A STUDY OF ACADEMIC ACHIEVEMENTS AND PERSISTENCE OF MURRAY STATE AGRICULTURAL COLLEGE STUDENTS TRANSFERRING TO FOUR-YEAR COLLEGES AND UNIVERSITIES

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CHAPTER I

INTRODUCTION

The history of American higher education has been marked by development of new dynamic types of institutions. The Morrill Act of 1862 led to the establishment of land-grant colleges, which were regarded by many at that time as "questionable" institutions of higher education but are universally held in high regard now. At the beginning of the twentieth century there came the establishment of another "pretender" in the field of higher education, namely the junior college. William Rainey Harper, then president of the University of Illinois, was largely responsible for its establishment as a public institution. Today the junior college is the fastest growing segment of higher education.

In 1900-01 there were only eight junior colleges, all privately supported, with a total enrollment of 100. By 1925 the number of such colleges had grown to 325 with 35,630 enrolled, and in 1959-1960 there were 663 colleges of this type with a cumulative enrollment of 816,071[1]. California was quick to accept this type of institution and now has more junior colleges than any other state. In the fall of 1965 there were 500,000 full- and part-time students enrolled in the 74 California junior colleges. California has now passed the Donaho Act calling for

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[1]Edmund J. Gleazer, Jr., "Junior College Growth", Junior College Journal, XXXI (February, 1961), pp. 353-360.

the state colleges and the University of California to reduce the proportion of lower division enrollment to total undergraduate enrollments by one percentage point a year for the next ten years. This is expected to divert more freshmen and sophomores to the junior colleges of California.[1]

Projections for future growth estimate that there will be at least 1,000 junior colleges in the United States by 1985 with an enrollment between four and five million students.[2] In Oklahoma, the Board of Regents of Higher Education report that 11.3 per cent of the 43,686 students in the state supported colleges were in junior colleges. They predict extensive growth in state junior college enrollments during the next decade[3].

Bogue[4] reports that the rate of gain in enrollments in public community or junior colleges between 1939 and 1954 was greater than in any other part of higher education. Public junior colleges gained 144.4 per cent while independent and church related senior colleges and universities gained 76.3 per cent, state senior colleges and universities gained 80.9 per cent and independent and church related junior colleges gained only 25.7 per cent. These figures seem to show a wide spread acceptance of this relatively new institution of higher education.

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[1]Henry T. Tyler, "Full Partners in California's Higher Education", Junior College Journal, XXXV (March, 1965), pp. 4-7.

[2]Sidney G. Tickton, "What's Ahead for Public Junior Colleges", Junior College Journal, XXXIII (November, 1963), p. 9.

[3]Operating Budget Needs of the Oklahoma State System of Higher Education for the 1963-65 Biennium, (State Capitol, Oklahoma City: Oklahoma State Regents for Higher Education, January, 1963), p. 19.

[4]Jesse P. Bogue, The Development of Community Colleges. (Washington: the American Association of Junior Colleges, 1957), p. 3.

With this wide spread acceptance comes a responsibility for each institution to examine their functions and evaluate their success in meeting them. Walter Eells[1] lists the area of what becomes of junior college graduates and non-graduates, how many go on to other colleges, and what success they have as one of the needed areas for junior college research.

Peter Masiko[2] in his follow-up studies emphasizes the necessity for each junior college to investigate the records of its own graduates at specific four-year institutions. He says:

> Furthermore, it will not be enough for us to say in Chicago that in Los Angeles junior colleges students do as well in the senior colleges and universities to which they transfer as do the native students.... These facts are important for us to know, but each institution must be able to talk about its own product. Each junior college has its own responsibility to its own students, staff, and community.

Edmund Gleazer[3] has this to say on the matter:

> Many studies of transfer students have indicated considerable variability among the averages of students from different junior colleges. There is no satisfactory substitute for follow-up studies by each institution. Generalizations about the success of junior college transfers are largely meaningless. Each junior college needs to know how well its own graduates do, whether they succeed or fail.... Policy planning with this kind of specific, pointed information will be effective. Evaluation must be continuous and is only as valid as the accuracy and completeness of relevant information at hand and useful only as it is related to the objectives of the particular institution.

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[1]Walter C. Eells, "Needed Junior College Research", Junior College Journal, IX (November, 1938), pp. 91-93.

[2]Peter Masiko, Jr., "Follow-up Studies in Co-Educational Junior Colleges", Junior College Journal, XXVII (May, 1957), pp. 521-6.

[3]Edmund Gleazer, "From the Executive Director's Desk", Junior College Journal, XXIX (October, 1958), pp. 109-13.

PURPOSE

The purpose of this study is to provide evidence of the academic success and persistence of Murray State Agricultural College students who transferred to four-year colleges and universities. The study will be used by members of the administration and faculty to estimate the strengths and weaknesses of Murray's program. It will also be used in advisement of future graduates as to the success they can expect in advanced colleges and universities.

THE NEED

A North Central Self-Study[1] made at Murray State Agricultural College lists the following as the purposes of the college:

1. To provide a general education for all students which will prepare them for effective living.....
2. To prepare students for advanced standing in other colleges or universities.....
3. To prepare students for employment in certain vocations....
4. To provide continuing education for adults.....
5. To provide certain special services for the betterment of the community of which the college is a part....

A check of student's files at Murray showed that 85 per cent asked for transcripts to be sent to other colleges and universities. In the light of these statistics it was felt that a follow-up study of academic achievements and persistence would be of value. A perennial question at Murray pertained to the success of transfer students from there. The answer to that question would play an important part in determining how well Murray has met this purpose of training for transfer.

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[1]North Central Self-Study from Murray State Agricultural College, Tishomingo, Oklahoma. March, 1963, pp. 2-4.

STATEMENT OF THE PROBLEM

In this study the following questions were under consideration:

1. What is the over-all academic achievement of students who transferred from Murray State Agricultural College to four-year colleges and universities? The study was limited to those students attending Murray during the 1946-47 through 1957-58 years.
2. Has the academic record of Murray State Agricultural College students after transfer been similar to the one made before the transfer?
3. Do those students transferring from Murray State Agricultural College with 60 or more hours earned in residence there have more academic success and persistence at a college or university than the ones transferring with 30 to 59 hours earned in residence at Murray? Many of this latter group attended other colleges before enrolling at Murray.
4. What is the academic and persistence record of students in the departments of Agriculture, Arts and Science, Commerce, Engineering, and Home Economics when they transfer to other colleges and universities?
5. What is the persistence record of students transferring from Murray State Agricultural College to other colleges and universities? (Persistence is used in terms of continuing toward and receiving a baccalaureate degree. Continuation was not necessarily in consecutive semesters.)

6. What is the academic and persistence record of students transferring from Murray who did not continue to a degree compared with those who obtained degrees.

In the consideration of these questions no attempt was made to ascertain the contributing factors of the apparent success or failure of the students. Such considerations could be made a part of another study.

METHOD OF INQUIRY

Scholarship and persistency were the criteria used to provide evidence of the academic success of Murray State Agricultural College transfers to other colleges and universities. Scholarship, as reflected in grade-point averages, was used as the basis of answering the questions set forth in the statement of the problem. Persistency was measured by the number and percentage of students completing work toward graduation and receiving one or more baccalaureate degrees. Literature investigation showed unaminous agreement that a grade-point average is an objective measure of academic success. Therefore grade-point averages were made the basis of all the statistical studies made in this investigation. The only other statistical measure used was the progress toward graduation and degrees received. All calculations were done manually or with the aid of an Underwood adding machine. Each computation was made at least twice to assure accuracy. Grade-points were rounded off to the first decimal on the basis of A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.0. If courses were repeated to raise grades in them, both grades were used in compiling the total cumulative average.

Files in the registrar's office at Murray State Agricultural College were checked to obtain grade-point averages at the time of transfer, and to determine the college or university to which a transcript had been sent for each student to be involved in the investigation. This search gave a sample of 1223 students whose academic careers beyond Murray were to be studied. Registrar's offices of the colleges or universities in Oklahoma were visited and permission was granted to check their files for pertinent data regarding grade-point averages and degrees granted. This search often revealed information concerning other colleges to which they transferred for further training. A letter was prepared and sent to registrar's of colleges and universities outside Oklahoma and those in Oklahoma where the number of students involved did not warrant the expense of a personal visitation. The letter to each registrar was accompanied by a form for each student, on which data could be recorded in a uniform manner.

The data were then organized into two tables of gross data. These were used in summarizing information for each of the distribution tables and figures.

PLAN OF PRESENTATION

In Chapter I a brief summary of the rapid growth of junior colleges, their present and projected enrollments is given along with the purpose and need of the study. The questions to be answered by the study and the delimiting of the investigation are made by the author in this same chapter.

Chapter II is made up of a review of literature dealing with studies of academic successes of junior college transfers to four-year colleges and universities.

The findings, results, and interpretations of the data are incorporated in Chapter III.

The summary and conclusions inferred from the findings are presented in Chapter IV.

The Bibliography is composed of literature references cited in the introduction and literature review. The Appendix A contains two gross data tables from which the tables and figures in the text were derived. A list of the colleges or universities to which Murray students transferred is included in the Appendix B. Appendix C contains copies of letters and questionnaires presented to registrars to obtain data needed in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Numerous investigations concerning the academic success and persistence of junior college transfer students have been made. The criteria generally employed to measure a student's achievement are: first, comparison of his academic performance at a four-year college or university with his academic record at the junior college from which he transferred, and second, comparing his academic record with those records of students who completed all their work at the four-year institutions. Most of these investigations have been made by personnel at the four-year college or university and compare the work of the transfer student from diverse junior colleges with the work of students at a single senior institution. Many of the studies cover a very short time span of from one to three years and may thus fail to give a very clear picture of the persistence of the transfer toward an academic degree. Results of these studies are contradictory. Some indicate that the transfer does as well at the senior institution as he did in the junior college work, others that he does not do as well, and still others indicate that he does better work during his junior and senior years than the student who did all his work at the four-year institution.

A survey of 330 junior college graduates from twenty-six junior colleges, who had attended Baylor University from 1910 to 1920, was made for the Association of Texas Colleges in 1930. The survey was

reported by W. S. Allen[1]. He selected an equal number of junior college transfers and native students at random and found an average grade of 83.4 for the transfer group and 83.5 for the native Baylor students. In his judgment, transfer students were as successful as those who came to Baylor as freshmen.

Grace V. Bird[2] reviewed several studies related to junior college transfers, in the Fifty-fifth Yearbook of the National Society for the Study of Education, and made this summation: (1). Junior college transfers made approximately the same records as students transferring from other four-year colleges and by native students. Grade averages usually showed a drop in the first term after transfer, but they recovered that loss. (2) Junior college transfers retained the relative scholastic standing after transfer as they held before transfer. Those in a higher scholastic group before transfer tended to remain in the higher group after transfer, and those in the lower group tended to remain in a lower group.

An analysis made by W. H. Congdon[3] in 1932 dealt with the academic success attained by various transfer students and native students in the University of Michigan's College of Engineering. He observed that:

> Students entering the junior year of the Engineering College from junior colleges of the state have higher scholastic achievement than students who enter by other routes. These junior

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[1]W. S. Allen, "University Success of Junior College Graduates," Junior College Journal, I (December, 1930), pp. 147-148.

[2]Grace V. Bird, "Preparation for Advanced Study", The Public Junior College, pp. 80-90. Fifty-fifth Yearbook of the National Society for the Study of Education, Part I. (Chicago: University of Chicago Press, 1956).

[3]W. H. Congdon, "Do Junior College Transfers Succeed?", Junior College Journal, II (January, 1932), p. 215.

college entrants maintain their scholastic superiority throughout their junior-senior years of engineering college work.

Lawrence M. DeRidder[1] made a survey in 1951 to determine whether a significant difference existed between the scholastic success of native and transfer students who were graduated in 1948 from the College of Literature, Science, and the Arts of the University of Michigan. He discovered, after applying the chi-square test, that a much larger proportion of students who entered as freshmen became subject to probation than students who transferred and that their scholarship was about the same. Most of the differences between the two groups were furnished by men.

One of the first detailed investigations of the achievement of junior college transfer students entering Stanford University was made in 1928 by Walter C. Eells[2]. He found that during the two years at Stanford the transfer students surpassed the native students in grade-point averages in every quarter, except the first, but that the native Stanford group had a slightly better survival record. A later study made by Eells[3] in 1942 offered statistical proof of the academic success of junior college graduates. Fifty-six per cent of them graduated from senior institutions and the average grades made by them were somewhat higher than those received at the junior colleges.

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[1]Lawrence M. DeRidder, "Comparative Scholastic Achievement of Native and Transfer Students", Junior College Journal, XXII (October, 1951), pp. 83-85.

[2]Walter C. Eells, The Junior College (Boston: Houghton Mifflin Company, The Riverside Press, 1931).

[3]Walter C. Eells, "Success of Transferring Graduates of Junior College Terminal Curricula", Journal of the American Association of Collegiate Registrars, XVIII (July, 1943), pp. 372-398.

In an unpublished master's thesis, Jack L. Golding[1] contends that students who are admitted with junior standing were likely to be more successful academically than those who were admitted as freshmen.

D. A. Grossman[2] analyzed records of junior college students and transfers from four-year colleges who entered the University of Illinois over a four year period. He stated:

> Without doubt junior college graduates are able to pursue advanced college courses in the junior and senior years....with a degree of proficiency equal to and in some cases superior to that of students who have received their first two years of training in standard colleges and universities.

One conclusion of Paul Henry Jones[3], as a result of a follow-up study of Highland Park Junior College students for the years 1953-54 to 1955-56, was that his data indicated the junior college was operating as an effective institution.

The success of Rochester, Minnesota Junior College transfers was investigated by C. S. Kelby[4]. His study of 162 transfers from 1928-29 to 1932-33 found that they did better work at the upper level than in their junior college work except at the University of Minnesota. Men made better grade averages after transfer, while women did slightly

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[1]Jack L. Golding, "Academic Performance of Transfer and Non-Transfer Graduates at Roosevelt College", (unpublished master's thesis, Roosevelt College of Chicago, 1954).

[2]D. A. Grossman, "Junior College Transfers at Illinois", Junior College Journal, IV (March, 1934), pp. 297-303.

[3]Paul Henry Jones, "A Follow-up Study of the Graduates and Dropouts Enrolled in the Highland Park Junior College for the School Years 1953-54 Through 1955-56", Dissertation Abstracts, XIX (June, 1959), pp. 3189-3190.

[4]C. S. Kelby, "Success of Rochester, Minn. Junior College Transfers", Junior College Journal, VI (December, 1935), pp. 127-129.

poorer academically, and men continued in the university longer than the women.

In an unpublished dissertation based on a ten-year follow-up study of graduates of a California junior college, Jack A. Kraft[1] stated that approximately 72. per cent of the graduates continued their college education beyond junior college.

S. V. Martorana and L. L. Williams[2] studied the academic success of junior college transfers at the State College of Washington. Evidence collected by them showed that student's grade-point averages at the State College of Washington compared with those of the college's non-transfer students. The area of physical sciences showed that transfers were higher at the end of college whereas they were lower at the beginning. This was also true for humanities, agriculture, and business administration. Transfers were lower only in social science but this group was the only one entering junior college with a higher high school grade-point average. They also found that 34.7 per cent of the transfers dropped as compared with 23.9 per cent of the non-transfers that dropped. Drop outs among transfers were not altogether for academic reasons, because 52.9 per cent of the transfer drop outs left with grade-point averages of 2.99 or better. Drop outs for academic reasons were lower for the junior college transfers than among the non-transfers.

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[1]Jack A. Kraft, "A Ten-Year Follow-Up Study of Graduates of a California Junior College", (unpublished doctor's dissertation, Stanford University, 1951).

[2]S. V. Martorana, and L. L. Williams, "Academic Success of Junior College Transfers at the State College of Washington", Junior College Journal, XXIV (March, 1954), pp. 402-15.

A study of Wright Junior College graduates was made by Peter Masiko[1]. The grade-point averages in junior college were compared with their grade-point averages at senior colleges. The average at Wright was 2.75 as compared to 2.73 made at the colleges or universities to which they transferred. It was found that they improved their averages at four of the colleges and did less well in the other four. Masiko determined that students transferring to the University of Chicago from Wright Junior College did as well on a general Education Test, required of all students entering Chicago University, as the two-year transfers from Harvard, Yale, and other highly rated liberal arts colleges.

A partial analysis of the academic records of 1937 graduates from the College of Literature, Science and the Arts of the University of Michigan was made by William M. Pendorf[2]. He compared the relative academic achievement of transfer students from community colleges and four-year college transfers with that of native students at the time of graduation, disregarding all work outside the College of Literature, Sciences and the Arts. Pendorf concluded:

> When the transfers are grouped by type of institution and their total averages compared with those of the natives, all groups of transfers, in general, earned higher averages than did the natives.

The results of a battery of tests required of all applicants to upper division courses at the Berkeley College of Engineering was made

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[1]Peter Masiko, Jr., "Follow-Up Studies in Co-Educational Junior Colleges", Junior College Journal, XXVII (May, 1957), pp. 521-6.

[2]William M. Pendorf, "A Partial Analysis of the Academic Record of June, 1937 Graduates of the College of Literature, Science and the Arts", (unpublished master's thesis in Education, University of Michigan, 1939).

by H. P. Rodes[1]. The results showed a correlation coefficient of +.630 between total scores on these tests and subsequent grades in engineering courses. The correlation between grades in lower division work and the upper was +.643. The study showed no significant difference between transfers and natives. Rodes stated:

> Studies of relative performance have indicated that junior college graduates do just as well, both in the examinations for admissions to the junior year and the subjects of the junior and senior years, as do those students who have completed their lower division work in a college of engineering.

In the year Rodes made his study, 60 per cent of the June graduates from Berkeley College of Engineering had completed their lower-division work in pre-engineering at a junior college. This study showed an increasing dependence upon junior colleges to provide work for the freshmen and sophomore years. In his conclusions he made the statement that "The experience of the University of California with junior college transfer students has been most satisfactory."

Results obtained from a transfer study committee of the Junior College Council of Middle Atlantic states were reported by Peter Samartino and Armand F. Burke[2]. The study dealt with students in the 1946 senior classes of senior colleges and universities of Atlantic seaboard schools. Particular attention was devoted to transfers from eastern junior colleges to senior colleges but no differentiation was made between graduates of "terminal" or "preparatory" junior college programs.

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[1]H. P. Rodes, "Successful Transfer in Engineering", Junior College Journal, XX (November, 1949), pp. 121-27.

[2]Peter Samartino and Armand F. Burke, "Success of Junior College Transfers in Eastern States", Junior College Journal, XVII (April, 1947), pp. 307-310.

The report demonstrated that 37 per cent of the junior college graduates had grades above average, while 47 per cent had average grades for graduates in the senior college reporting. 6.9 per cent of the junior college transfers were graduated with honors. The authors concluded:

> Sound guidance in the junior college, especially with regard to courses and scholastic standards, can do more than anything else to effect successful transfer.

In a study conducted by Cornelius H. Siemans[1], records of 1,400 California junior college students, who transferred to the University of California, were investigated. He determined that the transfers from the junior colleges did better than the native students, and found a correlation of .62 between junior college grade-point averages and all the upper-division courses.

Data presented by R. R. G. Watt and Frank C. Touton[2] showed that junior college transfers to the University of Southern California did a quality of work approximately equivalent to native students but made less improvement during their senior year. He found that the graduates of junior colleges excelled the native group by .05 grade points, but that those transferring at the end of one year fell below the native group by .07 grade-points. The authors concluded that:

> On the whole the junior college seems to be carrying on effectively its function of preparation for the advanced university work, and the university has been able to organize course presentation as to allow transfers to attain scholarship success approximately equal to that of native students.

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[1]Cornelius H. Siemans, "Predicting Success of Transfer Students", Junior College Journal, XIV (September, 1943), pp. 25-28.

[2]R. R. G. Watt and Frank C. Touton, "Relative Scholastic Achievement of Native Students and Junior College Transfers at the University of Southern California", California Quarterly of Secondary Education, V: 243-248.

Results of an academic performance study of 1,061 transfer students from 17 Florida junior colleges who were attending 11 Florida degree granting institutions, during the fall term of 1959, were summarized in the Junior College World[1]. These results indicated that for junior college students with twelfth grade test scores of over 200 there was no difference between the mean of their junior college grade-point averages and the mean of the grade-point averages they earned in the degree-granting institution. A comparison of grade-point averages of junior college transfers and those of junior students as a whole in the state university system showed no practical difference between the two groups.

Dr. Charles C. Collins[2] reported a study of 55 Coalinga College graduates who were enrolled as upper division students in California state colleges. His report indicated that the C+ grade-point average earned by these students was a continuation of the same grade average earned at Coalinga College. This revealed that the grading standards at his junior college were essentially the same as the grading standards of the state colleges.

Keystone Junior College in LaPlume, Pennsylvania[3] sent self-evaluation questionnaires to all graduates from 1950 to 1957 and obtained a 57 per cent return. 80 per cent of these transfer graduates stated that their academic records were as good as, or superior to,

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[1]"The Junior College World", Junior College Journal, XXI (December, 1960), p. 233.

[2]Dr. Charles C. Collins, "Junior College World", Junior College Journal, XXIX (September, 1958), pp. 51-52.

[3]"Junior College World", Junior College Journal, XXX (September, 1959), p. 58.

their Keystone records. The college indicated that they wished to study official transcripts to confirm these student reports.

Walter S. Monroe[1] in the Encyclopedia of Education Research has a discussion of the four functions of junior colleges. Of the preparatory function, he writes that studies show graduates who transfer to four-year schools are adequately prepared for upper division work and that they tend to do scholastic work as well or better than ones with the first and second years at the four year institution. Criteria on which these studies were based were Phi Beta Kappa election, college marks, graduation honors, disciplinary action, rates of survival and continuation for graduate study.

A follow-up study of graduates of Boise, Idaho Junior College for the period of 1934 to 1954 was made by Acel Chatburn[2]. Seventy-three per cent of the respondents continued their education with 72 per cent of these completing a baccalaureate or higher degree. Ninety-five per cent of them reported that they had no difficulty in transferring from a junior college to a senior college. This indicated to him that the junior college had given the transfers a good academic background for further study.

Not all studies reported as favorable results as the foregoing references. One of the few studies made by junior college personnel in

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[1]Walter S. Monroe, "Junior College", Encyclopedia of Education Research, IV (New York: Macmillan Co., 1950), p. 630.

[2]Acel Handy Chatburn, "An Evaluation of the Program of Boise Junior College by its Graduates", Dissertation Abstracts, XVII (January, 1957), pp. 68-69.

follow-up studies was made by Gordon D. Aumack and Lucille A. Douglas[1] of Compton Junior College in California. Their survey covered a twenty year period beginning in 1930. Their check of success included a study of grades at Compton College before transfer and scholarship records of these students at the new institution. Two conclusions made by them are:

> Spot studies show that about thirty per cent of successful transfer students would have been unable to go directly to college at the end of high school. This indicates that no pattern of courses and/or level of grade achievement is an adequate screen for college entrance. The best indicator is a trial at college work, and the junior college seems logically to be the agency for it.
>
> Second, on the average, the student has the right to expect that he will do as well in the transfer school as he has done in the junior college. This pattern will vary slightly because statistics indicate that the student going to the large university can expect to have his grade-point average drop about a quarter of a grade-point his first semester. On the other hand, if he transfers to the state colleges or to other four-year schools, he can expect to have his grade-point average rise slightly under half a grade-point.
>
> The superior student is assured of success wherever he transfers. It is the 'C' student who needs to be guided to the right institution in his quest for a degree.

An investigation of the achievement of approximately 900 junior college transfers to the University of Texas from 1935 to 1938 was made by Max Fichtenbaum[2] in 1941. In this study the native students surpassed the transfer students in grade-point averages in both the junior and senior years. The difference was smaller during the senior year.

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[1]Gordon D. Aumack and Lucille A. Douglas, "Experience of Compton College Guidance Office in Developing a Twenty-Year Educational Follow-up Study", Junior College Journal, XXII (November, 1951), pp. 158-162.

[2]Max Fichtenbaum, "Junior College Graduates vs. Senior College Juniors", American Association of Collegiate Registrars Journal, XVI (January, 1941), pp. 144-45.

Another observation helped explain the difference. The transfer student carried as heavy or heavier average loads than did the native students. The transfer student had a greater average passing load than the native student but the quality of the performance of the native student was better.

W. L. French[1] studied the academic success of junior college transfers at the University of Colorado for the years 1945 through the winter term of 1949. His work disclosed the academic average of transfer junior college students fell below the university all-school average. It also disclosed that the grade averages suffered a sharp drop in the first term after transfer and rose after that but never did rise to the composite University averages.

A study of the academic performance and perserverance of transfer students at the University of Denver was made by Helen Nelson Brush[2]. She reported that from 36 to 43 per cent of new undergraduate students at Denver University in 1951-55 were transfer students. She determined that transfer students who had attended only one school previous to the transfer made better academic records and more of them continued on to graduation. As a result of the study it was revealed that 44.6 per cent of the entering transfers did not continue but that 68.8 per cent of these were entered in good standing. Of the 55.4 per cent who continued, 79 per cent were admitted in good standing but the other 21 per

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[1]W. L. French, "Academic Success of Junior College Transfers at the University of Colorado", (unpublished master's thesis, University of Colorado, Boulder, Colorado, 1949).

[2]Helen Nelson Brush, "A Study of Academic Performance and Perserverance of Transfer Students at the University of Denver", (unpublished doctor's dissertation at University of Denver, August, 1956).

cent were admitted with deficient grade-point averages. A study of the deficiency amounts indicated no significant difference between the two groups. She also reported from her analysis that the items she studied from their high school records had little value in predicting perserverance to graduation for the transfer students.

A comparison of grade-point averages of 215 junior college transfers to the University of Arkansas, during 1928-1932, with 436 non-transfers from the same college, class, sex and about the same age, was worked out by J. R. Gerberich and F. L. Kerr[1]. The comparison showed that the native students excelled junior college transfers during the fifth through the eighth term. Junior college transfers were .30 grade-points lower in the fifth to eighth terms.

Gramenz[2] is another investigator who found that junior college transfers were inferior to transfers from four-year institutions to the University of Pennsylvania. In his unpublished doctoral dissertation at the University of Pennsylvania he stated:

> The type of institution a student attends before transfer to the University of Pennsylvania was shown to have a significant relationship with the record which he could be expected to earn after transferring. The percentage of students who earned a lower grade-point average at the University of Pennsylvania than was earned before transfer, according to the type of institution attended, were as follows: junior colleges, 84 per cent; liberal arts colleges, 66 per cent; universities, 54 per cent; area colleges, 83 per cent; other colleges, 67 per cent; students attending more than one college, 76 per cent. Students from university-type institutions are seemingly more likely to earn a record at the

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[1] J. R. Gerberich and F. L. Kerr, "Success of Transfers at University of Arkansas", Junior College Journal, VI (January, 1936), pp. 180-85.

[2] Gramenz, E. C. "A Follow-up Study of Advanced Standing Admissions at the University Level", (unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, 1953), pp. 70-71.

> University of Pennsylvania which is equal to or better than the record earned before transfer, while the junior college transfer is least likely to earn an improved record at Pennsylvania. The data also indicates that the university-type transfer student is most likely to earn a record at the University of Pennsylvania which is within a plus or minus five-tenths of a grade-point average of that earned before transfer, while students who transfer from junior colleges and institutions classified as 'other' are least likely to do so.

Wyatt W. Hale[1] completed an inquiry of junior college graduates in 1930. He explained that there was no one index measure which could be used to accurately represent the success of graduates of all kinds of junior colleges in all the various types of higher level institutions. Yet he concluded:

> The grade-point ratio of all junior college graduates.... indicates that in general they do satisfactory work even during succeeding semesters or quarters. A direct comparison of the scholarship averages of junior college graduates with all upper-division students...is not very flattering to the junior college as a preparatory institution, since only 37.66 per cent (rather than the 50 per cent necessary to put them on a par with all upper-division students) of the junior college graduates equal or exceed the general upper-division average in 71 higher institutions in which direct comparison is possible.

Over 50 per cent of students and 75 per cent of the graduates of Chaffey Junior College in California entered other institutions according to data accumulated by Walter A. Hall and Frank C. Touton[2]. They concluded that the grading standards of junior colleges were not as strict as senior colleges. They predicted that there would probably be no more than a 0.5 grade-point drop in their upper division work. A

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[1]Wyatt W. Hale, "Assimilation, Success and Attitude of Junior College Graduates in Higher Institutions", Phi Delta Kappa, XV (October, 1932), pp. 72-73.

[2]Walter A. Hall and Frank C. Touton, "A Follow-up Study of Chaffey Junior College Students", California Quarterly of Secondary Education, V:331-339.

questionnaire to the students themselves indicated that 27.9 per cent thought they were better prepared for college work by attending junior college, while 18.2 per cent thought they did slightly better and 32.4 per cent thought there would have been no difference. Only 3.9 per cent thought they did decidedly worse at the four-year institution than they would have if they had had all four years work there, and 17.5 per cent thought they did only slightly worse.

A. M. Jordon[1] reported that, from his study of 318 junior college students and 224 native students, the native students did better than transfer students from community colleges. He also pointed out that there were marked differences among the junior colleges in their performance of the transfer function.

Colorado junior college students who were transfers into teacher training were as academically successful as junior college transfers from other states. But results showed that neither group was as successful as native students. In making this study Louis L. Klitske[2] used 231 junior college transfer students along with 231 native students as controls. The same number were selected for each of the years 1953-57 inclusive, the same number of each sex and also for each major. 78.35 per cent of the junior college transfers were ultimately successful while 90.04 per cent of the natives were. Grade-point averages of junior college drop-outs were 3.22 while natives had 2.88 with a 2.75 average calling for academic suspension.

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[1] A. M. Jordon, "A Study of Transfer Students", The High School Journal, XXVIII (February, 1941), pp. 81-86.

[2] Louis L. Klitzke, "Academic Records of Transfers in Teacher Training", Junior College Journal, XXI (January, 1961), pp. 255-257.

Correlation between grade-point averages in junior colleges and senior colleges are not the same or may cause different conclusions to be drawn. Malcolm A. Love[1] found a correlation of .60 between grades received in Iowa junior colleges and those received from the University of Iowa after transferring to that institution. This led him to believe that grades earned in a junior college were not always a reliable indication of senior college grades. This conclusion was at variance with the one arrived at by Siemans[2] with his correlation of .62 referred to earlier in this review.

A study made at Stanford University in 1944 indicated that native students excelled junior college transfers on each of four items used for comparison. The records of 1,054 native students were examined by Florence M. McIntosh[3] and compared with those of 693 junior college transfers, who entered the upper division work during the years 1933-37. She compared them on the percentage receiving the baccalaureate degree, scholarship in their upper-division work, honors received, and dropouts because of low academic average.

An intensive study of the academic success of Henry Ford Community College graduates transferring to the University of Michigan is the

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[1]Malcolm A. Love, "The Iowa Public Junior College: Its Academic, Social, and Vocational Effectiveness", University of Iowa Studies, Vol. X, No. 3 (Iowa City: University of Iowa Press, 1938), p. 119.

[2]Cornelius H. Siemans, "Predicting Success of Transfer Students", Junior College Journal, XIV (September, 1943), pp. 25-28.

[3]Florence M. McIntosh, "A Comparative Study of Academic Records Made of Junior College Transfers, Native Students, and Transfers from Other Four-Year Schools", (unpublished master's thesis, Stanford University, 1944).

subject of Albert Ammerman's[1] doctoral dissertation. Some of his findings follow: (1) the grade-point averages of students transferring from the Henry Ford College to the University of Michigan dropped 0.5 grade-points during the first semester, followed by a gradual increase but the average never quite got to the cumulative mean grade-point average they had at the time of transfer; (2) 73 per cent of them persisted on to graduation; (3) they suffered more probationary actions during the first two semesters after transfer than they had while attending Henry Ford; (4) those entering the University of Michigan with a grade-point average of more than 2.5 attained greater academic success after transfer, more of them persisted on to graduation, and they had fewer probationary actions against them than the lower group; (5) the ones who had been eligible to enter the University of Michigan as native freshmen earned higher grades after transfer than did the ineligibles; (6) the transfer students who entered the School of Education did much better academically and all of them earned a degree. Those entering the School of Engineering ranked next. They made averages similar to those made at Henry Ford during the last two semesters at the University of Michigan. The ones entering the College of Literature, Sciences, and the Arts, and the School of Business Administration were much less successful; (7) many transfers took more than two years to graduate.

The performance of 236 junior college transfers to Syracuse University was examined by Ruth E. Maguire[2]. These students came from ten

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[1]Albert Ammerman, "A Study of the Academic Success of Henry Ford Community College Graduates Transferring to the University of Michigan", (unpublished doctoral dissertation at Wayne State University, Detroit, Michigan, 1960).

[2]Ruth E. Maguire, "Syracuse University Looks at Its Junior College Transfers", Junior College Journal, XX (October, 1949), pp. 95-98.

junior colleges and 62 per cent of them had maintained a grade average of C+ or better, while they were in junior college, but at Syracuse University the situation was almost reversed as 69 per cent of them made less than a C+ average. The average decrease between their junior college work and that at Syracuse University was between 0.45 and 0.50 grade-points. Her study also showed that those students entering Syracuse University with less than a C+ average were much more likely to fail. Another item pointed out in her study was that the university grade-point average was lower for those transfers who attended junior college for only one year than for those who transferred after two years of junior college.

Another study of California junior college students was conducted by Leland Medsker[1]. He compared a basic native group of students classified as juniors in the fall term of 1953 with those who had transferred into the University of California from junior colleges with junior standing. His data showed that the transfer students did somewhat less well than the natives in the first semester after transfer, but that in the majority of the colleges or universities they were close in their grade averages and in a few cases slightly excelled the native student. But the transfer student did have a poor record of retention and a much smaller per cent of them went on to obtain the baccalaureate degree. He emphasized the fact that there were great differences and variations among the transfers from the different junior colleges in level of scholarly performance.

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[1]Leland Medsker, "Performance and Retention of Students Transferring from Two-Year to Four-Year Institutions", (unpublished report University of California, 1959).

Most of the findings concerning academic performance of junior college transfers in Colorado were not favorable to the transfer fellow. This was also true in the investigation of Alfred W. Nall[1] in 1958. His work included a study of transfers into the University of Colorado at the junior level. He found that there was a drop in grade-point averages of transfers into the College of Arts and Sciences, the School of Business, but that in the College of Engineering the junior college transfers excelled the native students in grade-point averages. In the College of Arts and Science there was a drop from 3.00 to 2.03, with a gradual improvement following this first semester after transfer. By the end of the senior year the transfers raised this to 2.61 as compared with 2.84 for the native group.

Floyd W. Reeves and John Dale Russell[2] discovered in a survey at the University of Chicago that more of junior college transfer students graduated than those transferring in from four-year colleges or universities or from teacher training institutions, but they failed to equal the standard set of their paired control students.

Dallas C. Buck[3] conducted an investigation of private junior colleges for men in 1957. He also found that there was a decline in the percentage of satisfactory grades made by transfer students and

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[1]Alfred W. Nall, "The Academic Success of Junior College Transfers to the Junior Level at the University of Colorado", (unpublished Ph.D. dissertation, University of Colorado, 1958).

[2]Floyd W. Reeves and John Dale Russell, "Admission and Retention of University Students", The University of Chicago Survey, Vol. V, (Chicago: The University of Chicago Press, 1933), p. 7, 130.

