

## **SOUTH DAKOTA BOARD OF REGENTS**

### **SOUTH DAKOTA HIGH SCHOOL TO COLLEGE TRANSITION REPORT 2001 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 2001 and met the following criteria:

- graduated from a South Dakota high school in 2001
- first-time students enrolled for 12 or more semester credit hours on the Fall 2001 term census date (10<sup>th</sup> 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 2001 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 2001
- did not enroll in a Board of Regents university in Fall 2001
- 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: 2001 South Dakota High School Graduates Entering Regental Institutions Fall 2001 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

- Summary of High School Graduates First Year Performance in College: 2001 South Dakota High School Graduates Entering Regental Institutions Fall 2001 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 2001 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 2001 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 2001 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 2001-2002
  - 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

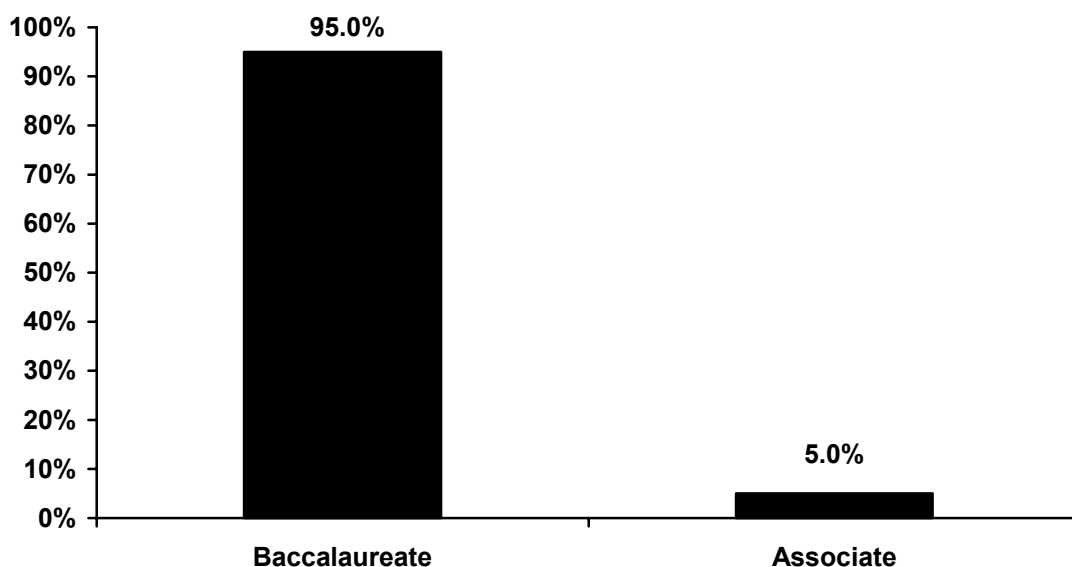
South Dakota public universities will continue to collaborate with our high schools to improve the readiness of high school graduates for postsecondary education. This partnership will strive to:

- 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

## ADMISSIONS

The Summary of High School Student Profiles for 2001 indicates that a cohort of 2,660 South Dakota high school graduates entered Regental institutions on a full-time basis. Of this cohort, 95.0% were admitted to baccalaureate degree programs and 5.0% were admitted to associate degree programs (Graph #1). These 2,660 students represent 30.0% of the 8,859 South Dakota graduates in 2001 (*2000-2001 Education in South Dakota*, DECA).

**GRAPH #1**  
**ADMISSIONS CLASSIFICATIONS**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



**ADMISSIONS BY INSTITUTION**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**

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	327	98.2%	229	86.1%	231	84.4%	253	99.6%	911	95.5%	576	100.0%	2527	95.0%
Admitted to ASSO	6	1.8%	37	13.9%	46	16.6%	1	0.4%	43	4.5%		0.0%	133	5.0%
Total Cohort	333	100%	266	100%	277	100%	254	100%	954	100%	576	100%	2660	100%

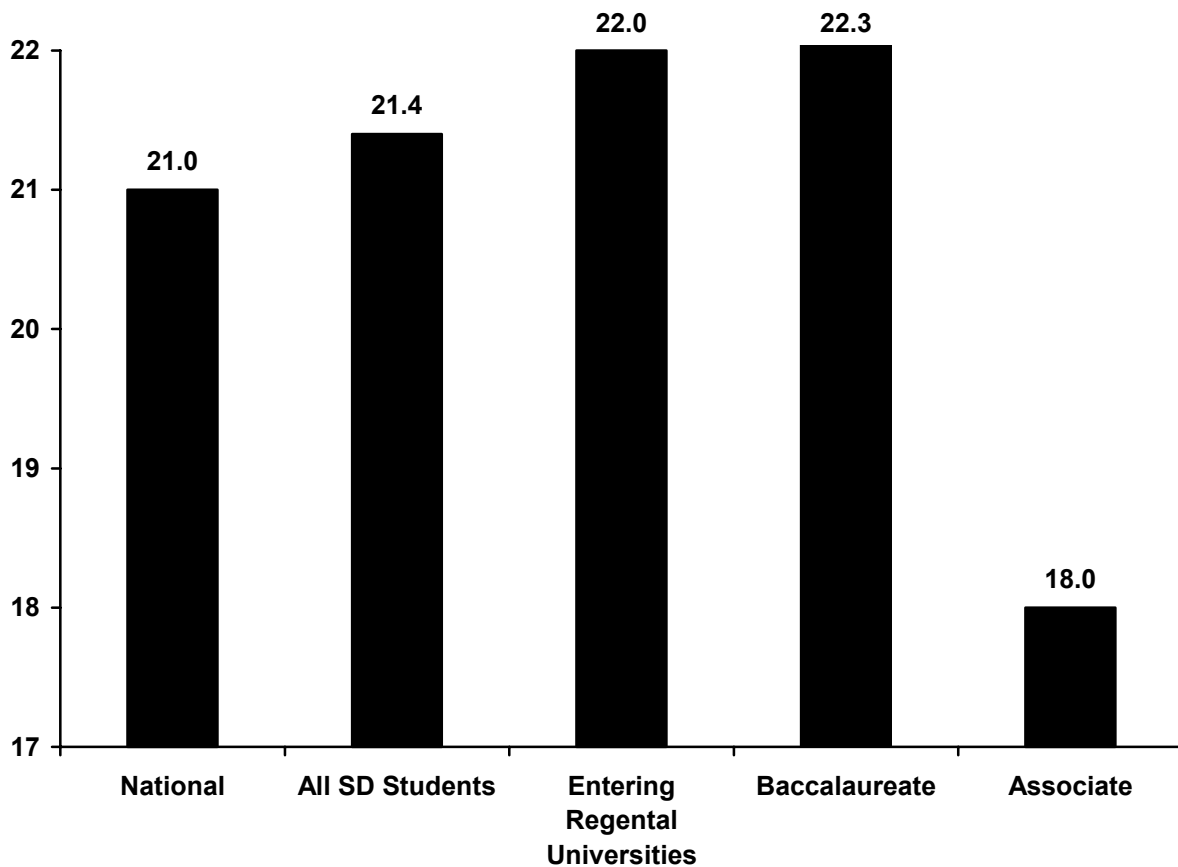
Note: All entering students in the USD associate programs in Nursing and Dental Hygiene had high school graduation years prior to 2001.

