

Dear Friends:

South Dakota's system of statewide educational institutions must be accountable to the people of this great state—and rightly so. South Dakotans have invested resources—both human and financial—in eight educational institutions with missions to serve all of the citizens of this state. They have entrusted the oversight of these institutions to the Board of Regents.

I think that I speak for all of the Regents when I say that serving as a member of the Board has been a satisfying experience. Some years ago we adopted nine state policy goals for these statewide institutions. Embedded within those goals is our vision of a system that manages resources wisely, delivers education effectively, and provides access widely. Disparate initiatives are now coming together to form a cohesive whole.

A number of major changes have occurred in recent years as a result of these initiatives. These include:

- The implementation of the new university funding framework, which includes performance-based incentive funding. As the universities strive to achieve measurable targets they are accomplishing state policy goals.
- The second year of a salary competitiveness plan. Distributing salary increases on the basis of individual performance, market considerations, and institutional priorities has closed the gap between South Dakota schools and universities and their peer institutions.
- The focusing of the university general education curriculum. Working together the universities identified goals, set course criteria, and determined credit hours for the purpose of strengthening the undergraduate educational experience.
- The adaptation to technology for teaching. Funding was made available for a second year of the Governor Janklow's Faculty Awards for Teaching with Technology and another summer of the Technology for Teaching and Learning academies. In addition, the universities and the elementary and secondary education community are sharing a federal grant to make technology a component of professional development.

Even though we have made significant strides toward achieving our goals, we know that more remains. This next year we anticipate the implementation of a standardized placement examination administered to all entering freshmen. Applying national norms to the performance of new students will ensure that they are placed in the appropriate courses when they begin their study. Further, we are encouraging the universities to find ways to address the professional needs of the K-12 schools.

Over the past several years, we have found Governor William J. Janklow, legislators, faculty, students, and citizens willing to devote their time to meet with us to discuss South Dakota's educational needs. The roundtable structure has afforded us an opportunity to identify issues, share ideas, and develop plans. We are grateful for the participation of South Dakotans in this very important educational process. In appreciation for that support and interest, I offer this publication, accounting for the Regents' management of the system over the past year. Together we can move our statewide institutions forward and achieve our goals.

## A Message from the Executive Director

Robert T. Tad Perry

The South Dakota Board of Regents has determined that Regental institutions will demonstrate quality in teaching and research. They will wisely manage resources provided by the state's citizens. Finally, they will cooperate and collaborate as they strive to serve the people of this state.

In December 1997, the Board of Regents adopted nine state policy goals for higher education in South Dakota. The goals create a structure within which the Regents have framed subsequent initiatives. By their nature the goals have also established a means of accountability. The goals enable us to measure achievement and to report performance.

The Fiscal Year 2000 *Fact Book* is once again organized around the policy goals for South Dakota:

- Access for all qualified South Dakotans
- Enrollment in economic growth programs
- Improvement in academic performance
- Attraction and retention of qualified professionals
- Development of faculty professionals
- Collaboration among the universities
- Enhancement of current technology infrastructure
- Maintenance of current facilities and equipment
- Generation of external funds

As an indication of the commitment the Regents have made to public accountability, five of the nine goals are tied to specific annual targets. Each university's performance toward achievement of those targets determines whether it earns money from a pool to which it has contributed. In FY99 four of the six universities earned back their contributions.

Further, the Regents have implemented a compensation plan designed to reward faculty and non-faculty exempt employees on the basis of individual performance, market demands, and institutional priorities, as it strives to attract and retain the best personnel for the Regental institutions. FY99 marked the first year of this plan.

Finally, thanks in large part to Governor Janklow, the Legislature, and the Reinvestment Through Efficiencies program, the Regents have been able to make substantial investments in technology hardware, software, training and support.

Three fourths of all those enrolled in higher education in South Dakota have selected a Regental university. We trust that the accounting of performance set forth in this *Fact Book* justifies their confidence and contributes to the continuing discussion of higher education in South Dakota.

### Abbreviations Used in the *Fact Book*

AES	Agricultural Experiment Station	NACUBO	National Association of Colleges and University Business Officers
ADRDL	Animal Disease Research & Diagnostic Laboratory	NSU	Northern State University
BHSU	Black Hills State University	RDTN	Rural Development Telecommunications Network
CES	Cooperative Extension Service	RIS	Regents Information Systems
CUC	Capital University Center	SDLN	South Dakota Library Network
DSU	Dakota State University	SDSD	South Dakota School for the Deaf
EAFB	Ellsworth Air Force Base	SDSMT	South Dakota School of Mines and Technology
ESC	Enrollment Services Center	SDSBVI	South Dakota School for the Blind and Visually Impaired
FTE	Full-time Equivalent	SDSU	South Dakota State University
GAF	General Activity Fee	S&PL	School and Public Lands
HEFF	Higher Education Facilities Fund	USD	University of South Dakota
HEPI	Higher Education Price Index	USDSM	University of South Dakota School of Medicine
IPEDS	Integrated Postsecondary Education Data System	USF	University Support Fee
		WICHE	Western Interstate Commission for Higher Education

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## Goals 1, 2, and 3

*Goal 1—Access for All Qualified South Dakotans: All qualified residents will have convenient and affordable access to higher education.*

*Goal 2—Enrollment in Economic Growth Programs: The universities will increase enrollments in selected programs within their respective missions that are of particular importance to the state's economy in order to graduate students who can contribute to the development and expansion of the state's economy.*

*Goal 3—Academic Improvement: The academic programs offered by universities will be of high quality and the universities will regularly provide evidence of quality based on measures of their students and graduates.*

When the nine state policy goals were formulated, the students were the first concern of the Regents. Goals 1, 2, and 3 are directed toward ensuring that South Dakota and its students have available to them a first-rate higher education system. That system should reach as many residents as possible with programs that have a future for the graduates and for the state. That system should also demonstrate that it has added value to the knowledge and skills of its students. Performance toward these three goals is rewarded through incentive funding.

### Historical Fall Headcount Enrollment Census Date

Year	BHSU	DSU	NSU	SDSMT	SDSU	USD	Fall Total	Percent Change
1999	3,747	2,003	3,164	2,275	8,540	6,887	26,616	0.21%
1998	3,639	1,831	2,873	2,265	8,635	7,317	26,560	3.27%
1997	3,445	1,409	2,623	2,260	8,818	7,164	25,719	-2.98%
1996	3,549	1,274	2,832	2,245	9,067	7,541	26,508	-3.36%
1995	3,623	1,360	2,724	2,372	9,323	8,027	27,429	-5.00%
1994	3,915	1,439	3,077	2,472	9,650	8,319	28,872	-0.08%
1993	3,952	1,585	3,036	2,497	9,535	8,289	28,894	0.87%
1992	4,002	1,504	2,905	2,459	9,554	8,220	28,644	

Source: Regents Information Systems

Under the funding framework, adapted in FY98 revenues are distributed to the universities as base funding accompanied by targeted investments and incentives for demonstrated improvement. As a result of this change, separating students enrolled in state-supported courses from those who enroll in self-support courses is no longer necessary. Beginning in the fall of 1998, the Regents have reported all enrollment as of the census date which is the tenth class day in the semester. In order to provide a historical perspective on total enrollment, historical fall headcount enrollment and historical fall FTE enrollment tables have been recalculated to reflect total enrollment on census date in past years.

## Historical Fall Full-time Equivalent Enrollment Census Date

Year	BHSU	DSU	NSU	SDSMT	SDSU	USD	Fall Total	Percent Change
1999	2,920	1,335	2,299	1,873	7,339	5,843	21,609	-1.41%
1998	2,898	1,142	2,287	1,916	7,530	6,144	21,917	0.93%
1997	2,761	1,037	2,221	1,872	7,687	6,137	21,714	-2.83%
1996	2,814	944	2,365	1,870	7,898	6,457	22,347	-3.35%
1995	2,840	1,026	2,335	1,955	8,049	6,917	23,123	-3.74%
1994	3,063	1,016	2,524	2,033	8,215	7,170	24,021	0.81%
1993	3,037	1,057	2,487	2,070	8,095	7,083	23,828	2.86%
1992	2,972	1,042	2,381	2,037	7,760	6,974	23,165	

Source: Regents Information Systems

In past years, the Board of Regents has reported both fall headcount and fall FTE enrollments as state-support only. Prior to fall 1992, not all campuses reported self-support course enrollment. Consequently, self-support enrollment information is not uniformly available for those years. Beginning in fall 1992, all campuses were brought into compliance with Board policy on reporting. The historical fall headcount enrollment and the historical fall FTE enrollment tables contained in this edition of the Fact Book reflect the total enrollment on census date for years in which the data are available. All FTEs are based on 15 credit hours for undergraduates, 12 credit hours for master's and doctor's degrees, 15 credit hours for Law and 19 credit hours for Medicine. FTE totals may not be exact due to rounding.

## First-time, Full-time, Baccalaureate-Degree Seeking Undergraduates 1992 Fall Cohort

	BHSU	DSU	NSU*	SDSMT	SDSU*	USD	System
Initial Cohort	903	193	530	370	1,457	1,200	4,653
Completed a 2- or 3-year program	12	-	-	-	-	20	32
Completed in 4 years or less	226	26	60	16	293	239	860
Completed in 5 years	142	32	85	81	399	234	973
Completed in 6 years	37	7	23	26	88	56	237
Noncompleters still enrolled in FY98	159	7	16	11	20	40	253
Noncompleters not enrolled in FY98	327	121	341	236	648	611	2,284

Source: IPEDS Graduation Rate Survey, March 1, 1999.

\*Numbers do not equal initial cohort due to missing data.

Federal legislation requires that higher education institutions track entering cohorts of freshmen and report graduation and persistence rates. Federal legislation defines a full-time student as one enrolled for at least 12 credit hours. This differs from the 15 credit hours used by the Regents to define a full-time student for the purposes of computing full-time equivalency. A student who enrolls in 12 credit hours per term cannot complete the requirements for a baccalaureate degree in eight terms. Once in a cohort a student remains in it even if the student enrolls for less than 12 hours or drops out of school. Universities are permitted to remove students for a limited number of reasons, such as death or enlistment in the armed services.

## Transfer Enrollments

### All Undergraduate Transfers - Fall 1999

Transfer from:	Transfer to:						Total
	BHSU	DSU	NSU	SDSMT	SDSU	USD	
<b>S.D. State Universities</b>							
BHSU		5	11	23	47	32	118
DSU	6		5	4	18	4	37
NSU	25	9		2	19	10	65
SDSMT	51	3	3		39	28	124
SDSU	45	32	26	5		60	168
USD	31	11	3	7	56		108
Total	158	60	48	41	179	134	620
<b>S.D. Private &amp; Tribal Institutions</b>							
Augustana College	4	3		1	8	8	24
Dakota Wesleyan University	5	1			14	4	24
Huron University	3	3	1		2	2	11
Kilian Community College		2			3	4	9
Mount Marty College	1	2	1		7	17	28
National American University	10		1	7	2	3	23
Presentation College	1		8		2	1	12
Sinte Gleska University	4	1				3	8
University of Sioux Falls	2	4			11	7	24
Total	30	16	11	8	49	49	163
<b>S.D. Technical Institutes</b>							
Lake Area Technical Institute	3	5	4	1	19	17	49
Mitchell Technical Institute	1	1	1	2	7	5	17
Southeast Technical Institute	3	8	3	2	26	26	68
Western Dakota Technical Inst.	13	1	2	8	3		27
Total	20	15	10	13	55	48	161
<b>Other Institutions</b>	328	47	94	81	227	163	940
<b>In Process*</b>	59		3	5	9	14	90
<b>Total Transfers</b>	595	138	166	148	519	408	1974

\*In Process refers to transfers whose records have not been processed fully by date of publication

Source: Regents Information Systems

## New Undergraduate Registrants

### Total - Fall 1999 Headcount, Excluding Special Students

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
First Time Freshmen	803	369	574	366	1,506	990	4,608
First Time Transfer	582	138	166	144	512	406	1,948
Readmit After Absence	135	20	136	43	115	10	459
Total New Undergraduate	1,520	527	876	553	2,133	1,406	7,015

