



U N I V E R S I T Y O F  
**SOUTH CAROLINA**<sup>®</sup>  
A I K E N

---

Academic Tracking Report #4:  
Fall 2004 Undergraduate Academic  
Performance by Place of Residence  
Conducted in Spring 2005

---

Office of Institutional Effectiveness  
108 Penland Administration Building  
The University of South Carolina Aiken  
471 University Parkway  
Aiken, SC 29801  
January 2005

## *Table of Contents*

	Page
Executive Summary.....	4
Methodology.....	5
Overview of Results.....	6
Discussion and Tentative Conclusions.....	10
Recommendations.....	11
Appendix: Full Results.....	12

## *Executive Summary*

This study examines the differences in academic performance as measured by semester grade point average (SEMGPA) among regular, degree-seeking undergraduate students in the Fall 2004 semester at the University of South Carolina Aiken (USCA). Analysis of available data suggest that the addition of the new residence hall Pacer Commons has prompted a shift in the distribution of high performing and low performing students among the undergraduate population. Major findings include:

- White freshmen living in the new residence hall Pacer Commons during Fall 2004 performed at higher levels than white freshmen living off-campus and at substantially higher levels than their counterparts living in Pacer Downs (the older residence hall).
  - For white male freshmen, the average semester GPA of those living in Pacer Commons was 2.59; for those living off-campus, it was 2.33; and for those in Pacer Downs, it was 1.93.
  - For white female freshmen, the average semester GPA of those living in Pacer Commons was 2.69; for those living off-campus, it was 2.54; and for those in Pacer Downs, it was 2.09.
- Among African American or Black freshmen, significant differences were not observed between those living in Pacer Downs and Pacer Commons but were observed between those living on-campus and those living off-campus.
  - For African American or Black male freshmen, the average semester GPA of those living in Pacer Commons was 2.19; for those living off-campus, it was 1.73; and for those in Pacer Downs, it was 2.20.
  - For African American or Black female freshmen, the average semester GPA of those living in Pacer Commons was 2.11; for those living off-campus, it was 1.49; and for those in Pacer Downs, it was 2.10.
- Observed differences in Fall 2004 semester GPA represent a departure from patterns observed in previous years, in which students living off-campus outperformed students living on-campus (in Pacer Downs only).
- Academic inputs such as SAT scores and high school Core GPA may account for some but not all of this difference of academic performance among freshmen, and effects of academic inputs vary by demographic group.

## *Methodology*

The Office of Housing and Residence Life generated a list of 631 residential students, identifying students by residence hall and by floor or building. This list was matched using MS Access to student records in the December 20, 2004 Homer file, containing Fall grades. This process yielded 597 matches; a match was not found for 33 (about 5%) of the students on the list, likely because of an incorrect identifying number or very early withdrawal. Academic records of two students out of the 597 matches did not indicate they carried any hours or earned any grade points during the Fall – likely due to a complete withdrawal from the University. The resulting data of 595 records set was imported into MS Excel for analysis.

For the purposes of this study, class rank (freshman, sophomore, junior, senior) is determined solely by academic credits completed by the beginning of Fall 2004, not term of admission. As a result, the freshman classification includes some second year students who did not earn the 30 credits required to be a sophomore. Similar groupings occur in the other classifications. Calculated variables for high school class rank (for graduating classes of 10 or more), combined SAT, SAT range increments, and SEMGPA increments were created. Because previous research has indicated that SEMPGA comparisons must control for race, class level, and gender to obtain validity, data analysis was conducted primarily with pivot tables.

Tables A1-A4 in the Appendix provide a full set of results. Because of differences in performance attributed to demographic factors and class level, findings should be examined in the context of each group's performance before re-aggregation.

- Table A1. Fall 2004 Academic Performance (Mean SEMGPAs) By Residence, Class Level, Gender, and Ethnicity
- Table A2. Fall 2004 Academic Performance in SEMGPA Range by Class Level, and Gender (all Ethnicities)
- Table A3. Fall 2004 Academic Performance in SEMGPA Range by Class Level, and Gender (African American or Black)
- Table A4. Fall 2004 Academic Performance in SEMGPA Range by Class Level, and Gender (White)

## Overview of Results

Statistically significant differences in academic performance were observed only among students classified as freshmen. This finding emerges from the data, in part, because freshmen comprise about half of the population in the residence halls, and thus offer a large enough population to determine statistical significance by performing a t-test.

The highest performing groups among USCA freshmen in Fall 2004 were the white women (SEM GPA= 2.69) and white men living in Pacer Commons (SEM GPA=2.59). White female freshmen living off-campus had an average semester GPA of 2.54 – about 0.15 lower than those in Pacer Commons, and white male freshmen living off-campus earned an average semester GPA of 2.33 – an average which is about a quarter of a grade point lower than their counterparts in Pacer Commons. It should be noted that these findings only rise to the level of statistical significance at the level of  $p < 0.05$  when white men and women are re-aggregated. This result stands in contrast to Fall 2003 findings that indicated that white freshmen living off-campus earned better grades than those living on-campus, although it is perhaps significant that the only available residences on-campus during Fall 2004 were in Pacer Downs.

Indeed, the Fall 2003 pattern of lower performance among students living in Pacer Downs was observed again in Fall 2004 among white freshmen. White male freshmen living in the older residence halls earned an average semester GPA of only 1.93, compared to the 2.33 average of off-campus students and the 2.59 average in the newer Pacer Commons. Similarly, white women living in Pacer Downs averaged a semester GPA of just 2.09, compared to the 2.54 average of white women living off-campus, and 2.69 of those living in Pacer Commons.

