

SOUTH DAKOTA BOARD OF REGENTS

SOUTH DAKOTA HIGH SCHOOL TO COLLEGE TRANSITION REPORT 2004 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 2004 and met the following criteria:

- graduated from a South Dakota high school in 2004
- first-time students enrolled for 12 or more semester credit hours on the Fall 2004 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 2004 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 2004
- did not enroll in a Board of Regents university in Fall 2004
- 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: 2004 South Dakota High School Graduates Entering Regental Institutions Fall 2004 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
- number and percentage of students receiving the South Dakota Opportunity Scholarship

- 2) Summary of High School Graduates First Year Performance in College: 2004 South Dakota High School Graduates Entering Regental Institutions Fall 2004 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 2004 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 2004 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 2004 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

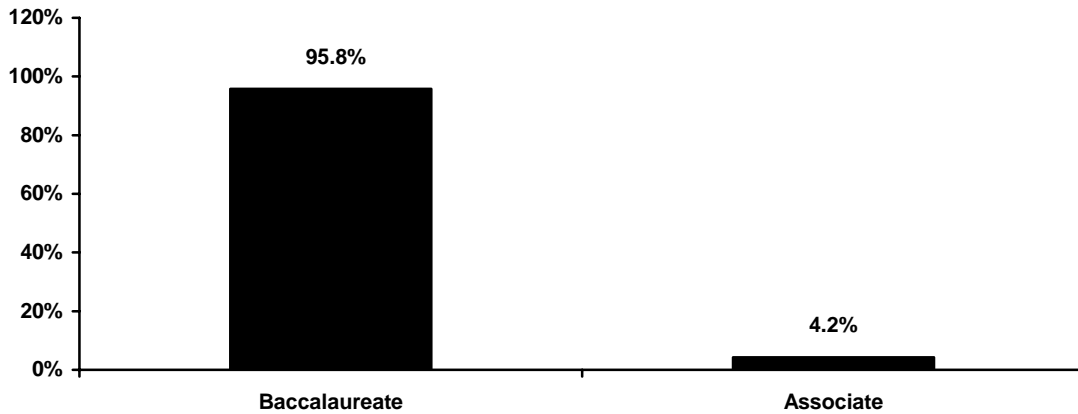
South Dakota public universities will continue to collaborate with our high schools to improve the readiness of high school graduates for postsecondary education. This partnership will strive to:

- 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 2004 indicates that a cohort of 2,796 South Dakota high school graduates entered Regental institutions on a **full-time** basis. Of this cohort, 95.8% were admitted to baccalaureate degree programs and 4.2% were admitted to associate degree programs (Graph #1). These 2,796 students represent 28.1% of the 9,940 South Dakota high school graduates in 2004 (*2003-2004 Education in South Dakota*, DOE).

**GRAPH #1
ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004**



**ADMISSIONS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS AS FULL TIME
STUDENTS FALL 2004**

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	294	98.65%	161	92.52%	183	76.56%	185	95.36%	1253	97.43%	605	100%	2,681	95.88%
Admitted to ASSO	4	1.34%	13	7.47%	56	23.43%	8	4.63%	33	2.56%			115	4.11%
Total Cohort	298	100%	174	100%	239	100%	194	100%	1286	100%	605	100%	2,796	100%

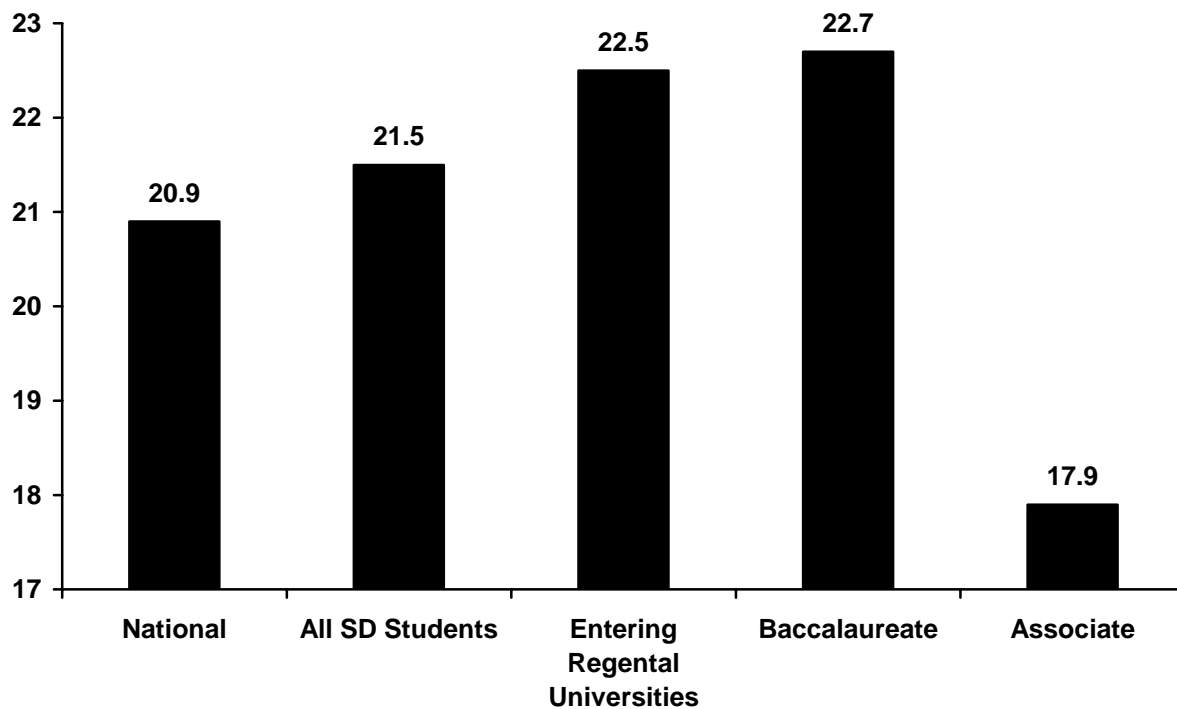
Note: All entering students in the USD associate programs in Nursing and Dental Hygiene had high school graduation years prior to 2004.

