

Student Admissions Exceptions Report Fall 2000

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Fall 2000 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 2000 Admissions Exceptions Report* summarizes 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 from fall 1997 to fall 2000. It also provides a comparison of these figures based on the University of Missouri's admissions criteria and the less rigorous admissions standards of the Missouri Coordinating Board of Higher Education. Table 2 shows the success and retention rates of fall 1999 freshmen enrolled at the University and also compares these figures based on current University of Missouri and CBHE policies. Throughout this report, the analysis is based on the University of Missouri admissions policy. CBHE figures are provided for comparison purposes only.

The highlights of this report include:

- Seventy-nine percent (79%) of all first-time, degree-seeking, full-time freshmen enrolled at the University of Missouri during fall 2000 met the standard admissions criteria. The majority of students that did not meet the standard criteria were deficient in the high school core course requirement only.
- Eighty-six percent (86%) of all fall 1999 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 percent (90%) of students that met the standard criteria were successful, while the success rate of students admitted as exceptions was seventy-three percent (73%).
- The overall retention rate from fall 1999 to fall 2000 at the University of Missouri was eighty-one percent (81%). Students that met the standard criteria were more likely to return than students that were admitted as exceptions.
- The percentage of students that did not meet the standard admissions criteria varied among the four campuses, as did the nature of the deficiencies. With the exception of the Columbia campus, from fall 1999 to fall 2000 there was an increase in the percentage of enrolled students that did not meet the standard admissions criteria.

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 an 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 1999 and either: 1) was enrolled only in the fall and had a minimum grade point average (g.p.a.) 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 g.p.a. 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 g.p.a. greater than 2.0 may not have returned for the fall semester. On the other hand, a student that had a g.p.a. below 2.0 may have returned for the fall semester.

University of Missouri System Observations

Table 1 shows that during fall 2000, seventy-nine percent (79%) of enrolled, first-time, degree-seeking, full-time students met the University of Missouri criteria for admissions, while twenty-one percent (21%) did not meet the standard criteria. Of the 5,372 students that enrolled for fall 2000, twelve percent (12%) were deficient in the high school core course requirement only; five percent (5%) were deficient in only the ACT score and class rank requirements; and the remaining three percent (3%) were deficient in both the core course and ACT/class rank requirements. The percentage of students enrolled not meeting the University of Missouri standard admissions criteria has increased by one percent (1%) since fall 1997.

Of the 5,372 first-time, degree-seeking, full-time students that enrolled at the University of Missouri during fall 2000, nine percent (9%) were deficient in the high school math core course requirement; four percent (4%) in the foreign language requirement; two percent (2%) in each of the English, fine arts, and science requirements; and one percent (1%) in the social studies requirement (Table 1).

Table 2 shows the relationship of standard admissions criteria to the performance of fall 1999 freshmen. Eighty-six percent (86%) of all enrolled first-time, degree-seeking, full-time freshmen were successful, meaning that an overall grade point average of 2.0 was achieved during the academic year. However, students that met the standard admissions criteria had a higher success rate than students admitted as exceptions. Ninety percent (90%) of students that met the standard criteria were successful, while the success rate of students admitted as exceptions was seventy-three percent (73%).

Of the students enrolled during fall 1999 that did not meet the standard admissions criteria, those that were deficient in only the high school core course requirements were the most successful, obtaining a seventy-eight percent (78%) success rate. Seventy-two percent (72%) of students deficient in only the high school percentile rank and ACT test scores requirement were successful. Only fifty-seven percent (57%) of students deficient in both the core course and ACT/class rank requirements were successful.

Table 2 also shows that eighty-one percent (81%) of all first-time, degree-seeking, full-time students enrolled during fall 1999 returned for fall 2000. Students that met the standard admissions criteria were more likely to return than students admitted as exceptions. Eighty-four percent (84%) of enrolled students meeting the standard admissions criteria during fall 1999 returned for the fall 2000 semester. Only 70% of fall 1999 exceptions students returned for fall 2000. Students least likely to return were students deficient in both the core course and ACT/class rank requirements.

