

Student Admissions Exceptions Report 1998

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Student Admissions Exceptions Report

Fall 1997 was an important date in the evolution of University admissions policy. To be admitted, applicants were required to complete a more rigorous high school curriculum and submit higher test score and high school graduating class rank combinations than any previous freshman class. With any change of this magnitude, it is reasonable to assume that there will be a transitional implementation phase as progress is made toward reaching admissions objectives. It is also a time to verify that the careful decisions made in forming policy proved sound in practice. This report responds to these issues in two ways. First, progress toward reaching admissions targets is assessed by comparing the academic characteristics of sequential fall freshman classes. Second, the importance of each component of the admissions requirement is determined by two measures of performance for those who did or did not satisfy each requirement: a) by the rate at which fall 1996 students returned for a sophomore year and b) by the rate at which fall 1997 freshman earned a GPA \geq 2.0.

Throughout the document the term exception will be used to identify students not meeting each and every component of the published required sum of test score and high school rank and core course distribution for regular admission. Many students classified as exceptions in this report were admitted because they presented very strong credentials in most respects and many have performed well.

Two admission policies will be discussed in this report. The first is that of the University of Missouri and the second is the CBHE's standards for selective institutions. The test score and class rank requirements of the two are equal but the policies differ in high school core course requirements. The University of Missouri policy requires one more math and science unit and requires two foreign language units. The CBHE policy does not require foreign language units. Instead it requires 3 elective units among core disciplines or foreign language.

The 1997 University of Missouri freshman admission policy exception rate for the four campuses was 20%, less than half the exception rate that would have been the case if 1997 standards had been applied to 1996 freshmen. That is substantial improvement from one year to the next. In addition, the 1997 admissions policy is doing a good job of identifying students with a high likelihood of success. For example, the retention rate for fall 1996 students who met the 1997 requirements was 10% higher than for those who did not (84% vs. 74%). Likewise, the freshman-year academic success rate (percentage with GPA \geq 2.0) for fall 1997 students who met the admission requirements was 16% higher (90% vs. 74%). In sum, the University made good progress toward implementing the policy and the policy is functioning well to identify strong applicants.

Key Observations

Change from fall 1996 to fall 1997 (Table 1)

- The fall 1997 freshman class was clearly better prepared than the fall 1996 class. Comparing the fall 1996 and 1997 classes showed that the number of University of Missouri exceptions to 1997 policy had been reduced by over half (52% to 20%) and the number of CBHE exceptions had been reduced by nearly half (23% to 12%). More importantly, this magnitude of improvement occurred at each campus of the system.
- More 1997 applicants completed the more rigorous college preparatory program. In 1996: 30% had fewer than four math courses, 15% had less than two foreign language courses, and 7% had less than 3 science courses. By 1997, those rates were reduced from 30% to 8% in math, from 15% to 4% in foreign language, and from 7% to 2% in science. Furthermore, while 46% of fall 1996 freshman had less than the 1997 core, only 15% had an exception in 1997. The exception rate also improved greatly for the less rigorous CBHE core, dropping from 11% to 6%.
- The percentage of freshmen not meeting the test score and class rank requirement decreased from 16% to 7%. The 1997 test score and class rank combination exception rates by campus were 7% (UM-Columbia), 13% (UM-Kansas City), 2% (UM-Rolla), and 14% (UM-St Louis).

Retention of fall 1996 cohort (Table 2)

- Based on the performance of 1996 freshmen, those who met 1997 standards were retained at a much higher rate than those who did not. Across the system, 79% of the 1996 freshman class returned for a second year. The retention rate of those who met the 1997 requirements was 84%. It was 74% for those who did not. With the exception of UM-Rolla, the retention advantage was very clear: 88% vs. 77% at UMC, 79% vs. 65% at UMKC, and 73% vs. 62% at UMSL. UM-Rolla is often a unique case in these studies due to its quantitative focus and high standards. Very few UMR students fail to meet test score and class rank requirements and those who do not meet core requirements typically do not have the required number of units in disciplines less closely associated with performance in engineering: fine arts, foreign language, or social studies.
- It is also important to note that the retention rates of 1996 exceptions to 1997 policy were fairly high. Nearly 74% of the exceptions returned for a sophomore year. Clearly, alternative and supplemental admission policies have succeeded in admitting students with a reasonably high likelihood of success in spite of specific standard policy deficiencies.

Freshman-year academic success rate of fall 1997 cohort (Table 3)

- System-wide 87% of all full-time, first-time, degree-seeking freshmen earn a 2.0 or better GPA. For those who met all 1997 requirements, the success rate was 90%. The success rate was 74% for those who did not. By examining the success rates by nature of deficiency, it is clear that test score and rank exceptions were more significant than core course exceptions and that the success rates of those failing to meet both the score and rank combination and high school core course distribution were relatively unsuccessful (63%).
- Examining the success rates of those failing to meet specific components of the core requirement shows that a fine arts or social studies deficiency was of less consequence than was a foreign language or English deficiency, but that math and science deficiencies were the most important. The success rates of students with fine arts or social studies deficiencies were over 80% while the success rates of those with science and math deficiencies were less than 70%.