## ACT COMPARISON

The average ACT Composite score for the 2,660 South Dakota high school graduates entering Regental institutions who took the ACT was 22.0. The average ACT composite score for the 2,527 (95.0%) admitted to baccalaureate degree programs was 22.3, and for the 133 (5.0%) admitted to associate degree programs it was 18.0.

According to ACT's *High School Profile Report: HS Graduating Class 2001*, the average ACT composite score for all South Dakota students in the 2001 graduating class was 21.4 and the national average was 21.0. The South Dakota average includes students who did not attend a Board of Regents university in Fall 2001 (Graph #2).

**GRAPH #2**  
**COMPARISON OF AVERAGE ACT COMPOSITE SCORES**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**

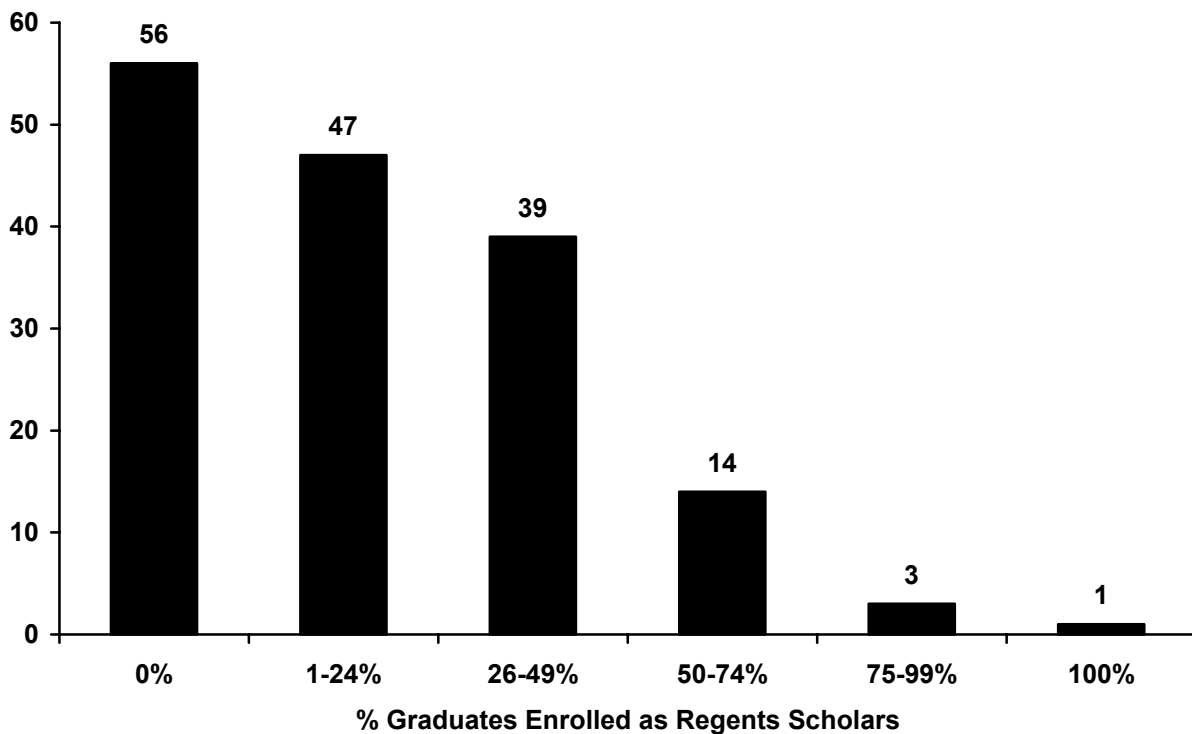


## REGENTS SCHOLARS

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. 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 2001, 668 (25.1%) of the 2,660 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary for Regents Scholars recognition.

There were 160 high schools with graduates entering Regental universities in Fall 2001. Of those 160 high schools, 18 (15.6%) had at least half of their students designated as Regent Scholars. (Graph #3) There were 56 high schools (35.0%) with none of their graduates enrolled as Regents Scholars.

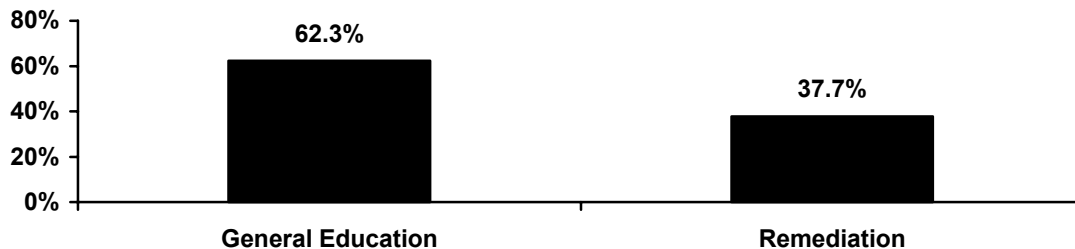
**GRAPH #2**  
**NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED AS REGENTS SCHOLARS**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



## PLACEMENT, COURSE ENROLLMENT AND GPA

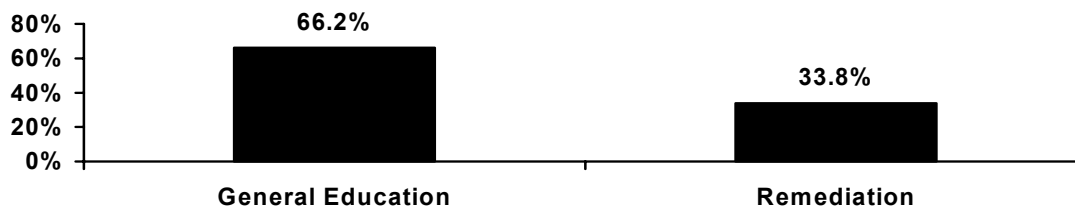
Comparison of placement and enrollment in general education and remedial courses and of university grade point averages (GPA) includes only those 2,625 full-time students who completed at least one semester during the academic year 2001-02. Placement and average GPA for those students were as follows: 456 students had placement scores indicating a need for remedial English, 849 students needed remedial mathematics, and 315 students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 989 (37.7%). (Graph #4) The average university GPA for students whose placement scores indicated a need for remediation in English was 2.09. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.26

