

**Board of Regents
2008 Joint Appropriations Committee Budget Hearings
Responses to Questions**

- 1. (Representative Dennert) Break down your headcount enrollment into percentage increases and number for the following; Resident and non-resident, non-traditional students, and foreign students:**

South Dakota Board of Regents
5 Year Comparison of Student Headcount

	<u>Fall 2003</u>	<u>Fall 2007</u>	<u>% Increase</u>
Resident	22,474	23,646	5.21%
Nonresident	7,242	8,502	17.40%
Non-Traditional (undergraduate)	6,053 (1)	6,286 (1)	3.85%
Foreign	634	686	8.20%
Total Enrollment	29,716	32,148	8.18%

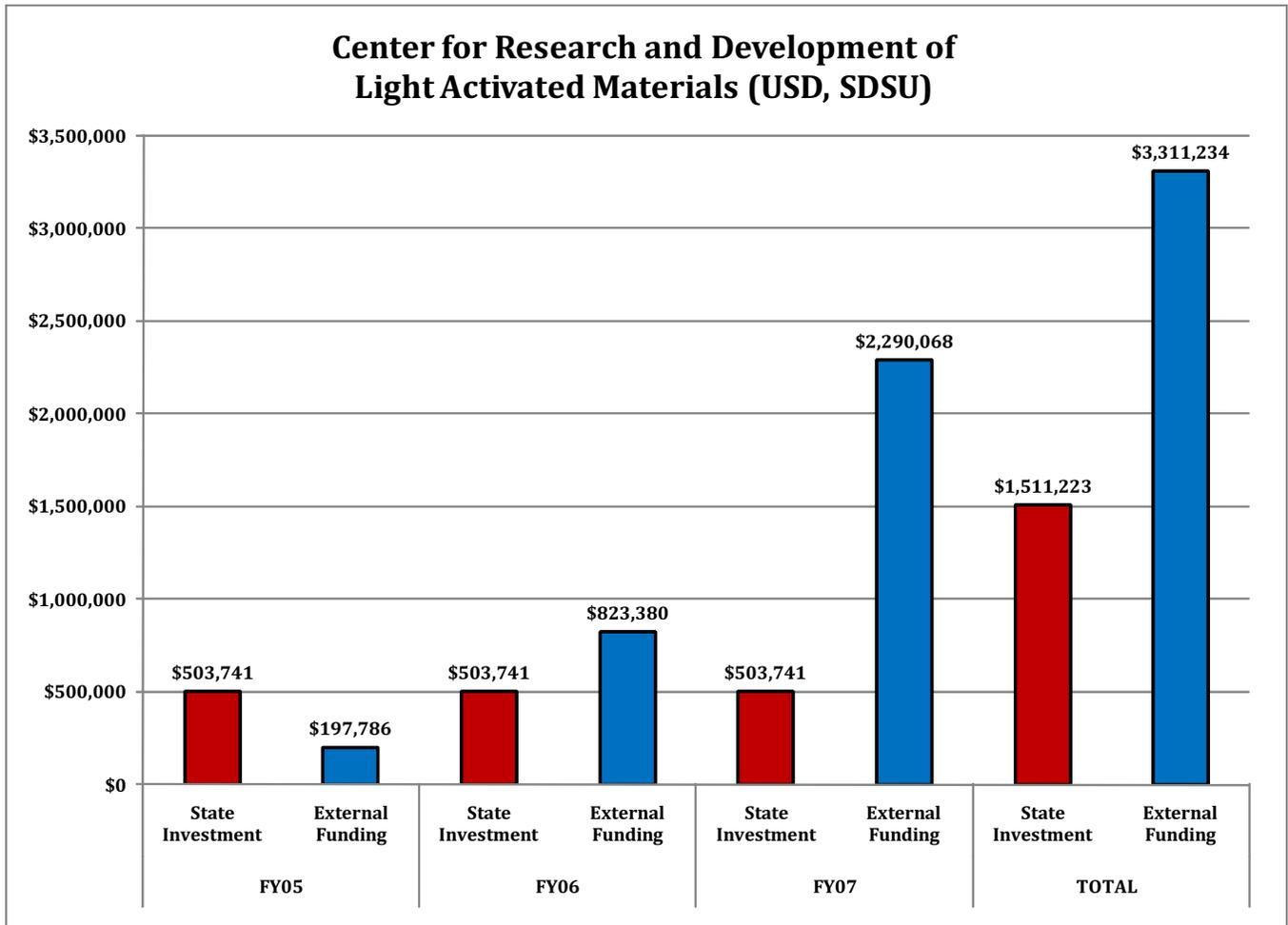
Source : 2004 & 2008 Factbook, RIS printout of foreign students

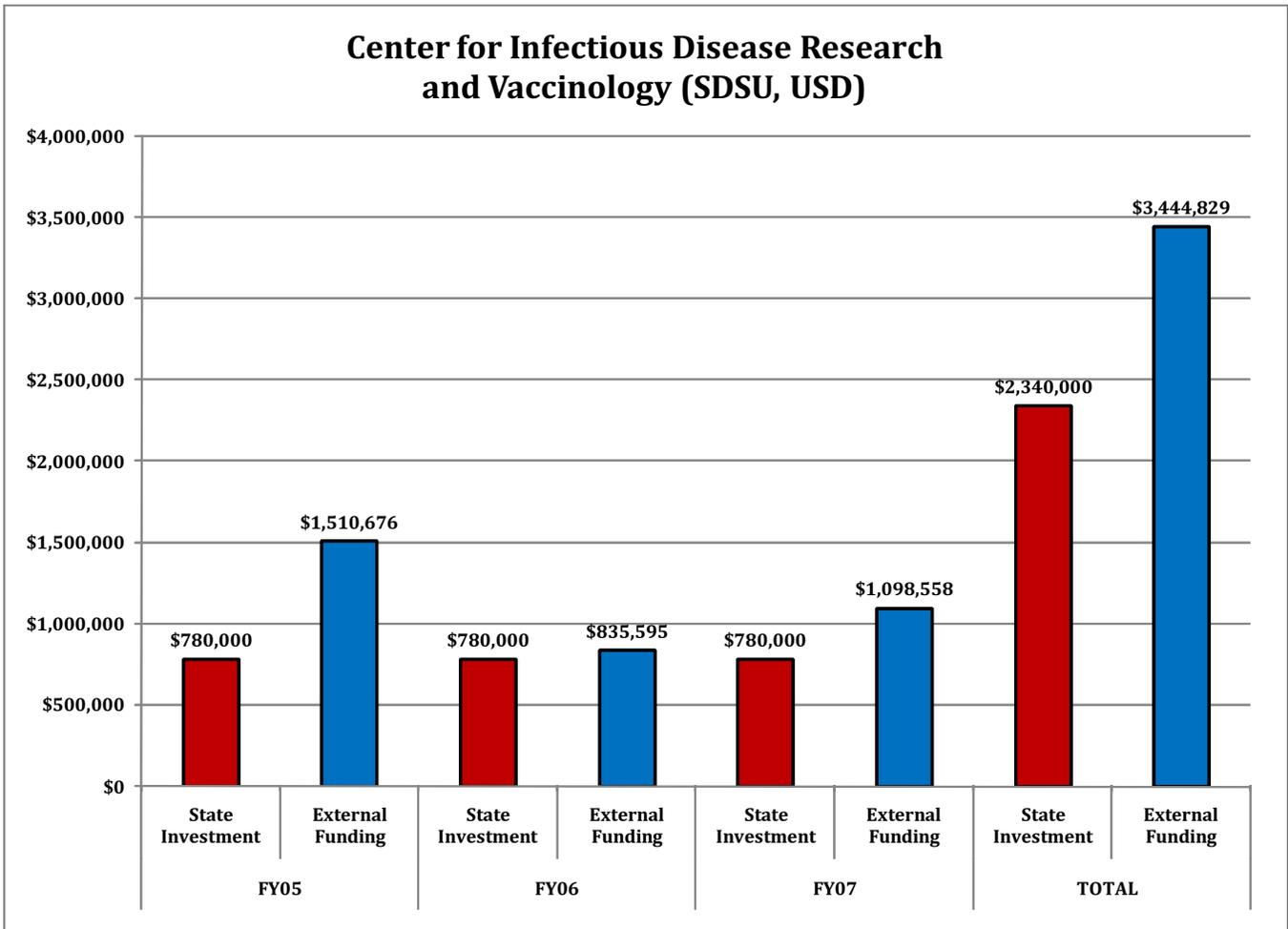
Notes: (1) - These numbers reflect undergraduates over the age of 24.

