MHEC
MARYLAND HIGHER EDUCATION COMMISSION

STUDENT OUTCOME AND ACHIEVEMENT REPORT (SOAR)

COLLEGE PERFORMANCE OF NEW MARYLAND HIGH SCHOOL GRADUATES

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MARYLAND HIGHER EDUCATION COMMISSION
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Introduction

Maryland has much to celebrate in terms of its educational system. Nationally, Maryland is among the top five states in bachelor's degree production, and ranks third, behind only Massachusetts and Colorado, in the percentage of its workforce holding advanced degrees, bachelor's degrees or associate's degrees. On the P-12 front, Maryland's public education system was recently named #1 in the nation by *Education Week*, and ranked #1 in achievement and participation rates on the College Board's Advanced Placement exams. In light of these accomplishments, however, an examination of student performance data at the intersection of the P-12 and postsecondary systems suggests that more needs to be done to ensure that a greater number of the state's high school students graduate with the skills necessary to be considered "college-ready." These data also imply that an "expectations gap" exists between P-12 educators who expect students to acquire a certain knowledge base in order to graduate from high school, postsecondary faculty who typically expect students to possess a different, more expansive skill set in order to be prepared for college-level work.

In this vein, this edition of the Student Outcome and Achievement Report (SOAR) continues to serve as the Maryland Higher Education Commission's (MHEC) response to the General Assembly's 1988 edict to "improve information to high schools and local school systems concerning the performance of their graduates at the college level." Since 1990, the SOAR study has provided county superintendents, high school principals and college administrators with the following information for recent high school graduates who attend in-state colleges and universities: the proportion of students who required remedial coursework in math, English and reading; average student grades in the first college math and English courses; and cumulative grade point average earned at the end of the first year of collegiate study. Since 1996, MHEC has included data about students' high school experiences in the SOAR study in an effort to better understand factors that may influence academic performance in college.

The College Board, which administers the Scholastic Assessment Test, and the American College Testing Program (ACT) provide the high school experience data that are included in SOAR. Students who take the SAT or ACT complete a comprehensive questionnaire which asks questions about their high school experiences and academic performance, as well as their family and background characteristics. Students' questionnaire responses provide information about the courses they took in various subjects and the grades they received, the number of years they studied in a specific academic area, if they enrolled in honors classes, and their grade point averages and class rank. This information is then matched to the SOAR academic performance data that are collected at the end of students' first year of college.

The Study

The 2009 SOAR relies upon two sets of data, the academic performance data (which are collected directly from the colleges and universities) and the SAT/ACT data, to examine the relationship between students' academic achievements and experiences in high school and how they did during their first year in college. Specifically, the report includes students who

graduated from Maryland high schools in the 2005-2006 year and who also enrolled at a Maryland college or university during the 2006-2007 academic year. SOAR also includes an examination of the long-term graduation and transfer patterns of students who enrolled at public colleges and universities through fall 2000 (four-year campuses) and fall 2002 (community colleges).

The report contains four separate sections. The first examines the differences between the college performance of students who did and did not complete a college preparatory curriculum in high school, as indicated by the self-reported SAT/ACT data. The second part contains the results of a multivariate regression analysis which attempts to identify factors that best predict student performance during the first year of college. The third section examines trends in the data since 1997-1998. The final section of the study presents the four-year graduation and transfer rates for students who enrolled in community colleges after graduating from high school, and the six-year graduation rates for students who enrolled in public four-year institutions after completing high school. The graduation rates are based on whether or not students completed a college preparatory curriculum in high school.

Returning readers will observe two notable differences in this edition of SOAR. First, throughout the report the terms remedial and developmental are used interchangeably. Also, for the first time since the study began, separate analyses were conducted for Latino students and they are no longer included as part of the "other" category in the race/ethnicity breakdowns.

Study Limitations

Like every research study, SOAR has certain limitations that should be considered when interpreting the analyses. These limitations are outlined below:

- Approximately 40 percent of students who graduated from Maryland high schools in 2005-2006 and attended college in the state are not included in the study because they did not take the SAT or ACT, and high school experiences information could not be obtained for students who did not take one of these standardized tests. It is likely that most of the individuals who were excluded from the analyses for this reason attended community colleges which do not require students to submit standardized test scores.

- The high school experiences data included in the report were self reported through a questionnaire that students completed when they took the SAT or ACT. These data were not verified by external sources such as high school transcripts, and are therefore not definitive. However, it is common for researchers to rely on self-reported data when collecting information from students. Several major, highly-respected national surveys, including the Cooperative Institutional Research Program (CIRP) Freshman Survey administered by the Higher Education Research Institute at the University of California Los Angeles, and the Beginning College Survey of Student Engagement which is hosted by the Center for Postsecondary Research at Indiana University, are based upon self-reported data from recent high school graduates.

- On the SAT/ACT questionnaires some students may indicate that they completed Algebra II when, in fact, it took them two years to complete Algebra I. Additionally, some colleges and universities admit students who have not completed Algebra II even though completing mathematics courses at least through this level typically indicates that students are prepared for college-level mathematics. The self-reported data included in SOAR do not capture these important nuances which impact students' ability to successfully enroll in and complete credit-bearing mathematics courses.

- The content and level of rigor of high school courses taught in specific subject areas may vary across counties, schools and even within the same school. Therefore, there is no guarantee that all students who took a particular course had the same intellectual experience, or were adequately prepared to be successful in a college or university setting.

- The report only contains information about Maryland high school graduates who enrolled at Maryland colleges or universities, and excludes all Maryland high school graduates who enrolled in higher education institutions in another state. Forty-eight percent of students who graduated from Maryland public high schools in 2005-2006 and went directly on to college attended in-state institutions, and 29 percent of public high school graduates enrolled in college in Maryland and took the SAT or ACT. However, 37 percent of Maryland high school graduates who enrolled in college attended out-of-state institutions. The percentage of graduates who enroll in out-of-state institutions varies, sometimes considerably, by county and jurisdiction, and excluding data about the performance of these students may understate or overstate the SOAR results for some local education agencies.

- While all of the community colleges in the State have adopted common standards for requiring students to take remedial courses, a student's likelihood of being placed in a remedial course at a four-year college or university may vary considerably depending upon the institution that he or she chooses to attend. Currently, each four-year institution sets its own standards for placing students in remedial courses, and there is no uniformity in the assessment instruments used to do so. Additionally, not all four-year colleges and universities offer remedial coursework, and this is true even among the public four-year colleges and universities. For example, in the fall of 2006, Coppin State University, Salisbury University and the University of Maryland College Park did not offer remedial programs in at least one of the three key subject areas – math, English or reading. Thus, students who may have otherwise been required to take a remedial course in one of these areas were placed directly in a credit-bearing course if they attended one of these three institutions.

SOAR Findings

I. College Performance of CORE and NON-CORE Students

As in previous versions of the SOAR study, this update examines the academic performance of recent Maryland high school graduates during their first year of study at a Maryland college or university based upon whether they completed a college-preparatory course of study in high school. Students who completed a college preparatory curriculum are identified as "core" students, and those that did not complete a college preparatory curriculum are identified as "non-core" students. This section of the report examines students' need for developmental coursework in math, reading and/or English, the average grades obtained in the first college math and English courses, and the cumulative grade point average earned after the first year of postsecondary study. The data are presented by postsecondary institution, jurisdiction gender and race in Tables 2-13.

Core students in the 2006-2007 freshman cohort outperformed non-core students on every measure of academic achievement, although in some cases, the margin of difference between the two groups was minimal. A smaller percentage of core than non-core students required remedial assistance in math, English, or reading. On average, core students also earned higher grades in their first math and English courses, and had higher grade point averages at the end of their first year of college.

With few exceptions, core students performed better than non-core students regardless of background characteristics (i.e., gender or race), the county or regional jurisdiction in which they attended high school, or the specific college or university they attended. These trends have been evident since SOAR's inception.

Remediation.

The SOAR analyses in show that considerably more non-core (49 percent) than core (32percent) students needed to take a developmental math course upon enrolling in college. More non-core (22 percent) than core (11 percent) students also required remedial assistance in English, and the same was true for reading where 25 percent of non-core versus 13 percent of core students needed remediation. These results are consistent with a 2003 report by the National Center for Education Statistics (NCES) which tracked the long-term outcomes of high school graduates of the Class of 1992. The study found that there was a direct relationship between the intensity of a student's high school curriculum and the number of remedial courses they need to take in college. For example, the NCES study found that while less than 15 percent of students whose high school curriculum was in the highest academic intensity quintile enrolled in a remedial course, more than two-thirds of those whose high school course of study was in the lowest academic intensity quintile required remediation.