Campus-level Observations

UM-Columbia

Table 1

The change in percentage of students meeting standard 1997 requirements at UM-Columbia has been substantial. Only about half of the 1996 freshman class would have met 1997 UM standards but 83% of the 1997 class did so. In terms of class rank and test score requirements, the percentage meeting the 1997 standards went from 58% (42% exceptions) to 88% (12% exceptions). In terms of meeting the goal of 10% exceptions set by the Curators, UM-Columbia has made dramatic progress and, at 17% total exceptions, is reasonably close to the target. The test score, class rank exception rate was only 7% overall and the core exception rate was 12%. Only 2% of admitted students did not meet either the test score and class rank requirement or the core distribution requirement.

In terms of CBHE policy standards, the Columbia campus should probably be considered in compliance. Strictly stated, the CBHE policy allows for no core course exceptions and the UM-Columbia campus had a core course exception rate of 3%. Given the peculiarities of public university admissions, it is unlikely that any campus will be able to significantly reduce that figure. The CBHE policy does allow 10% test score and class rank combination exceptions and UM-Columbia was under that limit.

Of the core course requirements, the mathematics and foreign language units were generally the problem areas. Some 12% of the class had all but the fourth required unit of mathematics and 7% did not meet the foreign language requirement. Except for these two areas, all content area requirements were met by more than 95% of all students.

Table 2

Overall, 83% of the fall 1996 UM-Columbia freshman report cohort returned for a second year. Retention was significantly higher for those who met the 1997 requirements (88%) than for those who did not (77%). The retention rates of those failing to meet only the required rank/score combination or core distribution were equivalent (78% and 77%) and were higher than the retention rate of those not meeting both components. Of those missing core course requirements, fine arts appear to be of little consequence as a predictor of retention. Failure to meet the English requirement was most significant (60% retention), followed by social studies (66%), science (71%), and foreign language and math (76% & 77%).

Table 3

Table 3 displays the proportion of fall freshmen who earned a 2.0 or better cumulative GPA in their freshman year. The patterns found in Table 3 are generally supportive of the observations made earlier. The success rate of those meeting the requirements was a very high 90% and a much lower 70% for those who did not. Failure to meet either major component, test score/rank or core distribution, was similarly disadvantageous (74% and 60%) and failure to meet both was worse (57%). Examining the data by core academic area deficiency shows that social studies and fine arts deficiencies were less harmful than foreign language (73%) or English or math deficiencies (69% & 68%), and that science was the most harmful deficiency (63%).

By most reasonable standards, UM-Columbia met the CBHE requirements and was fairly close to meeting the more stringent University of Missouri requirements.

UM-Kansas City

Table 1

The Kansas City campus was able to maintain enrollment while admitting a better prepared freshman class. Comparing the 1997 class to the 1996 class finds that over 20% more students met the tougher 1997 University of Missouri standards (51% to 31%). The most dramatic change was in the number who met the UM high school core course requirement. That exception rate dropped from 46% of students to only 24%. Conversely, the percentage meeting test score and core course requirements increased from 80% to 87%. The distribution of content area exceptions shows that most of the exceptions were in mathematics (14%) and foreign language (14%). The trend of reduced exceptions was similarly strong for the CBHE standards. Overall, UM-Kansas City reduced exceptions from 29% to 19% and was able to get the high school core exception rate well under 10% (8%). It is important to note that very few students were admitted who failed to meet both the required combination of test score and rank and the core course distribution. Similarly, few students were deficient in more than one core CBHE area.

Table 2

Applying 1997 standards to the retention of 1996 students serves to identify the importance of each component requirement. Viewed this way, it is clear that those students meeting 1997 UM requirements were retained at a higher rate – Nearly 80% returned in the fall of 1997. The retention rate for those who did not meet the standards was only 65%. Students who failed to meet either major component of admissions requirement were much less successful and returned much less often (66% & 74%), but those who failed to meet both components fared even worse with only 60% returning. Specific course deficiencies shows that English and science deficiencies were most harmful (53% and 50% retained). Fine arts and social science deficiencies were of less consequence (74% and 73% retained).

Table 3

The first-year pattern of freshmen achieving academic good-standing (GPA \geq 2.0) is now available for the fall 1997 cohort and the pattern is supportive of the Table 2 observations with a few important differences in core course related outcomes. While the numbers are very small and the proportions therefore somewhat volatile, foreign language and social studies deficiencies were associated with lower success rates and a math or science deficiency was relatively less important.

UM-Rolla

Table 1

From 1996 to 1997, the Rolla campus dramatically increased the number of students who met 1997 UM requirements. The proportion doubled (39% to 78%). In addition, UM-Rolla sharply reduced the percentage of students not meeting the test score and high school rank requirements (52% to 20%) and the percentage not meeting the test score requirement (9% to 2%). The UM-Rolla campus generally shows data patterns consistent with its engineering focus. Very few students do not meet the test score and class rank requirement (2% in 1997) but many more do not have the required unit of fine arts (10% in 1997) or foreign language (7% in 1997). Of the 22% who did not meet the University of Missouri's 1997 requirements, 20% did not meet the requirement due to core course distributions. However, the overall exception rate was reduced dramatically from 61% to 22% due to greater compliance with core requirements.