[3]Dallas C. Buck, "Follow-up Studies in Men's Junior Colleges", Junior College Journal, XXVIII (September, 1957), pp. 21-26.

attributed this, at least in part, to a gradual tightening of competition in four-year colleges and universities. As several others have observed he noted that junior college graduates did consistently better on transfer than did those who completed only one year in the junior college.

Another study made by Harold F. Taggart[1] paid particular attention to what happened to some junior college transfers who had entered college with serious deficiencies. His findings showed that three transfers from junior college had no recommending grades, that is none above C, on their high school records. One Japanese student entered junior college with only eight recommending grades but later graduated from Stanford with great distinction and was elected to Phi Beta Kappa. Among six getting Doctor of Medicine degrees there was one with only $4\frac{1}{2}$ such grades. One Ph.D. entered junior college with only $6\frac{1}{2}$ units of recommending grades. These may well be examples of a principle James W. Reynolds[2] hopes will become more central in the thinking of junior college administrators and teachers, namely the principle of conservation of human resources. The above students would not have had the opportunity of enrolling in universities as freshmen but after two years of junior college they were able to cope with the academic challenges of the university.

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[1]Harold F. Taggart, "A Study of Junior College Transfers", California Journal of Secondary Education, XVI: 368-375.

[2]James W. Reynolds, "Conservation of Human Resources", Junior College Journal, XXX (September, 1959), pp. 1-2.

Only three follow-up studies have been made dealing with Oklahoma junior colleges. E. M. McCune[1] did a follow-up study of Oklahoma municipal junior college graduates. He sent personal letters to 950 students and obtained a 53.7 per cent response. This represented 42 per cent of the students graduated from these colleges during an eight year period. Approximately two-thirds of the students in the study continued in some four-year college or university but only 34 per cent of these completed the four-year course and received a bachelor's degree. Bill G. Rainey[2] conducted a study dealing with articulation in collegiate education for business. It involved the business programs of eight senior colleges and universities and fifteen junior colleges which were both publicly and privately supported. The grade-point average of junior college graduates in that study was 2.7 for state junior colleges and 2.8 for municipal or independent junior colleges. This average dropped to 2.4 and 2.7 in the eight senior colleges. The biggest drop came in the first and second semesters after transfer. John Arnspiger[3] made a study of business graduates from Connors Junior College at Warner, Oklahoma. His study included responses from 205 of the 275 graduates during the period of 1947 to 1951 inclusive. 78.53 per cent of the respondents

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[1]E. M. McCune, "A Follow-up Study of Oklahoma Municipal Junior-College Graduates into Later Educational Work and Into Occupational Careers", Peabody Journal of Education, (January, 1944), pp. 229-35.

[2]Bill G. Rainey, "Articulation in Collegiate Education for Business", (unpublished doctoral dissertation at University of Oklahoma, 1965).

[3]John Arnspiger, "A Follow-up Study of the Graduates of Connors State Agricultural College for the years 1947 Through 1951", (unpublished master's thesis, Oklahoma State University, 1954).

attended other institutions after graduation from Connors. 82.61 per cent of these respondents stayed in the same field of study, and 90.7 per cent stated that they felt the training received at Connors was adequate for continuing their education.

SUMMARY

A review of these studies dealing with the academic success of junior college transfers to senior institutions reveal that no one conclusion can be made to cover all phases of the problem. It appears that junior college transfers in California, the middle Atlantic states, Michigan and Washington did much better on transfer to a senior institution than did those in Colorado and Pennsylvania. The basis for academic success, in the majority of the studies, was measuring grade-point averages and contrasting their record at the junior colleges with that made after their transfer. Relatively few of the investigations used persistency and number of graduates as measures of the success of the junior college transfers. Control groups of native students were provided in a few of the investigations. The transfer groups under study consisted of graduates, those with one year of junior college work, and those with only a few hours. No differentiation was shown in many cases.

Samples were taken largely from many junior colleges so that conclusions as to the work of a particular junior college could not be evaluated. Most of the studies were made by the personnel of a four-year college or university rather than by junior college personnel making follow-up studies of their own institution.

Slightly more than half of the studies indicated that junior college transfers did a quality of work at upper levels in college equal

to or slightly better than they had done at their respective junior colleges. Where another variable, that of transfers from four-year institutions, was introduced there was about an equal number of reports in which junior college transfers did better than these and instances where they did more poorly.

Many of the studies do not cover a sufficient time span to allow one to get a clear picture of what has happened to the transfer. They are about evenly divided as to the success of the junior college transfer, half being favorable and half being unfavorable. Some of the unfavorable half point out that the junior college transfer must have had an inadequate preparation. Both groups agree that there is a drop in academic grades during the first semester after transfer and at the end of the eighth term have reached a cumulative grade-point average which is either significantly lower, the same as at the end of junior college, or slightly higher than at the time of transfer.

In the studies where persistence was one of the facets the junior college transfers did not have as good a record of obtaining a baccalaureate degree as the native students with which they were compared. In some of the studies there was an attempt to compare the grade-point averages and persistence of ineligible groups and eligible ones. In all cases the ineligible ones made poorer showings in academic success and in persistence to a baccalaureate degree.

The review would indicate that no one college can generalize from the results of other institutions but would have to make its own investigations regarding its student personnel and their achievements. These investigations could then be used by the junior college in evaluating its educational program and policies.

CHAPTER III

THE ACADEMIC ACHIEVEMENTS AND PERSISTENCE OF MURRAY STATE AGRICULTURAL STUDENTS WHO TRANSFERRED TO FOUR-YEAR COLLEGES AND UNIVERSITIES

During the period from September, 1946 through May, 1958 a total of 1223 students completed from 30 to over 60 hours in residence at Murray State Agricultural college. Of this number 961 transferred to four-year colleges and universities, or a total of 78.6 per cent.

While enrolled at Murray these students followed programs in the departments of agriculture, arts and sciences, commerce, engineering, and home economics. The distribution in these departments was as follows:

Agriculture	234
Arts and Science....	333
Commerce	153
Engineering	193
Home Economics	48

Regular admission to other colleges was granted to most of these students, with exceptions limited to those with an average of less than C. Those transferring with an average of less than a C were required to make C averages or higher, during the first and second semesters after transfer, in order to validate their transferral grades. Tables A & B in the Appendix will show that many of these transferred to a second and sometimes a third senior college before completion of their work.

Students from Murray transferred to 111 colleges or universities. These are individually listed in Table C in the Appendix. Five students

took further work in some other junior college. Transfer was made to 19 Oklahoma colleges, 28 Texas colleges, 1 in Alabama, 4 in Arkansas, 3 in Arizona, 12 in California, 3 in Colorado, 3 in Florida, 1 in Georgia, 1 in Idaho, 2 in Illinois, 1 in Iowa, 5 in Kansas, 6 in Louisiana, 1 in Indiana, 1 in Maryland, 1 in Michigan, 5 in Missouri, 2 in Montana, 1 in Nevada, 4 in New Mexico, 1 in Nebraska, 1 in North Dakota, 2 in Ohio, 2 in Oregon, 2 in South Dakota, and 1 in Washington.

The academic performances of students who transferred from Murray State Agricultural College are shown in gross data tables A and B in the appendix and tables 1-16 in this chapter. Tables 1-16 are in terms of frequency distributions. They include the averages for each semester, the cumulative averages earned at Murray and total cumulative averages for all their college work. If five or more semesters were required in obtaining the Bachelor's degree, grade-point averages for the fifth and any semesters beyond that are listed under the 5+ heading. All work toward a Master's degree is averaged as a single term. If work was completed toward a degree higher than a Master's, that average is listed under Beyond Master's. The final column is for a cumulative average of all work taken in any college, including the work done at Murray, at the time of termination of collegiate work. Totals at the end of each table are not the same for each term because some students graduated sooner than others, some dropped out of college and in 5 cases it was not possible to obtain grade-point averages. In these five cases it was possible to get information concerning degrees earned or that the students were continuing in college. This meant that cumulative averages could be calculated for 99.5 per cent of all Murray students transferring to other colleges.

Registrar's at Oklahoma State University, Oklahoma University, East Central College, Southeastern College, Oklahoma City University, Central State College, Oklahoma College of Liberal Arts, Tulsa University, granted the author permission to check permanent records in order to determine grade-point averages listed in Tables A and B. A letter was sent to the registrar in each of the other 103 colleges and universities requesting the information regarding grade averages for students who had transferred there. A mimeographed form for each student whose grades were requested was included in each letter. A copy of the form letter and mimeographed form are included in the Appendix. Only three colleges or universities would not release the information requested on a total of five students. This meant a favorable return from 97.3 per cent of the schools and averages for 99.5 per cent of all students transferring. It was felt that inclusion of these averages would not change the means and medians appreciably, if at all.

Grade-point averages were compiled on the basis of 4.0 points for each hour of A, 3.0 points for each hour of B, 2.0 points for each hour of C, 1.0 points for each hour of D and 0.0 for each hour of F. In many cases a grade of F was subsequently made up by repetition of the course. Due to differences in the manner such make-up grades were handled by different colleges, the cumulative averages were not corrected for such work. The F grade was averaged in the semester it was made and also in the cumulative average. If such grades had been corrected, the cumulative averages would have been slightly higher in many instances.

Table I concerns the frequency distributions of grades made by students transferring to other colleges with more than 60 hours earned in residence at Murray.

TABLE I

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS OF MURRAY STATE AGRICULTURAL COLLEGE WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	6	4	3	3	4	4	5	2	0
3.9	10	3	3	3	4	1	3	0	2
3.8	9	6	4	6	11	4	8	0	2
3.7	5	3	1	7	8	3	6	0	5
3.6	20	3	11	11	11	4	8	1	9
3.5	17	9	10	10	17	7	13	1	11
3.4	18	8	7	13	24	10	17	3	20
3.3	23	14	18	20	21	4	21	1	12
3.2	20	7	18	20	29	4	19	3	24
3.1	26	13	14	15	31	9	24	0	30
3.0	51	25	32	40	32	22	20	0	33
2.9	40	20	22	18	34	10	9	0	34
2.8	30	21	24	25	32	17	5	0	35
2.7	39	23	25	27	30	15	1	1	47
2.6	39	32	32	32	37	15	7	1	43
2.5	43	26	33	30	31	12	2	0	56
2.4	34	32	43	40	34	12	2	1	50
2.3	40	38	43	37	25	21	0	2	44
2.2	47	22	37	33	14	10	0	0	42
2.1	34	36	24	23	10	5	0	0	32
2.0	27	32	27	27	15	9	1	0	40
1.9	30	42	29	17	15	4	0	0	31
1.8	17	41	28	22	15	6	1	0	18
1.7	19	21	21	18	2	2	0	0	18
1.6	10	21	15	16	6	1	0	0	13
1.5	9	21	18	10	5	1	1	0	8
1.4	5	15	12	11	9	1	0	0	4
1.3	5	15	10	6	2	1	0	0	8
1.2	1	12	4	4	2	0	0	0	1
1.1	2	15	7	3	1	1	0	0	0
1.0	1	14	5	2	3	0	0	0	2
0.9	0	5	2	3	1	1	1	0	1
0.8	0	12	7	2	0	0	0	0	0
0.7	0	6	0	0	3	0	0	0	0
0.6	0	10	3	0	1	1	0	0	0
0.5	0	4	0	1	0	0	0	0	0
0.4	0	5	2	0	0	0	0	0	0
0.3	0	5	4	3	0	0	0	0	0
0.2	0	2	1	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	16	5	1	1	1	0	0	0
Totals	677	659	604	559	520	218	174	16	675
Means	2.6	2.1	2.3	2.5	2.7	2.7	3.2	3.2	2.5
Q_3	3.0	2.6	2.8	3.0	3.1	3.0	3.4	3.4	2.9
Medians	2.6	2.1	2.3	2.5	2.7	2.7	3.2	3.2	2.5
Q_1	2.2	1.6	1.9	2.0	2.3	2.3	3.0	2.6	2.1

Findings (Table I):

1. A total of 677 students transferred to other colleges with more than 60 hours earned in residence at Murray State Agricultural College.

2. The range in grade-point averages for students at the time of transfer from Murray was from 1.0 to 4.0. A total of 205, or 30.3 per cent, had averages of 3.0 to 4.0. A total of 373, or 55.1 per cent, had averages of 2.0 through 2.9. The remainder of 99, or 14.6 per cent, had averages between 1.0 and 1.9.

3. At the end of the first semester after transfer the mean grade-point average dropped 0.5 units, from 2.6 to 2.1.

4. The mean and median grade-point averages were the same for each term.

5. The mean and median grade-point averages increased during subsequent semesters, went to 2.7 during the fourth and fifth and to 3.2 for the semesters of graduate work.

6. The mean and median grade-point averages were 2.5 for the total cumulative average of college work. This was a lowering of 0.1 grade-points from the average at the time of transfer.

7. There was a smaller drop (0.4) in grade-point averages among the students in the upper quartile for the first semester after transfer than for those in the lower quartile who had a drop of 0.6. At the completion of college work the drop in the total cumulative averages for the two groups was the same, or only 0.1.

8. The middle 50 per cent of the interquartile range fell between 2.2 and 3.0 at Murray, and 2.1 and 2.9 for their total cumulative college work. This lowering was the same as that in the upper and lower quartiles.

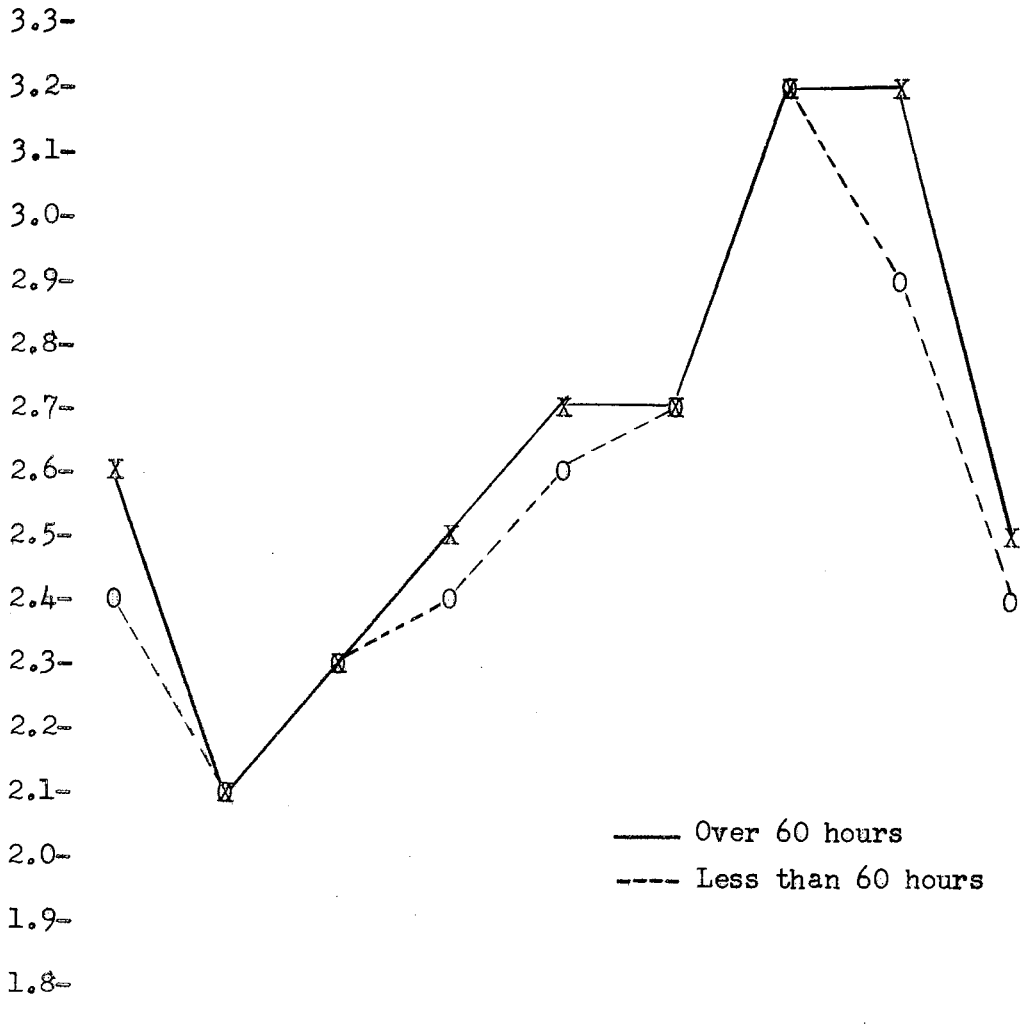
The above findings from Table I are graphically presented in Figure 1. It shows that it took three semesters after transfer for students to surpass the cumulative average they had at the termination of their work at Murray.

Table II contains the frequency distributions of grades made by students transferring to other colleges with less than 60 hours earned in residence at Murray State Agricultural College. The reasons for early transfer, with too few hours for graduation, were varied and not known in all cases. Some of these students required courses, during the fourth semester of college, which were not offered at Murray, some had 55 or more hours at the end of their third semester and transferred to obtain full transfer credit, some had had one or more semesters at a four-year college and transferred to Murray for the last 30 or 40 hours. There was no uniform policy of recording reasons for early transfer in use at Murray during this period so there was a low percentage of reasons for such listed. No attempt was made to get reasons by any other method.

1. A total of 284 students transferred to other colleges with less than 60 hours earned in residence at Murray State Agricultural College.

2. The range in grade-point averages for students at the time of transfer from Murray was from 0.9 to 4.0. A total of 63, or 22.2 per cent, had averages of 3.0 to 4.0. A total of 141, or 49.6 per cent, had averages from 2.0 through 2.9. There were 80, or 28.2 per cent, whose averages were from 0.9 through 1.9.

3. At the end of the first semester after transfer the mean grade-point averages dropped 0.3 units, from 2.4 to 2.1.



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	677	659	604	559	520	218	174	16	675
N_O =	284	269	242	215	201	123	51	6	280

Figure 1. Diagram of Mean Grade-Point Averages of Students Transferring From Murray to Four-Year Colleges and Universities by Semester and the Cumulative Average at Termination of College Work

TABLE II

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS OF MURRAY STATE AGRICULTURAL COLLEGE WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	1	4	2	5	6	2	2	0	0
3.9	6	0	0	2	0	1	0	0	1
3.8	4	3	2	1	3	2	1	0	2
3.7	3	1	4	2	1	1	2	0	4
3.6	4	3	3	4	3	4	1	1	3
3.5	2	3	4	4	4	5	5	0	3
3.4	2	6	2	5	12	0	5	0	4
3.3	10	4	5	7	6	3	10	0	8
3.2	14	6	6	4	5	10	6	0	9
3.1	10	5	11	9	14	6	8	0	6
3.0	7	14	13	11	16	5	3	0	10
2.9	9	7	9	8	5	6	1	0	11
2.8	9	9	11	18	16	10	2	0	15
2.7	10	6	9	15	6	13	0	0	12
2.6	20	16	14	20	16	11	0	1	16
2.5	17	10	16	14	10	6	1	1	22
2.4	19	12	13	10	11	10	0	0	22
2.3	17	13	11	11	9	10	2	0	28
2.2	15	16	13	11	12	3	1	0	19
2.1	12	15	11	8	9	4	0	0	17
2.0	13	7	11	8	4	4	0	0	11
1.9	9	11	15	5	4	3	0	0	11
1.8	13	20	8	5	7	1	0	0	9
1.7	19	9	10	4	2	0	0	0	8
1.6	10	8	10	3	8	0	0	0	5
1.5	7	8	5	4	2	0	1	0	6
1.4	7	7	5	4	3	0	0	0	6
1.3	7	7	5	1	3	0	0	0	4
1.2	3	5	2	2	2	0	0	0	5
1.1	3	2	1	1	0	1	0	0	3
1.0	1	3	3	3	0	1	0	0	0
0.9	1	2	2	0	1	1	0	0	0
0.8	0	6	2	1	0	0	0	0	0
0.7	0	4	0	2	0	0	0	0	0
0.6	0	2	0	1	1	0	0	0	0
0.5	0	3	0	0	0	0	0	0	0
0.4	0	2	0	1	0	0	0	0	0
0.3	0	1	0	0	0	0	0	0	0
0.2	0	1	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	8	4	1	0	0	0	0	0
Totals	284	269	242	215	201	123	51	3	280
Means	2.4	2.1	2.3	2.4	2.6	2.7	3.2	2.9	2.4
Q_3	2.9	2.7	2.9	2.9	3.0	3.1	3.4	—	2.8
Medians	2.4	2.2	2.4	2.6	2.6	2.7	3.2	2.6	2.4
Q_1	1.8	1.6	1.9	2.1	2.2	2.4	3.1	—	2.1

4. The mean and median grade-point averages were the same for all terms except the first, second and third semesters after transfer. In these semesters the medians were slightly higher than the means.

5. The mean and median grade-point averages increased after the first term. They were able to equal or surpass the mean or median averages they had at the time of transfer from Murray by the third term.

6. The mean and median grade-point averages were 2.4 for their total cumulative average. This was the same as the mean or median average at the time of transfer from Murray.

7. The drop of 0.3 in grade-point averages of those in the upper quartile was the same as that for those in the lower quartile at the end of the first semester after transfer. The upper quartile had a lowering of 0.2 grade-points, from 3.0 to 2.8, in their Murray average to their final total cumulative average. The lower quartile increased their grade-point average for the same period by 0.2 grade points, from 1.9 to 2.1.

8. The middle 50 per cent of the interquartile range fell between 1.9 and 3.0 at Murray, and between 2.1 and 2.8 for the total cumulative college record. The range was smaller at the end of their college work.

The above findings from Table II are graphically presented in Figure 1. This figure shows that the students with less than 60 hours transferred with averages 0.2 points lower than those with more than 60 hours. It also shows that they had a smaller decrease in grade-points after transfer, brought their grades up to and surpassed averages at Murray in a shorter time, but ended up with a slightly lower grade-point average than the ones transferring with more than 60 hours.

A study of the grade-point distributions of students according to their major field is tabulated in Tables III-XII. Tables III and IV

TABLE III

DISTRIBUTION OF GRADE-POINT AVERAGES OF MAJORS IN AGRICULTURE AT MURRAY STATE AGRICULTURAL COLLEGE, WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	3	2	1	1	2	1	1	0
3.9	3	1	2	1	3	0	1	0	1
3.8	4	3	1	2	6	1	6	0	0
3.7	1	2	0	2	3	0	2	0	2
3.6	2	2	5	2	4	1	4	1	6
3.5	5	3	3	3	2	1	4	0	2
3.4	4	1	2	3	12	4	3	0	2
3.3	7	4	6	9	10	3	8	1	6
3.2	7	2	7	7	15	2	6	1	7
3.1	7	3	4	9	13	4	9	0	12
3.0	15	10	13	15	11	8	3	0	10
2.9	11	9	13	10	7	2	3	0	8
2.8	9	8	7	8	6	2	1	0	9
2.7	6	6	10	7	7	3	0	0	19
2.6	15	10	5	7	8	2	0	1	13
2.5	7	7	14	8	5	2	0	0	7
2.4	13	5	12	12	10	6	0	1	13
2.3	8	11	12	9	8	1	0	2	11
2.2	9	5	11	8	4	0	0	0	9
2.1	7	10	5	5	4	2	0	0	9
2.0	9	10	2	4	3	3	0	0	6
1.9	7	8	8	4	2	2	0	0	7
1.8	7	15	1	3	2	2	1	0	5
1.7	6	2	6	6	0	0	0	0	4
1.6	4	3	4	3	1	0	0	0	2
1.5	3	6	6	2	0	0	0	0	4
1.4	1	2	0	1	1	0	0	0	1
1.3	3	3	3	1	0	0	0	0	5
1.2	0	3	0	0	2	0	0	0	0
1.1	0	4	0	2	0	1	0	0	0
1.0	0	4	1	0	0	0	0	0	0
0.9	0	1	0	0	0	0	0	0	0
0.8	0	2	1	0	0	0	0	0	0
0.7	0	2	0	0	0	0	0	0	0
0.6	0	2	1	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	1	0	0	0	0	0	0	0
0.3	0	0	0	1	0	0	0	0	0
0.2	0	1	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	2	1	0	0	1	0	0	0
Totals	180	177	167	155	150	55	52	8	180
Means	2.6	2.2	2.5	2.6	2.9	2.7	3.3	3.0	2.6
Q_3	3.0	2.8	3.0	3.0	3.3	3.1	3.6	3.4	3.0
Medians	2.6	2.3	2.5	2.7	3.0	2.9	3.3	3.1	2.6
Q_1	2.1	1.8	2.2	2.2	2.4	2.4	3.1	2.4	2.3

deal with agriculture majors, Tables V and VI with arts and science majors, Tables VII and VIII with those majoring in commercial fields, Tables IX and X concern engineering majors, and XI and XII deal with home economics majors.

In Table III a study was made of the grade-point distributions of students in the department of agriculture, who transferred to other colleges, with more than 60 hours earned in residence at Murray.

Findings (Table III):

1. There were 180 students in the field of agriculture, who earned more than 60 hours in residence at Murray State Agricultural College before transferring to other colleges and universities. This was 26.6 per cent of the 677 who transferred with more than 60 hours.

2. The range in grade-point averages from Murray was 1.3 to 3.9. There were 55, or 30.5 per cent, who had a range from 3.0 through 3.9. There were 94, or 52.2 per cent, of them whose grades had a range from 2.0 through 2.9. There were only 31, or 17.2 per cent, whose grades ranged from 1.3 through 1.9.

3. At the end of the first semester after transfer the mean grade-point average dropped 0.4 units, or from 2.6 to 2.2. The median grade-point average dropped from 2.6 to 2.3, or 0.3 units.

4. The mean and median grade-point averages were not the same in over half of the terms.

5. The mean and median grade-point averages increased during each subsequent term and from the third term on they equalled or surpassed their record at Murray.

6. The grade-point average at the end of their college work was the same as that made at Murray.

7. There was a drop of 0.2 in grade-point averages for those in the upper quartile for the first semester after transfer, and it took them one more semester to bring their averages up to that which they had compiled at Murray. The students in the lower quartile had a drop of 0.3 units during the first semester after transfer. At the end of their college work, the upper quartile students had the same total cumulative average as their Murray cumulative, while those in the lower quartile had raised their average 0.2 grade-points.

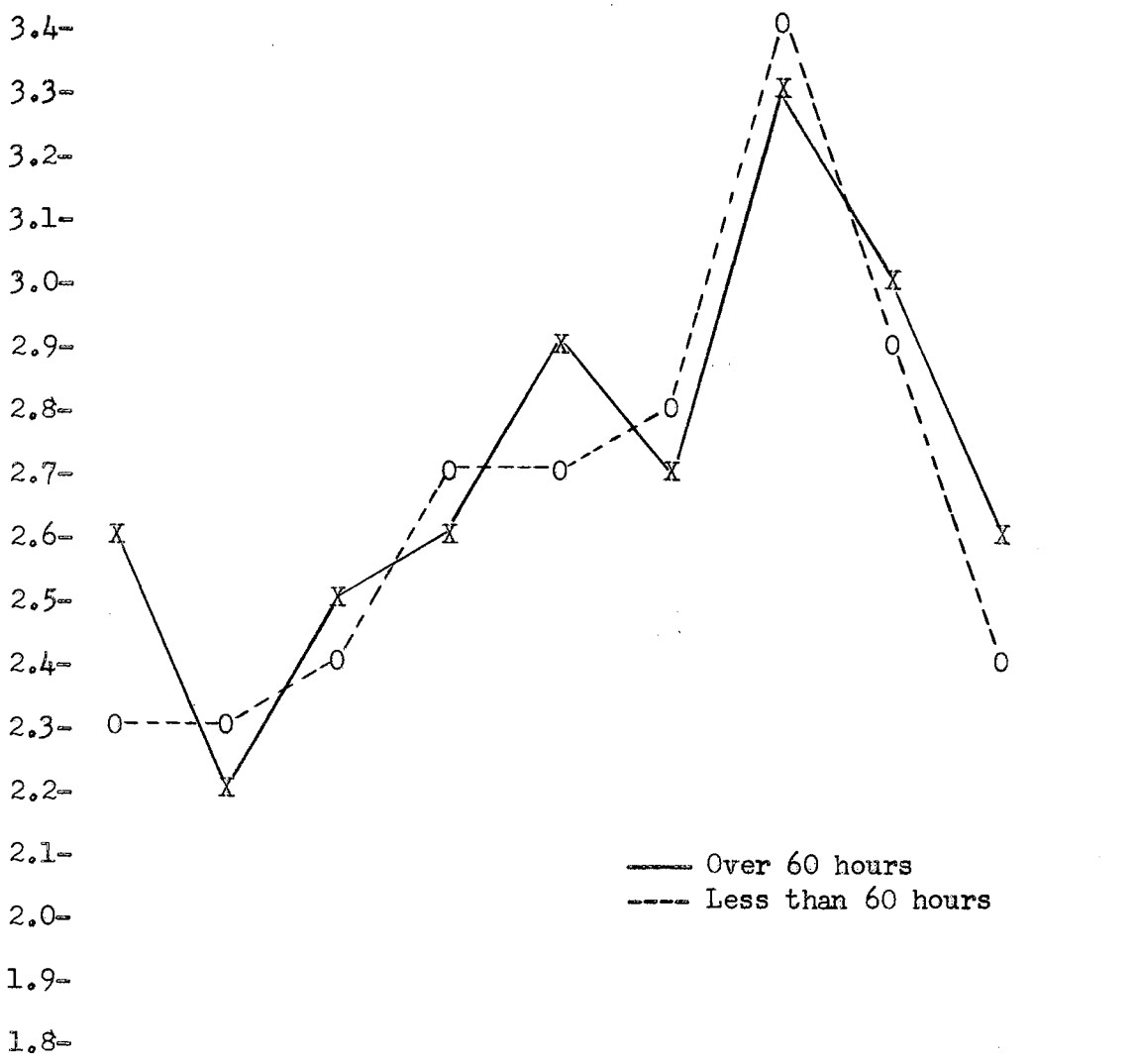
8. The middle 50 per cent of the interquartile range fell between 2.1 and 3.0 at Murray and between 2.3 and 3.0 for their total cumulative college work. The upper quartile had a smaller range of 2.8 to 3.0 for the work from the first semester after transfer to total cumulative college average, while the lower quartile ranged from 1.8 to 2.3 for the same period.

The above findings are graphically presented in Figure 2. It shows that from the third semester on they either equalled or surpassed their Murray record and their total cumulative record was the same as the one compiled at Murray.

Table IV is a summation of the grade-point distributions of students in the department of agriculture, who transferred to other colleges, with less than 60 hours earned in residence at Murray State Agricultural College.

Findings (Table IV):

1. There were 54 students in the field of agriculture who earned less than 60 hours in residence at Murray before transferring to other colleges. This was 19.0 per cent of the 284 students who transferred with less than 60 hours.



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	180	177	167	155	150	55	52	8	180
N_O =	54	53	49	41	39	22	9	3	53

Figure 2. Diagram of Mean Grade-Point Averages of Majors in Agriculture, Transferring from Murray to Four-Year Colleges and Universities, by Semester and the Cumulative Averages at Termination of College Work

TABLE IV

DISTRIBUTION OF GRADE-POINT AVERAGES OF MAJORS IN AGRICULTURE AT MURRAY STATE AGRICULTURAL COLLEGE, WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	0	0	1	1	1	0	0	0
3.9	2	0	0	0	0	0	0	0	0
3.8	0	1	1	0	0	0	1	0	0
3.7	0	0	0	0	0	0	0	0	0
3.6	2	2	0	2	0	1	0	1	2
3.5	0	1	1	2	0	1	1	0	0
3.4	0	0	0	0	3	0	2	0	3
3.3	1	4	0	2	2	1	2	0	0
3.2	4	2	5	2	1	2	2	0	0
3.1	1	1	4	2	5	1	1	0	1
3.0	0	3	2	3	3	2	0	0	3
2.9	1	3	2	1	1	0	0	0	1
2.8	1	0	3	5	2	2	0	0	4
2.7	4	0	2	2	2	2	0	0	3
2.6	3	2	2	4	3	2	0	1	1
2.5	3	3	2	2	2	1	0	1	4
2.4	4	3	1	6	2	2	0	0	5
2.3	1	1	3	2	3	1	0	0	7
2.2	2	3	1	0	2	0	0	0	3
2.1	4	4	1	2	0	1	0	0	4
2.0	2	1	4	1	2	2	0	0	1
1.9	4	1	3	1	1	0	0	0	1
1.8	2	5	2	0	2	0	0	0	2
1.7	4	2	2	0	0	0	0	0	1
1.6	0	0	2	0	1	0	0	0	0
1.5	2	3	1	0	0	0	0	0	2
1.4	2	1	1	0	1	0	0	0	0
1.3	2	1	2	0	0	0	0	0	2
1.2	2	0	0	0	0	0	0	0	3
1.1	0	0	0	0	0	0	0	0	0
1.0	1	1	1	1	0	0	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	1	0	0	0	0	0	0	0
0.7	0	2	0	0	0	0	0	0	0
0.6	0	0	0	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	1	0	0	0	0	0	0	0
0.3	0	1	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	0	1	0	0	0	0	0	0
Totals	54	53	49	41	39	22	9	3	53
Means	2.3	2.3	2.4	2.7	2.7	2.8	3.4	2.9	2.4
Q_3	2.7	3.0	3.0	3.1	3.1	3.2	3.4	2.7	2.8
Medians	2.2	2.2	2.1	2.8	2.7	2.7	3.3	2.6	2.4
Q_1	1.7	1.7	1.9	2.4	2.3	2.5	3.2	2.5	2.1

2. The range in grade-point averages from Murray was from 1.0 to 3.9. There were 10, or 18.5 per cent, of them ranging from 3.0 to 3.9. This percentage was slightly more than half that made by those with more than 60 hours. There were 25, or 46.3 per cent, with grades which ranged from 2.0 through 2.9. This per cent was also lower than that made by those with more than 60 hours. There were 19, or 35.2 per cent whose grades ranged from 1.0 through 1.9. This percentage was more than double that made by the group which transferred with more than 60 hours.

3. At the end of the first semester after transfer the mean grade-point average reamined the same as at the time of transfer. There was no change in the median average.

4. The median grade-point averages were lower than the means during four of the semesters after transfer but were the same for the cumulative total.

5. The mean grade-point averages increased during each term after the first and surpassed the average at transfer time during all but the first term. The median grade-point averages dropped during the second term after transfer but increased from then on, and surpassed the Murray cumulative in all but two of the semesters.

6. The grade-point average at the end of their college career was 0.1 units higher than at the time of transfer.

7. There was an increase of 0.3 grade-points among those in the upper quartile at the end of the first term after transfer while there was no change in the average of those in the lower quartile. The upper quartile raised their average by 0.1 units by the end of their college work, while the lower quartile had raised theirs by 0.4 units. This

was a slightly better increase than those with more than 60 hours.

8. The middle 50 per cent of the interquartile range fell between 1.7 and 2.7 at Murray and between 2.1 and 2.8 for their total cumulative college average. The upper quartile had a range from 3.0 to 2.8, while the lower quartile ranged from 1.7 to 2.1 for the same period. This was somewhat lower than the corresponding averages for those with more than 60 hours.

The above findings from Table IV are graphically presented in Figure 2. It shows that they equalled or surpassed their Murray record from the time of transfer. Their total cumulative average was slightly higher than their record at Murray by 0.1 units. This was 0.2 units lower than the record made by those with more than 60 hours.

