

**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
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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 >
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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.