Source: Regents Information Systems

**Student Profile by University  
Fall 1999 Headcount**

	BHSU		DSU		NSU		SDSMT		SDSU		USD		System	
<b>Classification</b>														
Freshman-1999 HS Grad	528	14.1%	338	16.9%	509	16.1%	339	14.9%	1,379	16.1%	872	12.7%	3,965	14.9%
Freshman-Other HS Grad	1,005	26.8%	365	18.2%	471	14.9%	319	14.0%	1,449	17.0%	911	13.2%	4,520	17.0%
Sophomore	586	15.6%	203	10.1%	449	14.2%	401	17.6%	1,344	15.7%	1,050	15.2%	4,033	15.2%
Junior	448	12.0%	145	7.2%	388	12.3%	315	13.8%	1,188	13.9%	979	14.2%	3,463	13.0%
Senior	715	19.1%	264	13.2%	487	15.4%	453	19.9%	1,577	18.5%	982	14.3%	4,478	16.8%
Special/Terminal	187	5.0%	652	32.6%	600	19.0%	196	8.6%	445	5.2%	331	4.8%	2,411	9.1%
Graduate	278	7.4%	36	1.8%	260	8.2%	252	11.1%	972	11.4%	1,367	19.8%	3,165	11.9%
First Professional	0	0.0%	0	0.0%	0	0.0%	0	0.0%	186	2.2%	395	5.7%	581	2.2%
<b>Residency</b>														
Resident	3,124	83.4%	1,760	87.9%	2,700	85.3%	1,617	71.1%	6,347	74.3%	5,492	79.7%	21,040	79.1%
Non Resident	623	16.6%	243	12.1%	464	14.7%	658	28.9%	2,193	25.7%	1,395	20.3%	5,576	20.9%
<b>Gender</b>														
Men	1,398	37.3%	891	44.5%	1,250	39.5%	1,586	69.7%	4,181	49.0%	2,913	42.3%	12,219	45.9%
Women	2,349	62.7%	1,112	55.5%	1,914	60.5%	689	30.3%	4,359	51.0%	3,974	57.7%	14,397	54.1%
<b>Age</b>														
<b>Undergraduate/Special</b>														
Birth date missing	0	0.0%	9	0.5%	0	0.0%	0	0.0%	11	0.1%	0	0.0%	20	0.1%
17 or younger	37	1.1%	52	2.6%	321	11.1%	19	0.9%	73	1.0%	111	2.2%	613	2.7%
18-23	2,232	64.3%	1,203	61.2%	1,917	66.0%	1,501	74.2%	6,263	83.7%	3,958	77.2%	17,074	74.3%
24-29	547	15.8%	213	10.8%	265	9.1%	277	13.7%	599	8.0%	576	11.2%	2,477	10.8%
30-39	340	9.8%	189	9.6%	202	7.0%	144	7.1%	312	4.2%	286	5.6%	1,473	6.4%
40-49	274	7.9%	204	10.4%	153	5.3%	63	3.1%	184	2.5%	153	3.0%	1,031	4.5%
50 or older	39	1.1%	97	4.9%	46	1.6%	19	0.9%	38	0.5%	41	0.8%	280	1.2%
Total Undergraduate	3,469	100.0%	1,967	100.0%	2,904	100.0%	2,023	100.0%	7,480	100.0%	5,125	100.0%	22,968	100.0%
<b>Graduate/First Professional</b>														
Birth date missing	0	0.0%	0	0.00%	0	0.00%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17 or younger	0	0.0%	0	0.00%	0	0.00%	0	0.0%	0	0.0%	1	0.1%	1	0.0%
18-23	7	2.5%	4	11.11%	16	6.15%	55	21.8%	170	16.0%	292	16.6%	544	14.9%
24-29	46	16.5%	13	36.11%	61	23.46%	88	34.9%	361	34.1%	701	39.8%	1,270	34.8%
30-39	89	32.0%	7	19.44%	87	33.46%	69	27.4%	287	27.1%	399	22.6%	938	25.7%
40-49	89	32.0%	11	30.56%	57	21.92%	33	13.1%	180	17.0%	280	15.9%	650	17.8%
50 or older	47	16.9%	1	2.78%	39	15.00%	7	2.8%	62	5.8%	89	5.1%	245	6.7%
Total Grad./First Prof.	278	100.0%	36	100.00%	260	100%	252	100.0%	1,060	100.0%	1,762	100.0%	3,648	100.0%
<b>Ethnic Origin</b>														
White/Caucasian	3,528	94.2%	1,851	92.41%	2,673	84.48%	1,955	85.9%	7,789	91.2%	5,924	86.0%	23,720	89.1%
American Indian	102	2.7%	11	0.55%	249	7.87%	41	1.8%	117	1.4%	136	2.0%	656	2.5%
Black/Non-Hispanic	33	0.9%	5	0.25%	13	0.41%	20	0.9%	37	0.4%	65	0.9%	173	0.6%
Asian/Pacific	25	0.7%	26	1.30%	39	1.23%	99	4.4%	205	2.4%	166	2.4%	560	2.1%
Hispanic	32	0.9%	5	0.25%	10	0.32%	24	1.1%	23	0.3%	35	0.5%	129	0.5%
Unknown/Missing/Refused	27	0.7%	105	5.24%	180	5.69%	136	6.0%	369	4.3%	561	8.1%	1,378	5.2%
Total Enrollment	3,747		2,003		3,164		2,275		8,540		6,887		26,616	

Source: Regents Information Systems

### Geographic Distribution and General Fund Support by County Fall 1999 Headcount Enrollment

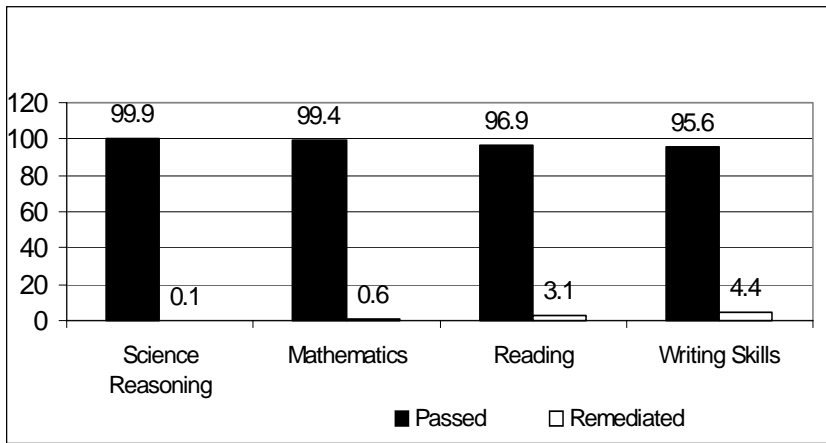
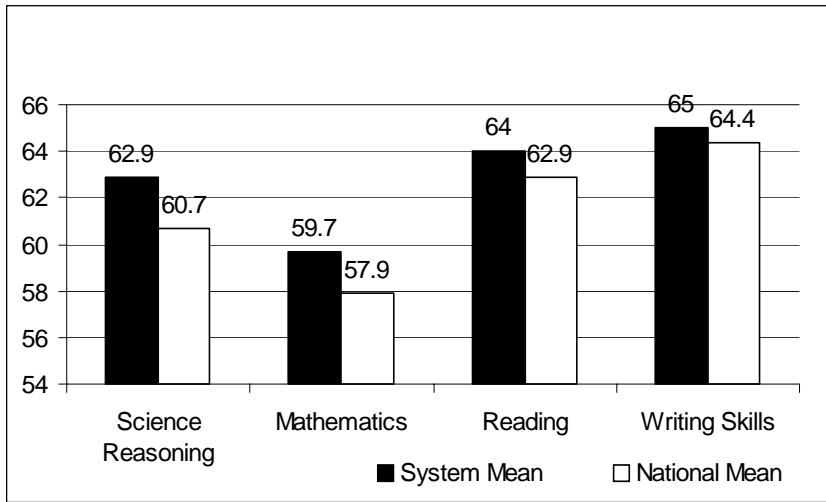
County	Enrollment	State Support by County	County	Enrollment	State Support by County
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Aurora	81	\$298,728
Beadle	429	\$1,582,152
Bennett	48	\$177,024
Bon Homme	139	\$512,632
Brookings	1106	\$4,078,928
Brown	1165	\$4,296,520
Brule	160	\$590,080
Buffalo	14	\$51,632
Butte	253	\$933,064
Campbell	60	\$221,280
Charles Mix	190	\$700,720
Clark	119	\$438,872
Clay	666	\$2,456,208
Codington	548	\$2,021,024
Corson	52	\$191,776
Custer	125	\$461,000
Davison	373	\$1,375,624
Day	172	\$634,336
Deuel	108	\$398,304
Dewey	257	\$947,816
Douglas	107	\$394,616
Edmunds	112	\$413,056
Fall River	112	\$413,056
Faulk	82	\$302,416
Grant	175	\$645,400
Gregory	144	\$531,072
Haakon	94	\$346,672
Hamlin	164	\$604,832
Hand	117	\$431,496
Hanson	64	\$236,032

Source: Regents Information Systems and Board of Regents

Residents of every county in South Dakota attend regional universities. This table displays the total number of students from each county who are enrolled in the universities of South Dakota Public Higher Education. State support represents general funds appropriated per headcount enrollment for the six universities and the medical school. It does not include appropriations for AES, CES, ADRDL and system operations. General funds per headcount appropriated for FY99 equal \$3,688.

### Proficiency Exams



Source: Board of Regents & American College Testing Inc.

Beginning with Spring 1998 all rising juniors have been required to take the Collegiate Assessment of Academic Proficiency (CAAP).

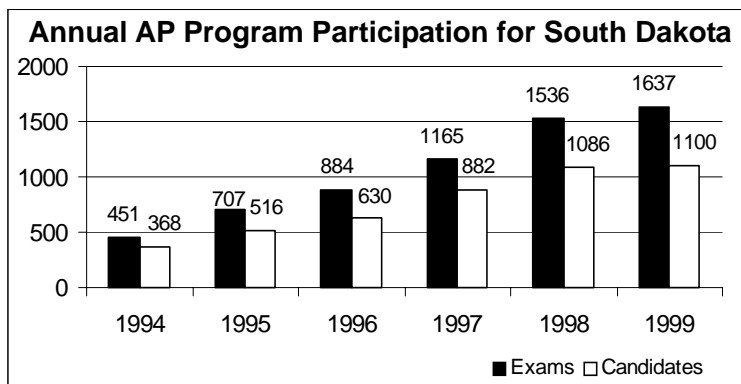
A total of 1,963 students were required to sit for the exam for the first time in Spring 1999.

Exam results were compared to the national norms. In all four testing areas (writing, mathematics, reading and science reasoning), South Dakota students tested higher than the national norms.

The results of the CAAP improvement report do not compare institutions, but rather compare students who have similar initial ACT scores. To arrive at percentage gains in achievement by South Dakota students, the ACT scores of entering freshmen at each South Dakota university are compared to their scores on CAAP. The percentage gains in achievement by South Dakota students are then compared to gains by students with similar ACT scores attending other universities.

### Advanced Placement Exams

The Advanced Placement (AP) program administered by the College Board offers high school students a chance to study courses that are equivalent to first-year college courses. Following instruction in special AP classes, in honors classes, or in extra independent study, the students can take examinations that demonstrate

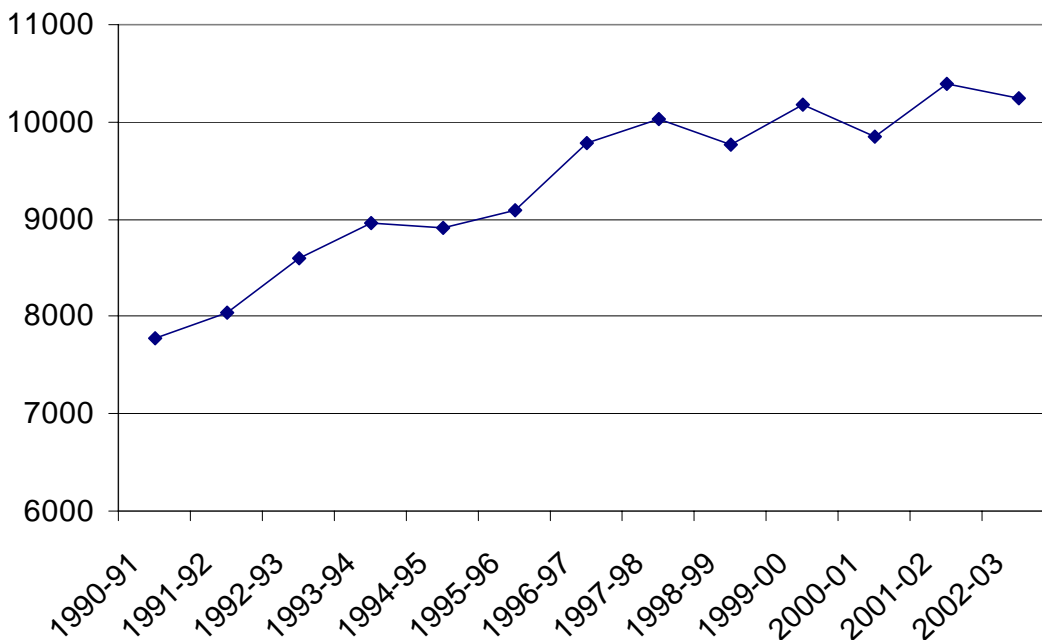


Source: The College Board

that they have obtained the knowledge and skills of comparable college courses. When those students later enroll in a college or university that accepts AP credit, they can present their AP scores. Currently all South Dakota public universities award credit for acceptable exam scores.

The chart to the left shows the number of high school students taking AP exams and the number of exams taken in 1994 through 1999.

### Actual and Projected Number of High School Graduates 1990 - 2003



Source: SD Department of Education and Cultural Affairs and SD Board of Regents

### Plans of South Dakota Public High School Graduates 1989-1999

	Total Public High School Graduates	Total College Bound	Percent College Bound	Bound for In-State College	Percent In-State Bound	Bound for Out-of-State College	Percent Out-of-State Bound
1999	8,973	4,635	51.7%	3,206	69.2%	1,429	30.8%
1998	9,148	4,953	54.1%	3,437	69.4%	1,516	30.6%
1997	8,933	4,733	52.9%	3,321	70.2%	1,412	29.8%
1996*	8,236	3,977	48.3%	2,815	70.8%	1,162	29.2%
1995	8,661	4,772	55.1%	3,389	71.0%	1,383	29.0%
1994	8,963	4,744	53.0%	3,551	74.4%	1,223	25.6%
1993	8,604	4,654	54.1%	3,362	72.2%	1,292	27.8%
1992	8,044	4,133	51.4%	3,029	73.3%	1,104	26.7%
1991	7,772	4,329	55.7%	3,022	69.8%	1,307	30.2%
1990	8,309	4,681	56.3%	3,292	70.3%	1,389	29.7%
1989	8,871	4,852	54.7%	3,429	70.7%	1,423	29.3%

Note: Data Collection period moved to an earlier point in the year, which may affect results

Source: SD Department of Education and Cultural Affairs, Fall Guidance Survey

## Enrollment in Economic Growth Programs Fall 1998 Headcount

State Higher Education Policy Goal 2 calls for increased enrollments in programs that will continue the economic growth of South Dakota. Universities will be rewarded for the growth in enrollments in the programs as part of state policy incentive funding (see page 34).

CIP	Program	BHSU	DSU	NSU	SDSMT	SDSU	USD	Total
2.0206	Dairy Manufacturing					32		32
2.0402	Agronomy					163		163
19.0501	Nutrition and Food Science					25		25
23.9999	English for Info Systems (2 options)#		13					13
27.0101	Mathematics*	19					55	74
27.0101	Mathematics, BSEd*	35					21	56
13.1311	Mathematics Education		12					12
27.9999	Mathematics for Information Systems		12					12
26.0101	Biology	283		119				402
26.0101	Biology, BSEd	30		9			6	45
13.1322	Biology Education		16					16
26.0603	Environmental Science			19				19
26.9999	Biology for Information Systems		24					24
40.0101	Composite Science/Physical	8						8
40.0101	Composite Science/Physical, BSEd	8						8
40.0501	Chemistry	30					72	102
40.0501	Chemistry, BSEd	8					1	9
13.1323	Chemistry Education		0					0
40.0599	Chemistry for Information Systems		6					6
13.1329	Physics Education		1					1
40.0899	Physics for Information Systems		4					4
40.9999	Environmental Physical Science	28						28
11.0101	Computer Science		129			40	173	342
11.0701	Computer Science				148			148
11.0201	Applications Programming (Assoc)		33					33
13.1321	Computer Education		21					21
11.0401	Computer Information Systems		66					66
11.0401	Information Systems		137					137
14.0901	Computer Engineering				187			187
14.1701	Industrial Engineering				68			68
1.0299	Agricultural Systems Technology					55		55
15.0303	Electronics Engineering Tech					60		60
15.0603	Composite Technology	18						18
15.0603	Composite Technology, BSEd	5						5
15.0603	Technology	48						48
15.0603	Technology, BSEd	13						13
15.0603	Industrial Technology (Assoc)			26				26
15.0603	Industrial Technology			30				30
15.0603	Manufacturing Engineering Tech					34		34
51.1699	Nursing, Upward Mobility#					105		105
51.0702	Health Services Administration*						33	33
44.0401	Administrative Studies (M.S.)						142	142
52.0201	Management						258	258
52.0201	Business Administration (MBA)						181	181
52.0701	Entrepreneurial Studies	14						14
52.1101	International Business			30				30
52.1201	Administrative Systems			52				52
	<b>Total</b>	<b>547</b>	<b>474</b>	<b>285</b>	<b>403</b>	<b>514</b>	<b>942</b>	<b>3165</b>

Source: RIS report dated February 19, 1999, end-of-term extract.

