

SOUTH DAKOTA BOARD OF REGENTS

SOUTH DAKOTA HIGH SCHOOL TO COLLEGE TRANSITION REPORT 2000 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 2000 and met the following criteria:

- graduated from a South Dakota high school in 2000
- first-time students enrolled for 12 or more semester credit hours on the Fall 2000 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 2000 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 2000
- did not enroll in a Board of Regents university in Fall 2000
- 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. Definitions are included for the table elements.

- Summary of High School Student Profiles: 2000 South Dakota High School Graduates Entering Regental Institutions Fall 2000 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

- Summary of High School Graduates First Year Performance in College: 2000 South Dakota High School Graduates Entering Regental Institutions Fall 2000 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen
- Placement by Regental Institution for South Dakota High School Graduates Entering Regental Institutions Fall 2000 and Enrolled for 12 or More Hours:
 - Table 1: Remedial Placement
 - Table 2: Remedial Enrollment
 - Table 3: Comparison of Remedial and Degree Credit Placement
 - Table 4: Credit Awarded for College Board Advanced Placement Examinations
- Placement by Regental Institution for South Dakota High School Graduates Entering Regental Institutions Fall 2000 and Enrolled for Less than 12 Hours:
 - Table 1: Remedial Placement
 - Table 2: Remedial Enrollment
 - Table 3: Comparison of Remedial and Degree Credit Placement
 - Table 4: Credit Awarded for College Board Advanced Placement Examinations
- Rank of South Dakota High Schools by University GPA of Graduates Entering Regental Institutions Fall 2000 and Enrolled for 12 or More Hours
- Individual High School Report:
 - Table 1: Graduates Entering Regental Institutions
 - Table 2: Graduates First Year Performance in College During 2000-2001
 - Table 3: Graduates College Performance Compared to ACT Composite Score
 - Table 4: Graduates Enrollment in Mathematics and English

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 and Cultural Affairs

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

The report to individual high schools:

- 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

Changes made to the High School Feedback Report in 1998 that also affect the 2000 report

Two significant revisions were made to the report in 1998. The first change was the inclusion of information regarding student performance on placement examinations. Previous editions of the high school feedback report indicated the number of students who required remediation in mathematics and English courses based solely on course enrollments. While the summary report continues to indicate the number of students in need of remediation based on course enrollment, it also includes information on the number of students in need of remediation based on student performance on placement examinations.

The other revision that occurred was in the definition of remediation. In previous editions of the feedback report a distinction had been made between students enrolled in remedial courses and students enrolled in degree credit courses. As a result, students enrolled in pre-general education courses in mathematics and English courses that were associated with degree credits were not counted in the remedial enrollment figures. The report was revised so that the number of students in need of remediation prior to enrollment in mathematics and English general education courses is more clearly depicted by making the distinction between students enrolled in remedial courses and students enrolled in general education courses.

Changes made in 2000

Several changes enacted in 2000 have impacted this report. First, the name of the report was changed from the *High School Feedback Report* to the *High School to College Transition Report*. The first year of college is an important time of transition. As students leave their high school years and begin their college careers, they face many academic and social challenges. The change in the name of the report is intended to reflect this period of change in a student's life.

Second, the summary table that provided information by high school was split apart to allow additional information to be added. The first table generated from this split, Summary of High School Student Profiles, was created to provide additional information about these students as they begin their university careers. While ACT Composite score information was previously provided, information on ACT English, Math, Reading, and Science Reasoning scores were not. In addition to providing information on those scores, the table also provides information on the number and percentage of students meeting high school course requirements required for admissions to public universities and students recognized as meeting requirements for recognition as Regents Scholars.

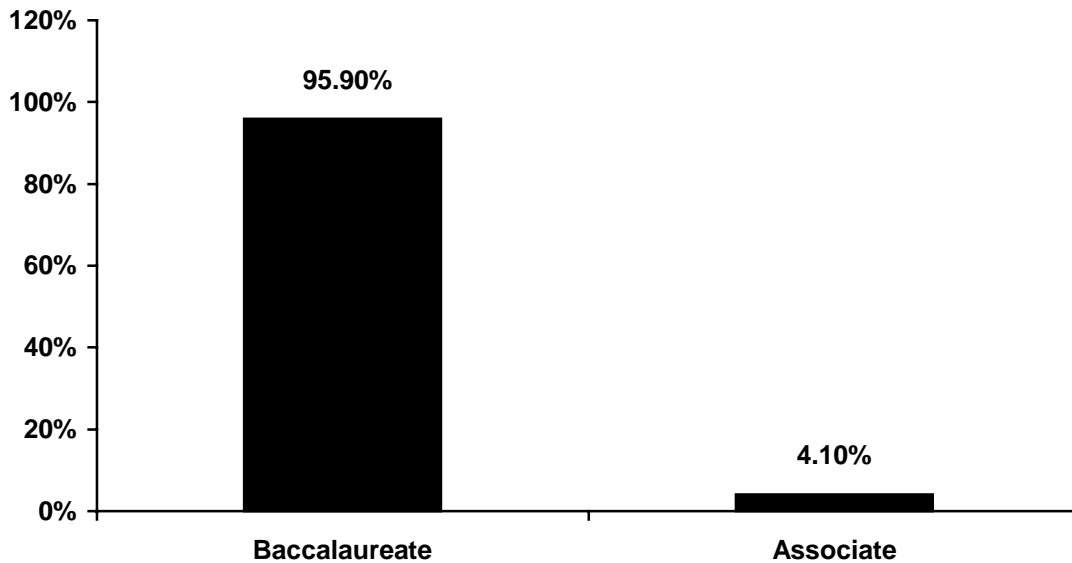
The second table generated from the split of the former summary table, Summary of High School Graduates First Year Performance in College, was created to provide information about students' academic performance. In addition to providing the remedial and general education placement rates, remedial and general education enrollment rates, and university grade point averages that were previously contained in single summary table, this table also provides information on the number of students attempting, and earning, more than 31 credit hours during their first year. In order to progress to sophomore standing, students must have earned more than 31.99 credit hours.

Finally, the Board approved a year-long pilot project to examine the effectiveness of using ACT examination scores for placing entering undergraduate students into their initial English and mathematics courses. Beginning in Spring 2000, entering students were placed according to scores they earned on the ACT English and ACT Mathematics exams. Students without valid ACT scores were required to sit for ACT's COMPASS placement examinations. Results of the pilot project indicated that while the number of students enrolled in remedial education courses increased, success rates in remedial and general education courses also increased. In 2001, the Board approved the replacement of the previous placement process with one based on ACT/ACT COMPASS scores.

ADMISSIONS

The Summary of High School Student Profiles for 2000 indicates that a cohort of 2,665 South Dakota high school graduates entered Regental institutions on a full-time basis. Of this cohort, 95.9% were admitted to baccalaureate degree programs and 4.1% were admitted to associate degree programs (Graph #1). These 2,665 students represent 26.46% of the 10,072 South Dakota graduates in 2000.

