

SOUTH DAKOTA BOARD OF REGENTS

SOUTH DAKOTA HIGH SCHOOL TO COLLEGE TRANSITION REPORT 2003 HIGH SCHOOL GRADUATES

The *South Dakota High School to College Transition Report* includes information on the cohort of South Dakota high school graduates who entered Board of Regents universities in Fall 2003 and met the following criteria:

- graduated from a South Dakota high school in 2003
- first-time students enrolled for 12 or more semester credit hours on the Fall 2003 term census date (10th day of classes)
- admitted to a baccalaureate or associate degree program

A limited amount of information is included on students who were enrolled for fewer than 12 semester credit hours on the Fall 2003 term census date.

The report does NOT include students who:

- graduated from a high school outside of South Dakota
- graduated from a South Dakota high school in a year other than 2003
- did not enroll in a Board of Regents university in Fall 2003
- were admitted as a special (not degree seeking) student

It is important to understand that the *South Dakota High School to College Transition Report* is only one source of information that high schools may use to assess the preparation of students for post-secondary education. It does NOT compare the quality of high schools, report on all of the high school graduates, or analyze the high schools' class offerings. It does provide a snapshot of students as they make the transition from their high school years and progress through the first year of their college careers.

The PURPOSE of this report is to:

- enhance communication between high schools and the public universities governed by the South Dakota Board of Regents
- provide high schools with information about their graduates' readiness for postsecondary education
- help universities, high schools, and parents work together to ensure that students are prepared to be productive in college

The report includes the following categories and tables posted on the South Dakota Board of Regents website (<http://www.sdbor.edu/publications/>). Definitions of the Table Elements are also posted at that same web site.

- 1) Summary of High School Student Profiles: 2003 South Dakota High School Graduates Entering Regental Institutions Fall 2003 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

The Summary of High School Student Profiles provides the following information by South Dakota high school:

- number of students entering Regental universities
 - number of students with ACT scores and average score
 - number and percentage of students identified as meeting Regents Scholar requirements by the South Dakota Department of Education
- 2) Summary of High School Graduates First Year Performance in College: 2003 South Dakota High School Graduates Entering Regental Institutions Fall 2003 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

The Summary of High School Graduates First Year Performance in College provides the following information by South Dakota high school:

- number of students entering Regental universities
 - number and percentage of students with placement scores at the remedial education level
 - number and percentage of students enrolled in remedial and general education courses
 - average university Grade Point Average (GPA)
 - number and average ACT composite score
 - number of students attempting and number of students earning more than 31 credit hours during their first year in college
- 3) Institution Summary Full-Time: South Dakota High School Graduates Entering Regental Institutions Fall 2003 and Enrolled for 12 or More Hours:
 - Degree Level at Admission
 - Remedial Placement and Enrollment
 - Comparison of Remedial and Degree Credit Placement
 - Credit Awarded for College Board Advanced Placement Examinations
 - 4) Institution Summary Part-Time: South Dakota High School Graduates Entering Regental Institutions Fall 2003 and Enrolled for Less than 12 Hours:
 - Degree Level at Admission
 - Remedial Placement and Enrollment
 - Comparison of Remedial and Degree Credit Placement
 - Credit Awarded for College Board Advanced Placement Examinations

5) Rank of South Dakota High Schools by Average University GPA of Graduates Entering Regental Institutions Fall 2003 and Enrolled for 12 or More Hours

The reports to individual high schools are not posted on the web site but are instead mailed in hard copy to each district school board president. Each individual district report:

- identifies the Regental institutions in which their students enrolled
- includes the graduates' first year performance in college
- compares college performance to the average ACT composite score
- indicates placement in Mathematics and English

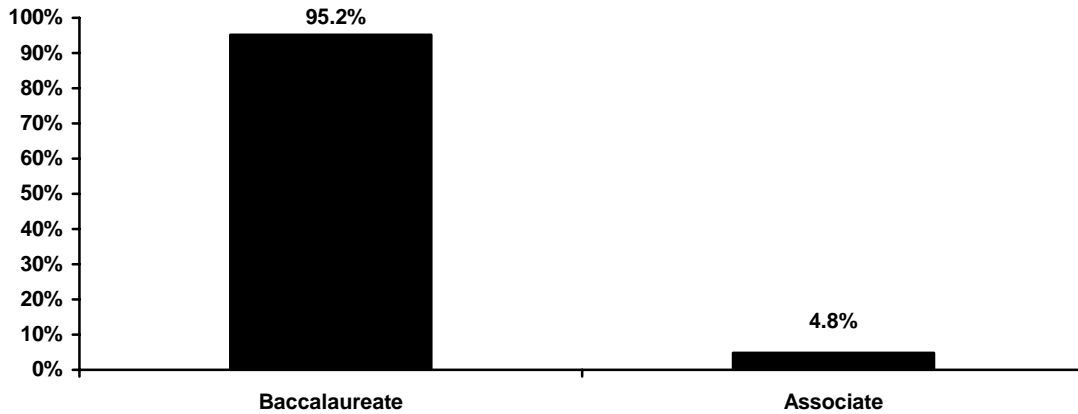
South Dakota public universities will continue to collaborate with our high schools to improve the readiness of high school graduates for postsecondary education. This partnership will strive to:

- decrease the number of students underprepared for postsecondary learning
- increase the number of students who are prepared to take full advantage of the academic opportunities offered by universities
- offer students the greatest access possible to advanced placement opportunities while they are in high school
- prepare students for jobs that require higher levels of quantitative skills and refined verbal skills

ADMISSIONS

The Summary of High School Student Profiles for 2003 indicates that a cohort of 2,884 South Dakota high school graduates entered Regental institutions on a **full-time** basis. Of this cohort, 95.2% were admitted to baccalaureate degree programs and 4.8% were admitted to associate degree programs (Graph #1). These 2,884 students represent 33.5% of the 8,872 South Dakota high school graduates in 2003 (*2002-2003 Education in South Dakota*, DOE).

