

THE HISTORICAL DEVELOPMENT AND USE OF THE  
AMERICAN COLLEGE TESTING PROGRAM IN ESTABLISHING ADMISSIONS  
REQUIREMENTS AT THE UNIVERSITY OF WISCONSIN-LA CROSSE

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College Student Personnel

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by

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## ABSTRACT

The purpose of this research was to provide a historical account of the development of the American College Testing Program (ACT) and to examine the use of the ACT Assessment in establishing admissions requirements at UWL.

The ACT was founded in 1959 but it would not be until 1966 that the Board of Regents required the test for entrance into the Wisconsin State Universities. The ACT was established as an entrance requirement rather than an admissions requirement and was used mainly for research purposes in its early years. In 1974 the ACT Assessment was no longer required for entrance at UWL but was reinstated in 1976.

In recent years, there has been concern among admissions officers that enrollment in colleges and universities would be adversely affected by a continuing decline in the 18-year-old population. Despite this trend, UWL is faced with increasing enrollments. Concern that students be provided with a quality education has led to implementation of new enrollment management plans in the UW System beginning in 1991 and at UWL in 1988. It was hoped that information obtained would provide a clearer understanding of the role of the ACT in enrollment management.

The research consisted of a literature review focusing on the historical development of entrance examinations, personal interviews, and related university documents. Recommendations were made for the use of the ACT Assessment in admissions and for further study of this topic.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Importance of the Study. . . . .	2
Method . . . . .	4
Limitations. . . . .	4
Definition of Terms. . . . .	4
II. REVIEW OF RELATED LITERATURE . . . . .	6
Colonial Period Through 1850 . . . . .	6
1850 to 1920 . . . . .	8
1920 to 1946 . . . . .	12
1946 to 1965 . . . . .	15
1965 to Present. . . . .	18
III. THE ROLE OF THE A.C.T. IN ADMISSIONS AT UWL. . . . .	22
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	31
Summary. . . . .	31
Conclusions. . . . .	31
Recommendations. . . . .	33
BIBLIOGRAPHY. . . . .	34
APPENDICES. . . . .	36

CHAPTER I  
INTRODUCTION

Since 1870, enrollments in higher education have grown at an annual rate of five percent while the total population growth has been 1.6 percent. What has fueled this expansion is both a substantial increase in the number of high school graduates and increases in the rate at which these students participated in post-secondary education (Carnegie Council, 1980). Colleges and universities have expanded to accommodate this rise in young adults seeking a college education. Admission policies have remained flexible so as to admit the majority of these applicants, and minimum standards of acceptance have been established. These standards vary between institutions, but criteria are generally based on an evaluation of the academic potential of the applicant.

Standardized testing is one method used to indicate a student's potential of success in college. Research has indicated that a student's high school grade point average and class rank are the best predictors of college success, but by including aptitude test scores the accuracy of this prediction is increased (Carnegie Commission, 1973; Commission on Tests, 1970).

The role of student assessment in the high school to college transition is changing. With approximately 1.6 million students moving from 29,000 high schools to over 3300 diverse colleges and universities, students and colleges make decisions that reflect their individual and institutional goals (Grant & Snyder, 1986). These goals are reflected

in admission policies and the type of assessment information that is relevant to students and colleges in the decision-making process. By tracing the historical development of entrance examinations as well as the goals of higher education, the role of student assessment today in the transition from high school to college can be better understood.

#### Statement of the Problem

With the changing role of student assessment in the high school to college transition, institutions must make decisions regarding their use of standardized testing. The University of Wisconsin-La Crosse is no exception, and the purpose of this study was to examine the use of the ACT Assessment in admissions at UWL. To provide a framework to appraise the present and potential future use of the ACT, the historical development of entrance examinations was traced. Although there are currently nine major national admissions testing programs in the United States, this study focused only on the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT).

#### Importance of the Study

It has been the concern of admissions officers in recent years that enrollment in colleges and universities would be adversely affected by a continuing decline in the population of 18- to 24-year-old traditional students. The number of persons in this age group peaked in 1981 and then began a decline that is expected to continue through the early 1990s (Grant & Snyder, 1986). The fear of declining enrollments has proven to be unsubstantiated as colleges around the country reported increases in the number of applications as high as 60 percent in 1986.

According to Hirschorn (1987) this increase in numbers is the result of uncertainty among high school students about the college admissions process. High school seniors sent out as many as 20 applications in 1986, inflating the application numbers at colleges around the country. This has forced colleges to either admit more students than usual or place more students on waiting lists. The result of such practices has been either uncomfortably large freshmen classes at some universities and smaller-than-usual freshmen classes at others.

Less qualified students are also feeling the effects of record applications. This population has found themselves rejected by institutions that they would have gained admission to in previous years. Since the quality of applications has increased, colleges are also faced with problems in deciding which students to accept, making the admissions process even more complicated.

The University of Wisconsin-La Crosse, hereafter referred to as UWL, is among the institutions having record applications and enrollment figures. Having reached maximum capacity, UWL has been instructed by the UW Board of Regents to reduce the total number of students enrolled beginning with the 1987-88 academic year. A reduction in incoming freshmen and transfer students is one aspect of a new enrollment management plan being considered to meet the newly established quotas.

It is possible that the American College Testing Program (ACT) may play an increased role in this enrollment management plan. Currently at UWL the ACT Assessment is an enrollment requirement rather than an admissions requirement, meaning that a student can be accepted for admission to the institution before completing the examination.

Recently a policy change was mandated by the UW Board of Regents, making the ACT Assessment an admissions requirement beginning in 1989. It is hoped that this will aid in selecting the students with the most potential to succeed in college. It is the belief of this researcher that by looking at the development and present status of entrance examinations such as the ACT Assessment we can determine the best future use of such instruments.

#### Method

The data for this study was collected from a literature review focusing on the historical development of entrance examinations, the Scholastic Aptitude Test (SAT), and the American College Testing Program (ACT). Information regarding the use of the ACT Assessment on the UWL campus was gathered from personal communications and related university documents.

#### Limitations

For the purpose of this historical review, the following limitations are made:

1. This study is limited to the history of the usage of the ACT Assessment in admissions on the UWL campus.
2. The ACT Assessment was the only entrance examination considered at UWL in this study.

#### Definition of Terms

To help the reader gain a clear understanding of terminology which may be unfamiliar to the reader, the following terms have been defined:

ACT Assessment: The most widely recognized and used of all ACT programs, consisting of the student's completion of academic tests, a student profile, and an interest inventory.

