

FY2013 Accountability Report to the
Council on Higher Education Policy
Goals, Performance, and
Accountability

South Dakota Board of Regents

Council Members,

In 2013, the South Dakota Legislature enacted Senate Bill 5, a broad measure intended to “establish the public purpose and goals of postsecondary education, to provide for the funding of higher education, and to create the Council on Higher Education Policy Goals, Performance, and Accountability.” As part of this legislation, both the South Dakota Board of Regents and the South Dakota Department of Education are asked to provide – for the institutions under their respective control – an annual accountability report. The aim of this report is to provide the Council with a mechanism for tracking each system’s progress toward the state’s central policy goals.

On behalf of the South Dakota Board of Regents, I am pleased to present SDBOR’s 2013 Accountability Report. As specified by Senate Bill 5, this report presents a range of performance indicators, including graduate production, retention rates, credit hour completions, affordability, graduate placement, and exit/licensure exam outcomes. I hope you will find this information useful as you consider the performance of the state’s public university system over the most recent year.

The South Dakota Board of Regents recognizes the crucial role it plays in responding to South Dakota’s need for new economic and social capital. I believe the data presented in this report help to illustrate SDBOR’s commitment to providing effective and affordable educational services that advance the state’s overarching economic priorities.

Respectfully submitted,

Jack R. Warner

A handwritten signature in black ink, appearing to read "Jack Warner", written in a cursive style.

Executive Director, SDBOR

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Graduate Production

Increases in the number of graduates at all postsecondary education institutions, particularly those graduates in select disciplines and at certain levels, and those graduates who remain in the state for employment or further study (SB5§4)

Table 1. Degree Majors Awarded by Institution, 5-Year Trend

Year	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2009	606	308	390	333	2,221	1,898	5,756
FY2010	635	305	366	333	2,137	1,880	5,656
FY2011	671	344	369	320	2,124	2,077	5,905
FY2012	642	375	430	356	2,346	1,997	6,146
FY2013	780	397	392	352	2,530	2,260	6,711

Table 2. Degree Majors Awarded by Level, 5-Year Trend

Year	Associate	Bachelor	Master	Doctor	System
FY2009	424	4,096	925	311	5,756
FY2010	420	3,950	979	307	5,656
FY2011	433	4,136	1,035	301	5,905
FY2012	413	4,281	1,099	353	6,146
FY2013	485	4,672	1,204	350	6,711

Table 3. Degree Majors Awarded by Field*, 5-Year Trend

Year	High Need	All Other	System
FY2009	2,537	3,219	5,756
FY2010	2,462	3,194	5,656
FY2011	2,560	3,345	5,905
FY2012	2,803	3,343	6,146
FY2013	3,024	3,687	6,711

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Students are reported at the degree major level. Graduate placement data are presented in Table 8. “High Need” fields include accounting, computers and information technology, health professions, STEM (science, technology, engineering and mathematics), and STEM teaching.

Graduate Production (cont.)

Increases in the number of undergraduate degrees earned by at-risk students, including low-income students, Native American students, nontraditional students, and those students underprepared for higher education (SB5§4)

Table 4. Degree Majors Awarded to At-Risk Students, 5-Year Trend

Year	Low-Income Students	American Indian Students	Nontraditional Students	Underprepared Students
FY2009	2,272	76	1,017	1,276
FY2010	2,164	103	988	1,248
FY2011	2,343	108	990	1,320
FY2012	2,527	144	1,092	1,278
FY2013	2,742	142	1,244	1,461

Definitions:

- *Low-Income Students:*
 - Any student who ever received a Pell Grant prior to graduation
- *American Indian Students:*
 - Any student whose self-reported racial classification is either:
 - (1) American Indian or Alaska Native alone, or
 - (2) multi-racial including American Indian or Alaska Native
- *Nontraditional Students:*
 - Any student whose age at the time of entry to the university system (at a given degree level) was 25 or greater
- *Underprepared Students:*
 - Any student who ever attempted a remedial course in English, mathematics, or reading.

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Students are reported at the degree major level.

Graduate Production (cont.)