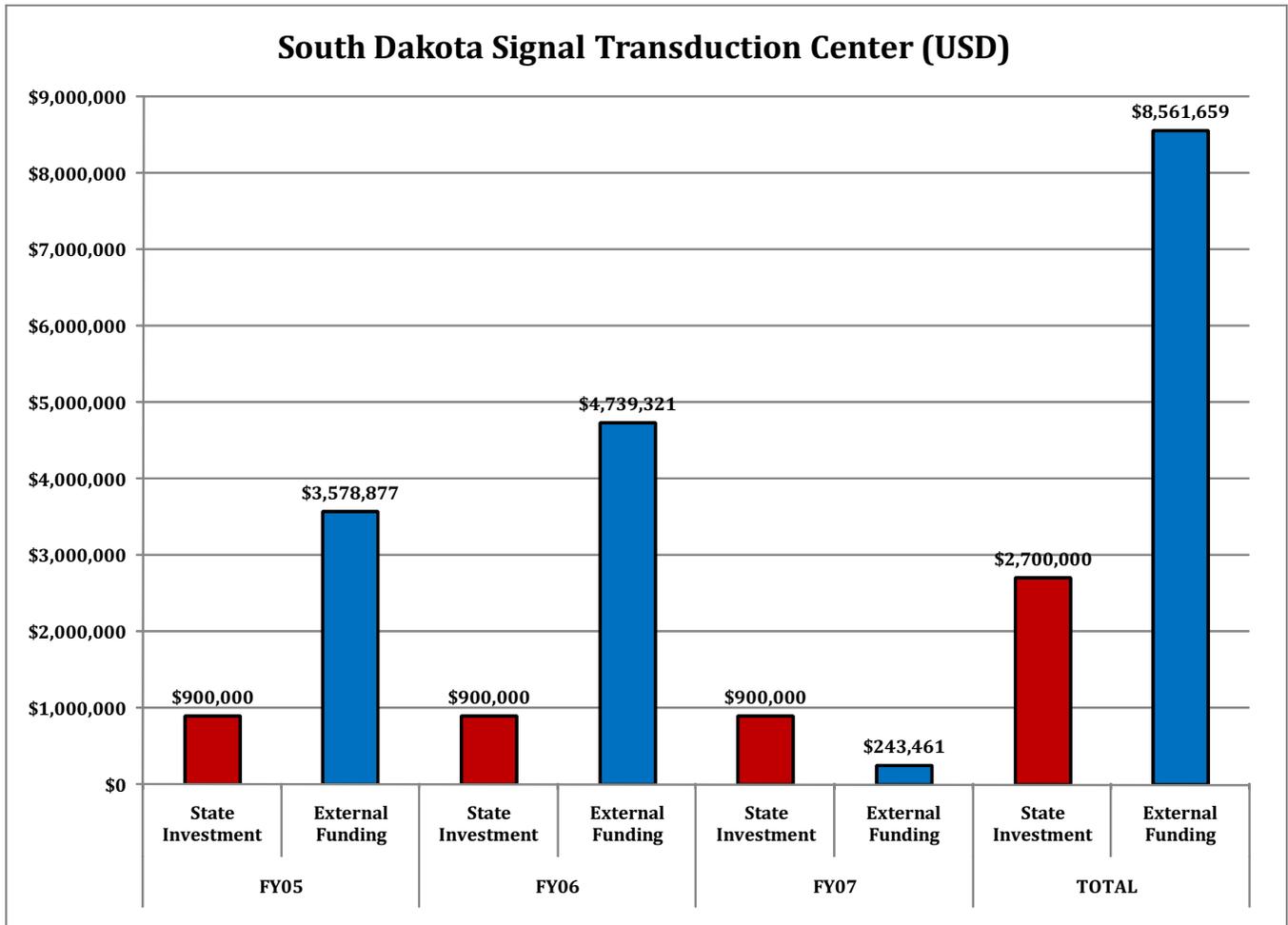
2. (Representative Tidemann) Which centers will be self-sustaining according to the plan and what will happen if they are not)?

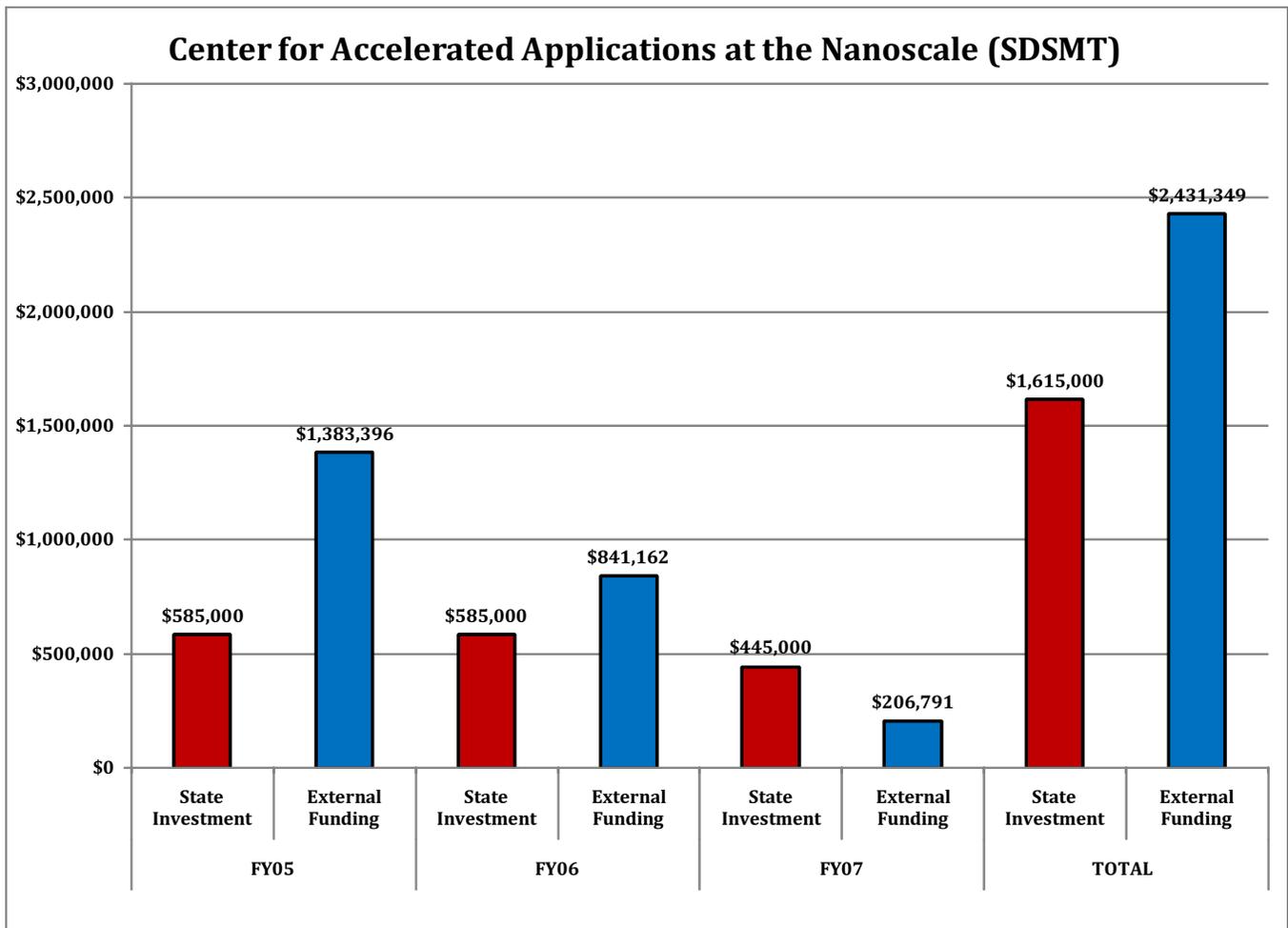
The following information will indicate the state investment and the grant activity generated by each of the centers. Grant activity will determine if the centers will be self-sustaining in the future. After five years, the centers are to be self-funding. FY08 is not included in the below tables as the grant activity is not available.

