

FY2015 Accountability Report to the  
Council on Higher Education Policy  
Goals, Performance, and Accountability

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South Dakota Board of Regents

*Council Members,*

*In 2013, the South Dakota Legislature enacted Senate Bill 5 (codified as SDCL 13-48A), a broad measure intended to “establish the public purpose and goals of postsecondary education, to provide for the funding of higher education, and to create the Council on Higher Education Policy Goals, Performance, and Accountability.” As part of this legislation, both the South Dakota Board of Regents and the South Dakota Department of Education are asked to provide – for the institutions under their respective control – an annual accountability report. The aim of this report is to provide the Council with a mechanism for tracking each system’s progress toward the state’s central policy goals.*

*On behalf of the South Dakota Board of Regents, I am pleased to present SDBOR’s FY2015 Accountability Report. As specified by SDCL 13-48A, this report presents a range of performance indicators, including graduate production, retention rates, credit hour completions, affordability, graduate placement, and exit/licensure exam outcomes. In addition, this year’s report also contains new data on freshmen migration, graduate earnings, research and commercialization activity, and institutional efficiency. I hope you will find this information useful as you consider the performance of the state’s public university system over the most recent year.*

*The South Dakota Board of Regents recognizes the crucial role it plays in responding to South Dakota’s need for new economic and social capital. I believe the data presented in this report help to illustrate the board’s commitment to providing effective and affordable educational services that advance the state’s overarching economic priorities.*

*Respectfully submitted,*

Michael G. Rush

A handwritten signature in black ink that reads "Mike Rush". The signature is written in a cursive, slightly slanted style.

Executive Director, SDBOR

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<sup>1</sup> All performance indicators established by SDCL 48A-4 were repealed on June 30<sup>th</sup>, 2015 (SL 2013, ch 81, §5), but continue to be presented for the sake of continuity. The “Research and Commercialization Activity” section has no mandate in state law, but is provided for reference.

## Graduate Production

Increases in the number of graduates at all postsecondary education institutions, particularly those graduates in select disciplines and at certain levels, and those graduates who remain in the state for employment or further study (SDCL 48A-4)

**Table 1. Degree Majors Awarded by Institution**

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2011	671	344	369	320	2,124	2,077	5,905
FY2012	642	375	430	356	2,346	1,997	6,146
FY2013	780	397	392	352	2,530	2,260	6,711
FY2014	721	394	430	396	2,392	2,154	6,487
FY2015	717	389	471	395	2,414	2,259	6,645

**Table 2. Degree Majors Awarded by Level**

	Associate	Bachelor	Master	Doctor	System
FY2011	433	4,136	1,035	301	5,905
FY2012	413	4,281	1,099	353	6,146
FY2013	485	4,672	1,204	350	6,711
FY2014	460	4,567	1,067	393	6,487
FY2015	284	4,657	1,300	404	6,645

**Table 3. Degree Majors Awarded by Field**

	High Need	All Other	System
FY2011	2,560	3,345	5,905
FY2012	2,803	3,343	6,146
FY2013	3,024	3,687	6,711
FY2014	3,059	3,428	6,487
FY2015	3,167	3,478	6,645

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Students are reported at the degree major level. Graduate placement data are presented in a later table. "High Need" fields include accounting, computers and information technology, health professions, STEM (science, technology, engineering and mathematics), and STEM teaching.

## Graduate Production (cont.)

Increases in the number of undergraduate degrees earned by at-risk students, including low-income students, Native American students, nontraditional students, and those students underprepared for higher education (SDCL 48A-4)

**Table 4. Degree Majors Awarded to At-Risk Students**

	<b>Low-Income Students</b>	<b>American Indian Students</b>	<b>Nontraditional Students</b>	<b>Underprepared Students</b>
FY2011	2,343	108	990	1,320
FY2012	2,527	144	1,092	1,278
FY2013	2,742	142	1,244	1,461
FY2014	2,657	124	1,152	1,362
FY2015	2,641	145	1,287	1,342

### Definitions:

- *Low-Income Students:*
  - Any student who ever received a Pell Grant prior to graduation
- *American Indian Students:*
  - Any student whose self-reported racial classification is either:
    - (1) American Indian or Alaska Native alone, or
    - (2) multi-racial including American Indian or Alaska Native
- *Nontraditional Students:*
  - Any student whose age at the time of entry to the university system (at a given degree level) was 25 or greater
- *Underprepared Students:*
  - Any student who ever attempted a remedial course in English, mathematics, or reading.

