

FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Institute of Applied Technology (Department of Technology Studies) Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Institute of Applied Technology, formerly the Department of Technology Studies, offers courses that provide a solid foundation in the study of industrial and instructional technology. The Institute of Applied Technology is one of three entities in the College of Education and Technology, working with the Advanced Education Programs and Teacher Education departments. The Institute prepares graduates who can compete effectively in the job market as Technology Education Teachers or as Industrial Technologists.

The institute has seven full time tenure/tenure track faculty positions, an office manager and four work-study students. Two of the full time tenure track positions were filled by temporary faculty in the FY2013. All faculty are highly qualified with education and/or experience. One faculty member has a Doctorate degree; five have Master degrees, and one pursuing a Masters. Faculty member, Kenny Rigler, is ABD toward his Doctorate. Dr. Rita Hauck retired at the end of the 2013 school year and her position has been filled by Mr. Eric Deneault for the fall of 2013. He will teach drafting/design communications and instructional technology.

The Institute of Applied Technology provides three undergraduate programs to meet the needs of students. The Bachelors of Technology Studies has two avenues. The first, Technology Education is for those interested in pursuing a teaching career, and secondly, Industrial Technology provides a program of study for those interested in careers in business and industry. The Technology Leadership degree is designed to provide a BS degree path for individuals who have obtained an Associate of Applied Science degree from an accredited community or technical college and want to continue their education toward a bachelor degree without losing their applied hours. The institute also works with community and technical colleges in providing course work for their students and faculty. During this past year, the Institute not only rekindled our relationships with Kansas' colleges but established an articulation agreement with Columbus Technical College in Columbus, GA. A relationship that could cultivate into added students for the Bachelor of Technology Leadership. The IAT, working with the Department of Business and Entrepreneurship, also offers an Associate of Applied Science in Applied Technology. There are three degree paths with the AAS; Business Communication, Business Training Systems, and Industrial Technology.

Applied Technology also provides specialized courses for a number of departments such as Education, Art, Geosciences, Agriculture, Physics, Pre-engineering, Informatics, and Interdisciplinary Studies. Classes such as Introduction to CAD, Communication Systems, Robotics, Technology & Society and Instructional Technology are taught by the Institute to support the education of students across campus. All FHSU students who are pursuing a teaching license at both the elementary and secondary levels take the Instructional Technology class.

The institute supports the University's distance education by providing undergraduate programs in Technology Leadership and Applied Technology. The IAT also provides courses for the Master's Degree in Instructional Technology, Masters of Liberal Studies and Masters in Education for the College of Education and Technology through on-line classes.

A. Departmental Mission and Vision Statements

The Institute of Applied Technology's **mission** is "to provide students instruction in Communication Systems; Power, Energy and Transportation Systems; and Production Systems so that they may become technologically literate". The department strengthens the mission of the University and of the College of Education and Technology by providing a program that supports the liberal arts concept in developing analytical skills, problem-solving abilities, writing and communication skills, along with application of knowledge. The institute prepares professionals for schools, business and industry in a global technological society. This preparation is based on knowledge acquired through broad based technology courses leading to technology specialization.

Graduates will be versatile, adaptable, and flexible, thereby employable in a variety of businesses, industries, or public schools. Employment possibilities include teaching careers at all levels of education, construction and manufacturing industries, architectural firms, automotive companies and distribution centers, as safety specialists, quality control and industrial trainers. Graduates are problem-solvers and will have the technological skills to utilize their knowledge for an ever-changing, technological society in the 21st century.

The Institute has established four **core values** for its program.

- Develop in Learners multiple skills and the capacity to think critically and problem solve.
- Develop in Learners the responsibility for their learning and future success.
- Develop in Learners success through innovation and application of established and emerging technologies.
- Develop in Learners the ability to manipulate materials, processes, and systems of instructional and industrial technology.

B. Departmental Goals, Objectives, and Strategic Priorities

- Provide leadership in determining state technology education program standards and revise them to meet the needs of the universities and students seeking technology education licenses.
- Develop a career pathway for those students currently enrolling in one or two year technical programs which will allow them to move seamlessly into our four year program and be able to build upon their past education.
- Provide an opportunity for students to develop an understanding of technology and its contribution to a liberal arts education.
- Provide learning experiences for those students desiring to become teachers of technology at all levels of education.
- Provide learning experiences for those students pursuing careers in business, industry, and/or agriculture.
- Provide a Technology Leadership BS degree program for those who have completed an AAS degree.

