An Analysis and Evaluation of Admission Policies of a Catholic Liberal Arts College

Ernest Joseph La Mal

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AN ANALYSIS AND EVALUATION OF ADMISSION POLICIES
OF A CATHOLIC LIBERAL ARTS COLLEGE

by

Ernest Joseph La Mal, O. Praem.

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

January

1957
LIFE

Ernest Joseph La Mal was born in Green Bay, Wisconsin, March 14th, 1917.

He was graduated from West High School, Green Bay, Wisconsin, June, 1931, and from St. Norbert College, West De Pere, Wisconsin, June, 1938 with the degree of Bachelor of Arts. He was graduated from Marquette University, Milwaukee, January, 1952, with the degree of Master of Education.

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<td>AACR</td>
<td>American Association of College Registrars</td>
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<tr>
<td>AP</td>
<td>American Psychologist</td>
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<tr>
<td>BNASSP</td>
<td>Bulletin of National Association of Secondary School Principals</td>
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<tr>
<td>CJSE</td>
<td>California Journal of Secondary Education</td>
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<td>EAS</td>
<td>Educational Administration and Supervision</td>
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<td>JAP</td>
<td>Journal Applied Psychology</td>
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<td>JEE</td>
<td>Journal Experimental Education</td>
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<td>JER</td>
<td>Journal Education Research</td>
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<td>JHE</td>
<td>Journal Higher Education</td>
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<tr>
<td>NCAQ</td>
<td>North Central Association Quarterly</td>
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<td>SS</td>
<td>School and Society</td>
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CHAPTER I

INTRODUCTION

The procedures used in the selection of college students have always been an important aspect of American higher education. These selection procedures have increased in complexity as the colleges have increased in number and size and as the goals of higher education have become more diversified.

Admission procedures is one of the many facets of the complex problem which is clamoring for solution by higher educational institutions today. The waves of present and prospective students have already begun to descend upon the colleges and statistics indicate more and larger waves in the near future. In 1900 there were fewer than 250,000 students, only 4 per cent of the college age population, who were enrolled in institutions of higher learning. By 1940 the enrollment had risen to 1,500,000 students which is equal to a little less than 16 per cent of the 18-21 year olds.\(^1\) In 1956 there were 2,500,000 college students, which was about 31 per cent of the college-age youths. If there is no increase in this percentage, predictors feel that the college population by 1970 should be about 4,200,000.\(^2\)

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Increased enrollments is just one phase of the entire picture which must be viewed in a study of this kind. There is also much more to the problem of admissions than the relatively small part played by entrance requirements. The methods of selecting college students are rapidly becoming crucially important. The conventional pattern of college entrance criteria which has been followed for many years is now slowly undergoing change. Colleges are giving careful consideration to the replacement of fixed entrance requirements by more meaningful and more valid means of selection. By experimentation and research, colleges are attempting to develop the best methods possible to be employed in selecting students.

Purpose and Justification of Study

The advent of a new administration which was slow to incorporate a reorganization program, has made the freshman admission program at St. Norbert College an appropriate source of materials for study with a view toward possible improvement.

During the fall school terms of 1951, 1952, 1953, respectively, three different admission procedures were used. As the policies and procedures evolved, there was concern in the mind of the administration over their effectiveness. It is the purpose of this study to make an analysis of the three procedures and to evaluate their effectiveness according to various factors. It is the hope of this study that it will be possible to formulate criteria and standards which will be effective and in conformity with the aims and objectives of St. Norbert College.
This study will consider the following questions:

1. What are the aims and objectives of St. Norbert College as expressed in its philosophy?

2. Is St. Norbert College unique in its aims and objectives?

3. How does the St. Norbert College policy compare with the policies of North Central Association accredited colleges of similar size in Wisconsin and the surrounding states?

4. What are the present national trends in admissions?

5. What criteria have been found to be most valuable in admission procedures?

6. What are the strong and the weak points of the various procedures used in the three years?

7. What is the correlation between the various selected factors and scholastic success for the freshman and sophomore years?

8. What has been the retention power of each year?

9. What factors have been found to have the best predictive value at St. Norbert College?

10. What standards should a prospective student meet to be eligible for admission to St. Norbert College?

Aims and Objectives of St. Norbert College

There seems to be general agreement that there should be a connection between the educational philosophy of the college and its admission requirements. Any program which is a part of an institution of higher learn-
ing should be consistent with and flow from the aims and objectives of that institution.

Most writers in the field agree with Berdie that there are essentially two divergent educational philosophies that find expression in this country today concerning this problem. The one philosophy assumes that the number of persons capable of benefiting from higher education is relatively small, and that higher education is for a limited number of intellectually selected individuals. This is based on the older European theory of educating only the intellectual elite. This would steer into higher education small numbers of carefully selected individuals who would be given rigorous and thorough education along somewhat traditional lines. The other philosophy assumes that a large share of our population can benefit from higher education. This view is stated in the report of the President's Commission on Higher Education. This philosophy assumes that an increasing number of individuals will be brought into institutions of higher learning and that the programs of these institutions should be varied to meet the diverse demands of this vast number of persons. Although St. Norbert College does not believe that such an absolute dichotomy as is sometimes pictured exists, this study will show that the College leans toward the second philosophy while retaining some of the


President's Commission, Higher Education For American Democracy, V. 1.
desirable characteristics of the first.

The philosophy and objectives of St. Norbert College stem from four sources: (1) the dogmatic and moral doctrine of the Catholic Church, (2) scholastic philosophy, (3) the liberal arts tradition, and (4) the political and social tradition of the United States. Guided by these sources, the College tries to develop in its students an understanding and appreciation of Christ's doctrine and moral principles, as interpreted for us by the Catholic Church, and fosters their application to the American way of life. For, as Pius XI states, "Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not only with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ." 

The aim of education must be determined by the final end of the person being educated. Since this primary end is clear from two sources: divine revelation and human reason, St. Norbert College also strives to develop in its students an understanding of the basic principles of true philosophy and their contribution to an adequate philosophy of life. The theology of the Catholic Church is the primary source that determines the aims and objectives of a Catholic institution of higher learning; the secondary source is scholastic philosophy. Scholastic philosophy is theocentric because

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the Catholic maintains that without God there would be no ultimate purpose in

life.

Man is a member of human society in which he has a definite place, as well as the duty of working for the common good. In accordance with the principles of American Democracy, the school should have, as one of its aims, the development of the individual; of the knowledge, skills, interests, habits, powers and ideals, which are requisite to the realization of his full potentiality as a worthy member of society, of the Church and of the home. For as Maritain says, "In reality, the democratic way of life demands primarily a liberal education for all and a general humanistic development throughout society." It is because of this that St. Norbert College strives to develop in its students an understanding of and loyalty to the government of the United States and the traditions upon which it has been founded.

These theories of aims and objectives are of very little value unless they become realized through the type of student an institution produces. Ryan gives an excellent description of this product by saying that the sound Catholic student is at least as learned in the truths of faith as in the truths of reason. The Catholic student while learning to appreciate every fact for its own truth, goodness and beauty, also learns to value it as enabling him to appreciate the truth, goodness and beauty of God and of his


fellowmen, as well as equipping him to serve them better. Father Leen stresses the fact that fitting the mind for the reception of truth rather than filling it with knowledge is the proper object of education. He feels that a Christian mental formation is meant to be a training for a life of thought.

His description of an educated man is:

One who has sufficient knowledge of his own place in the universe to be able to form a correct and impartial judgment of the rectitude of his own actions and those of his fellows; who knows enough of the nature of social conditions to be able to determine the attitude he is to take and the measures he is to choose and to promote in order that he may cooperate in realizing the best social conditions; who grasps so thoroughly the meaning of organised form of human society that he will use his influence to make it function toward the proper end which is the realisation of those human conditions which make for the realization of human life. 10

It should be noted that this description places the stress upon the view that Christian instruction is training in right evaluation.

To implement the general objectives, St. Norbert College has established specific objectives which follow from the general aims. These may be briefly stated as:

1. A satisfactory emotional and social adjustment
2. The habits and skills involved in critical and constructive thinking
3. The ability to understand the ideas of others and to express one’s own effectively in speech and writing
4. An understanding of the common phenomena in one’s physical environment, and an appreciation of the implications of scientific discoveries for human welfare

5. The ability to understand and enjoy literature, art, music and other cultural activities, and to participate in some form of creative activity.

6. The ability and the will to participate actively as an informed and responsible citizen in solving the social, economic and political problems of one's community, state and nation.

These specific objectives are well expressed in the words of Father Bull, "The function of the Catholic College is not merely to send forth men and women who can repeat, however intelligently, the Catholic formula in religion, in philosophy or science, but students who are stamped with certain traits which come into play and govern their approach to life in every sphere; students who realize that Catholicism is not merely a creed but a culture."12

St. Norbert College has not neglected in its philosophy and objectives the vocational and professional. The College strives to develop in a limited number of fields, as teacher education, business administration, medical technology, engineering, pre-law, pre-dental and pre-medical, the vocational or professional competence necessary for immediate entrance into the respective fields in a productive capacity; or the knowledge or skill needed as a preparation for higher studies in a profession or science.

It is because of this philosophy and these objectives that the admission policy has been determined and must be evaluated.


Methods to be Used in the Study

Most of the studies which have been done on this topic have been essentially statistical studies of only a few facets of this problem, and as a result have not covered the whole problem of admissions in an institution. A true evaluation of any admissions program should include consideration of the many factors which comprise the program. Therefore it is the intention of this study to try to analyze and evaluate the whole problem as it applies to St. Norbert College, rather than a few isolated facets of the problem as shown in the methods to be used. These methods are concerned with the analysis and evaluation of the three procedures used in the three years of 1951, 1952, and 1953.

The problem of freshman admission at St. Norbert College is approached by six methods: (1) a comparison with the results obtained from the survey of colleges of similar size; (2) a comparison with the findings of recent research studies; (3) a comparison with recent trends as reported in the literature on this topic; (4) an evaluation of the scholastic success for the freshman and the sophomore years under each procedure; (5) an evaluation of each admission program by the dropouts occurring during the freshman and the sophomore years; and (6) correlation studies between the scholastic success for the freshman and the sophomore years and such factors as high school rank, psychological test results, and personality ratings.

A collection was made of the catalogs of colleges of similar size in an arbitrary six state area. Except in a few instances, the colleges are liberal institutions, therefore their programs are similar to that of St.
Norbert College. The sample used includes private and state supported colleges, denominational and non-denominational, and covers forty-two colleges. A questionnaire was sent to these colleges in order that a more specific statement of the admission policies of the various schools could be obtained. 13 Replies were received from twenty-eight of the forty-two schools to which the questionnaire had been sent. This gives a return of 67 per cent. These schools form the sample and are used for comparative purposes to see if the policy of St. Norbert College is in conformity with them.

The study of the literature has been confined mostly to a period of the past ten years, since such literature considers conditions of the large enrollments following World War II. The comparison with recent trends through a study of the literature considers comparable conditions.

The comparison of the St. Norbert College program with research findings and studies was likewise confined to the past ten years. Several historical studies of this problem are presented as background only.

Most studies which have been made on this problem have considered the scholastic success of the student for only the first semester of the freshman year. This study will evaluate the scholastic success for both the freshman and sophomore years under each admission procedure. The consideration of the dropouts under each procedure is also for the freshman and sophomore years.

13 Appendix I, p.
The final methods to be used in this study consist of correlation studies between scholastic success and such factors as high school rank, psychological test results and personality ratings to investigate the effectiveness of the various factors for prediction and screening.

The effect of other factors such as time of application, age, size of high school, academic preparation are also considered.

Limitations of the Study

Although this study attempts to make an analysis and evaluation of the admission program at St. Norbert College, it has definite limitations. The study concerns the programs of the three years of 1951, 1952 and 1953 since these years had the most available data for evaluating the three methods. Information gathered from the catalogs and questionnaires is used for purposes of comparison. Because three different admission procedures were used during the three years of this study, the same statistical data in the form of test results and the like, is not uniform, and consequently does not permit detailed statistical treatment. The investigations will be based on the freshman and sophomore years of these groups. The two major factors considered are scholastic success and dropouts. There will not be a thorough consideration of the non-intellectual factors. Although the entire class enrollment for each year is considered, there are instances in which the complete data for a particular student was unavailable. It must be realized that the generalizations of this study can be applied only in a limited extent to a similar situation.
CHAPTER II

REVIEW OF THE LITERATURE

The importance of the problem of admissions to institutions of higher learning has resulted in an abundance of literature on this topic. Some studies have covered the general topic of admissions, while others have specialized in a specific facet of the problem. This chapter is divided into two major parts: studies which have been made will be reviewed, and then trends which have been reported will be evaluated. Since there is such an abundance of literature, that which is reported here is concerned almost entirely with what has happened in the last decade because such studies and trends are concerned with conditions which are comparable to those of today. A number of studies have been arbitrarily chosen to cover the general problem of admissions, and those specific studies dealing with factors pertinent to this study.

Studies Relating to General Principles of Admission

Since the purpose of college entrance procedures is to secure for the college, a student body which can achieve the educational objectives of the particular school, it follows that admission will be a problem of the aims and objectives which are contained in the philosophy of the institution. A post-war survey conducted by the North Central Association of Colleges,
reported that two-thirds of over two hundred colleges studied were uncertain about their liberal arts objectives, or definitely dissatisfied with them.\(^1\) The Harvard Report on General Education lamented the enormous variety of aims and methods among colleges as a whole, which rob liberal arts education of any clear coherent meaning. The report states, "sectarian, particularly Roman Catholic, colleges have, of course, their solution, which was shared by American colleges until less than a century ago; namely, the conviction that Christianity gives meaning and ultimate unity to all parts of the curriculum, indeed to the whole life of the college."\(^2\)

Since basic foundations are necessary for a study of this type, it was deemed necessary to begin by presenting a survey of the studies made on the best procedures governing a program of college admission, or principles gathered or concluded from each study.

A questionnaire study of over one-hundred Catholic colleges by Papillon\(^3\) resulted in a synthesis of eighteen principles of entrance requirements for Catholic colleges. These "principles" were grouped under the following headings: (1) pertaining to liberal education, (2) on the program of

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preparation, (3) inherent to entrance requirements, (4) on qualifications and characteristics of candidate, (5) in measurement of entrance requirements. According to the results obtained by Papillon, these are the comprehensive viewpoints upon which entrance requirements for Catholic colleges are now, or will be based, in the future.

Another set of guiding "principles" of college admission has been stated by Traxler and Townsend,¹ resulting from the discussions of the Committee on School and College Relations of the Educational Records Bureau. Their generalizations are implications which show the trends indicated by the study.

In 1945 the Educational Research Fund of the Tuition Plan undertook a study of the policies and practices of admission into American colleges. The results of this extensive survey, and analysis of college catalogs, were published under the title, Admission to American Colleges. Fine⁵ found that a definite pattern is followed by most American institutions of higher learning and felt that definite observations regarding admissions philosophy can be gathered from the data.

