DOCUMENT RESUME

ED 434 603 HE 032 381

AUTHOR	Keller, Michael
TITLE	College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
INSTITUTION	Maryland State Higher Education Commission, Annapolis.
PUB DATE	1999-09-00
NOTE	35p.
AVAILABLE FROM	Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401; Tel: 410-974-2971 (Document No. 1999-RES-9).
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Entrance Examinations; *College Freshmen; *College Preparation; College Students; Educational Assessment; *High School Graduates; *High Schools; Higher Education; *Outcomes of Education; *Predictive Measurement; Private Colleges; State Colleges; State Universities; Statistical Analysis; Student Evaluation; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS	*Maryland

ABSTRACT

This seventh annual Student Outcome and Achievement Report (SOAR) provides information that can be used to track high school student outcomes at the state level. The SOAR system collects information about college performance of new high school graduates including: remedial work needed in math, English, and reading; grades in first math and English courses; and cumulative grade point average. Data about students' high school experiences are drawn from the Scholastic Assessment Test (SAT) and the American College Testing (ACT) program. This report looks at students who graduated from a Maryland high school during the 1996-97 school year and who enrolled in a Maryland college or university during the 1997-98 academic year. All public two- and four-year campuses in Maryland and 12 state-aided independent institutions are included. The report contains three sections: the first examines the differences between college performance of students who did or did not complete a college preparatory curriculum in high school; the second presents the results of a multiple regression analysis which seeks to identify factors that best predict first-year college performance; and the third examines trends in the data over the past four years. Thirty-three tables summarize the data. (CH)

MARYLAND HIGHER EDUCATION COMMISSION

COLLEGE PERFORMANCE OF NEW MARYLAND HIGH SCHOOL GRADUATES

-STUDENT OUTCOME AND ACHIEVEMENT REPORT-

SEPTEMBER 1999

1999-RES-9

Principal Author: Michael Keller

MARYLAND HIGHER EDUCATION COMMISSION
16 Francis Street, Annapolis, Maryland 21401

MARYLAND HIGHER EDUCATION COMMISSION

Patricia S. Florestano, Ph.D.
Secretary of Higher Education

This publication is available in alternate formats.
Please call (410) 974-2971 or (800) 7350-2258 (TTY/Voice).

INTRODUCTION

The General Assembly passed legislation in 1988 that required the Maryland Higher Education Commission "to improve information to high schools and local school systems concerning the performance of their graduates at the college level."

In 1990, the Commission established the Student Outcome and Achievement Report (SOAR) to fulfill this mandate. In addition to providing information that can be used for tracking student outcomes at the state level, SOAR was intended to be a tool to help local educators with the evaluation of high school preparatory programs, curriculum development, counseling, and the establishment of education policy. This is the seventh consecutive year in which county superintendents and high school principals have received annual reports of how well students from their particular schools performed at the college level.

The high school graduate system of SOAR collects information about several aspects of the college performance of new high school graduates: remedial work needed in math, English and reading; grades in their first math and English courses; and cumulative grade point average. In order to provide a better understanding of the factors that influence collegiate academic performance, the Commission began in 1996 to include data about students' high school experiences. This information was supplied by The College Board, which administers the Scholastic Assessment Test (SAT) and the American College Testing Program (ACT).

Students who take the SAT or ACT complete a comprehensive questionnaire asking about their high school performance and experiences as well as family and personal characteristics. Included are the courses they have taken in various subjects and their grades, the years studied in specific academic areas, whether they were enrolled in honors classes, and their grade point average and rank in class. This information has been matched by social security number to the SOAR data.

This report draws on the combined sets of data to examine the relationship between students' academic performance and experiences in high school and how well they did in their initial year in college. Specifically, it looks at students who graduated from a Maryland high school in the 1996-1997 school year who enrolled at a Maryland college or university during the 1997-1998 academic year. All public two- and four-year campuses in Maryland and 12 state-aided independent institutions currently participate in SOAR. The report contains three sections. The first examines the differences between the college performance of students who did or did not complete a college preparatory curriculum in high school. The second contains the results of a multiple regression analysis which seeks to identify the factors that best predict first-year college performance. The third examines trends in the data over the past four years.

Limitations of the Data

These are the limitations inherent in the SOAR data:

1. No information could be collected about the high school experiences of students who did not take the SAT or ACT. Hence, 28 percent of the first-year college students were not included in this study. Most of these individuals attended community colleges, which have open-door admissions.

2. The information on high school experiences is collected through a questionnaire completed by students when they take the SAT or ACT. Hence, its accuracy depends on the veracity of those completing the questionnaire. An ACT study of the reliability of self-reported data found that students were truthful in supplying information about their courses and grades.

3. The content of courses taken in specific subject areas may vary among schools and even within a school.

4. Policies regarding the identification and placement of remedial students at Maryland community colleges were in transition in fall 1997. All two-year institutions had agreed to adopt uniform standards for assessing students and placing them in college-level courses, based on recommendations from the faculty in reading, writing, and mathematics. This involved the standardization of tests and cut-off scores. This agreement was fully implemented by all community colleges by fall 1998. However, some two-year institutions put these policies into practice earlier than others. Consequently, in 1997-1998, there were some remaining differences among institutions in testing and placement policies that could affect the comparability of remediation rates at the community colleges. Public four-year institutions in the State that offer remedial courses continue to use an assortment of tests and cut-off scores.

COLLEGE PERFORMANCE OF CORE AND NON CORE STUDENTS

The academic performance of students in their first year of study at a Maryland campus was examined in terms of whether they did or did not take a college-preparatory course of study in high school. Students who did complete a college-recommended curriculum were called "core" in this report; all others, "non core". Students were assessed on the basis of their need for remedial assistance in math, English and reading; grades in their first English and math courses, and cumulative grade point average. The information was presented by institution, jurisdiction, gender and race (Tables 1 to 12).

The categorization of students as "core" or "non core" depended on whether the student completed a course of study that closely fit the freshmen admissions

requirements of the University System of Maryland (USM). To be included as "core", a student had to have taken all of the following in high school:

- 4 or more years of English
- 3 or more years of mathematics
- 3 or more years of social science or history
- 2 or more years of natural science
- 2 or more years of foreign languages

Students who did not fulfill this exact curriculum were deemed "non core." USM's requirements differ very slightly from those above: students must take two years of a laboratory science, have two or more years of the same foreign language, and complete three specific math courses: two years of algebra and one of geometry. Integration of these additional requirements into the "core" definition was not possible because of the nature of the SAT/ACT data.

