

Strategic Objectives and Performance Indicators Updates



Postsecondary Education

South Dakota Board of Regents
Postsecondary Technical Institutes

In 2014, the South Dakota Board of Regents adopted a new five-year strategic plan. The plan was based on four strategic priority areas: *Student Success*, *Academic Quality & Performance*, *Research & Economic Development*, and *Affordability & Accountability*. As part of this planning process, a group of twenty performance indicators was identified that would assist in tracking the university system's progress toward its stated goals. These indicators — which tie directly to the plan's four major priority areas — represent the aspects of the university system's overall performance that merit special focus over the coming years.

This report presents data for a core subset of the university system's twenty selected performance indicators. These six measures — plus an additional indicator not included in the strategic plan — were shared in a presentation to the South Dakota Legislative Planning Committee on October 22, 2015:

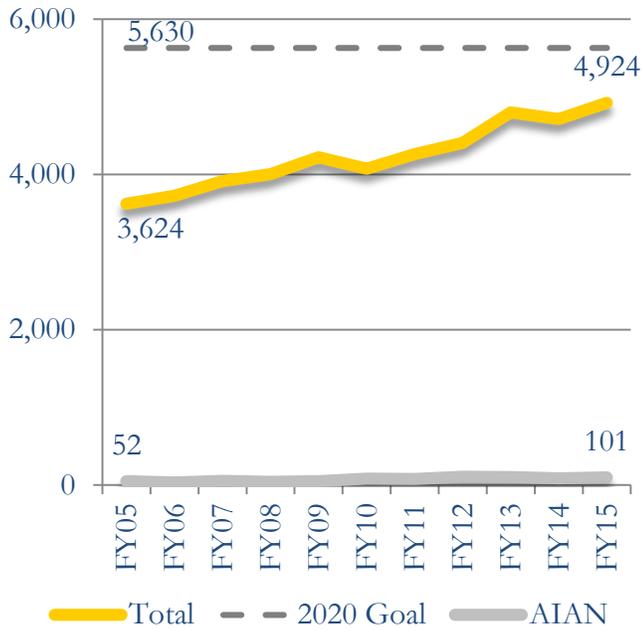
- Undergraduate Degrees Awarded
- Graduate Degrees Awarded
- Retention Rate, In-System
- Percent of Graduates Passing Licensure Exams
- Grants and Contracts Expenditures
- Percent of Operating Budget Funded by State
- Education and Related Spending Per Degree

As requested by the Legislative Planning Committee, data is also shown for American Indian/Alaska Native (AIAN) students alone, where available. The AIAN category includes students whose self-reported race is American Indian or Alaska Native alone; multi-racial students are not included.¹

Full data for SDBOR's latest strategic plan are available at www.sdbor.edu/theboard/strategicplan

¹ Where applicable, multi-racial students are not included.