Studies Relating to the High School Record

The perennial source of information, and the beginning place in most admission procedures, has been the high school record of the prospective

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student and the prediction of his probable success in college.

As a result of his review and the interpretation of the investigations made, Garrett\(^6\) concludes that among all the factors contributing to prediction of scholastic success in college, the student's average grade in high school continues to show the highest correlation with his college scholarship average. He claims that this seems to hold true whether the reports be of individual investigations or summaries of several like studies. Papillon\(^7\) points out that grades in high school constitutes the principal qualitative measurement of entrance requirements for Catholic colleges, and although they are aware of several types of grades, the main emphasis is placed on the passing grade in determining college entrance. In a preliminary report Miller\(^8\) showed that 68 per cent of the colleges feel that a \(B\) or a better average in high school subjects provides the best prediction for collegiate success. In the same study, regarding the factors ranked in order of importance in determining admissibility, high school average was ranked first by 44.38 per cent, and second by 33.26 per cent.\(^9\) Although he made a

\(^6\)Harley F. Garrett, "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Science and Teachers Colleges," \(JEE,\) XVIII (December 1949), 93.

\(^7\)Papillon, p. 220.


\(^9\)Ibid., p. 18.
correction for differences in grading standards, Coleman\textsuperscript{10} found that higher correlation coefficients have been obtained from high school grades than from tests. Ashmore\textsuperscript{11} expresses the findings of many when he states that high school English marks are better predictors of college English than are other subjects.

A recent study at the University of Wisconsin by Williams and McQuary\textsuperscript{12} showed that at the University of Wisconsin a freshman girl must have high school grades higher than that of 83 per cent of her high school graduating class and a percentile rank of 88 on the Hanon-Nelson Test of Mental Ability to be at the 50th percentile on both of these characteristics when compared on University of Wisconsin freshman norms.

The student's rank in his high school graduating class has been used by some investigators as a basis for the high school record instead of the usual grade average. This variable has included: high school rank, high school percentile rank, quartile rank and other ranking methods. From his survey of twenty-nine coefficients of correlation, obtained from various studies, Garrett\textsuperscript{13} concluded that rank methods if indicating high school

\textsuperscript{10}W. Coleman, "Differential Prediction of College Grades From Equated High School Grades," AP, XI (July 1951), 299.

\textsuperscript{11}B. Ashmore, "High School Teachers' Marks as Indicators of College Success," AAGR, XXI (January 1946), 230.

\textsuperscript{12}Henrietta Williams and J. P. McQuary, "High School Performance of College Freshmen," EAS, XXXIX (May 1953), 307.

\textsuperscript{13}Garrett, p. 98.
scholarship are, in general, not as effective in predicting college success as in the average of high school grades. But he cautioned that until there is closer agreement among investigators as to the relative predictive value of these many ways of considering students' standings or rank in high school, it is not well to state that either is of better worth.

The recent study of the American Association of Collegiate Registrars and Admission Officers, reported by Miller,\(^{11}\) showed that of 285 schools replying to the item in the questionnaire regarding the importance of admission factors, only 21.46 per cent placed rank first in importance which was about one-half of those who placed high school average first. The Educational Records Bureau study\(^{15}\) reported that 58.3 per cent of the colleges give considerable weight to rank.

In discussing his two studies of the value of high school rank in predicting success, the conclusions reached in 1939 are reiterated by Seyler,\(^{16}\) namely, that there is a definite positive relationship between rank

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\(^{11}\)Miller, p. 18.


in high school graduation class and freshman scholarship. This is in agreement with the more recent studies of Matteson,17 Ryan18 and Smith.19

The phase of the high school record which has been the center of most controversy, deals with the pattern of high school subjects taken. Garrett20 claims that the studies which he reviewed seem to prove conclusively that there is practically no relationship between the number or pattern of high school subjects and later success in college. Based on his previous research, Douglass21 states that it is the uniform conclusion of every serious investigator of the problem, that the pattern of subjects taken in high school bears little or no relation to later success in college, while the quality of high

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20Garrett, p. 99.

school work is of the greatest significance in determining success in college.

The hypothesis of Spindt, 22, which is based on a survey of the experience of the University of California, states that grades in some subjects are more indicative of subsequent success or failure than are grades in other subjects. But the difference in pattern presented by the high school graduate will not create a rank-order list that will correlate with subsequent college grade point average. The rank-order list created by grades in some subjects will correlate more closely with subsequent college grade point average than the grades in other high school subjects.

In spite of the investigations and studies made of this problem, surveys show that colleges still hold to a large degree to a subject pattern. Miller 23 found that 61.9 per cent of 785 schools require a sequence pattern. Traxler and Townsend 24 also found that approximately 60 per cent of the colleges reported that a fixed pattern of subject matter requirements is in effect. Catholic colleges, according to Papillon, 25 are uniformly in agreement with the viewpoint that certain subjects per se prepare a student better for


23Miller, p. 2.

24Traxler and Townsend, p. 66.

25Papillon, pp. 119-120.
college than other subjects. They also agree that certain patterns of high school subjects prepare a student better for college.

Another item which should be considered, and which usually accompanies the high school record, although it is not exactly a part of it, is the recommendation of the principal of the high school from which the student graduates. The survey of Fine\textsuperscript{26} showed that some colleges rely to a great extent on the recommendation either of the high school principal, or of the teachers, for an evaluation of the student. Although the potential value of the principal's recommendation is limited, by differences among schools in the basic information available about pupils, and by differences in care and quality of writing, Traxler and Townsend\textsuperscript{27} found that this concluding statement about the pupil, remains one of the major sources of information concerning applicants for college. Erseff\textsuperscript{28} found that the principals of the high schools in response to his inquiry, stated that while they approve such procedures as the comprehensive report; determining educational and vocational interests; the ability to read, write and think, that such procedures were either difficult or impossible to administer.

\textsuperscript{26}Fine, p. 80.

\textsuperscript{27}Traxler and Townsend, p. 40.

\textsuperscript{28}Samuel Erseff, "The High School Principal and the College Entrance Problem," \textit{BRASSP}, XXXV (May 1951) 83.
Studies Relating to Personal Factors

The emphasis on information concerning personal characteristics has been increased during the past decade. The Educational Records Bureau study\textsuperscript{29} showed that the colleges believe that attention to personal characteristics has an increasingly important place in admissions work. How to use the information on traits, habits, attitudes and interests, presents a difficult problem since there are no objective criteria. As the Garrett survey\textsuperscript{30} shows, the studies conducted so far in this field have failed to offer any consistent relationship between scores on tests of personality and character, and academic success.

Many authors seem to agree with the summary of Travers on this point:\textsuperscript{31}

While it is agreed that factors other than scholastic aptitude are of great importance, yet most of these factors have not been adequately identified and measured. While it seems fairly clear that the social qualities of an individual have relatively little to do with his academic success, it is also evident that interests and motives play an important part. Educational counselors have tended to underestimate the importance of these non-intellectual factors and too often have placed excessive reliance on standard measures of scholastic aptitude in counseling the pupil.

\textsuperscript{29}Traxler and Townsend, p. 36.

\textsuperscript{30}Garrett, p. 114.

The statement of Cowmins and Fagin runs along the same line: They contend that as the range of ability decreases through high school and college, factors other than general intelligence play an increasingly large role in determining achievement. They feel that special aptitudes, motivation, interests and other personality traits are likely to gain in relative importance as the student approaches his college years. These authors quote a study by Herriott who controlled the effect of intelligence in order to study only the effect of attitudes on scholastic success. He found that two attitudes emerged as important and were positively related to scholastic aptitude itself.

Studies Relating to Intelligence

The most popular factor which has been studied in relation to college success is intelligence. Garrett presented a summary of ninety-four studies using intelligence or psychological examinations. The results placed general intelligence among predictive factors. He stated the following conclusions pertinent to this study:

1. The A.C.E. Psychological Examination scores correlated consistently higher than did those of other tests, probably due to successful effort to measure both differential as well as verbal mental abilities.


33 Ibid., p. 401.

34 Garrett, pp. 107-112.
2. Intelligence test scores of students coming to a given college from one source tend to correlate higher with college grades than do the scores of students coming from a wide selection of secondary schools.

3. Students with high intelligence tend to succeed in college in spite of other factors operating.

4. For students motivated by similar goals, there is a closer correlation between intelligence and college scholarship.

5. Studies show that selective influences in general tend to send to college the high school graduate who is in the top quarter of intelligence scores.

6. Higher coefficients of correlation are obtained by equating several intelligence test I.Q.'s from several tests and finding the coefficient of correlation between the results and college honor points.

7. Intelligence tests taken as early as the fourth grade predict college success practically as well as intelligence tests taken in the last year of high school.

More recent studies show that there is still a controversy regarding the relative effectiveness of psychological tests at particular institutions. Although many agree with the findings of the A.C.E., the warning of Hoerres and O'Dea\(^3\) that the A.C.E. is significant only in terms of general group prediction and that it would appear advisable not to use the A.C.E. in isolation as a predicting device in individual counseling, seems to be a sound procedure. Agreement with this statement is found in the writings of

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\(^3\)Mary Hoerres and J. David O'Dea, "Predictive Value of A.C.E.," *JHE*, XXV (February 1954), 97.
Chapman,36 Frederiksen and Schrader,37 and Wallace.38

The report of Sosnfeld39 on the findings of the Minnesota study showed that the Ohio State University Psychological Test seemed to be a slightly better predictor than the A.C.E. Ryan40 found that the Ohio State University Psychological Test is the second most reliable indication of the student's probable academic success at the University of Missouri after his rank in his graduating class.

Studies Relating to Achievement Tests

Although he does not give his sources, Travers41 makes the statement that much to the surprise of psychologists, subject matter tests have been shown to be superior to intelligence tests for the prediction of college


37Norman Frederiksen and W. B. Schrader, "A.C.E. Psychological Examination and High School Record as Predictors of College Success," JAP XXXVI (August 1952), 264.


39Herbert Sosnfeld, "Predicting College Achievement," JHE, XXIV (November 1953), 433.

40Ryan, p. 151.

41Travers, p. 387.
grades. He claims that the value of subject matter tests is only slightly less than the high school record for prediction. Studies which have been investigated by Garrett\(^2\) place the factor of achievement tests in second place next to high school scholarship, as a single predictor of college scholastic achievement. He feels that general achievement tests, while they are useful tools for scholastic prediction, should not be used as the sole criterion for college entrance because this might work an unjustified discrimination against many students since it apparently does not measure all the factors which contribute to the student's probable success in college.

Studies Relating to Special Aptitude Tests

The special aptitude test has not been widely used as a predictor for college success. From the limited studies in his survey, Garrett\(^3\) concluded that special aptitude tests have demonstrated their validity as predictors of college success, and that they may well receive increased attention as a predictive instrument. He placed these tests fifth as an instrument for prediction.

\(^2\)Garrett, p. 101.

\(^3\)Ibid., pp. 113-114.
The more recent study of Kern\(^4\) showed that among the tests used in the Aptitude and Placement Test Battery at the University of Bridgeport, the Usage Section of the Cooperative English Test and total score yield the highest correlation with the criterion of academic success in college. Ryan\(^5\) also found that the Cooperative English Test tended to differentiate between those who did and those who did not achieve academic success in college. Chapman\(^6\) commented on the fact that a measure of reading has rarely been used for prediction purposes.

Studies Relating to Multiple Combinations

In a fairly recent survey of the field, Pattillo and Stout\(^7\) felt that both research and experience have demonstrated that the best procedure for admitting students to college requires the use of a combination of methods. Because intelligence is one of the best predictors of college success among the zero-rank coefficients of correlation, it is one of the most popular to be found in two faster combinations. The Garrett survey\(^8\) showed


\(^{5}\)Ryan, p. 110.

\(^{6}\)Chapman, p. 152.


\(^{8}\)Garrett, p. 120.
that the median zero-order coefficient of correlation between intelligence and college success is .47, and for high school grade average the median is .56; while the median multiple coefficient of correlation, obtained by twenty studies of combinations of these two factors, is .62; this he feels indicates the usefulness of this technique in predicting college success. His study also showed that adding a third, or more variables to a two variable multiple correlation, ordinarily does not improve its predictive value to any appreciable extent, unless the third or fourth predictor variables measure something not measured by the ones previously combined. 49 Frederiksen and Schrader, 50 Smith 51 also found in their respective studies that the prediction afforded by multiple correlation of two variables is of more importance than that of a single variable.

Studies Relating to Other Factors

There are many other factors besides those previously mentioned which could enter into this consideration, but the studies which have been conducted are not numerous. The size of the high school from which a student graduates, apparently has no effect on college grades, according to the survey of Garrett. 52

49 Ibid., p. 125.
50 Frederiksen and Schrader, pp. 261-265.
51 Smith, p. 201.
52 Garrett, p. 114.
The more recent study of Bergeron\textsuperscript{53} did not reveal any significant relationship between the high school size and academic success. Ryan\textsuperscript{54} noted that although it was found that graduates of larger high schools perform better on the Ohio State University Psychological Test and on the Cooperative English Test, they do not achieve academic success in as great a percentage of cases as do the graduates of smaller high schools.

The survey of Garrett\textsuperscript{55} showed that eighteen is the median age at which to enter college, and that those who enter younger tend to do better work than those entering later, apparently because their superior mental ability had permitted them to finish high school earlier. Bergeron\textsuperscript{56} on the other hand, found that the age for entering college has little significance, and claimed that this agreed with other studies of this kind. Ryan\textsuperscript{57} found that older students achieve success in a greater percentage of cases than younger students of the same or similar aptitude. It seems that the disagreement between these studies is due to the presence of the veterans of World War II who are reported to have done consistently better work in college.


\textsuperscript{54} Ryan, p. 153.

\textsuperscript{55} Garrett, p. 114.

\textsuperscript{56} Bergeron, p. 176.

\textsuperscript{57} Ryan, p. 152.
than the average college student. 58 

Studies Relating to Student Mortality

One of the basic factors which must be considered in the study of admissions programs is student mortality. About twenty years ago an exhaustive study of the problem was undertaken and this has furnished the basis for later studies. This study 59 found that the highest percentage of students left in the freshman year, with a progressive decline in the percentage for the sophomore, the junior and the senior years. Dismissal for failure in work was one of the principal known causes; financial difficulties was second as a given reason for discontinuing college studies. This study found that the percentage of students leaving advanced concomitantly with each advance in age. The percentage of students leaving increased proportionately with each step down in decile ranking of their respective academic marks.

A survey of 276 colleges under the sponsorship of the Educational Research Fund of the Tuition Plan, reported by MacIntosh, 60 showed that throughout the country 50 per cent is considered to be the customary loss of students. The survey 61 also showed that most of the losses occurred in the

58 Garrett, p. 120.


60 Archibald MacIntosh, Behind the Academic Curtain (New York, 1948), p. 68.

61 Ibid., p. 51.
freshman year, with four clear-cut reasons for leaving ranked in the following order: (1) academic failure, (2) financial difficulties, (3) transfer, (4) health.

