

**SOUTH DAKOTA BOARD OF REGENTS
PLANNING SESSION
AUGUST 8-10, 2017**

SUBJECT: High School to College Transitions

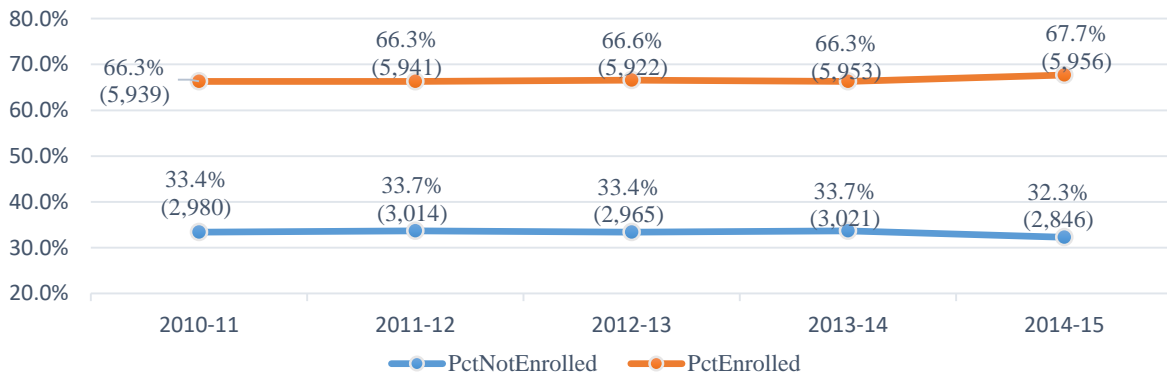
For the past three years, the Board of Regents has prepared an annual Matriculation dashboard that seeks to depict the postsecondary placement for South Dakota high school graduates. Data depicted in this tool indicates that on average, 67% of graduates each year pursue postsecondary opportunities within 16 months of graduation, with just under 36% enrolling directly into the Regental system. In order to promote postsecondary engagement, the Board of Regents has continued to evaluate the respective return on investment for students who earn associate, bachelors, masters and professional degrees by evaluating both student placement and salary data for these degree credentials. The most recent ROI data for these various degree types are provided to contextualize the discussion points for the Board.

Over the past decade, the Board of Regents has aggressively pursued programs and activities intent on providing South Dakota students with opportunities that will improve their successful transition into postsecondary. For instance, concurrent credit coursework has been delivered through partnerships between Regental institutions and local school districts. More recently the creation of the High School Dual Credit program has greatly expanded access to General Education courses allowing students to enroll in existing face-to-face and distance courses delivered in the Regental system. At their [June 2017](#) meeting, the Board engaged in discussion about the potential for further expanding the HSDC program to include an Early College model at the Harrisburg school district, the implications of which would result in similar expansion to other school district partnerships. Also at this meeting representatives from Governor Daugaard's office provided an overview of the current career pathway initiative which has a number of implications for potential partnerships between districts and Regental institutions. This item provides background for the Board on each of these issues to provide an opportunity to discuss and provide direction for future engagement on each of these initiatives.

Return on Investment

Historically, on average, 66.7 percent of all students in South Dakota enroll in postsecondary education within 16 months of graduating high school. Most recently 8,802 of the graduating class of 2014-15 or 67.7 percent enrolled in postsecondary education. Of these graduates, more than half (53.3%) of them enrolled in one of the state’s public universities. Figure 1 depicts the percent of high school graduates across five years enrolled in postsecondary education. Overall these trends have remained consistent during the timeframe for which data have been collected from the South Dakota Department of Education resulting in a match with the National Student Clearinghouse.

Figure 1¹
South Dakota High School Graduate Postsecondary Enrollment Trends



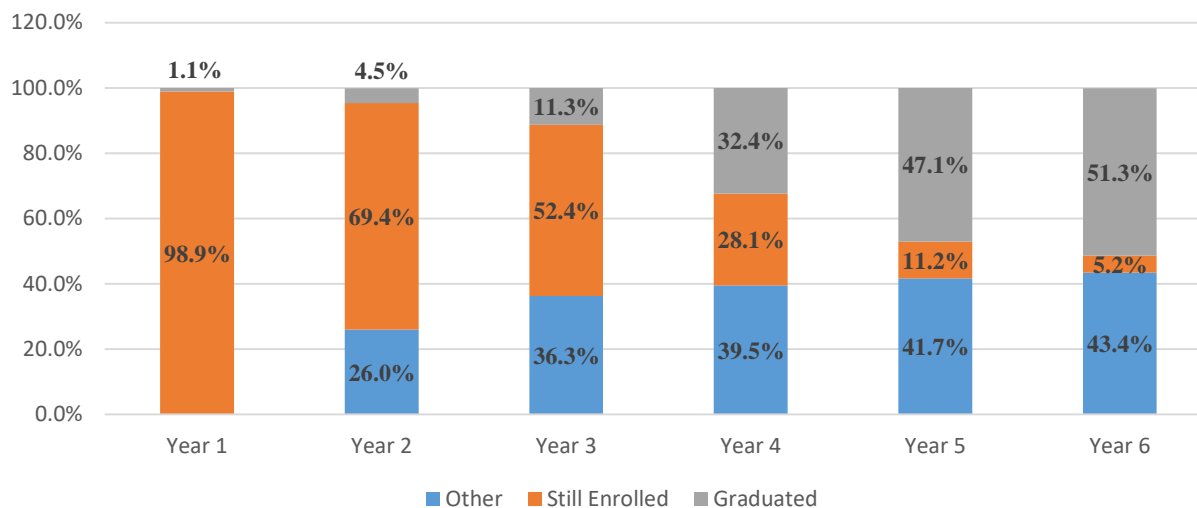
Student Persistence & Graduation

The likelihood for a student persisting to graduation can vary, and to continuously evaluate the persistence and completion rates in the Regental system, the South Dakota Board of Regents have developed a Student Success Dashboard that reports on these two indicators based on important student demographic indicators. Since graduation rates are reported for student 4-year (100% of expected completion rate for students earning a bachelor’s degree) and 6-year (150% of the bachelor’s degree completion), data from the Fall 2010 cohort represents the most recent set of available progression and completion data. Of the 7,799 degree-seeking undergraduates who entered the university system in Fall 2010, roughly 74% returned to pursue their degree programs

¹ Source: National Student Clearinghouse (NCS); South Dakota Department of Education. Data reflect enrollments in NSC reporting institutions only, which are believe to comprise roughly 97 percent of all postsecondary enrollments in the United States. Data reflect both full-time and part-time enrollments. It should be noted that several institutions in South Dakota – notably, National American University – do not report enrollment data to NSC. Consequently, continuation to college is likely underestimated.

in their second year. Of that group roughly 32 percent earned a degree within four years. After six years, more than half (about 51 percent) had completed a degree (Figure 2 below).