**GRAPH #4**  
**GENERAL EDUCATION AND REMEDIAL PLACEMENT**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**  
**AND COMPLETING AT LEAST ONE SEMESTER**



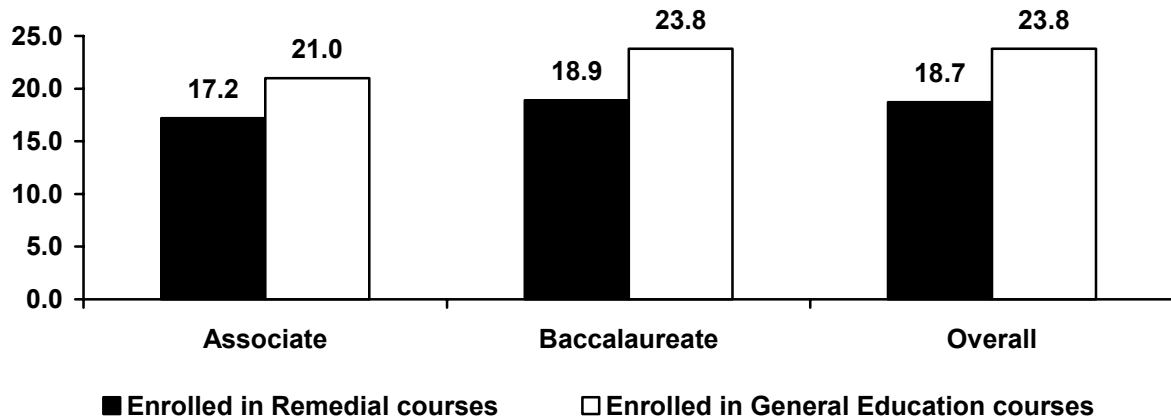
Enrollment and average university GPA for students who completed at least one semester was as follows: 1,738 (66.2%) enrolled in general education courses and achieved an average university GPA of 2.99; 373 enrolled in remedial English and 753 in remedial mathematics with 239 enrolled in both. The unduplicated enrollment in remedial courses was 887 (33.8%) with an average university GPA of 2.25 (Graph #5). Students enrolling in both remedial English and math had an average university GPA of 2.01.

**GRAPH #5**  
**GENERAL EDUCATION AND REMEDIAL ENROLLMENT**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**

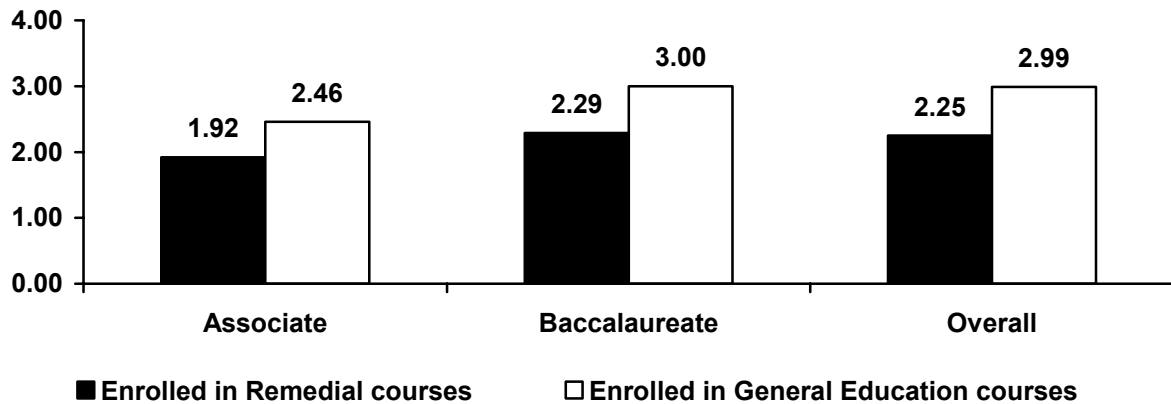


In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Differences in average ACT Composite score and GPA were not affected by the level of degree program. Associate degree-seeking students enrolled 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 2001**



**GRAPH #7  
GENERAL EDUCATION AND REMEDIAL ENROLLMENT  
AVERAGE UNIVERSITY GPA BY DEGREE LEVEL  
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



