Assurance Argument

Lake Area Technical Institute - SD

10/14/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 Lake Area Technical Institute's mission statement is "Lake Area Technical Institute: superior, comprehensive technical education that changes lives and launches careers."

The current mission statement was initially developed in June of 2005 and is reviewed annually with the most recent revision occurring in the spring of 2015. The revised mission statement was the result of broad participation by faculty and staff in the revision process.

In August of 2014, the Strategic Planning Committee recommended a more student-centered mission statement. About that same time, the Pathways Committee and the Administration also determined the mission statement needed revision to better reflect a commitment made to the White House to raise the graduation rate. The Pathways Committee drafted two versions of a revised statement which were sent out by the President to the staff for comment. Based on the comments received, the President, in consultation with the Cabinet, selected the new mission statement that would be recommended to the Watertown School Board. The mission statement was recommended by the President to the Watertown School Board for final approval on March 14, 2015. The School Board approved the revision and Lake Area Technical Institue (LATI) immediately began using the newly revised mission statement that now better reflects LATI's strong commitment to student success and meeting workforce needs. The LATI mission statement also aligns directly with the overarching goal of the SD Technical Institute system which is to "provide quality postsecondary education and training to enable South Dakota's workforce and economy to grow.

 LATI's mission includes the phrase "changes lives and launches careers." Fifty percent of LATI students are low-income when they begin their coursework (Pell Grant low income report). Just six months after successful completion of a program, 99 percent of our graduates either go on to higher education, the military, or successfully join the workforce. The average hourly salary for eight of the programs is more than $20.00/hour, just six months after graduation (the placement report). Demonstration of launching careers is reflected by the placement report and echoed by President Obama when he was Lake Area Tech's commencement speaker in May of 2015.

1.A.2 The array of programs encompasses five general interest areas that are managed in a divisional structure in support of the mission: Agriculture, Trade and Technical, Business, Public Service and Safety, and Health. In the fall of 2015, LATI offered 26 Associate of Applied Science (AAS) degree programs and two diploma-only programs. In eight of the 26 AAS degree programs (Heavy Equipment Operator, Welding, Aviation Maintenance Technology, Dental Assisting, Environmental Technology, Med/Fire Rescue, Human Services Technician, and Custom Paint and Fabrication), the student has the option of obtaining a diploma or continuing on to earn the AAS degree. All programs must be approved by the State Board of Education through a process which includes the Governor's Office of Economic Development and the Department of Labor and Regulations.

General Education faculty who deliver coursework in language arts, mathematics, behavioral and social sciences, physical sciences, and computer literacy support these interest areas. The general education courses ensure that the LATI graduate has not only technical expertise, but the skills to perform as a contributing member of the workforce.

To ensure accessibility of educational opportunities, Lake Area Technical Institute offers on-campus courses (face-to-face), hybrid format (partially online, partially on campus), and online courses. LATI partners with other institutions of higher learning to ensure students have the opportunity to continue their education by transferring seamlessly to baccalaureate programs. In the fall of 2016, LATI had 14 programs which offered optional eDegrees (online or hybrid courses).

LATI employs a program development process that links our programs to the ever-changing needs of employers through curriculum and program development. LATI solicits advice and guidance regarding its program offerings in Advisory Board meetings and in conversations with business and industry leaders. As a result, program offerings are updated to reflect current industry trends and/or best practices. In some cases, these conversations have led to new program development in continuing efforts to help fill skilled workforce demands.

To support successful completion of an academic program, student assistance and support services are provided from the beginning of a student's experience at Lake Area Tech in regards to the admissions process, testing and placement information, academic advising, career/program choices, financial aid, registration and orientation, disability services, and veterans' educational benefits. In addition to direct assistance by admission team members, LATI offers a variety of online resources to help students succeed, including tutorials for the learning management system and access to LATI's Online Student Success Coach. Upon acceptance, program faculty serve as advisers to the students, help the students register for courses, and provide academic support.

Faculty members engage in the lives of students inside and outside the classroom. The program faculty are primarily responsible for following up with students that are not attending classes. In those instances, the faculty adviser contacts the Retention Coordinator to enlist additional support for the student.The faculty suggest tutoring or spend more time with students that are not succeeding in classes. They encourage students to participate in student activities and program-related organizations that are offered on campus. They also set a positive example to students by serving on community boards and committees, holding memberships in local clubs and organizations, and supporting community activities.

Enrollment is consistent with LATI's mission and student demographics mirror communities served. Students take full- or part-time course loads depending upon personal work responsibilities, family obligations, or program requirements. Some students elect to enter the workforce after completing their selected academic program of study while others transfer to a four-year institution to continue their education. Special recruitment, counseling, and evaluation services are provided to increase

access for students not traditionally served by higher education.

In the fall of 2015, LATI's student demographic numbers (which included all students including non-degree seeking students) revealed slightly more students were male (50.2%) than female (49.8%) and the majority of students were between the ages of 18-29 years. The number of students enrolled full-time was 1655 and part-time was 543. According to the 2015 Placement Report, LATI has a 99% placement rate which means 99% of our graduates are either employed or continuing their education. Ninety percent of graduates are employed in South Dakota with good salaries.

Total enrollment at Lake Area Tech continues to demonstrate a pattern of increased enrollment with 13 consecutive years of growth. Over the past seven years, total enrollment has risen by more than 50%. LATI has maintained our excellent retention and placement rates throughout this period of growth.

1.A.3 LATI's planning priorities align with and support the mission. For example, in order for LATI to offer a program, the program must be approved by the South Dakota Board of Education through the program approval process which requires demonstration that there is a workforce shortage that this program would fill; that LATI is not duplicating a program offered at one of the other SD technical institutes; and that we supply documentation of employer support. LATI has three additional principles that guide whether we offer a program: 1) we can attract a pipeline of students, 2) there will be good jobs (pay and experience) for our graduates, and 3) we have the capacity and capability to provide a quality educational experience.

(This budgeting sub-component is further addressed by Criterion 5.C.1.)

Sources

- 10-14-15 Auto Advisory meeting minutes
- 10-Day Enrollment FY16 BOE
- 10-Day Enrollment FY16 BOE (page number 3)
- 1A4 - Advisory Board Meeting Minutes Diesel
- 2020 Goal Whitehouse Proposal Form - Version 2
- 2020 Goal Whitehouse Proposal Form - Version 2 (page number 2)
- April 2016 - Institutional Dashboard
- April 2016 - Institutional Dashboard (page number 3)
- Board Notes February 27 2015 mission change
- Board Notes February 27 2015 mission change (page number 3)
- Cabinet Members 2016
- edegrees fall 2016
- faculty community involvement
- Full text of Obama address PDF
- Full text of Obama address PDF (page number 4)
- Gen Ed Requirements From the Course Catalog 2015
- LATI Profile 2016 (2)
- Low income report 2012 v1
- school board minutes approving mission statement-PO- March 2015
- SD DOE Placement Report 2014
- SD DOE Placement Report 2014 (page number 4)
- TI 2016 Appropriations Presentation v3

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 Lake Area Technical Institute's mission statement appears on our [web site](), the dominant location for accessing information related to the institution, and is also published in the school's primary public documents, such as the [online course catalog](), [view book](), [student handbook](), [employee handbook](), and [marketing materials](), which are made available to our constituents. In addition to displaying the mission statement in a variety of public documents and media, the mission is displayed on various campus walls and is featured in the strategic and campus plans, which are shared at advisory board meetings and in program areas. The mission is featured in Tech Team meetings and is printed on the back of every staff members' identification badge.

Two other mission documents, the value statements and the vision statement found in the [Student Handbook]() and on the LATI website, further demonstrate how LATI emphasizes aspects of its mission.

Value Statements

• We believe in integrity, honesty and a caring attitude.

• We believe all people are valuable and should be treated with respect.

• We believe in promoting a positive image for technical education.

• We believe all employees contribute to the success of the institution.

• We believe that excellence and quality performance promotes success.

Vision Statement

Lake Area Technical Institute will be the leader in technical education, working in partnership with business and industry and all levels of education. Lake Area Tech staff will integrate the latest technology and methods of delivering quality education to meet emerging global workforce demands. Lake Area Tech will continue to develop marketing strategies to promote technical education and will maintain excellence in all programs.

The vision statements indicate LATI students will graduate prepared to meet global workforce demands. To meet these demands, LATI graduates will have mastered contemporary job-specific skills required to enter the workforce today. Graduates will also be prepared to meet future workforce demands through lifelong learning skills acquired at LATI. The LATI value statements establish a belief in integrity, honesty, and a caring attitude as a learning goal for students and within the LATI community.

1.B.2 The Strategic Plan, including the mission and vision statements, is reviewed and updated annually.

Lake Area Technical Institute's mission is to provide superior, comprehensive technical education that changes lives and launches careers. Student success is the primary focus for LATI. The word superior noted in the mission statement refers to the quality of the education provided. The word comprehensive references education will be more than technical at LATI. It will also provide communication, social skills, problem-solving and critical thinking skills, and involvement in community service projects. The words "changes lives and launches careers" reflect our belief that success is placement not just graduation and references that graduates not only will be workforce-ready for careers that are in demand, but that the graduates will have gained life skills.

1.B.3

Our constituents are our students and graduates, their families and friends, the community of Watertown, the citizens of South Dakota, employers of our students and graduates, advisory board members, members of the Strategic Advisory Council, the State Board of Education, the SD Department of Labor and Regulation (DLR), the Governor's Office of Economic Development (GOED), the Skilled Workforce Advocacy Council (SWAC), and employees of Lake Area Technical Institute.

Later in the Assurance Argument, we will discuss Lake Area Technical Institute's excellent outcomes (retention, completion, placement) which are currently the highest in the nation for a college of our size. These outcomes result from a single-minded focus upon our mission, which creates a campus culture focused upon student success. Student success at LATI is defined as student placement instead of student completion. Our mission statement reflects this paradigm shift.

Sources

- 15-LAT-0146_recruitment_full_pg_final
- April 2016 - Institutional Dashboard
- LATI Profile 2015
- LATI Strategic Advisory Council Charter final
- LATICatalog2015-16
- LATICatalog2015-16 (page number 5)

- SAC Minutes - January 13 2016
- screen shot of mission statement on website
- strategic plan october 2015 presentation
- strategic plan october 2015 presentation (page number 3)
- SWAC bylaws

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

Lake Area Tech understands the connection between its mission and diversity and the rich cultural impact a diverse student body brings to campus. LATI fulfills its commitment to diversity with open-admissions policies for applicants, recruitment policies and practices for potential students, hiring practices for faculty and staff, campus activities, course offerings, and interaction with the community. At LATI, the definition of diversity includes ethnic minority students, low-income students, student veterans, and non-traditional students.

Watertown, South Dakota is located in Codington County. Demographics for Codington County show our region is composed of individuals who are rural, primarily white, between the ages of 18 and 65, are high school graduates, and have a household income of nearly $48,000. In accordance with the US Census and the SD State and County Demographic Profile, our faculty and staff reflect our regional demographics. Our faculty has a balanced mix of older and younger instructors as well as a balance of teaching experience. Our student population is very similar to the regional demographics, excluding the financial piece (please see 1.C.2).

1.C.2

At Lake Area Tech, everyone is focused on a common mission of student success. To that end, LATI is currently concentrating on three classes of students: 1) low-income student achievement; 2) minority student recruitment and success; and 3) location-bound students and their accessibility. (2016 Institutional Initiatives)

LATI's commitment to diversity goes beyond statements about diversity to concrete actions which reflect that commitment. Several processes and initiatives range from a Diversity Plan and multicultural events to Challenge Access Grant and scholarships. The institute closely monitors the progress of low-income, minority, and nontraditional students as well as providing extra support services such as a Diversity Coordinator, Retention Coordinator, and a Success Coach. LATI's Institutional Research Committee (IRC) collects data on the achievement gaps in the diverse student population. LATI's goal in relation to low-income and racially diverse students is to ensure their performance level is equivalent to counterparts in the general student body. In 2014-2015 and 2015-2016, LATI focused on:

Low-income: In the 2015-16 school year, 92% of LATI students received financial aid. LATI research found that, although campus-wide retention is 80%, low-income retention and graduation rates were 8% lower. Low-income students tended to be in diploma (1-year) versus degree (2-year) programs of study. To help improve these numbers, LATI now includes a "Living in Poverty"

presentation in our in-services for all faculty and staff. Understanding that lower-income and first-generation students have a tendency to underestimate their potential, the LATI admission process now encourages students to consider longer programs of study. The Build Dakota Scholarship program attracts economically disadvantaged students who would not otherwise consider attending college by providing full-ride scholarships in high-wage programs. In 2015-2016, more than 80 students received full-ride scholarships at LATI; and in Fall 2016, more than 90 were awarded. LATI advocates for free community college on the national level by participating in the Heads Up America campaign and works with the TRIO program to support first-generation college students.

LATI is working with the Challenge Access Grant (CCAG) through the US Department of Education to discuss student success strategies and determine roadblocks to student success, especially for low-income students. LATI is also involved in the First Lady's Reach Higher Initiative that is focused on getting more people into college.

LATI was chosen to be part of an Aspen Institute Report that details how the nation's most effective Community Colleges improve outcomes for low-income and minority students. The report calls for all community colleges to engage in "big-picture" thinking that redefines student success beyond access or completion. As mentioned previously, LATI defines student success as placement - either in a job or continuing education. In the report, LATI used data to focus on the needs of low-income students to eliminate graduation rate disparities between Pell Grant-eligible students and non-Pell students. In 2015, Pell students even outperformed non-Pell students with a graduation rate of 84% compared to 79% respectively.

Minority: The culture of openness and acceptance at LATI is increasing the population and success of underserved ethnic and racially diverse students. Minority enrollment increased 25% from 2014-2015 to 2015-2016, yet minority retention is lower than the average of the general student body. To target efforts and promote the efficient use of limited resources, LATI developed a comprehensive Diversity Plan aimed to increase enrollment, retention, and placement outcomes for this population. Early data indicate minority graduate placement exceeds the non-minority average. Of the graduating class of 2014, 100% of minority graduates were employed six months after graduation and they earned, on average, approximately 15% more than their non-minority peers. Of the graduating class of 2016, Lake Area Tech recorded the highest number of Native American graduates at 17. The most recent placement report (2015) showed the starting salaries of students that disclosed their information for Native American graduates (I) compared to the non-minority student graduates (W).

Lake Area Tech supports Multicultural Awareness through the Native American Club, the LATI Native Entrepreneur Academy, and through Multicultural Events and Student Activities. Campus-wide events are dedicated to celebrating the achievements of minorities in conjunction with national holidays and observations. These special events include a multi-cultural food tasting event for staff and students, poverty in-services, Generations in the Workforce in-services, and a Physical Therapist Assistant program multi-cultural furniture auction. LATI employs a full-time Diversity Liaison. Two additional employees have part-time responsibilities to assist with the recruitment and retention of minority students.

Non-Traditional Students:

Non-traditional students include non-traditional by course students (females in a course predominated by males or vice versa) and also non-traditional students by age or location. LATI instructors, staff, and students participate in Equity Day, a non-traditional career day coordinated by our Health, Safety, and Wellness Coordinator. During the day-long event, high school students visit programs non-traditional for their gender and participate in hands-on activities, exposing them to different types of

careers. The Health, Safety, and Wellness Coordinator also visits high schools in the northeast region of South Dakota presenting equity information and encouraging students to attend a non-traditional program at Equity Days. All programs also host high school students during Junior and Senior Tech Day visits that help students learn more about career areas and choices.

By offering "hybrid" online courses, LATI has expanded the opportunities for non-traditional and special populations to participate in technical training. Hybrid courses combine online content delivery with varying degrees of on-campus labs and selected projects. Web-based programs for special population career technical students offer 24/7 access to multiple presentations (texts, video clips, Power Points with voice overs, etc) of labs, classroom materials, handouts, schedules, feedback, and grades -- enhancing student understanding and success.

Veterans: There are more than 100 students on campus using military benefits. Additionally, community-based Veteran Appreciation events and support groups demonstrate the area is very "military-friendly." Our nationally credentialed counselor is becoming certified to counsel for PTSD and other service-related issues. We also employ a Veteran's Services Coordinator. LATI works with national veterans' organizations to offer meaningful veterans' social clubs and veterans' appreciation events. Finally, LATI houses a Department of Labor veterans' service representative on campus to assist veterans with job exploration and/or placement.

Sources

- 07-TECH-INST-Retention-Plan document updated 8-4-2
- Aspen Report Structural-Equity
- Aspen Report Structural-Equity (page number 11)
- Codington County Demographics Summary
- Diversity Action Plan (2)
- Diversity Activities From Holli Owens Diversity Coordinator
- DIVERSITY Brochure
- Diversity Enrollment 2014-16
- EnthnicPlacement
- Fall 2015 LATI Retention Report.xls
- Gender Equity Day
- Gender Equity Day Brochure
- job desc -- veteran services coordinator 2013v2
- LATI Teams with Industry to Expand BDS Article
- LATI to host Native Entr thepublicopinion
- Low income report 2012 v1

- Pell completion March 24 Pell Completion Pre-Event Questionnaire - final
- Perkins Data 2014-15
- South-Dakota-State-and-County-Demographic-Profiles-B755
- South-Dakota-State-and-County-Demographic-Profiles-B755 (page number 11)
- South-Dakota-State-and-County-Demographic-Profiles-B755 (page number 65)
- Veteran's Coordinator Report: 12/10/15
- What is needed to make students successful final - initatives GOAC versi

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 History of LATI

The Federal Vocational Education Act of 1963 provided funds with the intent that vocational education should be an integral part of the educational program. In South Dakota, newly elected Governor Nils Boe used the 1965 legislative session to formulate a plan for post-secondary vocational technical education.

South Dakota was divided into six districts by the State Vocational Board. Each district could have one post-secondary vocational technical school.

Post-secondary vocational schools had the following goals:

- To prepare students to become employable and productive citizens
- To retrain displaced workers
- To upgrade or update currently employed workers

Watertown was the first community in South Dakota to begin construction of a school. Often programs at the new vocational schools were developed through unique partnerships with industry. Initial programs at **Lake Area Vocational School** were Office Machine Repair, Aviation Mechanics, Farm Equipment Repair, Machine Trades, Auto Mechanics, Drafting, Electronics, Cosmetology, Dental Assisting, and Agriculture.

Admission was open to students 16 and older, per state policy.

Around 1968, legislation was passed so students attending post-secondary vocational schools could qualify for federal PELL grants and student loans, providing the school was accredited by a regional accreditation agency. The five vocational schools completed their individual self-studies and were accredited by the North Central Association of Colleges and Schools.

Workforce Development: The overarching mission of South Dakota's Technical Institutes, including LATI, is workforce development and contributing to South Dakota's economic growth. A commitment to public good is the driving force behind LATI's mission statement. Since the

inception of Lake Area Technical Institute, the needs of the community, region, and state have played a vital role in its operations. LATI was founded on the premise that the graduates would fill vital roles not only in specific industries, but also become leaders within the communities where they build their careers. Meeting the needs of the community continues to be of major importance within the curriculum of each program. At LATI our mantra is "college is a pathway, not a destination." LATI considers success of our graduates to be job placement, not graduation. That is a commitment we made to the President in conjunction with the December 2014 White House Summit.

Recent actions that demonstrate LATI (and the state of South Dakota's) commitment to the state's workforce are:

The Build Dakota scholarships offer full-ride tuition and fees to help meet the needs of South Dakota's workforce demands.

The Build Dakota Scholarship program was announced in late 2014. It was made possible by a $25 million donation from T. Denny Sanford and a $25 million grant by South Dakota Gov. Dennis Daugaard from the South Dakota Future Fund. Build Dakota supports students entering high-need workforce programs at South Dakota's technical institutes, helping supply the state's technical career fields with skilled professionals.

Lake Area Tech is teaming up with the private sector to offer the Stretch the Million, Grow Your Workforce program. Stretch the Million is a way for industry and the public to help scholarship more students by partnering with Build Dakota and 'splitting' a full-ride scholarship into two full-rides.

In addition, high-cost, limited-enrollment programs such as Medical Laboratory Technician and Practical Nursing are maintained to meet the workforce needs of South Dakota and the surrounding area.

LATI is part of Watertown's response to the Governor's Workforce Development study. As such, we organize and participate in the Watertown Career Expo. We are active members of the Watertown Workforce Advisory Council, a direct result of the Governor's Workforce Development study. We organize and host the Career Search Expo for Lake Area Tech students which business and industry from all over the upper Midwest attend in search of full-time employees and interns. We co-sponsor and organize a part-time job fair called Watertown Wants U where local employers attend free of charge and offer current LATI students part-time jobs and/or internships. Mount Marty College and National American University students (other local colleges) are invited to the Watertown Wants U job fair.

1.D.2

Nearly 100% of the LATI budget and grant monies is dedicated to LATI's educational responsibilities. Salaries and benefits are approximately 60% of the budget and equipment is nearly 10%.

1.D.3

Community Service:

Participation in community service projects is an expectation of each one of our 28 programs and students are highly encouraged to participate as part of the educational experience. Leading the student population in community service projects is our Student Voice organization, which energizes

a large number of students and focuses those students on worthy projects.

Each year, our Student Voice representatives organize student, staff, and faculty community service projects. During the 2015-16 school year, the Student Voice coordinated three community service projects for students and staff at LATI:

1) The LATI food drive for the local People Against Child Hunger (PACH) program was a challenge for all Lake Area Tech programs to see which program could generate the most amount of food in pounds. This challenge invited all students, staff, and faculty to participate. While all programs participated, the winning program based on weight was the Aviation Maintenance staff and students who donated 2156.5 pounds of food. Altogether, staff and students at Lake Area Tech donated 6291 pounds of food to help fill PACH backpacks.

2) The Threads of Hope donation/fundraiser invited LATI staff, faculty, and students to donate sewing items to the local Beacon Center (for domestic violence). The Beacon Center offers its clients sewing classes to instill confidence, a feeling of accomplishment, and cultivate calmness through creating. LATI staff, faculty, and students collected countless sewing notions including a sewing machine during the drive.

3) The Student Voice organized a team of students who jumped into a frigid Lake Kampeska at the annual Polar Plunge for Special Olympics event. Student jumpers collected pledge money to support their fundraising efforts before the day of the event and challenged staff, faculty, and students to participate by donation or by joining the Polar Plunge team. The 2016 LATI Polar Plunge team raised in excess of $3,134 for the event that benefited South Dakota Special Olympics.

Lake Area Tech was named to the 2014 President's Higher Education Community Service Honor Roll for its work in service learning projects both locally and nationally. LATI students contributed well over 17,000 hours in community service projects for the 2014 award. This was the sixth time LATI received the community service recognition award. The 2015 and 2016 awards have not been revealed.

Leadership Development:

Another focus of LATI is to prepare graduates to be leaders in their communities. Several programs focus on leadership (Leadership in the Global Workplace and various program clubs like the Ag Club) student government (Student Voice), SkillsUSA, Great Idea Student Competition, Tedx talks, and the student ambassadors program.

Leadership in the Global Workplace (ECON 105) is a General Education course that studies traditional theories of leadership and leadership philosophies. The course originated based on industry advisory board feedback informing faculty that LATI students needed more leadership skills because many of them go into management or supervisory positions within two or three years.

Some examples of students demonstrating leadership skills are:

* An LATI Entrepreneur student entered the Governor's Giant Vision student business competition.

* LATI Great Idea Student Competition – This contest recognized outstanding students' entrepreneurial proposals. LATI faculty advised the students on their business plans.