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Students are reported at the degree major level.

**Graduate Production (cont.)**

Improvements in on-time degree completions (SDCL 48A-7)

**Table 5. Completion of Baccalaureate Degrees in Four Years or Less at Starting Institution**

	2005FA Cohort	4-Year Grad %	2006FA Cohort	4-Year Grad %	2007FA Cohort	4-Year Grad %	2008FA Cohort	4-Year Grad %	2009FA Cohort	4-Year Grad %
BHSU	452	9%	610	12%	472	11%	546	12%	540	16%
DSU	247	10%	289	14%	224	20%	251	18%	275	20%
NSU	263	16%	302	17%	295	24%	343	20%	270	24%
SDSMT	329	12%	277	20%	344	17%	310	21%	357	17%
SDSU	1,729	28%	1,788	27%	1,857	27%	1,930	29%	1,988	30%
USD	940	23%	932	26%	930	30%	928	32%	868	33%
System	3,960	21%	4,198	22%	4,122	24%	4,308	26%	4,298	27%

**Table 6. Completion of Baccalaureate Degrees in Six Years or Less at Any Institution**

	2005FA Cohort	6-Year Grad %	2006FA Cohort	6-Year Grad %	2007FA Cohort	6-Year Grad %	2008FA Cohort	6-Year Grad %	2009FA Cohort	6-Year Grad %
BHSU	“	39%	“	46%	“	40%	“	42%	“	42%
DSU	“	43%	“	52%	“	59%	“	51%	“	49%
NSU	“	52%	“	56%	“	61%	“	61%	“	60%
SDSMT	“	63%	“	70%	“	58%	“	64%	“	63%
SDSU	“	69%	“	64%	“	68%	“	68%	“	64%
USD	“	57%	“	62%	“	64%	“	67%	“	63%
System	“	60%	“	60%	“	62%	“	62%	“	59%

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Cohorts include new students who began a bachelor’s degree program in a given fall term on a full-time basis. These students had not attended any other postsecondary institution since graduating from high school or earning a GED. Transfer, continuing, high school, and special students (not degree seeking) were excluded. Those shown as not having completed a degree may have done so at another college or university. Completion and enrollment figures for non-Regental institutions were generated through data retrieved from the National Student Clearinghouse’s “Student Tracker” system.

## Retention Rates

Increases in the retention of students from their first year of postsecondary education to their second year of postsecondary education at all public postsecondary education institutions (SDCL 48A-4)

**Table 7. Second-Year Retention in SDBOR System, 5-Year Trend**

	2010FA Cohort	2011FA Reten.	2011FA Cohort	2012FA Reten.	2012FA Cohort	2013FA Reten.	2013FA Cohort	2014FA Reten.	2014FA Cohort	2015FA Reten.
BHSU	670	64%	519	65%	483	67%	481	66%	403	67%
DSU	302	72%	277	64%	283	74%	276	73%	262	77%
NSU	332	71%	324	73%	332	77%	326	74%	297	72%
SDSMT	424	82%	397	83%	441	83%	541	81%	591	80%
SDSU	2,111	77%	2,087	78%	2,075	79%	2,137	80%	2,126	79%
USD	933	80%	1,012	78%	1,221	79%	1,174	79%	1,096	79%
System	4,772	76%	4,616	76%	4,835	78%	4,935	78%	4,775	77%

Source: SDBOR Fact Book(s). University data provided to Regents Information Systems.

Note: Student counts (e.g., cohorts) include new students who began a bachelor's degree program in the reference term on a full-time basis. These students had not attended any other postsecondary institution since graduating from high school or earning a GED. Transfer, continuing, high school, and special students (not degree seeking) were excluded. "Retention" refers to students retrained into the second year at any Regental institution. Students who were not retained may have transferred to other colleges and universities.