As in previous years, core students in 1997-1998 performed better than non core students on every measure of college academic achievement. Fewer core students required remedial assistance in math, English and reading. Core students also earned higher grades in their initial math and English courses in college and had higher grade point averages after their first year. With a few exceptions, core students outperformed non core students regardless of the county or region in which they attended high school, the specific college or university at which they were enrolled, or on the basis of race or gender. The results were highly comparable to those of the last three years.

Remediation

Considerably more non core students (36 percent) than core students (23 percent) needed remedial assistance in math. Nearly twice as many non core students (22 percent) than core students (12 percent) required remediation in English, and substantially more non core students (24 percent) than core students (14 percent) needed help in reading. Nonetheless, it is sobering that almost one quarter of the students who took a college-preparatory curriculum in high school, which includes three years of mathematics, were still assessed for remediation in math.

Of the core students at the community colleges, 38 percent required remedial help in math, one-quarter in reading, and 21 percent in English. Of the non core community college students, 49 percent were assessed for remediation in math, 35 percent in reading, and 32 percent in English. Baltimore City Community College led the two-year institutions in the proportion of core and noncore students requiring remedial assistance in math, English and reading.

Eleven percent of the core students at public four-year campuses were assessed as needing math remediation, as were 6 percent in reading and 5 percent in English.

Eighteen percent of the non core students required help in math and 9 percent in both English and reading. Among the public four-year institutions, two historically black campuses--Bowie and University of Maryland Eastern Shore--represented the largest share of the students needing remediation. However, it must be noted that Coppin, which has continually had one of the largest percentage of first year students on remediation among the public four-year campuses, provided incorrect remediation data this year.

Both core and non core students from Baltimore City and Prince George's County had among the highest remediation rates in mathematics, English and reading of the "service delivery areas" (major jurisdictions) in the state. In addition, remediation rates in math and English for both core and non core students in Western Maryland were considerably above the State average.

A greater percentage of African Americans than other races needed remedial help. Of the African-American students who completed a college preparatory curriculum, 38 percent required remediation in math, 25 percent in reading, and 24 percent in English. A majority of non-core African American students (53 percent) were assessed for remediation in math, as were 42 percent in reading and 38 percent in English.

Grade in First Math Course

Core students statewide earned an average grade of 2.5 (on a 4.0 scale) in their first math course in college, compared to 2.3 for non core students. A greater percentage of core students (79 percent) achieved a "C" or better than did non core students (74 percent). The lowest math grades of any major jurisdiction were received by students who attended high school in Prince George's County (2.2 for core students and 2.1 for non core students).

Women tended to earn noticeably higher math grades than did men, both among core and non core students. The math grades of African Americans (2.2 for core students and 2.1 for non core students) lagged behind those of whites and Asians. Nonetheless, a majority of African American students (71 percent of the core and 67 percent of the non core) achieved at least a "C" in their first math course.

Grade in First English Course

Core students in Maryland attained an average grade of 2.6 in their initial English course in college, compared to 2.4 for non core students. A substantial majority of both core (87 percent) and non core students (83 percent) attained a "C" or better in the first college English course. Students who attended high schools in Montgomery and Prince George's Counties trailed the State in grades in college English.

Both core and non core women earned sharply higher grades in their first English course than did their male counterparts. The grades of African Americans lagged

behind those of Asians and whites among both core and non core students. Nonetheless, 82 percent of the African Americans in the core category achieved a grade of "C" or better, as did 76 percent of the non core students.

Grade Point Average

Statewide, core students earned a cumulative grade point average in college of 2.5, compared to 2.3 for non core students. The highest averages were earned by students who attended high school in Frederick County, the lowest by graduates from Baltimore City and Prince George's County schools. The grade point averages of women, both core and non core, exceeded those of men. African-American students had lower grade point averages (2.2 for core and 2.0 for non core) than those of other races.

FACTORS AFFECTING COLLEGE PERFORMANCE

An examination was made of the relationship between the high school experiences and background characteristics of students and their performance in college. The intention was to identify factors that might help to predict college success, thus helping high school teachers and guidance counselors to advise students better on preparation for higher education.

Method

A multiple regression analysis was conducted, using the first math and English grades and cumulative grade point average as measures of collegiate performance and 66 items on the SAT questionnaire plus some SOAR demographic data as indicators of high school experiences or student background. The ACT information, which was used in differentiating between core and non core students, was not included in this particular part of the study because the comparatively small number of students who took this test could have distorted the results.

Four steps were employed in the analysis. The first was to build a model from the existing data that would contain only relevant variables--those that were good predictors of college performance. A stepwise selection approach was implemented. The only variables that were retained were those that met the standard .05 significance criterion for each of the college performance variables. This process eliminated the great majority of the variables representing high school experiences and background attributes. The second step was to calculate a correlation coefficient between each college performance variable and each high school experiences variable (and a coefficient among each of the high school experiences variables). The third step was to conduct a multiple regression analysis entering all of the high school experiences variables simultaneously and examining their relationship with each of the college performance variables separately. If a high school experiences variable did not achieve

a t significance level of .05 on the multiple regression analysis and did not have a correlation coefficient of at least .1 in its relationship with the college performance variable, it was eliminated. The fourth step was to implement another series of multiple regression analyses, one for each of the college performance variables. The remaining high school experiences variables were entered individually in order of its strength. The results are displayed in Tables 13, 14 and 15.

