

**SOUTH DAKOTA BOARD OF REGENTS**

**Full Board**

**AGENDA ITEM: K**

**DATE: May 21-22, 2009**

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**SUBJECT: 2008-09 Section Size Report**

The Section Size Report demonstrates the extent to which the six Regental Institutions continue to meet Board policy on the minimum number of students required in a course section. Revisions to Policy 5:17, effective in Summer 1996, stipulated that no state support undergraduate and dual listed course sections with less than 10 students and no state support graduate course sections with less than seven students could be offered. This restriction applied only to course sections associated with specific instructional method types (lectures, seminars, etc) and the Institutions were permitted to grant exceptions to the 7/10 rule for up to four percent of their selected sections.

The Section Size Report (Attachment I – Executive Summary and Attachment II – Narrative) provides information for the 2008-09 fiscal year (Summer 2008, Fall 2008, and Spring 2009), as well as five year trend data. Specifically, information is provided for:

1. The number of small sections based on the 7/10 enrollment policy;
2. The average class sizes for the Regental system;
3. The number of sections with enrollments greater than 100 students for the system and individual institutions;
4. The number of courses offered as exemptions to the 7/10 enrollment policy by discipline 2-digit CIP code and degree level.

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**RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR**

Information Only.

**South Dakota Board of Regents  
2008-09 Section Size Report**

**Executive Summary**

Board of Regents Policy 5:17.4, Instructional Formula Small Section Limitation, effective the Summer 1996 term, specifies that no selected instructional method undergraduate and dual listed sections with fewer than 10 students and graduate sections with fewer than seven students may be offered. Any exceptions to this policy must be authorized by the institutional President and justified to the Board each semester, when enacted exemptions could not exceed 5% for all selected instructional method sections, and the Board initially determined that exceptions could not exceed 2% effective the Summer 1997 term. While a series of changes occurred, the annual exception limit was changed to 4% of all state support selected instructional method sections effective the Summer 2000 term. The 4% exception limit is an annual average of Summer, Fall, and Spring terms.

To implement this policy, the Academic Affairs Council designed a process for reporting on section sizes. The *2008-09 Section Size Report* includes data for all three academic terms within the fiscal year (Summer 2008, Fall 2008, and Spring 2009), and serves as one source of information when examining progress and challenges as the South Dakota Public University System strives for the policy goals outlined in the *Opportunities for South Dakota* document.

***Small Sections Based on 7/10 Enrollment Policy***

Policy goal number four, *Efficiency*, specifies that “South Dakota public universities and special schools shall continue to seek means for improving efficiency in the delivery of educational services.” For the 2008-09 academic year five of the six Regental institutions had exception rates that were below the four percent level prescribed by Board policy with a system average of 3.3%. Overall, the system has maintained the number of small sections despite a 26% increase during the 2007-08 academic year after an all time low of 197 sections in 2006-07 (see Attachment II, Table 1). Of the 7,535 selected instructional method sections offered this past academic year, 7,287 (97%) sections met or exceeded the 7/10 enrollment requirements. The fourteen-year trend in the number of small, selected schedule type sections demonstrates the success of Board Policy 5:17.4 in insuring the efficient use of limited resources. Since 1994-95, there has been nearly an 80% reduction in the number of small sections with selected instructional methods from 1,068 when the enrollment policy was implemented (see Attachment II, Figure 1).

***Average Class Size***

For selected instructional method sections, the average class size was 27.4 students. For all instructional methods, the average class size was 18.4 students. Since 2004-05, average class sizes have remained the same from an average of 18.3 to 18.4 this past academic year.

### ***Courses Offered as Exceptions***

The Academic Affairs Council provided information on the reasons why some sections were offered with less than 10 students. These courses are categorized by discipline according to their 2-digit CIP code (see Attachment II, Table 4). Throughout the system, the four disciplines with the largest number of small sections were Education (16%), Engineering (14%), Mathematics and Statistics (7%), and Physical Science (7%).

