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Evaluation of the American council on education psychological examination and the cooperative English test as guidance instruments at Montana State University

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The University of Montana

AN EVALUATION OF THE AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION AND THE COOPERATIVE ENGLISH TEST AS GUIDANCE INSTRUMENTS AT MONTANA STATE UNIVERSITY

by

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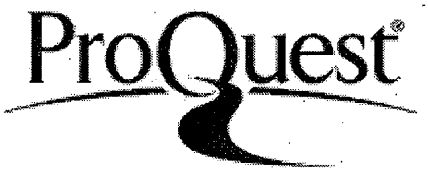

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CHAPTER I

NATURE AND PURPOSES OF THIS STUDY

Reflected in the hundreds of studies which have appeared in recent years dealing with attempts to predict some aspect of scholastic achievement is the concern of college and university administrators with student mortality. This concern has been heightened during the last six years due to the fact that the increase in the number of students entering institutuions of higher learning following the close of World War II has been accompanied by a corresponding increase in student mortality.

Because of the difficulty of ascertaining the causes of student mortality in all instances, relatively few studies have been made in this area.[1] Those that have been made, however, give support to Bird's comment that "Of the many thousands of young people who enter college only a minority are actually entitled to believe that they will graduate within the usually allotted four years."[2]

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[1]Anna Jean Hanson, "An Analysis of Personality Characteristics of 'Drop Out' Students at Montana State University," (unpublished Master's thesis, Montana State University, Missoula, 1951), p. 3.

[2]C. Bird and D. Bird, Learning More by Effective Study, (New York: D. Appleton-Century Company, Inc., 1945), p. 237.

In a study of college student mortality as it affected sixty universities, McNeely[3] found that of every one hundred students who entered college, forty-five failed to continue and only about thirty-two out of the one hundred received degrees. Of the known causes of mortality as presented by McNeely, there were indications that the greatest proportion probably resulted from dismissal because of failure in academic work.

Ruth Y. Weintraub and Ruth E. Salley[4] found in a study of 1,064 freshmen at Hunter College that low scholarship was the principal contributing factor for students' dropping out of college. They found that 45 per cent of all drop outs very probably were the result of low grades or were coincidental with grades below the average for graduation.

A recent study conducted at the University of Washington discloses that in September of 1946, 5,424 high school graduates entered that university as freshmen. By September of 1947 twelve hundred were no longer enrolled in the university. September of the following year found 1,625, or 30 per cent of the original number of students out of the university, and

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[3]John H. McNeely, "College Student Mortality," Office of Higher Education Bulletin, No. 11 (Washington, D. C: United States Government Printing Office, 1937), p. 104.

[4]Ruth Y. Weintraub and Ruth E. Salley, "Graduation Prospects of an Entering Freshman," Journal of Educational Research, 39:116-26, October, 1945.

by September , 1949, one thousand eight hundred forty-three, or 34 per cent had dropped out.[5]

The possibility that student mortality due to academic failure may be a very serious problem at Montana State University is pointed out by the data presented in Table I. The table shows that upon the termination of their studies in the year 1946-47, 51 per cent of the freshmen studied had grade point averages below C, the required average for graduation.

The high rate of student mortality alone indicates the need for an evaluation of the validity of the data which is available to university advisers and counselors at any particular institution to the end that the fallibility of staff guidance may be reduced to a minimum.

Statement of the problem. It was the purpose of this study (1) to evaluate the Quantitive, Linguistic, and Total scores on the American Council on Education Psychological Examination, hereinafter referred to as the ACE, and scores on the Cooperative English Test as to their relative validity in predicting academic success in the various schools, divisions, and departments at Montana State University; and (2) to establish probability tables based on the scores of these tests.

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[5]Melvin A. Angell and others, "An Evaluation of General and Specific Entrance Requirements of the University of Washington," (unpublished Doctor's dissertation, The University of Washington, Seattle, 1950), p. 4.

Importance of the study. Prediction of success in college has been stressed by authorities as fundamental to the educational counseling procedure. To counselors and faculty advisers at Montana State University there are available, at the present time, three basic sources of information relative to the scholastic ability of entering freshmen: the high school record, scores on the ACE, and scores on the Cooperative English Test.

While the high school record has had widespread use for predictive purposes, its limitations are pointed out by Borow in the following paragraph:

> Traditionally the high school record, in one form or another, has provided the chief line of evidence bearing upon an applicant's qualifications for collegiate training. That this should have been so seems reasonable. Psychologists have long recognized that the most dependable forecasts of one's performance in some pending situation are generally those which stem from knowledge of that individual's past performance in similar situations. It is palpable that the secondary school experience is the one activity in the college applicant's past which bears closest resemblance to the college program he seeks to enter. Yet the high school record possesses many defects as a device for predicting college achievement. For one thing, the course grades which it comprises are frequently too heavily determined by non-objective standards. For another, grading systems differ widely from one secondary school to another so that it becomes difficult to make comparative evaluations of college applicants from different localities. It has been for these reasons, among others, that those concerned with the prognosis of college performance have sought, as supplements to the college record, other measures of appraising the qualifications of candidates.[6]

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[6]Henry Borow, "Current Problems in the Prediction of College Performance," The American Association of Collegiate Registrars Journal, 22:14-15, October, 1946.

The ACE has been adopted at Montana State University as a supplement to the high school record for the purposes of prediction. Chapter II of this thesis points out the fact that previous studies of the ACE indicate the need for its validation in the situation in which it is used. These facts would appear to strongly recommend an evaluation of the examination relative to its validity as a predictive instrument for students registering in specific schools, divisions, and departments of this university. Further, since the Cooperative English Test is administered to all entering freshmen at the university, and since this test purports to measure achievement in expression and reading comprehension, skills generally considered as essential to academic success, it was considered important to study its value also as a predictive instrument at this university.

Organization of the thesis. In Chapter II will be presented a review of the literature pertaining to the problem. Studies in general and differential prognosis from various testing instruments will be summarized and related to the problem.

Chapter III will consist of the methods and materials employed in the study. A description of the ACE, a description of the Cooperative English Test, a table of the departments and schools concerned in the study, a description of the population used, and finally, a consideration of the statistical

technique employed will comprise the contents of this chapter.

The report of the study will be contained in Chapter IV, in which findings will be related to the stated purpose of the study.

A summary and conclusions will be presented in Chapter V, together with recommendations and suggested further research.

Tables of probability which were derived from the study appear in the appendix for convenient reference.

CHAPTER II

REVIEW OF THE LITERATURE

During the past fifteen years, over one thousand studies have appeared which have attempted to evaluate one or more tests for the purpose of predicting some aspect of scholastic achievement.[1] Since it was a primary purpose of this study to evaluate the ACE and Cooperative English Test as instruments for differential prediction of academic success in various schools and departments, no attempt will be made to canvass the entire field of prognosis. A brief summary of the general literature on prognosis, followed by a more detailed summary of the literature on differential prognosis will constitute the material of the present chapter.

General prediction of academic success in college from measures of general mental ability. In a summary of the literature to 1934 as to the use of general mental tests in prognosis, Segel[2] listed fifteen studies in which the ACE was used as the predictive item. He found correlation coefficients ranging from .62 to .32.

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[1]R. M. W. Travers, "Prediction of Achievement," School and Society, 70:293, November 5, 1949.

[2]David Segel, "Prediction of Success in College," Office of Education Bulletin No. 15, (Washington, D. C: United States Government Printing Office, 1934), p. 69.

A similar wide range of correlation coefficients from institution to institution is reflected in a study by Durflinger.[3] He reports correlations between college scholarship and the total score on the ACE as .48 in a study at the University of Oregon, .62 in a study at Colorado State College, and .30 and .47 in two studies at the University of California College of Agriculture.

An invaluable summary of measures of general mental ability as predictors of college success has been presented by Garret. As a result of a review of ninety-four studies, a listing of which has been adapted from Garret's survey and presented for easy reference in Table I, he reached, among others, the following conclusions:

> The American Council on Education Psychological Examination scores correlated consistently higher with the criterion than did those of other tests, probably due to successful effort to measure both differential as well as verbal mental abilities.
>
> There is a closer correlation between intelligence test scores and later college grades for those scoring high in intelligence, than for those scoring average or low in intelligence. This would indicate that students with high intelligence tend to succeed in college in spite of all other factors operating. With students of lesser mental ability, however, some may put other factors into operation to bring them scholastic success, and some may not. This uncertainty makes it more difficult to predict scholastic success in college for this group.[4]

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[3] G. W. Durflinger, "The Prediction of College Success: A Summary of Recent Findings," American Association of College Registrars Journal, 19:70, October, 1943.

[4] Harley F. Garret, "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," Journal of Experimental Education, 28:107, December, 1949.

It may be noted from Table II that while the range of coefficients for the ninety-four studies is from .17 to .67, the range for the twenty-five studies involving the ACE is relatively much narrower, being from .38 to .67. This latter range, however, is certainly wide enough to substantiate the conclusion reached by Crawford and Burnham,[5] as a result of their study of the ACE, to the effect that it is one of the best modern intelligence tests, but that it should be properly calibrated to meet the demands of a given situation.

General prediction of academic success in college from measures of achievement in specific subject matter fields. While the literature under general prediction of academic success in college from measures of achievement in specific subject matter fields is not as extensive as is that pertaining to prediction from general measures of intelligence, it has, nevertheless, a history of at least twenty-five years. Garret[6] has presented a comprehensive review of studies in this field also, but since this thesis is concerned with achievement in English and reading as measured by the Cooperative English Test, only those studies relating to such fields have been extracted from Garret's work for presentation in Table III. The wide

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[5]Albert B. Crawford and Paul S. Burnham, Forecasting College Achievement (New Haven: Yale University Press, 1946), p. 99.

[6]Garret, Op. cit., pp. 102-3.

TABLE II

STUDIES IN THE CORRELATION OF INTELLIGENCE WITH GENERAL SCHOLASTIC SUCCESS IN COLLEGE *

Date	Reference	Institution	Test	Time	
1919	Bridges	Ohio State U.	Army Alpha		.35
1919	DeCamp	Penn. State	Army Alpha		.41
1920	DeCamp	Penn. State	Army Alpha		.41
1919	DeCamp	Penn. State	Thurstone IV		.32
1920	DeCamp	Penn. State	Binet (Stanf. Rev.)		.17
1917	Johnson	U. of Minnesota	Army Alpha		.63
1919	Louttet	William Smith	Army Alpha (women)		.23
1919	Louttet	Hobart College	Army Alpha (men)		.32
1918	Van Wagenen	U. of Minnesota	Army Alpha	1 sem.	.39
1918	Van Wagenen	U. of Minnesota	Army Alpha	2 yrs.	.35
1919	Murray	Sweet Briar	Thurstone	1 yr.	.34
1919	Murray	Sweet Briar	Thurstone	2 yrs.	.48
1920	Murray	Sweet Briar	Thurstone	1 yr.	.42
1921	Murray	Sweet Briar	Thurstone	1 yr.	.44
1919	Wood	Columbia U.	Thorndike	1 yr.	.58
1919	Wood	Columbia U.	Thorndike	2 yrs.	.62
1920	Colvin	Brown U.	Army Alpha	1 tr.	.44
1920	Colvin	Brown U.	Army Alpha	1 yr.	.46
1922	Colvin	Brown U.	Army Alpha	1 tr.	.53
1922	Colvin	Brown U.	Thorndike	2 yrs.	.53
1922	Colvin	Brown U.	Army Alpha	2 yrs.	.46
1923	Colvin	Brown U.	Thorndike	1 yr.	.37
1921	Ellefson	Milligan College	Otis Group		.50
1921	Ernst	Pittsburg U.	Army Alpha		.33
1923	Arlitt	Bryn Mawr	Stanford-Binet		.30
1923	Averill	Normal School	Otis Self-Admin.		.61
1923	Binnewies	S. Dakota State Teachers Coll.	Terman Group		.49
1923	Binnewies	S. Dak. St. TC	Miller Mental Abil.		.43
1923	Binnewies	S. Dak. St. TC	Otis Self-Admin.		.39
1923	Root	Pittsburg U.	Thorndike		.51
1924	Edgerton	Ohio State U.	Ohio State Psych Exam. (women)		.65
1924	Edgerton	Ohio State U.	Ohio State Psych Exam. (men)		.49
1925	Guiler	Miami U.	Otis Self-Admin.	1 sem.	.48
1925	Guiler	Miami U.	Otis Self-Admin.	2 sem.	.40

TABLE II (continued)

STUDIES IN THE CORRELATION OF INTELLIGENCE WITH GENERAL SCHOLASTIC SUCCESS IN COLLEGE

Date	Reference	Institution	Test	Time
1925	Guiler	Miami U.	Terman Group	(both) .49
1925	Guiler	Miami U.	Terman Group	1 sem. .49
1925	Guiler	Miami U.	Terman Group	2 sem. .48
1925	Guiler	Miami U.	Terman Group	(both) .52
1926	Bolenbaugh & Proctor	Stanford U.	Thorndike	.45
1926	Bolenbaugh & Proctor	Stanford U.	Thorndike	.37
1926	Condil	Colo. St. Ag. Col.	Thurstone	.41
1926	Condil	Colo. St. Ag. Col.	Thurstone	.45
1927	Cleeton	Carnegie I. T.	Thorndike	.45
1927	Jones	Indiana STC	Detroit Interest Test	.55
1927	Pierson & Nettels	"Colleges"	Terman Group	.43
1927	Whitney	Colo. STC	Thurstone	.48
1928	Schultz	Penn. U. Coll. of Educ.	Terman Group	.34
1928	Harston	Oberlin College	Ohio State Psych. Exam (men)	.62
1928	Harston	Oberlin College	Ohio State Psych. Exam. (women)	.58
1928	Harston	Oberlin College	ACE Psych (men)	.53
1928	Harston	Oberlin College	ACE Psych (women)	.50
1929	Byrns	Michigan U.	Ohio St. U. Psych. Exam. 1 sem.	.36
1929	Byrns	Michigan U.	Ohio St. U. Psych Exam.	.43
1929	Cuff	Kentucky St. TC	Miller Mental Abil.	.46
1929	Drake	Adelphi Women's College	ACE Psych.	.51
			ACE Psych.	.40
			ACE Psych.	.49
			ACE Psych.	.40
			ACE Psych.	.45
1929	Gerberich	Arkansas U.	ACE Psych.	.46
1930	Gerberich	Arkansas U.	ACE Psych.	.58
1931	Gerberich	Arkansas U.	ACE Psych.	.55
1930	Fritz	Pittsburg, Kan. St. TC	ACE Psych.	.53
1930	Guiler	Northwestern U.	Army Alpha	.43

TABLE II (continued)

STUDIES IN THE CORRELATION OF INTELLIGENCE WITH GENERAL SCHOLASTIC SUCCESS IN COLLEGE

Date	Reference	Institution	Test	Time	
1931	Segal	Long Beach JC	Thurstone		.48
1931	Douglass	Oregon U.	ACE Psych. (men & women)		.45
			ACE Psych. (men)		.42
			ACE Psych. (women)		.49
1932	Harston	Oberlin College	Ohio State U. Psych. Exam.		.55
1931	Nelson	Iowa St. TC	ACE Psych.		.67
1932	Fleming	"Colleges"	Thorndike		.37
1935	Fleming	"Colleges"	ACE Psych.	2 yrs.	.50
1935	Fleming	"Colleges"	ACE Psych. (men)	1 yr.	.46
1935	Fleming	"Colleges"	ACE Psych. (women)	1 yr.	.56
1935	Fleming	"Colleges"	Ohio St. U. Psych. Exam.	2 yrs.	.46
1935	Fleming	"Colleges"	Ohio St. U. Psych. (men)	1 yr.	.41
1935	Fleming	"Colleges"	Ohio St. U. Psych. (women)	1 yr.	.54
1933	Edds & McCall	Milligan Coll.	Otis Group		.50
1934	Douglass & Lovegren	Minnesota U.	ACE Psych.		.50
1934	Finch & Nemjek	Minnesota U.	Battery: Army Alpha Haggerty, Delta Pressey, Senior Class, Terman Miller, Mental Ability		.42
1935	Read	Wichita U.	Ohio St. U. Psych. Exam.		.42
1937	Butsch	Marquette U.	ACE Psych.		.53
1939	Prescott & Garrettson	Phoenix JC	Otis Self-Admin.		.21
1939	Prescott & Garrettson	Arizona U.	Carnegie M. A.		.42
1939	Dubois	New Mexico U.	ACE Psych.		.44±.03

TABLE II (continued)

STUDIES IN THE CORRELATION OF INTELLIGENCE WITH GENERAL SCHOLASTIC SUCCESS IN COLLEGE

Date	Reference	Institution	Test	Time	
1940	Attonder	Patterson, N. J. St. TC	Hemmon-Nelson		.35±.03
1940	Garrett	52 Colleges	Ohio St. U. Psych. Exam.		.61±.03
1941	Votaw	Southwestern Texas St. College	ACE Psych.		.53
1944-	Weber	Wells College	ACE Psych.		.45
1945	Smith	Fresno St. Coll.	ACE Psych.	1 sem.	.45
1945	Smith	Fresno St. Coll.	ACE Psych.	2 sem.	.38
1947	Bent	Arkansas U.	Quartile Rank on Otis Self-Admin. or Thurstone Psych.		.63

Number of coefficients	94
Range of coefficients	.17 to .67
Interquartile range	14.59
Median	.47
S. D.	.24
A. D.	.12

*Harley F. Garret, "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," Journal of Experimental Education, 28:107-109, December, 1949.

