

New Program Request Form CA1

General Information

Institution submitting proposal	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the application <i>(contact person for the approval process)</i>	Jennifer Seymour Vice President of General Education and Applied Technologies jseymour2@wsutech.edu 316.677.1695
Identify the person responsible for oversight of the proposed program	Jessi Lane Dean, Applied Technologies
Title of proposed program	Mobile Equipment Technology
Method of program delivery (face to face, online, hybrid)	Hybrid
Proposed suggested Classification of Instructional Program (CIP) Code	47.0302
CIP code description (from nces.ed.gov/ipeds)	A program that prepares individuals to apply technical knowledge and skills in the field maintenance and repair of heavy equipment, and in the general maintenance and overhaul of such equipment. Includes instruction in inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, engines and in techniques of welding and brazing.
Standard Occupation Code (SOC) associated to the proposed CIP code	49.3042 Mobile Heavy Equipment Mechanic, Except Engines
SOC description (from onetonline.org)	Diagnose, adjust, repair, or overhaul mobile mechanical, hydraulic, and pneumatic equipment, such as cranes, bulldozers, graders, and conveyors, used in construction, logging, and mining
Number of credits for the degree <u>and</u> all certificates requested	61 – AAS 49 – TC
Proposed Date of Initiation	08/2024

Specialty program accrediting agency	AED – Associated Equipment Distributors Foundation
Industry-recognized certification(s) to be earned by students	NC3 Kubota Certifications: Pre-Delivery Inspection & Assembly, Basic Maintenance Procedures, Basic Electrical, Preventative Maintenance Inspection

Signature of College Official *Jennifer L Seymour* Date 04/15/2024

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA-1a form).

Institutions requesting subordinate credentials need only submit the following sections:

1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include why the program is needed, where the idea to offer the program came from (including the requesting entity), number of projected enrollments, and who was involved in the development of the program.

The WSU Tech Automotive Technology program holds accreditation from Automotive Service Excellent Education Foundation (ASE) and enjoys a stellar reputation within the community, boasting robust support from local industry partners evidenced by active engagement in IAT meetings, high placement rates for program graduates, and a considerable waiting list of students eager to enroll. One noteworthy example of industry collaboration is the partnership with Foley Equipment, a strong supporter of WSU Tech. In 2022, Foley worked collaboratively with WSU Tech to establish the Foley internship opportunity. This paid internship program enables students to work a certain number of days per week at Foley while continuing their education at WSU Tech.

However, industry partners including Foley Equipment, Wichita Tractor, Berry Material, Prairieland Partners, and Andale Construction approached WSU Tech program leadership with the request to expand opportunities, particularly in heavy equipment maintenance. While the current program exposes students to light-duty diesel mechanics, it falls short of meeting employers' expectations for a comprehensive technical background in this area. Foley Equipment, for instance, prefers hiring graduates from Think Big educational programs, which emphasize in-depth coursework on heavy equipment, followed by hands-on internships at industry partner locations. Notably, there are currently no Think Big programs in Kansas.

In response to industry needs, WSU Tech proposes establishing a Mobile Equipment Technology program as the first step to positioning itself as a Think Big designated institution. The program development process included alignment with Associated Equipment Distributors Foundation (AED) accreditation requirements and Think Big curriculum. This program not only addresses the specific expectations of industry partners but also creates a pathway for students to further their education in the field. Once the program is approved, WSU Tech will collaborate with Pittsburg State University, which is already a Think Bigger institution, to create a 2 + 2 approach allowing WSU Tech graduates to transfer up to 60 credits towards a Bachelor of Applied Science with an emphasis in Heavy Equipment. WSU Tech expects to have 10 students in year one and 20 each in years two and three.

- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

Washburn Tech currently offers a program under the CIP Code 47.0302. However, with only 21 declared majors and 14 total graduates per the 2022 K-Tip report there are not enough concentrators in the employment pipeline to fulfill industry need. Moreover, in collaboration with industry partners, WSU Tech program leaders have developed a unique program proposal designed to offer students a pathway to the Heavy Equipment program at Pittsburg State University and the opportunity to pursue a Bachelor of Applied Science degree.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.

The Mobile Equipment Technology program will prepare students to service and maintain various types of mobile equipment. Students will understand the working functions of diesel-powered equipment and their sub-systems. Additionally, students will demonstrate diagnostic skills to identify component failure and perform timely and accurate repairs or service.

Student Learning Outcomes

1. Communication- The student will demonstrate the ability to communicate effectively using written and/oral communication.
2. Information Literacy - The student will recognize when information is needed and can locate, evaluate, and use it effectively.
3. Problem Solving- The student will demonstrate the ability to analyze information and solve problems.
4. Workplace Skills - Demonstrates a mastery of workplace skills/soft skills, exhibits initiative, adapts to varied situations

Program Outcomes

1. Prioritize safety and regulatory compliance in all aspects of mobile equipment repair and maintenance, ensuring adherence to industry standards and regulations.
2. Demonstrate proficiency in repairing and maintaining diesel engines, fuel and exhaust systems, and machine-specific systems commonly found in mobile equipment.
3. Obtain advanced diagnostic skills, utilizing diagnostic tests to identify issues in mobile equipment systems effectively.
4. Exhibit competence in diagnosing and repairing powertrain systems, including engines, transmissions, and drivetrains, to ensure optimal performance and efficiency.
5. Demonstrate mastery in fluid power principles and applications, enabling them to troubleshoot, repair, and maintain hydraulic systems in mobile equipment effectively.
6. Demonstrate skills in diagnosing and repairing electrical systems in mobile equipment, including wiring, circuits, and components, to ensure safe and reliable operation
7. Diagnose and repair heating and air conditioning systems in mobile equipment, ensuring operator comfort and efficiency in various environmental conditions.
8. Optimize engine performance in mobile equipment, improving fuel efficiency, power output, and overall reliability.
9. Diagnose and repair braking, suspension, and steering systems in mobile equipment, ensuring safe operation and stability

10. Understand the fundamentals of dealership operations within the mobile equipment industry, including customer service, sales, and employer core values.

- Include any work-based learning requirements of the program, such as clinicals, internships, etc. If clinical experience is required, please identify whether sufficient clinical sites are available.

The Mobile Equipment Technology program does not include a required work-based learning component. However, students enrolled in the program can participate in the WSU Tech Foley Internship, an opportunity to apply their skills in a real-world setting at Foley under the guidance of a Foley mentor. The scheduling of program courses is designed to enable students to engage in classes for two days a week, dedicating the remaining three days to this practical experience.

- List and describe the admission and graduation requirements for the proposed program.

Admission Requirements:

The requirements for admission to the Mobile Equipment Technology program are:

- Attainment of 16 or more years of age
- Documentation of high school graduation or satisfaction of high school equivalency certificate requirements, or students currently enrolled in high school or GED program and have attained junior status.
- Completion of application and related procedures

Transfer Students

- Admission of transfer students to the Mobile Equipment Technology program contingent upon their meeting the following requirements:
- Regular admission and good standing at a regionally accredited technical certificate or degree granting institution and proper completion of applications and related procedures.

Program Requirements

- 49 semester credits for technical certificate 61 semester credits for the associate applied sciences degree with an overall GPA of 2.0 or higher.
- A passing grade in all courses (grade of C) within the student's declared program of study.
- Completion of all skill competencies with a minimum grade of 80%
- At least 25 percent of credits must be earned at WSU Tech.
- Recommendation for graduation by the registrar.

Graduation Requirements

To be awarded an AAS degree or technical certificate, students must pass all required coursework, submit required transcripts for transfer credit and meet all academic, financial, or other obligations required for their program of study. To be eligible for graduation, students must have an overall GPA of at least 2.0. WSU Tech urges students to continuously monitor their educational progress. Before the final semester or registration period, students must meet with an Academic Advisor to ensure all requirements will be finished before the anticipated graduation date.

Demand for the Program

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (<https://klic.dol.ks.gov>) identify employment trends and projections for the SOC code identified in the General Information section: annual occupational growth, estimated annual median wages, and typical education level needed for entry.

- Labor information included should show demand in the occupation for the level of education being proposed for the program.
- Include additional data for local and regional employer demand if available.
- For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) are examples of additional labor data documentation.

The crosswalk from the National Center for Education Statistics correlates the program Heavy Equipment Technology/Technician (CIP 47.0302) with the occupation Mobile Heavy Equipment Mechanic, Except Engines (SOC 49.3042). O*NET Online designates this occupation as a "Bright Outlook Occupation," indicating a faster-than-average growth rate, estimated to be between 5% and 8% from 2022 to 2032.

*The Kansas Occupational Outlook aligns with the O*NET Online data, projecting an overall growth in demand for employees in this field from 1,770 to 1,890. Statewide, there is an anticipated annual open position count of 191, with 53 positions expected annually in South Central Kansas. Notably, a significant portion of this change is attributed to transfers and exits within the industry. JOBSeQ 2023 Q3 data further corroborates the trends O*NET Online and the Kansas Occupational Outlook identified. Chart A from this same report indicates Kansas will need an average of 1070 newly trained workers over the next seven years. Sedgewick County accounts for 470 of these open positions.*

CHART A

Snapshot of Occupation sLinked to Heavy Equipment Maintenance Technology/Technician in Kansas ¹

SOC	Occupation	Current					
		Empl	Mean Ann Wages ²	LQ	Unempl	Unempl Rate	Online Job Ads ³
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1,863	\$60,100	1.15	21	1.30%	1

	3-Year History		7-Year Forecast			
	Ann %	Total Demand	Exits	Transfers	Empl Growth	Avg Ann Growth %
	3.90%	1,070	417	651	2	0.00%

Chart B provides wage and education data from all three sources listed above

CHART B

	Wages - Mean	Required Education
Kansas Occupational Report	\$52,300	High School diploma or equivalent
O*NET Online	\$57,530	55% - post secondary certification 30% - High School diploma or equivalent
JOBSeQ	\$60,000	22% - Some college 18% - Associate degree

		54% High School diploma or equivalent
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- Show demand from the local community. Provide letters of support from at least three potential employers in your region, which state the specific type of support they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc.

See Appendix A- E

- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation.

Information collected during the AY 25/26 Perkins Kansas Needs Assessment development reveals that 77 individuals focus on technical fields within all subcategories of CIP Code 47.00. However, the data presented in the report highlights a significant demand for graduates in these subcategories, surpassing the number of concentrators. JobsEQ data corroborate (**Appendix F**) these findings, projecting 1070 new employees for CIP 47.0302 / SOC 49.3042 over the upcoming seven years.

- Describe/explain any business/industry partnerships specific to the proposed program.
If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CAI materials for review purposes. The agreement will not be published or posted during the comment period.

The College will continue developing working relationships with area businesses and industry to develop internships, earn and learn opportunities, and guaranteed interviews for program participants/ graduates. These partnerships are of tremendous benefit for placement upon graduation and obtainment of the available certifications. Below is a list of the current business and industry representatives working with the proposed program. The willingness of these businesses and educational institutions working with WSU Tech to create this program speaks to the value WSU Tech places on industry and other partnerships.

Mobile Equipment Technology Program Industry Advocate Team

Contact	Organization
Michelle Fichtl	Foley Equipment
Troy Leith	PrarieLand Partners
Will Duncan	Wichita Tractor
Brian Zimmerman	Berry Material
Jake Duling	Andale Construction

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of

declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates exiting the system and employed.

There is only one other institution in the state with a program using the CIP Code 47.0302. The details are listed below.

47.0302 - Washburn Institute of Technology

- Heavy Equipment Maintenance Technology/Technician
- Declared Majors – 21
- Number of Program Graduates -15
- Number of Graduates exiting the system and employed - 8
- Annual Median Wage for Graduates exiting the system and employed - \$51,202.00

Appendix G provides KTIP details on the state aligned diesel programs (CIP 47.0613). This information is included because the proposed program does include diesel coursework.

- Was collaboration with similar programs pursued? Please explain the collaboration attempt, and if not pursued, rationale for why collaboration was not a viable option. (Recommend that collaboration opportunities be explored and documented with existing programs, examples include sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, working with business and industry on work-based learning opportunities, etc.)

WSU Tech did reach out to Washburn Tech to explore opportunities for collaboration. During the process we learned that Washburn Tech is not currently offering the program. WSU Tech will maintain close communication on the program status so collaboration can occur if/when Washburn offers their program. **See Appendix X**

WSU Tech is currently working with Pittsburg State to ensure the proposed program provides a pathway for WSU Tech graduates to enter the ThinkBigger program. The groundwork for a 2+2 agreement is in place and Pittsburg State has provided a letter of support. **See Appendix H**

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and ensure the courses, industry-recognized certifications, and accreditation requirements are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.org/workforce_development/program-alignment

This submission is not part of a KBOR aligned program.

- List by prefix, number, title, and catalog description all courses (including prerequisites) to be required or elective in the proposed program.

Appendix I

- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.

AAS Program Configuration by semester

Semester 1

Course #	Course Title	Credits	Function
EQP 121	<i>Diesel Engine Repair</i>	4	Technical Studies
EQP 180	<i>Fluid Power</i>	4	Technical Studies
EQP 220	<i>Advanced Fluid Power</i>	2	Technical Studies

Revised/Approved April 2022, updated June 2023

TAS 105	<i>Orientation to the Transportation Industry</i>	1	Technical Studies
TAS 124	<i>Electrical I</i>	3	Technical Studies

TAS 128	<i>Heating & Air Conditioning</i>	4	Technical Studies
TAS 136	<i>Suspension and Steering I</i>	3	Technical Studies
TAS 160	<i>Transportation Industry Safety</i>	1	Technical Studies

Semester 2

Course #	Course Title	Credits	Function
TAS 133	<i>Brakes I</i>	3	Technical Studies
EQP 206	<i>Powertrain Systems</i>	4	Technical Studies
TAS 125	<i>Electrical II</i>	3	Technical Studies
TAS 131	<i>Engine Performance I</i>	3	Technical Studies
EQP 135	<i>Mobile Equipment Diagnostics Test</i>	3	Technical Studies
EQP 132	<i>Fuel & Exhaust Systems</i>	3	Technical Studies
MTH	<i>Math Elective</i>	3	Technical Studies

Semester 3

Course #	Course Title	Credits	Function
EQP 134	<i>Machine Specific Systems</i>	1	Technical Studies
TAS 225	<i>Electrical III</i>	2	Technical Studies
	<i>Social Science Elective</i>	3	General Studies
ENG 101	<i>Composition I</i>	3	General Studies

Semester 4

Course #	Course Title	Credits	Function
EQP 210	<i>Dealership Fundamentals</i>	2	Technical Studies
	<i>Communication Elective</i>	3	General Studies
	<i>Humanities Elective</i>	3	General Studies

TC Program Configuration by semester

Semester 1

Course #	Course Title	Credits	Function
EQP 121	<i>Diesel Engine Repair</i>	4	Technical Studies
EQP 180	<i>Fluid Power</i>	4	Technical Studies
EQP 220	<i>Advanced Fluid Power</i>	2	Technical Studies
TAS 105	<i>Orientation to the Transportation Industry</i>	1	Technical Studies
TAS 124	<i>Electrical I</i>	3	Technical Studies
TAS 128	<i>Heating & Air Conditioning</i>	4	Technical Studies
TAS 136	<i>Suspension and Steering I</i>	3	Technical Studies
TAS 160	<i>Transportation Industry Safety</i>	1	Technical Studies

Semester 2

Course #	Course Title	Credits	Function
EQP 132	<i>Fuel & Exhaust Systems</i>	3	Technical Studies

EQP 135	<i>Mobile Equipment Diagnostics Test</i>	3	Technical Studies
EQP 206	<i>Powertrain Systems</i>	4	Technical Studies
TAS 125	<i>Electrical II</i>	3	Technical Studies
TAS 133	<i>Brakes I</i>	3	Technical Studies
TAS 131	<i>Engine Performance I</i>	3	Technical Studies
MTH	<i>Math Elective</i>	3	Technical Studies

Semester 3

Course #	Course Title	Credits	Function
EQP 210	<i>Dealership Fundamentals</i>	2	Technical Studies
EQP 134	<i>Machine Specific Systems</i>	1	Technical Studies
TAS 225	<i>Electrical III</i>	2	Technical Studies

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

The program does not include multiple tracks.

