

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: I

DATE: May 21-22, 2009

SUBJECT: Student Enrollment Patterns Report

National trends suggest that students at colleges and universities throughout the United States are becoming increasingly mobile as they are more likely to earn credit from multiple institutions, and take advantage of the growing number of distance education opportunities. A recent study published by the National Center for Education Statistics (2005) noted that approximately 60% of students who earned a bachelor’s degree had attend more than one institution, up more than 10% from numbers reported two decades ago. College officials have used the term “Swirling” students to describe this phenomenon suggesting that a number of trends in higher education have made it increasingly possible for students to move between institutions from year-to-year, semester-to-semester, or even within a given semester with relative ease. In particular, off-site course offerings have expanded considerably throughout the Regental system as the Board of Regents have sought to provide South Dakota citizens with postsecondary opportunities within the public university system through two fundamental approaches. First, the Electronic University Consortium (EUC) was created in 2000 by the South Dakota Board of Regents to coordinate distance education course offerings of the six public universities. The mission of the EUC has been to leverage state technology investments and make effective use of the unique strengths of each public university to better serve the people of South Dakotaⁱ. Second, the Board of Regents has extended its program offerings to the University Center (Sioux Falls), Capital University Center (Pierre), and the West River Higher Education Center (Rapid City) in an attempt to attract a growing number of adult learners to pursue postsecondary degrees.

These two policy solutions have resulted in considerable enrollment growth through distance education offerings and at the three off-site campus locations.ⁱⁱ One unique feature of the expansion in these two avenues is the fact that students who enroll in coursework at these various locations find themselves taking a range of courses that are delivered from separate institutions. To further explore the extent of this practice, data from the Fall 2008 census extract were examined to determine the degree that students at the three off-site centers enroll in courses

(Continued)

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information Only.

offered by multiple institutions. The course delivery codes were used to identify all students enrolled in at least one course delivered from one of the three off-site locations. Findings from the analysis demonstrate that each center varies in the percentage of students with multiple institutional enrollments (4% to 45%). The data continues to affirm the fact that students vary their institutional enrollments in a given semester, further emphasizing the importance of collaboration between institutions as they approach program offerings in these two environments. Additionally, the transfer level data portrayed at the end of this report depicts the mobility of students in the Regental system as they transfer courses from inside and outside the system into their home institution. This reaffirms the importance of the work by the Board of Regents to establish a common course catalogue and course numbering processes at the six institutions to ensure that progress toward degree completion is not hindered by a student's desire/need to complete coursework from other institutions.

Off-site Campus Enrollments (Duplicated & Unduplicated)

A total of 2,447 unduplicated students were enrolled in one or more courses at the University Center during the Fall 2008 term. The University of South Dakota (55%) had the largest number of students from this pool when examining the students' home institutional classification (see Table 1). When comparing the actual institutional enrollments, the headcount was 56% higher with a total of 3,817 course enrollments. The University of South Dakota again had the largest number of enrollments (41%) at University Center (see Table 1). Using the same data set, a total of 883 unduplicated students were enrolled in one or more courses at West River Center locations, with the University of South Dakota (40%) serving the largest number of students according to their home institutional classification. When comparing the actual institutional enrollments, the headcount was only slightly higher with a total of 920 (increase of 4%) enrollments. The University of South Dakota again had the largest number of enrollments (44%). A total of 220 unduplicated students were enrolled in one or more courses at the Capital University Center location, with the majority of the home institutional classifications assigned to the University of South Dakota (40%). When comparing the actual institutional enrollments, the headcount was 37% higher with a total of 292 enrollments. South Dakota State University had the largest number of enrollments (37%) for students who took at least one course at the Capital University Center.

