

**Student Admissions Exceptions Report
Fall 2003**

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Fall 2003 Admissions Exceptions Report

Executive Summary

The University of Missouri's admissions policy makes provision for the admittance of students who do not meet the regular admissions criteria. The *Fall 2003 Admissions Exceptions Report* is a series of tables that summarize the trends in the University's exceptions policy in three key areas: 1) The percentage of students not meeting the regular admissions criteria; 2) The nature of deficiencies for students not meeting the standard admissions criteria; and 3) The success and retention rates of students meeting the standard admissions criteria compared to students admitted under the exceptions policy. Table 1 shows the change in the number and type of admission exceptions to current University of Missouri admissions policy from Fall 1999 to Fall 2003. Table 2 shows the exceptions to the less rigorous admissions standards of the Missouri Coordinating Board of Higher Education. Table 3 shows the success and retention rates of Fall 2002 freshmen enrolled at the University and compares these figures based on current University of Missouri and CBHE policies. Table 4 shows the relationship of standard admissions criteria to performance of freshmen from Fall 1998 to Fall 2002.

The highlights of this report include:

Seventy-six percent (76%) of all first-time, degree-seeking, full-time freshmen enrolled at the University of Missouri during the fall of 2003 met the standard University of Missouri admissions criteria. The majority of students that did not meet the standard criteria were deficient in the high school core course requirement only (Table 1).

Eighty-seven percent (87%) of all Fall 2002 freshmen enrolled at the University of Missouri achieved a minimum grade point average of 2.0 during the academic year. Students that met the standard admissions criteria had a higher success rate than students admitted as exceptions. Ninety-one percent (91%) of students that met the standard criteria were successful, while the success rate of students admitted as exceptions was 75% (Table 3).

The overall retention rate from Fall 2002 to Fall 2003 at the University of Missouri was 82%. Students that met the standard criteria were more likely to return than students that were admitted as exceptions (Table 3).

The overall freshman success and retention rates slightly increased from the fall of 1998 to fall of 2002 (Table 4).

Admissions Policy

Effective fall of 1997, the criteria for regular, full-time admission of recent high school graduates require completion of 17 units of high school credit and a combination of percentile rank in graduating class and ACT (or SAT) test score consistent with the Coordinating Board for Higher Education's selective category. The 17 units required by the University of Missouri include 4 English, 1 fine arts, 2 foreign language, 4 mathematics, 3 science and 3 social studies. The University's policy is more rigorous than the Coordinating Board for Higher Education's standards in that the University requires two foreign language units, one additional unit of mathematics, and one additional unit of science. The University and the Coordinating Board share common requirements for test score and class rank. Both require an ACT or SAT equivalent of at least 24 or a combination of ACT percentile rank and percentile rank in graduating class of at least 120.

The policies of both the University and the Coordinating Board make provision for admitting students who do not meet standard criteria. Specifically, both allow an exception rate of 10%. The University's exception rate applies to both test score and rank or core course requirements. The Coordinating Board's exception policy applies only to test score and rank. The Coordinating Board expects all regularly admitted students to meet core requirements. Both policies apply to full-time, first-time, degree seeking students. It should also be noted that the required combined percentile total of 120 is a minimum requirement.

Caveats

University policies apply to admitted students but campus performance is measured in this report according to the characteristics of enrolling students. Not all admitted students enroll and admissions professional might be well within policy targets for admitted students but appear to miss the target when actual enrollments are tallied.

The decision to admit or deny admission to an applicant is made with partial information, usually months before the student's graduation from high school. It is not unusual for students to report a planned academic program that meets requirements and then fail to follow that plan. The University does not know of the change in behavior until it receives a final transcript and might not receive a final transcript until after the student has enrolled.

Technical Notes

The term exception is used to identify students not meeting each and every component of the required combination of ACT test score and high school rank and core course distribution for regular admission. Many students classified as exceptions were admitted because they presented strong credentials in most respects or offered other measures predicting likely success.

A successful student is defined as a student that was enrolled as a first-time, degree-seeking, full-time freshman during Fall 2002 and either: 1) was enrolled only in the fall and had a minimum grade point average (GPA) of 2.0 on a 4.0 scale at the end of the fall semester; or 2) was also enrolled in the spring (full-time or part-time) and had a minimum cumulative GPA of 2.0 at the end of the academic year.

