

**The Importance of Getting an Early Start:  
The Experience of the Fall 2008 First Time Freshmen Participating in Cal State  
Northridge's Newest Effort to Promote Proficiency at Entry**

by

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## **The Importance of Getting an Early Start: The Experience of the Fall 2008 First Time Freshmen Participating in Cal State Northridge's Newest Effort to Promote Proficiency at Entry**

Newly enrolled CSU freshmen are expected to arrive at college with sufficient proficiency in mathematics and English to do college-level work. Those unable to demonstrate such proficiency are expected to address their deficiencies by completing remedial work during their first year of college. If they fail to do, they are barred from continuing at the university. At Cal State Northridge, a fair number of students not only require remedial work, but struggle to complete it during their first two semesters of college. In the hope of facilitating the remediation process, the Office of Undergraduate Studies launched its "Early Start" program early in 2008. As the name suggests, the program is designed to help students before they enter CSUN rather than after they have begun to run into trouble during their first year of college. Incoming freshmen participating in the program have the opportunity to get a head start on their remedial work through a six-week summer session prior to their formal Fall term entry. Participating students enroll in the university's Freshman Seminar (U100) and either a remedial English (097) or a remedial mathematics (092, 096) course.

The purpose of this brief report is to examine the initial success of the students participating in the Early Start Program during the 2008-09 academic year. After a brief review of major findings, the text below summarizes several aspects of students' experience and performance during their first year at CSUN. In particular, I examine some of participants' course choices in Summer and Fall 2008, their performance in these courses, their cumulative GPA (exclusive of their remedial coursework), finally, some of their course choices in Spring 2009. The detailed overview of findings relies on the 13 summary tables attached to this report.

### **Major Findings**

Of the well over 1,000 first time freshmen invited to participate in the Early Start Program during Spring 2008, 40 eventually attended the inaugural summer session. When the session got underway, two-

thirds of the participants needed remediation in both English and mathematics, with most of the remainder needing remediation in mathematics only. Given these needs, it is not surprising that 70% of the new freshmen attempted one of the two remedial courses in mathematics offered (092 or 096);<sup>1</sup> the remaining students enrolled in an English 097 course. With the exception of five students attempting the Math 096 course, all of the Early Start students received credit for the remedial course they attempted.

Thanks to their summer experience, a few of the Early Start students were able to enter CSUN fully proficient in both mathematics and English. In addition, the number of students needing remediation in both English and mathematics decreased from 27 at the start of the summer to 17 at the beginning of the Fall 2008 term, while the number needing remediation exclusively in English increased by a similar amount. These gains meant that the Early Start students were much like the other members of their freshmen cohort at formal CSUN entry. In comparison to the larger cohort, they were less likely to be fully proficient, but also less likely to need remediation in both English and mathematics.

All of the Early Start students still needing remediation attempted appropriate remedial courses in Fall 2008, with all but 9 receiving credit for all of the courses they attempted. By the end of the term, the percentage fully proficient in mathematics and English had risen to 43%, with only four students still needing remediation in both subjects. The students also performed well in their non-remedial Fall term courses. Just over a third earned satisfactory grades (i.e., C- or better) in the GE English or mathematics courses they attempted and the majority ended the term with GPAs of 3.00 or higher.

Assuming that the Early Start students perform satisfactorily during the Spring 2009 term, almost all should be in a position to successfully complete their remedial course work by the end of the 2008-09 academic year. In addition, over half will have completed at least one GE course in mathematics or English with a grade of C- or better. These findings suggest that the head start given to the freshmen participating in the Early Start program has played a significant role in their persistence and strong

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<sup>1</sup> Math 096, "ELM Preparation," is a specially designed course offered only during the summer.

performance during their first year at CSUN. Unfortunately, the number of program participants is far too small for even tentative conclusions, but if the 2008-09 experience can be repeated with freshmen entering in Fall 2009, Cal State Northridge will have developed an effective new means of helping at-risk freshmen succeed at the university.