2010 Center State Funding and Competitive Grants Received								
2010 Center	FY05		FY06		FY07		TOTAL	
	State Investment	External Funding	State Investment	External Funding	State Investment	External Funding	State Investment	External Funding
Center for Research and Development of Light Activated Materials (USD, SDSU)	\$503,741	\$197,786	\$503,741	\$823,380	\$503,741	\$2,290,068	\$1,511,223	\$3,311,234
Center for Infectious Disease Research and Vaccinology (SDSU, USD)	\$780,000	\$1,510,676	\$780,000	\$835,595	\$780,000	\$1,098,558	\$2,340,000	\$3,444,829
South Dakota Signal Transduction Center (USD)	\$900,000	\$3,578,877	\$900,000	\$4,739,321	\$900,000	\$243,461	\$2,700,000	\$8,561,659
Center for Accelerated Applications at the Nanoscale (SDSMT)	\$585,000	\$1,383,396	\$585,000	\$841,162	\$445,000	\$206,791	\$1,615,000	\$2,431,349
Center for Bioprocessing Research and Development (SDSMT, SDSU)					\$500,000	\$275,574	\$500,000	\$275,574
Center for Drought Tolerance Biotechnology (SDSU)					\$2,000,000		\$2,000,000	\$0
Totals	\$2,768,741	\$6,670,735	\$2,768,741	\$7,239,458	\$5,128,741	\$4,114,452	\$10,666,223	\$18,024,645









3. *(Representative Haverly) What is the fee amount for salary competitiveness broken down by year and what did it fund? What is the cost of the salary competitiveness fee as a portion of tuition and fees and what is the ratio of all fees to tuition?*

**Salary Competitiveness Fee
 Faculty & Exempt Employee Salary Pool**

	<u>SCF Per Cr HR</u>	<u>State Salary Policy</u>	<u>SCF Pool</u>	<u>Total Salary Pool</u>
FY98	\$0.00	3.00%	0.00%	3.00%
FY99	\$3.06	3.00%	4.20%	7.20%
FY00	\$6.21	3.00%	3.10%	6.10%
FY01	\$9.46	3.00%	3.10%	6.10%
FY02	\$12.56	3.00%	1.50%	4.50%
FY03	\$15.07	3.00%	1.00%	4.00%
FY04	\$17.73	2.00%	1.00%	3.00%
FY05	\$20.40	3.00%	1.00%	4.00%
FY06	\$23.16	2.25%	1.00%	3.25%
FY07	\$26.00	3.00%	1.00%	4.00%
FY08	\$29.16	3.00%	1.00%	4.00%

Note: The SCF dollars are used to cover faculty and exempt employees paid with general and tuition dollars as no dollars are received from the state beyond state salary policy to cover the general fund share.

Tuition and Mandatory Fee Cost

	<u>FY08 - Per Cr Hr</u>	<u>32 Credit Hours</u>	<u>% of Total</u>
Undergraduate Resident Tuition	\$82.60	\$2,643.20	46.2%
University Support Fee Base	\$34.04	\$1,089.28	19.0%
University Support Fee - Technology Fee Component	\$7.55	\$241.60	4.2%
University Support Fee - Maintenance & Repair Fee Component	\$2.60	\$83.20	1.5%
University Support Fee - Salary Competitiveness Fee Component	<u>\$29.16</u>	<u>\$933.12</u>	<u>16.3%</u>
Subtotal USF	\$73.35	\$2,347.20	41.0%
General Activity Fee (Average for six universities)	\$22.79	\$729.28	12.8%
Total	\$178.74	\$5,719.68	100.0%

4. (Representative Putnam) Need FTE breakdown by fund source.

FY07 FTE Utilization								
	General	Federal	Other				Total FTE	
			Grants & Contracts	Tuition	Room & Board	Other		
BHSU	130.3	46.9	4.0	80.2	30.4	149.4	441.2	
DSU	115.9	7.5	15.6	50.4	7.6	64.0	261.0	
NSU	169.4	13.7	2.4	58.8	14.5	76.3	335.1	
SDSM&T	175.8	82.4	23.7	72.9	14.2	52.9	421.9	
SDSU	750.8	101.3	26.5	243.4	84.4	437.3	1,643.7	
AES	143.7	119.1	44.2	0.0	0.0	45.7	352.7	
CES	118.3	65.1	7.5	0.0	0.0	7.4	198.3	
USD	525.2	77.8	31.8	140.7	46.5	300.8	1,122.8	
SSOM	173.6	100.5	26.9	23.7	0.0	69.9	394.6	
SDSBVI	46.9	3.0	0.0	0.0	0.0	0.0	49.9	
SDSD	48.5	0.0	0.0	0.0	0.0	0.0	48.5	
BOR	<u>44.7</u>	<u>0.8</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>19.1</u>	<u>64.6</u>	
System	2,443.1	618.1	182.6	670.1	197.6	1,222.8	5,334.3	

A similar question about FTE was asked relative to grants and contracts growth in an earlier list of questions from the Joint Appropriations Committee. That response is repeated below.

The following is a summary of the total number of FTE paid from grants and contracts activities for the last three years.

**South Dakota Board of Regents
 Grants & Contracts FTE
 FY05 to FY07**

	<u>FY05</u>	<u>FY06</u>	<u>FY07</u>
Federal Grants/Contracts	492.1	510.4	515.6
State Grants and Contracts	41.1	59.7	62.8
Other Grants and Contracts	<u>104.4</u>	<u>115.5</u>	<u>119.9</u>
Total G&C FTE	637.6	685.6	698.3

The growth in grants and contracts FTE represents activity on multiple grants and effort of numerous employees. At any given point in time, there are multiple grants starting and ending, which impacts hundreds of employees. Most employees working on grants are only partially funded with grant dollars with the balance of their funding coming from their teaching or other university employment. Graduate

and research assistants make up a significant workforce for grants and contracts. What typically happens when a grant ends: 1) the adjunct faculty members that were hired to pick up the teaching duties of the principal investigators are released and the faculty returns to their teaching duties; 2) the research assistant's employment ends or is assigned to another grant; and 3) other employees hired specifically for a grant are released. There are researchers that have multiple grants operating at a given point in time and they may transition from grant to grant.