Please note that all students that were successful were not necessarily retained for the fall semester. At the same time, all students that were retained for the fall semester were not necessarily successful during the previous academic year. For example, a student with a GPA greater than 2.0 may not have returned for the fall semester. On the other hand, a student that had a GPA below 2.0 may have returned for the fall semester.

Table 1: Fall 2003 Exceptions to Current University of Missouri Admissions Policy

Fall 1999

Fall 2000

Fall 2001

Fall 2002

Fall 2003

University of Missouri - COLUMBIA

University of Missouri - KANSAS CITY

Table 1: Fall 2003 Exceptions to Current University of Missouri Admissions Policy

Fall 1999

Fall 2000

Fall 2001

Fall 2002

Fall 2003

University of Missouri - ROLLA

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University of Missouri - ST. LOUIS

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Table 1: Fall 2003 Exceptions to Current University of Missouri Admissions Policy

| Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 |
|-----------|-----------|-----------|-----------|-----------|
|-----------|-----------|-----------|-----------|-----------|

**U Missouri
1997**

| | | | | | | | | | | |
|-------------------------------------------------------------|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|
| Enrolled first-time, degree-seeking, full-time students | 3,525 | | 3,670 | | 3,658 | | 3,982 | | 4,147 | |
| Meeting Standard Criteria | 3,160 | 90% | 3,327 | 91% | 3,259 | 89% | 3,498 | 88% | 3,639 | 88% |
| Exceptions | 365 | 10% | 343 | 9% | 399 | 11% | 484 | 12% | 508 | 12% |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 100 | 3% | 109 | 3% | 144 | 4% | 172 | 4% | 177 | 4% |
| (b) High school percentile rank and ACT only | 251 | 7% | 210 | 6% | 225 | 6% | 279 | 7% | 295 | 7% |
| (c) Both high school core course(s) and HS%/ACT% | 14 | 0% | 24 | 1% | 30 | 1% | 33 | 1% | 36 | 1% |
| (a+c) Total high school core exceptions | 114 | 3% | 133 | 4% | 174 | 5% | 205 | 5% | 213 | 5% |
| (b+c) Test score and high school percentile rank exceptions | 265 | 8% | 234 | 6% | 255 | 7% | 312 | 8% | 331 | 8% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 34 | 1% | 53 | 1% | 66 | 2% | 103 | 3% | 91 | 2% |
| Fine Arts | 56 | 2% | 64 | 2% | 80 | 2% | 83 | 2% | 96 | 2% |
| Foreign Language | | | | | | | | | | |
| Math | 16 | 0% | 24 | 1% | 25 | 1% | 37 | 1% | 35 | 1% |
| Science | 0 | | 17 | 0% | 12 | 0% | 20 | 1% | 21 | 1% |
| Social Studies | 16 | 0% | 43 | 1% | 31 | 1% | 50 | 1% | 55 | 1% |
| Electives: Based only on sum and may mislead | 4 | 0% | 25 | 1% | 24 | 1% | 34 | 1% | 38 | 1% |

| | | | | | | | | | | |
|-------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Enrolled first-time, degree-seeking, full-time students | 584 | | 609 | | 677 | | 653 | | 646 | |
| Meeting Standard Criteria | 494 | 85% | 476 | 78% | 484 | 71% | 465 | 71% | 464 | 72% |
| Exceptions | 90 | 15% | 133 | 22% | 193 | 29% | 188 | 29% | 182 | 28% |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 26 | 4% | 22 | 4% | 39 | 6% | 24 | 4% | 19 | 3% |
| (b) High school percentile rank and ACT only | 56 | 10% | 96 | 16% | 124 | 18% | 134 | 21% | 147 | 23% |
| (c) Both high school core course(s) and HS%/ACT% | 8 | 1% | 15 | 2% | 30 | 4% | 30 | 5% | 16 | 2% |
| (a+c) Total high school core exceptions | 34 | 6% | 37 | 6% | 69 | 10% | 54 | 8% | 35 | 5% |
| (b+c) Test score and high school percentile rank exceptions | 64 | 11% | 111 | 18% | 154 | 23% | 164 | 25% | 163 | 25% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 13 | 2% | 13 | 2% | 21 | 3% | 23 | 4% | 9 | 1% |
| Fine Arts | 17 | 3% | 12 | 2% | 37 | 5% | 19 | 3% | 12 | 2% |
| Foreign Language | | | | | | | | | | |
| Math | 11 | 2% | 12 | 2% | 17 | 3% | 17 | 3% | 9 | 1% |
| Science | 4 | 1% | 1 | 0% | 11 | 2% | 5 | 1% | 1 | 0% |
| Social Studies | 7 | 1% | 3 | 0% | 18 | 3% | 12 | 2% | 7 | 1% |
| Electives: Based only on sum and may mislead | 5 | 1% | 6 | 1% | 17 | 3% | 8 | 1% | 8 | 1% |

