

SOUTH DAKOTA BOARD OF REGENTS

SOUTH DAKOTA HIGH SCHOOL FEEDBACK REPORT 1999 HIGH SCHOOL GRADUATES

The *South Dakota High School Feedback Report* includes information on the cohort of South Dakota high school graduates who entered Board of Regents universities in Fall 1999 and met the following criteria:

- graduated from a South Dakota high school in 1999
- first-time students enrolled for 12 or more semester credit hours on the Fall 1999 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 1999 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 1999
- did not enroll in a Board of Regents university in Fall 1999
- were admitted as a special (not degree seeking) student

It is important to understand that the *South Dakota High School Feedback Report* is only one source of information that high schools may use to assess their curriculum. It does NOT compare the quality of high schools, report on all of the high school graduates, or analyze the high schools' class offerings.

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 for 1999: South Dakota High School Graduates Entering Regental Institutions Fall 1999 and Enrolled for 12 or More Hours

- Placement by Regental Institution for South Dakota High School Graduates Entering Regental Institutions Fall 1999 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 1999 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 1999 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 1999-2000
 - Table 3: Graduates College Performance Compared to ACT Composite Score
 - Table 4: Graduates Enrollment in Mathematics and English

The summary report for 1999:

- provides information on the number and percentage of students with placement scores at the remedial or general education level
- provides information on the number and percentage of students enrolled in remedial or general education courses
- includes the students' average university Grade Point Average (GPA)
- compares college performance to the average ACT composite score
- indicates student admission to baccalaureate, associate, or other programs

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

Changes made to the High School Feedback Report in 1998 that also affect the 1999 report

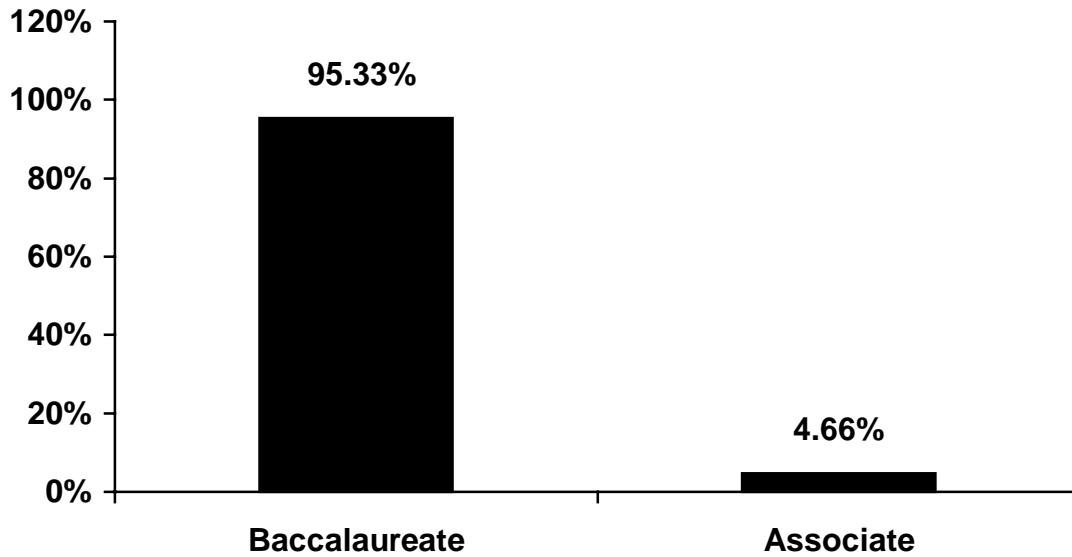
Two significant revisions were made to the report in 1998. The first change was the inclusion of information regarding student performance on placement examinations. Previous editions of the high school feedback report indicated the number of students who required remediation in mathematics and English 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. This permits a more complete depiction of the total number of students requiring remediation in the area of writing as three of the six South Dakota public universities provide remedial writing education through on-campus writing centers instead of remedial writing courses.

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.

ADMISSIONS

The Summary for 1999 indicates that a cohort of 2,618 South Dakota high school graduates entered Regental institutions on a full-time basis. Of this cohort, 95.3% were admitted to baccalaureate degree programs and 4.7% were admitted to associate degree programs (Graph #1).

GRAPH #1
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
ADMISSIONS CLASSIFICATIONS FOR FALL 1999



FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
ADMISSIONS BY INSTITUTION

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	258	98.47%	199	81.55%	292	84.63%	213	100%	910	97.84%	624	100%	2496	95.33%
Admitted to ASSO	4	1.52%	45	18.44%	53	15.36%	0		20	2.15%	0		122	4.66%
Total Cohort	262	100%	244	100%	345	100%	213	100%	930	100%	624	100%	2618	100%

