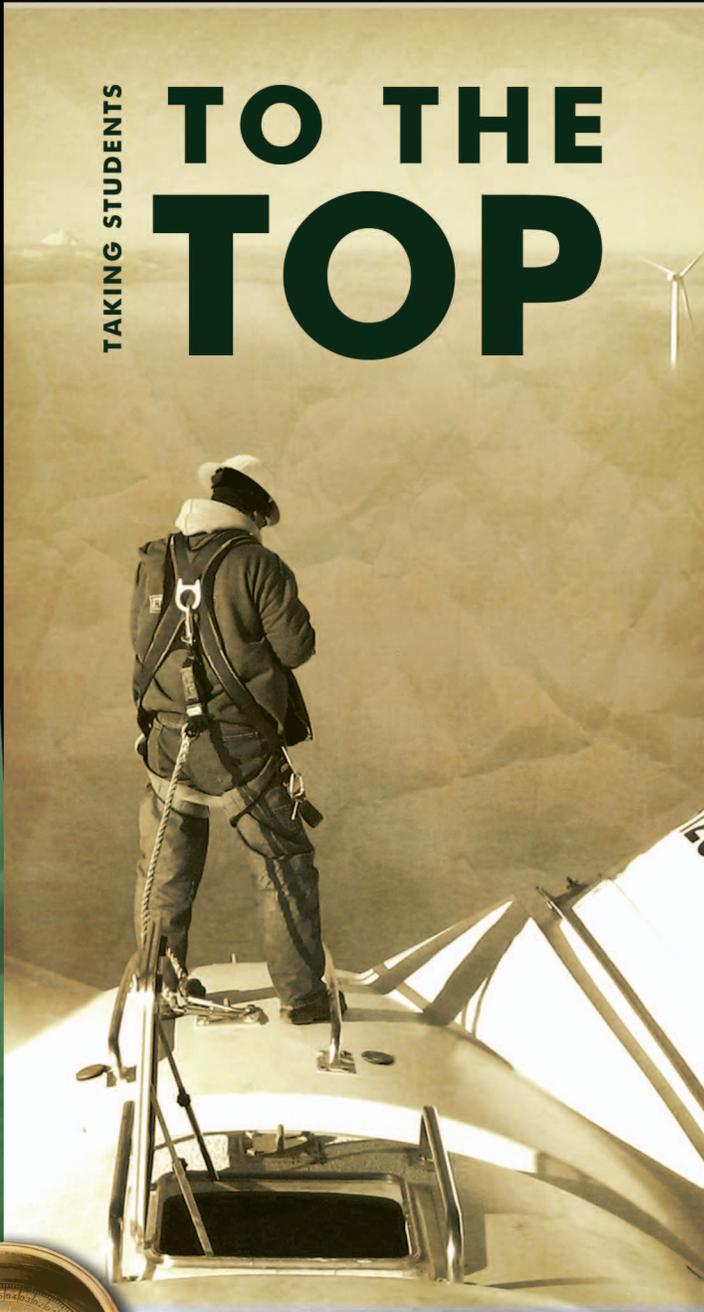


TAKING STUDENTS

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*South Dakota*  
**Technical Institutes**

2010 REPORTS



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## Technical Institutes

### Vision 2015





## South Dakota Technical Institutes 2015

**Vision:** Be the leader in Technical Education and training through excellence and innovation which enables our workforce to capitalize on the emerging technologies of the 21st century and assist South Dakota to impact economic development solutions in the global marketplace.

**Mission:** To meet South Dakota's evolving skilled workforce demand by providing quality graduates with the general aptitudes, knowledge, technical skills, and people skills necessary for entry into and advancement in their chosen career field.

## Goals/Objectives

**People** - South Dakota's Technical Institutes manage a system with appropriate quantity of Students, Instructors, Administrators and Staff.

1. Continue to increase student enrollment at a rate of 1.5% over previous year
  - a) Create pipeline for continued growth
    - i) Increase direct marketing efforts
    - ii) Expand Use of SDMyLife and MyLife publications
    - iii) Expand electronic contacts to social networking sites
    - iv) Increase contact with parents
    - v) Create methods of securing names of students leaving universities
  - b) Increase industry contacts and support in order to maintain program relevance and create new opportunities for student employment
2. Maintain adequate trained faculty to deliver best in class instruction
  - a) Provide routine training to keep existing faculty skills up-to-date vis-à-vis industry
  - b) Keep wages and benefits at a level to attract quality industry talent and retain current staff
  - c) Establish certification standards, equivalency of education / training / hands on learning and industry experience, to academic degrees
3. Maintain adequate staff to provide a level of service to students that contributes to increased enrollment, retention and completion of students in their academic pursuits
  - a) Maintain faculty to student ratio of 1:15 to 1:16
  - b) Use best practices to provide appropriate support staff for faculty to student ratio

**Product** – South Dakota's Technical institutes establish and maintain a technically skilled workforce prepared to meet the challenges of industry and continuing education.

1. Produce skilled graduates that are recognized by industry as valuable assets to their businesses
  - a) Graduate skilled technicians sufficient to meet the needs of emerging workforce
    - i) Strive for "Graduation" increase of 2%
    - ii) Strive for system "Retention" rate of 74% (Individual institutes strive for 2% increase annually)
    - iii) Strive to increase number of located Graduates by 2% annually
  - b) Maintain strong relationships with Department of Labor and Governor's Office of Economic Development in preparing emerging industry workforce
  - c) Increase the number of industry certifications of programs and students
2. Provide education in relevant industry skills to ensure graduates obtain employment in South Dakota and strive for a "Placement" rate of 93%.
  - a) Develop new and expand existing programs with emerging industries to support workforce needs
  - b) Partner with industry and key stakeholders to define and meet future workforce needs and promote economic prosperity for South Dakota
3. Meet "Federal Agreed Upon Performance Levels" (FAUPL)



# South Dakota Technical Institutes

**Plan** – South Dakota’s Technical Institutes construct and renovate facilities and develop systems designed to meet the demands for technical education.

1. Address capacity issues by creating and/or renovating needed space for technical labs.
  - a) Have sufficient capacity and capability (staff, facilities, equipment, and infrastructure) for safely delivering quality technical education
  - b) Execute Phase II of Master Building Plan
    - i) Mitchell Technical Institute
    - ii) Lake Area Institute
  - c) Execute Phase III of Master Building Plan
    - i) Southeast Technical Institute
    - ii) Western Dakota Technical Institute
  - d) Develop long-range plan for facility upkeep and accommodate continued growth
2. Ensure facilities and labs are conducive to learning
  - a) Utilize state of the art equipment for providing quality technical education
  - b) Partner with Department Of Labor and Department Of Education to showcase “simulator technology”
  - c) Develop capital equipment plan for high needs programs
3. Integrate technology to provide innovative delivery methods for technical education
  - a) Utilize affordable online learning platforms
  - b) Increase hybrid online delivery of technical institute programs
  - c) Infuse instruction on campus with various forms of media in order to connect and engage Millennial Learners.

**Plan** – South Dakota’s Technical Institutes share a common direction and focus to promote economic prosperity for South Dakota.

1. Ensure a common direction and focus for Technical Institutes
  - a) Create and publish a Technical Institute Strategic Plan
  - b) Promote Technical Institutes through use of collaborative materials and ads
2. Continuously improve industry partnerships to create opportunities
  - a) Strengthen industry partnerships in individual programs and institutionally
  - b) Optimize responsive and vibrant Corporate Education departments to support industry continuing education and training requirements
3. Create and maintain strategic political and governmental partnerships
  - a) Ensure relevant funding needs are effectively communicated to the Legislature and Congressional Delegation
  - b) Work with the State Board of Education to ensure educational viability of technical education
  - c) Collaborate with the South Dakota Department of Labor, and the Governor’s Office of Economic Development to support their workforce needs and initiatives.

Updated November 4, 2010



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## Performance Indicators

**FY 2011**



<b>OCCTE Performance Indicators</b>	<b>Actual FY2009</b>	<b>Actual FY2010</b>	<b>Estimated FY2011</b>	<b>Estimated FY2012</b>
-------------------------------------	--------------------------	--------------------------	-----------------------------	-----------------------------

Technical Institutes

Student FTE for formula payment	NA	5985	6200	6386
Approved Programs (# of Programs)	110	114	117	124
Retention (% retained)	74%	71%	74%	74%
* Retention (# of Students retained)	3060	4153	3151	3246
Graduates	1690	1980	2020	2060
^Employed and/or Continuing Education and/or Military (%)	97%	93%	93%	93%
^Employed in a Related Field (%)	90%	81%	81%	81%
^Employed in a Related Field in SD (%)	70%	80%	80%	80%
* Placement (% Responding)	82%	84%	84%	84%
* Highest Average Hourly Salary per Reported	\$13.25 -\$24.93	\$16.00-\$28.25	\$16.00-\$28.25	\$16.00-\$28.25
Corporate Education - # of Companies	776	895	960	960
Corporate Education - # of Individuals	7508	7801	8260	8260



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## 10-Day Enrollment Report

Fall 2010





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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**Technical Institutes 2006-2011 Day 10 Enrollment Report by Clusters**

<b>Clusters</b>	<b>06-07 10 day</b>	<b>07-08 10 day</b>	<b>08-09 10 day</b>	<b>09-10 10 day</b>	<b>010-11 10 day</b>
Agriculture, Food & Natural Resources	419	410	411	421	<b>377</b>
Architecture & Construction	491	498	477	522	<b>661</b>
Arts, Audio-Video Technology & Communications	183	173	174	218	<b>146</b>
Business, Management & Administration	876	905	859	931	<b>824</b>
Education and Training	-	-	-	0	<b>0</b>
Finance	44	41	42	47	<b>57</b>
Health Science	1069	1084	1080	1329	<b>1481</b>
Hospitality & Tourism	33	29	27	32	<b>43</b>
Human Services	172	164	181	211	<b>275</b>
Information Technology	303	306	315	466	<b>600</b>
Law Public Safety & Security	209	194	178	233	<b>240</b>
Manufacturing	336	352	366	553	<b>303</b>
Marketing Sales and Services	145	155	146	128	<b>155</b>
Science Technology & Engineering & Mathematics	115	118	111	139	<b>238</b>
Transportation Distribution & Logistics	393	409	404	510	<b>574</b>
Program Prep	252	277	239	211	<b>205</b>
<b>Totals</b>	<b>5040</b>	<b>5115</b>	<b>5010</b>	<b>5951</b>	<b>6179</b>



230 11th Street NE  
 Watertown, South Dakota 57201  
 1-605-882-5284

**Lake Area Technical Institute 2006-2011 Day 10 Enrollment Report by Clusters**

Clusters	Programs	06-07 10 day	07-08 10 day	08-09 10 day	09-10 10 day	10-11 10 day
Agriculture, Food & Natural Resources	Agriculture (AAS)	93	80	91	109	128
Agriculture, Food & Natural Resources	Environmental Tech (AAS/Diploma)	13	9	10	17	29
Architecture & Construction	Building Trades (AAS)	54	60	59	57	53
Finance	Financial Services (AAS)	62	62	41	57	57
Health Science	Dental Assisting (AAS/Diploma)	52	50	51	54	56
Health Science	Medical Assisting (AAS/Diploma)	43	37	27	38	52
Health Science	Medical Lab Tech (AAS)	25	30	30	39	47
Health Science	Occupational Therapy Assistant (AAS)	33	29	34	34	42
Health Science	Physical Therapy Assistant (AAS)	36	37	46	47	50
Health Science	Practical Nursing (Diploma)	67	73	76	97	92
Human Services	Cosmetology (Diploma)	70	71	64	68	62
Human Services	Human Services Tech (AAS/Diploma)	96	106	123	125	144
Information Technology	Computer Systems (AAS)	51	47	46	63	56
Law Public Safety & Security	Med Fire Rescue (AAS)	**	**	16	28	31
Manufacturing	Electronics (AAS)	22	11	5	9	10
Manufacturing	Energy Operations (AAS)	**	**	**	22	29
Manufacturing	Energy Tech (AAS)	**	22	43	54	67
Manufacturing	Machine Tool Tech (AAS/Diploma)	22	19	23	24	22
Manufacturing	Robotics (AAS)	19	20	17	16	14
Manufacturing	Welding (AAS/Diploma)	34	46	39	41	38
Marketing	Business Associate (AAS)	68	68	59	46	83
Science Technology & Engineering & Mathematics	Engineering / Drafting Technology (AAS)	33	33	37	33	23
Transportation Distribution & Logistics	Automotive (AAS)	57	59	50	38	53
Transportation Distribution & Logistics	Aviation (AAS/Dipl)	19	24	22	23	24
Transportation Distribution & Logistics	<b>Autobody/Collision and Repair/Technology (AAS/Diploma) -New</b>	**	**	**	**	**
Transportation Distribution & Logistics	Diesel Tech (AAS)	90	88	95	104	122
	Program Prep***	56	52	55	63	54
	<b>TOTALS</b>	<b>1115</b>	<b>1133</b>	<b>1159</b>	<b>1306</b>	<b>1438</b>

Note: Of the 2007-2008 total enrollment, 61 students are on-line

\*\*No data available/New Course Offering or separated

\*\*\*Program Prep includes dual status and other students preparing for programs.



821 N Capital  
 Mitchell, South Dakota 57301  
 1-605-995-3056

**Mitchell Technical Institute 2006-2011 Enrollment Report by Clusters**

Clusters	Programs	06-07 10 day	07-08 10 day	08-09 10 day	09-10 10 day	10-11 10 day
Agriculture, Food & Natural Resources	Agriculture Chemical (Diploma)			**	**	1
Agriculture, Food & Natural Resources	Agriculture Technology (AAS/Diploma)	36	34	47	53	55
Agriculture, Food & Natural Resources	Farm Business Management (Certificate)	94	91	91	86	82
Architecture & Construction	Architectural Design & Building Construction (AAS/Diploma)	49	37	33	50	48
Architecture & Construction	Electrical Construction & Maintenance (AAS/Diploma)	96	108	107	121	115
Architecture & Construction	Heating & Cooling Technologies (AAS/Diploma)	23	15	14	30	41
Architecture & Construction	Power Line Construction & Maintenance (Diploma)	59	55	56	74	97
Architecture & Construction	Propane & Natural Gas Technologies (Diploma)	19	21	19	27	29
Architecture & Construction	Wind Turbine Technology (AAS/Diploma)	**	**	**	45	65
Business, Management & Administration	Accounting/Business Management (AAS)	63	68	67	79	88
Health Science	Medical Assistant (AAS)	55	39	33	36	41
Health Science	Medical Laboratory Technology (AAS)	38	38	26	32	29
Health Science	Medical Office Professional (AAS)	26	34	27	11	25
Health Science	Radiation Therapy (AAS)	6	4	5	7	7
Health Science	Radiologic Technology (AAS)	26	25	27	26	25
Health Science	Speech-Language Pathology Assistant (AAS)	**	**	**	**	24
Hospitality & Tourism	Culinary Arts (AAS/Diploma)	33	29	27	32	43
Information Technology	Information Systems Technology (AAS/Diploma)	28	34	25	39	12
Information Technology	Computer Systems Technician (AAS)	39	26	22	35	40
Information Technology	Satellite Communications (AAS)	31	29	30	35	50
Information Technology	Telecommunications (AAS)	28	16	15	33	38
Science, Technology, Engineering & Mathematics	Automation Controls/SCADA (AAS)	29	26	30	32	44
Transportation, Distribution, & Logistics	Outdoor Power and Recreational Vehicle Technology (AAS/Diploma)	**	**	20	35	61
	Program Prep***	22	26	33	51	49
	<b>TOTALS</b>	<b>800</b>	<b>755</b>	<b>754</b>	<b>969</b>	<b>1108</b>

\*\*No data available/New Course Offering or separated

\*\*\*Program Prep includes dual status and other students preparing for programs.



2320 N Career Ave  
Sioux Falls, South Dakota 57108  
1-605-367-7624

### Southeast Technical Institute 2006-2011 Enrollment Report by Clusters

Clusters	Programs	06-07 10 day	07-08 10 day	08-09 10 day	09-10 10 day	10-11 10 day
Agriculture, Food & Natural Resources	Horticulture Technology (AAS)	13	23	14	16	24
Agriculture, Food & Natural Resources	Landscape Technology (AAS)	39	41	35	40	28
Agriculture, Food & Natural Resources	Sports Turf Management (AAS)	30	24	24	25	30
Architecture & Construction	Architectural/Construction Technology (AAS)	62	81	76	59	48
Architecture & Construction	CAD Engineering Technology (AAS)	36	29	27	29	36
Architecture & Construction	Construction Management Technology (AAS)	0	0	17	35	30
Architecture & Construction	HVAC (AAS/Diploma)	42	40	34	47	46
Arts, Audio-Video Technology & Communications	Animation (AAS)	0	0	30	37	40
Arts, Audio-Video Technology & Communications	Graphic Communications (AAS)	124	128	99	113	106
Business, Management & Administration	Accounting (AAS/Diploma)	78	69	63	72	86
Business, Management & Administration	Business Administration (AAS)	397	430	409	439	436
Business, Management & Administration	Financial Services (AAS)	85	73	51	45	31
Business, Management & Administration	<b>Insurance and Financial Services (AAS) NEW PROGRAM</b>	**	**	**	**	**
Business, Management & Administration	Office Assistant (Diploma)	17	15	18	16	13
Health Science	Bio-Medical Equipment Technology (AAS)	21	19	13	16	26
Health Science	Cardiac Ultrasound (AAS)	46	65	64	79	68
Health Science	Diagnostic Medical Sonography (AAS)	39	52	41	46	39
Health Science	Electroneuraldiagnostic Technology (AAS)	28	32	39	53	29
Health Science	Health Information Services (Diploma)	**	**	**	14	50
Health Science	Health Unit Coordinator	17	0	0	0	0
Health Science	Invasive Cardiovascular (AAS)	27	30	36	39	41
Health Science	Licensed Practical Nursing (Diploma)	99	101	138	163	156
Health Science	Medical Transcription	22	11	0	0	0
Health Science	Nuclear Medicine (AAS)	87	89	73	74	56
Health Science	Pharmacy Technician (Diploma)	29	30	36	44	36
Health Science	Phlebotomy (Diploma)	19	21	22	27	30
Health Science	Surgical Technology (Diploma)	31	42	41	49	42
Health Science	Vascular Ultrasound (AAS)	39	47	46	73	62
Human Services	Early Childhood Specialist (AAS/Diploma)	**	**	**	16	69
Information Technology	CIS/Computer Technician (Diploma)	21	23	17	39	33
Information Technology	CIS Internet Applications Developer	6	1	0	0	0

## Southeast Technical Institute 2006-2011 Enrollment Report by Clusters

Clusters	Programs	06-07 10 day	07-08 10 day	08-09 10 day	09-10 10 day	10-11 10 day
Information Technology	CIS Systems Administrator (AAS)	18	19	21	31	30
Information Technology	Computer Network Security (AAS)	32	25	26	43	43
Information Technology	Computer Programming (AAS)	49	50	49	62	49
Information Technology	Electronics Technology (AAS/Diploma)	63	63	79	96	73
Information Technology	Network Administrator (AAS)	50	55	68	93	90
Law, Public Safety & Security	Law Enforcement (AAS)	69	72	69	78	81
Manufacturing	Mechatronics (AAS)	**	**	**	5	23
Manufacturing	Precision Machining Technology (AAS/Diploma)	32	29	29	29	23
Marketing Sales and Services	Marketing (AAS)	77	87	73	82	72
Science, Technology, Engineering & Mathematics	Civil Engineering Technology (AAS)	53	48	32	46	43
Science, Technology, Engineering & Mathematics	<b>Land Surveying Technology (AAS)- New Program</b>	**	**	**	**	**
Transportation, Distribution, & Logistics	Automotive Technology (AAS/Diploma)	53	58	59	63	56
Transportation, Distribution, & Logistics	Collision Repair & Refinish Technology (AAS/Diploma)	45	55	53	59	49
Transportation, Distribution, & Logistics	Diesel Technology (AAS/Diploma)	38	35	48	50	61
	Program Prep***	63	89	69	50	71
	<b>TOTALS</b>	<b>2115</b>	<b>2201</b>	<b>2138</b>	<b>2489</b>	<b>2455</b>

\*\*No data available/New Course Offering or separated

\*\*\*Program Prep includes dual status and other students preparing for programs.