### Historical Tuition and Fee Charges Per Academic Year Full-time Students - FY96-FY00

	FY96	FY97	FY98	FY99	FY00
<b>Undergraduate Resident</b>					
BHSU	\$2,597	\$2,662	\$2,878	\$3,115	\$3,363
DSU	2,778	2,858	3,027	3,301	3,588
NSU	2,455	2,526	2,704	3,032	3,281
SDSMT	2,789	2,869	2,978	3,188	3,412
SDSU	2,705	2,784	2,912	3,128	3,358
USD	2,803	2,885	3,012	3,216	3,460
<b>Undergraduate Non-Resident</b>					
BHSU	5,029	5,856	6,646	7,035	7,437
DSU	5,210	6,052	6,795	7,221	7,661
NSU	4,887	5,719	6,472	6,952	7,354
SDSMT	5,621	6,549	6,746	7,108	7,485
SDSU	5,537	6,464	6,680	7,048	7,432
USD	5,635	6,565	6,780	7,136	7,533
<b>Graduate Resident</b>					
BHSU	2,667	2,736	2,830	3,035	3,248
DSU	2,807	2,890	2,942	3,174	3,417
NSU	2,540	2,615	2,700	2,972	3,186
SDSMT	2,805	2,886	2,905	3,090	3,285
SDSU	2,727	2,806	2,856	3,045	3,245
USD	2,815	2,895	2,931	3,111	3,321
<b>Graduate Non-Resident</b>					
BHSU	5,187	6,072	6,664	7,023	7,392
DSU	5,327	6,226	6,776	7,163	7,560
NSU	5,060	5,951	6,534	6,961	7,330
SDSMT	5,649	6,618	6,739	7,078	7,428
SDSU	5,571	6,538	6,690	7,033	7,388
USD	5,659	6,627	6,765	7,099	7,464

### Regional Total Cost Comparison\* System Weighted Average Cost and Rank of Public Institutions

	FY99	Rank	FY00	Rank	% Increase		FY99	Rank	FY00	Rank	% Increase
<b>Undergraduate Resident</b>						<b>Graduate Resident</b>					
Idaho	\$5,816	2	\$6,102	2	4.9%	Idaho	\$6,334	4	\$6,725	3	6.2%
Iowa	6,720	6	7,099	7	5.6%	Iowa	7,281	7	7,695	7	5.7%
Minnesota	7,448	8	7,686	8	3.3%	Minnesota	8,737	8	9,122	8	4.4%
Montana	6,798	7	7,093	6	4.3%	Montana	7,104	6	7,635	6	7.5%
Nebraska	6,457	5	6,947	5	7.6%	Nebraska	5,920	1	6,798	4	14.8%
North Dakota	5,671	1	5,904	1	4.1%	North Dakota	6,164	3	6,454	2	4.7%
<b>South Dakota</b>	<b>5,927</b>	<b>3</b>	<b>6,259</b>	<b>3</b>	<b>5.6%</b>	<b>South Dakota</b>	<b>5,933</b>	<b>2</b>	<b>5,961</b>	<b>1</b>	<b>4.7%</b>
Wyoming	6,283	4	6,526	4	3.9%	Wyoming	6,769	5	7,030	5	3.9%
<b>Undergraduate Non-Resident</b>						<b>Graduate Non-Resident</b>					
Idaho	\$11,785	5	\$12,034	5	2.1%	Idaho	\$12,419	6	\$12,790	5	2.9%
Iowa	13,411	7	14,136	8	5.4%	Iowa	13,838	7	14,605	8	5.5%
Minnesota	15,703	8	13,146	7	-16.3%	Minnesota	15,372	8	14,241	7	-7.4%
Montana	12,016	6	12,766	6	6.2%	Montana	12,100	5	13,331	6	10.2%
Nebraska	9,692	1	10,652	3	9.9%	Nebraska	9,372	1	10,876	2	16.1%
North Dakota	9,695	2	10,110	1	4.3%	North Dakota	10,856	3	10,968	3	1.0%
<b>South Dakota</b>	<b>9,857</b>	<b>3</b>	<b>10,334</b>	<b>2</b>	<b>4.8%</b>	<b>South Dakota</b>	<b>9,949</b>	<b>2</b>	<b>10,430</b>	<b>1</b>	<b>4.8%</b>
Wyoming	11,371	4	11,794	4	3.7%	Wyoming	11,859	4	12,300	4	3.7%

\* SOURCE: FY99 Board of Regents Regional Tuition Surveys

NOTE: Total Cost includes tuition and fees and room and board. The averages include both colleges and universities and are weighted. The cost was calculated using 32 hours for an undergraduate and 24 hours for a graduate student. Room rates were based on a double occupancy room and board rates were based on the meal provided that provided 15 meals per week or the next closest plan.

### FY00 Tuition & Fees Schedule

Tuition - Cr Hr						
Undergraduate Resident & Tuition Reduction						
Child of Alum (1)	58.35	58.35	58.35	58.35	58.35	58.35
Undergraduate Non-Resident	185.65	185.65	185.65	185.65	185.65	185.65
Undergraduate Resident (1/2 Rate)						
Nat Guard, State Emp, ROTC, Teacher Certification	29.18	29.18	29.18	29.18	29.18	29.18
Undergraduate Resident (1/4 Rate) - Over 65	14.59	14.59	14.59	14.59	14.59	14.59
Undergraduate MN Reciprocity (2)	65.18	58.16	67.76	63.66	65.34	62.17
Western Undergraduate Exchange	87.53	87.53	87.53	87.53	87.53	87.53
Graduate Resident & Tuition Reduction						
Child of Alum (1)	88.60	88.60	88.60	88.60	88.60	88.60
Graduate Non-Resident	261.25	261.25	261.25	261.25	261.25	261.25
Graduate Resident (1/2 Rate)						
State Employee, Teacher Certification	44.30	44.30	44.30	44.30	44.30	44.30
Graduate (1/3 rate) - Graduate Assistant	29.53	29.53	29.53	29.53	29.53	29.53
Graduate Resident (1/4 Rate) - Over 65	22.15	22.15	22.15	22.15	22.15	22.15
Graduate MN Reciprocity (2)	127.25	120.23	129.83	125.73	127.41	124.24
Pharmacy - Minnesota (2)					170.29	
Law School Resident						107.00
Law School Minnesota (2)						200.51
Law School Non-Resident						310.15
Law School Graduate Assistant						35.67
Medical School - Annual Tuition						
Resident						10,125.00
Minnesota (2)						12,491.00
Non-Resident						24,254.00
Self-Support						
Off-campus - Sioux Falls Undergraduate (3)	137.15	137.15	137.15	137.15	137.15	137.15
Off-campus - Sioux Falls Graduate (3)	179.00	179.00	179.00	179.00	179.00	179.00
Off-campus - Outside Sioux Falls Undergraduate (3)	125.45	125.45	125.45	125.45	125.45	125.45
Off-campus - Outside Sioux Falls Graduate (3)	161.25	161.25	161.25	161.25	161.25	161.25
Externally-Supported	41.40	41.40	41.40	41.40	41.40	41.40
Neonatal Nurse Practitioner - Annual					5,325.00	
Neonatal Clinical					494.00	
Ellsworth Air Force Base	110.00					
System Fees						
Application Fee	15.00	15.00	15.00	15.00	15.00	15.00
Transcripts	2.00	2.00	2.00	2.00	2.00	2.00
Late Registration	10.00	10.00	10.00	10.00	10.00	10.00
Reinstatement Fee	10.00	10.00	10.00	10.00	10.00	10.00
Exam For Credit - Course	75.00	75.00	75.00	75.00	75.00	75.00
Proficiency Exam Re-Test Fee	7.50	7.50	7.50	7.50	7.50	7.50
International Student Fee - One-Time	100.00	100.00	100.00	100.00	100.00	100.00
Thesis Sustaining Fee	100.00	100.00	100.00	100.00	100.00	100.00
Required Fees						
University Support - Cr Hr	32.08	34.41	31.57	35.44	34.41	36.38
General Activity - Cr Hr	14.67	19.36	12.60	12.83	12.18	13.38
Salary Enhancement Fees - Cr Hr						
Engineering and Science				13.70		
Engineering Education					13.70	
Business School						3.39
Law School						19.75

Note: all rates, except EAFB, effective at the end of the 1999 spring term.

(1) Rates for Child of SD Alumnus are only effective for those students who were enrolled during the Fall 1995 term and are enrolled in the 1999 summers only programs.

(2) These rates reflect tuition only.

(3) These off-campus rates reflect tuition and fees.

**FY00 Tuition & Fees Schedule (continued)**

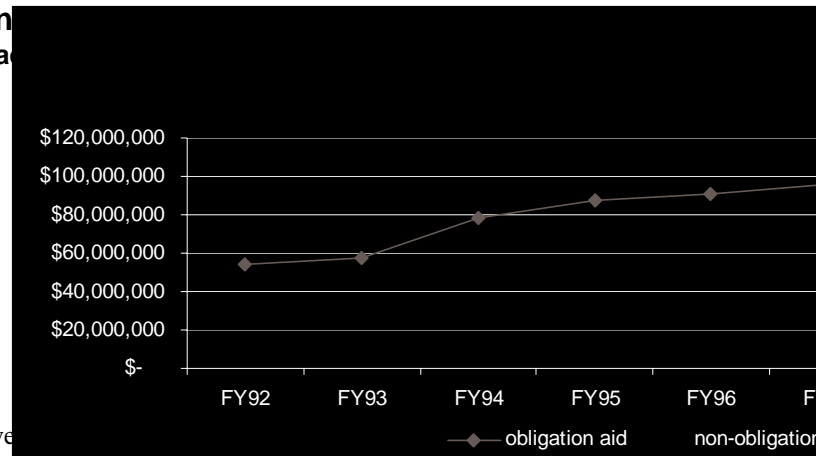
### Student Financial Aid by Program Graduate and Undergraduate Fiscal Year 1999

	BHSU	DSU	NSU	SDSM&T	SDSU	USD	System
<b>Non-Obligation Aid</b>							
Grants	\$ 2,471,254	\$ 968,188	\$ 2,161,061	\$ 1,025,333	\$ 4,663,606	\$ 3,818,912	\$15,108,354
Federal Scholarships	1,500		4,500	4,705	366,497	131,585	508,787
State Programs		13,111	11,716	9,166	71,733	112,363	218,089
Institutional Scholarships	308,758	358,641	559,229	368,256	2,182,410	2,904,705	6,681,999
Agency Funds	589,106	98,494	371,595	349,943	290,445	384,234	2,083,817
Non-Inst. Scholarships	166,021	67,132	208,351	188,575	929,350	137,503	1,696,932
<b>Total Non-Obligation Aid</b>	<b>\$ 3,536,639</b>	<b>\$ 1,505,566</b>	<b>\$ 3,316,452</b>	<b>\$ 1,945,978</b>	<b>\$ 8,504,041</b>	<b>\$ 7,489,302</b>	<b>\$26,297,978</b>
<b>Obligation Aid</b>							
Federal Loans	\$ 9,838,197	\$ 3,491,252	\$ 7,456,053	\$ 4,474,762	\$21,302,032	\$34,348,166	\$80,910,462
Alternative Loans	449,544	174,385	226,480	205,436	1,619,026	4,358,187	7,033,058
Work Study	343,839	287,245	558,053	156,651	643,263	909,327	2,898,378
Non-Work Study Empl.	493,905	243,269	298,308	1,951,485	2,313,549	1,155,695	6,456,211
<b>Total Obligation Aid</b>	<b>\$11,125,485</b>	<b>\$ 4,196,151</b>	<b>\$ 8,538,894</b>	<b>\$ 6,788,334</b>	<b>\$25,877,870</b>	<b>\$40,771,375</b>	<b>\$97,298,109</b>

NOTE: Obligation Aid refers to aid for which student repayment, either in the form of cash or equivalent work, is expected. Non-Obligation Aid refers to aid which is given without the expectation of repayment.