The findings of the study at the University of Wisconsin62 showed that the freshman year seems to serve as an effective proving ground, during which the student's academic future is challenged seriously. The study found that 15 per cent of the entering group failed to register for the second semester and 35 per cent did not return for the second year. Of the original group 29.8 per cent were graduated in four years.

A survey of the literature by Hanks63 showed that academic failure was the chief reason for withdrawal, but rarely do students list that as the reason for withdrawal. He63 feels that the assumption that the majority of students who leave college are not capable of doing college work is false. His study showed that the majority of the withdrawal group have as much ability as most of those who remain in school, but that the records show that more than two-thirds of the withdrawals were not doing satisfactory work at the time of withdrawal. This seems to agree with the study Johnson65 made

62Leo Lins and H. Pitt, "Staying Power and Rate of Progress of University of Wisconsin Freshmen," CU, XIX (October 1953), 98.


64Ibid., p. 156.

showing that a high percentage of the reasons for dropouts could be corrected by a counseling program which would assist the student in making academic, financial, personal and social adjustments, particularly during his first semester at college.

Predictive Studies

This chapter has cited a sample of the kind of studies which have been carried on in order to attempt to predict college success. This section of the review of the literature can be summed up by three significant statements. Garrett, as a result of his study, states that,

Although admirable progress has been made in discovering and attempting to measure factors which contribute to scholastic success in college, all writers agree that there remains a unique, unmeasurable factor or perhaps many factors, lost in the unpredictable intricacies of human personality.66

He concludes that,

The greater part of the differences between academic achievement of the college student is still largely unaccounted for by the prognostic instruments now in use.67

Travers makes an observation which is significant in considering predictive studies:

Garrett’s review of research on the prediction of college success brings out an interesting fact which seems to have remained unnoticed. It is that the tests developed twenty-

66 Garrett, p. 120.

67 Ibid., p. 128.
five years ago are no less efficient than those which have been more recently developed for predicting college success. This seems to indicate that further progress in improving prediction of college success is going to be achieved only with great difficulty. In the meantime, colleges are likely to continue to use instruments which have demonstrated their worth over the last two decades.68

Trends in College Admissions

Many of the trends in college admission practices have been noted in the previous sections of this chapter. Therefore, it has been decided to summarize the trends from two viewpoints which seem to express the direction of admission policies today.

The "Fifth Report of the Committee on School and College Relations of the Educational Records Bureau"69 contains one of the most comprehensive and more recent studies made through a survey of 607 colleges. The following are the highlight statements of this report regarding trends:

1. Colleges state that emphasis on information concerning personal qualities has been increased during the last decade.

2. There has been marked importance attached to the opinion of the high school regarding the candidate.

3. Many groups of colleges engage in joint endeavors for entrance testing.

4. Colleges seem to favor objective tests for entrance batteries.

68 Travers, p. 388.

69 A Brief Report on College Admission, pp. 8-50.
5. The inclusion of an academic aptitude test in the basic entrance battery is favored by the largest proportion of colleges.

6. There is overwhelming evidence of the importance of testing in the whole field of admission policy.

7. Most colleges are unwilling to accept high school test records in place of entrance tests but do so only as supplementary material.

8. Rank in class is widely used in admissions and is considered second in importance.

9. The Carnegie unit is still widely used.

10. The majority of colleges have a fixed pattern of subject matter requirements in effect.

11. Most colleges seem to feel that the best single indication of probable success is the previous success in school experience.

12. The principal's recommendation and record of test scores were ranked third and fourth, respectively.

13. The use of a system of specific hurdles is relatively rare.

14. Most colleges make an effort to articulate entrance and placement.

15. About one-half of the colleges favor flexibility of requirements for student preparation.

Another definite trend which deserves mention is the admission plan which have been proposed, and are operative in several states. The Michigan Secondary School-College Agreement states,
The college agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This agreement does not imply that students must be admitted to certain college courses or curricula for which they cannot give evidence of adequate preparation.  

The Illinois Secondary School Curriculum Program 71 developed a list of principles in the light of which it recommended that the colleges adopt admission policies which do not specify the courses the students are to take in high school, but specify the kinds of competence to be required of entering students.

As a result of the studies carried on at Michigan State College, Matteson 72 feels that in general the individualised entrance examination policy can be an effective one, even though the prediction may not measure up to all that might be desired. He states that under the individualized testing and counseling plan, although proportionately more of the examinees may be admitted than would have been in a group examination, a larger percentage of those who are admitted may be expected to achieve successful starts in college and to survive the first year. It was found at Michigan State 73 that as to success in college, more than one-half of those admitted

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72 Matteson, p. 395.

73 Ibid., p. 392.
by examination were able to achieve 0 or a better average. Eighty-nine per cent of the tested and counseled entrants completed the full year of college and 73 per cent returned to start the second year.

Another significant trend has been expressed by Traxler,74 namely, that the selection and admission of college students is ideally a phase of the guidance process. He states that thus conceived, selection is a cooperative effort to fit the student into the best possible college environment for him as an individual. The study of Hanks75 seems to bear out the opinion which educational authorities have expressed; that the rate of withdrawal from college is closely and inversely associated with the amount of guidance given to the student.


75 Hanks, p. 158.
CHAPTER III

DESCRIPTION OF POLICIES AT ST. NORBERT COLLEGE

The purpose of this chapter is to present the three policies of the fall terms of 1951, 1952 and 1953, respectively, which are to be analyzed and evaluated in this study. These are the three procedures which form the basis of this study and will be tested by the previously mentioned methods in order to evaluate their effectiveness as admission procedures for St. Norbert College.

Policy of 1951

The policy in effect during the fall of 1951 was the admission policy which had been followed for a number of years previously. It was possible for a prospective student to obtain admission by four methods: \(^1\) by certificate, by examination, on probation, or by transfer from another institution of higher learning.

Admission without examination was granted to those students whose general average was 10 per cent above the established passing mark of the

school. These schools had to be secondary schools accredited by the University of Wisconsin, or recognized by the Catholic Educational Association, by the North Central Association, or by any other recognized accrediting body. Other approved schools were high schools of the highest grade rated so by their State Superintendent of Public Instruction, or private schools or academies, not on any list, but found to be approved after investigation, by a vote of the faculty.

Applicants who were not entitled to enter on certificate were required to take an entrance examination in the subjects for which they had not received credit from an approved secondary school. The results of the College Entrance Board examinations were also accepted for admission.

Graduates of four year non-accredited high schools were admitted without examination on probation for one semester. These students were required to have the special recommendation of the principal of the high school. They were required to have satisfied the requirements for admission to college and to have maintained a standing of 10 per cent above the passing mark.

Candidates for admission from other accredited institutions of collegiate rank were granted the same standing as at the former institution upon the presentation, in advance of registration, of: (1) a certificate of honorable dismissal, (2) an official transcript of college credits. These applicants were required to attend St. Norbert College for at least one semester, and to carry successfully a course of study amounting to not less than seventeen hours, before the exact amount of advanced credit to be given would be permanently determined by the Committee on Degrees and Standings.
For admission to college, the applicants were required to present at least sixteen units of acceptable credit for high school work. Seven units were required in the following sequence: English, 3 units; history, algebra, plane geometry and science, 1 unit each. Six more units were required from a list of academic subjects. Not more than three units were accepted in the fields of commerce, vocational courses, music, art and similar subjects which had been credited toward high school graduation.

High school graduates who did not meet the above requirements could be admitted on the combined basis of rank in graduating class and rank in standard aptitude and achievement tests. The recommendation of the principal was required.

Under this policy admission was based on the judgment of the Dean or the Registrar. No psychological examinations were given by the College, but the high school results were used. Subject matter examinations for admission were given only for deficiencies.

Policy of 1952

In the fall of 1952 for the first time in a number of years noticeable changes had been made in admissions. Admission to the College now became possible only by three methods: by certification, by examination, or by transfer from another institution of higher learning.2

A formal committee on admissions was organized and all applications for the admission of freshmen were reviewed by this committee. The bases for the decision of the committee were: the scholastic record, the scores on psychological tests, the evidence of mental growth, and the recommendation of the high school principal. The applicant was admitted if there was evidence of ability to do college work successfully. In general, the policy followed was that if a student had the required credits, had finished in the upper 75th percentile of his class and was recommended by his high school administrator, he was admitted without examination.

Applicants whose records did not furnish the evidence desired were permitted to take an entrance examination. The Ohio State University Psychological Test was used for this purpose, and the decision after the grading of the examination was mailed to the student.

The regulations regarding transfer students were the same as those of the previous year. Under this policy, no students were admitted on probation. The same rule and distribution of at least sixteen units of acceptable credit in high school subjects remained in effect.

High school graduates who did not meet the requirements could be admitted to the College on the basis of their rank in class, a recommendation of their high school principal and their achievement on the Ohio State University Psychological Test. These students were required to make up the deficiencies during their freshman year and no credit could be earned for the make-up work.

The differences in this policy as compared with that of the previous year were: the raising of the high school scholarship record requirements,
the use of the Ohio State University Psychological Test, probation admission was replaced by the procedure of admitting deficient students, and the establishment of the Admissions Committee.

Policy of 1953

Admission to St. Norbert College in 1953 followed the same three methods used in the previous year with these differences: students had to be in the upper two-thirds of their graduating class to be admitted without examination and the committee planned a new qualifying examination for admission. The new qualifying examination was a combination of the Revised Stanford-Binet Scale, the California Short-Form Test of Mental Maturity, and an interview. This was followed by a more frequent report card system during the year and an enlarged program of freshman counseling. The remainder of the procedure was the same as that of the previous year.3

CHAPTER IV

ANALYSIS AND EVALUATION OF POLICIES

In order to make an analysis and evaluation of the effectiveness of admission programs, definite criteria must be established for the purpose of comparison. This study has chosen six commonly used procedures for the purpose of analyzing and evaluating the three admission programs. The six methods to be used are: (1) a comparison with the results obtained from the survey of colleges of similar size; (2) a comparison with the findings of recent research studies; (3) a comparison with recent trends as reported in the literature of this topic; (4) an evaluation of the scholastic success of the freshman and sophomore years under each admission procedure; (5) an evaluation of each admission program by the dropouts occurring during the freshman and sophomore years, and (6) correlation studies between the scholastic success of the freshman and sophomore years and such factors as high school rank, psychological test results, and personality ratings. It is the purpose of this chapter to judge the three programs by these criteria and practices so that conclusions can be reached in regard to the most effective admission program for St. Norbert College.
Survey of Practices

The first method used to analyze and evaluate the three programs was a study of the practices of other colleges regarding the admission of freshman students. In order to obtain a more specific statement of admission practices and to supplement the information available in college catalogs, a questionnaire was sent to forty-two colleges of similar size which are accredited by the North Central Association. These colleges were arbitrarily chosen from the six state area of Minnesota, Iowa, Illinois, Indiana, Michigan and Wisconsin. Twenty-eight replies were received which gave a return of 67 per cent. Although the largest number of returns was from Wisconsin, there was a fairly representative sample from each of the states.

In a study of the replies to the questionnaire, supplemented by a study of the respective catalogs, an attempt was made to reach as exact an expression of the admission policy of the various colleges as possible. The questionnaire was so worded as to receive a general evaluation from each school regarding the effectiveness of its program.

The purpose of the first section of this chapter is to compare the findings of the study of the catalogs and the responses to the questionnaire with the policies and the procedures used at St. Norbert College during the three year period. Unfortunately, the catalogs used in the survey were 1954.

1Appendix II, p.
editions, but a section of the questionnaire asked whether admission procedures had been changed during the past ten years. An opportunity was given to explain any changes. The questionnaire was sent out in the fall of 1955, at the time which is considered to be the most convenient for the admission offices.

The replies to the questionnaire are considered in the order in which they appeared in the questionnaire. In regard to the recommendation of the principal, all colleges stated that they either required, or highly desired the recommendation of the principal. This is one item which is sometimes neglected on the record sent by the high school to the college, according to the comments made in reply to the questionnaire. This is one item which is common to the admission procedures of all three programs at St. Norbert College.

The question of specific academic subject preparation required for entrance presented a variety of replies in the questionnaire, and a variety of statements in the catalogs. Although all colleges required fifteen or sixteen high school credits, the specific subjects to be offered for admission ranged from twelve to none. As semigraphic Figure 1 on the following page shows, three schools require twelve specific subjects which could be chosen from an accepted list. Two schools specified eleven subjects for admission. Ten schools stated that ten definite subjects were necessary. Eight colleges specified nine subjects. One school required eight subjects, and one school required seven subjects. Three colleges did not require specific subjects, but stated that they considered the entire pattern presented in a qualitative manner rather than a quantitative fashion. The one feature that was noticeable
FIGURE 1

ACADEMIC SUBJECTS REQUIRED FOR ADMISSION WITHOUT EXAMINATION BY COLLEGES IN SURVEY

<table>
<thead>
<tr>
<th>Subjects Required</th>
<th></th>
</tr>
</thead>
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<tr>
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<td>X X X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>10</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td>11</td>
<td>X X</td>
</tr>
<tr>
<td>12</td>
<td>X X X</td>
</tr>
</tbody>
</table>

| Number of Schools | 1 2 3 4 5 6 7 8 9 10 11 12 |

The pattern required at St. Norbert College remained substantially the same during the three year period covered in this study. Seven units were prescribed. Not more than three units in commercial or vocational courses, in music, art and similar subjects were accepted. The remaining units were to have been earned by taking other acceptable academic subjects. This presented
a pattern which was in conformity with the flexible requirements of the other schools of the survey. The College also followed the procedure of allowing the students who deviated much from this pattern to take an examination of an achievement type in 1951. In 1952 and 1953 psychological tests were used for this purpose. The survey expressed the consensus of opinion that a student be allowed to show that he is of college caliber and that he has the ability to handle college work.

The rank in class which was required for admission without an examination has been raised generally by colleges during the past ten years. An exception to this practice was found in some of the state supported colleges which have since been required by law to change their rank requirements. The one school which had no rank requirements is also a public institution. Figure 2 shows in semigraphic form that one-half of the colleges of the survey now require that the student be ranked in the upper half of his graduating class to be admitted without an examination. It was interesting to note that only two of the colleges which were admitting students below the upper half without an examination were satisfied with their admission policy.

This trend has also been followed by St. Norbert College. In 1951 the requirement was ten points above the passing grade of the high school. In order to be admitted without an examination in 1952, a student had to rank in the upper three-fourths of his graduating class. In 1953 this was raised to upper two-thirds. It may be noted that in 1955 this was raised to the upper half of class rank.

In regard to the use of the results of psychological tests administered by the high schools, there was a divergence of opinion. Eighteen
schools used the results in the screening process. The feeling among those who used the results seemed to be that these tests gave a more complete picture of the candidate seeking admission. The ten colleges that did not use these results seemed to indicate a mistrust of the value of these tests because of their wide variety. These schools preferred to administer their own tests.

