



REGENTS UPDATE

A Publication of the South Dakota Board of Regents

October 2000

FALL 2000 ENROLLMENT UP FROM 1999

More students are enrolled at the six state universities in Fall 2000 than attended one year ago. At its regular business meeting on the campus of South Dakota School of Mines and Technology (SDSM&T), the South Dakota Board of Regents released the semester enrollment figures for the public higher education system.

“One way to look at enrollment is by headcount, that is every person who takes a course for credit is counted. System-wide the public universities are serving 944 more students this fall than one year ago,” said Regents President Harvey C. Jewett, IV, Aberdeen. “Another way to look at enrollment is to calculate the number of full-time equivalent students based on total credit hours generated by all of them. The system is up 130 FTEs, which means that the students we have enrolled are taking more courses too.”

The figures released by the Regents reflect total enrollment by university. “We pull together enrollment data from many different sources to generate total enrollment figures,” said Regents Executive Director Robert T. Tad Perry. “These are six universities with diverse missions. In addition to undergraduate preparation, the Regents maintain a medical school and law school, offer outreach functions for continuing education throughout the state, support satellite sites in Sioux Falls, Pierre, and Ellsworth Air Force Base, and provide opportunities for high school students who want to take university courses. This fall the Regents launched the Electronic University Consortium, which coordinates courses offered through distance technology. Citizens of this state have more educational opportunities now than ever before.”

Emphasizing the importance of education to the new technology-driven economy, Perry said that he was delighted with the enrollment increases. “Increased headcount means that more people are taking advantage of educational offerings. Both the University of South Dakota and Black Hills State University are showing significant enrollment

increases. For BHSU this is the third straight year of growth. USD and South Dakota State University are reversing enrollment trends from the past several years. School of Mines and Technology is up this year too. Because of its engineering focus, its enrollment remains fairly constant from year to year,” added Perry.

Perry noted, “Various types of students affect enrollment calculations differently. Northern State University, for example, is up nearly five percent in headcount. This is on top of the ten-percent increase that occurred last fall. It has been exerting efforts to attract non-traditional students in its service area, as part of its regional mission. Non-traditional students typically take fewer courses than full-time college students do in the traditional age group of 18 to 23. Since they are part-time they generate fewer credit hours, so the FTE calculation may actually decrease.”

On the other hand, because of the popularity of its information systems degrees, Dakota State University has attracted more traditional college-age students who enroll full-time, explained Perry. Since Dakota State has more full-time students, generating more credit hours, its FTE calculation has increased. Its headcount is down because it enrolled fewer part-time students doing follow-up course work for summer teacher technology academies, which DSU had operated for several summers, Perry noted. In summer 2000 DSU offered a distance technology academy, which was attended by far fewer elementary and secondary education personnel than the academies aimed at classroom teachers.

“We have entered an era where life-long learning is becoming the norm,” said Jewett. “Objectives vary among students. The public university system is here to assist people to meet those objectives. As they move through our system they affect our enrollment numbers differently. The important thing is that South Dakotans are seeking education.”

Fall 2000 Headcount and FTE Enrollment by University

| Institution | Headcount | | | | Full-time Equivalent | | | |
|-------------|-----------|-----------|------------|------------|----------------------|-----------|------------|------------|
| | Fall 1999 | Fall 2000 | Difference | Percentage | Fall 1999 | Fall 2000 | Difference | Percentage |
| BHSU | 3,747 | 4,068 | + 321 | + 8.57 | 2,920.4 | 2,946.1 | + 25.7 | + 0.88 |
| DSU | 2,003 | 1,801 | -202 | -10.08 | 1,334.5 | 1,443.9 | + 109.4 | + 8.20 |
| NSU | 3,164 | 3,315 | + 151 | + 4.77 | 2,298.6 | 2,207.3 | -91.3 | -3.97 |
| SDSMT | 2,275 | 2,308 | + 33 | + 1.45 | 1,873.1 | 1,947.3 | + 74.2 | + 3.96 |
| SDSU | 8,540 | 8,719 | + 179 | + 2.10 | 7,338.7 | 7,313.4 | -25.3 | -0.34 |
| USD | 6,887 | 7,349 | + 462 | + 6.71 | 5,840.3 | 5,878.0 | + 37.7 | + 0.65 |
| Total | 26,616 | 27,560 | + 944 | + 3.55 | 21,605.6 | 21,736.0 | + 130.4 | + 0.60 |

University Students Continue to Gain More than National Average

Students at South Dakota's public universities continue to gain more in their first two years of college than do students in a national reference group. The information is part of a report on the gains in achievement measured by the proficiency exam. Instituted by the Regents in Spring 1998, the exam is a requirement for all rising juniors.