The frequency distribution of grades made by students in the department of arts and science, who transferred to other colleges after they earned more than 60 hours in residence at Murray, is dealt with in Table V.

Findings (Table V):

1. There was a total of 209 students in the arts and science areas who earned over 60 hours at Murray before transferring elsewhere. This constituted slightly less than 30.9 per cent of the 677 who transferred with more than 60 hours.

2. The range in grade-point averages from Murray was from 1.0 to 4.0. This was a wider range than any other group with the exception of those in arts and science with less than 60 hours. There were 52, or 24.7 per cent, of them with a range from 3.0 to 4.0. In the next group there were 118, or 56.5 per cent, whose grades ranged between 2.0 and 2.9. Those with grades avering between 1.0 and 1.9 numbered 39 or a total of 18.7 per cent of the group.

TABLE V

DISTRIBUTION OF GRADE-POINT AVERAGES OF ARTS AND SCIENCE MAJORS OF MURRAY STATE AGRICULTURAL COLLEGE, WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	2	1	0	1	2	1	2	1	0
3.9	5	1	1	1	1	1	0	0	1
3.8	3	3	2	2	1	0	1	0	2
3.7	2	0	1	1	2	3	2	0	1
3.6	6	0	2	3	3	2	3	0	3
3.5	4	3	5	4	7	1	5	0	2
3.4	5	2	2	5	6	1	6	2	7
3.3	4	4	5	6	4	1	7	0	4
3.2	1	2	4	5	6	0	7	1	3
3.1	5	4	2	3	8	2	9	0	8
3.0	15	9	8	8	6	7	11	0	4
2.9	8	3	4	2	16	4	5	0	11
2.8	9	3	9	5	10	6	2	0	10
2.7	8	8	5	7	2	5	0	1	11
2.6	6	6	12	12	12	8	6	0	12
2.5	14	7	7	14	9	3	2	0	17
2.4	12	10	15	11	12	1	2	0	16
2.3	21	15	13	13	12	9	0	0	19
2.2	18	9	11	13	5	2	0	0	16
2.1	13	13	6	9	2	1	0	0	11
2.0	9	9	14	12	6	1	0	0	13
1.9	11	24	16	6	4	0	0	0	13
1.8	5	11	11	7	6	2	0	0	8
1.7	10	7	7	4	1	1	0	0	4
1.6	4	9	4	5	4	0	0	0	5
1.5	2	7	3	4	2	0	0	0	2
1.4	3	4	6	4	4	1	0	0	0
1.3	1	4	1	1	0	1	0	0	3
1.2	1	6	2	1	0	0	0	0	0
1.1	1	5	3	1	0	0	0	0	0
1.0	1	3	2	1	0	0	0	0	1
0.9	0	0	0	1	0	0	1	0	1
0.8	0	1	1	2	0	0	0	0	0
0.7	0	0	0	0	2	0	0	0	0
0.6	0	0	0	0	1	0	0	0	0
0.5	0	1	0	1	0	0	0	0	0
0.4	0	2	1	0	0	0	0	0	0
0.3	0	2	0	0	0	0	0	0	0
0.2	0	0	1	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	6	3	0	1	0	0	0	0
Totals	209	204	189	175	157	64	71	5	208
Means	2.5	2.1	2.3	2.4	2.6	2.7	3.1	3.3	2.5
Q_3	3.0	2.6	2.7	2.8	3.1	3.0	3.4	3.4	2.8
Medians	2.4	2.1	2.3	2.4	2.6	2.7	3.1	3.3	2.4
Q_1	2.1	1.7	2.0	2.0	2.3	2.3	3.0	3.2	2.1

3. The mean grade-point average dropped 0.4 units by the end of the first semester after transfer, from 2.5 to 2.1. The median grade-point average dropped only 0.3 units from 2.4 to 2.1.

4. The mean and median grade-point averages were the same for all semesters with the exception of the Murray cumulative and total cumulative averages.

5. The mean and median grade-point averages increased during each succeeding term and from the fourth term on surpassed the averages at the time of transfer.

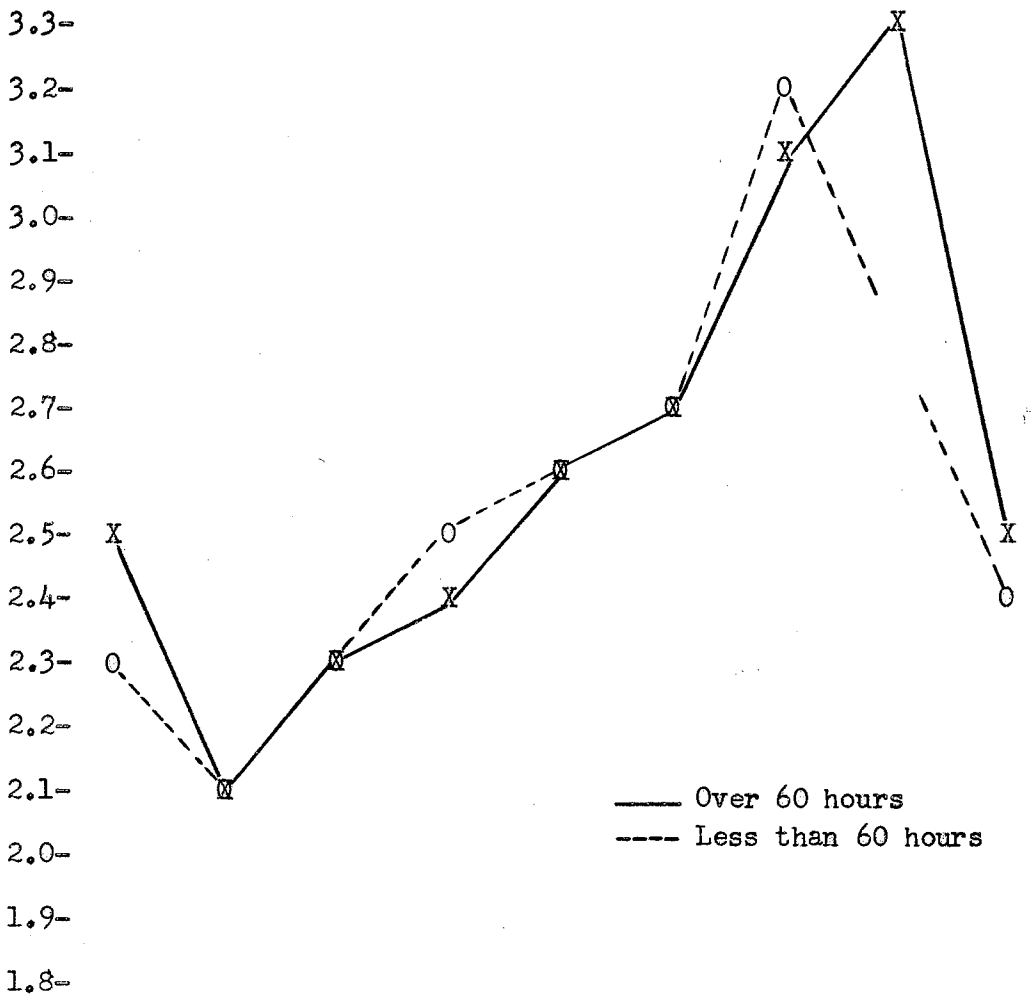
6. The grade-point average at the end of their college work was the same as that made at Murray.

7. There was a drop of 0.4 grade-points in both the upper and lower quartiles and it took each of them three terms to bring their averages to a figure which surpassed their Murray average. At the completion of their college work both groups had the same total cumulative average as the one they compiled at Murray.

8. The middle 50 per cent of the interquartile range had a range from 2.1 through 2.9 in Murray cumulative averages and one of 2.1 through 2.8 in their total cumulative average. Both the upper and lower quartiles had a difference of 0.4 grade-points between the average for the first semester after transfer and their total cumulative record.

The above findings are graphically presented in Figure 3. It shows that from the fourth semester on they surpassed or equalled their Murray cumulative average.

Table VI is a summation of the grade-point distributions of students in the department of arts and science who transferred from Murray with less than 60 hours earned in residence.



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	209	204	189	175	157	64	71	5	208
N_O =	124	116	110	101	94	60	27	0	122

Figure 3. Diagram of Mean Grade-Point Averages of Arts and Science Majors, Transferring from Murray to Four-Year Colleges and Universities, by Semester and the Cumulative Averages at Termination of College Work

TABLE VI

DISTRIBUTION OF GRADE-POINT AVERAGES OF ARTS AND SCIENCE MAJORS OF MURRAY STATE AGRICULTURAL COLLEGE, WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	1	0	3	3	1	2	0	0
3.9	3	0	0	1	0	0	0	0	0
3.8	3	1	0	1	1	1	0	0	2
3.7	0	1	3	2	0	0	1	0	2
3.6	0	1	2	1	2	0	0	0	1
3.5	0	1	1	0	2	3	3	0	1
3.4	2	1	2	3	5	0	2	0	0
3.3	6	0	3	3	3	1	5	0	3
3.2	2	1	1	0	1	5	3	0	3
3.1	5	2	4	4	3	5	5	0	3
3.0	3	6	5	4	7	2	1	0	2
2.9	4	2	3	4	4	5	0	0	6
2.8	3	5	4	7	9	6	2	0	7
2.7	3	1	2	8	3	4	0	0	6
2.6	9	7	9	11	8	5	0	0	5
2.5	8	7	11	5	5	3	1	0	10
2.4	11	3	8	2	7	4	0	0	10
2.3	5	9	3	6	4	6	1	0	15
2.2	7	5	5	8	7	3	1	0	8
2.1	4	10	8	4	7	1	0	0	10
2.0	8	3	3	3	2	2	0	0	6
1.9	2	6	9	4	0	1	0	0	6
1.8	6	11	5	3	2	1	0	0	4
1.7	12	5	5	4	1	0	0	0	2
1.6	6	4	5	2	3	0	0	0	1
1.5	2	3	3	3	1	0	0	0	2
1.4	3	1	0	3	1	0	0	0	5
1.3	3	4	1	0	1	0	0	0	1
1.2	1	3	2	0	0	0	0	0	0
1.1	2	2	0	0	0	0	0	0	1
1.0	0	1	0	2	0	0	0	0	0
0.9	1	2	2	0	1	1	0	0	0
0.8	0	1	0	0	0	0	0	0	0
0.7	0	1	0	0	0	0	0	0	0
0.6	0	0	0	0	1	0	0	0	0
0.5	0	1	0	0	0	0	0	0	0
0.4	0	0	0	0	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	4	1	0	0	0	0	0	0
Totals	124	116	110	101	94	60	27	0	122
Means	2.3	2.1	2.3	2.5	2.6	2.7	3.2	---	2.4
Q_3	2.7	2.6	2.8	2.9	3.0	3.1	3.4	---	2.7
Medians	2.3	2.1	2.4	2.6	2.6	2.7	3.2	---	2.4
Q_1	1.8	1.7	1.9	2.1	2.2	2.3	3.1	---	2.1

Findings (Table VI):

1. There were 124 in the arts and science area who earned less than 60 hours in residence at Murray State Agricultural College before transfer to other colleges. This constituted 43.7 per cent of the 284 students who transferred with less than 60 hours.

2. The range in grade-points from Murray was from 0.9 to 3.9. A total of 24, or 19.4 per cent, of them had a range of 3.0 to 3.9. This percentage was about 5 per cent lower than the corresponding group with more than 60 hours. There were 62, or 50 per cent, with grades ranging between 2.0 and 2.9. This was 6.5 per cent less than the group with more than 60 hours. There were 38, or 30.6 per cent, whose grade-point averages ranged between 0.9 and 1.9. This was about 1.6 times as many in this lower group as were in the same group of those with more than 60 hours.

3. The mean grade-point average dropped 0.2 points by the end of the first semester after transfer but equalled or surpassed their Murray cumulative average from the second term on to completion of their work. This lowering in grade-point averages was less than that for the over 60 hours group, and they succeeded in obtaining a 0.1 increase in their total whereas the over 60 group just equalled theirs.

4. The median grade-point averages were the same as the means in all but the second and third terms after transfer.

5. The mean grade-point averages increased during each term after the first semester so that they surpassed their Murray average in all but the first and second terms. Median grade-point averages surpassed their Murray cumulative in all but the first term.

6. The grade-point average was 0.1 units higher for the total cumulative than their Murray cumulative average.

7. There was no increase in the total cumulative average compared with the Murray cumulative among the upper quartile but the lower quartile raised theirs by 0.3 units. In the over 60 hours group there was no increase by either quartile.

8. The middle 50 per cent of the interquartile range was from 1.8 through 2.7 for the Murray cumulative and from 2.1 through 2.7 for their total cumulative average. The upper quartile had a range of 2.6 through 2.7 from the first term to the total cumulative, while the lower quartile ranged from 1.7 through 2.1. The upper quartile in the over 60 group had a larger range from the first term to the final average and the lower quartile had the same amount of range for both groups.

Figure 3 is a graphic presentation of these results. It is shown in this figure that from the second term on these students equalled or surpassed their Murray cumulative record.

Table VII has the record of the grade-point distributions of students in the field of commercial subjects who transferred from Murray with more than 60 hours earned in residence.

Findings (Table VII):

1. A total of 103 students in commerce transferred to other colleges after having earned over 60 hours in residence at Murray. These constituted 15.2 per cent of the 677 students who transferred with a similar number of hours.

2. The range in grade-point averages from Murray was from 1.1 to 4.0. There were 29, or a total of 28.1 per cent, whose grade-point averages ranged from 3.0 to 4.0. A total of 60, or 58.2 per cent, had a range of 2.0 through 2.9, while a total of 14, or 13.6 per cent, had grades in the 1.1 through 1.9 range.

TABLE VII

DISTRIBUTION OF GRADE-POINT AVERAGES OF COMMERCE MAJORS AT MURRAY STATE AGRICULTURAL COLLEGE, WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	2	0	0	1	0	0	1	0	0
3.9	0	1	0	0	0	0	1	0	0
3.8	0	0	1	0	0	2	0	0	0
3.7	0	0	0	2	0	0	2	0	2
3.6	5	0	2	1	3	1	0	0	0
3.5	3	0	1	2	1	0	1	1	2
3.4	2	2	1	1	1	3	5	1	2
3.3	2	2	1	0	2	0	2	0	1
3.2	6	1	3	5	2	0	2	1	3
3.1	5	2	2	1	3	0	2	0	6
3.0	4	2	4	8	5	2	2	0	3
2.9	7	4	1	1	2	0	1	0	7
2.8	6	4	4	2	6	4	0	0	7
2.7	10	5	4	5	9	4	0	0	3
2.6	4	4	5	3	4	3	0	0	5
2.5	9	6	2	5	5	2	0	0	14
2.4	1	6	4	5	8	4	0	0	6
2.3	1	6	9	5	2	2	0	0	7
2.2	10	2	5	4	3	1	0	0	7
2.1	8	4	6	4	2	0	0	0	2
2.0	4	8	7	4	4	2	0	0	8
1.9	3	4	1	3	4	0	0	0	5
1.8	3	8	6	3	2	0	0	0	3
1.7	2	3	4	4	0	0	0	0	4
1.6	1	3	2	4	1	0	0	0	1
1.5	4	2	5	1	1	1	0	0	1
1.4	0	3	1	2	0	0	0	0	2
1.3	0	1	1	0	1	0	0	0	0
1.2	0	1	1	1	0	0	0	0	0
1.1	1	2	0	0	0	0	0	0	0
1.0	0	4	0	0	1	0	0	0	1
0.9	0	1	1	1	0	0	0	0	0
0.8	0	1	4	0	0	0	0	0	0
0.7	0	0	0	0	1	1	0	0	0
0.6	0	3	0	0	0	0	0	0	0
0.5	0	2	0	0	0	0	0	0	0
0.4	0	0	0	0	0	0	0	0	0
0.3	0	0	0	1	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	2	1	0	0	0	0	0	0
Totals	103	99	89	79	73	32	19	3	102
Means	2.6	2.1	2.2	2.4	2.5	2.7	3.4	3.4	2.5
Q_3	3.0	2.6	2.7	3.0	2.9	2.8	3.4	3.4	2.8
Medians	2.7	2.1	2.2	2.4	2.6	2.6	3.4	3.4	2.5
Q_1	2.1	1.6	1.8	1.9	2.2	2.4	3.1	3.2	2.2

3. The mean grade-point average dropped 0.5 units by the end of the first term after transfer and did not equal or surpass their Murray average until the 5th+ term.

4. The median grade-point averages were equal to the means in all but two of the terms after transfer.

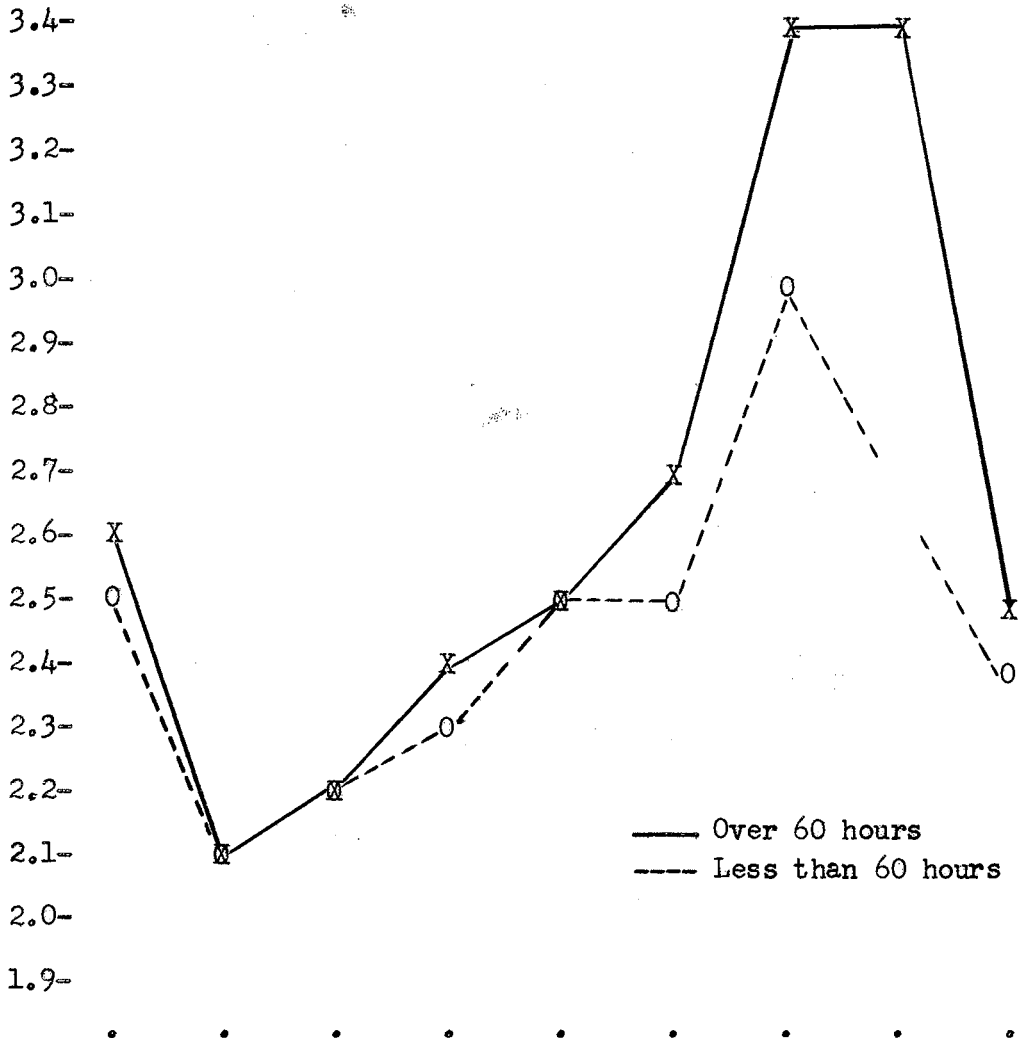
5. The mean grade-point averages increased during each succeeding term after the first, but it was not until the 5th+ term that they surpassed the Murray cumulative average.

6. The total cumulative grade-point average was 0.1 units lower than their Murray cumulative average.

7. There was a decrease of 0.2 units in the total cumulative average in the upper quartile, while the lower quartile raised theirs by 0.1 units. In the upper quartile there was a drop of 0.4 units by the end of the first term after transfer. They were able to equal their Murray average during the third term but dropped again during the next two terms. They surpassed their Murray average during graduate terms but the total was 0.2 units lower than their Murray average. The lower quartile also dropped 0.5 units by the end of their first term after transfer but were able to surpass their Murray average from the fourth term on to the termination of their college work.

8. The range for the middle 50 per cent of the interquartile division was 2.1 through 3.0 for their Murray cumulative and 2.2 through 2.8 for their total cumulative average. The upper quartile group ranged from 2.6 through 2.8 from the first term to total average and the lower quartile ranged from 1.6 through 2.2 for the same period.

Figure 4 presents these distributions graphically. It shows that there were only 3 terms in which the grade-point averages were higher



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	103	99	89	79	73	32	19	3	102
N_O =	50	47	37	32	38	10	5	0	50

Figure 4. Diagram of Mean Grade-Point Averages of Majors in Commerce, Transferring from Murray to Four-Year Colleges and Universities, by Semester and the Cumulative Averages at Termination of College Work

than the Murray cumulative and that the total cumulative was 0.1 units lower.

Table VIII contains the grade-point distributions of those students in the field of commerce who transferred from Murray with less than 60 hours.

Findings (Table VIII):

1. There were 50 students in commerce who transferred from Murray with less than 60 hours earned in residence. This was 17.6 per cent of the 284 students who transferred with a similar number of hours.

2. The grade-point averages ranged from 1.1 to 4.0 in the Murray cumulative. There were 12, or 24 per cent, having grade-point averages which ranged from 3.0 to 4.0. A total of 26, or 52 per cent, had a range of 2.0 through 2.9, and there were 12, or 24 per cent, who had a range of 1.1 through 1.9.

3. The mean grade-point average dropped 0.4 units at the end of the first term, then continued to rise and equalled the Murray average during the fourth term and ended with a drop of 0.1 for the total record.

4. The median grade-point averages were higher than the means in five of the terms after transfer.

5. The mean grade-point averages increased during each semester after the first term and equalled the Murray mean during the fourth term.

6. The total cumulative grade-point average was 0.1 units lower than the Murray cumulative. The total cumulative average for those with more than 60 hours and those with less than 60 hours were the same.

7. There was an increase of 0.1 units in the total cumulative average in the upper quartile, and the lower quartile lowered theirs by 0.1

TABLE VIII

DISTRIBUTION OF GRADE-POINT AVERAGES OF COMMERCE MAJORS AT MURRAY STATE AGRICULTURAL COLLEGE, WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	1	3	0	1	0	0	0	0	0
3.9	1	0	0	1	0	0	0	0	1
3.8	1	0	1	0	1	0	0	0	0
3.7	0	0	0	0	0	0	1	0	1
3.6	1	0	0	0	1	1	0	0	0
3.5	1	1	1	1	0	0	0	0	2
3.4	0	2	0	1	0	0	1	0	0
3.3	1	0	1	0	1	0	1	0	2
3.2	4	0	0	0	1	1	0	0	4
3.1	1	1	2	2	0	0	0	0	1
3.0	1	3	1	0	5	1	1	0	1
2.9	0	0	0	2	0	0	0	0	1
2.8	3	1	4	3	1	1	0	0	1
2.7	2	2	2	2	1	1	0	0	1
2.6	2	5	1	2	4	1	0	0	6
2.5	3	0	2	2	2	0	0	0	2
2.4	4	0	1	1	2	1	0	0	4
2.3	6	2	1	1	2	0	0	0	4
2.2	3	6	3	3	0	0	0	0	3
2.1	2	1	1	1	0	1	0	0	1
2.0	1	2	4	2	0	0	0	0	0
1.9	2	1	1	0	1	1	0	0	3
1.8	3	1	1	0	1	0	0	0	1
1.7	1	0	1	0	1	0	0	0	2
1.6	2	3	3	1	3	0	0	0	3
1.5	2	0	0	0	0	0	1	0	2
1.4	1	3	2	0	0	0	0	0	1
1.3	0	1	1	1	0	0	0	0	1
1.2	0	1	0	1	1	0	0	0	1
1.1	1	0	1	1	0	1	0	0	1
1.0	0	0	1	0	0	0	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	2	0	1	0	0	0	0	0
0.7	0	0	0	0	0	0	0	0	0
0.6	0	1	0	0	0	0	0	0	0
0.5	0	2	0	0	0	0	0	0	0
0.4	0	0	0	1	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	1	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	2	1	1	0	0	0	0	0
Totals	50	47	37	32	28	10	5	0	50
Means	2.5	2.1	2.2	2.3	2.5	2.5	3.0	---	2.4
Q_3	2.8	2.7	2.8	2.8	3.0	3.0	3.4	---	2.9
Medians	2.4	2.2	2.2	2.5	2.6	2.6	3.3	---	2.4
Q_1	2.0	1.4	1.6	2.0	1.9	2.1	1.5	---	1.9

units. The results were opposite in the group which transferred with more than 60 hours. The upper quartile had a drop of only 0.1 unit at the end of the first semester after transfer and the lower quartile had a drop of 0.6 units. The upper quartile were able to equal their Murray cumulative average by the end of the second term. No students went on to do work beyond the Master's level. The lower quartile required two terms before they reached their Murray average, dropped the next term and surpassed their Murray average during the 5th+ terms.

The range for the middle 50 per cent of the interquartile range was from 2.0 through 2.8 for their Murray cumulative and from 1.9 through 2.9 for their total cumulative average. The upper quartile ranged from 2.7 through 2.9 from the first term to total average, and the range for the lower quartile was from 1.4 through 1.9 for the same period. The upper quartile was a little higher and the lower quartile a little lower than those with more than 60 hours.

Figure 4 is a graphic presentation of these results. It is shown in this figure that these students equalled and surpassed their Murray cumulative in only three semesters. Their total cumulative was only 0.1 unit lower than their record at Murray.

The grade-point distributions of students in the department of engineering, who transferred to other colleges after they earned more than 60 hours in residence at Murray, are found in Table IX.

Findings (Table IX):

1. There were 148 students in the engineering area, who earned more than 60 hours in residence at Murray State Agricultural College before transferring to other colleges and universities. This was 21.9 per cent of the 677 who transferred with a similar number of hours.

TABLE IX

DISTRIBUTION OF GRADE-POINT AVERAGES OF MAJORS IN ENGINEERING AT MURRAY STATE AGRICULTURAL COLLEGE, WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	2	0	0	0	0	0	1	0	0
3.9	2	0	0	1	0	0	1	0	0
3.8	1	0	0	1	3	1	0	0	0
3.7	1	1	0	1	0	0	0	0	0
3.6	3	1	2	2	1	0	1	0	0
3.5	5	2	1	0	4	2	1	0	3
3.4	5	2	1	2	4	1	2	0	6
3.3	5	1	3	4	2	0	4	0	1
3.2	5	2	3	2	7	2	4	0	5
3.1	7	4	5	1	4	3	4	0	2
3.0	15	2	4	7	6	3	2	0	11
2.9	12	4	3	4	8	4	0	0	6
2.8	3	3	2	6	6	4	1	0	7
2.7	13	1	2	6	9	3	1	0	13
2.6	10	9	8	9	10	2	1	0	11
2.5	12	4	9	2	9	4	0	0	15
2.4	8	7	7	6	4	1	0	0	13
2.3	8	3	7	9	3	8	0	0	7
2.2	9	5	8	5	2	7	0	0	5
2.1	5	5	7	5	2	1	0	0	9
2.0	4	3	3	6	2	3	1	0	13
1.9	7	4	4	4	5	2	0	0	5
1.8	2	5	8	8	4	2	0	0	2
1.7	1	9	4	4	1	1	0	0	6
1.6	1	6	4	3	0	1	0	0	5
1.5	0	5	3	3	2	0	0	0	1
1.4	1	6	5	4	4	0	0	0	1
1.3	1	6	3	3	0	0	0	0	0
1.2	0	2	1	2	0	0	1	0	1
1.1	0	4	4	0	1	0	0	0	0
1.0	0	3	2	1	2	0	0	0	0
0.9	0	3	1	1	1	1	0	0	0
0.8	0	8	1	0	0	0	0	0	0
0.7	0	4	0	0	0	0	0	0	0
0.6	0	5	2	0	0	0	0	0	0
0.5	0	1	0	0	0	0	0	0	0
0.4	0	2	1	0	0	0	0	0	0
0.3	0	3	4	1	0	0	0	0	0
0.2	0	1	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	6	0	1	0	0	0	0	0
Totals	148	142	122	114	106	56	25	0	148
Means	2.7	1.8	2.1	2.8	2.7	2.5	3.1	---	2.5
Q_3	3.0	2.4	2.6	2.4	3.0	2.9	3.3	---	2.8
Medians	2.7	1.7	2.2	2.3	2.7	2.5	3.2	---	2.5
Q_1	2.3	1.1	1.6	1.8	2.3	2.2	3.0	---	2.1

2. The range in grade-point averages from Murray was from 1.3 to 4.0. There were 51, or 34.5 per cent, who had a range from 3.0 through 4.0. There were 84, or 56.8 per cent, of them whose grades ranged from 2.0 through 2.9. There were only 13, or 8.8 per cent, whose grades ranged from 1.3 through 1.9.

3. At the end of the first semester after transfer the mean grade-point average dropped 0.9 units, or from 2.7 to 1.8. The median grade-point average dropped from 2.7 to 1.7, or 1.0 units.

4. The mean and median grade-point averages were the same in half the terms.

5. The mean and median grade-point averages increased after the first term, but equalled or surpassed their Murray average in only three of those terms.

6. The grade-point average was 0.2 units lower at the end of their college career than when they left Murray.

7. There was a drop of 0.6 units in grade-point averages for those in the upper quartile for the first semester after transfer, and it took them two more semesters to equal their Murray average. The students in the lower quartile had a drop of 1.2 units during the first semester after transfer. They had a cumulative average of 0.2 units less than the one compiled at Murray. This was the same lowering as found in the upper quartile.

8. The middle 50 per cent of the interquartile range fell between 2.3 and 3.0 at Murray and between 2.1 and 2.8 for their total cumulative college work. The upper quartile had a range of 2.4 to 2.8 for their work from the first semester after transfer to their total cumulative college average, while the lower quartile had a much larger range of 1.1 to 2.1 for the same period.

The above findings are graphically illustrated in Figure 5. It shows that only in the 3rd, 4th and Master's cumulative averages did these students equal or surpass their Murray cumulative record.

Table X is a summation of the grade-point distributions of students in the department of engineering who transferred to other colleges with less than 60 hours earned in residence at Murray State Agricultural College.

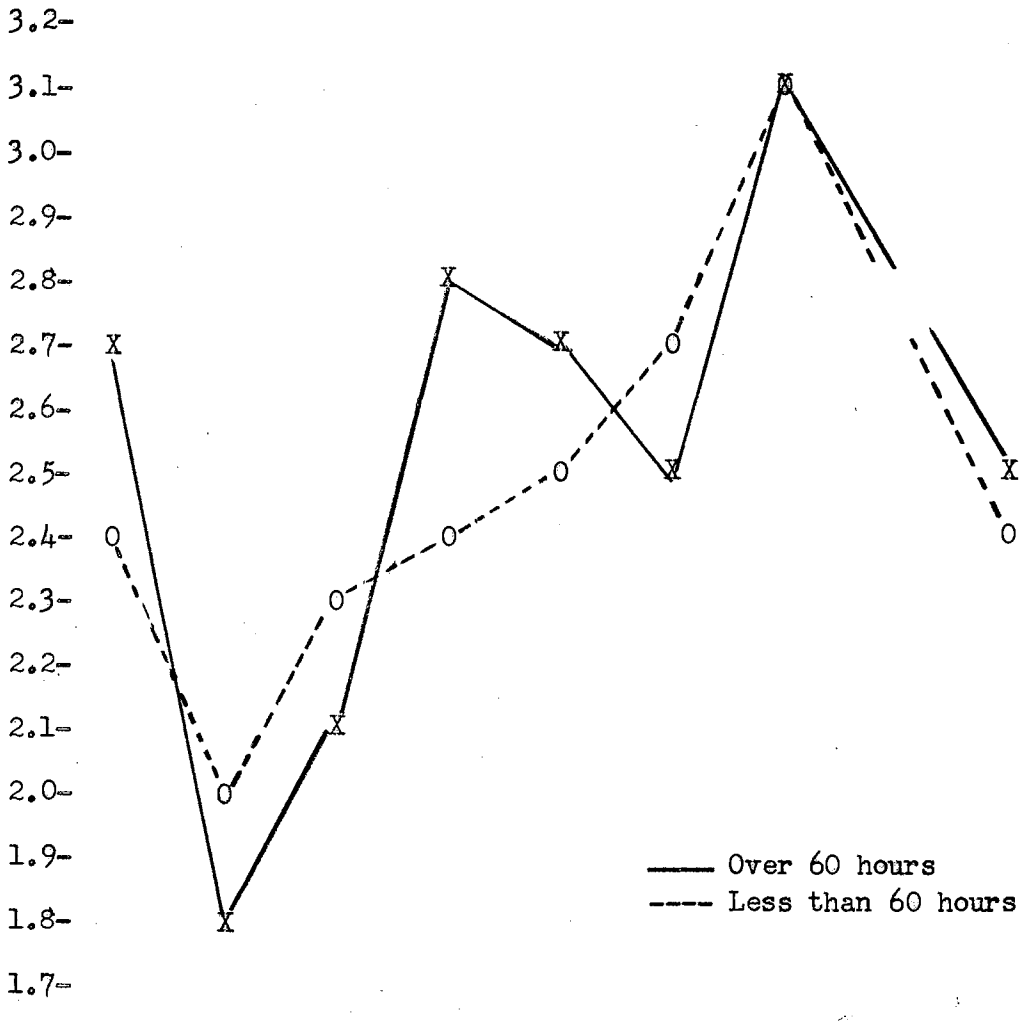
Findings (Table X):

1. There were 45 students in the field of engineering who earned less than 60 hours in residence at Murray before transferring to other colleges. This was 15.9 per cent of the 284 students who transferred with less than 60 hours.

2. The range in grade-point averages from Murray was 1.3 through 3.7. There were 10, or 22.2 per cent, of them whose grades ranged from 3.0 through 3.7. This percentage was only about 64 per cent of that made by those with more than 60 hours. There were 25, or 55.5 per cent, with grades which ranged between 2.0 and 2.9. This percentage was slightly lower than that made by those who had over 60 hours earned at Murray. There were 10, or 22.2 per cent, of them whose grades ranged from 1.0 through 1.9. This percentage was about 2.5 times that made by the group which transferred with more than 60 hours.

3. At the end of the first semester after transfer the mean grade-point average was 0.4 units lower than that at the time of transfer. The median grade-point average was 0.5 units lower for the same period.

4. The median grade-point averages were higher than the means during three of the semesters after transfer but were the same for the cumulative total. The means and medians were the same during three of the terms.



