

# TECHNICAL EDUCATION IN SOUTH DAKOTA

Accountability Report  
Government Operations & Audit Committee  
Monday, December 18, 2017

The South Dakota Board of Technical Education is charged with advancing the mission and identity of technical education in the state of South Dakota. The board is designed to support the work of the state’s four technical institutes, to have a positive impact on the public perception of technical education, and to create more skilled graduates prepared to enter the state’s workforce.

## HISTORY



## BOARD MEMBERS

Governor Dugaard appointed a nine-member board in July 2017. They include:

- >Dana Dykhouse, Sioux Falls (Chair)
- >Bob Faehn, Watertown (Vice-Chair)
- >Terry Sabers, Mitchell (Secretary)
- >Rod Bowar, Kennebec
- >Doug Ekeren, Yankton
- >Scott Knuppe, Rapid City
- >Ed Mallett, Watertown
- >Scott Peterson, Belle Fourche
- >Diana VanderWoude, Sioux Falls

## TECHNICAL INSTITUTES



Watertown, SD  
President Michael Cartney  
Founded in 1965



Sioux Falls, SD  
President Robert Griggs  
Founded in 1968



Mitchell, SD  
President Mark Wilson  
Founded in 1968



Rapid City, SD  
President Ann Bolman  
Founded in 1968

## STRATEGIC PLAN

In 2015, prior to the creation of the Board of Technical Education, the state’s four technical institutions crafted a focused and aggressive strategic plan. The plan is designed to ensure an adequate number of graduates exit the system as skilled professionals, equipped to meet the ever-evolving needs of employers throughout the state. The plan, known as *SD Techs Work 2021*, has three areas of primary focus:

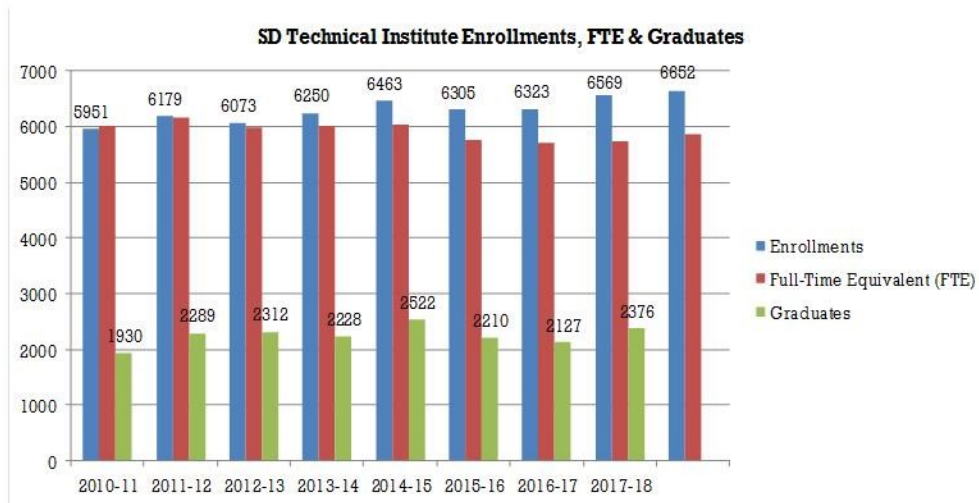
- >**Product** Grow a technically-skilled workforce prepared to meet the challenges of industry and continuing education.
- >**People** Lead a system with the appropriate quality and quantity of instructors, staff and administrators.
- >**Plant** Ensure facilities that are adequate, safe and capable of meeting evolving industry demands and are conducive to learning.

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

The technical institute system has identified a variety of benchmarks to determine whether or not progress is being made to achieve strategic goals. Two of those indicators are overall enrollment and the retention rate of first-year students. An analysis of each is outlined below.

## ENROLLMENT

The chart below outlines three data points: overall enrollment (full-time, part-time, dual-credit), full-time equivalent (minimum of 30 credit hours/academic year), and graduates.