- List any pertinent program accreditation available:
 - Provide a rationale for seeking or not seeking said accreditation.

WSU Tech will seek accreditation from Associated Equipment Distributors Foundation (AED)

- If seeking accreditation, also describe the plan to achieve it.

The process for achieving accreditation includes completing an application, paying the associated fee, and a site visit from AED evaluation team. The application visit process includes an exhaustive review of the curriculum, instructional content, faculty qualifications, student interviews, equipment, and facilities. The process includes providing placement rates for students over a 5-year period. For this reason, the college will wait until AY 28/29 to start the accreditation process. However, the college will begin collecting data to apply for accreditation with the initial graduates in summer of 2025.

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

Appendix J

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

WSU Tech has in place the full-time faculty member for this program. The faculty member will be responsible for technical coursework and adjuncts will be hired as the student population grows.

Taylor Nolen

- Education
 - Associate of Applied Science, Alternative Fuels and Vehicle Maintenance & Advanced Electronics – Wichita State University Campus of Applied Sciences and Technology
- Industry Experience

- 3 years industry experience as auto mechanic, shop foreman in automobile and landscaping industry
- Certifications
 - Automotive Service Excellence; G1 General Service and Light Maintenance
 - NC3 Kubota Certifications; Pre-Delivery Inspection & Assembly, Basic Maintenance Procedures, Basic Electrical, Preventative Maintenance Inspection
- Teaching Experience
 - One year teaching experience in the Automotive Service Technology and Alternative Fuels programs at WSU Tech.

The program course with prefix TAS will be taught by ASC certificated instructors in the Automotive Service Technology and Alternative Fuels programs. Their credentials are listed below.

Chuck Kauffman

- Education
 - North Central Kansas Area Vocational College, Automotive Technology Technical Certificate
- Industry Experience
 - 33 years as Automotive Technician at various dealerships
- Certifications
 - Master Automobile Service (A1 Engine Repair, A2 Automatic Transmission/Transaxle, A3 Manual Drive Train & Axis, A4 Suspension & Steering, A5 Brakes, A6 Electrical/Electronic Systems, A7 Heating & Air Conditioning, A8 Engine Performance, G1 Auto Maintenance & Light Repair, L1 Advanced Engine Performance, L3 Light Duty Hybrid/Electrical Vehicles
- Teaching Experience
 - WSU Tech 2018-current

James Roy Lawhead

- Education
 - Ozark Technical College, Associate of Arts
- Industry Experience
 - 30 years as Automotive Technician
- Certifications
 - Master Automobile Service (A1 Engine Repair, A2 Automatic Transmission/Transaxle, A3 Manual Drive Train & Axis, A4 Suspension & Steering, A5 Brakes, A6 Electrical/Electronic Systems, A7 Heating & Air Conditioning, A8 Engine Performance, G1 Auto Maintenance & Light Repair, L1 Advanced Engine Performance
- Teaching Experience
 - WSU Tech – 12 years

Phillip Pinkett

- Education
 - WSU Tech, Associate of Applied Science Spring 2024 Graduate
- Industry Experience
 -

- **Certifications**
 - Master Automobile Service (A1 Engine Repair, A3 Manual Drive Train & Axis, A4 Suspension & Steering, A5 Brakes, A6 Electrical/Electronic Systems, G1 Auto Maintenance & Light Repair)
- **Teaching Experience**
 - WSU Tech – 1 year

General Education Courses will be taught by existing faculty members who meet or exceed the following standards:

Transferable General Education Faculty:

Master's Degree or higher from a regionally accredited college or university in the teaching discipline or subfield, **OR** any master's degree plus 18 graduate or undergraduate credit hours in the teaching discipline or subfield.

Qualified faculty are identified primarily by credentials, but other factors may be considered in addition to the degree earned. For example, the ability to design curricula or develop and implement effective pedagogy through years of teaching with satisfactory performance.

Bachelor's Degree in the teaching discipline or subfield combined with 3+ years teaching experience in the discipline or subfield will be considered in lieu of a completed master's degree. A professional development plan to include a master's degree must be developed and pursued.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

Advising Services

Advising prospective students will be shared between the program and the college's Student Services staff. As with other programs offered by the college, Student Services personnel provide general information, assist students with admission to the college, and transfer credits. Program personnel supply detailed information about the program. The Financial Aid Specialist provides financial aid advice.

Additional services:

WSU Tech supplies various services to students designed to ensure they are successful in their educational pursuits. There is no or limited charge for these services.

Online Services: WSU Tech supplies online services designed to support the hybrid and online instructional environment.

NetTutor – available when the student is ready NetTutor is a 24/7 online tutoring service that provides effective as-needed tutoring in all topics, including general education discipline and technical areas such as nursing and engineering.

Technology support for WSU Tech online students includes a student help desk which provides technology assistance as needed, enhanced WIFI hot spots at all WSU Tech locations, and student Laptop Loan service available for a nominal fee (\$50.00 per semester).

WSU Tech Online Orientation – Online Orientation is designed to provide students with access to comprehensive orientation and college success materials when it fits their schedule. The materials include what to expect in an online or hybrid course and effective study skills.

Online Student Services Support: All student services, including academic advising, enrollment, and financial aid, are available to students in the online environment.

Library – extensive online database services such as EBSCOhost and ProQuest are available to all WSU Tech students.

Wrap Around Services: to prepare students for the rigors of college course-work, WSUTech provides a variety of wrap-around services, including:

- **Library:** The Library is on the South campus, while the NCAT facility includes a shared space that houses both library and tutoring. Also, online library services are available to all students and include access to extensive database services like EBSCOhost and ProQuest. Students can also access several databases by signing up for the Kansas Library Card.

- **Tutoring Hub:** Tutoring services are available at the NCAT and South Campuses. General education topics, such as Math, English, and writing as well as technical topics such as Blueprint Reading and Accounting, are available. In addition, science-based tutoring services are available at the South and Old Town campuses.

- **Mentoring:** WSUTech provides a formalized academic mentoring program for students with academic risk factors. This program pairs students with faculty volunteers to ensure students meet their academic obligations and goals.

- **Academic Success Week:** At the beginning of the Fall and Spring semesters, WSUTech hosts workshops and events designed to engage students in the academic side of college. Topics include notetaking skills, dealing with stress, test-taking skills, and using library and technology resources such as the IT help desk and the Colab.

- **TRIO Student Support Services:** For students who meet the college's TRIO eligibility requirements, WSU Tech provides services designed to help students maximize their potential and meet their educational goals. These services include academic coaching, tutoring, financial planning, transfer assistance, cultural enrichment, career exploration, and mentoring.

- **The Department of Student Engagement:** This department provides students with opportunities to engage in college life outside the classroom. Activities include student organizations and clubs such as Skills USA, Veterinary Nursing, and Esports. Other activities include welcome week events such as “Doughnuts with Your Dean” and lecture series on current topics.

- **The Office of Disability Services:** coordinates services for students with disabilities.

- **Career Services:** assists students in defining career goals, exploring personal interests, and providing career/general counseling.

- **Collaboration Lab:** The Collaboration Lab (CoLab) provides students, faculty, and staff access to the latest technologies to enhance the learning experience. The technologies include HoloLens, green screens, a recording studio with audio and visual capabilities, and online and on-ground meeting spaces equipped with up-to-date technology providing collaboration and recording capabilities. While physically located at the WSU Tech South Campus, the CoLab technologies are available at other WSU Tech locations via a mobile version of the lab.

Personnel

A current faculty member will take full responsibility for teaching the dedicated Mobile Equipment Technology courses. The remaining technical courses will be taught by current faculty in the Automotive Service program. Administrative functions of the program will be performed by the Dean of Applied Sciences until enrollment reaches capacity at which time the college will provide a program director specifically for Mobile Equipment Technology program.

Physical facilities:

WSU Tech will house the program at the City Center location. This facility has more than sufficient classroom and lab space to accommodate the proposed program.

Instructional Equipment

WSU Tech already has all the equipment necessary to provide quality instruction in the program. No additional costs are expected now.

In years 1 - 3, the proposed program will have \$10000 for instructional supplies and technology paid for with institutional funds.

Instructional Materials: WSU Tech follows an all-inclusive finance model in which institutional fees and other instructional costs are incorporated into the tuition resulting in no additional cost to students. Standing outside of this cost structure are books (either physical or digital), certification testing fees and tools.

Books and Tools

Course Number	Course Title	Cost
TAS 105	Introduction to Transportation	\$222.00
	15 credits of General Education	\$340.00

- Provide detail on **CA-1a form**.

Appendix K

- Describe any grants (including requirements of the grant) or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.

The college will utilize funds set aside for new program development to fund this program in its initial year. No outside funds will be used for start-up or sustainability.

- **Additional cost and funding documents to include as needed:**

Appendix M-N

- Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.
No Fees are required - form not submitted
- If the program is requesting Perkins funding, provide details on the **CA-1c form**.
- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

Program Review and Assessment

- Describe the institution’s program review cycle, and anticipated review timeframe for proposed program.

The Mobile Equipment Technology program will complete the same assessment and Program Review processes used for all other programs throughout the college.

WSU Tech utilizes the WIDS (Worldwide Instructional Design System) curriculum management system to house curriculum and assessment documentation. The college has adopted a set of four student learning outcomes (SLOs) that all students, regardless of program, are expected to master. These four SLOs are the institutional outcomes that address learning experiences inside and outside the classroom. All programs have defined learning outcomes at the program level, outlined in the Program Outcome Summary report in WIDS. Each year, the program's Industry Advocate Team reviews program outcomes, content, and competencies in addition to admission requirements and equipment. Faculty work with the Director of Assessment to align the SLOs and program learning outcomes to courses and assessment activities; these alignments are revisited and updated every three years, or sooner if warranted by curriculum changes, during the program review process.

The curricular assessment processes are documented via the Outcome Assessment Plan (OAP) and Analysis (OAP/Analysis), completed annually and housed in WIDS. During the planning phase of the curricular assessment cycle, faculty identify student learning experiences and assessment tools for measuring student achievement of the institutional, program, and course learning outcomes. All SLOs are assessed yearly in courses specified in the annual OAP across all programs and are measured using college-wide common rubrics with a program data collection plan outlined within the OAP. Faculty evaluate students throughout the program for mastery of knowledge and technical skills using various assessment activities in which data is collected and aggregated. Data visualization reports are used during the analysis phase to identify student learning trends, achievements, and challenges to determine appropriate instructional revisions and interventions to improve the student learning experience.

Program reviews are conducted over a three-year cycle and involve collaboration between faculty, staff, and administration to evaluate the program thoroughly, reflect on strengths/weaknesses, and set strategic goals for improvement. During the Program Review process, faculty and program leadership revisit past OAP analyses, course reviews, and other information and data sources to evaluate the implementation of instructional quality improvements. A combination of interactive data dashboards and static Program Review IR Data Reports provided by the Institutional Effectiveness Department are utilized. These data sets, including enrollment, demographics, course offerings, applications, completions, credentials, placement, retention, and completion, allow faculty to reflect and plan for continuous quality improvement while ensuring program goals, institutional mission, and accreditation standards are met.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:

Appendix O-Q

- Program Advisory Committee
(Including a list of the business and industry members)
- Curriculum Committee
- Governing Board
(Including a list of all Board members and indicate those in attendance at the approval meeting)

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a PDF of all documents, and submit the completed application to the following:

Revised/Approved April 2022, updated June 2023

April Henry
Director of Workforce Development
ahenry@ksbor.org

Charmine Chambers
Associate Director for Workforce Development/Data/Finance
cchambers@ksbor.org



**Collaboration Agreement between
Wichita State University Campus of Applied Sciences and Technology (WSU Tech)
and Andale Construction**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Andale Construction to provide support and opportunities for the programs outlined in this document to publicly support WSU Tech students.

Background

This MOU serves as notification that Andale Construction recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

Purpose

This MOU will establish the role of and scope of agreed involvement for Andale Construction in regard to aforementioned programs. Involvement and participation is defined by supporting the goals set out below and providing use of the company logo for outreach, coordination, and retention campaigns/ events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Andale Construction undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.)

Business/Industry Partner will:

- Provide a guaranteed interview opportunity to graduates of the following program(s):
Mobile Equipment Technology at one of WSU Tech Campuses or at industry partner facility.
- Engage in Industry Advocate Team meetings twice a year to provide industry expertise in curriculum guidance, focus groups on retention and recruitment for students.
- Provide up to date job descriptions, credential requirements, and application instructions for positions you are actively recruiting for.
- Provide constructive feedback to interviewed graduates as appropriate.
- Provide information regarding hiring requirements, trends, or changes in requirements to WSU Tech.
- Donate to WSU Tech labs (i.e. metal or other materials, tools, machinery, etc.)
- Refer denied applicants to further training at WSU Tech.
- Actively host students in applied learning activities such as apprenticeships, internships or independent study options for this program(s).



Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually. Any student hired will require the following reporting: date of hire, hourly wage, status of employment 30, 60, 90 days after initial hire, and if no longer employed, the reason for separation.

Additional data may be requested to comply with associated grant requirements.

Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help business partners grow their own workforce as well as social media marketing and asset donations.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Andale Construction . This MOU shall become effective upon signature by the authorized officials from WSU Tech and Andale Construction and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)



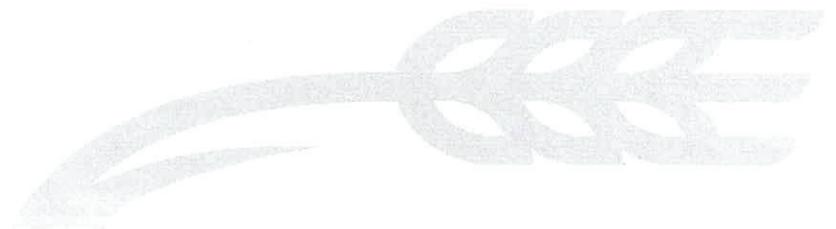


This Memorandum of Understanding (MOU) sets forth the terms and understanding between WSU Tech and Andale Construction to provide the above checked services for the Mobile Equipment Technology programs to publicly support WSU Tech students.

Contact Information and Signatures

Company Name: Andale Construction
Partner Representative Name: Janet Howard
Position Title: HR Director
Address: 3170 Ohio St, Wichita, KS 67219
Telephone: 316-832-0063 Ext 200
E-mail: janet@andalereadymix.com
Signature: Janet Howard
Date: 3/25/2024

WSUTech
WSU Tech Representative Name: Jessi Lane
Position: Dean of Applied Technologies
Address: 4004 N. Webb Rd., Wichita, KS 67226
Telephone: 316-677-9916
E-mail: jlane11@wsutech.edu
Signature: _____
Date: 3/25/20





**Collaboration Agreement between
Wichita State University Campus of Applied Sciences and Technology (WSU Tech)
and Berry Material**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Berry Material to provide support and opportunities for the programs outlined in this document to publicly support WSU Tech students.

Background

This MOU serves as notification that Berry Material recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

Purpose

This MOU will establish the role of and scope of agreed involvement for Berry Material in regard to aforementioned programs. Involvement and participation is defined by supporting the goals set out below and providing use of the company logo for outreach, coordination, and retention campaigns/ events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Berry Material undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.)

Business/Industry Partner will:

- Provide a guaranteed interview opportunity to graduates of the following program(s):
Mobile Equipment Technology at one of WSU Tech Campuses or at industry partner facility.
- Engage in Industry Advocate Team meetings twice a year to provide industry expertise in curriculum guidance, focus groups on retention and recruitment for students.
- Provide up to date job descriptions, credential requirements, and application instructions for positions you are actively recruiting for.
- Provide constructive feedback to interviewed graduates as appropriate.
- Provide information regarding hiring requirements, trends, or changes in requirements to WSU Tech.
- Donate to WSU Tech labs (i.e. metal or other materials, tools, machinery, etc.)
- Refer denied applicants to further training at WSU Tech.
- Actively host students in applied learning activities such as apprenticeships, internships or independent study options for this program(s).



Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually. Any student hired will require the following reporting: date of hire, hourly wage, status of employment 30, 60, 90 days after initial hire, and if no longer employed, the reason for separation.

Additional data may be requested to comply with associated grant requirements.

Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help business partners grow their own workforce as well as social media marketing and asset donations.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Berry Material . This MOU shall become effective upon signature by the authorized officials from WSU Tech and Berry Material and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)

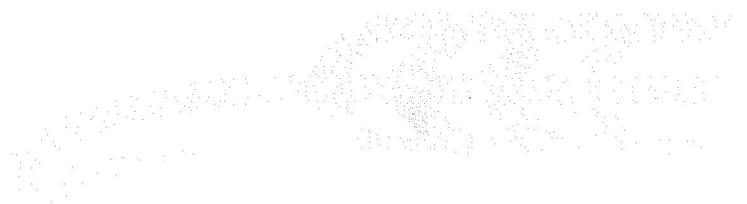


This Memorandum of Understanding (MOU) sets forth the terms and understanding between WSU Tech and Berry Material Mobile Equipment Technology to provide the above checked services for the programs to publicly support WSU Tech students.

Contact Information and Signatures

Company Name: *Berry Material Handling*
Partner Representative Name: *Brian Zimmerman*
Position Title: *Operations Manager*
Address: *4626 S. Palisade Ave*
Telephone: *316-945-0101*
E-mail: *bzimmerman@berrymaterial.com*
Signature: *Brian Zimmerman*
Date: 2/12/24

WSUTech
WSU Tech Representative Name: Jessi Lane
Position: Dean of Applied Technologies
Address: 4004 N. Webb Rd., Wichita, KS 67226
Telephone: 316-677-9916
E-mail: *jlane11@wsutech.edu*
Signature: _____
Date: 2/12/24



March 22nd, 2024

TO: Jessi Lane
Dean of Applied Technologies, WSU Tech
4004 N Webb Rd
Wichita, KS 67226

RE: Industry Partner Support Letter – Mobile Equipment Technology program, WSU Tech

Dear Mr. Lane:

We support and encourage the efforts of WSU Tech to develop and maintain a Mobile Equipment Technology program. This program will allow WSU Tech to address our workforce needs for Heavy Equipment Operators. This program is aligned with the skills and competencies required for an Operator.

We will partner in this project by contributing the following:

- Participate in the Industry Advocate Team group for the Mobile Equipment Technology program.
- Provide Subject Matter Experts to participate in WSU Tech's creation, integration, and/or redesign of curriculum to match industry needs.
- Provide Subject Matter Experts to review developed curriculum, competencies and/or lab projects to ensure alignment with industry demand.
- Provide career opportunities for program students as positions become available.
- Provide Internships/Job Shadowing opportunities to qualified students.
- Contribute Industry perspective and guidance to WSU Tech Leadership and Faculty in implementation of the proposed curriculum and certificates.

We are excited about this opportunity for WSU Tech to create this program.

Respectfully,

David Dellinger
Talent Acquisition Specialist
Dondlinger Construction



**Collaboration Agreement between
Wichita State University Campus of Applied Sciences and Technology (WSU Tech)
and Foley Equipment Company**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Foley Equipment Company to provide support and opportunities for the programs outlined in this document to publicly support WSU Tech students.

Background

This MOU serves as notification that Foley Equipment Company recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

Purpose

This MOU will establish the role of and scope of agreed involvement for Foley Equipment Company in regard to aforementioned programs. Involvement and participation is defined by supporting the goals set out below and providing use of the company logo for outreach, coordination, and retention campaigns/events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Foley Equipment Company undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.)

Business / Industry Partner will:

- Provide a guaranteed interview opportunity to graduates of the following program(s): Mobile Equipment Technology at one of WSU Tech Campuses or at industry partner facility.
- Engage in Industry Advocate Team meetings twice a year to provide industry expertise in curriculum guidance, focus groups on retention and recruitment for students.
- Provide up to date job descriptions, credential requirements, and application instructions for positions you are actively recruiting for.
- Provide constructive feedback to interviewed graduates as appropriate.
- Provide information regarding hiring requirements, trends, or changes in requirements to WSU Tech.
- Donate to WSU Tech labs (i.e. metal or other materials, tools, machinery, etc.)
- Refer denied applicants to further training at WSU Tech.
- Actively host students in applied learning activities such as apprenticeships, internships or independent study options for this program(s).



Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually.

Additional data may be requested to comply with associated grant requirements.

Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help business partners grow their own workforce as well as social media marketing and asset donations.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Foley Equipment Company. This MOU shall become effective upon signature by the authorized officials from WSU Tech and Foley Equipment Company and will remain in effect until modified or terminated by any one of the partners.

Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

Legal Citation

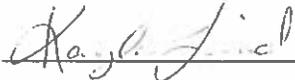
Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)



This Memorandum of Understanding (MOU) sets forth the terms and understanding between WSU Tech And Foley Equipment Company to provide the above checked services for the Mobile Equipment Technology programs to publicly support WSU Tech students.

Contact Information and Signatures

Company Name: Foley Equipment Company
Partner Representative Name: Kayla Lind
Position Title: Early Career Program Manager
Address: 1550 S. West Street Wichita, KS 67213
Telephone: 316-943-4211 x5131
E-mail: kjlind@foleyeq.com

Signature: 
Date: 2/21/2024

WSU Tech
WSU Tech Representative Name: Jessi Lane
Position: Dean of Applied Technologies
Address: 4004 N. Webb Rd., Wichita, KS 67226
Telephone: 316-677-9916
E-mail: jlane11@wsutech.edu

Signature: 
Date: 2/21/2024



March 22nd, 2024

TO: Jessi Lane
Dean of Applied Technologies, WSU Tech
4004 N Webb Rd
Wichita, KS 67226

RE: Industry Partner Support Letter – Mobile Equipment Technology program, WSU Tech

Dear Mr. Lane:

We support the efforts of WSU Tech to develop and maintain a Mobile Equipment Technology program. This program will allow WSU Tech to address our workforce needs of Mobile Equipment Technicians. This program is aligned with the skills and competencies required for a Technician at Wichita Tractor Co.

We will partner in this project by contributing:

- As a partner in the Industry Advocate Team group for the Mobile Equipment Technology program
- Subject Matter Experts to participate in WSU Tech's creation, integration, and/ or redesign of curriculum
- Subject Matter Experts to review developed curriculum, competencies and/ or lab projects to ensure alignment with industry demand
- Career opportunities for program students as positions become available
- Industry input and guidance to WSU Tech Leadership and Faculty in implementation of the proposed curriculum and certificates

We are excited about this opportunity for WSU Tech to create this program.

Respectfully,

Clayton R. McCullough

Sec/Tres.

wichita tractor co.

**1750 south west street
wichita, kansas 67213
phone 316-942-8118
fax 316-942-3901**

**309 south main street
south hutchinson, kansas 67505
phone 620-665-6466
fax 620-665-0427**



Education Report

Heavy Equipment Maintenance Technology/Technician

Kansas

A horizontal line with three circular markers. The first marker on the left is blue, the second in the middle is blue, and the third on the right is grey.

Definition of Heavy Equipment Maintenance Technology/Technician, CIP 47.0302..... 3
Awards..... 4
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Kansas Regional Map..... 15
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Definition of Heavy Equipment Maintenance Technology/Technician, CIP 47.0302

A program that prepares individuals to apply technical knowledge and skills in the field maintenance and repair of heavy equipment, and in the general maintenance and overhaul of such equipment. Includes instruction in inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, engines and in techniques of welding and brazing.

Awards

The table below is a list of postsecondary awards in CIP 47.0302 that were granted by institutions located in Kansas in the 2022 academic year.

Schools	Certs & 2yr Awards ¹	4yr Awards ²	Post-Grad Awards ³	Avg Net Price ⁴
Washburn Institute of Technology	15			\$12,807
Total	15	0	0	

1. Undergraduate certificates and associate's degrees

2. Bachelor's degrees and post-baccalaureates

3. Master's, post-master's, and doctorates

4. Average net price represents full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid from federal, state or local governments, or the institution. Data as of the 2020-2021 academic year.

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2022 academic year. Any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

Occupation Crosswalk

The below table lists all occupations linked with the program, Heavy Equipment Maintenance Technology/Technician, CIP 47.0302.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	High school diploma or equivalent	None	Long-term on-the-job training	54%	22%	18%	5%	1%
49-3043	Rail Car Repairers	High school diploma or equivalent	None	Long-term on-the-job training	54%	22%	17%	5%	1%
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	High school diploma or equivalent	None	Moderate-term on-the-job training	42%	29%	18%	10%	1%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2023Q3 along with source data from the BLS

Definition of Mobile Heavy Equipment Mechanics, Except Engines (49-3042)

Diagnose, adjust, repair, or overhaul mobile mechanical, hydraulic, and pneumatic equipment, such as cranes, bulldozers, graders, and conveyors, used in construction, logging, and mining.

Definition of Rail Car Repairers (49-3043)

Diagnose, adjust, repair, or overhaul railroad rolling stock, mine cars, or mass transit rail cars.

Definition of Control and Valve Installers and Repairers, Except Mechanical Door (49-9012)

Install, repair, and maintain mechanical regulating and controlling devices, such as electric meters, gas regulators, thermostats, safety and flow valves, and other mechanical governors.

Occupation Details

As of 2023Q3, total employment for occupations linked to Heavy Equipment Maintenance Technology/Technician in Kansas was 2,892. Over the past three years, linked occupations added 177 jobs in the region and are expected to need in aggregate approximately 1,548 newly trained workers over the next seven years.

Snapshot of Occupations Linked to Heavy Equipment Maintenance Technology/Technician in Kansas¹

SOC	Occupation	Current						3-Year History	7-Year Forecast				
		Empl	Mean Ann Wages ²	LQ	Unempl	Unempl Rate	Online Job Ads ³	Ann %	Total Demand	Exits	Transfers	Empl Growth	Avg Ann Growth %
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1,863	\$60,100	1.15	21	1.3%	1	3.9%	1,070	417	651	2	0.0%
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	703	\$63,400	1.56	11	1.7%	7	0.1%	302	160	184	-42	-0.9%
49-3043	Rail Car Repairers	327	\$52,300	1.65	4	1.2%	13	-2.5%	176	72	112	-8	-0.4%
Total - Linked Occupations		2,892	\$60,000	1.27	36	1.4%	21	2.1%	1,548	649	947	-48	-0.2%
Total - All Occupations		1,524,126	\$56,900	1.00	44,097	2.9%	86,471	1.6%	1,110,403	505,827	638,364	-33,788	-0.3%

Source: [JobsEQ®](#)

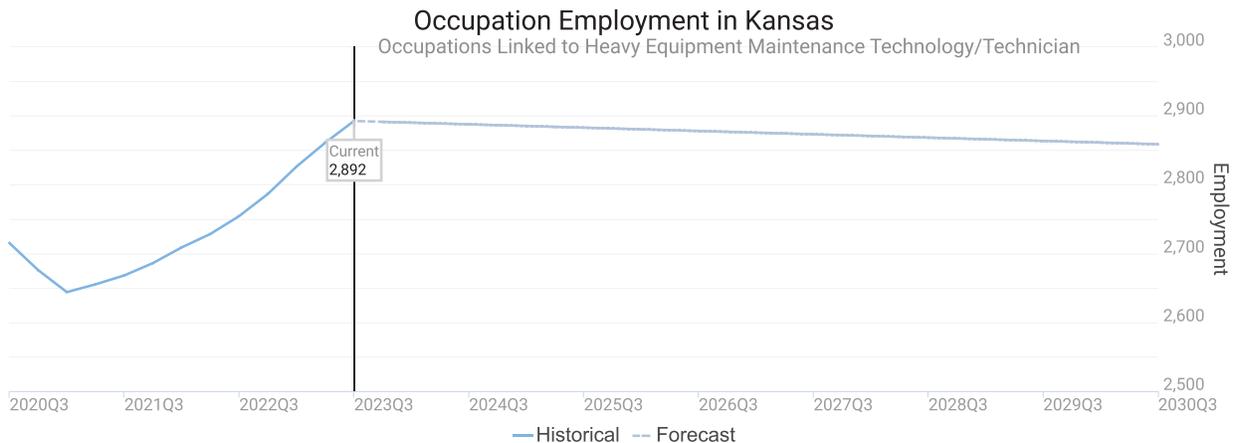
Data as of 2023Q3 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list). Ad counts for ZCTA-based regions are estimates.



Source: JobsEQ®. Data as of 2023Q3. The shaded areas of the graph represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2023Q2, imputed where necessary with preliminary estimates updated to 2023Q3. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

Employment by Industry

The table illustrates the industries in Kansas which most employ occupations linked to Heavy Equipment Maintenance Technology/Technician. The single industry most employing these occupations in the region is Machinery, Equipment, and Supplies Merchant Wholesalers , NAICS 4238. This industry employs 640 workers in the linked occupations—employment which is expected to increase by 57 jobs over the next ten years; furthermore, 544 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

Industry Distribution for Occupations Linked to Heavy Equipment Maintenance Technology/Technician in Kansas

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
4238	Machinery, Equipment, and Supplies Merchant Wholesalers	22.1%	640	214	330	57	602
2212	Natural Gas Distribution	8.0%	230	73	84	-29	129
8113	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	6.5%	188	59	89	-9	140
2389	Other Specialty Trade Contractors	6.0%	173	53	82	-16	119
9211	Executive, Legislative, and Other General Government Support	5.9%	170	56	77	-2	131
4882	Support Activities for Rail Transportation	5.6%	163	51	79	-7	123
4821	Rail Transportation	4.5%	129	40	63	-7	95
2373	Highway, Street, and Bridge Construction	4.3%	124	38	60	-8	90
2211	Electric Power Generation, Transmission and Distribution	4.1%	120	38	45	-15	67
2371	Utility System Construction	2.8%	81	26	38	-3	60
5324	Commercial and Industrial Machinery and Equipment Rental and Leasing	2.8%	80	25	39	-3	61
5322	Consumer Goods Rental	2.1%	61	19	30	-3	46
2123	Nonmetallic Mineral Mining and Quarrying	1.6%	47	15	23	-1	38
2131	Support Activities for Mining	1.6%	45	14	19	-5	28
2213	Water, Sewage and Other Systems	1.2%	34	12	13	0	25
2382	Building Equipment Contractors	1.1%	32	11	14	-1	23
3331	Agriculture, Construction, and Mining Machinery Manufacturing	1.0%	28	9	13	-2	21
4931	Warehousing and Storage	0.8%	24	9	13	5	27
4862	Pipeline Transportation of Natural Gas	0.8%	22	7	8	-2	14
9281	National Security and International Affairs	0.8%	22	7	10	-2	14
	All Others	16.5%	478	152	222	-15	360

Source: JobsEQ®

Data as of 2023Q3. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

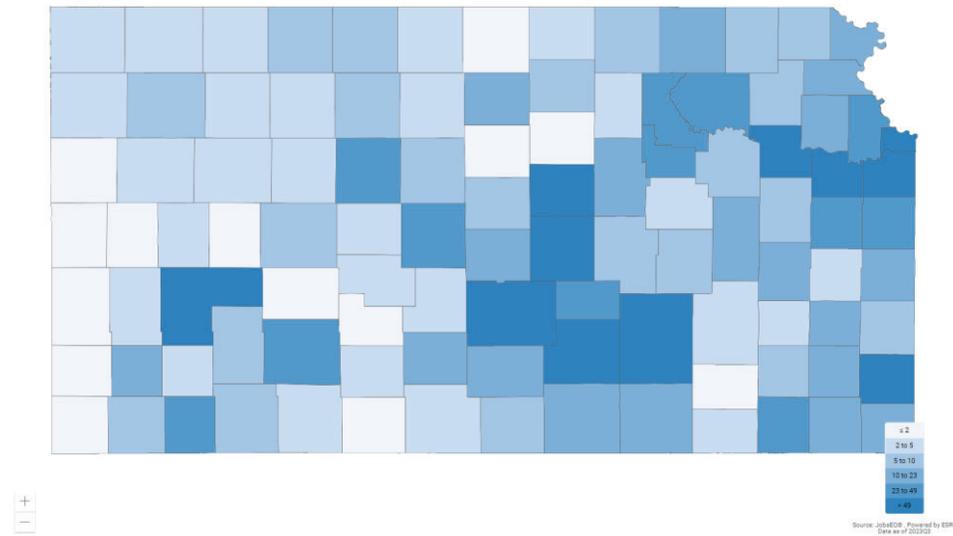
Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2023Q2, imputed where necessary with preliminary estimates updated to 2023Q3. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Kansas in occupations linked to Heavy Equipment Maintenance Technology/Technician. Employment is shown by place of work.

