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The purpose of this study was to determine the usefulness of 2 measures of student quality, high school percentile ranks and ACT composite standard scores, in predicting the first-year academic success of freshmen entering Wisconsin State University (WSU) at Stevens Point. The average high school percentile rank for the 2,172 entering freshmen in the fall of 1968 was 61.3. The 424 students who were dropped for academic failure after 2 semesters had an average high school percentile rank of 43.7; students remaining in college had an average percentile of 65.6. ACT standard scores were available for 2,068 of the freshmen; the average ACT score was 21.28. Students suspended for academic reasons after 2 semesters averaged 19.40, and those remaining averaged 21.72. It was concluded that the high school percentile rank is closely related to college success and is a good predictor of student quality, but that ACT scores are limited predictors (1 student with an ACT score of 7 survived) and should not be used as a single criterion for entrance to WSU. These findings were compared with others on WSU graduates in 1968 (582) and 1969 (609). The average high school percentile rank for the 1968 graduates was 69.4, and ACT scores ranged from 11 to 30, with a mean of 21.84; nearly 81.1% of the 1969 graduate ranked in the upper half of their high school class, and available ACT scores ranged from 8 to 30, with a mean of 22.10. These findings seem to support the conclusions of the study. (WM)

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DATE August, 1969

Office of Institutional Research.

Academic Survival:
1. Freshmen
2. All Students
3. Graduation

Relationship to:
a. Rank in Class
b. Composite ACT Scores

# RELATIONSHIP OF ACADEMIC PREDICTORS TO COLLEGE SUCCESS





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## Introduction

The accelerating influx of young people into higher education has posed many problems for our rapidly growing colleges and universities. As we postulate ways to utilize better our available staff, classrooms, and residence halls, we are inevitably led to speculate about regulations concerning entrance qualifications.

Can we identify most of those who will survive the first year? How do the characteristics of graduates compare with those of entrants? What characteristics are typical of those dropped for academic failure during the first two semesters? Are the rules governing academic failure reasonable, tangible, and workable?

To answer these, and other related questions, the Office of Institutional Research has undertaken this study at the request of Dr. John Larsen, Director of Admissions. Analysis sources include basic enrollment data for the first semester, 1968-69, the records of 1968-69 freshmen academic drops, and entrance data of recent WSU-Stevens Point graduates.

## Academic Quality of All Freshmen vs. Drops

For 2,172 freshmen who entered WSU-Stevens Point in the fall of 1968, the high school deciles were obtained and verified through the reports of Mr. Gilbert W. Faust, Registrar. The freshmen dropped at the end of each semester 1968-1969 academic year were identified on print-outs by high school decile rank. The number and per cent dropped by high school decile rank category are noted in Table 1. Of the 2,172 entering freshmen whose high school ranks were known, 424 or 19.5 per cent were dropped for academic reasons the first two semesters. The percentage in the lowest three deciles who were dropped ranged from 48.0 per cent in the lowest decile to 48.5 per cent in the third decile. Thus the students ranking in the lowest 30 per cent of their high school classes had less than 52 per cent chance of surviving two semesters without a drop. It is not yet known how many of those dropped

will re-enter and graduate. The per cent dropped who ranked in the fourth decile was 34.6 Each successively higher decile showed a more favorable chance of survival. Only 4 of the 290 entrants who had ranked in the top decile of their high school classes, or 1.4 per cent, were dropped for academic reasons.

Figure 1 presents the same information as Table 1, but in graphic form.

Table 1

Freshman Class Entering Fall 1968

Distribution of Freshman Drops and Non-Drops by High School Decile Rank

| High School Decile | Freshmen | | | | |
|---|---|---|---|---|---|
| | Number Entered | Dropped | | Remaining | |
| | | Number | Per cent | Number | Per cent |
| 1-9 | 25 | 12 | 48.0 | 13 | 52.0 |
| 10-19 | 79 | 38 | 48.1 | 41 | 51.9 |
| 20-29 | 134 | 65 | 48.5 | 69 | 51.5 |
| 30-39 | 217 | 75 | 34.6 | 142 | 65.4 |
| 40-49 | 269 | 83 | 30.9 | 186 | 69.1 |
| 50-59 | 287 | 56 | 19.5 | 231 | 80.5 |
| 60-69 | 285 | 51 | 17.9 | 234 | 82.1 |
| 70-79 | 289 | 28 | 9.7 | 261 | 90.3 |
| 80-89 | 297 | 12 | 4.0 | 285 | 96.0 |
| 90-99 | 290 | 4 | 1.4 | 286 | 98.6 |
| Totals & Averages | 2172 | 424 | 19.5 | 1748 | 80.5 |

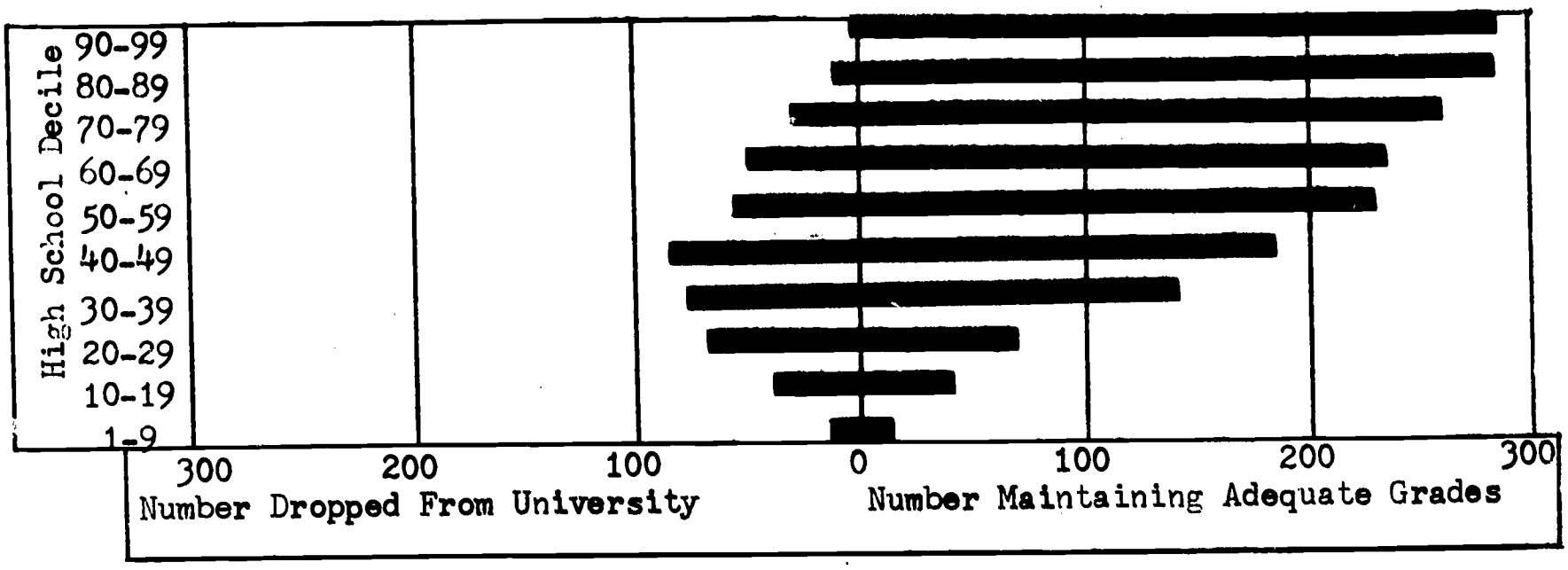


Fig. 1. Freshmen entering Fall 1968. High school decile, number dropped for academic reasons and maintaining adequate grades for the first two semesters.

Figure 2 shows the high school decile ranks of all "academic drops" at the end of Semester I, 1968-69, including freshmen. The averaged percentile rank of these 245 academic drops was computed to be 42.87. The mode of this distribution is also in the 40-49 decile interval. Though two-thirds of all entering freshmen are in the upper half of their high school classes, 36.7 per cent of the first semester drops had ranked in the upper half of their high school class.

In contrast, Figure 3 shows the high school decile distribution of only 1968-69 entering freshmen who were dropped at the end of semester I. Almost 70 per cent of those dropped had ranked in the lower half of their high school classes, and their averaged percentile rank was approximately 40.4. None of the drops was from the top high school decile.

Figure 3 also shows the mean composite ACT scores for drops in each high school class decile, thus revealing somewhat the relationship between the two indications of scholarship potential. The mean ACT scores for the lowest six high school decile groups ranged from 17.80 (5th decile) to 18.75 (6th decile). Drops from the 70-79 decile and the 80-89 decile had ACT mean scores of 24.20 and 22.83 respectively-somewhat above the mean for all entering freshmen.

Figure 4 displays graphically the same kinds of data as Figure 3, except that they are for the second semester 1968-69. The averaged high school percentile rank of these academic drops is approximately 45.1, somewhat higher than the average for drops of the first semester. Entering freshmen are dropped at the end of the first semester only if the grade point average is below 0.75, but after the second semester, the accumulated grade point average must be at least 1.80 to avoid suspension. (This rule applies only to freshmen who did not enter on probation.) Since there were 128 freshmen academic suspensions at the end of semester I, and 296 suspensions at the end of semester

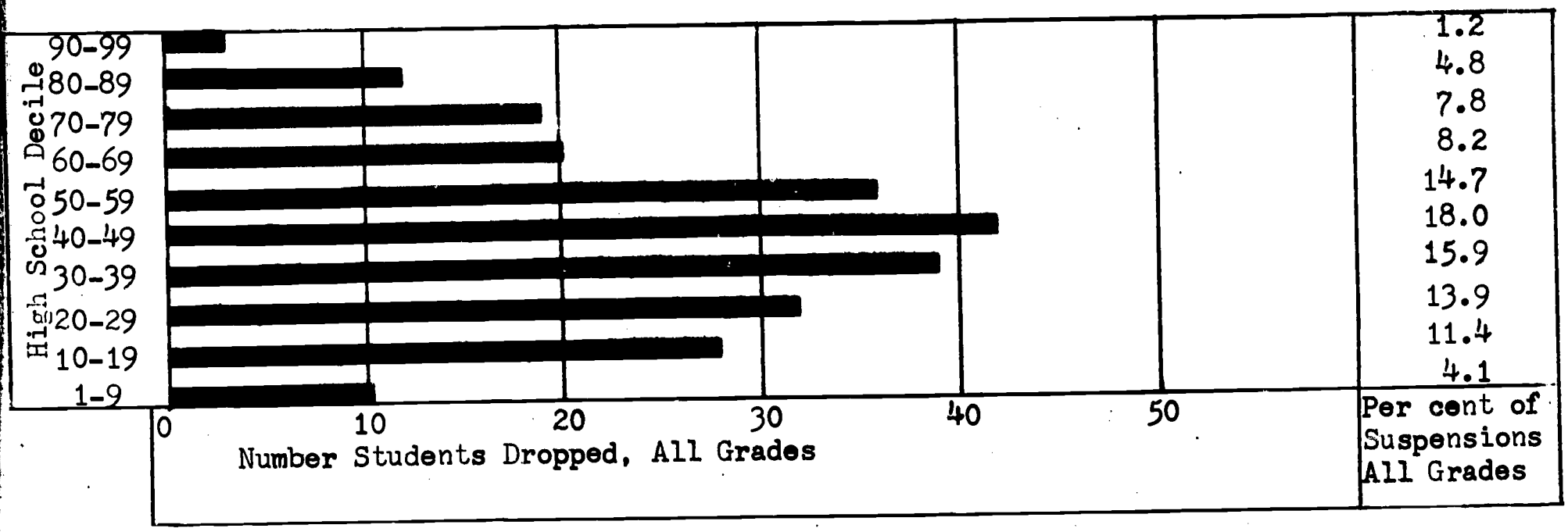


Fig. 2. All Students entering Fall 1968. High school decile, number dropped for academic reasons after first semester, and per cent dropped of each decile. 36.7 per cent of these individuals had graduated in the upper half of their high school graduating class, The mean rank is 42.87, and the total number of cases is 245.

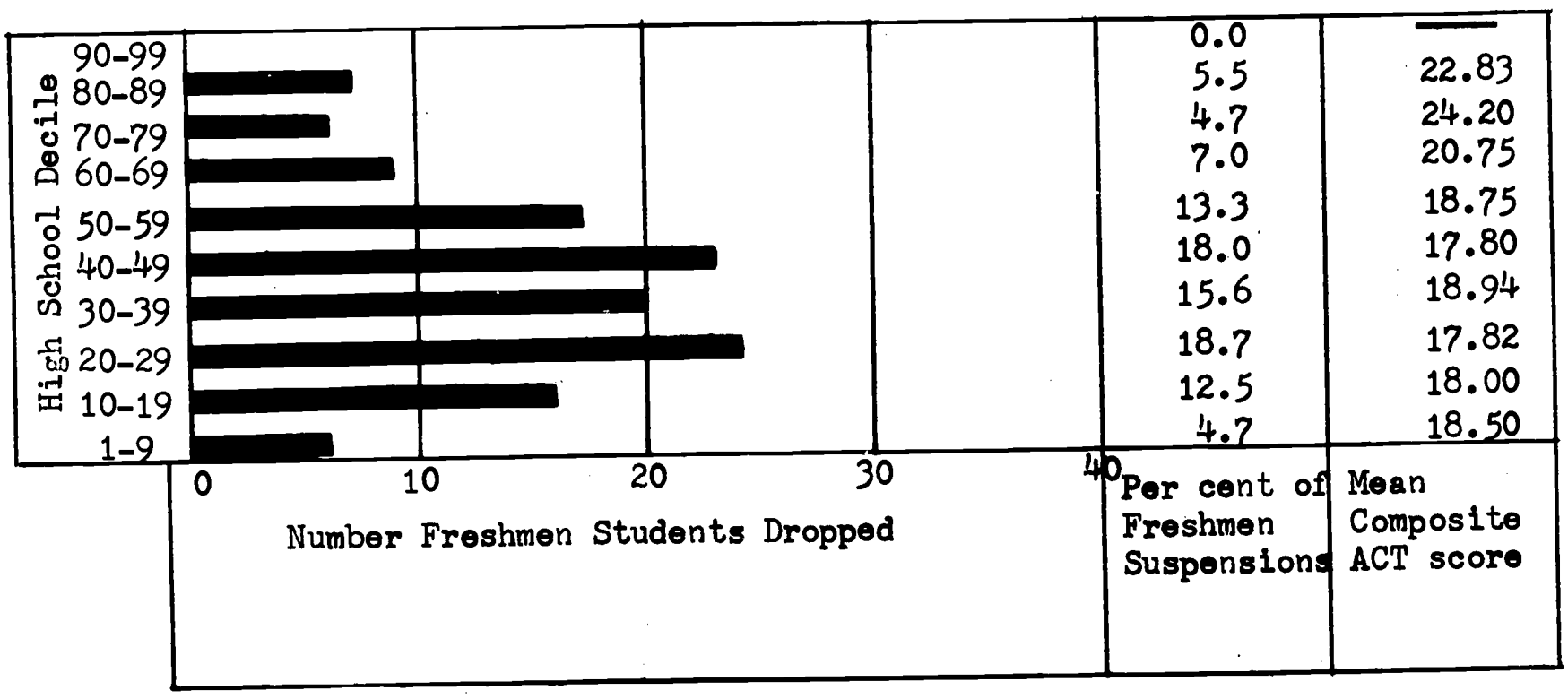


Fig. 3. Freshmen entering Fall 1968. High school decile, number dropped for academic reasons after first semester, per cent dropped of each decile, and mean composite ACT score of each decile. 30.5 per cent of these individuals ranked in the upper half of their high school graduating class. The mean rank is 40.4, and the total number of cases is 128.