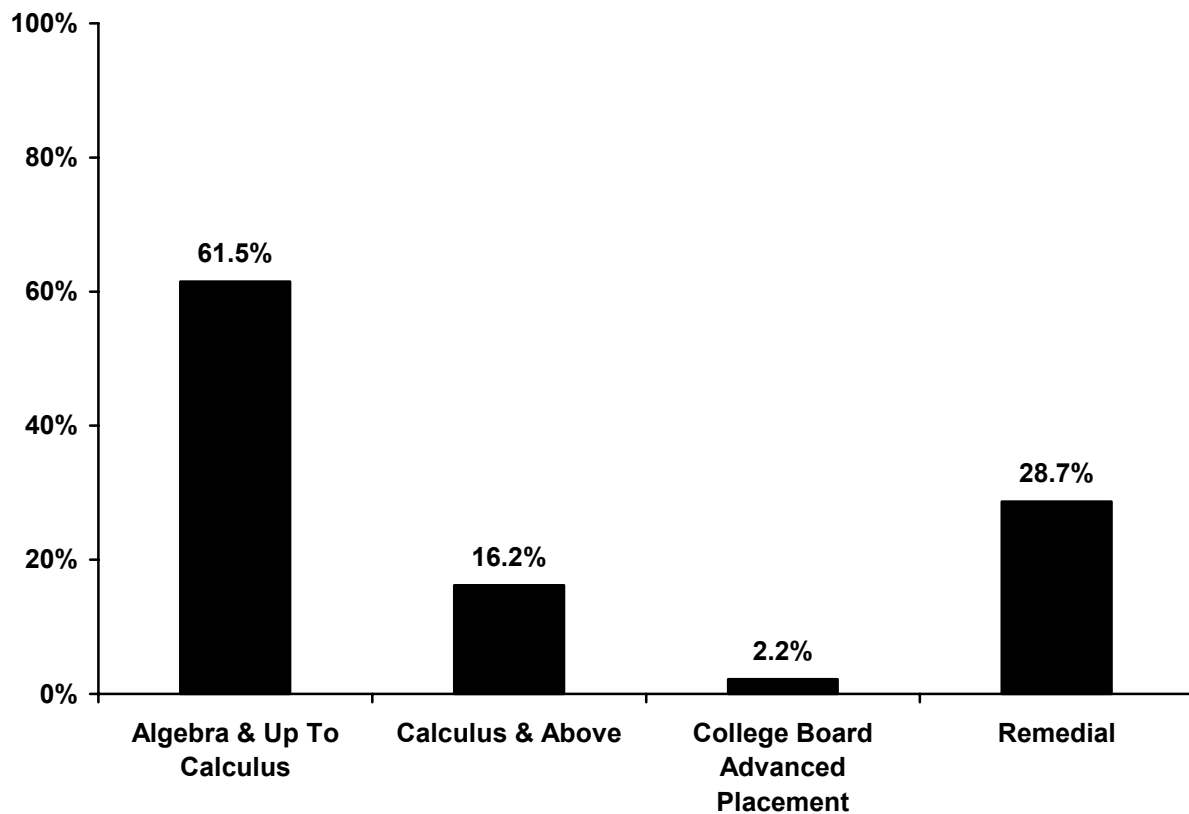
**ENROLLMENT IN MATHEMATICS AND ENGLISH COURSES**



Data on enrollment in mathematics and English courses are 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%.

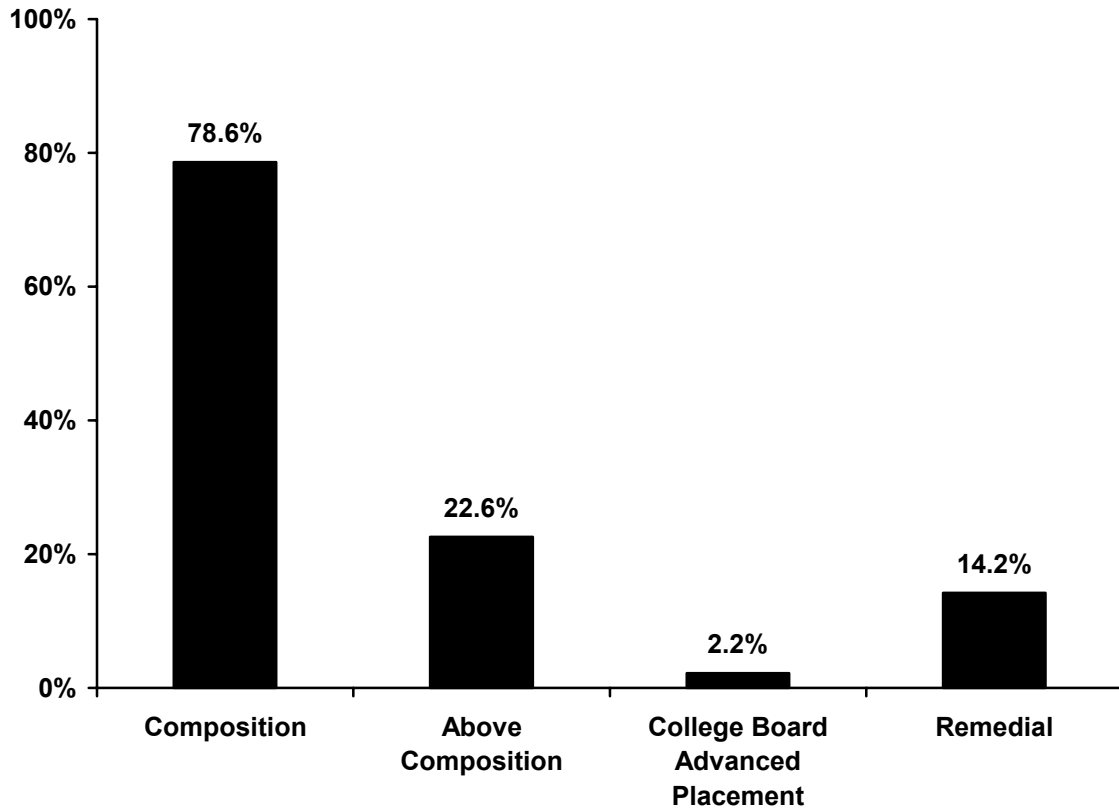
For the academic year, in the area of mathematics, 61.5% enrolled in courses at the level of Algebra up to Calculus, 16.2% enrolled in calculus and above, 2.27% were awarded credit based on the College Board Advanced Placement Calculus examination, and 28.7% enrolled in remedial courses. (Graph #8)

**GRAPH #8**  
**ENROLLMENT IN MATHEMATICS COURSES**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



For the academic year, in the area of English, 78.6% enrolled in general education courses in Composition, 22.6% in courses Above Composition, 2.2% received College Board Advanced Placement credit, and 14.2% enrolled in remedial courses. (Graph #9)