### ***Sections with Enrollment Over 100***

Policy goal number two, *Academic Quality and Performance*, indicates that “South Dakota public universities and special schools shall provide a quality educational experience.” Consistent with this policy approach, less than one percent of all course sections in 2008-09 had enrollments of more than 100 students. Fifty-seven percent of these large lecture sections were introductory courses meant to provide an overview of a discipline (see Attachment II, Table 6). The remainder of these courses requires either a *Supplementary Laboratory* course for students to meet with faculty in a smaller classroom environment, or represent *Participation/Orientation* based courses that fulfill requirements for particular degree programs (e.g., Marching Band, Orientation to Nursing, etc.). Overall, the Universities have successfully managed to implement the 7/10 rule without excessive increases in class size or over-reliance on large sections and should be praised for this accomplishment. Since FY00, average class sizes and the proportion of course sections with more than 100 students have remained steady despite an increase in the number of overall sections that occurred over that same period of time.

## Attachment II

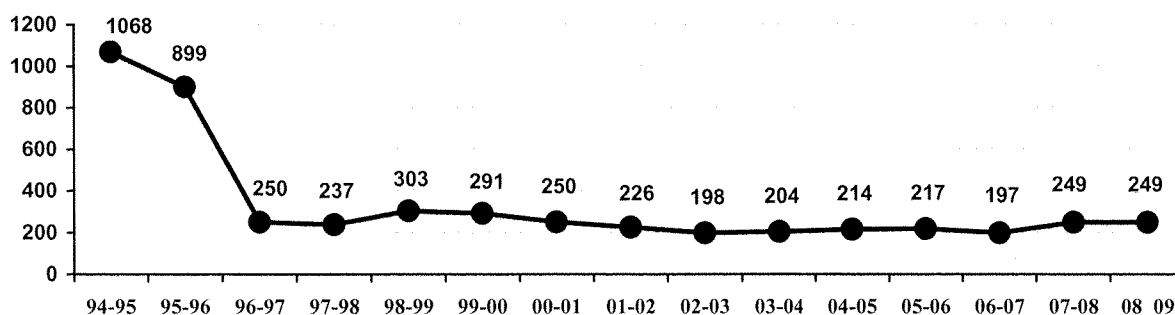
## 2008-09 Section Size Report

Board of Regents Policy 5:17.4 Instructional Formula Small Section Limitation, effective the Summer 1996 term, specifies that no selected undergraduate or dual listed sections with fewer than 10 students and graduate sections with fewer than seven students may be offered. This restriction applies only to course sections associated with specific instructional method types (lectures, seminars, etc). Institutions are permitted to grant exceptions to the 7/10 rule for up to four percent of their selected sections. The *Section Size Report* includes data for all three academic terms within the most recent fiscal year (Summer 2008, Fall 2008, and Spring 2009).

***Small Sections Based on 7/10 Enrollment Policy***

For the 2008-09 academic year, a total of 12,980 sections were offered across the Regental system. Of those sections, 7,535 (58%) had selected instructional methods types and the remaining 5,445 (42%) fell under the classification of non-selected instructional methods. Of the 7,535 selected instructional method sections that were offered, 249 (3.3%) sections were classified as small under the 7/10 enrollment requirement. The section size trend report summary for selected instructional methods indicates a decrease in the number of small sections since 1998-99 and a significant decline over the fourteen-year period since 1994-95 (see Figure 1). Since 1994-95, there has been nearly an 80% reduction in the number of small sections with selected instructional methods from 1,068 when the enrollment policy was implemented.

**Figure 1**  
**Number of Small Sections: Fourteen Year Trend**



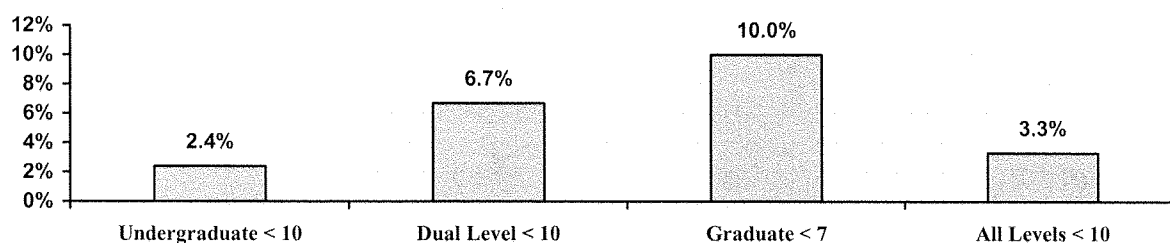
During this past year, the number of small sections remained the same when compared with the 2007-08 academic year. However, this marks a 26% increase when compared with the 2006-07 academic year which was an all time low since tracking began in 1994-95 academic year. When further examining the small sections among the six Regental Institutions, percentages ranged from 2.6% for NSU to 4.0% for SDSM&T. This trend has remained consistent over the past four years, while the mild increase this year has allowed the five-year trend to remain below the required 4% small section size average (see Table 1).