**GRAPH #1
ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000**



**ADMISSIONS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000**

| 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 | 280 | 99.29% | 237 | 88.10% | 266 | 86.64% | 224 | 100% | 953 | 96.65% | 595 | 99.66% | 2555 | 95.78% |
| Admitted to ASSO | 2 | 0.70% | 32 | 11.89% | 41 | 13.36% | 0 | | 33 | 3.35% | 2 | 0.34% | 110 | 4.22% |
| Total Cohort | 282 | 100% | 269 | 100% | 307 | 100% | 224 | 100% | 986 | 100% | 597 | 100% | 2665 | 100% |

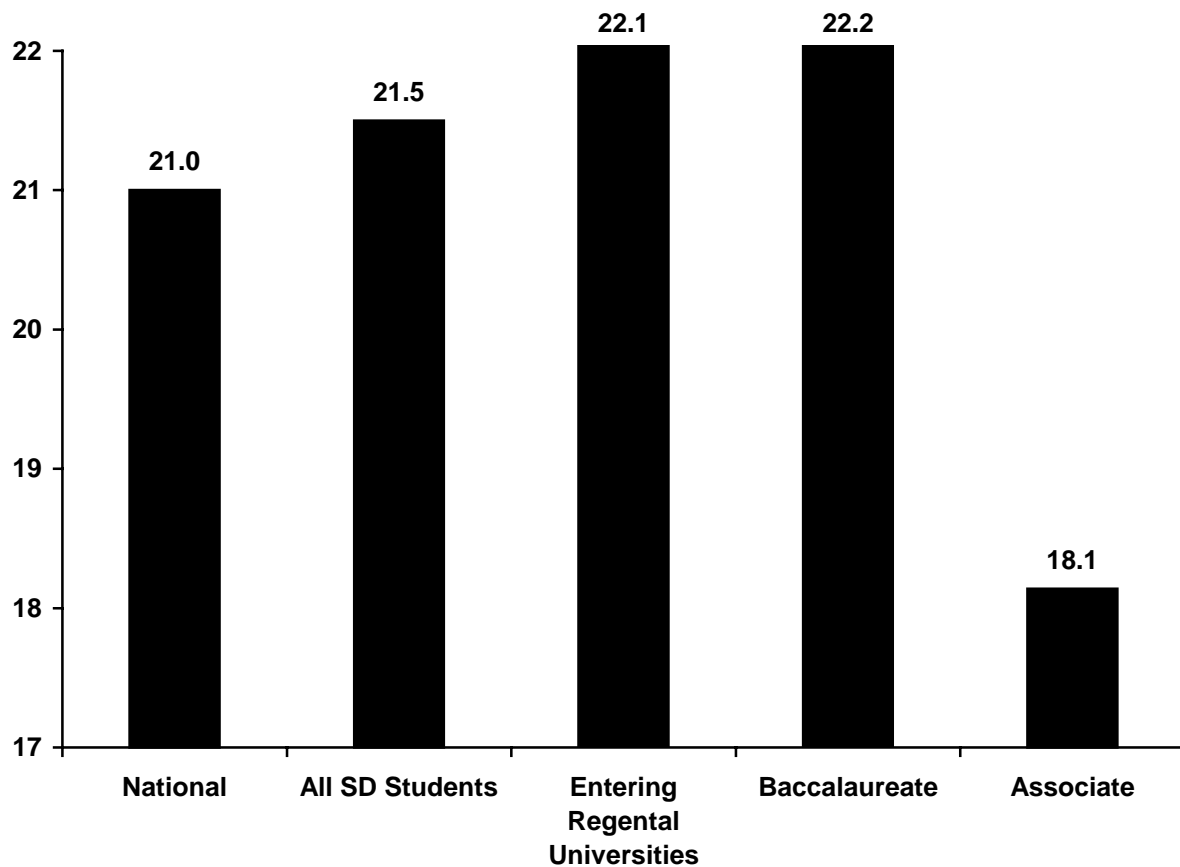
Note: All entering students in the USD associate programs in Nursing and Dental Hygiene had high school graduation years prior to 2000.

ACT COMPARISON

The average ACT Composite score for the 2,665 South Dakota high school graduates entering Regental institutions who took the ACT was 22.1. The average ACT composite score for the 2,555 (95.87%) admitted to baccalaureate degree programs was 22.2, and for the 107 (4.13%) admitted to associate degree programs it was 18.1.

According to ACT's *High School Profile Report: HS Graduating Class 2000*, the average ACT composite score for all South Dakota students in the 2000 graduating class was 21.5 and the national average was 21.0. The South Dakota average includes students who did not attend a Board of Regents university in Fall 2000 (Graph #2).

GRAPH #2
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000

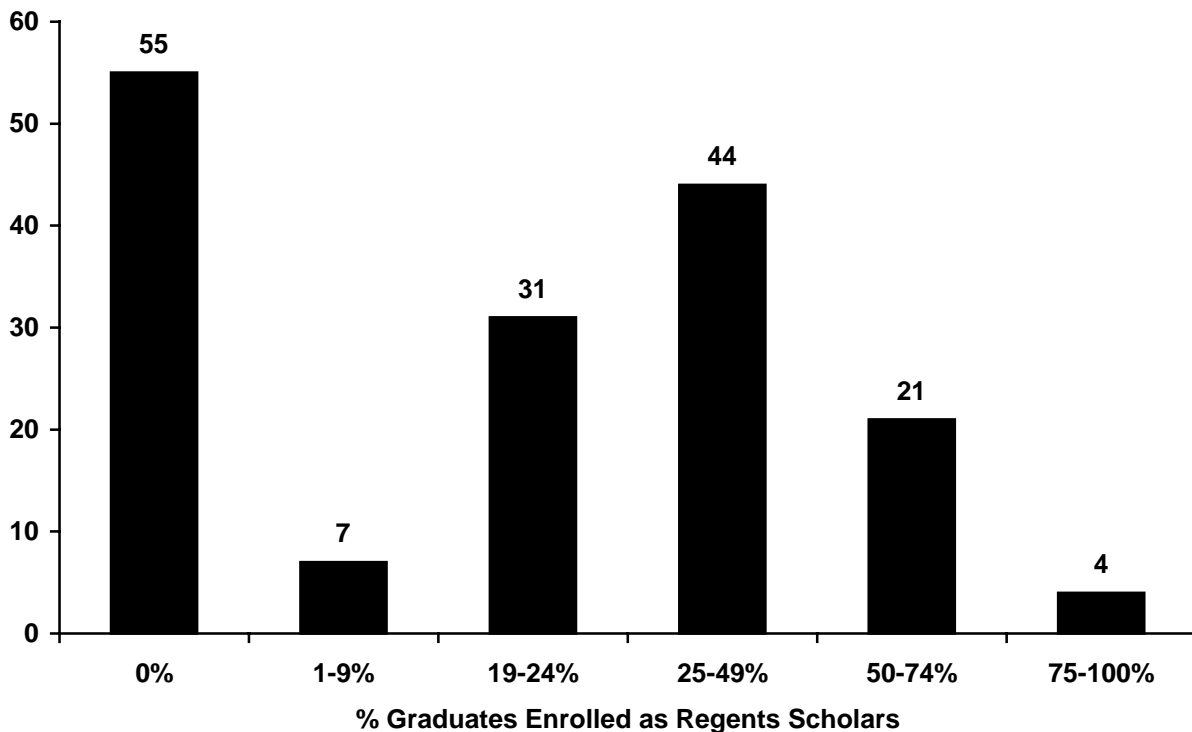


REGENTS SCHOLARS

South Dakota high school graduates who complete specified high school coursework and meet academic performance requirements are eligible to be recognized as Regents Scholars and receive Regents Scholars Diplomas. Students are nominated to the Department of Education and Cultural Affairs by a high school administrator. High school graduates designated as Regents Scholars automatically are admitted to all six Regental universities. In Fall 2000, 660 (24.92%) of the 2,665 South Dakota high school graduates entering South Dakota public universities were Regents Scholars.