Figure 2²
Student Persistence to Graduation in the Regental System – 2010 Degree Seeking Students



Educational Attainment and Earnings

As mentioned above, a graduate with a baccalaureate degree will earn considerably more over a lifetime than a graduate with only a high school diploma. The U.S Census Bureau reports that bachelor’s degree holders age 25 and older in the United States reported median annual earnings of \$50,450 in 2014, about 81.4% higher than the amount reported by those with a high school diploma only (\$27,809).³ Similarly, in South Dakota, bachelor’s holding workers reported median annual earnings that were 46.9 percent higher (\$40,316) than were reported by workers with a high school diploma only (\$27,443).⁴

Table 1 contains weighted occupational wages by typical educational attainment in South Dakota. This data, which is sourced by the South Dakota Department of Labor (SDDL), shows how many people are working in occupations that typically require that degree type. In table 2,

² Source: Regents Information Systems: Data are for all degree-seeking undergraduate student beginning a Regental degree program in a given fall semester. Both first-time and transfer students are included. Each student is listed once per institution where applicable. Persistence rates and graduation rates refer to system-level enrollment and degree completions. Student beginning a degree program at one university in the Regental system eventually may complete a degree at another Regental university. The “still enrolled” category includes students enrolling in the fall, spring or summer terms of a given academic year. The “graduated” category includes students completing any associate or bachelor’s degree during a given academic year. Certificates are not considered a degree completion for purposes of this analysis. Data are sourced from a variety of extract data and live data, and therefore may vary subtly from other published reports.

³ US Census Bureau (2015). *Table B20004: Median earnings in the past 12 months by sex by educational attainment for the population 25 years and over* [data table].

⁴ US Census Bureau (2015) *American Community Survey 2010-2014 5 year PUMS* [data file]; data include employed full-time workers age 25 and older.

nurses in the bachelor category have been reassigned to the associate category to provide for insight into possible artificial inflation of mean wage in the category.

Nurses typically are coded in the bachelor category given the increasing number of nurses in the field that attain a BS. This shift is in response to a recommendation by the National Advisory Council on Nurse Education and Practice⁵ that at least two-thirds of the basic nurse workforce hold baccalaureate or higher degrees in nursing. With such a high volume of workers in the field, it was anticipated that the higher wages of the field may inflate the Associate mean earnings. In reassigning nurses from associate to bachelor, it becomes evident that the higher wage that nurses earn, and the high volume of workers in this field has an impact on the mean wage. There were 12,130 nurses recoded into the associate category, raising the mean associate wage from \$44,494 to \$51,142.

Table 1
Weighted Occupational Wages by Typical Educational Attainment for South Dakota

<i>Education Level</i>	<i>Total Employed</i>	<i>Mean wage</i>
<i>Less than HS</i>	125,260	\$24,252
<i>HS or equivalent</i>	145,850	\$36,702
<i>Some college</i>	42,810	\$33,932
<i>Associate</i>	8,720	\$44,494
<i>Bachelor's</i>	72,980	\$64,675
<i>Master's</i>	7,130	\$66,829
<i>Doctorate</i>	8,120	\$112,926
All levels	417,520	\$40,070

Table 2⁶
Weighted Occupational Wages by Typical Educational Attainment for South Dakota
Registered nurses recoded as an associate occupation

<i>Education Level</i>	<i>Total Employed</i>	<i>Mean wage</i>
<i>Less than HS</i>	125,260	\$24,252
<i>HS or equivalent</i>	145,850	\$36,702
<i>Some college</i>	42,810	\$33,932
<i>Associate</i>	20,850	\$51,142
<i>Bachelor's</i>	60,850	\$66,420
<i>Master's</i>	7,130	\$66,829
<i>Doctorate</i>	8,120	\$112,926
All levels	417,520	\$40,070

⁵ American Association of Colleges of Nursing – Nursing Fact Sheet <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-fact-sheet>

⁶Note: Calculated from 2016 OES data segmented by 2014 BLS education assignments. Registered nurses reassigned from bachelor to associate.

The data in Table 3, based on census data show the median annual earnings by full time workers in South Dakota in 2015. The data contained in this shows how many workers living in South Dakota and the actual degree they held.

Table 3⁷
Median and Mean Annual Earnings by Educational Attainment (SD), 2015

<i>Education Level</i>	<i>Total Employed</i>	<i>Median Wage</i>	<i>Mean Wage</i>
<i>Less than HS</i>	15,891	\$29,637	\$38,196
<i>HS or equivalent</i>	81,902	\$36,046	\$45,021
<i>Some college</i>	63,851	\$35,044	\$41,455
<i>Associate</i>	38,786	\$40,051	\$47,717
<i>Bachelor's</i>	73,699	\$45,057	\$60,293
<i>Master's</i>	18,333	\$48,061	\$61,491
<i>Doctorate</i>	6,421	\$80,101	\$127,962
Total	298,883	\$40,051	\$50,804

Undoubtedly, there is a positive relationship between degree attainment and economic well-being. The positive economic impact this has on GDP is also noteworthy⁸, just one additional year of formal school (after high school) lead to a 17.4% increase in per capita gross domestic product (GDP). Thus, it is important that states focus on cultivating the pathways toward degree attainment for high school students, and likewise for high schools to focus on positive outcomes for those students to reach graduation. In analysis of the data, it becomes increasingly evident that accurate categorization of occupations is important and should be carefully considered when making conclusions about the earnings potential of college grads. With the trend for more occupations to earn a baccalaureate degree, it will be critical to ensure that these occupations are categorized accordingly to provide an accurate estimate of the median wage for that particular level of education. In this regard, estimates of career earnings should be considered as approximations only, as discovered previously, these may be too high or too low for some workers. Career earnings depicted in these tables are cross sectional, they do not summarize historic earnings of end-career workers, but rather wages of workers at all ages.

⁷ Source: Calculated from single-year 2015 ACS PUMS data

Note: Data shows median annual earnings by full-time working adults in South Dakota in 2015

⁸ Milken Institute (2013), *A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity*.

High School Dual Credit & Concurrent Credit Programs

Within the Regental System, there are two main avenues provided by institutions for high school students to earn college credit. These include courses offered through the High School Dual Credit program (HSDC) through base funding provided by the legislature and Concurrent Credit which draws upon qualified high school teacher to deliver instruction in the local school district.

The High School Dual Credit program (HSDC), which is also referred to as “dual credit” within the System, started during the Fall 2014 semester. Under the program, eligible⁹ students in their Junior or Senior year of high school are allowed to enroll in courses offered through the six Regental institutions (and the four Technical Institutes) if the participating school district agrees to transcript the credit earned on the student’s high school transcript. Credits taken at Regental institutions through the HSDC program are assessed at a rate of \$145. Students cover one-third of the cost, and the South Dakota Department of Education provides funds for the remaining two-thirds of the cost to the institution at the end of the term. The courses students enroll in are courses taught by BOR faculty, and are taught on campus, online, or at one of the University Centers. High school students are enrolled alongside traditional college students, and faculty are not made aware of which students are high school students.

Despite an initial appropriation to provide financial support for just 600 enrollments during the first year of implementation, participation in the HSDC program has increased dramatically since the original students began enrolling in Fall 2014. Figures 3 and 4 show the growth in course enrollments, as well as in individual headcount for each semester type. Since the start of the program, course enrollments for traditional fall and spring semesters have grown from 1,333 in

⁹ Students must meet one of the criteria below in order to participate in the HSDC Program. This is to better ensure that students undertaking courses in the program will be prepared for the rigor of HSDC coursework.