**Table 1**  
**Percentage of Small Enrollment Sections by Regental Institution: Five Year Trend**

<i>Section Type</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>
<i>BHSU</i>	3.9%	3.5%	3.8%	3.7%	3.2%
<i>DSU</i>	2.5%	3.3%	2.5%	2.8%	3.0%
<i>NSU</i>	1.9%	1.9%	2.5%	3.1%	2.6%
<i>SDSMT</i>	3.4%	3.9%	2.5%	4.9%	4.0%
<i>SDSU</i>	2.7%	2.5%	2.1%	2.9%	3.4%
<i>USD</i>	2.8%	2.8%	2.8%	3.1%	3.3%
<i>Average</i>	<b>2.8%</b>	<b>2.8%</b>	<b>2.6%</b>	<b>3.2%</b>	<b>3.3%</b>

Data are also provided to depict the degree levels for each small section offered across the Regental system. One-hundred and seventy small sections were at the undergraduate level representing more than 65% of those not meeting the 7/10 enrollment policy. However, when compared with the total number of undergraduate sections in the system (6,539), these 160 sections represented only 2.4% of the undergraduate sections this past year. The highest percentage of small sections were for graduate level courses which represented 10% of all graduate courses (see Figure 2). Small dual listed sections consisted of 6.7% of all dual listed sections in the system and had fewer than 10 students or seven graduate students.

**Figure 2**  
**Percentage of Small Sections by Degree Level**



When further examining the degree levels for these 249 small sections, 160 (64%) were undergraduate sections, 66 (27%) were graduate sections, and 23 (9%) were dual listed sections. The percentages across each of these three course classifications have been consistent for the past five academic years (see Table 2 for five-year trend analysis). On average the system had 216 small sections during this time frame.

**Table 2**  
**Frequency and Percentage of Small Enrollment Sections by Degree Level: Five-Year Trend**

<i>Section Type</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
<i>Undergraduate</i>	150 <sup>(70%)</sup>	156 <sup>(72%)</sup>	135 <sup>(69%)</sup>	166 <sup>(67%)</sup>	160 <sup>(64%)</sup>	<b>153<sup>(68%)</sup></b>
<i>Graduate</i>	41 <sup>(19%)</sup>	42 <sup>(19%)</sup>	50 <sup>(25%)</sup>	64 <sup>(26%)</sup>	66 <sup>(27%)</sup>	<b>53<sup>(24%)</sup></b>
<i>Dual Listed</i>	23 <sup>(11%)</sup>	19 <sup>(9%)</sup>	12 <sup>(6%)</sup>	19 <sup>(8%)</sup>	23 <sup>(9%)</sup>	<b>19<sup>(8%)</sup></b>
	<b>214</b>	<b>217</b>	<b>197</b>	<b>249</b>	<b>249</b>	<b>225</b>

## Average Class Size

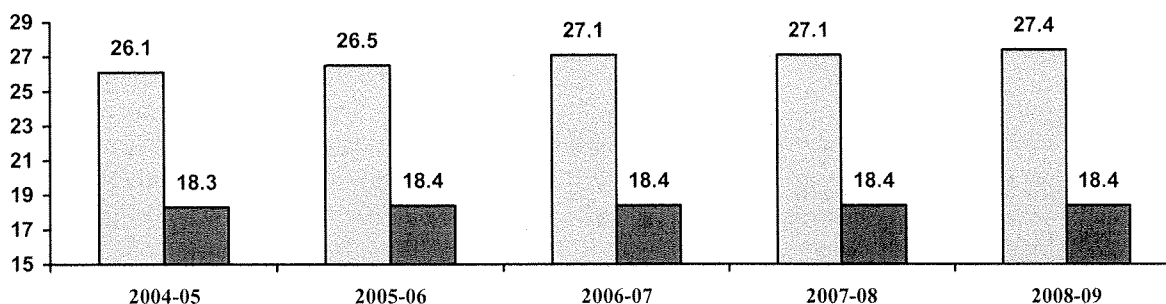
Each section offered in the Regental system can be classified into one of two categories: Selected or Non-Selected. *Selected Instructional* methods represent courses that use traditional delivery formats. *Non-Selected Instructional* methods, on the other hand, include courses that by nature of content and methodology have limited enrollments (see Table 3). As part of curriculum management, these courses are monitored by Department Chairs, Deans, and the Vice Presidents for Academic Affairs.

