

**BOARD OF REGENTS
MINUTES OF THE MEETING
October 2-3, 2019**

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**BOARD OF REGENTS
MINUTES OF THE MEETING
October 2-3, 2019**

The South Dakota Board of Regents met on October 2-3, 2019 at Dakota State University in Madison, South Dakota with the following members present:

John Bastian, Vice President
Jim Morgan, Secretary
Lucas Lund, Regent
Pam Roberts, Regent
Randy Schaefer, Regent
Barb Stork, Regent
Jim Thares, Regent
Joan Wink, Regent

Members not present:

Kevin Schieffer, President

Also present during all or part of the meeting were Dr. Paul B. Beran, Board of Regents Executive Director and CEO; Jay Perry, System Vice President of Academic Affairs; Heather Forney, System Vice President of Finance and Administration; Nathan Lukkes, Board of Regents General Counsel; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Dave Hansen, System Chief Information Officer; Janelle Toman, Director of Communications; Scott Van Den Hemel, System Compliance Officer; Joelle Lien, System Associate Vice President of Academic Affairs; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU Interim President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Jim Jacobson, Josh Pauli, Dave Overby, Angie Kappenman, Judy Dittman, David Weidler, Mandy Parpart, Rayanne Liester, Alexis Kulm, Abigail Wiff, Kanthi Nasukenda, DSU; Michael Wanous, Checka Leinwall, James Heisinger, Garytt Tostenson, Jordenne Dulhenry, Danielle Notz, Katie Olson, Megan Freklaltd, Janie Borkowski, Mark Millage, Harrison runs, Adela Alinani, Amelie Wachsmuth, Jacob Swanson, Thalia Martin, Steven Meyer, NSU; Pat Mahon, Jesse Herrera, SDSM&T; Dennis Hedge, Michaela Willis, Michael Holbeck, Rob Kohrman, SDSU; Beth Freeburg, Kurt Hackemer, Bruce Kelley, Carmen Simone, Lamont Sellers, Carson Zubke, Hannah Booth, Abule Jiel, USD; Claudean Hluchy, SDSD/SDSBVI; Carla Gatzke, Daktronics; David Owen, SD Chamber; Nathan Sanderson, SD Retailers; Nicole Freeseaman, Raven; Sandra Ogenremi, Regional Health; and other members of the Regental system and public and media.

WEDNESDAY, OCTOBER 2, 2019

Regent Bastian declared a quorum present and called the meeting to order at 10:50 a.m.

BOARD WORK

1-A Approval of the Agenda

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to approve the agenda as published. Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on August 7-8, 2019

IT WAS MOVED by Regent Morgan, seconded by Regent Stork, to approve the minutes of the meeting on August 7-8, 2019. Motion passed.

1-D Rolling Calendar

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, explained that although the agenda item suggested a date change for the December Board meeting, this did not work for all members. Therefore, he recommended that the meeting dates remain the same as originally proposed: December 11-12, 2019. That said, he would still encourage the Board to accept the location change from Vermillion to Sioux Falls.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to accept the location change of the December 2019 Board of Regents meeting to Sioux Falls at the Community College for Sioux Falls. Motion passed.

A copy of the Rolling Calendar can be found on pages **2509** to **2511** of the official minutes.

IT WAS MOVED by Regent Morgan, seconded by Regent Stork, that the Board dissolve into executive session at 11:04 a.m. on October 2, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business; that it recess at 2:30 p.m.; that it reconvene into executive session at 12:00 p.m. on Thursday, October 3, 2019, to continue to discuss the earlier referenced matters; that it rise from executive session at 1:30 p.m. to resume the regular order of business; and that it report its deliberations while in executive session. Motion passed.

The Board reconvened at 2:30 p.m.

3-A Welcome and Presentation by DSU President José-Marie Griffiths

DSU President José-Marie Griffiths welcomed the audience to Dakota State University. She shared information about the advancements at DSU, including the new Madison Cyber Labs. She described DSU's involvement in helping the Madison community during the 500-year flood that occurred a few weeks previously. President Griffiths concluded her address by showing a video that featured DSU students and faculty.

3-B Report of the Executive Director/Interim Actions

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, explained that since the August Board retreat, the Board's budget requests have been presented to the Governor's staff, the Council of Presidents have met in Pierre, the Student Federation met with the Board's central office staff in Pierre, and the Deputy Secretary of the US Department of Education toured SD Mines. He also recognized Heather Forney as the new System Vice President of Finance & Administration. Last, he addressed the public universities' fall enrollment numbers and congratulated DSU on bucking the trend of a slightly downward enrollment.

A copy of the Interim Actions of the Executive Director can be found on pages **2512** to **2514** of the official minutes.

3- C Reports on Individual Regent Activities

No report

3-D Reports from Individual Presidents and Superintendents

No report

3-E Student Federation Report

Josh Sorbe, Student Federation Executive Director, thanked the DSU Student Senate for hosting the Student Federation during its October meeting. He said each student association was assigned legislators to contact and engage before the 2020 legislative session, and these contacts have been made. He said the Student Federation had its retreat in September at the Board office in Pierre, which included information on intellectual diversity and how that relates to budgeting. He reported that intellectual diversity training for students is happening at the campuses.

He said the Students in Higher Education Day (SHED) is scheduled from 7:30-11:00 a.m. on February 10, 2020 in the Capitol Rotunda in Pierre. He anticipates roughly 100 students in attendance. He invited the Board members to attend on February 9, when the students will be doing their lobbying training. He noted that Dr. Beran is already on the schedule.

Lastly, Executive Director Sorbe said the Dakota's Promise has been a topic of discussion with the Student Federation recently. He thanked the Board for including the higher level ACT scores into the eligibility criteria. He welcomed additional student federation members to the table for

their commentary on the outlined eligibility requirements for the drafted Dakota's Promise Scholarship program. Various students spoke to the proposed eligibility requirements.

Regent Bastian asked the students to submit their written remarks to the Board office for inclusion in the minutes. These written remarks can be found on pages 2520 to 2525 of the official minutes.

A copy of the Student Federation Report can be found on pages 2515 to 2525 of the official minutes.

3-F DSU and NSU Student Organization Awards

Jim Jacobson, DSU Vice President for Student Affairs, presented the Student Organization Awards for DSU. The DSU award for Academic Excellence for 2018 was presented to Phi Beta Lambda (PBL) Business Club. The DSU award for Community Service was presented to The Alliance. The DSU award for Organization Leadership was presented to CybHER.

Dr. Checka Leinwall, NSU Associate Vice President for Student Affairs/Dean of Students, presented the Student Organization Awards for NSU. The NSU award for Academic Excellence for 2018 was presented to Honors Club. The NSU award for Community Service was presented to Environmental Club. The NSU award for Organization Leadership was presented to The Exponent.

A copy of the DSU and NSU Student Organization Awards can be found on pages 2526 to 2528 of the official minutes.

CONSENT AGENDA

IT WAS MOVED by Regent Morgan, seconded by Regent Stork, to approve consent agenda items 4-A through 4-H. Motion passed.

Academic and Student Affairs – Consent

4-A (1) Agreements on Academic Cooperation – Black Hills State University

Authorize to approve Black Hills State University's agreement on academic cooperation with Mongolian National University of Education, as presented in the agenda item.

A copy of the Agreements on Academic Cooperation – Black Hills State University can be found on pages 2529 to 2537 of the official minutes.

4-A (2) Agreements on Academic Cooperation – Northern State University

Authorize to approve the agreement on academic cooperation between Northern State University and Okanagan College, Canada, as presented in the agenda item.

A copy of the Agreements on Academic Cooperation – Northern State University can be found on pages 2538 to 2541 of the official minutes.

4-A (3) Agreements on Academic Cooperation – University of South Dakota

Authorize to approve the agreement on academic cooperation between the University of South Dakota and 1) the University of Western Australia, and 2) the University of Groningen, Netherlands, as presented in the agenda item.

A copy of the Agreements on Academic Cooperation – University of South Dakota can be found on pages 2542 to 2555 of the official minutes.

4-B (1) Articulation Agreements – Black Hills State University

Authorize to approve the articulation agreement between Black Hills State University and Western Dakota Technical Institute, as presented in the agenda item.

A copy of the Articulation Agreements – Black Hills State University can be found on pages 2556 to 2561 of the official minutes.

4-B (2) Articulation Agreements – South Dakota State University

Authorize to approve the articulation agreement between South Dakota State University and Northcentral Technical College, as presented in the agenda item.

A copy of the Articulation Agreements – South Dakota State University can be found on pages 2562 to 2567 of the official minutes.

4-C Dual / Concurrent Credit Transfer of Credits Agreement – John Witherspoon College

Authorize to approve the Dual / Concurrent Credit Transfer of Credits Agreement with John Witherspoon College, as presented in the agenda item.

A copy of the Dual / Concurrent Credit Transfer of Credits Agreement – John Witherspoon College can be found on pages 2568 to 2571 of the official minutes.

4-D Naming Request – SDSMT – Chemistry and Applied Biological Sciences Department

Authorize to approve SDSMT's request to rename the Department of Chemistry and Applied Biological Sciences to the Department of Chemistry, Biology and Health Sciences, as presented in the agenda item.

A copy of the Naming Request – SDSMT – Chemistry and Applied Biological Sciences Department can be found on pages 2572 to 2574 of the official minutes.

4-E Fusion Center Joint Powers Agreement – DSU, Dept. of Public Safety & City of Sioux Falls Police Department

Authorize to approve the Joint Powers Agreement set forth in Attachment I of the agenda item and to authorize the DSU President to finalize and execute the JPA in substantially similar form to that set forth in Attachment I of the agenda item, as presented in the agenda item.

A copy of the Fusion Center Joint Powers Agreement – DSU, Dept. of Public Safety & City of Sioux Falls Police Department can be found on pages **2575** to **2583** of the official minutes.

4-F BOR Policy Revisions – Institutional Mission Statements (Second Reading)

Authorize to approve the second and final reading of the revised BOR Policies 1:10:1 through 1:10:6, as presented in the agenda item.

A copy of the BOR Policy Revisions – Institutional Mission Statements (Second Reading) can be found on pages **2584** to **2598** of the official minutes.

Budget and Finance – Consent

4-G BOR Policy 5:20 – Cash Management (Second Reading)

Authorize to approve the second and final reading of the revisions to BOR Policy 5:20 – Cash Management as shown in Attachment I of the agenda item, as presented in the agenda item.

A copy of the BOR Policy 5:20 – Cash Management (Second Reading) can be found on pages **2599** to **2603** of the official minutes.

4-H BOR Policy 5:22 Graduate Assistants and Fellows (Second Reading)

Authorize to approve the second and final reading of the revisions made to BOR Policy 5:22 – Graduate Assistants and Fellows as shown in Attachment I of the agenda item, as presented in the agenda item.

A copy of the BOR Policy Revisions (Second Reading) can be found on pages **2604** to **2608** of the official minutes.

Routine Information Items – Consent

4-I Capital Project List

A copy of the Capital Project List can be found on pages **2609** to **2613** of the official minutes.

4-J Building Committee Report

A copy of the Building Committee Report can be found on page **2614** of the official minutes.

4-K Accreditation Status Report

A copy of the Accreditation Status Report can be found on pages **2615** to **2631** of the official minutes.

4-L FY20 Public Service Activity (PSA) Report

A copy of the FY20 Public Service Activity (PSA) Report can be found on pages **2631** to **2652** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

5-A (1) BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA) Revisions (First Reading)

Dr. Jay Perry, System Vice President for Academic Affairs, explained that NC-SARA is a national initiative making distance education courses more accessible to students across state lines, as well as making it easier for states to regulate and institutions to participate in interstate distance education. At the October 2014 Board meeting, the Board approved the original version of Board Policy 1:29 – State Authorization Reciprocity Agreement (SARA). This policy emerged as the State of South Dakota joined NC-SARA; in addition, an executive order of the Governor designated the Board of Regents as SARA State Portal Entity for South Dakota.

Since that time, the policies and procedures governing NC-SARA have changed considerably, as the founding documents of NC-SARA transitioned from four regional agreements to one unified agreement in 2015. Also, some of the early policy guidance from NC-SARA has been incorporated into an NC-SARA Manual, clarifying many topics for NC-SARA participants. As such, the current Board Policy regarding SARA is outdated.

Dr. Perry noted that the revisions to Board Policy 1:29 will simplify the policy and make frequent reference to the NC-SARA manual, which governs many aspects of the BOR Policy. When revisions are made to the NC-SARA manual, the BOR will not need to update its policies. In addition, the sections of the policy regarding the state SARA fee and the student complaint process have undergone minor revision. The section regarding institutional appeals for institutions has been updated to more accurately reflect NC-SARA policy.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the first reading of the proposed revisions to BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA), as presented in Attachment I of the agenda item. Motion passed.

A copy of the State Authorization Reciprocity Agreement (SARA) Revisions (First Reading) can be found on pages **2653** to **2676** of the official minutes.

5-A (2) BOR Policy 2:23 – Accelerated Graduate Program Policy Revisions (First Reading)

Dr. Jay Perry, System Vice President for Academic Affairs, said the Board of Regents approved changes to BOR Policy 2:5 at its April 2019 meeting to require Board approval for graduate accelerated programs consisting of thirteen (13) or more credit hours. Previously, all such accelerated programs required individual Board approval. However, BOR Policy 2:23 now contradicts the new language in BOR Policy 2:5. The proposed revision to BOR Policy 2:23 aligns language with the Board's previously approved language in BOR Policy 2:5 as it related to accelerated graduate programs.

Considering that this policy change contains merely clean up language, Regent Morgan asked if it was necessary to have a second reading. The group agreed that a first and final reading was appropriate.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the first and final reading of the proposed revisions to BOR Policy 2:23 – Program and Curriculum Processes, as presented in Attachment I of the agenda item. Motion passed unanimously.

A copy of the BOR Policy 2:23 – Accelerated Graduate Program Policy Revisions (First Reading) can be found on pages 2677 to 2681 of the official minutes.

7. Diversity Forum: Intersection of Education and Workforce

The Board of Regents hosted a panel discussion on the significance of educating future employees on diversity and cultural awareness. The following individuals participated as panelists: David Owen, SD Chamber President; Nathan Sanderson, SD Retailers Association Executive Director; Carla Gatzke, Daktronics VP for Human Resources; Sandra Ogunremi, Regional Health Manager of Diversity, Inclusion & Equality; and Nicole Freesemann, Raven VP of Human Resources.

Each panelist shared a brief opening statement before answering questions posed by the Board members and students.

Nicole Freesemann, VP of Human Resources at Raven, said diversity and inclusion is a hot topic for employers today. She said companies like Raven are becoming global at an ever increasing rate. There is a great need for employees to respect differences as well as see similarities. She said Raven's culture is founded on respect. In its assessment, respect is the same as inclusion. In the Raven family, it is expected that employees be accepting of each other's differences and that same concept is built into training and development practices. Nicole Freesemann said society is becoming increasingly multi-cultural and, therefore, promoting cultural awareness is critical.

David Owen, SD Chamber President, noted that diversity is a term coined in the 1400s, ironically, at a time when people lived in very small villages and didn't travel far from home. He went on to explain that South Dakota's demographics are changing. South Dakota is becoming more diverse. He emphasized that a major concern for South Dakota businesses is finding workers. He said part of the solution is employing those with diverse backgrounds. As far as higher education's role in this, he said it is essential that students be provided exposure to a broad swath of thinking and

perspectives because that is how they are going to learn critical thinking and become future leaders in the work world.

Nathan Sanderson, SD Retailers Association Executive Director, said retail businesses value intellectual diversity and diversity of perspective. He noted this conversation is actually the intersection of politics and policy, especially in a time where society is more politically polarized than it has ever been. He said the way to navigate this is communication, and the way it is communicated is so critical in the process.

Carla Gatske, VP of Human Resources at Daktronics, noted that 1,000 of Daktronics's 2,500 employees live across the country. It also has customers in over 70 countries. She said from her perspective in business, inclusion is not only respect but it is also the knowledge of how to leverage differences. She said diversity of experiences and perspectives helps Daktronics' employees understand customers' needs. When 80% of Daktronics' employees got their bachelor's degree in South Dakota, from the company's perspective, it is critical that graduates of South Dakota universities have curious and open mindsets.

Sandra Ogenremi, Regional Health Manager of Diversity, Inclusion & Equity, explained that diversity is asking everyone to the party and inclusion is asking them to dance. She said at Regional Health all are welcome. She said cultural awareness is first about taking a step back from yourself in order to understand your own beliefs and values. Secondly, it's about understanding the difference of how you would normally behave verses the norms of behavior in other cultures. She said this concept is critically important to Regional Health because they deal with patients. Being able to consider things from the patients' perspective is directly related to the quality of care they can provide.

In response to a question from Regent Lund, Nicole Freeseemann explained that Raven interviews for cultural fit which include shared values. Those values create an environment of inclusion and diversity. She said Raven aims to build a diverse workforce through its recruitment practices.

Sandra Ogenremi explained that physician recruits will often ask if they will be accepted in Rapid City. When that happens, she connects them with others from their area of the world to let them know they will be welcomed and accepted.

Recognizing that this conversation is political, Regent Wink asked for panelists' suggestions of how to navigate it. Nathan Sanderson said it is not what you say, it is how you say it. Because much of the dialog has been about diversity centers, yet there is not one system approach to diversity efforts, it has to be navigated institution to institution. He emphasized that communication is critical, and it is important to infuse a political lens when communicating with lawmakers.

David Owen said there is great power in telling the truth quietly and letting advocates like those in business and industry set the record straight.

Dr. Beran asked the panelists what they expect employees should bring to the workplace from their educational experience. In response, Nicole Freeseemann said they are looking for open minded

and curious employees, who can collaborate with one another and break down barriers without adding new ones. Sandra Ogenremi said Regional Health wants welcoming employees who can be a grace to others and focus on the purpose for which they are there, which is positively caring for patients. Carla Gatzke said Daktronics is looking for those who create welcoming environments, have diverse perspectives, and can communicate to problem solve. She urged higher education to incorporate opportunities into the curriculum and extracurricular activities that allow students to practice these skills. David Owen said it is important that students (future employees) always allow the possibility that their opponent is right or at least has a point. Students should leave higher education with the ability to put the headlines into context.

DSU student Carl Peterson asked panelists what they would do in the business setting if one of their employees had a hateful mindset. In response, Nathan Sanderson said he is generally leery of anyone with a set agenda. People who come with an agenda tend to only want to be interested in that agenda. He followed up by saying if someone comes into the workplace that does not fit the company's culture, then they don't belong in that organization. Carla Gatzke said it is not mindset, rather bad behaviors that need to be corrected. Sandra Ogenremi stressed the importance of considering why a behavior comes, as it may not be intended in an offensive way. People with different cultural norms may not know the behavior is inappropriate.

In response to a question by Regent Thares, Sandra Ogenremi said when there is in-fighting it is critical to listen and understand why. Nicole Freeseemann agreed it is important to seek to understand differences first and then educate second. She said the cultural values of the workplace need to be made clear and if the employee cannot abide within those values the employee should not work there.

SDSMT student RyAnne Blau asked the panelists their suggestions on what future leaders can do to ensure success later on. In response, David Owen said rounding yourself out as a true human being will make you more valuable. Higher education is not just about getting a job, it is about broadening your life. Nathan Sanderson said there was no particular class or activity, rather the entire experience of being at an institution of higher learning and interacting with others of different backgrounds that made the biggest impact. Carla Gatzke said industry wants employees to be able to work together, so she recommends fostering their ability to think critically, work with others, collaborate, form teams, etc.

USD student Carson Zubke said diversity efforts have had a lot of conversation lately. He asked if panelists have seen an increasing level of cultural awareness in their employees over the last 10 years. Nathan Sanderson said there is no doubt that the workforce is getting people with more diversity and diversity of thought.

Sandra Ogenremi said that when employees come from different states they are in shock. People who come from the east coast are surprised at the smiling and waving that happens in South Dakota. As a nation, we are very different. Sometimes we have to help employees learn about this culture. She suggested that the workplace needs people who can help new employees navigate these changes when they come.

Regarding a question about the universities' diversity offices, Nathan Sanderson said there probably is not regular business contact with diversity offices, which is not necessarily bad. He recognized that part of the impetus for the panel is that there has been so much legislative focus on the diversity centers. He said as conversations go on about diversity offices, keep in mind the way in which those entities are communicated externally and internally. Keep in consideration the intended messages and the way in which the messages are communicated. David Owen said he does not have experience with the diversity offices but said Sioux Falls is living diversity and doing it really well.

Another DSU student said DSU does not have a diversity office and wonders if the panelists see this as a disadvantage. Carla Gatzke said not having a diversity office itself is not a disadvantage but the diversity effort should be addressed somehow. She said we want our organizations to be welcoming, and diversity centers create a good model for welcoming all.

Regent Thares noted that immigration patterns are a major change, and we need to understand and respect those cultures.

A copy of the agenda item framing the Diversity Panel: Intersection of Education and Workforce can be found on page 2858 of the official minutes.

Campus Community Forum

The Board responded to questions from the campus community.

THURSDAY, OCTOBER 3, 2019

Breakfast Meeting with Area Legislators

Senator Kris Langer (District 25), Representative Marli Wiese (District 8), and Representative Randy Gross (District 8) met with Board members to informally discuss priorities in the public university system. Topics included the Dakota's Promise need-based scholarship proposal, collaboration among universities, and outlook for the upcoming legislative session.

The Board reconvened at 9:00 a.m.

ACADEMIC AND STUDENT AFFAIRS – Continued

5-B South Dakota Jump Start Evaluation Report

Dr. Jay Perry, System Vice President for Academic Affairs, explained that the South Dakota Jump Start program was funded in 2014 through a First in the World (FITW) grant from the Fund for the Improvement of Postsecondary Education (FIPSE) administered by the US Department of Education. The US Department of Education awarded the \$3.6 million grant to South Dakota as one of twenty-four such awards from more than 500 proposals. The intent of the grant was to

improve access and success for 900 American Indian and low-income students at seven institutions (all Board of Regents institutions and Oglala Lakota College).

He explained that Jump Start provided in-depth services to low-income and American Indian students across South Dakota, in addition to studying the results of the program to generate momentum toward completion of a college degree. Qualifications for participation in the program included South Dakota residency (or graduate of a South Dakota high school), and status as American Indian or low income. The program sought to support two cohorts of students: first time degree-seeking undergraduates for the 2015-16 and 2016-17 academic years. Components of the program included: access advisors, summer bridge program, earn & learn opportunities for free college credit in the summer, living & learning communities, retention advisors, and a lending library.

Deb Thorstenson, Jump Start Program Director, provided highlights of the findings and answered questions.

A copy of the South Dakota Jump Start Evaluation Report can be found on pages 2682 to 2743 of the official minutes.

5-C Academic Advising Study Follow-up

Dr. Jay Perry, System Vice President for Academic Affairs, explained that the Board received a report on academic advising at system institutions during its August 2019 meeting. During those discussions, the Board requested follow-up information on the number of advisors and associated personnel costs at each institution. He provided an overview of the follow-up information. He noted that in addition to benefits of professional advising identified in the August 2019 report, it is important to note that professional advising (i.e., non-faculty advisors) also frees up faculty workload to concentrate on teaching and research endeavors.

Dr. Perry explained that the university system currently employs 82.65 FTE as professional advisors. The total personnel cost is \$5,600,302, with nearly \$530,000 of that total currently paid through various grant programs. Since 2010, the university system has witnessed a 3% increase in first-year retention rates at the starting institution and within the system as a whole. More importantly, the four-year graduation rate has improved by 15% during that time.

A copy of the Academic Advising Study Follow-up can be found on pages 2744 to 2748 of the official minutes.

5-D Diversity Centers Presentation

Janelle Toman, System Director of Communications, explained that demographics across the United States are changing. Universities nationwide increasingly will mirror the diversity of society, representing a wide variety of religious, socioeconomic, and political backgrounds. As a result, universities have developed programming and services to address diversity and inclusion. In the South Dakota public university system, all of our universities have some level of programming. Three institutions – South Dakota School of Mines & Technology (SD Mines),

South Dakota State University (SDSU), and the University of South Dakota (USD) -- have established diversity centers.

She said recent attention to the topic of intellectual diversity has prompted interest in the mission and function of the diversity centers. She introduced representatives from SD Mines, SDSU and USD who presented information and answered questions about the centers' mission and goals, daily functions, structure and staffing, and budget.

Jesse Herrera, Director of the Center for Inclusion, and Pat Mahon, Vice President of Student Development/Dean of Students, presented on behalf of SD Mines. Michaela Willis, Vice President of Student Affairs, and Kas Williams, Chief Diversity Officer, presented on behalf of SDSU. Kim Grieve, Vice President of Student Affairs and Dean of Students, and Lamont Sellers, Chief Diversity Officer, presented on behalf of USD.

In response to clarifying questions, Director Herrera clarified that he offers an emotional intelligence and intercultural competency assessment for students who wish to better understand themselves and better understand how they best work in workplace teams. Additionally, he shared information about the university's Inclusion Committee, explaining that the group talks about the practical things on campus that truly signal inclusion.

Chief Diversity Officer Williams explained accreditation requirements related to diversity and the repercussions of not complying. Vice President Willis further described related offices that fall outside of SDSU's Office of Diversity, Inclusion, Equity and Access. These include the Wokini Initiative, American Indian Student Center, the Multicultural Affairs office, the Veteran's Affairs office, and the International Affairs office.

In response to a question by Regent Wink, the presenters told their stories about why they went into their profession.

Regent Lund asked about how speakers are invited to campus. Panelists said student organizations invite speakers and pay for them through the General Activity Fee and through corporate sponsorships. Additionally, faculty members invite speakers into the classroom.

In response to a question related to intellectual diversity and the role of diversity centers in this regard, panelists said there are always ways to get better at fostering intellectual diversity. However, the myth around diversity centers is that they are trying to quiet voices. On the contrary, they work to bring all voices to the table, which is important to the learning process but also encourages student retention and graduation.

A copy of the Diversity Centers Presentation can be found on pages 2749 to 2767 of the official minutes.

5-E Dakota's Promise Scholarship Program

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, and Dr. Jay Perry, System Vice President for Academic Affairs, explained that at the August 2019 Board retreat and business

meeting, the Board of Regents voted to support a state budget request for a needs based scholarship program. The scholarship is designed as a \$4 million program, with roughly \$2 million being requested of the state and \$2 million in private dollars as a 1:1 match. Along with the budget request approved at its August 2019 meeting, the Board approved broad outlines for Dakota's Promise Scholarship eligibility.

Dr. Beran explained that this scholarship is designed to focus on a financially at-risk group of students who have the most opportunity to succeed per the following eligibility requirements: Pell eligible; ACT 22+; GPA 3.0+; South Dakota resident; first time; full time (12+ credits per semester); degree seeking – 2 or 4 year; no remedial coursework needed; and the requirement to accumulate 30 credit hours per academic year (including summer) and maintain in good standing status.

He said it gives a palpable and reachable goal to move this cohort's current four-year graduation rate of 41% to the average four-year graduation rate of 50%. The success of these students (i.e., graduation) will mean a more than 70% chance that they will stay in South Dakota upon graduation. He estimated 470 students entering the program each year and a 10% matriculation rate year after year, meaning this scholarship is estimated to provide \$2,500 to 1,616 students each year once the program is fully ramped up (i.e. four years after inception).

Dr. Beran reported that Regent Schieffer suggested we also build in an index so as not to lose buying-power in the future.

A copy of the Dakota's Promise Scholarship Program can be found on pages 2768 to 2769 of the official minutes.

BUDGET AND FINANCE

6-A Fall 2018 Facilities Utilization Report

Scott Van Den Hemel, System Compliance Officer, provided an overview of the Fall 2019 facilities utilization report.

Regent Roberts said she is disappointed that these numbers fall short of the stated goals. Discussion ensued about how the goals were originally set and how they compare to other states' goals.

Compliance Officer Van Den Hemel said this report does not address the quality of the space nor whether faculty are avoiding space because it is not suitable for the way they need to teach.

Regent Thares asked how these reports instruct us to make change. In response, Compliance Officer Van Den Hemel said much of the work has been done at the campus level. If there is a system-wide direction, the Board office will help implement.

Regent Roberts said it is time to take action. She suggested having one university at a time address the relevant information in the report and share its action plan for how to get the goals met.

Dr. Beran recommended the Board enlist a firm that has a national perspective that can compare both quantity and quality.

There was consensus of the Board members that as a first step, each university should come before the Board to address its information and share an action plan. This will begin with Northern State University in December 2019.

A copy of the Fall 2018 Facilities Utilization Report can be found on pages 2770 to 2812 of the official minutes.

6-B HEFF Cash Flow Statement

Heather Forney, System Vice President of Finance & Administration, provided an overview of the HEFF Cash Flow Statement, explaining that the primary source of dollars to fund construction, maintenance and renovation of university academic facilities is the tuition dollars placed into the Higher Education Facilities Fund (HEFF).

She said based on current assumptions and revenues, \$10.5 million of projects can be bonded in FY22 and \$12.5M in FY27. If this happens, it will have taken 15 years to complete the projects that were originally thought to be completed in 10 years.

She noted that there will be some proposed changes to the 2012 Ten-Year Capital Plan priorities as part of the 2020 legislative package. Given the Board's approval of the USD Allied Health facility as part of the FY21 budget request, USD will request a change to the legislation to move its \$7.5 million from Dakota Hall to the new facility. BHSU will also request a change to the E. Y Berry Library project to add up to 5,000 GSF to the building and increase funding from maintenance and repair funds by \$4.9 million, making the total project cost estimate \$9.4 million.

The plan would be to issue bonds for the USD Allied Health Facility (\$7.5 million) and the E.Y Berry Library (\$3.0 million) in FY22. In FY22, the fund will also pick up the interest costs portion of the debt service for the SDSU Performing Arts Center, of around \$510,000 per year. The remaining SDSU projects totaling \$12.5 million would not be bonded until FY27 based on current projections.

Regent Roberts explained that Regent Thares has agreed to examine this further on behalf of the Budget and Finance Committee.

A copy of the HEFF Cash Flow Statement can be found on pages 2813 to 2816 of the official minutes.

6-C FY21 Proposed Legislation

Heather Forney, System Vice President of Finance & Administration, explained that each year the Regental institutions are asked to identify any capital projects or legislative requests that potentially could go before the Legislature. Each request must include descriptions and explanations and fund sources for any capital projects. Per Board policy, institutions must have

the funds in-hand or guaranteed and available immediately from its respective foundation before the request can go before the Legislature.

Vice President Forney provided an overview of the FY21 proposed legislation.

A copy of the FY21 Proposed Legislation can be found on pages 2817 to 2827 of the official minutes.

6-D USD Health Sciences Building Preliminary Facility Statement

Adam Rosheim, USD Vice President of Finance & Administration, described the University of South Dakota's request for approval of its Preliminary Facility Statement to plan a 45,000 square foot state-of-the-art Health Sciences building that will support the anticipated growth and demand for health care workforce professionals in South Dakota. The new facility will provide a contemporary environment that strengthens the environment for classrooms, lab settings, collaborative and inter-professional efforts, and hands-on experiences in healthcare simulation, which are a critical focus of the School of Health Sciences (SHS).

According to USD, primary constituents to be served by this facility are the students, faculty, and staff of eight of the 10 Health Sciences majors (Addiction Counseling and Prevention, Dental Hygiene, Health Sciences, Masters of Public Health, Medical Laboratory, Nursing, Physician Assistant, and Social Work). Additionally, external constituents will be served through the use of clinical skills, simulation and dental hygiene clinic space that will exist in the new facility. The focus of this project is to provide a state-of-the-art contemporary building which will support the academic, research, and service missions of eight of USD's fastest growing majors in health professional disciplines.

Approval of the Preliminary Facility Statement allows the campus to do appropriate planning and does not constitute approval of the project by the Board. The planning phase of the project is recommended by the Board office.

In response to a question by Regent Thares, Vice President Rosheim addressed USD's plan for maintenance and repair for this project.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the Preliminary Facility Statement for the USD Health Sciences Building, as presented. Motion passed.

A copy of the USD Health Sciences Building Preliminary Facility Statement can be found on pages 2828 to 2831 of the official minutes.

6-E DSU Education and Economic Development Corporation (DSUSOAR)

Nathan Lukkes, Board of Regents General Counsel, explained that DSU requests that the Board authorize the formation of a nonprofit corporation (DSUSOAR) pursuant to its authority under SDCL chapter 5-29, and consistent with the Articles of Incorporation set forth in Attachment I of the agenda item, and the By-Laws set forth in Attachment II of the agenda item. He explained that

DSUSOAR will serve two primary purposes for DSU. It will promote and provide cyber and related education programs to individuals outside of the traditional credit bearing and post-secondary degree granting environment; and develop, maintain and operate economic development initiatives that support the teaching, research, or service mission of the university by expanding opportunities for Dakota State University faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service. This will also include the development of a research park.

General Counsel Lukkes said rather than a real estate-based research park, this model is more of a virtual research park.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to authorize Executive Director Beran, President Griffiths, and Provost Moran to incorporate DSUSOAR by filing Articles of Incorporation in substantially similar form to those set forth in Attachment I of the agenda item, to adopt the by-laws for the corporation in substantially similar form to those set forth in Attachment II of the agenda item, and begin the process of developing the programs and activities to support the purpose of this corporation, as presented. Motion passed.

A copy of the DSU Education and Economic Development Corporation (DSUSOAR) can be found on pages 2832 to 2848 of the official minutes.

6-F Mid-American Energy Easement Resolution (USD)

Nathan Lukkes, Board of Regents General Counsel, explained that MidAmerican Energy Company is seeking an easement for construction of a natural gas transmission / distribution pipeline across a portion of the land occupied by the University of South Dakota (USD) in Clay County. The location of the natural gas pipeline does not unnecessarily interfere with USD's use of the land, and construction of the pipeline is in furtherance of the renovations at the Dakota Dome.

He said USD requests that the Board of Regents adopt the Resolution set forth in Attachment I of the agenda item requesting the grant of an easement to MidAmerican Energy Company to erect, construct, reconstruct, replace, repair, use, maintain, and operate a natural gas transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such pipeline. The foregoing will allow MidAmerican Energy Company to locate and/or maintain a portion of its natural gas pipeline on USD's property in Clay County.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve and adopt the Resolution set forth in Attachment I of the agenda item, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein, as presented. Motion passed.

A copy of the Mid-American Energy Easement Resolution (USD) can be found on pages 2849 to 2857 of the official minutes.

Regent Roberts noted that the Capital Projects List and the Building Committee Report are under the consent agenda as informational items. However, she requested that Vice President Forney bring these to the full Board once a year to describe them in more detail.

The Board dissolved into Executive Session at 11:30 a.m.

Report and Actions of Executive Session

Regent Morgan reported that the Board dissolved into executive session at 11:00 a.m. on Wednesday, October 2, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at 2:30 p.m. to resume the regular order of business. The Board reconvened in Executive Session at 11:30 a.m. on Thursday, October 3, 2019, to continue discussing the earlier referenced matters before rising from Executive Session at 2:00 p.m. to resume the regular order of business. He said while in Executive Session, the Board discussed the matters just described, which included certain recommended actions as set forth in the Secretary's Report and other matters permitted by law.

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, that the Board approve the recommended actions as set forth in the Secretary's Report and that it publish said Report and official actions in the formal minutes of this meeting. Motion passed.

The Secretary's Report can be found on pages **2506** to **2508** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to adjourn the meeting. Motion passed. The meeting adjourned at 2:02 p.m. Motion passed.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Wednesday, October 2, 2019, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-A – Direct staff and university presidents to proceed with negotiating and executing agreements consistent with the directive(s) of the Board.

2-F – Direct staff and university presidents to proceed with compiling and submitting the report as directed by the Board.

2-G – Approve the request from Northern State University to rename the Student Center, pending the completion of the Memorandum of Agreement.

2-H.1 – Approve the salary adjustments and appointments as outlined in Attachment I.

2-H.2 – Approve the leave requests for Cassandra Birrenkott (SDSMT) and Tammy Evans Yonce (SDSU).

2-H.3 – Award an honorary doctorate of Human Letters to Mr. Patrick Teal (NSU); and an honorary Doctorate of Public Service to Mr. Dale Lamphere (SDSMT).

2-H.4 – Award two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Amber Henderson (NSU).

8-B – Award an honorary posthumous Bachelor of Science in Mining Engineering to Mr. Torger Henckel (SDSMT).

BLACK HILLS STATE UNIVERSITY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Previous Rate	Previous Salary	% Increase
Scott Ahola	Director, Library	22-Jun-19	Reclassification/Change in FTE	\$37.93	\$78,896.00	\$31.96	\$39,890.67	19%
DAKOTA STATE UNIVERSITY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Nicole Bowen	Student Wellness CounselorLead	22-Jul-19	Permanent Additional Duties	\$33.46	\$58,000.00	\$27.98	\$48,500.00	20%
Paul Ersland	Director of K-12 Data Center	22-Jun-19	FY Salary Increase	\$53.13	\$110,500.00	\$46.23	\$96,155.00	15%
Eric Holm	Systems Administrator	22-Jun-19	FY Salary Increase	\$33.65	\$70,000.00	\$29.21	\$60,758.00	15%
David Miller	Security Engineer	22-Jun-19	FY Salary Increase	\$40.87	\$85,000.00	\$37.48	\$77,966.00	9%
David Overby	VP for Technology/CIO	22-Jun-19	FY Salary Increase	\$64.03	\$133,178.00	\$58.26	\$121,178.00	10%
Brent Van Aartsen	Director of Technical Op & Dev	22-Jun-19	FY Salary Increase	\$53.13	\$110,500.00	\$48.96	\$101,834.00	9%
SD SCHOOL OF MINES & TECHNOLOGY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Todd Curtis	Research Engineer II	22-Jun-19	FY Salary Increase	\$33.66	\$70,006.00	\$28.45	\$59,176.88	18%
Jade Herman	Director of Planning & Events	22-Jun-19	FY Salary Increase	\$28.85	\$60,000.00	\$24.04	\$50,000.00	20%
Kelsey O'Neill	Human Resources Mgr-HR Opertns	22-Jun-19	FY Salary Increase	\$28.85	\$60,000.00	\$25.86	\$53,785.78	12%
SOUTH DAKOTA STATE UNIVERSITY								
Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Nesta Bortey-Sam	Post-Doc	22-Jun-19	Change Salary Rate/Pay Grade	\$22.83	\$47,484.00	\$21.64	\$45,000.00	5%
Samantha Dvorak	Extension Associate-Fam & Comm	22-Jul-19	Change Salary Rate/Pay Grade	\$21.15	\$44,000.00	\$18.88	\$39,275.00	12%
Karen Jastram	Asst VP Financial Services	22-Jul-19	Reclassification	\$52.89	\$110,000.00	\$50.01	\$104,013.00	6%
Larry Leigh	Imaging Engineer III	22-Jun-19	Reclassification	\$42.57	\$88,537.00	\$37.65	\$78,310.00	13%
Briana Litz	Study Abroad Advisor	22-Jul-19	Change Salary Rate/Pay Grade	\$22.35	\$46,497.00	\$21.13	\$43,946.00	6%
Linde Murray	Tutoring & TRIO Prog Director	22-Jul-19	Reclassification	\$27.91	\$58,051.00	\$25.37	\$52,774.00	10%
Pete Bauman	Extension Field Specialist III	22-Jun-19	Reclassification	\$40.42	\$84,079.00	\$37.23	\$77,447.00	6%
Mitchell Mormann	Assistant Coach-Baseball	22-Jun-19	Change Salary Rate/Pay Grade	\$18.64	\$38,774.00	\$15.91	\$33,092.00	17%
Jenna Cowan	Population Health Eval Specialist	22-Jun-19	Change Salary Rate/Pay Grade	\$28.85	\$60,000.00	\$25.24	\$52,500.00	14%
Jessica Rients	Manager, Parking & Transportation	22-Jun-19	Change Salary Rate/Pay Grade	\$26.27	\$54,650.00	\$24.04	\$50,000.00	9%
Deepak Raj Joshi	Research Assistant	22-Jul-19	Change Salary Rate/Pay Grade	\$19.31	\$40,155.00	\$18.39	\$38,243.00	5%

UNIVERSITY OF SOUTH DAKOTA

Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Alex Antonen	Director of WBB Operations	22-Jun-19	Sal Adj-Unusual Circumstance	\$20.67	\$43,000.00	\$19.23	\$40,000.00	7%
Julie Barnett	Dir, CDE	22-Jun-19	Reclassification	\$25.48	\$53,000.00	\$22.60	\$47,000.00	13%
Daniel Bird	Assistant Professor	22-Jun-19	FY Salary Increase	\$50.33	\$104,681.18	\$44.48	\$92,512.24	13%
Kellie Ecker	MTS Bus Advisor Northeast SD	22-Jun-19	FY Salary Increase	\$35.85	\$74,574.98	\$32.61	\$67,826.27	10%
Kimberly Grieve	VP-Student Svs/Dean-Students	22-Jun-19	FY Salary Increase	\$79.33	\$165,000.00	\$66.03	\$137,329.62	20%
Aaron Horn	Assistant Coach - WBB	22-Jun-19	Sal Adj-Unusual Circumstance	\$28.13	\$58,500.00	\$26.44	\$55,000.00	6%
Jason Jeschke	Assoc Head Coach, Wm's Bball	22-Jun-19	Sal Adj-Unusual Circumstance	\$38.46	\$80,000.00	\$36.06	\$75,000.00	7%
Colby Keegan	Athletic Trainer	22-Jul-19	Sal Adj-Unusual Circumstance	\$20.67	\$43,000.00	\$18.68	\$38,855.00	11%
Anne Kleinhesselink	Associate Chair/Instructor	22-Jun-19	FY Salary Increase	\$50.96	\$106,000.00	\$48.08	\$100,000.00	6%
Tammy Leitru	Curriculum Coordinator	22-Jun-19	Reclassification	\$21.15	\$44,000.00	\$16.37	\$34,049.48	29%
Pasquale Manzerra	Asst Dean, Med Student Affairs	22-Jun-19	FY Salary Increase	\$85.99	\$89,437.33	\$74.88	\$77,879.74	15%
Michael McCrone	Athletic Trainer	22-Jul-19	Sal Adj-Unusual Circumstance	\$17.79	\$37,000.00	\$16.22	\$33,745.00	10%
Amy Orr	Advisor/Instructor	22-Jun-19	FY Salary Increase/Change in FTE	\$35.10	\$73,000.00	\$23.36	\$48,588.00	50%
Dawn Plitzuweit	Head Coach - WBB	22-Jun-19	FY Salary Increase	\$120.19	\$250,000.00	\$100.96	\$210,000.00	19%
Michael Runde	Assistant Volleyball Coach	22-Jul-19	Sal Adj-Unusual Circumstance	\$25.48	\$53,000.00	\$22.46	\$46,725.00	13%
Jenna Schlafke	Assistant Coach - W Basketball	22-Jun-19	Sal Adj-Unusual Circumstance	\$28.13	\$58,500.00	\$26.44	\$55,000.00	6%
Linda Schoenberner	Assistant Registrar	22-Jun-19	Reclassification	\$20.91	\$43,500.00	\$18.88	\$39,273.88	11%
Kylea Sheley	Athletic Trainer	22-Jul-19	Sal Adj-Unusual Circumstance	\$19.71	\$41,000.00	\$17.84	\$37,110.10	10%
Jenna Uher	Athletic Trainer	22-Jul-19	Sal Adj-Unusual Circumstance	\$17.79	\$37,000.00	\$16.22	\$33,745.00	10%

APPOINTMENTS REPORTING TO THE PRESIDENT,SUPERINTENDENT or EXECUTIVE DIRECTOR

Name	Title	Effective Date	Salary	Institution
Andrea Bakeberg	Executive Assistant to the President	22-Jul-19	\$55,000.00	BHSU
Richard Naser	Special Assistant to the President for Development	1-Jul-19	\$166,000.00	USD

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 1 – D
DATE: October 2-3, 2019

SUBJECT

Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY

[Board of Regents' By-Laws, Section 5.0](#)

BACKGROUND / DISCUSSION

The Board of Regents schedules its Board meetings using a rolling calendar. Therefore, at each regularly scheduled business meeting, the Board approves the dates and location of the meeting that will take place the following year. This allows the Board to have a year's worth of regularly scheduled meetings on the calendar at all times.

IMPACT AND RECOMMENDATIONS

The dates and locations of the 2019 and 2020 Board meeting dates and locations have been approved and finalized. However, the Board should consider proposed changes to the December 2019 dates and location as follows:

- Dates: Proposed date change to **December 10-11, 2019** (Tuesday-Wednesday) rather than December 11-12, 2019 (Wednesday-Thursday) due to upcoming university commencements on December 14.
- Location: Proposed location change to **Sioux Falls at the Community College for Sioux Falls** rather than Vermillion at the University of South Dakota due to current plans for the Board of Regents to host a workforce development roundtable in conjunction with the December Board meeting.

ATTACHMENTS

Attachment I – Calendar of 2019 dates and locations (with changes proposed)
Attachment II – Calendar of 2020 dates and locations

DRAFT MOTION 20191002_1-D:

I move to accept the dates and location change of the December 2019 Board of Regents meeting to December 10-11, 2019, in Sioux Falls at the Community College for Sioux Falls.

2019 Calendar

BOR ITEMS DUE (from campus)	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING
March 4	March 26	April 2-4, 2019 (Tues-Thurs)	BHSU, Spearfish	March 7	March 12	March 19
April 15	May 7	May 14, 2019 (Tues)	Teleconference	April 18	April 23	April 30
May 28 (10 a.m.)	June 18	June 26-27, 2019 (Wed-Thurs)	SDSU, Brookings	May 30	June 4	June 11
July 8	July 30	August 7-8, 2019 (Wed-Thurs)	Pierre	July 11	July 16	July 23
Sept. 3 (10 a.m.)	Sept. 24	Oct. 2-3, 2019 (Wed-Thurs)	DSU, Madison	Sept. 5	Sept. 10	Sept. 17
Nov. 12 (10 a.m.)	Dec. 3	Dec. 11-12, 2019 (Wed-Thurs) <u>Dec. 10-11, 2019 (Tues-Wed)</u>	USD, Vermillion <u>CCSF, Sioux Falls</u>	Nov. 8	Nov. 14	Nov. 21

2020 Calendar

BOR ITEMS DUE (from campus)	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING	BOR INTERNAL POSTING	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE
March 2	March 5	March 10	March 17	March 19	March 24	April 1-2, 2020 (Wed-Thurs)	NSU, Aberdeen	March 31, 2019
April 13	April 16	April 21	April 28	April 30	May 5	May 12, 2020 (Tues)	Teleconference	June 26, 2019
May 26 (10 a.m.)	May 28	June 2	June 9	June 11	June 16	June 24-25, 2020 (Wed-Thurs)	DSU, Madison	June 26, 2019
July 6	July 9	July 14	July 21	July 23	July 28	August 4-6, 2020 (Tues-Thurs)	Pierre	June 26, 2019
Sept. 8 (10 a.m.)	Sept. 10	Sept. 15	Sept. 22	Sept. 24	Sept. 29	Oct. 7-8, 2020 (Wed-Thurs)	SDSMT, Rapid City	June 26, 2019
Nov. 4	Nov. 10	Nov. 12	Nov. 19	Nov. 24	Dec. 1	Dec. 9-10, 2020 (Wed-Thurs)	SDSU, Brookings	June 26, 2019

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – B
DATE: October 2-3, 2019

SUBJECT

Report of the Executive Director / Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Maintenance and Repair Projects ((\$50,000 - \$250,000))

South Dakota State University

Agriculture Experiment Station Grape Research Relocation: Following the 2019 legislative action [SB44](#), the Board of Regents approved the sale of land referenced in the senate bill during its [April 2019](#) meeting. Some of the proceeds of that land sale, \$150,000, was requested to be used to relocate grape research. This project involves full design and construction of a new trellis system for approximately 1,000 grape plants and deer fencing with concrete mow edge placed around the five acres of planting area. The five-acre site will need to be graded and seeded with in-house resources. Water service and electrical service will need to be installed from the nearest or most economical source.

Airport Hangar – Door Replacement: Using \$60,000 of flight fees, SDSU requests to replace the door frame and door with a new hydraulic door due to failing welded plate connections on the hangar door.

Athletic Fields – Repair and Replace Baseball and Soccer Fences: SDSU requests to remove, salvage and re-install baseball and soccer field fence and gates using general activities fees in the amount of \$90,000. This project will also include footings and posts deep enough to prevent frost issues. Facilities and services has the project contracting and management services needed to complete this project.

Clerical BOR Policy Updates

BOR Policy 2:3 – System Undergraduate Admissions was updated on September 11, 2019, to correct the following clerical error (noted in **red** below) in Section 2.2.3 and Section 5.1.3:

- 2.2.3. Obtain an ACT composite score of 18 (~~Redesigned~~-SAT score of ~~950~~ 970¹, or concorded equivalent for older SAT scores) or above;

SAT score equivalent based on the 2018 College Board, ACT, Inc. concordance tables.

...

- 5.1.3. Obtain an ACT composite score of 18 (~~Redesigned~~-SAT score of ~~970~~², or equivalent for older SAT scores) or above.

² SAT score equivalent based on the 2018 College Board, ACT, Inc. concordance tables.

BOR Policy 3:4 – Student Code of Conduct was updated on September 24, 2019, to correct the following clerical error (noted in red below) in Section C.3.5.2.1:

3.5.2.1. The following conduct sanctions may be imposed upon organizations:

- Those conduct sanctions listed above in ~~Section C.5.5.1~~ Section C.3.5.1.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx



South Dakota Student Federation
Report to the Board of Regents

October 2, 2019 | Dakota State University

President Scheiffer and the Board of Regents,

On behalf of the South Dakota Student Federation, please see attached our October report. You will find progress reports from the Student Federation as a whole, as well as from each of our member institutions. Specifically, I'd like to highlight the official time and date of our annual lobbying event **Students for Higher Education Day (SHED): February 10, 2020 at the Capitol Rotunda**. We will be sure to send official invitations as the event nears.

We look forward to working with each of you throughout this year, and if you have any questions or concerns, feel free to reach out.

Best,

Josh Sorbe
Executive Director
South Dakota Student Federation
josh.sorbe@coyotes.usd.edu

Attachments:

Student Federation Progress Report
Member Student Associations' Progress Reports



South Dakota Student Federation

Report to the Board of Regents

October 2, 2019 | Dakota State University

Student Federation

Contact: Executive Director [Josh Sorbe](#) & Chair [RyAnne Blau](#)

- Retreat at the BOR Office: We hosted our annual retreat at the Board of Regents office in Pierre on September 13th. We discussed the Dakota's Promise proposal, HB1087 implementation, and collaboration between university student associations. We listened to presentations from Dr. Beran, Dr. Perry, Nate Lukkes, and Vice President Forney on a variety of topics.
- Dakota's Promise: Within Student Federation, we have had numerous discussions about the eligibility requirements of Dakota's Promise and the impact it would have on our students. While we are still deliberating official positions on eligibility requirements, we are happy to see the upper ACT limit extended to 30+ and the overall mission of the program.
- Legislative Relations: The executive team has contacted each of our assigned legislators to establish a connection before legislative session.
- Intellectual Diversity: RyAnne attended the June BOR meeting and provided testimony to the Regents re: intellectual diversity and HB 1087 implementation. Additionally, at our retreat at the BOR office, we had a substantive presentation and ensuing discussion with Nathan Lukkes about ensuring there are no policy discrepancies between student associations and the BOR.
- Finances: We are in a very favorable position financially. We closed FY 19 with a \$258 surplus and will see significant cost savings by hosting SHED in the Capitol Rotunda instead of a convention center.

Black Hills State University

Contact: President [Hannah Neumiller](#) & Vice President [Brittney Muske](#)

- Inauguration: We're excited to be inaugurating 12 new senators on Wednesday 10/2, including 5 recently approved seats of 1 Graduate, 1 International, and 3 At-Large Senators.
- Civic Engagement: Our student discount community bingo cards are being released next week and we're thrilled to be partnering with over a dozen local businesses.
- President Nichols: Our exec committee met with President Nichols a couple of weeks ago and discussed working with her to take on some mental health and sexual assault awareness initiatives this year. She also offered to host our SHED training dinner with the School of Mines in January which we are looking forward to bring back.



South Dakota Student Federation

Report to the Board of Regents

October 2, 2019 | Dakota State University

Dakota State University

Contact: President [Nathan Harmer](#) & Vice President [Lindsey Vogl](#)

- Recovering from the Flood: Madison was hit very a few weeks ago by a series of floods displacing community members, staff, faculty, and students. The university and students have responded in a very positive manner helping the town respond and clean up. The university was shut down for two days to respond to this natural disaster.
- Enrollment: DSU has a 1.26% growth in FTE enrollment
- MadLabs: Opening on Wednesday October 2nd
- Athletics Donation: The Trojans Unite Campaign Kicks off with \$10M gift, MBB received \$34,000 gift.
- Fall Elections: We will have our fall elections next week to decide our freshman senator.
- Esports: Your esports program has kicked of we have 100 athletes on 10 different teams using our new esports room upstairs in the old Regents Room. Our Overwatch team got to the National round of 8 two weeks in a row and took a game off a D1 School. We now have the largest esports program in the State.
- DefCon: We had several faculty and students got to a security conference with one of our Professors presenting at the conference.

Northern State University

Contact: President [Harrison Bruns](#) & Vice President [Patrick Minihan](#)

- State of the Senate: There are three empty seats in the senate, which is an improvement from when we met in Pierre.
- Barnett Center Renovation: The floor is done, and the new scoreboard/jumbo-tron is currently being installed.
- Gypsy Days: Homecoming is next week and everyone is excited!

South Dakota School of Mines & Technology

Contact: President [Tyler Kleinsasser](#) & Vice President [Tiati Thelen](#)

- Full Senate: We held the freshmen elections and we are voting on a resolution Wednesday for approving the new freshmen senators. We also filled all the appointed senate positions (sophomore, senior, non-traditional, graduate).
- University Branding: Last week we had a marketing representative from the school speak at our meeting about how they are rebranding our University. They have sent out a poll to all students to receive feedback. Currently still working on this project.



South Dakota Student Federation

Report to the Board of Regents

October 2, 2019 | Dakota State University

South Dakota School of Mines & Technology (cont.)

- M-Week: Last week we held our Homecoming week and had a great turnout at many of the events. The student picnic and whitewashing M-Hill went smoothly.
- Crosswalks: Students are bringing up concerns with some of the crosswalks leading off-campus. Cars are parking on the streets, and it is hard to see a car approaching or a student walking. We are currently planning to send around a survey to the student body for feedback.

South Dakota State University

Contact: Vice President [Corey Berscheid](#) & Government Affairs Chair [Hattie Seten](#)

- Dakota's Promise: Our senate passed a resolution, 19-02-R, regarding Dakota's Promise. This resolution supports the efforts of the Board of Regents to continually reduce the gap for students not being financially supported. Additionally, there is a clause recommending the Board of Regents to remove the "no remedial coursework needed" requirement.
- Associate Vice President Dean of Students: Interviews have been conducted with candidates during campus visits over the past couple weeks.
- Student Promotion Fund: Following collaboration between the SDSU Students' Association and the City of Brookings, last week the Brookings City Council approved Resolution 19-076, "a Resolution to Review the 2019 3rd Penny Sales Tax Revenue Concerning SDSU Visitor Promotion Funding at the February 25, 2020 City Council Meeting
- GAF: We will begin having discussion on the General Activity Fee and if our senate would like to propose an increase.

University of South Dakota

Contact: President [Carson Zubke](#) & Vice President [Hannah Booth](#)

- Campus Leaders Mixer (CLM): First CLM exceeded expectations with 26 student organizations and over 40 individual students in attendance. This gives us a unique opportunity to communicate with the student body and connect them with external stakeholders in the future.
- Dakota's Promise: A resolution supporting Dakota's Promise (DP) Needs-Based Scholarship held its first reading on Tuesday, Sept 24. SGA is considering what it means to have a genuine needs-based program and look forward to conversation with Student Federation about this.



South Dakota Student Federation

Report to the Board of Regents

October 2, 2019 | Dakota State University

University of South Dakota (cont.)

- Health Sciences Building: Budget request for new Health Sciences building has been sent to the governors office for consideration. The new building will greatly impact program efficiency. The USD Health Sciences department houses ~25% of the USD Student Body and includes 11 of the fastest growing programs at USD. For note, the new building will allow USD expand capacity of the dental hygiene program and offer students state-of-the-art lab spaces.
- General Activity Fee (GAF): GAF revenue expected to remain flat.
- Student Government Conference: USD SGA is attending the We Are SGA conference in St. Louis, MO in October.
- Senate Retreat: Fall senate retreat is set for Sunday, October 20th.



The DSU student body recognizes the lack of need-based scholarships for students. The student body supports the implementation of one, such as the Dakota Promise scholarship.



SOUTH DAKOTA STATE UNIVERSITY

Students' Association

Resolution 19-02-R

Sponsors:

1. *Corey Berscheit – Vice President
2. Hattie Seten – Government Affairs Chair
3. Nicholas Lorang – Graduate School
4. Sydney Swenson – Arts, Humanities and Social Sciences
5. Emma Williams – Senator-At-Large
6. Dustin Manzey – Senator At-Large
7. Megan Fiala – Engineering
8. Amber Alvey – Graduate School

Title of Resolution: SDSU Students' Association Support for the Removal of the Eligibility Ceiling on Dakota's Promise Need-Based Scholarship Program

WHEREAS the net cost of attending a South Dakota public university is the eighth-highest in the nation¹;

WHEREAS South Dakota has the third-least amount of state grant money available to its students and the fourth-least amount of grant aid available from university endowments¹;

WHEREAS the Dakota's Promise Scholarship aims to keep the cost of public higher education affordable and to close the gap between existing financial aid and the cost of attendance for South Dakota residents attending South Dakota public universities; and

WHEREAS removing the eligibility ceiling of a 26 ACT score or higher for the Dakota's Promise Scholarship may decrease the number of students who are ineligible to receive need-based financial assistance; therefore

BE IT RESOLVED the SDSU Students' Association supports the South Dakota Board of Regents' continued efforts to establish a need-based scholarship program; further

¹ https://rapidcityjournal.com/news/opinion/editorial/ours-sd-needs-a-plan-for-higher-education/article_b376c20b-8920-5f17-85ee-75bf62e0dc7d.html

BE IT RESOLVED the SDSU Students' Association supports the South Dakota Board of Regents' efforts not to further restrict students with financial need from qualifying for the Dakota's Promise Scholarship on the basis of academic performance; further

BE IT RESOLVED the SDSU Students' Association supports the South Dakota Board of Regents' recommendation to remove the eligibility ceiling of a 26 ACT score or higher to qualify for the Dakota's Promise Scholarship; further

BE IT RESOLVED the SDSU Students' Association recommends the removal of the "no remedial coursework needed" criterion from the South Dakota Board of Regents' proposed eligibility requirements for the Dakota's Promise Scholarship; and further

BE IT RESOLVED the SDSU Students' Association supports the eligibility of South Dakota college students attending South Dakota public universities to receive the Dakota's Promise Scholarship in addition to other state-funded need-based or merit-based scholarships.

Pass X Fail _____ (Date: 9/30/19)
 Roll Call: Aye 26 Nay 0 (Date: 9/30/19)
 Chairperson Signature Melissa Munson
 * If passed attach roll call vote record to this document.



SOUTH DAKOTA STATE UNIVERSITY

Students' Association

BOR Script – October Dakota's Promise Item

A: Good afternoon regents! My name is Ally Monson and I am the President of SDSU Students' Association Senate. Thank you for giving us the opportunity to share our thoughts on the Dakota's Promise Scholarship today.

C: Hello regents, my name is Corey Berscheit and I currently serve as the Vice President of SDSU Students' Association Senate. Today Ally and I wanted to share with you a resolution our senate passes titled SDSU's Students' Association Support for the Removal of the Eligibility Ceiling on the Dakota's Promise Need-Based Scholarship Program. After reviewing the requirements for the Dakota's Promise Scholarship, our senate felt strongly that the Board should remove the eligibility ceiling of a 26 ACT score or higher to qualify. We are very thankful to see this change to 30 and above. We believe that students with high test scores should not be withheld from receiving funding they would otherwise qualify for.

A: Our students also felt strongly that the requirement of "no remedial coursework needed" should be struck from the criterion. Our senate felt strongly that student success cannot be determined by the ACT. Students who could potentially qualify for this scholarship may come from backgrounds where they were not granted test prep material or courses that fully prepared them for college. These students should not be penalized because of their background and what was made available in their educational experiences. In order to continue the pursuit of making higher education accessible in SD, we believe striking this requirement is the best interest of our students.

C: I do want to emphasize that SA fully supports the eligibility of SD college students attending SD public universities to receive the Dakota's Promise Scholarship. SA supports the SD BOR's continued efforts to establish a need-based scholarship program. We thank the BOR for their time, but our Senate highly recommends re-evaluating the criterion to meet the mission of providing access to higher education. Thank you.



To: South Dakota Board of Regents
c/o Molly Weisgram, Executive Assistant to the CEO

From: Carson D. Zubke
Student Body President
University of South Dakota

Date: Wednesday, October 2nd

Re: Dakota's Promise Eligibility Requirement Comments

Regent Schieffer and members of the Board,

My name is Carson Zubke and I'm a first-generation student from Waubay, SD and also serve as the student body president at the University of South Dakota.

I want to thank you all for your diligence in championing higher education in South Dakota and also want to provide some comments on the future of the Dakota's Promise Need-Based Scholarship.

First, I commend the proposal to lift the ACT ceiling which admittedly broadens the reach of this scholarship and want to strongly encourage the Board to consider what it means to have a genuine need-based scholarship. Considering the landscape of South Dakota, a large number of farm families and small business owners may be left behind in this effort due to the value of their non-liquid assets eliminating Pell eligibility.

I also encourage consideration regarding the opportunity to allow students to stack all qualifying aid up to the cost of attendance. For note, qualifying grants and scholarships should supersede consideration of federal or private student loans for students who demonstrate financial need. It's important that we maximize the number of students affected while balancing the significance of

STUDENT GOVERNMENT ASSOCIATION
UNIVERSITY OF SOUTH DAKOTA

414 East Clark Street • Vermillion, SD 57069 • sga@coyotes.usd.edu



this award. A gap of even \$1,000 or \$2,000 can influence the decision to pursue secondary education and high student debt may discourage students with limited means.

Additionally, there is a large gap between the minimum 3.0 GPA proposal for Dakotas Promise and 2.0 GPA for university enrollment. Success in college is not always a testament of high school performance especially with regard to GPA. Of over 50,000 students reported on the SDBOR dashboard, more than 90% of those students have consistently remained in good academic standing over the last 5 years.¹

Thank you all for your time. And again, thank you for your diligence in promoting this scholarship. I am happy to answer any questions you may have at Carson.Zubke@coyotes.usd.edu.

With regards,

Carson D. Zubke, President
Student Government Association

¹ <https://www.sdbor.edu/dashboards/Pages/MinimumProgression.aspx>

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – F
DATE: October 2-3, 2019

SUBJECT

DSU and NSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2019 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2018 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2019. The DSU and NSU Student Organization Awards will be presented at the October BOR meeting in Madison.

Information about the DSU student organization award winners can be found below:

DSU Award for Academic Excellence: Phi Beta Lambda (PBL) Business Club

Phi Beta Lambda's purpose is to combine business and education together into a positive relationship using innovative leadership and career development programs. PBL provides members the unique opportunity to build leadership, teamwork, networking, and project management skills. In addition, the club participates in several campus and community activities. Members are encouraged to attend state and national leadership conferences. At these conferences, members advance their business skills, develop a professional resume, and network with business leaders. Members also compete in a variety of competitive events which are designed to put classroom lessons into practice. Competitive events are not all business related and are beneficial to students of all majors. Finally, bi-weekly meetings are held for members to voice their opinions and ideas on actions PBL should take.

DSU Award for Community Service: The Alliance

The goal of The Alliance is to provide a safe and inclusive environment for people of all identities and to raise awareness of the LGBTQ+ community and its issues. The group prides itself on being as welcoming and inclusive to all students, faculty, staff, and community members of all identities and backgrounds. It puts a lot of work into building a visible support and ally network on campus and in the local community. Throughout the

(Continued)

INFORMATIONAL ITEM

year the group hosts weekly meetings and many events to benefit students and the community.

DSU Award for Organizational Leadership: CybHER

The purpose of CybHER is to provide a network of support and resources that teach and encourage women who aspire to work in the technology industry. All members of CybHER are females that have an interest in Computer Science, Cyber Operations, Network Security or other technology centric degrees. The group focuses on outreach and local meetings. Last academic year the group held several outreach events where more than 2,000 students were impacted. CybHER group meetings have focused on teaching the members about technology like Raspberry Pi, PHP, and a brainstorming event for individual project ideas. The group has also brought speakers in to speak about personal development and other topics.

Information about the NSU student organization award winners can be found below:

NSU Award for Academic Excellence: Honors Club

The NSU Honors Club is comprised of all members of the Northern State University Honors Program. The Honors Program provides academically gifted and highly motivated students an opportunity to challenge themselves. In addition to being the leaders and members of the NSU Honors Club, NSU Honors students are leaders in clubs and organizations across campus. Significant events or activities conducted by the organization include presentations at National Collegiate Honors Conference, sponsoring and organization the Common Read, hosting the Student-Faculty Quiz Bowl, hosting the Junior Science Bowl, and leading a “How To” Session hosted by Honors Students and Honors Advisors.

NSU Award for Community Service: Environmental Club

The purpose of Environmental Club is to bring ecofriendly awareness to the Northern State University campus and the Aberdeen community while helping get students involved in environmental activities. Significant events or activities conducted by the organization include the building and donating bird houses to the NSU campus and the Aberdeen arboretum; conducting three separate roadside clean up events; collecting wild seeds from Sand Lake for the Wildlife Refuge to disperse on their fields; hosting a community wide showing of the movie A Plastic Ocean; creating and assisting the recycling program that has been implemented in all buildings around campus; and sharing helpful facts on how one can further improve their ecofriendly ways and help the environment

NSU Award for Organizational Leadership: The Exponent

The Exponent is a student run newspaper publication that focuses on and highlights the activities and events happening on Northern State’s campus. The Exponent is an all-inclusive group that gives students the opportunity to explore careers in all aspects of journalism. It currently has a staff of 12 dedicated writers, editors, photographers and artists. The Exponent is published biweekly and has recently undergone aesthetic changes

that are more reflective of modern journalism. Since 1905, The Exponent has been the prime source for student news at Northern. In this past year alone The Exponent covered Aberdeen's Culture Fest, New York Times Bestseller: Angie Thomas's visit to Northern, the traveling True Black History Month, and various community outreaches headed by Northern. Along with this, The Exponent highlights the achievements of Northern's best and brightest with its Student, Faculty and Group Spotlight features.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A (1)

DATE: October 2-3, 2019

SUBJECT

Agreements on Academic Cooperation – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, Black Hills State University seeks approval to enter into an agreement on academic cooperation with Mongolian National University of Education (MNUE) in Ulaanbaatar, Mongolia.

IMPACT AND RECOMMENDATION

This agreement allows for collaboration in the establishment of a 1+2+2 dual degree academic program of study. It will enable students from MNUE to pursue either a Bachelor of Science in Mathematics or a Bachelor of Arts in English through completing a total of five years of study (three at BHSU and two at MNUE) while maintaining their student status at MNUE. Students will earn the appropriate degree at each institution upon the completion of their full program of study.

MNUE students will be responsible for paying the applicable program fees (for the English language program), tuition and fees, room and board, and health insurance costs at BHSU. The tuition rate charged to participating students will be at the published non-resident rate at the time courses begin each semester. BHSU will provide up to ten (10) housing scholarships to participating MNUE students during their first year (two semesters) of study at BHSU.

This agreement would be valid for a period of five years. Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: BHSU & MNUE

DRAFT MOTION 20191002_4-A(1):

I move to approve Black Hills State University’s agreement on academic cooperation with Mongolian National University of Education.



COOPERATIVE ACADEMIC AGREEMENT BETWEEN
Mongolian National University of Education, Ulaanbaatar, Mongolia
AND
Black Hills State University, Spearfish, South Dakota, U.S.A.

Mongolian National University of Education (hereafter referred to as "MNUE") and Black Hills State University (hereafter referred to as "BHSU") recognizing the value of educational and cultural exchanges agree to collaborate in the establishment of a **1+2+2 Dual Degree academic program** of study. This cooperative agreement enables students from MNUE to pursue either a Bachelor of Science in **Mathematics** or a Bachelor of Arts in English through three years of study at BHSU while maintaining their student status at MNUE as follows:

I. Scope of the Cooperation

- Article 1 Students beginning their studies at MNUE may elect to study at BHSU for a total of three years as part of completing their degree program at MNUE. It is the general understanding participating students will complete a total of five years of study, three at BHSU and two at MNUE, and will earn the appropriate degree at each institution upon completion of their full program of study.
- Article 2 To ensure students' success, MNUE will be responsible for selecting qualified students who possess an equivalent high school grade point average (GPA) of 3.0 and a minimum of "low intermediate" English language skills, which is usually achieved through two years of high school level English language instruction.
- Article 3 Using an agreed-upon curriculum framework, it is understood participating students will earn a total of six (6) credits during their first year of English language training through BHSU's Academic English Preparatory (AEP) program, and will earn a total of 56-58 credits in two subsequent years of degree study at BHSU. In so doing, MNUE students will complete a minimum of 63 credits at BHSU. MNUE students will complete an additional minimum of 60 credits over two years of degree study at MNUE to attain a minimum of 120 credits over five years.
- Article 4 Each individual student is responsible for successfully completing the requirements for their degree program. Upon successful completion, determined by official transcripts (academic records) from both BHSU and MNUE, each student will be granted the relevant degrees from MNUE and BHSU.

II. MNUE Responsibilities

- Article 1 MNUE will select students based on academic merit and suitability for studies overseas in an academically rigorous environment. After screening and selecting students, MNUE will nominate the students to BHSU and provide BHSU's Office of International Relations each students' academic records. MNUE will ensure each student completes the online application form and

submits in a timely fashion all required documents to be fully admitted into BHSU and issued the form I-20 for purpose of obtaining the F-1 visa.

- Article 4 Under the agreed-upon curriculum framework, MNUE agrees to select only those students who will be seeking a Bachelor of Science in Mathematics or Bachelor of Arts in English at BHSU.
- Article 5 As necessary, MNUE will ensure every student arranges for their own travel to the U.S. and has the means to fund their entire educational experience at BHSU.
- Article 2 MNUE will ensure each student pays the applicable program fees (for the English language program), tuition and fees, room and board, and health insurance costs to BHSU. The tuition rate charged to participating students will be at the published non-resident rate at the time courses begin each semester.
- Article 3 MNUE agrees to accept the credits earned at BHSU toward degree requirements at MNUE, and upon a student completing their full degree program, MNUE will provide a full transcript/academic record to BHSU for purpose of conferring the BHSU degree.

