

South Dakota

South Dakota Board of Regents
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
A P-21 Council was established in the spring of 2007. The Secretary of Education and Executive Director from the Board of Regents share responsibility. An informal group of the Executive Director of the Board of regents, Secretary of Education, Executive Director of the South Dakota School Boards Association and the Executive Director of the South Dakota School Administrators has met monthly for the past twelve years to discussion education issues.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, there is a web site designed explicitly to help potential students locate an appropriate college or university to attend. This site, college prep is located at:
<http://www.sdbor.edu/sdcollegeprep/>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Yes, South Dakota has the CollegePrep Model Program of Study. This curriculum meets admission requirements to all South Dakota Public Universities. Please see web site for detail of the curriculum:
http://www.sdbor.edu/sdcollegeprep/student/academic/recommended_courses.cfm
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
We are currently bringing university faculty and K-12 teachers together [summer 2007] to define standards in science and social science disciplines to determine course standards and assessment for senior level high school and freshmen university curriculum.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes, we have a system wide dual credit (Northern State University) program. As well as online courses and AP courses. South Dakota also has an E-learning Center, which provides rural high school districts with the College Prep curriculum—upper level math and science, AP and foreign language courses.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
Yes, we use the ACT subtest in math and English to determine who is ready for college level work and those who need remediation. COMPASS exam is mapped to the ACT scores and is used to measure readiness.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Yes, the public universities have a common student record system and database – courses, course numbers, and course definitions are all standardized. In addition, the Board of Regents and the technical institutions in the last three years have established articulation agreements that have the public universities/colleges responsible for the general education courses at the institutions and provide that all of these credits transfer.
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
Yes, there is a general education requirement that is transferable and standard. South Dakota has some program to program articulation from the technical colleges. There is no testing for competence; however, the regental system policy is that students can test out of any course.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
The community college function is preformed by the public universities. In that situation since the general education program is system wide, it automatically transfers. General Education courses taken at the technical institutes also transfers automatically under the current agreements with the institutes and Board of Regents.
- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?
Yes credits from transfer courses do meet specific course requirements – all public institutions use a statewide system for course numbers, names and definitions. See number 7 above.
- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
Yes, there is a statewide policy that allows students to test out of courses. If a test is not available, the faculty in the discipline will create and provide a test.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Yes, South Dakota has the electronic university consortium (EUC). The EUC allows students to complete their degree, take courses in addition to their on campus status, begin and finish a select number of degree programs, and provides for adult learning, distance learning, and lifelong learning opportunities.

Please see the web site at: <http://www.sdbor.edu/euc/>

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Yes, the Electronic University Consortium is a “one-stop shopping” experience for courses and programs.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.