| | | | | | | | | | | |
|-------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Enrolled first-time, degree-seeking, full-time students | 655 | | 635 | | 611 | | 744 | | 837 | |
| Meeting Standard Criteria | 555 | 85% | 542 | 85% | 520 | 85% | 617 | 83% | 691 | 83% |
| Exceptions | 100 | 15% | 93 | 15% | 91 | 15% | 127 | 17% | 146 | 17% |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 86 | 13% | 78 | 12% | 50 | 8% | 102 | 14% | 90 | 11% |
| (b) High school percentile rank and ACT only | 13 | 2% | 12 | 2% | 32 | 5% | 20 | 3% | 39 | 5% |
| (c) Both high school core course(s) and HS%/ACT% | 1 | 0% | 3 | 0% | 9 | 1% | 5 | 1% | 17 | 2% |
| (a+c) Total high school core exceptions | 87 | 13% | 81 | 13% | 59 | 10% | 107 | 14% | 107 | 13% |
| (b+c) Test score and high school percentile rank exceptions | 14 | 2% | 15 | 2% | 41 | 7% | 25 | 3% | 56 | 7% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 32 | 5% | 31 | 5% | 30 | 5% | 43 | 6% | 39 | 5% |
| Fine Arts | 56 | 9% | 33 | 5% | 30 | 5% | 78 | 10% | 66 | 8% |
| Foreign Language | | | | | | | | | | |
| Math | 1 | 0% | 2 | 0% | 6 | 1% | 28 | 4% | 23 | 3% |
| Science | 1 | 0% | | | 4 | 1% | 23 | 3% | 13 | 2% |
| Social Studies | 13 | 2% | 24 | 4% | 17 | 3% | 39 | 5% | 42 | 5% |
| Electives: Based only on sum and may mislead | 3 | 0% | 9 | 1% | 9 | 1% | 27 | 4% | 21 | 3% |

| | | | | | | | | | | |
|-------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Enrolled first-time, degree-seeking, full-time students | 491 | | 458 | | 452 | | 369 | | 424 | |
| Meeting Standard Criteria | 355 | 72% | 336 | 73% | 347 | 77% | 266 | 72% | 291 | 69% |
| Exceptions | 136 | 28% | 122 | 27% | 105 | 23% | 103 | 28% | 133 | 31% |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 20 | 4% | 41 | 9% | 23 | 5% | 27 | 7% | 52 | 12% |
| (b) High school percentile rank and ACT only | 105 | 21% | 67 | 15% | 67 | 15% | 59 | 16% | 63 | 15% |
| (c) Both high school core course(s) and HS%/ACT% | 11 | 2% | 14 | 3% | 15 | 3% | 17 | 5% | 18 | 4% |
| (a+c) Total high school core exceptions | 31 | 6% | 55 | 12% | 38 | 8% | 44 | 12% | 70 | 17% |
| (b+c) Test score and high school percentile rank exceptions | 116 | 24% | 81 | 18% | 82 | 18% | 76 | 21% | 81 | 19% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 12 | 2% | 36 | 8% | 21 | 5% | 35 | 9% | 41 | 10% |
| Fine Arts | 5 | 1% | 16 | 3% | 8 | 2% | 6 | 2% | 22 | 5% |
| Foreign Language | | | | | | | | | | |
| Math | 12 | 2% | 15 | 3% | 7 | 2% | 6 | 2% | 13 | 3% |
| Science | 0 | | 4 | 1% | 5 | 1% | 2 | 1% | 5 | 1% |
| Social Studies | 10 | 2% | 10 | 2% | 14 | 3% | 8 | 2% | 14 | 3% |
| Electives: Based only on sum and may mislead | 2 | 0% | 5 | 1% | 4 | 1% | 4 | 1% | 5 | 1% |