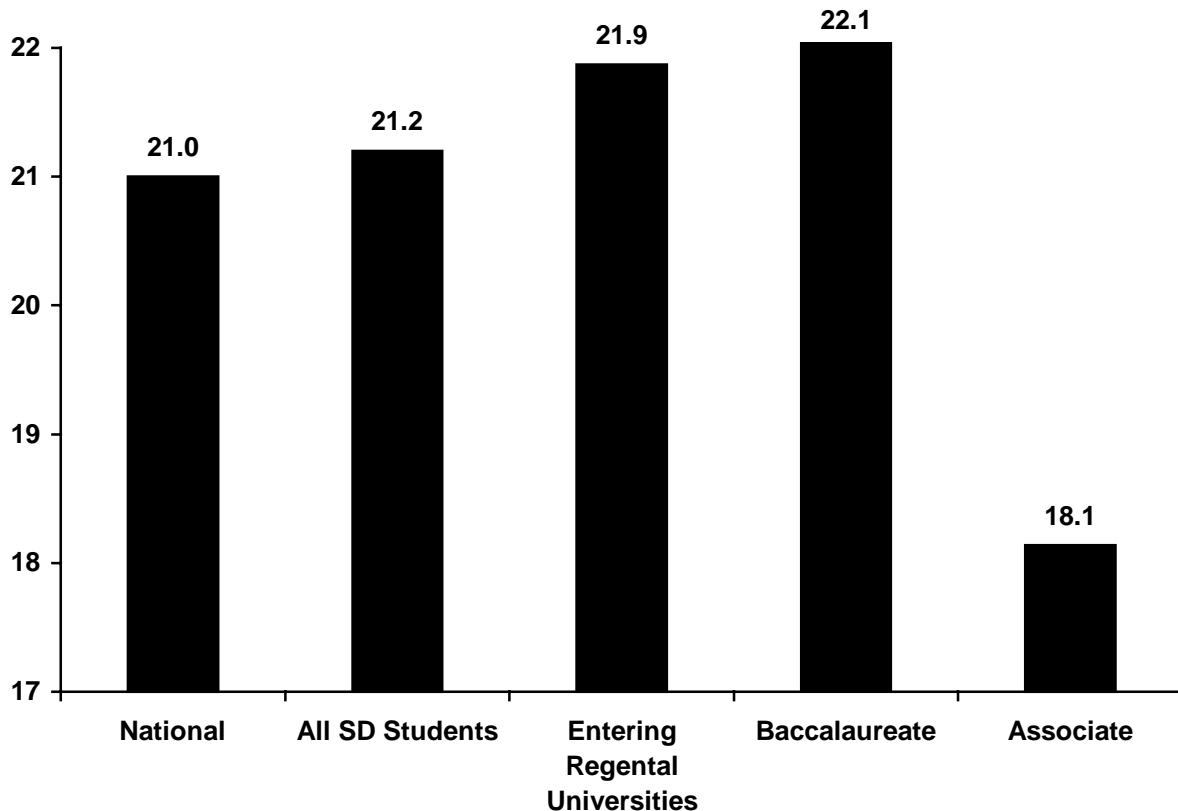
Note: All entering students in the USD associate programs in Nursing and Dental Hygiene had high school graduation years prior to 1999.

ACT COMPARISON

The average ACT composite score for the 2,589 South Dakota high school graduates entering Regental institutions who took the ACT was 21.9. The average ACT composite score for the 2,471 (95.44%) admitted to baccalaureate degree programs was 22.1, and for the 118 (4.56%) admitted to associate degree programs it was 18.1 (Graph #2).

According to ACT's *High School Profile Report: HS Graduating Class 1999*, the average ACT composite score for all South Dakota students in the 1999 graduating class was 21.2 and the national average was 21.0. The South Dakota average includes students who did not attend a Board of Regents university in Fall 1999 (Graph #2).

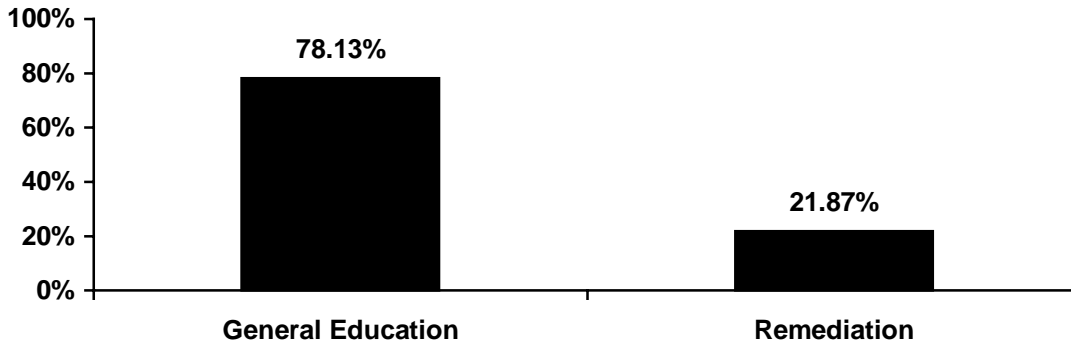
GRAPH #2
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
COMPARISON OF AVERAGE ACT COMPOSITE SCORES



COURSE PLACEMENT, COURSE ENROLLMENT AND GPA

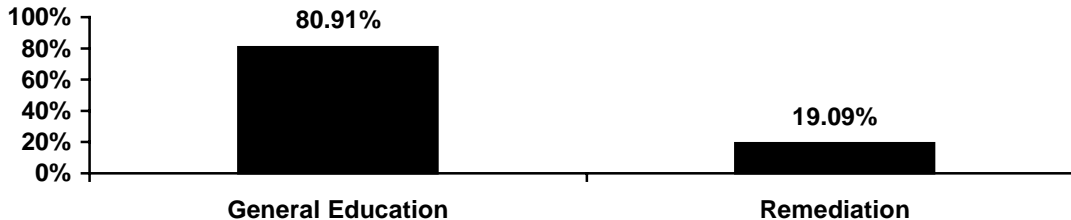
Comparison of placement and enrollment in general education and remedial courses and of university grade point averages (GPA) includes only those students who completed at least one semester during the academic year 1999-00. Placement and average GPA for students who completed the year was as follows: 309 students had placement scores indicating a need for remedial English, 349 students needed remedial mathematics, and 91 students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 567 (21.87%). (Graph #3) The average university GPA for students whose placement scores indicated a need for remediation in English was 2.41. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.26

GRAPH #3
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
GENERAL EDUCATION AND REMEDIAL PLACEMENT



Enrollment and average university GPA for students who completed at least one semester was as follows: 2,098 (80.91%) enrolled in general education courses and achieved an average university GPA of 2.83; 214 enrolled in remedial English and 349 in remedial mathematics with 68 enrolled in both (Graph #4). The unduplicated enrollment in remedial courses was 495 (19.09%) with an average university GPA of 2.29.