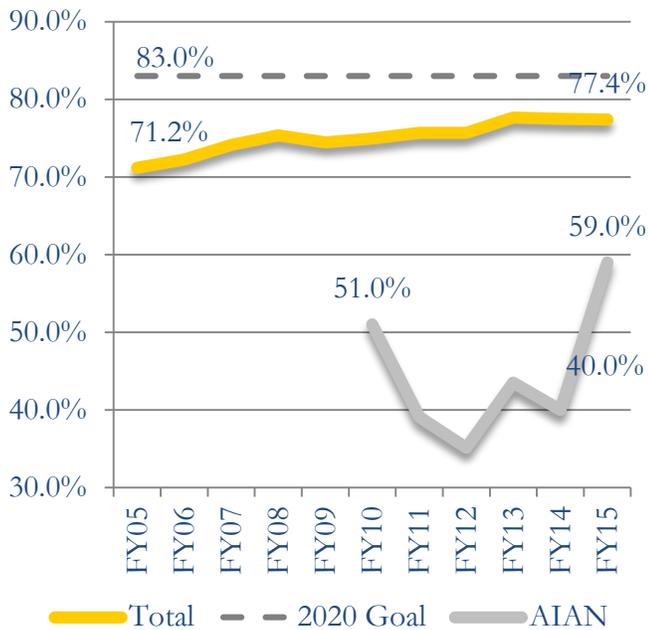
1. Undergraduate Degrees Awarded



2. Graduate Degrees Awarded



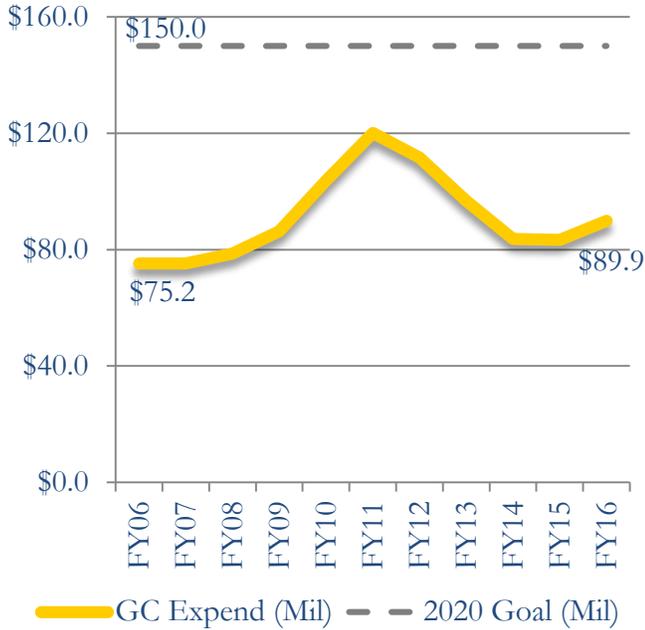
3. Retention Rate, In-System



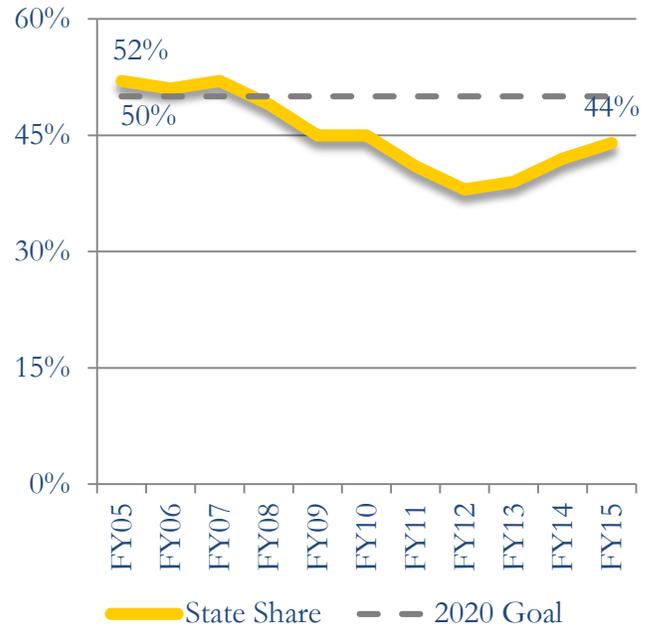
4. Percent of Grads Passing Licensure Exams