GRAPH #1
ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



ADMISSIONS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003

Degree Type	BHSU		DSU		NSU		SDSMT		SDSU		USD		System	
	Stu No	Pcnt	Stu No	Pcnt	Stu No	Pcnt	Stu No	Pcnt	Stu No	Pcnt	Stu No	Pcnt	Stu No	Pcnt
Admitted to BAC	367	98.4%	183	86.3%	208	77.6%	239	97.6%	1165	96.9%	582	100%	2,746	94.5%
Admitted to ASSO	6	1.6%	29	13.7%	60	22.4%	6	2.4%	37	3.1%			138	4.5%
Total Cohort	373	100%	212	100%	268	100%	245	100%	1202	100%	582	100%	2,884	100%

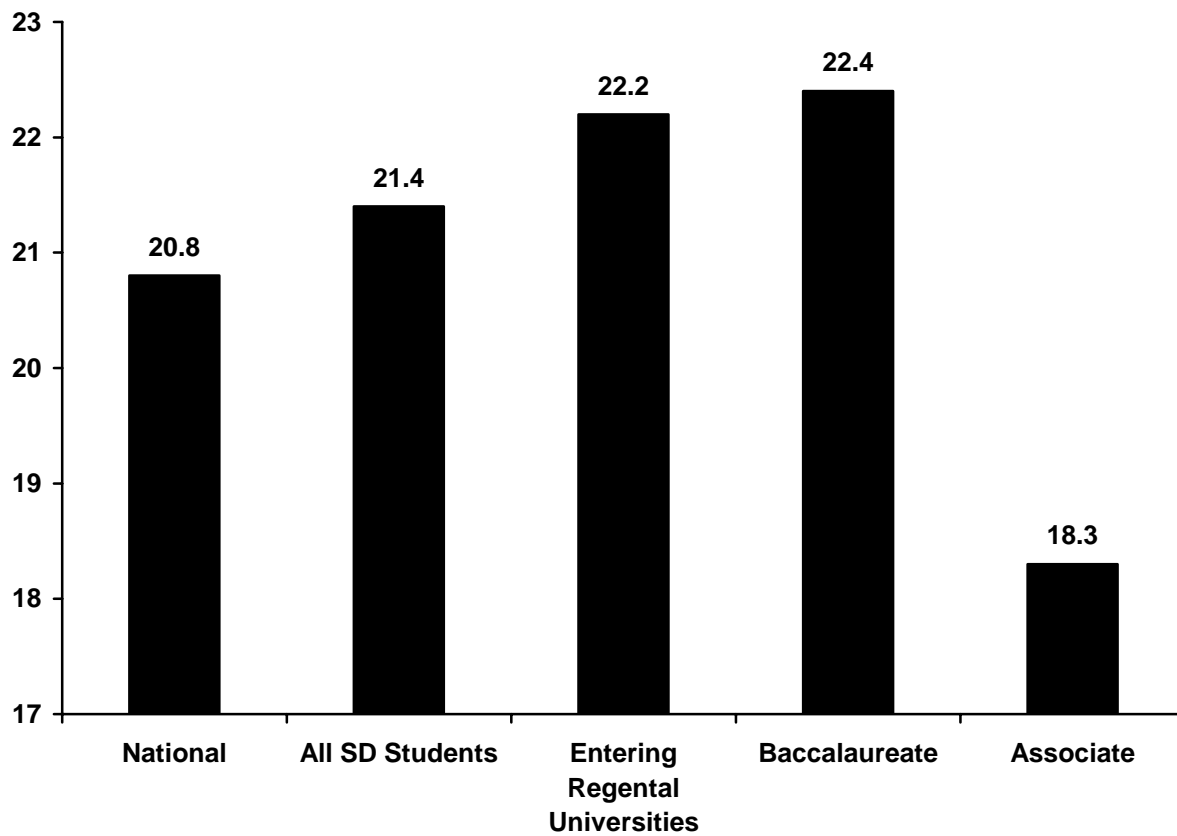
Note: All entering students in the USD associate programs in Nursing and Dental Hygiene had high school graduation years prior to 2003.

ACT COMPARISON

The average ACT Composite score for the 2,871 South Dakota high school graduates entering Regental institutions who took the ACT was 22.2. The average ACT composite score for the 2,735 (95.2%) admitted to baccalaureate degree programs was 22.4, and for the 136 (4.8%) admitted to associate degree programs it was 18.3.

According to ACT's website (<http://www.act.org/news/data/03/charts/index.html>), the average ACT composite score for all South Dakota students in the 2003 graduating class was 21.4 and the national average was 20.8. The South Dakota average includes students who did not attend a Board of Regents university in Fall 2003 (Graph #2).

