South Dakota Board of
Technical Education

December 4, 2023

Southeast Technical College
2320 N Career Ave.
Sioux Falls, SD 57107

RE: South Dakota Board of Technical Education Approval of:
Non-Substantive Program Application
Diploma in Trucking Technology

To whom it may concern:

After review, the executive director has approved above application.

Per Board Policy 303.3, the receipt of this letter completes the SDBOTE's approval process, and the technical college may proceed with program implementation.

The SDBOTE's approval is valid for three years upon the date of this letter. If a technical college does not implement an approved program within three years, approval is terminated.

A technical college must update the program's profile in the SDBOTE's Academic Program Database by June 30 prior to the year in which students are first enrolled or at least 30 days prior to enrolling students, whichever is first.

Sincerely,

Scott DesLauriers
Deputy Director
South Dakota Board of Technical Education
800 Governors Drive
Pierre, SD 57006
Scott.DesLauriers@state.sd.us
(605) 295-7033

PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Trucking Technology
Program Award Level:	☐ Short-Term Certificate ☐ Long-Term Certificate ☒ Diploma ☐ Associate of Applied Science ☐ Associate of Applied Science Option
CIP Code (6 Digit)	01.0205
Projected Implementation Date	7/1/2024
Approved Parent Program Title (If applicable)	N/A
Approved Parent Program Identifier Code (If applicable)	N/A
Location	☒ Main Campus ☐ Other:

SUMMARY

Type of Non-Substantive Change	☐ Program created using subset of existing courses (B.1.1) ☐ Creation of associate of applied science option (B.1.2) ☐ Consolidation of existing programs (B.1.3) ☒ Program award level change (B.1.4) ☐ Other:

Describe the change the institution is seeking approval of.

Southeast Technical College (STC) is seeking approval to make a significant curriculum modification to the Trucking Technology program. We are transitioning from a two-year degree to a one-year Diploma. Fall to Fall attrition rate in the current program has been high. Students have been working in industry part time while they are in school and because of the large number of opportunities they have working in the field at Sioux Falls Truck Dealerships and Independent shops a significant portion choose to go to work full after the first year. We want the students to achieve the one-year Diploma and then can pursue their full-time job in the marketplace. In addition, this diploma will allow students wanting to complete an AAS to be able to stack this diploma with the proposed Heavy equipment diploma to create an AAS in Diesel Technology.

CRITERION 2: DEMAND

The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
2.3. The program's student enrollment is adequate to justify program existence.
2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

This is not an emerging career field.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Lake Area Technical College has a 4 semester Diesel Technology program with a Truck option. It is a 69.5 credit Associate of Applied Science degree.

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication (BP 303.2). Select all that apply.

☐ Unmet Demand (C.5.1.1)
☒ Industry Partnership (C.5.1.2)
☒ Increases Student Access (C.5.1.3)
☐ Other:

I. For each condition selected above, provide a brief justification.

With Build Dakota scholarships and industry needs, the local and area truck dealerships and independent shops have been hiring and sponsoring students from the Diesel Technology Trucking program for the last several years.

We will be able to increase student access by allowing the student to obtain the proper education and to graduate in one year, which is what the industry needs. This will allow us to graduate up to 30 students in one year compared to 24 in our two-year degree program.

CRITERION 3: DESIGN

The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in BP 301.1.

A. Does the program align with the requirements?

☒ Yes
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

N/A

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

Technical Skills: Students will be able to explain industry-relevant concepts (knowledge) and demonstrate industry-relevant technical skills (performance).

Communication: Students will be able to define the purpose of the communication, organize and structure the communication, provide supporting material, demonstrate precision of language, and professionally deliver and format the communication.

Problem Solving & Critical Thinking: Students will be able to define the problem, analyze the problem, generate solutions, evaluate solutions, and select the best solution.

Professionalism: Students will be able to demonstrate a positive work ethic, collaborate as part of a team, adapt to change, adhere to professional standards, and model integrity and ethics.

B. Describe the how the program learning outcomes were developed and validated.

The program learning outcomes were developed after consultation with industry experts and review of abilities and knowledge crucial for Diesel Technicians. Industry representatives with expertise in Diesel Technology provided input to developing program learning outcomes. The program learning outcomes align with the Southeast Technical College's broad student learning outcomes, aligning with the mission and vision of the institution.

STC uses a specific process to develop and validate learning outcomes based on the following six principles.

- Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student performance, followed by a specific description of the course-specific content target.
- Keep statements short and focused on a single outcome. This allows instructors to determine whether an objective has been met without distinguishing between partial completion or complete success.
- To ensure that learning outcomes are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student can do once learning has occurred.
- Learning outcomes should be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
- Include complex or higher-order learning outcomes when they are appropriate. Most instructors expect students to go beyond memorizing facts and terminology; learning outcomes should reflect instructors' expectations for student performance.
- Utilize learning outcomes as a basis for course preparation. Learning outcomes should match instructional strategies and assessment requirements. To ensure the connection between various course activities, it is useful to construct a table highlighting the relationship.

3.2. Describe the program's learning assessment strategy.

A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software, allowing the college to plan, assess, report, review, and improve the program and institutional expected common learning outcomes. With the Watermark software, all faculty and administrators can review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from various reports to decide how students learn and aid in making decisions on program changes.

B. Is the program preparation for a professional licensure and/or certification examination?

☐ Yes (Detail in Appendix 4: Section 3)
☒ No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

☐ None
☐ Apprenticeship
☐ Internship or Externship
☐ Clinical
☐ Capstone
☒ Other: Work part-time in industry.

B. If none, describe why.

Lends itself to apprenticeship.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)[1]. Select all that apply.

☒ On Campus
☐ Online
☐ Blended
☐ Apprenticeship
☐ Other:

B. Describe how flexible delivery methods are being leveraged to increase student access.

The program is a traditional face to face instruction. The program will be set up for Competency Based Education in the future.

[1] ***In Person****:* 100 percent of courses are available in-person. ***Online:*** 100 percent of courses are available via distance learning. Delivery is only via the Internet. ***Blended****:* Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.

CRITERION 4: ALIGNMENT

The program is vertically aligned to an education and training pathway.

4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
4.1.1. Non-degree credential/industry certification
4.1.2. Certificate to diploma
4.1.3. Diploma to associate of applied science
4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The core curriculum delivered for students enrolled in the Trucking Technology Diploma program allows students the opportunity to transition to other Diesel Technology programs if indicated. The general education courses are transferrable within the STC college system. Students may transition to a different program at STC and transfer credits from the Trucking Technology program if other admission criteria are met. The Trucking program aligns with Heavy Equipment program at Southeast Technical College to meet the industry needs of our region and enhance versatility in employment for graduates. Nine general education and prerequisite requirements transition into several STC programs. If the student wants to achieve an AAS degree, with six additional general education credits they can stack the Trucking Technology and Heavy Equipment diplomas. Students can also stack the diploma into an AAS of Technical Studies.

C. As applicable: Insert any additional comments here.

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 2.A: Labor Market Information

Southeast Technical College
Trucking Technology Diploma

SOUTH DAKOTA								
SOC* CODE	**SOC* TITLE**	**AVERAGE ANNUAL OPENINGS**	**2018 EMPLOYMENT**	**2028 EMPLOYMENT**	**NUMERIC CHANGE: 2018-2028**	**PERCENT CHANGE: 2018-2028**	**MEDIAN: ANNUAL WAGE (2020)**	**AVERAGE: ANNUAL WAGE (2020)**
00-0000	*Total, All Occupations*	*62,664*	*491,588*	*526,251*	*34,663*	*7.1*	*$36,823*	*$44,961*
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		1,080	1,233	153	14	$ 62,172.00	$ 53,870.00

NATIONAL								
SOC* CODE	**SOC* TITLE**	**AVERAGE ANNUAL OPENINGS**	**2018 EMPLOYMENT**	**2028 EMPLOYMENT**	**NUMERIC CHANGE: 2021-2022**	**PERCENT CHANGE: 2021-2022**	**MEDIAN: ANNUAL WAGE (2020)**	**AVERAGE: ANNUAL WAGE (2020)**
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		264,088	289,274	25,186	10	$ 56,140.00	$ 54,360.00

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (https://dlr.sd.gov/lmic/)
DATE:

NOTES:

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 2.B: Student Demand Projections

Southeast Technical College
Trucking Technology

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	**20**	**30**	**40**
Headcount: Full-Time	20	30	40
Headcount: Part-Time			
Headcount: Total	**20**	**30**	**40**
Total Program or Site Capacity	40	40	40

