



Illinois Network for Advanced Manufacturing

## INAM Grant President's Advisory Group

21 Community College Consortium Members

### Harper College\*

\*This is an example and does not include the college specific information that each president was provided.

June 11, 2014

10:30 AM – 12 Noon

Meeting with Lunch

Wojcik Center

**Harper College**

1200 W. Algonquin Road

Palatine, IL 60067

(847)925-6630

# Table of Contents

	Page
Agenda for Conference	1
List of INAM Consortium College Presidents	2
Earn and Learn Model	3
Flowchart for INAM Grant Strategies	4
5 Core Elements for all TAACCCT Project	5
Consortium Members Roles and Responsibilities	7
DOL Nine Deliverables	8
Priorities and Strategies	9
Website Image	10
Continuous Quality Improvement	11
Monthly Activity Report	13
Student Education Plan	14
Participant Enrollment Packer	16
Student Exit Survey	23
INAM Data	28
Individual Budget Scorecard	29
Scorecard	30
Nine Deliverables with Projected Numbers	31
Individual Participant Scorecard	32
Unique Participants Scorecard	33
Certificates by College	34
Course Syllabi by SME	37
INAM Grant Evaluation	38
Logic Model for Grant Evaluation	41
Evaluation Report and Executive Summary	43



Illinois Network for Advanced Manufacturing

## INAM Grant President Advisory Committee Meeting

June 11 Wednesday 10:30 AM – 12 followed by lunch  
Harper College 1200 W. Algonquin Road Palatine, IL 60067  
Wojcik Conference Center

### AGENDA

**Goals of Meeting:** *Participating consortium colleges President's Advisory Committee will be re-acquainted with INAM Grant; provided with an overview of the strategies currently underway to accomplish the stated goals to meet DOL deliverables and outcomes; presented with a snapshot of some early data on the study, and provided a review of the activities of the evaluation team.*

10:30 AM	Welcome	K Ender
	Introduction of Presidents & guests	
10:40 AM	Remarks	B Zuidema
		ETA Regional Administrator
10:45 AM	Overview of INAM Grant 2 <sup>nd</sup> 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)