Improvements in on-time degree completions (SB5§8)

Table 5. Completion of Baccalaureate Degrees in Four Years or Less at Starting Institution, 5-Year Trend

Institution	2003FA Bachelor Cohort	4-Year Grad % (Inst.)	2004FA Bachelor Cohort	4-Year Grad % (Inst.)	2005FA Bachelor Cohort	4-Year Grad % (Inst.)	2006FA Bachelor Cohort	4-Year Grad % (Inst.)	2007FA Bachelor Cohort	4-Year Grad % (Inst.)
BHSU	629	7%	512	7%	452	9%	610	12%	472	11%
DSU	247	16%	227	19%	247	10%	289	14%	224	20%
NSU	295	19%	287	19%	263	16%	302	17%	295	24%
SDSMT	393	9%	322	11%	329	12%	277	20%	344	17%
SDSU	1,921	20%	1,927	23%	1,729	28%	1,788	27%	1,857	27%
USD	976	18%	951	22%	940	23%	932	26%	930	30%
System	4,461	17%	4,226	19%	3,960	21%	4,198	22%	4,122	24%

Table 6. Completion of Baccalaureate Degrees in Six Years or Less at Any Institution*, 5-Year Trend

Institution	2003FA Bachelor Cohort	6-Year Grad % (Any)	2004FA Bachelor Cohort	6-Year Grad % (Any)	2005FA Bachelor Cohort	6-Year Grad % (Any)	2006FA Bachelor Cohort	6-Year Grad % (Any)	2007FA Bachelor Cohort	6-Year Grad % (Any)
BHSU	“	(na)	“	(na)	“	39%	“	46%	“	40%
DSU	“	(na)	“	(na)	“	43%	“	52%	“	59%
NSU	“	(na)	“	(na)	“	52%	“	56%	“	61%
SDSMT	“	(na)	“	(na)	“	63%	“	70%	“	58%
SDSU	“	(na)	“	(na)	“	69%	“	64%	“	68%
USD	“	(na)	“	(na)	“	57%	“	62%	“	64%
System	“	(na)	“	(na)	“	60%	“	60%	“	62%

* SDBOR began tracking out-of-system completions with the 2005FA cohort. Additional cohorts will be added to this table as data become available.

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Cohorts include new students who began a bachelor’s degree program in a given fall term on a full-time basis. These students had not attended any other postsecondary institution since graduating from high school or earning a GED. Transfer, continuing, high school, and special students (not degree seeking) were excluded. Those shown as not having completed a degree may have done so at another college or university. Completion and enrollment figures for non-Regental institutions were generated through data retrieved from the National Student Clearinghouse’s “Student Tracker” system.

Retention Rates

Increases in the retention of students from their first year of postsecondary education to their second year of postsecondary education at all public postsecondary education institutions (SB5§4)

Table 7. Second-Year Retention in SDBOR System, 5-Year Trend

Institution	2008FA Cohort	2009FA Reten.	2009FA Cohort	2010FA Reten.	2010FA Cohort	2011FA Reten.	2011FA Cohort	2012FA Reten.	2012FA Cohort	2013FA Reten.
BHSU	581	61%	600	63%	670	64%	519	65%	483	67%
DSU	283	69%	323	67%	302	72%	277	64%	283	74%
NSU	407	70%	331	69%	332	71%	324	73%	332	77%
SDSMT	317	85%	362	85%	424	82%	397	83%	441	83%
SDSU	2,101	78%	2,135	78%	2,111	77%	2,087	78%	2,075	79%
USD	1,168	75%	1,125	76%	933	80%	1,012	78%	1,221	79%
System	4,857	74%	4,876	75%	4,772	76%	4,616	76%	4,835	78%

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Student counts (e.g., cohorts) include new students who began a bachelor's degree program in the reference term on a full-time basis. These students had not attended any other postsecondary institution since graduating from high school or earning a GED. Transfer, continuing, high school, and special students (not degree seeking) were excluded. "Retention" refers to students retrained into the second year at any Regental institution. Students who were not retained may have transferred to other colleges and universities.

Credit Hour Completions

Increases in credit hour completions at all public postsecondary education institutions (SB5§4)