- (1) **High school junior eligible to enroll in a high school in South Dakota who meets one of the following requirements:**
 - a) earn an ACT composite score of 24 reflective of the 70% percentile; or
 - b) rank in upper one-third of their graduating class; or
 - c) earn a cumulative GPA of at least 3.50 on a 4.0 scale;
- (2) **High school senior eligible to enroll in a high school in South Dakota who meets one of the following requirements:**
 - a) earn an ACT composite score of 21 reflective of the 50% percentile; or
 - b) rank in the upper one-half of their graduating class; or
 - c) earn a cumulative GPA of at least 3.25 on a 4.0 scale;
- (3) **High School junior or senior eligible to enroll in a high school in South Dakota who meets all of the following Undergraduate admissions requirements:**
 - a) ACT score of 18 (or 21 for USD & SDSM&T); and
 - b) Successful completion of coursework Requirements (Four Years of English; Three years of advanced mathematics; Three years of laboratory science; Three years of social studies; and one year of fine arts)
- (4) **Take one of the assessments below and meet the required score(s):**
 - a) 10th Grade ACT Aspire Summative Assessment – (Score 434 or higher)
 - b) Accuplacer (Sentence Skills – Score 86 or higher AND Elementary Algebra – Score 76 or higher)

Fall 2014 to 3,012 in Spring 2017 (126% growth). Individual student headcount has grown from 855 students in Fall 2014 to 1,945 in Spring 2017 (127% growth).

Figure 3
HSDC Course Enrollments by Semester Type

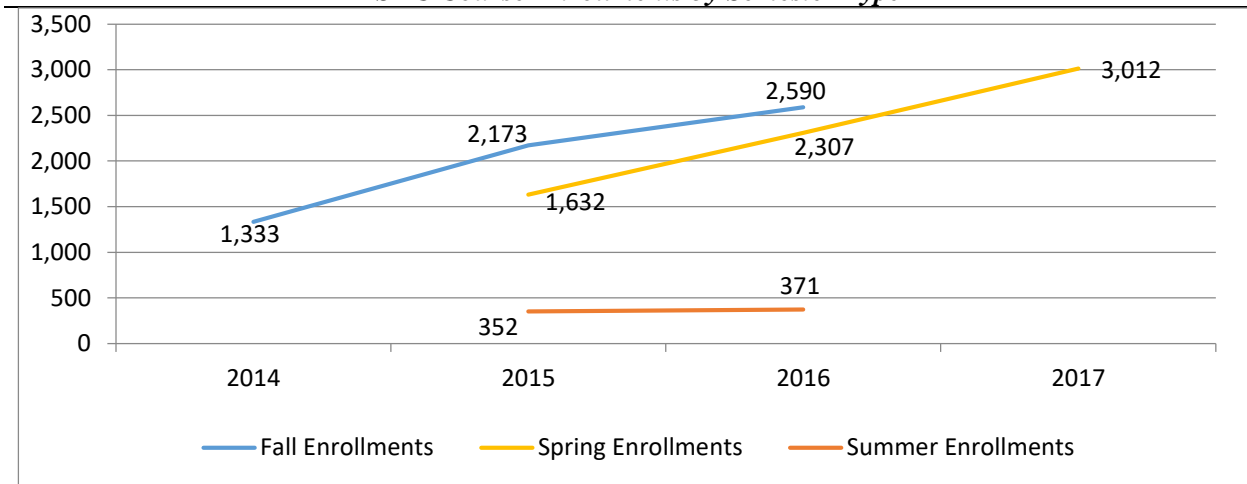
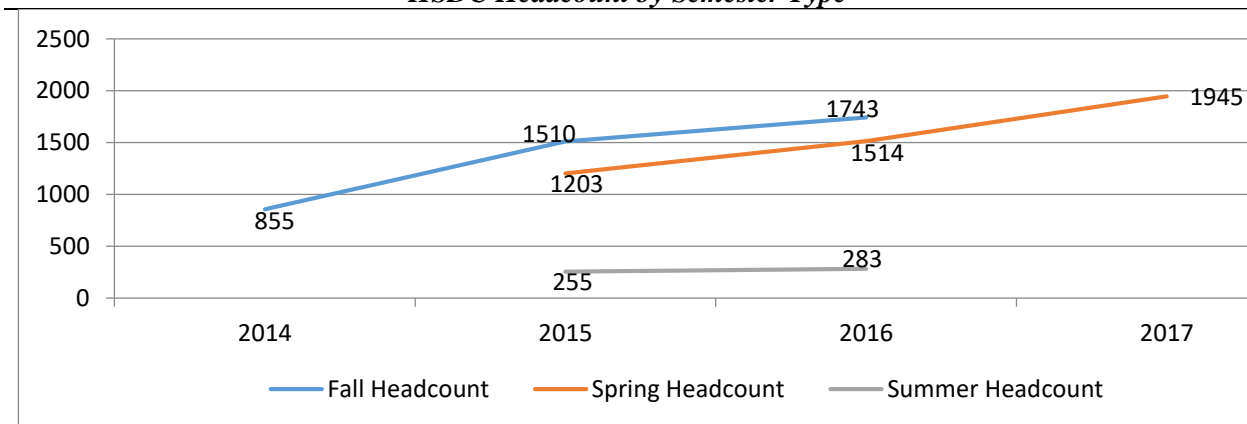
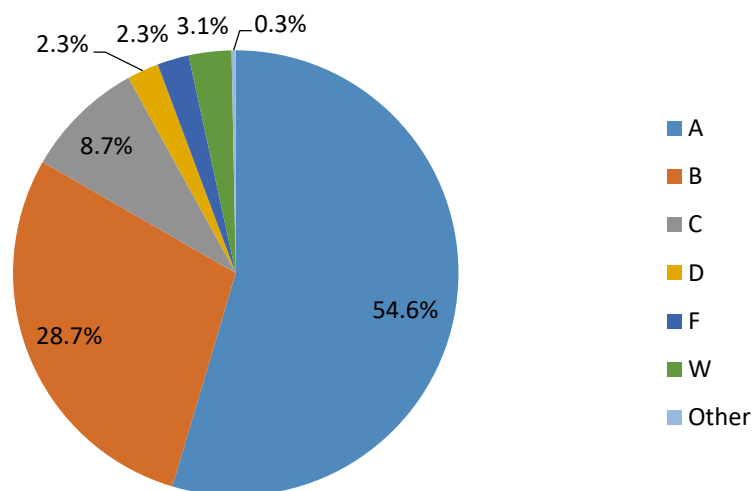


Figure 4
HSDC Headcount by Semester Type



Students have also been successful in the program. Since the start of the program, student performance in HSDC courses has remained steady, with the vast majority of students successfully completing their courses with grades of C or better. For the Spring 2017 semester, the ABC rate was 93%, and the DFW rate was 7%. Grades tend to decline slightly in the summer (the ABC rate for Summer 2015 and Summer 2016 were 88% & 90%, respectively), but this is likely due to the more compacted and rigorous nature of courses taken during shortened summer sessions. Figure 5 shows the percentages for all grades earned since the program was implemented in Fall 2014.

