



2026 | SOUTH DAKOTA BOARD OF REGENTS' HIGH SCHOOL DUAL ENROLLMENT PROGRAM

South Dakota Board of Regents' high school dual enrollment program provides high school students, who meet admissions standards, the opportunity to enroll in Board of Regents universities while still in high school. Participating students simultaneously earn credits for both their high school diploma and college degree.

BACKGROUND:

The state of South Dakota implemented dual credit for high school juniors and seniors in 2014¹. South Dakota Codified Law² provides that any high school student that is in the 9th-12th grade may enroll in college courses. The South Dakota Board of Regents requires strict adherence to admission criteria for eligibility (see page X) into the high school dual enrollment program. This criterion ensures that students can be successful in their coursework.

EXECUTIVE SUMMARY:

- In all measurements, high school dual-enrolled students demonstrate higher levels of success in college than students who were not enrolled in the program.
- Over a period of 10 years, dual-enrolled students had a success rate of 93%, which equated to a total of 243,593 credit hours that received an A, B, or C. Only 7%, or 17,240 courses, had a drop, withdrawal, or a grade of D or F.
- In 2024, after their first term, the grade point average for university students with dual credit was 3.35, while that for non-dual-enrolled students was 2.99.
- University students with dual credit had a 10-year average persistence rate of 96% (returning in the spring following the fall term), whereas all other students had an average persistence rate of 88%.
- University students with dual credit had an average retention rate was 88% (returning from fall to fall) compared to the 10-year average of all other students retained at approximately 75%.
- Our most recent data showed 65% of previously dual enrolled students completed their bachelor's degree in four years or less versus 49% for all other students.
- University students with dual credit tend to complete their college degrees earlier compared to the non-dual-enrolled population of students.

¹ Dual Credit Program Evaluation Report, Division of Fiscal and Program Analysis. November 18, 2019. Retrieved from 124179.pdf (sdlegislature.gov)

² 13-28-37 Postsecondary enrollment--Course credit--Promulgation of rules--Failing grade eliminates eligibility.

13-28-37.1 State subsidized high school dual credit program--Course requirements--Limitations on participation--Tuition rate--Payment of tuition and costs.

SYSTEM FINDINGS

HIGH SCHOOL STUDENT DUAL ENROLLMENT COUNTS

Chart 1:

- The number of high school dual-enrolled students and attempted credit hours have increased.
- Dual enrollment expanded exponentially after 2019.
- High school student take approximately three or four dual-enrolled courses per year.

Chart 1: High School Student Enrollment Data

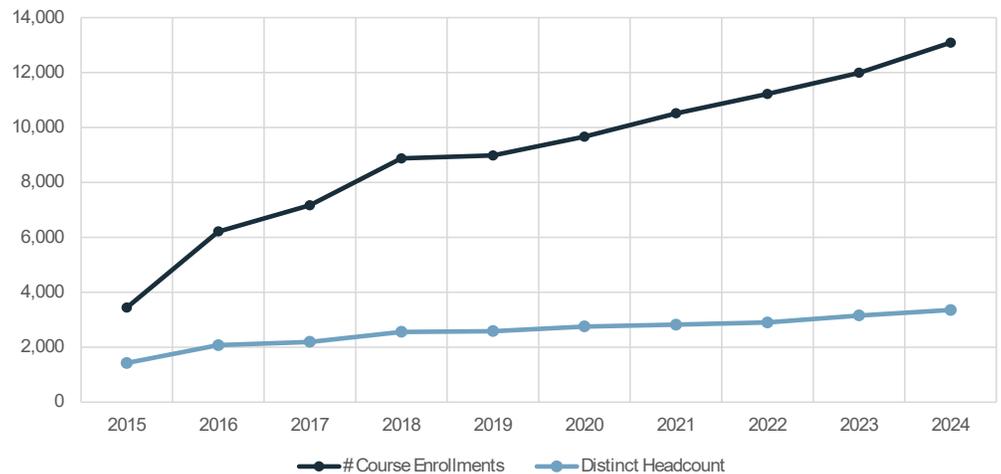
HS Graduation Academic Year	# Course Enrollments	Distinct Headcount	Attempted Student Credit Hours	# Districts
2015	3,446	1,428	9,785	129
2016	6,210	2,076	17,460	152
2017	7,173	2,199	20,548	156
2018	8,875	2,559	25,304	154
2019	8,985	2,587	25,579	156
2020	9,667	2,756	27,821	158
2021	10,486	2,814	30,148	159
2022	11,232	2,906	32,417	160
2023	11,974	3,155	34,454	160
2024	13,089	3,355	37,290	157