The St. Norbert College policy has been a combination of these two procedures. The College has found in recent years that the high school test results help to present a more complete picture of the student so that a pattern often results over the years. The College also follows the policy of

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**FIGURE 2**

**CRITICAL PERCENTILE RANK IN CLASS REQUIRED FOR ADMISSION WITHOUT EXAMINATION BY COLLEGES OF SURVEY**

<table>
<thead>
<tr>
<th>Percentile Rank Required</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
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<td>Above 75th</td>
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</tr>
<tr>
<td>Above 66th</td>
<td>2</td>
</tr>
<tr>
<td>Above 50th</td>
<td>2</td>
</tr>
<tr>
<td>Above 33rd</td>
<td>4</td>
</tr>
<tr>
<td>Above 25th</td>
<td>5</td>
</tr>
<tr>
<td>None</td>
<td>6</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
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</thead>
<tbody>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
strengthening these previous indications with its own psychological examination during the freshman orientation period. In most colleges this was considered a part of the admission procedure and it was introduced into by St. Norbert College in the last two years covered in this study.

As was noted in the previous chapter, St. Norbert College did not use psychological test results in 1951. Admission for students who did not meet the established standards was based on the results of subject matter examinations in the areas of their deficiencies. During this program the student could be admitted on probation. The probation method was dropped in 1952 and questionable high school records had to be proven by the Ohio State University Psychological Test results. In 1953 the Revised Stanford-Binet Scale, the California Short-Form Test of Mental Maturity and an interview formed the qualifying examination. This shows that policies of 1952 and 1953 conform with the practices of the other colleges of the survey.

In the questionnaire sent to the colleges concerned, they were asked to rank the factors which were considered most important in their program of admission. As a result of a median tabulated on these factors, the rank in the high school graduating class was considered to be the most important factor. The high school record was considered to be the second most important factor. The personality of the student was ranked third. This was slightly ahead of the value placed on the recommendation of the principal. The results of test scores was placed as the fifth most important factor. It was difficult to distinguish between the meaning of high school rank and the meaning of high school record as stated in the replies.
In all three years of this study, St. Norbert College has placed the greatest emphasis on the high school record of the student seeking admission. This was noticeable in 1952 and 1953 when the standards of rank in class were raised. The stress upon the personality factors became more evident in 1953. In all three years the recommendation of the principal was considered important but this factor was considered to be of less value as the admission programs developed and changed. The interview was considered important in 1953 for the students who had to qualify. According to the survey, this was a factor which received more stress each year in making a study of the entire student.

Seventeen of the colleges surveyed, indicated that some change had been made in their admission policy in the past ten years. These changes were either the raising of admission requirements or experimenting with a more generalized approach in evaluating the total student. In 1952 St. Norbert College began making its admission requirements more stringent. In 1953 the College added the more generalized approach by considering many factors in its decisions on admissions.

In most colleges the decisions on admission are either under the control of one person or a committee. The committee functions in almost all cases where there is question of the ability of the student to handle college work. The members of these committees usually include the academic dean, dean of men or women, registrar, admissions officer and some faculty representatives. Since the establishment of the admissions committee in 1952, St. Norbert College has followed these procedures and has similar representation on the admission committee.
An interesting tabulation gathered from the questionnaire is the proportion of students who are rejected yearly. The reasons for rejection were uniformly the same: poor scholastic record and lack of recommendations. The percentage of rejections ranged from 50 per cent to 2 per cent. Those colleges which had a low percentage of rejections were either public institutions or colleges which followed a screening procedure before formal application was made. The median rejection for those colleges responding to the questionnaire was 20 per cent. Those colleges with more stringent requirements had the highest percentage of rejections.

The average for St. Norbert College for 1953 was about 25 per cent, while in 1952 the average was about 20 per cent. No figures were available for 1951, although the consensus was that the percentage of rejections was lower than the two other years.

One of the real tests of an admissions program is whether or not the college is satisfied that such a program meets its aims and objectives. Therefore, the colleges were asked if their present policy resulted in a satisfactory retention of students, and in satisfactory scholastic success on the part of their students. This required a realistic approach since educators are constantly striving for improved techniques and a better product. As a result they are seldom satisfied. Of those answering the question, fifteen were satisfied with the holding power of their present admissions procedures. Twelve colleges were not satisfied. Those colleges which were not satisfied are, with the exception of one case, the colleges with the lower standards of selective admission. All of the colleges remarked that they are endeavoring to improve their selection techniques by being stricter
in their screening. This included such practices as using the College Entrance Examination Board Program, developing a more comprehensive counseling program and similar procedures. Those colleges which were satisfied with their admission policy felt that comprehensive testing and counseling had improved their programs. Those colleges which were satisfied with their holding power were also satisfied with the scholastic success of their students. The colleges which expressed dissatisfaction also were not satisfied with the scholastic success of the students.

The reason for the change in policy at St. Norbert College in 1952, was the dissatisfaction with both the holding power and the scholastic success of the students. The further refining of the testing procedures in 1953 was a step further in the direction of trying to improve the situation.

In conclusion it may be said that the policies of St. Norbert College over the three year period studied were in conformity with the policies of the colleges used for comparative purposes. The changes from 1951 through 1952 into 1953 followed the average trend of the colleges of similar size in the six state area. It can be said that St. Norbert College was not at either extreme in regard to the factors considered. St. Norbert College is definitely attempting to improve admission procedures in conformity with these practices considered to be good policy as revealed in the study of other colleges.

Comparison with Recent Findings

For the purpose of uniformity, the evaluation of the three programs of St. Norbert College in this section of the study follows the pattern
established by the review of the literature as discussed in Chapter II. This procedure makes a more orderly analysis of the three programs possible.

The study of Papillon\(^2\) established eighteen "principles" of entrance requirements for Catholic colleges. These "principles" were derived from the most frequent admission practices of the Catholic colleges participating in his survey. The three programs of St. Norbert College are considered for evaluation by these "principles."

1. Principles pertaining to liberal education

The findings of Papillon's study among the practices in Catholic colleges showed that these colleges felt that entrance requirements should be accessible to one-third or more, but less than one-half of the college-age population. The admission procedures of St. Norbert College have not been as restrictive as this principle advises.

There was divided opinion in Papillon's study as to whether or not entrance requirements should be based exclusively on intellectual requirements. Many felt that equal recognition should be given to social and to personality objectives.\(^3\) A majority of these colleges did not think that the primary objective of the college is to concern itself with intellectual matter more than with character formation. They felt that the function of a liberal arts college is to raise the general cultural tone of the population rather than

\(^2\)Papillon, pp. 213-223.

\(^3\)Ibid., p. 214.
give to higher education to a select superior group. St. Norbert College basically agrees with this principle, and as is shown in the programs of the three years, has placed a greater emphasis on the importance of social and personality objectives. The stated aims and objectives of St. Norbert College show that the College is not concerned exclusively with intellectual matters to the neglect of character formation, and is also striving for the development of an appreciation and an understanding of those things which help to raise the general cultural tone of the population.

2. Principle inherent in entrance requirements

The changes made during the three years covered in this study of admission policies of St. Norbert College show that in the 1952 and 1953 programs the College agreed with the findings of Papillon\(^1\) that entrance requirements can not have absolute validity and should not remain static, but should evolve with the educational scene.

3. Principles on the program of preparation

As shown by the pattern of subject requirements which remained in effect for the three years under consideration, St. Norbert College agrees with the majority of the Catholic colleges in thinking that certain subjects \textit{per se} prepare a candidate better for college.\(^5\) There is also agreement with the findings that several vocational subjects should be allowed for entrance, since St. Norbert College has consistently allowed three of these units. The

\(^1\)\textit{Ibid.}, P. 216.

\(^5\)\textit{Ibid.}, p. 216.
College has agreed with the majority of Catholic colleges that a program of general education in high school is a better preparation for college than a program of specialized study. Although there is disagreement regarding the acceptance of equivalent experience and skill for conventional entrance requirements, St. Norbert College has followed a flexible program throughout the three years of this study, and has considered each individual case of this kind on its own merits.

4. Principles on qualifications and characteristics of the candidate

The study of Papillon showed that Catholic colleges rate mental and personality traits as being of considerable importance in evaluating a candidate for college. They felt that the candidate should be required to have high ideals as well as subject matter preparation. Among other necessary characteristics agreed upon by a majority of the Catholic colleges were a certain maturity and a real desire for a college education. The level of intelligence which should be required for college success has long been a topic of discussion. Over half of the colleges of Papillon's survey expressed the conviction that an I.Q. of 110 plus the ability to handle figures and numbers, should be required. The Catholic colleges felt that the better candidate is one who has demonstrated powers of intellectual leadership. The importance of mental health as a factor in admissions is considered to be

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6Ibid., p. 217.

7Ibid.

more important than is generally recognised.

The factors suggested by the survey of Catholic colleges set a high standard for mental and personality traits. As was mentioned previously, the St. Norbert College programs over the three year period progressively placed greater emphasis on both aspects. The I.Q. required on psychological tests given for qualification has risen from 105 in 1952 to 110 in 1953; although 100 was considered sufficient if the high school record was satisfactory. In 1953 an attempt was made to assess further the maturity and the desire for a college education on the part of the applicant, by means of the interview which was used to supplement the high school record. For all three years the data on mental health was gathered only from the previous record and from the recommendations of the high school.

5. Principles for measurement of entrance requirements

This section of the study of the principles for entrance requirements among Catholic colleges showed a great divergence of practices and opinions, although some general conclusions could be drawn for purposes of comparison. There seemed to be general agreement that the most reliable measurement of entrance requirements is the measure of success in high school. St. Norbert College seemed to have been caught in the same dilemma concerning which factor of the high school record is more important: scholastic average or rank in class. In 1951 the average was used, while in 1952 rank was used and a still higher rank was the judgment acted upon in 1953. It seems that

9Ibid., pp. 220-221.
the practice of considering the whole high school record, in force in 1953, is most in conformity with the general practice. There was also a lack of agreement among the colleges concerning the measurement of entrance requirements in terms of the judgments of persons regarding the candidate. Although St. Norbert College used the recommendations of principals and other persons, the admission programs of all three years seemed to place value on this judgment only in so far as the College had known the person recommending. The Catholic college seemed to feel that entrance tests should be used as supplementary measures. The program of 1951 in which achievement tests were used for questionable cases is not in agreement with the majority of the colleges, which felt that basing college entrance on achievement tests alone is not fair to candidates from less favored secondary and social backgrounds. Although the principle, that the type of high school attended has little reliability as a measure of entrance requirements, was stated, the survey showed that the colleges made use of the accreditation of the candidate's high school as a measurement. The 1951 program of the College explicitly stated the admission procedures which included the type of high school from which the applicant graduated. This information was not requested nor acted upon in the 1952 and 1953 requirements.

There seemed to be fairly general agreement among the colleges that combinations of measurements have more reliability than single measurements.

\[^{10}\text{Ibid., p. 220.}\]
Although the 1951 program did not consider many factors, the 1952 and 1953 programs stated that the bases for the decision on admission were: the scholastic record, scores on psychological tests, the recommendation of the principal and the rank in class.

Another source offering "principles" for the analysis and evaluation of an admission program is the discussions of the Committee on School and College Relations of the Educational Test Bureau as reported by Traxler and Townsend.\(^\text{11}\) These discussions resulted in a set of "basic concepts" concerning college admissions. The "principles" were drawn from the committee's investigations of the practices of approximately six hundred colleges. These can well serve as criteria for the evaluation of the admission programs at St. Norbert College. The Committee felt that the first requirement in a sound admission program is that each applicant be viewed as a total human being, not alone as an entity composed of a number of academic units having a determined grade point average.\(^\text{12}\) This is the viewpoint toward which the St. Norbert College programs have been gradually moving. After 1951, each year showed a greater striving for this approach to the problem.

Another basic concept of the committee was that college admission should be one step in a continuous guidance process.\(^\text{13}\) This concept was

\(^{11}\) Traxler and Townsend, pp. 9-15.

\(^{12}\) Ibid., p. 9.

\(^{13}\) Ibid.
realized at St. Norbert College mostly in the 1953 program, when counseling
came to be considered a part of the admission program and a guidance bureau
was established for that purpose along with other procedures for the freshman
year.

A principle which followed from the first two was that selection
should be based on what the college has to offer the applicant, and on what
abilities, preparation and interests the applicant brings which may enable him
to profit from the college's offerings.\textsuperscript{14} This emphasises again the guidance
approach in screening. Such a procedure was found mostly in the 1953 program
but only to a limited extent.

It can be said that all three programs at St. Norbert College were
partially in agreement with the fourth generalization of the committee that
requirements for admission should allow for the evaluation of the candidate's
record as a whole, rather than set up a series of discrete hurdles.\textsuperscript{15} The
St. Norbert programs agree with most of the colleges in that they did not set
up successive admission hurdles, such as specific minimum rank in class below
which no individual would be given any further consideration, a definite
minimum percentile rank on a scholastic aptitude test, and the like. All
three programs provided the opportunity for the student to show that he could
handle college work if he had high school deficiencies. It was only after
qualifying examinations that elimination hurdles were established.

\textsuperscript{14}Ibid., p. 10.
\textsuperscript{15}Ibid., p. 11.
The fifth principle of the committee was that if the qualifications and potentialities of the applicant are to be adequately studied in relation to the opportunities offered by the college, a thorough assessment of the abilities, achievements, interests and personal qualities must be made.16 This means that advantage should be taken of every technique which will provide reliable and valid information about the candidate. All three St. Norbert programs could be considered weak in this respect, although the 1953 program had made the most progress in this direction. This conforms with the suggestion that colleges should be slow to apply new techniques of appraisal until their worth in connection with college admission has been demonstrated.

The committee suggested a sixth basic concept for appraising an individual's potential for college work which made its appearance in the 1952 program and continued in the 1953 program. They felt that fundamental habits, skills and qualities are frequently the prime determiners of college success, rather than courses studied or specific learnings mastered. The committee felt that colleges could make noteworthy improvement in their admission procedures by giving greater attention and weight to such items as reading achievement, knowledge of the use of the library, oral and written expression, use of numbers, skill in taking notes and the like.17 It seems that the St. Norbert programs, like most admission programs reviewed so far, could profit by including more of these factors in the admission program. Since St. Norbert

16bid., p. 13.
17bid.
College stated in its entrance requirements for the last two years of this study that evidence of mental growth is required for entrance, greater weight has been placed on these factors.

The final principle suggested by the committee was the need to maintain the experimental and research attitude.\textsuperscript{18} This study is a part of the policy of St. Norbert College to encourage the evaluation of many plans of admission in order to devise better ways of selecting candidates. This is the spirit in which the 1952 and 1953 programs were developed.

