



Illinois Network for Advanced Manufacturing

INAM Grant Meeting
Community College Consortium Members
June 10 – 11, 2014

Tuesday June 10 8:30 – 9 AM Full breakfast

9 – 4:30 PM Conference

Wednesday June 11 8:30 – 9 AM Full breakfast

9 – 12 PM Conference followed by lunch

Harper College

Wojcik Conference Center

1200 W. Algonquin Road

Palatine, IL 60067

(847)925-6630

Goal Statement: *INAM project goal is to expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.*

INAM Consortium Committee Meeting

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Illinois Network for Advanced Manufacturing

INAM Consortium Committee Meeting

June 10, 2014 Tuesday 8:30 AM – 4:30 PM
June 11, 2014 Wednesday 8:30 AM – 12 PM followed by lunch

Harper College
1200 W. Algonquin Road Palatine, IL 60067
Wojcik Conference Center

AGENDA

Goals of Meeting: *Colleges will continue work on the remaining strategies of the INAM Grant and share work completed by the consortium as a whole and at individual colleges; discuss prior learning assessment and its relevance to manufacturing programs of study; invite university partners to discuss bachelor's degrees created to appeal to INAM AAS degree completers; discuss job placement; review strategies for continuous quality improvement; and "peek" at some emerging data gleaned from the database of participants.*

Tuesday, June 10th

8:30 AM	Full Breakfast	(provided by INAM Consortium)
9:00 AM	Welcome	K Ender
	▪ Introduction of Attendees	R Lake
	▪ Review of Agenda	
9:30 AM	Update of Grant Activities	R Lake
10:30 AM	Short Break	
10:45 AM	Review www.inam.net Website / Social Media	R Wolf
11:00 AM	Strategy Updates Review of Surveys	R Lake
	▪ Strategy 2.3 Green Curriculum	

- Strategy 6.1 Articulation Agreements

11:45 AM Break before Lunch

12:00 PM Lunch (Provided by the INAM Consortium)

1:00 PM Prior Learning Assessment PLA Task Force

- Review of Survey
- The Unknowns

2:00 PM Articulation Agreements M MacGregor

- Cliff Mirman – Northern Illinois University
- Jun Zhao – Governors State University
- C. Ray Diez – Western Illinois University

3:00 PM Short Break

3:15 PM Job Placement – Attainment Component S Ritch

4:00 PM Wrap Up / Questions R Lake

4:30 PM Adjournment

Dinner on your own with people from INAM Consortium

Wednesday, June 11th

8:30 AM Full Breakfast (Provided by the INAM Consortium)

9:00 AM Continuous Quality Improvement of Strategies R Lake

10:00 AM “Peek” at Emerging Data R Lake
M MacGregor

10:15 AM Short Break

President's Advisory Committee Meeting

10:30 AM	Welcome Introduction of Presidents & guests	K Ender
10:40 AM	Remarks	B Zuidema ETA Regional Administrator
10:45 AM	Overview of INAM Grant 2 nd year activities	R Lake M MacGregor
11:15 AM	Review of the Evaluation Process of the Grant	P Bucci
11:45 AM	Questions and answers	Group
11:55 AM	Closing remarks	K Ender
12:00 PM	Lunch	(Provided by the INAM Consortium)



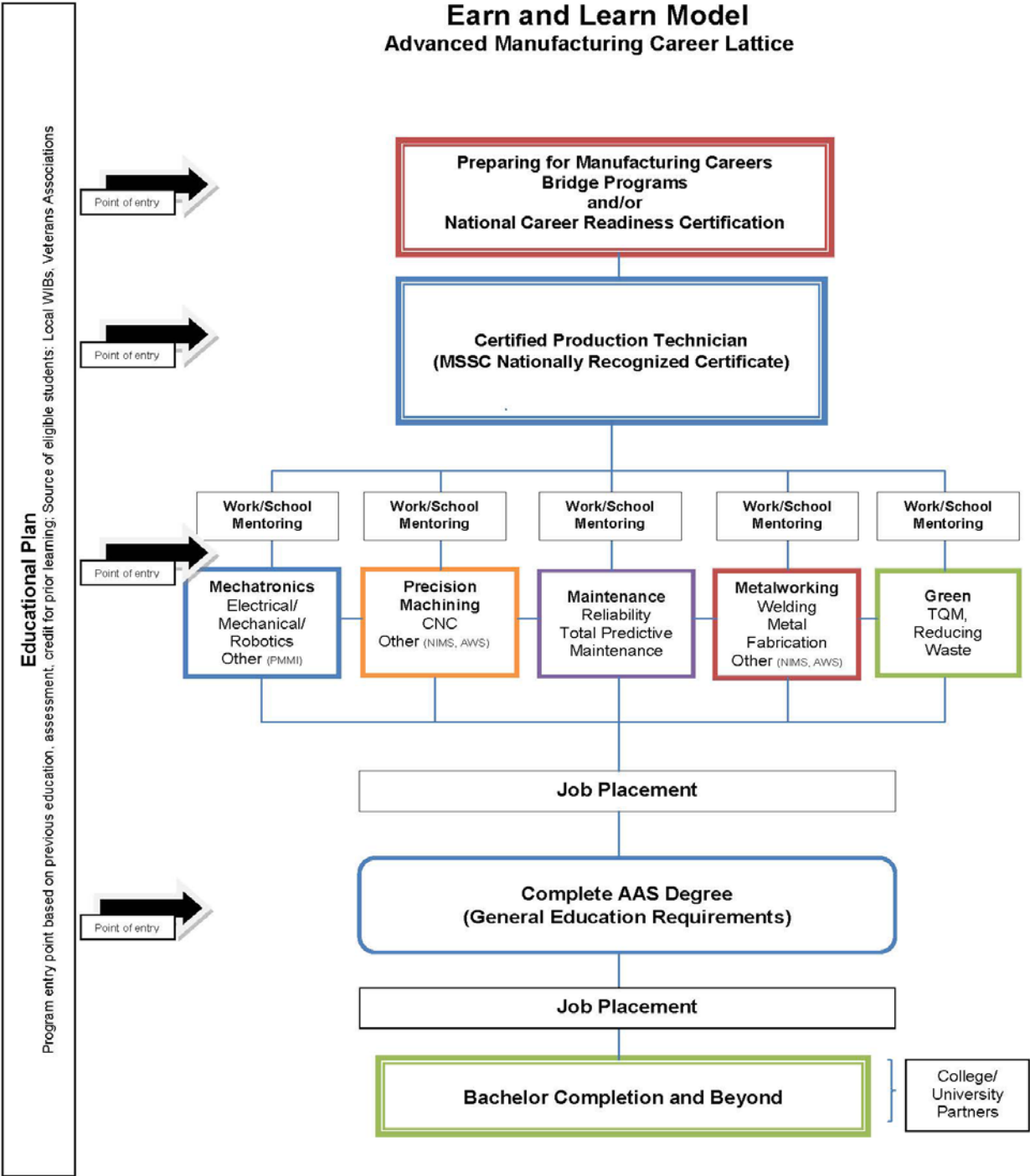
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List of INAM Consortium Member Colleges

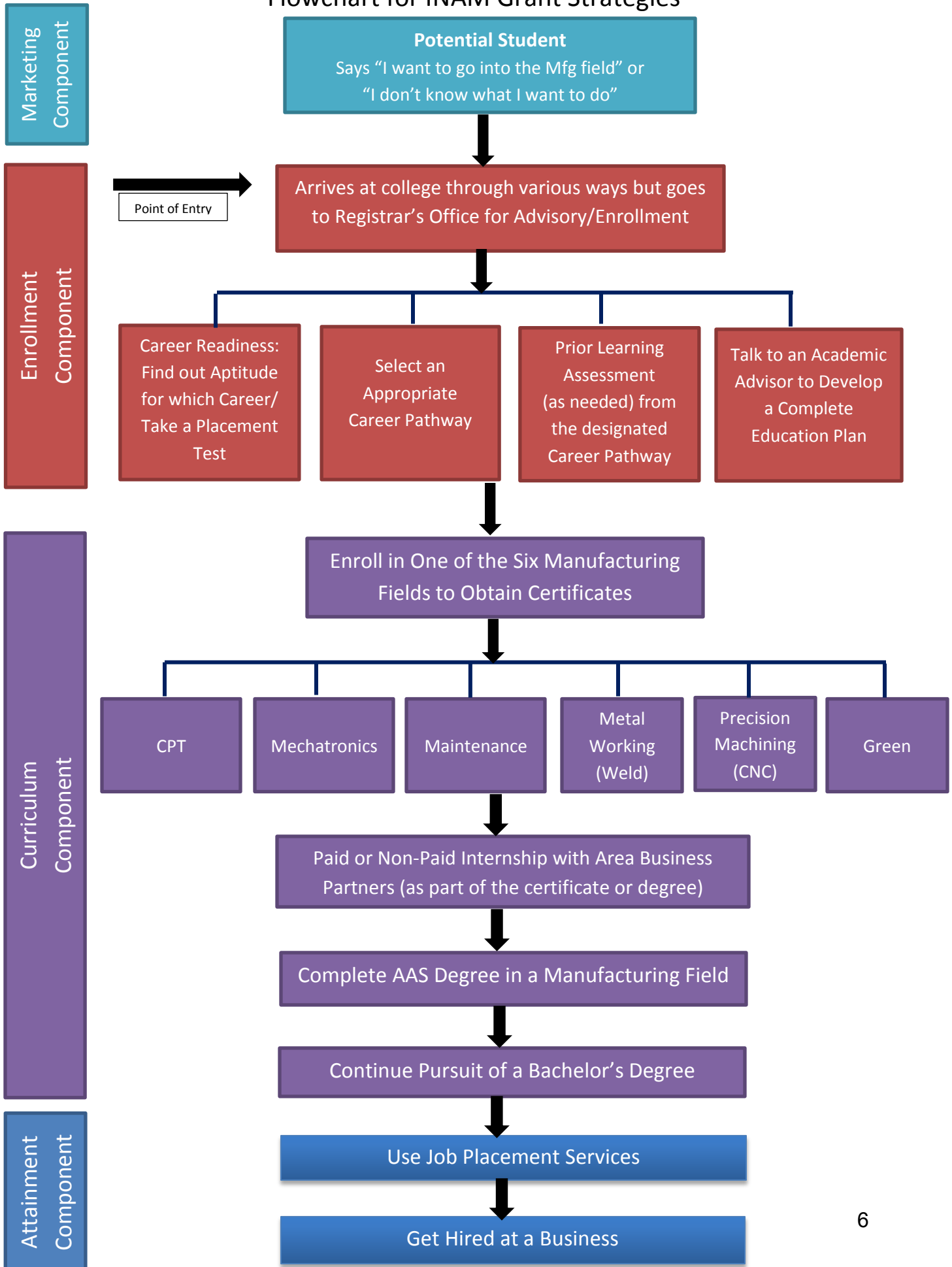
1. College of DuPage
2. College of Lake County
3. Daley (City Colleges of Chicago)
4. Danville Area Community College
5. Elgin Community College
6. Harper College (Grant Fiscal Agent)
7. Illinois Eastern Community College
8. Illinois Valley Community College
9. John Wood Community College
10. Joliet Junior College
11. Kankakee Community College
12. Kishwaukee College
13. Lincoln Land Community College
14. McHenry County College
15. Oakton Community College
16. Prairie State College
17. Richland Community College
18. South Suburban College
19. Southwestern Illinois College
20. Triton College
21. Waubensee Community College

Diagram 1

Earn and Learn Model Advanced Manufacturing Career Lattice



Flowchart for INAM Grant Strategies





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Nine Deliverables to be Assessed For All Consortium Members

A list of general outcomes found in the grant:

1. Total of unique participants served (new students).
2. Total number of participants completing a TAACCT-funded program of study.
3. Total number of participant still retained in their program of study or other TAACCT-funded program.
4. Total number of participants completing credit hours.
5. Total number of credentials awarded.
6. Total number of participants enrolled in further education after TAACCT-funded program of study completion.
7. Total number of participants employed after TAACCT-funded program of study completion.
8. Total number of participants retained in employment after program of study completion.
9. Total number of those participants employed at enrollment who received a wage increase post-enrollment.