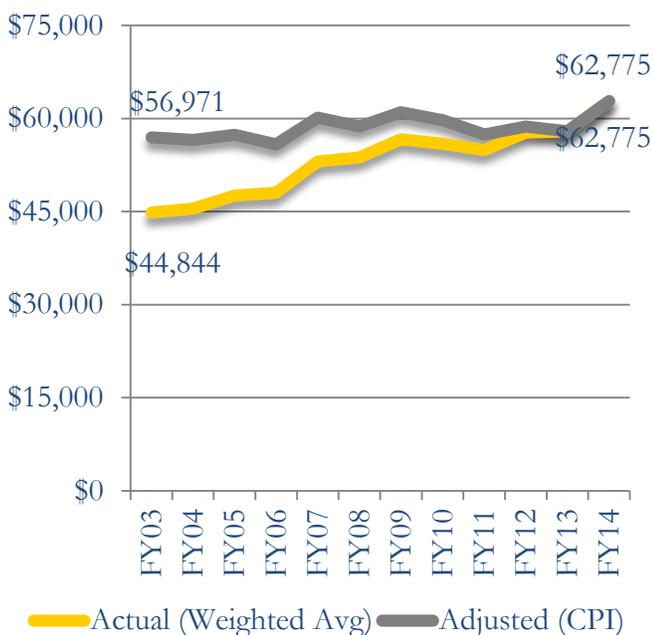
5. Grants and Contracts Expenditures



6. Percent of Operating Budget from State



7. Education & Related Spending per Degree



Definitions and Sources

1. Total undergraduate degrees awarded. Source: SDBOR Fact Book.
2. Total graduate degrees awarded. Source: SDBOR Fact Book.
3. Percent of first-time, full-time bachelor's degree-seeking students returning to any regental university for a second fall semester. Source: SDBOR Fact Book(s)
4. Percent of graduates who were tested and passed a licensure or certification exam in a professional field. Source: SDBOR Fact Book(s)
5. Total spending on all federal, state, private, and other grant and contract research. Source: SDBOR Fact Book(s)
6. Percent of university operating budgets sourced from state general fund appropriations. Source: SDBOR Fact Book(s)
7. Education and related spending per degree is a measure of spending on direct educational costs per degree; education and related expenses (for all students) are divided by all degrees awarded in the same year. "Education and related spending" includes total spending on direct educational costs, including spending on instruction, student services, and the education share of spending on central academic and administrative support, and operations and maintenance. Source: IPEDS; Delta Cost Project

SDTECHS Work 2021

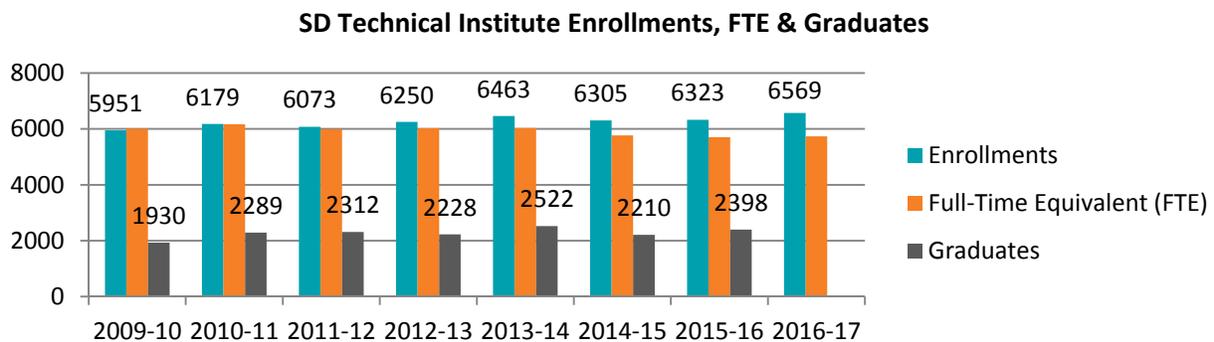
South Dakota's Technical Institutes
Fall 2016

Benchmarks and Performance Measures

In 2015, South Dakota's technical institutes crafted a focused and aggressive strategic plan to ensure, as a system, an adequate number of graduates exit as skilled professionals, equipped to meet the needs of employers throughout the state. The plan is based on work in three key areas: Product, People, and Plant. The metrics below assist in measuring the success of the technical institute system in achieving its strategic plan.

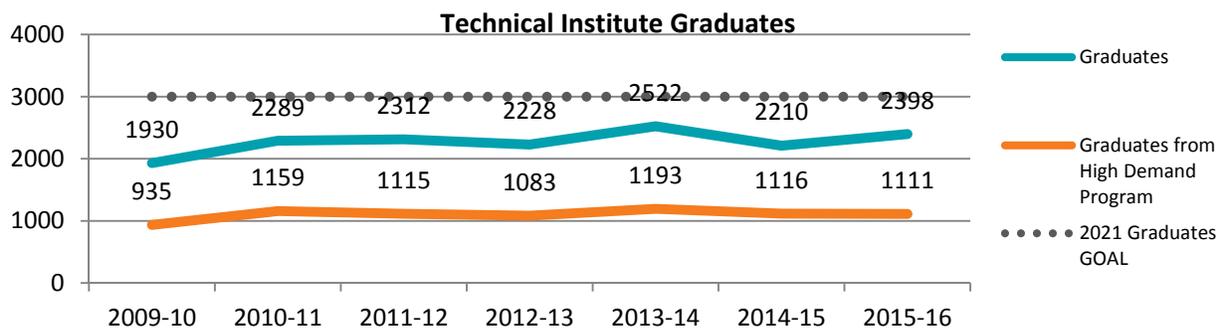
Overarching Goal: Provide quality postsecondary education and training to enable South Dakota's workforce and economy to grow.