**Table 1. Fall 2004 Freshman Semester GPA by Race and Gender**

	All		Non-Residents			Pacer Commons			Pacer Downs		
	N	Mean SEM GPA	N	Mean SEM GPA	sig.	N	Mean SEM GPA	sig.	N	Mean SEM GPA	sig.
All Afr. American or Black	219	1.98	60	1.58	***	76	2.12	†	83	2.13	†
Afr. American or Black Men	56	2.03	21	1.73	†	9	2.19		26	2.20	
Afr. American or Black Women	163	1.97	39	1.49	***	67	2.11	†	57	2.10	
All White	453	2.42	307	2.44		81	2.66	*	65	2.03	**
White Men	187	2.31	138	2.33		24	2.59		25	1.93	*
White Women	266	2.50	169	2.54		57	2.69	†	40	2.09	*

† Falls just outside the generally accepted level of statistical significance,  $p < 0.1$

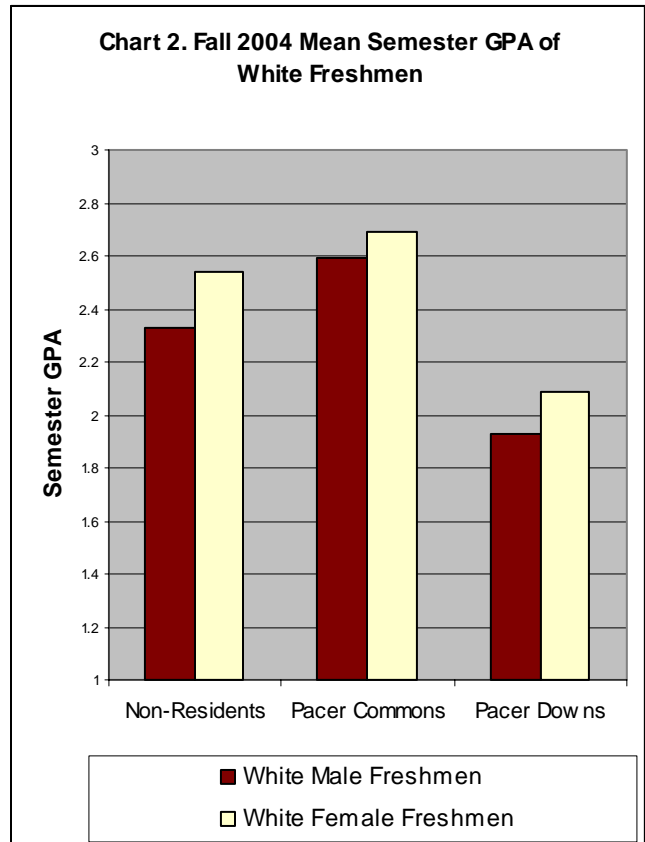
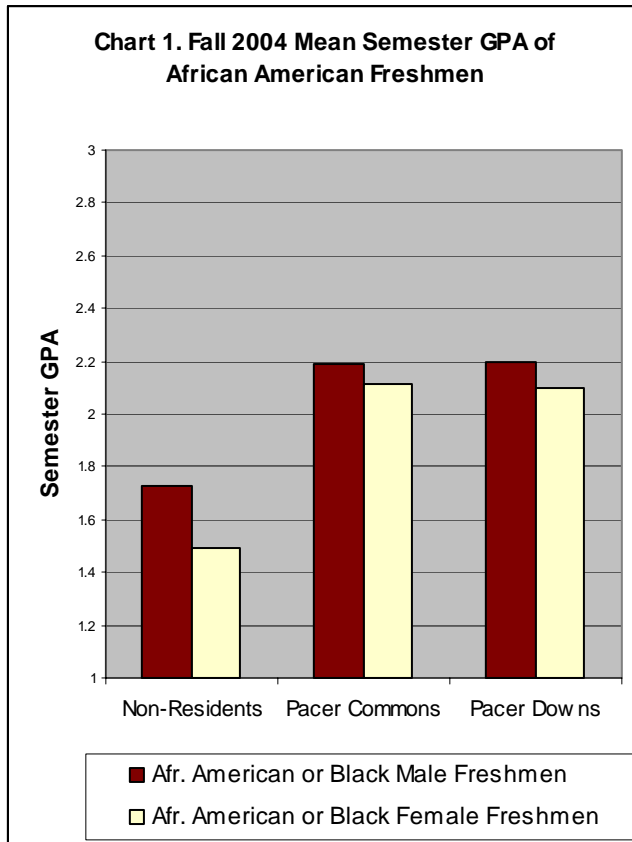
\* Significant at  $p < 0.05$ ; there is a 5% chance that this variation occurred at random.

\*\* Significant at  $p < 0.01$ ; there is a 1% chance that this variation occurred at random.

\*\*\* Significant at  $p < 0.001$ ; there is a 0.1% chance that this variation occurred at random.

Among African American or Black freshmen living on-campus, there were practically no differences between those living in Pacer Downs or in Pacer Commons, but those African American or Black freshmen living off-campus exhibited substantially lower semester GPAs than those in the residence halls and lower than those observed among African American or Black freshmen living off-campus in Fall 2003. For African American or Black male freshmen, those living in Pacer Commons averaged a semester GPA of 2.19; those living in Pacer Downs

averaged 2.20; and those living off-campus averaged just 1.73. For African American or Black female freshmen, those living in Pacer Commons earned an average semester GPA of 2.11; in Pacer Downs this average was 2.10; and off-campus, this group of students averaged only 1.49.