ACT COMPARISON

The average ACT Composite score for the 2,788 South Dakota high school graduates entering Regental institutions who took the ACT was 22.5. The average ACT composite score for the 2,673 (95.9%) admitted to baccalaureate degree programs was 22.7, and for the 114 (4.1%) admitted to associate degree programs it was 17.9.

According to ACT's website (<http://www.act.org/news/data/04/charts/index.html>), the average ACT composite score for all South Dakota students in the 2004 graduating class was 21.5 and the national average was 20.9. The South Dakota average includes students who did not attend a Board of Regents university in Fall 2004 (Graph #2).

GRAPH #2
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004



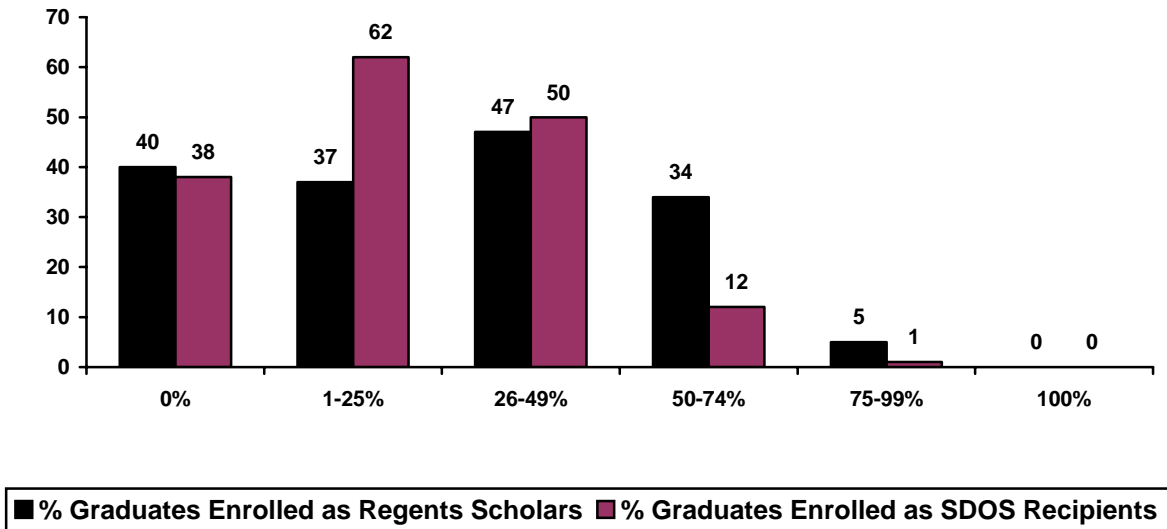
REGENTS SCHOLARS AND SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP RECIPIENTS

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 2004, 874 (31.3%) of the 2,796 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary for Regents Scholars recognition.

The South Dakota Opportunity Scholarship is a program that awards a \$5,000 scholarship over four years to qualifying high school graduates, beginning with the class of 2004, who complete the Regents Scholar curriculum and maintain certain academic standards. Eligibility is based on an application submitted to the South Dakota postsecondary institution by the students, along with an official high school transcript and verification of a minimum ACT score of 24 (or a SAT score where the sum of the verbal and mathematics score is at least 1070). In Fall 2004, 655 (23.4%) of the 2,796 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary to receive the South Dakota Opportunity Scholarship.