The factors which, by themselves, emerged as the best predictors of college performance ($t < .05$) are as follows in the order of their strength:

First Math Grade	High School Grade Point Average SAT Math Score Average Grade in High School Math Courses Whether Student Was Enrolled in Honors Math Course Whether Student Was Enrolled in Honors Calculus Course Type of Campus Gender
First English Grade	High School Grade Point Average Average Grade in High School English Courses SAT Verbal Score Gender Whether Student Was Enrolled in Honors Foreign Language Course
Grade Point Average	High School Grade Point Average SAT Verbal Score Average Grade in High School English Courses SAT Math Score Average Grade in High School Social Sciences Courses Whether Student Was Enrolled in Honors Social Sciences Course Whether Student Was Enrolled in Honors Pre-Calculus Course Gender

For the fourth consecutive year, the best predictor of college performance by far for all three variables was student high school grade average. The SAT math score, the student's average grade in high school math courses, and whether the student was enrolled in honors math and calculus courses were among the good predictors of the first college math grade. The average grade in high school English courses, the SAT verbal score, and whether the student was enrolled in an honors foreign languages course provided an excellent indication of how they would perform in their initial college English course.

Strong predictors of college grade point average, beyond the student's high school grade point average, were the SAT verbal and math scores, average grade in high

school English and social sciences courses, and enrollment in high school honors courses in social sciences and pre-calculus.

Intriguingly, gender was a significant factor in determining college performance on all three of the variables--even after controlling for all of the other high school experiences and demographic factors. It would be difficult to dismiss this finding, especially since this is the fourth consecutive year in which gender emerged as a relevant predictor for all three variables. The first math and English course grades and cumulative grade point averages of women easily outpaced those of men in this study. In addition, the type of campus a student attended proved to be a good predictor of the initial college math grade. Community college students earned substantially lower grades in first year math than did their counterparts at four-year institutions.

TRENDS IN COLLEGE PERFORMANCE OF HIGH SCHOOL GRADUATES

Tables 16 to 33 present trends during the past four years in the performance of core and non core students in their first year of college study on the basis of major jurisdiction, higher education segment, and race and gender. Although SOAR information has been collected for seven years, analyses on the basis of students' high school curricula have been conducted for only part of this period. In general, the figures show substantial continuity in the performance of students.

Remediation

In each of the four years, a greater percentage of students was assessed for remediation in math than in English or reading. In three of the four years, about one-fourth of the core students and between 36 percent and 40 percent of the non core students required remedial help in math. There was almost no change across the years, both among core and non core students, in the percentage who needed remedial assistance in English and reading.

A consistently high percentage of core community college students needed remediation in each of the four years: between 31 percent and 40 percent in math, 19 to 21 percent in English, and 20 to 25 percent in reading. An even greater proportion of non core community college students required remedial assistance: more than 40 percent each year in math and approximately one-third in English and reading.

Students from Baltimore City and Prince George's County have consistently had among the highest remediation rates in math, English and reading of the major jurisdictions in Maryland. In addition, students from Western Maryland schools have regularly exceeded most other jurisdictions in terms of a need for math and English remediation. Students from Frederick County and the Susquehanna region (Cecil and Harford Counties) have continually had greater than average remediation rates in math.

In each of the four years, a greater percentage of African Americans than other races required math, English and reading remediation in college. A particularly large percentage of African American students who did not take a college preparatory curriculum in high school needed remedial help. At least 38 percent of these students in each year required assistance in English and reading and between 47 percent and 56 percent in math.

Performance in First Math Course

A somewhat greater percentage of core students achieved a "C" or better than did non core students in their first math course in college in each of the four years. The percentage of Prince George's County high students, both core and non core, who earned a "C" or better in their initial college math course has consistently been among the lowest in the State.

In each year, a markedly higher percentage of women than men achieved a "C" or above in their first college math course, both among core and non core students. Although African Americans have consistently trailed whites and Asians in the proportion who earned a "C" or better in math, more than 70 percent of African American students who took a college preparatory curricula in high school received at least a "C".

Performance in First English Course

A substantial majority of both core and non core students earned a "C" or better in their first English course in college in the past four years. A greater percentage of core than non core students in each year achieved this grade, but the difference between the two has narrowed steadily from seven to four percentage points. Students who attended Western Maryland high schools have consistently led the State in the proportion who earned a "C" or better in the first English class. In comparison, students in Montgomery County have continually trailed the State average.

A larger proportion of women, both core and non core, in each of the years achieved a "C" or better in the first English course than did men. More than 80 percent of the core African American students and more than three-fourths of the non core students earned at least a "C" in their initial college course in English in the past four years. However, while there was only slight differences between the races in previous years, the proportion of both core and non core African Americans to earn a "C" or better noticeably trailed those of whites and Asians in 1997-1998.

Grade Point Average

The cumulative grade point averages of core students have consistently exceeded those of non core students in each of the four years. Core students earned a 2.5 in each year,

while non core students achieved a 2.3 in 1997-1998 and a 2.2 in all other years. Core and non core students from Western Maryland and Frederick County have consistently had among the highest grade averages and have exceeded the State average in each year. In contrast, students from Baltimore City have continually lagged behind their Maryland counterparts.

Women have consistently earned higher grade point averages than men during the three year period. The grade averages of African Americans have regularly trailed those of other races, both for core and non core students.

Factors Affecting College Performance

Of the 66 high school experience and background variables, the one that has been by far the best predictor of college performance is high school point grade average. This has been the strongest factor for all of the measures of college performance (first college math and English grade and college grade point average) in all of the four years. No other item has come close to its predictive power, although several showed strength in three or more of the years. The SAT verbal score and average grade in high school English was effective in predicting students' first English grade and cumulative grade point average in all four years. The SAT math score was an important predictor of students' first math grade in each of the four years and of grade point average in three years. In three of the years, the average grade in high school math has provided a good forecast of students' performance in their initial math course in college, and average grade in high school social sciences courses has foretold the college grade point average of students. As strange as it may seem, gender has been a determinant on all three of the variables in all of the years.