TABLE III

STUDIES IN THE USE OF ACHIEVEMENT TESTS IN SPECIFIC FIELDS IN PREDICTING GENERAL SCHOLASTIC ACHIEVEMENT IN COLLEGE (ADAPTED)*

Date	Reference	Institution	Test	No.	Time	r
1925	Averill & Mueller	Worcester Normal	Cross Eng	114	1 sem.	.39
1925	Averill & Mueller	Worcester Normal	Inglis Eng. Vocab.	114	1 sem.	.48
1929	Cuff	E. Kentucky St. TC	Whipple Read.	393	1 sum.	.36
1929	Cuff	E. Kentucky St. TC	Monroe Silent Reading Comp	393	1 sum.	.25
1930	Nelson	Iowa St. TC	Nelson-Denny Reading	757	1 yr.	.45
1933	Edds & McCall	Milligan College	Cross Eng.	309	1 sem.	.44
1931-33	Patterson	Minnesota U.	Iowa Eng. I	309		.18
1931-33	Patterson	Minnesota U.	Minn. Read. I	339		.28
1931-33	Patterson	Minnesota U.	Minn. Read II	339		.38
1936	Martin	Trenton S. T. C.	CEEB Tests	228		
			Object. Eng.			.28
			Written Eng			.25
			Oral Eng			.24
1936	Reed	Wichita U.	Iowa Read Comp	400	1 sem	.42
			Iowa Read Rate	400	1 sem	.16
			Purdue Place. in Eng.	400	1 sem.	.41
1937-41	Weber	Wells Colg.	CEEB Eng Test	59	4 yrs.	.40
			Regents Exam Eng	59	4 yrs.	.48
1942	Williamson & Freeman	Minnesota U.	Iowa Eng	379	1 qtr.	.44
1934	Williamson & Freeman	Minnesota U.	Coop Gen Eng	951	1 yr.	.36

TABLE III (continued)

STUDIES IN THE USE OF ACHIEVEMENT TESTS IN SPECIFIC FIELDS IN PREDICTING GENERAL SCHOLASTIC ACHIEVEMENT IN COLLEGE (ADAPTED)

Date	Reference	Institution	Test	No.	Time	r
1935	Williamson & Freeman	Minnesota U.	Coop Gen Eng	827	2 qtrs.	.37
1941	Votaw	Southwest Texas	Coop Gen Eng	827	2 qtrs.	.37
1945		Fresno State College	Iowa Read	903	1 sem.	.44
1945		Fresno State College	Iowa Read	903	2 sems.	.39

*Harley F. Garret, "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," Journal of Experimental Education, 28:102-103, December, 1949.

range of coefficients of correlations from test to test and from institution to institution may again be noted from the table. It is interesting also to note the following conclusions reached by Garret as a result of this phase of his study:

> Considering the time and expense involved, it is as well to use a good aptitude test to predict college success as to use a battery of achievement tests. Especially is this true for long range predictions.
>
> Knowledge of history and science correlate higher with the criterion than does oral and written English.
>
> Achievement test scores tend to correlate lower with college average in later studies than in earlier studies.
>
> To use achievement test scores as a sole criterion for college entrance may, in many instances, deprive a student from entering college who would be successful there if allowed to enter.[7]

Prediction in specific subject matter fields from ACE scores. Segel and Gerberich[8] in 1933 reported the results of a study in which scores on five editions of the ACE made by three hundred forty seniors in Arkansas high schools were correlated with later marks in freshman English. Coefficients of correlations ranging from .201 to .543 were obtained.

The examination had early and extensive use at the

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[7]Garrett, loc. cit.

[8]David Segel and J. R. Gerberich, "Differential College Achievement Predicted by the American Council Psychological Examination," Journal of Applied Psychology, 17:638-39, 1933.

University of Chicago where in 1935 Reitz[9] reported that total scores were found to correlate with freshmen and sophomore grades in four introductory courses as follows: .49 with biological sciences; .64 with humanities; .58 with physical sciences; .52 with social sciences. These coefficients are considerably more consistent and considerably larger in value than those usually reported.

A summary of correlations, obtained at several institutions, between the ACE and marks in various college subject groups was reported in 1937 by Segel and Proffitt.[10] The medians of these correlations were:

Four year college average,	.39
College biology,	.43
College physical science,	.43
College English	.48
College social studies,	.32
College economics,	.24
College foreign language,	.43

Using total scores on the ACE with 163 freshman students at Boston University, Lanigan[11] obtained correlations of .325 with grade averages in English, .501 with social studies, .222

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[9]Wilhelm Reitz, "Forecasting Marks of New Plan Students at the University of Chicago," School Review, 43:34-48, January, 1935.

[10]David Segel and Maris M. Proffitt, "Some Factors in the Adjustment of College Students," Office of Education Bulletin, No. 12 (Washington, D. C: United States Government Printing Office, 1934), p. 37.

[11]Mary A. Lanigan, "The Effectiveness of the Otis, the A.C.E., and the Minnesota Speed of Reading Tests for Predicting Success in College," Journal of Educational Research, 41:289-91, December, 1947.

with languages, .324 with mathematics, .442 with sciences, and .364 with fine arts.

Differential prediction from ACE Q and L scores. At Brown University MacPhail[12] correlated Q and L scores on the ACE with letter grades in quantitative and verbal subjects. As a result of his study he concluded that as predictors of first year grade averages in quantitive subjects pooled together there was no significant difference between Q and L scores. He further concluded that the declarations and inferences made in the ACE manual pertaining to the use of Q and L scores for counseling and sectioning purposes could not be safely assumed to be applicable to the situation in a particular institution, and that a given school would do well to discover the local pertinence of these scores before putting them to any such use.

In an intensive study of 2,243 students who entered the University of Washington in autumn quarter, 1947, Angell, Langton, Meyer, and Pettit[13] found that the ACE Q scores had negative beta coefficients in seven university subjects. In the natural science area this variable was a significant

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[12]Andrew H. MacPhail, "Q and L Scores on the American Council on Education Psychological Examination," School and Society, 56:248-51, September 19, 1942.

[13]Melvin A. Angell and others, "An Evaluation of General and Specific Entrance Requirements of the University of Washington," (unpublished Doctor's dissertation, The University of Washington, Seattle, 1950), p. 396.

predictor of success in botany, chemistry, and mathematics. It was moderately significant as a predictor in physics, and insignificant as a predictor in anthropology, geology, and zoology. In the social science area the ACE Q factor was moderately significant as a predictor in economics and business, geography and philosophy. It was relatively insignificant as a predictor in history, political science, psychology, and sociology. In the arts area, it was significant as a predictor in music only. It was relatively insignificant in the other subjects in this area, having negative beta coefficients in four of them. In the applied sciences, the ACE Q factor was significant as a predictive measure of success in engineering, home economics, and forestry. It had no significance as a predictive item in architecture and pharmacy.

In regard to the ACE L factor, the authors[14] found it to be a better predictor of success than was the ACE Q factor. In sixteen of the areas studied, ACE L scores had significant beta coefficients. In the natural science area, this variable was a significant predictor of success in anthropology, botany, geology, and zoology. It was moderately significant as a predictor in chemistry and physics. It was relatively insignificant as a predictor of success in mathematics. It was an especially good predictor in the social science area. In the

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[14] Ibid., p. 397.

arts area it was definitely significant in predicting success in classical languages, English, and Far Eastern languages. It was negative in significance in determining success in journalism, a fact which seems most astonishing since most journalism courses require a preponderance of verbal ability. In the applied science area, the authors found the ACE L factor not too significant as a predictive item except in pharmacy, in which it was definitely significant. For the prediction of success in architecture, engineering, forestry, and home economics, ACE L scores were relatively insignificant.

W. L. Wallace[15] made a study of freshmen who entered the University of Michigan during the same quarter as did the students used as subjects in the University of Washington study reviewed in the immediately preceding pages. While the two studies are not directly comparable due to a different grouping of subject matter fields and a difference in the statistical method employed, it is interesting to note that where a similarity of subject areas exists in the studies, with the one exception of geography, a consistency also exists in the differential predictive value of the ACE Q and the ACE L factors.

The sole study discovered by this writer based upon test scores as related to curriculum choice is that made by

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[15]W. L. Wallace, "Differential Predictive Value of the American Council on Education Psychological Examination," School and Society, 70:23-4, July 2, 1949.

Wheeler[16] at the University of Miami. Wheeler studied the ACE psychological ratings of 1,681 freshmen enrolled during 1946-47 according to curriculum choice, academic and non-academic majors, and grade point averages. Comparisons were made for Q, L, and Gross scores. There were indications in the study which led to the worker's conclusion that there was no significant difference on gross scores between liberal arts and science students, or between liberal arts and business students. Science students had a small advantage over business students on gross scores, and over liberal arts students on Q scores. Liberal arts students had a slight advantage over business students on L scores. Students in science, liberal arts, and business were superior to students in the education school. The much higher total mean score for the L factor was perhaps the most obvious feature of the study.

Limitation of previous studies. It appears clear from the review of the literature of previous studies of measures used as predictive instruments that the value of the results of the studies is limited to the institution concerned, since the validity of the tests used vary widely from college to college. Moreover, the study of tests in relationship to ungrounded subjects or to individual subject fields does

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[16]Lester R. Wheeler, "Summary of a Study of the Intelligence of University of Miami Freshmen," Journal of Educational Research, 43:307, December, 1949.

not take into account a possible interest factor which may operate within schools or departments of a university.

CHAPTER III

METHOD OF PROCEDURE AND SOURCES OF DATA

The evaluation study to be described in the following pages consisted of the statistical correlation of grade point indices earned by freshman students in various schools and departments with test scores on the ACE and Cooperative English Test. In this chapter will be presented an account of the materials used and the procedural methods utilized in regard to the data.

Description of the ACE. The purpose of the American Council on Education Psychological Examination is, as stated by the authors, "to appraise what has been called scholastic aptitude, or general intelligence, with special reference to the requirements of most college curricula."[1] The examination is used annually in over six hundred colleges and universities, and a new edition is issued each year. Beginning with the 1938 edition, the one-hour examination was so constructed as to yield, in addition to a Total (T) score, two separate subscores: namely, a subscore for three linguistic tests, and another subscore for three quantitive tests.[2] The

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[1] L. L. Thurstone and T. G. Thurstone, Manual of Instructions, American Council on Education Psychological Examination for College Freshmen, 1947 Edition (Washington, D. C: The American Council on Education, 1947), p. 2.

[2] Loc. cit.

authors state that, "These two subscores do not represent primary mental abilities, but they represent two groups of abilities significant for college curricula that are dominantly linguistic or technical." [3]

The 1947 edition of the ACE, which was used in this study, was arranged to alternate the three timed linguistic and the three timed quantitive tests.[4] As a result of factorial analysis to determine the primary mental abilities involved, the tests were grouped into general classes as follows:

Quantitive Tests: (the Q-score)
- Arithmetical Reasoning
- Number Series
- Figure Analogies

Linguistic Tests: (the L-score)
- Same-Opposite
- Completion
- Verbal Analogies[5]

In regard to the reliability of the ACE, Super[6] reports that the assumption is usually made that since each new edition is usually anchored to the preceding editions and has the same norms, the new edition will be approximately as reliable as they, and further reports odd-even reliabilities

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[3] Ibid., p. 3.

[4] Ibid., p. 2.

[5] Ibid., p. 3.

[6] Donald E. Super, Appraising Vocational Fitness (New York: Harper and Brothers, 1949), p. 117.

of various editions as high as .95 for the total score, and .85 and .95 for the Q and L scores respectively.

Commenting on the content of the ACE, Super states:

> The items are probably less affected by knowledge than those in most group tests, for the emphasis in selecting items was to choose those which measure ability to manipulate symbols rather than mastery of previously learned facts.[7]

Description of the Cooperative English Test. Form R (Higher Level) edition of the Cooperative English Test--the form used in this study--is actually made up of three separate tests: reading comprehension, mechanics of expression, and effectiveness of expression.[8] In reviewing the contents of the test, Pooley states:

> The test Reading Comprehension contains two parts: vocabulary-meaning tested by five choices, one of which is a synonym of the given word; and speed and level of comprehension--tested by responses to 17 brief reading selections drawn from widely different sources, informational, scientific, and literary. The test Mechanics of Expression contains 60 items of grammatical usage placed in sentences, 45 items of punctuation, and 24 items of capitalization, the latter two types presented in running prose. Spelling is presented in 60 items, each in a choice between a misspelled and a correctly spelled word. The test Effectiveness of Expression contains three parts. Part I measures sentence structure and style by the comparison of passages of prose placed in parallel columns and by an exercise in the choice among four versions of the same sentence. Part II is a test of active vocabulary in which the student must guess the word intended by definition

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[7]Ibid., p. 115.

[8]Frederick B. Davis and others, Cooperative English Test, Single Booklet Edition (Higher Level) Form R, (New York: The Cooperative Test Service, 1941), p. C1.

and by clues to first letter and length of word. Part III measures organization by rearranging disorganized paragraphs and by completing a partial outline.[9]

Pooley[10] considers the Cooperative English Test one of the best tests available in the field of English skills in that the materials of English have been cast into natural settings of sentences and paragraphs, dubious and controversial usage have been avoided, and mechanics are tested functionally rather than in isolation from English skills. He considers its principal defect to lie in the fact that it does not test ability in English, if that ability is defined as the power to use English effectively in speech and writing. This defect is shared by all other objective tests in English.

Grades as the criterion of academic success. The validity criterion with which test scores were correlated consisted of the grade point averages earned in freshman subjects by students who entered Montana State University as freshmen in fall quarter of 1947. Since the averages were based upon letter grades received in individual courses, these grades introduced the principal limiting factor which could not be controlled in this study.

The use of the five letter grading system in current

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[9]Oskar K. Buros, The Third Mental Measurement Yearbook (New Brunswick: Rugers University Press, 1949), p. 122.

[10]Loc. sit.

what author?

use at Montana State University involves, when this system is used as a criterion, the obvious fact that the difference in achievement between a student who is barely awarded a grade of B and a student who receives a high C is not nearly so great as is the difference between a student who receives a high B and one who receives a low C. Yet, when these grades are recorded, the difference becomes forever masked, and is not reflected in grade point averages.