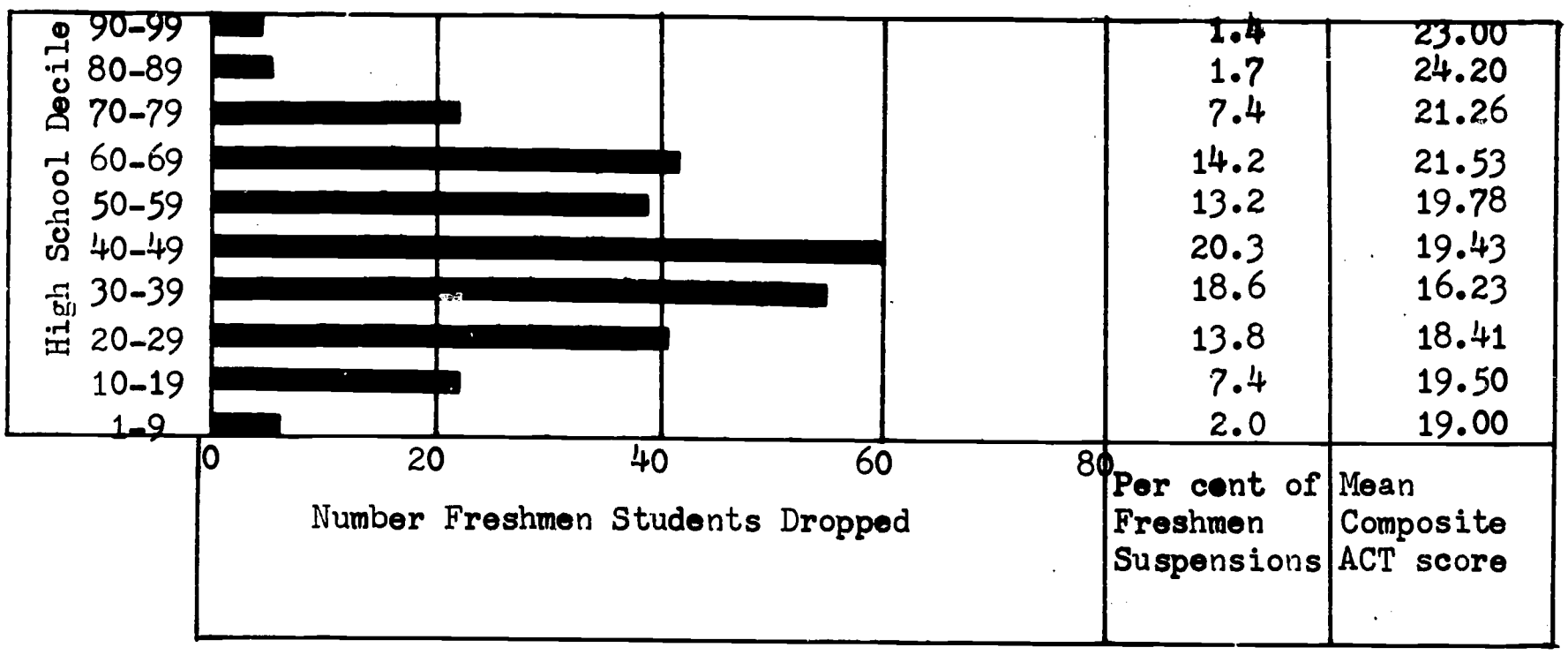


Fig. 4. Freshmen entering Fall 1968. High school decile, number dropped for academic reasons after second semester, per cent dropped of each decile, and mean composite ACT score of each decile. 37.9 per cent of these individuals ranked in the upper half of their high school graduating class. The mean rank is 45.1, and the total number of cases is 296.

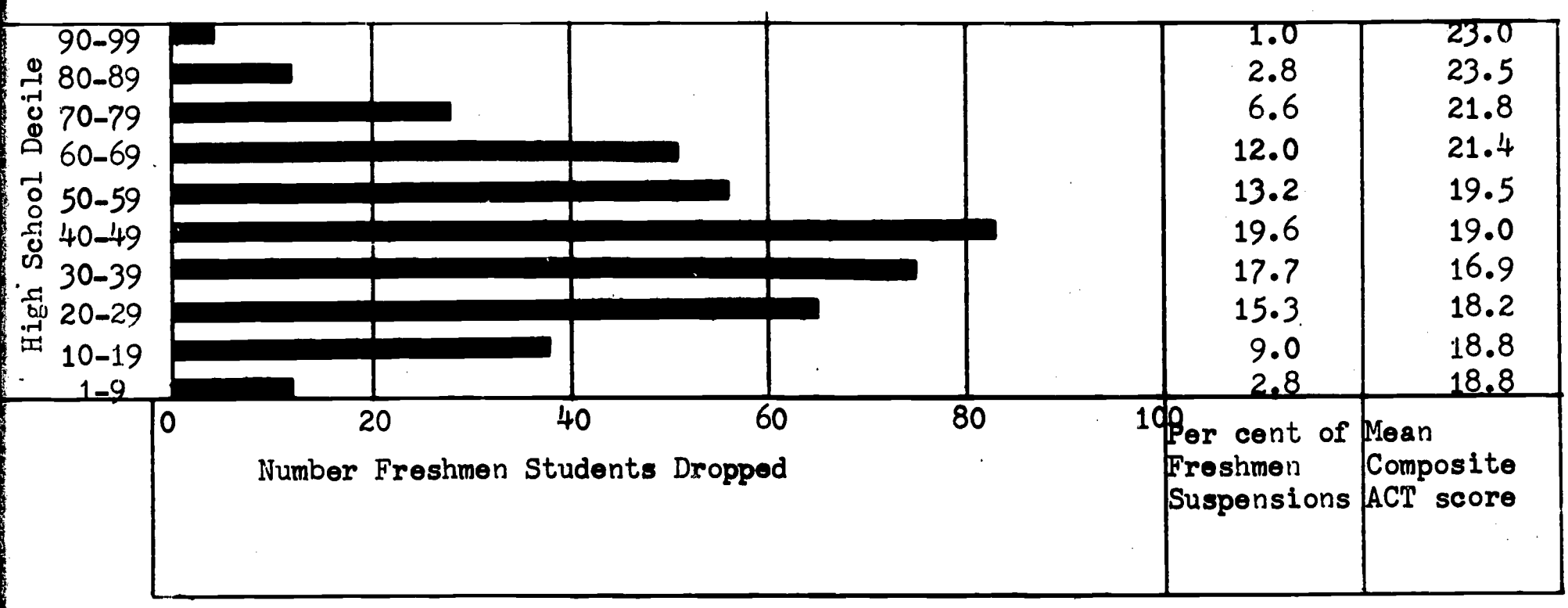


Fig. 5. Freshmen entering Fall 1968. High school decile, number dropped for academic reasons after first and second semester, per cent dropped of each decile, and mean composite ACT score of each decile. 35.6 per cent of these individuals ranked in the upper half of their high school graduating class. The mean rank is 43.7, and the total number of cases is 424.

II, it is apparent that quite a few students who survived the first semester failed to make the higher grade point average standard required for the second semester.

Figure 4 also shows that the modal decile for freshman drops after the second semester to be the 40 to 49 interval. About 62 per cent of these had ranked in the lower half of the high school class.

Figure 4 also shows the mean ACT composite scores for each high school decile rank category of second semester freshman academic drops. The 30-39 decile have an average ACT composite score of 16.23 (about the average of all high school seniors), while the two top high school deciles had ACT means of 23.00 and 24.20. While it can be seen that ACT scores tend to relate positively to high school decile rank, the relationship would be difficult to use predictively, as shown by the data of Fiqure 4.

Figure 5 shows in composite form the data for freshman academic drops of both semesters, thus combining the data of Figures 3 and 4.

Turning next to the ACT composite standard scores as a predictor of academic success, we may relate the number of entering freshmen by ACT score to the number and per cent who were dropped, as shown in Table 2. The small number of cases in categories of score 29, will explain the wide variations in the per cent of students dropped. We may observe that 40.8 per cent of those whose ACT score was 14 were dropped, while only 3.0 per cent of those whose ACT score was 29 were dropped. Variations in percentage of students dropped may point out imperfections in the ACT composite score as a predictor of academic success. The 19.0 per cent overall drop rate contrasts with the 19.5 per cent drop rate shown in tables concerning high school rank, because of the fact that ACT scores are available for only 2068 entering freshmen.

Table 2

Freshmen Entering Fall, 1968

ACT Composite Score and Retention at End of Second Semester

| ACT Composite Score | Number | | | Per cent of Each ACT Score Dropped |
|---|---|---|---|---|
| | Entered | Remaining | Dropped | |
| 7 | 1 | 1 | 0 | 0.0 |
| 8 | 1 | 1 | 0 | 0.0 |
| 9 | 3 | 1 | 2 | 66.7 |
| 10 | 7 | 5 | 2 | 28.6 |
| 11 | 6 | 4 | 2 | 33.3 |
| 12 | 9 | 3 | 6 | 66.7 |
| 13 | 25 | 16 | 9 | 36.0 |
| 14 | 49 | 29 | 20 | 40.8 |
| 15 | 52 | 35 | 17 | 32.7 |
| 16 | 89 | 70 | 19 | 21.3 |
| 17 | 111 | 72 | 39 | 35.1 |
| 18 | 138 | 104 | 34 | 24.6 |
| 19 | 174 | 132 | 42 | 24.1 |
| 20 | 198 | 156 | 42 | 21.2 |
| 21 | 220 | 175 | 45 | 20.5 |
| 22 | 188 | 143 | 45 | 23.9 |
| 23 | 178 | 156 | 22 | 12.4 |
| 24 | 165 | 150 | 15 | 9.1 |
| 25 | 143 | 129 | 14 | 9.8 |
| 26 | 108 | 100 | 8 | 7.4 |
| 27 | 85 | 80 | 5 | 5.9 |
| 28 | 65 | 63 | 2 | 3.1 |
| 29 | 33 | 32 | 1 | 3.0 |
| 30 | 13 | 13 | 0 | 0.0 |
| 31 | 7 | 6 | 1 | 14.3 |
| Total & Average | 2068 | 1676 | 392 | 19.0 |

Figure 6 shows in graphic form the data presented in Table 2. A glance at the figure shows how the drop rate diminishes rapidly as the ACT scores surpass 22. There were no drops among the 13 people who had an ACT composite score of 30.

When we compare the ACT scores of the first semester academic drops and the second semester drops, we find the latter to have somewhat higher ACT scores. Figures 7 and 8 show the ACT composite standard score distribution of freshmen dropped at the end of semester I and semester II respectively. The modal score for semester I drops is 19, while the modal score for semester II drops is 21. The mean score for all semester I drops is 18.9 and the mean score for semester II drops is 19.6. According to this success predictor, students dropped the first semester rate somewhat below those of the second semester.

The mean composite ACT score for academic drops of both semester is 19.4 - more than three points below the mean for non-drops. We may note that a high ACT score is not a guarantee that a student will not be dropped, since one student dropped had a composite ACT score of 31.

## Quality Characteristics of Graduates

At the time of entrance one way of identifying the characteristics of successful students is to observe the characteristics of our former students who obtained degrees from WSU-Stevens Point. The 1967-68 graduates with the bachelor's degree were chosen as one sub-population to be studied.

The distribution of 582 graduates of the 1968 graduating class, by high school decile, is shown in Figure 9. Clearly, most of these college degree recipients had ranked well up in their high school classes. The mode of the distribution is the 80-89 decile; the average percentile rank is 69.4. Only

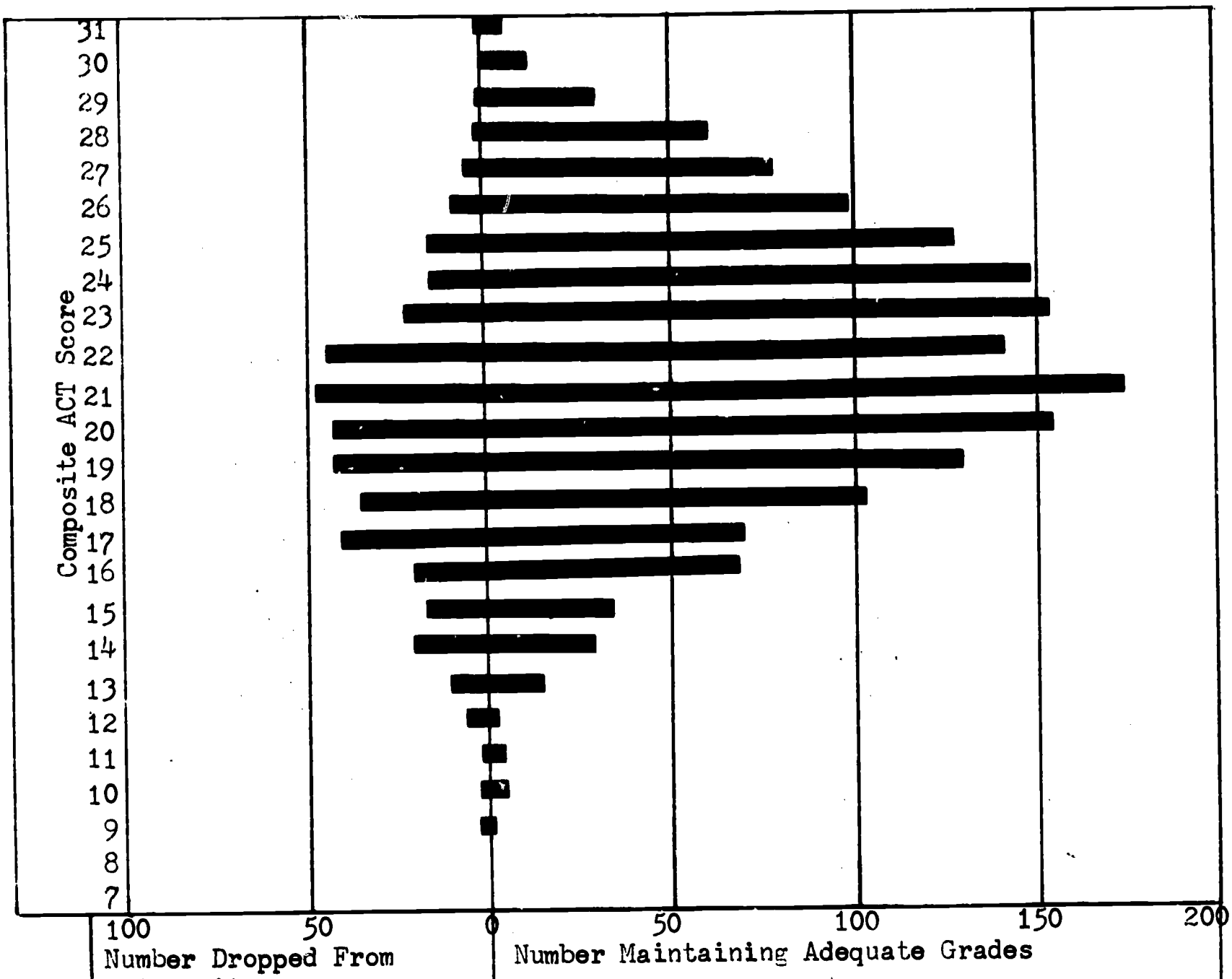


Fig. 6. Freshmen entering Fall 1968. Composite ACT score, number dropped for academic reasons and maintaining adequate grades for first two semesters.

