

SOUTH DAKOTA BOARD OF REGENTS

Planning and Resource Development

AGENDA ITEM: 5 – H (2)

DATE: March 30 – April 1, 2016

SUBJECT: University Center – Sioux Falls Proposed Action Plan

The South Dakota Board of Regents appointed a Regents Committee to oversee development of a new governance, funding, and operations model for the University Center-Sioux Falls (UC-SF) at their August 2015 meeting. The Regents committee in turn directed the Executive Director of the Board of Regents and the presidents of the University of South Dakota (USD), South Dakota State University (SDSU), and Dakota State University (DSU) to develop this model. The Board of Regents received updates on this work at their [October 2015](#) and [December 2015](#) meetings.

As the designated lead institution at UC-SF, USD has initiated a variety of action steps to guide further marketing, programming, and community engagement efforts. An outline of related current and proposed action steps is provided in Attachment I.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information only.



Proposed Action Plan: UC-Sioux Falls Re-Design Initiative

South Dakota Board of Regents meeting
March 30 - April 1, 2016

Market Research Activities

Regents Committee and Forward Sioux Falls Leadership Group meetings

October 6, 2015 and January 13, 2016

UC Community Advisory Group quarterly meetings

June 23, 2015; September 22, 2015; December 15, 2015; March 22, 2016

Key Input:

1. Community leaders want to be involved in UC-SF development and re-design
2. Importance of collaboration to develop a strong public higher education resource for Sioux Falls through collaboration between BoR/UC-SF and Southeast Technical Institute
3. Strong interest in a “community college” model at UC-SF, especially with lower tuition and an open access admission policy
4. Increased emphasis on workforce application and employer needs in design and delivery of UC-SF programs
5. University Center needs a greater voice in direction and development of its program offerings
6. Community leaders value and prefer face-to-face course and program delivery at UC-SF instead of increased reliance on online delivery to meet Sioux Falls higher education needs
7. Increase recruitment of under-represented populations
8. Increase the participation in post-high school education and training by the 1/3 of high school graduates that do not go on directly to college

UC Student Survey – collaborative effort by USD Continuing and Distance Education and UC-Sioux Falls (Fall 2015)

Email survey sent to 1,250 current UC-SF students and 250 prospective students that applied to UC-SF in Fall 2015 but did not enroll (130 responses)

Key relevant findings:

- Improve course rotations, course offerings, and affordability
- Increase amenities at UC: social aspects, activities, food, childcare
- Interest in more academic support, expanded tutoring options
- Interest in developing an Associate degree initiative:
 - 25% indicated some “community college-like” goals
 - 45% interested in options of Associate Degree offerings
 - 65% indicated interest in certificate offerings at various levels

Interviews with UC Directors (January/February 2016)

Phone interviews conducted with executive leaders at:

- UC Greenville (SC)
- UC of Southern Oklahoma (Ardmore OK)
- UC of Lake County (IL)
- UC of Northeastern Maryland
- BHSU-Rapid City

Key relevant findings:

- Other centers involve community in development and management of Center via advisory boards made up of community members
- Other centers focus on upper division and graduate offerings, with a community or technical college partner providing lower division courses
- Other centers receive 40-65% of their annual budget from state appropriations, with remainder of budget covered by revenue from facility fees and some form of tuition sharing with partner universities
- Strong degree of competition from online offerings
- Local job market and higher education market conditions are key factors in success of Centers
- Importance of high school outreach and demonstrated value of face-to-face instructional model
- Importance of brand/identity for Center, including name of Center
- Need for increased collaborative marketing with partner universities
- Importance of engagement with community leaders and key employers
- Other centers have a marketing person on their Center staff team
- Varying degrees of concern expressed re: level of commitment to success of Center by partner universities

Kilian Community College - meetings with individual staff re: student population and support service needs

Key issues/findings:

- Need to fill higher education void in community from Kilian closing
- Importance of providing support services for at risk/first generation students
- UC should explore opportunities to continue KCC's Bridges and Student Success programs
- Advantages of central downtown location for access/outreach
- UC-SF, STI and USF are primary options for KCC student transfer

Associate Degree Program Draft

A. Objective: Provide a college-entry program to encourage participation in post-secondary education after high school, with a dual focus on:

- exploration and preparation for workplace and career success
- starting point toward an associate, baccalaureate or graduate degree.