**Table 3**  
**Instructional Method Types**

<i>Selected Instructional Methods</i>	<i>Non-Selected Instructional Methods</i>
1. Discussion/recitation	1. Studio Course/Small Group Instruction/Ensemble
2. Seminar	2. Competency-Based/Self-Paced Study
3. Ensemble	3. Clinical Laboratory or Experience
4. Laboratory or Alternate Laboratory	4. Independent Study or Private Instruction
5. Physical education activity	5. Design/Research
6. Lecture	6. Restricted PE Activity
	7. Internship/Practicum
	8. Thesis or Thesis/Research Sustaining
	9. Workshop or Special Topics

When examining the average class size across the system, those sections classified as *Selected Instructional* methods had an average of 27.4 students when compared across all degree levels. This represents a slight increase when comparing data from the last five years (see Figure 3), as the average class size for these course types has gradually increased from 26.1 students per section in 2004-05. Without taking a section's instructional classification into consideration, the average class size remained the same at 18.4 students when examining all courses offered in the system (see Figure 3).

**Figure 3**  
**Average Class Size by Type of Section: Five Year Trend**



## *Courses Offered as Exceptions*

The 249 small sections can be categorized into 33 different disciplines across the Regental system using discipline 2-digit CIP codes. Frequencies are reported across each degree level (see Table 4). Throughout the system, the five disciplines with the largest number of small sections were Education (38), Engineering (34), Mathematics & Statistics (17), Physical Sciences (17) and Computer and Information Sciences (16).

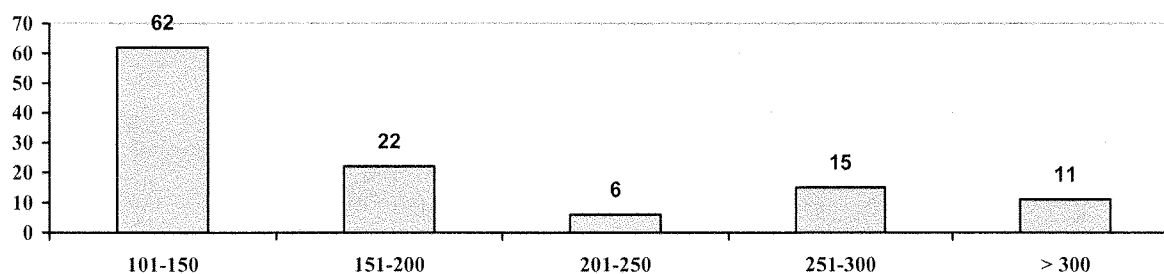
*Table 4*  
*Courses Offered as Exceptions*