There were 162 high schools with graduates entering Regental universities in Fall 2000. Of those 162 high schools, 25 (14.43) had at least half of their students designated as Regents Scholars. (Graph #3) There were 55 high schools (33.95%) with none of their graduates enrolled as Regents Scholars.

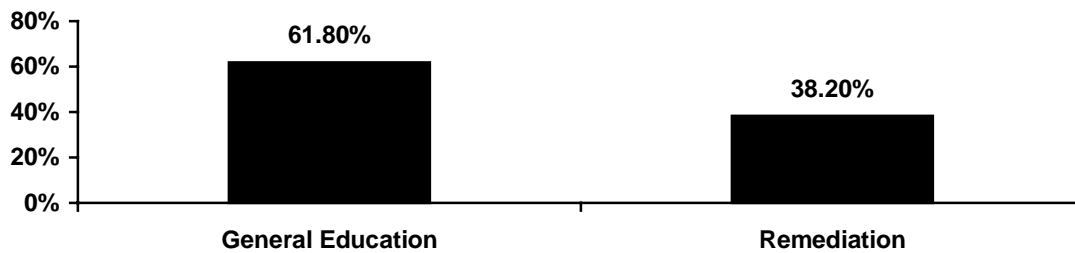
GRAPH #2
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED AS REGENTS SCHOLARS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



PLACEMENT, COURSE ENROLLMENT AND GPA

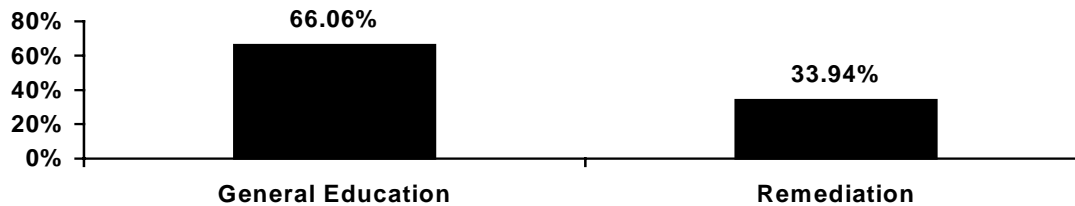
Comparison of placement and enrollment in general education and remedial courses and of university grade point averages (GPA) includes only those 2,628 full-time students who completed at least one semester during the academic year 2000-01. Placement and average GPA for those students were as follows: 443 students had placement scores indicating a need for remedial English, 862 students needed remedial mathematics, and 301 students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 1,004 (38.20%). (Graph #4) The average university GPA for students whose placement scores indicated a need for remediation in English was 2.12. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.33

GRAPH #4
GENERAL EDUCATION AND REMEDIAL PLACEMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000
AND COMPLETING AT LEAST ONE SEMESTER



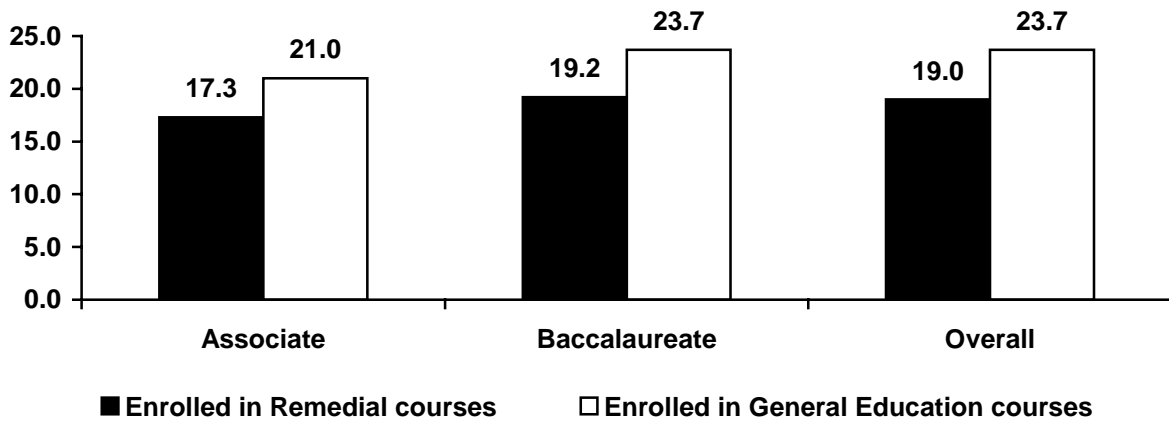
Enrollment and average university GPA for students who completed at least one semester was as follows: 1,736 (66.06%) enrolled in general education courses and achieved an average university GPA of 2.91; 355 enrolled in remedial English and 759 in remedial mathematics with 222 enrolled in both. The unduplicated enrollment in remedial courses was 892 (33.94%) with an average university GPA of 2.32 (Graph #5). Students enrolling in both remedial English and math had an average university GPA of 1.97.

GRAPH #5
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000

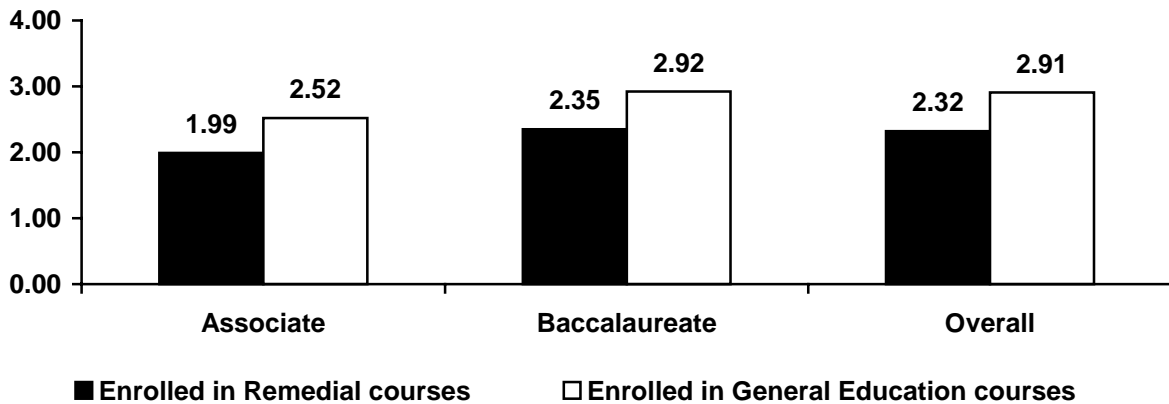


In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Differences in average ACT Composite score and GPA were not affected by the level of degree program. Associate degree-seeking students enrolled 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 2000