**GRAPH #9**  
**ENROLLMENT IN ENGLISH COURSES**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**

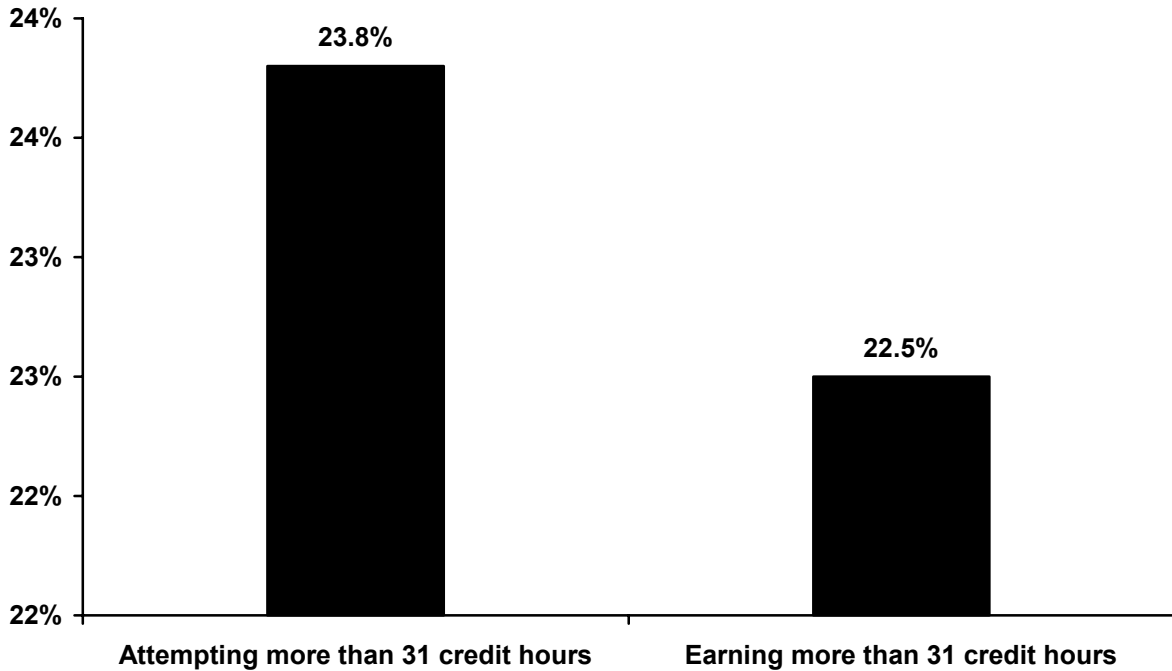


Credit for College Board Advanced Placement, in all subject areas, was awarded to an unduplicated total of 133 (5.1%) students. Their average GPA at the end of the freshmen year was 3.38. There were 57 students receiving College Board Advanced Placement credit in mathematics and 58 in English.

## 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 2,625 SD high school graduates who enrolled Fall 2001 and completed at least one term, only 625 (23.8%) attempted to take more than 31 credit hours during their fall and spring term; only 593 (22.5%) actually earned more than 31 credit hours. (Graph # 10)

**GRAPH #10**  
**FIRST YEAR PROGRESS TOWARD GRADUATION**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



## FIVE YEAR TRENDS

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a five year period, between 1996 and 2001, reveals some change. While the number of students decreases slightly, the percentage of South Dakota high school graduates entering Regental institutions increased in Fall 2001 to the highest level observed during the five-year period. At the same time, the average ACT Composite score has decreased slightly below the average for the previous year. The percentage of students receiving credit for College Board Advanced Placement (CBAP) decreased after four years of increases. Changes to the 1998 report and in the Board of Regents' placement process impact remedial enrollment trend data as indicated by the change between 1999 and 2000.

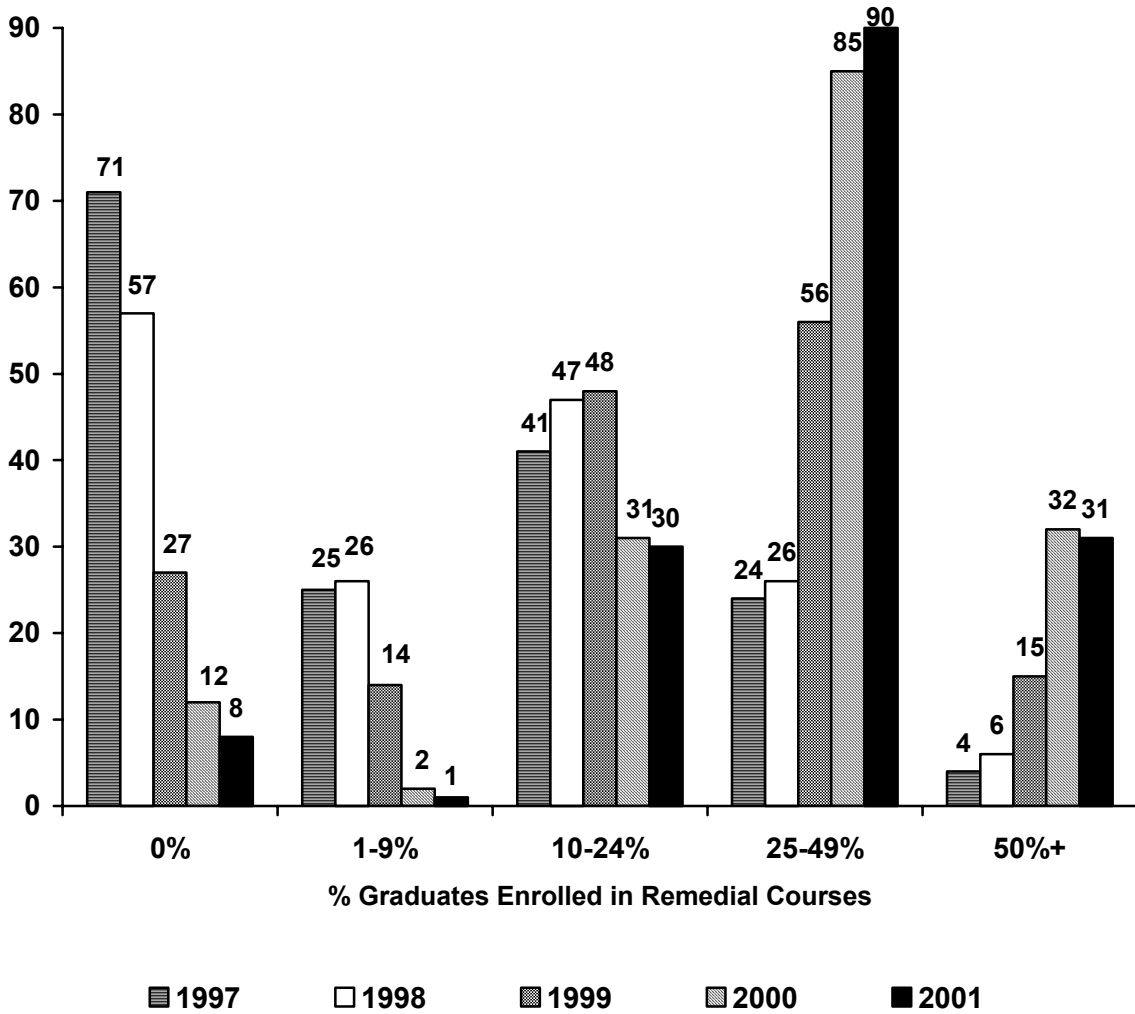
### FIVE YEAR TRENDS SOUTH DAKOTA HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS 1995-2000

