Interim Report of the UW--M
Admissions Committee and Report of the
University of Wisconsin Admissions Committee

I. Interim Report of the UW--M Admissions Committee

A. Committee Activities

1. Meetings with High School Principals
   The UW--M Admissions Committee has met with the Principals' organization of Milwaukee, the Suburban Principals and the Braveland Principals. We discussed problems of admission to UW--M, pointing out the results of the present lack of uniformity in basis of principal's recommendation and urged them to make greater use of the item, now in the Admission Application blank, which recommends admission on the basis of qualifying examination.

2. Meeting with Board of Visitors
   On January 15, 1960, four members of the committee met with the Board of Visitors of the University for a discussion of admission problems in relation to the Milwaukee situation.

B. Documents of interest to the UW--M Faculty

1. The difference in quality of students being admitted to UW--Madison and UW--Milwaukee under the present admissions policy is shown by the following statistics. The trend of the last three years is of concern to our faculty.

   | Rank of Wisconsin Freshmen Currently Being Admitted to UW--M and UW, Madison. |
   |-------------------------------------------------|----|----|----|
   | Percent of students in the lower third of their |
   | high school graduating class.                  |
   | Milwaukee                                       | 14.3% | 15.2% | 15.3% |
   | Madison                                         | 7.7%  | 6.9%  | 6.7%  |
   | Percent of students in the upper third of their |
   | high school graduating class.                   |
   | Milwaukee                                       | 53.1% | 53.8% |
   | Madison                                         | 65.9% | 68.0% | 71.1% |

2. The UW--M Office of Admissions and Records has prepared a study of the achievement of 1957 Freshmen which deserves our serious consideration.
Summary Report on Retention and Achievement of Freshmen Admitted in the Fall of 1957

Four-semester report for 193 Freshmen Admitted on Probation
(students in the lower third of High School Class)

One-semester report for 1,143 Freshmen Admitted not on Probation
(students in the upper two-thirds of High School Class)

| Academic Year | 1957-58 | | Academic Year | 1958-59 | |
|---------------|---------|---------------|---------|---------|
| In lower 1/3 of H. S. class | 193 | 1,143 | In lower 1/3 of H. S. class | 61 | 32% | |
| Withdrew before close of Semester | 26 13.5% | 94 8% | 10 9% | 3 5% | 1 2% |
| Completed Semester | 167 86.5% | 1,049 92% | 101 | 58 | 46 |
| Satisfactory Records ("C" Average) | 27 16% | 581 55% | 41 41% | 27 47% | 28* 61% |
| Continued or Placed on Probation or Dropped | 140 84% | 468 45% | 60 59% | 31 53% | 18 39% |
| Dropped from school for low grades | 49 29% | 54 12% | 44 44% | 16 28% | 14 30% |

173 of the 193 completed one or more terms (6 completed a subsequent semester after having withdrawn during their first semester)

114 of the 173, or 66%, were dropped at least once

6 of the 173, or 3.4%, had 4 satisfactory semesters

26 of the 173, or 15%, are eligible to continue after 4 semesters (*two additional students earned a C record their last semester but all-over average was too low for admission to Senior College)

1.49 is the cumulative grade point average of the group (21% of the grades were "F")
3. The most recent official statement of the Board of Regents on the subject of admissions is a resolution adopted on June 16, 1949. The portion applying to new freshmen who are residents of the state of Wisconsin is quoted:

"That the following policies for the admission of students to the University of Wisconsin for the fall term of 1949 be approved:

I. Applicants who are Residents of the State of Wisconsin:
   (a) New freshmen. Graduates of accredited high schools who have taken the required preparatory subjects and are recommended for admission by their high school principals are accepted. Principals are advised that students who rank in the lower one-third of their high school graduating classes usually experience serious difficulty with University studies. Applicants who do not have the required preparatory subjects, or whose quality of work is below the level at which the high school considers necessary for recommendation to college, may be admitted to the University only by passing entrance examinations."

4. We wish to call your attention to the Report of the AdHoc Student-Faculty Committee on Academic Standards, UW-Madison Document 1386, June 1, 1959, a portion of which is quoted below.