One of the most comprehensive studies made on this problem in recent years is Garrett's dissertation, which is a review and an interpretation of investigations of factors related to scholastic success in college. This study offers considerations which are pertinent to the analysis and evaluation of the St. Norbert College admission programs.

From his survey, Garrett\textsuperscript{19} concluded that among all the factors contribution to the prediction of scholastic success in college, the student's average grade in high school continues to show the highest correlation with later college success. This was the basis upon which the 1951 admissions were determined. The questionnaire study of the American Association of Collegiate Registrars and Admission Officers\textsuperscript{20} also showed that high school average was

\textsuperscript{18}Ibid., p. 13.

\textsuperscript{19}Garrett, p. 128.

\textsuperscript{20}Millier, p. 9.
ranked first in importance in determining admissibility.

In this same study, Garrett concluded that rank methods of indicating high school scholarship are, in general, not as effective in predicting college success as is the average of the high school grades. But he concluded that until there is closer agreement among investigators as to the relative predictive value of these many ways of considering student's standings or rank in high school, it is not well to state that either is of greater worth. In the summary of his study he placed both average and rank under the category of high school scholarship as the most important factor since the median correlation for school average was .56, and for rank was .55. Apparently this prompted the previous statement of caution.

The three programs of St. Norbert College being considered in this study, used high school average in 1951, and high school rank in 1952 and 1953. Since the studies cited in Chapter II do not present unanimous agreement, it is safe to conclude that generally speaking all agree on high school scholarship as the best predictive factor. All three St. Norbert programs in question were based on this consideration.

The three programs of this study demanded that a pattern of high school subjects be presented for admission. This phase of the high school record seems to be the center of controversy. As was shown previously, the

21Garrett, p. 128.

22Ibid.
questionnaire sent to the colleges of the six state area demonstrated that these colleges usually favored a pattern of nine or ten prescribed subjects. The Papillon survey of Catholic colleges\textsuperscript{23} showed that a majority felt that certain subjects prepared a candidate better for college. The Spindt survey at the University of California\textsuperscript{24} reported that the rank-order list created by some subjects will correlate more closely with subsequent grade point average than grades in other high school subjects. Miller\textsuperscript{25} found that 61.9 per cent of the 785 schools require a sequence pattern. Traxler and Townsend\textsuperscript{26} found that approximately 60 per cent of the colleges reported that a fixed pattern of subject matter requirements is in effect.

In spite of the practices of the colleges, Garrett\textsuperscript{27} claimed that the studies which he reviewed, seem to prove conclusively that there is practically no relationship between the number or pattern of high school subjects taken and the student's later academic success.

The programs of St. Norbert College are in conformity with the common practices of the colleges of the country but the practices are contrary to the findings of the investigations made in this field. The 1952 and 1953 programs were made flexible by the qualifying examinations, so that there was

\textsuperscript{23} Papillon, p. 216.
\textsuperscript{24} Spindt, p. 25.
\textsuperscript{25} Miller, p. 2.
\textsuperscript{26} Traxler and Townsend, p. 66.
\textsuperscript{27} Garrett, p. 129.
no rigid elimination on the basis of the subject matter pattern as such.

Although the Garrett survey\textsuperscript{28} showed that studies have failed to offer any consistent relationship between the scores on tests of personality and character and academic success, the Educational Records Bureau study\textsuperscript{29} showed that the colleges believe that attention to personal qualities has an increasingly important place in admission work. It has been the practice in the three programs of the College to require a personality rating of the applicant by the high school on the application blank. The new application form of 1953, although retaining this in part, eliminated some of the more personal history, interests and activities of the student. This was done for the purpose of administrative effectiveness in handling these records. The use of the personality rating sheet was left to the discretion of the admissions committee in 1952 and 1953. The weakness in all three programs would coincide with the complaint of Travers\textsuperscript{30} that counselors have tended to underestimate the importance of the non-intellectual factors, and have placed excessive reliance on measures of scholastic aptitude. Commings and Fagin\textsuperscript{31} also feel that special aptitudes, motivation, interests and other personality traits, are likely to gain in relative importance as the student approaches his college years. Although the 1953 program made some progress in this

\begin{itemize}
\item \textsuperscript{28}Ibid., p. 114.
\item \textsuperscript{29}Traxler and Townsend, p. 36.
\item \textsuperscript{30}Travers, p. 399.
\item \textsuperscript{31}Commings and Fagin, p. 355.
\end{itemize}
direction by the qualifying examination, it seems to be a somewhat neglected
factor in all three programs.

One of the distinguishing differences among the three programs of
this study is the qualifying tests which were used. In 1951 the achievement
examinations were used for questionable cases. In 1952 the Ohio State
University Psychological Test was used, and in 1953 a combination of the
Revised Stanford-Binet Scale and the California Short-Form Test of Mental
Maturity. From the studies cited in the second chapter, it may be stated that
although intelligence tests are the most popular factor which has been studied
in relation to college success, there is no general agreement as to which
intelligence test is the best predictor. The various investigations found no
one psychological test to be effective in all schools. The best test for
St. Norbert College will have to be based on the results of this study,
presented later in this chapter.

Garrett\(^32\) concluded that A.C.E. Psychological Examination scores
correlated consistently more closely with college averages than did the scores
on other intelligence tests. This test was used in 1952 as a part of the
orientation week placement battery which constitutes a part of the St. Norbert
admission program. The reports of Chapman,\(^33\) Frederiksen and Schrader,\(^34\) and
Wallace,\(^35\) agree with the statement of Hoerres and O'Dea\(^36\) that the A.C.E. is

\(^{32}\text{Garrett, p. 129.}\)
\(^{33}\text{Chapman, p. 17.}\)
\(^{34}\text{Frederiksen and Schrader, p. 264.}\)
\(^{35}\text{Wallace, p. 23}\)
\(^{36}\text{Hoerres and O'cea, p. 97.}\)
significant only in terms of general group predictions and that it would appear advisable not to use the A.C.E. in isolation as a predictive device. The survey of Garrett\(^\text{37}\) showed that the Ohio State University Psychological Test rated higher in some schools than the A.C.E. Psychological Examination for the purpose of predicting. The reason for the elimination of the Ohio State University Psychological Test in the 1953 program was that the time consumed did not seem to be proportionate to the value of the resulting single score. There was also the stress placed on individual guidance in questionable cases which had to qualify in the 1953 program.

There have been very few studies reported on the use of the Revised Stanford Binet Scale for college students. None have been reported for its use as a qualifying examination for the admission of questionable cases. Mitchell\(^\text{38}\) seems to have conducted the only studies of this type and found that the Revised Stanford Binet Scale compares favorably with other tests of mental and scholastic ability of college students. This test was used in 1953 because it gave the administrator of the test the opportunity to observe and study the questionable cases who were not able to qualify on their high school record. It was felt that such a procedure offered a better screening process. This test provided the opportunity to study the applicant's capabilities in problem solving, in abstraction, in reasoning and the like. This conclusion agrees with the report in Euros\(^\text{39}\) that the Revised Stanford Binet Scale


presents a wide range of situations in which a student can be placed and therefore enables the administrator to learn much more about him than any group test could disclose. The Revised Stanford Binet Scale has a great body of research to substantiate its conclusions. It was felt that the abilities revealed by this test are necessary for college success.

There seems to be no research substantiating the California Short-Form Test of Mental Maturity as a screening device. Since the testing bureau of the College in 1953 placed stress upon the guidance of the qualifying student, it was thought that this kind of a test would be excellent for the desired purpose because the testing of intelligence is broken down into factors and areas. It was also considered as a supplement to and a check on the Revised Stanford Binet Scale. Studies have shown that the California Short-Form Test of Mental Maturity correlates highly with most of the commonly used intelligence tests[40] and possesses considerable power for the prediction of marks.[41]

In interpreting the correlation coefficients which result from the various tests, there are several points which should be kept in mind according to the Research Memorandum.[42] It states that one difficulty which arises is

[40]Division of Research and Technical Services of California Test Bureau, A Prospectus on the New California Short Form Test of Mental Maturity (Los Angeles, 1950), pp. 3-6.

[41]Ibid, pp. 16-17.

the little known about the reliability of the criteria. Another factor which should be considered is the range of ability represented by the students. The same report\textsuperscript{43} states that the variety of results in different institutions, in different years and in different curricula, points up the advisability of each college determining the usefulness of the tests for its own students.

The 1951 program used achievement tests as a means of qualifying. This can be considered an efficient method because the study of Garrett\textsuperscript{44} placed achievement tests second to high school scholarship, when used as a single predictor. He cautions that schools should not use them as the sole criterion because they may work an unjustified discrimination. Travers\textsuperscript{45} claims that subject matter tests have been shown to be superior to intelligence tests for the prediction of college grades.

In evaluating the three programs of St. Norbert College according to the studies made, it would be safe to assume that all three years present justifiable procedures. There was this weakness in the 1951 program: there should have been a combination of factors used rather than only achievement tests. The value of these programs will be determined by results to be presented later.

\textsuperscript{43}Ibid., p. 11.
\textsuperscript{44}Garrett, p. 128.
\textsuperscript{45}Travers, p. 387.
The studies presented in the review of the literature by Pattillo and Stout, Garrett, Frederiksen and Schrader, leave little doubt that the prediction afforded by multiple correlation of two variables is of more importance than that of a single variable. None of the three programs considered has been the subject of a study to determine the resulting correlations by the various methods used. The 1951 program was based on only one factor, the high school average, for admission by certificate or graduation. Beginning in 1952, more than one factor was considered for admission by certificate. The factors considered in 1952 and 1953 were: the scholastic record, scores on psychological tests, evidence of mental growth, recommendation of high school principal, evidence of ability to do college work.

The conclusion which Garrett arrived at as a result of his review and interpretation of the factors related to scholastic success, can be used as a final comparison of the programs. "Although admirable progress has been made in discovering and attempting to measure the factors which contribute to scholastic success in college, all writers agree that there remains a unique, unmeasurable factor or perhaps many factors, lost in the unpredictable intricacies of human personality." The only program which was based on these factors was the 1953 program. It used the individual test and the

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6Fattillo and Stout, p. 334.

6Garrett, p. 120.

6Frederiksen and Schrader, p. 262

6Garrett, p. 120.
interview for the questionable cases, with the added counseling during the year. It was the feeling of the members of the testing bureau that such personal contact could result in the discovery of some of the otherwise unobserved factors, in a standardized test. The results depended upon the subjective judgment of the administrator of the examination to structure a complete picture of the examinee.

Comparison with Recent Trends

The previous sections of this chapter have already presented some of the trends resulting from the questionnaire conducted, and the comparison made with the review of studies. One of the most complete expositions of trends in recent years is gathered from the *Fifth Report of the Committee on School and College Relations* of the Educational Records Bureau. This section will compare the three programs of St. Norbert College with the outstanding statements of this report regarding trends which are pertinent to this study and which have not been previously considered.

One of the trends reported was that colleges seem to favor objective tests for entrance batteries.\(^\text{50}\) The 1951 program did not necessarily require an objective test for qualifying since these subject achievement tests were formulated by faculty members, and often were a combination of various types of questions. The qualifying examination for 1952 was strictly an objective test, while the 1953 examination could be considered to be a combination of both subjective and objective tests.

\(^{50}\) *A Brief Report on College Admissions*, p. 18.
The report stated that the largest proportion of the colleges complying with the request to list their entrance examinations, favor the inclusion of an aptitude test although there was no specific mention in the report. This survey included schools in which all entrants were required to take an examination, and schools like St. Norbert College, in which examinations were required for only questionable cases. In this respect the 1951 program would be considered weak, since it used only an achievement test for qualifying. Both the 1952 and 1953 programs included an aptitude test.

The College agreed in all three years with the response showing an overwhelming evidence of the importance of testing in the whole field of admission policy. There was also agreement in all three programs with the trend of being unwilling to accept high school test records in place of entrance tests but rather as supplementary. Another agreement with a trend was noticeable in 1952 in the effort made to articulate entrance and placement. This objective was developed further in 1953.

The 1953 program seemed to be leading toward what are considered trends. The individualized examination policy of Michigan State College was a definite influence for the inclusion of the Revised Stanford Binet Scale and the interview. Another influence on this program was expressed by Traxler.

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51 Ibid., p. 18.
52 Ibid., p. 19.
53 Ibid., p. 24.
54 Ibid., p. 48.
55 Traxler, p. 55.
that the selection and admission of students is ideally a phase of the guidance process. The feeling which motivated this program has been expressed in the study of Hanks, that the rate of withdrawal from college is closely and inversely associated with the amount of guidance given to the students. Educational authorities agree wholly with this conclusion.

Evaluation of Scholastic Success

The scholastic success attained by the students is considered to be one of the major factors in the evaluation of an admissions program. In order to evaluate the scholastic success of the three different admission procedures used in 1951, 1952 and 1953, the grade point average of each year was computed for both the freshman and sophomore years. The average is based on the grade point system followed by St. Norbert College in which A has a value of three grade points, B two grade points, C one grade point, D no grade points, and F a minus one grade point.

As shown in Table I, the best freshman grade point average was obtained by the 1953 class with an average of 1.48. The 1952 class rated second place with a grade point average of 1.40 while the 1951 average of 1.27 was the poorest.

The pattern of grade point averages for the sophomore year followed that of the freshman year. The class admitted under the 1953 program earned a 1.70 average. The grade point average for the sophomore year of the 1952 policy was 1.63. The average obtained by the class under the 1951 program was

\[56 \text{Hanks, p. 158.}\]
TABLE I
GRADE POINT AVERAGES DURING FRESHMAN AND SOPHOMORE YEARS
OF CLASSES ENTERING UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman year</th>
<th>Sophomore year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>1.27</td>
<td>1.40</td>
</tr>
<tr>
<td>1952</td>
<td>1.40</td>
<td>1.63</td>
</tr>
<tr>
<td>1953</td>
<td>1.48</td>
<td>1.70</td>
</tr>
</tbody>
</table>

again the lowest with a 1.40 grade point average.

Since a formal program of qualifying examinations was a part of the 1952 and 1953 programs, the average obtained by those who passed the qualifying examination was computed. In 1952 the Ohio State University Psychological Test was taken by forty-nine applicants of which twenty-four were accepted because of passing the test. The grade point average for this group was .88. For the sophomores who continued after the freshman year, the grade point average was 1.20. In 1953 the qualifying examination consisted of the Revised Stanford Binet Scale, the California Short-Form Test of Mental Maturity, and an interview. Fifty students took the qualifying examination, which was administered by two members of the testing bureau. Twenty-seven of these passed the examination successfully. The average which this group obtained for the freshman year was .87. The members of this group who remained in college for the sophomore year had a grade point average of 1.35.

As is noted from the results illustrated in Table II, there was not an appreciable difference between the results of the qualifying students of
1952 and those of 1953, in their freshman year. In the sophomore year the 1953 group showed a perceptible improvement over the 1952 group. In both years the two groups were far below the average of their respective classes.