To meet these goals the department has committed itself to the following objectives, which will provide a quality program that will help students understand the role of the sciences, humanities, and technologies in society.

- Develop their ability to communicate effectively through oral and written means;
- Develop fundamental knowledge about the evolution of technology and its effect on people, the environment and culture;
- Develop an ability to design, use and control communication, production, power, energy and transportation systems;
- Develop basic technical competencies for the safe and efficient application of information, energy, tools, materials, machines, and processes in a technological society;
- Develop advanced technical competencies needed to teach communication, production, power, energy and transportation systems; and develop advanced technical competencies needed for a career in communication systems, production systems, or power, energy and transportation systems.
- Design, implement and evaluate instruction using appropriate methodologies which focus on problem-solving and decision-making skills involving humans, material, capital, energy, processes and technological systems.
- Develop strategies for the integration of technological concepts to other school disciplines.
- The department established the Strategic Priorities for the 2013-2014 academic year which supports the University's and College's goals, these goals will continue for several years.

Departmental Strategic Priority TECS: #1

Provide leadership in determining state technology education program standards and revise them to meet the needs of the universities and students seeking technology education licenses.

Departmental Strategic Priority: TECS: #2.

Promote the Institute of Applied Technology:

- Recruiting traditional students in Kansas, Colorado & Nebraska.
- Developing articulation agreements with technical & community colleges.
- Seeking partnerships with business & industry.
- Expanding an innovative marketing plan.

Departmental Strategic Priority: TECS: #3.

Foster the new Construction Management emphasis through action plans, curriculum modification & additions, and an innovative marketing plan.

Departmental Strategic Priority TECS: #4.

Collaborate with the math, science, and technology education to create a STEM initiative for the purpose of expanding curriculum in the technology education field.

Departmental Strategic Priority TECS: #5.

Review the AAS in Applied Technology, Industrial Technology emphasis, and revise if needed to better align with the progression of the FHSU AAS to the FHSU BTL degree.

Departmental Strategic Priority TECS: #6.

Place a renewed effort to convert three entry level classes to an on line format so we can position the Institute at a readiness to accept the challenges of business & industry partnerships.

C. Department Productivity and Distinctive Accomplishments

First and foremost, the Department of Technology Studies has a new name; the “Institute of Applied Technology.” The new name has added an identity that outside entities can recognize as a path to degree completion. Along with a new name, the institute hired two new faculty members which have brought inspiration and innovation to our already solid team in the IAT. An accomplishment from last year was to complete several data bases of schools in Colorado, Southern Nebraska, and Kansas. The IAT has used this avenue to contact teachers for recruiting purposes. This method has helped to increase the total number of first time admissions to the institute, however, the challenge now becomes getting each of them to actually enroll and become a “Tiger” in the fall of 2013. For those students who have involved themselves in the activities of Davis Hall there are many noteworthy accomplishments for the Institute of Applied Technology.

The department was involved in the following activities:

1. Technology Education Collegiate Association (TECA) students were able to gain Regional, National and International recognition by attending and participating in the regional technology competitions. The team attended the Four State Conference in Pittsburg, Kansas

this year. At this conference, FHSU students performed exceptionally well competing in six different Technology competitions. Of those, FHSU received 1st place in Manufacturing, 1st place in Problem Solving, 1st in Teaching Lesson, and 1st in Technology Challenge, 2nd in Live Communication, and 3rd in Transportation.