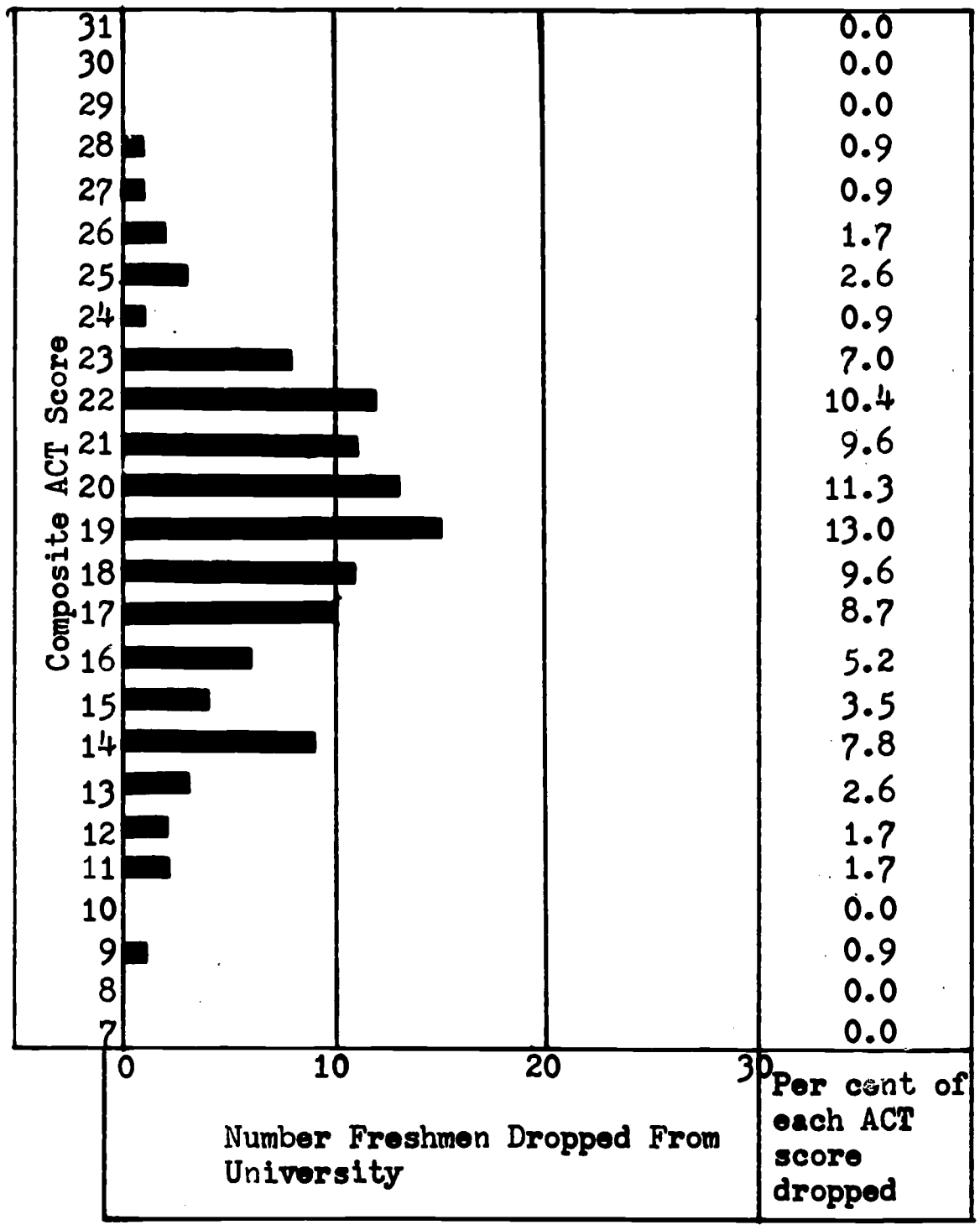


Fig. 7. Freshmen entering Fall 1968. Composite ACT score, number dropped for academic reasons after first semester, and per cent dropped of each ACT score. The mean rank is 18.9, and the total number of cases is 115.

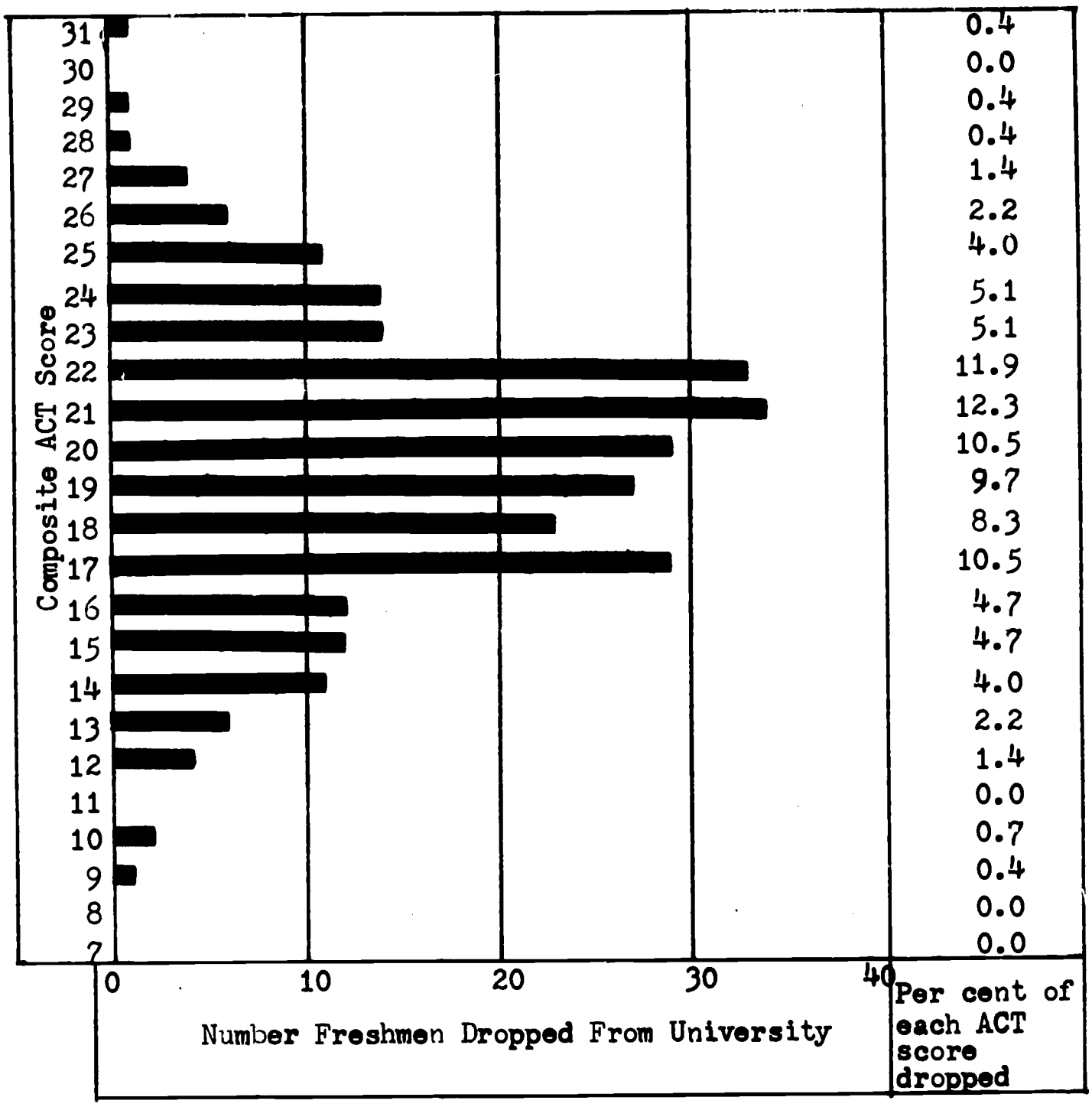


Fig. 8. Freshmen entering Fall, 1968. Composite ACT score, number dropped for academic reasons after second semester, and per cent dropped of each ACT score. The mean rank is 19.6, and the total number of cases is 277.

83 of 582 graduates had ranked below the 50th percentile, indicating that 85.7 per cent had ranked in the upper half. Figure 9 also shows a fairly close relationship between high school rank and ACT composite scores. Graduates in the lowest high school decile averaged only 17.0 on the ACT test; those in the highest decile had averaged 24.1.

Figures 10 through 13 show the decile distributions of the various colleges. From Figure 10 we can observe that the 232 Letters and Science graduates had a mean percentile rank of 66.9, and that 80-89 decile was modal. Approximately 78.4 per cent had ranked in the upper half of the high school class.

The 20 graduates in the College of Fine Arts had a mean high school percentile rank of 61.5. The modal difference was insignificant, but centered at the 60-69 decile. Seventy per cent of these graduates had come from the upper half of the high school class.

The Applied Arts and Science graduates (see Figure 12) had a somewhat similar distribution, with the high school percentile rank averaging 60.2, and a mode in the 60-69 decile. Of these 56 graduates, 36 or 64.3 per cent had ranked in the upper half of the high school class. Perhaps because of the smaller number of graduates, there was less evidence of correlation between high school rank and ACT scores for Fine Arts and Appied Arts graduates.

College of Education graduates, distributed by high school rank decile (see Figure 13), show some similarity to the distributions of Letter and Science graduates. The mean percentile rank is 74.0. The mode is the 80-89 decile, with the top decile a close second. None had ranked in the bottom high school decile, and 246 of the 274 graduates, or 89.8 per cent, had come from the upper half of the high school class.

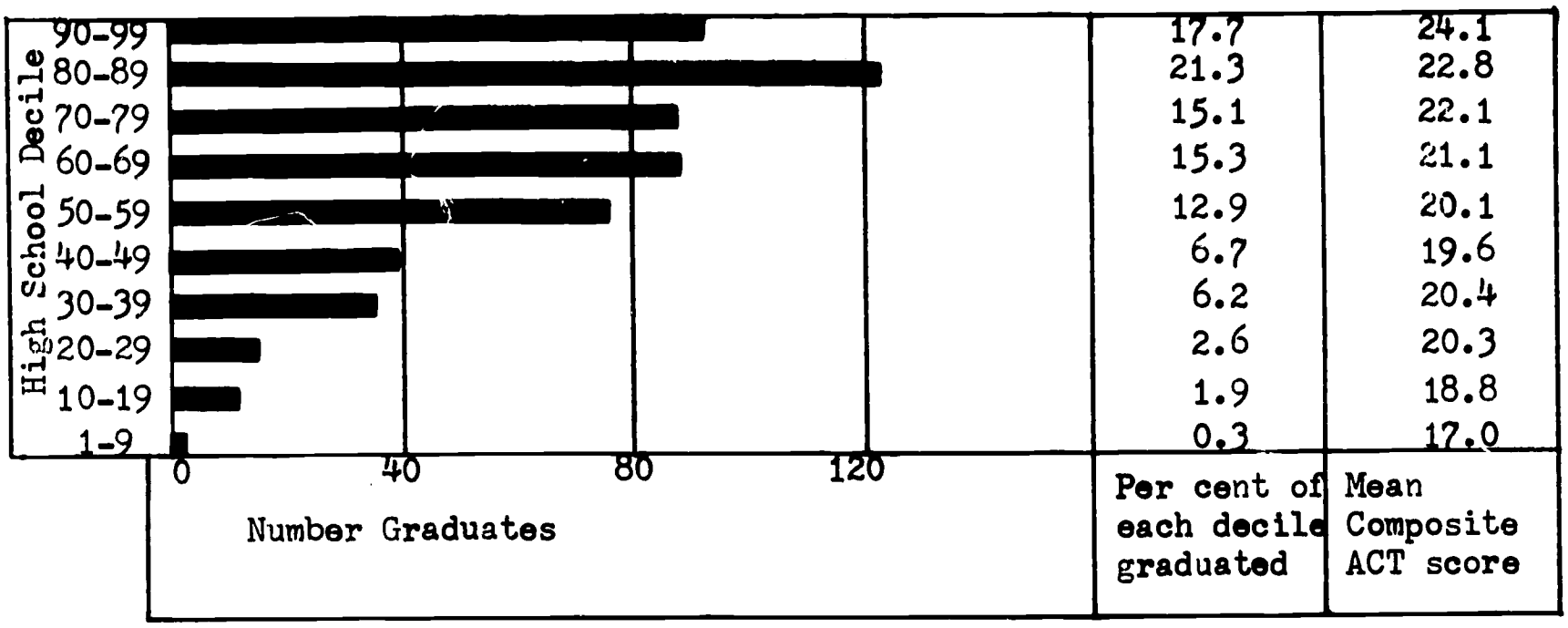


Fig. 9. Total Graduates of Class of 1968 (includes summer session). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 69.4, and the total number of cases is 582.