Table 2

In terms of retention, the UM-Rolla campus has probably reached a plateau where significant improvement is unlikely. Those 1996 students meeting the 1997 requirements were actually retained at a slightly lower rate than were those who met the requirements (81% vs. 77%). There was no association between meeting requirements and retention. In addition, failing to meet the individual component requirements of the 1997 policy was not clearly associated with retention except for mathematics where only 72% of those with less than 4 units of high school math returned for a second year.

Table 3

The success rates in Table 3 may be a better reflection of admission requirements than Table 2's retention figures because the 1997 policies did apply to the fall 1997 students. However, the performance differences of those with and without the core or those meeting or not meeting the freshman requirements reinforces the notion of a plateau. When those not meeting requirements perform about as well as those who do, it does not mean that the requirements are meaningless. Instead, it is more likely that the students admitted are of uniformly high ability and that exceptions were few and the decision to admit exceptions were very well made. Given Rolla's disciplinary concentration and geographic location, it is probably unlikely that Rolla's academic performance measures will be improved significantly.

UM-St Louis

Table 1

The UM-St Louis and CBHE exception rates were dramatically reduced from 1996 to 1997. The UM exception rate went from about two-in-three to less than one-in-three (64% to 30%) and the CBHE exception rate was reduced from nearly one-half to about one-quarter (45% to 23%). That was remarkable progress and the progress was made on both sides of the admissions requirements structure. The percentage of students with some UM core exception decreased from 55% to 20% and the percentage with a test score and class rank exception was reduced from 38% to 14%. The improvement in percentage meeting CBHE requirements was similarly dramatic. Looking at the disciplinary components of core requirements shows that the fourth unit of math is a special problem. Very few UM-St Louis students had less than three units of math (2%) but 12% had less than four.

Table 2

When the retention of the 1996 freshman class was examined according to 1997 standards, it was clear that the lower retention rates at UM-St Louis were probably due to both the abilities of incoming students and to its urban service role. Those 1996 UM-St Louis students who would have met the 1997 standards were retained at rates slightly lower than those seen at the other campuses. They were, however, very similar to the rates seen for UM-Kansas City. One notable figure was the low retention rate for those not meeting both the score/rank and core components. That rate was only 54% and the campus should be very cautious when making exceptions when the student presents neither the score/rank combination required nor the necessary high school transcript. Within course area deficiencies, foreign language and math were the most problematic.

Table 3

The proportion of fall 1997 first-time, full-time, degree-seeking freshmen at UM-St Louis who earned a 2.0 or better cumulative GPA was significantly lower than comparable proportions at the other campuses.

This was probably a function of urban service and of the fact that the freshman class had lower mean test score and class rank. However, there was a very significant difference in performance between those meeting the requirements (82%) and those not meeting the requirements (64%). In terms of which deficiencies components were associated with poorest performance, it is difficult to reliably identify patterns as the number of students involved is small. That said, mathematics and science deficiencies were probably most significant.

Caveats

1. First, this report imposes fall 1997 criteria on fall 1996 students. That is misleading because it is unreasonable to expect applicants to meet future admission standards. While misleading, imposition of 1997 standards on 1996 students can be useful because it supports the two analyses of this report: evaluation of annual change in freshman class characteristics and measurement of the importance of each admissions component to student success. However, 1996 exception figures are not a measure of the number of admissions decisions made outside standard UM policy.
2. Second, 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 an admissions professional might be well within policy targets for admitted students but appear to miss the target when actual enrollments are tallied.
3. A third point to consider is that 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.

1997 Admissions Policy

Effective fall of 1997, the criteria for regular, full-time admission of recent high school graduates requires completion of 17 units of high school credit and a combination of percentile rank in graduating class and ACT (or equivalent) consistent with the CBHE'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. The average student included in this report had a percentile sum of about 170.