The Board has closely tracked FTE and changes in FTE since FY00 when a renewed emphasis was made on research. The following worksheet provides a summary of the changes in FTE since FY00. As you can see in the below table, we have added 281.4 FTE in grants and contracts since FY00. The state has provided 163.9 additional FTE representing new services and activities specifically approved by the Legislature. We have added 55.0 faculty positions and 132.9 FTE across the system funded with self-support tuition, fees, auxiliaries revenues and sales and service operations. These FTE have been added to support the growth in enrollments and to provide new and enhanced services in areas supported by fees and sales and services.

The FTE growth beyond grants and contracts and new services and activities represents a 4% increase at a time when we have experienced a 16.1% increase in student headcount enrollment. Staff is being added to provide the services and instruction for a growing student population.

It should be noted that the growth in general funded FTE over this same timeframe is only 84.1 FTE. This reflects added services and activities as well as the reduction in FTE's for salary competitiveness in FY01. The changes in FTE utilization clearly show that the grants FTE are not being absorbed and paid for with general or other funds.

South Dakota Board of Regents Change in FTE from FY00 to FY07

FY00 to FY07 Utilized

FY00 FTE Utilized	4,723.3
<u>Grants and Contracts Growth</u>	
Federal Grants & Contracts	198.4
Other and State Grants and Contracts (1)	<u>83.0</u>
Grants and Contracts	281.4
<u>Added Services and Activities:</u>	
Electronic University	2.0

Technology Fellows	31.0
Carbon Sequestration	1.0
Fire Predictor	1.0
Systems Computer Security	1.0
NSU E-Learning	19.4
Office of Med Ed	4.0
Nursing Expansion	27.6
NSU E-Learning	2.0
Teacher Ed Assessment	1.5
Research Infrastructure	2.0
Ph.D. Programs and Grad Assistants	59.0
West River Higher Ed Center	2.0
Tech Institute Gen Ed Course Agreements	10.4
New Services and Activities	163.9
 <u>Agricultural Experiment Station and Coop Extension Service</u>	
Change in Federal Appropriated FTE	<u>(22.0)</u>
 <u>Tuition, Fees, & All Other Funds</u>	
Faculty Positions Funded with Tuition	55.0
Self-Support Tuition, Fees, Auxiliaries, Sales and Service	<u>132.9</u>
Other FTE Changes	187.9
 FY07 FTE Utilized	 5,334.5
 Change in Headcount Enrollment FY00 to FY07	 16.10%
Change in FTE Beyond Federal Grants and New Services	4.0%

Notes:

(1) This includes the 25.0 FTE funded for the 2010 Research Centers

5. (Senator Hunhoff) Total number of new Ph.D. programs added including institutionally funded with enrollments of each.

See table below, which begins with the 2010E PhD program baseline) and includes new PhD programs approved since December 2004.

A. PhD Programs

2010 Education Initiative

Progress Toward Goal 3.C: Double Ph.D. Programs from 18 to 36

In place in FY05	14
Approved 12/2004; university funded	3
Approved 12/2004; new state funds FY06	3

SDSU AEWB and SDSM&T AEWB to terminate	(2)
Baseline	18
Approved 12/2006; university funded	1
Approved 12/2006; new state funds FY08	3
Approved 6/2007; university funded	1
Current	26
To reach target	10

Ph.D. Programs Approved December 2004

Atmospheric & Environmental Science, SDSM&T*	1	No new state funds
Geospatial Science & Engineering, SDSU*	1	No new state funds
Nursing, SDSU	1	No new state funds
Nanoscience & Nanoengineering, SDSM&T	1	new state funds FY06
Computational Science & Statistics, SDSU & USD	2	new state funds FY06

Ph.D. Programs Approved December 2005

Biomedical Engineering, SDSM&T & USD	2	new state funds FY07
Electrical Engineering, SDSU	1	new state funds FY07

Ph.D. Programs Approved December 2006

Wildlife & Fisheries Sciences, SDSU	1	No new state funds
Chemical & Biological Engineering, SDSM&T	1	new state funds FY08
Materials Chemistry, USD	1	new state funds FY08
Pharmaceutical Sciences, SDSU	1	new state funds FY08

Ph.D. Program Approved June 2007

Political Science, USD	1	No new state funds
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* Replacement for terminated joint Ph.D. in Atmospheric, Environment & Water Resources

B. Enrollments in PhD programs

See below for fall 2007 enrollments in all PhD program. The report also provides for each program a breakdown by residence (SD, Other US, and Not US), the number with GA tuition rate, gender and credit hours.

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South Dakota Board of Regents: Enrollments in Ph.D. Programs, Fall 2007 (census date extract)

CIP	Major Description	Univ	N	Gr Asst				Women	Men	0 Cr	1-5 Hrs	6-12 Hrs	> 12 Hrs
				Tuition	SD Res	Oth US	Not US						
40.0401	Atmospheric & Environmntl Sci	M	5	2	3	2	0	1	4	0	1	4	0
3.0104	Atmos, Environ, Water Resource	M	2	0	1	0	1	1	1	0	2	0	0
14.0501	Biomedical Engineering	M	4	4	2	0	2	1	3	0	0	4	0
14.0701	Chemical and Biological Engr	M	4	4	2	0	2	1	3	0	0	4	0
14.3901	Geology/Geological Engineering	M	6	1	2	4	0	1	5	0	3	3	0
14.1801	Materials Engineering & Science	M	14	7	3	1	10	1	13	0	6	7	1
14.1801	Nanoscience & Nanoengineering	M	<u>11</u>	<u>11</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>11</u>	<u>0</u>
SDSM&T Total			46	29	19	9	18	8	38	0	12	33	1
Percent SDSM&T Total				63%	41%	20%	39%	17%	83%	0%	26%	72%	2%
3.0104	Atmos, Environ, Water Resource	S	4	2	2	0	2	2	2	0	3	1	0
1.1102	Agronomy	S	5	2	3	1	1	3	2	0	3	2	0
1.0901	Animal Sciences	S	6	5	2	2	2	3	3	0	3	3	0
26.0101	Biological Sciences	S	55	34	16	6	33	28	27	0	17	37	1
40.0501	Chemistry	S	26	25	2	14	10	14	12	0	5	21	0
27.0303	Computational Sci & Stats	S	13	7	7	2	4	4	9	0	6	2	5
14.1001	Electrical Engineering	S	7	7	1	0	6	2	5	0	0	7	0
3.0104	Geospatial Sci & Engr	S	25	14	12	2	11	4	21	0	11	14	0
51.1601	Nursing	S	20	3	14	6	0	20	0	0	16	4	0
51.2003	Pharmaceutical Sciences	S	14	12	1	0	13	5	9	0	0	13	1
45.1101	Sociology	S	33	15	14	14	5	13	20	0	8	25	0
3.0601	Wildlife & Fisheries Sciences	S	<u>14</u>	<u>11</u>	<u>2</u>	<u>11</u>	<u>1</u>	<u>4</u>	<u>10</u>	<u>0</u>	<u>3</u>	<u>11</u>	<u>0</u>
SDSU Total			222	137	76	58	88	102	120	0	75	140	7
Percent SDSU Total				62%	34%	26%	40%	46%	54%	0%	34%	63%	3%
26.0101	Biological Sciences	U	14	13	4	8	2	6	8	0	0	14	0
14.0501	Biomedical Engineering	U	1	1	1	0	0	1	0	0	0	1	0
26.0102	Biomedical Sciences	U	32	32	9	7	16	22	10	0	0	32	0
42.0601	Counseling & Psychology in Ed	U	31	12	18	13	0	16	15	8	6	15	2
27.0303	Computational Sci & Stats	U	8	3	5	1	2	3	5	0	4	4	0
23.0101	English	U	23	13	7	16	0	13	10	5	3	15	0
40.0599	Materials Chemistry	U	4	4	1	0	3	2	2	0	0	4	0
42.0101	Psychology	U	<u>72</u>	<u>45</u>	<u>28</u>	<u>39</u>	<u>5</u>	<u>45</u>	<u>27</u>	<u>13</u>	<u>10</u>	<u>41</u>	<u>8</u>
USD Total			185	123	73	84	28	108	77	26	23	126	10
Percent USD Total				66%	39%	45%	15%	58%	42%	14%	12%	68%	5%
Total			453	289	168	151	134	218	235	26	110	299	18
Percent System Total				64%	37%	33%	30%	48%	52%	6%	24%	66%	4%