American College Testing Program: An independent, nonprofit organization that provides a variety of educational services to students and their parents, high schools, colleges, professional associations, and government agencies.

Aptitude test: A test designed to predict future learning, or performance on some task.

Articulation: Anything in education that promotes continuous, efficient forward progress of students through the educational system.

College Entrance Examination Board: An association of schools and colleges that concerns itself primarily with the movement of students into college and provides services to colleges, schools, and students and their families. It is commonly referred to as the College Board.

Scholastic Aptitude Test: A two-part (verbal and mathematical) entrance examination in the Admissions Testing Program of the College Board.

Student Assessment: A tool or technique used for obtaining accurate and dependable information about an individual or group of students.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The picture of American higher education in the 1980s is very different than that of the nine colonial colleges in 1770. Many changes have taken place, not only in the focus and purpose of higher education, but in admissions requirements as well. A history of the development of admissions requirements follows which may help clarify present issues and trends in admissions policies.

#### Colonial Period Through 1850

Oxford and Cambridge furnished the original model which the nine colonial colleges sought to copy. The settlers were determined that their children should preserve those aspects of Old World civilization which their fathers held to be all important. Higher education was the tool that would be used to transmit and preserve this intellectual culture (Brubacher & Rudy, 1976).

The most important single factor explaining the founding of the colonial colleges was the desire for a literate, college trained clergy (Brubacher & Rudy, 1976). Later, colleges also were entrusted to educate professional men who would be leaders in society (Brubacher & Rudy, 1976; Westmeyer, 1985).

Admission procedures tended to follow a more or less uniform pattern at the various colonial colleges. Knowledge of Latin and Greek was seen as essential and was the only requirement for admission. An essay written in Latin was part of this requirement at Harvard while all

other institutions only required the student to complete an oral entrance exam before being admitted for study. (Brubacher & Rudy, 1976). In either the spring or early fall, the prospective freshman of a typical old time college appeared at a stated time at the office of the president. The student would be questioned by the president and perhaps some faculty members on his previous studies in Latin, Greek and mathematics. A decision was then made whether or not to admit the prospective student based on the quality of answers given, the college's financial situation, and often the subjective opinion of a faculty member (Wechsler, 1977).

The first written entrance exams were developed in response to the growing number of college applications after the American Revolution. States began to gain more control over education as religious dominance diminished, and consideration of education for an expanding democratic nation became necessary. The number of institutions increased tremendously as the state supported colleges and universities made their appearance. Now that higher education was accessible to a larger portion of society, colleges were forced to reevaluate their current admission practices (Wechsler, 1977; Leonard, 1956).

The development of the academies (secondary schools) had a powerful influence on the colleges. Increasing emphasis was placed on a wider range of subjects. Among these new subjects were geography, English grammar and algebra. Princeton, Columbia, Yale, and Harvard required study in these areas by 1850. By 1870 history, geography, and English grammar and composition were also required. The amount of preparation and combination of subjects varied greatly among the colleges, with

Harvard and the University of Michigan demanding some preparation in all areas (Schudson, 1972).

At this time, colleges did not have close working relations with most secondary schools. The majority of these schools were preparing students "for life" rather than "for college". Programs were not organized to fit the entrance requirements of a large number of institutions. Instead, a student was "fitted" for the specific requirements of a local institution and studied for the entrance exam for that particular college. Even if he/she failed the test, the student could attempt to pass at another date. While this type of examination system flourished during this period, it soon lost popularity as college enrollments increased.

#### 1850 to 1920

By 1850, the secondary schools had begun to assume an important role in the college admissions requirements. These secondary schools were offering a more diversified program forcing colleges to reduce rigid entrance requirements. English, modern languages, and science became recognized as basic subjects along with Latin and Greek. Modern languages were accepted slowly and natural science was not readily accepted by the colleges. Resulting from these changes, entrance requirements became standardized and the prospective students could discover what was expected of them (Fine, 1946).

One of the most important occurrences of the period between 1850 and 1900 was the passage of the Morrill Acts of 1862 and 1890. These legislative acts were significant because they initiated the practice of using federal grants-in-aid to achieve certain specific objectives

desired by the federal government. The first Morrill Act which was passed in 1862, provided 30,000 acres of federal land to each state for each senator and representative. This land was to be used for the establishment of at least one college in every state devoted to teaching agriculture and the mechanic arts. The second Morrill Act, passed in 1890, provided an initial appropriation to each state of \$15,000 to increase the endowment or support of the land-grant colleges. This amount was to increase in annual increments to a maximum of \$25,000. Other legislative acts were passed during this time which increased annual appropriations and gave the federal government more authority over education (Westmeyer, 1985).

Accreditation and the development of the certificate system were also important events in admissions during the 1870s. Until this time, the entrance examination system was the most prominent method of admitting students to college. This was to change in 1870 when the University of Michigan waived the traditional entrance examinations and began to admit students by "certificate" or "diploma". Under this approach, university faculty visited secondary schools on a regular basis to scrutinize the credentials of teachers, inspect the school's physical facilities, and review the college preparation program. Regional accreditation associations were established during the next 10 years which greatly extended the geographic mobility of the college-bound student. As a general rule, students from accredited schools were admissible to colleges and universities within the geographic region served by each association. As the certificate system proved it's worth, other colleges initiated similar programs and it ultimately became

the most popular form of college admissions in the United States (Weschler, 1977).

A college's adoption of the certificate system did not necessarily imply any liberalization in the list of entrance requirements. It did, however, lessen some of the problems raised by the lack of uniformity in college entrance requirements by promoting a national high school curriculum. According to Henderson (1912, p. 148), the certificate system influenced entrance requirements (a) in the larger number of subjects recognized; (b) in the greater liberty in the selection of accredited subjects which may be presented; (c) in the larger number of units allowed in history, in modern languages, and in sciences; and (d) in the recognition of vocational subjects. There was great divergence in subject matter each college required the student to have studied in high school, resulting in an articulation problem between secondary school curricula and college standards. Articulation came to be viewed as the key problem of American higher education in the 1890s (Schudson, 1972).

The Committee of Ten was created by the 1892 convention of the National Education Association to help alleviate this articulation problem. Nicolas Murray Butler played an important behind-the-scenes role for this committee. He pushed for its establishment and suggested prestigious educators of the time to serve on the committee. It was his hope that high schools would aid in deciding which students should be encouraged to continue their studies since this is where many students would make their career choices.