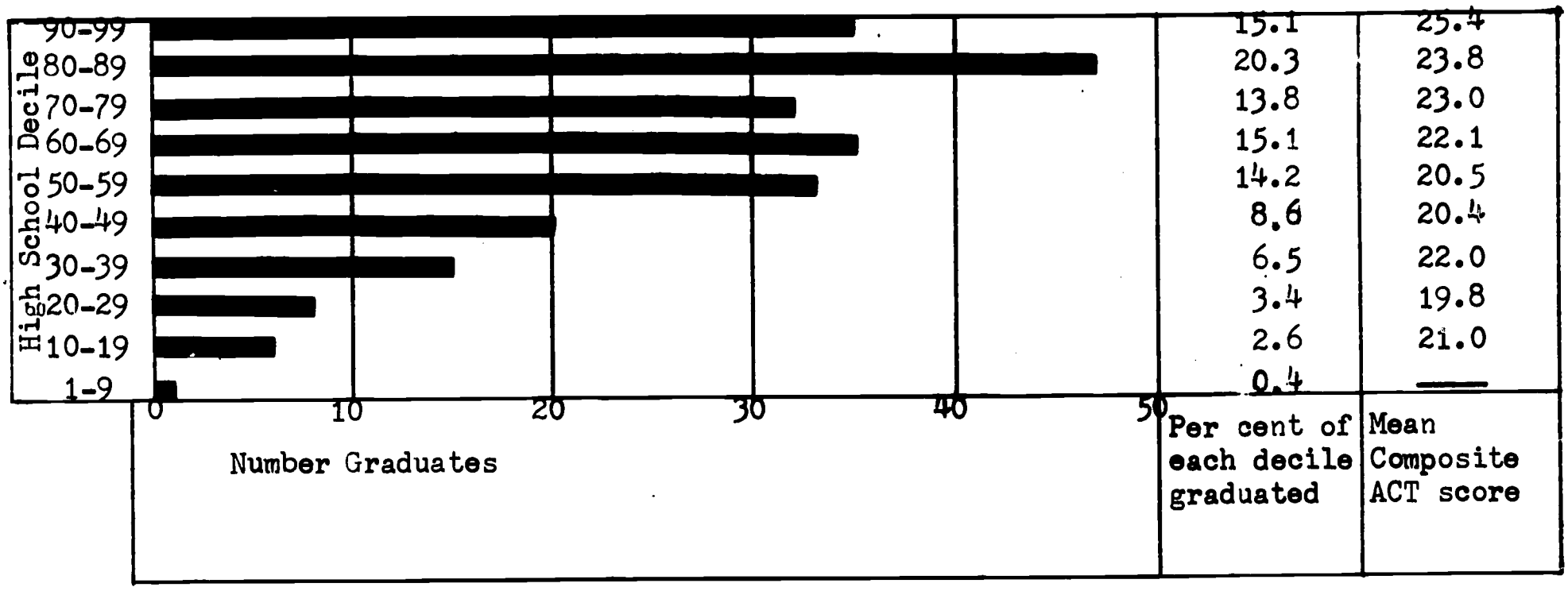


Fig. 10. College of Letters and Science Graduates of class of 1968 (includes summer session). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 66.9, and the total number of cases is 232.

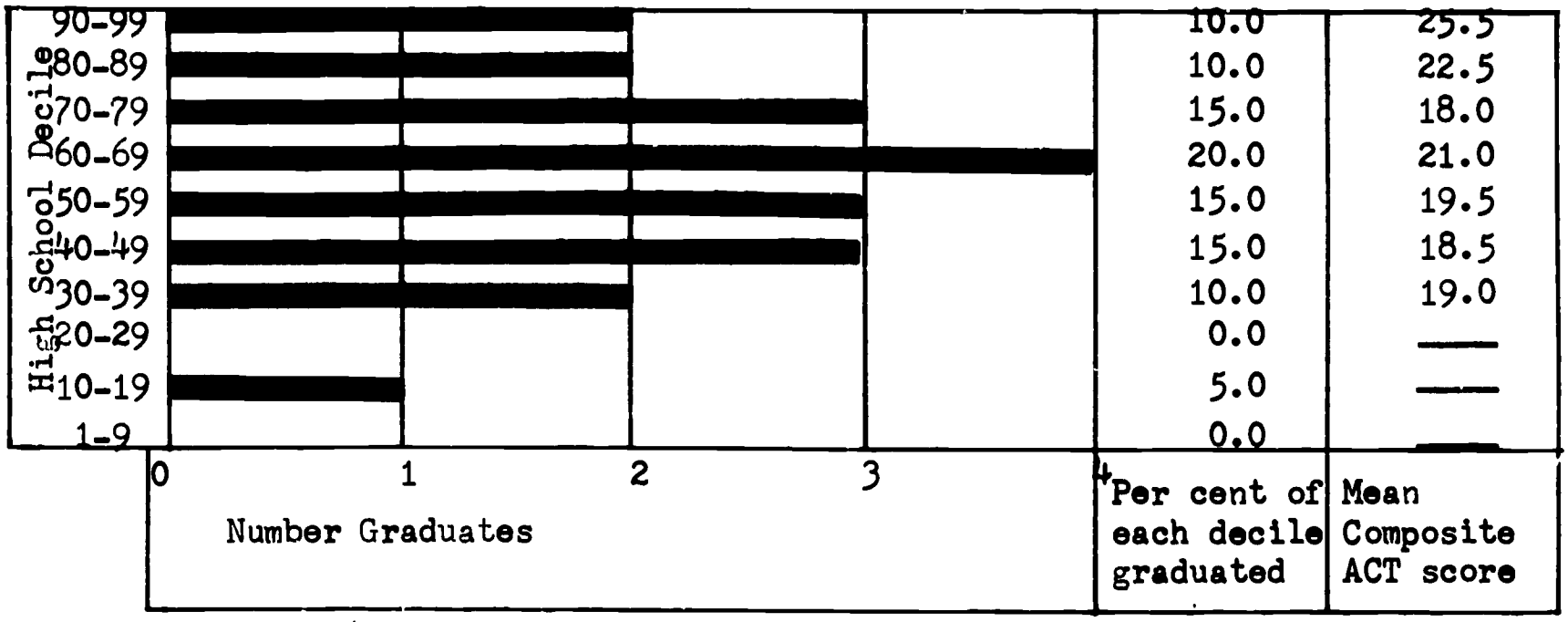


Fig. 11. College of Fine Arts Graduates of Class of 1968 (includes summer session). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 61.5, and the total number of cases is 20.

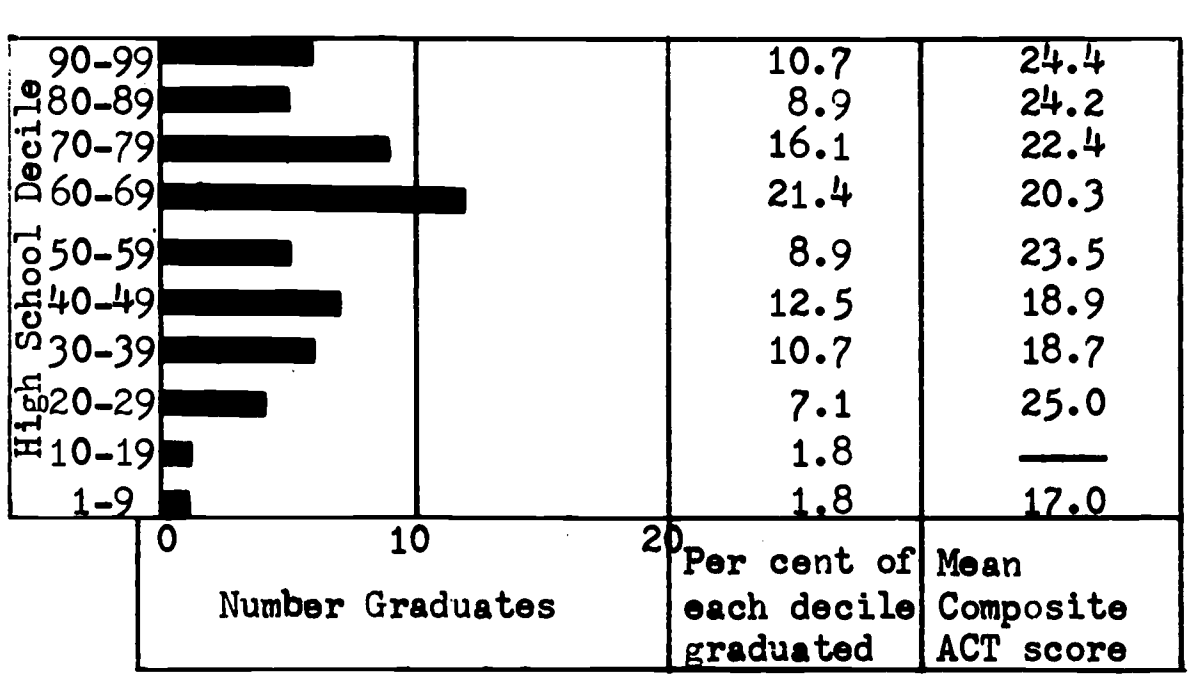


Fig. 12. College of Applied Arts and Science Graduates of Class of 1968 (includes summer session). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 60.2, and the total number of cases is 56.

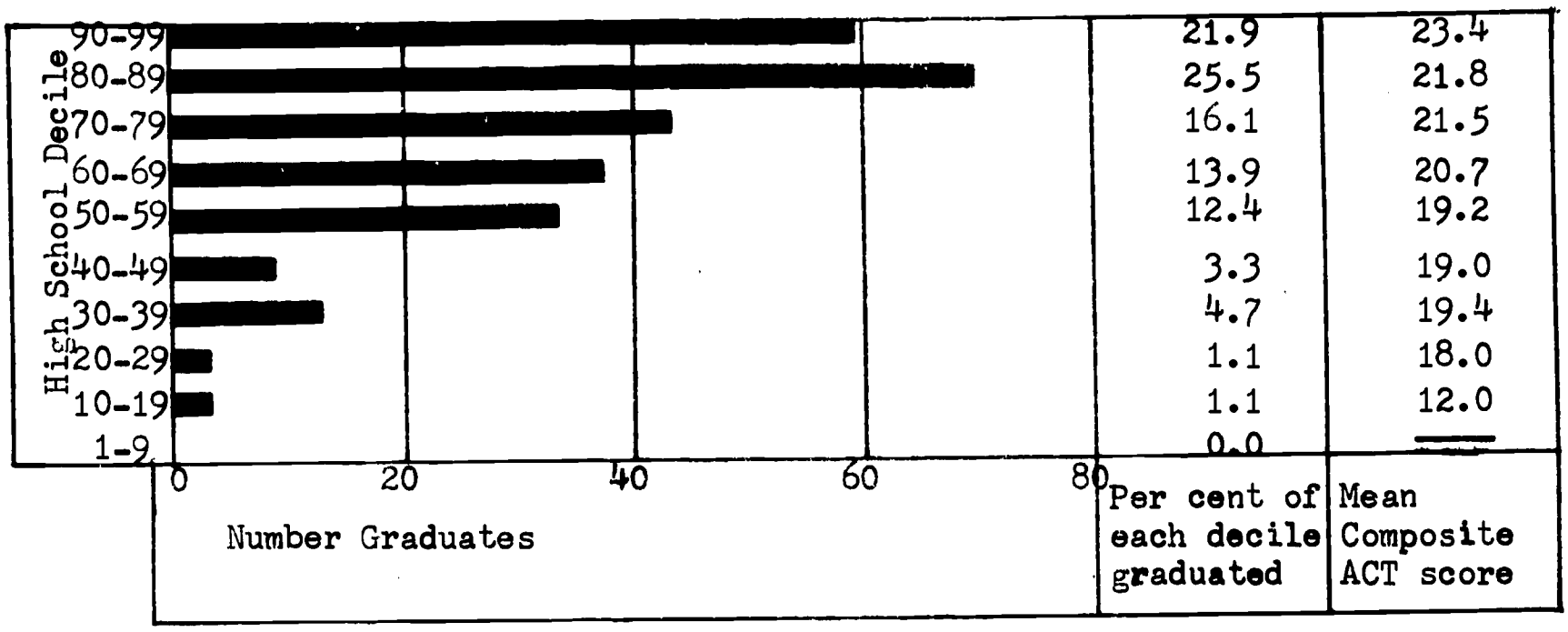


Fig. 13. College of Education Graduates of Class of 1968 (includes summer session). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 74.0, and the total number of cases is 274.

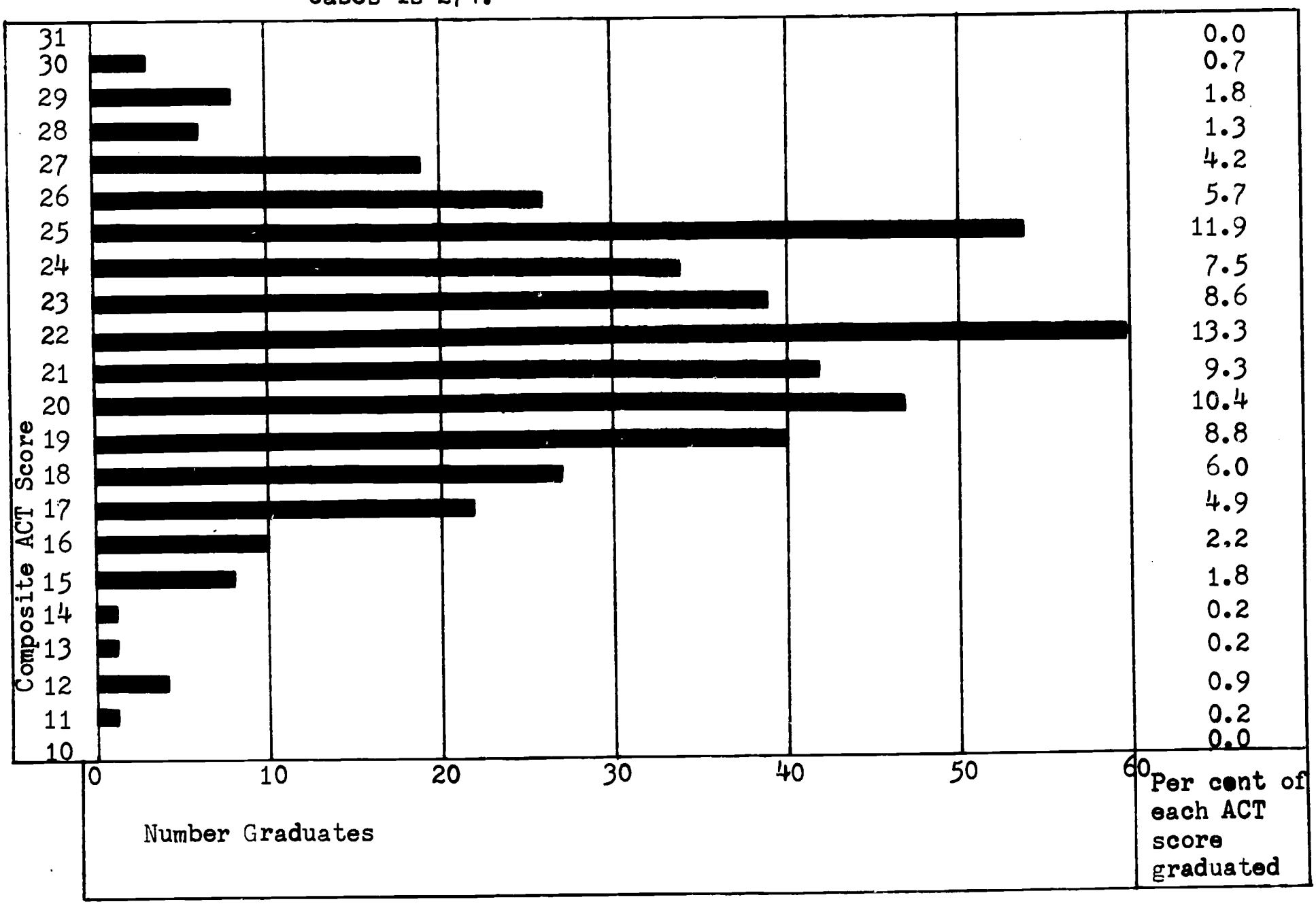


Fig. 14. Total Graduates of Class of 1968 (includes summer session). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 21.84, and the total number of cases is 452.