## Credit Hour Completions

Increases in credit hour completions at all public postsecondary education institutions (SDCL 48A-4)

**Table 8. Credit Hours Completed by Course Level**

	Level	BHSU	DSU	NSU	SDMT	SDSU	USD	System
FY2011	UG	81,337.0	45,392.0	52,410.0	46,735.5	260,850.5	147,135.0	633,860.0
	GR	5,770.0	3,283.0	3,399.0	4,206.0	22,972.0	37,424.0	77,054.0
	LA						6,079.0	6,079.0
	MD						8,593.0	8,593.0
	FY Total	87,107.0	48,675.0	55,809.0	50,941.5	283,822.5	199,231.0	725,586.0
FY2012	UG	81,717.0	44,477.0	54,453.0	47,358.5	261,085.0	151,541.0	640,631.5
	GR	4,784.0	3,453.0	3,155.0	4,048.5	21,657.0	37,155.0	74,252.5
	LA						7,028.0	7,028.0
	MD						8,684.0	8,684.0
	FY Total	86,501.0	47,930.0	57,608.0	51,407.0	282,742.0	204,408.0	730,596.0
FY2013	UG	78,954.0	45,555.0	53,784.0	50,167.0	258,727.0	158,307.0	645,494.0
	GR	4,505.0	3,361.0	3,653.0	4,363.5	21,063.0	37,915.0	74,860.5
	LA						6,406.0	6,406.0
	MD						8,931.0	8,931.0
	FY Total	83,459.0	48,916.0	57,437.0	54,530.5	279,790.0	211,559.0	735,691.5
FY2014	UG	77,481.0	45,246.0	54,111.0	53,710.5	258,566.5	159,989.0	649,104.0
	GR	5,512.0	3,456.0	4,584.0	4,376.0	22,040.0	38,748.0	78,716.0
	LA						6,191.0	6,191.0
	MD						9,283.0	9,283.0
	FY Total	82,993.0	48,702.0	58,695.0	58,086.5	280,606.5	214,211.0	743,294.0
FY2015	UG	74,257.0	44,158.0	56,627.5	54,084.0	259,284.5	160,691.0	649,102.0
	GR	5,405.0	4,422.0	4,408.5	4,445.0	23,502.0	38,626.0	80,808.5
	LA						5,761.0	5,761.0
	MD						8,648.0	8,648.0
	FY Total	79,662.0	48,580.0	61,036.0	58,529.0	282,786.5	213,726.0	744,319.5

Source: University data provided to Regents Information Systems.

Note: "Completed" credit comprises course enrollments resulting in a grade of A, B, C, CR, D, I, IP, LR, N, RS, S, A\*, B\*, C\*, CR\*, D\*, I\*, IP\*, LR\*, N\*, RS\*, or S\*.

## Affordability

Affordability for students (SDCL 48A-7)

### Affordability: Challenges and Opportunities

The opportunity to earn a college degree carries with it the opportunity to enjoy an array of economic and social benefits. College-educated persons experience higher employment rates, earn better incomes, and enjoy a higher quality of life than do individuals without a college degree (College Board, 2013).<sup>2</sup> States, too, have much to gain from an educated citizenry. Through stronger tax revenues, lower crime rates, greater workforce productivity and flexibility, higher rates of volunteerism and civic participation, increased charitable giving, and lesser dependence on public assistance, states share in the abundant benefits that flow from an educated workforce (Ibid; IHEP, 1998).<sup>3</sup>

The university system's perspective on college access is a fundamentally egalitarian one: The opportunity to secure the benefits of earning a college degree can be – and should be – open to all. Anyone with adequate preparation, ambition, and determination should be able to attend college. Unfortunately, the fiscal realities of modern public higher education are making it harder and harder for institutions to keep the price of a college education within reach for all prospective students.