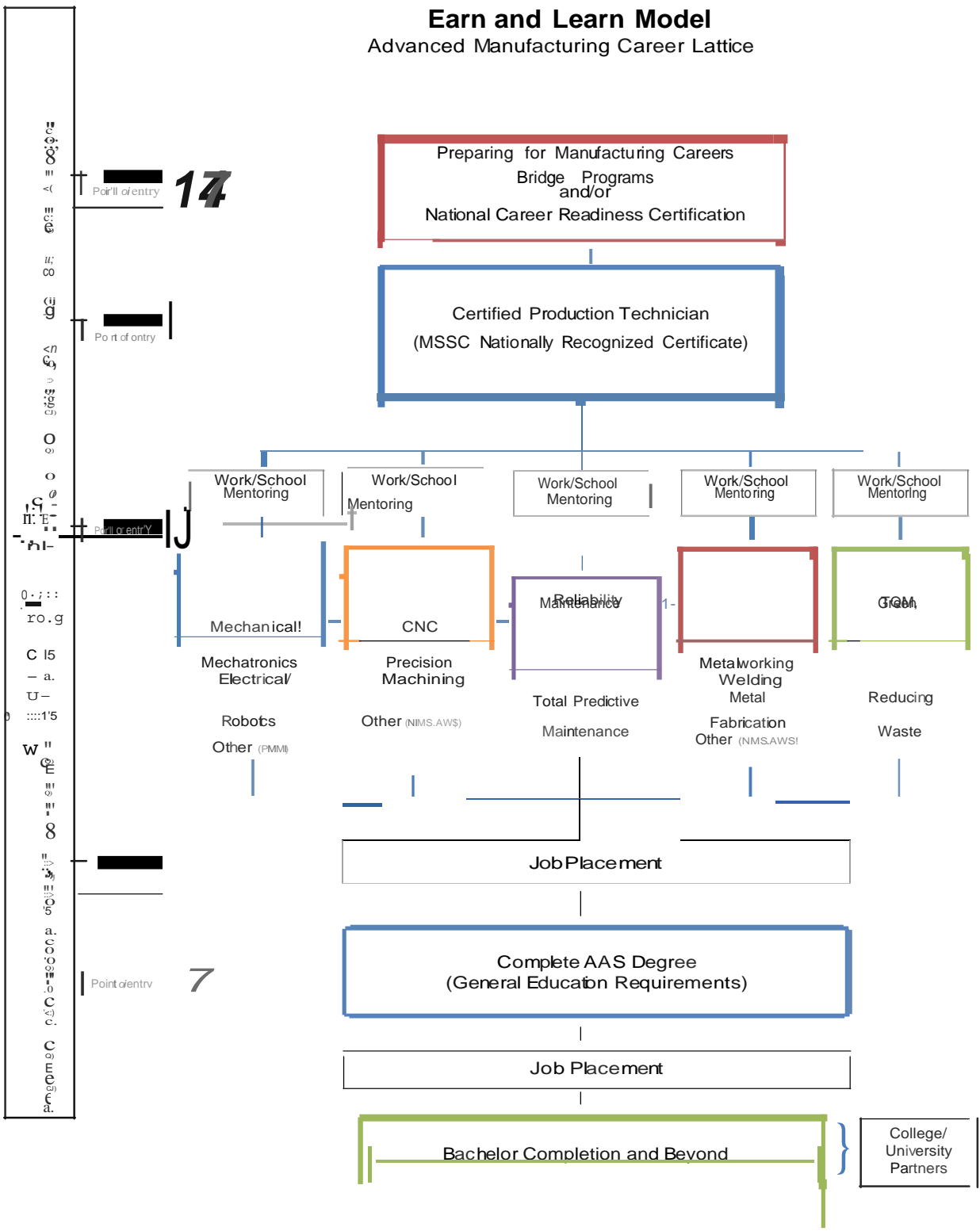


Illinois Network for Advanced Manufacturing

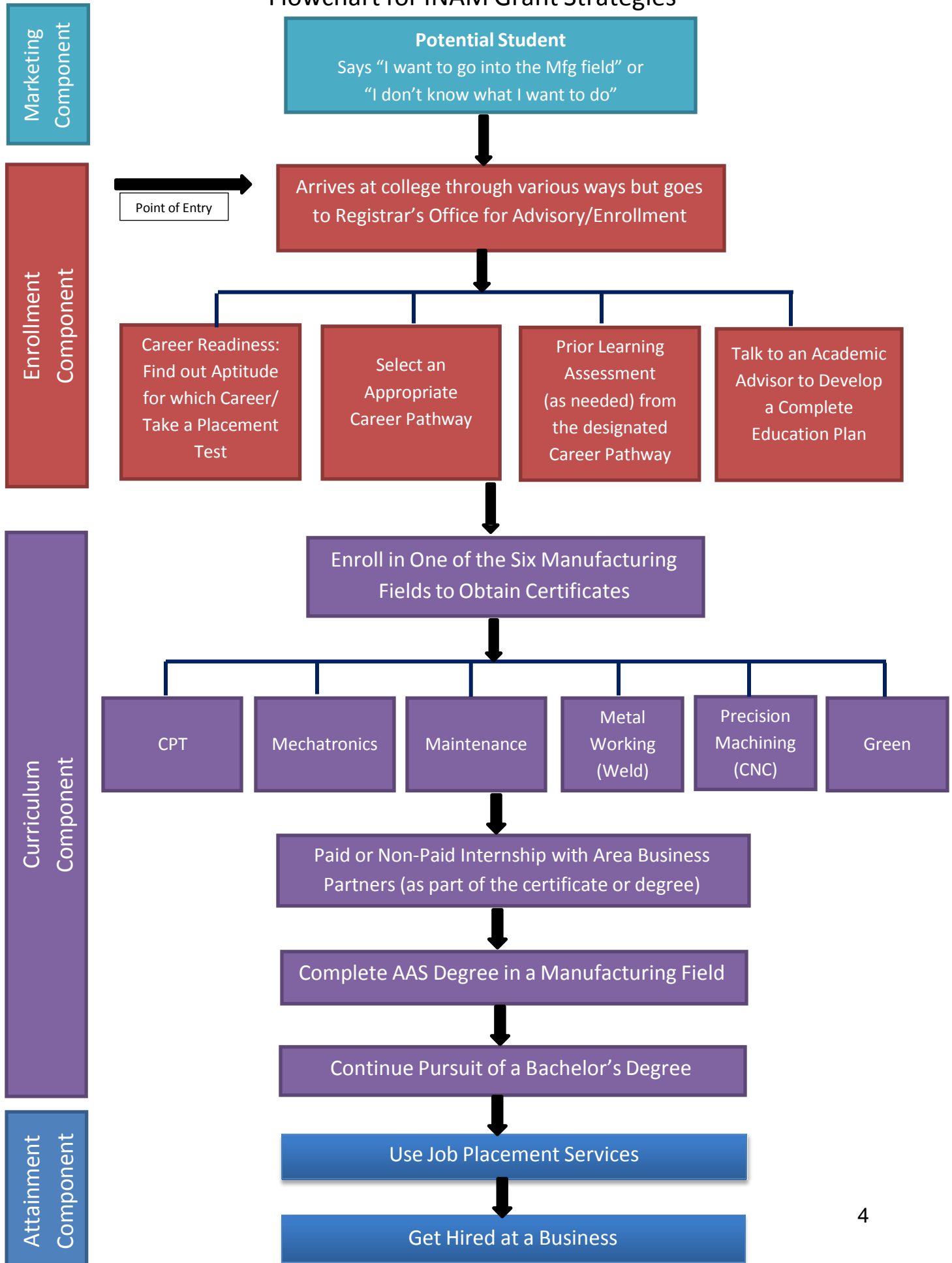
## INAM Consortium College Presidents

College	President
College of Dupage	Dr. Robert Breuder
College of Lake County	Dr. Jerry Weber
Daley (City Colleges of Chicago)	Dr. Jose Aybar
Danville Area Community College	Dr. Alice Marie Jacobs
Elgin Community College	Dr. David Sam
Harper College	Dr. Ken Ender
Illinois Eastern Community College	Mr. Terry Bruce
Illinois Valley Community College	Dr. Jerry Corcoran
John Wood Community College	Mr. Michael Elbe
Joliet Junior College	Dr. Debra Daniels
Kankakee Community College	Dr. John Avendano
Kishwaukee College	Dr. Tom Choice
Lincoln Land Community College	Dr. Charlotte Warren
McHenry County College	Dr. Vicky Smith
Oakton Community College	Dr. Margaret Lee
Prairie State College	Dr. Terri Winfree
Richland Community College	Dr. Gayle Saunders
South Suburban College	Mr. Don Manning
Southwestern Illinois College	Dr. Georgia Costello
Triton College	Dr. Patricia Granados
Waubonsee Community College	Dr. Christine Sobek
June 11, 2014	