"Many faculty members feel that the most severe limitation on their attempts to set higher academic standards is the quality of their students. The presence in a class of a substantial minority of students who are deficient in background, interest, or aptitude cannot help but slow the pace of the course and increase the triviality of its content. The teacher who must devote much of his time and thought in devising ways to say something interesting and meaningful to poor students forfeits this much of his opportunity to challenge the better students. We believe that any steps that would keep poorly prepared or inept students out of classes where they don't belong would aid academic standards. We urge that wherever feasible, students be grouped in sections with others of comparable ability and prerequisite knowledge.

The committee believes that there should be an expanded system of examinations prior to University entrance. Such examinations should test both aptitude and achievement, with an opportunity for separate evaluation of each.

An aptitude test should be useful in at least three ways. It is a further means of identifying future honors program candidates. Secondly, it should be helpful in counseling students as to what kind of courses they should elect or what kind of majors they are best suited for. Thirdly, it could serve as a way of identifying prospective students who, because of poor schooling, misdirected early interests, or various reasons, have poor achievement records but who are high in ability. By good counselling and perhaps non-credit courses or reading to make up for previous deficiencies such students may become excellent scholars and make an important contribution to society."
It is not contemplated that such an examination system would be used as an enrollment limiting device, at least for the present. However, if the college age bulge expected in 1963 to 1968 should make it necessary for the University to limit its enrollment it would have the benefit of a series of examinations with which it had had experience and whose predictive value would be known, to be used along with high school records and other admission criteria."

5. On November 17, 1959 the Student Senate of the Wisconsin Student Association, Madison, passed a Resolution showing student attitude toward a required testing program.

Whereas: A primary goal of the University of Wisconsin has been to provide a high caliber of education for as many qualified students as possible, and

Whereas: Like every other institution of higher learning, the University of Wisconsin will be asked in future years to accept increasing numbers of students, and

Whereas: The University presently opposes any numerical restriction upon enrollment but instead is striving to keep pace with rising enrollment by expanding its physical facilities and staff in order to maintain high academic standards, and

Whereas: The University is one of the twenty-three participating colleges in the new American College Testing Program for high school seniors,

Therefore be it enacted that: Student Senate of the Wisconsin Student Association urge the University to consider requiring all entering freshmen in the fall of 1961 to take a test based on aptitude and achievement prior to University entrance in order to allow for extensive study as to the overall usefulness and accuracy of such tests, and

Be it further enacted that: The Student Senate of the Wisconsin Student Association urge the University to seriously consider using required aptitude and achievement tests as a means of:

a. Identifying future honors program candidates,

b. Counseling students as to what kind of courses they should elect or what kind of courses they are best suited for,

c. Identifying prospective students, who because of poor schooling, have poor achievement records but have high ability, and

Be it further enacted that: The President of the Wisconsin Student Association send this recommendation to the faculty committee now studying entrance examinations and admissions standards, to members of the administration, and to the Board of Regents.
II. Report of the University of Wisconsin Admissions Committee

A report on Admissions and on Testing is to be made at the April meeting of the University Faculty in Madison. Since so few of the Milwaukee Faculty will be able to attend the Madison meeting, the UW--M Admissions Committee requested that the report also be given on the Milwaukee Campus.

Robert A. Alberty, Professor of Chemistry, as chairman of the subcommittee, will report for the Sub Committee on the Use of Tests, of the Ad Hoc Student-Faculty Committee on Academic Standards.

Paul L. Trump, Registrar and Director of Admissions, as chairman of the committee, will report for the University Admissions Committee.

The Report and Recommendations of the Academic Standards Committee, Special Committee on Entrance and Attainment Examinations, and the Steering Committee of the Admissions Committee are attached to this document.

The UW--M Admissions Committee:
Irene Bozak
George Elmengreen
Merlin Hayes
Frank Himmelmann
Robert Norris
Mary Jo Read, Chairman
James Schaefer
Florence Walzl
REPORT AND RECOMMENDATIONS OF THE ACADEMIC STANDARDS COMMITTEE,
SPECIAL COMMITTEE ON ENTRANCE AND ATTAINMENT EXAMINATIONS

January 21, 1960

This committee was appointed upon the recommendation of the Ad Hoc Student-Faculty Committee on Academic Standards (Document 1386, June 1, 1959) that "Believing that entrance and achievement examinations would help raise academic standards, we recommend that an ad hoc committee be appointed by the President to consider the feasibility of and make recommendations regarding:

(1) Examinations before entrance to the University;

(2) Attainment examinations during University attendance and/or at graduation."

