

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – B**  
**DATE: July 31 – August 2, 2023**

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**SUBJECT**

**Annual Strategic Plan Report**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDBOR Strategic Plan](#)

**BACKGROUND / DISCUSSION**

In March of 2022, the Board of Regents approved the Strategic Plan. The complete annual report is presented as Attachment I for the 2022-2023 academic year. There are several significant outcomes included in the annual report that are important to illustrate.

**Goal 1: Governance**

The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization, and overall Regental effectiveness.

**Outcomes:**

- 1. Mission Objective – *Completed and Implemented.*
- 2. Continuing Improvement
  - a. HR Transformation – *Approved and Implementation Initiated.*
  - b. One (1) Lean Project – *Completed in Academics.*
  - c. Three (3) Lean Projects – *In Progress in Technology/Procurement, HR, and Academics.*

**Goal 2: Access and Affordability**

The Regental system is the largest public postsecondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans attend a public post-secondary institution.

**Outcomes:**

- 1. Free Application of Federal Student Aid Portal – *Implemented and a 3.3% Increase*
- 2. High School Traditional Student Enrollment
  - a. Our Dakota Dreams Coalition,

(Continued)

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**INFORMATIONAL ITEM**

- b. Our Dakota Dreams Enhanced Website,
  - c. Free Application Period –18% increase in Applications, and
  - d. SD Advantage – *Approved* in Illinois and Montana.
3. Seamless Transfer
  - a. Policy Enhancements – *Approved* June 2022
  - b. Statewide Nursing Agreement between BOTE and BOR – *Approved* June 2023
4. Tuition and Fees, Cost Reduction Course Content
  - a. Tuition Freeze for Academic Year 2022-2023
  - b. Tuition Freeze for Academic Year 2023-2024
  - c. Legislative Appropriations for Fiscal Year 2023 and Fiscal Year 2024

Goal 3: Academic Excellence, Student Success, and Educational Attainment

South Dakota public universities and special schools shall focus on student success while providing a quality educational experience.

Outcomes:

1. Academic Excellence
  - a. High Impact Practices –100% approved (included high impact practices)
  - b. Program Sustainability – BOR Policy 2:34 Approved, Metrics Approved
2. Student Success - Tutoring software purchased.
3. Educational Attainment
  - a. System Completion Goal: 64%, *Current* – 59.4%
  - b. System Retention Goal: 78.2%, *Current* – 80.5%

Goal 4: Workforce and Economic Development

South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy.

Outcomes:

1. Workforce
  - a. Teacher Education Graduates Goal: 11.3%, *Current* – 10.7%
  - b. Nursing Graduates Goal: 13%, *Current* – 11.1%

Goal 5: Financial Health and System Competitiveness

South Dakota public universities and special schools shall continue to seek means for improving the financial health, efficiency and effectiveness, and overall competitiveness for the South Dakota public universities and special schools in the delivery of educational services.

Outcomes:

1. Auxiliary Systems Coverage Ratio – Goal Met
2. Lean Project – Technology Acquisition

**IMPACT AND RECOMMENDATION**

The details of the report are attached. The Executive Director and senior staff will provide an update to the Board on the critical outcomes and discuss the changes necessary to achieve the desired goals.

Attachment I will be made available prior to the start of the Board meeting.

**ATTACHMENTS**

Attachment I – Annual Strategic Plan Report

# SOUTH DAKOTA BOARD OF REGENTS STRATEGIC PLAN 2023 UPDATE



**BLACK HILLS**  
STATE UNIVERSITY



**DAKOTA STATE**  
UNIVERSITY



**NORTHERN**



**SOUTH DAKOTA  
MINES**



**SOUTH DAKOTA  
STATE UNIVERSITY**



**UNIVERSITY OF  
SOUTH DAKOTA**



**SD School for the Blind  
and Visually Impaired**



**SDSD**  
South Dakota School for the Deaf

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# EXECUTIVE DIRECTOR REPORT



In 2020, the South Dakota Legislature passed Senate Bill 55 into law. This legislation created a 20-member task force of legislative, business, and education leaders to examine the public higher education system in South Dakota. As the task force completed its work, it became clear that a new strategic plan must guide the Board of Regents' future actions. The new plan developed strategies, objectives, and outcomes to establish a strong foundation for our South Dakota public universities.

*This Annual Report reflects the status of our goals and priorities.*

## ENROLLMENT NUMBERS

The Western Interstate Commission for Higher Education (WICHE) released updated projections of high school graduates across the country until 2037. These projections indicate that the number of high school graduates will peak in the mid-2020s, followed by a modest decline until 2037. These findings are essential for South Dakota's public universities, indicating our need to prepare and respond accordingly. This past year, our system saw optimistic enrollment numbers, but we too need to be prepared for fewer high school graduates. As you read on, you will discover how this trend in national enrollment has influenced the actions taken in the past year and those that lie ahead.

