

**Student Admissions Exceptions Report  
Fall 2005**

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# Fall 2005 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 2005 Admissions Exceptions Report* is a series of tables summarizing the trends in the University's exceptions policy in four 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; 3) the success and retention rates of students meeting the standard admissions criteria compared to students admitted under the exceptions policy; and 4) the six-year graduation 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 2001 to Fall 2005. 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 2004 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 2000 to Fall 2004. Table 5 indicates the relationship of standard admissions criteria to six-year graduation rates of freshmen from Fall 1996 to Fall 1998.

### The highlights of this report include:

- Seventy-four percent (74%) of all first-time, degree-seeking, full-time freshmen enrolled at the University of Missouri during the Fall 2005 met the standard University of Missouri admissions criteria. The majority of students not meeting the standard criteria were deficient in the high school core course requirement (Table 1).
- Eighty-seven percent (87%) of all Fall 2004 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 (Table 3).
- The overall retention rate from Fall 2004 to Fall 2005 at the University of Missouri was eighty-three percent (83%). Students meeting the standard admissions criteria were more likely to return than students admitted as exceptions (Table 3).
- The overall freshmen success and retention rates remained steady from Fall 2000 to Fall 2004 (Table 4).
- Six year graduation rates for students admitted as exceptions have remained steady at forty-four to forty-five percent (44%-45%) from the Fall 1996 to the Fall 1999 freshmen cohorts. Students meeting the standard admissions criteria were more likely to graduate than students admitted as exceptions (Table 5).

## **Admissions Policy**

Effective Fall 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 professionals 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.

The criteria used to define the populations for this report may differ slightly from those used to compile compliance reports or reports used by individual campuses for other purposes. Therefore the retention, success, and graduation rates may differ slightly from those in reports produced elsewhere.

## **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 2004 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	611		744		837		823		846	
Meeting Standard Criteria	442	72%	548	74%	619	74%	629	76%	702	83%
Exceptions	169	28%	196	26%	218	26%	194	24%	144	17%
Nature of deficiency(ies)										
(a) High school core course(s) only	128	21%	171	23%	162	19%	138	17%	90	11%
(b) High school percentile rank and ACT only	25	4%	16	2%	35	4%	43	5%	37	4%
(c) Both high school core course(s) and HS%/ACT%	16	3%	9	1%	21	3%	13	2%	17	2%
(a+c) Total high school core exceptions	144	24%	180	24%	183	22%	151	18%	107	13%
(b+c) Test score and high school percentile rank exception										

**Table 1: Fall 2005 Exceptions to Current University of Missouri Admissions Policy - (continued)**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<b>University of Missouri - SYSTEM</b>					
Enrolled first-time, degree-seeking, full-time students	5,398	5,748	6,054	6,094	6,458
Meeting Standard Criteria	4,187 78%	4,413 77%	4,630 76%	4,589 75%	4,779 74%
Exceptions	1,211 22%	1,335 23%	1,424 24%	1,505 25%	1,679 26%
Nature of deficiency(ies)					
(a) High school core course(s) only	679 13%	758 13%	793 13%	786 13%	873 14%
(b) High school percentile rank and ACT only	314 6%	356 6%	412 7%	470 8%	518 8%
(c) Both high school core course(s) and HS%/ACT%	218 4%	221 4%	219 4%	249 4%	288 4%
(a+c) Total high school core exceptions	897 17%	979 17%	1,012 17%	1,035 17%	1,161 18%
(b+c) Test score and high school percentile rank exceptions	532 10%	577 10%	631 10%	719 12%	806 12%
Nature of high school core course(s) deficiency(ies)					
English	138 3%	204 4%	180 3%	167 3%	168 3%
Fine Arts	155 3%	186 3%	196 3%	180 3%	220 3%
Foreign Language	233 4%	234 4%	248 4%	234 4%	262 4%
Math	537 10%	594 10%	584 10%	568 9%	608 9%
Science	125 2%	152 3%	159 3%	129 2%	152 2%
Social Studies	80 1%	109 2%	118 2%	121 2%	95 1%

High School Core Course Requirements	UM
English	4
Fine Arts	1
Foreign Language	2
Math	4
Science	3
Social Studies	3
Elective	0
Total	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 (EMSAS HSGRDYR = '2005'),  
 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.