GRAPH #2
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003

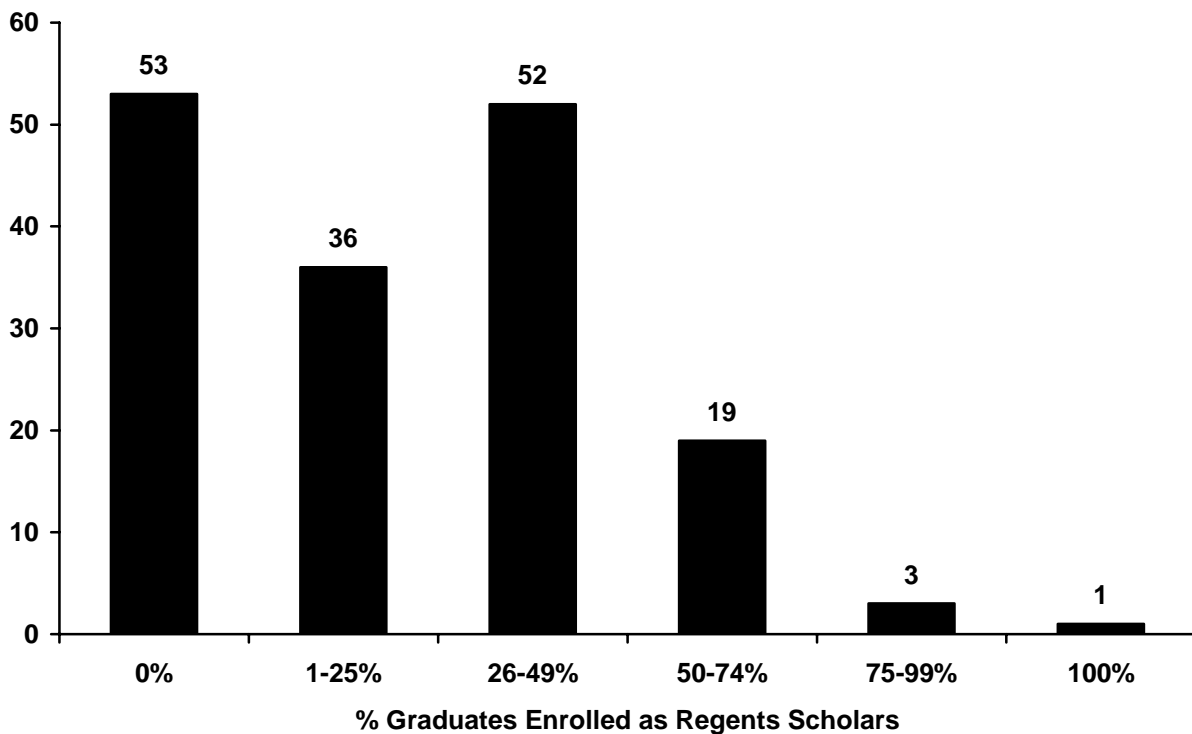


REGENTS SCHOLARS

South Dakota high school graduates who complete high school coursework and meet academic performance requirements specified by the Board of Regents are eligible to be recognized as Regents Scholars and receive Regents Scholars Diplomas. High school administrators nominate students to the Department of Education. High school graduates designated as Regents Scholars automatically are admitted to all six Regental universities. In Fall 2003, 734 (25.5%) of the 2,884 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary for Regents Scholars recognition.

There were 159 high schools with graduates entering Regental universities in Fall 2003. Of those 159 high schools, 19 (12%) had at least half of their students designated as Regents Scholars. (Graph #3) There were 53 high schools (33.3%) with none of their graduates enrolled as Regents Scholars.

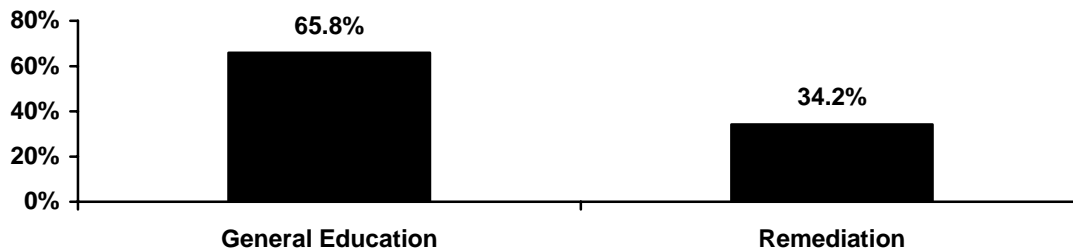
GRAPH #3
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED AS REGENTS SCHOLARS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



PLACEMENT, COURSE ENROLLMENT AND GPA

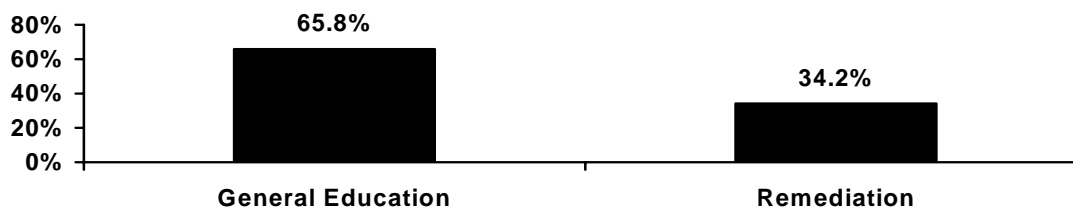
Comparison of placement and enrollment in general education and remedial courses and of university grade point averages (GPA) includes only those 2,852 full-time students who completed at least one semester during the academic year 2003-04. Placement and average GPA for those students were as follows: 479 students had placement scores indicating a need for remedial English, 852 students needed remedial mathematics, and 311 students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 976 (34.2%). (Graph #4) The average university GPA for students whose placement scores indicated a need for remediation in English was 2.1. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.21