In order for high schools to take on this selective function, it was necessary to remove all academic roadblocks. The courses offered by high schools in the newer disciplines had to be accepted for admission by the colleges and the value of these courses had to change. High schools were asked to adopt the curriculum recommendations established by the Committee of Ten for all students. This curriculum included a minimum of four years of English, three years of history, three years of mathematics, and three years of science. It was also recommended that the Greek requirement be reduced from 3 years to 2 years in the secondary school (Wechsler, 1977). By having all students follow this demanding curricula, the decision to attend college could be delayed without worry. Previously students were not only forced to decide whether or not to attend college, but they also had to decide which college to attend up to four years before they would actually enroll.

The Committee of Ten helped move American primary and secondary education toward a more standard, national curriculum but it had not dealt with the college's role in the existing articulation problem between the high school and college. As early as 1885, Charles Eliot of Harvard recommended a common examination board to standardize college entrance examinations. Butler also suggested the same idea in 1893 to his colleagues at Columbia University but the proposal was rejected. In 1895 the National Education Association appointed the Committee on College Entrance Requirements. This committee advocated the expression of college entrance requirements in terms of standard, national units. This unit became known as the Carnegie unit. It was adopted in 1909 and

was defined as "a subject studied for five hours weekly throughout the year" (Wechsler, 1977, p. 123).

Butler had not given up hope for the formation of a central examination board. He revived the idea when the Association of Colleges and Secondary Schools of the Middle States and Maryland met in December 1899. This time the resolution was passed unanimously. In 1900 the College Entrance Examination Board (CEEB) was established to give a common, and better, set of examinations for college entrance. Its essay examinations and course descriptions on which the exams were based, were prepared by committees of teachers from both schools and colleges. These exams were subject-matter tests whose primary purpose was to specify what applicants had to learn in order to gain admission. What mattered most was how much a student knew, not his or her aptitude for the work (Commission on Tests, 1970).

Nine hundred seventy-three students took the first College Board examinations in 1901. Thirty-five institutions agreed to honor Board exams as substitutes for their own tests, but many were slow to recognize the new examination system. The Board served primarily the colleges and universities in the Middle Atlantic States and in New England. Since accreditation was the more popular admissions procedure in the Middle West, the influence of the College Board examination system was limited (Schudson, 1972). It would not be until the 1920s that this would change.

#### 1920 to 1946

The 1920s were a time of change in the focus of testing as there was now a call for "comprehensive" examinations. After the apparent

success of the "Army Alpha" test used in World War I to select out recruits of low intelligence, the College Entrance Examination Board took an interest in this new form of testing. Many psychologists worked to adapt these new "intelligence" tests to the selection and placement of college freshmen (Commission on Tests, 1970).

The examinations that had been set up to this point had been tests of a student's mastery of facts and assigned subject matter. To supplement these measures, the Board sought to add tests that would estimate a student's potential and aptitude by measuring the ability to reason and to compare and correlate material from a broad field of study (Brubacher & Rudy, 1976). Harvard, Yale, and Princeton offered the Board's new tests in 1916 after abolishing their own separate examinations the previous year. The examinations were constructed and tried with students at several colleges which were members of the College Entrance Examination Board. These aptitude tests seemed to be useful in selecting the most promising students from increasing applicant pools. They were also costly in terms of both time and money since questions had to be perfected by pretesting them on a large number of students. Because of these factors, interest was developed in a single test that was centrally prepared and administered for the use by several colleges (Commission on Tests, 1970).

The American Council on Education (ACE) provided the first aptitude test for college entrance. The College Board introduced its own test in 1926, known as the Scholastic Aptitude Test (SAT). Carl Brigham, a professor of psychology at Princeton, was the chairman of the committee credited with the development of the SAT. The test began to establish

itself as the SAT was supported by the most prestigious Eastern colleges seeking a more national student population. Of the 8000 students who took the SAT in 1926, more than three fourths were applying to Harvard, Yale, Princeton, Pennsylvania, Smith, Wellesley, and Vassar (Schudson, 1972, p. 49).

After World War I, higher education became more self-conscious about selection of students. Increased applications were the result of returning veterans interested in college and the rising interest that business was showing in college graduates. Secondary school enrollment had risen sharply and was to double before the end of the decade. The American Association of University Professors (AAUP) expressed alarm that college enrollment was growing much faster than the general rate of population growth. The AAUP committee reviewed college admission plans and considered limiting enrollment. Colleges were advised to announce maximum enrollment figures and make it known that admission would only be granted to the most promising students. College Board examinations were to be considered rather than the "home-made examinations" previously used since these tests were thought to be a "means of disguising low standards" (Schudson, 1972, p. 52). The new tests, including the SAT, were to provide a means for fair comparison of students from diverse secondary schools nationwide.

The SAT continued to be used during the 1930s as an alternative to the Board essay examinations. During the Depression years, the SAT was used as a basis for selection of scholarships designed to attract students of outstanding academic ability. The scholarship committees of Harvard, Yale and Princeton coordinated their efforts and asked the

College Board to initiate a series of one-day examinations. A total of 118 centers across the country offered the tests in April 1937. By 1942, the SAT had been altered to include separate mathematical and verbal aptitude sections. The full battery of SAT tests were offered in the morning, followed by standardized objective achievement exams in the afternoon (Schudson, 1972). This pattern is still followed today.

The use of the SAT continued to grow because of its high predictive validity, the efficiency with which they could be administered and scored, and the sponsorship of the Ivy League colleges. General acceptance of the SAT can be traced to World War II. Only 10 days after the attack on Pearl Harbor, Princeton and Yale announced that the April tests were the only examinations required for admission. In 1942 the Board decided to drop the essay examinations altogether and they have never been reinstated. The examinations were much like their present form and students taking the SAT in 1941 served as the base group for the establishment of the mean score of 500 and standard deviation of 100 which is still utilized.

#### 1946 to 1965

After World War II colleges were once again faced with an overwhelming number of applicants. This increase was the result of many factors, one of which was the GI Bill of Rights. This bill made it possible for thousands of young veterans to go to college to compensate for time spent in the armed forces. Enrollments also increased as American's attitudes toward higher education began to change. It was now widely believed that a college education should be available to as many people as could benefit from it (American College Testing Program,

1985). By the middle 1950's higher education was expected for middle class adolescents since a college degree was becoming necessary for entrance into professional positions (Schudson, 1972). The Russian launch of Sputnik in 1957 also played a role in growing college populations. This helped focus the nation's attention on the need for trained scientists and technicians, and influenced the passage of the National Defense Education Act which provided financial support for thousands of college students.