800 Mickelson Dr  
 Rapid City SD 57703  
 1-605-394-4034

**Western Dakota Technical Institute 2006-2011 Day 10 Enrollment Report by Clusters**

Clusters	Programs	06-07 10 day	07-08 10 day	08-09 10 day	09-10 10 day	10-11 10 day
Agriculture, Food & Natural Resources	Agriculture	47	48	40	18	
Architecture & Construction	Carpentry	23	21	20	13	*
Architecture & Construction	Computer Aided Drafting (AAS)	39	45	42	57	53
Business, Management & Administration	Accounting (AAS)	47	47	29	47	47
Business, Management & Administration	Business Management & Marketing (AAS)	103	104	127	148	123
Health Science	Health Unit Coordinator (Diploma)	21	18	28	47	58
Health Science	Medical Transcription/Medical Administrative Services (AAS/Diploma)	60	65	68	74	45
Health Science	Medical Assistant (AAS)	**	**	**	**	22
Health Science	Paramedic (AAS)	**	**	**	19	45
Health Science	Pharmacy Technician (Diploma)	62	64	47	74	59
Health Science	Phlebotomy/Laboratory Assistant (Diploma)	17	21	26	30	32
Health Science	Practical Nursing (Diploma)	40	35	37	54	62
Health Science	Surgical Technology (Diploma)	18	15	16	16	33
Human Services	Disability/Human Services Technician	25	11	12	7	*
Information Technology	Computer Network Specialist-Net Administration (AAS/Diploma)	41	73	43	66	46
Information Technology	Computer Network Specialist-Programming	19		28		*
Information Technology	Programming/Application Development (AAS/Diploma)	**	**	**	30	40
Law, Public Safety & Security	Fire Science (AAS)	43	38	38	54	55
Law, Public Safety & Security	Law Enforcement Technology (AAS)	34	40	45	40	38
Law, Public Safety & Security	Paralegal/Legal Assistant (AAS)	35	33	21	33	35
Manufacturing	Welding Manufacturing (AAS/Diploma)	45	56	47	66	77
Science, Technology, Engineering & Mathematics	Electrical & Electronic Technology (AAS)	89	81	74	81	81
Science, Technology, Engineering & Mathematics	Environmental Engineering Technician (AAS)	**	11	12	28	47
Transportation, Distribution, & Logistics	Collision Repair (AAS)	35	37	21	29	35
Transportation, Distribution, & Logistics	Hot Rod Technology (AAS)	**	**	**	1	5
Transportation, Distribution, & Logistics	Transportation Technology (AAS)	56	53	56	73	108
	Program Prep***	111	110	82	47	31
	<b>TOTALS</b>	<b>1057</b>	<b>1074</b>	<b>999</b>	<b>1173</b>	<b>1177</b>

\*\*No data available/New Course Offering or separated

\*\*\*Program Prep includes dual status and other students preparing for programs.



## Retention Report

### Fall 2010

Retention is calculated by:

1. Number of students enrolled on day 10 of year x (prior year)
2. Year x + 1 at day 10 complete the following:
  - a. Remove any deaths
  - b. Determine which students were then retained (by program and by organization). Two caveats: 1) those guard members who were activated are counted as retained. 2) a student may be retained by the organization, but not retained by the program – meaning that a program could theoretically have over 100% retention if they had a student transfer from another program.
  - c. After removing a and b, percent is determined by dividing the number on day 10 of year x + 1 by number on day 10 year x.





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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**Technical Institutes 2006-2010 Retention Report by Career Clusters**

Career Clusters	2006 Retention %	2007 Retention %	2008 Retention %	2009 Retention %	2009 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Agriculture, Food & Natural Resources	76%	74%	82%	80%	343	279	81%
Architecture & Construction	72%	76%	72%	73%	624	500	80%
Arts, Audio-Video Technology & Communications	90%	71%	74%	66%	143	89	62%
Business, Management & Administration	66%	71%	65%	66%	840	543	65%
Education and Training	-	-	-	-			
Finance	64%	62%	64%	83%	58	41	71%
Health Science	72%	74%	75%	86%	1208	916	76%
Hospitality & Tourism	77%	79%	72%	67%	31	19	61%
Human Services	73%	53%	82%	74%	125	95	76%
Information Technology	69%	75%	71%	64%	656	438	67%
Law Public Safety & Security	70%	77%	62%	65%	233	160	69%
Manufacturing	78%	82%	79%	79%	259	212	82%
Marketing Sales and Services	61%	71%	72%	68%	126	81	64%
Science Technology & Engineering & Mathematics	82%	78%	76%	76%	221	170	77%
Transportation Distribution & Logistics	72%	72%	71%	76%	464	351	76%
Program Prep (Those awaiting opening in Program)	79%	67%	40%	45%	506	259	51%
<b>TOTALS</b>			71%	74%	5837	4153	71%

Retention Rate is figured using the 10 day count from the previous year as the divisor. The dividend is the number of returning and/or graduated students on day 10 of current year.

Baseline Retention Rate Programs: 59.90%

\*Responses to programs falling below baseline are addressed by individual technical institute directly proceeding their data.

Future retention rates will be approached systemically. Technical institutes will evaluate cluster overall retention.

Baseline Retention Rate for Cluster: 59.90%



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230 11th Street NE  
Watertown, South Dakota 57201  
1-605-882-5284

Lake Area Technical Institute 2006-2010 Retention Report (% graduated or retained)

Clusters	Programs	2006 Retention %	2007 Retention %	2007 Fall Start #	2008 Fall Return and/or Graduated #	2008 Retention %	2009 Retention %	2009 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Agriculture, Food & Natural Resources	Agriculture (AAS)	74%	88%	35	29	83%	85%	108	91	84%
Agriculture, Food & Natural Resources	Environmental Tech (AAS/Diploma)	100%	73%	4	4	100%	90%	15	14	93%
Architecture & Construction	Building Trades (AAS)	88%	68%	58	50	86%	83%	57	50	88%
Finance	Financial Services (AAS)	64%	62%	61	39	64%	83%	58	41	71%
Health Science	Dental Assisting (AAS/Diploma)	84%	81%	45	37	82%	88%	52	43	83%
Health Science	Medical Assisting (AAS/Diploma)	82%	53%	37	29	78%	81%	36	29	81%
Health Science	Medical Lab Tech (AAS)	88%	46%	30	24	80%	79%	39	27	69%
Health Science	Occupational Therapy Assistant (AAS)	100%	58%	30	29	97%	82%	34	31	91%
Health Science	Physical Therapy Assistant (AAS)	82%	76%	37	36	97%	89%	47	43	91%
Health Science	Practical Nursing (Diploma)	69%	67%	68	60	88%	86%	98	82	84%
Human Services	Cosmetology (Diploma)	81%	73%	69	59	86%	88%	68	60	88%
Human Services	Human Services Tech (AAS/Diploma)	76%	45%	36	32	89%	83%	41	25	61%
Information Technology	Computer Systems (AAS)	67%	79%	44	32	73%	63%	59	38	64%
Law Public Safety & Security	Med Fire Rescue (AAS)					**	69%	29	18	62%
Manufacturing	Electronics (AAS)	75%	75%	10	4	40%	100%	8	6	75%
Manufacturing	Energy Operations (AAS)	**	**		**	**	**	22	18	82%
Manufacturing	Energy Tech (AAS)	**	**	22	20	91%	93%	55	53	96%
Manufacturing	Machine Tool Tech (AAS/Diploma)	71%	82%	19	18	95%	87%	24	20	83%
Manufacturing	Robotics (AAS)	83%	71%	20	18	90%	82%	16	14	88%
Manufacturing	Welding (AAS/Diploma)	95%	95%	36	31	86%	91%	40	37	77%
Marketing	Business Associate (AAS)	60%	61%	67	54	81%	75%	45	29	64%
Science Technology & Engineering & Mathematics	Engineering / Drafting Technology (AAS)	74%	75%	32	28	88%	87%	34	28	82%
Transportation Distribution & Logistics	Automotive (AAS)	77%	70%	57	46	81%	86%	38	33	87%
Transportation Distribution & Logistics	Aviation (AAS/Diploma)	75%	80%	21	16	76%	95%	21	20	95%
Transportation Distribution & Logistics	<b>Autobody/Collision and Repair/Technology</b>	**	**	**	**	**	**	**	**	**
Transportation Distribution & Logistics	Diesel Tech (AAS)	93%	100%	83	83	100%	97%	104	94	90%
	Program Prep***	33%	42%	52	31	60%	56%	88	53	
	<b>TOTALS (%)</b>			<b>1049</b>	<b>843</b>		<b>83%</b>	<b>1236</b>	<b>997</b>	<b>81%</b>

\*\*No data available/New Course Offering

\*\*\*Program Prep includes dual status and other students preparing for programs

**No programs at LATI fell below the 59.90% baseline**



**821 N Capital  
Mitchell, South Dakota 57301  
1-605-995-3056**

Mitchell Technical Institute 2006-2010 Retention Report (% graduated or retained)

Clusters	Programs	2006 Retention %	2007 Retention %	2007 Fall Start #	2008 Fall Return and/or Graduated #	2008 Retention %	2009 Retention %	2009 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Agriculture, Food & Natural Resources	Agriculture Chemical (Diploma)	n/a	0	2	2	100%	75%	3	3	100%
Agriculture, Food & Natural Resources	Agriculture Technology (AAS/Diploma)	65%	65%	18	13	72%	70%	52	43	83%
Agriculture, Food & Natural Resources	Farm Business Management (Certificate)	98%	99%	91	91	100%	99%	84	82	98%
Architecture & Construction	Architectural Design & Building Construction (AAS/Diploma)	68%	70%	18	12	67%	90%	48	34	71%
Architecture & Construction	Electrical Construction & Maintenance (AAS/Diploma)	81%	87%	60	44	73%	71%	121	101	83%
Architecture & Construction	Heating & Cooling Technologies (AAS/Diploma)	94%	100%	6	5	83%	93%	30	24	80%
Architecture & Construction	Power Line Construction & Maintenance (Diploma)	86%	85%	55	52	95%	97%	72	66	92%
Architecture & Construction	Propane & Natural Gas Technologies (Diploma)	83%	78%	21	17	81%	82%	28	26	93%
Architecture & Construction	Wind Turbine Technology (AAS/Diploma)							45	37	82%
Business, Management & Administration	Accounting/Business Management (AAS)	75%	81%	33	25	76%	56%	77	59	77%
Health Science	Medical Assistant (AAS)	90%	83%	15	10	67%	64%	36	31	86%
Health Science	Medical Laboratory Technology (AAS)	79%	82%	22	12	55%	64%	32	23	72%
Health Science	Medical Office Professional (AAS)	72%	67%	15	11	73%	60%	11	10	91%
Health Science	Radiation Therapy (AAS)	n/a	100%	4	4	100%	100%	7	6	100%
Health Science	Radiologic Technology (AAS)	87%	77%	15	14	93%	93%	26	23	88%
Health Science	<b>Speech-Language Pathology Assistant (AAS) - New Program</b>							**	**	**
Hospitality & Tourism	Culinary Arts (AAS/Diploma)	77%	79%	18	13	72%	67%	31	19	61%
Information Technology	Information Systems Technology (AAS/Diploma)	59%	75%	10	8	80%	77%	35	28	80%
Information Technology	Office Technology Specialist (AAS/Diploma)	77%	81%	20	15	75%	75%	39	28	72%
Information Technology	Satellite Communications (AAS)	100%	93%	15	13	87%	82%	34	28	82%
Information Technology	Telecommunications (AAS)	92%	53%	7	5	71%	85%	32	23	82%
Science, Technology, Engineering & Mathematics	Automation Controls/SCADA (AAS)	100%	100%	11	10	91%	85%	32	26	81%
Transportation, Distribution, & Logistics	Outdoor Power and Recreational Vehicle Technology (AAS/Diploma)	n/a	-	-	-	-	65%	35	30	86%
	Program Prep***	79%	83%	17	13	76%	44%	50	19	
	<b>TOTALS (%)</b>						79%	960	769	80%

\*\* New program no data available

\*\*\*Program Prep includes dual status and other students preparing for programs

**No programs at MTI fell below the 59.90% baseline**



2320 N Career Ave  
 Sioux Falls, South Dakota 57108  
 1-605-367-7624

Southeast Technical Institute 2006-2010 Retention Report (% graduated or retained)

Clusters	Programs	2006 Retention %	2007 Retention %	2008 Retention %	2009 Retention %	2000 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Agriculture, Food & Natural Resources	Horticulture Technology (AAS)	61%	80%	67%	58%	16	8	50%
Agriculture, Food & Natural Resources	Landscape Technology (AAS)	78%	77%	69%	73%	40	23	58%
Agriculture, Food & Natural Resources	Sports Turf Management (AAS)	58%	75%	81%	71%	25	15	60%
Architecture & Construction	Architectural/Construction Technology (AAS)	82%	77%	67%	70%	58	40	69%
Architecture & Construction	CAD Engineering Technology (AAS)	70%	70%	86%	71%	29	20	69%
Architecture & Construction	Construction Management Technology (AAS)	n/a	n/a	n/a	50%	35	25	71%
Architecture & Construction	HVAC (AAS/Diploma)	66%	71%	73%	58%	44	34	77%
Arts, Audio-Video Technology & Communications	Animation (AAS)	n/a	n/a	n/a	48%	35	22	63%
Arts, Audio-Video Technology & Communications	Graphic Communications (AAS)	77%	68%	53%	65%	108	67	62%
Business, Management & Administration	Accounting (AAS/Diploma)	68%	65%	59%	53%	72	49	68%
Business, Management & Administration	Business Administration (AAS)	68%	69%	59%	69%	435	266	61%
Business, Management & Administration	Financial Services (AAS)	61%	81%	70%	77%	45	28	62%
Business, Management & Administration	<b>Insurance and Financial Services (AAS) NEW PROGRAM</b>					**	**	**
Business, Management & Administration	Office Assistant (Diploma)	68%	64%	71%	39%	16	7	44%
Health Science	Bio-Medical Equipment Technology (AAS)	85%	75%	83%	58%	16	14	88%
Health Science	Cardiac Ultrasound (AAS)	85%	84%	83%	78%	49	39	80%
Health Science	Diagnostic Medical Sonography (AAS)	93%	77%	84%	79%	33	26	79%
Health Science	Electroneuraldiagnostic Technology (AAS)	n/a	85%	89%	81%	40	27	68%
Health Science	Health Information Services (Diploma)					13	6	46%
Health Science	Invasive Cardiovascular (AAS)	84%	100%	88%	77%	31	24	77%
Health Science	Licensed Practical Nursing (Diploma)	78%	91%	84%	84%	110	93	85%
Health Science	Medical Transcription	67%	95%	100%	n/a	n/a	n/a	n/a
Health Science	Nuclear Medicine (AAS)	82%	84%	83%	82%	52	39	75%
Health Science	Pharmacy Technician (Diploma)	n/a	73%	58%	67%	37	30	81%
Health Science	Phlebotomy (Diploma)	64%	60%	50%	80%	17	14	82%
Health Science	Surgical Technology (Diploma)	90%	76%	94%	77%	31	22	71%
Health Science	Vascular Ultrasound (AAS)	82%	76%	85%	71%	47	38	81%
Human Services	<b>Early Childhood Specialist (AAS/Diploma) New Program</b>					16	10	63%
Information Technology	CIS/Computer Technician (Diploma)	61%	71%	45%	70%	36	16	44%
Information Technology	CIS Internet Applications Developer	86%	100%	100%	n/a	na	na	na
Information Technology	CIS Systems Administrator (AAS)	72%	77%	60%	67%	30	21	70%
Information Technology	Computer Network Security (AAS)	62%	75%	63%	88%	43	26	60%
Information Technology	Computer Programming (AAS/Diploma)	67%	60%	61%	53%	64	41	64%
Information Technology	Electronics Technology (AAS/Diploma)	65%	78%	67%	67%	96	68	71%
Information Technology	Network Administrator (AAS)	74%	68%	64%	61%	92	62	67%

Southeast Technical Institute 2006-2010 Retention Report (% graduated or retained)								
Clusters	Programs	2006 Retention %	2007 Retention %	2008 Retention %	2009 Retention %	2000 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Law, Public Safety & Security	Corrections	72%	83%	n/a	n/a	n/a	n/a	n/a
Law, Public Safety & Security	Law Enforcement (AAS)	65%	64%	61%	60%	77	54	70%
Manufacturing	Laser/Electro Optics	65%	92%	n/a	n/a	n/a	n/a	n/a
Manufacturing	Mechatronics (AAS)	**	**	**	**	4	2	50%
Manufacturing	Precision Machining Technology (AAS/Diploma)	70%	76%	72%	65%	24	16	67%
Marketing Sales and Services	Marketing (AAS)	61%	81%	62%	52%	81	52	64%
Science, Technology, Engineering & Mathematics	Civil Engineering Technology (AAS)	80%	88%	65%	69%	46	33	72%
Science, Technology, Engineering & Mathematics	<b>Land Surveying Technology (AAS)- New Program</b>					**	**	**
Transportation, Distribution, & Logistics	Automotive Technology (AAS/Diploma)	74%	73%	72%	67%	56	38	68%
Transportation, Distribution, & Logistics	Collision Repair & Refinish Technology (AAS/Diploma)	59%	82%	67%	69%	57	40	70%
Transportation, Distribution, & Logistics	Diesel Technology (AAS/Diploma)	83%	83%	55%	63%	50	30	60%
	Program Prep	n/a	62%	40%	46%	283	151	
	TOTALS (%)				68%	2489	1636	66%

\*\*No data available/New Course Offering

\*\*\*Program Prep includes dual status and other students preparing for programs



## **STI RETENTION STRATEGY AT THE PROGRAM LEVEL**

**October 2010**

STI developed and implemented an integrated retention program over the past three years, including a Student Success Seminar class for new students to post-secondary education, Student Success Advisors to assist students with non-academic and academic concerns, an emergency fund for students with immediate financial needs, and steps to strengthen the relationships between faculty and students. The fact that STI's number of programs on this list has dropped from eight in last year's report to five in this year's report indicates the progress that is being made.