GRAPH #4
GENERAL EDUCATION AND REMEDIAL PLACEMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003
AND COMPLETING AT LEAST ONE SEMESTER



Enrollment and average university GPA for students who completed at least one semester was as follows: 1,876 (65.8%) enrolled in general education courses (Graph #5) and achieved an average university GPA of 2.92; 421 enrolled in remedial English and 828 in remedial mathematics with 273 enrolled in both. The unduplicated enrollment in remedial courses was 976 (34.2%) with an average university GPA of 2.23.

GRAPH #5
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003

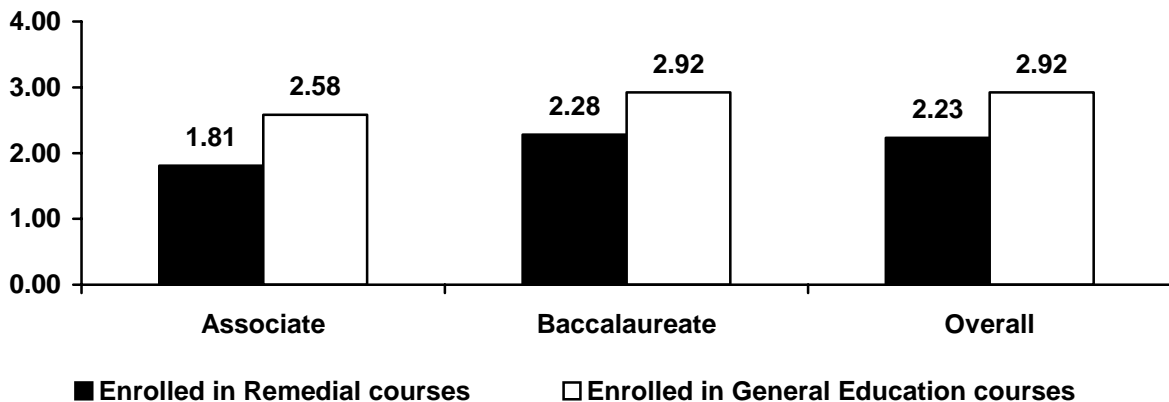


In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Differences in average ACT Composite score and GPA were not affected by the level of degree program. Associate degree-seeking students enrolled in general education courses had a higher average ACT Composite score and a higher average university GPA than baccalaureate degree-seeking students enrolled in remedial courses (Graphs #6 & #7).

GRAPH #6
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE ACT COMPOSITE SCORE BY DEGREE LEVEL
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



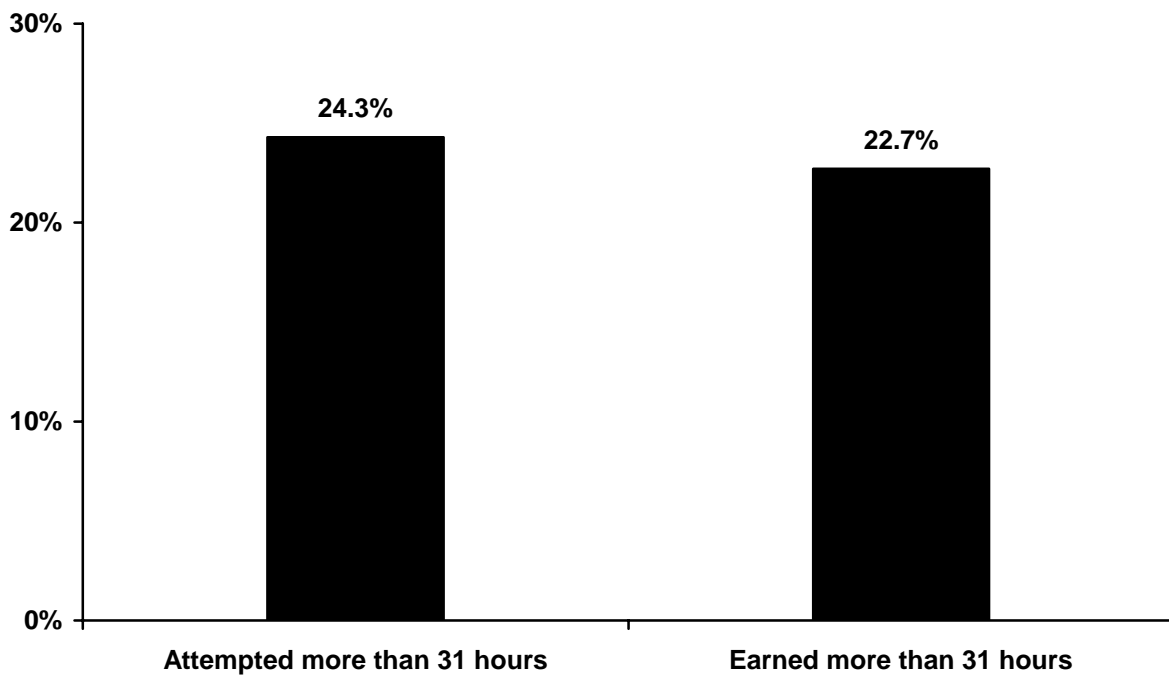
GRAPH #7
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE UNIVERSITY GPA BY DEGREE LEVEL
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



