Name of Lead Institution (only one)	Edison Community College
Project Start Date	Jun-14
Interns and/or Co-ops Start Date	Jun-14
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Carrie Rinehart
President/CEO Name	Cris Valdez
Project Director/s	Patti Ross
Are any of the applicants represented by a member of the Advisory Committee? See list at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/omi/2013-14_CEIA.pdf	No
1) Certification by Authorized Official: John Shishoff	
To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.	
Signature of Authorized Official	
Typed Name and Title: John Shishoff	
Date 11 15 13	
2) Administering Entity: Edison Community College	
Contact Person: Patti Ross	
Title: Interim Senior Vice President for Academic Affairs / Dean for Information Technology and Engineering	
Address: 1973 Edison Drive Piqua Ohio 45356	
Email: pross@edisonohio.edu	
3) Business Partners (please submit separate information for each partner)	
Company Name Emerson Climate Technologies	
Contact Person Tim Arthur	
Title Director	
Address: 1675 W Campbell Sidney Ohio 45356	
Email: tim.arthur@emerson.com	

Company Name: Honda of America Mfg Inc
Contact Person: Kevin Decot
Title: Manager
Address: 24000 Honda Parkway Marysville Ohio 43040
Email: Kevin_Decot@ham.honda.com
Company Name: Council On Rural Services
Contact Person: Penny Welbaum
Title: MIS Director
Address: 201 Robert M Davis Pkwy, Piqua, OH 45356
Email: PWelbaum@councilonruralservices.org

Company Name Ply Gem Siding Group
Contact Person Ed Eck
Title Systems Engineer
Address 2405 Campbell Road, Sidney, OH 45365
Email Ed.Eck@plygem.com

Company Name Spinnaker Coating LLC
Contact Person: Darin Davis
Title Director of IT
Address: 518 East Water Street Troy Ohio 45373
Email Darin.Davis@spinnakercoating.com

Company Name Sollmann Electric Co
Contact Person Dennis Sollmann

Title CFO
Address 310 East Russell Rd Sidney Ohio 45365
Email dsollomann@sollomanelectric.com

Company Name Panel Control Inc
Contact Person Nate Jones
Title Supervisor
Address 107 Shue Drive Anna Ohio 45302
Email natej@panelcontrolinc.com

Company Name Area Energy & Electric
Contact Person: Brian Moloney
Title General Manager
Address 2001 Commerce Dr Sidney Ohio 45356
Email bmoloney@areaelectric.com

Company Name Wells Brothers Inc
Contact Person Doug Harshbarger
Title Electrical Division Manager
Address 105 Shue Drive Anna Ohio 45302
Email dough@wellsbrothers.com

Company Name French Oil Mill Machinery Co.
Contact Person Daniel P French
Title Chairman and Chief Executive Officer
Address 1035 W. Greene St. Piqua, OH 45356-0920 USA
Email dpfrench@frenchoil.com

4) Educational Partners (please submit separate information for each partner)	
Institution Name **Upper Valley Career Center**	
Contact Person Tony Trapp	
Title Apprenticeship Coordinator / Asst. HVACR Instructor	
Address 8811 Career Dr. Piqua, OH. 45356	
Email: TrappT@uppervalleycc.org	
Program Snapshot	**Name, Number or Amount**
JobsOhio key industry/ies – please list	**Advanced Manufacturing and Information Services & Software**
JobsOhio region	**Dayton**
Amount of state money requested	**$299,628.00**
Required match money committed (100% undergrad & 150% grad programs)	**$299,628.00**
Total state money requested divided by number of co-ops or internships created (in whole dollars)	**$4,540**
Total match money obtained divided by number of co-ops/internships created (in whole dollars)	**$4,540**
Total money (state plus match) divided by number of co-ops/internships created (in whole dollars)	**9,079.64**
Number of business partners	10
Number of education partners	2

Add numeric value to each field below

	TOTAL	Wages	Scholarships	Both wages & scholarships	For credit	Not for credit	Required	Optional	Transcripted (all)
Internships created (proposed)	*66*	*$ 224,928.00*	*$ 119,851.20*	*$ 344,779.20*	*66*	*0*	*0*	*66*	*66*
TOTALS	*66*	*$ 224,928.00*	*$ 119,851.20*	*$ 344,779.20*	*66*	*0*	*0*	*66*	*66*

Abstract

Our industry partners tell us there is a growing need to create a supply of workers in critical areas of technology.

Challenges

Potential students and parents' lack of understanding regarding the nature and opportunity of Information Technology (IT) and engineering technology careers in the Upper Miami Valley;
Our community members' negative opinions of IT/advanced manufacturing/engineering technology in general;
Unfavorable impressions in our community of technical trades in particular as being "dirty" and "menial;"
Little knowledge of technical, engineering and IT education opportunities.

Goals

Increase the enrollment and graduation of qualified technical students.
Educate the region about the opportunities for technical and advanced manufacturing career-paths.
Strengthen relationships with industry partners.

Funding Objectives

1) build stronger internship programs

2) recruit more students into the program

3) bring more industry partners into the program as internship hosts

4) address the image our potential students and their parents have about careers in /advanced manufacturing/engineering technology

5) provide scholarship support for our interns

Relevancy

1. How is the institution building partnership with private companies to address emerging workforce needs? (Demonstrate engagement with Evidence of business support including small medium size businesses.)

We continuously work to reflect the needs of our local companies by strengthening our learning environments and developing new degree and certificate completion opportunities. All of our IT and engineering options now have 1 year certificates associated with an applied associate's degree program. Last year, because of industry demand, we worked with the Upper Valley Career Center to create a one year HVAC certificate.

All IT/engineering program options have active Advisory Committees comprised of industry leaders from our communities. This includes Computer Information Technology, Industrial Management, Supply Chain Management, Electronics Engineering Technology, Mechanical Engineering and Advanced Manufacturing; seventy one Advisory Committee members in all.

We have strong internship programs in both IT and engineering. All students are required to complete either an internship or complete the capstone experience course before graduation. Over 90% of our IT/engineering interns are offered full-time positions before graduation.

We have been meeting with over 26 of our industry partners for the past two years in order to brainstorm about ideas on how to develop stronger partnerships and collaborate to develop a stronger workforce. At our last meeting, on October 31, 2013, our partners contributed to the list of attributes our new Center for Innovation should have and will support our project. Support will come in many ways: support at recruiting events, site visits, guest speakers, capstone projects, internships, membership on advisory committees and program review boards, support for employees that teach as adjuncts in the evenings, donations of equipment as well as financial support.

Edison's service district produces nearly 25,000 jobs in Advanced Manufacturing ranking in the top ten in the State of Ohio. With only 200,000 residents in the three county region, we have an extremely high concentration of Advanced Manufacturing industries. In Shelby County 47 percent of all jobs are related to Advanced Manufacturing; Miami and Darke Counties experience slightly lower but similar ratios.

Two major employers in our service district; Honda of America (13,000 employees) and Emerson Climate Technologies (3,000 employees) have already approached College leadership informing us that their current need is so great that, if we double our Engineering and Information Technology programs, they could hire all our graduates. This does not account for technology advances and future growth.

Building a stronger internship program will serve to develop a larger potential pool of candidates for those jobs. The funding of this project will allow us to offer scholarships to students who may choose to take unpaid internships at smaller companies.

2. What steps will be taken to assist faculty with program development to ensure relevancy in the curriculum? (Describe institutional faculty support and integration of student experiences with curricular development.)

The faculty works diligently to build world-class programs. We work with our local industry partners to push the boundaries of our institution. At our October 31, 2013 meeting with industry partners, faculty unveiled a new Electro-Mechanical associate's degree designed by faculty and industry partner engineers. Administration and faculty have worked with our partners to design curriculum and real-world lab space, equipped with software and hardware in the labs that mirrors industry partners' facilities. Our facility will be a nexus for training a skilled workforce in west central Ohio.

Our goal is to Increase Ohio's competitive advantage by capitalizing on our existing strengths. We have strong programs in IT and engineering, which is where there is high demand for our graduates. We continue to capitalize on our existing strengths by working with our industry partners to keep facilities, faculty and curriculum up to date. We have increasing demand for such things as:

Welding
Robotics
PLCs
Increased capacity for CAD/CAM/CMM training
3D printer for mechanical engineering
Updated CNC machines
Increased capacity in the Cisco and Microsoft labs to simulate real world work facilities.