There were 163 high schools with graduates entering Regental universities in Fall 2004. Of those 163 high schools, 39 (24%) had at least half of their students designated as Regents Scholars and 13 (8%) as South Dakota Opportunity Scholarship Recipients. (Graph #3) There were 40 high schools (24.5%) with none of their graduates enrolled as Regents Scholars and 38 (23%) with none as South Dakota Opportunity Scholarship Recipients.

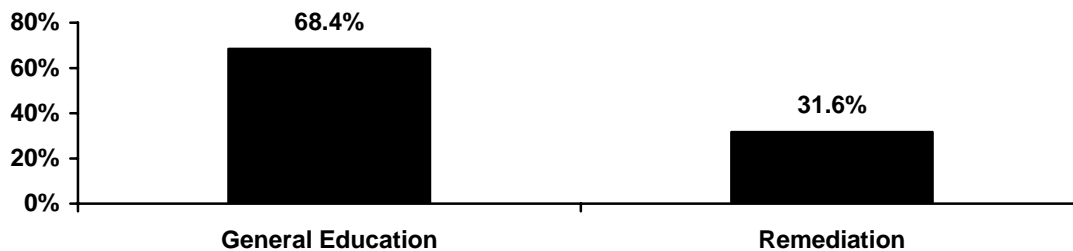
**GRAPH #3
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED AS REGENTS SCHOLARS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004**



PLACEMENT, COURSE ENROLLMENT AND GPA

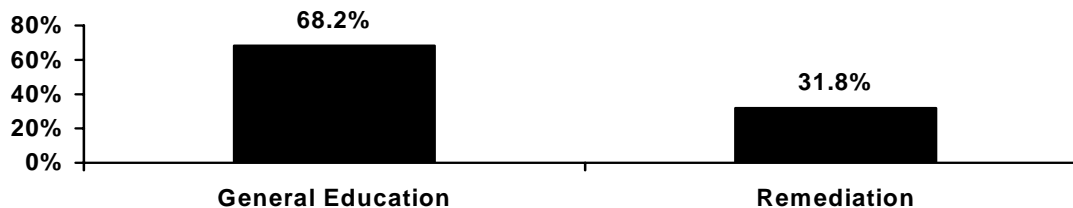
Comparison of placement and enrollment in general education and remedial courses and of university grade point averages (GPA) includes only those 2,757 full-time students who completed at least one semester during the academic year 2004-05. Placement and average GPA for those students were as follows: 362 students had placement scores indicating a need for remedial English, 740 students needed remedial mathematics, and 230 students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 872 (31.6%). (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 2.27.

GRAPH #4
GENERAL EDUCATION AND REMEDIAL PLACEMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004
AND COMPLETING AT LEAST ONE SEMESTER



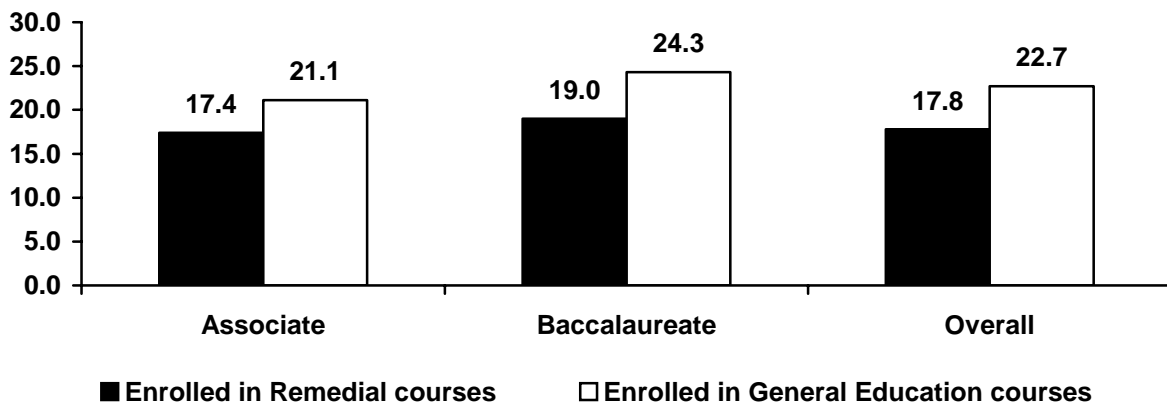
Enrollment and average university GPA for students who completed at least one semester was as follows: 1,881 (68.2%) enrolled in general education courses (Graph #5) and achieved an average university GPA of 2.97; 380 enrolled in remedial English and 739 in remedial mathematics with 243 enrolled in both. The unduplicated enrollment in remedial courses was 876 (31.8%) with an average university GPA of 2.25.