### **Detailed Overview of Findings**

Early in 2008, all first time freshmen admitted to Cal State Northridge for the following Fall, whose records suggested that they would need to complete remedial course work in mathematics or English,<sup>2</sup> once enrolled at CSUN, were invited to begin addressing these deficiencies during a six-week summer session held in July and August. Of the hundreds of students invited to participate in this newly launched “Early Start” Program during the March-June period, 40 eventually signed up for the two-course sequence (i.e., the U100 Freshman Seminar and a remedial course in either mathematics or English). Almost all of the participants needed remediation in mathematics (93%); in addition, four in five needed remediation in English. Given the small number of students participating in the Summer 2008 Early Start program, the findings reviewed below, while intriguing, can be no more than suggestive.

- Two-thirds of the students participating in the Early Start program needed remediation in both mathematics and English (see top section of Table 1). Of the remainder, most needed remediation in mathematics only (10 of 40 vs. the 3 students needing remediation in remediation in English only). In keeping with these needs, 70% of the students attempted a remedial course in mathematics during the 2008 summer session and 30% attempted a remedial English course.

- Table 2 shows the courses attempted by the Early Start students. All enrolled in University 100, with those opting for remedial work in English attempted English 097 (Developmental Reading). Among the majority focusing on remedial work in mathematics, a third attempted Math 092 (Developmental Mathematics I) and two-thirds opted for a specially devised course designed to prepare students to re-take the Entry Level Mathematics (ELM) test required of all first time freshmen entering the CSU.

- Table 3, which summarizes student performance in the various summer term courses attempted indicates that the overall performance level was high. All Early Start participants received grades of C or better in the U100 course they took and everyone who attempted English 097 or Math 092 received credit for it. Close to three-quarters of the students involved in Math 096 also received credit for it, though 28% did not (5 out of 18).

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<sup>2</sup> All entering freshmen who attempted the ELM or EPT examinations in Spring 2008, but did not receive passing scores, were invited to participate in the Early Start program.

- Table 4 indicates that all Early Start students enrolled at CSUN in Fall 2008 and that, thanks to their summer experience, a few were fully proficient in mathematics and English at entry. The table also indicates, however, that, as a group, they were considerably less likely to be fully proficient than the larger freshman cohort to which they belong. Despite this, the Early Start students entering CSUN in need of remediation are less likely than those in the larger cohort to need remediation in mathematics as well as English (46% vs. 63%). Since the two differences tend to cancel each other out, it is hard to say whether the Early Start students were more or less well prepared to do college work than their fellow first time freshmen.

- According to Table 5, the number of Early Start students needing remediation in both English and mathematics decreased from 27 at the start of the summer to 17 at the beginning of the Fall term, while the number needing remediation in English only increased by a similar amount. This change in status reflects the performance of the students in Math 096 who successfully passed the ELM before the Fall semester began. As a result, 3 became fully proficient at entry and 10 needed remediation in English only.

- Table 6 shows the remedial and GE courses in mathematics or English attempted by the Early Start students in Fall 2008. Of the 30 students still needing remediation in English at the start of the academic year, 26 were enrolled in an appropriate course (097 or 098), with all of the students completing English 097 during the summer enrolled in an 098 course. Almost all of the Early Start students still needing remediation in mathematics at entry (23 out of 24) enrolled in one of the two remedial courses offered in Fall 2008 (092 or 093). Everyone who attempted a remedial mathematics course in the summer, but still needed remedial work at the beginning of the Fall term, enrolled in Math 093.

- Table 7 indicates that close to four-fifths of the Early Start students attempting any of the remedial courses offered in Fall 2008 received credit for the course in question. Nine students failed to receive credit in one of the remedial courses attempted, with only one of the students attempting two such courses failing to receive credit in at least one.

- Although most of the Early Start students focused on remedial work during their first term at CSUN, a substantial minority attempted GE courses in either mathematics or English (see Table 6). Just over a third attempted a freshman composition course (155) and 3 in 10 enrolled in a GE mathematics course.