School districts must have a memorandum of understanding with the Dept of Ed to be eligible to participate.

Graph 1:

- Dual-enrolled student headcount has grown since 2015.
- Attempted student dual-enrolled credit hours has tripled since the program's inception.
- The volume of dual enrolled credit hours proves that there is demand for this program.

Graph 1: Course Enrollment Compared to Distinct Headcount

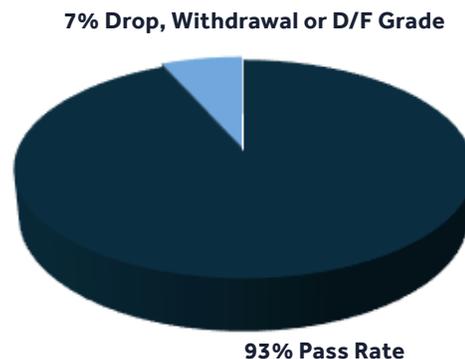


DUAL ENROLLMENT COURSE OUTCOMES

Chart 2: Data for High School Student Course Outcomes

HS Graduation Academic Year	Attempted SCH	
	Success	DFW
2015	9,080	705
2016	16,244	1,216
2017	19,293	1,251
2018	23,418	1,882
2019	23,779	1,794
2020	25,896	1,925
2021	28,202	1,946
2022	30,430	1,987
2023	32,171	2,273
2024	35,037	2,250

Graph 2: Credit Hour Outcomes



Graph 2:

- High school students have taken 243,593 dual-enrolled credit hours since 2015.
- 93% of those were passed with an A, B, or C.
- 7% of those were dropped, withdrawn, or graded with a D or F.

There are a few courses that were excluded based on incomplete/ in-progress grading, lab grade assigned with the lecture, etc.

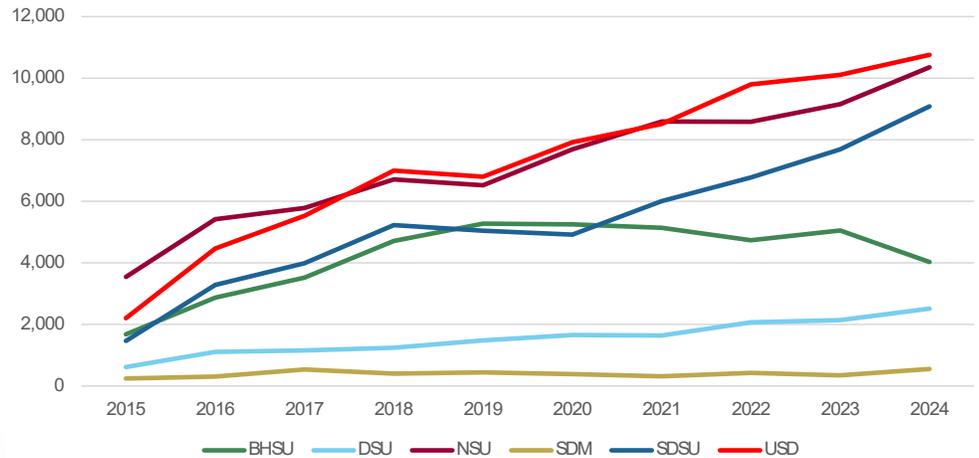
THE COURSES THAT ARE CURRENTLY ELIGIBLE FOR DUAL CREDIT INCLUDE GENERAL EDUCATION AND SOME OTHER WORKFORCE DEVELOPMENT COURSES.