* April 2015, LATI hosted the first LATI Ted X conference, at which a Cosmetology student was a featured speaker.

* SkillsUSA National Leadership and Skills Conference. Industry leaders representing over 600 businesses, corporations, trade associations and unions recognize students for their demonstrated excellence in 99 hands-on occupational and leadership contests such as robotics, criminal justice, aviation maintenance and public speaking. All contests are designed, run and judged by industry leaders using industry standards. In June 2016, a Lake Area Tech Law Enforcement student earned first place in his division.

* Student Ambassadors are selected for each program. These program representatives assist in giving tours and guiding individuals interested in the program.

* Recently, an LATI Occupational Therapy Assistant student was appointed to the National AOTA Assembly. The student held various offices on the LATI campus, was OTA class President and President of the Student Voice, held state and national offices as the LATI Student Representative to the South Dakota Occupational Therapy Association, and held a national leadership position with the American Occupational Therapy Association Assembly of Student Delegates. The OTA program discusses leadership in OTA 100 and develops skills by requiring volunteer and professional involvement. Assertiveness and various written and verbal communication skills are also taught.

* In 2011, a student in the Medical Laboratory Technician program, was elected Vice President of the National ASCLS Student Forum. She was very active in Student Government in a leadership role. Professionalism and leadership skills are part of the curriculum in MLT 101 and in a MLT Seminar class.

Collaborating with and Assisting other two-year colleges:

Lake Area Technical Institute has been a Finalist-with-Distinction each of the three times the Aspen Prize for Community College Excellence has been awarded since 2011. The Aspen Prize, the nation's preeminent recognition of high achievement and performance in America's community colleges, is awarded every two years and recognizes institutions for outstanding outcomes in four areas: student learning; certificate and degree completion; employment and earnings; and high levels of access and success for minority and low-income students. As a result, LATI has been part of the conversation generated by the Aspen Prize and the Aspen Reports. LATI has collaborated with other colleges as an example of success for community colleges.

The Aspen Institute released a new evidence-based report in June 2016 designed to help more community colleges across the country close the achievement gap and lift more low-income students out of poverty and into self-sustaining careers. The Aspen report, *Structural Equity: Big-Picture Thinking & Partnerships that Improve Community College Student Outcomes,* describes how Lake Area Technical Institute and three other community colleges have achieved exceptional and improving outcomes for students while also narrowing or eliminating success gaps among students of various racial/ethnic and socioeconomic groups.

LATI was the lead two-year college in the founding of the Western Interstate Commission for Higher Education (WICHE) group. WICHE is a sixteen-state consortium that represents more than a third of the 7,000,000 community college students. LATI's President serves as a founding member, past chair of the board, continuing board member, and as South Dakota's two-year college representation on the board.

Lake Area Tech works closely with the other three technical institutes presenting data and outcomes to the SD Legislature while requesting state funding. Currently, the four technical institutes of South Dakota are enlisting support for Amendment R. We work with the other three SD technical institutes in many other areas, for example hosting and attending academic conferences and sharing data and resources.

Participation in the President and First Lady's Initiatives to Improve Student Success:

Lake Area Technical Institute is committed to continuous improvement in student success outcomes and actively contributes to the 2020 National Completion Goal established by President Obama. LATI's unique relationship with business and industry partners is largely responsible for the high student success outcomes throughout the institute's history. LATI's two-pronged action plan is focused on: 1) Further expansion of the employer's role in student success and 2) Redefining success as employment for students to better focus the educational experience.

LATI participated in Heads Up America, which advocates nationally for the benefits to society that community colleges bring. LATI was one of two schools invited to participate in "Champions of Change: Fulfilling the Promise" strategic planning session hosted by the U.S. Department of Education focused on highlighting institutions across the country that are making significant strides in increasing graduation rates among Pell-eligible students. Lake Area Tech also participated in "Reach Higher". "Reach Higher" is First Lady Michelle Obama's College Opportunity Day effort to inspire every student in America to take charge of their future by completing their education beyond high school. Lake Area Tech developed a program based loosely on First Lady Michelle Obama's College Opportunity Day initiative by holding a high-spirited "Signing Day" for all new students. On Signing Day, students are presented a letter they sign solidifying the students' intentions of making the most of their training experience, completing their education, and becoming the best at what they do. In addition, the student agrees to make all efforts to meet new friends, participate in campus organizations and activities and above all, have fun and make the most of time spent at Lake Area Technical Institute.

LATI has been fortunate to have exceptional communication with external constituencies and communities of interest. Examples of this communication are:

Advisory Boards

Each of the 28 programs at LATI has an identified Advisory Board comprised of members who are stakeholders in that particular industry and are drawn from local and regional entities to ensure LATI is meeting workforce needs. Each program's Advisory Board meets annually and at other times throughout the year as needs arise. The Advisory Board's purpose is to review outcomes for the curriculum taught in each program so content objectives are met for the employer as well as the students in the program.

Three years of Automotive Technology Advisory Board minutes (2013, 2014, and 2015) are included demonstrating the Advisory Board's concern regarding the poor interviewing skills and resume writing of the Auto Students and LATI's response by requiring a course, Career Search Strategies, for all Auto Technology students, which addresses those concerns.

Corporate Education

With South Dakota's unemployment rate currently at 3.6 percent and the local unemployment at 2.9 percent, the need for industry to up-skill current employees to fill critical positions is increasing. Last

year, Lake Area Tech's Corporate Education division worked with 202 companies in northeast South Dakota, training 2117 individuals in skills ranging from welding and truck driving to robotic programming and operation. LATI engages businesses through employer-led organizations and committees including, but not limited to, the regional Society of Human Resource Managers, Economic Development Corporation, South Dakota Manufacturing and Technology Solutions, Manufacturing Extension Partnership, Watertown Workforce Development Council, and the local Mayoral Workforce Board. The LATI Business Partner Specialists meet one on one with business leaders in healthcare and advanced manufacturing to address workforce education needs with innovative educational solutions both credit and non-credit. Corporate Education customizes training to address regional needs for skilled and up-skilled labor, using employer surveys to assess quality and scope of the training for continuous improvement. Examples of training include:

- Regional Case/New Holland Technician Regional Training Center
- Commercial Driver's License (CDL) Training Course to address truck driver shortage
- Expanded Functions for Dental Assistants
- Aluminum Welding Code Certifications, welder qualifications, basic welding
- Robotic programming and operation
- Forklift Training
- Online Certified Nursing Assistant (CNA) Program
- Flight Training (Private, Commercial, Agri-Aviation)

Most Corporate Education training programs offer participants the option of partial or full LATI course credit. Approximately 130 participating students chose to receive credit. Many of the above-listed non-credit training includes an option to obtain credit for students pursuing a related diploma or degree.

Community U

In 2013, Lake Area Tech partnered with the City of Watertown and its visioning committee – Watertown H20-20 – to offer Community U, a series of fun and informative classes held semi-annually on Lake Area Tech's campus or in an area business. The purpose of Community U is to create an opportunity for community members to learn a new skill or hobby. Lake Area Tech staff and other community members comprise the committee which coordinates the courses each semester. The classes are taught by local community experts and range in topics from beekeeping to gardening to building kayaks. The courses have been attended by more than 1200 community members since its inception in Fall 2013.

Sources

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- Champions of Change Fulfilling the Promise Serving the Need
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- LATI Announces BDS Article
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- LATI Honored Nationally for Community Service
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- Letter of Intent
- MLT 125 Seminar Syllabus Updated 6 1 16
- MLT101 Syllabus S2015
- Presidents Community Service Award 12-2014
- SkillsUSA 4-15
- SkillsUSA 4-16
- Spring MLT Advisory Board Meeting Minutes May 26 2016 final
- Spring2015 newsletter OTA student leadership
- Spring2015 newsletter OTA student leadership (page number 6)
- TEDxLATI
- Watertown Wants U Job fair 2016 Flyer
- White House Summit
- Wiche Alliance Executive Committee
- WICHE Description
- WICHEnewscap0316 Newsletter

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

LATI's mission is clear and articulated publicly, and it guides our operations. At LATI, it is our unity of effort, mission drive, and student focus that are the reasons for our success. Our mission gives us our sense of who we are and why we do what we do. LATI's focus is on student success and workforce development for the region.

We also place a major emphasis on mutually beneficial relationships with external constituents to promote the public good while furthering academic and leadership opportunities for our students. Given the demographics of our region, our issue with racial diversity is a lack of available potential students but we continue to strive to engage any and all of our constituents and have improved our minority enrollment and retention.

One of the biggest inhibitors to enrollment in college is the perceived ability to afford college. LATI is proud that we serve almost 50% low-income students whose performance is on par with the other student groups.

As our enrollment increases, our challenge will be continuing to focus on our mission. With national accolades comes the challenge of feeling that we don't need to improve. If we recognize that hurdle, we will be sure to retain our identity and passion for improvement.

Sources

- Aspen Report Structural-Equity
- Aspen Report Structural-Equity (page number 11)

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A. Lake Area Technical Institute is proud to have served South Dakota and this community for over 50 years. Lake Area Technical Institute operates with integrity and transparency to ensure the fulfillment of our mission through structures and processes that involve the board, administration, faculty, staff, and students. LATI goes beyond state and federal Sunshine laws, with the President often telling the staff "do the right thing". LATI's lead Value Statement is "We believe in integrity, honesty, and a caring attitude."

The Watertown School Board, LATI's local governing entity, is committed to integrity, fair and ethical behavior. LATI is transparent with its students, partners, and the community. Financial integrity is maintained through financial audits and other safeguards outlined in Criterion 5. Salaries, contracts, bids, and financial dealings are published in the local newspaper and the budgeting process is open to the public. The district is in compliance with OMB 130A and other federal guidance. The School Board meetings are broadcast on the local cable channel, the minutes of each School Board meeting are published in the local newspaper each month, the school district conducts an annual audit of LATI's financial operations, and the board conducts annual, public budget hearings. In addition, there is Legislative oversight of the LATI budget and spending.

LATI complies with Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans with Disabilities Act, and the Federal Education Right to Privacy Act of 1974. A Title IX training is conducted annually, and was most recently presented during the January 6, 2016 in-service for faculty and staff.

Faculty academic integrity is governed by policies published in the LATI Certified and Administrative Employee Handbook including the **Code of Ethics for the Teaching Profession.** Personnel issues such as absence and leave, employee professionalism, new employee background checks, curriculum changes, and grading scales are covered in the handbook. Commitment to integrity in personnel functions is supported by various policies concerning recruitment and hiring, dismissal, and grievance processes. Personnel matters such as hiring and salaries are transparent and open (published). Various instructional programs, such as Cosmetology and Aviation Maintenance Technology, abide by regulations specific to those occupations. These regulations are dictated by the regulatory agencies that enforce the licensing of Cosmetologist (state agency) and certification of Aviation Maintenance Technicians (Federal Aviation Administration).

LATI ensures that its students are treated fairly and equitably. LATI promotes the highest standards of academic integrity and the highest regard for truth and honesty. Behaviors that violate our academic integrity policy are listed in the LATI Student Handbook—Institute Conduct Policies. Included in the Student Handbook are the student grievance policy, the policy for appealing a course grade, policies on sexual harassment, controlled substances, tobacco use, policies for academic probation, suspension, and dismissal and the Student Rights and Responsibilities. The Student Handbook contains the Student Right to Know and Campus Security Act information. After receiving information the first week of school about the handbook and how they can access it online, all students sign a form indicating they are familiar with the Student Handbook and how to access it.

Our auxiliary functions (Bookstore, Food Service, Daycare) operate with the same transparency and openness as evidenced in the LATI Classified Employee Handbook.

Grievance policies are found at all levels. There is a grievance policy for Certified Employees, Classified Employees, and Students. The Student policy states: Lake Area Technical Institute recognizes that there may be conditions that are in need of improvement and that students and others should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means can do much to maintain harmonious relationships between the Institute and the students and community.

Lake Area Tech strives to resolve all types of complaints informally at the level closest to the origin of the complaint, but provides channels for filing official complaints when resolution is not achieved. In the event resolution cannot be reached, students may file a formal complaint by submitting the official complaint form to the Vice President. Complaint Form

Upon receipt, the Vice President will assign the complaint to the appropriate supervisor. The supervisor will take action on the complaint and document the date resolved. All formal complaints and resolutions will be logged and analyzed for continuous improvement. Types of complaints include, but are not limited to:

Academic – Instructor Complaint

Academic – Grade Appeal

Academic – Other

Student Services – Customer Service

Student Services – Accommodations

Student Services – Other

Human Resources – Employee Complaint

Financial – Appeal of Charges

Title IX – Sexual Misconduct

Title IX Complaints – Sexual Misconduct

Title IX complaints of sex discrimination—including sexual violence or other sexual misconduct—will be overseen by the Vice President who also serves as the Title IX Coordinator. These complaints

will be handled in accordance with Department of Education regulations and a resolution will be complete within the required 60 day time-frame. The grievance procedure below applies to both students and employees.

The Online Complaint form information is found at http://www.lakeareatech.edu/campus-life/file-a-complaint/

Occasionally, we identify areas that could be improved upon (informal complaints) through various student surveys (course assessment survey by student and student satisfaction survey) or dialog with students. We address these complaints as well, although we generally do not document the complaint or resolution.

LATI is accredited by The Higher Learning Commission. For complaints related to institutional practices that may not meet the Criteria for Accreditation established by The Higher Learning Commission, individuals should direct complaints to HLC.

http://www.ncahlc.org/information-for-the-public/complaints.html

Allegations about an individual LATI program's failure to comply with program accreditation standards should be directed to the accrediting body in question.

- Practical Nursing – www.acenursing.org
- Med/Fire Rescue--http://www.coaemsp.org/
- Medical Assistant – http://www.caahep.org/Content.aspx?ID=37
- Medical Laboratory Technician – http://www.naacls.org/student-center/appeals.asp
- Dental Assisting — www.ada.org
- Physical Therapy Assistant — www.capteonline.org
- Occupational Therapy Assistant — www.aota.org

A complaint of consumer fraud on the part of LATI should be directed to the South Dakota Attorney General's office.

http://atg.sd.gov

Sources

- Adjustments need to be made at growing LATI PO May 2016 Article
- Audit Report 6-30-2015
- Certified Employee Handbook
- Certified Employee Handbook (page number 4)
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- Complaints from LATI website
- GE Certification Approval - 02 01 16
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- Lake-Area-Tech-Complaint-Form
- LATI Strategic Advisory Council Charter final
- MASTER_CONTRACT__2015-16_2
- MASTER_CONTRACT__2015-16_2 (page number 29)
- TI Aug 2016 GOAC Presentation
- WATERTOWN_SCHOOL_DIST._HANDBOOK_-_Sept_2014
- WATERTOWN_SCHOOL_DIST._HANDBOOK_-_Sept_2014 (page number 9)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Lake Area Technical Institute presents itself clearly and completely to its students and to the public. LATI adheres to and exceeds all federal guidelines and regulations for publication and notification in these areas. We use all forms of media to maintain clear and accurate communication with both internal and external audiences regarding our programs, requirements, faculty, costs, and accreditation relationships. Examples of these documents include the online course catalog, the college's annual Profile, student handbook, student letter flow, the website (http://www.lakeareatech.edu/), and marketing materials.

There are many tracks of student letter flow. Starting from the student's initial expression of interest through and including their time as a student, deliberate communication provides strategic information through individual and en masse letter flow including electronic and traditional written, and one-on-one verbal communication.

Our mission and program objectives are carefully integrated when drafting these documents. Pertinent documents are reviewed by faculty and staff to ensure relevance and accuracy. The online course catalog includes program information, department contact information, mission/vision/values statements, accreditation information, registration information, transfer policies, information on tuition and fees, and graduation information. The Student Services/Marketing Office and Curriculum Department staff update the catalog each summer. Major publications such as the catalog and student handbook are updated on an annual basis with input from faculty, staff and administration.

The Profile, prepared annually by the Student Services/Marketing Office, provides general statistical information about the institution. Our website, **www.lakeareatech.edu** is a primary vehicle for communicating with external audiences. The website also serves an important role for internal operations and communications through MyPortal. We also maintain presences on social media. Administration of Lake Area Tech's Facebook page, which is used to communicate with both internal and external audiences, is handled collaboratively by the Student Services/Marketing Office and Innovation Center departments. These offices primarily manage internal communications activities, weather-related closings, campus news and accomplishments and other externally-focused messaging and they also collaborate on customer service-related issues on Facebook, such as responding to questions or inquiries submitted by the users. In our efforts to provide accurate content, all information issued to the public is approved by the Student Services/Marketing Office. Flyers, newspaper, emails, website, Facebook postings, Twitter, printed pieces, radio/Pandora/television ads are some examples of how we advertise our services and activities to our constituents.

On the LATI website, the Your Right To Know page (http://www.lakeareatech.edu/about-us/your-right-to-know/) is where the student disclosure information is found regarding admission and academic information, general LATI information, student financial assistance and student loan information, health and safety information, student outcomes, voter registration, and job placement information.

Admission staff visit high schools and attend college and career fairs across a five-state area. Presentations are given at the fairs to prospective students. Prospective students are provided with a view book, camp/visitation information, costs, financial aid and scholarship information as well as housing, lap top lease and tool information. If a prospect indicates interest in the institute, we follow up with "letter flow" mailings that contain more detailed discussion of the LATI's features. Division Fact Cards provide information about programs of interest in a specific division and contains cost, placement and graduate salary information. If a prospect wishes to make a campus visit, they may schedule a one-on-one tour with an admission staff member. During the tour, the prospective student will receive individual counseling, visit program(s) of interest, attend class (if they so choose), and speak with students and instructors about LATI and its programs. Lake Area Tech also holds campus-wide events to interest prospective students in technical education and career exploration, including, but not limited to, the BIG Camp-Out Career Exploration Day, Senior and Junior Tech Days, Equity Days, Women in Science, Men in Science, 6th Grade Ag Days, 3rd Grade College for a Day, and Corporate Aviation Day.

Lake Area Tech's website displays the HLC Mark of Affiliation link on our homepage. Programs with specialized accreditation have those affiliation links or statements on the individual program webpage.

Contact information for faculty and staff is found on the website. The faculty and staff credentials are also published on the website.

Lake Area Technical Institute recognizes that it has an inherent responsibility to provide accurate, transparent, and timely information to prospective and current students. Every effort is made to ensure they have access to all relevant materials about the institute's mission, vision, values, goals, and campus-wide policies and procedures through print, web and the student portal. We even monitor external websites and communications to make sure they are accurately reflecting our institution. The President and Director of Student Services monitor these daily.

Sources

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- LATI Profile 2014
- LATI Profile 2015
- LATI Profile 2016 (2)
- LATI Program Accreditation Cert Jan 2016
- StudentHandbook2015
- Transportation Division Info

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1

Together, the governance structure of Lake Area Tech includes the South Dakota Board of Education (State Board of Education), the South Dakota Department of Education (Department of Education), the Watertown School District 14-4 School Board (local school board), and the Strategic Advisory Council (Regional Advisory Board). The governance and administration of the Technical Institutes of South Dakota are established by Admin Rule 10:24. The Administrative Rule is from Codified Law (13-39) accompanied by other legislature guidance.

In November of 2016, South Dakota voters will vote on Constitutional Amendment R, which recognizes the role technical institutes play in South Dakota.

The State Board of Education

The State Board of Education exercises state-level oversight of LATI operations in accordance with Administrative Rule. The State Board of Education sets tuition and state fees for the technical institutes.

The South Dakota Department of Education

The South Dakota Department of Education provides state-wide coordination of all SD technical institutes through guidance pertaining to federal Perkins funding, consolidation and analysis of state level data, control of state funding, and coordination with the Department of Labor and Regulation (DLR).

Watertown School Board

The Watertown School Board controls the day-to-day operations of Lake Area Tech.

During monthly public school board meetings, designated time (currently the beginning of each meeting) is dedicated to discussion of LATI financial issues, resignations, contract issuance, etc. Each agenda also includes a formal opportunity for public input concerning LATI. These monthly

meetings inform the Watertown School Board about progress towards current goals and challenges, pending issues (including legislative issues), and new goals and priorities for the institution. The meeting notifications are published in the local newspaper and the meetings are broadcast on a local television channel (GovTV). When a new School Board member is elected, the new member is invited to LATI for a meeting with the LATI Cabinet after he/she has had the School District Orientation in order to provide the new board member with an orientation to Lake Area Tech. The LATI President reviews the organization/facts (Welcome) and reviews the strategic plan and legislative activities with the new School Board member.

The Watertown School Board guides LATI by selecting a qualified President for the institute, approving policies consistent with the institute's mission, and ensuring fiscal responsibility. The board entrusts the President with the responsibility of the institute's day-to-day operations. The president maintains a collaborative style of leadership, receiving input from the parties affected by decisions prior to implementation, and discussing these decisions with his Cabinet to ensure knowledge and continuity among the administration. The effectiveness of this system is evident in the growth and success of LATI.

The President of LATI is the Chief Executive Officer and operates under the Watertown School District Superintendent and the Watertown School Board. In addition to the President, the top level of administration includes the Vice President, the Director of Student Services/Marketing, Director of Operations, Director of Corporate Education, Director of Financial Aid, Director of Enrollment, Director of Information Technology, Director of the LATI Foundation, and the Dean of Academics.

The strengths of LATI's governance process include the delegation of authority, the ability of any employee to participate in decision-making by serving on committees, and the understanding of the process. Other groups involved in day-to-day management and planning within the institution are the Strategic Advisory Council, the President's Cabinet, Pathways Committee (a faculty and staff committee), Student Voice, and Program Faculty.

Strategic Advisory Council

The LATI Strategic Advisory Council (SAC), comprised of local and regional business and industry leaders, was established for the purpose of advising LATI's President, Vice President, and the Watertown School Board on the strategic direction and planning for LATI.

SAC Minutes - January 13 2016

President's Cabinet

The President's Cabinet exists to ensure continuity for the planning and day-to-day operation of LATI. The Cabinet also provides the vision for carrying out the mission and values of the organization. The Cabinet consists of the President, Vice President, Dean of Academics, Director of Student Services/Marketing, Corporate Education Director, Director of Support Operations, Director of Enrollment, and the Foundation Director. Once a month, the Director of Information Technology and Director of Financial Aid join the Cabinet meeting.

Cabinet Notes 04 02 15

Pathways Committee

It is the responsibility of Pathways to address campus-wide concerns and issues.The rotating

membership of the committee allows faculty and staff to understand and participate in governance issues and policies. Additionally, this participation in shared decision-making encourages, develops, and strengthens faculty and staff leadership abilities. This process allows members to better understand and internalize the mission of LATI.

9 19 2016 Pathways Minutes

Student Voice

The purpose of the Student Voice organization is to open avenues of discussion with LATI administration, provide leadership opportunities, and to represent the LATI student body in community or regional activities.

The membership consists of representatives elected or appointed by the students in each program. Representatives serve a one-year term, from October to May. The Student Voice meets regularly with the Vice President of LATI to bring forward issues, make recommendations, and to ensure that students are informed about new policies.

08 29 2016 Student Voice Meeting Minutes

Program Faculty

Program faculty possess much of the authority for program decisions at the department level. Members of each program are involved in developing a preliminary department budget, revising and updating curricula, establishing department student policies, meeting with advisory boards, determining facility and equipment needs and usage, and participating in specialized recruiting. Each program's faculty is responsible for curriculum development. All programs use input from advisory boards and business and industry contacts to keep the program content updated and in line with industry needs. In addition, several programs adhere to curriculum guidelines as established by national accrediting entities. The Dean of Academics is responsible for final approval of all curriculum changes. Department faculty and staff meet with the Vice President each semester (Department meetings) to set goals and discuss challenges. The Department meeting summary for the Fall of 2016 for the Agriculture Program and the overview information for the Department meetings for all programs for Fall 2014 and Spring 2015 are provided.