However, STI believes that there is always more that can and should be done to retain students and will be working with these programs to improve retention as stated below:

### **ISSUES:**

The following STI programs fell below the 59.90% retention threshold level for Fall 2010:

- Horticulture Technology
- Landscape Technology
- Office Assistant
- Health Information Services
- Computer Technician
- Mechatronics

### **ANALYSIS:**

In some programs, STI was able to determine that some of the students on the list were "no shows" last year, meaning the students validated their enrollment, but did not actually show up in the classroom. Removing these students from the enrollment list prior to the 10 day count would significantly improve the retention rate for some of these programs.

STI found several students who are not here this fall because they failed spring classes and have no fall classes they need to take. These students will be back this coming spring, but cannot be counted in the "retained" student numbers.

Some program students are missing only a handful of classes in order to graduate. In some cases these students have already gotten jobs and have a general education course left to complete.

Health Information is a new program, and we realize that retention can be an issue. We have already seen a better retention rate with those students who started the program in the Spring semester and expect this will increase by the next report.

Due to the economy, we are seeing a larger number of students decide not to continue their program for financial reasons. Although we work with them to get financial aid, that isn't always enough to carry them through to graduation. The emergency fund is helping out with students who have short term financial issues, but we do not have a way to help them long term.

Last year Office Assistant had a part time instructor assisting with the program, which didn't provide students with the full benefits of a full-time program advisor.

## STI RETENTION STRATEGY AT THE PROGRAM LEVEL

October 2010

### ACTION TAKEN:

**Horticulture and Landscape:** are similar programs and have a similar core of classes. Although Horticulture was on the list last year for low retention, this is the first time Landscape has been on the list. Administration has met with the programs and are developing a plan to do the following: 1. Call all students who do not appear in classes during the add/drop period to get the students in class or off the list prior to the 10 day count. After looking at the list of students, instructors were able to find students who never attended classes but validated their enrollment and therefore remained on the list after the add/drop period; 2. Conduct degree audits on all students, especially second year students, to make sure they have completed all required courses. 3. Contact those students who leave STI without completing their degree to bring them back to complete missing coursework.

**Computer Technician:** one of the concerns is that the program students are divided up for advising among three networking instructors. STI is looking at the idea of assigning a since advisor to this group to better meet their program and individual needs.

**Office Assistant:** a full-time instructor has been given the responsibilities for this program and its students. This will provide consistent student support as well as more opportunities for students to interact with their advisor.

**Health Information Services:** we are already seeing an improvement in retention with the Spring start students. We believe some of the retention issues will be resolved as the program moves into its second year. A full time teacher and advisor was hired Fall 2010 for the program and has made retention a priority. We are researching ways that students who gain employment before graduating have the incentives to finish the diploma. These include more online or independent study options. We will do a "diploma audit" at midterm which will make the student and advisor more aware of student status. It is then that we can lay down an individual plan for the student.

**Mechatronics:** is a new program with lower enrollment numbers. Every loss to the program pulls the retention rate down farther. The program is being monitored, but STI predicts as the program progresses improvement in retention will be seen.

STI has added 4 days of required student support to the instructor contracts to provide more opportunities to build faculty-student relationships and to review student records and determine student needs.

STI's Academic Administrative Team will provide additional training on the STI Advising Module to help faculty better use the software for degree audits with students. They can then better determine student support needs, such as tutoring, disability services, etc.

STI started a Math Lab for the Graphics program last year and is now looking at expanding that lab and adding a Composition Lab to be used with all students.



800 Mickelson Dr.  
 Rapid City, South Dakota 57703  
 1-605-394-4034

Western Dakota Tech 2006-2010 Retention Report (% graduated or retained)

CLUSTER	PROGRAMS	2006 Retention %	2007 Retention %	2008 Retention %	2009 Retention %	2009 10-Day Enrollment	2010 10-Day Return and/or Graduated #	2010 Retention %
Agriculture, Food & Natural Resources	Agriculture	58%	59%	45%	45%	**	**	**
Architecture & Construction	Computer Aided Drafting (AAS)	53%	74%	62%	79%	57	43	75%
Architecture & Construction	Carpentry	50%	63%	52%	60%	**	**	**
Business Management & Administration	Accounting (AAS)	66%	75%	58%	68%	47	37	79%
Business Management & Administration	Business Management & Marketing (AAS)	54%	68%	57%	64%	148	97	66%
Health Science	Health Unit Coordinator (Diploma)	65%	69%	43%	67%	47	25	53%
Health Science	Medical Transcription/ Medical Administrative Services (AAS/Diploma)	40%	32%	31%	68%	74	43	58%
Health Science	Medical Assistant (AAS) - New Program	**	**	**	**	**	**	**
Health Science	Paramedic (AAS)	**	**	**	**	19	10	53%
Health Science	Pharmacy Technician (Diploma)	51%	76%	51%	60%	74	45	61%
Health Science	Phlebotomy/Laboratory Assistant (Diploma)	62%	58%	55%	73%	30	23	77%
Health Science	Practical Nursing (Diploma)	54%	90%	41%	79%	54	41	76%
Health Science	Surgical Technology (Diploma)	73%	89%	69%	73%	16	9	56%
Health Science	Disabilities	42%	40%	36%	50%	**	**	**
Information Technology	Computer Network Specialist-Net Administration (AAS/Diploma)	63%	67%	62%	65%	66	42	64%
Information Technology	Programming/Application Development (AAS/Diploma)	**	**	**	**	30	17	57%
Law, Public Safety, Corrections & Security	Fire Science (AAS)	83%	76%	70%	69%	54	38	70%
Law, Public Safety, Corrections & Security	Law Enforcement Technology (AAS)	60%	85%	56%	64%	40	25	63%
Law, Public Safety, Corrections & Security	Paralegal/Legal Assistant (AAS)	65%	70%	63%	75%	33	25	76%
Manufacturing	Welding Manufacturing (AAS/Diploma)	70%	64%	67%	77%	66	46	70%
Science, Technology, Engineering & Mathematics	Electrical & Electronic Technology (AAS)	71%	50%	63%	87%	81	60	74%
Science, Technology, Engineering & Mathematics	Environmental Engineering Technician (AAS)	**	**	80%	92%	28	23	82%
Transportation, Distribution & Logistics	Collision Repair (AAS)	43%	53%	64%	60%	29	14	48%
Transportation, Distribution & Logistics	Hot Rod Technology (AAS)	**	**	**	**	1	1	100%
Transportation, Distribution & Logistics	Transportation Technology (AAS)	NA.	44%	51%	65%	73	51	70%
	Program Prep	58%	65%	68%	48%	85	36	42%
	<b>TOTALS (%)</b>				67%	1152	751	65%

\*\*No data available/New Course Offering

\*\*\*Program Prep includes dual status and other students preparing for programs



## WDT RETENTION STRATEGY AT THE PROGRAM LEVEL

October 2010

WDT has a variety of programs and services in place to address retention prior to a student's enrollment and during his/her education program here.

### Issues:

WDT had the following programs fall below the 59.90% retention rate:

- Surgical Technology
- Health Unit Coordinator
- Paramedic
- Medical Transcription/Medical Administrative Services
- Programming an Application Development
- Collision Repair

### ANALYSIS:

WDT provides pre-admissions information and services to students such as advising, placement testing, emergency loans and career counseling. For programs such as nursing and surgical tech, students may have to meet special program requirements as required via their accreditation standards.

A four week and mid-term grade check of academic progress is conducted for all students. Mid-term advising sessions are also implemented for all students to address a variety of student needs, improvement an academic planning. There are a variety of programs services and relationship building that occurs for faculty and students. WDT values the relationships developed between faculty and students, and views this as a primary retention factor.

Ongoing monitoring of program enrollment is conducted to ensure that the program is maintaining enrollment. When students are leaving or withdrawing from a program before successfully completing the program immediate steps are taken to evaluate the situation.

WDT has a process in place to assist programs when identified as falling below baseline performance.

### ACTION TAKEN:

**Surgical Technology:** The admissions process for Surgical Technology has been identified as a priority issue. There are over 100 applicants for this program and only one person in the program reviewing the applicants and determining who should be accepted in the program. The corrective steps that WDT will take will be to designate a team approach that includes the department chair, program instructor and admissions representative. this academic year an additional instructor was added to the program, which has provided a diversity and depth of instructional competency to the program. This additional instructor has also provided the ability for WDT to expand their clinical sites. This program as will all programs will undergo an in-depth program review, interviews of faculty and students, discussions with industry and advisory board members to determine underlying issues why retention is below the benchmark level.

## WDT RETENTION STRATEGY AT THE PROGRAM LEVEL

October 2010

**Health Unit coordinator:** WDT has identified that there may be some misperceptions about this program and will evaluate the program description, outcomes and curriculum in order to ensure that it accurately reflects the career the student is preparing for and what a student can expect in their academic career with WDT. We have also identified the advisor: advisee ratio has become significantly large and difficult to manage. Steps will be taken to correct this.

**Paramedic Program:** This is a new program, with new faculty member. WDT recognizes there are some special needs and circumstances for the students in this program and services are being developed to address.

**Computer Programming:** Information from student surveys indicate curriculum does not meet expectations. WDT will work with faculty to discuss innovation and improvement in instructional approaches. On-going evaluation of the program will be conducted through student surveys, focus groups and placement data.

**Collision Repair:** A formal program review is scheduled for this program. WDT will conduct a comprehensive analysis of the program curriculum and program viability.

**Medical Transcription/Medical Administrative Program:** New instructors were added in fall 2010 to address the need for updating the curriculum to meet current industry trends. The faculty are also working on educating the admissions and recruiting staff about the program. Providing a strong knowledge of the program so as to find students whose aptitudes and skills are a good fit for this program.



**south dakota**  
DEPARTMENT OF EDUCATION  
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## Placement Report

(\*2009-2010 Available March 2011)





# south dakota DEPARTMENT OF EDUCATION

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## SOUTH DAKOTA'S TECHNICAL INSTITUTES



### Technical Institutes 2008-2009 Placement Report by Clusters

Clusters	Graduates	Number Responding	% Responding	Continuing Ed / Military	Total Employable	Total Employed	% Employed	Employed in Field	% Employed in Field	Employed in Field in SD	% Employed in Field in SD	Avg Hourly Salary
Agriculture, Food & Natural Resources	87	84	97%	9	75	74	99%	69	93%	58	84%	\$13.65
Architecture & Construction	156	132	85%	35	97	88	91%	68	77%	62	90%	\$13.93
Arts, Audio-Video Technology & Communications	39	26	67%	7	19	17	89%	14	74%	6	43%	\$14.67
Business, Management & Administration	180	116	64%	29	86	79	92%	63	73%	55	87%	\$11.56
Education and Training	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Finance	18	13	72%	2	11	11	100%	11	100%	11	100%	\$11.98
Health Science	528	454	86%	62	388	362	93%	331	85%	252	76%	\$15.35
Hospitality & Tourism	8	8	100%	0	8	8	100%	8	100%	4	50%	\$13.20
Human Services	74	68	92%	23	45	43	96%	36	80%	33	92%	\$10.05
Information Technology	97	70	72%	37	32	27	84%	25	78%	25	100%	\$14.87
Law Public Safety & Security	49	40	82%	8	31	30	97%	19	61%	18	95%	\$13.33
Manufacturing	204	186	91%	59	127	113	89%	96	76%	66	69%	\$15.39
Marketing Sales and Services	47	35	74%	10	25	22	88%	20	80%	17	85%	\$11.68
Science Technology & Engineering & Mathematics	46	45	98%	10	35	29	85%	19	56%	18	95%	\$14.27
Transportation Distribution & Logistics	157	141	90%	20	121	120	99%	109	90%	89	82%	\$11.89
<b>Totals</b>	1690	1418	84%	311	1100	1023	93%	888	81%	714	80%	



230 11th Street NE  
Watertown, South Dakota 57201  
1-605-882-5284

### Lake Area Technical Institute 2008-2009 Placement Report

Clusters	Programs	Graduates	Number Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly/ Salary
Agriculture, Food & Natural Resources	Agri-Business	14	14	1	13	13	12	12	100%	92	\$14.49
Agriculture, Food & Natural Resources	Agri-Production	19	19	1	18	18	18	16	100%	100	*
Agriculture, Food & Natural Resources	Environmental Tech	6	6	2	4	4	2	2	100%	50	\$16.10
Architecture & Construction	Building Trades	25	20	3	17	16	14	12	94%	88	\$13.98
Business Management & Administration	Financial Services	11	11	2	9	7	6	5	78%	86	\$11.04
Health Science	Dental Assisting	42	42	7	35	33	25	23	94%	76%	\$13.15
Health Science	Medical Assisting	16	15	1	14	14	13	12	100%	93%	\$10.35
Health Science	Medical Lab Tech	9	8	0	8	8	8	5	100%	100%	\$15.88
Health Science	Occupational Therapy Asst	10	10	0	10	10	9	7	100%	90%	\$19.46
Health Science	Physical Therapist Asst	18	18	2	16	16	16	10	100%	100%	\$16.70
Health Science	Practical Nursing	57	51	18	33	31	31	28	94%	100%	\$13.50
Human Services	Cosmetology	36	34	3	31	30	27	25	97%	90%	\$10.54
Human Services	Human Services	32	29	17	12	11	7	6	92%	64%	\$10.37
Information Technology	Computer Information	11	11	4	7	3	3	2	43%	100%	\$20.92
Manufacturing	Electronic Systems/Robotics	7	7	3	4	4	4	3	100%	100%	\$17.00
Manufacturing	Energy Operations	New							na	na	No Data
Manufacturing	Energy Technology	19	18	6	12	11	11	8	92%	100%	\$18.09
Manufacturing	Machine Tool Tech	10	10	2	8	8	4	3	100%	50%	\$17.97
Manufacturing	Welding Technology	32	29	17	12	12	11	10	100%	92%	\$13.26
Marketing	Mktg/Mgmt/Sales	28	25	7	18	16	14	13	89%	88%	\$11.70
Science Technology & Engineering & Mathematics	Engineering/Drafting	13	13	5	8	7	5	5	88%	71%	\$13.63
Transportation Distribution & Logistics	Automotive Tech	23	20	5	15	14	12	10	93%	86%	\$12.61
Transportation Distribution & Logistics	Aviation Maintenance	11	11	2	9	9	8	3	100%	89%	\$13.55
Transportation Distribution & Logistics	Diesel Technology	48	46	4	42	42	41	36	100%	98%	\$14.52
	<b>TOTALS</b>	<b>497</b>	<b>467</b>	<b>112</b>	<b>355</b>	<b>337</b>	<b>301</b>	<b>256</b>	<b>94.9%</b>	<b>89.3%</b>	

\* Wage figures not available as majority of graduates are self employed farmers.

This report provides data on the employment status, salaries, and employers of LATI students who completed programs between September 1, 2006 and August 31, 2007. The Career Center Coordinator and program instructors

Graduates	497
Graduates located	467
Graduates in South Dakota	420 90%
Graduates reporting continuing education	112 24%
Graduates employed	337 72%
Graduates in the US Armed Forces	0
Graduates employed in a training-related field (self-employed)	301 89%
Graduates employed in a training-related field in South Dakota	256 85%
Graduates seeking employment	16 3%
Graduates not in the labor market	2 <1%

**OVERALL GRADUATE PLACEMENT RATE (employed or continuing education) 96%**



821 N Capital  
 Mitchell, South Dakota 57301  
 1-605-995-3056

**Mitchell Technical Institute 2008-2009 Placement Report**

Clusters	Programs	Graduates	Number Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly Salary
Agriculture, Food & Natural Resources	Ag Technology	15	15	0	15	14	14	13	92%	100%	\$12.70
Architecture & Construction	Architectural Design & Building	10	10	2	8	8	5	5	100%	63%	\$12.15
Architecture & Construction	Electrical Construction & Maintenance	40	38	14	24	23	18	17	96%	78%	\$13.00
Architecture & Construction	Heating & Cooling Technologies	6	6	1	5	4	2	2	80%	40%	\$14.00
Arts, Audio-Video Technology & Communications	Satellite Communications	9	9	0	9	9	9	1	100%	100%	\$18.50
Arts, Audio-Video Technology & Communications	Telecommunications	5	5	3	2	2	2	2	100%	100%	\$15.50
Business, Management & Administration	Accounting/Computers	16	13	1	11	11	7	6	100%	64%	\$10.20
Health Science	Medical Assistant	9	9	1	8	7	6	6	88%	86%	\$11.50
Health Science	Medical Laboratory Technology	10	10	0	9	9	9	8	100%	100%	\$14.40
Health Science	Medical Secretary/Transcriptionist	10	9	1	8	5	4	4	62%	80%	\$10.10
Health Science	Radiology Technology	12	12	3	9	9	8	7	100%	89%	\$18.25
Health Science	Radiation Therapy	5	4	0	4	3	3	1	75%	100%	\$23.30
Hospitality and Tourism	Culinary Arts	8	8	0	8	8	8	4	100%	100%	\$13.20
Information Technology	Computer Software Specialist	7	7	3	3	3	3	3	100%	100%	\$10.00
Information Technology	Computer Systems Technology	5	3	0	3	2	0	1	67%	0%	NA
Manufacturing	Powerline Construction & Maintenance	47	46	2	44	33	28	19	75%	85%	\$16.25
Manufacturing	Propane & Natural Gas Technologies	11	11	11	0	0	0	0	0%	0%	\$0.00
Manufacturing	Utilities Technology	10	9	0	9	8	7	3	89%	88%	\$18.40
Science, Technology, Engineering & Mathematics	SCADA Engineering Technology	14	14	1	12	9	7	7	75%	78%	\$15.00
Transportation, Distribution & Logistics	Power Sports	13	13	2	11	11	10	8	100%	91%	\$10.60
	<b>TOTALS</b>	<b>262</b>	<b>251</b>	<b>45</b>	<b>202</b>	<b>178</b>	<b>150</b>	<b>117</b>	<b>88%</b>	<b>84%</b>	