**Table 2: Fall 2005 Exceptions to Current CBHE Admissions Policy**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<b>University of Missouri - COLUMBIA</b>					
Enrolled first-time, degree-seeking, full-time students	3,658	3,982	4,147	4,135	4256
Meeting Standard Criteria	3,259 89%	3,498 88%	3,639 88%	3,558 86%	3617 85%
Exceptions	399 11%	484 12%	508 12%	577 14%	639 15%
Nature of deficiency(ies)					
(a) High school core course(s) only	144 4%	172 4%	177 4%	198 5%	221 5%
(b) High school percentile rank and ACT only	225 6%	279 7%	295 7%	346 8%	377 9%
(c) Both high school core course(s) and HS%/ACT%	30 1%	33 1%	36 1%	33 1%	41 1%
(a+c) Total high school core exceptions	174 5%	205 5%	213 5%	231 6%	262 6%
(b+c) Test score and high school percentile rank exceptions	255 7%	312 8%	331 8%	379 9%	418 10%
Nature of high school core course(s) deficiency(ies)					
English	66 2%	103 3%	91 2%	81 2%	78 2%
Fine Arts	80 2%	83 2%	96 2%	72 2%	125 3%
Foreign Language					
Math	25 1%	37 1%	35 1%	17 0%	23 1%
Science	12 0%	20 1%	21 1%	5 0%	3 0%
Social Studies	31 1%	50 1%	55 1%	71 2%	53 1%
Enrolled first-time, degree-seeking, full-time students	677	653	646	791	910
Meeting Standard Criteria	484 71%	465 71%	464 72%	553 70%	609 67%
Exceptions	193 29%	188 29%	182 28%	238 30%	301 33%
Nature of deficiency(ies)					
(a) High school core course(s) only	39 6%	24 4%	19 3%	28 4%	67 7%
(b) High school percentile rank and ACT only	124 18%	134 21%	147 23%	163 21%	189 21%
(c) Both high school core course(s) and HS%/ACT%	30 4%	30 5%	16 2%	47 6%	45 5%
(a+c) Total high school core exceptions	69 10%	54 8%	35 5%	75 9%	112 12%
(b+c) Test score and high school percentile rank exceptions	154 23%	164 25%	163 25%	210 27%	234 26%
Nature of high school core course(s) deficiency(ies)					
English	21 3%	23 4%	9 1%	27 3%	46 5%
Fine Arts	37 5%	19 3%	12 2%	28 4%	38 4%
Foreign Language					
Math	17 3%	17 3%	9 1%	14 2%	21 2%
Science	11 2%	5 1%	1 0%	6 1%	9 1%
Social Studies	18 3%	12 2%	7 1%	13 2%	25 3%



Enrolled first-time, degree-seeking, full-time students	611		744		837		823		846	
Meeting Standard Criteria	520	85%	617	83%	691	83%	667	81%	739	87%
Exceptions	91	15%	127	17%	146	17%	156	19%	107	13%
Nature of deficiency(ies)										
(a) High school core course(s) only	50	8%	102	14%	90	11%	100	12%	53	6%
(b) High school percentile rank and ACT only	32	5%	20	3%	39	5%	49	6%	45	5%
(c) Both high school core course(s) and HS%/ACT%	9	1%	5	1%	17	2%	7	1%	9	1%
(a+c) Total high school core exceptions	59	10%	107	14%	107	13%	107	13%	62	7%
(b+c) Test score and high school percentile rank exceptions	41	7%	25	3%	56	7%	56	7%	54	6%
Nature of high school core course(s) deficiency(ies)										
English	30	5%	43	6%	39	5%	31	4%	12	1%
Fine Arts	30	5%	78	10%	66	8%	67	8%	45	5%
Foreign Language										
Math	6	1%	28	4%	23	3%	11	1%	6	1%
Science	4	1%	23	3%	13	2%	6	1%	0	

**Table 2: Fall 2005 Exceptions to Current CBHE Admissions Policy - (continued)**

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
<b>University of Missouri - SYSTEM</b>										
Enrolled first-time, degree-seeking, full-time students	5,398		5,748		6,054		6,094		6,458	
Meeting Standard Criteria	4,610	85%	4,846	84%	5,085	84%	5,022	82%	5,275	82%
Exceptions	788	15%	902	16%	969	16%	1,072	18%	1,183	18%
Nature of deficiency(ies)										
(a) High school core course(s) only	256	5%	325	6%	338	6%	353	6%	377	6%
(b) High school percentile rank and ACT only	448	8%	492	9%	544	9%	616	10%	700	11%
(c) Both high school core course(s) and HS%/ACT%	84	2%	85	1%	87	1%	103	2%	106	2%
(a+c) Total high school core exceptions	340	6%	410	7%	425	7%	456	7%	483	7%
(b+c) Test score and high school percentile rank exceptions	532	10%	577	10%	631	10%	719	12%	806	12%
Nature of high school core course(s) deficiency(ies)										
English	138	3%	204	4%	180	3%	167	3%	168	3%
Fine Arts	155	3%	186	3%	196	3%	180	3%	220	3%
Foreign Language	0		0		0		0		0	
Math	55	1%	88	2%	80	1%	53	1%	57	1%
Science	32	1%	50	1%	40	1%	22	0%	15	0%
Social Studies	80	1%	109	2%	118	2%	121	2%	95	1%
High School Core Course Requirements	CBHE									
English	4									
Fine Arts	1									
Foreign Language	0									
Math	3									
Science	2									
Social Studies	3									
Elective	0									
Total	16									
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 (EMSAS HSGRDYR = '2005'), 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.										