When examining only students who began their postsecondary careers at community colleges, over half (56 percent) of students in the core category required math remediation, while 21 percent and 22 percent, respectively, needed a developmental course in English and reading. Comparatively, two-thirds of non-core community college students (69 percent) were assessed as needing remediation in math, 35 percent required remedial help in English and 35 percent needed assistance in reading.

At the public four-year universities, 15 percent of core students were assessed as needing remedial assistance in math, while smaller percentages needed remedial coursework in English (3 percent) and reading (7 percent). Of the non-core students at these campuses, 28 percent had to take a developmental math course, while 7 percent and 13 percent, respectively, enrolled in developmental courses in English and reading.

Baltimore City, the Lower Shore (Somerset Wicomico and Worcester counties) Prince George's county and the Susquehanna region (Cecil and Harford counties) had the largest proportion of core students, ranging from 37 percent to 42 percent, who needed to take a developmental math course. These areas also had the highest math remediation rates, of at least 50 percent, among non-core students.

English remediation rates were highest among core students from the Lower Shower, the Upper Shore (Caroline, Dorchester, Kent, Queen Anne's and Talbot counties) and Western Maryland where at least 15 percent of graduates in this category had to enroll in a developmental English course. More than 25 percent of all non-core students from Baltimore City, the Upper Shore, and Western Maryland (Allegany, Garrett and Washington counties) were required to take a developmental English course. Prince George's County led the State in the percentage of core students placed in a developmental reading course (24 percent), while more than 30 percent of non-core students from Baltimore City, Prince George's County, and the Upper Shore needed remedial assistance in reading.

Among students in the core and non-core categories, more women than men needed remedial assistance in math. The remediation rates for men and women were nearly the same, for both the core and non-core groups, in English and reading. African American and Latino students in the core and non-core categories were more likely than students from other racial and ethnic backgrounds to require developmental coursework in math, English or reading. For example, while 49 percent of African American and 40 percent of Latino students in the core category required remedial assistance in math, much smaller percentages of Asian (24 percent) and White (39 percent) students did so.

Grade in First Math Course.

Core students earned an average grade of 2.55 in their first college math course and performed better than non-core students who earned an average grade of 2.42. By a narrow margin, a slightly higher percentage of core (81 percent) than non-core (78 percent) students earned at least a "C" grade in the first math class. Core students who attended high school in Frederick County earned the highest math grade of individuals from any jurisdiction (2.78), and core students from Prince George's County earned the lowest average math grade (2.24).

Although a greater proportion of women than men were required to take a remedial math course, women outperformed men college mathematics. For example, among core students, 85 percent of women received a "C" or better in the first math course, while only 76 percent of men did so. Similarly, women in the core category earned an average grade of 2.57 in the first math class, while the men's average grade was 2.38.

Grade in First English Course.
Students in the core category earned an average grade of 2.66 in their first college English course, while non-core students earned a grade of 2.53. Large proportions of both core (86 percent) and non-core (82 percent) students attained at least a "C" or better in the first English class. Core students who attended high school in Baltimore County (2.77), Frederick County (2.76), the Susquehanna region (2.80) and Western Maryland (2.77) earned the highest English grades. Core students from Prince Georges County attained a 2.44 in the first English course, the lowest average grade of all jurisdictions.

Women outperformed men in the core (2.86 vs. 2.46) and non-core (2.65 vs. 2.28) categories, receiving grades that were dramatically higher than those of their male peers. Although African American students' grades (2.54 for core; 2.48 non-core) were considerably lower than those of students from other groups, substantial proportions of African American students in the core (80 percent) and non-core (75 percent) categories earned a grade of "C" or better in their first college English course.

Grade Point Average (GPA).
After their initial year in college, the statewide, cumulative grade point average was 2.61 for core students and 2.37 for non-core students. Core students who attended high school in the Mid Maryland region (Carroll and Howard counties) earned the highest GPA (2.77) while those from Prince George's County attained the lowest (2.27). The grade point averages of women, both core and non-core, were considerably higher than those of men in either group. African American core and non-cores students earned a 2.34 grade point average which was lower than the grade point averages of students from other racial/ethnic groups.

II. FACTORS AFFECTING COLLEGE PERFORMANCE

In an effort to identify factors that influence and might help to predict college success, the SOAR analyses include an examination of the relationship between students' high school experiences and background characteristics and their performance in college. This section is designed to provide high school teachers, guidance counselors, administrators and parents with information that they can use when advising students about preparing for college.

Method.
A multiple regression analysis was conducted using the grades received in the first college math and English courses and cumulative grade point average after the first year of college as measures of collegiate performance (dependent variables), and numerous items from the SAT questionnaire as well as demographic data from the SOAR database which served as indicators of high school experiences and student background characteristics (independent variables). Data from the ACT were not included in this section of the study because the small number of students who took this test may have distorted the results.

The following five steps were followed for this analysis:

- The SAT and SOAR data were used to build a model that only contained relevant variables – those that were good predictors of college performance.

- A stepwise selection approach that only retained variables that met the standard significance criterion for each of the college performance variables was implemented. This step eliminated the majority of the high school experiences and background attribute variables.
- A correlation coefficient was calculated for each set of college performance and high school experiences variables, and among each of the high school experiences variables.
- A multiple regression analysis was conducted by 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 .01 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.
- Another series of multiple regression analyses were conducted, one for each of the college performance variables. The remaining high school experiences variables were entered individually in order of their strength. The results of the analyses are displayed in Tables 14, 15 and 16.

The individual factors which emerged as the predictors of college performance ($t \leq .01$) are listed below in order of their strength:

First Math Grade	High School Grade Point Average SAT Math Score Honors Chemistry Average Grade – Math Race Average Grade – Foreign Languages Gender
First English Grade	High School Grade Point Average SAT Verbal Score Gender Race Average Grade – English Honors English
Grade Point Average	High School Grade Point Average SAT Verbal Score SAT Math Score Race Gender Average Grade – English Average Grade – Social Sciences Honors Chemistry Father's Educational Level

This is the tenth consecutive report in which student high school grade point average emerged as the best predictor of first college English grade and college grade point average. High school grade point average has also been the best predictor of first math grade in 9 out of 10 SOAR studies.

SAT math score, enrolling in honors chemistry, and average grades in math and foreign language courses were also strong predictors of the first college math grade. Other noteworthy predictors of the first English grade were SAT verbal score, average grade in high school English courses, and enrolling in an honors English class. In addition to high school GPA, the best predictors of college grade point average were SAT verbal and math scores, average grades earned in English and social sciences courses, and father's educational level.

Race and gender had a statistically significant influence on all three college performance (dependent) variables, even after controlling for other demographic characteristics and high school experiences variables. This study represents the fifth consecutive time that race has had a significant impact on first math grade, first English grade, and grade point average. Gender has had a significant impact on all three college performance variables in every SOAR study, with the exception of the 2006 edition.

III. TRENDS IN COLLEGE PERFORMANCE OF HIGH SCHOOL GRADUATES

Trend data pertaining to the last seven SOAR studies are presented in Tables 17-34. These tables provide information on educational outcomes for students in the core and non-core categories by jurisdiction (i.e., county or regional service area), higher education segment, and race and gender. Overall, the data reveal a great deal of consistency in students' academic performance over the course of the last ten years.

Remediation.

Consistent with the trend that has been evident in the last seven reports, in 2006-2007 more core and non-core students required remediation in math, than in reading or English, and the math remediation rates for students in both categories reached their highest levels since SOAR's inception. The percentage of core students requiring additional assistance in math has continued to increase steadily in the last seven studies from 23 percent to 32 percent, and over the same period the math remediation rate for non-core students has risen from 36 percent to 49 percent. Since the last SOAR, which examined the 2004-2005 cohort, was released, the percentage of students who attended a community college and needed remediation in math also increased for both the core (from 46 percent to 56 percent) and non-core (58 percent to 69 percent) groups. The percentage of core students who needed to enroll in a remedial math course at the public four-year universities decreased slightly (from 17 percent to 14 percent) over the same two year period, while the percentage of non-core students at these institutions who needed additional math help increased by 6 percentage points, from 22 percent to 28 percent.

While the proportion of all students requiring math remediation has increased, the percentage of students needing developmental English and reading courses has remained relatively stable over the years. For example, in 1997-1998, 12 percent of core students needed remedial assistance in English while 22 percent of non-core students did so. Ten year's later in 2006-2007, the

proportion of core students who required a remedial English course had decreased by just one percentage point to 11 percent, and at 22 percent the proportion of non-core students who enrolled in a remedial English class remained the same. The English remediation rates at the community colleges and public four-year campuses have also remained relatively flat over time, and particularly so since the last SOAR study.

Performance in First Math Course.

This year, a slightly higher percentage of core (81 percent) than non-core (78 percent) students received at least a grade of "C" in their first college math course. These findings mark the continuation of a long-standing trend in which a narrow margin, ranging from two to six percentage points, has separated the performance levels of core and non-core students.