- Benchmarks:
 - # of skilled graduates from the technical institute system
(source: Enrollment report, annual financial report, Appendix A)



Product: Grow a technically skilled workforce prepared to meet the challenges of industry and continuing education.

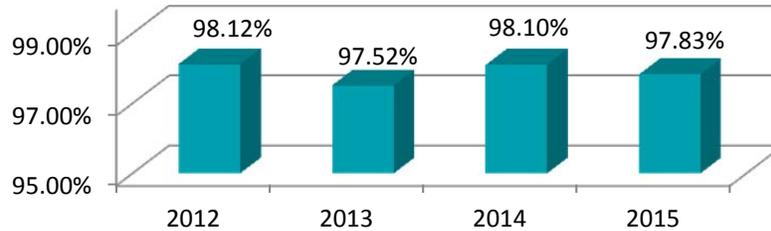
- Benchmarks:
 - # of graduates
(source: Appendix A and technical institute survey placement report)



- o Placement of responding graduates

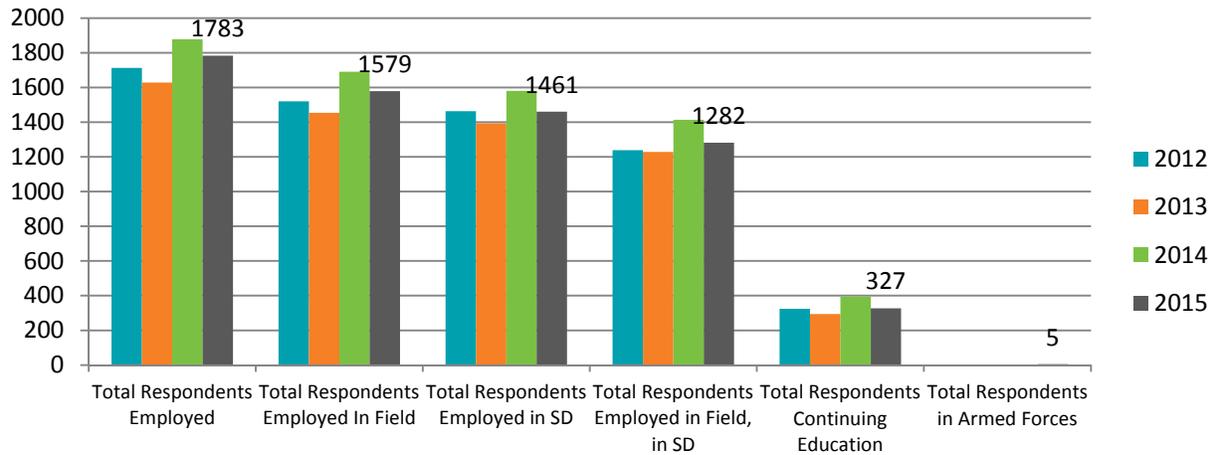
(source: technical institute survey placement report – 90.8% survey response rate in 2015)

Total Placement of Respondents, 6 months following graduation



- 80.9% of 2015 respondents were employed in South Dakota 6 months following graduation.