III. BHSU Responsibilities

- Article 1 BHSU will accept and review all nominated students from MNUE in a timely manner. Upon review of nominated students and based on timeliness of transmission of the required application materials, BHSU and MNUE will mutually agree to the number of students participating in the dual degree program each academic year beginning with the fall semester.
- Article 2 BHSU reserves the right to make all admissions decisions regarding nominated students from MNUE.
- Article 3 Upon admission and receipt of all required documentation to issue the I-20 for purpose of obtaining the F-1 visa, BHSU will notify each student individually regarding the shipment of their documentation.
- Article 4 Upon acceptance and receipt of the F-1 visa, BHSU's Office of International Relations will work with each student to ensure they are registered for coursework, have an arrival plan, and have secured on-campus housing.
- Article 5 Upon arriving and matriculating at BHSU, the Office of International Relations will ensure each student receives a formal orientation, is assigned an academic advisor, and receives all the same services and benefits as all other international students attending BHSU throughout the course of their studies.
- Article 6 At the beginning of each academic year beginning with the fall semester, BHSU will provide MNUE with the costs of attendance for each student. Additionally, BHSU agrees to provide up to ten (10) housing scholarships to MNUE students during their first year (two semesters) of study at BHSU. This will be reflected in the yearly cost of attendance BHSU will provide to MNUE.
- Article 7 BHSU agrees to accept the credits earned at MNUE toward degree requirements at BHSU, and upon a student completing their course of study at BHSU, BHSU will provide a full transcript/academic record to MNUE for purpose of conferring the MNUE degree.

IV. Student Responsibilities

- Article 1 Students are responsible for providing MNUE and BHSU all required documentation for purpose of applying to BHSU and receiving the F-1 visa. Additionally, students are responsible for all fees associated with the application for admission to BHSU and receiving the F-1 visa to enter the US.
- Article 2 Students must ensure they apply for the F-1 visa in a timely manner and arrive to BHSU by the date specified on the I-20 and communicated to them by the Office of International Relations. BHSU is not responsible for students obtaining an F-1 visa or for situations when a student is denied an F-1 visa.
- Article 3 Students must attend required orientations and abide by all BHSU policies during the course of their studies at BHSU.
- Article 4 Students are responsible for ensuring their student bill at BHSU is paid in full according to the assigned due date.
- Article 5 Pursuant to the laws of the State of South Dakota, all F-1 visa holders attending a university in the state must be in possession of valid health insurance, including evacuation and repatriation coverage. Students are thus required to purchase and enroll in the insurance policy mandated by the South Dakota Board of Regents for each term they reside and study in South Dakota.
- Article 6 It is expected students who meet the minimum criteria to be admitted to the dual degree program (see Section I, Article 2) will be able to progress normally into degree coursework upon completion of the AEP program. Normal progression will be determined by the student achieving the necessary score on the ACCUPLACER exam to enroll into ENGL 101 in the subsequent term. In cases where a student does not achieve the score needed to enroll into ENGL 101, BHSU and MNUE will work with the student to determine an alternative plan of study.
- Article 7 While every effort will be made by both MNUE and BHSU to ensure each student's success, it is the ultimate responsibility of each student to satisfactorily complete all requirements for each institution's degree program. It is also the student's responsibility to comply with F-1 regulations set forth by the US Code of Federal Regulations and to maintain their status while in the US. If a student fails to maintain their status, they will necessarily jeopardize the ability to complete the requirements to earn a BHSU degree. If a student fails to maintain status or otherwise complete BHSU degree requirements, BHSU holds no financial or legal responsibility to the student or to MNUE.

V. Appointment of Coordinators

- Article 1 Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact and this person will coordinate and oversee all academic and managerial matters relating to the program and the agreement. The designees at MNUE and BHSU will review this program and agreement annually.
- Article 2 The following individuals at each institution will be responsible for coordinating and managing this agreement:

BHSU	MNUE
Program Coordinator: Eric Leise	Program Coordinator: Burmaa Tsoodol
Title and Office: Director, Office of International Relations	Title and Office: Vice President, Office of International Relations
Email: Eric.Leise@bhsu.edu	Email: burmaa@msue.edu.mn
Phone: +1 605-642-6942	Phone: +976 99 13 42 44
Academic Coordinator: Dr. Chris Crawford	Academic Coordinator: Tamir Khujuu
Title and Office: Provost, VP of Academic Affairs	Title and Office: Vice President, of Academic Affairs
Email: Chris.Crawford@bhsu.edu	Email: tamir@msue.edu.mn
Phone: +1 605-642-6262	Phone: +976 95 09 42 52

V. Period of Agreement

This agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years. The agreement is renewable every five years thereafter. The agreement may be terminated by either party provided six months written notice is given to the other party.

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of

Black Hills State University

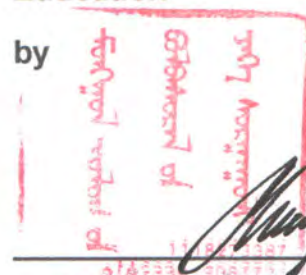
by

Date: _____

Signed on behalf of

Mongolian National University of Education

by



D. Mandakh

President

Date: _____



**МОНГОЛ УЛСЫН БОЛОВСРОЛЫН ИХ СУРГУУЛЬ,
БЛЭЙК ХИЛЛС ИХ СУРГУУЛЬ ХООРОНДЫН
СУРГАЛТЫН ХАМТАРСАН ХӨТӨЛБӨР ХЭРЭГЖҮҮЛЭХ ГЭРЭЭ**

Монгол Улсын Боловсролын Их Сургууль (цаашид “МУБИС” гэх) болон Блейк Хиллс Их Сургууль (цаашид “БХИС” гэх) боловсрол, соёлын солилцооны үнэ цэнийг үндэслэн хамтарсан **1+2+2 Хос зэрэгтэй сургалтын хөтөлбөр** байгуулахаар тохиролцов. Энэхүү хамтын ажиллагааны гэрээнд МУБИС-ийн оюутан “Математик болон Англи хэл”-ний бакалаврын зэргийг гурван жилийн хугацаанд БХИС-д суралцаж МУБИС-д сурсантай адил тооцогдох боломж бүрдүүлж байгаа юм.

I. Нийтлэг Үндэслэл

- 1.1 Энэхүү хөтөлбөрт хамрагдсан оюутан таван жил сурч төгсөх бөгөөд гурван жилийг БХИС-д, хоёр жилийг МУБИС-д бүрэн суралцаж дуусгасны үндсэн дээр хоёр сургуулийн дипломыг авах боломж бүрдэнэ. МУБИС-д суралцаж буй оюутнууд БХИС-ийн гурван жилийн хичээлийн хөтөлбөрөөс сонгон судалж болох бөгөөд сурсан хугацаа нь МУБИС-д сурсанд тооцогдоно.
- 1.2 МУБИС оюутнуудыг амжилттай суралцуулах үүднээс дараах зүйлсийг анхаарах. Үүнд оюутан сонгохдоо ЕБС-ийн голч оноо нь 3.0 дээш, хамгийн багадаа дундаас доогуур англи хэлний мэдлэгтэй “low intermediate” (англи хэлний хичээлийг 2 жил ЕБС-д судалсантай тэнцэнэ).
- 1.3 Батлагдсан хөтөлбөрийн дагуу сонгогдсон оюутнууд нэг жилийн англи хэлний курст 6 кредит цаг судалж, 56-58 кредит цагийн мэргэжлийн хичээлийг хоёр жилийн хугацаанд судалж нийт 63 кредит цагийн хичээлийг БХИС-д үзнэ. Үлдсэн хоёр жил оюутнууд хамгийн багадаа 60 кредит цагийн хичээлийг МУБИС-д судалж нийт 120 кредит цагийн хичээлийг таван жилийн турш судлана.
- 1.4 Оюутан тус бүр хамтарсан хөтөлбөрийн шаардлагыг амжилттай биелүүлэх үүрэгтэй. Амжилттай суралцсан оюутанд МУБИС болон БХИС-ийн бакалаврын хос зэрэг олгоно.

II. МУБИС-ийн хүлээх үүрэг хариуцлага

- 2.1 МУБИС академи чадамж сайтай, гадаадын хүнд хэцүү байдлыг даван туулах сурах чадвартай оюутнуудыг сонгоно. Оюутнуудыг шалгаруулж авсны дараа МУБИС БХИС-ийн гадаад харилцааны албанд оюутнуудын сурлагын дүнг

нэрсийн хамт илгээнэ. Оюутны F 1 Виз авах зорилгоор МУБИС оюутнуудын бүх шаардлагатай бичиг баримтыг хугацаанд нь БХИС-ийн цахим бүртгэлд оруулж 120 авахад бэлдэж өгнө.

- 2.2 Батлагдсан хөтөлбөрийн дагуу МУБИС зөвхөн Математик болон Англи Хэлний бакалаврын зэрэг горилогчийг сонгоно.
- 2.3 АНУ-руу явах замын зардал болон БХИС-д суралцах бүх хугацаанд хамрагдах зардлыг оюутан бүрэн өөрөө хариуцна гэдгийг МУБИС оюутанд ойлгуулах үүрэг хүлээнэ.
- 2.4 МУБИС-ийн оюутан бүр хөтөлбөрийн холбогдох төлбөр (англи хэлний хөтөлбөрт), сургалтын төлбөр, байр, зөвлөл, эрүүл мэндийн даатгалын зардлыг BHSU-д төлнө. Оюутнуудын сургалтын төлбөрийн ханш нь улирал бүрийн хичээлийн эхэнд гардаг гадаад иргэний ханшаар тооцогдоно.
- 2.5 МУБИС нь БХИС-д оюутнуудын судалсан кредит цагийг дүйцүүлэн тооцож өөрийн зэргээ олгоно. Мөн хөтөлбөрөө амжилттай бүрэн дуусгасан оюутнуудын зэргийг БХИС мөн тус оюутнуудад өгөх учир дүнгийн хуулгыг БХИС-д өгөх үүрэг хүлээнэ.

III. БХИС-ийн хүлээх үүрэг хариуцлага

- 3.1 БХИС нь МУБИС-с сонгогдон ирүүлсэн оюутнуудыг цаг хугацаанд нь шалган хүлээн авна. Сонгогдсон оюутнууд цаг хугацаандаа ирүүлсэн материалуудыг шалгасны үндсэн дээр намрын элсэлтийн оюутнуудын тоог хоёр сургууль тохиролцон элсүүлэн авна.
- 3.2 МУБИС-иас санал болгосон оюутнуудын элсэлттэй холбоотой бүх шийдвэрийг БХИС-иас гаргана.
- 3.3 Оюутнуудын элсэлт болон оюутны виз авахын тулд 120 гаргуулахад шаардлагатай бүх бичиг баримтыг эх хувилбараар шуудангаар авах тул БХИС тухай бүрд нь оюутан тус бүрд мэдэгдэнэ.
- 3.4 Сургуульд элсэн орохыг зөвшөөрсөн болон оюутны F1 виз хүлээн авсны дараа БХИС-ийн гадаад харилцааны алба оюутнуудыг хичээлүүдэд нь бүртгүүлэх, оюутнуудаас АНУ-д ирэх онгоцны хувиар авах мөн оюутны байр бэлдэх үүрэг хүлээнэ.
- 3.5 МУБИС-ийн оюутнууд БХИС-д элсэн орсны дараа БХИС-ийн гадаад харилцааны алба бүх оюутнуудад сургуулиа танилцуулах хичээл орох бөгөөд бүх оюутнууд өөрийн хариуцсан сургалтын зөвлөх багштай байна. Мөн бусад гадаад оюутнуудын адил үйлчилгээ тусламж авна.
- 3.6 Хичээлийн улирлын эхэнд намрын улиралд БХИС оюутан тус бүрийн сургалтын төлбөрийг МУБИС-д гаргаж өгнө. БХИС нь МУБИС-ийн 10 оюутнуудыг дотуур байраар эхний нэг жил хангана(2 улирал). Дотуур байрны энэ хөнгөлөлт МУБИС-д илгээх жилийн сургалтын зардалд тусгагдах болно.
- 3.7 БХИС нь МУБИС-д оюутнуудын судалсан кредит цагийг дүйцүүлэн тооцож өөрийн зэргээ олгоно мөн хөтөлбөрөө амжилттай бүрэн дуусгасан оюутнуудын

зэргийг МУБИС мөн тус оюутнуудад өгөх учир дүнгийн хуулгыг МУБИС-д өгөх үүрэг хүлээнэ.

IV. Оюутны хүлээх үүрэн хариуцлага

- 4.1 Оюутнууд БХИС-ийн элсэлт болон оюутны F1 виз авахад шаардлагатай бичиг баримтуудыг МУБИС болон БХИС-д бүрэн өгөх үүрэг хүлээнэ. Мөн оюутнууд элсэлт болон визийн хураамжийг өөрөө хариуцна.
- 4.2 Оюутнууд БХИС-ийн гадаад харилцааны албаар дамжуулан I20 заасан хугацааны дагуу АНУ-д ирэх мөн заасан хугацааны дагуу F1 виз мэдүүлэх зэрэг үүргийг хүлээнэ. Оюутны F1 виз авах эсвэл татгалзсантай холбоотой хариуцлагыг БХИС хүлээгүй болно.
- 4.3 Оюутнууд сургууль танилцуулах хичээлд заавал суух үүрэгтэй мөн БХИС-ийн дүрэм журмыг мөрдөх үүрэгтэй
- 4.4 Оюутнууд төлбөрөө заасан өдрийн дотор бүрэн төлсөн байх
- 4.5 Өмнөд Дакота мужийн хуулиар F1 визтэй оюутнууд эрүүл мэндийн хүчинтэй даатгалтай байх ёстой бөгөөд нүүлгэн шилжүүлэлт болон эх оронд нь буцаах даатгал багтсан байдаг. Өмнөд Дакота мужид сурч амьдарч байх хугацаандаа оюутан өөрөө даатгалд хамрагдаж төлбөрөө төлнө.
- 4.6 Тус гэрээний 1 дүгээр зүйлийн 2-р заалтын дагуу босго шалгуурт тэнцсэн оюутан нь нэг жилийн хэлний курсээ амжилттай дуусган үргэлжлүүлэн мэргэжлийн хичээлээ судлах чадвартай болсон байна. Оюутан ACCUPLACER(англи хэлний) шалгалтад хангалттай дүн авснаар ENGL101 хичээлийг дараагийн хичээлийн жилд судлах эрх нь үүснэ. Хэрэв МУБИС-ийн оюутан тус шалгалтыг амжилтгүй өгсөн тохиолдолд БХИС болон МУБИС оюутанд авах дараагийн боломжит төлөвлөлтийг хийнэ.
- 4.7 БХИС болон МУБИС оюутнуудыг амжилттай сурч төгсгөх бололцоог бүрдүүлэх бөгөөд оюутан тухайн хөтөлбөрийн шаардлага хангаж амжилттай дуусгаснаар хосолсон бакалаврын зэрэг авна. Мөн F1 визтэй оюутан АНУ-ын хууль журмын дагуу хариуцлага хүлээнэ. Виз зөрчсөн, хадгалж чадаагүй оюутан БХИС-д суралцах шаардлагыг хангаагүй гэж үзэж үргэлжлүүлэн сурах боломжгүй болно. Визний зөрчилтэй болон БХИС-ийн шаардлагыг хангаж чадаагүй оюутны санхүүгийн болон өөр ямар нэгэн хариуцлагыг БХИС хүлээхгүй.

V. Зохион байгуулагч талууд

- 5.1 Хоёр сургууль гэрээний зохицуулагчаар ажиллах хүнийг томилно. Уг зохицуулагч нар нь гэрээний дагуу үйл ажиллагаа явуулах, хянах, шинэчлэх зэрэг үйл ажиллагааг гүйцэтгэнэ. Нэмэлтээр хөтөлбөр хариуцсан мэргэжилтэн байх бөгөөд хөтөлбөртэй холбоотой бүхий л асуудлыг зохицуулах үүрэг хүлээнэ. МУБИС болон БХИС-ийн төлөөлөгчид энэ хөтөлбөр болон гэрээг жил бүр хянаж үзэх болно.
- 5.2 Дараах нэр бүхий хүмүүс энэхүү гэрээний гүйцэтгэлийг хариуцан ажиллах болно.

BHSU	MNUE
Program Coordinator: Eric Leise	Program Coordinator: Burmaa Tsoodol
Title and Office: Director, Office of International Relations	Title and Office: Vice President, Office of International Relations
Email: Eric.Leise@bhsu.edu	Email: burmaa@msue.edu.mn
Phone: +1 605-642-6942	Phone: +976 99134244
Academic Coordinator: Dr. Chris Crawford	Academic Coordinator: Tamir Khujuu
Title and Office: Provost, VP of Academic Affairs	Title and Office: Vice President, of Academic Affairs
Email: Chris.Crawford@bhsu.edu	Email: tamir@msue.edu.mn
Phone: +1 605-642-6262	Phone: +976 95094252

5.3 Энэхүү гэрээ нь хоёр тал гарын үсэг зурсан өдрөөс хүчин төгөлдөр болох бөгөөд 5 жилийн хугацаанд хүчин төгөлдөр хэвээр байх болно. Гэрээ таван жилээр дахин шинэчлэгдэх боломжтой. Гэрээг аль нэг тал нь 6 сарын дотор бичгээр цуцлах тухай мэдэгдсэн тохиолдолд талууд харилцан тохиролцон гэрээг дуусгавар болно.

Энэхүү гэрээгээр хоёр талын хамтын ажиллагааны гэрээ батлагдаж байна. Хоёр талаас бичгээр эсвэл гарын үсгээр баталгаажуулаагүй бол гэрээнд нэмэлт өөрчлөлт оруулах мөн гэрээний нөхцөлийг хүчингүй болгох боломжгүй.

Гэрээ байгуулах Талууд:

МОНГОЛ УЛСЫН БОЛОВСРОЛЫН
ИХ СУРГУУЛЬ

Д.МАНДАХ
Захирал

Огноо: _____

БЛЭЙК ХИЛЛС
ИХ СУРГУУЛЬ

Захирал

Огноо: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A (2)

DATE: October 2-3, 2019

SUBJECT

Agreements on Academic Cooperation – NSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, Northern State University seeks approval to renew an existing agreement on academic cooperation for student exchange with Okanagan College in Canada.

IMPACT AND RECOMMENDATION

The original agreement was approved by the Board during the October 2005 meeting, with the previous renewal approved by the Board at the April 2007 meeting with the most recent renewal approved at the September 2013 Board meeting.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will pay tuition at their come campus, however exchange students will be responsible for all fees and expenses required by the host institution. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with takin courses at the host institution. This agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: NSU & Okanagan College

DRAFT MOTION 20191002_4-A(2):

I move to approve the agreement on academic cooperation between Northern State University and Okanagan College, Canada.

STUDENT EXCHANGE AGREEMENT
BETWEEN
NORTHERN STATE UNIVERSITY
AND
OKANAGAN COLLEGE

Northern State University and Okanagan College conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Okanagan College.

1. Duration of Stay

The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. Numbers of Exchange Students

Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. Status of Exchange Students

Each institution shall normally accept incoming exchange students as visiting students (i.e. students who do not aim at obtaining a degree or other formal qualification from the host university.)

4. Acceptance Procedures

The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. Study Program

Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements.

Academic advisor contact information must be given to host institution each semester. Exchange students cannot change program without written consent of Academic Advisors at both home and host institutions.

6. Academic Record and Accreditation

The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to its regulations.

7. Tuition and Other Fees

Provided they have paid the appropriate fees to their home institution, exchange students shall not be required to pay tuition fees to their host institution. Exchange students may, however, be responsible for:

- Round-trip airfare
- Mandatory university room or housing fees
- Mandatory meal plan as stipulated by university regulations
- Required medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with taking courses at the host institution. Examples of Northern State University fees include: 1) International Student Fee, 2) Official Transcript Fee. Other fees may include 1) Lab Course Fees (assessed for lab courses only), 2) Business Salary Enhancement Fee (assessed on business courses only).

8. Government Requirements

Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. Financial Responsibility

Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. Program Administration

Each institution shall designate an officer for general program administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Okanagan College.

11. Conditions for Collaboration

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. Commencement and Duration of the Agreement

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.

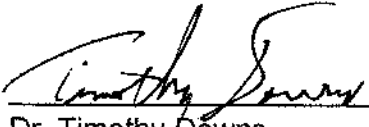
Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.

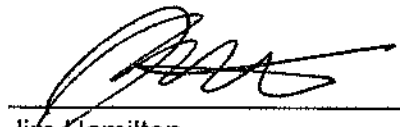
The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Northern State University


 Dr. Timothy Downs
 President
 Northern State University
 USA

Date: 08/09/19

For Okanagan College


 Jim Hamilton
 President
 Okanagan College
 Canada

Date: 18 July 2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – A (3)

DATE: October 2-3, 2019

SUBJECT

Agreements on Academic Cooperation – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, the University of South Dakota seeks approval to enter into an agreement on academic cooperation with the following institutions:

- The University of Western Australia (UWA) (renewal agreement)
- The University of Groningen (UG), The Netherlands

IMPACT AND RECOMMENDATION

These agreements allow for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students as full-time, non-degree seeking students for the duration of their exchange. Exchange students will pay tuition and fees to their home institution (with certain exceptions as specified in Article 13 and 15 for the UWA agreement and Section 9 for the UG agreement). Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. The agreement with UWA would be valid for a period of three years, and the agreement with UG would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: USD & UWA

Attachment II – Agreement on Academic Cooperation: USD & UG

DRAFT MOTION 20191002_4-A(3):

I move to approve the agreement on academic cooperation between the University of South Dakota and 1) the University of Western Australia, and 2) the University of Groningen, Netherlands.

**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
THE UNIVERSITY OF SOUTH DAKOTA
AND
THE UNIVERSITY OF WESTERN AUSTRALIA**

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, The University of South Dakota (USD) and the University of Western Australia (UWA), agree to the following:

I. Scope of the Cooperation

- Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate.
- Article 2. The institutions agree to exchange research papers, teaching materials, syllabi, curricula, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.
- Article 3. The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects.
- Article 4. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties.
- Article 5. The mobility of students through the International Study Program.

The specific areas and details of cooperation of Article 1 to 6 shall be discussed and agreed upon in writing by the appropriate authority of each university, prior to the initiation of any particular program [programme] or activity

II. International Study Program.

- Article 6. Students from the two institutions will be allowed to study at the other institution, accepted on a non-degree seeking basis.
- Article 7. The International Study Program is open to undergraduate and postgraduate [graduate) students, including students wishing to undertake research as part of their international study program. The ability for a student to undertake research is dependent on the availability of appropriate supervision and facilities at the host institution.
- Article 8. The participating students may enroll [enroll] at the host institution for one or two semesters commencing in either semester, and may enroll [enroll] over two

academic years provided semesters of study are consecutive. The academic calendar at UWA extends from March to June (Semester 1) and July to November (Semester 2). The academic calendar at USD extends from August to December (fall semester/semester 1) and January to May (spring semester/semester 2). One semester of study at UWA is equivalent to one semester of study at University of South Dakota. Students wishing to undertake research may commence their international study program at any time by agreement between the host institution and home institution.

- Article 9. The total number of student participants per year will be determined by mutual agreement of the two institutions. It is expected that efforts will be made to have equal numbers of student participants from each institution over the period this agreement is valid.
- Article 10. Participants remain students of the home institution throughout the period of the international study.
- Article 11. Each institution shall be responsible for the selection of students participating in the International Student Program in accordance with the admission criteria for each institution as outlined in Schedule I with academic excellence being the primary criterion for the selection. A further criterion is the student's perceived ability to deal effectively with the challenges of the international study situation. Candidates will be nominated by their home institution and approved by the host institution. The host institution will reserve the right to make final judgments on the admissibility of each student nominated for the exchange.
- Article 12. Each institution agrees to accept the prescribed number of students to enroll [enroll] them as full-time, non-degree students for the one or two regular semesters of the academic year. Fees payable is outlined in Article 15. Campus facilities and the appropriate student support including orientation and social programs [programmes] will be available to students from under the same conditions, and where applicable at the same incidental fees as those applying to students from the home institution. The host institution will assist in finding housing in on campus housing or other student accommodation.
- Article 13. Students participating in the International Study Program students will pay tuition and fees to the home institution.
- Section A. Students from UWA studying at USD will pay the International Student Fee only for each semester of study at USD, appropriate room and board fees, and international student health insurance. A list of these fees may be found at: <http://www.usd.edu/financial-affairs/business-office/tuition-and-fees/fees>.

- Section B. Students from UWA studying at USD will not be permitted to take courses delivered online or off-campus (distance courses), as well as remedial courses.
- Section C. Students from USD studying at UWA will be exempt from UWA's study abroad tuition fee charge.
- Section D. Students from USD studying at UWA will pay room and board, and overseas student health insurance.
- Article 14. Participants in the International Study Program are responsible for all travel costs and any incidental costs/fees at the host institution.
- Article 15. All participants in the International Study Program are required to carry adequate health insurance during the period of international study, and show proof thereof. All students studying at USD will be required to purchase the Board of Regents mandated insurance for the entire term of study upon arrival. All international students studying at UWA will be required to purchase Overseas Student Health Coverage for the full period of their Australian Student Visa.
- Article 16. Participants in the International Study Program are responsible for purchasing books and other academic supplies.
- Article 17. Academic credits received by the students will be recognized by each university in accordance with the home universities policies and guidelines. Academic transcripts will be provided to the home institution upon completion of the students' period of study at the host institution.
- Article 18. Participants in the International Study Program will be free to choose courses from the full range of courses available at the host institution, provided that they satisfy the individual course prerequisites, and that space is available. The host institution reserves the right to exclude students from restricted enrollment [enrolment] programs [programmes].
- Article 19. Participants in the International Study Program must have their proposed program of studies at the host institution approved by their home institution prior to international study.
- Section A. Students participating in the International Study Program must maintain full-time enrollment for the duration of study at the host institution in accordance with the host institution's rules and regulations. The host institution agrees to monitor the participation of students in its programs and inform the home institution as soon as possible if a student drops below full-time enrollment, withdraws from the program or otherwise fails to make satisfactory progress toward completion of course work, or when a student is in danger of being dismissed from the program. For these

purposes, USD considers full-time enrollment as 12 U.S. credits. UWA considers 24 points per semester a standard semester academic load.

- Article 20. Students will be assigned an advisor for academic, social and practical matters by the host institution. Academic and/or attendance problems will be dealt with by the host institution for the duration of international study.
- Article 21. Participants in the International Study Program will abide by the rules and regulations formally documented by the host institution and be subject to all due processes in the enforcement of said rules and regulations.
- Article 22. In order to help USD provide useful pre-enrolment information to prospective students, UWA will visit USD on a regular basis to maintain personal contacts and provide face-to-face briefings as appropriate; provide sufficient supplies of accurate promotional material and information about USD for the purposes of this agreement; provide regular and accurate updates of information to USD about courses, fees, entry requirements, living conditions, legal or regulatory conditions for visa requirements, and other government regulations; allow USD the right to use UWA's name, logo, and any other trademark, in activities and on terms approved by UWA during the term of this Agreement.
- Article 23. USD will provide to its students applying to UWA accurate information provided by UWA (including information provided electronically), about the campus, resources and facilities, teaching methods, assessment methods, subject content and duration, admission requirements at UWA; the local environment, accommodation (on-campus and off-campus) and cost of living in Perth at UWA; the application process and conditions of the Australian Student Visa; the application and admission process to UWA; any fees other than tuition payable at UWA and shall ensure that all such material includes UWA's CRICOS provider code 00126G [This information will be contained within the Letter of Offer issued by UWA.]. USD will ensure that any requests for advice on Australian visa applications or migration law are referred to the Exchange Coordinator at the University of Western Australia.

III. Appointment of Coordinators

- Article 24. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for coordinating the specific aspects of the program as well as advising and assisting students.

The following individuals at each institution will be responsible for coordinating this exchange:

<p>The University of South Dakota</p> <p>OUTGOING STUDENTS Name: Jessica Winterringer Title: Study Abroad Advisor Office: Center for Academic & Global Engagement Email: Jessica.Winterringer@usd.edu Telephone: 605-658-3594 Fax: 605-677-8848</p> <p>INCOMING STUDENTS/RENEWAL CONTACT Name: Patrick Morrison Title: Associate Director Office: International Office Email: Patrick.Morrison@usd.edu Telephone: 605-658-6219 Fax: 605-677-8848</p>	<p>The University of Western Australia</p> <p>Name: Milly Ingate Title: Manager, International Partnerships and Agreements Office: Office of the Pro Vice-Chancellor International Email: milly.ingate@uwa.edu.au Telephone: +61 (8) 6488 3537 Fax: N/A</p>
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Article 25. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement

Article 26. This agreement shall be valid for a period of three years, and renewed by signed letters of extension based on terms agreeable to both parties. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun study or faculty exchange under its provisions.

Article 27. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.

Article 28. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

Article 29. Nothing in the above agreement shall be construed as being legally binding.

Article 30. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by USD. Termination for any of these reasons is not a default by USD nor does it give rise to a claim against USD.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for the University of South Dakota

for the University of Western Australia

Sheila K. Gestring
President

Professor Erika Techera
Pro Vice-Chancellor (International)

Date:

Date:

Schedule 1**ADMISSION REQUIREMENTS FOR THE UNIVERSITY OF WESTERN AUSTRALIA (UWA)****General Admission Requirements**

Candidates for student exchange at UWA must normally have completed at least one semester of university study at the time of application to UWA and be in Good Academic Standing according to the home university. Postgraduate (coursework) students must have completed a recognised bachelor's degree. Research students must have completed a recognised bachelor's degree and have previously undertaken work at a high enough standard towards a Masters or PhD degree at an approved institution.

At UWA the grading scale is:

GRADE	%
HD (High Distinction)	80-100
D (Distinction)	70-79
CR (Credit Pass)	60-69
P (Pass)	50-59
N+ (Fail)	45-49
N (Fail)	0-44
UP (Ungraded Pass)	
P+ (Pass)	
UF (Ungraded Fail)	

Language Competency

Candidates must satisfy the English language competency requirements of the University as set out below for commonly used international tests and qualifications.

1. Standard Pathway:

Qualification	Minimum Requirement
IELTS (Academic) Note: results are valid for two years only	6.5 (no individual band less than 6.0)
Next Generation TOEFL - Internet-based Test (iBT) Note: results are valid for two years only	An overall score of 82 with a minimum score in the following sections: Writing: 22 Speaking: 20 Listening: 20 Reading: 18
CELT Bridging Course (20 weeks)	Pass with B

In addition to the above, USD students will have met English Language requirements if they have:

- At least one successful year of full-time or equivalent degree studies, undertaken in English in the United States of America completed within the past two years; or
- At least two years of successful full-time or equivalent degree level studies undertaken and examined in English at a tertiary institution outside Australia, and assessed by UWA to be equivalent to Australian degree studies.

Note: Higher scores are required for particular courses, such as research degrees.

A complete list of other acceptable English language competency tests and qualifications are detailed at:

<http://www.studyat.uwa.edu.au/undergraduate/requirements/english>

ADMISSION REQUIREMENTS FOR UNIVERSITY OF SOUTH DAKOTA (USD)

(i) General Admission Requirements

UWA candidates for the student exchange program [programme] at USD must normally have completed at least one year of study at UWA and have an overall weighted average of 65% on the UWA Academic Grading Scale or the equivalent on the USD Academic Grading Scale with no fail grades. Postgraduate students must have completed a recognized [recognized] bachelor's degree and achieved a minimum average of 65% in the final two years of their degree.

At USD the grading scale is:

GRADE	%
A (superior work)	91-100
B (excellent work)	81-90
C (satisfactory work)	71-80
D (below average work)	61-70
F (failing/unsatisfactory work)	60 and below



**AGREEMENT FOR THE
EXCHANGE OF STUDENTS BETWEEN
UNIVERSITY OF GRONINGEN, THE NETHERLANDS
Faculty of Arts
AND
UNIVERSITY OF SOUTH DAKOTA, USA**

PREAMBLE

University of Groningen (Rijksuniversiteit Groningen), Broerstraat 5, 9712 CP Groningen, the Netherlands, hereinafter referred to as **UG**, represented by its President, Prof. Jouke de Vries, acting on behalf of the Faculty of Arts

and

University of South Dakota, 414 E Clark St, Vermillion, SD, hereinafter referred to as **USD** represented by President, Sheila Gestring,

hereby agree upon the following terms and conditions for a Student Exchange Agreement, as stated in Article 1 of the Memorandum of Understanding for Academic Cooperation, agreed upon by both institutions, and to which this agreement forms an appendix.

DEFINITIONS

For the purposes of this Agreement, the following definitions shall apply. "Host institution" shall stand for that university receiving students, and "Home institution" shall stand for that university sending students as well as the university from which those students intend to graduate.

TERMS

1. The purpose of the Agreement is to promote scholarly exchange and international

understanding by stimulating and supporting academic and intercultural activities between students from the USA and the Netherlands.

2. Each home institution, conforming to the admission requirements of the host institution, shall assume full responsibility for the assessment and selection of qualified candidates. The host institution shall then respect the selection so made. It is expected that the host institution will not reject a nomination, except in extraordinary circumstances. The selection process shall consist of stringent evaluation of the student's previous academic record, motivation, and overall potential to succeed in an international academic environment.
3. In order to comply with American and Dutch Government regulations, students from both institutions will be required to provide a guarantee that they have the financial resources to meet expenses not covered by the agreement. It is recognised that the immigration requirements of both the USA and the Netherlands must be satisfied and that neither USD nor UG has authority in these matters. Both institutions will, however, assist entry by making information available in other practical ways as requested.
4. Each institution shall accept students from the other party on the basis of the home institution's recommendation and according to the following guidelines:
 - a) Each institution can exchange up to 4 students per academic year for 1 semester each. This means that if an institution exchanges one student for 2 semesters, it will be counted as 2 students. The number of students can be extended upon mutual consent.
 - b) USD will be notified of UG's exchange student names and proposed courses as early as possible after selection and in advance of the closing dates agreed upon by both institutions.
 - c) UG will be notified of USD 's exchange student names and proposed courses as early as possible after selection and in advance of the closing dates agreed upon by both institutions.
 - d) USD students involved in this exchange will enrol in courses of their choice at UG, subject to admission requirements, faculty approval, availability of places and language requirements.
 - e) UG students involved in this exchange will enrol in courses of their choice at USD, subject to admission requirements, faculty approval and dependent on availability of places and language requirements.
 - f) Students from both institutions must have their course selections approved by their home institution. It shall be the sole responsibility of the home institution to decide how many credits each student may actually receive for courses taken at the host institution.
5. If either party does not designate any qualified students it will not affect the sending of the other party's students, since both institutions agreed to operate on a rolling balance measured in students.

6. Each institution shall try to balance the total number of students exchanged between the institutions. The imbalance of students shall be corrected by adjusting the number of students to be exchanged in the following year.
7. Students are degree seeking students at their home institution and non-degree students at the host institution. Both institutions will only allow students who paid tuition fees and other required fees to the home institution to participate in the exchange programme. The host institution will accord the student the status of non-degree exchange student, for which status no tuition fees are due, thereby making the student eligible for facilities normally offered to regularly enrolled students.
8. All exchange students shall be subject to the same university rules and academic regulations regarding class performance as pertain to the regularly enrolled students at the receiving institution. All exchange students are expected, within reasonable limits, to represent their home institution and country in the host community to the best of their ability.
9. The institutions will inform their students that they:
 - a) shall be personally responsible for all other costs incurred due to participation in this exchange (such as the nominal USD International Student Fee);
 - b) must provide for their own transportation to and from the host institution.
 - c) shall be personally responsible for expenses, including but not limited to personal and living expenses, travel and related costs, as well as textbooks, stationary, course activities and equipment;
 - d) must have an adequate medical insurance during their stay at the host institution, as well as a personal liability insurance.
 Neither institution is liable for the costs mentioned above.
10. Both institutions will assist in finding appropriate accommodation for visiting exchange students. Requirements from Halls of Residence regarding deposits for accommodation etc., must be complied with and are the personal responsibility of the students concerned.
11. All students will have access to the receiving institution's health services and/or local hospital. The institutions will inform their students that all hospital and other medical expenses are the responsibility of the student, and that each student exchanged under this agreement must purchase insurance to cover medical contingencies while in the host country. Students studying at USD must clear their insurance plan prior to purchase with the USD International Office to ensure compliance with South Dakota Board of Regents requirements.
12. The institutions will comply with EU General Data Protection Regulation applicable since 25 May 2018 and other applicable legislation and regulations concerning the processing of Personal Information. Parties will determine in good faith how they will apply these laws and the data processing principles cooperating within USD and UG.
13. This agreement shall become effective from the moment it has been signed by both parties and remain valid for a period of five years.
The agreement may be terminated at any time by either institution giving to the other not less than six **months' notice** of its wish to terminate. Termination of the agreement shall not affect the position of any exchange student already invited.

14. This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the South Dakota Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated. Termination for any of these reasons is not a default nor does it give rise to a claim against either Party. Termination of the agreement shall not affect the position of any exchange student already invited.

Signatures

For University of Groningen,
the Netherlands

For University of South Dakota,
United States of America

Prof. Jouke de Vries,
President of the university

Sheila K. Gestring
President of the university

Place, date:

Place, date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (1)

DATE: October 2-3, 2019

SUBJECT

Articulation Agreements – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, Black Hills State University requests approval for the following articulation agreement:

- Students who have completed coursework in an applicable Associate of Applied Science degree program (see Section II-D of Attachment I) at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Science degree in Human Services at BHSU.

Board staff recommend approval.

ATTACHMENTS

Attachment I – BHSU Articulation Agreement

DRAFT MOTION 20191002_4-B(1):

I move to approve the articulation agreement between Black Hills State University and Western Dakota Technical Institute, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

BLACK HILLS STATE UNIVERSITY (BHSU)
and
WESTERN DAKOTA TECHNICAL INSTITUTE (WDT)

Agreement with Respect to Applying the
ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS
toward the
BACHELOR OF SCIENCE DEGREE IN HUMAN SERVICES PROGRAM AT BHSU

I. Parties:

The parties to this agreement are Black Hills State University (BHSU) and Western Dakota Technical Institute (WDT).

II. Purpose:

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. and to provide WDT students who have completed an AAS degree in the programs listed below an opportunity to earn a Bachelor of Science degree with a major in Human Services through BHSU.
 1. Allied Health
 2. Business and Technology - formerly Business Management & Marketing
 3. Criminal Justice
 4. Fire Science
 5. Health Information Management - formerly Medical Transcription
 6. Law Enforcement Technology
 7. Medical Assisting
 8. Paralegal/Legal Assistant
 9. Paramedic
 10. Pharmacy Technician
 11. Surgical Technology
 12. Medical Laboratory Technician
 13. Registered Nursing

III. Academic Program:

Graduation Requirements for the BS in Human Services for BHSU

Human Services Major Requirements (including emphasis):	48
General Education Credits:	30
Block transfer credits from WDT programs:	42
Total credits required:	120

- A. Requirements to be completed at BHSU for the major in Human Services are outlined below. No minor is required.

Human Services major Requirements

Human Services Core (24 credits in addition to PSYC 101 and SOC 100 taken as gen ed)			
Prefix	Number	Title	Credits
HMS	200	Introduction to Human Services	3
HMS	351	Case Management	3
HMS	400	Program Planning and Evaluation	3
PSYC	101	General Psychology (will have for general ed)	(3)
PSYC	451	Psychology of Abnormal Behavior	3
PSYC	452	Psychology of Trauma	3
SOC	100	Introduction to Sociology (will have for general ed)	(3)
SOC	307	Research Methods I	3
SOC	350	Race & Ethnic Relations	3
SOC	400	Social Policy	3
Human Services Emphasis (12 credits) - Select one of the following:			
Community Studies			
HMS	492	Special Topics	3
HMS	494	Internship: Human Services	1-6
POLS	210	State & Local Government	3
POLS	250	Intro to International Relations	3
POLS	320	Public Administration	3
SOC	151	Social Issues in Sustainability	3
SOC	326	Mediation & Conflict Resolution	3
SOC	422	Issues in Contemporary American Indian Life	3
SOC	440	Urban Sociology	3
SOC	462	Population Studies	3
SCOC	463	Environmental Sociology	3
SOC	480	Sociology of Education	3
Family Studies			
HMS	492	Special Topics	3
HMS	494	Internship: Human Services	1-6
PSYC	221	Lifespan Developmental Psychology	3
PSYC	325	Child & Adolescent Psychology	3
PSYC	417	Health Psychology	3
SOC	326	Mediation & Conflict Resolution	3
SOC	382	The Family	3
SOC	422	Issues in Contemporary American Indian Life	3
SOC	458	Sociology of Aging	3
SOC	462	Population Studies	3
SOC	471	Medical Sociology	3

Justice Studies			
HMS	492	Special Topics	3
HMS	494	Internship: Human Services	1-6
PO LS	402	Judicial Process	3
POLS	430	Constitutional Law	3
PSYC	481	Psychology & Law	3
SOC	201	Introduction to Criminal Justice	3
SOC	326	Mediation & Conflict Resolution	3
SOC	351	Criminology	3
SOC	402	Social Deviance	3
SOC	422	Issues in Contemporary American Indian Life	3
SOC	452	Prisons & Penology	3
SOC	455	Juvenile Delinquency	3
SOC	456	Community Corrections	3
Supportive Electives (6 credits) Take 1 course from each group below. Courses must be different than those used to satisfy general education and major requirements.			
Social Science (3 credits)			
AIS/LAKL ANTH GEOG HIST SPCM			
Humanities (3 credits)			
ART ARTH ENGL FREN GER HUM MCOM PHIL RUSS SPAN THEA			
TOTAL MAJOR CREDITS			48

- B. The general education coursework to meet Regental System General Education Requirements (SGR's) must be completed as outlined below.

General Education Requirements

Discipline	Prefix/Title	Credits
Written Communication & Literacy Skills	ENGL 101 Composition I	3
	ENGL 201 Composition II	3
Oral Communication	SPCM 101, 215, or 222	3
Social Sciences	SOC 100 Intro to Sociology	3
	PSYC 101 General Psychology	3
Arts & Humanities		6
Mathematics	MATH 102 College Algebra	3
	Or MATH 103 Quantitative Literacy	
Natural Sciences	Natural Science and Lab	6
Total General Education Credits		30

IV. Articulation Details:

- A. Upon successful completion of the requirements of the AAS at WDT, students may transfer to BHSU to complete the BS in Human Services. At that time, BHSU will accept a block of 42 technical course credits from the AAS degree, which can only be used in the HMS major. Students must successfully complete the AAS degree from WDT prior to transferring to BHSU for the technical course credits to be accepted. Transferable general education coursework in addition to the 42 technical course block credits will be accepted, remembering that BOR policy states 60 credits of the degree must be from a four-year institution.
- B. Students will complete the requirements for the Human Services major and any other general education requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional Requirements:

Students transferring coursework from WDT must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations:

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modifications:

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech.

VIII. Termination:

This agreement may be terminated by Black Hills State University upon one year's written notice to Western Dakota Tech. Student(s) enrolled in the program at that time shall be allowed to

Updated July 2019

complete the program.

IX. Effective Date of Agreement:

Start date of fall 2015 term at BHSU and WDT. The agreement applies to students who graduated from WDT in 2000 or later.

X. Acceptance of Agreement:

For Black Hills State University

Dr. Sharman Adams, Dean of Education and Behavioral Sciences	Date
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Dr. Chris Crawford, Provost and VPAA	Date
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Dr. Laurie Nichols, Interim President	Date
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For Western Dakota Tech

Ms. Tiffany Howe, VP for Teaching and Learning	Date
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Ms. Deborah Toms, Student Success Director and Registrar	Date
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Dr. Ann Bolman, President	Date
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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (2)

DATE: October 2-3, 2019

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreement:

- Students who have completed coursework in the Associate of Applied Sciences degree in Medical Laboratory Technician at Northcentral Technical College (NTC) can apply credit toward the Bachelor of Science degree in Medical Laboratory Science (Upward Mobility Program) at SDSU.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreement

DRAFT MOTION 20191002_4-B(2):

I move to approve the articulation agreement between South Dakota State University and Northcentral Technical College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
MEDICAL LABORATORY TECHNICIAN
 Associate of Applied Science Degree Program
 Towards the
UPWARD MOBILITY PROGRAM
MEDICAL LABORATORY SCIENCE MAJOR
 Bachelor of Science Degree Program

Between
 NORTHCENTRAL TECHNICAL COLLEGE
 Wausau, Wisconsin
 and
 SOUTH DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Northcentral Technical College (NTC) and South Dakota State University (SDSU).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide NTC students who have completed the A.A.S. degree in Medical Laboratory Technician an opportunity to earn a Bachelor of Science degree with a major in Medical Laboratory Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III.B., as indicated below, SDSU will accept **43** technical course credits from the A.A.S. degree in Medical Laboratory Technician coursework. These technical credits will be placed on the student's transcript as MLS 368: Technical Transfer credit consistent with the MLS Upward Mobility Program. Additional transferable general education credits may be earned at NTC, but no more than 60 credits total may be transferred from NTC to SDSU. General education coursework is in addition to the 43 technical course credits. Students

must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Medical Laboratory Science are outlined below.

Major Requirements for Upward Mobility Program: 38 credits

1. MLS312, MLT to MLS (3 credits)
2. MLS341, Diagnostic Microbiology I (3 credits)
3. MLS401, Hematology II/Hemostasis (3 credits)
4. MLS403, Diagnostic Immunology (3 credits)
5. MLS411, Clinical Chemistry II (3 credits)
6. MLS471, Advanced Medical Diagnostics (2 credits)
7. MLS451, Immunohematology II (2 credits)
8. MLS461, Management and Education (3 credits)
9. MLS441, Diagnostic Microbiology II (3 credits)
10. MLS468, Advanced Supervised Clinical Experience I: Phlebotomy, Immunology, Hematology (5 credits)
11. MLS469, Advanced Supervised Clinical Experience II: Microbiology, Molecular Diagnostics, Chemistry, and immunohematology (5 credits)
12. MLS483, Senior Capstone Clinical Experience (3 credits)

Required Support Courses: 15 credits

1. STAT281, Statistics (3 credits)
2. College of Pharmacy & Allied Health Professions: 12 additional credits (6 credits from SGR Goal #3; Social Science/Diversity and 6 credits from SGR Goal #4: Humanities and Arts/Diversity)

General Education/Institutional Graduation Requirement Courses: 30 credits (This number can be reduced by completion of transferrable general education courses at Northcentral Technical College).

1. Must include MLS461 Management and Education to meet writing intensive requirement (3 credits)
2. 30 remaining credits must meet System General Education requirements selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 64

Total number of credits from NTC: 56*

Total credits required: 120

*Transferable general education courses can be completed at NTC

Additional Requirements:

1. Students transferring from Northcentral Technical College must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
2. Students must apply and be accepted, based on current admissions standards, into the MLS professional program, prior to the start of MLS professional courses. Application process includes completion of the MLS formal application, two recommendations, and admission interview in accordance with the MLS program handbook.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northcentral Technical College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of Fall of 2019 Terms at NTC and SDSU. Students who have two years of work experience following completion of the NTC program and are currently employed in a clinical laboratory are eligible for the SDSU Upward Mobility on-line education program, however they may choose to complete the on-campus program.

VII. Acceptance of Agreement

For South Dakota State University

 Date: 6/3/2019
Dean, College of Pharmacy and Allied Health Professions

Provost and Vice President for Academic Affairs

For Northcentral Technical College

 Date: 5/23/19
Vice President for Learning

 Date: 5/21/19
Executive Vice President of Student Services & Regional Campuses

Initial effective date: Fall 2018

NTC		South Dakota State University	
NTC Program:		South Dakota State University Major:	
Medical Laboratory Technician	64	Medical Laboratory Science	120
Total transferable credits:	56	Total credits accepted at SDSU:	56
		Total credits needed for completion at SDSU:	64
		Total credits needed to graduate from SDSU:	120

Updated on:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C
DATE: October 2-3, 2019

SUBJECT

Dual / Concurrent Credit Transfer of Credits Agreement – John Witherspoon College

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

In accordance with AAC Guideline 7.1, Black Hills State University has been working with John Witherspoon College (JWC) to establish a formal system agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs between JWC and the Regental System.

IMPACT AND RECOMMENDATION

Board staff recommend approval of the agreement.

ATTACHMENTS

Attachment I – Dual / Concurrent Credit Transfer of Credits Agreement: John Witherspoon College

DRAFT MOTION 20191002_4-C:

I move to approve the Dual / Concurrent Credit Transfer of Credits Agreement with John Witherspoon College.

Appendix C

Agreement Between the South Dakota Board of Regents and John Witherspoon College to Facilitate Transfer of College Credits Awarded to High School Students Enrolled in High School-Based Dual Enrollment Courses and Dual Credit Programs

Throughout the nation, it has become increasingly common to allow high school students to enroll in high school-based college-level courses offered by institutions of higher education. For the purposes of this agreement, such courses are called high school-based dual enrollment courses.

The South Dakota Board of Regents and John Witherspoon College have entered into the present agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs specified below between institutions that each of the parties govern. The South Dakota Board of Regents and John Witherspoon College agree that credits earned in high school-based dual enrollment courses will be accepted for transfer, so long as, but only if, each of the following criteria are satisfied, as determined by the institution accepting credit for transfer:

1. Consistent with the requirements the accrediting body for the universities in the South Dakota system, The Higher Learning Commission, an instructor of any dual credit courses offered by JWC (whether on the college faculty or on the faculty of a partner high school) will meet the following criteria:
 - Master's degree in the subject/discipline teaching,
or
 - Master's degree with 18 graduate hours in the subject/discipline teaching
2. Consistent with SDBOR policy on Dual Credit (Academic Affairs Guidelines, Section 7) when the instructor is not an established JWC faculty member, a JWC faculty member in the discipline of the course will be assigned to and actively engaged as a mentor for the high school instructor.
3. Consistent with this same policy, JWC will use standards established by the National Alliance of Concurrent Enrollment Partnerships (NACEP) for courses in which dual credit is awarded.
4. The courses for which approval is being sought are as follows (indicated by the titles of courses in the regental system):

Written Composition I
Written Composition II
Oral Communication
College Algebra
World History I
World History II

5. The faculty of the institution granting credit developed the course syllabus with the approval of appropriate academic administrators at Black Hills State University. Syllabi for the

courses in question have been studied and approved by BHSU's Dean of the College of Liberal Arts in collaboration with chairs of the following schools: Math and Social Science, Arts and Humanities, and Natural Sciences. It is agreed that JWC will adhere to these approved syllabi.

Note: College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified.

6. Syllabi and faculty credentials for JWC courses will be reviewed annually by academic administration at BHSU.
7. To insure a continued, close similarity of JWC and BHSU courses, any significant changes to the requirements or goals of a course must be approved by the same process.
8. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.
9. Consistent with SD-BOR Academic Affairs policy, high school students must meet the criteria listed below in order to enroll.
 - a. Students must be juniors or seniors who:
 - i. meet undergraduate admissions requirements (ACT or coursework); or
 - ii. if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or
 - iii. if a high school juniors, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; and
 - iv. students enrolling in math or English coursework will be expected to meet existing placement standards.
 - b. Students must be admitted to the institution.
10. All students in a dual enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for smaller school districts, a minimum of 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

At present, JWC courses taught for dual credit will be held on the JWC campus and taught by JWC instructors. However, any of the courses listed above may also be taught at a cooperating high school providing all criteria above are met. This list will be updated annually at the beginning of the fall term.

It is expected that any issues concerning the implementation of this agreement by either party will be communicated directly to the chief executive officer of the partner institution.

This agreement shall take effect upon approval of the parties and shall remain in effect until terminated by either party.

Approved this _____ day of _____ 20__.

Paul B. Beran
Executive Director
South Dakota Board of Regents

Ronald J. Lewis

Ronald J. Lewis
President
John Witherspoon College

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D
DATE: October 2-3, 2019

SUBJECT

Naming Request – SDSMT – Chemistry and Applied Biological Sciences Department

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:14](#) – Campus Organization Structure

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology requests to rename their Department of Chemistry and Applied Biological Sciences to the Department of Chemistry, Biology and Health Sciences.

IMPACT AND RECOMMENDATIONS

This proposed change will more accurately reflect the mission of the Department and the degrees administered.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSMT Request to Rename the Chemistry and Applied Biological Sciences Department

DRAFT MOTION 20191002_4-D:

I move to approve SDSMT's request to rename the Department of Chemistry and Applied Biological Sciences to the Department of Chemistry, Biology and Health Sciences, as presented.



South Dakota Board of Regents

Naming Request Form

*Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors*

Date Request Submitted: 7-26-19

Name of Institution: South Dakota School of Mines and Technology

Current Name: Chemistry and Applied Biological Sciences

Proposed Name: Chemistry, Biology, and Health Sciences

Effective Date and Duration of Proposed Name: August 1, 2019

Location on Campus: Department is housed in the Chemical & Biological Engineering & Chemistry Building

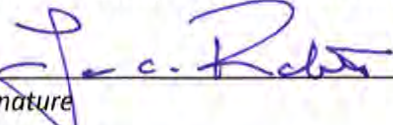
Purpose of Facility, Space, or Program to be Named: Academic Department

Rationale for Proposed Name (Include in the space below, or attach documentation):

Since its inception, the Department of Chemistry and Applied Biological Sciences has administered 2 distinct Bachelor of Science degrees: Applied Biological Sciences and ACS-certified Chemistry. The Department has also administered 3 minors: Applied Biological Sciences, Chemistry, and Environmental Science. The BOR recently approved the renaming of the Applied Biological Sciences major and minor to Biology after consultants determined that students were confused on the meaning of the degree. Therefore, a name change to the Department will reflect this. In addition, the Department will begin administering the Pre-professional Health Sciences Bachelor of Science degree beginning in the Fall of 2019. The name change to Biology, Chemistry, and Health Sciences will most accurately reflect the mission of the Department and the degrees administered.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.


Signature

7/26/2019
Date

Lance A. Roberts
Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - a. Serving the university in an academic or administrative capacity with high distinction, or
 - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
 - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involving naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 1. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - b. the urgency or need for the project or program, or continuing support for the program,
 - c. the standing of the individual, family, or entity in the community or profession,
 - d. the nature and duration of the relationship of the proposed honoree to the university.


President/Superintendent Signature

7-26-19
Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E
DATE: October 2-3, 2019

SUBJECT

Fusion Center Joint Powers Agreement – DSU, Dept. of Public Safety & City of Sioux Falls Police Department

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Dakota State University (DSU) desires to enter into an agreement with the South Dakota Department of Public Safety (DPS) and City of Sioux Falls Police Department to cooperate in establishing and maintaining a cyber analyst at the Fusion Center in Sioux Falls to provide technical case support consultation and technical resource assistance to law enforcement agencies within South Dakota. DSU would receive \$100,000 from the City of Sioux Falls over the term of this JPA, in addition to other related funds already secured to advance the underlying objective of the JPA.

BOR Policy 5:3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION

The attached JPA will allow DPS and the City of Sioux Falls Police Department, in addition to law enforcement agencies statewide, to capitalize on the unique cyber expertise of DSU through its provision of the services and support contained therein.

Staff recommends approval.

ATTACHMENTS

Attachment I – Fusion Center JPA

DRAFT MOTION 20191002_4-E:

I move to approve the Joint Powers Agreement set forth in Attachment I and to authorize the DSU President to finalize and execute the JPA in substantially similar form to that set forth in Attachment I.

JOINT POWERS AGREEMENT
BETWEEN
SOUTH DAKOTA DEPARTMENT OF PUBLIC SAFETY,
CITY OF SIOUX FALLS POLICE DEPARTMENT
AND
DAKOTA STATE UNIVERSITY

THIS AGREEMENT is entered by and among the South Dakota Department of Public Safety, 118 West Capitol Avenue, Pierre, South Dakota, (hereinafter identified as DPS), City of Sioux Falls Police Department, 320 West Fourth St., Sioux Falls, South Dakota, (hereinafter identified as SFPD) and Dakota State University, 820 N Washington Ave. Madison, SD 57042 (hereinafter identified as DSU).

WHEREAS, cyber-enabled crime, data breaches, identity theft and cyber-attacks have become a serious problem for businesses, individuals and government entities in South Dakota and are expected to increase significantly in the years ahead;

WHEREAS, the FBI's IC3 report shows annual financial losses from cybercrime activities in 2016 for South Dakota victims were approximately \$1 million. This is thought to represent only a small portion of actual losses;

WHEREAS, a need exists for additional digital forensics education, training and services for law enforcement officers and agencies throughout South Dakota;

WHEREAS, DPS operates a Fusion Center in Sioux Falls, SD which provides assistance to law enforcement officers in South Dakota, and DPS recognizes a need to address cybercrime by access to cybercrime technical services in order to provide information and assistance to address cybercrime;

WHEREAS, SFPD recognizes a need to address cybercrime by access to cybercrime technical services in order to provide information and assistance to address cybercrime;

WHEREAS, DSU and its faculty are recognized for excellence in digital forensics and cyber security education and research by the United States National Security Agency ("NSA") and the United States Department of Homeland Security ("DHS"). In addition, its faculty includes experts in network protection, threat detection and mitigation and reverse engineering. DSU currently holds four Centers of Academic Excellence designations from the NSA and DHS and offers cybersecurity education programs at the Certificate, Associate, Baccalaureate, Master's and PhD levels;

WHEREAS, DPS, SFPD and DSU desire to collaborate to put in place, at the Fusion Center, a cyber intelligence analyst to provide information and services to the law enforcement agencies within South Dakota;

NOW THEREFORE, in consideration of the covenants and agreements contained herein, and the joint and mutual benefits and responsibilities flowing to each party as outlined in this Agreement, the parties agree as follows:

1. AUTHORITY: The parties enter into this AGREEMENT pursuant to the provisions in SDCL . 1-24 and the authorization granted by the South Dakota Board of Regents.

2. PURPOSE OF AGREEMENT: The purpose of this Agreement is for DPS, SFPD and DSU to cooperate in establishing and maintaining a Cyber Analyst to provide technical case support consultation and technical resource assistance to the law enforcement agencies within South Dakota.

(a) In consideration of DSU's observance and performance of the covenants, terms and conditions set forth herein, SFPD agrees to provide DSU with a \$10,000 grant on October 1, 2019 and a \$30,000 grant, each year thereafter, for three years to establish and maintain a Cyber Analyst at the Fusion Center located in Sioux Falls, South Dakota. This grant will be paid yearly starting October 1, 2020. In the event this agreement is terminated at a time other than the end of a year, DSU will refund a pro-rata amount for any month of service that has not yet started. Indirect fund cost will be limited to 2% for the purposes of the money provided by SFPD. DSU acknowledges that in consideration of DSU's observance and performance of the covenants, terms and conditions set forth herein that DPS is providing a separate \$75,000 grant, each year, for three years to establish and maintain a Cyber Analyst at the Fusion Center located in Sioux Falls, South Dakota. DSU will comply with the grant agreement entered into with DPS regarding those funds.

(b) In consideration of the grant from DPS and the SFPD, and observance of the covenants, terms and conditions set forth herein, DSU agrees to employ a Cyber Analyst to be housed at the Fusion Center located in Sioux Falls, South Dakota to provide technical case support consultation and technical resource assistance to DPS and the SFPD. Specific duties and obligations of the Cyber Analyst employed by DSU will include, but are not limited to:

- 1) Provide timely notification and analysis to the SFPD regarding any threats discovered by the Cyber Analyst to the City of Sioux Falls systems and reputation;
- 2) Provide to the SFPD and DPS monthly security summaries regarding threats to critical utilities infrastructure;
- 3) Provide to the SFPD and DPS monthly security summaries regarding threats to the City of Sioux Falls business community, including hospitals, banking industry, and school systems;
- 4) Participate in a quarterly in-person meeting with the City of Sioux Falls (represented by a team of the City's choosing) to provide updated threat

- information and knowledge transfer;
 - 5) Provide assistance to DPS and SFPD to mitigate threats;
 - 6) Provide timely investigative support for SFPD criminal investigations, including, but not limited to, narcotics trafficking, internet crimes against children, identity theft, credit card fraud, and DDOS attacks; and
 - 7) Coordinate with SFPD Investigative Services Division on matters involving criminal intelligence from Internet and Dark Web sources.
- (c) This Agreement is not meant and shall not be construed to limit any existing or additional cooperative efforts between the parties. Except as expressly provided herein, nothing in this Agreement is intended to affect the respective rights, duties, and responsibilities of DPS, SFPD or DSU.
- (d) It is understood by DPS and SFPD that DSU will seek to enhance and expand its services and capacity by working with other governmental agencies at the local, regional and Federal level.
- (e) It is understood by all parties to this agreement that Cyber Analyst is a new position and encompasses new services in South Dakota, and therefore it is difficult to estimate the demand for services provided under this Agreement. Therefore, the Director of the Fusion Center, DPS and SFPD agree to meet quarterly to evaluate the volume and type of services needed and the ability of the Cyber Analyst to meet the demand.
3. PERIOD OF PERFORMANCE: The term of this Agreement shall be 3 years and will commence on _____ and conclude on _____ unless extended by written agreement of the parties.
4. TERMINATION: This Agreement can be terminated by DSU, DPS or SFPD for any reason by providing 30 days prior written notice to the other parties; upon agreement of the parties; or as set forth in paragraph 5 below. In addition, DPS and SFPD can terminate this Agreement immediately for violation of the confidentiality provision in paragraph 7. The obligations of DSU under the confidentiality and records retention provisions set forth in paragraphs 7 and 8 below shall survive termination or expiration of the Agreement between the parties.
5. FUNDING: Notwithstanding any other provision, the performance by DPS and SFPD of its obligations under this Agreement depends upon the receipt by DPS and SFPD of both funds and expenditure authority. This Agreement will be terminated if DPS and/or SFPD funds become unavailable or if DPS or SFPD does not have expenditure authority for the funds. DPS and SFPD will provide DSU with written notice of the unavailability of funds or expenditure authority and the effective date of the termination of the Agreement. Termination under this provision does not constitute a default or give rise to any claim against DPS and/or SFPD.

6. ASSIGNMENT AND SUBCONTRACTING: This Agreement, or any part thereof, or benefits to be received hereunder, shall not be assigned, transferred or otherwise disposed of to any person, firm, corporation or other entity. DSU may not use subcontractors to perform the services described herein.

7. CONFIDENTIALITY PROVISION: For purposes of this paragraph, "DPS and SFPD Confidential Information" shall include all information disclosed to DSU by DPS and/or SFPD, including any division or program of DPS or SFPD, to the extent that such disclosure was for purposes of this Agreement. DPS and SFPD Confidential Information shall not include information that (i) was in the public domain at the time it was disclosed to DSU; (ii) was known to DSU without restriction at the time of disclosure by DPS and/or SFPD; (iii) was independently developed by DSU without the benefit or influence of DPS's or SFPD's information; or (iv) becomes known to DSU without restriction from a source not connected to DPS or SFPD.

- (a) DSU acknowledges DPS and SFPD need to keep confidential information they maintain, that is subject to various confidentiality statutes and legal privileges held by DPS and SFPD, and other agencies, state agency clients, in-state and out-of-state government entities, and third parties.
- (b) Unless specifically authorized under this Agreement, DSU shall not disclose any DPS and SFPD Confidential Information to any third person or entity for any reason without the express written permission of a DPS and/or SFPD officer or employee, as relevant, with authority to authorize the disclosure. DSU shall not make use of DPS and SFPD Confidential Information except to exercise rights and perform obligations under this Agreement. DSU agrees to immediately notify DPS and SFPD of any request for, or demands for release of, any DPS and SFPD Confidential Information, or of any unauthorized release or disclosure of DPS and SFPD Confidential Information, whether such release or disclosure was intentional or inadvertent.
- (c) DSU acknowledges and agrees that DSU is held to the same standard of care in guarding DPS and SFPD Confidential Information as applies to DPS and SFPD in protecting their own confidential or proprietary information and materials of a similar nature, and no less than holding DPS and SFPD Confidential Information in the strictest confidence. DSU shall protect the confidentiality of DPS and SFPD Confidential Information from the time of receipt to the time that such information is either returned to DPS and SFPD or destroyed to the extent that it cannot be recalled or reproduced.
- (d) DSU agrees to return all DPS and SFPD Confidential Information to DPS 's and/or SFPD's custody upon the end of the term of this agreement, unless

otherwise agreed in a writing signed by both applicable parties.

- (e) DSU acknowledges and agrees that DPS and SFPD Confidential Information may include personal and/or identifying information regarding a "person". In addition to any notice or disclosure required pursuant to SDCL 22-40-20, DSU shall notify DPS and SFPD of any "breach of system security", as defined in SDCL 22-40-19. Such notice shall be given by email delivered to: (list). Such notice must be provided by DSU within not more than two (2) business days following the discovery by or notification to DSU of the breach. As used herein, "person" is as defined in SDCL 22-1-2.
- (f) DSU will enforce the terms of this Confidentiality Provision to its fullest extent possible. DSU shall not make DPS and SFPD Confidential Information available to any of its employees, officers, or agents except those who have agreed to obligations of confidentiality at least as strict as those set out in this Agreement and who have a need to know such information. DSU further agrees to immediately remove any employee or agent from performing work under this Agreement that has or is suspected to have violated the terms of this Confidentiality Provision and shall notify DPS and SFPD of such violation or suspected violation within two (2) business days at the contact information provided in paragraph 7(d) of this Agreement.
- (g) Neither this Confidentiality Provision, nor any part thereof, shall establish any privacy rights to, for or on the part of, any employee of DSU, DPS or SFPD or waive any remedies against any such person for illegal, improper, or unauthorized use of DPS and SFPD Confidential Information.(h)
 Upon request by DPS and/or SFPD, DSU shall securely dispose of all DPS and/or SFPD Confidential Information in all of its forms, such as disk, CD/ DVD, backup tape and paper. Such information shall be permanently deleted and shall not be recoverable, according to National Institute of Standards and Technology (NIST) approved methods. Certificates of destruction shall be provided to DPS and/or SFPD.
- (i) DSU will implement, maintain and update security incident and data breach procedures that comply with all State and Federal requirements, including but not limited to, the Information Technology Security Policy established by the State of South Dakota, Bureau of Information and Telecommunications. DSU officers, employees, agents, and subcontractors who may have access to any DPS and/or SFPD Confidential Information will complete a state criminal background check the findings for which will be provided to both DPS and SFPD. DPS and SFPD reserve the right to prohibit access to DPS and SFPD Confidential Information by any person

based upon the results of the background check. Additionally, DSU shall immediately notify DPS and SFPD via email to the contacts provided in paragraph 7(d) above in the event that any individual is arrested for or charged with a crime during the term of this Agreement which is punishable as a felony, or which involves theft, deceit or dishonesty.

8. RETENTION OF RECORDS: DSU agrees to maintain or supervise the maintenance of records necessary for the proper and efficient operation of the program. At a minimum, DSU shall retain such records for not less than five (5) years after termination or expiration of this Agreement. If any litigation, claim, or audit is started before the expiration of the five-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. The five-year retention period may be extended upon written notice by DPS and/or SFPD.

9. ACCESS TO RECORDS: DSU acknowledges that records related to the provision of digital forensics and analysis services of case information and data under this Agreement may be subject to discovery in civil or criminal proceedings. DSU agrees to allow DPS and SFPD, through any authorized representative, access to and the right to examine and copy such records for purposes of responding to requests for discovery.

10. REPORTING: DSU agrees to report to DPS and SFPD any event encountered in the course of performance of this Agreement which results in injury to the person or property of third parties, or which may otherwise subject DSU, DPS or SFPD to liability. DSU shall report any such event to DPS and SFPD immediately upon discovery. DSU's obligation under this section shall only be to report the occurrence of any event to DPS and SFPD and to make any other report provided for by their duties or applicable law. DSU's obligation to report shall not require disclosure of any information subject to privilege or confidentiality under law (e.g., attorney-client communications).

11. AMENDMENTS: This Agreement may not be modified or amended except in writing, which writing shall be expressly identified as part of this Agreement.

12. ADMINISTRATION OF AGREEMENT: The Parties declare that no specific entity as contemplated in SDCL 1-24-4(2) is being created to implement this Agreement, and that the cooperative undertaking herein described shall be administered by DSU, through its Vice President of Research and Economic Development, the Secretary of DPS, and Chief of Police for SFPD, or authorized designees as contemplated in SDCL 1-24-5.

13. NOTICE: Unless otherwise provided herein, all notices or other communication required under this Agreement shall be in writing and sent to the addresses set forth above. Notices shall be given to the Vice President of Research and Economic Development on behalf of DSU and to the Secretary of DPS and the Chief of Police for SFPD, or such authorized designees as a party may from time to time designate in writing. Notices or

communications to or between the parties shall be deemed to have been delivered when mailed by first class mail or, provided that notice of default or termination shall be sent by registered or certified mail, or, if personally delivered, when received by such party.

14. SEVERABILITY: If any provision of this Agreement shall be held unenforceable or invalid by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision herein.

15. SUPERCESSION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

16. THIRD PARTY RIGHTS: This Agreement is intended only to govern the rights and interests of the parties named herein. It is not intended to, does not and may not be relied upon to create any rights, substantive or procedural, enforceable at law by any third party in any matters, civil or criminal.

17. FILING REQUIREMENTS: The parties acknowledge that a true and correct copy of this Agreement will be filed by DSU with the Office of Attorney General and the Legislative Research Council within 14 days of its final execution pursuant to SDCL 1-24-6.1.

18. GOVERNING LAW: The validity, performance, and enforcement of this Agreement are governed by the laws of the State of South Dakota. Jurisdiction and venue of any legal proceedings involving the parties in connection to this Agreement will lie exclusively with the state courts located in Sioux Falls, South Dakota.

19. AUTHORIZED SIGNATURES: By the signature of their representative below, DSU, DPS and SFPD certify that approval of this Agreement has been obtained by that governmental body's officer pursuant to SDCL 1-24-3 and 1-24-6 and that each representative is authorized to sign on the party's behalf.

State of South Dakota
Department of Public Safety

By: _____

Printed Name: Paul TenHaken_____

Title: _____ Mayor _____

City of Sioux Falls, Police Department

Attest:

City Clerk

Dakota State University

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – F
DATE: October 2-3, 2019

SUBJECT

BOR Policy Revisions – Institutional Mission Statements (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

[BOR Policy 1:10:1](#) – USD Mission Statement

[BOR Policy 1:10:2](#) – SDSU Mission Statement

[BOR Policy 1:10:3](#) – SDSM&T Mission Statement

[BOR Policy 1:10:4](#) – BHSU Mission Statement

[BOR Policy 1:10:5](#) – DSU Mission Statement

[BOR Policy 1:10:6](#) – NSU Mission Statement

BACKGROUND / DISCUSSION

The Board received a “Special Analysis: Institutional Mission Statements” report at their [August 2018](#) retreat. That report illustrated the importance of institutional mission statements as well as outlining a variety of problems and conflicting information in the existing Board policies. The Board agreed at that time to delay final approval until institutions had a chance to create new statements accurately reflecting their visions. Board staff and the Academic Affairs Council (AAC) have worked to update to the institutional mission policies in Board Policies 1:10:1 through 1:10:6 since their [April 2017](#) meeting. These updates include more accurately reflecting Board approved curriculum, programs, and degrees. In addition, new revisions made since the August 2018 Board meeting include updated individualized mission statements as approved by each institution.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

Attachment I – BOR Policy 1:10:1 – USD Mission Statement

Attachment II – BOR Policy 1:10:2 – SDSU Mission Statement

Attachment III – BOR Policy 1:10:3 – SDSM&T Mission Statement

Attachment IV – BOR Policy 1:10:4 – BHSU Mission Statement

Attachment V – BOR Policy 1:10:5 – DSU Mission Statement

Attachment VI – BOR Policy 1:10:6 – NSU Mission Statement

DRAFT MOTION 20191002_4-F:

I move to approve the second and final reading of the revised BOR Policies 1:10:1 through 1:10:6, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: University of South Dakota Mission Statement

NUMBER: 1:10:1

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the University of South Dakota mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of the University of South Dakota under SDCL 13-57-1 as:

Designated as South Dakota's Liberal Arts University, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes the University of South Dakota's mission as:

To be the best small, public flagship university in the nation built upon a liberal arts foundation.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.