We have a thorough curriculum process. Faculty meet with their Advisory Committees in the spring and then review recommendations for keeping curriculum current with their department. If changes are necessary, faculty work with their Deans to develop updated curriculum, complete all required documentation and present to the curriculum committee for review. Faculty have included a requirement of either an internship or completion of the capstone experience course before graduation. Over 90% of our IT/engineering interns are offered full-time positions before graduation.

All faculty have financial support for professional development. Each faculty member has an annual budget for professional development.

3. How is the proposal integrated into the strengths of the regional economy? (Describe connections to NGOs and other stakeholder's engagement with business data use.)

In order to strengthen our ability to respond to new or increased workforce development opportunities in the state, we must provide a quality educational experience with state of the art facilities, laboratory environments and equipment. Our employers tell us continuously that they need students with applied degrees: where students have spent their college experiences in labs, applying their knowledge. By preparing our students with applied degrees, they are well prepared to enter the workforce as interns, many are hired and treated as entry level IT/engineering employees.

We have the support of some of our biggest industries in our 3 county area. Our students work as interns, health science students perform their clinical experience at the hospitals, their employees serve as Advisory Committee members, our B&I Center has designed customized training for them:

Darke:
Midmark
Greenville Technologies (GTI)
Wayne Hospital
Whirlpool

Shelby:
Emerson Climate Technologies
Freshway Foods
Honda
NKParts
Plastipak
Wilson Memorial Hospital

Miami:
Goodrich Corporation
Hartzell
Hobart
French Oil
Upper Valley Medical Center

A 2010 Georgetown University study forecasted that 63 percent of all jobs will require at least some postsecondary education by the year 2018. The study further states, postsecondary education and training determine access to the middle class, but what matters most is the occupation for which you prepare. According to the report, that is why 27 percent of people with certificates and 31 percent of people with Associate degrees earn more than the average B.A. The three county region that Edison serves produces in excess of 26,300 Advanced Manufacturing jobs, nearly equal to Montgomery county. Starting wages at our major employers, Honda of America and Emerson Climate Technologies range from $40,000 - $70,000 annually.

In the State of Ohio only about 33 percent of adults (25 or older) have obtained a postsecondary credential. The three county region of Miami, Darke, and Shelby lags even further behind with approximately 25 percent of adults who have obtained a postsecondary credential. Business and Industry leaders echo this data; we hear constantly that industry cannot find adequate

numbers of “skilled” workers to fill current openings, much less future growth and technology advances.

Edison has recently entered a contract with Honda of America to provide 150 hours Technical Fundamentals Program (TFP) in our training labs to 100 of their associates. This should be complete by February 2014. Beginning in February, those same associates will be asked to complete an additional 650 hours of training over a four year period. We are working with Honda now to determine how that training can result in an associate’s degree.

4. What steps will the institution take to regularly assess and improve student learning outcomes? (Describe actions materials, and processes used to assess student learning)

Career programs are assessed using two general assessment procedures. The first is an annual program assessment and the second is a program review that is completed every five years.

Annual Program Assessment

Career programs and transfer degree programs develop outcomes that describe the general goals that the program emphasizes. Specific outcomes for each program are published in the catalog and serve as the basis for an annual program assessment.
Faculty members in each program area develop an outcome assessment procedure. Many career programs require students to take a capstone course or participate in an internship. Portfolio reviews, reports from internship supervisors, reviews of projects from capstone courses, and work samples taken from selected courses are commonly used as the basis for an annual assessment.

Outside professional or college staff members are typically used to assess the quality of the students' work using a rubric designed to gather information related to program outcomes. Using the information provided by the assessors, the program's faculty members prepare an annual assessment report that describes the students’ achievement of each of the outcomes. Based on this report, the faculty members will propose changes to improve the program.

Annually, the program's faculty members will complete a form that identifies the program changes that are made in response to the results of the assessment. During the next academic year’s program assessment, the faculty members will determine whether improvement resulted from these changes. This information will be included in the program's annual assessment report.

Program Review

The five-year program review is a longitudinal evaluation as compared to the annual program assessment. Specifically, this process is intended to provide the information necessary to make decisions concerning changes in courses and programs including the elimination or addition of courses or the elimination of a program. For example, faculty and facilities need to be academically current, fiscally responsible, and meet the community needs. If an issue would be detected as a result of the program review changes to the program would be made.

5. How will work based learning opportunities be integrated into students' academic programs to bridge to their career goals? (Describe student advising activities use of data and analysis & integration of discoveries with student development.)

All IT and engineering career programs require either a capstone experience or an internship. The internship is three semester hours of credit during the student's fourth semester. Students will also be attending classes during their fourth semester and will share their work experiences in the classroom.

Students enroll in our three credit hour internship courses, CIT 291 L/R or EGR 291 L/R, and work with full time faculty advisors in each program to develop their resume and practice interview skills before applying for internship positions. Faculty members coach students through the interview process. After students are placed, they commit to working in their internship for 20 hours a week for 16 weeks as part of the requirements for CIT 291 L or EGR 291 L. The CIT 291 R (recitation) and ERG 291 R students are required to keep daily journals of their work. These journals are submitted to their faculty advisors each week. The journals reflect their experiences, good and bad, throughout their daily work. They record and reflect upon lessons learned. A formal evaluation is done at the midterm and completion of the internship. This evaluation is conducted at their internship site with their employer and their faculty advisor. Formal review documentation is sent to the industry supervisor ahead of the meeting and discussed during the hour long meeting. The goals of the internship are evaluated and support the outcomes for the program. A composite of the internship evaluations is used annually to write the annual assessment for the program.

Sustainability:

1. What is your financial plan and budget to support the program beyond the grant period? (Present 3-5 years financial projections and sources of funds)

Data supports the increasing demand for a skilled workforce in our area. We plan to increase capacity in order to provide more graduates to our local employers. Funding this OMI grant will allow us to place students in unpaid internship positions at smaller companies that can and will develop into paid internship positions over the two year period.

Ohio Employment Projections from the Jobs Ohio website show the IT industry cluster is expected to provide 3,689 average annual job opportunities and that the advanced manufacturing industry cluster is expected to provide 2,541 average annual job opportunities. According to a study done by the Department of Jobs and Family Services in April 2013, manufacturing accounted for the largest share of all private wages paid in Ohio in 2011. Also included in that report, manufacturing has a high percentage of workers over age 55, showing the need for new hires in the near future.

In our Jobs Ohio region (Dayton region, west Ohio), some of the fastest growing:

22.6% increase in Software developers
22.5% increase in Network and computer administrators
20.8% increase in HVACR (refrigeration)
18.7% increase in CNC operators

Jobs Ohio lists both Shelby and Darke counties as targeted employment areas.

Jobs Ohio lists Shelby County as a priority investment area for 2013 (with a labor surplus).

Employment in Ohio in the computer systems design and related services group is predicted to rise 38.9 % by 2018 according to the Ohio Department of Job and Family Services' Labor Market Information division.

We will be partnering the Edison Foundation to build a case for continued scholarship support and will solicit funding from industry partners to put together comprehensive plans to continue recruitment and retention of our IT and engineering technologies students.

2. What program assessment actions will be taken to improve and grow learning outcomes for students, business participation and overall program success? (Describe the nature type and analysis of the data and how this information may guide decisions)

A formal evaluation is done at the midterm and completion of the internship. This evaluation is conducted at students' internship sites with their employer and their faculty advisor. Formal review documentation is sent to the industry supervisor ahead of the meeting and discussed during the hour long meeting. The goals of the internship are evaluated and support the outcomes for the program. A composite of the internship evaluations is used annually to write the annual assessment for the program. Program leaders, Deans and faculty members, meet with Advisory committee members each semester. Programs are reviewed for relevancy, internship opportunities are discussed, and demand for specific skill sets is outlined. This will guide decisions about program changes for the future.

See appendices for:

Internship Handbook, including evaluation pages

2012 Computer Information Technology Annual Outcomes Assessment Report

2012 Electronics Engineering Technology – Automation and Robotics Annual Outcomes Assessment Report

2012 Industrial Management – Industrial Operations Annual Outcomes Assessment Report

2012 Mechanical Engineering Technology – Advanced Manufacturing Annual Outcomes Assessment Report

3. What are the plans to support the program through infrastructure, advising, and data management (Describe the financial resources and incorporation of work into institutional systems.)

