behind all other students and do not close the gap within three academic years. Moreover, the relatively large number of students in this group resulted in pulling down the overall academic progress of the college as shown in the KapCC academic progress IEMs (black lines.) This group appears to be a strategic target for intervention, and any improvement in the academic progress of this group should produce college-wide improvements in academic progress.

<b>Placement of New Kapi‘olani Community College Students and Academic Progress</b>						
	<b>Fall Cohort 2007</b>		<b>Fall Cohort 2008</b>		<b>Fall Cohort 2009</b>	
	<b># Students (Updated Cohort)</b>	<b>% of Updated Cohort</b>	<b># Students (Updated Cohort)</b>	<b>% of Updated Cohort</b>	<b># Students (Updated Cohort)</b>	<b>% of Updated Cohort</b>
<b>Fall Original Cohort—new students home-based at Kapi‘olani Community College</b>	1,248	--	1,358	--	1,422	--
<b>Earned 20 or more credits within one academic year</b>	344 (1,230)	28.0%	397 (1,347)	29.5%	374 (1,395)	26.8%
<b>Earned 40 or more credits within two academic years</b>	316 (1,173)	26.9%	363 (1,301)	27.9%	318 (1,320)	24.1%
<b>Earned 60 or more credits within three academic years</b>	317 (1,126)	28.2%	367 (1,263)	29.1%	313 (1,281)	24.4%
<b>Students from cohort who placed into developmental and finished college-level in one academic year</b>	54	--	41	--	49	--
<b>Earned 20 or more credits within one academic year</b>	41 (54)	75.9%	37 (41)	90.2%	37 (49)	75.5%
<b>Earned 40 or more credits within two academic years</b>	32 (53)	60.4%	25 (40)	62.5%	32 (49)	65.3%
<b>Earned 60 or more credits within three academic years</b>	31 (52)	59.6%	24 (39)	61.5%	24 (49)	49.0%
<b>Students from cohort who placed into developmental and did not finish college-level in one academic year</b>	745	--	840	--	910	--
<b>Earned 20 or more credits within one academic year</b>	143 (733)	19.5%	170 (831)	20.5%	166 (894)	18.6%
<b>Earned 40 or more credits within two academic years</b>	126 (690)	18.3%	139 (800)	17.4%	126 (834)	15.1%
<b>Earned 60 or more credits within three academic years</b>	127 (655)	19.4%	141 (769)	18.3%	128 (804)	15.9%
<b>Students from cohort who placed into college-level and finished college-level in one academic year</b>	62	--	62	--	87	--
<b>Earned 20 or more credits within one academic year</b>	48 (62)	77.4%	50 (62)	80.6%	68 (87)	78.2%
<b>Earned 40 or more credits within two academic years</b>	40 (60)	66.7%	52 (62)	83.9%	58 (86)	67.4%
<b>Earned 60 or more credits within three academic years</b>	39 (60)	65.0%	51 (62)	82.3%	54 (85)	63.5%
<b>Students from cohort who placed into college-level and did not finish college-level in one academic year</b>	198	--	213	--	201	--
<b>Earned 20 or more credits within one academic year</b>	62 (195)	31.8%	75 (213)	35.2%	71 (195)	36.4%
<b>Earned 40 or more credits within two academic years</b>	67 (189)	35.4%	81 (206)	39.3%	70 (190)	36.8%
<b>Earned 60 or more credits within three academic years</b>	69 (182)	37.9%	87 (203)	42.9%	74 (185)	40.0%

**Notes:**

1. Academic years were fall, spring, and summer terms.

2. Updated cohorts were the number of students from the original fall cohort who did not change their home institution from Kapi‘olani Community College.
3. Students who graduated with an Associate degree and/or transferred to a UH 4-yr institutions were included in the counts along with the students earning the specified number of credits.
4. Successful completion of a course was defined as earning a C or higher grade.
5. The Fall Original Cohort was identical to the current Institutional Effectiveness Measure at KapCC. The other groups were subsets of students who either placed into developmental English and/or math or placed into college-level English and math. Each of the placement groups also was divided into students who successfully completed college-level English and math in the first academic year or students who did not successfully complete college-level English and math in the first academic year.

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