Although, over time, more women than men from both the core and non-core groups, required remedial assistance in math, women have been considerably more likely to earn a higher grade in their first math course than their male counterparts. Additionally, higher percentages of women than men, among core and non-core students, earned a "C" or above in their first math class.

Traditionally, African Americans have been less likely than students from other racial/ethnic groups to earn a "C" or better in the first math course; nevertheless in 2006-2007 at least 70 percent of African American students in the core and non-core categories earned a minimum grade of "C" in their initial math class. In this study, Latino students were also less likely than those from other racial/ethnic groups to earn at least a "C." Large proportions of core and non-core students from Frederick County have consistently earned at least a "C" in the first college math course, while Prince George's County has typically had the smallest proportion of students who do so.

Performance in First English Course.

Over the course of the last seven SOAR studies, a considerable majority of students in the core and non-core categories have earned at least a "C" grade in their first English course, and more core than non-core students have achieved this status each year. Graduates from Baltimore County high schools have consistently been above the statewide average in the proportion of students who earned a "C" or better in the first English course, and since 1997-1998 at least 88 percent of core students from Baltimore County have met this threshold.

In each of the past SOAR studies, a larger proportion of women than men earned at least a "C" in their first English class. This year, at least 85 percent of core and non-core women earned a "C", while neither of the groups of men reached this threshold.

Grade Point Average.

In each edition of SOAR since 1997-1998, core students have earned higher cumulative grade point averages than their non-core peers. Students from Frederick County, Mid Maryland, Montgomery County and Western Maryland have consistently earned the highest GPAs among students from all jurisdictions, and have exceeded the average statewide GPA in each SOAR cycle. On the other hand, students who attended high school in Baltimore City and Prince George's County have typically earned grade point averages lower than those of their counterparts from other jurisdictions, and below the State average.

Similarly to the grades earned in the first math and English courses, core and non-core women have earned higher grade point averages than men since 1997-1998. Also, the GPAs for African American students in both categories have traditionally been lower than those of students from other racial and ethnic backgrounds.

Factors Affecting College Performance.

For the last 10 years, high school grade point average has emerged as the strongest predictor of college performance, among all 64 high school experience and background variables included in the database. With only one exception, high school grade point average has been the best predictor of all three measures of college performance (first college math grade, first college English grade, and college grade point average) in each of the 10 years. While several other variables have consistently had a strong relationship to one or more of the college performance variables for multiple years, no other indicator approaches the predictive power of the high school grade point average variable. The SAT verbal score and average grade in high school English variables each had a statistically significant affect on first English grade and cumulative grade point average in all 10 years. The SAT math score variable was an important predictor of students' first math grade in each of the 10 years, and of grade point average in nine years. In 9 out of 10 years, the average high school math grade variable has been a good predictor of students' performance in their first college math course. Gender has been related to all three variables in 9 of the 10 years, and race has had a statistically significant affect on all three college performance variables in 5 of the years.

GRADUATION RATES OF CORE AND NON CORE STUDENTS

The SOAR analyses also include trends in the transfer and graduation rates of core and non-core students at Maryland's public two-year and four-year colleges and universities. Beginning with the 1998 cohort, transfer and graduation rate information is also provided for Maryland residents who originally enrolled at a public institution and subsequently transferred to a state –aided independent college or university.

Table 35 shows data trends for individuals who enrolled at a community college as first-time, full-time students directly after graduating from high school, and who earned an associate degree or certificate from any two-year institution and/or transferred to a four-year institution in Maryland within four years of their original date of entry. The results show that since 1994, the completion and transfer rates for community college students in the core category have been consistently higher than similar rates for their non-core counterparts. However, the difference in the success rates of students who completed a college preparatory curriculum and those who did not has narrowed considerably over time. While there was a 12 percentage point difference in the graduation and transfer rates of students in the 1994 cohort (46 percent for core vs. 33.7 percent for non-core), only 7 percentage points separated students in the 2002 cohort (47.1 percent for core vs. 40.2 percent for non-core). Additionally, the graduation and transfer rate for core students has remained relatively stable, varying only 3 percentage points, over the eight year period studied. Conversely, the success rate for non-core students increased by 7 percentage points over the same period of time, and the most recent cohort of non-core community college students achieved the highest success rate (40.2 percent) in SOAR's history. These data confirm the findings of Maryland's degree progress analysis for community college

students which shows that students who require remediation when they first enroll and successfully complete their developmental coursework continue to stay enrolled, graduate and transfer at nearly the same rate as students who were considered college-ready upon entry (81.9 percent for developmental completers vs. 83.7 percent for college-ready students).

Table 36 includes data for students who enrolled in a public four-year university immediately after graduating from high school and obtained a bachelor's degree within six years of their original enrollment date. The bachelor's degree attainment rates for both core and non-core students in the 2000 cohort were higher than the success rates achieved of any of the previous cohorts. While a 7 percentage point difference separated the success rates of core (64 percent) and non-core (57.1 percent) students in the 1994 cohort, that difference had virtually disappeared with the 2000 cohort (67.6 percent for core vs. 67 percent for non-core). Additionally, similar to the pattern that was evident in the community college success rates, there has been a modest amount of variance (less than 3 percentage points) in the bachelor's degree attainment rate of students in the core category, while the rate for non-core students has increased by nearly 10 percentage points over the same time period. The narrowing of the success rate gap between core and non-core students who enroll at public four-year universities may indicate that these institutions have implemented effective success strategies that mitigate the effects of not completing a college preparatory high school curriculum.

Table 37 includes the transfer and graduation rates of core and non-core students by gender, race/ethnicity and jurisdiction. With only a few exceptions, students in the core category had more favorable long-term outcomes than those in the non-core category. Core community college students from Baltimore City, Prince George's County, Southern Maryland, the Upper Shore and Western Maryland graduated and transferred at considerably higher rates (of at least 10 percentage points) than their non-core peers. The success rates of African American and Latino students who were in the core group and attended four-year universities were much higher, by at least 7 percentage points, than those of their peers in the non-core group. Core students from Anne Arundel and Prince George's counties and the Upper Shore who attended four-year universities were also much more likely (by at least 6percentage points) than non-core students from these areas to earn a bachelor's degree within six years.

The SOAR findings regarding core and non-core students' long-term educational outcomes are consistent with prior research which suggests that the academic rigor of a student's high school curriculum has a significant effect on his or her likelihood of attaining a college degree. According to *The Toolbox Revisited* (2006), which tracked the long-term outcomes of 1992 high school graduates, 82 percent and 61 percent of students who had completed a high school curriculum in the highest and second highest quintiles of the academic intensity distribution had earned a bachelor's degree by 2000, compared to only 9 percent and 24 percent of students lowest and second lowest curricular intensity quintiles. This study also included a multivariate analysis that examined the effect of academic resources (a composite variable that included measures of students' curricular records, class rank/GPA and standardized test scores) at time of postsecondary entry, and found that every step a student moved up the five-point academic resources scale improved their probability of earning a bachelor's degree by nearly 13 percent.

RECOMMENDATIONS FOR POLICY, PRACTICE and RESEARCH

ACT's 2007 Annual Report, *Preparing for a World of Opportunities,* suggests that students who are not adequately equipped to succeed in college are less likely to enroll in the first place, more likely than others to require remedial coursework during the first year of postsecondary study, and less likely than their peers to earn a college degree. The report also asserts that while more students than ever before are meeting college readiness benchmarks fewer than 38 percent are prepared to succeed in a first-year science course, less than 60 percent are ready for college social science classes, and less than 75 percent and 77 percent are adequately prepared for college-level math or English, respectively. These findings are borne out in the results of the SOAR study and indicate that Maryland's P-12 and higher education leaders, along with policy makers and members of the business community alike must join forces to ensure that more high school graduates are prepared to successfully enroll in and complete college.

The following recommendations are designed provide a starting point for addressing the issues of college readiness within the state:

- Maryland's P-20 Council should create an alignment subcommittee or task force that examines the twin issues of college readiness and college remediation. This workgroup should forward a plan which includes measurable, attainable action recommendations for increasing college readiness rates to the Governor within 10 months of its formation.

- As a way to track student success from pre-kindergarten through college, the State must develop a plan for establishing a comprehensive data system. Not doing so will mean that Maryland will soon find itself far behind other states that already have these data systems in place, or have already developed plans to implement them within the next five years. A workgroup should be established to develop a plan for creating and implementing a statewide longitudinal data system, and the workgroup's proposed action plan should be completed within 10-12 months of its formation.

- One of the three pillars of an effective, statewide P-20 system, along with enhancing college readiness and developing a P-20 longitudinal data system, is strengthening teacher quality. As such, Maryland must continue to focus on attracting, retaining and continually developing highly-qualified educators who have the skills necessary to teach courses that comprise a rigorous, college preparatory curriculum. This should continue to be a joint effort of both P-20 and postsecondary systems and leaders.

