

**South Dakota Board of Regents
Joint Appropriations Budget Hearings
Response to Questions**

Questions from February 4, 2014:

1. *Senator Van Gerpen – Do we know the median income of our graduates that stay in-state?*

We are able to get data from the U.S. Census Bureau that provides data for field of study discipline and educational level. This data would represent average earnings of graduates that stay in-state.

Wage Premiums: SD Median Income by Field of Study and Degree Level

	High School	Associate	Bachelor	Grad/Professional
Arts & Humanities	\$22,688	\$26,730	\$30,479	\$47,862
Business & Communications	\$27,206	\$32,076	\$39,297	\$47,229
Education	\$16,707	\$18,232	\$33,001	\$42,835
Health	\$22,352	\$36,245	\$43,934	\$79,602
STEM	\$29,221	\$36,095	\$45,719	\$53,461
Social/Behavioral	\$25,191	\$29,598	\$32,076	\$44,335
Trade	\$26,730	\$32,485	\$35,063	\$37,422
All	\$26,730	\$32,244	\$37,422	\$50,963

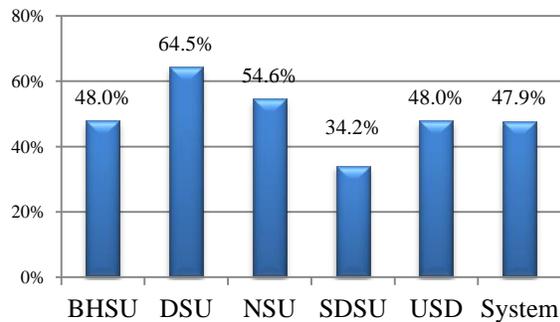
Source: U.S. Census Bureau - American Community Survey (2006-2010 5-Yr Est.)

2. *Senator Van Gerpen – What is the % of teacher education candidates that are eventually employed in South Dakota?*

Data from the SDDOE matching query indicate that approximately one-half (47.9%) of all bachelor’s-level teacher education graduates ultimately are placed in an in-state school district following graduation.¹ Table 2 provides additional detail with respect to in-state placement rates, and suggests that these rates are dramatically higher among graduates who originally matriculated from South Dakota (i.e., 58.1% for residents versus 15.9% for non-residents). By institution, DSU produced the highest placement rates for residents and non-residents alike. DSU’s net placement rate of 64.7% leads all institutions, followed by NSU (54.6%), BHSU (48.0%), USD (48.0%), and SDSU (34.2%).

(1.This figure reflects the proportion of students who are placed in an in-state school district *any* year following graduation. By comparison, approximately 34.1% of graduates are placed in an in-state school district in the *first* year after graduation. In examining tabled values, it is important to keep in mind that cohorts have spent unequal amounts of time on the job market.)

Figure 1.
Placement Percent by Institution
(FY02-FY10)



It is important to note that the placement rates cited throughout this analysis refer only to the proportion of teacher education graduates who are hired by in-state school districts. Placement rates do not include graduates who may have been hired by an out-of-state school district, hired by an educational organization other than a school district, hired outside the field of education, or entered graduate school. "Placement rate," then, should not be interpreted as an equivalent to "employment rate."

3. *Senator Sutton – Can you break out the student debt by major?*

We have looked into this and are not able to track student debt by major.

4. *Representative Wismer – Can you share the M&R list?*

The planned 10-Year M&R List has been provided to our LRC analyst.

5. *Senator Solano (Sanford School of Medicine) – What portion of psychiatry students/residents stay and practice in state?*

Since 2004 the psychiatry residency program has graduated 35 residents. Of the 35 residents that completed their psychiatry residency training, 24 remained in South Dakota following their graduation (68%) and 11 left and went out of state. Of the 24 that have remained in South Dakota, one is not currently in practice and 3 have moved out of state. A few left the state to pursue fellowships, but eventually returned and are now back in South Dakota practicing as well.

6. *Representative Bolin (USD) – What is the number and percentage of incoming students needing remediation?*

The 2012 USD cohort of entering South Dakota resident freshmen totaled 682, and of those, 145 students (21.3%) needed remediation.

Additional detail is available for all schools on tab 18 in the LRC appropriations committee information link <http://legisonenote.sd.gov/Web/default.aspx?id=1098>.

7. *Senator Peters (USD and SDSM&T) – What is the status of the PhD in Physics program today compared to the original plan?*

The FY2014 Budget Request presented the following schedule of enrollment in the Physics Ph.D. program:

<u>Estimated Enrollment</u>			
<u>Fiscal</u> <u>Year</u>	<u>SDSMT</u>	<u>USD</u>	<u>Total</u>
2014	6	6	12
2015	12	12	24
2016	17	17	34
2017	22	22	44
2018	24	24	48
2019	24	24	48

USD

Six students began their Ph.D. program through USD in the fall of 2013 (FY2014). Five of those students completed their Masters of Physics at USD and were thrilled with the opportunity to continue work toward their Ph.D.

