This study sought to investigate what third year students have learned in their chemistry subjects and analyzed how these learning’s have contributed to the enhancement of their academic performance in college chemistry.

The study is a descriptive normative-survey which determined the basic knowledge’s, skills and processes gained by students in a secondary chemistry course and whether these foundations were effectively appreciative to the chemistry curriculum in the college level.

A sample of 224 freshmen students out of 340 from the colleges of engineering and nursing served as respondents in gathering the data. The students final grades in chemistry were drawn from the grading sheets submitted to the office of the registrar.

The chemistry achievement test was the main instrument in gathering data for the study. It was a multiple choice test with four options for each number.

Empirical validation was undertaken by analyzing each item to determine the difficulty and discrimination indices. Only items with percentage of difficulty and ranging from 25 to 75 and positive discrimination indices from 20 and above were included in the final form of the test which served as the pretest and post test.