The University of South Dakota is the administrative lead institution at the Community College for Sioux Falls University and is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Computer Science (in accordance with SDCL 13-59-2.2), Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Humanities, Liberal Arts, Mathematics, Native American Studies, Nursing, Physical and Biological Sciences, Social Sciences, Sport Media and Administration, Sustainability, and Technical Leadership.

3.2. Master's and Specialist Level Curriculum

Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Computer Science, Counseling, Education, Fine and Performing Arts, Humanities and Liberal Arts, Interdisciplinary Studies, Mathematics, Public Administration, Public Health, Social Sciences, Social Work, and Sustainability.

3.3. Doctoral Level Curriculum

Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Counseling, Education, Health Sciences, Humanities and Liberal Arts, Law, Medicine, Social Sciences, and Sustainability.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music (B.M.), Bachelor of Musical Arts (B.M.A.), Bachelor of Science (B.S.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Nursing (B.S.N.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Audiology (Au.D.), Doctor of Education (Ed.D.), Doctor of Medicine (M.D.), Doctor of Occupational Therapy (O.T.D.), Doctor of Philosophy (Ph.D.), Doctor of Physical Therapy (D.P.T.), Education Specialist (Ed.S.), Executive Master of Public Administration (E.M.P.A.), Juris Doctor (J.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Law and Policy (M.E.L.P.), Master of Music (M.M.), Master of Professional Accountancy (M.P.A.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), Master of Science in Administration (M.S.A.), Master of Social Work (M.S.W.), Transitional Doctorate in Physical Therapy (t-D.P.T.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR October 1992; BOR December 1993; BOR May 1996; BOR December 2001; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual**

SUBJECT: South Dakota State University Mission Statement

NUMBER: 1:10:2

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the South Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of South Dakota State University under SDCL 13-58-1 as:

Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes South Dakota State University's mission as:

To offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota.

South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

South Dakota State University is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Agricultural and Food Sciences, American Indian and Indigenous Studies, Apparel Merchandising, the Arts, Architecture, Aviation, Computer Science (in accordance with SDCL 13-59-2.2), Construction and Manufacturing, Consumer Affairs, Education, Engineering, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Human Sciences, Humanities, Liberal Arts, Management (non-business fields), Mathematics, Natural Resources, Nursing, Pharmacy, Physical/Biological/Environmental Sciences, Social Sciences, Sport Media and Administration, and Technology.

3.2. Master's Level Curriculum

Agricultural Sciences, Architecture, Athletic Training, Computer Science, Education, Engineering, Human Sciences, Humanities, Liberal Arts, Mathematics and Statistics, Nursing, Operations Management, Physical and Biological Sciences, Public Health, and Social Sciences.

3.3. Doctoral Level Curriculum

Agricultural Sciences, Engineering, Nursing, Human Sciences, Pharmacy and Pharmaceutical Sciences, Physical and Biological Sciences, and Social Sciences.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Landscape Architecture (B.L.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Nursing Practice (D.N.P.), Doctor of Pharmacy (Pharm.D.), Doctor of Philosophy (Ph.D.), Master of Architecture (M.Arch.), Master of Arts (M.A.), Master of Education (M.Ed.), Master of Engineering (M.Eng.), Master of Mass Communication (M.M.C.), Master of Public Health (M.P.H.), Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1996; BOR December 2003; BOR May 2011.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota School of Mines and Technology Mission Statement

NUMBER: 1:10:3

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the South Dakota School of Mines and Technology mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of the South Dakota School of Mines and Technology under SDCL 13-60-1 as:

The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes the South Dakota School of Mines and Technology's mission as:

To educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.

South Dakota School of Mines and Technology is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Computer Science (in accordance with SDCL 13-59-2.2), Engineering, Entrepreneurship, Physical and Natural Sciences, Mathematics, and Technology.

3.2. Master's Level Curriculum

Engineering, Paleontology, Physical/Natural/Atmospheric Sciences, and Technology.

3.3. Doctoral Level Curriculum

Engineering, Physical/Natural/Atmospheric Sciences, and Technology.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.) and Bachelor of Science (B.S.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Philosophy (Ph.D.), Master of Engineering (M.Eng.), and Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1996; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Black Hills State University Mission Statement

NUMBER: 1:10:4

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Black Hills State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Black Hills State University under SDCL 13-59-1 as:

The primary purpose of . . . Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes Black Hills State University's mission as:

To be a dynamic learning environment that fosters critical thinking and creative expression. We inspire students to engage in their global communities while honoring the spirit of the Black Hills.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

Black Hills State University is the only multipurpose university in western South Dakota. Black Hills State University is a member of the South Dakota System of Higher Education.

Black Hills State University is the administrative lead institution at Black Hills State University-Rapid City and is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

American Indian Studies, Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Human Services, Humanities, Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Tourism and Hospitality.

3.2. Master's Level Curriculum

Business, Education, Integrative Genomics, Strategic Leadership, and Sustainability.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1995; BOR May 1996; BOR December 2003; BOR August 2006

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Dakota State University Mission Statement

NUMBER: 1:10:5

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Dakota State University under SDCL 13-59-2.2 as:

The primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section.

This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes Dakota State University's mission as:

To empower people with STEM-based education preparing them for compelling, creative and lasting careers.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

Dakota State University is a member of the South Dakota System of Higher Education.

Dakota State University is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Computer and Cyber Sciences, Digital Arts and Design, Education, Entrepreneurship, English for New Media, Exercise Science, General Studies, Information Technology and Security, Mathematics, Physical and Biological Sciences, and Respiratory Care (per SDCL 13-59-2.4).

3.2. Master's Level Curriculum

Business, Computer and Cyber Sciences, Education, and Information Technology and Security.

3.3. Doctoral Level Curriculum

Information Systems and Cyber Defense and Operations.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Science (D.Sc.), Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), and Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; January 1994; BOR May 1996; BOR October 1999; BOR August 2000; BOR December 2003; BOR August 2006; BOR August 2007.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Northern State University Mission Statement

NUMBER: 1:10:6

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Northern State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. DEFINITIONS

1. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Northern State University under SDCL 13-59-1 as:

The primary purpose of Northern State University, at Aberdeen in Brown County . . . is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The Board recognizes Northern State University's mission as:

NSU will be a nationally-recognized student-centered institution committed to academic and extracurricular excellence, and global learning opportunities in a beautiful Midwestern setting.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

The Board approved a special emphasis on E-learning in the university curriculum and service. Northern State University is a member of the South Dakota System of Higher Education.

Northern State University is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2), Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration.

3.2. Master's Level Curriculum

Banking and Financial Services, Counseling, E-learning, and Education.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music Education (B.M.E.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Master of Arts (M.A.), Master of Music Education (M.M.E), Master of Science (M.S.), and Master of Science in Education (M.S.Ed.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1994; BOR May 1996; BOR March 2001; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – G
DATE: October 2-3, 2019

SUBJECT

BOR Policy 5:20 – Cash Management (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The policy has been updated to include the purpose of the policy, definitions, and language to reflect current practices. The Board's guideline of 10% unrestricted cash balance at year-end has been included in Section 1.1.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Business Affairs Council and they support the policy changes.

ATTACHMENTS

Attachment I – BOR Policy 5:20 – Cash Management

DRAFT MOTION 20191002_4-G:

I move to approve the second and final reading of the revisions to BOR Policy 5:20 – Cash Management as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Cash Management

NUMBER: 5:20

A. PURPOSE

To establish a written program for cash management.

B. DEFINITIONS

- 1. Agency Funds:** Funds held on behalf of individuals and organizations affiliated with the universities. The universities serve as custodians of these funds.
- 2. AICPA:** American Institute of Certified Public Accountants.
- 3. Endowment Funds:** Funds received from donors and invested by Foundations to generate earnings for use by the university.;
- 4. Funds:** Monetary resource.
- 5. HEFF:** Higher Education Facilities Fund represents 11.5% of each tuition dollar.
- 6. Loan Funds:** Funds received from granting agencies and private donors for the purpose of making loans to students.
- 7. NACUBO:** National Association of College and University Business Officers.
- 8. Participating Funds:** A designation determined by the Bureau of Finance and Management for funds that meet the criteria to earn interest.
- 9. Plant Funds:** Unrestricted non-appropriated funds for the purpose of maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness.
- 10. Restricted Appropriated Funds:** Funds appropriated by the federal government.
- 11. Restricted Non-appropriated Funds:** Funds received from the federal government, foundations, outside organizations, ~~and~~ private individuals, and the Auxiliary System.
- 12. S&PL Funds:** School and Public Lands Funds are earnings from the perpetual trust fund for the maintenance of public schools established under Chapter 8 of the Constitution of the State of South Dakota.
- 13. Unrestricted Appropriated Funds:** Funds appropriated by the legislature for the operations of the institution.
- 14. Unrestricted Non-appropriated Funds:** Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.

C. POLICY

All institutions under the control of the Board are expected to conform to the financial accounting standards found in the *Financial Accounting and Reporting Manual for Higher Education* published by NACUBO and the *Audits of Colleges and Universities* published by the ~~American Institute of Certified Public Accountants—AICPA~~. These standards call for five fund types: current funds, loan funds, plant funds, endowment funds, and agency funds.

Cash reported in these fund types is held by the institutions to meet a variety of operational needs, including working capital, equipment purchases, temporary cash outflows in grant and financial aid accounts, loan advances, maintenance and repair of physical plants, etc. Each fund type serves a different reporting purpose, requiring different policies governing the management of cash.

1. Current Funds

This fund type consists of four categories: unrestricted non-appropriated, unrestricted appropriated, restricted non-appropriated funds, and restricted appropriated funds.

1.1. a. Unrestricted non-appropriated. ~~Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.~~ Cash in this fund type is held for working capital purposes such as the payment of salaries and operating expenses to support teaching, research, and public service missions and is under complete control of the institution. In general, revenues are expected to be spent in the year collected. ~~However, cash reserves may be needed for equipment and other large one-time expenditures and as protection against revenue shortfalls. Cash reserves for equipment or other large one-time expenditures are allowable only to the extent that such needs are within the scope of the department's mission and are based on realistic cost estimates. Cash reserves for potential revenue shortfalls should not exceed 10 percent of the source's annual revenue. Cash may be held in excess of these amounts for encumbrances. Campus departments should have replacement/new equipment and revenue shortfall plans available to document the need for cash balances in their accounts. Operating cash balances may be needed for equipment and other large one-time expenditures and as protection against revenue shortfalls and unexpected or emergency expenditures. As a guideline, operating cash balances at year-end should be at least ten percent of the institution's annual unrestricted expenditures.~~ Cash held in clearing and other similar accounts where the funds are being passed through the university are not subject to these requirements. Cash from certain sources within this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

1.2. b. ——— Unrestricted appropriated. Funds appropriated by the legislature. Cash is not carried in these funds, recognized in Banner although it physically remains with the State of South Dakota. The funds are appropriated annually by the legislature through the general appropriation bill. The funds in this category are general operating funds, HEFF, and School and Public Lands (S&PL) funds. HEFF and S&PL funds have been designated as participating funds and are carried in interest bearing cash centers on the state accounting system.

1.3. e. Restricted non-appropriated. Funds received from the federal government, foundations, outside organizations, and private individuals. Cash in this fund type is restricted to the uses prescribed by the granting agencies, bond holders, and donors. The institutions are expected to conform to the uses and cash on hand policies of the funding entities. Cash in this fund type is carried in non-interest bearing accounts on the state accounting system. Cash from certain sources within this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

1.4. d. ——— Restricted appropriated. Funds appropriated by the federal government. Cash in this fund is restricted to the uses prescribed by federal government agencies. The institutions are expected to conform to the uses and cash on hand policies of these agencies. Cash in this fund type is carried in non-interest bearing accounts-cash centers on the state accounting system.

2. Loan Funds

Funds received from granting agencies and private donors for the purpose of making loans to student. Cash in this fund type is restricted to the uses prescribed by the granting agencies and donors. The institutions are expected to conform to the uses and cash on hand policies of the funding entities. Cash in this fund type is carried in non-interest bearing accounts-cash centers on the state accounting system. Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

3. Plant Funds

Funds transferred from unrestricted non-appropriated funds for the purpose of maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness. Cash in this fund type should be held until expended is for the maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness. the purposes described. Cash no longer required for plant fund purposes should be transferred back to

the unrestricted non-appropriated fund type. ~~Cash in this fund type is may be held in interest bearing accounts cash centers on the state accounting system.~~ Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

4. Endowment Funds

~~Funds received from donors.~~ Endowment funds are held and invested by the institutions' respective foundations.

5. Agency Funds

~~Funds held on behalf of individuals and organizations affiliated with the universities.~~ The universities serve as custodians of the se-agency funds. Cash in this fund is held until expended as required by the individuals and organizations depositing the cash. ~~Cash in this fund type is carried in non-interest bearing accounts on the state accounting system.~~ Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1999; April 2004; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H
DATE: October 2-3, 2019

SUBJECT

BOR Policy 5:22 – Graduate Assistants and Fellows (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-6](#)

[SDCL § 13-55-1](#)

[BOR Policy 5:5:1](#) – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION

The policy has been updated to include the purpose of the policy, definitions, and language to reflect current practices.

There are substantive changes to the policy. In section 2 of the policy, the previous language related to “waiving” tuition and fees has been replaced with an incentive tuition rate equivalent to zero percent of the on-campus tuition rate. Board action at the August Board meeting set the tuition rate at \$0 for the GA program at SDSU. The other universities charge the reduced tuition rate established by the Board and discipline fees. The \$0 tuition is factored into the GA stipend paid at SDSU. The difference between the resident or non-resident special tuition rate and the incentive tuition rate for graduate assistants shall be part of the minimum stipends calculations.

IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 5:22 – Graduate Assistants and Fellows be approved as shown in Attachment I.

ATTACHMENTS

Attachment I – BOR Policy 5:22 – Graduate Assistants and Fellows

DRAFT MOTION 20191002_4-H:

I move to approve the second and final reading of the revisions made to BOR Policy 5:22 – Graduate Assistants and Fellows as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Graduate Assistants and Fellows

NUMBER: 5:22

A. PURPOSE

To provide the universities tools to compete effectively when recruiting highly qualified prospective graduate students. The primary purpose of a graduate assistantship or graduate student fellowship are is to provide students with professional experience and the necessary financial resources to attend a graduate program.

This policy To allow provides the universities tools to compete effectively when recruiting highly qualified prospective graduate students, the Board has adopted a special tuition rate for graduate assistants and graduate fellows for both on-campus and off-campus courses or provides the ability to waive tuition and some fees.

B. DEFINITIONS

1. Fellow: Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant): A student enrolled in a graduate program assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. A student awarded a grant that is treated as a scholarship and has no work requirement.
2. Graduate Assistant: A student enrolled in a graduate program assigned responsibilities in administration, teaching, research, and/or laboratory supervision on a limited or part-time basis. Graduate assistants are often called Teaching Assistants, Research Assistants, or Laboratory Assistants.

C. POLICY

1. Special Tuition Rates for Graduate Assistants and Fellows

Resident graduate assistants and ~~resident graduate student~~ fellows shall be assessed the resident special tuition rate of fifty-three percent (53%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Nonresident graduate assistants and ~~nonresident graduate student fellows~~ fellows shall be assessed the nonresident special tuition rate of sixty-three percent (63%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Any graduate assistants or fellow taking distance, off-campus, or Center courses will receive an tuition reduction off-campus special tuition rate for those courses equal to the reduction applied to the resident graduate ~~assistant~~ on-campus tuition rate. The ~~waived special~~ tuition rates ~~is~~ are part of the compensation for graduate assistant work.

~~1.1.A.~~ Eligibility for this special tuition rate is limited to graduate assistants and fellows ~~and fellows~~ who are e:

- ~~1)~~ Unconditionally admitted to a graduate degree program and are registered at the university for ~~its~~ the required minimum number of credit hours. Additionally, graduate assistants must be awarded ; and,
- ~~2)~~ ~~Awarded~~ an assistantship ~~or fellowship~~ at or above the minimum stipend rate established annually by the Board.

~~1.2.~~ Eligibility for this special tuition rate is limited to fellows who are:

- ~~— Unconditionally admitted to a graduate degree program and are registered at the university for the required minimum number of credit hours.~~

~~1.23.~~ All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate regular tuition and fee rates established by the Board.

~~1.34.~~ Students who have received a qualifying graduate assistantship or fellowship for the preceding fall and spring are automatically eligible for the special ~~graduate assistant~~ tuition rate for the following summer.

~~1.45.B.~~ Graduate assistants and fellows who are eligible for this special tuition rate at ~~on their home~~ institution will receive the same benefit for courses taken ~~are eligible~~ at other system institution(s).

~~C.~~ ~~All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate regular tuition rate established by the Board.~~

2. ~~Waived~~ Incentive Tuition and Fees Rates for Graduate Assistants and Fellows

~~Schools~~ As part of the compensation for the required graduate assistant work and to enhance competitiveness for graduate assistants and fellows, universities may waive request the Board approve an incentive tuition rate of zero percent (0%) of the on-campus graduate tuition rate, and zero percent (0%) of all program fees, and one-hundred percent (100%) of the General Activity Fee. as part of the compensation for the required graduate work. The General Activity Fee will not be waived. If they decide to waive tuition they shall also waive the If the incentive tuition rate is approved, the incentive tuition rate shall be also applied for all distance, off-campus, and Center courses taken.

~~2.1.A.~~ Eligibility for ~~waived tuition and fees~~ the incentive tuition rate is limited to graduate assistants and fellows s who are: u

~~1) Unconditionally admitted to a graduate degree program and are registered at the university for its required minimum number of credit hours. Additionally, graduate assistants must be awarded an assistantship at or above the minimum stipend rate established annually by the Board.~~

~~2.2 ; and,~~

~~2) Awarded an assistantship or fellowship at or above the minimum rate established annually by the Board.~~

All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate tuition and fee rates established by the Board.

2.32. Students who have received a qualifying graduate assistantship or fellowship for the preceding fall and spring are automatically eligible for the incentive tuition rate the following summer.

~~2.43.B. Graduate assistants and fellows who are eligible for this incentive tuition rate at their home institution will receive the same benefit for courses taken other system institutions. Courses taken from other universities qualify for the waiver.~~

~~C. All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate tuition and fee rates established by the Board.~~

~~2.54.D. Universities that waive tuition and fees will~~ Once a university has received approval to assess the incentive tuition rate it shall need to reimburse other universities for ~~the waived~~ the tuition and fees revenue loss resulting from the difference between the incentive tuition rate and the special tuition rate for related to courses taken by graduate assistants and fellows from other universities.

2.6 Universities are required to remit the appropriate HEFF amount to the system fund for all tuition credit hours billed the incentive tuition rate under this program.

~~3.—~~

3. Implementation

~~2.5.E. Universities will still be required to HEFF and contribute to system funds for all tuition credit hours waived under this program.~~

~~3.1—~~

~~3.2—~~

3.1 2.6.F. A university must select one of the above ~~compensation~~ methods for all graduate assistants and fellows in any given academic year. If an institution decides to change ~~its~~ their method, ~~it~~ they must notify the Board office of the request by October 1 and the change will be acted upon during the next annual tuition and fee setting process and become effective the following summer.

43. Compensation

The Board annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session (as applicable).

The difference between the resident or non-resident special tuition rate for graduate assistants and fellows and the incentive tuition and fee rates for graduate assistants shall be part of the minimum stipends calculation.

54. Non-Faculty Exempt Classification

Graduate assistants ~~and graduate student fellows~~ are considered staff members, but they are not employed in a permanent classification. Any grievance arising from this employment shall be brought under the non-faculty exempt procedures (BOR Policy 4:8). ~~The primary purposes of a graduate assistantship or graduate student fellowship are to provide students with professional experience and the necessary financial resources to attend a graduate program.~~

FORMS / APPENDICES:

None

SOURCE:

BOR, March 1993; June 1994; December 1995; October 2002; October 2004; December 2010; December 2015, May 2016; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – I
DATE: October 2-3, 2019

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of capital improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects – Payment of appropriated funds

[SDCL § 5-14-3](#) – Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND / DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – October 2019 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - October 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
<u>Black Hills State University</u>								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	2022 HEFF Bonds Other	\$3,000,000 <u>\$1,500,000</u> \$4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
<u>Dakota State University</u>								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyberlabs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction	Sept-2019	Schaefer
<u>Northern State University</u>								
Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	\$6,278,243 <u>\$303,314</u> \$6,581,557	Dec-17 Design	Final Inspection	2018	Thares
New Regional Science Education Center		HB1010-2017	Private	\$25,175,000	Dec-17 Design	Construction	2019	Morgan
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Design	2021	Thares
<u>South Dakota School of Mines and Technology</u>								
Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	\$519,000 <u>\$6,040,000</u> \$6,559,000	Apr-15 Design Plan	Final Inspection Waiting on LEED	2018	Sutton
Mineral Industries Building			Private/State		Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
<u>South Dakota State University</u>								
American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 <u>\$500,000</u> \$4,500,000	Jun-18 Design Plan	Construction	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$1,575,000 \$50,039,637 \$2,600,000 \$6,000,000 <u>\$1,105,000</u> \$61,319,637	Oct-16 Design Plan	Construction	2020	Morgan
Campanile Avenue - Utility Upgrades			HEFF M&R Parking & Traffic Revenue General Funds M&R	\$3,055,211 \$1,000,000 <u>\$1,377,789</u> \$5,433,000	Apr-19 Program Plan	Design	2021	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 <u>\$1,400,000</u> \$2,535,000	May-18 Facility Stmt	Construction	2020	NA Exempted
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R Tuition	\$3,300,000 <u>\$5,000,000</u>	May-17 Design Plan	Final Inspection	2018	Morgan

South Dakota Board of Regents Capital Improvement Projects - October 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Lincoln Hall - Renovation			Private HEFF M&R	\$8,300,000 \$12,000,000 \$3,000,000 \$15,000,000	Aug-17 Facility Stmt	Planning	2022	Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17 Program Plan	A/E Selection	2020	Not Assigned
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012 HB1016-2016	2017 HEFF Bonds Private Local	\$13,000,000 \$29,349,807 \$6,042,000 \$48,391,807	Dec-16 (Revised Funding)	Final Inspection	2019	Morgan
Plant Science Research Support Facility		SB27-2015	Local Grant Private	\$2,400,000 \$1,600,000 \$500,000 \$4,500,000	Mar-16 Design Plan	Final Inspection	2017	Morgan
Raven Precision Agricultural Center		HB1264-2018	Local General Funds Private 2019 State Bonds	\$7,500,000 \$2,000,000 \$16,600,000 \$20,000,000 \$46,100,000	Dec-18 Design Plan	Construction	2021	Morgan
Pugsley Center - Renovation			Private HEFF M&R	\$12,000,000 \$4,000,000 \$16,000,000	Aug-17 Facility Stmt	Planning	2023	Morgan
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	May-17 Design Plan	Final Inspection	2018	Roberts
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	\$7,000,000 \$10,381,500 \$1,024,127 \$50,000 \$18,455,627	May-17 Design Plan (revised)	Construction	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 \$5,043,000 \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2028	Schaefer

University of South Dakota

Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$6,419,602 \$5,400,398 \$26,320,000	43086 Program Plan	Construction	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000 \$1,500,000 \$10,595,000	Dec-17 Program Plan	Construction	2020	Schieffer
Wellness Center Expansion			Auxiliary Funds Private		Jun-19 Facility Stmt	Planning	2022	Lund

South Dakota School for the Blind & Visually Impaired

New School		HB1071-2018	Private GOED	\$11,847,916 \$5,000,000 \$14,347,916	Aug-18 Facility Design Plan	Construction	2019	Thares
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South Dakota Board of Regents Capital Improvement Projects - October 2019

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
<u>REVENUE FACILITIES</u>								
<u>Black Hills State University</u>								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
<u>Dakota State University</u>								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$11,500,000 TBD	May-18 Design Plan	Design	2021	Schaefer
<u>Northern State University</u>								
Great Plains East and Great Plains West			Private Aramark Local	\$22,725,000 \$150,000 \$11,000 \$22,886,000	Feb-17 Design Plan	Final Inspection	2018	Thares
<u>South Dakota School of Mines and Technology</u>								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
<u>South Dakota State University</u>								
Southeast Neighborhood Apartments			2018 Auxiliary Bonds Res Life Parking & Traffic Revenues Private (Aramark)	\$18,000,000 \$2,400,000 \$335,379 \$1,660,792 \$22,396,171	Aug-18 Design Plan (Revised) Program Plan	Final Inspection	2019	Roberts
Student Wellness Center Addition			2016 Auxiliary Bonds GAF	\$12,400,000 \$2,000,000 \$14,400,000	Dec-16 Design Plan	Final Inspection	2018	Morgan

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – J
DATE: October 2-3, 2019

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On September 18, 2019, the building committee for the USD Dakota Dome Renovation, represented by Regent Schieffer, approved the project cost increase of \$750,286 with a new total project cost of \$28,620,286 and approved the change in funding sources by \$1,550,000 from private to USD Other funds.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – K
DATE: October 2-3, 2019

SUBJECT

Accreditation Status Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Bylaws, Section 3.1.1](#) – Committee on Academic and Student Affairs

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

[BOR Policy 2:29](#) – Definition of Credits and Related Instructional Requirements

[AAC Guideline 4.3](#) – Request to Seek Program Accreditation

BACKGROUND / DISCUSSION

Public institutions under the control of the South Dakota Board of Regents obtain institutional and programmatic accreditation to ensure standards of excellence in areas such as faculty, curriculum, administration, and student services. Institutional Accreditation applies to the entire institution, and is performed by regional and national accrediting agencies. Of the six regional accrediting agencies covering four-year programs, the South Dakota Regental Institutions obtain institutional accreditation through North Central Accreditation [Higher Learning Commission](#). Programmatic Accreditation focuses more on specific programs within an institution which are performed by professional accrediting bodies.

Depending on the cycle for institutional and programmatic accreditation, institutions and programs carry out a series of steps to obtain and maintain accredited status. Traditionally, an extensive self-study is performed in which institutions/programs respond to the agency's standards, undergo a multiple-day site visit by a peer review team, are reviewed by a board or commission that makes the accreditation decision, and participate in annual reporting and re-accreditation on a set cycle.

During the past year, the six Regental Institutions and Special Schools, at the direction of the Board of Regents, worked to maintain accreditation for their institutions and programs. The Accreditation Status Report (Attachment I), provides an update on these efforts. Specifically, the report profiles accreditation at each campus by reporting a range of data including: 1) Institutional and/or Programmatic Accreditation Agency; 2) Program CIP Codes, when applicable; 3) Frequency of Accreditation; 4) Year of Last Accreditation

(Continued)

INFORMATIONAL ITEM

Decision; and 5) Year of Next Scheduled Accreditation Visit. Each agency/organization listed for an institution signifies they have achieved accreditation.

IMPACT AND RECOMMENDATIONS

Accreditation involves a process of external quality review, involving accrediting agencies that have developed standards of excellence in areas such as faculty, curriculum, administration, and student services. Institutions and programs that meet the standards and that are granted accreditation continue on a path toward ongoing improvement. Public recognition obtained through the accreditation process provides important information for: 1) employers who want to ensure that employees have the necessary skills acquired from an accredited school/program; 2) institutions as students transfer credits from one school to another; and 3) students to obtain access to federal education funding. Accreditation is performed by private organizations that set standards and create policies and procedures for accreditation.

Expanding the number of accredited programs is one of the metrics included in the [Board of Regents Strategic Plan](#) to improve Academic Quality. The Board goal is to expand accreditation to 100, and currently has 99 unduplicated accreditations across the system.

ATTACHMENTS

Attachment I – Accreditation Status Report

Accreditation Report August 2019

Table 1
Black Hills State University Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
<i>The Association to Advance Collegiate Schools of Business</i>	Various	5 years	2019	2023
<i>National Association of Schools of Music</i>				
<i>Composite Instrumental Music (BSED)</i>	50.0901	10 years	2010	2020
<i>Composite Music (BA)</i>	50.0901	10 years	2010	2020
<i>Composite Music (BS)</i>	13.1312	10 years	2010	2020
<i>Composite Vocal Music (BSED)</i>				
<i>National Association for Sport and Physical Education</i>				
<i>Physical Education (BSED)</i>	31.0501	7 years	2011	2018
<i>Council for the Accreditation of Educator Preparation</i>				
<i>College of Education</i>	Various	7 years	20118	2025
<i>North Central Association Higher Learning Commission</i>				
<i>Institution</i>	N/A	10 years	2013	2022
<i>South Dakota Department of Education</i>				
<i>Early Childhood/Special Education (BSED)</i>	13.1209	7 years	2018	2025
<i>Elementary Education (BSED)</i>	13.1202	7 years	2018	2025
<i>Secondary Education (7-12)</i>				
Biology (BSED)	26.0101	7 years	2018	2025
Business Education (BSED)	13.1303	7 years	2018	2025
Chemistry (BSED)	40.0501	7 years	2018	2025
Composite English (BSED)	23.0101	7 years	2018	2025
Composite Mathematics & Science	13.1311	7 years	2018	2025
Composite Science (BSED)	13.1316	7 years	2018	2025
Composite Social Science (BSED)	45.0101	7 years	2018	2025
Composite Speech Communication (BSED)	23.1001	7 years	2018	2025
English (BSED)	23.0101	7 years	2018	2025
History (BSED)	54.0101	7 years	2018	2025

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
Industrial Technology Education	15.0612	7 years	2018	2025
Mathematics (BSED)	13.1311	7 years	2018	2025
<i>K-12 Education</i>				
Art (BSED)	50.0701	7 years	2018	2025
Composite Instrumental Music (BSED)	50.0901	7 years	2018	2025
Foreign Language: Spanish (BSED)	16.0905	7 years	2018	2025
Composite Vocal Music (BSED)	50.0901	7 years	2018	2025
Special Education (BSED)	13.1001	7 years	2018	2025
<i>Curriculum. & Instruction(MSCI)*</i>				
<i>*Specializations in Math Education, Science Education, and Technology Integrationist Specialization.</i>	13.1301	7 years	2018	2025
<i>Master of Education in Reading</i>	13.1301	7 years	2018	2025

Table 2
Dakota State University Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Council for Business Schools and Programs (ACBSP)				
<i>Accounting (BBA)</i>	52.0301	10 years	2015	2025
<i>Business Management (AS)</i>	52.0201	10 years	2015	2025
<i>Business Technology (BBA)</i>	11.0401	10 years	2015	2025
<i>Finance (BBA)</i>	52.0801	10 years	2015	2025
<i>Management (BBA)</i>	52.0201	10 years	2015	2025
<i>Marketing (BBA)</i>	52.1401	10 years	2015	2025
<i>Professional Accountancy (BS)</i>	52.0301	10 years	2015	2025
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIME)				
<i>Health Information Tech. (AS)</i>	51.0707	On-going	2017	-- ^a
<i>Health Information Admin. (BS)</i>	51.0706	On-going	2017	-- ^a
			<i>(a) Annual Updates – Site visit August 2019</i>	
Commission on Accreditation for Respiratory Care (CoARC)				
<i>Respiratory Care (AS)</i>	51.0908	10 years	2019	2029
<i>Respiratory Care (BS)</i>	51.0908	10 years	2019	2029
Council for Accreditation of Educator Preparation (CAEP)				
<i>College of Education</i>	Various	7 years	2016	2022
Higher Learning Commission (HLC)				
<i>Institution</i>	N/A	10 years	2018-19	2028-29

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>South Dakota Department of Education (SD DOE)</i>				
<i>Elementary Education</i>				
Elementary Ed. / Special Education (BSED)	13.1099	7 years	2016	2022
Elementary Education (BSED)	13.1202	7 years	2016	2022
<i>Secondary Education</i>				
Biology (BSED)	13.1322	7 years	2016	2022
Business (BSED)	13.1303	7 years	2016	2022
Computer (BSED)	13.1321	7 years	2016	2022
English (BSED)	13.1305	7 years	2016	2022
Mathematics (BS)	13.1311	7 years	2016	2022
Physical Education (BSED)	13.1314	7 years	2016	2022

Table 3
Northern State University Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Council of Business School and Programs (ACBSP) <i>School of Business</i>	Various	10 years	2017	2026
National Association of Schools of Arts and Design <i>Art (BA, BFA, BSEd)</i>	50.0701/ 50.0702/ 50.0409/ 13.1302	5 years	2014	2020
National Association of Schools of Music <i>Music (MME, BME & BA)</i>	13.1312/ 50.0901	10 years	2010	2020
Council for the Accreditation of Educator Preparation <i>School of Education</i>	Various	7 years	2014	2021
Council for Accreditation of Counseling and Related Educational Programs (CACREP) <i>Counseling - School (MSEd)</i> <i>Counseling - Clinical Mental Health (MSEd)</i>	13.1101 13.1101	8 years 8 years	2017 2017	2025 2025
North Central Association Higher Learning Commission <i>Institution</i>	N/A	10 years	2017	2027
South Dakota Department of Education <i>Elementary Education (BSED)</i> <i>Secondary Education (7-12)</i> Biology (BSED) Chemistry (BSED) History (BSED) Language Arts /English (BSED) Mathematics (BSED) <i>K-12 Education</i> Art (BSED) World Language/Spanish (BSED) Music (BME) Physical Education (BSED)	13.1202 13.1322 13.1322 13.1328 13.1305 13.1311 13.1302 13.1306 13.1312 13.1314	7 years 7 years 7 years 7 years 7 years 7 years 7 years 7 years 7 years	2014 2014 2014 2014 2014 2014 2014 2014 2014	2021 2021 2021 2021 2021 2021 2021 2021 2021

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
Special Education (BSED)	13.1202	7 years	2014	2021
<i>Master of Science in Education</i>				
Leadership and Administration (MSED)	13.0405	7 years	2014	2021
<i>National Association of Concurrent Enrollment Partnerships (NACEP)</i>				
<i>Rising Scholars Program</i>	N/A	7 years	2017	2024

Table 4
South Dakota School of Mines and Technology Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
American Chemical Society Chemistry (BS)	40.0501	5 years	2015	2021
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology Computer Science (BS)	11.0101	6 years	2014	2019
Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology Civil Engineering (BS)	14.0801	6 years	2017	2023
Electrical Engineering (BS)	14.1001	6 years	2017	2023
Metallurgical Engineering (BS)	14.2001	6 years	2017	2023
Geological Engineering (BS)	14.1501	6 years	2017	2023
Chemical Engineering (BS)	14.0701	6 years	2017	2023
Industrial Engineering (BS)	14.1701	6 years	2017	2023
Computer Engineering (BS)	14.0901	6 years	2017	2023
Mechanical Engineering (BS)	14.1901	6 years	2017	2023
Environmental Engineering (BS)	14.1401	6 years	2017	2023
Mining Engineering (BS)	14.2101	6 years	2017	2023
North Central Association Higher Learning Commission Institution	N/A	10 years	2014	2022-23

Table 5
South Dakota State University Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Board for Engineering & Technology (ABET)				
<i>Agricultural & Biosystems Engineering (BS)</i>	14.0301	6 years	2016	2022
<i>Computer Science (BS)</i>	11.0101	6 years	2016	2022
<i>Civil Engineering (BS)</i>	14.0801	6 years	2016	2022
<i>Electrical Engineering (BS)</i>	14.1001	6 years	2016	2022
<i>Mechanical Engineering (BS)</i>	14.1901	6 years	2016	2022
<i>Construction Management (BS)</i>	15.1001	4 years	2017	2019
<i>Operations Management (BS)</i>	52.0205	4 years	2017	2019
<i>Electronics Engineering Technology (BS)</i>	15.0303	6 years	2017	2023
Accreditation Commission for Programs in Hospitality Administration (ACPHA)				
<i>Hospitality Management (BS)</i>	52.0901	7 years	2016	2023
Accreditation Council for Pharmacy Education (ACPE)				
<i>Pharmacy (Pharm D)</i>	51.2001	8 years	2015	2022-23
Accreditation Council for the Education of Nutrition and Dietetics (ACEND)				
<i>Dietetics (BS)</i>	19.0501	10 years	2015	2025
<i>Dietetic Internship</i>	NA	10 years	2015	2025
Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)				
<i>Advertising (BA/BS)</i>	09.0903	6 years	2018	2024
<i>Journalism (BA/BS)</i>	09.0401	6 years	2018	2024
<i>Mass Communication (MMC)</i>	09.0102	4 years	2018	2022
<i>Public Relations (BS)</i>		6 years	2018	2024
American Association of Museums Accreditation Commission (AAM)				
<i>South Dakota Art Museum</i>	NA	10 years	2014	2023
American Association of Veterinary Lab Diagnosticians (AAVLD)				
<i>Animal Disease Research and Diagnostic Lab</i>	NA	5 years	2013	2018
American Society of Agricultural & Biological Engineers (ASABE)				
<i>Agricultural Systems Technology (BS)</i>	01.0201	6 years	2012	2018

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>American Society of Biochemistry and Molecular Biology (ASBMB)</i> <i>Biochemistry (BS)</i>	26.0202	7 years	2015	2022
<i>American Society of Health-System Pharmacists (ASHP)</i> <i>Pharmacy - PGY1 Residency Program (Certificate)</i>		3 years	2015	2018
<i>Aviation Accreditation Board International (AABI)</i> <i>Aviation with Specialization in Aviation Education (BS)</i>	01.0201	5 years	2018	2023
<i>Commission on Accreditation of Athletic Training Education (CAATE)</i> <i>Athletic Training (BS)</i> <i>Athletic Training (MS)</i>	51.0913 51.0913	10 years 10 years	2010 2012	2020-21 2021-22
<i>Commission on Accreditation of Programs in Applied and Clinical Sociology (CAPACS)</i> <i>Sociology (PhD)</i>	45.1101	2 years	2017	2019
<i>Commission on Accreditation for the Exercise Sciences (CoAES)</i> <i>Exercise Science (BS)</i>	31.0599	5 years	2017	2022
<i>Commission on Collegiate Nursing Education (CCNE)</i> <i>Nursing (BS)</i> <i>Nursing (MS)</i> <i>Nursing (DNP)</i> <i>Nursing- APRN Post-Graduate (Certificate)</i>	51.3801 51.3801 51.3808 51.3805	10 years 10 years 10 years 10 years	2011 2011 2016 2016	2021 2021 2026 2026
<i>Council for Interior Design Accreditation (CIDA)</i> <i>Interior Design (BS)</i>	50.0408	6 years	2013	2019
<i>Council for the Accreditation of Counseling and Related Educational Programs (CACREP)</i> <i>Counseling and Human Resource Development (MS)</i>	42.2803	7 years	2017	2025
<i>Council for the Accreditation of Educator Preparation (CAEP)</i> <i>Teacher Education, Principal, and School Counselor (BA/BS/MS/M.Ed)</i>	Various	7 years	2014	2019

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>Council on Rehabilitation Education (CORE)</i> <i>Counseling and Human Resource Development Specialization in Counseling in Rehabilitation and Mental Health Setting (MS)</i>	42.2803	8 years	2015	2023
<i>Higher Learning Commission (HLC)</i> <i>Institution</i>	N/A	10 years	2010	2019
<i>National Architectural Accrediting Board, Inc (NAAB)</i> <i>Architecture (M.Arch.)</i>	04.0201	3 years	2017	2019
<i>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</i> <i>Medical and Laboratory Sciences (BS)</i>	51.1005	10 years	2016	2026
<i>National Association for Education of Young Children (NAEYC)</i> <i>Fishback Center for Early Childhood Education</i>	13.1210	5 years	2017	2022
<i>National Association of Schools of Music (NASM)</i> <i>Music Education (BME)</i> <i>Music (BA)</i>	13.1312 50.0901	10 years 10 years	2010 2010	2019-20 2019-20
<i>Society for Range Management (SRM)</i> <i>Rangeland Ecology and Management (BS)</i>	01.1106	10 years	2016	2026
CERTIFIED PROGRAMS				
<i>American Chemical Society</i> <i>Chemistry (BS)</i>	40.0501	N/A	2016	2021
<i>Nonprofit Leadership Alliance (formerly American Humanics)</i> <i>Leadership & Management of Non-Profit Organizations (Minor)</i>	52.0206		2003	
<i>National Collegiate Honors Council</i> <i>Van D. and Barbara B. Fishback Honors College</i>	N/A		2010	
<i>Department of the Army</i> <i>Army ROTC</i>	N/A			
<i>College Reading and Learning Association</i> <i>Tutoring/Supplemental Instruction (SI) Program</i>	N/A	5 Years	2010	2015

Table 6
University of South Dakota Accreditations – August 2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
ABET Computing Accreditation Commission <i>Computer Science (BS)</i>	11.0101	≤6 years	2017	2019
Accreditation Commission for Education in Nursing (ACEN) <i>Nursing (AS)</i>	51.3801	8 years	2006	2014
Accreditation Council for Occupational Therapy Education <i>Occupational Therapy (MS)</i>	51.2306	10 years max	2016	2026
<i>Occupational Therapy (OTD)</i>	51.2306	7 years	2016	2022
Accreditation Review Commission on Ed. for Physician Assistant <i>Physician Assistant (MSPAS)</i>	51.807	10 years	2013	2023
Accrediting Council on Ed. In Journalism and Mass Communication <i>Media and Journalism (BA, BS)</i>	9.0403	6 years	2014	2020
American Chemical Society ^a <i>Chemistry (BA/BS/MA)</i>	40.0501	5 years	2006	^a
				(a) ACS (Chemistry): Accreditation continued on a yearly basis
American Dental Association Commission on Dental Accreditation <i>Dental Hygiene (BS)</i>	18.0401	7 years	2017	2021
American Psychological Association <i>Clinical Psychology</i>	42.0201	7 year Max.	2017	2023
Association of University Programs in Health Administration <i>Health Services Administration</i>	51.0701	5 years	2015	2018
Association to Advance Collegiate Schools of Business Inter. <i>Business</i>	52.0101	5 years	2019	2024

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
Commission on Accreditation in Physical Therapy Education <i>Physical Therapy (DPT)</i>	51.2308	10 years	2018	2028
Commission on Collegiate Nursing Education (CCNE) <i>Nursing (BSN)</i>	51.3801	5 years	2017	2022
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CAAHEP) <i>Paramedic</i>	51.0000	5 years	2019	2024
Council of Academic Accreditation -American Speech-Language-Hearing Association <i>Communications Sciences and Disorders (BA/BS/MA/AuD)</i>	18.0103	8 years	2018	2026
Council for Accreditation of Counseling & Related Ed. Programs <i>Counseling and Psychology in Education</i>	42.2803	Varies	2015	2018*
			*CACREP visit in 2018 only at USD's request; otherwise valid until 2021	
Council of Social Work Education <i>Social Work (BS)</i>	44.0701	8 years	2017	2025
<i>Social Work (MSW)</i>	44.0701	8 years	2017	2025
Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association <i>Law (JD)</i>	22.0101	7 years	2013	2020
Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association. Foreign Programs Subcommittee of the Accreditation Committee. <i>Law (JD)</i>		5 years	2011	2016
Higher Learning Commission <i>Institution</i>	N/A	10 years	2011	2020-21

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>Liaison Committee on Medical Education</i> <i>Medicine</i>	51.1201	8 years	2017	2025
<i>National Addiction Studies Accreditation Commission</i> <i>Alcohol & Drug Studies (BS/MA)</i>	51.1501	7 years	2016	2022
<i>National Association of Schools of Public Affairs & Adm.</i> <i>Public Administration (MPA)</i>	44.0401	7 years	2013	2020
<i>National Association of School Psychologists (NASP)</i> <i>Counseling & Psychology in Education (Ed.S. & Ph.D.)</i>	42.2803	Varies	2014	2022
<i>National Association of Schools for Theatre</i> <i>Theatre (MFA/MA)</i>	50.0501	10 years	2010 ^c	2020
	<i>(c) Optional reports are on-going until final approval is received</i>			
<i>National Association of Schools of Art and Design</i> <i>Art (BFA/MFA)</i>	50.0701	10 years	2010 ^c	2020
	<i>(c) Optional reports are on-going until final approval is received</i>			
<i>National Association of Schools of Music</i> <i>Music (MM)</i>	50.0901	10 years	2017	2027
<i>National Council for Accreditation of Teacher Ed.</i> <i>School of Education (moved to CAEP)</i>	Various	7 years	2013	
<i>Council for Accreditation of Educator Preparation</i> <i>School of Education (moved from NCATE)</i>	Various	7 years	New	2019
<i>South Dakota Board of Nursing</i> <i>Nursing (AS)</i>	51.3801	8 years	2014	2022
<i>Nursing (BSN)</i>	51.3801	10 years	2017	2027*
	<i>*A nursing program that holds national accreditation from a national nursing accrediting agency approved by the US Department of Education is exempt from the requirement for an on-site visit</i>			

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>South Dakota Department of Education (Accepts National Certification as alternative now)</i>				
<i>Elementary Education (BSED)</i>	13.1202	5-7 years	2011	2019
<i>Special Education (BSED)(CAEP/CEC)</i>	13.1202	7 years	2011	2019
<i>Secondary Education (7-12)</i>				
Language Arts – English and Speech (BSED, BA)	13.1305	5-7 years	2011	2019
Mathematics (BA, BS, or BSED)	13.1311	5-7 years	2011	2019
Science - Biology (BSED or BS), Chemistry, Physics, Earth Science (BS)	13.1322	5-7 years	2011	2019
Social Science-History or Political Science (BA, BS or BSED)	13.1317	5-7 years	2011	2019
<i>SEED Masters Plus Certification</i>		5-7 Years	2011	2019
<i>K-12 Education</i>				
Art (BFA) (See NASAD above)	13.1302	7 years	2010	2020
Foreign Lang: French, German, Spanish (BA or BSED)	13.1306	7 years	2011	2018
Music (BM) (See NASM Above)	13.1312	7 years	2017	2027
Theater (BFA) (See NAST Above)	13.1314		2010	2020
Physical Education (BSED)	13.1314	5-7 years	2011	2019
<i>Graduate Programs</i>				
Special Education (MA)	13.1202	7 years	2011	2019
Special Education Director (Ed.S.)	13.0402	5-7 years	2011	2019
School Psychologist (Ed.S./Ph.D.) (see NASP above)	42.2803	7 years	2014	2022
Educational Administration - Super. (Ed.S./Ed.D.)	13.0401	5-7 years	2011	2019
Educational Administration - Princ. (MA/Ed.S./Ed.D.)	13.0401	5-7 years	2011	2019
School Counselor (MA/Ed.S./Ph.D.) (CACREP)	42.2803	7 years	2015	2018
Reading Specialist (MA) (CAEP/ILA)	13.1315	7 years	2011	2019
Speech/Language Pathologist (MA) (see CAA-ASHA above)	51.0203	7 years	2010	2018

Table 7
Special Schools Accreditations – August 2019

<i>Accrediting Agency Program</i>	Program CIP Code	Frequency	Last Decision	Next Visit
<i>Department of Education/Special Education</i>				
<i>Special Education Program</i>	N/A	5 years*	2018	2023
<i>Department of Education</i>				
<i>Compliance Review</i>	N/A	5 years*	2014	2019
<i>AdvancED (North Central Assn.)</i>	N/A	5 years*	2015	2020

*Annual reporting required to maintain accreditation.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – L
DATE: October 2-3, 2019

SUBJECT

FY2019 Public Service Activity (PSA) Report

CONTROLLING STATUTE, RULE, OR POLICY

Board of Regents [Policy 1:22 Self-Support Public Service Activities](#)

IMPACT AND RECOMMENDATIONS

The National Association of College and University Business Officers define Public Service Activity as all expenditures for activities established to primarily provide non-instructional services beneficial to individuals and groups external to the institution. This includes community, cooperative extension, and public broadcasting services. BOR Policy 1:22 states:

1. The universities and special schools shall obtain approval to establish a public service activity that is intended to support its operations through revenue generated by sales of products or services. ...

Each year the Board receives a report from the universities to determine whether institutions have complied with BOR Policy 1:22. Based on the internal auditor's review the following institution was not in compliance with Board policy. Non-compliance included negative earnings and a negative cash balance.

SDSU: McCrory Gardens has operated at a loss for several years, however, due to the various purposes of McCrory Gardens, it has never been classified as PSA. Due to the increasing negative cash balances and the partial public service nature, it is being reported on the PSA report (Attachment I, page 19). SDSU was requested to provide an explanation of the negative earnings and the plan to resolve the negative balance and the plan of operation for the future. Note: The \$100,000 transferred to McCrory Gardens in FY20 was from indirect cost recovery.

SDSU Response: McCrory Gardens serves the SDSU campus and mission through instruction, research and public service. Prior to FY16, McCrory Gardens Education and Visitors Center ("the Center") was accounted for as a Program 02 (Research) activity under funds 336390 (McCrory Gardens Education and Visitors Center), and 336392 (McCrory

(Continued)

INFORMATIONAL ITEM

Gardens Improvements). Prior to FY16, these funds accumulated a deficit balance of \$(269,212) and \$(79,988), respectively while operating as Program 02 activities.

In FY16, these accumulated deficits were transferred to two new funds (336C09 and 336C10, respectively) which are accounted for as Program 03 (Public Service) activities. During FY16 – FY19 the Center activities accounted for in these funds included instruction, research, and public service activities, but all expenses were captured under the program 03 funds. As a result, an additional deficit of \$(101,890) was accumulated in these two funds.

The following steps are planned to resolve the fund deficits:

- 1) Resolve the deficit accumulated. – In FY19 the University Budget Oversight Committee (UBOC) allocated \$100,000 toward the deficit with a transfer to Fund 336C10. UBOC has a five-year plan to address the accumulated deficit.
- 2) Appropriate accounting for activities of McCrory Gardens and the Center between public service activities and other activities conducted in McCrory Gardens. - Finance and Budget will work with McCrory Gardens and the Center to accurately account for the respective activities.
- 3) Appropriate funding model for McCrory Gardens operations. – University leadership is developing a Memorandum of Understanding between the respective University units for organizational and financial responsibilities for operation of McCrory Gardens and the Center.

ATTACHMENTS

Attachment I – Public Service Activity Report

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
<u>Black Hills State University</u>							
Athletic Camps							
Revenue	226,688.19	299,541.09	385,146.69	412,438.48	345,606.79	(66,831.69)	-16.2%
Expenditures	<u>243,382.17</u>	<u>169,288.63</u>	<u>326,306.15</u>	<u>289,268.98</u>	<u>361,066.86</u>	71,797.88	24.8%
Change in Assets before Transfers	(16,693.98)	130,252.46	58,840.54	123,169.50	(15,460.07)	(138,629.57)	-112.6%
Transfers In/(Out)		(49,678.25)	(48,357.00)	(84,595.86)	(81,826.59)	2,769.27	-3.3%
Prior Balance Adjustment			52.42				
Ending Cash Balances	135,637.25	216,211.46	226,747.42	265,321.06	168,034.40	(97,286.66)	-36.7%

Summer Institute of the Arts:

The Summer Institute of the Arts or the Black Hills Art and Folk Festival is an effort for BHSU to expand their role as a regional arts center.

Revenue	5,171.55						
Expenditures	<u>4,273.27</u>	<u>465.54</u>		<u>165.33</u>			
Change in Assets before Transfers	898.28	(465.54)		(165.33)			
Transfers In/(Out)							
Ending Cash Balances	8,605.62	8,140.08	8,140.08	7,974.75			

Stock Market Game:

The Stock Market Game has individuals and teams participate by "investing" in a mock stock market.

Revenue	4,650.00	4,290.00	4,130.00	3,680.00	3,600.00	(80.00)	-2.2%
Expenditures	<u>6,005.10</u>	<u>3,462.27</u>	<u>4,249.91</u>	<u>5,644.23</u>	<u>2,601.75</u>	(3,042.48)	-53.9%
Change in Assets before Transfers	(1,355.10)	827.73	(119.91)	(1,964.23)	998.25	2,962.48	-150.8%
Transfers In/(Out)							
Ending Cash Balances	1,347.10	2,174.83	2,054.92	90.69	1,088.94	998.25	1100.7%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
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Center for the Advancement of Math and Science Education (CAMSE):

CAMSE provides innovative curriculum to school districts to advance math and science education in the K-12 school systems.

Revenue	5,984.24	303,434.22	283,521.91	100,917.68	135,127.22	34,209.54	33.9%
Expenditures	<u>713.00</u>	<u>344,292.46</u>	<u>209,116.03</u>	<u>131,797.56</u>	<u>281,680.48</u>	149,882.92	113.7%
Change in Assets before Transfers Adjustment	5,271.24	(40,858.24) 566,826.10	74,405.88	(30,879.88)	(146,553.26)	(115,673.38)	374.6%
Transfers In/(Out)	(45,123.69)	7,204.42					
Ending Cash Balances	192,584.80	725,757.08	800,162.96	769,283.08	622,729.82	(146,553.26)	-19.1%

Consortium for Advanced Technological Education (CATE) Internet Electronics Program

The CATE program is a joint program with Western Dakota Tech to provide advanced electronics education to rural locations using the internet.

Revenue							
Expenditures							
Change in Assets before Transfers							
Transfers In/(Out)		(7,204.42)					
Ending Cash Balances	22,894.52	15,690.10	15,690.10	15,690.10			

Extension Office:

The Extension Office coordinates community wants with people's talents to offer non-credit adult community education classes. These classes short in duration and offer the basics in that enhance the personal knowledge of those taking the courses.

Revenue	13,966.00	6,751.00	1,747.25	886.00		(886.00)	-100.0%
Expenditures	<u>15,402.89</u>	<u>3,277.50</u>	<u>43.25</u>				
Change in Assets before Transfers	(1,436.89)	3,473.50	1,704.00	886.00			
Transfers In/(Out)	(12,000.00)		(4,000.00) (1.40)				
Ending Cash Balances	337.72	3,811.22	1,513.82	2,399.82		(2,399.82)	-100.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
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Center for Business, Enterprise and Tourism - CBET:

Online Customer Service Training program is a joint program with the SD Department of Tourism that provides the first people who come into contact with travelers to the state, SD employees and employers, with a training that promotes awareness and ideas to make the best possible first impression.

Revenue	7,393.17	18,083.19	8,688.72	9,355.03		(9,355.03)	-100.0%
Expenditures	<u>-</u>	<u>1,383.17</u>	<u>406.57</u>	<u>199.81</u>		(199.81)	-100.0%
Change in Assets before Transfers	7,393.17	16,700.02	8,282.15	9,155.22		(9,155.22)	-100.0%
Transfers In/(Out)	(17,000.00)	(11,000.00)	(561.35)				
Ending Cash Balances	48,911.97	54,611.99	62,332.79	71,488.01		(71,488.01)	-100.0%

Summer Academic Camps:

Summer academic camps are designed to educate and inspire middle and high school students.

Revenue	4,820.00	5,254.50	2,181.00	6,244.00	13,710.00	7,466.00	119.6%
Expenditures	<u>3,330.79</u>	<u>4,788.01</u>	<u>6,378.39</u>	<u>4,272.83</u>	<u>14,923.76</u>	10,650.93	249.3%
Change in Assets before Transfers	1,489.21	466.49	(4,197.39)	1,971.17	(1,213.76)	(3,184.93)	-161.6%
Ending Cash Balances	6,540.26	7,006.75	2,809.36	4,780.53	3,566.77	(1,213.76)	-25.4%

Outdoor Education Programs:

The Outdoor Education program offers courses in outdoor leadership, wilderness training, and wilderness medicine courses. Participants have the opportunity to achieve (re)certification in wilderness first response and medical certification.

Revenue	-	30,265.00	19,192.50	19,561.63	27,362.36	7,800.73	39.9%
Expenditures	<u>2,812.48</u>	<u>23,526.79</u>	<u>24,324.17</u>	<u>19,285.97</u>	<u>31,617.28</u>	12,331.31	63.9%
Change in Assets before Transfers	(2,812.48)	6,738.21	(5,131.67)	275.66	(4,254.92)	(4,530.58)	-1643.5%
Transfers		2,430.94	(297.80)	101.58		(101.58)	-100.0%
Ending Cash Balances	932.01	10,101.16	4,671.69	5,048.93	794.01	(4,254.92)	-84.3%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
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Dakota State University

Center for Advancement of Health Information Technology (CAHIT):

CAHIT provides public service activities assisting a variety of clients in the health care industry. Assistance is focused on Health IT and services related to implementation of electronic health records. Several of these activities are related to the Regional Health Center (REC), HealthPoint, which is a component of CAHIT and a grant funded activity. One of the outcomes of this grant is to create a self-sustaining service to continue Health IT support. The CAHIT PSA stems from this grant directive. This PSA was discontinued was FY16.

Revenue	270,169.41	190,891.25					
Expenditures	<u>728,016.72</u>	<u>258,690.71</u>					
Change in Assets before Transfers	(457,847.31)	(67,799.46)					
Transfers In/(Out)		219,727.29					
Ending Cash Balances	(141,363.59)	10,564.24					

Athletic Camps:

Revenue	49,484.75	71,549.00	59,939.67	76,011.00	33,580.10	(42,430.90)	-55.8%
Expenditures	<u>36,648.09</u>	<u>81,867.96</u>	<u>35,040.15</u>	<u>85,688.45</u>	<u>27,515.84</u>	(58,172.61)	-67.9%
Change in Assets before Transfers	12,836.66	(10,318.96)	24,899.52	(9,677.45)	6,064.26	15,741.71	-162.7%
Ending Cash Balances	32,681.14	22,362.18	47,261.70	37,584.25	43,648.51	6,064.26	16.1%

Northern State University

Athletic Camps

Revenue	97,387.08	97,561.00	123,156.07	149,122.74	138,864.62	(10,258.12)	-6.9%
Expenditures	<u>101,787.49</u>	<u>79,323.56</u>	<u>107,216.17</u>	<u>69,411.01</u>	<u>97,211.40</u>	27,800.39	40.1%
Change in Assets before Transfers	(4,400.41)	18,237.44	15,939.90	79,711.73	41,653.22	(38,058.51)	-47.7%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)	(25,730.94)	(24,434.11)	(19,061.23)	(45,294.12)	(34,247.76)	11,046.36	-24.4%
Adjustment	(180.00)						
Ending Cash Balances	39,631.79	33,435.12	30,313.79	64,731.40	72,136.86	7,405.46	11.4%

Vocal Jazz Camp:

Students have the chance to play in various jazz groups; take lessons and learn about improvisation; participate in nightly jam sessions.

Revenue	5,365.00	6,200.00	4,350.00	3,685.00	6,926.69	3,241.69	88.0%
Expenditures	<u>2,878.72</u>	<u>7,654.40</u>	<u>5,070.42</u>	<u>5,531.74</u>	<u>6,382.26</u>	850.52	15.4%
Change in Assets before Transfers	2,486.28	(1,454.40)	(720.42)	(1,846.74)	544.43	2,391.17	-129.5%
Transfers In/(Out)							
Add program				1,599.07		(1,599.07)	-100.0%
Ending Cash Balances	7,707.06	6,252.66	5,532.24	5,284.57	5,829.00	544.43	10.3%

Conferences: Leadership and International Business:

Revenue	18,690.00	19,275.00	300.00	12,873.00	4,450.00	(8,423.00)	-65.4%
Expenditures	<u>16,600.79</u>	<u>12,846.62</u>	<u>9,264.04</u>	<u>7,924.80</u>	<u>3,548.79</u>	(4,376.01)	-55.2%
Change in Assets before Transfers	2,089.21	6,428.38	(8,964.04)	4,948.20	901.21	(4,046.99)	-81.8%
Transfers In/(Out)	999.99	(121.72)	-	4,046.50		(4,046.50)	-100.0%
Ending Cash Balances	(1,897.33)	4,409.33	(4,554.71)	4,439.99	5,341.20	901.21	20.3%

South Dakota School of Mines & Technology

Engineering and Mining Experiment Station (EMES):

EMES is to provide analytical and technical services for students and faculty at SDSM&T as well as for off-campus clients in the public/private sectors.

Revenues	59,514.99	61,915.09	36,020.69	61,152.29	63,040.34	1,888.05	3.1%
Expenditures	<u>83,694.32</u>	<u>19,468.87</u>	<u>(1,212.21)</u>	<u>71,395.52</u>	<u>56,273.55</u>	(15,121.97)	-21.2%
Change in Assets before Transfers	(24,179.33)	42,446.22	37,232.90	(10,243.23)	6,766.79	17,010.02	-166.1%

UNIVERSITY/PROGRAM	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfers In/(Out)	(5,951.51)						
Adjust Prior Balance		(1,585.93)	1,280.87	498.38		(498.38)	-100.0%
Ending Cash Balances	36,387.55	77,247.84	115,761.61	106,016.76	112,783.55	6,766.79	6.4%

Department Sales & Services (Geology Map):

Departmental services and product sales to private corporation or general public.

Revenue	304.73	391.79	222.81	10,097.40	57.81	(10,039.59)	-99.4%
Expenditures	<u>0.96</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>88.34</u>	88.34	
Change in Assets before Transfers	303.77	391.79	222.81	10,097.40	(30.53)	(10,127.93)	-100.3%
Adjust Prior Balance				3,545.27		(3,545.27)	-100.0%
Ending Cash Balances	4,428.23	4,820.02	5,042.83	18,685.50	18,654.97	(30.53)	-0.2%

Workshops/Conferences (ESRI-ALC, Science Fair and Concrete Conference & Athletic):

Workshops and conferences held by campus departments for high school students and professionals.

Revenue	109,640.88	49,282.30	31,579.46	447,535.27	42,205.04	(405,330.23)	-90.6%
Expenditures	<u>51,052.86</u>	<u>20,197.70</u>	<u>28,969.13</u>	<u>178,080.82</u>	<u>111,032.54</u>	(67,048.28)	-37.7%
Change in Assets before Transfers	58,588.02	29,084.60	2,610.33	269,454.45	(68,827.50)	(338,281.95)	-125.5%
Transfers In/(Out)					(37,500.00)	(37,500.00)	
Adjust Prior Balance		(6,193.14)	(78.00)	(2,660.37)		2,660.37	-100.0%
Ending Cash Balances	80,583.47	103,474.93	106,007.26	372,801.34	266,473.84	(106,327.50)	-28.5%

Fire Prediction Management

Weather prediction services for the Forest Service fire protection efforts and on-site assistance during fires.

General Fund Appropriations	10,406.65	2,312.00				-	
Institutional Budget		4,229.04		7,670.51	2,965.02	(4,705.49)	-61.3%
Revenue	<u>1,927.68</u>	<u>11,519.42</u>	<u>24,440.34</u>	<u>27,952.62</u>		(27,952.62)	-100.0%
Total Revenue	12,334.33	18,060.46	24,440.34	35,623.13	2,965.02	(32,658.11)	-91.7%
Expenditures	<u>19,255.74</u>	<u>6,541.04</u>	<u>18,787.41</u>	<u>28,441.57</u>	<u>2,965.02</u>	(25,476.55)	-89.6%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Change in Assets before Transfers	(6,921.41)	11,519.42	5,652.93	7,181.56	-	(7,181.56)	-100.0%
Ending Cash Balances	8,250.48	19,769.90	25,422.83	32,604.39	32,604.39	-	0.0%

Composite & Polymer Engineering Lab (CAPE)

Conducts standardized testing of polymers and composites .

Revenue	211,379.18	(37,978.04)	78,560.33	19,832.65	528,056.58	508,223.93	2562.6%
Expenditures	<u>84,566.17</u>	<u>66,572.50</u>	<u>51,751.75</u>	<u>22,869.48</u>	<u>355,037.38</u>	332,167.90	1452.5%
Change in Assets before Transfers	126,813.01	(104,550.54)	26,808.58	(3,036.83)	173,019.20	176,056.03	-5797.4%
Transfers In/(Out)							
Ending Cash Balances	125,192.50	20,641.96	47,450.54	44,413.71	217,432.91	173,019.20	389.6%

Arbegast Materials Processing (AMP)

Uses materials deposition and joining technologies coupled with advanced manufacturing process controls and automation to aid research and industry in bols

Revenue	91,008.84	263,056.91	290,327.29	414,985.63	279,717.48	(135,268.15)	-32.6%
Expenditures	<u>59,829.87</u>	<u>219,117.91</u>	<u>292,149.72</u>	<u>496,300.83</u>	<u>236,039.30</u>	(260,261.53)	-52.4%
Change in Assets before Transfers	31,178.97	43,939.00	(1,822.43)	(81,315.20)	43,678.18	124,993.38	-153.7%
Transfers In (Out)	(2.94)						
Ending Cash Balances	31,319.82	75,258.82	73,436.39	(7,878.81)	35,799.37	43,678.18	-554.4%

Note: A/R balance at 6/30/18 equals \$51,600 to make a positive \$43,721.19 at 6/30/18.

South Dakota State University

Music Camps and Conferences

Revenue	47,166.27	44,779.50	49,454.74	42,004.75	44,055.73	2,050.98	4.9%
Expenditures	<u>42,585.82</u>	<u>51,898.79</u>	<u>41,117.93</u>	<u>52,425.51</u>	<u>42,061.62</u>	(10,363.89)	-19.8%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Change in Assets before Transfers	4,580.45	(7,119.29)	8,336.81	(10,420.76)	1,994.11	12,414.87	-119.1%
Ending Cash Balances	31,636.91	24,517.62	32,854.43	22,433.67	24,427.78	1,994.11	8.9%

Human Development, Consumer and Family Sciences:

This activity provides non-credit public training courses on infant and toddler care.

Revenue	19,042.84	22,760.35	13,456.75	11,666.90	23,770.98	12,104.08	103.7%
Expenditures	<u>19,432.42</u>	<u>20,215.34</u>	<u>10,652.11</u>	<u>21,825.97</u>	<u>28,335.51</u>	6,509.54	29.8%
Change in Assets before Transfers	(389.58)	2,545.01	2,804.64	(10,159.07)	(4,564.53)	5,594.54	-55.1%
Transfers In/(Out) Adjustments	6,335.45						
Ending Cash Balances	33,522.65	36,067.66	38,872.30	28,713.23	24,148.70	(4,564.53)	-15.9%

Performing Arts Center:

The Performing Arts Center offers theatrical and musical performances to the general public.

Revenue	11,286.42	19,042.72	17,985.60	10,386.28	12,048.70	1,662.42	16.0%
Expenditures	<u>17,788.02</u>	<u>4,070.85</u>	<u>(6,131.34)</u>	<u>15,324.57</u>	<u>14,047.01</u>	(1,277.56)	-8.3%
Change in Assets before Transfers	(6,501.60)	14,971.87	24,116.94	(4,938.29)	(1,998.31)	2,939.98	-59.5%
Ending Cash Balances	51,282.42	66,254.29	90,371.23	85,432.94	83,434.63	(1,998.31)	-2.3%

Pharmacy Days:

The College of Pharmacy hosts a Career Fair and invites Pharmacy companies to participate.

Revenue	4,200.00	6,250.00	4,650.00	6,082.70	5,218.25	(864.45)	-14.2%
Expenditures	<u>3,691.48</u>	<u>62.56</u>	<u>5,374.85</u>	<u>5,102.53</u>	<u>5,417.86</u>	315.33	6.2%
Change in Assets before Transfers	508.52	6,187.44	(724.85)	980.17	(199.61)	(1,179.78)	-120.4%

Transfers In/(Out)
Adjustments

UNIVERSITY/PROGRAM	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	14,189.34	20,376.78	19,651.93	20,632.10	20,432.49	(199.61)	-1.0%
Engineering Expo/Phonathon:							
The SDSU students manage the expo and fair with booths rented by engineering companies. The phonathon involves contacting alumni for funding in the Engineering Department.							
Revenue	63,443.58	68,865.22	63,957.67	80,622.00	96,135.71	15,513.71	19.2%
Expenditures	<u>56,700.02</u>	<u>62,015.62</u>	<u>80,883.33</u>	<u>67,303.91</u>	<u>99,133.98</u>	31,830.07	47.3%
Change in Assets before Transfers	6,743.56	6,849.60	(16,925.66)	13,318.09	(2,998.27)	(16,316.36)	-122.5%
Transfers In/(Out)	(5,900.00)	(3,400.00)	10,089.00	(10,089.00)	(462.21)	9,626.79	-95.4%
Adjustments							
Ending Cash Balances	4,005.01	7,454.61	617.95	3,847.04	386.56	(3,460.48)	-90.0%
Engineer Shops and Service:							
This activity provides repair and maintenance of SDSU Engineering equipment/tools and repair requests by other SDSU departments.							
Revenue	2,373.18	22,875.17	22,873.27	1,682.81	3,712.07	2,029.26	120.6%
Expenditures	<u>27,424.47</u>	<u>42,909.97</u>	<u>6,754.14</u>	<u>34,994.27</u>	<u>10,288.45</u>	(24,705.82)	-70.6%
Change in Assets before Transfers	(25,051.29)	(20,034.80)	16,119.13	(33,311.46)	(6,576.38)	26,735.08	-80.3%
Transfers In/(Out)	27.20	217.72	1,121.43				
Ending Cash Balances	46,453.49	26,636.41	43,876.97	10,565.51	3,989.13	(6,576.38)	-62.2%
Conference Instruction Outreach:							
This activity provides various non-credit outreach conferences.							
Revenue	55,100.00	66,417.67	62,277.11	50,467.25	53,981.90	3,514.65	7.0%
Expenditures	<u>65,665.39</u>	<u>84,686.45</u>	<u>85,484.97</u>	<u>47,323.39</u>	<u>55,247.68</u>	7,924.29	16.7%
Change in Assets before Transfers	(10,565.39)	(18,268.78)	(23,207.86)	3,143.86	(1,265.78)	(4,409.64)	-140.3%
Transfers In/(Out)							
Adjustment		(32,413.94)					

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	143,918.54	93,235.82	70,027.96	73,171.82	71,906.04	(1,265.78)	-1.7%

Great Plains Rapid Prototyping Consortium (GPRPC):

GPRPC offers membership to industries and offers prototyping services.

Revenue	9,545.00	6,630.00					
Expenditures	<u>21,904.59</u>	<u>11,420.89</u>					
Change in Assets before Transfers	(12,359.59)	(4,790.89)					
Transfers In/(Out)	10,834.48		(1,121.43)				
Ending Cash Balances	5,912.32	1,121.43	(0.00)				

Civil and Environmental Engineering Seminars/Conferences:

This activity provides various certification and seminars for the engineers in the state.