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 3: Program of Study

Southeast Technical College
Trucking Technology

MONTHS:	12
SEMESTERS:	2
TOTAL CREDITS:	35

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
I. GENERAL EDUCATION CORE				
SSS100	Student Success Seminar	2	This course provides students with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced. Additional Information: **Note**: Any student not transferring in 9 college credits from an accredited Institute will be required to take this course.	Y
ENGL 100	Communication in the Workplace	3	Includes essential computer hardware and software concepts as well as an introduction to the Internet (basic navigation and searching), and the web mail program used at Southeast Tech. Students will gain a proficiency in working in a wireless local area network environment and with the Microsoft Windows Operating System. File management skills will be reinforced as students create documents, spreadsheets, presentations and databases using the applications included in the Office suite. The class will utilize a hands-on, project-oriented approach that allows students to learn by example. Students will complete a variety of projects focused toward the objectives of their given program of study.	Y
MATH 100	Math Applications	3	A course covering the concepts and applications of mathematics, that includes: the arithmetic order of operations, percent problems, descriptive statistics and graphing, algebraic manipulations, solving linear equations, formula rearrangement, word problems, measurement, and applied plane and solid geometry. This course satisfies the institution's general education requirements for mathematics, but is not a transfer course.	Y
CSC 105	Introduction to Computers	3	Includes essential computer hardware and software concepts as well as an introduction to the Internet (basic navigation and searching), and the web mail program used at Southeast Tech. Students will gain a proficiency in working in a wireless local area network environment and with the Microsoft Windows Operating System. File management skills will be reinforced as students create documents, spreadsheets, presentations and databases using the applications included in the Office suite. The class will utilize a hands-on, project-oriented approach that allows students to learn by example. Students will complete a variety of projects focused toward the objectives of their given program of study.	Y
SUBTOTAL OF GENERAL EDUCATION CREDITS:		**11**	**TOTAL NEW COURSES:**	**0**

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Southeast Technical College

Trucking Technology

II. PROGRAM CORE				
DM 220	Engine Systems Theory	3	Covers the theory of diesel truck engine construction and operation, disassembly, component rebuilding, sleeve and piston installation, main and rod bearing installation, engine assembly, timing, priming, adjustments, starting, testing, and engine evaluation.Covers the theory and operations of the various fuel delivery systems and tune up procedures used by the major engines manufactures.	Y
DM 221	Engine Systems Lab	3	Hands-on lab covers diesel truck engine overhaul, including complete disassembly, component inspection and repair or replacement, testing and measurements for parts re-use, re-assembly, and start-up. Hands on study of the various diesel fuel delivery systems, learning and performing the recommended tune up procedures used by the major engine manufactures.	Y
DM 222	Body Controls Theory	3	Covers the basics of electrical theory. Major areas to be covered include: proper multi-meter usage, electron and electrical theory, basic electrical component function and operation, series circuits, parallel circuits, diode and transistor operation, and construction of simple circuits. Covers the basic air conditioning systems, components, operation and control systems used on automotive, truck and implement air conditioning systems. Covers hydraulic theory, fluids, filters, hose and piping, pumps, motors, valves, seals, testing and troubleshooting.	Y
DM 223	Body Controls Lab	3	Hands-on experience using mock-ups and live work, working with and testing heavy duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Hands-on experience in refrigerant recovery, system diagnosis and repair and system charging. Covers cooling, cycle theory and system component diagnosis, adjustment and replacement. Includes proper procedures for charging, recovering and recycling refrigerants. Hands-on experience with hydraulic components including pumps, actuators, and control valves. Also introduces students to using pressure gauges and flow meters to observe system operation.	Y
DM 230	Chassis Systems Theory	3	Covers the design, construction, and operation of medium and heavy-duty truck hydraulic and air brake systems and components; including compressors, governors, air-lines, valves, controls, brake chambers, linkages, and foundation brakes. Covers the theory of medium and heavy-duty truck transmissions, differentials, clutches, and drivelines. Students will study system troubleshooting and repair, component removal and installation, overhaul procedures, and adjustments. Also covers gear ratios, component power handling ratings, and proper driveline angles. Covers truck steering systems, including manual and power steering gears, steering linkage and adjustment, alignment and overhaul of system components. Students will also study truck suspension systems, which will include single and multi-leaf springs, torsion bar, and air ride systems.	Y

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 3: Program of Study

Southeast Technical College
Trucking Technology

DM 231	Chassis Systems Lab	3	Covers the overhaul of medium and heavy-duty hydraulic and air brake systems. Students will test, remove, repair, and/or replace the separate system components on actual customer trucks or school training mock-ups. Hands-on lab covers the removal, overhaul, and installation of medium and heavy-duty power train components. Students will work on single and double disc clutches, single and twin counter shaft transmissions, forward and rear differentials, axles, and drive lines. Work will be done on mock-up and live work according to the manufacturer's specifications. Hands-on lab covering troubleshooting, testing, adjusting, and overhauling medium and heavy-duty truck steering and suspension systems. Students will test, remove, repair, and/or replace the separate system components. They will also perform complete tire alignment checks and adjustments. All work will be done on actual customer trucks or school training mock-ups.	Y
DM 232	Electronic Controls & PMI Theory	3	Covers the operation and testing of heavy-duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Covers the operational theory of electronically controlled fuel systems and the procedures for troubleshooting and reprogramming the engine onboard computer systems. Covers entry level technician inspection tasks designed to introduce students to correct procedures and practices of vehicle inspection. Major areas to be covered include: engine system, cab and hood, electrical/electronics, frame and chassis, and the suspension and steering systems.	Y
DM 233	Electronic Controls & PMI Lab	3	Hands-on experience using mock-ups and live work, working with and testing heavy duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Hands-on experience in testing and programming engine computer systems, fault diagnosis and adjustment. Hands-on experience in performing preventive maintenance inspections on live vehicles.	Y
SUBTOTAL OF PROGRAM CREDITS:		**24**	**TOTAL NEW COURSES:**	**0**