Campus-level Observations

UM-Columbia

Eighty-four percent (84%) of UM-Columbia's freshmen that enrolled for fall 2000 met the standard admissions criteria (Table 1). Of the remaining freshmen that enrolled, ten percent (10%) were deficient in the high school core course requirement only; four percent (4%) were deficient in only the ACT score and class rank requirements; and two percent (2%) were deficient in both the core course and ACT/class rank requirements. Table 1 shows that since 1997, there has been a slight decrease in the percentage of students admitted that are deficient in the high school math core requirement while there has been a slight increase in the percentage of students admitted that are deficient in the fine arts and science requirements.

The overall success rate for fall 1999 freshmen was 87% (Table 2). Ninety percent (90%) of freshmen meeting the standard admissions criteria had a minimum grade point average of 2.0 at the end of the academic year. Seventy-four percent (74%) of freshmen admitted as exceptions were successful. Students deficient in high school core courses only were more successful than students in the other exceptions categories, with a seventy-eight percent (78%) success rate.

Table 2 also shows that eighty-three percent (83%) of freshmen that were enrolled during fall 1999 returned for fall 2000. Eighty-five percent (85%) of freshmen meeting the standard admissions criteria during fall 1999 returned for the fall 2000 semester, while only seventy-four percent (74%) of the fall 1999 exceptions students returned. Students least likely to return were students deficient in both the core course and ACT/class rank requirements.

UM-Kansas City

Sixty-nine percent (69%) of the first-time, degree-seeking, full-time freshmen that enrolled on the Kansas City campus in fall 2000 met the standard admissions criteria (Table 1). Of the remaining freshmen that enrolled, twelve percent (12%) were deficient in the high school core courses only; nine percent (9%) were deficient in only the ACT score and class rank requirements; and the other nine percent (9%) were deficient in both the core course and ACT/class rank requirements. While the Kansas City campus has experienced a slight increase in the number of enrolled students not meeting the standard admissions criteria, the nature of these deficiencies has changed significantly from fall 1997 to fall 2000. Since fall 1997, the percentage of students enrolling that are deficient in high school core courses only has decreased from seventeen percent (17%) to twelve percent (12%). During this same time period, there has been a two percent (2%) increase in both students that are deficient in only the ACT score and class rank requirements and students that are deficient in both the core course and ACT/class rank requirements (Table 1).

Table 2 shows that the overall success rate for fall 1999 freshmen was eighty-eight percent (88%). Ninety-one percent (91%) of freshmen meeting the standard admissions criteria had a minimum grade point average of 2.0 at the end of the academic year. Seventy-eight percent (78%) of freshmen admitted as exceptions were successful. Of the students that were admitted as exceptions, those that were deficient in both the core course and ACT/class rank requirements were the most successful, with an eighty-one percent (81%) success rate.

Overall, seventy-seven percent (77%) of fall 1999 freshmen were retained for fall 2000 (Table 2). Seventy-nine percent (79%) of freshmen that met the standard admissions criteria returned for fall 2000, while only sixty-nine percent (69%) of the students admitted as exceptions returned. Students least likely to return were students that were deficient in the high school core course requirement only; students in this category had a retention rate of sixty-three percent (63%).

UM-Rolla

Seventy-four percent (74%) of UM-Rolla's freshmen that enrolled for fall 2000 met the standard admissions criteria (Table 1). Twenty-four percent (24%) were deficient in high school core courses only. One percent (1%) was deficient in only the high school percentile rank and ACT scores requirement. The remaining one percent (1%) was deficient in both the high school core course and ACT/class rank requirements. Since 1997, there has been a four percent (4%) increase in the number of freshmen enrolled that did not meet the standard admissions criteria. Regarding the nature of deficiencies, there has been a significant increase in the percentage of freshmen enrolling without having satisfied the high school math core course requirement. From fall 1997 to fall 2000, the percentage of students in this category increased from four percent (4%) to ten percent (10%).

Table 2 shows that the overall success rate for fall 1999 freshmen on the Rolla campus was ninety percent (90%). Ninety-two percent (92%) of freshmen meeting the standard admissions criteria had a minimum grade point average of 2.0 at the end of the academic year. Eighty-two percent (82%) of freshmen admitted as exceptions were successful. Of the students that were admitted as exceptions, those that were deficient in the high school core course requirement were the most successful (84%), and those that were deficient in both high school core courses and ACT/class rank requirements were the least successful (40%). In terms of students admitted with core course deficiencies, those that did not meet the science requirement were the least successful; students in this category had a twenty-nine percent (29%) success rate (Table 2).