Source: Board of Regents Financial Aid Survey

### Total Financial Aid by Program Graduate and Undergraduate System; a



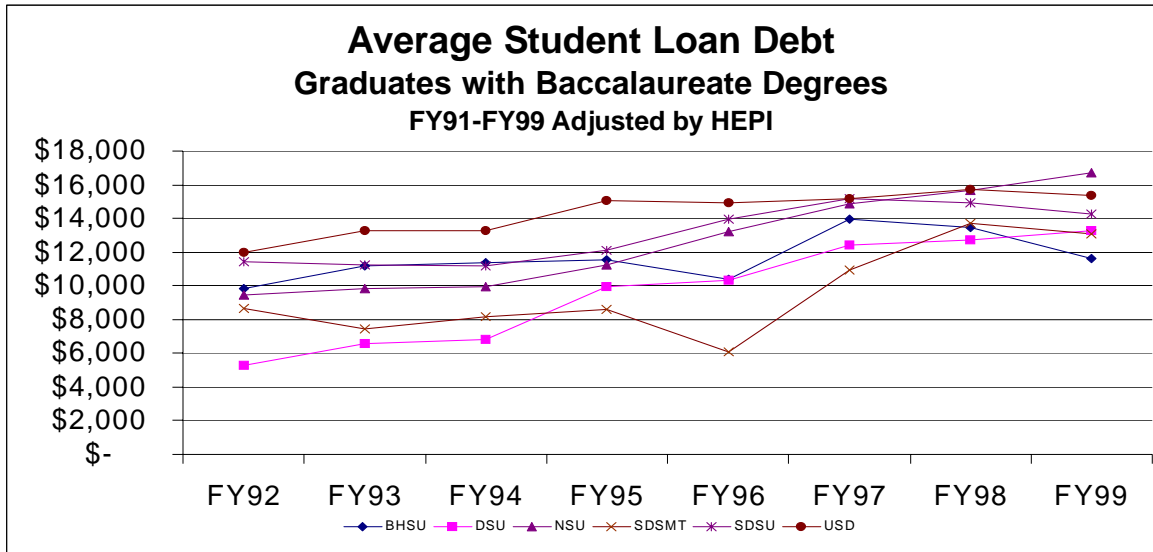
Source: Board of Regents Financial Aid Survey

### State Funded Programs Fiscal Year 1999

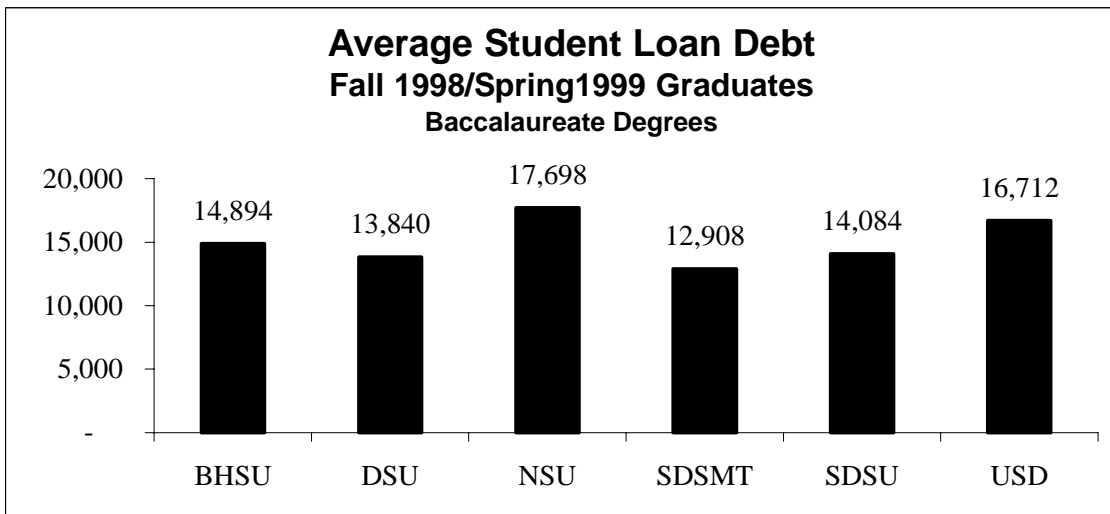
	State Student Incentive Grants*	Superior Scholars	Mickelson Scholars	Total
BHSU	0	0	0	0
DSU	0	0	\$13,111	\$13,111
NSU	0	0	\$11,716	\$11,716
SDSM&T	0	0	\$9,166	\$9,166
SDSU	0	0	\$71,233	\$71,233
USD	0	0	\$112,363	\$112,363
<b>Total</b>	<b>0</b>	<b>0</b>	<b>\$217,589</b>	<b>\$217,589</b>

Source: Board of Regents Financial Aid Survey

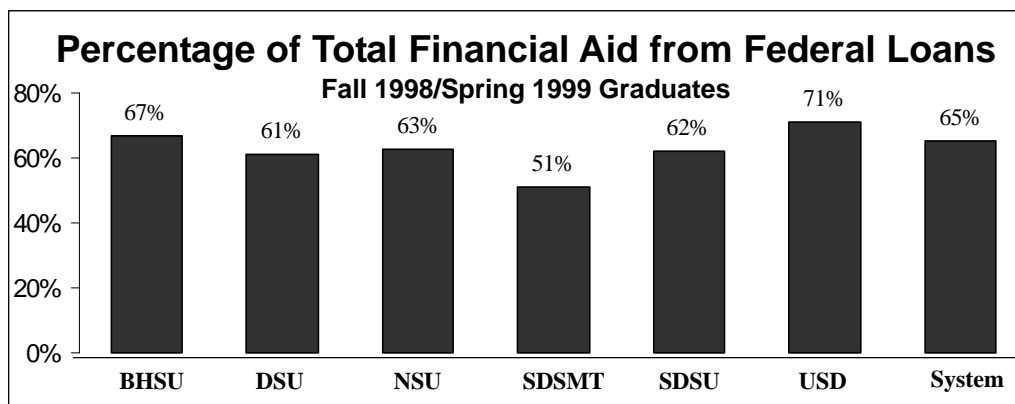
\*Federal matching dollars available



Source: Board of Regents Financial Aid Survey



Source: Board of Regents Financial Aid Survey



Source: Board of Regents FY99 Financial Aid Survey

### Average Financial Aid Award Graduate and Undergraduate Fall 1998/Fiscal Year 1999

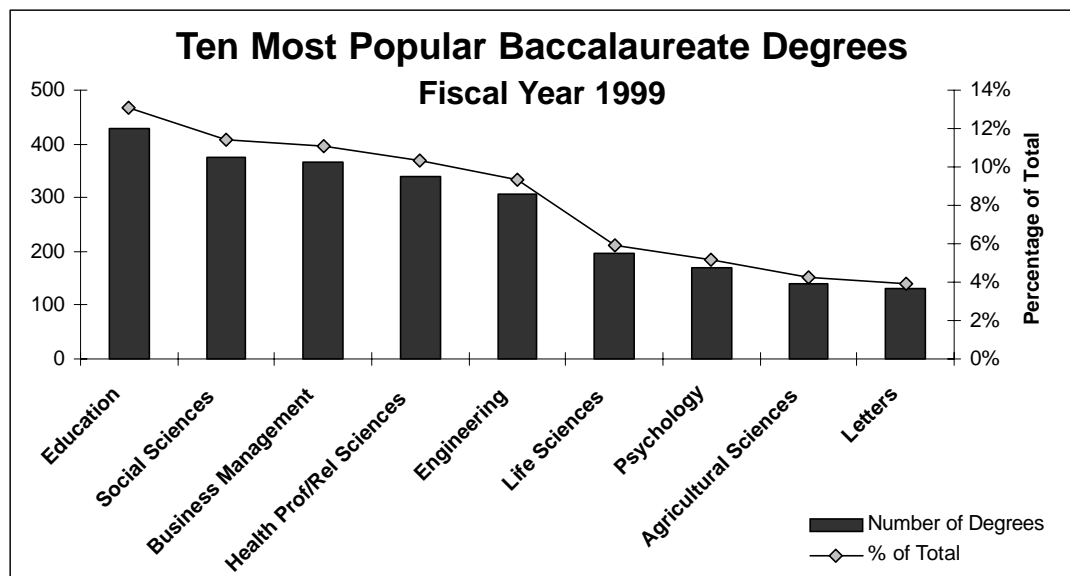
	% Receiving Aid	Total Aid Amount	Average Award
BHSU	77%	\$ 14,662,124	\$ 5,291
DSU	64%	\$ 5,701,717	\$ 4,873
NSU	83%	\$ 11,855,346	\$ 4,971
SDSMT	71%	\$ 8,734,312	\$ 5,372
SDSU	85%	\$ 34,381,911	\$ 4,672
USD	78%	\$ 48,260,677	\$ 8,482
System	79%	\$ 123,596,087	\$ 5,885

Source: Board of Regents FY99 Financial Aid Survey

### Percentage of Undergraduate Students Receiving Financial Aid FY91 to FY99

	BHSU	DSU	NSU	SDSMT	SDSU	USD
FY99	77%	64%	83%	71%	85%	78%
FY98	87%	77%	92%	65%	90%	90%
FY97	84%	75%	86%	66%	89%	85%
FY96	87%	75%	87%	48%	86%	80%
FY95	87%	68%	82%	63%	86%	80%
FY94	86%	69%	86%	61%	85%	75%
FY93	85%	64%	84%	61%	85%	70%
FY92	81%	60%	81%	62%	84%	75%
FY91	77%	57%	69%	61%	84%	75%

Source: Board of Regents FY99 Financial Aid Survey



Source: Regents Information Systems

**Majors Completed by Graduates Meeting  
Teacher Certification Requirements  
Baccalaureate Level, FY97-99**

		BHSU	DSU	NSU	SDSU	USD	System
<b>Elementary &amp; Middle</b>	FY99	99	13	61		78	251
	FY98	89	15	72		75	251
	FY97	90	25	58		73	246
<b>Special Education</b>	FY99	50	10	10		27	97
	FY98		17	1			18
	FY97		13	1			14
<b>Early Childhood</b>	FY99	7			25		32
	FY98				36		36
	FY97				11		11
<b>Physical Ed &amp; Health</b>	FY99	15	3	10	13	12	53
	FY98	7	4	2	26	11	50
	FY97	7	5	7	37	10	66
<b>Music, Art, Performing Arts</b>	FY99	7		1	16		24
	FY98	13	1	10	13	18	55
	FY97	4		6	19	12	41
<b>Mathematics</b>	FY99	3	2	4	6	4	19
	FY98	9		3	8	6	26
	FY97	4	1	4	5	2	16
<b>Biology</b>	FY99	3	2	2	2	4	13
	FY98	5	1	5	4	3	18
	FY97	3	1	3	8	4	19
<b>Physical Sciences</b>	FY99	4	1				5
	FY98	3		2	3	1	9
	FY97			1	2	2	5
<b>English, Speech, Theater</b>	FY99	10	3	3	23	4	43
	FY98	15	3	4	14	16	52
	FY97	9	4	5	16	7	41
<b>History &amp; Social Sciences</b>	FY99	16		11	28	5	60
	FY98	16		11	18	6	51
	FY97	21		8	27	10	66
<b>Foreign Languages</b>	FY99	1			3		4
	FY98	1			5		6
	FY97	1			3	1	5
<b>Family &amp; Consumer Sciences</b>	FY99				5		5
	FY98				8		8
	FY97				1		1
<b>Business</b>	FY99	3	1	3			7
	FY98	3	4	3			10
	FY97	5	3	4			12
<b>Agriculture Related</b>	FY99				4		4
	FY98				1		1
	FY97						0
<b>Journalism, Mass Com</b>	FY99						0
	FY98				1		1
	FY97						0
<b>Computer</b>	FY99		1		1		2
	FY98		4				4
	FY97		2				2
<b>Instructional Media Design</b>	FY99						0
	FY98						0
	FY97	1					1
<b>Vocational Education</b>	FY99						0
	FY98		1		13		14
	FY97		1		12		13
<b>Industrial &amp; Technology</b>	FY99	2		1			3
	FY98	4					4
	FY97	4		1			5
<b>Total</b>	FY99	220	36	106	126	134	622
	FY98	165	50	113	150	136	614
	FY97	149	55	98	141	121	564

Note: Persons may be certified to teach a discipline without completing a major in that discipline.

Source: Regents Information Systems

### Degree Trends FY93-99

		1 Yr/Assoc/Cert	Bachelor's	Master's	Doctor's	1st Prof.	Total
1998-99	BHSU	48	418	24	0	0	490
	DSU	33	131	0	0	0	164
	NSU	30	358	47	0	0	435
	SDSMT	0	258	49	3	0	310
	SDSU	9	1,366	255	16	46	1,692
	USD	151	759	470	44	124	1,548
	Total	271	3,290	845	63	170	4,639
1997-98	BHSU	46	473	16	0	0	535
	DSU	37	130	0	0	0	167
	NSU	35	321	37	0	0	393
	SDSMT	0	251	81	2	0	334
	SDSU	13	1,376	305	10	55	1,759
	USD	150	867	446	57	113	1,633
	Total	281	3,418	885	69	168	4,821
1996-97	BHSU	46	501	13	0	0	560
	DSU	34	121	0	0	0	155
	NSU	57	328	62	0	0	447
	SDSMT	0	245	74	6	0	325
	SDSU	17	1,365	331	21	7	1,741
	USD	191	910	416	66	122	1,705
	Total	345	3,461	896	93	129	4,924
1995-96	BHSU	50	436	12	0	0	498
	DSU	41	178	0	0	0	219
	NSU	51	368	79	0	0	498
	SDSMT	0	299	94	8	0	401
	SDSU	13	1,349	326	17	4	1,709
	USD	118	896	452	64	122	1,652
	Total	273	3,526	963	89	126	4,851
1994-95	BHSU	63	440	25	0	0	528
	DSU	51	124	0	0	0	175
	NSU	46	307	80	0	0	433
	SDSMT	0	276	74	3	0	353
	SDSU	12	1,357	330	7	10	1,716
	USD	172	928	447	48	114	1,709
	Total	344	3,432	956	58	124	4,914
1993-94	BHSU	74	408	19	0	0	501
	DSU	41	126	0	0	0	167
	NSU	52	349	88	0	0	489
	SDSMT	0	291	94	4	0	389
	SDSU	17	1,230	306	15	0	1,568
	USD	175	875	461	40	124	1,675
	Total	359	3,279	968	59	124	4,789
1992-93	BHSU	70	388	5	0	0	463
	DSU	55	140	0	0	0	195
	NSU	49	375	68	0	0	492
	SDSMT	0	246	109	5	0	360
	SDSU	11	1,235	306	10	0	1,562
	USD	236	962	336	34	112	1,680
	Total	421	3,346	824	49	112	4,752

Source: IPEDS Completion Surveys

## Bachelor's, Master's, Doctor's & Professional Degrees Conferred Fiscal Year 1999

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
<b>First Professional</b>							
Medicine MD	0	0	0	0	0	55	55
Law	0	0	0	0	0	69	69
Pharmacy	0	0	0	0	46	0	46
First Professional Total	0	0	0	0	46	124	170
<b>Bachelor's, Master's &amp; Doctor's</b>							
01 Agribusiness & Agricultural Prod.							
Bachelor's	0	0	0	0	87	0	87
Subtotal	0	0	0	0	87	0	87
02 Agricultural Sciences							
Bachelor's	0	0	0	0	141	0	141
Master's	0	0	0	0	8	0	8
Doctor's	0	0	0	0	3	0	3
Subtotal	0	0	0	0	152	0	152
03 Renewable Natural Resources							
Bachelor's	0	0	0	0	38	0	38
Master's	0	0	0	0	12	0	12
Subtotal	0	0	0	0	50	0	50
05 American Indian Studies							
Bachelor's	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0
08 Marketing							
Bachelor's	15	0	0	0	0	0	15
Master's	0	0	0	0	0	0	0
Subtotal	15	0	0	0	0	0	15
09 Communications							
Bachelor's	14	0	0	0	45	32	91
Master's	0	0	0	0	8	5	13
Subtotal	14	0	0	0	53	37	104
11 Computer & Information Science							
Bachelor's	0	39	0	21	16	7	83
Master's	0	0	0	2	0	19	21
Subtotal	0	39	0	23	16	26	104
13 Education							
Bachelor's	150	36	105	0	31	108	430
Master's	24	0	47	0	58	151	280
Post-Master's Cert.	0	0	0	0	0	0	0
Doctor's	0	0	0	0	0	36	36
Subtotal	174	36	152	0	89	295	746
14 Engineering							
Bachelor's	0	0	2	182	123	0	307
Master's	0	0	0	42	54	0	96
Doctor's	0	0	0	3	0	0	3
Subtotal	0	0	2	227	177	0	406
15 Engineering & Engineering Related Technologies							
Bachelor's	11	0	10	0	40	0	61
Subtotal	11	0	10	0	40	0	61



