

**Student Admissions Exceptions Report  
Fall 2004**

Report prepared by  
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# **Fall 2004 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 2004 Admissions Exceptions Report* is a series of tables summarizing the trends in the University's exceptions policy in three key areas: 1) the percentage of students not meeting the regular 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 2000 to Fall 2004. Table 2 shows the exceptions to the less rigorous admissions standards of the Missouri Coordinating Board of

## **Admissions Policy**

## **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 2003 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.

Enrolled first-time, degree-seeking, full-time students	3,670		3,658		3,982		4,147		4,135	
Meeting Standard Criteria	3,083	84%	3,016	82%	3,212	81%	3,346	81%	3,261	79%
Exceptions	587	16%	642	18%	770	19%	801	19%	874	21%

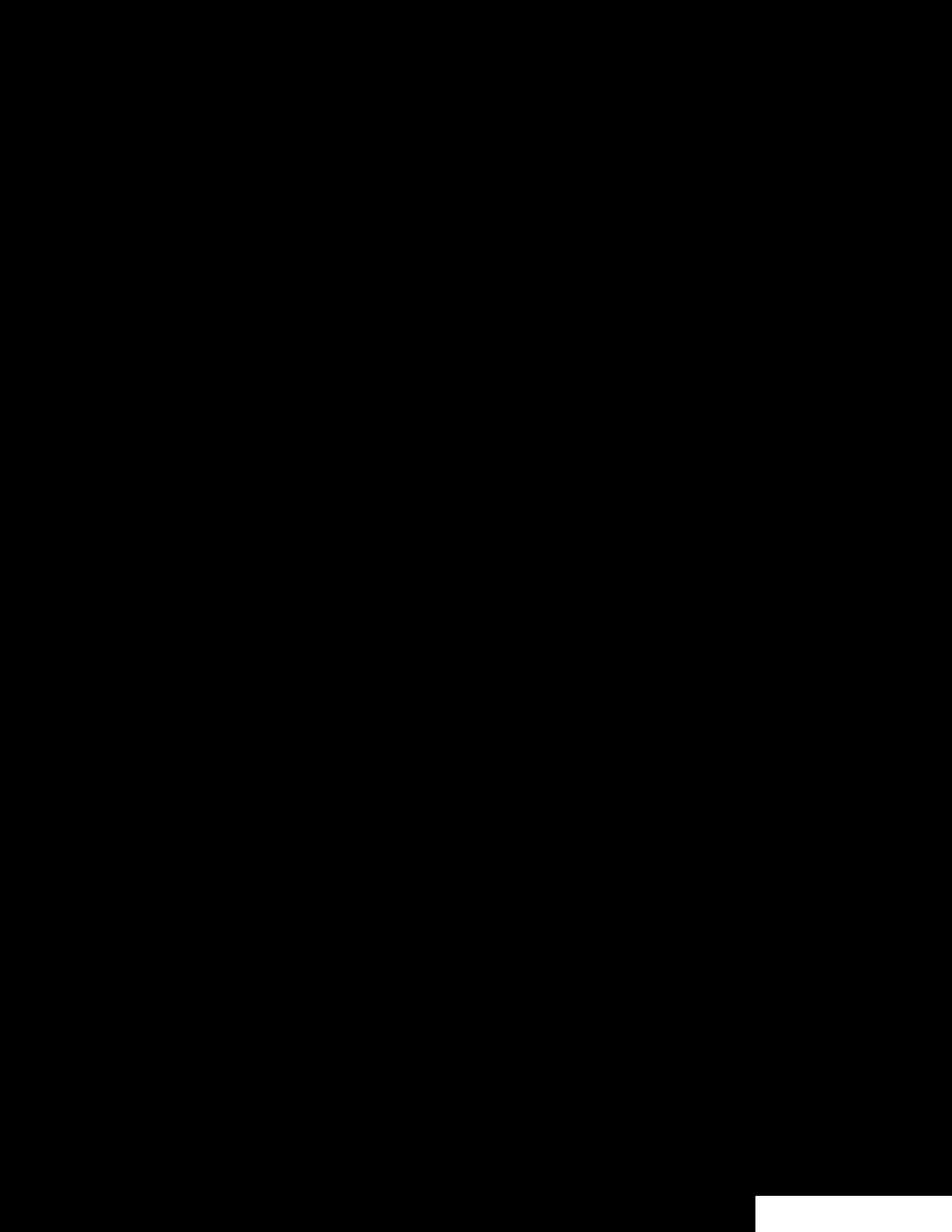
Enrolled first-time, degree-seeking, full-time students	635	611	744	837	823
Meeting Standard Criteria	470 74%	442 72%	548 74%	619 74%	629 76%
Exceptions	165 26%	169 28%	196 26%	218 26%	194 24%
Nature of deficiency(ies)					
(a) High school core course(s) only	150 24%	128 21%	171 23%	162 19%	138 17%
(b) High school percentile rank and ACT only	9 1%	25 4%	16 2%	35 4%	43 5%
(c) Both high school core course(s) and HS%/ACT%	6 1%	16 3%	9 1%	21 3%	13 2%
(a+c) Total high school core exceptions	156 25%	144 24%	180 24%	183 22%	151 18%
(b+c) Test score and high school percentile rank exceptions	15 2%	41 7%	25 3%	56 7%	56 7%
Nature of high school core course(s) deficiency(ies)					
English	31 5%	30 5%	43 6%	39 5%	31 4%
Fine Arts	33 5%	30 5%	78 10%	66 8%	67 8%
Foreign Language	55 9%	61 10%	78 10%	67 8%	51 6%
Math	62 10%	70 11%	71 10%	74 9%	36 4%
Science	11 2%	12 2%	28 4%	30 4%	16 2%
Social Studies	24 4%	17 3%	39 5%	42 5%	24 3%