GRAPH #4
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
GENERAL EDUCATION AND REMEDIAL ENROLLMENT

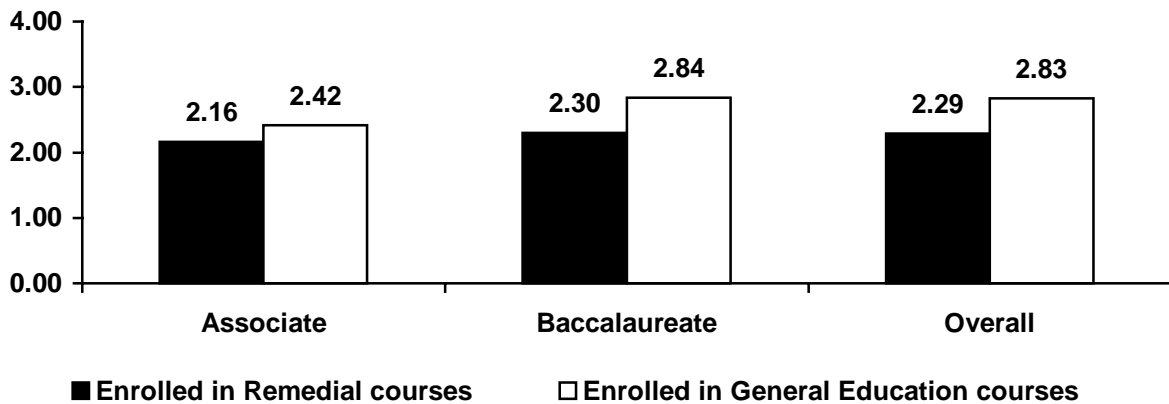


In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Differences in average ACT Composite score and GPA were not affected by the level of degree program. Associate degree-seeking students enrolled 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 #5 & #6).

GRAPH #5
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE ACT COMPOSITE SCORE BY DEGREE LEVEL



GRAPH #6
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
GENERAL EDUCATION AND REMEDIAL ENROLLMENT
AVERAGE UNIVERSITY GPA BY DEGREE LEVEL

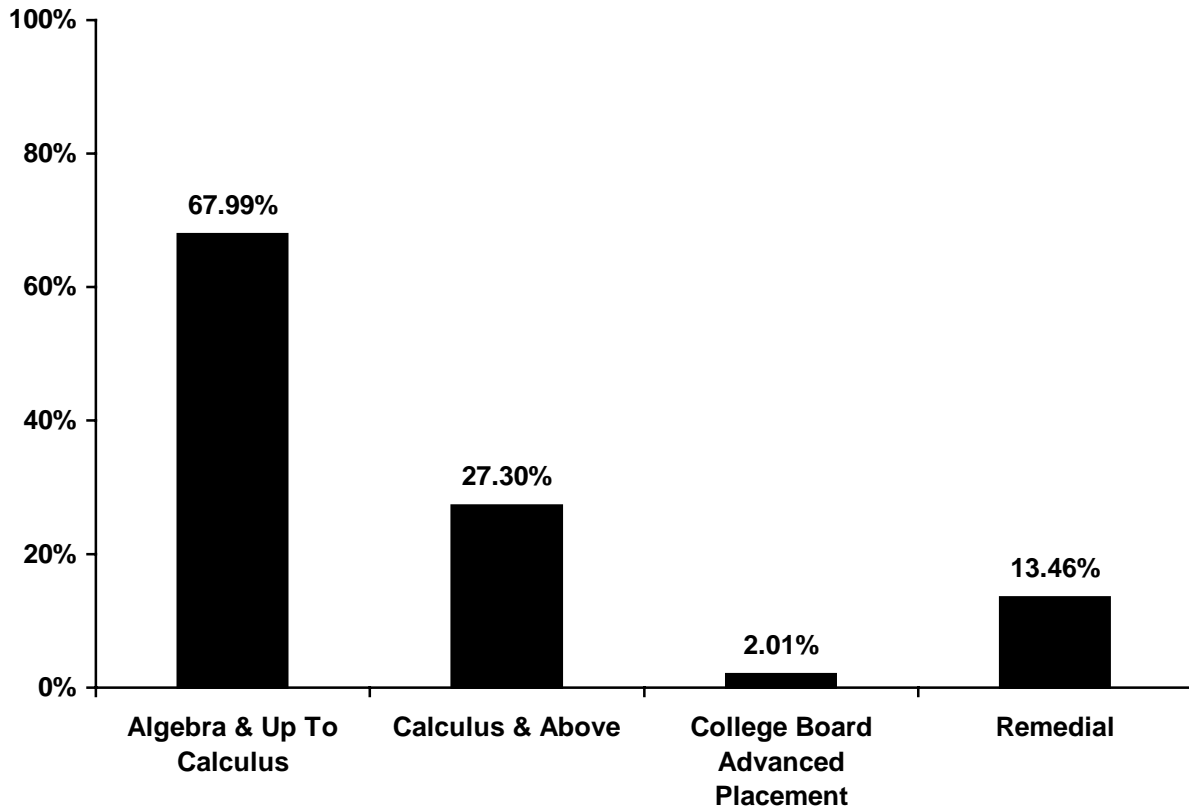


ENROLLMENT IN MATHEMATICS AND ENGLISH COURSES

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%.