The committee is not prepared at present to make recommendations with respect to (2). With regard to item (1) the committee has investigated the nature of the examinations presently being given upon entrance to the University and the uses of the examination results.

Present Practice. At present the following examinations are being given to all students by the Office of Admissions prior to the opening of classes: (a) College Qualification Test, (b) English Test, and (c) a Personality Test. In addition all new freshmen who have had high school mathematics in advance of one year of algebra and one year of plane geometry, and who plan to enroll in any course in mathematics at the University, must take an algebra test, and those students who had trigonometry in high school take an additional test. All Home Economics students must take a special test. The scores on none of these tests are available at the time of admission or of advising and registration, but the scores on the verbal part of the College Qualification Test and on the English Test are used as a first screen to select a group for special placement in English and the scores on the mathematics tests are used for placement in mathematics courses. The scores on all of the tests are available to the Deans' offices prior to the end of the first six-weeks period.

A recent development in testing students prior to entrance to the University is the American College Testing (ACT) program which provides a test for admissions, scholarship selection, guidance and placement. The University of Wisconsin is encouraging all high school seniors to take this test if they are planning to apply for admission at either the Madison or Milwaukee campus or at an Extension center. This test is being given at various test centers around the state, and in other states throughout the United States. The University has already received many scores for students who listed the University of Wisconsin as one of their three college choices. Since these students will be entering the University in September, 1960, it will be a year or two before the University of Wisconsin can make substantial evaluations of the usefulness of these scores at the University.

Bases for Possible Change. It is felt by the Committee that greater use could be made of such test scores than is done at present, especially of tests given well in advance of summer registration. If such test scores were made more widely available, they could be used to aid-(a) advising at the time of registration, (b) placement in courses, and (c) evaluation of student applications for scholarships and to enter the honors program. Certainly, valuable time and money are wasted when students take courses for which they are not prepared, and it is felt that fewer mistakes would be made if more use were made of the results of examinations given prior to entrance. Experience with these examinations could be passed on to advisors and staff members responsible for placement.
The introduction of the Honors Program raises further problems of selection of first-rate students and placement in courses with restricted enrollments. Here again, experience with examinations prior to entrance should prove of value.

The Committee has been convinced by the data it has seen that it is not wise to use the result of any single test as the single criterion for admission. However, such test scores, together with other information, seem to us to be very useful in identifying students who are likely to have scholastic difficulties. If, in the future, it is deemed desirable or necessary to restrict enrollment to a greater extent than at present, it would be necessary to have ample statistical data on test scores and other criteria to judge the probable success of such changes in admission policies. At present the University can probably be of more assistance to the high school principals in recommending students for admission by providing them with suitable statistical data on the correlation between success of their students in the University and the students' performance on tests given prior to entrance. For this purpose it is obviously of advantage if the test is given while the student is still in high school.

The Committee recommends to the Faculty that:

1. Prior to admission to the University, all students should be required to take an examination or examinations which will be useful for:

   (a) advising students at the time of registration and later;

   (b) placement in courses;

   (c) evaluating student applications for scholarships or to enter the honors program;

   (d) admission by examinations;

   (e) identifying students who need remedial work which might or might not be given by the University.

2. The results of these examinations should be regularly compared with University grades to provide information on their predictive values which will be useful:

   (a) to University advisors and counselors;

   (b) to high school principals and counselors who should receive this information from the University;

   (c) to committees deliberating on future changes in procedure for admission, placement and advising.

R. A. Alberty, Chairman
M. L. Borrowman
C. Woodring
Draft Copy of the Report of the
Committee on Admissions
University of Wisconsin

A. ADMISSIONS COMMITTEE STRUCTURE

1. University Committee on Admissions
   The University Committee on Admissions is composed of nineteen members from
   the Madison Campus and extension centers and four members from the Milwaukee
   Campus.

2. Steering Committee
   A Steering Committee composed of six Madison members and two Milwaukee
   members is charged by the University Committee on Admissions to study informa-
   tion and consider problems related to admissions and, particularly, that the
   Steering Committee be prepared to recommend to the Committee changes in
   admissions policy in case it becomes advisable to change admission criteria.

3. UW-M Committee on Admissions
   In November, 1958, an eight member Admissions Committee was authorized by
   the UW-M faculty to study the admission policies of the University of Wisconsin
   as they apply to the local situation of UW-M and recommend to the university
   committee such changes in policy as seem warranted. Persons from Milwaukee
   on the university faculty committee, as indicated above, serve as a nucleus
   of the UW-M committee.