A further attenuating factor in the study caused by the use of letter grades is attributable to the variance in distribution of grades by individual instructors. A survey of transcripts upon which grades are recorded makes obvious this fact, as it does, to a somewhat lesser degree, the fact that a preponderance of high grades are awarded in some departments of the university, while in other departments, low grades occur much more frequently. This observation seems fairly well substantiated by the data recorded in Table I, page 4.

It may well be that these limiting factors of college marks led Travers[11] to the conclusion that the problem of predicting scholastic success is the problem of predicting the extent to which certain educational objectives can be

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[11]Robert M. W. Travers, "Good Predictions of Scholastic Success," Education Digest, 15:38, December, 1949.

achieved in certain individuals rather than predicting the average grade in a particular institution. Though Travers' objective in prediction may well be the one toward which counselors should strive, the reality of a certain grade point index being necessary for college survival causes the following remarks of Toops to be more pertinent to the situation:

> The scientific problem involved in the use of entrance examinations, intelligence tests--entrance hurdles or tests of any sort--in the case of college students is that of predicting or anticipating subsequent scholastic success to the end that administrative measures may then be taken to better adjust the student's environment and to adjust him to the environment provided--in a word, to control the educational situation.
>
> In the practical sense, the problem soon boils down to the question of, "What tests will better predict college marks?" It will remain so until we shall have a better substitute for college marks as a measure of college success.[12]

The population and sampling method. The population used in this study consisted of all students who entered Montana State University as freshmen in the fall quarter of 1947 who received grades and for whom scores on both the ACE and the Cooperative English Test were available. In order that the same number of cases might be available for each group studied, those subjects to whom both the ACE and Cooperative Test were not administered were eliminated from the study.

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[12]Herbert A. Toops, "The Prediction of Scholastic Success in College," School and Society, 25:265-8, February 26, 1927.

The number thus eliminated amounted to fifty-six, or approximately 8 per cent of the freshmen registered, leaving 616 cases available for study.

The subjects were grouped by schools and by divisions and departments within the College of Arts and Sciences in accordance with a modified outline of the Organization of Instruction at Montana State University, and in accordance with original registration as shown by the subjects' transcripts of credits.

An outline of the Organization of Instruction at this university is presented in Table IV. For the purposes of this study it became desirable as the study progressed to make certain modifications in the outline. No correlations were obtained for the College of Arts and Sciences in which all the divisions within that college were combined, as the study was concerned primarily with prediction of success in schools, divisions, and departments. Because the number of cases within the following academic major departments, less than ten in each instance, was considered too small to offer an adequate sampling, these departments were not submitted to separate study: Medical Technology, Wild Life Technology, Bacteriology and Hygiene, Biology, Botany, Pre-Nursing Education, and Zoology within the Division of Biological Sciences; Classical Languages and Modern Languages within the Division of Humanities; Chemistry, Geology, Mathematics,

TABLE IV

ORGANIZATION OF INSTRUCTION*

COLLEGE OF ARTS AND SCIENCES

Division of Biological Sciences
- Medical Technology
- Wild Life Technology
- Bacteriology and Hygiene
- Biology
- Botany
- Health and Physical Education
- Pre-Medical Course
- Pre-Nursing Education
- Psychology and Philosophy
- Zoology

Division of Humanities
- Classical Languages
- English and Speech and Drama
- Fine Arts
- Modern Languages: French, German, Spanish

Division of Physical Sciences
- Chemistry
- Geology
- Home Economics
- Mathematics
- Physics

Division of Social Sciences
- Economics and Sociology
- History and Political Science
- Pre-Business Administration
- Pre-Education
- Pre-Legal

GRADUATE SCHOOL
DIVISION OF PUBLIC SERVICE
SCHOOL OF BUSINESS ADMINISTRATION
SCHOOL OF EDUCATION
SCHOOL OF FORESTRY
SCHOOL OF JOURNALISM
SCHOOL OF LAW
SCHOOL OF MUSIC
SCHOOL OF PHARMACY
MILITARY SCIENCE AND TACTICS
SUMMER SESSION

AFFILIATED SCHOOL OF RELIGION

*University of Montana Bulletin, Montana State University Series No. 414, 1947-48 Catalog (Missoula, Montana: Montana State University, July, 1947), p. 53.

and Physics within the Division of Physical Sciences. The cases included in these departments were, however, considered in the study of the divisions under which they were classified.

Although freshman registrants in Business Administration are considered, according to the outline of Organization of Instruction, as being within the Division of Social Sciences, such registrants were not studied as members of this division. Because of the fact that freshman majors in Business Administration pursue courses in that school during their freshman year, a practice not common to other pre-professional courses, these freshmen were assigned to the School of Business Administration for study.

Several other departures from the Outline of Instruction were made to further the purpose of the study. The Department of Pre-Medicine was considered to embrace Pre-Dentistry majors since transcript records made a distinction between such majors and freshmen registered for the Pre-Medical course, and since the freshman curriculum is very similar for both type majors.

The transcript records also noted eleven students as majors in Pre-Engineering, and therefore a separate study was made within the Division of Physical Sciences concerning these students. Majors in Economics, Sociology, Social Science, and History were placed in one group in order to secure an adequate number of subjects for study.

The subjects were assigned to groups in accordance with their choice of major as expressed at the time of original registration. This study did not take into account any change of majors which might have occurred during the year 1947-48.

Gathering and organization of the data. Duplicate copies of transcripts of grades for all freshmen entering the university in fall quarter of 1947 were secured from the Office of the Registrar. These transcripts showed for each student the department or school and academic major for which he was registered, as well as all courses for which he was registered during any or all of the 1947-48 school year, together with the number of credit hours, grade, and grade points earned for each course in which the student was registered.

Grade point averages were computed from the information contained on the transcripts by means of the following formula:

$$\frac{\text{course credits x grade points}}{\text{credit hours}}$$

Grade points at Montana State University are awarded as follows: three grade points for each credit of grade A; two grade points for each credit of grade B; one grade point for each credit of grade C; one grade point for each credit of grade "plus"; no grade points for each credit of D or E; one grade point is deducted from the total for each credit of

grade F.[13]

Following the computation of grade point averages for all subjects, percentile scores, based upon the norms for the group which was studied, were entered, for convenience in plotting scattergrams, upon the transcripts of credits of the 616 freshmen for whom scores were available. These percentile scores for the ACE and the Cooperative English Test were obtained from individual test record cards maintained in the University Counseling Center.

Statistical techniques employed. Pearson product-moment correlations were computed from scattergrams. Along the x-axis of the scattergram were entered percentile scores derived from the ACE and Cooperative English tests. Ten equal intervals corresponding to the ten deciles of the percentile system were marked off on this axis. Along the y-axis were entered grade point averages in hundredths, eighteen intervals being designated. The same number of intervals were used in all correlations for consistency and for the purpose of deriving probability tables.

Correlations were computed between grade point averages within given schools, divisions, and departments and the Q, L, and Total scores on the ACE and between grade point averages and the Total Score on the Cooperative English Test.

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[13]University of Montana Bulletin, Montana State University Series, No. 416 (Missoula: Montana State University, July, 1947), p. 53.

These coefficients were not corrected in any way. It would have been possible to estimate the degree of error in the criterion and to correct the correlation for the attenuation of the criterion. The writer, however, is inclined to agree with Brogden[14] in his opinion that correction for error is undesirable, since evaluation of the predictor must take into account errors of measurement, and since such errors, either in the predictor or the criterion, would be involved to exactly the same degree in the actual operating situations as in the experimental setup. In other words, in the predictive situation, counselors and advisers must accept attenuating factors such as the unreliability of grades as conditions which will operate to reduce the accuracy of their predictions.

In as much as this study was concerned only with appraising the validity of the four obtained test scores within schools and departments, no attempt was made to discover significant differences of the scores among the schools and departments. Because of the variance in the number of subjects available for study from group to group, however, an attempt was made to discover the significance of the obtained correlation in each instance. Many workers in the

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[14]Hubert E. Brogden, "On the Interpretation of the Correlation Coefficient as a Measure of Predictive Efficiency," Journal of Educational Psychology, 37:66, February, 1946.

field of prediction, including Guilford[15] and Crawford and Burnham,[16] propose that positive uncorrected coefficients of .40 or more be regarded as useful. It would appear, however, that the acceptance of such a more or less arbitrary minimum tends to ignore the statistical principle stated by Edwards[17] that small coefficients of correlations may be significant when based on a large number of pairs of observations, whereas large coefficients may not be significant when based on a small number of observations. For this reason the hypothesis was established that the true correlation between the sets of measure equalled zero. Any observed coefficient of correlation, then, which would occur five per cent or less of the time by chance was considered sufficiently large to allow the hypothesis of zero correlation to be rejected, and the observed correlation to be considered as significant. In order to determine the significance of any given correlation of coefficient, designated as r, it was referred, in the manner

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[15]J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill, 1942), pp. 219-20.

[16]Albert B. Crawford and Paul S. Burnham, Forecasting College Achievement (New Haven: Yale University Press, 1946), p. 162.

[17]Allen L. Edwards, Statistical Analysis for Students in Psychology and Education (New York: Rinehart and Company, Inc., 1946), p. 189.

described by Edwards,[18] to a table of values of r at the five per cent and one per cent levels of significance provided by that writer.[19]

In order that the results obtained in this study might be readily subject to interpretation by both advisers and advisees, the distributions of grade point averages by percentile ranks were tabulated directly from the previously prepared scattergrams, and are presented as Tables of Probability in the Appendix of this thesis.

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[18] Ibid., pp. 188-89.

[19] Ibid., p. 331.

CHAPTER IV

REPORT OF THE STUDY

In analyzing the results of this study, it must again be pointed out that correlations were obtained between percentile ranks of test scores and grade point averages of students registered for their freshman year in various schools and departments of the university. This means that it was possible for a subject to be placed for the purposes of this study in a particular group even though he was not registered for specific courses common to the group. It is important that it be kept in mind that the correlations do not represent relationships between test scores and achievement in individual subjects, but rather between percentile ranks based upon test scores and "all university averages" within various departments and schools.

I. RELATIVE VALUE OF THE TEST SCORES STUDIED

The ACE Q Score. The obtained coefficients of correlations between grade point averages and the Quantitive Score on the ACE were significant at the 1% level of confidence for seven of the areas studied: Divisions of Biological Sciences, Physical Sciences, and Social Sciences, and for the Department of Pre-Law, School of Business Administration, and School of Music. The coefficients were significant at the 5% level of

confidence for the Division of Humanities and the Department of Pre-Education, and were not significant at either the 5% or 1% level of confidence for the other ten areas studied. In spite of the fact that the Q score was a significant predictive item for almost 47% of the groups studied, Table V indicates that it was the best predictor of the four obtained scores for only three of the nineteen schools and departments studied: Division of Humanities, English, and Pre-Engineering. Of these three groups it was a significant predictor for only the first two listed.

The Q variable was the poorest predictor for ten of the nineteen areas, but it is interesting to note that it yielded a higher correlation coefficient with grade point averages than did any one of the other three scores for students registered as English majors and the second highest coefficient for freshmen registered in the School of Journalism. Since the courses in both the English department and the School of Journalism are heavily weighted with subject matter which might be expected to require for mastery a higher degree of linguistic than quantitive ability, the predictive value of the Q score in these cases might be explained by the varying success which freshman students registered as English and Journalism majors have in quantitive type courses outside their major departments. The indication from Table V is that the Q score has no superiority

TABLE V

CORRELATIONS FOR TEST RESULTS AND GRADE POINT AVERAGES

SCHOOL OR DEPARTMENT	N	Q	SIGNI-FICANCE	L	SIGNI-FICANCE	T	SIGNI-FICANCE	TE	SIGNI-FICANCE
College of Arts & Sciences									
Div. of Biol. Sciences	83	.30	Better 1%	.39	Better 1%	.41	Better 1%	.40	Better 1%
Pre-Med & Pre-Dent	25	-.12	No	.20	No	.18	No	.25	No
Health & Phys Ed	23	.34	No	.32	No	.36	No	.40	No
Psych & Philos	13	.28	No	.50	No	.57	5%	.58	5%
Div. of Humanities	45	.34	5%	.20	No	.33	5%	.31	5%
English	30	.59	Better 1%	.32	No	.42	5%	.32	No
Fine Arts	12	.34	No	.29	No	.36	No	.38	No
Div. of Phys. Sciences	59	.36	1%	.50	1%	.49	1%	.58	1%
Home Economics	23	.20	No	.17	No	.19	No	.39	No
Pre-Engineering	11	.49	No	.46	No	.49	No	.48	No
Div. of Soc. Sciences	97	.38	1%	.59	1%	.57	1%	.64	1%
Pre-Law	47	.44	1%	.36	5%	.52	1%	.55	1%
Soc Sci, Soc, Hist, Econ	26	.35	No	.66	1%	.72	1%	.59	1%
Pre-Educ	24	.33	No	.77	1%	.67	1%	.73	1%
School of Business Adm	169	.21	1%	.51	1%	.39	1%	.44	1%
School of Forestry	56	.26	No	.04	No	.17	No	.30	5%
School of Journalism	54	.43	1%	.41	1%	.51	1%	.40	1%
School of Music	34	.35	5%	.36	5%	.46	1%	.41	5%
School of Pharmacy	19	.14	No	.42	No	.34	No	.33	No
			Sig at 1% - 7		7 @ 1%		9 @ 1%		8 @ 1%
			5% - 2		2 @ 5%		3 @ 5%		4 @ 5%
			No Sig 10		10 - NO		6 - No		8 - No

over the other three scores for prediction of academic success during the freshman year in schools and departments whose curricula consist primarily of quantitive type courses.

The ACE L Score. Like the Q score, the L score was a significant predictive item at the 1% level of confidence for seven of the nineteen areas studied, and significant at the 5% level for two of the areas. At the 1% level it was significant for the divisions of Biological Sciences, Physical Sciences, and Social Sciences, and for the combined departments of Social Science, Sociology, History and Economics, as well as for Business Administration, Pre-Education, and Journalism. It was significant at the 5% level for the Department of Pre-Law and the School of Music. It was not significant at the 5% level of confidence or better as a predictor in the other ten areas studied, one of these areas, Pharmacy, nevertheless having it as the best of the four predictors.

The L score variable was the poorest of the four predictive scores in six of the areas studied, including the Division of Humanities and the departments of Fine Arts, Pre-Law, and English. It was the next to the poorest predictor for six additional areas, among which were the Division of Social Sciences, the Schools of Journalism and Music, and the department of Psychology and Philosophy.

From the data presented in Table V it cannot be inferred that the ACE L score has a consistent superiority over any one

of the other four scores utilized in this study for the prediction of success in the freshman year in schools or departments which might be expected to demand for success a fairly high degree of verbal aptitude.

The ACE T Score. The ACE T score was not significant for only seven of the nineteen groups studied, being significant at the 1% level of confidence for the divisions of Biological Sciences, Physical Sciences, and Social Sciences, for the schools of Business Administration, Journalism, and Music, and for the departments of Pre-Law, Pre-Education, and Sociology, Social Science, History, and Economics combined. It was significant at the 5% level of confidence for the Division of Humanities, and for Department of Psychology and Philosophy and for the Department of English. There was no instance in which this variable was the poorest of the four predictive items, but again no general pattern emerged from the data which would allow the conclusion to be drawn that the Total Score on the ACE is a better predictive item for one type school or department than for another.

The Total English Score on the English Cooperative Test. In eight of the nineteen areas studied the Total Score on the English Cooperative Test (TE) was significant at the 1% level of confidence: divisions of Biological Sciences, Physical Sciences, and Social Sciences, schools of Business Administration and Journalism, the departments of Pre-Law, Pre-Education,

and the departments of Sociology, Social Sciences, History, and Economics combined. At the 5% level of confidence the TE score was significant for the Division of Humanities, the schools of Music and Forestry, and Department of Psychology and Philosophy. It was the poorest of the four predictors in only one instance--Journalism. In the instances where it was the best or next to best predictor of the four scores and had significance at the 5% level or better, there was a small tendency for areas which might require more verbal than quantitive ability to predominate. In each of these instances, however, the difference between the coefficient of correlation for the TE scores and grade point averages and some other scores and grade point averages was so slight as to prevent any definite conclusion from being drawn regarding the superiority of the TE score as a predictive item in either linguistic or quantitive areas.