**Table 3: Relationship of Standard Admissions Criteria to Performance of Fall 2004 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			
<b>University of Missouri - COLUMBIA</b>										
Enrolled first-time, degree-seeking, full-time students	4,135	3,592	87%	3,514	85%	4,135	3,592	87%	3,514	85%
Meeting Standard Criteria	3,261	2,937	90%	2,860	88%	3,558	3,165	89%	3,067	86%
Exceptions	874	655	75%	654	75%	577	427	74%	447	77%
Nature of deficiency(ies)										
(a) High school core course(s) only	495	381	77%	359	73%	198	153	77%	152	77%
(b) High school percentile rank and ACT only	284	211	74%	230	81%	346	250	72%	272	79%
(c) Both high school core course(s) and HS%/ACT%	95	63	66%	65	68%	33	24	73%	23	70%
(a+c) Total high school core exceptions	590	444	75%	424	72%	231	177	77%	175	76%
(b+c) Test score and high school percentile rank exceptions	379	274	72%	295	78%	379	274	72%	295	78%
Nature of high school core course(s) deficiency(ies)										
English	81	51	63%	50	62%	81	51	63%	50	62%
Fine Arts	72	63	88%	62	86%	72	63	88%	62	86%
Foreign Language	101	69	68%	63	62%					
Math	337	232	69%	217	64%	17	10	59%	10	59%
Science	67	49	73%	45	67%	5	3	60%	2	40%
Social Studies	71	63	89%	60	85%	71	63	89%	60	85%
<b>University of Missouri - KANSAS CITY</b>										
Enrolled first-time, degree-seeking, full-time students	791	673	85%	578	73%	791	673	85%	578	73%
Meeting Standard Criteria	491	461	94%	387	79%	553	520	94%	432	78%
Exceptions	300	212	71%	191	64%	238	153	64%	146	61%
Nature of deficiency(ies)										
(a) High school core course(s) only	90	82	91%	64	71%	28	23	82%	19	68%
(b) High school percentile rank and ACT only	102	70	69%	65	64%	163	102	63%	102	63%
(c) Both high school core course(s) and HS%/ACT%	108	60	56%	62	57%	47	28	60%	25	53%
(a+c) Total high school core exceptions	198	142	72%	126	64%	75	51	68%	44	59%
(b+c) Test score and high school percentile rank exceptions	210	130	62%	127	60%	210	130	62%	127	60%
Nature of high school core course(s) deficiency(ies)										
English	27	18	67%	16	59%	27	18	67%	16	59%
Fine Arts	28	21	75%	16	57%	28	21	75%	16	57%
Foreign Language	62	44	71%	36	58%					
Math	126	79	63%	75	60%	14	8	57%	5	36%
Science	32	25	78%	22	69%	6	5	83%	3	50%
Social Studies	13	10	77%	8	62%	13	10	77%	8	62%

	Cohort				Cohort					
Enrolled first-time, degree-seeking, full-time students	823	765	93%	718	87%	823	765	93%	718	87%
Meeting Standard Criteria	629	606	96%	565	90%	667	637	96%	598	90%
Exceptions	194	159	82%	153	79%	156	128	82%	120	77%
Nature of deficiency(ies)										

	Cohort			Cohort			Cohort			Cohort		
Enrolled first-time, degree-seeking, full-time students	6,094	5,295	87%	5,067	83%	6,094	5,295	87%	5,067	83%		
Meeting Standard Criteria	4,589	4,174	91%	3,979	87%	5,022	4,518	90%	4,285	85%		
Exceptions	1,505	1,121	74%	1,088	72%	1,072	777	72%	782	73%		
Nature of deficiency(ies)												
(a) High school core course(s) only	786	628	80%	578	74%	385	284	74%	272	71%		
(b) High school percentile rank and ACT only	470	343	73%	356	76%	613	426	69%	449	73%		
(c) Both high school core course(s) and HS%/ACT%	249	150	60%	154	62%	113	67	59%	61	54%		

Fall 2000 Fall 2001 Fall 2002 Fall 2003 Fall 2004 Fall 2000 Fall 2001 Fall 2002 Fall 2003 Fall 2004