Table 8. Credit Hours Completed by Course Level, 5-Year Trend

Year	Level	BHSU	DSU	NSU	SDMT	SDSU	USD	System
FY2009	UG	74,078.0	39,314.0	50,293.0	42,160.8	249,950.5	144,432.0	600,228.3
	GR	4,750.0	3,589.0	3,252.0	3,489.0	21,731.0	32,719.0	69,530.0
	LA						5,866.0	5,866.0
	MD						8,422.0	8,422.0
	FY Total	78,828.0	42,903.0	53,545.0	45,649.8	271,681.5	191,439.0	684,046.3
FY2010	UG	77,735.0	42,432.0	49,056.0	45,473.3	254,238.0	146,654.0	615,588.3
	GR	4,408.0	3,193.0	2,976.0	3,875.5	23,532.0	34,622.0	72,606.5
	LA						5,969.0	5,969.0
	MD						8,577.0	8,577.0
	FY Total	82,143.0	45,625.0	52,032.0	49,348.8	277,770.0	195,822.0	702,740.8
FY2011	UG	81,337.0	45,392.0	52,410.0	46,735.5	260,850.5	147,135.0	633,860.0
	GR	5,770.0	3,283.0	3,399.0	4,206.0	22,972.0	37,424.0	77,054.0
	LA						6,079.0	6,079.0
	MD						8,593.0	8,593.0
	FY Total	87,107.0	48,675.0	55,809.0	50,941.5	283,822.5	199,231.0	725,586.0
FY2012	UG	81,717.0	44,477.0	54,453.0	47,358.5	261,085.0	151,541.0	640,631.5
	GR	4,784.0	3,453.0	3,155.0	4,048.5	21,657.0	37,155.0	74,252.5
	LA						7,028.0	7,028.0
	MD						8,684.0	8,684.0
	FY Total	86,501.0	47,930.0	57,608.0	51,407.0	282,742.0	204,408.0	730,596.0
FY2013	UG	78,954.0	45,555.0	53,784.0	50,167.0	258,727.0	158,307.0	645,494.0
	GR	4,505.0	3,361.0	3,653.0	4,363.5	21,063.0	37,915.0	74,860.5
	LA						6,406.0	6,406.0
	MD						8,931.0	8,931.0
	FY Total	83,459.0	48,916.0	57,437.0	54,530.5	279,790.0	211,559.0	735,691.5

Source: University data provided to Regents Information Systems.

Note: "Completed" credit comprises course enrollments resulting in a grade of A, B, C, CR, D, I, IP, LR, N, RS, S, A*, B*, C*, CR*, D*, I*, IP*, LR*, N*, RS*, or S*.

Affordability

Affordability for students (SB5§8)

Affordability: Challenges and Opportunities

The opportunity to earn a college degree carries with it the opportunity to enjoy an array of economic and social benefits. College-educated persons experience higher employment rates, earn better incomes, and enjoy a higher quality of life than do individuals without a college degree (College Board, 2010).¹ States, too, have much to gain from an educated citizenry. Through stronger tax revenues, lower crime rates, greater workforce productivity and flexibility, higher rates of volunteerism and civic participation, increased charitable giving, and lesser dependence on public assistance, states share in the abundant benefits that flow from an educated workforce (Ibid; IHEP, 1998).²

The Board's perspective on college access is a fundamentally egalitarian one: The opportunity to secure the benefits of earning a college degree can be – and should be – open to all. Anyone with adequate preparation, ambition, and determination should be able to attend college. Unfortunately, the fiscal realities of modern public higher education are making it harder and harder for institutions to keep the price of a college education within reach for all prospective students.

National data suggest that in the wake of state divestment in higher education, students have been left to shoulder an ever-increasing share of college costs. An analysis published by the State Higher Education Executive Officers (2013) notes that in 1987, the average state and local appropriation per FTE student at US public institutions was \$8,497, while average tuition revenue per FTE student was \$2,588.³ By 2012, these figures were \$5,906 (down 30 percent) and \$5,189 (up 101 percent) respectively. An even starker transition has taken place in South Dakota in recent years. In FY2002, state general fund support accounted for 57 percent of SDBOR educational and general funds, with student support accounting for the remaining 43 percent. As of FY2012, these figures have flipped; the state now contributes only 38 percent of the system's education and general funds; students cover the remaining 62 percent (SDBOR, 2013).⁴

Despite these challenges, college affordability remains a singular priority for the Board of Regents. Through a combination of financial aid programs and targeted policy initiatives, the Regental system continues to affirm its commitment to offering affordable opportunities for postsecondary study. Highlights of the university system's recent affordability efforts include:

¹ The College Board (2010). *Education pays 2010: The benefits of higher education for individuals and society*. New York: NY.

² Ibid; Institute for Higher Education Policy (1998). *Reaping the benefits: Defining the public good and private values of going to college*. Washington, DC.

³ State Higher Education Executive Officers Association (2013). *State higher education finance: FY2012*. Boulder, CO. All values are in constant (2012) dollars.