GRAPH #5
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004

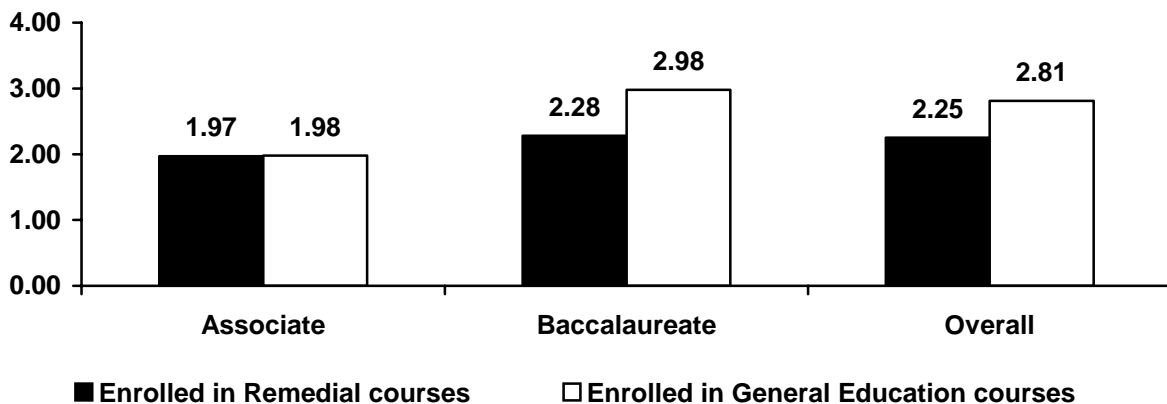


In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Differences in average ACT Composite score and GPA were not affected by the level of degree program. Associate degree-seeking students enrolled 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 2004



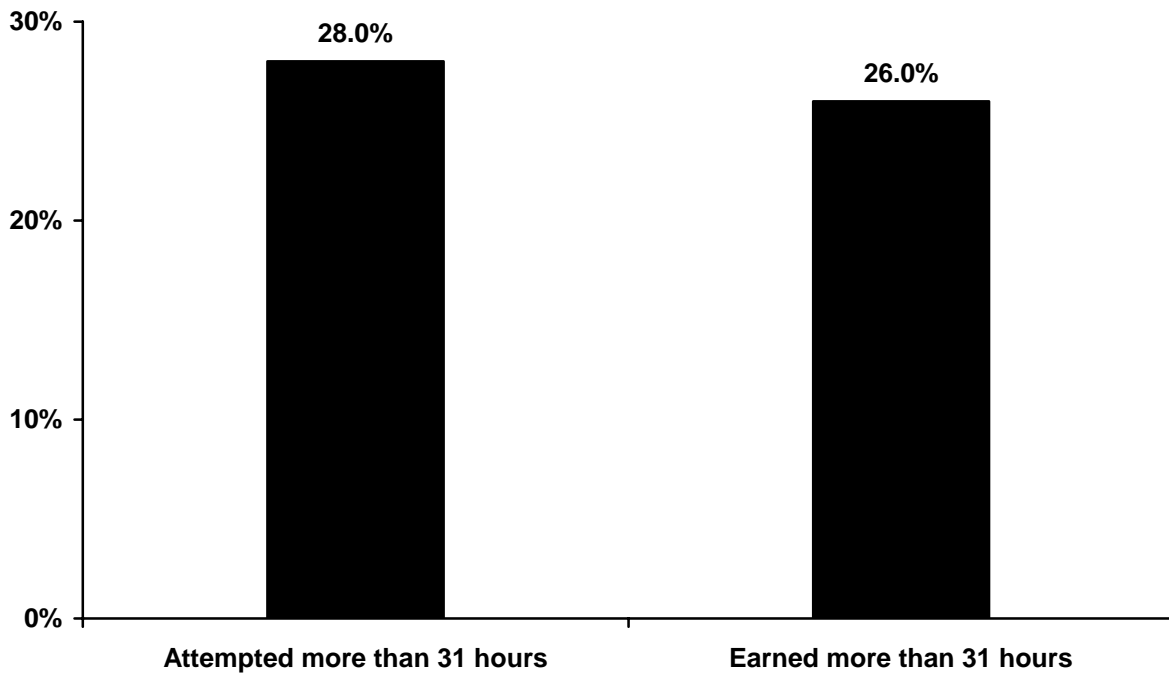
GRAPH #7
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE UNIVERSITY GPA BY DEGREE LEVEL
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004



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 2,757 SD high school graduates who enrolled Fall 2004 and completed at least one term, only 772 (28%) attempted to take more than 31 credit hours during their fall and spring term; only 725 (26%) actually earned more than 31 credit hours. (Graph # 8) This is an approximate 4% increase in back credits attempted and earned over 2003.

**GRAPH #8
FIRST YEAR PROGRESS TOWARD GRADUATION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004**



FIVE YEAR TRENDS

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a five-year period, between 2000 and 2004, reveals some change. The number of South Dakota high school graduates entering South Dakota public universities steadily increased from 2000-2003 but showed a slight decline in 2004. The percentage of students receiving credit for College Board Advanced Placement (CBAP) has increased from 5.7% in 2000 to 7.9% in 2004. The percentage of students enrolling in remedial courses (unduplicated) also slightly increased from 33.9% in 2000 to 34.2% in 2003 but dropped slightly to 31.8% in 2004.