Graduates	262	
Graduates Located	251	96%
Graduates in South Dakota	185	74% (includes those continuing education in SD)
Graduates reporting continuing education	44	18%
Graduates in the US Armed Forces	1	
Graduates employed (includes self-employed)	178	88%
Graduates employed in a training-related field (includes self-employed)	150	84%
Graduates employed in training-related in South Dakota (includes self-employed)	117	79%
Graduates seeking employment	24	12%
Graduates not in the labor market	4	2%

**OVERALL GRADUATE PLACEMENT RATE (employed or continuing education/military) 90%**



2320 N Career Ave  
 Sioux Falls, South Dakota 57108  
 1-605-367-7624

**Southeast Technical Institute 2008-2009 Placement Report**

Clusters	Programs	Graduates	Number Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly Salary
Agriculture, Food & Natural Resources	Horticulture Technology	6	5	0	5	5	5	5	100%	100%	\$11.75
Agriculture, Food & Natural Resources	Landscape Technology	10	9	1	8	8	8	7	100%	100%	\$11.84
Agriculture, Food & Natural Resources	Turf Management Technology	8	7	2	5	5	5	3	100%	100%	\$11.10
Architecture & Construction	Architectural/Construction Technology	28	18	6	12	9	6	6	75%	50%	\$12.58
Architecture & Construction	CAD Engineering	8	4	1	3	1	1	0	33%	33%	\$17.31
Architecture & Construction	HVAC	8	7	1	6	6	6	6	100%	100%	\$15.70
Architecture & Construction	Residential Heating & Cooling	8	8	7	1	1	1	1	100%	100%	n/a
Arts, Audio-Video Technology & Communications	Graphic Communications	25	12	4	8	6	3	3	75%	38%	\$10.00
Business, Management & Administration	Accounting	12	9	0	9	8	7	6	89%	78%	\$13.44
Business, Management & Administration	Business Administration	106	53	18	35	34	26	21	97%	74%	\$12.51
Business, Management & Administration	Office Assistant	6	4	1	3	2	2	2	67%	67%	\$10.23
Finance	Financial Services	18	13	2	11	11	11	11	100%	100%	\$11.98
Health Science	Bio-Medical Equipment Technology	14	13	1	12	12	12	4	100%	100%	\$17.69
Health Science	Cardiac Ultrasound	21	14	1	13	12	12	3	92%	92%	\$21.81
Health Science	Diagnostic Medical Sonography	11	11	0	11	10	8	1	91%	73%	\$24.81
Health Science	Electroneurodiagnostic Technology	13	12	0	12	10	10	4	83%	83%	\$17.97
Health Science	Health Unit Coordinator	0	0	0	0	0	0	0	n/a	n/a	n/a
Health Science	Invasive Cardiovascular	8	8	0	8	8	8	1	100%	100%	\$20.34
Health Science	Licensed Practical Nursing	75	49	4	45	43	43	39	96%	96%	\$13.59
Health Science	Medical Transcription	0	0	0	0	0	0	0	n/a	n/a	n/a
Health Science	Nuclear Medicine	27	16	5	11	8	7	1	73%	64%	\$24.73
Health Science	Pharmacy Technician	20	13	1	12	11	11	11	92%	92%	\$10.20
Health Science	Phlebotomy	16	12	3	9	9	9	9	100%	100%	\$10.77
Health Science	Surgical Technology	18	15	0	15	14	13	12	93%	87%	\$14.08
Health Science	Vascular Ultrasound	10	9	0	9	9	9	1	100%	100%	\$23.02
Information Technology	CIS Computer Technician	15	10	7	3	3	3	3	100%	100%	\$13.44
Information Technology	CIS Systems Administrator	4	2	0	2	2	2	2	100%	100%	\$17.17
Information Technology	Computer Network Security	6	2	1	1	1	1	1	100%	100%	\$17.17
Information Technology	Computer Programming	4	2	1	1	1	1	1	100%	100%	\$17.08
Information Technology	Network Administrator	14	7	2	5	5	5	5	100%	100%	\$14.57
Information Technology	Software Support Specialist	12	9	9	0	0	0	n/a	n/a	n/a	n/a
Law, Public Safety & Security	Law Enforcement	16	9	3	6	6	4	4	100%	67%	\$13.02
Manufacturing	Electronics Technology	20	12	11	1	1	1	1	100%	100%	\$17.05
Manufacturing	Laser/Electro Optics	0	0	0	0	0	0	0	n/a	n/a	n/a
Manufacturing	Machine Tool Operations	5	4	2	2	2	1	1	100%	50%	n/a
Manufacturing	Machine Tool Technology	3	1	0	1	1	1	1	100%	100%	n/a
Marketing, Sales/Services	Marketing	19	10	3	7	6	6	4	86%	86%	\$11.66

**Southeast Technical Institute 2008-2009 Placement Report**

Clusters	Programs	Graduates	Number Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly/ Salary
Science, Technology, Engineering & Mathematics	Civil Engineering Technology	12	12	4	8	8	5	4	100%	63%	\$17.21
Transportation	Automotive Technology	18	15	3	12	12	11	10	100%	92%	\$10.49
Transportation	Collision Repair & Refinish Technology	15	9	1	8	8	7	5	100%	88%	\$10.38
Transportation	Diesel Technology	7	6	0	6	6	5	4	100%	83%	\$14.54
	<b>TOTALS</b>	<b>646</b>	<b>431</b>	<b>105</b>	<b>326</b>	<b>304</b>	<b>276</b>	<b>203</b>	<b>93%</b>	<b>91%</b>	<b>-</b>

\* Wages not available

Graduates	646	
Graduates located	431	
Graduates in South Dakota	325	75%
Graduates reporting continuing education	105	24%
Graduates employed	304	71%
Graduates in the US Armed Forces	3	<1%
Graduates employed in a training-related field (self-employed)	276	91%
Graduates employed in a training-related field in South Dakota	203	74%
Graduates seeking employment	22	5%
Graduates not in the labor market	0	0%
<b>OVERALL GRADUATE PLACEMENT RATE (employed or continuing education)</b>	<b>95%</b>	



800 Mickelson Drive  
 Rapid City, SD 57703  
 www.wdt.edu  
 Programs

**Western Dakota Technical Institute 2008 – 2009 Placement Report**

Clusters	Programs	Graduates	Number Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Average Hourly Salary
Agriculture, Food & Natural Resources	Agriculture Resources Tech	9	9	2	7	7	5	0	100	71	\$17.60
Architecture & Construction	Carpentry	6	6	0	6	6	5	4	100	80	\$13.11
Architecture & Construction	Computer-Aided Drafting	12	10	0	10	9	6	5	90	60	\$14.58
Architecture & Construction	Field Engineering Technician	5	5	0	5	5	4	4	100	80	\$12.85
Business, Management & Administration	Accounting	8	7	2	5	4	4	4	80	80	\$13.30
Business, Management & Administration	Business Management & Marketing	21	19	5	14	13	11	11	93	79	\$10.22
Health Science	Health Unit Coordinator	13	12	4	8	8	7	7	100	88	\$10.05
Health Science	Medical Administrative Services	4	4	0	3	3	2	2	100	100	\$10.50
Health Science	Medical Transcriptionist	2	2	0	2	2	2	2	100	100	\$11.15
Health Science	Pharmacy Technician	23	22	1	21	18	15	15	86	71	\$10.79
Health Science	Phlebotomy/Patient Care Tech	19	18	5	12	12	6	6	100	50	\$10.19
Health Science	Practical Nursing	25	25	2	23	21	20	19	91	87	\$13.22
Health Science	Surgical Technology	11	11	2	8	7	5	4	88	63	\$13.76
Human Services	Disability/Human Services Tech	6	5	3	2	2	2	2	100	100	\$9.25
Information Technology	Computer Networking Specialist	9	9	5	4	4	4	4	100	100	\$12.44
Information Technology	Programming & Application Development	10	8	5	3	3	3	3	100	100	\$11.04
Law, Public Safety, Corrections & Security	Fire Science	11	11	1	10	10	7	7	100	70	\$12.91
Law, Public Safety, Corrections & Security	Law Enforcement Technology	13	12	3	8	7	3	2	88	38	\$15.52
Law, Public Safety, Corrections & Security	Paralegal/Legal Assistant	9	8	1	7	7	5	5	100	71	\$11.87
Manufacturing	Industrial Electronics	24	23	2	21	20	17	9	95	81	\$19.55
Manufacturing	Welding Technology	16	16	3	13	13	11	8	100	85	\$16.37
Science, Technology, Engineering & Mathematics	Electronic Engineering Tech	7	6	0	6	5	2	2	83	33	\$11.25
Transportation, Distribution & Logistics	Collision Repair Technology	7	7	0	7	7	4	4	100	57	\$10.13
Transportation, Distribution & Logistics	Transportation Technology-Heavy Duty	8	8	2	6	6	6	4	100	100	\$12.29
Transportation, Distribution & Logistics	Transportation Technology-Light Duty	7	6	1	5	5	5	5	100	100	\$9.81
	<b>TOTALS</b>	<b>285</b>	<b>269</b>	<b>49</b>	<b>216</b>	<b>204</b>	<b>161</b>	<b>138</b>	<b>94.4%</b>	<b>75%</b>	

Graduates	285	
Graduates Located	269	94%
Graduates in South Dakota	221	82%
Graduates reporting continuing education	43	16%
Graduates employed	204	76%
Graduates in US Armed Forces	6	2.2%
Graduates Employed in training-related career	161	75%
Graduates Employed in training-related career in South Dakota	138	64%
Graduates seeking employment	12	4.4%
Graduates not in the labor market	4	1.4%
<b>OVERALL GRADUATE PLACEMENT RATE (employed or continuing education)</b>		<b>94%</b>



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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**Technical Institutes 2007-2008 Placement Report by Clusters**

Clusters	Graduates	Number Responding	% Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly Salary
Agriculture, Food & Natural Resources	109	96	88%	19	77	76	75	67	99%	99%	\$ 12.18
Architecture & Construction	146	129	88%	21	107	105	96	85	98%	91%	\$ 13.79
Arts, Audio-Video Technology & Communications	52	40	77%	5	35	34	30	15	97%	88%	\$ 16.26
Business, Management & Administration	198	129	65%	17	111	108	92	84	97%	85%	\$ 11.11
Education and Training	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Finance	24	19	79%	2	17	17	17	15	100%	100%	\$ 10.93
Health Science	518	432	83%	81	346	336	304	211	97%	90%	\$ 14.94
Hospitality & Tourism	9	8	89%	0	7	6	6	6	86%	100%	\$ 10.25
Human Services	79	76	96%	25	51	49	41	37	96%	84%	\$ 9.26
Information Technology	146	106	73%	44	62	56	50	44	90%	89%	\$ 14.89
Law Public Safety & Security	58	41	71%	8	33	33	27	23	100%	82%	\$ 13.22
Manufacturing	202	181	90%	42	139	133	117	79	96%	88%	\$ 15.77
Marketing Sales and Services	48	37	77%	10	27	25	23	20	93%	92%	\$ 11.24
Science Technology & Engineering & Mathematics	44	36	82%	3	33	32	30	26	97%	5%	\$ 15.45
Transportation Distribution & Logistics	133	113	85%	19	94	94	89	80	100%	6%	\$ 12.27
<b>Totals</b>	<b>1766</b>	<b>1443</b>	<b>82%</b>	<b>296</b>	<b>1139</b>	<b>1104</b>	<b>997</b>	<b>792</b>	<b>97%</b>	<b>90%</b>	



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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**Technical Institutes 2006-2007 Placement Report by Clusters**

Clusters	Graduates	Number Responding	% Responding	Continuing Ed / Military	Total Employable	Total Employed	Employed in Field	Employed in Field in SD	% Employed	% Employed in Field	Avg Hourly Salary
Agriculture, Food & Natural Resources	101	86	85%	14	72	70	68	57	97%	97%	\$ 12.88
Architecture & Construction	173	154	89%	26	126	125	110	91	99%	88%	\$ 13.45
Arts, Audio-Video Technology & Communications	57	36	63%	4	32	31	27	11	97%	87%	\$ 13.14
Business, Management & Administration	224	145	65%	23	119	114	107	86	96%	94%	\$ 11.01
Education and Training	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Finance	29	19	66%	2	17	17	17	17	100%	100%	\$ 10.16
Health Science	534	412	77%	59	351	342	319	237	97%	93%	\$ 14.30
Hospitality & Tourism	14	14	100%	2	12	12	11	10	100%	92%	\$ 9.50
Human Services	74	70	95%	12	57	51	41	37	90%	80%	\$ 8.58
Information Technology	146	91	62%	20	71	69	58	52	97%	84%	\$ 14.26
Law Public Safety & Security	59	48	81%	7	41	40	33	29	98%	83%	\$ 12.88
Manufacturing	197	154	78%	31	122	120	109	70	98%	91%	\$ 15.72
Marketing Sales and Services	59	28	47%	5	23	23	21	16	100%	91%	\$ 12.54
Science Technology & Engineering & Mathematics	66	50	76%	8	41	41	36	32	100%	88%	\$ 15.14
Transportation Distribution & Logistics	142	128	90%	20	109	108	98	79	99%	91%	\$ 12.76
<b>Totals</b>	1875	1435	77%	233	1193	1163	1055	824	97%	91%	



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## **Continuing Program Review**

**Due December 13, 2010**



- A separate report is due for each program not meeting any one of the three primary criteria
- The 2009-2010 school year placement entry should remain blank.



## Continuing Program Reports – The Process

### Continuing Program Reporting Required by 24:10:42:24



1. Procedure. Each continuing program is subject to an internal review annually to gauge its performance over the prior three years in the areas of enrollment, retention, and placement and all others deemed important by the institute. The Office of Curriculum, Career & Technical Education will conduct a risk analysis of all programs in the areas of enrollment, retention, and placement. The director encourages the review of all programs internally each year using the criteria outlined in the continuing program process. Standards and performance levels will be established by OCCTE and the technical institutes used to determine at risk programs. Summary data will be submitted annually by the technical institutes, and the Office of Curriculum, Career & Technical Education will conduct a risk analysis of all.



2. Reports. The director will review annual program continuation reports and the institute president's recommendation and plan of correction for a period of at least one year. After one year the director will review the progress towards the action plan goals and make a recommendation to the Board of Education to continue or not continue the program funding until such a time the programs risk level reaches acceptable levels or the program is discontinued.



3. Risk Assessment. Failure to meet one or more performance levels may result in a negative risk assessment and the director of the Office of Curriculum, Career & Technical Education may ask for a program review to be completed using the program continuation form. Falling below a watermark is an indicator and does not mandate a high risk rating. OCCTE utilizes three year historical documentation of performance indicators in assigning the risk level. A program must fall below at least two performance levels, or be systemically and significantly below a single watermark, to be assessed as at the high risk level.



4. Performance Measures. The performance levels will be reviewed and approved annually by OCCTE and the technical institutes. Continuing program performance levels will developed using Carl Perkins Final Agree Upon Performance Levels (FAUPL) as guidelines. Performance levels may be less than FAUPL benchmarks.

5. At Risk: Year One. A Continuing Program Report will be submitted each year a program is assessed to be at high risk. The first year a program is assessed at high risk, the technical institute president will review the program and in conjunction with the program's advisory board, approve a course of corrective action and steps as appropriate. The president may recommend the program no longer be funded. The president may also include any information on why the risk assessment should be changed and should specifically note in the report if they are challenging the risk assessment. If the risk level is adjusted, the new risk level will be reflected in the following year's report and the justification noted in assessments.

6. At Risk: Year Two. The second consecutive year a program is assessed at high risk, the technical institute president will submit a follow-up continuing program report, it will include a recommendation for the director of the OCCTE. All proposed recommendations and corrective courses of action must be approved by the director. The Secretary of Education and the Board of Education will be provided a copy of the report and director's actions.

7. At Risk: Year Three. The third consecutive year a program is assessed as high risk, the director of OCCTE will submit an updated continuing program report to the Secretary of Education and the Board of Education with his recommendations for the program. The recommendation may be to continue the program or discontinue the program. The director's recommendation will include parameters for reviewing and continuing approval of the program if the Secretary of Education and Board of Education approves continuing the program.



## Technical Institute Program Continuation Review

\*Required by Administration Rule 24:10:42:24

INSTITUTE: _____	
PROGRAM: _____	CONSECUTIVE YEARS UNDER REVIEW: _____
CAREER CLUSTER: _____	CIP CODE: _____
CURRICULUM APPROVING BODIES / DATE LAST APPROVED: _____	
_____	

Reporting Years	2008-2009	2009-2010	2010-2011
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<b>A. Enrollment</b>	_____	_____	_____
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*Baseline: 12 students or 75% of capacity* – Capacity for this program is: \_\_\_\_\_

Corrective Action Taken:

<b>B. Retention</b>	_____	_____	_____
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*Baseline: (80% FAUPL 3P1 2007-2008-74.68%)* Continuing Program Performance Level - **59.90%**

Corrective Action Taken:

<b>C. Placement</b>	_____	_____	
---------------------	-------	-------	--

*Baseline: (80% FAUPL 4P1 2007-2008-98.14%)* Continuing Program Performance Level- **78.51%**

Corrective Action Taken:



f. Other Resources available to the program:

i. Grants, partnerships, private support

g. Program budgets costs for the last three years:

**F. Advisory Board Endorsement:**

Does this program meet industry needs? Explain.

Are there other viable sources of technically skilled employees for this industry? Explain.

Should this program be continued? Explain.

**G. Recommendations**

**Institute President's comments and recommendation:**

--

**Plan of correction from the Director of the Office of Curriculum, Career & Technical Education:**

**Recommend continuing this program.**    Yes \_\_\_\_\_ No \_\_\_\_\_

**We have reviewed this instrument and are in agreement.**

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisory Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Institute President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director OCCTE

\_\_\_\_\_  
Date

**24:10:42:24. Application of continuing programs.** An application for a continuing postsecondary program must be submitted to the director of the Office of Career and Technical Education for approval whenever a program's risk profile warrants such review. A program's risk is compiled by analysis of the program's enrollment, retention, and placement over a period of at least three years. A local program advisory board or council endorsement is required on programs not holding national, state, regional, or industry accreditation or certification specific to the degree being awarded. The director shall place high risk programs on a plan of correction for a minimum of one year and shall review the program before approving funding each year until the program is discontinued or deemed of acceptable risk.



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**2010 - Technical Institutes 3 Year Continuation of Program Overview**

<b>Technical Institute</b>	<b>CC</b>	<b>CIP</b>	<b>Year 3 - At Risk - Program/Action</b>
WDT	Human Services	512399	Disability Service Technician (Dipl)
			Action Taken: Program Discontinued
WDT	Archetecture & Construction	460201	Carpentry
			Action Taken: Program Discontinued
<b>Technical Institute</b>	<b>Career Cluster</b>	<b>CIP</b>	<b>Year 2 - At Risk - Program/Action</b>
STI	Business, Management & Administration	520301	Accounting (AAS)
			Action Taken: Continue program. "Student Success" initiatives will better prepare students for program of study.
WDT	Agriculture, Food & Natural Resources	10101	Agriculture Resource Tech (AAS)
			Action Taken: Discontinue current program. We will assess future program needs as demand dictates.