Diagram 1



## Flowchart for INAM Grant Strategies



## 5 Core Elements for all TAACCCT Projects

**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.*

### 1. Use of Evidence in Program Design

The Earn and Learn Program, the foundation of the INAM grant, will create pathways and lattices leading to specialized skills development beginning with the industry-recognized Certified Production Technician, Mechatronics, Computer Numerical Control (CNC) Machinists, Industrial Maintenance, Welding, and Green manufacturing. The design of the Earn and Learn Program and the INAM grant builds on the well-known Advanced Manufacturing Competency Model. This model was developed through a collaborative effort involving the Employment and Training Administration and leading industry organizations.

### 2. Stacked and Latticed Credentials

Within the certificates and certifications offered, participants will have maximum flexibility to pursue higher level certifications, certificates and/or degrees within the same area of specialization, commonly referred to as a ladder. Students can elect to pursue certificates within another area of specialization, thus moving laterally and creating a lattice into another area of specialization.

The strong partnerships built into the project structure will ensure that manufacturing industry and industry associations have input into courses and credentials with recognized value across the industry regionally, statewide, and nationally. Continuous input and feedback from all consortium partners, including industry and associations, will ensure existing, modified, and new courses and/or credentials continue to have consistency with changing industrial and workforce needs.

Addressing **Prior Learning Assessment (PLA)** is written specifically in this element. Development of credit for prior learning mechanisms will be integrated into an overall approach that will allow students to seamlessly apply prior learning to credit-bearing programs. Previously earned credentials that were obtained through non-traditional educational programs, such as those offered through trade associations and other non-credit bearing entities, will be included in the prior learning credit system. In addition, processes for conferring credit for experiential activities, such as on-the-job competencies and performance, will be initiated. Students completing manufacturing bridge programs which are normally offered in non-credit programming will be provided the opportunity to complete assessments that may confer credit.

INAM members will develop and implement consistent transferability and credit for prior learning policies and practices among all members, which will be offered to non-INAM colleges for statewide replication. Built into this strategy will be a special emphasis for prior learning assessments for veterans and military personnel.

### **3. Online and Technology-Enabled Learning**

Through the INAM grant, TAA-eligible and dislocated workers, veterans and others will have access to online learning programs. The program will use the NTER platform and technology to deliver online learning to the more isolated areas of the proposed service area and counteract barriers that often prevent program attendance, such as family and work obligations. The use of NTER will dovetail on successful implementation of the work of the College of Lake County, fiscal agent of the TAACCCT Round 1 awardee.

Technology will be implemented in phases to demonstrate the effectiveness and cost effectiveness of an innovative pedagogical approach called the “flipped classroom”. The INAM grant will pilot the flipped classroom concept and demonstrate that this approach improves learning and employment outcomes and accelerates program completion.

### **4. Transferability and Articulation**

College and university partnering aimed at creating articulation agreements and leveraging plans for existing agreements to create new pathways to advanced degrees. Input and collaboration with this process will also involve the Illinois Community College Board and Illinois Board of Higher Education to enhance the articulation plan and reach all universities in the Illinois system.

### **5. Strategic Alignment**

INAM members recognize that input and feedback from employers, the industry, and industrial organizations are critical to ensuring career pathways are aligned with industry needs. Area employers at each college will be involved in the Earn and Learn Program in ways that include identifying necessary skills and competencies, assisting with curriculum development and program design, hiring students, providing paid internships, mentoring, providing equipment and facilities, and assisting with training.

As with industry employers, the structure of the INAM grant will integrate input and feedback loops involving workforce investment boards (WIBs) and WorkNet Career Centers (One-Stop). Each college will work with their local workforce board and WorkNet Centers to recruit students and share data.

To help identify and refer TAA-eligible workers and other participants, INAM members will develop a placement tool that will create an opportunity to match qualified students with available jobs. The tool will allow employers to post job openings and allow students to post résumés. The project career site will centralize outreach from manufacturing employers to job seekers by identifying employers’ jobs and presenting them to job seekers.