Revenue	52,512.92	43,811.63	17,525.00	11,925.00	22,800.00	10,875.00	91.2%
Expenditures	<u>37,261.90</u>	<u>33,091.12</u>	<u>3,492.25</u>	<u>13,688.53</u>	<u>13,531.61</u>	(156.92)	-1.1%
Change in Assets before Transfers	15,251.02	10,720.51	14,032.75	(1,763.53)	9,268.39	11,031.92	-625.6%
Transfers In/(Out)	(16,175.42)						
Adjustment		(45,239.99)					
Ending Cash Balances	50,880.14	16,360.66	30,393.41	28,629.88	37,898.27	9,268.39	32.4%

Institute for School Fund:

This is the South Dakota High School Press Institute. The purpose of this activity is for recruiting and for providing workshops for high school students.

Revenue		920.00	-	380.78		(380.78)	-100.0%
Expenditures	<u>1,864.58</u>	<u>574.38</u>	<u>383.14</u>	<u>491.50</u>	<u>312.22</u>	(179.28)	-36.5%
Change in Assets before Transfers	(1,864.58)	345.62	(383.14)	(110.72)	(312.22)	(201.50)	182.0%
Transfers In/(Out)							
Adjustments							
Ending Cash Balances	307.34	652.96	269.82	159.10	(153.12)	(312.22)	-196.2%

Plant Field Guide:

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
This activity involves the publishing and sale of books about the Grasslands and the Black Hills written by Johnson & Larson.							
Revenue	2,014.00	1,491.00	-			-	
Expenditures	<u>3,571.03</u>	<u>2,272.17</u>	<u>1,356.85</u>	<u>9.90</u>		(9.90)	-100.0%
Change in Assets before Transfers	(1,557.03)	(781.17)	(1,356.85)	(9.90)		9.90	-100.0%
Transfers In/(Out)							
Ending Cash Balances	5,009.39	4,228.22	2,871.37	2,861.47	2,861.47	-	0.0%
Chem/Biochem Research:							
This activity provides consulting services to industrial companies.							
Revenue		1,600.00	-			-	
Expenditures	<u>9.12</u>	<u>765.72</u>	<u>798.52</u>		<u>177.31</u>	177.31	
Change in Assets before Transfers	(9.12)	834.28	(798.52)	-	(177.31)	(177.31)	
Ending Cash Balances	141.55	975.83	177.31	177.31	-	(177.31)	
Horse Club Livery:							
The activity provides training to adults regarding horse nutrition, management and riding.							
Revenue	4,287.23	9,380.41	8,460.00	8,160.00	7,044.00	(1,116.00)	-13.7%
Expenditures	<u>837.89</u>	<u>7,138.98</u>	<u>19,077.99</u>	<u>5,217.29</u>	<u>-</u>	(5,217.29)	-100.0%
Change in Assets before Transfers	3,449.34	2,241.43	(10,617.99)	2,942.71	7,044.00	4,101.29	139.4%
Transfers In/(Out)							
Ending Cash Balances	4,334.81	6,576.24	(4,041.75)	(1,099.04)	5,944.96	7,044.00	-640.9%
Summer Sports Camps							
Revenue	702,369.64	537,414.04	769,193.05	649,356.63	722,237.31	72,880.68	11.2%

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<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Expenditures	<u>547,003.91</u>	<u>552,846.62</u>	<u>704,353.00</u>	<u>746,981.23</u>	<u>671,850.42</u>	(75,130.81)	-10.1%
Change in Assets before Transfers	155,365.73	(15,432.58)	64,840.05	(97,624.60)	50,386.89	148,011.49	-151.6%
Transfers In/(Out)	(43,398.33)		(2,986.12)	1,281.20	(4,158.64)	(5,439.84)	-424.6%
Adjustment (Add Camp)		1,462.79	1,344.56				
Add Science Camp Beg. Cash							
ADD ACE Camp Beg. Cash							
Ending Cash Balances	469,538.43	455,568.64	518,767.13	422,423.73	468,651.98	46,228.25	10.9%

Continuing Education Unit Program:

Continuing Education which can include any area of teaching within the university that is offering a continuing education course.

Revenue	980.00	745.00	7,146.94	925.00	885.00	(40.00)	-4.3%
Expenditures	<u>(119.59)</u>	<u>14,116.81</u>	<u>5,121.94</u>	<u>(45.00)</u>	<u>-</u>	45.00	-100.0%
Change in Assets before Transfers	1,099.59	(13,371.81)	2,025.00	970.00	885.00	(85.00)	-8.8%
Ending Cash Balances	20,199.13	6,827.32	8,852.32	9,822.32	10,707.32	885.00	9.0%

Animal Disease Research:

The state vet lab provides animal testing for the livestock of SD. The proceeds of the tax fund the vet school slots and the operating cost of the vet lab at SDS

General Fund Appropriation	1,731,342.86	1,742,023.92	1,849,169.44	1,824,125.85	2,070,931.74	246,805.89	13.5%
Endo/Ecto Parasiticide Tax	250,000.00	250,000.00	250,000.00	250,000.00	-	-	0.0%
Other Revenue	<u>4,220,747.58</u>	<u>4,556,854.10</u>	<u>4,941,677.64</u>	<u>4,713,564.06</u>	<u>4,626,871.98</u>	(86,692.08)	-1.8%
Total Revenue	6,202,090.44	6,548,878.02	7,040,847.08	6,787,689.91	6,697,803.72	(89,886.19)	-1.3%
Expenditures	<u>5,048,300.39</u>	<u>4,683,937.97</u>	<u>4,574,980.33</u>	<u>6,463,641.45</u>	<u>6,094,468.39</u>	(369,173.06)	-5.7%
Change in Assets before Transfers	1,153,790.05	1,864,940.05	2,465,866.75	324,048.46	603,335.33	279,286.87	86.2%
Transfers In/(Out)		(1,500,000.00)	(4,296,899.78)	(75,140.97)	(245,810.25)	(170,669.28)	227.1%
Previous Year Adjustment		13,714.43					
Ending Cash Balances	2,747,993.39	3,126,647.87	1,295,614.84	1,544,522.33	1,902,047.41	357,525.08	23.1%

Engineering Extension Conference:

Engineering Extension holds many conferences throughout the state for business and industry.

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Revenue	13,031.24	17,722.66	18,879.67	4,859.44	189.23	(4,670.21)	-96.1%
Expenditures	<u>14,323.66</u>	<u>127,761.67</u>	<u>(65,713.87)</u>	<u>5,913.18</u>	<u>195.92</u>	(5,717.26)	-96.7%
Change in Assets before Transfers	(1,292.42)	(110,039.01)	84,593.54	(1,053.74)	(6.69)	1,047.05	-99.4%
Transfers In/(Out)	(815.77)	(270.96)	(407.68)	(111.65)	(431.22)	(319.57)	286.2%
Adjustments							
Ending Cash Balances	140,714.19	30,404.22	114,590.08	113,424.69	112,986.78	(437.91)	-0.4%

Family and Consumer Sciences - Out of School Revolving:

FCS offers a kindergarten program.

Revenue	9,610.25	10,441.25	11,415.50	13,533.37	13,148.64	(384.73)	-2.8%
Expenditures	<u>14,036.19</u>	<u>9,497.71</u>	<u>12,013.63</u>	<u>11,568.15</u>	<u>12,109.95</u>	541.80	4.7%
Change in Assets before Transfers	(4,425.94)	943.54	(598.13)	1,965.22	1,038.69	(926.53)	-47.1%
Ending Cash Balances	511.38	1,454.92	856.79	2,822.01	3,860.70	1,038.69	36.8%

CEE Structures Lab:

Testing service to public from the Lohr Structures Lab.

Revenue	1,062.75	3,810.79	268.12	1,065.19	2,150.54	1,085.35	101.9%
Expenditures	<u>3,602.67</u>	<u>576.58</u>	<u>5,899.44</u>	<u>795.88</u>	<u>2,234.85</u>	1,438.97	180.8%
Change in Assets before Transfers	(2,539.92)	3,234.21	(5,631.32)	269.31	(84.31)	(353.62)	-131.3%
Transfers In/(Out)							
Adjustments							
Ending Cash Balances	3,567.93	6,802.14	1,170.82	1,440.13	1,355.82	(84.31)	-5.9%

County Road Conference - LTAP:

Annual conference for County Highway Department Officials to learn new methods or road maintenance.

Revenue	39,910.00	40,370.00	46,150.00	55,875.00	54,525.00	(1,350.00)	-2.4%
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<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Expenditures	29,895.03	30,603.97	25,477.21	32,278.53	49,314.14	17,035.61	52.8%
Change in Assets before Transfers	10,014.97	9,766.03	20,672.79	23,596.47	5,210.86	(18,385.61)	-77.9%
Transfers In/(Out)	(2,885.08)			(374.91)			
Ending Cash Balances	41,669.79	51,435.82	72,108.61	95,330.17	100,541.03	5,210.86	5.5%

Flow Cytometry-Vet Science:

Offers testing to researchers using flow cytometry.

Revenue			45.00				
Expenditures	338.64	415.88	-		914.37		
Change in Assets before Transfers	(338.64)	(415.88)	45.00		(914.37)		
Transfers In/(Out)						-	
Ending Cash Balances	1,644.31	1,228.43	1,273.43	1,273.43	359.06	(914.37)	-71.8%

Counseling and Human Resource Development (CHRD):

Offers conferences to the public in the area of CHRD.

Revenue	1,049.24	1,290.00		9,725.00	6,548.00	(3,177.00)	-32.7%
Expenditures	4,092.40	2,973.27		4,169.95	5,759.08	1,589.13	38.1%
Change in Assets before Transfers	(3,043.16)	(1,683.27)		5,555.05	788.92	(4,766.13)	-85.8%
Transfers In/(Out)							
Adjustment							
Ending Cash Balances	1,752.02	68.75	68.75	5,623.80	6,412.72	788.92	14.0%

Eastern SD Water Conference

The conference brings together researchers from Federal, State University, local government and private organizations to provide a forum to discuss topics dealing with water and water quality in SD.

Revenue	3,240.00	12,508.11	5,529.00	4,585.00	5,585.00	1,000.00	21.8%
Expenditures	3,814.93	5,836.97	5,730.03	4,374.62	5,163.06	788.44	18.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Change in Assets before Transfers	(574.93)	6,671.14	(201.03)	210.38	421.94	211.56	100.6%
Transfers In (Out)			(5,951.14)				
Ending Cash Balances	5,590.77	12,261.91	6,109.74	6,320.12	6,742.06	421.94	6.7%

I-29 Dairy Conference

The conference provides information on dairy nutrition, dairy cow comfort/housing and dairy facilities to producers along the I-19 corridor.

Revenue	-	2,220.57	4,308.16	5,009.20	2,216.50	(2,792.70)	-55.8%
Expenditures	<u>1,089.40</u>	<u>4,116.79</u>	<u>3,315.44</u>	<u>5,820.04</u>	<u>17,163.67</u>	11,343.63	194.9%
Change in Assets before Transfers	(1,089.40)	(1,896.22)	992.72	(810.84)	(14,947.17)	(14,136.33)	1743.4%
Transfers In/(Out)					40,139.91		
Ending Cash Balances	6,881.24	4,985.02	5,977.74	5,166.90	30,359.64	25,192.74	487.6%

Wellness Program:

The Wellness Program provides physical fitness programs and awareness to the public.

Revenue	555,571.67	575,930.47	620,208.94	545,309.48	570,994.05	25,684.57	4.7%
Expenditures	<u>554,164.56</u>	<u>495,876.94</u>	<u>483,381.30</u>	<u>323,993.36</u>	<u>415,763.26</u>	91,769.90	28.3%
Change in Assets before Transfers	1,407.11	80,053.53	136,827.64	221,316.12	155,230.79	(66,085.33)	-29.9%
Transfers In/(Out)	(49,953.17)	(67,954.02)	(64,623.53)	(743.02)	(565.84)	177.18	-23.8%
Adjustment		(66,281.91)					
Ending Cash Balances	113,247.27	59,064.87	131,268.98	351,842.08	506,507.03	154,664.95	44.0%

Music - String Project:

The String project is when parents pay a fee for string lessons for their children. This fund helps pay for items the students would need during the year.

Revenue	46.97	2,955.20	3,327.50	5,040.00	4,690.00	(350.00)	-6.9%
Expenditures	<u>-</u>	<u>3,780.12</u>	<u>5,030.35</u>	<u>2,367.18</u>	<u>5,304.39</u>	2,937.21	124.1%
Change in Assets before Transfers	46.97	(824.92)	(1,702.85)	2,672.82	(614.39)	(3,287.21)	-123.0%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	1,562.04	737.12	(965.73)	1,707.09	1,092.70	(614.39)	-36.0%
Extension Master Gardener:							
Revenue		7,796.00		14,318.69	675.00	(13,643.69)	-95.3%
Expenditures		<u>7,511.44</u>	<u>15,654.17</u>	<u>17,465.30</u>	<u>30,673.68</u>	13,208.38	75.6%
Change in Assets before Transfers		284.56	(15,654.17)	(3,146.61)	(29,998.68)	(26,852.07)	853.4%
Transfer In (Out)					27,015.73		
Ending Cash Balances	25,027.89	25,312.45	9,658.28	6,511.67	3,528.72	(2,982.95)	-45.8%
Precision Ag Conference:							
Revenue			3,080.86				
Expenditures		<u>2,800.00</u>	<u>2.67</u>				
Change in Assets before Transfers		(2,800.00)	3,078.19				
Transfer In (Out)				2.67			
Ending Cash Balances	(280.86)	(3,080.86)	(2.67)	(0.00)			
Environmental Training:							
Revenue	650.00	1,600.00	5,550.00	4,375.00	1,500.00	(2,875.00)	-65.7%
Expenditures	<u>521.35</u>	<u>1,417.94</u>	<u>3,152.47</u>	<u>3,011.35</u>	<u>5,507.21</u>	2,495.86	82.9%
Change in Assets before Transfers	128.65	182.06	2,397.53	1,363.65	(4,007.21)	(5,370.86)	-393.9%
Transfer In (Out)					<u>7,430.20</u>		
Ending Cash Balances	<u>1,293.10</u>	<u>1,475.16</u>	<u>3,872.69</u>	<u>5,236.34</u>	<u>8,659.33</u>	3,422.99	65.4%
NRM Natural Resource Camp:							
Revenue		1,410.00	4,605.00	3,625.00	2,175.00	(1,450.00)	-40.0%
Expenditures		<u>37.00</u>	<u>4,245.45</u>	<u>3,939.10</u>	1,691.99	(2,247.11)	-57.0%
Change in Assets before Transfers		1,373.00	359.55	(314.10)	483.01	797.11	-253.8%

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Transfer In (Out)					-		
Ending Cash Balances		1,373.00	1,732.55	1,418.45	1,901.46	483.01	34.1%

ABE Precision Ag Conference:

Revenue			9,076.57	13,914.05		(13,914.05)	-100.0%
Expenditures			<u>4,770.68</u>	<u>9,299.28</u>		(9,299.28)	-100.0%
Change in Assets before Transfers			4,305.89	4,614.77		(4,614.77)	-100.0%
Transfer In (Out)			7,358.79				
Ending Cash Balances		-	11,664.68	16,279.45	16,279.45	-	0.0%

McCrary Gardens:

Revenue		311,499.73	320,687.55	292,414.61	128,524.14	(163,890.47)	-56.0%
Expenditures		<u>329,449.02</u>	<u>393,961.08</u>	<u>297,733.50</u>	<u>169,830.45</u>	(127,903.05)	-43.0%
Change in Assets before Transfers		(17,949.29)	(73,273.53)	(5,318.89)	(41,306.31)	(35,987.42)	676.6%
Transfer In (Out)		<u>(269,212.36)</u>					
Ending Cash Balances	-	(287,161.65)	(360,435.18)	(365,754.07)	(407,060.38)	(41,306.31)	11.3%

University of South Dakota

Athletic Association Clinics

The activities classified in this category include various athletic sports clinics for K-12 students.

Revenue	245,322.97	247,282.42	254,698.36	295,036.17	286,366.05	(8,670.12)	-2.9%
Expenditures	<u>222,046.51</u>	<u>253,089.75</u>	<u>261,625.34</u>	<u>265,412.80</u>	<u>293,887.50</u>	28,474.70	10.7%
Change in Assets before Transfers	23,276.46	(5,807.33)	(6,926.98)	29,623.37	(7,521.45)	(37,144.82)	-125.4%
Transfers In/(Out)							
Ending Cash Balances	122,817.55	117,010.22	110,083.24	139,706.61	132,185.16	(7,521.45)	-5.4%

UNIVERSITY/PROGRAM	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Other Camps (Summer Camp and Music Camp)							
The activities are for summer music, educational and governs camps.							
Revenue	309,139.42	234,401.57	265,282.41	162,008.86	113,983.15	(48,025.71)	-29.6%
Expenditures	<u>249,187.17</u>	<u>217,023.00</u>	<u>220,643.59</u>	<u>220,287.89</u>	<u>157,108.79</u>	(63,179.10)	-28.7%
Change in Assets before Transfers	59,952.25	17,378.57	44,638.82	(58,279.03)	(43,125.64)	15,153.39	-26.0%
Transfers In/(Out)		134.21					
Ending Cash Balances	185,816.64	203,329.42	247,968.24	189,689.21	146,563.57	(43,125.64)	-22.7%

Education Outreach:

The activities classified in this category include Quad State Marching Band, Law School Profession Workshop, Jazz Festival and the TTL Education.

Revenue	50,478.08	126,727.86	105,801.24	91,985.97	35,319.33	(56,666.64)	-61.6%
Expenditures	<u>47,279.16</u>	<u>60,282.53</u>	<u>109,137.30</u>	<u>89,268.22</u>	<u>32,150.78</u>	(57,117.44)	-64.0%
Change in Assets before Transfers	3,198.92	66,445.33	(3,336.06)	2,717.75	3,168.55	450.80	16.6%
Transfers In/(Out)		1,592.54	(15,000.00)	714.83		(714.83)	-100.0%
Adjustment for missed programs	83.83					-	
Ending Cash Balances	52,638.43	120,676.30	102,340.24	105,772.82	108,941.37	3,168.55	3.0%

Small Business Administration (SBA):

SBA provides services for outside agencies on a fee for service basis. Some services provided by SBA include statistical data research, such as census, revenue, gaming, etc...

Revenue	750,105.66	999,898.18	1,018,767.24	889,507.57	987,558.87	98,051.30	11.0%
Expenditures	<u>777,805.33</u>	<u>1,057,147.91</u>	<u>946,291.29</u>	<u>906,970.09</u>	<u>773,306.00</u>	(133,664.09)	-14.7%
Change in Assets before Transfers	(27,699.67)	(57,249.73)	72,475.95	(17,462.52)	214,252.87	231,715.39	-1326.9%
Transfers In/(Out)							

<u>UNIVERSITY/PROGRAM</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>DIFFERENCE</u>	<u>% CHANGE</u>
Ending Cash Balances	199,892.98	142,643.25	215,119.20	197,656.68	411,909.55	214,252.87	108.4%

Centers for Disabilities:

Centers for Disabilities provides services for individuals and families with individuals with disabilities to make their lives as normal as possible.

Revenue	207,481.86	105,719.53	162,655.09	232,743.74	230,547.83	(2,195.91)	-0.9%
Expenditures	<u>245,533.45</u>	<u>170,190.21</u>	<u>185,050.31</u>	<u>233,212.07</u>	<u>216,494.14</u>	(16,717.93)	-7.2%
Change in Assets before Transfers	(38,051.59)	(64,470.68)	(22,395.22)	(468.33)	14,053.69	14,522.02	-3100.8%
Adjustments		386,356.29			(700.90)		
Transfers In/(Out)		28,466.81	30,000.00	42,000.00		(42,000.00)	-100.0%
Add Nutrition Services							
Ending Cash Balances	223,304.40	573,656.82	581,261.60	622,793.27	636,146.06	13,352.79	2.1%

Note: Transfer in of \$42,000 was indirect revenues from grants and contracts awarded and transferred in from the Centers for Disabilities.

Building Bridges Conference:

The conference is provided by Student Life for the exchange students as a good will gesture.

Revenue	60.00	255.00	1,250.00	500.00	1,500.00	1,000.00	200.0%
Expenditures	<u>(75.71)</u>	<u>233.81</u>	<u>2,727.39</u>	<u>227.45</u>	<u>5.11</u>	(222.34)	-97.8%
Change in Assets before Transfers	135.71	21.19	(1,477.39)	272.55	1,494.89	1,222.34	448.5%
Ending Cash Balances	3,594.61	3,615.80	2,138.41	2,410.96	3,905.85	1,494.89	62.0%

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (1)

DATE: October 2-3, 2019

SUBJECT

**BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA) Revisions
(First Reading)**

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:29](#) – State Authorization Reciprocity Agreement (SARA)

BACKGROUND / DISCUSSION

NC-SARA is a national initiative making distance education courses more accessible to students across state lines, as well as making it easier for states to regulate and institutions to participate in interstate distance education. At the [October 2014](#) Board meeting, the Board approved the original version of Board Policy 1:29 – State Authorization Reciprocity Agreement (SARA). This policy emerged as the State of South Dakota joined NC-SARA; in addition, an executive order of the Governor designated the Board of Regents as SARA State Portal Entity for South Dakota.

Since that time, the policies and procedures governing NC-SARA have changed considerably, as the founding documents of NC-SARA transitioned from four regional agreements to one unified agreement in 2015. Also, some of the early policy guidance from NC-SARA has been incorporated into an NC-SARA Manual, clarifying many topics for NC-SARA participants. As such, the current Board Policy regarding SARA is outdated.

IMPACT AND RECOMMENDATION

The revisions to Board Policy 1:29 will simplify the policy and make frequent reference to the NC-SARA manual, which governs many aspects of the BOR Policy. When revisions are made to the NC-SARA manual, the BOR will not need to update our policies.

In addition, the sections of the policy regarding the state SARA fee and the student complaint process have undergone minor revision. The section regarding institutional appeals for institutions has been updated to more accurately reflect NC-SARA policy.

(Continued)

DRAFT MOTION 20191002_5-A(1):

I move to approve the first reading of the proposed revisions to BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA), as presented in Attachment I.

Due to extensive revisions and the relocation or removal of certain sections of the policy, two attachments are included within this item. The first attachment includes the proposed new policy. The second attachment contains the current version of Board Policy 1:29 for comparison.

ATTACHMENTS

Attachment I – BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA)
Revisions

Attachment II – BOR Policy 1:29 – State Authorization Reciprocity Agreement (SARA)
(Current Version)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota State Authorization Reciprocity Agreement (SARA)

NUMBER: 1:29

A. PURPOSE

To regulate the operation of the State Authorization Reciprocity Agreements (SARA) within the state of South Dakota, as the Board of Regents serve as the State Portal Entity for the state, pursuant to Executive Order 2018-05 & SDCL §13-48-42.

B. DEFINITIONS

1. **SARA Institution:** An institution currently participating in SARA.
2. **SARA Manual:** A governing document of NC-SARA, which includes the required procedures for and practices for member states and their State Portal Entities, as well as for participating institutions. SARA Manual refers to the latest version of the document as published on the NC-SARA website.
3. **SD-SARA:** South Dakota SARA. This term is used to describe SARA policies or procedures (such as fees or applications) that only pertain to South Dakota institutions.
4. **State Authorization Reciprocity Agreements (SARA or NC-SARA):** A voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs, therefore guaranteeing that participating institutions are authorized to provide distance education in all member states.
- 4.5. **State Portal Entity (SPE):** An entity designated by the State to coordinate SARA matters for the State. The SPE serves as the principal point of contact for participating institutions within the state and other state agencies, determines eligibility for institutions within the state, serves as the initial point of contact for complaints, and manages the state fee process, among other duties prescribed by the SARA Manual and Unified Agreement. The designated SPE for South Dakota is the South Dakota Board of Regents (also “Board of Regents” or “Board”).
6. **State Portal Entity Contact:** The official SARA contact for the State of South Dakota, as recognized by NC-SARA. The State Portal Entity Contact is a member of the Board of Regents Staff, and may also be referred to as the SD-SARA Administrator.
5. **Unified Agreement:** Refers to the Unified State Authorization Reciprocity Agreement, which is signed by the four regional compacts to participate in NC-SARA: the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE).

C. POLICY

1. Institutional Participation in SARA

1.1. Eligibility

- 1.1.1. Institutions that operate from a principal campus or central administrative unit domiciled in South Dakota may apply to the South Dakota State Portal Entity to participate in SARA, therefore authorizing the institution to provide distance education programming to students ~~residing~~ located in other SARA member states. Institutions must meet the eligibility criteria as described in the SARA Manual.

1.2. Application & Renewal Process

- 1.2.1. Institutions that seek participation in SARA may do so by submitting an SD-SARA application, which is available from the State Portal Entity. Institutions applying to SARA must meet all application and eligibility requirements as described in the SARA Manual.
- 1.2.1.1. The State Portal Entity shall determine whether the institution meets the criteria for participation in SARA, and shall take one of the following actions:
- 1.2.1.1.1. Approve the institution for full participation in SARA;
- 1.2.1.1.2. At the State's discretion, approve the institution for provisional participation in SARA, if the institution falls within the criteria for provisional admission;
- 1.2.1.1.3. Deny the application for participation in SARA if an institution does not meet the requirements for participation.
- 1.2.2. Participating institutions in SARA must file an annual renewal application in order to maintain membership in SARA. The NC-SARA fee is also due at the time of institutional renewal.
- 1.2.2.1. The State Portal Entity shall determine whether the institution continues to meet the criteria for participation in SARA, and shall take one of the following actions:
- 1.2.2.1.1. Approve the institution for the renewal of their full participation in SARA;
- 1.2.2.1.2. At the State's discretion, approve the institution for provisional participation in SARA, if the institution falls within the criteria for provisional admission;
- 1.2.2.1.3. Deny the application for renewal due to the institution no longer meeting the criteria for membership in SARA, therefore ending the institution's participation in SARA.

- 1.2.2.1.3.1. In the event an institution is found to no longer meet the requirements of SARA prior to their renewal date, they may be removed from SARA at that time, per the SARA Manual.
- 1.2.2.1.3.2. Institutions that are removed from participation in SARA must follow the requirements of the SARA Manual for future and current enrollment of distance education students, as the institution is no longer allowed to operate under the authorization of SARA.

2. Fees

2.1. NC-SARA Fees

- 2.1.1. National Council for State Authorization Reciprocity Agreements fees will become payable to the National Council for State Authorization Reciprocity Agreements upon admission to SARA and renewal fees will be due at such times and in such amounts as the National Council for State Authorization Reciprocity Agreements may specify.

2.2. SD-SARA Fees

- 2.2.1. The ~~Board~~State Portal Entity shall establish an annual SD-SARA fee at a level required to cover the ~~Board's~~ cost of administering SARA. The ~~Board's~~ annual SD-SARA fee will be based upon the State of South Dakota fiscal year, which runs from July 1 through June 30.

- 2.2.1.1. Any changes to the fee structure will be adopted by the Board of Regents at its first official meeting following the close of the Legislative Session.

2.2.2. Initial Application Fee

- 2.2.2.1. At the time of submitting an application to participate in SARA, an institution must tender payment sufficient to cover the ~~Board's~~ annual SD-SARA fee. The application will not be approved by the State Portal Agency until the initial application fee has been received.

2.2.3. Renewal Fees

- 2.2.3.1. Renewal payments of the ~~Board's~~ annual SD-SARA fee will be due on July 1.
- 2.2.3.2. ~~The~~ An institution's first SD-SARA renewal fee will be prorated based on the date that the institution receives approval from the National Council for State Authorization Reciprocity Agreements. The ~~Board~~State Portal Entity will determine the prorated amount by calculating 1/12 of the ~~Board's~~ annual SD-SARA fee for each full or partial month that the institution participates in SARA. ~~The institutional SARA contact will be notified by the Board Office of the prorated amount when the application is approved.~~

- 2.2.4. No ~~refunds or proration of the SD-SARA Board~~ annual ~~SARA~~-fee ~~proration~~ will be made if an institution elects to withdraw from SARA or if its right to participate is terminated by the State Portal Entity.

~~If an institution fails to pay the Board's annual SARA fee at the time of application, or if the instrument of payment is not honored when presented by the Board, the application will be deemed withdrawn and the SARA administrator will take no further action with respect to it.~~

2.2.5. Failure to Pay Fees

- 2.2.5.1. Institutions will forfeit their right to participate in SARA if they fail to pay fees required by National Council for State Authorization Reciprocity Agreements or by the ~~Board~~State Portal Entity.

2.2.5.1.1. Termination for failure to pay National Council for State Authorization Reciprocity Agreements fees will be effective upon receipt of notice by the ~~Board~~State Portal Entity from the National Council for State Authorization Reciprocity Agreements.

2.2.5.1.2. Termination for failure to pay the ~~Board's~~ annual SD-SARA fee will become effective on August 1.

3. Student Complaint Process & Reporting

A complaint is a written, signed allegation that a postsecondary institution does not meet the state authorization requirements of SDCL ch 13-48; an allegation that a postsecondary institution violated deceptive trade practices and consumer protections guaranteed by SDCL ch 37-24; or an allegation raised by a distance education student that a SARA institution does not meet standards established by the institution's accrediting agency or SARA.

Disputes involving student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state and do not constitute complaints for purposes of this policy.

3.1. Student Complaint Process

The ~~State Portal Entity Contact~~SARA administrator will be responsible for reviewing and administering complaints submitted by distance education students, hereafter, "complainants," that a South Dakota institution that participates in SARA does not meet standards established by the institution's accrediting agency or SARA. Complaints reviewable under this policy include allegations by a distance education student of harm caused because a SARA institution operated a course or program contrary the requirements of NC-SARA, per the SARA Manual.

- 3.1.1. Complaints shall first be reviewed to determine whether they have been processed through the institution's own procedures for resolution of complaints.

3.1.1.1. Complaints that have not been reviewed by the SARA institution will be referred to it for review and resolution within the time frames established under institutional policy.

- 3.1.1.1.1. The State Portal Entity Contact ~~SARA administrator~~ will notify complainants at the time a complaint is forwarded to the SARA institution and will advise complainants of their right to request further review of the institutional determination if they process their complaints through the institutional procedure but find the institutional response unsatisfactory.
- 3.1.1.1.2. If a complainant declines to participate in the SARA institution's complaint procedures, the complaint will be deemed to have been withdrawn, and no further action will be taken on the complaint.
- 3.1.2. Complainants who processed their complaints through institutional complaint resolution procedures but remain dissatisfied with the outcome of the institutional process may request that the State Portal Entity Contact ~~SARA administrator~~ review the institutional resolution of the complaint.
 - 3.1.2.1. The request for review a SARA institution's decision must be filed with the State Portal Entity Contact ~~SARA administrator~~ within two years of the incident about which the complaint is made.
 - 3.1.2.2. The request for review must be accompanied by copies of all correspondence, filings and documents exchanged between the complainant and the institution.
 - 3.1.2.3. The request shall specify:
 - the basis for believing that the institutional action is inconsistent with accreditation or SARA requirements;
 - the harm caused to the complainant by virtue of the inconsistency; and
 - the corrective action that the complainant seeks.
 - If the complainant alleges that institutional documents were misleading, the request should contain the portions of the catalog, letters or e-mail exchanged between the complainant and the institution and should identify with specificity statements that the complainant found to be misleading and what the complainant understood the statements to mean.
 - 3.1.2.4. The State Portal Entity Contact ~~SARA administrator~~ will have no obligation to begin a review until all required documents and statements have been filed.
- 3.1.3. Once all necessary documentation has been received from a complainant, the State Portal Entity Contact ~~SARA administrator~~ shall forward the materials to the institution for written response, which must be submitted to the State Portal Entity within sixty (60) calendar days. ~~response shall be filed within sixty days thereafter.~~
- 3.1.4. Upon receipt of the institutional response, or after sixty (60) calendar days if the institution fails to respond to the allegations, the State Portal Entity

~~ContactSARA administrator~~ may attempt to arrange an informal resolution to the complaint.

3.1.4.1. In this connection, the State Portal Entity Contact~~SARA administrator~~ may seek the assistance of the SARA institution's accrediting body.

3.1.5. If ~~the~~ an informal resolution cannot be reached within thirty calendar days, the State Portal Entity Contact~~SARA administrator~~ shall issue a final resolution to the parties no later than fifteen (15) business days after the time allowed for informal resolution has lapsed.

3.1.5.1. The final resolution shall be binding on both parties, ~~unless it is appealed to the Board pursuant to article 9 of this policy.~~

3.2. Appeal of the State Portal Entity Final Resolution

3.2.1. If a final resolution of a complaint adversely affects a legal right, duty, or privilege required by law to be determined after an opportunity for hearing, the institution may appeal the State Portal Entity Contact~~SARA administrator~~'s final resolution to the Board of Regents.

3.2.1.1. An appeal must be brought within thirty (30) calendar days from the date on which the State Portal Entity Contact~~SARA administrator~~ deposited the final resolution notice in the United States mail.

3.2.1.2. Such an appeal shall state with specificity the legal right, duty, or privilege allegedly affected by the final resolution and shall identify the basis in law for concluding that this legal right, duty or privilege may only be reached by governmental action following a hearing.

3.2.1.2.1. To the extent that the asserted right to a hearing arises from this policy, the institutional application form, or related SARA agreements, policies or standards, the appellant shall have the burden of showing that the State Portal Entity Contact~~SARA administrator~~ misinterpreted, misapplied or violated a specific term or provision of this policy, the institutional application form, or related SARA agreements, policies or standards.

3.2.2. Such an appeal shall set forth allegations asserting a specific factual basis for the appeal that, if proven, would establish that an action attributable to the State Portal Entity Contact~~SARA administrator~~ deprived the institution of a right, duty or privileged arising under the law, policy, application form, or related SARA agreements, policies or standards that the institution cited as authority for its appeal.

3.2.3. The Board of Regents shall refer the matter to the South Dakota Bureau of Administration Office of Hearing Examiners for review, findings and recommended disposition pursuant to SDCL ch 1-26.

3.3. Referral of Complaints Not Handled by the State Portal Entity Under SARA

3.3.1. Certain complaints received by the State Portal Entity Contact~~SARA administrator~~ will be forwarded to others for resolution.

- 3.3.1.1. Complaints alleging violations of SDCL ch 13-48 will be forwarded to the South Dakota Secretary of State for review and disposition.
- 3.3.1.2. Complaints alleging violations of SDCL ch 37-24 will be forwarded to the Consumer Affairs Division of the Office of the South Dakota Attorney General for review and disposition.
- 3.3.1.3. Complaints raised by distance education students residing in South Dakota about SARA institutions domiciled outside South Dakota will be referred to the home state authorities of SARA institutions.
- 3.3.1.4. Complaints raised by distance education students residing in South Dakota about South Dakota institutions that do not participate in SARA will be referred to the South Dakota Secretary of State.

4. Institutional Appeals Process

4.1. Institutional Appeals

4.1.1. In the event that an institution is notified by the State Portal Entity Contact of its intent to remove the institution from participation in SARA, or if the institution is denied initial participation in SARA, the institution may appeal the denial of participation to the State Portal Entity for further review by the Executive Director of the South Dakota Board of Regents.

4.1.2. Institutions who choose to appeal must do so on the following grounds:

4.1.2.1. The State Portal Entity Contact did not follow procedures as outlined in the SARA Manual. The institution must submit supporting documentation.

4.1.2.2. The State Portal Entity Contact made a mistake in determining that the institution does not meet the eligibility criteria to participate in SARA, as outlined in the SARA Manual. The institution must submit supporting documentation to prove that the institution meets the eligibility criteria for SARA.

4.2. Appeals Process

4.1.1.4.2.1. Institutions wishing to appeal their removal or denial of participation from SARA must notify the State Portal Entity Contact in writing of their intent to appeal within five (5) days after receiving notice of their removal from SARA. For institutions who are currently participating in SARA, if no notice to appeal is received within the five (5) day timeframe, the State Portal Entity Contact will take the necessary steps to officially remove the institution from SARA by notifying the NC-SARA office.

4.1.2.4.2.2. Institutions who notify the State Portal Entity Contact of their intent to appeal must submit their official appeal, consisting of a letter stating their reason for appealing, along with the required supporting documentation, within seven (7) days after submitting their notice of their intent to appeal.

4.2.3. Upon receiving the official appeal and supporting documentation, the Executive Director of the Board of Regents will make a determination on the appeal within fourteen (14) days of the receipt of the official appeal.

4.2.3.1. Institutions whose appeals are accepted will remain as a SARA participating institution, or will be granted initial participation in SARA if not already a participating institution.

4.2.3.1.1. The institution must pay all fees associated with SARA participation before participation will be granted or before institutional participation can be renewed.

4.2.3.2. Institutions whose appeals are denied will be notified of the decision of the Executive Director. For institutions currently participating in SARA, the State Portal Entity Contact will take immediate action to have them removed as a SARA participating institution following the notification of the decision of the Executive Director.

4.2.4. If an institution's SARA participation expires during the appeals process, they will remain a participating institution until such time as the appeals process can be resolved.

5. Other Topics

4.2.5.1. For other topics which are not directly addressed in this policy, the State Portal Entity will defer to the SARA Manual.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2014; BOR April 2015; BOR March-April 2016

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota State Authorization Reciprocity Agreement (SARA)

NUMBER: 1:29

1. Background

Pursuant to Executive Order 2014-09 (Appendix I) and section 1, chapter 96 of the 2014 Session Laws, codified as SDCL §13-48-42, the Board has been empowered to enter into an agreement, on behalf of the State of South Dakota, with the Western Interstate Commission for Higher Education to join the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement (SARA).

Executive Order 2014-09 and SDCL §13-48-42 charge the Board with the responsibility to serve as point of contact for purposes related to SARA and to assume responsibility for the administrative, oversight, and investigatory or reporting functions to be undertaken on behalf of South Dakota pursuant to the SARA documents. Point of contact functions extend Board oversight of postsecondary educational institutions, hereafter “institutions,” located in South Dakota only to those South Dakota domiciled institutions that voluntarily request approval to participate in SARA.

In furtherance of Executive Order 2014-09 and SDCL §13-48-42, the Board authorized submission of an application to the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement Steering Committee, and it adopted the present policy, to be effective upon such date as the Steering Committee should approve South Dakota’s participation in the State Authorization Reciprocity Agreement program.

2. Policy Requirements of the State Authorization Reciprocity Agreement

Pursuant to Executive Order 2014-09 and SDCL §13-48-42, the Board hereby adopts, and incorporates herein, the participation requirements set forth in the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement published on November 1, 2013, as supplemented by the Western Interstate Commission for Higher Education Application Procedures for State Membership in State Authorization Reciprocity Agreement program, document published on November 22, 2013, and as incorporated in the Policies and Standards of the National Council for State Authorization Reciprocity Agreements, published November 18, 2013.

- A. The Board understands the authority placed upon it through Executive Order 2014-09 and delegated to it through SDCL §13-48-42 to empower it to exercise all point-of-contact powers expressly contemplated in the above referenced SARA documents or necessary to performing the functions more specifically described therein.

3. Consistent and Equal Administration of the State Authorization Reciprocity Agreement

- A. The Executive Director shall provide for adequate staffing, policies and procedures to assure that South Dakota administers the requirements of SARA consistently and equally, without differentiation based upon the governance, mission or corporate domicile of institutions, and without differentiation based upon the residency of distance education students.
 - 1. For purposes of this policy, the SARA administrator shall be the person delegated responsibility for administering SARA by the Executive Director.

4. Institutional Application to Participate in the State Authorization Reciprocity Agreement program

- A. Institutions that operate from a principal campus or central administrative unit domiciled in South Dakota may apply to the SARA administrator for approval to deliver distance education programming to students residing in other SARA member states, provided such institutions have:
 - 1. institutional accreditation by name as South Dakota-based institutions from an accreditor recognized by the U.S. Department of Education and
 - 2. authorization by name to provide educational programs at physical locations in South Dakota
 - a. from the Secretary of State,
 - b. pursuant to SDCL § 13-48-36,
 - c. pursuant to SDCL § 13-48-41(1), exempting institutions authorized by the government of the United States, or
 - d. pursuant SDCL § 13-48-41(2), exempting institutions authorized by the government of an Indian tribe whose tribal lands are located, in whole or in part, in this state.

- B. Institutions that seek participation in SARA may do so by submitting an application in the form required under SARA.
1. Submission of an application form operates as an agreement by the institution to accept oversight by the Board insofar as is necessary to comply with requirements placed uniformly on all institutions that participate in SARA. Acceptance of that oversight is a precondition and as an ongoing condition of the institution's eligibility to participate in SARA.
 - a. This agreement includes institutional undertakings:
 - i. to provide annual reports required under SARA, together with such additional reports as may be needed to assist the SARA administrator in responding to requests received from other states' points of contact, or from regional or national SARA agreement authorities;
 - ii. to notify the SARA administrator promptly of changes in institutional accreditation, corporate governance or ability to continue delivering the programs identified in the institution's application materials or annual reports;
 - iii. to inform the SARA administrator whenever circumstances require it to seek accrediting agency approval for a teach-out program or to initiate other program termination measures;
 - iv. to offer teach-out plans or reimbursement of tuition or fees to students, if any, who may be unable to complete courses or programs, because of the institution's loss of eligibility to participate in SARA;
 - iv. to cooperate with the SARA administrator in resolving complaints;
 - v. to accept the final resolution of complaints by the SARA administrator, pursuant to the procedures outlined in this policy, which resolutions may require repayment of tuition and fees as liquidated damages; and
 - vi. to submit to enforcement proceedings and to comply with the final resolution, which may entail loss of eligibility for participation in SARA.

- b. The institution shall have the right to appeal SARA administrator final resolutions of complaints or enforcement actions to the Board for resolution under SDCL ch 1-26, as provided in § 9 of this policy.
- 2. In order to comply with the requirements of the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement published on November 1, 2013, pp. 15-16, each application must:
 - a. identify the academic offerings that the institution proposes to offer through SARA and demonstrate that the institution's accrediting body has accredited it to deliver such programs via distance education;
 - b. document that the institution provides written notification to all students in a course or program that customarily leads to professional licensure whether or not the course or program meets requirements for licensure in the state where the student resides;
 - i. this requirement applies to any course or programs that a student could reasonably believe leads to such licensure;
 - ii. if an institution does not know whether a course or program meets licensure requirements in the student's state of residence, the institution may meet this requirement by documenting how it informs students in writing that it cannot assure the student that the course or program meets licensure requirements, and provides the student the contact information for the appropriate state licensing authorities;
 - iii. failure to provide proper notice in one of the two ways permitted under this subparagraph (b) invalidates SARA eligibility of any course or program offered without the proper notice;
 - c. disclose institutional complaint procedures, approved by the institutional accrediting agency, and document how the institution notifies distance education students of the availability of these procedures;
 - d. submit procedures required under the institutional accreditation in the event of the unanticipated closure of an institution, including:

- i. a description of provisions to preserve student records;
 - ii. accrediting body contact information to enable the SARA administrator to request assistance from the institution's accreditor as the accreditor applies its standards under 34 C.F.R. §602.24(c); and
 - iii. a statement whether institutional surety bonds would be available to provide reasonable financial compensation for its distance education students;
 - e. present a commercially reasonable continuity of operation plan supporting distance education students and their continued access to student records;
 - f. for private institutions, confirmation of current institutional federal financial responsibility rating.
3. To establish SARA eligibility, private institutions must possess a current federal composite financial responsibility score equaling or exceeding 1.5.
- a. Private institutions with a federal composite financial responsibility score of 1.0 to 1.5 may request conditional admission to SARA for a period not to exceed two years.
 - i. A private institution requesting conditional admission to SARA shall submit a business plan and supporting financial information which, considered as a whole, suggest that it is commercially reasonable to expect that, within twenty-four months of admission to SARA, the institution will achieve an institutional federal financial responsibility rating of 1.5 or greater.
 - 1. Simultaneously, the institution shall document accrediting body requirements for teach-out plans or alternative plans to assure that distance education students will be offered options to continue their education or to be reimbursed for tuition and fees.
 - b. If, after being admitted to SARA, a private institution's federal composite financial responsibility score falls below 1.5, the institution's authorization to participate in SARA terminates automatically, but the institution shall be offered an opportunity to

operate for an additional three months pending a formal request for conditional admission to SARA, together with all required submissions.

- i. The institution may operate for an additional three months following its formal request for conditional admission to SARA.
 - ii. If the institution elects not to request conditional admission to SARA, it shall implement a teach-out or alternative plan to assure that distance education students will be offered alternatives to continue their education or to be reimbursed for tuition and fees.
- c. No private institution with a federal composite financial responsibility score less than 1.0 will be considered eligible for SARA.
- i. If, after being admitted to SARA, a private institution's federal composite financial responsibility score falls below 1.0, the institution's authorization to participate in SARA terminates automatically.
 - ii. The institution shall implement a teach-out or alternative plan to assure that distance education students will be offered alternatives to continue their education or to be reimbursed for tuition and fees.

5. State Authorization Reciprocity Agreement Reports

A. Annual Reports

- 1. Annual Reports will be due each year on the anniversary of the date that the institution receives approval from the National Council for State Authorization Reciprocity Agreements. Institutions shall file with the SARA administrator updates for all information provided in the initial application.

B. Immediate Reports

- 1. Institutions shall immediately inform the SARA administrator of developments:

- a. affecting institutional accreditation, corporate governance or ability to continue delivering the programs identified in the institution's application materials or annual reports, and
- b. whenever circumstances require it to seek accrediting agency approval for a teach-out program or to initiate other program termination measures.

C. Quarterly Reports

- 1. Institutions shall file quarterly reports detailing the status of complaints referred to the institution by the SARA administrator, together with details involving complaint resolutions.
- 2. Private institutions with an institutional federal financial responsibility rating of 1.0 with justification shall submit quarterly reports to document sufficient progress under the institutional business plan to remain eligible to participate in SARA.

D. Other Reports upon Request

- 1. Institutions shall submit such other reports as the SARA administrator may request from time to time to enable it to respond to inquiries from SARA authorities in other participating states or from the Western Interstate Commission for Higher Education or the National Council for State Authorization Reciprocity Agreements.

6. Fees

- A. National Council for State Authorization Reciprocity Agreements fees will become payable to the National Council for State Authorization Reciprocity Agreements upon admission to SARA and renewal fees will be due at such times and in such amounts as the National Council for State Authorization Reciprocity Agreements may specify.
- B. The Board shall establish an annual SARA fee at a level required to cover the Board's cost of administering SARA. The Board's annual SARA fee will be based upon the State of South Dakota fiscal year, which runs from July 1 through June 30.
 - 1. At the time of submitting an application to participate in SARA, an institution must tender payment sufficient to cover the Board's annual SARA fee.

- a. The first renewal fee will be prorated based on the date that the institution receives approval from the National Council for State Authorization Reciprocity Agreements. The Board will determine the prorated amount by calculating 1/12 of the Board's annual SARA fee for each full or partial month that the institution participates in SARA. The institutional SARA contact will be notified by the Board Office of the prorated amount when the application is approved.
 - i. No Board annual SARA fee proration will be made if an institution elects to withdraw from SARA or if its right to participate is terminated.
 - b. If an institution fails to pay the Board's annual SARA fee at the time of application, or if the instrument of payment is not honored when presented by the Board, the application will be deemed withdrawn and the SARA administrator will take no further action with respect to it.
- C. Renewal payments of the Board's annual SARA fee will be due on July 1. Any changes to the fee structure will be adopted by the Board at its first official meeting following the close of the Legislative Session.
- D. Institutions will forfeit their right to participate in SARA if they fail to pay fees required by National Council for State Authorization Reciprocity Agreements or by the Board.
 - 1. Termination for failure to pay National Council for State Authorization Reciprocity Agreements fees will be effective upon receipt of notice by the Board from the National Council for State Authorization Reciprocity Agreements.
 - 2. Termination for failure to pay the Board's annual SARA fee will become effective on August 1.

7. State Authorization Reciprocity Agreement Complaint Resolution

- A. A complaint is a written, signed allegation that a postsecondary institution does not meet the state authorization requirements of SDCL ch 13-48; an allegation that a postsecondary institution violated deceptive trade practices and consumer protections guaranteed by SDCL ch 37-24; or an allegation raised by a distance education student that a SARA institution does not meet standards established by the institution's accrediting agency or SARA.

1. Disputes involving student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state and do not constitute complaints for purposes of this policy.
- B. Certain complaints received by the SARA administrator will be forwarded to others for resolution.
1. Complaints alleging violations of SDCL ch 13-48 will be forwarded to the South Dakota Secretary of State for review and disposition.
 2. Complaints alleging violations of SDCL ch 37-24 will be forwarded to the Consumer Affairs Division of the Office of the South Dakota Attorney General for review and disposition.
 3. Complaints raised by distance education students residing in South Dakota about SARA institutions domiciled outside South Dakota will be referred to the home state authorities of SARA institutions.
 4. Complaints raised by distance education students residing in South Dakota about South Dakota institutions that do not participate in SARA will be referred to the South Dakota Secretary of State.
- C. The SARA administrator will be responsible for reviewing and administering complaints submitted by distance education students, hereafter, "complainants," that a South Dakota institution that participates in SARA does not meet standards established by the institution's accrediting agency or SARA.
1. Complaints reviewable under this policy include allegations by a distance education student of harm caused because a SARA institution operated a course or program contrary to practices set forth in the Council of Regional Accrediting Commissions Interregional Guidelines for the Evaluation of Distance Education, as summarized in the institutional SARA application (Appendix II).
 2. Complaints shall first be reviewed to determine whether they have been processed through the institution's own procedures for resolution of complaints.
 - a. Complaints that have not been reviewed by the SARA institution will be referred to it for review and resolution within the time frames established under institutional policy.

- i. The SARA administrator will notify complainants at the time a complaint is forwarded to the SARA institution and will advise complainants of their right to request further review of the institutional determination if they process their complaints through the institutional procedure but find the institutional response unsatisfactory.
- b. Complainants who processed their complaints through institutional complaint resolution procedures but remain dissatisfied with the outcome of the institutional process may request that the SARA administrator review the institutional resolution of the complaint.
 - i. If a complainant declines to participate in the SARA institution's complaint procedures, the complaint will be deemed to have been withdrawn, and no further action will be taken on the complaint.
 - ii. The request for review a SARA institution's decision must be filed with the SARA administrator within two years of the incident about which the complaint is made.
 - iii. The request for review must be accompanied by copies of all correspondence, filings and documents exchanged between the complainant and the institution.
 - iv. The request shall specify
 - 1. the basis for believing that the institutional action is inconsistent with accreditation or SARA requirements,
 - 2. the harm caused to the complainant by virtue of the inconsistency, and
 - 3. the corrective action that the complainant seeks.
 - 4. If the complainant alleges that institutional documents were misleading, the request should contain the portions of the catalog, letters or e-mail exchanged between the complainant and the institution and should identify with specificity statements that the complainant found to be

misleading and what the complainant understood the statements to mean.

- v. The SARA administrator will have no obligation to begin a review until all required documents and statements have been filed.
- 2. Once all necessary documentation has been received from a complainant, the SARA administrator shall forward the materials to the institution for written response, which response shall be filed within sixty days thereafter.
- 3. Upon receipt of the institutional response, or after sixty days if the institution fails to respond to the allegations, the SARA administrator may attempt to arrange an informal resolution to the complaint.
 - a. In this connection, the SARA administrator may seek the assistance of the SARA institution's accrediting body.
- 4. If the an informal resolution cannot be reached within thirty calendar days, the SARA administrator shall issue a final resolution to the parties no later than fifteen days after the time allowed for informal resolution has lapsed.
 - a. The final resolution shall be binding on both parties, unless it is appealed to the Board pursuant to article 9 of this policy.

8. State Authorization Reciprocity Agreement Enforcement Proceedings

The SARA administrator may initiate enforcement proceedings where necessary to assure institutional compliance with its agreement with the Board, including the requirements established under the institutional application and the related SARA agreements, policies and standards that the Board administers.

- B. Before taking formal action, the SARA administrator shall provide the participating institution with a written notice:
 - 1. identifying institutional activity that the SARA administer believes breach specific commitments that the institution gave in order to be allowed to participate in SARA;
 - 2. citing the specific provisions of the institution's application, this policy or the related SARA agreements, policies and standards that have been breached; and

3. stating the actions that the SARA administrator proposes to take in response to the identified breaches, either to remedy the breaches or to terminate the institution's participation in SARA and to require implementation of a teach-out plan, a plan to reimburse tuition and fees to affected students or other measures to enable students to pursue duly accredited courses or programs.
- C. The institution shall have forty-five calendar days from the date that the notice is deposited in the United States mails to respond.
1. The response shall identify any alleged errors of fact or alleged error in the SARA administrator's interpretation, application or adherence to the specific provisions of the participation agreement as set forth in the institution's application, this policy or the related SARA agreements, policies and standards.
 2. The response shall present any proposals that the institution may wish to advance as alternative measures to resolve concerns raised by the SARA administrator.
- D. The SARA administrator shall have forty-five calendar days from the date that the institution's response is deposited in the United States mails to pursue any informal resolution or, at the SARA administrator's discretion, to issue a final resolution.
- E. If the institution fails to respond within the time provided in subparagraph 7(C), above, the SARA administrator shall issue a final resolution, which shall be binding on the institution.
1. In such circumstances, if the institution fails to comply with the requirements set forth in the final resolution, the SARA administrator shall notify the institution that its participation in SARA will terminate and shall require it to implement a teach-out plan, a plan to reimburse tuition and fees to affected students or other measures to enable students to pursue duly accredited courses or programs..

9. State Authorization Reciprocity Agreement Appeals

- A. If a final resolution of a complaint or enforcement proceeding adversely affects a legal right, duty, or privilege required by law to be determined after an opportunity for hearing, the institution may appeal the SARA administrator's final resolution to the Board.
- B. An appeal must be brought within 30 calendar days from the date on which the SARA administrator deposited the final resolution notice in the United States mail.

- C. Such an appeal shall state with specificity the legal right, duty, or privilege allegedly affected by the final resolution and shall identify the basis in law for concluding that this legal right, duty or privilege may only be reached by governmental action following a hearing.
 - 1. To the extent that the asserted right to a hearing arises from this policy, the institutional application form, or related SARA agreements, policies or standards, the appellant shall have the burden of showing that the SARA administrator misinterpreted, misapplied or violated a specific term or provision of this policy, the institutional application form, or related SARA agreements, policies or standards.
- D. Such an appeal shall set forth allegations asserting a specific factual basis for the appeal that, if proven, would establish that an action attributable to the SARA administrator deprived the institution of a right, duty or privileged arising under the law, policy, application form, or related SARA agreements, policies or standards that the institution cited as authority for its appeal.
- E. The Board shall refer the matter to the South Dakota Bureau of Administration Office of Hearing Examiners for review, findings and recommended disposition pursuant to SDCL ch 1-26.

SOURCE: BOR, October 2014; BOR, April 2015; BOR, March-April 2016.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (2)

DATE: October 2-3, 2019

SUBJECT

BOR Policy 2:23 – Accelerated Graduate Program Policy Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Transfer of Credit

[BOR Policy 2:23](#) – Program and Curriculum Processes

BACKGROUND / DISCUSSION

An accelerated graduate program is a graduate program at a Regental institution that allows a student to count courses for undergraduate and graduate credit simultaneously.

The Board of Regents approved changes to BOR Policy 2:5 at their [April 2019](#) meeting to require Board approval for graduate accelerated programs consisting of thirteen (13) or more credit hours. Previously, all such accelerated programs required individual Board approval. However, BOR Policy 2:23 now contradicts the new language in BOR Policy 2:5.

IMPACT AND RECOMMENDATION

The proposed revision to BOR Policy 2:23 aligns language with the Board's previously approved language in BOR Policy 2:5 as it related to accelerated graduate programs.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:23

DRAFT MOTION 20191002_5-A(2):

I move to approve the first reading of the proposed revisions to BOR Policy 2:23 – Program and Curriculum Processes as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Program and Curriculum Processes

NUMBER: 2:23

A. PURPOSE

To define the process by which academic curricula and programs receive approval, modification, and review.

B. DEFINITIONS

1. Intent to Plan: A preliminary, conceptual proposal requesting authorization to plan a new academic degree or major.

2. Academic Degree Program: A student's primary area of study at the associate, bachelor's, master's, education specialist, or doctoral level.

2.3. Accelerated Graduate Program: An accelerated graduate program is a graduate program at a Regental institution that allows a student to count specific courses for undergraduate and graduate credit simultaneously.

C. POLICY

1. Academic Program Approval

The Board of Regents approves academic programs that are recorded on a transcript, including specializations, certificates, undergraduate minors, undergraduate degrees and majors, and graduate degrees and programs.

1.1. Intent to Plan

1.1.1. Universities must submit an intent to plan for approval by the Board of Regents prior to submitting a program proposal for a new associate degree program/degree, baccalaureate program/degree, or graduate program/degree. The Executive Director may waive the intent to plan.

1.1.2. An intent to plan is not required for associate degree programs provided:

1.1.2.1. The program is a two-year equivalent of an existing four-year bachelor's program currently approved for the university; or

1.1.2.2. The program proposal has eighty percent of the curriculum in common with an existing four-year bachelor's program current approved for the university; or

1.1.2.3. The program is stackable to two or more four-year bachelor's degree programs approved for the university; or

1.1.2.4. The Executive Director determines the program will have an immediate impact on an emerging critical workforce shortage area in South Dakota as documented by the university.

1.1.3. The Executive Director will inform the Board of waivers granted under this policy as part of the interim actions Report of the Executive Director at the next regularly scheduled Board of Regents meeting.

1.2. Undergraduate and Graduate Degrees and Majors

1.2.1. The Board of Regents approves new academic degrees and majors.

1.2.2. New graduate degree program proposals must also follow the processes identified in Policy 2:1.

1.3. Academic Certificates, Specializations, and Minors

1.3.1. The Board of Regents approves new certificates, specializations, and minors.

1.3.2. **Academic Certificates:** Universities may deliver academic certificate programs involving a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and have specifically defined student- learning outcomes.

1.3.2.1. Academic certificate programs require admission to the university and result in an official academic transcript.

1.3.2.2. Completion of the academic certificate program shall be indicated on the student's academic transcript.

1.3.3. **Specializations:** An academic specialization is a designated plan of study within an existing degree program or major.

1.3.3.1. Specializations may attach to only one major.

1.3.3.2. Completion of the academic specialization shall be indicated on the student's academic transcript.

1.3.4. **Minors:** An academic minor enables a student to make broad but limited inquiry into a discipline or field of study beyond the major.

1.3.4.1. Minors are only awarded in conjunction with completion of a degree program and the awarding of a bachelor's degree.

1.3.4.2. Completion of the minor shall be indicated on the student's academic transcript.

2. Certificates of Recognition

Universities may confer certificates of recognition to persons who have successfully completed credit or non-credit educational experiences, e.g. workshops. Completion is based on learning objectives and requires formal learner evaluation.

2.1. Certificates of recognition do not require Board approval.

- 2.2. Certificates of recognition are not part of a degree program and do not require formal admission to the university.
- 2.3. If credit bearing course work is involved and the participant registers for it, the course will appear on the transcript.
- 2.4. Non-credit experiences may be recognized but do not result in a transcript.

3. Curriculum Approval

- 3.1. The South Dakota Regental system maintains a common course catalog designed to facilitate ease of student transfer and collaborative programing across institutions.
- 3.2. The university Vice President for Academic Affairs approves minor course and program modifications as defined by Academic Affairs Council.
- 3.3. The System Chief Academic Officer approves new courses unique to a single university or common to more than one university after formal review by the Academic Affairs Council.

3.4. The System Chief Academic Officer approves substantive course and program modifications after a formal review by the Academic Affairs Council. ~~Substantive program modifications that allow for the creation of accelerated programs shall obtain formal approval by the Board.~~

3.4.3.5. Accelerated graduate programs accepting thirteen (13) total credit hours up to a maximum of twenty-five (25) total transfer credit hours require formal approval by the Board of Regents. (See Academic Affairs Guideline Form 2.20)

4. Institutional Program Review

- 4.1. Institutional program reviews assist in the continuous improvement of educational program quality. The review process should integrate strategic planning, budgeting, regional and specialized accreditation processes, and student-learning outcome assessment.
- 4.2. The Academic Affairs Council (AAC, defined in Board of Regents Policy 1:7:2) shall maintain a detailed and formal set of guidelines related to institutional program review.
- 4.3. Institutional program reviews shall occur at least once every seven (7) years for undergraduate and graduate programs that are not subject to specialized program accreditation or nationally recognized review processes. Institutions may use specialized program accreditation reviews to satisfy the requirements for institutional program reviews. In such cases, the timing of the review is determined by the cycle of specialized program accreditation.
- 4.4. Program reviews shall include identification of undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and a review of assessment methods and outcomes for cross-curricular skill requirements per Board of Regents Policy 2:11

5. Academic Degree Program Productivity Review Process

- 5.1. Students should have the opportunity to learn from and work with a diverse group of faculty and colleagues; programs that produce too few graduates have fewer

opportunities for these beneficial interactions. Academic degree programs that do not meet the established minimum number of graduates will be inactivated unless the Board of Regents approves a continuation plan.

- 5.2. The Academic Affairs Council (AAC, defined in Board of Regents Policy 1:7:2) shall maintain a detailed and formal set of guidelines related to academic degree program productivity.
- 5.3. All academic degree programs that fail to meet the established graduate production thresholds will be identified in the academic degree program productivity report. The program productivity report will depict the graduate production for all academic degree programs in the Regental system for the five most recent academic years.
- 5.4. The graduate production thresholds for each type of academic degree program are:
 - 5.4.1. **Associate Degree:** Five (5) graduates a year or twenty-five (25) during the five (5)-year reporting period.
 - 5.4.2. **Bachelor's Degree:** Seven (7) graduates a year or thirty-five (35) during the five (5)-year reporting period.
 - 5.4.3. **Master's Degree:** Four (4) graduates a year or twenty (20) during the five (5)-year reporting period.
 - 5.4.4. **Professional & Doctoral Degree:** One (1) graduate a year or five (5) during the five (5)-year reporting period.
- 5.5. Programs flagged through the program productivity review process require a formal review at the institutional level. Following the review, the institution shall assign one of five designations to those programs for submission as part of the academic degree program productivity report that comes forward to the Board: 1) Retain Due to Critical Need; 2) Retain with Further Review Required; 3) Consolidate with Another Program on Campus; 4) Consolidate with Another Program within the System; 5) Terminate.

FORMS / APPENDICES:

[AAC Form 2.20 – Accelerated Graduate Program Request](#)

~~None~~

SOURCE:

BOR May 1993; BOR January 2002; BOR December 2003; BOR August 2005; BOR March 2017; December 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – B
DATE: October 2-3, 2019

SUBJECT

South Dakota Jump Start Final Evaluation Report

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The South Dakota Jump Start program was funded in 2014 through a First in the World (FITW) grant from the Fund for the Improvement of Postsecondary Education (FIPSE) administered by the US Department of Education. The Board of Regents announced their participation in a [2015 press release](#). The US Department of Education awarded the \$3.6 million grant to South Dakota as one of twenty-four such awards from more than 500 proposals. The intent of the grant was to improve access and success for 900 American Indian and low-income students at seven institutions (all Board of Regents institutions and Oglala Lakota College).

Jump Start provided in-depth services to low-income and American Indian students across South Dakota, in addition to studying the results of the program to generate momentum toward completion of a college degree. The program sought to support two cohorts of students: first time degree-seeking undergraduates for the 2015-16 and 2016-17 academic years. Components of the program included:

- Access Advisors – Help navigate the path to college for program high school students.
- Summer Bridge Program – Opportunity to earn five credits prior to start of freshman year.
- Earn & Learn – Opportunities for free college credit in the summer after freshman and sophomore years and assistance in finding jobs or internships.
- Living & Learning Communities – First-year students live in same residence halls to provide community support.
- Retention Advisors – Student support and intrusive advising once enrolled in a postsecondary institution.
- Lending Library – Stipends for textbooks and laptops as well lending opportunities to reduce textbook costs.

(Continued)

INFORMATIONAL ITEM

SDSU contracted with ICF to serve as the external evaluator of the Jump Start program. ICF's evaluation plan for Jump Start included comparing outcomes from Jump Start students with nonparticipants related to first-year retention and on-track for graduation credit accumulation.

IMPACT AND RECOMMENDATION

Highlights of the report's findings are listed below. The full report is available in Attachment I.

- Qualifications for participation in the program included South Dakota residency (or graduate of a South Dakota high school), and status as American Indian or low income.
- Student persistence from freshman to sophomore year was 7% greater for program participants than the comparison group.
- Students remaining on track to graduation in credit accumulation was 16% higher for program participants than the comparison group.
- Participants cited the role of retention advisors as critical to success. Retention advisors maintained regular contact with participants throughout their freshman and sophomore years to monitor their progress, refer them to campus resources, and answer questions. Some students continued to meet with their advisors after their sophomore year.
- Participants also cited the lending libraries as critical to success. Jump Start campuses reserved \$796 per student for purchasing laptops and textbooks that students could use during the year. Advisors said they typically accumulated several bookcases full of textbooks for lending out to students. Many first-generation university students are not aware of the high cost of books until they reach campus for the first time.
- Jump Start staff noted that American Indian students faced more challenges than non-American Indian students due to a variety of factors, and program data support this view. American Indian students had lower persistence rates to sophomore year due to factors ranging from the transition of students moving from a tribal community to a college campus to lack of understanding of American Indian norms and traditions on campuses.
- Program evaluators recommend continuing elements of the program while acknowledging the difficulties of replicating the program without federal funds and in the state's current fiscal environment.

ATTACHMENTS

Attachment I – South Dakota Jump Start Final Evaluation Report



South Dakota Jump Start

Final Evaluation Report

September 2018

Submitted to:
South Dakota State University

Submitted by:
ICF
9300 Lee Highway
Fairfax, VA 22031

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I. Introduction

1. Jump Start Project Overview

Funded through a 2014 First in the World (FITW) grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the South Dakota (SD) Jump Start program provides in-depth services to low-income and Native American students across South Dakota to help these students generate momentum toward completion of a college degree. Historically, only about half of Native American students and two-thirds of low-income students starting at South Dakota public universities return for a second year. Jump Start

seeks to address this issue by providing several core supports to two cohorts of students (i.e., the incoming classes of first-time degree-seeking undergraduates for the 2015–2016 and 2016–2017 academic years). Supports are provided primarily from the senior year of high school through the summer after sophomore year, with some services also available to college juniors and seniors.

The program began with access advisors employed by Jump Start visiting 50 low-income public and tribal high schools across the state, as well as other interested South Dakota high schools, to recruit eligible students for the program. After identifying and enrolling interested students, the participating institutions then provided a Summer Bridge experience designed to increase the likelihood of postsecondary success. This experience varied by campus, but included academic coursework and the opportunity for students to earn three to seven college credits. The experience also provided financial literacy, career development, and social activities to facilitate adjustment to campus.

Those students who successfully completed Summer Bridge (key component 1) and enrolled in a participating institution were then offered supports from a grant-funded retention advisor on each campus to advise them and link them with textbook and laptop lending libraries¹, peer mentors, and tutoring during their freshman year of college (key component 2). During the summer following freshman year, students were then offered Earn & Learn experience (amended on a pilot basis to be Serve & Learn programs on two campuses during one summer)², which

Jump Start Institutions

South Dakota State University (Brookings, SD)
 Black Hills State University (Spearfish, SD)
 Dakota State University (Madison, SD)
 Northern State University (Aberdeen, SD)
 South Dakota School of Mines and Technology (Rapid City, SD)
 University of South Dakota (Vermillion, SD)
 Oglala Lakota College (Kyle, SD)

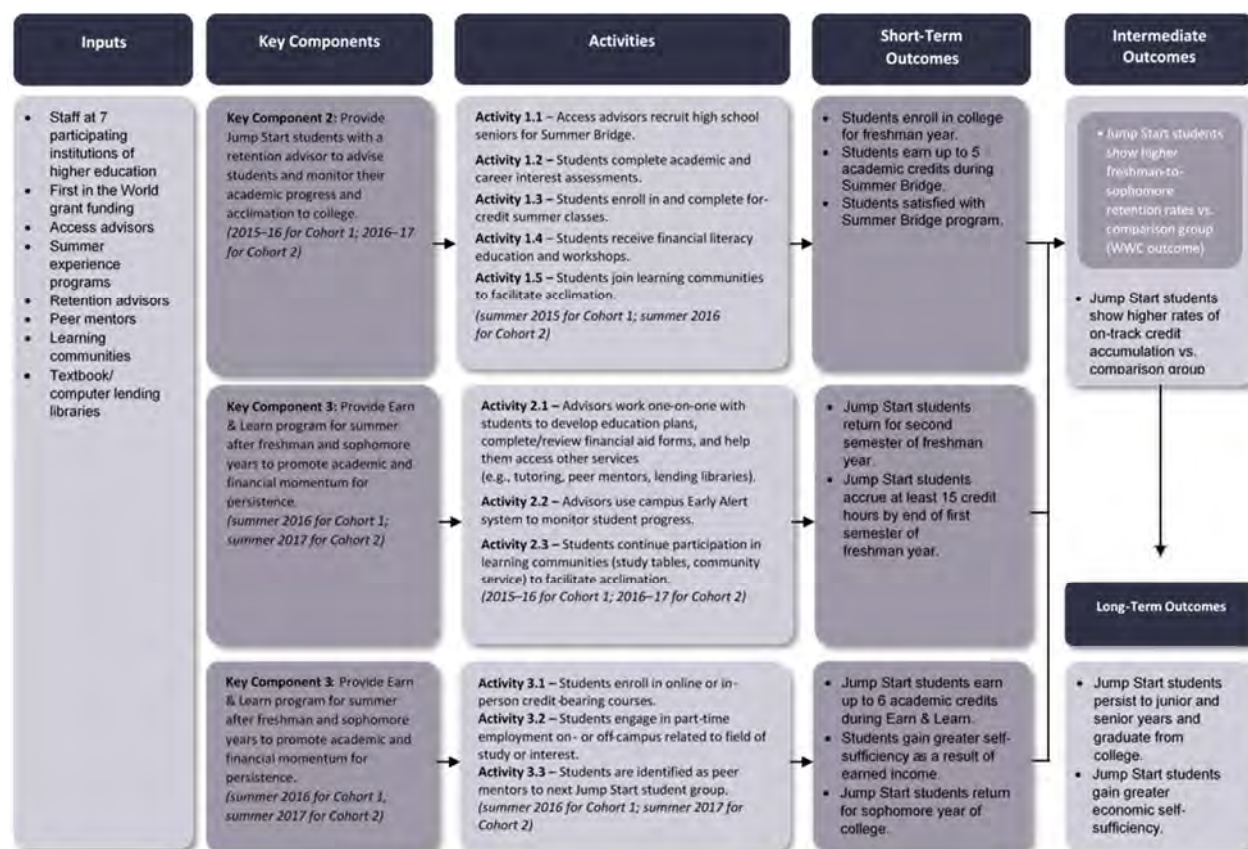
¹ In addition to books, libraries provided access to online textbooks, access codes, and related educational materials as well as transfers of textbooks between partner campuses. While originally available to serve students through the end of sophomore year, FIPSE approved a change allowing the library to support students the duration of the grant

² The goals of Earn & Learn were to offer students access to free college credit in the summer after freshman and sophomore years and to help them find jobs or internships linked to their majors. After some challenges in implementation, two institutions changed their program to Serve & Learn for summer 2017, during which students could take an elective course in community service that included having students volunteer at organizations in their communities. For summer 2018, they returned to an Earn & Learn model. This report refers to summer offerings after freshman and sophomore year as Earn & Learn, unless the findings are specifically about this small Serve & Learn pilot initiative.

included academic courses and opportunities to earn money for college through employment or to participate in service learning (key component 3).