Source: IPEDS Completions 1998-1999

### Two-year Degrees & One-year Awards Conferred Fiscal year 1999

Two Year Degrees and Awards	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
02 Agricultural Sciences	0	0	0	0	9	0	9
11 Computer & Information Sciences	0	3	0	0	0	0	3
15 Engineering	0	0	2	0	0	0	2
24 Liberal/General Studies	39	1	4	0	0	0	44
44 Public Affairs	0	0	8	0	0	0	8
48 Precision & Production	8	0	0	0	0	0	8
50 Visual & Performing Arts	0	0	1	0	0	0	1
51 Health Professional and Related Sciences	0	21	0	0	0	151	172
52 Business and Management	1	8	14	0	0	0	23
<b>Two-Year Program Total</b>	<b>48</b>	<b>33</b>	<b>29</b>	<b>0</b>	<b>9</b>	<b>151</b>	<b>270</b>
<b>Awards at Least One Year &amp; Less than Two</b>							
52 Business and Management	0	0	1	0	0	0	1

Source: IPEDS Completions 1998-1999

The South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired have the expertise and resources to meet the special learning needs of students with vision or hearing loss. Services are provided to parents and local school districts throughout the state at no charge because of a general fund appropriation. This provides the flexibility to serve young children at home and students in public schools as well as students who are enrolled on campus. The table provides the number of children served by the School for the Deaf and School for the Blind and Visually Impaired from each county.

	<b>SDSD Campus/ Preschool</b>	<b>SDSD Outreach</b>	<b>SDSBVI Campus</b>	<b>SDSBVI Outreach</b>
Aurora		2		1
Beadle	1	4	1	4
Bennett		1		1
Bon Homme		4		7
Brookings		6		6
Brown	1	10	6	8
Brule		1		1
Buffalo	1	1		1
Butte		2		
Charles Mix	1	1		5
Clark				4
Clay	1	1		1
Codington	2	6		8
Corson		3	1	
Custer			4	2
Davison		2		
Day	1	1	1	1
Duel				4
Dewey	1	2	1	3
Douglas		1		
Edmunds			2	
Fall River		1	2	1
Faulk		1		1
Grant		4		4
Gregory		1		2
Hamlin		1		2
Hand		3		2
Harding				1
Hughes			1	3
Hutchison	2	4		
Jackson		6		
Jerauld		2		
Jones			1	
Kingsbury		1		1
Lake		1	1	3
Lawrence		7		8
Lincoln	3			2
Marshall		1		1
McCook	2	3	1	
Meade		4		6
Mellette		1		
Miner		2		
Minnehaha	21	9	2	19
Moody	2			2
Pennington	2	11	3	5
Perkins		1		
Potter		1		
Roberts				4
Sanborn				3
Shannon	1	6		7
Spink		4	1	1
Stanley		3		
Todd	3	10		1
Tripp		3	1	1
Turner	1	1		
Union		3		4
Walworth		2	1	
Yankton		2		4
Ziebach		2		1
Out of State	4		1	1
<b>TOTALS</b>	<b>50</b>	<b>149</b>	<b>31</b>	<b>147</b>

## Goals 4 and 5

*Goal 4—Human Resources: The universities will attract and retain highly qualified professionals needed to carry out their teaching, service, and research missions.*

*Goal 5—Faculty Professional Development: The universities will provide faculty with the professional development opportunities, time, and resources needed to remain current in their disciplines, and to redesign courses in order to integrate current technologies.*

The worth of an education provided by any institution depends largely on the caliber of the professionals who provide that instruction. The Regents have set two goals that acknowledge the importance of faculty and staff in building and maintaining quality institutions. They recognize that it is the people with the knowledge and skills they possess that bring distinction to any institution.

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### Faculty Salaries by Professorial Rank and University

	Professor	Associate Professor	Assistant Professor	Instructor
<b>BHSU</b>	\$52,214	\$41,672	\$37,755	\$32,982
<b>DSU</b>	\$66,547	\$46,790	\$43,476	\$31,861
<b>NSU</b>	\$50,659	\$42,707	\$35,605	\$31,900
<b>SDSMT</b>	\$65,027	\$50,251	\$43,602	\$32,435
<b>SDSU</b>	\$59,323	\$49,394	\$42,253	\$36,045
<b>USD*</b>	\$62,768	\$47,695	\$39,475	\$29,793

\* The Medical School is not included in the USD figures.

Source: IPEDS

**Faculty Profile by University**  
**FY00 General Funds/S&PL and Tuition & Fee Funded Faculty**  
 (greater than or equal to 0.5 FTE)

	BHSU		DSU		NSU		SDSMT		SDSU		USD		System	
<b>Age</b>														
35 or younger	7	6.7%	10	15.2%	8	8.5%	4	3.9%	44	9.9%	32	8.6%	105	8.9%
36-45	31	29.5%	22	33.3%	28	29.8%	29	28.2%	132	29.6%	106	28.6%	348	29.4%
46-55	42	40.0%	26	39.4%	30	31.9%	50	48.5%	156	35.0%	143	38.5%	447	37.7%
56-65	24	22.9%	8	12.1%	27	28.7%	18	17.5%	108	24.2%	81	21.8%	266	22.4%
66 over	1	1.0%	0	0.0%	1	1.1%	2	1.9%	6	1.3%	9	2.4%	19	1.6%
<b>Gender</b>														
Female	32	30.5%	27	40.9%	23	24.5%	20	19.4%	144	32.3%	147	39.6%	393	33.2%
Male	73	69.5%	39	59.1%	71	75.5%	83	80.6%	302	67.7%	224	60.4%	792	66.8%
<b>Rank</b>														
Instructor	7	20.0%	13	19.7%	9	9.6%	3	2.9%	52	11.7%	30	8.1%	114	9.6%
Assistant Professor	56	62.9%	26	39.4%	27	28.7%	19	18.5%	119	26.7%	106	28.6%	353	29.8%
Associate Professor	22	11.4%	17	25.8%	26	27.7%	35	34.0%	115	25.8%	134	36.1%	349	29.5%
Professor	20	5.7%	10	15.2%	32	34.0%	46	44.7%	160	35.9%	101	27.2%	369	31.1%
<b>Highest Degree Attained</b>														
Bachelor	0	0.0%	4	6.1%	0	0.0%	0	0.0%	6	0.0%	16	0.0%	26	2.2%
Master	35	33.3%	24	36.4%	22	23.4%	14	13.6%	127	28.9%	77	21.7%	299	25.2%
Doctor	70	66.7%	38	57.6%	72	76.6%	89	86.4%	312	71.1%	278	78.3%	859	72.5%
<b>Terminal Degree</b>														
Non-Terminal Degree	26	24.8%	25	37.9%	16	17.0%	14	13.6%	117	26.4%	57	15.1%	255	21.5%
Terminal Degree	79	75.2%	41	62.1%	78	83.0%	89	86.4%	327	73.7%	314	84.9%	928	78.3%
<b>Tenure</b>														
Non-Tenure	57	54.3%	47	71.2%	37	39.4%	43	41.7%	198	44.4%	160	43.1%	542	45.7%
Tenure	48	45.7%	19	28.8%	57	60.6%	60	58.3%	248	55.6%	211	56.9%	643	54.3%
<b>Ethnic Origin</b>														
White/Caucasian	97	92.4%	61	92.4%	81	86.2%	94	91.3%	417	93.5%	344	92.7%	1094	92.3%
American Indian	2	1.9%	0	0.0%	2	2.1%	0	0.0%	2	0.4%	4	1.1%	10	0.8%
Black/Non Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.9%	1	0.3%	5	0.4%
Asian/Pacific	4	3.8%	5	7.6%	8	8.5%	8	7.8%	16	3.6%	15	4.0%	56	4.7%
Hispanic	2	1.9%	0	0.0%	1	1.1%	1	1.0%	4	0.9%	7	1.9%	15	1.3%
Info. Refused/Unknown	0	0.0%	0	0.0%	2	2.1%	0	0.0%	3	0.7%	0	0.0%	5	0.4%
<b>Total</b>	<b>105</b>		<b>66</b>		<b>94</b>		<b>103</b>		<b>446</b>		<b>371</b>		<b>1185</b>	

Source: Regents Information Systems

\* Bachelor-trained people meet accreditation standards in specific program areas, primarily emerging health professions.

### Student Enrollment - Instructional Faculty Ratio Student FTE to Instructional FTE, FY96-FY00

	BHSU	DSU	NSU	SDSMT	SDSU	USD*	System
FY00	22.6	19.8	22.4	17.5	15.4	14.4	16.8
FY99	21.5	18.2	22.6	17.5	15.1	14.7	16.6
FY98	20.6	16.7	18.3	16.6	14.9	14.3	15.8
FY97	21.6	14.4	18.6	16.8	15.3	15.4	16.3
FY96	21.7	16.3	18.3	16.5	14.6	16.3	16.3
FY95	24.2	16.4	19.8	17.0	15.2	17.4	17.3

Source: Student FTE: Higher Education Enrollment Reports; Instructional FTE: Operating Budgets (Program 01, All Funds Faculty and Graduate Assistants).

\*Does not include USDSM instructional or student FTE; CES, AES, or ADRDL faculty FTE

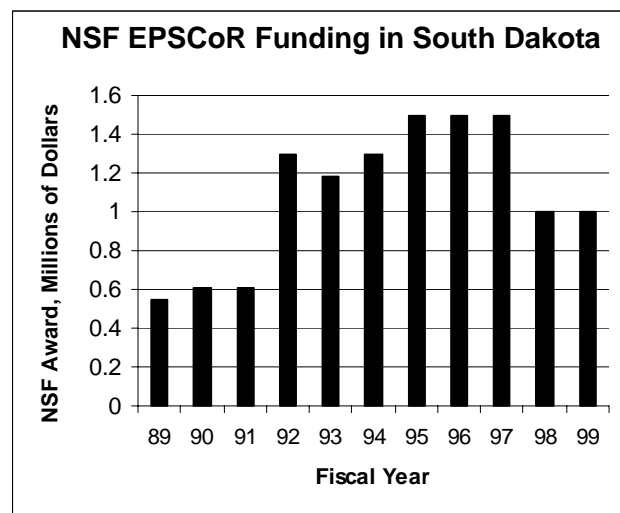
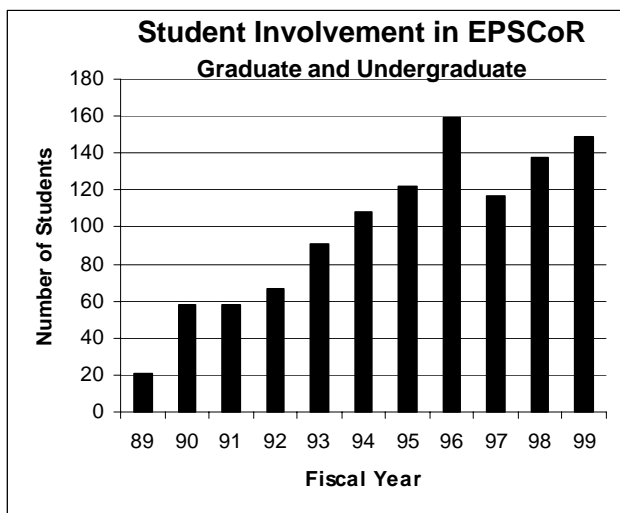
### EPSCoR in South Dakota

South Dakota State University, the South Dakota School of Mines and Technology, and the University of South Dakota participate in EPSCoR, the Experimental Program to Stimulate Competitive Research, sponsored by the National Science Foundation (NSF). South Dakota has participated in the program since 1989 when it received a grant from NSF that was matched with a grant from the South Dakota Future Fund. EPSCoR is designed to assist states that historically have received less federal research funding. The NSF believes universities are valuable resources in a state's development and that stimulating university research supports economic growth.

#### South Dakota EPSCoR Facts

Changes in Total Competitive NSF Awards, 1993-98	38%
Total NSF Funding, FY98	\$7 million
Total NSF Funding Per Capita, FY98	\$10
Change in Total NSF Funding, 1990-98	253%
Total EPSCoR Investment (NSF and state funds) 1989-99	\$26.9 million

Source: NSF EPSCoR Almanac, <http://www.ehr.nsf.gov/EHR/EPSCOR/per/start.htm>



Source: EPSCoR Director, South Dakota State University

## Goals 6 and 7

*Goal 6—Collaboration: The universities will work collaboratively to carry out their teaching, service, and research missions.*

*Goal 7—Current Technology Infrastructure: The universities will develop and maintain technology infrastructures that can provide current instruction, prepare students for their future workplaces, enhance productivity, and deliver instruction between campuses and to off-campus students.*

Goals 6 and 7 are directed toward the wise management of public resources. Because South Dakota is a large state with a small population, collaboration among six diverse universities is encouraged by the Regents for the purpose of bringing as many educational options to as many people as possible. One way to accomplish this is to use technology to deliver instruction available not only to students attending the six universities but also to high school students and residents in off-campus sites throughout the state. The Regents believe that an integral part of education is to prepare students for their place in the world in which they will live and work. Because technology will be a part of that world, it must be a part of their learning experience as well. It is a tool that the Regental system must provide. Performance toward Goal 6 is rewarded through incentive funding.

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## Universities Serving High School Students

Many high school students are capable of university-level academic work. Completing courses while still in high school may allow students to complete their degree sooner and thus reduce the cost of higher education. For many high school students, a university course may be the most efficient use of their time. The enrollment of high school students in university courses is rewarded through Goal 6.