GRAPH #7
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE UNIVERSITY GPA BY DEGREE LEVEL
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000

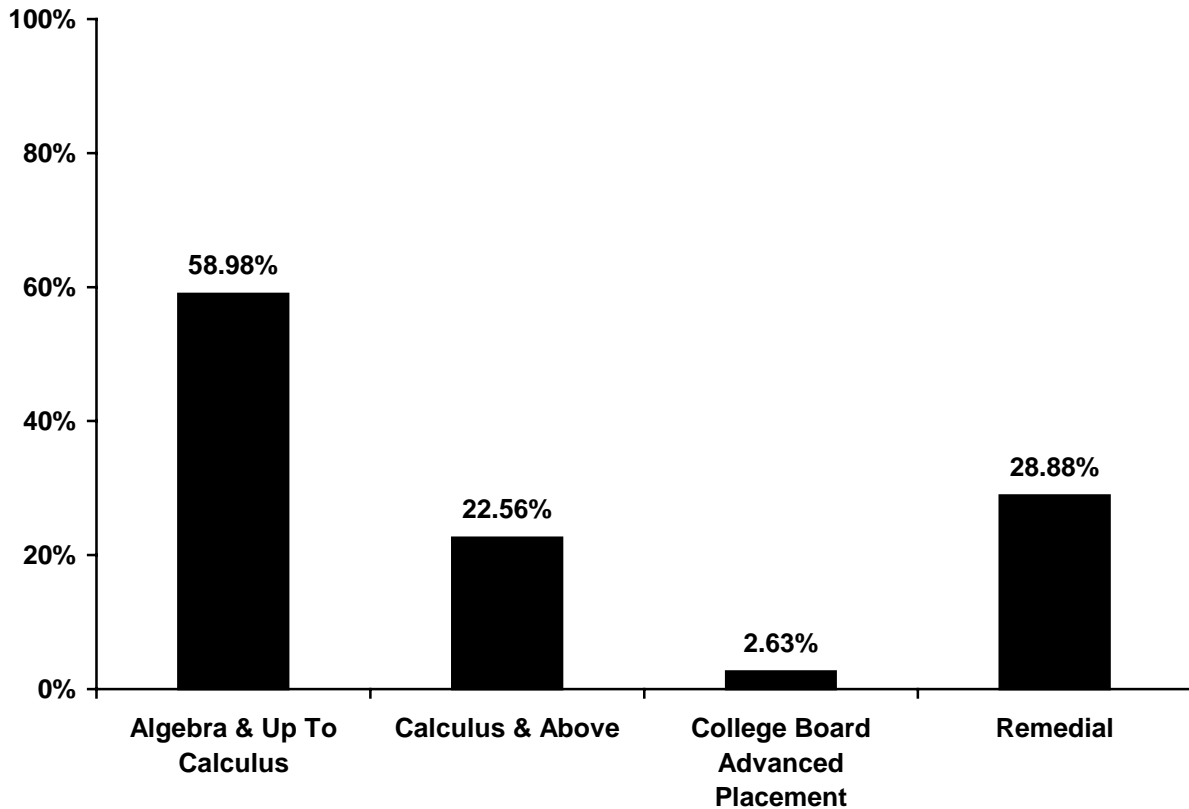


ENROLLMENT IN MATHEMATICS AND ENGLISH COURSES

Data on enrollment in mathematics and English courses is affected by duplicate enrollments. For example, during the academic year, students may have enrolled in a remedial course one semester and a general education course the next semester. Also, credit awarded for College Board Advanced Placement (CBAP) examinations may count toward general education credit. Therefore, the percentages included in the graphs will total more than 100%.

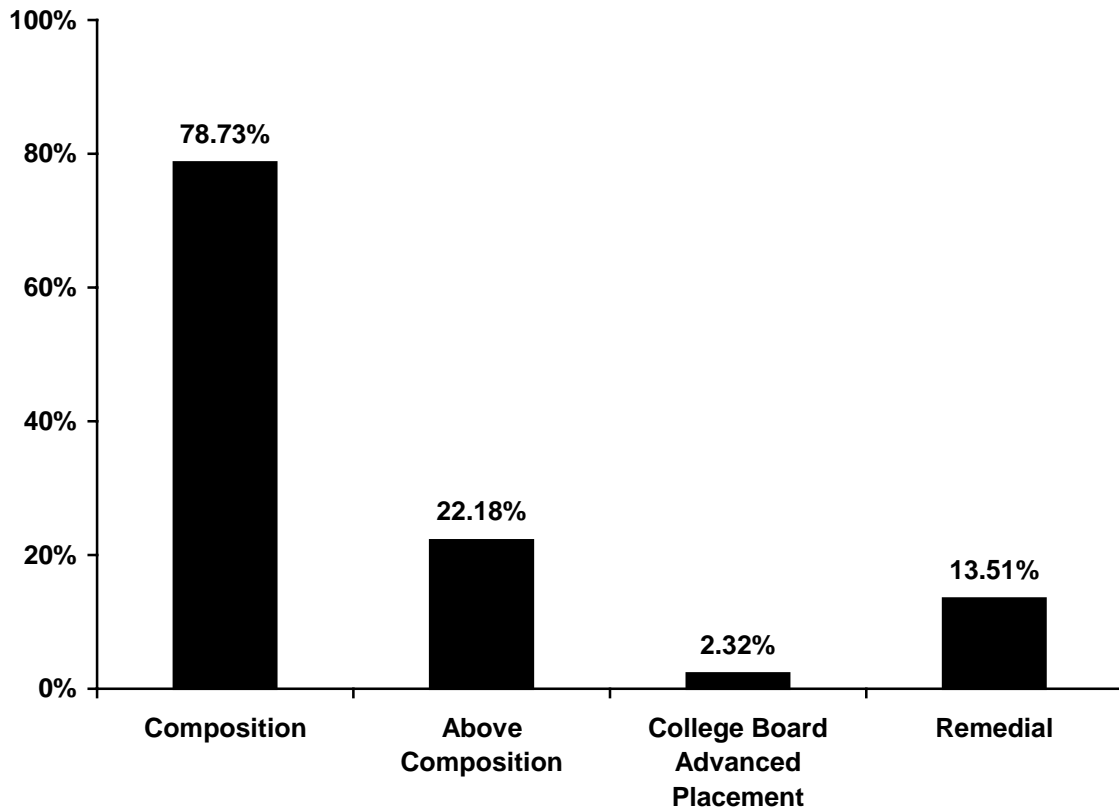
For the academic year, in the area of mathematics, 58.98% enrolled in courses at the level of Algebra up to Calculus, 22.56% enrolled in calculus and above, 2.63% were awarded credit based on the College Board Advanced Placement Calculus examination, and 28.88% enrolled in remedial courses. (Graph #8)

GRAPH #8
ENROLLMENT IN MATHEMATICS COURSES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