Enrolled first-time, degree-seeking, full-time students	5,372		5,398		5,748		6,054		6,094	
Meeting Standard Criteria	4,268	79%	4,187	78%	4,413	77%	4,630	76%	4,589	75%
Exceptions	1,104	21%	1,211	22%	1,335	23%	1,424	24%	1,505	25%

Enrolled first-time, degree-seeking, full-time students	3,670		3,658		3,982		4,147		4,135	
Meeting Standard Criteria	3,327	91%	3,259	89%	3,498	88%	3,639	88%	3,558	86%
Exceptions	343	9%	399	11%	484	12%	508	12%	577	14%
Nature of deficiency(ies)										
(a) High school core course(s) only	109	3%	144	4%	172	4%	177	4%	198	5%
(b) High school percentile rank and ACT only	210	6%	225	6%	279	7%	295	7%	346	8%
(c) Both high school core course(s) and HS%/ACT%	24	1%	30	1%	33	1%	36	1%	33	1%
(a+c) Total high school core exceptions	133	4%	174	5%	205	5%	213	5%	231	6%
(b+c) Test score and high school percentile rank exceptions	234	6%	255	7%	312	8%	331	8%	379	9%
Nature of high school core course(s) deficiency(ies)										
English	53	1%	66	2%	103	3%	91	2%	81	2%
Fine Arts	64	2%	80	2%	83	2%	96	2%	72	2%
Foreign Language										
Math	24	1%	25	1%	37	1%	35	1%	17	0%
Science	17	0%	12	0%	20	1%	21	1%	5	0%
Social Studies	43	1%	31	1%	50	1%	55	1%	71	2%
Enrolled first-time, degree-seeking, full-time students	609		677		653		646		791	