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Southeast Technical College
Trucking Technology

TOTAL CREDITS IN PROPOSED PROGRAM:
35

I. STACKABLE OPPORTUNITIES							
Heavy Equipment Diploma		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate	X	Forthcoming			
	X	Diploma					
		AAS				35	9
Diesel Technology		Short-term Certificate	X	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	X	AAS				65	35
Technical Studies		Short-term Certificate	X	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	X	AAS				60	35
PROGRAM NAME		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	**COLLEGE OR UNIVERSITY**		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			
PROGRAM NAME	**COLLEGE OR UNIVERSITY**		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			
PROGRAM NAME	**COLLEGE OR UNIVERSITY**		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:		
LICENSURE/CERTIFICATION	**OVERSIGHT ORGANIZATION**	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	**OVERSIGHT ORGANIZATION**	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	**OVERSIGHT ORGANIZATION**	Will the licensure/certification require reporting per SDCL 13-1-61?

To Whom It May Concern.

I have been on the Southeast Technical College Diesel Advisory Board for several 9+ years. During the numerous meetings I have attended, other members including myself have always mentioned the issue of shortages on technicians and new recruitments coming into the field. With Southeast Technical College proposing the idea of going from a two-year degree down to a one-year diploma in the Diesel Technology program I support for a number of reasons.

1. One-year diploma would grab more attention from students knowing they could get in the work force sooner for faster earning potential.
2. Possible uptake in enrollments.
3. The Diesel Industry will be better served by graduating more students in a shorter time.
4. Having a one-year diploma program would add flexible learning, ability to add another degree or program in a shorter amount of time.

Thanks for your consideration

Josh Sperling | Branch Manager | I-State Truck Center

605.221.1141

Pat Rierson

4500 N Cliff Ave

Sioux Falls, SD 57104

Patrick.rierson@nattinc.com

605-201-1873

9-25-23

To Whom it May Concern,

I am writing to express my full support for the proposed change from a two-year diesel program to a one-year diesel program at Southeast Technical College. As a representative of North American Truck and Trailer, I firmly believe that this modification will bring about several benefits for both the students and the industry as a whole.

The trucking and diesel industry is ever-evolving, with technological advancements and changes in regulations occurring at a rapid pace. In such a dynamic field, it is essential for educational institutions to adapt their programs to meet the current needs of students and the industry. Transitioning to a one-year program will enable Southeast Technical College to provide students with a more streamlined and focused education, better preparing them for the workforce.

Here are some key advantages of a one-year diesel program:

1. **Cost-Efficiency:** A shorter program duration reduces the financial burden on students, making education more accessible to a wider range of individuals. This can encourage more aspiring technicians to pursue a career in diesel technology.

2. **Timely Entry into the Workforce:** Completing the program in one year means that students can enter the workforce sooner, helping to address the growing demand for skilled diesel technicians in the industry.

3. **Up-to-Date Curriculum:** A shorter program allows for more flexibility in curriculum updates. This means that students will be exposed to the latest technologies and industry practices, ensuring they are well-prepared for the challenges of the modern diesel industry.

4. **Increased Program Enrollment:** A one-year program may attract more students who are looking for shorter, more focused training. This can potentially boost enrollment numbers at Southeast Technical College.

5. **Industry Partnerships:** With a more streamlined program, it may be easier to establish and maintain strong partnerships with local businesses and industry leaders. These partnerships can provide students with valuable hands-on experience and job placement opportunities.

I have witnessed firsthand the skill and dedication of Southeast Technical College's faculty and staff, and I am confident that they will successfully implement this change while maintaining the high educational standards for which the college is known.

In conclusion, I believe that transitioning from a two-year diesel program to a one-year program is a positive step forward for both Southeast Technical College and the students it serves. This change will align the college's offerings with the current needs of the diesel industry and empower students to embark on successful careers as diesel technicians.

Please feel free to reach out if you require any further information or assistance in this matter. Thank you for considering this proposal, and I look forward to seeing the positive impact it will have on the college and the community it serves.