## Consortium Members Roles and Responsibilities

Partner	Roles and Responsibilities
21 Member Community Colleges in the Illinois Network for Advanced Manufacturing (INAM)	The 21 community colleges members of INAM will provide expertise and assistance in curriculum development, training materials, advisory assistance, in-kind resources, recruitment of trainees, certification/degrees/accreditation, and job placement assistance. The remaining 27 community colleges in Illinois will have access to the work completed by INAM and the <b>Earn and Learn Program</b> and will serve as implementation partners.
Employers	Over 100 employers have committed to working with INAM and the <b>Earn and Learn Program</b> in the following capacities: paid internships, hiring, job shadowing/tours, mentoring, equipment usage, facility usage, interviewing students, curriculum development, training for incumbent workers, employees as instructors, marketing advanced manufacturing programming, scholarships, tuition reimbursement and serving as advisory or on focus groups. Key employers include Caterpillar, John Crane, Swiss Precision, Nation Pizza Products, and Acme Industries.
17 Illinois Local Workforce Investment Agencies (LWIAs)	TAA-eligible students will receive various services and financial assistance through TAA funding. LWIAs will assist with job placement by connecting students in the <b>Earn and Learn Program</b> and other job seekers with employers. LWIA staff will provide an overview of TAA eligibility requirements on a regular basis.
Illinois Community College Board (ICCB)	The ICCB is the state coordinating board for community colleges and administers the <i>Public Community College Act</i> . ICCB will support INAMs efforts to establish an overall cooperative agreement that permits students in the <b>Earn and Learn Program</b> pay in-district tuition and fees, regardless of where they live or work.
Paul T. Bucci & Associates (PTB) and Westat	PTB and Westat are the evaluation team for the project. This team has a distinguished history and track record in measuring various aspects of effective implementation and evaluation of strategic projects, such as those proposed by the <b>Earn and Learn Program</b> . Utilizing statistical analysis, advanced technologies, and economic and social policy, this team will be charged with tracking and measuring implementation and effectiveness of the priorities and strategies of the <b>Earn and Learn Program</b> .



Illinois Network for Advanced Manufacturing

## **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 TAACCCT-funded program of study.
3. Total number of participants still retained in their program of study or other TAACCCT-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 TAACCCT-funded program of study completion.
7. Total number of participants employed after TAACCCT-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.

<b>ILLINOIS NETWORK for ADVANCED MANUFACTURING</b> <b>Priorities and Strategies</b>	
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.



## Metal Working

New Welding Degrees and Certificates



Certified Production  
Technician (CPT)



Mechatronics / Robotics



Industrial Maintenance



Metal Working / Welding



Precision Machining (CNC)



Green Technologies

## CQI Activities for INAM Grant Priorities and Strategies

Priorities & Strategies	Elements	Year 1		Follow Up CQI	Year 2		Follow Up CQI
		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	

## CQI Activities for INAM Grant Priorities and Strategies Cont

Priorities & Strategies	Elements	Year 1		Follow Up CQI	Year 2		Follow Up CQI
		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 feedbacksessions.		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

## Monthly College INAM Grant Activity Report

College Consortium member:

Month:

Person completing form:

Contact phone and email

Purpose: **To briefly** document monthly activities of the consortium college which meet the objectives and your college's deliverables as specified in the grant. Not all 6 strategies are applicable to your college. The college INAM Grant budget will assist in this process.

Send electronic copy to INAM Grant office at Harper College at the first of each month.

---

### Activities related to 6 components of the budget (in general):

- a) Personnel (hired)
- b) Equipment purchased
- c) Travel done and/or meetings held
- d) Supplies purchased
- e) Contractual services purchased or contracted for
- f) Other (is specified in college grant budget)

### Activities and meetings held to work on INAM grant strategies:

Strategy 1.1 and 1.2 (educational plans and credit for prior learning)

No activity

Strategy 2.1 and 2.2 (bridge programs, NCRC)

Strategy 2.3 (All colleges working on curriculum for at least one of the 6 Mfg areas)

Strategy 3.1 (online platform, NTER system)

Strategy 4.1 and 4.2 (responsibility of ALL colleges to meet and build Mfg partnerships)

Strategy 5.2 (marketing endeavor for Mfg areas, certificates & degrees)

Strategy 6.1 (improve articulation agreements)



Where do we get our  
data?

# iNAM (TAACCCT)Grant

## Student Education Plan

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

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>
<b>Total Hours</b>						

\* **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)	Participant ID: _____
Address: _____ _____	Classification: <input type="checkbox"/> V - Combat Veteran
City, State & Zip: _____	<input type="checkbox"/> N - Non-combat Veteran
Phone Number: (____)____-____	<input type="checkbox"/> I - Incumbent Worker
Email: _____	<input type="checkbox"/> T - TAA eligible
Social Security Number: ____-____-____ Gender: M / F	<input type="checkbox"/> S - Eligible Spouse
Date of Birth: ____/____/____ Age: ____	<input type="checkbox"/> O - Other eligible
<input type="checkbox"/> Yes	<input type="checkbox"/> G - General Student Participant
Hispanic/Latino: <input type="checkbox"/> Unknown	<input type="checkbox"/> D - Dislocated Worker
<input type="checkbox"/> None	<input type="checkbox"/> A - Participant Cohort
<input type="checkbox"/> American Indian or Alaska	Cohort: <input type="checkbox"/> B - Comparison Group 1
<input type="checkbox"/> Asian	<input type="checkbox"/> C - Comparison Group 2
<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> D - Comparison Group 3
Race: <input type="checkbox"/> White	How first learned about iNAM:
<input type="checkbox"/> Unknown	<input type="checkbox"/> Through employment center
<input type="checkbox"/> More than one race	<input type="checkbox"/> Through Veteran's center
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Through friend or relative
Disability: Y / N	<input type="checkbox"/> Through business in which you sought employment
Alternate Contact: _____	<input type="checkbox"/> Advertisements
Alt Contact Phone: (____)____-____	<input type="checkbox"/> Came to college before hearing about the program
Alt Contact Email: _____	<input type="checkbox"/> Not aware of specific program
College at first enrollment: _____	<input type="checkbox"/> Other (please specify) _____
Information Release Signed <input type="checkbox"/>	
Mfg Advisor: _____	
LWIA#: _____	
Case Manager: _____	