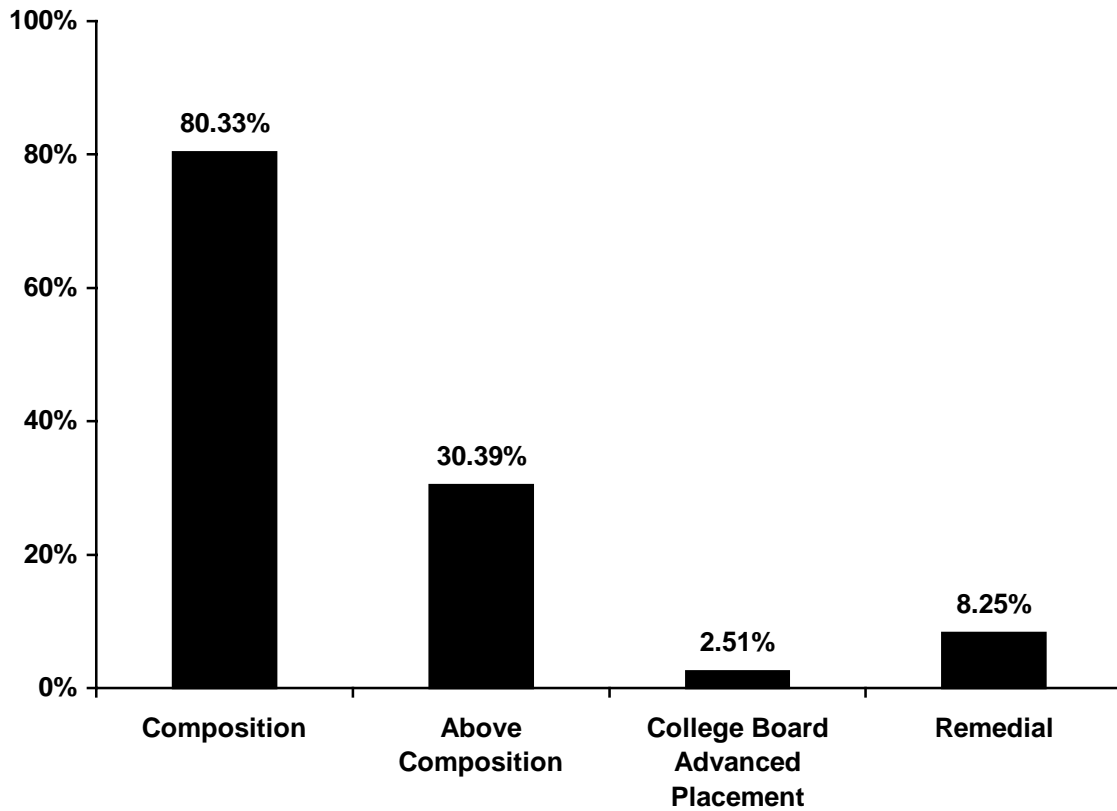
For the academic year, in the area of mathematics, 67.99% enrolled in courses at the level of Algebra up to Calculus, 27.30% enrolled in calculus and above, 2.01% were awarded credit based on the College Board Advanced Placement Calculus examination, and 13.46% enrolled in remedial courses. (Graph #7)

GRAPH #7
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
ENROLLMENT IN MATHEMATICS COURSES



For the academic year, in the area of English, 80.33% enrolled in general education courses in Composition, 30.39% in courses Above Composition, 2.51% received College Board Advanced Placement credit, and 8.25% enrolled in remedial courses. (Graph #8)

GRAPH #8
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
ENROLLMENT IN ENGLISH COURSES



Credit for College Board Advanced Placement, in all subject areas, was awarded to an unduplicated total of 118 (4.55%) students. Their average GPA at the end of the freshmen year was 3.37. There were 52 students receiving College Board Advanced Placement credit in mathematics and 65 in English.

FIVE YEAR TRENDS

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a five year period, between 1994 and 1999, reveals some change. After two years of increasing enrollments of South Dakota high school graduates, the number of graduates entering Regental institutions in 1999 declined slightly. The average ACT Composite score increased after declining slightly for two years in a row. The percentage of students receiving credit for College Board Advanced Placement (CBAP) increased for the third year in a row. Changes to the 1998 report continue to impact remedial enrollment trend data.

1998 Revisions

- Remedial placement information indicates the number of students earning scores on the placement examinations below the cutoff for enrollment in general education courses instead of the number of students who enrolled in remedial courses
- Remedial course enrollments indicate the number of students enrolled in courses below the level of general education instead of the number of students enrolled in non-degree credit courses