For the Education graduates, there appears to be a close relationship between high school rank and ACT composite score; the high school 10-19 decile had averaged only 12.0 on the ACT test, while the top decile students had averaged 23.4.

We turn next to the distribution of ACT composite standard scores of the 1968 graduates. These range from 11 to 30, with a mean of 21.84. Figure 14 shows the distribution of the scores of 452 graduates (scores of 130 graduates for whom high school rank is known are not given; some, in fact, never took the ACT battery). The mode centers around 22, and very near the mean. There are only seven scores below 15.

The distribution of ACT scores for Letters and Science graduates of 1968 is pictured in Figure 15. The 172 scores have a mean of 22.57 and a range of 11 to 30. The distribution is somewhat bimodal centering around 22 and 25. There is only one score below 15.

Only 14 scores were obtained for Fine Arts graduates (see Figure 16). These scores range from 16 to 27, with a mean of 20.8.

Similarly, as shown in Figure 17, the Applied Arts and Sciences graduates have 41 scores ranging from 16 to 28, with a mean of 21.46.

Scores are given for 225 College of Education graduates, as shown in Figure 18. These scores range from 12 to 30, have a mean of 21.40, and have a mode of approximately 22. Thus it may be seen that Letters and Science have the highest mean ACT score, followed by Applied Arts and Sciences, Education, and Fine Arts graduates respectively. The spread among the four means is only 1.77 units, or about a third of a standard deviation.

A second sub-population studied consists of the 1969 graduates of semesters I and II, but excluding the summer session graduates. (The publication went to press before the summer session graduation.) Figure 19 displays graphically the proportion of the 609 graduates who had ranked in each decile of the high

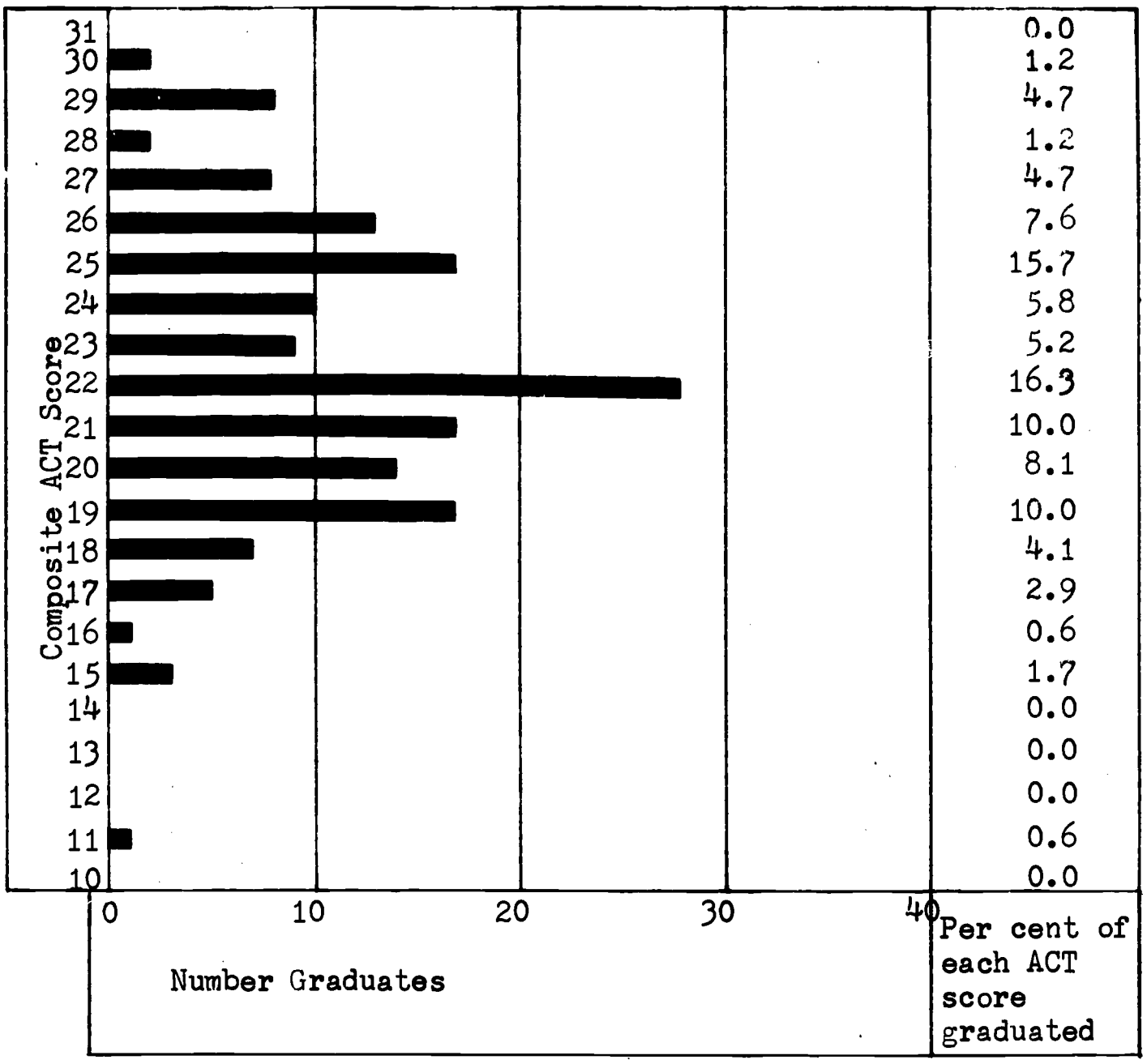


Fig. 15. College of Letters and Science Graduates of Class of 1968 (includes summer session). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 22.57, and the total number of cases is 172.

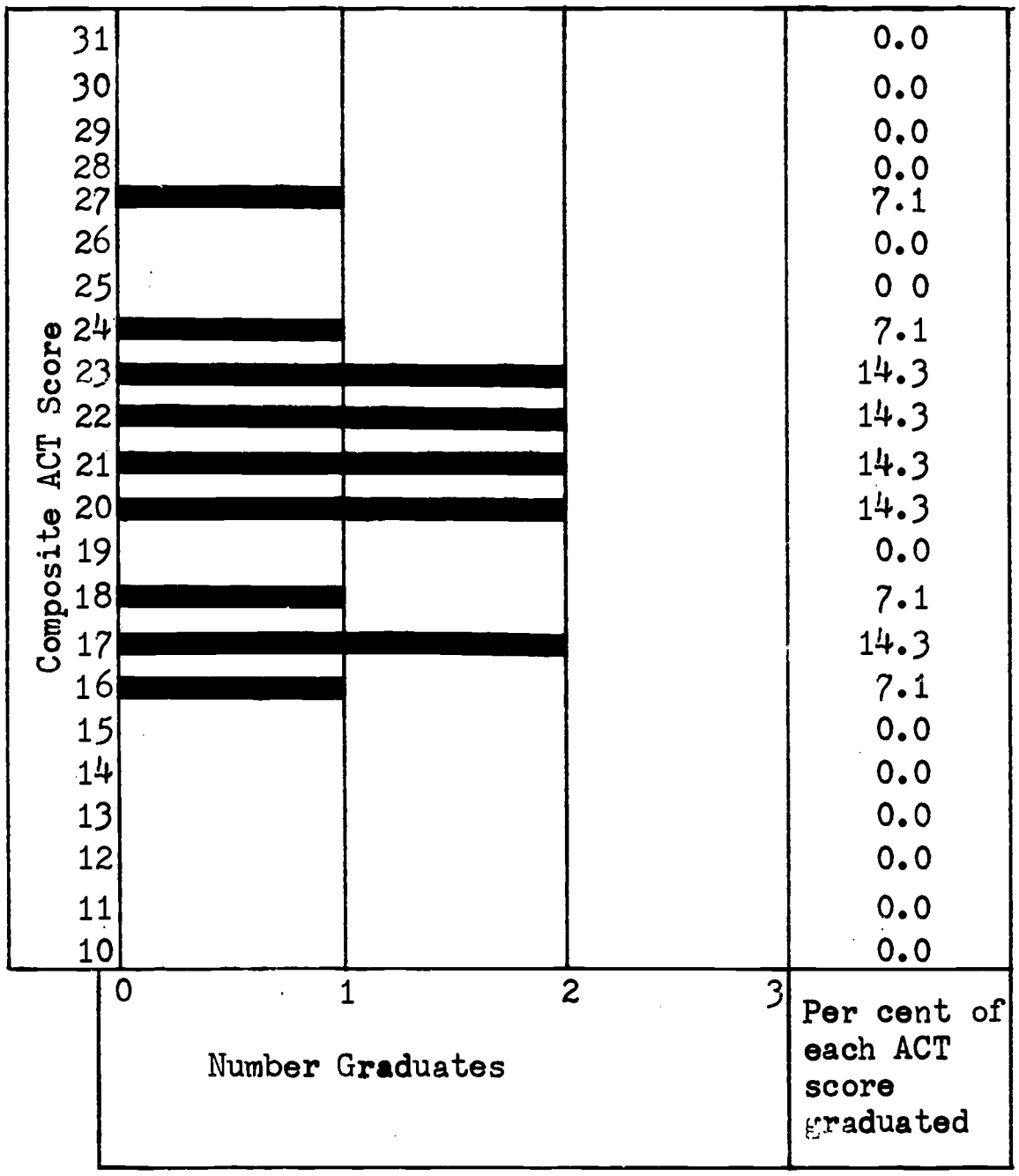


Fig. 16. College of Fine Arts Graduates of Class of 1968 (includes summer session). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 20.8, and the total number of cases is 14.

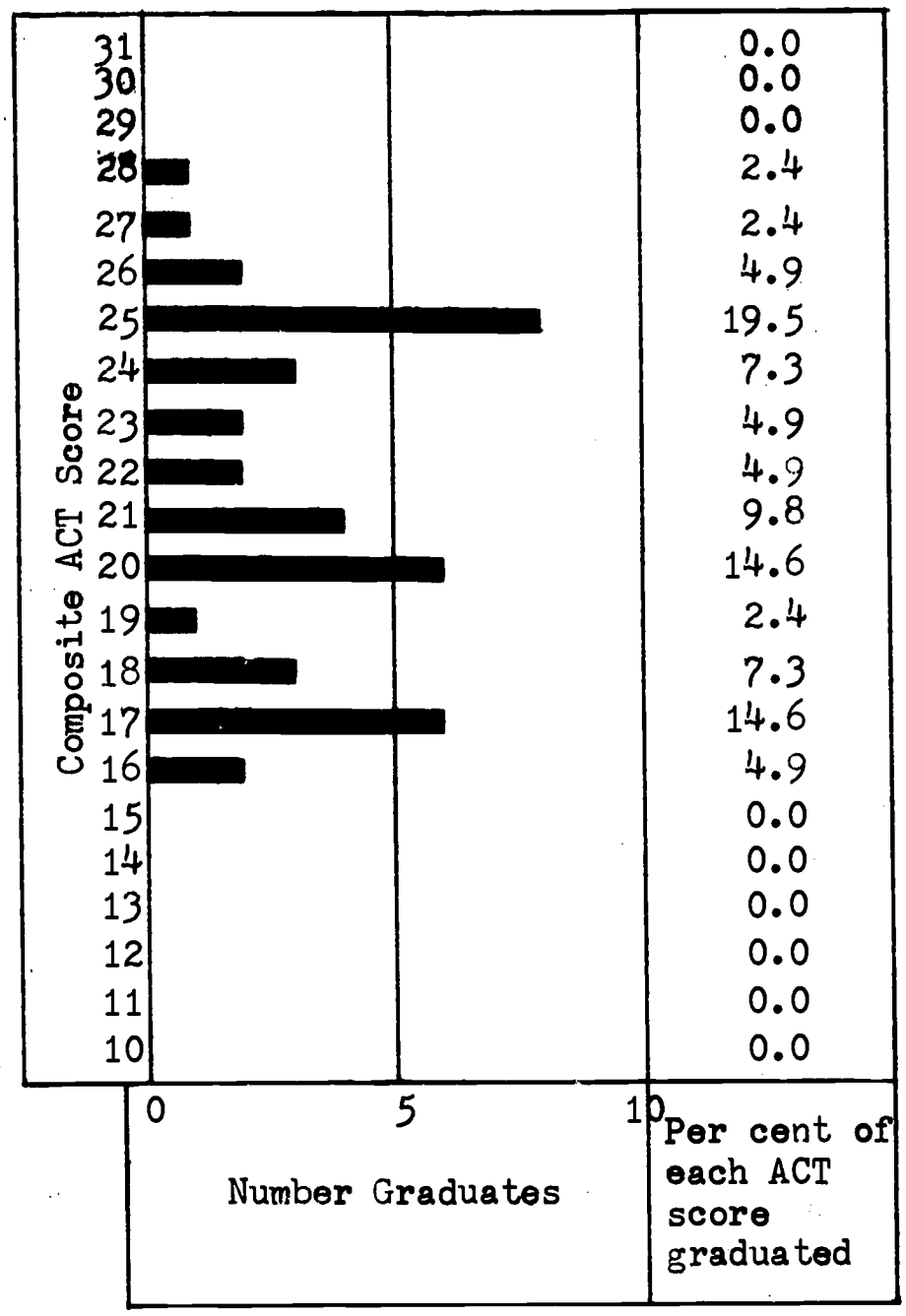


Fig. 17. College of Applied Arts and Science Graduates of Class of 1968 (includes summer session). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 21.46, and the total number of cases is 41.