For the academic year, in the area of English, 78.73% enrolled in general education courses in Composition, 22.18% in courses Above Composition, 2.32% received College Board Advanced Placement credit, and 13.51% enrolled in remedial courses. (Graph #9)

GRAPH #9
ENROLLMENT IN ENGLISH COURSES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000

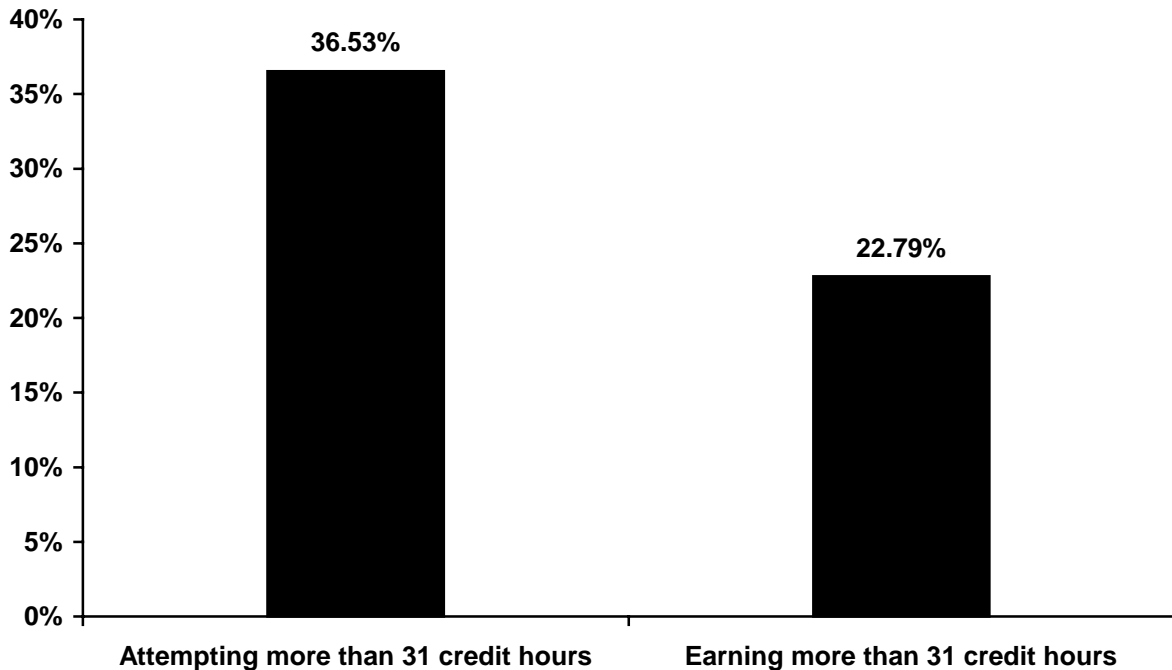


Credit for College Board Advanced Placement, in all subject areas, was awarded to an unduplicated total of 149 (5.67%) students. Their average GPA at the end of the freshmen year was 3.32. There were 69 students receiving College Board Advanced Placement credit in mathematics and 61 in English.

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 2,628 SD high school graduates who enrolled Fall 2000 and completed at least one term, only 947 (36.53%) attempted to take more than 31 credit hours during their fall and spring term; only 599 (22.79%) actually earned more than 31 credit hours. (Graph # 10)

GRAPH #10
FIRST YEAR PROGRESS TOWARD GRADUATION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



FIVE YEAR TRENDS

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a five year period, between 1995 and 2000, reveals some change. For the second year in a row, the number of South Dakota high school graduates entering Regental institutions in 2000 declined slightly. At the same time, the average ACT Composite score has increased slightly each year of the past two years. The percentage of students receiving credit for College Board Advanced Placement (CBAP) has increased each year over the past five years. Changes to the 1998 report and in the Board of Regents' placement process impact remedial enrollment trend data as indicated by the change between 1997 and 1998 and between 1999 and 2000.

FIVE YEAR TRENDS SOUTH DAKOTA HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS 1995-2000

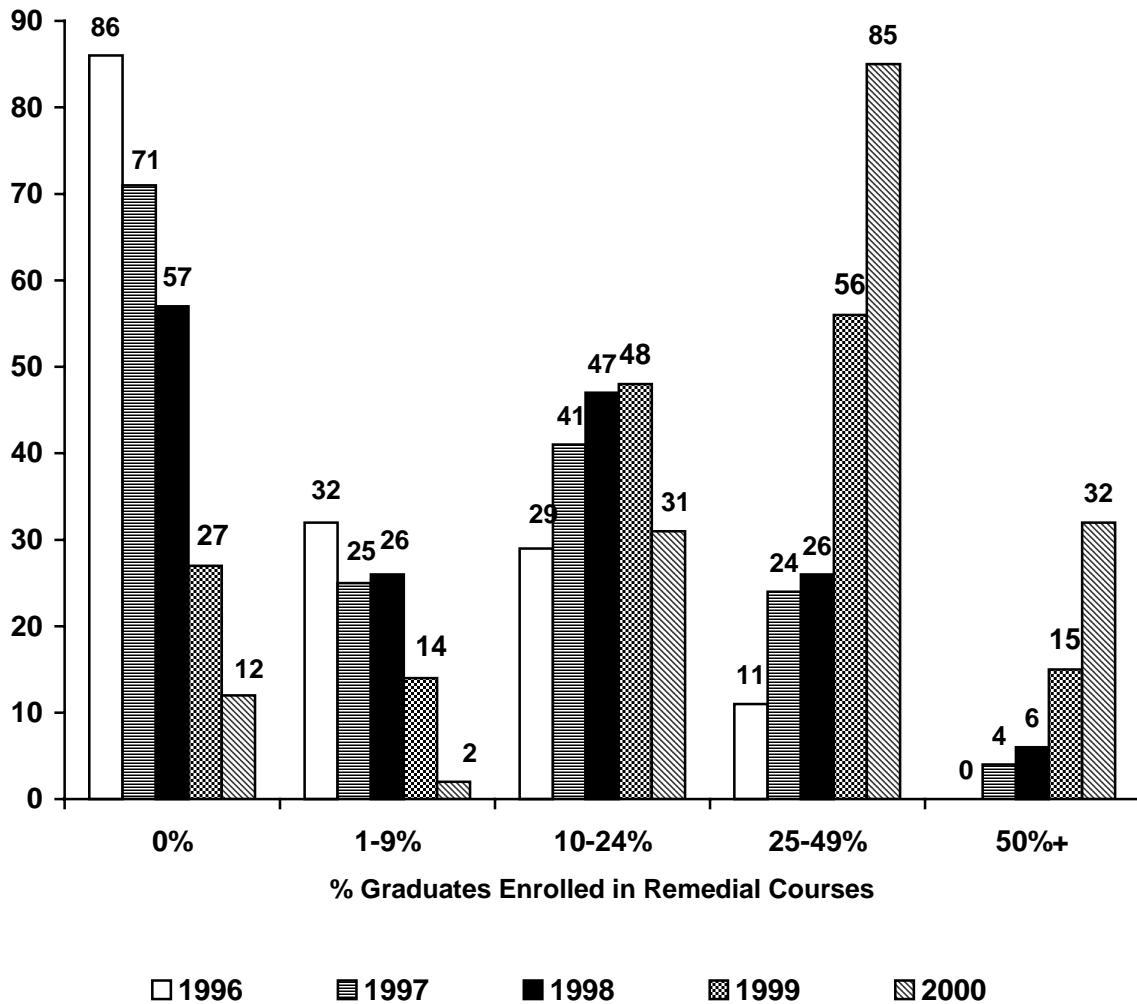
| | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|--------|--------|--------|--------|--------|
| Entering Cohort | 2,527 | 2,704 | 2,721 | 2,618 | 2,665 |
| % of SD Graduating Class Entering Regental Universities* | 27.77% | 27.65% | 27.12% | 26.79% | 26.46% |
| Average ACT composite score | 21.96 | 21.86 | 21.81 | 21.87 | 22.07 |
| Percentage enrolled in English remedial courses** | 4.13% | 5.17% | 6.40% | 8.25% | 13.51% |
| Percentage enrolled in mathematics remedial courses** | 3.37% | 3.75% | 7.18% | 13.46% | 28.88% |
| Percentage of unduplicated remedial enrollments** | 6.26% | 8.28% | 11.54% | 19.09% | 33.94% |
| Percentage enrolled in general education courses** | 93.74% | 91.72% | 88.46% | 80.91% | 66.06% |
| Percentage awarded credit for CBAP | 2.13% | 3.86% | 4.18% | 4.55% | 5.67% |
| Average GPA of those in remedial courses | 2.06 | 2.28 | 2.12 | 2.29 | 2.32 |
| Average GPA of those in general education courses | 2.71 | 2.72 | 2.76 | 2.83 | 2.91 |
| Average GPA of those awarded CBAP credit | 3.45 | 3.29 | 3.32 | 3.37 | 3.32 |
| Average GPA of all students at end of year | 2.68 | 2.69 | 2.70 | 2.74 | 2.74 |

