

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 5 – Z (2)**

**DATE: December 2-3, 2015**

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**SUBJECT: 2014 High School Transition Report**

Each year, SDBOR conducts an analysis of the first-year performance of Regental students matriculating from each of the state’s school districts. Individualized reports are made available to each school district to help ensure that future high school graduates are adequately prepared for postsecondary success. These district-level reports cover a wide range of first-year student outcomes, including but not limited to: institutions enrolled, remedial placement, first-year academic performance, and course taking patterns. The 2014 High School Transition Report (Attachment I) caps the above reporting effort by summarizing these indicators for the statewide cohort of 2014 high school graduates.

For additional information, visit the interactive SDBOR High School Transition Report Dashboard at <https://www.sdbor.edu/dashboards>.

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**RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR**

Information only.

# High School Transition Report

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## Background and Data Notes

The High School Transition Report (HSTR) summarizes data from the cohort of in-state high school graduates who entered the South Dakota public university system in Fall 2014.<sup>1</sup> Specifically, the dataset used in this report includes any student who:

- 1) graduated from a South Dakota high school as a member of the class of 2014 (or) was a South Dakota resident completing a home school program in 2014;

(and)

- 2) was admitted to a Regental baccalaureate or associate's degree program;

(and)

- 3) was a first-time college student in Fall 2014.

It is important to understand that this report is only one source of information that high schools may use to assess the preparation of their students for postsecondary education. This document does not report on districts' entire populations of graduates, does not analyze high schools' course offerings, and does not compare the overall quality of high schools.

## Analysis

### Entering Cohort

A total of 2,793 students from South Dakota's high school graduating class of 2014 enrolled at a public university in Fall 2014, 2,610 of whom entered as a member of a full-time federal reporting cohort.<sup>2</sup> These 2,610 full-time students represent 29.1 percent of all in-state high school graduates in 2014, and serve as the main analysis group of this report. Table 1 (below) offers a quantitative portrait of these 2,610 students, and also provides comparable data for past cohorts.

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<sup>1</sup> Interactive district-level data are available from the [SDBOR High School Transition Report Dashboard](#). Additional district-level data on the college-going patterns of in-state high school graduates are available from the [SDBOR College Matriculation Dashboard](#).

<sup>2</sup> In IPEDS reporting, "federal cohorts" include all first-time, degree-seeking students entering an institution in a given fall term.

**Table 1**  
SD High School Graduates Entering the University System on a Full-Time Basis

Entering Cohort	2010	2011	2012	2013	2014
n Entering Cohort	2,940	2,834	2,708	2,763	2,610
% of SD HS Graduates Entering SDBOR System	32.9%	31.7%	30.2%	31.1%	29.1%
% of Cohort Awarded SDOS	31.9%	33.6%	33.1%	32.5%	34.9%
ACT Scores	2010	2011	2012	2013	2014
Mean ACT Composite Score	22.9	23.0	23.0	23.0	23.1
% Meeting English Benchmark	84.2%	82.9%	84.0%	83.3%	83.1%
% Meeting Reading Benchmark	68.3%	67.8%	69.3%	70.0%	70.4%
% Meeting Math Benchmark	58.9%	60.7%	64.2%	63.8%	63.6%
% Meeting Science Benchmark	42.8%	44.3%	46.0%	47.6%	46.1%
% Meeting No ACT Readiness Benchmarks	10.9%	10.7%	9.8%	9.4%	9.7%
% Meeting 1-3 ACT Readiness Benchmarks	54.4%	53.8%	52.3%	52.3%	52.6%
% Meeting All Four ACT Readiness Benchmarks	34.8%	35.5%	37.9%	38.3%	37.8%
Remedial Placement	2010	2011	2012	2013	2014
% with English Remedial Placement	13.2%	13.7%	12.4%	13.8%	14.4%
% with Math Remedial Placement	25.0%	23.1%	21.7%	21.9%	22.0%
% with English (or) Math Remedial Placement	29.6%	28.4%	26.6%	26.4%	26.9%
Avg. GPA – Those w/ Remedial Placement	2.30	2.36	2.37	2.37	2.45
Avg. GPA – Those w/o Remedial Placement	2.96	3.00	3.05	3.06	3.01
Avg. GPA – All Full-Time Students	2.77	2.83	2.88	2.89	2.92
Credit Hours	2010	2011	2012	2013	2014
Mean First-Year Credit Hours Attempted	25.5	25.7	26.0	25.8	25.9
Mean First-Year Credit Hours Completed	23.8	24.1	24.5	24.3	24.5
Second Semester Retention	2010	2011	2012	2013	2014
2 <sup>nd</sup> Semester Retention: Same Institution	88.1%	87.7%	90.6%	88.3%	88.6%
2 <sup>nd</sup> Semester Retention: Any SDBOR Institution	89.9%	89.7%	92.0%	90.5%	90.7%