Sincerely,

Pat Rierson

Service Support Manager

North American Truck and Trailer

Patrick.rierson@nattinc.com

605-201-1873

Regional Comparison by Occupation

Comparing Bus and Truck Mechanics and Diesel Engine Specialists across 2 Regions

Lightcast Q3 2023 Data Set

September 2023

South Dakota

Parameters

Occupations:

Code	Description
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists

Region:

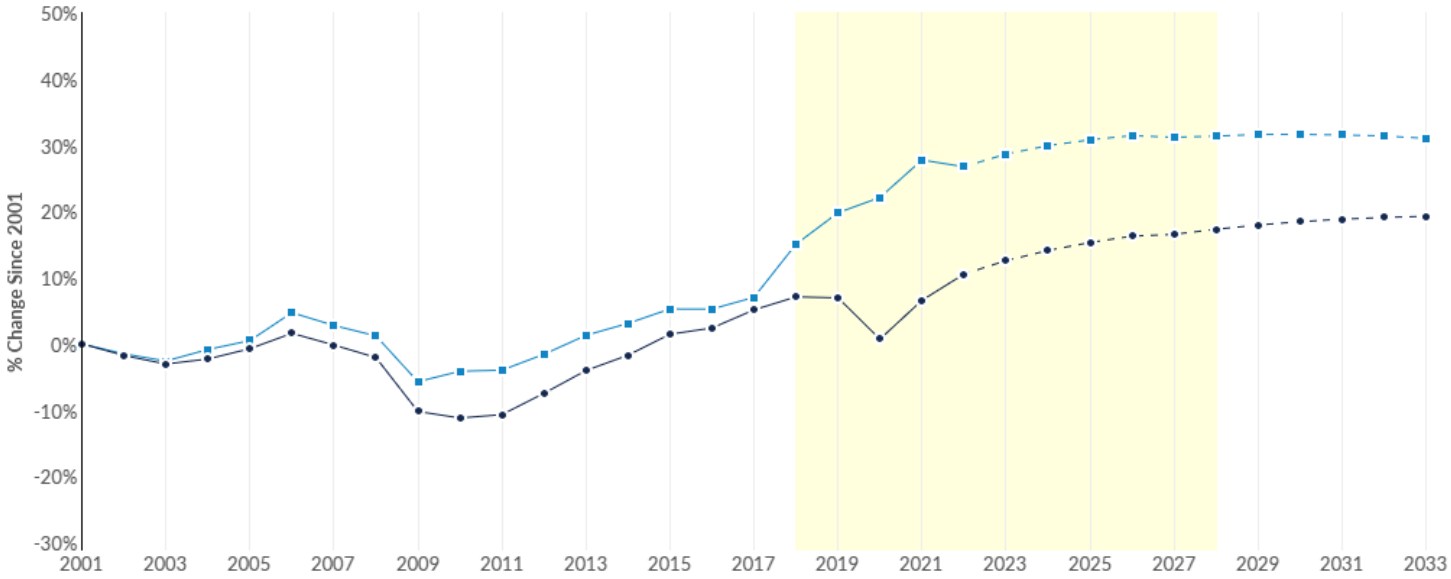
Code	Description
0	United States

Code	Description
46	South Dakota

Timeframe: 2018 - 2028

Datarun: 2023.3 – QCEW Employees

Occupation Change Summary



Region	2018 Jobs	2028 Jobs	Change	% Change	Median Hourly Earnings
United States	264,088	289,274	25,186	10%	$26.14
South Dakota	1,080	1,233	153	14%	$25.86

Occupation Breakdown - 2018 Jobs

Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		264,088	1,080
		Total	264,088	1,080

Occupation Breakdown - 2028 Jobs

Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		289,274	1,233
		Total	289,274	1,233

Occupation Breakdown - Change

Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		25,186	153
		Total	25,186	153

Occupation Breakdown - % Change

Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		10%	14%
		Total	10%	14%

Occupation Breakdown - Median Hourly Earnings

Occupation	Description	United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	$26.14	$25.86

Top Industries - 2018 % of Occupation

NAICS Code	Description		United States	South Dakota
903999	Local Government, Excluding Education and Hospitals		9%	11%
811111	General Automotive Repair		8%	10%
484121	General Freight Trucking, Long-Distance, Truckload		7%	7%
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers		4%	5%
484122	General Freight Trucking, Long-Distance, Less Than Truckload		4%	3%
		Total	32%	36%