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 Some high school	Educational Barriers:
	<input type="checkbox"/> High school diploma GED	<input type="checkbox"/> Disability
	<input type="checkbox"/> Some college Two-year degree	<input type="checkbox"/> Limited English
	<input type="checkbox"/> Four year degree	<input type="checkbox"/> Transportation
	<input type="checkbox"/> Graduate school	<input type="checkbox"/> Family responsibilities
Educational Goal:	<input type="checkbox"/> Degree Certificate (one-year or less)	<input type="checkbox"/> Employment (hours or shift working)
	<input type="checkbox"/> Certificate (two year)	<input type="checkbox"/> Financial
	<input type="checkbox"/> Other training or activity	<input type="checkbox"/> Out of high school for over 15 years
Prior Experience In Field:	<input type="checkbox"/> 0 years	<input type="checkbox"/> Other
	<input type="checkbox"/> 1-2 years	
	<input type="checkbox"/> 3-5 years	
	<input type="checkbox"/> 6-10 years	
	<input type="checkbox"/> 11-15 years Over 15 years	
Prior Experience Overall:	<input type="checkbox"/> 0 years	
	<input type="checkbox"/> 1-2 years	
	<input type="checkbox"/> 3-5 years	
	<input type="checkbox"/> 6-10 years	
	<input type="checkbox"/> 11-15 years	
	<input type="checkbox"/> 16-20 years	
	<input type="checkbox"/> 21-30 years 31-40 years Over 40 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 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 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 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 Need Remedial Courses
Accuplacer Reading	Y / N	Score: _____	Approved for credit courses? Y / N	<input type="checkbox"/> Require Non Credit 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 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 <b>not</b> 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

<b>If you answered No to question 11, skip to question 17.</b>
--

**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:**

--	--	--

 - 

--	--	--

 - 

--	--	--	--	--	--

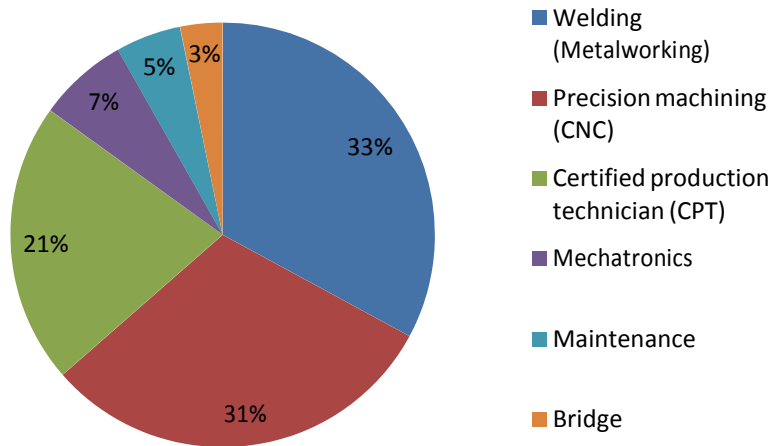
**E-mail address:** \_\_\_\_\_



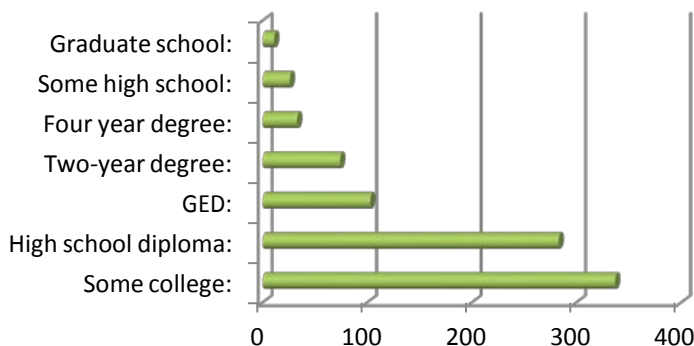


# What we know about INAM so far...

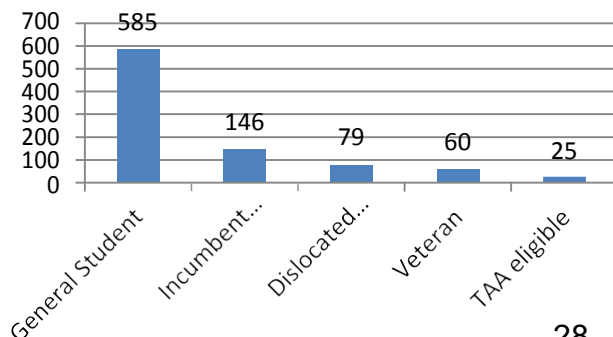
## INAM Programs of Study among 18 Community Colleges currently counting students



### 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%

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 Achievement
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	\$ 12,988	\$ 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	\$ 15,464	\$ -	\$ -	\$ -	\$ 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	\$ 3,697	\$ -	\$ -	\$ 397,221	\$ 128,548	75.55%
<b>TOTALS:</b>	<b>\$ 10,581,421</b>	<b>\$ 1,358,611</b>	<b>\$ 51,238</b>	<b>\$ 2,536,839</b>	<b>\$ 647,755</b>	<b>\$ 127,891</b>	<b>\$ 62,033</b>	<b>\$ 32,923</b>	<b>\$ 4,817,291</b>	<b>\$ 5,764,130</b>	<b>45.53%</b>
Green = on track, no immediate action required		Over 80%									
Yellow = caution, watch progress		41 to 79%									
Red = critical, take immediate action		0 to 40 %									