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	148	142	122	114	106	56	25	0	148
N_O =	45	42	35	31	31	26	7	0	44

Figure 5. Diagram of Mean Grade-Point Averages of Majors in Engineering, Transferring from Murray to Four-Year Colleges and Universities, by Semester and the Cumulative Averages at Termination of College Work

TABLE X

DISTRIBUTION OF GRADE-POINT AVERAGES OF MAJORS IN ENGINEERING AT MURRAY STATE AGRICULTURAL COLLEGE, WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	0	1	0	1	0	0	0	0
3.9	0	0	0	0	0	1	0	0	0
3.8	0	0	0	0	0	0	0	0	0
3.7	1	0	0	0	1	1	0	0	0
3.6	0	0	0	1	0	1	1	0	0
3.5	1	0	1	0	1	0	0	0	0
3.4	0	2	0	0	3	0	0	0	0
3.3	1	0	0	1	0	0	0	0	1
3.2	3	2	0	2	0	2	1	0	2
3.1	2	0	1	1	5	0	1	0	0
3.0	2	2	4	3	0	0	1	0	2
2.9	4	1	4	1	0	1	0	0	3
2.8	2	2	0	2	4	1	0	0	2
2.7	0	1	2	3	0	6	0	0	2
2.6	5	2	2	3	1	2	0	0	3
2.5	2	0	1	3	1	2	0	0	6
2.4	0	6	1	0	0	3	0	0	3
2.3	5	1	3	1	0	3	1	0	2
2.2	3	2	4	0	3	0	0	0	5
2.1	2	0	1	1	2	1	0	0	1
2.0	2	1	0	1	0	0	0	0	4
1.9	1	3	2	0	2	1	0	0	1
1.8	2	2	0	2	2	0	0	0	1
1.7	1	1	2	0	0	0	0	0	3
1.6	2	1	0	0	0	0	0	0	1
1.5	1	2	1	1	1	0	0	0	0
1.4	1	2	2	1	1	0	0	0	0
1.3	2	0	1	0	2	0	0	0	0
1.2	0	1	0	1	1	0	0	0	1
1.1	0	0	0	0	0	0	0	0	1
1.0	0	1	1	0	0	1	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	2	1	0	0	0	0	0	0
0.7	0	1	0	2	0	0	0	0	0
0.6	0	1	0	1	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	1	0	0	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	2	0	0	0	0	0	0	0
Totals	45	42	35	31	31	26	7	0	44
Means	2.4	2.0	2.3	2.4	2.5	2.7	3.1	—	2.4
Q_3	2.9	2.6	2.9	2.9	3.1	2.8	3.3	—	2.7
Medians	2.5	2.0	2.3	2.6	2.6	2.7	3.3	—	2.4
Q_1	2.0	1.4	1.9	1.8	1.9	2.4	3.0	—	2.0

5. The mean grade-point averages increased during each term after the first and surpassed or equalled the Murray average in all but the first and second terms after transfer. The same is true for the median grade-point averages.

6. The grade-point average at the end of their college work was the same as that at the time of transfer.

7. There was a drop of 0.3 grade-point units during the first term after transfer among those in the upper quartile and one of 0.6 units among those of the lower quartile. The upper quartile lowered their average by 0.2 units at the end of their college career, while the lower quartile had the same average for their total cumulative and Murray cumulative. This was better than those who transferred with more than 60 hours.

8. The middle 50 per cent of the interquartile range fell between 2.0 and 2.9 in their Murray cumulative and between 2.0 and 2.7 for their total cumulative average. The upper quartile had a range of 2.6 to 2.7 for their transfer work to total cumulative, while the lower quartile ranged from 1.4 to 2.0 for the same period. The upper quartile was almost the same and the lower quartile had a higher average in their range than those in the group with more than 60 hours at the time of transfer.

The above findings from Table X are graphically presented in Figure 5. From this figure we see that the ones with less than 60 hours at the time of transfer equalled or surpassed their Murray cumulative from the 3rd term through the cumulative. Their total cumulative was only 0.1 unit below that made by the over 60 group.

The frequency distributions of grades made by students in the department of home economics, who transferred to other colleges after

they had earned more than 60 hours in residence at Murray State Agricultural College, is dealt with in Table XI.

Findings (Table XI):

1. There were 37 students in home economics areas who earned over 60 hours at Murray before transferring to other colleges. This was 5.5 per cent of the 677 who transferred with an equal number of hours.

2. The range in grade-point averages from Murray was from 1.9 through 3.8. This was a smaller range than that for any other group. There were 18, or 48.6 per cent, of them with a range from 3.0 through 3.8. The group from 2.0 through 2.9 was made up of 17 students, or 45.9 per cent. There were only 2, or 5.4 per cent, whose grades were 1.9 or below. There were fewer students whose grades were less than 2.0 grade-points among this home economics group than any of the others studied.

3. The mean grade-point average dropped 0.4 units by the end of the first semester after transfer, or from 2.9 to 2.5. The median grade-point drop was 0.1 units more,or from 2.9 to 2.4.

4. The mean and median grade-point averages were the same during only three of the semesters after transfer. The median averages were higher for their Master's work and for the total cumulative average.

5. The mean grade-point averages were lower than those made at Murray in all but the last three terms of their college work. The same was true for the median averages.

6. The grade-point average at the end of college work was 0.1 units lower than the Murray cumulative.

7. There was a drop of 0.5 grade-points in both the upper and lower quartiles, and it took each of them three terms to bring their

TABLE XI

DISTRIBUTION OF GRADE-POINT AVERAGES OF HOME ECONOMICS MAJORS OF MURRAY STATE AGRICULTURAL COLLEGE, WITH MORE THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	0	1	0	1	1	0	0	0
3.9	0	0	0	0	0	0	0	0	0
3.8	1	0	0	1	1	0	1	0	0
3.7	1	0	0	1	3	0	0	0	0
3.6	4	0	0	3	0	0	0	0	0
3.5	0	1	0	1	3	3	2	0	2
3.4	2	1	1	2	1	1	1	0	3
3.3	5	3	3	1	3	0	0	0	0
3.2	1	0	1	1	0	0	0	0	6
3.1	2	0	1	1	3	0	0	0	2
3.0	2	2	3	2	4	2	2	0	5
2.9	2	0	1	1	0	0	0	0	2
2.8	3	3	2	4	4	1	1	0	2
2.7	2	3	4	2	3	0	0	0	1
2.6	4	3	2	1	3	0	0	0	2
2.5	1	2	1	1	3	1	0	0	3
2.4	0	4	5	6	0	0	0	0	2
2.3	2	2	3	1	0	1	0	0	0
2.2	1	1	2	3	0	0	0	0	5
2.1	1	4	0	0	0	1	0	0	1
2.0	1	2	1	1	0	0	0	0	0
1.9	2	2	0	0	0	0	0	0	1
1.8	0	2	2	1	1	0	0	0	0
1.7	0	0	0	0	0	0	0	0	0
1.6	0	0	1	1	0	0	0	0	0
1.5	0	1	1	0	0	0	0	0	0
1.4	0	0	0	0	0	0	0	0	0
1.3	0	1	2	1	1	0	0	0	0
1.2	0	0	0	0	0	0	0	0	0
1.1	0	0	0	0	0	0	0	0	0
1.0	0	0	0	0	0	0	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	0	0	0	0	0	0	0	0
0.7	0	0	0	0	0	0	0	0	0
0.6	0	0	0	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	0	0	0	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	0	0	0	0	0	0	0	0
Totals	37	37	37	36	34	11	7	0	37
Means	2.9	2.5	2.5	2.7	3.0	3.1	3.3	—	2.8
Q_3	3.3	2.8	3.0	3.2	3.4	3.5	3.5	—	3.2
Medians	2.9	2.4	2.5	2.7	3.0	3.0	3.4	—	2.9
Q_1	2.6	2.1	2.2	2.4	2.7	2.5	3.0	—	2.4

averages to one that equalled or surpassed their Murray compilation. At the completion of their college work the upper quartile had an average 0.1 units lower than their Murray work and the lower quartile lowered their average by 0.2 units.

8. The middle 50 per cent of the interquartile range had a range of 2.6 to 3.3 in their Murray cumulative average, and one of 2.4 through 3.2 for their total cumulative average. The upper quartile had a difference of 0.4 grade-points between the average for the first term after transfer and their total cumulative record. The lower quartile had a difference of 0.3 units for the same period.

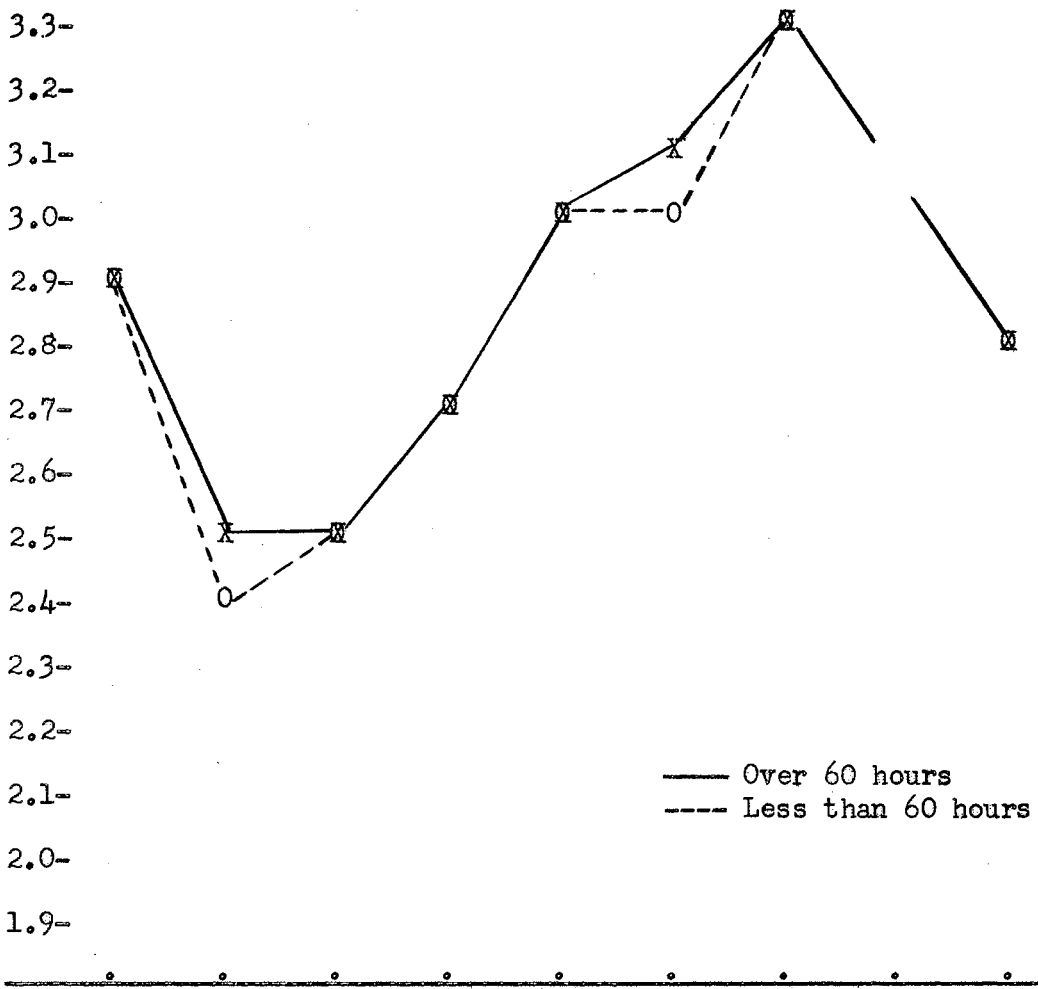
The above findings are graphically presented in Figure 6. It shows that they equalled or surpassed their Murray cumulative average in only the last three terms of college work.

Table XII is a summation of the grade-point distributions of students in home economics at Murray State Agricultural College who transferred to other colleges after earning less than 60 hours in residence there.

Findings (Table XII):

1. There were only 11 who majored in home economics at Murray before they transferred elsewhere. This constituted almost 3.9 per cent of the 284 who transferred with less than 60 hours earned in residence.

2. The range in grade-point averages from Murray was from 1.7 through 3.7. Only the home economics students with more than 60 hours had a smaller range than this group. There were 7, or 63.6 per cent, with a grade average from 3.0 through 3.7. No other group, among those studied, had a higher percentage. There were 3, or 27.3 per cent, whose



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	37	37	37	36	34	11	7	0	37
N_O =	11	11	10	10	9	5	3	0	11

Figure 6. Diagram of Mean Grade-Point Averages of Home Economics Majors, Transferring from Murray to Four-Year Colleges and Universities, by Semester and the Cumulative Averages at Termination of College Work

TABLE XII

DISTRIBUTION OF GRADE-POINT AVERAGES OF HOME ECONOMICS MAJORS OF MURRAY STATE AGRICULTURAL COLLEGE, WITH LESS THAN 60 HOURS EARNED IN RESIDENCE, WHO TRANSFERRED TO OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	0	1	0	1	0	0	0	0
3.9	0	0	0	0	0	0	0	0	0
3.8	0	1	0	0	1	1	0	0	0
3.7	2	0	1	0	0	0	0	0	1
3.6	1	0	1	0	0	1	0	0	0
3.5	0	0	0	1	1	1	1	0	0
3.4	0	1	0	1	1	0	0	0	1
3.3	1	0	1	1	0	1	0	0	2
3.2	1	1	0	0	2	0	0	0	0
3.1	1	1	0	0	1	0	1	0	1
3.0	1	0	1	1	1	0	0	0	2
2.9	0	1	0	0	0	0	1	0	0
2.8	0	1	0	1	0	0	0	0	1
2.7	1	2	1	0	0	0	0	0	0
2.6	1	0	0	0	0	1	0	0	1
2.5	1	0	0	2	0	0	0	0	0
2.4	0	0	2	1	0	0	0	0	0
2.3	0	0	1	1	0	0	0	0	0
2.2	0	0	0	0	0	0	0	0	1
2.1	0	0	0	0	0	0	0	0	0
2.0	0	0	0	1	0	0	0	0	0
1.9	0	0	0	0	0	0	0	0	0
1.8	0	1	0	0	0	0	0	0	1
1.7	1	1	0	0	0	0	0	0	0
1.6	0	0	0	0	1	0	0	0	0
1.5	0	0	0	0	0	0	0	0	0
1.4	0	0	0	0	0	0	0	0	0
1.3	0	0	0	0	0	0	0	0	0
1.2	0	1	0	0	0	0	0	0	0
1.1	0	0	0	0	0	0	0	0	0
1.0	0	0	0	0	0	0	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	0	1	0	0	0	0	0	0
0.7	0	0	0	0	0	0	0	0	0
0.6	0	0	0	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	0	0	0	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	0	0	0	0	0	0	0	0
Totals	11	11	10	10	9	5	3	0	11
Means	2.9	2.4	2.5	2.7	3.0	3.0	3.3	---	2.8
Q_3	3.3	3.1	3.6	3.3	3.5	3.6	---	---	3.3
Medians	3.1	2.8	2.7	2.5	3.2	3.5	3.1	---	3.0
Q_1	2.6	2.7	2.4	2.4	3.0	2.6	2.9	---	2.6

grades ranged between 2.0 and 2.9. Only 1, or 9.1 per cent, had grades below the 2.0 level.

3. The mean grade-point average dropped 0.5 units, during the first semester after transfer, from 2.9 at Murray to 2.4 for the first term. The median grade-point average dropped only 0.3 units from 3.1 at Murray to 2.8 for the first term.

4. The mean and median grade-point averages were not the same during any of the semesters. The median grade-point average was higher than the means in all but one semester.

5. The mean and median grade-point averages increased during each succeeding semester after the first term. From the fourth term on they surpassed the average at the time of transfer.

6. The grade-point average at the end of their college work was 0.1 units lower than their Murray cumulative average.

7. There was a drop of 0.2 grade-points in the upper quartile at the end of the first term, but there was an increase of the same amount in the lower quartile. The upper quartile equalled or surpassed their Murray average from the second term on. They dropped 0.2 units in the second and third terms then surpassed or equalled their Murray average in the rest of their college work. At the end of their college work the upper quartile had the same average as they had at the time of transfer but the lower quartile had dropped 0.1 units.

8. The middle 50 per cent of the interquartile range had a range from 2.6 through 3.3 in their Murray cumulative, and from 2.6 through 3.3 for their total cumulative. The upper quartile increased their grade-point average by 0.2 units from the first term to their total cumulative while the lower quartile lowered theirs by 0.1 units.

The above findings are graphically presented in Figure 6. It is shown in this figure that there was very little difference between those with less than 60 hours and those with more than 60 hours. The less than 60 hours group equalled or surpassed their Murray record in only the last three semesters of their college work.

Table XIII is a summation of the grade-point distributions of students who transferred from Murray to other colleges and universities and continued until a baccalaureate degree was obtained, after having earned more than 60 hours in residence at Murray.

Findings (Table XIII):

1. A total of 506 students, out of 677, transferred with more than 60 hours continued or are continuing toward a degree. This was 74.7 per cent who obtained one or more baccalaureate degrees.

2. The range in grade-point averages was from 1.0 to 4.0 at the time of transfer from Murray. A total of 185, or 36.6 per cent, had averages of 3.0 through 4.0. There were 277, or 54.7 per cent, who had averages from 2.0 through 2.9. There were 44, or 8.7 per cent, whose averages ranged between 1.0 and 1.9.

3. The mean grade-point average dropped 0.4 units, from 2.7 to 2.3, by the end of the first semester after transfer.

4. The median grade-point averages were 0.1 units lower than the means in all semesters except the Murray cumulative and the first semester.

5. The mean and median grade-point averages were below the Murray cumulative in the first three semesters after transfer but were equal or surpassed that average during the rest of the terms.

6. The mean grade-point average was the same at the end for the

TABLE XIII

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS WHO EARNED MORE THAN 60 HOURS IN RESIDENCE AT MURRAY STATE AGRICULTURAL COLLEGE AND CONTINUED TO DEGREES AT OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	5	4	3	3	4	4	5	2	0
3.9	10	3	3	3	4	1	3	0	2
3.8	9	6	3	6	11	4	7	0	2
3.7	4	3	1	7	8	3	6	0	4
3.6	19	3	10	10	11	4	8	1	9
3.5	15	8	10	10	17	7	13	1	10
3.4	17	7	7	13	24	10	17	3	17
3.3	22	13	17	20	21	4	21	1	12
3.2	19	7	17	20	29	4	18	3	20
3.1	23	12	14	15	31	9	24	0	30
3.0	42	22	30	38	31	21	20	0	31
2.9	31	19	21	18	32	10	9	0	32
2.8	28	20	24	25	31	16	5	0	32
2.7	30	20	25	27	30	15	1	1	43
2.6	33	30	31	32	36	15	7	1	36
2.5	30	26	28	26	30	12	2	0	48
2.4	26	29	39	37	33	12	2	1	41
2.3	27	35	42	34	24	20	0	2	32
2.2	30	18	37	33	14	10	0	0	35
2.1	24	30	22	22	9	5	0	0	24
2.0	18	26	22	24	13	7	1	0	23
1.9	15	33	20	14	14	4	0	0	16
1.8	7	31	20	16	14	4	1	0	5
1.7	10	16	13	13	2	1	0	0	0
1.6	4	13	9	11	5	0	0	0	0
1.5	4	13	10	6	2	1	1	0	1
1.4	2	10	7	3	5	0	0	0	0
1.3	1	6	6	5	1	1	0	0	0
1.2	0	3	1	2	0	0	0	0	0
1.1	0	11	2	1	0	0	0	0	0
1.0	1	5	2	0	2	0	0	0	0
0.9	0	3	1	2	0	0	1	0	0
0.8	0	5	1	1	0	0	0	0	0
0.7	0	2	0	0	1	0	0	0	0
0.6	0	5	0	0	0	0	0	0	0
0.5	0	0	0	1	0	0	0	0	0
0.4	0	1	0	0	0	0	0	0	0
0.3	0	1	2	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	3	2	0	0	0	0	0	0
Totals	506	502	502	498	489	204	172	16	505
Means	2.7	2.3	2.5	2.6	2.7	2.8	3.3	3.1	2.7
Q_3	3.1	2.8	2.9	3.0	3.2	3.0	3.4	3.4	3.0
Medians	2.7	2.3	2.4	2.5	2.8	2.7	3.2	3.2	2.6
Q_1	2.3	1.8	2.1	2.2	2.4	2.3	3.0	2.6	2.3

total cumulative and the Murray cumulative. The median for the total cumulative was 0.1 unit lower than the Murray cumulative.

7. The drop in grade averages for the upper quartile was 0.3 units, or from 3.1 to 2.8, while the lower quartile had a drop of 0.5 units, or from 2.3 to 1.8. At completion of college work the upper quartile had a drop of only 0.1 units and the lower quartile had the same average as they had at the time of transfer.

8. The middle 50 per cent of the interquartile range fell between 2.3 through 3.1 at Murray and between 2.3 through 3.0 for their total cumulative average. This lowering was the same as that of the upper quartile but greater than the drop that was found in the lower quartile.

The above findings are graphically illustrated in Figure 7. It shows that it took three semesters after transfer for students to equal or surpass the cumulative average they had at Murray.

Table XIV contains the frequency distributions of grades made by students transferring from Murray with less than 60 hours earned in residence and who continued to obtain baccalaureate degrees.

Findings (Table XIV):

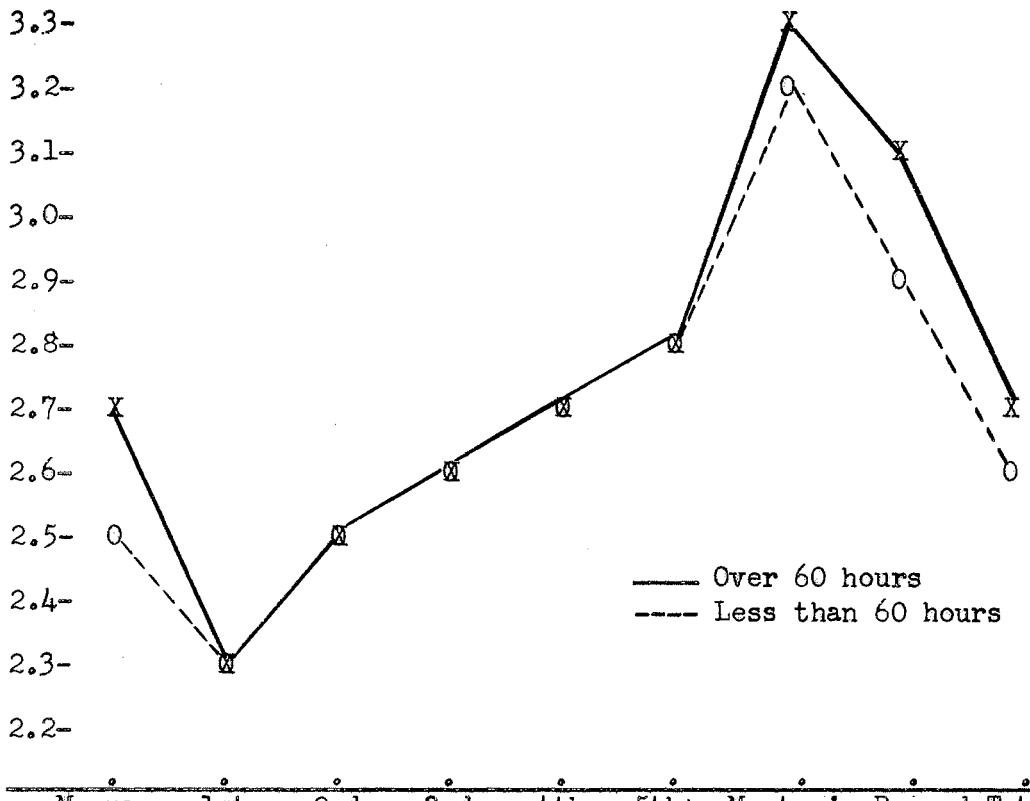
1. There were 199 students out of 284, or 70 per cent, who transferred with less than 60 hours earned in residence at Murray, that continued until they received a baccalaureate degree. This was 4.7 per cent lower than the group with over 60 hours.

2. The range in grade-point averages from Murray was from 0.9 through 3.9. There were 48, or 24.1 per cent, of them with grades that ranged from 3.0 through 3.9. This was only 65.8 per cent of the record of the over 60 hours group. There were 106, or 53.3 per cent, whose grades ranged between 2.0 and 2.9. This percentage was slightly lower than that of the over 60 hours group. There were 45, or 22.6 per cent,

TABLE XIV

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS WHO EARNED LESS THAN 60 HOURS IN RESIDENCE AT MURRAY STATE AGRICULTURAL COLLEGE AND CONTINUED TO DEGREES AT OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	0	2	2	5	6	1	2	0	0
3.9	5	0	0	2	0	1	0	0	0
3.8	4	2	1	1	3	2	1	0	2
3.7	3	1	4	1	1	1	2	0	3
3.6	2	3	3	4	3	4	1	1	2
3.5	2	2	4	4	4	5	5	0	2
3.4	1	6	2	5	12	0	5	0	4
3.3	6	4	4	7	6	3	10	0	7
3.2	12	5	6	4	5	10	6	0	5
3.1	7	5	9	8	14	6	8	0	4
3.0	6	9	10	11	15	5	3	0	8
2.9	9	7	9	7	5	6	1	0	8
2.8	8	8	11	18	16	10	2	0	15
2.7	6	5	9	15	5	13	0	0	11
2.6	16	15	13	20	16	11	0	1	14
2.5	14	10	14	13	10	6	1	1	19
2.4	15	11	9	9	11	10	0	0	18
2.3	11	12	10	11	8	10	2	0	21
2.2	10	9	12	11	11	2	1	0	16
2.1	9	11	9	5	8	3	0	0	14
2.0	8	4	10	4	4	4	0	0	8
1.9	7	8	12	3	3	2	0	0	5
1.8	8	17	7	5	5	1	0	0	4
1.7	13	6	8	3	1	0	0	0	3
1.6	4	6	3	2	5	0	0	0	0
1.5	4	7	3	3	1	0	1	0	0
1.4	1	5	2	2	2	0	0	0	1
1.3	4	4	2	1	3	0	0	0	0
1.2	1	2	2	0	0	0	0	0	1
1.1	2	1	0	0	0	0	0	0	0
1.0	0	0	2	1	0	0	0	0	0
0.9	1	1	0	0	0	1	0	0	0
0.8	0	1	1	0	0	0	0	0	0
0.7	0	2	0	2	0	0	0	0	0
0.6	0	0	0	1	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0
0.4	0	0	0	0	0	0	0	0	0
0.3	0	1	0	0	0	0	0	0	0
0.2	0	0	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	2	0	0	0	0	0	0	0
Totals	199	194	193	188	183	117	51	3	195
Means	2.5	2.3	2.5	2.6	2.7	2.8	3.2	2.9	2.6
Q_3	3.0	2.8	2.9	3.0	3.1	3.1	3.4	---	2.8
Medians	2.5	2.3	2.5	2.6	2.7	2.7	3.3	2.6	2.5
Q_1	2.0	1.8	2.0	2.3	2.2	2.4	3.1	---	2.2



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	506	502	502	498	489	204	172	16	505
N_O =	199	194	193	188	183	117	51	3	195

Figure 7. Diagram of Mean Grade-Point Averages of Students Who Transferred from Murray and Continued Toward Degrees from Other Colleges and Universities

whose grades ranged from 0.9 through 1.9. This percentage was 2.5 times greater than was found in the over 60 hours group.

3. The mean grade-point average dropped 0.2 units, from 2.5 to 2.3, by the end of the first semester after transfer.

4. The median grade-point averages were the same as the means for the first four terms after transfer, and were higher only during the work for the Master's.

5. The mean and median averages were below the Murray cumulative in only the first term after transfer.

6. The total cumulative mean average was 0.1 units higher than the Murray cumulative, but the median was the same.

7. The drop in grade averages for the upper quartile was 0.1 units, or from 2.9 to 2.8, while the lower quartile had a drop of 0.2 units, or from 2.0 to 1.8 by the end of the first semester after transfer. At the end of their college work the upper quartile had a 0.1 unit lower average and the lower quartile had an average 0.2 units higher than their Murray cumulative.

8. The middle 50 per cent of the interquartile range fell between 2.0 to 2.9 at Murray and between 2.2 to 2.8 for their total cumulative. The upper quartile had the same total cumulative as their Murray cumulative, while the total cumulative for the lower quartile was 0.4 units higher than their Murray average.

The above findings are graphically presented in Figure 7. It is shown here that from the second term on the group with less than 60 hours, earned in residence at Murray, equalled or surpassed their Murray cumulative average. They had the same record as the over 60 hours group for the first through the 5th+ terms. They were lower from that term on through their total cumulative average.

Table XV contains the record of the grade-point distributions of students who earned more than 60 hours in residence at Murray State Agricultural College, transferred to some other colleges, and terminated their college work without obtaining a baccalaureate degree.

Findings (Table XV):

1. A total of 171 students transferred to other colleges after having earned over 60 hours in residence at Murray but did not continue to a degree. This constituted 25.3 per cent of the 677 students who transferred with a similar number of hours.

2. The range in grade-point averages from Murray was from 1.1 to 4.0. There were 20, or a total of 11.7 per cent, whose grade-point averages ranged from 3.0 to 4.0. A total of 96, or 56.1 per cent, had a range of 2.0 through 2.9. A total of 55, or 32.2 per cent, had grades in the 1.1 through 1.9 range.

3. The mean grade-point average dropped 0.9 units by the end of the first term after transfer and never equalled or surpassed the Murray academic record.

4. The median grade-point average from Murray was 0.1 lower than the mean and was the same as the means in all but two of the subsequent terms.

5. The mean grade-point averages increased 0.2 to 0.3 units after the first term, but they never equalled their Murray average.

6. The total cumulative grade-point average was 0.3 units lower than the Murray cumulative average.

7. There was a decrease of 0.3 units in the total cumulative average in the upper quartile, while the lower quartile decreased theirs by 0.2 units. In the upper quartile there was a drop of 0.7 units by the

TABLE XV

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS WHO EARNED MORE THAN 60 HOURS IN RESIDENCE AT MURRAY STATE AGRICULTURAL COLLEGE, BUT DID NOT OBTAIN DEGREES AT OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	1	0	0	0	0	0	0	0	0
3.9	0	0	0	0	0	0	0	0	0
3.8	0	0	1	0	0	0	0	0	0
3.7	1	0	0	0	0	0	0	0	1
3.6	1	0	1	1	0	0	0	0	0
3.5	2	1	0	0	0	0	0	0	1
3.4	1	1	0	0	0	0	0	0	3
3.3	1	1	1	0	0	0	0	0	0
3.2	1	0	1	0	0	0	0	0	3
3.1	3	1	0	0	0	0	0	0	0
3.0	9	3	2	2	1	1	0	0	3
2.9	9	1	1	0	2	0	0	0	2
2.8	2	1	0	0	1	1	0	0	3
2.7	9	3	0	0	0	0	0	0	4
2.6	6	2	1	0	1	0	0	0	7
2.5	13	0	5	4	1	0	0	0	8
2.4	8	3	4	3	1	0	0	0	9
2.3	13	3	1	3	1	1	0	0	12
2.2	17	4	0	0	0	0	0	0	7
2.1	10	6	2	1	1	0	0	0	8
2.0	9	6	5	3	2	2	0	0	17
1.9	15	9	9	3	1	0	0	0	15
1.8	10	10	8	6	1	2	0	0	13
1.7	9	5	8	5	0	1	0	0	18
1.6	6	8	6	5	1	1	13	0	13
1.5	5	8	8	4	3	0	0	0	7
1.4	3	5	5	8	4	1	0	0	4
1.3	4	9	4	1	1	0	0	0	8
1.2	1	9	3	2	2	0	0	0	1
1.1	2	4	5	2	1	1	0	0	0
1.0	0	9	3	2	1	0	0	0	2
0.9	0	2	1	1	1	1	0	0	1
0.8	0	7	6	1	0	0	0	0	0
0.7	0	4	0	0	2	1	0	0	0
0.6	0	5	3	0	1	0	0	0	0
0.5	0	4	0	0	0	0	0	0	0
0.4	0	4	2	0	0	0	0	0	0
0.3	0	4	2	3	0	0	0	0	0
0.2	0	2	1	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	13	3	1	1	1	0	0	0
Totals	171	157	102	61	31	14	0	0	170
Means	2.3	1.4	1.6	1.7	1.6	1.6	---	---	2.0
Q_3	2.6	1.9	1.9	2.0	2.1	2.0	---	---	2.3
Medians	2.2	1.4	1.6	1.7	1.5	1.7	---	---	2.0
Q_1	1.9	0.8	1.1	1.4	1.1	1.1	---	---	1.7

end of the first term after transfer. They were unable to equal or surpass their Murray average during the remainder of their tenure in college. The lower quartile dropped 1.1 units by the end of the first term. The closest they could get to their Murray average was 0.5 units lower and the total cumulative average was 0.2 units lower.

The range for the middle 50 per cent of the interquartile division was 1.9 through 2.6 for their Murray cumulative and 1.7 through 2.3 for the total cumulative. The upper quartile group ranged from 1.9 to 2.3 from the first term to total average and the lower quartile ranged from 0.8 to 1.7 for the same period.

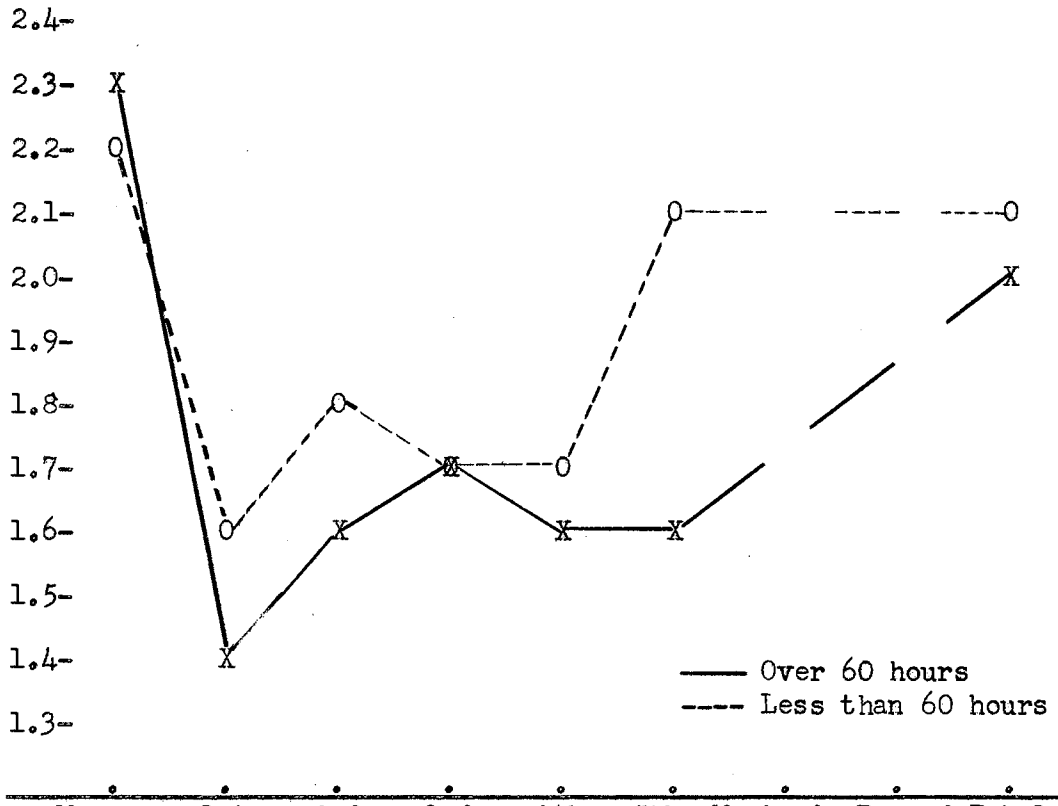
Figure 8 presents these distributions graphically. It shows that the students raised their averages after the first term but were never able to equal their Murray cumulative. The total cumulative was 0.3 units lower than the Murray cumulative average.