Summaries used in December 2007 BOR-SBE Joint Meeting Materials – see tables below – PhD programs, graduates & students – shows growth in numbers of PhD students.

Joint Board Materials:

Objective 3C: Support postsecondary education programs designed to enhance the state's long-term economy.

1. *Double the number of Ph.D. programs*

Ph.D. Programs, Public Universities

Baseline	2005-2006	Fall 2005	18
Update	2006-2007	June 2007	26

The Board approved new Ph.D. programs in December 2005, December 2006, and June 2007. Programs approved in December 2004 are included in the 2010E baseline.

2. *Double the number of Ph.D. graduates*

Ph.D. Graduates and Students, Public Universities

			Graduates			Students	
	2002-2003	FY03	35		2002-2003	Fall 2002	260
Baseline	2003-2004	FY04	47		2003-2004	Fall 2003	303
	2004-2005	FY05	43		2004-2005	Fall 2004	324
	2005-2006	FY06	41		2005-2006	Fall 2005	380
Update	2006-2007	FY07	47		2006-2007	Fall 2006	403
	2007-2008	FY08			2007-2008	Fall 2007	453

6. (Senator Hunhoff) Data on low enrolled programs.

Each year the Board of Regents reviews data from the six Regental Institutions regarding enrollments in the various degree programs offered within the system. This data is compiled into the Major *Enrollment Report* which provides enrollment data from the Census Date extract for the Fall, Spring and Summer terms for all majors leading to a degree. This report is divided into five sections to depict:

- 1) The number of students enrolled in associate, baccalaureate and graduate level majors across Regental Institutions;
- 2) The number of students with more than one major;
- 3) Major enrollment trends in baccalaureate and graduate level majors during the past four years;
- 4) Majors with fewer than 20 students; and
- 5) Majors with enrollment limits across Regental Institutions.

This past year a number of majors have fewer than 20 students enrolled including:

- 1) 15 associate level majors (see Table 1);
- 2) 104 baccalaureate level majors (see Table 2); and
- 3) 54 graduate/professional level majors (see Table 3).

Data depicted in these tables reflect five year trends for these majors within the system, and each year campus personnel are asked to review these courses and provide a rationale for the low enrollment rates, or describe current institutional efforts for reviewing the majors continued viability.

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Table 1
Majors at Associate Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
BHSU								
520401	BADMA	Administrative Assistant	6	11	13	8	1	Elimination recommended with fall 05
131501	BPAED	Paraprofessional Education	2	3	8	[26]	[38]	New program in 2002
520903	BTOUR	Tourism	7	6	7	7	0	Reinstated
110101	BWBAD	Web Administration	[24]	15	17	7	3	Elimination recommended with fall 05
110101	BNTAD	Network Administration	[25]	[22]	12	9	2	Inactive from Fall 2005
151301	BDRFT	Drafting Technology	[26]	[25]	17	17	11	Intent to plan Industrial Technology
DSU								
520204	DOFFM	Office Management	9	11	8	9	11	shares courses with the BBA program
110201	DAPPL	Applications Programming	[30]	20	9	7	8	Shares courses with BS in Computer Info. Systems
NSU								
500402	NCOART	Commercial Art	7	9	4	5	4	Under re-evaluation for possible elimination
100303	NDKPUB	Desktop Publishing	3	4	2	1	0	Under re-evaluation for possible inclusion in new initiatives
500402	NMMWB	Multi-Media Design	9	8	6	5	3	Under re-evaluation. The numbers have diminished because the creation of a 4 year program has siphoned students away from 2 year degree. However, there is no negative impact on course enrollments since these students are enrolled in the same foundation courses as the 4 year students
110901	NNTAD	Network Administration	9	7	4	2	1	Program is discontinued.
131501	NPAED	Paraprofessional Education	7	5	6	8	8	New program in 2002 & we are working to increase enrollment
440701	NSSER	Social Services	18	12	10	5	5	Under re-evaluation for possible elimination
USD								
240102	UGENS	General Studies	3	2	12	17	15	System wide program of General Education and electives. No specifically devoted resources

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Table 2
Majors at Baccalaureate Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
BHSU								
050202	BAIS	American Indian Studies Prog	19	17	[25]	[22]	16	Relatively new program, need to support local community
150612	BATS	Applied Technical Science	13	13	13	11	10	This program is a joint agreement with the technical institute
520201	BBED	Business Education	17	16	10	18	12	responds to student need
520301	BAC-C	Composite Accounting	63	46		12	6	Elimination recommended in 2006
520201	BBE-C	Composite Business Ed	4	5	5	1	1	Elimination recommended in 2006
230101	BEN-C	Composite Comm/English	13	11	12	12	9	Cost efficient program that provides valued choice for some students
131316	BSC-C	Composite in Science Teaching	1	2	6	3	6	New program, shares coursework with science majors & minors
500901	BIM-C	Composite Instrumental Music	13	10	8	8	13	Needed program for music teaching majors
131311	BMS-C	Composite Math & Science Teaching	1	1	3	2	2	New program, shares coursework with science/math majors & minors
500901	BMU-C	Composite Music (non-Teaching)	18	18	17	[21]	17	Growth expected- provides a valuable major for students
150603	BTC-C	Composite Technology	11	19	20	14	13	Continued growth expected .
500901	BVM-C	Composite Vocal Music	11	8	11	9	12	Needed program for music teaching majors
131203	BMDSC	Middle School	[24]	16	[24]	[25]	8	Recommended to be eliminated
520204	BOA-C	Composite Office Admin	2	2	2	0	0	Elimination recommended in 2006
400101	BPS-C	Composite Science/Physical	11	9	7	5	4	Being eliminated - in process
510702	BHSAD	Health Services Administration	11	7	2	3	0	Elimination recommended in 2006
520701	BENST	Entrepreneurial Studies	16	13	7	5	4	Modified curriculum to attract students
150612	BITED	Industrial Technology Educ				1	3	Responds to student need
520903	BTH-C	Tourism & Hospitality Mgt Comp	[28]	20	7	3	0	Recommended to be eliminated
521801	BMK-C	Composite Marketing	[25]	19	8	7	1	Recommended to be eliminated
521001	BHR-C	Composite Human Resources	[26]	16	10	4	1	Recommended to be eliminated
450101	BSOCS	Social Science	[23]	[22]	14	17	18	Cost efficient program that provides valued choice for some students
409999	BEP-C	Environmental Physical Science	[31]	[25]	17	14	19	Cost efficient program that provides valued choice for some students
DSU								
269999	DBIOL	Biology	8	8	9	15	10	Shares courses with Biol Info Systems
520201	DBED	Business Education	11	14	11	10	6	Shares courses with BBA & Computer Ed majors
110803	DDAD	Digital Arts and Design				1	71	Computer Graphics and Multimedia combined to form major Fall 06
110103	DECOM	Ecommerce	62	54	15	8	14	Program name changed to Computer & Network Security
239999	DENGL	English	13	15	16	19	17	Shares courses with English Info Systems
110401	DINFO	Information Systems	59	21		2	0	Program name changed to Computer Information Systems
279999	DMATH	Mathematics	15	14	20	19	15	Shares courses with Math Info Systems
400101	DPHYSC	Physical Science	14	12	13	6	12	Shares courses with Physical Science Education
131316	DPHSE	Physical Science Education				3	2	Shares courses with Physical Science
240102	DP-PR	Pre-Professional - Tracking				7	0	Coding did not exist prior to 05-06
520301	DPACT	Professional Accountancy	16	16	13	17	17	Shares courses with BBA Accounting major
410301	DSCFT	Scientific Forensic Tech			1	19	19	Program officially started Fall 2005, student declared major Sprg 05