Kansas, Occupation Concentration by Place of Work for Occupations Linked to Heavy Equipment Maintenance Technology/Technician



Top Counties with Employment Linked to Heavy Equipment Maintenance Technology/Technician, 2023Q3

Region	Employment
Johnson County, Kansas	600
Sedgwick County, Kansas	470
Wyandotte County, Kansas	269
Shawnee County, Kansas	186
Crawford County, Kansas	68
Butler County, Kansas	67
McPherson County, Kansas	64
Finney County, Kansas	58
Saline County, Kansas	55
Reno County, Kansas	49

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2023Q2, imputed where necessary with preliminary estimates updated to 2023Q3.

Demographic Profile

The population in Kansas was 2,932,099 per American Community Survey data for 2017-2021.

Of individuals 25 to 64 in Kansas, 35.7% have a bachelor's degree or higher which compares with 35.1% in the nation. Per American Community Survey 2017-2021 estimates, the region has about 38,677 students enrolled in grade 12.

Summary¹

	Percent		Value	
	Kansas	USA	Kansas	USA
Demographics				
Population (ACS)	—	—	2,932,099	329,725,481
Male	50.1%	49.5%	1,468,152	163,206,615
Female	49.9%	50.5%	1,463,947	166,518,866
Median Age ²	—	—	37.0	38.4
Under 18 Years	24.4%	22.5%	714,151	74,234,075
18 to 24 Years	10.1%	9.2%	295,997	30,339,089
25 to 34 Years	12.9%	13.8%	377,981	45,360,942
35 to 44 Years	12.5%	12.9%	366,623	42,441,883
45 to 54 Years	11.5%	12.6%	337,255	41,631,458
55 to 64 Years	12.8%	13.0%	376,064	42,829,413
65 to 74 Years	9.3%	9.6%	273,373	31,590,619
Population Growth				
Population (Pop Estimates) ⁴	—	—	2,937,150	333,287,557
Population Annual Average Growth ⁴	0.2%	0.6%	5,113	1,940,990
People per Square Mile	—	—	35.9	94.3
Educational Attainment, Age 25-64				
No High School Diploma	8.4%	10.3%	122,583	17,756,046
High School Graduate	23.6%	25.3%	343,662	43,535,564
Some College, No Degree	22.5%	20.1%	327,593	34,637,141
Associate's Degree	9.8%	9.3%	143,480	15,944,395
Bachelor's Degree	23.0%	22.0%	335,912	37,890,674
Postgraduate Degree	12.7%	13.1%	184,693	22,499,876
Social				
Poverty Level (of all people)	11.5%	12.6%	327,209	40,661,636
Households Receiving Food Stamps/SNAP	7.1%	11.4%	80,910	14,105,231
Enrolled in Grade 12 (% of total population)	1.3%	1.3%	38,677	4,425,322
Disconnected Youth ³	2.2%	2.5%	3,582	432,389
Children in Single Parent Families (% of all children)	29.1%	34.0%	198,191	23,909,672
Uninsured	8.9%	8.8%	256,001	28,489,142
Speak English Less Than Very Well (population 5 yrs and over)	4.5%	8.2%	124,147	25,535,259

Source: [JobsEQ®](#)

1. American Community Survey 2017-2021, unless noted otherwise

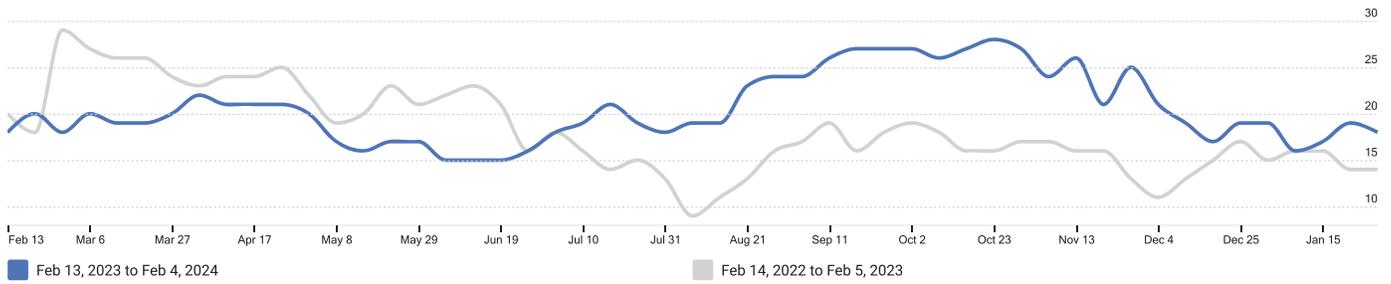
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census Population Estimate for 2022, annual average growth rate since 2012. Post-2019 data for Connecticut counties are imputed by Chmura.

RTI (Job Postings)

Active Job Ads by Date



Occupations

SOC	Occupation	Active Job Ads
49-3043.00	Rail Car Repairers	55
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	24
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	11

Locations

Location	Active Job Ads
Junction City, KS 66441	5
Salina, Kansas	4
Topeka, Kansas	4
Coffeyville, Kansas	3
El Dorado, Kansas	3
Kansas City, KS 66105 (Armourdale area)	3
Liberal, Kansas	3
Louisburg, Kansas	3
1206 Hoover Rd, Junction City, KS 66441	2
Chanute, Kansas	2

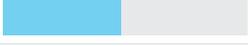
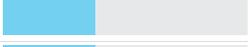
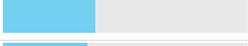
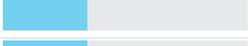
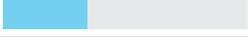
Employers

Employer Name	Active Job Ads	
Watco Companies	10	
Eagle Railcar Services	8	
Energy Transfer LP	7	
TM Track Machines	4	
Union Pacific	4	
Experitec	3	
Oneok, Inc	3	
Tallgrass Energy	3	
Tallgrass Energy Partners, LP	3	
Union Tank Car Company (UTLX)	3	

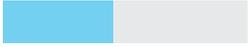
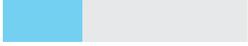
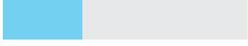
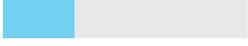
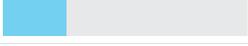
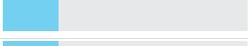
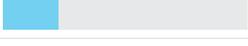
Certifications

Certificate Name	Active Job Ads	
Driver's License	13	
Commercial Driver's License (CDL)	4	
Certified Welder	3	
Transit Bus - Compressed Natural Gas (CNG) Engines	1	

Hard Skills

Skill Name	Active Job Ads	
Welding	29	
Cutting Torches	20	
Ability to Lift 51-100 lbs.	19	
Ability to Lift 41-50 lbs.	18	
Mechanical	18	
Blueprint Reading	14	
Microsoft Excel	11	
Microsoft Office	11	
Gauges	10	
Microsoft PowerPoint	10	

Soft Skills

Skill Name	Active Job Ads	
Communication (Verbal and written skills)	31	
Work Ethic/Hard Working	14	
Analytical	10	
Cooperative/Team Player	10	
Self-Motivated/Ability to Work Independently/Self Leadership	9	
Adaptability/Flexibility/Tolerance of Change and Uncertainty	8	
Leadership	8	
Punctual	8	
Listening	7	
Manual Dexterity	7	

Job Titles

Job Title	Active Job Ads
Repairman	6
Measurement Technician	5
Valve Technician	3
Assistant Railcar Foreman - KS	2
Equipment Mechanic Senior	2
Forklift Technician	2
Heavy Equipment Mechanic	2
Measurement Technician (FT)	2
Measurement Technician - Senior	2
Railcar Cleaning Technician	2

Job Types

Type	Active Job Ads
Full-Time	35
Remote	1
Remote Not Indicated	89

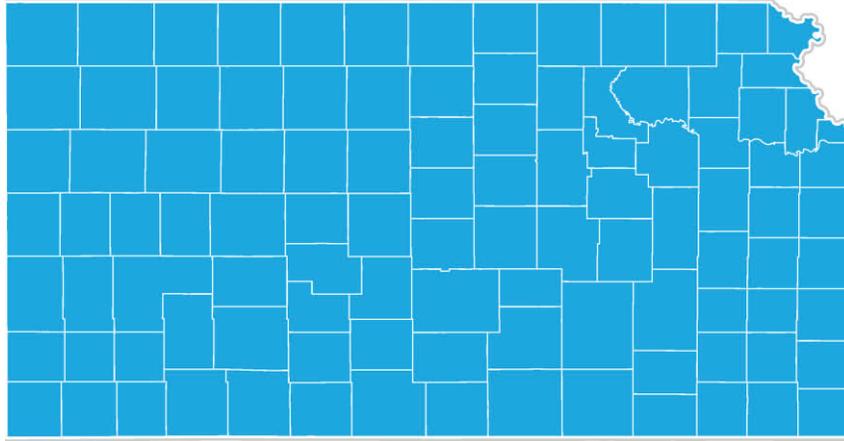
Programs

Program Name	Active Job Ads	
Technical	6	
Engineering	2	
Logistics	1	
Supply Chain	1	

Education Levels

Minimum Education Level	Active Job Ads	
High school diploma or equivalent	37	
Associate's degree	8	
Unspecified/other	45	

Kansas Regional Map



FAQ

What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education’s National Center for Education Statistics (NCES).

What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 804 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 22 major groups, 95 minor groups, and 452 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

What is the source of the job ads?

Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced by Chmura and gleaned from over 40,000 websites. The data include ads for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Data in “Occupation Details” reflect ads active during the 30-day period ending 02/12/2024. Data in “RTI (Job Postings)” reflect ads active during the 12-month period ending 02/12/2024 and exclude ads from staffing companies. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.

What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch

employers. The total projected demand for an occupation is the sum of the separation demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the “all industry” level to the 6-digit level. The first two digits define the top level category, known as the “sector,” which is the level examined in this report.

About This Report

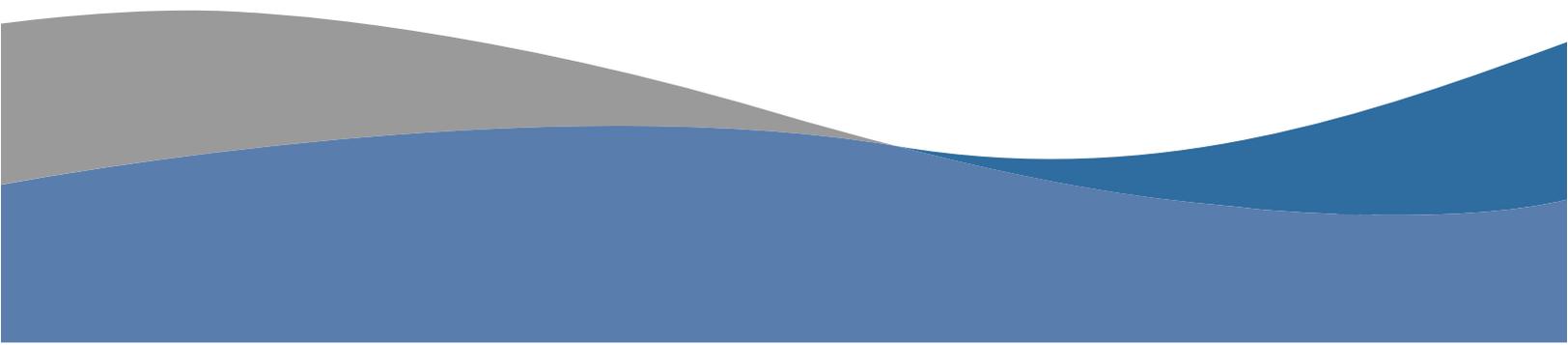
This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.



Occupation Report

Mobile Heavy Equipment Mechanics, Except Engines

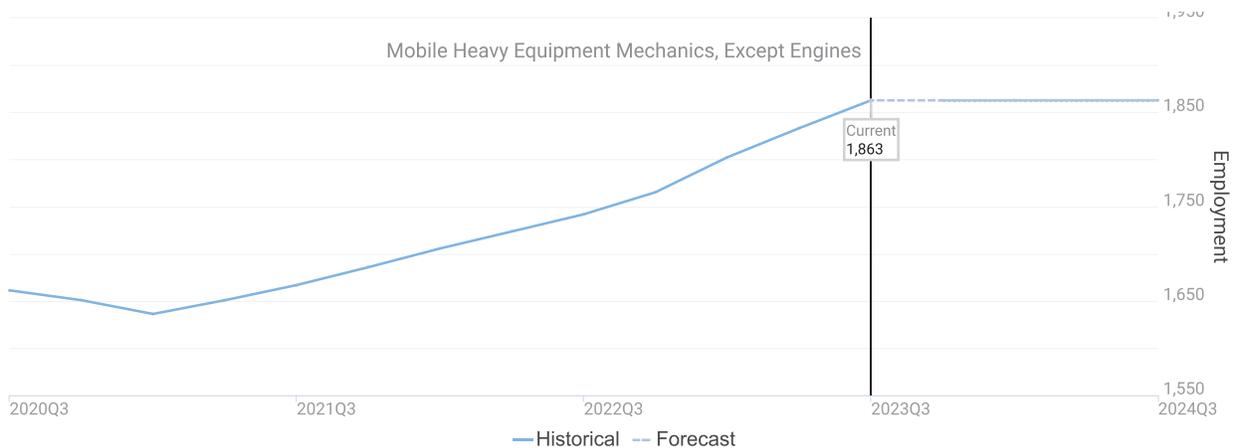
Kansas



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Occupation Snapshot

6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
Mobile Heavy Equipment Mechanics, Except Engines	1,863	\$60,100	1.15	201	153	0.0%



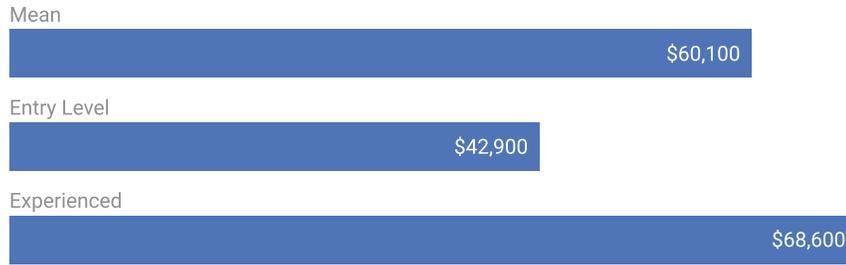
- 💡 “Annual Demand” is the projected need for new entrants into an occupation. New entrants are needed due to expected growth and to replace workers who left the occupation due to factors such as retirement or switching careers.
- 💡 “Forecast Ann Growth” is the expected change in jobs due to national, long-term trend projections (per the BLS) as well as local factors such as industry mix and population growth (as computed and modeled by Chmura).

Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Machinery, Equipment, and Supplies Merchant Wholesalers	32.8%	610	523	60	583
Other Specialty Trade Contractors	9.3%	173	135	-16	119
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	8.9%	167	133	-8	125
Highway, Street, and Bridge Construction	6.7%	124	98	-8	90
Commercial and Industrial Machinery and Equipment Rental and Leasing	4.3%	80	64	-3	61
Executive, Legislative, and Other General Government Support	3.9%	72	58	-3	55
Utility System Construction	3.6%	67	54	-3	51
Consumer Goods Rental	3.3%	61	49	-3	46
Nonmetallic Mineral Mining and Quarrying	2.5%	47	38	-1	38
Agriculture, Construction, and Mining Machinery Manufacturing	1.3%	24	19	-1	18
Warehousing and Storage	1.3%	24	21	5	27
Nonresidential Building Construction	1.1%	21	17	-1	16
National Security and International Affairs	1.0%	18	14	-2	12
Foundation, Structure, and Building Exterior Contractors	1.0%	18	15	0	14
Support Activities for Mining	0.9%	17	13	-2	12
Other Heavy and Civil Engineering Construction	0.9%	16	13	0	13
Management of Companies and Enterprises	0.8%	14	12	1	13
Administration of Human Resource Programs	0.7%	14	11	-1	10
Facilities Support Services	0.7%	14	12	1	13
General Freight Trucking	0.7%	13	11	0	11
All Others	14.3%	267	214	-11	203

-  The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.
-  “10-Year Empl Growth” may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

Wages

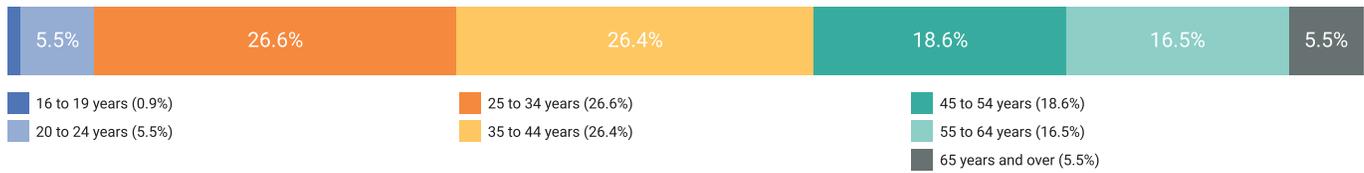


Occupation	Mean	Median	Entry Level	Experienced
Mobile Heavy Equipment Mechanics, Except Engines	\$60,100	\$59,800	\$42,900	\$68,600

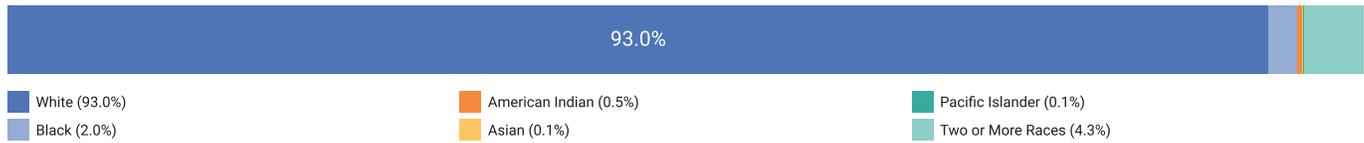
-  Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.
-  When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

Occupation Demographics

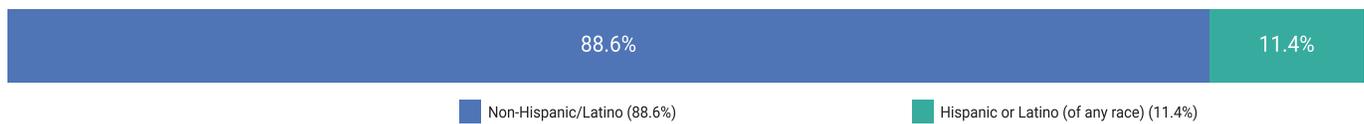
Age



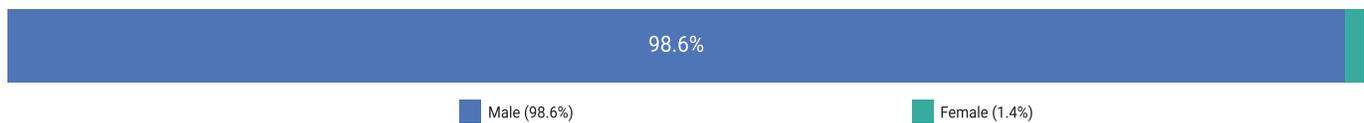
Race



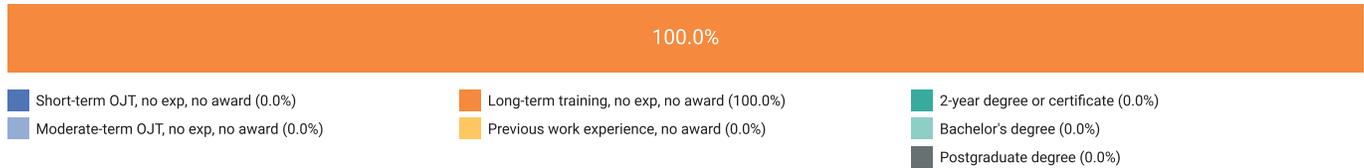
Ethnicity



Gender

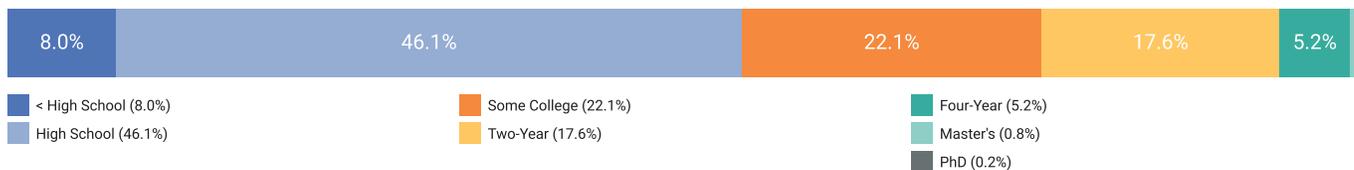


Education and Training Requirements



Education Profile

Educational Attainment



Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
Mobile Heavy Equipment Mechanics, Except Engines	High school diploma or equivalent	None	Long-term on-the-job training

 The stacked bar chart here illustrates the estimated mix of educational attainment of the workers in this occupation(s) in aggregate.

 The table indicates typical education and training requirements rather than the mix of attainment of workers in such positions.

Postsecondary Programs Linked to Mobile Heavy Equipment Mechanics, Except Engines

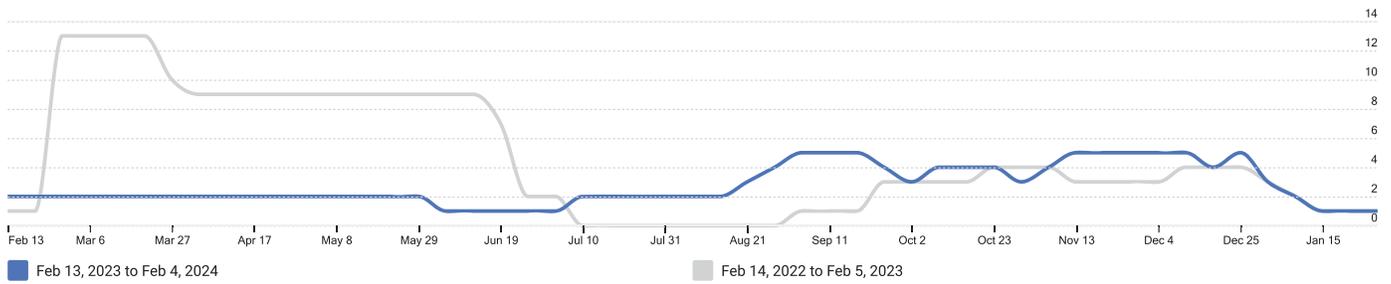
Program	Awards
Fort Scott Community College	
Agricultural Mechanics and Equipment/Machine Technology/Technician	10
Garden City Community College	
Agricultural Mechanics and Equipment/Machine Technology/Technician	19
Hutchinson Community College	
Agricultural Mechanics and Equipment/Machine Technology/Technician	14
North Central Kansas Technical College	
Agricultural Mechanics and Equipment/Machine Technology/Technician	0
Pratt Community College	
Agricultural Mechanics and Equipment/Machine Technology/Technician	5
Washburn Institute of Technology	
Heavy Equipment Maintenance Technology/Technician	15

 The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.

 Among postsecondary programs at schools located in Kansas, the sampling above identifies those most linked to Mobile Heavy Equipment Mechanics, Except Engines. For a complete list see JobsEQ®, <http://www.chmuraecon.com/jobseq>

RTI (Job Postings)

Active Job Ads by Date



💡 Online job ads are a timely indicator of local demand. Occupation assignments shown below are made by Chmura based upon analysis of job titles and job descriptions. Top employers and listed job requirements are shown on the following pages.

Occupations

SOC	Occupation	Active Job Ads
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	11

Locations

Location	Active Job Ads
Salina, Kansas	3
Topeka, Kansas	3
Chanute, Kansas	2
Hutchinson, Kansas	1
Leavenworth, Kansas	1
Louisburg, Kansas 66053	1

Employers

Employer Name	Active Job Ads
Lift Truck Specialists of Kansas	2
City of Leavenworth	1
Concentric, LLC	1
Exline, Inc.	1
Foley Equipment	1
G-B Construction	1
Highway Patrol	1
Hutchinson Correctional Fclty	1
KDOT	1
Kenco Material Handling Solutions	1

Hard Skills

Skill Name	Active Job Ads	
Forklifts	4	
Mechanical	2	
Ability to Lift 41-50 lbs.	1	
Aerial Lifts	1	
Automotive Maintenance/Repair	1	
Diesel Engines	1	
Excavators	1	
Hand Tools	1	
Hydraulic Systems	1	
Insurance	1	

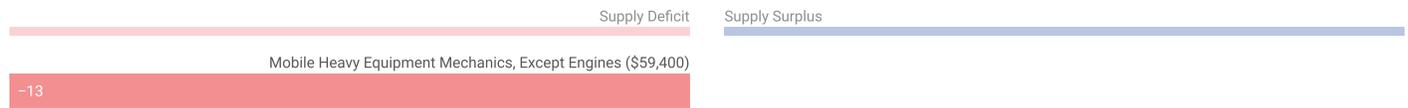
Job Titles

Job Title	Active Job Ads	
Equipment Mechanic Senior	2	
Forklift Technician	2	
Heavy Equipment Mechanic	2	
Director, Field Service	1	
Equipment Mechanic - Neosho County	1	
Forklift Mechanic	1	
Forklift Mechanic - NEED IMMEDIATELY	1	
Heavy Equipment Field Technician	1	

Education Levels

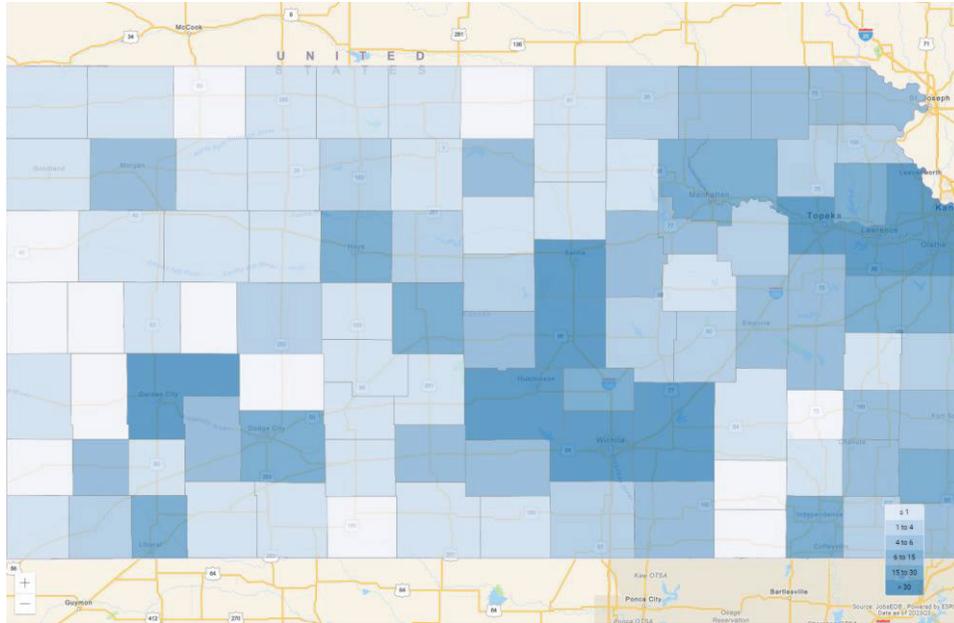
Minimum Education Level	Active Job Ads
High school diploma or equivalent	2
Unspecified/other	9

Occupation Gaps



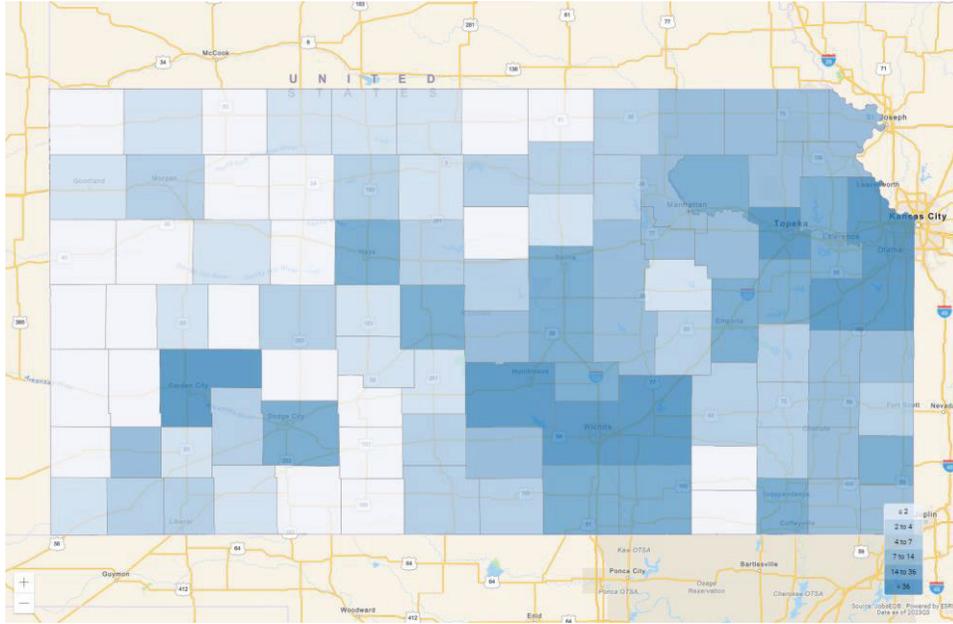
-  The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.
-  The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

Geographic Distribution



Top Counties by Place of Work for Mobile Heavy Equipment Mechanics, Except Engines, 2023Q3

Region	Employment
Johnson County, Kansas	397
Sedgwick County, Kansas	351
Wyandotte County, Kansas	186
Shawnee County, Kansas	102
Finney County, Kansas	42
Saline County, Kansas	39
Butler County, Kansas	35
Douglas County, Kansas	35
Reno County, Kansas	33
Leavenworth County, Kansas	31

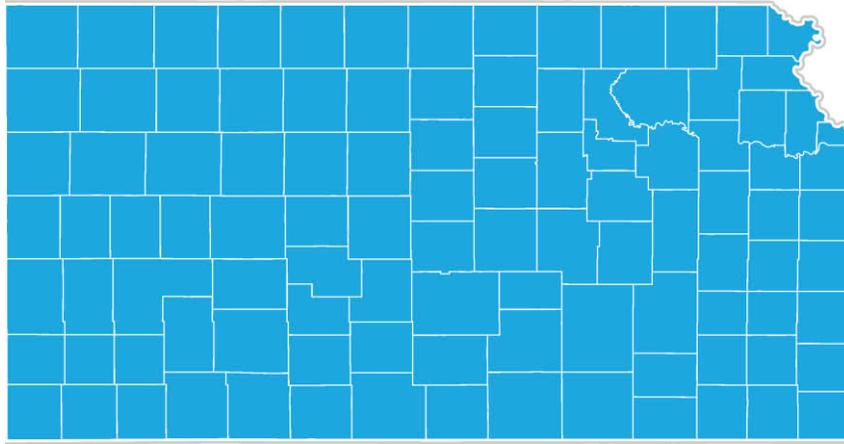


Top Counties by Place of Residence for Mobile Heavy Equipment Mechanics, Except Engines, 2023Q3

Region	Employment
Sedgwick County, Kansas	322
Wyandotte County, Kansas	178
Johnson County, Kansas	136
Shawnee County, Kansas	92
Leavenworth County, Kansas	55
Butler County, Kansas	44
Franklin County, Kansas	42
Finney County, Kansas	41
Reno County, Kansas	36
Miami County, Kansas	36

💡 “Place of work” employment is based upon the location of employers for these workers. “Place of residence” data refers to the home locations of the workforce, which is typically the preferred data set to use when calculating labor availability within a drive-time or radius of a potential worksite.