- While SOAR is a solid study that provides a wealth of useful data, one of its major limitations lies in the fact that it does not provide any information about Maryland high school graduates who attend out-of-state colleges and universities. To address this issue, MHEC should partner with the National Student Clearinghouse to obtain retention and graduation rate data for students who attend colleges in other states.

Table 1

Number of 2004-2005 Maryland Public High School Graduates and the Number and Percentage of Those Who Enrolled at a Maryland College or University in 2005-2006

	H. S. Grads	Enrolled in College		Enrolled in College and Took SAT or ACT	
	N	N	% H.S. Grads	N	% H.S. Grads
Anne Arundel	4,755	2,356	49.5%	1,209	25.4%
Baltimore City	4,108	1,609	39.2%	1,188	28.9%
Baltimore	7,326	3,436	46.9%	2,170	29.6%
Frederick	2,724	1,341	49.2%	773	28.4%
Lower Shore	1,529	768	50.2%	519	33.9%
Somerset	148	63	42.6%	41	27.7%
Wicomico	880	451	51.3%	285	32.4%
Worcester	501	254	50.7%	193	38.5%
Mid Maryland	5,704	3,077	53.9%	1,966	34.5%
Carroll	2,218	1,190	53.7%	748	33.7%
Howard	3,486	1,887	54.1%	1,218	34.9%
Montgomery	9,799	5,245	53.5%	3,029	30.9%
Prince George's	7,814	3,047	39.0%	1,812	23.2%
Southern Maryland	4,089	1,844	45.1%	999	24.4%
Calvert	1,195	563	47.1%	347	29.0%
Charles	1,925	808	42.0%	393	20.4%
St. Mary's	969	473	48.8%	259	26.7%
Susquehanna	3,607	1,800	49.9%	1,027	28.5%
Cecil	945	390	41.3%	214	22.6%
Harford	2,662	1,410	53.0%	813	30.5%
Upper Shore	1,677	742	44.2%	457	27.3%
Caroline	387	150	38.8%	97	25.1%
Dorchester	306	133	43.5%	77	25.2%
Kent	177	56	31.6%	40	22.6%
Queen Anne's	504	258	51.2%	145	28.8%
Talbot	303	145	47.9%	98	32.3%
Western Maryland	2,404	1,107	46.0%	654	27.2%
Allegany	732	360	49.2%	212	29.0%
Garrett	285	145	50.9%	88	30.9%
Washington	1,387	602	43.4%	354	25.5%
ALL MARYLAND**	**55,536**	**26,372**	**47.5%**	**15,803**	**28.5%**

* Graduates from Edison schools are not available.

**Note: Total includes unknown county

Table 2

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	31%	44%	4%	5%	8%	10%
Baltimore City	37%	69%	10%	36%	16%	40%
Baltimore	32%	45%	11%	18%	15%	22%
Frederick	24%	37%	7%	12%	12%	17%
Lower Shore	38%	51%	16%	22%	11%	15%
Somerset	57%	53%	23%	13%	30%	20%
Wicomico	38%	53%	16%	21%	8%	19%
Worcester	33%	50%	14%	25%	11%	9%
Mid Maryland	27%	42%	9%	16%	11%	22%
Carroll	36%	47%	12%	18%	16%	26%
Howard	22%	39%	7%	15%	9%	19%
Montgomery	30%	42%	12%	23%	11%	20%
Prince George's	42%	55%	15%	22%	24%	36%
Southern Maryland	20%	32%	11%	23%	8%	13%
Calvert	20%	29%	9%	17%	7%	9%
Charles	21%	40%	12%	27%	12%	17%
St. Mary's	18%	21%	11%	22%	7%	13%
Susquehanna	40%	53%	12%	20%	15%	21%
Cecil	44%	48%	13%	16%	9%	15%
Harford	39%	54%	12%	21%	16%	24%
Upper Shore	30%	46%	15%	28%	17%	32%
Caroline	34%	64%	19%	36%	19%	48%
Dorchester	9%	51%	4%	38%	9%	40%
Kent	23%	33%	23%	33%	23%	28%
Queen Anne's	32%	34%	13%	19%	13%	20%
Talbot	34%	49%	15%	23%	22%	28%
Western Maryland	28%	41%	18%	26%	10%	17%
Allegany	21%	36%	7%	14%	4%	4%
Garrett	31%	57%	15%	39%	5%	17%
Washington	31%	42%	26%	30%	16%	23%
ALL MARYLAND	**32%**	**49%**	**11%**	**22%**	**13%**	**25%**

Table 3

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	80%	81%	2.55	2.49
Baltimore City	81%	72%	2.42	2.09
Baltimore	84%	81%	2.65	2.59
Frederick	86%	80%	2.78	2.54
Lower Shore	77%	81%	2.45	2.73
Somerset	71%	83%	2.43	2.67
Wicomico	72%	84%	2.23	2.76
Worcester	86%	78%	2.84	2.71
Mid Maryland	83%	76%	2.61	2.35
Carroll	85%	79%	2.67	2.42
Howard	82%	75%	2.58	2.31
Montgomery	81%	81%	2.61	2.63
Prince George's	73%	76%	2.24	2.22
Southern Maryland	81%	75%	2.52	2.33
Calvert	88%	66%	2.70	2.22
Charles	76%	78%	2.34	2.37
St. Mary's	81%	82%	2.55	2.42
Susquehanna	80%	75%	2.60	2.45
Cecil	71%	74%	2.45	2.32
Harford	82%	76%	2.63	2.48
Upper Shore	87%	82%	2.70	2.40
Caroline	90%	94%	2.71	2.78
Dorchester	82%	81%	2.82	2.71
Kent	89%	50%	2.56	1.75
Queen Anne's	94%	78%	3.00	2.49
Talbot	78%	82%	2.19	2.54
Western Maryland	77%	78%	2.49	2.39
Allegany	76%	79%	2.35	2.42
Garrett	77%	91%	2.65	2.82
Washington	78%	75%	2.56	2.31
ALL MARYLAND	**81%**	**78%**	**2.55**	**2.42**

Table 4

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%	83%	2.67	2.53
Baltimore City	84%	75%	2.56	2.18
Baltimore	88%	86%	2.77	2.60
Frederick	87%	86%	2.76	2.65
Lower Shore	86%	78%	2.49	2.30
Somerset	76%	73%	2.10	2.09
Wicomico	86%	79%	2.46	2.37
Worcester	87%	77%	2.66	2.26
Mid Maryland	87%	85%	2.61	2.78
Carroll	89%	85%	2.83	2.64
Howard	87%	85%	2.76	2.59
Montgomery	87%	83%	2.71	2.56
Prince George's	81%	81%	2.44	2.39
Southern Maryland	85%	85%	2.64	2.62
Calvert	86%	84%	2.66	2.59
Charles	83%	83%	2.55	2.54
St. Mary's	87%	91%	2.74	2.85
Susquehanna	89%	82%	2.80	2.53
Cecil	90%	76%	2.77	2.27
Harford	89%	84%	2.81	2.61
Upper Shore	86%	83%	2.69	2.50
Caroline	76%	80%	2.36	2.40
Dorchester	89%	86%	2.72	2.67
Kent	88%	80%	2.69	2.40
Queen Anne's	90%	78%	2.82	2.36
Talbot	89%	93%	2.83	2.64
Western Maryland	86%	80%	2.77	2.56
Allegany	82%	80%	2.67	2.67
Garrett	86%	75%	2.64	2.50
Washington	88%	80%	2.88	2.51
ALL MARYLAND	**86%**	**82%**	**2.66**	**2.53**

Table 5

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

	Core	Non-Core
Anne Arundel	2.70	2.52
Baltimore City	2.44	2.01
Baltimore	2.64	2.46
Frederick	2.69	2.52
Lower Shore	2.47	2.36
Somerset	2.07	2.34
Wicomico	2.48	2.40
Worcester	2.58	2.31
Mid Maryland	2.77	2.54
Carroll	2.80	2.61
Howard	2.75	2.50
Montgomery	2.70	2.50
Prince George's	2.27	2.17
Southern Maryland	2.59	2.44
Calvert	2.63	2.47
Charles	2.41	2.32
St. Mary's	2.74	2.60
Susquehanna	2.64	2.42
Cecil	2.72	2.46
Harford	2.62	2.41
Upper Shore	2.64	2.43
Caroline	2.43	2.38
Dorchester	3.00	2.61
Kent	2.38	1.84
Queen Anne's	2.71	2.40
Talbot	2.69	2.58
Western Maryland	2.69	2.55
Allegany	2.62	2.55
Garrett	2.77	2.65
Washington	2.72	2.54
ALL MARYLAND	**2.61**	**2.37**