National data suggest that in the wake of reduced state funding, postsecondary students have been left to shoulder an ever-increasing share of college costs. An analysis published by the State Higher Education Executive Officers (2015) notes that in 1989 the average state and local appropriation per FTE student at US public institutions was \$8,615, while average tuition revenue per FTE student was \$2,792.<sup>4</sup> By 2014, these figures were \$6,552 (down 24 percent) and \$5,777 (up 107 percent), respectively. A similarly stark transition has taken place in South Dakota in recent years. In FY2002, state general fund support accounted for 57 percent of system-wide educational and general funds, with student support accounting for the remaining 43 percent. As of FY2014, these figures have flipped; the state now contributes only 42 percent of the system's education and general funds; students cover the remaining 58 percent (SDBOR, 2015).<sup>5</sup>

Despite these challenges, college affordability remains a singular priority for the Board of Regents. Through a combination of financial aid programs and targeted policy initiatives, the university system continues to affirm its commitment to offering affordable opportunities for postsecondary study. Highlights of the university system's recent affordability efforts include:

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<sup>2</sup> The College Board (2013). *Education pays 2013: The benefits of higher education for individuals and society*. New York: NY.

<sup>3</sup> Ibid; Institute for Higher Education Policy (1998). *Reaping the benefits: Defining the public good and private values of going to college*. Washington, DC.

<sup>4</sup> State Higher Education Executive Officers Association (2015). *State higher education finance: FY2014*. Boulder, CO. (Table 3) All values are in constant (2014) dollars.

<sup>5</sup> South Dakota Board of Regents (2015). *Fact book: Fiscal year 2015*.

➤ **Competitive Pricing**

- *Low Student Costs.* While student charges have risen steadily in recent years in light of declining state support, South Dakota’s public universities continue to offer an excellent value to both resident and non-resident students. In the most recent SDBOR Regional Tuition Survey (see Table 9), South Dakota ranked near the middle of all surveyed states with respect to total charges assessed to resident undergraduate students (SD was ranked #6) and had the lowest total cost for resident graduate students (ranked #1). In addition, South Dakota continues to be the most affordable state in the region for non-resident students.

**Table 9. FY2015 Total Costs for Full-Time Student, State Averages<sup>6</sup>**

	<b>UG Resident</b>	<b>Rank</b>	<b>GR Resident</b>	<b>Rank</b>	<b>UG non-Resident</b>	<b>Rank</b>	<b>GR non-Resident</b>	<b>Rank</b>
Idaho	\$13,196	2	\$14,609	5	\$25,611	6	\$27,656	6
Iowa	\$16,299	7	\$17,629	7	\$30,337	8	\$30,859	8
Minnesota	\$17,288	8	\$18,823	8	\$21,132	4	\$23,059	4
Montana	\$13,204	3	\$14,475	3	\$26,518	7	\$28,799	7
Nebraska	\$14,157	5	\$14,497	4	\$20,305	3	\$22,102	2
North Dakota	\$12,773	1	\$14,462	2	\$18,597	2	\$22,231	3
South Dakota	\$14,485	6	\$14,350	1	\$17,235	1	\$20,443	1
Wyoming	\$13,600	4	\$15,514	6	\$23,830	5	\$26,050	5
Average	\$14,375	-	\$15,545	-	\$22,946	-	\$25,150	-

The university system’s relative success at holding student costs in check has led to increasingly favorable student migration outcomes. As recently as 2000, South Dakota was a net exporter of first-time college students attending four-year public institutions. Since that time, South Dakota has steadily improved its position and now imports far more four-year public university students than it exports. For every student leaving South Dakota in 2012 to study at a four-year public institution in another state, 2.53 out-of-state students entered the state to study at one of South Dakota’s four-year public institutions. This ratio amounted to a net migration balance of roughly +1,100 students in 2012 (see Table 10).

**Table 10. Net Migration of Four-Year Public University Freshmen to SD<sup>7</sup>**

	<b>2000</b>	<b>2002</b>	<b>2004</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>
Number	-73	+238	+389	+583	+670	+957	+1,191
Ratio	0.93	1.24	1.40	1.77	1.84	2.27	2.53

<sup>6</sup> South Dakota Board of Regents (2015). *Student costs at public institutions: Academic year 2014-2015*. Total costs include tuition and required fees, plus room and board charges. Full-time status is defined as 30 credit hours per year for UG students and 24 credit hours per year for GR students. Room and board costs are based on double occupancy room rates and 15-meal (per week) plans. Tuition estimates do not factor for reciprocity agreements. Fee estimates include costs incurred by all students only; no special discipline fees are included.