## PARTNERSHIPS

In the past year, the Board of Regents has prioritized building partnerships to strengthen South Dakota's workforce. We believe that collaboration is key to achieving our goals. Our partners include the South Dakota business community, the South Dakota Board of Technical Education and their Technical Colleges, and the South Dakota Departments of Education and Labor, among others. Thanks to their support, we have been able to successfully implement many initiatives and reach our goals.

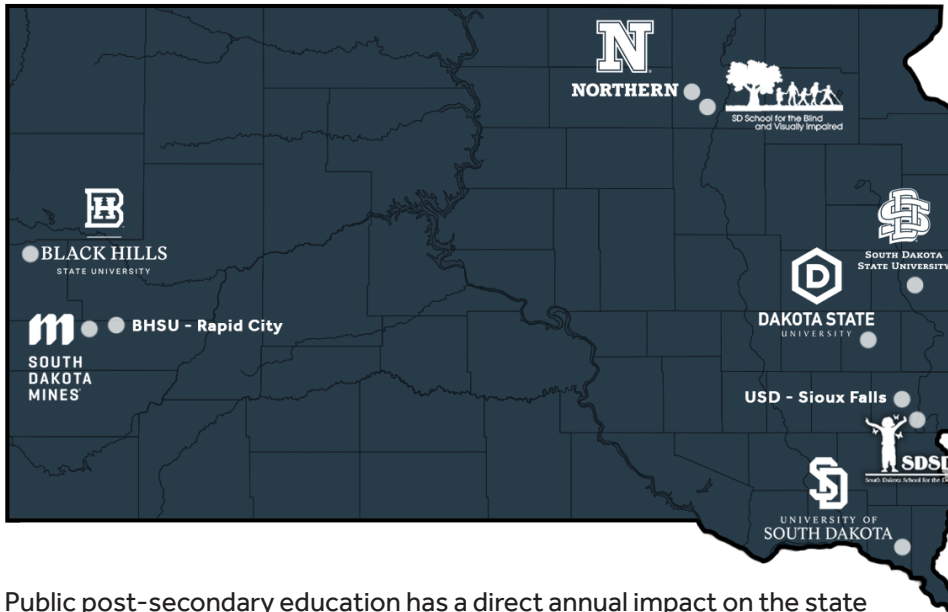
This plan is designed to assist us in analyzing our previous accomplishments and weaknesses as we work towards enhancing the public university system in the future. It establishes a framework for ongoing, productive discussions and is our practical guide for transforming our strategies into results. Ultimately, our goal is to provide South Dakota with an educated workforce and engaged citizens.

**Nathan Lukkes**  
Executive Director & CEO



# ABOUT THE SOUTH DAKOTA BOARD OF REGENTS

**THE SOUTH DAKOTA BOARD OF REGENTS** governs the six public universities and the two special schools. It works to advance the state of South Dakota through teaching, research, and service.



Public post-secondary education has a direct annual impact on the state of South Dakota. A recent Economic Impact Study of South Dakota's public universities resulted in the following findings:

- 34,520 students served
- 10,000 employees within the Regental system
- 12,354 generated jobs
- 550,000 volunteer hours valued at \$3.8 million
- Education drives lower unemployment rates
- \$2.1 billion combined economic impact

Public post-secondary education is critical for the state of South Dakota. Improving the quality of education, student success, and degree attainment will only strengthen the state.

**ABOUT** The South Dakota Board of Regents has constitutional authority to govern the system of public higher education in the State of South Dakota. Supported by an Executive Director and staff, the Board provides leadership and sets policies for the programs and services delivered through its six universities and two special schools.

*Source: BOR Economic Impact Study (2021)*

## MISSION STATEMENT

The Board of Regents' mission is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities.

## VISION STATEMENT

The public university and special schools' system will educate more individuals to higher levels to enhance state workforce development and will move more research into viable businesses to support state economic development.

THIS STRATEGIC PLAN BEGAN IN 2022 AND WILL CONCLUDE AT THE END OF 2027

# STRATEGIC FOCUS AND GOALS

To align system priorities in a meaningful way, the following foundational statements will be incorporated in the development of goals, priorities, objectives, and outcomes.