FIRST YEAR PROGRESS TOWARD GRADUATION

In order to be classified as full-time for financial aid purposes, students must enroll for at least 12 credit hours per semester. However, in order to make progress toward university graduation, students must earn at least 32 credit hours per year and meet academic performance standards. Of the 2,852 SD high school graduates who enrolled Fall 2003 and completed at least one term, only 714 (24.3%) attempted to take more than 31 credit hours during their fall and spring term; only 669 (22.7%) actually earned more than 31 credit hours. (Graph # 8)

GRAPH #8
FIRST YEAR PROGRESS TOWARD GRADUATION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



FOUR YEAR TRENDS

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a four-year period, between 2000 and 2003, reveals some change. The number and percentage of South Dakota high school graduates entering South Dakota public universities has steadily increased over the past four years. The percentage of students receiving credit for College Board Advanced Placement (CBAP) has increased from 5.7% in 2000 to 7.3% in 2003. The percentage of students enrolling in remedial courses (unduplicated) has also slightly increased from 33.9% in 2000 to 34.2% in 2003.

SOUTH DAKOTA HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS 2000, 2001, 2002 & 2003

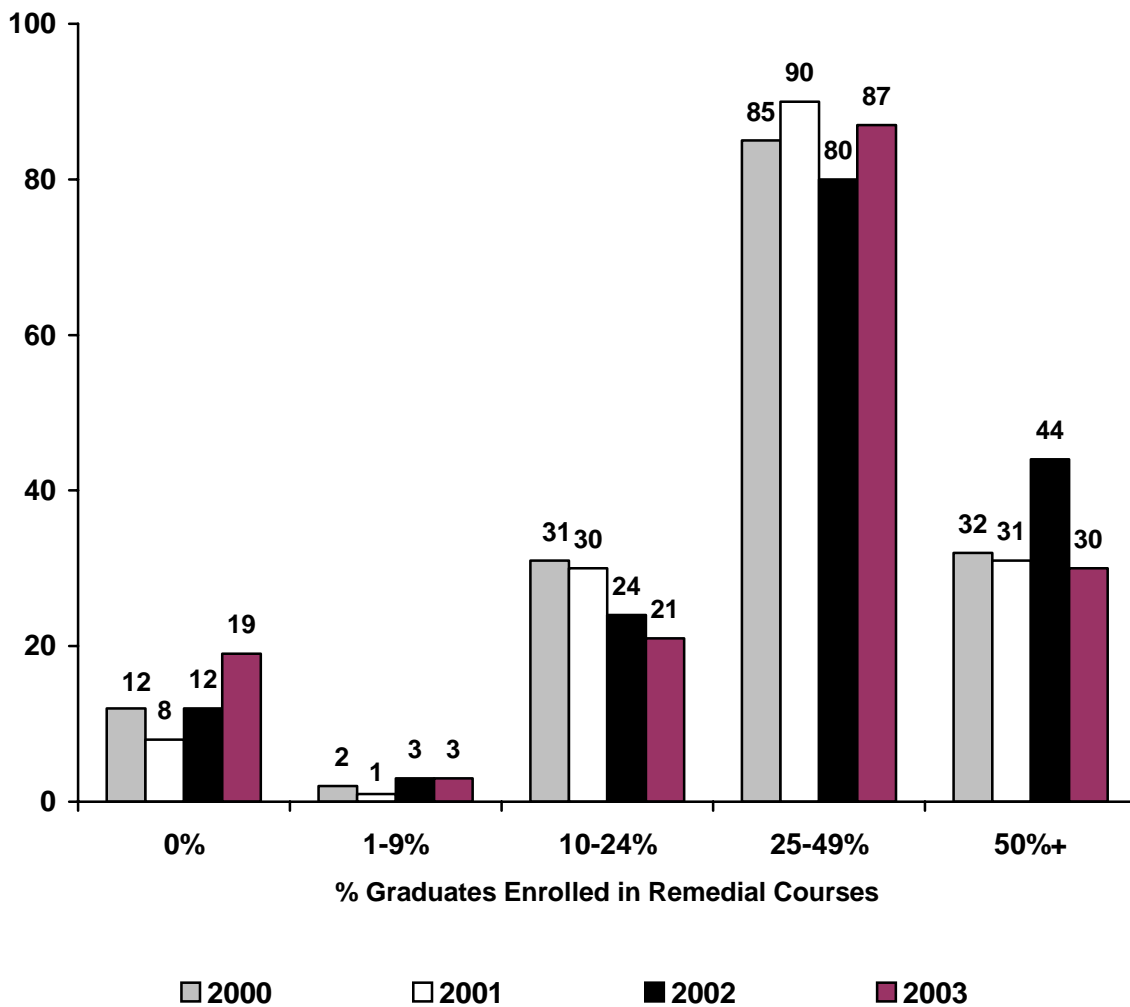
	2000	2001	2002	2003
Entering Cohort	2,665	2,660	2,722	2,884
% of SD Graduating Class Entering Regental Universities*	26.5%	30.0%	30.7%	33.5%
Average ACT composite score	22.1	22.0	22.2	22.2
Percentage awarded credit for CBAP	5.7%	5.1%	6.5%	7.3%
Percentage of unduplicated remedial enrollments in English and Math courses	33.9%	33.8%	34.2%	34.2%
Percentage enrolled in general education English and Math courses	66.1%	66.2%	65.8%	65.8%
Average GPA of those in remedial courses	2.32	2.25	2.29	2.23
Average GPA of those in general education courses	2.91	2.99	2.95	2.92
Average GPA of all students at end of year	2.74	2.78	2.76	2.73