## Department of Labor Nine Deliverables with Projected Numbers from Participating Colleges

	Total Unique Participants Served	Total Number of Participants Completing a TAACCCT-Funded Program of Study	Total Number of Participants Still Retained in their Program of Study or Other TAACCCT-Funded Program	Total Number of Participants Completing Credit Hours	Total Number of Credentials	Total Number of Participants Enrolled in further Education After a TAACCCT-Funded Program of Study Completion	Total Number of Participants Employed After Completion	Total Number of Participants Retained in Post-enrollment	Total Number of Those Participants Employed who Received a Wage Increase
<b>Totals:</b>	<b>2487</b>	<b>1292</b>	<b>1132</b>	<b>2054</b>	<b>1826</b>	<b>462</b>	<b>1089</b>	<b>915</b>	<b>565</b>
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

10/1/2012

## INAM Grant Consortium Unique Participants Year 1 & 2

Consortium Members	Students Enrolled	Projected Students Year 2	Year1 +	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
Waubonsee Comm. College	0	20		-20
Wm. Rainey Harper College	130	80		50
TOTAL	867	1470		-603

As of 5/29/2014

**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
Daley City Colleges of Chicago	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
Elgin Community College	Metalworking (Welding)	Basic Vocational Welding Certificate	16	Fall 2013
	Precision Machining (CNC)	Basic Vocational CNC Operator Certificate	20	Fall 2013
Harper College	Certified Production Technician	Manufacturing Production Certificate	16	Fall 2013
	Metalworking (Welding)	Basic Welding Certificate	16	Fall 2013
	Precision Machining (CNC)	CNC Operator 1	18	Fall 2013
Illinois Eastern Community College	Metalworking (Welding)	Welding Certificate	20	Spring 2014
	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
Illinois Valley Community College	Certified Production Technician	Certified Production Technician Certificate	16	Fall 2013
	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
	Precision Machining (CNC)	Basic Manufacturing Machine Tool (CNC)	13	Spring 2014
Kishwaukee Community College	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
McHenry Community College	Mechatronics	Robotics Systems Programmer	20	Fall 2013
	Precision Machining (CNC)	CNC Machining Certificate	12	Fall 2013
Oakton Community College	Industrial Maintenance	Manufacturing Technology Cert (Maintenance)	43-45	Fall 2013
	Mechatronics	Automation and Controls Certificate	14 - 15	Fall 2013
	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**

<b>INAM College</b>	<b>Program of Study</b>	<b>Certificate Name</b>	<b>Credit Hours</b>	<b>Certificate Start</b>
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
Triton Community College	Mechatronics	Mechatronics Certificate	21	Fall 2013
	Precision Machining (CNC)	Fabrication Certificate	25 - 26	Fall 2013
Waubonsee Community College	Mechatronics	Automation Technology Certificate	30	Fall 2014
	Metalworking (Welding)	Welding Certificate	15	Fall 2014
	Precision Machining (CNC)	CNC Operator Certificate	23	Fall 2014

6/1/2014



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](http://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)







Illinois Network for Advanced Manufacturing

## INAM Grant Evaluation

In the Department of Labor (DOL) Solicitation for Grant Applications (SGA), a detailed plan for the program evaluation was specified. Evaluation of the INAM Grant impact is primarily directed by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Round 2 Annual Performance Report (APR). The program evaluation plan must address: 1) program implementation, and 2) participant outcomes or impacts.

Mixed methods research design is used to evaluate the implementation and impact of the INAM Grant. This design incorporates two types of studies:

1. an implementation (qualitative) study to provide for continuing program improvement over the course of the grant, and
2. an impact (quantitative) study to provide data of the program's impact on students' education and employment outcomes.

### Implementation Study

The implementation (qualitative) study gathers information to facilitate replication of the INAM program design by sites wishing to adopt these innovative strategies and the program's implementation process. This information and data also provides for continuing program improvement over the course of the grant. To do this successfully, the main focus of the implementation process inquiry is the 21 consortium colleges. Information needed is relevant to the college INAM Director's office and the interactions with those throughout the colleges involved with all elements of the INAM grant such as faculty, admissions, advising, financial aid, tutoring, personnel conducting the student participant survey, and the data stewards entering the study data.

According to the SGA, this part of the evaluation plan must include strategies or approaches for addressing the following questions:

- a) How was the particular curriculum selected, used, created?

- b) How programs and program designs were improved or expanded using grant funds? What was the program administrative structure? What support services and other services were offered?
- c) Did the grantees conduct an in-depth assessment of participant's abilities, skills, and interest to select participants in the INAM grant program? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and courses sequence for participants? Was career guidance provided and if so, through what methods?
- d) What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others, as applicable) make in term of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to programs sustainability? What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?

A secondary focus of the implementation process inquiry relates to the implementation interaction with the INAM Director's office.