"It is one thing to say that our students are doing well and another to prove it. The Regents instituted the proficiency exam as an accountability tool. The results of the exam have consistently shown us that our students are gaining more knowledge during their first two years of instruction at South Dakota public universities than students are gaining in a national comparison group," said Regents President Harvey C. Jewett, IV.

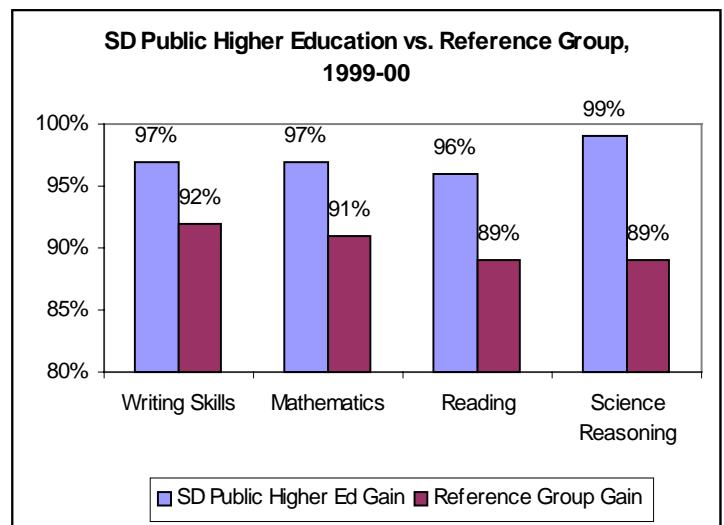
In order to measure gains in achievement a student must possess both an ACT score and CAAP (College Assessment of Academic Performance) score. Most freshmen entering a South Dakota public university present a score on the college admissions exam produced by American College Testing (ACT). The CAAP exam comprises four subject areas: writing, mathematics, reading and science reasoning. The focus in scoring is on the change in score level from the time of the ACT testing to that of the proficiency exam. From the ACT score a level of expected gain is determined. In all four subject areas South Dakota public university students demonstrated a higher percentage of gains in achievement than did students in the national reference group.

The reference group against which South Dakota students' performance is compared consists of a pool of students who have taken both the ACT and the CAAP. These attend either a public or private 4-year college. When comparing performances between students with a specific ACT score within an institution and the reference group of students with the same score, ACT weighs the reference group performance to reflect the same distribution of ACT scores as the institution. This insures that the level of expected gain is similar between the two reference groups.

The 1999-00 report marks the fourth year in which the CAAP has been administered at South Dakota public universities. Over the four years students from all six universities have shown gains at larger percentages than the national reference group.

"The 1999-00 report varies slightly from previous years. ACT, which provides the report, made a change in the reporting categories. Previous to this year the student progress was characterized using five categories of gain. Beginning with the 1999-00 report, ACT consolidated the five categories into three categories: lower than expected, expected, and higher than expected. This change makes it impossible to create longitudinal comparisons. Nevertheless, the report once again shows that in all four subject areas South Dakota public university students demonstrated a higher percentage of gains in achievement than did students in the national reference group," said Senior Administrator Dr. Lesta Turchen.

"As more and more providers make more post-secondary education options available it is important to provide some measure of quality assurance. The proficiency exam is our quality assurance to our students and their families," said Regents Executive Director Robert T. Tad Perry.



The South Dakota Board of Regents published 650 copies of this document at an approximate cost of \$0.10 per copy.

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State Universities Report Fundraising to Board of Regents

The six South Dakota public universities have increased non-state revenues substantially in the past year. The Board of Regents received this report at its regular business meeting on the campus of South Dakota School of Mines and Technology. The Regents also approved targets for the raising of non-state resources for the next fiscal year.

The Regents received performance data for fiscal year 2000, which ended on June 30. During that time, the universities increased scholarship money by 17.2%, from \$8 million to \$9.5 million. Scholarship funds provide direct non-obligation aid to students. The universities increased their grants and contracts from \$20.9 million to \$24.6 million. Grants and contracts provide resources for faculty to work outside the classroom and carry out public service. Some grants and contracts create opportunities for undergraduate and graduate students to participate in faculty research. The universities also increased the fundraising for their endowments by 49.18%. The universities raised \$5.3 million in capital funds, up from \$2.1 million in FY00. "The Regents appreciate every dollar the universities raise privately," said Jewett.

In December 1997 the Regents adopted a new framework for the distribution of revenues to the state universities. The framework assures each university a base budget. It also requires that each university meet certain performance targets established by the Regents. One of the areas in which the universities have targets is in fundraising through gifts, grants and contracts, scholarships, and capital fund drives. Fundraising performance over the base year is set out in the table below. In addition, the total fundraising for capital improvement in fiscal years 1999 and 2000 was \$7,517,170. The FY01 target in capital funds has been set by the Regents at \$4,490,006.

| External Funds: Increases over FY98 Base | | | |
|---|--------------|------------------|------------|
| Category | FY98 Base | FY00 Performance | % Increase |
| Endowment Gifts | \$4,938,110 | \$12,408,286 | 251.3% |
| Grants and Contract | \$17,942,820 | \$24,584,502 | 137.0% |
| Scholarships | \$6,410,739 | \$9,462,790 | 147.6% |

"Clearly the universities are actively seeking revenues to support their programs and projects from private and federal sources," said Regents Executive Director Robert T. Tad Perry. "University efforts to raise non-public dollars have been most successful. This is making a stronger system of public higher education."