The activities offered during the summer after freshman year were held on campus or in the student's community through online classes, internships, and service learning opportunities. For the first cohort, employment opportunities included serving as peer mentors to students in the second cohort. Figure 1 presents the logic model for SD Jump Start, depicting the hypothesized linkages among program components and student outcomes.

Figure 1. South Dakota Jump Start Program Logic Model



Notably, the SD Jump Start program brought together all six public Board of Regents institutions in the state: South Dakota State University (SDSU), Black Hills State University (BHSU), Dakota State University (DSU), Northern State University (NSU), South Dakota School of Mines and Technology (SDSMT), and the University of South Dakota (USD); and one tribal college, Oglala Lakota College (OLC). SDSU served as the fiscal agent for the project.

2. Jump Start Evaluation

SDSU contracted with ICF to serve as the external evaluator of the Jump Start program. Based in Fairfax, Virginia, ICF has provided research and evaluation services to clients since 1969, leading syntheses of rigorous research on a variety of topics as a subcontractor to the What

Works Clearinghouse (WWC), facilitating the Mid-Atlantic Regional Educational Laboratory, and conducting randomized controlled trials of interventions such as Odyssey Math and Communities in Schools. ICF's evaluation plan for Jump Start included annual implementation studies and a rigorous quasi-experimental impact study to compare Jump Start students with nonparticipants on the confirmatory outcome of persistence to second year of college. Exploratory analyses examined the outcomes of on-track credit accumulation during freshman and sophomore years, persistence and credit accumulation outcomes for Native American students, college enrollment and application outcomes from high schools targeted by Jump Start Access Advisors at recruitment sites, and historic persistence rates for Native American and low-income students at Jump Start institutions.

II. Study Design and Methodology

1. Impact Study

1.1 Evaluation Questions

The impact study of the Jump Start program includes four evaluation questions (EQs). The evaluation team used a quasi-experimental design (QED) employing propensity score matching (PSM) to address EQ1–EQ3. We analyzed extant data from participating institutions to address EQ4 and EQ5 (see Table 1).

Table 1. South Dakota Jump Start Impact Evaluation Questions

Evaluation question	Category	Design	Analysis
EQ1. What is the effect of the offer of participation in the Jump Start program on low-income and/or Native American college freshmen's persistence to sophomore year when compared with a matched comparison group of nonparticipating students in the business-as-usual (BAU) condition?	Confirmatory	QED with PSM	Binary Logistic Regression
EQ2. What is the effect of the offer of participation in the Jump Start program on low-income and/or Native American college freshmen's first year on-track credit accumulation when compared with a matched comparison group of nonparticipating students in the BAU condition?	Exploratory	QED with PSM	Binary Logistic Regression
EQ3. To what extent do students' demographic characteristics moderate the relationships observed among treatment status and (1) freshman-to-sophomore year persistence and (2) first year on-track credit accumulation outcomes (e.g., race/ethnicity, socioeconomic status)?	Exploratory	QED with PSM	Binary Logistic Regression
EQ4. To what extent do college application and enrollment rates for Native American and/or low-income student subgroups in the 50 high schools targeted by Jump Start access advisors improve during the period of time in which Jump Start is implemented as compared with historical trends?	Exploratory	Extant Data Analysis	Descriptive Statistics

Evaluation question	Category	Design	Analysis
EQ5. To what extent do freshman-to-sophomore year persistence rates for Native American and/or low-income student subgroups in the seven participating institutions of higher education improve during the period of time in which Jump Start is implemented as compared with historical trends?	Exploratory	Extant Data Analysis	Descriptive Statistics

1.2 Selection of Intervention and Comparison Group Students

The evaluation team used a QED to address EQ1–EQ3. The Jump Start intervention is delivered to individual students rather than at the institution, faculty, or classroom level. As such, the selection of units to serve in the intervention and comparison groups occurred at the student level.

The intervention group is a convenience sample of all students who volunteered for the Jump Start program during the summer before their freshman year, participated in Summer Bridge programming the year prior to their enrollment in college, and then subsequently enrolled in one of the seven participating institutions of higher education as first-time degree-seeking undergraduates during the 2015–2016 or 2016–2017 academic years (Cohorts 1 and 2, respectively). In addition, students must have met the following eligibility requirements:

1. **Residence:** The student must live in South Dakota currently or be a graduate of a South Dakota high school.
2. **Demographic characteristics:** The student must be identified as Native American and/or be low income.

The number of intervention students varied by evaluation question due to data availability. For EQ1–EQ2, Cohort 1 included 134 treatment students and 397 comparison students, while Cohort 2 included 126 treatment students and 369 comparison students. The total sample size was 1,026. For EQ3, Cohort 1 included 152 treatment students and 461 comparison students, while Cohort 2 included 152 treatment students and 443 comparison students. The total sample size was 1,208.

A matched comparison group of students was identified from a sampling frame including all other students who enrolled in the seven participating institutions of higher education as first-time degree-seeking undergraduates during the 2015–2016 and 2016–2017 academic years, but who were not participating in Jump Start. The comparison group instead received the business-as-usual (BAU) condition—those services normally available to students at the participating institutions of higher education. The evaluation team used PSM with a 4:1 comparison-to-treatment student ratio—that is, the model identified up to four comparison group students for each intervention group student. This was done to increase statistical power for final analyses, given lower than anticipated recruitment numbers for treatment students.

1.3 Data Collection

ICF negotiated separate data-sharing agreements with the South Dakota Board of Regents (SDBOR) and Oglala Lakota College (OLC). SDBOR is the state agency governing six of the seven participating institutions of higher education, while OLC is an independent agency maintaining governance of its institution's data. The two agreements specified that SDBOR and OLC would provide ICF with all administrative data necessary to conduct PSM and impact analyses.

Ultimately, SDBOR and OLC provided ICF with two person-level data files containing information for all first-time degree-seeking undergraduates enrolled in participating institutions during the fall semester of the 2015–2016 and 2016–2017 academic years. Each student was assigned a unique research identifier by SDBOR and OLC prior to transmission of data to ICF. SDBOR and OLC each maintained a record linking this research identifier to each student's actual identity.

Each data file included a variety of student-level demographic covariates gathered from existing administrative databases, including those variables to be used to establish baseline-equivalence prior to the final analysis (see Table 3 and Table 4). ICF used these data to conduct PSM analyses and identify the final analytic samples of treatment and comparison group students.

Once the samples were identified, ICF requested the outcome data necessary to assess the program's impact (see Table 2). These data were requested at the outset of the 2016–2017 and 2017–2018 school years for cohort 1 and cohort 2, respectively.

1.4 Administrative and Outcome Data

Our impact study examined differences among the intervention and comparison groups on two outcomes, both of which reside within the WWC's credit accumulation domain: 1) freshman-to-sophomore year retention, operationalized as a binary outcome indicating whether or not students re-enrolled in any SD Jump Start-participating college at the beginning of their sophomore year, and 2) on-track credit accumulation rates from freshman to sophomore year, operationalized as a binary outcome indicative of whether or not students earned at least 30 credits prior to their sophomore year. Differences in these outcomes among the intervention and comparison groups were examined after one year of participation in the Jump Start program. The two cohorts of students were aggregated for a total analytic sample. These analyses were replicated to address EQ3 using a second research sample that was exactly matched on Native American race status.

Table 2 illustrates the properties of those measures used as outcomes in the impact study, Table 3 provides information about those used by the research team to establish baseline-equivalence, and Table 4 includes those used as predictors or covariates in final analytic models.

Table 2. SD Jump Start Outcome Measures

Name	Description	Construction	Reliability and face validity	Relevant baseline measures
Freshman-to-sophomore year persistence	A binary indicator illustrating whether or not a student has re-enrolled in college at the beginning of the sophomore year.	0 = Student does not re-enroll during fall of sophomore year; 1 = Student re-enrolls during fall of sophomore year	Established measure is assumed to be reliable and valid.	No true pretest exists. We establish baseline-equivalence using a measure of pre-college academic achievement and socioeconomic status.
On-track credit accumulation	A binary indicator illustrating whether or not a student has accumulated equal to or greater than 30 credits, when the first-year fall, spring, and summer courses are combined.	0 = When the number of credits from first-year fall, spring, and summer courses are combined, the student has accumulated fewer than 30 credits; 1 = 30 or more credits	Established measure is assumed to be reliable and valid.	No true pretest exists. We establish baseline-equivalence using a measure of pre-college academic achievement and socioeconomic status.

Note. Both outcomes reside in the credit accumulation domain, according to WWC, and were measured at the individual student level.

Table 3. Measures Used to Establish Baseline-Equivalence

Name	Description	Construction	Reliability and face validity	Measure usage
Cumulative high school grade point average	A continuous variable indicating a student's end-of-high-school grade point average.	Continuous	Established measure is assumed to be reliable and valid.	Baseline-equivalence: Pre-college academic achievement
Expected family contribution (EFC)	A continuous variable representing a student's EFC as determined by the student's Free Application for Federal Student Aid (FAFSA).	Continuous	Established measure is assumed to be reliable and valid.	Baseline-equivalence: Socioeconomic status
Pell Grant recipient status	A binary indicator illustrating whether or not the student received a Pell Grant during his or her first year of college.	Binary	Established measure is assumed to be reliable and valid.	Baseline-equivalence: Socioeconomic status

Table 4. Predictors and Covariates Used in Matching and/or Analysis

Name	Description	Construction	Measure usage
Treatment status	A binary variable constructed by the research team indicating a student's membership in either the intervention or comparison group.	1 = intervention; 0 = comparison	Predictor
Cohort	A binary variable constructed by the research team indicating whether a student belongs to Cohort 1 (first enrolled in 2015–2016) or Cohort 2 (first enrolled 2016–2017).	1 = Cohort 2; 0 = Cohort 1	Covariate
Sex	A binary variable indicating a student's biological sex.	1 = male; 0 = female	Covariate
Race/ethnicity	A series of binary variables indicating a student's membership in six race groups.	White = 1/0 Black/African American = 1/0 Asian = 1/0 Native American/Alaska Native = 1/0 Native Hawaiian/Pacific Islander = 1/0 Two or more = 1/0	Covariate
First- generation college status	Two binary variables indicating: (1) a student's status as a first- generation college student, and (2) whether or not this status is known.	<u>Variable 1:</u> 1 = first- generation college student 0 = non-first- generation college student <u>Variable 2:</u> 1 = first- generation college student status known 0 = first- generation college student status unknown	Covariate
Home institution sector	A categorical variable indicating a student's enrollment in either an SDBOR institution or at OLC.	SDBOR = 1 OLC = 2	Covariate
Home institution	A series of categorical variables indicating a student's enrollment in one of the seven participating institutions of higher education.	SDSU = 1/0 BHSU = 1/0 DSU = 1/0 NSU = 1/0 SDSM&T = 1/0 USD = 1/0 OLC = 1/0	Covariate
Full/part time status	A categorical variable indicating a student's status as a full or part-time degree-seeking student.	1 = Full time 0 = Part time	Covariate
Alien status	A categorical variable indicating the student's status as an American citizen or citizen of another country.	0 = Non-alien 1 = Alien	Covariate

Note. SDSU = South Dakota State University, BHSU = Black Hills State University, DSU = Dakota State University, NSU = Northern State University, SDSMT = South Dakota School of Mines and Technology, USD = University of South Dakota, OLC = Oglala Lakota College

2. Implementation Study

2.1 Implementation Research Design

Along with an impact study on Jump Start's effectiveness, ICF designed an implementation study to assess these basic questions:

- Did colleges and universities implement the new program with fidelity? Why or why not?
- What was the amount of variation in implementation fidelity?
- What components of Jump Start appeared to be most or least effective?
- How satisfied were students and stakeholders with the program?
- What barriers or facilitators did colleges/universities face in implementation?

These questions reflect priorities of the logic model (Figure 1) and focus primarily on fidelity of implementation, analyzing any deviation from original plans due to local circumstances and factors. The evaluation team designed annual surveys and interview and focus group protocols in line with these overarching questions. At the institutional level, staff members also used an implementation rubric to help assess their own progress, and the evaluation team reviewed these topics during annual semistructured interviews. Annual surveys, interviews, and focus groups reflected these priorities, and ICF provided Jump Start with an annual formative evaluation report examining progress.

2.2 Data Collection

ICF collected implementation study data at regular intervals throughout the academic year to ensure breadth of feedback from program staff, participating students, and project leaders. Key activities included:

- **Annual site visits:** The evaluation team visited three to four Jump Start member campuses each spring or summer to observe programming, interview retention advisors, and conduct focus groups with participating students. ICF visited four sites in the eastern half of the state during Years 1 and 3 and visited the three sites in the state's western half during Years 2 and 4. The visit to each site included up to two student focus groups at large sites and one student focus group for smaller campuses. The visits also included a face-to-face interview with the Jump Start project director at the fiscal agent, South Dakota State University, and with Jump Start retention advisors at each campus. ICF was responsible for developing protocols and interview guides for the site visit and secured Institutional Review Board approval. Jump Start staff assisted in logistical details for visits but played no part in the collection of data.
- **Document review:** The evaluation team reviewed project reports, federal annual performance reports, and other material useful in assessing the implementation of the program.
- **Surveys:** Students received a brief paper or web-based satisfaction survey near the end of their Summer Experience to assess the strengths and weaknesses of the summer programming. They also received a more in-depth survey in the spring of each year to record satisfaction with the retention advisor and Jump Start programming; this anonymous survey included questions on student perceptions of the college-going experience and whether and how they have used elements of Jump Start programming, including learning communities and lending libraries. Jump Start staff assisted in

administering these surveys by distributing a web link to students and encouraging their participation. ICF handled all tabulation and analysis of data.

Response rates to the annual spring survey were consistent programwide, with rates of 66% in spring 2016 (89 of 134 students), followed by 69% in spring 2017 (154 of 224 students in two cohorts) and 70% (130 of 186 remaining students) in spring 2018. Typically, at least half of participants responded to the surveys at the SDBOR institutions. However, participation at OLC, the tribal college, was considerably lower. For example, of 28 students enrolled in the program, none returned the survey in 2017. Six OLC Jump Start students responded to the 2016 survey and seven responded to the 2018 survey. The geographic remoteness of this campus, as well as its decentralized nature, unreliable Internet access, and staff turnover, may have contributed to this low rate. One result is that Native American students may be underrepresented in the surveys, and Native American responses were often limited to those attending nontribal institutions.

III. Impact Study Analysis and Results

1. Evaluation Questions 1–2: Analytical Approach and Results

Assessing the impact of the Jump Start program relies first on creating treatment and comparison groups that have equivalent pre-intervention outcomes. Most notably, according to the WWC Review Protocol for Studies of Interventions to Support Postsecondary Success, studies of postsecondary success programs such as SD Jump Start must establish that treatment and comparison groups are equivalent prior to intervention using a continuously scaled baseline measure of pre-college academic achievement and a baseline measure of socioeconomic status (Institute of Education Sciences, n.d.).

The evaluation team used a technique known as propensity score matching (PSM) to identify treatment and comparison groups that were equivalent on these and other important pre-intervention outcomes. Our PSM models included the following variables:

- Cumulative high school grade point average (HS GPA)
- Expected Family Contribution (EFC)
- Pell Grant recipient status
- Sex
- Race/ethnicity (Black, White, Native American)
- Full/part time status
- Alien status
- First-generation college attendance status

Matching was conducted within each academic year cohort and university campus. That is, treatment and comparison students could only be matched to one another if they were from the same cohort and campus. Matching was conducted explicitly to create two comparable groups to meet WWC evidence standards for baseline-equivalence. We prioritized achieving equivalence on HS GPA, EFC, and Pell Grant recipient status, as these variables were intended to meet the requirements specified in the WWC Review Protocol for Studies of Interventions to Support

Postsecondary Success. To complete matching, ICF used the MatchIt package for the R statistical software program (Ho, Imai, King, & Stuart, 2011).

When the analytic sample addressing EQ1 and EQ2 was established, ICF conducted a multivariate statistical analysis to compare the treatment and comparison groups on two critical post-intervention outcomes—persistence and on-track credit accumulation. These outcomes being binary variables, the analysis team used logistic regression models. Predictors included pre-college HS GPA, demographic variables (gender and race and ethnicity), cohort (i.e., Cohort 1 vs. Cohort 2), and campus. The statistical model included weights to account for the matching ratio (i.e., each treatment group subject was matched up to a maximum of four comparison students to increase statistical power due to lower than anticipated recruitment).

1.1 Baseline equivalence

As mentioned, ICF used PSM to create a comparison group sample that resembled the treatment group sample with respect to important pre-intervention characteristics, most notably HS GPA, EFC, and Pell Grant recipient status. Preparatory analysis revealed that the pre-matching sampling frame exhibited an imbalance of important student predictors between the treatment and comparison samples (see Appendix A, Table A1). The two groups were particularly different in terms of HS GPA (a standardized mean difference [SMD] of .36), EFC (SMD = 1.25), Pell Grant recipient status (SMD = 1.24; 81% of treatment group vs. 32% of comparison group). This was expected, as program participants were selected based partially on disadvantaged socioeconomic status.

The ideal matching result would reduce the aforementioned differences while leaving the treatment group of students as intact as possible (i.e., without dropping students to improve matching results). As illustrated in Table 5, the matching for EQ1 and EQ2 was generally quite successful, as we retained 260 of the original 317 treatment students for whom data were available (82% of the original sample).

Table 5. Number of Students in Pre-matching Sampling Frame vs. Final Post-matching Analytical Sample (EQ1 and EQ2)

	All students	Treatment group	Comparison group
Pre-matching sampling frame	5,599	317	5,282
Final post-matching analytic sample	1,026	260	766
Percentage of students retained post-matching	18%	82%	15%

Note. The number of comparison students in the analysis sample is larger than the number of treatment students by design. A ratio of 4:1 was used to increase statistical power given the relatively small number of treatment students who were successfully recruited into the program.

Table 6 reports the results of baseline equivalence analysis. As proposed, we focused our investigation on achieving equivalence on two continuous variables, HS GPA and EFC, and one binary variable, Pell Grant recipient status. After matching, the comparison and treatment groups

were found to be equivalent in terms of EFC and Pell Grant status, with a standardized mean difference smaller than 0.05. For HS GPA, the two groups were not perfectly equivalent, as there was a standardized difference of 0.07. Per WWC guidelines, we included this variable in the statistical models used to test program impacts. This is an acceptable approach for controlling for this level of remaining difference in pre-intervention outcomes.

Table 6. Baseline Equivalence Results for Evaluation Questions 1 and 2

	N	Mean	SD	N	Mean	SD	SMD	WWC Test
Variable	Treatment group			Comparison group				
Cumulative high school grade-point-average (HS GPA)	766	0.02	1.03	260	-0.06	0.91	0.08	Requires Statistical Adjustment (>0.05 and ≤0.25)
Expected Family Contribution (EFC)	766	2,912.07	7,604.75	260	3,305.92	10,549.21	0.05	Satisfies Baseline Equivalence (≤0.05)
Pell Grant recipient status (binary)	766	0.84	0.36	260	0.83	0.37	0.05	Satisfies Baseline equivalence (≤0.05)

Note. Following What Works Clearinghouse (WWC) practices, standardized mean difference (SMD) was derived by Hedge's D for continuous variables (GPA and EFC) and by Cox Index for a binary variable (Pell Grant recipient). The results are weighted to account for oversampling in the comparison group. SD = standard deviation.

1.2 Impacts on persistence rate and on-track credit accumulation outcomes

Table 7 reports the results for persistence (EQ1) and on-track credit accumulation (EQ2) outcomes (descriptive statistics of the variables used are in Appendix A, Table A2). As described previously, the ICF team used multivariate logistic regression analysis to estimate the program impact on college persistence and on-track college credit accumulation outcomes. The program impact (expressed in logit) represents the estimated average likelihood difference of positive outcome occurrence between the treatment and comparison groups. The estimates are adjusted for all predictors included in the model, including cohort difference (i.e., cohort 1 vs. cohort 2), HS GPA, first-generation college status, gender, race and ethnicity, and campus differences.

The program impact estimates for both outcomes were statistically significant. For the persistence outcome, the program impact was 0.36 (expressed in logic value; see the bolded row in Table 7), which corresponds to an odds ratio value of 1.43 and a WWC standardized effect size of 0.22. For the on-track credit accumulation outcome, the program impact was 0.68. In odds ratio, this would correspond to 1.98, which is 0.41 in WWC standardized effect sizes. The section that immediately follows Table 7 describes these results in a more intuitive manner by converting these statistics into percentages.

Table 7. Results of Analysis of Differences in Persistence and On-Track Credit Accumulation Outcomes (EQ1 and EQ2)

Effect	EQ1: Persistence (n =1,026)				EQ2: On-track credit accumulation (n =1,026)			
	Estimate	Std. error	Prob.	Sig.	Estimate	Std. error	Prob.	Sig.
Intercept	0.91	0.22	0	***	-1.66	0.27	0	***
Treatment	0.36	0.17	0.04	*	0.68	0.19	0	***
Cohort 2	-0.12	0.15	0.44	ns	-0.06	0.17	0.75	ns
GPA (z-score)	0.54	0.08	0	***	1.66	0.13	0	***
Male	-0.12	0.15	0.44	ns	0.28	0.18	0.12	ns
Black	0.25	0.45	0.58	ns	-0.96	0.64	0.13	ns
Indian	-1.10	0.18	0	***	-1.20	0.23	0	***
Other	-0.18	0.4	0.64	ns	0.24	0.4	0.55	ns
First-generation college status	0.04	0.26	0.89	ns	-0.03	0.39	0.94	ns
BHSU	0.13	0.25	0.62	ns	0.37	0.31	0.23	ns
DSU	0.66	0.27	0.01	*	0.89	0.3	0	**
NSU	0.49	0.34	0.15	ns	0.63	0.38	0.1	ns
OLC	0.80	0.29	0.01	**	-0.72	0.79	0.36	ns
SDSMT	0.51	0.38	0.19	ns	-0.34	0.36	0.33	ns
OLC	0.19	0.22	0.4	ns	0.81	0.26	0	**
<i>Note.</i> Statistical significance test: if $p < .001$ then ***, $p < .01$ then **, $p < .005$ *. Omitted categories (reference categories) are: white students and USD. The abbreviation “ns” means the percentage difference was not statistically significant. The number of students for treatment and comparison groups were, respectively, 260 and 766 (total $n = 1,026$). The analysis was weighted to account for the one-to-many matching technique utilized to create the analysis sample. See Appendix A, Table A2 for descriptive statistics of the variables used for this analysis.								

In Table 8, the results for the two outcomes are summarized as adjusted percentages derived from the multivariate logistic regression models. As reference, the table also reports corresponding simple descriptive percentages, which are unadjusted.

For the persistence outcome, the regression-adjusted success percentages for the comparison and treatment groups were 66% and 73%, respectively. In persisting to second year of college, treatment group students were 7% ahead of comparison group students. This result was consistent with simple descriptive statistics derived from the analysis sample (the group difference was 6%).

For the on-track credit accumulation outcome, the regression-adjusted success percentages for the comparison and treatment groups were 30% and 45%, respectively. Treatment group students were 16% ahead of comparison group students. This result from simple descriptive

statistics calculations was consistent in that treatment students performed better than comparison students; however, the simple descriptive percentage difference among groups was only 6%. The results from the statistical model (16%) should be understood as the final estimate, as it is adjusted for important predictors including pre-college HS GPA.

Table 8. Percentage of Students Who Successfully Persisted to Sophomore Year and Who Achieved On-Track Credit Accumulation by Group

	EQ1: Persistence (n = 1,026)			EQ2: On-track credit accumulation (n = 1,026)		
	Comparison group (n = 766)	Treatment group (n = 260)	Difference (treatment – comparison)	Comparison group (n = 766)	Treatment group (n = 260)	Difference (treatment – comparison)
Adjusted percentages based on statistical model	66%	73%	+7%	30%	45%	+16%
Simple percentages as reference	66%	72%	+6%	30%	36%	+6%

Note. Percentage values are rounded. The results are adjusted using weights that account for the fact that a 4:1 ratio of comparison-to-treatment group students was used as part of the PSM model. The adjusted percentages are also adjusted such that they correspond to the predicted percentage of outcome success for a student whose values for predictors are of average values. Without this mathematical adjustment, the percentage values are of a student with a value of 0 on all predictors included in the regression model (e.g., female, white, average GPA). With this adjustment, the adjusted and simple percentages for comparison groups became the same (66% for persistence; 30% for on-track accumulation), allowing a direct comparison of adjusted percentages and simple percentages.

2. Evaluation Question 3: Analytical Approach and Results

Evaluation question 3 asked how student demographic characteristics, particularly Native American status, mediate the program impact. Addressing this question involved inspecting program impact estimates separately for Native and non-Native students. If the program was particularly effective for Native American students as hypothesized, we reasoned that we would observe a larger program impact estimate for the sample of Native students than for the sample of non-Native students.

To test this question with statistical precision, we created a separate analysis sample using the same PSM model used to address EQ1 and EQ2, but with two important distinctions. First, in the EQ3 PSM model, Native American status was specified as an exact-matching criterion, meaning Native American students in the treatment group must always be matched to Native American students in the comparison group. Second, because there often was not a large number of Native American students at some participating campuses, we used institutional sector (i.e., Board of Regents vs. OLC) as an exact-matching criterion instead of campus. This relaxed the matching constraints to include more Native American students, but it may introduce some bias because students in one campus could be matched with those in other campuses, so long as the two campuses were in the same institutional sector.

The EQ3 analysis sample balanced the number of Native Americans across treatment and comparison groups (when weights were used) and optimized the number of Native Americans, helping to achieve the estimate precision required to test the statistical interaction test. As reported in the next section, the number of Native Americans in the EQ3 sample was larger than the EQ1 and EQ2 sample.

The statistical interaction tests described below test whether the program impact for Native American students is greater or smaller than the program impact for non-Native students. As with EQ1 and EQ2, the results are presented in logit coefficient and are not immediately intuitive. To assist with interpretation, logit coefficients are converted into odds ratios, standardized effect sizes, and percentages. We show regression-adjusted percentages of students with successful outcomes for the treatment and comparison groups using graphics.

2.1 Baseline Equivalence

As noted previously with respect to EQ1 and EQ2, it is important to first assess how successful the PSM model is in retaining treatment group students after matching. Table 9 shows that the matching for EQ3 was successful, as the sample retained 304 of 317 treatment students, which is 96% of the original sample. As expected, the sample also included a larger number of Native Americans ($n = 409$) than the EQ1 and EQ2 sample ($n = 264$).

Table 9. Number of Students in Pre-matching Sampling Frame vs. Final Post-matching Analytical Sample (EQ3)

	All students	Treatment group	Comparison group
Pre-matching sampling frame	5,599	317	5,282
Final post-matching analytic sample	1,208	304	904
Percentage of students retained post-matching	22%	96%	17%
Number of Native American students in final post-matching analytic sample	409	142	267
Percentage of Native American students retained post-matching	--	84%	16%

Note. The number of comparison students in the analysis sample is larger than the number of treatment students by design. A ratio of 4:1 was used to increase statistical power given the relatively small number of treatment students who were successfully recruited into the program.

As shown in Table 10, the results of the baseline equivalence test for the EQ3 sample were consistent with the EQ1 and EQ2 sample. That is, after matching, the two groups were equivalent in terms of EFC and Pell Grant status, with a standardized difference value smaller than 0.05. For HS GPA, the two groups were not perfectly equivalent, as there was a standardized difference of 0.07. Per WWC guidelines, we included this variable in the statistical models used to test program impacts.

Table 10. Baseline Equivalence Results for Evaluation Question 3

Variable	N	Mean	SD	N	Mean	SD	SMD	WWC Test
	Treatment group			Comparison group				
Cumulative High School GPA	904	0.02	1.03	304	-0.06	0.91	0.07	Requires statistical adjustment (SMD >0.05 and SMD ≤0.25)
Expected Family Contribution (EFC)	904	3,535.96	10,026.15	304	3,544.37	10,238.49	0	Satisfies baseline equivalence (SMD ≤0.05)
Pell Grant recipient status (binary)	904	0.81	0.39	304	0.8	0.4	0.05	Satisfies baseline equivalence (SMD ≤0.05)

Note. Following WWC practices, standardized difference was derived by Hedge's D for continuous variables (GPA and EFC) and by Cox Index for a binary variable (Pell Grant recipient). SMD stands for standardized mean difference. The WWC test evaluates the SMD and determines whether the predictor should be included in the statistical model to correct for bias or whether the sample does not meet the standard.

2.2 Results of statistical interaction between treatment status and Native American status for persistence and on-track credit accumulation outcomes

Results for the persistence outcome, presented in Table 11 (See Appendix A, Table A3 for descriptive statistics), did not completely support the idea that the program impact depended upon Native American status. The coefficient for the interaction term (i.e., treatment status * Native American) was not statistically significant. However, the careful inspection of overall patterns in the result seem to suggest that the program impact is stronger for non-Native students. Because the results expressed in a series of coefficients are not intuitive, a graphical and intuitive representation of the results follows Table 11.

Table 11. Results of Statistical Interaction Models for Persistence and On-track Credit Accumulation Outcomes

Effect	EQ1: Persistence (n = 1,208)				EQ2: On-Track credit accumulation (n = 1,208)			
	Estimate	Std. Error	Prob.	Sig.	Estimate	Std. Error	Prob.	Sig.
Intercept	0.94	0.18	0.00	***	-1.44	0.22	0.00	***
Treatment	0.44	0.24	0.07	ns	0.75	0.23	0.00	**
Cohort 2	-0.20	0.13	0.13	ns	-0.28	0.16	0.09	ns
GPA	0.60	0.07	0.00	***	1.73	0.13	0.00	***
Male	-0.27	0.14	0.05	*	-0.22	0.17	0.19	ns
Native American	-0.95	0.16	0.00	***	-0.93	0.20	0.00	***
Treatment Status * Native American	-0.36	0.31	0.26	ns	-0.54	0.40	0.18	ns
First-generation college status	-0.24	0.25	0.34	ns	-0.90	0.43	0.04	*
BHSU	0.24	0.20	0.24	ns	0.21	0.26	0.42	ns
DSU	0.79	0.28	0.01	**	0.97	0.32	0.00	**
NSU	0.08	0.26	0.76	ns	0.58	0.33	0.08	ns
OLC	1.02	0.28	0.00	***	-0.70	0.77	0.37	ns
SDSMT	1.21	0.40	0.00	**	0.26	0.34	0.45	ns
OLC	0.13	0.18	0.45	ns	0.73	0.22	0.00	***

Note. Statistical significance test: If $p < .001$ then ***, $p < .01$ then **, $p < .005$ *. Omitted categories (reference categories) are: white students and USD. The abbreviation "ns" means the percentage difference was not statistically significant. The number of students for treatment and comparison groups were, respectively, 304 and 904 (total $n = 1,208$). The analysis was weighted to account for the one-to-many matching technique utilized to create the analysis sample. See Appendix A, Table A2 for descriptive statistics of the variables used for this analysis.

As shown in Table 12, we analyzed the persistence outcome results of statistical interaction models by converting the reported coefficients into subgroup-specific outcome success percentages. Figure 2 graphs the adjusted percentages.

The general trend was that in both groups (Native and non-Native), treatment students had a higher percentage of outcome success. Native students in the treatment sample were 2.2% ahead of their peers in the comparison sample. Treatment non-Native students were 8% ahead of comparison non-Native students. These differences, however, were not statistically significant. The percentage difference here (2.2% vs. 8.1%) suggests that the program is most effective for non-Native students. Again, these results were not statistically significant and thus the interpretation is only suggestive. Simple descriptive statistics also suggest the same trend.

Table 12. Persistence: Percentages of Outcome Success by Native American and Group (Treatment vs. Control) Status

	Adjusted % persisting (based on multivariate model)	Descriptive % persisting (unadjusted)
Treatment – Native American (n = 142)	52%	51%
Comparison – Native American (n = 267)	50%	50%
Difference (treatment – comparison)	+2.2% ns	+0.3% ns
Treatment – non-Native American (n = 162)	80%	82%
Comparison – non-Native American (n = 637)	72% ns	72%
Difference (treatment – comparison)	+8.1% ns	+10.4%*

Note. Weights from matching model were used to derive all percentages. The abbreviation “ns” means the percentage difference was not statistically significant. The statistical test for adjusted percentage difference came from the logistic regression model presented in Table 11. The test for unadjusted percentage change relied on a simple t-test for proportion comparison.

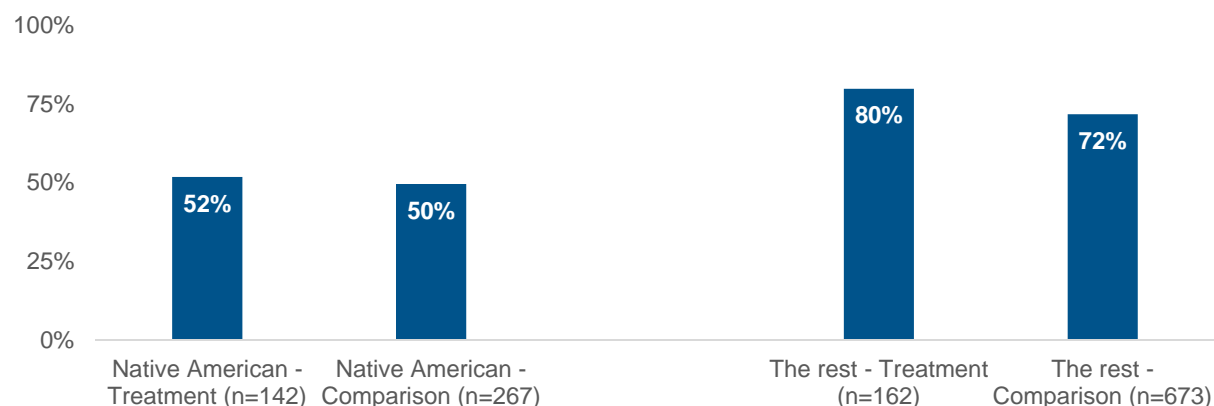
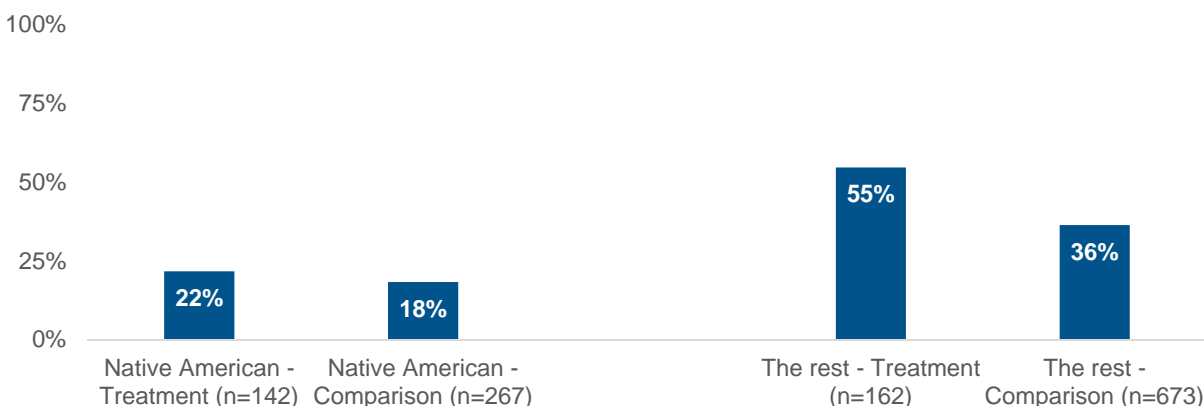
Figure 2. Persistence: Adjusted Percentages of Outcome Success by Native American and Group Status (Treatment vs. Control)

Table 13 and Figure 3 interpreted the results for on-track college credit accumulation using intuitive percentage values. The general trend was that in both groups (i.e., Native and non-Native), treatment students had a higher percentage of outcome success. Native students in the treatment group were 3.4% ahead of comparison group students, although this advantage was not statistically significant. Non-native students in the treatment group were 18.3% ahead of their peers in the comparison group, and this difference was statistically significant. The percentage difference here (i.e., 3.4% for Native students vs. 18.3% for non-Native students) again suggests that the program was most effective for non-Native American students. Simple descriptive statistics also suggest the same trend.

Table 13. On-track Credit Accumulation: Percentages of Outcome Success by Native American and Group (Treatment vs. Control) Status

	Adjusted % On-track (based on multivariate model)	Descriptive % On-track (unadjusted)
Treatment – Native American (n = 142)	22%	13%
Comparison – Native American (n = 267)	18%	15%
Difference (treatment – comparison)	+3.4%ns	-2.3% ns
Treatment – non-Native American (n = 162)	55%	51%
Comparison – non-Native American (n = 673)	36%	36%
Difference (treatment – comparison)	+18.3%**	+14.2%**

Note. Weights from matching model were used to derive all percentages. The abbreviation “ns” means the percentage difference is not statistically significant. “***” means the difference is statistically significant @ $p < .001$. The statistical test for adjusted percentage difference came from the logistic regression model presented in Table 11. The test for unadjusted percentage change relied on a simple t-test for proportion comparison.

Figure 3. On-track Credit Accumulation: Adjusted Percentages of Outcome Success by Native American and Group Status (treatment vs. control)

3. Evaluation Question 4

Evaluation question 4 asked whether there were changes in the number of college applications submitted and in college enrollment rates for high schools that were identified as targeted recruitment sites for SD Jump Start. SDBOR provided ICF with data indicating, for each fall term, how many applicants and enrollees came from each SD high school. Data were provided from fall 2012 through fall 2017 for all high schools in the state for which Board of Regents institutions received applications and enrollees. Data were also provided for three subgroups of students (i.e., all students, Native American students, and low-income students). ICF's analysis examined whether targeted recruitment high schools (hereafter treatment group schools) had increased numbers of applications submitted and increased enrollment rates when compared with a convenience sample of all remaining high schools (hereafter comparison group schools).

To monitor trends, data from 2012 to 2014 were combined and treated as pre-intervention data, as this time period corresponded to the three years prior to the implementation of Jump Start. Data from 2015 to 2017 were combined and treated as post-intervention data. The treatment and comparison groups' raw numbers of college applications submitted and college enrollment rates (enrollees divided by applicants) were analyzed (see Table 14 for results).

The overall trend was that both treatment and comparison group schools increased the number of college applications submitted during the intervention period. This was true for all students and Native American students. One notable difference was that the number of college applications from low-income students decreased over time in comparison group schools, but increased during the same time in treatment schools.

However, we found that the treatment group of schools ultimately enrolled fewer students in SDBOR colleges than comparison group schools. For all students (Panel 1), the comparison group enrollment rate decreased from 50% prior to Jump Start to 47% during the intervention period, a difference of -4%. As a point of context, the treatment groups' college enrollment rates also decreased from 45% to 39%, a difference of -7%. This difference widens when Native American students alone are considered (Panel 2). The difference between the treatment and comparison groups in enrollment rate change is 5%, in favor of comparison schools. The same was true for low-income students (Panel 3). The difference in enrollment rate change was 5%, again in favor of comparison schools.

The overall result suggests that, while application rates improved for most groups of students across both groups of schools, college enrollment rates went down across the board, and the treatment group had a worse enrollment rate downward change for Native Americans and low-income students (when compared with all students).

It is important to note that these data are purely descriptive in nature and that the number of schools with available data varied considerably by year. Moreover, no matching of schools was conducted, so differences in demographic makeup or historical academic achievement are not accounted for. It is also likely that treatment group schools had more significant obstacles to attaining positive outcomes than comparison group schools, as treatment schools were identified by virtue of their enrollment of high concentrations of Native American and low-income students.

Table 14. Comparison of the Number of SDBOR College Applications and College Enrollment Rates Before and After Implementation of Jump Start, for Targeted Recruitment Schools and All Others

	Comparison schools (i.e., sites not targeted for recruitment)		Treatment schools (i.e., sites targeted for recruitment)		Difference in college enrollment rates (absolute value)
	# of students who applied to an SDBOR college	% of applicants who enrolled in an SDBOR college	# of students who applied to an SDBOR college	% of applicants who enrolled in an SDBOR college	
Panel 1: All Students					
Pre-Jump Start (2012–2014)	9,848	50%	9,455	45%	
Post-Jump Start (2015–2017)	10,001	47%	10,414	39%	
Change over time	+163	-3.7%	+959	-6.6%	2.9%
Panel 2: Native American Students					
Pre-Jump Start (2012–2014)	180	52%	1,322	30%	
Post-Jump Start (2015–2017)	237	43%	2,366	16%	
Change over time	+57	-9.1%	+1,044	-13.9%	4.8%
Panel 3: Low-Income Students					
Pre-Jump Start (2012–2014)	2,838	57%	3,118	50%	
Post-Jump Start (2015–2017)	2,601	53%	3,348	41%	
Change over time	-237	-3.7%	+230	-8.6%	4.9%

Note. The number of treatment and comparison schools represented varies by year. Three groups of students are not mutually exclusive.

4. Evaluation Question 5

Evaluation question 5 examined the extent to which historical persistence rates for SDBOR campuses changed before and after the implementation of SD Jump Start. SDBOR provided aggregate data on the number of first-time undergraduate degree-seeking students who were enrolled each fall from 2011 through 2016 and the number of those students who subsequently returned to any SDBOR campus the following fall. Data were provided for all students, Native American students, and low-income students. By dividing the number of students who persisted by the total number of enrollees, we were able to calculate a persistence rate for each academic year and for each subgroup of students.

ICF's analysis examined the change in persistence rates by student subgroup for the period prior to the implementation of Jump Start (i.e., 2011–2014) and the period during which the program was implemented (i.e., 2015–2016).

The results shown in Table 15 indicate that the changes in persistence rates between the pre-intervention years (i.e., 2011–2014) and the intervention years (i.e., 2015–2016) were not large for all three subgroups, with a range of 0–2%. For all students (Panel 1), the persistence rate increased slightly from 76% to 78%. For Native American students (Panel 2), persistence rates stayed the same, at 53%. For low-income students (Panel 3), persistence rates went up 2% from 68% to 70%. Overall, these changes were small but provide useful context for interpreting the findings from our impact study, which found a persistence rate of 73% for treatment students and 66% for comparison group students (see Table 8).

Table 15. Changes in Persistence Rates Before and After Jump Start Implementation for all SDBOR Institutions Combined by Student Subgroup (i.e., All Students, Native American Students, and Low-Income Students)

	# of first-time undergraduate degree-seekers	# who persisted to next fall	Persistence rate
Panel 1: All Students			
Pre-Jump Start (fall 2011–fall 2014)	20,810	15,737	76%
Post-Jump Start (fall 2015–fall 2016)	10,233	7,938	78%
Change over time			2%
Panel 2: Native American Students			
Pre-Jump Start (fall 2011–fall 2014)	815	431	53%
Post-Jump Start (fall 2015–fall 2016)	422	222	53%
Change over time			0%
Panel 3: Low-Income Students			
Pre-Jump Start (fall 2011–fall 2014)	6,712	4,570	68%
Post-Jump Start (fall 2015–fall 2016)	2,908	2,026	70%
Change over time			2%

Note. Three groups of students are not mutually exclusive.

IV. Implementation Study Analysis and Results

ICF has relied on four primary implementation study activities during each year of the grant. These are: 1) a satisfaction survey of participants every spring; 2) annual, semi-structured interviews with retention advisors, access advisors, and the project director; 3) annual site visits to 3–4 colleges and universities to observe activities, conduct focus groups with students, and interview additional staff; and 4) review of project documents and data to provide additional context for the surveys and on-site work. During the project's first two years, ICF also administered a late-summer survey to students participating in the four-week Jump Start Summer Bridge program. This section will examine the results from these qualitative data efforts.

1. Findings From Student Surveys

ICF administered an annual spring survey to Jump Start students from 2016 through 2018. Questions focused on topics such as student satisfaction with the program, student satisfaction with retention advisors, student attitudes toward college acclimation and college, perceptions of specific Jump Start services, and suggestions for improvement. This section provides a longitudinal analysis of these survey results.

1.1 Student Satisfaction

Jump Start students have expressed a steady, high level of satisfaction with the program since its inception. In the 2018 spring survey, 71% of students were “*very satisfied*” with the program and another 25% said they were “*satisfied*” with the program (Table 16). This reflects a small increase from the initial student survey in spring 2016, when 65% of students were “*very satisfied*” and 28% were “*satisfied*.”

Table 16. How Satisfied Are You With the Jump Start Program?

	N	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Spring 2016	85	1%	1%	5%	28%	65%
Spring 2017	148	1%	1%	1%	27%	70%
Spring 2018	126	2%	1%	2%	25%	71%

When asked about specific project components, students were satisfied with Summer Bridge, the first component of the Jump Start array of services. However, Cohort 1 students expressed greater satisfaction than Cohort 2 students (Table 17). For example, 58% of Cohort 1 students said they were “*very satisfied*” with Summer Bridge, compared with 48% of those in Cohort 2.

Table 17. How Satisfied Were You With Summer Bridge?

	N	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Cohort 1	85	0%	1%	14%	27%	58%
Cohort 2	141	0%	0%	13%	38%	48%

Over the life of the grant, Jump Start students have shown greater confidence in their ability to succeed in college. Nearly two-thirds of respondents in spring 2018, or 64%, were “*very confident*” about their abilities, compared with 54% the previous year and only 40% during the project’s first year (Table 18). This finding is consistent with evidence from annual Jump Start student focus groups, where students said they had adjusted well to college even if they had some initial concerns about their ability to handle academic or social issues.

Table 18. How Confident Are You About Your Abilities?

	N	Not confident	Somewhat confident	Confident	Very confident
Spring 2016	85	1%	16%	42%	40%
Spring 2017	148	0%	9%	36%	54%
Spring 2018	128	1%	4%	31%	64%

1.2 Views on Project Components

Jump Start students were overwhelmingly pleased with the academic advising provided through the program, as more than 90% of students were “*satisfied*” or “*very satisfied*” every year (Table 19). Personal advising and the lending library also drew strong endorsements from 2016 through 2018. By comparison, the Earn & Learn initiative in the summers after freshman and sophomore years ranked lowest in satisfaction. Only 45% were “*satisfied*” or “*very satisfied*” with this program element in 2017, with more students (74%) expressing satisfaction with this service in the spring 2018 survey.

These findings mirror the perceptions of Jump Start staff in interviews for the evaluation; Jump Start advisors and principal investigators generally ranked Earn & Learn below other program elements when asked to identify the strengths and weaknesses of the grant program. This finding is consistent with information from staff and administrator interviews, as professional staff believed Earn & Learn was a less successful component of the program. Earn & Learn was available to students in the summers after freshman and sophomore years, when they could enroll in free courses online or on campus. Staff indicated that many students preferred to work during the summer, and many also had difficulty with online classes.

Table 19. How Satisfied Are You With These Program Components? (% Satisfied or Very Satisfied)

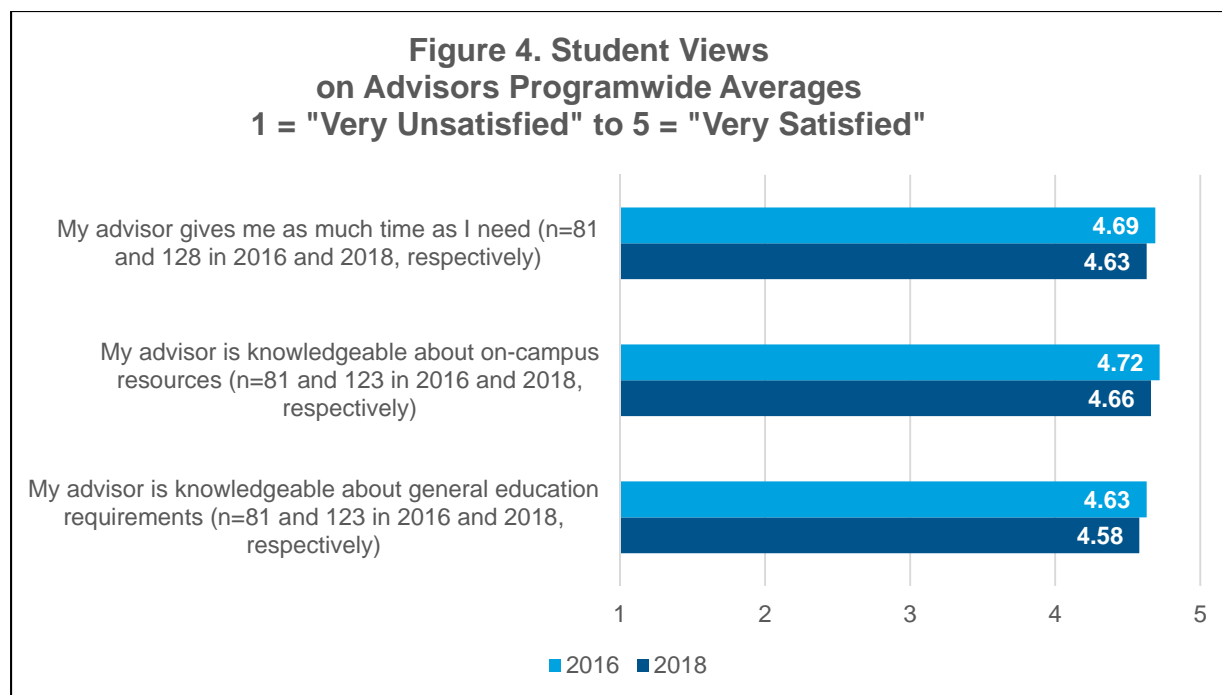
	N	Academic advising	N	Personal advising	N	Lending library	N	Earn & learn
Spring 2016	85	92%	85	87%	84	85%	NA*	NA*
Spring 2017	145	92%	147	92%	147	88%	108	45%
Spring 2018	128	91%	128	89%	127	91%	128	74%

*Did not start until summer after administration of this survey.

In all surveys from 2016 through 2018, respondents expressed satisfaction with their advisors, with approximately three-fourths of students saying they were “*very satisfied*” in annual surveys (Table 20). Most also agreed that their advisor was knowledgeable about on-campus resources and general academic requirements and gave them as much time as needed during their meetings (Figure 4). The data also show that student views showed few differences year to year.

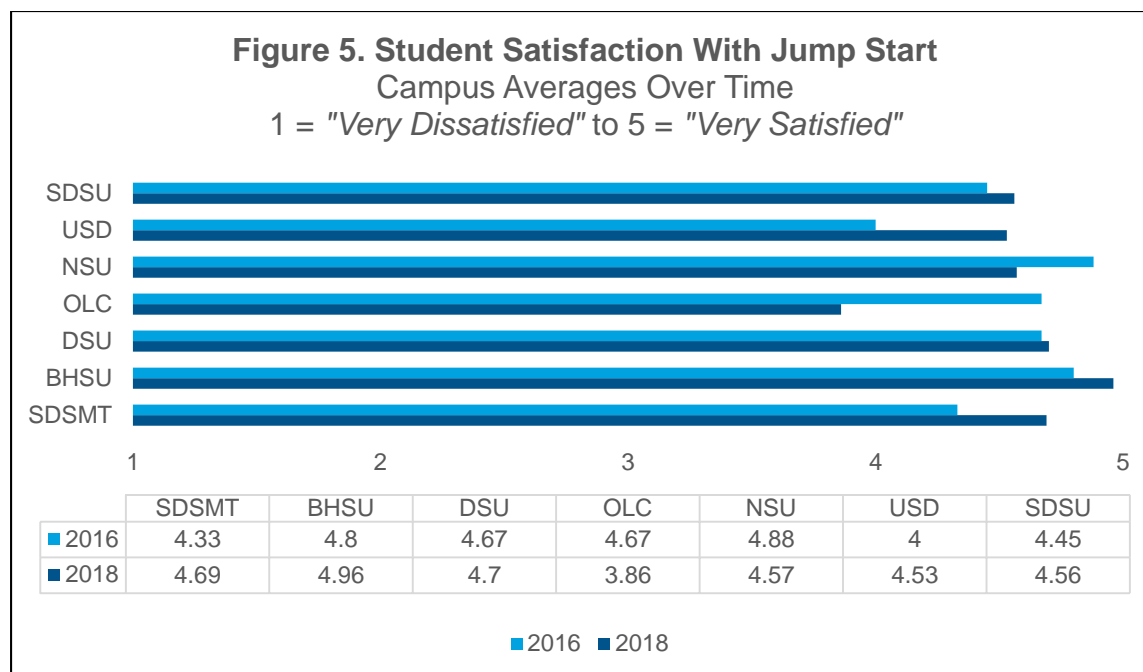
Table 20. Student Satisfaction With Advisors

	N	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Spring 2016	81	0%	4%	1%	17%	78%
Spring 2017	142	1%	1%	3%	17%	78%
Spring 2018	123	1%	2%	2%	21%	73%



1.3 Satisfaction by Institution

Satisfaction with Jump Start increased at five of the seven institutions over the life of the grant, with only OLC and Northern State experiencing a decrease (Figure 5). Notably, both institutions had experienced turnover of their Jump Start advisors during the course of the grant. BHSU had the highest satisfaction rates of any college in 2018, with nearly all respondents indicating they were “*very satisfied*” with the program. DSU and SDSMT were close behind for 2018. NSU had the highest satisfaction rate in 2016 and declined slightly during the following two years. OLC had the lowest satisfaction rate at the end of the grant among the seven participating institutions.



1.4 Satisfaction for Native American and Non-Native American Students

The 2018 student survey asked students whether they identified as Native American or non-Native American. Overall, Native and non-Native students both expressed high levels of satisfaction with the program (Table 21). Overall satisfaction was slightly higher among non-Native students, although more than 90% of students in both groups were generally satisfied with the program. Overall, 50% of the Native respondents attended either Black Hills State University or the University of South Dakota.

Table 21. Satisfaction Among Native and Non-Native Students, 2018

	N	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Native students	40	2%	0%	5%	25%	68%
Non-Native students	86	1%	1%	0%	24%	73%
All students	126	1%	1%	2%	25%	71%

As outlined in the following subsection, some Jump Start staff believed that Native American students faced significant challenges in attending the program due to economic and cultural issues. Native students also had a lower persistence rate than all other students. Despite those differences, Native students remaining in the program had a strongly positive view of the program.

2. Findings From Focus Groups and Interviews

For its annual site visits, ICF alternated each year between postsecondary institutions in the eastern and western parts of the state. In 2015 and 2017, we visited eastern region schools (SDSU, USD, DSU, and Northern); in 2016 and 2018, we visited School of Mines, Black Hills State, and OLC in the state's western region. During the first three years, ICF conducted visits during the summer so that our team could more easily conduct focus groups with students who were on campus for Summer Bridge or Earn & Learn and related activities. Since there were few summer 2018 activities scheduled because there were no Summer Bridge programs and many students had aged out of Earn & Learn, the evaluator visited three campuses in April largely due to the ease in reaching participants and conducting student focus groups before the end of spring semester.

In addition to students, all site visits included interviews with the retention advisor and, in some cases, the advisor's direct campus supervisor. Most retention advisors were interviewed every year; if a college or university did not receive a site visit during the academic year, ICF contacted retention advisors by phone to conduct interviews. This policy ensured that the evaluation team collected data from advisors every year.

Over the four-year period, ICF obtained in-person feedback from 106 students and 11 administrators. Our team also conducted 27 interviews with retention advisors and five interviews with access advisors (Table 22).

Table 22. ICF Interviews With Jump Start Stakeholders by Year

	Students	Retention advisors	Administrators	Access advisors
2015	44	7	2	2
2016	33	7	4	2
2017	23	6	3	1
2018	10	7	2	NA*
Total	106	27	11	5

*Position only active in Years 1–3 of grant.

2.1 Major Findings From Focus Groups and Interviews

ICF found that participating colleges and universities implemented the Jump Start program with fidelity, as every site implemented the four core program elements: 1) implementation of a Summer Bridge program prior to freshman year of college; 2) deployment of year-round retention advisors to help students and promote persistence; 3) establishment of a textbook and laptop lending library for students; and 4) establishment of the Earn & Learn and Serve & Learn programs for students after the freshman and sophomore years of college.

For this sub-section, ICF has identified major themes evident from the four site visits. The evaluation team also analyzed this data alongside surveys and extant data to assess trends across the consortium.

Retention advisors on each campus were critical to the program's success. Stakeholders repeatedly identified retention advisors as a key success factor for the program and its day-to-day operation. These advisors maintained regular contact with Cohort 1 and Cohort 2 students throughout their freshman and sophomore years to monitor their progress, refer them to campus resources, and answer questions. Many Cohort 1 students also continued to meet with these advisors during their junior year in 2017–2018. Advisors noted that they try to provide constructive assistance on personal as well as academic issues. Advisors sought biweekly or monthly meetings with students, although informal contact occurred more frequently, as students would drop in to advisors' offices to ask questions. Advisors said they typically provided guidance on acclimation to college, academic requirements, financial aid, and summer activities. In some cases, however, students also looked to advisors to help with personal issues. As one advisor commented:

Many have the academics down, but they have life questions. The main reason they came to college and continue to come is that someone is pushing them. They need someone who's there to listen to them and help them.

Some cited examples of working with students to teach them about credit cards, checking accounts, and student loans. One advisor even helped a student select an apartment and sign a lease; the same advisor also helped a student get a title for a purchased car.

There's a lot more personal counseling, and it's not necessarily things I thought I'd be covering when I took the job.

Because many Jump Start students need to earn money while in college, some advising focused on how students can balance academics and employment.

I do intrusive advising. A lot of my students are low income, and they have a job or two jobs. I advise them about how to balance academics and their work schedule.

As students progressed in their postsecondary study, all advisors cited texting and social media as the best ways to reach students. One advisor whose office was on the edge of campus relied heavily on texting, social media, and e-mail to stay in contact; this advisor also frequently visits the student center for quick check-ins with students. Another advisor counts a lengthy phone call as a meeting. In a few cases, advisors have logged a lengthy exchange of texts (totaling more than 15 minutes) as a meeting.

In addition to meeting with students, common retention advisor activities included:

- Teaching all or part of a First-Year Experience course for Jump Start students;
- Holding monthly group meetings with all Jump Start students to discuss issues and concerns or to have bonding activities;
- Visiting dorms or other settings to meet with students who missed meetings or became hard to reach; and
- Responding to academic warnings from professors when students missed assignments, were absent, or did not perform well on tests or did not complete assignments. In these cases, the advisor reaches out to students to see if they need tutoring or other assistance. As advisors commented:

The minute they get a (early warning) flag, I make contact. But if they're doing well, I back off and let them be students.

One advisor tried to meet weekly with struggling students or those who came to college with lower-than-average grade point averages or ACT/SAT scores. Another advisor became more proactive with Cohort 2 students based on experience with the first cohort.

With Cohort 1, I was a little like, I want to be there for them but I don't want to bother them. With Cohort 2, I was trying to check in more.

Beginning in Year 3 of the program, advisors noted that their workloads increased significantly as the program had both Cohort 1 and Cohort 2 students. However, the largest Jump Start caseloads—up to 50 students—were still well below that of non-grant-funded advisors on the same campuses, who may have been responsible for 300 students. With a caseload of 300, “You only have time to work with those who respond to you. But with Jump Start, you can keep trying to reach out until you make contact.”

It also was not unusual for retention advisors to stay in touch with students who left their institutions. One advisor helped a former student with financial aid questions even though the student had transferred to a non-Jump Start institution. Another advisor provided transportation to a student who was interested in returning to school.

You care about them and want them to do well. If they don't respond, OK. But they're still a part of the grant. I tell them they can still be part of Jump Start if they come back.

Advisors also said the program's flexible structure allowed them to design services as needed for their campus and students. For example, one campus conducted workshops on emotional intelligence to help students better understand themselves and their approach to college. Other advisors had students develop success plans at the start of college and conduct periodic reviews to refine and update them. Across campuses, students worked with their advisors to build portfolios and do career assessments.

Advisors also received praise from other program stakeholders. The Jump Start director called retention advisors “the most essential Jump Start activity.” In focus groups, students described the advisors as essential to their success by answering questions on academics, financial aid, adding and dropping classes, and other issues.

He will help us as much as he can or send us to someone who can answer our questions.

I don't think anything would have worked out for us if it weren't for [the advisor] and how approachable he is and how easy he is to talk to.

Students said they received help with financial aid, time management, class registration, and preparing for summer courses. Several also said they gained self-confidence and had another major takeaway from their meetings with the advisors: They learned to ask questions and get help when needed. "I learned how to better communicate with people, especially teachers," one student remarked. At sites where there was turnover among advisors, both students and project administrators said it took time to get the program fully up and running again. However, four of the seven colleges have had the same retention advisor since the program's inception.

In focus groups, some students believed that Jump Start was different from other programs in which they have been involved, chiefly because the advisors are typically recent college graduates who relate to today's students. They also appreciated the advisors' flexibility. Said one student:

I like that they support students while also giving them freedom. Some of the other programs I am in are always in my face about certain things, and very demanding. I also like that anytime I cannot meet with my advisor or do some of the projects they want, they understand.

Students and staff both cited the Jump Start lending libraries as an important element of success for Jump Start's low-income students. Jump Start campuses reserved \$796 per student for purchasing laptops and textbooks that students could use during the year. Advisors said they typically accumulated several bookcases full of textbooks for lending out to students. In interviews, advisors said that many first-generation students do not learn the high cost of books until they get to campus for the first time, when they quickly can feel overwhelmed by these costs. Typical comments included the following:

The lending library is the biggest help in the student's eyes, because so many of them are cash strapped.

If not for the lending library, a lot of students wouldn't even get the books.

I heard it over and over from students, "It's so important to have free textbooks. This helps me so much."

In interviews, retention advisors also said they saw the lending library as an incentive for students to stay in contact with their Jump Start advisors throughout the school year. This was particularly true in the 2017–2018 academic year for students who were starting their junior year.

The lending library is effective because it brought every Cohort 1 student into my office this year. The lending library is an avenue to check up on them because they have to come in, and I might not seem them otherwise.

Students in focus groups said they viewed the lending library as a vital service that helped keep them in school.

You have no idea how much that means to a low-income student.

One challenge in implementing the lending library was the frequency in which professors change the editions of textbooks for introductory courses, making it difficult to pass books on to other students in the following years. Another concern is that some textbooks are bundled with other products, all having a special code that cannot be re-used. To address this issue, one advisor forged a close relationship with the university bookstore so she could return discontinued editions or special-code books at the end of each semester to claim a small credit toward future purchases. This advisor noted that bookstore staff also reach out to Jump Start if they know when an update is coming for a certain book.

While students used the lending library for textbooks, few students at Board of Regents institutions used it to obtain loaner computers. “Most students like having their own laptop,” one advisor said, while another said that a few students used laptops in their freshman year but quickly saw the value in having their own. In focus groups, students said that they came to college with laptops or bought one shortly thereafter; a few used the laptop loans when they had an issue with their own computers. “Right away they gave me a loaner,” one student said.

However, unlike the public colleges, the program’s tribal college, OLC, found several students asking for the loan of a laptop. Five students had taken loaned laptops in spring 2018 alone, the retention advisor said. Computer labs at OLC campus centers often have outdated equipment, and the labs typically close at 8 p.m. daily, the advisor said. “This becomes a challenge for students doing homework at night or on the weekend.”

The advisor also believed that the lending library was the most successful activity. With a 90% poverty rate at the college, access to free books or a computer can be the deciding factor in whether Native American students pursue postsecondary education. Said the advisor:

Instead of \$1,500 a year for books and a laptop, they can use that money on a car or on food.

Students in focus groups expressed strong support for the program. With student focus groups occurring on an annual basis, ICF had an opportunity to collect direct student views from more than 100 students over four years, and their feedback was uniformly positive. Regardless of the campus, these students said that Jump Start helped them adjust to college and provided continued support through textbook loans, regular advising, and opportunities to earn free college credit. This finding is consistent with the Jump Start annual student surveys, which found high levels of satisfaction with the program and a willingness of students to recommend the program to others. As one student noted:

Most of my best friends at college are students I met in Jump Start. This was really helpful for me my freshman year because I don't make friends easily. My advisor and upperclass Jump Start students are also very helpful when it comes to scheduling classes and just figuring out general college stuff. Without Jump Start, I don't think I would have had the resources to succeed like I have.

By positively reinforcing a college success message, Jump Start helps fuel student confidence that they can obtain a college education, said students in focus groups. By expressing support for

the program, students in the focus groups reinforced findings from annual surveys that showed high levels of satisfaction. Jump Start's interest in students—before high school graduation and during early acclimation to college—provided an important motivating factor. Said one student:

Up to [high school] graduation, I didn't think I'd go to college. Jump Start helped me get to college and succeed.

Staff expressed mixed views about the Earn & Learn component of the program, and most identified it as the least successful element of Jump Start. Both administrators and advisors described Summer Earn & Learn as the least successful part of the Jump Start program. Under Earn & Learn, students can take up to six credits free of charge in the summer after their freshman and sophomore years; in addition, universities were to help students obtain campus jobs or internships. These goals often proved elusive, as many students preferred to return home for summer employment. "Money and jobs are more attractive for students in the summer," said one administrator. In western South Dakota, some students are from farmer and rancher families that need their help during the summer. Both advisors and students also concluded that most internships are geared toward college juniors and seniors rather than the first- and second-year students targeted by Jump Start.

However, all Board of Regents institutions and OLC offered students free courses either online or on campus, with online being a popular choice as it could provide students with more flexibility with summer jobs. Nonetheless, most advisors said their students had difficulty completing online courses. One conclusion among both administrators and advisors was that Jump Start students—despite having proficiency in technology—often lacked the time, discipline, and study skills for online learning. In addition, most summer courses were just a month long, meaning that missing 2–3 days of coursework would leave a student far behind. All advisors interviewed said that they had at least some students who enrolled in online classes but dropped them. One advisor's comment summed up the views of many:

Most who tried online classes failed or withdrew. It's free so they said they'd try it. But I tell them it's not easy. You have to be good with time management and treat it like a job. Then summer comes, and they're working or meeting with friends and then say they can't do it. That's a problem because you only have a few days to add/drop courses in summer because the classes are so short.

While describing the opportunity for free summer classes, advisors said they told students about the challenges. At most sites, interested students completed a summer learning plan in which they mapped out their schedule for balancing academics and jobs during the summer. In some cases, advisors discouraged students from taking classes if they thought they had unreliable or inconsistent Internet at home.

A common issue is that students were late in starting their online classes, which put them behind quickly. Add/drop periods also came up within days, and some who wanted to leave did not drop the class in time. As a result, they received a "withdrawn" or a "W" on their academic record. Advisors said the process had frustrations for all involved.

I think some of them were shocked at how difficult the summer courses were.

It was frustrating. They drop the class but we've already bought the books. We gave them the books before they left for the year. I can't return them. There's no way to hold them [to the summer commitment].

One administrator believed that many students wanted and needed a break from academics. While Jump Start's core goal is to promote academic momentum among at-risk students, this administrator believed that constant year-round programming had its limits.

Students went to Summer Bridge (before freshman year), then had a regular academic year and were encouraged to take summer classes afterward. But many of them end up hitting a wall and need a break.

Regarding internships, most advisors also believed students were not ready for these opportunities and saw it as something for later in their college careers. For these students, advisors took students' word that they had jobs waiting at home.

We're not asking them for W-2 forms. The "earn" part is based on what they tell us.

Two institutions had few online classes during the summer, while others offered few on-campus course options during that time. "This was the weakest link in the Jump Start program," one administrator said.

Given their concern about Earn & Learn, two universities opted instead for a service learning summer academic component during summer 2017 (known as Serve & Learn). At these institutions, interested students enrolled in a two-credit elective that included online learning plus volunteer opportunities. At both sites, students in this course returned to their university a week early to participate in classroom and community service activities. At one site, students were to volunteer at least 15 hours prior to returning to campus. In focus groups, students said they volunteered with public schools, homeless shelters, Meals on Wheels, and other community programs. One student said of the experience:

It puts you out of your comfort zone, learning about new things you wouldn't ordinarily do, like prepare and serve food or work at a horse ranch.

Overall, both advisors and students in Serve & Learn reported that they were satisfied with this opportunity, and advisors believed it provided a more structured approach for the summer learning component of the grant. However, staff at these two colleges did not believe it was worth replicating in future years because it is elective credit that does not help students in their academic majors.

Most staff believed that Native American students faced more challenges than non-Native American students due to a variety of factors, and program data support this view, as Native American students had lower persistence rates to sophomore year. Several advisors commented that Native American students were the most likely to leave the Jump Start program on their campuses. These advisors cited the challenging transition of students moving from a tribal community to a college campus; others said some campuses should improve their outreach and support to these students.

Native students can feel a loss of identity, especially if they are the only Native in a classroom. This topic comes up in the one-to-one meetings.

Two advisors cited lack of understanding of Native American norms and traditions among some individuals on their campuses. One advisor recommended that the university conduct mandatory professional development on culturally appropriate practices. Some students also have told advisors about correcting professors who made incorrect statements about Native American culture or history. At one university, the Jump Start advisor has monthly activities with its Native American program, but attendance is often spotty.

The majority of my Native students have not continued and that is very frustrating to me. Students may leave to go back to help family or to make money. But they have so much potential.

One advisor has sought to develop a broad range of academic and student support services to keep Native American students engaged and focused. Many of these students also benefited from regular contact with advisors.

They're not the average college student. They deal with more issues and more problems. I built my program around a holistic approach. I work with their personal as well as academic and professional concerns.

It was more challenging for this group at first. They doubted themselves earlier, but those who continued are on track to graduate.

But advisors said that challenges remain. These may range from lack of supports to lack of understanding about tribal customs among the majority-white institutions. One Native American retention advisor cited the example of Native American students who got in trouble for burning incense in campus housing. Such issues may be less likely to escalate into major problems if campuses had a better understanding of tribal norms and customs. Lack of Native American staff at public colleges is another concern.

Since a number of students who left are predominantly Native American, I think it's because of identity issues and not fitting in at a predominantly white institution. When you have an institution with a small group of people of color and it stays the same, it's not going to change unless you have more staff of color. This all hasn't changed since the past year.

OLC, Jump Start's participating tribal college, also faced some issues in arranging regular one-to-one meetings with students in its program. With 11 academic centers scattered across OLC's Pine Ridge Reservation service area, the advisor found it difficult to maintain regular contact with students. It also is not uncommon for students to hitchhike to class at one of the centers, because they lack transportation.

I would go to centers to meet with students but they didn't show up. E-mail has been much more productive.

Annual persistence data on Jump Start participants support the finding that Native American students seemed to face significant struggles. Overall across the two cohorts, only 52.9% of Native American students in Jump Start returned for sophomore year, compared with 82.3% of non-Native American students from low-income families (Table 23). Cohort 2 Native American students had the lowest rate of persistence, with 47.7% moving on to the second year of college.

Table 23. Persistence Among Native American and Non-Native American Students

Cohort	Group	Total treatment students	Total students who persisted	Persistence rate
Cohort 1	Native students	80	44	55.0%
	Non-Native students	82	68	82.9%
Cohort 2	Native students	73	37	50.7%
	Non-Native students	82	67	81.7%
Subtotal	All Native students	153	81	52.9%
Subtotal	All Non-Native students	164	135	82.3%
Total, all students		317	216	68.1%

Source: Unadjusted data on Jump Start students provided to ICF.