Students declare a major and are assigned a program advisor. Upon meeting with their program advisor, students and their advisors develop an SEP (student educational plan) this plan outlines courses required along with the timeframe for completion. Internship students meet with faculty advisors to develop resumes and practice internship skills. Our plan is to develop seven online models for internship students to complete before starting an internship. These modules would include such things as: time management, interview skills, resume writing, career counseling, and business etiquette. The goal is to:

- Enhance modular, online resource/course for students, to prepare them for the internship experience.
- Strengthen faculty resources to develop and manage internships.

- Use funding to develop a “Tool Kit” to assist employers (particularly new employers developing an internship program) on how to effectively establish and run an internship program.
- Hire Work Study or other temporary position for administrative work and to provide centralized recordkeeping/tracking. Once spreadsheet/administration process developed, this could be sustained through federal work study.

Career Services is actively involved with IT/engineering internship students, as well as capstone classes, to provide job search assistance for students preparing to enter the workplace. This includes resume writing, cover letters, interview skills, critique of student portfolios, etc.

Significant research as well as local feedback through advisory committees, internship sites, and employer feedback, supported the need for improved professionalism in the workplace. Student preparedness during their job search as well as when employed, is not only a reflection on the student, but Edison as an institution. To assist in this regard, Career Services and faculty members developed a modular program that includes a variety of topics related to job search and success on the job. In addition to becoming a resource for Internship Seminars, this program can also be referenced during advisory meetings, program reviews, and for program accreditation, to reinforce what we are doing at Edison to help our students find employment and be successful on the job.

This program consists of 7 modules, below, that include a brief assessment of student learning that corresponds to each module:

- Module 1: Developing a high-impact resume, cover letter, portfolio
- Module 2: Acing the Interview; creating a powerful first impression
- Module 3: Where to find Job and Internship Postings
- Module 4: Effective Communication/Workplace Professionalism
- Module 5: Business and Dining Etiquette
- Module 6: Workplace Expectations
- Module 7: Critical Thinking and Problem Solving

4. How will the institution develop and sustain its faculty engagement? (Describe and provide examples of training and faculty support.)

Faculty work closely with industry partners, their interaction includes: advisory committee meetings, partnering to develop customize training, serving as guest speakers, making site visits and plant tours. Faculty are hired to teach the internship course (3 semester hours) as part of their teaching load.

An example of collaboration with industry which provides faculty ‘real-world’ experience is our recent agreement with Honda.

Honda of America is expanding the Anna engine plant and has hired over 50 new equipment maintenance technicians and expects to hire about 50 more. Edison is working with the Honda Support Office in Marysville, Ohio to deliver the 150 hour Technical Fundamentals Program

(TFP) training labs. By coming to Edison's campus rather than traveling to HSO in Marysville, the Anna employees save travel time and get trained more quickly because Marysville has a backlog of training needs for Marysville. Honda has been very generous with some specialized equipment needed for the training. Topics include math and measurement, electrical, and hydraulics with advanced topics to start later.

Honda has developed a follow-up training program to the TFP called the Technical Development Program. They expect this 650 hour training program to take 4 years to complete after the TFP. Honda hopes to have all the Anna employees through the TFP by spring of 2014. Our faculty teach the labs and work with Honda associates to discover real world solutions.

5. How will the institution develop and sustain its capacities in job development and business participation. (Provide examples of job development strategies and assessment of business participation.)

Our industry partners see a growing need to create a supply of workers in critical areas of technology. This situation presents a number of interesting and unique challenges for our partners and Edison as we seek to assist our industry partners. Together, with industry, we have committed to the following:

Challenges

- The lack of understanding regarding the nature and opportunity of IT/engineering technology careers in the Upper Miami Valley;
- Negative opinions of IT/advanced manufacturing/engineering technology in general;
- Unfavorable impressions of technical trades in particular as being "dirty" and "menial;"
- Lack of understanding regarding technical, engineering and IT education opportunities.

Goals

- Consistently increase the enrollment and graduation of qualified technical students.
- Grow favorable opinions regarding technical job opportunities in our service area.
- Expose younger students in technical careers

Activities that will help market technical professions

- Sponsor Manufacturing Days in order to lose the "Dirty Image"
- 6th – 8th Graders Field Trips
- Investigate Project Lead the Way partnerships
- Establish a mentoring program
- Create marketing materials incorporating:
    - Salary examples.
    - 2+2 agreements with University partners
    - Testimonials from Employers, "We (Company name) Hire Edison Graduates"
    - List percent of students in co-ops and number of students with job offers before graduation.

    - Financial benefit - Compare cost of first two years of college at ECC to 4 year universities
    - Opportunities for advancement
    - 1- year certificates and 2-year associate's degrees in engineering technology
    - Market through industry partners' employees, post informational flyers on employee bulletin boards
    - Create video from inside plants (WOTVC Piqua Channel 5 is housed at ECC)
    - Submit press releases whenever we have a 'good news' story
    - Visit high schools (cafeteria during lunch hour? Industry night?)
- Educate the PARENTS
- Guidance Counselors- need information on Programs and our "target student"
- Create website with all above information and keep up to date
- Add website to all marketing and direct students there for more information
- Keep an up-to-date calendar of STEM opportunities on the website (ex. A World in Motion, Lego teams, We Are IT!, Tech Rocks! Evening event to include parents)
- Include females
- Develop STEM clubs at the high schools
- Hold Lego robot scrimmages at Edison
- Have Edison students speak to middle and high school students

Budget narrative:

Matching funds will be used for paid internships.
State funds will be used as follows:
8% indirect costs
40% scholarships for internship students
52% building capacity for, relevance of, and sustainability of internships

Our industry partners see a growing need to create a supply of workers in critical areas of technology.

Challenges
The lack of understanding regarding the nature and opportunity of IT and engineering technology careers in the Upper Miami Valley;
Negative opinions of IT/advanced manufacturing/engineering technology in general;
Unfavorable impressions of technical trades in particular as being "dirty" and "menial;"
Lack of understanding regarding technical, engineering and IT education opportunities.

Goals
Consistently increase the enrollment and graduation of qualified technical students.
Grow favorable opinions regarding technical job opportunities in our service area.

We have worked with our industry partners to develop a list of activities to engage potential students:

Need the WOW Factor- get students excited about technology careers
Investigate Project Lead the Way partnerships
Establish a mentoring program
Guidance Counselors- need information about our Programs and our "target student"
Create a comprehensive Marketing Plan
Market the Profession to both students and parents
Submit press releases whenever we have a 'good news' story
Market through industry partners' employees, post informational flyers on employee bulletin boards
Create video from inside plants to use as a 'commercial' to create interest about IT/engineering careers
Share salary data and information about 2+2 agreements with University partners
Testimonials from Employers about internships and opportunities for advancement
List percent of students in co-ops and number of students with job offers before graduation.
Financial benefit - Compare cost of first two years of college at ECC to 4 year universities
1- year certificates and 2-year associate's degrees in engineering technology
Create website with all above information and keep up to date
Add website to all marketing and direct students there for more information

Keep an up-to-date calendar of STEM opportunities on the website (ex. A World in Motion, Lego teams, We Are IT!, Tech Rocks! Evening event to include parents)
Visit high schools (cafeteria during lunch hour? Industry night?)
Include females
Expose younger students to technical careers
Sponsor Manufacturing Days in order to lose the “Dirty Image”
6th – 8th Graders Field Trips
Develop STEM clubs at the high schools
Lego robot scrimmage – hold at Edison
Have Edison students speak to middle and high school students
Recruit both students and companies
Enhance Internship preparation online modules
Faculty help educate employers – presentations and travel

Appendices

- Budget
- Business Partner Snapshot
- Letters of Commitment
- Key Staff Bios
- Internship Handbook, including evaluation pages
- 2012 Computer Information Technology Annual Outcomes Assessment Report
- 2012 Electronics Engineering Technology – Automation and Robotics Annual Outcomes Assessment Report
- 2012 Industrial Management – Industrial Operations Annual Outcomes Assessment Report
- 2012 Mechanical Engineering Technology – Advanced Manufacturing Annual Outcomes Assessment Report

Budget:

Activity	Total allocation to Edison	Regents Funds	Business Funds*
Personnel (internship wages)			$ 224,928.00
Supplies			
Purchased Services	$ 155,806.56	$ 155,806.56	
Travel			
Subtotal '52%	**$ 155,806.56**	**$ 155,806.56**	
Scholarships	$ 119,851.20	$ 119,851.20	
Employer Salaries			$ 74,700.00
Other Employer Contributions			
Other (Describe)			
Subtotal 40%	**$ 119,851.20**	**$ 119,851.20**	
Indirect Costs 8%	**$ 23,970.24**	**$ 23,970.24**	
TOTAL	**$ 299,628.00**	**$ 299,628.00**	**$ 299,628.00**

Business Partner Snapshot:

Employer Name	Total Intern & Co-op Wages	# of Intern Positions	Amount of Other Employer Contributions
			5% salary each year
Emerson	$68,160.00	20	$8,000.00
Honda	$34,080.00	10	$8,200.00
Council On Rural Services	$20,448.00	6	$7,200.00
Ply Gem Siding Group	$6,816.00	2	$7,100.00
Spinnaker Coating LLC	$6,816.00	2	$7,300.00
Sollmann Electric Co	$13,632.00	4	$7,800.00
Panel Control Inc	$13,632.00	4	$7,000.00
Area Energy & Electric	$13,632.00	4	$7,700.00
Wells Brothers Inc	$40,896.00	12	$7,700.00
French Oil	$6,816.00	2	$6,700.00
Total # of Employers	**Total Wage Commitment**	**Total Number of Positions**	**Total Amount of Other Employer Contributions**
10	$224,928.00	66	$74,700.00

EMERSON
Climate Technologies

Thomas E. Sheehan
Vice President – Human Resources

Emerson Climate Technologies, Inc.
1675 West Campbell Road
PO Box 4669
Sidney, OH 45365-4669

T (937) 498 3214
F (937) 493 2713
Tom.Sheehan@Emerson.com

November 5, 2013

Mr. John Carey, Chancellor
Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Dear Chancellor:

Emerson Climate Technologies, Inc. is pleased to work with Edison Community College under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Emerson Climate Technologies, Inc. and Edison Community College are making to develop the talent needed in our industry.

We will work with Edison Community College to attract, retain, and reward students by sponsoring a minimum of 18 internships during the grant period (Spring 2014- Spring 2016). Emerson Climate Technologies, Inc. will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.

Emerson Climate Technologies, Inc. wants to continue to be a 'talent investor'; we ask that you please consider funding this project.

Sincerely,

Tom Sheehan

Tom Sheehan
Vice President, Human Resources
Emerson Climate Technologies, Inc.

/csw

Copeland
brand products

EMERSON
Climate Technologies

Emerson Climate Technologies, Inc.
1675 West Campbell Road
Sidney, OH 45365

T (937) 498-3568
F (937) 498-3134
M(937) 726-0686

Dear Chancellor, Ohio Board of Regents,

Emerson Climate Technologies, Inc. is pleased to work with Upper Valley Career Center under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Emerson Climate Technologies, Inc., Upper Valley Career Center and Edison Community College are making to develop the talent needed in our industry.

We will work with Upper Valley Career Center to attract, retain, and reward students by sponsoring a minimum of 2 internships during the grant period (Spring 2014- Spring 2016).

Emerson Climate Technologies, Inc. will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.

Emerson Climate Technologies, Inc. wants to continue to be a 'talent investor'. We ask that you please consider funding this project.

Sincerely,

Richard L. Rose
Director Eng. Services

11-5-2013

Copeland
brand products

HONDA

Honda of America Mfg., Inc.
24000 Honda Parkway
Marysville, OH 43040

November 8, 2013

Dr. Cris Valdez
President
Edison State Community College
1973 Edison Drive
Piqua, OH 45356

Dear Dr. Valdez:

Please accept this letter of support for **Ohio Means Internship and Co-op Program** funded by the Ohio Board of Regents within the key JobsOhio industries.

As a qualifying business partner, Honda of America Mfg., Inc., would like to enhance its ability to hire graduates for future Equipment Service Technician positions from our community college partners. Funding this proposal from the Education Consortium will enable the existing and emerging workforce to obtain high-demand, high-skilled training in state of the art facilities, while keeping Ohio's talent. We believe this collaboration will bring new perspectives to our business and allow students real world transferrable experience, benefiting Ohio employers with access to a highly skilled workforce.

Honda of America, Mfg., Inc. is committed to participating in the co-op/internship program and is willing to support up to five (5) co-op students, which equals an approximate commitment of up to $50,000. These co-op/internship positions will be in our manufacturing equipment service/maintenance technician areas. Honda of America, Mfg., Inc. reserves the right and responsibility to increase or decrease the number of students and related wages if the market conditions are less than optimal, if employment needs change or based on student availability.

We appreciate this opportunity to work with Edison Community College to enhance our Ohio-based workforce, take advantage of new talent to move our company forward, create a talent pool to hire from, and save future costs related to hiring and training. We are also excited to form a closer relationship with Edison in order to advance our workforce while strengthening workforce development in Ohio.

Please contact us with details on the program as they become available.

Best Regards,

Kevin Decot
Manager
Talent Management
Honda of America, Mfg., Inc.

cc: Scot McLemore, HNAS, Talent Management
Caroline Ramsey, HAM, Corporate Affairs

Council on Rural Services
programs for innovative learning

5 November 2013

Dear Chancellor, Ohio Board of Regents,

Council on Rural Service Programs, Inc. is pleased to work with Edison Community College under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that we and Edison Community College are making to develop the talent needed in our industry.

We will work with Edison Community College to attract, retain, and reward students by sponsoring a minimum of six internships during the grant period (Spring 2014- Spring 2016).

CORS will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us. We wish to continue to be a talent investor, and we ask that you please consider funding this project.

Sincerely,

Mildred P. Woryk

Director, Human Resources

201 R.M. Davis PKWY, Suite B ▪ Piqua, OH 45356 ▪ Tel. 937.778.5220 ▪ Fax. 937.778.8970 ▪ www.councilonruralservices.org

Ply Gem Siding Group

2405 Campbell Road
Sidney, OH 45365

937-497-7008

11/7/2013

Dear Chancellor, Ohio Board of Regents,

Ply Gem is pleased to work with Edison Community College under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Ply Gem and Edison Community College are making to develop the talent needed in our industry.

We will work with Edison Community College to attract, retain, and reward students by sponsoring a minimum of (2) internships during the grant period (Spring 2014- Spring 2016).

Ply Gem will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.

Ply Gem wants to continue to be a 'talent investor.' We ask that you please consider funding this project.

Sincerely,

Edward Eck

Edward Eck
Systems Engineer

SPINNAKER
COATING, LLC

Dear Chancellor, Ohio Board of Regents,

Spinnaker Coating, LLC in Troy, Ohio is pleased to work with Edison Community College under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Spinnaker Coating, LLC and Edison Community College are making to develop the talent needed in our industry.

We will work with Edison Community College to attract, retain, and reward students by sponsoring a minimum of 2 internships during the grant period (Spring 2014- Spring 2016) as long as business conditions warrant.

Spinnaker Coating, LLC will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us. It is also very important to us to support our local community and the mission of Edison Community College.

Spinnaker Coating, LLC asks that you please consider funding this project.

Sincerely,

Darin Davis
Director of IT
Spinnaker Coating, LLC
Troy, OH

518 East Water Street • Troy, OH 45373 • 937 332-6500 • 800 543-9452 • 937 335-2843 Fax

SOLLMANN ELECTRIC CO.

310 East Russell Rd., Sidney, OH 45365
Ph: (937) 492-0346 Fax: (937) 492-4447 Web: www.sollmannelectric.com
We Are a HubZone Certified Business
We Are An Equal Opportunity Employer
OH LIC 18247

November 4, 2013

Dear Chancellor, Ohio Board of Regents,

Sollmann Electric Co. is pleased to work with Upper Valley Career Center under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Sollmann Electric Co., Upper Valley Career Center and Edison Community College are making to develop the talent needed in our industry.

We will work with Upper Valley Career Center to attract, retain, and reward students by sponsoring a minimum of 4 internships during the grant period (Spring 2014- Spring 2016).

Sollmann Electric Co. will also commit to the time necessary for our personnel to supervise those interns. The development of our local workforce is a priority to us.

Sollmann Electric Co. wants to continue to be a 'talent investor'. We ask that you please consider funding this project.

Sincerely,

Dennis Sollmann
C.F.O.