One of the students is an employee of the Sanford Lab and three students are currently conducting their research at the Sanford Lab, with infrastructure in place that allows students to continue to participate in course work or research conversations with faculty at USD while underground.

The first year enrollment matches the projected program.

USD has hired 3 of the 4 funded faculty and are in pursuit of hiring the fourth. The staggered hiring will allow the university to establish the appropriate labs and equipment necessary to fulfill the physics mission.

SDSM&T

The South Dakota School of Mines and Technology is building a strong partnership with the Sanford Underground Research Facility in order to become a world leader in nuclear astrophysics.

To support the mission of the Sanford Laboratory, Mines launched a Ph.D. program in Physics in the fall of 2013. Six Ph.D. students are enrolled and we expect to enroll six more in the spring of 2014. We expect to achieve steady-state enrollment of 20 Ph.D. students supporting the mission of the Sanford Laboratory.

As part of this effort, the School of Mines has hired two top-notch particle physicists already engaged in the experiments underway at the Sanford facility. We are recruiting two more faculty for the next academic year, both of whom will focus on research in particle physics at the Sanford Facility.

Our Physics faculty has submitted research proposals with funding requests totaling more than \$10 million this year alone. One of these proposals, a \$500,000 DIANA demonstrator contract, was just funded by the Sanford Laboratory.

We will position ourselves to become a key partner in the Long Baseline Neutrino Experiment (LBNE) by providing local leadership for Far Detector calibration, operation, and management. In addition to hiring faculty and recruiting Ph.D. students, Mines will promote the mission of the Sanford Laboratory by forming partnerships with the best research institutions around the world.

8. *Senator Peters (USD) – Requested the RCM budget model principles, incentives and parameters.* The University of South Dakota recently completed its Strategic Plan for 2013 to 2017 (attached) which includes five strategic themes and corresponding goals. The plan is supported by the USD Responsibility Center Management (RCM) budget model (summary also attached), implemented in FY2013. The following describes progress toward the strategic goals resulting, in part, from investments initiated by the RCM budget model:

Strategic Theme 1 – Undergraduate, Graduate, and Professional Student Experience

Goal 1 – Enhance student engagement through interaction with faculty and staff.

Goal 2 – Enhance academic experiences for graduate and professional students.

Goal 3 – Develop and support a vibrant campus community that engages students and fosters their ongoing connection with USD.

Investments in Academic Advising have facilitated staff time for early alert contacts with students each semester utilizing such tools as Starfish and Student Planner (described in the BoR Responses to Supplemental Questions <http://legisonenote.sd.gov/Web/default.aspx?id=1098>).

USD has added several graduate and professional opportunities:

- Physics Ph.D.: At full implementation, there will be 24 students enrolled in the USD Physics Ph.D. program.
- Physician's Assistant (PA): Five additional students per year have been added, resulting in an additional 15 students enrolled in the PA program when fully implemented.
- Masters of Social Work (MSW): State funds were provided to begin the MSW program several years ago. Those funds supported an annual enrollment of 20 students. Recent efficiency efforts and investments of university funds will expand the total students enrolled in the program to 75 annually. The additional revenue from enrollment was sufficient to pay the additional expense.
- Occupational Therapy: Expanded a part time faculty position to add six additional students per year (18 total additional students at fully implementation). The additional revenue from enrollment is sufficient to pay the additional expense.

USD believes a vibrant campus means growing our first-time, full-time (FTFT) freshmen from 1,225 to 1,500. The campus currently has the physical capacity for classroom instruction to support 1,500 first-time, full-time freshmen.

The RCM budget model incentivizes enrollment growth because all tuition and fees generated from the additional students will be returned to the colleges and schools to invest in continuous improvements and efforts toward achieving enrollment goals.

Recent investments (not inclusive) resulting from the RCM budget model include:

- Regional recruiters: Recruiters have been placed “regionally” (in locations such as Sioux Falls) to inform high school juniors and seniors of the benefits of the higher education experience at USD.
- Diversity office: Funding to staff and office to provide support to campus diversity, providing services and education to students as well as faculty and staff, to enhance the student experience.
- Business Analytics degree: The Beacom School of Business is exploring the addition of a business analytics degree.

Strategic Theme 2 – Research, Scholarship, and Creative Work

Goal 1 – Expand interdisciplinary research, scholarship, and creative work.

Goal 2 – Increase national-level recognition in a select number of research and creative areas.

The RCM budget model returns overhead earned on grants and contracts to the college or school that was awarded the grant. Those funds are to be invested in growing research. Recently, a proposal to create a Neurosciences Center was approved and will begin in the next several months. The center is a collaboration between the Psychology Department faculty and the Sanford School of Medicine faculty.