Everyone involved with LATI understands and is committed to the mission. The School Board and/or LATI administration determine the specific job skills and qualifications necessary to carry out this mission. When a position opening occurs, an interview committee is formed, comprised of the supervisor of the new employee and representatives from departments affected by the personnel change and interviews are conducted. The committee then makes a recommendation for hire to the President. The School Board gives the final approval.

2.C.2

Personnel policies are developed through official negotiations between representatives of the K-12 Watertown Education Association and the Watertown School Board. These personnel policies apply to all district employees, including the staff of LATI.

Internal policies and procedures for LATI have been developed either through discussions between staff and administration or have been developed by focus groups (consisting of staff and administration) appointed by the Pathways committee.

LATI has an established organizational chart identifying the authority for decision-making.

2.C.3

The Watertown School Board is comprised of representatives who are public officials elected by the constituents. The Board governs independently and democratically. Meetings are conducted according to standard parliamentary procedures and minutes are recorded. Open discussion and debate is expected from all Board members. Members of the School Board have a code of ethics and a conflict of interest policy.

The LATI Foundation is a separate 501C3. Members of the Board of Directors all sign a conflict of interest policy and agree to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the Foundation must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

2.C.4

The day-to-day management of the institution has been delegated to the administration.

Faculty, with direction from program Advisory Boards, determine curriculum content, program competencies, grading policies, and student participation policies. All faculty members, in collaboration with the Dean of Academics, are responsible for delivering coherent curricula with specific learning outcomes. Program Advisory Boards meet a minimum of one time per year face-to-face with a complete curriculum review. An example of the Advisory Board meeting minutes from the Diesel Technology program are provided.

Sources

- 08 29 2016 Student Voice Meeting Minutes
- 1A4 - Advisory Board Meeting Minutes Diesel
- 9 19 2016 Pathways Minutes
- Cabinet Members 2016
- Cabinet Notes 04 02 15
- Copy of 2016-2017 Student Voice Representatives List-1
- Copy of Department Meeting Overview
- FA16 Agriculture Department Meeting
- LATI backs tech school amendment Watertown PO Article
- LATI Foundation Conflict of Interest Policy (2)
- LATI Foundation Whistleblower Policy

- LATI Strategic Advisory Council Charter final
- Organizational Chart - July 2015
- Pathways Committee Members 2016-2017
- Policy_BA__school board goals and objectives
- Policy_BAB__school board authority
- Policy_BB__School Board Legal Status
- Policy_BBA_Watertown School Board
- Policy_BBFA__board member conflict of interest
- Policy_BCA--board member code of ethics
- SAC Minutes - January 13 2016
- SAC Minutes - July 15 2015
- school board minutes approving mission statement-PO- March 2015
- SDCL Administrative Rule on CTE 24 10 as of aug 2016
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- South Dakota Legislature Codified Law
- strategic plan October 2015 final
- TI 2016 Appropriations Presentation - school board Feb 16
- TIGoverance Structure
- Watertown School Board minutes june 18 2016
- welcome back with fun facts - inservice August 2015

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D   Lake Area Technical Institute is a public, two-year technical school. Its mission is to provide… "superior, comprehensive, technical education that changes lives and launches careers."

In a technical school, freedom of expression often involves the ability to discover and express opinions. Disagreement and even conflict are natural, welcomed results of free expression of the truth in all its forms.

Examples of ways in which faculty and students may freely express themselves include the TedxLATI event, the Pathways committee, Student Voice, and surveys (Great Colleges to Work For and the Student Satisfaction Survey). The Student Satisfaction Surveys ask general institutional satisfaction questions but also include specific program satisfaction questions. The summaries of the student satisfaction are given to the specific programs. Student satisfaction program summaries for Custom Paint and Fab and Nursing are provided as examples. LATI faculty and students participated in the first TedxLATI event held on campus in April 2015. TEDx is a program of locally organized events that bring the community together to share a TED-like experience. The independently organized event, licensed by TED, featured local voices and TED Talk videos under the theme "It's Your World." The second TedxLATI event was held in September 2016.

Our non-discrimination policy and Code of Ethics for the Teaching Profession found in the Certified Handbook allow the faculty freedom of expression and the pursuit of truth in teaching and learning.

 The Student Handbook notes that students have the right to exercise full rights as citizens without interference or fear of Institute disciplinary action. The Student Voice is the governing body for student feedback and concerns.This is the typical mechanism students use to speak out. The Vice President oversees the Student Voice and each department has one or more student representatives. This group meets monthly. There is a Student Satisfaction Survey administered every year that indicates student areas of concern. Students have a variety of clubs and organizations at LATI that they may join. The faculty and staff at LATI have freedom of expression. Instructors and staff participate annually in the "Great Colleges to Work For" survey by The Chronicle/Modern Think. LATI has been recognized on its Honor Roll seven of the last eight years. LATI adheres to Title IX (federal compliance).

Other effective communication processes among administration, faculty, staff, and students include:

- An "open door policy" for Administration
- A campus-wide email system with daily information messages to faculty and staff
- Monthly informational meetings for faculty and staff called TechTeam meetings
- Faculty portal on the website including handbooks and institutional forms
- Registration, grades, and class materials online for most courses (My Portal)
- Student achievements (regional and national competitions) posted on the website and publicized through local newspapers

- WENS--Wireless Emergency Notification System--a text message sent to a smart phone in case of emergencies or weather related cancellations
- Department Supervisor meetings and Department staff meetings

LATI endeavors to create and maintain a climate in which instructors are free to teach and students are free to learn. We support the scholarship of teaching and learning by encouraging faculty and students to perform academic research within their field.

Sources

- 09 26 2016 Student Voice Meeting Agenda
- ALL_ExitSurveySP_AY2015-16
- ALL_ExitSurveySP2014
- Copy of 2016-2017 Student Voice Representatives List-1
- CPF_StudentSatisfactionSurveySP2016
- Lake Area Tech Named Great College to Work For
- LATI Activities and Organizations
- LATI Honored Nationally for Community Service
- PN_StudentSatisfactionSurveySP2016
- STUDENT VOICE ORGANZATION BY-LAWS
- TED conference shines li...thepublicopinion
- TEDxLATI

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 Lake Area Technical Institute's value statements focus on integrity and honesty, which is supported through promoting scholarly practice for faculty and students.

LATI is not a research level institution and therefore "research" at LATI is limited to the academic research required of student to complete assignments. The types of effective oversight of scholarly practices and support provided by LATI include the Dean of Academics conducting Instructor Observations and commenting on performance, and the Instructional Designer and Tech Ed Specialist reviewing and commenting on online coursework utilizing the Quality Matters rubric.

There is a course syllabus template for faculty to use when preparing a course syllabus. Course syllabi are updated by faculty annually and placed in a Shared folder on the network.

2.E.2 Ethics and confidentiality are taught both at the departmental level and in General Education classes. Professional conduct, expectations, confidentiality, and ethics are required in various departments, many because of professional accreditation requirements. Departments also tailor the ethics and confidentiality theme specifically to their program. For example, Nursing and other health programs address HIPAA regulations in that industry and Law Enforcement focuses on performing their assignments and duties in an ethical and professional manner with the highest regard for the United States Constitution and the rights of others.

LATI promotes best practices involving the ethical use of information resources. Students learn the difference between credible and non-credible sources of information and how to discover and transmit truth based on credible resources from the LATI librarian in short presentations. The librarian and paraprofessionals assist students with citation using APA and MLA formats depending on which is required by the instructor. The library has citation handbooks for student use. The information is also found on the library webpage. The school addresses copyright respect by obeying state and federal copyright laws and respecting the proprietary right of expression and ownership held by others. Several in-service sessions have been held for faculty addressing copyright laws.

2.E.3 Policies addressing student conduct and misconduct are communicated clearly to students in the Student Handbook, on course syllabi, and often in a Program Handbook. Topics covered include: (1) computer hardware and software use, (2) felony conviction policies , (3) student falsifying information, (4) tobacco use on campus, (5) sexual harassment or any type of harassment, (6) cheating and academic dishonesty, and (7) drug/alcohol use or weapons on campus. Most program instructors introduce these policies during new student orientation.

Academic policies for students are found in the Program or Course Syllabi and the Student Handbook. The Pathways group reviews and discusses these policies regularly. Some departments have more detailed student policies.

There have been instances of students receiving failing grades due to academic dishonesty at LATI. Examples from Nursing, Medical Laboratory Technician, and Physical Therapy Assistant including the outcomes are provided.

Sources

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Lake Area Technical Institute's governing board is autonomous and makes decisions in collaboration with the LATI Administration, which are in the best interests of the institute. The governing board provides effective guidance in relation to the institute's strategic priorities.

LATI embraces transparency, clarity, and completeness in its communications with students and with the public. Admissions and recruiting practices ensure prospective students receive accurate and complete information. Students have access to program information, handbooks, courses, learner outcomes, and grades through the campus website and through learning management systems. The institute continually works to improve communications with the public and various stakeholders.

LATI is dedicated to acting with integrity and engaging in ethical and responsible conduct in all interactions with students, employees, and the public. Freedom of expression and responsible discovery and application of knowledge by students, faculty and staff are paramount at LATI and carried out in its daily operations. Allegations of ethical misbehavior are investigated and action is taken if required.

LATI has policies that call for and support responsible acquisition, discovery, and application of knowledge. There is oversight and support for students to learn how to conduct academic research with integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

Lake Area Tech is vigilant with regard to the currency, relevance and quality of all courses pertaining to the 28 degree and diploma programs offered. Consistent and frequent feedback for program content is gleaned formally and informally from industry through industry-specific employer Advisory Boards and with the Employer Satisfaction Survey. Thirteen of 28 programs also adhere to specialized accreditation standards unique to their program and profession for degree completion. Programs requiring specialized accreditation may be found in Lake Area Technical Institute's Course Catalog. Several processes such as (1) the curriculum approval process, (2) program reviews using the Program Academic Assessment and Program Dashboard, (3) Advisory Board reports, (4) specific requirements relevant to external accreditation such as an industry or state, and (5) approval processes of the South Dakota Department of Education are used to ensure courses are current and appropriate to the degree or certificate awarded.

LATI has an established policy for credit hour calculation. Associate of Applied Science Degrees (AAS) are awarded for programs that require two years of education and combine technical skills with General Education requirements. AAS programs contain a minimum of 15 credit hours of General Education requirements including Math, Communications, Computer Literacy, Behavioral Sciences, and Social Sciences. Diplomas are awarded for programs that take less than two years to complete. The diploma programs include Cosmetology (2100 hours of training) and Practical Nursing (11-month program). After completing the Practical Nursing program, Nursing graduates may choose to go on for a second year to become an RN (Registered Nurse). This arrangement, in cooperation with the University of South Dakota, allows students to prepare for the RN exam without ever leaving the LATI campus. Other programs have the option for students to earn a diploma or continue on for an Associate of Applied Science degree. These programs include Business Associate Entrepreneurship (11 months/40 credits for diploma; 20 months/73 credits for AAS), Custom Paint and Fab (9 months/39 credits for diploma option; 18 months/74.5 credits for AAS option), Dental Assisting (11 months/43 credits for diploma; 20 months/68 credits for AAS), Environmental

Technology (11 months/35.5 credits for diploma; 20 months/69 credits for AAS), and Welding (9 months/40 credits for diploma option; 18 months/77 credits for AAS option).

Academic program curriculum recommendations are reviewed at the program level and passed on to the program's Advisory Board for final approval. Academic program curriculum changes are made in accordance with the LATI policy on curriculum changes. Curriculum changes which constitute a program expansion require approval by the State Board of Education similar to new program approval.

The approval process for a new academic program is outlined in the Administrative Rule. New programs are added based on: 1. Workforce needs—current and future, 2. The ability to attract students to that occupation, 3. The capability/capacity to provide the educational experiences needed. LATI's Program Approval Process includes a formal request for a new program be approved by the local school board. SD codified law 13.39 and Administrative Rule 24-10 detail the additional approval process. Following those approvals, Higher Learning Commission approval is sought.

LATI has a Memorandum of Agreement with the Board of Regent Schools pertaining to the transferability of specific general education courses. There are special articulation and transfer agreements between several public and private colleges and universities pertaining to the transferability of specialized courses. Under those agreements, students are guaranteed transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specific general education courses anywhere in the public system as well as many courses in the degree/major that have been pre-identified for transfer. Additionally, several courses specific to particular programs have been pre-identified as transferable to a four-year institution. LATI only accepts students at the program level or, in certain cases, students preparing for admission into a LATI program. In other words, there is no General Education degree and students are not accepted to LATI to take only General Education courses, unless the student is preparing for admission into an LATI program.

3.A.2

Every program has student learning outcomes (SLOs) and an assessment plan for the program SLOs. Student learning outcomes/goals are articulated in each course syllabus. An extensive institute-wide general education assessment plan includes four general education student learning outcomes for graduates: (1) Demonstrate professionalism including team-working skills, (2) Demonstrate problem-solving skills and critical thinking, (3) Communicate effectively, and (4) Find and use information. Our General Education Assessment Plan specifies the Educational Research Committee assess one of the four general education student learning outcomes per year on a four-year cycle.

Program descriptions and specific credit hour information (course outlines) are included in the LATI catalog (via links) and on the website. Each student enrolled in a program has an Individual Career Plan to clearly articulate each step of the student's program of study. We have just added an Advising Tree available on My Portal (in 2016). This will allow students to verify that they are on track with program requirements with the courses and credit hours they have completed. A pilot group of instructors are just starting to use the Advising Tree to register students and once the system is running smoothly all instructors will be given access and instructions.

We do differentiate for students between a diploma and an AAS degree in the catalog and on the website. Students' advisers also make this distinction to students. The differences between taking transferrable and non-transferrable general education courses are highlighted by the student's adviser, found in the catalog, and on the LATI website.

3.A.3

Classes at Lake Area Tech are offered in three delivery modes to address the needs and learning styles of its students. These delivery modes include the traditional on-campus method, the hybrid (part on campus and part online), or the fully online option. These modes provide a means of meeting the needs of students that are location-bound and would not be able to come to campus on a daily basis, thereby fulfilling our mission to provide for those students. In 2015-2016, 128 courses were coded as online courses. Currently there isn't a code to differentiate between hybrid (where the student must come to campus at least once) and the fully online courses, however, a survey of instructors indicated in the fall of 2015, 40% were hybrid courses and 60% were fully online. In the spring of 2016, the survey revealed that 34% of courses designated as online were hybrid courses and 66% were fully online. There are many opportunities for professional development for online instructors. There are monthly TechByte sessions geared toward online instructors, but they are open to all instructors. The summaries of the TechByte sessions are found at Tech.Lakeareatech.edu**.** The summaries are available to all instructors at any time regardless of whether the instructor was able to attend the TechByte session.

High school students have an opportunity to enroll in college-level dual credit courses while continuing their high school enrollment and activities. All courses offered as dual credit status must have the approval of the Dean of Academics. These LATI Dual Credit courses must be the LATI curriculum and taught by an credentialed or able to be credentialed, and LATI compensated instructor. Concurrent credit courses are courses in which the curriculum and instructor have been approved by LATI, but the curriculum and instructor are not under LATI's control. In these cases, the students must pass a skills competency examination/demonstration at the end of the course.

A syllabus template is followed for each section of a course in the specific learning environment or location in which it is offered and is subject to customization by the instructor. This ensures common prerequisites, course goals, and student learning outcomes for each section of a particular course. Each instructor is required to have a syllabus for every course taught each semester on file with the Academics Department.

A number of procedures are in place to ensure consistency and quality of curriculum across all modes of delivery. Hybrid courses and instructors must meet the same criteria (same qualifications and academic credentials 24-10-45**)** as on-campus courses. Quality Matters was incorporated for the review of online courses. Online courses are self-evaluated using Quality Matters. Implemented in 2015, the first step was to have the grant programs complete the Quality Matters reviews. The next step will be to have all online courses complete the self-evaluation. LATI has currently converted to the Jenzabar LMS system for hybrid course delivery and communication with students.

Sources

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- 1A2 - Program Self-Assessment CIS
- 2015 Report - Licensure Certification Data 2013 Grads -
- 2015 SD Technical Institute Accountability Report final
- 3 year certification report through 2014___Mona Gleysteen__2014
- Aggregated Survey LearningManagementSystemUse Fall2015(2)
- Dual Credit Course Offerings
- Dual Status Form
- ERC Meeting Minutes for Oct 19 2015
- Fall Spring2016Survey Comparison charts
- GENERAL EDUCATION ASSESSMENT 2016(2)
- Instructors use the Advisee Roster to search for a student and then register them for classes or check their progress against their advising tree
- LATI- BOR MOU on transferrable
- LATI Program Accreditation Cert Jan 2016
- Licensure Certification Scores 2014 to 2015
- Medical Assisting Program Assessment 2015
- MLT101 Syllabus S2015
- Program Student Learning Outcomes 2016
- SD Codified Law 13_39_72
- SDCL Administrative Rule on CTE 24 10 as of aug 2016
- SDCL Administrative Rule on CTE 24 10 as of aug 2016
- SDCL Administrative Rule on CTE 24 10 as of aug 2016 (page number 10)
- SDCL Administrative Rule on CTE 24 10 as of aug 2016 (page number 13)
- Spring 2016 Learning Management System Use (Responses)
- Student Learning Outcomes by Program 2014__ERC__sept 2015

- Syllabus Heading with Template
- TechBytes
- TI's 2010 Program Continuation Review form

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1

Because LATI is limited to AAS and diploma programs focused directly on entry into the workforce, we do not have any general education or liberal arts programs. However, we do have a vibrant General Education department focused on providing our students with superior experience and education in math, sciences, social sciences, and information technology. An integral part of LATI's mission statement is the comprehensive nature of the technical education we provide. The required general education classes are critical to LATI's four core values—the General Education Student Learning Outcomes. General Education courses at LATI assist in providing the broad knowledge and skills to enable LATI graduates to work effectively within society.

Students assessed as deficient or in need of remediation, either through formal testing or identified by the instructor or self identified, can be placed into remedial courses. These free courses are offered in a manner that enables the student to stay on pace with their peers, maintaining their connections and support structures.

3.B.2

General Education purpose statement:

The purpose of LATI General Education is to provide the building blocks for success. Through core general education courses, students gain skills and knowledge for effectiveness in communication, computer, math, and the sciences.

General Education Student Learning Outcomes:

- Demonstrate problem-solving skills and critical thinking.
- Develop professionalism including team-working skills.
- Communicate effectively.
- Find and use information.

General education requirements for AAS degrees are set by [South Dakota Administrative rules 24:10:43:01 - 24:10:43:03](). Each AAS degree program must include one or more General Education courses in each of the following areas:

• Communications

• Behavioral sciences

• Social sciences

• Mathematics

• Computer literacy

The courses that comprise the general education department result in coverage of these outcomes.

3.B.3

All AAS degree programs contain the components of the general education areas listed above. Most diploma-level degrees contain a communications course at a minimum. Many contain additional courses, i.e. [Welding contains a psychology course, a computer course, career search course, and a math course]().

The majority of Lake Area Tech's general education courses are accepted for transfer to four-year colleges and universities. Faculty and the Dean of Academics/Academics Department ensure that syllabi and coursework match requirements.

Program faculty members integrate curricula with general education outcomes in mind. Several program courses have projects that require students to demonstrate professionalism and team-working skills, problem solving and critical thinking, effective communication, and finding and using information.

General education faculty members tailor curricula to meet the expectations of technical programs. For example, the Composition faculty went to the Diesel, Energy, and Welding program faculty to find out what type of writing was required for a graduate from each of those programs and tailored assignments to reflect "Work Orders" that students must complete. The faculty that teach Career Search Strategies have also met with Advisory Boards, students, and faculty in various programs ([Automotive Technology]() for example), to address resume writing tips and requirements. For mathematics, students must complete measurements and calculations found in technical environments. The Computer Fundamental class covers common software applications generally found in business settings.

A capstone project is part of the Business Associate photography option, Energy Operations/Technology, Business Associate [Entrepreneurship]() option, Environmental Technology, and 2nd-year Welding programs. These projects employ not only the technical abilities of the student, but general education skills (SLO - Find and use information).

Other programs: such as Agriculture, Dental Assisting, Energy, Environmental Technology, Financial Services, Heavy Equipment Operator, Human Services, Law Enforcement, Med/Fire Rescue, Medical Assisting, Medical Laboratory Technician, Nursing, Occupational Therapy Assistant, and Physical Therapist Assistant utilize a clinical, externship, OJT, or internship as a final project. This practical experience demonstrates the students' technical abilities plus the general education student learning outcomes of professionalism and team-working skills, problem-solving and critical thinking skills, communication skills, and finding and using information.

3.B.4

Programs at Lake Area Tech have "hands on," technical learner outcomes that incorporate key components of general education in skills assessment. The blend of technical and general education facilitates development of well-rounded, educated graduates who are able to keep pace with the technological and social changes in a global society. Every effort is made to ensure students receive practical, rigorous, and "workforce ready" training and exercises within a technical field. Faculty members develop measurable and demonstrable competencies and learning outcomes for every course.

Program faculty members expose students to industry situations requiring them to use communication skills necessary for working effectively with customers, co-workers, and employers. Examples include customer communication needed for tax forms (Financial Services) and Work Orders (Automotive Tech), patient and co-worker communication needed for Medical Documentation (Medical Programs/PTA), and employer communication needed for Mock Interviews (in many programs).

Lake Area Tech prepares students for work in a global society. The institute recognizes that technology is a global tool. Examples include Leadership in a Global Workplace (many programs), Information Literacy (Speech students/Communications), and Psychology class (Research requiring technological literacy).

Lake Area Tech models real workplace environments, relies on business and industry for input into the curriculum, and requires faculty to have industry experience in the programs it offers. The institute is committed to engagement within a diverse world. Technical professions serve people of all cultures and include employees of diverse cultures. LATI's tradition of customer-based education provides students the opportunity to interact with a broad cross-section of society. The technical education provided by the institute serves as a basis for commitment to learning, quality, integrity, service, and diversity.

The institute emphasizes diversity awareness through events coordinated by the diversity liaison. The diversity of the student body provides exposure to working and living with people of diverse cultural and socioeconomic backgrounds. Students encounter work and customer relationships that mirror the diversity of the public at large. Examples include Cosmetology (salon work); Auto (body shop); Health programs (internships); and Agriculture students (Supervised Occupational Experiences). This was previously discussed in Criterion 1.C.

LATI hosts a variety of STEM field activities such as Men in Health and Women in Science camps. These camps are designed to expose students to careers that are typically more populated by the other gender. We also host Equity Days to meet that same goal of exposing students to careers that are typically more populated by the other gender.

3.B.5

Lake Area Tech recognizes that academic research is essential to higher learning and therefore provides appropriate resources for faculty and students. The campus library houses professional journals, books, magazines, and databases appropriate for applied research. The librarian and educational services coordinator offer tutoring and schedule peer tutoring, which is also housed there. Faculty and students have access to computer equipment and wireless internet access.