Kansas Regional Map



Data Notes

- Occupation employment by default indicates employment by place of work. Occupation employment is as of 2023Q3 and is based on industry employment and local staffing patterns calculated by Chmura and utilizing BLS OEWS data. Employment forecasts are modeled by Chmura and are consistent with BLS national-level 10-year forecasts. Wages by occupation are as of 2023Q3, utilizing BLS OEWS data, imputed and brought forward by Chmura. Entry-level and experienced wages are derived from these source data, computed by Chmura.
- Industry employment is as of 2023Q3 and is based upon BLS QCEW data, imputed by Chmura where necessary, and supplemented by additional sources including Census ZBP data.
- Education and training requirements are from the BLS. Educational attainment mix and other occupation demographics data are modeled by Chmura for 2023Q3 using regional occupation employment from JobsEQ, ZCTA-level demographics data from the Census Bureau, and national occupation-demographics patterns from the BLS.
- Postsecondary awards are per the NCES and are for the 2021-2022 academic year. Any programs shown are linked with the occupation(s) being analyzed via the program-occupation crosswalk, which may not be comprehensive. Any programs shown reflect only data reported to the NCES; reporting is required of all Title IV schools. Training providers that do not report data to the NCES are not reflected.
- Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the 12-month period ending 02/12/2024 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures and exclude ads from staffing companies.
- For skill and certification gaps, openings and candidates are based upon regional occupation demand (growth plus separations) and the percent of skill demand and supply. Skill demand mix data are per a one-year sample of RTI data; skill supply data are estimated using a five-year sample of resumes data; both data sets compiled as of July 2022. Data may be based, at least in part, on data from broader geographies; see the Skill Gaps analytic export for more details.
- Occupation gaps are modeled by Chmura, indicating long-term potential supply and demand mismatches in a region due, in part, to job demand and labor pool dynamics, including educational attainment and projected growth.
- Occupation employment by place of residence is as of 2023Q3 and modeled by Chmura based upon occupation employment by place of work and commuting patterns. Commuting patterns are derived from source data from the Census Bureau, occupation-specific commuting tendencies, and updated to reflect more recent population and employment estimates.
- Figures may not sum due to rounding.

FAQ

What is (LQ) location quotient?

Location quotient is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is annual demand?

Annual demand is a of the sum of the annual projected growth demand and separation demand. Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. Growth demand is the increase or decrease of jobs expected due to expansion or contraction of the overall number of jobs.

Institution	CIP Code	Program Name	Declared Majors	Number of Program Graduates	Number of Graduates exiting the system and employed	Annual Median Wage for Graduates exiting the system and employed
Washburn Institute of Technology	47.0302	Heavy Equipment Maintenance Technology/Technician	21	15	8	\$51,202.00
Butler Community College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	*	*	*	*
Dodge City Community College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	31	5	*	*
Highland Community College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	73	14	12	\$37,527
North Central Kansas Technical College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	16	8	7	\$47,464
Northwest Kansas Technical College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	33	16	16	\$59,349
Salina Area Technical College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	31	11	8	\$53,648
Seward County Community College	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	35	10	9	\$37,218
Washburn Institute of Technology	47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	51	20	12	\$42,058

Pittsburg State University
COLLEGE OF TECHNOLOGY

1701 South Broadway
S101 Kansas Technology Center
Pittsburg, KS 66762-7576
620/235-4365 fax: 620/235-4343

April 9, 2024

TO: Kansas Board of Regents
1000 SW Jackson St #520
Topeka, KS 66612

RE: Letter of Support and Intent to Collaborate – Mobile Equipment Technology program, WSU Tech

Dear Kansas Board of Regents,

I am writing on behalf of Pittsburg State University, specifically from the College of Technology, to express our support for the proposal submitted by WSU Tech to establish a Mobile Equipment Technology program. Upon approval of this initiative, we are eager to collaborate with WSU Tech to develop an articulation agreement linking our Diesel and Heavy Equipment program with their proposed Associates of Applied Science degree.

This partnership is designed to facilitate a seamless transition for WSU Tech students into Pittsburg State University, where they will have the opportunity to further their education by pursuing a Bachelor of Applied Science in Diesel and Heavy Equipment. Our mutual goal is to endorse and enhance this 2+2 educational pathway, significantly benefiting students by offering them a comprehensive and practical educational journey.

Moreover, this collaboration aims to address and fulfill the increasing demand for skilled technicians capable of servicing and maintaining heavy equipment within Kansas. By combining our resources and expertise, we intend to contribute positively to the workforce development in this vital sector, thereby supporting the state's economic growth and sustainability.

We are enthusiastic about the potential impacts of this partnership and stand ready to engage in detailed planning and implementation phases following the approval of WSU Tech's proposal.

Respectfully,



Dr. Judy B. Smetana, Ph.D., MBA, PCC, SHRM-SCP
Interim Associate Dean – SAET & STWL
Associate Professor, Graduate Program Coordinator HRD
College of Technology
Pittsburg State University



Program Course List

Number	Title	Credits	Required/Elective	Description	Pre/Corequisites
EQP 121	Diesel Engine Repair	4	Required AAS TC	This course includes diesel engine theory, disassembly, assembly, troubleshooting, and testing of Diesel engines.	
EQP 132	Fuel & Exhaust Systems	3	Required AAS TC	This course is designed to equip students with the essential skills and knowledge required to effectively maintain, diagnose, and repair modern fuel delivery and exhaust after treatment systems.	
EQP 134	Machine Specific Systems	1	Required AAS TC	This course is designed to provide students with a comprehensive understanding of specialized	

				equipment utilized across diverse industries. This course offers hands-on experience with machinery tailored to the unique needs of each student's intended field. Students will perform routine maintenance and service to their chosen equipment.	
EQP 135	Mobile Equipment Diagnostics Test	3	Required AAS TC	This course covers the fundamentals of performing diagnostic tests utilizing computer systems on mobile equipment. Students will utilize CAN Bus information to make diagnostic decisions and perform any additional necessary diagnostic tests to determine origin of a failure.	
EQP 180	Fluid Power	4	Required AAS TC	This course covers hydraulic and hydrostatic systems, to include theory, identification, and operation of the following subcomponents: Pumps, Motors, Control Valves, Cylinders, and Accumulators. Students will perform basic hydraulic system maintenance and repair.	

EQP 206	Powertrain Systems	4	Required AAS TC	<p>This course contains competencies that can be used in their entirety within a single course or as needed for courses designed by a Kansas institution as Institutional Flexible Credit. Through a variety of learning and assessment activities students can:</p> <ul style="list-style-type: none"> determine the general drive train diagnosis procedures; explore the fundamentals of clutch operation; explore the fundamentals of clutch removal, inspection and repair; determine the powerflow of the manual transmission and transaxle; perform fundamental manual transmission and transaxle inspection and repair according to service specifications; perform fundamental differential inspection and repair according to service specifications; perform fundamental diagnosis, inspection and replacement of drive axle shafts and supporting components; 	
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				<p>perform fundamental diagnosis, inspection, adjustment and repair of four- and all-wheel drive components; diagnose drive train issues; diagnose clutch concerns; perform the removal, inspection and/or repair of the clutch and its components; conduct a transmission and transaxle inspection and repair according to service specifications; conduct a differential inspection and repair according to service specifications; conduct the diagnosis, inspection and replacement of drive axle shafts and supporting components; conduct the diagnosis, inspection, adjustment and repair of four- and all-wheel drive components.</p>	
EQP 210	Dealership Fundamentals	2	Required AAS TC	<p>In this course, students will learn the operations at dealership and service centers. Students will understand the importance of different departments and</p>	

				how the interrelate to performing quality repairs in a timely fashion. Students employed in the industry will learn about the history and core values of their employer. This course will also cover work ethics.	
EQP 220	Advanced Fluid Power	2	Required AAS TC	This course provides an advanced level of understanding of hydraulic systems and their applications, components, and service. Students will perform necessary advanced level repairs in this course.	EQP 180 Fluid Power
	Communication Elective	3	Required AAS Only	This course is the placeholder for the communication elective. Students may enroll in the following courses to fulfill the communication elective: SPH101 Public Speaking or SPH 111 Interpersonal Communication.	
ENG 101	Composition I	3	Required AAS Only	This course is designed to improve the reading and writing skills of students. The emphasis is on fundamental principles of written English in structurally correct sentences, paragraphs and expository themes.	ENG 030 English

				<p>Critical analysis of essays will be used to aid in developing the student's thinking, support of thesis and style. Students are introduced to the basic components of research by writing a documented essay in Modern Language Association (MLA) style.</p>	
	Humanities Elective	3	Required AAS Only	<p>This course is the placeholder for the Humanities elective. Students may enroll in the following courses to fulfill the Humanities elective: ART 100 Art Appreciation, ENG 110 Introduction to Literature, ENG 205 Introduction to Creative Writing , HIS 110 United States History to 1877, HIS 120 United States History since 1865, HIS 130 World History I, MGT 111 Business Ethics, PHL 110 Ethics, PHL 115 Logic, REL 101 New Testament, THR 100 Theater Appreciation</p>	
MTH	Math Elective	3	Required AAS TC	<p>This is a placeholder course for the math electives. To fulfill this elective students may choose between</p>	

				MTH 108 or MTH 112.	
	Social Science Elective	3	Required AAS Only	This course is the placeholder for the Social Science elective. Students may enroll in the following courses to fulfill the social Science elective: CRJ 101 Introduction to Criminal Justice, CRJ 155 Policing Diverse Cultures, ECO 105 Principles of Macroeconomics, ECO 110 Principles of Microeconomics, POL 101 American Government, PSY 101 General Psychology, PSY110 Child Psychology, PSY 120 Developmental Psychology, SOC 101 Principles of Sociology, GEO 101 Principles of Geography, SOC 115 Social Problems	
TAS 105	Orientation to the Transportation Industry	1	Required AAS TC	This foundational course provides students with a comprehensive introduction to the dynamic and diverse world of the transportation industry.	
TAS 124	Electrical I	3	Required AAS TC	In this course students will: Complete service work orders; describe the relationship between voltage, ohms and	

				<p>amperage; perform basic electrical circuit repairs; identify electrical system faults; identify basic wiring diagram symbols, components, and legend information; perform basic electrical circuit measurements using a DVOM; describe basic circuit characteristics of series, parallel and series parallel circuits through a variety of classroom and shop learning and assessment activities.</p>	
TAS 125	Electrical II	3	<p>Required AAS TC</p>	<p>In this course students will: Perform battery diagnosis; perform battery service; perform starting system diagnosis; perform starting system repair.</p>	TAS 124 Electrical I
TAS 128	Heating & Air Conditioning	4	<p>Required AAS TC</p>	<p>This course contains competencies that can be used in their entirety within a single course or as needed for courses designed by a Kansas institution as Institutional Flexible Credit. Through a variety of learning and assessment activities students can: explore the fundamentals of automotive HVAC</p>	

				<p>operations and environmental concerns, identify the appropriate refrigerant recovery and recycling guidelines; service refrigerant, recycling and handling systems; document fundamental heating and air conditioning system concerns; perform fundamental diagnostics of A/C systems; perform fundamental diagnostics of refrigeration systems components; perform fundamental repairs of refrigeration systems components; perform fundamental diagnostics of heating, ventilation, and engine cooling systems; perform fundamental repairs of heating, ventilation, and engine cooling systems; perform fundamental diagnostics of operating systems and related controls; perform fundamental repairs of operating systems and related controls; perform complex diagnostics of A/C</p>	
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				Systems; document complex heating and air conditioning system concerns; perform complex diagnostics of refrigeration system components; perform complex repairs of refrigeration system components; perform complex diagnostics of heating, ventilation, and engine cooling systems.	
TAS 131	Engine Performance I	3	Required AAS TC	In this learning plan students will: complete work order and check history; identify engine mechanical integrity; explore the fundamentals of fuel system theory; identify fuel system concerns; explore the fundamentals of ignition theory; identify ignition system concerns; identify induction system concerns; identify exhaust system concerns; identify engine mechanical integrity through a variety of learning and assessment activities.	
TAS 133	Brakes I	3	Required AAS TC	This course is a thorough and detailed study of brake system theory and functional operation and	

				<p>principles of hydraulic systems as it applies to braking system operation.</p> <p>Practical applications of all phases of brake work including complete system service of disc and drum brake systems, parking brake systems, power assist devices and machining of brake disc and drum.</p>	
TAS 136	Suspension and Steering I	3	<p>Required</p> <p>AAS</p> <p>TC</p>	<p>In this course students will:</p> <p>document fundamental suspension system concerns;</p> <p>perform fundamental diagnostics of steering systems;</p> <p>perform fundamental repairs of steering systems;</p> <p>perform fundamental diagnostics of suspension systems;</p> <p>perform fundamental repairs of suspension systems;</p> <p>determine the need for wheel alignment and adjustment;</p> <p>perform fundamental diagnostics of wheel and tire systems;</p> <p>perform fundamental repairs of wheel and tire systems through a variety of learning and</p>	

				assessment activities.	
TAS 160	Transportation Industry Safety	1	Required AAS TC	In today's dynamic transportation landscape, safety remains a paramount concern. This course is tailored to provide a comprehensive understanding of safety measures and protocols to meet all ASE and governmental standards.	
TAS 225	Electrical III	2	Required AAS TC	In this course students will: perform charging system diagnosis; perform charging system repair; identify current flow on starting and charging system diagrams through a variety of learning and assessment activities.	TAS 125 Electrical II



Collaboration Agreement between
Wichita State University Campus of Applied Sciences and Technology (WSU Tech)
and Wichita Public School District USD 259

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Wichita Public School District USD 259 to provide support and opportunities for the programs outlined in this document to publicly support WSU Tech students.

Background

This MOU serves as notification that Wichita Public School District USD 259 recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

Purpose

This MOU will establish the role of and scope of agreed involvement for Wichita Public School District USD 259 in regard to aforementioned programs. Involvement and participation is defined by supporting the goals set out below for outreach, coordination, and retention campaigns/ events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Wichita Public School District USD 259 undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.) The programs involved are the following:

Accounting
Data Analytics
Esports Management
Mental Health Technician
Mobile Equipment Technology

School Partners will:

- Engage in Industry Advocate Team meetings twice a year to provide input in curriculum guidance, focus groups on retention and recruitment for students.
- Provide opportunities for students to engage with WSU Tech in-person or virtually through career awareness activities in regards to the aforementioned programs.
- Provide constructive feedback as appropriate.
- Refer interested high school students to WSU Tech for enrollment opportunities in programs above.





Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually.

Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help partners grow their own educational opportunities and offerings as well as social media marketing and asset donations.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Wichita Public School District USD 259. This MOU shall become effective upon signature by the authorized officials from WSU Tech and Wichita Public School District USD 259 and will remain in effect until modified or terminated by any one of the partners by mutual consent.

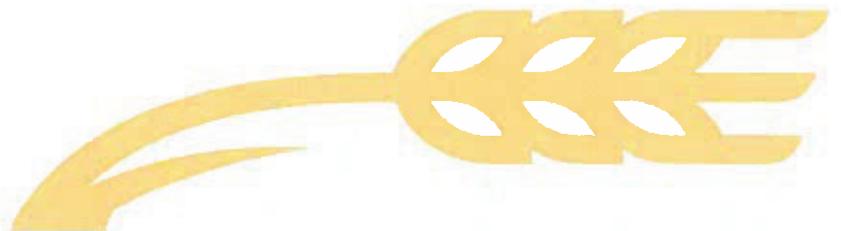
Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)





This Memorandum of Understanding (MOU) sets forth the terms and understanding between WSU Tech And Wichita Public School District to provide the above checked services for the programs to publicly support WSU Tech students.