FALL 2025 TOP COURSE ENROLLMENTS INCLUDE:

- CMST 101 | Foundations of Communication
- MATH 114 | College Algebra
- ENGL 101 | Composition I
- PSYC 101 | General Psychology
- POLS 100 | American Government
- SOC 100 | Introduction to Sociology
- HIST 151 | United States History I
- ENGL 210 | Introduction to Literature
- HIST 152 | United States History II
- MUS 100 | Music Appreciation

HIGH SCHOOL DUAL ENROLLMENT BY UNIVERSITY

Graph 3: Attempted Student Credit Hours for High School Dual Enrollment by University



Graph 3 represents the university location for high school credit hours.

- The two regional comprehensive and two research universities provide most of the dual enrollment opportunities.
- The special focus universities are used less for dual-enrollment opportunities likely due to their specific missions that focus on the critical workforce needs in STEM.



Chart 3: Matriculation of Dual Enrolled Students

HS Graduation Academic Year	Dual Enrollment Headcount	Matriculated Into BOR System
2015	1,428	934 65%
2016	2,077	1,297 62%
2017	2,196	1,403 64%
2018	2,558	1,579 62%
2019	2,585	1,554 60%
2020	2,756	1,720 62%
2021	2,820	1,657 59%
2022	2,900	1,660 57%
2023	3,153	1,752 56%
2024	3,337	1,685 50%

On average, 60% of dual enrollment students matriculate into the Regental system.

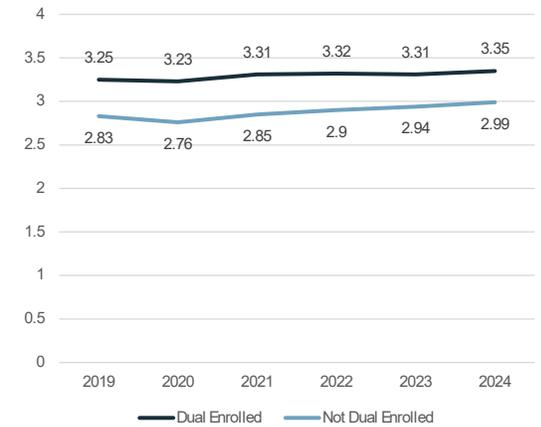
SYSTEM FINDINGS

FIRST TERM FULL-TIME STUDENT OUTCOMES

Chart 4: Data on Grade Point Average displays the GPA for both first-time students entering our system who had high school dual enrollment as compared to those who did not.

First-Time Entry Term	Student had BOR HS Enrollment	# UG Students	Average First Term GPA
2020	No	3,273	2.76
	Yes	1,499	3.23
2021	No	3,369	2.85
	Yes	1,394	3.31
2022	No	3,584	2.90
	Yes	1,444	3.32
2023	No	3,613	2.94
	Yes	1,575	3.31
2024	No	3,788	2.99
	Yes	1,615	3.35