Overall, eighty-three percent (83%) of fall 1999 freshmen were retained for fall 2000 (Table 2). Eighty-six percent (86%) of freshmen that met the standard admissions criteria returned for fall 2000, while only seventy-four percent (74%) of the students admitted as exceptions returned. Of the students that were admitted as exceptions, the highest retention rate was for students deficient in high school core courses only. However, of the students that were deficient in the high school core course requirement, those that did not meet the science requirement were least likely to return. Students in this category had a retention rate of fifty-seven percent (57%).

UM-St Louis

Sixty-four percent (64%) of the first-time, degree-seeking, full-time freshmen that enrolled on the St. Louis campus in fall 1999 met the standard admissions criteria (Table 1). Of the remaining freshmen that enrolled, nineteen percent (19%) were deficient in only the high school core course requirement; eight percent (8%) were deficient in only the ACT score and class rank requirements; and the remaining five percent (5%) were deficient in both the core course and ACT/class rank requirements. Table 1 shows that from fall 1997 to fall 2000 there was a six percent (6%) increase in the number of freshmen enrolled that did not meet the standard admissions criteria. This increase is due to the enrollment of more students that are deficient in the high school core course requirement.

Table 2 shows that the overall success rate for fall 1999 freshmen at the St. Louis campus was seventy-five percent (75%). Eighty-three percent (83%) of freshmen meeting the standard admissions criteria had a minimum grade point average of 2.0 at the end of the academic year. Sixty-two percent (62%) of freshmen admitted as exceptions were successful. Students deficient in high school core courses only were more successful than students in the other exceptions categories, with a seventy percent (70%) success rate. Of the students deficient in the high school core course requirement, students not meeting the English requirement were the least successful. Students in this category had a fifty-eight percent (58%) success rate.

Overall, sixty-six percent (66%) of fall 1999 freshmen were retained for fall 2000 (Table 2). Seventy-one percent (71%) of freshmen that met the standard admissions criteria returned for fall 2000, while only fifty-nine percent (59%) of the students admitted as exceptions returned. Students least likely to return were students deficient in the high school core course requirement. Within this category of students, students that did not meet the English requirement were least likely to return. The retention rate of these students was forty-two percent (42%).

TABLES

Table 1: Fall 2000 Exceptions to Current University of Missouri and CBHE Policies