⁴ South Dakota Board of Regents (2013). *Fact book: Fiscal year 2013*.

➤ **Competitive Pricing**

- *Low Student Costs.* While student charges have risen steadily in recent years in light of declining state support, South Dakota’s public universities continue to offer an excellent value to both resident and non-resident students. According to the most recent SDBOR Regional Tuition Survey, South Dakota ranked near the middle of all surveyed states with respect to total charges assessed to resident students (SD was ranked #6 for undergraduate students and #4 for graduate students). In addition, South Dakota continues to be – as it has for more than a decade – the most affordable state in the region for non-resident students.

Table 9. FY2013 Total Costs for Full-Time Student, State Averages⁵

State	UG Resident	Rank	GR Resident	Rank	UG non-Resident	Rank	GR non-Resident	Rank
Idaho	\$12,301	2	\$13,554	2	\$23,787	6	\$25,563	6
Iowa	\$15,924	7	\$17,007	7	\$29,064	8	\$29,465	8
Minnesota	\$16,772	8	\$17,790	8	\$20,288	4	\$21,793	4
Montana	\$12,315	3	\$13,600	3	\$24,642	7	\$27,139	7
Nebraska	\$13,111	5	\$13,402	1	\$19,472	3	\$20,463	2
North Dakota	\$12,489	1	\$13,648	5	\$18,394	2	\$20,867	3
South Dakota	\$13,529	6	\$13,616	4	\$15,434	1	\$18,777	1
Wyoming	\$12,621	4	\$14,385	6	\$21,831	5	\$23,889	5
Average	\$13,633	-	\$14,625	-	\$21,614	-	\$23,495	-

- *Manageable Debt.* Due in part to a lack of robust scholarship aid from the state, nearly all students in South Dakota must borrow in order to attend college. Recent data from the Institute for College Access and Success (TICAS) suggest that 75 percent of graduates from the state’s four-year public institutions leave school with some level of debt, the fourth highest rate in the nation.⁶ However, the affordable pricing of South Dakota’s public institutions helps students keep these debt loads *manageable*. TICAS reports that in 2010-2011, public four-year institutions in South Dakota reported an average undergraduate debt load of \$22,887. This value ranks 23rd lowest in the nation, and falls far short of the \$31,813 average debt load generated by the state’s four-year private non-profit institutions. Further, the US Department of Education (USDOE) reports that among members of the 2009, 2010, and 2011 repayment cohorts, the average loan default rate for public institutions in South Dakota was only 4.5 percent, compared with 6.5 percent for the state’s private non-profits, 9.0 for the state’s technical institutes, and 14.3 percent for private for-profits.⁷ The state’s average loan default rate for public institutions over this period was 8th lowest in the nation.

⁵ South Dakota Board of Regents (2012). *Student costs at public institutions: Academic year 2012-2013*. Total costs include tuition and required fees, plus room and board charges. Full-time status is defined as 30 credit hours per year for UG students and 24 credit hours per year for GR students. Room and board costs are based on double occupancy room rates and 15-meal (per week) plans. Tuition estimates do not factor for reciprocity agreements. Fee estimates include costs incurred by all students only; no special discipline fees are included.

⁶ The Institute for College Access and Success (2013). *College insight data*. [Data file.] Retrieved from <http://college-insight.org/#explore/go>

⁷ US Department of Education (2013). *Two-year official cohort default rates for schools*. [Data file.] Retrieved from <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>

➤ Regental Scholarship Programs

○ Statewide Scholarship Programs:

- *South Dakota Opportunity Scholarship.* Through the merit-based Opportunity Scholarship program, students can receive up to \$5,000 over the course of their postsecondary career if they meet each of the initial eligibility requirements, which include being a resident of South Dakota at the time of high school graduation, earning an ACT composite score of 24 or higher, and completing all required coursework at a requisite performance level.
- *Dakota Corps Scholarship.* The Dakota Corps Scholarship provides full tuition and generally-applicable fees to selected qualified applicants in certain critical need occupations. Examples of these fields include K-12 special education, registered nursing, accounting, engineering, and information technology.
- *Jump Start Scholarship.* Students finishing high school in three years or less may be eligible for a \$1,700 Jump Start Scholarship for the first year of college at a participating postsecondary institution in South Dakota.
- *Need-Based Scholarship.* As a result of the passage of Senate Bill 237, the state will begin offering (starting in the 2013-14 school year) modest grant support for students with financial need. The program will provide \$200,000 in the first year to qualifying students enrolled at participating institutions located in South Dakota. (In the future, interest earned from a one-time investment of \$1.5 million in state monies will be used to fund the grant program.) The program should allow participating institutions to offer awards of \$500 to \$2,000. Participating institutions must allocate \$3 of need-based support for every \$1 of state investment.