Academic inputs, such as SAT score, high school class rank, and high school GPA, may account for some but not all of the differences in academic performance. For instance, white male freshmen living in Pacer Commons had an average combined SAT score of 1030, while their counterparts living in Pacer Downs had an average SAT score of 977 (high school GPA and class rank were comparable among the groups). What is perhaps most interesting among this demographic group, is that white men living in Pacer Commons outperformed their predicted GPA (on average the mean fall semester GPA of white first-year students is 0.15-.20 below the mean predicted GPA). By contrast, white female freshmen living in Pacer Commons had a higher average high school GPA and class rank (3.05, top 25% of HS class) compared to those living in Pacer Downs (2.78, top 38% of HS class), while white female freshmen in Pacer Commons had a lower average SAT score (982) than their counterparts in Pacer Downs (1016). African American male and female freshmen living on campus had SAT scores that on average were 40-70 points lower than those living off-campus, while their high school grades and class rank were higher than the off-campus groups. These differences are masked by a simple analysis of predicted GPA. Further, the final differences in performance appear too large in many cases to be accounted for solely by academic inputs.

**Table 2. Fall 2004 Semester GPA and Academic Inputs for Freshmen**

	Non-Residents						Pacer Commons						Pacer Downs					
	N	SAT	HS GPA	HS PCT	Prd GPA	SEM GPA	N	SAT	HS GPA	HS PCT	Prd GPA	SEM GPA	N	SAT	HS GPA	HS PCT	Prd GPA	SEM GPA
All Men	177	1039	2.71	42%	2.62	2.30	34	995	2.58	44%	2.50	2.52	59	938	2.61	43%	2.45	2.10
White	138	1041	2.73	41%	2.62	2.33	24	1030	2.63	45%	2.56	2.59	25	977	2.61	47%	2.44	1.93
Afr. American or Black	21	968	2.33	57%	2.32	1.73	9	891	2.46	44%	2.33	2.19	26	895	2.56	42%	2.41	2.20
All Others/ No Report	18	1096	2.91	39%	2.85	2.76	1	920	2.47	43%	2.33	3.80	8	936	2.81	33%	2.60	2.32
All Women	225	985	2.91	31%	2.75	2.38	131	919	2.98	25%	2.72	2.33	106	935	2.83	32%	2.62	2.16
White	169	999	2.95	30%	2.78	2.54	57	982	3.05	25%	2.82	2.69	40	1016	2.78	38%	2.67	2.09
Afr. American or Black	39	907	2.69	35%	2.51	1.49	67	868	2.94	24%	2.65	2.11	57	861	2.82	29%	2.52	2.10
All Others/ No Report	17	984	2.94	31%	2.83	2.81	7	847	2.72	41%	2.45	1.48	9	1022	3.09	25%	2.35	2.89
Grand Total	402	1009	2.83	36%	2.69	2.34	165	935	2.90	29%	2.67	2.37	165	936	2.75	36%	2.55	2.14

SAT = mean combined math and verbal SAT score; HS GPA = mean grade point average in core high school classes needed for admission; HS PCT = mean top percent of high school graduating class in class size of 10 or more; Prd GPA = USCA predicted GPA used for admission; SEM GPA = Fall 2004 semester GPA at USCA.

There was a slight decline in semester GPA among all students classified as freshmen from 2.35 in Fall 2003 to 2.30 in Fall 2004, on the whole, this dip is not statistically significant and is likely related to demographic shifts.<sup>1</sup> The mean semester GPA of white women, however, did exhibit a decline of 0.12 grade points from Fall 2003 to Fall 2004, which is significant at the p<0.05 level (the predicted GPA of the white women in Fall 2004 was actually 0.05 higher than the 2003 group). An especially dramatic half point decline in the semester GPA of white female freshmen living in Pacer Downs(2.59 in Fall 2003 to 2.09 in Fall 2004) contributes substantially to this finding (see Table 3).

Within the freshman classification, academic performance of those living off-campus generally declined from Fall 2003 to Fall 2004, as did the academic performance of white students living in Pacer Downs. African American or Black students living in Pacer Downs exhibited higher levels of academic performance in 2004, posting a mean semester GPA of 2.20 for men and 2.10 for women, compared to 1.81 for men and 1.83 for women in Fall 2003. There are no comparison points for Pacer Commons, but the noticeably higher GPAs among students living in that residence hall may indicate that some higher-performing students who would otherwise have lived off-campus or in Pacer Downs, chose to live on-campus in the new building.

**Table 3. Mean Semester GPA of Freshmen Fall 2003 Compared to Fall 2004**

	All		Non-Residents		Pacer Commons		Pacer Downs	
	F '03	F '04	F '03	F '04	F '03	F '04	F '03	F '04
All Freshmen	2.35	2.30	2.43	2.34	--	2.37	2.11	2.14
Afr. American or Black Men	1.79	2.03	1.76	1.73	--	2.19	1.81	2.20
Afr. American or Black Women	1.92	1.97	2.01	1.49	--	2.11	1.83	2.10
White Men	2.36	2.31	2.41	2.33	--	2.59	2.12	1.93
White Women	2.62	2.50	2.63	2.54	--	2.69	2.59	2.09

<sup>1</sup> The proportion of African Americans classified as freshmen increased from 23.6% in 2003 to 29.9% in 2004, and even though the semester GPAs of men and women in this group increased, the higher proportion of GPAs in a lower distribution brought down the mean, as did the decline in academic performance among white women.