2. TECA students attended the International Technology conference (ITEEA) in Columbus, Ohio. It was a great year for the TECA Team as they brought home a 1st place in the Teaching Lesson and 1st place in Robotics. The group also won a 2nd place finish in Transportation, and 3rd place in the Live Manufacturing contest.
3. At this time last year the IAT added a Construction Management emphasis to the Bachelors of Technology Studies. This fall the first construction management class will be taught in the IAT and the class is nearly full.
4. By partnering with businesses we hope to increase online student population in the BTL and the AAS of Applied Technology. One way the university has chosen to pursue these business relationships has been to sign an agreement with Tim Scoggins, Counseling Connection to Higher Education. Tim's company has access to potential students from major companies such as Diebold that want to work toward a degree through the Virtual College. Members of the IAT have already contributed to this effort by evaluating course work completed by Diebold personnel for possible college credit.
5. For 32 years the Institute of Applied Technology has held a fall technology conference at FHSU and again it was a great way to share information with Technology Education Teachers. However, the IAT wanted to help jump start the Kansas Center for Innovative Education by teaming up to host a "Manufacturing, You're Talking Our Language" spring conference. This conference was funded by the Rigorous Program of Study Grant, a federal grant. This brought nearly 70 teachers and business & industry people together to visit about how to work together to create an educational environment to help high school students to become college and workforce ready.
6. Provided In-service technology training and college credit in the IAT for area high school teachers through the (RPOS) Rigorous Program of Study grant.
7. It was mentioned earlier about the Kansas, Colorado and Nebraska IAT databases and how we sent regular announcements about our events and classes. That database avenue has totally connected the IAT to the technology teachers and has helped to increase awareness of activities and new student admission. However, there is still a disconnect with school counselors so the next phase to be added to the IAT database will be one to connect with high school counselors. The process for collecting that data has started.
8. A couple of years ago the IAT partnered with NCKTC in developing a transfer program for NCKTC students who after completing the one year welding program, could take 18 hours of

our manufacturing classes and then transfer them to NCKTC and obtain their AAS degree. This collaboration is drawing interest from other schools such as Dodge City Community College. Their welding instructor has invited the IAT down to visit about the possibility forming something similar for the DCCC welding students.

9. Promoted growth in the Technology Leadership BS degree program by establishing an articulation agreement with Columbus Technical College in Columbus, GA. The IAT sent the BTL program coordinator, Joe Chretien, to Columbus to their graduation “Gala” to kick off our relationship. It has yielded four CTC faculty members to the FHSU BTL program.
10. Hosted the annual Western Kansas Technology Fair for middle and high school students. This was our 54th year anniversary.
11. Hosted the annual Technology Day for high school seniors and juniors – a recruiting day which provided hands on experience in the department.
12. Faculty served as consultants for industries and schools. Faculty are currently members of 16 secondary school advisory boards. This is a requirement for Pathways funding.
13. With the Career and Technical movement in Kansas, secondary schools are pursuing Pathways funding and as such need to have articulation agreements with post-secondary schools. FHSU has renewed alignments with 17 schools from across the state.
14. Several of the IAT faculty have been recognized this year for their accomplishments and have won or been nominated for service, research, and advising.
15. Recruited at the national SkillsUSA conference where there were 6000 high school, tech college, and community college students competing in 98 contests.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	14	22	15	18	10
Technology Studies (BS,233-0839)	13	22	15	18	9
Technology Leadership (BS,233-0840)	1	0	0	0	1
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	14	12	13	9	12
Technology Studies (BS,233-0839)	4	5	9	2	7
Technology Leadership (BS,233-0840)	10	7	4	7	5
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	104/1	118/2	125/1	118/1	112/1
Technology Studies (BS,233-0839)	79/1	90/2	121/1	90/1	79/1
Technology Leadership (BS,233-0840)	25/0	28/0	24/0	28/0	33/0
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]	87.50%	61.54%	66.67%	66.67%	61.11%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3592	3568	3443	3708	3860
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	7	7	7	7	5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	0	0	0	0	2
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	15	18	24	22	22
Technology Studies (BS,233-0839)	12	13	19	16	18
Technology Leadership (BS,233-0840)	3	5	5	6	4
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. The IAT had three more transfer students than the preceding year, the head count for the BTL was up by five students, and the IAT increased the undergraduate SCH from 3708 to 3860.					
Number of books, book chapters, and refereed articles published	2	1	1	3	0
Percent of faculty publishing refereed books, chapters, or articles	25.8%	14.2%	14.2%	28.5%	0
Number of non-refereed articles and presentations	22	14	4	5	3
Percent of faculty publishing non-refereed articles or presentations	100%	100%	42.8%	42.8%	28.5%
Number of scholarly performances and other creative activities	15	18	10	13	14