Technical programs require students to complete "live work" projects, case studies, written and oral presentations, and reports using applied research. Lake Area Tech's focus on "live work" provides a unique opportunity for faculty and students to immediately apply knowledge gained from practical research. For example, Electronics and Robotics students incorporate technical skills learned in the classroom and labs into building a working robot. The robots are entered into the annual LATI Robot Games, a student competition judged by employers from the Electronics/Robotics industry. The Robot Games offer an opportunity for the entire student body and the public to see first-hand the skills the Electronics/Robotics students have gained in their coursework. Other examples include Auto students performing a 40-point inspection check on cars brought in by the public during its annual Car Care event fundraiser, Energy students competing with each other during the annual Catapult Contest held on campus, and Business Associate/Entrepreneur students competing with each other at the Big Idea Contest.

Lake Area Technical Institute is conducting Unmanned Aerial Vehicle (UAV) operations in cooperation with South Dakota State University as a result of a NASA grant through the National Space Grant and Fellowship Program. The purpose of the flights are to collect airborne imagery and/or data to support satellite imagery calibration and precision agriculture practices. LATI and SDSU instructors have a proven track record of cooperation in establishing and meeting goals in research projects.

The Physical Therapist Assistant Program Supervisor was selected in the Spring of 2014 to re-write the current edition of the *Introduction to Physical Therapist Practice for Physical Therapist Assistants* textbook. The textbook is now in PTA classrooms across the country. The PTA students are using evidence based practice research as another example.

LATI's Law Enforcement Program Supervisor completed instructor training in the Police Society for Problem Based Learning. PBL is a state-of-the-art educational approach originally developed in medical schools. It is student-based and uses real-life problems to help students learn to solve problems and think in creative ways.

As part of the General Education Assessment Plan, the Educational Research Committee (ERC) collected writing samples from the COM 101 class in the spring of 2016. The ERC members met together and analyzed the samples using a rubric provided by the COMM 101 Instructor.

The analysis of the writing was: Examination of the scores concluded that the average writing score at the beginning of the semester was a 10.9 out of a possible 20. At the end of the semester the average writing score was a 13.5 out of 20. A preferable average writing score for students would be in the 15-16 average range.

Writing Sample for General Education Action Plan:

The current plan to improve writing scores in the COMM101 course involves more writing practice with a conscious effort to require students to revise and edit multiple times before uploading their work. However, a bigger problem to address in the classroom that will result in better writing is a more engaged student. The typical student in this class prefers not to write if at all possible, so the

task at hand is more so to create a desire to improve on behalf of the student. The current content of the COMM101 course has been altered to incorporate more engaging activities for the student that requires him or her to write in a team-based setting, thus making the writing visible to other students – not just the instructor. With a wider audience base, the theory is that the student will be more concerned about the quality of his work if more people than just the instructor view the work.

In addition to developing more engaging activities, the writing tasks required for the students are aimed to be reflective of the same types of writing that they will do in their chosen field, thus, making the tasks seem more relevant and worthy of their time.

In this type of setting, a lecture-based format for content delivery is clearly not successful. Therefore, much of the content delivery is done through teacher modeling. Once the task is modeled, the students then move into a guided practice stage. After students feel confident in the guided practice stage, they are then given a task to complete independently usually in a team format. The final product is then assessed according to acceptable standards of communication outcomes.

Sources

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- Building Trades Semester Outline
- CIS Network Specialist Semester Outline
- CIS Security Specialist Semester Outline
- CosmetologySemesterOutlineAugStart
- Critical Thinking Assessment
- Critical Thinking Instructor Survey Summaries
- Custom Paint Fab General Fabricator Semester Outline
- Dental Assisting Part-time Online Semester Outline
- Dental Assisting Semester Outline
- Diesel Semester Outline(1)
- Electronics Semester Outline
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- Occupational Therapy Assistant Semester Outline
- Physical Therapist Assistant Semester Outline
- Practical Nursing Semester Outline
- Precision Machining Part-time Hybrid E-Degree
- Precision Machining Semester Outline
- PTA Evidence Criterion 3B
- Robotics Part-time Hybrid E-Degree
- Robotics Semester Outline
- Scrubs Camp agenda
- SDCL Administrative Rule on CTE 24 10 as of aug 2016
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- Welding Marketing Semester Outline
- Welding Precision Machining Semester Outline
- Welding Semester Outline
- Women in Science Flyer

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

Lake Area Tech has a highly qualified faculty that is sufficient to carry out classroom and non-classroom roles including oversight of curriculum and assessment activities. According to the latest IPEDS Human Resource Data, over 70% of LATI's faculty are permanent full-time thereby ensuring continuity for students. Lake Area Technical Institute has a Faculty Workload policy that regulates the number of staff within programs based upon the number of credits each instructor teaches and the number of students within a section. LATI's faculty to student ratio is 1:17. LATI Profile 2016 Additionally, online programs have supplementary faculty to assist with the increased workload of online instruction. Capped enrollment and the addition of department faculty has helped accommodate the increased numbers of students in programs such as Agriculture, Precision Machining, Robotics and Nursing. In addition to this institutional policy, programs with specific accreditation have criterion that require sufficient faculty to student ratios and delineation of supervisor's instructional and administrative time. Examples of these programs with accreditation criteria include: Occupational Therapy Assistant, Nursing and Physical Therapist Assistant.

3.C.2

All Lake Area Tech faculty, whether teaching general education, technical, or customized training courses, have appropriate credentials and are evaluated regularly.

Prior to July 1, 2016, all faculty needed to meet South Dakota Board of Education requirements for temporary certification to teach at the post-secondary level. New instructors of technical courses who met the requirements had two years to complete the necessary coursework to receive certification.

General education instructors had to meet the requirements to earn a certification. Once instructors had their five-year credential, they had to document 150 hours of training to be eligible for certification renewal. That training took many forms—credit courses, educational workshops, business and industry training, work experience beyond current training, and others.

As of July 1, 2016, all faculty will be credentialed by a [Credentialing Board](#) comprised of two members from each of the four South Dakota Technical Institutes. The credentialing requirements have not changed but the administration of the credential will be carried out by Lake Area Technical Institute, with audits and approvals through the central board. All of the South Dakota technical institutes requested the change to eliminate one level of bureaucracy to help expedite the credentialing process.

Full-time Faculty:

All full-time faculty must have a current post-secondary credential stating the subject area(s) they are qualified to instruct within 60 days of their start date.

Adjunct Faculty:

All adjunct faculty (including part-time and dual credit instructors) must qualify to obtain a two- or five-year initial post-secondary credential from the beginning of their work.

Initial Postsecondary Credential

Standards to instruct technical program courses – Technical education faculty may qualify for a one-, two-, or five-year initial post-secondary credential as follows:

One-year initial post-secondary credential – faculty who do not meet the requirements for a two- or five-year initial post-secondary credential may apply for a one-year initial post-secondary credential upon meeting the local institute's background check requirements. The one-year initial post-secondary credential serves as a temporary credential to allow an applicant to take the necessary steps to qualify for two- or five-year initial post-secondary credential. One-year initial post-secondary credentials should only be granted in extenuating circumstances.

Two-year initial post-secondary credential – faculty may qualify for a two-year initial post-secondary credential by meeting the local institute's background check requirements and one of the following:

1. Completed a baccalaureate degree from a four-year accredited institution relevant to the area of instruction;

2. Completed a diploma or associate degree from an accredited higher education institution relevant to the area of instruction and have equivalent experience in the field. A minimum of 4,000 hours of tested and verified technical/occupational experience in the field is required; or

3. Have equivalent experience in the field. A minimum of 6,000 hours of tested and verified technical/occupational experience in the field is required.

Five-year initial post-secondary credential – faculty may qualify for a five-year initial post-secondary credential by meeting the local institute's background check requirements and all of the following:

1. Meet one of the requirements in the two-year initial post-secondary credential; and

2. Completed four credits in teaching methodology from an accredited institution; and

3. Completed a mentor program at one of the technical institutes.

Non-transferrable technical general education course faculty:

Faculty of general education courses which do not transfer to South Dakota Board of Regents institutions may qualify for a two- or five-year initial post-secondary credential as follows:

Two-year initial postsecondary credential – faculty may qualify for a two-year initial post-secondary credential by meeting the local institute's background check requirements and one of the following: 1. Completed a baccalaureate degree from a four-year accredited institution relevant to the area of instruction.

2. Completed an approved teacher education program from a four-year accredited institution. Updated: April 14, 2016

 Five-year initial post-secondary credential – faculty may qualify for a five-year initial post-secondary credential by meeting the local institute's background check requirements and all of the following:

1. Meet one of the requirements in the two-year initial post-secondary credential; and

2. Completed four credits in teaching methodology from accredited institution; and

3. Completed a mentor program at one of the technical institutes.

Transferrable Courses General Education faculty:

The General Education faculty must continue to meet the requirements

 General Education instructors who teach courses that transfer to the South Dakota Regental system must hold a Master's Degree in the appropriate area.

According to the South Dakota Post-Secondary Technical Institute Instructor Credential Policy, faculty instructing transferable general education courses may qualify for two- or five- year initial post-secondary credential as follows:

Two-year initial post-secondary credential: faculty may qualify for a two-year initial post-secondary credential by meeting the local institute's background check requirements and one of the following:

1. Completed a master's degree or higher from a four-year accredited institution in the discipline or subfield.

2. Completed a master's degree or higher from a four-year institution and have a minimum of 18 graduate credit hours in the field or subfield.

Five-year initial post-secondary credential: faculty may qualify for a five-year initial post-secondary credential by meeting the local institute's background check requirements and all of the following:

1. Meet one of the requirements in the two-year initial post-secondary credential; and

2. Complete four credits in teaching methodology from a four-year accredited institution and

3. Complete a mentor program at one of the technical institutes.

Post-secondary Credential

All credentials awarded by the technical institutes must note the subject area(s) for which the applicant is qualified to instruct based on documentation provided in the application process. Credentials must also note the period of validity. Technical institutes will maintain credentialing documentation as required by the Higher Learning Commission and will retain all instructor credential records according to local human resources policies.

Post-secondary Credential Renewal

To renew a post-secondary credential for an additional five-year period, faculty must complete 150 hours of approved training from a minimum of two of the categories. Each technical institute will approve individuals' eligible training.

	Category	Maximum Clock Hours
A	Occupational Experience (4 hours = 1 Clock Hour)	80
B	Credit Hours (1 semester credit = 15 Clock Hours)	135
C	Industry/Business Conferences (1 hour = 1 Clock Hour)	105
D	Educational Workshops (1 hour = 1 Clock Hour)	105
E	Industry/Business Leaves (4 hours = 1 Clock Hour)	80
F	Curriculum Writing (1 hour = 1 Clock Hour)	20
G	Organized Technical Research (1 hour = 1 Clock Hour)	20
H	Evaluation/Accreditation Team (1 hour = 1 Clock Hour)	16

Post-secondary Credential Revocation or Suspension

A post-secondary credential may be refused, revoked, or suspended by a technical institute based on the character and fitness of the instructor through approval of the Credential Board (South Dakota Administrative Rule 24:10:45:13).

LATI provides opportunities for faculty to accomplish the required training through on-campus events (in-services, TechBytes, or program specific training/speakers). In addition, LATI earmarks staff development funds for faculty to participate in additional training at conferences, seminars, and other off-campus events.

Lake Area Tech ensures instructors in dual credit, off-campus locations are held to the same standards as on-campus faculty. Technical education faculty members are expected to hold a bachelor's degree and appropriate technical certifications. General education faculty members in transferable courses are expected to hold an appropriate master's degree or higher with 18 graduate hours of instruction in the discipline taught. Technical program faculty members who do not meet degree standards must meet the technical area credential requirements and have an approved professional development plan in place to ensure progress towards attainment of an appropriate degree.

The college does not have contractual or consortial educational programs.

In addition to meeting state requirements, LATI is vigilant about ensuring all program faculty meet any additional requirements set by program-specific accreditation or approvals. For example: Dental Assisting faculty must meet a 1:6 faculty to student ratio when evaluations are involved (x-rays, polishing); Diesel Tech faculty must have a minimum 20 hours of in-field training per year; PTA Program Director must have an advanced Master's Degree.

Professional Development Examples

LATI (and the Watertown School District) supports faculty sabbatical leave so faculty may engage in research, writing, or other activities that contribute to professional development.

All applications for LATI instructional positions are screened by the Dean of Academics and/or faculty on hiring committees to ensure all credential requirements are met. Job applicants are required to provide a list of their degrees and official transcripts. Normally, the Vice President will oversee the interview process for certified and administrator positions. Interviews will be accomplished with (at least) a three-member panel, including at least one supervisor (Department Supervisor or senior instructor for programs), the functional area manager or their designated representative, and the Vice President (or President). The President will approve all employee selections prior to an offer being made to the candidate. Only the President or Vice President can issue an adjunct, overload, temporary, or curriculum contract. The Watertown School Board is the approval authority for all personnel contracts.

Lake Area Technical Institute has had faculty turnover, mainly due to retirements, in recent years. The Institution has addressed this with a comprehensive orientation process and a mentoring program for all new faculty. New faculty are enrolled in a Mentor class which meets monthly. The mentoring program pairs a seasoned faculty member with a new faculty member to allow for support in and out of the classroom.

3.C.3 New faculty members are evaluated once every semester during the first two consecutive years of employment by students and by the Dean of Academics or the Academics Department members. Beginning with the third year of service, faculty members are evaluated bi-annually, as prescribed by policy. The Academics Department members review all evaluations and meet with instructors to discuss strengths and weaknesses in performance. If an instructor's performance is deficient, a Plan for Improvement is developed, and changes are implemented.

In-classroom faculty observation occurs by the Dean of Academics and her staff. During the observation, classroom management, teaching techniques, and student interaction are evaluated. Verbal and written feedback is provided to the faculty member and the supervisor by the Dean. In addition to the Dean's observation, each program supervisor provides an annual evaluation to his/her faculty and staff members. This activity assesses all aspects of the faculty member's role within the institution; highlighting successes and creating goals for the next year. Additionally, some faculty members are randomly chosen to receive 360 evaluations. These evaluations provide feedback from those being supervised, peers in similar positions, supervisors and members of the professional community in which the faculty member has interaction.

Instructors and program department supervisors strive to improve by discussing and establishing department/program areas of improvement and goals, as well as individual areas of improvement and goals during departmental meetings with the Vice President. These goals become part of the instructor's personnel folder, enabling monitoring/tracking of improvements and attainment.

3.C.4 The institute budgets adequate resources including Perkins funding to support professional development expectations. Faculty members attend industry-sponsored training, which provides exposure to new technology and teaching methods. For example, Diesel Technology faculty attend Case/New Holland training (held on campus); Financial Services faculty attend Tax Training; Cosmetology faculty attend regional industry training; OTA, Dental Assisting, MLT, Nursing, and PTA faculty attend continuing education to remain licensed.

The administration supports workshop attendance and in-house professional development for faculty in the areas of multi-media technology, instructional media development, Panopto and Jenzabar technology, email, Microsoft PowerPoint, and other instructional technology software and tools. These sessions are called TechBytes and are offered monthly. Instructors attending get free lunch plus an educational session. An Online Teacher Workshop is held annually.

Lake Area Tech supports faculty in pursuit of additional education through several initiatives. Flexibility in scheduling is used to allow faculty the opportunity to attend courses off campus. Salary increments are used as an incentive for faculty to pursue additional degrees. In addition, some faculty members return to industry in the summertime to enhance their technical skills and knowledge. Examples include our Physcial Therapist Assistant program supervisor practicing physical therapy at a local therapy clinic during the summer, Med/Fire Rescue instructors are employed at the local fire department, and our High Performance Engine Machining program supervisor works at a high performance engine shop in the summer. Additionally, tuition assistance is available for faculty desiring to pursue advanced degrees.

Additionally, all faculty are also strongly encouraged to participate in their program's Advisory Board meetings to help grow and enhance the programs. This provides the opportunity to review the program as a whole and consider any curriculum issues, professional development opportunities or changes that need to be made.

As with faculty, LATI staff are eligible to participate in any professional development opportunity offered. In addition, some department supervisors arrange for training for their staff. For example, workshops and training are required to maintain conversant knowledge of the changes in financial aid. Advancements in technology in the library also require the library staff to be knowledgeable of these happenings.

3.C.5
Full-time instructors are required to hold scheduled office hours in which the instructor is available for student inquiry. Full-time faculty post office hours on each course syllabus or adjacent to faculty office. Office hours can also be listed on eLearning/My Portal under each course. Technical program instructors' offices are located within the program classroom area for easy access by students. Students are capable of contacting an instructor via email or phone. Per department/program, some instructors also utilize text messaging. Adjunct faculty are not required to hold regular office hours. However, students can contact adjunct instructor via email or phone. In such cases, some adjuncts also permit the usage of text messaging.

3.C.6 Every position at Lake Area Technical Institute has a specified job description that describes the expectations, daily duties, and qualifications. Qualifications will vary dependent upon which type of work is performed in that specific position, including experience and education. Financial Aid, Student Services, Veteran's Services, Educational Services Center, Counseling Services, and Educare are all examples of job descriptions of staff who offer and deliver student support services. Training for these individuals varies according to the job responsibilities and requirements.

Some examples of training provided includes:

South Dakota Association of Student Financial Aid Administrators (SDASFAA)

- SDASFAA Spring Conference
- SDASFAA Fall Decentralized Training
- SDASFAA Support Staff Workshop

Federal Student Aid (FSA)

- FSA Conference

Financial Aid Webinars offered by:

- Department of Education
- NASFAA (National Association of Student Financial Aid Administrators)
- RMASFAA (Rocky Mountain Association of Student Financial Aid Administrators)
- Great Lakes Higher Education Corporation (GLHEC)
- Sallie Mae

Student Information System Training:

- IT staff periodically attend the JAM Conference (Jenzabar) for additional training on PowerFAIDS, our Financial Aid Management System.
- Participation in various webinars hosted by either Jenzabar or PowerFAIDS.

Sources

- 360 Instructor Evaluation Form
- a Postsecondary Technical Institute Credential -7 11 16
- b LATI - South Dakota Postsecondary Credential Application
- c LATI - Applicant Conduct Review Statement
- CertifiedEmployeeHandbook july 2015
- CertifiedEmployeeHandbook july 2015 (page number 35)
- CertifiedEmployeeHandbook july 2015 (page number 38)
- CertifiedEmployeeHandbook july 2015 (page number 42)
- Copy of i Credentialed Faculty List as of July 1 2016
- d LATI - Instructor Verification of Employment
- e Postsecondary Instructor Credential Teaching Certificate
- f LATI - Credential Clock Hour Approval Form

- Financial Aid Professional Development
- g LATI - Credential Clock Hour Verification Form
- gen ed credential administrative rule change oct 2010
- Instructor Observation blank
- IPEDS_Human_Resources_Data
- IPEDS_Human_Resources_Data (page number 3)
- job desc -- veteran services coordinator 2013v2
- LATI Profile 2015
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- MASTER_CONTRACT__2015-16_2
- MASTER_CONTRACT__2015-16_2 (page number 4)
- New Teacher Agenda 1-26-16
- SDBOE Faculty Credentialing Change
- SDCL Administrative Rule on CTE 24 10 as of aug 2016
- SDCL Administrative Rule on CTE 24 10 as of aug 2016 (page number 17)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1 Lake Area Tech has strategically developed a one-stop-shop approach to student services. Oversight and control of the students' experience from application through on-boarding is under one department. This includes recruitment, application, acceptance, registration, financial aid, and counseling. Lake Area Tech ensures that students and faculty are supported for effective learning and teaching. The institute directs substantial resources for academic support and preparation in order to address student needs. Students are tested and placed into courses reflecting their levels of preparation. There is a well-defined process to guide new students through registration, beginning with the admissions staff as their primary point of initial contact. The relationship new students develop with admissions representatives sometimes lasts throughout a student's entire time at LATI. In cases where students may decide to switch programs, the established relationship and rapport between the admissions staff and the student becomes an asset since the relationship already exists and the student is comfortable asking for help.

We recently implemented New Student Summer Orientations during which new students join other incoming students for a day of helpful explanations, listen to an overview of the services we provide, and are introduced to instructors in their program. One orientation is held for each division. Below are examples of the schedules the students receive:

[Summer Schedule email - Ag and Business](#)

[Summer Schedule email - Health Division 2016](#)

[Summer Schedule email - TI 2016](#)

[Summer Schedule email - Transportation](#)

Lake Area Tech provides a variety of services designed to promote student learning and success. These services are meant to meet the needs of its various student constituencies. Staff work with prospective and current students to ensure that they are knowledgeable about the institution and program services and resources available.

Students have support in the following areas:

- Academic Advising
- Financial Aid
- Veteran Services
- Assistance with Employment Services (Career Center)
- Disability Support Services
- Student Retention Services
- Counseling Services
- Child Care Services (Educare Center)
- Information Technology Services (in Criterion 5)

Student Services http

Educare Center

The Educare Center provides daycare and preschool for the children of Lake Area Tech students and staff. Admission to the center is limited and a fee is charged for these services. Preference for admission is for children whose parents are enrolled in a full-time course of study at Lake Area Tech. On an available-space basis, the children of LATI staff and the community can also be enrolled. However, because of the increasing LATI enrollment and the need to meet the daycare needs of LATI students with children under age three, the center is unable to accept community or new staff members' children under that age.

Department of Labor Employment Representative Office

LATI and the Department of Labor and Regulation fully assist graduates as they seek out suitable and profitable employment. A Department of Labor Employment Representative has an office on our campus with regularly scheduled office hours. Students are encouraged to visit with her to assist with employment while in school and with job placement after graduation. Placement of graduates is administered through the Employment Representative's office, in cooperation with program instructors. The Employment Representative at LATI receives hundreds of calls year-round from industry employers who want to list opportunities. Many companies send recruiters or make arrangements for students to take tours of their company and learn about opportunities.The Employment Representative has access to all jobs listed with the South Dakota Department of Labor and Regulation including either part-time while in school, or full-time after graduation. All LATI placement information gathered through the annual placement survey is available from the Employment Representative.

Veteran Services

LATI is a Military Friendly® School and offers support for current military service members, veterans, and their families while they pursue their academic endeavors, career choices and overall personal goals. LATI employes a Veterans Affairs (VA) certifying official who provides information to military service members and veterans about programs and services available at LATI.

For the sixth consecutive year, Lake Area Technical Institute has been named to the coveted Military Friendly® Schools list. The 2016 Military Friendly ® Schools list honors the colleges, universities and trade schools that are doing the most to embrace military students, and dedicate resources to ensure their success in the classroom and after graduation.

2016 Military Friendly School Award

3.D.2

Developmental Courses

LATI has developmental education courses in the areas of math and English. The specific course descriptions are included below. Students are automatically enrolled in the courses when they do not meet the required scores on their entrance tests. LATI also offers individualized tutoring and group study sessions for other specific general education courses like anatomy, chemistry and microbiology.

090 Math Instruction

Math Instruction is a remedial course for students who receive low math scores on entrance tests. The class is .5 credit, and it provides students with materials and training in basic math concepts and study skills. The instructor also sets aside time in class to help the students with homework assignments when needed. Students take this class alongside their regular coursework, usually during their first semester.

090 Reading Instruction

Reading Instruction is a remedial course for students who receive low reading or sentence skills scores on entrance tests. The class is .5 credit, and it provides students with materials and training in active reading, time management, and study skills. The instructor also sets aside time in class to help the students with homework assignments when needed. Students take this class alongside their regular coursework, usually during their first semester.