Note: as in the rest of this report, students classified as freshmen include all those who had earned fewer than 30 credits at the start of the Fall term, and so second-year students who failed to earn 30 credits the previous year are still classified as freshmen.

From a statistical standpoint, it is not possible to determine significant differences in Fall 2004 academic performance for students who were not classified as freshmen. From a practical standpoint, however, it is possible to say that students in the sophomore, junior, and senior classifications who lived off-campus exhibited a tendency to out-perform their predicted GPAs, while their counterparts living on campus generally performed less well compared to their predicted GPAs. Such differences, at best, only gesture broadly toward slightly weaker academic performance among upperclassmen living on campus, continuing a pattern from previous years.

**Table 4. Fall 2004 Upperclassmen Semester GPA and Predicted GPA**

	All			Non-Residents			Pacer Commons			Pacer Downs		
	N	Mean SEM GPA	Mean Prd. GPA	N	Mean SEM GPA	Mean Prd. GPA	N	Mean SEM GPA	Mean Prd. GPA	N	Mean SEM GPA	Mean Prd. GPA
Sophomore	561	2.69	2.71	434	2.73	2.73	64	2.61	2.68	63	2.55	2.62
Junior	596	2.87	2.73	510	2.88	2.74	34	3.04	2.70	52	2.62	2.65
Senior	1048	3.02	2.69	995	3.04	2.70	30	2.66	2.50	23	2.72	2.63
Total	2205	2.90	2.71	1939	2.93	2.72	128	2.74	2.65	138	2.60	2.63

Proportions of seniors in the residence halls declined from 12.6% in Fall 2003 to 8.9% in Fall 2004. Even though the percentages were slightly lower in Pacer Downs than in Pacer Commons, it would seem unlikely that this factor would explain the differences observed in academic performance between students in these buildings.

## *Discussion and Tentative Conclusions*

Data presented in this study would suggest that the distribution of high performing and low performing students living in on-campus residence halls compared to students living off-campus appears to have shifted with the addition of Pacer Commons. It is important to observe that the addition of on-campus slots increased at a significantly faster pace than the overall enrollment increase in the freshman class, and as a result, students who formerly would have lived off-campus (the high performing group in Fall 2003), chose to live on campus in Fall 2004. Several additional factors may have contributed to the observed change in academic performance, including:

- *Academic preparation.* White freshmen who lived in Pacer Commons had slightly stronger high school records than their counterparts living in Pacer Downs. This explanation in the context of the data available for this analysis does not account for differences in performance observed among African American students.
- *Motivation and residence selection.* While the data to support this hypothesis are not immediately available, it is not unreasonable to postulate that students who were more committed to coming to college opted to live in Pacer Commons because it was a new facility and perhaps more attractive than Pacer Downs. These students may have previously chosen to live off-campus.
- *Programming in residence halls.* The higher levels of academic performance in Pacer Commons could indicate a difference in the reception of residence hall programming by the students living in that building. It is not clear, however, why white students living in Pacer Downs would not benefit from this programming, while African American or Black students did.
- *Structural differences between residence halls.* While both facilities offer residents apartment-style living, Pacer Commons is literally connected together by hallways while Pacer Downs residents are separated by the spaces between buildings. This architectural difference may affect student performance either by promoting increased focus on academic work among Pacer Commons residents or by discouraging Pacer Downs residents from working as hard on academics, although data about student time usage and quality of effort are unavailable at this time by place of residence. This hypothesis is related to the above consideration of residence hall programming, although it is somewhat difficult to test.
- *Other considerations.* The higher levels of academic performance observed among African Americans living on campus represents an encouraging indication of improvement for this group of students that is traditionally underrepresented in higher education. The marked decline in academic performance among African American or Black students living off-campus, especially African American women, is cause for concern.

## *Recommendations*

Academic performance by place of residence should continue to be monitored. It would seem useful to try to isolate possible reasons that prompted higher levels of academic performance among white students living in Pacer Commons and lower levels of performance for those living in Pacer Downs. For African American students, some exploration of the reasons why off-campus students fared significantly worse than on-campus students seems warranted. To the extent that contributing factors can be identified, isolated, and reapplied (or avoided) among other groups or in other situations could improve the academic performance of USCA students.

Conducting comparative inventories of residence hall programming could represent the next step in making such determinations. Factors to account for in these inventories would include programming attendance, content, location, and outcomes (as related to unit goals and/or CAS Standards); disciplinary and behavioral incidents; facility usage or traffic patterns; and other factors that may be relevant. A similar inventory that could track differences between on-campus and off-campus African American or Black students could also be useful. Finally, future surveys, such as CIRP, NSSE, or other campus-wide surveys might include a question that allows populations to be isolated by residence hall.