- South Dakota's workforce will add approximately 32,000 new jobs by 2030; of those, 38% will require a need for bachelor's and more advanced degrees[i].
- South Dakota's population will need to be more highly-educated[ii].
- South Dakota will require advanced levels of education to support the knowledge-based economy.
- South Dakotans will need increased access to continuing education opportunities to upgrade their credentials while remaining in the workforce.
- South Dakota will strive to work toward programming that will meet the need of the workforce, while partnering with business and industry using high impact practices to prepare our students for gainful employment.
- The South Dakota economy will benefit from significant increases in university and associated research derived commercialization activities.
- South Dakota will be a recognized national leader in the use of system information technology to enhance its educational, economic, social, scientific, and political development.



## GOAL 1 | GOVERNANCE

*MISSION, COMMUNICATION CAMPAIGN, CONTINUOUS IMPROVEMENT*



## GOAL 2 | ACCESS AND AFFORDABILITY

*ENROLLMENT CAMPAIGNS, FAFSA COMPLETION*



## GOAL 3 | ACADEMIC EXCELLENCE, STUDENT SUCCESS AND EDUCATIONAL ATTAINMENT

*QUALITY PROGRAMMING, RETENTION COMPLETION*



## GOAL 4 | WORKFORCE AND ECONOMIC DEVELOPMENT

*WORKFORCE ALIGNMENT, STUDENT PLACES, RESEARCH AND DEVELOPMENT*



## GOAL 5 | FINANCIAL HEALTH AND COMPETITIVENESS

*COMPOSITE FINANCIAL INDEX, TECHNOLOGICAL ADVANCEMENTS*



# GOVERNANCE

The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization and overall Regental effectiveness. To further this goal, the Board of Regents will encourage continuous improvement in planning and governance, stewardship, procedures and policies, and administrative processes that enable stakeholders to achieve shared strategic goals.

## MISSION REVIEW AND REVISION | COMPLETE

Each university and special school developed a new mission framework that highlighted the unique qualities of each organization. These were completed and put into policy 1:10 during the December 2022 Board Meeting.

## COMMUNICATION CAMPAIGN | IN PROGRESS

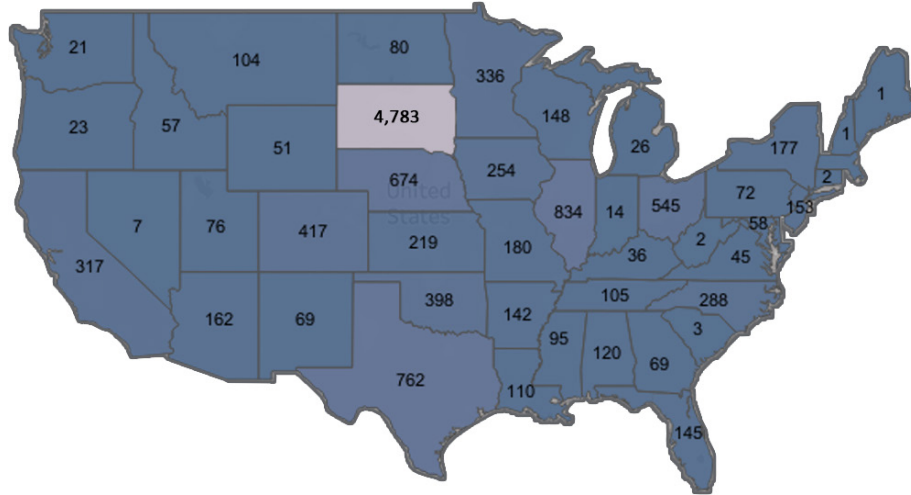
In the Spring of 2022, the Board of Regents unveiled a new logo and branding guidelines, this set the stage for a Factbook redesign to help better showcase our information and share the story of public higher education.

A new *BOR.edu* website is currently in development, and is expected to launch the end of 2023. This will help showcase our state’s public universities and special schools, and act as a resource for stakeholders. The website launch partners well with our current marketing campaign to help build awareness and enhance the positive perception of South Dakota’s public four-year programs.

## BOR AWARENESS CAMPAIGN REPORT

Results as of July 2023	Actual	Goal
Impressions	29,023,851	16,119,904
Interactions	1,350,402	1,137,014

## MARKETING CAMPAIGN WEBSITE SESSIONS | AS OF JULY 2023



**SAMPLE FACEBOOK CAROUSEL POST:** When South Dakota has in-demand jobs to fill, look to the successful students of our six public universities. ▼



## CONTINUOUS IMPROVEMENT TWO PROJECTS PER YEAR REQUIRED, YEAR 1 COMPLETE

### HUMAN RESOURCES TRANSFORMATION | IN PROGRESS

The Human Resource Transformation initiative has resulted in several key outcomes, including:

- Centralization of payroll functions through expansion of the system payroll center, centralizes the reporting structure for payroll employees, and develops expertise and consistency to improve payroll services.
- The creation of a classification and compensation center of excellence, which centralizes the classification and compensation functions across the system to ensure consistency, mitigate risks and develop expertise.
- Finalization of a compensation study for non-faculty exempt positions, resulting in a single, market-based salary structure across the university system for all non-faculty exempt positions.