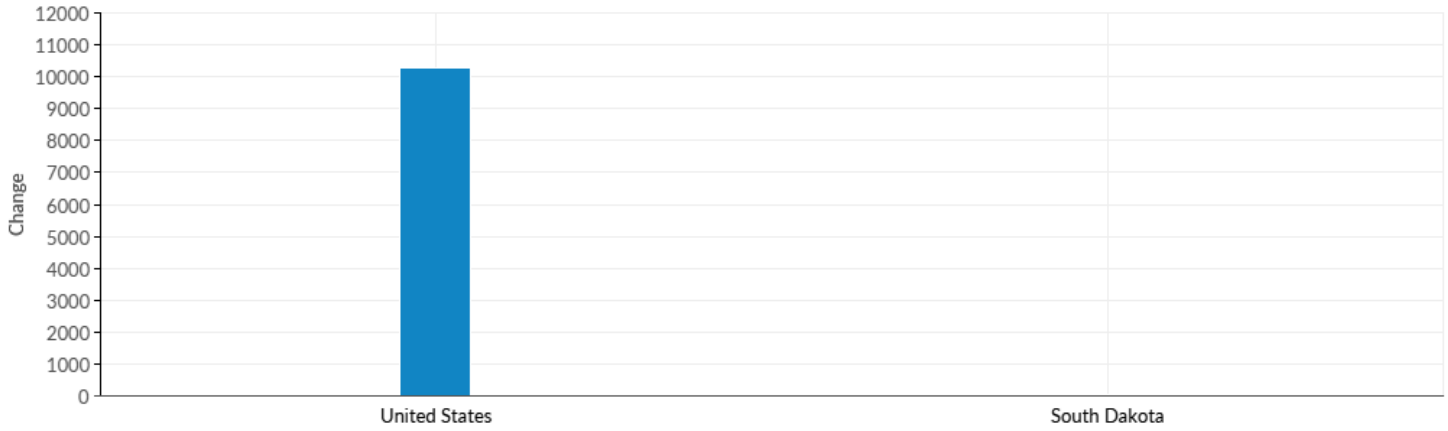
Top Industries - 2018 Jobs

NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	25,020	116
811111	General Automotive Repair	20,499	105
484121	General Freight Trucking, Long-Distance, Truckload	18,452	80
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers	11,363	59
484122	General Freight Trucking, Long-Distance, Less Than Truckload	9,407	33
	Total	84,740	394

Top Industries - 2028 Jobs

NAICS Code	Description		United States	South Dakota
903999	Local Government, Excluding Education and Hospitals		24,882	128
811111	General Automotive Repair		24,490	125
484121	General Freight Trucking, Long-Distance, Truckload		19,938	65
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers		14,841	71
484122	General Freight Trucking, Long-Distance, Less Than Truckload		10,854	38
		Total	95,004	426

Top Industries - Change

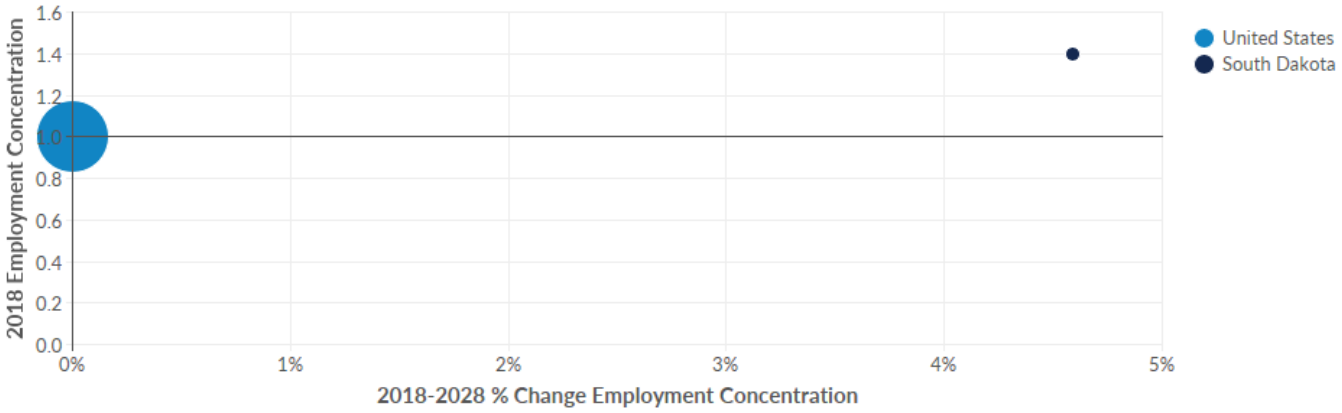


NAICS Code	Description	United States	South Dakota
811111	General Automotive Repair	3,991	20
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers	3,478	12
484121	General Freight Trucking, Long-Distance, Truckload	1,486	-16
484122	General Freight Trucking, Long-Distance, Less Than Truckload	1,447	4
903999	Local Government, Excluding Education and Hospitals	-139	12
	Total	10,264	32