Another innovation since 1950 was the Advanced Placement Program. This College Entrance Examination Board program was developed in an attempt to provide unusually capable high school students an opportunity to pursue college level courses in their own schools. The advanced placement examinations have no effect on a student's admission status since the tests are used exclusively for college placement. Students who pass the exams could be awarded advanced standing, college course credit, or both after being admitted to one of the several hundred colleges participating in the program (Commission on Tests, 1970).

By the late 1950s colleges and universities were faced with a growing and diverse student population. Guiding and accommodating the educational aspirations of this increasing number of applicants was becoming an overwhelming task for high school and college counselors. They needed better tools to assist students in the high school to college transition. Many colleges offered on-campus testing prior to the fall semester to gather timely and meaningful information about these students. The programs proved to be costly in terms of time and money and didn't always allow enough lead time to serve the needs for

which they were intended. Statewide testing programs offered a somewhat better solution to the information gathering problem but they too had limitations. While information gathered was more timely, the tests neglected large numbers of out-of-state students. During this time, admissions requirements for nonresidents appeared to be higher than for resident students due to the limited space in state supported schools.

Since the end of World War II there has been a marked increase in the number of colleges and universities requiring their candidates to complete a scholastic aptitude test. Although the tests are used extensively, they are rarely the sole determinant of admission. The scores are most often used in conjunction with previous academic records to get an assessment of the applicants general competence (Encyclopedia of Educational Research, 1969). This emphasis on aptitude testing led to the development of the American College Testing Program (ACT) in 1959. E. F. Lindquist founded this program in response to the charges that the College Board served only the selective private colleges of the east, neglecting the needs of the rest of the country (ACT, 1985). Lindquist was convinced that college entrance tests should be based on the materials and subjects taught in the typical high school. He further believed that the tests should provide a direct measure of each student's readiness or potential to deal with college-level work. The first ACT tests were designed to furnish colleges, high schools, and students with measures of student competencies in English, mathematics, social studies, and natural sciences. This information was to aid in college counseling, admissions, course sectioning, and placement.

### 1965 to Present

In the 1960s and 1970s American institutions of higher education were again in a period of transition. Many national and political issues of the time encouraged a reexamination of the objectives of a college education. Student unrest was one of the most prominent issues brought about in part by the civil rights movement of the mid-1960s and the Vietnam war of the early 1970s. Students not only protested the war, they were also very critical of the institution's claim of being neutral and "value-free" in regards to social issues (Brubacher & Rudy, 1976). In dealing with these issues, students came to rely on emotion and feeling rather than intellectual analysis. Student attitudes were reflected in academic interests. The 1970 American Council on Education's Annual Survey of Entering Freshman showed that in 1969, 83% of the entering freshmen said that a major purpose of going to college for them was "...to develop a philosophy of life" (Sandeem, 1985, p. 3).

In the 1960s and 1970s higher education was also confronted with the ~~gravest~~ financial crisis in its history. This crisis was compounded by many factors. College enrollments began to level off following the post-World War II boom, and many institutions were left with openings for students that were not being filled. According to Brubacher and Rudy (1976) this state of affairs was brought about by "the increasingly depressed economic conditions in the country, the growing doubts among young people about the value of a college degree, the swift rising tuition charges which were pricing potential students out of the college market, and the larger role assumed by relatively inexpensive two-year

community colleges" (p. 383). To help resolve the enrollment problem some colleges undertook new promotional techniques to attract students to their institution. Among these efforts were radio commercials, direct-mail campaigns, tuition rebates for students who were able to recruit others, and the hiring of commercial recruiting firms to locate potential students for the university (Brubacher & Rudy, 1976).

The role of student assessment also changed in the 1960s and 1970s. Historically it has been the colleges that demanded and used such data, but beginning in the 1970s student assessment became an increasingly important source of information to students, parents, and high schools. Students have been put in a more central role as decision makers and need more information about themselves and colleges to aid in the decision-making process. Parents and high school counselors are usually involved in this process and have similar informational needs (ACT Technical Report, 1971).

In response to these needs, the ACT Program began to expand its services. In 1964 the Student Profile Section was added to the ACT Assessment. This biographical questionnaire was designed to collect information about individual students' aspirations, plans, and accomplishments not revealed by test scores. An interest inventory was added in 1973 to assist the student in selecting a major course of study and planning a career. By utilizing the ACT Assessment, institutions could now gain knowledge about students' general educational development and ability to do college work, their interests, their high school academic and extracurricular achievements, and their special needs. Expansion of the ACT was not limited to the ACT Assessment. In the past

25 years services have been extended into the areas of educational assessment, financial need analysis, career planning, surveys and research, continuing education, and professional certification (ACT, 1985).

Moving into the 1980s, students entering college have a very different perspective on the world than those students of the 1960s and 1970s. This generation has been characterized as "more cautious and less idealistic" (Sandeen, 1985, p. 2). This shift to conservative attitudes in American society is reflected in the academic interests of today's undergraduate students. Almost 70% of the 1983 freshmen surveyed by the American Council on Education ranked "being well off financially" and "getting a good job" as their most important reasons for going to college. Also the percentage of students majoring in the social sciences, humanities, and education have steadily decreased (Sandeen, 1985).

There has been much concern over the declining 18-year-old population and the effect this will have on future enrollments. Colleges are competing to recruit and retain students who have become very consumer-oriented. Young people are attracted to colleges that offer them the best opportunities to achieve their goals. Many prospective students are applying to a large number of institutions in search of the one that will help them achieve their goals most effectively. Sandeen (1985) sums up the current status of higher education very well. He states:

The most frequently used word to describe higher education's priorities in the 1980s is quality; in the previous two decades it was access. The debate now is between equality and

excellence, and, in this conservative time, whether American higher education can retain its commitment to access is perhaps the most important higher education policy issue of this decade (p. 7).

### CHAPTER III

#### THE ROLE OF THE A.C.T. IN ADMISSIONS AT UWL

During the 1960s the ACT was best known for its standardized college admissions testing program. The most widely used of all ACT programs is the ACT Assessment. The main purpose of the ACT Assessment is to help colleges, high schools, and students in the transition from high school to college. This goal is aided by the student's completion of academic tests, a student profile, and an interest inventory.