Figure 5
HSDC Grades by Percentage Since Program Implementation

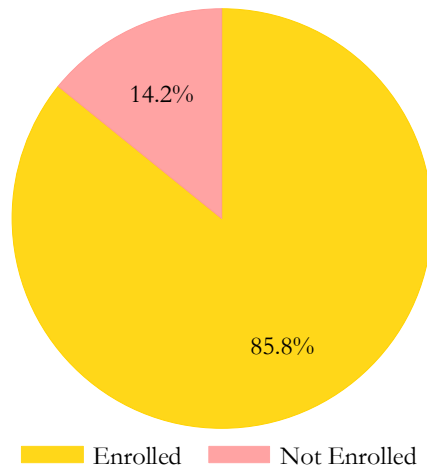


At the start of the Fall 2015 term, an enrollment analysis was conducted on HSDC students, evaluating the demographics of those students, as well as their postsecondary enrollment status the fall after graduating from high school.¹⁰ A total of 1,077 seniors from South Dakota high schools completed at least one dual credit course (offered by a Regental university) in Fall 2014 or Spring 2015. By gender and race, this group reflected a composition of 66.7 percent female students and 94.5 percent white students. Both of these proportions were substantially higher than in the statewide population of high school seniors.¹¹ As depicted in Figure 6, data from the National Student Clearinghouse indicate that an overwhelming majority of these students (85.8 percent) enrolled in a US postsecondary institution in Fall 2015.

¹⁰ This analysis includes all high school seniors completing at least one HSDC course offered by a Regental university during the Fall 2014 or Spring 2015 terms.¹⁰ These students constitute the first “cohort” of seniors to complete HSDC courses following the state’s systemic expansion of dual credit offerings. To track the postsecondary matriculation outcomes of these students – including those who may have enrolled outside the university system – a roster of HSDC course completers was submitted to the National Student Clearinghouse, a national repository of enrollment data for nearly all American postsecondary institutions. To be counted as “enrolled” in this analysis, a student must have been enrolled (at least part-time) at any postsecondary institution in the United States during the Fall 2015 term. Because this analysis includes only one cohort of HSDC students, and because only one subsequent term (Fall 2015) could be searched for this group, the matriculation figures presented in this analysis should be viewed as tentative. Other postsecondary matriculation analyses conducted by SDBOR typically employ a 16-month search window and multiple cohorts of graduates. Consequently, the results discussed here are more limited – and perhaps less generalizable – than those produced in other related analyses. Future efforts will be made to reexamine this research question as additional data become available.

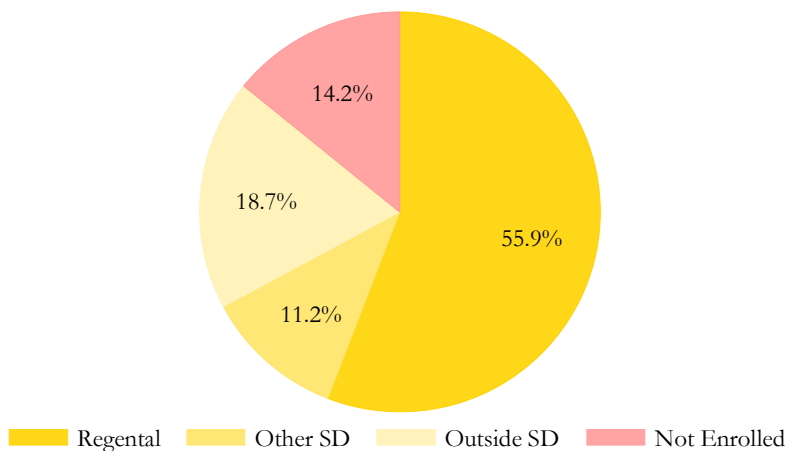
¹¹ Fall enrollment data from SDDOE indicate that females constituted 49.1 percent of the state’s 12th graders in Fall 2014. Approximately 80.4 percent of the state’s 12th graders were white.

Figure 6
Fall 2015 Postsecondary Enrollments



Data indicate that the likelihood of students to enroll in a postsecondary institution in Fall 2015 did not vary appreciably by course-offering institution, or by the number of HSDC courses completed. By course-offering institution, enrollment rates ranged from 82.1 percent (NSU) to 87.9 percent (SDSMT). By number of HSDC courses completed, enrollment rates ranged from 85.3 percent (for students completing only one HSDC course) to 87.8 percent (for students completing five or more HSDC courses). Figure 7 (below) displays a more detailed breakdown of these students’ enrollment destinations. Overall, more than half of these students (55.9 percent) enrolled in a Regental university during the Fall 2015 term.¹² Just over ten percent (act. 11.2 percent) enrolled at an in-state institution other than a Regental university, and almost twenty percent (act. 18.7 percent) enrolled at an institution outside South Dakota.

Figure 7
Fall 2015 Postsecondary Enrollments, Detailed



¹² Detailed groupings seen in Figure 2 are assigned hierarchically. Students enrolling at multiple institutions are reported in the “Regental” category if applicable, followed by the “Other SD” category if applicable, followed by the “Outside SD” category.

Costs of HSDC Program

Through the HSDC program, the rate is set at \$145 per credit hour with students paying one-third of the total cost (\$48.33) compared to the remaining two-thirds of the cost (\$96.67) that is paid for by the state. Program fees, General Activity Fees, and University Support Fees are not assessed to HSDC students, resulting in a general savings of \$136.90 for students if they were to enroll in equivalent courses at the State Support Rate (estimated as an average of \$281.90 when including tuition, USF, and GAF). To evaluate the potential fiscal impact of HSDC to the Regental system, analysis was performed to evaluate the credit hours completed by South Dakota high school seniors in Fall 2014 and Spring 2015 during the first year of the program. Seniors during this first year serve as the initial cohort to migrate to postsecondary institutions during the Fall 2015 term. A total of 7,313 credit hours were delivered to this cohort of students during the first year of the HSDC program. Just under half (49.7%) of these credit hours transferred (3,636) into the Regental system in Fall 2015 indicating that the remainder (3,677) were completed by students who matriculated either to a technical institute, private institution, or postsecondary institutions out-of-state in Fall 2015. The revenue generated from those students who matriculated into the Regental system resulted in \$527,222 in tuition, compared against \$533,165 for non-matriculated students. Overall, the Regental system generated \$1,060,385 from this initial cohort of both matriculated and non-matriculated students.

Table 4
Potential Revenue Generation from HSDC Program in the Regental System

	Matriculated Students	Non-Matriculated Students	Total HSDC Credits
<i>Credit Hours Generated</i>	3,636	3,677	7,313
<i>Revenue Generated</i>	\$527,220 ¹³	\$533,165	<u>\$1,060,385</u>
<i>Potential Revenue Loss from State Support Tuition</i>			<u>\$1,024,988¹⁴</u>
<i>Total Revenue from HSDC</i>			<u>\$35,397</u>

In order to determine the potential lost revenue to the system, the number of matriculated credit hours were multiplied against the State Support tuition rate of \$281.90. The basic assumption behind this calculation is that students paid a lower rate for General Education courses they would have otherwise completed once they arrive at their home institution. When comparing the 3,636 credit hours against this tuition rate, the potential lost revenue would be \$1,024,988, suggesting that the Regental system generated \$35,397 in revenue from the program when considering the tuition revenue from both matriculated and non-matriculated HSDC students (see Table 4). Note that this revenue does not consider any direct/indirect costs associated with managing the HSDC program at the campus level. While the system did generate revenue from HSDC during the first year of operation, there are sizable differences in the revenue generated at each of the Regental institutions.