Board of Regents Approves Ten-Year Capital Improvements Plans for Universities

The South Dakota Board of Regents will seek authorization from the state legislature to implement a ten-year facilities renovation and capital plan for the state universities. At its regular October business meeting on the campus of South Dakota School of Mines the Regents approved their first comprehensive long-term system plan to update the universities' physical plant.

Regents President Harvey C. Jewett, IV, said, "The Regents have given their approval to this effort to create a long-term capital repair and improvement plan. To be responsible stewards of the students' resources, we think this is a careful approach to preserving and enhancing the investment in campus infrastructure."

All renovation or new construction will be financed from student tuition and federal or private revenues. "No state tax revenues will be sought for these buildings," said Regents Executive Director Robert T. Tad Perry. "For many years the policy of this state has been to fund university academic buildings with tuition from the students. A percentage of tuition revenue is placed in the Higher Education Facilities Fund to be used for regular maintenance and repair. That money is also used to finance major renovations or alterations to academic buildings."

Some of the buildings on the list will be financed with federal or private funding. "Alumni and friends of the universities have contributed to building projects. The Regents are grateful to them for their generosity," said Jewett. "We appreciate the assistance of our congressional delegation in working to obtain federal appropriations for some of these projects as well."

Since all building projects on university campuses must receive legislative authorization, the Regents also approved submission of the list to the state legislature in the 2001 session. "The Regents hope that the legislature will approve the proposal so that the universities can proceed with planning and fundraising," said Perry.

| Projects approved for funding entirely with tuition revenues | | |
|---|--|------|
| BHSU | Cook Classroom Renovation | FY02 |
| DSU | Technology Classroom Bldg Renovation | FY03 |
| USD | Lee Medicine & Science Hall Renovation | FY06 |
| SDSM&T | Library Remodeling | FY07 |
| SDSM&T | M.I. Building Air Conditioning | FY07 |
| SDSM&T | Upgrade Primary Electrical System | FY07 |
| SDSU | Shepard Hall | FY09 |
| NSU | Seymour Hall—Tech Center Remodeling | FY11 |
| NSU | Mewaldt Jensen Classroom Building | FY11 |

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Discipline Councils Demonstrate Technology in the Curriculum

At the October business meeting, the discipline councils in Business and in Education demonstrated to the Board of Regents their incorporation of technology into the curricula.

Business Council members Gary Meek, BHSU, Rick Christoph, DSU, Clyde Arnold, NSU, Dean Bryson, SDSM&T, Richard Shane, SDSU, and Jerry Johnson, USD, using V-TEL technology, discussed the role of technology and their plans for the future of e-business in their curricula. The Regents were gathered in the Dakota Digital Network studio at SDSM&T for the live interactive presentation.

Each identified baccalaureate and graduate degree requirements and business-related programs. The deans also noted the unique features of each university's business program:

- BHSU—Entrepreneurial Studies, Human Resource Management, Tourism/Hospitality Management
- DSU—Center for Excellence: Information Systems
- NSU—Center for Excellence: International Business
- SDSM&T—collaboration with BHSU to offer study in specific areas related to chosen profession
- SDSU—Agricultural and Resource Economics and Agricultural Business
- USD—AACSB accreditation for BSBA and MBA

Education Council members Tom Hawley, DSU, Sharon Tebben, NSU, Dee Hopkins, SDSU, and Jeri

Engelking, USD, demonstrated technology incorporated by teacher education students into electronic portfolios, lesson plans, and collaborative programs. One such project along the James River involves USD faculty and teacher education students with a number of local school districts.

The presentation was made to the Regents during the regular business meeting. The council reported that all Regental university teacher education programs meet technology standards set by the National Council on Accreditation of Teacher Education and by the International Society for Technology in Education.

Melody Schopp, Curriculum Technology Specialist in the DECA Office of Technology, characterized the Technology for Teaching and Learning (TTL) academies as professional development for experienced teachers. Just as the 2000 TTL academies were different from the academies of three years ago, Schopp predicted that future academies will change as technology changes.

Tech Plus, the SDSU summer 2000 academy, enrolled many K-12 teachers who had attended earlier TTL academies. They were seeking additional professional development. Tech Plus was funded in part with a grant from Learning Organizations for Technology Integration through the U.S. Department of Education.