Table 6

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	46%	74%	20%	49%	6%	24%
Anne Arundel	49%	60%	4%	6%	8%	12%
Baltimore City	84%	95%	55%	75%	24%	59%
Baltimore County	69%	82%	25%	43%	29%	45%
Carroll	71%	77%	26%	30%	27%	41%
Cecil	73%	70%	21%	21%	19%	21%
Chesapeake	51%	59%	32%	44%	31%	50%
Frederick	43%	59%	12%	18%	23%	28%
Garrett	59%	64%	31%	43%	10%	25%
Hagerstown	44%	52%	40%	38%	23%	27%
Harford	68%	74%	23%	32%	27%	32%
Howard	58%	67%	20%	27%	21%	29%
Montgomery	57%	67%	25%	39%	19%	31%
Prince George's	48%	59%	19%	23%	45%	55%
Southern Maryland	27%	46%	22%	37%	13%	20%
Wor-Wic	77%	85%	29%	36%	17%	20%
All Community Colleges	**56%**	**69%**	**21%**	**35%**	**22%**	**35%**
University System of Maryland						
Bowie	53%	53%	20%	15%	26%	24%
Coppin	71%	71%	-	-	-	-
Frostburg	21%	26%	0%	0%	0%	0%
Towson	23%	38%	0%	*	13%	24%
UMBC	2%	2%	*	0%	6%	7%
UMCP	4%	6%	-	-	-	-
UMES	79%	85%	26%	40%	35%	42%
All University System of MD	**14%**	**27%**	**2%**	**4%**	**6%**	**11%**
Morgan	29%	33%	28%	32%	30%	34%
All Public Four-Year	**15%**	**28%**	**3%**	**7%**	**7%**	**13%**
Independents						
Capitol College	10%	18%	10%	12%	-	-
Columbia Union	19%	25%	10%	10%	-	-
Hood	27%	31%	10%	7%	-	-
Loyola	1%	3%	-	-	-	-
MD Institute College of Art	-	-	8%	11%	-	-
Mount St. Mary's	31%	47%	-	-	-	-
Sojourner Douglass	N/A	100%	N/A	100%	-	-
Stevenson	-	-	0%	0%	20%	21%
All Independents	**6%**	**9%**	**1%**	**2%**	**6%**	**6%**
All Campuses	**32%**	**49%**	**11%**	**22%**	**13%**	**25%**

Table 7

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	56%	81%	1.69	2.43
Anne Arundel	80%	77%	2.55	2.33
Baltimore City	50%	75%	2.00	2.21
Baltimore County	80%	63%	2.39	2.00
Carroll	73%	64%	2.31	1.91
Cecil	54%	58%	1.96	1.67
Chesapeake	77%	79%	2.33	2.48
Frederick	88%	76%	2.93	2.49
Garrett	90%	82%	3.20	2.64
Hagerstown	76%	68%	2.54	2.25
Harford	76%	68%	2.39	2.22
Howard	58%	56%	1.71	1.68
Montgomery	78%	73%	2.47	2.36
Prince George's	68%	82%	2.09	2.45
Southern Maryland	81%	63%	2.44	1.94
Wor-Wic	64%	74%	2.25	2.39
All Community Colleges	**75%**	**71%**	**2.37**	**2.24**
University System of Maryland				
Bowie	57%	66%	1.94	1.92
Coppin	100%	92%	3.29	2.50
Frostburg	75%	81%	2.21	2.23
Salisbury	76%	79%	2.42	2.40
Towson	87%	89%	2.76	2.79
UMBC	78%	75%	2.49	2.40
UMCP	88%	86%	2.83	2.75
UMES	68%	68%	2.10	2.11
All University System of MD	**83%**	**82%**	**2.64**	**2.55**
Morgan	66%	64%	1.84	1.87
St. Mary's	97%	100%	3.40	3.29
All Public Four-Year	**82%**	**80%**	**2.59**	**2.60**
Independents				
Capitol College	70%	81%	2.40	2.38
Columbia Union	94%	90%	3.06	2.60
Goucher	88%	50%	2.64	1.75
Hood	90%	92%	2.97	2.75
Loyola	100%	100%	3.07	3.50
McDaniel	88%	83%	2.37	2.50
Mount St. Mary's	84%	90%	2.67	2.69
Notre Dame	83%	100%	2.61	2.80
St. John's	100%	100%	3.50	3.33
Stevenson	90%	89%	2.89	2.94
Washington College	77%	100%	2.59	3.40
All Independents	**89%**	**89%**	**2.83**	**2.82**
All Campuses	**81%**	**78%**	**2.55**	**2.42**

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. Soujourner-Douglass provided grades for only one student.

Table 8

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	74%	76%	2.43	2.31
Anne Arundel	80%	78%	2.43	2.31
Baltimore City	76%	67%	2.30	1.89
Baltimore County	79%	74%	2.45	2.22
Carroll	80%	75%	2.52	2.29
Cecil	87%	69%	2.66	2.08
Chesapeake	78%	80%	2.44	2.37
Frederick	81%	80%	2.51	2.37
Garrett	79%	77%	2.50	2.35
Hagerstown	86%	81%	2.78	2.64
Harford	83%	77%	2.62	2.30
Howard	74%	75%	2.31	2.28
Montgomery	80%	76%	2.54	2.33
Prince George's	74%	77%	2.25	2.38
Southern Maryland	78%	78%	2.46	2.42
Wor-Wic	78%	67%	2.30	2.00
All Community Colleges	**79%**	**76%**	**2.47**	**2.29**
University System of Maryland				
Bowie	74%	72%	2.10	2.10
Coppin	85%	64%	2.33	1.75
Frostburg	88%	83%	2.52	2.23
Salisbury	91%	92%	2.62	2.65
Towson	94%	95%	3.10	3.06
UMBC	91%	88%	2.97	2.85
UMCP	94%	93%	2.90	2.82
UMES	82%	79%	2.36	2.26
All University System of MD	**91%**	**88%**	**2.82**	**2.66**
Morgan	76%	74%	2.29	2.27
St. Mary's	98%	98%	3.50	3.31
All Public Four-Year	**90%**	**87%**	**2.77**	**2.75**
Independents				
Capitol College	70%	80%	2.20	2.13
Columbia Union	100%	88%	3.11	2.35
Goucher	93%	93%	2.89	2.71
Hood	94%	84%	3.00	2.86
Loyola	98%	100%	3.22	2.94
Maryland Institute College of Art	100%	100%	3.26	3.33
McDaniel	96%	95%	3.02	3.04
Mount St. Mary's	99%	90%	3.26	2.88
Notre Dame	81%	94%	2.67	3.00
Sojourner-Douglass	N/A	100%	N/A	2.00
Stevenson	95%	94%	2.82	2.75
Washington College	100%	100%	3.26	3.10
All Independents	**95%**	**93%**	**2.98**	**2.85**
All Campuses	**86%**	**82%**	**2.68**	**2.49**

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 9

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

	Core	Non Core
Community Colleges		
Allegany	2.32	1.91
Anne Arundel	2.59	2.30
Baltimore City	2.22	1.96
Baltimore County	2.29	2.05
Carroll	2.68	2.45
Cecil	2.64	2.34
Chesapeake	2.32	2.25
Frederick	2.46	2.22
Garrett	2.61	2.51
Hagerstown	2.66	2.58
Harford	2.33	2.10
Howard	2.25	2.13
Montgomery	2.49	2.33
Prince George's	1.87	1.97
Southern Maryland	2.40	2.24
Wor-Wic	2.21	2.08
All Community Colleges	**2.38**	**2.19**
University System of Maryland		
Bowie	2.31	2.18
Coppin	2.30	2.03
Frostburg	2.44	2.28
Salisbury	2.72	2.69
Towson	2.90	2.78
UMBC	2.72	2.63
UMCP	3.00	2.91
UMES	2.31	2.18
All University System of MD	**2.81**	**2.61**
Morgan	1.92	1.83
St. Mary's	3.20	3.03
All Public Four-Year	**2.64**	**2.49**
Independents		
Capitol College	2.27	2.17
Columbia Union	2.82	2.36
Goucher	3.01	2.35
Hood	2.79	2.74
Johns Hopkins	3.15	2.86
Loyola	3.17	3.01
Maryland Institute College of Art	3.34	3.24
McDaniel	2.95	2.93
Mount St. Mary's	2.91	2.72
Notre Dame	2.58	2.72
Sojourner-Douglass	N/A	2.75
St. Johns	3.20	3.22
Stevenson	2.79	2.70
Washington College	3.06	2.95
All Independents	**2.92**	**2.77**
All Campuses	**2.61**	**2.4**

Note: The grade point averages for Johns Hopkins are for the second semester only. McDaniel uses a grading scale of 4.3, instead of 4.0.