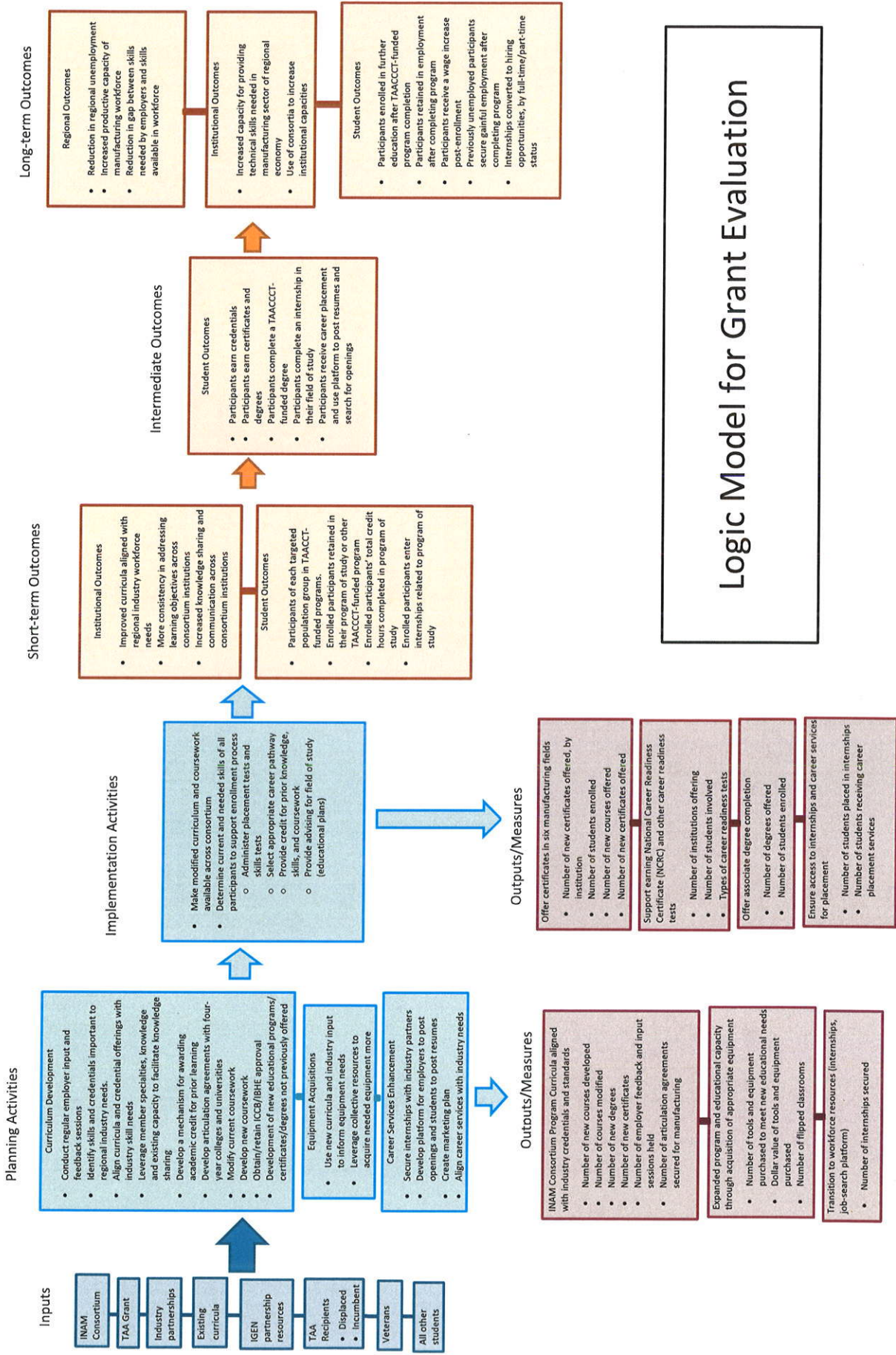


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Earn and Learn Program

Goal Statement: Expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.

Model Narrative: The logic model below outlines the process of developing and implementing the TAA grant and INAM consortium. The model presents two distinct pipelines: a pipeline of the planning activities to be carried out by the consortium and a pipeline of program implementation activities to be carried out by the consortium and its constituent institutions. The model is coded as the following: elements in blue represent inputs, elements in light blue represent activities, elements in red represent program outputs/measures, elements in orange represent program outcomes, and elements in purple represent contextual factors. The program outputs roll out in two time periods, short-term outputs (the aligned curricula, credentials, and coursework from INAM; the access to new equipment and tools acquired by needs identified in the curricula modifications; and new internship opportunities and job search aid) and intermediate outputs (the programmatic mix of credentials formed by the combination of the three short-term outputs). As the model indicates, the contextual factors influence both entry into the participant pipeline, generating the social needs the program aims to fill, and the degree of program success in realizing intended outcomes. The outcomes indicated by the model contain the higher education institutional changes brought about by the consortium itself and the employment and student effects generated by the program



Contextual Factors: Long-term unemployment, on-going gap between skills in workforce and skills needed by regional manufacturing employers, on-going recession, structural changes to macro economy, high unemployment

ILLINOIS NETWORK for ADVANCED MANUFACTURING Priorities and Strategies	
Priority 1.0	Create educational plans that provide a clear pathway and lattice to industry-recognized credentials in advanced manufacturing.
Strategy 1.1	Develop educational plans outlining coursework and timelines.
Strategy 1.2	Develop a mechanism for awarding academic credit for prior learning.
Priority 2.0	Implement programs along the career pathway and lattice that meet advanced manufacturing industry needs and result in industry-recognized credentials and/or associate degrees.
Strategy 2.1	Offer bridge programs in technical skills.
Strategy 2.2	Offer programming leading to the National Career Readiness Certificate (NCRC).
Strategy 2.3	Enhance programming in areas of specialization certificate programs.
Strategy 2.4	Offer associate degree completion.
Priority 3.0	Develop online and technology-enabled learning by strategically aligning INAM programs with technology purchased by the Illinois Green Economy Network (IGEN), a first-round TAA awardee.
Strategy 3.1	Engage in a partnership with IGEN in using National Training Education Resource (NTER) System.
Priority 4.0	Develop partnerships with employers that include paid internships and on-the-job training opportunities in advanced manufacturing.
Strategy 4.1	Engage employers to secure paid internships and on-the-job training.
Strategy 4.2	Conduct regular employer input and feedback sessions.
Priority 5.0	Provide placement services that connect students to available jobs in advanced manufacturing.
Strategy 5.1	Develop a platform that provides job posting capabilities for employers and résumé posting for students.
Strategy 5.2	Enhance the image of advanced manufacturing.
Priority 6.0	Improve articulation of credit between two-year and four-year colleges to facilitate pursuit of additional education in advanced manufacturing.
Strategy 6.1	Develop articulation agreements with four-year colleges and universities.

Short Break



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Metal Working

New Welding Degrees and Certificates



Certified Production Technician (CPT)



Mechatronics / Robotics



Industrial Maintenance



Metal Working / Welding



Precision Machining (CNC)



Green Technologies



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Report of Strategy 2.3 Green Technology Survey

This information was extracted from the Strategy 2.4 survey completed during the first grant year regarding the type of advanced manufacturing certificates and degrees INAM college currently offer. Green technology was one of the six programs of study written into the INAM grant. The table presents a list of the green technology certificates and associates degrees throughout the INAM Consortium.

INAM Green Certificates and Degrees

Community College	Green Certificate Offerings	Green Technology
Associate Degrees		
College of Lake County	AAS Degree - Energy Audit	Energy
Illinois Eastern CC	AAS Degree - Energy Technology	Energy
Richland CC	AAS Degree - Engineering Technology, BioFuels Technician	Energy
Richland CC	AAS Degree - Engineering Technology, Sequestration Specialty	Energy
Richland CC	AAS Degree - Engineering Technology, Wind Energy Systems	Energy
Southwestern Illinois	AAS Degree - Industrial Maintenance	Industrial Maintenance
Richland CC	AAS Degree - Engineering Technology, Renewable Energy	Renewable Energy
Kankakee College	AAS Degree - Track 4 Renewable Energy Technology	Renewable Energy
Certificate Offerings		
College of Lake County	Alternative Energy Technologies Certificate	Alternative Energy
Kishwaukee College	Certificate in Alternative Energy Technology	Alternative Energy
Richland CC	BioFuels Technician Certificate	Biofuels
College of Lake County	Energy Audit Certificate	Energy Audit
Waubonsee CC	Geothermal Certificate	Geothermal
Southwestern Illinois	Industrial Maintenance Management Certificate	Industrial Maintenance
Waubonsee CC	Photovoltaic Certificate	Photovoltaic
Waubonsee CC	Automotive Recycling Certificate	Recycling - automotive
College of DuPage	Certificate Renewable Energy	Renewable Energy
Kankakee College	Entry-Level, Solar-Thermal Technology Certificate	Solar
Waubonsee CC	Solar Thermal Certificate	Solar
Southwestern Illinois	Sustainability Certificate	Sustainability
College of Lake County	Sustainable Design & Construction Certificate	Sustainability
Illinois Valley CC	Basic Renewable Wind Energy Technician Certificate	Wind
Kankakee College	Entry-Level, Small-Wind Technology Certificate	Wind
Waubonsee CC	Small Wind Certificate	Wind
Richland CC	Wind Energy Systems Certificate	Wind

April 2012



Illinois Network for Advanced Manufacturing

Report of the Green Technologies Task Force

The INAM Strategy 2.3 Task Force for Green Technologies, led by Brad Sparks (SWIC), met multiple times throughout the Spring 2014 semester to discuss how the INAM consortium colleges can approach the final program of study, green technology. From the survey data, the Task Force understood no common green technology certificate offerings existed across the consortium. Therefore, unlike the other 5 INAM programs of study, green technology did not lend itself to agreement by INAM college faculty of certificate terminal objectives.

Taking this into account, the Task Force decided to approach their job from a slightly different perspective. The Task Force discussed the need for a better understanding of environmental responsibilities shared across manufacturing industries. To accomplish this, it was decided to suggest optional learning objectives all colleges could choose to adopt as part of an existing curriculum in the five INAM programs of study (welding, mechatronics, maintenance, CNC and CPT).

Green Technology Learning Objectives (Optional)

- Understand the variety of Green manufacturing concepts commonly used in Manufacturing facilities.
- Describe cost reduction tools available through sustainable manufacturing.
- Know how physical spaces contribute to safety, energy efficiency, and human performance efficiency.
- Identify sustainable strategies that can decrease industry impact on the environment.

INAM consortium colleges will be encouraged to adopt some or all of these green technology learning objectives into their advanced manufacturing programs to instill in students a better understanding of environmental responsibility embedded within manufacturing fields.



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Report of Strategy 6.1 Articulation Agreements Survey

During the first grant year, the INAM Strategy 6.1 Task Force conducted a survey to obtain information regarding the existing articulation agreements throughout the consortium. Of the colleges responding, only a few possessed articulation agreements with 4-year institutions for advanced manufacturing. The results of the survey are shown in the table.

