

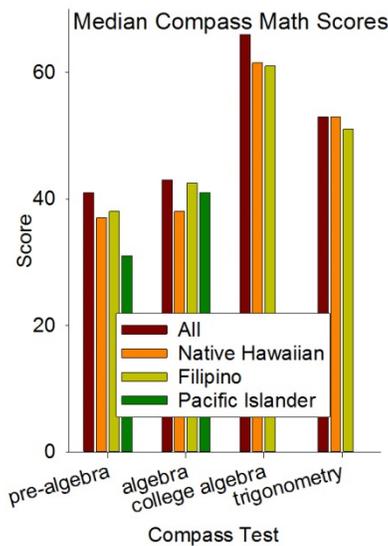


## Compass Placement and Ethnicity of Fall 2014 New, First-Time Students at Kapi'olani Community College

### Methodology

All new, first-time students (student types = 'F' or 'M') at Kapi'olani Community College (KapCC) except concurrent high school students (major = 'SPEA') were identified from the Operational Data Store (ODS) data warehouse after the fall 2014 census freeze (29 September 2014.) There were 1,257 total students in the group. The total group included 207 Native Hawaiian, 134 Filipino, and 25 Pacific Islander students. All Compass placement test scores that were taken between 15 September 2012 and 15 September 2014 were extracted for each of these students. Score values and English and math placement are shown below.

### Findings

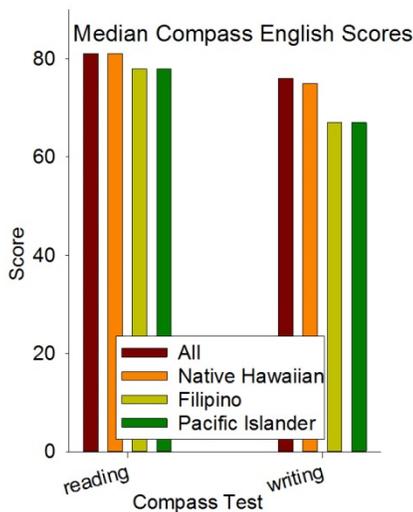


Mean and median pre-algebra test scores were 45.5 and 41.0 for all students, 41.8 and 37.0 for Native Hawaiian students, 39.9 and 38.0 for Filipino students, and 38.9 and 31.0 for Pacific Islander students, respectively.

Mean and median algebra test scores were 45.7 and 43.0 for all students, 41.8 and 38.0 for Native Hawaiian students, 42.6 and 42.5 for Filipino students, and 42.8 and 41.0 for Pacific Islander students, respectively.

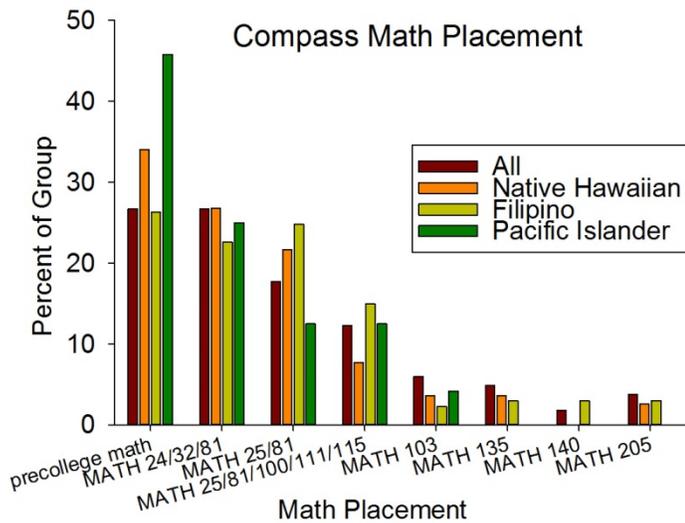
Mean and median college algebra test scores were 67.3 and 66.0 for all students, 60.0 and 61.5 for Native Hawaiian students, and 59.8 and 61.0 for Filipino students, respectively. There were no college algebra test scores for Pacific Islander students.

Mean and median trigonometry test scores were 59.2 and 53.0 for all students, 52.8 and 53.0 for Native Hawaiian students, and 47.7 and 51.0 for Filipino students, respectively. There were no trigonometry test scores for Pacific Islander students.



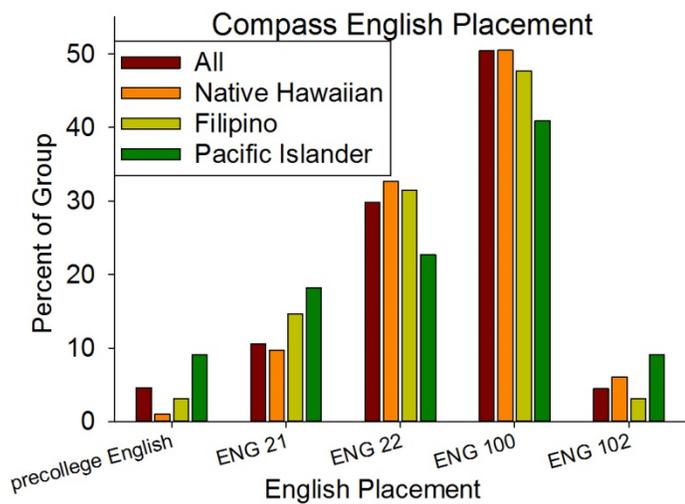
Mean and median reading test scores were 78.9 and 81.0 for all students, 80.1 and 81.0 for Native Hawaiian students, 76.4 and 78.0 for Filipino students, and 74.5 and 78.0 for Pacific Islander students, respectively.

Mean and median writing test scores were 65.3 and 76.0 for all students, 66.7 and 75.0 for Native Hawaiian students, 64.1 and 67.0 for Filipino students, and 56.8 and 67.0 for Pacific Islander students, respectively.



The modal math placement for Native Hawaiian, Filipino, and Pacific Islander students was in the precollege iCan Career Skills or Just In Time MATH. The modal placement for all students was shared between precollege math and MATH 24/32/81. Generally the percentage of students placing at a math level decreased as the math level increased.

Approximately 18% of all students placed into MATH 103 or higher, but only approximately 10% of Native Hawaiian and Filipino, and 4% of Pacific Islander students placed into MATH 103 or higher.



The modal English placement for all groups of students was ENG 100. Generally the percentage of students placing into an English level increased as the English level increased up to ENG 100. Placement in ENG 102 was relatively low at a level comparable to precollege English (PCC 20.)

At least half of each of the student groups placed into ENG 100 or higher.

## Conclusions

First-time Native Hawaiian and Filipino students generally scored lower on Compass math placement tests as compared to all students. As a result, Native Hawaiian and Filipino students were more likely to be placed into lower-level math courses than the group of all first-time students. These differences were even more pronounced with Pacific Islander students. None of the 25 first-time Pacific Islander students even attempted the Compass college algebra or trigonometry placement tests.

The English Compass test scores were not as discrepant. Native Hawaiian students scored similarly to the all student group in both Compass reading and writing. Filipino and Pacific Islander students scored similarly to each other in both Compass reading and writing, but lower than the Native Hawaiians and all students. These differences were relatively small, and all four groups tended to place predominantly into ENG 100.

College readiness of Native Hawaiian, Filipino, and Pacific Islander students tended to lag behind the overall student group particularly in math. Early intervention, innovation in instruction, and tutoring and mentoring may be indicated for these groups.

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