U of Missouri										CBHE							
Fall 1997										Fall 1997		Fall 1998		Fall 1999		Fall 2000	
University of Missouri - COLUMBIA																	
Enrolled first-time, degree-seeking, full-time students	3,402		3,591		3,525		3,670		3,402		3,591		3,525		3,670		
Meeting Standard Criteria	2,827	83%	3,044	85%	2,908	82%	3,083	84%	3,099	91%	3,280	91%	3,160	90%	3,327	91%	
Exceptions	575	17%	547	15%	617	18%	587	16%	303	9%	311	9%	365	10%	343	9%	
Nature of deficiency(ies)																	
(a) High school core course(s) only	346	10%	308	9%	352	10%	353	10%	74	2%	72	2%	100	3%	109	3%	
(b) High school percentile rank and ACT only	154	5%	172	5%	189	5%	164	4%	205	6%	221	6%	251	7%	210	6%	
(c) Both high school core course(s) and HS%/ACT%	75	2%	67	2%	76	2%	70	2%	24	1%	18	1%	14	0%	24	1%	
(a+c) Total high school core exceptions	421	12%	375	10%	428	12%	423	12%	98	3%	90	3%	114	3%	133	4%	
(b+c) Test score and high school percentile rank exceptions	229	7%	239	7%	265	8%	234	6%	229	7%	239	7%	265	8%	234	6%	
Nature of high school core course(s) deficiency(ies)																	
English	35	1%	22	1%	34	1%	53	1%	35	1%	22	1%	34	1%	53	1%	
Fine Arts	27	1%	43	1%	56	2%	64	2%	27	1%	43	1%	56	2%	64	2%	
Foreign Language	115	3%	67	2%	77	2%	105	3%									
Math	270	8%	253	7%	277	8%	256	7%	20	1%	12	0%	16	0%	24	1%	
Science	48	1%	36	1%	45	1%	66	2%	1	0%	0		0		17	0%	
Social Studies	18	1%	12	0%	16	0%	43	1%	18	1%	12	0%	16	0%	43	1%	
Electives: Based only on sum and may mislead									23	1%	5	0%	4	0%	25	1%	
University of Missouri - KANSAS CITY																	
Enrolled first-time, degree-seeking, full-time students	506		555		584		609		506		555		584		609		
Meeting Standard Criteria	353	70%	404	73%	441	76%	423	69%	411	81%	466	84%	494	85%	476	78%	
Exceptions	153	30%	151	27%	143	24%	186	31%	95	19%	89	16%	90	15%	133	22%	
Nature of deficiency(ies)																	
(a) High school core course(s) only	86	17%	91	16%	79	14%	75	12%	28	6%	29	5%	26	4%	22	4%	
(b) High school percentile rank and ACT only	34	7%	36	6%	38	7%	57	9%	53	10%	50	9%	56	10%	96	16%	
(c) Both high school core course(s) and HS%/ACT%	33	7%	24	4%	26	4%	54	9%	14	3%	10	2%	8	1%	15	2%	
(a+c) Total high school core exceptions	119	24%	115	21%	105	18%	129	21%	42	8%	39	7%	34	6%	37	6%	
(b+c) Test score and high school percentile rank exceptions	67	13%	60	11%	64	11%	111	18%	67	13%	60	11%	64	11%	111	18%	
Nature of high school core course(s) deficiency(ies)																	
English	12	2%	9	2%	13	2%	13	2%	12	2%	9	2%	13	2%	13	2%	
Fine Arts	20	4%	16	3%	17	3%	12	2%	20	4%	16	3%	17	3%	12	2%	
Foreign Language	34	7%	26	5%	25	4%	30	5%									
Math	71	14%	72	13%	72	12%	90	15%	10	2%	13	2%	11	2%	12	2%	
Science	20	4%	17	3%	16	3%	28	5%	4	1%	2	0%	4	1%	1	0%	
Social Studies	11	2%	6	1%	7	1%	3	0%	11	2%	6	1%	7	1%	3	0%	
Electives: Based only on sum and may mislead									12	2%	5	1%	5	1%	6	1%	

Table 1: Fall 2000 Exceptions to Current University of Missouri and CBHE Policies (Continued)