II. TEST SCORES RELATED TO AREAS STUDIED

Division of Biological Sciences. All four of the test scores used in the study correlated at the 1% level of confidence or better with grade point averages for freshmen registered in the Division of Biological Sciences. The relatively small difference in the coefficients of correlations obtained for all scores, however, prohibits the designating of any one score as superior to another for

prediction in this division, although the obtained r of .30 for the Q score would indicate it to be of the least value as a predictive item in this area.

Pre-Medical and Pre-Dental Department and Health and Physical Education Department. The two principal groups, as far as the number of subjects available for study was concerned, within the Division of Biological Sciences were those registered in the Department of Pre-Medicine and in the Department of Pre-Dentistry. For neither of these groups was any one of the test scores significant at the 5% level of confidence or better. The coefficients obtained for the Pre-Medical and Pre-Dental department were among the lowest found in the entire study. The only negative r that was found in the study was with the Q score and grade point averages for freshmen registered in this department. This negative r is not surprising in view of the fact that 55% of the subjects studied in this department whose Q score percentile rank was below the fiftieth percentile obtained C averages or better, while only 36% of those subjects whose rank was above the fiftieth percentile obtained such averages. The possibility exists that the failure of any of the test scores to correlate more significantly with grade point averages of subjects in the Department of Health and Physical Education may be due to the fact that 83% of the freshman registrants in this department attained less than a C average.

Department of Psychology and Philosophy. The number of cases available for study in the Department of Psychology and Philosophy limits the definitiveness of conclusions as to the predictive validity of any of the test scores for this group. The T score and the TL score were significant at the 5% level of confidence, but the difference in the obtained coefficients or correlations for these two scores was so slight as to prevent the establishment of the superiority of one over the other for the purpose of prediction.

Division of Humanities. The four test scores were less significant as predictors of academic success in the Division of Humanities than in any one of the other three divisions of the College of Arts and Sciences. The Q, T, and TL scores were significant at the 5% level of confidence, while the L score was not significant at this level or better. It is difficult to understand the comparative lack of relationship between the L score and grade point averages in this division, since the majority of the subjects in this division were registered as English majors, and the much smaller minority as Fine Arts or Language majors, all of which subjects are usually considered to require for success greater linguistic than quantitive ability. The obtained coefficients of correlations for the three tests having significant coefficients does not establish the predictive superiority of any one of the three in this area.

Department of English. As pointed out in the previous section, it appears surprising that the Q score was a significant predictor at the 1% level of confidence in the Department of English, while the T score was significant at the 5% level of confidence and the L score and the TE score were not significant at the latter level. The scope of this study prevented a thorough analysis as to the possible reason for the high predictive value of the Q score for this particular group of English majors. It may be pointed out, however, that 60% of the group had Q score percentile ranks below the fiftieth centile. The thirty subjects in the group were registered for a total of 127 credit hours in courses which are usually considered as requiring for success ability in quantitive reasoning: Biological Science, General Botany, Trignometry, General Chemistry, College Algebra, and Home Economics. The average grade point earned for the 127 hours was .51; thus, it may be possible that the relatively high coefficient of correlation of the Q score with the grade point average of this group of English majors was influenced by the relationship of low percentile ranks on the section of the ACE purported to measure quantitive ability with below C grades in courses requiring quantitive reasoning. Conversely, 60% and 73% of the subjects in this group ranked at the fiftieth percentile or above for the L score and TE score

respectively, and thus the low average attained in quantitive courses may have limited the relationship of the Q and TE scores and the grade point averages of the group as a whole.

Department of Fine Arts. None of the test scores were significant at the 5% level of confidence or better as predictive items for freshmen registered in the Department of Fine Arts. This relative lack of relationship between scores and grade point averages may be due to the small number of subjects in this group available for study or to the fact that 83% of the individual grade point averages in the group were above C average, a considerably higher average than for any other group studied.

Division of Physical Sciences. All four scores were significant at the 1% level of confidence or better for the freshman students registered in the Division of Physical Sciences. The r obtained from the correlation of the TE score with grade point averages in this division was sufficiently higher than the other obtained coefficients to indicate the possibility that it might be the best predictive item of the four variables studied. The comparatively low r obtained for the Q score was apparently influenced by the Home Economic majors within the division.

Department of Home Economics. None of the scores were significant at the 5% level of confidence or better as predictive items for the Department of Home Economics. Only in

the School of Forestry and the Department of Pre-Medicine and Pre-Dentistry were the obtained coefficients of correlations as low as they were for this group.

Department of Pre-Engineering. Like the Department of Home Economics, the Department of Pre-Engineering did not yield any correlation coefficients which were significant at the 5% level or better with grade point averages of freshmen registered for Pre-Engineering. Unlike the coefficients obtained for Home Economic majors, the ones obtained for Pre-Engineering freshmen were moderately high. It is possible that their significance was limited due to the small number of cases available for study in this group.

Division of Social Sciences. The Q, L, T, and TE scores all had correlation coefficients with grade point averages in the Division of Social Sciences sufficiently high to be significant at the 1% level of confidence. The obtained r of .64 obtained for the TE score and grade point average was the highest r obtained for any of the four variables, and indicates that it may be the best predictive item for freshmen registered in this division. This division provided one of the few instances in the study where the coefficients for the TE score and the L score were both significant at the 1% level of confidence and closely approached each other in the obtained value of r.

Department of Pre-Law. For the Department of Pre-Law

the obtained r's for the Q, T, and TE scores were significant at the 1% level of confidence with the TE score having a tendency to be a slightly better predictor than the T score in this department. While the r of .36 obtained for the Q score was significant at the 5% level, it was relatively much lower in value than the coefficients obtained for the other three variables.

Department of Pre-Education. The highest coefficients of correlations obtained in the entire study were those obtained for the L, T, and TE scores with grade point averages of freshmen in Pre-Education. All three of the coefficients were significant at better than the 1% level of confidence, with the r of .77 for the L score indicating that that score is perhaps the best of the four variables studied for prediction in this department. The Q score was not significant at the 5% level or better in this area.

Combined Departments of Social Science, Sociology, History, and Economics. Of the four variables used, only the Q score was not a significant predictor at the 5% level of confidence or better for freshman registrants in the departments of Social Science, Sociology, History, and Economics. The TE, L, and T scores were all significant at better than the 1% level of confidence, with the L and T scores being of such a value that they could be considered as very useful predictors in these areas.

School of Business Administration. Although the values of r obtained by correlation of the four test scores with grade point averages of the subjects studied in the School of Business Administration were not especially great, nevertheless, all the obtained r's were significant at the 1% level of confidence or better. This fact may be attributable to the relatively large number of cases available for study in this group. The L score appeared to be superior to the other variables as a predictive item in this area.

School of Forestry. Although there were fifty-six cases available for study in the School of Forestry, a relatively high number, the only r obtained which was significant at the 5% level of confidence was that obtained for the TE score. The coefficients obtained for the other three variables were among the lowest found in this study. It was somewhat surprising to find the Q score to be of such little value as a predictive item in this area, since, even during the freshman year, the subjects in this area were registered for the most part in courses generally considered to require a relatively high degree of quantitive reasoning for success. A review of the individual scores made by this group shows that 61% of the subjects attained ranks at the fiftieth centile or above on the Q score, while only 46% attained comparable ranks on the TE score; yet, the r obtained for the TE score exceeded that obtained for the Q score.

School of Journalism. The four coefficients of correlations for the four test scores with grade point averages attained by freshmen in the School of Journalism were significant at the 1% level of confidence. It would appear that the T score was the best of the four predictive items in this school and the TE score the poorest, with the L score the second poorest. The failure of the L score and the TE score to predict as accurately as the Q score in this area is somewhat in keeping with the findings of a study conducted at the University of Washington.[1]

School of Music. The r yielded by the correlation of percentile ranks on the T score and grade point averages was the only r significant at the 1% level of confidence or better for the subjects studied in the School of Music. The other three variables used were significant at the 5% level, with the Q score having a value of r only slightly less than the value obtained for the L score.

School of Pharmacy. The coefficients of correlation which were obtained with percentile ranks attained by freshmen in the School of Pharmacy and the grade point averages of those subjects were not significant at the 5% level of confidence or better for any one of the four predictive items used. The low relationships may have been somewhat influenced by the small number of cases studied.

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[1]Melvin A. Angell and others, "An Evaluation of General and Specific Entrance Requirements of the University of Washington," (unpublished Doctors' dissertation, The University of Washington, Seattle, 1950), p. 397.

III. SUMMARY OF RESULTS

The ACE Q score was significant at the 5% level of confidence or better for nine of the areas studied: Divisions of Biological Sciences, Humanities, Physical Sciences, and Social Sciences; the Departments of English and Pre-Law; the Schools of Business Administration, Journalism, and Music.

Coefficients of correlation which were significant for the ACE L score at the 5% level of confidence or better were obtained with grade point averages in the following nine areas: Divisions of Biological Sciences, Physical Sciences, and Social Sciences: Departments of Pre-Law, Social Science, Sociology, History, and Economics combined, and Pre-Education; Schools of Business Administration, Journalism, and Music.

The ACE T score was a significant item of prediction at the 5% level of confidence or better for twelve of the nineteen areas: Divisions of Biological Sciences Humanities, Physical Sciences, and Social Sciences; Departments of Psychology and Philosophy, English, Pre-Law, Social Science, Sociology, History, and Economics combined, and Pre-Education; Schools of Business Administration, Journalism, and Music.

The TE score on the Cooperative English Test was significant at the 5% level of confidence or better for the following twelve areas: Divisions of Biological Sciences,

Humanities, Physical Sciences, and Social Sciences; Departments of Psychology and Philosophy, Pre-Law, Social Sciences, Sociology, History, and Economics combined, and Pre-Education; Schools of Business Administration, Forestry, Journalism, and Music.

With one exception, the correlation of the L score with grade point averages in the Division of Humanities, all the scores had significant coefficients of correlations with grade point averages in the four divisions of the College of Arts and Sciences. The same thing did not hold true, however, for departments within the divisions. For the Departments of Pre-Medicine and Pre-Dentistry, Health and Physical Education, Fine Arts, Home Economics, and Pre-Engineering none of the four variables used were predictive items at the 5% level of confidence or better, although the number of subjects available for study in these departments varied from twenty-five for Pre-Medicine and Pre-Dentistry to eleven for Pre-Engineering. The only school for which none of the four scores was predictive at the 5% level of confidence or better was the School of Pharmacy.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. This study was for the purpose of evaluating the Q, L, and Total scores on the American Council on Education Psychological Examination and the Total score on the Cooperative English Test as guidance instruments in the prediction of general academic success in the divisions, departments, and schools of Montana State University. A secondary purpose of the study was to evolve Tables of Probability based upon the distribution by grade point averages of the percentile rank of scores made by students for each of the four variables. In order to accomplish these purposes, students of the Freshman Class of 1947 were assigned to groups in accordance with their original choice of academic major.

Pearson product-moment correlations were computed from scattergrams between grade point averages and percentile ranks attained on the four predictive items for each of nineteen university areas, and Tables of Probability were derived from the distributions plotted in the scattergrams.

Limitations of the study. One of the primary limitations of the study was occasioned by the unreliability of grade point averages which were used as the criterion in evaluating the validity of the test scores as predictive items. Table I points out the fact that the grade point

averages achieved by the freshman students departed from any general pattern of consistency from group to group within the university. This fact aggravated the unreliability of grade point averages which is generally expected to exist.

A second major limitation of the study occurred as the result of the grouping arrangement employed. The arrangement considered only the expressed choice of academic major at the time of matriculation and in no way took into account the degree of success attained by students in specific subject matter fields. The assignment method utilized is justifiable, however, in view of the fact that the study was undertaken to test the usefulness of the ACE Q, L, and T scores and the TE score of the Cooperative English Test as instruments for prediction of success in divisions, departments, and schools.

Conclusions. The results of the study produced no general pattern which would indicate that counselors and advisers can with any reasonable degree of confidence attempt to predict academic success in divisions of the College of Arts and Sciences from percentile ranks attained on any of the four variables used, since in many instances scores which have a relatively high degree of predictive value for divisions have little significance for smaller groups within the divisions.

The ACE L score and the TE score of the Cooperative

English Test which might be expected to measure linguistic ability and achievement in expression and reading comprehension respectively are not consistently better predictors than the Q score in academic major fields commonly considered to be heavily weighted with primarily verbal courses; in fact, the Q score was the best predictor found in this study for English majors while the L and TE scores were the poorest predictors for freshman Journalism students.

The ACE Q score has relatively little value for prediction in any academic field whether of a linguistic or quantitive nature. In the only two instances in which it was a significant predictor at the 5% level of confidence or better and also the best of the four predictive items, the relatively high degree of relationship of the test scores with grade point averages was due to the fact that the majority of the subjects scored below the fiftieth percentile while the majority also received below C average grades.

The Total Score on the English Cooperative Test has little, if any, superior value to the ACE L score as a predictive item for the areas studied. In only three of the nineteen areas was the TE score significant at the 5% level of confidence or better when the L score was not equally significant.

According to the results of this study, there seems to be little reason to believe that equally good predictions of

academic success within divisions, departments, and schools cannot be made utilizing the ACE T score alone as in attempting to make such predictions from the Q, L, or TE scores. In only one area studied, the School of Forestry, was the T score not significant at the 5% level of confidence or better while another score or other scores were significant at that level.

While coefficients of correlation significant at the 5% level of confidence or better were obtained for more than 50% of the relationships studied, it is nevertheless felt by the writer that the attempt to predict academic success in divisions, departments, and schools of Montana State University is beset by too many elements of chance for such an attempt to be undertaken without the greatest possible caution being exercised. It would appear that these elements of chance consist primarily of the vagaries of grading and the specific course choice of students.

It is also felt by the writer that in spite of the fact that Tables of Probability offer no single index of relationship, they provide for the counselor in a concise form the data necessary for adequate interpretation of relationships between the criterion and predictive items.

Need for further study. Since one of the limitations of this study was due to the fact that subjects were studied only in accordance with their choice of academic major, the

percentile rank attained on each of the items used should be studied in relationship to grades received by freshmen in specific academic subjects. In regard to the total score on the Cooperative English Test, it is felt that perhaps significant information might be obtained by determining the percentage of students assigned to preparatory English courses as a result of percentile ranks attained on this test, and who later receive degrees, in relationship to the percentage of students who received degrees after having been assigned to the usual freshman English courses.

There have been indications in this study to the effect that the great variance in grade point averages achieved by students from academic area to academic area is due to a complete lack of standards for grading, to the fact that certain departments attract students possessing relatively low potentialities for academic success, to the fact that in some departments a much higher level of achievement is required for survival than in other departments, or to the fact that factors other than those commonly conceived of as mental abilities play a great part in achieving academic success. In any event, a study, or studies should be made in all these areas in order that student mortality due to academic failure, with its inherent possibilities of undesirable effects upon personality traits, be reduced to a minimum.