### **Impact Study**

The impact (quantitative) study provides data of the program's impact on student outcomes. The participant impact or outcomes study not only provides data regarding the nine DOL outcome deliverables but also additional measures to foster a more complex picture of the participants in the project and benefits each obtained through the use of the program strategies and components. In order to do this, the study data is uploaded to the INAM database by each of the college data steward. Then, statistical data, when presented in aggregate numbers provides a measure of total program output and when applied to individual participants, the outcome measures will be used in logistic regressions to estimate the degree to which the overall program (or specific program features such as marketing, enrollment activities, educational plans, internships, etc.) influenced attainment of the outcomes.

### **Tracking Procedures**

Students eligible to be counted as participants are selected by two criteria:

- 1) A completed Educational Plan which participants sign signifying they agree to participate in the study, provide their social security number, and complete surveys;
- 2) Enrolled in the first certificate in any of the 6 manufacturing curricula areas in which college faculty have enhanced curriculum to align with the INAM agreed upon certificate terminal objectives in these fields: Certified Production Technician (CPT), Welding, Maintenance, Mechatronics, Precision Machining (CNC), and Green.

**Evaluator Group:** Paul T. Bucci PhD LLC (PTB), Westat, Inc., and GEM Software Development, Inc. (GEM)

Members:     Paul Bucci, PTB  
                   Doug Fox, PTB  
                   George Smith, GEM  
                   Brad Chaney, Westat

Composition and responsibilities of the evaluation team:

- a) PTB will provide management and technical oversight;
- b) GEM will lead the data collection and reporting effort, including software development (the software will be used on an ongoing basis following the grant period); and
- c) Westat will be responsible for the qualitative and quantitative evaluation tools development and data analysis.

INAM will work with the evaluation team to ensure that all necessary data are collected, and will consult regularly concerning the evaluation findings.



Illinois Network for Advanced Manufacturing

## Earn and Learn Program

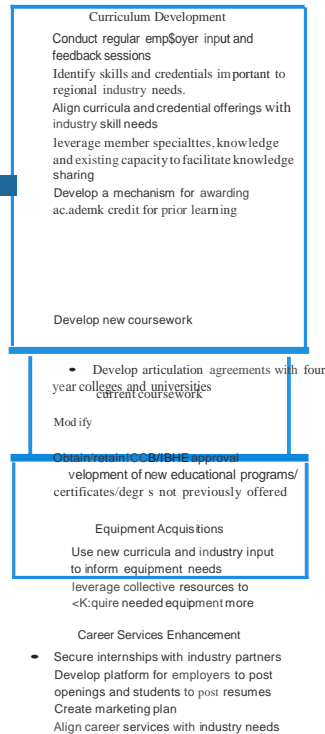
**Goal Statement:** Expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage,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

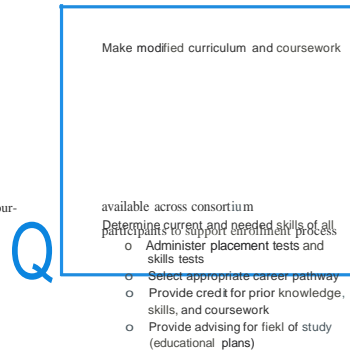
The program outputs roll out in two time periods, short-term outputs (the aligned curricula, credentials, and coursework from INAM; the access to new equipment and tools acquired by needs identified in the curricula modifications; and new internship opportunities and job search aid) and intermediate 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