**SOUTH DAKOTA HIGH SCHOOL GRADUATES
ENTERING REGENTAL INSTITUTIONS
2000, 2001, 2002, 2003 & 2004**

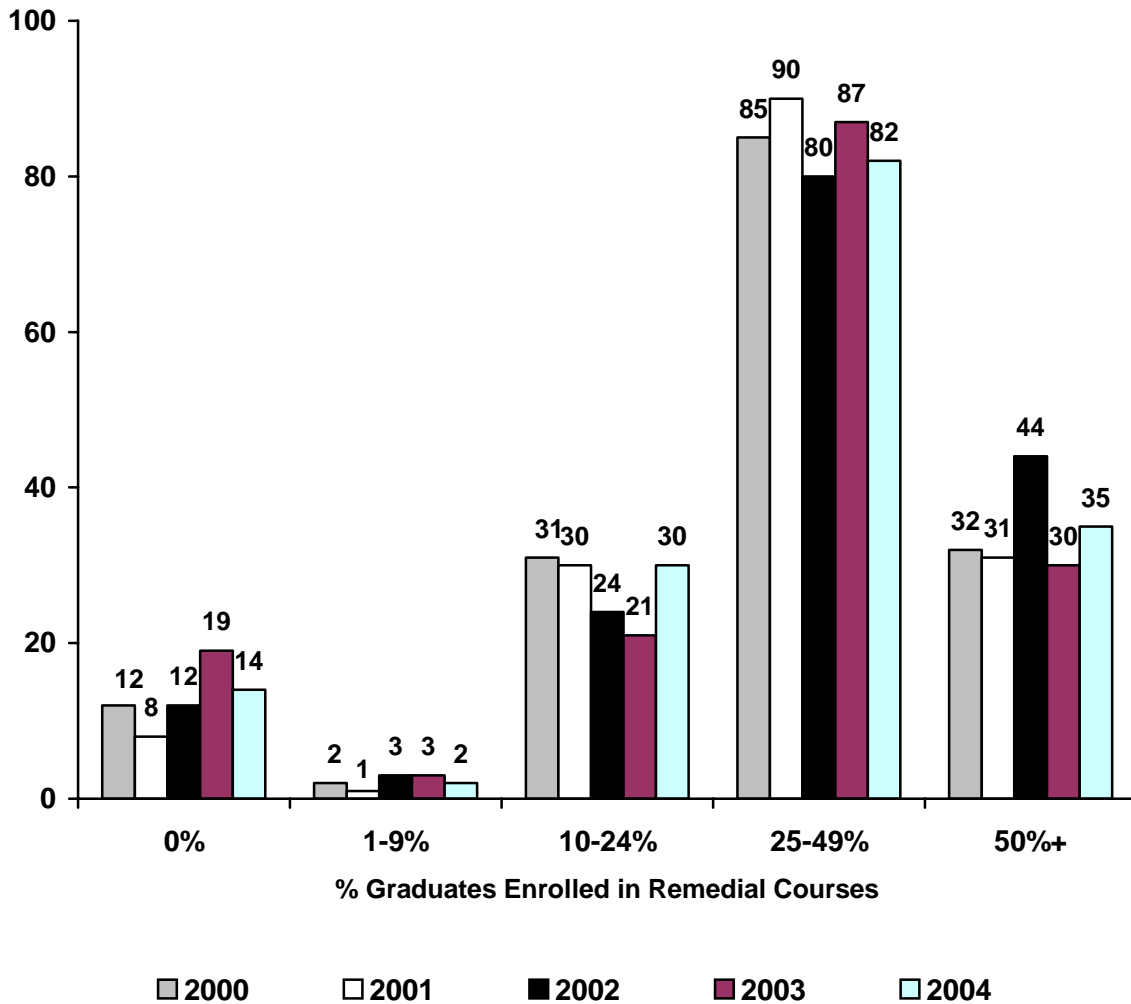
	2000	2001	2002	2003	2004
Entering Cohort	2,665	2,660	2,722	2,884	2,796
% of SD Graduating Class from All High Schools Entering Regental Universities*	26.5%	27.9%	27.9%	30.2%	28.1%
Average ACT composite score	22.1	22.0	22.2	22.2	22.5
Percentage awarded credit for CBAP	5.7%	5.1%	6.5%	7.3%	7.9%
Percentage of unduplicated remedial enrollments in English and Math courses	33.9%	33.8%	34.2%	34.2%	31.8%
Percentage enrolled in general education English and Math courses	66.1%	66.2%	65.8%	65.8%	68.2%
Average GPA of those in remedial courses	2.32	2.25	2.29	2.23	2.25
Average GPA of those in general education courses	2.91	2.99	2.95	2.92	2.97
Average GPA of all students at end of year	2.74	2.78	2.76	2.73	2.79

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

FIVE YEAR TRENDS

Of 163 high schools with Class of 2004 graduates entering Regental universities, 14 (9%) had no students required to enroll in remedial courses (Graph #9). There were a total of 16 high schools that had less than 10% of their students receiving some remedial education.