Contact Information and Signatures

Wichita Public School District USD 259

Representative Name: Kelly Bielefeld

Position: Superintendent

Address: 903 S. Edgemoor, Wichita, KS 67218

Telephone: (316) 973-4580

E-mail: kbielefeld@usd259.net

Signature _____

Date: 4-15-24

WSU Tech

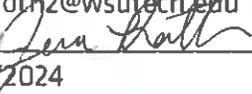
WSU Tech Representative Name: Jena Roth

Position: Dean, High School Partnerships & Community Outreach

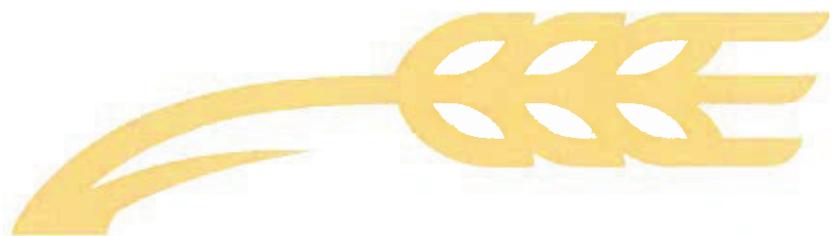
Address: 4004 N Webb Rd

Telephone: 316.677.

E-mail: jroth2@wsutech.edu

Signature _____

Date: 4/12/2024



KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2020)

Institution: Wichita State University Campus of Applied Sciences and Technology

Proposed Program: Mobile Equipment Technology

<u>PROGRAM SUSTAINABILITY COSTS (Second and Third Years)</u>				
Part I. Program Enrollment		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program?				
		Full-Time	Part-Time	
A. Headcount:		20	0	
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	# 1	\$50,000	\$0.0	Program Budget
Part-time	#	\$0.0	\$0.0	
		Amount	Funding Source	
B. Equipment required for program		\$0.0		
C. Tools and/or supplies required for the program		\$2000.0	The program budget will provide 1000.00 annually for supplies such as mileage and classroom supplies	
D. Instructional Supplies and Materials		\$0.0		
E. Facility requirements, including facility modifications and/or classroom renovations		\$0.0		
F. Technology and/or Software		\$0.0		
G. Other <i>(Please identify; add lines as required)</i>		\$0.0		

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2020)

Total for Program Sustainability	52,000 per year or 104,000 total years 2 & 3	Program budget		
<u>IMPLEMENTATION COSTS</u>				
Part I. Anticipated Enrollment		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program?				
		Full-Time	Part-Time	
A. Headcount:		10	--	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#	\$50,000	\$0.0	New program Development fund
Part-time/Adjunct	#	\$0.0	\$ 0.0	
		Amount	Funding Source	
B. Equipment required for program		\$0.0		
C. Tools and/or supplies required for the program		\$1000.00	The New program Development fund will provide 1000.00 annually for supplies such as mileage and classroom supplies	
D. Instructional Supplies and Materials		\$		
E. Facility requirements, including facility modifications and/or classroom renovations		\$		
F. Technology and/or Software		\$		
G. Other <i>(Please identify; add lines as required)</i>				
Total for Implementation Year		51,000.00		

Please indicate any additional support and/or funding for the proposed program:

N/A

Submit the completed application and supporting documents to the following:

Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Carl D. Perkins funding eligibility.

Program Eligibility

Any program receiving Perkins funds must be designated as a technical program by KBOR. Definition of a technical program may be found in state statute K.S.A. 72-1802.

Program Levels:

Educational Award Level	Credit Hours
SAPP	1-15
Certificate A	16-29
Certificate B	30-44
Certificate C	45-59
Associate of Applied Science	60-69

Stand-Alone Parent Program (SAPP) criteria:

1. Designated as “Technical Program” in KHEDS
2. Leads to an industry-recognized credential
3. Leads to a specific occupation
4. Addressed and evaluated in the Comprehensive Local Needs Assessment
5. Minimum 6 concentrators (average over the previous two academic years)
6. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Certificates and Associate of Applied Science (CERT and AAS) criteria:

1. Designated as “Technical Program” in KHEDS
2. Aligned at the state level (for select aligned programs). Visit the program alignment section of the KBOR website for the list of aligned programs at the state level.
3. Addressed and evaluated in the Comprehensive Local Needs Assessment
4. Minimum 6 concentrators (average over the previous two academic years)
5. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

Name of Institution	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the Perkins Eligibility application <i>(contact person for the approval process)</i>	Jennifer Seymour Vice President of General Education and Applied Technologies jseymour2@wsutech.edu 316.677.1695
Name, title, phone, and email of the Perkins Coordinator	Tara Carlile Perkins Grant Coordinator 316.677.9547 Tcarlile1@wsutech.edu
Program Name	Mobile Equipment Technology
Program CIP Code	47.0302
Educational award levels <u>and</u> credit hours for the proposed request(s)	61 – AAS 49 – TC
Number of concentrators for the educational level	20
Does the program meet program alignment?	N/A
How does the needs assessment address the occupation and the program <i>(provide page number/section number from the CLNA and describe the need for the program)</i>	Information collected during the AY 25/26 Perkins Kansas Needs Assessment development reveals that 77 individuals focus on technical fields within all subcategories of CIP Code 47.00. However, the data presented in the report highlights a significant demand for graduates in these subcategories, surpassing the number of concentrators. JobsEQ data corroborate these findings, projecting 1070 new employees for CIP 47.0302 / SOC 49.3042 over the upcoming seven years.
Justification for conditional approval: <i>(how will Perkins funds will be used to develop/improve the program)</i>	At WSU Tech Perkins funding for new programs is allocated for several uses designed to enhance the overall quality of the program. The plan includes professional development opportunities for faculty so they can enhance their skills in the

Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

	programmatic areas and the art and science of teaching, equipment, and curriculum development.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? <i>(Contact Board staff for technical assistance if there are questions regarding accessibility)</i>	This program will be offered in hybrid modality. The online/hybrid courses meet accessibility standards. The face-to-face courses will take place at the City Center Campus, which meets ADA accessibility requirements. This campus also includes a fully accessible hybrid/hyflex classroom designed for the effective delivery of online content. Additionally, one member of the faculty serves on the WSU Tech Accessibility Committee.

Signature of College Official Jennifer L Seymour Date 04/15/2024

Signature of KBOR Official _____ Date _____

Kansas Promise Eligibility Request Form

CA-1d Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a “promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

- 1) approved by the Board of Regents;
- 2) high wage, high demand or critical need; and
- 3) identified as a “promise eligible program” by the Board of Regents pursuant to [K.S.A. 2021 Supp. 74-32,272](#):
 - Information Technology and Security
 - Mental and Physical Healthcare
 - Advanced Manufacturing and Building Trades
 - Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

- 1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
- 2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor’s degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

- 1) Agriculture;
- 2) Food and Natural Resources;
- 3) Education and Training;
- 4) Law, Public Safety, Corrections, and Security; or
- 5) Distribution and Logistics

Name of Institution	Wichita State University Campus of Applied Sciences and Technology
Name, title, and email of person responsible for Academic program	Jennifer Seymour Vice President of General Education and Applied Technologies

Kansas Promise Eligibility Request Form

CA-1d Form (2022)

	jseymour2@wsutech.edu 316.677.1695
Name, title, and email of Financial Aid contact	Lacey Ledwich Senior Director, Financial Aid 316 677 9421 Lledwich@wsutech.edu

Information Technology and Security				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Mental and Physical Healthcare				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Advanced Manufacturing and Building Trades				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Early Childhood Education and Development				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

College Designated Field of Study:				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
47.0302	Mobile Equipment Technology	High Demand	AAS	8/1/2024

**If any programs are claiming “critical need” status, please provide supporting documentation:

Kansas Promise Eligibility Request Form

CA-1d Form (2022)

The crosswalk from the National Center for Education Statistics correlates the program Heavy Equipment Technology/Technician (CIP 47.0302) with the occupation Mobile Heavy Equipment Mechanic, Except Engines (SOC 49.3042). O*NET Online designates this occupation as a "Bright Outlook Occupation," indicating a faster-than-average growth rate, estimated to be between 5% and 8% from 2022 to 2032.

*The Kansas Occupational Outlook aligns with the O*NET Online data, projecting an overall growth in demand for employees in this field from 1,770 to 1,890. Statewide, there is an anticipated annual open position count of 191, with 53 positions expected annually in South Central Kansas. Notably, a significant portion of this change is attributed to transfers and exits within the industry. JOBSeQ 2023 Q3 data further corroborates the trends O*NET Online and the Kansas Occupational Outlook identified.*

Chart A from this same report indicates Kansas will need an average of 1070 newly trained workers over the next seven years. Sedgewick County accounts for 470 of these open positions.

Signature of College Official Jennifer L Seymour Date 04/15/2024

Signature of KBOR Official _____ Date _____

Special Note to Kansas Independent Colleges:

Please carbon copy the KICA contact below when submitting this application to the Kansas Board of Regent office:

Matt Lindsey, President KICA

matt@kscolleges.org



Automotive Service & Alternative Fuels Vehicle Maintenance

BILT Meeting

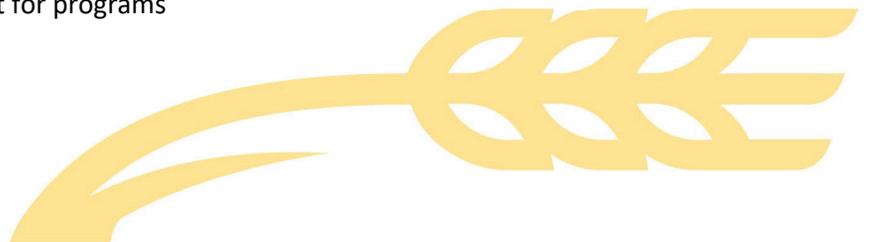
November 1, 2023, 3:00 pm

MINUTES

Attendees:

Name	Industry	Name	Industry
David Close	Kenworth	Curtis Haynes	Berry Material
Dustin Forsberg	Walser	Mark Porter	Kenworth
Doug Faulkner	Scholfield	Lance Utz	Rusty Eck Ford
Kayla Lind	Foley Equipment	Thomas Close	Kenworth
Jon Hansen	Kansas BG Products	Jesse Schemm	CB Auto
Damian Dibble	O'Reilly Auto Parts	Jessi Lane	WSU Tech
Roy Lawhead	WSU Tech	Taylor Nolen	WSU Tech
Phillip Pinkett	WSU Tech	Ami Alvidrez	WSU Tech
Ido Martins	WSU Tech		

- Welcome and Introductions
 - New Faculty – Taylor Nolen and Phillip Pinkett
- Enrollment Report – Ami Alvidrez
 - AFV – 27 pursuing AAS; 12 pursuing Technical Certificate
 - 472 credit hours
 - TAS- 68 pursuing AAS; 53 pursuing Technical Certificate
 - 2557 credit hours
- Career Services – Ido Martins
 - Talked about services available to students, and Career Fair coming up in Spring
- ASE Sight Visit
 - Thank you to Frank Yandell, Doug Faulkner and Jesse Schemm for being on sight to give feedback
 - Recommended areas of improvement:
 - Building shut-off switch for electrical (will be addressed during building remodel)
 - AC throughout building
- BILT Feedback Implementation
 - Making sure 3 C's are implemented
 - Emphasis on Electrical Systems
 - Manual Transmissions to Powertrain Systems
 - Shift toward CBE (Competency Based exams) to increase problem solving
 - Increasing consumable budget for programs

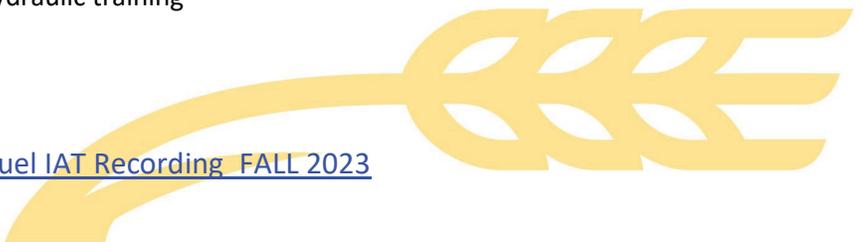




- Program Changes coming Fall 2024
 - Adding Mobile Equipment degree which will include the following classes:
 - Powertrain Systems
 - Fluid Power
 - Mobile Equipment Diagnostics Test
 - Diesel Engine Repair
 - Advanced Fluid Power
 - Dealership Fundamentals
 - Fuel & Exhaust Systems
 - Machine Specific Systems
 - Personal Development classes are removed, but will be embedded across all courses
 - Added Orientation to the Transportation Industry
 - Transportation Industry Safety
 - Voted on program changes and was unanimously accepted
- Equipment/Donation Updates
 - Kubota equipment ordered to deliver hydraulic NC3
 - Mercedes Benz car donation
 - Foley Equipment engine donation
 - WKI Kenworth truck donation
- Value of Certifications (put to vote- 5 being the high/1 the low)
 - ASE (5-1 vote, 4 - 3 votes, 3 - 0 votes, 2 - 2 votes, 1 - 1 vote, 4 abstain)
 - ASE G1 (5 -1 vote, 4 -3 votes, 3 - 0 votes, 2 - 2 votes, 1 - 1 vote, 4 abstain)
 - NC3 (5-3 votes, 4-1 vote, 3-2 votes, 2- 1 vote, 1 - 0 votes, 4 abstain)
 - SP/2 Safety (5- 4 votes, 4-1 vote, 3 – 3 votes, 2 – 1 vote, 1 – 0 votes, 4 abstain)
 - OEM (5-4 votes, 4-4 votes, 3-1 vote, 2-1 vote, 1-0 votes, 1 abstain)
- Q- What is most valuable to you in an employee?
 - Motivated, professionalism, positive energy
 - Mindset, reliability, hunger for knowledge
 - Communication, electrical knowledge
 - Honesty, attendance, common sense
 - Prompt, eager, driven
 - Work ethic, self-motivation, integrity
 - Attendance, professionalism
 - Dedication, willingness to learn
 - Dependability, effort, given knowledge
 - Humble, hungry, people savvy
- Q- What emerging trends do we need to be aware of?
 - Electric/Hybrid vehicles, Adas Carbon buildup/flushing, hydrogen, module programming, emissions
- Q-How can we improve?
 - Add internship program
 - Interactive classes w/students & local shops
 - More in-depth diesel/hydraulic classes
 - PC skills, electrical and hydraulic training
 - Soft skills

Meeting adjourned at 4:35 pm

Link to meeting recording: [Auto Alt Fuel IAT Recording FALL 2023](#)





Faculty Senate
March 6th, 2023
3:30 pm – 4:40 pm
Zoom 413 097 6269

Elected Faculty Senate Member in Attendance: President- Lauren Thornhill, Vice President- Chuck Kauffman, Secretary- Cassy Payne

Faculty and Administration in Attendance: Scott Simpson, Matthew Lewis, Trish Schmidt, Clint Cartwright, Courtney Gulick, James Lawhead, Jennifer Seymour, Jessi Lane, Josephine Post, Mark Scott, Rob Gibson, Rose Corby, Taylor Nolen, Maisha Corner, Jim Hall, Doug Maury, DeShaun Linson, Flora Diaz

Minutes

1. Greetings- The meeting began on time with an introduction to faculty senate from Lauren Thornhill. Trish Schmidt went on to introduce the Deans over each new program and review and then presented the program revisions. All individuals who are not faculty exited the meeting after all programs were voted on.

2. New Programs for Review: A link was provided to all faculty prior to the meeting with information about the new programs.