<sup>7</sup> South Dakota Board of Regents (2015). SDBOR Freshmen Migration Dashboard. [Interactive data tool.] Available at <https://sdbor.edu/dashboards/SDBORFreshmenMigration.html>. Original data are sourced from IPEDS.

- *Manageable Debt.* Due in part to a lack of robust scholarship aid from the state, nearly all students in South Dakota must borrow in order to attend college. Recent data from the Institute for College Access and Success (TICAS) suggest that 67 percent of graduates from the state's four-year public institutions leave school with some level of debt, the 11<sup>th</sup> highest rate in the nation.<sup>8</sup> However, the affordable pricing of South Dakota's public institutions helps students keep these debt loads manageable. TICAS reports that in 2013-2014, public four-year institutions in South Dakota reported an average undergraduate debt load of \$24,414. This value ranked 14<sup>th</sup> lowest in the nation. Further, the US Department of Education (USDOE) reports that among members of the 2010, 2011, and 2012 repayment cohorts, the three-year average loan default rate for public universities in South Dakota was only 6.7 percent, compared with 9.7 percent for the state's private non-profits, 13.6 percent for the state's technical institutes, and 21.6 percent for private for-profits.<sup>9</sup> The state's three-year average loan default rate for public institutions over this period was 9<sup>th</sup> lowest in the nation.

## ➤ **Regental Scholarship Programs**

- Statewide Scholarship Programs:
  - *South Dakota Opportunity Scholarship.* Through the merit-based Opportunity Scholarship program, students can receive up to \$6,500 over the course of their postsecondary careers if they meet each of the initial eligibility requirements, which include being a resident of South Dakota at the time of high school graduation, earning an ACT composite score of 24 or higher, and completing all required coursework at a requisite performance level.
  - *Dakota Corps Scholarship.* The Dakota Corps Scholarship provides full tuition and certain fees to selected applicants in certain critical need occupations. Examples of these fields include K-12 special education, registered nursing, accounting, engineering, and information technology.
  - *Jump Start Scholarship.* Students finishing high school in three years or less may receive a \$1,900 Jump Start Scholarship for the first year of college at a participating postsecondary institution in South Dakota.
  - *Need-Based Scholarship.* Starting in the 2013-14 school year, the state began offering modest grant support for students with financial need. The program provided \$200,000 in the first year to qualifying students enrolled at participating institutions in South Dakota. (Currently, this program is funded from interest earned from a one-time investment of \$1.5 million in state monies.) The program allows participating institutions to offer awards of \$500 to \$2,000. Participating institutions must allocate \$3 of need-based support for every \$1 of state investment.

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<sup>8</sup> The Institute for College Access and Success (2015). *College insight data*. [Data file.] Retrieved from <http://college-insight.org/#explore/go>

<sup>9</sup> US Department of Education (2015). *Three-year official cohort default rates for schools*. [Data file.] Retrieved from <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

- Institutional Scholarship Programs:

- Each of the six public universities manages its own family of merit-based scholarship programs. Each program has unique qualifying criteria, and some offer funds that are renewable with continued eligibility. Awards range from several hundred to several thousand dollars per year. Examples of these scholarship programs are: *Presidential Medallion Scholarships* (BHSU), *Presidential Champion Scholarships* (DSU), *Wolf PACT Scholarships* (NSU), *Surbeck Scholarships* (SDSMT), *Jackrabbit Guarantee Scholarships* (SDSU), and *Coyote Commitment Scholarships* (USD).