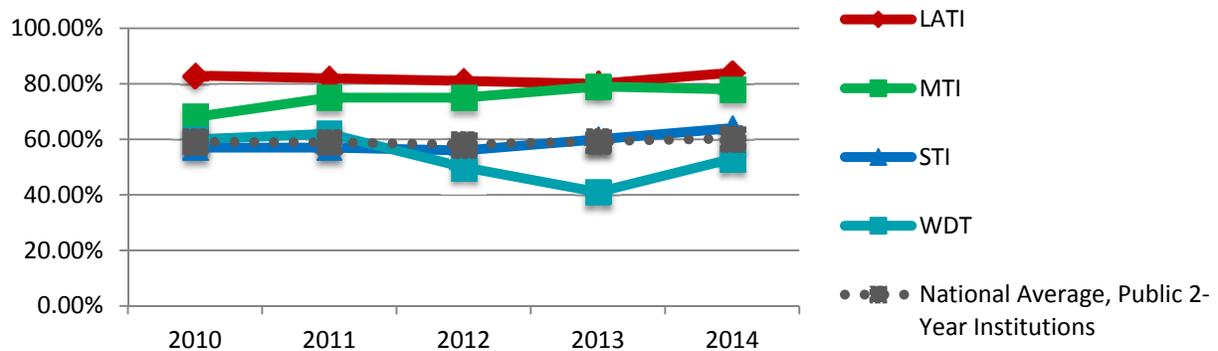
Technical Institute Graduate Outcomes



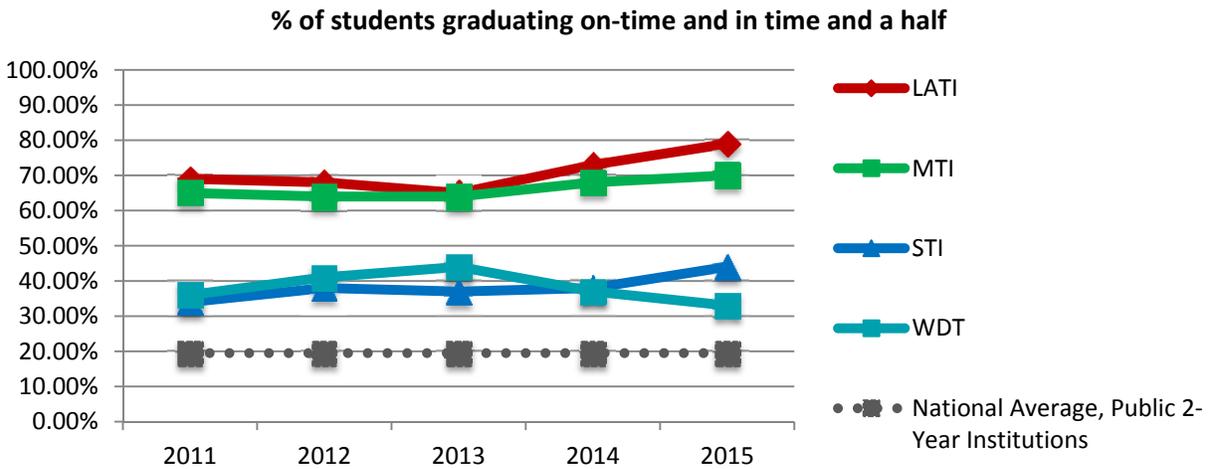
- o % of students retained

(source: IPEDS Data Center)

% of First-Time, Full-Time Students Retained



- % of students graduating in time and a half
(source: IPEDS Data Center – First time, full-time students)



- Affordability for students – cost of education vs. average debt vs. salary after attending
(source: [College Scorecard](#) in October 2016)

	Average Annual Cost (National Avg = \$16,190)	Typical Total Debt	Salary After Attending (National Avg = \$33,400)
LATI	\$11,403	\$12,000	\$34,500
MTI	\$10,551	\$12,000	\$37,000
STI	\$13,664	\$12,000	\$36,200
WDT	\$11,399	\$12,000	\$31,700

Average Annual Cost: The average annual net price for federal financial aid recipients, after aid from the school, state, or federal government. For public schools, this is only the average cost for in-state students.

Typical Total Debt: The median federal debt of undergraduate borrowers who completed. This figure includes only federal loans; it excludes private student loans and Parent PLUS loans.

Salary After Attending: The median earnings of former students who received federal financial aid, at 10 years after entering the school.

People: Lead a system with the appropriate quality and quantity of instructors, staff and administrators.

Plant: Ensure facilities that are adequate, safe and capable of meeting evolving industry demands are conducive to learning.