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APPENDIX

TABLE I

GRADE POINT AVERAGES BY DIVISIONS, DE PARTMENTS, AND SCHOOLS

COLLEGE OF ARTS AND SCIENCES	N	B N 2.00-3.00	% 2.00-3.00	C N 1.00-1.99	% 1.00-1.99	D N 0.00-.99	% 0.0-.99	F N .- to 0.0	% .- to 0.0	C or above		Below C	
Div. of Biological Sciences	83	5	6%	28	34%	35	42%	15	18%	33	40%	50	60%
*Pre-Med & Pre-Dent	25	2	8%	9	36%	11	44%	3	12%	11	44%	14	56%
*Health & Phys Ed	23	1	4%	3	13%	14	61%	5	22%	4	17%	19	83%
*Psych & Philos	13	0	0%	7	54%	4	31%	2	15%	7	54%	6	46%
Div. of Humanities	45	3	7%	28	62%	10	22%	4	9%	31	69%	14	31%
*English	30	2	7%	16	53%	8	27%	4	13%	18	60%	12	40%
*Fine Arts	12	1	8%	9	75%	2	17%	0	0%	10	83%	2	17%
Div. of Physical Sciences	59	9	15%	26	44%	22	37%	2	4%	35	59%	24	41%
*Home Economics	23	2	9%	14	61%	7	30%	0	0%	16	70%	7	30%
*Pre-Engineering	11	1	9%	3	27%	7	64%	0	0%	4	36%	7	64%
Div. of Social Sciences	97	10	10%	44	46%	33	34%	10	10%	54	56%	43	44%
*Pre-Law	47	6	13%	21	45%	16	34%	4	8%	27	58%	20	42%
*Soc Sci, Soc, Hist, Econ	26	3	11%	15	58%	6	23%	2	8%	18	69%	8	31%
SCHOOL OF BUSINESS ADM	169	8	5%	59	35%	85	50%	17	10%	67	40%	102	60%
PRE-EDUCATION	24	1	4%	8	33%	11	46%	4	17%	9	37%	15	63%
SCHOOL OF FORESTRY	56	2	3%	23	41%	25	45%	6	11%	25	44%	31	56%
SCHOOL OF JOURNALISM	54	2	4%	20	37%	27	50%	5	9%	22	41%	32	59%
SCHOOL OF MUSIC	34	5	15%	18	53%	11	32%	0	0%	23	68%	11	32%
SCHOOL OF PHARMACY	19	0	0%	10	53%	9	47%	0	0%	10	53%	9	47%
Grand Total	616	44	7%	256	41%	257	42%	59	10%	300	49%	316	51%

*Included in Division Totals, and therefore not figured in Grand Total.

TABLE I (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Biological Sciences -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 11% C AVERAGE OR BETTER - 56%	N = 4 45%	N = 3 33% BELOW C - 44%	N = 1 11%
80 - 89	N = 0 C AVERAGE OR BETTER - 50%	N = 3 50%	N = 3 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 25%	N = 3 25%	N = 7 58% BELOW C - 75%	N = 2 17%
60 - 69	N = 2 25% C AVERAGE OR BETTER - 62%	N = 3 37%	N = 2 25% BELOW C - 38%	N = 1 13%
50 - 59	N = 1 11% C AVERAGE OR BETTER - 45%	N = 3 34%	N = 4 44% BELOW C - 55%	N = 1 11%
40 - 49	N = 1 10% C AVERAGE OR BETTER - 30%	N = 2 20%	N = 7 70% BELOW C - 70%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 38%	N = 3 38%	N = 3 37% BELOW C - 62%	N = 2 25%
20 - 29	N = 0 C AVERAGE OR BETTER - 60%	N = 3 60%	N = 0 BELOW C - 40%	N = 2 40%
10 - 19	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 12% BELOW C - 50%	N = 3 38%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 5 62% BELOW C - 100%	N = 3 38%

N = 83

N BELOW 50TH CENTILE 39
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 44
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 20
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 45%

TABLE I (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Biological Sciences -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 20% C AVERAGE OR BETTER - 60%	N = 4 40%	N = 3 30% BELOW C - 40%	N = 1 10%
80 - 89	N = 2 14% C AVERAGE OR BETTER - 47%	N = 5 33%	N = 8 53% BELOW C - 53%	N = 0
70 - 79	N = 1 17% C AVERAGE OR BETTER - 17%	N = 0	N = 4 66% BELOW C - 83%	N = 1 17%
60 - 69	N = 0 C AVERAGE OR BETTER - 80%	N = 4 80%	N = 1 20% BELOW C - 20%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 33%	N = 2 33%	N = 3 50% BELOW C - 67%	N = 1 17%
40 - 49	N = 0 C AVERAGE OR BETTER - 55%	N = 5 55%	N = 3 34% BELOW C - 45%	N = 1 11%
30 - 39	N = 0 C AVERAGE OR BETTER - 22%	N = 2 22%	N = 5 56% BELOW C - 78%	N = 2 22%
20 - 29	N = 0 C AVERAGE OR BETTER - 17%	N = 1 17%	N = 3 50% BELOW C - 83%	N = 2 33%
10 - 19	N = 0 C AVERAGE OR BETTER - 45%	N = 5 45%	N = 2 19% BELOW C - 55%	N = 4 36%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 50% BELOW C - 100%	N = 3 50%

N = 83

N BELOW 50TH CENTILE 41
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 32%

N ABOVE 50TH CENTILE 42
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 20
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 48%

TABLE I (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Biological Sciences -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 19% C AVERAGE OR BETTER - 55%	N = 4 36%	N = 4 36% BELOW C - 45%	N = 1 9%
80 - 89	N = 1 8% C AVERAGE OR BETTER - 50%	N = 5 42%	N = 6 50% BELOW C - 50%	N = 0
70 - 79	N = 1 20% C AVERAGE OR BETTER - 40%	N = 1 20%	N = 3 60% BELOW C - 60%	N = 0
60 - 69	N = 1 17% C AVERAGE OR BETTER - 50%	N = 2 33%	N = 3 50% BELOW C - 50%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 80% BELOW C - 100%	N = 1 20%
40 - 49	N = 0 C AVERAGE OR BETTER - 44%	N = 6 44%	N = 4 28% BELOW C - 56%	N = 4 28%
30 - 39	N = 0 C AVERAGE OR BETTER - 50%	N = 6 50%	N = 4 33% BELOW C - 50%	N = 2 17%
20 - 29	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 3 60% BELOW C - 60%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 20%	N = 1 20%	N = 1 20% BELOW C - 80%	N = 3 60%
0 - 9	N = 0 C AVERAGE OR BETTER - 13%	N = 1 13%	N = 3 37% BELOW C - 87%	N = 4 50%

N = 83

N BELOW 50TH CENTILE 44
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 16
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 36%

N ABOVE 50TH CENTILE 39
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 17
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 44%

TABLE I (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Biological Sciences -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 22%	N = 5 56%	N = 1 11%	N = 1 11%
	C AVERAGE OR BETTER - 78%		BELOW C - 22%	
80 - 89	N = 0	N = 1 14%	N = 5 72%	N = 1 14%
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	
70 - 79	N = 1 9%	N = 6 55%	N = 4 36%	N = 0
	C AVERAGE OR BETTER - 64%		BELOW C - 36%	
60 - 69	N = 1 11%	N = 5 55%	N = 3 34%	N = 0
	C AVERAGE OR BETTER - 66%		BELOW C - 34%	
50 - 59	N = 0	N = 1 17%	N = 4 66%	N = 1 17%
	C AVERAGE OR BETTER - 12%		BELOW C - 78%	
40 - 49	N = 1 14%	N = 3 43%	N = 3 43%	N = 0
	C AVERAGE OR BETTER - 57%		BELOW C - 43%	
30 - 39	N = 0	N = 2 17%	N = 6 50%	N = 4 33%
	C AVERAGE OR BETTER - 17%		BELOW C - 83%	
20 - 29	N = 0	N = 1 20%	N = 3 60%	N = 1 20%
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	
10 - 19	N = 0	N = 4 40%	N = 2 20%	N = 4 40%
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
0 - 9	N = 0	N = 0	N = 4 57%	N = 3 43%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 83

N BELOW 50TH CENTILE 41
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 27%

N ABOVE 50TH CENTILE 42
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 22
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 52%

TABLE II (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Medicine and Pre-Dentistry -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 25%	N = 1 25%	N = 2 50% BELOW C - 75%	N = 1 25%
60 - 69	N = 1 25% C AVERAGE OR BETTER - 50%	N = 1 25%	N = 1 25% BELOW C - 50%	N = 1 25%
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
40 - 49	N = 1 33% C AVERAGE OR BETTER - 66%	N = 1 33%	N = 1 34% BELOW C - 34%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 34%	N = 1 34%	N = 1 33% BELOW C - 66%	N = 1 33%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 25

N BELOW 50TH CENTILE 11
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 55%

N ABOVE 50TH CENTILE 14
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 36%

TABLE II (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Medicine and Pre-Dentistry ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 25% C AVERAGE OR BETTER - 75%	N = 2 50%	N = 0 BELOW C - 25%	N = 1 25%
80 - 89	N = 1 25% C AVERAGE OR BETTER - 25%	N = 0	N = 3 75% BELOW C - 75%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 34%	N = 1 34%	N = 1 33% BELOW C - 66%	N = 1 33%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 75%	N = 3 75%	N = 0 BELOW C - 25%	N = 1 25%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 25

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 50%

N ABOVE 50TH CENTILE 13
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 38%

TABLE II (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Medicine and Pre-Dentistry -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 25% C AVERAGE OR BETTER - 50%	N = 1 25%	N = 1 25% BELOW C - 50%	N = 1 25%
80 - 89	N = 1 25% C AVERAGE OR BETTER - 50%	N = 1 25%	N = 2 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 34%	N = 1 34%	N = 1 33% BELOW C - 66%	N = 1 33%
30 - 39	N = 0 C AVERAGE OR BETTER - 50%	N = 3 50%	N = 3 50% BELOW C - 50%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 0 BELOW C - 50%	N = 1 50%

N = 25

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 50%

N ABOVE 50TH CENTILE 13
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 38%

TABLE II (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Medicine and Pre-Dentistry -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 25% C AVERAGE OR BETTER - 75%	N = 2 50%	N = 0 BELOW C - 25%	N = 1 25%
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 100% BELOW C - 100%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 75%	N = 3 75%	N = 1 25% BELOW C - 25%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
40 - 49	N = 1 33% C AVERAGE OR BETTER - 33%	N = 0	N = 2 67% BELOW C - 67%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 25%	N = 1 25%	N = 2 50% BELOW C - 75%	N = 1 25%
20 - 29	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 0 BELOW C - 50%	N = 1 50%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 25

N BELOW 50TH CENTILE 11
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 36%

N ABOVE 50TH CENTILE 14
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 50%

TABLE III (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Health and Physical Education -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 100% BELOW C - 100%	N = 0
60 - 69	N = 1 50% C AVERAGE OR BETTER -	N = 1 50% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 20% 20%	N = 4 80% BELOW C - 80%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 BELOW C - 100%	N = 1 100%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 80% BELOW C - 100%	N = 1 20%

N = 23

N BELOW 50TH CENTILE 14
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 7%

N ABOVE 50TH CENTILE 9
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 33%

TABLE III (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Health and Physical Education -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
80 - 89	N = 1 50% C AVERAGE OR BETTER - 50%	N = 0	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 67% BELOW C - 100%	N = 1 33%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 20% 20%	N = 2 40% BELOW C - 80%	N = 2 40%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 75% BELOW C - 100%	N = 1 25%

N = 23

N BELOW 50TH CENTILE 15
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 7%

N ABOVE 50TH CENTILE 8
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 37%

TABLE III (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Health and Physical Education -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 1 50% C AVERAGE OR BETTER -	N = 0 50%	N = 1 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 75% BELOW C - 100%	N = 1 25%
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 25% 25%	N = 3 75% BELOW C - 75%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 33% BELOW C - 100%	N = 2 67%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 75% BELOW C - 100%	N = 1 25%

N = 23

N BELOW 50TH CENTILE 13
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8%

N ABOVE 50TH CENTILE 10
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 30%

TABLE III (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Health and Physical Education -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 1 100% C AVERAGE OR BETTER -	N = 0 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 75% BELOW C - 100%	N = 1 25%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 25% 25%	N = 2 50% BELOW C - 75%	N = 1 25%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 80% BELOW C - 100%	N = 1 20%

N = 23

N BELOW 50TH CENTILE 17
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 12%

N ABOVE 50TH CENTILE 6
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 33%

TABLE IV (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Psychology --- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C -100%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C -100%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -100%	N = 2 100%

N = 13

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 50%

N ABOVE 50TH CENTILE 7
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 57%

TABLE IV (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Psychology -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 3 60% 60%	N = 2 40% BELOW C - 40%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%

N = 13

N BELOW 50TH CENTILE 3
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 10
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 60%

TABLE IV (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Psychology -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%

N = 13

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 50%

N ABOVE 50TH CENTILE 7
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 57%

TABLE IV (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Psychology -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 13

N BELOW 50TH CENTILE 5
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 40%

N ABOVE 50TH CENTILE 8
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 63%

TABLE V (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Humanities ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 5 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 7 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 1 17% C AVERAGE OR BETTER -	N = 4 66% 83%	N = 1 17% BELOW C - 17%	N = 0
40 - 49	N = 1 17% C AVERAGE OR BETTER -	N = 3 50% 67%	N = 1 16% BELOW C - 33%	N = 1 17%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 3 75% 75%	N = 1 25% BELOW C - 25%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 4 80% 80%	N = 0 BELOW C - 20%	N = 1 20%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 2 40% 40%	N = 3 60% BELOW C - 60%	N = 0
0 - 9	N = 1 14% C AVERAGE OR BETTER -	N = 0 14%	N = 4 57% BELOW C - 86%	N = 2 29%

N = 45

N BELOW 50TH CENTILE 27
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 52%

N ABOVE 50TH CENTILE 18
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 17
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 94%

TABLE V (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Humanities ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 7 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 15% C AVERAGE OR BETTER -	N = 4 57% 72%	N = 0 BELOW C - 28%	N = 2 28%
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 1 20% C AVERAGE OR BETTER -	N = 4 80% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 3 50% 50%	N = 3 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 2 50% 50%	N = 2 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 2 50% 50%	N = 1 25% BELOW C - 50%	N = 1 25%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 2 40% 40%	N = 3 60% BELOW C - 60%	N = 0
10 - 19	N = 1 50% C AVERAGE OR BETTER -	N = 1 50% 100%	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%

N = 45

N BELOW 50TH CENTILE 17
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 47%

N ABOVE 50TH CENTILE 28
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 23
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 82%

TABLE V (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Humanities ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 4 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 1 16%	N = 5 84%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
70 - 79	N = 0	N = 6 86%	N = 0	N = 1 14%
	C AVERAGE OR BETTER - 86%		BELOW C - 14%	
60 - 69	N = 1 25%	N = 3 75%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
50 - 59	N = 0	N = 3 60%	N = 2 40%	N = 0
	C AVERAGE OR BETTER - 60%		BELOW C - 40%	
40 - 49	N = 0	N = 2 50%	N = 1 25%	N = 1 25%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 0	N = 1 34%	N = 2 66%	N = 0
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	
20 - 29	N = 0	N = 2 66%	N = 0	N = 1 34%
	C AVERAGE OR BETTER - 66%		BELOW C - 34%	
10 - 19	N = 0	N = 2 50%	N = 2 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
0 - 9	N = 1 20%	N = 0	N = 3 60%	N = 1 20%
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	

N = 45

N BELOW 50TH CENTILE 19
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 42%

N ABOVE 50TH CENTILE 26
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 23
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 88%

TABLE V (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Humanities TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 23% C AVERAGE OR BETTER - 78%	N = 5 55%	N = 1 11% BELOW C - 22%	N = 1 11%
80 - 89	N = 0 C AVERAGE OR BETTER - 84%	N = 5 84%	N = 0 BELOW C - 16%	N = 1 16%
70 - 79	N = 0 C AVERAGE OR BETTER - 100%	N = 9 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 50%	N = 2 50%	N = 2 50% BELOW C - 50%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 34%	N = 1 34%	N = 2 66% BELOW C - 66%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 100%	N = 2 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 1 11% C AVERAGE OR BETTER - 45%	N = 3 34%	N = 4 44% BELOW C - 55%	N = 1 11%
20 - 29	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C 100%	N = 1 50%

N = 45

N BELOW 50TH CENTILE 14
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 50%

N ABOVE 50TH CENTILE 31
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 24
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 77%

