



REGENTS UPDATE

A Publication of the South Dakota Board of Regents

January 2002

High School Graduates Transition to College Reflects Choices and Preparation

"If you want to be prepared for college, take the right courses in high school," said South Dakota Board of Regents Executive Director Robert T. Tad Perry. The Board of Regents released the annual High School to College Transition Report, providing data on freshmen entering the state universities in Fall 2000.

The high school to college transition report, formerly the high school feedback report, was developed by the Board of Regents in 1995. The report summarizes information about South Dakota high school graduates who enter South Dakota public universities in the same year in which they graduated.

A total of 2,665 South Dakota 2000 high school graduates entered one of the six Regental universities as full-time freshmen in Fall 2000. Of those, 66.1% enrolled exclusively in general education courses, leading to degree credit. The other 33.9% enrolled in either remedial math or English courses. According to an annual report published by the National Center for Education Statistics, *The Condition of Education 2001*, 40% of all students enrolled in 4-year universities enroll in at least one remedial course.

This is the first cohort of South Dakota high school graduates who were placed using the revised Board of Regents placement process, which is based on students' performance on the ACT college entrance exams. The

placement process was revised based on feedback from high schools and is consistent across all six Regental universities. Results of a pilot project conducted in 2000 indicated that students placed under the new process were more successful in their initial math coursework than students who had been placed according to the old process.

"Preparation is the key to college success. This is a message that many college-bound students understand. The number of South Dakota high school graduates who were awarded credit for the College Board Advanced Placement exams increased from 4.55% in 1999 to 5.67% in 2000. These students, with support of their parents, are choosing to earn college credit while still in high school. We expect that number to increase again for Fall 2001," said Perry. "The math courses reported to ACT for the Class of 2000 show significant differences in ACT scores, directly related to preparation. It is quite clear that to be ready for college, students must choose a more rigorous curriculum."

"The high school to college transition report enhances communication between high schools and the public universities by providing the high schools with information about their graduates' readiness for postsecondary coursework. To be prepared for college, students must receive feedback and advice from their

parents, schools, and universities. If students are encouraged to take the right courses, they will not need remediation," said Perry. "Students need to be advised on their course selections as early as middle school. The National Educational Longitudinal Study of the U.S. Department of Education shows that the foundation for math success is laid in middle school. Students who study algebra in middle school are at an advantage because this is the foundation for all later math and for science."

Perry also noted that similar performance levels are registered for students who take more English.

Associated School Boards of South Dakota Executive Director Gene Enck said, "I find the results of the transition report encouraging because we see steady improvement in student performance. This is a tribute both to the local school districts and to the state university systems. To continue this progress school districts need to continue their efforts to provide more advanced placement courses as well as more demanding courses in the senior year," said Enck.

A copy of the 2000 High School to College Transition Report may be obtained by calling (605) 773-3455. Please direct questions to Daniel Petra, Program Coordinator for Academic Affairs. The report is also available on the South Dakota Board of Regents web site at the Internet Address: www.sdbor.edu/publication/2000/HSTransition. ■

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Board of Regents Reviews Governor's Budget Recommendations

For fiscal year 2003 Governor William J. Janklow has recommended a total general fund increase of 4.96% over the current fiscal year for all public universities and the two special schools.

"Even though projected revenues for FY03 are less than the Governor's proposed budget, he has been very supportive of the statewide educational institutions," said Regents President Harvey C. Jewett, Aberdeen. "The Governor's proposal includes an increase in base funds for the Northern State University Statewide Center for E-Learning, which was funded last year by a special appropriation. In its first semester of operation hundreds of South Dakota high school students are taking through distance education upper-level courses that would not have been available to them without this program. It is important to fund this program, especially when revenues get tight."

Other items in the budget include:

- general funds for the additional 1% retirement system employer match to meet the increase effective July 1, when the contribution for both employer and employee moves from 5% to 6% of salary;
- 3% state salary policy; and
- funding the balance needed for a full-time carbon sequestration specialist at SDSMT.

"The Regents requested a base increase to fund an expansion of the nursing programs at South Dakota State

University and the University of South Dakota," said Regents Executive Director Robert T. Tad Perry. "The actual amount we requested has not been included in the general fund appropriation bill, but the Governor is recommending approval of a special appropriation to fund a five-year expansion. Under this proposal the University of South Dakota Associate Degree Nursing satellite programs in Sioux Falls, Rapid City, Watertown, and Pierre would produce an additional 384 graduates during that time. The Baccalaureate Degree Nursing program at South Dakota State University would expand for a two-year period to produce an additional 64 graduates."

The Board also requested funds to address the teacher shortage in critical areas. The Governor is recommending a cooperative approach with the Department of Labor instead. Grants could be available to students through the Workforce Investment Act that would allow teacher education majors to seek second endorsements in areas identified as critical shortages.

The Governor presented his proposed budget to the Legislature on November 29. The Legislature will approve the state's budget in the 2002 session starting in January. ■