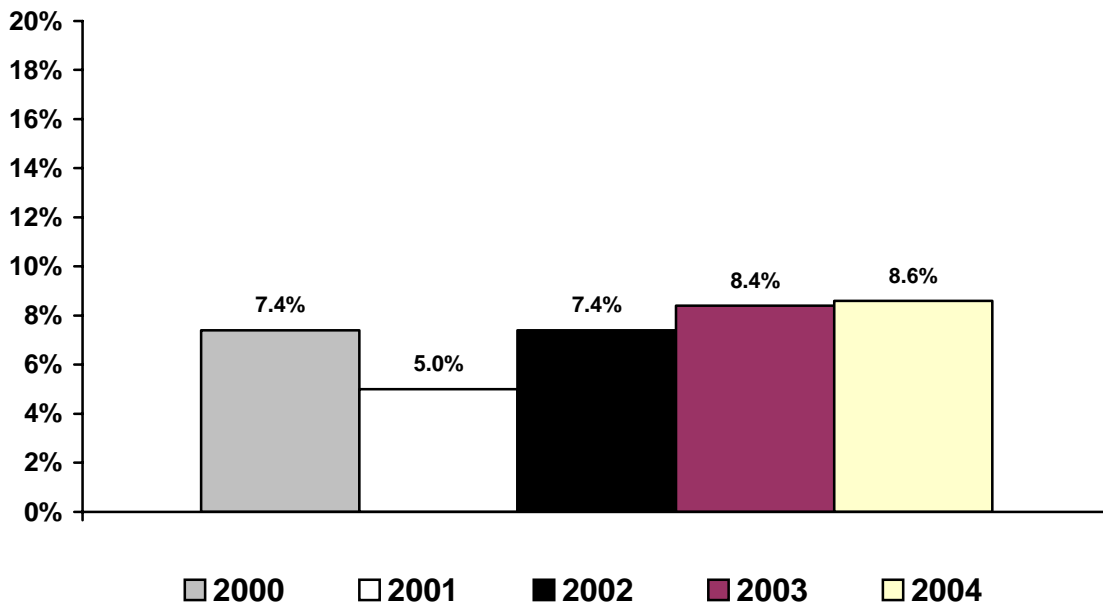
GRAPH #9
NUMBER OF HIGH SCHOOLS WITH GRADUATES ENROLLED IN REMEDIAL COURSES
FIVE-YEAR TREND 2000-2004



FIVE 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).

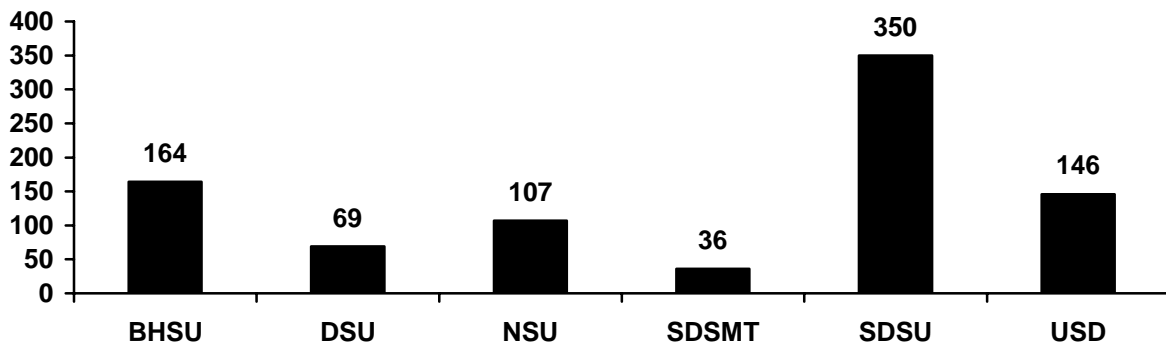
GRAPH #10
COMPARISON OF PERCENTAGE OF HIGH SCHOOLS WITH
NO STUDENTS ENROLLED IN REMEDIAL EDUCATION
FIVE-YEAR TREND: 2000-2004