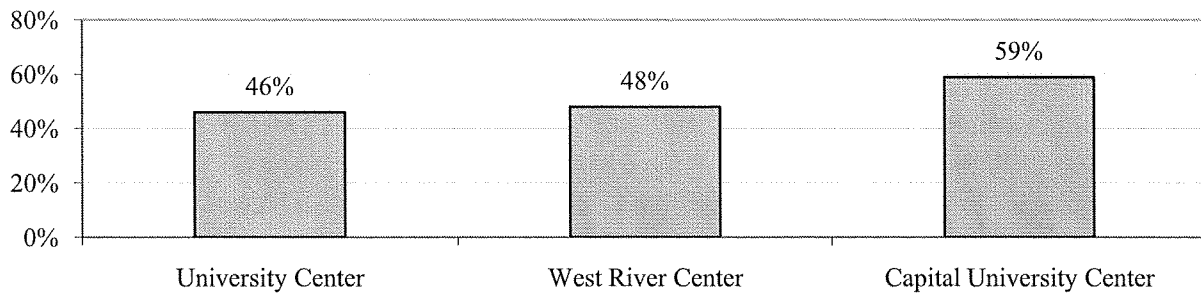
Table 1
Enrollments for Students Enrolled in Coursework Delivered through the University Center

<i>University Center</i>	<i>Home Unduplicated Enrollments</i>	<i>Duplicated Institutional Enrollments</i>
<i>Black Hills State University</i>	4 ^(.2%)	0 ^(0%)
<i>Dakota State University</i>	258 ^(10.5%)	918 ^(24%)
<i>Northern State University</i>	30 ^(1.2%)	23 ^(6%)
<i>South Dakota School of Mines & Tech.</i>	1 ^(.1%)	0 ^(0%)
<i>South Dakota State University</i>	818 ^(33.4%)	1,293 ^(34%)
<i>University of South Dakota</i>	1,336 ^(54.5%)	1,583 ^(41%)
Total	2,447	3,817
West River Center		
<i>Black Hills State University</i>	301 ^(34%)	335 ^(37%)
<i>Dakota State University</i>	10 ^(1%)	10 ^(1%)
<i>Northern State University</i>	0 ^(0%)	0 ^(0%)
<i>South Dakota School of Mines & Tech.</i>	12 ^(1%)	0 ^(0%)
<i>South Dakota State University</i>	203 ^(23%)	177 ^(20%)
<i>University of South Dakota</i>	357 ^(40%)	398 ^(44%)
Total	883	920
Capital University Center		
<i>Black Hills State University</i>	33 ^(15%)	34 ^(12%)
<i>Dakota State University</i>	3 ^(1%)	1 ^(1%)
<i>Northern State University</i>	36 ^(16%)	43 ^(15%)
<i>South Dakota School of Mines & Tech.</i>	1 ^(1%)	0 ^(0%)
<i>South Dakota State University</i>	59 ^(27%)	113 ^(37%)
<i>University of South Dakota</i>	88 ^(40%)	101 ^(35%)
Total	220	292

Multiple Institutional Enrollments

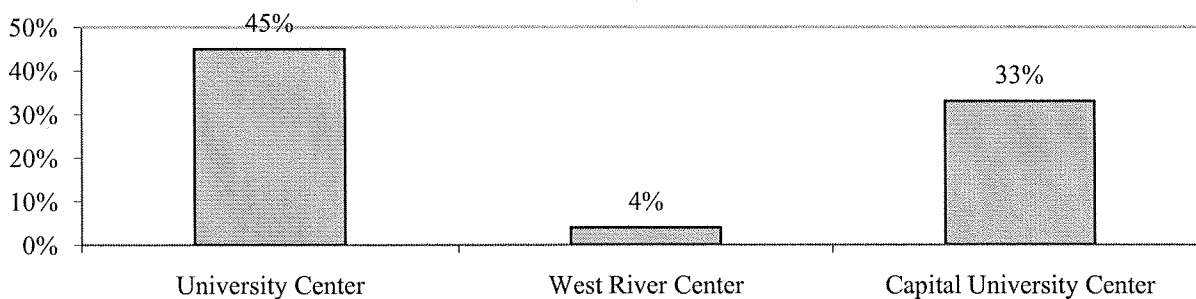
A large percentage of the enrollments at the centers represent students who are enrolled in only one course each semester (see Figure 1). For example, of the 2,447 students enrolled at University Center during the Fall 2008 semester, a total of 1,123 (46%) were enrolled in three or fewer credit hours. This was similar for those students enrolled at the West River Center locations last Fall, with 423 (48%) of the students enrolled in three or fewer credit hours. The overall percentage of students that fell into this classification was highest for the Capital University Center, which accounted for 128 (59%) of the unduplicated enrollments.