B. ADMISSION REQUIREMENTS

1. Admission without Examination - New Freshmen, Wisconsin

   Admission is based upon three criteria:

   a. Graduation From an Accredited High School

   b. Pattern of Academic Units

   The high school must certify 16 units of study distributed
   as follows:

   English (or English and Speech)   - - - - - - - - 3 units
   Academic pattern including two
   or more of the following   - - - - - - - - - - - 6 units

   Mathematics                      - 2 or 3 units
   A Foreign Language               - 2 or 3 units
   History and Social
   Studies                          - 2 or 3 units
   Natural Science                  - 2 or 3 units
   Other Electives                  - - - - - - - - - - - - 7 units

   c. Recommendation of the High School Principal
2. Admission by Examination - New Freshmen

Wisconsin students who do not present the required distribution of units, have not graduated from high school, or who do not have the principal's recommendation may qualify by entrance examinations. Critical scores on these examinations for admission without the principal's recommendation are the 25th percentile of University entering freshmen.

3. Non-resident Admissions - New Freshmen

Out-of-state students must meet the requirements of Wisconsin students and, in addition, have ranked in the upper one-half of their high school graduating classes. Test scores are considered, if available, in marginal cases.

4. Admission on Probation

Students admitted as new freshmen but ranking in the lowest third in their high school graduating classes are admitted "on probation". They are informed that in view of their past achievement their chances of success at the University are poor and they are advised to give careful thought to other plans.

5. Mathematical Preparation

University departments indicate whether or not minimal mathematical preparation (usually one year of algebra and one of plane geometry) shall be required for (a) election of courses in the department, or (b) majoring in the department. Students beginning engineering with less than four years of high school mathematics may find they must elect mathematics without credit.

6. Early Admission

In special cases, students may be admitted after completing the eleventh grade in high school (in some instances earlier).

7. Transfer Students

Students transferring from another college or university must present a "C" average particularly during their last college semester. This requirement is usually applied also for students transferring between campuses of the University. Out-of-state students must present grades averaging at least half "B" and half "C" on all college credits carried.

8. Advanced Standing - New Freshmen

Provisions are made for advanced placement of new freshmen and for their admissions with advanced standing on the basis of superior achievement or special studies beyond the usual high school level in high school.

9. Admission to University vs. Admission to University Programs

Admission to the University does not assure a student of the curriculum which he desires. Integrated Liberal Studies operates on a quota basis but with no attempt at scholastic selectivity; Elementary Education operates both on a quota and scholastic selectivity. Other curricula, such as Engineering and Nursing, admit only those students who have had minimum mathematical preparation on the high school level. Freshmen admitted "on probation" may not enroll in the School of Education.

Students transferring with less than a 2.3 grade point average may not enroll in Commerce, Pharmacy, or Journalism. Other grade point average requirements are necessary for admission to the Junior year in certain special course classifications and majors.
C. RANK OF NEW FRESHMAN CURRENTLY BEING ADMITTED
TO UW-MADISON AND TO UW-MILWAUKEE

<table>
<thead>
<tr>
<th></th>
<th>Fall 1957</th>
<th>Fall 1958</th>
<th>Fall 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the lower third of</td>
<td>Milwaukee</td>
<td>14.3%</td>
<td>15.2%</td>
</tr>
<tr>
<td>their high school</td>
<td>Madison</td>
<td>7.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>graduating class</td>
<td>All</td>
<td>6.3%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

| Percent of students    |           |           |           |
| in the upper third of  | Milwaukee | -         | 53.1%     | 53.8%     |
| their high school      | Madison   | 65.9%     | 68.0%     | 71.1%     |
| graduating class       | All       | 66.8%     | 67.5%     | 71.6%     |

It should be noted that with increasing enrollments the quality of new freshmen students entering Madison as measured by rank in class is gradually improving while that of Milwaukee is deteriorating. These differences are, in part, the result of serving predominantly a local community. Over 90 percent of the student body at Milwaukee is made up of commuters. Madison, also, tends to draw lower rank distributions from its immediate community. The above table highlights a difference in the problems of Madison and Milwaukee.