Current Advanced Manufacturing Articulation Agreements of INAM Colleges

INAM College	AAS Degrees articulating to BS Degrees	4-Year University
DACC	Electronics / Manufacturing / Industrial Maintenance	Eastern Illinois University
IVCC	CAD, Manufacturing Technology, and Electronics & Electricians	Governor's State University
IVCC	CAD, Manufacturing Technology, and Electronics & Electricians	Illinois State University
IVCC	CAD, Manufacturing Technology, and Electronics & Electricians	Northern Illinois University
IVCC	CAD, Manufacturing Technology, and Electronics & Electricians	Southern Illinois University - Carbondale
IVCC	CAD, Manufacturing Technology, and Electronics & Electricians	Western Illinois University
MCC	AAS to BS in Technical Management	DeVry University
MCC	AAS in Construction Management to BS in Applied Engineering Technology - Construction	Eastern Illinois University
MCC	AAS to BS in Applied Management	Franklin University
MCC	AAS in Construction Management to BS in Industrial Management & Technology	Northern Illinois University
MCC	AAS in Manufacturing Management to BS in Industrial Management & Technology	Northern Illinois University
MCC	AAS in Automotive Technology to BS in Automotive Technology	Southern Illinois University Carbondale
MCC	AAS in Construction Management to BS in Industrial Technology	Southern Illinois University Carbondale
MCC	AAS in Construction Management to BS in Technical Resource Management	Southern Illinois University Carbondale

MCC	AAS in Manufacturing Management to BS in Industrial Technology	Southern Illinois University Carbondale
MCC	AAS in Manufacturing Management to BS in Technical Resource Management	Southern Illinois University Carbondale
OCC	AAS Manufacturing Technology	Illinois Institute of Technology
OCC	AAS Manufacturing Technology	Northern Illinois University
RCC	AAS Biofuels Technician to BS Applied Engineering Technology - Alternative Energy Concentration	Eastern Illinois University
RCC	AAS CNC Technology to BS Applied Engineering Technology -Production Concentration	Eastern Illinois University
RCC	AAS Drafting and Design Engineering to BS Applied Engineering Technology	Eastern Illinois University
RCC	AAS Electrical Systems to BS Applied Engineering Technology	Eastern Illinois University
RCC	AAS Mechanical Systems to BS Applied Engineering Technology - Production Concentration	Eastern Illinois University
SWIC	AAS to BS in Welding Engineering Tech.	Ferris State University
SWIC	AAS to BS in Electrical Technology	Southern Illinois University Carbondale
SWIC	AAS to BS in Industrial Technology	Southern Illinois University Carbondale
SWIC	AAS to BS in Technical Resource Management	Southern Illinois University Carbondale
Triton	AAS in Engineering Technology to BS in Mechanical Engineering Technology	Purdue University
WCC	AAS to BS in Technical Management (BSTM)	DeVry University
WCC	AAS to BS in Industrial Management Technology	Northern Illinois University

April, 2012

Break for Lunch



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Survey Findings for Strategy 1.2

The INAM Strategy 1.2 Task Force, led by Vincent Donahue (Oakton), conducted a survey regarding processes and procedures in place for Prior Learning Assessment at each of the 21 consortium colleges. Of the 21 consortium colleges, 20 community colleges completed the survey and 1 did not respond. The majority of the PLA processes allow for students to test out of core coursework in the humanities and STEM courses. However, no current PLA processes are in place specifically for Advanced Manufacturing programs of study.

Summary of the survey for each question:

1) *Does the college do prior learning assessment (PLA) for its students?*

Of the 20 colleges that responded to this question, 19 confirmed their college offers PLA for students. One college indicated they did not have a PLA process.

2) *If yes, what department(s) oversees the PLA policy?*

Six colleges indicated multiple offices/departments share the responsibility for PLA. These multiple departments were:

Academic Affairs & Assessment Center

Academic Affairs, Academic Advising, & Registrar's Office

Academic Affairs & Records and Transcripts

Academic Affairs & Assessment Center

Academic Affairs & Enrollment Center

Academic Affairs & Educational Affairs.

Five colleges stated Academic Affairs was the department with responsibility for PLA.

Four Colleges indicated the Registrar's Office while one college indicated the Assessment Center and one college the Enrollment Center.

Three colleges chose "other" and wrote in: Educational Affairs; Dean of each department; and Records & Transcripts.

3) *Is there a place that explains the college's PLA policies?*

Eighteen colleges responded to this question. The majority indicated they have the information listed in one or more areas for students. These areas to find information regarding PLA included:

Web page:	13 colleges
Catalog:	17 colleges
Brochure:	4 colleges
Other:	2 colleges list the information in their Board Policy Manual

4) *How many Prior Learning Assessments are done at the college each year?*

Sixteen colleges responded to this question and the answer varied from unknown to over a thousand. The responses citing how many students go through the PLA process ranged from:

Less than 10:	one college
10 – 50:	five colleges
50 – 100:	two colleges
200:	one college
500 – 1,000:	three colleges
> 1,000:	one college assesses 1,200 students for PLA each year.

5) *Is the prior learning assessment (PLA) done at the college or is it sent to an agency?*

Of the 19 colleges responding to this question, all of them conduct prior learning assessments at the college.

However, those outside agencies colleges use for assessment services include:

- CLEP (College Level Examination Program);
- AP (Advanced Placement testing);
- DANTES (formerly DANTES – Now DSST Dantes Subject Standard Test); and
- ACE (American Council on Education).
- ECE (Education Credential Evaluators);
- WSE (World Education Services);
- NACES (National Association of Credential Evaluation Services);

6) *Is there a charge/fee to the student for the prior learning assessment (PLA)?*

Of the 19 colleges responding to this question, four colleges do not charge any fees for prior learning assessment.

Two colleges charge one half the cost for taking the full course.

Additional Fee Structures per College

Fee per credit hour	Faculty fee per hour	Administrative Fee
\$5.00		\$15.00
\$8.00	\$4.00 / credit hour	\$25.00
\$10.00	\$10.00	
\$12.00 (minimum of \$36)		(\$80/CLEP + \$20 admin fee)
\$15.00	\$35.00 / course	
\$30.00		
\$93.60	\$5 - \$50 varies	\$15.00
\$99.00		\$10.00
\$150.00		
		\$70.00 / exam
		\$25.00 / course
	\$30.00	\$75/exam (\$80/CLEP)
varies	varies	varies

7) *How is the PLA credit awarded shown on the college’s transcripts?*

Of the 16 colleges answering this question, two indicated they did not know how the PLA credit was shown on the transcript. Nine colleges use a letter to indicate the PLA credit such as P (for pass), T (for transfer), R (for replacement), etc.; some simply say “credit by exam” or “..by proficiency.”

Two colleges treat the PLA as if the student took the course and one of these provides no indication that the credit was awarded via the prior learning assessment process.

Two colleges treat PLA as if the student transferred the credits from another college.

Finally, one college offers the PLA credit only after the student successfully completes the next course in the same track/certificate/degree with a C or better.

8) *Who approves the awarding of the PLA course credit?*

Of the 18 colleges answering this question, five of them indicated the Division Dean is the sole approver of awarding PLA credit for a course. Three colleges said the Department Chair/Division chair is the sole person who approves PLA credit for a course.

One college said the Vice President for Academic Affairs is the sole approval required for awarding PLA credit.

Four colleges have multiple levels of approval necessary to award PLA which include the Department Chair and the Division Dean.

The remaining five colleges each have various multiple levels of approval necessary to award PLA. These are:

Division Chair & Division Dean:	one college
Division Dean & College Registrar:	one college
Division Dean & VP/Academic Services:	one college
Department Chair, Division Dean & VP / Instruction:	one college
Department Chair, Division Dean, Division Chair, & Dean of Instruction:	one college

9) *If the college accepts PLA credit, which of the following does the college accept?*

Nineteen colleges responded to this question. The table represents the broad array of tests available for assessing PLA and their usage within the colleges answering the survey question.

Assessment	Number Colleges Using this Method
ACE guides	9
Advance Placement (AP) exam	19
Foreign transcripts	17
CLEP	18
Challenge exams:	13
AARTS (Army, National Guard)	12
CCAF (Air Force)	12
DSST	13
SMART (Navy, Marine Corps)	12
Portfolio	10

Other methods of assessment included write-in responses of VALEES Articulated Credit (www.valees.org) and work experience.

10) *Does the college have course(s) for students to learn about portfolios?*

Of the nineteen colleges answering this question, only two colleges offer a credit course in designing and writing a portfolio. The outcome of the course is a complete portfolio ready for submission for review.

11) *Do you plan to use iNAM grant funds to develop and implement a prior learning assessment program at the college?*

Of the nineteen colleges answering this question, only one college planned to use funding from the INAM grant to implement a prior learning assessment process.

12) *Do you plan to use iNAM grant funds to improve your college's prior learning assessment program?*

Of the eighteen colleges answering this question, seven colleges planned to use INAM grant funds to improve their college's prior learning assessment process.



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PLA Task Force 1 Hour Discussion

The Unknowns...

The INAM Prior Learning Assessment Task Force will lead a group discussion regarding what Colleges *do not know* about the PLA process. The PLA Task Force has selected three components to assist with focusing the discussion.

Students

What do Colleges need to tell prospective students about Prior Learning Assessment (PLA) before they enroll in a college program/certificate?

How do Colleges let prospective students know there is such a process available to them as Prior Learning Assessment (PLA)?

Leading the discussion: **Ann Garoon** (Harper College) and **Brad Sparks** (Southwestern Illinois College)

Student Services (admissions/advising/counseling)

When in the student enrollment process do advisors/counselors or admissions staff discuss with students the College's PLA process?

How do advisors/counselors or admissions staff effectively gauge if the student is eligible for PLA?

How does the College decide on the charges/costs students must pay for awarding of credit and/or simply going through the PLA process?

Leading the discussion: **Vince Donahue** (Oakton Community College), **Pam Foust** (John Wood Community College) and **Mary Beth Ottinger** (Harper College)

Faculty

How do faculty decide which programs/certificates are amenable to the PLA process?

How and in what ways does faculty select the assessment method for awarding PLA?

Does the college PLA process for advanced manufacturing degrees and certificates depend on a particular faculty member?

Leading the discussion: **Ne'Keisha Stepney** (Waubonsee Community College) and **Jack Adwell** (Richland Community College)

Diana Sharp (McHenry County College) will act as the official note taker to write down discussion points for the consortium.



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Priority 6.0: INAM University Partnerships

The INAM grant includes not only the focus on students completing a certificate but also incorporates the concept of providing avenues for students to move forward into additional education pathways. Illustrating INAM's commitment to this, the grant Priority 6.0 stipulates the need to "Improve articulation of credit between two-year and four-year colleges to facilitate pursuit of additional education in advanced manufacturing." Corresponding Strategy 6.1 specifies the need to "Develop articulation agreements with four-year colleges and universities."

The Articulation Agreement Task Force, led by Harper College and Kishwaukee College reconvened in Spring, 2014 to discuss this final grant Priority. It was hoped a more encompassing articulation agreement could be crafted to better facilitate the transfer of INAM students into higher levels of education. This articulation agreement template for advanced manufacturing students will be provided to all INAM colleges thus strengthening and expanding transfer capability to students across Illinois.

Key to these more encompassing "blanket" articulation agreements is the student's ability to take all of the AAS degree coursework at a community college and transfer all the courses into the 4-year institution and start as a junior. It was also felt, if the remaining coursework towards a bachelors degree was available online, it would make the pathway to an advanced degree more accessible to students throughout the state.

An invitation was extended to area 4-year institutions to discuss this opportunity for the INAM colleges. Three universities accepted a request to present their advanced manufacturing articulation agreement framework to the consortium.

These university representatives are:

Cliff Mirman, Ph.D., P.E.

