

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 10 – C

DATE: June 26-28, 2018

SUBJECT

Dual Credit In-District Delivery – University Center Report

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Potential partnerships with South Dakota School Districts for the in-district delivery of High School Dual Credit (HSDC) courses was discussed by the Board of Regents at their [June 2017](#) meeting. Following the discussion, the Board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. This In-District Delivery model was further reviewed by the Board during the [August 2017](#) retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student’s portion of the tuition costs.

Following this discussion in August 2017, an update was provided to the Board during the [October 2017](#) meeting with new guideline language specific to how In-District Delivery would be managed. Additionally, at the [March 2018](#) BOR meeting, the Board approved an MOU and additional slate of HSDC courses to be delivered at Harrisburg for the 2018-19 academic year.

IMPACT AND RECOMMENDATIONS

When the Board approved the delivery of Math 102 – College Algebra by DSU it also indicated that a report on the in-district activity that occurred in Harrisburg during the 2017-18 academic year would be provided.¹ University Center personnel responsible for managing the relationship with Harrisburg have prepared a brief report for review by the Board (Attachment I) summarizing their first year of in-district delivery. The report

¹ 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.”

(Continued)

INFORMATIONAL ITEM

provides data on student performance, positive aspects of the program, as well as some challenges that the University Center has had to work through with Harrisburg.

University Center personnel will be available to respond to Board member questions about the In-District Delivery model.

ATTACHMENTS

Attachment I – University Center Report on In-District Delivery

Harrisburg School District In-District Dual Credit Delivery FY17-18 Summary Report

During the 2017-18 academic year, in-district delivery was offered in the Harrisburg School District (HSD). A total of five sections representing four courses were offered to a total of 150 students enrolled with the district.²

- **Fall 2017**

- **MATH 102 – College Algebra** (3 credit hours) taught by DSU faculty
- **Enrollments & Student Performance**
 - 29 students enrolled in Math 102
 - 16 – A’s
 - 9 – B’s
 - 1 – C
 - 3 – Dropped during add/drop period
- **Began Discussions of Early College Model**
- **Challenges:**
 - Working to align two separate academic calendars (i.e., K-12 and higher education) proved difficult as start dates and holidays varied from those approved by the Harrisburg school district and the South Dakota Board of Regents.
 - **Solution:** It was decided that we would follow the SDBOR academic calendar and then work the High School calendar into it. HSD has been very accommodating allowing us to hold class on their days off if needed.
 - Align content hours with HLC requirements and be consistent with BOR policies.
 - **Solution:** UC worked directly with the University offering the courses to ensure the content hours were being met
 - Finding a schedule that fit HSD needs and faculty availability.
 - **Solution:** HSD would first identify days and times that would fit into their normal day/periods. UC would take that information back to the University offering the course to create the course. The Universities then identified a faculty member that is available. Hybrid delivery has been discussed as a possibility to provide more flexibility.
 - Developing an orientation specific to in-district course delivery
 - **Solution:** UC coordinated with HSD staff to hold an orientation at HSD the week before classes started to ensure students had their portals set

² These 150 enrollments reflect a total of 310 credit hours offered across the five course sections. This number also included duplicated headcounts as some students completed multiple course sections during the Fall and Spring terms.

up and were prepared for the courses. This helped them understand that while they are still in high school, these are college courses.

- The courses can be taught by different Universities which means students can be a USD, DSU, or SDSU student while taking dual credit courses. It is important during orientation to assist students setting up the right emails and portals.
 - Difficulties communicating with students and HSD staff during the summer.
 - **Solution:** Communication between HSD staff and students comes to a halt after the last day of their school year; therefore, it is imperative to work with HSD to get all students registered prior to the end of the school year for fall. This will ensure the first week of class goes smoothly.
 - Developing relationships between HSD and UC.
 - **Solution:** This initiative started with a large group of staff from UC and staff, counselors and administrators at HSD. It was quickly realized in Fall 2017 that there were miscommunications. HSD and UC decided that it would be best on both ends to have one point of contact to share information, communicate, and work through issues as they arose.
 - HSD agreed to purchase all materials required for the courses. They requested booklists right away so they can purchase the materials. However, in most cases, the requirements for the course are decided by the faculty member and often times the faculty isn't assigned until the last minute or right before classes start.
 - **Solution:** Universities assign specific books specifically for classes taught in the high school prior to assigning faculty. Additionally, HSD purchases textbooks and then allows the student to check out the book for the semester. It would be helpful as we continue to require the same book for multiple semesters so they can reuse the same books.
- **Spring 2018**
 - Offered 1st Early College Courses
 - **A&S 100 – First Year Seminar (1 credit)** – 41 students enrolled – 2 sections offered (UC staff) – USD
 - 41 – A's
 - This course was required for students in the Early College program.
 - **A&S 101 – Career Exploration (1 credit)** – 11 students enrolled – 1 section offered (UC staff) – USD
 - 11 – A's
 - This course was not required for Early College program participants.

- **SPCM 101 – Fundamentals of Speech (3 credits)** – 30 students enrolled – 1 section offered (USD faculty) – USD
 - 19 – A’s
 - 10 – B’s
 - 1 – dropped
- **MATH 102 – College Algebra (3 credits)** – 31 students enrolled – DSU faculty
 - 18 – A’s
 - 10 – B’s
 - 3 – C’s

Positives:

- HHSD administration noted that “These courses have had about as high of an impact as any we have ever offered. They have been very meaningful for our kids.”
 - Students indicated they feel more prepared for college based on the self-reflection and skill building tools they learned through A&S 100 & 101.
- **Additional Challenges:**
- It was realized that the Spring calendar is much different than fall academic calendar. It was originally thought we could take the fall schedule and copy it to the Spring semester.
 - Fall academic calendar has 6 holidays within the semester.
 - Spring academic calendar has 9 holidays within the semester.
 - **Solution:** Work more aggressively with the district to identify distinctions between the two academic calendars during the planning stages of the course for each semester.
- **Began discussions for 2018-2019 academic year**
- **Developed MOU (approved at April Board meeting)**
- **Requested approval to offer CSC 150, SOC 100 & PHIL 220 in district beginning in FA18 (approved at April Board meeting)**

2018-19 Proposed Schedule

	Fall 2018	Spring 2019	Days	Times	Instructor	Text	Notes	School Offering Course
A&S 100	X	X	M/W	7:45-8:45	Mercedes Bergman		1st 8 weeks	USD
A&S 101	X	X	M/W	7:45-8:45	Mercedes Bergman		2nd 8 weeks	USD
SPCM 101	X	X	T/TH	7:45-9pm	Nicole Ackman			USD
PHIL 220		Possible Spring						
Math 102	X	X	T/TH	11:08-12:23	TBD			DSU
CSC 150	X		T/W	1:24-2:58	TBD			DSU
SOC 100		Possible spring offer	TBD	TBD				TBD