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Table 2 Continued
Majors at Baccalaureate Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
110401	DMIS	Management Information Systems	[36]	[23]	14	12	12	Shares courses with BBA and Computer Info Systems
<i>NSU</i>								
500701	NAR-C	Art Education Comprehensive	2	2	2	2		Content area for elementary and secondary education certification. Shared courses with multimedia graphic design and art BA. No small section problems. No low enrolled classes
520803	NBAFS	Banking & Financial Services				2		New program in 2006. Local number of majors at 58 with additional 12 in Sioux Falls
440201	NCSER	Community Services	6	2	4	3		Though listed as a separate degree, this is essentially a specialization within the Sociology program
131303	NEBED	E-Business Education	6	8	6	8	0	New program 02/03. Program enrollment is being monitored.
450601	NECON	Economics	13	13	13	14	0	Current number of majors reported at 18. Faculty used to support required economic courses in other majors. Little or no cost associated with offering major
160901	NFSC	French Studies	5	4	4	3	4	Cooperative major with SDSU, USD, & University Center. Collaboration provides language opportunities for multiple students
160501	NGERM	German	5	4	5	4	7	Cooperative major with SDSU & USD. Collaboration provides language opportunities for multiple students
150612	NIT	Industrial Technology	8	4	4	2	[26]	Program has been discontinued with a few remaining students
511005	NMEDT	Medical Technology	10	4	7	9	3	Under re-evaluation. The Healthcare Workforce Summit indicates growth potential with increased local internship opportunities
500901	NMUS	Music	11	16	[23]	[26]	4	All of these students are enrolled in many of the same music courses as the BME majors, so there are no small class size problems
160905	NSPAN	Spanish	16	15	19	[20]	1	Local data indicates no program longer low enrolled. Program is also necessary to support NSU's International Business and Education students
231001	NSPCM	Speech	13	15	18	[20]	12	The major is growing, and we have this year taken steps to ensure that it continues to grow, including the new Public Relations emphasis
310504	NSMAD	Sport Marketing & Administration				1	[29]	New program in 2006
310504	NFMGT	Fitness Management	25	29	26	24	14	
<i>SDSMT</i>								
270101	MMATH	Mathematics	29	37		6	1	The math program was revised as an applied and computational mathematics program and a new code assigned. These are students who are completing the old program requirements. The 6 in 2005-06 were students who sat out and returned in fall 2005
142101	MMINE	Mining Engineering	14	9	4	2	1	This program is being phased out and replaced by the new program in Mining Engineering and Management which has 57 declared majors as of the fall 2006 census date

Table 2 Continued
Majors at Baccalaureate Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
SDSU								
010103	SAGRE	Agricultural & Resource Economics	12	11	14	11	0	New Name
90401	SAGJR	Agricultural Journalism	16	8	14	19	13	Larger if viewed as part of Journalism - College is looking at major curriculum revision
150603	SATS	Applied Technical Science	10	9	14	15	11	(Approved 3/2000); Gradually becoming recognized
141201	SEPHY	Engineering Physics	16	9	8	10	10	Traditionally a small and rigorous major
160901	SFSC	French Studies	6	8	5	13	15	Cooperative major with NSU & USD. Total of 14 in AY 02-03, 16 in AY 03-04, 13 in AY 04-05, 19 in AY05-06, and 26 in AY 06-07 for 3 institutions, Making progress
151501	SIM	Industrial Management	3	6	15	17	[25]	New Program in 2002, Growing gradually, over 20 now
400801	SPHYS	Physics	18	18	[22]	18	18	Traditionally a small and rigorous major - part of cooperative effort with SDSMT & USD. Total of 60 in AY 02-03, 54 in AY 03-04, 62 in AY 04-05, 61 in 05-06, and 56 in 06-07 for 3 institutions
150703	SSAFM	Safety Management			1		3	New Program in 2002, Will be reviewed by College and Department
260202	SBICM	Biochemistry					5	New major in 2006
131319	SCTE	Career & Technical Education					17	Small program preparing TI and other TE faculty
USD								
50202	UAIS	American Indian Studies Prog		13	13	17	19	Program being reorganized with new infusion of resources and greater focus on diversity recruitment
131322	UBIOE	Biology Education	3	4	3	2	5	Content area degree for Secondary Education Certification. Sec Ed as a group has 40-60 students each semester
520201	UBUS	Business				13	[387]	In 2006, the Beacom School of Business began admitting students as freshmen. This code is used to distinguish these students from BSoB students who are under the old catalogue, which admitted them to the School as sophomores
131323	UCHED	Chemistry Education				1	1	Content area degree for Secondary Education Certification. Sec Ed as a group has 40-60 students each semester.
230101	BENED	English Education	12	11	14	13	9	Content area degree for Secondary Education Certification. Some English Ed students pursue it as a minor. Sec Ed as a group has 40-60 students each semester.
160901	UFSC	French Studies	3	2	4	3	7	Cooperative program with NSU & SDSU. Total of 14 in AY 02-03, 16 in AY 03-04, 13 in AY 04-05, and ? In AY 05-06 for 3 institutions
160501	UGERM	German	18	12	13	2	20	German was designated a priority language under USD's APR process and has benefitted accordingly. Cooperative major with SDSU & NSU. Total of 60 in AY 02-03, 54 in AY 03-04, & 44 in AY 04-05 for 3 institutions
450801	UHSED	History Education	16	13	13	14	14	Content area degree for Secondary Education Certification. Sec Ed as a group has 40-60 students each semester
240101	ULIBS	Liberal Studies	13	14	8	5	8	This is an interdisciplinary major that caters to a very few self-directed students with non-traditional academic needs. It is administered through the A&S dean's office and involves no additional resources