Table XVI contains the grade-point distributions of those students who transferred from Murray with less than 60 hours and who did not go on to obtain the baccalaureate degree or a technicians certificate.

Findings (Table XVI):

1. There were 85 students who transferred from Murray with less than 60 hours earned in residence who did not stay in college until they obtained degrees. This was 29.9 per cent of the 284 students who transferred with a similar number of hours. This percentage was 4.6 per cent greater than the over 60 hours group.

2. The grade-point averages ranged from 1.0 through 4.0 in the Murray cumulative. There were 15, or 17.6 per cent, having grade-point averages from 3.0 through 4.0. A total of 35, or 41.2 per cent had



	Murray Cum.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cum.
N_X =	171	157	102	61	31	14	0	0	170
N_O =	85	76	51	27	18	6	0	0	85

Figure 8. Diagram of Mean Grade Point Averages of Students Who Transferred from Murray and did not Obtain Degrees from Other Colleges and Universities

TABLE XVI

DISTRIBUTION OF GRADE-POINT AVERAGES OF STUDENTS WHO EARNED LESS THAN 60 HOURS IN RESIDENCE AT MURRAY STATE AGRICULTURAL COLLEGE, BUT DID NOT OBTAIN DEGREES AT OTHER COLLEGES.

G.P.A.	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
4.0	1	2	0	0	0	1	0	0	0
3.9	1	0	0	0	0	0	0	0	1
3.8	0	1	1	0	0	0	0	0	0
3.7	0	0	0	1	0	0	0	0	1
3.6	2	0	0	0	0	0	0	0	1
3.5	0	1	0	0	0	0	0	0	1
3.4	1	0	0	0	0	0	0	0	0
3.3	4	0	1	0	0	0	0	0	1
3.2	2	1	0	0	0	0	0	0	4
3.1	3	0	2	1	0	0	0	0	2
3.0	1	4	3	0	1	0	0	0	2
2.9	0	0	0	1	0	0	0	0	3
2.8	1	1	0	0	0	0	0	0	0
2.7	4	1	0	0	1	0	0	0	1
2.6	4	1	1	0	0	0	0	0	2
2.5	3	0	2	1	0	0	0	0	3
2.4	4	1	4	1	0	0	0	0	4
2.3	6	1	1	0	1	0	0	0	6
2.2	5	7	1	0	1	1	0	0	4
2.1	3	4	2	3	1	1	0	0	3
2.0	5	3	2	4	0	0	0	0	3
1.9	2	3	3	2	1	1	0	0	6
1.8	5	4	2	0	2	0	0	0	5
1.7	6	3	2	1	1	0	0	0	5
1.6	6	2	7	1	3	0	0	0	5
1.5	3	1	2	1	1	0	0	0	6
1.4	6	3	3	2	1	0	0	0	5
1.3	3	3	3	0	0	0	0	0	4
1.2	2	3	0	2	2	0	0	0	4
1.1	1	1	1	1	0	1	0	0	3
1.0	1	3	1	2	0	1	0	0	0
0.9	0	1	2	0	1	0	0	0	0
0.8	0	5	1	1	0	0	0	0	0
0.7	0	2	0	0	0	0	0	0	0
0.6	0	2	0	0	1	0	0	0	0
0.5	0	3	0	0	0	0	0	0	0
0.4	0	2	0	1	0	0	0	0	0
0.3	0	0	0	0	0	0	0	0	0
0.2	0	1	0	0	0	0	0	0	0
0.1	0	0	0	0	0	0	0	0	0
0.0	0	6	4	1	0	0	0	0	0
Totals	85	76	51	27	18	6	0	0	85
Means	2.2	1.6	1.8	1.7	1.7	2.1	---	---	2.1
Q_3	2.6	2.2	2.4	2.1	2.1	2.2	---	---	2.5
Medians	2.1	1.6	1.7	1.9	1.6	1.9	---	---	1.9
Q_1	1.6	0.8	1.4	1.2	1.4	1.0	---	---	1.5

grade averages between 2.0 and 2.9. There were 35, or 41.2 per cent, whose grades ranged between 1.0 and 1.9.

3. The mean grade-point average dropped 0.6 units by the end of the first term, then continued to rise but never quite equalled the Murray average. Their total cumulative was 0.1 units lower than the Murray cumulative average.

4. The median grade-point averages were lower than the means in all but the first and third terms.

5. The mean grade-point averages were higher than the average at the end of the first term but were never equal or better than the Murray mean average.

6. The total cumulative grade-point average was 0.1 units lower than the Murray cumulative. Those with more than 60 hours had 0.1 units lower average than those with less than 60 hours at the time of transfer.

7. There was a decrease of 0.1 units in the total cumulative average in the upper quartile, and the lower quartile lowered theirs by the same amount. This lowering was not as great as the lowering in the over 60 hours group. The upper quartile has a drop of 0.4 units at the end of the first semester and the lower quartile had a drop of 0.8 units. Both quartiles raised their average in subsequent semesters but were never able to approach the Murray cumulative.

8. The range for the middle 50 per cent of the interquartile range was from 1.6 through 2.6 for their Murray cumulative and from 1.5 through 2.5 for their total cumulative average. The upper quartile ranged from 2.2 through 2.5 from the first term to total average, and the range for the lower quartile was from 0.8 through 1.5 for the same

period. The upper quartile was a little higher and lower quartile a little lower than the averages for the more than 60 hours group.

Figure 8 is a graphic presentation of these results. It is shown in this figure that these students never equalled or surpassed their Murray cumulative average. Their total cumulative was 0.1 units lower than the Murray average for the less than 60 hours group, and 0.3 units lower for the more than 60 hours group.

Examination of Figures 7 and 8 shows that the groups who did not continue to a degree had substantially lower averages than the groups who completed a degree. The drops in averages for the first term were about three times as great for the groups terminating college work before the degree compared with the groups obtaining a degree.

Table XVII is made up of the numbers of persons who received the degrees indicated in the distribution Tables XIII and XIV.

A total of 506 persons continued in other colleges to obtain at least one degree or a technician's certificate. This represented 74.7 per cent of the 677 students who transferred. There were 498, or 73.56 per cent, who obtained a Bachelor's and 8, or 1.18 per cent, who received a technician's certificate.

In the less than 60 hours group there were 199, or 70.1 per cent of the 284 transferred, who persisted in attendance until they obtained a degree or technician's certificate. Their persistence record was only 93.8 per cent as high as the over 60 hours group. There were 195, or 68.7 per cent, who received the Bachelor's degree and 4, or 1.4 per cent, who received a technician's certificate.

A total of 161 persons in the over 60 hours group obtained, or are in the process of obtaining, a Master's degree. This represents 23.8 per cent of the 677 persons who transferred, and shows that 32 per cent

TABLE XVII

DEGREES OBTAINED BY STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES AFTER TRANSFERRING FROM MURRAY STATE AGRICULTURAL COLLEGE

Over 60 hours group		Less than 60 hours group	
B.S.*	406	B.S.*	159
B.A.	70	B.A.	18
B.B.A.	4	B.B.A.	3
B. Ed.	1	A. B. Relig.	1
Cert. Tech.	5	B. Relig.	1
Med. Tech.	2	B. Ind. Arts	1
Mort. Cert.	1	Cert. Tech.**	1
Cont. to Bach.	17	Med. Tech.	1
Total	506	Mort. Tech.	1
		A. A.	1
* Three people obtained 2 Bachelor's degrees		Cont. to Bach.	14
		Total	201
		* Two people obtained 2 Bachelor's degrees	
		** Also obtained a B.S.	
M.A.	4		
M.S.	45		
M. Ed.	3		
Ed. M.	4	M.A.	1
M. Tchg.	47	M.S.	9
M. Bus. Ed.	2	M. Tchg.	18
M. Engr.	1	M. Ed.	1
M. Mech. Engr.	1	M.B.A.	1
Cont. to Master's	54	Cont. to Master's	13
Total	161	Total	43
Ed. D.	2	M.D.	1
Cont. to Ed.D.	3	D.V.M.***	2
Ph.D.	5	Cont. to D.V.M.	1
Cont. to Ph.D.	6	Cont. to Ph.D.	1
D.V.M.**	4		
Total	20	Total	5
** Three persons were granted a D.V.M. without obtaining a bachelor's.		*** One person did not obtain a bachelor's before the D.V.M.	

of the 503 individuals who obtained a Bachelor's went on to earn a Master's.

There were 43 people in the under 60 hours group who went on to obtain a Master's degree. This represents 15.1 per cent of the 284 persons who transferred, or shows that 21.6 per cent of the 199 getting Bachelor's continued until a Master's was obtained. This record was only 67.5 per cent as many as compared with the over 60 hours group.

There were 20 persons in the over 60 hours group who received or are in the process of completing requirements for a doctorate. There was a per cent of 2.95 of the 677 students transferred in the over 60 hours group who earned a doctorate. In the less than 60 hours group, 5 out of 284, or 1.8 per cent, earned their doctorate. This meant that 2.5 per cent of those who earned a Bachelor's went on to the doctorate. In the over 60 hours group this amounted to 3.95 per cent of the ones who earned a Bachelor's who went on to earn a doctorate. The record for the less than 60 hours group was only about 60 per cent of the record of the over 60 hour group. Only 2.49 per cent of those who received a Bachelor's went on to work toward the doctoral degree.

Tables XVIII and XIX show the degrees obtained by students in the five major areas they were enrolled in at Murray.

91.9 per cent of the home economics students who transferred with more than 60 hours completed a Bachelor's degree, while only 81.8 per cent of those who transferred with less than 60 hours went on to that degree. Both these percentages were higher than those in any other department. The less than 60 hours group led in the per cent obtaining the Master's with 18.2 per cent obtaining that degree. 21.6 per cent of the over 60 hours group obtained a master's but they only ranked third. No home economics students did work toward the doctorate.

TABLE XVIII

DEGREES OBTAINED BY STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES AFTER TRANSFERRING FROM MURRAY STATE AGRICULTURAL COLLEGE WITH MORE THAN 60 HOURS.

Degrees & Certificates	Department					
	Agri.	A&S	Com.	Engr.	H. Ec.	Total
A.B.	0	0	0	1	0	1
B.A.	1	17	2	0	0	20
B.A. Ed.	0	41	6	2	1	50
B.B.A.	0	1	3	0	0	4
B.S.	82	25	26	62	7	202
B.S. Ed.	58	64	32	26	25	205
B. Relig.	1	0	0	0	0	1
Cert. Tech.	0	0	1	4	0	5
Med. Tech.	0	2	0	0	0	2
Mort. Cert.	1	0	0	0	0	1
Continuing	2	8	3	4	1	18
Total Persons	146*	157*	71**	98*	34	506
No. in Sample	180	209	103	148	37	677
% Bachelor's Degrees & Cert.	80.9	75.1	68.9	66.2	91.9	74.7

* One person has 2 Bachelor's and 2 in Agriculture received D.V.M.'s but no Bachelor's degrees

** Two persons received 2 Bachelor's degrees

M.A.	1	2	1	0	0	4
M.S.	31	7	0	5	0	43
M.S.Ed.	0	4	0	2	1	7
M. Tchg.	2	27	11	6	4	50
Ed. M.	1	3	0	0	0	4
M. Bus. Ed.	0	0	2	0	0	2
M. Ed.	1	2	1	0	1	5
M. Engr.	0	0	0	1	0	1
M. Mech. Engr.	0	0	0	1	0	1
Continuing	11	22	5	5	2	45
Total	47	67	20	20	8	162
No. in Sample	180	209	103	148	37	677
% Master's	26.1	32.0	19.4	13.5	21.6	23.9
D.V.M.	4	0	0	0	0	4
Ed. D.	0	1	1	0	0	2
Ph. D.	3	3	0	0	0	6
Continuing	5	1	2	1	0	9
Total	12	5	3	1	1	21
No. in Sample	180	209	103	148	37	677
% Doctoral Degrees	6.6	2.4	2.9	0.7	0.0	3.1

TABLE XIX

DEGREES OBTAINED BY STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES AFTER TRANSFERRING FROM MURRAY STATE AGRICULTURAL COLLEGE WITH LESS THAN 60 HOURS.

Degrees & Certificates	Department					
	Agri.	A&S	Com.	Engr.	H. Ec.	Total
A.B.	0	1	0	0	0	1
B.A.	0	3	0	1	0	1
B.A. Ed.	0	9	2	1	1	13
B.B.A.	0	0	3	0	0	3
B.S.	28	38	8	18	2	94
B.S. Ed.	9	31	10	10	6	66
B. Relig.	1	1	0	0	0	2
Cert. Tech.	0	0	0	1	0	1
Med. Tech.	0	1	0	0	0	1
Mort. Tech.	0	1	0	0	0	1
Assoc. Arts	1	0	0	0	0	1
Continuing	0	8	3	2	0	13
Total Persons	39	93	26	33	9	200*
No. in Sample	54	124	50	45	11	284
% Degrees & Certificates	72.2	75.0	52.0	73.3	81.8	70.4
* One person obtained 2 Bachelor's and 1 a D.V.M. without a Bachelor's						
M.B.A.	0	0	1	0	0	1
M.A. Ed.	0	0	0	1	0	1
M. Ed.	0	1	0	0	0	1
M.S.	3	1	0	2	0	6
M.S. Ed.	0	3	0	0	0	3
M. Tchg.	2	9	3	3	1	18
Continuing	3	8	0	1	1	13
Total	8	22	4	7	2	43
No. in Sample	54	124	50	45	11	284
% Master's	14.8	17.7	8.0	15.5	18.2	15.1
D.V.M.	2	0	0	0	0	2
M.D.	0	1	0	0	0	1
Continuing	1	0	0	1	0	2
Total	3	1	0	1	0	5
No. in Sample	54	124	50	45	11	284
% Doctoral Degrees	5.5	0.8	0.0	2.2	0.0	1.8

Agriculture students were second in earning bachelor's with 80.9 per cent of the more than 60 hours group completing that degree or in the process of continuing toward it. In the less than 60 hours group only 72.2 per cent continued to a bachelor's. This record placed them in fourth position. The over 60 hours group ranked second in obtaining master's with 26.1 per cent of them earning that degree. The less than 60 hours group ranked third with 14.8 per cent of them earning a master's. Both groups ranked at the top in earned doctorates. 6.6 per cent of the over 60 hours group and 5.5 per cent of the less than 60 hours group earned a doctoral degree. This represented over 50 per cent of the doctoral degrees earned by all the Murray transfers.

Arts and science transfers ranked third in per cent obtaining bachelor's. 75.1 per cent of the over 60 hours group received a degree or technician's certificate, while 75.0 per cent of the less than 60 hours group earned such degrees. The over 60 hours group ranked first in the number of master's received with 32 per cent going on to that level. The less than 60 hours group ranked second in obtaining a masters with 17.7 per cent completing or in the process of completing a master's. The more than 60 hours group ranked third in earned doctorates with 2.4 per cent continuing to that level. Only 0.8 per cent of the less than 60 hours group worked toward a doctorate which placed them in third place compared to the other departments.

68.9 per cent of the commerce students transferring from Murray with more than 60 hours earned bachelor's degrees which placed them in fourth position among the five departments. The percentage was much lower in the less than 60 hours group with only 52 per cent of them persisting to a baccalaureate degree. They ranked fifth. The ranking

was the same for master's degrees with 19.4 per cent earning that degree in the more than 60 hours group and 8 per cent in the less than 60 hours group. 2.9 per cent of those who transferred with more than 60 hours continued through the doctorate for a ranking of second place. None of those transferring with less than 60 hours earned a doctoral degree.

66.2 per cent of the engineering students transferring with more than 60 hours continued to a bachelor's or technician's certificate for a rank of fifth place among the five departments. 13.5 per cent of these earned a master's degree for a ranking of fifth place. They ranked fourth in terms of doctoral degrees with 0.7 per cent of them persisting to a doctorate. 73.3 per cent of those transferring with less than 60 hours earned a bachelor's degree with a rank of third among the other departments. 15.5 per cent of them received a master's placing them fourth. 2.2 per cent of this engineering group worked toward a doctorate which made them rank second among such transfers.

In terms of persistence toward baccalaureate degrees the students transferring with more than 60 hours were more successful. Home economics students had the highest record with agriculture, arts and science, engineering and commerce following in that order. In continuation to the master's the arts and science students ranked first with agriculture, home economics, commerce and engineering following. In terms of persistence to the doctoral level agriculture students ranked first with arts and science, commerce, engineering and home economics students following in that order.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

Since the junior college was added to the institutions of higher education there has been an increasing interest in the ability of these schools to meet the purposes for which they were founded. The preparation for transfer was of interest to 78.6 per cent of the 1223 students who were eligible to transfer from Murray State Agricultural College, after having earned 30 to 60 hours in residence there. Approximately 85 per cent of the 1223 asked for transfers but the author was unable to locate more than 78.6 per cent who actually made the transfer. This made the transfer function of a junior college the most widely used by Murray students during the 1947-58 years. Academic success in upper level work has been the means of evaluating the achievement of these transfer students.

Numerous studies on evaluation of the transfer function of junior colleges have been conducted in many states. Conclusions would indicate that no one statement would cover all colleges and that each junior college institution should investigate its own students. Only three investigations were carried out in Oklahoma but none of these followed the format of this study or attempted to follow-up students without resorting to results obtained from questionnaires.

The questions involved in this investigation were: (1) What is the over-all academic achievement of students who transferred from Murray State Agricultural College to other colleges and universities during the 1947-58 interval? (2) Was the academic record of Murray State Agricultural College students similar to the one made before transfer? (3) Is there any difference between the group transferring with more than 60 hours earned in residence and those who transferred with less than 60 hours? (4) What is the academic and persistence record of students in the departments of agriculture, arts and science, commerce, engineering, and home economics when they transfer to other colleges? (5) What is the over-all persistence record of students transferring from Murray to other colleges and universities? (6) What is the academic record of students transferring from Murray who did not continue to a degree compared with those who obtained degrees?

The study was conducted by examining academic records of students at Murray State Agricultural College and those made at institutions to which they transferred. No attempt was made to determine reasons for termination of college work before the acquisition of a baccalaureate degree.

The over-all academic record for the 677 students, who transferred after earning more than 60 hours in residence at Murray State Agricultural College, went from a mean of 2.6 to one of 2.1 for the first semester after transfer. This mean average rose during the subsequent terms and surpassed the Murray cumulative average in the 4th term and on to termination of college work. Their final total cumulative average was 2.5, or only 0.1 grade-points lower than their Murray cumulative.

The 284, who earned less than 60 hours in residence at Murray, transferred with 2.4, or 0.2 grade-points less than the over 60 hours group. This mean dropped to 2.1 at the end of the first term, which was a smaller drop than the one made by the over 60 hour group. They were able to equal their Murray average one term sooner than the other group and surpassed it in the same number of terms, but their total cumulative was the same as their Murray cumulative. Their total grade-point average was 0.1 units lower than that made by the over 60 hour group.

The grade-point averages of those who persisted to a degree were higher than for those who did not. The drop at the end of the first term was less for those getting a degree than for those who did not. The 506 obtaining one or more degrees had a Murray cumulative average of 2.7 grade-point average which dropped to 2.3 the first semester after transfer and then continued to rise. The Murray cumulative was equalled during the 4th term and the total cumulative was 2.7. Among the 171, with more than 60 hours, who did not get a degree, the Murray cumulative was 2.3. This was 0.4 grade-points lower than for the comparable group who obtained a degree. Grade-points went down to 1.4 for the first term, which was a much greater drop than for the group getting degrees. Grades rose during the subsequent semesters but they were not able to get more than a 1.7 mean during any one term. The total cumulative was 2.0, or 0.3 lower than their Murray cumulative. This was appreciably lower than the 2.7 obtained by the group getting degrees.

The 199, who transferred with less than 60 hours and obtained a degree, the Murray cumulative was 2.5. This mean dropped to 2.3 the

first semester after transfer, and became equal to or surpassed the 2.5 for the rest of their college career. Their total cumulative average was 2.6, or 0.1 higher than their Murray cumulative, and only 0.1 lower than the over 60 hour group. For the 85, who transferred with less than 60 hours, who did not continue to a degree, the Murray cumulative was 2.2. This mean dropped to 1.6 for the first semester after transfer, or a drop of 0.6 units. The average rose in subsequent terms, but the total cumulative of 2.1 was 0.1 units lower than their Murray cumulative. This average was 0.5 units lower than the average made by the less than 60 hours group who obtained degrees.

TABLE XX

SUMMARY OF PERSISTENCE RECORDS OF MURRAY STATE AGRICULTURAL COLLEGE TRANSFERS

	Bachelor's or Cert.		Master's		Doctorate	
Dept.	Above 60	Below 60	Above 60	Below 60	Above 60	Below 60
Agri	80.9	72.2	26.1	14.8	6.6	5.5
A&S	75.1	75.0	32.0	17.7	2.4	0.8
Com.	68.9	52.0	19.4	8.0	2.9	0.0
Engr.	66.2	73.3	13.5	15.5	0.7	0.0
H. Ec.	91.9	81.8	21.6	18.2	0.0	0.0
Total	74.7	70.0	23.9	15.6	3.0	1.8

Tables XX and XXI are offered as summaries of the persistence records and mean grade-point averages by departments and over-all total. In these we find the home economics students transferred with higher grade-point averages and had a higher cumulative total. They also had a higher percentage obtaining bachelor's degrees. They did not have a higher percentage of master's and had the lowest record of those working toward a doctorate. Agriculture students ranked first in the number obtaining doctorates.

TABLE XXI

SUMMARY OF MEAN GRADE-POINT AVERAGES OF MURRAY STATE AGRICULTURAL COLLEGE TRANSFERS

Dept.	Number		Murray Mean G.P.A.		Cumulative Mean G.P.A.	
	Above 60	Below 60	Above 60	Below 60	Above 60	Below 60
Agri.	180	54	2.6	2.3	2.6	2.4
A&S	208	124	2.5	2.3	2.5	2.4
Com.	103	50	2.6	2.5	2.5	2.4
Engr.	148	45	2.7	2.4	2.5	2.4
H. Ec.	37	11	2.9	2.9	2.8	2.8
Total	677	284	2.6	2.4	2.5	2.4

There was only a 0.1 difference between upper and lower grade-point averages in Murray cumulative and total cumulative in the more than 60 hours group. In the less than 60 hours group the differences were slightly greater, 0.6 in Murray mean grade-point averages at time of transfer and 0.4 in the total cumulative. All averages were the same in the total cumulative in the less than 60 hours group with the exception of the home economics students. There was only a 0.1 difference in the total cumulative for the two groups.

Conclusions

The following is presented as answers to the questions proposed in the statement of the problem.

1. The over-all academic achievement of students transferring from Murray State Agricultural College to other colleges and universities shows that the group transferring with more than 60 hours had a total cumulative grade-point average of 2.5. The group transferring with less than 60 hours earned in residence had a 2.4 grade-point average.

2. In comparing the academic record of Murray State Agricultural College students before and after transfer we find that those transferring with more than 60 hours went from a Murray cumulative of 2.6 to a total cumulative of 2.5. This was only a 0.1 grade-point drop. The less than 60 hours group had the same average of 2.4 for their Murray and their total cumulative averages.

3. In answer to the question of whether there is any difference between the group transferring with more than 60 hours and the one transferring with less than 60 hours, we find only a 0.1 grade-point difference at the end of their academic studies. There was a 0.2 difference at the time of their transfer. Apparently the less than 60 hours group had less trouble adjusting to new schools as shown by only a 0.3 grade-point drop during their first semester after transfer while the over 60 hour group had a 0.5 grade-point drop. No attempt was made to determine the cause of the difference. We find that the differences in the drops during the first semester after transfer were in the same direction for both those who continued on to degrees and those who did not. There were many in the less than 60 hours group who had attended one or more colleges before they enrolled at Murray. This might have given them more experience in making academic adjustments due to changing schools.

4. Table XXII is presented as a summary of the academic record of students in the deparments of agriculture, arts and science, commerce, engineering, and home exonomics when they transferred to other colleges.

From Table XXII we find little difference in grade-point averages between departments. Agriculture students transferring with less than 60 hours were the only ones who did not have a drop in grade-point

average the first semester after transfer. They, along with the arts and science students with less than 60 hours before transfer, were the only ones having a higher total cumulative than when they transferred.

TABLE XXII

SUMMARY OF MEAN GRADE-POINT AVERAGES OF MURRAY STATE AGRICULTURAL COLLEGE TRANSFERS BY DEPARTMENTS

Dept.	Group	Murray Cumul.	1st Term	2nd Term	3rd Term	4th Term	5th+ Term	Master's Term	Beyond Master's	Total Cumul.
Agri.	+ 60	2.6	2.2	2.5	2.6	2.9	2.7	3.3	3.0	2.6
	- 60	2.3	2.3	2.4	2.7	2.7	2.8	3.4	2.9	2.4
A&S	+ 60	2.5	2.1	2.3	2.4	2.6	2.7	3.1	3.3	2.5
	- 60	2.3	2.1	2.3	2.5	2.6	2.7	3.2	---	2.4
Com.	+ 60	2.6	2.1	2.2	2.4	2.5	2.7	3.4	3.4	2.5
	- 60	2.5	2.1	2.2	2.3	2.5	2.5	3.0	---	2.4
Engr.	+ 60	2.7	1.8	2.1	2.8	2.7	2.5	3.1	---	2.5
	- 60	2.4	2.0	2.3	2.4	2.5	2.7	3.1	---	2.4
H. Ec.	+ 60	2.9	2.5	2.5	2.7	3.0	3.1	3.3	---	2.8
	- 60	2.9	2.4	2.5	2.7	3.0	3.0	3.3	---	2.8

These differences between the Murray and total cumulative averages were so slight that we could conclude there is essentially no change from the record made at Murray when a student transferred to a four-year institution. A student could expect a drop during the first semester after transfer and an increase in subsequent terms so that his over-all record would be about the same as the one he attained at Murray.

With regard to the persistence records made by the different departments reference is made to Table XX (page 94). Here we find the home economics students ranked first in per cent obtaining a bachelor's

degree in both groups, with 91.9 and 81.8 per cents in the more than 60 hours and less than 60 hours groups respectively. In the more than 60 hours group, agriculture students ranked second with 80.9 per cent, arts and science with 75.1 per cent, commerce with 68.9 per cent and engineering fifth with 66.2 per cent. In the less than 60 hours group, arts and science ranked second with 75.0 per cent, engineering third with 73.3 per cent, agriculture fourth with 72.2 per cent and commerce fifth with 52.0 per cent. Persistence toward a master's degree was as follows in the more than 60 hours group: arts and science first with 32.0 per cent, agriculture second with 26.1 per cent, home economics third with 21.6 per cent, commerce fourth with 19.4 per cent and engineering fifth with 13.5 per cent. In the less than 60 hours group the home economics students ranked first with 18.2 per cent, arts and science with 17.7 per cent were second, engineering students were third with 15.5 per cent, agriculture students were fourth with 14.8 per cent, and commerce students were fifth with 8.0 per cent. Agriculture students outranked all other groups combined in their persistence to a doctoral degree. The more than 60 hours group had 6.6 per cent of their number and the less than 60 hours group had 5.5 per cent continuing to the doctoral level. Commerce came second with 2.9 per cent in the more than 60 hours group but fell to 0.0 in the less than 60 hours group continuing to the doctorate. Arts and science ranked third with 2.4 per cent in the more than 60 hours group but fell to 0.8 per cent in the less than 60 hours group continuing to the doctorate. Engineering students ranked fourth in the more than 60 hours group with 0.7 per cent of them continuing to the doctoral level. They also fell to 0.0 per cent in the less than 60 hours group. Home economics students had 0.0 per cent attempting any doctoral work.

5. In answer to the question of what is the over-all persistence record of students transferring to other colleges and universities from Murray we find that 74.7 per cent of them, in the over 60 hours group, continued to a bachelor's or technical certificate. Only 1.2 per cent of this group obtained technical certificates. In the less than 60 hours group, 70.4 per cent of the ones who transferred obtained a bachelor's or technical certificate. Only 1.0 per cent received a technical certificate. There was 3.1 per cent of the more than 60 hours group of transfers who went on to a doctoral program, while only 1.8 per cent of the less than 60 hours group went that far. This would indicate that those students who stayed at one school for the first half of their four-years of academic work tended to stay in college longer and complete the highest degrees.

6. What is the academic record of students who transferred from Murray and did not continue to a degree compared with those who obtained degrees. This is summarized in Table XXIII on the following page. Here we see that the drop in grade-points during the first semester was much less with the group obtaining degrees. They also transferred with a higher average from Murray and had a much higher total cumulative average than the group transferring with less than 60 hours. The group who did not continue to a degree suffered a greater decrease in grade-point averages during the first term after transfer amounting to about 2 or 3 times as much drop as the group who persisted to a degree. The difference in averages for total cumulative and their Murray cumulative was the same size in both the over 60 hours and the less than 60 hours group.

TABLE XXIII

SUMMARY OF MEAN GRADE-POINT AVERAGES OF MURRAY STATE AGRICULTURAL COLLEGE TRANSFERS WHO DID AND DID NOT OBTAIN DEGREES AT OTHER COLLEGES

	Number		Murray Cumul.		First Term		Total Cumul.	
	+ 60	- 60	+ 60	- 60	+ 60	- 60	+ 60	- 60
Obtained Degree	506	199	2.7	2.5	2.3	2.3	2.7	2.6
No Degree	171	85	2.3	2.2	1.4	1.6	2.1	2.0
Total	677	284	2.6	2.4	2.1	2.1	2.5	2.4

Further studies could include one of the academic characteristics of the terminal group who did not continue in college after their junior college work and reasons for terminating their college career. A study similar to this could be made on transfers since 1958 to determine if the increased emphasis on academic courses throughout the educational system in the Sputnik era has made a marked difference in academic records and persistence.

It would seem that the problems of articulation will need more attention on the part of the junior college and the senior colleges. Murray has attempted to meet some of these problems by implementing changes in sectioning English and Math classes based on ability grouping. The college anticipates ability grouping based on background and test scores in science and social science. Counselling practices have been improved. Future studies of this nature need to be conducted to determine if these changes have decreased the drop in grade-point averages of the student in the first term after transfer and increased the per cent of those continuing to a baccalaureate degree.