From the comparison of the total grade point averages of the three programs, for both the freshman and the sophomore years, several conclusions can be drawn. The screening by psychological tests in 1952 and 1953 resulted in a higher grade point average than the achievement tests of 1951. The use of class rank could be considered a part of this discrimination. The raising of the class rank in 1953 was not a clearly distinct factor in the average made. There was no very great difference in the grade point average of those who took the qualifying examination. The Ohio State University Psychological Test brought almost the identical results that the Revised Stanford Binet Scale and the California Short-Form Test of Mental Maturity did as far as scholastic average was concerned.

**Evaluation of Holding Power**

One of the methods commonly used in evaluating an admissions program
is the retention of the student body by a particular procedure. It was decided that scholastic success and the holding power of each program would be considered for the freshman and sophomore years.

The 1951 program retained 49 per cent of its original group for a two year period as shown in Table III. Of the class entering in 1952, 44.4 per cent remained for two years. In 1953 the holding power was 56.8 per cent of the original class. From these figures it is obvious that the 1953 program had a better holding power than the other two years.

TABLE III

ORIGINAL ENROLLMENT AND TWO YEAR HOLDING POWER FOR THREE PROGRAMS

<table>
<thead>
<tr>
<th>Year</th>
<th>Original enrollment</th>
<th>Holding power</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>173</td>
<td>49%</td>
</tr>
<tr>
<td>1952</td>
<td>225</td>
<td>44.4%</td>
</tr>
<tr>
<td>1953</td>
<td>211</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

The reasons why students left school was divided into seven categories as shown in Table IV. The largest percentage leaving because of scholastic difficulties was in 1951 while the percentage that left for this reason in 1952 and 1953 were almost identical. A small percentage of transfers is noticeable in the 1953 program when compared with the other two years. In 1953 the percentage leaving school to enter the military services dropped considerably over the two previous years. The 1952 program had the highest percentage of voluntary freshman dropouts. The highest percentage of voluntary dropouts during the sophomore year left from the class that entered in 1953.
TABLE IV

REASONS FOR COMBINED FRESHMAN AND SOPHOMORE DROPOUTS
IN THREE PROGRAMS

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1951</th>
<th>1952</th>
<th>1953</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic deficiency</td>
<td>19.0%</td>
<td>14.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Discipline</td>
<td>1.7%</td>
<td>1.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Transfers</td>
<td>12.7%</td>
<td>12.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Entered Armed Forces</td>
<td>4.0%</td>
<td>4.0%</td>
<td>.5%</td>
</tr>
<tr>
<td>Voluntary dropouts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman year</td>
<td>5.7%</td>
<td>15.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Sophomore year</td>
<td>6.3%</td>
<td>7.1%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>.6%</td>
<td>.8%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

The academic standing of those who voluntarily dropped out of school during the freshman year is shown in Table V. The academic standing of those who voluntarily dropped out in the sophomore year is shown in Table VI.

Several noticeable factors which are of value to this study can be deduced from these tables. In the 1952 freshman voluntary dropouts, almost half were not in good academic standing at the time of leaving school. Satisfactory academic standing at St. Norbert College is the maintaining of a 1.00 average or better. The 1953 sophomore dropouts were almost all in good academic standing when they left school. This makes it apparent that scholastic difficulties were a common cause for the voluntary dropouts during the freshman year, but that other causes were operating in the sophomore year.
TABLE V

ACADEMIC STANDING OF VOLUNTARY DROPOUTS DURING FRESHMAN YEAR UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>Total Dropouts</th>
<th>In Good Standing</th>
<th>In Poor Standing</th>
<th>Unknown (no grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>5.7%</td>
<td>1.6%</td>
<td>1.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>1952</td>
<td>15.1%</td>
<td>3.1%</td>
<td>6.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>1953</td>
<td>6.1%</td>
<td>.5%</td>
<td>.9%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

TABLE VI

ACADEMIC STANDING OF VOLUNTARY DROPOUTS DURING SOPHOMORE YEAR UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>Total Dropouts</th>
<th>In Good Standing</th>
<th>In Poor Standing</th>
<th>Unknown (no grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>6.3%</td>
<td>4.6%</td>
<td>1.1%</td>
<td>.6%</td>
</tr>
<tr>
<td>1952</td>
<td>7.1%</td>
<td>5.8%</td>
<td>1.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>1953</td>
<td>15.0%</td>
<td>13.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

It can be concluded that holding power offers the greatest point of contrast among the three programs. The 1953 program had the highest percentage of retention. This program also had the highest percentage of voluntary withdrawees in good academic standing at the time of departure. While only 15 per cent of those who successfully passed the qualifying examination in 1952,
returned for the sophomore year, 45 per cent of those who qualified by examination in 1953, returned for the sophomore year.

Correlation Studies

The final method used to evaluate the three admission programs was to subject the three procedures to correlation studies. The Pearson product moment coefficient of correlation was used to find the relationship between the intelligence test score and the scholastic success of the freshman year, the sophomore year, and the total average of these two years. The same correlation technique was used to find the relationship between rank in the high school graduating class and the scholastic success in college, as shown by the grade point average achieved for the freshman year, the sophomore year, and the two year total average. The tetrachloric formula was used for the other correlations because of the type of data available.

In the 1951 and 1952 programs, the correlation between the intelligence test scores and freshman scholastic success was higher than the correlation between high school rank and freshman academic success as revealed by the grade point average. The 1951 intelligence test scores were taken from the high school records of the students because the College did not administer a freshman orientation testing program that year. The 1952 intelligence test scores were based on the results of the Otis Intelligence Test, which was administered to all freshman during the first week of school. The present coeducational system of the College was begun in 1952, with the admission of fifty girls as regular students. In 1953 the correlation of high school rank and scholastic success was higher, than the correlation between intelligence
test scores and scholastic success. In 1953 the *California Short-Form Test of Mental Maturity Form* was used during freshman orientation. The correlations of these two factors are shown in Table VII.

**TABLE VII**

CORRELATION OF INTELLIGENCE TEST SCORES AND HIGH SCHOOL RANK WITH FRESHMAN SCHOLASTIC SUCCESS UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>I.Q. and Freshman Average</th>
<th>Rank and Freshman Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>.40</td>
<td>.37</td>
</tr>
<tr>
<td>1952</td>
<td>.68</td>
<td>.45</td>
</tr>
<tr>
<td>1953</td>
<td>.38</td>
<td>.56</td>
</tr>
</tbody>
</table>

The correlations which resulted from the sophomore year, between intelligence test scores and scholastic success, and between high school rank and scholastic success, are shown in Table VIII. Under all three admission programs, the results show a high correlation between the I.Q. and scholastic success.

Correlations were also computed for the two factors, I.Q. and rank, with the total grade point average earned for the freshman and sophomore years combined. The results of these correlations are shown in Table IX. For those students who completed two years at St. Norbert College, there was a higher correlation between rank and the total two year grade point average, than between the I.Q. and the total grade point average. This result was the same
TABLE VIII
CORRELATION OF INTELLIGENCE TEST SCORES AND HIGH SCHOOL RANK
WITH SOPHOMORE SCHOLASTIC SUCCESS UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>I.Q. and Sophomore Average</th>
<th>Rank and Sophomore Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>.27</td>
<td>.53</td>
</tr>
<tr>
<td>1952</td>
<td>.50</td>
<td>.66</td>
</tr>
<tr>
<td>1953</td>
<td>.23</td>
<td>.47</td>
</tr>
</tbody>
</table>

TABLE IX
CORRELATION OF INTELLIGENCE TEST SCORES AND HIGH SCHOOL RANK
WITH COMBINED GRADE POINT AVERAGE FOR FRESHMAN AND SOPHOMORE YEARS UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>I.Q. and Total Average</th>
<th>Rank and Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>.39</td>
<td>.54</td>
</tr>
<tr>
<td>1952</td>
<td>.55</td>
<td>.68</td>
</tr>
<tr>
<td>1953</td>
<td>.38</td>
<td>.49</td>
</tr>
</tbody>
</table>

for all three programs of admission.

From these statistics it can be concluded that in 1951 and 1952 the I.Q. showed a higher correlation than rank for the freshman year. In 1953 when a higher rank in the high school graduating class was demanded for unqualified
admission, there was a higher correlation between rank and freshman academic success. The statistics also show that for those who survived the freshman and sophomore years, there was a higher correlation between rank and scholastic success.

The mean intelligence scores for the three admission programs did not show much spread, which is obvious from Table I. The more stringent requirements of the 1953 program resulted in a higher mean intelligence for that year.

### TABLE X

**MEAN INTELLIGENCE SCORES DURING FRESHMAN AND SOPHOMORE YEARS OF CLASSES ENTERING UNDER THREE PROGRAMS**

<table>
<thead>
<tr>
<th></th>
<th>1951</th>
<th>1952</th>
<th>1953</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>109.3</td>
<td>108.9</td>
<td>111.0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>109.7</td>
<td>110.1</td>
<td>111.6</td>
</tr>
</tbody>
</table>

Since the admission programs became progressively more selective during the three years, the mean rank in the high school graduating class became higher with each program, as is shown in Table XI. In 1951, admission without an examination was possible if the student's high school average was ten points above the passing mark of the school. In 1952 the student was required to be in the upper three-fourths of his class for unqualified admission. In 1953 this requirement was raised to the upper two-thirds in class rank. Since the requirements were higher in 1953, a higher mean rank for this program resulted for the freshman and the sophomore classes.
TABLE XI
MEAN HIGH SCHOOL PERCENTILE CLASS RANK DURING FRESHMAN AND SOPHOMORE YEARS OF CLASSES ENTERING UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>1951</th>
<th>1952</th>
<th>1953</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>55th</td>
<td>60th</td>
<td>61st</td>
</tr>
<tr>
<td>Sophomore</td>
<td>58th</td>
<td>62nd</td>
<td>64th</td>
</tr>
</tbody>
</table>

Studies cited in the second chapter showed that there was very little correlation between the size of the school from which the student graduated and his scholastic success. The tetrachloric coefficient of correlation was used on the data available regarding this factor. The 1951 program showed the only positive correlation between the size of the school and the freshman grade point average, with a correlation of .09. Under the 1952 program the correlation was a minus .02, and under the 1953 program a minus .08. This was computed only for the freshman year because of an insufficient number of cases for the use of this formula in the sophomore year.

The tetrachloric formula was also applied to find the correlation which existed between the type of course taken in high school, and the freshman grade point average. This information was gathered from the high school transcript of the student and was divided into academic and general courses of preparation. The type of course was designated by the high school on the official college application blank of the prospective student. Under the 1951 program there was a positive correlation of .17 between the type of course
taken, and a satisfactory grade point average of 1.00 for the freshman year. According to the Snedecor Table this can be considered to be significant only at the 5 per cent level of confidence. This same condition prevailed in the 1952 freshman class, which showed a positive correlation of .18. The freshman class under the 1953 program showed a negative correlation of a minus .01 between the type of course taken and a satisfactory grade point average. This would mean an almost complete lack of correlation between these factors.

The application blank of St. Norbert College contains an item concerning the recommendation of the principal of the high school from which the pupil graduates. The principal is asked to indicate whether or not the high school recommends the individual pupil for St. Norbert College. A tabulation of these results showed that the recommendation of the principal is almost universal and therefore, the recommendation was of little value in judging the student for admission. The significant fact which resulted from this tabulation became obvious when the school refused to recommend a student. In 95 per cent of these cases, over the three year period, the student did not achieve scholastic success.

An attempt was made to find a correlation between the personality ratings given by the high school and the scholastic success of the student during his freshman year. It was found that about two-thirds of the students


were rated average by the high school on all personality factors. Two factors from this group were chosen for correlation study. The tetrachloric formula was used for the factors of leadership and scholastic zeal. Those cases were chosen in which the student was rated either above or below average in these traits and the results were correlated with the student's grade point average, which was above or below 1.00.

The correlation between scholastic zeal and satisfactory grade point average under the 1951 program was .60. Under the 1952 program this correlation was .64. The highest correlation was found in the 1953 program; a correlation of .76. All of these correlations were significant at the 1 percent level of confidence.59

The leadership rating of the student as correlated with satisfactory grade point average was .41 under the 1951 program. In the 1952 freshman class this correlation was .59. The highest was again found in the 1953 program where a correlation of .81, significant at the 1 percent level of confidence, resulted between leadership and freshman grade point average, as shown in Table XII.

The correlations existing between the factors of scholastic zeal and leadership ratings, with satisfactory scholastic success in the freshman year, point out factors which should be given consideration in the admission programs. The data for the three programs was combined because the procedures of the three programs had no effect upon the personality ratings given by the

TABLE XII
CORRELATIONS BETWEEN PERSONALITY FACTORS AND FRESHMAN SUCCESS UNDER THREE PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>Leadership and Freshman Average</th>
<th>Scholastic Zeal and Freshman Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>.41</td>
<td>.60</td>
</tr>
<tr>
<td>1952</td>
<td>.59</td>
<td>.64</td>
</tr>
<tr>
<td>1953</td>
<td>.81</td>
<td>.76</td>
</tr>
</tbody>
</table>

high schools. The use of the tetrahedral coefficient of correlation formula, resulted in a correlation of .53 between leadership and freshman average. The correlation between scholastic zeal and freshman average was .70 for the combined three programs.

Other correlation studies between personality factors and scholastic success were not attempted because of the lack of discrimination in the high school ratings, which was mentioned previously.

The procedures used in this chapter have shown that the admission programs of St. Norbert College conform with those of other colleges. The changes initiated over the three year period followed the general trends developing in colleges of similar size. The procedures used in 1953 seemed to realize better the objectives of the College. This study demonstrated the importance of personality factors in admission procedures.
CHAPTER V

SUMMARY AND CONCLUSIONS

The lack of uniformity among the standards and techniques used in the three admission programs makes the evaluation of the effectiveness of the individual program difficult. At the same time, this situation presents a number of different procedures which can be evaluated according to their contributions to the particular admission program. Each program must therefore be judged according to its own strengths and weaknesses as revealed by the criteria used in this study. Because of this, the three programs are presented separately in the following summary. From this presentation, conclusions are then drawn regarding the most effective admission program for St. Norbert College.

The 1951 Program

The admission program of this year was definitely different from the other two programs considered in this study. One of its features was the use of a stipulated high school average. To be admitted without taking a qualifying examination, the student was required to present a high school average which was ten points above the passing mark of his school. Although this procedure was different from the class rank required in the other two years, it was a procedure which was considered reliable and good practice in admission procedures. Since there is a lack of agreement regarding the exact
meaning of high school rank and high school record, and since studies have shown very little difference between rank and average as predictors, it is well to place both factors under the category of high school scholarship. All studies cited agreed that high school scholarship is the best predictor. Therefore, the problem is reduced to a matter of the respective approach used. In this respect then, the 1951 program can be considered as based on an acceptable procedure.