Table A1. Fall 2004 Academic Performance (Mean Semester GPAs) By Residence, Class Level, Gender, and Ethnicity

		Ethnicity																		
		All Ethnicities								Black, Not Hispanic				White, Not Hispanic						
		Both Genders								Both Genders				Both Genders						
Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA
Freshman	732	2.30	402 2.34	165 2.37	165 2.14	Freshman	219	1.98	60 1.58	76 2.12	83 2.13	Freshman	453	2.42	307 2.44	81 2.66	65 2.03			
Sophomore	561	2.69	434 2.73	64 2.61	63 2.55	Sophomore	129	2.35	65 2.23	37 2.50	27 2.42	Sophomore	388	2.82	337 2.83	24 2.73	27 2.78			
Junior	596	2.87	510 2.88	34 3.04	52 2.62	Junior	144	2.54	103 2.51	14 2.77	27 2.52	Junior	409	2.98	369 2.97	20 3.23	20 2.77			
Senior	1048	3.02	995 3.04	30 2.66	23 2.72	Senior	254	2.63	227 2.64	17 2.59	10 2.57	Senior	727	3.14	709 3.15	8 2.64	10 2.68			
Total	2937	2.75	2341 2.83	293 2.53	303 2.35	Total	746	2.37	455 2.41	144 2.34	147 2.29	Total	1977	2.88	1722 2.93	133 2.76	122 2.37			

Gender			Ethnicity																	
			All Ethnicities								Black, Not Hispanic				White, Not Hispanic					
			Men								Men				Men					
Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA
Freshman	270	2.29	177 2.30	34 2.52	59 2.10	Freshman	56	2.03	21 1.73	9 2.19	26 2.20	Freshman	187	2.31	138 2.33	24 2.59	25 1.93			
Sophomore	186	2.46	144 2.45	9 2.52	33 2.53	Sophomore	28	2.01	15 1.72	4 2.13	9 2.45	Sophomore	139	2.59	117 2.55	4 2.78	18 2.78			
Junior	196	2.77	164 2.81	5 2.71	27 2.56	Junior	41	2.49	26 2.47	1 2.72	14 2.52	Junior	138	2.82	124 2.84	4 2.71	10 2.63			
Senior	311	2.96	294 2.98	10 2.70	7 2.75	Senior	48	2.65	44 2.64	2 2.77	2 2.82	Senior	235	3.01	227 3.03	4 2.37	4 2.62			
Total	963	2.64	779 2.69	58 2.57	126 2.35	Total	173	2.30	106 2.28	16 2.28	51 2.36	Total	699	2.70	606 2.74	36 2.60	57 2.38			

Gender			Ethnicity																	
			All Ethnicities								Black, Not Hispanic				White, Not Hispanic					
			Women								Women				Women					
Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA	Class	N	All Mean SEMGPA	Non-Residents Mean SEMGPA	Pacer Mean SEMGPA	Commons Mean SEMGPA	Downs Mean SEMGPA
Freshman	462	2.31	225 2.38	131 2.33	106 2.16	Freshman	163	1.97	39 1.49	67 2.11	57 2.10	Freshman	266	2.50	169 2.54	57 2.69	40 2.09			
Sophomore	375	2.80	290 2.86	55 2.63	30 2.57	Sophomore	101	2.45	50 2.39	33 2.55	18 2.41	Sophomore	249	2.96	220 2.99	20 2.72	9 2.78			
Junior	400	2.92	346 2.92	29 3.10	25 2.69	Junior	103	2.56	77 2.52	13 2.77	13 2.53	Junior	271	3.06	245 3.04	16 3.37	10 2.90			
Senior	737	3.05	701 3.07	20 2.64	16 2.70	Senior	206	2.62	183 2.64	15 2.56	8 2.50	Senior	492	3.20	482 3.21	4 2.91	6 2.72			
Total	1974	2.80	1562 2.90	235 2.52	177 2.36	Total	573	2.39	349 2.45	128 2.34	96 2.25	Total	1278	2.98	1116 3.03	97 2.82	65 2.37			

Class Level is determined by completed credits as of the beginning of the Fall 2004 term.  
 Fall 04 semester GPA was calculated on Dec 20, 2004, so adjustments due to grade changes are not included.

Table A2. Fall 2004 Academic Performance of All Students in SEMGPA Range by Class Level, and Gender