	U of Missouri								CBHE							
	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
University of Missouri - ROLLA																
Enrolled first-time, degree-seeking, full-time students	671		701		655		635		671		701		655		635	
Meeting Standard Criteria	523	78%	595	85%	504	77%	470	74%	566	84%	622	89%	555	85%	542	85%
Exceptions	148	22%	106	15%	151	23%	165	26%	105	16%	79	11%	100	15%	93	15%
Nature of deficiency(ies)																
(a) High school core course(s) only	134	20%	97	14%	137	21%	150	24%	91	14%	70	10%	86	13%	78	12%
(b) High school percentile rank and ACT only	8	1%	6	1%	9	1%	9	1%	10	1%	8	1%	13	2%	12	2%
(c) Both high school core course(s) and HS%/ACT%	6	1%	3	0%	5	1%	6	1%	4	1%	1	0%	1	0%	3	0%
(a+c) Total high school core exceptions	140	21%	100	14%	142	22%	156	25%	95	14%	71	10%	87	13%	81	13%
(b+c) Test score and high school percentile rank exceptions	14	2%	9	1%	14	2%	15	2%	14	2%	9	1%	14	2%	15	2%
Nature of high school core course(s) deficiency(ies)																
English	11	2%	6	1%	32	5%	31	5%	11	2%	6	1%	32	5%	31	5%
Fine Arts	67	10%	57	8%	56	9%	33	5%	67	10%	57	8%	56	9%	33	5%
Foreign Language	45	7%	31	4%	40	6%	55	9%								
Math	25	4%	11	2%	48	7%	62	10%	8	1%	2	0%	1	0%	2	0%
Science	13	2%	7	1%	7	1%	11	2%	8	1%	1	0%	1	0%	0	0%
Social Studies	31	5%	13	2%	13	2%	24	4%	31	5%	13	2%	13	2%	24	4%
Electives: Based only on sum and may mislead									9	1%	3	0%	3	0%	9	1%
University of Missouri - ST LOUIS																
Enrolled first-time, degree-seeking, full-time students	421		483		491		458		421		483		491		458	
Meeting Standard Criteria	296	70%	362	75%	295	60%	292	64%	323	77%	401	83%	355	72%	336	73%
Exceptions	125	30%	121	25%	196	40%	166	36%	98	23%	82	17%	136	28%	122	27%
Nature of deficiency(ies)																
(a) High school core course(s) only	66	16%	60	12%	80	16%	85	19%	39	9%	21	4%	20	4%	41	9%
(b) High school percentile rank and ACT only	39	9%	38	8%	78	16%	49	8%	55	13%	53	11%	105	21%	67	15%
(c) Both high school core course(s) and HS%/ACT%	20	5%	23	5%	38	8%	32	5%	4	1%	8	2%	11	2%	14	3%
(a+c) Total high school core exceptions	86	20%	83	17%	118	24%	117	18%	43	10%	29	6%	31	6%	55	12%
(b+c) Test score and high school percentile rank exceptions	59	14%	61	13%	116	24%	81	13%	59	14%	61	13%	116	24%	81	18%
Nature of high school core course(s) deficiency(ies)																
English	15	4%	19	4%	12	2%	36	8%	15	4%	19	4%	12	2%	36	8%
Fine Arts	22	5%	7	1%	5	1%	16	3%	22	5%	7	1%	5	1%	16	3%
Foreign Language	14	3%	23	5%	18	4%	22	5%								
Math	49	12%	53	11%	85	17%	74	16%	7	2%	3	1%	12	2%	15	3%
Science	19	5%	12	2%	26	5%	21	5%	2	0%	1	0%	0		4	1%
Social Studies	10	2%	10	2%	10	2%	10	2%	10	2%	10	2%	10	2%	10	2%
Electives: Based only on sum and may mislead									5	1%	3	1%	2	0%	5	1%

Table 1: Fall 2000 Exceptions to Current University of Missouri and CBHE Policies (Continued)

U of Missouri									CBHE																										
Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 1997			Fall 1998			Fall 1999			Fall 2000														
University of Missouri -SYSTEM																																			
Enrolled first-time, degree-seeking, full-time students			5,000		5,330		5,255		5,372		5,000			5,330			5,255			5,372															
Meeting Standard Criteria			3,999		80%		4,405		83%		4,148		79%		4,268		79%		4,399			88%		4,769		89%		4,564		87%		4,681		87%	
Exceptions			1,001		20%		925		17%		1,107		21%		1,104		21%		601			12%		561		11%		691		13%		691		13%	
Nature of deficiency(ies)																																			
(a) High school core course(s) only			632		13%		556		10%		648		12%		663		12%		232			5%		192		4%		232		4%		250		5%	
(b) High school percentile rank and ACT only			235		5%		252		5%		314		6%		279		5%		323			6%		332		6%		425		8%		385		7%	
(c) Both high school core course(s) and HS%/ACT%			134		3%		117		2%		145		3%		162		3%		46			1%		37		1%		34		1%		56		1%	
(a+c) Total high school core exceptions			766		15%		673		13%		793		15%		825		15%		278			6%		229		4%		266		5%		306		6%	
(b+c) Test score and high school percentile rank exceptions			369		7%		369		7%		459		9%		441		8%		369			7%		369		7%		459		9%		441		8%	
Nature of high school core course(s) deficiency(ies)																																			
English			73		1%		56		1%		91		2%		133		2%		73			1%		56		1%		91		2%		133		2%	
Fine Arts			136		3%		123		2%		134		3%		125		2%		136			3%		123		2%		134		3%		125		2%	
Foreign Language			208		4%		147		3%		160		3%		212		4%							0				0				0			
Math			415		8%		389		7%		482		9%		482		9%		45			1%		30		1%		40		1%		53		1%	
Science			100		2%		72		1%		94		2%		126		2%		15			0%		4		0%		5		0%		22		0%	
Social Studies			70		1%		41		1%		46		1%		80		1%		70			1%		41		1%		46		1%		80		1%	
Electives: Based only on sum and may mislead			49		1%		16		0%		14		0%		45		1%							16		0%		14		0%		45		1%	