To support the continuous improvement goals, the area of human resources has also implemented technologies to improve and streamline processes.

- Implementation of an electronic performance management system for all Civil Service Act and Non-Faculty Exempt employees.
- Implementation of Electronic Personnel Action Forms system-wide.
- Implementation of a third-party to process employment verifications for the system at no cost.

### STATEWIDE NURSING ARTICULATION AGREEMENT | COMPLETED

This agreement was a LEAN process between the Board of Regents and the Board of Technical Education to develop one articulation agreement between the four technical colleges and SDSU and USD.



# ACCESS & AFFORDABILITY

The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans who desire to attend a public postsecondary institution can. The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan and the strategies identified within it are successful.

## FAFSA COMPLETION INITIATIVE | IN PROGRESS

Increase FAFSA applications throughout the state of South Dakota by 5% annually, as of June 2023, applications were up 3.3%.

### IMPORTANT SYSTEM INITIATIVES

- FAFSA Portal – 68 of 149 School Districts
- 48 High Schools Actively Using/Partners
- HS Counselor Workshops
- Enhanced Reporting Public High Schools
- Enhanced Website for Postsecondary
- Partner with Mapping Your Future

### OUTCOMES 2022-2023

- Statewide Reporting on FAFSA Completion (private and public):
  - 3.3% increase
  - 164 more completions

## HIGH SCHOOL TRADITIONAL STUDENT ENROLLMENT | IN PROGRESS

Increase South Dakota high school enrollments by 5% over the established baseline.

### IMPORTANT SYSTEM INITIATIVES

- Our Dakota Dreams Coalition
- Postsecondary Public Website Enhancement
- Free Application Period
- Summer Camps
- Math for College Readiness
- Career Pathways
- SD Online Tutoring
- DOE Apprenticeship Pathway
- Teacher Leadership Academy

### OUTCOMES 2022-2023

- 18% growth in Applications for Free Application Period – SD Residents or Attend SD High School
- 600 students - 2023 Summer Camp
- Enhances Premier Public Postsecondary Website

## 2022 HEADCOUNT

	First Time Fall 2021	First Time Fall 2022	Percentage Different	Fall 2021	Fall 2022	Percentage Different
BHSU	452	481	6.4%	3,539	3,425	-3.2%
DSU	366	372	1.6%	3,219	3,241	0.7%
NSU	337	299	-11.3%	3,340	3,344	0.1%
SD MINES	491	538	9.6%	2,418	2,493	3.1%
SDSU	2,021	2,192	8.5%	11,465	11,331	-1.2%
USD	1,231	1,326	7.7%	9,464	9,856	4.1%
<b>TOTAL</b>	<b>4,898</b>	<b>5,208</b>	<b>6.3%</b>	<b>33,445</b>	<b>33,690</b>	<b>0.7%</b>

## INCREASE TRANSFER ENROLLMENT | IN PROGRESS

The Board of Regents must create clear, efficient, student centered pathways that honor prior successful college coursework and allow flexibility for students who wish to complete a bachelor’s degree.

### IMPORTANT SYSTEM INITIATIVES

- BOR Policy Enhancements
- Statewide Articulation Agreement
- Statewide Public Software Implementation
- Regental System Coalition

**Transfers into BOR from Technical Colleges**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total	102	153	137	120
% Change	-	50%	-10%	-12%

### OUTCOMES 2022-2023

- University Stakeholder Coalition
- BOR Policy Approved for Seamless Transfer
- Annual Meetings between BOTE, BOR
- BOR and BOTE Approved Nursing Agreement – Statewide

