

**SOUTH DAKOTA BOARD OF REGENTS
2002 HIGH SCHOOL TO COLLEGE TRANSITION REPORT**

EXECUTIVE SUMMARY

- A total of 2,722 of the South Dakota High School Graduating Class of 2002 entered Regental universities on a full-time basis in Fall 2002. These 2,722 students represent 30.7% of the 8,865 South Dakota graduates in 2002. A total of 103 South Dakota high school graduates entered Regental universities on a part-time basis.
- The average ACT Composite score of those 2002 SD high school graduates who entered on a full-time basis increased slightly from 22.0 in 2001 to 22.2 in 2002. For those who entered on a part-time basis, the average ACT Composite score was 21.0.
- Of the 2,722 South Dakota high school graduates entering Regental universities in Fall 2002, 666 (24.5%) met the academic performance requirements for Regents Scholars.
- The percentage of SD high school graduates who were awarded credit for College Board Advanced Placement Examinations increased slightly from 5.1% in 2001 to 6.5% in 2002.
- Students are placed into remedial English and mathematics courses based on their ACT English and ACT Mathematics scores. Students with ACT English scores below 18 and/or ACT Mathematics scores below 20 are placed into remedial courses. Students may challenge their placement by sitting for the ACT COMPASS placement examinations. As a result, the number of students placed in remedial courses is usually higher than the number of students who enroll in remedial courses.
- Of those SD high school graduates who entered Regental universities on a full-time basis in 2002 and completed at least one semester during the 2002-03 academic year, 63.6% had placement scores allowing enrollment in general education courses.
- Of those SD high school graduates who entered Regental universities on a full-time basis in 2002 and completed at least one semester during the 2002-03 academic year, 65.8% enrolled in general education courses and 34.2% enrolled in at least one remedial math or English course. According to the Condition of Education 2001 report, published by the National Center of Education Statistics, 40% of all students enrolled in 4-year universities enroll in at least one remedial course.
- SD high school graduates who entered on a full-time basis in 2002 and enrolled in general education courses had higher average ACT Composite scores (24.0 vs. 18.7) and first-year university GPAs (2.95 vs. 2.29) than graduates who enrolled in remedial courses.
- Out of the 163 SD high schools with 2002 HS graduates completing at least one semester at a Regental university during the 2002-03 academic year, 12 (7.4%) had no students enrolled in remedial coursework.

RECOMMENDED ACTIONS FOR PARENTS AND STUDENTS

1. Take the right courses in middle school and high school.

- Algebra is the *gateway*. School districts should provide and students should take Algebra I in the 8th grade and at least three years of mathematics in high school that includes Algebra II, Geometry, Trigonometry and Pre-Calculus.
- High school graduation requirements are not equivalent to college admissions requirements. High school graduation requirements are minimum expectations to earn a high school diploma. Preparation for success in college requires additional and more rigorous academic courses.
- 2002 South Dakota high school graduates completing a college preparatory curriculum earned average ACT Composite scores of 22.4 compared to 19.9 for those who took less than the college preparatory curriculum. This trend has held for the past ten years.

2. Make cost effective decisions.

- Remedial courses cost more. The tuition for a college general education course costs \$216. A remedial course costs \$489.
- Remedial courses extend the amount of time it takes to earn a degree because they do not count towards a degree.
- High School Advanced Placement Courses Save Money. A high school advanced placement course can provide a student with college general education credit for a test fee of \$82 saving the student \$134 in tuition.