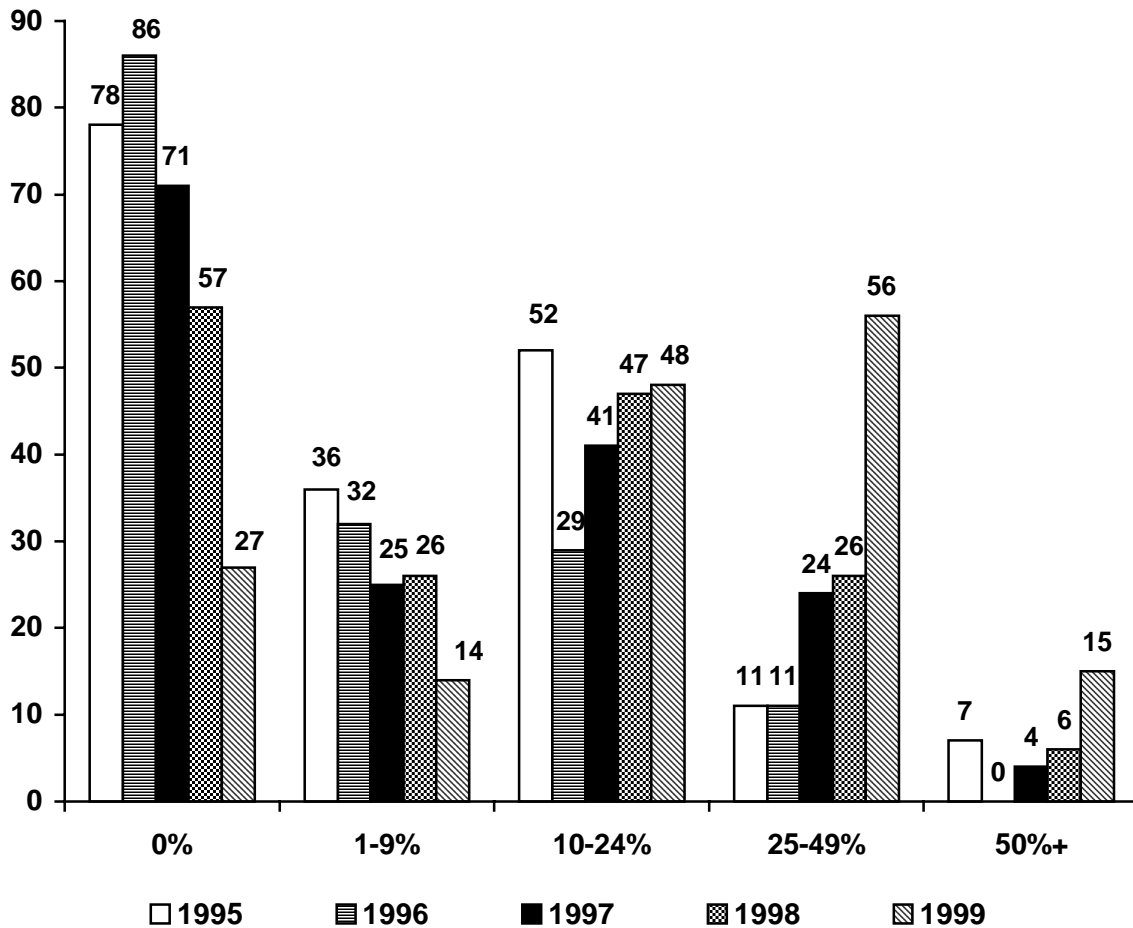
FIVE YEAR TRENDS SOUTH DAKOTA HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS 1994-1999

	1995	1996	1997	1998	1999
Entering Cohort	2,718	2,527	2,704	2,721	2,618
Average ACT composite score	21.68	21.96	21.86	21.81	21.87
Percentage enrolled in English remedial courses*	3.95%	4.13%	5.17%	6.40%	8.25%
Percentage enrolled in mathematics remedial courses*	5.85%	3.37%	3.75%	7.18%	13.46%
Percentage of unduplicated remedial enrollments*	8.94%	6.26%	8.28%	11.54%	19.09%
Percentage enrolled in general education courses*	91.06%	93.74%	91.72%	88.46%	80.91%
Percentage awarded credit for CBAP	2.79%	2.13%	3.86%	4.18%	4.55%
Average GPA of those in remedial courses	2.38	2.06	2.28	2.12	2.29
Average GPA of those in general education courses	2.72	2.71	2.72	2.76	2.83
Average GPA of those awarded CBAP credit	3.38	3.45	3.29	3.32	3.37
Average GPA of all students at end of year	2.69	2.68	2.69	2.70	2.74

*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.

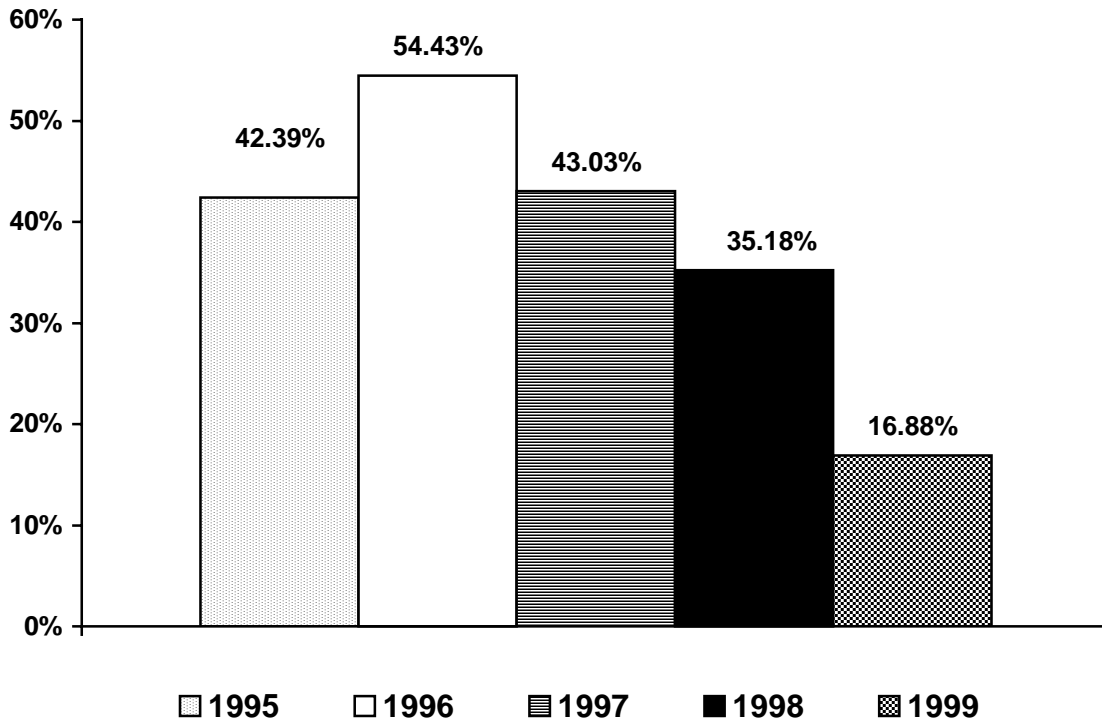
Of 160 high schools included for 1999, 27 (16.88%) had no students required to enroll in remedial courses. (Graph #9) There were 41 (34.17%) high schools that had less than 10% of their students receiving some remedial education.