### High School Students Enrolled in College Level Courses

Fall Terms, 1996-1999

#### Number of High School Students Enrolled

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
1999	40	55	348	8	74	110	635
1998	37	35	116	4	35	124	351
1997	22	26	6	8	45	71	178
1996	30	11	7	9	42	45	144

#### Percent of System Total High School Students

	BHSU	DSU	NSU	SDSMT	SDSU	USD
1999	6%	9%	55%	1%	12%	17%
1998	11%	10%	33%	1%	10%	35%
1997	12%	15%	3%	4%	25%	40%
1996	21%	8%	5%	6%	29%	31%

Source: Regents Information Systems

The school district, not the university, makes the decision to award credit toward a high school diploma (SDCL 13-28-37). The universities may not know whether a student has had a course approved for high school credit. The above table provides high school student enrollments for four recent fall terms and each university's percentage of the total number high school students enrolled across the system.

## Governor Janklow's Faculty Awards for Teaching With Technology

In January 1998 Governor Janklow recognized the importance of faculty professional development and created the Faculty Awards for Teaching with Technology to give faculty time and resources for redesigning courses to integrate applications of technology into their disciplines. Each award recipient received compensation, while redesigning the course during the summer, and support funds that could be used for travel, training, equipment, and software associated with the project. A total of 57 faculty members received the technology grants in 1998 and 71 faculty members received grants in 1999. The names and project titles of the 1999 recipients are listed below.

### SDSU

Gary G. Aguiar	PolS 100 American Government
Dennis Biefeldt	Phil 200 Introduction to Logic
April A. Brooks	Hist 121-122 Western Civilization
Kurt D. Cogswell	Math 493/593 Chaotic Dynamical Systems
R.L. Erion	EDER 711 Educational Assessment
Patricia E. Hacker	PE 461 Methods of Teaching Physical Education
Nichole Klein	AgEc 454 Grain and Livestock Marketing
Kathryn M. Penrod	Epsy302/SeEd450 Educational Psychology/Teaching of Reading
Denise M. Peterson	EDFN 199 Introduction to Educational Technology
Lawrence C. Porter	HDCF 350 The Helping Relationship
Michael E. Ropp	EE 415 Linear Control Systems
Joseph Santos	Econ 330 Money and Banking
Patricia Smyer	Nurs 474 Intro to Nursing Research & Theory
Thomas P. Cox	SPED 590 General Psychology and Collaboration
Pat Fallbeck	SPED 300 Psychology of Exceptional Children
Gail Dobbs	ENGL 110 Social Foundations, Introduction to Literature
Arlyn Enqua	ENGL 210 Introduction to Literature
Carol Hess	HS2360 Method of Elementary Social Studies
Woodard	PSYC 101 General Psychology
Jim Hess	ARTE 371 Art for the Elementary Teacher
Ujale Knutson	EDAD 711 World Regional Geography
Mark Baer	GEOG 210 World Regional Geography
Roger Miller	Admin 432 Shakespeare 1-2
Roger Ochse	EDAD 450 Introduction to Education Administration
Gregory Boris	ED 473/573 Principles & Practices of Teaching in Middle School
Sandee Schamber	PE 110 Methods and Evaluation of Health Concepts
Hugh Britten	HEALTH 10 Health Concepts & Prosthetics
Patsy Hauer	NURS 308 Aging and the
Larry Tentinger	HEALTH 10 Health Concepts & Prosthetics
Stefanie	NURS 308 Aging and the
John Christoph	IBUS 425 Production & Operations Mgmt
Ronald Linn	IBUS 425 Production & Operations Mgmt
Janet Logan	HIST 254 The American Heritage Operations Mgmt
NSU	CGPS 415/515 Counseling Children and Adolescents
Schiffner	ENGL 101 English Composition
Grace Mims	CGPS 786 Group Counseling
Rasmussen	ACCT 450 Auditing & ACCT
Cason Black	FREN 101 Beginning French
Keene Blanchard	POLS 100 U.S. Government
Dayton Cook	GERMG 104/1025 Introductory German I & II
Duane Dolejsi	PHYS 101/102 Survey of Physics & Lab
Waller Hastings	MKT 15 # 425 Marketing 1877
Ann Stewart	GENP 210 Literature for Writing Readers
Peter Kilian	ARTH 114/511 Nineteenth Century Art History
Raj Markanda	MATH 102 College Algebra
Joseph Vitt	CHEM 332 Quantitative
Teresa Stallings	SS 300 S.D. Native Americans
Dan Tallman	BIOL 101/102 Biology Survey I & Lab
John Trierweiler	BAD 424 Business Policy & Strategies
Rodney Triplett	PSYC 101/101A General Psychology
Mary Warner	SOC 100 Principles of Sociology
William Wieland	MUS 110 Music Theory

### SDSMT

Dale Arrington	Chem 112 General Chemistry 1
David Boyles	Chem 292 Chemistry Outreach
Roger Dendinger	Geog 101 Introduction to Geography
Christopher Jenkins	GE 298/299 Mechanics and Science of

### Student Computers Spring 1999

	Computers	Student FTE Fall 1999	Student/Computer Ratio
BHSU	198	2,920	14.7
DSU	303	1,335	4.4
NSU	487	2,299	4.7
SDSMT	195	1,873	9.6
SDSU	512	7,339	14.3
USD	410	5,843	14.3
Totals	2,105	21,609	10.3

*Students are Fall 1999 FTE. Student computers include those in classrooms, laboratories, computer labs, and in the library (except those assigned to library employees). Computer numbers do not reflect purchases since the data were collected in Spring 1999. Includes Pentium, McIntosh G3 and others.*

### Technology Classrooms Spring 1999

	BHSU	DSU	NSU	SDSMT	SDSU	USD	Total
Presentation (1)	7	2	16	2	36	13	76
Computer-Based (2)	5	4	13	5	16	4	47
Distance Education (3)	0	0	0	0	4	5	9
Presentation & Computer-Based	6	5	9	0	0	5	25
Presentation1 & Distance education	1	1	2	1	0	0	5
All 3 - Governor's Electronic Classrooms	1	1	1	1	1	1	6

Source: University reports, Spring 1999.

1. A presentation classroom allows the instructor to use a variety of materials and to control the presentation devices.

2. A computer-based class room is equipped to provide for instruction using computers during the lecture or laboratory session.

3. A distance education classroom is equipped to communicate with one or more remote sites.

*Note: Rooms were counted only if the equipment was installed in the room. Some rooms have connections that allow the use of portable equipment for presentations, distance education, etc. Classrooms do not include those equipped after the data were collected in Spring 1999.*

## Goal 8

*Goal 8—Current Facilities and Equipment: The universities will maintain and replace their facility and equipment infrastructures as needed in order to provide safe, effective, and current education and service to the State.*

Wise resource management includes protection of assets. The people of South Dakota have generously invested in the physical plant of the universities. The Regents have set an annual minimum target of maintenance and repair at one percent of replacement value.

In addition to information on the physical plant, this section also contains information on historic construction or improvement of selected buildings, and self-liquidating projects through the end of FY99.

### Academic Buildings Initial Cost/Replacement Value

	Gross Area in Sq Ft	Initial Cost	Replacement Value
BHSU	477,252	\$ 14,672,023	\$ 36,566,408.0
DSU	245,825	4,707,819	24,971,374
NSU	566,386	22,273,562	59,156,477
SDSMT	472,661	13,057,830	54,390,009
SDSU	1,774,811	46,242,181	181,526,089
USD	1,371,417	40,062,891	162,303,101
SDSD*	97,787	3,134,250	6,977,058
SDSBVI	65,170	1,125,000	6,872,264
System	5,071,309	\$ 145,275,556	\$ 532,762,780

### Revenue Buildings Initial Cost/Replacement Value

	Gross Area in Sq Ft	Initial Cost	Replacement Value
BHSU	251,064	\$ 10,820,094	\$ 22,496,036
DSU	170,095	2,585,586	13,911,969
NSU	215,945	5,158,404	20,744,833
SDSMT	170,250	2,367,953	14,112,243
SDSU	811,773	21,339,301	73,118,261
USD	521,033	9,097,551	48,567,250
SDSD*	-	-	-
SDSBVI	-	-	-
System	2,140,160	\$ 51,368,889	\$ 192,950,592

\*Figures exclude Simpson/French, Girls Dorm, and Old School Buildings

### Historic M&R Allocation

	FY92	FY93	FY94	FY95	FY96	FY97	FY98	FY99	FY00	FY01
Allocation in Millions	\$1.7	\$2.1	\$2.9	\$3.7	\$4.8	\$4.8	\$5.0	\$5.1	\$5.3	5.5
% Increase Since FY92	-	26%	77%	123%	188%	190%	201%	210%	219%	221%

Note: M&R Allocation includes the annual HEFF allocation in addition to the M&R Fee component of the University Support Fee. FY01 is estimated on a 4% increase to the HEFF allocation and constant M&R fees.

### Dormitory Utilization

#### Fall 1999

	Designed Capacity	Planned Capacity	Current Occupancy	% Occupied of Planned Capacity
BHSU	684	699	699	100.0%
DSU	630	620	609	98.2%
NSU	930	920	741	80.5%
SDSMT	571	534	513	96.1%
SDSU	3,462	3,327	3,015	90.6%
USD	2,261	2,075	1,726	83.2%
Total	8,538	8,175	7,303	89.3%

1. Designed Capacity is the capacity for which the buildings were originally designed. Married Student Housing and Campus Apartments are only reflected with a Designed Capacity of one student.
2. Planned Capacity includes design changes and administrative decisions such as using double rooms as single or triple rooms.

### Size of Physical Plant - Academic Buildings Fiscal Year 1999

	# Buildings	Sq. Ft Maint.	Sq. Ft Heated	Air Cond
BHSU	14	745,839	475,839	225,177
DSU	14	249,025	243,366	144,877
NSU	21	566,386	562,286	328,735
SDSM&T	16	478,991	477,525	222,432
SDSU	119	1,767,013	1,715,517	1,085,749
USD	46	1,484,881	1,397,951	557,797
SDSD	6	97,787	93,327	68,176
SDSBVI	1	65,170	65,170	630
SYSTEM	237	5,455,092	5,030,981	2,633,573

### Size of Physical Plant - Revenue Buildings Fiscal Year 1999

	# Buildings	Sq. Ft Maint.	Sq. Ft Heated	Air Cond
BHSU	14	251,109	251,109	75,405
DSU	7	170,219	170,219	69,177
NSU	6	215,945	215,945	46,223
SDSM&T	4	168,124	168,124	76,605
SDSU	31	825,571	811,773	259,406
USD	14	503,929	557,797	392,336
SYSTEM	76	2,134,897	2,174,967	919,152

### Size of Physical Plant - Total Facilities Fiscal Year 1999

	#Acres	# Buildings	Sq. Ft Maint.	Sq. Ft Heated	Air Cond
BHSU	123.0	28	996,948	726,948	300,582
DSU	56.2	21	419,244	413,585	214,054
NSU	72.5	27	782,331	778,231	374,958
SDSM&T	118.0	20	647,115	645,649	299,037
SDSU	271.0	150	2,592,584	2,527,290	1,345,155
USD	272.0	60	1,988,810	1,955,748	950,133
SDSD	13.1	6	97,787	93,327	68,176
SDSBVI	10.0	1	65,170	65,170	630
SYSTEM	935.8	313	7,589,989	7,205,948	3,552,725

Note: SDSU does not include Agricultural Experiment Station.

Source: University budget request summaries

## Selected Building Construction or Improvements Authorized by Legislative Acts - 1976 to 1999

Year	Construction or Improvement Type	Funded Amount	Funding Source	Year	Construction or Improvement Type	Funded Amount	Funding Source
<b>Black Hills State University</b>				1985	Replace Livestock Research Fac.	\$ 45,000	APP, FF, G
1977	Phys. Plt. Maint./Strg. Facility	\$ 400,000	APP, FF, G	1986	Horticulture Greenhouse	250,000	HEFF
1983	Physical Education Facility	7,947,000	None	1986	Livestock Feed Facility	80,000	FF, G
1987	Physical Education Facility	2,947,000	HEFF, City, G	1987	Hort./Frstry & Wldlf/Fish. Bldg.	1,500,000	HEFF (partial)
1993	Jonas Hall Addition	300,000	LOC	1988	Agricultural Research Unit	100,000	APP
<b>Dakota State University</b>				1988	Dairy Livestock Barn	500,000	BA
1977	Parking Lot	25,000	Sale of Property	1988	Repair Cottonwood Res. Fac.	10,000	APP
1984	Central Control system	125,000	HEFF, FF, G	1988	Biostress Laboratory	12,600,000	FF, BA, G, LOC
1986	Classroom Building	1,200,000	BA, FF, G	1989	Hog Research Facility	N/A	N/A
1993	Storage Building	35,000	LOC	1989	Hog Research Facility	378,000	APP, P, LOC
1998	Multiple Use Center	8,235,000	City, LOC, HEFF	1992	Lambing Facility	570,000	APP, LOC
<b>Northern State University</b>				1992	ADRDL Lab Fire/Life Safety	80,000	APP
1977	Library Renovation	564,300	FF, G, RB	1992	ADRDL Lab Planning	242,000	APP
1980	Fuel Oil Storage Facility	20,000	APP, FF, G	1993	ADRDL Construction	5,900,000	BA, FF
1983	Physical Education Facility	8,915,000	HEFF, City, G	1994	Storage Barn	20,000	GRNT, LOC
1993	B. Williams Library A&E Study	50,000	None	1995	Fertilizer Storage Shed	6,500	LOC
1994	Library Addition	4,500,000	BA, HEFF	1995	Biostress Laboratory Basement	348,750	FF
<b>South Dakota School of Mines &amp; Technology</b>				1995	Feed Storage Building	13,500	LOC
1976	McLaury Building Phase III	240,000	APP, FF, G	1996	Seed Stocks Storage Warehouse	92,039	FF, LOC
1983	Classroom Building	3,445,000	None	1997	ADRDL Animal Resource Addn	5,400,000	APP, FF
1984	Chem./Chem. Engr. Bldg. Phase II	154,500	HEFF, FF, G	1998	Performing Arts Center	10,400,000	GRNT, G, LOC
1986	Relocation of Steel Storage Bldg.	71,000	HEFF, FF, G	1998	Engr./Tech. Facilities Addition	7,750,000	HEFF, G
1988	Drilling Core Storage Facility	35,000	FF, G	1999	Southeast AES, Replace Dwelling	105,000	APP, G
1992	O'Harra Stadium Renovation	150,000	APP	<b>University of South Dakota</b>			
1998	Renovation of Engr./Tech. Fac.	3,750,000	HEFF	1976	Storage Building	3,000	DM, FF, G
<b>South Dakota State University</b>				1977	Lee Med./Science Hall Renov.	541,000	HEFF, FF, G
1976	Ash Handling Equipment	175,000	APP, F, G	1978	Phase I Mst. Elec. Primary Dist.	204,000	APP, FF, G
1977	Warehouse Facility	85,000	LOC, FF, G	1978	Old Main Building Repair	75,000	APP, FF, G
1977	Feed Processing Research Unit	980,000	RB, FF	1978	Haz. Chem. Storage Facility	25,000	FF, G
1977	Lincoln Library Renovation	350,000	HEFF, FF, G	1979	Phase I Armory Remodel	648,700	APP, FF, F
1977	Heating Plant	445,000	APP, FF, G	1979	School of Law	4,250,000	RB, G
1977	Heating Plant Equipment	295,000	APP, FF, G	1980	Electric Boiler	500,000	APP, FF, G
1978	Centralized Storage Facility	250,000	APP, FF, G	1983	Phase III Armory Remodel	250,000	HEFF, FF, G
1978	Highmore Storage Facility	20,000	FF, G	1985	Food Service Warehouse	200,000	LOC, FF, F
1978	Rapid City Field Lab/Storage Fac.	65,000	FF, G	1986	Coyote Student Center Remodel	732,000	LOC
1979	Phase I Horticulture Facility	521,000	RB, G	1991	I.D. Weeks Library Addition	6,800,000	HEFF
1979	Shepard Hall Pharm. Addition	612,400	RB, G	1993	Old Main Renovation	2,500,000	FF Loan
1979	Livestock Pavilion Remodel	100,000	APP, FF, G	1998	Softball Complex	545,000	City, LOC
1979	Home Management Laboratory	310,200	APP, RB, FF, G	1998	Land Purchase	218,000	LOC
1980	Ag. Heri. Museum--Livestock Pav.	50,600	APP, FF, G	1999	DakotaDome Roof	11,505,000	APP, BA, RB, G
1983	Phase I Horticulture Forestry Fac.	250,000	HEFF, FF, G	<b>South Dakota School for the Deaf</b>			
1984	Electric Distribution System	250,000	HEFF, FF, G	1976	Storage Facility	3,000	DM
				1977	Educational Facility	1,800,000	APP
				1985	Fire/Safety Remodel	200,000	BA
				1991	Fire/Safety Remodel	158,050	BA
				1992	Residential Facility	1,000,000	LOC
				<b>South Dakota School for the Blind and Visually Impaired</b>			
				1985	Stabilize/Repair Building / Pressure Grouting	321,133	APP, FF, G
				1992	Asbestos Abatement	248,918	APP