TABLES

Table 1: Change from 1996 to 1997 in Number and Type of Admission Exceptions

| | U of Missouri | | | | CBHE | | | |
|---|---------------|-----|-----------|-----|-----------|-----|-----------|-----|
| | Fall 1996 | | Fall 1997 | | Fall 1996 | | Fall 1997 | |
| University of Missouri - COLUMBIA | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 3,573 | | 3,402 | | 3,573 | | 3,402 | |
| Meeting Standard Criteria | 1,865 | 52% | 2,827 | 83% | 2,952 | 83% | 3,099 | 91% |
| Exceptions | 1,708 | 48% | 575 | 17% | 621 | 17% | 303 | 9% |
| Nature of deficiency(ies) | | | | | | | | |
| (a) High school core course(s) only | 1,241 | 35% | 346 | 10% | 154 | 4% | 74 | 2% |
| (b) High school percentile rank and ACT only | 194 | 5% | 154 | 5% | 428 | 12% | 205 | 6% |
| (c) Both high school core course(s) and HS%/ACT% | 273 | 8% | 75 | 2% | 39 | 1% | 24 | 1% |
| (a+c) Total high school core exceptions | 1,514 | 42% | 421 | 12% | 193 | 5% | 98 | 3% |
| (b+c) Test score and high school percentile rank exceptions | 467 | 13% | 229 | 7% | 467 | 13% | 229 | 7% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | |
| English | 50 | 1% | 35 | 1% | 50 | 1% | 35 | 1% |
| Fine Arts | 62 | 2% | 27 | 1% | 62 | 2% | 27 | 1% |
| Foreign Language | 405 | 11% | 115 | 3% | | | | |
| Math | 1,122 | 31% | 270 | 8% | 29 | 1% | 20 | 1% |
| Science | 213 | 6% | 48 | 1% | 3 | 0% | 1 | 0% |
| Social Studies | 38 | 1% | 18 | 1% | 38 | 1% | 18 | 1% |
| Electives: Based only on sum and may mislead | | | | | 61 | 2% | 23 | 1% |
| University of Missouri - KANSAS CITY | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 504 | | 506 | | 504 | | 506 | |
| Meeting Standard Criteria | 245 | 49% | 353 | 70% | 357 | 71% | 411 | 81% |
| Exceptions | 259 | 51% | 153 | 30% | 147 | 29% | 95 | 19% |
| Nature of deficiency(ies) | | | | | | | | |
| (a) High school core course(s) only | 159 | 32% | 86 | 17% | 47 | 9% | 28 | 6% |
| (b) High school percentile rank and ACT only | 27 | 5% | 34 | 7% | 75 | 15% | 53 | 10% |
| (c) Both high school core course(s) and HS%/ACT% | 73 | 14% | 33 | 7% | 25 | 5% | 14 | 3% |
| (a+c) Total high school core exceptions | 232 | 46% | 119 | 24% | 72 | 14% | 42 | 8% |
| (b+c) Test score and high school percentile rank exceptions | 100 | 20% | 67 | 13% | 100 | 20% | 67 | 13% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | |
| English | 17 | 3% | 12 | 2% | 17 | 3% | 12 | 2% |
| Fine Arts | 34 | 7% | 20 | 4% | 34 | 7% | 20 | 4% |
| Foreign Language | 63 | 13% | 34 | 7% | | | | |
| Math | 166 | 33% | 71 | 14% | 13 | 3% | 10 | 2% |
| Science | 42 | 8% | 20 | 4% | 8 | 2% | 4 | 1% |
| Social Studies | 26 | 5% | 11 | 2% | 26 | 5% | 11 | 2% |
| Electives: Based only on sum and may mislead | | | | | 27 | 5% | 12 | 2% |

Table 1: Change from 1996 to 1997 in Number and Type of Admission Exceptions

| | U of Missouri | | | | CBHE | | | |
|---|---------------|-----|-----------|-----|-----------|-----|-----------|-----|
| | Fall 1996 | | Fall 1997 | | Fall 1996 | | Fall 1997 | |
| University of Missouri - ROLLA | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 748 | | 671 | | 748 | | 671 | |
| Meeting Standard Criteria | 291 | 39% | 523 | 78% | 509 | 68% | 566 | 84% |
| Exceptions | 457 | 61% | 148 | 22% | 239 | 32% | 105 | 16% |
| Nature of deficiency(ies) | | | | | | | | |
| (a) High school core course(s) only | 390 | 52% | 134 | 20% | 172 | 23% | 91 | 14% |
| (b) High school percentile rank and ACT only | 25 | 3% | 8 | 1% | 48 | 6% | 10 | 1% |
| (c) Both high school core course(s) and HS%/ACT% | 42 | 6% | 6 | 1% | 19 | 3% | 4 | 1% |
| (a+c) Total high school core exceptions | 432 | 58% | 140 | 21% | 191 | 26% | 95 | 14% |
| (b+c) Test score and high school percentile rank exceptions | 67 | 9% | 14 | 2% | 67 | 9% | 14 | 2% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | |
| English | 14 | 2% | 11 | 2% | 14 | 2% | 11 | 2% |
| Fine Arts | 44 | 6% | 67 | 10% | 44 | 6% | 67 | 10% |
| Foreign Language | 267 | 36% | 45 | 7% | | | | |
| Math | 79 | 11% | 25 | 4% | 8 | 1% | 8 | 1% |
| Science | 49 | 7% | 13 | 2% | 4 | 1% | 8 | 1% |
| Social Studies | 148 | 20% | 31 | 5% | 148 | 20% | 31 | 5% |
| Electives: Based only on sum and may mislead | | | | | 45 | 6% | 9 | 1% |
| University of Missouri - ST LOUIS | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 579 | | 421 | | 579 | | 421 | |
| Meeting Standard Criteria | 220 | 38% | 296 | 70% | 319 | 55% | 323 | 77% |
| Exceptions | 371 | 64% | 125 | 30% | 260 | 45% | 98 | 23% |
| Nature of deficiency(ies) | | | | | | | | |
| (a) High school core course(s) only | 152 | 26% | 66 | 16% | 41 | 7% | 39 | 9% |
| (b) High school percentile rank and ACT only | 54 | 9% | 39 | 9% | 146 | 25% | 55 | 13% |
| (c) Both high school core course(s) and HS%/ACT% | 165 | 28% | 20 | 5% | 73 | 13% | 4 | 1% |
| (a+c) Total high school core exceptions | 317 | 55% | 86 | 20% | 114 | 20% | 43 | 10% |
| (b+c) Test score and high school percentile rank exceptions | 219 | 38% | 59 | 14% | 219 | 38% | 59 | 14% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | |
| English | 54 | 9% | 15 | 4% | 54 | 9% | 15 | 4% |
| Fine Arts | 24 | 4% | 22 | 5% | 24 | 4% | 22 | 5% |
| Foreign Language | 68 | 12% | 14 | 3% | | | | |
| Math | 252 | 44% | 49 | 12% | 46 | 8% | 7 | 2% |
| Science | 90 | 16% | 19 | 5% | 6 | 1% | 2 | 0% |
| Social Studies | 17 | 3% | 10 | 2% | 17 | 3% | 10 | 2% |
| Electives: Based only on sum and may mislead | | | | | 39 | 7% | 5 | 1% |