## TUITION AND FEES, COURSE CONTENT MANAGEMENT COST REDUCTION

### OUTCOMES 2022

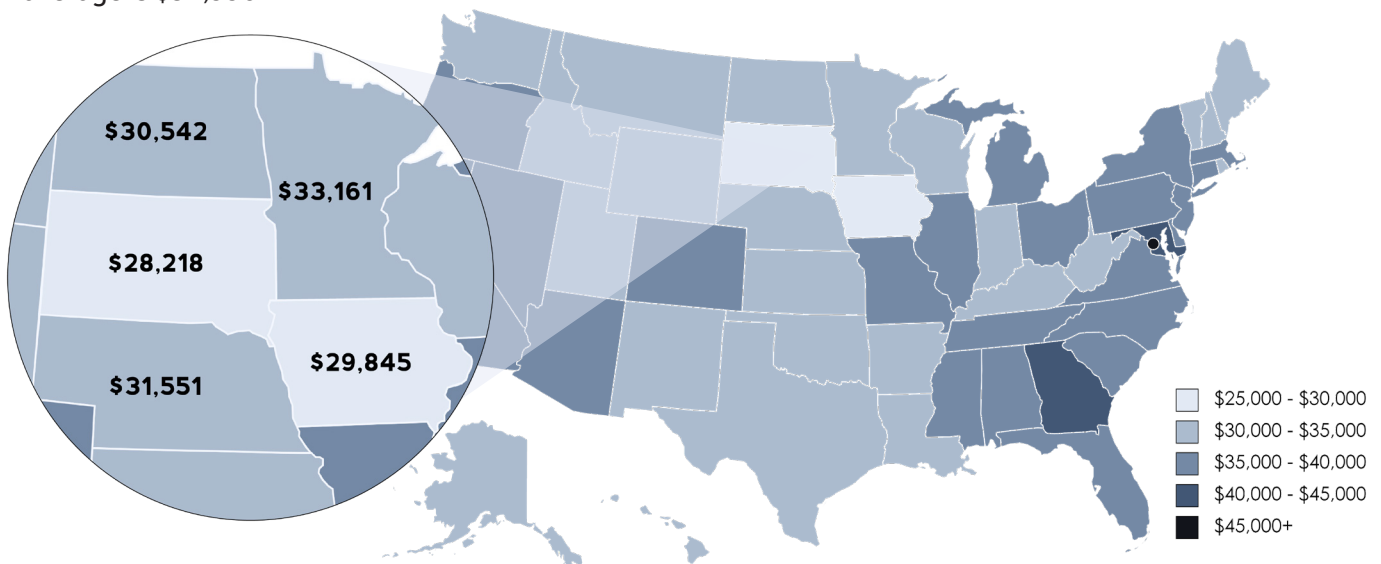
- 2022 Approval and Support by Academic Vice Presidents toward First Day Access (online course content at more affordable rates).
- The 2022 Legislature provided funding to freeze tuition (Fall 2022 Rates).
- The 2022 Legislature approved the Freedom Scholarship (Needs Based).

### OUTCOMES 2023

- The 2023 Legislature provided funding to freeze tuition (Fall 2023 Rates).
- 2023 and 2024 Fiscal Year Appropriations: The Governor and Legislature agreed to additional base general funds to support health insurance and salary policy increases, allowing tuition costs to remain unchanged.
- Board of Regents approved SD Advantage States Fall 2019.
  - *Add Wisconsin and Illinois Spring 2023.*

### STUDENT DEBT OUTCOME

- South Dakota students hold the lowest debt balance in the nation, according to the Federal Reserve Bank of New York Consumer Credit Panel. The current average student debt balance in South Dakota is \$28,218, while the national average is \$34,990.



Source: New York Fed Consumer Credit Panel / Equifax

# ACADEMIC EXCELLENCE

## NEW PROGRAMS WITH HIGH IMPACT PRACTICES | COMPLETE

70% of new program requests to incorporate High Impact Practices.

BOR Approved FY2021	BOR Approved FY2022	BOR Approved FY2023
56.0%	54.0%	100.0%

High Impact Practices may include: Capstone Courses/Projects, Collaborative Assignments, ePortfolios, Global Learning, First-Year Experience, Internships, Learning Communities, Community-based Learning, Writing Intensive Courses, and Research.

## SUSTAINABLE ACADEMIC PORTFOLIO | ONGOING

BOR Policy 2:34 was approved in March 2022 with the corresponding AAC Guidelines.

- Implemented New Program Policy in a Snapshot:
  - Annual Health Check
  - Mid-Cycle 3-Year Evaluation
  - Program Productivity Review for BOR
  - Comprehensive Review 6-Year
  - New Program Review Years 2-6
- Developed data metrics to correspond to Mid-Cycle and Annual Evaluations.
- Developed data metrics to correspond to Program Productivity.
- Deployed initial training to the data metrics.

# STUDENT OUTCOMES

## STUDENT SUCCESS INITIATIVES | ONGOING

- Meetings with System Advisor Team to discuss tools associated with student success including policies and software.
- Purchased as a system Tutor.com for support initiatives in tutoring.
- BOR implemented the Opportunity for All Policy/Practice.



Successful student outcomes will be facilitated when student learning outcomes, academic curriculum, and assessments are aligned to nationally recognized standards. National standards can be measured by understanding accreditation for higher education institutions. The Regental universities are accredited through the Higher Learning Commission (individually) and academic programs may have additional specialized accreditation. Specialized accreditation is highly desired to ensure that graduates of highly technical and professional fields meet outcomes required by the university, the state, and industry.