The academic tests cover the four subject areas of English, mathematics, social studies, and natural sciences. The tests are constructed to assess the student's ability to complete college-level work and general educational development. Separate scores are provided for each test and the ACT composite score is the average of all four parts. Scores are on a scale ranging from 1 (low) to 36 (high). This composite score is often used by universities in making admissions decisions.

As with many new programs it would take time for states across the country to accept another national testing program. The ACT has been criticized by many stating that the assessment is culturally biased and has low predictive validity (ACT, 1973). Despite these criticisms the ACT Program gradually gained acceptance and was incorporated into the admissions policies of many institutions. Three individuals who were instrumental in starting the ACT program in Wisconsin were Paul Trump, Jim Mc Laughlin, and Oluf Davidsen. Paul Trump was the registrar

at the University of Wisconsin-Madison and in the early 1960s he served as the official ACT State Representative for Wisconsin. In 1962 he became the president of the ACT Corporation where he remained until his death in 1968 (T. Johnson, personal communication, July 10, 1987).

Another individual from Wisconsin who recommended the testing program was Jim Mc Laughlin. He succeeded Trump as ACT State Representative in 1962 (M. Germanson, personal communication, July 8, 1987). The third individual, Oluf Davidsen, was hired by Trump in the late 1950s to serve as Assistant Registrar at the University of Wisconsin-Madison. Davidsen worked in this capacity until approximately 1972 when he accepted his present position as ACT President (T. Johnson, personal communication, July 10, 1987).

Although these men pushed for the acceptance of the ACT Program in the early 1960s, it would not be until 1966 that the Board of Regents required the test for entrance into the Wisconsin State Universities (WSU Report, 1971). It was unclear as to when completion of the ACT was required for entrance at the Wisconsin State University-La Crosse (now UWL). Reference was made to the ACT in the 1962-1964 General College Catalog, however it is likely that the ACT was not greatly used during these years. Dr. Reid Horle who was Director of Admissions at WSU-La Crosse at this time stated he did not require the ACT for entrance but did use the ACT Assessment scores as a means of admitting students on probation or trial basis from 1962 through 1964. However, when he returned in 1967 from a two year leave, the ACT was firmly established as an entrance requirement at the university (R. Horle, personal communication, July 10, 1987).

The ACT Assessment was not an admissions requirement, rather it was an entrance requirement. This made it possible for a student to take the ACT exam either before or after admission to the college, except in cases of students not otherwise qualified for admission. In order to be admitted in good standing a prospective student had to meet certain criteria established by the institution. Among the requirements listed in the 1964-1966 WSU-La Crosse catalog (p. 26) were:

1. Graduation from a legally established public or private high school with at least 16 units of work.
2. Recommendation by the principal of the high school that the student be admitted.
3. Rank in the upper three quarters of the high school graduating class.
4. Submission of scores on the ACT to the Admissions Office.

Students who ranked in the lower quarter of their high school graduating classes could be admitted to the college on probation if they received a satisfactory score of 17 on the ACT Assessment and/or if they maintained a "C" grade point average in 5 to 8 semester hours during a summer session at one of the institutions comprising the Wisconsin State University System (Wisconsin State University-La Crosse General Catalog, 1964-1966). A complete list of admissions requirements can be found in Appendix A.

During these early years the main use of the ACT Assessment was not to control enrollment figures. Instead, test results were used to produce freshmen class profiles and descriptive information about the student body providing the institution with invaluable research data. Information such as age, ability, sex, grade records, and choice of major was made available for various institutional studies conducted by the university (Wisner, 1971).

After examining existing admissions requirements, the Wisconsin State University-La Crosse altered its standards in 1966. For the first time different entrance requirements were established for Wisconsin students and out-of-state (nonresident) students. This was due to the fact that a large majority of nonresident students' education was being subsidized by Wisconsin state taxes. It was possible for many nonresident students to attend one of the WSU institutions for less money than staying in their home state to continue their education. One way to help rectify this problem was to raise admission standards for out-of-state students, making entrance for this group more difficult (R. Horle, personal communication, July 10, 1987). In order to be accepted for study, nonresident applicants had to meet the general requirements and rank in the upper 40% of their high school graduating classes. Wisconsin students also had to meet the general requirements but only had to rank in the upper 75% of their high school graduating classes. In addition, prospective out-of-state students who ranked between the bottom quarter and the 60th percentile of their high school classes could be admitted in good standing by satisfactorily passing the ACT Assessment with a composite score of 17 or above. Those nonresidents not meeting these standards could be denied admission (Wisconsin State University-La Crosse General Catalog, 1966-1968). For additional requirements see Appendix B.

The resident/nonresident entrance requirements were still in place in 1968 but some minor changes were made. In addition to previous requirements, Wisconsin residents ranking below the 25th percentile could enter the college on probation if their ACT composite scores were

17 or above. Nonresident applicants were required to attain an ACT composite score of 18 or higher and if not qualified for admission based on these standards, attendance at a summer session was required (Wisconsin State University-La Crosse General Catalog, 1968-1970). A more detailed outline of admission requirements for 1968-1970 can be found in Appendix C. The differing standards for resident and nonresident applicants were abolished in 1972 (University of Wisconsin-La Crosse General Catalog, 1972-1974).

Beginning in 1974 the ACT Assessment was no longer required for entrance into UWL. It is stated in the 1974-1975 UWL General Catalog:

If you meet the high school class rank requirement (upper three-fourths), you are not required to submit the American College Test (ACT) or the Scholastic Aptitude Test (SAT). If you do not qualify by class rank, you may be required to pass an entrance examination or register in any term on a trial basis (p.15).

It is not clear why the ACT program was dropped during the years 1972 to 1976 but it has been suggested that the ACT database was not being utilized to the extent it could have been. Other reasons may have included a general movement away from testing and an increasing competition for students. This was the period in history that enrollments in higher education began to level off and many institutions were faced with financial crises. By not requiring an entrance examination, it would be possible for more applicants to be considered for admission (T. Hood, personal communication, July 8, 1987).

It is doubtful that the far reaching effects of this action were fully understood when the ACT program was dropped. Since the university did not receive ACT services, it no longer had demographic information, predictive data, or ways of identifying problem areas for students. A

copy of the Class Profile Report was still received by the university, however, no conclusions could be drawn about the freshmen population since very few students still took the ACT Assessment. After a period of time, the university felt a need for the information the ACT Assessment provided, and the program was reinstated in 1976 (T. Hood, personal communication, June 17, 1986).

