

South Dakota Highlights 2016-2017

South Dakota Key to Shaping the Compact's Direction

1. South Dakota enacted authorizing legislation in 2008 to join the Midwestern Higher Education Compact (MHEC). MHEC was created in 1991 when the Midwestern Legislative Conference (MLC) of the Council of State Governments recommended creation of the interstate higher education compact. The MLC believed the Midwest should have the benefits of a regional higher education compact since states in the three other regions of the country created regional higher education compacts in the 1940s and 1950s. The state of South Dakota is within the regional footprint of both the MLC and MHEC.
2. MHEC is governed by a commission composed of five commissioners from each member state. There is significant representation on the commission from the twelve state's legislatures, higher education entities, and state government. The MHEC statute requires that two of the five commissioners from each state be legislators. The South Dakota statute also designates two additional legislators as commissioner alternates. The governor, the executive director of the South Dakota Board of Regents, and the secretary of the South Dakota Department of Education (Career and Technical Education) each appoint one MHEC commissioner.
3. Former South Dakota Senator Jeff Haverly served as MHEC's commission chair from 2011-2012.
4. South Dakota commissioners, commissioner alternates, and members of advisory program committees provide significant direction for MHEC programs and services.

South Dakota Benefits from Participation in MHEC Programs and Contracts

1. Through use of MHEC's contracts and programs, South Dakota higher education institutions (including public and private not-for-profit), school districts, state and local governments, and students have achieved cost savings of over \$1.2 million since joining the Compact. In FY17, they achieved savings of over \$110,000.
2. South Dakota received a 1-fold return on its MHEC investment for FY17 when comparing total savings to the state's annual commitment (dues).
3. Technology Contracts: In FY17, South Dakota entities realized over \$110,000 in cost savings by purchasing over \$852,000 in technology hardware, software, and services. Cumulatively, they have saved over \$801,000. Serving on the Technologies Committee that determines which hardware, software, and services MHEC will pursue are: Darby Ganschow, South Dakota Board of Regents; David Hansen, South Dakota Board of Regents; and Warren Wilson, Black Hills State University and the South Dakota Library Network.

Commissioners



Julie Bartling
Assistant Minority
Leader
SD Legislature



Michael Cartney
President
Lake Area Technical
Institute



Larry Tidemann
Chair, Committee on
Appropriations
SD Legislature



Janelle Toman
Dir. of Communications,
SD Board of Regents



Patrick Weber
Policy Advisor
Office of Governor
Dennis Daugaard



Mary Duvall
Representative
SD Legislature
(Alternate)



Reynold Nesiba
Senator
SD Legislature
(Alternate)

Potential Savings or Benefits of Program and Contract Participation for South Dakota

1. Entities in MHEC member states have saved over \$984 million since the Compact was founded in 1991, by using MHEC contracts and programs.
2. MHEC is a statutorily created entity in each member state. The Compact conducts competitive sourcing events and negotiates contract terms and conditions, thereby allowing flexibility for state and local entities to tailor MHEC contracts to their needs without having to incur the cost of rebidding for the products or services covered in MHEC contracts.
3. Since the membership is a state membership, not only can higher education institutions use MHEC's technology contracts, but school districts, state and local governments, and not-for-profit entities can also use most of the MHEC technology contracts.
4. State Authorization: The MHEC region was the first region to have all twelve states participating in the State Authorization Reciprocity Agreement. South Dakota joined through the Western-State Authorization Reciprocity Agreement (W-SARA).
5. Midwest Student Exchange Program: Ten of the twelve MHEC states participate in MHEC's Midwest Student Exchange Program (MSEP). Ohio will begin participating in the 2017-18 academic year. Over 11,000 students from nine states participated in the program in FY17. MSEP is designed to offer institutions a flexible exchange program to meet their enrollment needs and to save students money. Students and families participating in MSEP saved over \$75.7 million in tuition in FY17, and over \$420 million since the program's inception.
6. Student Insurance Solutions: MHECare, the student health collaborative, provides member institutions with sustainable student health insurance solutions and helps institutions support the student learning experience by providing over 33,000 students protection from unexpected medical expenses.
7. Property Insurance: MHEC's Master Property Program insures over 170 campuses nationwide with property values exceeding \$94.8 billion dollars, saving participating MHEC member states over \$7.7 million in FY17. The South Dakota Office of Risk Management requested quotes from the MHEC property insurance program in 2013, 2012, and 2009 for property insurance for the South Dakota Regent institutions. Even though the South Dakota Office of Risk Management decided to keep property insurance for the Regent's institutions with the state program, it was stated that due to the competitiveness of MHEC's quote, the Regent's institutions saved about \$168,233, \$239,302, and \$85,000, respectively.