## Planning Activities

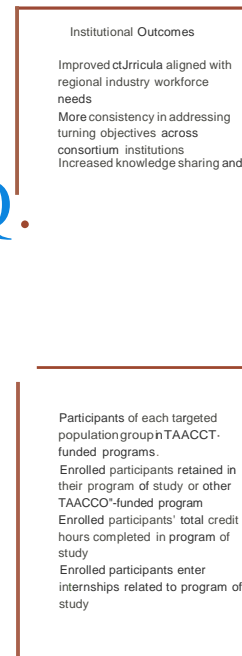
## Inputs



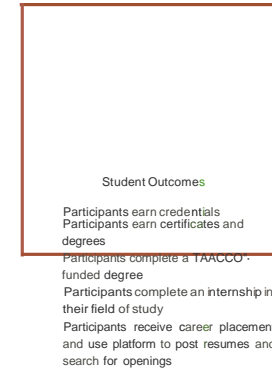
## Implementation Activities



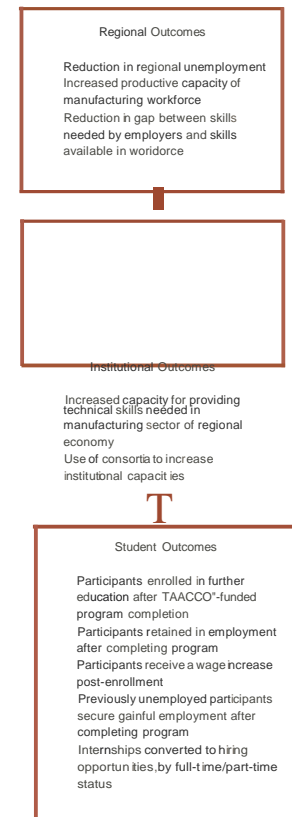
## Short-term Outcomes



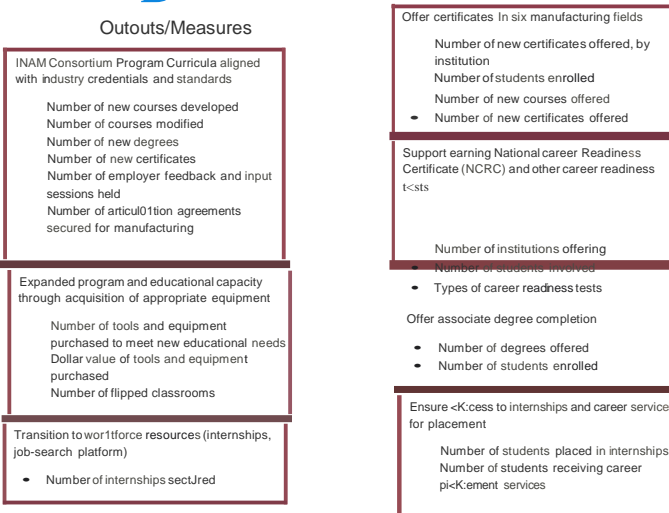
## Intermediate Outcomes



## Long-term Outcomes



## Outputs/Measures



## Logic Model for Grant Evaluation

---

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

---

## Evaluation Report and Executive Summary

Overall, both the survey respondents and focus group participants indicated general satisfaction with how iNAM is working during the first full semester of implementation. Participants indicated that they had made major or at least moderate changes to the program, the changes will make a big difference to the students, the programs were attracting new students who would not have come before, and the programs were worth the effort involved. They also showed high support for individual components of the program, such as the funding of new equipment purchases, changes to the curriculum, provision of additional advising and supports to the students, and the value of accelerating students' education.

The program was not always implemented evenly. While half of the respondents indicated the programs had made major changes, half made only moderate changes, and while many spoke of the value of funding new equipment purchases, institutions varied in their use of funds for this purpose. Some participants expressed frustration in not having more leeway to purchase new equipment. Of course, institutions may have also varied in their need for changes, including new equipment.

The program also encountered greater start-up issues than had been anticipated. Even after rescheduling activities so the first year would be devoted entirely to setting up the program, there was not sufficient time to get new courses or programs approved in time for the first year of instruction. The purchase of new equipment was also significantly behind schedule, though possibly there were substantial purchases immediately prior to beginning the first year of instruction; the original schedule for the budget included plans for implementing the iNAM during the first year and not just performing design work, so one would not expect spending to occur at the same rate as originally planned. The speed of the start-up may also have been affected by turnover in college personnel; for example, one college had gone through three project directors. Often the people responsible for implementing the program had not been involved in developing the original grant proposal, so that new personnel may have required more time to become familiar with iNAM and may have brought different priorities. As a result, some intended features of the program may not be implemented until the 2014–15 academic year, leaving less time to evaluate those features.

As a consortium, iNAM worked more as a cooperative effort than a top-down administrative structure. Participants appreciated the ability to work with people at other colleges, and expressed the desire for more collaboration. They still retained considerable freedom to implement the programs in their own ways at their individual colleges. Still, the iNAM central office at Harper College had an important role in facilitating connections, keeping the consortium members on task, and streamlining some of the work involved. An important part of that assistance was individual site visits at the individual colleges, while the iNAM participants suggested that the group meetings might be organized more effectively.



Sometimes the division between for-credit and noncredit courses created a disconnect because credit and noncredit courses were administered by different parts of the colleges and were not necessarily well coordinated. Some respondents expressed the opinion that noncredit courses did not fully serve the students because they did not help them earn degrees, which may be needed for advancement to management positions.

## Recommendations

Considerable time and planning should be allowed for setting up a program like this, particularly if there is a need for formal changes such as the approval of new curricula.

Support for and understanding of the program will increase if projects can arrange for the people preparing the grant proposal to be the same people who will implement the grant when funded.

There will be greater efficiency and less demand on the individual colleges if more products can be shared across the consortium, including the preparation of marketing materials.

While colleges may be reluctant to cede authority to another organization, they welcome the opportunity to share with colleagues facing similar situations. Thus, consortia should make the opportunity for sharing a primary goal for leading the institutions.

Consortium-wide meetings should give greater attention to substantive issues, becoming more problem and solution oriented, and giving less attention to updates.

The consortium might particularly give attention to providing assistance with marketing. One reason is that the colleges appear to primarily recruit using previously established connections and may not know how to reach out to dislocated workers and veterans. Also, the colleges may not have the time or expertise to prepare marketing materials and are likely to duplicate each other's efforts, while the consortium might instead provide templates that could later be customized by the colleges.

iNAM staff greatly appreciated the chance to share with those at other colleges, but the contacts are likely to have been unequally distributed. iNAM might consider creating a central resource, such as frequently asked questions and blogs, that allow the colleges to more readily share and to benefit from others' efforts.

The learning objectives for welding might particularly be examined to see if they give sufficient attention to American Welding Society certifications.

Some colleges/departments may need additional assistance in knowing how to use funding for equipment effectively. Though some colleges have found the funding to be quite valuable, the overall level of purchases is behind schedule, and some iNAM faculty indicated they were frustrated that the budgets might not allow sufficient flexibility to meet their equipment needs.

The focus on enabling students to earn credentials and satisfy national standards is useful, but iNAM should be careful not to prevent customization to meet the needs of local employers. Also, employers often are unaware of the national standards, so that helping student satisfy the standards may have limited benefit unless there is also an effort to educate employers about the value of the standards.

Most colleges have not yet developed well-designed plans for providing credit for prior learning and may need help from the consortium in creating such plans.