Figure 1
Percentage of Students Taking a Portion of their Coursework at University Center who were Enrolled in Coursework Offered by a Single or Multiple Institutions in the Regental System



Despite the student's home institution, a sizable portion of the enrollments were in courses taught by a variety of campuses. For instance, only 1,398 (55%) of the students enrolled at University Center were enrolled in courses taught by a single institution. The remaining 1,049 (45%) of the students were enrolled in coursework delivered by multiple institutions (see Figure 2). This percentage decreased slightly for Capital University Center with 72 of the 220 students (33%) enrolled in coursework from multiple institutions. However, despite the large variation in institutional enrollments for these two centers, only a small percentage of students at the West River Center were enrolled in courses delivered by multiple institutions (37 or 5%).

Figure 2
Percentage of Students Taking a Portion of their Coursework at University Center who were Enrolled in Coursework Offered by a Single or Multiple Institutions in the Regental System



Cross-Institutional Enrollments

These data were further analyzed to determine which institutions were delivering the courses for those students who took a portion of their coursework at University Center. Please note, that because approximately 45% of these students took courses from more than two institutions, the numbers presented in Table 2 may represent duplicated counts. For example, a student whose initial coursework was completed at SDSU as the primary institution, but also took courses offered at DSU and USD would be counted once in each of the respective institutional columns. The largest number of students took courses taught by both USD and SDSU (43%), followed by SDSU and DSU (33%), and USD and DSU (22%). A small percentage of students were enrolled in multiple courses through a combination of the other institutions in the system yet with no students taking courses through BHSU or SDSM&T (see Table 2). At the West River Center, the only institutions that had students with multiple course enrollments for individual students were USD and BHSU. All 37 of the students who had completed credit hours at more than one institution did so either through USD or BHSU (see Table 2). For the Capital University Center, a total five institutions in the system had students enrolled in courses they delivered while they were enrolled at other institutions within the system. USD and SDSU (54%) shared the largest portion of these students, with NSU sharing 24 students with both USD and SDSU.

Table 2
Students Taking a Portion of their Coursework at University Center who were Enrolled in Coursework Offered Through Multiple Institutions in the Regental System

<i>University Center</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSM&T</i>	<i>SDSU</i>	<i>USD</i>	
<i>BHSU</i>	**	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
<i>DSU</i>	**	**	9 (0.5%)	0 (0%)	447 (33%)	299 (22%)	
<i>NSU</i>	**	**	**	0 (0%)	6 (0.5%)	10 (1%)	
<i>SDSM&T</i>	**	**	**	**	0 (0%)	0 (0%)	
<i>SDSU</i>	**	**	**	**	**	599 (43%)	
<i>Total</i>	**	**	**	**	**	**	1,370
<i>West River Center</i>							
<i>BHSU</i>	**	0 (0%)	0 (0%)	0 (0%)	0 (0%)	37 (0%)	
<i>DSU</i>	**	**	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
<i>NSU</i>	**	**	**	0 (0%)	0 (0%)	0 (0%)	
<i>SDSM&T</i>	**	**	**	**	0 (0%)	0 (0%)	
<i>SDSU</i>	**	**	**	**	**	0 (0%)	
<i>Total</i>	**	**	**	**	**	**	37
<i>Capital U. Center</i>							
<i>BHSU</i>	**	0 (0%)	0 (0%)	0 (0%)	5 (0%)	3 (0%)	
<i>DSU</i>	**	**	0 (0%)	0 (0%)	1 (0%)	0 (0%)	
<i>NSU</i>	**	**	**	0 (0%)	12 (0%)	12 (0%)	
<i>SDSM&T</i>	**	**	**	**	0 (0%)	0 (0%)	
<i>SDSU</i>	**	**	**	**	**	39 (0%)	
<i>Total</i>	**	**	**	**	**	**	72