Graph 4: Grade Point Average Data

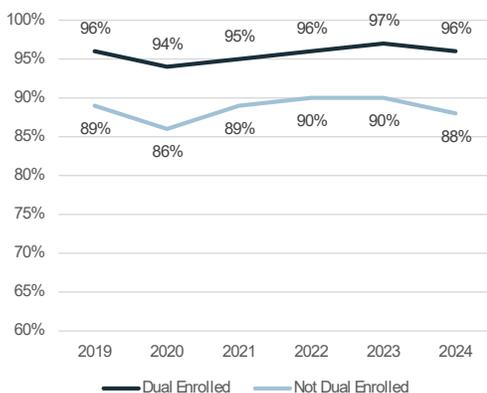


FULL-TIME PERSISTENCE AND RETENTION

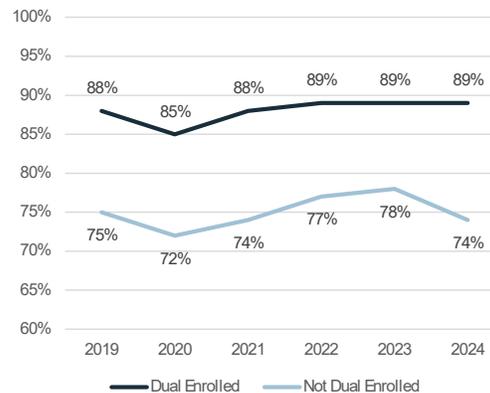
Chart 5: Data on Persistence and Retention compares all first-time students entering our system, including those previously enrolled in high school dual enrollment and any other first-time full-time students. Dual enrolled students were more likely to persist (Fall to Spring) and be retained (Fall-first year to Fall-second year) than were non-dual enrolled college students.

First-Time Entry Term	Student HS Dual Enrolled	# UG Students	# Students that Persisted to Spring Term	% Students that Persisted to Spring Term	# Students Retained to Following Fall Term	% Students Retained to Following Fall Term
2020	No	3,273	2,824	86%	2,341	72%
	Yes	1,499	1,407	94%	1,272	85%
2021	No	3,369	3,005	89%	2,499	74%
	Yes	1,394	1,323	95%	1,229	88%
2022	No	3,584	3,243	90%	2,750	77%
	Yes	1,444	1,387	96%	1,279	89%
2023	No	3,613	3,262	90%	2,805	78%
	Yes	1,575	1,524	97%	1,400	89%
2024	No	3,788	3,329	88%	2,802	74%
	Yes	1,615	1,552	96%	1,440	89%

Graph 5a: Persistence



Graph 5b: Retention



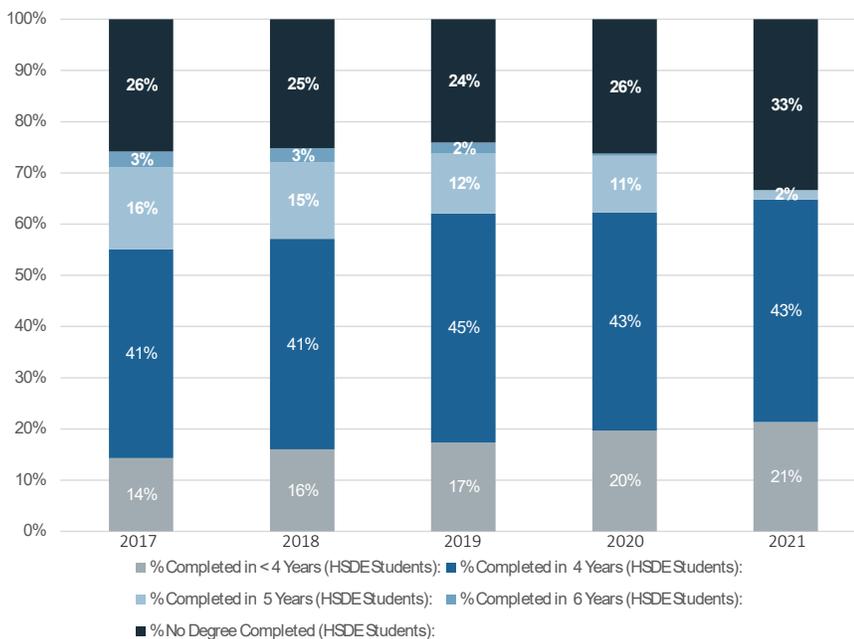
- Students who were dual-enrolled had an average persistence rate of 95%, whereas all other students had an average persistence rate of 89%.
- The retention rate for dually enrolled students was 87%, whereas all other students were retained at 74%.

FULL-TIME COMPLETION OUTCOMES

Chart 6: Completion Rate table shows the enrollment year for students and the number who completed a bachelor's degree in less than or equal to four years in the system. In 2021, all students completed at a rate of 49.2% within four years and 59.5% in six years. In comparison, the high school dual-enrolled students out-performed in completion by approximately 15% each year.