TABLES

Table 1

Percent of Core and Non Core Curriculum Students Needing Remediation in College
(By Jurisdiction)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	22%	33%	10%	16%	15%	21%
Baltimore City	27%	54%	18%	41%	20%	44%
Baltimore	21%	26%	12%	22%	14%	23%
Frederick	30%	42%	17%	21%	10%	9%
Lower Shore	22%	30%	16%	25%	9%	20%
Somerset	41%	43%	25%	36%	13%	38%
Wicomico	17%	33%	14%	22%	9%	20%
Worchester	28%	22%	15%	27%	9%	15%
Mid Maryland	20%	31%	9%	21%	10%	16%
Carroll	9%	15%	9%	25%	6%	11%
Howard	26%	42%	10%	18%	13%	20%
Montgomery	16%	31%	5%	12%	12%	20%
Prince George's	30%	40%	19%	28%	18%	29%
Southern Maryland	11%	16%	9%	17%	25%	39%
Calvert	11%	20%	8%	13%	16%	30%
Charles	13%	17%	9%	21%	31%	46%
St. Mary's	7%	12%	7%	16%	25%	37%
Susquehanna	28%	39%	9%	17%	6%	7%
Cecil	24%	33%	15%	11%	16%	5%
Harford	29%	40%	8%	18%	4%	8%
Upper Shore	24%	37%	7%	15%	7%	13%
Caroline	18%	33%	4%	8%	8%	0%
Dorchester	30%	31%	9%	15%	13%	8%
Kent	24%	29%	0%	14%	0%	7%
Queen Anne'	19%	44%	5%	18%	2%	18%
Talbot	30%	36%	13%	14%	7%	18%
Western Maryland	30%	48%	16%	28%	11%	18%
Allegany	31%	43%	13%	21%	14%	23%
Garrett	16%	50%	10%	28%	6%	0%
Washington	34%	53%	20%	33%	9%	17%
ALL MARYLAND	23%	36%	12%	22%	14%	24%

Table 2

Performance in First College Math Course of
Core and Non Core Curriculum Students
(By Jurisdiction)

	% With 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Anne Arundel	81%	74%	2.6	2.3
Baltimore City	79%	73%	2.5	2.2
Baltimore	80%	72%	2.5	2.3
Frederick	80%	84%	2.7	2.6
Lower Shore	79%	91%	2.6	2.9
Somerset	83%	92%	2.6	2.6
Wicomico	79%	92%	2.7	3.0
Worchester	79%	89%	2.4	2.9
Mid Maryland	81%	74%	2.6	2.3
Carroll	82%	71%	2.6	2.2
Howard	81%	76%	2.7	2.4
Montgomery	78%	70%	2.4	2.2
Prince George's	73%	68%	2.2	2.1
Southern Maryland	77%	74%	2.4	2.3
Calvert	78%	86%	2.4	2.6
Charles	76%	63%	2.3	2.0
St. Mary's	76%	83%	2.4	2.5
Susquehanna	82%	84%	2.6	2.6
Cecil	79%	85%	2.6	2.8
Harford	83%	84%	2.6	2.6
Upper Shore	86%	80%	2.6	2.4
Caroline	82%	100%	2.3	3.4
Dorchester	96%	100%	2.8	3.3
Kent	86%	100%	2.4	2.6
Queen Anne's	82%	72%	2.5	2.0
Talbot	85%	69%	2.7	2.3
Western Maryland	84%	82%	2.5	2.5
Allegany	81%	84%	2.3	2.4
Garrett	91%	100%	2.8	2.9
Washington	84%	77%	2.4	2.7
ALL MARYLAND	**79%**	**74%**	**2.5**	**2.3**

Table 3

Performance in First College English Course of
Core and Non Core Curriculum Students
(By Jurisdiction)

	% With 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Anne Arundel	87%	87%	2.7	2.5
Baltimore City	86%	77%	2.6	2.3
Baltimore	88%	86%	2.6	2.5
Frederick	91%	85%	2.7	2.6
Lower Shore	88%	83%	2.6	2.4
Somerset	79%	90%	2.6	2.3
Wicomico	88%	77%	2.5	2.4
Worchester	91%	89%	2.6	2.8
Mid Maryland	89%	85%	2.7	2.5
Carroll	89%	85%	2.7	2.4
Howard	89%	86%	2.7	2.5
Montgomery	84%	77%	2.5	2.2
Prince George's	85%	80%	2.5	2.3
Southern Maryland	90%	86%	2.8	2.5
Calvert	94%	83%	2.9	2.4
Charles	87%	82%	2.6	2.5
St. Mary's	93%	94%	2.8	2.7
Susquehanna	86%	87%	2.6	2.5
Cecil	88%	86%	2.5	2.5
Harford	86%	87%	2.6	2.5
Upper Shore	88%	81%	2.6	2.3
Caroline	92%	80%	2.7	2.2
Dorchester	85%	91%	2.5	2.5
Kent	83%	100%	2.6	2.7
Queen Anne's	86%	67%	2.7	2.1
Talbot	91%	85%	2.6	2.4
Western Maryland	92%	90%	2.8	2.6
Allegany	91%	87%	2.7	2.6
Garrett	93%	77%	2.6	2.0
Washington	92%	95%	2.9	2.7
ALL MARYLAND	**87%**	**83%**	**2.6**	**2.4**

Table 4

Cumulative Grade Point Average After First Year of Core and Non Core Curriculum Students (By Jurisdiction)

	Core	Non-Core
Anne Arundel	2.6	2.3
Baltimore City	2.4	2.1
Baltimore	2.5	2.4
Frederick	2.7	2.7
Lower Shore	2.6	2.3
Somerset	2.8	2.2
Wicomico	2.6	2.1
Worchester	2.5	2.7
Mid Maryland	2.6	2.4
Carroll	2.7	2.4
Howard	2.6	2.3
Montgomery	2.6	2.2
Prince George's	2.3	2.2
Southern Maryland	2.6	2.3
Calvert	2.7	2.2
Charles	2.6	2.2
St. Mary's	2.7	2.5
Susquehanna	2.5	2.4
Cecil	2.5	2.6
Harford	2.5	2.3
Upper Shore	2.6	2.3
Caroline	2.6	2.3
Dorchester	2.5	2.1
Kent	2.4	2.8
Queen Anne's	2.6	2.0
Talbot	2.7	2.7
Western Maryland	2.6	2.4
Allegany	2.6	2.5
Garrett	2.8	2.3
Washington	2.6	2.2
ALL MARYLAND	**2.5**	**2.3**