- **Recent Policy Initiatives and Special Programs**

- *Reduction to 120 Credit Hours.* In the summer of 2012, the public university system moved to a 120 credit hour limit for most bachelor's degree programs and a 60 credit hour limit for most associate's degree programs. This change – which brought South Dakota into line with most other states – effectively reduces the previous standard for baccalaureate degrees by eight credit hours and for associate degrees by four credit hours. The intent of this policy change was to help students graduate earlier and with less debt, while at the same time maintaining the quality and rigor of academic programs. As a result of this move, a typical bachelor's degree-seeking student now saves more than \$2,000 in tuition and required fees, and also may – by graduating a semester sooner – avoid up to a full semester of room and board costs.
- *Dual Credit Programming.* “Dual credit” programs allow qualified high school students to earn college credit while still enrolled in high school. For nearly two decades, the public university system has provided a framework for dual enrollment offerings in the state. In 2010, the university system began working more vigorously with local high schools to offer dual credit courses, and in 2014 the South Dakota Legislature supported Governor Dugaard's plan to partially subsidize the tuition paid by students taking dual credit courses. As a result of this new program, participating students now pay only \$40 per credit hour for eligible dual credit courses.
- *Freezing Tuition for Resident Students.* In recent years, legislatures in several of South Dakota's neighboring states – including Iowa, Minnesota, Montana, and Wisconsin – have attempted to reign in the rising costs of college by implementing large-scale tuition freezes. To remain competitive in the regional marketplace, the university system's FY2015 budget request included a similar proposal for holding tuition rate increases at zero for all on-campus resident students. The South Dakota Legislature supported this request, prompting the inclusion of similar proposals in subsequent budget requests. This item will again be included in the board's upcoming FY2017 request.

## Graduate Placement

The placement of graduates in jobs or further study in South Dakota (SDCL 48A-7)

The university system is hard at work to strengthen the state's supply of human capital. The operations of the six public universities are underpinned by a series of interconnected strategic initiatives – including a [system-wide 65 percent postsecondary attainment goal](#) – aimed at improving socioeconomic conditions in the state. To this end, the in-state placement outcomes of the university system's graduates are of high importance.

**Table 11. In-State Placement One Year after Graduation**

	FY2009 Cohort	FY2010 Placed	FY2010 Cohort	FY2011 Placed	FY2011 Cohort	FY2012 Placed	FY2012 Cohort	FY2013 Placed	FY2013 Cohort	FY2014 Placed
All Graduates	5,442	59%	5,362	61%	5,571	60%	5,815	60%	6,309	60%

**Table 12. In-State Placement One Year after Graduation by State of Origin**

	FY2009 Cohort	FY2010 Placed	FY2010 Cohort	FY2011 Placed	FY2011 Cohort	FY2012 Placed	FY2012 Cohort	FY2013 Placed	FY2013 Cohort	FY2014 Placed
From SD	3,864	71%	3,745	73%	3,844	72%	3,905	73%	4,183	74%
Not from SD	1,578	32%	1,617	32%	1,727	33%	1,910	33%	2,126	33%

**Table 13. First-Year Median Earnings<sup>†</sup> of Graduates Placed In-State**

	FY2009 Cohort	FY2010 Wages	FY2010 Cohort	FY2011 Wages	FY2011 Cohort	FY2012 Wages	FY2012 Cohort	FY2013 Wages	FY2013 Cohort	FY2014 Wages
All Graduates	5,442	\$37,456	5,362	\$37,754	5,571	\$36,164	5,815	\$38,033	6,309	\$38,136

<sup>†</sup> Wage data have been adjusted for inflation, and are stated in current dollars

Source: SDBOR Graduate Placement Analysis.

Note: The university system's annual graduate placement analysis links data from three main sources: the South Dakota Board of Regents (SDBOR), the South Dakota Department of Labor and Regulation (SDDLRL), and the National Student Clearinghouse (NSC). Analysis focuses on the placement outcomes of undergraduate and graduate degree completers one year after graduation. In the initial step of the placement search, SDDLRL employment data systems are queried to determine the first-year job placement outcomes of all degree completers (in a given cohort) identified by SDBOR. Next, the same student list is submitted to the NSC to gather enrollment information on any students attempting collegiate coursework after graduation. The term "from SD" refers to those degree completers who either 1) held South Dakota residency at the time of graduation, or 2) graduated from a South Dakota high school.

The placement rates cited here are conservative in that they do not account for degree completers who are hired out-of-state, are self-employed, are employed by the federal government (including armed services), or are employed or enrolled outside the three-month query window used by SDDLRL and NSC. It also should be noted that some postsecondary institutions do not report enrollment information to NSC.

Wage data have been annualized (multiplied by four) from quarterly earnings data from SDDLRL, and reflect cumulative earnings from all jobs held during the queried quarter. Wage data are reported for those graduates whose annualized earnings are indicative of full-time employment (i.e., working 35 hours per week at the federal minimum wage rate) and are not still enrolled in a postsecondary institution.