<i>CIP</i>	<i>Discipline</i>	<i>Undergrad</i>	<i>Dual Listed</i>	<i>Graduate</i>	<i>Total</i>
13	Education	31	**	7	38
14	Engineering	22	3	9	34
27	Mathematics & Statistics	6	5	6	17
40	Physical Sciences	10	1	6	17
11	Computer and Information Sciences	10	1	5	16
26	Biological & Biomedical Sciences	8	1	6	15
45	Social Sciences	8	5	2	15
16	Foreign Language & Literature	12	**	**	12
42	Psychology	4	**	8	12
50	Visual & Performing Arts	11	**	**	11
51	Health Prof. and Related Clinical Sci.	2	**	7	9
52	Business, Mgmt., and Marketing	7	1	**	8
1	Agriculture, Agri. Operations & Rel. Sciences	4	**	3	7
23	English Language & Literature	7	**	**	7
9	Communication, Journalism & Rel. Studies	4	**	**	4
19	Family & Consumer Sciences/Human Sciences.	1	**	2	3
3	Natural Resource and Conservation	**	**	2	2
30	Multi/Interdisciplinary Studies	2	**		2
31	Parks, Rec., Leisure & Fitness Studies	2	**	**	2
15	Engineering Technologies/Technicians	2	**	**	2
32	Basic Skills	2	**	**	2
22	Legal Professions and Studies	**	**	2	2
51	Health Professions and Related Clinical	**	2		2
23	English Language and Literature/Letters	**	1	**	1
38	Philosophy and Religion	**	1	**	1
5	Area, Ethnic, Cultural, and Gender Studies	**	1	**	1
24	Liberal Arts & Sciences, Gen. Studies	1	**	**	1
34	Health-Related Knowledge & Skills	1	**	**	1
54	History	1	**	**	1
36	Multi/Interdisciplinary Studies	1	**	**	1
44	Public Adm. & Social Service Professions	**	**	1	1
49	Transportation and Materials Moving	1	**	**	1
31	Parks, Recreation, Leisure & Fitness Studies	**	1	**	1
		<b>160</b>	<b>23</b>	<b>66</b>	<b>249</b>

## Sections With Enrollment Over 100

Of the 12,980 sections offered during the 2008-09 academic year, 116 (0.9%) sections had enrollments of over 100 students. More than 53% of these sections had between 101-150 students and approximately 55% represented 100 level courses (see Figure 4). Additionally, enrollments in the 32 largest sections ranged between 200 and 389 students, with the 15 largest sections being taught at SDSU.

**Figure 4**  
*Number of Sections with Enrollment over 100*



The rise in the number of large sections results in a modest 7% increase in sections with more than 100 students during this past academic year. During the three previous academic terms, the system average was approximately 94 sections, which was a moderate decline from the 2003-04 academic year when 106 sections had more than 100 students (see Table 5).

**Table 5**  
*Number of Sections with Enrollments over 100 by Regental Institution: Five-Year Trend*

Section Type	2004-05	2005-06	2006-07	2007-08	2008-09
<i>BHSU</i>	5	3	3	4	3
<i>DSU</i>	**	**	**	**	**
<i>NSU</i>	1	3	**	1	2
<i>SDSMT</i>	7	3	5	4	4
<i>SDSU</i>	54	51	66	69	67
<i>USD</i>	15	24	27	30	40
<i>Average</i>	<b>82</b>	<b>84</b>	<b>101</b>	<b>108</b>	<b>116</b>

Table 7 provides a list of the courses with enrollments of more than 100 students for this past academic year. A total of 64 courses delivered content in these large sections, with a number of institutions offering multiple sections of these courses (32 of the 64 courses). Sixty-two (57%) of these large lecture sections were introductory courses meant to provide an overview of a discipline (e.g., Music Appreciation, Introduction to Sociology, General Psychology, etc.). The remainder of these courses could be categorized into two types of sections. The first represents courses that also require students to enroll in a *Supplementary Laboratory* experience, for which faculty are allowed to engage students in a smaller classroom environment to further connect course content (e.g., Biology Survey I, General Chemistry I, Basic Anatomy, etc.) A total of 37 large lectures were affiliated with a laboratory unit and are bolded in Table 6. The second classification includes sections affiliated with *Participation/Orientation* based requirements for a particular degree program (e.g., Women's Chorus, Marching Band, Orientation to Nursing, etc.). These participation/orientation based courses are also shaded in gray in Table 6.