Table 3: Relationship of Standard Admissions Criteria to Performance of Fall 2002 Freshmen

| Cohort | U of Missouri Policy success fu7 | Cohort | CBHE Policy | success fu7 GPA > |
|--------|-------------------------------------|--------|-------------|----------------------|
|--------|-------------------------------------|--------|-------------|----------------------|

Table 3: Relationship of Standard Admissions Criteria to Performance of Fall 2002 Freshmen

| U of Missouri Policy | | | CBHE Policy | | |
|----------------------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|
| Cohort | Successful (GPA >2.0) | Returned for 2nd Year | Cohort | Successful (GPA >2.0) | Returned for 2nd Year |

| | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> |
|-------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Enrolled first-time, degree-seeking, full-time students | 85 | 87 | 88 | 87 | 88 | 83 | 83 | 85 | 84 | 84 |
| Meeting Standard Criteria | 88 | 90 | 90 | 91 | 91 | 85 | 85 | 87 | 86 | 87 |
| Exceptions | 68 | 74 | 75 | 71 | 74 | 73 | 74 | 76 | 73 | 74 |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 71 | 78 | 79 | 76 | 78 | 75 | 76 | 77 | 76 | 76 |
| (b) High school percentile rank and ACT only | 65 | 76 | 75 | 67 | 70 | 76 | 77 | 77 | 68 | 75 |
| (c) Both high school core course(s) and HS%/ACT% | 57 | 50 | 56 | 58 | 62 | 63 | 55 | 63 | 68 | 65 |
| (a+c) Total high school core exceptions | 69 | 73 | 75 | 72 | 75 | 73 | 73 | 75 | 74 | 74 |
| (b+c) Test score and high school percentile rank exceptions | 63 | 69 | 69 | 64 | 68 | 72 | 71 | 73 | 68 | 72 |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 77 | 53 | 62 | 59 | 74 | 73 | 56 | 70 | 65 | 72 |
| Fine Arts | 81 | 82 | 81 | 88 | 83 | 86 | 75 | 86 | 83 | 81 |
| Foreign Language | 82 | 68 | 80 | 72 | 66 | 79 | 78 | 80 | 73 | 62 |
| Math | 63 | 70 | 70 | 69 | 71 | 69 | 68 | 71 | 72 | 71 |
| Science | 61 | 73 | 67 | 68 | 69 | 64 | 80 | 74 | 79 | 69 |
| Social Studies | 67 | 88 | 72 | 77 | 78 | 67 | 75 | 86 | 71 | 78 |
| Enrolled first-time, degree-seeking, full-time students | 87 | 88 | 90 | 86 | 80 | 76 | 77 | 75 | 77 | 72 |
| Meeting Standard Criteria | 90 | 91 | 92 | 91 | 88 | 81 | 79 | 78 | 82 | 78 |
| Exceptions | 81 | 78 | 84 | 78 | 67 | 63 | 69 | 66 | 67 | 60 |
| Nature of deficiency(ies) | | | | | | | | | | |
| (a) High school core course(s) only | 85 | 78 | 88 | 86 | 81 | 63 | 63 | 69 | 67 | 63 |
| (b) High school percentile rank and ACT only | 75 | 76 | 82 | 73 | 62 | 56 | 74 | 68 | 74 | 57 |
| (c) Both high school core course(s) and HS%/ACT% | 75 | 81 | 81 | 75 | 61 | 75 | 77 | 59 | 60 | 61 |
| (a+c) Total high school core exceptions | 83 | 79 | 85 | 81 | 69 | 65 | 67 | 65 | 64 | 62 |
| (b+c) Test score and high school percentile rank exceptions | 75 | 78 | 82 | 74 | 62 | 63 | 75 | 64 | 67 | 59 |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | | | |
| English | 56 | 62 | 69 | 62 | 70 | 67 | 62 | 62 | 57 | 70 |
| Fine Arts | 100 | 88 | 100 | 92 | 63 | 88 | 82 | 83 | 78 | 63 |
| Foreign Language | 85 | 88 | 83 | 81 | 62 | 62 | 72 | 73 | 67 | 62 |
| Math | 78 | 75 | 84 | 75 | 66 | 63 | 60 | 62 | 57 | 61 |
| Science | 88 | 81 | 89 | 73 | 68 | 47 | 75 | 68 | 60 | 74 |