Professor and Chair
Department of Technology
Northern Illinois University

C. Ray Diez, CSTM, DIT

Professor & Chair
Engineering Technology Department
College of Business & Technology
Western Illinois University

Jun Zhao, D.B.A

Division Chair and Professor of Management
College of Business & Public Administration
Governors State University

The table lists the advanced manufacturing degrees which have been or are under development by these three universities. These bachelor degrees advanced manufacturing students can transfer into as the result of articulation agreements with community colleges are listed in the table. Clarifying notes are also included offering additional information.

University	Bachelor Degree	Clarifying Notes
Northern Illinois University	BS in Technology with an emphasis in Applied Manufacturing Technology	Approved for ANY student with a technical AAS degree from an Illinois Community College.
Governors State University	BA in Manufacturing Management	Three upper-level courses are still in the approval process for an online delivery method.
Western Illinois University	Bachelor of General Studies with a concentration in Technical Management	AAS completer Degree still in development. Currently requires 3 upper-level management courses to be taken in the classroom and an internship.

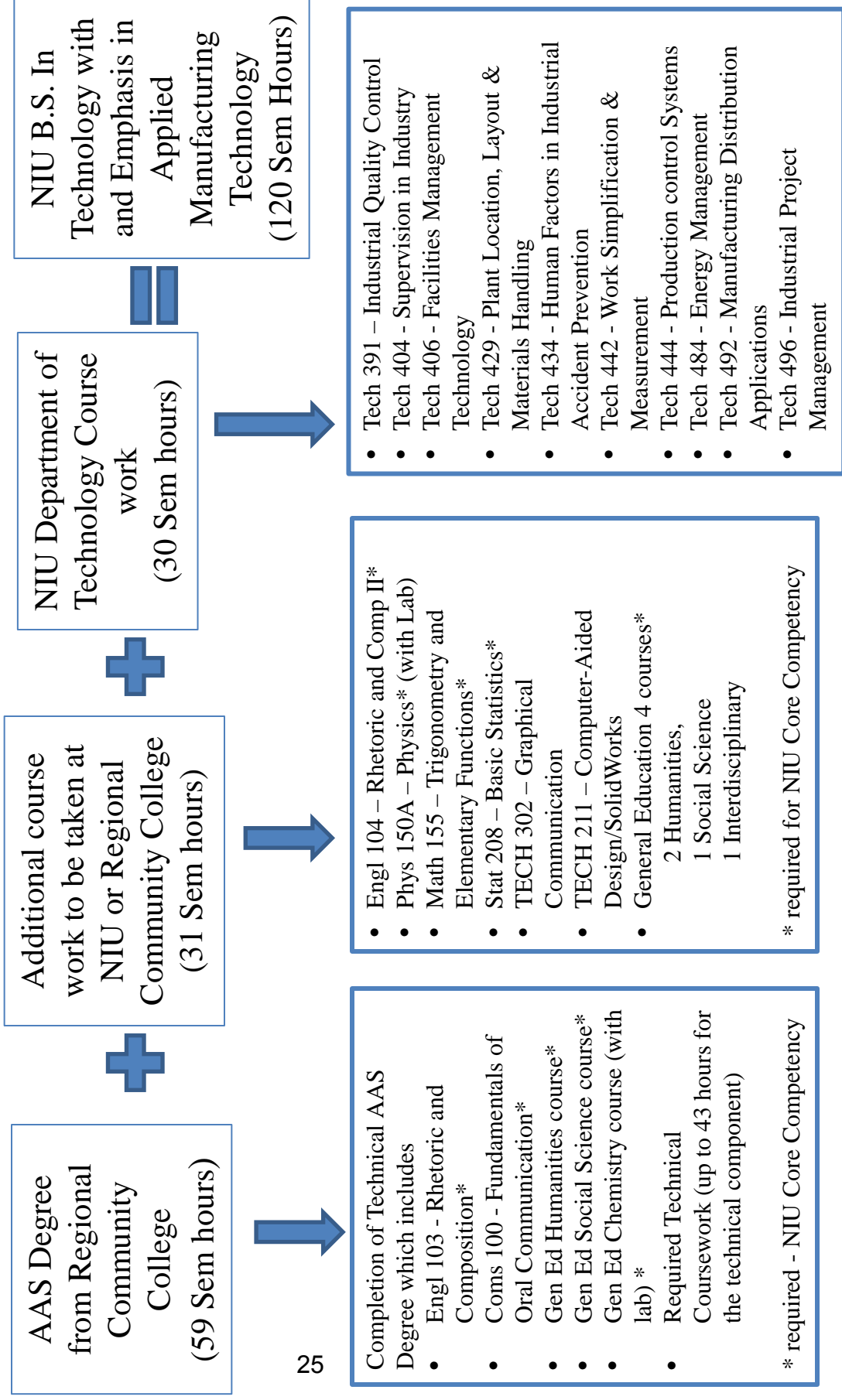
Additional universities listed below are continuing to work on articulation agreements for advanced manufacturing community college AAS Degree completers:

- DeVry University
- Southern Illinois University Carbondale
- Eastern Illinois University
- Ferris State University
- Franklin University
- Illinois Institute of Technology
- Illinois State University
- Purdue University

As these agreements become formalized they will appear on the www.inam.net website under a new heading called INAM University Partnerships.

NIU 3+1 B.S. In Technology -- Emphasis in Applied Manufacturing Technology

Total Semester Hours of Credit Needed for Graduation - 120 Hours



Applied Manufacturing Technology Program Benefits

- The AMT program was developed using the State requirements for the AAS degree – nearly all technical programs are included!
- Nearly 100% student placement at graduation
- All NIU Technology courses are offered on-line using a blended format
- Taught by NIU faculty or manufacturing experts
- “Live” lectures are presented at convenient times and recorded for playback
- Caters to non-traditional students with careers in manufacturing fields
- Courses available on a 2-3 year rotation
- Utilizes all of the courses taken to fulfill the AAS degree
- Flexibility – you can start the program at anytime
- Cost-effective - This is a true “3+1” program where 90 credits are completed at a regional community college

BA in Manufacturing Management (BAMM)
at Governors State University
(Target Start: Fall 2015)

- Program Requirements (121 hours; **Red indicate courses that can be taken at community colleges and transfer to GSU**):
- **GE Requirements (37 hours)**
 - Including two ECON courses and Elementary Statistics
- Additional CBPA Requirements (9 hours)
 - **MIS 2101 Basics of Information Technology (3)**
 - STAT 3700 Statistics for Management II (3)
 - MGMT 3200 Business Communications (3)
- **Advanced Manufacturing Requirements (27 hours)**
 - Technical courses transferred from A.A.S. programs
- Business Core Courses (30 hours)
- Specialization Courses (15 hours)
- Capstone (3 hours)

BA in Manufacturing Management (BAMM) Degree Requirements

(Red indicate courses that can be taken at community colleges and transfer to GSU)

- Business Core Courses (30 hours)
 - ACCT 2110 (Financial Accounting, 3)
 - ACCT 2111 (Managerial Accounting, 3)
 - FIN 3110 (Principles of Financial Management, 3)
 - **MGMT 2100 (Principles of Business Management, 3)**
 - MGMT 3210 (Business Ethics and Social Responsibility, 3)
 - MGMT 3400 (Production and Operations Management, 3)
 - MGMT 3500 (Organizational Behavior, 3)
 - MGMT 4600 (Globalization of Business)
 - MIS 3101 (Management Information Systems, 3)
 - **MKTG 2100 (Intro to Marketing Management, 3)**
- Specialization Courses (15 hours)
 - MGMT 3300 (HR Management, 3)
 - MGMT 4410 (Quality Management, 3)
 - MGMT 4420 (Production and Inventory Control Systems, 3)
 - MGMT 4440 (Lean Manufacturing, 3)
 - MGMT 4400 (Supply Chain Management, 3)
- Capstone (3 hours)
 - MGMT 4901 (Project Management for Advanced Manufacturing, 3)

BGS/IT Minor @ WIU

- Requirements
 - A.A.S. technology based degree
 - Complete 30 hours @ WIU
 - Complete 40 hours of upper division courses (16 from WIU)
- Complete WIU General Education Requirements or IAI
- Complete 18 hours in Industrial Technology minor
- Complete a total of 120 semester hours
- Application
 - WIU website -> click on “Apply Now” -> scroll to “General Studies”

HOW TO EARN CREDIT IN THE WESTERN ILLINOIS UNIVERSITY BACHELOR OF ARTS IN GENERAL STUDIES DEGREE PROGRAM

ACADEMIC COURSES	PRIOR LEARNING
<ol style="list-style-type: none"> 1. Western Illinois University <ol style="list-style-type: none"> a. Macomb Campus b. Quad Cities Campus c. Online d. Extension sites 2. Transfer credit from a regionally accredited college or university 	<ol style="list-style-type: none"> 1. American Council on Education (ACE) Guide to Military/Large Government Agency/Corporate Training 2. Proficiency Examination <ol style="list-style-type: none"> a. National Testing Programs b. University Departmental Exams 3. Written Portfolio

GENERAL EDUCATION OPTIONS

WIU General Education	OR	Illinois Articulation Initiative (IAI)
Communication Skills Natural Science & Math Social Sciences Humanities-Fine Arts Multicultural Studies Human Well Being	9 s.h. 10 s.h. 9 s.h. 9 s.h. 3 s.h. 3 s.h.	Communication Skills Mathematics Physical – Life Sciences Humanities – Fine Arts Social – Behavioral Sciences
		9 s.h. 3 s.h. 7 s.h. 9 s.h. 9 s.h.

Short Break



Illinois Network for Advanced Manufacturing

Job Placement – Attainment Component

The Illinois Network for Advanced Manufacturing is tasked, ultimately, with helping to reduce the skills gap present in Illinois manufacturing industries. Economic and demographic trends have produced a shortage of skilled educated technicians that threatens sustained manufacturing sector growth. Companies of all types are struggling to find people to hire who possess the right advanced manufacturing skills. To answer this crucial need, INAM colleges across the state of Illinois have come together to solve this problem with initiatives that address marketing, enrollment, and curriculum development. The final element found in the flowchart representing the INAM grant strategies is the “Attainment Component” more commonly known as job placement.

The Illinois Manufacturers Association (IMA) reports Illinois companies will need to fill more than 30,000 advanced manufacturing positions over the next five years. It is not enough to enhance or build curriculum, purchase new equipment, enroll and graduate students – the end goal is the employable, educated, job-ready individual.

Four Components of Job Placement Services

- 1. Job Search.** One service many colleges use for listing jobs and student resumes for their students/alumni is College Central. It is a convenient resource for industry, community colleges, and students. Colleges can contact College Central asking for improvement in the labeling of job postings to make the titles more descriptive therefore assisting students with their job searches.
- 2. Resumes.** Students will need assistance in creating cover letters and resumes. A well written cover letter and resume is the student’s first impression. It often is the key to their success in finding a job.
- 3. Interview Skills.** Like anything else, students need to learn how to interview. Practice as to how to present oneself during an interview can make a positive impression in the hiring process.
- 4. Employability Skills.** These are general skills needed for those searching for jobs and to grow in a position. Employers are looking for hires to have general vital skills such as: communications, team work, problem solving, flexibility, and time management. It is important that these skills are stressed and re-introduced to many job seekers.

A new addition to the INAM website is the resource “ASK THE PLACEMENT SPECIALIST”
www.inam.net is a resource for students to ask any questions concerning their job search.

Wrap – Up

Q&A

Thank you and have a good evening.