EN 100 Practical Writing

Practical Writing is a remedial writing class for students who need or want to take ENGL 101 (College Composition), but they do not meet the writing score requirements on their entrance exam. This course prepares students for success in ENGL 101 by helping them become more capable, confident writers. Students gain the skills and knowledge necessary to write clear, interesting, and accurate sentences and to write developed and coherent paragraph and essays. This is a three-credit course, and students must take and pass EN 100 before being enrolled in ENGL 101.

Educational Services Center

Lake Area Tech is committed to ensure students not only receive a quality education, but one in which their individual goals are achieved. For students unsure of where to start, a Career Inventory Survey sponsored by http://www.mynextmove.org/ is available on our website to guide prospective students into the right career choice. Once a path is chosen, learning support and preparatory instruction services are centrally located in the institution's library through the Educational Services Center.

This centralized location of services facilitates collaboration between various staff and promotes convenience for students. In addition to the preparatory instruction assistance, individual program support is available at the student's request, however, most program assistance is managed at the program level. Proactively, conscious attempts are made to find students at-risk academically. For example, LATI instructors take daily attendance. If a student fails to come to class and hasn't notified the instructor, the instructor will follow up by a phone call or text to determine the reason the student wasn't in class. Or, if an instructor feels the student would benefit from tutoring due to poor grades,

the instructor will make that suggestion and, if agreed, put the student in contact with staff in the Education Services Center (ESC), who provide students reading, English, and math tutoring and support.

The Educational Services Center staff offers supportive assistance in a friendly environment. Students can work independently or develop study groups. The staff members guide the process and help cultivate learning and empower students to achieve their goals.

The ESC testing center offers student assessments and the staff help the students prepare for assessments which are admission requirements for some programs. For basic skills assessment, the ESC offers the ACCUPLACER and ATI-TEAS (Test of Essential Academic Skill) for nursing.

The process for directing entering students to courses and programs for which the students are adequately prepared involves a student's completion of the placement test and a review of the student's test scores from previously learned materials such as a high school transcript. For programs where an admission exam is given, the ESC monitors the exams and directs the results to the appropriate program for interpretation and guidance.

Peer tutoring is also offered through the Educational Services Center. LATI students are contracted to provide tutoring services throughout the year to their peers for many different online or on-campus courses.

Educational Services Center

3.D.3

Academic advisors are assigned to every student in a program at Lake Area Technical Institute. The advisors, who are faculty within the student's program, assist the students with all aspects of the program of study. The faculty not only know the curriculum, but can assure students are in the appropriate courses and are on a path to graduation. This relationship ensures completion of the program in a timely manner. The advisors hold regular meetings with the students and ensure not only academic advising is completed, but other needs are communicated as well.

Conference (advising) forms are provided as examples from two programs, Financial Services and Practical Nursing.

For students on a waiting list to enter a program, LATI counselors are assigned as advisors. They keep records of student advising (Student Success Database).

Lake Area Tech is committed to providing an enriched environment that meets the needs of its students. Yearly surveys are sent to first- and second-year students. The majority of respondents were satisfied with the institution and services available. Efforts are made to investigate and improve areas in which students are seeking additional services. An annual placement survey is sent to graduates six months after graduation and includes the question, "Were you satisfied with your career choice?" The 2015 survey revealed that 185 respondents checked yes; 5 respondents checked no. 2014 Grads 6 months after graduation

3.D.4

From a modern learning management system (LMS), to a wireless campus, to being one of only a handful of technical schools where students can have a hands-on experience in a cadaver lab, LATI campus' infrastructure reflects its commitment to student learning. Since 2008, LATI, the State of

South Dakota, and the community have invested over $40 million dollars in facilities and equipment, doubling LATI's plant footprint and providing state-of-the-art experiences in all programs. LATI improves student retention and success through such cutting edge endeavors as a cadaver lab, advanced healthcare simulation labs, fully operational aircraft on which students learn aviation maintenance, a fully functional demonstration farm coupled with a modern grow lab – to name just a few. Heavy equipment operators demonstrate skills learned on the state-of-the art Caterpillar simulators on real world projects using heavy equipment systems. Couple this investment with a staff that truly cares about their workplace, and is willing to put in the 'sweat equity' to improve the campus – and you have a student learning environment that is second to none, as demonstrated by LATI retention, graduation, and placement statistics. And more importantly, the reports from the employers of our graduates reflect success in providing SD a technically skilled workforce. We have 32 different student labs. One new, unique lab is the Healthcare Simulation Lab. The Healthcare Simulation Lab has been in operation for two years. In the spring of 2016, a Multi-Disciplinary Health Simulation took place. A scenario of a car/bicycle accident occurring with injuries to two individuals involved students of Med/Fire Rescue, Law Enforcement, Photography, Nursing, Medical Laboratory Technology, Physical Therapist Assistant, Dental Assisting, and Medical Assisting.

PO April 29 2016 Healthcare Simulation

There are five computer labs available for online, hybrid and on-campus students. Several programs of study require student laptops be purchased through the bookstore with program-specific software. Theses programs include Agriculture, Aviation Maintenance Technology, Computer Information Systems, Diesel Technology, Electronic Systems Technology, Energy Operation, Law Enforcement, Precision Machining, and Robotics. Students enrolled in other programs may purchase a laptop through the bookstore's leasing program. Students have access to wireless internet access campus-wide.

These programs of study provide students a real life work experience through some type of clinical training, externship, OJT, or Internship:

- Agriculture
- Business Associate
- Dental Assisting
- Energy
- Environmental Technology
- Financial Services
- Heavy Equipment Operator
- Human Services Technician
- Law Enforcement
- Med Fire Rescue
- Medical Assisting
- MLT
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant

Clinical Practice Sites

The LATI health programs use a variety of clinical sites for the programs in need of practice rotations. Clinical sites include hospitals, clinics, long-term care facilities, fire departments, home-health agencies, assisted living, and Human Services agencies. Clinical agreements are in place with each

site.

Some programs require faculty guidance at the clinical rotation and others have personnel, who are employed by the clinical site, engaged with the students. The clinical sites are evaluated annually to determine if the site meets the needs of the student learning outcomes for the program. The clinical sites have been approved by the professional accrediting bodies of each program during their most recent site visits.

Library

The Timmerman Library, which is centrally located on campus, offers access to a variety of physical and electronic resources which support the programs offered at Lake Area Tech. The library's collection includes books, e-books, reference materials, magazines, journals, newspapers and various online resources, including electronic databases. Staff and students also have access to all the resources and services available through the Watertown Regional Library. Resources not available on campus or at the Watertown Regional Library can be obtained through inter-library loan.

Full-time library staff members are available to help students and staff with their academic research needs. This reference assistance is available in-person and through email, phone, Facebook, Twitter, and instant chat via the library website.

Additional learning resources and student success supports are accessed through the library and educational services center. The library has computers available for student use and student testing.

3.D.5

At LATI, one of the general education student learning outcomes is "students/graduates will be able to find and use information." This outcome addresses the effective use of research and information resources. LATI not only offers courses in communication and literacy, but requires them for each academic program that results in an Associate of Applied Science Degree. Lake Area Technical Institute believes that a comprehensive technical education is part of our mission, hence the general education courses and competencies contribute to the comprehensive aspect for each program.

Students receive guidance to use information and conduct academic research projects. For example, in the General Microbiology course (MICRO 231) students in groups must research a bacteria, virus, fungus, parasite, prion, or a disease caused by one of these and prepare a presentation for the class. The librarian comes to one class period and provides guidance in effective use of research and information resources. The documents given the students are included here.

APA--2

LATI Library Access info 2015-1

paraphrasing docu

Searching for Resources2015

The librarian and the library staff assist students that come to the library for help in using information and conducting research. There is also online chat assistance available during library hours for off-campus students.

Sources

- 2014 Grads 6 months after graduation satisfaction question
- 2016 Military Friendly School Award
- APA Style Guide
- Educational Services Center
- Foundation Final Summer Newsletter July 2016
- Foundation Final Summer Newsletter July 2016 (page number 6)
- LATI Library Access info 2015-1
- LATI Student Labs
- paraphrasing docu
- PO April 29 2016 Healthcare Simulation
- Practical Nursing Conference Sheet
- Searching for Resources2015
- Student Instructor Conference Form-Spring 2016 Financial Services
- Student Placement Survey Summary 2015 Grads
- Student Services Offerings
- Summer Schedule email - Ag and Business
- Summer Schedule email - Health Division 2016
- Summer Schedule email - TI 2016
- Summer Schedule email - Transportation

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

Our mission includes the phrase "Changes Lives and Launches Careers." Just as the general education component is an integral part of LATI's mission statement, so are co-curricular activities. Co-curricular activities increase LATI students' educational experience in ways that often cannot be achieved in the classroom. Students become engaged in the community in which they live and acquire social skills needed to be part of a intramural team or a service learning team. At LATI, we feel our culture sets us apart from other educational institutions. Our culture is one of caring for others and doing the right thing. Much of this culture is developed through an enriched environment with co-curricular programs.

LATI offers several co-curricular experiences including student organizations, service learning opportunities, campus activities, and community engagement activities.

Student Organizations

Many programs at LATI have program-related student organizations. Some of these are affiliated with national student organizations but some are stand-alone clubs designed to build student involvement and a sense of community among students. Clubs plan activities, fundraisers, and social events. The clubs may host guest speakers, participate in community service events, and raise money for community organizations or for students to attend professional development activities.

Lake Area Tech provides a variety of clubs and organizations, including:

- American Dental Assistants Association, Student Chapter
- American Physical Therapy Association, Student Chapter
- Associated General Contractors, AGC Student Chapter
- Automotive Tech Club
- Diesel Tech Club
- Home Builders' Association, Student Chapter
- Laboratory Technology Club
- Occupational Therapy Assistant Club
- Postsecondary Agricultural Student Organization (PASO)
- Rodeo Club
- SkillsUSA-VICA
- Solar Car Team

- Student Medical Assistants Organization
- Tech Club

SkillsUSA is a co-curricular program that focuses on students in trades programs. SkillsUSA is a national organization that supports the skill development of students in a number of career areas. Each year, LATI students prepare and compete at the state level with others in their area of interest--and each year LATI students excel. in 2015-16, 38 LATI students participated at the state level and 20 first-place winners moved on to the national competition. In June 2016, a Lake Area Tech Law Enforcement student won the gold medal in his respective national competition and a Cosmetology student earned fourth place overall in his.

SkillsUSA 4-15

SkillsUSA 4-16

The success of student organizations in enhancing the student experience is evidenced by our Student Satisfaction Survey. According to the Student Satisfaction Survey Spring AY2015-16, the average rating for the question "Student organizations provide opportunities for learning and involvement" was 1.51 (1= strongly agree; 2= agree).

Service Learning

At LATI, community service and service learning is part of our culture. Participation in community service projects is an expectation of each one of LATI's 28 programs and student participation is highly encouraged. LATI's strong commitment to community service has resulted in the institution being named to the President's Higher Education Community Service Honor Roll six times. LATI is the only South Dakota school named to the Community Service Honor Roll with Distinction list. During the 2014-2015 school year, students contributed well over 80,000 hours in community service and service learning projects (this includes clinical hours). Co-curricular service projects include our Dental Assisting students and staff assisting in providing dental care to underprivileged children; Agriculture students giving farm tours to local 6th graders; Financial Services students assisting with the preparation and filing of income taxes for low-income and disabled community members; Building Trades students working on a Habitat for Humanity house and hosting a pancake feed to raise funds to attend the annual trade convention; Diesel Tech students cleaning road ditches along the interstate each year and, during the 2014-2015 school year, the faculty and students raising funds for a Lake Area Tech instructor who was undergoing cancer treatments; Automotive students performing 40-point vehicle inspections for the public to ensure car safety; and Occupational Therapy Assisting faculty and students hosting an annual Sensory Camp for area youth.

These community service and co-curricular projects fit LATI's mission as they help students develop the professional skills they need to be successful on the job, and these efforts show LATI students how a commitment to service can enrich and change lives.

Community Service projects 1 D 3 docx

LATI Honored Nationally for Community Service

Presidents Community Service Award 12-2014

OTA Sensory Camp 2016

Car Show 4-16

Campus Activities

Campus Activities Board

At the beginning of each year, Lake Area Tech students elect a Campus Activities Board (CAB) consisting of a president, vice president, secretary-treasurer and four student representatives. Students in each of the 28 programs elect peers to represent that program. The Campus Activities Board plans activities for the student body throughout the year. Past activities have included: intramural sports, pizza parties, snow sculpturing, Vikings trips, cake decorating contests, and more. Students are encouraged to get involved with the CAB by casting their vote and also by attending meetings to voice their opinion.

Student Ambassadors

Student Ambassadors are selected by their instructors to represent their programs as well as Lake Area Tech. Ambassadors assist throughout the year with tours, presentations, open houses, and conferences.

Campus Crusade For Christ

Lake Area Tech's Campus Crusade (CRU) is a non-denominational religious organization comprised of students who gather for fellowship and Bible study. CRU meets weekly on campus.

Student Voice

The purpose of the [Student Voice](#) organization is to open avenues of discussion with LATI administration, provide leadership opportunities, and to represent the LATI student body in community or regional activities. The membership consists of representatives elected or appointed by the students in each program. Representatives serve a one-year term, from October to May. The Student Voice meets regularly with the Vice President of LATI to bring forward issues, make recommendations, and to ensure that students are informed about new policies.

All-Campus Read

Each year the LATI Timmerman Library sponsors an All-Campus Read event.The purpose of All-Campus Read is to promote reading for fun. A book is chosen each year and staff and students are encouraged to read the book and participate in events that are related to the book. In addition, a news release is issued to the public inviting them to join in the event or follow the All-Campus Read Facebook page. LATI believes reading is an essential part of lifelong learning and uses this program to help foster that habit. Annually, approximately 120 staff and students voluntarily participate in All-Campus Read and/or its events.

Community Outreach/Engagement

Community U

Community U, a collaboration between Lake Area Tech, Watertown H20-20, and the community of Watertown, is a semester-long series of educational, inspirational, creative, and fun classes that are offered to the public on LATI's campus or at a local business. The purpose of Community U is to promote learning and strengthen LATI's community relationships. Examples of recent Community U classes include Buzz about Bees, Estate Planning, Make it in MakerSpace, and Hot Home Trends. A

committee of LATI staff and members of the public meet to coordinate classes taught by LATI staff or local experts. LATI staff and student participation includes assisting with coordination, teaching the class, or assisting with the class. Since Community U began four years ago, more than 1200 people have registered and participated in the offerings.

[Community U Spring 2016 Schedule](#)

MakerSpace

The recently opened LATI MakerSpace area is an innovative workspace designed to foster interdisciplinary collaboration. This space is dedicated to providing students and staff the tools, space, and resources needed to develop, design, and create. Tools and machines available include 3D printers, milling machines, a soldering station, 3D scanner, 3D Doodle pens, sewing machines, Cricut, an embroidering machine, and Google glasses. MakerSpace is staffed by work study students at various times during the school day. While students and staff are welcome to utilize the equipment anytime during MakerSpace hours, several scheduled classes were held to familiarize staff and students with all of the MakerSpace offerings. At those, 95 staff and students participated. MakerSpace is also open to the public for hands-on learning classes via the Community U series.

3.E.2

At LATI, we encourage students to get involved in more than just the educational courses. We know that getting students involved leads to increased retention and student satisfaction. It is part of our culture, and it is important for student engagement and personal growth. Furthermore, we believe that engagement in our community contributes to the entire student experience and strengthens relationships with community members.

We believe student clubs and organizations at LATI promote team building and collaboration for a common cause. Some club and organization activity is closely monitored and tracked such as the 80,000+ hours of community service and student learning hours by LATI students across all programs and the 120 staff and student participants in the annual All-Campus Read. In late October, student attendance at the "A Shot of Reality" alcohol awareness event will be tracked. There is the capacity for 800 students total at two sessions. Outcomes for this event have been established and are being shared with the students prior to the event. Other LATI club and organization activities are not tracked, however we believe student engagement is being fostered and is positively contributing to the students' overall educational experience.

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- Community Service projects 1 D 3 docx
- Community U Spring 2016 Schedule
- culture flyer
- faculty community involvement
- LATI Activities and Organizations
- LATI Honored Nationally for Community Service
- OTA Sensory Camp 2016
- Presidents Community Service Award 12-2014
- SkillsUSA 4-15
- SkillsUSA 4-16
- Student Voice By-Laws 2016
- Student Voice Charter - Final 2016

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Lake Area Technical Institute's 2015 Commencement Address was only the 93rd in US history given by a sitting President. The Honorable President Barack Obama said, "This school is leading the way. Compared with other community colleges, the graduation rate at Lake Area is more than three times the national average. Three times. Within six months, 98 percent of those graduates -- you -- are either employed or continuing your education. The average Lake Area graduate who enters the workforce earns nearly 50 percent more than other new hires in this region."

Always focused on our mission, LATI's drive to improve on successful student outcomes most recently led to redefining success, getting industry more involved in student success, and reiterating the importance of connecting with our students. By example, we help students understand that 'college is a pathway, not a destination'.

Our upward trend in enrollment and 99% placement rate confirms LATI is focused on its mission of "...superior, comprehensive technical education that changes lives and launches careers." Fall 2016 marked the 13th consecutive year of growth at LATI. Our current student population is higher than previously projected for 2031. This continued growth and successful student outcomes prove our "scalability" and ability to sustain this growth.

10YearPlacementData_Placement

10YearPlacementData_Salary

Not only do students enroll, they graduate with a skill and go on to secure vital positions in the workforce, thereby changing not only their lives, but the lives of everyone in our region. Lake Area Tech's instructors have long recognized that the graduates of today are the nurses and other medical personnel, farmers/ranchers, dental assistants, diesel and automotive technicians, and so on that our region depends on for services. That is one reason our courses and programs are as rigorous and of the highest quality we can provide.

We have acted on all the recommendations provided to us by HLC during our 2006-7 Accreditation report.

- The team recommended that general education course descriptions in the catalog and syllabi clearly outline which courses do and do not transfer to four-year institutions. Both the catalog and the program webpages have links to the course outlines that note the transferable courses.
- Another HLC recommendation made during our last accreditation visit was that we should consider adding information about admissions requirements for our academic programs to the catalog and the Admissions webpage. We have the Admissions Policy and Procedure in the catalog and on the website for general admission. For the capped programs of OTA, PTA, and PN, we have the specific admissions requirements/program cap on the program pages of the catalog and on the program website.
- The team recommended in 2006-7 that LATI consider using ACT's COMPASS test in lieu of

the TABE, which we did. We currently use the ACCUPLACER test.

- The team recommended that LATI should consider developing stated policies regarding faculty credentials and we have. They were listed in Criterion 3.C. Also, the recommendation was made that LATI develop a standardized system by which faculty credential standards can be documented. We have a standardized system. There is a file kept on every faculty member that includes the faculty member's transcripts, a copy of the faculty member's teaching certificate, and current professional development.
- Finally, the team recommended that faculty review the general education requirements of their courses for consistency. Ten years ago, our Self-Study document said that AAS courses contained a 20% general education component. This 20% was never a rule or a law, but more of a guideline at that time based on 15 credits of general education in a 70 plus credit program. The codified law and administrative rule (24:10:43:10) cited throughout the document contain the general education course requirements for an AAS degree. All of the AAS degree requirements have been reviewed by the Program Faculty and the Dean of Academics for accuracy and consistency.

Sources

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- 10YearPlacementData_Salary
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- Application Requirements PTA
- Automotive Semester Outline(2)
- Cartney's graduation speech 2015 v9
- Environmental Technology Semester Outline(1)
- Full text of Obama address PDF
- Gen Ed Requirements From the Course Catalog 2015
- Gina Grant CREDENTIAL MASTER RECORD FORM
- PTA Application Process as found in the 2015
- SDCL Administrative Rule on CTE 24 10 as of aug 2016

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Like our continuous strategic planning process, LATI also uses a continuous improvement process in our academic assessment. We are constantly examining key indicators for indication of issues. In a layered assessment, improvement, and planning environment, all faculty and staff participate with one goal---student success (changes lives and launches careers).

Institutional assessment reports, which include details for each program (direct assessment) are submitted annually to the South Dakota Department of Education (SDDOE) and the South Dakota Board of Education and include the Summary Placement Report, Retention Report, Program Certification and Continuation Status Report, Enrollment Report, LATI State-Level Performance Indicators Report, Program Continuation Report (as needed), and Federal Agreed Upon Performance levels (Perkins). A 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. 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 (OCCTE) may ask for a program review to be completed using the program continuation form. A program has three years to change its risk level. In year three, if the program is still assessed at high risk, the director of OCCTE will submit an updated continuing program report to the Secretary of Education and the Board of Education with recommendations for the program (either continue or discontinue the program).

There is a practice of regular internal program reviews at Lake Area Technical Institute. The current annual program academic assessment reviews were initiated in 2007 and have continued in a similar format since that time. In 2015, a Program Dashboard was implemented which included the non-financial indicators of program enrollment, retention and placement plus other indicators. We have made some changes to the Program Dashboard. Today in addition to the indicators of enrollment, retention, and placement reported to the SDDOE, other indicators included are Employer Satisfaction Surveys, Licensure/Certification Scores (if applicable), Student Satisfaction Surveys, and Program Budget Status. The Dashboard allows the program faculty, the program Advisory Boards, and the LATI Administration to track trends in the indicators and make informed decisions.

In the bi-annual meeting with the Vice President, program faculty review the data and set goals. If the Dashboard identifies a concern with an aspect of the program, the program develops an action plan for improvement. This is particularly important because the goals are part of the state's program continuation evaluation. If a program doesn't meet the goals, the state of South Dakota may put the program on notice or even discontinue the program.

Examples of the Vice President meetings with departments are provided. The Financial Services example is prior to having Program Dashboards and the Automotive Technology meeting is after the process of implementing the Dashboard. A summary of departmental meetings for fall 2014 and spring of 2015 is provided. Copy of Department Meeting Overview

The Program Academic Assessment Reviews are completed annually by the program faculty/staff (self-reviews) and monitored by the Educational Research Committee. In 2016, eight programs listed changes that would be implemented or have been implemented.

- Building Trades has changed the Safety program for their students because a program student learning outcome regarding safety was not met.
- Diesel Tech has implemented a pre-test review for the ASE certification test because of the low pass rate on the ASE test.
- Electronics will include more lab tests in more classes because students are able to retain the material for the test, but then retention declines.
- Environmental Tech created team building exercises to promote diversity appreciation because of a situation in which students were not exhibiting diversity appreciation.
- Financial Services moved the Applied Federal Income Tax training so that all students received the training (rather than just the students in the accounting option).
- Human Services Technician found a problem with first year student engagement. They are incorporating more hands-on activities in the first year as well as a mentoring program utilizing the second year students.
- Medical Lab Technician assessed the same SLO as the previous year to see whether the changes made last year (Practicum Evaluations of "Perform analytical tests") improved. The evaluation tool was modified last year after 3/10 students received unsatisfactory or needs improvement scores on the clinical practicum evaluation. This year, all students had scores of 80% or better.
- Precision Machining added worksheets, extra time, and practical applications for an SLO that they added (during the mapping exercise)—"Apply various math concepts to machining application". The PM instructors found that the students' ability to apply math concepts was

lacking. Five out of 18 students were failing the math worksheets.

The approval process for implementing a new academic program is outlined in the Administrative Rule. New programs are added based on: 1. Workforce needs—current and future, 2. The ability to attract students to that occupation, 3. The capability/capacity to provide the educational experiences needed. LATI's Program Approval Process includes a formal request for a new program be approved by the local school board. SD codified law 13.39 and Administrative Rule 24-10-42-25 detail the additional approval process. Following those approvals, Higher Learning Commission approval is sought.