**(STATE BOARD OF EDUCATION)**



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## **Program Reports:**

### **New / Expanded / Discontinued**

Reports due to OCCTE Director  
45 days prior to Board of Education meeting





## **Format for Submitting Application for New or Expansion of Existing Program**

**Title Page /Cover Page**

**Table of Contents**

**Executive Summary -a brief summary or abstract of the application**

**Application Overview –Administrative Rule 24:10:42:23.**

Approval criteria for new or expanded programs.

1. Identification and description of the program
2. Objectives and purpose of the program
3. Methods of attaining the objectives of the program
4. Description of labor market demands of the United States, the state of South Dakota, student needs, and industry support (Market Analysis)
5. Population to be served by the program
6. Projected three year budget (Financials & Use of Funds)
7. Program competencies and entry and exit points of sub-occupations
8. Statement of non-duplication
9. Curriculum design and research
10. Wage factor – average hourly wage, including employer paid benefits
11. Suggested CIP Code – Classification of Instruction Programs can be found at <http://nces.ed.gov/pubs2002/cip2000/>

### **Attachments**

- A. SD and US Department of Labor information
- B. Program Course List and Semester layout
- C. Letters of Support

*It's your world.*



A PROPOSAL FOR

# Custom Paint and Fabrication Technology



**LAKE AREA**  
TECHNICAL INSTITUTE

[www.lakeareatech.edu](http://www.lakeareatech.edu)

# **CUSTOM PAINT AND FABRICATION TECHNOLOGY**

## **Executive Summary**

Lake Area Technical Institute requests approval to start a Custom Paint and Fabrication Program. The program will be eighteen months in length, award an Associate of Applied Science degree, and include a twelve month exit point with a diploma in General Fabrication Technology. Graduates would be employed in auto restoration, collision repair, customization shops, and also in the painting departments of various manufacturing entities. Many graduates, after gaining additional work experience, will venture into their own businesses.

LATI is an excellent fit for this new program as we already have a very strong Auto Technology program, which could share some of their facilities and equipment. In addition, LATI has Welding and Machining programs, along with Electronics. Our Aviation program already teaches fiberglass technology. All of these programs have resources which could be utilized by Custom Paint and Fabrication, thus lowering program expenses.

The link to the painting opportunities in manufacturing is an important unique element of this program proposal. Area manufacturers have a shortage of trained painters for their businesses. Graduates would be quickly employed and have many opportunities for advancement. Area auto restoration and collision businesses also have had a perennial shortage of technicians and are eager to see this program added at LATI.

## **IDENTIFICATION AND DESCRIPTION OF THE PROGRAM**

The Custom Paint and Fabrication Program is designed for students interested in a career in the Auto Restoration industry, Collision Repair businesses, and opportunities in the wind blade manufacturing enterprises. Students will study all aspects of auto restoration and customization techniques, including basic sheet metal work, welding, refinishing, tinting and blending, fiberglass composites, and other skills needed in the industry.

## **OBJECTIVES AND PURPOSE OF THE PROGRAM**

The primary objective of the Custom Paint and Fabrication program would be to graduate students with the necessary skills to be employed in painting and fabrication (metal working, welding, and fiberglass) facets of the manufacturing and custom automobile industries.

The program will articulate appropriate high school credits, whenever possible, however high school articulation will be limited due to the specialized nature and detail of the Custom Paint and Fabrication curriculum. LATI will explore possible articulation agreements with the Board of Regents once the program is started.

General program objectives will include the following:

- Prepare entry-level technicians in solvent painting equipment (introduction to different types of paint equipment -- industrial versus automotive), systems, and processes.
- Prepare entry-level technicians in sheet metal working equipment (skills with the English wheel, different hammers, shear and break, different metal thicknesses, others metals), systems, and processes.
- Prepare entry-level technicians in welding equipment, systems, and processes.

- Prepare entry-level technicians in fiberglass and composite equipment, systems, and processes.
- Train technicians in general fabrication concepts, processes and trouble-shooting.
- Provide technicians with a thorough knowledge of blending and painting equipment including solvent-based, water-based, and powder.
- Prepare entry-level auto body technicians (including bondo/epoxies, panel replacement, basic automotive mechanics (e.g., door knobs, suspension), basic electricity, and frame work)
- Prepare entry-level Upholstery, interior electronics, and air brushing technicians
- Provide Industry Certification in Paint Technology and Industry Certification in Painting
- Provide Industry Certification in Auto Body Technician or specialist
- Provide technician with awareness of safety, environmental issues, paint technology (versus painting techniques)
- Train students to collect data and regulate equipment operations and conditions such as water levels, temperatures, pressures, and throughput.
- Provide analysis skills in reading charts, meters and gauges at established intervals, and take corrective steps as necessary.
- Provide an understanding of how to inspect records and log book entries, and communicate with other personnel, in order to assess equipment operating status.
- Train how to control and monitor auxiliary equipment, such as pumps, fans, compressors, condensers, feed water heaters, filters, and chlorinators, to supply water, fuel, lubricants, air, and auxiliary power.
- Train how and when to clean, lubricate, and maintain equipment in order to prevent equipment failure or deterioration.
- Give technicians the ability to communicate with peers, supervisors, and customers.
- Provide students with the knowledge, skills, and attitude to advance in the career paths.
- Instill safe, ethical, and legal industry practice techniques.
- Associates of Applied Science degree recipients will:
  1. Demonstrate critical thinking
  2. Develop professional competencies
  3. Demonstrate effective oral and written communication
  4. Apply mathematical concepts to solve quantitative problems
  5. Locate and effectively use information from various sources
  6. Demonstrate technological literacy
  7. Demonstrate an awareness of the organization and diversity of the human community
  8. Use theories and concepts to understand human behavior

## **METHODS OF OBTAINING THE OBJECTIVES OF THE PROGRAM**

The program will include classroom instruction and lab experiences, along with industry field trips, guest speakers, and capstone projects. The curriculum will incorporate a variety of instructional methods including use of LATI's Innovation Center to enhance instructional materials with virtual instruction, streaming video, etc.

The Custom Paint and Fabrication program will work closely with an industry advisory board composed of representatives from potential employers. The Advisory Board will approve the

curriculum, discuss and recommend equipment purchases and assist in forming partnerships to assist LATI with innovative curriculum and cost-sharing.

**DESCRIPTION OF THE NEED BASED UPON LABOR MARKET DEMANDS IN THE UNITED STATES AND SOUTH DAKOTA**

Employment Projections for Automotive Body Occupations					
South Dakota					
Program Title & Matching SOC* Code	SOC* Title	2006 Base Number of Jobs	2016 Projected Number of Jobs	Percent Change	Average Annual Demand
<b>Auto Body Mechanics</b>					
493021	Automotive Body and Related Repairers	860	910	5.8%	26
493022	Automotive Glass Installers and Repairers	40	45	12.5%	3

United States					
Program Title & Matching SOC* Code	SOC* Title	2006 Base Number of Jobs	2016 Projected Number of Jobs	Percent Change	Average Annual Demand
<b>Auto Body Mechanics</b>					
493021	Automotive Body and Related Repairers	182,700	203,800	12%	6,440
493022	Automotive Glass Installers and Repairers	23,600	28,000	19%	1,300

SOC\* - Standard Industrial Classification

Source: Labor Market Information Center, SD Department of Labor, December 2009.

**POPULATION SERVED BY THE PROGRAM**

The program will be available to all interested individuals who successfully meet the LATI admission criteria established for the program. The program will be full-time initially. All applicants must be high school graduates and take an admission test to establish reading and math abilities. No restriction will be made regarding race, creed, gender or age. The program will draw students from South Dakota primarily. The opportunities for employment will be primarily in northeastern South Dakota.

**PROJECTED THREE YEAR BUDGET**

The program will be located on the campus of LATI and begin the fall of 2011. Initially lab facilities may need to be leased off campus until facilities can be developed on campus. The program will start 18 – 20 students in the first year.

	FY 12	FY 13	FY 14
Instructor Salary/benefits	\$52,364	105,000	109,200
Related Instructor overloads	\$12,000	10,000	10,400
Equipment	\$100,000	100,000	100,000
Supplies	\$10,000	14,000	15,000
Travel	\$2,000	2,500	2,500
PR/Misc	\$1,000	1,000	1,000
Contracted Services	\$2,000	3,000	3,000
Totals	\$179,364	\$235,500	241,100

## **PROGRAM COMPETENCIES AND ENTRY AND EXIT POINTS OF SUBOCCUPATIONS**

Entry point: Fall, 2011

Exit point: Graduation with a diploma in General Fabrication Technology after nine months. Students who continue into the second year will graduate with an Associate of Applied Science degree in Custom Paint and Fabrication Technology.

An optional third year of curriculum is available for students wishing to develop additional skills.

Job Titles: Auto Restoration Technician, Auto Body Technician, Customizer, Paint Technician,

## **STATEMENT OF NONDUPLICATION**

Southeast Technical Institute currently has a Collision Repair and Refinish Technology program. It is at capacity. STI has indicated they are not opposed to LATI beginning this program. Western Dakota Technical Institute has a Collision Repair Technology Program. WTI draws students primarily from western South Dakota and places graduates in the same region.

## **CURRICULUM DESIGN**

See Appendix A for Curriculum Sequence

## **WAGE FACTOR**

Wages for Automotive Body Occupations				
South Dakota				
Program Title & Matching SOC Code	SOC Title	2009 Average Wage	Starting Wage Range	
			10th Percentile	25th Percentile
<b>Auto Body Mechanics</b>				
493021	Automotive Body and Related Repairers	\$16.06	\$11.36	\$13.28
493022	Automotive Glass Installers and Repairers	\$16.24	\$10.78	\$12.04

United States				
Program Title & Matching SOC Code	SOC Title	2008 Average Wage	Starting Wage Range	
			10th Percentile	25th Percentile
<b>Auto Body Mechanics</b>				
493021	Automotive Body and Related Repairers	\$19.21	\$10.75	\$13.74
493022	Automotive Glass Installers and Repairers	15.95	\$9.71	\$12.40

SOC\* - Standard Industrial Classification

Source: Labor Market Information Center, SD Department of Labor and U.S. Bureau of Labor Statistics, December 2009.

## SUGGESTED CIP CODE

CIP Code 47.0603

Title: Autobody/Collision and Repair Technology/Technician.

Definition: A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

## APPENDIX

A. Curriculum

B. Letters of Support

## Custom Paint and Fabrication

## Semester Outline

2010 – 2011 Revised: 5/10

9 Months Credits Required for Graduation: 36

General Fabricator Diploma

18 Months Credits Required for A.A.S. Degree: 75

Optional Associate of Applied Science (A.A.S.)

Degree:

Certified Paint Technician – 75 credits

Autobody Technician – 75 credits

Custom Fabricator – 75 credits

Available as an optional third year:

Interiors and Final Touches Technician – 36 credits

### General Fabricator

#### Fall Semester

Course Number	Course Title	Clock Hours	Credits
CPF 100	Basic Sheet Metal Lab	112	4
CPF 101	Basic Solvent Paints Lab	56	2
CPF 102	Introduction to Fabrication	56	2
CPF 103	Surface Preparation	84	3
CPF 104	Safety	28	1
CPF 105	Introduction to Paint Technology	56	2
AED 100	Automated External Defibrillator	14	.5
CIS 102	Windows Applications for Technicians	48	3
HAZ 100	Hazardous Materials	14	.5
Total		468	18

#### Spring Semester

Course Number	Course Title	Clock Hours	Credits
CPF 200	Basic Fiberglass and Composites Lab	84	3
CPF 201	Introduction to Fiberglass and Composites	56	2
CPF 202	Industrial Painting	84	3
CPF 203	Automotive Painting	84	3
WLD 100	Introduction to Welding	84	3
AC 100	Applied Communications	28	1
PSYC 100	Psychology of Human Relations	84	3
Total		505	18

# Custom Paint and Fabrication Associate of Applied Science (A.A.S.) Degree Autobody Technician Option

## First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
CPF 100	Basic Sheet Metal Lab	112	4
CPF 101	Basic Solvent Paints Lab	56	2
CPF 102	Introduction to Fabrication	56	2
CPF 103	Surface Preparation	84	3
CPF 104	Safety	28	1
CPF 105	Introduction to Paint Technology	56	2
AED 100	Automated External Defibrillator	14	.5
CIS 102	Windows Applications for Technicians	48	3
HAZ 100	Hazardous Materials	14	.5
Total		468	18

## First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
CPF 200	Basic Fiberglass and Composites Lab	84	3
CPF 201	Introduction to Fiberglass and Composites	56	2
CPF 202	Industrial Painting	84	3
CPF 203	Automotive Painting	84	3
WLD 100	Introduction to Welding	84	3
AC 100	Applied Communications	28	1
PSYC 100	Psychology of Human Relations	84	3
Total		505	18

## Second Year

Course Number	Course Title	Clock Hours	Credits
CPF 204	Paint Refinishing	84	3
CPF 205	Autobody Structural Repair	84	3
CPF 206	Two-Tone and Tri-coat Finishes	28	1
CPF 207	Final Detailing	56	2
CPF 208	Paint Defects/Causes & Cures	56	2
CPF 209	Color Theory	28	1
CPF 210	Panel Fabrication and Repair	168	6
CPF 211	Autobody Minor Collision	168	6
CPF 212	Autobody Major Collision	168	6
• Selected Communications Course		48	3
• Selected Math Course		48	3
• Selected Social Science Course		48	3
Total		984	39

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk can be transferred directly to the university system under the terms of articulation agreements and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

### Communications

COMM 101 – Contemporary Communication  
 ENGL 101 – Composition \*  
 SPCM 101 – Fundamentals of Speech \*

### Mathematics

MATH 100 – Applied General Math  
 MATH 101 – Intermediate Algebra  
 MATH 102 – College Algebra \*

### Social Science

ECON 105 – Leadership in the Global Workplace  
 ECON 201 – Principles of Microeconomics I \*  
 ECON 202 – Principles of Macroeconomics II \*

# Custom Paint and Fabrication Associate of Applied Science (A.A.S.) Degree

## Certified Paint Technician Option

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### First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
CPF 100	Basic Sheet Metal Lab	112	4
CPF 101	Basic Solvent Paints Lab	56	2
CPF 102	Introduction to Fabrication	56	2
CPF 103	Surface Preparation	84	3
CPF 104	Safety	28	1
CPF 105	Introduction to Paint Technology	56	2
AED 100	Automated External Defibrillator	14	.5
CIS 102	Windows Applications for Technicians	48	3
HAZ 100	Hazardous Materials	14	.5
Total		468	18

### First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
CPF 200	Basic Fiberglass and Composites Lab	84	3
CPF 201	Introduction to Fiberglass and Composites	56	2
CPF 202	Industrial Painting	84	3
CPF 203	Automotive Painting	84	3
WLD 100	Introduction to Welding	84	3
AC 100	Applied Communications	28	1
PSYC 100	Psychology of Human Relations	84	3
Total		505	18

### Second Year

Course Number	Course Title	Clock Hours	Credits
CPF 204	Paint Refinishing	84	3
CPF 244	Paint Refinishing II	84	3
CPF 206	Two-Tone and Tri-coat Finishes	28	1
CPF 213	Tinting and Blending	84	3
CPF 214	Final Detailing	56	2
CPF 215	Paint Defects/Causes & Cures	56	2
CPF 216	Color Theory	28	1
CPF 217	Surface Preparation II	84	3
CPF 218	Powder Paint Technology	84	3
CPF 219	Advanced Paint Technology	84	3
CPF 220	Water-borne Paint Lab	168	6
• Selected Communications Course		48	3
• Selected Math Course		48	3
• Selected Social Science Course		48	3
Total		900	39

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk can be transferred directly to the university system under the terms of articulation agreements and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

#### Communications

COMM 101 – Contemporary Communication  
 ENGL 101 – Composition \*  
 SPCM 101 – Fundamentals of Speech \*

#### Mathematics

MATH 100 – Applied General Math  
 MATH 101 – Intermediate Algebra  
 MATH 102 – College Algebra \*

#### Social Science

ECON 105 – Leadership in the Global Workplace  
 ECON 201 – Principles of Microeconomics I \*  
 ECON 202 – Principles of Macroeconomics II \*

# Custom Paint and Fabrication Associate of Applied Science (A.A.S.) Degree

## Custom Fabricator Option

### First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
CPF 100	Basic Sheet Metal Lab	112	4
CPF 101	Basic Solvent Paints Lab	56	2
CPF 102	Introduction to Fabrication	56	2
CPF 103	Surface Preparation	84	3
CPF 104	Safety	28	1
CPF 105	Introduction to Paint Technology	56	2
AED 100	Automated External Defibrillator	14	.5
CIS 102	Windows Applications for Technicians	48	3
HAZ 100	Hazardous Materials	14	.5
Total		468	18

### First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
CPF 200	Basic Fiberglass and Composites Lab	84	3
CPF 201	Introduction to Fiberglass and Composites	56	2
CPF 202	Industrial Painting	84	3
CPF 203	Automotive Painting	84	3
WLD 100	Introduction to Welding	84	3
AC 100	Applied Communications	28	1
PSYC 100	Psychology of Human Relations	84	3
Total		505	18

### Second Year

Course Number	Course Title	Clock Hours	Credits
CPF 221	Advanced Sheet Metal Working	168	6
CPF 222	Welding II	168	6
CPF 223	Advanced Fiberglass	112	4
CPF 224	Machine Tool	168	6
CPF 225	Cutting and Sizing Metals	56	2
CPF 226	Metal Finishing Technology	168	6
• Selected Communications Course		48	3
• Selected Math Course		48	3
• Selected Social Science Course		48	3
Total		984	39

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk can be transferred directly to the university system under the terms of articulation agreements and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

#### Communications

COMM 101 – Contemporary Communication  
 ENGL 101 – Composition \*  
 SPCM 101 – Fundamentals of Speech \*

#### Mathematics

MATH 100 – Applied General Math  
 MATH 101 – Intermediate Algebra  
 MATH 102 – College Algebra \*

#### Social Science

ECON 105 – Leadership in the Global Workplace  
 ECON 201 – Principles of Microeconomics I \*  
 ECON 202 – Principles of Macroeconomics II \*

## Custom Paint and Fabrication -- Available 3<sup>rd</sup> year option

### Interiors and Final Touches Option

---

#### Third Year

Course Number	Course Title	Clock Hours	Credits
CPF 227	Pinstripping, Air Brushing and Special Effects	168	6
CPF 228	Autobody Interior Electronics	112	4
CPF 229	Custom Interior Electronics	112	4
CPF 230	Trim and Upholstery	168	6
CPF 231	Advanced Fiberglass	112	4
CPF 232	Custom Suspensions	168	6
CPF 233	Autobody Welding	48	3
CPF 234	Stationary Panel, Frame, Unibody	48	3
Total		936	36

## Appendix B



PO Box 610  
Watertown SD 57201-0610  
Bus (605) 886-5681  
Fax (605) 886-6179

5/24/10

Director Wilson,

Ref: LATI Custom Paint and Fabrication Program

Angus-Palm strongly supports the Lake Area Technical Institute's application to start a Custom Paint and Fabrication degree program. This type of program would greatly help us secure qualified and trained applicants in our Production Painting areas. In Eastern SD, there are not many opportunities for young people to learn that trade and because of that we have a very difficult time recruiting qualified candidates in order to meet our customer demands.