System Level Transfers

The findings from the analysis on off-site cross-institutional enrollments validates that students enrolled in courses at these three locations are likely to enroll in courses outside what is designated as their home institution. However, this does not fully depict the extent to which students throughout the Regental system have become increasingly mobile as they enroll in courses offered from other Regental institutions, or even transfer in credit from outside the system. In fact, the notion that a student will arrive on a campus as a traditional student and take all courses needed for degree completion is an experience achieved by an ever increasing minority of students in their postsecondary experience. Students who are able to accomplish this task are often referred to as “Native” students. To further evaluate the extent that students within the system have transfer credit, data from the end of term extracts from the Fall 2008 semester were examined. Data were evaluated for all students within the system, however for the purpose of this report, only those students who had completed 97 or more credits and reached senior status are included.

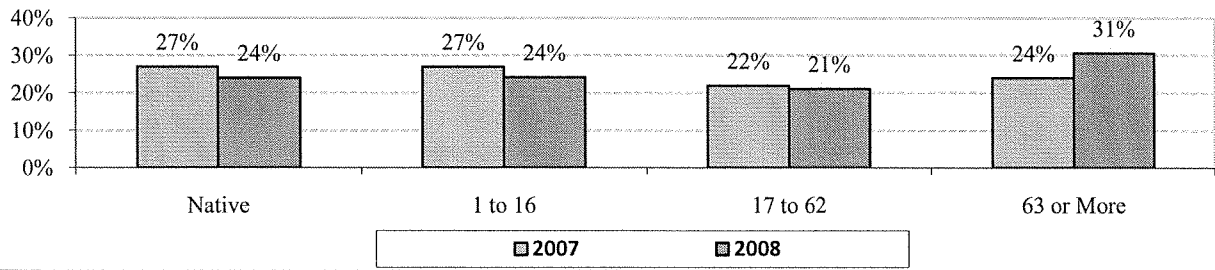
Overall, a total of 7,316 students (a 3% increase over the 7,130 students in the system during the Fall 07 term) had met this credit hour threshold at the end of the Fall 2008 semester. Table 3 depicts the number and percentage of students in this population who had completed all of their credit hours at their home institution. As a system, 24% of these senior level students were *native* to their home institution, while the remaining 76% had transferred in at least 1 credit hour from either a Regental or non-regental institution. The majority had transferred in 63 and above credit hours (31%), followed by 1-16 credit hours (24%), and 17-62 credit hours (21%).

Table 3
Transfer/Native Status for Regental Students with 97 or More Credits Toward Graduation

<i>Transfer Hours</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Native</i>	203 ^(23%)	87 ^(19%)	191 ^(33%)	112 ^(20%)	828 ^(27%)	335 ^(19%)	1,756 ^(24%)
<i>1-16</i>	140 ^(16%)	85 ^(19%)	117 ^(21%)	177 ^(32%)	868 ^(28%)	383 ^(22%)	1,770 ^(24%)
<i>17-62</i>	233 ^(26%)	68 ^(15%)	115 ^(20%)	144 ^(27%)	600 ^(19%)	384 ^(22%)	1,544 ^(21%)
<i>63 & Above</i>	328 ^(36%)	208 ^(47%)	147 ^(26%)	113 ^(21%)	809 ^(26%)	641 ^(37%)	2,246 ^(31%)
	904	448	570	546	3,105	1,743	7,316

When comparing these classifications against those reported for the Fall 2007 enrollments, there was a modest increase in the total number of senior level students who had transferred in 63 or more credit hours (24% vs. 31%). Figure 1 provides a comparison of the percentages reported for each credit hour classification for the 2007 and 2008 Fall semesters.