# EDUCATIONAL ATTAINMENT

## COMPLETION GOALS | IN PROGRESS

It is a priority to ensure students can graduate in four years. Effective planning can be measured through completion statistics. While students may stop-out for various reasons, trying to promote completion in four-years leads to positive student outcomes and their educational attainment.

Our goal is to support degree attainment by our Regental students within their cohort/home campus where possible. When students stop-out or determine to transfer to another Regental university, the goal shall including a seamless transfer within in the Regental system.

Where students do not complete within six years, a review will be conducted to identify the following options for those students within the Regental system: seamless transfer from one to another university for completion, review of credit hours for completion at the associate degree, or identify another pathway for completion.

### COMPLETION GOALS

HOME INSTITUTION 4-YEAR RATE GOAL 40.6%		HOME INSTITUTION 6-YEAR RATE GOAL 60.4%		
Completion	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
Home Institution 4-Year	32.7%	35.6%	37.6%	38.7%
Home Institution 6-Year	53.5%	55.4%	56.0%	56.2%

REGENTAL SYSTEM 4-YEAR RATE GOAL 42%		REGENTAL SYSTEM 6-YEAR RATE GOAL 64%		
Completion	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
Regental System 4-Year	34.3%	37.0%	39.3%	40.1%
Regental System 6-Year	57.3%	59.0%	59.5%	59.4%

### RETENTION GOALS

HOME INSTITUTION GOAL 81.5%		REGENTAL SYSTEM GOAL 84.2%		
Retention	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021
Home Institution	75.5%	78.1%	75.5%	78.7%
Regental System	78.2%	80.5%	77.9%	80.5%



# WORKFORCE DEVELOPMENT

## WORKFORCE ALIGNMENT | ONGOING

Align new or enhanced undergraduate programming to the South Dakota and national workforce needs utilizing the Degree and Workforce Gap Analysis, national research, and working with regional private partners.

TEACHER EDUCATION   GOAL 11.3%		NURSING   GOAL 13%		
Graduation Year	FY2019	FY2020	FY2021	FY2022
Teacher Education	10.4%	9.8%	9.3%	10.7%
Nursing	10.7%	11.8%	11.4%	11.1%

### TEACHER EDUCATION OUTCOMES:

- BOR approved elementary education for USD in Sioux Falls.
- BOR approved a new Elementary Education Program at SDSU May 2023.
- BOR partnered with DOE on an Educational Apprenticeship Program for DSU and NSU
- BOR approved DSU and NSU Education Programming for the Apprenticeship Pathway.
- BOR partnered with DOE on an Educational Leadership Academy with BHSU, DSU, NSU, SDSU and USD.

### NURSING OUTCOMES:

- West River Health Science Center partnership with BHSU and SDSU actively engaging in program growth.
- BOR approved Nursing at NSU June 2023.
- The legislature approved the expansion of the Black Hills State University Rapid City expansion for nursing.
- The legislature approved the Lincoln building for NSU to include nursing.

### NURSING UG LICENSURE PASSAGE RATE | GOAL >96.6

Exams Calendar Year	2019	2020	2021	2022
Passage Rate	96.2%	96.6%	89.3%	91.0%

Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota as well as nationally and globally.

Being recognized as a leader through effective academic programming, aligning students to the workforce, and realizing competencies and outcomes for students shall be paramount to the Board of Regents.

That is why every South Dakota public university shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030 and ensure engagement designed to enhance the state's longterm economy.



## STUDENT PLACEMENT OPPORTUNITIES | ONGOING

Increase the number of graduates remaining in South Dakota: increasing statewide and regional placement opportunities for student graduates here in South Dakota, and engaging in an awareness campaign on the needs for South Dakota and increasing opportunities to continue in South Dakota

### STUDENT FEDERAL LOAN DEFAULT RATE – MEASURE EMPLOYABILITY\* | GOAL <5.2%

	2017	2018	2019	Average
<b>Regental</b>	<b>5.25%</b>	<b>4.02%</b>	<b>1.13%</b>	<b>3.47%</b>
All Post Secondary (Regental, Private, Proprietary, Technical)	9.68%	7.12%	1.82%	6.21%

Note: Certain federal student loans were eligible for a pause in payments beginning March 2020 through COVID-19 emergency relief efforts.

### Placement and Outcomes of Regental Graduates

Grad FY	NONRESIDENT			RESIDENT		
	Distinct Graduates	Distinct Grads Employed in SD	% Distinct Grads Employed in SD	Distinct Graduates	Distinct Grads Employed in SD	% Distinct Grads Employed in SD
FY2018	2,851	713	25.01%	3,702	2,574	69.53%
FY2019	2,765	667	24.12%	3,777	2,668	70.64%
FY2020	2,901	739	25.47%	3,618	2,571	71.06%

## BUSINESS AND INDUSTRY PARTNERSHIPS | ONGOING

To ensure our students have strong opportunities upon graduation, we strive to increase advocacy with local and regional businesses and industries, and continue to increase academic programming and outreach to strengthen these strategic partnerships. The Our Dakota Dreams initiative has been vital to the development of many partnerships in the past two years.