- By and large, the students attempting GE courses in mathematics and English during Fall 2008 performed well, as Tables 8 and 9 indicate. Only one student withdrew from a course midway through the term, while four students received F grades; three of the five failing grades were in Math 102 (see Table 9). Only one third of the six students attempting this last received grades of C- or better, as Table 8 indicates. Viewed more generally, close to two-thirds of the 14 students attempting a Freshman Composition courses earned grades of C- or better. The same applies to half of the 12 students attempting a GE mathematics course.

- Overall, the Early Start students appear to have done well at CSUN during Fall 2008. As bottom of Table 10 indicates, the mean GPA for the group as a whole was 2.85 at the end of the term. Moreover, half of the students earned GPAs of 3.01 or higher, with one-fifth attaining GPAs exceeding 3.40. At the other end of the scale, only 7 students (18%) were in danger of being put on probation at the end of their first term (i.e., they had GPAs of 2.00 or lower).

- Students' Fall term performance does not seem to vary systematically by the amount of remedial work they needed at the beginning of either the Summer or Fall terms, as the middle section of Table 11 indicates. The students needing remediation in mathematics only at both points in time appear to have performed somewhat better than others, but the difference is not pronounced.<sup>3</sup>
- The Early Start students all continued their CSUN studies in Spring 2009. They are attempting an array of English and mathematics courses, as Table 12 indicates, with GE courses becoming the predominant choice, especially in mathematics. Although three in 10 Early Start students are still taking remedial courses in English, only one is enrolled in an 097 course. Similarly, all of the students still attempting remedial work in mathematics (20%) are enrolled in Math 093. This pattern suggests that almost all of the Early Start students are in a position to successfully complete their remedial course work by the end of the Spring term.
- One-third of the Early Start students are attempting a GE course in English in Spring 2009, with the bulk enrolled in the freshman composition course offered by the English Department (see Table 12). In addition, half are enrolled in a GE course in mathematics. Of the six separate courses attempted, the two most frequently chosen are Math 131 (Mathematical Ideas) and Math 140 (Introductory Statistics).
- Table 13 provides a summary overview of how the Early Start students have fared at CSUN since their initial course work in Summer 2008. The middle section of the table shows the percentage of students who are proficient in certain areas or performing at certain levels at four points in time: at summer entry, at the beginning and end of the Fall term, and during the early part of the current Spring term. Given that the figures in this last column assume that students will satisfactorily pass the courses in which they are enrolled, the figures summarize the optimistic view of where the Early Start students will stand at the end of the Spring 2009 term.
- According to Table 13, the Early Start students have made substantial progress since they started their CSUN course work in Summer 2008. At Fall entry, two thirds of them needed remediation in both mathematics and English. By the beginning of the Fall term, this percentage had dropped to 43%, dropping still further -- to 10% -- by the time the term's course work had been completed. In addition, half of the Early Start students earned GPAs of 2.5-3.3 during their first full term at CSUN.
- By the time the Spring 2009 term was underway, four in five of the Early Start students were fully proficient in both mathematics and English (see Table 13). In addition, over a third (35%) had earned a grade of C or better in at least one GE course in English or mathematics, with the percentage likely to double by the end of Spring 2009.

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<sup>3</sup> The students who became full proficient at entry, thanks to their work in mathematics during the summer, appear to have performed more poorly than any other group. Their numbers are too small (n=3), however, to draw any conclusions from this finding.

**Table 1. Characteristics of Freshmen Participating in Early Start Program (Summer 2008)**

	Percent	Numbers
<b>Proficiency Status at Beginning of Summer 2008</b>		
Fully proficient	0.0	0
Needs remediation in:		
English only	7.5	3
Mathematics only	25.0	10
Both subjects	67.5	27
Total	100	40
<b>Type of Remediation Attempted in Summer 2008</b>		
English	30.0	12
Mathematics	70.0	28
Total	100.0	40