Figure 3
Percentage of Transfer/Native Students with 97 or More Credits Toward Graduation for the 2007 and 2008 Fall Semesters

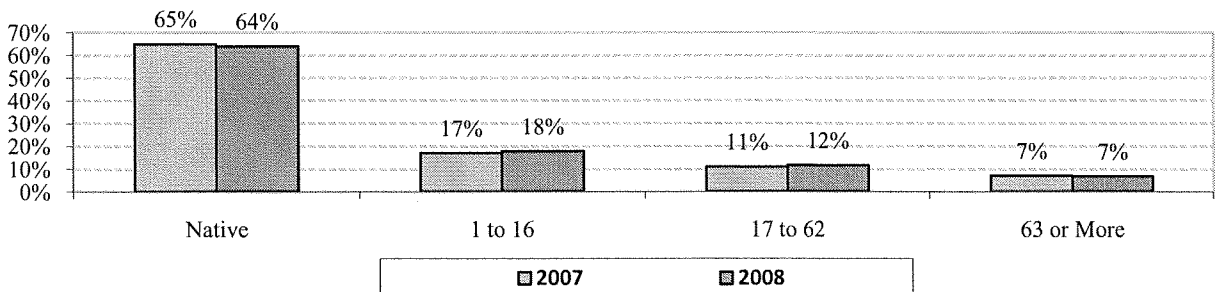


When excluding the outside transfer credit from the analysis, 64% of the students had either been native to the system, or transferred a portion of their credits from outside the system. Seventeen percent had transferred in 1-16 credit hours, and the remainder had transferred in 17 or more credit hours (18%). Figure 3 indicates that the percentages reported for the Fall 2008 term, are consistent with the previous year.

Table 4
Inside System Transfer/Native Status for Regental Students with 97 or More Credits Toward Graduation

Transfer Hours	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
Native Students	523 (58%)	179 (40%)	412 (72%)	344 (63%)	2,166 (70%)	1,048 (60%)	4,672 (64%)
1-16	192 (21%)	123 (28%)	88 (15%)	154 (28%)	460 (15%)	287 (17%)	1,304 (18%)
17-62	1339 (15%)	84 (19%)	43 (8%)	42 (8%)	288 (9%)	259 (15%)	849 (16%)
63 & Above	56 (6%)	62 (13%)	27 (5%)	6 (1%)	191 (6%)	149 (8%)	491 (7%)
	904	448	570	546	3,105	1,743	7,316

Figure 4
Percentage of Inside the System Transfer/Native Students with 97 or More Credits Toward Graduation for the 2007 and 2008 Fall Semesters



ⁱ Specifically, the EUC was designed to: 1) Create a convenient, integrated “one-stop” statewide student services web-site and single point-of-contact for electronic information and access to statewide distance education for the six universities; 2) Provide statewide distance education information to the citizens of South Dakota and beyond; 3) Manage curriculum investment and development across institutions, maximizing resources while eliminating duplication costs; 4) Coordinate delivery of statewide distance education courses, programs and certificates; 5) Ensure statewide distance education quality through course and program review and assessment; 6) Facilitate identification of courses and programs needed for state economic development and job skills for the citizens of South Dakota.

ⁱⁱ Please see the Distance Education Enrollment Report and the University Center Report submitted annually to the South Dakota Board of Regents.