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

**Prior to 1998, a distinction was made between remedial and degree credit courses. In 1998, degree credit courses that were not accepted for general education credit were included with remedial courses.

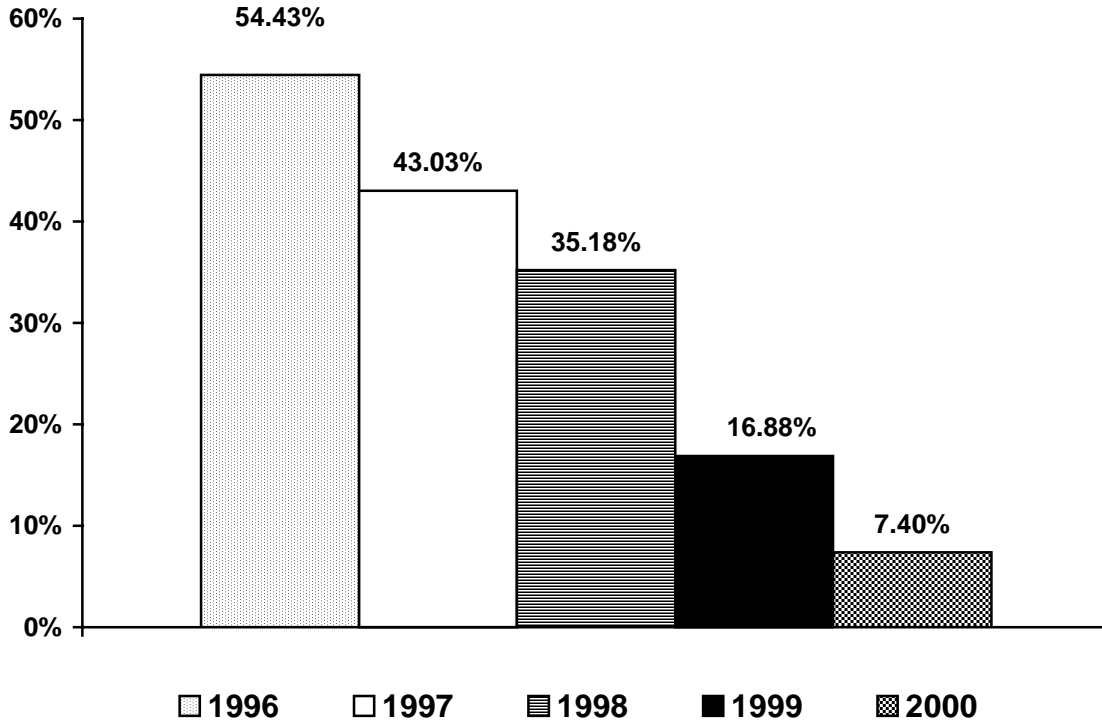
Of 162 high schools with Class of 2000 graduates entering Regental universities, 12 (7.40%) had no students required to enroll in remedial courses. (Graph #11) There were a total of 14 high schools that had less than 10% of their students receiving some remedial education.

GRAPH #11
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED IN REMEDIAL COURSES
FIVE YEAR TREND 1995-2000



On a percentage basis, the number of high schools with no students enrolled in remedial courses in 2000 is the lowest it has been during the five year period. (Graph #12)

GRAPH #12
COMPARISON OF PERCENTAGE OF HIGH SCHOOLS WITH
NO STUDENTS ENROLLED IN REMEDIAL EDUCATION
FIVE YEAR TREND: 1995-2000

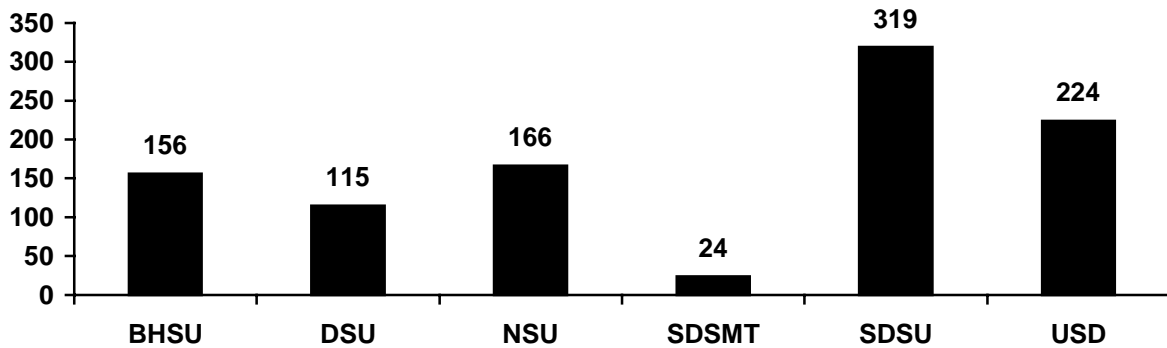


The percentage of 2000 South Dakota high school graduates enrolling in remedial courses in the Regental institutions (33.49%) continues to be lower than that reported nationally. An annual report by the National Center for Education Statistics, *The Condition of Education 2001*, indicates that 40% of all students enrolled in four-year institutions in enroll in at least one remedial course.