TABLE VI (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of English -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 5 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 1 25% C AVERAGE OR BETTER - 75%	N = 2 50%	N = 1 25% BELOW C - 25%	N = 0
40 - 49	N = 1 34% C AVERAGE OR BETTER - 34%	N = 0	N = 1 33% BELOW C - 66%	N = 1 33%
30 - 39	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 0 BELOW C - 33%	N = 1 33%
10 - 19	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 3 60% BELOW C - 60%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 50% BELOW C - 100%	N = 2 50%

N = 30

N BELOW 50TH CENTILE	18
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	7
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	39%

N ABOVE 50TH CENTILE	12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	11
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	92%

TABLE VI (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of English -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 5 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 17% C AVERAGE OR BETTER -	N = 3 50% 67%	N = 0 BELOW C - 33%	N = 2 33%
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 1 50% C AVERAGE OR BETTER -	N = 1 50% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 2 40% 40%	N = 3 60% BELOW C - 60%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%

N = 30

N BELOW 50TH CENTILE 10
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 30%

N ABOVE 50TH CENTILE 20
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 15
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 75%

TABLE VI (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of English -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 17% C AVERAGE OR BETTER -	N = 5 83% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 75% 75%	N = 0 BELOW C - 25%	N = 1 25%
60 - 69	N = 1 50% C AVERAGE OR BETTER -	N = 1 50% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 0 BELOW C - 50%	N = 1 50%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C - 100%	N = 1 50%

N = 30

N BELOW 50TH CENTILE 13
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 31%

N ABOVE 50TH CENTILE 17
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 82%

TABLE VI (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of English -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 33% C AVERAGE OR BETTER - 66%	N = 2 33%	N = 1 17% BELOW C - 34%	N = 1 17%
80 - 89	N = 0 C AVERAGE OR BETTER - 80%	N = 4 80%	N = 0 BELOW C - 20%	N = 1 20%
70 - 79	N = 0 C AVERAGE OR BETTER - 100%	N = 5 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 25%	N = 1 25%	N = 2 50% BELOW C - 75%	N = 1 25%
20 - 29	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C -100%	N = 1 50%

N= 30

N BELOW 50TH CENTILE 8
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 38%

N ABOVE 50TH CENTILE 22
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 15
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 68%

TABLE VII (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Fine Arts -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
80 - 89	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
70 - 79	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
60 - 69	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
50 - 59	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
40 - 49	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
30 - 39	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
20 - 29	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
10 - 19	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
0 - 9	N = 1 33%	N = 0	N = 2 67%	N = 0
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	

N = 12

N BELOW 50TH CENTILE 7
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 71%

N ABOVE 50TH CENTILE 5
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 5
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 100%

TABLE VII (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Fine Arts -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
80 - 89	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
70 - 79	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
60 - 69	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
50 - 59	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
40 - 49	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
30 - 39	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
20 - 29	N = 0	N = 0	N = 2 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
10 - 19	N = 1 100%	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
0 - 9	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	

N = 12

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 67%

N ABOVE 50TH CENTILE 6
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 100%

TABLE VII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Fine Arts -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 1 33% C AVERAGE OR BETTER -	N = 0 33%	N = 2 67% BELOW C - 67%	N = 0

N = 12

N BELOW 50TH CENTILE 5
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 60%

N ABOVE 50TH CENTILE 7
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 100%

TABLE VII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Fine Arts -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
80 - 89	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
70 - 79	N = 0	N = 3 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
60 - 69	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
50 - 59	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
40 - 49	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
30 - 39	N = 1 25%	N = 1 25%	N = 2 50%	N = 0
	C AVERAGE OR BETTER -	50%	BELOW C - 50%	
20 - 29	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
10 - 19	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
0 - 9	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	

N = 12

N BELOW 50TH CENTILE 5
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 60%

N ABOVE 50TH CENTILE 7
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 100%

TABLE VIII (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Physical Sciences -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 29% C AVERAGE OR BETTER -	N = 4 57% 86%	N = 1 14% BELOW C - 14%	N = 0
80 - 89	N = 3 33% C AVERAGE OR BETTER -	N = 4 44% 77%	N = 2 23% BELOW C - 23%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 4 44% 44%	N = 5 56% BELOW C - 56%	N = 0
60 - 69	N = 2 50% C AVERAGE OR BETTER -	N = 1 25% 75%	N = 1 25% BELOW C - 25%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 6 60% 60%	N = 4 40% BELOW C - 40%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 3 75% 75%	N = 1 25% BELOW C - 25%	N = 0
30 - 39	N = 1 20% C AVERAGE OR BETTER -	N = 2 40% 60%	N = 2 40% BELOW C - 40%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 14% 14%	N = 5 72% BELOW C - 86%	N = 1 14%
10 - 19	N = 1 33% C AVERAGE OR BETTER -	N = 0 33%	N = 1 34% BELOW C - 67%	N = 1 33%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0

N = 59

N BELOW 50TH CENTILE 20
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 45%

N ABOVE 50TH CENTILE 39
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 26
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 67%

TABLE VIII (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Physical Sciences -- ACE C Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 3 37% C AVERAGE OR BETTER - 100%	N = 5 63%	N = 0 BELOW C -	N = 0
80 - 89	N = 3 44% C AVERAGE OR BETTER - 88%	N = 3 44%	N = 1 12% BELOW C - 12%	N = 0
70 - 79	N = 1 25% C AVERAGE OR BETTER - 50%	N = 1 25%	N = 2 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 3 60% BELOW C - 60%	N = 0
50 - 59	N = 2 34% C AVERAGE OR BETTER - 100%	N = 4 66%	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 50%	N = 4 50%	N = 4 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 3 60% BELOW C - 60%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = C	N = 4 80% BELOW C - 100%	N = 1 20%
10 - 19	N = 0 C AVERAGE OR BETTER - 83%	N = 5 83%	N = 1 17% BELOW C - 17%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 80% BELOW C - 100%	N = 1 20%

N = 59

N BELOW 50TH CENTILE	29
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	11
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	38%

N ABOVE 50TH CENTILE	30
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	24
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	80%

TABLE VIII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Physical Sciences-ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 3 34% C AVERAGE OR BETTER - 89%	N = 5 55%	N = 1 11% BELOW C - 11%	N = 0
80 - 89	N = 4 50% C AVERAGE OR BETTER - 87%	N = 3 37%	N = 1 13% BELOW C - 13%	N = 0
70 - 79	N = 1 20% C AVERAGE OR BETTER - 60%	N = 2 40%	N = 2 40% BELOW C - 40%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 28%	N = 2 28%	N = 5 72% BELOW C - 72%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 63%	N = 5 63%	N = 3 37% BELOW C - 37%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 75%	N = 3 75%	N = 1 25% BELOW C - 25%	N = 0
30 - 39	N = 1 50% C AVERAGE OR BETTER - 100%	N = 1 50%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 37%	N = 3 37%	N = 4 50% BELOW C - 63%	N = 1 13%
10 - 19	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER - 17%	N = 1 17%	N = 4 66% BELOW C - 83%	N = 1 17%

N = 59

N BELOW 50TH CENTILE 22
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 45%

N ABOVE 50TH CENTILE 37
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 25
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 68%

TABLE VIII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Physical Sciences TE -- Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 5 45% C AVERAGE OR BETTER - 100%	N = 6 55%	N = 0 BELOW C -	N = 0
80 - 89	N = 2 50% C AVERAGE OR BETTER - 75%	N = 1 25%	N = 1 25% BELOW C - 25%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 75%	N = 6 75%	N = 2 25% BELOW C - 25%	N = 0
60 - 69	N = 1 14% C AVERAGE OR BETTER - 57%	N = 3 43%	N = 3 43% BELOW C - 43%	N = 0
50 - 59	N = 1 14% C AVERAGE OR BETTER - 43%	N = 4 29%	N = 2 57% BELOW C - 57%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 22%	N = 2 22%	N = 6 67% BELOW C - 78%	N = 1 11%
20 - 29	N = 0 C AVERAGE OR BETTER - 50%	N = 2 50%	N = 2 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 20%	N = 1 20%	N = 3 60% BELOW C - 80%	N = 1 20%
0 - 9	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0

N = 59

N BELOW 50TH CENTILE 22
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 27%

N ABOVE 50TH CENTILE 37
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 29
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 78%

TABLE IX (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Home Economics -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 33% C AVERAGE OR BETTER -	N = 2 67% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 2 50% 50%	N = 2 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
10 - 19	N = 1 50% C AVERAGE OR BETTER -	N = 0 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0

N = 23

N BELOW 50TH CENTILE 11
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 55%

N ABOVE 50TH CENTILE 12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 83%

TABLE IX (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Home Economics -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 1 33% C AVERAGE OR BETTER - 66%	N = 1 33% 66%	N = 1 34% BELOW C - 34%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
50 - 59	N = 1 25% C AVERAGE OR BETTER - 100%	N = 3 75% 100%	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 100%	N = 3 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 100%	N = 2 100% 100%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = C	N = 2 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 100%	N = 2 100% 100%	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0

N = 23

N BELOW 50TH CENTILE 11
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 64%

N ABOVE 50TH CENTILE 12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 75%

TABLE IX (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Home Economics -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 33% C AVERAGE OR BETTER -	N = 2 67% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 2 40% 40%	N = 3 60% BELOW C - 60%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 4 100% 100%	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 1 100% C AVERAGE OR BETTER -	N = 0 100%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0

N = 23

N BELOW 50TH CENTILE 10
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 60%

N ABOVE 50TH CENTILE 13
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 77%

TABLE IX (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Home Economics -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 20% C AVERAGE OR BETTER - 100%	N = 4 80%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 80%	N = 4 80%	N = 1 20% BELOW C - 20%	N = 0
60 - 69	N = 1 33% C AVERAGE OR BETTER - 67%	N = 2 67%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 50%	N = 2 50%	N = 2 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = C	N = 1 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 23

N BELOW 50TH CENTILE 5
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 40%

N ABOVE 50TH CENTILE 18
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 78%

TABLE X (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Engineering -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
80 - 89	N = 1 50% C AVERAGE OR BETTER - 100%	N = 1 50%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 34%	N = 1 34%	N = 1 33% BELOW C - 36%	N = 1 33%
40 - 49	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0

N = 11

N BELOW 50TH CENTILE 3
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 8
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 38%

TABLE X (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Engineering -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
80 - 89	N = 1 50% C AVERAGE OR BETTER - 50%	N = 0	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 11

N BELOW 50TH CENTILE	7	N ABOVE 50TH CENTILE	4
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	2	N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER	29%	PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER	50%

TABLE X (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Engineering -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 50% C AVERAGE OR BETTER - 50%	N = 0	N = 1 50% BELOW C - 50%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 11

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 5
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 40%

TABLE X (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Engineering -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 100% C AVERAGE OR BETTER - 100%	N = 0	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0

N = 11

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 5
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 40%

TABLE XI (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Socila Sciences -- ACE Q SCORE

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 20%	N = 5 50%	N = 3 30%	N = 0
	C AVERAGE OR BETTER - 70%		BELOW C - 30%	
80 - 89	N = 2 15%	N = 7 54%	N = 4 31%	N = 0
	C AVERAGE OR BETTER - 69%		BELOW C - 31%	
70 - 79	N = 1 12%	N = 6 75%	N = 1 13%	N = 0
	C AVERAGE OR BETTER - 87%		BELOW C - 13%	
60 - 69	N = 2 50%	N = 1 25%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
50 - 59	N = 2 12%	N = 7 41%	N = 8 47%	N = 0
	C AVERAGE OR BETTER - 53%		BELOW C - 47%	
40 - 49	N = 0	N = 3 34%	N = 4 44%	N = 2 22%
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	
30 - 39	N = 0	N = 5 50%	N = 4 40%	N = 1 10%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
20 - 29	N = 1 12%	N = 4 50%	N = 1 13%	N = 2 25%
	C AVERAGE OR BETTER - 62%		BELOW C - 28%	
10 - 19	N = 0	N = 6 46%	N = 5 38%	N = 2 16%
	C AVERAGE OR BETTER - 46%		BELOW C - 54%	
0 - 9	N = 0	N = 0	N = 2 40%	N = 3 60%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 97

N BELOW 50TH CENTILE 45
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 19
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 42%

N ABOVE 50TH CENTILE 52
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 35
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 67%

TABLE XI (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Social Sciences -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 4 25%	N = 10 62%	N = 2 13%	N = 0
	C AVERAGE OR BETTER - 87%		BELOW C - 13%	
80 - 89	N = 2 20%	N = 5 50%	N = 3 30%	N = 0
	C AVERAGE OR BETTER - 70%		BELOW C - 30%	
70 - 79	N = 0	N = 4 67%	N = 2 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
60 - 69	N = 1 6%	N = 10 63%	N = 5 31%	N = 0
	C AVERAGE OR BETTER - 69%		BELOW C - 31%	
50 - 59	N = 2 16%	N = 5 42%	N = 5 42%	N = 0
	C AVERAGE OR BETTER - 58%		BELOW C - 42%	
40 - 49	N = 1 10%	N = 2 20%	N = 6 60%	N = 1 10%
	C AVERAGE OR BETTER - 30%		BELOW C - 70%	
30 - 39	N = 0	N = 4 80%	N = 1 20%	N = 0
	C AVERAGE OR BETTER - 80%		BELOW C - 20%	
20 - 29	N = 0	N = 2 22%	N = 5 56%	N = 2 22%
	C AVERAGE OR BETTER - 22%		BELOW C - 78%	
10 - 19	N = 0	N = 1 25%	N = 1 25%	N = 2 50%
	C AVERAGE OR BETTER - 25%		BELOW C - 75%	
0 - 9	N = 0	N = 1 11%	N = 3 33%	N = 5 56%
	C AVERAGE OR BETTER - 11%		BELOW C - 89%	

N = 97

N BELOW 50TH CENTILE 37
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 30%

N ABOVE 50TH CENTILE 60
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 43
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 72%

TABLE XI (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Social Sciences -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 3 21%	N = 8 58%	N = 3 21%	N = 0
	C AVERAGE OR BETTER - 79%		BELOW C - 21%	
80 - 89	N = 3 21%	N = 8 58%	N = 3 21%	N = 0
	C AVERAGE OR BETTER - 79%		BELOW C - 21%	
70 - 79	N = 1 13%	N = 5 62%	N = 2 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
60 - 69	N = 1 10%	N = 5 50%	N = 4 40%	N = 0
	C AVERAGE OR BETTER - 60%		BELOW C - 40%	
50 - 59	N = 1 9%	N = 6 55%	N = 4 36%	N = 0
	C AVERAGE OR BETTER - 64%		BELOW C - 36%	
40 - 49	N = 1 13%	N = 3 37%	N = 4 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 0	N = 3 43%	N = 3 43%	N = 1 14%
	C AVERAGE OR BETTER - 43%		BELOW C - 57%	
20 - 29	N = 0	N = 4 31%	N = 8 62%	N = 1 7%
	C AVERAGE OR BETTER - 31%		BELOW C - 69%	
10 - 19	N = 0	N = 1 20%	N = 1 20%	N = 3 60%
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	
0 - 9	N = 0	N = 1 14%	N = 1 14%	N = 5 72%
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	

N = 97

N BELOW 50TH CENTILE 40
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 57
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 41
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 72%