One of the unique features of this program was the use of the scholastic average as the major factor of consideration for admission, if the student graduated from an approved high school, with the required pattern of subjects. The pattern of subjects required by St. Norbert College has not changed over the past ten years. This pattern was previously shown to be in conformity with the practices of the majority of the colleges. The study of Catholic colleges cited previously showed that these colleges made use of the accreditation of a candidate's high school in spite of the fact that other studies show that the type of high school attended had little reliability as a measure for entrance requirement. The greatest weakness of this feature was that the student was not viewed as a "total human being." In this program the student was considered mostly as "an entity composed of a given number of academic units having a determined grade point average." There was no consideration of other factors which are held to be important for success in college.

Although this program seemed to follow a very narrow and restricted approach, there was a very definite avenue of broadness. Students could be admitted on probation if they did not meet the requirements of graduation from
an approved high school but could satisfy the other requirements. The
probation procedure was a definite weakness because of its subjectivity. There
was no admission committee for making the final decision on questionable cases
in this program.

Another feature of this program which could be considered a weakness
was the complete reliance upon achievement test results, for those students
who had to qualify for admission. These examinations were not necessarily
objective, and should not have been used as the sole criterion. The colleges
surveyed were shown to favor objective tests for entrance batteries, and to
favor the inclusion of an aptitude test. One of the glaring weaknesses of
this program was the lack of any orientation testing for placing the students
into programs of study. It may be said therefore, regarding this feature of
the 1951 program, that it was deficient.

The results of the statistical studies of correlation and measures
of central tendency seem to justify the dissatisfaction of the administration
with this program as the best policy for the admission of freshman students to
St. Norbert College. This program resulted in the lowest scholastic average
for the freshman and the sophomore years of the three programs studied. Under
the present scholastic requirements for students majoring in most of the
departments of the College, a majority of the students of the 1951 program
would not have been able to qualify even in the sophomore year.

It can be questioned whether the holding power of this program was
satisfactory since a little less than half of the students remained in College
for two years. The previously cited study of McNeely showed that colleges of
the size and type of St. Norbert, should retain about 64 per cent of their
original enrollment for graduation. The retention power of this program was
almost the same as that found in the study conducted at the University of
Wisconsin. Because of these figures, there was definite dissatisfaction with
the holding power of this program at St. Norbert College. It must be realized
that other factors also exert an influence upon the holding power of a school,
but these factors are not considered in this study.

The reasons why students dropped out of school under this program
present some criteria for judging the effectiveness of this program. This
program had the largest number of dropouts because of scholastic deficiencies.
The large percentage of transfers can possibly be attributed to this admission
program although it was about the same percentage as the 1952 program. It is
probable that this program violated the "principle" that selection should be
based on what the college has to offer the applicant, and on the abilities,
preparation and interests the applicant brings, that may enable him to profit
from the college's offerings. One fact which was noticeable was that the
voluntary dropouts from the freshman and sophomore years were fewer than those
of the other two programs.

The results of the correlation studies conducted on various factors
and scholastic success were not very different from those of the other two
programs. In the freshman year there was little difference between I.Q. and
high school rank, when correlated with the freshman average. In the sophomore
year the correlation between high school rank and sophomore average was much
higher than between I.Q. and sophomore average. It seemed that high school
rank afforded the higher relationship for those who remained in college beyond
the freshman year.
The computation of the mean intelligence test scores for the three programs showed a difference of about two points among the three programs. This difference could be explained somewhat by the fact that the intelligence test scores from the student's high school record were used, as were the results of a variety of intelligence tests.

This program produced the lowest mean percentile rank in high school graduating class of the three programs. This rating is perhaps due to the lack of selectivity tolerated by the program. When correlated with freshman success, this program was again the lowest in respect to the personality factors of leadership and scholastic zeal.

Although this program can be justified according to the criteria established, its greatest weakness as an admission policy, seems to be incompleteness. When compared with the other two programs which followed, the deficiencies became more noticeable. It might be said in conclusion that this program provided only a skeleton which needed implementation.

The 1952 Program

The 1952 program can be considered the transitional stage in the development of an admission program for St. Norbert College. The greatest number of changes in policy occurred during this year. It could be said that the fundamental approach to the problem of admissions was changed by this program by the new procedures and the techniques used.

The major difference in this program is the approach used. Admission no longer depended almost entirely on the high school scholarship of the applicant. A formal committee on admissions was organized to review and to
make the decision on all applications. In making its decision, this committee considered, besides the scholastic record of the student, the scores on psychological tests, evidence of mental growth and the recommendation of the high school principal. As a result of this procedure, many factors concerning an applicant were considered.

This program was striving for qualitative selectivity by raising the scholastic requirements to rank in the upper three-fourths of the high school graduating class. The same pattern of subjects as before was required. These requirements are justifiable according to the studies and trends cited previously. The type of high school from which the applicant graduated was no longer explicitly stated. The correlations presented in the previous chapter show that there was very little relationship between the size of the high school and the type of course taken, when correlated with the scholastic success of St. Norbert students.

The results of psychological tests administered by the high schools were used to obtain a more complete picture of the possibility of success in college. These results were one of the factors used to help to decide whether or not there were signs of mental growth in the applicant. This procedure conforms with the practices followed in the colleges of similar size in the six state area. The recommendation of the principal was also used, but the statistics presented in the previous chapter show that this factor was valuable only when the high school refused to recommend a student. The personality ratings began to receive some consideration under this program, but a definite criterion was not established. The weight given these factors was left to the discretion of the individual members of the admissions committee.
This can be considered a weak beginning in the adoption of the non-intellectual factors.

This program remained flexible by allowing the student who was deficient in meeting any entrance requirements, the opportunity to demonstrate that he was of college caliber, and that he could handle college work. Deficient students were given the opportunity to enter the College by successfully passing the Ohio State University Psychological Test. Studies have justified the use of this test for the purpose of predicting college success. The administration felt that the restrictive selection of unqualified students by the results of only one examination was a weakness in this program. It was felt that such a procedure did not afford sufficient opportunity for the student to demonstrate his ability to handle college work.

This program included the return to the practice of a battery of freshman orientation tests. The results were assembled so that they were available to the placement counselors for working out programs of study for the students. This was the initial step in attempting to add some guidance to the admission program.

Until 1952 there was no definite intelligence test score set as a standard. The admissions committee was satisfied if the I.Q. of the student was approximately 100, and if he had a satisfactory high school record. These students who had to qualify under this program were required to have an I.Q. of 105, which is below the standard suggested by Catholic colleges.

The scholastic success of the students admitted under the 1952 program was a definite improvement over that of the previous program for the freshman and sophomore years. The holding power of the 1952 program was not an
improvement over the 1951 program. The holding power for freshman and
sophomore years was the lowest of the three programs. It was almost 5 per cent
below the 1951 program and over 10 per cent below the 1953 program. The
number of students leaving school because of scholastic deficiencies or
difficulties, was about the same as that of the 1953 program. The high
percentage of transfers found in the 1951 program was equalled by that of the
1952 program. The 1952 program had an exceptionally large number of voluntary
dropouts during the freshman year. Almost half of these dropouts were in poor
scholastic standing, so that this program was almost as weak as the 1951
program in this respect.

Only 15 per cent of those students who were admitted to the freshman
class by a qualifying examination, returned for the sophomore year. This
group managed to maintain a little above a satisfactory grade point average,
but were much below the general class average.

The one outstanding feature of this program was the high correlations
obtained by studying factors in relation to academic success. The coefficients
resulting were, in almost all cases, the highest of the three programs, and
above what would normally be expected for studies of this type. This can be
explained by the wide range of procedures followed in this program. Although
I.Q. scores showed a very high correlation with freshman scholastic average,
in the sophomore year rank showed the higher correlation.

The mean high school percentile rank under this program was almost
as high as that of the 1953 program, and noticeably higher for both freshman
and sophomore years, than the 1951 program. This could be due to the use of
class rank rather than class average in this program. This program also
showed a slight negative correlation between the size of the school from which
the student graduated, and his scholastic success. There was a slight
significant correlation at the 5 per cent level, between the type of course
taken, and the scholastic success of the freshman year.

The study of personality factors was limited to the two of leader-
ship and scholastic seal, as rated by the high school. In both instances there
was a higher correlation between these factors and freshman academic success,
than under the previous program.

A study of the criteria which were used to make the analysis and
evaluation of the three programs, showed that this program was superior to the
previous program in most respects. Since it was a definite departure from
previous procedures, it was expected that there would be weaknesses which are
common to any experimental program. Perhaps the greatest weakness revealed
was the lack of holding power. The program was certainly more in conformity
with admission trends and studies than the previous program.

The 1953 Program

The lack of complete satisfaction with the results of the 1952
program led to the changes which characterize this program. There was
definite agreement that there was a need for the refinement of the procedures
and the techniques used. This program was an attempt to strengthen what were
considered to be the weak points in the previous program.

Stress upon the importance of guidance and counseling in admissions
seemed to be the central theme of this program. This objective coincides with
the "basic concept" that admission should be one of the steps in a continuous
guidance process. This resulted in the formation of a guidance bureau which
helped to articulate admission with placement, and aided the student to overcome the academic problems peculiar to a college freshman.

A very definite effect of this approach was manifested by the admissions committee. The "whole student" was taken into consideration when the committee acted upon an application. There was more extensive use of the entire high school record. The results of high school psychological tests were used to establish a pattern. There was a definite searching for evidence of mental development. The ratings on personality factors and non-intellectual factors were brought into the picture. Unfortunately, there still were subjective decisions because of the lack of objective studies on these factors, which defy exact circumscribing. As a result of this approach, the committee referred more of the questionable cases to the testing bureau for the final decision.

The guidance approach to admissions resulted in the use of different techniques of measurement for the student required to qualify. The Ohio State University Psychological Test which had been used the previous year was replaced because it was felt that insufficient knowledge about the pupil was obtained from the test. Since the students who had to take a qualifying examination presented such a variety of strength, weaknesses and backgrounds, it was decided to use the Revised Stanford Binet Scale as one of the qualifying tests. It was felt that this enabled the administrator to study more than the intellectual ability of the applicant. The administrators of this test were searching for the reasons why the student could not qualify on his previous record. They also wanted to know if these deficiencies militated against the applicant's chances of success in college. The second test of the qualifying
battery was the California Short-Form Test of Mental Maturity which was used as a check on the Revised Stanford Binet Scale, and was used because of its guidance potentialities. This was followed by the interview, which considered the overall prospect of the applicant for college. This enabled the applicant to demonstrate his maturity and his desire for a college education. It was felt that the personal contact with the individual applicant is a better screening device for college admissions, since many factors are considered here, for getting the entire picture of the student in relation to his probable success in college.

Under this program the rank required in the high school graduating class was raised to the upper two-thirds as a means of being more selective. Although the high school record was given more consideration than a high I.Q. for general selection, qualifying students were expected to attain an I.Q. of 110 on the qualifying tests.

The one point which definitely recommends this program is the scholastic success attained by the students who entered as freshmen in 1953. In both, the freshman and the sophomore years, these students had a slightly higher scholastic average than the previous class, and much higher than those who entered under the 1951 program. There was very little difference in scholastic average between the students who qualified by the Ohio State University Psychological Test, and those who qualified by the Revised Stanford Binet Scale. This has caused the testing bureau to wonder whether the same results could not be obtained by a battery of standardized tests for the qualifying students. This would eliminate the enormous amount of time consumed by the administration of individual tests. Although there was
little difference between the scholastic results of the two qualifying testing programs, there was a noticeable difference in the holding power. Only 15 percent of the students who entered by qualifying examinations in 1952, returned for the sophomore year. Of those who qualified in 1953, 45 percent returned for the sophomore year. This was the chief difference between the two qualifying programs.

Perhaps the outstanding result of the 1953 program is the holding power shown. The holding power of this program was almost 8 percent more than the 1951 program, and over 12 percent more than the 1952 program. This seems to be the strongest argument for the procedures of this program, since holding power has always been a major concern of college officials. Although other factors are involved, much of the credit can be given to this admission program.

The study of dropouts revealed two pertinent factors regarding this program. The small number of transfers was very noticeable, since it was only one-third as high as either of the other two programs. A high percentage of voluntary dropouts did not occur until the end of the sophomore year. Almost all of these students were in good scholastic standing when they left school.

The coefficients of correlation resulting from the statistical study showed this program to have the lowest correlations in most cases. This was the only program which for both the freshman and sophomore years, showed a higher correlation between rank and academic average, than between I.Q. and academic average. Although the correlations were lower than those found in the previous year, they are rather consistent with the results of other similar research studies in this area. Part of this can be explained by the greater
selectivity exercised on this class at the time of entrance. This program had
the highest mean intelligence test scores of the three programs, although the
difference was slight.

The higher admission requirements in class rank gave this program
the highest mean high school percentile rank. There was only a slightly
higher average rank than that of the previous program.

Another outstanding feature of this program was the very high
correlation found between the factors of leadership and scholastic grade, when
these were correlated with the freshman average. This points to a factor which
should receive greater attention in the decisions on admission.

Although this program did make strides toward the guidance concept
of admission, there were many weaknesses revealed which can be improved for a
more effective program. This program has demonstrated the worth of this
approach. There are definite indications that the most effective qualifying
and orientation examinations have not been found. It is also evident that a
larger amount of personal information on the applicant could be used
effectively. This program has perhaps fulfilled its purpose by opening the
large field of inter-relations existing between the admission program and the
total College picture. This program issues a challenge for further improve-
ment.

Conclusions

It has been said that self-searching is good for the soul, and this
seems to apply equally well to educational institutions. This is especially
true of the policies adopted and used for years without an evaluation of the
results obtained by such policies. The one condemnation of admission policies
in colleges is the subjectivity which has been permitted to determine the formulation of these policies. Perhaps, this is due to the fact that prediction is a relatively new concept in collegiate education although educational research workers have been conducting such investigations for more than a quarter of a century. It may be said that there are three reasons why prediction has acquired a new cogency. The vastly increased numbers of the college population which have induced an urgency for efficiency. This is the first reason. The second reason is the guidance function which has arrived at the college level so that now students are being counseled to the effect, that their educational objectives should be based on a realism respecting their differential capacities; plus the assurance that there will be less waste of time, of talent and of misdirected effort. The final reason may be that prediction studies have given foundations for establishing prerequisites. Since many educators follow the conclusion that predicting success in college is apparently at best a process of "intellectual fortune telling," it is necessary to approach this problem with caution.

Although there are definite limitations placed on a study of this type because of the factors involved, it has been felt that constructive analysis and evaluation can result in a better admission policy for St. Norbert College. The study of this problem considering the criteria which were used, has resulted in findings which can be of definite value. Each of the programs has shown peculiar strengths and weaknesses. It is hoped from this experience to formulate a better program by incorporating the best from each year with the findings of other research and trends. It is realized that the ideal plan may not be fully attained in the St. Norbert situation, but it will establish
a goal, and orient thinking toward that goal.