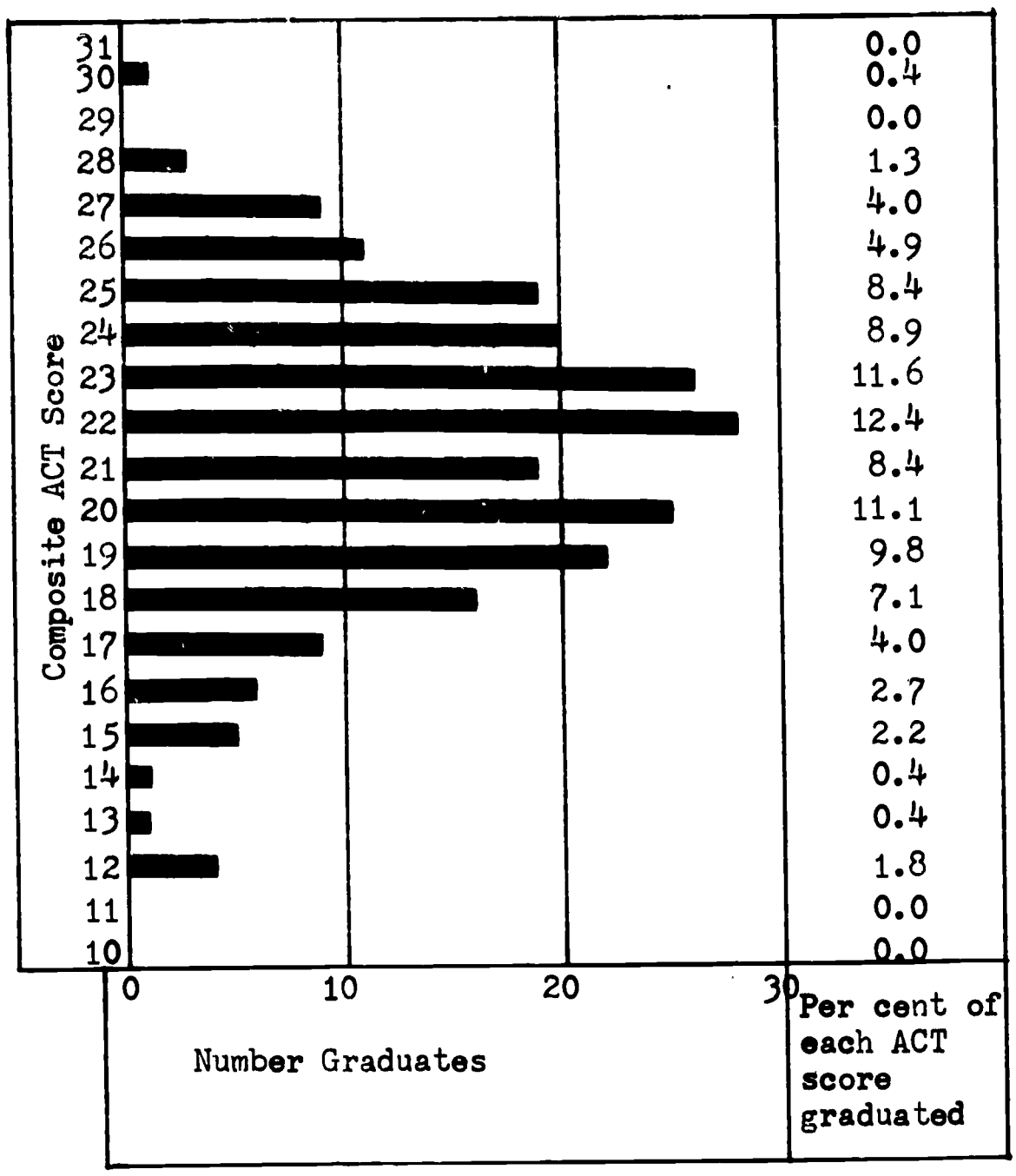


Fig. 18. College of Education Graduates of Class of 1968 (includes summer session). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 21.40, and the total number of cases is 225.

school class. The distribution is sharply skewed negatively; the mode is the 90-99 decile, which includes about 20 per cent of the graduates. Approximately 81.1 per cent of these graduates had ranked in the upper half of their high school class.

The 249 Letters and Science graduates had an averaged high school percentile rank of 59.7, with the 60-69 decile as the mode. About 73.5 per cent had finished in the upper half of the high school class. We may observe that the ACT composite standard score means were closely related to high school rank, since they ranged from 17.0 for the lowest decile to 27.0 for the highest decile.

The eleven Fine Arts graduates had an averaged high school percentile rank of 59.5, similar to the average of Letters and Science graduates. As shown in Figure 21, these graduates have no one who ranked lower than the 20-29 high school decile.

A very similar spread in high school ranks is shown for Applied Arts and Sciences graduates in Figure 22. The averaged percentile rank of these 87 graduates was 66.4. Seventy-seven per cent of them had finished in the upper half of the high school class. We may also note that the mean ACT score for six graduates in the 30-39 high school decile was 19.2, while the ACT mean for 11 graduates in the 90-99 decile was 24.6.

None of the 262 Education graduates had ranked below the 20-29 decile in high school. A glance at Figure 23 shows the excellence of this group in high school rank. The mean is 77.1, and the mode is the top decile which includes 80 graduates, or 30.5 per cent of the distribution. Only 22 of these graduates had come from the lower half of the high school class; the 240 in the upper half constitute 91.6 per cent of the total.

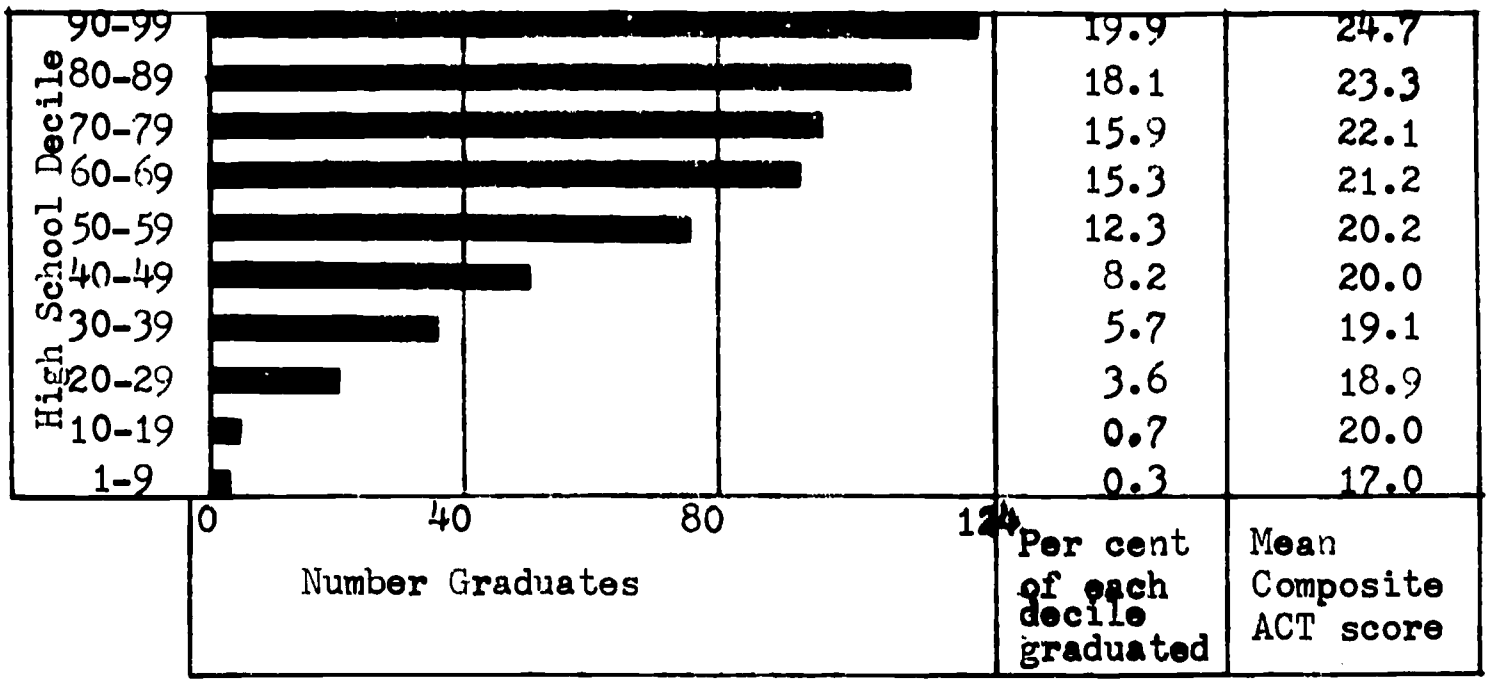


Fig. 19. Total Graduates of Class of 1969 (does not include summer graduates). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile.

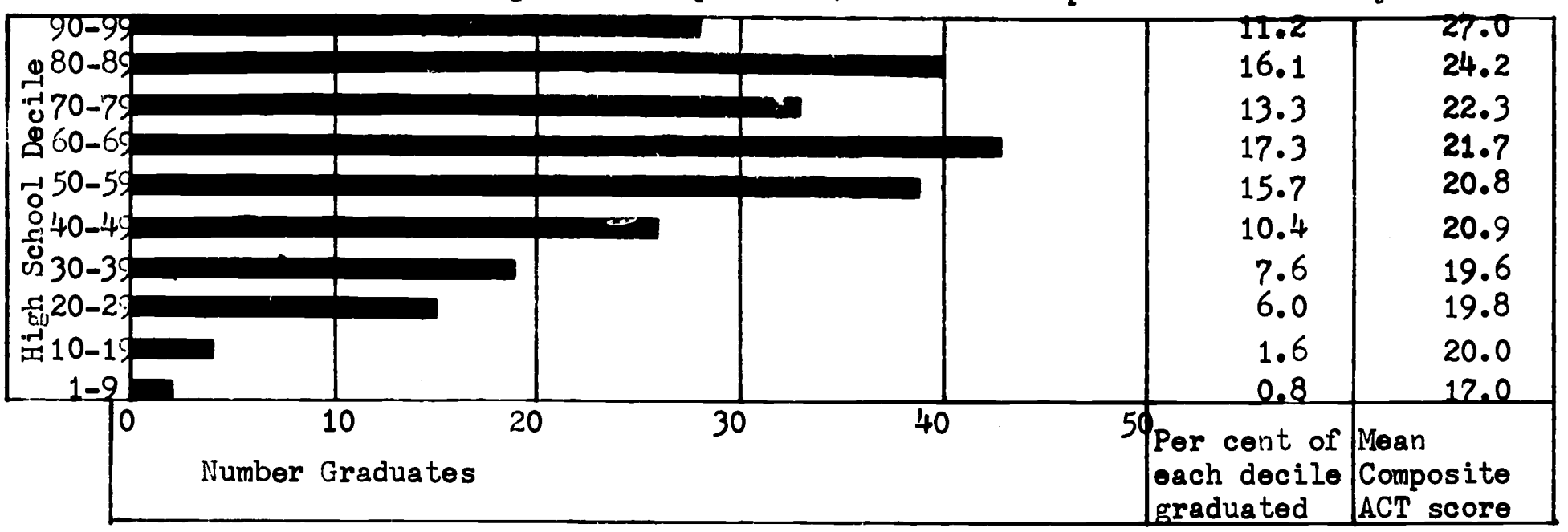


Fig. 20. College of Letters and Science Graduates of Class of 1969 (does not include summer graduates). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 59.7, and the total number of cases is 249.

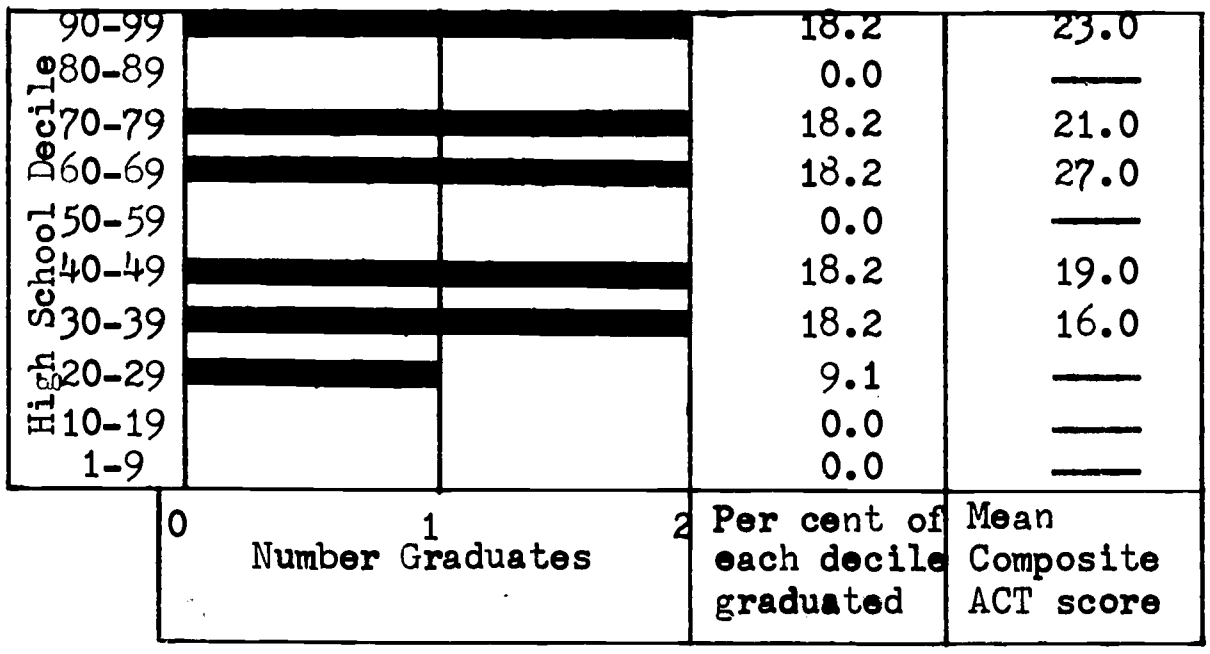


Fig. 21. College of Fine Arts Graduates of Class of 1969 (does not include summer graduates). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile.