Lake Area Technical Institute (LATI) has been instrumental in training many career fields that we in the manufacturing sector have available for people and find it easier to get them accustomed to our business because they have the background basics in those fields. Adding a Custom Paint and Fabrication program would again fall in line with almost every manufacturing company in Eastern SD and would allow graduates to become gainfully employed with the right skills needed to succeed.

Sincerely,

Clark Breitag  
Human Resource Manager  
Angus-Palm  
Watertown, SD



Office of Career and Technical Education  
700 Governor's Drive  
Pierre, SD

May 27, 2010

Director Wilson,

Ref: LATI Custom Paint and Fabrication Program

Terex Utilities strongly supports Lake Area Technical Institute's application to start a Custom Paint and Fabrication degree program. Such a program is a key workforce development aspect for South Dakota's growing Manufacturing and Automotive Industry. Terex has a long standing relationship with Lake Area Technical Institute, not only serving on the Custom Paint and Fabrication Advisory Board, but also through providing internships and support -- as well as hiring LATI grads in our Industry.

One of our biggest staffing challenges today is finding qualified painters for automotive quality finishes. Due to the highly technical nature of the position, it can take up to a year to fully train a new employee on the proper technique and process. Having recently constructed a state of the art paint facility in Watertown, we are committed to providing a quality product constructed by highly skilled and talented employees. And we are but one piece of this field of growth in South Dakota.

Lake Area Technical Institute (LATI), one of only four public post-secondary technical institutes in South Dakota, is recognized as a leader in technology education and an ardent steward of public funds. LATI is known for working closely with industry, and a strong team from industry has already been assembled to guide this program. Lake Area Tech's request begins to address the existing and growing shortfalls in skilled custom paint and fabrication technicians in South Dakota's automotive and manufacturing job sectors.

Best Regards,

A handwritten signature in black ink, appearing to read 'Lee Anderson', written over a horizontal line.

Lee Anderson  
Human Resource Manager  
Terex Utilities  
Watertown, SD

**AUTO  
BODY  
SPECIALTIES**  
*Specializing in  
Auto Body Supplies*

Office of Career and Technical Education  
700 Governor's Drive  
Pierre, SD

5/28/10

Director Wilson,

Ref: LATI Custom Paint and Fabrication Program

Auto Body Specialties whole-hearted supports Lake Area Technical Institute's application to start a Custom Paint and Fabrication degree program. Such a program is a key workforce development aspect for South Dakota's growing Manufacturing and Automotive Industry. Auto Body Specialties has a long standing relationship with Lake Area Technical Institute, not only serving on the Custom Paint and Fabrication Advisory Board. Auto Body Specialties is also proud to say, that in the last 10 yrs of being in the Auto Body Business as a PBE and Paint Distributor we have hired 6 LATI grads in our Industry as Outside Paint Salesman, Inside Paint Salesman not only dealing with the Auto Industry by also with the Manufacturing side of the business.

As of today, 60 percent of the Auto Body Specialties staff is 45 years of age or older. Couple this with the project growth/new facilities/new ventures our company plans to undertake and our company alone will many opportunities to be filled in the coming years. And we are but one piece of this field of growth in South Dakota. As a Paint Distributor for both the Manufacturing and Custom Paint Industry we see that there is a high demand for both of these fields, and that South Dakota is Booming with several new businesses already in operation or under construction.

Lake Area Technical Institute (LATI), one of only four public post-secondary technical institutes in South Dakota, is recognized as a leader in technology education and an ardent steward of public funds. LATI is known for working closely with industry, and a strong team from industry has already been assembled to guide this program. Lake Area Tech's request begins to address the existing and growing shortfalls in skilled custom paint and fabrication technicians in South Dakota's automotive and manufacturing job sectors.

Thank you,



David Brown  
ABS Outside Industrial Salesman

4710 N Westport Ave.  
Sioux Falls, SD 57107  
605-336-1606  
1-800-658-3571  
FAX 605-336-8314

711 No. Main Ave.  
Mitchell, SD 57301  
605-996-1070  
1-800-658-3519  
FAX 605-996-9690

114 W 6th St.  
Brookings, SD 57006  
605-692-1448  
1-800-658-3527  
FAX 605-692-6399

300 East Kemp Ave.  
Watertown, SD 57201  
605-882-9404  
1-877-658-5066  
FAX 605-882-9406

GRIBBLE'S INC. DBA LACKE CITY ROD & CUSTOM 14 3RD ST  
NW WATERTOWN SD 605-882-5700  
Office of Career and Technical Education  
700 Governor's Drive  
Pierre, SD

MAY 27, 2010

Director Wilson,  
Fabrication Program

Ref: LATI Custom Paint and

LAKE CITY ROD & CUSTOM whole-hearted supports Lake Area Technical Institute's application to start a Custom Paint and Fabrication degree program. Such a program is a key workforce development aspect for South Dakota's growing Manufacturing and Automotive Industry. <Company Name> has a long standing relationship with Lake Area Technical Institute, not only serving on the Custom Paint and Fabrication Advisory Board, but also through providing scholarships and annual support -- as well as hiring LATI grads in our Industry.

As of today, 50 percent of the L.C.R&C staff is 45 years of age or older. Couple this with the project growth/new facilities/new ventures our company plans to undertake and our company alone will have 2 paint technicians and fabricator position to be filled in the coming years. And we are but one piece of this field of growth in South Dakota. The field of employment -- like Custom Auto, Manufacturing, Custom Paint) industries are booming in South Dakota with several new businesses already in operation or under construction.

Lake Area Technical Institute (LATI), one of only four public post-secondary technical institutes in South Dakota, is recognized as a leader in technology education and an ardent steward of public funds. LATI is known for working closely with industry, and a strong team from industry has already been assembled to guide this program. Lake Area Tech's request begins to address the existing and growing shortfalls in skilled custom paint and fabrication technicians in South Dakota's automotive and manufacturing job sectors.

Randy L. Gribble  
President, Gribble's Inc. dba Lake city Rod & Custom



**south dakota**  
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.



## ACT Report





**south dakota**  
**DEPARTMENT OF EDUCATION**  
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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**ACT Results**

2010-2011 Academic Year	System Wide	LATI	MTI	STI	WDT
Total Enrollment	5006	1442	1109	2455	
<b>Total Opportunity Scholarships</b>	53	<b>26</b>	<b>11</b>	<b>16</b>	
<b>ACT scores of 24 &amp; above</b>	388	<b>140</b>	<b>49</b>	<b>167</b>	<b>32</b>
<b>Total ACT's</b>	1825	922*	391	1148	286
<b>Not Receiving Scholarship</b>	303	<b>114</b>	<b>38</b>	<b>151</b>	
Composite Score 33	1	1			
Composite Score 32	3	2	0	1	
Composite Score 31	4	2	0	1	1
Composite Score 30	12	5	1	5	1
Composite Score 29	13	6	2	5	0
Composite Score 28	29	12	2	14	1
Composite Score 27	28	9	6	10	3
Composite Score 26	65	29	7	23	6
Composite Score 25	90	28	8	42	12
Composite Score 24	132	46	12	66	8
*Represents SD and non-SD students					



**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.



## Chart of Accounts/CIP Report



## LISTING OF REVENUE AND OTHER FINANCING SOURCE ACCOUNTS

### Major Source - Minor Source - Type - Specific

1400	Postsecondary Program Tuition and Student Fees (FUND 23, 52, 54)
1401	
1402	
1403	
1404	
1405	
<b>1406</b>	<b>Agriculture, Food, &amp; Natural Resources</b>
1407	
1408	
1409	
1410	
1411	
<b>1412</b>	<b>Architecture &amp; Construction</b>
1413	
1414	
1415	
1416	
1417	
<b>1418</b>	<b>Arts, A/V Technology &amp; Communications</b>
1419	
1420	
1421	
1422	
1423	
<b>1424</b>	<b>Business, Management &amp; Administration</b>
1425	
1426	
1427	
1428	
1429	
<b>1430</b>	<b>Education &amp; Training</b>
1431	
1432	
1433	
1434	
1435	
<b>1436</b>	<b>Finance</b>
1437	
1438	
<b>1439</b>	<b>Government and Public Administration</b>
1440	
1441	
<b>1442</b>	<b>Health Science</b>
1443	
1444	
1445	
1446	
1447	
<b>1448</b>	<b>Hospitality &amp; Tourism</b>
1449	
1450	
1451	
1452	
1453	
<b>1454</b>	<b>Human Services</b>
1455	
1456	
1457	
1458	
1459	

## LISTING OF REVENUE AND OTHER FINANCING SOURCE ACCOUNTS

**Major Source - Minor Source - Type - Specific**

1400 Postsecondary Program Tuition and Student Fees (FUND 23, 52, 54)

- 1460 Information Technology**
- 1461
- 1462
- 1463
- 1464
- 1465
- 1466 Law, Public Safety, Corrections & Security**
- 1467
- 1468
- 1469
- 1470
- 1471
- 1472 Manufacturing**
- 1473
- 1474
- 1475
- 1476
- 1477
- 1478 Marketing, Sales & Service**
- 1479
- 1480
- 1481
- 1482
- 1483
- 1484 Science, Technology, Engineering & Math**
- 1485
- 1486
- 1487
- 1488
- 1489
- 1490 Transportation, Distribution & Logistics**
- 1491
- 1492
- 1493
- 1494
- 1495
- 1496
- 1497
- 1498
- 1499 Program Prep**

1800 Post Secondary Fees

- 1820 Resales/Services - Occupational Programs**
- 1830 Resales/Services - Parts Department**
- 1840 State Fees
  - 1842 State-Facility**
  - 1843 State-Maintenance & Repair**
  - 1844 State-Technology**
  - 1845 State-Program Development**
- 1850 Corporate Education Fees**
- 1860 Local Fees**

# LISTING OF EXPENDITURE AND OTHER FINANCING SOURCE ACCOUNTS

## Major Source - Minor Source - Type - Specific

1500	Postsecondary Program Tuition and Student Fees (FUND 23, 52, 54)
1501	
1502	
1503	
1504	
1505	
<b>1506</b>	<b>Agriculture, Food, &amp; Natural Resources</b>
1507	
1508	
1509	
1510	
1511	
<b>1512</b>	<b>Architecture &amp; Construction</b>
1513	
1514	
1515	
1516	
1517	
<b>1518</b>	<b>Arts, A/V Technology &amp; Communication</b>
1519	
1520	
1521	
1522	
1523	
<b>1524</b>	<b>Business, Management &amp; Administration</b>
1525	
1526	
1527	
1528	
1529	
<b>1530</b>	<b>Education &amp; Training</b>
1531	
1532	
1533	
1534	
1535	
<b>1536</b>	<b>Finance</b>
1537	
1538	
<b>1539</b>	<b>Government and Public Administration</b>
1540	
1541	
<b>1542</b>	<b>Health Science</b>
1543	
1544	
1545	
1546	
1547	
<b>1548</b>	<b>Hospitality &amp; Tourism</b>
1549	
1550	
1551	
1552	
1553	
<b>1554</b>	<b>Human Services</b>
1555	
1556	
1557	
1558	
1559	
<b>1560</b>	<b>Information Technology</b>
1561	

# LISTING OF EXPENDITURE AND OTHER FINANCING SOURCE ACCOUNTS

## Major Source - Minor Source - Type - Specific

1500	Postsecondary Program Tuition and Student Fees (FUND 23, 52, 54)
	1562
	1563
	1564
	1565
	<b>1566 Law, Public Safety, Corrections &amp; Security</b>
	1567
	1568
	1569
	1570
	1571
	<b>1572 Manufacturing</b>
	1573
	1574
	1575
	1576
	1577
	<b>1578 Marketing, Sales &amp; Service</b>
	1579
	1580
	1581
	1582
	1583
	<b>1584 Science, Technology, Engineering &amp; Math</b>
	1585
	1586
	1587
	1588
	1559
	<b>1590 Transportation, Distribution &amp; Logistics</b>
	1591
	1592
	1593
	1594
	1595
	1596
	1597
	1598
	<b>1599 Program Prep</b>
1800	Post Secondary
	<b>1810 Disability Accommodations</b>
	1820
	<b>1830 Resource Center</b>
	<b>1840 Student Organizations</b>
	1850
	<b>1860 Non-Trad / Equity</b>
	1870
	1880
	1885
	<b>1890 Tech Prep</b>
<b>1900</b>	<b>Corporate Education</b>

Program	CIP Code
<b><i>Agriculture, Food, &amp; Natural Resources</i></b>	<b><i>1406 / 1506</i></b>
Ag Chemical Technology	02.0408
Agriculture	01.0101, 01.0301
Environmental Technology	03.0104
Farm Business Management	01.0104
Horticulture/Landscape	01.0601, 01.0605
Sports Turf Management	01.0607
<b><i>Architecture &amp; Construction</i></b>	<b><i>1412 / 1512</i></b>
Architectural Design and Building Construction	46.0201
Building Trades Technology	46.0201
Architectural/Construction Technology	15.0101
CAD Engineering	15.1301
Computer Aided Drafting CAD	15.1301
Construction Management Technology	15.1001
Electrical Construction & Maintenance	46.0302
Heating/Ventilation/AC/Refrig	47.0201
Heating & Cooling Technologies	47.0201
Powerline Construction & Maintenance	46.0303
Propane & Natural Gas Tech	46.9999
Wind Turbine Technology	15.0503
<b><i>Arts, A/V Technology &amp; Communication</i></b>	<b><i>1418 / 1518</i></b>
Animation	10.0304
Graphic Communications	10.0303
<b><i>Business, Management &amp; Administration</i></b>	<b><i>1424 / 1524</i></b>
Accounting	52.0301
Accounting/Business Management	52.0305
Financial Services	52.0803
Business Administration	52.0101
Business Management & Marketing	52.0201
Insurance and Financial Services	52.1701
Office Assistant	52.0408
<b><i>Education &amp; Training</i></b>	<b><i>1430 / 1530</i></b>
<b><i>Finance</i></b>	<b><i>1436 / 1536</i></b>
Financial Services	52.0803
<b><i>Government and Public Administration</i></b>	<b><i>1439 / 1539</i></b>
<b><i>Health Science</i></b>	<b><i>1442 / 1542</i></b>
Biomedical Equipment Technology	15.0401
Cardiac Ultrasound	51.0901
Dental Assisting	51.0601
Diagnostic Med Sonography-Abdominal/OB/G	51.0910
ENDT	51.0903
Health Information Services	51.0703
Health Unit Coordinator	51.0703
Invasive Cardiovascular	51.0901
Licensed Practical Nursing	51.1613
Medical Transcription/Medical Administrative Services	51.0708
Medical Assistant	51.0801
Medical Assisting	51.0801
Medical Laboratory Technology	51.1004
Medical Office Professional	51.0710
Nuclear Medicine	51.0905
Occupational Therapy Assistant	51.0803
Paramedic	51.0904
Pharmacy Technician	51.0805
Phlebotomy	51.1099
Phlebotomy/Laboratory Assistant	51.1099
Physical Therapist Assistant	51.0806
Radiation Therapy	51.0907
Radiologic Technology	51.0911
Speech Language Pathologist	51.0203
Surgical Technology	51.0909
Vascular Ultrasound	51.0901

Program	CIP Code
<b><i>Hospitality &amp; Tourism</i></b>	<b><i>1448 / 1548</i></b>
Culinary Arts	12.0503
<b><i>Human Services</i></b>	<b><i>1454 / 1554</i></b>
Cosmetology	12.0403
Early Childhood Specialist	19.0708
Human Service Technician	44.0000
<b><i>Information Technology</i></b>	<b><i>1460 / 1560</i></b>
CIS/Computer Technician	11.9999
Computer Network Security	11.1003
Computer Programming	11.0201
Computer Systems	11.0701
Information Systems Technology	11.0701
Electronic Technology	47.0101
Network Administration	11.0901
Programming and Computer Networking	11.0901
Office Technology Specialist	52.0407
Programming/Application Development	11.0299
Satellite Communications	09.0799
CIS/Systems Administration	11.1001
Telecommunications	15.0305
<b><i>Law, Public Safety, Corrections &amp; Security</i></b>	<b><i>1466 / 1566</i></b>
Fire Science	43.0203
Law Enforcement	43.0107
Medical/Fire Rescue	51.0904
Paralegal/Legal Assistant	22.0302
<b><i>Manufacturing</i></b>	<b><i>1472 / 1572</i></b>
Electronics	15.0303
Energy Operations	15.0613
Energy Technology	15.1001
Machine Tool Technology	48.0501
Precision Machining Technology	48.0501
Mechatronics	15.0403
Robotics	15.0405
Welding Manufacturing	48.0599
Welding Technology	48.0508
<b><i>Marketing, Sales &amp; Service</i></b>	<b><i>1478 / 1578</i></b>
Business Associate	52.1401
Marketing	52.1401
<b><i>Science, Technology, Engineering &amp; Math</i></b>	<b><i>1484 / 1584</i></b>
Automation Controls/SCADA	15.0303
Civil Engineering Technology	15.0201
Engineering/Drafting Technology	15.1301
Electrical and Electronic Technology	47.0199
Environmental Engineering Technician	15.0599
Land Surveying Science	15.1102
<b><i>Transportation, Distribution &amp; Logistics</i></b>	<b><i>1490 / 1590</i></b>
Automotive	47.0604
Automotive Technician	47.0604
Aviation Maintenance	47.0608
Collision Repair	47.0603
Collision Repair & Refinish Technology	47.0603
Custom Paint and Fabrication Technology	47.0603
Diesel Technology	47.0605
Hot Rod Institute	47.9999
Outdoor Power and Recreational Vehicle Technology	47.0606
Transportation Technology	47.0699