S:\Cheryl\My Documents\JVS SCHOOL TO WORK\OMI Letter of Commitment UVCC.docx

107 Shue Drive
Anna, Ohio 45302

PANEL CONTROL INC
INDUSTRIAL PANEL DESIGN AND BUILD

Phone: 937-394-2201
Fax: 937-394-2374

Dear Chancellor, Ohio Board of Regents,

Panel Control is pleased to work with Upper Valley Career Center under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Panel Control, Upper Valley Career Center and Edison Community College are making to develop the talent needed in our industry.

We will work with Upper Valley Career Center to attract, retain, and reward students by sponsoring a minimum of 3-4 internships during the grant period (Spring 2014- Spring 2016).

Panel Control will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.

Panel Control wants to continue to be a 'talent investor' We ask that you please consider funding this project.

Sincerely,

INDUSTRIAL PANEL DESIGN AND BUILD
Equal Opportunity Employer

105 Shue Drive
Anna, Ohio 45302

Phone: (937) 394-7559
Fax: (937) 394-7632

Industrial Electrical..Industrial Mechanical..Industrial Plumbing.
HVAC..Concrete..Excavating..Total Turnkey Project Management

Dear Chancellor, Ohio Board of Regents,

Wells Brothers is pleased to work with Upper Valley Career Center under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that Wells Brothers, Upper Valley Career Center and Edison Community College are making to develop the talent needed in our industry.

We will work with Upper Valley Career Center to attract, retain, and reward students by sponsoring a minimum of 12 internships during the grant period (Spring 2014- Spring 2016).

Wells Brothers will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.

Wells Brothers wants to continue to be a 'talent investor' We ask that you please consider funding this project.

Sincerely,

Doug Harshbarger

E-MAIL: sales@frenchoil.com
WEB SITE: www.frenchoil.com

PHONE: 937 773-3420
FAX: 937 773-3424

THE FRENCH OIL MILL MACHINERY CO.
POST OFFICE BOX 920 1035 WEST GREENE STREET PIQUA, OHIO U.S.A. 45356-0920

November 12, 2010

Ohio Board of Regents University System of Ohio
25 South Street
Columbus, OH 43215

Dear Chancellor, Ohio Board of Regents,

French Oil Mill Machinery Co. is pleased to work with Edison Community College under the Ohio Means Internships & Co-ops Grant. This grant is very valuable to the continuing efforts that French Oil Mill Machinery Co. and Edison Community College are making to develop the talent needed in our industry.

We will work with Edison Community College to attract, retain, and reward students by sponsoring a minimum of _2_ internships during the grant period (Spring 2014- Spring 2016).
French Oil Mill Machinery Co. will also commit to the time our personnel supervise those interns. The development of our local workforce is a priority to us.
French Oil Mill Machinery Co. wants to continue to be a 'talent investor' we ask that you please consider funding this project.

Sincerely,

Daniel P. French
Chairman of the Board and Chief Executive Officer
The French Oil Mill Machinery Co.

THE TECHNOLOGY AND QUALITY LEADER SINCE 1900

Ohio Means Internships and Co-Ops

Key Staff and Leadership Bios

Kim Horton, Vice President of Institutional Advancement: Kim serves as the Edison Foundation Executive Director where she supports the mission of the foundation and works with its volunteers to advance the mission of the college.

Carrie Rinehart, Development Officer: Carrie joined the Edison staff January of 2013. Carrie received her Bachelors in Business Administration from The Ohio State University. Carrie is responsible for securing charitable gifts and sponsorships in support of the college mission, programs and departments.

Patti Ross, Interim Senior Vice President for Academic Affairs/ Dean for Information Technology and Engineering: Patti started teaching as an adjunct in 1986, became a full-time Computer Information Technology (CIT) faculty member in 1993 and started the CIT internship program in 1995. While serving as a faculty member, she was a finalist for Teacher of the Year , Ohio Association of Two-Year Colleges (OATYC), and was chosen as one of the top 15 IT faculty for the Faculty Technology Award given by the American Association of Community Colleges (AACC), 2001. In 2002 Patti became Dean for IT and engineering and in 2013 was appointed Interim Senior Vice President for Academic Affairs.

Patti earned her bachelor of science degree from Bowling Green State University, Bowling Green, Ohio, her master of science degree from the University of Dayton, Dayton, Ohio and participated in the Leadership in Higher Education Ph.D. cohort program at Ohio University, Athens, Ohio.

Pamela Gibellino, Success Advisor/Coordinator of Career Services: Pam has been with Edison Community College since 1993. In addition to her current position, she has been an adjunct faculty member for over 15 years, and also served as corporate trainer for Business and Industry. She received her Master of Education, School Counseling, from the University of Dayton, and Bachelor of Science in Business Administration from Robert Morris University in Pittsburgh, PA . Prior to joining Edison, she worked for a Fortune 500 Company in human resource management for ten years. Her current responsibilities include managing a comprehensive Career Services Department that provides a full range of advising including career counseling and job search resources for students, alumni, and the community at large.

Alisa Van Overstraeten, CIT Cisco Academy Coordinator: Alisa Van Overstraeten started her teaching career at Edison Community College as an adjunct instructor teaching numerous courses in the Computer Information field. Prior to her joining the Edison staff, Alisa received dual degrees from Edison Community College in Network Infrastructure and Systems Administration before going on to earn a Bachelor of Science in Technology from Bowling Green State University. Other noted achievements include Alisa's vast number of certifications, MCP, MCP+I, MCSE, CCNA, CCDA, CCNP, CCDP, CWNA, CWSP, VERITAS, CEH, CHFI, DCP, A+, Network +, Server + and Security + are among her collection. In 2008 Alisa was hired

as full time faculty and Coordinator of the Cisco Academy Program. During the 2009 academic year Alisa began transitioning to spearhead the successful CIT Internship program. Currently, Alisa is working on her master's of science degree in Information Security and Assurance from Western Governors University.

Dave Barth, Associate Professor of Electronics: Dave became a full time instructor at Edison in 2000, after teaching part time for several years. He earned a Bachelor of Science and a Master of Science degree in Electrical Engineering from Michigan Technological University. Dave worked for 4 years as an electrical controls engineer in the automotive industry before joining Edison. He serves as coordinator for the engineering technology internship program and as coordinator for the electrical engineering technology program.

Becky Telford, Director of Institutional Research: Becky came to Edison in 1994, and has served as Director of I.R. since 2001. She earned two Bachelor of Arts degrees in Modern History and French from Ohio University, and a Master of Library and Information Science from the University of South Carolina. She has served as a member of the Grants Committee since 2006.

Steve Sykes, Professor and Program Coordinator of Mechanical Engineering Technology for the Advanced Manufacturing Systems and Industrial Operations program degrees. Prior to accepting the fulltime position he taught more than 150 contract hours as an adjunct faculty that spanned an 18 year period. Steve has extensive knowledge of Manufacturing and Industrial Operations through his thirty-three years of experience in the manufacturing industry, including assignments as manager of manufacturing, plant superintendent, general foreman, chief inspector, tool room foreman, and machine shop supervisor. Steve has earned specialized certificates to teach Kepner Tregoe courses in Analytical Troubleshooting and Problem Solving Decision Making, the Project Management course from Practical Project Management, Inc., and Zenger-Miller Management courses. Steve received an Associate's degree in Industrial Supervision from Edison Community College in 1980, and then earned his Bachelor of Arts degree in Organizational Management in 1980 from Bluffton University and his Master of Business Administration degree in 2010. Steve has served on the Board of Directors of the American Red Cross and Advising Committee Chair for Machine Trades program at the Upper Valley Career Center.

Susan Barth, Instructor of Engineering: Susan joined Edison as an adjunct instructor in 2002, and was hired for full time employment in 2013. She has her Bachelor of Science in Electrical Engineering from Michigan Technological University. She is in charge of the internship seminar class this semester.

Tom Looker is Associate Professor in Mechanical Design - focus areas of teaching include Statics, Dynamics, Strength of Materials, Machine Design, Print Reading and Sketching, Materials, Renewable Energy, CAD, Internal Combustion Engines, etc. He has been teaching for 9 years at Edison Community College. He has over 14 years of experience with Honda of America as a Staff Engineer working in powertrains and new model development. Tom holds a BS from Purdue University and a MS from University of Toledo in Engineering

Computer Information Technologies (CIT) Internship Program Handbook

Edison Community College

COMPUTER INFORMATION TECHNOLOGIES PROGRAM

EDISON COMMUNITY COLLEGE

Mission

The mission of the Computer Information Technologies Program is to train individuals to be capable of identifying and designing methodology for areas where microcomputer tools can be used to solve problems, increase productivity, and reduce operating costs. Graduates of the program will be able to identify microcomputer solution opportunities, select appropriate hardware and software solutions, implement the solutions, use the tools selected, and provide ongoing support for the selected system.