GRAPH #9
PERCENT OF GRADUATES ENROLLED IN REMEDIAL COURSES
BY NUMBER OF HIGH SCHOOLS
FIVE YEAR TREND 1994-1999



On a percentage basis, the number of high schools with no students enrolled in remedial courses in 1999 is the lowest it has been during the five year period. (Graph #10)

GRAPH #10
COMPARISON OF PERCENTAGE OF HIGH SCHOOLS WITH
NO STUDENTS ENROLLED IN REMEDIAL EDUCATION
FIVE YEAR TREND: 1994-1999

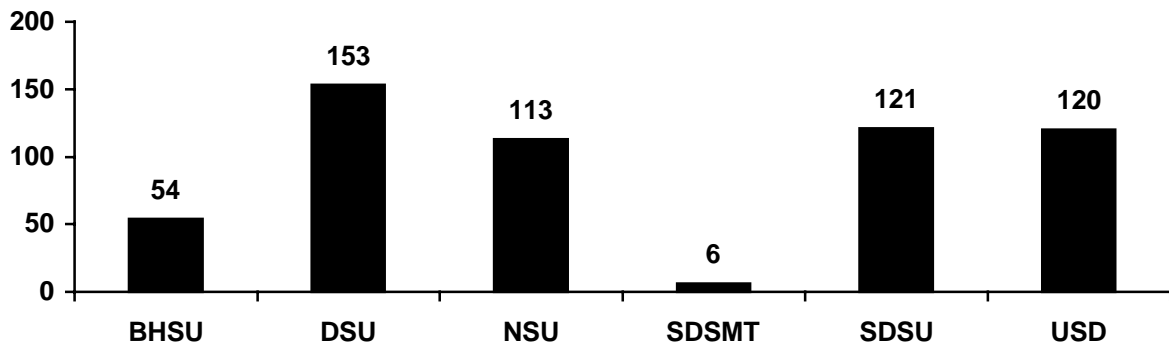


The percentage of 1999 South Dakota high school graduates enrolling in remedial courses in the Regental institutions (19.09%) is less than that reported nationally. A study by the National Center for Education Statistics, *Remedial Education at Higher Education Institutions in Fall 1995*, indicates that 81% of the public 4-year colleges in the United States offer remedial courses, and 25% of first-time freshmen enroll in them. Regental institutions are among the 60% nationally that select students who need remedial coursework by giving all entering students placement tests.

PLACEMENT BY REGENTAL INSTITUTIONS

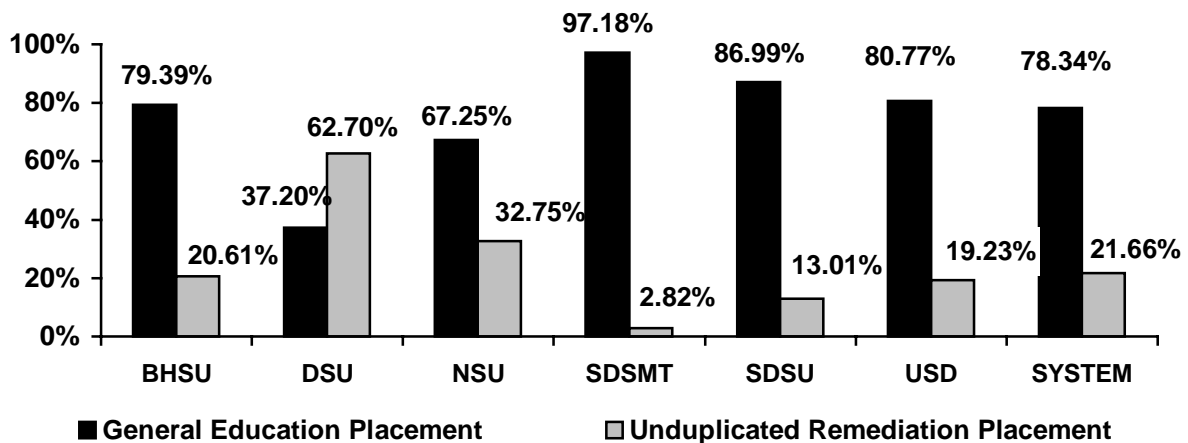
Entering students are required to sit for placement exams in English and mathematics to determine their readiness for engaging in general education coursework. In terms of student performance on placement examinations by individual Regental universities, 4 institutions had more students with scores below the cutscore for placement in English than in mathematics, and 2 institutions had more students with scores below the cutscore for placement in mathematics than in English. (Graph #11)

GRAPH #11
FALL 1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
COMPARISON OF THE NUMBER OF UNDUPLICATED REMEDIAL PLACEMENTS BY
INSTITUTION



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 #12).