Program by Cluster	CIP #'s	LATI	MTI	STI	WDT
Program Prep		x	x	x	x
<b>Agriculture</b>					
Agriculture Chemical	02.0408		x		
Agriculture	01.0101	x			
Agriculture Technology	01.0301		x		
Environmental Technology	03.0104	x			
Farm Business Management	01.0104		x		
Horticulture Technology	01.0601			x	
Landscape Technology	01.0605			x	
Sports Turf Management	01.0607			x	
<b>Architecture &amp; Construction</b>					
Architecture Design and Building Construction	46.0201		x		
Architectural/Construction Technology	15.0101			x	
Building Trades Technology	46.0201	x			
CAD Engineering	15.1301			x	
Construction Management Technology	15.1001			x	
Computer Aided Drafting CAD	15.1301				x
Electrical Construction & Maintenance	46.0302		x		
Heating/Ventilation/AC/Refrig	47.0201			x	
Heating & Cooling Technologies	47.0201		x		
Powerline Construction & Maintenance	46.0303		x		
Propane & Natural Gas Technologies	46.9999		x		
Wind Turbine Technology	15.0503		x		
<b>Arts, A/V Technology &amp; Communication</b>					
Animation	10.0304			x	
Graphic Communications	10.0303			x	
<b>Business, Management &amp; Administration</b>					
Accounting	52.0301			x	x
Accounting/Business Management	52.0305		x		
Business Administration	52.0101			x	
Business Management & Marketing	52.0201				x
Entrepreneurship	52.0703	x			
Financial Services	52.0803			x	
Insurance and Financial Services	52.1701			x	
Office Assistant	52.0408			x	
<b>Finance</b>					
Financial Services	52.0803	x			
<b>Health Science</b>					
Biomedical Equipment Technology	15.0401			x	
Cardiovascular	51.0901			x	
Dental Assisting	51.0601	x			
Diagnostic Med Sonography-Abdominal/OB/G	51.0910			x	
ENDT	51.0903			x	
Health Information Coordinator	51.0703			x	x
Licensed Practical Nursing	51.1613	x		x	x
Medical Administration Services	51.0708			x	
Medical Assistant	51.0801		x		x
Medical Assisting	51.0801	x			
Medical Laboratory Technology	51.1004	x	x		
Medical Office Professional	51.0710		x		
Medical Transcription/Medical Administrative Services	51.0708				x
Nuclear Medicine	51.0905			x	
Occupational Therapy Assistant	51.0803	x			
Paramedic	51.0904				x
Pharmacy Technician	51.0805			x	x
Phlebotomy	51.1099			x	
Phlebotomy/Laboratory Assistant	51.1099				x
Physical Therapist Assistant	51.0806	x			
Radiation Therapy	51.0907		x		
Radiologic Technology	51.0911		x		
Speech-Language Pathology Assistant	51.0203		x		
Surgical Technology	51.0909			x	x

<b>Hospitality &amp; Tourism</b>					
Culinary Arts	12.0503		x		
<b>Human Services</b>					
Cosmetology	12.0403	x			
Early Childhood Specialist	19.0708			x	
Human Service Technician	44.0000	x			
<b>Information Technology</b>					
CIS/Computer Technician	11.9999			x	
CIS/Systems Administration	11.1001			x	
Computer Network Security	11.1003			x	
Computer Programing	11.0201			x	
Computer Systems	11.0701	x			
Electronic Technology	47.0101			x	
Information Systems Technology	11.0701		x		
Network Administration	11.0901			x	
Office Technology Specialist	52.0407		x		
Programing/Application Development	11.0299				x
Programing and Computer Networking	11.0901				x
Satellite Communications	09.0799		x		
Telecommunications	15.0305		x		
<b>Law, Public Safety, Corrections &amp; Security</b>					
Fire Science	43.0203				x
Law Enforcement	43.0107			x	x
Medical/Fire Rescue	51.0904	x			
Paralegal/Legal Assistant	22.0302				x
<b>Manufacturing</b>					
Electronics	15.0303	x			
Energy Operations	15.0613	x			
Energy Technology	15.1001	x			
Machine Tool Technology	48.0501	x			
Mechatronics	15.0403			x	
Precision Machining Technology	48.0501			x	
Robotics	15.0405	x			
Welding Manufacturing Technology	48.0599,				x
Welding Technology	48.0508	x			
<b>Marketing, Sales &amp; Service</b>					
Business Associate	52.1401	x			
Marketing, Sales & Service	52.1401			x	
<b>Science, Technology, Engineering &amp; Mathematics</b>					
Automation Controls/SCADA	15.0303		x		
Civil Engineering Technology	15.0201			x	
Electrical and Electronic Technology	47.0199				x
Engineering/Drafting Technology	15.1301	x			
Environmental Engineering Technician	15.0599				x
Land Surveying Science Technology	15.1102			x	
Precision Technology Specialist	45.0702		x		
<b>Transportation, Distribution &amp; Logistics</b>					
Automotive	47.0604	x			
Automotive Technician	47.0604			x	
Aviation Maintenance	47.0608	x			
Collision Repair	47.0603				x
Collision Repair & Refinish Technology	47.0603			x	
Custom Paint & Fabrication Technology	47.0603	x			
Diesel Technology	47.0605	x		x	
Hot Rod Institute	47.9999				x
Outdoor Power & Recreational Vehicle Technology	47.0606		x		
Transportation Technology	47.0699				x

	<b>Title</b>	<b>Definition</b>
1506	<b>Agriculture, Food, &amp; Natural Resources</b>	Instructional programs that prepare individuals for a variety of careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
1512	<b>Architecture &amp; Construction</b>	Instructional programs that prepare individuals for a variety of careers in designing, planning, managing, building and maintaining the built environment.
1518	<b>Arts, A/V Technology &amp; Communications</b>	Instructional programs that prepare individuals for a variety of careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
1524	<b>Business, Management &amp; Administration</b>	Instructional programs that prepare individuals for Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
1530	<b>Education &amp; Training</b>	Instructional programs that prepare individuals for a variety of careers in planning, managing and providing education and training services, and related learning support services.
1536	<b>Finance</b>	Instructional programs that prepare individuals for a variety of careers in planning, services for financial and investment planning, banking, insurance, and business financial management.
1539	<b>Government and Public Administration</b>	Instructional programs that prepare individuals for executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.
1542	<b>Health Science</b>	Instructional programs that prepare individuals for a variety of careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
1548	<b>Hospitality &amp; Tourism</b>	Instructional programs that prepare individuals for a variety of careers in hospitality & tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
1554	<b>Human Services</b>	Instructional programs preparing individuals for employment in career pathways that relate to families and human needs.
1560	<b>Information Technology</b>	Instructional programs preparing individuals for employment building linkages in IT occupations framework. Employment would be for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
1566	<b>Law, Public Safety, Corrections &amp; Security</b>	Instructional programs preparing individuals for employment planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
1572	<b>Manufacturing</b>	Instructional programs preparing individuals for employment planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
1578	<b>Marketing, Sales &amp; Service</b>	Instructional programs preparing individuals for employment planning, managing, and performing marketing activities to reach organizational objectives.
1584	<b>Science, Technology, Engineering &amp; Math</b>	Instructional programs preparing individuals for employment planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
1590	<b>Transportation, Distribution &amp; Logistics</b>	Instructional programs preparing individuals for employment in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.
1599	<b>Program Prep</b>	Instructional courses that compliment the students program of study and assist with employment. It is part of every student's course of study, regardless of his/her area of emphasis; it is intended to impart common knowledge, intellectual concepts and attitudes that every student should possess.
1810	<b>Disability Accommodations</b>	Services designed to assist students with disabilities to successfully complete their educational training.
1830	<b>Resource Center</b>	Services designed to provide academic support to students
1840	<b>Student Organizations</b>	Student chapters of various professional groups.
1860	<b>Non-Trad / Equity</b>	Instructional programs designed to address equity and services to special populations.
1890	<b>Tech Prep</b>	Expenditures made for the Tech Prep program
1900	<b>Corporate Education</b>	Activities associated with non-credit bearing, short term training program.



**south dakota**  
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.



## 2010 Annual Report



TAKING STUDENTS

# TO THE TOP



*South Dakota*  
**Technical Institutes**

Annual Report 2010

**Meeting South Dakota's evolving skilled  
workforce demand by providing quality  
graduates with the general aptitudes,  
knowledge, technical skills and people  
skills necessary for entry into and  
advancement in their chosen career field.**



## the way for economic progress

A lot of exciting things happened during the 2009-10 school year at South Dakota's four Technical Institutes. Enrollment was at a record level; facility improvements continued as planned; and, after careful study of market factors, we made preparations to roll out several new programs. With fiscal responsibility always a concern, we also eliminated some programs that have outlived their relevance in today's economy.

In addition, the Technical Institute presidents spent time updating our system goals. We use these goals as a roadmap, as we strive to meet the constantly evolving demands of business, industry and the workforce.

These goals can be categorized into one of four areas – People, Product, Plant and Plan – and all seek to advance the vision and mission of the Technical Institutes.



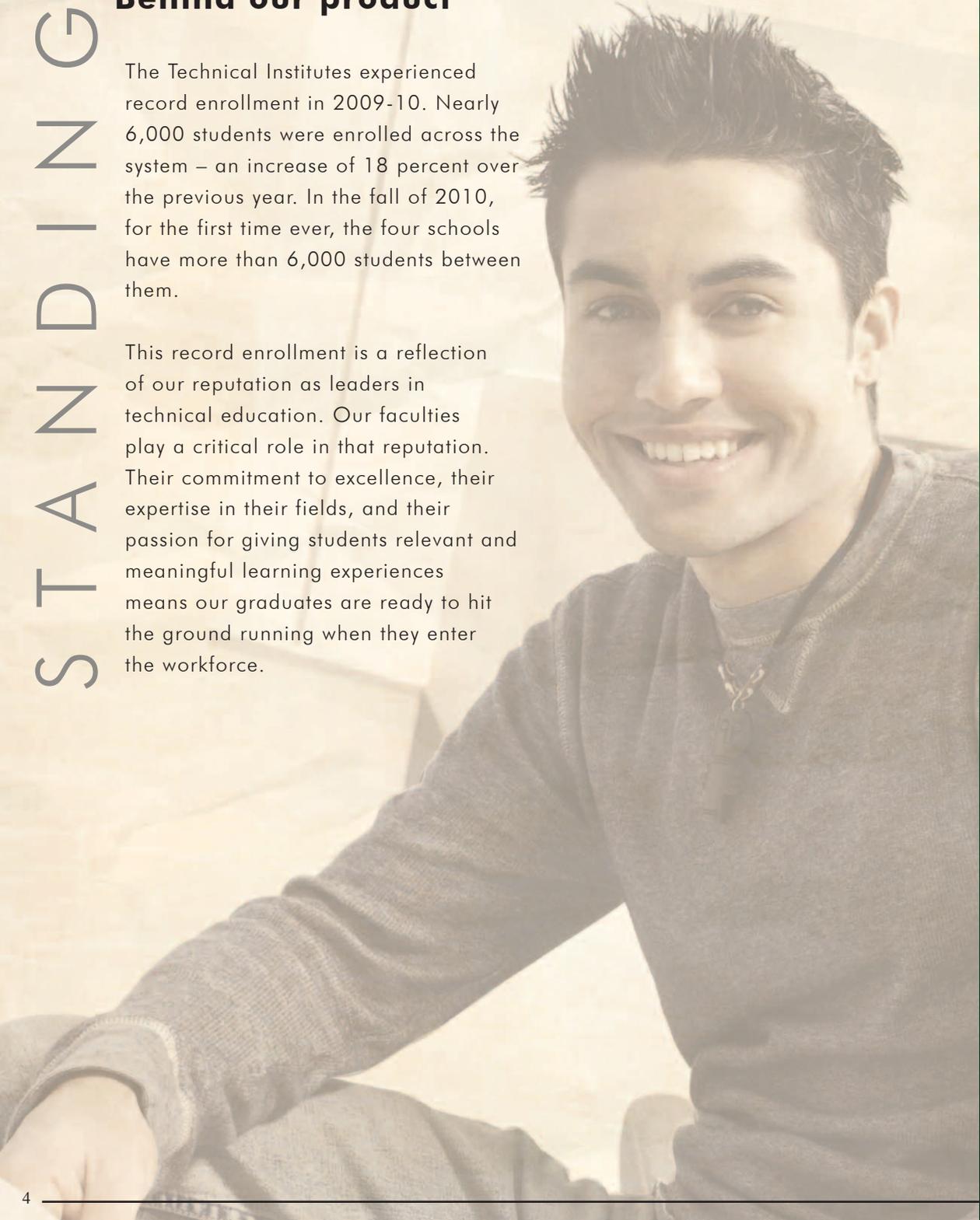
# Quality People

## Behind our product

The Technical Institutes experienced record enrollment in 2009-10. Nearly 6,000 students were enrolled across the system – an increase of 18 percent over the previous year. In the fall of 2010, for the first time ever, the four schools have more than 6,000 students between them.

This record enrollment is a reflection of our reputation as leaders in technical education. Our faculties play a critical role in that reputation. Their commitment to excellence, their expertise in their fields, and their passion for giving students relevant and meaningful learning experiences means our graduates are ready to hit the ground running when they enter the workforce.

STANDING



## 10-Day Enrollment Count

2008-09

5,010

2009-10

5,951

2010-11

6,179

## Retention by Career Cluster (2009-10)

Agriculture, Food & Natural Resources	80%
Architecture & Construction	73%
Arts, Audio-Video Technology & Communications	66%
Business, Management & Administration	66%
Finance	83%
Health Science	86%
Hospitality & Tourism	67%
Human Services	74%
Information Technology	64%
Law, Public Safety & Security	65%
Manufacturing	79%
Marketing, Sales & Services	68%
Science, Technology, Engineering & Math	76%
Transportation, Distribution & Logistics	76%

**OVERALL**

**74%**



## practical skills

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Southeast Tech's "Golf Cart Project" was the invention of CAD Instructor Ron Sorensen. Sorensen, who wants to make sure his students understand the connections between their CAD drawings and the finished product, dreamed up the project for Reverse Engineering CAD IV. "This is a capstone course combining skills learned in engineering courses like Materials and Methods as well as Machine Tool and, of course, CAD drafting," Sorensen said.

Students were required to disassemble a golf cart and then set to work measuring every single part and drawing the parts in AutoCAD before reassembling it. Once finished, they took their final product out for a spin around campus!

"Employers tell us they want to see two things from our graduates," said CAD Engineering Instructor Lloyd Lunde. "One is knowing the basics of drafting and manufacture. The other is the ability to visualize an object, create it in their mind, and to produce a working drawing from that visualization. This class helps the student to develop these skills."

Heating/ Ventilation/ AC/ Refrigeration  
Southeast Technical Institute

Program cost: \$12,698

Average starting salary: \$32,656

**by example**

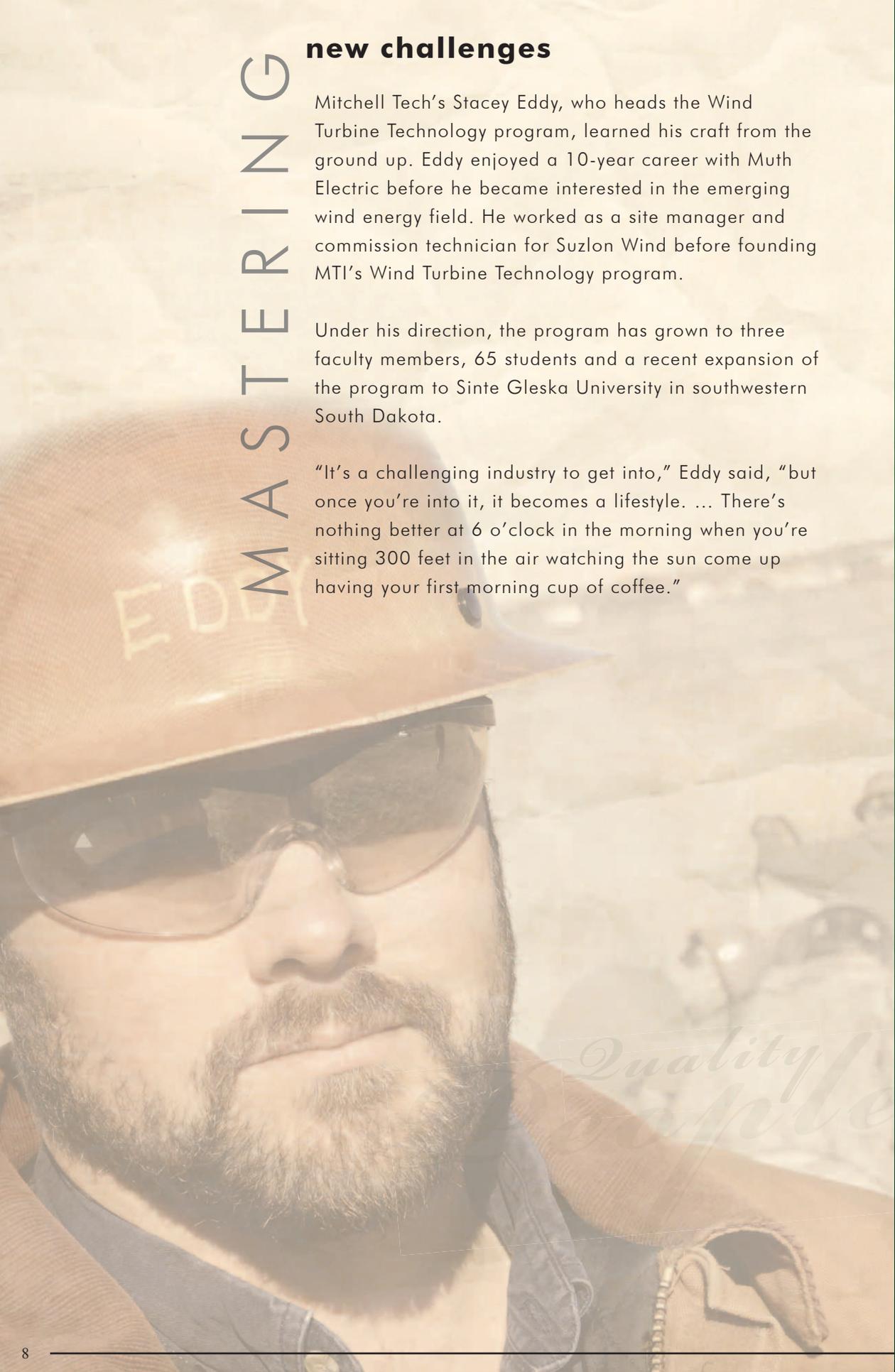
Troy Breitag, department supervisor of Lake Area's Med/Fire Rescue Program, is a perfect example of giving back to his community. A graduate of Watertown High School, he left South Dakota to enlist in the Army. After completing his enlistment, Breitag attended college in Minnesota. He later returned to Watertown and started his career with the Watertown Fire Department, where he currently serves as lieutenant paramedic/firefighter.

Breitag quickly recognized the need, and potential, for a program that would provide both paramedic and firefighting training. In 2008, he began building what is now LATI's Med/Fire Rescue, a two-year associate's degree program. Today, enrollment has reached a record 31 students.

Student Megan Warne said of Breitag: "He teaches us through his real life experiences and this has helped me understand what will come. ... The instructors in the program have been great supporters and teachers."