The next change in the admissions policy would be in 1979 when SAT scores could no longer serve as a substitute for for ACT test. Until this time, either exam was admissable and equivalency tables were used to compare ACT and SAT scores. Admission requirements at UWL have changed little in the past 10 years. The ACT has remained an entrance requirement and students not qualified for admission based on class rank must attain a composite score of 17 on the ACT Assessment. However, the role of the ACT on the UWL campus has been the focus of attention during this 10 year period. For example, an ACT Usage Committe has been established to study the present and potential uses of the ACT database campuswide.

Beginning in 1985, the Admissions Office subscribed to ACTs newest service to aid in enrollment planning efforts. The Enrollment Information Service (EIS) consists of two basic components, the Market Analysis Service and the Yield Analysis Service. The data generated by these programs allows the Admissions Office to examine trends, establish goals, and track and evaluate students. It also aids in the establishment of credibility by increasing communication between constituencies on campus (G. Grimslid, personal communication, July 9, 1987).

Although there has been concern over declining enrollments through the early 1990s, UWL has not felt the effects of the decreasing 18-year-old population. Unlike many universities which use enrollment management techniques to increase enrollments, many UW System institutions are in the unique position of having to limit the number of students who can be served with current resources. Concern that students at UW institutions be provided with a quality education has led to an increased emphasis on enrollment management and admissions criteria. Admission is just one component of enrollment management and admissions criteria are just one of the methods used to control admissions. In a recent Board of Regents document (1987, p.3) it is stated:

The primary purpose for having admission criteria should be to assure that the best qualified students are admitted to the University. Admission criteria may decrease the number of students admitted as the criteria select out those most likely to succeed. This reduction in students is a secondary outcome of having such standards and not the primary function of admission criteria.

Admission criteria are based on whether the prospective student has an appropriate high school preparation and how the student did in comparison to classmates or peers nationally. To help meet the goals of enrollment management, changes have been made in the UW System Policy on Freshmen Admissions. The resolution passed by the Regent Study Group on the Future of the UW System and adopted by the Board that becomes effective in the Fall of 1991 states as follows:

The Board of Regents should amend its UW System Freshmen Policy to require a minimum of sixteen high school credits. At least 14 academic credits, which may be distributed in any manner, must be from: English (including speech), mathematics, social science, natural science, and foreign language; two additional credits in the above areas and/or in the arts, computer science, or other

academic areas are required. A high school credit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.

The requirements for applicants without a high school diploma should be modified to indicate that, "an applicant who has not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development test scores or a high school equivalency examination or other related established criteria, transcripts of course work completed in high school, high school rank-in-class before leaving, written recommendations, ACT/SAT scores, or other evidence deemed appropriate by the university. High school equivalency applicants may not normally be enrolled unless they are a minimum of two years past their expected date of high school graduation.

Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration" (Trani, 1986, p. 1).

In addition, the Board changed the policy on the usage of the ACT. Beginning in the Fall of 1989, the ACT will become an admissions requirement. In order to be admitted all resident freshmen will be required to submit ACT scores while nonresident student applicants will be permitted to submit SAT scores in lieu of ACT test results. Although the ACT will be required of all applicants, "in no situation can the ACT be the sole criterion for admission" (Trani, 1986, p. 2).

Institutions within the UW System have the responsibility of defining specific admissions requirements within these guidelines established by the Board. All institutions will be required to evaluate the retention and graduation success of students admitted under its admissions criteria to establish baselines for determining the probability of student success. UWL has been instructed by the Board of Regents to limit total institutional enrollment to 9435 students and the freshmen class must not exceed 2000 students in 1987-88

(G. Grimslid, personal communication, July 9, 1987). To meet these enrollment goals the admission policy has been amended for the Fall of 1988. Applicants will be required to rank at or above the 33rd percentile (upper two-thirds) of their graduating classes or attain an ACT Composite score of 19 or above to be admitted in good standing. The ACT will not be an admissions requirement until the Fall 1989 semester but this fact is not seen as having much effect on the current admissions procedure. There may be a push for students to test in their junior year in high school since the first date in which a prospective student may apply for entrance in the following fall semester is October 1 (G. Grimslid, personal communication, July 9, 1987).

The future appears bright for admissions at the University of Wisconsin-La Crosse. The 18-year-old population is expected increase beginning around the year 1992 and having survived the "crisis" years this projection can only be encouraging. It is difficult to speculate as to the changes, if any, that will result in admissions criteria after this time. Until then the higher standards that will be implemented Systemwide beginning in 1991 and at UWL in 1988 will likely raise the quality of the student population at the university. According to Gale Grimslid, the current Director of Admissions at UWL, many marginal students will be forced to attend other institutions including two year colleges and vocational/technical institutes. It is also his belief that the role of the ACT Assessment in the admissions process will not change dramatically in the future. Instead it is likely that efforts will be made to increase the usage of ACT Services in other areas on campus (G. Grimslid, personal communication, July 9, 1987).

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this research was to provide a historical account of the development of the American College Testing Program and to examine the use of the ACT Assessment in admissions requirements at the University of Wisconsin-La Crosse. It was hoped that information obtained would provide a clearer understanding of the role of the ACT in new enrollment management plans being implemented in the UW System beginning in 1991 and at UWL in 1988.

The ACT Assessment serves as an important source of information to students, parents, high school counselors, and colleges. Combined with high school records, test scores serve as good predictors of college success. With an increasing number of students applying for admission to college, the primary purpose of admissions criteria should be to assure that the best qualified students are admitted to the university. It is hoped that the ACT Assessment will aid in this selection process.

#### Conclusions

In reviewing the history of student assessment, parallels can be drawn between societal changes and uses of such testing programs. As institutional enrollments increased it was necessary to undertake a means of selecting those students most qualified for admission. Tests designed and administered by individual institutions proved to be too costly and time consuming. National testing programs were developed to

respond to institutional goals and needs in a more efficient and less costly manner.

Testing programs such as the SAT and ACT were slow to be accepted by many institutions but eventually results on one of these tests is the standard in admissions policies today. At UWL the ACT was established as an entrance requirement rather than an admissions requirement in 1966 and has continued to be used in this fashion. Enrollments were substantially increasing after World War II, a trend which continued into the early 1970s. Adding to enrollment pressures was a financial crisis in higher education resulting from various factors. It seems that at this time less emphasis was placed on the testing of students. This was the case at UWL. Beginning in 1974 the ACT Assessment was dropped as an entrance requirement at the university and attentions were focused on other ways of attracting students to campus.