### OUR DAKOTA DREAMS COALITION PARTNERS

- The foundation for the Our Dakota Dreams Initiatives and Website
- Partners include: Department of Education, Department of Labor and Regulation, Board of Technical Education and the Technical Colleges, Board of Regents and the Universities, Mapping Your Future

### CAREER EXPLORATION SUMMER CAMPS

- 7<sup>th</sup> and 8<sup>th</sup> grade students explore career paths through fun, engaging and hands-on learning.
- Partners include: The South Dakota Business Industry, Department of Education, Board of Technical Education and the Technical Colleges, Board of Regents and the Universities

### ELEMENTARY TEACHER STEM INITIATIVE

- Providing 2nd–5th grade teachers with the ability to earn up to three graduate credit hours to grow their STEM activities in the classroom.
- Partners include: 2nd - 5th South Dakota Teachers and School Districts, Department of Education, Board of Regents – BHSU and SDSU

### TEACHER APPRENTICESHIP PATHWAY

- Participants will earn a bachelor's degree in education while gaining hands-on experience in the classroom
- Partners include: Department of Education, School Districts, Department of Labor and Regulations, Board of Regents, DSU and NSU

### DAKOTA DREAMS TEACHER LEADERSHIP ACADEMY

- Offers teachers who have taught for five+ years an opportunity to develop their leadership skills and explore administrative roles in schools.
- Partners include: Department of Education, School Districts, Board of Regents, BHSU, DSU, NSU, SDSU and USD.





# ECONOMIC DEVELOPMENT

## RESEARCH AND DEVELOPMENT | ONGOING

Actively participating in research creates lasting impacts in South Dakota. According to the BOR Economic Impact Study (2021), research has already transformed our state through \$86.2 million in federal awards, \$17.4 million in state awards, \$3.2 million in private awards, and \$6.8 million in other awards.

The broader economic impact on statewide university research has more than doubled in all areas since the creation of the Governor’s Research Center Program. Impacts from the past year include:

<b>FY22 AWARDS</b> <b>\$118.3M</b>	<b>FY22 DISCLOSURES</b> <b>43</b>	<b>FY22 PATENT FILINGS</b> <b>21</b>
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In addition, this year BOR invested in a campus wide electronic research administration (eRA) platform. This electronic platform will help the universities through all stages of research including: fund seeking opportunities, pre and post award project management, regulatory and legal compliance, technology transfer, required outcomes, and generating research performance analytics to support decision-making.

# FINANCIAL HEALTH

## COMPOSITE FINANCIAL INDEX | ON GOING

The Composite Financial Index (CFI) reflects a picture of the financial health of the institution at a point in time. The Higher Learning Commission (HLC) uses a standard set of ratios as part of accreditation reviews as well as for ongoing oversight. The Auxiliary Systems Coverage ratio is required by bonding to be above 1.2. Therefore, as this is a requirement, it is essential to be evaluated annually.

The Regental universities shall have a Composite Financial Index (CFI) at or above 3.0 annually. The Regental universities shall have an Auxiliary Systems Coverage Ratio greater than 1.2 annually.

AUXILIARY SYSTEMS COVERAGE RATIO				
	FY20	FY21	FY22	FY23
All 6 institutions have an Auxiliary Systems Coverage Ratio > 1.2	YES	YES	YES	YES

## TECHNOLOGICAL ADVANCEMENTS | IN PROGRESS

This process introduces changes with local purchasing procedures at the university level and system level review of purchases that satisfy criteria.

BOR universities changed the processes that involved sending technology purchase requests to the CIO’s office for review. To make this process possible, a comprehensive inventory system will be developed and populated with the current software and services. Once the inventory system is complete, this modification to the purchasing process will be finished.



The affordability and fiscal health of a public post-secondary institution balance on a number of factors, including student debt, administrative and academic services, information and technological advancements, information security, and economic competitiveness. Maximizing resources across the Regental system is essential not only for students and employees but also for the entire state. To meet its many demands, the Regents will strive to ensure the universities maintain a healthy Composite Financial Index per university accreditation guidelines, that the tuition and fee structure is competitive, and that advancements in technology are managed to ensure ‘student-centered system’ principles.