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APPENDIX A

TABLE A

DATA REGARDING STUDENTS OF MURRAY STATE AGRICULTURAL COLLEGE,
WITH 60 OR MORE HOURS EARNED IN RESIDENCE,
WHO TRANSFERRED TO OTHER COLLEGES

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
1	A&S,Ag	3.0	4.0	3.2	3.2	3.4		3.0		3.2	B.S. Ag. Ed. Continuing
2	A&S	2.6	2.6	2.8	2.4	2.8		3.5		2.9	B.S. Ed.(Math) M. Tchg.
3	A&S	3.8	3.3	3.7	3.2	3.3		3.6		3.6	B.A. Ed.(Engl) Ed. M.
4	A&S	2.0	1.9	2.2	2.5	2.3				2.1	B.S. Air Sci.
5	Com.	2.7	3.2	3.6	3.7	3.6		3.5		3.1	B.S. Bus.Ed. M. Bus. Ed.
6	Engr.	2.7	2.1	2.2	2.3	3.1				2.5	B.S. Pet.Engr.
7	Engr.	2.2	0.9	0.9	3.4	2.6	2.7			2.2	Tech.Cert.
8	Agri.	3.0	0.6	1.5	2.5	2.3	2.5			2.5	B.S. Agron.
9	Agri.	1.7	1.9	1.3	Below C not validated					1.7	---
10	A&S	2.5	2.5	3.3	2.5	3.2		3.2		2.8	B.S. PE Ed. M.S. Ed.
11	Com.	2.9	2.1	2.2	1.9	2.3	2.0			2.5	B.S. Bus.Ed.
12	A&S	2.7	2.2	2.2	2.1	1.8				2.4	B.S. Bus
13	Engr.	3.0	0.5	---	---	---				2.5	---
14	A&S	2.6	1.9	1.9	2.2	2.3	2.8	2.8		2.5	B.S. Ed. (PE) M. Tchg.
15	Engr.	3.4	1.7	2.6	2.5	3.0	3.5			3.0	B.S. Geophysics
16	Agri.	2.2	2.2	2.4	2.5	2.2				2.3	B.S. An.Hus.
17	A&S	3.0	2.1	2.6	2.6	2.9*		3.3		2.9	B.S. Ed.(Speech) M. Ed.
18	Engr.	2.5	2.9	2.5	1.3	2.6				2.4	B.S. Ed.
19	Agri.	3.2	3.9	3.9	3.8	3.9		3.6		3.5	B.S. An.Hus. Continuing
20	Agri.	3.1	2.3	2.5	3.0	2.6				2.9	B.S. Dairy Manu.
21	Agri.	2.2	2.0	2.4	2.1	2.6	2.5			2.3	B.S. Dairy Manu.
22	Engr.	2.9	1.3	---	---	---				2.6	---
23	Engr.	2.2	0.0*	3.1	2.8	3.1	2.5			2.4	A.B. Psych.
24	Agri.	2.9	2.4	3.0	1.9	1.6				2.6	B.S. An. Hus.
25	A&S	2.1	1.0	1.9	0.9	2.3	2.3			1.9	B.S. Ed.(Sec.Math)
26	A&S	2.3	1.4	1.0	1.3	2.6	2.3			1.9	B.S.
27	A&S	2.2	1.9	1.9	2.6	2.8*		3.3		2.5	B.S. Ed. Ed. M.
28	Engr.	3.5	2.6	3.2	3.8	3.8	3.8	n.a.		3.5	B.S. M.E. M. Engr.
29	Engr.	2.5	1.4	1.0	2.3	---				2.2	---
30	Engr.	2.4	0.0	2.6	2.2	2.0	1.8	1.2		2.0	B.S. Mech.Aero. Engr.
31	A&S	2.2	2.3	2.4	2.9	2.6		3.0		2.4	B.S. Ed.(PE&Hist)
32	A&S	1.6	1.9	2.5	1.7	2.4	2.5			2.1	B.S.(Biol&Chem) Med.Technician
33	H. Ec.	3.7	3.5	3.4	3.0	3.4	3.5			3.4	B.S. H. Ec.
34	Engr.	2.4	2.2	2.1	1.4	2.6		3.2		2.5	B.S. IndArt Ed. M.S.
35	Agri.	3.2	2.4	3.1	3.3	3.4		3.8		3.1	B.S. Ag. Ed. Continuing
36	Agri.	3.2	3.0*	3.0	2.9	3.0	2.6			3.0	B.S. El.Ed.
37	Engr.	2.9	1.7	2.4	2.1	1.9	2.2			2.4	B.S. Mech.Pet. Engr.
38	A&S	2.3	2.4	2.3	2.4	3.0		3.0		2.5	B.S. Ed. (Math) M. Tchg.
39	Com.	2.5	1.9	1.9	2.1	1.9				2.2	---
40	Com.	2.5	0.6	1.5	---	---				2.0	---
41	Agri.	1.6	0.7	Below C not validated						1.6	---
42	Com.	2.0	3.1	2.8	3.2	2.5	1.5			2.5	B.S. Bus. Ad.
43	Com.	2.2	1.1	1.7	1.6	1.8				1.9	---
44	Agri.	3.1	2.3	2.9	2.4	2.8	3.5			3.1	B.S. Ag. Ed.
45	A&S	3.0	1.9	2.0	2.5	2.6		3.3		2.8	B.A. Pol. Sci. M.S. El.Ed.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
46	Agri.	3.5	3.7	4.0	Deceased					3.6	---
47	Agri.	3.1	2.8	2.8	3.1	3.4	3.1			3.1	B.S. An. Hus.
48	Agri.	2.4	2.1	2.5	3.0	3.3		3.1		2.7	B.S. Ag. Ed. M.S. Ag. Ed.
49	A&S	2.0	1.9	1.9	2.0	1.9				2.0	B.A. (Hist)
50	Com.	2.0	1.2	1.3	---	---				1.7	---
51	A&S	3.9	3.2	3.5	3.8	3.6				3.7	B.A. Pol. Sci.
52	A&S	2.8	2.3	2.4	2.2	2.8				2.6	B.S.
53	Agri.	3.0	1.8	2.7	3.1	3.3				2.8	B.S. Agron.
54	A&S	2.0	1.3	1.6	1.4	1.6				1.8	---
55	A&S	2.2	2.7	2.0	2.8	1.6	2.6			2.3	B.S. Geol.
56	A&S	2.8	2.2	n.a.	1.8					2.6	Continuing
57	Agri.	2.4	2.7	3.2	2.5	3.4		3.3		2.7	B.S. Ag. Ed. Continuing
58	Agri.	3.3	3.5	2.7	2.6	2.9		3.5		3.2	B.S. Ag. Ed. M.S. Ag. Ed.
59	Com.	3.2	2.3	2.2	2.5	2.6				2.8	BBA Acct.
60	Com.	2.2	2.0	---	---	---				2.2	---
61	Engr.	2.7	0.6	1.3	0.9	1.9	2.2			2.0	B.S. Mech.Engr.
62	A&S	3.0	3.0	2.8	2.8					2.9	Med. Technician
63	Agri.	2.1	1.8	2.2	2.4	2.1				2.1	B.S. Tech. Ag.
64	Engr.	3.0	2.6	2.8	2.7	3.2*	2.3			2.9	B.S. Ed. (Math)
65	Engr.	2.6	3.1	2.5	2.7	3.0				2.7	B.S. Ed.(IndArt)
66	Engr.	2.9	0.8	1.4*	2.2	1.8				2.1	B.S. Ind.Engr.
67	Engr.	2.4	1.9	1.1	1.7	---				2.0	---
68	Engr.	2.5	0.7	---	---	---				2.3	---
69	Agri.	2.8	2.5	2.5	2.4	3.1				2.7	B.S. Ag. Ed
70	A&S	3.4	2.5	2.6	2.5	3.2		n.k.		3.0	B.S. Ed.(Math) Continuing
71	Agri.	2.8	2.8	3.3	3.0	3.6*		3.1		3.0	B.S. Ag. Ed. Ed. M.
72	H. Ec.	2.1	2.3	2.4	2.4	2.7	4.0*	n.k.		2.4	B.S. H.Ec.Ed. M. Ed.
73	Agri.	1.8	1.9	1.5	2.2	2.4	2.5			1.9	B.S. An. Hus.
74	A&S	2.8	1.5	2.6	1.9	2.9		3.4		2.7	B.S. Ed.(H&PE) M. Tchg.
75	Engr.	1.9	1.5	1.4	---	---				1.7	---
76	Agri.	1.9	2.3	2.4	2.0	1.8	2.9			2.1	B.S. Poul.Hus.
77	A&S	1.4	0.5	---	---	---				1.3	---
78	Agri.	3.5	2.1	2.7	2.0	3.2		3.8		3.1	B.S. Ed.(NatSci) Continuing
79	Com.	2.9	1.6	0.8	---	---				2.5	---
80	Agri.	2.7	1.8	2.1	2.3	2.3	3.0	3.3		2.6	B.S. Ag. Ed. Continuing
81	Engr.	3.0	0.0	1.4	1.9	1.0				2.3	---
82	H.Ec.	3.3	2.4*	2.2	2.3	3.3**		3.4		3.0	B.S. H.Ec.Ed. M. Tchg.
83	Engr.	1.9	1.1	2.2	1.8	2.6		2.0		1.9	B.S. IndArts
84	Engr.	2.7	2.9*	2.3	2.7	2.6				2.7	B.S. Ed.(Math)
85	A&S	1.9	1.2	1.5	1.0	---				1.6	---
86	A&S	1.3	1.0	---	---	---				1.3	---
87	Engr.	3.3	1.7	2.6	2.1	2.2				2.7	B.S. Pet.Engr.
88	A&S	2.4	0.0*	3.5	3.4	2.7	3.0	n.k.	n.k.	2.7	B.S. Ed.(PE&Biol) M.ED. Cont. to Ed.D.
89	Agri.	1.9	2.1	1.6	2.3*	1.1				1.8	---
90	Engr.	2.1	1.7	0.3	1.3	1.7	2.2			1.9	B.S. Chem.Engr.
91	A&S	2.7	2.1	2.0	2.3	2.5	2.5			2.4	B.A. Ed.(Hist)
92	H.Ec.	2.9	2.5*	2.3	2.3	1.8	3.0			2.6	B.S. H.Ec.
93	Com.	2.6	2.0	2.3	1.7	1.0	2.0			2.2	B.S. Acct.
94	Com.	3.6	2.4	3.2	2.2	3.3	3.8	3.7		3.3	B.S. Acct. Continuing
95	H.Ec.	3.4	3.4	3.3	2.4	3.1				3.2	B.S. H. Ec.
96	Agri.	3.0	2.8	2.6	2.4	2.7	2.1			2.7	B.S. DairyProd.
97	A&S	2.0	0.3	2.3	1.5	1.8	2.6			1.9	B.S. Ed.(Speech)
98	Engr.	2.9	1.8	2.0	2.3	2.5				2.6	B.S. Aero.Engr.
99	Agri.	3.9	2.2	3.1	3.8	3.5	3.8	3.9	4.0	3.6	B.S. Zool. M.S. Zool. Ph.D. Zool.
100	Agri.	2.9	1.5	2.4	1.1	---				2.4	---
101	Engr.	1.4	0.3	---	---	---				1.2	---
102	Engr.	3.0	3.2	2.9	3.0	3.1				3.0	B.S. Ed.(IndArts)
103	Com.	3.2	3.3	2.6	2.7	2.9				3.0	B.S. Gen.Bus.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
104	A&S	3.6	3.3	1.9	2.0	1.8		2.9	3.4	3.1	B.A. Premed. M.S. Physiology Continuing
105	A&S	2.4	2.0*	1.9	1.7	2.0	2.5	3.1		2.3	B.A. Hist. Continuing
106	Com.	2.2	1.7	2.1	1.7	1.9	2.8			2.1	B.A. Ed.(Hist&Gov)
107	A&S	2.0	1.9	---	---	---				2.0	---
108	A&S	3.0	2.8	3.0	3.0	2.0	3.6			3.0	B.S. (Physics& Math)
109	Agri.	2.9	2.6	2.8	2.9	3.0	4.0			2.9	B.S. Ag. Ed.
110	A&S	1.8	0.0	---	---	---				1.6	---
111	A&S	2.9	3.5	3.0	2.8	2.5		n.k.		2.9	B.A. Hist&Math) M. Tchg.
112	Agri.	3.5	2.9	3.0	3.4	2.9	3.1	3.8		3.3	B.S. Ag. Ed. M.S. Ag. Ed.
113	H. Ec.	3.0	2.4	2.7	3.4	3.0				3.0	B.S. H.Ec.Ed.
114	Com.	1.8	0.0	---	---	---				1.5	---
115	Agri.	2.4	3.0	3.0	3.0	3.7				2.7	B.S. Ag. Ed.
116	Agri.	2.2	1.2	1.5	1.7	2.4	2.4			2.0	B.S. An. Hus.
117	Engr.	1.6	3.0	---	---	---				1.7	---
118	Agri.	1.8	3.6*	3.1	2.5	2.4	3.4			2.4	B.S. Bus. Ad.
119	Engr.	2.5	1.4	1.6	---	---				2.2	---
120	A&S	3.2	3.0	3.0	2.5	3.3		3.5		3.1	B.S. M.A.
121	Agri.	3.4	3.0	3.3	3.2	3.9				3.3	B.S. Ag. Ed.
122	Agri.	2.2	1.9	1.3	1.3	1.4*	1.9**	and n.k.		1.8	B.A. Chem.
123	Com.	1.8	1.4	0.9	0.3	---				1.4	---
124	Agri.	2.4	2.0	2.5	1.8	3.3	2.8			2.4	B.S. Ag. Ed.
125	Agri.	2.0	1.9	2.7	2.4	3.0	4.0			2.3	B.S. Ag. Ed.
126	Engr.	2.4	0.8	1.5	2.2	2.0	2.2			2.0	B.S. Mech.Aero Engr.
127	A&S	1.9	1.3*	1.4	0.8	---				1.6	---
128	A&S	1.9	W's	---	---	---				1.9	---
129	Agri.	2.5	2.3	2.1	2.7	3.2				2.5	B.S. Agron(Soils)
130	Engr.	3.8	1.3	2.8	1.6	2.9	2.4	3.3		2.9	B.S. Chem.Engr. M.S. Chem. Engr.
131	Com.	3.6	2.3	3.0	2.2	2.8				3.1	B.S. Acct.
132	Engr.	3.0	1.9	2.1	1.9	2.5	2.3			2.5	B.S. Mech.Pet. Engr.
133	Engr.	3.4	2.6	2.6	3.3	3.2		3.3		3.2	B.S. Ind.Arts M.S. El. Adm.
134	Engr.	3.7	2.4	1.3	2.1	2.9	2.9			3.0	B.S. El. Engr.
135	A&S	2.6	2.0	2.0	2.8	3.5		3.3		2.8	B.A. Ed.(Hist&Gov) M. Tchg.
136	A&S	3.0	1.9	2.8	2.2	3.3				2.8	B.A. Ed. (Hist.)
137	Engr.	2.0	0.6*	2.0	1.9	2.7	3.2			2.0	B.S. Math
138	H.Ec.	2.6	1.9	2.4	2.4	2.5	2.5			2.5	B.S. H.Ec. Ed.
139	Agri.	2.7	0.6	---	---	---				2.3	---
140	A&S	2.5	2.4	2.2	2.7	3.1				2.5	B.S. Ed. (Chem)
141	Agri.	1.9	1.3	1.5	Below C not validated					1.7	---
142	H. Ec.	2.6	2.0	2.4	2.5	---				2.5	---
143	Agri.	2.2	1.4	1.3	1.5	2.0	0.0			1.5	---
144	A&S	3.0	2.3	1.2	---	---				2.6	---
145	Engr.	4.0	3.0	2.5	3.9	3.8	2.5*	3.2		3.5	B.S. El. Engr. Continuing
146	Engr.	3.0	1.9	2.5	2.2	3.4				2.8	B.S. Ed.(Math& Physics)
147	Engr.	3.3	3.1	3.3	2.7	2.9	3.1			3.1	B.S. Mech.Pet. Engr.
148	Engr.	3.9	3.4	3.5	2.1	1.8				3.3	B.S. El. Engr.
149	Engr.	2.9	1.7*	1.7	2.6	3.4		3.3		2.7	B.S. Ed.(IndArt)
150	Engr.	2.1	0.4	1.5*	3.0	---				1.8	---
151	Agri.	2.1	1.5	1.7	1.8	2.1				2.0	B.S. Field Crops
152	Agri.	1.3	1.4	1.7	1.7	2.1				1.5	B.S. Ag.
153	Com.	3.0	3.9	3.6	2.7	3.0				3.2	B.S. Air Sci.
154	A&S	2.2	1.4	0.8*	0.0**	3.5	2.9			2.1	B.S. Bus&Econ.
155	Com.	2.8	1.3	2.7	2.0	1.9				2.3	B.S. Bus.Ad.
156	Agri.	2.4	0.4	---	---	---				2.0	---
157	Agri.	1.7	1.2	1.7	1.5	2.3	2.6			1.9	B.S. Ag. Ed.
158	A&S	2.3	1.2	1.9	1.4	0.6				1.9	---
159	A&S	2.7	1.5	1.3	2.2	2.9	2.4			2.4	B.S. Ed.(Biol)
160	A&S	2.9	1.4	2.4	2.1	2.5				2.5	B.S. Sec. Ed.
161	A&S	3.1	2.4	1.1	2.6	2.9	2.6	3.3		2.8	B.S. Ed.(H&PE) M. Tchg.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
162	Agri.	2.9	2.7	3.5	3.1	3.1				3.0	B.S. Floricul.
163	Com.	3.5	2.9	3.5	3.2					3.4	B.S. Bus,Econ, Hist.
164	Com.	2.2	1.8	2.0	0.9	---				2.0	---
165	Agri.	2.9	3.3	2.9	3.0	3.8*		3.3		3.1	B.S. Poul.Hus. M.S. Agri.
166	A&S	2.5	3.0*	2.2	2.6	1.8	2.6			2.5	B.S. Chem.Engr.
167	A&S	2.8	2.5	2.4	2.5	2.5	2.0	3.0		2.6	B.S. Ed.(Bus&P.E.) Continuing
168	A&S	2.3	2.6	2.4	---	---				2.4	---
169	Com.	2.1	2.3	2.0	2.3	2.7		2.9		2.3	B.S. Bus. Ed. M. Tchg.
170	Com.	2.8	2.0	1.7	3.2	1.8				2.5	B.S. OfficeMan.
171	Engr.	1.9	W's	---	---	---				1.9	---
172	Agri.	2.6	1.8	1.9	2.1	2.3				2.3	B.S. Ag. Ed.
173	Engr.	2.6	1.6	1.6	2.3	2.5	2.7	3.5		2.5	B.S. Engr. M.S.
174	Engr.	2.6	2.7	---	---	---				2.6	---
175	Agri.	3.6	3.5	3.8	3.6	3.4				3.6	B.S. An. Hus.
176	Engr.	3.0	1.4	2.6	1.4	2.5				2.5	B.S. Ed. Math.
177	Engr.	3.1	2.8	3.0	3.2	3.3				3.1	B.S. Math
178	Engr.	3.4	2.2	3.3	2.9	3.0	3.2			3.0	B.S. Civ. Engr.
179	Engr.	2.7	1.8	2.4	2.3	2.6				2.5	B.S. Geol.
180	Engr.	2.7	0.8	---	---	---				2.5	---
181	A&S	2.4	1.4	2.0	2.7	2.9				2.4	B.A. Ed. Hist.
182	Agri.	2.3	0.8	1.7	1.6	1.9	1.8			1.9	---
183	Agri.	2.3	2.6	3.0	3.0	3.1				2.6	B.S. FieldCrops
184	Engr.	2.9	2.6	2.4	3.0	2.8	2.9			2.8	B.S. Geol.Engr.
185	A&S	2.5	1.1*	2.6	2.7	2.1	2.6			2.4	B.S. Geol.
186	A&S	3.0	2.4	2.8	3.0	2.3		3.4		3.0	B.S. Ed. Biol.
187	A&S	3.8	1.7*	1.7	1.6	2.4	2.3			2.7	B.S. Geol.
188	A&S	3.1	1.9	3.0	2.0	---				2.7	---
189	A&S	2.3	0.3*	1.9	1.7	---				1.9	---
190	Engr.	3.3	1.8	1.8	2.4	3.2				2.7	B.S. Elec.Com.
191	A&S	2.0	2.0	1.8	1.5	1.4	2.3			1.9	---
192	Agri.	2.6	2.8	2.5	2.8	3.3	3.0			2.7	B.S. Ag. Ed.
193	Engr.	4.0	2.6	2.2	3.3	2.8	3.1			3.4	B.S. Mech.Engr.
194	A&S	3.3	1.8	2.0	2.3	0.0				2.8	---
195	Engr.	1.7	1.7	0.4	---	---				1.5	---
196	A&S	2.1	1.8	2.3	2.0	2.0		0.9		2.0	B.S. El.Ed.
197	Agri.	2.4	1.8	2.3	2.9	3.4				2.4	B.S. Ag. Ed.
198	H.Ec.	2.6	2.2	2.4	2.8	3.0				2.5	B.S. H.Ec.Ed.
199	Agri.	2.8	1.8	2.1	2.4	2.4				2.5	B.S. An.Hus.
200	Engr.	1.9	0.7	Below C not validated						1.7	---
201	Agri.	2.8	3.1	2.9	3.3	3.1		2.9	2.3	2.8	B.S. DairyProd. M.S. Dairy Continuing
202	Agri.	2.0	1.1	2.3	2.5	2.8	3.2	1.8		2.3	B.S. Ag. Ed. Continuing
203	Agri.	2.6	2.3	2.7	3.0	3.1				2.7	B.S. DairyManu.
204	A&S	2.7	1.9	2.4	1.8	2.3				2.4	B.A. Speech
205	Engr.	2.7	2.0	2.2	2.8	3.2*		4.0		2.7	B.S. MechEngr. Continuing
206	A&S	2.2	Not available							---	---
207	H.Ec.	3.3	2.8*	2.8	2.2	2.8	2.8			3.0	B.S. H.Ec.
208	Com.	2.7	2.7*	2.7	2.4	2.7				2.6	B.S. Gen.Bus.
209	A&S	2.2	2.0	1.0	2.3	2.3	2.3	2.9		2.3	B.A. Ed. Hist& M. Tchg. / Govt.
210	Com.	2.6	1.8	1.8	2.3	2.0				2.3	B.S. Bus.Ed.
211	A&S	1.7	1.9	1.4	2.3	2.6	2.7			1.9	Continuing
212	H.Ec.	3.1	2.1	2.2	3.6	2.5				2.8	B.S. H.Ec.Ed.
213	Agri.	2.6	2.0	---	---	---				2.5	---
214	A&S	2.4	0.0*	1.9	2.5	1.4				2.0	---
215	Engr.	2.2	0.0*	2.1	1.8	1.5				2.0	---
216	Agri.	2.2	2.6	2.6	2.8	2.0		3.1		2.4	B.S. FieldCrops Continuing
217	Engr.	3.6	2.2	1.8	2.4	2.6*		3.2		3.0	B.S. Mech.Design M.S. M.E./ Engr.
218	Engr.	2.3	2.1	3.1	3.0	2.7				2.5	Tech.Cert.
219	Com.	2.8	2.0	3.0*	1.6	2.5				2.5	B.S. Bus.
220	Agri.	2.9	2.3	2.9	2.7	2.7	3.3			2.8	B.S. Ag.Ed.
221	Agri.	3.3	3.0	2.4	2.8	3.4		3.7		3.2	B.S. Soils M.S.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
222	Agri.	3.8	3.1	3.3	3.4	3.7		3.4		3.6	B.S. Agron. M.S.
223	Agri.	2.6	3.0	2.8	2.4	2.9				2.6	B.S. Soils
224	Engr.	2.7	0.6	1.8	1.8	---				2.0	---
225	Agri.	2.6	1.9	1.5	2.4	2.6				2.4	B.S. Soils
226	A&S	2.2	3.0	3.6	2.0					2.5	Continuing
227	A&S	2.4	1.5	1.6*	2.6	2.9		2.4		2.3	B.S. Sec.Ed. Instr. Music
228	Agri.	3.4	2.5	2.6	3.1	3.2				3.1	B.S. Dairy Manu.
229	H. Ec.	2.3	2.0	1.6	2 .0	2.5				2.1	B.S. H.Ec.
230	Engr.	2.6	0.7	1.8	1.8	1.9	1.9			2.0	B.S. Gen.Engr.
231	Com.	2.1	1.9	0.0*	3.5	3.0	3.4	3.2		2.5	B.A. Ed. Hist.& M.Tchg./ Econ.
232	Agri.	1.9	2.3	2.3	3.3	3.3				2.2	B.S. Ag. Ed.
233	Engr.	3.1	1.8	1.2	1.9	3.0*	2.8			2.6	---
234	Agri.	3.2	3.0	3.1	3.0	3.4	2.0	3.1		3.1	B.S. Ag.Ed. Continuing
235	Com.	2.1	1.6	2.3	1.6	2.4				2.0	B.S. Gen.Bus.
236	Engr.	2.7	0.9*	1.6	2.0	2.4	2.8			2.4	B.S. Ed. Math.
237	A&S	1.9	1.8*	1.9	2.6	3.4		3.1		2.3	B.S. Ed. P.E. M. Tchg.
238	Agri.	2.9	2.7	2.5	3.4	3.2		2.8		3.0	B.S. Ag. Ed. Continuing
239	A&S	2.8	2.8	2.9	3.6	3.5		4.0		3.1	B.S. Chem. Ed. Continuing
240	Com.	2.9	2.7	3.2	3.0	3.2*	2.7			2.8	B.S. Bus.Ad. B.S. Mech.Engr.
241	Engr.	2.6	1.9	2.2	3.0	3.5	3.0			2.7	B.S. Pet. Engr.
242	Agri.	3.0	2.6	2.9	2.9	3.2				3.0	B.S. Ag. Ed.
243	Engr.	3.1	2.4	3.2	3.0	2.9				3.0	B.S. CivilEngr.
244	A&S	2.9	1.8	2.5	1.1	W's				2.3	---
245	Engr.	3.5	3.4	2.5	1.7	2.2	2.2			2.7	B.S. Arch.Engr.
246	Engr.	3.5	3.2	3.2	3.4	3.5				3.4	B.S. Engr.Physics
247	Agri.	1.8	0.0*	0.0	---	---				1.3	---
248	A&S	2.3	2.3*	1.9	1.7	---				2.2	---
249	Agri.	2.4	1.1	2.2	2.3	3.0				2.3	B.S. Agri.
250	A&S	1.9	2.3	2.3	2.2	3.1				2.2	B.S. Ed. P.E. & Hist.
251	Agri.	2.6	2.7	1.5	2.3	2.4*		3.2		2.7	B.S. An.Hus. M.A.
252	H. Ec.	2.7	1.5	1.5	1.8	---				2.2	---
253	H. Ec.	2.7	1.3	1.3	1.6	3.0	2.1			2.2	B.S. H.Ec. Ed.
254	Agri.	3.1	3.5	3.6	3.3	3.0	3.3			3.3	B.S. Relig.
255	Com.	3.5	2.4*	2.6	2.4	2.6	3.4			3.1	B.S. Bus. Acct.
256	Agri.	2.0	2.0	2.8	1.9	2.9	2.7			2.2	B.S. Ag. Ed.
257	Agri.	2.3	2.3	2.8	2.7	3.8		3.1		2.7	B.S. Ag. Ed. M.S. Ag. Econ.
258	Agri.	3.5	2.9	3.2	2.0	2.2	2.1			2.4	B.S. PreVet. D.V.M.
259	Agri.	2.0	2.1	2.5	2.2	3.0				2.2	B.S. Ag.
260	A&S	3.0	3.0	3.4	3.2	3.0		4.0*	4.0	3.3	B.A. For.Affair M.A. Pol. Sci. Ph.D.
261	A&S	3.6	2.7	---	---	---				3.4	---
262	H. Ec.	3.6	2.4	2.7	2.6	2.8*		3.8		3.2	B.S. H.Ec.Ed. Continuing
263	Agri.	3.0	2.1	2.3	2.5	3.2				2.8	B.S. Soils
264	A&S	2.4	1.9	1.8	2.2	2.9	3.4	3.1		2.5	B.A. Ed. Hist. M. Tchg.
265	Engr.	3.1	2.4	1.4	2.0	2.7	2.5	3.2		2.7	B.S. MechEngr. M. Mech.Engr.
266	Agri.	2.8	2.4	2.7	2.2	2.6				2.7	B.S. An. Hus.
267	A&S	2.2	1.9	2.2	3.1	1.7		3.0		2.9	B.S. Ed. P.E. M. Tchg.
268	A&S	1.9	1.1	1.4	2.3	2.5		3.2		2.1	B.A. Ed. Hist. M. Tchg.
269	Com.	2.7	1.0	1.5	2.1	2.4	2.7			2.3	B.S. Ed. H&PE
270	A&S	2.3	1.8	1.8	1.6	1.6	2.7			2.1	B.S. Sec. Ed
271	Engr.	3.6	2.9	2.7	3.3	3.5*		3.3		3.4	B.S. Ind.Arts M. Tchg.
272	Com.	2.9	2.5*	1.8	1.5	2.5				2.5	B.S. Bus.Ed.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
273	H. Ec.	2.8	2.7	1.8*	3.5	3.8		2.8		3.0	B.S. El. Ed. Continuing
274	H. Ec.	2.6	2.1	2.3	2.4	3.5				2.6	B.S. Ed. H. Ec.
275	Engr.	2.5	2.2	2.1	2.6	2.4	2.8	3.4		2.6	B.S. Ed.IndArts M. Tchg.
276	A&S	3.7	2.4	---	---	---				3.4	---
277	Engr.	3.6	1.4	2.7	3.0	2.3	2.9			3.0	B.S. Mech. Engr.
278	H.Ec.	2.2	2.6	3.3	---	---				2.4	---
279	Engr.	3.0	3.1	2.3	2.6	2.8	2.8			2.8	B.S. Geol.Engr.
280	Agri.	3.0	3.1	3.2	---	---				3.0	---
281	Agri.	3.0	2.1	2.3	1.9	3.0		3.5		2.8	B.S. An.Hus. M.S. Rural Ed.
282	Com.	3.1	2.1	3.1	2.4	2.7				2.9	B.S. Gen. Bus.
283	Agri.	2.4	2.2	1.9	2.2	2.2				2.2	B.S. An. Hus.
284	Agri.	3.8	3.3	3.0	3.1	3.3	3.0*	2.9		3.3	B.S. An. Hus. M.S. Animal Sci.
285	A&S	2.9	3.1	3.2	3.3	3.4	3.3	3.8		3.1	B.A. Ed. Hist.& Continuing/ P.E.
286	A&S	2.5	2.3	2.9	2.5	2.3	3.0	2.6		2.5	B.A. Ed. English Continuing
287	Com.	3.2	3.0	---	---	---				3.2	---
288	Agri.	2.9	2.3	2.2	2.6	2.5				2.6	B.S. Hort.
289	Agri.	2.5	2.4	2.2	2.5	3.1		3.6		2.7	B.S. An. Hus. M.S.
290	A&S	3.9	2.5	3.0	2.4	3.6				3.4	B.S. Geol.
291	Agri.	3.0	2.9	3.0	2.9	3.2				3.0	B.S. An. Hus.
292	A&S	3.4	3.4	3.1	3.1	2.8				3.3	B.A. Soc.Econ.
293	Agri.	2.5	3.4	3.6	3.9	3.4		3.5		3.1	B.S. Ag.Ed. M.S.
294	Agri.	3.3	3.3	3.5	3.1	3.7		3.2		3.3	B.S. An.Hus. M.S.
295	Agri.	2.6	2.5	2.0	1.9	2.2				2.4	B.S. An. Hus.
296	A&S	2.3	1.9	1.6	0.5	1.4	2.3			1.9	B.S. El. Engr.
297	Engr.	2.9	2.3	2.1	2.7	2.9		3.1		2.8	B.S. Ed.IndArts M. Tchg.
298	Engr.	2.6	2.1*	0.8	1.2	1.5	2.3			2.1	B.S. Mech.Engr.
299	A&S	2.1	1.9	2.3	2.5	2.2	2.3	2.9		2.3	B.A. Ed. Econ. M. Tchg.
300	Agri.	2.3	2.0	2.2	2.0	2.4				2.2	B.S. Ag. Ed.
301	Com.	1.5	0.0	---	---	---				1.4	---
302	Agri.	2.4	2.0	2.3	2.7	2.8	3.4	3.3		2.6	B.S. Ag. Ed. M.S. Ag.
303	Agri.	2.4	2.6	2.8	3.5	3.2	3.1			2.8	B.S. Ag. Ed.
304	A&S	1.7	2.2	2.0	1.4	---				1.8	---
305	Com.	2.9	1.7	2.8	2.2	2.4	2.6			2.5	B.S. Geol.
306	Agri.	2.8	2.1	2.4	2.7	3.1				2.6	B.S. An. Hus.
307	A&S	2.7	2.3	2.8	2.5	1.9				2.5	B.A. Ed. Hist.
308	Engr.	2.5	2.4	2.4	3.6	3.4				2.7	B.S. Ind. Arts
309	Agri.	2.6	1.9	3.0	3.1	2.8				2.6	B.S. An. Hus.
310	Agri.	2.6	2.3	2.9	3.0	2.3				2.6	B.S. An. Hus.
311	A&S	3.5	2.3	2.6	3.0	3.0				3.1	B.A. Pol. Sci.
312	Com.	3.2	2.4	2.4	3.0	3.0				2.9	B.S. Bus. Ad.
313	Agri.	2.6	1.1	2.3	2.3	2.7				2.3	B.S. Ag. Ed.
314	Agri.	2.1	2.2	1.9	2.4	3.0				2.3	B.S. An. Hus.
315	Agri.	2.9	0.9	2.6	2.3	2.6	2.4			2.5	B.S. Geog.
316	Agri.	3.0	3.8	3.3	3.3	3.8	3.6	3.6		3.3	B.S. Ag. Ed.
317	Agri.	1.6	2.6	2.3	2.6					2.0	B.S. An. Hus.
318	Agri.	2.0	2.7	2.2	2.3	2.7				2.2	B.S. Soils
319	Engr.	2.2	2.4	2.6	2.4	2.8*		3.4		2.6	B.S. Ed. Ind.Arts M.S. Ind. Arts
320	Agri.	3.0	2.8	2.4	2.9	3.0				2.9	B.S. An. Hus.
321	A&S	3.9	3.9	3.5	3.9	3.5				3.8	B.A. Journ.
322	A&S	1.5	2.4	3.0	2.5	3.3		3.3		2.2	B.A. Ed. Hist.& Govt.
323	A&S	2.6	3.0	3.1	2.8	2.3				2.7	B.A. Ed. Hist.
324	A&S	2.8	1.6	2.0	2.5	3.4	3.0			2.6	B.A. Ed. English
325	Com.	2.6	2.6	2.5	2.6	2.8	2.5			2.6	B.A. Ed. Vocal Music
326	Engr.	2.4	3.5	1.7	2.4	2.7	2.3			2.4	B.S. Civil Engr.
327	Agri.	2.3	2.6	2.2	2.5	3.6	3.1			2.6	B.A. Ag. Ed.
328	Agri.	2.6	1.8	1.7	2.1	2.6		3.4		2.5	B.S. Soils M.S.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
329	Agri.	2.9	2.5	2.4	2.8	3.4		2.9		2.9	B.S. A g. Ed. Continuing
330	Agri.	3.0	2.4	2.5	2.7	2.5	3.4			2.9	B.S. Poul. Hus.
331	Agri.	3.2	2.9	3.0	3.3	3.2		3.2		3.1	B.S. Ag. Ed. M. Ed. Continuing
332	Com.	2.8	2.9	1.8	1.7	2.5				2.7	B.S. Of.Man&Ad.
333	Agri.	3.4	3.7	3.6	3.7	3.1		3.8		3.5	B.S. Ag. Ed. M.S. Ag.
334	Com.	3.6	2.8	2.6	2.4	2.8				3.2	B.S. Acctg.
335	Agri.	2.4	1.8	3.2	2.2	2.7	1.9			2.4	B.S. Biol&Chem.
336	H.Ec.	3.2	3.3	2.8*	2.7	2.7	3.5			3.1	B.S. H.Ec.
337	Agri.	2.7	1.6	2.4	1.1	2.3	2.0		2.6	2.3	D.V.M.
338	A&S	3.0	2.1	2.8	2.6	2.2	1.8			2.6	B.S. Ed. Biol.
339	Com.	3.3	2.3	2.8	2.0	1.9	2.4			2.8	B.S. Ed. Bus.Ed.
340	Agri.	3.0	2.6	3.0	3.1	3.1		3.8		3.2	B.S. Ag. Ed. M.S.
341	Agri.	3.3	1.0*	2.3	2.6	1.8	2.8	3.3		2.7	B.S. Sci.&Math. M. Tchg.
342	Agri.	2.4	2.3	2.7	2.7	3.1	2.4			2.5	B.S. An. Hus.
343	A&S	1.9	1.7	2.4	2.3	2.6	2.7			2.2	B.S. Ed. Ind.Arts
344	Engr.	2.1	1.1	2.4	2.6	2.9				2.2	B.S. Pet. Engr.
345	Engr.	3.1	2.6	3.1	2.3	3.3		2.6		2.9	B.S. Pet. Engr.
346	Agri.	2.3	2.1	2.6	1.7	2.4	2.3			2.2	B.S. Ag. Econ.
347	A&S	2.5	2.6	2.6	2.6	3.0				2.6	B.A. Ed.
348	Agri.	2.1	1.8	2.3	2.1	2.7				2.1	B.S. FieldCrops
349	H.Ec.	2.9	2.6	2.6	2.8	2.7				2.8	B.S. H. Arts
350	Agri.	3.3	2.0	2.4	2.3	2.4		3.0		2.8	B.S. An. Hus. Continuing
351	H. Ec.	2.0	1.9	2.3	1.3	1.3	2.3			1.9	B.S. Ed.,H.Ec.
352	Com.	2.1	2.4	1.4	1.4	0.7	2.6			1.9	B.B.A. B s.Mgt.
353	H.Ec.	3.1	3.3	3.0	2.2	3.0				3.0	B.S. H.Ec.Ed.
354	Engr.	3.9	2.8	2.5	2.8	3.2	2.9			3.4	B.S. Mech.Engr.
355	Agri.	2.8	2.0	2.5	2.9	2.9				2.7	B.S. Ag. Ed.
356	A&S	2.1	1.1	1.7	1.8	0.7				1.7	---
357	Engr.	2.7	1.3	3.0	2.3	2.4	2.7			2.5	B.S. Mech.Engr.
358	A&S	2.6	1.5	2.3	1.9	2.9				2.4	B.A. Ed. Hist.
359	Agri.	3.9	4.0	3.9	4.0	3.8		4.0		3.9	B.S. Field Crops M.S. Field Crops
360	A&S	4.0	3.8	3.8	3.1	3.4		3.7*	3.4	3.6	B.S. Chem. M.S. Chem. Ph.D. Chem.
361	Agri.	3.1	2.8	3.0	3.0	2.1				2.9	B.S. Poul. Hus.
362	Agri.	2.0	2.8	2.9	2.1	3.5				2.4	B.S. A g. Ed.
363	A&S	2.5	1.8	2.4	0.8	2.8	2.6			2.3	BBA. Pub.Rel.Mkt.
364	Agri.	3.4	2.9	2.9	2.8	3.3				3.2	B.S. Field Crops
365	Agri.	2.5	1.9	2.5	2.2	2.3	3.2			2.4	B.S.
366	Agri.	1.3	1.0	---	---	---				1.3	---
367	Com.	3.6	3.4	3.0	2.7	3.2		3.9		3.5	B.A. English M.A. English
368	Engr.	3.1	2.5	2.3	2.9	2.6*		3.6		3.0	B.S. Ind.Arts M. Tchg.
369	A&S	3.1	2.3	2.7*	1.6	2.6		3.2		2.7	B.A. Ed. English M. Tchg.
370	H.Ec.	3.6	2.1	3.0	3.7	3.7				3.5	B.S. H.Ec.Ed.
371	A&S	4.0	3.5	3.3	3.6	3.8				3.8	B.S. Ed.
372	Engr.	2.8	1.4	1.6*	1.8	2.3	3.0			2.5	B.S. Ed. Hlth&P.E.
373	Agri.	2.0	1.8	2.2	1.6	3.4				2.1	B.S. Gen. Ag.
374	H.Ec.	3.6	2.7	2.9	3.4	4.0				3.4	B.S. H.Ec.Ed.
375	Engr.	3.2	1.1	1.4	1.8	2.3	2.0			2.4	B.S. Pet. Engr.
376	Engr.	3.2	2.5	2.2	2.3	2.6*		3.0		2.7	B.S. Chem.Engr.
377	Engr.	2.6	1.0	2.2	1.8	1.8	2.1			2.1	B.S. Pet. Engr.
378	Agri.	3.8	3.0	3.5	2.3	3.4	3.3		3.2	3.4	D.V.M.
379	H.Ec.	3.6	2.8	2.6	3.6	3.3	3.3			3.4	B.S. H.Ec.Ed.
380	Agri.	1.8	2.0	2.8	2.8	2.5		3.2		2.4	B.S. Ag. Econ. M.S.
381	Com.	2.1	In Watch repair, no grades given							2.1	Cert.
382	Agri.	3.7	3.6	2.7	3.2	3.6	3.0			3.4	B.S. Soils
383	Engr.	2.5	1.7	2.2	1.6	2.8				2.3	B.S. Ed. Math.
384	Engr.	2.7	3.1	2.3	2.9	3.0	3.0			2.8	B.S. GeolEngr.
385	A&S	3.5	2.9	2.9	2.9	2.9				3.2	B.S. Math
386	A&S	1.8	2.7*	2.0						1.9	--Continuing