Table 10
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	28%	44%	11%	22%	12%	21%
Women	35%	53%	11%	23%	15%	27%
Race						
African-American	49%	66%	22%	36%	28%	40%
Asian	15%	24%	8%	14%	10%	18%
Hispanic	40%	61%	18%	28%	20%	26%
White	28%	39%	7%	13%	9%	14%
Other	36%	45%	14%	26%	14%	31%

Table 11
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	76%	74%	2.38	2.28
Women	85%	82%	2.57	2.71
Race				
African-American	70%	71%	2.09	2.12
Asian	82%	82%	2.69	2.68
Hispanic	79%	72%	2.44	2.20
White	83%	81%	2.67	2.57
Other	79%	69%	2.44	2.03

Table 12
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	82%	78%	2.46	2.28
Women	90%	85%	2.86	2.65
Race				
African-American	80%	75%	2.54	2.48
Asian	90%	89%	2.88	2.83
Hispanic	83%	80%	2.67	2.60
White	88%	85%	2.96	2.86
Other	83%	80%	2.89	2.43

Table 13
Cumulative Grade Point Average After First Year of
Core and Non-Core Curriculum Students
(By Gender and Race)

	Core	Non-Core
Gender		
Men	2.46	2.23
Women	2.73	2.48
Race		
African-American	2.34	2.34
Asian	2.83	2.78
Hispanic	2.66	2.47
White	2.91	2.81
Other	2.71	2.49

Table 14

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	.2458	.0604	.0604	11.311	.0000	.2458
2	SAT Math Score	.3055	.0933	.0329	10.312	.0000	.2352
3	Honors Chemistry	.3146	.0990	.0056	6.935	.0000	.1733
4	Avg. Grade-Math	.3373	.1137	.0148	3.381	.0007	.1523
5	Race	.3430	.1176	.0039	4.875	.0000	.1507
6	Avg. Grade-Foreign Languages	.3482	.1213	.0036	3.608	.0003	.1421
7	Gender	.3828	.1465	.0252	12.230	.0000	.1356

Table 15

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	.2417	.0584	.0584	12.697	.0000	.2417
2	SAT Verbal Score	.2740	.0751	.0167	5.850	.0000	.1765
3	Gener	.3205	.1027	.0276	11.818	.0000	.1711
4	Race	.3337	.1113	.0086	6.768	.0000	.1527
5	Avg. Grade-English	.3495	.1221	.0108	9.023	.0000	.1427
6	Honors English	.3564	.1270	.0049	5.336	.0000	.1327

Table 16

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	.3229	.1042	.1042	16.498	.0000	.3229
2	SAT Verbal Score	.3748	.1405	.0362	4.684	.0000	.2533
3	SAT Math Score	.3797	.1442	.0037	5.300	.0000	.2392
4	Race	.3949	.1559	.0118	7.881	.0000	.2189
5	Gender	.4433	.1966	.0406	15.364	.0000	.1799
6	Avg. Grade-English	.4590	.2107	.0141	2.920	.0035	.1741
7	Avg. Grade-Social Sciences	.4619	.2134	.0027	4.250	.0000	.1698
8	Honors Chemistry	.4671	.2182	.0048	5.509	.0000	.1666
9	Father's Educational Level	.4685	.2195	.0014	2.904	.0037	.1324

Table 17

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	22%	33%	22%	31%	19%	28%	24%	31%	31%	41%	32%	39%
Baltimore City	27%	54%	39%	63%	37%	53%	31%	54%	35%	59%	37%	60%
Baltimore	21%	26%	22%	35%	18%	22%	19%	22%	18%	21%	18%	20%
Frederick	30%	42%	32%	47%	24%	42%	26%	43%	26%	38%	26%	38%
Lower Shore	22%	30%	26%	40%	26%	41%	29%	41%	37%	55%	39%	45%
Mid Maryland	20%	31%	24%	34%	25%	34%	26%	34%	23%	35%	25%	36%
Montgomery	16%	31%	25%	39%	27%	41%	25%	35%	26%	38%	30%	41%
Prince George's	30%	40%	31%	41%	34%	45%	38%	47%	43%	51%	44%	54%
Southern Maryland	11%	16%	14%	21%	6%	14%	10%	17%	13%	20%	15%	18%
Susquehanna	28%	39%	28%	38%	33%	48%	34%	45%	31%	42%	40%	49%
Upper Shore	24%	37%	19%	43%	32%	45%	38%	45%	35%	47%	27%	47%
Western Maryland	30%	48%	41%	60%	34%	45%	37%	47%	27%	37%	31%	46%
ALL MARYLAND	**23%**	**36%**	**27%**	**41%**	**26%**	**38%**	**27%**	**38%**	**28%**	**40%**	**30%**	**41%**

	2006-2007	
	Core	Non-Core
Anne Arundel	31%	44%
Baltimore City	37%	69%
Baltimore	32%	45%
Frederick	24%	37%
Lower Shore	38%	51%
Mid Maryland	27%	42%
Montgomery	30%	42%
Prince George's	42%	55%
Southern Maryland	20%	32%
Susquehanna	40%	53%
Upper Shore	30%	46%
Western Maryland	28%	28%
ALL MARYLAND	**32%**	**49%**

Table 18

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	10%	16%	9%	15%	7%	15%	11%	16%	5%	5%	3%	6%
Baltimore City	18%	41%	28%	50%	29%	53%	25%	50%	20%	44%	19%	40%
Baltimore	12%	22%	19%	32%	17%	24%	17%	23%	12%	18%	12%	16%
Frederick	17%	21%	13%	20%	11%	24%	11%	17%	9%	15%	7%	13%
Lower Shore	16%	25%	19%	27%	10%	21%	13%	21%	14%	28%	16%	24%
Mid Maryland	9%	21%	13%	22%	11%	18%	8%	15%	8%	14%	5%	13%
Montgomery	5%	12%	14%	22%	15%	25%	12%	18%	19%	27%	13%	20%
Prince George's	19%	28%	20%	32%	17%	27%	22%	30%	21%	25%	18%	26%
Southern Maryland	9%	17%	8%	16%	10%	14%	10%	20%	10%	17%	8%	12%
Susquehanna	9%	17%	11%	21%	14%	20%	11%	22%	13%	20%	14%	21%
Upper Shore	7%	15%	11%	21%	11%	18%	14%	27%	11%	24%	16%	24%
Western Maryland	16%	28%	20%	41%	18%	20%	19%	26%	21%	32%	19%	33%
ALL MARYLAND	**12%**	**22%**	**16%**	**28%**	**15%**	**25%**	**15%**	**25%**	**14%**	**22%**	**12%**	**21%**

	2006-2007	
	Core	Non-Core
Anne Arundel	4%	5%
Baltimore City	10%	36%
Baltimore	11%	18%
Frederick	7%	12%
Lower Shore	16%	22%
Mid Maryland	9%	16%
Montgomery	12%	23%
Prince George's	15%	22%
Southern Maryland	11%	23%
Susquehanna	12%	20%
Upper Shore	15%	28%
Western Maryland	18%	26%
ALL MARYLAND	**11%**	**22%**

Table 19

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	15%	21%	15%	18%	9%	15%	8%	11%	6%	5%	6%	11%
Baltimore City	20%	44%	28%	53%	26%	53%	30%	55%	28%	48%	25%	46%
Baltimore	14%	23%	19%	29%	15%	21%	18%	23%	13%	19%	14%	20%
Frederick	10%	9%	14%	18%	9%	22%	11%	18%	10%	13%	10%	16%
Lower Shore	9%	20%	17%	28%	11%	20%	13%	16%	14%	19%	10%	16%
Mid Maryland	10%	16%	11%	18%	9%	15%	15%	21%	10%	16%	9%	18%
Montgomery	12%	20%	12%	20%	11%	21%	10%	16%	13%	19%	11%	17%
Prince George's	18%	29%	19%	32%	19%	33%	27%	36%	31%	37%	31%	43%
Southern Maryland	25%	39%	22%	37%	7%	10%	11%	22%	9%	13%	8%	11%
Susquehanna	6%	7%	6%	10%	7%	13%	6%	12%	5%	11%	16%	21%
Upper Shore	7%	13%	16%	25%	11%	17%	15%	26%	13%	26%	14%	30%
Western Maryland	11%	18%	15%	25%	11%	16%	10%	14%	9%	14%	11%	20%
ALL MARYLAND	**14%**	**24%**	**16%**	**28%**	**13%**	**24%**	**16%**	**25%**	**15%**	**21%**	**15%**	**24%**