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: J - 1

DATE: May 21–22, 2009

SUBJECT: BOR Policy 2:29 Definition of Credits and Related Institutional Requirements

Revisions are being proposed to the number of credits that must be earned for graduation at the institution as required in BOR policy 2:29. The Academic Affairs Council noted that a number of students transferring into a system institution have already completed many of the required courses toward a degree. In some instances, there are not enough elective courses offered to allow students to fulfill the requirement established in policy that 50% of the required courses in the major are to be completed at the university granting the degree. In addition, the course rotation schedules at the off-campus centers often lead to a similar problem for some students.

Revisions to BOR policy 2:29 are proposed to allow flexibility for the institutions to grant exceptions. (Attachment I) The changes are proposed for only undergraduate requirements.

The Council of Presidents and Superintendents has also reviewed the changes and the Executive Director recommends approval.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve the proposed revisions to BOR policy 2:29 to allow flexibility for the institutions to grant exceptions to the number of credit hours earned in residence for undergraduate programs.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Definition of Credits and Related Institutional Requirements

NUMBER: 2:29

1. Undergraduate

A. Purpose

1. Expose students to the knowledge, competencies, and experience deemed essential for degrees conferred by the institution.
2. Certify that students have met institutional standards.
3. Provide faculty with the basis to act as a reference for students seeking employment.

B. Definitions

1. Credits in Residence

A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.

2. Institutional Credits

An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.

3. Validated Credits

Credit earned for college level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered "credits in residence."

C. Institutional Credit Requirements for Degree-Seeking Students

1. Minimum number of credit hours that must be earned from the institution granting the degree:

Baccalaureate	32 hours
Associate	16 hours

2. Number of the last credit hours earned preceding completion of the degree that must be earned from the institution granting the degree:

Baccalaureate	16 of the last 32 hours
Associate	8 of the last 16 hours

3. Minimum number of credit hours specified in the major or minor requirements that must be completed at the degree granting institution: 50 percent. However, this requirement may be waived for students enrolled in the set of majors offered at the system's Centers which include in the established programs of study common courses offered by one of the other Regental universities. In addition, the Vice President for Academic Affairs/Provost may make exceptions to this requirement for individuals based on the student's prior learning experiences.
4. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
5. Student course load status is based on the number of credit hours for which a student is enrolled.

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours.

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

2. Graduate

A. Purpose

Recognizes that graduate education is an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses.

Ensures that the student develops a mentoring relationship with the faculty, benefits from the collective experiences of the students in the program, and is immersed in the intellectual atmosphere of the program derived from the special expertise of the faculty.

B. Definitions

1. Credits in Residence

A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.

2. Institutional Credits

An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.

C. Institutional Credit Requirements for Degree-Seeking Students

1. Minimum percentage of credit hours in the graduate degree program that must be completed from the institution granting the degree: 60 percent.
2. Maximum percentage of credit hours in the graduate degree program that may be required from the institution granting the degree: 75 percent.
3. Program may require that certain courses be completed from the institution granting the degree. Courses that must be completed from the institution granting the degree must be specified in the institution's graduate catalog.
4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.
5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.

SOURCE: BOR, January 1999; BOR, August 2002; BOR, June 2004; BOR, August 2005; May 2009.

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: J - 2

DATE: May 21-22, 2009

SUBJECT: BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities

This past session the Board learned that funding for the SDSU Dairy Plant was not in place after the project had been before the Legislature for authorization twice. The project ended up being subsidized with \$1.0M of HEFF. The Board was of the impression that when the project was forwarded to the Legislature that the funding was in hand. Considering questions normally asked by appropriators, they also have an expectation that funding is in place before authorizing a building. The attached policy requires that funding must be in-hand, pledged or guaranteed before any project can proceed to the point of legislative authorization.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve BOR policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Legislative Authorization of Private or Grant Funded Facilities

NUMBER: 6:10

Before a building may proceed to legislative authorization, private or grant dollars committed to the facility must be in-hand, pledged or guaranteed in writing by the university foundation, donor or funding entity.

SOURCE: BOR, May 2009