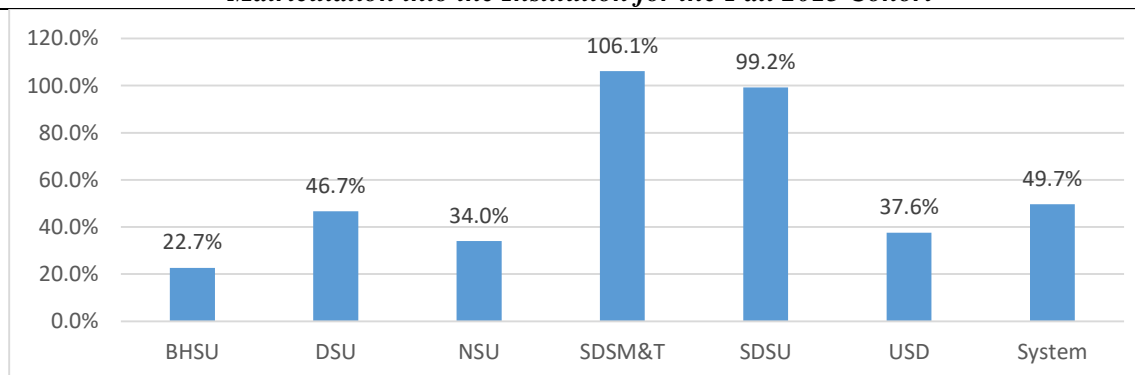
¹³ Total Matriculated HSDC students at the \$145 per credit hour rate.

¹⁴ Total Matriculated HSDC students at the \$281.90 self-support rate.

Within the Regental system, there is also internal non-matriculation, which represents students served through HSDC, who enrolled in the system, but did not enroll at the home institution where the HSDC credit had been delivered (i.e., completed HSDC at BHSU but eventually enrolled at SDSU). When the internal matriculation is considered, an institution that serves a higher percentage of non-matriculated Regental students will generate a greater return for their delivery of HSDC coursework.

As an example, BHSU delivered 1,597 credit hours to the Fall 2015 cohort, yet only the equivalent of 23% of those credit hours (363) matriculated into BHSU in Fall 2015. Thirty-six percent of the credits (n = 568), matriculated outside the Regental system, while the remaining 41% matriculated to one of the other five Regental institutions. As a result, for BHSU the revenue lost from state support tuition was \$102,330, compared against \$231,565 earned from HSDC tuition revenue. The total revenue generated when subtracting projected lost revenue is \$129,235. Table 1a in Attachment II depicts similar projections for each of the six Regental institutions with SDSM&T and SDSU both experiencing revenue shortfalls under the current model. Those institutions that have a disparately higher internal matriculation rate of HSDC students decrease their potential revenue gains through the HSDC program. As noted in Figure 8 below, those institutions with the higher matriculation percentage enroll a higher percentage of students with HSDC credit, much of which is earned at other Regental institutions within the system.

Figure 8
Matriculation Ratios for Institutions When Comparing HSDC Credit Hour Production Against Matriculation into the Institution for the Fall 2015 Cohort



Concurrent Credit Program

Concurrent Credit varies from dual credit, in that students earn both high school and college credit for a course, but the course is taught at a high school by qualified high school teacher. Unlike the HSDC program, only high school students are enrolled in these courses. Prior to the creation of the HSDC program, the Regental System was involved in Concurrent Credit activities for nearly two decades. Institutions are allowed to offer Concurrent Credit to participating high schools in the state, and must operate under Board of Regents [Policy 5.3.3 Tuition and Fees: Special Course Types](#) seeking a request for an externally sponsored tuition rate of \$40 per credit hour. Under this model, the instructional costs associated with course delivery are provided by the school district. Teachers in the high school must also have a Master's Degree in the discipline being taught, or 18 hours of graduate level coursework in the content area. The specific student eligibility criteria for this program mirror those for the HSDC program.

During the Fall 2016 term, three Regental institutions (BHSU, NSU & SDSU) sought approval to deliver Concurrent Credit coursework with South Dakota School districts. Currently, a total of 15 districts contract with Regental campuses to deliver coursework through externally supported tuition rate requests. Eligibility requirements are outlined in the AAC Dual/Concurrent Credit Guidelines and do stipulate that students may enroll even if they are not earning college credit.¹⁵ All sections offered during the Fall 2016 term are comply with these requirements, with six courses having credit bearing enrollments below the 70% threshold. The current enrollments for the 27 sections being offered during Fall 2016 can be found in Table 5 below which represented a total of 1,053 students enrolled across the 15 districts which included 862 (82%) enrolled for college credit.

Table 5
Course Enrollments for School Districts Offering Concurrent Credit Through the Regental System

High School	Course	Total Enrollment	Enrolled for Credit	% Earning Credit
BHSU				
<i>RC Stevens HS</i>	MATH 102: College Algebra	15	9	60%
<i>Belle Fourche HS</i>	BIOL 101/L: Biology Survey I & Lab	28	23	82%
<i>Spearfish HS</i>	PHYS 111/L: Introduction to Physics/Lab	33	28	85%
<i>Spearfish HS</i>	ENGL 101: Composition I	52	52	100%
<i>Sturgis HS</i>	MATH 102: College Algebra	12	12	100%
NSU				
<i>Aberdeen HS</i>	HIST 151: US History I	32	19	59%
<i>Mitchell HS</i>	MATH 102: College Algebra	92	57	62%
<i>Mitchell HS</i>	ART 121: Design I, 2D	24	15	63%
<i>Brandon V. HS</i>	MATH 102: College Algebra	100	65	65%
<i>Watertown HS</i>	ENGL 101: Composition I	69	46	67%
<i>Mitchell HS</i>	HIST 151: US History I	20	15	75%
<i>Brandon V. HS</i>	MATH 123: Calculus I	68	54	79%
<i>Brandon V. HS</i>	BIOL 101/L: Biology Survey I & Lab	54	43	80%
<i>Brandon V. HS</i>	BIOL 151/L: General Biology I & Lab	54	43	80%
<i>Mitchell HS</i>	BIOL 151/L: General Biology I & Lab	38	32	84%
<i>Brandon V. HS</i>	HIST 151: US History I	65	60	92%
<i>Brandon V. HS</i>	ENGL 101: Composition I	103	97	94%
<i>Canton HS</i>	ENGL 101: Composition I	32	31	97%
<i>Deuel HS</i>	BIOL 151/L: General Biology I & Lab	13	13	100%
<i>Huron HS</i>	BIOL 151/L: General Biology I & Lab	10	10	100%
<i>Deuel HS</i>	BIOL 153/L: General Biology II & Lab	11	11	100%
<i>Huron HS</i>	CHEM 106/L: Chemistry Survey & Lab	8	8	100%
<i>Aberdeen Ron. HS</i>	ENGL 101: Composition I	16	16	100%
<i>TF Riggs HS</i>	HIST 121: Western Civilization I	19	19	100%
SDSU				
<i>Madison HS</i>	HIST 151: US History I	24	23	96%
<i>Brookings HS</i>	ENGL 101: Composition I	43	43	100%
<i>Madison HS</i>	HIST 152: US History II	18	18	100%

¹⁵ “All students in a concurrent enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for the state’s smaller school districts, at a minimum more than 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.”