Day Two



Illinois Network for Advanced Manufacturing

INAM Consortium Committee Meeting

June 11 Wednesday 8:30 AM – 12 followed by lunch

Harper College

1200 W. Algonquin Road Palatine, IL 60067

Wojcik Conference Center

AGENDA

Wednesday, June 11th

8:30 AM	Full Breakfast	(Provided by the INAM Consortium)
9:00 AM	Continuous Quality Improvement on Strategies	
10:00 AM	Review of Data	R Lake
10:15 AM	Short Break	
10:30 AM	Welcome – President’s Advisory Committee Meeting Introduction of Presidents & guests	K Ender
10:40 AM	Opening Remarks Byron Zuidema, ETA Regional Administrator	B Zuidema
10:45 AM	Overview of INAM Grant 2 nd year activities	R Lake
11:15 AM	Evaluation of the Grant	P Bucci

11:45 AM Questions and answers Group

11:55 AM Closing remarks K Ender

12:00 PM Lunch (Provided by the INAM Consortium)

Adjournment after lunch. Thank you for all your hard work and travel safely.

CQJ Activities for INAM Grant Priorities and Strategies

Priorities & Strategies	Elements	Year 1		Follow Up CQJ	Year 2		Follow Up CQJ
		Completed	In Progress		Completed	In Progress	
Priority 1.0	Create educational plans that provide a clear pathway and lattice to industry-recognized credentials in advanced manufacturing.						
Strategy 1.1	Develop educational plans outlining coursework and timelines.	August 2013		Summer 2014			
Strategy 1.2	Develop a mechanism for awarding academic credit for prior learning.					Task Force leading this initiative	
Priority 2.0	Implement programs along the career pathway and lattice that meet advanced manufacturing industry needs and result in industry-recognized credentials and/or associate degrees.						
Strategy 2.1	Offer bridge programs in technical skills.	June 2013		Summer 2014			
Strategy 2.2	Offer programming leading to the National Career Readiness Certificate (NCRC).	June 2013		Summer 2014			
Strategy 2.3	Enhance programming in areas of specialization certificate programs.	July 2013		Summer 2014			
Strategy 2.4	Offer associate degree completion.	March 2013		Summer 2014			
Priority 3.0	Develop online and technology-enabled learning by strategically aligning INAM programs with technology purchased by the Illinois Green Economy Network (IGEN), a first-round TAA awardee.						
Strategy 3.1	Engage in a partnership with IGEN in using National Training Education Resource (NTER) System.		Continuing conversation with IGEN	Summer 2014		Continuing conversation with IGEN	

CQJ Activities for INAM Grant Priorities and Strategies

Priorities & Strategies	Elements	Year 1		Follow Up CQJ	Year 2		Follow Up CQJ
		Completed	In Progress		Completed	In Progress	
Priority 4.0	Develop partnerships with employers that include paid internships and on-the-job training opportunities in advanced manufacturing.						
Strategy 4.1	Engage employers to secure paid internships and on-the-job training.		Colleges continuing conversation with partners	Summer 2014		Colleges continuing conversation with partners	
Strategy 4.2	Conduct regular employer input and feedback sessions.		Colleges continuing conversation with partners	Summer 2014		Colleges continuing conversation with partners	
Priority 5.0	Provide placement services that connect students to available jobs in advanced manufacturing.						
Strategy 5.1	Develop a platform that provides job posting capabilities for employers and résumé posting for students.					Website launched and continuously updated	
Strategy 5.2	Enhance the image of advanced manufacturing.					Website launched and continuously updated	
Priority 6.0	Improve articulation of credit between two-year and four-year colleges to facilitate pursuit of additional education in advanced manufacturing.						
Strategy 6.1	Develop articulation agreements with four-year colleges and universities.					Colleges working on multiple university partnerships	



Illinois Network for Advanced Manufacturing

Course Syllabi Used by Subject Matter Expert

As a condition of TAACCCT grants, all course materials are required to be available for use, reuse, and adaptation by anyone. This idea of freely sharing educational materials of any type is generally known as open educational resources (OER). The concept has numerous working definitions but the underlying proposition is that these teaching resources reside in the public domain therefore their free use and re-purposing by others is expected. Open educational resources include courses and all course materials. The INAM syllabi/outlines for courses taught in each certificate are OER compliant and are found under Faculty / Staff Resources on the INAM website. (www.inam.net)

Also, to meet the obligations of the TAACCCT grant, we are required to have the content of the curriculum reviewed by subject matter experts (SMEs) in the field. The Subject Matter Experts (SMEs) will use the syllabi/outlines located on the INAM website to review the curriculum offered by each college and write their report which will be submitted to the Evaluation Team.

Common criteria was developed to both assist with the SME review and to document the breadth and depth of knowledge and skills taught in each course. An initial review of the syllabi uploaded on the INAM website was done by Ryan and Melissa to validate these criteria were met and to seek additional information if needed. Any additions and/or clarifications have prepared the documents for the SME to review each college's certificate curriculum. Thank you to all INAM faculty for your considerate time and assistance in this initial review.

The general course syllabi/outline criteria are listed below:

Eight General Course Syllabi/outline Criteria

1. Course Details (college, course name / number, credits, pre-requisites)
2. Contact information for faculty or department representative
3. Course Description
4. Textbook(s), required readings, videos, CDs or other teaching materials
5. Student Learning Objectives / Outcomes
6. Course Outline (weekly activities / topics covered)
7. Assessment / Evaluation / Measurement of student learning
8. Required DOL Statement (which was included for faculty)

FY 13 - 14 (Year 2) June 1 2014; INAM Certificates by College Currently on the Website

INAM College	Program of Study	Certificate Name	Credit Hours	Certificate Start
College of DuPage	Metalworking (Welding)	Welding Technology	30	Summer 2013
	Mechatronics	Mechatronics Technology	16	Spring 2014
College of Lake County	Precision Machining (CNC)	NIMS Level 1 CNC Operators Certificate	9	Spring 2014
	Mechatronics	Basic Certificate in Factory Automation	22	Fall 2013
	Metalworking (Welding)	Basic Certification in Welding	16	Fall 2013
	Precision Machining (CNC)	Basic Certificate in CNC Machining	15	Fall 2013
Danville Area Community College	Mechatronics	Mechatronics Certificate	24	Fall 2014
	Metalworking (Welding)	Basic Vocational Welding Certificate	16	Fall 2013
Elgin Community College	Precision Machining (CNC)	Basic Vocational CNC Operator Certificate	20	Fall 2013
	Certified Production Technician	Manufacturing Production Certificate	16	Fall 2013
Harper College	Metalworking (Welding)	Basic Welding Certificate	16	Fall 2013
	Precision Machining (CNC)	CNC Operator 1	18	Fall 2013
	Metalworking (Welding)	Welding Certificate	20	Spring 2014
Illinois Eastern Community College	Metalworking (Welding)	Welding and Cutting Certificate	32	Spring 2014
	Industrial Maintenance	Industrial Maintenance Certificate	16	Spring 2014
	Precision Machining (CNC)	Advance Manufacturing Certificate (CNC)	9	Spring 2014
	Certified Production Technician	Certified Production Technician Certificate	16	Fall 2013
Illinois Valley Community College	Industrial Maintenance	Industrial Maintenance Certificate	25 - 25.5	Fall 2013
	Metalworking (Welding)	Welding Production Certificate	30-31	Fall 2013
	Precision Machining (CNC)	CNC Operators Certificate	29	Fall 2013

FY 13 - 14 (Year 2) June 1 2014; INAM Certificates by College Currently on the Website

INAM College	Program of Study	Certificate Name	Credit Hours	Certificate Start
John Wood Community College	Certified Production Technician	Certified Production Technician Certificate	13	Spring 2014
	Metalworking (Welding)	Welding Certificate	16	Fall 2013
	Precision Machining (CNC)	CNC Machinist (Originally Precision Machining Cert)	31	Spring 2014
Joliet Junior College	Metalworking (Welding)	Basic Welding Certificate	15	Fall 2013
	Industrial Maintenance	Industrial Maintenance Certificate	19	Fall 2013
	Precision Machining (CNC)	CNC Certificate of Completion	13	Fall 2013
Kankakee Community College	Certified Production Technician	Manufacturing Production Certificate	14	Spring 2014
	Industrial Maintenance	Basic Manufacturing Industrial Maintenance	13	Spring 2014
	Metalworking (Welding)	Basic Manufacturing Welding Certificate	15	Spring 2014
Kishwaukee Community College	Precision Machining (CNC)	Basic Manufacturing Machine Tool (CNC)	13	Spring 2014
	Certified Production Technician	Certified Production Technician Certificate	16	Fall 2013
	Metalworking (Welding)	Basic Welding Technology Certificate	21	Spring 2014
Lincoln Land Community College	Certified Production Technician	Certified Production Technician Certificate	10	Fall 2013
	Metalworking (Welding)	Welding Certificate	16	Fall 2013
	Mechatronics	Robotics Systems Programmer	20	Fall 2013
McHenry Community College	Precision Machining (CNC)	CNC Machining Certificate	12	Fall 2013
	Industrial Maintenance	Manufacturing Technology Cert (Maintenance)	43-45	Fall 2013
	Mechatronics	Automation and Controls Certificate	14 - 15	Fall 2013
Oakton Community College	Precision Machining (CNC)	CNC Operators and Programming Prep Certificate	10	Fall 2013

FY 13 - 14 (Year 2) June 1 2014; INAM Certificates by College Currently on the Website

INAM College	Program of Study	Certificate Name	Credit Hours	Certificate Start
Prairie State Community College	Precision Machining (CNC)	Machinist Certificate (CNC)	33	Fall 2013
Richland Community College	Certified Production Technician	Certified Production Technician Certificate	16-17	Fall 2013
South Suburban Community College	Certified Production Technician	Manufacturing Basics Certificate (CPT)	14	Fall 2014
Southwestern Illinois College	Mechatronics	Industrial Maintenance Certificate	28	Fall 2013
	Precision Machining (CNC)	CNC Machining Certificate	8	Fall 2013
	Mechatronics	Mechatronics Certificate	21	Fall 2013
Triton Community College	Precision Machining (CNC)	Fabrication Certificate	25 - 26	Fall 2013
	Mechatronics	Automation Technology Certificate	30	Fall 2014
Waubonsee Community College	Metalworking (Welding)	Welding Certificate	15	Fall 2014
	Precision Machining (CNC)	CNC Operator Certificate	23	Fall 2014

6/1/2014

Department of Labor Nine Deliverables with Projected Numbers from Participating Colleges

	2487	1292	1132	2054	1826	462	1089	915	565
	Total Unique Participants Served	Total Number of Participants Completing a TAACCT-Funded Program of Study	Total Number of Participants Completing their Program of Study or Other TAACCT-Funded Program	Total Number of Participants Completing Credit Hours	Total Number of Participants Completing Further Education After a TAACCT-Funded Program of Study	Total Number of Participants Enrolled in TAACCT-Funded Completion	Total Number of Participants Employed After Completion	Total Number of Participants Retained in Employment After Program of Study	Total Number of Those Participants Employed at Enrollment who Received a Wage Increase Post-enrollment
Totals:	2487	1292	1132	2054	1826	462	1089	915	565
College of DuPage	36	36	92	114	46	20	30	30	45
College of Lake	39	31	5	36	31	18	30	30	22
Daley	120	48	35	56	106	13	45	39	22
Danville Area	51	25	5	27	43	8	40	40	11
Elgin	182	109	54	182	109	18	70	70	18
Harper	160	30	75	160	104	18	47	41	35
Illinois Eastern	150	72	42	110	86	3	37	30	37
Illinois Valley	139	42	59	96	99	18	35	28	18
John Wood	172	85	35	47	85	27	77	63	39
Joliet Junior	132	55	39	95	106	14	59	32	0
Kankakee	129	45	43	90	78	16	36	28	16
Kishwaukee	118	16	51	65	16	13	34	29	30
Lincoln Land	129	73	56	129	73	43	82	69	27
McHenry County	202	184	22	188	184	12	159	142	155
Oakton	160	91	51	178	91	11	61	51	36
Prairie State	117	64	7	51	73	10	37	18	10
Richland	63	22	43	63	27	6	12	9	6
South Suburban	129	77	142	102	223	21	86	68	16
Southwestern Illinois	74	21	26	56	21	10	16	13	6
Triton	138	131	242	187	190	142	72	65	0
Waubonsee	47	35	8	22	35	21	24	20	16