### ACT Scores

According to the 2014 ACT South Dakota Profile Report, the average composite ACT score for all in-state test takers in 2014 was  $\bar{x}$  =21.9, slightly higher than the national average of  $\bar{x}$  =21.0. The average composite score of those entering the university system on a full-time basis was  $\bar{x}$  =23.1, up slightly from  $\bar{x}$  =23.0 in 2013.

ACT Inc.’s “College Readiness Benchmarks” are score thresholds that map ACT subtest scores to future performance in entry-level college courses. These benchmarks indicate the minimum ACT scores a student should obtain to ensure at least a 50.0% chance of scoring a B or higher and a 75.0% chance of scoring a C or higher in related collegiate coursework (ACT, 2010; Allen & Scoring, 2005a). Among members of the 2014 analysis group,  $n$  =980 (37.8 percent) met all four ACT benchmarks, with the majority ( $n$  =1,365; 52.6 percent) meeting one to three, followed by those meeting none ( $n$  =251; 9.7%). Table 2 (below) suggests a strong positive relationship between benchmark success and subsequent academic performance.

**Table 2**  
First-Year Academic Performance by ACT Benchmark Group

ACT Benchmarks Met	Count	Cumulative GPA	Credits Attempted	Credits Completed
None	251	2.35	19.0	16.9
1 to 3	1,365	2.80	25.3	23.8
All Four	980	3.22	28.7	27.7

### Remedial Placement

Just over one-quarter (act. 26.9 percent) of the state's 2014 high school graduates entering the university system on a full-time basis in 2014 were designated for remedial education. This figure represents a slight increase from the figure recorded last year. The number of students requiring remedial English ( $n=371$  or 14.4 percent) ticked up slightly from 2013. Those requiring some form of math remediation ( $n=566$  or 22.0 percent) also increased slightly from 2013. Overall, remediation rates have remained relatively flat in recent years.

As seen in Table 3, cumulative GPA (i.e., fall plus spring terms) was lowest among students requiring remediation in both mathematics and English ( $\bar{x}=2.30$ ) and highest for those requiring no remediation ( $\bar{x}=3.08$ ). Similar observations can be made with respect to credit hours attempted and credit hours completed.

**Table 3**  
First-Year Academic Performance by Remedial Placement Group

Remedial Group	Count	Cumulative GPA	Credits Attempted	Credits Completed
Math and English	245	2.30	18.9	16.6
Math only	321	2.54	23.1	20.7
English only	126	2.50	23.9	22.1
No Remediation	1,878	3.08	28.0	26.9

### Credit Hours

Students in the HSTR analysis group attempted an average of 25.9 credit hours in Fall 2014 and Spring 2015 (combined), completing an average of 24.5 credit hours. These figures have shown little change in recent years.

### Second Semester Retention

Because district-level reports include only single-year observations, this summary report focuses on the percentage of students who are retained into their second *term*. Of the 2,610 South Dakota high school graduates that entered the university system on a full-time basis in Fall 2014,  $n=2,312$  (88.6 percent) were still enrolled in Spring 2015 at the *same* university. Unmatched data indicate that 2,366 students (90.7 percent) were retained into the second semester at *any* in-state university. Both measures suggest little change from the previous year.