D. PREDICTION OF SUCCESS AT THE UNIVERSITY

1. College Success, High School Rank, Test Scores

Studies indicate that rank in high school graduating class considered with college aptitude or educational development test scores provides as good a basis of predicting success in college as any presently available for general practical use. Both together are better than either alone, though there is always an error of estimate at best. Recommendation by the principal is the only quality criteria used and this, when all schools are considered, has not proved to be a good predictor. In those cases where the principal recommends admission and other requirements are met, neither of these criterion is used.

2. Criterion for Poor Risk

A tentative criterion for identification of a segment of freshman applicants with poor chances of success has been studied. This identifies students who ranked in the lower one-half of their high school graduating classes and--

a. were not in the highest quarter of entering Madison freshmen on the College Qualifications Test if in the lowest quarter of their classes, or

b. were not in the upper three quarters on the test if in the third quarter on class rank.

Of 3831 freshman entering at Madison September, 1956, and September, 1957, 138 were in the lowest quarter of their high school class and 4974 were in the third quarter. From these, 138 + 4974 = 612 students, the above criterion would select 361 as "poor risk". Of the 361, 68 (19%) made a "C" average or better in their first semester. For the 251 of the 612 not selected as "poor risk" 132 (53%) made a "C" average or better.
Of the 3831 freshman, 3219 ranked in the upper one-half of their classes. Of these, about two-thirds of the men and three-quarters of the women made a "C" average or better in their first semester.

It is clear that rank in high school class and performance on the College Qualification Test are not the only factors affecting success during the first semester in college.

3. Chances of Success at Madison

The chances of making a "C" average in the first semester at Madison are indicated in the following chart. The groups within which the chances are given are determined by combinations of rank by quarters (a) in high school graduating class, and (b) among entering UW freshmen at Madison on the total score of the College Qualification Test.

Grade Point Average Expectancy by Men and Women
First Semester - New Freshmen - UW-Madison
By Groups on the Basis of HSR and CQT Combined

<table>
<thead>
<tr>
<th>*Group Number</th>
<th>Per Cent in Group</th>
<th>Chances in 100 of Obtaining GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

* If a student is in the i-th quarter from the top on HSR and in the j-th quarter on the CQT, his group number is i + j - 1 (i, j = 1, 2, 3, 4)

4. Achievement of Freshmen at UW-M

A preliminary study of certain groups of freshmen admitted in the fall of 1957 shows the level of achievement and retention of students admitted as new freshmen at UW-M who ranked in the lowest third of their high school graduating classes.
Summary Report on First Semester Retention and Achievement of 193 UW-M Freshmen Admitted on Probation (in lower 1/3 of High School class) in the Fall of 1957 and 1143 Freshmen Admitted Not on Probation

<table>
<thead>
<tr>
<th></th>
<th>In Low One-Third of High School Class</th>
<th>In Upper Two-Thirds of High School Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Began Day Classes</td>
<td>193</td>
<td>1,143</td>
</tr>
<tr>
<td>Withdrew During First Semester</td>
<td>26 (13.5%)</td>
<td>94 (8%)</td>
</tr>
<tr>
<td>Completed Semester</td>
<td>167 (86.5%)</td>
<td>1,049 (92%)</td>
</tr>
<tr>
<td>&quot;C&quot; Average or Better</td>
<td>27 (16%)</td>
<td>581 (55%)</td>
</tr>
<tr>
<td>Placed on Further Probation</td>
<td>140 (84%)</td>
<td>468 (45%)</td>
</tr>
<tr>
<td>&quot;Dropped&quot; for Low Grades</td>
<td>49 (29%)</td>
<td>54 (12%)</td>
</tr>
</tbody>
</table>

At the end of four semesters:

173 of the 193 completed one or more terms (6 completed a subsequent semester after having withdrawn during their first semester).

114 of the 173, or 66%, were dropped at least once

6 of the 173, or 3.4%, had 4 satisfactory semesters

26 of the 173, or 15%, are eligible to continue after 4 semesters

149 is the cumulative grade point average of the group (21% of the grades were "F")

5. Academic Units Presented From High School

At least 9 of the 16 units required for admission must be academic units distributed in pattern. The following table indicates the number of academic units actually presented by Madison new freshmen September, 1958, and summarizes relations between the number of academic units presented and grade point averages earned for the year 1958-59.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.5 - 25.0 (percent)</td>
</tr>
<tr>
<td>3.0 and over</td>
<td>20</td>
</tr>
<tr>
<td>2.0 - 2.9</td>
<td>55</td>
</tr>
<tr>
<td>Less than 2.0</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
The following table indicates the per cent of new freshmen by categories (a) rank by quarters in High School class (H.S.R.), (b) rank by quarters among UW-Madison new freshmen, (c) first year grade point average for whom the high school certified less than fourteen, thirteen and twelve academic units. Data are for Madison Campus only.