*Based on graduating class figures provided by SD Department of Education.

FOUR YEAR TRENDS

Of 159 high schools with Class of 2003 graduates entering Regental universities, 12 (7.4%) had no students required to enroll in remedial courses (Graph #9). There were a total of 15 high schools that had less than 10% of their students receiving some remedial education.

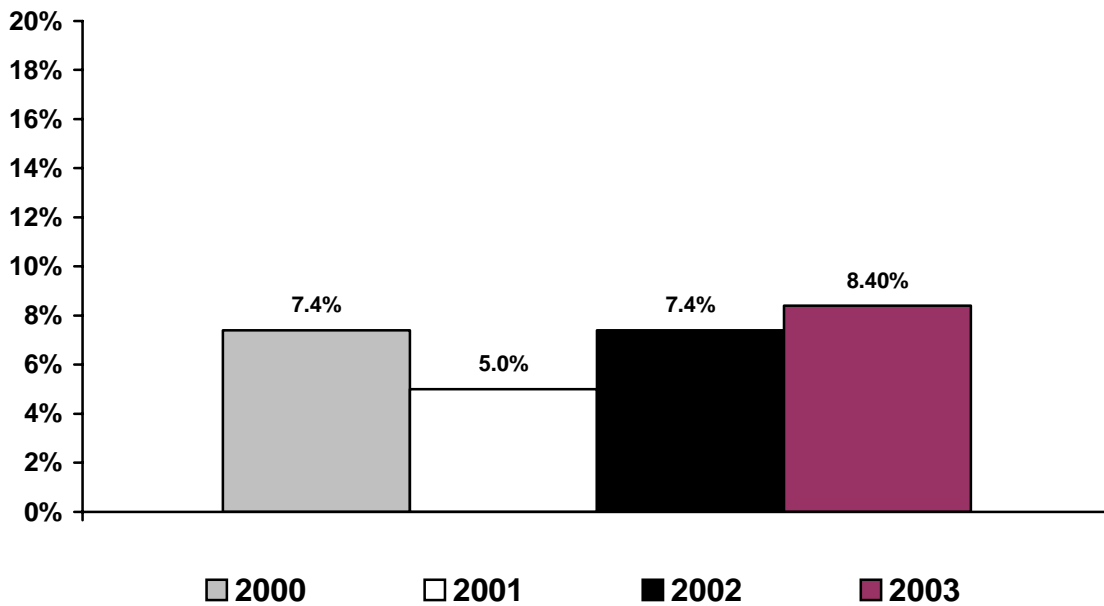
GRAPH #9
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED IN REMEDIAL COURSES
FOUR-YEAR TREND 2000-2003



FOUR YEAR TRENDS

Over the past four years, the percentage of the high schools with no students enrolled in remedial courses has remained below 10 percent (Graph #10).

GRAPH #10
COMPARISON OF PERCENTAGE OF HIGH SCHOOLS WITH
NO STUDENTS ENROLLED IN REMEDIAL EDUCATION
FOUR-YEAR TREND: 2000-2003

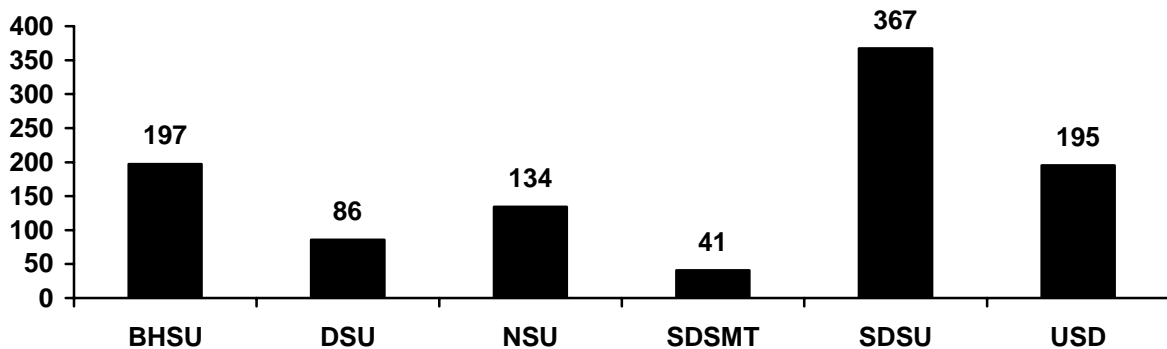


The percentage of 2003 South Dakota high school graduates enrolling in remedial courses in the Regental institutions (34.2%) continues to be lower than that reported nationally. An annual report by the National Center for Education Statistics, *The Condition of Education*, indicates that 40% of all students enrolled in four-year institutions enroll in at least one remedial course.