Program Goals

The student will:

1. Demonstrate skills in written and oral communication.
2. Appreciate the value of good ethical standards and their application to computers.
3. Be aware of the culturally diverse workplace and the need to respect the varying points of view.
4. Develop skills to analyze business problems and identify methodologies for planning and development; provide recommendations for implementation and ongoing support of selected systems.
5. Develop good interpersonal skills and learn to interact in a team environment by being open-minded to input from others.
6. Demonstrate an understanding of an MIS department, how it is organized and how the external environment influences change.
7. Will be aware of the dynamics in the business community and be open to accepting new concepts and technologies.
8. Apply tools of problem solving to determine cause and effect of alternative solutions.
9. Identify the need for technical services as support to the operational aspect of business activities.
10. Interpret the impact of change in work, society, and world environments on business.

COMPUTER INFORMATION TECHNOLOGIES (CIT)

Beginning with the fall quarter 1995, students in the CIT Program are being offered the opportunity to interview for a part-time position as an intern in the CIT career field with local employers who agree to provide part-time employment under the conditions of the CIT Intern Program. Students interested in participating are required to attend an interview preparation program in the career center, make an appointment for an interview with employers on the list of participating companies, and agree to the conditions of employment related to the CIT Intern Program.

Employer Responsibilities

Employers were asked to agree to several specific conditions:

1. Students employed as interns in this program will be hired on a flexible-hour, part-time schedule with priority given to the student's academic schedule. Students will be expected to work 10 to 14 hours per week.

2. Students employed in this program will be placed in a position that gives them hands-on experience in managing and maintaining microcomputer systems, applications programming in word processing, spreadsheet design, database processing, managing and maintaining computer networks, and trouble-shooting.

3. The employer will discuss the students' academic plans with them and will assist them in the selection of technical electives and other decisions that will maximize their employability after graduation.

4. It will be the intention of the employer that the position will be available for up to two academic semesters so that the student will have the opportunity to complete the training necessary for academic credit.

Student Responsibilities

Student obligations in the program will include:

1. Students will be responsible for obtaining their own employment position in the CIT Intern Program. Each intern will, however, be given a list of participating companies in the three-county service area with individuals to be contacted for interview appointments.

2. Students will be required to demonstrate skills learned in employment for obtaining academic credit. Partial credit will not be given. Students will earn credit at the rate of three hours per semester.

3. Students will be required to keep a journal as a major element of documenting their progress in training related to academic credit. This journal must be kept current and available for review by the instructor.

Edison's Responsibilities

ECC responsibilities in the program will include:

1. ECC will contact employers to determine their interest in participating in the program and to identify the contact person within the company for students arranging interviews.

2. ECC will provide training to students on resume preparation, interviewing techniques, and maintaining a journal.

3. ECC will track student performance in the program to ensure that they are obtaining the necessary training to justify award of academic credit.

INTRODUCTION AND PROGRAM OVERVIEW

This manual has been prepared to assist students and employers in understanding the aims, policies, procedures and requirements for the CIT Intern Program at Edison Community College.

The CIT Program at Edison Community College has the objective of preparing the graduate for employment in a variety of positions within the computer/telecommunications field. This preparation assumes a combination of practical or hands-on skills (tactile skills) and an ability to analyze and troubleshoot based on a solid understanding of the theory (cognitive skills). While cognitive skill training is well adapted to the classroom and laboratory settings and a formal education process, many elements of the tactile skills are better learned in the job environment where repetition reinforces the principle. It is this principle, reinforcement of the tactile skill training that forms the dominant purpose of the CIT Intern Program, although reinforcement of the cognitive skill training will also be a major benefit of the process.

Students enrolled in any of the CIT programs at Edison Community College are eligible to apply for an intern position beginning with their third semester of enrollment in the CIT program. Students may continue in the intern program for a maximum of two academic semesters. Students may continue in the same employment position after completion of the internship but academic credit will not be awarded for such continued employment.

GUIDELINES FOR ECC CIT INTERNS

I. Placement Prerequisites

a. Prior to placement, CIT interns will be expected to attend a seminar on resume preparation, job interviewing skills, and maintaining a journal.

b. Students desiring placement in the program must have completed a minimum of 12 semester hours in the CIT program and be in at least the equivalent of the third semester of the program.

II. Placement Procedures

a. Students will be given a list of participating employers with contact individuals. Students will be responsible for making their own interview appointments and negotiating their terms of employment.

b. It is the responsibility of all internship candidates to schedule a personal meeting with the faculty coordinator before beginning employment interviews to discuss their academic objectives in the internship program.

c. The faculty coordinator will complete a follow-up contact with the employer of each intern to ensure that there is full understanding of the academic objectives to be met in the training program.

III. CIT Intern Responsibilities

a. Each intern will be responsible for maintaining a journal which will describe job activities and relate them to learning objectives. This journal must be kept current and be available for review by the faculty coordinator or the job supervisor. Journal entries should be specific in identifying types of skills being learned and how those skills relate to the CIT program.

b. Each intern will be responsible for submission of a research paper each semester in which they participate in the CIT Intern Program. In the first semester the paper will be a report on the characteristics, structure, and products of the company with which they are employed and a more detailed report of the structure and mission of the division of the company within which they work. Research papers in subsequent semesters will be aligned with the learning objectives of the degree they are pursuing and will be assigned by the faculty coordinator at the beginning of the semester.

c. Interns are expected to work those hours assigned by the employer. In case of unavoidable absence, an intern must notify the employer before the scheduled start of work. Interns are expected to abide by the policies of the employer, to accept assignments willingly and complete them in a quality manner, and to respect the confidentiality of the information given to them as a part of their employment.

GUIDELINES FOR SUPERVISORS

I. Placement Procedures

a. The faculty coordinator will initiate inquiries to companies each term to develop a list of potential employers. Students will be encouraged to seek interviews based on relevance to their program major and on geographic location.

b. Companies agreeing to employ a student are requested to personally interview the candidate(s) before making a decision regarding acceptance. Following the interview, the faculty coordinator should be informed of the decision.

II. Employer Responsibilities

a. Each intern is expected to arrange a work schedule with their assigned supervisor before the first week of the semester. The schedule should be mutually acceptable; however, employers in the program are asked to make the weekly schedule conform to the student's academic schedule. It is expected that the student will work a minimum of 10 and a maximum of 14 hours per week. Exceptions such as release from the work schedule during exam week or permission to work a full schedule during non-academic weeks may be made at the discretion of the employer.

b. It is the responsibility of the employer to clarify the student's work role, duties, responsibilities and specific assignments. A job description is suggested but not mandatory. It is also the employer's responsibility to give the intern a general introduction and orientation to the company.

c. Within the first two weeks of the internship, the supervisor and the student intern should establish a schedule for review of performance, progress on learning objectives, and maintenance of the required journal. If a problem or concern regarding the intern should arise, the supervisor should contact the faculty coordinator.

d. The employer is requested to permit at least two on-site visits by the faculty coordinator during the academic semester. The visits will be scheduled at a time convenient to the employer. The primary purpose of these visits is to give the faculty coordinator feedback about a student's progress and general performance. It is also an opportunity for the employer to offer suggestions, ideas, and general feedback about the program.

e. The supervisor is required to submit two, written formal evaluations of the student intern to the faculty coordinator during the semester. The first is a midterm evaluation and the second is a final evaluation. These evaluations are utilized in determining letter grade assignments for the intern. Examples of both instruments may be found in this handbook. Supervisors are notified each semester of the due date for these evaluations.

SPECIAL TOPICS AND CONSIDERATIONS

Courses to be Used for Academic Credit

Students can earn 3 hours of academic credit per semester in the CIT intern Program. These credits will be applied as electives in the program major the student has selected. This internship must, normally, be completed at the same employment location. Exception can be made to the requirement for completion at the same location if circumstances warrant this consideration.

Intern Consideration for Students Currently Employed

Students currently employed in a technician position and desiring to obtain intern credit for skills and experience acquired in that position will be permitted to participate in the program under the same general conditions as other interns.

Minimum Standard for Passing Internships

Student interns must earn a letter grade of C or above to be considered passing in an internship.