Class Level	SEMGPA	All Ethnicities Both Genders								All Ethnicities Men								All Ethnicities Women							
		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman</b>																									
	0.00-1.49	163	22%	91	23%	30	18%	42	25%	60	22%	40	23%	4	12%	16	27%	103	22%	51	23%	26	20%	26	25%
	1.50-1.99	91	12%	35	9%	29	18%	27	16%	35	13%	20	11%	6	18%	9	15%	56	12%	15	7%	23	18%	18	17%
	2.00-2.49	112	15%	56	14%	30	18%	26	16%	38	14%	24	14%	5	15%	9	15%	74	16%	32	14%	25	19%	17	16%
	2.50-2.99	123	17%	64	16%	28	17%	31	19%	41	15%	24	14%	6	18%	11	19%	82	18%	40	18%	22	17%	20	19%
	3.00-3.49	121	17%	71	18%	27	16%	23	14%	50	19%	34	19%	8	24%	8	14%	71	15%	37	16%	19	15%	15	14%
	3.50-4.00	102	14%	66	16%	21	13%	15	9%	39	14%	29	16%	5	15%	5	8%	63	14%	37	16%	16	12%	10	9%
	(blank)	20	3%	19	5%	0	0%	1	1%	7	3%	6	3%	0	0%	1	2%	13	3%	13	6%	0	0%	0	0%
	<b>Freshman Total</b>	<b>732</b>	<b>100%</b>	<b>402</b>	<b>100%</b>	<b>165</b>	<b>100%</b>	<b>165</b>	<b>100%</b>	<b>270</b>	<b>100%</b>	<b>177</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>462</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>131</b>	<b>100%</b>	<b>106</b>	<b>100%</b>
<b>Sophomore</b>																									
	0.00-1.49	63	11%	46	11%	7	11%	10	16%	30	16%	24	17%	2	22%	4	12%	33	9%	22	8%	5	9%	6	20%
	1.50-1.99	31	6%	22	5%	7	9%	3	5%	11	6%	9	6%	0	0%	2	6%	20	5%	13	4%	6	11%	1	3%
	2.00-2.49	98	17%	77	18%	7	14%	12	19%	42	23%	34	24%	1	11%	7	21%	56	15%	43	15%	8	15%	5	17%
	2.50-2.99	122	22%	81	19%	7	38%	17	27%	39	21%	26	18%	3	33%	10	30%	83	22%	55	19%	21	38%	7	23%
	3.00-3.49	120	21%	96	22%	7	19%	12	19%	32	17%	22	15%	3	33%	7	21%	88	23%	74	26%	9	16%	5	17%
	3.50-4.00	113	20%	98	23%	7	9%	9	14%	27	15%	24	17%	0	0%	3	9%	86	23%	74	26%	6	11%	6	20%
	(blank)	14	2%	14	3%	0	0%	0	0%	5	3%	5	3%	0	0%	0	0%	9	2%	9	3%	0	0%	0	0%
	<b>Sophomore Total</b>	<b>561</b>	<b>100%</b>	<b>434</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>63</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	<b>375</b>	<b>100%</b>	<b>290</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Junior</b>																									
	0.00-1.49	34	6%	32	6%	0	0%	2	4%	16	8%	15	9%	0	0%	1	4%	18	5%	17	5%	0	0%	1	4%
	1.50-1.99	36	6%	29	6%	1	3%	6	12%	13	7%	8	5%	0	0%	5	19%	23	6%	21	6%	1	3%	1	4%
	2.00-2.49	91	15%	72	14%	4	12%	15	29%	30	15%	23	14%	1	20%	6	22%	61	15%	49	14%	3	10%	9	36%
	2.50-2.99	124	21%	99	19%	10	29%	15	29%	44	22%	32	20%	3	60%	9	33%	80	20%	67	19%	7	24%	6	24%
	3.00-3.49	125	21%	112	22%	8	24%	5	10%	34	17%	32	20%	1	20%	1	4%	91	23%	80	23%	7	24%	4	16%
	3.50-4.00	160	27%	140	27%	11	32%	9	17%	52	27%	47	29%	0	0%	5	19%	108	27%	93	27%	11	38%	4	16%
	(blank)	26	4%	26	5%	0	0%	0	0%	7	4%	7	4%	0	0%	0	0%	19	5%	19	5%	0	0%	0	0%
	<b>Junior Total</b>	<b>596</b>	<b>100%</b>	<b>510</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>52</b>	<b>100%</b>	<b>196</b>	<b>100%</b>	<b>164</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>400</b>	<b>100%</b>	<b>346</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	<b>25</b>	<b>100%</b>
<b>Senior</b>																									
	0.00-1.49	47	4%	42	4%	1	3%	4	17%	12	4%	11	4%	0	0%	1	14%	35	5%	31	4%	1	5%	3	19%
	1.50-1.99	66	6%	64	6%	1	3%	1	4%	20	6%	19	6%	0	0%	1	14%	46	6%	45	6%	1	5%	0	0%
	2.00-2.49	112	11%	98	10%	11	37%	3	13%	37	12%	33	11%	4	40%	0	0%	75	10%	65	9%	7	35%	3	19%
	2.50-2.99	177	17%	168	17%	7	23%	2	9%	66	21%	63	21%	3	30%	0	0%	111	15%	105	15%	4	20%	2	13%
	3.00-3.49	238	23%	225	23%	6	20%	7	30%	71	23%	64	22%	3	30%	4	57%	167	23%	161	23%	3	15%	3	19%
	3.50-4.00	368	35%	359	36%	3	10%	6	26%	91	29%	90	31%	0	0%	1	14%	277	38%	269	38%	3	15%	5	31%
	(blank)	40	4%	39	4%	1	3%	0	0%	14	5%	14	5%	0	0%	0	0%	26	4%	25	4%	1	5%	0	0%
	<b>Senior Total</b>	<b>1048</b>	<b>100%</b>	<b>995</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>311</b>	<b>100%</b>	<b>294</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>737</b>	<b>100%</b>	<b>701</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>16</b>	<b>100%</b>

Class Level is determined by completed credits as of the beginning of the Fall 2004 term.  
 Fall 04 semester GPA was calculated on Dec 20, 2004, so adjustments due to grade changes are not included.  
 Blank GPAs represent students who received no grades for the term (e.g. complete withdrawal, transience, suspension)

Table A3. Fall 2004 Academic Performance of African American or Black Students in SEMGPA Range by Class Level and Gender