Table 5

Percent of Core and Non Core Curriculum Students Needing Remediation in College (By Institution)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges						
Allegany	58%	76%	27%	36%	28%	43%
Anne Arundel	40%	47%	16%	23%	25%	30%
Baltimore City	83%	85%	64%	79%	69%	82%
Baltimore County	37%	47%	27%	41%	29%	43%
Carroll	16%	23%	18%	41%	7%	15%
Cecil	41%	61%	23%	17%	25%	19%
Chesapeake	43%	52%	8%	19%	8%	13%
Frederick	52%	67%	32%	37%	14%	18%
Garrett	18%	47%	21%	33%	4%	0%
Hagerstown	46%	62%	31%	46%	13%	22%
Harford	51%	58%	13%	23%	5%	9%
Howard	74%	82%	25%	33%	30%	33%
Montgomery	31%	43%	9%	17%	24%	34%
Prince George's	31%	43%	30%	42%	24%	35%
Southern Maryland	13%	16%	14%	21%	45%	54%
Wor-Wic	49%	57%	39%	53%	21%	31%
All Community Colleges	**38%**	**49%**	**21%**	**32%**	**25%**	**35%**
University System of Maryland						
Bowie	69%	77%	41%	45%	31%	42%
Coppin	-	-	-	-	-	-
Frostburg	14%	12%	-	-	-	-
Salisbury	2%	1%	0%	0%	2%	2%
Towson	19%	31%	11%	18%	6%	7%
UMBC	4%	8%	1%	1%	12%	12%
UMCP	4%	8%	-	-	-	-
UMES	48%	58%	29%	42%	35%	48%
All University Systems of MD	**12%**	**18%**	**5%**	**8%**	**5%**	**8%**
Morgan	11%	21%	11%	19%	12%	22%
All Public Four-Year	**11%**	**18%**	**5%**	**9%**	**6%**	**9%**
Independents						
Capitol College	30%	42%	13%	17%	-	-
Hood	5%	13%	0%	0%	5%	0%
Loyola	0%	0%	-	-	-	-
Mount St. Mary's	43%	55%	-	-	-	-
Villa Julie	1%	0%	2%	1%	5%	8%
All Independents	**5%**	**8%**	**1%**	**1%**	**1%**	**2%**
All Campuses	**23%**	**36%**	**12%**	**22%**	**14%**	**24%**

Notes: St. Mary's, College of Notre Dame, Goucher, Johns Hopkins, Maryland Institute College of Art, College of Peabody, St. John's, Washington College and Western Maryland do not have remedial programs. UMCP, Frostburg, Loyola and Mount St. Mary's do not offer remediation in English and reading, and Capitol does not offer these programs in reading. Incorrect remediation figures were supplied by Coppin.

Table 6

Performance in First College Math Course of
Core and Non Core Curriculum Students
(By Institution)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Community Colleges				
Allegany	75%	84%	2.4	2.5
Anne Arundel	73%	71%	2.2	2.2
Baltimore City	88%	71%	3.0	2.6
Baltimore County	72%	64%	2.2	2.0
Carroll	73%	50%	2.1	1.4
Cecil	81%	89%	2.8	3.1
Chesapeake	82%	73%	2.5	1.9
Frederick	76%	77%	2.4	2.5
Garrett	88%	100%	2.6	3.0
Hagerstown	81%	77%	2.5	2.6
Harford	79%	79%	2.4	2.4
Howard	71%	90%	2.4	2.7
Montgomery	67%	59%	2.1	1.9
Prince George's	68%	62%	2.0	1.8
Southern Maryland	70%	71%	2.2	2.1
Wor-Wic	71%	88%	2.0	2.6
All Community Colleges	**72%**	**68%**	**2.2**	**2.1**
University of Maryland				
Bowie	76%	70%	2.1	2.1
Coppin	66%	82%	2.2	2.2
Frostburg	80%	77%	2.1	2.0
Salisbury	85%	85%	2.6	2.7
Towson	83%	80%	2.7	2.5
UMBC	84%	80%	2.8	2.6
UMCP	82%	75%	2.6	2.3
UMES	82%	83%	2.4	2.5
All University of Maryland	**82%**	**78%**	**2.6**	**2.4**
Morgan	71%	70%	2.3	2.3
St. Mary's	87%	94%	2.7	2.6
All Public Four-Year	**81%**	**77%**	**2.5**	**2.4**
Independents				
Capitol College	86%	82%	2.5	2.3
Goucher	91%	100%	3.0	3.0
Hood	96%	100%	3.3	3.3
Loyola	94%	96%	3.2	2.8
Mount St. Mary's	88%	94%	2.8	2.9
Notre Dame	95%	82%	3.0	2.6
St. John's	100%	100%	3.0	3.0
Villa Julie	90%	80%	2.8	2.7
Washington College	82%	88%	2.6	2.8
Western Maryland	91%	64%	3.0	1.7
All Independents	**91%**	**87%**	**2.9**	**2.7**
All Campuses	**79%**	**74%**	**2.5**	**2.3**

Notes: Johns Hopkins does not provide students with letter grades in their first semester, so average grades are not available for first math course. Maryland Institute College of Art does not have math courses.

Table 7

Performance in First College English Course of
Core and Non Core Curriculum Students
(By Institution)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Community Colleges				
Allegany	90%	84%	2.5	2.8
Anne Arundel	80%	80%	2.4	2.4
Baltimore City	55%	61%	1.5	1.7
Baltimore County	80%	77%	2.3	2.2
Carroll	74%	70%	2.2	1.9
Cecil	83%	91%	2.5	2.6
Chesapeake	82%	77%	2.4	2.2
Frederick	88%	76%	2.5	2.5
Garrett	69%	80%	1.8	2.0
Hagerstown	91%	93%	2.9	2.8
Harford	79%	84%	2.4	2.4
Howard	83%	76%	2.5	2.3
Montgomery	72%	68%	2.1	1.9
Prince George's	81%	74%	2.4	2.1
Southern Maryland	84%	80%	2.6	2.4
Wor-Wic	77%	71%	1.8	1.3
All Community Colleges	**80%**	**76%**	**2.4**	**2.2**
University System of Maryland				
Bowie	82%	80%	2.1	2.1
Coppin	92%	91%	2.6	2.6
Frostburg	90%	84%	2.4	2.3
Salisbury	95%	95%	2.7	2.6
Towson	92%	91%	2.8	2.7
UMBC	93%	94%	2.9	2.8
UMCP	90%	86%	2.7	2.5
UMES	96%	94%	2.9	2.9
All USM	**91%**	**89%**	**2.7**	**2.6**
Morgan	87%	87%	2.7	2.5
St. Mary's	97%	98%	3.2	3.1
All Public Four-Year	**91%**	**89%**	**2.7**	**2.6**
Independents				
Capitol College	86%	92%	2.9	3.0
Goucher	94%	91%	3.0	2.7
Hood	100%	92%	3.2	2.9
Loyola	99%	97%	3.2	3.1
Maryland Institute College of Art	96%	89%	3.1	3.1
Mount St. Mary's	95%	90%	2.9	2.7
Notre Dame	99%	100%	3.2	3.2
St. John's	100%	100%	3.2	2.0
Villa Julie	90%	82%	2.6	2.3
Washington College	97%	100%	3.0	3.0
Western Maryland	95%	92%	3.0	2.6
All Independents	**95%**	**91%**	**2.9**	**2.8**
All Campuses	**87%**	**83%**	**2.6**	**2.4**

