

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

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

SUBJECT

Workforce Development and Apprenticeship/Internship Opportunities

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

[BOR Policy 2:5:4](#) – Prior Learning and Validated Transfer of Credit

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

Jacobs and Hawley define workforce development as “the coordination of public and private-sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps *organizations* achieve exemplary goals, consistent with the *societal* context.”¹ Workforce development plays a large role in the Board of Regents’ Strategic Plan and intersects multiple strategic goals, including:

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 postsecondary institution.

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

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

¹ Jacobs, Ronald, PhD. And Joshua Hawley. Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications.
https://www.researchgate.net/publication/226306067_The_Emergence_of_%27Workforce_Development%27_Definition_Conceptual_Boundaries_and_Implications

(Continued)

INFORMATIONAL ITEM

Goal 4: Workforce Development 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.

Access and Affordability: Credit for Prior Learning

Credit for prior learning is when a student is granted college-level knowledge, skills, and competencies that were attained outside of a traditional academic environment and have not been awarded the course content previously. August Board item 4-H (Credit for Prior Learning Enhancement to Transfer Policy) shares several potential policy strategies for access and affordability. Workforce development and apprenticeship opportunities should be coupled with credit for prior learning/access. The areas that will be most comparable to apprenticeship activities would likely include both Military/Published Guide Experience and Portfolio Analysis.

EAB identified that workforce development is important for rural students.² In addition, EAB shared that workforce development approved through credit for prior learning reduces barriers for post-traditional student learners.³ This is evident in the Teacher Apprenticeship Pathway pilot that was approved by the Department of Education with the Department of Labor and Regulation and the Board of Regents. In this example, 91 students who were admitted may earn previous college credit through the transfer policy and, if applicable, may receive credit for prior learning due to their workplace experience.

Executive Director, Nathan Lukkes, met with Department of Labor and Regulation (DLR) Secretary, Marcia Hultman, to share and collaborate between the Board of Regents and the DLR. The two (2) entities will work together on critical workforce needs including Education, Healthcare, and other needed industries defined by the DLR.

Academic Excellence, Student Success, and Educational Attainment: High Impact Practices and Academic Programming

An objective connected with the goal of academic excellence includes incorporating high-impact practices within new academic programs.

High Impact Practices can be defined as research-based instructional strategies that foster student engagement, enhance learning, and nurture skills like critical thinking, problem-solving and decision-making. Examples of HIP include: first-year seminars, learning communities, writing-intensive courses, service learning, internships, capstone projects, undergraduate research, collaborative

² EAB. 5 Ways to Support Rural Student Needs. <https://eab.com/insights/blogs/community-college/rural-student-success/>.

³ EAB Recapturing Adult Learner Enrollments. <https://eab.com/research/community-college/study/recapturing-adult-learner-enrollments/>

assignments, etc. Internships and apprenticeship can be coupled or integrated with a business industry and employer.^{4,5,6}

The goal for work-based learning (i.e., internships/apprenticeships) helps ensure students acquire workplace experience. The Regental system's teacher education degree programs at the institutions implement high-impact practice as a requirement for graduation. This connection between the value of higher education and career pathway is crucial for student success. Retaining students by incorporating a connector to the career pathway leads to the completion of the degree.

Workforce Development: Apprenticeships

As the Regental system continues to partner with the Department of Labor and Regulation, the critical workforce initiatives identified by the Board of Regents' Strategic Plan includes Teacher Education, Nursing/Healthcare, Business, and STEM fields. The two (2) major initiatives for 2022-2023 included both teacher education and nursing. Programming enhancements were approved for both the education and nursing fields. The partners engaged in these initiatives included various universities, technical colleges, state departments, etc.

In closing, the overall need to increase enrollments, prepare our students, and partner with businesses and industries meets the overall direction of the Strategic Plan. Workforce development correlates to student success and the societal success of South Dakota.

IMPACT AND RECOMMENDATION

The Board of Regents shall provide direction to the Board staff on the value of apprenticeships as it relates to the strategic plan.

ATTACHMENTS

None

⁴ SDBOR. Strategic Plan 2022-2027. https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf.

⁵ Kuh, George D., and O'Donnell, Ken(2013). Ensuring quality & taking high-impact practices to scale. Association of American Colleges & Universities: Washington, DC. Retrieved from https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf.

⁶ Kuh, George D. (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities, 14(3), 28-29.