**Table 6**  
**Average Size of Course Sections with More than 100 Students**

	<i>BHSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>
American Government	**	**	**	**	104 <sup>(1)</sup>
Basic Microbiology	**	**	**	**	113 <sup>(1)</sup>
Biochemistry I	**	**	**	118 <sup>(1)</sup>	**
Biology Survey I	**	**	**	344 <sup>(3)</sup>	**
Biology Survey II	**	**	**	263 <sup>(1)</sup>	**
Chemistry Survey	**	**	**	230 <sup>(3)</sup>	**
Concert Choir	**	131 <sup>(1)</sup>	**	**	**
Courtship and Marriage	**	**	**	347 <sup>(2)</sup>	**
Cultural Anthropology	**	**	**	**	109 <sup>(1)</sup>
Develop of Human Sexuality	**	**	**	120 <sup>(1)</sup>	**
Environmental Conservation	**	**	**	358 <sup>(2)</sup>	**
Family Relations	**	**	**	129 <sup>(2)</sup>	**
Film Appreciation	**	**	**	**	145 <sup>(3)</sup>
Foundation in Liberal Learning	**	**	**	**	122 <sup>(3)</sup>
General Biology I	**	**	**	388 <sup>(1)</sup>	**
General Biology II	**	**	**	282 <sup>(1)</sup>	**
General Chemistry I	**	**	129 <sup>(1)</sup>	297 <sup>(3)</sup>	**
General Chemistry II	**	**	**	186 <sup>(2)</sup>	**
General Microbiology	**	**	**	282 <sup>(2)</sup>	**
General Psychology	137 <sup>(3)</sup>	**	**	147 <sup>(4)</sup>	198 <sup>(3)</sup>
Genetics	**	**	**	111 <sup>(2)</sup>	**
Genetics & Cellular Biology	**	**	**	126 <sup>(1)</sup>	**
Genetics & Organismal Biology	**	**	**	144 <sup>(1)</sup>	**
Health Psychology	**	**	**	**	**
Human Anatomy	**	**	**	349 <sup>(2)</sup>	**
Human Anatomy & Physiology I	**	**	**	**	199 <sup>(1)</sup>
Human Anatomy & Physiology II	**	**	**	**	148 <sup>(1)</sup>
Human Nutrition	**	**	**	137 <sup>(1)</sup>	**
IDEA Foundation Course	**	**	**	**	130 <sup>(3)</sup>
Intro to Animal Science	**	**	**	135 <sup>(1)</sup>	**
Intro to Astronomy	**	**	**	**	127 <sup>(1)</sup>
Intro to Criminal Justice	**	**	**	**	131 <sup>(2)</sup>
Intro to Engr. and Technology	**	**	**	129 <sup>(3)</sup>	**
Intro to Mass Communication	**	**	**	192 <sup>(2)</sup>	**
Intro to Pathophysiology	**	**	**	154 <sup>(2)</sup>	**
Intro to Social Psychology	**	**	**	**	128 <sup>(1)</sup>
Intro Wildlife & Fish Mgmt	**	**	**	127 <sup>(1)</sup>	**
Introduction to Computers	**	**	**	**	**
Introduction to Physics I	**	**	**	107 <sup>(3)</sup>	**
Introduction to Sociology	**	**	**	248 <sup>(2)</sup>	150 <sup>(2)</sup>
Lifespan Development	**	**	**	299 <sup>(2)</sup>	**
Marching Band	**	**	**	251 <sup>(1)</sup>	**
Medications and Wellness	**	**	**	153 <sup>(1)</sup>	**
Mus Apprec: Rock & Roll	**	**	**	**	200 <sup>(2)</sup>

*Table 7 Continued*

*Average Size of Course Sections with More than 100 Students*

	<i>BHSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>
Music Appreciation	**	**	**	151 <sup>(1)</sup>	**
Organic and Biochemistry	**	**	**	200 <sup>(1)</sup>	**
Organic Chemistry I	**	**	**	265 <sup>(1)</sup>	**
Organic Chemistry II	**	**	**	238 <sup>(1)</sup>	**
Orientation to Nursing	**	**	**	**	174 <sup>(6)</sup>
Physical Geography I	**	**	**	116 <sup>(3)</sup>	**
Physiology	**	**	**	225 <sup>(2)</sup>	**
Principles of Ecology	**	**	**	126 <sup>(1)</sup>	**
Principles of Macroeconomics	**	**	**	216 <sup>(1)</sup>	112 <sup>(1)</sup>
Principles of Microeconomics	**	**	**	**	120 <sup>(2)</sup>
Psychology of Sexuality	**	**	**	**	153 <sup>(1)</sup>
Recital Attendance	**	**	**	116 <sup>(1)</sup>	**
Social Problems	**	**	**	**	123 <sup>(2)</sup>
Study of Alcohol Use & Abuse	**	**	**	**	130 <sup>(1)</sup>
Study of Drug Use & Abuse	**	**	**	**	116 <sup>(1)</sup>
Understanding the Sexes	**	**	**	**	155 <sup>(1)</sup>
University Physics I	**	**	146 <sup>(2)</sup>	**	**
University Physics II	**	**	124 <sup>(1)</sup>	**	**
Varsity Football	**	104 <sup>(1)</sup>	**	**	**
Women's Chorus	**	**	**	107 <sup>(2)</sup>	**
	<i>137</i>	<i>117</i>	<i>136</i>	<i>205</i>	<i>147</i>