Table 1: Change from 1996 to 1997 in Number and Type of Admission Exceptions

| | U of Missouri | | CBHE | |
|---|---------------|-----------|-----------|-----------|
| | Fall 1996 | Fall 1997 | Fall 1996 | Fall 1997 |
| University of Missouri - SYSTEM | | | | |
| Enrolled first-time, degree-seeking, full-time students | 5,404 | 5,000 | 5,404 | 5,000 |
| Meeting Standard Criteria | 2,609 48% | 3,999 80% | 4,137 77% | 4,399 88% |
| Exceptions | 2,795 52% | 1,001 20% | 1,267 23% | 601 12% |
| Nature of deficiency(ies) | | | | |
| (a) High school core course(s) only | 1,942 36% | 632 13% | 414 8% | 232 5% |
| (b) High school percentile rank and ACT only | 300 6% | 235 5% | 697 13% | 323 6% |
| (c) Both high school core course(s) and HS%/ACT% | 553 10% | 134 3% | 156 3% | 46 1% |
| (a+c) Total high school core exceptions | 2,495 46% | 766 15% | 570 11% | 278 6% |
| (b+c) Test score and high school percentile rank exceptions | 853 16% | 369 7% | 853 16% | 369 7% |
| Nature of high school core course(s) deficiency(ies) | | | | |
| English | 135 2% | 73 1% | 135 2% | 73 1% |
| Fine Arts | 164 3% | 136 3% | 164 3% | 136 3% |
| Foreign Language | 803 15% | 208 4% | | |
| Math | 1,619 30% | 415 8% | 96 2% | 45 1% |
| Science | 394 7% | 100 2% | 21 0% | 15 0% |
| Social Studies | 229 4% | 70 1% | 229 4% | 70 1% |
| Electives: Based only on sum and may mislead | | | 172 3% | 49 1% |

| | U Missouri 1997 | CBHE 1997 |
|--------------------------------------|--------------------|--------------|
| High School Core Course Requirements | | |
| English | 4 | 4 |
| Fine Arts | 1 | 1 |
| Foreign Language | 2 | |
| Math | 4 | 3 |
| Science | 3 | 2 |
| Social Studies | 3 | 3 |
| Electives | | 3 |

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 = '1997'),
- 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: Retention of Fall 1996 Freshmen

| | U of Missouri's 1997 Policy | | | CBHE's 1997 Policy | | |
|---|-----------------------------|--------------------------|-----|--------------------|--------------------------|-----|
| | Cohort | Returned for 2nd Year | | Cohort | Returned for 2nd Year | |
| University of Missouri - COLUMBIA | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 3,573 | 2,949 | 83% | 3,573 | 2,949 | 83% |
| Meeting Standard Criteria | 1,865 | 1,635 | 88% | 2,952 | 2,491 | 84% |
| Exceptions | 1,708 | 1,314 | 77% | 621 | 458 | 74% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 1,241 | 967 | 78% | 154 | 111 | 72% |
| (b) High school percentile rank and ACT only | 194 | 150 | 77% | 428 | 321 | 75% |
| (c) Both high school core course(s) and HS%/ACT% | 273 | 197 | 72% | 39 | 26 | 67% |
| (a+c) Total high school core exceptions | 1,514 | 1,164 | 77% | 193 | 137 | 71% |
| (b+c) Test score and high school percentile rank exceptions | 467 | 347 | 74% | 467 | 347 | 74% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 50 | 30 | 60% | 50 | 30 | 60% |
| Fine Arts | 62 | 51 | 82% | 62 | 51 | 82% |
| Foreign Language | 405 | 309 | 76% | | | |
| Math | 1,122 | 863 | 77% | 29 | 20 | 69% |
| Science | 213 | 151 | 71% | 3 | 1 | 33% |
| Social Studies | 38 | 25 | 66% | 38 | 25 | 66% |
| Electives: Based only on sum and may mislead | | | | 61 | 43 | 70% |
| University of Missouri - KANSAS CITY | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 504 | 362 | 72% | 504 | 362 | 72% |
| Meeting Standard Criteria | 245 | 193 | 79% | 357 | 263 | 74% |
| Exceptions | 259 | 169 | 65% | 147 | 99 | 67% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 159 | 105 | 66% | 47 | 35 | 74% |
| (b) High school percentile rank and ACT only | 27 | 20 | 74% | 75 | 50 | 67% |
| (c) Both high school core course(s) and HS%/ACT% | 73 | 44 | 60% | 25 | 14 | 56% |
| (a+c) Total high school core exceptions | 232 | 149 | 64% | 72 | 49 | 68% |
| (b+c) Test score and high school percentile rank exceptions | 100 | 64 | 64% | 100 | 64 | 64% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 17 | 9 | 53% | 17 | 9 | 53% |
| Fine Arts | 34 | 25 | 74% | 34 | 25 | 74% |
| Foreign Language | 63 | 36 | 57% | | | |
| Math | 166 | 98 | 59% | 13 | 6 | 46% |
| Science | 42 | 21 | 50% | 8 | 3 | 38% |
| Social Studies | 26 | 19 | 73% | 26 | 19 | 73% |
| Electives: Based only on sum and may mislead | | | | 27 | 13 | 48% |