The most recent trend that has affected the use of the ACT Assessment is enrollment management. The UW System is faced with an unusual situation in that enrollments are increasing even though the number of 18-year-olds is declining. The System has undertaken new plans to provide its limited resources to those most qualified for admission. It seems that open access to higher education will no longer be the key in admissions at UWL. Rather the shift seems to be toward competition and quality. It is the belief of this researcher that such measures are unfortunate, yet necessary, if UWL is to continue to provide students the quality of education they demand and deserve.

### Recommendations

The recommendations that follow are of two types: those for the use of the ACT Assessment in admissions and recommendations for further study. It is recommended that the ACT Assessment continue to be used in its current capacity in admissions. By adding test scores to other high school records it is believed that those most qualified for admission be accepted for study. It is also recommended that the policy of not denying students admission based only on ACT scores should continue. It can be costly to put an overabundant amount of faith in an examination that an individual completes on any given day. Many extraneous variables can affect test results and it could be risky and harmful in denying admission without further data.

It is also recommended that a long range study be completed to examine the effects of higher ACT scores in admissions requirements and enrollment management. Without this data it is difficult to make further conclusions and recommendations on the use of the ACT Assessment on this campus.

In addition to the research presented in this paper, it is recommended that UWL look more closely at a comprehensive use of the ACT Assessment. By completing the ACT Assessment students provide the university with vast amounts of information about themselves which could be used in such areas as advising and counseling. By requiring students to complete the ACT Assessment and not using the results to their fullest extent, we may be providing a disservice not only to the students but the institution as well.

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APPENDICES

High school students may file applications for admission as soon as they have completed seven full semesters, provided they rank in the upper three quarters of their classes and are recommended by their principals. Final action is taken on such applications when completed high school records are received following graduation. In the meantime, students admitted tentatively may make arrangements for housing, meal service, and other matters related to their college enrollment.

**Entrance Examinations**—All new students who enter any of the institutions in the Wisconsin state university system are required to take the American College Test (A.C.T.). This test may be taken either before or after admission except in cases of students not otherwise qualified for admission. Those who do not take this test before registration and enrollment must do so during the orientation period at the beginning of their first semester. This test should be taken prior to enrollment.

### Admission as a Freshman

#### Requirements

1. Graduation from a legally established public or private high school with at least 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks).
2. Recommendation by the principal of the high school that the student be admitted.
3. Rank in the upper three quarters of the high school graduating class.
4. A minimum of nine units from the following fields:
 

English and Speech	Mathematics
Foreign Language	Natural Science
History and Social Science	
5. Submission of scores on the American College Test (A.C.T.) to the Admissions Office.
6. Submission of completed report of physical examination, on the standard form provided by Health Service.

Students whose rank is in the lower quarter of their high school graduating classes will be counseled and may be admitted on probation to the University if:

1. They satisfactorily pass the battery of exams on the American College Test (A.C.T.). This test is used by all of the institutions in the Wisconsin state university system for this purpose.

AND/OR

2. They receive a satisfactory grade point average ("C" or better) in 5 to 8 semester hours of work completed during a summer session at La Crosse or one of the other institutions in the Wisconsin state university system. Summer session attendance is recommended. Additional information and advice on this matter may be obtained from the Admissions Office.

Prospective students who are not high school graduates, providing they are at least twenty-one years of age or have served in the United States armed forces, may be admitted upon demonstrating their ability to do satisfactory work by passing an aptitude test.

Although no specific high school subjects are required for admission, entering students are expected to have an adequate background for their work. All students are expected to be proficient in the communicative skills of reading, writing, speaking and listening. They should be prepared to do collegiate level work in English, mathematics, history and social science, foreign language and/or any other academic fields which will be included in their courses of study.

In some classes, notably English, mathematics and foreign language, students are screened during the first several weeks to determine their readiness for the work for which they are registered. Those who appear to be unready may be advised to change to less advanced courses or to take remedial courses. Progress toward graduation frequently is slowed for these students. Additional fees are required for remedial courses.

**Advanced Placement**—Entering students at La Crosse may initiate proceedings leading toward advanced placement in a specific field of study. The prerequisites they submit, however, must satisfy the standards of the department in which they seek advanced placement.

College credit generally will not be given in advanced placement.

## ADMISSION TO THE UNIVERSITY

The Admissions Office will provide information concerning Wisconsin State University-La Crosse on request. This office cooperates with high school and college personnel who counsel with students planning to attend college. A high school visitation program is carried on for schools in Wisconsin and adjacent areas. Representation at "college night" programs in other parts of the state is arranged. Tours of the campus may be scheduled Monday through Saturday by writing to the Admissions Office. Deans, registrars, principals and counselors who are not on the regular college mailing list are invited to request this service.

*Procedure in Seeking Admission*—Students interested in seeking admission to Wisconsin State University-La Crosse should study this catalog and other literature. If possible, they should arrange for personal interviews with members of the admissions staff during a visit to the campus.

*Application Blanks*—Students desiring to be admitted must make application on the standard forms provided by the Admissions Office. Those students who have attended other colleges or universities must submit official transcripts of their records at all such institutions in addition to their high school records when making application.

High school students may file applications for admission after October 1st of their senior year. Final action is taken on such applications when completed high school records are received following graduation. In the meantime, students admitted tentatively may make arrangements for housing, meal service, and other matters related to their enrollment.

*Admission of Exceptional Students*—Exceptional students who have completed at least three years of high school may seek admission to the university on an audit or credit basis. They may enroll for credit if they are in the top 10% of their high school classes or on one or more of the nationally recognized scholastic aptitude examinations. They may enroll as auditors if they are in the top 25% of their high school classes. These students are encouraged to confer with the Director of Admissions before making application.

*Entrance Examinations*—The American College Test (ACT) is required prior to enrollment. This test should be taken during the senior year of high school and is given several times during the year at locations in Wisconsin and other states. Registration forms can be obtained at any high school principal's or counselor's office. The test results are used by the university for admission and counseling purposes.

## ADMISSION AS A FRESHMAN

### General Requirements

1. Graduation from a legally established public or private high school with at least 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)
2. Recommendation by the principal of the high school that the student be admitted.
3. A minimum of nine units from the following fields:
 

English and Speech	Mathematics
Foreign Language	Natural Science
History & Social Science	
4. Submission of scores on the American College Test (ACT) to the Admissions Office.
5. Submission of completed report of physical examination, on the standard form provided by Health Service.