**SOUTH DAKOTA BOARD OF REGENTS**

**Full Board**

**AGENDA ITEM: L**

**DATE: May 21-22, 2009**

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**SUBJECT: LEAP Grant Program Proposal**

The Federal Government developed the Leveraging Educational Assistance Partnership (LEAP) Grant program to foster needs-based scholarship funding. Under the current model, states can be eligible for a federal dollar-for-dollar match of up to \$30 million if the state, at a minimum, is willing to expend direct state resources/appropriations equal to “at least the average state expenditure during the past three years.” During the 2009 Legislative session the LEAP Grant program in South Dakota obtaining a one-time use of \$100,000 in other funds to match federal appropriations. Federal guidelines established by the U.S. Department of Education indicate that the federal allotments must be matched by funds appropriated by the state. More specifically, guidelines state, “A state may use any non-Federal funds that are spent for any of the eight authorized activities, as long as those funds are not also being used to match other Federal programs. Non-Federal funds include, but are not limited to, state-appropriated funds or privately donated funds.”

The designated agency is asked to allocate the LEAP funds to all eligible postsecondary institutions based on a percentage of the total Pell eligible students in the campus population. Under the current economic climate it is unreasonable to assume that any future state appropriations will be made to support the efforts for the LEAP Grant program. This issue has been placed on the agenda for the All Presidents meeting scheduled for June 8, 2009 in Mitchell; at which time general support for this approach will be assessed. In addition to resolving the financial issue associated with moving the LEAP grant program forward for needy students in South Dakota, four recommendations related to the rules that would govern the LEAP program are set forth for Board discussion and approval.

The U.S. Department of Education (USDOE) must approve the South Dakota application in order to get matching funds for the Leveraging Educational Assistance Partnership (LEAP) grant program. No notice has yet been posted on the Federal Register for the 2009-10 program year; however previous applications have been due during the third week of May each year. The USDOE and the Governor must approve that the Board of Regents will become the designated agency for the state. It appears that, by federal law, the program administration defaults to the

**(Continued)**

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**RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR**

Discussion & Recommendation.

agency that was in charge of this program as of 1985 (that would be the South Dakota Department of Education). The USDOE will allow designation of a different agency if the Governor makes such request in writing. Prior to obtaining the final approval by the USDOE, four key program features must be defined.

### ***Features Requiring USDOE Approval***

*Program Administration.* States are allowed to decide between two different approaches for administering the program; centralized or decentralized. A centralized approach assumes that the designated agency receives and processes student applications, determines student eligibility and financial need, and allocates resources to the various campuses on behalf of the students. All student files are maintained by the designated agency. This approach is used primarily in states that have a well established state financial assistance program. A number of states (Georgia, Louisiana, Texas, Idaho, Utah, ect.) have used a decentralized approach, whereby money is allocated to each institution, and institutional personnel recommend LEAP recipients, who are then approved by the designated agency. Under this model funds would be allocated to postsecondary institutions<sup>1</sup> in South Dakota based on a percentage of the school's prior year Pell eligible student population (see Table 1). The actual amounts of each student's award is then determined by the financial aid office at the institution and is governed by the number of recipients selected and the amount of the funds available.

*Definition of Need.* Each state is allowed to establish its own formula for determining the financial need of its students, and each state appears to employ a formula that subtracts the expected family contribution and additional aid granted from the estimated cost of attendance. For example, the administrative rules that govern the LEAP program in Georgia specify that, "A student's eligible postsecondary institution determines substantial financial need by subtracting the amount of the student's federal Pell grant award, and the amount of any other scholarship or grant the student is receiving from any source, from the student's cost of attendance. The remaining amount must be equal to or greater than \$2,000 in order for the student to have substantial financial need."