<table>
<thead>
<tr>
<th>Category</th>
<th>Per cent in Category with Number of Academic Units Less Than</th>
<th>Per cent of Total Group in Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 Units</td>
<td>13 Units</td>
</tr>
<tr>
<td>H.S.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Quarter</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>28</td>
<td>13</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>Fourth Quarter</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>G.P.A. (1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 and over</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2.0 - 2.9</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>less than 2.0</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>C.Q.T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Quarter</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Fourth Quarter</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Total Group</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>

6. American College Testing Program in Wisconsin

Wisconsin is one of more than sixteen states participating in the new American College Testing Program (ACT) under which high school seniors planning to apply at participating colleges are being tested November 7, 1959, February 27, 1960, and at later times to be announced.

The thirty-eight colleges and universities in Wisconsin have elected one of these roles—

a. Participating: by encouraging students planning to apply to them to sit for ACT. This is UW's role.

b. Cooperating: accept ACT scores for state cooperative study purposes but already require the SAT of College Entrance Examination Board or other tests.

c. Not Participating.

The 23 participating colleges and universities enrolled 77.3 per cent of new freshmen in Wisconsin colleges in September, 1956; the 9 cooperating colleges enrolled 21.6 per cent; and the 6 non-participating colleges enrolled 1.1 per cent.

From the November 7, 1959 ACT the University, Madison, received score reports before January 1 for 4,425 high school seniors (3,412 from Wisconsin) who had listed the University of Wisconsin, Madison, and extension centers among three preferred colleges. UW-M received score reports separately.

Extensive study of the usefulness of these test results is recommended particularly during the next two years. For this purpose the University may find it necessary to obtain ACT scores on all freshmen entering September, 1960. A testing fee of $3.00 is charged the student.
E. ADMISSION PROCEDURES

1. Administrative, Madison and Extension Centers

The admission of all new freshmen to Madison and to the Extension Centers is through the Office of Registrar. This is also true of advanced standing undergraduate and Law transfer admissions except that transfer students to Engineering, to Agriculture and Home Economics, and non UW degree candidates in Summer Sessions is by other offices. Graduate admissions is through the Graduate Office at Madison. The Medical School admits students to Medicine. Special cases involve consultations with deans and department chairmen on questions of admissions and particularly on questions of credit evaluations.

2. Madison and Milwaukee

The functions performed by the Office of Registrar at Madison for the Madison campus and the Extension Centers are performed under the same policies for Milwaukee by the Office of Registration and Records at Milwaukee.

3. Coordination at Madison

Engineering and Summer Sessions have expressed the desire for centralization at Madison when suitable facilities, space and staff can be provided in the Registrar's Office.

4. Date of Application for Admission

High School seniors are advised to file application early during the final semester of the senior year and at least six weeks prior to the beginning of the term in which they plan to enroll.

The following table indicates the distribution of filing dates of new freshmen entering at Madison in September, 1958, and the relation of these dates to grade point averages earned during the year 1958-59.

<table>
<thead>
<tr>
<th>U.W. G.F.A. 1958-59</th>
<th>APPLICATION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan. or Before (percent)</td>
</tr>
<tr>
<td>3.0 and over</td>
<td>8</td>
</tr>
<tr>
<td>2.0 - 2.9</td>
<td>70</td>
</tr>
<tr>
<td>less than 2.0</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
5. Admission Application Processing Data, Office of Registrar, Madison

<table>
<thead>
<tr>
<th></th>
<th>1959</th>
<th>1959**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Formal Mail Contacts</td>
<td>19,500**</td>
<td>9,104*</td>
</tr>
<tr>
<td>Number of Applications Initiated</td>
<td>11,024*</td>
<td>9,362*</td>
</tr>
<tr>
<td>Number of Applications Completed</td>
<td>8,365</td>
<td>5,599</td>
</tr>
<tr>
<td>Permits Issued</td>
<td>7,804</td>
<td>5,899</td>
</tr>
<tr>
<td>Advised Against Admissions</td>
<td>561</td>
<td>300</td>
</tr>
<tr>
<td>Number Registered</td>
<td>6,040</td>
<td>4,580</td>
</tr>
</tbody>
</table>

** Up to 1956 admissions to Milwaukee were processed at Madison. Hence, Milwaukee figures are included for 1953 but not for 1959.
* These figures give the volume for the year, others are for September only and do not include second semester and summer totals.