	1997	1998	1999	2000	2001
Entering Cohort	2,704	2,721	2,618	2,665	2,660
% of SD Graduating Class Entering Regental Universities*	27.7%	27.1%	26.8%	26.5%	30.0%
Average ACT composite score	21.86	21.81	21.87	22.07	22.04
Percentage enrolled in English remedial courses	5.2%	6.4%	8.3%	13.5%	14.2%
Percentage enrolled in mathematics remedial courses	3.8%	7.2%	13.5%	28.9%	28.7%
Percentage of unduplicated remedial enrollments	8.3%	11.5%	19.1%	33.9%	33.8%
Percentage enrolled in general education courses	91.7%	88.5%	80.9%	66.1%	66.2%
Percentage awarded credit for CBAP	3.9%	4.2%	4.6%	5.7%	5.1%
Average GPA of those in remedial courses	2.28	2.12	2.29	2.32	2.25
Average GPA of those in general education courses	2.72	2.76	2.83	2.91	2.99
Average GPA of those awarded CBAP credit	3.29	3.32	3.37	3.32	3.38
Average GPA of all students at end of year	2.69	2.70	2.74	2.74	2.78

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

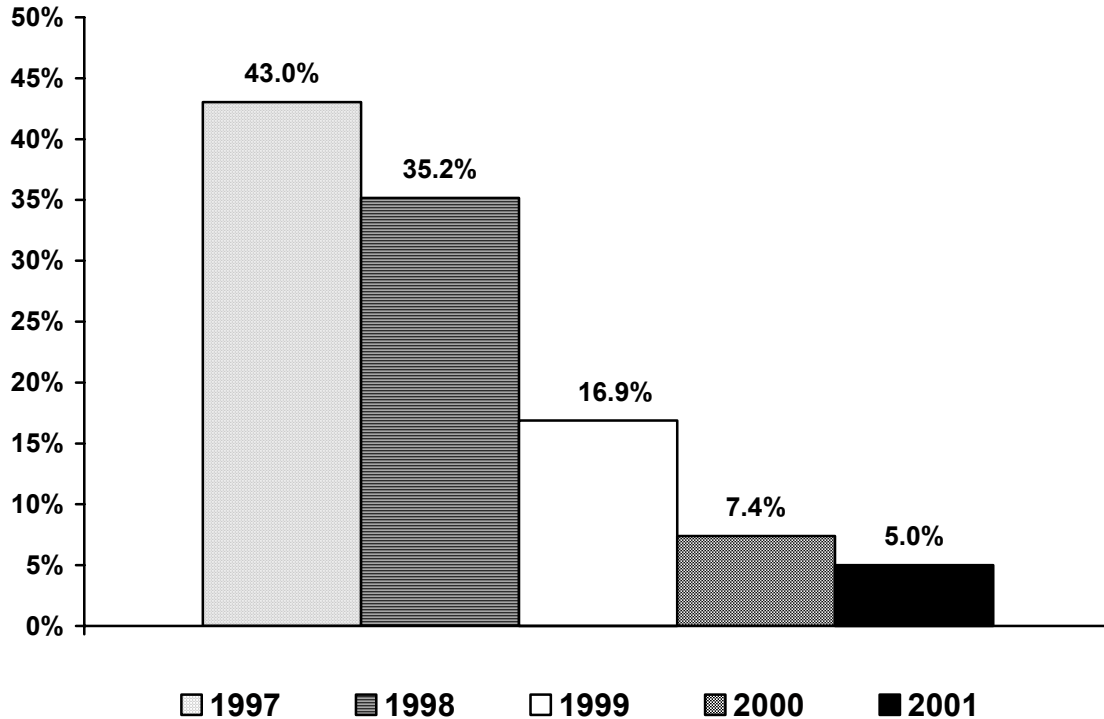
Of 160 high schools with Class of 2001 graduates entering Regental universities, 8 (5.00%) had no students required to enroll in remedial courses. (Graph #11) There were a total of 9 high schools that had less than 10% of their students receiving some remedial education.

**GRAPH #11**  
**NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED IN REMEDIAL COURSES**  
**FIVE YEAR TREND 1997-2001**



On a percentage basis, the number of high schools with no students enrolled in remedial courses in 2001 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: 1995-2001**

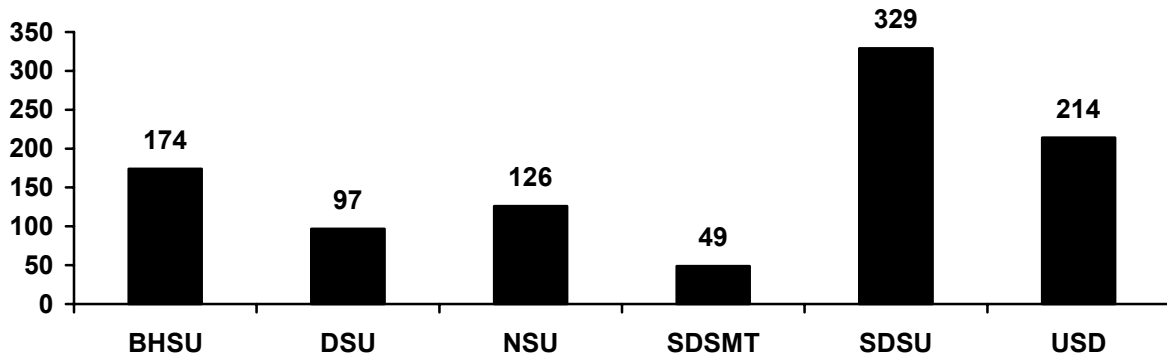


The percentage of 2001 South Dakota high school graduates enrolling in remedial courses in the Regental institutions (33.8%) continues to be lower than that reported nationally. An annual report by the National Center for Education Statistics, *The Condition of Education 2001*, indicates that 40% of all students enrolled in four-year institutions in enroll in at least one remedial course.

## PLACEMENT BY REGENTAL INSTITUTIONS

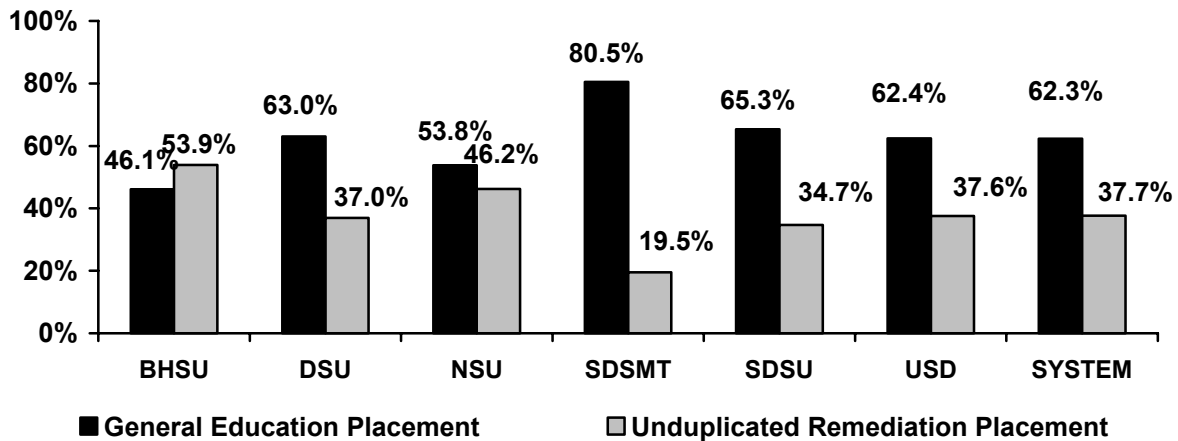
Entering students are required to sit for placement exams in English and mathematics to determine their readiness for engaging in general education coursework. In terms of student performance on placement examinations by individual Regental universities, only one institution had more students with scores 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 2001**



All but one 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).