4.A.2

The Director of Enrollment, in accordance with LATI policy and practice, evaluates all credit that it transcripts in accordance with SD DOE Policy 3.29 – College and University Transcripts.

Transfer policies can be found in the Student Handbook and on the LATI website pertaining to:

Transfer of Previously Earned College Credits to LATI

Transfer of General Education College Credits

Transfer of Technical Studies College Credits

Process for Transferring Diploma Credits to AAS Degree

Transfer of Previously Earned College Credits to Lake Area Tech Student Handbook

Credit for Prior Learning (CPL)

Process for Applying Diploma Credits to A.A.S Degree

4.A.3

Articulation agreements - Lake Area Technical Institute has various program-to-program articulation agreements with South Dakota public universities and with private and out-of-state universities for LATI graduates earning an Associate of Applied Science degree. In many programs, technical credits earned in that area will transfer if the student chooses to enroll at a university and obtain a Bachelor's Degree. Articulation agreements vary from program to program.

Articulation Agreement website

Similarly, certain high school dual credit courses may be articulated for credit at Lake Area Tech. These courses are the same as those offered to LATI students. Instructors for the dual credit courses must meet the same qualifications as LATI faculty. All courses offered as dual credit status must have the approval of the Dean of Academics. Credits earned as a high school sophomore, junior, or senior can be articulated if they meet the following criteria:

1. The credits are from an Office of Curriculum, Career & Technical Education (OCCTE) approved class as determined by the South Dakota Department of Education.

2. The class was completed within the last three years.

3. The student received at least a "B" in the class.

South Dakota Technical Institute Common Curriculum Project (SDTICCP) has been developed to facilitate ease of transfer of courses from one technical institute to another, to improve program planning, to increase communication among all of the technical institutes, and to facilitate dual credit arrangements with high schools and South Dakota's technical institutes. This is for General Education courses only. The project scope is limited to courses commonly offered at the South Dakota technical institutes: Lake Area Technical Institute (LATI), Mitchell Technical Institute (MTI), Southeast Technical Institute (STI) and Western Dakota Technical Institute (WDT). The SDTICCP also aligns with SD Rule 24:10:43:01 which states: "Associate of Applied Science Degree courses with like competencies must be transferable among the state post-secondary technical institutes."

This ongoing process ensures curriculum quality and rigor for students enrolled in the technical institutes.

4.A.4

LATI maintains and exercises authority over the prerequisites for our courses through our curriculum development process. The Director of Enrollment ensures all students have completed requirements for admission and requirements for course registration, such as completion of listed prerequisites, before registration is completed. Instructors, as well as the Dean of Academics, may be involved in this process. This policy is published in the Student Handbook and on our website. A link is provided in the Course Catalog. All student registrations are reviewed by the Registrar's Office and/or the student's adviser so students do not register for courses without following the recommended sequence.

Course rigor is overseen by the Dean of Academics and program instructors. Advisory Board members review all course curriculum prior to adoption. Minimum credit requirements for general education and our certificates, diplomas, and degrees meet SD Department of Education requirements and are clearly outlined in our course catalog and in our policies. Policies and procedures for changing curriculum are established by the SD Department of Education, which provides the official response to proposed changes. Programs with external accreditation have an additional level of accountability regarding the curriculum requirements.

Each program has a defined list of expected student learning outcomes and assessments. Learning outcomes for individual courses are presented in faculty-developed course outlines. Student responsibilities are also outlined in the Student Handbook. In order to graduate from LATI, a student must meet the Program Student Learning Outcomes and have a cumulative GPA of 2.0.

Our qualified faculty are hired in accordance with policies established by the SD Department of Education. See Criterion 3.C.3. Faculty professional development is identified in Criterion 3.C.3.

Dual Credit Programs

Instructors for Dual Credit courses must meet the same criteria as any LATI faculty.

4.A.5

Special Program Accreditations

Several of our programs have met the high standards of accrediting bodies for their industry. All of these programs are in good standing with their accrediting agency.

Our Automotive Technology and Diesel Technology programs have accreditations from both the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

The Aviation Maintenance Technology program maintains accreditation from the Federal Aviation Administration (FAA).

The South Dakota Cosmetology Commission and National Interstate Council of State Boards of Cosmetology maintain accreditation for the Cosmetology program.

Our Dental Assisting Program is accredited by the Commission on Dental Accreditation of the American Dental Association and meets all requirements for expanded functions (delegable functions for dental assistants) with the State Board of Dentistry for South and North Dakota as well as Minnesota. We are an approved program for "Basic Concepts of Dental Radiography and Administration of Nitrous Oxide" for the SD State Board of Dentistry.

Med/Fire Rescue is accredited by the National Board on Fire Service Professional Qualifications, Committee on Accreditation for the EMS Professions, and the State Certification Board.

Medical Assisting's program accreditation is through the Commission on Accreditation of Allied Health Programs (CAAHEP).

Medical Lab Technician is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Occupational Therapy Assistant has accreditation through the National Board of Certification of Occupational Therapy (NBCOT) and Accreditation Council for Occupational Therapy Education (ACOTE) which is part of the American Occupational Therapy Association.

Physical Therapist Assistant is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and national certification through the American Physical Therapy Association.

Our Practical Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). In addition to the ACEN accreditation for Practical Nursing, they also have accreditation from the South Dakota Board of Nursing.

Law Enforcement has a reciprocity agreement with the South Dakota Law Enforcement Officer's Standards and Training Commission. Our agreement is unique in that our students are allowed to take the written and practical examination prior to graduation as long as they are in good standing. Thus, when our graduates walk across the stage to receive their diplomas, they are immediately employable.

4.A.6

At LATI, the mission includes the phrase "Changes Lives and Launches Careers." Therefore, our first measure of success for our graduates is gainful employment. LATI has a 99% graduate placement (2015 placement data) and has received national recognition for both placement and retention.

Data relating to graduate performance is used by the faculty to make evidence-based decisions about program development, maintenance, or revision. The Dean of Academics, the Educational Research Committee, and department supervisors are responsible for oversight and quality assurance across all

modes of delivery. The Dean of Academics, the Educational Research Committee, and department supervisors review syllabi for content and rigor as well as consistency across course sections. The Program Assessments, Course Assessments, Program Mapping, and General Education Assessment items are reviewed by the Educational Research Committee, the Dean of Academics, and department supervisors.

LATI has been using NCRC pre- and post- tests of first year students, employer satisfaction surveys, and licensure/certification pass rates as measures of student success as part of the General Education Assessment Plan.

The LATI Assessment Matrix summarizes the types of assessment that occur at LATI.

In cooperation with South Dakota Department of Labor and Regulation, LATI conducts a graduate follow-up survey each year to track graduates' success. Graduates are contacted six months after graduation and are surveyed on job-related data, which is detailed below. The outcome is the Annual Placement Report. The report allows LATI to analyze this data and determine how successful each program has been in preparing its graduates. Employer addresses are generated from this report for the Annual Employer Satisfaction Survey.

The Annual Placement Report collects placement data from graduates in every program to ascertain data including if the graduate is:

- Continuing education
- Employed
- Employed in South Dakota
- Employed in a training-related career
- Employed in a training-related career in SD
- Six-month wage range
- Average wage after six months

Placement data by program is shared with stakeholders on the LATI website and in the LATI catalog. Examples of placement data by program are included:

CPF-Placement

Dental-Placement

Nursing-Placement

LATI also maintains a 10 year database for placement and salary. Examples are provided.

10YearPlacementData_Placement

10YearPlacementData_Salary

All the Technical Institutes of South Dakota have partnered to produce a TI Accountability Report presented to the SD Legislature annually showing the value of a technical education. Student success is a focus of the report and includes specific information per institute. LATI's information included an 83% retention rate, 98% placement rate (this was 2014 information that has increased to 99% in our latest placement report of 2015), and an on-time degree completion rate of 81%. Incidently, the report included a note stating, "Graduation data from The Chronicle of Higher Education's College Completion data (collegecompletion.chronicle.com) puts South Dakota's college completion rate, in

2013, above all other public, two-year colleges in the United States."

Lake Area Tech has taken the lead working with the Governor of South Dakota and Governor's Summit on Workforce Demand in the development the State Plan on Workforce Development. Student success defined as employment is a focus of this initiative.

workforce summit response v4

Workforce Summits Final Report

It has been quite difficult for Lake Area Tech to monitor the success of student's transferring to four-year institutions (Board of Regents schools). We are in the process of developing a transfer agreement with the Board of Regents schools but are waiting for the Amendment R vote results before advancing the agreement. We have been able to collect data for the Practical Nursing students that go on to the University of South Dakota RN Program. We also have information on the number of students that transfer.

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- Student Satisfaction Survey SP 2015
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- TI's 2010 Program Continuation Review form
- Transfer of Previously Earned College Credits to Lake Area Tech Student Handbook
- Transferring to LATI and Prior Learning Credit from LATI website
- workforce summit response presentation
- Workforce Summits Final Report presentation

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

At LATI, Student Learning Outcomes (SLOs) are in place for General Education, programs, and courses. The General Education SLOs are cited on the LATI website and in the course catalog. The program SLOs are found on the LATI website and can be viewed on a separate Student Outcomes link on each of the program's webpages. The course SLOs are also found on the syllabi for each course.

Each program has an attendance policy that all students are expected to follow (including online students). Students with excessive absences may be subject to dismissal from the program. Instructors monitor attendance and inform the students and retention advisors and/or counselors if a student is nearing the maximum allowable absences. Instructors also monitor the students' grades. Most instructors have a mid-term conference with the student to ensure the student is aware of his/her grade in the class. Many programs have student mid-term and end of the semester instructor conferences with the students to address grades in required courses and whether the student is on track in the program course rotation schedule. Students are also able to view their grades on My Portal throughout the semester. Within program courses, the lowest passing grade is a C. There are no Ds in program courses. However, General Education courses may issue a D grade, because many are transferable.

Students must successfully complete required coursework credits and maintain a cumulative GPA of at least 2.0 in order to graduate from LATI. After one unsuccessful term, a student will be placed on probation but may continue to take courses (and receive financial aid without appeal). After two unsuccessful semesters, the student is suspended and must sit out for a semester unless the student successfully appeals the suspension. An unsuccessful semester is a semester in which the student has less than a 2.0 semester GPA and/or doesn't not successfully complete 67% of their courses they are registered for that semester.

Institutional assessment reports, which include details for each program (direct assessments) are submitted annually to the South Dakota Department of Education and the South Dakota Board of Education.

LATI Institutional Assessment Graphic

Assessment is a continual process with formal semester reviews with the Vice President and Dean of Academics, annual and end-of-year reports including the Program Academic Assessment Review, the Program Dashboard, and Course Assessments. External assessment by national or industry entities tend to be on multi-year cycles.

With the expansion of programs, enrollment growth, and complexity of support environments, LATI's data-driven decision processes increasingly rely on formal assessment information. LATI is connecting the assessment of student learning to the planning and budgeting processes. As our course offerings expanded into new mediums, Lake Area Tech recognized the need for a prolonged, sustained, and concerted effort to raise the level of excellence and availability of online, hybrid educational programs and made a concerted effort to ensure we were moving forward in a user-focused manner with the Online Instruction Initiative.

The annual program academic assessment data and the program dashboards are used to update curriculum or other changes that may be needed. These findings are shared with the Program Advisory Board. Program Advisory Boards may also make suggestions for changes.

Advisory board Change Suggestions

The LATI Academic Assessment Matrix outlines the assessments completed at LATI.

Assessments that pertain directly to student learning include:

General Education Learning Outcomes

In 2014-2015, evaluation of the General Education Student Learning Outcomes focused on the problem-solving and critical thinking SLO. Activities included numerous teacher training activities designed to help instructors promote critical thinking/problem solving in their courses. Instructors were asked to incorporate critical thinking activities and share effective activities with the other instructors. These reports were analyzed by the Educational Research Committee and recommendations were made. In 2015-2016, the General Education Student Learning Outcome project focused on effective communication in the area of writing.

Employer Satisfaction Surveys: graduate employers of half of the programs are surveyed annually, i.e. all program graduate employers will be surveyed over a two-year period. The goal for the employer satisfaction surveys is for programs to attain an average of two or higher (on the four-point scale) on each question. If a program falls below the target, the program must submit an action plan for improvement.

National Career Readiness Certificate (NCRC): Every fall, incoming first-year students from 25 percent of the programs (rotation) are tested (pre-test). In the fall of 2015, 176 students were tested. With the NCRC, certificates are awarded according to the student's score on 3 different tests. The NCRC tests correspond to Reading for Information, Locating Information, and Applied Mathematics skills. The lowest score received (for the 3 tests) determines the certificate level. The highest level certificate is platinum, followed by gold, silver, and bronze, respectively. If a student scores too low on any one of the tests, she/he will not receive a certificate. In the fall of 2015, the certificates awarded were 16 gold, 121 silver, 37 bronze, and 2 no certificates. In 1.5 years, the students at the bronze or no certificate level will be asked to retest. In the spring of 2015, 11 students retested and all increased the level of their certificate. The goal for the NCRC pre/post testing is for the lower-level students to show improvement of their scores.

The NCRC test was chosen as one measure of LATI's General Education assessment at the recommendation of our last HLC site-visit team.

Certification scores/Licensure scores are collected annually and reviewed by the Educational Research Committee, the program supervisors and faculty, Advisory Boards, and Administration.

Learning Outcomes

LATI utilizes Program Academic Assessment Reviews and **Program Dashboard**s as part of the Assessment process. The program faculty are asked to complete a self-assessment called the Program Academic Assessment at the completion of the spring semester every year. These Program Academic Assessment are reviewed by the Educational Research Committee and comments are returned to the Programs. The Program Dashboards are compiled by a member of the Institutional Research Committee (IRC) in the fall semester of the year.

The Program Academic Assessment Review is performed annually by the program faculty with the assistance of an Assessment Mentor from the Educational Research Committee. In 2015 an analysis of the Program Academic Assessment Reviews showed that twenty-seven of the program reports had a direct measure for one outcome which allowed student performance to be measured over time. Twenty-six programs reported raw data as well as an interpretation of the data along with recommendations - i.e. change, no change, etc. One report provided findings that needed further explanation.Thirteen programs implemented changes because of the findings. Examples of changes include making changes to a rubric addressing communication skills with patients; major revisions to an evaluation tool; adjusting a schedule so that students would take an exam after they had practiced skills and reviewed material; implementing a capstone project for students; incorporating more hands-on patient work; more time needed for working on reading grade stakes; using more rubrics for performance and weighting the rubrics differently; finding curriculum that addresses professionalism and implementing mock interviews. Samples of summaries of the Program Academic Assessment Reviews for 2015 and 2016 are provided.

Dashboard The dashboards are updated yearly to keep abreast of the trends [enrollment, retention, placement; employer satisfaction; licensure/certification pass rates (if applicable); student satisfaction; and budget] within the program.

Course assessment occurs every semester. Instructors are encouraged to assess one course per semester. The Educational Research Committee reviews the course assessments early in the following semester and returns feedback to the faculty on their course assessment. Course assessment has been a practice since 2014. The Educational Research Committee has been focusing on educating the faculty in writing objectives (using proper verbs and measurable objectives); updating the syllabi; and mapping the courses to the program SLOs. The course assessments for 2015-2016 were much improved in writing objectives.

4.B.2

LATI is beginning to develop measures of success for its co-curricular experiences. To date, the institute tracks participation in SkillsUSA. In 2015-2016, 70 LATI students in several programs competed in the state competition and 11 students went on to nationals. In 2014-2015, 65 competed in the state competition and 15 went on to nationals.

SkillsUSA 4-15

SkillsUSA 4-16

In 2016, two LATI students that competed at the national level were awarded first and fourth places.

Additionally, students in several programs participate in other program-related co-curricular contests/events. Examples include Aviation Maintenance Technology students taking part in the Midwest Aviation Invitational contest during which students demonstrate their aviation maintenance skills and knowledge; Building Trades Technology students assist our local Habitat for Humanity organization in the construction of a new home; Financial Services students participate in the Volunteer Income Tax Assistance (VITA) program that offers free basic income tax filing services to the public who meet program guidelines; and our Dental Assisting students assist in Dakota Dental's Circle of Smiles program that provides free dental care to area youth.

4.B.3

Examples of ways that LATI is using information gained from assessment to improve student learning are found in the Program Academic Assessment review summary and analysis. Program faculty have identified all the program student learning outcomes and selected one plus a measure (tool) for assessment. Of the 23 programs reporting at the writing of this report, eight programs listed changes that would be implemented or have been implemented. These changes were discussed earlier, reference Criterion 4.A. Two examples are:

- Human Services Technician found a problem with first year student engagement. They are incorporating more hands-on activities in the first year as well as a mentoring program utilizing the second year students.
- Precision Machining added worksheets, extra time, and practical applications for a SLO that they added (during the mapping exercise)—"Apply various math concepts to machining application". The PM instructors found that the students' ability to apply math concepts was lacking. Five out of 18 students were failing the math worksheets.

In the spring of 2016, in addition to course assessments, a program mapping exercise was conducted during in-service days to help program faculty and general education faculty determine if the program Student Learning Outcomes aligned with the specific courses. During the exercise, the Educational Research Committee learned that several programs had a course that didn't match with the program SLOs or vice versa. The program SLOs or courses were adjusted so that they matched. In addition, a very good dialog occurred regarding mastery level and what that meant to the LATI faculty.

Ag IRM done

Ag Measures done

General Education IRM done

PM IRM done

PM Measures done

In the fall of 2014, the Educational Technology Specialist and the Instructional Designer started giving mini-sessions and in-services to instructors about questioning strategies that would promote critical thinking in courses. Critical Thinking was the General Education SLO that was 2014-15's focus, according to the General Education Assessment Plan. Participants practiced creating questions that applied to all levels of Bloom's Taxonomy. In the spring of 2015, instructors were asked to

complete a survey about Critical Thinking Skills in their programs. Analysis of the survey results show that 21 programs reported a critical thinking activity had been implemented. Instructors recognize the importance of critical thinking activities and their students' ability to think about problems with a critical analysis.

ERC Meeting Minutes for Oct 19 2015

4.B.4

We believe that the following examples show LATI processes and methodologies in assessment reflect good practice.

Professional Development

Online instruction professional development has been strengthened through the bi-monthly TechBytes training sessions, implementation of the online help tutorial, hiring personnel to guide technology used online, and strategic online course review by the Department of Academics.

Effectiveness of these changes is measured through student performance, pass/fail rates, and retention/placement data. Our retention rate is excellent at 83%. That number includes all students, both on-campus and online. The employer satisfaction survey has been sent to employers of online and on campus graduates with a question as to whether their employee was an online student. Most employers can't differentiate and are satisfied.

Program Review

Continuous program improvement is achieved through regular program evaluation, analyzing institution data, and monitoring workforce demands and job placement data. Review processes have been in place for the last 10 years and have evolved throughout the years with input from the President, Vice President, Dean of Academics, Director of Enrollment, Department Supervisors, and the Educational Research Committee (ERC). One of those improvements has been the development of an Assessment Matrix. The matrix was developed by the ERC and identifies the tools used to assess academics from pre-admission through program completion. Another improvement is the development of program dashboards.

Student Reviews - Student feedback is part of the program review process. Student satisfaction is addressed through student course surveys, student satisfaction surveys, and by tracking job placement patterns.

Each instructor is asked to choose a course he/she taught during the semester for the Course Survey. Students are asked a series of questions and given the opportunity to write constructive comments for the course. Either the Dean of Academics or the Curriculum Administrator review the results with the instructor, identify strengths and weaknesses, and determine a plan of action is necessary.

Student satisfaction surveys are conducted in the spring of every academic year. Overall, survey results indicate students are satisfied with the academic program and services available to them. They agree that LATI provided the knowledge needed to start a career in their field of study and they would recommend LATI to others.

An example of how Lake Area Tech acts on student satisfaction surveys is in our Precision Machining program. In 2014-15, Precision Machining students indicated some degree of dissatisfaction in the program due to lack of equipment. The following year, funds were secured through the Governor's

Office allowing LATI to purchase more Precision Machining equipment. The student survey responses following the equipment purchase indicated a higher satisfaction level.

Graduate and Employer Satisfaction Surveys

Graduates are surveyed six months after graduation regarding their employment and/or continuing education status. Our local Department of Labor and Regulation representative conducts the survey. The latest overall placement rate on the survey is 99%. Job placement rates are calculated for each program, as well as the average starting wage. The average wage in eight of our programs is more than $20 per hour: Energy Technology - $28.49 per hour; Energy Operations - $26.70 per hour; Electronics/Robotics - $25.56 per hour; Precision Machining - $22.79 per hour; Occupational Therapy Assistant - $22.67 per hour; Aviation Maintenance - $20.78 per hour; Diesel Technology - $20.10 per hour; and Med/Fire Rescue - $20.02 per hour. While the institute's overall placement rate is 99%, many programs obtained 100% placement. The employer information obtained from the graduates is used later to contact employers for the Employer Satisfaction Survey Database.

Employer Satisfaction Surveys are sent out each year to employers of graduates. The Educational Research Committee gets the employer contact information from our local Department of Labor and Regulations representative. The ERC sends out the Employer Satisfaction Survey to employers for 1/2 of the program's graduates. The other 1/2 of the program's employers are surveyed the following year.

Advisory Board Meetings – Each program of study has an Advisory Board that is required to meet a minimum of once each year. Advisory Boards provide input on the program's curriculum/assessment, workforce needs, and current industry practices.

Through communication with our advisory boards, we learned employers "hire for skills, fire for behavior." Advisory board members indicated our graduates had the technical skills required to fulfill job duties, but they did not have the necessary soft skills. As a result, we incorporated soft skills development into the course, Career Search Strategies, which is now a requirement for all programs.

Sources

- 2015 HLC Quality Initiative draft- ver8___Mona Gleysteen__Oct 2015
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- 4-8-14 Auto Advisory meeting minutes
- Advisory board Change Suggestions
- Advisory Board Minutes MLT June 3 2015
- Ag Measures done
- Ag SLOs IRM done
- BA SLOs IRM done
- BA SLOs IRM Done
- BTT Fall 2016 Program Dashboard
- CIS IRM done
- COURSE ASSESSMENT Blank 2015
- CPF_StudentSatisfactionSurveySP2016
- CPF-Student-Learning-Outcomes
- Critical Thinking Assessment

- Employer Satisfaction Survey
- ERC Meeting Minutes for Oct 19 2015
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- General Education IRM done
- Institutional assessment
- Lake Area Tech Student Places 1st in the Nation at SkillsUSA National Leadership and Skills Conference
- LATI Assessment Matrix 2015 rev
- LATI Assessment Report 2014ver5__Mona Gleysteen__Oct 2014
- LATI Assessment Report 2015ver4
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- LATI Assessment Report spring 2016 ver 1
- LATI Assessment Report spring 2016 ver 1 (page number 3)
- LATI Assessment Report spring 2016 ver 1 (page number 7)
- LATI Course Catalog 2015-16
- LATI Profile 2016 (2)
- Licensure Certification Scores 2014 to 2015
- Medical Assisting Program Assessment 2015
- National Career Readiness Certification
- PM IRM done
- PM Measures done
- PN_StudentSatisfactionSurveySP2016
- Program Assessment Survey
- Program Student Learning Outcomes 2016
- SkillsUSA 4-15
- SkillsUSA 4-16
- Spring MLT Advisory Board Meeting Minutes May 26 2016 final
- Student Placement Survey Summary 2015 Grads
- Student Satisfaction Survey SP 2015

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

According to the Department of Education, LATI's retention and graduation rate has been in the top 2% in the country for the last several years. We have seen our placement rates rise from 98 to 99%. LATI has been recognized for these achievements by the Aspen Institute.