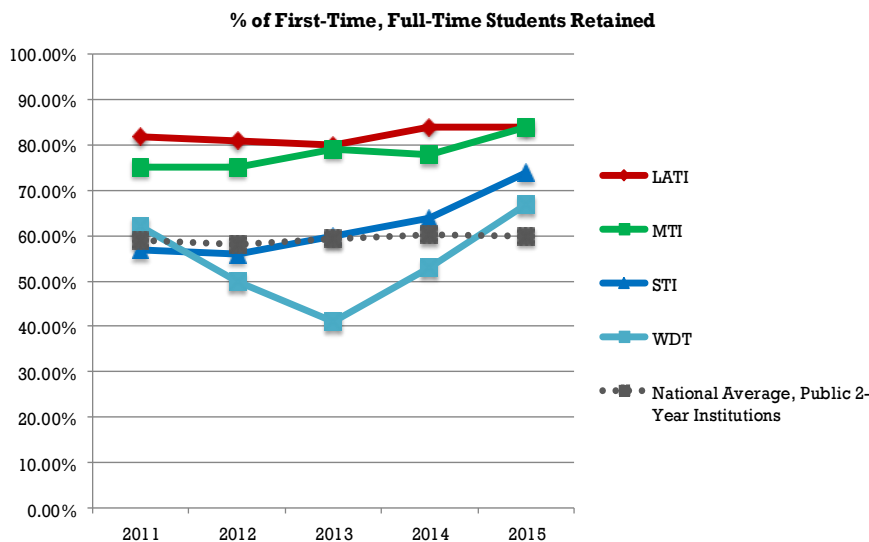


**Source:** Enrollment Report, Annual Financial Report, Appendix A

Key goals of the Board of Technical Education include increasing the number of students entering our technical institutions and ensuring that a higher number of them graduate and enter the workforce.

## RETENTION

The chart below outlines the retention rate at each of the four institutions and the national average for public, two-year institutions. Retention is defined by calculating the number of students who began a program one fall and either returned the following fall or graduated from the program.



**Source:** Integrated Post-secondary Education Data System (IPEDS)

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

High-quality instruction is central to mission of technical education in South Dakota. Each degree and diploma-awarding program relies upon industry experts to prepare graduates to enter the workforce. To ensure our programs respond to changing trends in the marketplace and meet the needs of potential employers, most programs engage advisory councils.

The retention of faculty and staff is a priority in the technical institute system. Faculty and staff retention is impacted by a variety of factors, including; compensation, campus climate, and student interaction.

## **INSTRUCTOR SALARY SUPPORT**

Instructors at the state's four technical institutes were positively impacted by the passage of HB-1182 in 2016. **Three million dollars** were dedicated to increasing instructor salaries and have been distributed using market value and years of service as two primary factors.

## **STUDENT TO FACULTY RATIO**

Because most programs at our technical institutes involve intensive interaction between instructors and students, student to faculty ratios are crucial in creating a positive learning environment.

<b>LATI</b>	<b>MTI</b>	<b>STI</b>	<b>WDT</b>
17:1	17:1	18:1	14:1

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

Each technical institute continues to invest in the quality of their learning and laboratory spaces. Much of this investment has been matched by industry partners interested in the next generation of their workforce learning in a high-quality environment.

While a primary goal of the technical institute system is to increase enrollment and create more workers in a high-need areas, some programs are at capacity and need additional space and equipment. Lake Area Technical Institute, in particular, has developed a five-year build plan with a goal of funding 50% of the expansion effort with private dollars.

## **MAINTENANCE AND REPAIR FUNDING**

The system has developed a six-year plan to grow the overall maintenance and repair budget for state-owned facilities on technical institute campuses. The benchmark established by Governor Dargaard is **two percent** of the overall replacement value of the physical plant. The FY19 Budget includes **\$223,675** to fund year one of the plan.

## **CONTACT INFORMATION**

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