PLACEMENT BY REGENTAL INSTITUTIONS

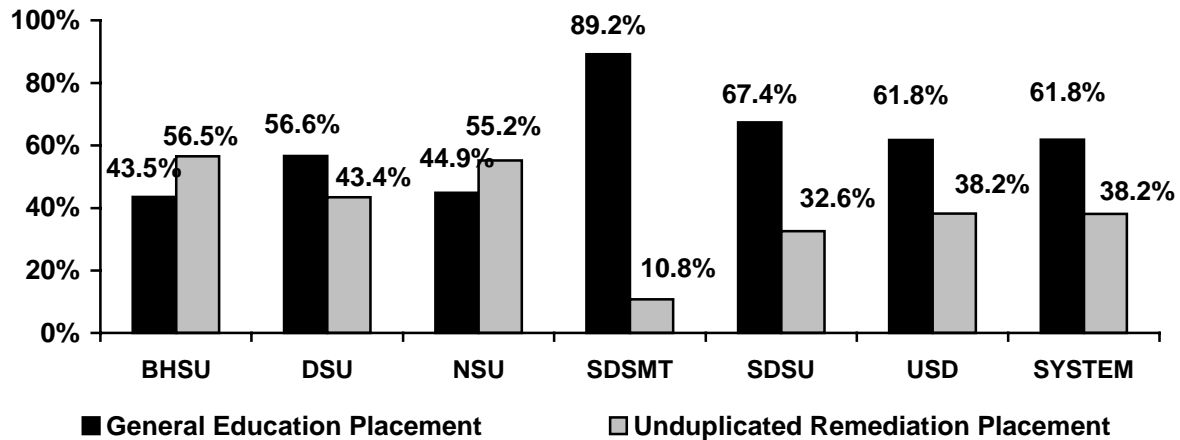
Entering students are required to sit for placement exams in English and mathematics to determine their readiness for engaging in general education coursework. In terms of student performance on placement examinations by individual Regental universities, only one institution had more students with scores below the cutscore for placement in English than in mathematics. (Graph #13)

GRAPH #13
COMPARISON OF UNDUPLICATED REMEDIAL PLACEMENTS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999



All but two of the universities had more students with scores at or above the cutscore for general education placement than students with scores indicating a need for remediation. (Graph #14).

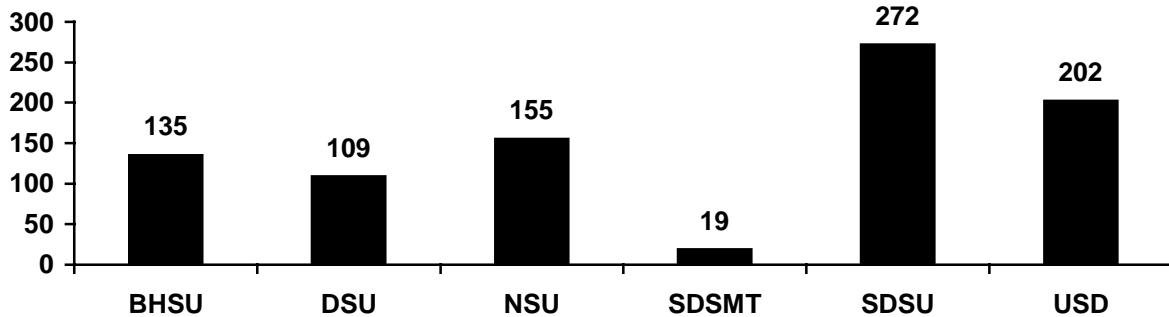
GRAPH #14
COMPARISON OF REMEDIAL AND GENERAL EDUCATION PLACEMENT BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



ENROLLMENT BY REGENTAL INSTITUTIONS

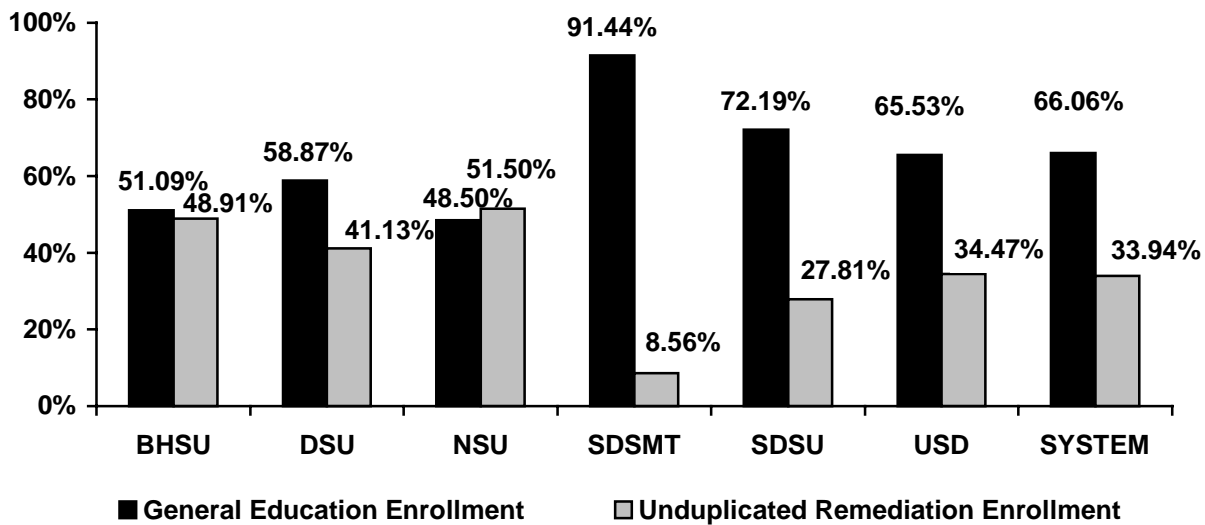
In terms of student enrollment in remedial courses by individual Regental universities, only one institution had more students enrolled in remedial English than in mathematics. (Graph #15)