PLACEMENT BY REGENTAL INSTITUTIONS

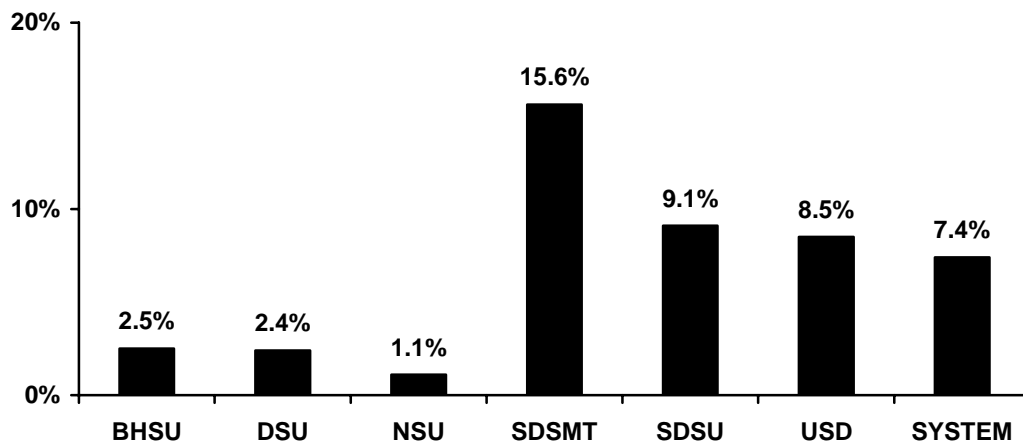
Entering students are required to sit for placement exams in English and mathematics to determine their readiness for engaging in general education coursework. Unduplicated remedial *placement* results by institution for Fall 2003 are shown in Graph #11.

GRAPH #11
COMPARISON OF UNDUPLICATED REMEDIAL PLACEMENTS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



All universities award Advanced Placement credit and all six universities enrolled 2003 high school graduates who received such credit. (Graph #12)

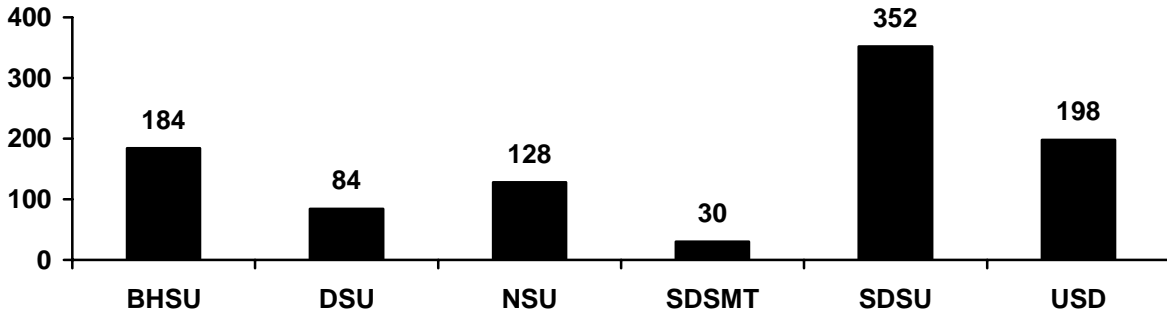
GRAPH #12
PERCENTAGE OF STUDENTS AWARDED COLLEGE BOARD ADVANCED PLACEMENT
BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



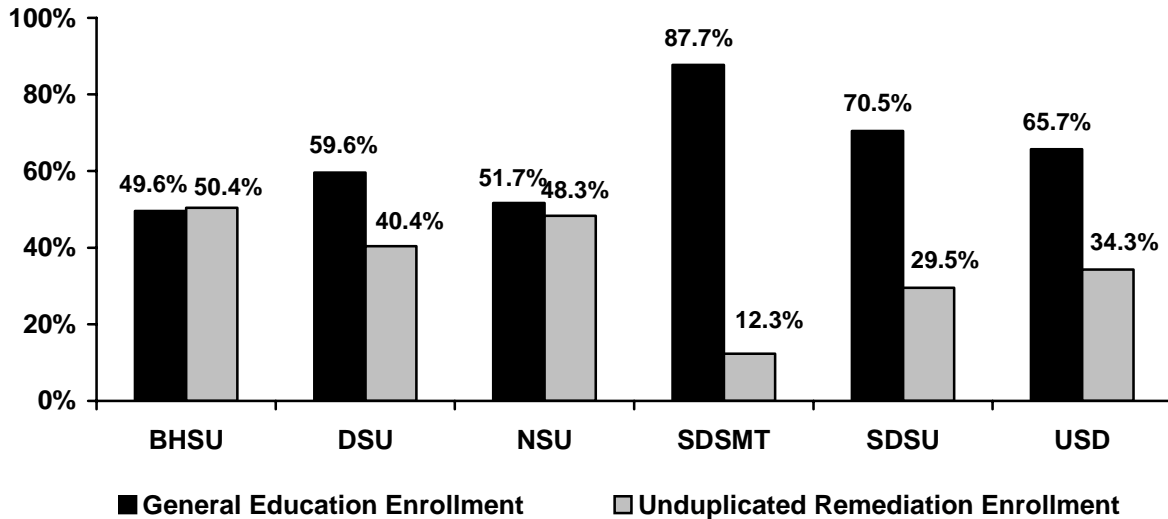
ENROLLMENT BY REGENTAL INSTITUTIONS

Remedial *enrollment* by university is presented in Graph #13 and compared to general education enrollments in Graph #14.