Research Keeps South Dakotans Informed

1. MHEC provides reliable and objective evaluations of the PK-16 system in South Dakota.
 - » **Higher Education in Focus: Selected Performance Indicators.** This biennial report provides key performance indicators for South Dakota relevant to the goal of increasing educational attainment. Performance indicators are categorized within six dimensions: Preparation, Participation, Affordability, Completion, Equity, and Finance.
 - » **The Effectiveness and Efficiency of Postsecondary Institutions in the United States: 2010-2012 Baseline Results.** This brief evaluates the extent to which postsecondary institutions in South Dakota are effective and efficient. Institutions are deemed effective if their graduation rates exceed what would be expected given the types of students served and other attributes. Institutional efficiency is estimated as the difference between actual educational expenditures and the expenditures that would be predicted from degree production levels, faculty attributes, and location. The report helps policymakers in South Dakota identify highly effective institutions that make efficient use of taxpayer dollars and promote closer examination of the policies and practices that constitute their highly effective campuses.
2. MHEC informs policymaking on college readiness and teacher preparation in South Dakota.
 - » **Faculty Qualification Policies and Strategies Relevant to Dual Enrollment Programs: An Analysis of States and Regional Accreditation Agencies.** This report examines state and regional accreditation policies relevant to faculty qualifications for dual enrollment programs. The report informs policymaking in South Dakota by identifying the key attributes of policies across the nation and describing some of the state strategies for increasing the number of in-service teachers qualified to teach dual enrollment courses.
 - » **Blueprint for College Readiness.** This report helps K-12 and higher education leaders in South Dakota determine which policies should be adopted to promote college readiness. Policy recommendations are made in relation to college and career readiness definitions, college readiness standards and assessments, graduation requirements, accountability, admissions standards, statewide remedial and placement policies, transfer, and a data pipeline and process for reporting.

Research Keeps South Dakotans Informed (continued)