Class Level	SEMGPA	African American or Black Both Genders								African American or Black Men								African American or Black Women							
		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman</b>																									
	0.00-1.49	67	31%	26	43%	18	24%	23	28%	16	29%	8	38%	1	11%	7	27%	51	31%	18	46%	17	25%	16	28%
	1.50-1.99	36	16%	6	10%	18	24%	12	14%	7	13%	1	5%	3	33%	3	12%	29	18%	5	13%	15	22%	9	16%
	2.00-2.49	47	21%	13	22%	17	22%	17	20%	12	21%	4	19%	2	22%	6	23%	35	21%	9	23%	15	22%	11	19%
	2.50-2.99	34	16%	8	13%	10	13%	16	19%	13	23%	6	29%	2	22%	5	19%	21	13%	2	5%	8	12%	11	19%
	3.00-3.49	18	8%	1	2%	8	11%	9	11%	3	5%		0%	1	11%	2	8%	15	9%	1	3%	7	10%	7	12%
	3.50-4.00	14	6%	3	5%	5	7%	6	7%	4	7%	1	5%		0%	3	12%	10	6%	2	5%	5	7%	3	5%
	(blank)	3	1%	3	5%		0%		0%	1	2%	1	5%		0%		0%	2	1%	2	5%		0%		0%
	<b>Freshman Total</b>	<b>219</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	<b>83</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>163</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>57</b>	<b>100%</b>
<b>Sophomore</b>																									
	0.00-1.49	22	17%	11	17%	5	14%	6	22%	8	29%	4	27%	2	50%	2	22%	14	14%	7	14%	3	9%	4	22%
	1.50-1.99	15	12%	8	12%	5	14%	2	7%	4	14%	3	20%		0%	1	11%	11	11%	5	10%	5	15%	1	6%
	2.00-2.49	24	19%	15	23%	4	11%	5	19%	7	25%	6	40%		0%	1	11%	17	17%	9	18%	4	12%	4	22%
	2.50-2.99	37	29%	15	23%	15	41%	7	26%	6	21%	2	13%	1	25%	3	33%	31	31%	13	26%	14	42%	4	22%
	3.00-3.49	23	18%	11	17%	7	19%	5	19%	3	11%		0%	1	25%	2	22%	20	20%	11	22%	6	18%	3	17%
	3.50-4.00	5	4%	2	3%	1	3%	2	7%		0%		0%		0%		0%	5	5%	2	4%	1	3%	2	11%
	(blank)	3	2%	3	5%		0%		0%		0%		0%		0%		0%	3	3%	3	6%		0%		0%
	<b>Sophomore Total</b>	<b>129</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>37</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	<b>18</b>	<b>100%</b>
<b>Junior</b>																									
	0.00-1.49	12	8%	12	12%		0%		0%	4	10%	4	15%		0%		0%	8	8%	8	10%		0%		0%
	1.50-1.99	15	10%	10	10%	1	7%	4	15%	6	15%	3	12%		0%	3	21%	9	9%	7	9%	1	8%	1	8%
	2.00-2.49	29	20%	18	17%	3	21%	8	30%	7	17%	4	15%		0%	3	21%	22	21%	14	18%	3	23%	5	38%
	2.50-2.99	40	28%	24	23%	5	36%	11	41%	14	34%	7	27%	1	100%	6	43%	26	25%	17	22%	4	31%	5	38%
	3.00-3.49	24	17%	19	18%	2	14%	3	11%	3	7%	2	8%		0%	1	7%	21	20%	17	22%	2	15%	2	15%
	3.50-4.00	16	11%	12	12%	3	21%	1	4%	6	15%	5	19%		0%	1	7%	10	10%	7	9%	3	23%		0%
	(blank)	8	6%	8	8%		0%		0%	1	2%	1	4%		0%		0%	7	7%	7	9%		0%		0%
	<b>Junior Total</b>	<b>144</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>
<b>Senior</b>																									
	0.00-1.49	20	8%	17	7%	1	6%	2	20%	2	4%	2	5%		0%		0%	18	9%	15	8%	1	7%	2	25%
	1.50-1.99	30	12%	28	12%	1	6%	1	10%	7	15%	6	14%		0%	1	50%	23	11%	22	12%	1	7%		0%
	2.00-2.49	44	17%	34	15%	7	41%	3	30%	7	15%	6	14%	1	50%		0%	37	18%	28	15%	6	40%	3	38%
	2.50-2.99	55	22%	52	23%	2	12%	1	10%	13	27%	13	30%		0%		0%	42	20%	39	21%	2	13%	1	13%
	3.00-3.49	47	19%	44	19%	3	18%		0%	8	17%	7	16%	1	50%		0%	39	19%	37	20%	2	13%		0%
	3.50-4.00	44	17%	39	17%	2	12%	3	30%	7	15%	6	14%		0%	1	50%	37	18%	33	18%	2	13%	2	25%
	(blank)	14	6%	13	6%	1	6%		0%	4	8%	4	9%		0%		0%	10	5%	9	5%	1	7%		0%
	<b>Senior Total</b>	<b>254</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>206</b>	<b>100%</b>	<b>183</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

Class Level is determined by completed credits as of the beginning of the Fall 2004 term.  
 Fall 04 semester GPA was calculated on Dec 20, 2004, so adjustments due to grade changes are not included.  
 Blank GPAs represent students who received no grades for the term (e.g. complete withdrawal, transience, suspension)

Table A4. Fall 2004 Academic Performance of White Students in SEMGPA Range by Class Level and Gender