Data by individual college or university also showed differences in progress among Native American students. Based on the unadjusted data, the persistence rate for Native American students ranged from a low of 36.6% at USD to a high of 68.2% at BHSU. OLC had the second highest persistence rate for Native American students, with 63.3%.

Despite these concerns cited by staff, Native American students who have remained in the program expressed general satisfaction with Jump Start in surveys and focus groups. As noted in Section 1.1, 93% of Native American students were satisfied or very satisfied with Jump Start in the spring 2018 survey. Although this was slightly below the satisfaction level of white students and only includes students still enrolled in college, it still indicates strongly positive views of those who remain in the program.

Said one Native American student:

I really enjoy how everyone works with you and makes you feel comfortable. We are like a big family here in Jump Start, and I like that the most because it makes it easier to get through college—something that is scary in and of itself.

Some staff members believed the program could have benefited from a longer planning period before beginning full operation. One concern cited by many staff was the challenge of beginning to implement a full program so soon after receipt of the First in the World grant. In the view of these staff members, a planning period or planning year might have helped avoid early challenges in implementation. After receiving notification for funding in late September 2014, it took time to hire key project staff, including a project director and access advisors who had responsibility to visit high-poverty high schools and recruit students. The South Dakota Board of Regents and SDSU hired a project director and two access advisors by early 2015, but these advisors had only a few months to crisscross the state to market the program to high school

seniors who were low income and/or Native American. One access advisor worked the east side of this geographically large rural state, while the other visited schools in the western region. In the meantime, all seven Jump Start postsecondary institutions began hiring retention advisors and making plans to offer Jump Start Summer Bridge program for July 2015. Said one administrator:

There was a sense that we were building the plane as we're flying it.

Access advisors interviewed by ICF also noted that they had difficulty forging relationships with some schools so quickly. Depending on the school, advisors might make a presentation at an assembly or meet with a small prearranged group of students identified by guidance. These advisors also did not have a formal rubric or implementation plan to follow; some advisors and administrators said a rubric or plan might have helped these early efforts. With potential enrollment in danger of falling far below expectations, the newly hired retention advisors on each campus also became closely involved in recruiting for the program. Retention advisors used accepted student days to target students, often with success. However, most campuses did not meet their original enrollment targets for Year 1. Said one advisor:

I think we could have done more with the right timing. There was no planning year to go out and do the recruitment.

One result of the start-up challenges is that the program did not meet its original enrollment targets. It had an original goal of enrolling 900 low-income and Native American students; however, colleges and universities were able to recruit 317 students, or just over one-third of this target number. With a planning year, some stakeholders believed that grant-funded access advisors would have had more time to work with prospective students, build relationships with high schools, and provide more in-depth recruitment and college application support activities.

Several staff and administrators said the fast start-up to the project also impacted some colleges due to the need to quickly reserve housing for Summer Bridge programs. One university rents out rooms for a major regional summer event, and offering Jump Start Summer Bridge meant they were forgoing expected income. "At times, it was a hard sell" on the campus, one advisor said. To help defer the housing costs for Summer Bridge, the Great Plains Foundation provided partner institutions with some funding.

However, it is noteworthy that despite early implementation challenges, these initial students (Cohort 1) had a higher persistence rate to second year of college compared with students the following year (Cohort 2). With a 69.1% persistence rate, Cohort 1 students exceeded the 66.6% persistence rate for Cohort 2 students. In addition, via the annual student survey, 25% of Cohort 1 respondents said they had weekly contact with their retention advisor during freshman year, compared with only 6% of Cohort 2 respondents looking back on their freshman year. It is not surprising that staff did cite some challenges once the program served two cohorts. At all sites, retention advisors reported an increased workload, as at some sites their caseloads doubled with the addition of Cohort 2. Retention advisors at two universities also left their jobs as Cohort 2 began to receive services, another factor that may be related to the lower persistence rate for these students.

Staff interviews as well as persistence data showed some differences among the individual colleges and universities in the program. In their annual interviews, Jump Start retention

advisors cited different challenges at their schools. As noted earlier, OLC faced unique challenges among the seven institutions as a tribal college where students commute to a variety of classroom locations for class daily. Two of the six public higher education institutions had retention advisors depart during the four-year grant, while some Jump Start sites tried different ideas to spur greater involvement in Earn & Learn programs. Among the six Board of Regents institutions, some had programs of study related to Native Americans—thought to be a strong recruiting tool for Native American students—while some did not. The Board of Regents institutions included state flagship institutions as well as more specialized postsecondary institutions focused on STEM or high-tech careers.

In addition, school-by-school data showed some stark differences in the share of Native American and non-Native American students. For example, Native American students accounted for all students at OLC and for 68.3% of all students at USD, which has an existing Native American studies program. NSU's caseload was 51.6% Native American, and at Black Hills State the caseload was 45% Native American.

This is significant because data in Table 7 showed a lower persistence rate for Native American students. At three other Board of Regents institutions, Native Americans represented less than one-third of participants (Table 24).

Table 24. Native American Jump Start Enrollment by Campus

Institution	Native Americans as a percentage of Jump Start enrollment
BHSU	45.0%
DSU	32.2%
NSU	51.6%
OLC	100.0%
SDSU	26.3%
SDSMT	22.7%
USD	68.3%

Source: Unadjusted data on Jump Start students provided to ICF.

Given these differences, school-by-school data also showed some major differences in the persistence rate of Jump Start participants, based on data provided to ICF by the South Dakota Board of Regents and OLC. Overall, SDSMT had the highest persistence rate of Jump Start students to sophomore year, with 86.4%, followed by DSU with 79.0% (Table 25). BHSU was next at 77.5%, which is noteworthy as it also posted the highest rate for Native American students. Fiscal agent SDSU was next in overall persistence, at 72.2%. USD had the lowest persistence rate, at 48.3%. However, this school had the highest percentage of Native American students among the six Board of Regents institutions.

Table 25. Persistence of Jump Start Participants by Institution

Institution	Group	# Starting	# Persisting	Persistence rate
BHSU	Non-Native students	18	16	88.9%
	Native American students	22	15	68.2%
	Total, BHSU	40	31	77.5%
DSU	Non-Native students	42	37	88.1%
	Native American students	20	12	60.0%
	Total, DSU	62	49	79.0%
NSU	Non-Native students	15	9	60.0%
	Native American students	16	8	50.0%
	Total, NSU	31	17	54.8%
OLC	Native American students (all)*	30	19	63.3%
SDSU	Non-Native students	53	43	81.1%
	Native American students	19	9	47.7%
	Total, SDSU	72	52	72.2%
SDSMT	Non-Native students	17	16	94.1%
	Native American students	5	3	60.0%
	Total, SDSMT	22	19	86.4%
USD	Non-Native students	19	14	73.7%
	Native American students	41	15	36.6%
	Total, USD	60	29	48.3%

*This also is the total for OLC, as all Jump Start participants here were Native American.

2.2 Other Implementation Issues

Sustainability: Prior to release of this report, Jump Start received a no-cost extension to continue its work for an additional year to finish program-related work. As a result, it is premature to draw final conclusions about the sustainability of Jump Start program elements after the end of the grant. However, despite positive views of the program and its benefits, staff at most program sites do not believe their campuses can sustain Jump Start after the end of the grant. The major reason was funding, especially at small schools. “We probably won’t keep Jump Start. It’s a pretty expensive program and there is no money.”

A few said they might scale up some type of Summer Bridge activity after seeing its success through Jump Start. In some cases, however, this may span only several days instead of weeks due to costs. One exception may be at SDSU, the grant’s fiscal agent. That institution has had talks about sustaining a Jump Start-like program focused on incoming Native American students. Northern State University also has used another federal grant to hire a student advisor to work specifically with Native students.

Project administrators believed there would be sustainable gains due to a stronger relationship that has evolved between public state colleges and tribal organizations. Before concluding their work, Jump Start access advisors publicized National College Application Week at tribal high schools. They also held listening sessions with tribal higher education offices across South Dakota to find out what South Dakota Board of Regents institutions can do to boost college enrollment and retention among Native Americans. Looking at application week and the tribal meetings, one access advisor believed that Jump Start was having a strong impact. “I think it’s helping to change the paradigm here.”

Summer Bridge: Both during and after participation in their Jump Start Summer Bridge experience, both students and advisors viewed this program as a key element in promoting effective transition to college. “It gets students off to a good start before the chaos of the first weeks of school,” one administrator said. One student in a focus group noted that through Summer Bridge, “We bonded before school even started.” Some advisors believed that their campuses have an interest in continuing some type of Summer Bridge activity after the end of the grant. Adapting part of the Jump Start model, one university did a three-day mini-bridge program in summer 2017 for Native American and other high-risk students prior to the start of their freshman year.

Partnerships: Some administrators and advisors believe that Jump Start is serving as a catalyst for greater communication and partnerships among Board of Regents institutions, tribes, and Native American students. At least three of the six Board of Regents institutions are expanding services for Native American students, from a major campuswide initiative to smaller efforts to create a Native American Program and carve out office space for it. As one administrator said, “Jump Start has provided an important nudge for these activities.” Discussions between Jump Start officials and tribal higher education offices also are breaking new ground. As one official noted:

Historically, [Board of Regents] institutions and tribal governments have been silos. When I visited one tribal higher ed official, he said, “I’ve never seen anyone from the state come to visit us.” Hopefully, this program will change policies and procedures.

Retention advisors also said they learned about effective strategies from each other. This group held monthly calls to exchange information, and periodic workshops provided a more detailed forum to learn about emerging best practices in working with students.

Peer Mentors: Several Jump Start campuses used Cohort 1 students as peer mentors to work with the program’s younger component when they came to campus. Many students in focus groups found this policy useful, as the mentors provided near-peer guidance to help them acclimate to college courses and the college environment. Retention advisors on these campuses continued to have one-to-one meetings with Cohort 2 students, but the peer mentors provided an added layer of support so that new students might have access to 24/7 assistance, including on evenings and weekends.

V. Discussion and Recommendations

The following section provides the ICF team's interpretation of key findings and a series of data-informed considerations. We have integrated the analysis of impact and implementation data to compile findings on topics such as overall impact, differences between groups and cohorts, and satisfaction with the program and its components.

The program has had a positive overall effect. ICF's rigorous quasi-experimental study provides statistically significant evidence that Jump Start has had a positive effect on participants. Using adjusted percentages based on the impact study's multivariate statistical model, 73% of students in the treatment group persisted to sophomore year of college compared with 66% of a well-matched comparison group. In addition, 45% of treatment students were "on track" in credit accumulation after freshman year, compared with only 30% of students in the comparison group. The latter finding provides some evidence that Jump Start students may be more likely to persist and ultimately graduate from college than those in the comparison group. In surveys as well as interviews and focus groups, stakeholders identified having a retention advisor as a key element of the project's success. These retention advisors met one-to-one with students to monitor their progress and answer their questions; they also designed group activities to support adjustment to college.

Stakeholders also viewed the lending library as significant for helping students defray the costs of textbooks, and they believed that the initial Summer Bridge programs helped students adjust to college life before most freshmen came to campus. This combination of services appeared to spur student success compared with those who received "business as usual" support during their first year in college. Overall, these results suggest that other states and postsecondary institutions may want to replicate the Jump Start program model for at-risk students to boost their success and persistence in postsecondary education. However, it is worth noting that there is still room for improving the program, as on-track credit accumulation was achieved by less than half of all students in the treatment group, and more than a quarter of treatment students did not persist from freshman to sophomore year.

Jump Start had a greater impact on Non-Native American students. While the program has had an overall positive impact, data show that the program had the strongest effects on low-income, non-Native American students. Examining regression-adjusted percentages, we found that 52% of Native American participants persisted to sophomore year, compared with 50% of Native American students from the comparison group. While this finding indicates that treatment students were somewhat more successful, the difference was not practically or statistically significant—the latter issue owing potentially to low statistical power because Native American enrollment was below targets initially set for the program. By comparison, Jump Start did show promise in improving outcomes for low-income, non-Native American students in the program. These students showed an 80% rate of persistence to sophomore year, eight percentage points higher than the 72% rate for similar low-income students from the comparison group. We found similar results for on-track credit accumulation rates. Native American students in the treatment group achieved on-track credit accumulation at a rate of 22% vs. 18% in the comparison group. However, low-income, non-Native American students in the treatment group achieved a rate of

55% compared to 36% for the comparison group—this finding was statistically significant. As a result, there are clearly elements of the program that have a positive impact on participants, and Jump Start appears to have the potential to help improve education outcomes for students from lower socioeconomic backgrounds. This is an important finding, but given that South Dakota leaders have placed a high priority on improving outcomes for Native American students, these findings may suggest that more work needs to be done to refine interventions like Jump Start.

Despite near-universal praise for retention advisors among students and administrators, most of these advisors were not Native American. At the program's launch, two of seven advisors were Native American, a number that increased to three over the life of the grant. To boost Native American student success rates in the future, one strategy may be to assign Native American students to an advisor who also is Native American. Information from interviews and focus groups suggested that Native American students faced cultural barriers in adjusting to life at South Dakota public institutions, where white students are in the majority. Having a Native American mentor or advisor may ease the transition of Native American students in these environments. In addition, public universities may find it useful to conduct more cultural sensitivity training for administrators, faculty, and staff to support Native American student adjustment to all aspects of campus life, including living on a Board of Regents campus.

Cohort 1 students fared somewhat better than those in Cohort 2. Despite a hurried start-up to the project, data show that Cohort 1 students were more likely to persist to sophomore year than Cohort 2 students (73% vs. 69%). This finding is somewhat surprising, as many administrators and staff believed that a planning year might have led to smoother implementation of the program on their campuses for Cohort 1. However, the lower persistence rate for Cohort 2 may suggest that Jump Start faced an “implementation dip” that is common to many new education initiatives (Fullan, 2007). The idea is that new programs have a sense of optimism and buzz that later dissipates as stakeholders recognize the need for new skills and new understandings to continue and consolidate gains. To improve success rates, Fullan recommends not just adopting changes but ensuring that there is a culture that supports change.

Another factor in the Cohort 2 decline may be related to the advisor workloads. Beginning in Year 2, retention advisors served up to twice as many students as in the previous year, given that both cohorts were in college at that time. Student survey data also showed that Cohort 1 students had more frequent meetings with their advisors during freshman year than Cohort 2 students. Cohort 1 students also reported somewhat greater satisfaction with their Summer Bridge experience (58% very satisfied) compared with Cohort 2 (48% very satisfied), which may reflect a more successful adjustment to college for the first cohort. All of these factors may contribute to the difference between the cohorts. For colleges that want to continue Jump Start after the end of the grant, these data may indicate a need to conduct additional training, professional development, and awareness efforts so that campus officials remain engaged in Jump Start success.

Students were highly satisfied with the program and their advisors. In surveys conducted throughout the program, Jump Start students gave high marks to the program and most of its components. More than 90% of survey respondents each year expressed satisfaction with the program, and a similarly high percentage were satisfied with their retention advisors. For students

as well as staff, having regular access to a retention advisor was a factor in project success. Conducting regular check-ins, these advisors helped students access campus resources (such as tutoring) while linking them to other supports to promote an effective transition to college. In surveys, most students agreed that their advisor “gives me as much time as I need” and is knowledgeable about academic requirements and on-campus resources. Overall, retention advisors appeared to be a critical, perhaps the most important, success factor in the program.

Students also believed that the textbook and laptop lending library was important, as it enabled students to defray the often high costs of books for their classes. Retention advisors typically housed this lending library in or near their offices; as a result, advisors could have informal check-ins with students when they came for textbooks to help monitor their progress.

Overall during the grant, Jump Start students have shown greater confidence in their ability to succeed in college. In spring 2018, 64% were “very confident” about their abilities, compared with 54% the previous year and only 40% during the project’s first year. Such data indicate that a large share of Jump Start students expect to graduate from college.

Earn & Learn was a weak link. Of Jump Start’s four core activities—retention advisors, lending library, Summer Bridge, and Earn & Learn—the latter initiative continually drew the lowest rates of satisfaction among students, staff, and administrators. Earn & Learn was intended as a way for students to earn free credits in the summer after their freshman and sophomore years and potentially gain access to internships related to their majors. However, colleges and universities faced structural challenges with this initiative. Some campuses had few in-person classes available during the summer, prompting many students to take online courses for which they were unprepared or lacked time to participate. Many advisors noted that while students say they enjoy using technology, they may not have the skill set to take a fast-paced online summer course. Many also wanted to work in their home areas during the summer, adding to the challenge in squeezing in one or more online courses.

Survey and interview data support this view of Earn & Learn. In the spring 2017 student survey, only 45% of students were satisfied with Earn & Learn, while other elements of the program had satisfaction rates above 90%. Several advisors also noted that, after Summer Bridge and the fall and spring semesters, many students wanted a break from academics. In addition, advisors found that most internships target seniors, while Earn & Learn was for rising sophomores and juniors. Based on feedback received by the evaluation team, it was clear that Earn & Learn was the weak link in the program, and those who replicate Jump Start may still have success without this element of the program.

Partners should consider retaining the program. Given the success of the program, as evidenced by the higher rates of persistence and credit accumulation for participants, ICF recommends that SDBOR and OLC consider continuing the Jump Start initiative after federal funding ends. As the program is receiving a no-cost extension to use unspent funds for Year 5, Jump Start will continue in some form at all of the colleges and universities for the 2018–2019 academic year. However, interviews with campus stakeholders indicated that few believe that the program and its key components—such as Summer Bridge programs and year-round retention advisors—can continue after conclusion of the grant. Reasons cited by administrators include the high cost of project services as well as the state’s uncertain fiscal climate that makes it difficult to

pick up a new program with institutional funds. Nonetheless, the Jump Start model has shown promise with disadvantaged students, particularly non-Native American low-income students, and continuing the program could spur higher enrollments, higher persistence, and, ultimately, higher revenues for universities. While young Native American adults did not experience as much success as their non-Native American counterparts, Native American students under the multivariate model still fared better in persistence and credit accumulation than Native American students not in Jump Start. With some tweaks—such as those recommended in this report, the initiative could show even greater gains if the state or colleges and universities continue the program.

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Appendix A: Program Impact Analysis

Table A1. Comparison of Treatment Group and Comparison Group Before Propensity Score Matching

	Treatment group mean	Comparison group mean	Control Group SD	Standardized mean difference
Distance	0.20	0.05	0.08	0.90
High school GPA	3.08	3.28	0.58	-0.36
Estimated family contribution	3,447.42	16,015.42	21,595.84	-1.25
Age	18.54	18.82	1.91	-0.28
Gender—Female	0.58	0.54	0.50	0.08
Gender—Male	0.42	0.46	0.50	-0.08
White	0.47	0.87	0.34	-0.80
Black	0.03	0.03	0.16	0.00
Native American	0.48	0.07	0.26	0.81
Full-time student	0.97	0.96	0.21	0.10
Part-time student	0.03	0.04	0.21	-0.10
First-generation college attendance	0.35	0.21	0.41	0.28
Pell Grant status	0.81	0.32	0.47	1.24
NEFC	1.54	2.50	1.09	-1.29
Year	1.49	1.50	0.50	-0.01
Sector OLC	0.09	0.03	0.18	0.21
Sector SDBOR	0.91	0.97	0.18	-0.21
BHSU	0.13	0.12	0.33	0.01
DSU	0.20	0.07	0.25	0.32
NSU	0.10	0.07	0.25	0.11
OLC	0.09	0.03	0.18	0.21
SDSMT	0.07	0.07	0.25	0.01
SDSU	0.23	0.38	0.49	-0.38
USD	0.19	0.26	0.44	-0.18

Table A2. Descriptive Statistics for Variables Used for EQ1 and EQ2 Logistic Regression Models

Variable	Total sample (n = 1,026)				Comparison sample (n = 766)				Treatment sample (n = 260)			
	Min	Max	Mean	STD	Min	Max	Mean	STD	Min	Max	Mean	STD
Persistence	0	1	0.67	0.47	0	1	0.66	0.47	0	1	0.72	0.5
On-track credit accumulation	0	1	0.31	0.46	0	1	0.3	0.46	0	1	0.36	0.5
Treatment	0	1	0.25	0.44	0	0	0	0	1	1	1	0
Cohort 2	0	1	0.48	0.5	0	1	0.48	0.5	0	1	0.48	0.5
High school GPA (z-score)	-3.60	1.73	0.00	1.00	-3.60	1.73	0.02	1.03	-3.21	1.62	-0.06	0.91
Male	0	1	0.47	0.5	0	1	0.49	0.5	0	1	0.42	0.5
Black	0	1	0.03	0.17	0	1	0.03	0.17	0	1	0.03	0.2
Native American	0	1	0.36	0.48	0	1	0.35	0.48	0	1	0.37	0.5
Other race	0	1	0.04	0.19	0	1	0.04	0.19	0	1	0.03	0.2
White	0	1	0.58	0.49	0	1	0.58	0.49	0	1	0.57	0.5
First-generation college status	0	1	0.09	0.29	0	1	0.09	0.29	0	1	0.1	0.3
BHSU	0	1	0.12	0.33	0	1	0.12	0.33	0	1	0.12	0.3
DSU	0	1	0.18	0.38	0	1	0.18	0.38	0	1	0.18	0.4
NSU	0	1	0.07	0.25	0	1	0.07	0.25	0	1	0.07	0.3
OLC	0	1	0.11	0.31	0	1	0.11	0.31	0	1	0.11	0.3
SDSMT	0	1	0.07	0.25	0	1	0.07	0.25	0	1	0.07	0.3
SDSU	0	1	0.26	0.44	0	1	0.26	0.44	0	1	0.26	0.4
USD	0	1	0.2	0.4	0	1	0.2	0.4	0	1	0.2	0.4
EFC	0	100000	3012	8445	0	93624	2912	7605	0	100000	3306	10549.2
Pell Grant recipient	0	1	0.84	0.36	0	1	0.84	0.36	0	1	0.83	0.4

Table A3. Descriptive Statistics for Variables Used for EQ3 Logistic Regression Models

Variable	Total sample (n = 1,208)				Comparison sample (n = 904)				Treatment sample (n = 304)			
	Min	Max	Mean	STD	Min	Max	Mean	STD	Min	Max	Mean	STD
Persistence	0	1	0.63	0.48	0	1	0.62	0.49	0	1	0.67	0.47
On-track credit accumulation	0	1	0.28	0.45	0	1	0.26	0.44	0	1	0.33	0.47
Treatment	0	1	2	0	0	1	0	0	0	1	1	0
Cohort 2	0	1	0.5	0.5	0	1	0.5	0.5	0	1	0.5	0.5
High school GPA (z-score)	-3.21155	1.831925	0	1	-3.2182	1.672447	0.02	1.03	-3.2182	1.831925	-0.06	0.91
Male	0	1	0.43	0.5	0	1	0.43	0.5	0	1	0.42	0.5
Native American	0	1	0.47	0.5	0	1	0.47	0.5	0	1	0.47	0.5
Native American *Treatment	0	1	0.12	0.32	0	1	0	0	0	1	0.47	0.5
First-generation college status	0	1	0.09	0.28	0	1	0.08	0.27	0	1	0.1	0.29
BHSU	0	1	0.16	0.37	0	1	0.17	0.38	0	1	0.13	0.34
DSU	0	1	0.09	0.28	0	1	0.05	0.22	0	1	0.2	0.4
NSU	0	1	0.08	0.27	0	1	0.07	0.26	0	1	0.1	0.3
OLC	0	1	0.09	0.29	0	1	0.09	0.29	0	1	0.09	0.29
SDSMT	0	1	0.05	0.23	0	1	0.05	0.22	0	1	0.07	0.25
SDSU	0	1	0.28	0.45	0	1	0.3	0.46	0	1	0.23	0.42
USD	0	1	0.25	0.43	0	1	0.27	0.44	0	1	0.19	0.39
EFC	0	100000	3538.08	10075.75	0	100000	3535.96	10026.15	0	100000	3544.37	10238.49
Pell Grant recipient	0	1	0.81	0.39	0	1	0.81	0.39	0	1	0.8	0.4

Appendix B: Site Visit Protocols for Interviews and Focus Groups

Access Advisor Interview Protocol

Interviewer Guidelines:

- Briefly discuss the purpose of the interview: *ICF has contracted with South Dakota State University to conduct a comprehensive evaluation of the South Dakota Jump Start grant program to better understand strategies used to meet program goals. The initial purpose of this interview is to better understand your role as the access advisor for the project. Your contribution to the evaluation effort is extremely valuable and will give you the opportunity to share your perspective on the successes, benefits, and challenges associated with implementing Jump Start. Please know that ICF is an independent, external evaluator. We expect this interview to take approximately 45 minutes.*
- Convey to interview participant our confidentiality policy: *(1) the interview is voluntary; (2) you can decline to answer any questions, or you can stop the interview at any time; (3) the information will be held in confidence by the evaluation team who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
- Ask permission to record the interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you choose not to have the interview recorded, we will be taking notes but will not include your name in reporting.*
- Ask if they have any questions for you before you begin. *Please review and sign the consent form or, in the case of a phone interview, obtain verbal consent.*

Note to interviewer: Italicized questions are to be used as probes to encourage respondents to expand upon their responses. Consider prior responses to customize the inclusion, order, and language of questions as appropriate.

1. What are your roles and responsibilities in South Dakota Jump Start?
 - a. What is your job title?
 - b. How often do you visit high schools?
 - c. What other Jump Start personnel do you interact with?
 - d. How many schools are you responsible for? What challenges do they face?
 - e. How, if at all has your role or your responsibilities changed this year when compared with past years of the project?

2. What have been the main Jump Start goals/objectives for access advisors this past year?
 - a. *Who was involved in the planning process (advisors, college administrators, teachers, principals)? Probe for: Preparing students for rigor of college; scheduling high school visits; help with financial aid forms and college applications, etc.)*
 - b. *Have goals/objectives changed since last year? If so, how?*
3. What student and family services have you conducted this academic year?
Be sure coordinator thinks about range of activities (college information/assistance, application assistance, ACT preparation, support services, etc.).
4. What school factors have facilitated the development of Jump Start services? What barriers have you encountered, and how have you addressed them?
 - a. *How could services be improved to better appeal to, and serve, targeted groups?*
 - b. *What level of buy-in have you received from your schools? From students/families?*
 - c. *How do you maintain contact with students (e-mail, phone, social media)?*
5. How interested do you believe students are in attending college? What barriers or facilitators do they cite?
 - a. *How knowledgeable do you believe students are about college admissions?*
 - b. *How knowledgeable do you believe students are about financial aid?*
 - c. *What student or family level barriers to college attendance do they cite? (Probe: how is Jump Start designed or not designed to address these barriers?)*
6. What activities/services do you believe have been most effective so far? What activities/services have been least effective? (Probe for reasons why.)
7. What lessons have you learned in how to conduct college outreach to Native American and low-income students?
8. With the grant nearing its end, what impact if any do you think Jump Start has had on its target high schools? On Board of Regents institutions? What services might be continued at these schools or colleges?
9. Is there anything else you would like ICF to know about your work as an access advisor?

Thank you for your time.

Retention Advisor Interview Protocol

Interviewer Guidelines:

- Briefly discuss the purpose of the interview: *ICF has contracted with South Dakota State University to conduct a comprehensive evaluation of the South Dakota Jump Start grant program to better understand strategies used to meet program goals. The initial purpose of this interview is to better understand your role as a retention advisor for the project. Your contribution to the evaluation effort is extremely valuable and will give you the opportunity to share your perspective on the successes, benefits, and challenges associated with implementing Jump Start. Please know that ICF is an independent, external evaluator. We expect this interview to take approximately 45 minutes.*
 - Convey to interview participant our confidentiality policy: *(1) the interview is voluntary; (2) you can decline to answer any questions, or you can stop the interview at any time; (3) the information will be held in confidence by the evaluation team who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
 - Ask permission to record the interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you choose not to have the interview recorded, we will be taking notes but will not include your name in reporting.*
 - Ask if they have any questions for you before you begin. *Please review and sign the consent form or, in the case of a phone interview, obtain verbal consent.*
1. What are your roles and responsibilities in South Dakota Jump Start?
 - a. What is your job title?
 - b. What other Jump Start personnel do you interact with?
 - c. What training, if any, did you receive for this job?
 - d. What is the size of your caseload?
 - e. How, if at all, has your job changed during the past year?
 2. What were the main Jump Start goals/objectives for the past academic year?
 - a. Who was involved in the planning process (advisors, college administrators, etc.)? *Probe for: Objectives related to advising students, acclimation to college life, etc.)*
 - b. How would you assess overall implementation of the program?
 3. Typically, how did you interact with first-year students (college freshmen in 2016–2017)?
 - a. Did you have face-to-face meetings? *If so, what topics did you cover?*
 - b. How often did you interact with students? *In what settings?*
 - c. What typical challenges do these students face?
 - d. What were the best ways to reach students (texting, phone, e-mail, etc.)?

4. Typically, how did you interact with second-year students (college sophomores in 2016–2017)?

- a. Did you have face-to-face meetings? If so, what topics did you cover?*
- b. How often did you interact with students? In what settings?*
- c. What typical challenges do these students face?*
- d. What were the best ways to reach students (texting, phone, e-mail, etc.)?*

5. With the addition of a second cohort in summer 2016, how did that impact your day-to-day tasks? How did it impact outreach with students?

6. What were the key student and family services/activities you have conducted this academic year?

- a. What kind of tutoring/academic support has been available?*
- b. What social/family activities, if any, have taken place? Do 1st and 2nd cohort students attend the same functions?*
- c. When meeting with students, are there specific agendas/topic areas for each meeting?*
- d. For group activities, has student attendance been in line with your expectations?*
- e. What level of buy-in have you received from your campus? From students/families? Has this level of buy-in improved since the start of the program?*

7. What activities/services do you believe have been most effective/least effective so far? *(Probe for reasons why.)* How might you change activities for next year?

8. What have students in the two cohorts been doing this summer? What role, if any, did you play in setting up/organizing these activities?

- a. Were most of these activities on or off campus?*
- b. Were student participation levels in line with what you expected?*
- c. What differences did you see based on the cohort?*
- d. If you changed summer programming in 2017, do you believe the new programming was more effective? Why or why not?*

9. How would you assess the success of these Jump Start program components? *(Probe for perceptions and lessons learned)*

- a. Summer Bridge (2015 and 2016)*
- b. Advising during the regular academic year*
- c. Textbook and laptop lending library*
- d. Summer Earn and Learn/Serve and Learn*

10. How effective do you believe Jump Start components are for Native American students? For non-Native students? *(Probe for any suggestions for improvement in services for either group)*

11. Looking to the future, are there any Jump Start activities that your university may continue after the end of the grant?

12. Is there anything else you would like to add or share about your Jump Start experience?

Thank you for your time.

Jump Start Director Interview Protocol

Interviewer Guidelines:

- Briefly discuss the purpose of the interview: *South Dakota State University has contracted with ICF to conduct a comprehensive evaluation of the South Dakota Jump Start grant program. The initial purpose of this interview is to better understand your role as the director of South Dakota Jump Start. Your contribution to the evaluation effort is extremely valuable and will give you the opportunity to share your perspective on the successes, benefits, and challenges associated with implementing Jump Start. Please know that ICF is an independent, external evaluator. We expect this interview to take approximately 45 minutes.*
- Convey to interview participant our confidentiality policy: *(1) the interview is voluntary and all data collected will be kept confidential to the extent permitted by law; (2) you can decline to answer any questions, or you can stop the interview at any time; (3) the information will be held in confidence by the evaluation team who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
- Ask permission to record the interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you choose not to have the interview recorded, we will be taking notes but will not include your name or role in reporting.*
- Ask if they have any questions for you before you begin. *Please review and sign the consent form or, in the case of a phone interview, obtain verbal consent.*

Note to interviewer: Italicized questions are to be used as probes to encourage respondents to expand upon their responses. Consider prior responses to customize the inclusion, order, and language of questions as appropriate.

Interview Questions

- 1) Please briefly describe your roles and responsibilities in South Dakota Jump Start.
 - a. *What types of compliance/monitoring, if any, do you engage in?*
 - b. *How do you interact with the other postsecondary partners in this project? How often do you interact with them?*
 - c. *Who do you report to? What type of information do you report to them? How often?*
- 2) How would you describe implementation of the program this past year?
 - a. *To what extent has the program met its objectives?*
 - b. *How would you describe the level of program buy-in from SDSU? The Board of Regents? Principal Investigators and other postsecondary partners?*

- c. *What factors have facilitated Jump Start implementation this year? What factors have hindered implementation this year? How have you addressed these challenges? What unexpected issues have you encountered?*
 - d. *What do you believe are the initiative's major challenges/goals for the next year?*
- 3) Last fall, Jump Start began serving sophomores as well as freshmen. How did that change the program? What impact did it have on students/advisors/campuses? (*Probe for frequency of one-to-one meetings, program activities, training and time commitment of staff*).
- 4) What are your perceptions about the effectiveness of Jump Start retention advisors?
 - a. *What role, if any, did you play in the selection of these advisors (such as providing job descriptions, helping identify candidates, providing training)?*
 - b. *Other than training, what types of supports do you provide these advisors? What type of oversight, if any, do you provide?*
 - c. *How often do you speak/meet with these advisors?*
 - d. *Is there a core set of activities that each advisor will conduct? What are they?*
 - e. *What similarities/differences do you see in the way colleges are approaching/implementing the job of retention advisor?*
 - f. *What factors facilitate your relationship with the retention advisors? Have you faced any barriers, and how have you overcome them?*
- 5) How satisfied are you with the Earn and Learn/Serve and Learn programs taking place on each campus?
 - a. *How different do these programs look from site to site?*
 - b. *Has actual enrollment met expectations? Why or why not?*
 - c. *What are the key activities/components of these programs?*
 - d. *Were there any unexpected challenges in establishing/implementing the programs this summer? If so, how did you (or campuses) address them?*
 - e. *What lessons learned might you use when conducting similar programs in the future?*
- 6) How satisfied are you with the school-year services provided by retention advisors?
 - a. *What strategies/activities appear to be most effective/least effective?*
 - b. *What are the main challenges that retention advisors encounter with first-year students?*
 - c. *Is student persistence in Jump Start in line with your expectations?*
- 7) I'd like to talk about your work with access advisors. What was your role with these advisors during the past year?
 - a. *What types of supports/oversight do you provide?*
 - b. *How often do you speak/meet with these advisors? How pleased are you with their work? What have they done well/not so well?*

- 8) How would you assess progress on the evaluation of Jump Start? Do you have any suggestions for improvement?
- 9) With the end of the grant approaching in 2018, what Jump Start services do you think might be sustained on Jump Start member campuses? What lessons learned can colleges take from this experience?

This concludes our discussion. Thank you so much for your ideas and your time.

Student Focus Group Guide

Facilitator Guidelines:

- Introduce yourself and/or leaders of the focus group as representatives of ICF and describe your roles in supporting the meeting (i.e., facilitator, note taker). Students selected for the focus group should have experience with Jump Start activities, particularly the summer Serve and Learn program.
- Briefly discuss the purpose of the focus group: *Explain to students that those funding the Jump Start program would like to know what it is like to be a part of the program. Particularly, they are interested in students' experience with college awareness activities and summer programming. Explain that this is not an evaluation of the college or the advisors/instructors in your summer program. The purpose of this focus group is getting a variety of views about the program, so that we can gather information about activities to help plan for the future. People can agree or disagree with comments, but only one person can speak at a time. The session will take approximately 40-60 minutes.*
- Convey to each participant our confidentiality policy: *(1) the focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group at any time – participation will not impact you at your college; (3) the information will be held in confidence by the evaluation team who have signed confidentiality agreements ensuring the protection of data; (4) focus group data will be maintained in secure areas; and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to record the focus group: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses not to have the focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify a student will be removed from transcripts prior to being shared.*
- Ask if they have any questions before you begin. Review and ask participants to sign the consent form.
- Each focus group should have six to 10 participants. The focus group is open to any Serve & Learn student in summer 2017 who is at least 18 years of age. Ideally at least some will have participated in other activities/services during the 2016-2017 academic year, but this is not required for participation in the focus group.

Materials

- Pen for each participant
- Paper or index card (to write down their thoughts)

Time	Opening Questions	Aspects to be covered	Facilitator's Activity
2 min	INTRODUCTION Please introduce yourself, your name, your major if you have one.		
5 min	WHAT IS JUMP START? When someone mentions Jump Start, what do you think of? What activities, events, or programs do you think of?	<ul style="list-style-type: none"> ○ Basic knowledge if available 	List student ideas.
8-10 min	EXPERIENCE WITH SUMMER SERVE & LEARN We would like to know the range of any activities/events you participated in this week. What did you do? What did you like or dislike about these activities? Will this course help you in your future development or education/career goals?	<ul style="list-style-type: none"> ○ When ○ Nature of activity ○ Content covered/goal of activity ○ Satisfaction with activity 	Probe for similarities/differences in student's experiences. Probe for satisfaction level among the group and any differences between Native American students and non-Native students.
8-10 min	EXPERIENCE WITH JUMP START During the past year, you have had access to a retention advisor, a lending library and other services. What did you think of these services? Did you use them and if so, how often? What did you like/dislike about these activities? (<i>Probe for advisor meetings, use of book/computer lending program, views on other social/academic activities</i>)	<ul style="list-style-type: none"> ○ Nature of activity ○ Content covered/goal of activity ○ Satisfaction level 	Probe for extent of regular outreach by advisor. Probe for similarities/differences in student experiences and any differences between Native American students and non-Native students.
5-8 min	LESSONS LEARNED FROM JUMP START Take the index card in front of you. Write down things you learned from the Jump Start activities/events you attended or services you received during the past year. Write as many as possible. (Note: Use list of activities created in the previous discussions if needed.) (after 2min) I'd like each of you to select the most valuable learning experience from your list. Please share with the group and talk about why you selected it.	<ul style="list-style-type: none"> ○ Perceptions ○ Challenges and successes 	List perceptions. Ask if others in the group agree or disagree.

Time	Opening Questions	Aspects to be covered	Facilitator's Activity
5-8 min	EFFECTIVENESS We also would like you to tell us what is "working well" in Jump Start and what issues might we want to look at to improve for the future? Use the paper/card before you to write down your thoughts. Please tell us what is working well and issues that could be improved.	<ul style="list-style-type: none"> ○ Implementation issues ○ Outcome (change in attitude, views, knowledge) ○ Factors that shape implementation, learning and outcomes ○ Specific student or family barriers that are/are not addressed by Jump Start 	Prompt for academic support, mentoring, college visits if needed.
3-5 min	STUDENT SUGGESTIONS Do you have any suggestions to improve the Jump Start program? What opportunities would you like to have/information do you need to succeed in college? <i>Possible follow up questions to their ideas:</i> <i>"Why is that important?" "How will it change the way you approach college?"</i>	<ul style="list-style-type: none"> ○ Implementation issues ○ Content ○ Delivery ○ Resource 	If no suggestions offered, focus on information needs and how to stay in contact with retention advisors.
2 min	CLOSING Is there anything else we should know to understand how you are working with Jump Start staff and programs?		

Thank you very much for your time.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – C
DATE: October 2-3, 2019

SUBJECT

Academic Advisor Study Follow-Up

CONTROLLING STATUTE, RULE, OR POLICY

[Agenda Item 2-H, August 2019](#): Advisor Study Results

BACKGROUND / DISCUSSION

The Board received a report on academic advising at system institutions during the [August 2019](#) meeting. During those discussions, the Board requested follow-up information on the number of advisors and associated personnel costs at each institution. That information is included below, along with the changes in first to second year retention rates and four and six-year graduation rates occurring over the last ten years, as a supplement to the item received by the Board in August. In addition to benefits of professional advising identified in the [August 2019](#) report, it is important to note that professional advising (i.e., non-faculty advisors) also frees up faculty workload to concentrate on teaching and research endeavors.

IMPACT AND RECOMMENDATION

The university system currently employs 82.65 FTE as professional advisors. The total personnel cost is \$5,600,302, with nearly \$530,000 of that total currently paid through various grant programs. Since 2010, the university system has witnessed a 3% increase in first-year retention rates at the starting institution and within the system as a whole. More importantly, the four-year graduation rate has improved by 15% during that time.

NOTE: Data on retention and graduation rates are compared based on information in the [SDBOR Fact Book FY2019](#) and the [SDBOR Fact Book FY2010](#). The information is provided to show the impact that advising and other strategies have had on improved student success.

(Continued)

INFORMATIONAL ITEM

● **Black Hills State University (BHSU)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
8	\$452,750	\$219,060

BHSU currently employs four full-time advisors that collectively serve over 3,000 students. Three of these advisors are assigned to specific colleges within the university and assist students with undeclared majors, students on probation, and first-year students. A fourth advisor is assigned to high school dual credit students. In addition, four other advisors are paid out of a federal TRiO grant (\$233,510) and are assigned to qualifying students (e.g., first-generation college, low income backgrounds, and/or documented physical, psychological, or learning disabilities).

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	58%	61%
FA17 to FA18	62%	67%
<i>Change</i>	<i>+4%</i>	<i>+6%</i>

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	7.5%	28.2%	32.2%
2018	13.9%	31.3%	37.9%
<i>Change</i>	<i>+6.4%</i>	<i>+3.1%</i>	<i>5.7%</i>

● **Dakota State University (DSU)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
6	\$350,304	\$89,994

DSU currently employs six full-time advisors that collectively serve 849 students. These include two advisors in the Beacom College of Computer and Cyber Sciences, one advisor for Education students, one advisor for Arts & Sciences students, one advisor for Business & Information Technology students, and one advisor for General Studies students. The total cost of these advisors is \$350,304; however, \$64,094 comes from the DSU Rising gift and \$196,216 comes from a Title III grant (leaving \$89,994 coming out of university funds).

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	61%	69%
FA17 to FA18	67%	70%
<i>Change</i>	<i>+6%</i>	<i>+1%</i>

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	16.2%	38.5%	45.3%
2018	22.6%	42.8%	45.9%
<i>Change</i>	<i>+6.4%</i>	<i>+4.3%</i>	<i>+0.6%</i>

● **Northern State University (NSU)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
8	\$442,660	\$406,786

NSU currently employs eight FTE academic advisors, serving roughly 1,690 students. The advising staff includes 0.67 FTE funded by a federal TRiO grant. The total cost of these advisors is \$442,660, with \$35,874 coming from the TRiO grant.

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	65%	70%
FA17 to FA18	75%	77%
Change	+10%	+7%

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	18.6%	44.7%	48.1%
2018	26.8%	50.6%	54.8%
Change	+8.2%	+5.9%	+6.7%

● **South Dakota School of Mines & Technology (SDSMT)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
1.25	\$76,676	\$76,676

SDSMT utilizes 1.25 non-faculty FTE for advising purposes. One advisor is assigned as a “Pre-Health Pathways Advisor” with responsibilities for 180 students each year. A second advisor has quarter-time responsibilities as a “Freshman/Sophomore Student Success Advisor” with responsibilities for 75 students. The advisors are part of pilot program for a hybrid advising structure with two academic programs (metallurgical engineering, mining engineering) and “undecided” students. Such students have a faculty advisor and an advisor in the Student Success Center (those advisors referenced previously). The success of this pilot is slowly expanding the number of students receiving “professional/non-faculty” advising.

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	83%	85%
FA17 to FA18	76%	79%
Change	-7%	-6%

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	8.9%	35.4%	41.0%
2018	15.6%	49.7%	56.5%
Change	+6.7%	+14.3%	+15.5%

● **South Dakota State University (SDSU)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
23.4	\$1,829,687	\$1,829,687

SDSU currently employs 28 individuals as professional academic advisors; however, some of these have assigned responsibilities beyond academic advising. For example, these other duties may include teaching lower division courses, assisting with student recruitment efforts, assisting with internship placement, and providing guidance for student clubs and organizations. If adjusted for duties outside of academic advising, the total number of professional advising FTE at SDSU is 23.4. As of September 2019, professional academic advisors served 6,922 students at SDSU.

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	75%	78%
FA17 to FA18	76%	78%
Change	+1%	0%

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	20.5%	53.6%	57.3%
2018	36.4%	56.4%	60.2%
Change	+15.9%	+2.8%	2.9%

● **University of South Dakota (USD)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University Expense</i>
36	\$2,448,225	\$2,448,225

USD currently employs 36 professional advisors, serving 4,591 students. However, not all of these advisors spend 100% of their time advising students. Some advisors help administer professional advising efforts, while others provide other essential student services important for retention. For example, some oversee tutoring or supplemental instruction efforts while others are devoted to specialized programming and national scholarship advising.

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	70%	75%
FA17 to FA18	77%	80%
Change	+7%	+5%

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	18.3%	45.2%	48.3%
2018	40.0%	57.6%	61.0%
Change	+21.8%	+12.4%	12.7%

● **South Dakota Public University System (System Totals)**

<i>Advisors</i>	<i>Total Expense</i>	<i>University/System Expense</i>
82.65	\$5,600,302	\$5,070,428

Retention Rates	First-Year Retention Rate	% Retained at Other BOR School
FA08 to FA09	71%	74%
FA17 to FA18	74%	77%
Change	+3%	+3%

Graduation Rates	4-year Graduation	6-year Graduation	Completed at other BOR School w/in 6 Years
2009	16.8%	45.2%	49.1%
2018	31.7%	52.4%	56.6%
Change	+14.9%	+7.2%	+7.5%

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – D
DATE: October 2-3, 2019

SUBJECT

Diversity Centers Presentation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 3:1](#) – Delegation of Authority

BACKGROUND / DISCUSSION

Demographics across this country are changing. Universities nationwide increasingly will mirror the diversity of society, representing a wide variety of religious, socioeconomic, and political backgrounds.

As a result, universities have developed programming and services to address diversity and inclusion. In the South Dakota public university system, all of our universities have some level of programming. Three institutions – South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota -- have established diversity centers.

IMPACT AND RECOMMENDATIONS

Recent attention to the topic of intellectual diversity has prompted interest in the mission and function of the diversity centers. Representatives from SD Mines, SDSU, and USD will present information and answer questions about the centers' mission and goals, daily functions, structure and staffing, and budget.

ATTACHMENTS

Attachment I – PowerPoint Presentation

INFORMATIONAL ITEM



Diversity Centers Presentation

South Dakota Board of Regents' Meeting
Madison, SD
October 3, 2019

[1]

Why Diversity Trends Matter

"Simply stated, demographics in our country are changing. Universities nationwide increasingly mirror the rich diversity of our society, coming from a breadth of religious, socioeconomic, and political backgrounds."

-- 'A Community of Inclusion,' 2019 Diversity Report
South Dakota School of Mines & Technology

[2]

Programs, Services, and Resources

- The work to create a welcoming and supportive campus does not operate in isolation. We have:
 - System general education goals and requirements (Board Policy 2.7)
 - Goal #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
 - Goal #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
 - Student services, including support for:
 - Students who are veterans
 - Students with disabilities
 - American Indian students
 - International students
 - Women in science
 - Higher Learning Commission accreditation standards



[3]

Diversity Centers



Center for Inclusion
South Dakota School of Mines & Technology



Office of Diversity, Inclusion, Equity and Access
South Dakota State University



Office for Diversity
University of South Dakota

[4]

Today's Presentation

- Presentations from staff at SDSM&T, SDSU, and USD will focus on these topics:
 - Mission and goals
 - Daily functions
 - Structure and staffing
 - Budget





SD Mines | Vision, Mission, Values



OUR VISION is

to develop world-class leaders in science and engineering to benefit society.

OUR MISSION is

to **educate** scientists and engineers to address global challenges, **innovate** to reach our creative potential, and **engage** in partnerships to transform society.

We VALUE

integrity, ingenuity, inclusion, and impact.

IT STARTS
AT SD Mines

SD Mines | Inclusion Statement



South Dakota School of Mines & Technology is committed to cultivating an inclusive learning environment where faculty, staff, and students can grow and succeed.

We value the diversity of unique backgrounds, experiences, perspectives, and talents within our community.

It is our goal to promote a culture of respect, honor, understanding, integrity, and collaboration. It is through this diversity and inclusion that we find our strength.



Center for Inclusion | Mission/Goals



The Center for Inclusion cultivates an inclusive campus climate that supports underrepresented populations, fosters respect for those with diverse backgrounds, and promotes cultural proficiency among faculty, staff and students.

The Center for Inclusion provides direction and services to:

- Prepare scientists and engineers for the global setting through
 - Recruitment
 - Engagement
 - Retention
 - Graduation
- Develop faculty and staff cultural proficiency



Center for Inclusion | Daily Functions Student Focused



- Pre-Orientation Program
- Book Loan Library
- Facilitate Professional and Corporate Presentations in STEM
- Advise Professional Student Groups
 - American Indian Science and Engineering Society (AISES)
 - National Society of Black Engineers (NSBE)
 - Society of Asian Scientists and Engineers (SASE)
 - Society of Hispanic Professional Engineers (SHPE)
- Student Support Lunches
- Tutoring and Peer Mentoring
- Identifying Scholarship Opportunities
- Assistance with Internships and Co-ops
- Cultural Competency Trainings
- Honoring Ceremony for American Indian Graduates



Center for Inclusion | Daily Functions Campus Focused



- Co-Chair, Inclusion Committee
- Provide Diversity Educational Materials
- Assessments:
 - Emotional Intelligence (EQ-i^{2.0})
 - Intercultural Development Inventory (IDI)
- Facilitate Campus Dialogues and Open Forums
- Student Organization, Faculty, Staff and Surrounding Community Guest Speaker
- Compile Annual Diversity Report and American Indian Summary Report



Center for Inclusion | Collaborations



- Human Resources
- Academic Departments
- Admissions/Enrollment Management
- Student Leadership, Involvement, and Community Engagement (SLICE)
- Career and Professional Development Center
- Ivanhoe International Center (IIC)
- Tiospaye Scholars Program for Native Americans
- Veterans Resource Center (VRC)
- Women in Science and Engineering (WiSE)



Center for Inclusion | Office Structure



Staffing

- Director, Center for Inclusion
- Assistant Director, Center for Inclusion – Vacant FY20
- Student Assistant – Part-time

Reporting

- Vice President for Student Development and Dean of Students



Center for Inclusion Budget						
Index Description	Transaction Type	FY20 Budget				
Center for Inclusion GF	Personal Services	\$ 83,235.80				
	TOTAL PERSONAL SERVICES	\$ 83,235.80				
Grants O/H - Herrera	Operating Expenses	\$ 175.00				
Center for Inclusion T&F	Operating Expenses	\$ 14,894.00				
Center for Inclusion Book Fund	Operating Expenses	\$ 500.00				
	TOTAL OPERATING EXPENSES	\$ 15,569.00				
	TOTAL DEPARTMENT BUDGET	\$ 98,804.80				
Position #	Employee	Base Salary	Health Ins	Benefits	Total	
ME9705	Herrera, Jesus	\$ 60,500.00	\$ 10,071.00	\$ 8,417.97	\$ 78,988.97	100% time
ME9968	Administrative Assistant - SLICE	\$ 2,891.99	\$ 815.75	\$ 402.39	\$ 4,110.13	8.10% time
	Longevity Budget	\$ 120.00	\$ -	\$ 16.70	\$ 136.70	
		\$ 63,511.99	\$ 10,886.75	\$ 8,837.06	\$ 83,235.80	
		TOTAL PERSONAL SERVICES \$83,235.80				

IT STARTS
SD Mines

Center for Inclusion Conclusion	
<p>The Center for Inclusion provides direction and services to:</p> <ul style="list-style-type: none"> • Prepare scientists and engineers for the global setting through <ul style="list-style-type: none"> • Recruitment • Engagement • Retention • Graduation • Develop faculty and staff cultural proficiency 	
	

IT STARTS
SD Mines



SDSU DIVERSITY OFFICE

DR. MICHAELA WILLIS AND KAS WILLIAMS

SDSU DIVERSITY OFFICES

Reporting to the President:

- **Diversity, Inclusion, Equity and Access**
- Wokini Initiative

Reporting to the Vice President for Student Affairs:

- American Indian Student Center
- Multicultural Affairs
- Veteran's Affairs

Reporting to Provost & Vice President for Academic Affairs:

- International Affairs





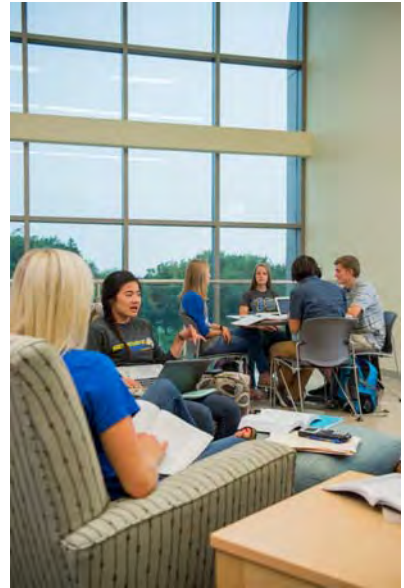
OFFICE MISSION

- Enrich the university community's understanding and appreciation of:
 - Diversity
 - Practice of inclusion
 - Advancement of equity
 - Integration of access
- Committed to promoting diversity in every sector of SDSU and the Brookings community
- Leads and facilitates development of institutional policies and protocols intended to create a more representative, equitable, and inclusive university



PURPOSE

- Education
 - The Difference is Dialogue Program
 - The Diversity Academy Educational Workshops
 - On Demand Campus Workshops & Trainings Presentations
 - On Demand Community Workshops & Trainings
- Service
 - SDSU's Diversity & Inclusion Committee
 - SDSU's International Affairs Committee
 - Tiospaye Council
 - Wokini Leadership Council
 - Campus Food Pantry – Jacks Cupboard
 - SDSU's Sexual Assault Awareness Committee
 - SDSU's Title IX/EO Deputy



PURPOSE

- Outreach
 - Brookings Human Rights Commission
 - Brookings Area Transit Authority
 - Brookings Committee for People who have Disabilities
 - Brookings Economic Development Corporation
 - Brookings Youth Leadership Academy
 - Brookings World Affairs Council
 - Children's Museum of South Dakota
 - Local Boys & Girls Club



OFFICE STRUCTURE

The ODIEA Staff is a two-person office:

- Chief Diversity Officer – reports to President
- ADA Coordinator



CHIEF DIVERSITY OFFICER

- Provides vision and direction for inclusion initiatives with focus on diversity, equity, inclusion, and access by leading, coaching, collaborating, and facilitating programs
- Acts as a catalyst and advocate for underrepresented groups in multiple facets, including the following:
 - Training
 - Oversight on ADA compliance
 - Committee membership
 - Leadership in campus-wide inclusion initiatives
 - Building relationships with internal and external partners
 - Serves on President's Executive Team and the President's Council



ADA COORDINATOR

- Coordinates programs and responsibilities to assure compliance with:
 - Americans with Disabilities Act (ADA)
 - Sections 503 and 504 of the Rehabilitation Act of 1973
 - Any other federal and state laws and regulations
- Responsible for coordinating and tracking University policies and procedures
- Filing necessary reports and providing consultative services
- Responsibilities include:
 - Faculty, staff, and student employment
 - Public and student access to educational and institutional programs and facilities



BUDGET

Institutional Representation (Hospitality)

OE Operating \$ 2,000.00

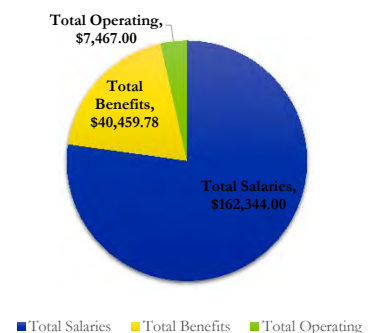
Total Budget

Total Salaries - \$162,344.00 (77.2% of budget)


Total Benefits - \$ 40,459.78 (19.2% of budget)

Total Operating- \$ 7,467.00 (3.6% of budget)

Total Allocated Budget \$210,270.78





**USD VISION & VALUES**

- **Vision:** To be the best small, public flagship university in the nation built upon a liberal arts foundation.
- **Values:** USD is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

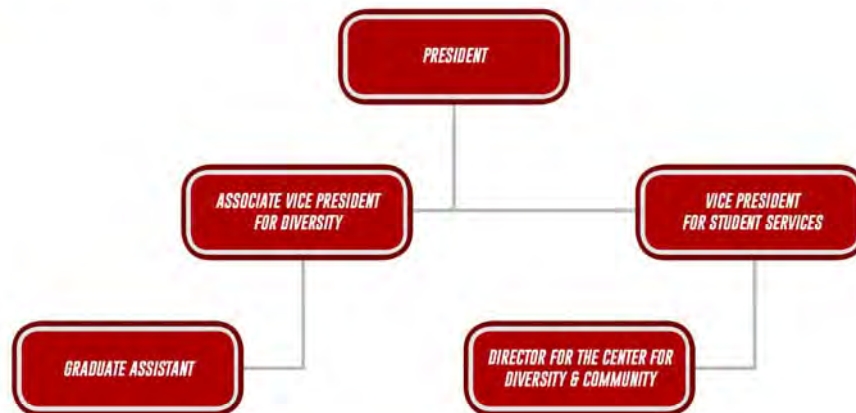



OFFICE FOR DIVERSITY MISSION

- The Office for Diversity works to provide USD the advice, support and expertise related to Inclusive Excellence to achieve institutional and personal success of all faculty, staff and students.
- In order to achieve excellence as an institution, we must be inclusive through active engagement of all constituencies, including but not limited to, personal and social identities, ideologies, perspectives and backgrounds.



DIVERSITY STAFF STRUCTURE





OFFICE FOR DIVERSITY: DAILY FUNCTIONS

- Advising
- Support
- Expertise



OFFICE FOR DIVERSITY: ADVISING

Examples:

- Executive Council
- Provost's Council
- Dean's Council
- Student Services Senior Staff
- President's Council on Diversity & Inclusiveness
- Colleges & Schools
- Functional Areas
- Community Partnerships



UNIVERSITY OF
SOUTH DAKOTA

OFFICE FOR DIVERSITY: SUPPORT

Students:

- Talking Change, Making Change Intergroup Dialogue Program
- Multicultural Leadership Institute
- Orientation and Organization Information Sessions

Faculty:

- Center for Teaching & Learning Inclusive Excellence in the Classroom and Inclusive Teaching Methods
- MLK Day of Service Faculty Workshop

Staff:

- Inclusive Excellence in the Workplace



UNIVERSITY OF
SOUTH DAKOTA

OFFICE FOR DIVERSITY: EXPERTISE

Examples:

- Grant Consultations (HHMI Inclusive Science Initiative; ICARE, etc.)
- Accreditation Consultations (Higher Learning Commission and program-level accreditations)
- Research and data collection
- Testimony for South Dakota U.S. Commission on Civil Rights
- Vermillion Human Relations Commission



OFFICE FOR DIVERSITY: BUDGET

OFFICE FOR DIVERSITY			
GENERAL FUNDS	OTHER FUNDS*	FEDERAL FUNDS	GRAND TOTAL
\$12,664	\$160,884	-	\$173,548

*Tuition, Fees, Miscellaneous Operating Funds, Non-Federal Grants

Salaries:

- Associate Vice President
- Graduate Assistant

Operating Expenses:

- Programming
- Professional Development
- Travel
- Office Supplies

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – E
DATE: October 2-3, 2019

SUBJECT

Dakota's Promise Scholarship Program Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the August 2019 Board retreat and business meeting, the Board of Regents voted to support a state budget request for a needs based scholarship program. The scholarship is designed as a \$4 million program, with roughly \$2 million being requested of the state and \$2 million in private dollars as a 1:1 match. Along with the budget request approved at its August 2019 meeting, the Board approved broad outlines for Dakota's Promise Scholarship eligibility.

IMPACT AND RECOMMENDATION

This scholarship focuses on a financially at-risk group of students who have the most opportunity to succeed per the eligibility requirements outlined below. It gives a palpable and reachable goal to move this cohort's current four-year graduation rate of 41% to the average four-year graduation rate of 50%. These students' success (i.e., graduation) will mean a more than 70% chance that they will stay in South Dakota upon graduation.

With an estimated 470* students entering the program each year and a 10% matriculation rate year after year, this scholarship is estimated to provide \$2,500 to 1,616 students each year once the program is fully ramped up (i.e. four years after inception).

Broad eligibility requirements to receive/maintain the scholarship are as follows:

- Pell eligible
- ACT 22-30+
- GPA 3.0+
- South Dakota resident
- First time
- Full time (12+ credits per semester)
- Degree seeking – 2 or 4 year
- No remedial coursework needed

(Continued)

INFORMATIONAL ITEM

- Accumulate 30 credit hours per academic year (including summer)
- Maintain in good standing status

*The count of 470 students comes from currently eligible students in the state university system per the Student Success Dashboard. It also factors in an additional number for private university and tribal college students as well as growth when capturing eligible students who would have otherwise chosen to attend an out-of-state school.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A
DATE: October 2-3, 2019

SUBJECT

Fall 2018 Facilities Utilization Report

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND/DISCUSSION

The Board had been compiling facilities utilization reports since the 1980's. There was a period of time that the report was not generated, but was started again around 2005. The report gives some sense of the quantity and utilization of space. It should be emphasized that this report does not address the appropriateness or quality of space.

A facilities inventory and utilization study is created by gathering inventory data, including all building characteristics, and combining it with current student enrollment information to determine facility utilization rates. These outcomes provide tools to administrators for determining space needs and ways to more effectively use space. In this study for the fall of 2018, a "snapshot" of on-campus coursework was considered as it stood at the end of October.

Different types of institutions have different space needs and will use that space differently. Schools with graduate programs that conduct more research will have lower utilization than comprehensive institutions. It is important to keep in mind when making comparisons between the institutions that the missions are unique and that the programs offered will result in different space use and needs.

IMPACT AND RECOMMENDATIONS

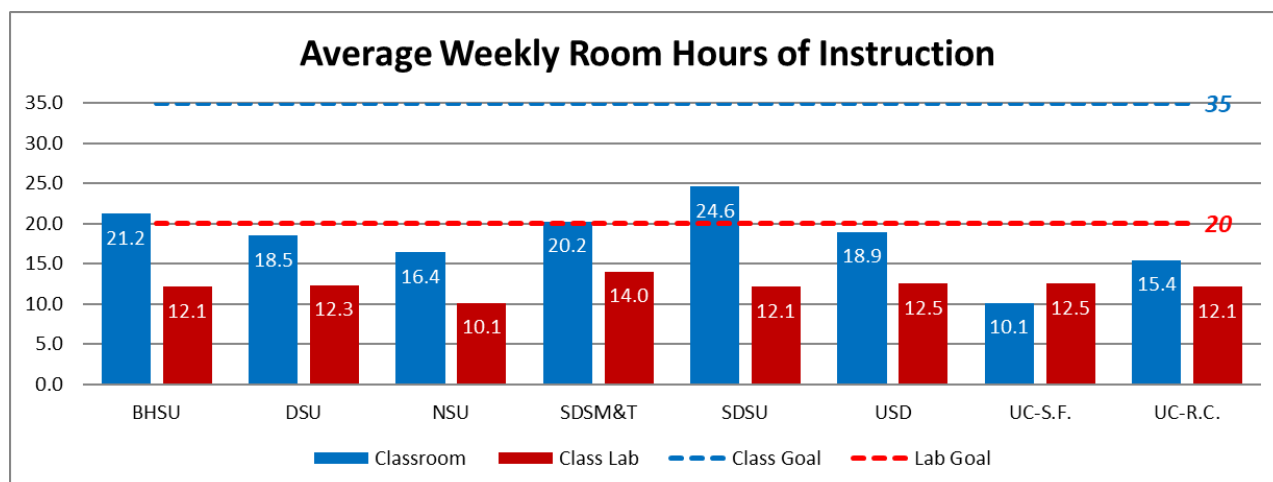
The following is an overview of the report with highlights for each campus. Attached is the full report.

Average Weekly Room Hours of Instruction

Average Weekly Room Hours of Instruction is a measurement of the number of hours per week that a classroom is used for instruction. This number does not include meetings or other non-instruction activities for which the classroom might be used. A goal for classrooms is 35 hours per week and 20 hours for class labs. This is a reachable goal if one considers that rooms are available for use over 60 hours per week.

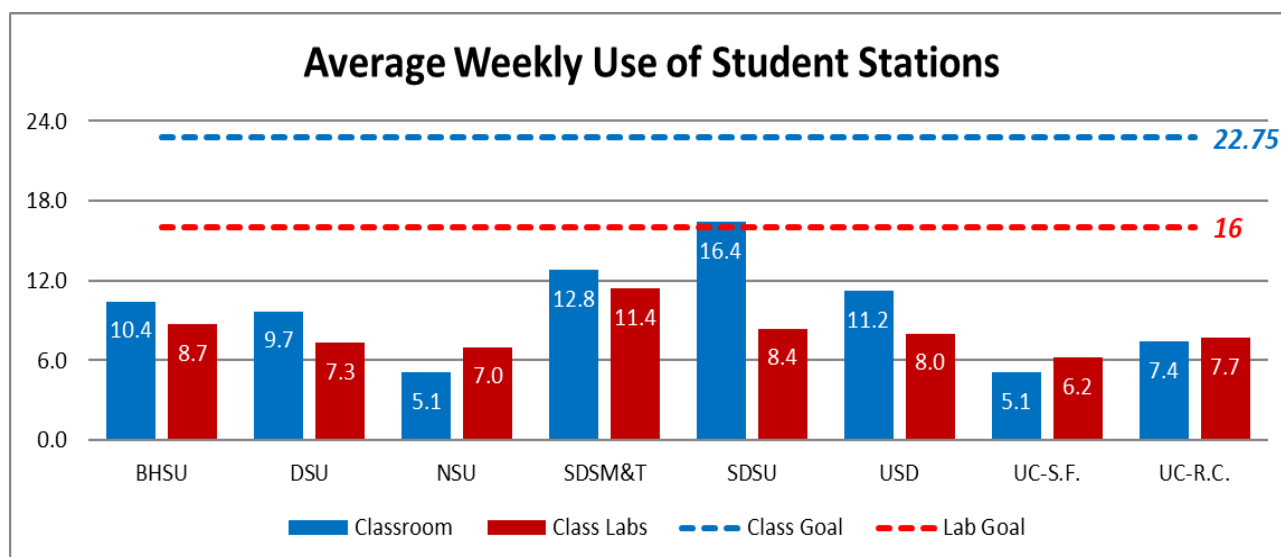
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INFORMATIONAL ITEM



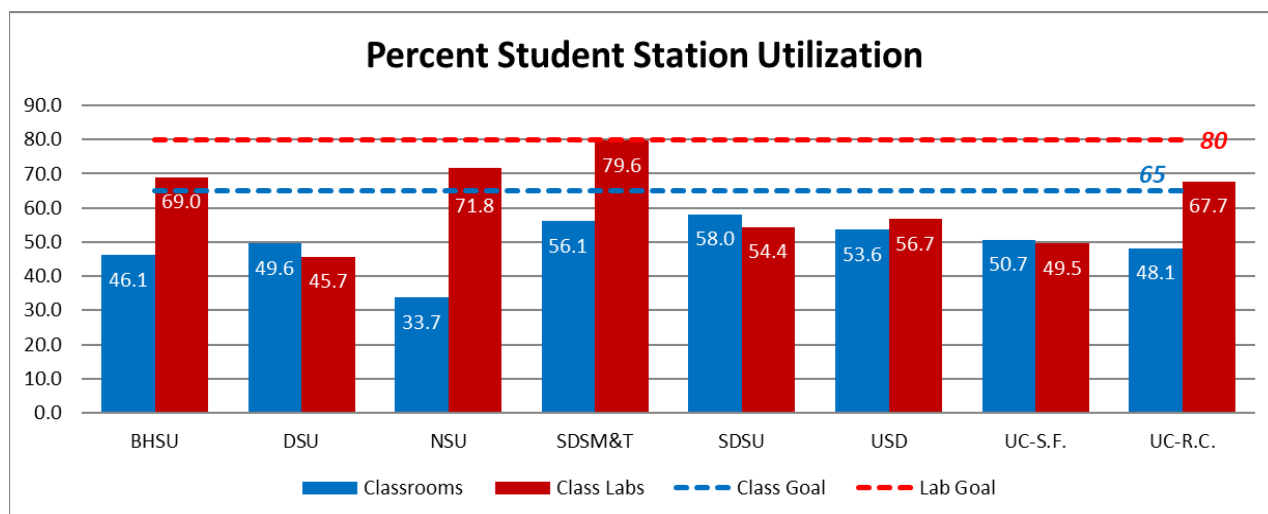
Average Weekly Use of Student Stations

Average Weekly Use of Student Stations is a measurement of how often a student workstation is used during a given week. This number is dependent upon the number of hours a classroom is used and the number of students who are signed up for the classes being taught during those hours. The goal for this variable is 22.75 for classrooms and 16 for class labs. This statistic is very useful in determining how full a classroom is when being used.



Percent Student Station Utilization

Percent of Student Station Utilization is a measurement of the number of desks that are used compared to how many desks are available. The goal for this percentage is 65% for classrooms and 80% for class labs. This percentage can be useful but not by itself. It only measures the room while it is in use. It does not take into account the number of hours that a room is in use. This percentage can also be manipulated by limiting the number of chairs in a classroom.



Square Feet of Academic Facilities per Student FTE

The Square Feet of Academic Facilities per Student FTE number is based on students attending on-campus courses only. The square footage number includes classrooms, labs, offices, and any other space deemed necessary to offer instruction on each campus. The larger the number, the more capacity a campus will have. Research universities tend to have a higher number because of the types of spaces needed. A smaller number would indicate that a campus is more efficient with its space.

	Square Feet of Academic Facilities Per FTE Student	Square Feet of Academic Facilities					
		FTE Enrollment					
		BHSU	DSU	NSU	SDSM&T	SDSU	USD
Assignable Area							
Fall 2017	379,709	180,025	377,871	417,101	1,799,948	1,127,461	
Fall 2018	379,768	210,122	385,038	416,291	1,806,645	1,096,264	
FTE Enrollment							
Fall 2017	1,568	1,089	1,231	2,233	8,035	5,084	
Fall 2018	1,494	1,067	1,221	2,131	7,756	5,179	
Square Feet Per FTE							
Fall 2017	242.16	165.31	306.96	186.79	224.01	221.77	
Fall 2018	254.20	196.93	315.35	195.35	232.94	211.67	

Residence Hall Utilization

The utilization rate is calculated by taking the number of occupants that the dorm was designed to house and comparing that to the number of students being housed there. It is important to understand that we use the designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles. The designed capacity could be considered the number of beds the campus would like to have in each building in the perfect scenario to maximize revenue and student needs.

Campus Housing Utilization					
Institution	Designed Capacity*	Current Occupancy	Fall 2018 Percent Occupied of Designed Capacity	Fall 2017 Percent Occupied of Designed Capacity	Fall 2016 Percent Occupied of Designed Capacity
BHSU	766	672	87.73%	93.57%	87.56%
DSU	764	745	97.51%	94.23%	101.53%
NSU	853	647	75.85%	71.66%	73.37%
SDSM&T	1078	970	89.98%	92.21%	88.23%
SDSU	4,431	4,040	91.18%	92.53%	95.27%
USD	2,224	2,230	100.27%	96.72%	94.65%
Total	10,116	9,304	91.97%	91.76%	92.36%

Campus Facility Utilization at a Glance

Black Hills State University

- Average classroom hours of use is 21.2, goal is 35. They have the second highest use rate in the system.
- Average class lab hours of use is 12.1, goal is 20. This is a two-hour increase over last year's rate.
- Average use of student stations in classrooms climbed slightly in 2018. The current rate is 8.7. That increase is the first in over 6 years.
- Classroom student station utilization increased to 46.1%, goal is 65%. The rate is the second lowest in the system.
- Residence hall utilization for fall of 2018 was 87.73%. After last year's almost 6% increase the rate fell by almost 6% for Fall of 2018.