### Specific Requirements

#### *Wisconsin Resident Students*

1. Freshmen applicants who meet the general requirements and who rank in the upper 75% of their high school classes are admitted in good standing.
2. Freshmen applicants who rank in the bottom quarters of their high school classes are required to attend a summer session, carry 5-8 academic credits, and make satisfactory records to qualify for admission.

#### *Non-Resident Students*

1. Freshmen applicants who meet the general requirements and who rank in the upper 40% of their high school classes are admitted in *good standing*.

2. Freshmen applicants who rank between the bottom quarter and the top 40% of their high school classes may be admitted in good standing if they satisfactorily pass the American College Test

AND/OR

they receive grades averaging "C" or better in 5 to 8 semester hours of work completed during a summer session at La Crosse or at one of the other institutions in the Wisconsin state university system. Summer session attendance is recommended.

3. Freshmen applicants who rank in the bottom quarters of their high school classes are not eligible for admission.

Prospective students who are not high school graduates, providing they are at least twenty-one years of age or have served in the United States armed forces, may be admitted upon demonstrating their ability to do satisfactory work by passing an aptitude test.

Although no specific high school subjects are required for admission, entering students are expected to have an adequate background for their work. All students are expected to be proficient in the communicative skills of reading, writing, speaking and listening. They should be prepared to do college level work in English, mathematics, history and social science, foreign language and/or any other academic fields which will be included in their courses of study.

In some classes, notably English, mathematics and foreign language, students are screened during the first several weeks to determine their readiness for the work for which they are registered. Those who appear to be unready may be advised to change to less advanced courses or to take remedial courses. Progress toward graduation frequently is slowed for these students. Additional fees are required for remedial courses.

Advanced Placement—Entering students at La Crosse may initiate proceedings leading toward advanced placement in a specific field of study. The prerequisites they submit, however, must satisfy the standards of the department in which they seek advanced placement.

College credit generally will not be given in advanced placement.

In most cases the advanced placement will consist of a waiver of an introductory course requirement and authorization for the student to take more advanced work for credit.

ADMISSION AS A TRANSFER STUDENT

Applications of students desiring to transfer to La Crosse from other colleges or universities are considered on the same basis as those of former students at La Crosse seeking readmission or re-entry.

Students who have attended another college or university and whose overall averages are below "C" (2.00 on a four point scale) may be admitted on probation if similar records made at La Crosse would entitle them to continue on probation. See Page 51. The point of reference is Wisconsin State University—La Crosse, not the college or university from which an applicant wishes to transfer. Students who have attended another college or university and have been declared ineligible to return will not be considered for admission to La Crosse until the lapse of at least one semester. All students whose records at other colleges or universities are deficient are required to pass entrance examinations or make a satisfactory record during a summer session at La Crosse in order to be considered for admission.

Students seeking admission as transfer students are expected to submit all necessary application papers, including transcripts showing work completed and work in progress, not later than one month prior to the beginning of the term when they wish to enroll. Those completing applications later may be denied admission until a subsequent term. If admitted, their registrations will be delayed because of delay in evaluating credits and preparing necessary reports and records for official files and for advisors.

Students who have completed two or more years of study in institutions of higher education elsewhere are not encouraged to apply for transfer to La Crosse unless their over-all academic records are substantially above the minimum satisfactory level.

Since the matter of transferring from one institution to another is sometimes complicated by many factors, a personal visit to the Admissions Office is recommended. Appointments should be made in advance, after the necessary records have been submitted.

In some courses, notably mathematics, biology, chemistry, and foreign language, students are screened during the first several weeks to determine their readiness for the work for which they are registered. Those who do not meet specific standards may be advised to change to less advanced courses.

*Advanced Placement* -- Entering students at La Crosse may initiate proceedings leading toward advanced placement in a specific department. The prerequisites they submit, however, must satisfy the standards of the department. College credit generally will not be given in advanced placement. In most cases the advanced placement will consist of a waiver of an introductory course requirement and authorization for the student to take more advanced work for credit.

### ADMISSION AS FRESHMEN

#### General Requirements

1. Graduation from a legally established public or private high school with at least 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)
2. Recommendation for admission by the principal or counselor of the high school.
3. Completion of a minimum of nine units from the following fields: (A minimum of three years of English is recommended.)
 

English and Speech	Mathematics
Foreign Language	Natural Sciences
History and Social Science	
4. Submission of scores on the American College Test (ACT) to the Admissions Office.
5. Submission of completed report of physical examination, on the standard form provided by the Health Service. (This is mailed to the student after the application for admission has been approved by the Admissions Office.)

#### Specific Requirements

##### *Wisconsin Resident Students*

Freshman applicants who meet the general requirements above and who rank

1. in the upper 75% of their high school classes are admitted in good standing.
2. below the 25th percentile (lower one-fourth) of their high school graduating classes may be admitted on probation if their ACT composite standard scores are 17 or above.

3. below the 25th percentile of their high school graduating classes and whose ACT composite scores are below 17 will be required to attend a summer session at a Wisconsin state university for the purpose of demonstrating their scholastic ability.

##### *Non-Resident Students*

Non-resident freshman applicants who meet the general requirements above and who rank

1. in the upper 40% of their high school classes are admitted in good standing.
2. below the upper 40% of their high school graduating classes may be admitted
  - a. in good standing if they rank on or above the 25th percentile of their high school graduating classes and their ACT composite standard scores are 18 or above.
  - b. on probation if they rank below the 25th percentile and their ACT composite scores are 18 or above.

Non-resident students who do not qualify for admission based on the above requirements will be required to attend a summer session to attempt to establish eligibility for admission, as for Wisconsin resident students.

### ADMISSION AS TRANSFER STUDENTS

Students desiring to transfer to La Crosse from other colleges or universities are expected to meet the same standards as those which are applicable to former students at La Crosse seeking readmission or re-entry. Those transferring from accredited institutions and having satisfactory scholastic records will be granted advanced standing credit for work done elsewhere provided grades are satisfactory and courses taken are similar in content to courses required or courses acceptable for degree credit at La Crosse.

Students seeking admission as transfer students are required to submit necessary application papers, including two transcripts showing work completed and/or work in progress, not later than one month prior to the beginning of the term in which they wish to enroll. Those completing applications later may be denied admission until a subsequent term. If admitted, their registrations may be delayed because of the necessity of evaluating credits and preparing necessary reports and records for official files and for advisors.

Since transferring from one institution to another frequently involves complexities and requires careful planning, personal visits to the Admissions Office are recommended. Appointments