	U Missouri	CBHE
	1997	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 = '2000'),
 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: Relationship of Standard Admissions Criteria to Performance of Fall 1999 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			
University of Missouri - COLUMBIA												
Enrolled first-time, degree-seeking, full-time students	3,525	3,064	87%	2,934	83%		3,525	3,064	87%	2,934	83%	
Meeting Standard Criteria	2,908	2,609	90%	2,478	85%		3,160	2,804	89%	2,675	85%	
Exceptions	617	455	74%	456	74%		365	260	71%	259	71%	
Nature of deficiency(ies)												
(a) High school core course(s) only	352	273	78%	269	76%		100	78	78%	72	72%	
(b) High school percentile rank and ACT only	189	144	76%	145	77%		251	179	71%	182	73%	
(c) Both high school core course(s) and HS%/ACT%	76	38	50%	42	55%		14	3	21%	5	36%	
(a+c) Total high school core exceptions	428	311	73%	311	73%		114	81	71%	77	68%	
(b+c) Test score and high school percentile rank exceptions	265	182	69%	187	71%		265	182	69%	187	71%	
Nature of high school core course(s) deficiency(ies)												
English	34	18	53%	19	56%		34	18	53%	19	56%	
Fine Arts	56	46	82%	42	75%		56	46	82%	42	75%	
Foreign Language	77	52	68%	60	78%							
Math	277	194	70%	187	68%		16	6	38%	8	50%	
Science	45	33	73%	36	80%							
Social Studies	16	14	88%	12	75%		16	14	88%	12	75%	
Electives: Based only on sum and may mislead							4	1	25%	2	50%	
University of Missouri - KANSAS CITY												
Enrolled first-time, degree-seeking, full-time students	584	514	88%	448	77%		584	514	88%	448	77%	
Meeting Standard Criteria	441	402	91%	350	79%		494	443	90%	379	77%	
Exceptions	143	112	78%	98	69%		90	71	79%	69	77%	
Nature of deficiency(ies)												
(a) High school core course(s) only	79	62	78%	50	63%		26	21	81%	21	81%	
(b) High school percentile rank and ACT only	38	29	76%	28	74%		56	44	79%	43	77%	
(c) Both high school core course(s) and HS%/ACT%	26	21	81%	20	77%		8	6	75%	5	63%	
(a+c) Total high school core exceptions	105	83	79%	70	67%		34	27	79%	26	76%	
(b+c) Test score and high school percentile rank exceptions	64	50	78%	48	75%		64	50	78%	48	75%	
Nature of high school core course(s) deficiency(ies)												
English	13	8	62%	8	62%		13	8	62%	8	62%	
Fine Arts	17	15	88%	14	82%		17	15	88%	14	82%	
Foreign Language	25	22	88%	18	72%							
Math	72	54	75%	43	60%		11	8	73%	8	73%	
Science	16	13	81%	12	75%		4	3	75%	3	75%	
Social Studies	7	6	86%	6	86%		7	6	86%	6	86%	
Electives: Based only on sum and may mislead							5	4	80%	4	80%	

Table 2: Relationship of Standard Admissions Criteria to Performance of Fall 1999 Freshmen (Continued)