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Table 2 Continued
Majors at Baccalaureate Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
<i>USD</i>								
270101	UMTED	Mathematics Education	5	11	15	10	15	Content area degree for Secondary Education Certification. Sec Ed as a group has 40-60 students each semester
50091	UMUST	Music Studies				13	20	This is a new program that does not require courses other than those already in place for the other music programs. It was designed primarily to allow students the opportunity to double major in music. We anticipate that it will grow in the future
400801	UPHYS	Physics	[25]	17	18	18	13	Part of cooperative effort with SDSMT & SDSU. Total of 48 in AY 02-03, 38 in AY 03-04, & 62 in AY 04-05 for 3 institutions
510912	UP-PA	Pre-Physicians Assistant	18	11	10	11	[29]	This is used for tracking only for students who declare themselves interested in the PAST program. They cannot earn a degree in this program
131330	USNED	Spanish Education		3	3	6	8	Content area degree for Secondary Education Certification. Sec Ed as a group has 40-60 students each semester
500501	UTHED	Theatre Education	3	2	5	3	3	Not a separate program. Students complete the BFA theatre requirements in the College of Fine Arts and teacher certification through the School of Education
451001	UPSED	Political Science Education			1	1	3	Students in this program pursue Pols. Major through Arts and Sciences and teacher preparation through SOE. No unique courses necessary. Methods course is shared with others in social science disciplines
510912	UPAST	Physician Assistant Studies	39	32	12	1	0	This program was recently approved to move to the master's level. This number represents the remaining students finishing up the UG program
380101	UPHIL	Philosophy	20	19	18	16	19	New tenure-track faculty is expected to reinvigorate major
160901	UFREN	French	3	2	4	4	1	

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Table 3
Majors at Graduate/Professional Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
BHSU								
26.0802	BIG	Integrative Genomics					4	Program will maintained at 10 students maximum due to funding
DSU								
130501	DCET	Computer Education & Technolog	59	49		9	1	Program renamed to Computer Technology
111003	DINFA	Info Assurance & Comp Security			17	[24]	15	Fall 04 program started.
NSU								
130501	NELDN	E-Learning Design & Instruct		1		3	0	Re-evaluation is underway.
111099	NELTA	E-Learning Tech & Admin	[22]	17	12	2	6	We are hoping to build enrollment. Re-evaluation is underway.
SDSMT								
30104	MAEWR	Atmos, Environ, Water Resource	18	15	15	9	4	This program is phased being phased out and replaced by the AES program
400401	MAES	Atmospheric & Environmental Sci				3	4	This program officially began in fall 2005
400401	MATM	Atmospheric Sciences	13	18	13	14	17	Enrollment in this MS program have increased slightly. The redesigned B.S. in Interdisciplinary Science has an atmospheric science track that will provide a feeder into this M.S. program
143901	MGELE	Geology/Geological Engineering	12	13	12	9	8	Enrollments in this PhD program are limited by availability of externally funded GRA positions
141801	MNANO	Nanoscience & Nanoengineering			2	8	11	This program officially began in fall 2005
141801	MMES	Materials Engineering & Science	20	19	18	13	[43]	Enrollments in this PhD program are limited by availability of externally funded GRA positions
110101	MCSC	Computer Science	54	34	20	19	17	Enrollments have been impacted by declines in the industry as well as by decreased in international students
143901	MGELE	Geology/Geological Engineering	26	19	20	[20]	[20]	Enrollments in this program are limited by availability of externally funded GRA positions
400604	MPALE	Paleontology	16	16	10	14	17	This is the only MS in Paleontology in the US
141901	MBMDE						8	This program officially began in fall 2006
141901	MME	Mechanical Engineering	35	34	24	22	19	Engineering masters program enrollments nationally vary inversely with the job market which is currently strong. Competition from other universities with higher GRA and GTA salaries makes recruitment challenging
140701	MCHE	Chemical Engineering	23	33	20	24	16	Engineering masters program enrollments nationally vary inversely with the job market which is currently strong. Competition from other universities with higher GRA and GTA salaries makes recruitment challenging

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Table 3 Continued
Majors at Graduate/Professional Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
SDSU								
	SAGRO	Agronomy	7	6	7	6	5	Small program limited by funds and GRA positions
011102								
	SANSC	Animal Science	8	6	9	7	6	Small program limited by funds and GRA positions
010901								
	SGSE	Geospatial Science & Engineering			1	15	[25]	New Program in 2005 - growing nicely - over 20
	SAEWR	Atmos, Environ, Water Resource	11	12	14	6	4	Being replaced by SGSE
030104								
400501	SCHEM	Chemistry	8	7	7	8	8	Emphasis placed on PhD
270303	SCSS	Computational Sci & Stats				5	7	New in 2005
260502	SMICR	Microbiology	2	1	1	1	0	Replaced by MS Biological Sciences
511601	SNURS	Nursing				13	11	New 2005, Limits placed on enrollment
451101	SRSOC	Rural Sociology	7	13	14	13	11	Emphasis placed on PhD
30104	SAEWR	Atmos, Environ Hlth, Water Resource	11	12	6	5	4	Replaced by SGSE
	SEE	Electrical Engineering					3	New 2006
512001	SPHS	Pharmaceutical Sciences					11	New 2007
USD								
510202	UAUD	Audiology				9	11	This is a capped program due to the intensive clinical component
260503	UBIOC	Biochemistry & Molecular Biol	2	1	1	1	0	This program was combined several years ago with other PHD programs in the SoM to form the combined, interdisciplinary PHD in Basic Biomedical Sciences. This single student must be a carryover from when the degree was separate
260101	UBIOS	Biological Sciences	8	8	9	10	14	Collaborative program with SDSU. Will be looking at ways to optimize potential through more focused and coordinated research programs
500701	UART	Art	15	14	14	12	12	Limitations of studio space (original program proposal called for cap of 15 students)
260503	UBIOC	Biochemistry & Molecular Biol	2	1	1	1	0	This program was combined several years ago with other PHD programs in the SoM to form the combined, interdisciplinary PHD in Basic Biomedical Sciences.
400501	UCHEM	Chemistry	10	8	14	13	17	Integral to research-active department and critical to EPSCor. Home of a 2010 Research Center. Recent recipient of \$2.97M NSF grant for Northern Plains Undergraduate Research Center, which will feed the pipeline for graduate study
270303	UCSS	Computational Sci & Stats				6	8	This program was approved with the acknowledgement that only a few students would be admitted each year
130301	UCI	Curriculum and Instruction	9	7	3	7	0	6th year Specialist program between MA & Ed. Normally has only 5-8 students
131101	UEPSY	Educational Psyc & Couns	4	1	2	1	0	Each of the EPSY degrees was changed to Counseling and Psychology in Education (CPE) a number of years ago. These students are finishing out the old degrees
131101	UEPSY	Educational Psyc & Couns	30	28	9	4	0	
131101	UEPSY	Educational Psyc & Couns	34	29	21	4	0	
131101	UEPSY	Educational Psyc & Couns	76	62	36	6	0	
500902	UHSMI	History of Musical Instruments	2	1	2	5	0	This is actually a specialization within the MM degree

Table 3 Continued
Majors at Graduate/Professional Level with Enrollments of 20 Students or Less

<i>Institution & CIP</i>	<i>Major</i>	<i>Title of Major</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Comments</i>
USD								
270101	UMATH	Mathematics	11	14	14	11	9	The small number of available assistantships limits enrollment
500902	UMULT	Music Literature	1	3	4	3	0	This is actually a specialization within the MM degree
451001	UPOLS	Political Science	19	[22]	11	12	15	POLS MA students have most of their courses in common with either MPA students or UG students (500 level)
300101	UNS	Natural Science	5	6	6	4	4	The goal of the Masters of Natural Science Program is to provide secondary science teachers with a means to develop content knowledge in a discipline outside of their primary major, with an emphasis on providing content in chemistry and physics. As such this program seeks to address a very real need for both South Dakota and the surrounding area. The need for the program has increased as new requirements for teacher certification are implemented as the result of No Child Left Behind legislation. The cost of the program is relatively small requiring a limited amount of summer salary to provide certain courses in the program. In addition, several courses are being considered for online/independent study, which will further reduce the cost of delivering the program
231001	USPCM	Speech Communication	12	13	16	18	[20]	Program has continued to grow. Program's courses are regularly taken by graduate students from other disciplines, especially MSAS program, English, Business and MPA.
500501	UTHEA	Theatre	10	14	11	13	12	Limited enrollment program based on intensive tutorial instruction

(Senator Apa) As it relates to the South Dakota Opportunity Scholarship, what are retention rates for students taking less than 12 hours or 12 or more?



