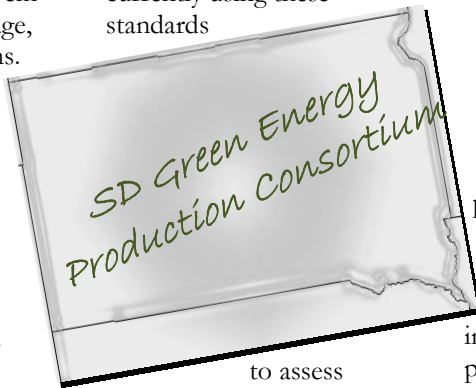


SD Green Energy Production Newsletter

Consortium Enters Year Three

The mission of the TAA grant is to expand and enhance each technical institute’s ability to deliver education and career training programs and help prepare students for employment in high-wage, high-skill occupations. The consortium focused on three priorities. Priority 1 works to improve the retention and achievement rates and reduce time to completion. The Student Success Toolkit, created by STI, provides research based strategies designed to improve the retention of students. Priority 2 is to build programs that meet industry needs, including developing career pathways. Two activities

were accomplished under this strategy. A curriculum discipline panel created a set of standards describing what quality online programs exhibit. LATI is currently using these standards



to assess their online program. All four schools have developed and offered courses in “green energy”. A total of 28 students were enrolled into the programs in year one. For year two, an additional 38 students

were added. Priority 3 focuses on strengthening online and technology-enabled learning. This priority includes development of an interactive learning environment called Visio Cab. Visio Cab allows instructors or students the ability to upload images and questions to create an interactive learning experience. Instructors and students also have the ability to create quizzes and tests in Visio Cab. These products are available as an Open Educational Resource (OER) and can be found on the SD Green Energy Production Google site. OER allows free use and re-purposing of materials by others.

Online/Hybrid Programs of Study Created

- > Agriculture at LATI
- > Industrial Controls at MTI
- > Mechatronics at STI
- > Computer Aided Drafting at WDT

This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Student Success Toolkit Wins National Award

This past year, Southeast Technical Institute (STI) submitted their Retention Toolkit to the Western Interstate Commission for Higher Education (WICHE) Academic Leaders Toolkit. **STI’s Retention Toolkit was selected as the Academic Leaders Tool of the Year.** Presentation of the award took place at WICHE’s annual confer-

ence in March 2014. STI’s Retention Toolkit was selected by the Alliance’s and Forum’s membership from over 13 submissions from both two-year and four-year schools this past year.

The Academic Leaders Toolkit is a web-based repository of profiles of contemporary processes used by academic leaders to embark on new initia-

tives and/or to inform their decision making.

The Toolkit is a joint project of the Western Academic Leadership Forum (comprised of four-year institutions) and the Western Alliance of Community College Academic Leaders (comprised of two-year institutions).

More information can be found on page 4.

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Visio Cab Learning Software – Vision Video Interactive

Vision Video Interactive (VVI) of Sioux Falls was contracted to assist the consortium with enhancing virtual and simulation technologies to improve the way we teach technical skills. VVI led the first activity of researching available technologies. A List of Innovative Instructional Methods/Tools was developed, That list was reviewed and those technologies that were most feasible

were included in a Deeper Dive on Selected Innovations document. A rubric was used to select the final directives: mobile apps, augmented reality, gaming, and virtualization. Instructors provided input on what types of applications they would like to see in these categories and the final product is Visio Cab. Visio Cab is an interactive learning environment where instructors and students can develop learning

activities and assessments. It's as easy as uploading images and creating a "test bank" containing questions or statements. The questions or statements can be placed anywhere on the image. Since Visio Cab is an open educational resource, we envision a website where collections of Visio Cabs are available for others to rework, reuse, and remix and used for a variety of purposes.

Find Visio Cab at
www.visiocab.com

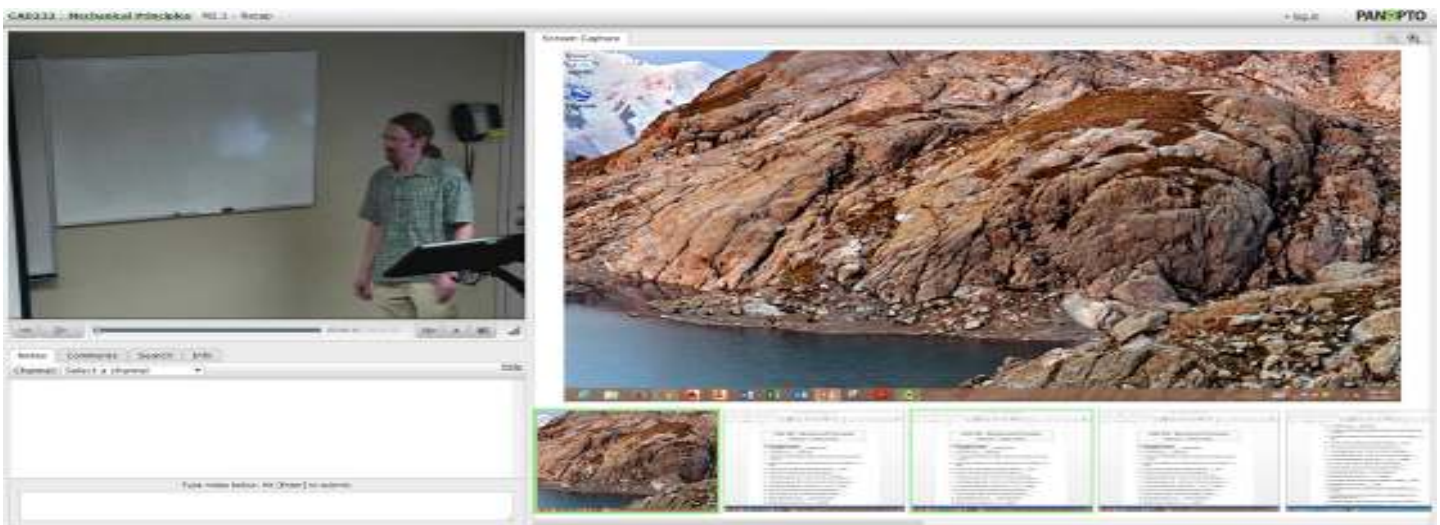
Panopto Lecture Capture –Western Dakota Tech