	U of Missouri Policy						CBHE Policy					
	Cohort Successful (GPA >2.0)			Returned for 2nd Year			Cohort Successful (GPA >2.0)			Returned for 2nd Year		
University of Missouri - ROLLA												
Enrolled first-time, degree-seeking, full-time students	655	588	90%	543	83%		655	588	90%	543	83%	
Meeting Standard Criteria	504	464	92%	432	86%		555	503	91%	466	84%	
Exceptions	151	124	82%	111	74%		100	85	85%	77	77%	
Nature of deficiency(ies)												
(a) High school core course(s) only	137	115	84%	102	74%		86	76	88%	68	79%	
(b) High school percentile rank and ACT only	9	7	78%	6	67%		13	8	62%	8	62%	
(c) Both high school core course(s) and HS%/ACT%	5	2	40%	3	60%		1	1	100%	1	100%	
(a+c) Total high school core exceptions	142	117	82%	105	74%		87	77	89%	69	79%	
(b+c) Test score and high school percentile rank exceptions	14	9	64%	9	64%		14	9	64%	9	64%	
Nature of high school core course(s) deficiency(ies)												
English	32	28	88%	25	78%		32	28	88%	25	78%	
Fine Arts	56	52	93%	45	80%		56	52	93%	45	80%	
Foreign Language	40	32	80%	26	65%							
Math	48	35	73%	32	67%		1	1	100%	1	100%	
Science	7	2	29%	4	57%		1	1	100%	1	100%	
Social Studies	13	10	77%	10	77%		13	10	77%	10	77%	
Electives: Based only on sum and may mislead							3	2	67%	1	33%	
University of Missouri - ST LOUIS												
Enrolled first-time, degree-seeking, full-time students	491	367	75%	324	66%		491	367	75%	324	66%	
Meeting Standard Criteria	295	245	83%	209	71%		355	291	82%	244	69%	
Exceptions	196	122	62%	115	59%		136	76	56%	80	59%	
Nature of deficiency(ies)												
(a) High school core course(s) only	80	56	70%	45	56%		20	10	50%	10	50%	
(b) High school percentile rank and ACT only	78	45	58%	48	62%		105	59	56%	63	60%	
(c) Both high school core course(s) and HS%/ACT%	38	21	55%	22	58%		11	7	64%	7	64%	
(a+c) Total high school core exceptions	118	77	65%	67	57%		31	17	55%	17	55%	
(b+c) Test score and high school percentile rank exceptions	116	66	57%	70	60%		116	66	57%	70	60%	
Nature of high school core course(s) deficiency(ies)												
English	12	7	58%	5	42%		12	7	58%	5	42%	
Fine Arts	5	4	80%	4	80%		5	4	80%	4	80%	
Foreign Language	18	12	67%	12	67%							
Math	85	59	69%	45	53%		12	5	42%	5	42%	
Science	26	16	62%	13	50%							
Social Studies	10	6	60%	6	60%		10	6	60%	6	60%	
Electives: Based only on sum and may mislead							2	0	0%	0	0%	

Table 2: Relationship of Standard Admissions Criteria to Performance of Fall 1999 Freshmen (Continued)

	U of Missouri Policy						CBHE Policy					
	Cohort Successful (GPA >2.0)			Returned for 2nd Year			Cohort	Successful (GPA >2.0)	Returned for 2nd Year			
University of Missouri - SYSTEM												
Enrolled first-time, degree-seeking, full-time students	5,255	4,533	86%	4,249	81%		5,255	4,533	86%	4,249	81%	
Meeting Standard Criteria	4,148	3,720	90%	3,469	84%		4,564	4,041	89%	3,764	82%	
Exceptions	1,107	813	73%	780	70%		691	492	71%	485	70%	
Nature of deficiency(ies)												
(a) High school core course(s) only	648	506	78%	466	72%		232	185	80%	171	74%	
(b) High school percentile rank and ACT only	314	225	72%	227	72%		425	290	68%	296	70%	
(c) Both high school core course(s) and HS%/ACT%	145	82	57%	87	60%		34	17	50%	18	53%	
(a+c) Total high school core exceptions	793	588	74%	553	70%		266	202	76%	189	71%	
(b+c) Test score and high school percentile rank exceptions	459	307	67%	314	68%		459	307	67%	314	68%	
Nature of high school core course(s) deficiency(ies)												
English	91	61	67%	57	63%		91	61	67%	57	63%	
Fine Arts	134	117	87%	105	78%		134	117	87%	105	78%	
Foreign Language	160	118	74%	116	73%							
Math	482	342	71%	307	64%		40	20	50%	22	55%	
Science	94	64	68%	65	69%		5	4	80%	4	80%	
Social Studies	46	36	78%	34	74%		46	36	78%	34	74%	
Electives: Based only on sum and may mislead							14	7	50%	7	50%	
High School Core Course Requirements	UM	MO										
English	4	4										
Fine Arts	1	1										
Foreign Language	2											
Math	4	3										
Science	3	2										
Social Studies	3	3										
Electives		3										
Sum	17	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 (I.e., EMSAS HSGRDYR = '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.												