○ Institutional Scholarship Programs:

- Each of the six Regental universities manages its own family of merit-based scholarship programs. Each program has unique qualifying criteria, and many programs offer funds that are renewable with continued eligibility. Awards range from several hundred to several thousand dollars per year. Examples of institutional scholarship programs are: *Buzz Bonus Scholarships* (BHSU), *Champion Scholarships* (DSU), *Wolf PACT Scholarships* (NSU), *Surbeck Scholarships* (SDSMT), *Jackrabbit Guarantee Scholarships* (SDSU), and *Coyote Commitment Scholarships* (USD).

➤ **Recent Policy Initiatives and Special Programs**

- *Reduction to 120 Credit Hours.* In summer 2012, the public university system moved to a 120 credit-hour limit for most bachelor's degree programs and 60 credit hours for associate's degrees. This change – which brings South Dakota into line with most other states – effectively reduces the previous standard for baccalaureate degrees by eight credit hours and for associate degrees by four credit hours. The intent of this policy change was to help students graduate earlier and with less debt, while at the same time maintaining the quality and rigor of the system's academic programs. As a result of this move, a typical bachelor's degree-seeking student now saves more than \$2,000 in tuition and fee charges, and also may – by graduating a semester sooner – avoid up to a full semester of room and board costs.
- *University Center “Foundations” Program.* In March 2012, the Board of Regents rolled out an innovative program for reducing the costs students face during their first years of postsecondary study. This pilot program – which is offered at the University Center-Sioux Falls – allows students to take certain 100- and 200-level courses at a substantially reduced tuition rate. (Students are charged about \$100 less per credit hour than the regular self-support charge they otherwise would pay.) This program applies to a specific set of lower-level general education courses that typically comprise a student's first 60 hours of postsecondary study. Examples of these reduced-cost “foundations” courses include College Algebra, Fundamentals of Speech, Composition, US History, Biology Survey, and American Government.
- *Dual Credit Programming.* “Dual credit” programs allow qualified high school students to earn college credit while still enrolled in high school. For nearly two decades, the public university system has provided a framework for dual enrollment offerings in the state. In 2010, the Regental system began working more vigorously with local high schools to offer dual credit courses. In Fall 2013 alone, Regental universities coordinated with school districts across the state to offer 26 dual credit courses, enrolling more than 800 students.
- *Freezing Tuition for Resident Students.* The Board's FY2015 budget request includes a proposal for holding tuition rate increases at zero in FY2015 for all state-support resident students. Over the last ten years, tuition and mandatory fees have increased 63.9 percent for undergraduate residents, going from \$4,904 per semester in FY2005 to \$8,039 per semester in FY2014. This rapid escalation in price may soon begin to threaten the state's long-term competitiveness in the higher education marketplace. Several of South Dakota's regional neighbors – such as Iowa, Minnesota, Montana, and Wisconsin – already have begun to implement tuition freezes in response to revived legislative appropriations. By locking tuition at current levels, the Board aims to restore the state's competitive price advantage, and consequently, to keep the state's public universities as accessible as possible.

Graduate Placement

The placement of graduates in jobs or further study in South Dakota (SB5§8)

Table 10. In-State Placement One Year after Graduation, 5-Year Trend

Institution	2007FA Cohort	2007FA Placed	2008FA Cohort	2008FA Placed	2009FA Cohort	2009FA Placed	2010FA Cohort	2010FA Placed	2011FA Cohort	2011FA Placed
BHSU	507	62%	462	61%	527	65%	547	65%	581	63%
DSU	289	71%	283	68%	288	73%	290	65%	324	70%
NSU	374	64%	348	64%	344	65%	334	73%	331	68%
SDSMT	311	34%	334	31%	333	38%	333	41%	318	37%
SDSU	1,928	56%	2,059	60%	2,159	56%	2,073	60%	2052	57%
USD	1,673	59%	1,787	58%	1,791	62%	1,785	62%	1965	62%
System	5,082	58%	5,273	58%	5,442	59%	5,362	61%	5,571	60%

Table 11. In-State Placement One Year after Graduation by State of Origin, 5-Year Trend