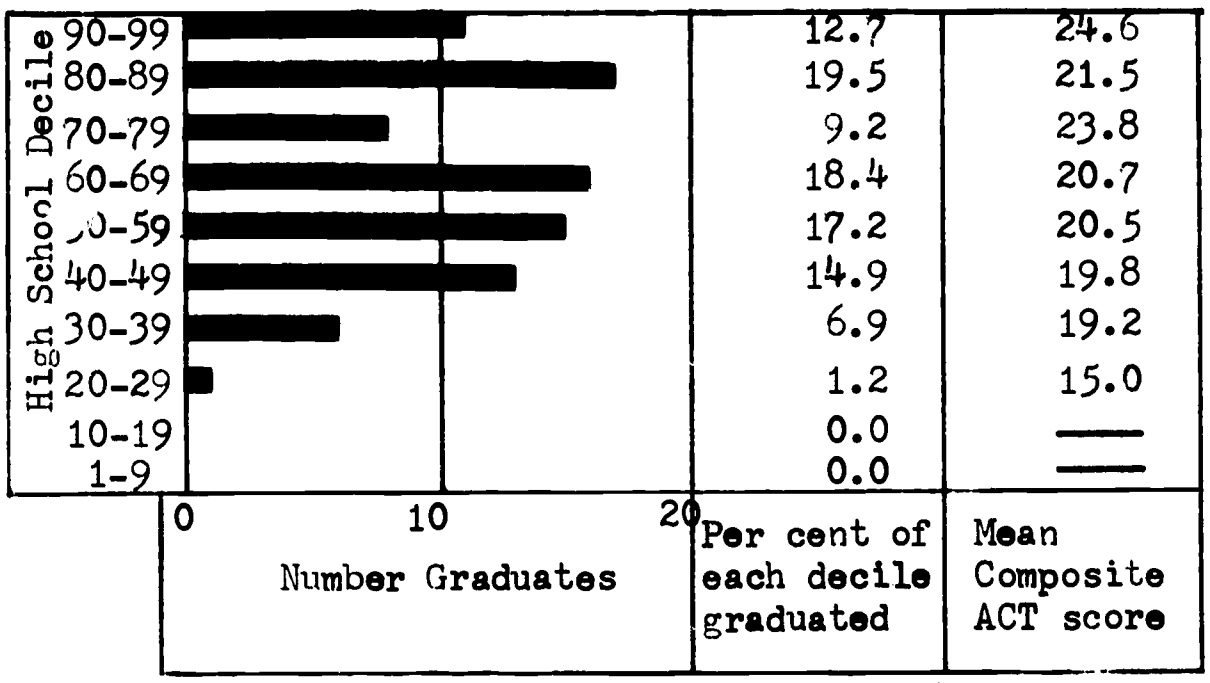


Fig. 22. College of Applied Arts and Science Graduates of Class of 1969 (does not include summer graduates). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 66.4, and the total number of cases is 87.

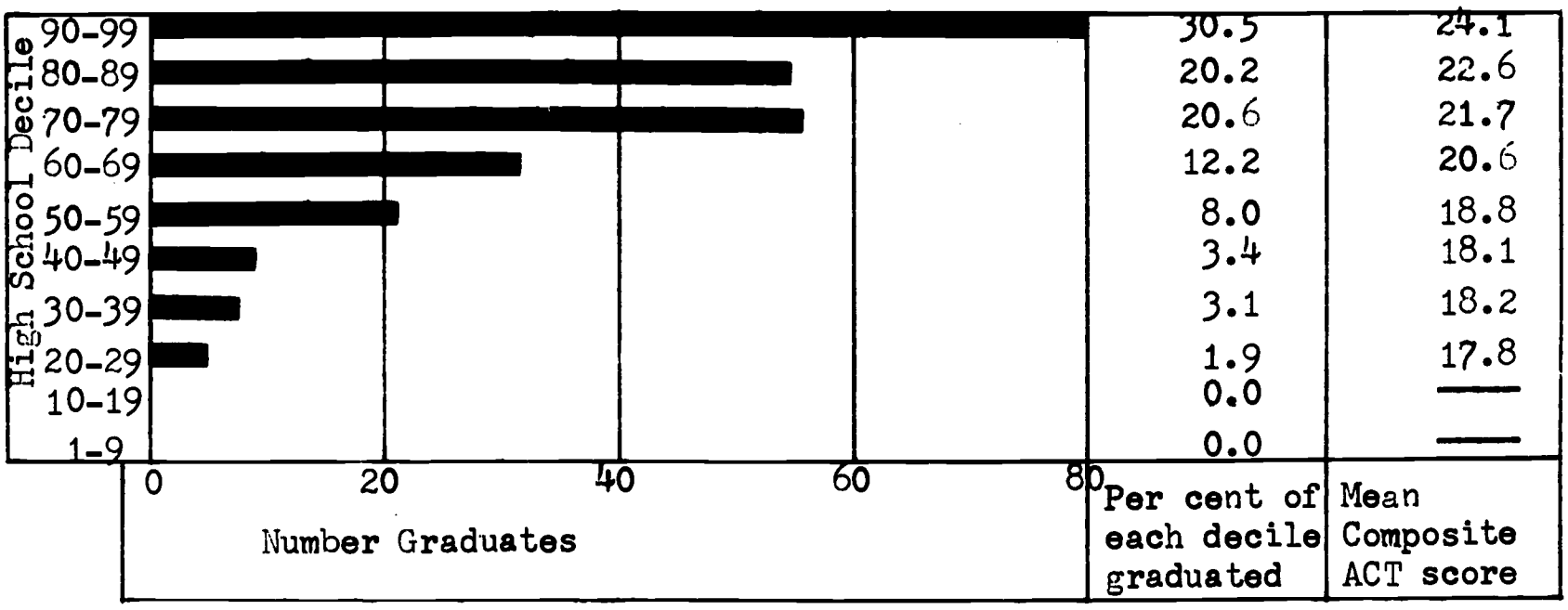


Fig. 23. College of Education Graduates of Class of 1969 (does not include summer graduates). High school decile, number graduated, per cent graduated by decile, and mean composite ACT score by decile. The mean rank is 77.1, and the total number of cases is 262.

Again the mean ACT scores computed by decile of high school rank showed the two measures to be related. The 20-29 decile had an ACT mean of 17.8, while the 90-99 decile had an ACT mean score of 24.1.

A final step in analysis of predictive data is to examine the distributions of composite ACT scores of 1969 graduates. Only 478 graduates had ACT scores available. These scores are distributed as shown in Figure 24. Here we see that the range is from 8 to 30, with a mean of 22.10 and the mode at 23. One cannot help noticing the similarity of the distribution to that of entering freshmen. Even the mean and mode are similar.

Turning to Figure 25, one may observe the distribution of ACT composite standard scores of 189 Letters and Science graduates. The range of these scores is 11 to 30, with the mean at 22.34 and the mode at 22. The distribution is similar to that of Figure 24, except the lowest scores are not included among Letters and Science graduates.

The seven Fine Arts graduates whose ACT score are given (see Figure 26) have ACT scores ranging from 16 to 28, with a mean of 21.43. Again we see similarity to the score distributions for Applied Arts and Sciences graduates as shown in Figure 27. The latter group averaged 21.68 on the ACT test, with a range of 15 to 28.

College of Education graduates appear to have the widest range and general spread in scores: the lowest scores in Figure 28 are ACT composite scores of 8 and 10. Yet there were three scores of 30. The mean score is 22.05 and the mode is 23 for the 209 scores reported. It should be remembered that 131 of the graduates for whom high school ranks are given have no ACT scores available.

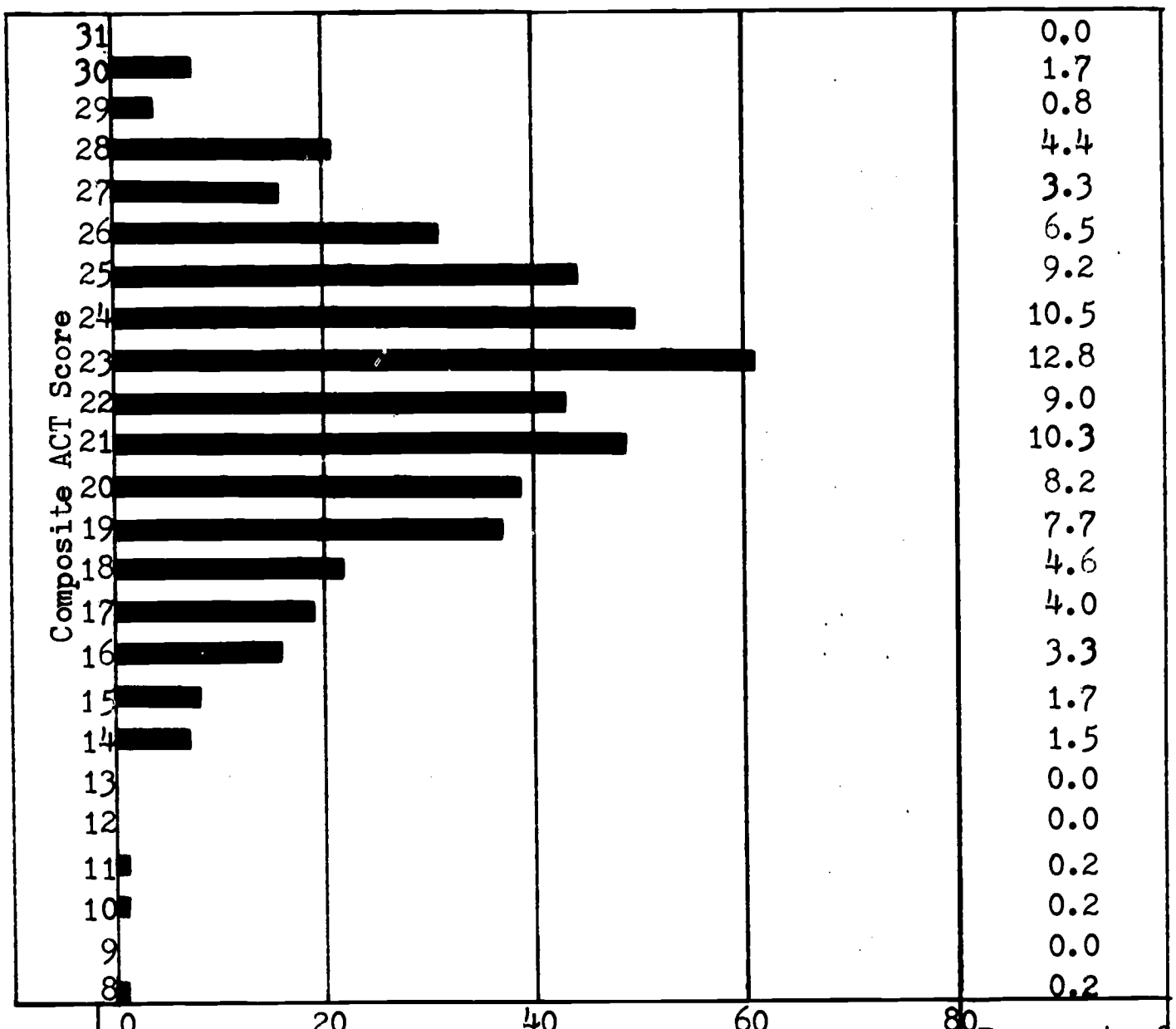


Fig. 24. Total Graduates of Class of 1969 (does not include summer graduates). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 22.10, and the total number of cases is 478.

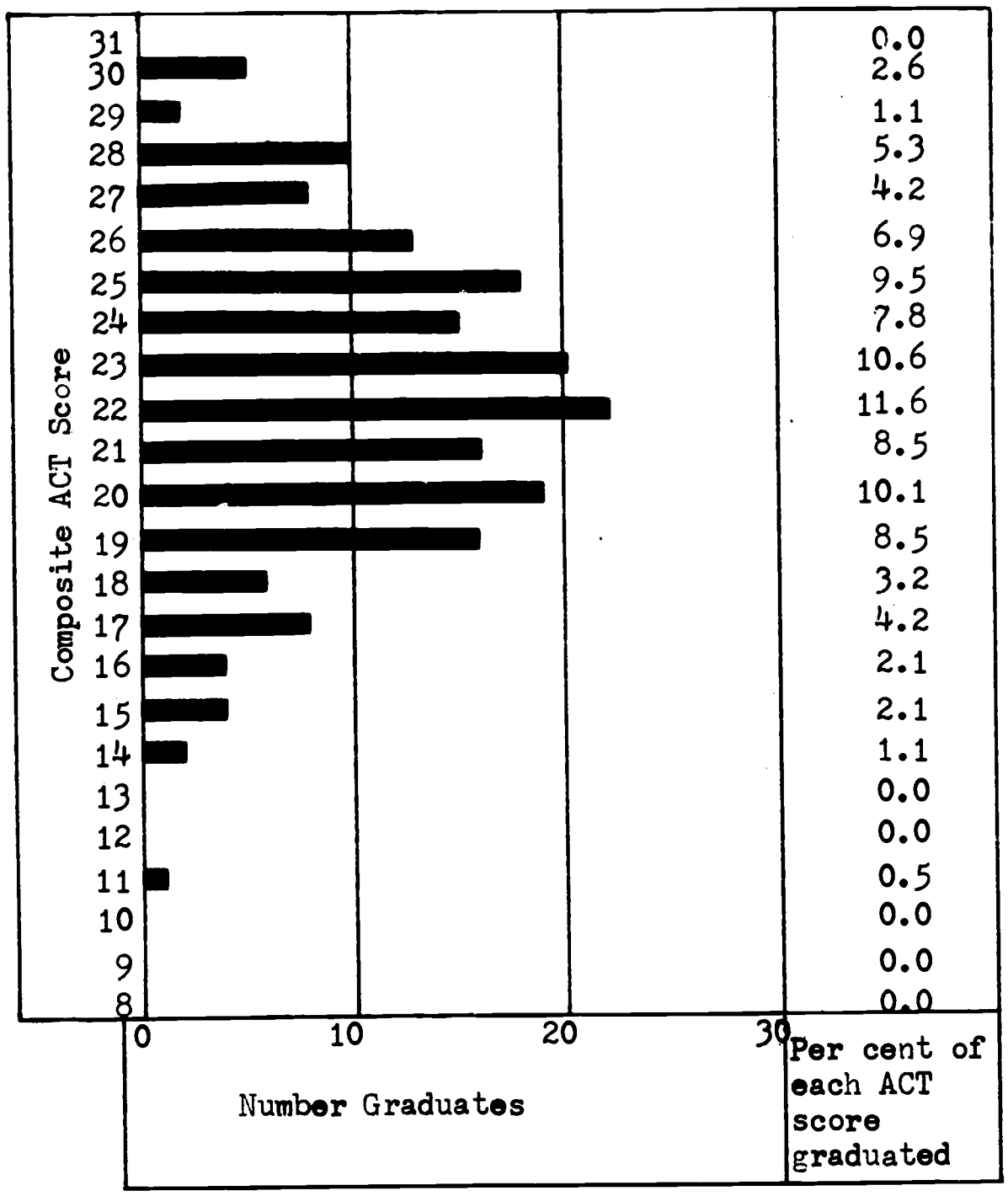


Fig. 25. College of Letters and Science Graduates of Class of 1969 (does not include summer graduates). Composite ACT score, number graduated and per cent graduated of each ACT score. The mean rank is 22.34, and the total number of cases is 189.