### Guide to Funding Source Abbreviations

APP	<i>Appropriated Funds</i>	GRNT	<i>Grants</i>
BA	<i>Building Authority</i>	H & AUX FAC	<i>Housing &amp; Auxiliary Facility System</i>
DM	<i>Deferred Maintenance</i>	HEFF	<i>Higher Education Facilities Fund</i>
F DIS	<i>Federal Disaster</i>	LOC	<i>Local Funds</i>
FF	<i>Federal Funds</i>	P	<i>Private Activity Bond Proceeds</i>
G	<i>Gifts</i>	RB	<i>Revenue Bonds</i>

### Self-Liquidating Projects As of June 30, 1999

Campus	Construction Project	Project Number	Original Contract Date	Revenue Bond Original Issue	Amount Outstanding
BHSU	Student Union/ Heidepriem Hall	SD-39-CH-37 (S)	3/29/63	\$ 725,000	\$ 84,000
	Thomas Hall	SD-39-CH-54 (S)	9/24/65	500,000	130,000
	Student Union Addition	SD-39-CH-67 (S)	2/29/68	300,000	100,000
	Apartment Complex		9/29/93	4,520,000	4,310,000
	Student Union Expansion		12/21/95	3,850,000	3,785,000
	Subtotal			9,895,000	8,409,000
DSU	Zimmerman Hall	SD-39-CH-29 (D)	3/11/63	417,000	64,000
	Higbie Hall	SD-39-CH-47 (D)	9/1/64	414,000	225,000
	Trojan Center	SD-39-CH-38 (S)	9/1/64	224,000	121,000
	Emry Hall	SD-39-CH-58 (D)	5/25/67	482,000	276,000
	Richardson Hall	SD-39-CH-70	3/25/69	658,000	392,000
	Expansion/Renovation of Trojan Center & Waterproofing of Zimmerman Hall		5/1/95	2,640,000	2,620,000
	Subtotal			4,835,000	3,698,000
NSU	Jerde Hall	SD-39-CH-59 (DS)	2/20/67	1,500,000	415,000
	Student Union		7/7/98	2,880,000	2,880,000
	Subtotal			4,380,000	3,295,000
SDSM&T	Palmerton Hall	SD-39-CH-63 (D)	Auth. 1967	640,000	396,000
	Surbeck Center Addition	SD-39-CH-75 (S)	10/9/70	865,000	175,000
	Subtotal			1,505,000	571,000
SDSU	Mathews and Grove Commons	SD-39-CH-24 (D)	4/1/61	1,700,000	6,000
	Pierson and Medary Commons	SD-39-CH-42 (D)	10/1/63	1,925,000	207,000
	Binnewies and Young	SD-39-CH-61 (D)	10/1/67	3,750,000	1,435,000
	Student Union	SD-39-CH-80 (S)	7/1/71	2,800,000	330,000
	State Village	SD-39-CH-77 (D)	12/1/70	620,000	135,000
	Larson Commons	SD-39-CH-61 (DS)	10/1/67	750,000	105,000
	Housing & Auxiliary Facilities		2/15/94	13,905,000	13,315,000
	Subtotal			25,450,000	15,533,000
USD	Brookman & Norton Hall	SD-39-CH-27 (D)	9/21/62	1,175,000	157,000
	Mickelson & Beede Hall	SD-39-CH-46 (D)	12/16/64	1,800,000	903,000
	Subtotal			3,765,000	1,060,000
<b>Grand Total</b>				<b>\$49,830,000</b>	<b>\$32,566,000</b>

## Goal 9

*Goal 9—External Funds: The universities will increase non-state financial support.*

The Regents recognize that, as demands on the state's general funds increase and the cost of operating universities also climbs, other sources of revenues must be found. These kinds of revenues include endowments, which are established funds provided to the foundation affiliated with each university. Other sources are grants and contracts with the federal or local government, private foundations, corporations, and individuals for the performance of certain services or functions. Foundations, private individuals, and corporations also provide money for scholarships. Capital fund drives raise funds used to maintain, repair, renovate and construct campus buildings, purchase equipment, and acquire real estate. Performance toward Goal 9 is rewarded through incentive funding.

### Base Budgets and State Policy Incentive Funding

As a part of the new funding framework the Regents have designated that base budgets are determined for each university to promote multi-year planning. The base budgets receive adjustments for inflation as appropriated by the Legislature. In addition, an amount equal to five percent of the universities' tuition and general funds (after reinvestment and salary competitiveness) will be distributed through incentive funds. Each university competes against itself to improve its performance in areas important to South Dakota public higher education. The Regents have set targets for the universities in five of the nine state policy goals. If a university achieves its target in a particular incentive, it receives resources from that incentive fund. The incentive funds and their targets for FY99 are displayed below.

#### State Policy Incentive Funds Baselines & Targets Approved by the Board

Incentive Fund	BHSU	DSU	NSU	SDSMT	SDSU	USD
<b><u>1. Access for Residents</u></b>						
Base: Fall 1998 FTE	2,359.40	939.1	1876.1	1,312.90	5,461.40	4,307.80
FY00 Target: % Change	3.50%	6.00%	2.00%	2.00%	2.00%	2.00%
<b><u>2. Enrollment in Programs Contributing to Economic Growth</u></b>						
Base: Fall 1998 Headcount	547	474	285	403	514	942
FY00 Target: Increase	38	47	23	32	41	75
<b><u>3. Academic Improvement</u></b>						
Spring 1998: Average						
Weighted %	86.63%	76.63%	83.25%	96.88%	91.50%	94.00%
Target:	100%	100%	100%	100%	100%	100%
<b><u>4. Collaboration</u></b>						
Base: FY99 Fall/Spring FTE	71.4	95.1	45.4	126.0	225.1	226.6
Target: % Change	27%	15%	27%	15%	23%	19%
<b><u>5. External Funds</u></b>						
Target	\$ 1,750,201	\$ 1,632,653	\$ 3,402,149	\$ 6,880,585	\$ 14,015,598	\$ 16,906,027

Source: Board of Regents, March 1999 and October 1999 agenda items.

This section of the Fact Book also includes total fund sources, operating budgets by NACUBO (National Association of College and University Budget Officers) categories, and budgeted mean salaries by category.

### All Funds Operating Budget Fiscal Year 2000

	General and S&PL Funds	Tuition & Fees*	Federal Funds	Other*** Funds	Total Funds
Black Hills State University	6,886,387	3,812,463	3,245,803	10,283,665	24,228,318
FTE	135.6	68.8	10.9	141.2	356.5
Dakota State University	5,808,382	1,744,271	1,437,051	5,299,921	14,289,625
FTE	112.1	33.1	2.9	52.7	200.8
Northern State University	8,030,791	3,493,620	3,777,485	8,215,873	23,517,769
FTE	159.1	68.6	7.6	72.3	307.5
South Dakota School of Mines & Technology	9,900,981	3,053,147	4,807,375	8,203,128	25,964,631
FTE	178.8	44.6	55.3	119.3	398.0
South Dakota State University	33,295,462	12,511,445	8,060,755	29,844,407	83,712,069
FTE	737.2	205.3	57.7	382.1	1,382.3
Cooperative Extension Service	5,972,436	0	5,233,657	539,113	11,745,206
FTE	128.0	0.0	108.9	6.0	242.9
Agricultural Experiment Station	7,704,596	0	5,806,494	5,546,387	19,057,477
FTE	174.5	0.0	117.8	73.7	366.0
University of South Dakota	26,503,770	9,993,192	9,890,380	24,278,715	70,666,057
FTE	579.0	160.5	55.3	338.8	1,133.6
School of Medicine	9,188,323	2,589,883	4,735,337	4,388,178	20,901,721
FTE	132.1	29.5	40.5	50.7	252.7
Universities Subtotal**	90,425,773	34,608,138	31,218,849	86,125,709	242,378,469
FTE	1,901.8	580.8	189.7	1,106.4	3,778.7
School for the Deaf	2,704,405	0	128,389	184,271	3,017,065
FTE	55.7	0.0	1.7	0.0	57.4
School for the Blind & Visually Impaired	1,953,760	0	61,078	56,412	2,071,250
FTE	49.4	0.0	0.5	0.0	49.9
Executive Director	1,152,673	0	0	78,212	1,230,885
FTE	14.0	0.0	0.0	0.0	14.0
Regents Information Systems	363,346	0	0	603,980	967,326
FTE	7.4	0.0	0.0	6.1	13.5
System Issues	2,865,239	12,130,924	767,480	1,524,143	17,287,786
FTE	0.0	0.0	1.6	0.0	1.6
Enrollment Services Center	416,964	0	0	0	416,964
FTE	9.9	0.0	0.0	0.0	9.9
South Dakota Library Network	0	0	0	699,846	699,846
FTE	0.0	0.0	0.0	4.0	4.0
<b>Total</b>	<b>122,747,515</b>	<b>49,328,945</b>	<b>47,951,284</b>	<b>99,746,251</b>	<b>319,773,995</b>
FTE	2,472.8	610.3	460.7	1,246.9	4,790.6

SOURCE: FY00 Operating Budgets

\*Higher Education Facilities Fund (HEFF) is included with Tuition &amp; Fees

\*\*University Subtotal do not include USD School of Medicine, Agricultural Experiment Station or Coop Extension Service

\*\*\* Other Funds includes: student fees, room &amp; board auxiliaries, fines, chargebacks, and private grants.

**FY00 Operating Budgets by NACUBO Programs**  
**General Funds, School & Public Lands, HEFF,**  
**Tuition & Fees Budgeted per Student FTE**

NACUBO Program	BHSU	DSU	NSU	SDSMT	SDSU	USD	SYSTEM Total
<b>01-Instruction</b>	\$ 6,515,603	\$ 4,069,310	\$ 6,681,449	\$ 7,157,310	\$29,507,706	\$23,340,351	\$ 77,271,729
Budgeted Amount Per FTE	2,231	3,049	2,907	3,821	4,021	3,995	3,576
<b>04-Academic Support</b>	1,143,768	1,125,557	1,116,664	2,285,913	4,798,003	4,994,722	15,464,627
Budgeted Amount Per FTE	392	843	486	1,220	654	855	716
<b>05-Student Services</b>	628,071	675,058	1,117,530	602,616	1,637,280	1,971,119	6,631,674
Budgeted Amount Per FTE	215	506	486	322	223	337	307
<b>Total Instructional Support</b>	8,287,442	5,869,925	8,915,643	10,045,839	35,942,989	30,306,192	99,368,030
<b>Total Budgeted Amount Per FTE</b>	2,838	4,399	3,879	5,363	4,898	5,187	4,599
<b>02-Research</b>	0	0	10,256	239,350	293,957	290,547	834,110
Budgeted Amount Per FTE	0	0	4	128	40	50	39
<b>03-Public Service</b>	0	73,101	67,648	132,436	1,176,969	94,341	1,544,495
Budgeted Amount Per FTE	0	55	29	71	160	16	71
<b>06-Institutional Support</b>	1,314,854	998,600	1,377,591	1,368,432	3,642,331	3,142,250	11,844,058
Budgeted Amount Per FTE	450	748	599	731	496	538	548
<b>07-O&amp;M of Plant</b>	1,096,554	611,027	1,153,273	1,168,071	4,750,661	2,663,632	11,443,218
Budgeted Amount Per FTE	375	458	502	624	647	456	530
<b>08-Scholarships</b>	0	0	0	0	0	0	0
Budgeted Amount Per FTE	0	0	0	0	0	0	0
<b>09-Auxiliary</b>	0	0	0	0	0	0	0
Budgeted Amount Per FTE	0	0	0	0	0	0	0
<b>Institution Total</b>	\$10,698,850	\$ 7,552,653	\$11,524,411	\$12,954,128	\$45,806,907	\$36,496,962	\$125,033,911
<b>Total Budgeted Amount Per FTE</b>	\$ 3,663	\$ 5,660	\$ 5,014	\$ 6,916	\$ 6,242	\$ 6,246	\$ 5,786
<b>Fall 1999 Student FTE</b>	2,920.4	1,334.5	2,298.6	1,873.2	7,338.8	5,843.1	21,608.6