Notes: Johns Hopkins does not provide students with letter grades in their first semester, so average grades are not available for first English course.

Table 8

Cumulative Grade Point Average After First Year of Core and Non Core Curriculum Students (By Institution)

	Core	Non-Core
Community Colleges		
Allegany	2.6	2.4
Anne Arundel	2.3	2.2
Baltimore City	2.1	2.2
Baltimore County	2.2	2.1
Carroll	2.4	2.1
Cecil	2.6	2.6
Chesapeake	2.3	1.9
Frederick	2.5	2.5
Garrett	2.4	2.4
Hagerstown	2.4	2.2
Harford	2.2	2.2
Howard	2.2	2.1
Montgomery	2.2	2.1
Prince George's	2.2	2.0
Southern Maryland	2.5	2.2
Wor-Wic	2.0	1.8
All Community Colleges	**2.3**	**2.1**
University of Maryland		
Bowie	2.4	2.3
Coppin	2.4	2.1
Frostburg	2.4	2.3
Salisbury	2.7	2.6
Towson	2.6	2.5
UMBC	2.7	2.5
UMCP	2.8	2.6
UMES	2.5	2.5
All University of Maryland	**2.7**	**2.5**
Morgan	2.4	2.3
St. Mary's	2.9	2.9
All Public Four-Year	**2.7**	**2.5**
Independents		
Capitol College	2.5	2.4
Goucher	3.0	2.9
Hood	3.1	2.8
Johns Hopkins	2.9	3.0
Loyola	3.1	2.9
Maryland Institute College of Art	3.1	3.1
Mount St. Mary's	2.7	2.5
Notre Dame	3.1	3.0
St. John's	3.0	2.4
Villa Julie	2.8	2.5
Washington College	2.8	2.7
Western Maryland	3.0	2.6
All Independents	**2.9**	**2.7**
All Campuses	**2.5**	**2.3**

Note: Grade point averages for Johns Hopkins represent just the second semester.

Table 9

Percent of Core and Non Core Curriculum Students Needing Remediation in College
(By Gender and Race)

	Math		English		Reading	
	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender						
Men	20%	31%	13%	21%	14%	22%
Women	25%	40%	11%	23%	14%	26%
Race						
African-American	38%	53%	24%	38%	25%	42%
Asian	10%	18%	7%	16%	14%	19%
White	19%	30%	8%	15%	10%	15%
Other	25%	40%	11%	24%	15%	29%

Table 10

Performance in First Math Course of
Core and Non Core Curriculum Students
(By Gender and Race)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Gender				
Men	75%	70%	2.3	2.1
Women	82%	78%	2.6	2.5
Race				
African-American	71%	67%	2.2	2.1
Asian	81%	76%	2.6	2.4
White	81%	76%	2.5	2.3
Other	77%	67%	2.4	2.0

Table 11

Performance in First English Course of
Core and Non Core Curriculum Students
(By Gender and Race)

	% with 'C' or Better		Average Grade	
	Core	Non-Core	Core	Non-Core
Gender				
Men	83%	79%	2.4	2.2
Women	90%	86%	2.7	2.6
Race				
African-American	82%	76%	2.4	2.2
Asian	88%	83%	2.6	2.4
White	89%	86%	2.7	2.5
Other	85%	74%	2.5	2.1

Table 12

Cumulative Grade Point Average After First Year of
Core and Non Core Curriculum Students
(By Gender and Race)

	Core	Non-Core
Gender		
Men	2.4	2.2
Women	2.6	2.4
Race		
African-American	2.2	2.0
Asian	2.6	2.4
White	2.6	2.4
Other	2.5	2.4

Table 13

Results of Multiple Regression Analysis Using Grade in First Math Course as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.2722	.0741	.0741	10.416	.0000	.2722
2	SAT Math Score	.3215	.1034	.0293	8.795	.0000	.2494
3	Average Grade-Math	.3401	.1156	.0123	7.746	.0000	.2177
4	Honors Math	.3481	.1212	.0055	3.249	.0012	.2179
5	Honors Caculus	.3498	.1224	.0012	2.421	.0155	.1996
6	Type of Campus	.3537	.1251	.0027	3.335	.0099	.1190
7	Gender	.3759	.1413	.0162	9.858	.0000	.1148

Table 14

Results of Multiple Regression Analysis Using Grade in First English Course as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.2584	.0667	.0667	12.259	.0000	.2584
2	Average Grade - English	.3095	.0958	.0291	9.949	.0000	.2323
3	SAT Verbal Score	.3256	.1060	.0102	7.933	.0000	.1968
4	Gender	.3462	.1199	.0139	8.827	.0000	.1530
5	Honors-Foreign Languages	.3475	.1208	.0009	2.332	.0197	.1240

Table 15

Results of Multiple Regression Analysis Using Grade Point Average as Dependent Variable

Step	Independent Variable	R	R^2	R^2 Change	T	Sig T	Correlation
1	High School GPA	.3737	.1396	.1396	16.683	.0000	.3737
2	SAT Verbal Score	.4228	.1787	.0391	6.355	.0000	.2916
3	Average English Grade	.4520	.2043	.0255	7.026	.0000	.2860
4	SAT Math Score	.4543	.2064	.0022	5.006	.0000	.2637
5	Avg.Grade-Social Sciences	.4598	.2114	.0050	6.292	.0000	.2532
6	Honors-Social Sciences	.4626	.2140	.0026	2.074	.0382	.2314
7	Honors - Pre Calculus	.4645	.2158	.0018	2.731	.0063	.1949
8	Gender	.4839	.2342	.0184	11.015	.0000	.1619
9	Years Studied-Languages	.4841	.2344	.0002	1.004	.3156	.1399
10	Father's Educational Level	.4847	.2349	.0005	1.913	.0558	.1130