	2006-2007	
	Core	Non-Core
Anne Arundel	8%	10%
Baltimore City	16%	40%
Baltimore	15%	22%
Frederick	12%	17%
Lower Shore	11%	15%
Mid Maryland	11%	22%
Montgomery	11%	20%
Prince George's	24%	36%
Southern Maryland	8%	13%
Susquehanna	15%	21%
Upper Shore	17%	32%
Western Maryland	10%	17%
ALL MARYLAND	**13%**	**25%**

Table 20

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	81%	74%	78%	75%	80%	71%	82%	78%	85%	79%	82%	80%
Baltimore City	79%	73%	77%	75%	77%	75%	77%	73%	80%	65%	77%	71%
Baltimore	80%	72%	80%	80%	80%	78%	79%	81%	84%	78%	81%	84%
Frederick	80%	84%	82%	78%	84%	84%	83%	78%	88%	83%	83%	81%
Lower Shore	79%	91%	78%	73%	77%	77%	82%	89%	84%	77%	81%	74%
Mid Maryland	81%	74%	83%	80%	83%	77%	83%	79%	82%	81%	82%	78%
Montgomery	78%	70%	78%	72%	76%	67%	82%	78%	81%	78%	80%	79%
Prince George's	73%	68%	76%	70%	70%	62%	78%	74%	75%	72%	76%	71%
Southern Maryland	77%	74%	80%	75%	79%	72%	78%	74%	84%	80%	78%	78%
Susquehanna	82%	84%	82%	77%	83%	77%	82%	77%	84%	76%	84%	85%
Upper Shore	86%	80%	86%	77%	72%	69%	82%	84%	80%	80%	86%	73%
Western Maryland	84%	82%	83%	79%	87%	87%	89%	87%	89%	87%	82%	84%
ALL MARYLAND	**79%**	**74%**	**79%**	**75%**	**78%**	**71%**	**81%**	**78%**	**82%**	**78%**	**80%**	**78%**

	2006-2007	
	Core	Non-Core
Anne Arundel	80%	81%
Baltimore City	81%	72%
Baltimore	84%	81%
Frederick	86%	80%
Lower Shore	77%	81%
Mid Maryland	83%	76%
Montgomery	81%	81%
Prince George's	73%	76%
Southern Maryland	81%	75%
Susquehanna	80%	75%
Upper Shore	87%	82%
Western Maryland	77%	78%
ALL MARYLAND	**81%**	**78%**

Table 21

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	87%	87%	88%	88%	90%	91%	90%	90%	88%	87%	89%	85%
Baltimore City	86%	77%	85%	84%	84%	78%	87%	79%	87%	80%	85%	79%
Baltimore	88%	86%	90%	86%	90%	89%	89%	87%	90%	87%	89%	86%
Frederick	91%	85%	86%	87%	89%	91%	90%	90%	91%	85%	91%	83%
Lower Shore	88%	83%	85%	70%	92%	84%	87%	80%	89%	82%	85%	78%
Mid Maryland	89%	85%	89%	81%	90%	89%	89%	84%	91%	87%	90%	85%
Montgomery	84%	77%	83%	77%	86%	82%	87%	84%	88%	84%	85%	82%
Prince George's	85%	80%	85%	81%	85%	81%	89%	86%	87%	86%	85%	80%
Southern Maryland	85%	86%	89%	87%	89%	89%	89%	79%	91%	82%	88%	84%
Susquehanna	89%	87%	90%	86%	91%	82%	89%	86%	91%	87%	86%	84%
Upper Shore	90%	81%	91%	78%	88%	84%	85%	80%	95%	88%	87%	81%
Western Maryland	92%	90%	93%	86%	90%	87%	93%	84%	93%	90%	93%	85%
ALL MARYLAND	**87%**	**83%**	**87%**	**83%**	**88%**	**85%**	**88%**	**85%**	**89%**	**85%**	**87%**	**83%**

	2006-2007	
	Core	Non-Core
Anne Arundel	87%	83%
Baltimore City	84%	75%
Baltimore	88%	86%
Frederick	87%	86%
Lower Shore	86%	77%
Mid Maryland	87%	85%
Montgomery	87%	83%
Prince George's	81%	81%
Southern Maryland	85%	85%
Susquehanna	89%	82%
Upper Shore	86%	83%
Western Maryland	86%	80%
ALL MARYLAND	**86%**	**82%**

Table 22

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Anne Arundel	2.6	2.3	2.5	2.4	2.6	2.4	2.7	2.6	2.8	2.6	2.7	2.6
Baltimore City	2.4	2.1	2.4	2.1	2.3	2.1	2.3	2.0	2.4	2.1	2.4	2.1
Baltimore	2.5	2.4	2.5	2.4	2.5	2.4	2.6	2.4	2.6	2.5	2.6	2.5
Frederick	2.7	2.7	2.7	2.4	2.8	2.4	2.7	2.5	2.8	2.5	2.7	2.5
Lower Shore	2.6	2.3	2.4	2.2	2.5	2.3	2.5	2.3	2.6	2.3	2.5	2.4
Mid Maryland	2.6	2.4	2.6	2.4	2.7	2.5	2.7	2.5	2.8	2.5	2.8	2.5
Montgomery	2.6	2.2	2.6	2.3	2.6	2.3	2.6	2.4	2.7	2.5	2.7	2.5
Prince George's	2.3	2.2	2.4	2.2	2.3	2.2	2.4	2.1	2.4	2.2	2.4	2.2
Southern Maryland	2.6	2.3	2.6	2.4	2.7	2.4	2.7	2.4	2.7	2.5	2.7	2.4
Susquehanna	2.5	2.4	2.6	2.4	2.6	2.3	2.7	2.4	2.7	2.4	2.6	2.4
Upper Shore	2.6	2.3	2.5	2.2	2.5	2.3	2.4	2.3	2.6	2.4	2.6	2.3
Western Maryland	2.6	2.4	2.8	2.4	2.7	2.5	2.8	2.5	2.8	2.6	2.8	2.6
ALL MARYLAND	**2.5**	**2.3**	**2.5**	**2.3**	**2.6**	**2.3**	**2.6**	**2.4**	**2.7**	**2.4**	**2.6**	**2.4**

	2006-2007	
	Core	Non-Core
Anne Arundel	2.70%	2.52%
Baltimore City	2.44%	2.01%
Baltimore	2.64%	2.46%
Frederick	2.69%	2.52%
Lower Shore	2.47%	2.36%
Mid Maryland	2.77%	2.54%
Montgomery	2.70%	2.50%
Prince George's	2.27%	2.17%
Southern Maryland	2.59%	2.44%
Susquehanna	2.64%	2.42%
Upper Shore	2.64%	2.43%
Western Maryland	2.69%	2.55%
ALL MARYLAND	**2.61**	**2.37**

Table 23

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	38%	49%	43%	55%	46%	56%	46%	54%	49%	59%	46%	58%	33%	69%
Public Four-Year	11%	18%	13%	21%	13%	17%	12%	17%	14%	16%	17%	22%	15%	28%
Independent	5%	8%	8%	10%	7%	8%	3%	4%	4%	7%	10%	11%	7%	9%
ALL CAMPUSES	**23%**	**36%**	**27%**	**41%**	**26%**	**38%**	**27%**	**38%**	**28%**	**40%**	**30%**	**41%**	**33%**	**49%**

Table 24

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	21%	32%	29%	41%	27%	38%	25%	36%	25%	34%	21%	32%	21%	35%
Public Four-Year	5%	9%	7%	11%	7%	10%	8%	9%	7%	8%	5%	7%	3%	7%
Independent	1%	1%	1%	3%	1%	2%	2%	3%	3%	4%	3%	5%	1%	2%
ALL CAMPUSES	**12%**	**22%**	**16%**	**28%**	**15%**	**25%**	**15%**	**25%**	**14%**	**22%**	**12%**	**21%**	**11%**	**23%**

Table 25

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2004-2005	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	25%	35%	27%	38%	21%	35%	25%	34%	23%	31%	21%	34%		
Public Four-Year	6%	9%	8%	13%	7%	11%	9%	11%	9%	11%	10%	12%	7%	13%
Independent	1%	2%	6%	9%	6%	5%	4%	7%	*	*	4%	7%	6%	6%
ALL CAMPUSES	**14%**	**24%**	**16%**	**28%**	**13%**	**24%**	**16%**	**25%**	**15%**	**21%**	**15%**	**24%**	**7%**	**12%**

* Less than 0.5 percent

Table 26

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	72%	68%	72%	70%	72%	64%	75%	74%	79%	74%	77%	76%	75%	71%
Public Four-Year	81%	77%	83%	77%	80%	75%	83%	80%	83%	79%	81%	79%	82%	80%
Independent	91%	87%	90%	88%	90%	85%	85%	86%	91%	88%	89%	86%	89%	89%
ALL CAMPUSES	**79%**	**74%**	**79%**	**75%**	**78%**	**71%**	**81%**	**78%**	**82%**	**78%**	**80%**	**78%**	**81%**	**78%**