Source: FY00 Operating Budgets and Board of Regents Higher Education Enrollment Information: Fall 1999 FTE

Note: Does not include USD School of Medicine, Agricultural Experiment Station or Cooperative Extension Service

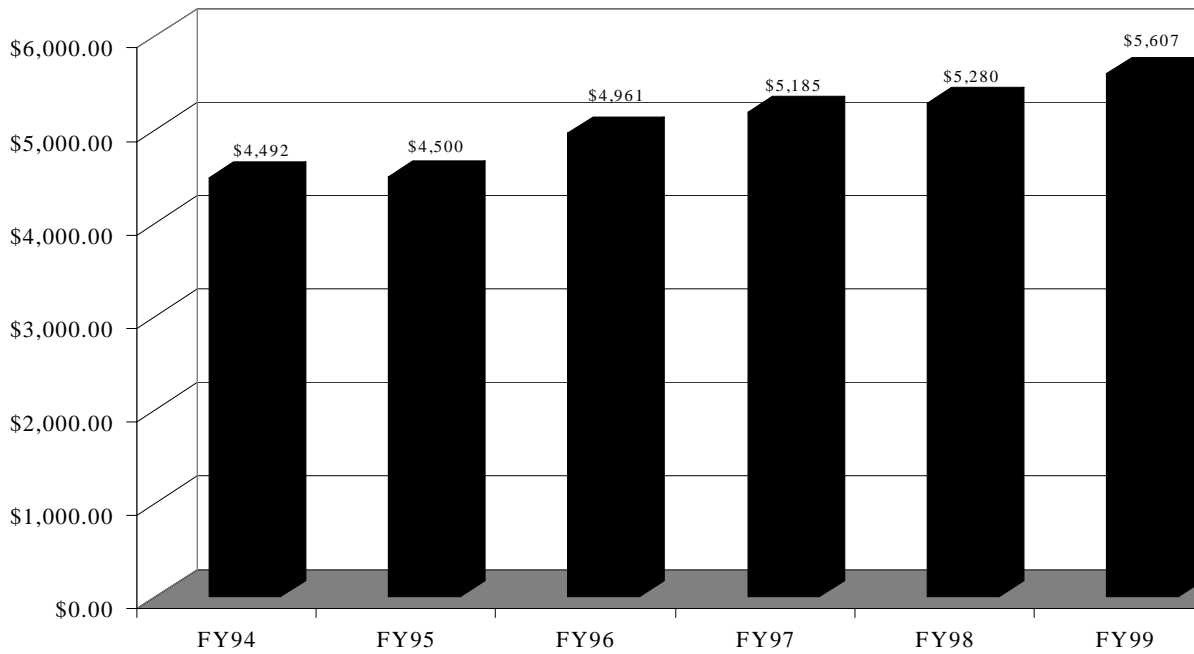
### Budgeted Mean Salaries by Category General Funds & Tuition & Fees FY00

	Non-Instruct. Administrator	Instructional Administrator	Faculty	Professional/ Technical	Career Service	Part-time Temporary	Total
BHSU	396,692	440,840	4,495,823	882,263	1,322,206	82,478	7,620,302
FTE	4.59	6.50	109.66	19.27	60.75	3.61	204.38
DSU	246,775	417,478	2,850,837	673,666	1,210,225	111,608	5,510,589
FTE	2.72	6.25	62.98	16.40	54.14	2.75	145.24
NSU	475,859	335,205	4,384,345	1,419,711	1,503,250	167,833	8,286,203
FTE	5.50	4.90	102.25	34.10	70.80	10.10	227.65
SDSM&T	425,738	331,266	5,533,816	1,271,062	1,619,722	98,891	9,280,495
FTE	4.48	4.58	105.17	30.28	74.33	4.53	223.37
SDSU	654,177	1,361,921	21,939,564	2,757,188	7,297,288	276,861	34,286,999
FTE	6.74	19.43	477.97	59.26	331.52	47.58	942.50
Agricultural Experiment Station	8,720	204,835	3,328,571	888,734	1,439,015	103,322	5,973,197
FTE	0.10	2.70	67.69	25.84	67.76	10.41	174.50
Cooperative Extension Service	72,140	25,602	1,272,302	2,760,772	575,838	3,903	4,710,557
FTE	1.00	0.28	23.12	75.04	28.20	0.37	128.00
USD	607,478	1,397,799	17,046,992	2,740,270	5,494,902	414,322	27,701,763
FTE	6.74	18.79	385.75	60.20	254.06	13.98	739.51
Medical School	152,437	729,387	6,899,940	322,003	1,101,977	35,636	9,241,380
FTE	1.47	6.58	90.55	9.08	52.01	1.87	161.55
Universities Subtotal*	2,806,719	4,284,509	56,251,377	9,744,160	18,447,593	1,151,993	92,686,351
FTE	30.77	60.45	1,243.78	219.51	845.60	82.54	2,482.65
SDSD	112,705	91,665	866,276	406,478	261,753	141,327	1,880,204
FTE	2.00	1.83	26.00	10.59	13.88	1.42	55.72
SDSBVI	114,951	54,939	575,556	72,372	567,708	3,770	1,389,296
FTE	2.00	1.00	16.62	1.80	27.91	0.20	49.53
Executive Director	431,273	0	0	351,143	0	0	782,416
FTE	5.00	0.00	0.00	9.00	0.00	0.00	14.00
Regents Information Systems	78,132	0	0	0	220,289	0	298,421
FTE	1.00	0.00	0.00	0.00	6.30	0.00	7.30
South Dakota Library Network	0	0	0	0	0	0	0
FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	3,777,077	5,390,937	69,194,022	14,680,945	22,906,696	1,439,951	117,389,628
FTE	43.33	72.84	1,467.76	353.85	1,048.65	96.81	3,083.24

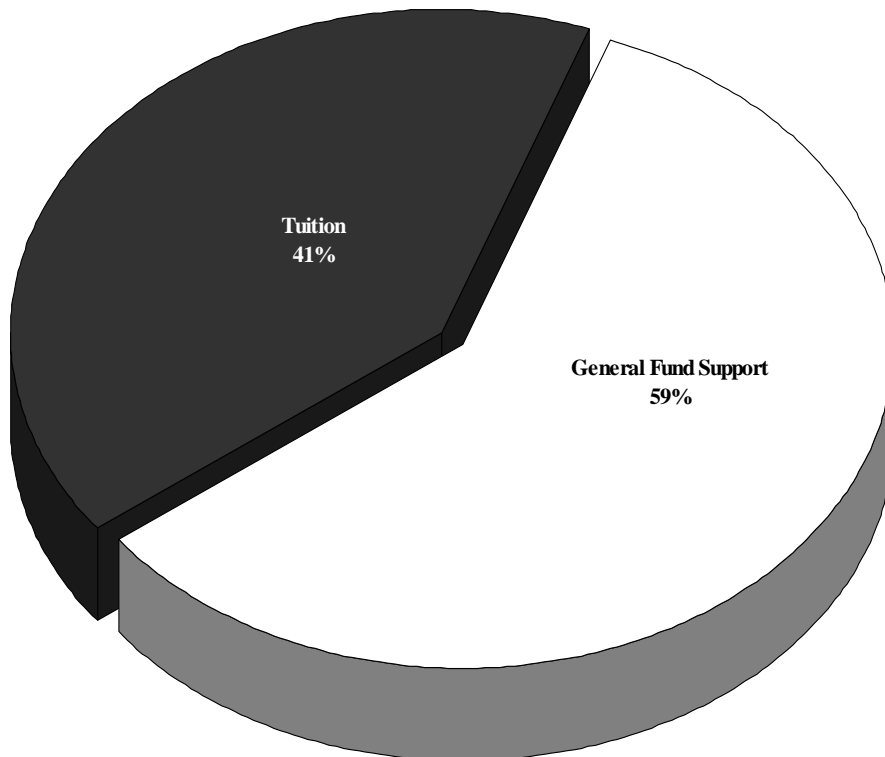
Source: FY00 Campus Operating Budgets

\*Does not include AES, CES, or USDSM

### Actual Expenditure Per Student FTE FY94-99



### Tuition and General Fund: Percentage of Student Support FY99



**Black Hills State University - Thomas Flickema, President**

The role of Black Hills State University is that of a liberal arts university providing programs in the liberal arts and sciences; education with special emphasis on the preparation of elementary, middle level, and secondary teachers; human services; wellness; business, travel industries management and tourism. Complementing these programs is a series of pre-professional, one and two-year, terminal, and junior college programs. Degrees are authorized at the associate, baccalaureate, and master's levels.

**Dakota State University - Jerald Tunheim, President**

Dakota State University is an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL §13-59-2.2. A special emphasis is the preparation of elementary and secondary teachers with expertise in the use of technology and information processing in the teaching and learning process. A secondary purpose is to offer two-year and one-year programs and short courses for application and operator training in areas authorized.

**Northern State University - John Hilpert, President**

Northern State University is a multi-purpose, regional institution of higher education. Founded as a normal and industrial school to serve the northern part of the state, the University has diversified its offerings to address the emerging needs of the students, community, and region. Teacher preparation remains an important feature of the institutional mission, as do programs in the arts and sciences, business, and fine arts. Through undergraduate and graduate programs, the University provides quality teaching and learning. Offering students a breadth and depth in the liberal arts and in professional studies, the University develops effective and productive professionals and citizens. Further, the University creates and nurtures a community of students, faculty, and staff, supporting communication, student and faculty research, and professional growth. Northern State University has designed programs to meet academic, social, cultural, and economic needs of the community and area, providing lifelong learning opportunities, a center for the arts and recreation, and support for regional development.

**South Dakota School of Mines and Technology - Richard Gowen, President**

The role of the South Dakota School of Mines and Technology is that of a university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, master's, and doctoral levels.

**South Dakota State University – Peggy Gordon Elliott, President**

The central mission of South Dakota State University is to serve through teaching, research, and extension activities, as the state's land grant institution. The university's mission is undergraduate and graduate education from the freshman to the doctoral levels. This priority is achieved through selected high quality academic, professional, extra-curricular, and recreational programs. The second mission is to conduct nationally competitive strategic research, scholarly and creative activities. The third mission is the transfer of knowledge, especially to the citizens of South Dakota, through the Cooperative Extension Service and other entities.

**University of South Dakota - James Abbott, President**

The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education. The University's mission is to provide graduate and undergraduate programs in the liberal arts and sciences and in professional education; to promote excellence in teaching and learning; to support research, scholarly, and creative activities; and to provide service to the State of South Dakota.

**South Dakota School for the Deaf - Jon Green, Superintendent**

The role and mission of the South Dakota School for the Deaf is to provide statewide services to the sensory impaired children and the youth of the State of South Dakota and to serve in a dual leadership and resource role in the statewide efforts to meet the educational needs of sensory impaired children from birth through age twenty-one. This mission will be carried out through cooperative efforts with all appropriate agencies, and colleges and universities. It is recognized that the mission of the South Dakota School for the Deaf is a significant part of the continuum of services in the statewide delivery system for children in need of special education or special education and related services.

**South Dakota School for the Blind and Visually Impaired - Marjorie Kaiser, Superintendent**

The role and mission of the South Dakota School for the Blind and Visually Impaired is to provide statewide services to meet the educational needs of children with sensory impairments from birth through age twenty-one in South Dakota by serving in a dual leadership and resource role in the statewide effort to serve these students. This mission will be carried out through cooperative efforts with all appropriate state agencies, educational cooperatives, local education agencies, and colleges and universities. It is recognized that the mission of the South Dakota School for the Blind and Visually Impaired is a significant part of the continuum of services in the statewide delivery system for children in need of special education or special education and related services.

### Minimum Requirements\*

All baccalaureate or general studies students under twenty-one (21) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum course requirements with at least a "C" average:

1. **Four years of English - courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.**
2. **Three years of advanced mathematics - algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8<sup>th</sup> grade level; not included are arithmetic, business mathematics, general mathematics or other similar courses.**
3. **Three years of laboratory science - courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8<sup>th</sup> grade shall be accepted. Qualifying physical science courses (with lab) will be decided on a case-by-case basis.**
4. **Three years of social science - history, economics, sociology, geography, government—including U.S. and South Dakota, American Problems, etc.**
5. **Demonstrated computer skills - basic keyboarding skills and experience using Internet or other wide area network.**
6. **One-half year of fine arts – art, theater, or music appreciation, analysis or performance.**

Students who have not completed the minimum course requirements may demonstrate equivalent competency by attaining the following ACT (American College Testing) or Advanced Placement Examination scores:

English: ACT English sub-test score of 17 or above OR AP Language/Composition or Literature/Composition score of 3 or above.

Mathematics: ACT Mathematics sub-test score of 17 or above OR AP Calculus AB or Calculus BC score of 3 or above.

Science: ACT Science sub-test score of 17 or above OR AP Biology, Chemistry, Physics B, or Physics C score of 3 or above.

Social Science: ACT Social Studies/Reading sub-test score of 17 or above OR AP Microeconomics, Macroeconomics, Comparative or United States Government

and Politics, European or United States History, or Psychology score of 3 or above.

Computer Science: AP Computer Science A or AB score of 3 or above.

Fine Arts: AP History of Art, Studio Art 9 drawing or general portfolio or Music Theory score of 3 or above.

In addition, students must meet at least ONE of the following criteria to be granted admission:

1. **ACT (American College Testing) composite score of 18 or above.**
2. **Rank in the top 60% of high school graduating class.**
3. **High school grade point average (GPA) of at least 2.6 on a 4.0 scale.**

### Mathematics and English Placement

All in-coming freshmen will take mathematics and English placement Examinations.

### Exception Group

Each university may admit a group of students, limited in size to 3% of the previous year's freshmen class, at the discretion of the university.

### Transfers to Baccalaureate Program

Students under twenty-one (21) years of age transferring into baccalaureate degree programs with fewer than 24 transfer credit hours must meet baccalaureate degree admissions requirements. Students with 24 or more transfer credit hours with a GPA of at least 2.0 may transfer at the discretion of the university.

### Non-Traditional Students

Non-traditional students (21 years of age or older) shall meet admissions requirements established by individual universities.

### One-Year Certificate and Two-Year Associate Degree Programs

Students seeking admission to certificate and associate degree programs shall meet baccalaureate admissions requirements or demonstrate equivalency as provided above.

\*The minimum requirements listed for admissions are condensed from actual Board Policy.