Enrolled first-time, degree-seeking, full-time students	635	611	744	837	823
Meeting Standard Criteria	542 85%	520 85%	617 83%	691 83%	667 81%
Exceptions	93 15%	91 15%	127 17%	146 17%	156 19%
Nature of deficiency(ies)					
(a) High school core course(s) only	78 12%	50 8%	102 14%	90 11%	100 12%
(b) High school percentile rank and ACT only	12 2%	32 5%	20 3%	39 5%	49 6%
(c) Both high school core course(s) and HS%/ACT%	3 0%	9 1%	5 1%	17 2%	7 1%
(a+c) Total high school core exceptions	81 13%	59 10%	107 14%	107 13%	107 13%
(b+c) Test score and high school percentile rank exceptions	15 2%	41 7%	25 3%	56 7%	56 7%
Nature of high school core course(s) deficiency(ies)					
English	31 5%	30 5%	43 6%	39 5%	31 4%
Fine Arts	33 5%	30 5%	78 10%	66 8%	67 8%
Foreign Language					
Math	2 0%	6 1%	28 4%	23 3%	11 1%
Science		4 1%	23 3%	13 2%	6 1%
Social Studies	24 4%	17 3%	39 5%	42 5%	24 3%
Enrolled first-time, degree-seeking, full-time students	458	452	369	424	345
Meeting Standard Criteria	336 73%	347 77%	266 72%	291 69%	244 71%
Exceptions	122 27%	105 23%	103 28%	133 31%	101 29%
Nature of deficiency(ies)					
(a) High school core course(s) only	41 9%	23 5%	27 7%	52 12%	27 8%
(b) High school percentile rank and ACT only	67 15%	67 15%	59 16%	63 15%	58 17%
(c) Both high school core course(s) and HS%/ACT%	14 3%	15 3%	17 5%	18 4%	16 5%
(a+c) Total high school core exceptions	55 12%	38 8%	44 12%	70 17%	43 12%
(b+c) Test score and high school percentile rank exceptions	81 18%	82 18%	76 21%	81 19%	74 21%
Nature of high school core course(s) deficiency(ies)					
English	36 8%	21 5%	35 9%	41 10%	28 8%
Fine Arts	16 3%	8 2%	6 2%	22 5%	13 4%
Foreign Language					
Math	15 3%	7 2%	6 2%	13 3%	11 3%
Science	4 1%	5 1%	2 1%	5 1%	5 1%



Cohort

Cohort

	Cohort			Cohort			Cohort			Cohort		
Enrolled first-time, degree-seeking, full-time students	837	739	88%	712	85%	837	739	88%	712	85%		

	Cohort				Cohort					
Enrolled first-time, degree-seeking, full-time students	6,054	5,255	87%	5,011	83%	6,054	5,255	87%	5,011	83%
Meeting Standard Criteria	4,630	4,167	90%	3,976	86%	5,085	4,526	89%	4,307	85%
Exceptions	1,424	1,088	76%	1,035	73%	969	729	75%	704	73%
Nature of deficiency(ies)										
(a) High school core course(s) only	793	629	79%	597	75%	338	270	80%	266	79%
(b) High school percentile rank and ACT only	412	308	75%	296	72%	544	395	73%	380	70%
(c) Both high school core course(s) and HS%/ACT%	219	151	69%	142	65%	87	64	74%	58	67%
(a+c) Total high school core exceptions	1,012	780	77%	739	73%	425	334	79%	324	76%
(b+c) Test score and high school percentile rank exceptions	631	459	73%	438	69%	631	459	73%	438	69%
Nature of high school core course(s) deficiency(ies)										
English	180	131	73%	131	73%	180	131	73%	131	73%
Fine Arts	196	176	90%	169	86%	196	176	90%	169	86%
Foreign Language	248	185	75%	178	72%					
Math	584	439	75%	408	70%	80	62	78%	58	73%
Science	159	117	74%	115	72%	40	37	93%	34	85%
Social Studies	118	95	81%	93	79%	118	95	81%	93	79%

High School Core Course Requirements	UM
English	4
Fine Arts	1
Foreign Language	2
Math	4
Science	3
Social Studies	3
Electives	
Sum	17

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 = '2003'),  
 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.



	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Enrolled first-time, degree-seeking, full-time students	90	92	91	93	88	83	83	84	84	85
Meeting Standard Criteria	92	94	93	94	90	86	85	86	85	86
Exceptions	82	88	86	92	83	74	78	80	80	80
Nature of deficiency(ies)										
(a) High school core course(s) only	84	90	88	92	83	74	82	82	81	80
(b) High school percentile rank and ACT only	78	78	80	81	77	67	33	76	69	78
(c) Both high school core course(s) and HS%/ACT%	40	67	81	100	100	60	50	69	89	72
(a+c) Total high school core exceptions	82	89	87	92	85	74	81	81	81	79
(b+c) Test score and high school percentile rank exception										

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Enrolled first-time, degree-seeking, full-time students	86	88	87	87	87	81	82	82	82	83
Meeting Standard Criteria	90	91	91	91	90	84	85	85	85	85
Exceptions	73	77	74	75	76	70	72	71	72	73
Nature of deficiency(ies)										
(a) High school core course(s) only	78	81	78	81	79	72	75	75	76	75