Class Level	SEMGPA	White Both Genders								White Men								White Women							
		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs		All		Non-Residents		Pacer Commons		Pacer Downs	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman</b>																									
	0.00-1.49	86	19%	62	20%	8	10%	16	25%	41	22%	31	22%	3	13%	7	28%	45	17%	31	18%	5	9%	9	23%
	1.50-1.99	49	11%	26	8%	10	12%	13	20%	24	13%	17	12%	3	13%	4	16%	25	9%	9	5%	7	12%	9	23%
	2.00-2.49	57	13%	38	12%	11	14%	8	12%	22	12%	16	12%	3	13%	3	12%	35	13%	22	13%	8	14%	5	13%
	2.50-2.99	80	18%	50	16%	18	22%	12	18%	25	13%	16	12%	4	17%	5	20%	55	21%	34	20%	14	25%	7	18%
	3.00-3.49	93	21%	63	21%	19	23%	11	17%	42	22%	30	22%	7	29%	5	20%	51	19%	33	20%	12	21%	6	15%
	3.50-4.00	72	16%	53	17%	15	19%	4	6%	27	14%	23	17%	4	17%	0%	0%	45	17%	30	18%	11	19%	4	10%
	(blank)	16	4%	15	5%		0%	1	2%	6	3%	5	4%		0%	1	4%	10	4%	10	6%		0%	0	0%
	<b>Freshman Total</b>	<b>453</b>	<b>100%</b>	<b>307</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>187</b>	<b>100%</b>	<b>138</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>266</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>40</b>	<b>100%</b>
<b>Sophomore</b>																									
	0.00-1.49	34	9%	30	9%	2	8%	2	7%	17	12%	17	15%		0%		0%	17	7%	13	6%	2	10%	2	22%
	1.50-1.99	15	4%	13	4%	1	4%	1	4%	7	5%	6	5%		0%	1	6%	8	3%	7	3%	1	5%		0%
	2.00-2.49	65	17%	55	16%	5	21%	5	19%	30	22%	25	21%	1	25%	4	22%	35	14%	30	14%	4	20%	1	11%
	2.50-2.99	76	20%	61	18%	8	33%	7	26%	31	22%	23	20%	2	50%	6	33%	45	18%	38	17%	6	30%	1	11%
	3.00-3.49	89	23%	79	23%	4	17%	6	22%	26	19%	21	18%	1	25%	4	22%	63	25%	58	26%	3	15%	2	22%
	3.50-4.00	99	26%	89	26%	4	17%	6	22%	24	17%	21	18%		0%	3	17%	75	30%	68	31%	4	20%	3	33%
	(blank)	10	3%	10	3%		0%		0%	4	3%	4	3%		0%		0%	6	2%	6	3%		0%		0%
	<b>Sophomore Total</b>	<b>388</b>	<b>100%</b>	<b>337</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>117</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>9</b>	<b>100%</b>
<b>Junior</b>																									
	0.00-1.49	21	5%	19	5%		0%	2	10%	12	9%	11	9%		0%	1	10%	9	3%	8	3%		0%	1	10%
	1.50-1.99	18	4%	16	4%		0%	2	10%	7	5%	5	4%		0%	2	20%	11	4%	11	4%		0%		0%
	2.00-2.49	52	13%	47	13%	1	5%	4	20%	20	14%	18	15%	1	25%	1	10%	32	12%	29	12%		0%	3	30%
	2.50-2.99	79	19%	71	19%	5	25%	3	15%	27	20%	22	18%	2	50%	3	30%	52	19%	49	20%	3	19%		0%
	3.00-3.49	94	23%	86	23%	6	30%	2	10%	28	20%	27	22%	1	25%		0%	66	24%	59	24%	5	31%	2	20%
	3.50-4.00	130	32%	115	31%	8	40%	7	35%	40	29%	37	30%		0%	3	30%	90	33%	78	32%	8	50%	4	40%
	(blank)	15	4%	15	4%		0%		0%	4	3%	4	3%		0%		0%	11	4%	11	4%		0%		0%
	<b>Junior Total</b>	<b>409</b>	<b>100%</b>	<b>369</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>138</b>	<b>100%</b>	<b>124</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>271</b>	<b>100%</b>	<b>245</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Senior</b>																									
	0.00-1.49	25	3%	23	3%		0%	2	20%	9	4%	8	4%		0%	1	25%	16	3%	15	3%		0%	1	17%
	1.50-1.99	35	5%	35	5%		0%		0%	13	6%	13	6%		0%		0%	22	4%	22	5%		0%		0%
	2.00-2.49	62	9%	58	8%	4	50%		0%	28	12%	25	11%	3	75%		0%	34	7%	33	7%	1	25%		0%
	2.50-2.99	111	15%	108	15%	2	25%	1	10%	46	20%	45	20%	1	25%		0%	65	13%	63	13%	1	25%	1	17%
	3.00-3.49	172	24%	166	23%	1	13%	5	50%	51	22%	48	21%		0%	3	75%	121	25%	118	24%	1	25%	2	33%
	3.50-4.00	301	41%	298	42%	1	13%	2	20%	80	34%	80	35%		0%		0%	221	45%	218	45%	1	25%	2	33%
	(blank)	21	3%	21	3%		0%		0%	8	3%	8	4%		0%		0%	13	3%	13	3%		0%		0%
	<b>Senior Total</b>	<b>727</b>	<b>100%</b>	<b>709</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>492</b>	<b>100%</b>	<b>482</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>6</b>	<b>100%</b>

Class Level is determined by completed credits as of the beginning of the Fall 2004 term.  
 Fall 04 semester GPA was calculated on Dec 20, 2004, so adjustments due to grade changes are not included.  
 Blank GPAs represent students who received no grades for the term (e.g. complete withdrawal, transience, suspension)