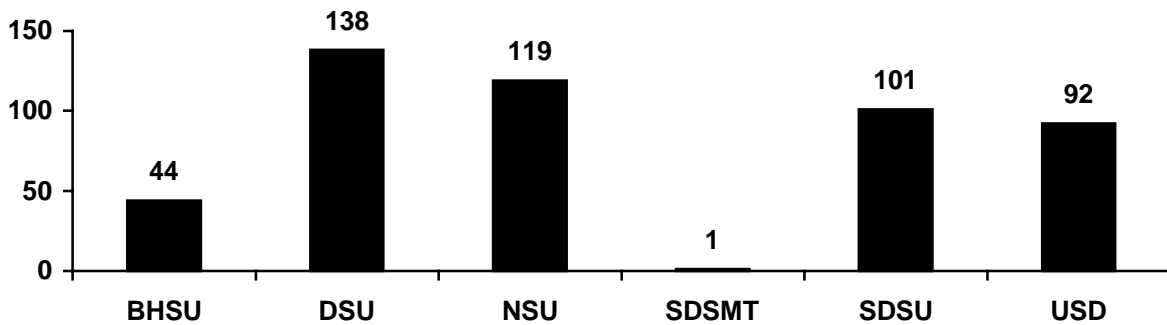
GRAPH #12
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS
COMPARISON OF REMEDIAL AND GENERAL EDUCATION PLACEMENT BY INSTITUTION



ENROLLMENT BY REGENTAL INSTITUTIONS

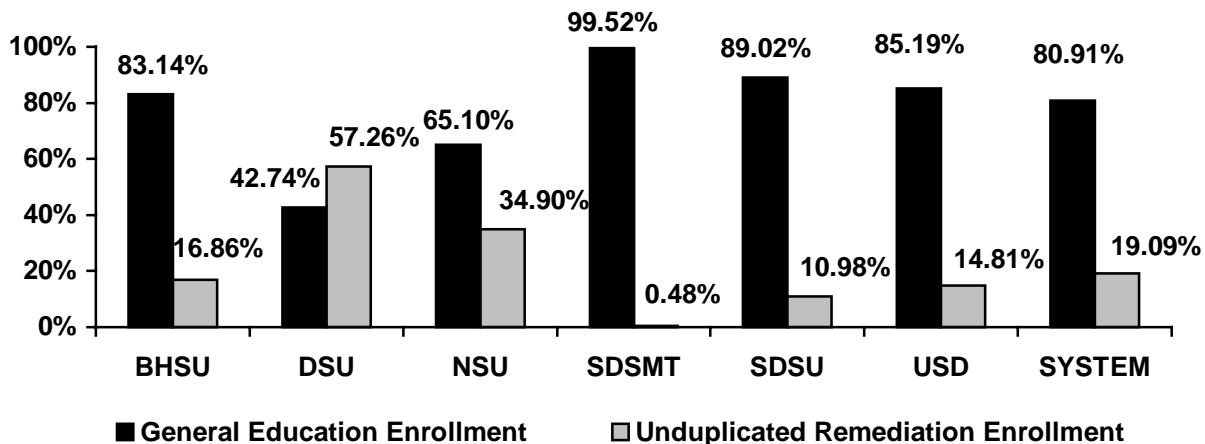
In terms of student enrollment in remedial courses by individual Regental universities, 3 institutions had all of their remedial enrollments in mathematics, 2 institutions had more students enrolled in remedial mathematics than in English, and 1 institution had more students enrolled in remedial English than in mathematics. (Graph #13)

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



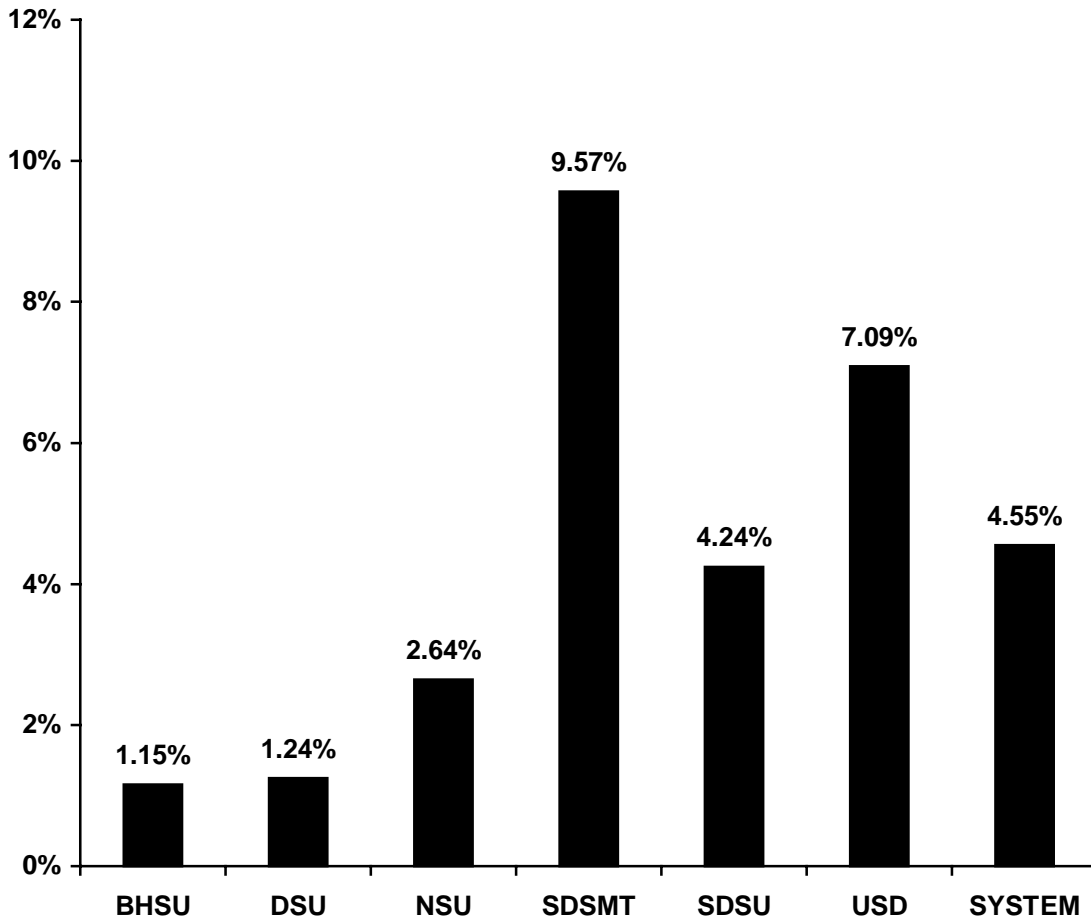
All but one of the universities had more students enrolled in general education courses than in remedial courses. (Graph #14) The percentage of graduates from each high school required to enroll in remedial courses is affected by the distribution of those graduates among the Regental institutions. If 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 #14
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 #15)