All new programs were APPROVED

a. MNT Mental Health Technician- This program will train students to work with mental health patient's in various healthcare settings. The program was introduced as a response to industry partners, trained technicians are in high demand. Two follow up questions were put forward before voting. Will there be any collaboration/partnerships with the VA as they currently offer mental health services? The response was not at this time, but they would like to in the future. They are currently working with multiple other industry partners. Also, a question pertaining to the curriculum and courses to see if there could be future collaboration opportunities between this program and WSU Tech's Criminal Justice/Law Enforcement Programs. It was agreed that this is something they would like to explore once the program is created.

b. AAD Data Analytics- This program was brought forward as the need for information technology continues to grow. The coursework includes SQL Database Applications, python, natural language processing, data engineering, and machine learning.

c. EQP Mobile Equipment Technology- The need for a trained workforce to go out into the field to fix equipment continues to grow. This was presented as taking a current program and making it mobile! The program will integrate concepts from multiple programs. This was developed in response to industry partners. It would be one of only 12 programs in the country.

d. ACC Accounting- This Associate Degree level Accounting program will be a revamp of what we have offered in the past, before it became part of the business program. WSU Tech recognizes the high demand for a stand-alone accounting program. ACC Accounting will offer theoretical knowledge with practical applications to prepare students for entry-level positions in accounting.

e. ESP Esports Management- The Esports industry is growing rapidly. Most area high schools and higher education facilities have their own teams. This is a new program will utilize current general education, business, digital marketing courses with the addition of esports management classes.

3. Program Revisions: A link was provided to all faculty prior to the meeting with information about the program revisions.

All Program Revisions were APPROVED

- a. Automotive service technology, Alternative fuel vehicle maintenance & advanced electronics, Tooling & Fixture Fabrication, Mon-destructive Testing:** Administrative changes, mainly changing course prefixes.
- b. Construction Science:** Changed its KBOR alignment requirements to better fit industry needs.
- c. Unmanned Aircraft System:** New alignments to provide a 2+2 opportunity
- d. Patient Care Technician:** At industry request PCT program decreased credit hours with a greater focus on skills.
- e. Cloud Computing and Information System Technology:** Changes to streamline course electives
- f. Manufacturing Technology-** Administrative changes

4. Faculty of the Year

a. [Survey Link](#) was provided to all faculty, students and staff, Flyers were also created and distributed.

b. Committee- Volunteers needed! Faculty Senate discussed committee purpose and obligations. The committee will review faculty of the year candidates. Once surveys close P&C will review the nominations to ensure all are in good standing with the college. Nominations will then be reviewed by this committee.

Current committee volunteers: Scott Simpson, Courtney Gulick, Maisha Corner, Penny Seiwert, and Taylor Nolen

c. Surveys are out now and will close March 6, 2024

5. Attendance for Online Classes

a. Moving online attendance to one day a week for everyone to discourage instructors from taking attendance on different days each week. - Clint Cartwright explained that online courses need to have attendance taken once a week. The instructor typically chooses the day of the week they would like to take attendance on. However, all days

are available to them. When instructors take attendance on different days each week, it complicates things for those that manage attendance. Faculty Senate discussed what impacts a change would have and what change would be best. Some ideas that were brought up include – Only one day a week would be available for all instructors (possibly Sunday as that is the most common day). Alternatively, each instructor would choose the day that would be available in their particular course. Lastly, the idea of having weeks available rather than a day each week (Week 1 vs. Monday-Sunday). Faculty members expressed no concerns with a single day availability for online classes. Clint will find out more information and update us at our next FS meeting.

6. Work Ethic Scholarship 2024-2025

a. For the tenth year in a row, we're launching the next Work Ethic Scholarship Program and giving away another \$1,000,000 in scholarships this year. We're looking for hardworking men and women who will keep the lights on, water running, and air flowing--people who will show up early, stay late, and bust their backside to get the job done. It's not for everyone, but we know hard workers are out there. Here at WSU Tech, we LOVE to be #1 so Let's have the biggest number of applicants this year.

b. This opportunity is for all students who are currently enrolled in a program and students who are enrolled in future classes. Please reach out to Maisha Corner-Johns mcorner1@wsutech.edu, with any additional questions. Alternatively, you can visit the [Mike Rowe WORKS Website](#).

**WSU Tech Board of Trustees
Board Minutes
February 15, 2024**

	<p>WSU Tech Board of Trustees met face-to-face at 3:04 PM., on February 15, 2024. The meeting was held at NCAT with a virtual option.</p> <p>Present: Maggie Topping, Pete Meitzner, Derrick Nielsen, Doug Stark, Andrew Nichols, Greg Stroud, Bryan Frye and Lily Wu (3:10 pm)</p> <p>Virtual: Kristin Robert and Alicia Thompson</p> <p>Absent: Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat</p>
Public Communications	<p>All proper notifications have been sent out and we have no speakers signed up to speak under Public Communications</p>
Make A Difference Student Award – Justin Pfeifer	<p>Azucena Vega-Monarrez - Associate Degree Nursing Student Her plan is to transfer to WSU to get her BSN. Azucena is first generation in her family. Azucena was at the FRC Ribbon Cutting</p>
Consent agenda	<p>a. BOT Meeting Minutes Recommendation action: Approval of the WSU Tech Meeting Minutes on December 14, 2023 were provided to the Board electronically.</p> <p>The board minutes were considered and discussed and thereupon on the motion of Board member Doug Stark seconded by Derrick Nielsen, the board minutes were approved.</p> <p>Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent.</p> <p>b. <u>Board review & ratification of employment offers -</u></p> <p>Megan Clary, Clinical Coordinator <u>Education/Credentials:</u> Bachelor of Science in Nursing, William Jewell</p> <p>Nate Arida (internal) Faculty, English <u>Education/Credentials:</u> Master of Fine Arts – English, Wichita State University</p> <p>Brynn Thompson, Manufacturing Outreach Coordinator <u>Education/Credentials:</u> Master of Fine Arts – Sociology, Wichita State University</p> <p>Clifton Nelson, EPIIC Project Manager <u>Education/Credentials:</u> Master of Arts in Education/Curriculum & Instruction, University of Phoenix</p> <p>Keegan Courtright, Sous Chef <u>Education/Credentials:</u> Associates of Applied Science – Culinary Arts, Butler County Community College</p> <p>Adrianna Anderson, High School Advisor <u>Education/Credentials:</u> Associate in science – Liberal Arts, Butler County Community College</p> <p>Chloe Cloud, Visual Designer <u>Education/Credentials:</u> Bachelor of Arts – Studio Art/Graphic Designer, McPherson College</p> <p>Krysti Srey, Faculty, Surgical Tech <u>Education/Credentials:</u> Technical Certificate – Surgical Technology, WSU Tech</p>

	<p>Howard, Willie, Industry Trainer <u>Education/Credentials:</u> 30 years experience in aviation manufacturing, Cessna, Boeing, Spirit</p> <p>John (Mike) Jones, Industry Trainer <u>Education/Credentials:</u> A&P License 19 years Aviation Maintenance Experience 3 years instructor experience at WSU Tech</p> <p>The consent agenda item(s) were considered and discussed and thereupon on the motion of Board member Greg Stroud seconded by Derrick Nielsen, the Employment offers were approved.</p> <p>Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent.</p>
<p>WSU updates</p>	<p>BioMed Center update – Dr. Rick Muma Hand out was given to the board members Presentation for the bio med WSU, WSU Tech and University of Kansas are moving forward with the plans to build a 471,000 sq ft, \$300M shared Wichita BioMed building campus. This will support Wichita downtown development via hospitality, culinary arts, and health sciences. City agreed to give two plots of land near NICHE Largest investment in Higher Ed WSU programs will include College of Health Professions, Communication Sciences, Medical Laboratory Sciences, Physician Assistant, Physical Therapy, Public health Sciences, School of Nursing and Speech Language & Hearing Clinic WSU Tech programs will include Surgical Technician, Practical Nursing, Short Term Health, and Clinical Research Showed Phase I aerial view of the building 9 floor building. This building is for the future with a lot of glass. Phase I should break ground in March. Phase II is where the bus terminals are located.</p>
<p>Reports of Officers</p>	<p>Vice President of Finance & Administration – Marlo Dolezal Quick update for January Financials Detail financials are in the portal Enrollment numbers are higher than anticipated which is driving up Tuition and Fee revenue. Large contribution to the Foundation Payroll is under budget Net income is trending above budget through the first 7 months as a result of multiple areas. Operating cash is \$17.4M at the end of January. Cash flow is currently on track to sufficiently support operational needs through the end of the fiscal year as well as fund cash reserves. We will be able to fully fund operating cash reserves.</p> <p>Motion to approve the January Financials was considered and discussed and thereupon on the motion of Board member Derrick Nielsen seconded by Greg Stroud, the financials were approved.</p> <p>Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent.</p> <p>Vice President of Student Success – Dr. Justin Pfeifer Enrollment Report</p>

	<p>20th census day yesterday Spring 2024 Comparison</p> <ul style="list-style-type: none"> - Adult credit hours are up 18.7% - High School credit hours are up 14.6% - Overall Totals up 17% - Headcount is up overall 13.9% <p>Reviewed the Challenges Machining down (612) Design down (317) Auto service down (290) CATIA down (200) Aerospace Coatings & Paint down (161) Sociology is down (126)</p> <p>Other Positives: \$3 Million in KS Promise awarded to 549 students Adults 25% Hispanic/Latino Highest ever headcount and credit hour semester Highest ever high school semester 3,436 - AY FTE 8,336 - AY Unduplicated Headcount Reviewed Headcount charts</p>												
<p>President's Report</p>	<p>Sheree welcomed new board member, Mayor Lily Wu. Mayor Wu will be representing the City Council.</p> <p>FY25 Budget – Teresa Seymour Reviewed the current and new budget cycle. The new budget cycle will allow additional time for budget analysis and development; improving flexibility to funding changes that occur after February. Annual budget will include a summary of all program Tier Rate changes Reviewed Tuition & Fees preliminary budget estimates. We are staying a conservative It was explained that the tuition & fees are currently separate and looking into rolling them into one amount</p> <p>Tuition & Fees – Justin Pfeifer Board member Meredith Olsen challenged us to get a new proposal together on tuition & fees model The goals of the Committee focused on creating a sustainable model that encourages Simplicity to Students and allows for Efficiencies in Processing. Deep dive by program was completed Procedural build out and implementation 2 models fell into the High/High analysis and were selected as a combined model to move forward -Tuition Only-consolidate Tuition & Fees into one Tuition Rate per Credit Hour -Cost tiering – based on Program Cost; determine tier rate to charge Consolidated into Tuition:</p> <table data-bbox="487 1617 1055 1743"> <tr> <td>Tuition Fee</td> <td>Lab Fee</td> </tr> <tr> <td>Registration Fee</td> <td>ITL Fee</td> </tr> <tr> <td>Student Fee</td> <td>Technology Fee</td> </tr> <tr> <td>Tool Rental Fee</td> <td></td> </tr> </table> <p>Remain Separate Fee:</p> <table data-bbox="487 1785 1136 1858"> <tr> <td>Testing Fee</td> <td>Flight Fee</td> </tr> <tr> <td>Tool Purchases</td> <td>Bookstore Purchases</td> </tr> </table> <p>Explained the analysis and development phase Tier increments set at \$40 Structured flexibility – programs can select from existing tiers annually</p>	Tuition Fee	Lab Fee	Registration Fee	ITL Fee	Student Fee	Technology Fee	Tool Rental Fee		Testing Fee	Flight Fee	Tool Purchases	Bookstore Purchases
Tuition Fee	Lab Fee												
Registration Fee	ITL Fee												
Student Fee	Technology Fee												
Tool Rental Fee													
Testing Fee	Flight Fee												
Tool Purchases	Bookstore Purchases												

Lower impacts to students YOY if a program has to move a tier due to economic factors
Recommend "lock in" the tier structure 5-Year Tier increments set every \$40
The Board will review/approve tier rates every 5 years
Individual programs changing 3 or more Tiers within the 5-year period
On the average is a 1% change to tuition

Motion to approve Tier Rates and Processing Phase was considered and discussed and thereupon on the motion of Board member Doug Stark seconded by Andrew Nichols, the Tier Rates were approved.

Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent.

HLC update – Sheree Utash

HLC Team will be here Monday February 26th – 27th
They will meet with the board at 4:00 PM in S210
Handed out a high level overview
Paula Pitts will email out a copy of the HLC Sheet

SME Manufacturing was tabled due to time constraints.

AY24/25 New Programs and Program Revisions- Trish

Approval is needed to move forward.

Following are the New Programs:

Mobile Equipment Technology – AAS and TC

Data Analytics – AAS and TC

Mental Health Technician – AAS and TC

Esports Management – AAS and TC

Accounting – AAS and TC

Board members discussed and reviewed how Mental Health Technician will help with the pipeline to get them out to workforce?

- Mental Health Technician program will be created in partnership with Mental Health Coalition to address workforce shortages in the area.
- Discussed the need for a mental health certification program for nurses, citing a gap in care and the importance of preparing students for the future.
- Discussed the involvement of various stakeholders, including the Board of Nursing, in addressing this issue, but notes a lack of accountability and responsibility.

Nursing program expansion with clinical sites secured.

- discusses the Mental Health Technician Program, including the current oversight by the State Board of Nursing and the need for clinical sites.
- The program aims to expand to include high school students in the future.

AY24/25 Program Revisions:

Automotive Service Technology

Alternative Fuel Vehicle Maintenance & Advanced Electronics

Tooling & Fixture Fabrication

Non-Destructive Testing

Construction Science

Unmanned Aircraft Systems

Patient Care Technician

Cloud Computing

Information Systems Technology

Manufacturing Technology

	<p>Program revisions are being made to improve processes and align with industry requirements, including changes to course titles and keywords.</p> <p>Discussed realignment of programs to meet industry demands, including increased hands-on training.</p> <p>Program revisions were also due to administrative changes, KBOR alignment requirements, aligned to provide a 2+2 opportunity and Streamlined course electives.</p> <p>The New Programs and Program Revision were considered and discussed and thereupon on the motion of Board member Bryan Frye seconded by Lily Wu, the New Programs and Program Revisions were approved.</p> <p>Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent.</p>
Executive Session	<p>Motion for Executive Session – 4:00 PM (Maggie Topping/Doug Stark) I move that this Governing Board recess into executive session for 15 minutes to consider personnel matters of non-elected personnel and that the meeting will reconvene to open session no sooner than 4:15 p.m</p>
Reconvened	<p>The meeting reconvened at approximately 4:25 PM into open session.</p> <p>Maggie Topping made a motion to approve the RFQ approval to begin contract negotiations with Crossland as the highest scorer. Greg Stroud second</p> <p>Motion carried: 10-0 with Meredith Olsen, Matt Hesse, Jay Hohl and Hans Kabat noted absent</p>
Adjournment	<p>At approximately 4:26 p.m., the meeting adjourned</p>

Approved:

Signature

Dated

From: Jennifer Seymour Ed.D
Sent: Wednesday, April 17, 2024 1:15 PM
To: Tara Lindahl <tara.lindahl@washburn.edu>
Cc: Chaz Havens <chaz.havens@washburn.edu>
Subject: RE: Mobile Equipment

Thank you for the update! This should satisfy the KBOR requirement. When/if you are ready to bring back your program please let us know. We would be happy to collaborate.

Jennifer Seymour Ed.D | WSU Tech

Vice President of General Education & Applied Technologies | jseymour2@wsutech.edu

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[Facebook](#) | [Instagram](#) | [LinkedIn](#)

From: Tara Lindahl <tara.lindahl@washburn.edu>
Sent: Wednesday, April 17, 2024 1:02 PM
To: Jennifer Seymour Ed.D <jseymour2@wsutech.edu>
Cc: Chaz Havens <chaz.havens@washburn.edu>
Subject: Re: Mobile Equipment

Hi Jennifer,

We are not currently offering the Heavy Equipment program, but I believe there is a conversation to bring it back in some form. When it was offered, it was in our Transportation division, which is supervised by Chaz Havens. I have included Chaz on this email so he can share any information with you that might be helpful.

Glad to help!

Tara Lindahl, Ed.D.

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