Suggested St. Norbert Program

Since admission is but a part of the entire educational program of the College, the aims and objectives which were suggested earlier should motivate the entire College program. The admission policy can only be based on a philosophy which vitalises every class, and every activity of the College. Since a philosophy of this kind now permeates all the activities of the College, it is possible to suggest a program resulting from this study.

It is recommended that the Committee on Admissions continue to review all freshman applications. The bases for its decision should continue to be: (1) the entire scholastic record, (2) the scores on psychological tests, (3) the evidence of mental growth, and (4) the recommendation of the principal because the study demonstrated that these were the most valid criteria. If there is evidence that the applicant will be able to do College work successfully and has the required credits, he should be admitted without an examination.

The consideration of the scholastic record should include both rank in the graduating class, and the high school average. St. Norbert College is justified in demanding at present that the applicant be in the upper half of his graduating class. The requirement of a grade average of ten points above the passing mark of the high school would be effective so that the two factors which are ranked highest as predictors of college success, would be included.

The scores on psychological tests should be required from the high school, and should be given due consideration, because of their value in
predicting scholastic success. Since most of the applicants take comparable intelligence tests, a minimum I.Q. of 110 seems justifiable, for admission by certificate of high school graduation. This is a factor which aids in giving a more complete picture of the student.

The term, evidence of mental growth, is sometimes difficult to define and it is more difficult to point its exact meaning. The high school record should reveal a maturity, and a desire for education. There should be signs that the student has been using his intellectual ability up to reasonable limits. A part of this factor will be revealed in the pattern of courses taken in high school.

The recommendation of the principal should receive more emphasis than in the past. This recommendation should not contain only one individual's judgment regarding the student. A student should rarely be accepted if the high school refuses a recommendation. No student should be accepted without a satisfactory personality rating, especially for the factors of scholastic zeal and leadership. An application should not be processed if this information is not conveyed to the College. This will enable the committee to place greater stress upon the non-intellectual factors which are considered to be of great importance. The section of the College application blank recording these matters should be enlarged, or a separate section added, for the more pertinent information regarding the personality of the student. This information would be valuable to the counselor who works with the student.

The present subject preparation pattern required seems justifiable. There is sufficient flexibility in the present requirements, with only seven units specified. These are the units commonly required for high school
graduation and so do not work a hardship on any student interested in advancing beyond a high school education.

In reviewing an application, the committee must keep in mind the view of the "total student," and must consider whether or not, the student will be able to do college work successfully; and whether or not the student will be able to profit from the offerings of the College. When there is any doubt regarding the student's being able to fulfill the suggested requirements, or any doubt about the lack of desired evidence for admission, he should be referred to the testing bureau for qualifying examinations.

The feasibility of entrance examinations for all students has been rejected for several reasons. The geographical distribution of a considerable portion of the student population would make this a hardship. The common national examinations would not furnish us complete criteria for judgment as the suggested procedures.

The problem of the composition of the qualifying test battery has been left unsolved by this study. It is agreed that all students should be offered the opportunity to demonstrate that they have the ability to do college work. This study seems to furnish evidence that the tests used in the past two years were not entirely satisfactory, and that better results are obtainable. The study seems to suggest that a battery of diverse tests be used. This would include an intelligence test, a general aptitude test, achievement tests in the areas shown on the high school record to be the student's weak subjects, and an English comprehension and expression test. This suggestion will have to be evaluated further. This battery of tests should definitely be followed by an interview. This would enable the student to evaluate his
potentialities regarding College success. Such a procedure would enable the
testing bureau to counsel and to study the student, and to make a further
evaluation. Finally, this procedure constitutes good public relations,
despite the results of the examination.

The freshman orientation program should be continued and developed.
The results of this study suggest that the program should contain a battery of
diversified tests, in order to cover as many areas as possible. It is felt that
this battery should include an intelligence test, a general aptitude test,
several achievement tests in such fields as English and mathematics, an
interest inventory, and a test of spatial relations, because of the large
number of engineering and science applicants. Experimentation will have to
dictate the inclusion of tests of fundamental skills. The battery should be as
comprehensive as possible, so that placement in class programs is articulated
with admission. In this way the admission program becomes a phase of the
guidance program.

It seems that the admission program could be improved by the
addition of interviews with prospective students invited to the College campus
for that purpose, during the spring and summer prior to freshman orientation.
This could serve as a further screening process, during which the College and
the student could consider what the College has to offer, and what abilities,
preparation and interests the applicant possesses, which will enable him to
profit from an education at St. Norbert College.

The tone of this proposed admission program is motivated by two
principles gathered from this study. The prime motivating force is the
guidance concept applied to admissions. The second principle determining the
formation of this program is that no program should remain static, but should maintain an experimental and research attitude. In this way the program will continue to change slowly, as further studies reveal strengths and weaknesses, which can be used as the steps towards improvement. This attitude must be assumed, because the conclusions of this study agree with the previously cited statement that one of the great problems in any prediction study is facing the realization that the great majority of studies leave unanswered questions relating to the prediction of academic success. It is the conviction of the author that this study has not answered all the admission problems of St. Norbert College. It is the hope that this is the first step in a continuous process of analyzing and evaluating the various programs which will follow for the purpose of finding the most effective program possible for the future students of St. Norbert College.

Suggestions for Future Study

The most obvious suggestion which results from this study is the planning for follow-up studies of this type, which will analyze and evaluate the policy changes affected by this study. It is only in this way that an effective program can be maintained in our changing educational world.

A study which is urgently needed because of some of the findings reported here, is a study of the reasons for the dropouts and for the retentions under various procedures and programs. Such a study will not only affect the admission program but the entire College program, beginning with the basic philosophy of the College as expressed in its aims and objectives. This should lead to a complete self-study of the College so that the educational
plan is consistent in all its facets. Such an undertaking would necessarily lead to a variety of specific studies.

This study suggests that there is a need in many colleges for a complete evaluation of their admission policies and practices, in the light of their proposed aims and objectives. There is also definite need for more comprehensive study of the factors which lead to success in college.
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APPENDIX I

QUESTIONNAIRE ON ADMISSION PRACTICES AND POLICY

Please indicate the policy of your school regarding freshman admissions by checking the appropriate answer or replying to each item which applies to your program.

1. Recommendation of principal required:
   Yes.... No....

2. Specific academic preparation required in credit units:
   12.... 11.... 10.... 9.... 8....

3. Rank in class required according to upper percentile:
   10.... 20.... 25.... 33.... 50.... 66....
   75.... None....

4. High school psychological test results used in screening:
   Yes.... No....

5. Satisfactory personality rating required:
   Yes.... No....

6. Other recommendations required:
   A. ..............................................................
   B. ..............................................................

7. Types of admission used:
   A. High school certificate of graduation....
   B. Entrance examination for all....
C. Qualifying examination for some who do not meet above requirements....

8. Please state type of entrance examination used, if any, for all students:

9. Please state type of qualifying examination used, if any, for those who do not meet specified requirements:

10. What factors does your school consider to be most important for freshman admissions? Please rank them and give weights, if such is used.

1. .................................................................

2. .................................................................

3. .................................................................

4. .................................................................

5. .................................................................

11. Has there been any change in your admission policy over the past ten years? Yes.... No....

What has been the nature of the change?..............................

.................................

.................................

12. Who decides on admissions?

.................................
13. What proportion of students who apply for admission are rejected? 
On what grounds are they rejected? 

14. Has your present admission policy resulted in a satisfactory holding of students during freshman and sophomore years? 
Yes.... No....

15. Has your present policy resulted in satisfactory scholastic success for freshmen and sophomores? 
Yes.... No....

16. Additional comments or clarifications:

.................................................................
.................................................................
.................................................................
.................................................................
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.................................................................
.................................................................
17. Would you like a copy of the results of this study?

Yes.... No....

To whom should the report be sent?

Name______________________________

Address____________________________

______________________________
APPENDIX II

TABULATION OF QUESTIONNAIRE RESULTS

A. Geographical distribution of colleges replying:
   Minnesota 3, Iowa 4, Illinois 5, Indiana 6,
   Michigan 3, Wisconsin 7

B. Control of colleges:
   Denominational 15, Private 8, State 5

Questionnaire:
1. Recommendation of principal required:
   Yes 2h, No 3, No comment 1

2. Specific academic preparation required in credit units:
   12-3, 11-2, 10-10, 9-8, 8-1, 7-1, none 3

3. Rank in class required according to upper percentile:
   25th -1, 33rd -1, 50th -1h, 66th -6, 75th -5, none 1

4. High school psychological test results used in screening:
   Yes 19, No 18, No reply 1

5. Satisfactory personality rating required:
   Yes 2h, No 3, No reply 1

6. Types of admission used:
   High school certificate of graduation 26
   Entrance examination for all 4
   Qualifying examination 20

113
7. Types of entrance examinations used for all:
   C.E.E.B. 2
   S.A.T. 2

8. Type of qualifying examination used:
   A.C.E. 11
   G.E.D. 3
   Otis 2
   S.A.T. 2
   Special 1
   Cooperative English 4
   Ohio Psychological 3
   Reading Test 3
   Mathematics Test 2

9. Factors considered most important for admission, in rank order:
   1. Rank in high school class
   2. Results of psychological tests
   3. Personality
   4. Recommendation of principal
   5. Pattern of courses taken

10. Change in policy over past ten years:
    Yes 17, No 10, No reply 1

11. Nature of changes:
    More selective 8
    C.E.E.B. program 4
    Lower requirements 3
    Generalized approach 2

12. Proportion of students rejected:
    Median 20%

13. Satisfactory holding power:
    Yes 15, No 9, No reply 4
14. Satisfactory scholastic success:

Yes 15 , No 8 , No reply 5
**APPLICATION FOR ADMISSION**

Instructions for filling out this form:

I. Give carefully and accurately the information requested on pages 1 and 3.

II. Present the entire form to the principal of the high school from which you graduated and ask him to have pages 2 and 4 completed, and then to send it to the Director of Admissions, St. Norbert College, West De Pere, Wis.

III. The matriculation fee, $10.00, must accompany this application.

IV. Attach a recent photograph in the space indicated.

1. Full name (please print) ____________ Last ____________ First ____________ Middle ________

2. Home address ________________________________________________________________

   Number and street ____________________________ City ____________ Zone, ____________ State ____________

   Name of person to be notified in case of emergency ________________________________

   Relationship ____________________________ P. O. Address ____________________________ Tel. No. _________

3. Date of birth ________________ Religion ____________________________ Sex ________

4. Father's name ____________________________ Is your father living ________________

   Mother's maiden name ____________________________ Is your mother living ________________

   Father's highest education ________________ Mother's highest education ________________

5. Are you married or single? ____________________________

6. If you are a transfer student, state from which college ________________________________

   Why are you transferring to St. Norbert? ____________________________

   Are you free to return to the former school? ____________________________

   Day Session—1st Semester 19 ____________________________ 2nd Semester 19 ________________

   Evening Session—1st Semester 19 ____________________________ 2nd Semester 19 ________________

   Summer School 19 ____________________________

7. For which term are you making application? ____________________________

   8. State fully from what sources you expect to derive financial support in college ____________________________

   9. What is your purpose in coming to college? ____________________________

   10. If you are a Catholic, to what parish do you belong? ____________________________

   11. If you are a veteran, give branch and length of service ____________________________

   12. Give names of two references (not relatives): ____________________________

   ____________________________ ____________________________
PERSONALITY RECORD

Name of student ........................................ Date ........................................

Selection and guidance of students are based on scholastic records of achievement, health, and other factual records. Personality, difficult to evaluate, is of great importance. You will greatly assist in the education of the student named if you will rate him with respect to each question by placing a check mark on the appropriate horizontal line at any position which represents your evaluation of the candidate. It is not necessary to locate it at any of the division points or above a descriptive phrase.

If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

1. Scholastic Zeal
   Does he exhibit enthusiasm for school work?
   Unresponsive | Unusually indifferent | Studious | An average student | An eager student | Creative scholarly work

2. Intellectual Ability and Aptitude
   Does he have the ability to assimilate knowledge and easily to adjust to new situations?
   A dull mind | A slow learner | An average student | An alert student | An keen student

3. Initiative
   Is he a resourceful and original thinker?
   Needs constant direction | Needs no prompting | Prefers algebra | Considers supplementary work | Seeks and gets for himself all additional tasks

4. Integrity
   Is he honest?
   Positively dishonest | Tries to be but fails sometimes; not unpleasantly dishonest

5. Leadership Ability
   Does he have the ability to secure a following?
   Definite a follower | Tries but fails frequently | Usually successful | An inspiring leader

6. Social Attitude
   Is he group conscious? Does he have a spirit of service?
   Antisocial | Self-centered | Has no particular attitude; neutral | Usually considers of others | Strongly altruistic

7. Emotional Control
   How well does he control his emotions?
   Too easily moved to anger or fits of depression; etc. | Tends to be over-emotional | Usually well balanced | Well balanced | Exceptionally well balanced

8. Reverence
   What is his attitude toward religion?
   Diminishing | Pious | Careless | Interested | Forbidding

9. In what ways and to what extent has the candidate been influential among his school fellows?

10. What is your opinion of the candidate as a wholesome and desirable member of a school community?

11. Is the foregoing an individual, or a composite rating (by more than one teacher)?

12. If an individual rating, how well do you know this student?

13. Are the applicant's replies on pages 1 and 2 substantially correct?

Signature ........................................ Position ........................................

St. Norbert College
REGISTRATION RECORD

Name in full (please print) ........................................ Last First Middle

Date of birth ........................................ Place of birth ........................................

Permanen home address ........................................ Street and Number (or R.F.D.) City State

Name of father ........................................ Home phone number ........................................

Name of mother (maiden name in full) ........................................

Address of parents ........................................ Street and Number (or R.F.D.) City State

Schools Attended ........................................ Dates ........................................ Diplomas or Degrees

Check the curriculum you wish to pursue at St. Norbert College:
   — Medical Technology
   — Business Administration
   — Chemistry Major
   — Economics Major
   — Education Major
   — English Major
   — Marquette University—St. Norbert College
   — Engineering Program
   — Mathematics Major
   — Pre-engineering
   — Premedicine
   — Pre-pharmacy
   — Undecided

If you are registered with Selective Service:
   Local Board Number ........................................ Your Selective Service Number ........................................

Address of Local Board ........................................ Present Classification ........................................

If you are a veteran attending College under the benefits of G.I. Bills:
   I am attending College under P.L. ........................................

Are you studying for a degree?

Date of this application ........................................

Signature ........................................ (Write name in full) First Middle Last

(Do not write below this line)

REGISTRAR'S OFFICE RECORD

Date received ........................................

Admitted: by academic record, by examination
   — unconditionally, conditionally

Deficiencies: ........................................

Notification of acceptance: ........................................

Remarks: ........................................

(3)
APPROVAL SHEET

The dissertation submitted by Ernest Joseph La Mal, O.Praem., has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

January 15, 1957

Date

Signature of Adviser