*Eligibility Criteria.* LEAP recipients must meet a number of initial eligibility criteria at the Federal level. General eligibility requirements established by the USDOE establish that a student must:

1. Be a U.S. citizen or an eligible noncitizen;
2. Be enrolled as a regular student in an eligible program at an eligible school;
3. Have a high school diploma or its recognized equivalent (or be beyond the age of compulsory school attendance in the state where the school is located and have passed an independently administered test approved by the Department);
4. Be maintaining satisfactory academic progress standards in his other course of study;

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<sup>1</sup> Eligible Postsecondary Educational Institution: An educational organization participating in one or more programs of student financial aid within the state authorized by state or federal legislation.

5. Sign a Statement of Educational Purpose and a Certification Statement on Overpayments and Default;
6. Not have borrowed in excess of the annual or aggregate limits for the FSA loan programs, or be default on a student loan.

In addition to these general eligibility requirements, a number of states have established administrative rules that establish a variety of supplementary criteria that specify a student must:

1. Be a legal resident of the state (Georgia, Iowa, Louisiana, Texas, Utah);
2. Annually submit the Free Application for Federal Student Aid (Georgia, Iowa, Louisiana);
3. Be a full-time undergraduate student (Louisiana);
4. Be enrolled or accepted for enrollment on at least a half-time basis (Georgia, Iowa, Texas, Utah);
5. Have substantial financial need (Georgia, Louisiana, Texas);
6. Not have a criminal conviction, except for misdemeanor traffic violations (Louisiana), and;
7. Agree that the award proceeds will be used exclusively for educational expenses (Louisiana).

*Award Amounts.* Each state is granted the authority to establish its own minimum and maximum award level, but must fall within the federal parameters which have been set at a minimum of \$100 and a maximum of \$5000. States using a decentralized administration have granted the financial aid directors at participating institutions the authority to use their professional judgment to make award adjustments based on institutional (cost of attendance, or special program fees) or recipient information (family contributions, degree program).

### **Recommendations for Administering LEAP in 2009-10**

1. Decentralized Administration.
2. Need determined by financial aid directors at participating institutions by calculating a student's estimated cost of attendance (minus family contribution and additional aid granted).
3. Extend General Eligibility Criteria to include:
  - Be a legal resident of South Dakota;
  - Annually submit the Free Application for Federal Student Aid; and
  - Be at least a half-time undergraduate student.
4. Award amounts set at a minimum of \$100 and a maximum of \$500.

**Table 1**  
**Student Population at South Dakota Colleges, Universities & Technical Institutes Receiving Pell Grants in 2007-08**

<i>Institution</i>	<i>Total</i>	<i>Percentage</i>	<i>Student Allocation</i>
<i>Augustana College</i>	391	3%	\$5,599
<i>Black Hills State University</i>	1,209	9%	\$17,311
<i>Colorado Technical U. of Sioux Falls</i>		0%	\$0
<i>Dakota State University</i>	490	4%	\$7,016
<i>Dakota Wesleyan University</i>	349	2%	\$4,997
<i>Kilian Community College</i>	372	3%	\$5,326
<i>Lake Area Technical Institute</i>	493	4%	\$7,059
<i>Mitchell Technical Institute</i>	386	3%	\$5,527
<i>Mount Marty College</i>	382	3%	\$5,470
<i>National American University</i>	274	2%	\$3,923
<i>Northern State University</i>	660	5%	\$9,450
<i>Oglala Lakota College</i>	1,100	8%	\$15,750
<i>Presentation College</i>	402	3%	\$5,756
<i>Sinte Gleska University</i>	548	4%	\$7,847
<i>Sisseton Wahpeton College</i>	161	1%	\$2,305
<i>SD School of Mines &amp; Technology</i>	390	3%	\$5,584
<i>South Dakota State University</i>	2,706	19%	\$38,746
<i>Southeast Technical Institute</i>	689	5%	\$9,865
<i>University of Sioux Falls</i>	336	2%	\$4,811
<i>University of South Dakota</i>	2,017	14%	\$28,880
<i>Western Dakota Technical Institute</i>	613	4%	\$8,777
	13,968		\$200,000