Table 2: Retention of Fall 1996 Freshmen

| | U of Missouri's 1997 Policy | | | CBHE's 1997 Policy | | |
|---|-----------------------------|--------------------------|-----|--------------------|--------------------------|-----|
| | Cohort | Returned for 2nd Year | | Cohort | Returned for 2nd Year | |
| University of Missouri - ROLLA | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 748 | 592 | 79% | 748 | 592 | 79% |
| Meeting Standard Criteria | 291 | 224 | 77% | 509 | 407 | 80% |
| Exceptions | 457 | 368 | 81% | 239 | 185 | 77% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 390 | 313 | 80% | 172 | 130 | 76% |
| (b) High school percentile rank and ACT only | 25 | 20 | 80% | 48 | 38 | 79% |
| (c) Both high school core course(s) and HS%/ACT% | 42 | 35 | 83% | 19 | 17 | 89% |
| (a+c) Total high school core exceptions | 432 | 348 | 81% | 191 | 147 | 77% |
| (b+c) Test score and high school percentile rank exceptions | 67 | 55 | 82% | 67 | 55 | 82% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 14 | 9 | 64% | 14 | 9 | 64% |
| Fine Arts | 44 | 37 | 84% | 44 | 37 | 84% |
| Foreign Language | 267 | 223 | 84% | | | |
| Math | 79 | 57 | 72% | 8 | 5 | 63% |
| Science | 49 | 41 | 84% | 4 | 3 | 75% |
| Social Studies | 148 | 113 | 76% | 148 | 113 | 76% |
| Electives: Based only on sum and may mislead | | | | 45 | 36 | 80% |
| University of Missouri - ST LOUIS | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 579 | 382 | 66% | 579 | 382 | 66% |
| Meeting Standard Criteria | 208 | 151 | 73% | 319 | 228 | 71% |
| Exceptions | 371 | 231 | 62% | 260 | 154 | 59% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 152 | 102 | 67% | 41 | 25 | 61% |
| (b) High school percentile rank and ACT only | 54 | 40 | 74% | 146 | 92 | 63% |
| (c) Both high school core course(s) and HS%/ACT% | 165 | 89 | 54% | 73 | 37 | 51% |
| (a+c) Total high school core exceptions | 317 | 191 | 60% | 114 | 62 | 54% |
| (b+c) Test score and high school percentile rank exceptions | 219 | 129 | 59% | 219 | 129 | 59% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 54 | 31 | 57% | 54 | 31 | 57% |
| Fine Arts | 24 | 14 | 58% | 24 | 14 | 58% |
| Foreign Language | 68 | 35 | 51% | | | |
| Math | 252 | 151 | 60% | 46 | 21 | 46% |
| Science | 90 | 45 | 50% | 6 | 3 | 50% |
| Social Studies | 17 | 12 | 71% | 17 | 12 | 71% |
| Electives: Based only on sum and may mislead | | | | 39 | 16 | 41% |

