

Admissions 2018-19

Institution: University of Missouri-Columbia (178396)

User ID: 29C0011

Overview**Admissions Overview**

Welcome to the IPEDS Admissions (ADM) survey component. The primary purpose of ADM is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are required for admission). ADM will be collected only from institutions that do not have an open admissions policy for entering first-time students.

Recent changes

- SAT Evidence-Based Reading and Writing and math scores should be reported based on the new (2016) SAT score range 200-800.
- Due to changes in the SAT, institutions will need to convert scores from the old SAT to the new (2016) SAT using College Board Concordance tables.

Data Reporting Reminders

- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report admissions as of the institution's official fall reporting date or October 15. Institutions operating on an "other academic calendar", a calendar that differs by program, or that enrolls students on a continuous basis (referred to as program reporters) report admissions as students who enroll any time during the period of August 1 through October 31.
- ADM is only applicable to first-time entering students; do not include other students in the number of applicants, number of admits, and number (of admitted) that enrolled. Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.


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Admissions Considerations

1. Please select the option that best describes how your institution uses any of the following data in its undergraduate selection process.

Admission Considerations	Required	Considered but not required	Recommended	Neither Required nor Recommended
Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Admission test scores</u>				
<u>SAT</u> / <u>ACT</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ABT, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<u>TOEFL</u> (Test of English as a Foreign Language)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 You may use the space below to **provide context** for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written so they can be understood by students and parents.

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Selection Process - A/A/E

2. Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2018. Include early decision, early action, and students who began studies during the summer prior to Fall 2018.

Remember that this question is only applicable to first-time students, do not include other students in these totals.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error next year.


	Men	Women	Total
Number of <u>applicants</u>	8,013	10,935	18,948
Number of <u>admissions</u>	6,173	8,577	14,750
Number (of admitted) that enrolled <u>full-time</u>	2,058	2,557	4,615
Number (of admitted) that enrolled <u>part-time</u>	33	25	58
Total enrolled full-time and part-time	2,091	2,582	4,673
Percent of admissions enrolled full-time and part-time	34	30	32

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Selection Process - Test Scores**3. Provide data for Fall 2018. Include new students admitted the summer prior to Fall 2018.**

SAT scores for 2018-19 must be reported using the new (2016) SAT score scale. Please see instructions for more information.

Number of enrolled students that submitted <u>SAT</u> scores	<input type="text" value="463"/>	
Percent of enrolled students that submitted SAT scores	<input type="text" value="10"/>	
Number of enrolled students that submitted <u>ACT</u> scores	<input type="text" value="4,259"/>	
Percent of enrolled students that submitted ACT scores	<input type="text" value="90"/>	
	<u>25th Percentile</u>	<u>75th Percentile</u>
SAT Evidence-Based Reading and Writing	<input type="text" value="560"/>	<input type="text" value="640"/>
SAT Math	<input type="text" value="530"/>	<input type="text" value="650"/>
ACT Composite	<input type="text" value="23"/>	<input type="text" value="29"/>
ACT English	<input type="text" value="23"/>	<input type="text" value="31"/>
ACT Math	<input type="text" value="22"/>	<input type="text" value="27"/>
 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.		
<div style="border: 1px solid #ccc; height: 80px; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 20px; height: 20px; background: #f0f0f0; border: 1px solid #ccc; text-align: center;"> ^ v </div> <div style="position: absolute; bottom: 0; left: 0; width: 100%; height: 20px; background: #f0f0f0; border: 1px solid #ccc; text-align: center;"> < > </div> </div>		

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Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

<input checked="" type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name:	<input type="text" value="Randy Sade"/>				
Email:	<input type="text" value="SadeR@umsystem.edu"/>				

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

<input type="text" value="3.00"/>	Number of Staff (including yourself)
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How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed		Revising Data to Match IPEDS Requirements		Entering Data		Revising and Locking Data	
Your office	<input type="text" value="0.50"/>	hours	<input type="text" value="0.00"/>	hours	<input type="text" value="0.50"/>	hours	<input type="text" value="1.00"/>	hours
Other offices	<input type="text" value="1.50"/>	hours	<input type="text" value="0.00"/>	hours	<input type="text" value="1.00"/>	hours	<input type="text" value="0.00"/>	hours

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2018.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

ADMISSIONS INFORMATION					
Undergraduate Admissions		Total	Male	Female	
Number of applicants		18,948	8,013	10,935	
Percent admitted		78%	77%	78%	
Percent admitted who enrolled		32%	34%	30%	
Admissions Considerations		Required		Recommended	
		Secondary school record Completion of college-preparatory program Admission test scores (SAT/ACT) TOEFL (Test of English as a Foreign language)		Secondary school GPA Secondary school rank Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	

Test Scores			# Submitting Scores	% Submitting Scores
SAT			463	10%
ACT			4,259	90%
			25 th Percentile	75 th Percentile
SAT Evidence-Based Reading and Writing			560	640
SAT Math			530	650
ACT Composite			23	29
ACT English			23	31
ACT Math			22	27

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Admissions

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There are no errors for the selected survey and institution.