<u>INAM Grant Consortium Unique Participants Year 1 & 2</u>				
Consortium Members	Students Enrolled	Projected Students Year1 + Year 2	Difference in Participants	
College of DuPage	27	10	17	
College of Lake County	40	13	27	
Danville Area Comm. College	0	30	-30	
Daley-City Colleges Chicago	55	62	-7	
Elgin Comm. College	49	112	-63	
Illinois Eastern Comm. Colleges	0	91	-91	
Illinois Valley Comm. College	49	89	-40	
John Wood Comm. College	79	103	-24	
Joliet Junior College	75	82	-7	
Kankakee Comm. College	11	86	-75	
Kishwaukee College	87	57	30	
Lincoln Land Comm. College	50	82	-32	
McHenry County College	58	133	-75	
Oakton Comm. College	24	100	-76	
Prairie State College	7	78	-71	
Richland Comm. College	34	42	-8	
South Suburban College	10	86	-76	
Southwestern Illinois College	55	45	10	
Triton College	27	69	-42	
Waubensee Comm. College	0	20	-20	
Wm. Rainey Harper College	130	80	50	
TOTAL	867	1470	-603	

As of 5/29/2014

Illinois Network of Advanced Manufacturing (INAM) Grant
Budget Scorecard Expenditures

June 3, 2014

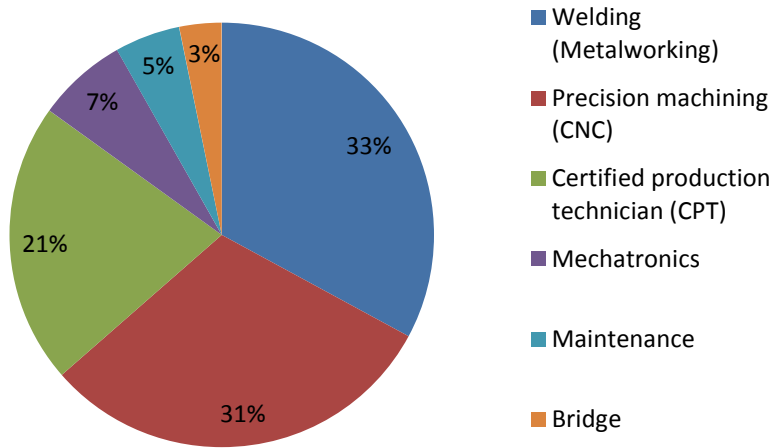
INAM Consortium Colleges	Total 4-Year Grant Award	Personnel & Fringes	Travel	Equipment	Supplies	Contractual/ Consultant	Other	Indirect Costs	To-Date Grant Award Spent	To-Date Grant Award Remaining	% of Goal Achieve ment
College of DuPage	\$ 520,015	\$ 29,393	\$ -	\$ 121,505	\$ 5,174	\$ 2,100	\$ -	\$ -	\$ 158,172	\$ 361,843	30.42%
College of Lake County	\$ 525,769	\$ 136,010	\$ -	\$ 79,660	\$ 11,461	\$ -	\$ 459	\$ -	\$ 227,591	\$ 298,178	43.29%
Daley City Colleges of Chicago	\$ 86,335	\$ -	\$ -	\$ -	\$ -	\$ 6,950	\$ -	\$ -	\$ 6,950	\$ 79,385	8.05%
Danville Area Community College	\$ 525,654	\$ 110,800	\$ 1,844	\$ -	\$ 1,823	\$ 1,665	\$ -	\$ -	\$ 116,133	\$ 409,521	22.09%
Elgin Community College	\$ 525,769	\$ 158,091	\$ 4,452	\$ 85,947	\$ 11,498	\$ -	\$ 249	\$ -	\$ 260,237	\$ 265,532	49.50%
Harper College	\$ 515,000	\$ 24,578	\$ 5,185	\$ 336,869	\$ 12,998	\$ 34,012	\$ 12,765	\$ -	\$ 426,396	\$ 88,604	82.80%
Illinois Eastern Community College	\$ 525,769	\$ 79,989	\$ 2,085	\$ 100,496	\$ 47,583	\$ 2,465	\$ -	\$ -	\$ 232,617	\$ 293,152	44.24%
Illinois Valley Community College	\$ 525,769	\$ 26,065	\$ 6,145	\$ 18,849	\$ 26,456	\$ 2,465	\$ 2,250	\$ -	\$ 82,230	\$ 443,539	15.64%
John Wood Community College	\$ 525,769	\$ 145,981	\$ 5,181	\$ 50,084	\$ 109,584	\$ 3,450	\$ 521	\$ 20,557	\$ 335,357	\$ 190,412	63.78%
Joliet Junior College	\$ 525,769	\$ 29,922	\$ 12,273	\$ 189,964	\$ 15,484	\$ -	\$ -	\$ -	\$ 247,623	\$ 278,146	47.10%
Kankakee Community College	\$ 525,769	\$ 82,200	\$ 2,061	\$ 191,402	\$ 9,136	\$ -	\$ 1,009	\$ -	\$ 285,807	\$ 239,962	54.36%
Kishwaukee College	\$ 525,616	\$ 64,065	\$ 1,564	\$ 104,037	\$ 6,513	\$ 7,480	\$ 1,820	\$ -	\$ 185,480	\$ 340,136	35.29%
Lincoln Land Community College	\$ 525,769	\$ 128,733	\$ 1,973	\$ -	\$ 1,093	\$ 29,801	\$ 3,201	\$ -	\$ 164,801	\$ 360,968	31.34%
McHenry County College	\$ 525,743	\$ 40,719	\$ 116	\$ 178,285	\$ 66,882	\$ 19,911	\$ 5,879	\$ -	\$ 311,792	\$ 213,951	59.30%
Oakton Community College	\$ 525,769	\$ 113,653	\$ 2,149	\$ 44,902	\$ 2,645	\$ -	\$ 2,731	\$ 12,367	\$ 178,447	\$ 347,322	33.94%
Prairie State College	\$ 525,769	\$ 46,109	\$ 694	\$ 215,197	\$ 6,057	\$ 6,970	\$ -	\$ -	\$ 275,026	\$ 250,743	52.31%
Richland Community College	\$ 525,755	\$ -	\$ 1,938	\$ 89,017	\$ 7,700	\$ 6,927	\$ 2,255	\$ -	\$ 107,837	\$ 417,918	20.51%
South Suburban College	\$ 525,769	\$ 13,317	\$ 258	\$ 286,542	\$ 47,150	\$ -	\$ -	\$ -	\$ 347,268	\$ 178,501	66.05%
Southwestern Illinois College	\$ 525,769	\$ 37,800	\$ 1,394	\$ -	\$ 161,267	\$ -	\$ 490	\$ -	\$ 200,951	\$ 324,818	38.22%
Triton College	\$ 522,306	\$ 58,221	\$ 329	\$ 159,640	\$ 22,762	\$ -	\$ 28,405	\$ -	\$ 269,357	\$ 252,949	51.57%
Waubensee Community College	\$ 525,769	\$ 32,967	\$ 1,595	\$ 284,442	\$ 74,520	\$ -	\$ -	\$ -	\$ 397,221	\$ 128,548	75.55%
TOTALS:	\$ 10,581,421	\$ 1,358,611	\$ 51,238	\$ 2,536,839	\$ 647,755	\$ 127,891	\$ 62,033	\$ 32,923	\$ 4,817,291	\$ 5,764,130	45.59%

Over 80%
41 to 79%
0 to 40 %

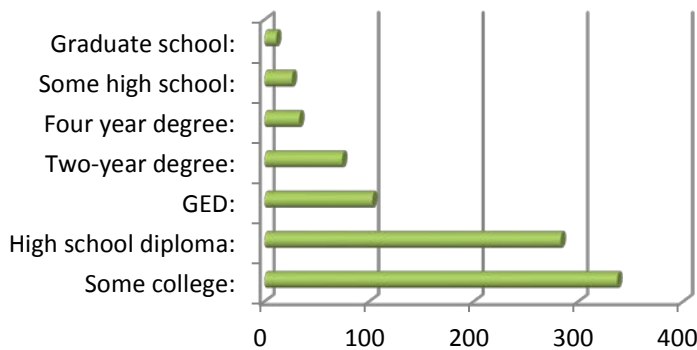
Green = on track, no immediate action required
Yellow = caution, watch progress
Red = critical, take immediate action

What we know about INAM so far...

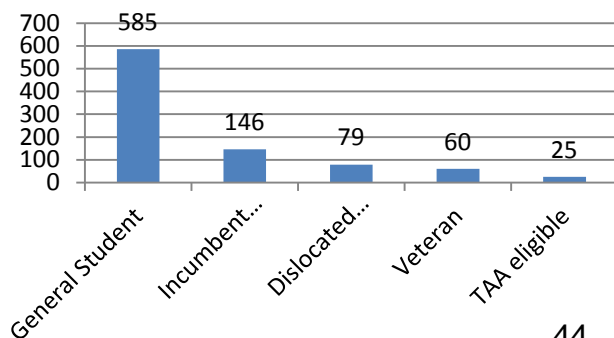
INAM Programs of Study among 18 Community Colleges currently counting students



Entering Education Level



INAM Student Classification



Student Demographics	
Gender	
Male	833
Female	69
Age	
Average	31
Median	27
< 20	95
20 - 29	431
30 - 39	190
40 - 49	111
50 - 59	65
60 - 69	17
> 70	1
Race / Ethnicity	
White	68%
Hispanic/Latino	13%
Black or African American	11%
Unknown	4%
Asian	2%
More than one race	2%
American Indian or Alaska	0.3%
Native Hawaiian/Pacific Islander	0.1%

Where do we get our
data?

iNAM (TAACCCT) Grant

Student Education Plan

<p style="text-align: center;">Student Information</p> <p>Last: _____</p> <p>First: _____ MI: _____</p> <p>Social Security Number: _____ - _____ - _____</p> <p>DOB _____</p> <p>E-mail: _____</p> <p>Phone: _____</p>	<p>INAM College: _____</p> <p>Mfg Advisor guiding completion of Ed Plan and continually working with the student: _____</p> <p>LWIA #: _____</p> <p>Case Manager: _____</p>
<p>Classification (detail in database)</p> <p><input type="checkbox"/> Veteran</p> <p><input type="checkbox"/> TAA Eligible</p> <p><input type="checkbox"/> Dislocated Worker</p> <p><input type="checkbox"/> Incumbent Worker</p> <p><input type="checkbox"/> General Student Participant</p>	<p>Program of Study (Point-of-Entry)</p> <p><input type="checkbox"/> NCRC</p> <p><input type="checkbox"/> Bridge</p> <p><input type="checkbox"/> CPT</p> <p><input type="checkbox"/> Mechatronics</p> <p><input type="checkbox"/> Machining (CNC)</p> <p><input type="checkbox"/> Maintenance</p> <p><input type="checkbox"/> Welding (Metalworking)</p> <p><input type="checkbox"/> Green</p>
<p>Attach Certificate course list (page 2) to Ed Plan to monitor progress. <i>Include credit for prior learning.</i></p>	

I hereby agree to participate in this study including an exit survey and give my consent to authorized college representatives of the INAM consortium to exchange information in verbal and written form regarding my enrollment in manufacturing curriculum, use of college services, and subsequent employment. Results will remain confidential and will not be disclosed in any way that would identify me personally. Study results will be used to assist in improving educational strategies to advance career pathways for all students. I understand study data related to me will be destroyed when the study is completed.