GRAPH #15
COMPARISON OF UNDUPLICATED REMEDIAL ENROLLMENTS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



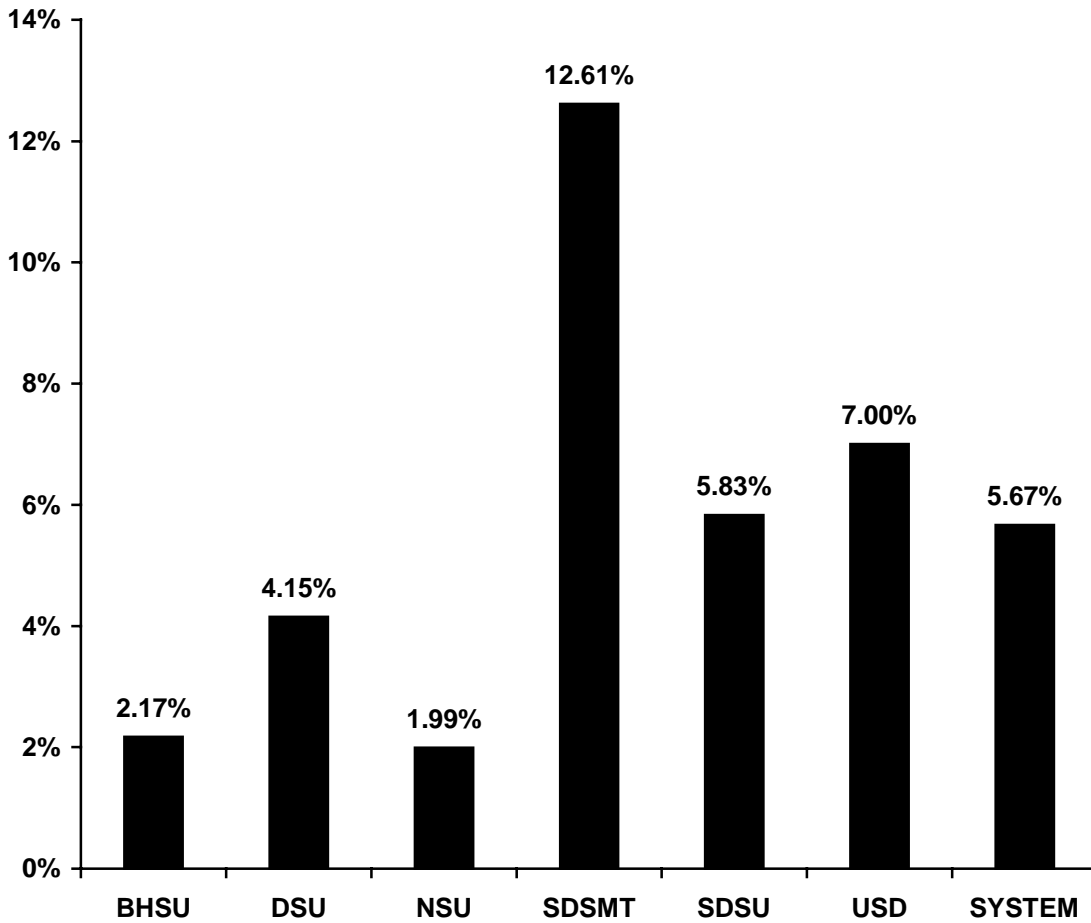
All but one of the universities had more students enrolled in general education courses than in remedial courses. (Graph #16) The percentage of graduates from each high school required to enroll in remedial courses is affected by the distribution of those graduates among the Regental institutions. If a greater number of graduates attend one or more of the institutions with higher placements in remedial courses, the percentage for that high school may increase.

GRAPH #16
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999
COMPARISON OF REMEDIAL AND GENERAL EDUCATION ENROLLMENTS BY INSTITUTION



All universities award Advanced Placement credit and all six universities enrolled 1999 high school graduates who received such credit. (Graph #17)

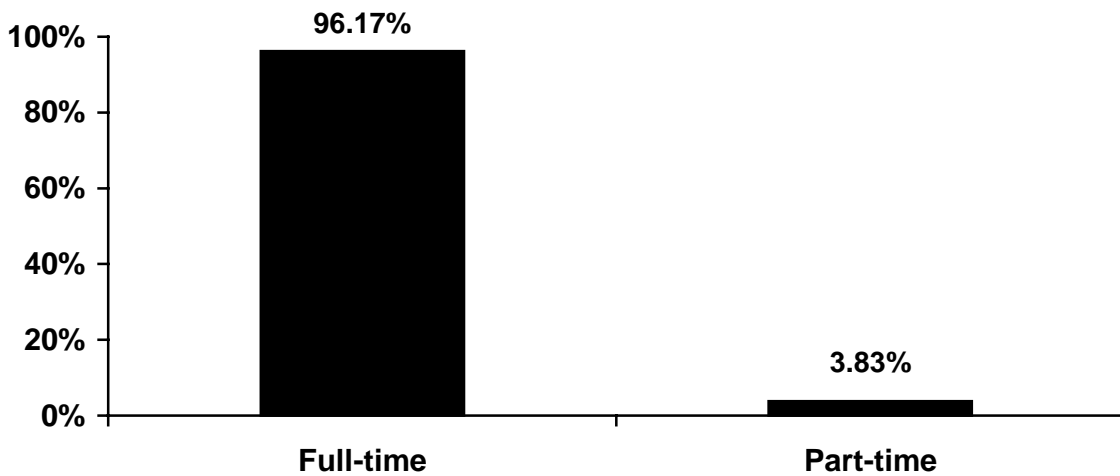
GRAPH #17
PERCENTAGE OF STUDENTS AWARDED COLLEGE BOARD ADVANCED PLACEMENT
BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



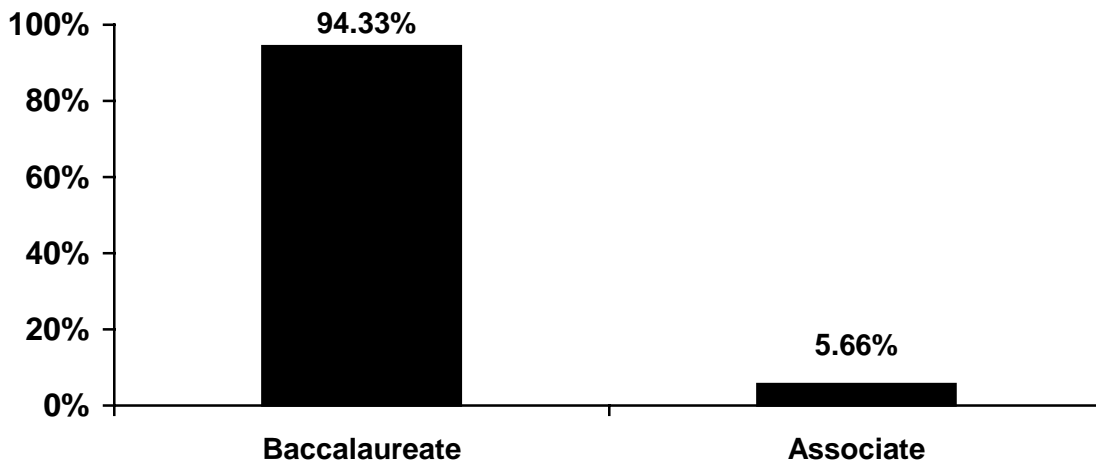
PART-TIME STUDENT ADMISSIONS

A total of 106 South Dakota high school graduates entered Regental institutions on a part-time basis in Fall 2000. These students represented less than 8% of all South Dakota high school graduates entering Regental institutions in Fall 2000. (Graph #18). Of these 106 students, 94.33% were admitted into baccalaureate degree programs and 5.66% were admitted into associate degree programs. (Graph #19)

GRAPH #18
PERCENTAGE ENROLLED FULL- AND PART-TIME
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



GRAPH #19
PART-TIME STUDENT ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000



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

The average ACT composite score for the 106 South Dakota high school graduates entering Regental institutions on a part-time basis who took the ACT was 21.5. Students entering on a part-time basis had lower average ACT composite scores than students entering on a full-time basis (Graph #20). Of the 106 South Dakota high school graduates entering Regental institutions Fall 2000 on a part-time basis, 32 were enrolled in remedial courses and 5 of the students were awarded credit for College Board Advanced Placement.

**GRAPH #20
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2000**