## Exit/Licensure Exam Outcomes

Improvements in the percentages of graduates who are successful in passing licensure, certification, or exit exams administered by third parties (SDCL 48A-7)

**Table 14. Examination Outcomes by Field**

Program	Institution	Degree	FY10 (n)	FY10 (%)	FY11 (n)	FY11 (%)	FY12 (n)	FY12 (%)	FY13 (n)	FY13 (%)	FY14 (n)	FY14 (%)
Athletic Training	SDSU	BS	9	78%	9	67%	17	94%	13	100%	19	95%
Athletic Training	SDSU	MS									3	100%
Audiology	USD	MS/AuD	5	100%	4	100%	2	100%	4	100%	4	100%
Clinical Psychology	USD	PhD	6	100%	4	100%	5	100%	3	100%	3	100%
Dental Hygiene	USD	AS/BS	30	100%	30	100%	31	100%	30	100%	30	100%
Dietetics	SDSU	BS	40	80%	41	83%	46	94%	53	81%	51	86%
Law	USD	JD	46	100%	35	91%	56	84%	40	98%	40	75%
Medicine	USD	MD-1	52	83%	49	94%	53	98%	53	98%	48	96%
	USD	MD-2	48	98%								
Nursing	SDSU	BS	250	93%	227	91%	233	94%	299	94%	260	93%
	SDSU	MS-1							14	100%		
	SDSU	MS-2							20	100%		
	SDSU	DNP									7	100%
	USD	AS	270	87%	210	90%	279	88%	239	88%	212	79%
Occupational Therapy	USD	MS	18	100%	22	100%	26	96%	24	96%	24	100%
Pharmacy	SDSU	PharmD	69	100%	65	97%	67	100%	66	100%	69	100%
Physical Therapy	USD	MS/DPT	26	100%	25	100%	26	96%	25	100%	26	100%
Physician Assistant	USD	MSPAS	19	89%	21	100%	20	85%	19	95%	16	84%
Respiratory Care	DSU	AS/BS	13	85%	15	100%	20	100%	15	80%	16	94%
Social Work	USD	BA/BS									11	92%
Social Work	USD	MSW									6	86%
Speech/Lang. Path.	USD	MS	24	92%	25	92%	25	100%	25	100%	26	93%

Source: SDBOR Fact Book(s). Data reported to the Board of Regents by the universities unless otherwise noted.

Note: The number tested in a year is not usually the same as the number of graduates. Some graduates do not test immediately. The table includes only programs where passing the examination is required to work in the field. Years (calendar, state fiscal, federal fiscal) and months of examination vary due to differences across testing agencies. Data reported to the Board of Regents by the universities unless otherwise noted.

## Research and Commercialization Activity<sup>10</sup>

Trends in university research awards, research spending, and commercialization

The state's public universities receive federal, state, and private grants to conduct research that expands and enhances the educational experiences provided to students. In some instances, university research can result in commercially-viable products and services. The research and commercialization activities undertaken by the university system help to increase knowledge, enhance the reputation of the universities, and attract resources to the state.

**Table 15. Research Activity**

	<b>Research Awards</b>	<b>Research Expenditures</b>	<b>Economic Impact</b>
FY2011	\$134,893,278	\$120,085,363	\$172,922,923
FY2012	\$98,968,151	\$111,666,015	\$160,799,062
FY2013	\$77,900,533	\$96,821,521	\$139,422,990
FY2014	\$77,842,593	\$83,681,082	\$120,500,758
FY2015	\$105,072,927	\$83,411,604	\$120,112,710

**Table 16. Commercialization Activity**

	<b>Invention Disclosures</b>	<b>Patent and IP Protection Filings</b>	<b>Patents Issued</b>	<b>License Agreements with Start-Up Companies</b>	<b>All License Agreements</b>
FY2011	71	19	3	0	7
FY2012	73	23	2	0	3
FY2013	64	37	1	8	15
FY2014	63	34	7	9	19
FY2015	56	30	9	4	16

Source: SDBOR Fact Book(s). Data reported to the Board of Regents by the universities unless otherwise noted.

Note: Estimated economic impact is calculated using a conservative 1.44 multiplier.

<sup>10</sup> This section has no mandate in state law, but is provided for reference.



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