Table 16

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	24%	37%	20%	36%	23%	38%	22%	33%
Baltimore City	29%	45%	27%	44%	34%	56%	27%	54%
Baltimore	19%	32%	17%	26%	21%	31%	21%	26%
Frederick	27%	50%	30%	36%	38%	58%	30%	42%
Lower Shore	10%	21%	10%	15%	6%	21%	22%	30%
Mid Maryland	17%	26%	14%	26%	15%	29%	20%	31%
Montgomery	22%	34%	12%	26%	**	**	16%	31%
Prince George's	32%	46%	24%	38%	28%	43%	30%	40%
Southern Maryland	19%	30%	7%	19%	10%	17%	11%	16%
Susquehanna	28%	46%	26%	44%	30%	45%	28%	39%
Upper Shore	15%	33%	20%	32%	23%	39%	24%	37%
Western Maryland	36%	49%	*	*	33%	53%	30%	48%
ALL MARYLAND	**24%**	**38%**	**19%**	**32%**	**25%**	**40%**	**23%**	**36%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College.

**Figures from Montgomery County are not meaningful because of incorrect data supplied by Montgomery College.

Table 17

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	9%	17%	8%	18%	9%	17%	10%	16%
Baltimore City	21%	38%	25%	47%	22%	45%	18%	41%
Baltimore	11%	24%	14%	23%	14%	27%	12%	22%
Frederick	13%	27%	19%	35%	22%	33%	17%	21%
Lower Shore	12%	22%	10%	35%	10%	25%	16%	25%
Mid Maryland	12%	25%	11%	19%	7%	17%	9%	21%
Montgomery	8%	19%	4%	14%	5%	13%	5%	12%
Prince George's	15%	31%	15%	27%	16%	27%	19%	28%
Southern Maryland	11%	21%	7%	18%	10%	16%	9%	17%
Susquehanna	9%	20%	10%	23%	9%	13%	9%	17%
Upper Shore	8%	29%	11%	22%	9%	18%	7%	15%
Western Maryland	17%	26%	*	*	14%	28%	16%	28%
ALL MARYLAND	**12%**	**24%**	**11%**	**24%**	**12%**	**24%**	**12%**	**22%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College.

Table 18

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	15%	24%	13%	23%	15%	23%	15%	21%
Baltimore City	21%	40%	23%	46%	20%	42%	20%	44%
Baltimore	15%	27%	13%	24%	14%	25%	14%	23%
Frederick	7%	13%	9%	14%	11%	18%	10%	9%
Lower Shore	15%	33%	12%	37%	13%	23%	9%	20%
Mid Maryland	7%	19%	9%	17%	6%	15%	10%	16%
Montgomery	6%	17%	11%	21%	11%	21%	12%	20%
Prince George's	16%	30%	17%	25%	16%	27%	18%	29%
Southern Maryland	11%	22%	25%	37%	25%	38%	25%	39%
Susquehanna	6%	12%	5%	9%	5%	10%	6%	7%
Upper Shore	6%	21%	8%	15%	9%	18%	7%	13%
Western Maryland	8%	16%	*	*	14%	21%	11%	18%
ALL MARYLAND	**12%**	**24%**	**13%**	**25%**	**14%**	**25%**	**14%**	**24%**

*Figures from Western Maryland are not meaningful because of incomplete data supplied by Hagerstown Community College.

Table 19

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	77%	74%	79%	75%	75%	74%	81%	74%
Baltimore City	77%	73%	79%	72%	77%	73%	79%	73%
Baltimore	77%	66%	78%	76%	78%	78%	80%	72%
Frederick	77%	75%	82%	76%	80%	76%	80%	84%
Lower Shore	80%	74%	87%	85%	80%	72%	79%	91%
Mid Maryland	80%	78%	77%	79%	80%	79%	81%	74%
Montgomery	74%	71%	77%	69%	78%	70%	78%	70%
Prince George's	69%	62%	73%	67%	75%	72%	73%	68%
Southern Maryland	83%	67%	80%	80%	78%	72%	77%	74%
Susquehanna	76%	78%	75%	72%	79%	79%	82%	84%
Upper Shore	78%	83%	83%	71%	83%	81%	86%	80%
Western Maryland	84%	78%	82%	80%	82%	78%	84%	82%
ALL MARYLAND	76%	70%	78%	73%	78%	74%	79%	74%

Table 20

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	89%	81%	89%	84%	87%	85%	87%	87%
Baltimore City	89%	86%	89%	84%	87%	85%	86%	77%
Baltimore	88%	80%	89%	84%	87%	83%	88%	86%
Frederick	89%	74%	89%	74%	91%	81%	91%	85%
Lower Shore	91%	90%	92%	91%	93%	89%	88%	83%
Mid Maryland	90%	80%	89%	79%	89%	85%	89%	85%
Montgomery	86%	80%	85%	76%	84%	78%	84%	77%
Prince George's	86%	76%	84%	83%	88%	81%	85%	80%
Southern Maryland	87%	79%	90%	88%	90%	84%	90%	86%
Susquehanna	89%	82%	90%	78%	88%	85%	86%	87%
Upper Shore	86%	82%	85%	85%	90%	89%	88%	81%
Western Maryland	94%	88%	93%	90%	92%	90%	92%	90%
ALL MARYLAND	**88%**	**81%**	**88%**	**82%**	**88%**	**83%**	**87%**	**83%**