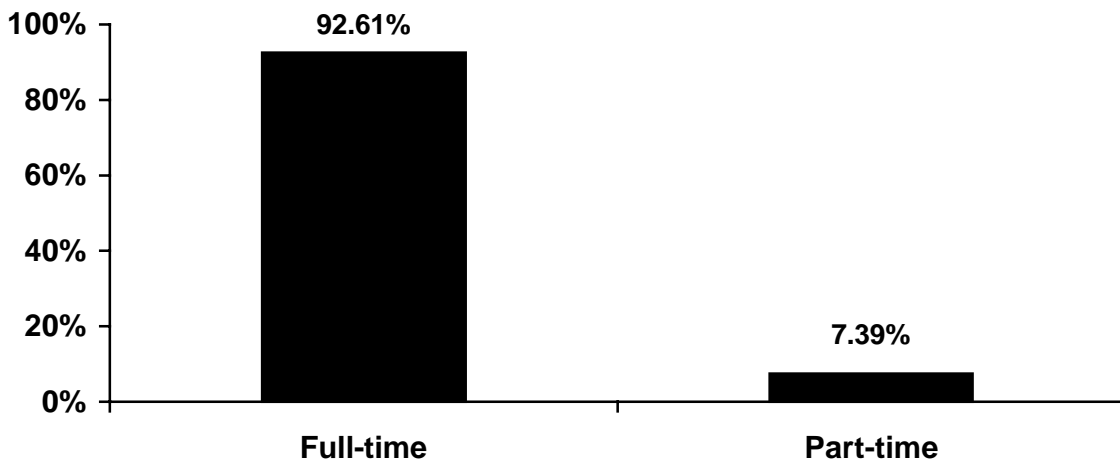
GRAPH #15
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999
PERCENTAGE OF ENTERING STUDENTS
AWARDED COLLEGE BOARD ADVANCED PLACEMENT BY INSTITUTION



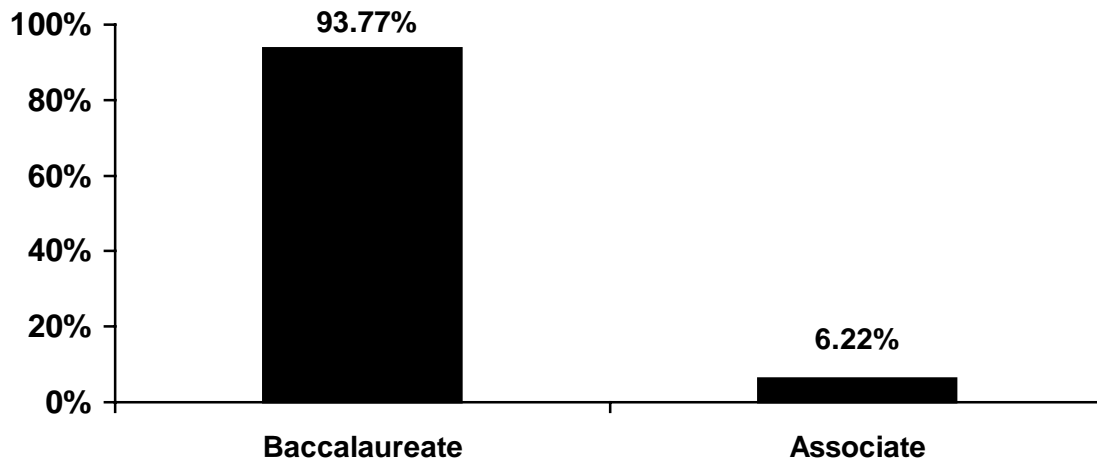
PART-TIME STUDENT ADMISSIONS

A total of 209 South Dakota high school graduates entered Regental institutions on a part-time basis in Fall 1999. These students represented less than 8% of all South Dakota high school graduates entering Regental institutions in Fall 1999 (Graph #16). Of these 209 students, 93.77% were admitted into baccalaureate degree programs and 6.22% were admitted into associate degree programs (Graph #17).

GRAPH #16
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999
PERCENTAGE BY ENROLLMENT CLASSIFICATIONS



GRAPH #17
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999
PART-TIME STUDENT ADMISSIONS CLASSIFICATIONS



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

The average ACT composite score for the 209 South Dakota high school graduates entering Regental institutions on a part-time basis who took the ACT was 21.0. Students entering on a part-time basis had lower average ACT composite scores than students entering on a full-time basis (Graph #18). Of the 209 South Dakota high school graduates entering Regental institutions Fall 1999 on a part-time basis, 33 were enrolled in remedial courses and 7 of the students were awarded credit for College Board Advanced Placement.

**GRAPH #18
1999 HIGH SCHOOL GRADUATES ENTERING REGENTAL INSTITUTIONS FALL 1999
COMPARISON OF AVERAGE ACT COMPOSITE SCORES**