Lake Area Technical Institute was named as one of The Chronicle of Higher Education's 2009 Great Colleges to Work For. Lake Area also made The Chronicle's Honor Roll as one of the nation's top three two-year schools in its size classification.

LEADING



M A S T E R I N G

## new challenges

Mitchell Tech's Stacey Eddy, who heads the Wind Turbine Technology program, learned his craft from the ground up. Eddy enjoyed a 10-year career with Muth Electric before he became interested in the emerging wind energy field. He worked as a site manager and commission technician for Suzlon Wind before founding MTI's Wind Turbine Technology program.

Under his direction, the program has grown to three faculty members, 65 students and a recent expansion of the program to Sinte Gleska University in southwestern South Dakota.

"It's a challenging industry to get into," Eddy said, "but once you're into it, it becomes a lifestyle. ... There's nothing better at 6 o'clock in the morning when you're sitting 300 feet in the air watching the sun come up having your first morning cup of coffee."



# OPPORTUNITY

## of a lifetime

Western Dakota Tech's Welding Manufacturing Program teamed up with NASA's HUNCH Project to give students a once-in-a-lifetime opportunity to create a product for astronauts in training. WDT and Central High School students made stowage lockers – similar to those used on actual NASA flights – to be used by astronauts training at the Johnson Space Center and Marshall Space Flight Center.

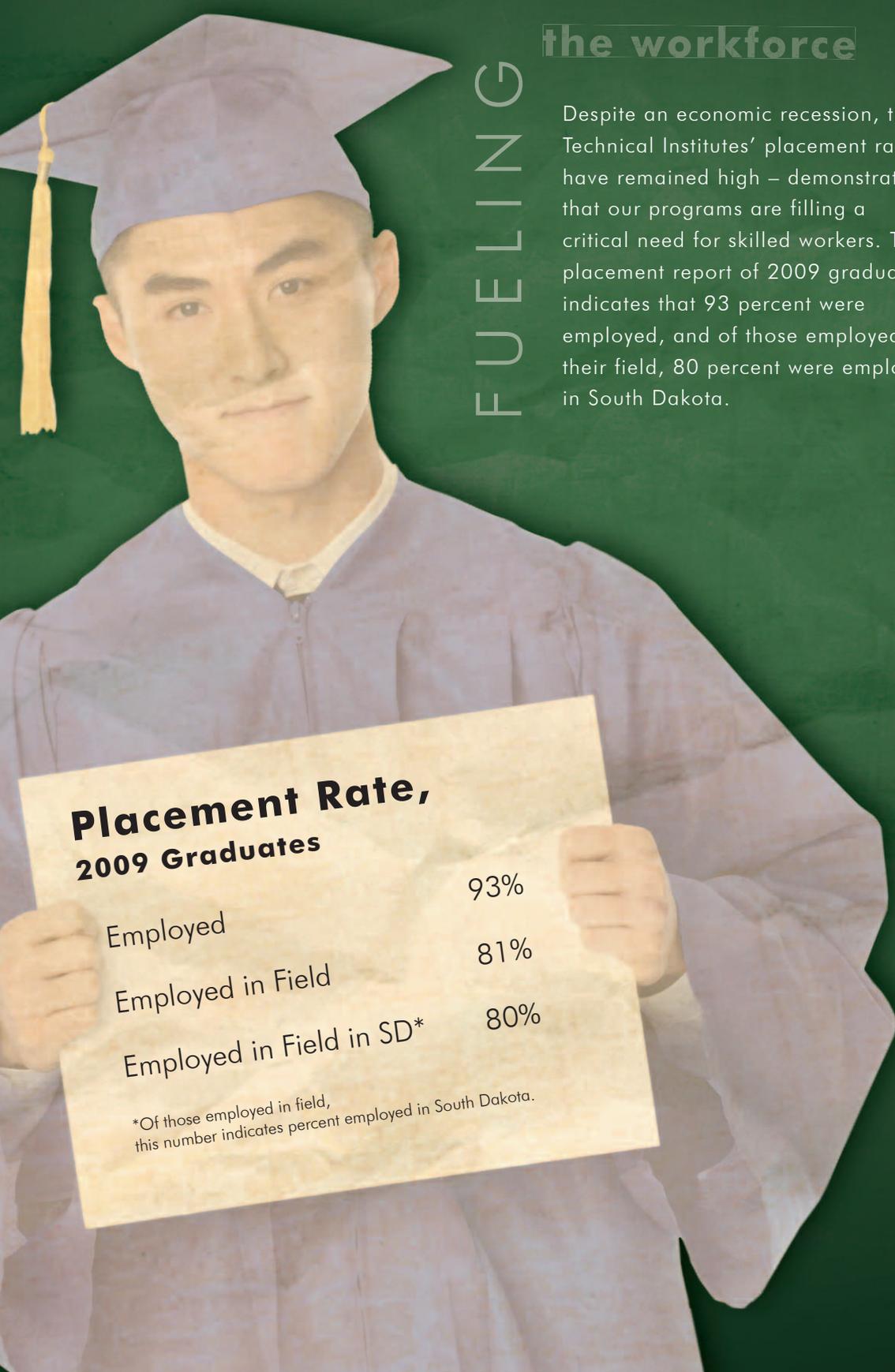
Instructor Luke Steinmetz was instrumental in arranging the project. "This is a first-class learning opportunity for our students," Steinmetz said. "These lockers need to be milled on specialized machines to meet NASA's specifications of thousandths of an inch tolerance."

"It's these types of real-world experiences that engage students and give them the confidence and skills they need to make real and immediate contributions to their employers," Steinmetz said.

Electrical & Electronic Technology  
Western Dakota Technical Institute

Program cost: \$15,236

Average starting salary: \$40,664



## the workforce

FUELING

Despite an economic recession, the Technical Institutes' placement rates have remained high – demonstrating that our programs are filling a critical need for skilled workers. The placement report of 2009 graduates indicates that 93 percent were employed, and of those employed in their field, 80 percent were employed in South Dakota.

### Placement Rate, 2009 Graduates

Employed	93%
Employed in Field	81%
Employed in Field in SD*	80%

\*Of those employed in field, this number indicates percent employed in South Dakota.

# PROGRAMS

## to boost the economy

Our programs are designed to meet the current and future workforce needs of South Dakota's employers, and to promote economic prosperity statewide.

Currently, the Technical Institutes offer 114 programs in 14 career clusters. They range from shorter diploma programs to associate of applied science degree programs, which can run up to 24 months. The Technical Institutes work closely with regional business and industry councils to anticipate workforce needs and to develop programming that makes sense with the economy. To ensure efficiency, all requests for new programs go through a vigorous feasibility study before final approval by the South Dakota Board of Education.

In 2009-10, several new programs were developed based on business and industry need. They will be offered for the first time in the 2010-11 school year. These include the new Speech Pathology Assistant Program at Mitchell Tech, which is the only program of its kind in the state, and the new Medical Assistant Program at Western Dakota Tech, which is near capacity in its inaugural year.

Annually, each program goes through a review process. This process includes data collection and tracking to ensure that the program is still effective in meeting today's workforce needs. With this process in place, we've been able to eliminate some programs that have outlived their relevance in today's economy.

Computer Systems, AAS Degree  
Lake Area Technical Institute

Program cost: \$12,577

Average starting salary: \$43,513

*Quality  
Product*



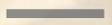
## green at MTI



With the global emphasis on protecting the environment, wind energy continues to emerge as a hot field.



Mitchell Technical Institute is dedicated to training technicians for Wind Turbine Technology. During 2009-10, MTI laid the groundwork for an expansion of the program to Sinte Gleska University on the Rosebud Reservation in southwestern South Dakota.



Students at Sinte will be able to complete a nine-month diploma without leaving their community and will be able to support an expansion of the wind energy industry in sparsely populated areas of western and central South Dakota.



MTI also offers the only Certified Green Professional and Energy Star Home Energy Rating System (HERS) programs in the state. All students in the Architectural Design and Building Construction Program become Certified Green Professionals, and students in the Heating and Cooling Technology Program learn HERS rating techniques. Energy efficient and green practices are also part of the Electrical Construction and Maintenance Program.



Telecommunications, AAS Degree  
Mitchell Technical Institute

Program cost: \$14,249

Average starting salary: \$32,240

*Quality  
Product*

# Placement Rate by Career Cluster, 2009 Graduates

Cluster	Percentage Employed	Percentage Employed in Field	Percentage Employed in Field in SD*
Agriculture, Food & Natural Resources	99%	93%	84%
Architecture & Construction	91%	77%	90%
Arts, Audio-Video Technology & Communications	89%	74%	43%
Business, Management & Administration	92%	73%	87%
Finance	100%	100%	100%
Health Science	93%	85%	76%
Hospitality & Tourism	100%	100%	50%
Human Services	96%	80%	92%
Information Technology	84%	78%	100%
Law, Public Safety & Security	97%	61%	95%
Manufacturing	89%	76%	69%
Marketing, Sales & Services	88%	80%	85%
Science, Technology, Engineering & Math	85%	56%	95%
Transportation, Distribution & Logistics	99%	90%	82%
<b>OVERALL</b>	<b>93%</b>	<b>81%</b>	<b>80%</b>

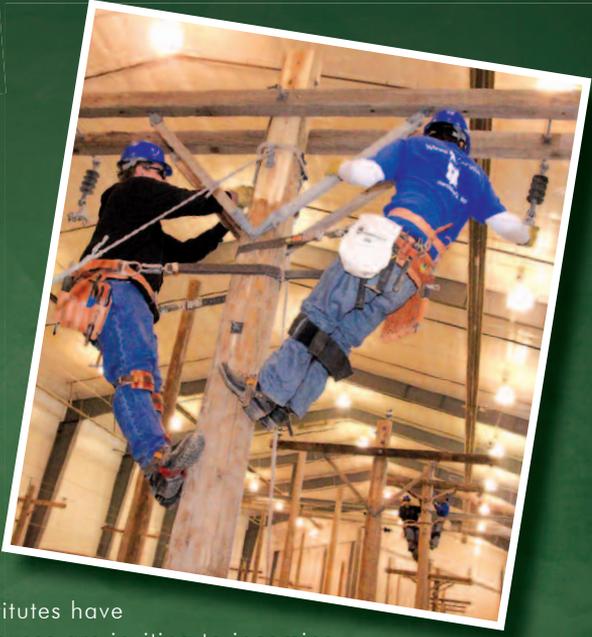
\*Of those employed in field, this number indicates percent employed in South Dakota.

"The Avera Heart Hospital has found the relationship with Southeast Tech to be very valuable. The graduates we have hired are prepared to enter the workforce, and they have a bright future ahead of them."

Jon Soderholm, CEO  
Avera Heart Hospital of South Dakota



Quality  
Plan



REACHING

## new heights

In recent years, the Technical Institutes have focused on making sure the campuses are inviting to incoming students, and facilities and equipment are up-to-date. Student centers are currently in various stages of completion at each of the institutes, and facility upgrades have also had to keep pace with enrollment increases.

Mitchell Tech's new Energy Training Center was completed during the 2009-10 school year, and now houses energy programs in Powerline, Gas Technology and Wind Turbine Technology. Students in these programs do their day-to-day training protected from the elements and using state-of-the-art equipment.



"Southeast Tech is a great campus that's small enough to feel informal yet provides a university quality education. After graduating, I was well rounded in education that was relative to my field. It is an awesome institute for learning!"



Pam Fredrickson, STI Class of 1999  
Invasive Cardiovascular Technology  
Current Employment: Avera Heart Hospital  
of South Dakota, Sioux Falls



# INVESTING

## in the future

At Lake Area Tech, work began on a dedicated anatomy lab that will give students multi-use dissection experiences. Students in several programs, including nursing, medical lab tech, occupational therapy assistant and physical therapist assistant, will use the facility. The lab is expected to enhance the quality of learning by providing a variety of opportunities for hands-on dissection, including the opportunity to utilize prosected cadavers. Lake Area's long-time partner, Prairie Lakes Healthcare System, provided a \$250,000 gift toward this project.

"We believe investing in medical technology and the needed future workers for PLHS is a great community benefit," Doug Sharp, chairman of the PLHS Board of Directors, told the Watertown Public Opinion. "The board views the partnership between LATI and PLHS to be mutually beneficial, and we look forward to seeing all the great new programs and students that will come from the bigger and bolder LATI."





## PARTNERSHIP soars to new heights

South Dakota State University has awarded approximately \$48,000 of a federal energy grant to Lake Area Technical Institute. LATI will be a test site for SDSU's research on Aviation Grade Ethanol.

Using its engine test cell, LATI will run an IO-235 Lycoming aircraft engine for a minimum of 1,400 hours on a prototype ethanol fuel. LATI students will complete 25-hour oil changes with analysis samples, document 50-hour valve adjustments, and standard 100-hour inspections to include compression checks. SDSU is providing the engine and prototype fuel.

LATI also will perform power and fuel economy checks on several planned engine modifications intended to gain efficiency out of the prototype fuel. The results of this research could have significant benefits for both the aviation and ethanol industries.

### Connecting through new technology

At Mitchell Tech, area telecommunications companies joined forces to create a state-of-the-art lab environment, with equipment valued at more than \$1 million. This fiber-to-the-home network provides a real-world scenario for students. It also serves as a valuable training location for industry partners. It's the best kind of partnership because it allows industry access to new technicians just entering the field, and seasoned veterans the same access to new technology.



**WDT teams with private industry to build**

# SWEET RIDE

WDT welding manufacturing students paired up with nationally renowned motorcycle designer Michael Prugh to gain some real-world experience and help out a good cause at the same time. Based on Prugh's design and using parts donated by Black Hills Harley Davidson, the students built a bike from the ground up. The bike was auctioned off during the 2010 Sturgis Motorcycle Rally's Legends Ride event at the Buffalo Chip Campground, and the proceeds donated to charity. The project, called the 2K10 Challenge, gives the 25 future technicians a competitive edge, while also adding a unique personality to the bike itself.

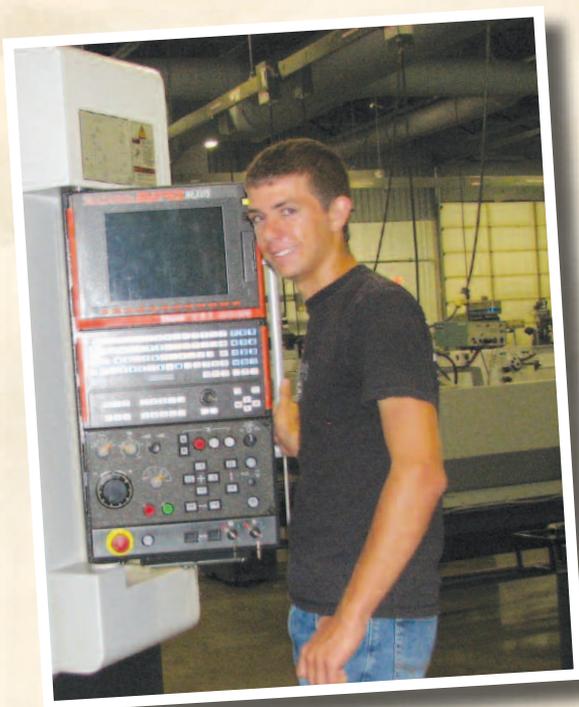
# connections with high schools

## MAKING

In recent years, the Technical Institutes have put special emphasis on partnerships with the K-12 education system. These initiatives and relationships will help to ensure that students who leave all of our institutions are both college and career ready.

Southeast Tech and Western Dakota Tech have made strong connections with the high school students in their areas. Southeast's Learners to Leaders program allows students to take their regular high school courses in the morning, and specific career-related courses at STI in the afternoon. During the 2009-10 school year, 51 Rapid City students participated in WDT's welding, transportation technology or building trades courses.

Both Mitchell Tech and Lake Area Tech now offer online coursework to high school students via the South Dakota Virtual School. Students take specific courses in the health or energy fields, and earn up to two high school credits and six to 12 postsecondary credits.



Tate Uthe entered Lake Area Multi-District's secondary Machine Tool Technology Program when he was a sophomore at Watertown High School. After completing two years of machine tool at the high school level, Tate made the decision to enroll as a dual credit student at LATI. Instructors at both institutions worked together, so that Tate will graduate high school in spring 2011 and Lake Area in spring 2012. As for the future, he plans to continue his education and get an engineering degree.

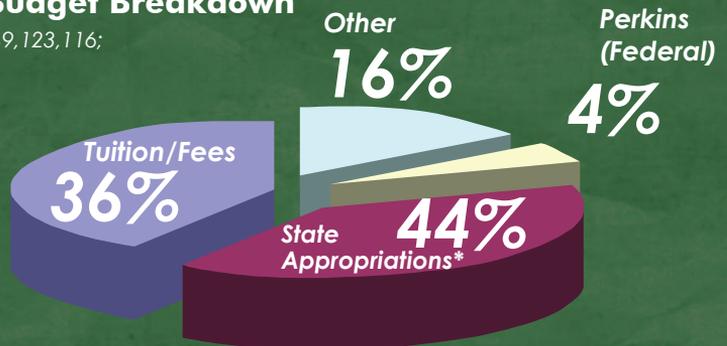
# Technical education: A valuable investment

Our programs offer students a great value for their dollar. Since most programs are under two years in length, students spend a relatively short amount of time in school – resulting in less student debt – and they can join the workforce and start earning a salary in less time.

Our students bring great value to the state. Not only are they assets to their employers, they also contribute to their local communities as neighbors, consumers and, in some cases, business owners.

## FY09 Combined Budget Breakdown

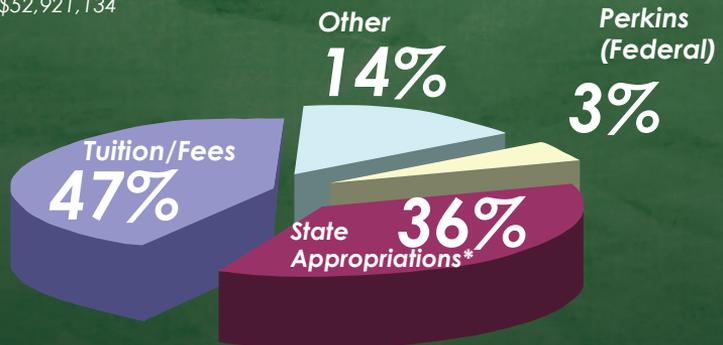
Total Operating Budget: \$49,123,116;



\*Bonding/Debt Services not included: \$824,000

## FY10 Combined Budget Breakdown

Total Operating Budget: \$52,921,134



\*Bonding/Debt Services not included: \$1,650,000

The Technical Institutes are able to provide quality education and training at an affordable rate to both students and taxpayers. Through annual program reviews and partnership efforts, the Technical Institutes demonstrate ongoing commitment to fiscal responsibility.



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## Reports in Progress:

- Corporate Education
- Completion