PLACEMENT BY REGENTAL INSTITUTIONS

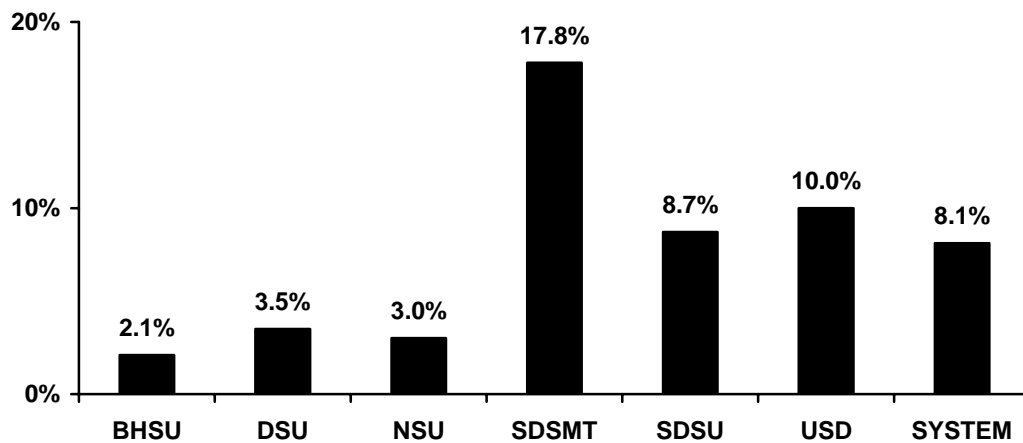
Entering students are required to sit for placement exams in English and mathematics to determine their readiness for engaging in general education coursework. Unduplicated remedial *placement* results for first time full-time students by institution for Fall 2004 are shown in Graph #11.

GRAPH #11
COMPARISON OF UNDUPLICATED REMEDIAL PLACEMENTS BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004



All universities award Advanced Placement credit and all six universities enrolled 2004 high school graduates who received such credit. (Graph #12)

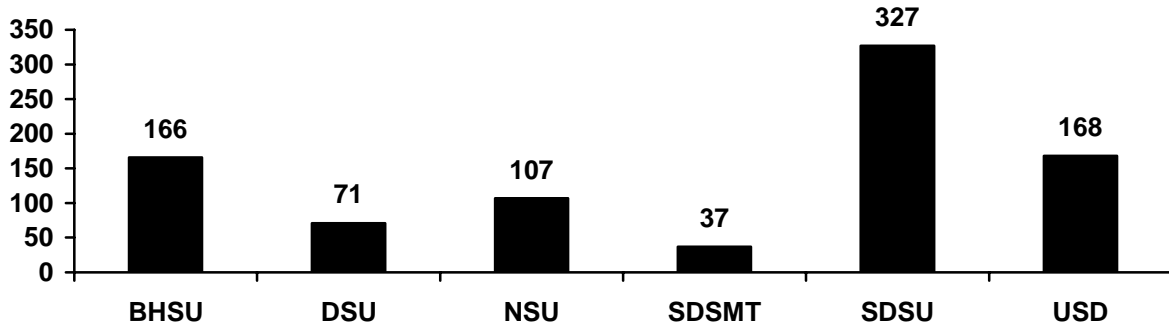
GRAPH #12
PERCENTAGE OF STUDENTS AWARDED COLLEGE BOARD ADVANCED PLACEMENT
BY INSTITUTION
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004