Table 2: Retention of Fall 1996 Freshmen

| | U of Missouri's 1997 Policy | | | CBHE's 1997 Policy | | |
|---|-----------------------------|--------------------------|-----|--------------------|--------------------------|-----|
| | Cohort | Returned for 2nd Year | | Cohort | Returned for 2nd Year | |
| University of Missouri - SYSTEM | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 5,404 | 4,285 | 79% | 5,404 | 4,285 | 79% |
| Meeting Standard Criteria | 2,609 | 2,203 | 84% | 4,137 | 3,389 | 82% |
| Exceptions | 2,795 | 2,082 | 74% | 1,267 | 896 | 71% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 1,942 | 1,487 | 77% | 414 | 301 | 73% |
| (b) High school percentile rank and ACT only | 300 | 230 | 77% | 697 | 501 | 72% |
| (c) Both high school core course(s) and HS%/ACT% | 553 | 365 | 66% | 156 | 94 | 60% |
| (a+c) Total high school core exceptions | 2,495 | 1,852 | 74% | 570 | 395 | 69% |
| (b+c) Test score and high school percentile rank exceptions | 853 | 595 | 70% | 853 | 595 | 70% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 135 | 79 | 59% | 135 | 79 | 59% |
| Fine Arts | 164 | 127 | 77% | 164 | 127 | 77% |
| Foreign Language | 803 | 603 | 75% | | | |
| Math | 1,619 | 1,169 | 72% | 96 | 52 | 54% |
| Science | 394 | 258 | 65% | 21 | 10 | 48% |
| Social Studies | 229 | 169 | 74% | 229 | 169 | 74% |
| Electives: Based only on sum and may mislead | | | | 172 | 108 | 63% |
| 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 = '1997'),
 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: Annual Report on Fall 1997 Exceptions to Current University of Missouri and CBHE Policies

| | U of Missouri | | | CBHE | | |
|---|---------------|-----|------------|-----------|-----|------------|
| | Fall 1997 | | Successful | Fall 1997 | | Successful |
| University of Missouri - COLUMBIA | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 3,402 | | 2,963 87% | 3,402 | | 2,963 87% |
| Meeting Standard Criteria | 2,827 | 83% | 2,558 90% | 3,099 | 91% | 2,757 89% |
| Exceptions | 575 | 17% | 405 70% | 303 | 9% | 206 68% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 346 | 10% | 256 74% | 74 | 2% | 57 77% |
| (b) High school percentile rank and ACT only | 154 | 5% | 106 69% | 205 | 6% | 137 67% |
| (c) Both high school core course(s) and HS%/ACT% | 75 | 2% | 43 57% | 24 | 1% | 12 50% |
| (a+c) Total high school core exceptions | 421 | 12% | 299 71% | 98 | 3% | 69 70% |
| (b+c) Test score and high school percentile rank exceptions | 229 | 7% | 149 65% | 229 | 7% | 149 65% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 35 | 1% | 24 69% | 35 | 1% | 24 69% |
| Fine Arts | 27 | 1% | 21 78% | 27 | 1% | 21 78% |
| Foreign Language | 115 | 3% | 84 73% | | | |
| Math | 270 | 8% | 183 68% | 20 | 1% | 11 55% |
| Science | 48 | 1% | 30 63% | 1 | 0% | 1 100% |
| Social Studies | 18 | 1% | 16 89% | 18 | 1% | 16 89% |
| Electives: Based only on sum and may mislead | | | | 23 | 1% | 17 74% |
| University of Missouri - KANSAS CITY | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 506 | | 449 89% | 506 | | 449 89% |
| Meeting Standard Criteria | 353 | 70% | 323 92% | 411 | 81% | 375 91% |
| Exceptions | 153 | 30% | 126 82% | 95 | 19% | 74 78% |
| Nature of deficiency(ies) | | | | | | |
| (a) High school core course(s) only | 86 | 17% | 75 87% | 28 | 6% | 23 82% |
| (b) High school percentile rank and ACT only | 34 | 7% | 26 76% | 53 | 10% | 40 75% |
| (c) Both high school core course(s) and HS%/ACT% | 33 | 7% | 25 76% | 14 | 3% | 11 79% |
| (a+c) Total high school core exceptions | 119 | 24% | 100 84% | 42 | 8% | 34 81% |
| (b+c) Test score and high school percentile rank exceptions | 67 | 13% | 51 76% | 67 | 13% | 51 76% |
| Nature of high school core course(s) deficiency(ies) | | | | | | |
| English | 12 | 2% | 9 75% | 12 | 2% | 9 75% |
| Fine Arts | 20 | 4% | 17 85% | 20 | 4% | 17 85% |
| Foreign Language | 34 | 7% | 24 71% | | | |
| Math | 71 | 14% | 60 85% | 10 | 2% | 8 80% |
| Science | 20 | 4% | 18 90% | 4 | 1% | 3 75% |
| Social Studies | 11 | 2% | 8 73% | 11 | 2% | 8 73% |
| Electives: Based only on sum and may mislead | | | | 12 | 2% | 8 67% |

Table 3: Annual Report on Fall 1997 Exceptions to Current University of Missouri and CBHE Policies