TABLE XI (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Division of Social Sciences -- T.S. Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	- TO 0.0 (MINUS G. P.)
90 - 100	N = 5 35%	N = 9 60%	N = 1 7%	N = 0
	C AVERAGE OR BETTER - 95%		BELOW C - 7%	
80 - 89	N = 3 25%	N = 7 58%	N = 2 17%	N = 0
	C AVERAGE OR BETTER - 83%		BELOW C - 17%	
70 - 79	N = 1 9%	N = 6 55%	N = 4 36%	N = 0
	C AVERAGE OR BETTER - 64%		BELOW C - 36%	
60 - 69	N = 0	N = 3 75%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
50 - 59	N = 0	N = 7 64%	N = 4 36%	N = 0
	C AVERAGE OR BETTER - 64%		BELOW C - 36%	
40 - 49	N = 0	N = 4 50%	N = 3 37%	N = 1 13%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 1 9%	N = 1 9%	N = 8 73%	N = 1 9%
	C AVERAGE OR BETTER - 18%		BELOW C - 82%	
20 - 29	N = 0	N = 3 50%	N = 1 17%	N = 2 33%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
10 - 19	N = 0	N = 3 43%	N = 4 57%	N = 0
	C AVERAGE OR BETTER - 43%		BELOW C - 57%	
0 - 9	N = 0	N = 1 8%	N = 5 42%	N = 6 50%
	C AVERAGE OR BETTER -	8%	BELOW C - 92%	

N = 97

N BELOW 50TH CENTILE 44
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 30%

N ABOVE 50TH CENTILE 53
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 41
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 77%

TABLE XII (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Law -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 28%	N = 3 43%	N = 2 29%	N = 0
	C AVERAGE OR BETTER - 71%		BELOW C - 29%	
80 - 89	N = 1 20%	N = 2 40%	N = 2 40%	N = 0
	C AVERAGE OR BETTER - 60%		BELOW C - 40%	
70 - 79	N = 1 25%	N = 2 50%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
60 - 69	N = 1 50%	N = 1 50%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
50 - 59	N = 1 13%	N = 4 50%	N = 3 37%	N = 0
	C AVERAGE OR BETTER - 63%		BELOW C - 37%	
40 - 49	N = 0	N = 2 50%	N = 2 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 0	N = 3 50%	N = 2 33%	N = 1 17%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
20 - 29	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
10 - 19	N = 0	N = 4 50%	N = 2 25%	N = 2 25%
	C AVERAGE OR BETTER -		BELOW C - 50%	
0 - 9	N = 0	N = 0	N = 2 67%	N = 1 33%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 47

N BELOW 50TH CENTILE 21
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 43%

N ABOVE 50TH CENTILE 26
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 18
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 69%

TABLE XII (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Law -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 15%	N = 4 57%	N = 2 28%	N = 0
	C AVERAGE OR BETTER - 72%		BELOW C - 28%	
80 - 89	N = 2 40%	N = 2 40%	N = 1 20%	N = 0
	C AVERAGE OR BETTER - 80%		BELOW C - 20%	
70 - 79	N = 0	N = 1 50%	N = 1 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
60 - 69	N = 0	N = 5 66%	N = 4 44%	N = 0
	C AVERAGE OR BETTER - 66%		BELOW C - 44%	
50 - 59	N = 2 40%	N = 1 20%	N = 2 40%	N = 0
	C AVERAGE OR BETTER - 60%		BELOW C - 40%	
40 - 49	N = 1 20%	N = 2 40%	N = 1 20%	N = 1 20%
	C AVERAGE OR BETTER - 60%		BELOW C - 40%	
30 - 39	N = 0 20%	N = 3 75%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
20 - 29	N = 0	N = 1 25%	N = 2 50%	N = 1 25%
	C AVERAGE OR BETTER - 25%		BELOW C - 75%	
10 - 19	N = 0	N = 1 33%	N = 0	N = 2 67%
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	
0 - 9	N = 0	N = 1 33%	N = 2 67%	N = 0
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	

N = 47

N BELOW 50TH CENTILE 19
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 47%

N ABOVE 50TH CENTILE 28
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 18
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 64%

TABLE XII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Law -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 28% C AVERAGE OR BETTER -	N = 3 44% 72%	N = 2 28% BELOW C - 28%	N = 0
80 - 89	N = 1 17% C AVERAGE OR BETTER -	N = 4 66% 83%	N = 1 17% BELOW C - 17%	N = 0
70 - 79	N = 1 50% C AVERAGE OR BETTER -	N = 0 50%	N = 1 50% BELOW C - 50%	N = 0
60 - 69	N = 1 11% C AVERAGE OR BETTER -	N = 5 55% 66%	N = 3 34% BELOW C - 34%	N = 0
50 - 59	N = 1 20% C AVERAGE OR BETTER -	N = 1 20% 40%	N = 3 BELOW C - 60%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 3 38% 38%	N = 4 50% BELOW C - 62%	N = 1 12%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 0 BELOW C - 67%	N = 2 67%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%

N = 47

N BELOW 50TH CENTILE 18
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 44%

N ABOVE 50TH CENTILE 29
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 19
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 66%

TABLE XII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Law -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 33% C AVERAGE OR BETTER - 83%	N = 3 50%	N = 1 17% BELOW C - 17%	N = 0
80 - 89	N = 2 40% C AVERAGE OR BETTER - 60%	N = 1 20%	N = 2 40% BELOW C - 40%	N = 0
70 - 79	N = 1 17% C AVERAGE OR BETTER - 83%	N = 4 66%	N = 1 17% BELOW C - 17%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 75%	N = 3 75%	N = 1 25% BELOW C - 25%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
30 - 39	N = 1 14% C AVERAGE OR BETTER - 29%	N = 1 15%	N = 4 57% BELOW C - 71%	N = 1 14%
20 - 29	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 1 20% BELOW C - 60%	N = 2 40%
10 - 19	N = 0 C AVERAGE OR BETTER - 60%	N = 3 60%	N = 2 40% BELOW C - 40%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER - 20%	N = 1 20%	N = 3 60% BELOW C - 80%	N = 1 20%

N = 47

N BELOW 50TH CENTILE 25
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 40%

N ABOVE 50TH CENTILE 22
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 17
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 77%

TABLE XIII (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Education -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 1 17% C AVERAGE OR BETTER -	N = 1 17% 34%	N = 4 66% BELOW C - 66%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 25% 25%	N = 1 25% BELOW C - 75%	N = 2 50%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 1 100%

N = 24

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 25%

N ABOVE 50TH CENTILE 12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 50%

TABLE XIII (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Education -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 50% C AVERAGE OR BETTER - 100%	N = 1 50%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 50%	N = 2 50%	N = 2 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 75%	N = 3 25%	N = 1 25% BELOW C - 25%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 67% BELOW C - 100%	N = 1 33%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 25% BELOW C - 100%	N = 3 75%

N = 24

N BELOW 50TH CENTILE 10
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 0
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 0%

N ABOVE 50TH CENTILE 14
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 64%

TABLE XIII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Education -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
80 - 89	N = 1 C AVERAGE OR BETTER -	N = 0 50%	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 75% 75%	N = 1 25% BELOW C - 25%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 67% BELOW C -100%	N = 1 33%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C -100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 50% BELOW C -100%	N = 1 50%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -100%	N = 2 100%

N = 24

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 83%

N ABOVE 50TH CENTILE 12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 67%

TABLE XIII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Department of Pre-Education -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 50% C AVERAGE OR BETTER -	N = 1 50% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 33% 33%	N = 2 67% BELOW C - 67%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 1 34% 34%	N = 1 33% BELOW C - 66%	N = 1 33%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 40% BELOW C - 100%	N = 3 60%

N = 24

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 1
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 83%

N ABOVE 50TH CENTILE 12
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 67%

TABLE XIV (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Combined Departments of Sociology, Social Science, History and Economics -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
80 - 89	N = 1 17%	N = 4 66%	N = 1 17%	N = 0
	C AVERAGE OR BETTER - 83%		BELOW C - 17%	
70 - 79	N = 0	N = 3 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
60 - 69	N = 1 50%	N = 0	N = 1 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
50 - 59	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
40 - 49	N = 0	N = 0	N = 1 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
30 - 39	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
20 - 29	N = 1 20%	N = 3 60%	N = 0	N = 1 20%
	C AVERAGE OR BETTER - 80%		BELOW C - 20%	
10 - 19	N = 0	N = 1 50%	N = 1 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
0 - 9	N = 0	N = 0	N = 0	N = 1 100%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 26

N BELOW 50TH CENTILE 12
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 7
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 58%

N ABOVE 50TH CENTILE 14
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 79%

TABLE XIV (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Combined Departments of Sociology, Social Science, History and Economics -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 18%	N = 5 72%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
70 - 79	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
60 - 69	N = 1 33%	N = 2 67%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
50 - 59	N = 0	N = 3 75%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
40 - 49	N = 0	N = 0	N = 3 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
30 - 39	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
20 - 29	N = 0	N = 1 50%	N = 1 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
10 - 19	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
0 - 9	N = 0	N = 0	N = 0	N = 2 100%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 26

N BELOW 50TH CENTILE 8
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 25%

N ABOVE 50TH CENTILE 18
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 16
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 89%

TABLE XIV (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Combined Departments of Sociology, Social Science, History, and Economics -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 3 37% C AVERAGE OR BETTER - 100%	N = 5 63%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 100%	N = 3 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 75%	N = 3 75%	N = 1 25% BELOW C - 25%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 2 100%

N = 26

N BELOW 50TH CENTILE 7
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 29%

N ABOVE 50TH CENTILE 19
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 16
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 84%

TABLE XIV (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

Combined Departments of Sociology, Social Science, History, and Economics -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 25% C AVERAGE OR BETTER - 100%	N = 3 75%	N = 0 BELOW C -	N = 0
80 - 89	N = 1 17% C AVERAGE OR BETTER - 83%	N = 4 66%	N = 1 17% BELOW C - 17%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 100%	N = 2 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 3 100% 100%	N = 0 BELOW C -	N = 0
40 - 49	N = 1 25% C AVERAGE OR BETTER - 50%	N = 1 25%	N = 2 50% BELOW C - 50%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 100%	N = 1 100%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 33%	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C - 100%	N = 2 100%

N = 26

N BELOW 50TH CENTILE 10
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 40%

N ABOVE 50TH CENTILE 16
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 88%

TABLE XV (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Business Administration -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 19%	N = 5 45%	N = 3 27%	N = 1 9%
	C AVERAGE OR BETTER - 64%		BELOW C - 36%	
80 - 89	N = 0	N = 6 38%	N = 8 50%	N = 2 12%
	C AVERAGE OR BETTER - 38%		BELOW C - 62%	
70 - 79	N = 1 5%	N = 11 53%	N = 7 33%	N = 2 9%
	C AVERAGE OR BETTER - 58%		BELOW C - 42%	
60 - 69	N = 1 6%	N = 6 38%	N = 8 50%	N = 1 6%
	C AVERAGE OR BETTER - 44%		BELOW C - 56%	
50 - 59	N = 2 10%	N = 7 35%	N = 7 35%	N = 4 20%
	C AVERAGE OR BETTER - 45%		BELOW C - 55%	
40 - 49	N = 2 12%	N = 4 25%	N = 10 63%	N = 0
	C AVERAGE OR BETTER - 37%		BELOW C - 63%	
30 - 39	N = 0	N = 5 34%	N = 10 66%	N = 0
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	
20 - 29	N = 0	N = 3 20%	N = 8 54%	N = 4 26%
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	
10 - 19	N = 0	N = 9 42%	N = 12 58%	N = 0
	C AVERAGE OR BETTER - 42%		BELOW C - 58%	
0 - 9	N = 0	N = 3 17%	N = 12 66%	N = 3 17%
	C AVERAGE OR BETTER - 17%		BELOW C - 83%	

N = 169

N BELOW 50TH CENTILE 85
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 26
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 31%

N ABOVE 50TH CENTILE 84
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 41
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 49%

TABLE XV (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Business Administration -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 12% C AVERAGE OR BETTER -	N = 4 50% 62%	N = 3 38% BELOW C - 38%	N = 0
80 - 89	N = 1 8% C AVERAGE OR BETTER -	N = 9 75% 83%	N = 0 BELOW C - 17%	N = 2 17%
70 - 79	N = 1 8% C AVERAGE OR BETTER -	N = 7 54% 62%	N = 5 38% BELOW C - 38%	N = 0
60 - 69	N = 2 13% C AVERAGE OR BETTER -	N = 6 40% 54%	N = 6 40% BELOW C - 46%	N = 1 6%
50 - 59	N = 1 7% C AVERAGE OR BETTER -	N = 4 26% 33%	N = 9 60% BELOW C - 67%	N = 1 7%
40 - 49	N = 2 9% C AVERAGE OR BETTER -	N = 6 29% 38%	N = 11 53% BELOW C - 62%	N = 2 9%
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 8 32% 32%	N = 13 52% BELOW C - 68%	N = 4 16%
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 5 26% 26%	N = 12 63% BELOW C - 74%	N = 2 11%
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 8 44% 44%	N = 7 39% BELOW C - 56%	N = 3 17%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 2 9% 9%	N = 19 82% BELOW C - 91%	N = 2 9%

N = 169

N BELOW 50TH CENTILE 106
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 31
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 29%

N ABOVE 50TH CENTILE 63
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 36
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 57%

TABLE XV (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Business Administration -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 11%	N = 6 67%	N = 2 22%	N = 0
	C AVERAGE OR BETTER - 78%		BELOW C - 22%	
80 - 89	N = 1 7%	N = 10 72%	N = 1 7%	N = 2 14%
	C AVERAGE OR BETTER - 79%		BELOW C - 21%	
70 - 79	N = 1 6%	N = 8 47%	N = 6 35%	N = 2 12%
	C AVERAGE OR BETTER - 53%		BELOW C - 47%	
60 - 69	N = 4 22%	N = 4 22%	N = 10 56%	N = 0
	C AVERAGE OR BETTER - 44%		BELOW C - 56%	
50 - 59	N = 0	N = 4 44%	N = 4 44%	N = 1 12%
	C AVERAGE OR BETTER - 44%		BELOW C - 56%	
40 - 49	N = 1 5%	N = 6 30%	N = 11 55%	N = 2 10%
	C AVERAGE OR BETTER - 35%		BELOW C - 65%	
30 - 39	N = 0	N = 7 28%	N = 14 56%	N = 4 16%
	C AVERAGE OR BETTER - 28%		BELOW C - 72%	
20 - 29	N = 0	N = 6 30%	N = 12 60%	N = 2 10%
	C AVERAGE OR BETTER - 30%		BELOW C - 70%	
10 - 19	N = 0	N = 5 30%	N = 10 63%	N = 1 7%
	C AVERAGE OR BETTER - 30%		BELOW C - 70%	
0 - 9	N = 0	N = 3 14%	N = 15 72%	N = 3 14%
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	

N = 169

N BELOW 50TH CENTILE 102
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 28
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 27%

N ABOVE 50TH CENTILE 67
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 39
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 58%

TABLE XV (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Business Administration -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 22% C AVERAGE OR BETTER - 78%	N = 5 56% 78%	N = 2 22% BELOW C - 22%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 81%	N = 9 81% 81%	N = 2 19% BELOW C - 19%	N = 0
70 - 79	N = 1 6% C AVERAGE OR BETTER - 56%	N = 9 50% 56%	N = 6 33% BELOW C - 44%	N = 2 11%
60 - 69	N = 1 25% C AVERAGE OR BETTER - 75%	N = 2 50% 75%	N = 1 25% BELOW C - 25%	N = 0
50 - 59	N = 2 11% C AVERAGE OR BETTER - 50%	N = 7 39% 50%	N = 8 44% BELOW C - 50%	N = 1 6%
40 - 49	N = 2 10% C AVERAGE OR BETTER - 40%	N = 6 30% 40%	N = 10 50% BELOW C - 60%	N = 2 10%
30 - 39	N = 0 C AVERAGE OR BETTER - 14%	N = 3 14% 14%	N = 17 77% BELOW C - 86%	N = 2 9%
20 - 29	N = 0 C AVERAGE OR BETTER - 37%	N = 7 37% 37%	N = 17 58% BELOW C - 63%	N = 1 5%
10 - 19	N = 0 C AVERAGE OR BETTER - 24%	N = 7 24% 24%	N = 11 59% BELOW C - 76%	N = 5 17%
0 - 9	N = 0 C AVERAGE OR BETTER - 21%	N = 4 21% 21%	N = 11 58% BELOW C - 79%	N = 4 21%