RCM rewards the most effective use of limited resources to accomplish goals. USD has identified niche areas of focus for our research efforts such as biomaterials, neurosciences, and physics. Investments have been and will continue to be targeted in these areas.

Strategic Theme 3 – Liberal Arts and Learning

Goal 1 – Maintain and enhance critical components of the liberal arts in both curricular and co-curricular arenas.

Goal 2 – Graduate globally aware students.

Goal 3 – Graduate broadly informed students who are capable of complex reasoning, critical thinking, and effective self-expression.

Goal 4 – Communicate USD’s liberal arts identity within and beyond the university.

Several strategies are being developed and include student learning outcome assessments, programs to strengthen the commitment of faculty, staff, and students to liberal education, and implementation of measures to ensure a deep awareness of academic values of the liberal arts such as citizenship and social responsibility.

USD invests in two signature programs; 1) University Honors Program and, 2) Undergraduate Research. USD has grown to 141 students in the Honors program and continues to invest for further growth. In FY2013, courses designed to meet an upper-division intensive writing requirement were taught.

USD has begun efforts to double the study abroad experiences available to students. Faculty time in those study abroad courses has been allocated toward this effort.

Strategic Theme 4 – Diversity and Inclusiveness

Goal 1 – Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.

Goal 2 – Integrate diversity and inclusive excellence into all areas of university life.

Goal 3 – Become a regional leader in initiatives and outreach for inclusive excellence and diversity.

The RCM budget model resulted in an investment in creating an Office of Diversity to achieve each of the goals above as well as to enhance the student experience and address Strategic Theme 1 (above) to become a vibrant campus and grow enrollment. Current activities include each department of the university defining how it will integrate inclusive excellence into their operation. An Inclusive Excellence guidebook has been drafted and is circulating throughout campus for finalization by May 2014. This activity will result in a benchmark metric for which USD will be able to measure future progress.

Strategic Theme 5 – Community and University Relations

Goal 1 – Create a welcoming atmosphere and a positive and constructive relationship for the community and USD.

Goal 2 – Collaborate with community leaders on targeted economic development.

Goal 3 – Explore and attempt to increase partnerships between USD and local school district.

USD’s “center of campus” is the Muenster University Center (MUC). The MUC was constructed as a center for the campus community; including students as well as the community at large. It is a vibrant and welcoming space and includes dining venues available to students, faculty, staff and the greater Vermillion community members.

USD’s most prominent success relative to community collaboration is the partnership with the Governor’s Office of Economic Development, the Vermillion Chamber and Development Corporation, and the City of Vermillion to attract Eagle Creek Software Services and add 200 new jobs for South Dakota. USD is providing customize training to graduates and providing the workforce needed by Eagle Creek.

USD engages with the local school district through activities such as dental health education provided by students of the Dental Hygiene program, facility use agreements (the Tanagers play all home football games in the DakotaDome), dual credit programs in the health fields and many more. USD will seek to expand its services through additional dual credit arrangements.

Questions from February 5, 2014:

1. *Senator Sutton (SDSU) – (This is a correction to information provided by SDSU). What is the proportion of Native American students at SDSU?*

Percentage of American Indian Students by Campus							
Enrollment Fall 2013							
	<u>BHSU</u>	<u>DSU</u>	<u>NSU</u>	<u>SDSMT</u>	<u>SDSU</u>	<u>USD</u>	<u>System</u>
American Indian	243	63	78	96	255	308	1,043
Total Enrollment	<u>4,464</u>	<u>3,129</u>	<u>3,343</u>	<u>2,640</u>	<u>12,554</u>	<u>10,235</u>	<u>36,365</u>
% American Indian	5.4%	2.0%	2.3%	3.6%	2.0%	3.0%	2.9%

Note: This includes those students registering as American Indian or Alaska Native, and Multi-Racial which includes American Indian.

2. *Representative Bolin (all schools) – What % of high school students that apply are not admitted?*

This is application data from IPEDS for 2010-11 through 2012-13. The figures below show the cumulative totals for this year range.

Rejection Rate of Applications to the Regental System, 2010-11 through 2012-13

	<i>Applied</i>	<i>Admitted</i>	<i>Not Admitted</i>
<i>BHSU</i>	4,298	3,932	9%
<i>DSU</i>	2,182	1,964	10%
<i>NSU</i>	3,327	3,065	8%
<i>SDSMT</i>	3,081	2,764	10%
<i>SDSU</i>	14,002	12,849	8%
<i>USD</i>	10,182	8,899	13%
<i>SDBOR</i>	37,072	33,473	10%

3. *Representative Wismer (SDSU Extension) – What was the original plan for extension agents and where are we at today and why have we not filled them?*

The inability to be fully staffed according to the 2011 SDSU Extension Stewards of Progress re-organization plan is a result of \$891,101 in a federal budget cut and un-funded salary policy and health insurance increases that occurred in FY13 & FY14 and projected for FY15. Additional federal budget cuts had been anticipated and as a result, hiring was placed on hold in FY2014.