Top Industries - % Change

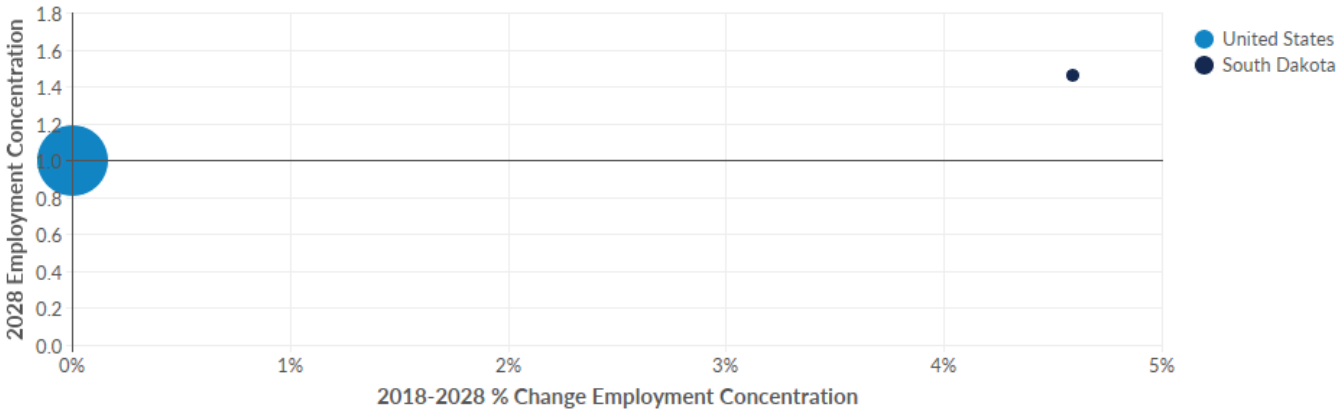
NAICS Code	Description		United States	South Dakota
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers		31%	20%
811111	General Automotive Repair		19%	19%
484122	General Freight Trucking, Long-Distance, Less Than Truckload		15%	13%
484121	General Freight Trucking, Long-Distance, Truckload		8%	-20%
903999	Local Government, Excluding Education and Hospitals		-1%	10%
		Total	12%	8%

Employment Concentration Breakdown - 2018 Employment Concentration



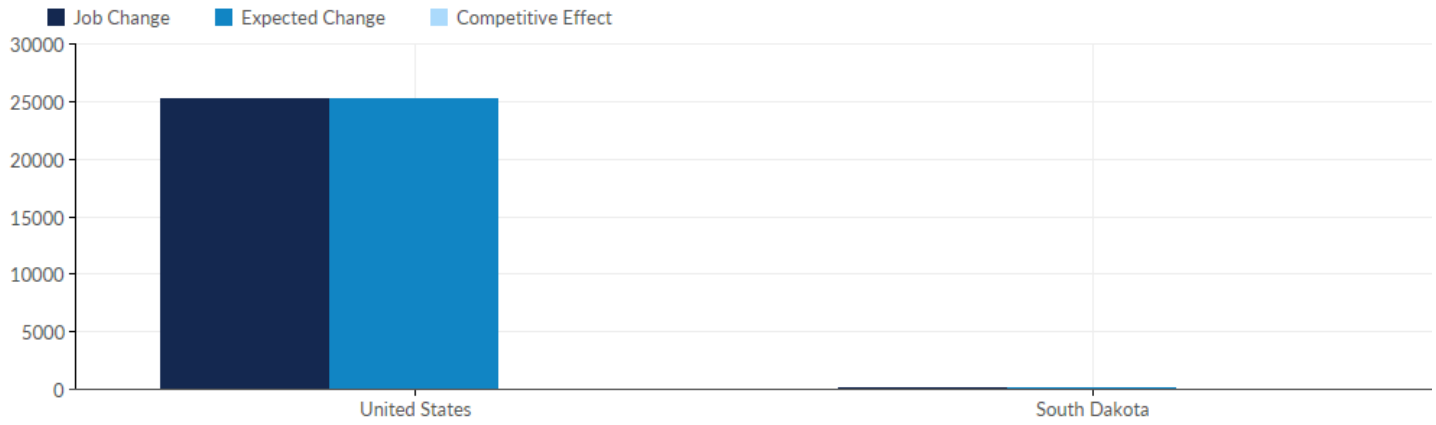
Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		1.00	1.40
		Total	1.00	1.40