N = 169

N BELOW 50TH CENTILE 109
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 29
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 27%

N ABOVE 50TH CENTILE 60
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 38
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 63%

TABLE XVI (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Forestry -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 3 43%	N = 4 57%	N = 0
	C AVERAGE OR BETTER - 43%		BELOW C - 57%	
80 - 89	N = 0	N = 3 38%	N = 4 50%	N = 1 12%
	C AVERAGE OR BETTER - 38%		BELOW C - 62%	
70 - 79	N = 2 25%	N = 4 50%	N = 2 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
60 - 69	N = 0	N = 1 50%	N = 0	N = 1 50%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
50 - 59	N = 0	N = 4 44%	N = 4 45%	N = 1 11%
	C AVERAGE OR BETTER - 44%		BELOW C - 46%	
40 - 49	N = 0	N = 3 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
30 - 39	N = 0	N = 1 14%	N = 5 72%	N = 1 14%
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	
20 - 29	N = 0	N = 1 34%	N = 2 66%	N = 0
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	
10 - 19	N = 0	N = 2 40%	N = 3 60%	N = 0
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
0 - 9	N = 0	N = 1 25%	N = 1 25%	N = 2 50%
	C AVERAGE OR BETTER - 25%		BELOW C - 50%	

N = 56

N BELOW 50TH CENTILE 22
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 36%

N ABOVE 50TH CENTILE 34
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 17
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 50%

TABLE XVI (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Forestry -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 4 67%	N = 2 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
80 - 89	N = 0	N = 2 40%	N = 3 60%	N = 0
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
70 - 79	N = 0	N = 3 43%	N = 4 57%	N = 0
	C AVERAGE OR BETTER - 43%		BELOW C - 57%	
60 - 69	N = 0	N = 1 20%	N = 2 40%	N = 2 40%
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	
50 - 59	N = 1 50%	N = 0	N = 0	N = 1 50%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
40 - 49	N = 0	N = 1 17%	N = 5 83%	N = 0
	C AVERAGE OR BETTER - 17%		BELOW C - 83%	
30 - 39	N = 0	N = 4 80%	N = 1 20%	N = 0
	C AVERAGE OR BETTER - 80%		BELOW C - 20%	
20 - 29	N = 0	N = 5 56%	N = 4 44%	N = 0
	C AVERAGE OR BETTER - 56%		BELOW C - 44%	
10 - 19	N = 1 20%	N = 1 20%	N = 2 40%	N = 1 20%
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
0 - 9	N = 0	N = 2 34%	N = 2 33%	N = 2 33%
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	

N = 56

N BELOW 50TH CENTILE 31
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 45%

N ABOVE 50TH CENTILE 25
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 44%

TABLE XVI (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Forestry -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 4 57%	N = 3 43%	N = 0
	C AVERAGE OR BETTER - 57%		BELOW C - 43%	
80 - 89	N = 0	N = 1 34%	N = 2 66%	N = 0
	C AVERAGE OR BETTER - 34%		BELOW C - 66%	
70 - 79	N = 0	N = 5 40%	N = 5 45%	N = 1 9%
	C AVERAGE OR BETTER - 46%		BELOW C - 54%	
60 - 69	N = 1 17%	N = 3 50%	N = 1 17%	N = 1 16%
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
50 - 59	N = 0	N = 0	N = 4 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
40 - 49	N = 0	N = 1 50%	N = 1 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 1 25%	N = 2 50%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
20 - 29	N = 0	N = 3 43%	N = 2 29%	N = 2 28%
	C AVERAGE OR BETTER - 43%		BELOW C - 57%	
10 - 19	N = 0	N = 3 30%	N = 6 60%	N = 1 10%
	C AVERAGE OR BETTER - 30%		BELOW C - 70%	
0 - 9	N = 0	N = 1 50%	N = 0	N = 1 50%
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	

N = 56

N BELOW 50TH CENTILE 25
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 44%

N ABOVE 50TH CENTILE 31
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 45%

TABLE XVI (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Forestry -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 0	N = 3 60%	N = 2 40%	N = 0
	C AVERAGE OR BETTER -	60%	BELOW C - 40%	
70 - 79	N = 0	N = 3 37%	N = 4 50%	N = 1 13%
	C AVERAGE OR BETTER -	37%	BELOW C - 63%	
60 - 69	N = 1 14%	N = 5 72%	N = 1 14%	N = 0
	C AVERAGE OR BETTER - 86%		BELOW C - 14%	
50 - 59	N = 0	N = 1 20%	N = 4 80%	N = 0
	C AVERAGE OR BETTER - 20%		BELOW C - 80%	
40 - 49	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
30 - 39	N = 1 10%	N = 3 30%	N = 4 40%	N = 2 20%
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
20 - 29	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER -	100%	BELOW C -	
10 - 19	N = 0	N = 2 40%	N = 3 60%	N = 0
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
0 - 9	N = 0	N = 1 10%	N = 6 60%	N = 3 30%
	C AVERAGE OR BETTER - 10%		BELOW C - 90%	

N = 56

N BELOW 50TH CENTILE 30
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 11
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 37%

N ABOVE 50TH CENTILE 26
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 54%

TABLE XVII (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Journalism -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 20% C AVERAGE OR BETTER - 100%	N = 4 80%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 2 40% BELOW C - 60%	N = 1 20%
60 - 69	N = 0 C AVERAGE OR BETTER - 50%	N = 3 50%	N = 2 33% BELOW C - 50%	N = 1 17%
50 - 59	N = 1 20% C AVERAGE OR BETTER - 80%	N = 3 60%	N = 1 20% BELOW C - 20%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 44%	N = 4 44%	N = 5 56% BELOW C - 56%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER - 20%	N = 1 20%	N = 3 60% BELOW C - 80%	N = 1 20%
20 - 29	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 20%	N = 2 20%	N = 8 80% BELOW C - 80%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 67% BELOW C - 100%	N = 2 33%

N = 54

N BELOW 50TH CENTILE 32
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 25%

N ABOVE 50TH CENTILE 22
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 64%

TABLE XVII (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Journalism -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 22% C AVERAGE OR BETTER - 78%	N = 5 56%	N = 1 11% BELOW C - 22%	N = 1 11%
80 - 89	N = 0 C AVERAGE OR BETTER - 66%	N = 4 66%	N = 1 17% BELOW C - 34%	N = 1 17%
70 - 79	N = 0 C AVERAGE OR BETTER - 60%	N = 3 60%	N = 2 40% BELOW C - 40%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 67% BELOW C - 100%	N = 1 33%
50 - 59	N = 0 C AVERAGE OR BETTER - 50%	N = 4 50%	N = 4 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 43%	N = 3 43%	N = 3 43% BELOW C - 57%	N = 1 14%
30 - 39	N = 0 C AVERAGE OR BETTER - 17%	N = 1 17%	N = 5 83% BELOW C - 83%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 100% BELOW C - 100%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 67% BELOW C - 100%	N = 1 33%
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 4 100% BELOW C - 100%	N = 0

N = 54

N BELOW 50TH CENTILE 23
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 17%

N ABOVE 50TH CENTILE 31
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 18
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 58%

TABLE XVII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Journalism -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 28%	N = 5 72%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 0	N = 1 25%	N = 2 50%	N = 1 25%
	C AVERAGE OR BETTER - 25%		BELOW C - 75%	
70 - 79	N = 0	N = 2 40%	N = 3 60%	N = 0
	C AVERAGE OR BETTER - 40%		BELOW C - 60%	
60 - 69	N = 0	N = 5 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
50 - 59	N = 0	N = 5 20%	N = 3 30%	N = 2 20%
	C AVERAGE OR BETTER - 20%		BELOW C - 50%	
40 - 49	N = 0	N = 1 25%	N = 3 75%	N = 0
	C AVERAGE OR BETTER - 25%		BELOW C - 75%	
30 - 39	N = 0	N = 0	N = 2 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
20 - 29	N = 0	N = 1 14%	N = 5 72%	N = 1 14%
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	
10 - 19	N = 0	N = 0	N = 5 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
0 - 9	N = 0	N = 0	N = 4 80%	N = 1 20%
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 54

N BELOW 50TH CENTILE 23
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 9%

N ABOVE 50TH CENTILE 31
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 20
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 65%

TABLE XVII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Journalism -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 40%	N = 3 60%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 0	N = 0	N = 0	N = 2 100%
	C AVERAGE OR BETTER -		BELOW C - 100%	
70 - 79	N = 0	N = 5 72%	N = 2 28%	N = 0
	C AVERAGE OR BETTER -	72%	BELOW C - 28%	
60 - 69	N = 0	N = 2 33%	N = 3 50%	N = 1 17%
	C AVERAGE OR BETTER -	33%	BELOW C - 67%	
50 - 59	N = 0	N = 7 87%	N = 1 13%	N = 0
	C AVERAGE OR BETTER - 87%		BELOW C - 13%	
40 - 49	N = 0	N = 1 14%	N = 6 86%	N = 0
	C AVERAGE OR BETTER - 14%		BELOW C - 86%	
30 - 39	N = 0	N = 2 29%	N = 4 57%	N = 1 14%
	C AVERAGE OR BETTER - 29%		BELOW C - 71%	
20 - 29	N = 0	N = 0	N = 2 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
10 - 19	N = 0	N = 0	N = 5 83%	N = 1 17%
	C AVERAGE OR BETTER -		BELOW C - 100%	
0 - 9	N = 0	N = 0	N = 4 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 54

N BELOW 50TH CENTILE 26
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 3
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 12%

N ABOVE 50TH CENTILE 28
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 19
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 68%

TABLE XVIII(a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Music -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 33%	N = 2 67%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 0	N = 2 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
70 - 79	N = 1 25%	N = 2 50%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
60 - 69	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
50 - 59	N = 0	N = 3 75%	N = 1 25%	N = 0
	C AVERAGE OR BETTER - 75%		BELOW C - 25%	
40 - 49	N = 0	N = 1 33%	N = 2 67%	N = 0
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	
30 - 39	N = 3 50%	N = 3 50%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
20 - 29	N = 0	N = 0	N = 1 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	
10 - 19	N = 0	N = 1 25%	N = 3 75%	N = 0
	C AVERAGE OR BETTER - 25%		BELOW C - 75%	
0 - 9	N = 0	N = 2 50%	N = 2 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	

N = 34

N BELOW 50TH CENTILE 18
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 56%

N ABOVE 50TH CENTILE 16
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 81%

TABLE XVIII(b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Music -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 2 50% C AVERAGE OR BETTER - 100%	N = 2 50%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 2 C AVERAGE OR BETTER - 75%	N = 1 25%	N = 1 25% BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER - 80%	N = 4 80%	N = 1 20% BELOW C - 20%	N = 0
30 - 39	N = 1 20% C AVERAGE OR BETTER - 80%	N = 3 60%	N = 1 20% BELOW C - 20%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER - 40%	N = 2 40%	N = 3 60% BELOW C - 60%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER - 50%	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER - 67%	N = 2 67%	N = 1 33% BELOW C - 33%	N = 0

N = 34

N BELOW 50TH CENTILE 20
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 13
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 65%

N ABOVE 50TH CENTILE 14
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 10
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 71%

TABLE XVIII (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Music -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 33%	N = 2 67%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
80 - 89	N = 1 33%	N = 2 67%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
70 - 79	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
60 - 69	N = 2 100%	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
50 - 59	N = 1 17%	N = 3 50%	N = 2 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
40 - 49	N = 0	N = 2 50%	N = 2 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
30 - 39	N = 0	N = 2 67%	N = 1 33%	N = 0
	C AVERAGE OR BETTER - 67%		BELOW C - 33%	
20 - 29	N = 0	N = 1 33%	N = 2 67%	N = 0
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	
10 - 19	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
0 - 9	N = 0	N = 3 50%	N = 3 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	

N = 34

N BELOW 50TH CENTILE 17
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 9
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 53%

N ABOVE 50TH CENTILE 17
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 14
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 82%

TABLE XVIII (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Music -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 1 50%	N = 1 50%	N = 0	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C -	
80 - 89	N = 2 33%	N = 3 50%	N = 1 17%	N = 0
	C AVERAGE OR BETTER - 83%		BELOW C - 17%	
70 - 79	N = 0	N = 4 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
60 - 69	N = 0	N = 0	N = 0	N = 0
	C AVERAGE OR BETTER -		BELOW C -	
50 - 59	N = 2 25%	N = 2 25%	N = 4 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
40 - 49	N = 0	N = 1 33%	N = 2 67%	N = 0
	C AVERAGE OR BETTER - 33%		BELOW C - 67%	
30 - 39	N = 0	N = 3 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
20 - 29	N = 0	N = 1 100%	N = 0	N = 0
	C AVERAGE OR BETTER - 100%		BELOW C -	
10 - 19	N = 0	N = 3 50%	N = 3 50%	N = 0
	C AVERAGE OR BETTER - 50%		BELOW C - 50%	
0 - 9	N = 0	N = 0	N = 1 100%	N = 0
	C AVERAGE OR BETTER -		BELOW C - 100%	

N = 34

N BELOW 50TH CENTILE 14
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 57%

N ABOVE 50TH CENTILE 20
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 15
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 75%

TABLE XIX (a)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Pharmacy -- ACE Q Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 2 50% 50%	N = 2 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 3 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 2 67% 67%	N = 1 33% BELOW C - 33%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 19

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 67%

N ABOVE 50TH CENTILE 13
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 46%

TABLE XIX (b)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Pharmacy -- ACE L Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-.- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 2 100% 100%	N = 0 BELOW C -	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 3 75% 75%	N = 1 25% BELOW C - 25%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 50% 50%	N = 1 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 2 100% BELOW C - 100%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 19

N BELOW 50TH CENTILE 10
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 40%

N ABOVE 50TH CENTILE 9
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 67%

TABLE XIX (c)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Pharmacy -- ACE T Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 3 50% 50%	N = 3 50% BELOW C - 50%	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 4 80% 80%	N = 1 20% BELOW C - 20%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 19

N BELOW 50TH CENTILE 6
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 2
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 33%

N ABOVE 50TH CENTILE 13
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 8
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 62%

TABLE XIX (d)

DISTRIBUTION BY GRADE POINT AVERAGE OF PERCENTILE RANK OF TEST SCORES

School of Pharmacy -- TE Score

PERCENTILE RANK	2.00 - 3.00 G. P. (B OR BETTER)	1.00 - 1.99 G. P. (C - B)	0.0 - .99 G. P. (BELOW C)	-- TO 0.0 (MINUS G. P.)
90 - 100	N = 0 C AVERAGE OR BETTER -	N = 1 100% 100%	N = 0 BELOW C -	N = 0
80 - 89	N = 0 C AVERAGE OR BETTER -	N = 0	N = 0 BELOW C -	N = 0
70 - 79	N = 0 C AVERAGE OR BETTER -	N = 2 100%	N = 0 BELOW C -	N = 0
60 - 69	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
50 - 59	N = 0 C AVERAGE OR BETTER -	N = 3 75%	N = 1 25% BELOW C - 25%	N = 0
40 - 49	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0
30 - 39	N = 0 C AVERAGE OR BETTER -	N = 2 50%	N = 2 50% BELOW C - 50%	N = 0
20 - 29	N = 0 C AVERAGE OR BETTER -	N = 1 33%	N = 2 67% BELOW C - 67%	N = 0
10 - 19	N = 0 C AVERAGE OR BETTER -	N = 1 50%	N = 1 50% BELOW C - 50%	N = 0
0 - 9	N = 0 C AVERAGE OR BETTER -	N = 0	N = 1 100% BELOW C - 100%	N = 0

N = 19

N BELOW 50TH CENTILE 11
N BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 4
PERCENT BELOW 50TH CENTILE ATTAINING C AVG OR BETTER 36%

N ABOVE 50TH CENTILE 8
N ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 6
PERCENT ABOVE 50TH CENTILE ATTAINING C AVG OR BETTER 75%