Group	2007FA Cohort	2007FA Placed	2008FA Cohort	2008FA Placed	2009FA Cohort	2009FA Placed	2010FA Cohort	2010FA Placed	2011FA Cohort	2011FA Placed
From SD	3,600	69%	3,753	70%	3,864	71%	3,745	73%	3,844	72%
Not from SD	1,482	29%	1,520	30%	1,578	32%	1,617	32%	1,727	33%

Source: SDBOR Annual Graduate Placement Analyses.⁸

Note: SDBOR's annual graduate placement analysis links data from three main sources: Regents Information Systems (RIS), the South Dakota Department of Labor and Regulation (DLR), and the National Student Clearinghouse (NSC). Analysis focuses on the placement outcomes of undergraduate and graduate degree completers one year after graduation. In the initial step of the placement search, DLR employment data systems are queried to determine the first-year job placement outcomes of all degree completers (in a given cohort) identified by RIS. Those records for which no in-state match is found in the DLR database are submitted to the NSC to gather enrollment information on any students attempting collegiate coursework after (Regental) graduation. The designation "from SD" refers to those graduates for whom the original RIS dataset indicated either 1) being listed as an SD resident at the time of graduation, or 2) having graduated from an SD high school.

The placement rates cited here are conservative in that they do not account for degree completers who are hired out-of-state, are self-employed, are employed by the federal government (including armed services), or are employed or enrolled outside the three-month query window used by DLR and NSC. It also should be noted that some postsecondary institutions do not report enrollment information to NSC.

⁸ The most recent full report is available at <http://www.sdbor.edu/theboard/agenda/2012/December/30.pdf>

Exit/Licensure Exam Outcomes

Improvements in the percentages of graduates who are successful in passing licensure, certification, or exit exams administered by third parties (SB5§8)

Table 12. Examination Outcomes by Field, 5-Year Trend

Program	Institution	Degree	FY08 (n)	FY08 (%)	FY09 (n)	FY09 (%)	FY10 (n)	FY10 (%)	FY11 (n)	FY11 (%)	FY12 (n)	FY12 (%)
Athletic Training	SDSU	BS	15	47%	20	86%	9	78%	9	67%	17	94%
Audiology	USD	MS/AuD	2	100%	2	100%	5	100%	4	100%	2	100%
Clinical Psychology	USD	PhD	1	100%	2	100%	6	100%	4	100%	5	100%
Dental Hygiene	USD	AS/BS	32	100%	32	100%	30	100%	30	100%	31	100%
Dietetics ¹	SDSU	BS	6	67%	43	86%	40	80%	41	83%	46	94%
Law ²	USD	JD	57	95%	53	96%	46	100%	35	91%	56	84%
Medicine	USD	MD-1	53	92%	46	93%	52	83%	49	94%	53	98%
	USD	MD-2	52	100%	48	98%	48	98%				
Nursing	SDSU	BS	214	92%	232	93%	250	93%	227	91%	233	94%
	USD	AS	273	75%	243	90%	270	87%	210	90%	279	88%
Occupational Therapy	USD	MS	11	100%	18	100%	18	100%	22	100%	26	96%
Pharmacy	SDSU	PharmD	59	100%	58	100%	69	100%	65	97%	67	100%
Physical Therapy	USD	MS/DPT	20	80%	26	100%	26	100%	25	100%	26	96%
Physician Assistant	USD	MSPAS	19	84%	20	100%	19	89%	21	100%	20	85%
Respiratory Care	DSU	AS/BS	26	81%	20	90%	13	85%	15	100%	20	100%
Social Work	USD	BA/BS										
Speech/Lang. Path.	USD	MS	19	95%	16	100%	24	92%	25	92%	25	100%
Teacher Education	B,D,N,S,U	BA/BS	950	97%	937	100%	1,043	98%	890	97%	952	97%

Source: SDBOR Fact Book(s) and SDBOR Teacher Education Accountability Report(s). Data reported to the Board of Regents by the universities unless otherwise noted.

Note: The number tested in a year is not usually the same as the number of graduates. Some graduates do not test immediately. The table includes programs where passing the examination is required to work in the field. Teacher education figures include all first-time test takers on any Praxis II examination; many test takers attempt multiple tests. Years (calendar, state fiscal, federal fiscal) and months of examination vary due to differences across testing agencies.

¹ Five-year accreditation benchmarks reported

² July examinations; first-time test taker



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