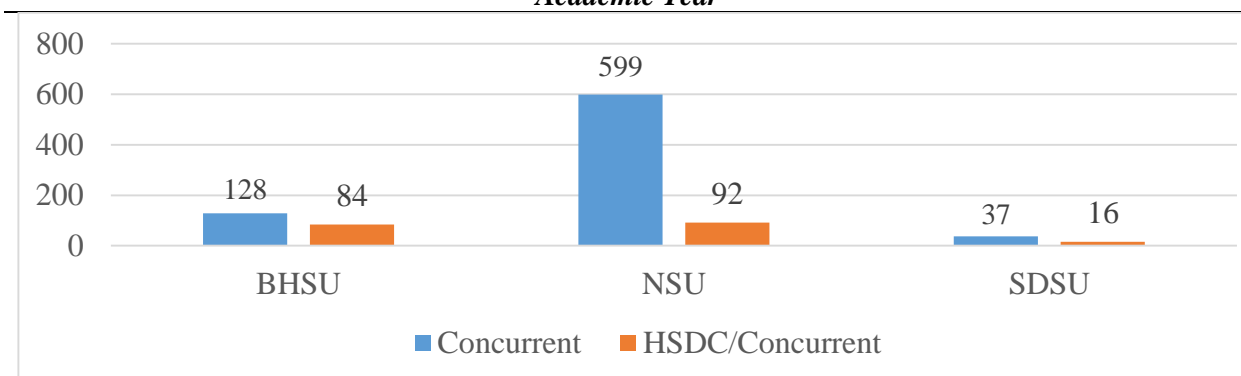
In December 2016, an analysis of Concurrent Credit matriculation was done, in which institutions were asked to identify the seniors served during the 2015-16 academic year and were matched against student enrollments within the Regental system during the Fall 2016 term. Table 6 below denotes that a total of 956 seniors were enrolled during these two terms, and a total of 509 (53.2%) were enrolled in the Regental system the following year. Consistent with HSDC matriculation, students eventually enrolled at those institutions that did not provide the concurrent coursework. For example, the largest number of matriculated students (224 or 23.4%) attended SDSU despite serving only 53 (5.5%) of the total enrollments. Inversely, NSU served 691 students resulting in 72% of the concurrent credit activity in the system, with only 13 (1.4%) of the students eventually enrolling at that institution.

Table 6
Matriculation of High School Concurrent Enrollments into the Regental System in Fall 2016

<i>Institution</i>	<i>2015-16 Enrollments</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>	<i>Non-Regental</i>
<i>BHSU</i>	212	45	1	1	20	19	13	113
<i>NSU</i>	691	27	18	11	20	192	112	311
<i>SDSU</i>	53	0	10	1	3	13	3	23
Total	956	72	29	13	43	224	128	447
<i>BHSU</i>	22.2%	4.7%	0.1%	0.1%	2.1%	2.0%	1.4%	11.8%
<i>NSU</i>	72.3%	2.8%	1.9%	1.2%	2.1%	20.1%	11.7%	32.5%
<i>SDSU</i>	5.5%	0.0%	1.0%	0.1%	0.3%	1.4%	0.3%	2.4%
Total %	100%	7.5%	3.0%	1.4%	4.5%	23.4%	13.4%	46.8%

The enrollments depicted in Table 6 above were also compared against those students who were also enrolled in HSDC coursework during this same academic term. Overall, a total of 192 (21%) of the students enrolled in the concurrent credit sections were also enrolled in HSDC coursework at one of the six Regental institutions. The highest percentage appeared to be from BHSU with 84 (40%) of their students simultaneously enrolled compared to only 92 (13%) for NSU students (see Figure 9).

Figure 9
Student Simultaneous Enrollment in HSDC and Concurrent Credit Coursework During the 2015-16 Academic Year



Dual Credit Agreements with Non-Regental Institutions

Prior to the creation of the HSDC program, a significant number of the credit hours brought in by students who earn “dual credit” represented concurrent credit activities either by Regental institutions or external institutions who abide by Board of Regents requirements. When dual/concurrent credit activity began to increase more than a decade ago, the Board of Regents established that before a Regental institution could accept dual/concurrent credit from an institution external to the system, the institution must enter into an agreement that affirms the standards outlined by the Board. These requirements were most recently revised by the Board during their [March-April 2010](#) meeting, and have now been carried forward into the [AAC Guidelines](#) that manage both HSDC and Concurrent Credit activities in the Regental system. Currently, the institutions depicted in Table 7 below have either signed agreements with the South Dakota Board of Regents, or have earned National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation consistent with guidelines approved by the Board of Regents and the Academic Affairs Council.

Table 7

Regional Institutions with Signed Agreements with the South Dakota Regental System or Having Established National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation

<i>Institutions with Signed Agreements</i>	<i>Regional Campuses with NACEP Accreditation</i>
<ul style="list-style-type: none"> • Dakota Wesleyan University (SD) • Kilian Community College (SD) • Mount Marty College (SD) • Iowa Western Community College (IA) • Western Iowa Tech Community College (IA)* • Metropolitan Community College (NE) • Wyoming Community Colleges (WY) • Riverland Community College (MN)* • North Dakota University System (ND) • University of Mary (ND) • Minnesota State University, Mankato (MN)* • Fond du Lac Tribal & Comm. College (MN) • Sitting Bull College (SD) • Iowa Central Community College • Southwest Minnesota State University 	<ul style="list-style-type: none"> • Minnesota State Community & Tech College • Eastern Iowa Community College • Hawkeye Community College • Indian Hills Community College • Iowa Valley Community College District • Kirkwood Community College • Northeast Iowa Community College • North Iowa Area Community College • Northwest Iowa Community College • Southwestern Community College • Central Lakes College • Mesabi Range Community and Tech College • Northland Community and Technical College • St. Cloud State University • University of Minnesota ~ Crookston • University of Minnesota ~ Duluth • University of Minnesota ~ Twin Cities • Nebraska Wesleyan University • Laramie County Community College • Sheridan College

****Institution has also established NACEP Accreditation.***

Early College Model

For a number of years, a small number of school districts in South Dakota have been working on an initiative that supports student progression in the curriculum through [Customized Learning](#). Supported in South Dakota through efforts and resources made available through Technology & Innovation in Education (TIE), districts are provided assistance in developing curriculum and assessment materials that allow students to work through course requirements at their own pace. Under the framework, the traditional “seat-time” model for advancing students through courses and grade levels is replaced with a model for competency based learning. One constraint currently facing districts employing this model is the fact that high achieving or gifted students are able to work through the curriculum in half the traditional time, having met graduation requirements prior to the start of their junior year. [Harrisburg](#) is one district in particular that has aggressively engaged the Customized Learning approach, and as their initial cohorts approach their junior year they are confronted with a limited set of curriculum options. To address similar issues emerging in states around the country, Early College or Middle College programs have been implemented.