Cohort Enrollment Year	2017	2018	2019	2020	2021
All Students Completed in System <= 4 Years	2,020	2,072	2,124	2,127	2,230
% Completed in <= 4 Years	41.4%	42.8%	44.0%	46.4%	49.2%
High School Dual Enrolled Count	1,188	1,330	1,284	1,448	1,344
High School Dual Enrolled Completion <= 4 years	654	760	797	902	872
% High School Dual Enrolled Completion <= 4 years	55.1%	57.1%	62.1%	62.3%	64.9%

Graph 6: Time to Complete



Graph 6 shows that most dual-enrolled student who matriculate to the Regental system graduate.

- Previously dual-enrolled students graduated in a shorter period than the full population.
- Dual enrollment student graduate at a higher percentage, and approximately 15-20% of of them graduate in less than four years.
- The trend show that each year, more dual-enrolled students graduate prior to the four-year completion time.
- 64% of high school dual credit students who entered in 2021 graduated in four or fewer years.



ADVISORY TOOLS: GATEWAY CERTIFICATES

South Dakota's dual enrollment program has demonstrated strong success through collaborative partnerships with the Department of Education, the Board of Regents, and local high schools. Through the Our Dakota Dreams' initiative, these partners have developed clear advisory tools for students, counselors, and families, including the new Gateway Certificates on OurDakotaDreams.com*, which consist of 3-4 high school dual-enrolled courses in specific career areas, allowing students to explore careers, earn college credit, and achieve a recognized milestone that intentionally stacks toward an associate or bachelor's degree.

DEFINITIONS

High School Dual Enrollment: All high school students enrolled at both the high school and university simultaneously and taking courses in one of the eligible programs.

Concurrent Enrollment/Rising Scholar Program: College credit earned by a high school student who enrolls in a course that is offered through the school district and taught by highly qualified school district personnel. Funding for this program is fully supported by the student and the school district (their teacher provides the instruction).

High School Dual Credit Program (HSDC): Refers to a state-supported dual credit program managed by the South Dakota Department of Education. Funding for this program is partially supported by the State of South Dakota.

High School Full Tuition Rate Program: Students enrolling at the full tuition rate as a high school student. Funding for this program is fully supported by the students.

Grade Point Average (GPA): An indication of a student's academic achievement calculated as the total number of grade points received over a given period divided by the total number of credits awarded.

ENROLLMENT ELIGIBILITY

Students must meet program requirements for both the High School Dual Credit Program and the Concurrent/Rising Scholar Program. Baseline requirements were developed in the 2014 period to ensure students can seamlessly move from a high school class to a college class.

THE REQUIREMENTS INCLUDE ONE OF THE FOUR OPTIONS

HIGH SCHOOL JUNIORS:

- Earn an ACT composite score or superscore of 24 reflective of the 70% percentile (or equivalent SAT score of 1180); or
- Rank in upper one-third of their graduating class; or
- Earn a cumulative unweighted high school GPA of at least 3.50 on a 4.0 scale

HIGH SCHOOL SENIORS:

- Earn an ACT composite score or superscore of 21 reflective of the 50% percentile (or equivalent SAT score of 1080); or
- Rank in the upper one-half of their graduating class; or
- Earn a cumulative unweighted high school GPA of at least 3.25 on a 4.0 scale

HONORS ENDORSEMENT⁵:

- ACT composite score or superscore of 18 for BHSU, and NSU, 21 for USD and SDM or equivalent SAT score of 970 or 1080; or
- Successful completion of coursework requirements per ARSD 24:43:11:02:032
 - Four Years of English
 - Three years of advanced mathematics
 - Three years of laboratory science
 - Three years of social studies
 - One year of fine arts

BENCHMARK SCORES:

- State of South Dakota 11th Grade Assessment Smarter Balance – Score Level 3 or higher on the English Language Arts AND Mathematics 11th Grade Assessments; or
- PreACT Exam Composite Score of 24 or higher; or
- ACCUPLACER Next Generation3 (QAS – Score 255 or higher AND Writing Score 263 or higher)

⁵ Administrative Rules of South Dakota, Advanced Honors. Retrieved from <https://sdlegislature.gov/Rules/Administrative/24:43:11:02>