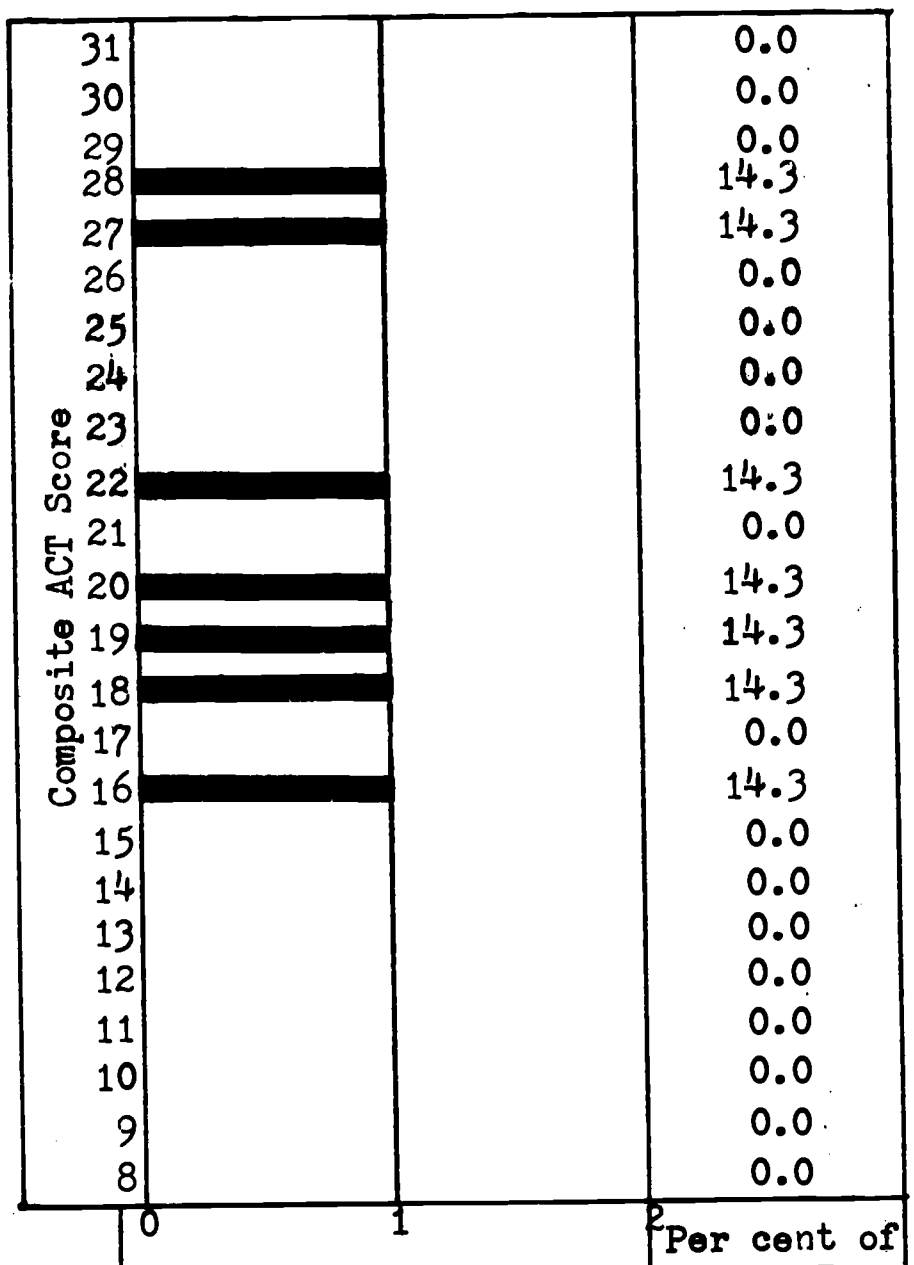


Fig. 26. College of Fine Arts Graduates of Class of 1969 (does not include summer graduates). Composite ACT scores, number graduated, and per cent graduated of each ACT score. The mean rank is 21.43, and the total number of cases is 7.

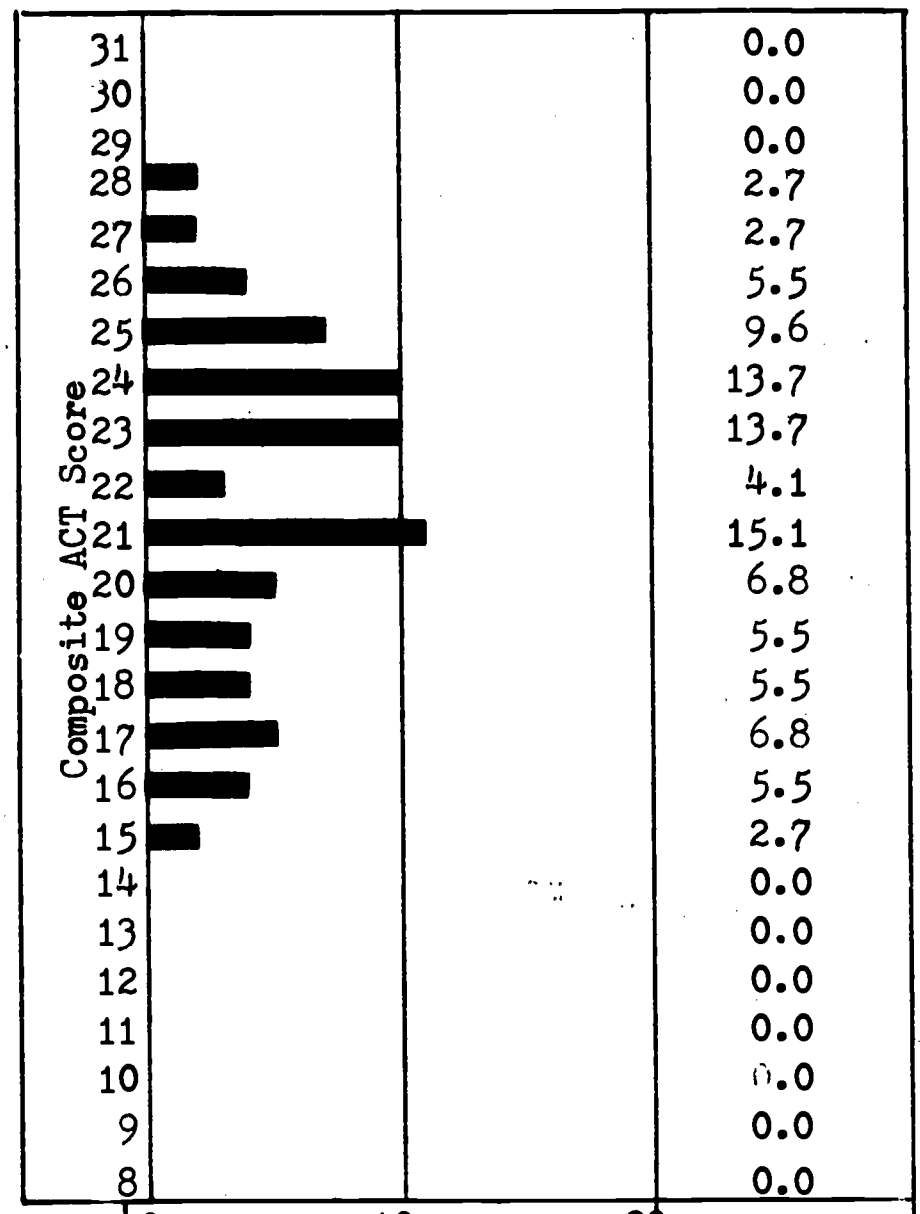


Fig. 27. College of Applied Arts and Science Graduates of Class of 1969 (does not include summer graduates). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 21.68, and the total number of cases is 73.

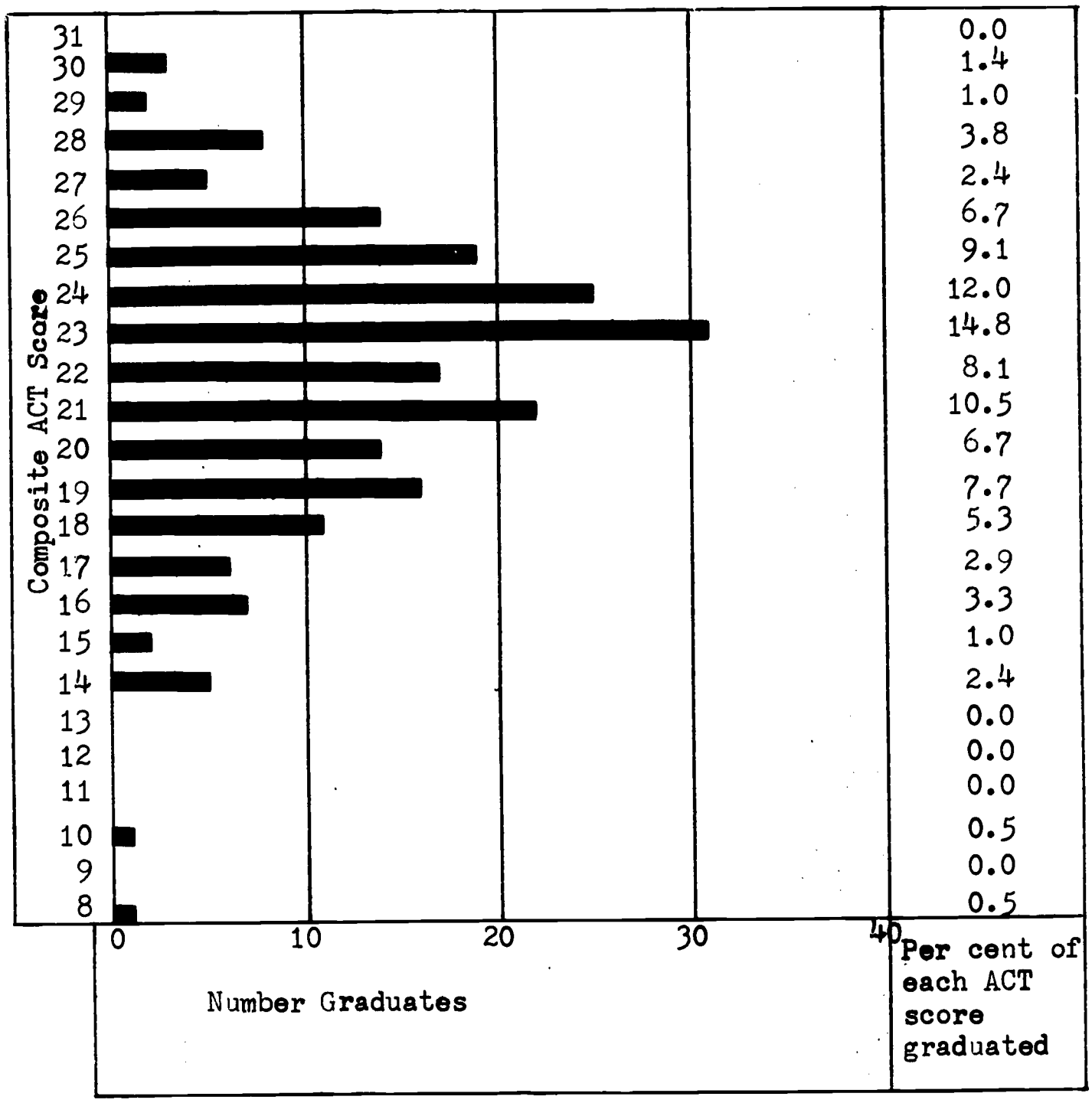


Fig. 28. College of Education Graduates of Class of 1969 (does not include summer graduates). Composite ACT score, number graduated, and per cent graduated of each ACT score. The mean rank is 22.05, and the total number of cases is 209.

## Summary and Conclusions

This study was undertaken in an attempt to determine the usefulness of two measures of student quality in predicting which WSU-Stevens Point students will remain in school for two semesters, and which students will graduate. High school percentile ranks were available for 2172 freshmen who entered WSU-SP in the fall of 1968. These entering freshmen had an averaged high school percentile rank of 61.3. By the end of two semesters, 424 of them, or 19.5 per cent had been dropped for academic failure. Those dropped had high school percentile ranks averaging 43.7, while those remaining had percentile ranks averaging 65.6. Those from the lowest three deciles of the high school class had an academic mortality rate in excess of 48 per cent. Only 1.4 per cent of those from the top decile of the high school class had been dropped. The weakest students were those dropped at the end of the first semester. Most of the students dropped after two semesters had come from the lower half of the high school class. Thus the high school percentile rank is a good predictor of who will remain in school after two semesters.

ACT composite standard scores were available for 2068 of these entering freshmen. The average ACT score was 21.28. Those suspended for academic reasons by the end of two semesters averaged 19.40, and those remaining averaged 21.72. A suspension rate of 20 per cent or more was observable for all groups of ACT scores below 23. But relatively few students were suspended who had ACT composite scores of 23 or higher. Thus it is apparent that ACT scores are very limited predictors of academic suspension in the first two semesters. One student with a score of 7 survived.

The high school ranks and ACT scores of recent graduates support the conclusions given above. The 582 graduates had an averaged high school percentile rank of 69.4, whereas entering freshmen of 1968 averaged 61.3, and the entering class of 1965-66 averaged 59.5. Although a third of entering freshmen come

from the lower half of the high school class, only 14.3 per cent of the 1968 graduates were from the lower one-half of the class.

The high school ranks of the 1969 graduates also contrast with those of entering freshmen. The mean percentile rank of 1969 graduates, exclusive of summer session graduates, is 69.6. Approximately 81.1 per cent came from the upper half of the high school class.

There are observable differences among the four colleges in the percentile rank distributions of their graduates. Education graduates clearly had ranked higher in their high school classes, on the average, than did graduates of other colleges.

The ACT scores of 1968 graduates (only 452 scores available) averaged 21.84 - slightly higher than the average for incoming freshmen. The 1969 graduates averaged 22.10, slightly higher than the 1968 mean, but still not much above the average score of incoming freshmen. Graduates of the College of Letters and Science had the highest average ACT scores.

On the basis of available evidence it must be concluded that the ACT scores are not very indicative of which entering students will obtain degrees. On the other hand the high school percentile rank is more closely related to college success. It does not seem advisable to use ACT scores as <u>the</u> criterion for entrance to WSU-Stevens Point.

There is evidence that the weakest students are those dropped after one semester in school. One question concerning admission standards remains to be answered: Is it reasonable to retain students with a 0.75 GPA after one semester, and then expect them to achieve an average of 1.80 after two semesters? In order to answer this question, we need to know what proportion of entering freshmen, dropped the second semester, will eventually graduate. Could it be that the cut off point for drops after one semester is too low, or that the cut off point for drops after two semesters is too high?