GRAPH #13
COMPARISON OF UNDUPLICATED REMEDIAL ENROLLMENTS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



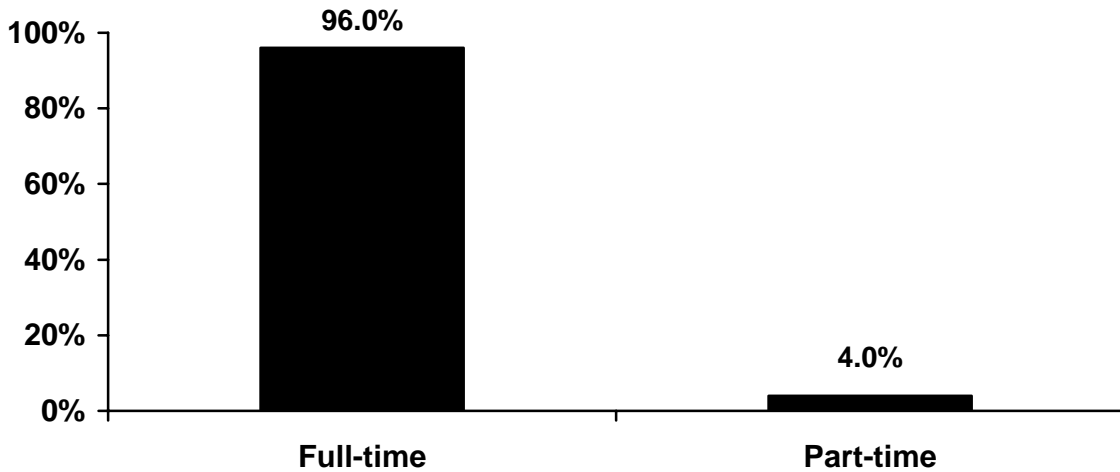
GRAPH #14
COMPARISON OF REMEDIAL AND GENERAL EDUCATION ENROLLMENTS BY INSTITUTION
2003 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



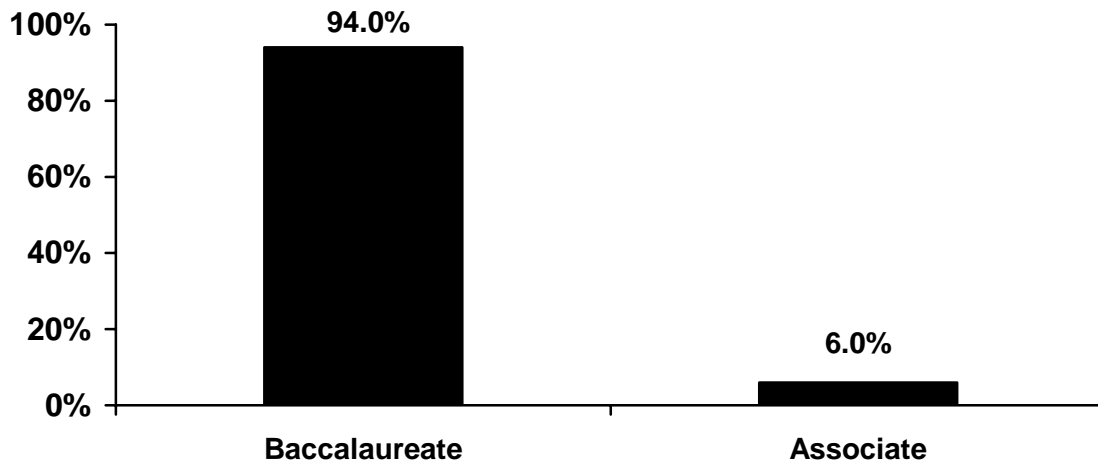
PART-TIME STUDENT ADMISSIONS

A total of 116 South Dakota high school graduates entered Regental institutions on a part-time basis in Fall 2003. These students represented approximately 4% of all South Dakota high school graduates entering Regental institutions in Fall 2003. (Graph #15). Of these 116 students, 94% were admitted into baccalaureate degree programs and 6% were admitted into associate degree programs. (Graph #16)

GRAPH #15
PERCENTAGE ENROLLED FULL- AND PART-TIME
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



GRAPH #16
PART-TIME STUDENT ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003



PART-TIME STUDENT ACT SCORES, COURSE PLACEMENT AND COLLEGE BOARD ADVANCED PLACEMENT

The average ACT composite score for the 115 South Dakota high school graduates entering Regental institutions on a part-time basis who took the ACT was 20.3. Students entering on a part-time basis had lower average ACT composite scores than students entering on a full-time basis (Graph #17). Of the 74 South Dakota high school graduates entering Regental institutions Fall 2003 on a part-time basis and completing at least one semester, 39 were enrolled in remedial courses and 5 were awarded credit for College Board Advanced Placement.

**GRAPH #17
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2003**