F. COMMITTEE PROCEDURES

1. Admission Committee

At its meeting January 22, 1958, the Committee on Admissions invited the Chairman of the University Committee to meet with the group. During the discussion the Admissions Committee was informed that at least for the immediate future the University Committee would recommend continuing present policies on general questions of admission.

Special effort has been made during the last two years to give information on student performance to the Committee, and especially to the Steering Committee.

A special meeting was held at which the members of the UW-M Admissions Committee presented information about problems of UW-M to the all-university admissions committee.

During the spring and summer of 1958 the Student Counseling Center at Madison arranged for the first time to make its facilities available to students holding permits to register (at Madison or an Extension Center) who requested these services. The Admissions Office provides counseling of this type in so far as it is able. This is particularly true in marginal cases. Similar services had been available for some time at Milwaukee.

2. UW-M Committee

As a new Committee, the members first became acquainted with all phases of the University of Wisconsin Admissions policy, especially in regard to the quality of students being admitted to UW-M under it.

Close cooperation has been maintained with the Counseling Department in evaluating the validity of various criteria for predicting college success. Currently a research grant has been requested for a study to be supervised by Dr. Sullivan, Director of Counseling, to evaluate what degree of accuracy might have been achieved in predicting success if various criteria had been applied to the students admitted during the last three years.

A report to the UW-M faculty of findings was followed by a questionnaire distributed through the mailboxes which resulted in a strong expression by a large majority of the faculty that revisions in the Admission policy should be considered and questions the desirability of placing as great emphasis on the principal's recommendation as at present.
Meetings of the Committee have been held with the three groups of high school principals in the area from which Milwaukee draws its students to consider problems of admission and request a higher degree of uniformity in making recommendations for admission to UW.

3. **Academic Standards Committee**

The Steering Committee has been in close consultation with the Academic Standards Committee under the chairmanship of Professor Alberty. This special committee on entrance and attainment examinations was created under Faculty Document 1386, June 1959. The Steering Committee has concurred in the proposed recommendations of this special committee.

**G. RECOMMENDATIONS**

It is recommended that:

1. All ways be fully explored for meeting admission problems before differing standards and requirements of admission be authorized at different campuses of the University;

2. A segment of new freshman applicants who qualify for admission but whose chances of success are considered poor be required to use the facilities of the Student Counseling Center before registration;

3. Scores on the ACT test be obtained for each new freshman matriculating in the 1960 September semester;

4. The University carry out special studies on the meaning of test scores obtained and other admission credentials received in respect to predicting success, placement in courses, counseling, advising, and selection for scholarship awards and honors programs;

5. The Committee on Admissions specify what test scores are required as part of the application for admission to terms beginning after February, 1961;

6. The Registrar prepare and distribute to high schools, particularly in Wisconsin, information such as the nature of freshman matriculants as to class rank, test score distributions, the relations between these and success at the University, academic performance tabulations and such other available information as will assist the high schools in their counsel to students and in the principal's recommendations to the University;

7. The Committee on Admissions continue to review and study admission policies and standards of admission, including special problems of the various campuses of the University.

**Recommendations to go to the Administration:**

1. Six weeks prior to the beginning of classes in any term be announced as a deadline date for filing an application for admission to any semester;

2. Each applicant for admission be required to pay an installment on his first fees at the time of filing the application, this to be refunded if the applicant is refused admission but forfeited if the applicant does not register.
3. The usual charge of $3.00 for the ACT test will be assessed by the University to those to whom the University must administer the test, this income to be used toward costs of implementing recommendation 4 above.

THE STEERING COMMITTEE
of the Committee on Admissions

Representatives of Dean's Office of
   Education - UW-M (F. H. Himmelmann)
   Engineering (K. G. Shiels)
   Letters and Science (M. H. Ingraham)
L. E. Drake
E. M. Foster
Edgar W. Lacy
Robert E. Norris
Joseph V. Totaro