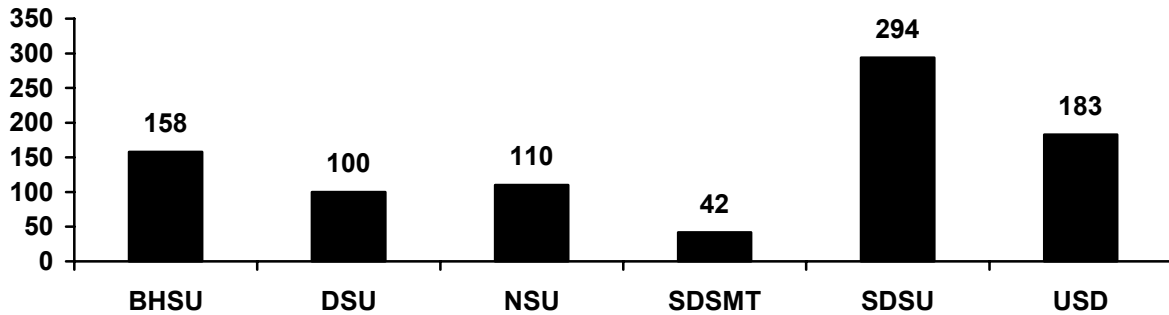
**GRAPH #14**  
**COMPARISON OF REMEDIAL AND GENERAL EDUCATION PLACEMENT BY INSTITUTION**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



## ENROLLMENT BY REGENTAL INSTITUTIONS

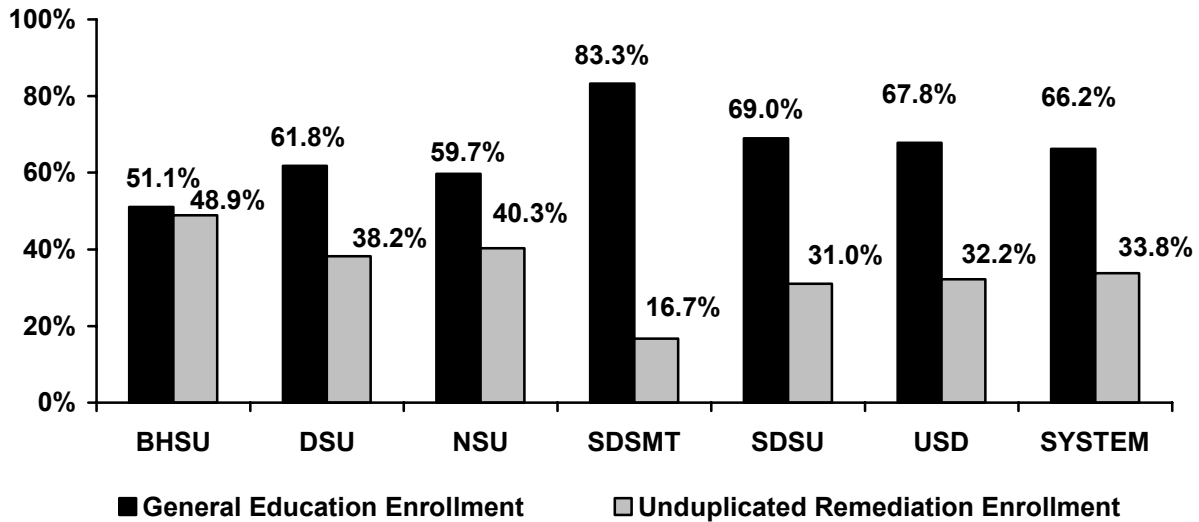
Remedial enrollment by university is presented in Graph #15. In terms of student enrollment in remedial courses by individual Regental universities, none of the institutions had more students enrolled in English remedial courses than in mathematics.

**GRAPH #15**  
**COMPARISON OF UNDUPLICATED REMEDIAL ENROLLMENTS BY INSTITUTION**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



None of the universities had more students enrolled in remedial courses than in general education courses. (Graph #16)