Table 27

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	80%	76%	79%	75%	81%	79%	82%	79%	84%	79%	82%	77%	79%	76%
Public Four-Year	91%	89%	92%	90%	91%	90%	92%	90%	92%	90%	91%	88%	90%	87%
Independent	95%	91%	95%	95%	96%	95%	95%	93%	95%	93%	94%	91%	95%	93%
ALL CAMPUSES	**87%**	**83%**	**87%**	**83%**	**88%**	**85%**	**88%**	**85%**	**89%**	**85%**	**87%**	**83%**	**86%**	**82%**

Table 28

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Community Colleges	2.3	2.1	2.3	2.1	2.3	2.1	2.4	2.2	2.5	2.2	2.4	2.2	2.38	2.19
Public Four-Year	2.7	2.5	2.7	2.5	2.7	2.6	2.7	2.6	2.8	2.6	2.7	2.6	2.64	2.49
Independent	2.9	2.7	2.9	2.8	2.9	2.8	2.9	2.8	3.0	2.8	2.9	2.8	2.92	2.77
ALL CAMPUSES	**2.5**	**2.3**	**2.5**	**2.3**	**2.6**	**2.3**	**2.6**	**2.4**	**2.7**	**2.4**	**2.6**	**2.4**	**2.61**	**2.40**

Table 29

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

	1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	23%	36%	23%	33%	24%	34%	24%	37%	24%	34%	28%	44%
Women	29%	46%	29%	43%	29%	41%	31%	43%	34%	47%	35%	53%
Race												
African-American	44%	61%	41%	55%	43%	56%	48%	62%	50%	63%	49%	66%
Asian	14%	24%	16%	21%	14%	20%	17%	18%	17%	23%	15%	24%
Hispanic											40%	61%
White	22%	33%	22%	31%	23%	31%	22%	32%	23%	32%	28%	39%
Other	30%	42%	33%	48%	32%	38%	40%	50%	38%	52%	36%	45%

Table 30

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

	1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender												
Men	17%	27%	15%	25%	15%	25%	14%	23%	11%	21%	11%	22%
Women	15%	30%	15%	26%	15%	24%	14%	22%	13%	22%	11%	23%
Race												
African-American	32%	48%	28%	44%	30%	45%	27%	41%	25%	38%	22%	36%
Asian	10%	18%	10%	18%	10%	18%	14%	19%	9%	15%	18%	28%
Hispanic											8%	14%
White	11%	19%	11%	16%	10%	15%	9%	15%	7%	12%	7%	13%
Other	19%	25%	21%	30%	16%	27%	23%	30%	19%	27%	14%	26%

Table 31

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender														
Men	14%	22%	15%	24%	12%	21%	14%	21%	13%	20%	12%	20%	12%	21%
Women	14%	26%	17%	31%	14%	27%	17%	27%	16%	23%	16%	27%	11%	23%
Race														
African-American	25%	42%	32%	48%	27%	44%	34%	50%	35%	48%	34%	47%	28%	40%
Asian	14%	19%	16%	24%	14%	23%	14%	21%	14%	18%	10%	19%	10%	18%
Hispanic													20%	26%
White	10%	15%	11%	18%	8%	13%	9%	13%	7%	10%	8%	13%	9%	14%
Other	15%	29%	18%	24%	15%	29%	15%	25%	18%	27%	18%	26%	14%	31%

Table 32

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender														
Men	75%	70%	75%	72%	73%	68%	76%	74%	78%	73%	77%	76%	76%	74%
Women	82%	78%	83%	79%	83%	75%	85%	83%	85%	83%	84%	81%	85%	82%
Race														
African-American	71%	67%	73%	71%	67%	61%	73%	68%	72%	66%	70%	66%	70%	71%
Asian	81%	76%	85%	79%	81%	79%	85%	81%	81%	79%	84%	84%	82%	82%
Hispanic													79%	72%
White	81%	76%	81%	76%	82%	75%	83%	81%	86%	81%	83%	80%	83%	81%
Other	77%	67%	75%	72%	73%	63%	79%	75%	79%	84%	76%	79%	79%	69%

Table 33

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender														
Men	83%	79%	84%	79%	84%	82%	85%	81%	86%	82%	84%	79%	82%	78%
Women	90%	86%	90%	86%	91%	88%	91%	88%	92%	88%	90%	87%	90%	85%
Race														
African-American	82%	76%	83%	79%	83%	80%	85%	80%	85%	81%	81%	76%	80%	75%
Asian	88%	83%	86%	81%	87%	87%	88%	87%	89%	84%	88%	86%	90%	89%
Hispanic													83%	80%
White	89%	86%	89%	85%	90%	87%	90%	86%	92%	87%	90%	86%	88%	85%
Other	85%	74%	84%	73%	83%	83%	83%	79%	83%	85%	82%	78%	83%	80%

Table 34

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

	1997-1998		1998-1999		1999-2000		2000-2001		2002-2003		2004-2005		2006-2007	
	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
Gender														
Men	2.4	2.2	2.4	2.2	2.4	2.2	2.4	2.2	2.5	2.3	2.5	2.3	2.5	2.2
Women	2.6	2.4	2.6	2.4	2.7	2.4	2.7	2.5	2.8	2.6	2.7	2.5	2.7	2.5
Race														
African-American	2.2	2.0	2.2	2.0	2.2	2.1	2.2	2.0	2.3	2.0	2.2	2.0	2.2	2.0
Asian	2.6	2.4	2.6	2.5	2.7	2.5	2.7	2.6	2.8	2.6	2.8	2.6	2.8	2.7
Hispanic													2.7	2.5
White	2.6	2.4	2.6	2.4	2.7	2.5	2.7	2.5	2.8	2.5	2.8	2.6	0.8	2.6
Other	2.5	2.2	2.5	2.2	2.4	2.2	2.5	2.3	2.5	2.4	2.5	2.4	0.8	2.5

Tables 35 and 36

Trends in Long-Term Outcomes of Core and Non-Core Students Who Enrolled as New Full-Time Freshmen Maryland Community Colleges and Public Four Year Campuses

	Table 35			Table 36		
	Four-Year Graduation and Transfer Rate at Community Colleges			Six-Year Graduation Rates at Public Four-Year Campuses		
	N	Core	Non-Core	N	Core	Non-Core
1994	4,264	46.0%	33.7%	5,580	64.0%	57.1%
1995	4,810	47.2%	36.0%	6,229	64.4%	57.1%
1996	4,474	47.0%	36.9%	6,642	65.0%	56.8%
1997	4,605	45.1%	39.9%	6,694	66.1%	62.0%
1998	4,813	44.1%	36.9%	7,123	67.0%	65.1%
1999	4,589	45.4%	35.8%	6,956	66.1%	66.5%
2000	5,133	48.6%	39.4%	7331	67.6%	67.0%
2002	5,282	47.1%	40.2%	-	-	-

Table 37

Long-Term Outcomes of Core and Non-Core Students Who Enrolled as New Full-Time Freshman at Maryland Community Colleges and Public Four-Year Campuses.

	Four-Year Graduation and Transfer Rate-Community Colleges (2001 Cohorts)			Six-Year Graduation Rates at Public Four-Year Campuses (2000 Cohorts)		
	N	Core	Non-Core	N	Core	Non-Core
Gender						
Men	2,525	41.9%	39.4%	3,435	62.7%	62.9%
Women	2,748	51.0%	45.4%	3,896	71.3%	71.2%
Race						
African-American	1,107	28.3%	22.0%	1,894	53.5%	46.2%
Asian	327	58.3%	52.0%	725	74.9%	77.9%
Hispanic	194	37.2%	35.8%	191	75.8%	68.0%
White	3,430	52.4%	46.0%	4,249	73.7%	72.6%
Other	224	32.3%	38.0%	272	61.1%	72.6%
Major Jurisdiction						
Anne Arundel	587	49.2%	50.0%	574	76.1%	69.4%
Baltimore City	318	30.8%	17.8%	643	73.7%	72.6%
Baltimore	590	38.5%	39.2%	1,100	66.1%	66.6%
Frederick	259	49.6%	41.1%	266	70.6%	74.5%
Lower Shore	120	46.7%	38.3%	239	55.6%	58.8%
Mid Maryland	539	49.4%	43.7%	761	75.2%	76.6%
Montgomery	852	49.8%	46.0%	1,450	75.9%	75.0%
Prince George's	605	39.0%	29.5%	1,129	62.0%	55.8%
Southern Maryland	363	53.7%	43.0%	365	69.3%	68.1%
Susquehanna	477	48.2%	40.0%	353	76.1%	72.8%
Upper Shore	134	50.8%	38.0%	169	71.3%	65.2%
Western Maryland	343	62.1%	44.7%	269	67.1%	64.8%