Dakota State University

- Average classroom hours of use is 18.5, goal is 35. This is an increase of over an hour per room from last year's rate.
- Average class lab hours of use is 12.3, goal is 20. This is up slightly from last year.
- Average classroom student station usage is up compared to last year. This year's 9.7 is only slightly lower than the five-year average of 9.9.
- Classroom student station utilization is at 49.6%. This is down by a percentage point from last year but it is still the best of the comprehensive institutions.
- DSU's residence hall occupancy rate increased to 97.51%. This is the second highest rate in the system.

Northern State University

- Average classroom hours of use is 16.4, goal is 35. This rate is up from last year's rate, but is the second lowest in the system.
- Average class lab hours of use is 10.1, goal is 20. This is the lowest rate in the system.
- NSU's student station usage of 5.1 in classrooms is the lowest in the system. Their usage of class lab student station is the second lowest in the system.
- Class lab student station utilization is 71.8%, goal is 80%. This figure is the second highest in the system and is up from last year.
- NSU's residence hall utilization increased to 75.85% for fall 2017. This is the lowest rate in the system.

South Dakota School of Mines and Technology

- Average classroom hours of use is 20.2, goal is 35. This is down slightly from last year's rate. It is the third highest rate in the system.
- Average class lab hours of use is 14.0, goal is 20. This is the second highest in the system.
- The average usage for a student station for classrooms is the second highest in the system. The rate of 12.8 hours is the second highest mark in the last seven years for SDSM&T.
- Class lab student station utilization decreased slightly to 79.6%, goal is 80%. This number is the highest in the system and is just shy of the goal of 80%.
- SDSM&T's residence hall utilization rate fell to 89.98%.

South Dakota State University

- Average classroom hours of use is 24.6, this up slightly from last year. SDSU has the highest classroom usage rate in the system.
- Average class lab hours of use is 12.1, goal is 20. This is a decrease from last year's rate.
- The goal for average student station use in classrooms is 22.75. SDSU has the highest rate in the system at 16.4.
- Classroom student station utilization was 58.0%, goal is 65%. SDSU's classroom seat utilization number is the highest in the system.
- SDSU's residence hall utilization is at 91.18%. SDSU has the third highest rate in the system. This is the lowest rate for SDSU in the last 5 years.

University of South Dakota

- Average classroom hours of use is 18.9, goal is 35. This is down from last year. It is a fairly stable rate for USD.
- Average class lab hours of use is 12.5, goal is 20. This rate is the highest in the system.
- Average student station use in class labs is 8.0, goal is 16.0.
- Class lab student station utilization rate is 56.7%, goal is 80%. This is the fourth lowest rate in the system.
- USD's residence hall utilization is at 100.27%. This is the highest rate in the system.

University Center – Sioux Falls

- Average classroom hours of use is 10.1, goal is 35. This is the lowest rate in the system.
- Average class lab hours of use is 12.5, goal is 20. This is the second straight year of an increase.
- Average class lab student station usage is 6.2, goal is 16. This is the lowest rate in the system.
- Classroom student station utilization rate is 50.7%, goal is 65%. This is the fourth highest rate in the system.

Black Hills State University – Rapid City

- Average classroom hours of use is 15.4, goal is 35. This is down from last year's rate of 16.6.
- Average class lab hours of use is 12.1, goal is 20. This is up from last year's rate which was a five year low.
- Average classroom student station usage is 7.4, goal is 22.75. This is down from last's 9.1 and is the third lowest in the system.
- Class lab student station utilization is 67.7%, goal is 80%. This is the fourth highest in the system.

Summary

There are many factors that affect the changes in the utilization numbers. The most important variables are the number of students actually on campus filling the seats in the classrooms and how often those rooms are used. For the fifth year in a row, the number of on-campus FTE's for the system declined. The number fell by 246 last year and 392 this year. That makes for a total decline of 1,296 since 2014.

ATTACHMENTS

Attachment I – Fall 2018 Facilities Utilization Report

South Dakota
Public University
System

Facility Utilization Report



Fall 2018

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Introduction

The efficient use of campus facilities is a concern to most colleges and universities. This concern is partially a reflection of the high costs involved in constructing and maintaining buildings, but it also stems from a broader recognition of the importance of facility planning. The effective allocation and utilization of space is essential if an institution of higher education is to maximize its resources in accomplishing its objectives in the areas of instruction, research, and public service.

The primary purpose of the Facilities Inventory and Utilization Study is to provide higher education administrators with a detailed statistical profile of the facilities on their own campus and of the other public universities in South Dakota. The study was first commissioned by the Board in the fall of 1992. To assure consistency, a facilities manual was developed by the Facilities Task Force, composed of a representative from each institution and the Executive Director's office, and staff from the Regents Information Systems. The facilities manual is based on the Postsecondary Education Facilities Inventory and Classification Manual, published in May 2006 by the National Center for Education Statistics, and prepared by the National Working Group on Postsecondary Facilities.

The current facilities inventory and utilization system functions on Datatel's Colleague product and is maintained by Regents Information Systems (RIS). The inventory system allows the institutions to track building data including: building name and alpha code, ownership, use (revenue, academic, mixed, etc.), type of construction, year of construction, gross area, construction cost, replacement cost, condition, location, disabled accessibility, and year of major renovation. The system allows the institutions to track room data (classrooms, gyms, labs, offices, etc.) including: room number, floor location, disabled access, room use alpha code (standard set of codes indicating the room use), category code (related to NACUBO programs), department assignment, net square feet, and the number of stations. The inventory system provides the institutions with various reports which sort their inventory in a number of ways. The facilities utilization programs use the inventory data combined with student enrollment data from the Colleague student system to determine classroom and class laboratory facilities utilization.

The data you find in this report are summary data taken from the inventory and utilization reports which have been reviewed and verified by the institutions. The study's purpose is to provide the user with summary data which provide insight into and comparative assessments of the intensity and efficiency of facility utilization and space availability. In short, this publication is intended as an important analytical tool for use in facilities planning.

Institutions Included

The study provides data for the six public Regental institutions of higher education in South Dakota as well as the Centers in Sioux Falls and Rapid City. The universities are listed below along with the name of the facilities and registrar contact person from each institution. The inventory of facilities is maintained by the Physical Plant operation and the scheduling of classes is done by the Registrar's Office.

Black Hills State University and Black Hills State University – Rapid City

Mr. Randy Culver – Physical Plant Director

Ms. April Meeker – Registrar's Office

Northern State University

Mr. Monte Mehlhoff – Physical Plant Director

Ms. Peggy Hallstrom – Registrar's Office

South Dakota School of Mines & Technology

Ms. Jerilyn Roberts – Physical Plant Director

Mr. Philip Hunt – Registrar's Office

South Dakota State University

Mr. Dean Kattelman – V.P. of Facilities & Services

Ms. Joyce Kepford – Registrar's Office

University of South Dakota

Mr. Brian Limoges – Assist VP Facilities Management

Ms. Jennifer Thompson – Registrar's Office

University Center – Sioux Falls

Mr. Jim Barkema – Physical Plant Manager

Mr. Aaron Anthony – Student Success Coordinator

Types of Data Collected

The study is divided into two sections which attempt to look at various elements of instructional space and overall space assignment and availability. The first section looks at overall instructional space, provides gross space measures per FTE students and breaks down the space into its assigned components. The second section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity in classrooms and class laboratories.

This study is designed to provide only a “snapshot” of institutional facilities at a particular point in time. Facilities data reflect all buildings which were completed as of October 30, 2018 and only the courses which were scheduled as of October 30, 2018,

which is the system extract file date used for reporting information to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The data does not take into account any additional instructional activity scheduled off campus.

It should also be noted that different types of institutions will often have very different space needs. As a result, two institutions with facilities which are equally well-utilized may have significantly different utilization data. Thus, it is generally unwise to attempt to make comparisons between two institutions which are dissimilar in terms of their levels or the instructional programs which they offer. In our environment, comparisons are best made between our comprehensive institutions (BHSU, DSU, NSU) and our research / specialty institutions (USD, SDSU, SDSM&T). Peer comparisons or standards provide the most reliable means of assessment.

Procedures Used in Collecting Data

The South Dakota Board of Regents maintains an annually updated computer-based facilities inventory of each institution included in the study. A facilities inventory is comprised of a Building Characteristic Report and a Room Characteristic Report. The Building Characteristic Report lists and provides detailed information about each building on an institution's campus. The Room Characteristic Report lists every room in each building and provides information about its size and capacity. Each room is also coded to reflect its use and the institutional programs which it supports.

The institutions maintain their own inventory on the online facilities inventory system. Each fall the institutions are given a deadline whereby they must have their inventory up to date. RIS extracts the inventory file as of the deadline date. That information is merged with live facility use data and then becomes the file used for utilization purposes.

Space utilization data are based on the fall term courses and student data entered in the Colleague student system by each institution. For each course, the institution provides information indicating when and where the class meets and the number of students enrolled. The Colleague student system data is extracted and run against the updated facilities inventory to generate the Instructional Space Utilization Report. This report indicates how effectively an institution uses its facilities and measures its needs for classroom and laboratory space in relation to comparable institutions.

Both the facilities inventory updates and the utilization data from each school are reviewed by a Board of Regents staff member and the institutions. After each report is run, the institutions are provided with their report so the data can be verified. Extensive computer edits are also used as a means of ensuring accuracy and consistency. When problems are discovered, the institutions are contacted for additional information or corrections. The data integrity and accuracy is ultimately the responsibility of the universities.

Limitations and Special Situations

This study contains reliable and useful information concerning the facilities of universities in South Dakota and their utilization for instructional purposes. It is important, however, to note two limitations in the data provided.

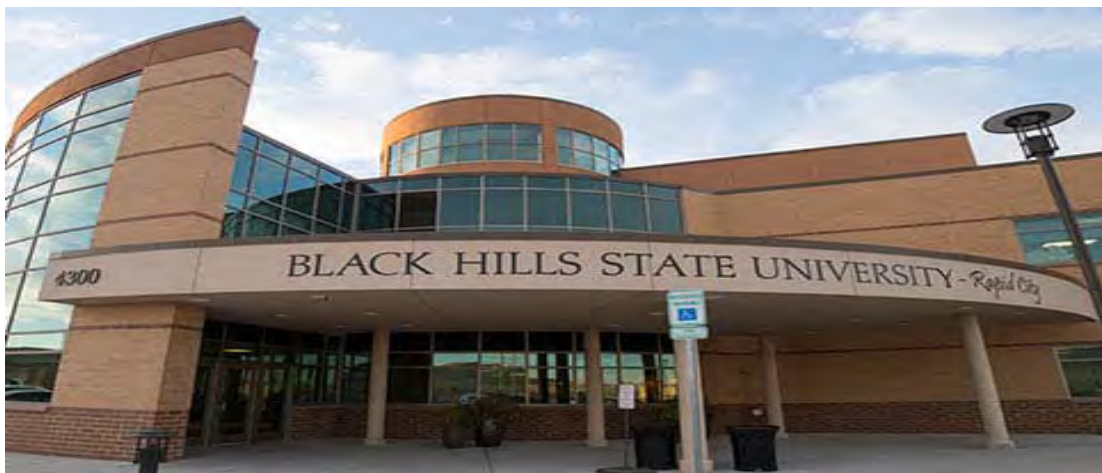
Although campus facilities would generally be viewed as including such assets as parking lots, tennis courts, and radio towers, this study is limited to data relating to buildings. For purposes of the study, a building is defined as any roofed structure.

The data elements collected, formats maintained, and statistics generated by the South Dakota Board of Regents adhere very strongly to nationally developed standards and procedures for facilities inventory and utilization surveying. The standard procedures occasionally will not allow state or individual campus idiosyncrasies to be treated as uniquely as some users would like. For example, classes held in telecommunications studios are not included in classroom utilization data as the rooms are considered special use facilities and not regular classrooms.

It should be noted that the Agricultural Experiment Station farm facilities and research facilities have been excluded from the analysis. Agricultural Experiment related courses are included in the study.

Analysis of the University Centers in Sioux Falls and Rapid City will be limited to Sections 2 & 3. Since they do not have the makeup of a traditional college campus, Section 1 would not give a comparable picture.

Black Hills State University – Rapid City





Beacom School of Business at the University of South Dakota

Section 1: Overall Space Analysis

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Assignable Area by Use Codes

A system of codes has been developed which includes virtually all types of rooms, in terms of specific use, which can be found at a college or university. The Room Use Code definitions are summarized in the Appendix.

The table below provides the assignable square feet distribution by room use codes. The included space is located only on the main campus sites. Off-site and leased space is excluded. Agricultural Experiment Station farm and research facilities are also excluded.

The table breaks down the space (in square feet) into the eleven major room use code divisions.

Fall 2018	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Non-Assignable	203,061	136,174	209,064	194,126	995,620	615,094
Unclassified	0	0	355	15,023	4,100	35,122
Classroom	55,010	27,974	62,265	44,706	109,436	99,583
Laboratory	43,814	27,194	24,979	113,969	378,163	206,611
Office	92,753	55,203	81,417	105,512	360,865	278,353
Study	34,776	20,807	11,037	43,848	119,319	91,660
Special-Use	109,681	42,414	131,909	64,024	483,119	322,286
General-Use	53,460	63,820	67,514	63,831	324,762	188,935
Support	24,749	18,547	42,439	23,769	210,259	58,525
Health Care	1,537	152	329	318	23,232	3,280
Residential	128,923	83,343	116,242	67,857	514,768	348,175
Total Sq. Ft.	747,764	475,628	747,550	736,983	3,523,643	2,247,624
Fall 2017	702,107	399,242	748,616	689,657	3,504,590	2,224,162
Lab Breakdown						
Instruction	35,383	27,194	22,636	66,729	186,700	124,646
Research	8,431	0	2,343	47,240	191,463	81,965
Total Sq. Ft.	43,814	27,194	24,979	113,969	378,163	206,611
Fall 2017	46,268	20,840	24,979	115,670	370,585	208,507

Percent Distribution of Assignable Area by Room Use

This table provides percentage distributions among the ten major room use code divisions using the information from the previous page. The non-assignable division, which includes custodial, circulation, mechanical, and restroom facilities, has been excluded as the space is dedicated service area unavailable for alternative purposes.

The data from the 1974 HEGIS Facility survey, conducted by the National Center for Education Statistics, serve as the basis for the norms. While this study is dated, there have been no updates or more comprehensive studies completed.

Fall 2018	BHSU	DSU	NSU	SDSM&T	SDSU	USD	HEGIS Norm
Unclassified	0.00%	0.00%	0.07%	2.77%	0.16%	2.15%	2.20%
Classroom	10.10%	8.24%	11.56%	8.24%	4.33%	6.10%	8.00%
Laboratory	8.04%	8.01%	4.64%	20.99%	14.96%	12.66%	14.50%
Office	17.03%	16.26%	15.12%	19.44%	14.27%	17.05%	13.00%
Study	6.38%	6.13%	2.05%	8.08%	4.72%	5.61%	6.80%
Special-Use	20.14%	12.49%	24.50%	11.79%	19.11%	19.74%	8.90%
General-Use	9.81%	18.80%	12.54%	11.76%	12.85%	11.57%	12.00%
Support	4.54%	5.46%	7.88%	4.38%	8.32%	3.58%	6.50%
Health Care	0.28%	0.04%	0.06%	0.06%	0.92%	0.20%	1.40%
Residential	23.67%	24.55%	21.59%	12.50%	20.36%	21.33%	26.70%

Lab Detail							
Instruction	6.50%	8.01%	4.20%	12.29%	7.39%	7.64%	
Research	1.55%	0.00%	0.44%	8.70%	7.57%	5.02%	

Net-Assignable Square Feet per FTE Student

Another way to look at the total space available to an institution is to look at it based on the equivalent number of students being served. This approach has limitations since it does not take into account the level or complexity of the institution. It can, however, be very useful when peer institutions have been identified for comparison purposes.

FTE Enrollment

Full-time equivalent (FTE) enrollment was computed using the total credit hours generated by all on-campus courses and dividing the undergraduate hours by 15, the graduate level hours by 12, and medical school hours by 19, to determine full-time enrollment at a given level. The FTE totals for each campus represent the on-campus FTE's.

The table provides the assignable square feet (ASF) per student FTE. It needs to be emphasized that the table provides information based on the room use codes assigned by the campuses. Perceived excesses or shortages in one area could be due to the way the space has been assigned and may not mean that there is an overall excess or shortage of space.

Please note that residential facilities are not included below. Using total campus FTE per residential square footage doesn't give an accurate picture. The residential utilization is shown on page 10.

Assignable Sq. Ft. Per Student FTE

Fall 2018 FTE*	BHSU	DSU	NSU	SDSM&T	SDSU	USD	System
Fall 2018 FTE*	1,494	1,067	1,221	2,131	7,756	5,179	18,848
Non-Assignable	135.9	131.6	162.4	84.2	123.1	119.6	120.8
Unclassified	0.0	0.0	0.3	6.5	0.5	6.8	2.8
Classroom	33.8	27.0	48.4	19.4	13.5	19.4	20.5
Office	57.0	53.3	63.3	45.8	44.6	54.1	50.0
Study	21.4	20.1	8.6	19.0	14.7	17.8	16.5
Special-Use	67.5	41.0	102.5	27.8	59.7	62.7	59.2
General-Use	32.9	61.7	52.5	27.7	40.1	36.7	39.1
Support	15.2	17.9	33.0	10.3	26.0	11.4	19.4
Health Care	0.9	0.1	0.3	0.1	2.9	0.6	1.5
Total	364.7	352.7	471.1	240.8	325.2	329.2	329.7

Lab Breakdown

Lab - Instruction	21.8	26.3	17.6	28.9	23.1	24.2	23.8
Lab - Research	5.2	0.0	1.8	20.5	23.7	15.9	17.0
Lab Total	26.9	26.3	19.4	49.4	46.7	40.2	40.8
Total	391.6	379.0	490.5	290.3	371.9	369.3	370.5
Fall 2017	371.9	319.2	494.7	269.8	368.5	365.0	361.6
Net Change	19.7	59.8	-4.2	20.5	3.4	4.3	8.9

* These are on campus FTE's only

Square Feet of Academic Facilities per Student

The ratio of an institution's square footage of academic facilities to its full-time equivalent enrollment represents an important index of the instructional utilization of campus facilities.

Academic Facilities

Academic facilities refers to an institution's total assignable area less the square footage of all rooms bearing program codes for Museums and Galleries, Social and Cultural Development, Public Relations/Development, Auxiliary Enterprises, Independent Operations, and Operations.

In addition, space with the following specific codes is also excluded from academic facilities: Non-Assignable Facilities, Unclassified Facilities, Athletic Facilities Spectator Seating, Food Facilities, Food Facilities Service, Merchandising Facilities, Merchandising Facilities Service, all Medical Care, and all Residential Facilities.

Assignable Area	Square Feet of Academic Facilities Per FTE Student	=	Square Feet of Academic Facilities				
			FTE Enrollment				
			BHSU	DSU	NSU	SDSM&T	SDSU
Fall 2017	379,709		180,025	377,871	417,101	1,799,948	1,127,461
Fall 2018	379,768		210,122	385,038	416,291	1,806,645	1,096,264
FTE Enrollment							
Fall 2017	1,568		1,089	1,231	2,233	8,035	5,084
Fall 2018	1,494		1,067	1,221	2,131	7,756	5,179
Square Feet Per FTE							
Fall 2017	242.16		165.31	306.96	186.79	224.01	221.77
Fall 2018	254.20		196.93	315.35	195.35	232.94	211.67

Residence Hall Utilization

The Table on page 8 considered net-assignable square feet per FTE by dividing assigned space by the FTE total. Although a residence hall is assigned space and the same formula is often used to calculate the net-assignable square feet per FTE, this calculation is not indicative of how residence hall space is utilized. FTE totals and utilization rates of residence halls are independent variables. A range of circumstances, such as location, type of institution, and others, more accurately dictate the need for residence hall space. For our purposes, we choose to track how well our current facilities are utilized, which may give some input on the need for additional facilities.

The table below indicates residence hall facility utilization.

Campus Housing Utilization					
Institution	Designed Capacity*	Current Occupancy	Fall 2018 Percent Occupied of Designed Capacity	Fall 2017 Percent Occupied of Designed Capacity	Fall 2016 Percent Occupied of Designed Capacity
BHSU	766	672	87.73%	93.57%	87.56%
DSU	764	745	97.51%	94.23%	101.53%
NSU	853	647	75.85%	71.66%	73.37%
SDSM&T	1078	970	89.98%	92.21%	88.23%
SDSU	4,431	4,040	91.18%	92.53%	95.27%
USD	2,224	2,230	100.27%	96.72%	94.65%
Total	10,116	9,304	91.97%	91.76%	92.36%

*Designed Capacity is defined as current structural designed capacity and permanent changes including changing rooms to alternate uses and offering doubles as singles.



Chemical and Biological Engineering and Chemistry Building at SD School of Mines and Technology

Section 2: Classroom Utilization

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Average Weekly Room Hours of Instruction in Classrooms

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of classrooms. In more general terms, it is the average number of hours that an institution's classrooms are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each classroom is used for regularly scheduled classes. Thus, a classroom which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\text{Average Weekly Room Hours of Instruction} = \frac{\text{Total Room Hours of Instruction}}{\text{Total Number of Rooms}}$$

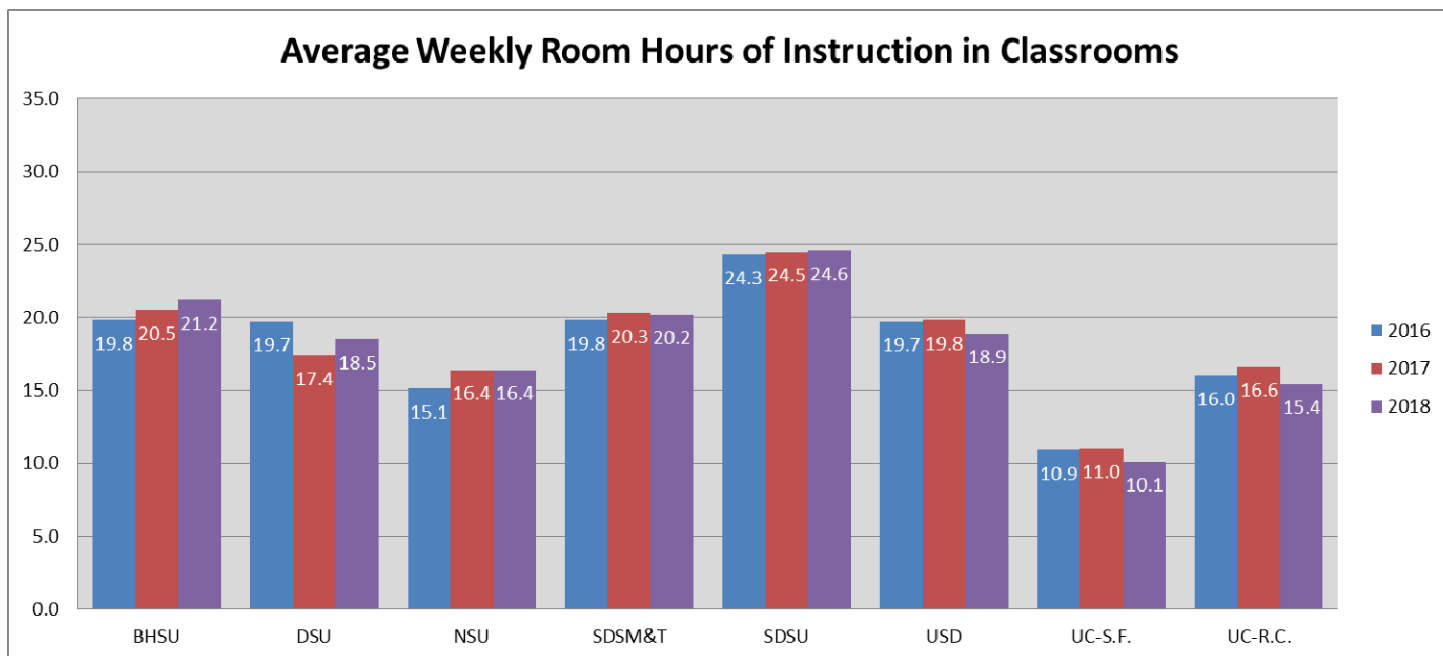
The column "Percentage of Available Hours Used" assumes that every classroom is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Classrooms

For purposes of this study, a classroom is defined as a room used to conduct class that doesn't require special-purpose equipment for student use. Thus, a classroom is, by definition, a general use facility which could be used for teaching the lecture portion of any course. If a room is used for regularly scheduled classes but has special equipment which ties it to a particular subject matter, the room is a class laboratory and its use would not be taken into account in this calculation.

The average weekly room hours of classroom instruction can serve as an indicator of the adequacy of the number of classrooms at an institution. An average of 35 hours of classroom instruction per week is the goal sought after. All of the South Dakota institutions fall well below the 35 hours of use per week, indicating ample classroom availability.

Average Weekly Room Hours of Instruction in Classrooms					
Institution	Total Room Hours	Total Classrooms	Avg. Weekly Room Hours	Percentage of Available Hours Used	Variance from Hourly Goal (35)
BHSU	700.8	33	21.2	53.0%	13.8
DSU	573.3	31	18.5	46.3%	16.5
NSU	738.8	45	16.4	41.0%	18.6
SDSM&T	1,009.5	50	20.2	50.5%	14.8
SDSU	2,437.0	99	24.6	61.5%	10.4
USD	1,832.5	97	18.9	47.3%	16.1
UC-S.F.	314.0	31	10.1	25.3%	24.9
UC-R.C.	339.3	22	15.4	38.5%	19.6



Average Weekly Use of Student Stations in Classrooms

Average weekly use of student stations in classrooms is calculated by dividing the total number of student clock hours generated in classrooms by the total number of student stations in classrooms. More generally, it can be thought of as the average number of hours each week that each classroom student station is used.

$$\text{Average Weekly Use of Student Stations} = \frac{\text{Total Student Contact Hours}}{\text{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in classrooms. If overall room use is low, it will impact the average weekly use of student stations.

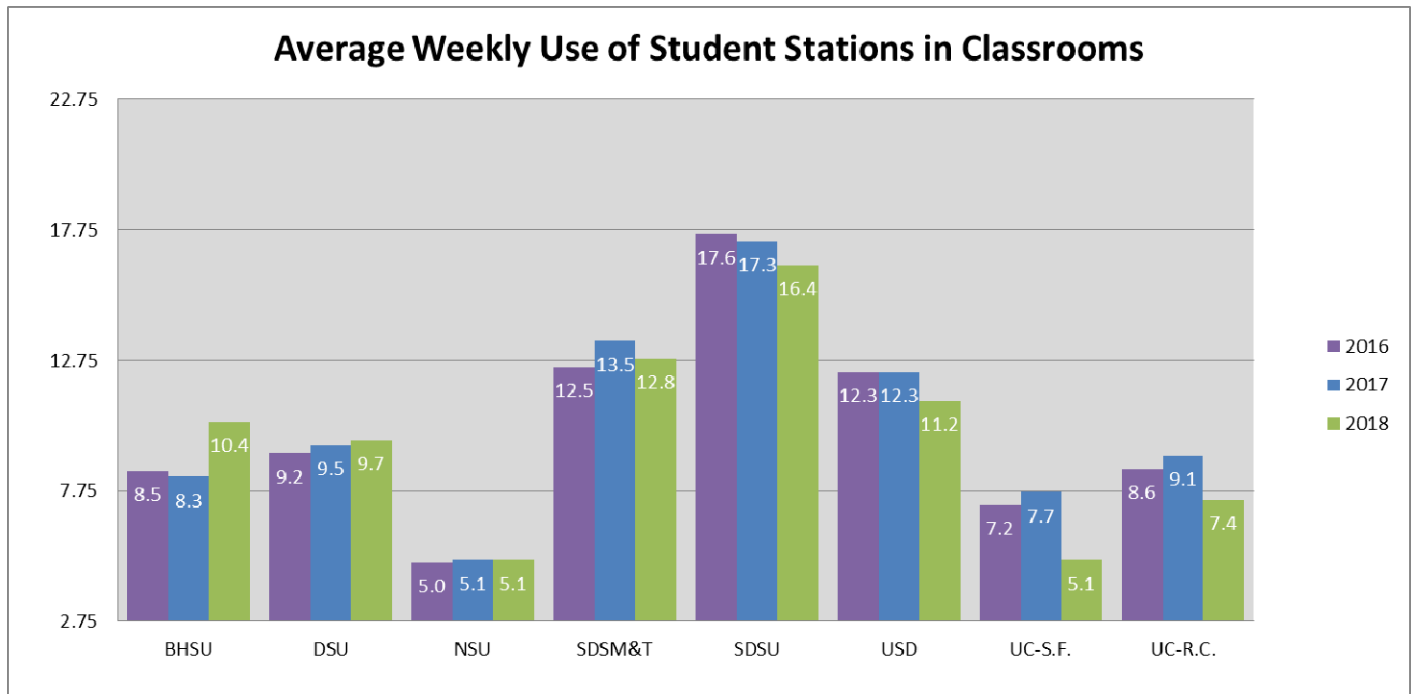
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Classrooms

A goal which has been frequently cited is 22.75 hours per week. This figure is based on the assumption that the average weekly use of classrooms is 35 hours and that there is 65% utilization of student stations when classrooms are in use. South Dakota colleges and universities fall below this level. Scheduling classes has a big influence on the average weekly use of student stations; since there are a finite number of classrooms and class sizes vary from semester to semester, scheduling classes to get the maximum number of stations filled during the student preferred hours is a major challenge.

Average Weekly Use of Student Stations in Classrooms				
Institution	Contact Hours	Student Stations	Avg. Hours Weekly Use	Variance from Hourly Goal (22.75)
BHSU	15,792.5	1,523.0	10.4	12.4
DSU	11,132.0	1,150.0	9.7	13.1
NSU	15,350.0	2,983.0	5.1	17.7
SDSM&T	29,362.0	2,293.0	12.8	10.0
SDSU	88,901.8	5,425.0	16.4	6.4
USD	53,548.0	4,792.0	11.2	11.6
UC-S.F.	5,696.3	1,127.0	5.1	17.7
UC-R.C.	6,293.3	851.0	7.4	15.4



Percent Student Station Utilization in Classrooms

Percent student station utilization indicates the average percentage of student stations that are occupied when classroom are in use. It is calculated by dividing the student clock hours generated in classrooms by the potential student clock hours for classrooms or class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

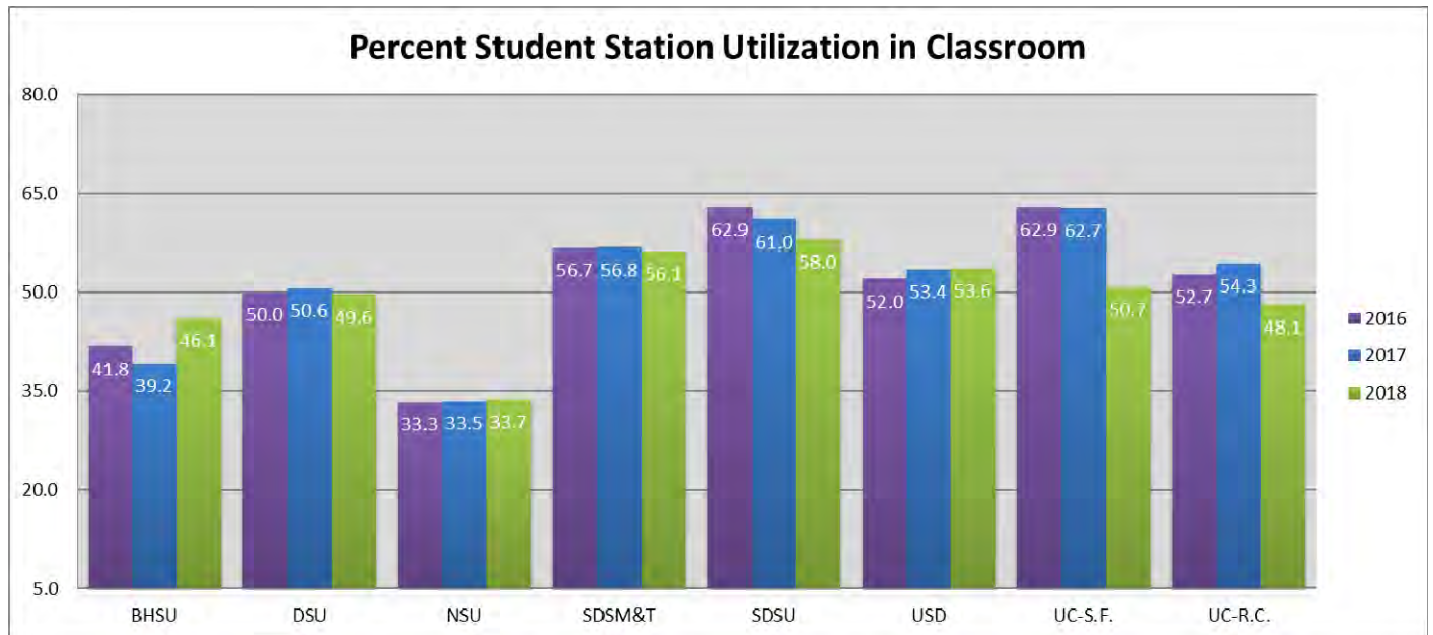
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\text{Percent Student Station Utilization} = \frac{\text{Student Contact Hours}}{\text{Potential Student Contact Hours}}$$

Classrooms

A frequently cited goal for percent student station utilization is 65% for classrooms.

Percent Student Station Utilization in Classrooms				
Institution	Total Student Contact Hours	Potential Student Contact Hours	% Student Station Utilized	Variance from Percentage Goal (65.0)
BHSU	15,792.5	34,240.0	46.1	18.9
DSU	11,132.0	22,443.5	49.6	15.4
NSU	15,350.0	45,481.5	33.7	31.3
SDSM&T	29,362.0	52,356.8	56.1	8.9
SDSU	88,901.8	153,248.0	58.0	7.0
USD	53,548.0	99,855.3	53.6	11.4
UC-S.F.	5,696.3	11,234.3	50.7	14.3
UC-R.C.	6,293.3	13,080.8	48.1	16.9



Assignable Square Feet per Student Station in Classrooms

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet (ASF) per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

$$\text{Assignable Sq. Ft. Per Student Station} = \frac{\text{Total Assignable Square Feet}}{\text{Total Student Stations}}$$

Classrooms

The Higher Education Facilities Planning and Management Manuals list norms which are based on the number stations per room and type of station:

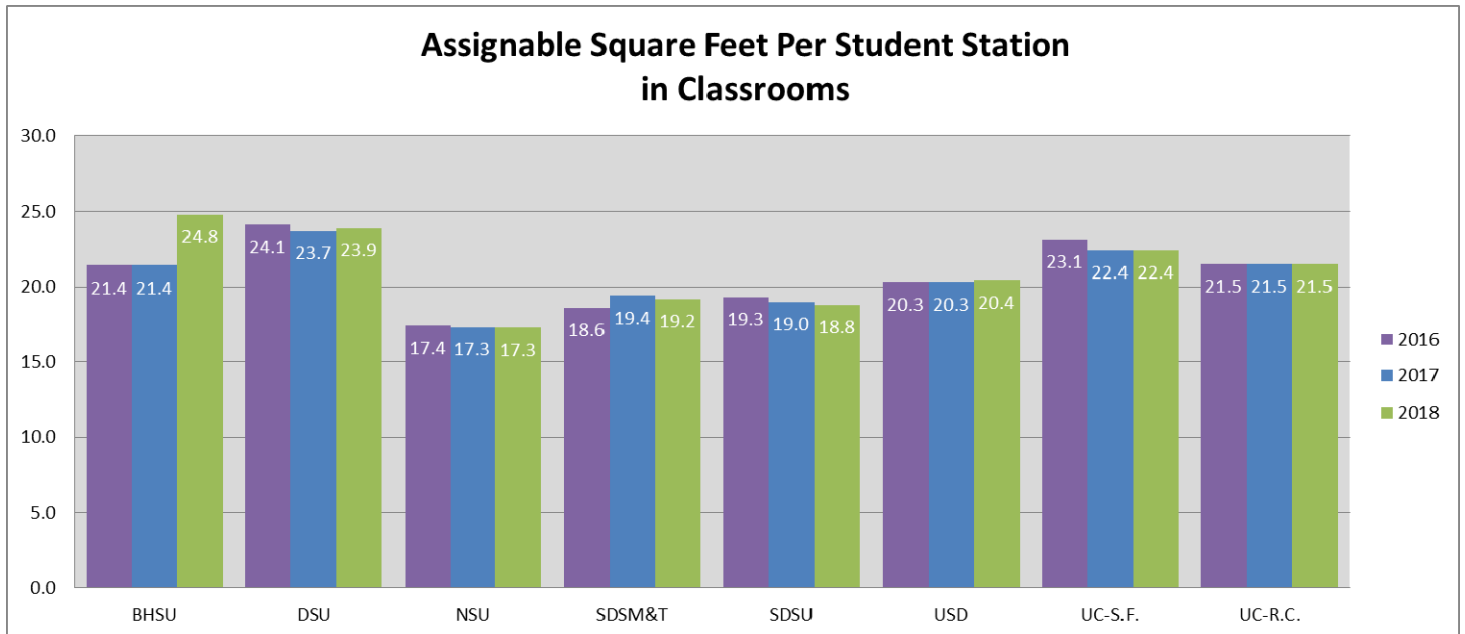
Assignable Square Feet per Station Criteria

Number of Stations	ASF for Tables and Chairs	ASF for Armchair Desks Small	ASF for Armchair Desks Large
10 - 19	20 - 30	18	22
20 - 29	20 - 30	16	20
30 - 39	20 - 25	15	18
40 - 59	18 - 22	14	16
60 - 99	18 - 22	13	15
100 - 149	16 - 20	11	14
150 - 299	16 - 20	10	14
300 +	16 - 18	9	12

The average number of stations per classroom tends to vary according to the size and instructional philosophy of the institution. Graduate institutions and institutions which rely heavily on large lecture courses will generally have a higher number of lecture halls which will lower the average ASF per station. Campuses should try to be in the

range of 16 to 19 ASF with the smaller campuses trending to the top of the range and larger campuses towards the bottom.

Assignable Square Feet Per Student Station in Classrooms			
Institution	Total Class Area	Total Student Stations	ASF Per SS
BHSU	37,752	1,523	24.8
DSU	27,440	1,150	23.9
NSU	51,574	2,983	17.3
SDSM&T	44,013	2,293	19.2
SDSU	101,949	5,425	18.8
USD	97,963	4,792	20.4
UC-S.F.	25,222	1,127	22.4
UC-R.C.	18,276	851	21.5



Average Class Size in Classrooms

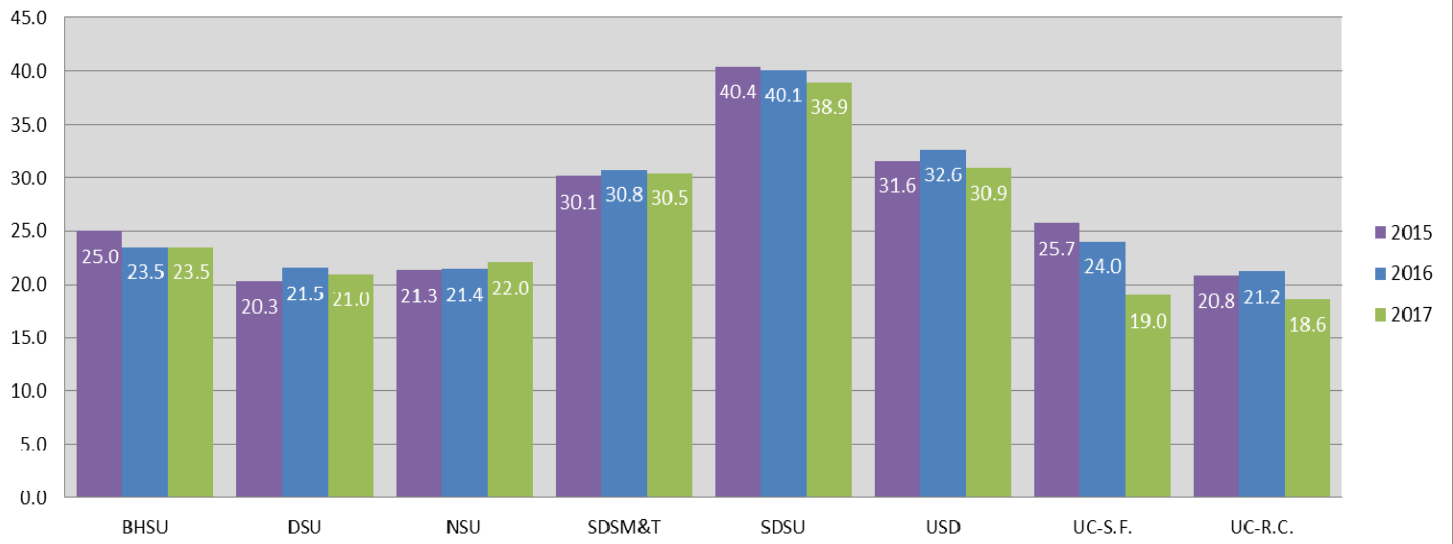
The average class size in classrooms is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other classroom utilization tables to help identify possible reasons for low or high classroom utilization. If an institution has small classrooms, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\text{Average Class Size} = \frac{\text{Accumulated Students for All Periods}}{\text{Accumulated Class Periods}}$$

Average Class Size in Classrooms			
Institution	Accumulated Students	Accumulated Class Periods	Average Class Size
BHSU	14,066.3	598	23.5
DSU	10,206.0	487	21.0
NSU	13,574.0	616	22.0
SDSM&T	27,287.0	895	30.5
SDSU	79,001.5	2,029	38.9
USD	47,961.0	1,551	30.9
UC-S.F.	3,511.0	185	19.0
UC-R.C.	2,457.0	132	18.6

Average Class Size in Classrooms





Avera Health Science Center at South Dakota State University

Section 2: Class Laboratory Utilization

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Average Weekly Room Hours of Instruction in Class Labs

The average weekly room hours of instruction is calculated by dividing the total room hours of instruction by the total number of class labs. In more general terms, it is the average number of hours that an institution's class labs are used for instructional purposes each week.

The total room hours of instruction is the number of hours each week that each class lab is used for regularly scheduled classes. Thus, a class lab which is used Mondays, Wednesdays, and Fridays from 9:00 a.m. until 10:00 a.m. and on Tuesdays and Thursdays from 8:30 a.m. until 10:45 a.m. would generate 5.5 room hours (1 hour/day x 3 days/week + 1.25 hour/day x 2 days/week).

$$\text{Average Weekly Room Hours of Instruction} = \frac{\text{Total Room Hours of Instruction}}{\text{Total Number of Rooms}}$$

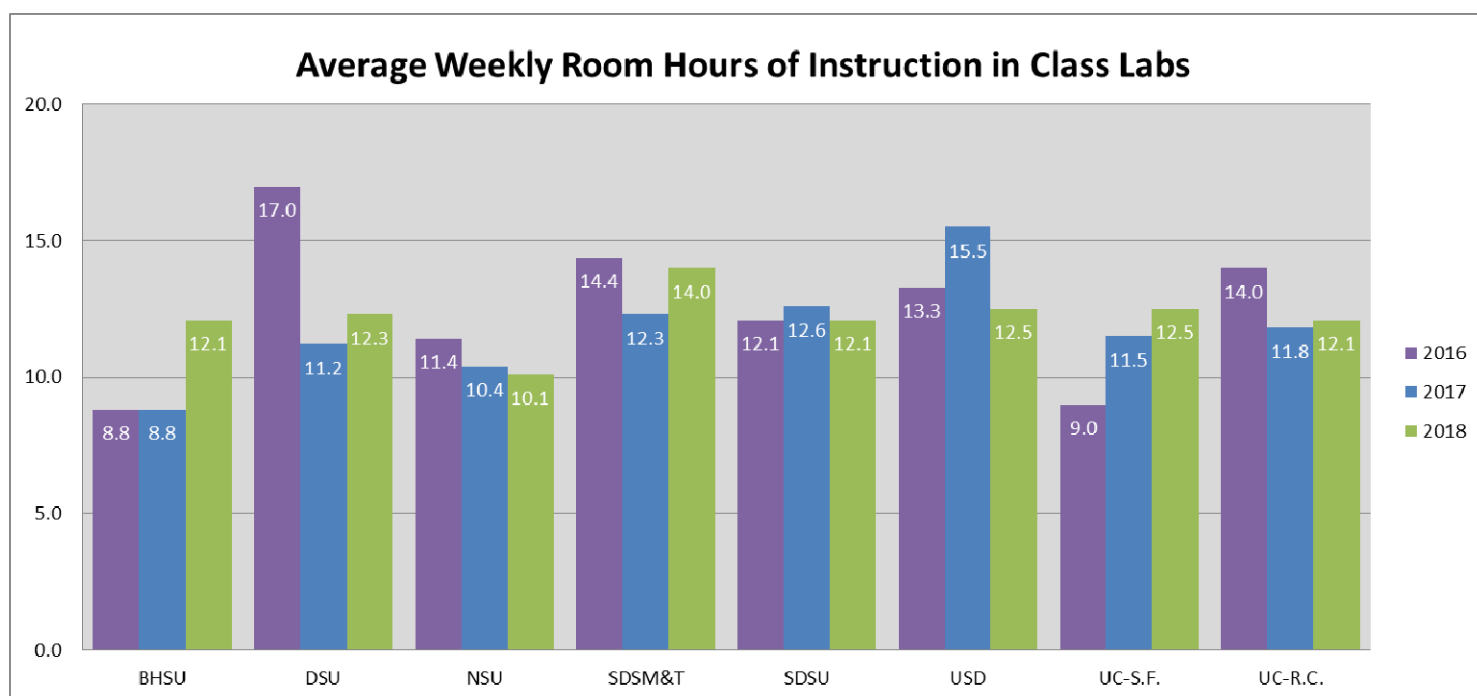
The column "Percentage of Available Hours Used" assumes that every class lab is available for use 40 hours per week. This percentage is calculated by taking the total room hours and dividing it by the product of the number of classrooms multiplied by 40.

Class Laboratories

For purposes of this study, a class laboratory is defined as a room used primarily for regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. This definition excludes room use for regularly scheduled classes (i.e., classrooms) which have no special-purpose equipment and also excludes rooms with special-purpose equipment which are not used for regularly scheduled classes (i.e., other kinds of laboratories).

Because each class laboratory is designed for use in a particular field of study, most of them are not used as frequently as classrooms. A commonly cited goal for the average use of class laboratories is 20 hours per week.

Average Weekly Room Hours of Instruction in Class Laboratories					
Institution	Total Room Hours	Total Class Laboratories	Avg. Weekly Room Hours	Percentage of Available Hours Used	Variance from Hourly Goal (20)
BHSU	278.8	23	12.1	30.3%	7.9
DSU	257.5	21	12.3	30.8%	7.7
NSU	131.0	13	10.1	25.3%	9.9
SDSM&T	210.0	15	14.0	35.0%	6.0
SDSU	1,613.8	133	12.1	30.3%	7.9
USD	611.3	49	12.5	31.3%	7.5
UC-S.F.	99.8	8	12.5	31.3%	7.5
UC-R.C.	48.5	4	12.1	30.3%	7.9



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Average Weekly Use of Student Stations in Class Labs

Average weekly use of student stations in class laboratories is calculated by dividing the total number of student clock hours generated in class laboratories by the total number of student stations in class laboratories. More generally, it can be thought of as the average number of hours each week that each class laboratory student station is used.

$$\text{Average Weekly Use of Student Stations} = \frac{\text{Total Student Contact Hours}}{\text{Total Student Stations}}$$

The average weekly use of student stations can serve as an indicator of the adequacy of the number of student stations in class laboratories.

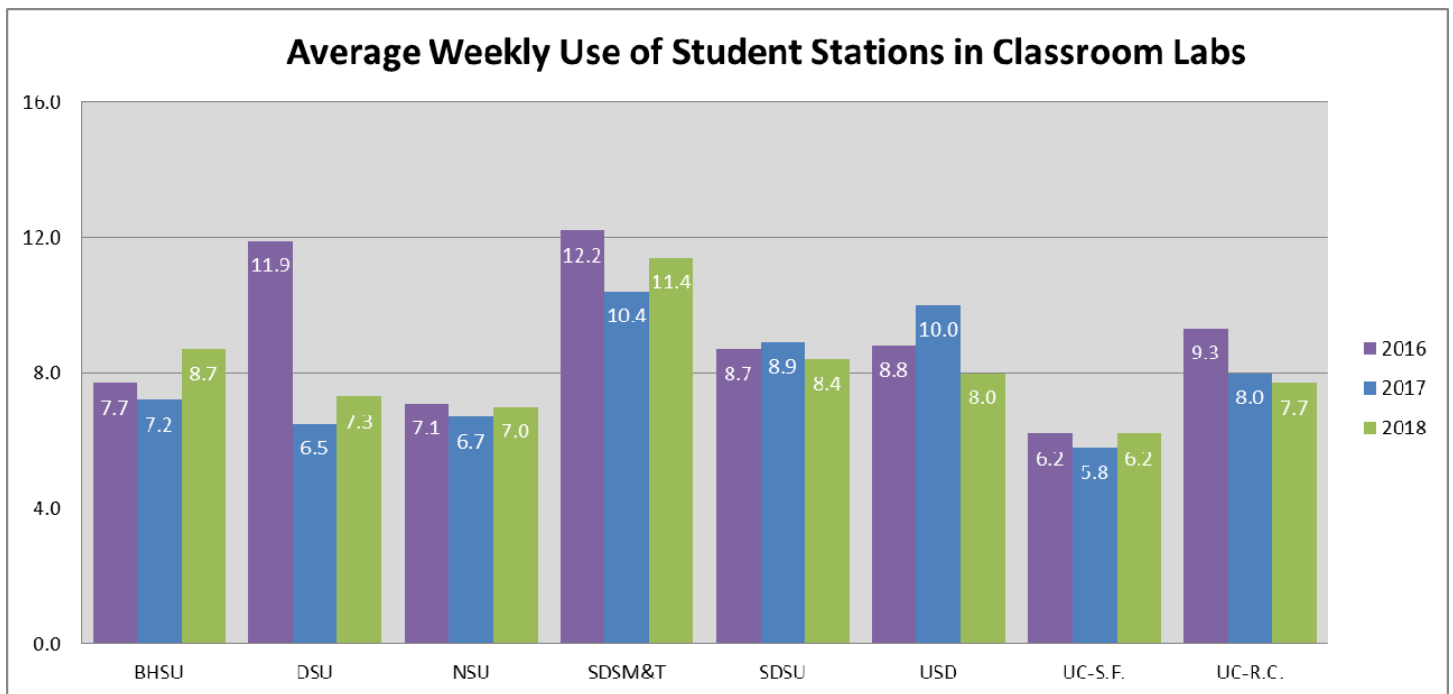
Student Contact Hours

A student contact hour (SCH) equals an hour of time a student spends in a class or laboratory in a typical week of a semester. Student contact hours are computed by multiplying for each course the number of hours that the course meets each week by the number of students enrolled. (To compute the number of hours that the course meets each week, the class length is rounded to the nearest quarter of an hour and multiplied by the number of times the class meets weekly.)

Class Laboratories

A goal which has been frequently cited is 16 hours per week. This figure is based on the assumption that the average weekly use of class laboratories is 20 hours and that there is 80% utilization of student stations when class laboratories are in use. All South Dakota universities fall below this goal. This fact suggests a surplus of class laboratory student stations but gives no indication whether this surplus exists for all types of class laboratories or is limited to the laboratories of certain academic disciplines.

Average Weekly Use of Student Stations in Classroom Laboratories				
Institution	Contact Hours	Student Stations	Avg. Hours Weekly Use	Variance from Hourly Goal (16.0)
BHSU	4,855.3	561	8.7	7.3
DSU	4,540.3	623	7.3	8.7
NSU	2,269.5	324	7.0	9.0
SDSM&T	4,154.5	364	11.4	4.6
SDSU	32,608.5	3,890	8.4	7.6
USD	11,650.3	1,453	8.0	8.0
UC-S.F.	1,192.8	193	6.2	9.8
UC-R.C.	842.5	110	7.7	8.3



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Percent Student Station Utilization

Percent student station utilization indicates the average percentage of student stations that are occupied when class laboratories are in use. It is calculated by dividing the student clock hours generated in class labs by the potential student clock hours for class labs and multiplying by 100 to convert to a percentage. Potential student clock hours are computed on a room-by-room basis by multiplying the number of student stations in each room by the room hours of instruction generated by the room. It indicates the number of student clock hours which would be generated if every room were filled to capacity (i.e., if the number of students equaled the number of stations) each time a course met in the room.

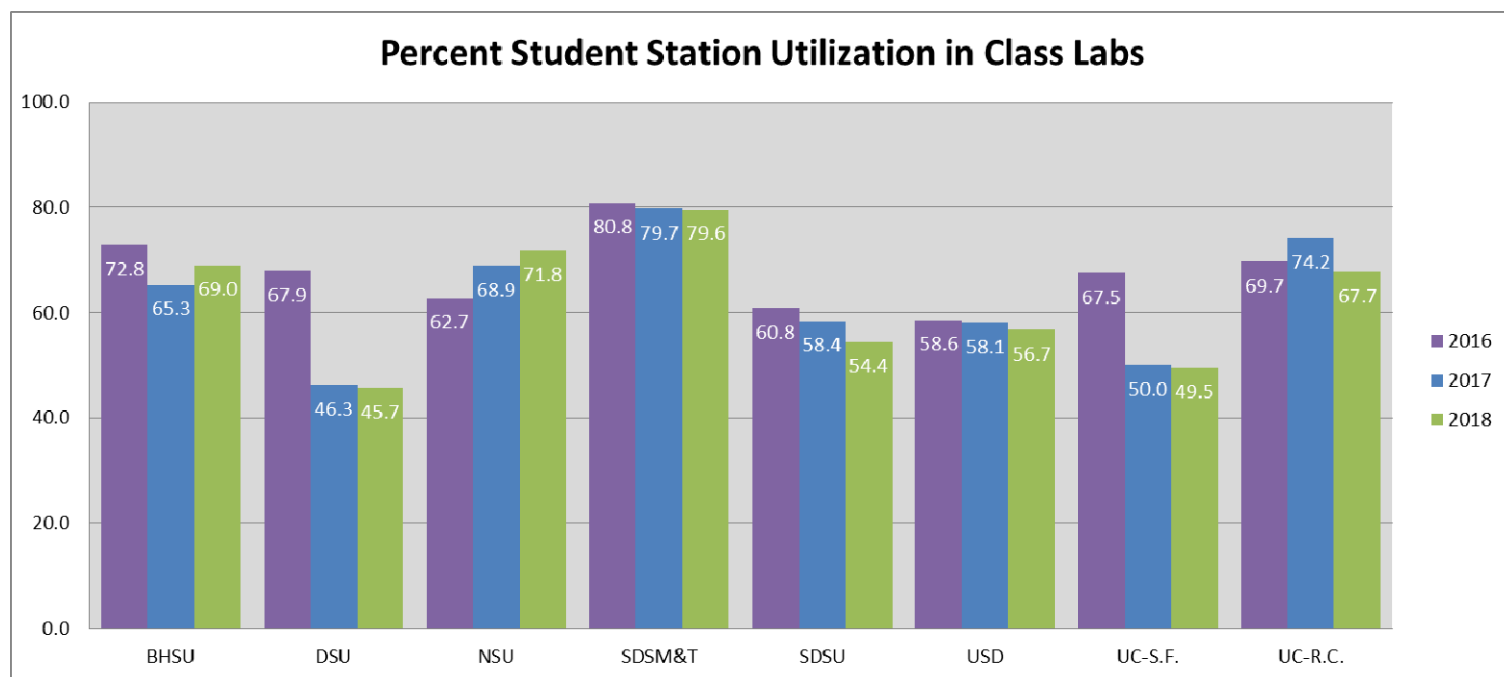
It needs to be emphasized that the percent student station utilization assesses the utilization of rooms only when they are in use. This figure is therefore a helpful indicator of how close to capacity an institution's courses are to the rooms in which they are scheduled. It does not, however, indicate the overall efficiency of utilization since it does not take into account how frequently a room is used.

$$\text{Percent Student Station Utilization} = \frac{\text{Student Contact Hours}}{\text{Potential Student Contact Hours}}$$

Class Laboratories

A frequently cited goal for percent student station utilization is 80% for class laboratories. The higher percentage for class labs versus classrooms reflects the assumption that these rooms, although used less frequently than classrooms because of their specialized equipment, are usually closer to being filled to capacity when they are in use.

Percent Student Station Utilization in Classroom Laboratories				
Institution	Total Student Contact Hours	Potential Student Contact Hours	% Student Station Utilized	Variance from Percentage Goal (80.0)
BHSU	4,855.3	7,031.5	69.0	11.0
DSU	4,540.3	9,933.5	45.7	34.3
NSU	2,269.5	3,162.0	71.8	8.2
SDSM&T	4,154.5	5,216.0	79.6	0.4
SDSU	32,608.5	59,939.5	54.4	25.6
USD	11,650.3	20,546.0	56.7	23.3
UC-S.F.	1,192.8	2,410.5	49.5	30.5
UC-R.C.	842.5	1,244.0	67.7	12.3



Note: In the fall of 2016, SDSMT brought the newly remodeled chemistry building back online.

Assignable Square Feet per Student Station

The number of students that a classroom can accommodate is an important factor in determining how efficiently classroom space is used. This can be measured in terms of assignable square feet per student station and the average number of stations per classroom. The assignable square feet per student station in a classroom is largely determined by the number and type of stations in the room. Generally, rooms with relatively large numbers of stations require less space per station. As for types of stations, tables and chairs require more space per station than standard student desks, which require more space than theater seating.

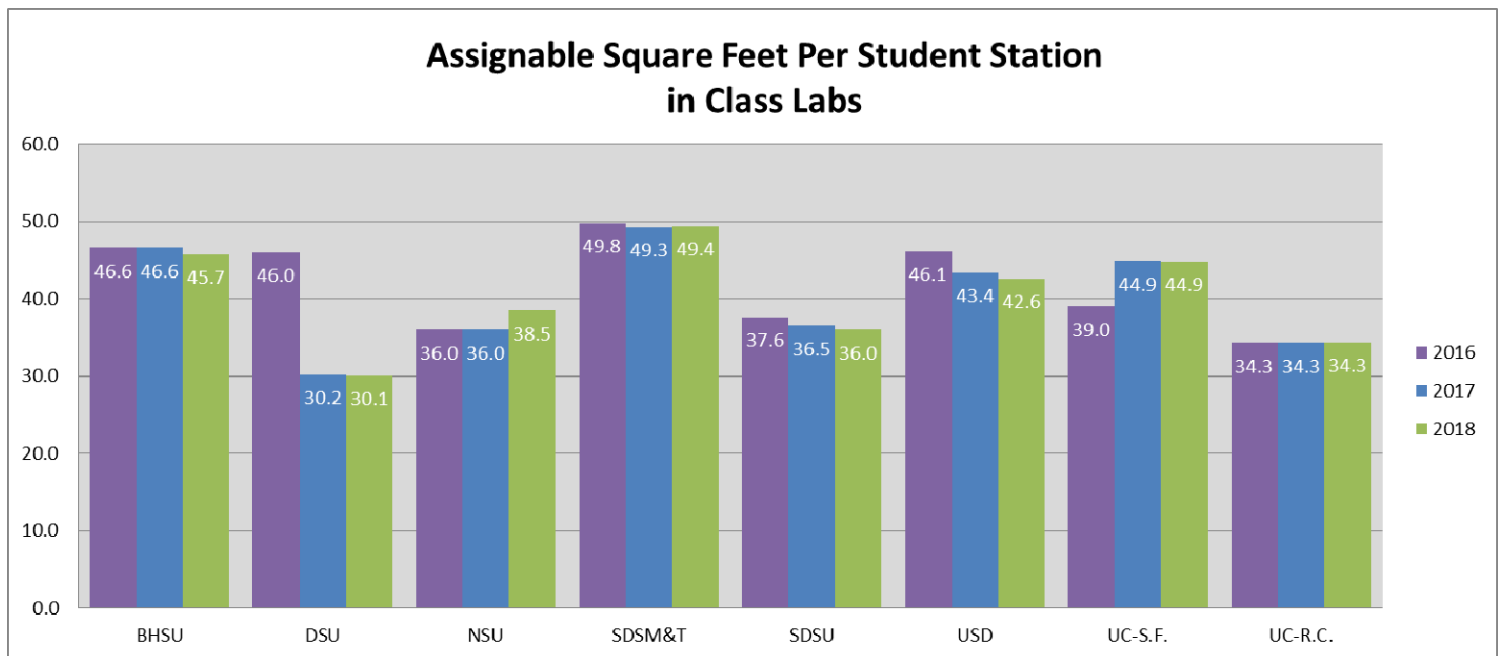
$$\text{Assignable Sq. Ft. per Student Station} = \frac{\text{Total Assignable Square Feet}}{\text{Total Student Stations}}$$

Class Laboratories

The square footage per student station (SS) in class laboratories varies to a greater extent than in classrooms because of the widely differing space requirements of the various kinds of laboratories. An automotive lab, for example, usually requires much more space per station than a chemistry lab. In general, institutions which offer academic programs in such areas as agriculture, engineering, or medicine require more class lab space per station than do institutions which focus on liberal arts, business, and education. Moreover, graduate level laboratories usually require more space per station than undergraduate labs. Based on ranges provided by the Higher Education Facilities Planning and Management Manuals, South Dakota laboratories could range from 30 ASF for a biology lab to 70 ASF for an engineering lab.

Given the various types of laboratories and the wide range of standards it is difficult to analyze class laboratories without giving some consideration to the level of the institution and the disciplines offered.

Assignable Square Feet Per Student Station in Class Labs			
Institution	Total Class Area	Total Student Stations	ASF Per SS
BHSU	25,664	561	45.7
DSU	18,738	623	30.1
NSU	12,463	324	38.5
SDSM&T	17,996	364	49.4
SDSU	139,980	3,890	36.0
USD	61,954	1,453	42.6
UC-S.F.	8,657	193	44.9
UC-R.C.	3,777	110	34.3



Average Class Size

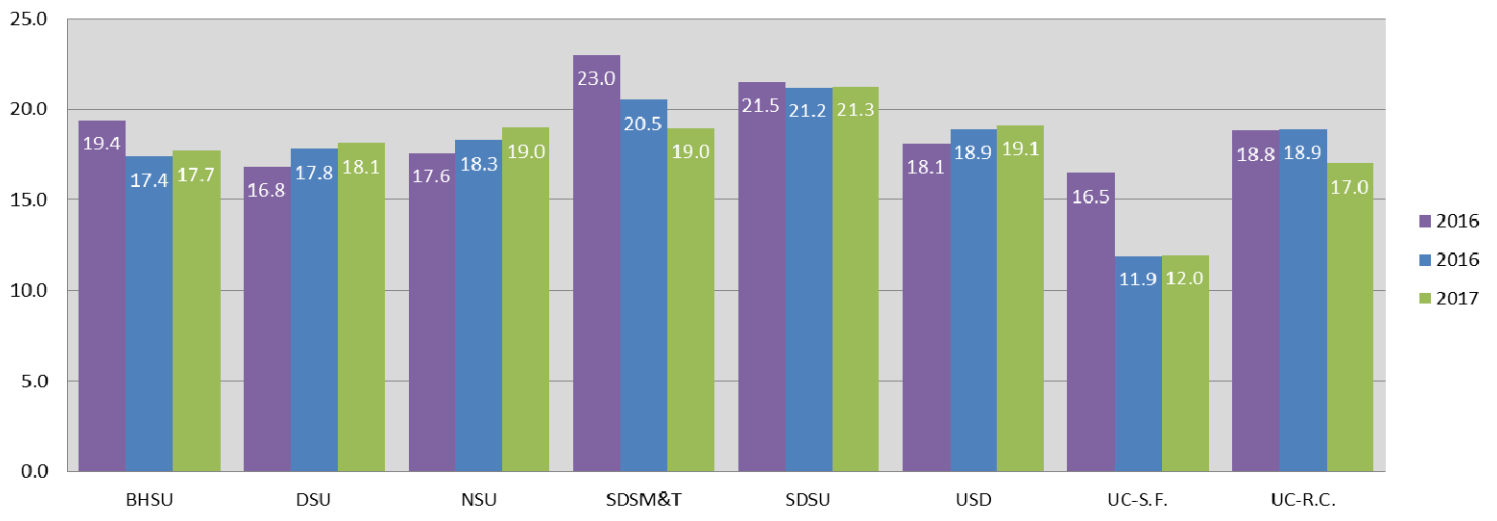
The average class size in class labs is usually reflective of the size and degree complexity of an institution. One might assume that a graduate level institution might have smaller class sizes. In reality, what is most often found is that the larger institutions, which are more often graduate level institutions, rely on larger lecture classes and also have a greater potential to schedule large classes because they have more students and larger facilities.

This table can be used with other class lab utilization tables to help identify possible reasons for low or high class lab utilization. If an institution has small class labs, scheduling small classes is not a choice and will not lower utilization performance; however, scheduling small classes in large classrooms will negatively affect utilization.

$$\text{Average Class Size} = \frac{\text{Accumulated Students for All Periods}}{\text{Accumulated Class Periods}}$$

Average Class Size in Class Labs			
Institution	Accumulated Students	Accumulated Class Periods	Average Class Size
BHSU	3,325.5	188	17.7
DSU	2,920.0	161	18.1
NSU	1,309.0	69	19.0
SDSM&T	1,593.0	84	19.0
SDSU	16,581.7	780	21.3
USD	6,076.0	318	19.1
UC-S.F.	479.0	40	12.0
UC-R.C.	357.0	21	17.0

Average Class Size in Class Labs





Johnson Fine Arts Center at Northern State University

Appendix

Room Use Code Definitions.....A-1

Room Use Code Definitions

Non-Assignable Facilities – The sum of all areas on all floors of a building not available for assignment to an occupant or for specific use, but necessary for the general operation of a building. Included should be space subdivisions of the three non-assignable space use categories – building service, circulation, and mechanical – that are used to support the building’s general operation.

Unclassified Facilities – Inactive, remodeling and unfinished are the three areas that make up this classification. These rooms are temporarily unavailable for assignment.

Classroom Facilities – Classroom facilities are potentially an institution wide resource. Even though these areas may fall under different levels of organizational control, the need for this type of space should be evaluated for the entire campus. The term “classroom” includes not only general purpose classrooms, but also lecture halls, recitations rooms, seminar rooms, and other room used primarily for scheduled non-laboratory instruction. Classroom facilities include any support rooms that serve the classroom activity. A classroom may contain various types of instructional aides or equipment which do not tie the room to instruction in a specific subject or discipline.

Laboratory Facilities – a laboratory is a facility characterized by special purpose equipment or a specific room configuration which ties instructional or research activities to a particular discipline or a closely related group of disciplines. These activities may be individual or group in nature, with or without supervision. Laboratories may be found in all fields of study including letters, humanities, natural sciences, social sciences, vocational and technical disciplines, etc. Laboratory facilities can be subdivided into three categories: class, open, and research laboratory. A class laboratory is used for scheduled instruction. An open laboratory supports instruction but is not formally scheduled. A research laboratory is used for research, experimentation, observation, research training, or structured creative activity which supports extension of a field of knowledge.

Office Facilities – Office facilities are individual, multi-person, or workstation space specifically assigned to academic, administrative, and service functions of a college or university. While some institutions may wish to classify all office space as Office, others may wish to differentiate through additional codes for academic administrative, staff, secretarial, clerical, or student assistant offices, etc.

Study Facilities – Study space is classifies into five categories: study room, stack, open-stack study room, processing room, and study service. Offices used for library activities are coded as office facilities. A study room may contain equipment or materials which aid the study or learning process and which do not restrict the room to a particular academic discipline or discipline group. Whereas a study room may appear in almost any type of building on campus, stacks, open-stack study rooms, and processing rooms are typically located in, but not limited to, central, branch, or departmental libraries.

Special-Use Facilities – This category includes several room use types that are sufficiently specialized in their primary activity, function, or design to merit a unique room code. Areas and rooms for military training, athletic activity, media production, clinical activities, demonstration, agricultural field activities, and animal and plant shelters are included here. Although many of these special use facilities provide service to other areas, their special use, design, or configuration dictates that these areas not be coded as service rooms.

General-Use Facilities – General use facilities are characterized by a broader availability to faculty, students, staff, or the public than are special use facilities, which are limited to a small group or special population. Together, general use facilities comprise a campus' general service or functional support system for the institutional and participant community populations.

Supporting Facilities – Support facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational. While not as directly accessible to institutional and community members as general use facilities, these areas provide a continuous, indirect support system to faculty, staff, students, and the public. Support facilities are centralized in that they typically serve an area ranging from an entire building or organizational unit to the entire campus. Included are centralized areas for computer-based data processing and telecommunications, shop services general storage and supply, vehicle storage, central services, and hazardous materials areas.

Health Care Facilities – This series provides room use classification for patient care rooms that are located in separately organized health care facilities: student infirmaries, teaching hospitals and clinics, and veterinary and medical schools.

Residential Facilities – Residential facilities include housing for students, faculty, staff and visitors to the institution. Hotel or motel and other guest facilities are included in this series if they are owned or controlled by the institution and used for purposes associated with defined institutional missions.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – B
DATE: October 2-3, 2019

SUBJECT

HEFF Cash Flow Statement

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-51-2](#) Educational Facilities Fund

[SDCL 13-53-15](#) Receipt by State Treasurer of Institutional Moneys

[SDCL 13-53-15.3](#) Medical School Funds

BACKGROUND / DISCUSSION

The primary source of dollars to fund construction, maintenance and renovation of university academic facilities is the tuition dollars placed into the Higher Education Facilities Fund (HEFF). Starting in FY17, the percentage contributed to HEFF is 11.5% of all tuition dollars, with the exception of the first \$1,521,740 of medical school tuition revenue which is not subject to HEFF. HEFF is also assessed on all self-support credit hours as of 2009. The reduction from 20% to 11.5% reflects the pay-off of the HEFF Series 2008 bond (\$8,612,640) and redirecting the \$704,077 payment to the tuition freeze, and increasing the tuition fee base by rolling the university support fee into tuition. While the percentage was reduced from 20% to 11.5%, the same amount of revenue to support HEFF debt and maintenance and repair is generated because it is assessed on a much larger base.