There are clearly defined and attainable goals for retention and completion set at the state level. These numbers are reported to the Office of Curriculum, Career & Technical Education (OCCTE) annually for every continuing program. The baseline for retention is 80% Final Agreed Upon Performance Level (FAUPL) last 3 years; placement is 80% FAUPL for the last 4 years; and Lake Area Technical Institute has defined goals for student retention and placement, which mirror the state-mandated goals (we term that achievement target). Additionally, LATI has set stretch goals for retention, persistence, and completion. The Institutional Dashboard lists our enrollment goal as a 2% increase annually (unduplicated headcount/FTE).

LATI Profile 2016 (2)

4.C.2

Student success can only be maintained if student progress is carefully tracked. Therefore, LATI does collect and analyze information on student retention, persistence, and completion in its programs.

Faculty have determined that attendance has an impact on retention, so an attendance policy is part of the retention strategy. Because the hands-on instruction and industry interactions are paramount to career success, every program at LATI has a required Attendance Policy and students are tracked on a daily basis. Failure to maintain attendance standards results in failure of the class. If absentee limits are approached, instructors will enlist the help of the on-campus Retention Coordinator, Director of Enrollment, and Counselor who help the student with life issues, study skills, or other matters the

student may not feel comfortable talking about with the program instructors. Meetings with students are tracked in the Student Success Database. Student exits related to attendance are tracked at every level on a continual basis. The Department Supervisor studies the attendance and retention data, specifically looking for anomalies/trends that need to be addressed.

Student retention, persistence, and completion is monitored internally at LATI and then a summary of the monitoring of student retention, persistence, and completion is found in the State Technical Institute Accountability Report. The technical institutes in South Dakota report annually to SD DOE on Improvements to On-Time Degree Completions, Graduates in High-Need Fields, Retention, On-Time Degree Completions for 100 and 150% of normal time, and Degrees Awarded to Low-Income Students (Non-traditional and Native American Students).

Fall 2015 LATI Retention Report.xls

2015 SD Technical Institute Accountability Report final

SD DOE Enrollment Report 2014

SD DOE Placement Report 2014

SD DOE Retention Report 2014

All the technical institutes in SD were part of a grant that focused on retention. As a result, a Plan for Improving Retention was produced.

LATI developed its own Retention Plan based partly on that document. LATI's Student Retention Plan (updated Aug. 2015) highlights specific activities that have contributed to LATI's retention success as well as activities/strategies that are used in assessing and addressing low retention. Retention is a standing agenda item each semester during faculty/program meetings with the Vice President. Twice a year, Advisory Boards address enrollment/retention issues and watch for concerning trends. Administration looks for trends that need to be addressed. Additionally, a report goes to the President, who also tracks student-withdrawal trends.

4.C.3

LATI analyzes retention, persistence, and completion data as a basis for making improvements to student learning at the program and institutional level. The program dashboards are monitored by the Vice President, the program faculty and staff, and the Educational Research Committee a minimum of once a year. Graduation rates, placement rates, and retention rates are kept at the administrative level. This data is shared with each program annually to assess overall effectiveness (via program dashboards). As noted above in 4.C.1., this data is also reported to the State of South Dakota (Legislature and Department of Education), the Federal Government (IPEDS), and various accreditation agencies (including HLC).

An example of an improvement that was implemented is the Online Initiative. As LATI began to expand online offerings, we noticed a marked difference in persistence in new online programs. Some online programs had below 50% retention rates, yet online Anatomy and Physiology, both with significant levels of difficulty, had course completion rates above 85%. We also noticed that online graduates did as well or better than their on-campus counter parts in licensure. For example, our longest-running online program, Nursing, had only one graduate not pass the licensure exam in five years. These findings prompted a campus-wide Online Initiative.

As a result, an Instructional Designer and an Educational Technology Specialist were hired to assist in making the online courses more interactive and to educate the online faculty. A retention adviser and online student success coach positions were created to help retain online students. Often, the online students didn't feel accountable to anyone. During the Online Initiative, faculty recognized that immediate contact with online students not logging in or completing assignments was required to retain these students.

The retention coordinator develops, adopts, and implements best practices for retaining students, with particular attention placed on minority and disadvantaged students, as well as other duties.

The online student success coach is responsible for the retention of online students. This individual ensures online students know she is a resource for them and that her goal is for students to continue their education instead of dropping out. She keeps the students motivated by being persistent in contacting them if they are not performing well. She has prompted numerous students during the first three weeks of the semester to remind them that they need to be logging into class and participating.

An example of an improvement made to a program to increase retention is exemplified by the Medical Laboratory Technology program. The MLT program implemented a plan to reduce the first semester course load from 17 credits to 14.5 credits. In addition, the program discovered many students struggled with the social science course requirement of Sociology or Microeconomics. The additional choice of Leadership in the Global Workplace was added for students desiring a more Applied Social Science course.

4.C.4

The following processes utilized at LATI reflect what we believe are good practices.

A Student Success Database was developed in 2015. This database serves as a communication portal between the counselor, the retention coordinator, and the registrar. All three serve as contact points when departments are having trouble with students and/or attendance. The database holds student information and details on the actions taken. The database also identifies students who have had multiple attendance offenses and/or students who are identified as at risk of dropping.

Drops by age group_SpringAY2015

We created a "one stop shop" on the Assessment page on My Portal under the Staff tab for all documents dealing with Assessment at the department and institutional level. The Assessment page contains our state reports on enrollment, retention, and placement along with combined reports of all the South Dakota technical institutes. Lake Area Tech faculty and staff can access the final internal and state reports.

Midterm conferences with instructor advisers and students are the norm within the programs at LATI. Instructor advisers meet with each student to advise the student as to the student's progress and make recommendations for improvement or provide accolades for good performance. The conferences are also an opportunity to discuss post-graduation plans.

Satisfactory Academic Progress (SAP) is used at Lake Area Technical Institute to help retain a student by implementing a successful academic plan to graduation. After a second semester of not meeting Lake Area Tech's academic policy, a student is suspended and must meet with a committee of administrators and faculty in order for the student's registration and financial aid to be reinstated for the following semester. During the suspension appeal meetings, the committee and the student

openly discuss what barriers the student has that are preventing he or she from being successful at LATI. In addition to discussing barriers, the group focuses on ways to help the student overcome those barriers either in personal or academic lives. At the conclusion of the SAP appeal meeting, the committee discusses whether the student may continue education at LATI or whether the student should sit out the following semester to reevaluate the situation. If the committee decides to allow the student to continue education, an academic plan is initiated for the student.

Data definitions used at LATI are consistent with higher education standards and practices. Completion and graduation data are defined as students who have completed program requirements to obtain a diploma or Associate of Applied Science Degree. Retention is defined as the number of enrolled students who are continuing their program or have graduated. Current and historical retention is monitored institutionally and by program. We define and assess student outcomes through data: enrollment, retention, graduation rates, student performance on licensure/certification tests, placement, and wages.

The Institutional Research Department follows strict protocols and procedures for the collection, analysis, and reporting of this data. Data is compiled via SQL queries and use of our data reporting tool Izenda. Reports created in Izenda assure accurate and consistent collection of data. Programs and other groups analyze the data and the results of the analysis are also shared with the South Dakota State Board of Education and the Office of Career and Technical Education.

LATI achieves results by empowering all staff to believe their work is vital to student success. Various participatory management groups involve staff, faculty and students in decision-making and campus improvement. Structured program curriculum prevents students from wandering through school without a goal. All program faculty are responsible for advising students and tracking progress. Learning is systematically tailored to skills the graduates will need in the work world and society at large.

Sources

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- 2015 HLC Quality Initiative draft- ver8___Mona Gleysteen__Oct 2015
- 2015 SD Technical Institute Accountability Report final
- Advisory board Change Suggestions
- Advisory Board Minutes MLT June 3 2015
- April 2016 - Institutional Dashboard
- Drops by age group_SpringAY2015
- Fall 2015 LATI Retention Report.xls
- INTERNAL POSTING Rentention Advisor April 2012
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- Job Description - Online Student Success Coach
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- Lake Area Technical Institute Named One of Top Three Community Colleges in America by

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- LATI Profile 2016 (2)
- retention plan final v2 updated 8-4-2015
- SAC Minutes - January 13 2016
- SD DOE Enrollment Report 2014
- SD DOE Placement Report 2014
- SD DOE Retention Report 2014
- Student Success Database-RetentionReportQ
- TI's 2010 Program Continuation Review form

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Lake Area Tech assumes responsibility for the quality of its educational programs, learning environments, and support services. We accept credits for transfer based on specific criteria and evaluate all credit that we transcript. We set expectations for learner outcomes and monitor course prerequisites and the rigor of coursework.

Conscientious use of our Dashboards, a continuous planning process, and student surveys provide data, which is used to drive decisions regarding resources and initiatives. A wide spectrum of partnerships allows us to enhance curriculum and keep it relevant to the work world. Partnerships also provide connections to needed educational equipment, internships, and financial resources. All resources are used strategically and creatively. LATI continues to expand data analysis to focus resources and efforts in areas that will yield optimal results.

Since LATI's last site visit, after which the report cited our Assessment practices as a weak area, we have made concerted efforts to improve in the noted areas. We began with Institutional and Program Assessment, and have been conducting the Institutional Dashboard and Program Assessment since 2007. In 2008, we developed and implemented the General Education Assessment plan. In 2011, we developed course assessments and have been encouraging staff to complete a course assessment at the end of every semester. In 2015, Program Dashboards were developed and utilized. We have learned and are still learning a great deal through our assessment efforts, and the impact of our learning ranges from discovering the faculty need more in-services on writing objectives to finding ways to make all of the data accessible to all the faculty and staff so they can track trends. The bulk of the work is done by the faculty with guidance from the Educational Research Committee.

We have acted on these HLC recommendations from our last site visit.

- A team recommendation was because LATI offered more course work online, assessment practices and processes must be fully extended to student learning through this delivery mode. LATI's Quality Initiative focused on the improvement of online coursework and included hiring an Instructional Designer and Tech Ed specialist, who have implemented Quality Matters for course development and content monitoring. Course assessment is implemented identically to traditional and online courses.

- The team recommended we send a cross-disciplinary team to one of the HLC workshops. LATI faculty members attended Making a Difference in Student Learning: Assessment as a Core Strategy in May of 2007 and in October of 2013.

- The team recommended that LATI consider using ACT's WorkKeys as a measure of general education outcomes. We are using the National Career Readiness Certificate as a measure of general education outcomes.

- The team recommended LATI examine which courses could address attention to diversity and global awareness. There are a number of courses that include attention to diversity and global awareness, for example the Leadership in the Global Workplace course.

- The team recommended the faculty consider revising the student evaluations of courses using Chickering and Gamson's Seven Principles for Good Practice In Undergraduate Education. The faculty do not develop the student evaluations of courses, rather, they are developed by the Dean of Academics. The student evaluations currently used contain the majority of the seven principles outlined by Chickering and Gamson.

- The team recommended LATI create a department of institutional research (IRC). The IRC is composed of three individuals who compile data at the request of the Educational Research Committee, the Administration, the Pathways Committee, the TAA Grant Project Manager, or others. The latest IRC project monitored the retention of low-income students to bolster low-income student performance.

- The team encouraged sharing assessment data with students and the public in the same way that placement data is currently shared. Along with the placement rate, the graduation rate and retention rate are posted on the website. Individual programs with accreditation post their affiliation on their program webpage along with licensure or certification scores. The NCRC report and Employer Satisfaction Summary is found on the website.

Lake Area Tech is proud of its record in using data for decision making. As the institute continues to grow, we will need to refine our ability to collect and manage data, interpret data, and compile results into reports for decision-making.

Sources

- Course assessment by students (Quia Survey)
- ECON 105 Syllabus
- Gen Ed Assessment Plan rev 2014
- HLC Workshop Attendance
- HLC Workshops attended
- Peer Tutoring Report for ANAT 142 Fall 2015

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

LATI revenues are predominately from four sources: Tuition and Fees, State Aid/Support including a portion of the new State ½ penny sales tax to augment instructor salaries, Federal Sources/Grants, and other state and local funding. In the FY17 budget, Tuition and Fees account for approximately 50% of the budget, State Aid/Support 31%, Federal Sources/Grants 8% and other state and local funding being 11%. At the close of FY16, LATI had approximately a $3M reserve (~16%). This represents a positive state funding trend and the conservative approach to spending. The legislature has provided funding above the traditional Per Student Allocation in what has been termed as "tuition buy down". South Dakota is entering the third year in which the state is "buying down" student tuition. The current rate of this tuition buy down is $10/credit. This will be the first year of funding through the new sales tax. In addition, LATI typically receives between $500K and $2M per year in one-time funding from the State for equipment updates and enhancements.

A document (LATI Budget Approved Practice) outlines the budgeting process at LATI. The LATI Cabinet prepares the LATI budget using the programs' proposed budgets and the institutional expenses. This budget is linked to the Strategic Plan and the Institutional Dashboard. The LATI President submits a draft budget to the School Board by April 30. A preliminary budget for next fiscal year will be presented and approved by the Watertown School Board in May.

Adjustments need to be made at growing LATI PO May 2016 Article

Construction completion helps proposed LATI budget decrease PO May 2015

The operating and capital budgets and fiscal data related to the operations of LATI demonstrate LATI's continued financial success and its ability to invest in current and future educational programs. The State Accountability report is a report presented to the Legislature of South Dakota (specifically the Government Operations and Audit Committee--GOAC), demonstrating the return that South Dakota is receiving on its investment in the technical institutions of the state and requesting continued funding.

LATI has experienced growth in enrollment and programs over the last ten years and also in fiscal and human resources and physical and technological infrastructure. All are strong and sustainable.

New programs 2005-2015:

2005	ENV Environmental Technology, HST Human Services Technician
2007	ET Energy Technology
2008	MFR Med/Fire Rescue
2009	EO Energy Operations
2010	ENT Entrepreneurship (now combined with BSA)
2011	CPF Custom Paint and Fabrication
2012	HPEM High Performance Engine Machining
2013	HEO Heavy Equipment Operator
2014	LE Law Enforcement

The Foundation

As noted in the foundation report below, the LATI Foundation is also financially sound and provides scholarships (most endowed), as well as some equipment, to the institute. The LATI Foundation awarded more than $350,000 in scholarship support through nearly 400 awards in the 2014-2015 academic year. The Foundation has:

Endowment Account	$2,173,312.63
Contributions	$ 467,419.16
Non-Cash Contribution	$ 320,625.20
Special Events/Fundraising	$ 190,902.45

These totals are current as of 04-30-16.

Grants

We have been fortunate to have secured many grants that helped with equipment, technology, and supplies. We have received four rounds of TAA grants.

All grants are focused on increasing the number of people obtaining certificates, credentials, and degrees in high demand workforce areas.

Round 1 focused on Agriculture

Round 2 focused on Healthcare – Med Lab Tech and Nursing

Round 3 focused on Healthcare – Nursing, Med/Fire Rescue, Dental Asst, Medical Asst,

Round 4 focused on Advanced Manufacturing – Electronics/Robotics, Precision Machining, Welding, Energy Operations, and High Performance Engine Machining

Round 1 - $1,341,811

Round 2 - $1,154,256

Round 3 - $2,533,064

Round 4 - $2,500,000

We also received a $500,000 grant from NASA. The focus of this grant was to increase under-represented populations in STEM fields, incorporate STEM into curriculum, and build an awareness of STEM and NASA in the public.

Human Resources

LATI employs sufficient numbers of faculty and staff as demonstrated in the faculty to student ratio.

Enrollment/Staff/Faculty Growth

	Fall 2007	**Fall 2015**	**%**
Staff/Faculty	57 + 73=130	91 +108=199	+35%
Student Enrollment	1133	1846	+39%

As noted in Criterion 3.C, in order for the institute to utilize its human resources efficiently and effectively, many faculty and staff members pitch in when there is other work to be done. For example, groups of faculty and staff collected evidence and components of the argument for each Criterion. When the campus needs a face-lift (spring/fall), faculty and staff provide the "sweat equity" to accomplish the task. Most faculty and staff also serve on various committees within the institution. Even so, LATI currently maintains an excellent 17:1 student to teacher ratio.

The institute takes great pride in hiring its own graduates. LATI graduates innately understand the culture and mission of the school. For the fall semester of 2015, ten new staff were hired; four were

LATI alumni.

Many of the newer applicants have been drawn by the excellent national reputation LATI has acquired. The percentage of adjunct faculty has been quite low at LATI in the past, but this is likely to increase in order to accommodate increased enrollment. Faculty at LATI have full-day schedules and it would be difficult to add more classes to their schedules. Faculty at LATI are present during the workday, even if they aren't scheduled to teach a class. This affords a very approachable faculty and advisors for the students.

Faculty pay has been lagging behind comparable industry wages for many years, making the hiring of new staff a challenge but in 2016, the SD Legislature passed a half-cent sales tax with a portion going to Technical Institute faculty salaries. (HB 1182) This funding stream facilitated faculty raises for the 2016-17 school year from six percent to 30 percent, with an average raise of 20%. Raises for individual instructors were based on a state matrix.

2016 session filled with highs HB 1182 passes PO March 2016

Physical

LATI prides itself in its campus buildings, labs, and physical facilities.

In 2014, we saw the completion of the 2008 Master Plan, which was laid out in four stages and involved major expansion to the physical facilities on campus.

Phase One added 63,000 square feet to the Manufacturing Education Center for the Diesel, Energy, and Welding Technology Programs and Energy Operations.

Phase Two added the Automotive Technology building and the Health Science (cadaver) Lab.

Phase Three added the Student Services Center including an area for centralized admission offices, the bookstore, the dining facility, and large-group meeting areas.

Phase Four added the Agriculture Center and renovated the facilities for the Building Trades, Business, Cosmetology, and Health programs.

 Anticipating further growth, LATI has a new Master Plan in development.

Technological Infrastructure

LATI is committed to providing state-of-the-art technology for its staff and students.

LATI has a strong and sustainable technology infrastructure monitored and maintained by the Information Technology Department. The LATI network is a switched Ethernet network. The buildings are connected by fiber optics with a speed of 10 GB. The systems are connected to the switches with a speed of 100/1000 MB. The system also includes 79 wireless 802.11ac access points to accommodate wireless access in every building on campus. The server base is currently using Microsoft server OS. Microsoft Exchange is used for email. Lake Area Tech has over 1550 computers on campus. All systems are running on the Microsoft 7 operating system. The institute has a plan to replace computers on a three to four year cycle.

Lake Area Technical Institute earned a Top 10 spot in the Small Colleges category (under 5,000) in the Digital Community Colleges Survey awarded by the Center for Digital Education (CDE). The

survey analyzes how community colleges use a range of technologies to improve services to students, faculty, staff and the community at large. Award winners demonstrated innovative uses of technology, including online courses and mobile environments, mobile apps, secure platforms and wireless networks.

5.A.2

The Board and LATI Administration are committed to allocating resources to support its mission of educating for careers and providing support services to accomplish that.

Since the LATI governing boards are public, their activities are clear and transparent .

* School board meetings are broadcast on the local cable channel.

* The minutes of each school board meeting are published in the local newspaper each month.

*The school district conducts an annual audit of its financial operations.

* The board conducts annual, public budget hearings

5.A.3

Beginning with our president and continuing throughout the entire organization, everyone at LATI understands that our mission is to prepare our students to succeed during their time at LATI and once they leave LATI.

LATI is well-prepared to face the challenges of the future. The institute continues to grow while the administration, faculty, and staff keep in mind our mission and the institute's rich history in this community.

5.A.4.

As Criterion 3.C.2 described, LATI staff are appropriately qualified and supported in professional development. We would reference Criterion 3.C.2 in which the LATI faculty qualifications and training are addressed. To this end, all of our staff meet the requirements set by HLC, our state credentialing requirements, and any and all industry accreditation or certification requirements.

According to the Fall 2015 IPEDs data, LATI employed 189 faculty and staff in the fall of 2015. The breakdown of staff members was:

97 Instructional

10 Academic Affairs

1 Librarian

11 Administration

5 Business/Financial Operations

10 Information Technology (IT)

2 Communications/Social Services/Media

26 Service Operations (Food Service)

3 Sales

24 Office Administrative Assistants

5.A.5

The institution has a process in place for budgeting and for monitoring expense. The institute involves all faculty in formulating its annual budget. Faculty members submit requests to their supervisors. An initial draft of a program's annual budget for next financial year should be prepared and submitted to the Vice President in January each year for review and recommendations. Items to be included in the program budget should include (but not limited to) the following: ii. Specific outline for professional development, accreditation, industrial training requirements and projected costs. iii. Contracted services iv. Instructional Supplies and Public Relations v. Travel costs with detailed outline vi. Equipment costs, outlined function and need vii. Building upgrades or furniture should not be included in budget calculations but addressed to the appropriate department. A revised budget, with President's recommendations, should be submitted April 1. There will be a budget meeting with President (March/April) to finalize and discuss each submitted budget. The LATI Cabinet prepares the LATI budget using the program's proposed budgets and the institutional expenses. The LATI President submits draft budget to School Board by April 30. A preliminary budget for next fiscal year will be presented and approved by the Watertown School Board in May.

LATI Budget Approved Practice

[Budget Policy 7-28-2016](#)

Long-range planning is completed with the President's Cabinet, the [BUG committee](#) (members of the Cabinet), and the Pathways committee. BUG is the budget committee. This committee meets at least once a month and as frequently as once a week leading up to a new semester or the budget process. The BUG helps prioritizes the existing budget and create next year's budget. The BUG spends time discussing efficiencies in scheduling, prioritizing building/furniture/equipment purchases, and planning for the next year. A five-year maintenance and building plan is submitted annually to SDOCTE, along with any new programs LATI wishes to start. The administration makes decisions by consensus, keeping in mind the institution's mission and vision.

Programs are encouraged to budget money for [professional development](#) including on and off campus training, conferences, conventions, and visitations. Out of state travel, except where supported by grant monies and accreditation requirements, has been reduced for several years.

At the state level, the four state technical institutes work together (SD Techs Work 2021) to lobby for state funds. The Technical Institutes' Strategic Plan is:

Overarching Goal: Provide quality post-secondary education and training to enable South Dakota's workforce and economy to grow.

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

administration.

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

[2015 SD Technical Institute Accountability Report final](#)

Sources

- 2015 SD Technical Institute Accountability Report final
- 2015-16 Approved Budget
- 2016 session filled with highs HB 1182 passes PO March 2016
- Adjustments need to be made at growing LATI PO May 2016 Article
- April 2016 - Institutional Dashboard
- Audit Report 6-30-2015
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- Construction completion helps proposed LATI budget decrease PO May 2015
- Copy of 2016-2017 Campus Committees (2)
- Copy of All techs Budget BREAKDOWN - for approps -feb 2016 LATI MTI WDT STI v6 FINAL post session
- Data for Budget Hearing - 091316
- Economic impact Lake Area Tech Alumni Article
- Fall2015foundation newsletter
- Financial Sources 2016
- Foundation tax document
- FY16 Technical Institute Per Student Allocation Calculation and Payment
- HLC Committees ver 2
- IPEDS_Human_Resources_Data
- Lake Area Tech Among Top 10 Tech
- LATI expansion plans called flexible - Watertown Public Opinion_ Local News Article
- LATI Master Plan Summary
- LATI Profile 2016 (2)
- LATI_Excellence by Design Presentation
- LATIBudgetApprovedPracticeFinal
- Organizational Chart - July 2015
- Pathways Committee Member Sub-Committees 2016-2017
- SAC Minutes - January 13 2016
- Strategic Planning Matrix - April 2016
- TI Aug 2016 GOAC Presentation
- Watertown School Board minutes june 18 2016

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

As previously noted in the [Governance Structure chart](), the South Dakota Board of Education, the South Dakota Department of Education and the Watertown School District 14-4 School Board govern Lake Area Technical Institute but the Watertown School District School Board and the LATI Administration are primarily responsible for the institution's financial and academic policies and practices. The Strategic Advisory Council serves LATI in an advisory capacity.