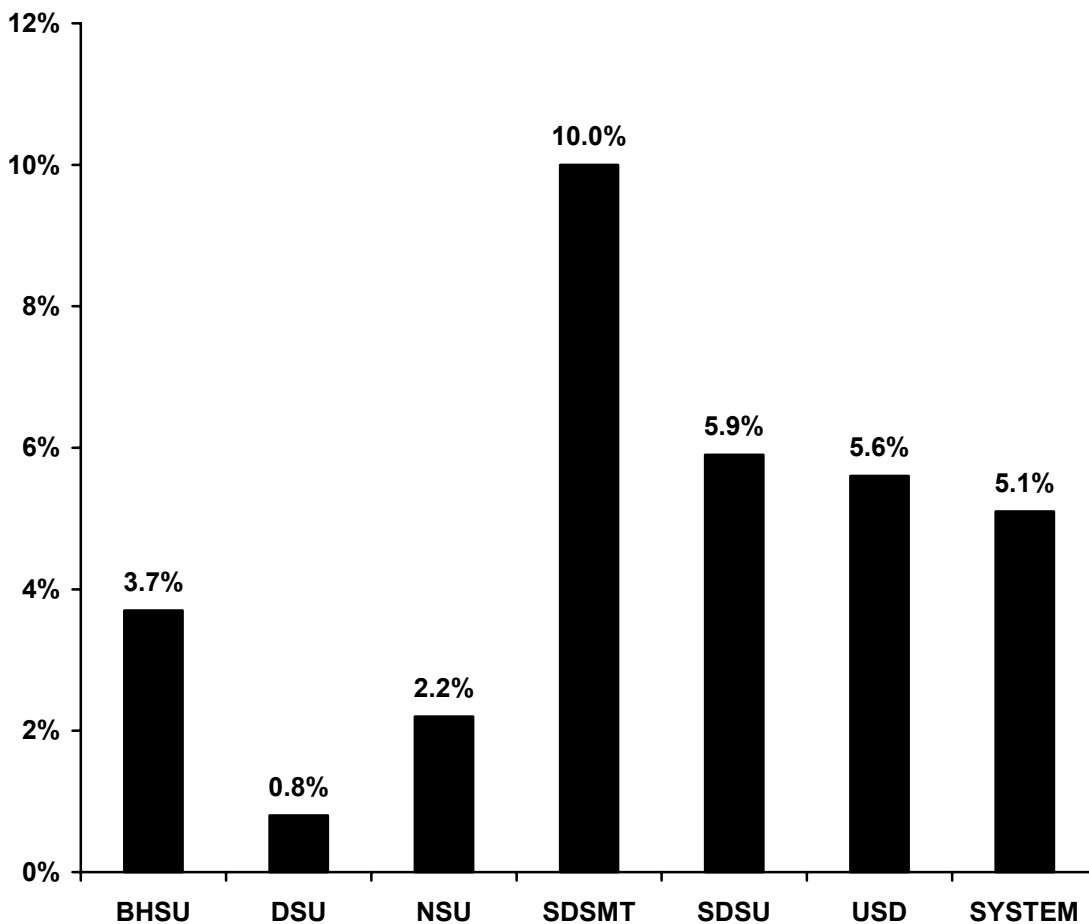
**GRAPH #16**  
**COMPARISON OF REMEDIAL AND GENERAL EDUCATION ENROLLMENTS BY INSTITUTION**  
**2001 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**





All universities award Advanced Placement credit and all six universities enrolled 2001 high school graduates who received such credit. (Graph #17)

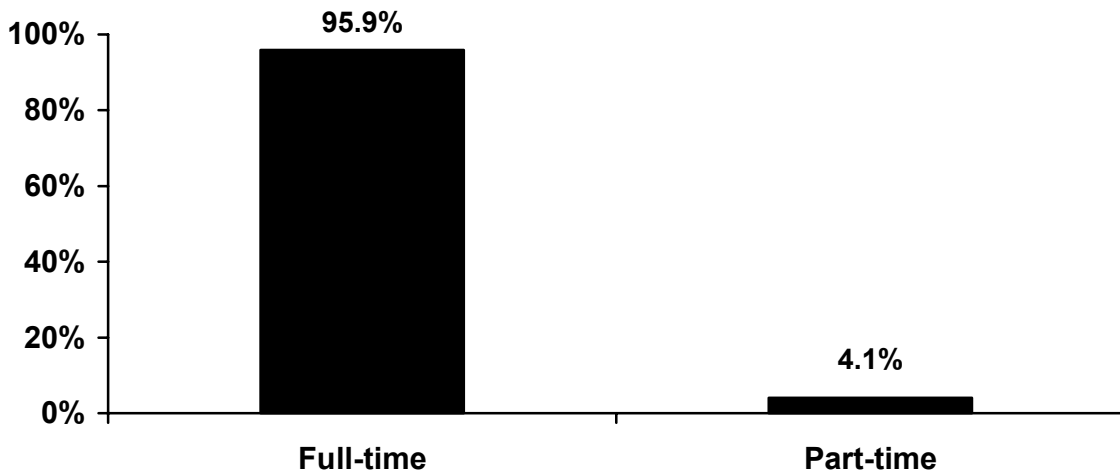
**GRAPH #17**  
**PERCENTAGE OF STUDENTS AWARDED COLLEGE BOARD ADVANCED PLACEMENT**  
**BY INSTITUTION**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



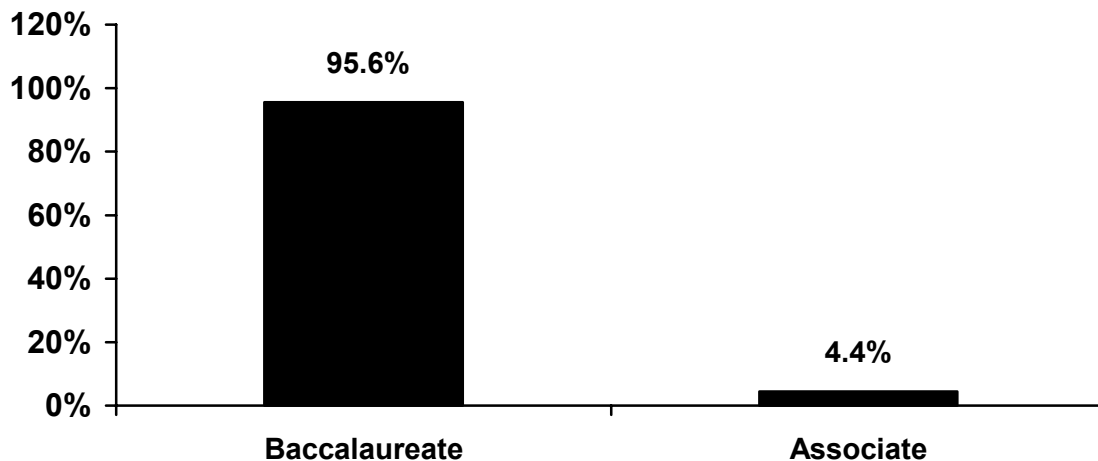
## PART-TIME STUDENT ADMISSIONS

A total of 114 South Dakota high school graduates entered Regental institutions on a part-time basis in Fall 2001. These students represented less than 5% of all South Dakota high school graduates entering Regental institutions in Fall 2000. (Graph #18). Of these 114 students, 95.6% were admitted into baccalaureate degree programs and 4.4% were admitted into associate degree programs. (Graph #19)

**GRAPH #18**  
**PERCENTAGE ENROLLED FULL- AND PART-TIME**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



**GRAPH #19**  
**PART-TIME STUDENT ADMISSIONS CLASSIFICATIONS**  
**HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**



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

The average ACT composite score for the 114 South Dakota high school graduates entering Regental institutions on a part-time basis who took the ACT was 21.2. 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 87 South Dakota high school graduates entering Regental institutions Fall 2001 on a part-time basis and completing at least one semester, 18 were enrolled in remedial courses and 1 was awarded credit for College Board Advanced Placement.

**GRAPH #20  
COMPARISON OF AVERAGE ACT COMPOSITE SCORES  
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2001**