| | U of Missouri | | CBHE | |
|---|---------------|------------|-----------|------------|
| | Fall 1997 | Successful | Fall 1997 | Successful |
| University of Missouri - ROLLA | | | | |
| Enrolled first-time, degree-seeking, full-time students | 671 | 605 90% | 671 | 605 90% |
| Meeting Standard Criteria | 523 78% | 476 91% | 566 84% | 513 91% |
| Exceptions | 148 22% | 129 87% | 105 16% | 92 88% |
| Nature of deficiency(ies) | | | | |
| (a) High school core course(s) only | 134 20% | 116 87% | 91 14% | 79 87% |
| (b) High school percentile rank and ACT only | 8 1% | 7 88% | 10 1% | 9 90% |
| (c) Both high school core course(s) and HS%/ACT% | 6 1% | 6 100% | 4 1% | 4 100% |
| (a+c) Total high school core exceptions | 140 21% | 122 87% | 95 14% | 83 87% |
| (b+c) Test score and high school percentile rank exceptions | 14 2% | 13 93% | 14 2% | 13 93% |
| Nature of high school core course(s) deficiency(ies) | | | | |
| English | 11 2% | 10 91% | 11 2% | 10 91% |
| Fine Arts | 67 10% | 58 87% | 67 10% | 58 87% |
| Foreign Language | 45 7% | 41 91% | | |
| Math | 25 4% | 20 80% | 8 1% | 8 100% |
| Science | 13 2% | 11 85% | 8 1% | 7 88% |
| Social Studies | 31 5% | 30 97% | 31 5% | 30 97% |
| Electives: Based only on sum and may mislead | | | 9 1% | 9 100% |
| University of Missouri - ST LOUIS | | | | |
| Enrolled first-time, degree-seeking, full-time students | 420 | 321 76% | 420 | 321 76% |
| Meeting Standard Criteria | 295 70% | 241 82% | 322 77% | 257 80% |
| Exceptions | 125 30% | 80 64% | 98 23% | 64 65% |
| Nature of deficiency(ies) | | | | |
| (a) High school core course(s) only | 66 16% | 44 67% | 39 9% | 28 72% |
| (b) High school percentile rank and ACT only | 39 9% | 26 67% | 55 13% | 35 64% |
| (c) Both high school core course(s) and HS%/ACT% | 20 5% | 10 50% | 4 1% | 1 25% |
| (a+c) Total high school core exceptions | 86 20% | 54 63% | 43 10% | 29 67% |
| (b+c) Test score and high school percentile rank exceptions | 59 14% | 36 61% | 59 14% | 36 61% |
| Nature of high school core course(s) deficiency(ies) | | | | |
| English | 15 4% | 10 67% | 15 4% | 10 67% |
| Fine Arts | 22 5% | 17 77% | 22 5% | 17 77% |
| Foreign Language | 14 3% | 8 57% | | |
| Math | 49 12% | 24 49% | 7 2% | 4 57% |
| Science | 19 5% | 7 37% | 2 0% | 0 0% |
| Social Studies | 10 2% | 5 50% | 10 2% | 5 50% |
| Electives: Based only on sum and may mislead | | | 5 1% | 2 40% |

Table 3: Annual Report on Fall 1997 Exceptions to Current University of Missouri and CBHE Policies

| | U of Missouri | | | CBHE | | | | |
|---|---------------|------------|-------|-----------|------------|-----|-------|-----|
| | Fall 1997 | Successful | | Fall 1997 | Successful | | | |
| University of Missouri - SYSTEM | | | | | | | | |
| Enrolled first-time, degree-seeking, full-time students | 4,999 | 4,338 | 87% | 4,999 | 4,338 | 87% | | |
| Meeting Standard Criteria | 3,998 | 80% | 3,598 | 90% | 4,398 | 88% | 3,902 | 89% |
| Exceptions | 1,001 | 20% | 740 | 74% | 601 | 12% | 436 | 73% |
| Nature of deficiency(ies) | | | | | | | | |
| (a) High school core course(s) only | 632 | 13% | 491 | 78% | 232 | 5% | 187 | 81% |
| (b) High school percentile rank and ACT only | 235 | 5% | 165 | 70% | 323 | 6% | 221 | 68% |
| (c) Both high school core course(s) and HS%/ACT% | 134 | 3% | 84 | 63% | 46 | 1% | 28 | 61% |
| (a+c) Total high school core exceptions | 766 | 15% | 575 | 75% | 278 | 6% | 215 | 77% |
| (b+c) Test score and high school percentile rank exceptions | 369 | 7% | 249 | 67% | 369 | 7% | 249 | 67% |
| Nature of high school core course(s) deficiency(ies) | | | | | | | | |
| English | 73 | 1% | 53 | 73% | 73 | 1% | 53 | 73% |
| Fine Arts | 136 | 3% | 113 | 83% | 136 | 3% | 113 | 83% |
| Foreign Language | 208 | 4% | 157 | 75% | | | | |
| Math | 415 | 8% | 287 | 69% | 45 | 1% | 31 | 69% |
| Science | 100 | 2% | 66 | 66% | 15 | 0% | 11 | 73% |
| Social Studies | 70 | 1% | 59 | 84% | 70 | 1% | 59 | 84% |
| Electives: Based only on sum and may mislead | | | | | 49 | 1% | 36 | 73% |

Figures in italics are occurrence rates, not success rates.

| | U Missouri 1997 | CBHE 1996 |
|--------------------------------------|--------------------|--------------|
| High School Core Course Requirements | | |
| English | 4 | 4 |
| Fine Arts | 1 | 1 |
| Foreign Language | 2 | |
| Math | 4 | 3 |
| Science | 3 | 2 |
| Social Studies | 3 | 3 |
| Electives | | 3 |

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 = '1997'),
 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.