- » ***The Impact of Graduate Education on Teacher Effectiveness: Does a Master’s Degree Matter?*** This brief examines the prevalence of graduate degrees among teachers in the United States and summarizes research on the relationship between teacher educational attainment and student achievement.
- 3. MHEC helps policymakers in South Dakota evaluate options for improving college affordability.
 - » ***State Higher Education Financing Models.*** This brief addresses four areas in which state policy makers can learn from practices in other states and from principles of sound public policy design to strengthen their higher education financing systems. The year-to-year stability of funding, the balance between appropriations for institutions and student aid, the growing interest in tuition-free community colleges, and the allocation of funds across public colleges and universities are all areas in which states take a variety of approaches, with quite different implications for educational opportunity.
 - » ***A Review of College Promise Programs: Evidence from the Midwest.*** College promise or tuition-free college programs are becoming increasingly popular, and there is evidence that these programs can be effective under the right conditions. In this brief, the body of research is detailed on the effects of three well-known college promise programs in the Midwest before discussing some of the key questions that policymakers and funders must consider when designing promise programs.
 - » ***Tuition Control Policies: A Challenging Approach to College Affordability.*** This brief details how often tuition and fee controls are used and the body of research on whether they are effective in achieving their ultimate goal. Case examples are provided for three Midwestern states’ tuition and fee policies before offering recommendations for policymakers to consider when adopting tuition controls.
- 4. MHEC provides summaries of the latest research for institutional leaders and analysts in South Dakota to identify best practices in improving student success.
 - » ***Financial Aid*** summarizes key findings from research to inform institutional policy regarding institutional grant aid and work-study programs.
 - » ***Faculty Policy*** examines key issues that confront institutional leaders in creating faculty policies conducive to student success, including employment status, faculty roles and reward systems, and faculty development.
 - » ***Developmental Education*** provides a summary of research on policy and program reforms that may improve developmental education and the outcomes of underprepared students, including establishing appropriate program requirements, refining the student placement process, improving the quality of developmental curricula, and incorporating support services.
 - » ***Software Solutions*** provides an overview of student success software and summarizes findings from the nascent body of student outcomes research. Three types of software solutions are examined: academic planning systems, task engagement systems, and early alert systems. Several campus practices are then identified that may facilitate software adoption.
- 5. MHEC informs policy and practice on the preparation of college graduates for gainful employment.
 - » ***The Occupational Relevance of a College Education: An Examination of Education-Job Match among Bachelor’s Degree Recipients.*** This research brief provides a national account of whether recent college alumni attain employment congruent with their academic major, reasons for working outside of one’s major field, and possible consequences for job satisfaction. The brief encourages policymakers in South Dakota and elsewhere to develop indicators of education-job match that reflect the relevance of a college education for formal employment; implement “Tuning” programs when necessary; raise admissions standards for majors with projected market saturation; and increase student intentionality in the major selection process.
 - » ***Transparent Pathways, Clear Outcomes: Using Disciplinary Tuning to Improve Teaching, Learning, and Student Success.*** “Tuning” is a process through which faculty members create shared understandings of the knowledge and transferable skills students in specific academic disciplines and professional fields must demonstrate upon completion of their degrees. The process helps to clarify to students, parents, and policymakers what degree holders know, understand, and are able to do.

Opportunity to Discuss the Issues in South Dakota and Convene with Peers

1. **Military Credit:** The Multi-State Collaborative on Military Credit (MCMC) is a forum for states to exchange information and best practices around translating competencies acquired through military training and experiences into milestones toward completing a college degree or earning a certificate or license. The MCMC has provided grant funds of \$30,000 to South Dakota to support their state efforts in these areas. Programs in computer science/IT were created with articulation agreements with the National Security Agency and Dakota State University (a related agreement with the Army is pending). Jay Perry, South Dakota Board of Regents, serves on the MCMC Steering Committee. Additional South Dakotans participate in knowledge communities.
2. Based on the many ideas that MHEC Commissioners and Commissioner Alternates submitted in late August of 2015, a survey was created with potential policy topics for MHEC research, program initiatives, and professional development. Survey respondents evaluated the need for additional knowledge on various topics, identified the top three topics of interest, and selected the most helpful resource formats. The collective results were used to determine which policy topics MHEC should prioritize. Commissioners at the MHEC annual commission meeting voted to focus on affordability initiatives.
3. MHEC convenes institutional leaders and policymakers to discuss critical issues confronting South Dakota, the region, and the nation.
 - » MHEC Commissioners were active in discussions in 2015 about the new Higher Learning Commission (HLC) faculty qualifications revised policy which was to take effect in July 2016. This policy especially impacted smaller and rural school districts. Considering MHEC's efforts, the HLC allowed for institutions with dual credit programs to apply for an extension to implement the new policy by 2022.
4. During the legislative session MHEC convenes a group of state leaders including MHEC commissioners, legislative leaders, higher education leaders, K-12 representatives, and executive branch officials to discuss MHEC programs and also to receive input about MHEC services and state issues.
5. The locations of MHEC commission meetings rotate among the member states, showcasing each state's education initiatives to an audience comprised of Midwestern legislators and education leaders. MHEC held its Executive Committee Meeting in Sioux Falls in June 2010; Rapid City in June 2012; and will again hold it in Rapid City in June 2018.
6. All travel and lodging expenses for commissioners who attend Compact meetings are paid by the Midwestern Higher Education Compact.

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