# CHALLENGES TO CONSIDER 2023-24

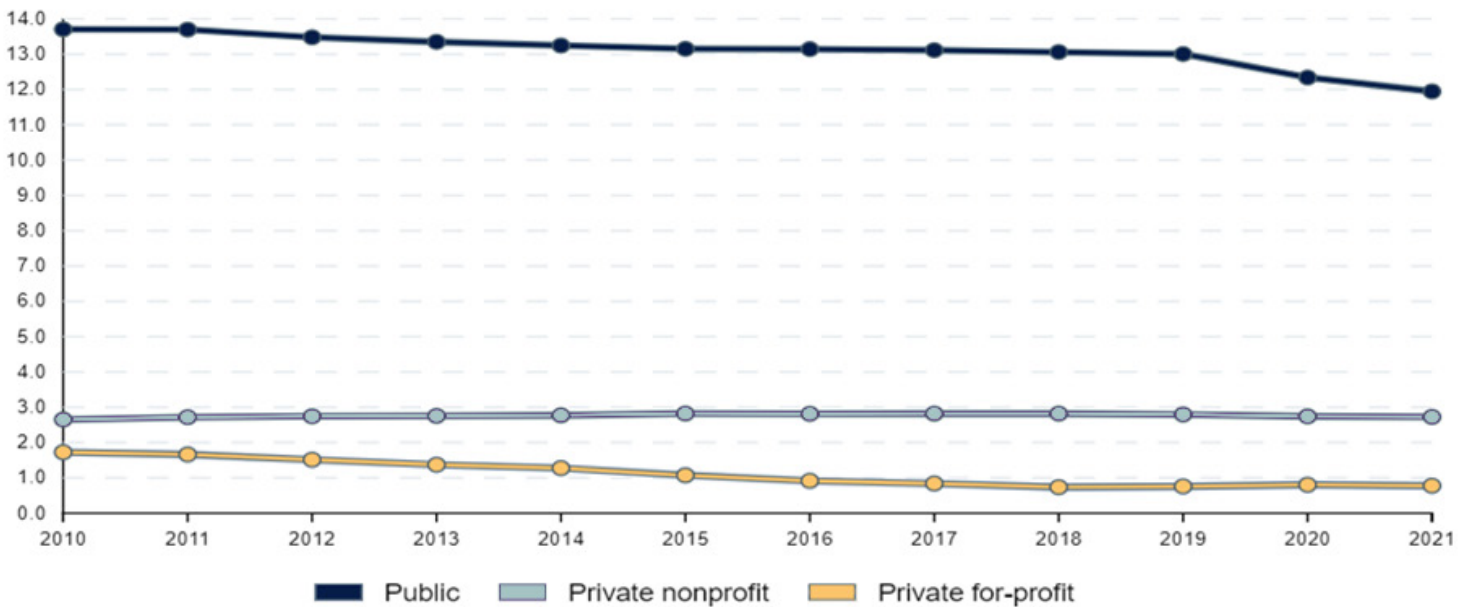
## SOUTH DAKOTA HIGH SCHOOL GRADUATES AND POSTSECONDARY EDUCATION ENROLLMENT

- SD students matriculating from K-12 to postsecondary education continues to decline.
- The last two years for the graduating class attending any post-secondary college or university is down approximately 2.4% (a difference of -253 students).
- Students attending a Regental institution declined by 1.9% (a difference of -184 students).
- The enrollment decline trend is represented nationwide.



## UNDERGRADUATE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS, BY CONTROL OF INSTITUTION: FALL 2012 THROUGH FALL 2021

Enrollment, in millions



NOTE: Data are for the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 through Spring 2022, Fall Enrollment component. See *Digest of Education Statistics 2022*, table 303.70.

## WICHE, SPRING 2023, HOW THE PANDEMIC COMPOUNDS EDUCATION PIPELINE CHALLENGES<sup>1</sup> 2020-21 ACADEMIC YEAR | SOUTH DAKOTA PUBLIC SCHOOLS STUDENTS

	GRADE REPORTED	SUM OF STUDENTS	22/23 GRADE*
<ul style="list-style-type: none"> <li>• Relative stability for high school class of 2020 and 2021</li> <li>• Middle school shifts signal population shifts for high schools</li> <li>• Covid learning loss</li> <li>• Covid impacted underrepresented students at a higher rate</li> </ul>	First	10,295	Third
	Second	10,269	Forth
	Third	10,223	Fifth
	Fourth	10,360	Sixth
	Fifth	10,588	Seventh
	Sixth	10,777	Eighth
	Seventh	10,884	Ninth
	Eighth	11,006	Tenth
	Ninth	11,769	Eleventh
	Tenth	10,439	Twelfth

1. 2023. WICHE, *How the Pandemic Compounds Education Pipeline Challenges*. <https://knocking.wiche.edu/pandemic-ed-pipeline-challenges/>

\*Estimated grade based on reported to current class year.