**Table 4: Relationship of Standard Admissions Criteria to Performance of Freshmen, Fall 1998 to Fall 2002
(University of Missouri Admission Criteria)**

| | <u>% Successful (GPA>2.0)</u> | | | | | : | <u>% Returned for 2nd Year</u> | | | | |
|---------------------------------------------------------|----------------------------------|------------------|------------------|------------------|------------------|---|--------------------------------|------------------|------------------|------------------|------------------|
| | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> | | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> |
| Enrolled first-time, degree-seeking, full-time students | 91 | 90 | 92 | 91 | 93 | | 84 | 83 | 83 | 84 | 84 |
| Meeting Standard Criteria | 93 | 92 | 94 | 93 | 94 | | 86 | 86 | 85 | 86 | 85 |
| Exceptions | 83 | 82 | 88 | 86 | 92 | | 73 | 74 | 78 | 80 | 80 |
| Nature of deficiency(ies) | | | | | | | | | | | |
| (a) High school core course(s) only | 82 | 84 | 90 | 88 | 92 | | 73 | 74 | 82 | 82 | 81 |

**Table 4: Relationship of Standard Admissions Criteria to Performance of Freshmen, Fall 1998 to Fall 2002
(University of Missouri Admission Criteria)**

| | <u>% Successful (GPA>2.0)</u> | | | | | : | <u>% Returned for 2nd Year</u> | | | | |
|-------------------------------------------------------------|----------------------------------|------------------|------------------|------------------|------------------|---|--------------------------------|------------------|------------------|------------------|------------------|
| | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> | | <u>Fall 1998</u> | <u>Fall 1999</u> | <u>Fall 2000</u> | <u>Fall 2001</u> | <u>Fall 2002</u> |
| University of Missouri System | | | | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 86 | 86 | 88 | 87 | 87 | : | 81 | 81 | 82 | 82 | 82 |
| Meeting Standard Criteria | 89 | 90 | 91 | 91 | 91 | : | 84 | 84 | 85 | 85 | 85 |
| Exceptions | 71 | 73 | 77 | 74 | 75 | : | 70 | 70 | 72 | 71 | 72 |
| Nature of deficiency(ies) | | | | | | : | | | | | |
| (a) High school core course(s) only | 75 | 78 | 81 | 78 | 81 | : | 71 | 72 | 75 | 75 | 76 |
| (b) High school percentile rank and ACT only | 67 | 72 | 74 | 69 | 70 | : | 72 | 72 | 71 | 70 | 70 |
| (c) Both high school core course(s) and HS%/ACT% | 63 | 57 | 66 | 68 | 63 | : | 64 | 60 | 59 | 63 | 65 |
| (a+c) Total high school core exceptions | 73 | 74 | 78 | 76 | 77 | : | 70 | 70 | 72 | 72 | 73 |
| (b+c) Test score and high school percentile rank exceptions | 66 | 67 | 71 | 69 | 67 | : | 69 | 68 | 67 | 67 | 68 |
| Nature of high school core course(s) deficiency(ies) | | | | | | : | | | | | |
| English | 66 | 67 | 68 | 68 | 75 | : | 61 | 63 | 67 | 65 | 73 |
| Fine Arts | 85 | 87 | 86 | 90 | 87 | : | 80 | 78 | 81 | 82 | 78 |
| Foreign Language | 76 | 74 | 80 | 78 | 77 | : | 69 | 73 | 75 | 72 | 70 |
| Math | 67 | 71 | 75 | 72 | 73 | : | 66 | 64 | 67 | 68 | 70 |
| Science | 64 | 68 | 71 | 72 | 74 | : | 53 | 69 | 67 | 70 | 74 |
| Social Studies | 66 | 78 | 78 | 81 | 83 | : | 59 | 74 | 83 | 76 | 79 |

High School Core Course Requirements

- English
- Fine Arts
- Foreign Language
- Math
- Science
- Social Studies
- Electives
- Sum

Restrictions include:

- Restricted to first-time freshmen (EMSAS STUSTAT = '1'),
- who are degree-seeking (EMSAS DSSTATUS='1'),
- who are attending full-time (FTEE GE 0.80),
- who are recent high school graduates (i.e., EMSAS HSGRDYR = '2001'),
- who are not nonresident aliens (EMSAS RACE = '60'),
- or GED students (EMSAS HSCODE = '960000'),
- or home schooled (EMSAS HSCODE = '969999').

Does include students from other states and those without a test score or class rank.