In an effort to facilitate initial conversations around the creation of an Early/Middle College model in alignment with existing dual credit opportunities the Harrisburg Superintendent and his staff met with representatives from the BOR central office, DSU, SDSU and USD in early March to discuss potential collaboration. Initial conversations focused on identifying a subset of courses for an initial cohort that would align with a career track (i.e., health, education, engineering, etc.) and design a model that would provide dual credit opportunities through the Board of Regents. In particular, the desired framework would be to have Regental institutions delivery dual credit coursework to students in the school district with opportunities for students to also attend the University Center or main campus locations for a small portion of the course. When this potential collaboration was discussed by the Board during the June 2017 meeting, there was support¹⁶ for DSU to move forward in delivering a MATH 102 College Algebra course at the Harrisburg High School during Fall 2017 as a pilot with a goal of bringing a more detailed update related to the enrollments and initial success of the course forward during the October 2017 meeting. The intent was to allow DSU to assess the established HSDC rate to students seeking to enroll, and that alternative tuition models would be reviewed and presented to the Board for additional discussion.

Three alternative pathways appear to exist if Regental institutions were to pursue a model that would have adjunct faculty deliver coursework at the local school district. First, institutions could work with the districts to evaluate the qualifications of their existing staff to determine whether they would be eligible to deliver coursework through the concurrent credit program in alignment with BOR Policy 5.4.3. Students would be assessed the \$40 per credit hour rate as approved through this policy guidance and all instructional costs would be incurred by the

¹⁶ The specific motion captured in the Board of Regents official minutes noted “IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to allow Board staff to proceed in their support of the Early College model and allow Dakota State University to provide a math course as a pilot in Fall 2017 at the Harrisburg school district and later report back on the results of that pilot course. Motion passed.”

participating school district. Second, campuses could manage the program through the HSDC program that would require students to pay \$48.33 per credit hour and the remaining \$96.67.45 would be funded through the state to meet the full \$145 per credit established rate. In this situation an adjunct at the traditional rate of \$3,500 per course would be hired to deliver the curriculum at the school facility. Alternatively, under this model the students in potential districts could be encouraged to fill seats of existing online or face-to-face courses and complete the course alongside other traditionally enrolled students. Under this approach the same \$145 per credit hour tuition rate would be collected.

Third, the board could encourage campuses to negotiate a separate rate specific to an early college program that would need to then be approved as an alternative to the current off-campus tuition rate. If deemed inappropriate to establish a unique off-campus rate for this program, then the rate of \$333 per credit hour would need to be assessed. Under either of these options for a newly negotiated rate, the district would have the capacity to control the portion of the agreed upon rate to be collected from the student. The remainder would need to be paid by the school district. Table 8 below depicts the potential revenue generated under each of the four pathways depicted here assuming a traditional 3 credit hour course for up to 24 students.

Table 8
Tuition Alternatives for Various Approaches to the Delivery of Early College Coursework with South Dakota School Districts

	<i>Concurrent Credit</i>	<i>HSDC</i>	<i>Special \$200 Tuition Rate</i>	<i>Off-Campus Tuition Rate</i>
<i>Rate</i>	\$40	\$145	\$200	\$333
<i>Tuition Revenue</i>	\$2,880	\$10,440	\$14,400	\$24,120
<i>Instructional Costs</i>		(\$3,500)	(\$3,500)	(\$3,500)
<i>Campus Revenue</i>	\$2,880	\$6,940	\$10,900	\$20,620

If a special \$200 tuition rate were to be adopted districts likely would implement a similar model of cost distribution consistent with the HSDC program (1/3rd vs. 2/3rd cost distribution for the students and the district). This would result in local districts expending \$133 per credit hour and ask students to provide the additional \$67 in tuition. When applied against a traditional three credit course, it would result in the district providing financial support at \$400 per course for each students involved in the Early College model taking this approach (or a total of \$9,600 for a course enrolling 24 students). If applied against the current Off-campus tuition rate, it would result in approximately \$16,000 per course charge to the school district for two-thirds of the tuition cost.

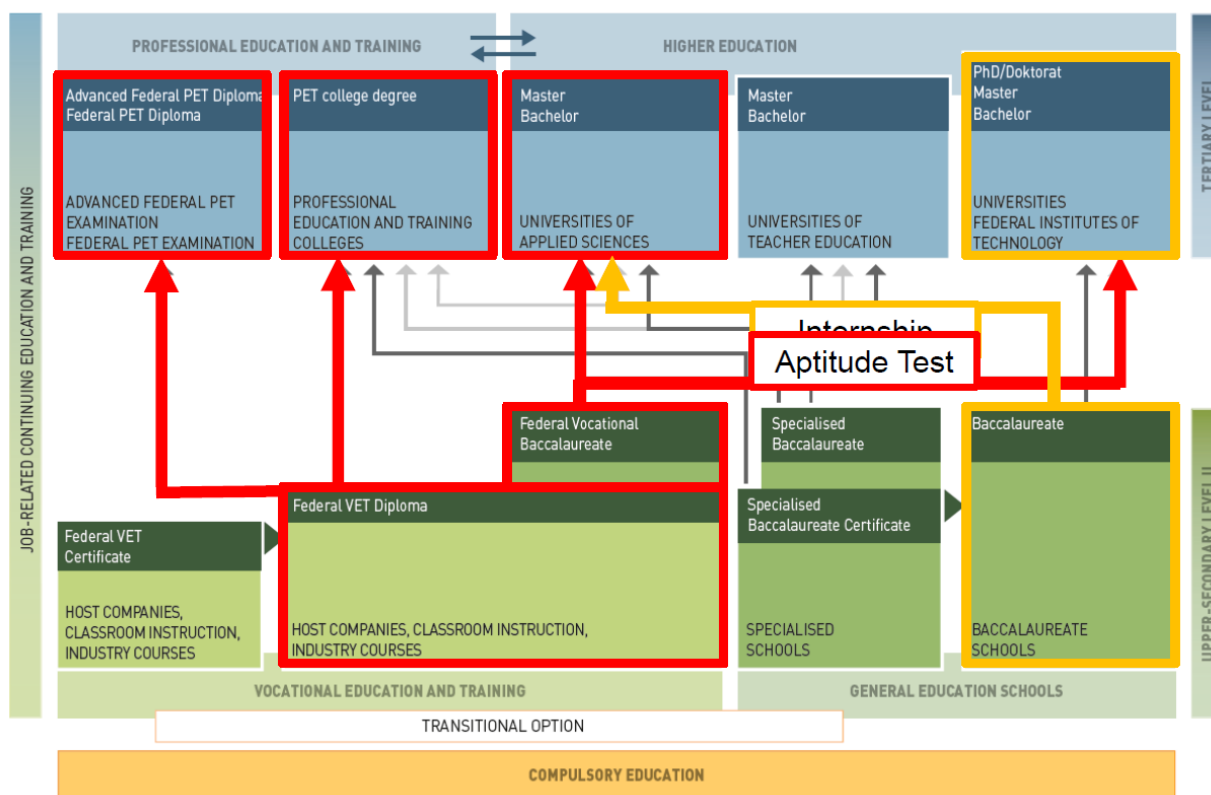
Alternatives for Career Pathways

Recently, Governor Daugaard shared information on the labor supply in South Dakota for 2017. Currently there are a total of 44,262 available workers in the state, of which 13,000 are unemployed with the remaining 27,225 underemployed to some extent. This includes workers across four distinct areas: 1) Working part time, but want full-time work; 2) Working in jobs not in line with their education; 3) Wanting to find a better paying job; and 4) Wanting a job with benefits. During his two terms the Governor has aggressively pursued strategies that would allow the range of available workers the opportunity to acquire the necessary skills and credentials that would meet the workforce needs in the state. The SDWINS initiative presented a number of strategies across agencies to address the looming workforce shortages. As the Governor takes on the leadership in the Western Governors Association, his policy platform will focus on new avenues for workforce development.