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
387	Engr.	2.7	1.6	1.8	2.0	3.4				2.5	B.S. Civil Engr.
388	A&S	2.8	2.5	2.2	2.4	2.4				2.5	B.S. Psych
389	A&S	3.5	1.6	2.2	3.5	2.9		3.6		3.1	B.A. Math M.S. Math
390	A&S	2.7	1.9	1.9	2.6	1.5	3.0	3.2		2.8	B.S. Biol. Sci. M. Tchg.
391	Agri.	3.0	3.0	2.9	2.6	3.1		3.1		3.0	B.S. Ag. Ed. M.S. Ag.
392	Engr.	2.5	1.5	2.5	2.6	1.4	1.9			2.1	B.S. Mech.Pet. Engr.
393	Agri.	2.5	2.2	3.0	3.3	3.0		3.3		2.7	B.S. Ag. Ed. M.S. Ag. Ed.
394	Com.	3.4	2.8	1.6	2.8	3.5				3.1	B.S. Com.
395	Agri.	2.0	1.7	2.7	3.0	3.2		2.9	3.3	2.6	B.S. Field Crops M.S. Rural Ad.Ed. Continuing
396	Agri.	2.5	2.5	2.2	2.9	3.1		3.3		2.7	B.S. Ag. Ed. M.S. Ag. Ed.
397	Com.	2.7	2.6	2.0	1.7	2.2				2.4	B.S. Bus.
398	A&S	3.9	4.0	3.9	3.8	3.9	3.7	3.7		3.9	B.S. Art M.S. InterStud.
399	Agri.	2.0	2.3	1.6	2.9	3.2				2.2	B.S. An. Hus.
400	A&S	3.3	2.1	2.6	2.3	2.6				2.9	B.A. English
401	A&S	2.3	2.3	2.3	2.0	2.3				2.3	B.S. Ed. Ind.Arts
402	Agri.	2.1	1.6	2.2	2.9	2.6				2.1	B.S. An. Hus.
403	H.Ec.	3.8	33.0	3.3	2.8	3.5				3.5	B.S. H.Ec.Ed.
404	Engr.	3.0	2.9	2.9	2.4	2.5	3.4			2.9	B.S. Geol.
405	A&S	3.0	3.2	3.4	2.3	3.7	3.1	3.4		3.1	B.S. Ed. Nat.Sci. M.S. Sec. Ed.
406	Agri.	3.9	2.9	3.3	3.5	4.0		3.6		3.7	B.S. Field Crops M.S.
407	Engr.	2.1	2.8	3.1	3.3	3.6				2.6	B.S. Ind. Arts
408	Engr.	2.5	0.6*	1.7	2.0	1.9	3.1	3.1		2.4	B.S. Math. Continuing
409	A&S	2.3	2.4	1.9	2.2	2.7		3.1		2.4	B.S. El.Ed. M. Tchg.
410	Agri.	2.7	2.9	3.0	3.0	3.2		3.4		2.9	B.S. Ag. Ed.
411	A&S	3.6	3.1	2.6	2.0	3.1	3.0*	3.5		3.2	B.A. Ed. Hist M. Tchg.
412	A&S	3.8	2.7	2.8	2.2	3.2	2.8			3.3	B.A. Ed. English
413	Agri.	3.2	2.9	2.7	3.1	2.9	2.4		2.3	2.7	B.S. An. Hus. D.V.M.
414	A&S	2.5	2.1	2.1	2.2	2.4		3.0		2.4	B.S. Ed. Math& Continuing/ Chem.
415	A&S	2.4	2.0	1.7	2.3	3.0	2.8			2.4	B.S. Zool.
416	Engr.	3.2	2.5	2.3	2.8	2.5	2.3			2.8	B.S. Pet. Engr.
417	A&S	2.9	2.2	2.7	2.6	2.6*		2.6		2.7	B. Ed. Math. M.S. Statistics
418	Agri.	3.8	3.8	3.4	3.2	3.8		3.5		3.6	B.S. Field Crops M.S.
419	Engr.	3.3	2.6	3.3	3.7	3.8				3.4	B.S. Geol.
420	Agri.	3.0	2.6	3.3	3.0	3.2*		n.a*	3.1	3.1	B.S. Pol.Hus. M.S. Continuing.
421	Agri.	3.3	2.7	3.2	3.3	3.2				3.2	B.S. Field Crops
422	Com.	3.5	3.4	3.8*	2.5	---				3.5	---
423	Engr.	2.5	2.1	2.1	2.6	2.4	2.5			2.4	B.S. Geol.
424	Agri.	2.9	2.6	3.6	2.6	2.5		3.1		2.9	B.S. An. Hus. M.S. Ag.
425	Agri.	2.8	2.8	2.9	3.6	3.3		3.0		3.0	B.S. Ag. Ed.
426	A&S	3.0	2.4	2.0	2.1	3.1	3.0			2.7	B.S. Ed. Math.
427	Agri.	3.5	3.8	4.0	3.7	3.9		3.7*	3.6	3.7	B.S. Ent. M.S. Ent. Ph.D. Ent.
428	Agri.	3.2	3.3	3.4	3.2	2.9		3.3		3.2	B.S. Ag. Ed. M.S.
429	Agri.	2.6	2.1	2.9	2.6	2.5*	3.0			2.7	B.S. An. Hus. B.S. Ag. Ed.
430	H.Ec.	1.9	2.1	3.0	2.4	2.6				2.2	Continuing
431	A&S	2.2	2.3	2.4	2.7					2.3	B.A.Ed. Hist& P.E.
432	A&S	2.3	1.1	1.7	2.2	2.8				2.0	B.S. El.Ed.&H.Ec.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
433	Com.	2.8	2.7	3.1	3.0	3.6				2.9	B.S. El. Ed.
434	A&S	2.0	0.0	---	---	---				1.8	---
435	A&S	2.5	2.2	1.8	---	---				2.3	---
436	A&S	3.0	3.3	3.3*	3.6	4.0	3.7			3.4	B.A. Ed. Music
437	A&S	2.7	1.7	1.4	1.6	2.2	1.8			2.2	B.S. Ed. Biol& Math.
438	Com.	3.1	2.3	2.2	3.2	2.5	2.4	3.4		2.9	B.S. Ed. Bus.Ed. Continuing
439	H.Ec.	2.8	2.5	2.4	3.1	2.6		3.5		2.9	B.S. Ed. H.Ec.& M.Tchg./ English
440	Engr.	2.4	0.8	1.3*	1.7	2.5	1.7			2.0	---
441	Com.	3.0	2.6	2.3	2.0	3.0		4.0		2.8	B.S. Ed. Hist.& Continuing/ Bus.Ed.
442	A&S	2.0	1.9	---	---	---				2.0	---
443	Engr.	2.3	1.3	1.9	2.0	2.1				2.1	B.A. Ed. Hist.& Math.
444	Agri.	1.8	0.8	1.6	1.4	2.4	3.0			1.9	--- Hist.
445	Agri.	2.7	3.2	2.4*	2.9	3.0	3.0			2.8	B.S. Ed. Bus.Ed.& Agri.
446	Com.	2.2	2.1	1.5	3.0	2.7				2.3	B.S. Gen.Bus., Ind.Arts&Econ.
447	Agri.	1.5	1.9	---	---	---				1.5	---
448	Engr.	3.0	3.3	3.6	3.6	2.9				3.2	---
449	Engr.	2.4	2.3	2.3	2.7	3.2				2.5	B.S. Ed. Math.
450	A&S	2.4	2.3	1.8	3.3	1.9	2.9	2.9		2.4	B.S. Ed. Biol. & Continuing/ Math.
451	Agri.	1.5	1.0	1.9	1.7	2.0	1.8			1.6	---
452	A&S	2.9	2.1*	Grades not available						2.6	---
453	Agri.	1.5	1.1	1.0	0.3	---				1.3	---
454	A&S	3.4	3.1	3.8	3.5			3.6		3.5	B.A. Ed. Soc.Studies M. Tchg.
455	Com.	3.6	2.9	3.2	3.6	3.0		not obtained		3.4	B.S. Ed. Bus.Ed.& Continuing/ Hist.
456	A&S	3.0	1.1	1.1*	2.4	2.0	2.7			2.5	B.A. Ed. InstMusic
457	Agri.	1.6	1.5	2.5	---	---				1.7	---
458	A&S	2.2	1.5*	2.1	1.9	2.4	2.9**	2.6		2.2	B.A. Ed. Soc.,Econ, Continuing/ Geog.
459	A&S	2.3	1.6	2.7	2.4	2.8	2.3			2.3	B.A. Ed. Soc.St. & Hist.
460	Agri.	1.8	1.8	1.7	---	---				1.8	---
461	A&S	3.1	1.9	1.8	2.2	3.2		3.5		2.7	B.S. El. Ed. Continuing
462	Engr.	3.2	2.3	3.0	2.6	2.8				2.9	B.S. Ed. El. Ed.
463	A&S	2.2	1.6	1.8	1.2	2.9		2.9		2.2	B.A. Ed. Hist & M. Tchg./ P.E.
464	Engr.	1.8	1.5	---	---	---				1.7	---
465	Agri.	2.8	2.9	1.9	2.8	3.1				2.7	B.S. Ed. Biol&Chem.
466	Engr.	3.2	0.4*, 3.4		3.1	2.9	3.5***	3.9	not obtained	3.2	Tech.Cert.** M.S. Sec. Ed.*** Continuing
467	A&S	2.3	1.7*	2.4	2.4	3.0	3.0**	3.1		2.4	B.S. Ed. Hist&P.E. M.S. Ed.
468	A&S	2.5	2.3	2.7	3.3	3.4		3.5		2.7	B.A. Ed. Hist.& Continuing/ Soc.
469	A&S	3.0	2.5	2.0*	3.0	2.4**		3.0	3.2	2.9	B.S. Ed. Biol.&Econ Ed.M. Ed.D.
470	Com.	1.9	2.5	2.1	3.5	2.4				2.2	B.S. Ed. Bus. Ed. & P.E.
471	Com.	1.8	1.8	1.8	2.3	2.7	2.2	3.0		2.2	B.S. Ed. El.Ed.& M. Tchg. / Music
472	A&S	3.5	3.5	2.8	3.4	4.0*		3.0	2.7	3.1	B.S. Ed. Biol&Chem. M.S. Microbact. Ph.D.
473	Com.	1.7	2.0	2.3	2.6	2.3	2.8			2.0	Continuing
474	A&S	2.2	1.9	2.1	1.8	2.5		2.4		2.2	B.S. Ed. P.E.&Hist.
475	A&S	2.8	2.2	2.6	3.0	3.2		3.4		2.9	B.S. Ed. Bus.Ed.& M. Tchg./ Soc.Stud.
476	Com.	4.0	3.3	3.4	4.0	3.4*		3.7**	3.2	3.7	B.S. Ed. Bus.Ed.& M. Tchg./ Soc.Stud. Continuing
477	A&S	1.7	2.1	2.4	2.3	2.8		2.5		2.0	B.A. Ed. Hist.&P.E. Continuing

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
478	A&S	2.1	2.0	2.2*	2.6	1.4	3.3			2.2	B.S. Ed. P.E.&Hist.
479	A&S	1.5	1.0	2.2	2.1	2.5	2.9			1.9	B.A. Econ.,Gen.Bus. & Ind. Arts
480	H.Ec.	2.5	2.6	1.8*	3.2	2.6	3.0	3.5		2.7	B.S. Ed. H.Ec.& M.Tchg./ Bus.Ed.
481	Agri.	3.1	2.5	1.9*	2.4	2.8	2.7	3.2		2.7	B.S. Ed. Biol.& Continuing/ Chem.
482	Agri.	3.1	3.0	2.9	2.2	3.3				3.0	B.S. Ed. Biol.&Chem.
483	A&S	2.9	2.4	3.3	2.3	2.0	3.0			2.8	B.S. Ed.
484	Com.	2.5	2.0	2.2	2.2	2.7	3.0	3.2		2.6	B.S. Ed. BusEd. & M. Tchg./ English
485	A&S	1.7	2.6	1.2	2.7	2.6	1.3			1.9	Continuing
486	A&S	3.9	2.3	2.6	3.3	3.1				3.4	B.S. Gen.Bus.,Chem. & Biol.
487	Engr.	3.4	1.5*	3.1	3.2	2.9		2.8		3.0	B.S. Ed. Math& Continuing/ Physics
488	Com.	3.4	2.9	2.1	1.9	2.1	2.7			2.9	B.S. Ed. BusEd.& El. Ed.
489	Engr.	2.5	1.0	---	---	---				2.3	---
490	A&S	2.1	2.9	---						2.3	Continuing
491	A&S	2.4	Inc.							2.4	---
492	A&S	1.9	0.4	---	---	---				1.6	---
493	Com.	2.2	1.5	1.8	---	---				2.0	---
494	Engr.	2.9	1.1	---	---	---				2.7	---
495	H.Ec.	2.3	1.8	1.3*	2.4	3.1				2.2	B.S. Ed. H.Ec.& El. Ed.
496	H.Ec.	3.3	3.0	2.5	3.0	3.3		3.0		3.1	B.S. Ed. H.Ec. & M. Tchg./ English
497	Engr.	2.2	2.0	2.9	2.5	2.6	2.3	3.1		2.5	B.S. Ed. Ind.Arts & Hist.
498	IndArts	1.9	1.7	2.3	1.8	2.7				2.0	B.S. Ed. Ind.Arts & Hist.
499	Engr.	3.0	0.8*	2.5	2.8	2.7	2.3	3.1		2.6	B.A. Ed. Soc.Stud. M. Tchg./ & Econ.
500	A&S	2.2	2.0	1.8*	2.3	1.9				2.1	B.S. Ed. P.E.&Hist.
501	Com.	3.1	2.7*	3.3	3.4	3.3				3.1	B.A. Hist.&Jour.
502	A&S	2.4	1.6	2.0	---	---				2.2	---
503	A&S	2.7	2.9	3.3	3.3	2.8	3.6			2.9	B.A. Ed. Voc.Music
504	A&S	2.3	2.7	3.2	3.2	2.6				2.6	B.S. Ed. IndArts & Chem.
505	A&S	1.6	1.9	2.8	3.2	2.9	4.0	3.0		2.3	B.S. Ed. IndArts & Continuing/ Hist.
506	A&S	3.7	3.4	3.2	3.0	3.5		3.3		3.4	B.S. Ed. El.Ed. M.S.
507	Engr.	2.9	2.4	1.8	2.1	2.7	2.6	3.0		2.6	B.S. Ed. Math.& Continuing/ Physics
508	A&S	3.6	3.1	3.5	3.5	3.6*		3.2		3.4	B.A. Ed. Continuing
509	A&S	1.7	1.5	1.5	2.5	2.0	2.2	3.0		2.1	B.A. Ed. Hist. M. Tchg.
510	A&S	2.4	2.7	2.4	3.0	2.5	2.5	2.6		2.5	B.S. Ed. Biol.& Chem.
511	Com.	2.2	3.1	2.3	2.1	2.0	2.8	3.4		2.5	B.S. Ed. Bus.Ed. & M. Tchg./ Hist.
512	A&S	2.6	2.4	2.5	2.4	---				2.5	---
513	A&S	2.1	2.0	0.8	---	---				1.9	---
514	Com.	2.1	2.5	2.3	3.0	2.8		3.0		2.4	B.S. Ed. BusEd. & Continuing/ P.E.
515	Agri.	1.7	1.6	1.9	1.8	1.2	2.0			1.7	---
516	Com.	3.1	2.8*	2.6	3.7	2.7	3.4	3.4		3.2	B.S. Bus. Ed. M. Tchg.
517	Engr.	3.5	W's*	3.0	2.8	3.1	2.1			3.2	Continuing
518	A&S	2.5	2.0	1.6	2.6	2.1		3.2		2.6	B.A. Ed. Soc.Stud. M. Tchg.
519	A&S	2.1	1.9	---	---	---				2.1	---
520	Agri.	2.2	1.7	1.8	---	---				2.1	---
521	A&S	2.1	1.6	1.1	1.5	1.5				1.6	---
522	A&S	3.6	3.8	2.9	3.7	3.1	3.7	3.4		3.5	B.A. Hist. &Biol. Continuing
523	Com.	3.2	1.8	2.0	2.4	2.8*		3.4		2.9	B.S. Ed. Com.Sec.Ed. M. Tchg.
524	A&S	2.2	2.3	2.2	2.1	2.4*		3.4		2.3	B.A. Ed. Hist.& Continuing/ Govt.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
525	A&S	1.9	2.1	1.4	1.5	2.2	2.9			2.0	B.S.Ed. Bus.Ed. & P.E.
526	Com.	2.2	2.0	2.7	2.0	2.4	2.3			2.2	B.S. Ed. El.Ed.
527	Engr.	1.8	1.3*	0.6**	0.0	---				1.4	---
528	A&S	1.4	1.5	2.1	3.4	2.3				1.8	B.S. Ed. P.E. & Hist.
529	A&S	3.6	3.8	3.5	4.0	3.5	2.8			3.6	B.A. Econ.,Ind. Arts & Agri.
530	Com.	3.2	2.4	2.7	2.5	2.7	3.6*	3.3**	3.4	3.1	B.A.Ed.Hist.& Bus. Ed. B.S. Bus. Ed. M. Bus. Ed. Ed.D.
531	A&S	1.8	2.2	2.0	2.1	2.3	2.6			2.1	B.S. Ed.P.E.& Biol.
532	Agri.	2.3	2.5	3.2	3.0	3.2	2.7			2.6	B.S. Ed. Ind.Arts & A gri.
533	H.Ec.	3.4	2.7	2.7	2.7*	2.8				3.2	B.S. Ed.
534	Engr.	2.6	2.6	2.0	3.2					2.6	B.S. Ed. Math.& Physics
535	Com.	2.0	1.8	2.6	2.7	2.0*	2.8	3.3	3.5	2.6	B.S. Ed. El.Ed. M. Ed./ &Biol. Continuing
536	Com.	2.4	1.9	2.3	2.1	2.0				2.2	B.S.Ed. Bus.Ed. & H.Ec.
537	Com.	3.0	2.5	2.4	3.2	3.1		3.4		3.0	B.S. Ed.Bus.Ed. M. Tchg./ & Math.
538	Agri.	1.6	2.0*	2.5	2.8	1.9	2.9			2.0	Continuing
539	H.Ec.	3.3	2.4	3.2	3.3	3.1	3.5			3.2	B.S.Ed. H.Ec. & Bus.Ed.
540	Com.	2.7	1.8	2.3	1.8	2.9				2.5	B.S.Ed.Bus.Ed.& H. Ec.
541	Com.	2.5	2.6	2.5	3.0	3.6		3.1		2.8	B.A.Ed.Hist&Geog. M. Tchg.
542	A&S	2.9	2.1	2.3	2.2	2.9				2.7	B.A.Ed.English&P.E.
543	Com.	1.5	2.2	2.2*	3.0	2.2	2.7			2.C	B.S. Gen.Bus.,Econ. & Ind. Arts
544	Com.	2.7	2.1*	2.1	2.5	2.1**		3.1		2.6	B.S.Ed. Bus. Ed. M. Tchg.
545	Com.	2.5	1.0*	1.2	1.8	1.5				2.0	---
546	Agri.	2.7	3.2	2.5*	3.2**			3.8	not obtained	3.1	B.S. Biol&Chem. M.S. Nat. Sci. Continuing
547	Com.	1.5	1.1	2.0	2.7	2.6	2.4			1.8	B.A.Ed.Hist& Bus.
548	Com.	2.5	1.9	---	---	---				2.4	---
549	IndArts	2.1	3.7	2.5	2.6	2.7				2.4	B.S.Ed. IndArts & Hist.
550	A&S	3.4	3.3	3.6	2.7	3.5				3.3	B.A.Ed.Hist&Biol.
551	A&S	2.2	1.6	2.5	1.8	1.6				2.0	B.A.Ed. Hist&P.E.
552	A&S	2.3	2.2	1.9	3.4	3.1	3.9			2.8	B.S.Ed.Biol&Math.
553	Com.	2.5	2.5	2.4	2.3*	2.6**	2.3			2.5	B.S.Ed. Bus.Ed.
554	A&S	2.2	1.8	2.5	2.0	2.3				2.2	B.A.Ed. Hist&P.E.
555	Agri.	3.3	3.0	2.5	3.5	3.3*	3.0**	3.1		3.1	B.S. Ag. Ed. M. Tchg.
556	A&S	3.0	1.6	2.2	3.0	2.9				2.7	B.S. Ed.Biol.&Hist.
557	A&S	2.3	2.6	2.3	3.2	2.8		3.1		2.6	B.S.Ed. El.Ed. Continuing
558	A&S	3.3	2.7	2.4	2.2	2.4*		2.8		2.9	B.S. Ed. Continuing
559	Com.	2.1	0.5	---	---	---				1.8	---
560	Com.	3.1	2.7	2.4*	2.6	2.7	3.8			2.9	B.S.Ed.El.Ed. & H.Ec.
561	H.Ec.	1.9	1.8	2.0	2.8	3.7				2.2	B.S.Ed. H.Ec. & Speech
562	Engr.	2.5	1.6	2.4	2.3					2.4	Continuing
563	Com.	2.0	0.6*	1.8	2.8					1.9	Continuing
564	A&S	1.9	1.2*	2.0	2.1	1.8	2.2			1.8	B.S. Hist.&Soc.St.
565	A&S	2.4	2.1*	1.8**	2.1					2.3	---
566	Agri.	2.6	W's	---	---	---				2.6	---
567	A&S	1.7	3.0*	2.3	2.0	3.5	2.8			2.2	B.S. Ed. El.Ed.
568	H.Ec.	2.8	2.3*	2.7	3.6	2.8				2.9	B.S.Ed. H.Ec.& El.Ed.

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
569	A&S	1.2	W's	0.0	---	---				1.0	---
570	Engr.	2.9	0.8	2.0	1.5	2.5	2.0			2.3	B.S. Mil. Ser.
571	Agri.	2.4	1.5	2.2	2.4	2.4				2.3	B.S. An. Hus.
572	Engr.	2.8	1.2	1.1	1.2	1.4	0.9			1.8	---
573	Agri.	2.6	1.5	3.0	1.7	2.7				2.4	B.S. Ag. Ed.
574	Engr.	2.4	0.0	---	---	---				2.3	---
575	Agri.	2.2	1.0	2.1	2.3	2.8				2.1	---
576	A&S	3.3	2.5	2.1	2.7	3.4	2.6	3.2		3.0	B.S. Math M. Tchg.
577	A&S	2.1	1.3	2.7	1.9	1.8	2.8			2.2	B.S. Forestry
578	Engr.	3.1	1.6	2.1	2.2	3.0				2.6	B.S. El. Com.
579	Agri.	1.7	1.8	2.4	3.3	3.6	3.4			2.4	B.S. Ag. Ed.
580	Engr.	2.9	0.7	0.3	1.5	2.5	2.2			2.0	Continuing
581	Engr.	3.0	2.4	---	---	---				2.0	---
582	Com.	2.6	2.4	2.8	3.1	3.1				2.7	B.S. Ed. B_{us}.Ed.
583	Com.	2.7	2.0	2.1	2.9	2.8				2.5	B.S. Gen. Bus.
584	Engr.	1.9	2.5	2.4	2.6	1.0				2.0	B.S.Ed. Bus.Ed.
585	A&S	3.4	1.9*	3.2	3.3	3.1				3.1	B.S. Ed. Math
586	A&S	1.7	0.0*	0.4**	1.9	0.7***	1.4			1.3	---
587	Com.	1.5	0.6*	3.0	---	---				1.6	---
588	Com.	4.0	2.8	---	---	---				3.7	---
589	Engr.	3.3	3.6	3.6	3.6	3.5				3.5	Tech.Cert.Draft.
590	Com.	2.8	1.8	2.1	2.3	2.2				2.4	B.S. Ed. Bus.Ed.
591	Com.	3.3	1.8	2.0	2.5	3.1	2.4			2.8	B.S.Ed. El.Ed.
592	Com.	2.2	1.4	1.5	1.9	2.4	2.6			2.1	B.S.Ed. Hlth&P.E.
593	Engr.	2.6	0.8*	1.9	2.4	2.7	2.6			2.5	B.S. Ed. Biol.
594	A&S	1.8	1.2	0.0	---	---				1.5	---
595	A&S	1.7	W's	---	---	---				1.7	---
596	A&S	3.1	1.9	---	---	---				2.9	---
597	A&S	2.1	1.7	---	---	---				2.0	---
598	Engr.	3.4	W's	---	---	---				3.4	---
599	Agri.	1.3	1.3	---	---	---				1.3	---
600	Engr.	3.0	1.5	1.1	---	---				2.4	---
601	Com.	2.9	2.3	2.9	3.0	---				2.8	---
602	Engr.	2.2	0.2	0.3	---	---				1.7	---
603	Engr.	2.3	W's	---	---	---				2.3	---
604	A&S	1.6	2.7	1.8	2.0	---				1.8	---
605	Agri.	2.2	1.3	0.8	---	---				1.8	---
606	Engr.	2.0	1.2	1.0	---	---				1.7	---
607	Com.	2.2	0.9	1.7	1.2	1.3	0.7			1.7	---
608	Agri.	1.8	0.2	---	---	---				1.5	---
609	Com.	2.1	0.8	0.8	---	---				1.9	---
610	Agri.	2.5	1.8	1.6	2.4*	1.2				2.1	---
611	Com.	2.3	1.0	0.8	---	---				1.8	---
612	Engr.	2.9	W's	---	---	---				2.9	---
613	Agri.	1.7	0.7	0.6	Did not validate below C average					1.4	---
614	Engr.	2.7	1.7	1.9	1.4	1.4				2.2	---
615	A&S	1.7	1.6	1.5	---	---				1.7	---
616	Engr.	2.6	1.0	---	---	---				2.5	---
617	Engr.	2.3	2.2	1.1	---	---				2.1	---
618	Engr.	1.3	1.3	2.6	1.5	2.1	2.0			1.6	---
619	Engr.	2.0	0.0	---	---	---				1.6	---
620	Agri.	3.6	4.0	3.6	3.2	3.8		not available		3.6	B.S. An. Hus. Ph.D. An. Hus.
621	A&S	2.3	3.0	2.6	2.1	2.6		3.1		2.6	B.A.Ed. Soc.& M. Tchg./ Geog.
622	Engr.	2.3	0.9*	Grades not available						2.1	---
623	A&S	2.1	2.1	1.7	2.4	2.6*	1.7**	2.6		2.2	B.S.Ed.Biol.&Ind. M. Tchg./ Arts
624	A&S	2.8	1.8	2.3	1.8	2.0*		2.6		2.5	B.A.Ed. Hist.& Continuing/ Govt.
625	A&S	2.1	2.1	1.7	---	---				2.1	---
626	A&S	2.5	0.4	1.4	1.4					2.0	Continuing
627	Com.	3.0	1.5	1.7	1.6	2.4				2.4	B.B.A. Bus. Mgt.
628	A&S	2.3	2.2	2.5	2.0	---				2.3	---
629	A&S	2.2	1.4	1.7	---	---				2.0	---
630	A&S	2.3	2.8	2.5*	3.4	3.7	3.5			2.8	B.S.
631	Agri.	1.4	0.0*	2.0	---	---				1.3	---
632	A&S	1.8	1.2	0.2	---	---				1.5	---
633	Com.	2.9	1.6	0.8	---	---				2.4	---
634	Engr.	3.5	1.8	---	---	---				3.2	---
635	Engr.	3.0	W's	---	---	---				3.0	---

TABLE A - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
636	Engr.	2.8	2.0	---	---	---				2.8	---
637	Agri.	2.1	1.2	---	---	---				2.0	---
638	Agri.	1.9	W's	---	---	---				1.9	---
639	Engr.	2.7	0.3	0.6	0.3	1.1				1.6	---
640	Engr.	2.2	0.3	0.3	---	---				1.6	---
641	Engr.	3.0	1.6	1.8	1.4	---				2.4	---
642	Engr.	2.3	0.8	1.5	1.0	0.9	1.6			1.6	---
643	Com.	1.9	W's	---	---	---				1.9	---
644	A&S	2.2	1.2	---	---	---				2.0	---
645	Engr.	1.9	1.6	---	---	---				1.9	---
646	Com.	2.7	1.0*	1.6	---	---				2.3	---
647	Com.	2.7	1.7	---	---	---				2.6	---
648	Com.	2.7	W's	---	---	---				2.7	---
649	Engr.	2.5	3.5	---	---	---				2.7	---
650	Agri.	1.9	1.8	---	---	---				1.9	---
651	H.Ec.	3.3	2.8	3.1*	2.9	3.7		3.0		3.2	B.S. El.Ed. M.S. Ed.
652	A&S	2.3	1.7	3.0	2.2	2.7	2.3	3.0		2.3	B.S. Ed. Soc. Continuing/ Stud.
653	A&S	1.7	1.8	2.1	1.8	2.2*		3.0		2.1	B.A.Ed. Hist.& Continuing/ Govt.
654	Com.	1.9	1.4	1.5	1.4	1.6				1.7	---
655	Engr.	2.0	2.1	1.8	1.7	1.4				1.9	---
656	Com.	1.7	2.5	2.3	1.8	2.4	2.5			2.0	B.S. Bus.
657	Engr.	2.2	1.4	1.9	1.3	1.9				2.0	Continuing
658	A&S	2.3	1.7	2.4	2.4	3.2				2.4	B.S.Ed. P.E. & Soc.Studies
659	Agri.	1.7	2.1*	1.9	---	---				1.8	---
660	A&S	2.0	1.9	1.9	1.8	2.4		3.1		2.2	B.S. Ed. Bus.Ed.& M.Tchg./ Soc.Stud.
661	A&S	1.9	1.3	1.9	2.5	---				1.8	---
662	Com.	1.1	0.5	---	---	---				1.0	---
663	A&S	1.0	3.0	2.6	1.9	2.4	2.1			1.8	Continuing
664	Agri.	2.3	1.8	2.3	1.7					2.2	Continuing
665	Com.	1.6	3.0	---	---	---				1.7	---
666	A&S	2.5	2.6	3.0	not obtained					2.5	B.S. Ed.
667	Engr.	2.3	0.6*	grades not available						2.1	---
668	Agri.	2.1	1.5	2.1	2.2	2.6	2.4			2.1	B.S. Ag. Voc.Ag.
669	A&S	1.6	1.8	2.3	1.6	---				1.7	---
670	Com.	2.5	2.2	2.0	---	---				2.3	Continuing
671	Engr.	2.2	2.6	1.7	1.6	1.8	2.2			2.1	B.S. Geol. B.S. Math
672	Com.	2.5	W's	---	---	---				2.5	---
673	A&S	2.5	1.8	2.3	2.3	2.5		3.1		2.5	B.A. Ed. Hist.& M. Tchg./ Math.
674	A&S	2.2	2.1	2.4	2.4	2.9				2.3	---
675	Agri.	1.9	mortuary school							2.3	Mort. Cert.
676	A&S	1.1	0.0	---	---	---				0.9	---
677	H. Ec.	3.0	3.3	4.0	3.8	3.5				3.2	B.A. Ed.

* indicates a transfer to a second four-year college
** indicates a transfer to a third four-year college
*** indicates a transfer to a fourth four-year college

na indicates grades for that term were not available without personally contacting person
nk indicates grades for that term were not known and not obtained

TABLE B

DATA REGARDING STUDENTS OF MURRAY STATE AGRICULTURAL COLLEGE,
WITH LESS THAN 60 HOURS EARNED IN RESIDENCE,
WHO TRANSFERRED TO OTHER COLLEGES.