Employment Concentration Breakdown - 2028 Employment Concentration



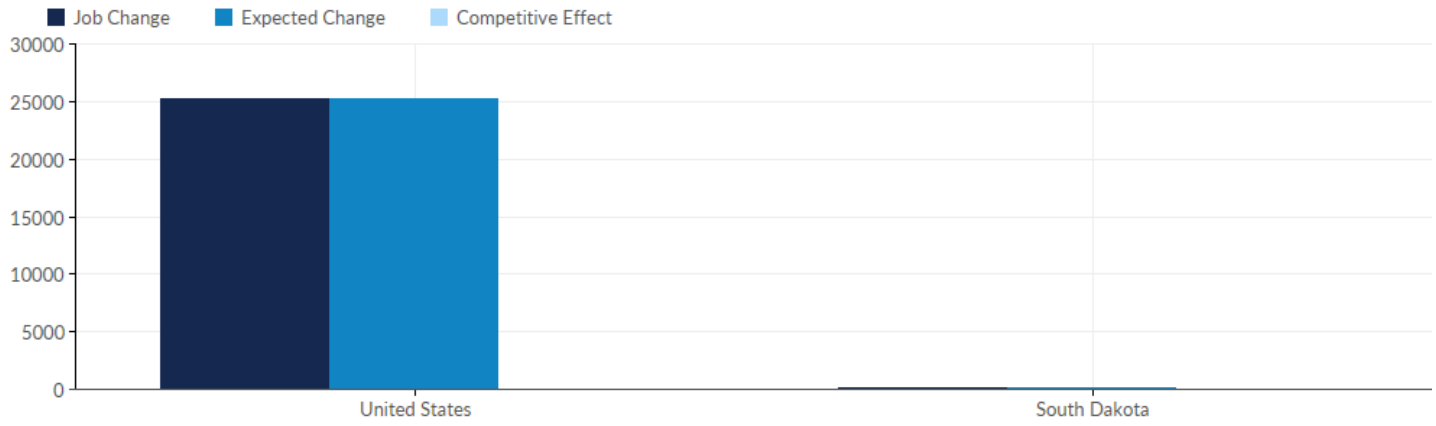
Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		1.00	1.46
		Total	1.00	1.46

Shift Share Breakdown - Job Change



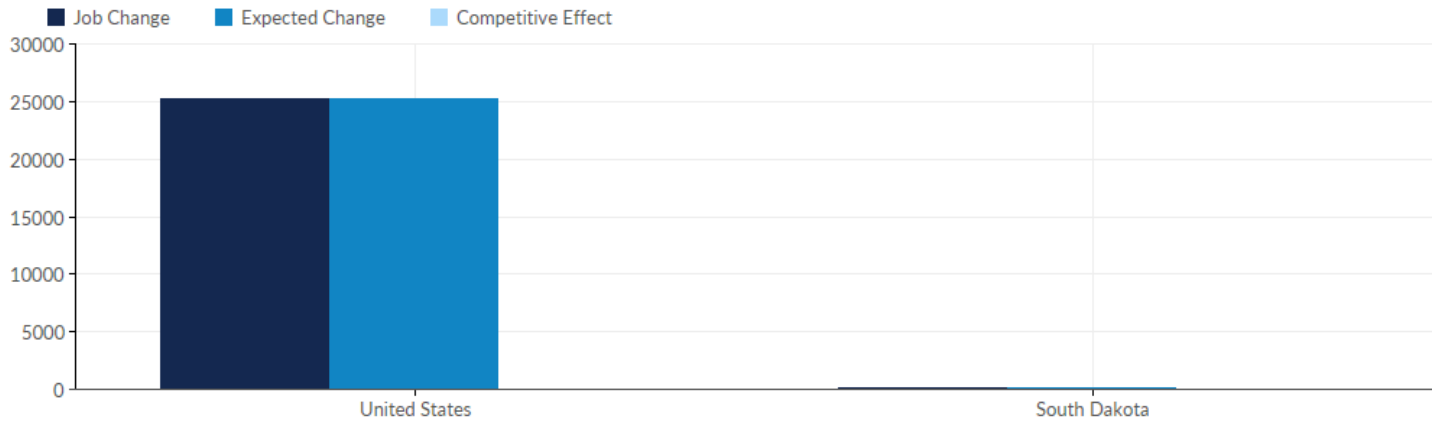
Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		25,186	153
		Total	25,186	153

Shift Share Breakdown - Expected Change



Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		25,186	103
		Total	25,186	103

Shift Share Breakdown - Competitive Effect



Occupation	Description		United States	South Dakota
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists		0	50
		Total	0	50

Appendix A - Data Sources and Calculations

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: South Dakota Department of Labor and Regulation