The State Board of Education

The State Board of Education exercises state level oversight of LATI operations in accordance with Administrative Rule. The State Board of Education sets tuition and state fees for the technical institutes.

The South Dakota Department of Education

The South Dakota Department of Education provides state-wide coordination of all SD technical institutes through guidance pertaining to federal Perkins funding, consolidation and analysis of state level data, control of state funding, and coordination with the Department of Labor and Regulation (DLR).

Strategic Advisory Council

The LATI Strategic Advisory Council (SAC), comprised of local and regional business and industry leaders, was established for the purpose of advising LATI's President, Vice President, and the Watertown School Board on the strategic direction and planning for LATI. The LATI key indicators presented on the Institutional Dashboard are set and maintained by the SAC.

Watertown School Board

The Watertown School Board controls the day-to-day operations of Lake Area Tech. The board members are elected to alternating 3 year terms by the citizens of Watertown School District. The

Watertown School Board guides LATI by selecting a qualified President for the institute, approving policies consistent with the institute's mission, and ensuring fiscal responsibility. The board entrusts the President with the responsibility of the institute's day-to-day operations. The President of LATI is the Chief Executive Officer and operates under the Watertown School District Superintendent and the Watertown School Board. In addition to the President, the top level of administration includes the the Cabinet.

5.B.2

Within LATI an organizational chart delineates the various roles for the cabinet members. LATI's governance process promotes delegation of authority and the ability of any employee to participate in decision making through participation in one of the many committees. The major decision making or advising entities are defined as follows:

President's Cabinet

A President's Cabinet was formed in the fall of 2005 to ensure continuity for the planning and day-to-day operation of the college. The Cabinet also provides the vision for carrying out the mission and values of the organization. This Cabinet consists of the President, Vice President, Dean of Academics, Director of Student Services, Director of Enrollment, Director of Support Operations, IT Director, Financial Aid Director, and Foundation Director.

Cabinet Notes

Cabinet Notes 04 02 15

Pathways: The Pathways committee, the governing body of our participatory management system, ensures that LATI remains true to its mission. The group oversees implementation and development of policies and procedures that enable the institute to grow and improve. The President and the Cabinet use the group's recommendations and findings to provide valuable feedback in decisions affecting the institute.

9 19 2016 Pathways Minutes

Pathways Committee Members 2016-2017

Pathways Committee Member Sub-Committees 2016-2017

Student Voice: Lake Area Tech's Student Voice Organization provides the students a say in campus policy and decisions by establishing direct, open dialogue between students and LATI administration. Representing all the students of LATI, Student Voice membership consists of representatives elected by fellow students in each program at Lake Area Tech. This group makes recommendations for new policies or changes based on student needs or requests.

08 29 2016 Student Voice Meeting Minutes

09 26 2016 Student Voice Meeting Agenda

Other Campus Committees:

These committees include

- the Budget Committee (BUG)--institutional budget committee

- the Campus Planning Leadership Committee--provides overarching strategy and oversight

- the Creative Finance Advisory Committee--looks for long term and near term funding approaches

- the Credential Committee--verifies and approves faculty credentials/professional development

- the Domino Committee--works to coordinate project timelines

- the Educational Research Committee--reviews and purposes Academic Assessment projects and reports

- the Health/Safety Committee--monitors accidents/injuries incident reports, makes recommendations regarding vaccination requirements

- the Innovative Scheduling Committee--makes the most of the facilities we currently have

- the Institutional Research Committee--conducts institutional research projects; compiles data

- the Library Advisory Board

- the New Program Committee--investigates and proposes new programs

- the Online Committee--promotes improvement of online courses and support

- the Operational Safety Committee

- the Satisfaction Academic Progress Committee

- the Sexual Assault Education and Awareness Committee

- the Technology Committee

- Together We Are One (TWO) group--faculty and staff social activities group. This group assists with flowers to hospitalized staff or members or family and funerals of staff/family members. This group plans recognition events for retirements.

There are many other campus committees, all of which may make recommendations to the President, Cabinet, or Pathways.

Information regarding institutional changes (policies, procedures, new programs, etc.) are disseminated via Pathways, email, or Tech Team meetings.

5.B.3

Internal policies and procedures for LATI have been developed either through discussions between staff and administration through committee work or have been developed by focus groups (consisting of staff and administration) appointed by the Pathways committee.

In additional to the President's Cabinet and Pathways, the program faculty, program advisory boards, and students also contribute to setting academic requirements, policy, and processes. The Pathways

committee carries the bulk of the responsibility for governance and processes, but much of the actual authority for program decisions rests at the department level. This process allows decisions to be made by people at the level where the work is being done. Members of each program are involved in developing a department budget, revising and updating curricula, establishing department student policies, meeting with advisory boards, determining facility and equipment needs and usage, and participating in specialized recruiting. Program Advisory Boards serve in an advisory capacity but do review curriculum, budget, program outcomes and assessment annually. The Student Voice meets monthly with the Vice President and reviews student policies and makes recommendations.

Sources

- 08 13 2015 Pathways Minutes
- 08 29 2016 Student Voice Meeting Minutes
- 09 24 2015 Pathways Minutes
- 09 26 2016 Student Voice Meeting Agenda
- 1 21 2016 Pathways Minutes
- 10 22 2015 Pathways Agenda
- 12 08 2015 Pathways Minutes
- 2 25 2016 Pathways Minutes
- 2016-2017 Student Voice Meeting Schedule
- 3 22 2016 Pathways Agenda
- 4 28 2016 Pathways Agenda
- 9 19 2016 Pathways Minutes
- Cabinet Members 2016
- Cabinet Notes 04 02 15
- Cabinet Notes February 9, 2015
- Copy of 2016-2017 Campus Committees (2)
- Organizational Chart - July 2015
- Pathways Committee Meeting Dates
- Pathways Committee Member Sub-Committees 2016-2017
- Pathways Committee Members 2015-2016
- Pathways Committee Members 2016-2017
- Student Voice By-Laws 2016
- Student Voice Charter - Final 2016
- TIGoverance Structure
- Watertown School Board minutes june 18 2016

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

LATI's allocation of resources and its processes for evaluation and planning demonstrate its commitment and capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

In the 2015-2016 budget, 45.8% of the budget went toward salaries, 13.6% went toward benefits, 9.5% went toward equipment, and 1.7% went toward travel. As mentioned previously, the annual budget must be approved by the Watertown School Board.

Watertown School Board review of LATI budget 2016-17

Watertown School Board review of LATI budget 2015-2016

Watertown School Board review of LATI budget 2014-2015

LATI's budget, along with the other SD technical institutes' budgets, is briefed and presented to the SD legislature and governor's staff. Any requested additional state funding must be linked back to LATI's mission and strategic plan--and expected results provided. For LATI, the local budgeting process is the foundation information used to justify our requests. The most telling evidence of this is the study originated by LATI on faculty salaries resulting an a state wide adjustment of wages to industry standards this last year by the legislature. This salary adjustment was supported by the governor and codified in SD law.

Construction dollars for facilities are obtained through state bonding funds. The SD Technical Institutes indebtedness is overseen by the legislature and the state Board of Education. Because of the SD Tech's link to need and student success, we maintain the highest bond rating (AAA).

5.C.2

Assessment of student learning, evaluation of operations, planning and budgeting are linked at LATI.

Each program participates in assessment of student learning through the program assessment, program dashboard, and course assessment processes. If, through any of these points, it is determined that faculty need something (equipment, tools, more faculty, more space) to reach their achievement targets set for student success, every effort is made to secure it, either through grant funds, foundation funds, state funds, or the budget process. Each program determines its budget requests for professional development, supplies, equipment, and furniture designed to improve the education offered to its students. The budgets are thoughtfully prepared utilizing evaluations of operations and planning for the future. These budgets are submitted to the Vice President or President. The proposals are reviewed by the President, and if necessary, discussed with the department supervisor at which time any needed revisions are made, and the budget is submitted for final approval to the school board.

5.C.3

LATI relies on both internal committees and groups as well as external community members to develop allocation of resources congruent with its mission. Externally, the institute relies on a Strategic Advisory Council, Strategic Planning Committee (external and internal members), and Program Advisory Boards to provide input into planning and budgeting. Internally, these groups are the Strategic Planning Committee, Cabinet, Administration, program faculty, Pathways Committee, and other committees. The Cabinet and the Budget Committee (BUG) are the final decision makers.

The Strategic Advisory Council has been established for the purpose of advising Lake Area Technical Institute's President, Vice President, and the Watertown School Board on the strategic direction and planning for LATI. The SAC and the Strategic Planning Committee may make recommendations regarding any improvements that they feel are needed, including budgetary items. The Cabinet reviews the recommendations of the Strategic Planning Committee and adjusts as needed. The President, Vice President, and Cabinet then prepare the preliminary budget based on program requests, the strategic plan, and the mission. The preliminary budget is presented Watertown School Board for approval.

SAC Minutes - January 13 2016

Program Advisory Boards are a good example of external constituents making suggestions for the improvement of student learning, based on Program Dashboards, to evaluate enrollment numbers, curriculum review, evaluations of operations, program data, and current labor market statistics.

At the program level, examples of changes initiated by advisory boards are provided.

Advisory Board Change Suggestions

Advisory Board Minutes MLT June 3 2015

Spring MLT Advisory Board Meeting Minutes May 26 2016 final

Strategic Planning Committee

Implementation of LATI's planning is evident in the operations of the institute. Every year, the Strategic Planning Committee meets to view the strategic plan and determine what has been achieved and what changes need to be made.

5.C.4

LATI relies on recommendations from its Strategic Advisory Council (SAC) and Advisory Board coupled with internal monitoring of capacity, revenue, state support and other factors to ensure that planning is integrated. The Strategic Planning Committee (SPC), Cabinet and Pathways all monitor fluctuations and plan accordingly. As examples, recent LATI sustainability improvements and efficiencies as recommended by SAC, SPC, and Pathways, and implemented by the Cabinet:

1) Ended the Drafting Program (2013 - Downsized by two instructors, re-purposed two instructors)

2) Currently phasing out the Medical Assisting diploma option due to low enrollment (downsized an instructor in 2011)

3) Managerially merged the BSA and ENT program (2015 - Saved hiring an additional BSA instructor)

4) No program equipment purchases outside unless except for Federal and State grants.

5) Limited out-of-state travel unless it is required for or supports accreditation or paid for by an outside entity.

6) The Hospitality and Tourism and the Fashion Merchandising options of Business Associate have been placed on hiatus. (2015)

7) The AG Environmental Technology option will no longer be offered due to continued low enrollment. (2015)

8) Downsized Computer Information Systems, Building Trades, and Energy Programs by one instructor

9) Slowed technology refresh for IT infrastructure except where enabled by Federal Grant needs

10) Replaced inefficient fixtures and appliances with energy efficient components. This includes a significant investment in HVAC upgrades to make the systems more efficient.

11) Used grant dollars to add instructors in Build Dakota programs as we see gains from the scholarships in enrollments. This will help sustain us through the funding delays of having the additional students. (FY 2017)

12) Froze adjunct and overload compensation (because LATI was compensating at a higher level that any other college/tech institute in the region) and significantly increased our use of adjuncts (part-time) instructors for general education courses instead of full time instructors as our student population has grown. (FY 2015-16)

13) Raised the standard class sizes for non-lab classes (except in classes where the typical class size are already higher), which will reduce adjunct and overload demands. (FY 2017)

In light of declining funds from the state level, LATI has applied for numerous grants. We have received four rounds of TAA grants. See Criterion 5.A.3 for more details.

LATI hired a Grant Project manager to assist in securing various grants. The Grant Project manager is continuously looking into grants including NSF grants and DOL Apprenticeship grants.

5.C.5

In the last 10 years, LATI has experienced phenomenal growth. The institute's enrollment total in 2016 wasn't projected to occur until 2028. Given LATI's high retention and graduation rates with the national recognition LATI has received with the Aspen award, enrollment figures are likely to increase further. The impact of this growth demands that planning for the future includes revised Master Plan for buildings and infrastructure, sound academic planning, and planning for faculty and staff.

When the previous building plan (called the Master Plan of 2008 as outlined in the [Excellence by Design Presentation](#)) was completed in 2014, a consulting firm was hired to help make plans for the future. LATI hosted a community and industry visioning session on Dec. 17, 2015 as part of our campus strategic planning process.The business and community representatives for that meeting ranged from regional medical centers, healthcare systems and banks to architectural, engineering and manufacturing firms. The list of participants is in the link Meeting 3 Visioning Meeting below.

[LATI - Returned Questionnaire Master](#)

 [Meeting 3 Visioning Meeting (12-17-2015)](#)

The most recent LATI campus Master Plan was presented to the Watertown Board of Education at a meeting on Monday, May 9, 2016 by Principal Architect Tom Hulbert of CO-OP Architecture. The LATI campus Master Plan highlighted possible facility expansions and renovations the district and the institute may want to consider.

[LATI expansion plans called flexible - Watertown Public Opinion_ Local News](#)

[LATI Master Plan](#)

In the Master Plan, key points are:

- Land Acquisition
- Campus Access, Parking
- Facility Utilization
- Campus Image
- Long Range Campus Planning Recommendations

Since the roll out of the new Master Plan, the institute, school board officials and supporters have been involved in extensive committee discussions of ways to implement the stated goals of the study. Since lab space has been cited as the biggest issue, several groups are looking at more efficient ways to use the existing space until expansion is possible. Another group (the financial advisory group) is exploring feasible methods of having the institute pay off bonds issued by the state before a 2022 deadline.

[LATI groups discuss future growth PO July 2016](#)

The Domino Committee has existed since the 2008 Master Plan. The Domino Committee is comprised of the Cabinet members and the Maintenance Director. This committee coordinates project timelines so that no one committee's work planning gets too far ahead of another. This committee works to coordinate utilization (usually relocating classrooms or lab space).

Academic Planning and Faculty and Staff Planning

LATI responds to factors such as anticipated increased enrollment by planning for new programs and making changes in current programs. As noted above, adjustments in programs include phasing out of programs, combining programs and adjusting staffing to reflect the changes.

The New Program committee is comprised of 6 to 8 staff members including members of Corporate Ed and Administration. This committee meets as needed, typically three to four times a year. The purpose of this committee is to provide an open platform to brainstorm new program possibilities or discuss high need careers that will experience high retirements or need increased numbers of employees.

During meetings, the committee members have been assigned careers to investigate/research in terms of job outlook, wages, longevity of career, and other factors (location of nearest similar program, high need nationwide vs. statewide, industry age). The committee reviews the findings to determine if the new program idea has merit. If so, plans are developed to implement a program application. This group includes Corporate Ed in case the committee find areas that are more suited for that style of training versus technical institute level, degree-based training.

Copy of 2016-2017 Campus Committees (2)

Sources

- 2015 SD Technical Institute Accountability Report final
- Adjustments need to be made at growing LATI PO May 2016 Article
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- Advisory Board Minutes MLT June 3 2015
- Appendix A 2015 State Indicators
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- LATI groups discuss future growth PO July 2016 Article
- LATI Master Plan Summary
- LATI Strategic Advisory Council Charter final
- LATI_Excellence by Design Presentation
- New Program Meeting Minutes
- Performance Indicators FY16
- SAC Minutes - January 13 2016
- Spring MLT Advisory Board Meeting Minutes May 26 2016 final
- strategic plan october 2015 presentation
- Strategic Planning Matrix - April 2016

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

The institution embraces an operational philosophy of continuous improvement. The institution documents evidence of its performance utilizing the Institutional Dashboard, uses that data to learn from experience, and applies that learning to improve effectiveness, capabilities, and sustainability.

[April 2016 - Institutional Dashboard](#)

In addition, the institute develops and documents evidence of operational performance with evaluations of admissions and marketing, academic programs, student learning, human resources, finance, and student services.

Admissions and Marketing

*Admissions prepares a monthly report that tracks and processes inquiries, paid applications, and conversions into programs.

*A bi-annual report is prepared of enrollment by program.

*A bi-annual report is prepared of a quarterly retention that documents student withdrawals and reasons for withdrawal.

Academics Programs and Student Learning

*The 28 programs conduct annual program reviews that report student performance against learning goals, evaluate program competencies, and document student achievements against program benchmarks, learner outcomes, and certification tests where applicable.

[CIS Fall 2016 Program Dashboard DRAFT](#)

*General education courses conduct annual assessments of student performance against learner outcomes.

[General Education Assessment Plan](#)

*Program Advisory Boards meet with faculty annually and discuss learner outcomes, program competencies, student placement and graduation rates.

*Students evaluate program and instructor performance with annual surveys of teaching.

Human Resources

*Faculty and staff have performance evaluations, classroom observations as well as 360 Evaluation performed annually on a rotating basis.

*Instructors are evaluated by the Dean of Academics and the department of education staff with respect to teaching performance at regular intervals, based upon teaching experience. See Criterion 4.

*Instructors prepare annual development plans and participate in formal coursework and conferences to maintain credentials.

*Staff members receive annual performance reviews that are discussed with staff supervisors.

*The institute conducts an annual student satisfaction survey that documents performance in several student service areas including financial aid, counseling, advising, library services, registration, career services, placement, food services, and maintenance.

Finance

*The institute prepares an annual operational budget.

*Expenditures by program and by support service area are monitored by the President and the Business Manager, the Vice President and Cabinet, the Department Supervisors, and then approved by the Watertown School Board monthly.

*An external audit is conducted.

Student Services

*The college documents specific financial aid performance in accordance with state and federal requirements and tracks student scholarships and loans.

*The Registrar records and documents student performance with transcripts and the Jenzabar software package.

*SD Department of Labor and Regulation and Career Coach conducts annual surveys of graduates and employers.

*SD Department of Labor and Regulation also documents placement and salary information by program.

The institute has developed an LATI Academic Assessment Matrix 2015-2016 which divides the various academic assessments into Pre-Admission Assessment, During Enrollment/Program, Program Completion, and other Assessment Measurements.

Infrastructure

In 2016 IT has over 1000 new users.The Innovation Center created 409 new pages and posts on the website.

LATI uses several methods to support our continuous improvement. One method is the use of standing committees. The following standing committees each serve a vital function in the school's

mission.

Pathways: Pathways Committee, the governing body of our participatory management system, ensures that LATI remains on its mission path. The group oversees implementation and development of policies and procedures that enable LATI to grow and improve. The President uses the group's findings to provide valuable feedback in decisions affecting the institute.

Credentials: This committee monitors the professional improvement plans submitted by instructional staff. These faculty members oversee the process instructors undergo to remain certified to teach.

Library: This committee is responsible for developing ways to make the library a more useful tool for students and instructors.

Satisfactory Progress: This committee works with students who are at academic risk. Their ultimate goal is to help students satisfactorily complete their program.

Health and Wellness: This committee coordinates activities available for staff and students concerning issues affecting overall health issues.

[Copy of 2016-2017 Campus Committees (2)](#)

5.D.2

The Administration of LATI work diligently to improve institutional effectiveness, capabilities, and sustainability. Some examples of improvements made toward institutional effectiveness are:

System Efficiencies:

• Programs are not duplicated statewide unless the labor market demands increased capacity and training sites in multiple locations.
• Programs are reviewed annually regarding workforce demands, program enrollment, retention, and placement to determine if there is value in continuing them.
• New programs emerge or existing programs are revamped based on industry guidance.
• Distribution of the state appropriation supports efficient operations and ensures the most dollars go to high-demand and high-cost programs.
• Funds have been pooled between the technical institutes to seed program development, facilities maintenance and secondary to post-secondary transitions.
• Schools have jointly applied for and operated grants.

Institutional Efficiencies:
• Industry partners provide both funding and in-kind contributions.
• Student to faculty ratios are balanced to ensure safe and effective learning environments without offering inefficiently staffed programs or courses.
• Technology and equipment upgrades have slowed except where supported with federal or state grant dollars.
• Programs have been downsized or eliminated based on workforce needs
• Downsized instructors in programs (Please see 5.C.3)
• Little to no equipment purchased outside of federal or state grants
• Limited out-of-state travel unless required for grants or accreditation
• Replaced inefficient fixtures/appliances with energy efficient components

• Froze adjunct and overload compensation
• Raised standard class sizes for non-lab classes
• Run multiple shifts of programs
• Heavier reliance on online/hybrid options to gain efficiencies regarding classrooms or instructor availability.

[TI 2016 Appropriations Presentation v3](#)

[TI 2016 Appropriations Presentation - school board feb](#)

Sources

- April 2016 - Institutional Dashboard
- Campus Committees
- CIS Fall 2016 Program Dashboard DRAFT
- Copy of 2016-2017 Campus Committees (2)
- GENERAL EDUCATION ASSESSMENT 2016(2)
- TI 2016 Appropriations Presentation - school board Feb 16
- TI 2016 Appropriations Presentation v3

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Lake Area Tech's resources, structures, and processes are sufficient to fulfill its mission: Lake Area Technical Institute: superior, comprehensive, technical education that changes lives and launches careers. Everyone at LATI works diligently to improve the quality of our educational offerings.

Two strengths found at LATI are the ability to plan effectively for the future and the willingness of our employees to accept innovation and implement changes. The LATI Administration, Watertown School Board, the LATI Strategic Advisory Council, faculty and staff, and other advisory groups recognize that future planning is not only important but is imperative in order to survive. LATI has been politically savvy developing important allies at the state government level, preserving resources allocations from that avenue. On the local level, the community of Watertown has powerfully advocated for LATI in state government well as at the local level. Externally, LATI strives to expand its relationships. We are increasing feedback with business and industry by adding new participants to existing advisory boards. A new category of Foundation giving (Impact Partners) encourages business and industry to increase their level of participation. Broadening outreach through expanded online options, offering camps to expose students to under-enrolled but vital programs, and focusing our marketing efforts are all intended to increase enrollment in key workforce programs, such as Precision Machining and Robotics.

One challenge for LATI is tuition and fees for South Dakota's Technical Institutes continue to be high when compared with those of neighboring states. This appears to be negatively impacting the other three South Dakota Technical Institutes' enrollment more than LATI but it is a factor to watch. Lake Area Technical Institute was ranked number five on the Top 10 Best Value Online Community Colleges list as compiled by CollegeStart. To arrive at the rankings, CollegeStart considered the in-state tuition for each college and also used data from the National Center for Education Statistics, which is part of the United States Department of Education's Institute of Education Sciences.

Another challenge has been the decline in state funding. LATI has continued to thrive despite this loss in funding because of strong community, industry, and regional support coupled with LATI Foundation support and through securing a number of grants and awards (Aspen).

Hiring qualified faculty has been a challenge due to financial restrains but the half-penny sales tax passed by the SD Legislature this year (2016) ear-marked for educational salaries, including technical institute faculty, should help.

Sources

- Lake Area Tech Named to Top 10 Best Value Online Community College List
- Workforce playbook onepager as of Dec 4 2015(2)