Applicant Signature _____ Date _____

Manufacturing Advisor Signature _____ Date _____

CERTIFICATE COURSE LIST

Student Name _____ ID # _____ Date _____

Certificate Title _____ Total Credit hours _____

Career Readiness Testing (use database to input scores)	
NCRC	Y / N
Compass	Y / N
Accuplacer	Y / N
Other:	Y / N
	Y / N

NOTE * Required Courses	When to Take (date and semester)	Course Prefix	Course No.	Course Name (listed in sequence for completion)	No. Credits Or NC = Non-crd	Grade or <i>Prior Credit Awarded</i>
Total Hours						

* P = Prerequisite for courses in certificate Dv = Developmental NC = Non-credit C = Credit

For assistance on how to transfer non-credit courses to credit bearing courses, contact your advisor.

Ed Plan Mfg Advisor _____

Phone # _____ Email _____

iNAM (TAACCCT) Grant
Participant Enrollment Packet

Participant Info

Participant Demographic Information:

Name: _____
(First, Middle Initial, Last)
Address: _____
City, State & Zip: _____
Phone Number: (____)____-_____
Email: _____
Social Security Number: ____-____-____ Gender: M / F
Date of Birth: ____/____/____ Age: _____
Hispanic/Latino: Yes
 Unknown
 None
Race: American Indian or Alaska
 Asian
 Native Hawaiian/Pacific Islander
 White
 Unknown
 More than one race
 Black or African American
Disability: Y / N
Alternate Contact: _____
Alt Contact Phone: (____)____-_____
Alt Contact Email: _____
College at first enrollment: _____
Information Release Signed
Mfg Advisor: _____
LWIA#: _____
Case Manager: _____

Participant ID: _____
Classification: V - Combat Veteran
 N - Non-combat Veteran
 I - Incumbent Worker
 T - TAA eligible
 S - Eligible Spouse
 O - Other eligible
 G - General Student Participant
 D - Dislocated Worker
Cohort: A - Participant Cohort
 B - Comparison Group 1
 C - Comparison Group 2
 D - Comparison Group 3
How first learned about iNAM:
 Through employment center
 Through Veteran's center
 Through friend or relative
 Through business in which you sought employment
 Advertisements
 Came to college before hearing about the program
 Not aware of specific program
 Other (please specify) _____
Pell Grant Eligible at enrollment: No
 Yes

Employment, Educational Goals & Prior Experience:

- Employed at enrollment: Employed Full Time - Employed Full Time
 Employed Part Time - Employed Part Time
 Laid Off or furloughed - Laid Off or furloughed
 Unemployed - Unemployed

Current Wage: _____ hour / week / month / year

Occupation if employed

- | | |
|--|---|
| <input type="checkbox"/> 11 Management Occupations | <input type="checkbox"/> 39 Personal Care and Service Occupations |
| <input type="checkbox"/> 13 Business and Financial Operations Occupations | <input type="checkbox"/> 41 Sales and Related Occupations |
| <input type="checkbox"/> 15 Computer and Mathematical Occupations | <input type="checkbox"/> 43 Office and Administrative Support Occupations |
| <input type="checkbox"/> 17 Architecture and Engineering Occupations | <input type="checkbox"/> 45 Farming, Fishing, and Forestry Occupations |
| <input type="checkbox"/> 19 Life, Physical, and Social Science Occupations | <input type="checkbox"/> 47 Construction and Extraction Occupations |
| <input type="checkbox"/> 21 Community and Social Services Occupations | <input type="checkbox"/> 49 Installation, Maintenance, and Repair Occupations |
| <input type="checkbox"/> 23 Legal Occupations | <input type="checkbox"/> 51 Production Occupations |
| <input type="checkbox"/> 25 Education, Training, and Library Occupations | <input type="checkbox"/> 53 Transportation and Material Moving Occupations |
| <input type="checkbox"/> 27 Arts, Design, Entertainment, Sports, and Media Occupations | <input type="checkbox"/> 55 Military Specific Occupations |
| <input type="checkbox"/> 29 Healthcare Practitioners and Technical Occupations | |
| <input type="checkbox"/> 31 Healthcare Support Occupations | |
| <input type="checkbox"/> 33 Protective Service Occupations | |
| <input type="checkbox"/> 35 Food Preparation and Serving Related Occupations | |
| <input type="checkbox"/> 37 Building and Grounds Cleaning and Maintenance Occupations | |

Last occupation if unemployed

- | | |
|--|---|
| <input type="checkbox"/> 11 Management Occupations | <input type="checkbox"/> 39 Personal Care and Service Occupations |
| <input type="checkbox"/> 13 Business and Financial Operations Occupations | <input type="checkbox"/> 41 Sales and Related Occupations |
| <input type="checkbox"/> 15 Computer and Mathematical Occupations | <input type="checkbox"/> 43 Office and Administrative Support Occupations |
| <input type="checkbox"/> 17 Architecture and Engineering Occupations | <input type="checkbox"/> 45 Farming, Fishing, and Forestry Occupations |
| <input type="checkbox"/> 19 Life, Physical, and Social Science Occupations | <input type="checkbox"/> 47 Construction and Extraction Occupations |
| <input type="checkbox"/> 21 Community and Social Services Occupations | <input type="checkbox"/> 49 Installation, Maintenance, and Repair Occupations |
| <input type="checkbox"/> 23 Legal Occupations | <input type="checkbox"/> 51 Production Occupations |
| <input type="checkbox"/> 25 Education, Training, and Library Occupations | <input type="checkbox"/> 53 Transportation and Material Moving Occupations |
| <input type="checkbox"/> 27 Arts, Design, Entertainment, Sports, and Media Occupations | <input type="checkbox"/> 55 Military Specific Occupations |
| <input type="checkbox"/> 29 Healthcare Practitioners and Technical Occupations | |
| <input type="checkbox"/> 31 Healthcare Support Occupations | |
| <input type="checkbox"/> 33 Protective Service Occupations | |
| <input type="checkbox"/> 35 Food Preparation and Serving Related Occupations | |
| <input type="checkbox"/> 37 Building and Grounds Cleaning and Maintenance Occupations | |

Entering Educational level:	<input type="checkbox"/> Eighth grade or less	Educational Barriers:	
	<input type="checkbox"/> Some high school		<input type="checkbox"/> Disability
	<input type="checkbox"/> High school diploma		<input type="checkbox"/> Limited English
	<input type="checkbox"/> GED		<input type="checkbox"/> Transportation
	<input type="checkbox"/> Some college		<input type="checkbox"/> Family responsibilities
	<input type="checkbox"/> Two-year degree		<input type="checkbox"/> Employment (hours or shift working)
Educational Goal:	<input type="checkbox"/> Four year degree	<input type="checkbox"/> Financial	
	<input type="checkbox"/> Graduate school	<input type="checkbox"/> Out of high school for over 15 years	
	<input type="checkbox"/> Degree	<input type="checkbox"/> Other	
	<input type="checkbox"/> Certificate (one-year or less)		
Prior Experience In Field:	<input type="checkbox"/> Certificate (two year)		
	<input type="checkbox"/> Other training or activity		
	<input type="checkbox"/> 0 years		
	<input type="checkbox"/> 1-2 years		
	<input type="checkbox"/> 3-5 years		
	<input type="checkbox"/> 6-10 years		
Prior Experience Overall:	<input type="checkbox"/> 11-15 years		
	<input type="checkbox"/> 16-20 years		
	<input type="checkbox"/> 21-30 years		
	<input type="checkbox"/> 31-40 years		
	<input type="checkbox"/> Over 40 years		
	<input type="checkbox"/> 0 years		
	<input type="checkbox"/> 1-2 years		
	<input type="checkbox"/> 3-5 years		
	<input type="checkbox"/> 6-10 years		
Why did you come to this program?	<input type="checkbox"/> I lost my job, and wanted to start working in a new area.		
	<input type="checkbox"/> I lost my job and decided I needed more training in my area.		
	<input type="checkbox"/> I wanted to change from my existing job to a higher paying job.		
	<input type="checkbox"/> I had a specific career goal that required training.		
	<input type="checkbox"/> Other (please specify)		

Did you come with a specific employment goal in mind?

- Yes, I had a specific goal and I am still pursuing it.
- Yes, but I changed my goal.
- No, I'm still deciding on my goal.
- No, but I developed a specific goal in other ways.

Which of the following describe your attitudes towards education?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I enjoy learning in school/college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe education is important for finding a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I prefer education that has a practical application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think my skills aren't valued in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I tend to do well in school/college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I'm enrolled here because I see no reasonable alternative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am nervous about resuming my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I need some help to be ready for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following describe your attitudes towards work?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I expect to succeed in whatever I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe success mainly depends on being willing to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Finding a good job is largely a matter of luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Going to work helps to give my life meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If I had a choice, I wouldn't work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Previous Technical Training (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> ACT - National Career Readiness Certificate | <input type="checkbox"/> NIMS - Diemaking Level II |
| <input type="checkbox"/> MSSC - Certified Production Technician | <input type="checkbox"/> NIMS - Diemaking Level III |
| <input type="checkbox"/> MSSC - Certified Logistics Assistant | <input type="checkbox"/> AWS - Certified Welder |
| <input type="checkbox"/> MSSC - Certified Logistics Technician | <input type="checkbox"/> AWS - Certified Welding Fabricator |
| <input type="checkbox"/> APICS - Certified in Production and Inventory Management | <input type="checkbox"/> AWS - Certified Robotic Arc Welding |
| <input type="checkbox"/> APICS - Certified Supply Chain Professional | <input type="checkbox"/> AWS - Certified Welding Engineer |
| <input type="checkbox"/> NIMS - Machining Level I | <input type="checkbox"/> AWS - Certified Welding Sales Representative |
| <input type="checkbox"/> NIMS - Machining Level II | <input type="checkbox"/> AWS - Certified Welding Supervisor |
| <input type="checkbox"/> NIMS - Machining Level III | <input type="checkbox"/> ISA - Certified Automation Professional |
| <input type="checkbox"/> NIMS - Metalforming Level I | <input type="checkbox"/> ISA - Certified Control Systems Technician |
| <input type="checkbox"/> NIMS - Stamping Level II | <input type="checkbox"/> NADCA - Die Casting Technician |
| <input type="checkbox"/> NIMS - Stamping Level III | <input type="checkbox"/> FMA - Precision Sheet Metal Operator Certification |
| <input type="checkbox"/> NIMS - Press Brake Level II | <input type="checkbox"/> IFPS - Fluid Power Certified Technician |
| <input type="checkbox"/> NIMS - Press Brake Level III | <input type="checkbox"/> IFPS - Fluid Power Certified Mechanic |
| <input type="checkbox"/> NIIMS - Slide Forming Level II | <input type="checkbox"/> SME - Lean Certification |
| <input type="checkbox"/> NIMS - Slide Forming Level III | <input type="checkbox"/> SME - Certified Manufacturing Technologist |
| <input type="checkbox"/> NIMS - Screw Machining Level II | <input type="checkbox"/> SME - Certified Manufacturing Engineer |
| <input type="checkbox"/> NIMS - Screw Machining Level III | <input type="checkbox"/> PMMI - Mechatronics Certification |
| <input type="checkbox"/> NIMS - Machine Building Level II | <input type="checkbox"/> ASQ - Quality Technician |
| <input type="checkbox"/> NIMS - Machine Building Level III | <input type="checkbox"/> ASQ - Quality Inspector |
| <input type="checkbox"/> NIMS - Machine Maintenance Service & Repair Level II | <input type="checkbox"/> Six Sigma |
| <input type="checkbox"/> NIMS - Machine Maintenance Services & Repair Level III | |