CIT INTERNSHIP PLANNING FORM

I. STUDENT INFORMATION

Name: _____ Semester: _____

Social Security #: _____

Address: _____

_____

Home Telephone #: _____

Work Telephone #: _____

E-Mail address: _____

GPA: _____ Graduation Date (Month & year): _____

II. SCHEDULE INFORMATION

WORK SCHEDULE:

Monday _____

_____

Tuesday _____

_____

Wednesday _____

_____

CLASS SCHEDULE:

Monday

Tuesday

Wednesday

Thursday _____ Thursday

_____

Friday _____ Friday

_____

Saturday _____ Saturday

_____

III. INTERNSHIP SITE INFORMATION

Company you prefer to work with:

_____

Contact person's name at that company:

_____

First date available to work:

_____

Preferred schedule:

_____

_____

EDISON COMMUNITY COLLEGE

CIT INTERNSHIP PROGRAM

FINAL EVALUATION

Student Name _____ Date _____

Intern Location
_____

Evaluator
_____

In providing a meaningful final evaluation it is helpful if you will give an accurate written description of the intern's performance during the course of the internship. Specific points to be covered would include a general assessment of the intern's performance (attitude, punctuality, teamwork skills, strengths), the major technical skills that the intern developed during the course of the internship, intern's best potential. It would also be helpful if you would comment on areas in which the internship experience could be improved.

After you have completed the narrative portion of the evaluation, please utilize the five point numerical scale to summarize your estimation of the intern and of the program.

Numerical Scale Definitions:

5 – Outstanding, performing at superior levels, exceeds expectations.

4 – Above average, commendable work or work performance.

3 – Performing at expected levels, typical.

2 – Needing improvement.

1 – Unacceptable performance.

I. PERSONAL QUALITIES

Rating

_____ Attendance and punctuality

_____ Dependability (follows through on assignments)

_____ Interest in learning and working

_____ Flexibility

_____ Listening skills

_____ Problem solving skills/critical thinking

_____ Self-direction (makes constructive use of time and takes initiarive)

_____ Professional appearance

_____ Professional behavior

_____ Rapport with others

_____ Oral communication skills

_____ Ability to accept feedback appropriately

_____ Confidentiality and professional ethics

_____ Respect for differences in cultures, lifestyles, races, and socio-economic levels

II. SKILLS

_____ Written communication skills

_____ Computer software skills

____ Computer hardware skills

_____ Handling of telephone calls and messages

_____ Documentation

_____ Setting priorities and managing workload

_____ Other, please identify

_____

CIT INTERNSHIP RESEARCH PAPER

Write an interesting, informative paper of no more than 1,500 words based on research about your company. Choose topics that are of interest to you and that are on the "cutting edge" of computer/telecommunications technology. Ask your supervisor(s) about possible sources for your research. Organize your information and develop an outline. Include a cover page and your outline at the beginning of your paper and a bibliography at the end. Site at least ten sources; annual reports, magazines, newspapers, books, interviews and documentaries may be used.

As you take notes on the information that you have found, remember that you will have to give credit to your sources. Write down reference information as you read. Use quotation marks.

For each source that you use you will need this information:

Who: Author

What: Title

Where: Publisher

When: Date (most recent copyright)

Interviews: Begin early in case the person you want to interview has a tight schedule. When you call to make the appointment, introduce yourself and explain the project. Make a list of questions, and be sure they are open-ended. Try to get more than a yes or no answer.

It is not necessary to take sides on the issues you present, nor to draw conclusions. Try to be accurate in your reporting, and interesting in your presentation. Be prepared to share your findings with the class. The Learning Lab has many resources available to you. Submit your paper electronically to the CIT internship faculty coordinator.

ANNUAL OUTCOMES ASSESSMENT REPORT

Degree or Program	Computer Information Technology
Faculty Member	Rebecca Schinaman
Academic Year	2011/2012
Date of Submission	10-2-2012

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes**.

Total number of **students** being evaluated: 11

Program Outcomes	**Always**	**Frequently**	**Sometimes**	**Rarely**	**Never**
1. Integrate Edison's Core Values into every aspect of the program.	5 5 5				
2. Incorporate Edison's General Education Outcomes into every aspect of the program .	5 5 5				
3. Evaluate and analyze problems and apply the tools of logical problem solving .	5 5 5				
4. Demonstrate basic computer skills in areas such as applications, operating systems, and programming.	5 5 5				
5. Support new technology and demonstrate sufficient knowledge to adapt to this technology .	5 5 5				
6. Recognize and understand data communication and its relationship to solve business related technological problems and issues	5 5 5				
7. Apply programming, database, operating systems, virtual machine concepts, security, and business application skills to troubleshoot and solve information technology problems specific to degree option .	5 5 5				

8. Demonstrate ability to research, select, use and troubleshoot hardware, software, and network connections appropriate to degree option	5 5 5				

2. What is the trend for meeting the program outcomes?

	10-11	11-12
1. Integrate Edison's Core Values into every aspect of the program.	90%	100%
2. Incorporate Edison's General Education Outcomes into every aspect of the program .	90%	100%
3. Evaluate and analyze problems and apply the tools of logical problem solving .	90%	100%
4. Demonstrate basic computer skills in areas such as applications, operating systems, and	90%	100%
5. Support new technology and demonstrate sufficient knowledge to adapt to this technology .	90%	100%
6. Recognize and understand data communication and its relationship to solve business related technological problems and issues	85%	100%
7. Apply programming, database, operating systems, virtual machine concepts, security, and business application skills to troubleshoot and solve information technology problems specific to degree option .	90%	100%
8. Demonstrate ability to research, select, use and troubleshoot hardware, software, and network connections appropriate to degree option	90%	100%

Program outcomes changes for 2010-11 academic year, so trends prior to that cannot be matched up.

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
No deficiencies were noted last year. We did work to update our evaluation in order to get feedback that is more useful to us. While we did this, we have yet more changes to make, so we will be updating again.	

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
No specific outcomes were identified that need		

Our students still lack professionalism and the soft or professional skills. While this is not a specific outcome (unless you broadly put it under GenEd), it comes up in conversations with our reviewers and our advisory committee on a consistent basis.	We are working to incorporate more professional skills units into courses, particularly the capstone and internship courses. One issue we have – employers talk about the deficiency with us, but when face to face with our students, they tend to praise them and seem almost afraid to hurt their feelings.	I am exploring the idea of a Verified Resume, where students get a supervisor from work or possibly someone from church to provide feedback to them and document in a portfolio that they can provide at a job interview. Soft skills are so hard to quantify, but we need to find a way to do this. Because soft skills matter so much, we must model the skills, teach the skills, mentor the skills, and develop relationships with our students so that they will gain our trust, and look to us for guidance when making life choices.

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

5. How do the results of the evaluations and changes support student learning for your program?

While the evaluations are helpful, we get some of our most useful feedback from members of our advisory committee, supervisors at our internship sites, and current employers of our former students on a regular basis. Change is so constant in our department that we rarely use a textbook for more than two years. While this can be frustrating, it surely helps us stay on our toes and requires us to work to stay current. We are constantly realigning our goals and outcome to better meet student needs in an effort to make them valuable employees. We can't just cover the content, we need to teach these students the skills that will be required of them and give them the hands-on experience in classroom material. Aligning our expectations with course goals and classroom activities, and using Bloom's verbs to make each one measurable helps us measure our effectiveness. We are making decisions right now about the future of specific NET classes since the NET program is gone. We are continuously looking for ways to improve student success by making changes to our programs based on feedback, current trends, and future predictions. Our ultimate goal is to help our students succeed in finding a job in the IT field.

ANNUAL OUTCOMES ASSESSMENT REPORT

Degree or Program	Electronics Engineering Technology – Automation and Robotics
Faculty Member	David Barth
Academic Year	2011-2012
Date of Submission	10/5/12

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes**.

Total number of **students** being evaluated: 12

The number of students entered here should equal the total number rated for each outcome.