Representatives from the governor's office presented at the June 2017 Board meeting on the topic of career pathways for emerging high school graduates. With a 2.9% unemployment rate in South Dakota, businesses across the state have articulated difficulty attracting workers in the fields of engineering, information technology, healthcare, and construction trades. Stemming from a recent review of educational programming in Switzerland, the Governor is pursuing an apprentice model that would provide more job-based training in high school. Consistent with approaches underway in Yankton and Madison (as noted in the [governor's press release](#) on July 7, 2017), the governor seeks to encourage workforce development by engaging more students in apprenticeships, internships, or hands-on learning at their high school in order to determine if certain professions are of interest to students. The focus of this plan is on the approximate one-third of South Dakota high school graduates who elect not to enroll in any form of postsecondary education.

Despite this primary focus, the current model being evaluated also has a number of implications for the Regental system as internships and apprenticeships also present direct avenues into a number of associate, bachelors and professional degree programs that remain in critical need in the state. Figure 10 presents the apprenticeship pathway model developed in Switzerland which is serving as a template for the Governor's workforce development platform. In a number of the pathways presented to students, participation in apprenticeship followed by aptitude testing allow students to make informed decisions about future career trajectories. To be fully integrated into this workforce development model, Regental institutions may need to be more proactive in providing information for high school and college students on certain career pathways. For instance, having institutions partner with local business and school to provide field trips, shadowing, or other forms of short-term work experiences may provide students with a more informed viewpoint on what educational opportunities are available to them. Campuses already engage in a number of these opportunities, but further expansion may be necessary in closer alignment with school districts.

Figure 10
Permeability Across Multiple Education Sectors in Swiss Educational Model



One other approach to internship/apprenticeship programs is to require internships within our many degree programs during the earlier part of their college experience, likely within the first year or two. Much like how an internship experience at the end of students' college experience is intended to impart students with real-world experience, an early-program internship will give students an upfront understanding of the field they wish to pursue early enough for students to determine whether the program works for them without progressing too far into the program. Additionally, students will be able to use this real-world experience as the basis to build upon future classroom learning, and also, better understand the relevance of what they are learning in class. Ideally, a student would take this early-program internship during their first or second year of enrollment.

The educational landscape has changed dramatically in the past several decades, given the changes in technology and the traditional student populations, making it difficult for outsiders to understand its exact role in the current society. These changes have left the general public, lawmakers, and many employers lacking confidence in the value of credentials earned by students. This is where the Board would benefit from direct and intentional contact with lawmakers to communicate the current educational landscape, as well as the efforts underway to address public concerns. One particular aspect that could be communicated to them are examples of how the Board and institutions are working to increase the amount of earned certificates, licenses, and other non-four-year credentials, something which provides training and faster entry into the job market

when compared to four-year degrees. Furthermore, the more we work to allow these credentials stack with bachelor's degrees, the more likely we can begin to bridge the connection between the workforce and higher education in the minds of the public.

Communicating data we possess to outside entities is an important contribution to the workforce development efforts in the state. In a [Georgetown whitepaper](#), the authors discussed ways that students, colleges, employers, and policymakers benefit from effective data management strategies. The access of data provides institutional transparency and accountability to key shareholders. The expectation of sharing data is becoming increasingly commonplace in an era of elevated accountability, and a number of the Board's interactive dashboards present a strong interplay between postsecondary education and workforce results. Ongoing conversations with the Governor's office and our partnership in this workforce develop arena over the next 18 months may assist in cultivating a more active partnership for improving the workforce needs in the state. Specific questions worthy of discussion could include:

- Do we have the appropriate structure for aligning programs with regional workforce demands?
- Should the strategic metric for experiential learning be expanding to encourage non-credit bearing activities?
- Are Board of Regent dashboards being adequately promoted as an information resource to workforce development stakeholders?
- Are any additional dashboards necessary to improve the flow of needed information?
- What options, outside courses, are available to students to explore various fields and career pathways?

Table 1A
Revenue Loss/Gain from High School Dual Credit (HSDC) Enrollments For Initial Cohort

	Total HSDC Credits Delivered	HSDC Credits Delivered to Regental Matriculated Students	HSDC Credits Earned by Regental Matriculated Students	HSDC Credits for Non-Matriculated Students	
<i>BHSU</i>	1,597	666	363	931	
<i>DSU</i>	546	324	255	222	
<i>NSU</i>	952	489	324	463	
<i>SDSM&T</i>	229	78	243	151	
<i>SDSU</i>	1,545	819	1,533	726	
<i>USD</i>	2,444	1,260	918	1,184	
	7,313	3,636	3,636	3,677	
	HSDC Revenue for Regental Matriculated Students	HSDC Revenue for Non-Matriculated Students	Total HSDC Revenue for FY15 Seniors	Revenue Lost from State Support Tuition	Total Revenue from HSDC
<i>BHSU</i>	\$96,570	\$134,995	\$231,565	\$102,330	\$129,235
<i>DSU</i>	\$46,980	\$32,190	\$79,170	\$71,885	\$7,286
<i>NSU</i>	\$70,905	\$67,135	\$138,040	\$91,336	\$46,704
<i>SDSMT</i>	\$11,310	\$21,895	\$33,205	\$68,502	-\$35,297
<i>SDSU</i>	\$118,755	\$105,270	\$224,025	\$432,153	-\$208,128
<i>USD</i>	\$182,700	\$171,680	\$354,380	\$258,784	\$95,596
	\$527,220	\$533,165	\$1,060,385	\$1,024,988	\$35,397

Total HSDC Credits Delivered: Total HSDC credit hours completed by Seniors enrolled in FY15.

HSDC Credits Delivered to Regental Matriculated Students: Total credits earned by students from the institution regardless of their matriculation into the Regental system.

HSDC Credits Earned by Regental Matriculated Students: Total number of credit hours completed by FY15 seniors who matriculated to the institution.

HSDC Credits for Non-Matriculated Students: Number of credit hours complete at the institution for all students who did not matriculated into the Regental system in Fall 2015

HSDC Revenue for Regental Matriculated Students: Total revenue earned by the institution at the \$145 rate for all Regental matriculated students offered by the institution.

HSDC Revenue for Non-Matriculated Students: Revenue for all credits earned from students not matriculating into the Regental system in Fall 2105 at the \$145 rate.

Total HSDC Revenue for FY15 Seniors: Combined revenue for matriculated and non-matriculated FY15 seniors.

Revenue Lost from State Support Tuition: Anticipated lost revenue at \$126.50 per credit hour for state support tuition for students who matriculated to the institution.

Total HSDC Revenue: Total institutional revenue when considering state-support tuition losses and HSDC revenue generated from matriculated and non-matriculated students.