Cohort Fall 1996\* Cohort Fall 1997 Cohort Fall 1998 Cohort Fall 1999

	<u>Fall 1996*</u>			<u>Fall 1997</u>			<u>Fall 1998</u>			<u>Fall 1999</u>		
	Cohort			Cohort			Cohort			Cohort		
Enrolled first-time, degree seeking, full-time students	749	412	55%	674	405	60%	701	444	63%	655	425	65%
Meeting Standard Criteria	510	290	57%	525	328	62%	595	391	66%	504	354	70%
Exceptions	239	122	51%	149	77	52%	106	53	50%	151	71	47%
Nature of deficiency(ies)												
(a) High school core course(s) only	172	95	55%	135	68	50%	97	51	53%	137	63	46%
(b) High school percentile rank and ACT only	48	18	38%	8	5	63%	6	1	17%	9	4	44%
(c) Both high school course(s) and HS%/ACT%	19	9	47%	6	4	67%	3	1	33%	5	4	80%
(a+c) Total high school core exceptions	191	104	54%	141	72	51%	100	52	52%	142	67	47%
(b+c) Test score and high school percentile rank exceptions	67	27	40%	14	9	64%	9	2	22%	151	71	47%
Nature of high school core course(s) deficiency(ies)												
English	14	7	50%	11	3	27%	6	4	67%	32	15	47%
Fine Arts	44	28	64%	68	39	57%	57	37	65%	56	31	55%
Foreign Language*				45	20	44%	31	11	35%	40	15	38%
Math	8	2	25%	25	8	32%	11	2	18%	48	15	31%
Science	4	1	25%	13	6	46%	7	0	0%	7	3	43%
Social Studies	148	78	53%	31	15	48%	13	6	46%	13	6	46%

The Fall 1996 cohort entered under CBHE Admissions requirements. The six year graduation rates for Fall 1996 cohort reflect that policy.

Enrolled first-time, degree seeking, full-time students	579	204	35%	420	161	38%	483	227	47%	491	209	43%
Meeting Standard Criteria	319	130	41%	295	117	40%	362	183	51%	295	149	51%
Exceptions	260	74	28%	125	42	34%	121	44	36%	196	60	31%

**Table 5: Relationship of Standard Admissions Criteria to Six Year Graduation Rates, Fall 1996-Fall 1999 - (continued)**  
**(Current University of Missouri Admission Policy)**

	Fall 1996*			Fall 1997			Fall 1998			Fall 1999		
	Cohort	Graduated		Cohort	Graduated		Cohort	Graduated		Cohort	Graduated	
<b>University of Missouri-SYSTEM</b>												
Enrolled first-time, degree seeking, full-time students	5,407	3,175	59%	5,006	3,053	61%	5,336	3,373	63%	5,260	3,276	62%
Meeting Standard Criteria	4,138	2,611	63%	4,002	2,607	65%	4,408	2,959	67%	4,150	2,771	67%
Exceptions	1,269	564	44%	1,004	444	44%	928	414	45%	1,110	505	45%
Nature of deficiency(ies)												
(a) High school core course(s) only	416	198	48%	635	293	46%	558	249	45%	650	323	50%
(b) High school percentile rank and ACT only	697	303	43%	235	105	45%	252	121	48%	314	135	43%
(c) Both high school course(s) and HS%/ACT%	156	47	30%	134	46	34%	118	44	37%	146	47	32%
(a+c) Total high school core exceptions	572	245	43%	769	339	44%	676	293	43%	796	370	46%
(b+c) Test score and high school percentile rank exceptions	853	350	41%	369	151	41%	370	165	45%	597	245	41%
Nature of high school core course(s) deficiency(ies)												
English	137	41	30%	75	27	36%	58	21	36%	94	34	36%
Fine Arts	166	84	51%	138	72	52%	125	76	61%	137	81	59%
Foreign Language*				209	90	43%	149	62	42%	163	72	44%
Math	98	20	20%	417	156	37%	391	141	36%	485	196	40%
Science	23	3	13%	102	36	35%	75	18	24%	97	42	43%
Social Studies	231	109	47%	71	34	48%	43	16	37%	49	24	49%
Elective*												

The Fall 1996 cohort entered under CBHE Admissions requirements. The six year graduation rates for Fall 1996 cohort reflect that policy.

High School Core Course Requirements	UM
English	4
Fine Arts	1
Foreign Language	2
Math	4
Science	3
Social Sciences	3
Electives	0
Sum	17

Restrictions include:

First-time freshmen (EMSAS STUSTAT = 1)  
 who are degree-seeking (EMSAS DSSTATUS = 1)  
 who are attending full-time (EMSAS FTEE GE .80)  
 who are recent high school graduates ( i.e., EMSAS HSGRDYR = 1996, 1997, 1998, 1999)  
 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.