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
1b	A&S	2.5	2.3	3.1	3.0	3.5	2.9			2.8	B.S. Geol.
2b	Com.	2.8	3.4	2.3	2.5	2.8	2.8			2.7	B.S. Bus. Ad.
3b	Agri.	2.5	1.5	2.0	2.8	1.8				2.2	B.S. Forestry
4b	Com.	2.6	3.4	3.3	3.9	3.8		3.7		3.2	B.B.A. M.B.A.
5b	A&S	1.8	1.3	1.7	2.6	2.4	2.3			2.1	B.S.
6b	Com.	2.3	1.8	2.7	2.2	2.6	1.9			2.3	B.S. Ed. Bus.Ed.
7b	Agri.	2.4	1.8	1.7	2.4	2.6				2.3	B.S. Ag. Ed.
8b	A&S	2.6	2.2	3.2	2.8	3.4		3.1		2.9	B.A. Ed.Soc.Sci. M. Tchg.
9b	Engr.	2.1	2.6	2.9	2.6	2.1	2.7			2.4	B. Ind.Arts
10b	Agri.	3.3	3.3	2.5	2.5	3.0	2.8	3.4		3.1	B.S. Ag. Ed. M.S. Ag.Ed.
11b	A&S	1.4	1.6	2.5	2.3*	2.5**	2.3***	3.4		1.9	B.A. Ed.Soc.Sci.
12b	Agri.	3.9	3.6	3.0	3.0	3.3	3.5		3.6	3.6	D.V.M.
13b	A&S	3.3	2.9	3.1	2.6	2.8				3.1	B.S. Ed. Math
14b	Agri.	2.5	3.0*	2.3	3.3	2.4	3.0	3 .8		2.7	B.S. Ag. Ed.
15b	A&S	2.5	2.3*	3.0	3.6	3.3	2.8**	3.7		2.8	B.S.
16b	A&S	2.4	2.6	2.5	2.7					2.5	B.A. P.E.
17b	Agri.	2.6	2.9	3.5*	2.8	2.8				2.8	B.S. An. Hus.
18b	H.Ec.	3.0	3.2	3.6	3.5	3.5				3.1	B.S. H. Ec.
19b	Com.	1.8	0.8	1.6	1.2	---				1.6	---
20b	Com.	2.3	2.2*	1.4	0.8	---				1.9	---
21b	A&S	2.9	1.1	1.7	2.2	2.1	2.8			2.3	B.S. Geol.
22b	Com.	2.8	4.0	3.8	4.0	3.6				3.3	B.S.
23b	A&S	2.8	2.3	1.9	1.7	2.8	2.4			2.4	B.S. Chem.
24b	Com.	3.2	3.0	2.5	2.8	3.0				3.0	B.S. Ed.Bus.Ed.
25b	Engr.	1.8	1.8*	2.9	3.0	3.5	3.7			2.5	B.S.Ed. IndArts & Music
26b	Agri.	2.8	3.2	3.1	2.6	3.3	3.3			3.0	B.S. Soils
27b	A&S	2.6	2.8	2.9	2.5	2.6				2.7	B.A. Geog.
28b	Agri.	3.2	3.3	3.2	3.6	4.0				3.4	B.S. Ento.
29b	Agri.	1.8	1.5*	2.7	2.8	3.1	3.2	3.3		2.4	B.S. Ed.Ag&Biol. M. Tchg.
30b	A&S	2.4	2.1	2.1	2.5	2.2				2.3	B.S. Ed. ElEd.
31b	A&S	2.6	1.8	2.6	2.6	2.5				2.5	B.A. Ed. English
32b	A&S	1.7	1.4	0.9	1.0	0.9				1.4	---
33b	A&S	2.0	2.3	1.9	2.3	1.4	2.8			2.4	B.S. English
34b	A&S	2.0	2.9	3.0	2.4	2.3		2.5		2.4	B.S.
35b	Agri.	2.7	2.2	1.9	2.4	1.8	2.4			2.3	B.S. An. Hus.
36b	Com.	3.1	W's	---	---	---				3.1	---
37b	Agri.	3.6	3.0	3.1	3.5	3.4				3.4	B.S. Ag.Journ.
38b	A&S	3.3	3.0	2.7	2.2	2.6	2.7			2.8	B.S. Soc.Welfare
39b	Engr.	1.3	0.8	1.3*	2.0	3.1	2.7	3.2		2.2	B.A. Ed.Pol.Sci. M.A. Ed.Adm.
40b	Engr.	1.6	1.5	1.9	2.5	1.5	2.7			2.0	B.S. Geol.,Chem. Mech.Engr. Tech. Cert.
41b	Engr.	3.2	1.4	2.2	0.7	2.6	1.9			2.3	B.S. Pet. Engr.
42b	Agri.	2.1	3.1	3.2	3.5	2.6				2.6	B.S. An.Hus.
43b	A&S	1.7	1.8	2.5	1.8	2.2	2.5			1.9	B.S. Ed.&Psych.
44b	Agri.	1.7	2.9	2.8	3.2	3.0				2.2	B.A. Ag.Econ.
45b	Agri.	3.2	2.1	2.7	2.5	2.2	2.6			2.7	B.S. DairyProd.
46b	A&S	3.9	3.7	3.4	4.0	2.0		3.5		3.7	B.A. Ed.Hist. M. Tchg.
47b	Engr.	2.5	1.6	1.0	0.7	2.8	2.1			2.0	B.S. Pet. Engr.
48b	Agri.	2.4	3.0	---	---	---				2.5	---
49b	A&S	2.4	1.5	1.5	1.8	1.3	2.2			1.9	B.S. Forestry
50b	Agri.	3.2	2.1	2.9	3.2					3.0	B.S. An. Hus.
51b	A&S	2.4	1.3	1.6	1.8	2.1	2.5			2.1	B.S. Zool.
52b	A&S	3.4	3.6*	3.6	3.4	3.4		4.0		3.6	B.S. Ed. El.Ed. M.S. Ed.

TABLE B - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
53b	A&S	2.1	2.1	1.6	2.7	2.8	2.7			2.3	A.B. Religion
54b	A&S	1.9	1.2*	2.5	2.7	3.8	3.1	2.8		2.4	B.S. Ed. Hlth& Continuing/ P.E.
55b	Com	3.8	2.6	2.6	2.8	3.0	3.0			3.3	B.S. Bus. Acct.
56b	A&S	2.0	1.9	1.3	2.1	2.2*	1.9			2.0	---
57b	Agri.	2.2	1.7	2.0	2.8	2.9				2.2	B.S. An. Hus.
58b	A&S	2.2	0.7*	1.9	1.7	2.6	2.2			1.9	B.S. Biol.,Chem. & Psych.
59b	A&S	2.6	1.5	1.6	---	---				2.2	---
60b	Com.	2.1	1.4	1.8	3.4	1.6	3.2			2.1	B.S. Ed. Bus.Ed.
61b	H.Ec.	3.2	2.9	2.4	3.0	3.0*		2.9		3.0	B.S. H.Ec. Ed.
62b	A&S	1.3	1.7	2.1	1.9	2.5	2.0			1.8	B.S.
63b	Agri.	2.1	2.4	3.1	2.7	2.3	2.6			2.4	B. Religion
64b	A&S	3.8	3.0	3.4	2.7	3.0	3.2			3.3	B.A. Ed. English
65b	Engr.	2.2	1.7	2.2	2.3	2.2	2.9			2.2	B.S. Ind.Arts
66b	Engr.	2.1	0.8	0.0	---	---				1.7	---
67b	Agri.	1.7	1.8	1.7	2.4	1.6	4.0			1.9	---
68b	H.Ec.	3.7	3.8	3.7	3.4	4.0				3.7	B.S. H.Ec.Ed.
69b	A&S	1.7	2.6	1.9	2.3	3.2	2.8			2.2	B.S. Biol.&Chem.
70b	A&S	2.7	2.5	2.2	3.3	3.1		3.5		3.1	B.S. An.Hus. M.S. Ag. Econ.
71b	Com.	2.8	2.7	2.8	2.6	2.6				2.8	B.S. Gen.Bus.Ad.
72b	Engr.	2.0	3.4	1.7	1.8	1.8	2.4			2.0	B.S. ArchEngr. B.S. Arch.
73b	Com.	2.7	1.6	2.0	1.3	3.0				2.4	B.S. Gen. Bus.
74b	Agri.	2.7	1.8	1.9	2.1	2.5	2.5			2.5	B.S. An. Hus.
75b	Engr.	2.6	2.2	3.0	2.8	3.1	2.5			2.6	B.S. Ind.ArtsEd.
76b	Agri.	2.9	2.5	2.3	2.1	2.8	3.1	3.3		2.8	B.S. A g. Ed. Continuing
77b	Com.	2.3	2.6	1.7	1.6	2.4	2.7			2.2	B.B.A. Bus.Fin.
78b	Agri.	2.4	2.5	2.3	3.3	3.4	2.0			2.5	B.S. Dairy Manu.
79b	Agri.	1.9	0.7	2.8	3.6	3.1	2.0			2.1	B.S. An. Hus.
80b	Engr.	2.6	2.9	2.6	3.2	2.5	3.2			2.8	B.S. Geol.
81b	A&S	1.7	1.5	2.8	2.5	2.1	2.7			2.1	B.S. Geol.
82b	Agri.	1.8	1.9	2.2	3.1	2.5				2.1	B.S. An. Hus.
83b	A&S	2.4	2.8	2.6	3.3	2.7	2.9			2.6	B.S. Ed. Sec.Ed.
84b	H.Ec.	2.7	2.8	2.7	2.5	3.2	3.3			2.8	B.S. H.Ec.Ed.
85b	Agri.	2.6	3.2	3.2	3.0	3.0	3.2			2.9	B.S. A g. Ed.
86b	Agri.	3.2	3.6	3.2	4.0	2.0	2.4		2.6	2.8	B.S. PreVet. D.V.M.
87b	Com.	3.3	3.0	---	---	---				3.2	---
88b	Agri.	1.5	0.3	1.0*	2.3	2.4	2.7			1.7	B.S. Ed. Ind.Arts & Agri.
89b	A&S	1.8	2.5*	2.8	2.8	3.0				2.3	B.S. Gen. Bus.
90b	A&S	3.8	3.0	3.5	2.9	2.7				3.3	B.S. Forestry
91b	A&S	3.3	0.0*	2.4	2.5	3.0	3.1			2.8	Med.Tech. Cert.
92b	Engr.	2.9	2.4	2.1	1.4	2.1	2.4			2.4	B.S. El. Engr.
93b	A&S	2.9	1.6	2.4	2.1	2.1	2.4			2.4	B.S. Pharmacy
94b	IndArts	1.4	0.6	1.4	1.2	1.2	1.0			1.2	---
95b	A&S	2.0	1.9	2.3	2.0	2.8				2.1	B.S. Chem.
96b	Engr.	3.2	2.4	2.3	2.9	1.9	2.3			2.5	B.S. ArchEngr.
97b	A&S	3.3	1.1	---	---	---				2.9	---
98b	A&S	2.3	2.5	3.1	3.0	3.0	3.5			2.7	B.S. Geol.
99b	H.Ec.	1.7	1.3	0.8*	2.4**	1.6	2.6			1.8	B.S. H. Ec.
100b	A&S	3.0	2.6	2.6	2.6	2.6	2.6			2.8	Continuing
101b	A&S	2.5	3.1	2.8	2.2	3.1	2.8	3.5		2.8	B.S. Ed. Bus.Ed.& M. Tchg./ Acct.
102b	Agri.	3.9	3.3	3.1	3.1	3.1		3.2		3.4	B.S. Soils
103b	Com.	2.4	2.6	2.2	2.4	2.7				2.5	B.B.A. Bus.Mgt.
104b	Agri.	1.7	1.4	1.4	2.3	2.7	2.3			1.8	B.S. An. Hus.
105b	A&S	1.7	0.9*	1.2	1.4**	3.0	2.5***	3.1		2.1	B.S. Ed. Biol. Continuing
106b	Agri.	2.6	2.4	1.8	2.4	2.7	2.1			2.3	B.S. An. Hus.
107b	Agri.	2.7	3.3	3.2	3.0	3.1		3.1		3.0	B.S. A g. Ed. M.S. Ag.
108b	Engr.	3.1	2.4	3.1	2.1	1.3	2.3			2.6	B.S. Psych
109b	Engr.	3.5	2.2	2.4	3.6	3.7	3.9*	not obtained		3.3	B.S. Mech.Aero M.S. / Engr. Continuing
110b	Engr.	3.2	2.4	2.2	3.0	3.1	2.5	3.6		3.0	B.S. Ed. Biol. M. Tchg.
111b	Agri.	1.9	1.8	1.8	2.6	2.2				2.0	B.S. FieldCrops

TABLE B - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
112b	Ind.Arts	2.9	2.4	2.3	2.7	2.2	2.7			2.6	B.S. Ind. Arts
113b	Com.	3.0	2.3	2.0	2.2	2.5				2.6	B.S. Bus.Ad.&Mktg.
114b	Engr.	1.7	3.2	2.9	3.3	3.4		3.3		2.5	B.S. Geol. M.S. Geol.
115b	Com.	2.4	2.7	3.1	2.9	2.6				2.6	B.S. Sec. Ed.
116b	A&S	2.8	3.0	1.8	2.9	2.4	2.6			2.5	B.S. Ed. P.E.
117b	Agri.	1.9	1.5	2.6	2.4	2.6				2.1	B.S. An. Hus.
118b	Agri.	1.3	2.5	2.8	2.9	3.4	3.0	3.5		2.5	B.S. Field Crops Continuing
119b	Com.	2.6	1.6	2.2	2.7	2.4	2.4			2.4	B.S. Bus.
120b	Engr.	2.6	3.0	2.7	1.8	2.2	2.3	2.3		2.4	B.S. Continuing
121b	Agri.	2.1	3.5	2.4	2.4	2.0			2.5	2.4	B.S. Pre VetSci. Continuing
122b	Engr.	3.7	2.6	2.5	2.7	3.1	2.6			3.0	B.S. Pet.Engr.
123b	Com.	1.5	2.2	1.6	2.5	1.8	(deceased)			1.8	---
124b	A&S	2.1	2.2*	1.7	2.3	2.3	3.2			2.3	B.S. Hlth& P.E.
125b	A&S	2.6	2.6	2.6	2.6	2.6				2.6	B.S.
126b	Agri.	2.2	2.6	2.6	2.7	3.1		3.4		2.7	B.S. Ag. Ed. M.S. Ag. Ed.
127b	A&S	2.5	grades not available							? ?	B.S.
128b	Engr.	2.9	1.8	1.4	2.5	2.8				2.5	B.S. Ed.Chem.& Math
129b	A&S	3.2	W's	---	---	---				3.2	---
130b	IndArts	2.6	2.3	2.7	3.0	2.8		3.1		2.7	B.S. Ed. IndArt M. Tchg. / &Hist.
131b	A&S	2.4	2.6	2.6	3.0	2.2	2.3	3.0		2.5	B.S. Ed.IndArt & Continuing/ Biol.
132b	A&S	1.1	1.8	2.6	2.7	2.5*	2.7			1.9	B.S. Ed. El.Ed.& Hist.
133b	Com.	1.9	1.3	1.9	2.6	3.2		3.3		2.3	B.A. Ed. Hist& M. Tchg. / P.E.
134b	Engr.	3.0	2.8*	3.5	3.2	3.4		3.3		3.2	B.S. Ed. Ind.Art M. Tchg.
135b	Engr.	2.3	1.5	1.7	2.5	1.4	2.8	3.0		2.1	B.S. Ed. Bus.Ed. Continuing/ & P.E.
136b	Com.	2.2	2.8	2.0	2.3	2.6				2.3	B.S. Ed. Bus.Ed.& Econ.
137b	H.Ec.	3.6	2.7	3.3	2.3	3.1	3.6			3.3	B.S. Ed. BusEd& H.Ec.
138b	A&S	2.5	2.3	2.9	2.3	1.6	2.6			2.5	B.A. Ed. Hist& English
139b	Agri.	2.5	1.8*	2.0	---	---				2.3	---
140b	Com.	2.2	1.9	2.4*	2.0**	1.7	2.1***	3.4		2.5	B.S. Gen. Bus. M. Tchg.
141b	H.Ec.	2.5	1.7	2.3	2.5	3.4	3.8			2.6	B.S. Ed. El.Ed. & H.Ec.
142b	Com.	1.8	2.2	2.1	3.1	3.3				2.2	B.S. Ed. Ind.Arts & Bus. Ed.
143b	A&S	2.6	2.1	2.1	2.8	2.4	3.1			2.6	B.S. Ed. P.E.& Math
144b	H.Ec.	2.6	1.8	2.4	2.0	---				2.2	---
145b	A&S	3.9	3.4	3.7	4.0*	4.0	4.0			3.8	B.A. Ed. English & Speech
146b	IndArts	1.6	2.0	1.5*	2.6	4.0	2.7			2.2	B.A. Spch,IndArt & P.E.
147b	A&S	2.4	2.7*	2.4	2.8	3.4	3.5**	3.3		2.7	B.S. Ed. Bus.Ed. M. Tchg.
148b	A&S	3.3	0.0*	3.3						3.2	Continuing
149b	Com.	4.0	2.0	---	---	---				3.9	---
150b	Agri.	1.0	1.7	1.5	---	---				1.2	---
151b	A&S	3.0	1.6	2.2	---	---				2.6	---
152b	A&S	3.3	W's	---	---	---				3.3	---
153b	Engr.	2.9	3.4	2.6	2.8	2.8	2.6			2.9	B.S. End.Art&Econ.
154b	A&S	1.2	2.4	2.0	2.5	3.0	3.2*	3.1		2.3	B.S. Ed. P.E.&Biol. M. Ed.
155b	Com.	2.5	2.2	2.8	3.1	2.3	2.6			2.6	B.A. Ed.SocStu.& Art.
156b	A&S	1.9	1.8	2.5	2.7	2.6		2.3		2.2	B.S.Ed. P.E.& Soc. Stu.
157b	Agri.	2.4	2.6	---	---	---				2.4	---
158b	H.Ec.	3.3	3.4	3.0	3.3	3.8		3.5		3.3	B.A. Ed. English& M. Tchg. / H. Ec.

TABLE B - Continued

Student No.	Murray Major Dept.	Murray Cumul G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
159b	IndArt	1.5	1.4	1.9	1.5	1.9	2.7			1.8	B.S. IndArt,Hist. & P.E.
160b	A&S	2.9	2.3	2.4	2.2	3.1	2.9	3.4		2.7	B.S. Ed.Bus.Ed. Continuing/ El.Ed.
161b	A&S	2.0	1.8	1.7	2.9	2.2		2.8		2.2	B.A. Ed. Hist&P.E. M. Tchg.
162b	A&S	2.3	1.6	2.1	3.1	2.6*		3.2		2.6	B.S. Ed. El.Ed.& P.E. M.S.Ed. Hlth&P.E.
163b	A&S	1.6	0.5	---	---	---				1.5	---
164b	H.Ec.	3.7	3.1	4.0	2.8	3.2	3.5	3.1		3.4	B.S. Ed.H.Ec. & Bus.Ed. Continuing
165b	Com.	2.5	2.6	3.0	2.2	3.0*		3.0		2.6	B.S. Ed. Math M. Tchg.
166b	Ind.Art	2.3	2.7*	4.0	2.6	3.1				2.7	B.S.Ed. P.E. & IndArt
167b	Com.	2.3	2.3	2.2	2.7	1.9		1.5		2.2	B.S.Ed.Bus.Ed.& Math
168b	Com.	3.5	2.6	2.8	2.9	3.0	3.6			3.2	B.S.Ed. Bus.Ed.& English
169b	A&S	1.6	1.3*	0.9	1.5	0.6				1.3	---
170b	A&S	2.4	1.8	2.5	2.6*	2.0**		3.3		2.4	B.S. Ed. Continuing
171b	A&S	1.7	2.8	2.5	2.1	2.1		2.2		2.0	B.S. Ed.P.E.&Hist.
172b	Engr.	3.0	2.4	3.0	2.7	3.4	3.6			2.8	B.S. Ed. Math & Ind.Arts
173b	Agri.	1.4	2.0	3.0	2.0	1.9				1.8	---
174b	A&S	2.5	2.3*	2.1	1.9	2.3	3.0			2.4	B.A. Ed. Speech & Journ.
175b	A&S	2.8	2.5	2.6	2.2	2.8	3.2			2.7	B.S.Ed.H.Ec.&Geog.
176b	A&S	2.3	2.0	1.9	1.5	2.4				2.1	B.S. Ed.Bus.Ed.& Hist.
177b	A&S	2.2	3.1	2.7	3.8	3.6	3.8			2.8	B.S. Geol.
178b	A&S	2.2	2.3	2.6	3.3	3.3	2.6			2.5	B.S. Ed. Ind.Art & Biol.
179b	Agri.	1.5	2.2*	0.0	---	---				1.5	---
180b	Com.	2.4	0.8*	0.0	---	---				1.5	---
181b	A&S	1.7	1.2	1.9	---	---				1.6	---
182b	A&S	2.2	2.2	1.8	2.0	1.8				2.1	---
183b	Agri.	1.2	0.4*	1.9	1.0	1.4				1.2	---
184b	Engr.	1.9	0.7	---	---	---				1.6	---
185b	Com.	3.9	2.1	---	---	---				3.7	---
186b	A&S	2.4	1.8	2.5*	2.8**			3.1		2.5	B.S. Ed. M. Tchg.
187b	A&S	1.7	Grades not available							1.7	Mort. Cert.
188b	Com.	2.7	1.6	---	---	---				2.4	---
189b	Agri.	1.3	1.3	---	---	---				1.3	---
190b	Com.	1.9	1.2	1.3*	2.1**	1.6				1.7	---
191b	Agri.	1.2	1.0	1.6	---	---				1.2	---
192b	Agri.	2.7	2.3	1.3	1.9	W's				2.3	---
193b	Com.	1.4	0.2	1.1	0.4	1.6	1.1			1.1	---
194b	A&S	1.3	2.2	1.6	---	---				1.5	---
195b	Com.	2.3	W's	---	---	---				2.3	---
196b	IndArts	2.3	1.9	2.3	---	---				2.2	---
197b	A&S	1.7	2.5	2.5	2.4	2.2				2.1	Continuing
198b	Engr.	2.2	1.9	3.0						2.3	Continuing
199b	A&S	2.2	3.0	---	---	---				2.3	---
200b	A&S	2.5	2.1	---	---	---				2.4	---
201b	Engr.	2.8	3.2	---	---	---				2.9	---
202b	Agri.	3.6	3.8	3.8	---	---				3.6	---
203b	Engr.	1.8	1.2	---	---	---				1.7	---
204b	Agri.	1.7	0.8	1.6	---	---				1.5	---
205b	Com.	3.2	4.0* Grades not available							3.2	---
206b	A&S	1.6	2.0*	2.0	2.7	2.9	2.9			2.2	Continuing
207b	Com.	2.2	1.4	1.6	0.0	---				1.7	---
208b	A&S	2.9	2.6*	2.3	2.3	2.3	2.3			2.5	B.S. El. Ed.
209b	A&S	1.8	2.0	1.2*	1.0	2.5				1.7	Continuing
210b	Com.	2.4	W's	---	---	---				2.4	---
211b	Agri.	1.4	0.7	---	---	---				1.3	---
212b	A&S	3.1	1.8	3.0	2.9					2.9	---
213b	Engr.	2.0	0.4	---	---	---				1.7	---

TABLE B - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer: First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's	Total Cumulative G.P.A.	Degree & Major
214b	A&S	3.4	2.8	3.1*	1.4**	2.7				3.1	---
215b	Agri.	2.0	2.1	2.1	---	---				2.1	---
216b	Com.	1.5	0.5	1.4	1.1	1.2				1.3	---
217b	A&S	1.8	0.0	2.4	---	---				1.9	---
218b	A&S	1.7	1.7	2.4	1.6	1.7	2.1			1.8	---
219b	Engr.	2.6	0.0	---	---	---				2.5	---
220b	Com.	1.6	0.0	2.0	---	---				1.5	---
221b	Com.	2.3	3.5	3.1	2.0*	2.3				2.6	---
222b	Engr.	3.3	3.0*	3.0	---	---				3.2	---
223b	A&S	2.6	2.3	2.4	1.7	2.4	1.8			2.3	B.S.
224b	A&S	2.0	W's	---	---	---				2.0	---
225b	Com.	1.1	1.4	---	---	---				1.2	Continuing
226b	Com.	1.7	0.5	---	---	---				1.4	---
227b	Com.	2.1	2.0	1.0	---	---				1.9	---
228b	A&S	1.4	1.7	---	---	---				1.4	---
229b	A&S	2.2	2.4	2.5	---	---				2.3	---
230b	A&S	1.7	2.1	2.2	2.6	1.8	2.3			2.0	B.S. Ed. Hlth& P.E.
231b	A&S	2.1	2.2	2.1	1.4	1.5	2.2			2.0	---
232b	A&S	2.3	1.8	2.0	2.6	2.8	3.0			2.5	B.S. Gen. Bus.
233b	A&S	3.0	1.2	2.3	2.2	1.6	2.3			2.3	B.S. Geol.
234b	Engr.	2.3	1.0	0.8	---	---				1.9	---
235b	A&S	2.0	1.7	2.1	2.6	3.4	2.3	3.3		2.4	B.S. Ed. Bus.Ed. M. Tchg.
236b	Engr.	2.3	1.9	2.2	0.6	1.3	2.4			2.0	Continuing
237b	H.Ec.	3.1	2.7	---	---	---				3.0	---
238b	A&S	3.2	2.1	2.9	2.8	2.9				2.9	B.S. Ed. El.Ed. Continuing
239b	A&S	2.0	1.9	1.9	1.9	2.8	2.9*	3.2		2.5	B.S. P.E. M.S. Sec. Ed.
240b	A&S	1.3	2.5	2.8	3.4	2.4	3.1			2.3	B.S. P.E. & Soc. Stu.
241b	A&S	1.7	2.1	1.8	2.6	2.6	3.1			2.2	B.S. P.E. & Soc. Stu.
242b	A&S	1.1	1.0	2.4	1.7	2.1				1.4	---
243b	A&S	1.4	1.3	2.6	3.1	---				1.8	---
244b	A&S	1.6	0.8	0.0	---					1.1	---
245b	Agri.	1.9	2.4	2.9	2.6	3.2	3.6	3.2		2.8	B.S. Bus.Ed. & Ind. Arts
246b	A&S	0.9	2.5	1.8	1.5	2.2	0.9			1.4	Continuing
247b	Agri.	2.1	2.2*	1.3	2.6	2.3	2.7			2.3	B.S. An. Hus. B.S. Agron. Soils
248b	Com.	1.6	2.2	2.5	---	---				1.9	---
249b	Com.	3.6	3.0	---	---	---				3.5	---
250b	A&S	1.8	1.7	1.6	2.2	2.4	2.6	3.1		2.2	B.S.Ed. Hlth & M. Tchg. / P.E.
251b	A&S	3.8	3.8	3.6	3.1	4.0*			No GPA	3.7	B.S. Biol. M.D.
252b	A&S	3.9	3.5*	3.7	3.9	4.0	3.5	4.0		3.8	B.S. Ed. Bus.Ed. M. Tchg.
253b	Com.	3.2	4.0	3.5	grades not available					3.5	Continuing
254b	Engr.	1.3	0.0	---	---	---				1.1	---
255b	A&S	3.1	1.9*	3.7	3.4	3.6**				3.2	Continuing
256b	A&S	2.6	3.0	2.5	2.0	1.6	3.2			2.4	B.S. Geol.
257b	Agri.	2.0	2.1	2.5	2.8	2.3	2.8			2.3	B.S. Forestry
258b	A&S	3.1	2.8	3.0	2.6	2.9	3.3			3.0	B.S. Geol.
259b	A&S	1.5	2.7*	2.1	3.1	2.8	2.8			2.2	B.S. Gen. Bus.
260b	A&S	2.6	1.9	1.5	1.9	---				2.3	---
261b	A&S	2.7	W's	---	---	---				2.7	---
262b	Com.	2.5	2.2	2.8*	3.5					2.6	Continuing
263b	Com.	1.8	0.0	---	---	---				1.6	---
264b	Com.	2.0	0.6	---	---	---				1.6	---
265b	Engr.	2.5	W's	---	---	---				2.5	---
266b	A&S	2.3	2.1	1.7	2.1	---				2.1	---
267b	A&S	2.2	2.3	1.6	2.1	1.9	2.1	3.3		2.3	B.S. Ed. P.E. Continuing
268b	A&S	3.1	2.6	3.3	2.7	2.8	2.4			2.9	B.S. Ed. Hist.& Soc. Stu.
269b	A&S	1.8	0.9	1.9	---	---	---			1.8	---
270b	A&S	2.4	1.8	2.2	3.0	3.3	2.4			2.3	B.S.
271b	A&S	2.5	Grades not obtained							? ?	B.S.

TABLE B - Continued

Student No.	Murray Major Dept.	Murray Cumul. G.P.A.	G.P.A.'s After Transfer							Total Cumulative G.P.A.	Degree & Major
			First Term	Second Term	Third Term	Fourth Term	Fifth+ Term	Master's Term	Beyond Master's		
272b	A&S	2.7	4.0	3.3	3.7	3.0				3.0	---
273b	Engr.	2.8	Grades not available							? ?	B.S.
274b	A&S	2.4	1.9	1.9	2.2					2.1	B.A.
275b	Com.	3.2	3.1	2.7*	2.8**	2.5				2.9	B.S.Ed. El.Ed.
276b	A&S	1.5	2.1	2.2*	2.8	2.9				2.0	A.B.
277b	Gen.Ed.	3.1	3.2	3.0	3.7	3.5				3.5	B.S. Ed. H.Ec.
278b	A&S	1.6	0.0	---	---	---				1.4	---
279b	A&S	1.6	1.8*	1.8	4.0	3.4		3.2		2.9	B.S. Gen.Bus, Hlth & P.E. Continuing
280b	Engr.	2.2	W's	---	---	---				2.2	---
281b	Agri.	2.3	2.9	2.0						2.4	Assoc.Arts
282b	Engr.	3.1	2.8	2.9	3.1	1.8	3.2			2.9	B.S. Ed. Math & Physics
283b	A&S	2.1	Grades not available							2.1	Continuing
284b	Agri.	3.1	Grades not obtained							? ?	B.S. Continuing

* Indicates transfer to another college
** Indicates transfer to a second college
*** Indicates transfer to a third college

APPENDIX B

TABLE C

COLLEGES AND UNIVERSITIES TO WHICH MURRAY STATE AGRICULTURAL COLLEGE STUDENTS TRANSFERRED

State & College	More than 60 hours	Less than 60 hours
Alabama		
Troy State Col.	1	0
Arkansas		
Col. of Ozarks	2	2
Ouachita Col.	0	1
S.W. State Col.	0	1
Univ. of Ark.	1	2
	3	6
Arizona		
Ariz. State (Flagstaff)	0	1
Ariz. State (Tempe)	0	3
Univ. Ariz.	1	0
	1	4
California		
Fresno Jr. Col	1	0
Calif. State Poly.	1	0
Long Beach State	1	1
Los Angeles Valley J. Col.	0	1
Sacramento State	2	1
San Diego State	1	0
San Jose State	1	0
Santa Ana Col.	1	0
Stanford Univ.	1	0
Univ. Calif. (Berkeley)	2	1
Univ. Calif. (Davis)	1	0
Univ. So. Calif.	0	1
	12	5
Colorado		
Colo. A & M	2	1
Colo. State Col.	0	1
Colo. State Univ.	1	0
	3	2
Florida		
Florida Southern	1	0
Univ. Florida	1	0
Univ. Tampa	1	0
	3	0
Georgia		
Univ. Georgia	0	1
Idaho		
Univ. of Idaho	2	0
Illinois		
Univ. Illinois	4	0
Indiana		
Purdue Univ.	1	0
Iowa		
Univ. of Iowa	1	0
Kansas		
Friends Univ.	2	1
Kans. State Col.	3	0
Kas. State Teach.	0	2
Univ. of Kansas	1	0
Wichita Univ.	3	0
	9	3
Louisiana		
Centenary College	1	1
La. State Univ.	0	1
McNeese State Col.	0	1
N.E. La. State	1	2
S.W. La. State	0	1
	2	6
Maryland		
Univ. of Maryland	3	1
Michigan		
Univ. of Michigan	1	0
Missouri		
Central Mo. State	1	0
Midwest Theol. Sem.	0	1
N.E. Mo. Teach.Col.	1	0
S.W. Missouri State	1	0
Univ. Missouri	1	0
	4	1

TABLE C - Continued

State & College	More than 60 hours	Less than 60 hours
Montana		
Eastern Mont.Col.Ed.	1	0
Mont.Sch.of Mines	1	0
	2	0
Nebraska		
Univ. of Nebr.	2	0
Nevada		
Univ. of Nevada	0	1
New Mexico		
Eastern N. Mex.	0	1
N. Mex. A&M	1	3
N.Mex. Highlands	1	0
Univ. N. Mex.	3	0
	5	4
North Dakota		
N. Dak. State U.	1	0
Univ. N. Dak.	1	0
	2	0
Ohio		
Ohio State Univ.	0	1
Oklahoma		
Bethany-Peniel	1	1
Cameron	1	1
Central State	27	19
East Central	138	62
Eastern A&M	1	0
Northeastern	8	2
Northwestern	4	0
Okla Baptist U.	5	6
Okla City Univ.	12	8
Okla. Col. Women	6	3
Okla. Presbyterian	0	1
Okla State Univ	315	101
Okla. Univ.	87	27
Okmulgee Tech	1	1
Panhandle A&M	5	3
Phillips Univ.	1	0
Southeastern	179	75
Southwestern	6	1
Tulsa Univ.	5	4
	802	315
Oregon		
Univ. Oregon	1	0
Ore.Col. of Ed.	1	0
	2	0
South Dakota		
Black Hills Teach.	1	0
S.Dak. A&M	1	0
	2	0
Texas		
Abilene Christian	1	1
Arlington State	4	0
Austin	4	1
Baylor	0	1
Dallas College	1	1
Dallas Mortuary Sch	1	1
East Texas	4	2
East Texas Baptist	1	0
Gainesville College	0	1
Hardin-Simmons	1	0
Houston Univ.	3	4
Lamar State Col. of Technology	0	1
LeTourneau Tech.	1	0
Midwestern	2	0
North Texas State	6	2
Paris Jr. Col.	0	1
Sam Houston State	1	0
Southern Methodist	3	0
Southwest Bible Ins	1	0
S.W. Texas J. Col.	0	1
Southwestern Univ.	1	0
Texas A&I	1	0
Texas A&M	2	0
Texas Christian	2	0
Texas Southmost	0	1
Texas Tech.	6	1
Texas Univ.	1	0
West Texas State	1	2
	48	21
Washington		
Washington State C	2	0
111 Colleges		
No. Students	1096*	456*

*Includes many who transferred to 2 or more colleges.

APPENDIX C

OKLAHOMA STATE UNIVERSITY
The Graduate School

STILLWATER

July 5, 1962

TO WHOM IT MAY CONCERN:

This will advise interested persons that Miss Beulah Zimmerman is a candidate for the Doctor of Education degree at the Oklahoma State University. As part of her doctoral program, she is conducting a study of the academic program of students transferring from the Murray State Agricultural College to other collegiate-level institutions. Your co-operation in providing her with information concerning these transfer students will assist the institution for which she comes and serves as a teacher, the Oklahoma State University, and your own institution if you desire an abstract of the data.

/s/ Robert MacVicar

Robert MacVicar
Dean, Graduate School

RM:fe

MURRAY STATE AGRICULTURAL COLLEGE

Tishomingo, Oklahoma

Registrar

Dear Sir:

As part of a doctoral program, I am conducting a study of the academic progress of students transferring from Murray State Agricultural College. In connection with this study, I need the grade point averages of students who continued their college education.

According to our records, the student(s) on the accompanying record form(s) asked for transcript(s) to be sent to your school. Would your office furnish the required information and return the forms in the enclosed envelope?

Thank you for your co-operation.

Sincerely yours,

Beulah Zimmerman

Enclosure

STUDENT_____

DEGREE GRANTED_____ YEAR_____ OR IS HE/SHE

CONTINUING EDUCATION_____ MAJOR_____

Summary of grades by semester hours?_____ By quarter hours_____

Term of Enrollment: (Date(Ex: 1-50-51)	Total Hours of: A	B	C	D	E	F	I
First_____							
Second_____							
Third_____							
Fourth_____							
Fifth_____							
Sixth_____							
Seventh_____							

What grade average does a student have to maintain to continue his enrollment_____? To Graduate_____?

When student terminated his enrollment (other than by graduation):

Was it voluntary withdrawal with satisfactory grade average____?

Was it due to scholastic probation_____?

Was it for disciplinary measures other than scholarship_____?

To what other colleges or universities was his/her transcript(s) sent?

_____

_____

_____

VITA

Beulah A. Zimmerman

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF ACADEMIC ACHIEVEMENTS AND PERSISTENCE OF MURRAY STATE AGRICULTURAL COLLEGE STUDENTS TRANSFERRING TO FOUR-YEAR COLLEGES AND UNIVERSITIES

Major Field: Higher Education

Biographical:

Personal data: Born near Randlett, Oklahoma, May 25, 1910, the daughter of William Luther and Mabel Zimmerman.

Education: Attended grade school in Lamont, Oklahoma; graduated from Lamont High School in 1926, received the Bachelor of Arts degree from the Southwestern College, Winfield, Kansas, with a major in chemistry, in May, 1931; received the Master of Science degree from the Oklahoma State University, with a major in biochemistry, in June, 1933; completed requirements for the Doctor of Education degree in June, 1967.

Professional Experience: Graduate assistant, Oklahoma State University 1931-33, 1954-55. Taught at Calvin, Oklahoma high school 1934-35, and at Drumright, Oklahoma high school and Junior College from 1935-1942 and 1945-46. During the years 1942-45 worked as Experimental Chemist for the Tidewater Associated Oil Co. Refinery at Drumright, Oklahoma. Taught at Murray State Agricultural College from 1946 to present time.

Professional organizations: Member of OEA, NEA, Delta Kappa Gamma, and American Chemical Society.