Assessment Info

Assessments:

Prior Learning Assessments:

CLEP	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____
DSST	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____
College faculty developed challenge exams	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____
Evaluated non-college programs by ACE	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____
Evaluated Veterans programs	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____
Portfolio assessment by CAEL	Y / N	Transferring in credits? Y / N If yes, # _____	Credits Awarded by PLA: _____

Assessment/Placement Tool:

NCRC Location Information	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
NCRC Math	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
NCRC English Language	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
NCRC Personal Talent	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
NCRC Fit and Performance	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Reading	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Math Pre-Algebra	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Math Algebra	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Math College Algebra	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Math Trigonometry	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
COMPASS Writing	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
Accuplacer Reading	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
Accuplacer Writing	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
Accuplacer Math	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses
Other _____	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit <input type="checkbox"/> Need Remedial Courses

Term & Year Info

Basic Year Info

Year	Full or Part Time Student	Pell Grant Eligible	Has Student Education plan	Basic skills deficiency	Demonstrated Skills Gains Toward a Certificate/Degree	Success in credit-bearing courses
_____	Full / Part	Y / N	Y / N ____/____/____	Y / N	Y / N	Y / N

Programs of Study

Year	Term	Type	Bridge	Program of Study	Certificate	Date Began Program of Study
_____	_____	<input type="checkbox"/> Grant Funded <input type="checkbox"/> Non-Grant Funded	<input type="checkbox"/>	<input type="checkbox"/> CPT <input type="checkbox"/> Mech <input type="checkbox"/> CNC <input type="checkbox"/> Main <input type="checkbox"/> Weld <input type="checkbox"/> Green <input type="checkbox"/> Bridge	<input type="checkbox"/> Certified Production Technician (CPT) – Certified Production Technician <input type="checkbox"/> Certified Production Technician (CPT) – Manufacturing Production Certificate <input type="checkbox"/> Green – N/A <input type="checkbox"/> Maintenance – AAS Degree – Maintenance Technology <input type="checkbox"/> Maintenance – Certificate in Maintenance <input type="checkbox"/> Mechatronics – Certificate in Mechatronics/Automation <input type="checkbox"/> Precision Machining (CNC) – AAS Degree – Advanced Manufacturing Technology <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator I <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator II <input type="checkbox"/> Welding (Metalworking) – AAS Degree – Welding Technology <input type="checkbox"/> Welding (Metalworking) – Advanced Welding Certificate <input type="checkbox"/> Welding (Metalworking) – Basic Welding Certificate <input type="checkbox"/> Welding (Metalworking) –Certificate in Metal Fabrication	____/____/____
_____	_____	<input type="checkbox"/> Grant Funded <input type="checkbox"/> Non-Grant Funded	<input type="checkbox"/>	<input type="checkbox"/> CPT <input type="checkbox"/> Mech <input type="checkbox"/> CNC <input type="checkbox"/> Main <input type="checkbox"/> Weld <input type="checkbox"/> Green <input type="checkbox"/> Bridge	<input type="checkbox"/> Certified Production Technician (CPT) – Certified Production Technician <input type="checkbox"/> Certified Production Technician (CPT) – Manufacturing Production Certificate <input type="checkbox"/> Green – N/A <input type="checkbox"/> Maintenance – AAS Degree – Maintenance Technology <input type="checkbox"/> Maintenance – Certificate in Maintenance <input type="checkbox"/> Mechatronics – Certificate in Mechatronics/Automation <input type="checkbox"/> Precision Machining (CNC) – AAS Degree – Advanced Manufacturing Technology <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator I <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator II <input type="checkbox"/> Welding (Metalworking) – AAS Degree – Welding Technology <input type="checkbox"/> Welding (Metalworking) – Advanced Welding Certificate <input type="checkbox"/> Welding (Metalworking) – Basic Welding Certificate <input type="checkbox"/> Welding (Metalworking) –Certificate in Metal Fabrication	____/____/____

Industry Recognized Credential Obtained

Year	Term	Area / Degree or Certificate
		<input type="checkbox"/> Certified Production Technician (CPT) – Certified Production Technician <input type="checkbox"/> Certified Production Technician (CPT) – Manufacturing Production Certificate <input type="checkbox"/> Green – N/A <input type="checkbox"/> Maintenance – AAS Degree – Maintenance Technology <input type="checkbox"/> Maintenance – Certificate in Maintenance <input type="checkbox"/> Mechatronics – Certificate in Mechatronics/Automation <input type="checkbox"/> Precision Machining (CNC) – AAS Degree – Advanced Manufacturing Technology <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator I <input type="checkbox"/> Precision Machining (CNC) – Certificate in Computer Numerical Control (CNC) Operator II <input type="checkbox"/> Welding (Metalworking) – AAS Degree – Welding Technology <input type="checkbox"/> Welding (Metalworking) – Advanced Welding Certificate <input type="checkbox"/> Welding (Metalworking) – Basic Welding Certificate <input type="checkbox"/> Welding (Metalworking) –Certificate in Metal Fabrication

Course Info

Course History

School Year	Term	Course Description	Course Level	Final Grade	Credits

Manufacturing Student Exit Survey

Name of Student: _____

College: _____

Date: _____

You are receiving this questionnaire because you either completed an iNAM program or indicated that you would not be returning the next term.

1. Which of the following best describes your current status? (Please select the answer that best applies.)

I completed and earned a certificate.

I completed and earned a degree.

Or, I'm leaving or interrupting my education because...

I am ill.

I have a job-related injury.

I have financial reasons.

I'm starting a new job.

I must deal with work requirements or changes at work.

I have family obligations.

I have moved or am moving out of the area.

I received a dismissal for academic reasons.

I received a dismissal for disciplinary reasons.

Other (please specify below)

2. Do you plan to complete or earn any work or education certificates in the future? (Please select the answer that best applies.)

Yes, I plan to both complete the certificate I started to work on and earn an additional certificate
(please describe the additional certificate) _____

Yes, I plan to complete only the certificate I started to work on

Yes, I plan to earn a different or additional certificate (please describe below)

No

3. Do you plan to complete or earn any education degrees in the future? (Please select the answer that best applies.)

Yes, I plan to complete both the degree I started to work on and another degree
(please describe the additional degree) _____

Yes, I plan to complete only the degree I started to work on

Yes, I plan to earn a different or additional degree (please describe below)

No

4. **How satisfied are you with the education program in which you just participated?** (Mark one for each row.)

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
a. The content of the courses was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. I learned a lot in the courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. My participation in the courses helped me to get the job I have now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I don't have a job now, but I expect my participation in the program to help me to get and keep jobs in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Faculty were available if I wanted to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. The courses seemed to cover everything I will need to do in a job in this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. I am satisfied with the level of knowledge and skills I developed as a result of these courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. I would recommend the course(s) I took in this manufacturing program to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. **How difficult were the courses in the education program in which you just participated?**

	Much too difficult	A little too difficult	Just right	A little too easy	Much too easy
Difficulty of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **Have you received any of the following types of assistance from the college? If yes, how helpful was that assistance?** (Mark yes or no for each row; for each row that you marked yes, indicate how helpful the assistance was.)

	Received assistance		How helpful the assistance was		
	Yes	No	Very helpful	Somewhat helpful	Not helpful
a. Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Educational counseling/advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Job placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **Have you worked with any businesses in any of the following types of cooperative arrangements with the college?** (Mark one for each row.)

	Yes	No
a. Internship at the business	<input type="checkbox"/>	<input type="checkbox"/>
b. Joint projects as part of class work	<input type="checkbox"/>	<input type="checkbox"/>

If you answered No to questions 7a and 7b, skip to question 9.

8. **Please assess the usefulness of your participation in internships or other cooperative arrangements with Illinois businesses.** (Mark one for each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. I developed a relationship that seems likely to or that did turn into a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I better understand what skills I need to develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel more motivated to continue my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I learned that I would not fit well in the manufacturing job area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. **Which of the following describe your attitudes towards education?** (Mark one for each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. I enjoy learning in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe education is important for finding a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I prefer education that has a practical application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think my skills aren't valued in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I tend to do well in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I'm enrolled here because I see no reasonable alternative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am nervous about resuming my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I need some help to be ready for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. **Which of the following describe your attitudes towards work?** (Mark one for each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. I expect to succeed in whatever I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe success mainly depends on being willing to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Finding a good job is largely a matter of luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Going to work helps to give my life meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If I had a choice, I wouldn't work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you currently have a job or job offer? (Please select the answer that best applies.)

- Yes, I have a job
- Yes, I have a job offer
- No

If you answered No to question 11, skip to question 17.

12. Is your current job or job offer a permanent/long-term position or a temporary position?

- Permanent position
- Temporary position

13. Is your current job or job offer in the area of training you have just completed?

- Yes
- No

14. What of the following occupations best describes your job or job offer?

- Precision machining/CNC
- Production technician/CPT
- Maintenance
- Mechatronics
- Welding/metalworking
- Green manufacturing
- Other manufacturing (please specify) _____
- Other (please specify) _____

15. If you have a current job or job offer, please provide the following information.

Name of company _____

Number of hours per week _____

Hourly wage \$ _____

16. Thinking ahead to 5 years from now, how likely would you consider each of the following? (Mark one for each row.)

	Very likely	Somewhat likely	Not likely
a. I will be at the same company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I will have received a promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. **Thinking ahead to 5 years from now, how likely are you to be doing the same kind of work as you just were trained for?** *(Please select the answer that best applies.)*

- Very likely
- Somewhat likely
- Not likely

18. **We would like to contact you in 6 months to learn whether this program has helped you. Please provide the best information you can on how to locate you.**

Street address: _____

City: _____ State: _____

Home telephone: - -

Cell phone: - -

E-mail address: _____

19. **In case we have difficulty locating you, please provide the name and contact information for a friend or relative who would know how to find you in 6 months.**

Name: _____

Street address: _____

City: _____ State: _____

Home telephone: - -

Cell phone: - -

E-mail address: _____

Forms

APPENDIX C
BUDGET MODIFICATION REQUEST FORM

Submit To: inam@harpercollege.edu		From Consortium Member:	
Grant Director - Dr. Rebecca Lake		College	
William Rainey Harper College		Address	
Illinois Network for Advanced Manufacturing		Completed By:	
1200 West Algonquin Road		Date Submitted:	
Palatine, IL 60067-7398		Email	
TC-23795-12-60-A-17		Phone	
BUDGET LINE	Original Budget	Budget Request + (-)	Revised Budget
Personnel	\$ -	\$ -	\$ -
Fringes	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contractual/Consultant	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Indirect Costs	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -
Budgeted Change must equal \$0			
Reason/Justification For Request			

Consortium Meeting Travel Reimbursement

Meeting Date _____

Submit To: inam@harpercollege.edu	From Consortium Member:
Grant Director - Dr. Rebecca Lake	College _____
William Rainey Harper College	_____
Illinois Network for Advanced Manufacturing	Contact Person: _____
1200 West Algonquin Road	Date Submitted: _____
Palatine, IL 60067-7398	Email _____
TC-23795-12-60-A-17	Phone _____

Attendee Name		\$ Amount	
TOTAL			

Instructions:
 Harper College will reimburse travel costs related to entire iNAM Consortium Meetings and submit payment to your college. Individuals should request reimbursement directly from your college.

 Please submit this form along with receipts for any individuals who attended the Consortium meeting. Do not charge the travel expense to the TAACCCT Grant fund at your college.