Projected Impact of Decreasing the Credit Hour Requirement for the Opportunity Scholarship Program

To maintain eligibility for the South Dakota Opportunity Scholarship, recipients must maintain a cumulative GPA of 3.0, be continuously enrolled, and attempt and complete 15 credit hours each semester. During the first four years of the scholarship program, students and campus personnel have noted a number of conflicts as students attempt to maintain the credit hour requirement (e.g., program of study requirements, study abroad, internships, etc.). To address these concerns and provide more flexibility for high achieving students enrolled in the Opportunity Scholarship program, the South Dakota Board of Regents has introduced legislation to reduce the credit hour requirement to be consistent with the federal guidelines for financial aid. Concerns have been raised that reducing the credit hour requirement from 15 to 12 would: 1) encourage students to take a lighter course load each semester; 2) de-motivate student progression in their post-secondary career resulting in a decrease in student retention; and 3) extend student time to graduation.

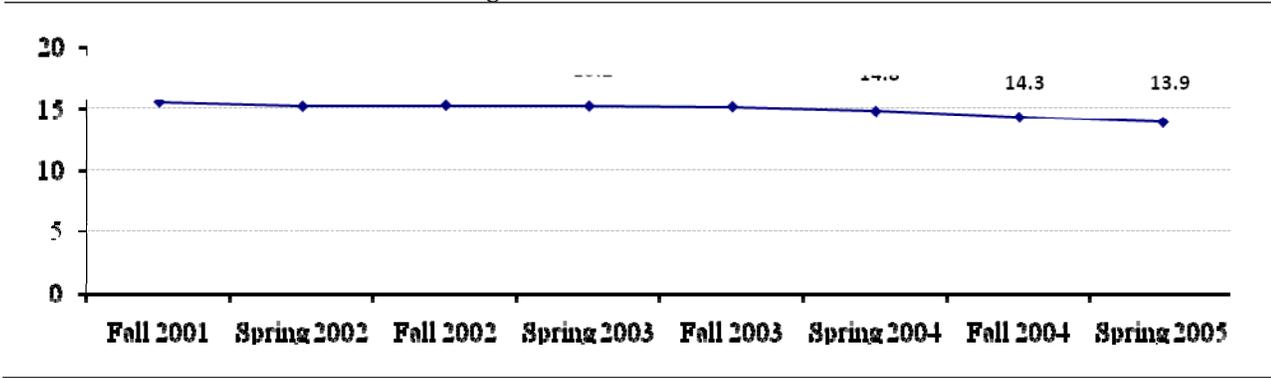
Research on the credit hours generated by students in higher education tends to support these claims. However, it is important to consider the distinct population of students that become eligible for the Opportunity Scholarship. Recipients consistently take more than 15 credit hours each semester as they enroll in a collection of courses that make it difficult to develop a course load of only 15 credit hours. For instance, during the Fall 2007 semester those students who had maintained their eligibility took an average of 16.5 credit hours. When examining specific credit hours generated during this past semester, the majority of these students took 16 or more credit hours (see Table 1).

Table 1
Credit Hours Attempted By Eligible Recipients During the Fall 2007 Semester

Credit Hours Attempted	Frequency	Percentage
15	922	32.7%
16	1,007	35.7%
17	513	18.2%
18	292	10.4%
19	55	2.0%
20	20	.7%
21	5	.1%
22	3	.1%
24	1	.1%
Total	2,818	100%

It is difficult to evaluate the impact of such a change by only examining recipient data for those students who have been held to the eligibility requirements of the scholarship program. As a result, a cohort of students were assessed to determine the credit hours generated by South Dakota high school graduates who entered the Regental system with a 24 or higher on the ACT before the Opportunity Scholarship legislation was enacted. Using data obtained from the Regents Information System (RIS) a cohort of 792 South Dakota high school graduates enrolled during the 2001-02 academic year were tracked during their first eight semesters. On average these students completed more than 15 credit hours each semester during their first five academic terms (Fall 2001, Spring 2002, Fall 2002, Spring 2003, Fall 2003). It wasn't until the final three semesters that students began to take fewer than 15 credit hours, falling to a low of only 13.9 credit hours during the eighth semester (Spring 2004, Fall 2004, and Spring 2005). Figure 1 depicts the average credit hours taken by these students as they advance toward degree completion. By maintaining that the eligibility in the Opportunity Scholarship program is restricted to the first eight semesters should provide the necessary incentive for these high achieving students to maintain an average of 15 or more credit hours each semester. Modifying the statute to allow for students to take as few as 12 in a semester simply provides the flexibility that some students require as they develop their course schedules and complete degree program requirements.

Figure 1
Average Credit Hours Completed By Students with 24 or Higher on the ACT: 2001-02 South Dakota High School Graduate Cohort



7. (Representative Haverly) What percentage of the undergraduate off-campus enrollments are non-traditional students?

<u>University Center</u>	Graduate Enrollments	242
	Undergraduate Headcount	1,847
	Total Headcount Fall 2007	2,089
	Students 24 and older	1,064
	Undergraduates 24 and older*	822
	Percent of Undergraduates 24 and older	44.5%
	* Assumes all grad students are over 23 years old	

<u>Capital University Center</u>	Graduate Enrollments	110
	Undergraduate Headcount	166
	Total Headcount Fall 2007	276
	Students 24 and older	222
	Undergraduates 24 and older	112
	Percent of Undergraduates 24 and older	67.5%

<u>West River Center</u>	Graduate Enrollments	303
	Undergraduate Headcount	1,373
	Total Headcount Fall 2006	1,676
	Students 25 and older	935
	Undergraduates 25 and older	649
	Percent of Undergraduates 25 and older	47.3%

Mark Lee, Executive Dean of the University Center had this to say about non-traditional students:

The first thing to remember is no one can answer the simple question “how many non-traditional students do we have at UC?” I can tell you how many we have in certain age categories (for example 18-23), but that does not answer the question. It is much more complicated than simply how old a student is.

For example, is a 19 year old attending at UC a traditional student? Maybe, but what if she is only taking one or two classes? How about if she is married or has a child? How about if she is choosing to stay home with a parent who needs help and support? The point is, ‘non-traditional’ has many dimensions beyond just age and I have no way of capturing the information from our databases to really get at the question.

Likewise, is a 20 year old attending at UC a traditional student if they are enrolling for the first time after being two years out of high school in the work world? No they are not, but we don't track this well either.

Another dimension that is missed is that UC serves many students who are transitioning between stages in their academic life. For example, some students come to UC right out of high school and this year it was 103 (I believe 104 is the most ever). A few years ago, we surveyed this group and 54% of them told us they intended to transfer to a main campus. This past fall, we tracked that same group we surveyed and found that of those still enrolled, 51% were attending on one of the main campuses.

The inverse is just as true. Some students go off to a campus and do not find success. We frequently see students who have done this and then come here. Their intention is generally to get back on track, work, and then go back to a campus. We have no way of reporting this either.

I've come to learn that the age of the student attending here is of little consequence or concern. Our service meets a lot of needs for students at a wide range of life stations.

Nonetheless, the default reaction is to look at age. It's easy and seems to mean something to people. It is also falls well short of really describing who we serve here. So, the real answer to the question "how many non-traditional students do we have at UC?" is really "I don't know." Doesn't fly, but by far and away it is the most accurate.