**Table 2. Courses Attempted by Early Start Freshmen in Summer 2008 by Type of Remediation Needed**

	<b>Percent</b>				<b>Numbers</b>			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
University 100 (Freshman Seminar)	100.0	100.0	100.0	100.0	3	10	27	40
English 097 (Develop. Reading)	100.0		33.3	30.0	3		9	12
No English course attempted		100.0	66.7	70.0		10	18	28
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40
Math 092 (Developmental Math. I)		40.0	22.2	25.0		4	6	10
Math 096 (ELM Preparation)		60.0	44.4	45.0		6	12	18
No Math course attempted	100.0		33.3	30.0	3		9	12
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40

**Table 3. Grades Received by Early Start Freshmen in Courses Attempted in Summer 2008 by Type of Remediation Needed**

	<b>Percent</b>				<b>Numbers</b>			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
<b>University 100</b>								
A	33.3	50.0	55.6	52.5	1	5	15	21
A-	33.3	20.0	7.4	12.5	1	2	2	5
B+	33.3	10.0	7.4	10.0	1	1	2	4
B+			14.8	10.0			4	4
B-		10.0	14.8	12.5		1	4	5
C		10.0		2.5		1		1
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40
<b>English 097</b>								
Credit	100.0	--	100.0	100.0	3		9	12
<b>Math 092</b>								
Credit	--	100.0	100.0	100.0	0	4	6	10
<b>Math 096</b>								
Credit	--	50.0	83.3	72.2		3	10	13
No credit	--	50.0	16.7	27.8		3	2	5
Subtotal		100.0	100.0	100.0	0	6	12	18

**Table 4. Enrollment in Fall 2008 and Proficiency at Entry of Newly Enrolled Freshmen by Participation in the Early Start Program**

	Percent		Numbers	
	Early Start	All Freshmen	Early Start	All Freshmen
<b>Enrolled in Fall 2008</b>	100.0	100.0	40	4,625
<b>Proficiency Status at Entry in Fall 2008</b>				
Fully proficient	7.5	23.8	3	1,103
Needs remediation in:				
English only	32.5	16.8	13	777
Mathematics only	17.5	11.7	7	543
Both subjects	42.5	47.6	17	2,202
Total	100.0	100.0	40	4,625

**Table 5. Remediation Needed by Early Start Freshmen in Summer 2008 by Proficiency Status at CSUN Entry in Fall 2008**

Proficiency at Fall 2008 CSUN entry	Percent				Numbers			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
Fully proficient at entry		30.0		7.5		3		3
<i>Needs remediation in:</i>								
English only	100.0		37.0	32.5	3		10	13
Mathematics only		70.0		17.5		7		7
Both subjects		0.0	63.0	<b>42.5</b>			17	<b>17</b>
Total	100.0	100.0	100.0	100.0	3	10	<b>27</b>	40
<i>Percent in group</i>	7.5	25.0	<b>67.5</b>					

**Table 6. English or Mathematics Courses Attempted by Early Start Freshmen in Fall 2008 by Type of Remediation Needed In Summer 2008**

	<b>Percent</b>				<b>Numbers</b>			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
<b>Remedial Course</b>	100.0	--	85.2	65.0	3	0	23	26
English 097 (Develop. Reading)	0.0		40.7	27.5	0		11	11
English 098 (Develop. Writing)	66.7		44.4	35.0	2		12	14
PAS 098 (Develop. Writing)	33.3		0.0	2.5	1		0	1
<b>GE Course</b>	--	100.0	14.8	35.0	0	10	4	14
English 155 (Freshman Comp.)		100.0	11.1	32.5		10	3	13
PAS 155 (Freshman Comp.)		0.0	3.7	2.5		0	1	1
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40
<b>Remedial Course</b>	--	70.0	59.3	57.5	0	7	16	23
Math 092 (Developmental Math. I)			14.8	10.0			4	4
Math 093 (Developmental Math. II)		70.0	44.4	47.5		7	12	19
<b>GE Course</b>	66.7	20.0	29.6	30.0	2	2	8	12
Math 102 (College Algebra)			22.2	15.0			6	6
Math 103 (Math. Methods for Bus.)		10.0	3.7	5.0		1	1	2
Math 105 (Pre-Calculus)	33.3			2.5	1			1
Math 131 (Mathematical Ideas)		10.0	3.7	5.0		1	1	2
Math 140 (Introductory Statistics)	33.3			2.5	1			1
No Math course attempted	33.3	10.0	11.1	12.5	1	1	3	5
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40