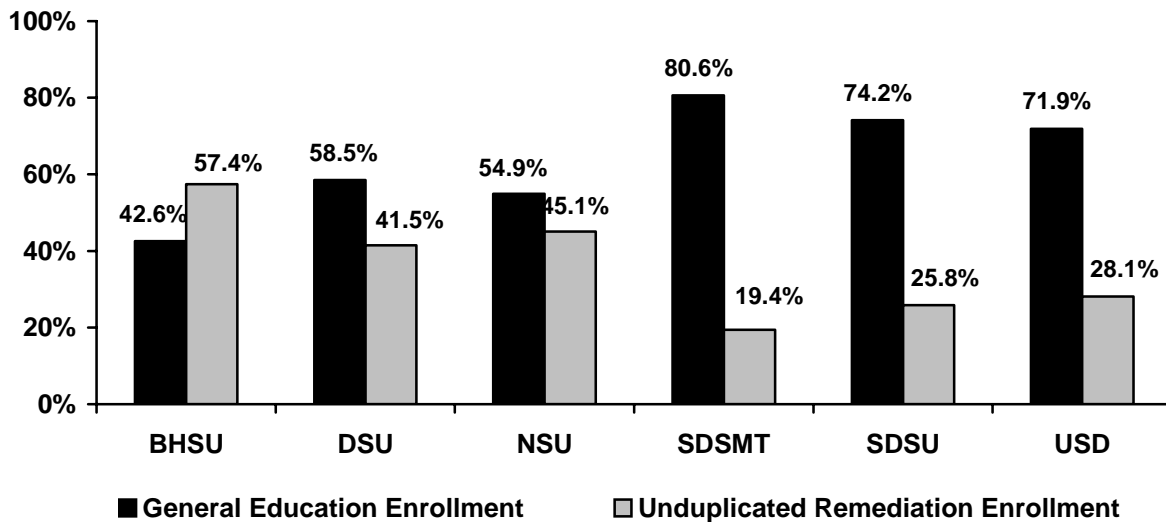
ENROLLMENT BY REGENTAL INSTITUTIONS

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 2004



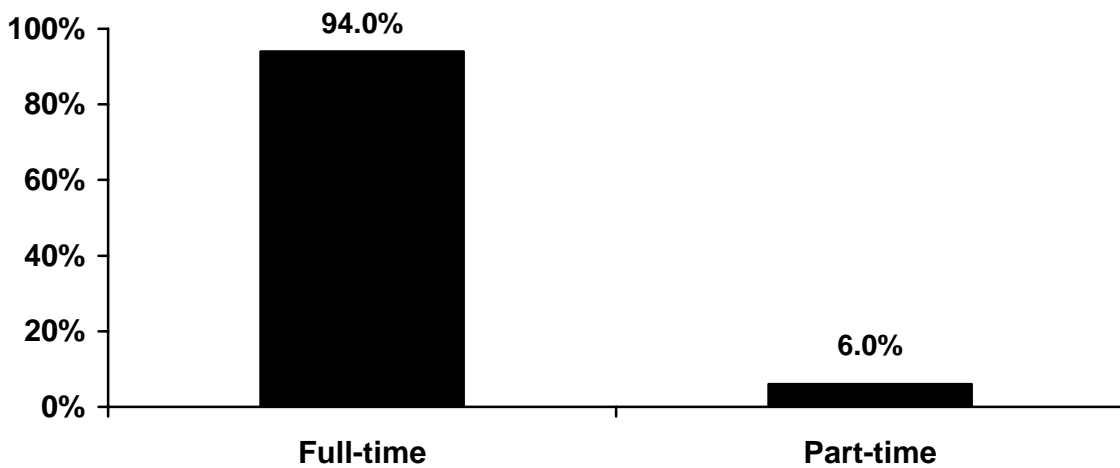
GRAPH #14
COMPARISON OF REMEDIAL AND GENERAL EDUCATION ENROLLMENTS BY INSTITUTION
2003 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004



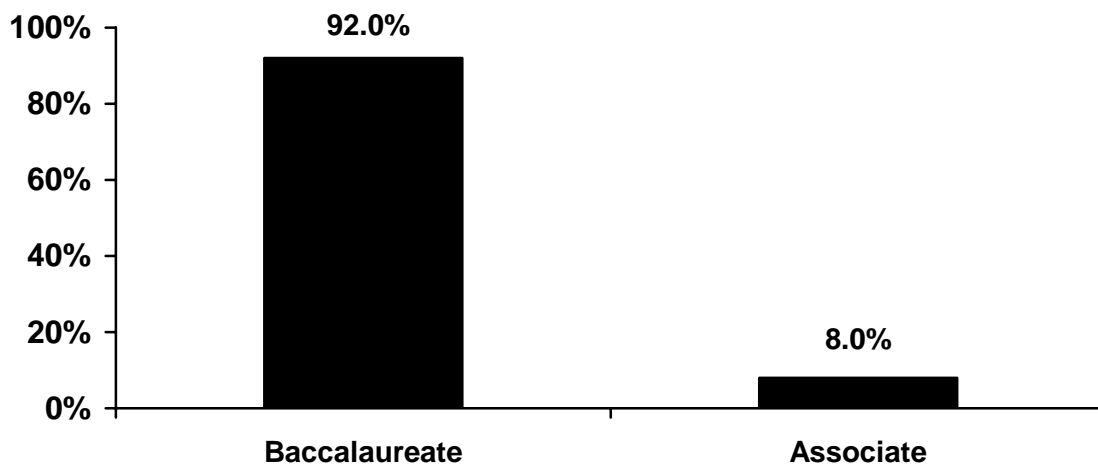
PART-TIME STUDENT ADMISSIONS

A total of 165 South Dakota high school graduates entered Regental institutions on a part-time basis in Fall 2004. These students represented approximately 6% of all South Dakota high school graduates entering Regental institutions in Fall 2004. (Graph #15). Of these 165 students, 92% were admitted into baccalaureate degree programs and 8% were admitted into associate degree programs. (Graph #16)

**GRAPH #15
PERCENTAGE ENROLLED FULL- AND PART-TIME
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004**



**GRAPH #16
PART-TIME STUDENT ADMISSIONS CLASSIFICATIONS
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004**



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

The average ACT composite score for the 164 South Dakota high school graduates entering Regental institutions on a part-time basis who took the ACT was 20.4. 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 116 South Dakota high school graduates entering Regental institutions Fall 2004 on a part-time basis and completing at least one semester, 69 were enrolled in remedial courses and 4 were awarded credit for College Board Advanced Placement.

GRAPH #17
COMPARISON OF AVERAGE ACT COMPOSITE SCORES
HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 2004