Western Dakota Technical Institute's implementation of the TAA grant initiative and resources has led to two important developments for the school. The first and primary result has been the creation of an entirely online Computer Aided Drafting Diploma program. Although the enrollments for this program have been

minimal up to this point, the technology used to develop and reinforce the course offerings has been extremely beneficial to the school. The online CAD courses are the first WDT courses to implement Panopto lecture capture technologies extensively. Face to face versions of the same online CAD courses have had the lectures cap-

tured and leveraged within the online courses to create a synchronicity and standardization amongst program offerings. Online students have access to the same learning resources as the on campus students. They are able to review course lectures at will, focus on the video or audio of the instructor or what has been captured from the computer

screen during a demonstration or Power Point presentation. The implementation of Panopto to facilitate our online diploma has been effective, but it has also had the added value of improving/enriching our face to face instruction as well. Students have seen the benefits in the CAD programs and now we will be exploring the same structures and tools for other programs.



“Funding from this grant has made it possible for us to deliver high-quality online training that is intuitive and user-friendly. Obviously, this makes our program more accessible to students with limited daytime schedules. But it has also greatly benefited our students who attend on campus by providing them 24 hour access to lectures and curriculum, even on days when they are unable to make it to class.” WDT CAD Instructor

Student Success Toolkit – Southeast Technical Institute

Southeast Technical Institute researched strategies aimed at retaining students. The strategies proven most successful were included in the Student Success Toolkit. These strategies include: JumpStart Days, Attendance Challenge, At-Risk Student Identification, Internal Communication, Attendance and Grade Monitoring, Online Tutoring Services, and Co-Requisite Pre-Academic Courses. STI piloted these strategies and developed a training module during the 2012 Fall semester. The other technical institutes were trained in the strategies in January 2013 with each school selecting their own strategies to pilot during the 2013 Spring semester. After all the technical institutes had the

opportunity to pilot the strategies, a meeting was held to analyze the strategies and finalize the toolkit. **JumpStart Day**, one of the best practice strategies identified for the

Student Success Toolkit, was featured on the local news station. KELLAND television reported that JumpStart Day is a way to help students be successful when classes

The strategies and training modules can be found at: <https://stinet.southeasttech.edu/ics/>

Login with:
Username: STIRetentionViewer
Password: 2HLPN41n
Ignore the screen when it says the page could not be found. Once logged in, go to: https://stinet.southeasttech.edu/ICS/Academics/SSS/Student_Retention/TrainingDevelopment-Student_Retention-2012

start by getting some of the little things taken care of before the first day of classes. JumpStart Day was initiated after instructors said they needed more time with students.

Car Wash Capstone – Mitchell Technical Institute

In order to evaluate the hands-on skills of **Mitchell Technical Institute's** online Industrial Controls program, a “capstone”

project was created to assess the students' ability to reproduce what they learned. The capstone project is a mini-car wash.

The mini conveyer belt car wash requires the student create the software and electrical connections to drive the car through the

wash per the instructor's directions. Since it is an online program of study, the mini car wash needs to be shipped to each student for completion. The car wash has been developed to be safe and sturdy enough so that it can be repeatedly sent to near-graduation students as a final test of their skills.



The mini-car wash was designed and developed by Mitchell Technical Institute's IC Instructor, Dale Moke.

Curriculum Discipline Panel—Lake Area Technical Institute

The Curriculum Discipline Panel was comprised to ensure appropriate technology and innovation is used in course development. Each technical institute has one member on the panel. Some members of the discipline panel have experience with the Quality Matters and the Sloan Consortium programs. It is the intent of the panel to share insights on items that are needed for a quality online program. It is not the intent of the panel to dictate what criteria should be used. But rather provide a

variety of information and documents so that others may pick and choose the criteria and resources that can be implemented in a manner that is in the best interest of their organization and the population for which they serve. The panel believes, at a minimum, there are four standards needed for a quality online program: Institutional Standards, Support Standards, Teaching & Learning Standards, and Program Evaluation Standards. **Institutional Standards** examine

the mission, goals & objectives, and leadership of the organization and online learning program.

Support Standards focus on what students and faculty will need to be successful in online courses.

Teaching and Learning Standards address how the online program is developed, how it is taught, and how students are assessed.

Finally, **Program Evaluation Standards** are used to collect a variety of data to measure the success of the program.

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

National Award Presentation Tempe, AZ

Tracy Noldner, Vice President of Student Affairs and Institutional Research accepts the **Academic Leaders Tool of the Year** from Michael Cartney, WICHE Alliance Executive Board Chair.

Photo courtesy of Carol Grode-Hanks.



Check Us Out — We're on the Web!!

<https://sites.google.com/site/sdgep4/>

You can find a copy of the Annual Evaluation Report completed by our external evaluator, Technology and Innovations in Education (TIE), on the google site.

Contact: Terri Cordrey, TAA Grant Manager

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605.882.5284 x. 309 or 605.880.2098

Trade Adjustment Assistance Community College and Career Training Grant Program - delivering education and career training programs that can be completed in two years or less.