Table 21

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Major Jurisdiction)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	2.5	2.2	2.6	2.3	2.5	2.3	2.6	2.3
Baltimore City	2.4	2.0	2.3	2.0	2.3	2.0	2.4	2.1
Baltimore	2.4	2.1	2.5	2.3	2.4	2.3	2.5	2.4
Frederick	2.6	2.3	2.6	2.3	2.6	2.3	2.7	2.7
Lower Shore	2.4	2.3	2.5	2.1	2.4	2.3	2.6	2.3
Mid Maryland	2.6	2.2	2.5	2.3	2.6	2.3	2.6	2.4
Montgomery	2.5	2.2	2.5	2.1	2.5	2.2	2.6	2.2
Prince George's	2.3	2.0	2.3	2.2	2.4	2.2	2.3	2.2
Southern Maryland	2.5	2.3	2.7	2.6	2.6	2.3	2.6	2.3
Susquehanna	2.6	2.3	2.5	2.2	2.5	2.3	2.5	2.4
Upper Shore	2.3	2.3	2.4	2.1	2.5	2.3	2.6	2.3
Western Maryland	2.7	2.6	2.7	2.5	2.7	2.3	2.6	2.4
ALL MARYLAND	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.3**

Table 22

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	35%	50%	31%	42%	40%	54%	38%	49%
Public Four-Year	17%	21%	9%	16%	14%	21%	11%	18%
Independent	12%	12%	5%	8%	7%	7%	5%	8%
ALL CAMPUSES	**24%**	**38%**	**19%**	**32%**	**25%**	**40%**	**23%**	**36%**

Table 23

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	21%	35%	19%	33%	19%	31%	21%	32%
Public Four-Year	6%	11%	6%	10%	7%	13%	5%	9%
Independent	3%	5%	1%	3%	2%	4%	1%	1%
ALL CAMPUSES	**12%**	**24%**	**11%**	**24%**	**12%**	**24%**	**12%**	**22%**

Table 24

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	20%	33%	24%	35%	24%	35%	25%	35%
Public Four-Year	6%	12%	5%	9%	6%	9%	6%	9%
Independent	2%	3%	1%	4%	2%	4%	1%	2%
ALL CAMPUSES	**12%**	**24%**	**13%**	**25%**	**14%**	**25%**	**14%**	**24%**

Table 25

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	73%	65%	73%	67%	71%	67%	72%	68%
Public Four-Year	76%	71%	80%	79%	81%	80%	81%	77%
Independent	89%	88%	89%	86%	87%	83%	91%	87%
ALL CAMPUSES	**76%**	**70%**	**78%**	**73%**	**78%**	**74%**	**79%**	**74%**

Table 26

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	82%	73%	81%	74%	81%	76%	80%	76%
Public Four-Year	92%	89%	92%	92%	92%	90%	91%	89%
Independent	93%	91%	95%	91%	93%	94%	95%	91%
ALL CAMPUSES	**88%**	**81%**	**88%**	**82%**	**88%**	**83%**	**87%**	**83%**

Table 27

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Higher Education Segment)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	2.3	2.0	2.3	2.1	2.3	2.1	2.3	2.1
Public Four-Year	2.6	2.4	2.6	2.5	2.6	2.4	2.7	2.5
Independent	2.8	2.6	2.8	2.6	2.8	2.6	2.9	2.7
ALL CAMPUSES	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.2**	**2.5**	**2.3**

Table 28

Trends in Core and Non Core Curriculum Students Needing Math Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	22%	35%	17%	29%	21%	37%	20%	31%
Women	26%	41%	20%	35%	28%	44%	25%	40%
Race								
African American	38%	53%	32%	47%	39%	56%	38%	53%
Asian	11%	13%	8%	13%	13%	19%	10%	18%
White	21%	34%	16%	27%	21%	35%	19%	30%
Other	31%	33%	20%	25%	31%	42%	25%	40%

Table 29

Trends in Core and Non Core Curriculum Students Needing English Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	13%	27%	13%	24%	12%	23%	13%	21%
Women	12%	24%	11%	24%	12%	24%	11%	23%
Race								
African American	24%	43%	24%	42%	25%	40%	24%	38%
Asian	8%	13%	7%	11%	7%	14%	7%	16%
White	9%	19%	8%	17%	8%	17%	8%	15%
Other	14%	15%	11%	17%	11%	20%	11%	24%

Table 30

Trends in Core and Non Core Curriculum Students Needing Reading Remediation in College (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	11%	24%	13%	23%	12%	22%	14%	22%
Women	12%	25%	14%	27%	15%	27%	14%	26%
Race								
African American	25%	43%	26%	42%	25%	40%	25%	42%
Asian	9%	15%	11%	16%	13%	18%	14%	19%
White	8%	17%	9%	18%	10%	18%	10%	15%
Other	12%	15%	17%	20%	14%	26%	15%	29%

Table 31

Trends in Percentage Who Earned "C" or Better in First College Math Course Among Core and Non Core Curriculum Students (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	72%	66%	72%	70%	74%	71%	75%	70%
Women	80%	74%	73%	77%	81%	77%	82%	78%
Race								
African American	73%	61%	73%	70%	75%	71%	71%	67%
Asian	79%	75%	83%	78%	83%	81%	81%	76%
White	77%	72%	79%	74%	78%	75%	81%	76%
Other	73%	69%	72%	72%	75%	65%	77%	67%

Table 32

Trends in Percentage Who Earned "C" or Better in First College English Course Among Core and Non Core Curriculum Students (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	85%	77%	84%	77%	83%	80%	83%	79%
Women	91%	84%	90%	87%	91%	86%	90%	86%
Race								
African American	87%	80%	85%	82%	87%	80%	82%	76%
Asian	91%	82%	86%	84%	85%	84%	88%	83%
White	89%	81%	89%	82%	88%	85%	89%	86%
Other	86%	76%	86%	81%	84%	72%	85%	74%

Table 33

Trends in Cumulative Grade Point Average of Core and Non Core Curriculum Students After First Year (By Gender and Race)

	1994-1995		1995-1996		1996-1997		1997-1998	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender								
Men	2.3	2.0	2.3	2.1	2.4	2.1	2.4	2.2
Women	2.6	2.3	2.6	2.4	2.6	2.3	2.6	2.4
Race								
African American	2.2	1.9	2.2	2.0	2.2	2.0	2.2	2.0
Asian	2.6	2.4	2.6	2.4	2.7	2.6	2.6	2.4
White	2.5	2.3	2.6	2.3	2.6	2.3	2.6	2.4
Other	2.3	2.2	2.4	2.2	2.4	2.1	2.5	2.2

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☒ This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").