Indicate the rating scale values that were used	**Value**	**Value**	**Value**	**Value**	**Value**
Program Outcomes	**5**	**4**	**3**	**2**	**1**
1. Demonstrate proficiency with electrical and electronic components and circuits	2	5	5		
2. Demonstrate applications of electronics and electrical components to industrial controls design		6	6		
3. Develop controls design techniques using the latest technology	2	3	6		1
4. Demonstrate application of accepted industry safety practices	2	5	5		
5. Demonstrate problem solving skills and troubleshooting techniques in electrical controls	1	7	4		
6. Demonstrate written and oral communication skills	2	6	4		
7. Explain ethical considerations involved in controls design	4	3	5		
8. Apply effective interpersonal and teamwork skills	4	4	3	1	

2. What is the trend for meeting the program outcomes?

Program Outcomes	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**
Number of students assessed:			2	5	10	12

Program Outcomes	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**
1. Demonstrate proficiency with electrical and electronic components and circuits	3.2		4.0	3.4	3.4	3.75
2. Demonstrate applications of electronics and electrical components to industrial controls design	2.3		3.5	3.3	3.52	3.5
3. Develop controls design techniques using the latest technology3.0	3.2		4.0	3.1	3.44	3.42
4. Demonstrate application of accepted industry safety practices	3.5		4.0	3.3	3.56	3.75
5. Demonstrate problem solving skills and troubleshooting techniques in electrical controls	2.8		3.0	3.3	3.56	3.75
6. Demonstrate written and oral communication skills	3.5		4.0	3.5	3.4	3.83
7. Explain ethical considerations involved in controls design	2.7		3.5	3.3	2.68	3.92
8. Apply effective interpersonal and teamwork skills	3.3		3.5	3.3	3.56	3.92

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
Added internship in place of a capstone project	Most students are choosing to do an internship. They are learning many of their professional skills from their work environment.
New Oscilloscopes purchased to keep the latest technology	No appreciable increase in outcome #3

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Develop controls design techniques using the latest technology	Purchase New Robots or share them with the UVCC.	Achieve at least a 3.5

5. How do the results of evaluations and changes support student learning for your program?

The results of the survey show that student internships are an excellent way for students to learn professional skills. We will encourage as many students a possible to participate in the internship experience. The results also show that we need to do more to provide the latest technology for our students.

ANNUAL OUTCOMES ASSESSMENT REPORT

Degree or Program	Industrial Management – Industrial Operations
Faculty Member	Steve Sykes
Academic Year	2011-2012
Date of Submission	May 15, 2012

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes**.

Total number of **students** being evaluated: 4

The number of students entered here should equal the total number rated for each outcome. Please use the numeric scale when possible

Indicate the rating scale values that were used				**Value**	**Value**	**Value**	**Value**	**Value**
Program Outcomes	**Yes**	**No**	**or**	**4**	**3**	**2**	**1**	**0**
1. Demonstrate a basic knowledge of industrial operations				12	4			
2. Demonstrate a basic understanding of industrial operations management				9	7			
3. Explain the uses and effectiveness of various quality systems				11	3	2		
4. Apply problem solving tools to industrial operations problems				13	2	1		
5. Explain how human relations in the workplace are essential for continuous improvement				10	5	1		
6. Develop an ethical model of conduct for workplace relationships				9	6	1		
7. Explain cost considerations inherent in industrial operations				13	2	1		
8. Explain the cost savings potential of lean manufacturing and six sigma programs				9	5	1		
9. Demonstrate effective written and oral communications skills				9	5	1		
10. Apply effective interpersonal and teamwork skills				11	5			

2. What is the trend for meeting the program outcomes?

Program Outcomes	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**
Number of students assessed:				20	4
1. Demonstrate a basic knowledge of industrial operations				3.66	3.75
2. Demonstrate a basic understanding of industrial operations management				3.83	3.56
3. Explain the uses and effectiveness of various quality systems				2.50	3.56
4. Apply problem solving tools to industrial operations problems				3.16	3.75
5. Explain how human relations in the workplace are essential for continuous improvement				3.66	3.56
6. Develop an ethical model of conduct for workplace relationships				2.33	3.5
7. Explain cost considerations inherent in industrial operations				2.50	3.75
8. Explain the cost savings potential of lean manufacturing and six sigma programs				4.00	3.31
9. Demonstrate effective written and oral communications skills				4.00	3.31
10. Apply effective interpersonal and teamwork skills				4.00	3.75
Average				3.36	3.58

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	**Effect/Results**
Different capstone project assignment. The assignment was developed parallel to MGT 245 Six Sigma course.	Overall average score improved .22.
Projects were individual stand alone, not in a group.	Presentation, documentation, problem analysis, and recommendations all improved.
	Other students saw various examples of using different tools required for different problem statements. In essence effective management.

	All of the projects saw cost savings for respective companies. P&R Specialty, UPS, Ross Aluminum, and Hobart Warehouse. Savings raged from 23% - 56%.

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	**Planned Intervention/Change**	**Target Measureable Goal**
This year students had a choice between MGT 245 Lean Systems and MGT 245 Six Sigma.	Curriculum change to have students take both MGT 245 Lean Systems and MGT 245 Six Sigma.	Overall average score to improve by .20

5. How do the results of the evaluations and changes support student learning for your program?

This year we saw student accountability because projects had to be completed on their own. Students at first complained that the projects were too large, but after using their process skills they demonstrated their effectiveness. Assessment committee felt this was the best year to date for capstones.

ANNUAL OUTCOMES ASSESSMENT REPORT

Degree or Program	Mechanical Engineering Technology – Manufacturing Systems
Faculty Member	Steve Sykes
Academic Year	2011-2012
Date of Submission	

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes**.

Total number of students being evaluated: 3
3 evaluators

The number of students entered here should equal the total number rated for each outcome. Please use the numeric scale when possible

Indicate the rating scale values that were used:	**Value**	**Value**	**Value**	**Value**	**Value**
Program Outcomes	**4**	**3**	**2**	**1**	**0**
1. Demonstrate basic competence in various machining processes (milling, turning, grinding, etc.)	1	2			
2. Demonstrate basic competence in welding, casting, and other metal-forming processes	1	2			
3. Demonstrate application of accepted industry safety practices		1		2	
4. Explain mechanical and physical properties of various engineering materials		3			
5. Apply CNC programming to milling and turning		1	2		
6. Explain cost considerations inherent in the planning, estimating, and controlling of a manufacturing project		1	2		
7. Demonstrate problem-solving skills and the application of troubleshooting techniques to solving manufacturing problems		1	2		
8. Manufacture parts in accordance with specified design parameters	1	2			
9. Explain the ethical considerations involved in manufacturing a product per industry standards		2	1		
10. Apply effective interpersonal and teamwork skills	1	2			

2. What is the trend for meeting the program outcomes?

*No report received for 09/10

Program Outcomes	06-07	07-08	08-09	10-11	11-12
Number of students assessed			7	7	3
1. Demonstrate basic competence in various machining processes (milling, turning, grinding, etc.)	3.87	3.92	3.47	3.75	3.66
2. Demonstrate basic competence in welding, casting, and other metal-forming processes	3.2	3.17	3.09	3.25	3.66
3. Demonstrate application of accepted industry safety practices	3.4	3.83	3.33	3.2	1.33
4. Explain mechanical and physical properties of various engineering materials	3.07	3.84	3.33	3.05	3.0
5. Apply CNC programming to milling and turning	3.2	3.58	3.36	2.75	1.33
6. Explain cost considerations inherent in the planning, estimating, and controlling of a manufacturing project	3.2	3.58	3.51	3.2	1.33
7. Demonstrate problem-solving skills and the application of troubleshooting techniques to solving manufacturing problems	3.33	3.92	3.33	3.8	1.33
8. Manufacture parts in accordance with specified design parameters	3.53	3.75	3.09	3.85	3.66
9. Explain the ethical considerations involved in manufacturing a product per industry standards	3.07	3.67	3.18	2.75	2.66
10. Apply effective interpersonal and teamwork skills	3.6	3.92	3.32	3.85	3.6

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
2011-2012 capstone was quite different from year's past. Instead of a competitive robot, they completed a project for a charitable organization. (Battery charger stand).	The project was geared more for electronics vs. manufacturing. Assessment scores support this. Very few requirements that needed manufacturing expertise.

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	**Planned Intervention/Change**	**Target Measureable Goal**
All	Assigned a project that will challenge manufacturing students	Increase all scores.

5. How do the results of the evaluations and changes support student learning for your program?

The 2011-12 capstone project was assigned by Tom Looker, Associate Professor for MET. Even though the project was for a worthy cause, it really did not challenge manufacturing students. Definitely a wrong project for manufacturing. As mentioned, this project was geared for ELT and MET design students with very little requirement for manufacturing with the exception of welding. Manufacturing has more than that!