B. Target Market: recruit first cohort of new students in Fall 2016

Priority populations:

- The 1/3 of *high school graduates* each year who do not plan to go on to college
- *Under-represented/minority populations*, including New Americans/immigrant and refugee population
- *Adult learners* who never attended college or seek to return to college
- *Current workers* seeking additional skills or a higher degree for job/career growth

Enrollment goals:

- Long-term target: 100 new students each Fall semester
- Fall 2016 goal: 25 new students (due to short timeline for promotion)

C. Tuition: Students enrolled in any UC Associate Degree program will pay a *discount tuition rate* for lower division face-to-face courses at UC-SF (projected at \$270/credit)

D. Admission: It is critical to explore ways to allow an *open access admission policy* for students enrolling in the AA/AS General Studies program (only a high school diploma or GED required)

E. Degree Options:

1. AA/AS, General Studies (USD), with option of specific discipline tracks:
 - Business
 - Health Science
 - Human Services
 - Technology
 - Education
2. AA/AS Degrees in specific disciplines – for workforce application or exploratory/prep for a four-year degree (options to be proposed by each partner university)
3. Certificates – for workforce application (from partner universities as designated and developed)

F. Student Support Services and Career Exploration:

1. Considering provision of three required 1-credit courses (combined to serve as equivalent to one 3-credit elective course for program completion):
 - *GS 100*: First Year seminar/student success course (1st semester)
 - *A&S 101*: Career Exploration (2nd semester)
 - *A&S 301*: Job Searching in the 21st Century (4th or final semester)
2. Career exploration options (to be developed)
3. Student Support Services
 - Student Orientation event (mandatory)
 - TRIO/Financial Aid/Scholarships (to be developed)
 - Intrusive Advising (throughout program, especially in first year)
 - Mentoring program under consideration
4. Academic support services
 - Tutoring
 - Classes in study skills, test taking, time management (under discussion/to be developed)
 - Peer support groups
 - Counseling services
 - “Boot Camp” programs for math, reading, writing remedial work? (to be developed)

Branding/Marketing/Start-up Plan

- A. **First stage:** initial development and promotion for Fall 2016 (Spring through Summer 2016)
- Outreach to area high school seniors (March/April 2016)
 - Create a specific course schedule for Associate Degree cohort, with courses meeting twice per week on Mon/Wed and Tues/Thurs formats, with morning, afternoon and evening options
 - Initiate first series of support services
 - Target of 25 new Associate Degree cohort students in Fall 2016
- B. **Second stage:** develop a three-year plan for full development and promotion of new Associate Degree program
1. Contract with outside vendor to develop research, communication and marketing strategy, including:
 - Focus group sessions for community input re: program branding
 - Focus group sessions with high school students to feedback on interests, barriers, needs and concerns re: college enrollment
 - Outreach to 25-40 year old adults to get input on their interests, barriers, needs and concerns re: college enrollment
 2. Outreach by UC staff with HR Directors at key Sioux Falls businesses to get input on certificates and degree programs to help them recruit, retain and develop workers for their business.
 3. Work with local public and non-profit service agencies_with connections to under-represented/minority groups in Sioux Falls to assess needs and interests and develop collaborative partnerships.
 4. Work with local high school counselors to develop effective outreach strategies to communicate with high school students
- C. Develop a marketing and communication strategy to initiate an intensive promotional campaign aimed at Fall 2017 enrollment (Fall 2016-Summer 2017)
1. Marketing plan will emphasize the existing branding and strengths of each partner university.
- D. Track annual cohort groups and get feedback on their experience to help shape future delivery and promotion
- E. Develop follow-up campaigns for 2017 and 2018

Assessment/Metrics to Measure Success

- A. Enrollment
 - Number of new students enrolled in Associate Degree program
 - Number of current UC students that shift to new Associate Degree program

- B. Recruitment
 - number of queries
 - applications
 - admissions
 - registrations for new Associate Degree program

- C. Completion
 - number of students that do not drop/withdraw in first semester
 - number that complete first semester courses

- D. Retention number of new students in Fall 2016 that re-enroll in Spring 2017

- E. Academic Support number of students using tutoring and support services

- F. Student Surveys to measure satisfaction and gather feedback

- G. Demographics of cohort to break down above criteria and measure effectiveness in serving under-represented groups

- H. Financial/Budget
 - track proposed UC-SF budget vs actual end-of-year costs
 - track budget changes from year to year
 - track share of budget investment by each partner university compared to UC enrollment
compare budget investment to number of students served, number of graduates, percentage of retained students, etc.

Timeline for Implementation

1. Regental approval of MOU and Associate Degree proposal (March 31, 2016)
2. Develop Advisory Council and Coordinating Group processes (Spring 2016)
3. Work with USD to develop initial Associate Degree course schedule for Fall 2016 and Spring 2017 (Spring 2016)
4. Consider options for a downtown outreach/delivery site (Spring 2016)
5. Recruit first cohort for Fall 2016 enrollment (Spring through Summer 2016)
6. RFP for contract with vendor for research, branding and marketing (Spring 2016)
7. Begin work with vendor on three-year marketing plan (July 2016)
8. Finalize and begin year one of marketing campaign (Fall 2016)
9. Further develop Associate Degree course offerings, schedule and support services for FY18 (Fall 2016)
10. Develop outreach and collaboration efforts with potential community partners (Summer/Fall 2016)
11. First Associate Degree student cohort begins classes (August 2016)
12. First Associate Degree cohort completion (May 2018)