Attachment I is a cash flow statement for the Higher Education Facilities Fund as of September 2019. The statement presents actual and planned revenues and expenditures for FY17 through FY35. The statement includes the following data and assumptions:

- FY17 thru FY19 are actuals, and FY20 through FY35 are projections;
- FY20 tuition revenue estimates are based upon FY19 actuals with a 3.3% tuition increase approved in March 2019;
- Interest earnings of 3% on the unobligated cash balance for FY20 and \$4.0M of unspent maintenance and repair funds thereafter;
- FY20 and beyond assumes a 2% tuition increase and stable enrollments;
- A change from principal only payments on the SDSU Performing Arts Center to principal and interest in FY22, approximately a \$510,000 increase in HEFF obligations;
- Bonding \$10.5M in capital projects in FY22 and \$12.5M in FY27 at 4.0% interest and for 25 years. This bonding would complete the 2012 Ten-Year Capital Plan.

(Continued)

INFORMATIONAL ITEM

The 11.5% of tuition revenues generated for FY19 were \$636,121 lower than the projection from last October. The plan to bond an additional \$10.5M of capital projects from the 2012 Ten-Year Plan is included in the projections for FY22, but cash flows will have to be closely monitored over the next couple of years to see if that is still feasible. Another loss in annual revenues to HEFF would put that plan in jeopardy.

The ending cash assumes that the campuses will catch-up on their M&R expenditures in FY20 by spending all of the obligated funds except \$4,000,000. The drop in cash from 2019 and 2020 reflects that assumption. Because annual revenues do not come in until September, the cash balance at fiscal year-end must be sufficient to pay approximately one-half of the annual lease payment which is due in August. Debt capacity and cash flows must both be considered prior to issuing new debt. We would only fund projects when capacity is available to debt service the leases and when sufficient cash is available to meet the annual debt payment.

IMPACT AND RECOMMENDATIONS

The remaining projects on the 2012 Ten-Year Plan can be found in Attachment II. Based on current assumptions and revenues, \$10.5M of projects can be bonded in FY22 and \$12.5M in FY27. If this happens, it will have taken us 15 years to complete the projects that we originally thought we had the cash flow to complete in 10 years.

There will be some proposed changes to the 2012 Ten-Year Capital Plan priorities as part of the 2020 legislative package. Given the Board's approval of the USD Allied Health facility as part of the FY21 budget request, they will request a change to the legislation to move their \$7.5M from Dakota Hall to the new facility. BHSU will also request a change to the E. Y Berry Library project to add up to 5,000 GSF to the building and increase funding from maintenance and repair funds by \$4.9M, making the total project cost estimate \$9.4M.

The plan would be to issue bonds for the USD Allied Health Facility (\$7.5) and the E.Y Berry Library (\$3.0M) in FY22. In FY22, the fund will also pick up the interest costs portion of the debt service for the SDSU Performing Arts Center, of around \$510,000 per year. The remaining SDSU projects totaling \$12.5M would not be bonded until FY27 based on current projections.

ATTACHMENTS

Attachment I – HEFF Cash Flow Statement (September 2019)

Attachment II – 2012 Ten-Year Plan

Board of Regents
HEFF Cash Flow Statement
September 2019

A	B	C	D	E = C + D	F	G	H = F + G	I = B + E - H	J	K = I - J
Fiscal Year	Beginning Balance July	Net 11.5% Tuition	Interest Revenue	Total Revenue	FY M&R Expenditures	Lease Payment	Total Expenditures	Ending Cash	Obligated Unexpended	Unobligated Funds
2017	27,573,130	26,874,770	796,177	27,670,947	13,905,136	13,754,120	27,659,256	27,584,821	16,134,768	11,450,053
2018	27,584,821	27,015,890	533,255	27,549,144	14,624,633	14,075,654	28,700,287	26,433,678	16,921,710	9,511,968
2019	26,433,678	26,619,716	460,852	27,080,568	16,873,736	14,009,610	30,883,346	22,630,899	15,149,664	7,481,235
2020	22,630,899	27,498,167	674,437	28,172,604	26,082,959	14,054,162	40,137,121	10,666,381	4,000,000	6,666,381
2021	10,666,381	28,048,130	319,991	28,368,121	15,248,792	13,530,254	28,779,045	10,255,458	4,000,000	6,255,458
2022	10,255,458	28,609,093	307,664	28,916,756	15,572,023	14,739,307	30,311,330	8,860,884	4,000,000	4,860,884
2023	8,860,884	29,181,274	265,827	29,447,101	15,902,507	14,718,873	30,621,380	7,686,605	4,000,000	3,686,605
2024	7,686,605	29,764,900	230,598	29,995,498	16,236,768	14,740,661	30,977,429	6,704,673	4,000,000	2,704,673
2025	6,704,673	30,360,198	201,140	30,561,338	16,580,268	14,547,188	31,127,455	6,138,556	4,000,000	2,138,556
2026	6,138,556	30,967,402	184,157	31,151,559	16,927,201	14,548,881	31,476,082	5,814,032	4,000,000	1,814,032
2027	5,814,032	31,586,750	174,421	31,761,171	18,475,826	14,190,679	32,666,505	4,908,698	4,000,000	908,698
2028	4,908,698	32,218,485	147,261	32,365,746	18,838,465	13,578,537	32,417,002	4,857,441	4,000,000	857,441
2029	4,857,441	32,862,855	145,723	33,008,578	19,208,357	13,570,355	32,778,712	5,087,307	4,000,000	1,087,307
2030	5,087,307	33,520,112	152,619	33,672,731	19,585,647	12,580,538	32,166,185	6,593,853	4,000,000	2,593,853
2031	6,593,853	34,190,514	263,754	34,454,268	19,970,482	12,088,850	32,059,332	8,988,788	4,000,000	4,988,788
2032	8,988,788	34,874,324	359,552	35,233,876	20,363,015	12,069,451	32,432,465	11,790,199	4,000,000	7,790,199
2033	11,790,199	35,571,811	471,608	36,043,419	20,763,398	9,186,543	29,949,941	17,883,677	4,000,000	13,883,677
2034	17,883,677	36,283,247	715,347	36,998,594	21,171,788	9,181,173	30,352,961	24,529,310	4,000,000	20,529,310
2035	24,529,310	37,008,912	981,172	37,990,084	21,588,347	8,219,979	29,808,326	32,711,068	4,000,000	28,711,068

Notes:

1. Fiscal years 2017-2019 are actuals.
2. 3.0% interest earnings calculation based on the ending cash balance plus \$4,000,000 for unexpended M&R funds.
3. Stable enrollments for FY20 and beyond. FY20 tuition increase is 3.3%, each year thereafter the tuition increase projection is 2%.
4. Additional capital projects of \$10.5M would be bonded in FY22 and \$12.5M in FY27. This would complete the 2012 Ten-Year Capital Plan.
5. All figures for periods after Fiscal Year 2019 are estimates.

2012 Ten-Year Plan Proposed Funding Schedule

September 2019

Project		Fund Sources				Bonded			Proposed Bonding	
		HEFF Bonds	Other Bonds	Other Funds	Project Total	FY2014	FY2015	FY2017	FY22	FY27
Infrastructure Projects**										
BHSU	Infrastructure Repair and Upgrade	\$4,000,000		\$500,000	\$4,500,000	\$4,000,000				\$0
DSU	Energy Efficiency and ADA Compliance	\$1,275,000		\$0	\$1,275,000	\$1,275,000				\$0
NSU	Street Improvements	\$600,000		\$0	\$600,000	\$600,000				\$0
SDSM&T	Utility Infrastructure	\$2,740,000		\$500,000	\$3,240,000	\$2,740,000				\$0
SDSU	Utility Tunnel, Steam/Condensate Infrastructure Repair & Modernization	\$7,000,000		\$10,434,000	\$17,434,000	\$7,000,000				\$0
SDSU	Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	\$5,000,000		\$5,043,000	\$10,043,000	\$0				\$5,000,000
USD	Mechanical Overhaul & Modernization	\$8,000,000		\$2,000,000	\$10,000,000	\$8,000,000				\$0
		\$28,615,000		\$18,477,000	\$47,092,000	\$23,615,000	\$0	\$0	\$0	\$5,000,000
Building Projects										
BHSU	Jonas Science Renovation	\$1,250,000		\$2,900,000	\$4,150,000	\$1,250,000				\$0
BHSU	E. Y. Berry Library Renovation	\$3,000,000		\$1,500,000	\$4,500,000	\$0			\$3,000,000	\$0
DSU	Information Systems Building	\$6,000,000		\$5,400,000	\$11,400,000	\$0	\$6,000,000			\$0
NSU	Johnson Fine Arts Center Renovation and Addition	\$5,000,000		\$9,108,648	\$14,108,648	\$5,000,000				\$0
SDSM&T	Chemistry/Chemical Engineering Renovation **	\$6,040,000		\$519,000	\$6,559,000	\$0	\$6,040,000			\$0
SDSU	New Headhouse & Greenhouses	\$1,000,000		\$3,414,000	\$4,414,000	\$1,000,000				\$0
SDSU	Architecture, Math & Engineering	\$10,000,000		\$5,755,142	\$15,755,142	\$10,000,000				\$0
SDSU	Visual Arts Facility	\$7,500,000		\$4,900,000	\$12,400,000	\$0				\$0
SDSU	Performing Arts Center	\$13,000,000		\$35,391,807	\$48,391,807	\$0		\$13,000,000		\$0
SDSU	New Cow-Calf Research & Education Unit - Volga	\$900,000	\$2,000,000	\$1,732,500	\$4,632,500	\$900,000				\$0
USD	Science, Health, and Research Lab Building*	\$9,695,000		\$3,904,085	\$13,599,085	\$8,695,000				\$0
USD	Patterson Hall Renovation	\$5,500,000		\$250,000	\$5,750,000	\$6,500,000				\$0
USD	Dakota Hall	\$7,500,000		\$0	\$7,500,000	\$0			\$7,500,000	\$7,500,000
		\$76,385,000	\$2,000,000	\$74,775,182	\$153,160,182	\$33,345,000	\$12,040,000	\$13,000,000	\$10,500,000	\$7,500,000
Total Infrastructure Plus Building Projects		\$105,000,000	\$2,000,000	\$93,252,182	\$200,252,182	\$56,960,000	\$12,040,000	\$13,000,000	\$10,500,000	\$12,500,000

** Other funds will come from campus HEFF M&R allocations.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – C
DATE: October 2-3, 2019

SUBJECT

FY21 Proposed Legislation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:10](#) – Legislative Authorization of Private or Grant Funded Facilities
[SDCL § 13-51-1](#) – Legislative approval for facilities

BACKGROUND / DISCUSSION

Each year institutions are asked to identify any capital projects or legislative requests that potentially could go before the Legislature. Each request must include descriptions and explanations and fund sources for any capital projects. Per Board policy, institutions must have the funds in-hand or guaranteed and available immediately from its respective foundation before the request can go before the Legislature.

Attachment I shows the possible requests received from the campuses.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – FY21 Proposed BOR Legislation

INFORMATIONAL ITEM

FY21 Proposed BOR Legislation October 2019

Black Hills State University

Change 2012 Ten-Year Plan Legislation for E.Y. Berry Library Renovation - BHSU is requesting to amend HB1051 from the 2012 legislative session. HB1051 authorized the renovation of the E.Y. Berry Library in the amount of \$4.5 million with \$3 million from bonds (HEFF) and \$1.5 million in other funds as shown below. There is no provision for a GSF addition in this legislation. We are requesting to add up to 5,000 GSF to the building. The current building encompasses 62,036 gross square feet, so this is only 8% of the current building size. The addition is preliminarily expected to extend the second floor of the library above the main entrance, creating a much more visible and appealing entrance. The space will be used for additional student gathering/study space on the second floor as most of the first floor will become a formal student success center to include a first year advising center, tutoring center, math & writing center, maker space, video creation, and study rooms. A rendering of the exterior is attached.

Some of the oldest space on campus and space in the most need of attention is the library. The building was built in 1973 and still has all its original systems, so they are nearing 50 years old and end of life. In addition to wanting to add square footage for the entrance, BHSU is planning to invest maintenance and repair dollars into the facility totaling \$4.9M, making the total investment into the building \$9.4 million. The vast majority of the investment is maintenance & repair items estimated at \$6.325 million of the total. BHSU has already allocated approximately \$1 million from our HEFF funds, and plan to allocate more from our FY21 and FY22 lists, and are counting on the M&R bond funds to complete the funding. A number of the maintenance items will be bid as part of the project so BHSU is requesting that the total project amount be increased to \$9.4M with the additional funds coming from maintenance and repair funding. A summary of the proposed funding sources and our expected timeline is below.

The most recent Board action was in May 2012 when the Preliminary Facility Statement was approved (<https://www.sdbor.edu/the-board/agendaitems/Documents/2012/May/CommB/III-E.pdf>). We will bring a Facility Program Plan to the Board at the December 2019 meeting.

Funding Summary

M&R

6G2003 Electrical Upgrade	\$50,000	Funding Approved - May 2019 Board Agenda
6H2004 Mechanical Upgrade	\$255,000	Funding Approved - December 2018 Board Agenda
6H2005 Electrical Upgrade	\$275,000	Funding Approved - December 2018 Board Agenda
6H2006 Carpet	\$225,000	Funding Approved - December 2018 Board Agenda

6H2007 Paint	\$100,000	Funding Approved - December 2018 Board Agenda
FY20 Planning & Design	\$155,000	Funding Approved December 2018 Board Agenda
FY21 M&R		
Replace Ceiling Grid & LED Lighting	\$455,000	Will Submit for December 2019 Board Agenda
Building Envelope/Insulation Upgrade	\$125,000	Will Submit for December 2019 Board Agenda
Dedicated Archives HVAC	\$185,000	Will Submit for December 2019 Board Agenda
Sidewalk/Landscape Repair/Replace	\$250,000	Will Submit for December 2019 Board Agenda
Additional Power & Data	\$350,000	Will Submit for December 2019 Board Agenda
FY22 M&R		
HVAC Downstream Distribution System	\$1,500,000	Will Submit for December 2020 Board Agenda
UNESCO - Lighting	\$30,000	Funded with Performance Contract
HEFF Bonds - FY22	\$3,000,000	Authorized by HB1021 in 2012
M&R Bond - FY21	\$2,400,000	August 2019 BOR - pending 2020 Legislative approval
Capital Campaign - Black Hills Energy	<u>\$25,000</u>	Money is in Foundation
Total Funding	<u><u>\$9,380,000</u></u>	

Project Timeline

Facility Program Plan to Board of Regents	December 2019
HB 1051 is Amended	2020 Legislative Session – March 2020
M&R Bond is Approved	2020 Legislative Session – March 2020
Facility Design Plan to Board of Regents	June 2020
Bid	Spring 2021
HEFF Bonds Issued	Fall 2021
Construction Begins	Fall 2021
Project Complete	Summer 2023

Dakota State University

Transfer DSU Foundation Parking Lot to University – As part of the DSU Athletics Master Plan, the National Guard compound would be moved from its current location north of the DSU Fieldhouse to a new location to the west. The new location of the compound is land owned by the DSUF and is a parking lot used for activities at the Fieldhouse. Moving the National Guard

compound would allow for the land to be better utilized for Athletics and is part of the Athletics Master Plan. The DSU Foundation already owns this land and received private funds for the project, therefore, the proposed legislation would be a transfer from the Foundation to the University.

Transfer of land owned by DSUF to DSU for future construction of Athletic Facilities -

North of the current DSU Athletics Complex, the DSUF owns approximately 8.6 acres that would need to be transferred from the Foundation to DSU for future development of the Athletics Complex. This area would specifically be used for a future track, soccer, softball and an indoor athletic facility. The Foundation has received a gift to acquire this land, which will be finalized in January. The proposed legislation would then transfer ownership from the Foundation to the University.

New Athletic Facilities - Through private funds, DSU would construct a new Athletic Facility, Football stadium, track, soccer, softball and baseball fields, along with supporting infrastructure. Not all funds are pledged or in hand for the full Phase I of the project. DSU is still in the early phases of planning and needs to decide the timeline and scale of how the facilities might be staged. DSU is still looking at the possibility of doing a smaller initial phase of \$10M, or waiting and doing all proposed phases at once. This is more potential legislation than proposed at this time.



- EXISTING**
- 1 Technology Building
 - 2 Community Center and DSU Fieldhouse
 - 3 Dakota Prairie Playhouse
 - 4 Single-Family and Multi-Family Housing

- PROPOSED**
- A Indoor Practice Facility
300' x 150' x 12' Clear Height
Turf Field Dimensions 167' x 360'
1,200 Seats
 - B Soccer Field with Track
Grass Field
Soccer Field Dimensions 210' x 345'
Football Field Dimensions 167' x 360'
Laurel Field Dimensions 187' x 330'
400m Track
1,200 Seats
 - C Practice Soccer Field
Soccer Field Dimensions 210' x 345'
 - D Softball Field
220' Minimum to Fence from Home Plate
500 Seats (Does not include Paved)
 - E Baseball Field
400' to Fence from Home Plate
1,000 Seats (Does not include Paved)
 - F Football
Turf Field Dimensions 167' x 360'
6,160 Seats (Does not include VIP)
 - G Event Center
1 Main Court
3 Cross Courts
Court Dimensions 50' x 94'
2,000 Seats (Does not include VIP)
 - H Parking
720 Parking Spaces
(Does not include existing
Community Center Fieldhouse parking)



DSU ATHLETIC MASTERPLAN FIRST FLOOR PLAN

09/13/17 | JLG 17043 | © 2017 JLG ARCHITECTS



Northern State University

NSU Request to Purchase Real Estate - NSU requests approval to purchase unimproved real estate in Brown County, South Dakota.

- 1516 S Herret Street, Lot 2 Randall's First Subdivision
- 1522 S Herret Street, Lot 6, Block 1 Normal Addition

The acquisition of this property is in compliance with NSU's Campus Master Plan completed in 2017 and is supported by the property purchase plan completed in August of 2018.

When the two properties came up for sale, they were purchased by the NSU Foundation. NSU is in the heart of a residential area with very limited opportunities to secure campus borders and provide areas for future growth and development. Strategic investment in property adjacent to campus is necessary in order to achieve long term goals of the master plan.

The cost will be approximately \$275,000. When the Foundation purchased the properties, there was a home on each lot being used as rental property. Due to the condition of the homes, they were demolished along with the garage on the property at 1516 S Herret St. The purchase price to be paid by NSU will include all costs incurred by the NSU Foundation to purchase the properties, demolish the buildings and gravel the empty lots to make them suitable for parking. Local funds will be used for this purchase including funds on hand from the NSU Foundation, facilities use fees, proceeds from surplus property sales and student charges.

In compliance with BOR policy 6:2, NSU will obtain an appraisal and an environmental audit report.

South Dakota School of Mines and Technology

Ascent Innovation Building – South Dakota School of Mines & Technology proposes to purchase the existing Ascent Innovation building, which is currently located on the university campus, to support and expand national caliber research and economic development. Funding for the purchase will come in the form of grants overhead revenue.

South Dakota State University

Renovation of Stanley J. Marshall Renovation and Addition - This project calls for the development for additions and renovations to the Stanley J Marshall Center. The facility was built in 1973 and consists of 158,174 gsf. The renovations would provide upgrades to Frost Arena, the competition arena for all of these sports and host venue for numerous public events hosted by the University. Renovated space for sports medicine, locker facilities, administrative areas, and event support space would be included within the scope of the project. Aside from additional space for practice facilities, Frost Arena and the Stanley J. Marshall is in need of renovation. Among the many items that need to be addressed include there are not enough restrooms or concession stands to accommodate the large crowds for numerous events (both

athletic events and non-athletic events). Program modifications are needed for seating, strength training, locker facilities, sports medicine, office spaces, and trophy/award areas. Building maintenance and repair needs are also desired, and will be required with any renovation activities. These backlogged repairs include plumbing system upgrades, installation of a fire suppression system, lighting upgrades, electrical power upgrades, replacement of arena flooring, replacement of mezzanine flooring, ventilation modifications, and utilities upgrades. In addition to enhancing the facility, these renovations of Frost Arena/Stanley J. Marshall Center would allow for more revenue sources, enhanced fan experiences, a better environment for daily work, additional accommodations for staff and spectators, updated repairs and maintenance, and continued commitment to academic excellence. The following are of the specifics for each portion of the project:

1. Renovation and Addition to Frost Arena

- a. Seating would be replaced throughout the Arena to achieve a minimum capacity of 5,000 seats in a bowl shape. The arena would include 10 to 14 suites with seating for 12 persons per suite. The basketball floor would be replaced. Existing concessions and restrooms would be renovated. The resilient track surface in the seating bowl would be removed.
- b. Space would be added to the building for additional concessions and restroom facilities. A concourse would be added to improve public circulation within the arena and link the practice facilities addition to the arena. Accessibility modifications would be made to ensure all categories of seating will be accessible, suites are accessible, restrooms are fully accommodated, and general access is improved. This would particularly benefit spectators and attendees entering the building from the southeast and southwest corners of the building or seated along the south side of the arena and in the suites. The renovations would include support spaces for special public events (storage, food service support, building support, and broadcast).

2. Stanley J. Marshall Center Renovation

- a. The scope of this work will include spaces within Frost Arena, particularly classrooms and strength training, but primarily the scope will affect the uses within the north half of the building. The programming and conceptual design of this portion of the project would evaluate existing space for athletic training, sports medicine, team rooms, academic classrooms, equipment, strength & conditioning, hydrotherapy, office space, staff lockers, officiating lockers, and administrative space. These existing spaces will be remodeled and reassigned as needed to update and maximize their use.

3. Athletic practice space for the wrestling team

- a. Wrestling practice facilities would include 3 full-size mats. Team support spaces will be included, including a team locker room, team shower room, and team meeting room. Sports medicine (taping and exam space), equipment support (storage of added mats, practice equipment, head gear, etc.), and event support

space will also be required. Space would be required for heating, ventilating, and air conditioning equipment and corridor space. These program requirements may be accommodated by a combination of new and renovated space.

The scope of the program areas in 1-3, will also include maintenance and repairs to upgrade the existing building. This will address backlogged maintenance and repairs to existing building systems. Other maintenance and repairs will be necessitated to meet accessibility guidelines, upgrade life safety features to meet current code requirements, and renew finishes. The scope of the maintenance and repairs would be to upgrade restrooms and concession facilities, upgrade life safety systems, plumbing and ventilation systems, remove unused systems, and improve accessibility. We anticipate these improvements will include, but not be limited to installation of fire sprinkler system, replacement of the hydronic heating piping, upgrading the secondary electrical components throughout the building, removal of the original press box, replace the building fascia, relocate Frost Arena HVAC equipment, removal of the existing resilient track surface, and repainting the building interior.

The estimated renovation cost of the proposed renovation and addition is \$49M. The total funds are not available at this time and if the money is not raised then it will not move forward.

University of South Dakota

Change to 2012 Ten-Year Plan Legislation for Allied Health Facility and Demolish Julian Hall and Julian Hall Addition - The University of South Dakota's School of Health Sciences is home to eleven of USD's fastest-growing majors. Aimed at educating exceptionally qualified healthcare professionals, USD's School of Health Sciences is uniquely positioned to support South Dakota in its efforts to expand rural health care and grow its use of innovative telehealth technologies to better meet the physical and mental health needs of its citizens. Yet, with programming currently housed in five different buildings on the Vermillion campus, location fragmentation has created barriers in achieving efficiencies, increasing collaborative experiences and in planning for growth beyond current capacity. Additionally, occupancy in aging former dormitories and cramped facilities creates on-going challenges in meeting accreditation and regulatory standards for several of the programs.

A new, integrated School of Health Sciences facility will address those barriers and challenges while allowing USD the opportunity to expand and enhance its ability to educate future healthcare professionals in space designed to maximize the opportunities for inter-professional, collaborative, hands-on experiences in simulation, classroom and lab settings. South Dakota's investment in a new Health Sciences building on USD's Vermillion campus directly supports efforts to supply a highly qualified health and human services workforce for local healthcare employers and services in South Dakota and in meeting the healthcare needs of its citizens.

A new 45,000 square foot facility would cost \$22M. USD is seeking a \$10M one-time state appropriation for the building and the Board has included that as a priority in the FY21 budget request. USD will also request a change to 2012 legislation to redirect the \$7.5M of HEFF bond funds from Dakota Hall to the new facility. The remaining \$4.5M would come from USD local

and private funds. It may be cleaner to include the total funding package in the amendment to the 2012 legislation.

USD is also seeking permission to demolish Julian Hall (50,173 square feet) and Julian Hall Addition (43,383 square feet) as part of this project.

Demolish Three Grounds Facility Buildings - USD's Grounds department currently has three hazardous, unsecure buildings that are inadequate for the safe and secure storing of USD's lawn care and snow removal equipment. All three buildings have been identified in several studies as some of the worst buildings in the system. The three buildings and square footage of each are:

Physical Plant Storage 1: 2,139 square feet
 Physical Plant Storage 3: 2,400 square feet
 Biology Storage: 1,536 square feet

USD is proposing to demolish all three buildings and erect a new 12,000 square foot Grounds Facility. Cost of the new building is \$480,000, which will be covered from USD funds. No state funds are being requested. USD is seeking permission to demolish the three buildings above and construct the new building.

Build a New Facilities Building - USD is currently without an adequate campus facility to accommodate the shipping/receiving, loading/unloading and proper storage of the supplies, materials and equipment utilized in the care and maintenance of the Vermillion campus. USD is proposing to construct a new Facilities Building complete with a loading dock and adequate space to accommodate these needs of Facilities Management. This 30,000 square foot facility would cost \$1.5M and be covered with USD funds. No state funds are being requested. Additionally, this new facility would also allow USD to exit an existing lease agreement for a storage facility currently costing \$180,000 per year.

Summary of Costs and Square Feet

Current Buildings	Square Feet	Critical Deferred Maintenance
Julian Hall*	50,173	\$10,000,000
Julian Hall Addition*	43,383	\$8,500,000
Physical Plant Storage 1	2,139	\$207,000
Physical Plant Storage 3	2,400	\$232,000
Biology Storage	1,536	\$126,500
Leased Storage Facility (\$180,000 per year with utilities)	45,000	\$0

Total	144,631	\$19,065,500
Proposed Buildings	Square Feet	Cost of New Facility
Health Sciences Building	45,000	\$22,000,000
Grounds Facility	12,000	\$480,000
Facilities Building	30,000	\$1,500,000
Total	87,000	\$23,980,000
Change in Square Feet	(57,631)	

*Julian Hall and Julian Hall Addition critical deferred maintenance only includes the building envelope and mechanical, electrical and plumbing system updates. It does not include updating a dated residence hall that was never designed for contemporary classroom or laboratory use.

School for the Blind and Visually Impaired

No legislation.

School for the Deaf

No legislation.

Board of Regents System

HEFF M&R Bonding - In 2011, SDBOR bonded for major deferred maintenance projects. The bonds are debt financed using HEFF maintenance and repair funds. The Board approved the projects and the concept at the August 2019 Board meeting. If the final package is supported by the Governor as part of the SDSBOR FY21 budget request, legislation would be submitted to allow the bonding. A summary of the projects and the proposed bonded amounts follows:

BHSU	Library	\$1,700,000
	Water Main Replacement	\$700,000
	Tunnel Repairs	\$100,000

DSU	East Hall Renovations	\$2,500,000
SDSM&T	Devereaux Library	\$4,000,000
SDSU	Lincoln Hall Renovations	\$10,000,000
USD	Library	\$2,250,000
	East Hall	<u>\$3,250,000</u>
Total		\$24,500,000

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – D
DATE: October 2-3, 2019

SUBJECT

USD Health Sciences Building Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6:4](#) – Capital Improvements

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

The University of South Dakota requests approval of its Preliminary Facility Statement to plan a 45,000 square foot state-of-the-art Health Sciences building that will support the anticipated growth and demand for health care workforce professionals in South Dakota. The new facility will provide a contemporary environment that strengthens the environment for classrooms, lab settings, collaborative and inter-professional efforts, and hands-on experiences in healthcare simulation, which are a critical focus of the School of Health Sciences (SHS).

Over the last ten years more than 4,400 individuals earned at least one degree from the School of Health Sciences. About sixty-three percent of those individuals (approximately 2,800 graduates) are working and/or living in South Dakota. As Health Science programs and the need for Health Science professionals has significantly expanded over the last 10-15 years, a new Health Sciences building has become a significant need at the University of South Dakota (USD). Currently, the Health Sciences programs are scattered at multiple locations across campus, with the majority housed in Julian Hall which was originally built in 1950 as a residence hall but now is being used for different purposes. Julian Hall is not an adequate facility for the Health Sciences programs. Current faculty office space,

(Continued)

DRAFT MOTION 20191002_6-D:

I move to approve USD's Preliminary Facility Statement for the Health Sciences Building.

classroom space, and laboratory space is antiquated and inadequate to accommodate current needs and future growth.

The proposed funding sources are: Capital HEFF Bond for \$7.5M, Private and USD Funds of \$4.5M, and a one-time state appropriation of \$10M.

Additional details of this project can be found in USD's attached Preliminary Facility Statement. If approved, the Board president should appoint a building committee representative to oversee the development of the project plan and cost estimates.

IMPACT AND RECOMMENDATIONS

According to USD, primary constituents to be served by this facility are the students, faculty, and staff of eight of the ten Health Sciences majors (Addiction Counseling and Prevention, Dental Hygiene, Health Sciences, Masters of Public Health, Medical Laboratory, Nursing, Physician Assistant, and Social Work). Additionally, external constituents will be served through the use of clinical skills, simulation and dental hygiene clinic space that will exist in the new facility. The focus of this project is to provide a state-of-the-art contemporary building which will support the academic, research, and service missions of eight of USD's fastest growing majors in health professional disciplines.

Approval of the Preliminary Facility Statement allows the campus to do appropriate planning and does not constitute approval of the project by the Board. The planning phase of the project is recommended.

ATTACHMENTS

Attachment I – USD Health Sciences Building PFS

PRELIMINARY FACILITY STATEMENT

Health Sciences Building

THE UNIVERSITY OF SOUTH DAKOTA

a. General Programmatic needs to be addressed:

A new 45,000 square-foot state of the art Health Sciences building will support the necessary and anticipated growth in demand for a health care workforce and provide a contemporary facility that strengthens the opportunities for inter-professional, collaborative, hands-on experiences in simulation, classroom, and lab settings which are a critical focus of the School of Health Sciences (SHS).

Over the last ten years more than 4,400 individuals earned at least one degree from the SHS. About sixty-three percent of those individuals –approximately 2,800 graduates- are working and/or living in South Dakota. As Health Science programs and the need for Health Science professionals has significantly expanded over the last 10-15 years, a new Health Sciences building has become a significant need at the University of South Dakota (USD). Currently, the Health Sciences programs are scattered at multiple locations across campus, with the majority housed in Julian Hall which was originally built in 1950 as a residence hall but now is being used for different purposes. Julian Hall is not an adequate facility for the Health Sciences programs. Current faculty office space, classroom space, and laboratory space is antiquated and inadequate to accommodate current needs and future growth.

b. Analysis of the student body or constituents to be served:

Primary constituents to be served by this facility are the students, faculty, and staff of eight (8) of the ten (10) Health Sciences majors (Addiction Counseling and Prevention, Dental Hygiene, Health Sciences, Masters of Public Health, Medical Laboratory, Nursing, Physician Assistant, and Social Work). Additionally, external constituents will be served through the use of clinical skills, simulation and dental hygiene clinic space that will exist in the new facility. The focus of this project is to provide a state-of-the-art contemporary building which will support the academic, research, and service missions of eight (8) of USD's fastest growing majors in health professional disciplines.

c. Additional Services To be Offered:

The new building will include smart classrooms with latest technologies to enhance student learning in addition to small group learning space, student study space, and a student lounge. Learning space will be designed to maximize interdisciplinary learning opportunities, including a simulation center and a dental hygiene clinic which will incorporate leading technologies to provide modern education and training. Future physician assistants, nurses, dental hygienists, social workers, addiction counselors, and other health professionals will learn to work together at the forefront of collaborative education and research to provide improved teaching-learning environments. The collaborative approach to healthcare education will lead to new efficiencies and lower health-care costs.

The simulation center will have hospital-style rooms and control-observation rooms with the capability to broadcast to nearby classrooms. The simulation center will have high-fidelity manikins that will be programmed to suffer from a variety of health issues. In addition, manikins will be housed in a home-like setting to simulate a home-care situation and to mimic a rural patient with a common chronic illness, such as chronic obstructive pulmonary disease, hypertension, mental health,

or obesity, the most prevalent health concerns of rural residents. Home health care patients, especially in the rural areas, require monitoring by telehealth systems. Therefore, healthcare providers must be competent in using those systems. Integrating remote presence technology within a simulation scenario, will allow students to develop telehealth competencies. The simulation center equipment will enhance healthcare education with opportunities to practice patient care using electronic medical record management and telehealth services prior to the on-site experiential work.

The dental clinic, currently located in East Hall, will be moved to the new building to meet new clinic standards and requirements, where students learn under the supervision of a licensed dentist and a licensed hygienist.

d. Compliance with Master Plan:

The new Health Sciences Building is an important element in the commitment to the University's Strategic and Campus Facilities plans. The facility furthers the University's efforts in educating exceptionally qualified healthcare professionals and strengthens South Dakota in its efforts to expand rural health care and grow its use of innovative telehealth technologies to better meet the physical and mental health needs of its citizens. The Lee Medicine building was designed to allow for expansion to the west side of the building. The School of Health Sciences would be either an expansion to Lee Medicine building or built next to Lee Medical Building.

e. Analysis of needs assessment based on the Facilities Utilization Report:

Currently, Health Sciences programs are scattered across campus, with some located in antiquated buildings and/or space that was not initially designed for academic program use. Classroom space is very limited and does not accommodate for future growth. Location fragmentation has created barriers in achieving efficiencies, increasing collaborative experiences, and in planning for growth beyond current capacity. Occupancy in aging former dorms and cramped facilities creates on-going challenges in meeting accreditation and regulatory standards for several of the programs. Faculty office space, as well as classroom and laboratory space are inadequate and have limited access to technology. There are only two classrooms in Lee Medicine dedicated to the Health Sciences majors, each with a maximum capacity of sixty-eight (68) students. The existing dental Hygiene clinic space in East Hall is inadequate with tight space between patient chairs. East Hall has poor climate control which affects the shelf life of most temperature sensitive supplies. The existing simulation center in Lee Medicine has limited capacity and can't accommodate for the current growth in enrollment. Students in the Physician Assistant program must travel to Sioux Falls for simulated learning experiences.

f. Location:

Southwest corner of campus, on the corner of East Clark Street and North Dakota Street.

g. Relocation of old space, if any:

Julian Hall and Julian Hall Addition would be demolished, pending Legislative approval, once the Health Sciences Building is completed.

h. Proposed funding source/sources:

The current proposed funding sources are:

Capital HEFF Bond (\$7.5M), Private and USD Funds (\$4.5M) and a one-time state appropriation (\$10M).

i. Budget for development of a Facility Program Plan:

The budget for development of a Facility Program Plan is \$100,000

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – E

DATE: October 2-3, 2019

SUBJECT

**Dakota State University Education and Economic Development Corporation
(DSUSOAR)**

CONTROLLING STATUTE, RULE, OR POLICY

SDCL chapter [5-29](#) – Research Parks

SDCL chapter [47-22](#) – Nonprofit Corporations – Formation and General Powers

BACKGROUND / DISCUSSION

The 2012 Legislature enacted SDCL ch 5-29, which supplements its earlier actions by providing the Board with express, comprehensive authority to create research parks and to provide for their governance and operation. SL 2012, ch 46. In particular, SDCL § 5-29-16 authorizes the Board to form nonprofit research park corporations, “separate and apart from the state, to construct, finance, develop, maintain, and operate research parks,” and SDCL § 5-29-17 stipulates that each research park corporation formed by the Board pursuant to § 5-29-16 “be governed by, and all of the corporation's functions, powers, and duties shall be exercised by, a board appointed by the Board of Regents” and have the Board of Regents as its sole member.”

Dakota State University requests that the Board authorize the formation of a nonprofit corporation (DSUSOAR) pursuant to its authority under SDCL chapter 5-29, and consistent with the Articles of Incorporation set forth in Attachment I, and the By-Laws set forth in Attachment II. Additional information on the background, operations, and model of DSUSOAR can be found in Attachment III.

IMPACT AND RECOMMENDATION

DSUSOAR will serve two primary purposes for DSU:

(Continued)

DRAFT MOTION 20191002_6-E:

I move to authorize Executive Director Beran, President Griffiths, and Provost Moran to incorporate DSUSOAR by filing Articles of Incorporation in substantially similar form to those set forth in Attachment I, to adopt the by-laws for the corporation in substantially similar form to those set forth in Attachment II, and begin the process of developing the programs and activities to support the purpose of this corporation.

1. To promote and provide cyber and related education programs to individuals outside of the traditional credit bearing and post-secondary degree granting environment; and
2. Develop, maintain and operate economic development initiatives that support the teaching, research, or service mission of the university by expanding opportunities for Dakota State University faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service. This will also include the development of a research park.

ATTACHMENTS

Attachment I – Articles of Incorporation of DSUSOAR

Attachment II – DSUSOAR Bylaws

Attachment III – DSUSOAR Fact Sheet

**ARTICLES OF INCORPORATION OF
DSUSOAR**

We, the undersigned, of full age, for the purpose of forming a corporation under and pursuant to SDCL 5-29 and the provisions of the South Dakota Nonprofit Corporation Act, South Dakota Codified Laws, Chapters 47-22 to 47-28, inclusive, and the laws amendatory thereof and supplementary thereto, do hereby associate ourselves as a body corporate and adopt the following Articles of Incorporation.

ARTICLE I

The name of this corporation shall be DSUSOAR.

ARTICLE II

This corporation is formed exclusively for the purpose of developing, maintaining and operating economic development initiatives that support the teaching, research, or service mission of Dakota State University by expanding opportunities for South Dakota faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service as defined in SDCL § 5-29-2(3), in furtherance thereby of the objectives stated in § 5-29-1, and all acts incident to or necessary for the accomplishment of the aforesaid purposes and do any and all acts incidental to the transaction of the business of this corporation or expedient for the attainment of the purposes stated herein.

Within the framework of these purposes, this corporation is organized and shall be operated exclusively to engage in, advance, promote, and administer charitable, educational, and scientific activities and projects of every kind and nature whatsoever in its own behalf or as the agent, trustee, or representative of others; to connect core university activities with private sector resources and companies, to foster entrepreneurship and commercialization through a robust incubation program, to grow university research capacity, resources and talent, to facilitate physical infrastructure

necessary to support creation and attraction of research and innovation based businesses, and to aid, assist, and contribute to the support of corporations, associations, and institutions which are operated exclusively for such purposes and which are described in Section 501 of the Internal Revenue Code of 1986. For those purposes and not otherwise, this corporation shall have only such powers as are required by and are consistent with the foregoing purposes, including the power to acquire and receive funds and property of every kind and nature whatsoever, whether by purchase, conveyance, lease, gift, grant, bequest, legacy, devise, or otherwise, and to own, hold, expend, make gifts, grants, and contributions of, and to convey, transfer, and dispose of any funds and property and the income therefrom for the furtherance of the purposes of this corporation hereinabove set forth, of any of them, and to lease, mortgage, encumber, and use the same, and such powers which are consistent with the foregoing purposes and which are afforded to this corporation by the South Dakota Nonprofit Corporation Act, and by any future laws amendatory thereof and supplementary thereto. Provided, however, that all such powers of the corporation shall be exercised only so that this corporation's operations shall be exclusively within the contemplation of Section 501 of the Internal Revenue Code of 1986.

ARTICLE III

No part of the net income or net earnings of this corporation shall inure to the benefit of any director, or individual, and no substantial part of its activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. This corporation shall not participate in or intervene (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.

All references in these Articles of Incorporation to Sections of the Internal Revenue Code include any provisions thereof adopted by future amendments thereto and any cognate provisions in future internal revenue codes to the extent such provisions are applicable to this corporation.

ARTICLE IV

The period of duration of corporation existence of this corporation shall be perpetual.

ARTICLE V

The initial registered office of this corporation is c/o President's Office, Dakota State University, 820 N. Washington Ave. Madison, South Dakota, 57042-1799. The name of this corporation's initial registered agent at such address is José-Marie Griffiths, who by her signature as an incorporator consents to serve as registered agent.

ARTICLE VI

The name and address of each incorporator is:

<u>Name</u>	<u>Post Office Address</u>
José-Marie Griffiths	820 N. Washington Ave. Madison, SD 57042
Jim Moran	820 N. Washington Ave. Madison, SD 57042
Paul Beran	306 E. Capital Avenue, Ste 200 Pierre, SD 57532

ARTICLE VII

The operation of this Corporation shall be governed by its Board of Directors. The number of directors constituting the initial Board is five (5). The names and addresses of the persons who are to serve as such directors until the first annual meeting of the Member or until their successors are appointed and shall qualify, are:

<u>Name</u>	<u>Post Office Address</u>
José-Marie Griffiths	820 N. Washington Ave. Madison, SD 57042
Jim Moran	820 N. Washington Ave. Madison, SD 57042
Richard Hanson	820 N. Washington Ave.

	Madison, SD 57042
Stacy Krusemark	820 N. Washington Ave. Madison, SD 57042
Paul Beran	306 E. Capital Avenue, Ste 200 Pierre, SD 57532

ARTICLE VIII

The By-Laws of the corporation shall hereafter determine the number of directors of the corporation, subject to the approval of the Member. The Directors shall be appointed at the annual meeting by the Member. Directors of this corporation shall not be personally liable for the payment of any debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the directors be subject to the payment of the debts or obligations of this corporation to any extent whatsoever. Time and place of the meetings of the Board of Directors and such other regulations with respect to them as are not in consistent with the provisions of these Articles of Incorporation, shall be specified, from time to time, in the By-Laws of this corporation.

ARTICLE IX

This corporation shall have no capital stock and there shall be one Member with voting rights of this corporation, the South Dakota Board of Regents.

ARTICLE X

These Articles of Incorporation may be amended from time to time in the manner prescribed by law, but no such amendment shall change the purpose of the corporation, the provisions of Article VII, Article VIII, Article IX or Article XI, hereof, without the consent of the Member.

ARTICLE XI

This corporation may be dissolved in accordance with the laws of the State of South Dakota. Upon dissolution of this corporation any surplus property remaining after the payment of its debts shall be disposed of by transfer to one or more of the institutions governed by the Member in support

their educational and research activities, in such proportions as the Board of Directors of this corporation shall determine, subject to the approval of the Member.

Notwithstanding any provision herein to the contrary, nothing herein shall be construed to affect the disposition of property and assets held by this corporation upon trust or other condition, or subject to any executory or special limitation, and such property, upon dissolution of this corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

IN WITNESS WHEREOF, we have hereunto set our hands this ____ day of October, 2019.

José-Marie Griffiths

Jim Moran

Paul Beran

STATE OF SOUTH DAKOTA)

: ss

COUNTY OF _____)

On this ____ day of October, 2019, before me, the undersigned officer, personally appeared José-Marie Griffiths, known to me or satisfactorily proven to be the person whose name is subscribed to the within instrument and acknowledged that she executed the same for the purposes therein contained.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

[SEAL]

My Commission Expires: _____

Notary Public - State of South Dakota

STATE OF SOUTH DAKOTA)

: ss

COUNTY OF _____)

On this ____ day of October 2019, before me, the undersigned officer, personally appeared Jim Moran, known to me or satisfactorily proven to be the person whose name is subscribed to the within instrument and acknowledged that he executed the same for the purposes therein contained.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

[SEAL]

My Commission Expires: _____

Notary Public - State of South Dakota

STATE OF SOUTH DAKOTA)

: ss

COUNTY OF _____)

On this ____ day of October 2019, before me, the undersigned officer, personally appeared Paul Beran, known to me or satisfactorily proven to be the person whose name is subscribed to the within instrument and acknowledged that he executed the same for the purposes therein contained.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

[SEAL]

My Commission Expires: _____

Notary Public - State of South Dakota

**BYLAWS
OF
DSUSOAR INC.**

ARTICLE I

Location

The principal office of this corporation, at which the general business of this corporation shall be transacted and where the record of this corporation shall be kept, shall be at 820 N. Washington Ave., Madison, SD 57042.

ARTICLE II

Purpose

The purposes of the Corporation are to develop and provide cyber and related education programs to individuals outside of the traditional credit bearing and post-secondary degree granting environment and to maintain and operate economic development initiatives that support the teaching, research, or service mission of the university by expanding opportunities for South Dakota faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service. This will also include the development of a research park.

ARTICLE III

Members and Annual Meeting

As provided in the Articles of Incorporation, this corporation has one member with voting rights, the South Dakota Board of Regents, which shall hold its annual meeting of the Member pursuant to SDCL 47-23-4 immediately following the first regularly scheduled meeting of the South Dakota Board of Regents in each calendar year, or at such other time and place as may be designated from time to time by the member.

ARTICLE IV

Directors

The Board of Directors shall consist of five (5) to nine (9) members. The President of Dakota State University shall serve as an ex officio, voting member of the Board of Directors. The Member of the Corporation may also designate other ex officio members without vote as needed. The initial Board of Directors shall be the initial five Directors set forth in the Articles of Incorporation and such additional directors appointed by the Member from the slate of nominees submitted by the President of DSU, which may be supplemented by the Member. These Directors shall serve a one-year term as the Board of Directors.

Thereafter, all Directors shall be appointed by the Member at the annual meeting of the Member from a slate of nominees submitted by the current Board of Directors directly or through a nominating committee under Article VI, Section 1, which may be supplemented by the Member.

Each Director shall hold office until his or her successor has been selected and qualified at the next regular annual meeting of the Board of Directors following the expiration of his term, unless such Director sooner dies, resigns, or is removed from the Board of Directors. After the initial one-year term for all directors, as close to as possible equal proportions of Directors shall be

appointed to a one (1) year term; a two (2) year term and a three (3) year term, so that there are staggered terms.

Thereafter, each Director shall serve a three (3) year term. The Member shall approve selections of the remaining Directors to fill vacancies as they arise upon death, resignation, removal, or expiration of term, and Directors may be reappointed for three terms, and upon expiration of a term, shall serve until the vacancy is filled.

ARTICLE V

Meetings of the Board of Directors

Section 1. The annual meeting of the Board of Directors shall be held at such time in the month of March in each year as may be designated from time to time by the Board of Directors and at the place, within or without the State of South Dakota, designated from time to time by the Board of Directors.

Section 2. Other regular meetings of the Board of Directors may be established by the Board of Directors. Such meetings may be held without notice at the principal office of this corporation or at such other place or places as the Board of Directors from time to time designate.

Section 3. Special meetings of the Board of Directors may be called at any time by (a) the Chair of the Board of Directors, or (b) by the Board of Directors, or (c) upon the written request of three or more members of the Board of Directors. Any person or group of persons entitled to call a special meeting of the Board of Directors may make a written request to the Secretary to call the meeting, and the Secretary shall give notice of the meeting, setting forth the time, place and purpose thereof, to be held between five and thirty days after receiving the request.

Section 4. Written notice of each annual meeting of the Board of Directors stating the time and place thereof shall, unless sent electronically pursuant to Article IV, Section 7 below, be mailed, postage prepaid, not less than five nor more than thirty days before the meeting, excluding the day of the meeting, to each director at his or her address according to the last available records of this corporation. No business shall be transacted at any special meeting other than the business specified in such notice. Any director may make written waiver of notice before, at, or after a meeting. The waiver shall be filed with the person who has been designated to act as Secretary of the meeting, who shall enter it upon the records of the meeting. Appearance at a meeting is deemed a waiver unless it is solely for the purpose of asserting the illegality of the meeting.

Section 5. At all meetings of the Board of Directors, each director shall be entitled to cast one vote on any question coming before the meeting. The presence of a majority of the Board of Directors shall constitute a quorum at any meeting thereof, but the directors present at any meeting, although less than a quorum, may adjourn the meeting from time to time. Except as otherwise provided by law or these Bylaws, a majority vote of the directors present at any meeting, if there be a quorum, shall be sufficient to transact any business.

Section 6. When a meeting of the Board of Directors is adjourned to another time or place, notice of the adjourned meeting need not be given other than by announcement at the meeting at which adjournment is taken.

Section 7. Any notices required to be provided hereunder by written notice may also be provided by electronic email to the noticed party's email address as listed in the records of the Corporation. Any action that could be taken at a meeting of the Board of Directors may be taken without a meeting when authorized in writing signed by all of the directors. The Directors may participate in a meeting of the Board or a Committee of the Board by means of any electronic-based conferencing equipment, and such participation shall constitute presence in person at such meeting.

Section 8. Directors may be removed by the Member for cause, including incompetence, neglect of duty, or malfeasance in office.

Section 9. Any individual appointed to the Board of Directors or other corporate position may hold a concurrent position as a member, employee or officer of the Member, including a member, employee or officer also identified as representing the Member for the purposes of these Bylaws; and in such event, there shall be no liability on the part of any such individual for breach of any fiduciary obligation, to either the corporation or to the Member, arising from acts or omissions committed in good faith in reliance on the terms of this Agreement and the conditions of his or her appointment.

ARTICLE VI

Officers

Section 1. The officers of this corporation shall be a President, a Vice President, a Secretary-Treasurer and such other officers as the Board of Directors may from time to time designate. For purposes of presiding and conducting the meetings of the Board of Directors and serving as a spokesperson for the Board, the President of Dakota State University shall serve as Chair of the Board of Directors. The Chair of the Board of Directors shall preside at meetings of the Board of Directors. Officers shall be elected by the Board of Directors to serve until their respective successors are chosen and have qualified. Any officer may at any time be removed by the Board of Directors with or without cause. The same person may hold any two offices at the same time except the offices of (a) President and Vice President and (b) President and Secretary-Treasurer. The officers need not be directors of this corporation.

Section 2. The President shall be the chief executive officer of this corporation. He or she shall preside at all meetings of the Board of Directors in the absence of the Chair of the Board. He or she shall have general supervision, direction, and active management of the affairs of this corporation. He or she shall execute on behalf of this corporation all contracts, deeds, conveyances, and other instruments in writing which may be required or authorized by the Board of Directors for the proper and necessary transaction of the business of the corporation.

Section 3. The Vice President shall perform the duties of the President in the case of the latter's absence or disability. The execution by the Vice President on behalf of this corporation of any instrument shall have the same force and effect as if it were executed on behalf of the corporation by the President.

Section 4. The Secretary-Treasurer shall record all proceedings of the meetings of the Board of Directors in a book to be kept for that purpose. He or she shall give or cause to be given all

notices of meetings of the Board of Directors and all other notices required by law or by these Bylaws, and in case of his or her absence or refusal or neglect to do so, any such notice may be given by the President or Vice President.

The Secretary-Treasurer shall be the custodian of all books, correspondence, and papers relating to the business of this corporation. He or she shall join with the President or Vice President in the execution on behalf of this corporation of all contracts, deeds, conveyances, and other instruments in writing which may be required or authorized to be so executed by the Board of Directors for the proper and necessary transaction of the business of this corporation.

The Secretary-Treasurer shall present at each annual meeting of the Board of Directors a full report of the transactions and affairs of this corporation for the preceding year and shall also prepare and present to the Board of Directors such other reports as it may desire and request at such time or times as it may designate.

The Secretary-Treasurer shall also have the custody of all the funds and securities of this corporation. When necessary and proper he or she shall endorse on behalf of this corporation all checks, drafts, notes and other obligations and evidences of the payment of money payable to this corporation or coming into his or her possession, and shall deposit the same, together with all other funds of this corporation coming into his or her possession, in such bank or banks as may be selected by the Board of Directors. He or she shall keep full and accurate account of all receipts and disbursements of this corporation in books belonging to the corporation, which shall be open at all times to the inspection of the Board of Directors. He or she shall from time to time make such other reports to the Board of Directors as it may require.

Section 5. Any officer of this corporation, in addition to the powers conferred upon him or her by these Bylaws shall have such additional powers and perform such additional duties as may be prescribed from time to time by said Board.

ARTICLE VII

Committees

Section 1. The Board of Directors may act by and through such committees as may be specified in resolutions adopted by a majority of the directors in office. Each committee shall have such duties and responsibilities as are granted to it from time to time by the Board of Directors. Each such committee shall at all times be subject to the control and direction of the Board of Directors.

Section 2. The Board of Directors shall, by resolution adopted by a majority of the entire board, designate from among its members an Executive Committee consisting of three or more Directors, including the Chair of the Board of Directors. The Board of Directors may designate one or more Directors as alternate members of the Executive Committee, who may replace any absent member or members of the Executive Committee at any meeting thereof. In the interim between meetings of the Board of Directors, the Executive Committee shall have all the authority of the Board of Directors except to amend these Bylaws or as otherwise provided by law. All acts done and powers and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be certified as being, the act and under the authority of the Board of Directors. The Chair of the Board, or the

Vice President in the absence of the Chair of the Board, shall preside at all meetings of the Executive Committee. The Executive Committee shall elect from its members a chairman to preside at any meeting of the Executive Committee at which the Chair of the Board and the President shall be absent. Two members of the Executive Committee shall constitute a quorum for the transaction of business.

Section 3. Each committee of this corporation may establish the time for its regular meetings and may change that time as it from time to time deems advisable. Special meetings of any committee of this corporation may be called by the chairman of that committee, or by the President. Two days' notice by mail, telephone, or electronic communication shall be given of any special meeting of a committee. At all meetings of a committee of this corporation each member thereof shall be entitled to cast one vote on any question coming before such meeting. The presence of a majority of the membership of any committee of this corporation shall constitute a quorum at any meeting thereof, but the members of a committee present at any such meeting, although less than a quorum, may adjourn the meeting from time to time. A majority vote of the members of a committee of this corporation present at any meeting thereof, if there be a quorum, shall be sufficient for the transaction of the business of such committee.

ARTICLE VIII

Fiscal Year

Unless otherwise fixed by the Board of Directors, the fiscal year of this corporation shall begin on July 1 and end on the succeeding June 30.

ARTICLE IX

Miscellaneous

Section 1. This corporation may have a corporate seal, which may be altered from time to time by resolution of the Board of Directors.

Section 2. These Bylaws may be amended from time to time in the manner prescribed by law. Notwithstanding the foregoing, without consent of the Member, Article IV of these Bylaws may not be amended.

Section 3. To the full extent permitted by any applicable law, this corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, wherever brought, whether civil, criminal, administrative or investigative, other than an action by or in the right of the corporation, by reason of the fact that such person is or was a director, officer, employee, or member of a committee of this corporation, against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding. Indemnification provided by this Bylaw shall be in addition to and independent of and shall not be deemed exclusive of any other rights to indemnification to which any person may be entitled by contract or otherwise under law. Indemnification provided by this Bylaw shall continue as to a person who has ceased to be a member of the Board of Directors, officer, employee or committee member, shall inure to the benefit of the heirs, executors and administrators of such person and shall apply whether or not the claim against

such person arises out of matters occurring before the adoption of this Bylaw. However, any indemnification realized other than under this Bylaw shall apply as a credit against any indemnification provided by this Bylaw.

This corporation may, to the full extent permitted by applicable law from time to time in effect, purchase and maintain insurance on behalf of any person who is or was a member of the Board of Directors, officer or employee of this corporation or a member of a committee of this corporation against any liability asserted against such person and incurred by such person in any such capacity.

Section 4. Notwithstanding anything herein to the contrary, it is the parties' intent that nothing in these Bylaws waives any applicable sovereign or Eleventh Amendment immunity of the Member, Board of Directors, or their agents, managers, employees, or persons operating through them.

The foregoing Bylaws were adopted by the _____ on the ____ day of _____ 2019.

Secretary

DSUSOAR Background Information

DSUSOAR is being formed as a Dakota State University (DSU) affiliated organization to enhance the mission of the university by providing a flexible structure that will meet current and future multi-level workforce training needs for individuals, corporations and government agencies. There are three primary objectives:

1. To provide cyber and related education programs to individuals outside of the traditional credit-bearing and post-secondary degree granting environment. These courses will typically be provided outside of the University campus; and
2. Develop, maintain and operate economic development initiatives that support the teaching, research, or service mission of the university by expanding opportunities for South Dakota faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service; and
3. Support the utilization of the Heartland Technology Center as a DSU affiliated research park and other future research park activities.

Organization:

1. DSUSOAR will meet the intent of South Dakota Codified Law 5-29-16.
5-29-16. Formation of research park corporations. The Board of Regents may form one or more research park corporations, separate and apart from the state, to construct, finance, develop, maintain, and operate research parks or economic development initiatives that support the teaching, research, or service mission of the university system by expanding opportunities for South Dakota faculty members, researchers, and students to participate in the application of research results and technological innovations in commerce, government, or public service.
2. DSUSOAR is being formed as a South Dakota non-profit corporation and will apply for IRS tax exemption under Section 501(c)(3) of the IRS code;
3. DSUSOAR is a Member corporation with the South Dakota Board of Regents as the Sole Member;
4. The governance of DSUSOAR will be through a board of directors;
5. The members of the Board of Directors will be appointed by the Member;
6. After initial appointment to staggered terms, Directors will serve three-year terms and be eligible for a total of three terms.

Business Model

DSUSOAR has a phased development plan to begin operations and implement its services and products.

Phase 1. Provide cyber and related education programs to individuals outside of the traditional credit bearing and post-secondary degree granting environment. Courses will be provided in a variety of locations depending on market demand. Projects may include:

1. Providing professional development programs for current IT and cyber professionals;

2. Offering micro-credential and certificate courses in cybersecurity; and
3. Lead consortia relationships with other universities to address the demand for large-scale non-credit training programs.

Phase 2. Economic development initiatives

1. Provide support services to faculty and staff members who wish to engage in consulting activities but lack the support to do so efficiently.
 - a. Accounting
 - b. Legal
 - c. Insurance
 - d. Other
2. Lease space to startup and established firms in the Heartland Technology Center and future facilities controlled by DSU or related organizations.
3. Provide startup assistance to faculty, students and staff.
 - a. Consultation with Entrepreneur in Residence and other business experts
 - b. Business plan development
 - c. Financial planning

Operations

1. Staffing
 - a. DSU provided support for certain services
 - i. Administrative support
 - ii. Accounting
 - iii. Human Resources
 - b. Contracted services for payroll
 - c. Faculty
2. Revenue sources
 - a. Fees for education programs
 - b. Rental fees for Research Park space
 - c. Fees for services provided to faculty
 - d. Business partner contracts
3. Expenses
 - a. DSU provided services
 - b. Faculty expense for courses
 - c. Payroll and accounting costs
 - d. Supplies and infrastructure access

Implementation Plan

1. Present plan to the South Dakota Board of Regents and obtain approval
2. Develop an agreement with DSU for startup assistance and in-kind support of DSUSOAR
3. File Articles of Incorporation
4. Apply for IRS tax-exempt status
5. Develop required agreements and get advice on any legal or accounting questions or documentation
 - a. General form of a consulting agreement
 - b. Faculty contract/agreements
 - c. NDAs, Confidentiality, Conflict of interest
 - d. UBIT
 - e. Sales tax
6. Have initial board meeting
 - a. Elect officers and any new Directors
 - b. Approve a basic set of governance and management policies
 - c. Adopt corporate banking resolution
7. Apply for required and needed designations:
 - a. EIN;
 - b. DUNS number;
 - c. SAM (System for Award Management); and
 - d. CAGE (Commercial And Government Entity).
8. Establish required infrastructure
 - a. Create accounting framework
 - b. Establish appropriate administrative and academic policies
 - c. Establish bank accounts
 - d. Payroll services
9. Hold discussions with Faculty in all colleges about the concept of DSUSOAR
10. Determine initial markets and courses
11. Determine faculty for Phase 1 courses
12. Develop course content for Phase 1 implementation
13. Develop marketing approach and materials

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – F
DATE: October 2-3, 2019

SUBJECT

MidAmerican Energy Company Easement Resolution (USD)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [5-2-10](#) – Public easements over state and county lands for conservation and parks
SDCL [5-2-11](#) – Application for conveyance or easement on state-owned lands

BACKGROUND / DISCUSSION

MidAmerican Energy Company is seeking an easement for construction of a natural gas transmission / distribution pipeline across a portion of the land occupied by the University of South Dakota (USD) in Clay County. The location of the natural gas pipeline does not unnecessarily interfere with USD's use of the land, and construction of the pipeline is in furtherance of the renovations at the Dakota Dome.

IMPACT AND RECOMMENDATION

USD requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to MidAmerican Energy Company to erect, construct, reconstruct, replace, repair, use, maintain, and operate a natural gas transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such pipeline. The foregoing will allow MidAmerican Energy Company to locate and/or maintain a portion of its natural gas pipeline on USD's property in Clay County.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to MidAmerican Energy Company
Attachment II – Draft Easement to MidAmerican Energy Company (Exhibit I of Resolution)
Attachment III – Easement Map (Exhibit A to Draft Easement)

DRAFT MOTION 20191002_6-F:

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement through, under, in, on and across portions of land occupied by the University of South Dakota for the use and benefit of MidAmerican Energy Company

The South Dakota Board of Regents (hereinafter referred to as “Grantor”), on behalf of the University of South Dakota, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to ratify, effectuate, or grant to MidAmerican Energy Company, an easement to erect, construct, reconstruct, replace, repair, use, maintain, and operate a natural gas transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such natural gas pipeline through, under, in, on and across the following legally described real estate within Clay County, South Dakota:

A strip of land ten (10) feet in width, consisting of five (5) feet on either side of the center line of the pipeline as constructed, and insofar as possible the center line shall be five (5) feet from the west edge of the property, excepting that portion of the pipeline running in an east-west direction to connect to the Dakota Dome, situated in THE NORTH WEST ¼ OF THE NORTHEAST ¼ OF THE NORTHEAST ¼ OF SECTION 13, TOWNSHIP 92, RANGE 52 West of the 5th Principal Meridian

as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

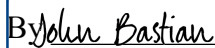
Grantor requests that any ratification, effectuation, or grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by the Office of School and Public Lands and attached hereto as Exhibit I, without restricting the ability of the parties to further revise, negotiate, and finalize the details of the final document(s).

Grantor requests that any ratification, effectuation, or grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee’s use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee’s use of the property.

Dated this 9th day of October, 2019

SOUTH DAKOTA BOARD OF REGENTS

DocuSigned by:



970781E2811044F...

John W. Bastian

Acting President / Vice President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board on the 3rd day of October, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this 9th day of October, 2019

SOUTH DAKOTA BOARD OF REGENTS

DocuSigned by:
By *Jim Morgan*
2F019214E2634EC...
James Morgan
Secretary

**THIS DOCUMENT PREPARED BY:
OFFICE OF SCHOOL AND PUBLIC LANDS
(605)773-3303
500 EAST CAPITOL AVENUE
PIERRE, SOUTH DAKOTA 57501-5070**

**STATE OF SOUTH DAKOTA
PERMANENT EASEMENT**

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501[the "State"] and between MidAmerican Energy Company, PO Box 657, Des Moines IA 50306 ["MidAmerican Energy"].

WHEREAS MidAmerican Energy is desirous of acquiring a permanent easement for the purpose of constructing and maintaining a natural gas transmission or distribution pipeline and related facilities above and below the surface of the proposed easement area upon land belonging to the State, and the State is desirous of cooperating with MidAmerican Energy for said Easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One Dollar (\$1), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to MidAmerican Energy a Permanent Easement for the following described purposes: the right to erect, construct, reconstruct, replace, repair, use, maintain, and operate a natural gas transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such natural gas pipeline through, under, in, on and across the following legally described real estate within the County of Clay, State of South Dakota (the "Easement Area"):

A strip of land ten (10) feet in width, consisting of five (5) feet on either side of the center line of the pipeline as constructed, and insofar as possible the center line shall be five (5) feet from the west edge of the property, excepting that portion of the pipeline running in an east-west direction to connect to the Dakota Dome, situated in the Northwest $\frac{1}{4}$ of the Northeast $\frac{1}{4}$ of the Northeast $\frac{1}{4}$ of Section 13, Township 92, Range 52 West of the 5th Principal Meridian, Clay County, South Dakota, as further shown in

Exhibit A, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

2. MidAmerican Energy agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or MidAmerican Energy may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. MidAmerican Energy further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the natural gas pipeline and other utilities or structures installed by MidAmerican Energy and associated with the operation and maintenance of said pipeline.

4. MidAmerican Energy further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the natural gas pipeline and other utilities or structures installed by MidAmerican Energy and associated with the operation and maintenance of said pipeline and MidAmerican Energy agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive the State's sovereign immunity.

5. MidAmerican Energy further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, MidAmerican Energy will not impose special assessments on the State to pay for connection costs to MidAmerican Energy that may be associated with the development of the above describe area.

7. The land herein described is to be used for the natural gas pipeline and other utilities or structures associated with the operation and maintenance of said pipeline and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and MidAmerican Energy. This agreement supersedes any other written or oral agreements between the State and MidAmerican Energy pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and MidAmerican Energy or their respective heirs, representatives, executors, administrators, successors and assigns.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 2019.

STATE OF SOUTH DAKOTA

BY: _____
Kristi Noem
Governor

ATTEST: _____
Ryan Brunner
Commissioner of School and Public Lands

MIDAMERICAN ENERGY COMPANY

BY: _____

ITS: _____

ACKNOWLEDGMENTS

[illegible]

On this ____ day of _____, 2019, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

Notary Seal

Notary Public

Commission Expires

[illegible]

On this ____ day of _____, 2019, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

[illegible]

On this ____ day of _____, 2019, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of MidAmerican Energy Company and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of MidAmerican Energy Company, as _____.

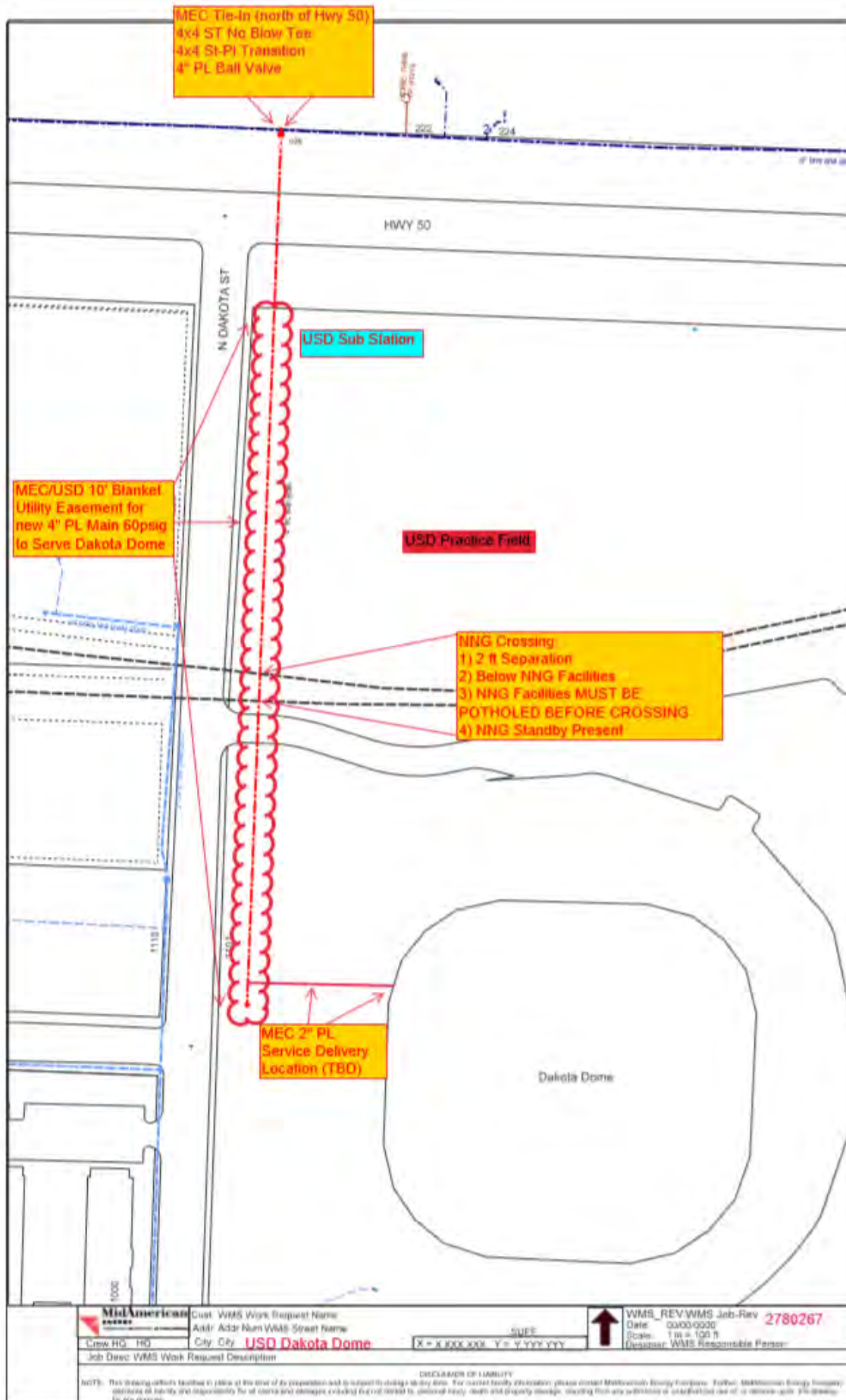
Notary Seal

Notary Public

Commission Expires

EXHIBIT A

LOCATED IN Northwest ¼ of the Northeast ¼ of the Northeast ¼ of Section 13, Township 92, Range 52 West of the 5th Principal Meridian, Clay County SD



SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7

DATE: October 2-3, 2019

SUBJECT

Diversity Panel: Intersection of Education and Workforce

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

During its October meeting, the Board of Regents will host a panel discussion on the significance of educating future employees on diversity and cultural awareness. This discussion between the Board and business/industry professionals will take place from 3:30-5:00 p.m. on Wednesday, October 2 in the Dakota State University Beacom Collaboration Center in Madison.

The following individuals have confirmed their participation as panelists:

David Owen, SD Chamber, President

Nathan Sanderson, SD Retailers Association, Executive Director

Carla Gatzke, Daktronics, VP for Human Resources

Sandra Ogunremi, Regional Health, Manager Diversity, Inclusion & Equality

Nicole Freeseemann, Raven, VP of Human Resources

IMPACT AND RECOMMENDATION

Each panelist will have an opportunity for a brief opening statement before questions are posed. Questions will include the following:

1. How does your company/industry define terms like “diversity” and “cultural awareness”?
2. Do you expect/does your industry expect employees to demonstrate diversity and cultural awareness competency?
3. How does cultural awareness and diversity training advance your company/industry in terms of productivity, ability to have productive interchanges, reach conclusions and move ideas, products, services, etc. ahead?
4. Why is cultural awareness and diversity training important in a rural state like South Dakota?
5. How do your best, most valued employees use their sensitivity to diversity and cultural awareness to promote your business both internally and externally?

ATTACHMENTS

None

INFORMATIONAL ITEM

The South Dakota Board of Regents adjourned its regular business meeting on October 3, 2019 and will meet again for its regular business meeting on December 11-12, 2019 in Sioux Falls.

I, Dr. Paul Beran, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on October 2-3, 2019.

A handwritten signature in black ink, appearing to read "Paul B. Beran", with a long horizontal flourish extending to the right.

Dr. Paul B. Beran
Executive Director & CEO
South Dakota Board of Regents