**Table 7. Percentage of Early Start Freshmen Earning Credit in the Remedial Courses Attempted in Fall 2008 by Type of Remediation Needed in Summer 2008**

	<b>Percent Earning Credit</b>				<b>Number Attempting Course</b>			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
English 097	--	--	81.8	81.8			11	11
English/PAS 098	100.0	--	75.0	80.0	3		12	15
Subtotal	100.0	--	78.3	80.8	3	0	23	26
Math 092	--	--	100.0	100.0			4	4
Math 093	--	71.4	83.3	78.9		7	12	19
Subtotal	--	71.4	87.5	82.6	0	7	16	23

**Table 8. Percentage of Early Start Freshmen Earning Grades of C- or Better in the GE Courses Attempted in Fall 2008 by Type of Remediation Needed in Summer 2008**

	<b>Percent Earning C or Better Grades</b> <i>Type of Remediation Needed (Summer 2008)</i>				<b>Number Attempting Course</b> <i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
English/PAS 155	--	70.0	50.0	64.3		10	4	14
Math 102	--	--	33.3	33.3			6	6
Math 103		0.0	100.0	50.0		1	1	2
Math 105	100.0	--	--	100.0	1			1
Math 131		0.0	100.0	50.0		1	1	2
Math 140	100.0	--	--	100.0	1			1
Subtotal	100.0	0.0	50.0	50.0	2	2	8	12

**Table 9. Grades Received by Early Start Freshmen in GE Courses Attempted in Fall 2008 by Type of Remediation Needed in Summer 2008**

	<b>Percent</b> <i>Type of Remediation Needed (Summer 2008)</i>				<b>Numbers</b> <i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
English/PAS 155								
A		10.0		7.1		1		1
A-		20.0	25.0	21.4		2	1	3
B		10.0		7.1		1		1
B+		30.0		21.4		3		3
B-			25.0	7.1			1	1
C+			25.0	7.1			1	1
D		20.0		14.3		2		2
D+			25.0	7.1			1	1
F		10.0	0.0	7.1		1		1
Subtotal	--	100.0	100.0	100.0	0	10	4	14
Math 102								
B			16.7	16.7			1	1
B-			16.7	16.7			1	1
D			16.7	16.7			1	1
F			33.3	33.3			2	2
W			16.7	16.7			1	1
Subtotal	--	--	100.0	100.0	0	0	6	6
Math 103								
B+			100.0	50.0			1	1
D		100.0		50.0		1		1
Subtotal		100.0	100.0	100.0		1	1	2
Math 105: C+	100.0	--	--	100.0	1	0	0	1
Math 131								
B			100.0	50.0			1	1
F		100.0		50.0		1		1
Subtotal		100.0	100.0	100.0	0	1	1	2
Math 140: D	100.0	--	--	100.0	1	0	0	1

**Table 10. Early Start Participants' End-of-Term GPA and Enrollment in Spring 2009**

	Percent	Numbers
<b>GPA at the End of Fall 2008</b> (developmental course work excluded)		
2.70 or lower	32.5	13
under 1.00	2.5	1
1.00-2.00	15.0	6
2.01-2.45	7.5	3
2.46-2.60	5.0	2
2.61-2.70	2.5	1
2.71 - -3.00	17.5	7
2.71-2.80	2.5	1
2.81-2.90	5.0	2
2.91-3.00	10.0	4
3.01 or higher	50.0	20
3.01-3.10	5.0	2
3.11-3.20	10.0	4
3.21-3.40	15.0	6
3.41-3.99	20.0	8
Total	100.0	40
<b>Mean GPA</b>		<b>2.85</b>
<b>Enrolled in Spring 2009</b>	100.0	40

**Table 11. Mean Fall Term GPA of Early Start Freshmen by Remediation Status in Summer 2008 and Proficiency at Entry in Fall 2008**