The 2011 SDSU Extension Stewards of Progress re-organization plan identified the following staffing model for SDSU Extension.

Employee type	Number
Administration	7.5
Faculty	34
Field Specialist	65
4-H Advisor	34 **

**17 FTE supported on state & federal salary support; 17 FTE supported through County Salary contributions

As of February 7, 2014, SDSU Extension is staffed as follows:

Employee type	Number
Administration	8

Faculty	22
Field Specialist	45
4-H Advisor	34 **

**17 FTE supported on state & federal salary support; 17 FTE supported through County Salary contributions

Financial Impact of un-funded salary policy and benefits plus federal budget cuts to SDSU Extension:

Budget Impacts	FY13: \$	FY14: \$	FY15 \$ projection	Total: \$
Federal appropriated budget cut	297,151			297,151
Salary policy 4% - federal appropriated salaries	113,226			118,226
Salary policy 3% on federal appropriated salaries		42,398	55,021	97,419
Employee benefits other than health insurance	16,984	6,360	8,253	31,597
Health insurance shortfall on federal appropriated salaries	142,478	83,611		226,089
Health insurance benefit increase		36,426	89,193	125,619
Total: \$	569,839	168,795	152,467	891,101

4. Senator Carson (NSU) – Of the 200 international students how many are here on exchange and how many are degree seeking?

NSU Int'l Students by Degree-Seeking Status, Fall 2013

degseek	Freq.	Percent	Cum.
DegSeek	70	37.84	37.84
nDegSeek	115	62.16	100.00
Total	185	100.00	

NSU Int'l Students by Exchange Status (i.e., tuition codes FXA, FXU), Fall 2013

exchange	Freq.	Percent	Cum.
Exchange	83	44.86	44.86
nExchange	102	55.14	100.00
Total	185	100.00	

NSU Int'l Students by Degree-Seeking Status and Exchange Status, Fall 2013

degseek	exchange		Total
	Exchange	nExchange	
DegSeek	0	70	70
nDegSeek	83	32	115
Total	83	102	185

Enrollment for 2014 spring includes 66 degree seeking students, 17 IEP (Intensive English Program) and 96 exchange for a total of 179 international students.

5. *Senator Peters (NSU) – Give a rundown of the 8 FTE appropriated last year and their status.*
 2 FTE for grants were used for the Campus Coalition and Sexual Assault grants which provided funding for 2.25 employees. The Sexual Assault grant has one person who is responsible for overseeing the grant and organizing activities while there are two employees working to organize and carryout the activities funded by the Campus Coalition grant which is intended to create and sustain a state-wide behavioral health prevention system in areas such as: alcohol, tobacco and other drugs, violence, suicide, mental health promotion, mental illness prevention.

1 FTE was used to fund a position with technology fees. This person manages the content of the NSU web site, extranet and myNSU portal.

2 FTE were requested for auxiliaries. One assistant was added in the NSU Child Care Center. This person is currently at .75 FTE. The second FTE was used to hire an Assistant Residence Life Director. This person’s duties including helping with residence hall management and overseeing the Student Union.

2 FTE were needed due to the additional adjunct faculty who were hired to teach on-line classes. The demand for on-line increased significantly through FY13 and now seems to be holding steady.

1 FTE was requested because of the partnership between NSU and SDSU that brought the SDSU Accelerated Nursing Program to NSU’s campus. One advisor was hired at .5 FTE and a secretary was added at .25 FTE. There are discussions taking place now that would increase the secretarial position to .5 FTE if the funding is deemed adequate based on the number of students enrolled in the program.

6. *Senator Peters (NSU) – Provide the detail of the E-Learning budget.*

Northern State University					
State Wide Center for E-Learning					
FY14 Budget					
	Master Teachers	E-Learning Education	E-Learning Technology	Totals	
Salaries/Labor	\$ 848,995	\$ 187,376	\$ 392,506	\$ 1,428,877	
Benefits	203,839	39,339	112,856	356,034	
Sub Total Personal Services	\$ 1,052,834	\$ 226,715	\$ 505,362	\$ 1,784,911	
OE	\$ 108,242	\$ 17,000	\$ 186,737	\$ 311,979	
Total Budget	\$ 1,161,076	\$ 243,715	\$ 692,099	\$ 2,096,890	
FTE	12.8	1.7	7.5	22.0	
The Master Teacher Account is used to fund delivering courses to high schools and includes the \$159,120 one time funds made available for FY14.					