Proficiency at Fall 2008 CSUN entry	Average GPA				Numbers			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
Fully proficient at entry		2.24		2.24		3		3
<i>Needs remediation in:</i>								
English only	2.87		2.80	2.82	3		10	13
Mathematics only		3.05		3.05		7		7
Both subjects			2.90	2.90			17	17
Total	2.87	2.81	2.86	2.85	3	10	27	40

**Table 12. English or Mathematics Courses Attempted by Early Start Freshmen in Spring 2009 by Type of Remediation Needed In Summer 2008**

	<b>Percent</b>				<b>Numbers</b>			
	<i>Type of Remediation Needed (Summer 2008)</i>				<i>Type of Remediation Needed (Summer 2008)</i>			
	English only	Math only	Both Subjects	Total	English only	Math only	Both Subjects	Total
<b>Remedial Course</b>	--	--	44.4	30.0	0	0	12	12
Chic. Stds 097 (Develop. Reading)			3.7	2.5			1	1
English 098 (Develop. Writing)			33.3	22.5			9	9
PAS 098 (Develop. Writing)			7.4	5.0			2	2
<b>GE Course</b>	100.0	--	37.0	32.5	3	0	10	13
AAS 155 (Freshman Comp.)	33.3		0.0	2.5	1			1
Chic. Studs 155 (Freshman Comp.)	33.3		3.7	5.0	1		1	2
English 155 (Freshman Comp.)	33.3		33.3	25.0	1		9	10
No English course attempted		100.0	18.5	37.5	0	10	5	15
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40
<b>Remedial Course</b>	--	20.0	22.2	20.0	0	2	6	8
Math 093 (Developmental Math. II)		20.0	22.2	20.0		2	6	8
<b>GE Course</b>	66.7	50.0	48.1	50.0	2	5	13	20
Math 102 (College Algebra)			11.1	7.5			3	3
Math 103 (Math. Methods for Bus.)		20.0	7.4	10.0		2	2	4
Math 105 (Pre-Calculus)			3.7	2.5			1	1
Math 131 (Mathematical Ideas)		20.0	11.1	12.5		2	3	5
Math 140 (Introductory Statistics)	33.3	10.0	14.8	15.0	1	1	4	6
Math 150A (Calculus I)	33.3		0.0	2.5	1			1
No Math course attempted	33.3	30.0	29.6	30.0	1	3	8	12
Subtotal	100.0	100.0	100.0	100.0	3	10	27	40

**Table 13. Performance and Attainment of Early Start Students by Term**

	<b>P e r c e n t</b>				<b>N u m b e r s</b>			
	Summer 2008 at entry	Fall 2008 at entry	Fall 2008 end of term	Spring 2008 * at census	Summer 2008 at entry	Fall 2008 at entry	Fall 2008 end of term	Spring 2008 * at census
Early Start Cohort					40	40	40	40
<b>Proficient in</b>								
English	25.0	17.5	12.5	2.5	10	7	5	1
Mathematics	7.5	32.5	35.0	17.5	3	13	14	7
Both subjects	0.0	7.5	42.5	80.0	0	3	17	32
<b>Still needs remediation in both English &amp; Math</b>	67.5	42.5	10.0	0.0	27	17	4	0
(No. of students on which the percentages are based)	(40)	(40)	(40)	(40)				
<b>Received Grade of C or higher in:</b>								
Composition (155) only	--	--	22.5	22.5	--	--	9	9
GE Mathematics only	--	--	10.0	20.0	--	--	4	8
Both subjects	--	--	2.5	35.0	--	--	1	14
(No. of students on which the percentages are based)	(40)	(40)	(40)	(40)				
<b>Average GPA at the End of Fall 2008</b>								
Mean			2.85					
Median			3.03					
Interquartile range			2.5 - 3.3					
<b>End-of-Term GPA of</b>								
2.00 or higher (Fall 2008)			87.5				35	
3.00 or higher (Fall 2008)			55.0				22	

\* The figures in this column assume that all students attempting a relevant course in Spring 2009 will receive a satisfactory grade (Credit/C- or higher)