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Percent of faculty in scholarly performances or other creative activities	85.7%	100%	100%	100%	100%
Total number of external grant applications submitted/percent of faculty submitting	0	1	2/14.2%	0	2/28.5%
Total number of funded external grants/percent of faculty funded	0	0	1/14.2 RPOS KSDE grant funded for 44,000 over a four year period. One still in review	0	0 (3 rd year of the ROPS Grant)
Total number students successfully completing an undergraduate research/creative project				2	1
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. All of the faculty are involving themselves in creative activities that further the awareness of the institute or curriculum and technology being taught in the IAT. Faculty are participating in external funding projects for the IAT.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 Technology Education Students that passed the PPST test during the FY2013					6/67%
Direct Outcome 2 Employee overall satisfaction with quality interns and program. See attached evaluation of Interns.	11/100%	6/100%	12/100%	11/100%	16/100%
Indirect Indicator 1 Success of student placed in selected fields ie, teaching or industry.	99%	100%	100%	100%	100%
Indirect Indicator 2 Technology Students performance at Regional and International Competitions.				See FY2012 Report	Note section "C"-1 & 2 for results
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.65 51.20	55.9 51.05	56.4 51.54	56.2 53.91	58.5 40.92
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.34 39.68	46.1 49.60	43.9 47.37	44.5 48.57	45.1 54.76
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	45.34 42.54	41.0 48.15	38.5 35.90	38.4 45.67	38.6 40.0
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.72 38.53	34.0 37.96	32.9 30.06	32.7 30.40	34.0 31.94

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.57 46.11	60.3 65.05	60.8 56.41	59.8 79.44	61.9 75.00
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	7 14.6%	12 41.3%	13 35.1%	5 15.15%	3 9.1%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. The data suggests that IAT students were engaging in more collaborative learning and those experiences were enriching. The TECA group won two national championships at the TEECA/ITEEA Conference. The internship data indicates that interns are doing well and that employers, overall, are pleased with their performances.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Technology interns offered jobs at the place of employment after completion of internship. (Excludes two student internships where it was understood that the internship was only a limited time educational internship prior to starting)					14/100%
Outcome/Indicator 2 Increase Colorado and Nebraska students.					2-Nebraska by 6/30/13
Outcome/Indicator 3					
Briefly note 2-3 improvements over the last year prompted from the above indicators. <ul style="list-style-type: none"> • Indications from internship data and employee interviews reflect the positive experiences employers are having with student internship resulting in those internships turning into full time jobs once the internship period has been completed. • Data for incoming freshman is incomplete but the IAT has had a couple of new freshmen from Nebraska at freshman enrollment days. 					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Changing the department name to include Applied Engineering and Technology . It was changed to the Institute of Applied Technology.	The name of the Department of Technology Studies has been changed to Institute of Applied Technology.
Develop a Construction Management emphasis.	The Construction Management emphasis is in place and new classes specific for that curriculum will be taught in the fall of 2013.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Review the State of Kansas Technology Education licensing standards	Members of the IAT will meet to discuss the standards and develop a consensus that Mr. Stewart and Mr. Rigler can take forward to the state Technology Education licensing committee. There will be some

	departmental resources required for travel.
Develop certificate programs for areas of emphasis in the Institute of Applied Technology.	The Technology Studies faculty plan to develop three certificate programs within the department with minimal resources required to get them up and in place for current students to take advantage of across campus.

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	The Welding Engineering Technology alignment program yielded four students taking classes from FHSU in the Manufacturing area in FY2013. An increase of two students from the prior year. The IAT will have one of those NCK students enroll in the fall 2013 as a full time FHSU manufacturing student.
Increase Enrollment	The IAT's enrollment focus a year ago at this time was in the BLT program. A cognos Dean's report from 5/14/12 show 31 BTL students with an overall number in the department as 120 and the cognos from 5/13/13 indicates the BTL has 40 students with the department number being 135. A continued effort to recruit AAS students to the BTL is on-going by working with technical colleges and setting up recruiting booths at SkillsUSA. The IAT also has a renewed charge of increasing enrollment of first time freshman students.
Improve Persistence and Retention	The IAT recognizes the importance of retention and will be participating in the new IDS class by providing a faculty member to teach one of the sections in the fall 2013.
Improve Student Learning	One area of improved student learning is collaboration between the CAD lab activities and the CNC machining class. The IAT added new CNC software to the CAD lab allowing students a one to one student to computer ratio. This change gave students more time to develop CNC programming that was in turn taken to the manufacturing lab where more CNC machining took place. The measurable result is that in the spring of 2012 there were four students in the CNC class and in the spring of 2013, 11 took that CNC class.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
<p>Name change: <ul style="list-style-type: none"> ✓ Institute of Applied Technology </p> <p>Staff willing to take on leadership roles and ownership in departmental projects in order to pursue positive changes in program.</p> <ul style="list-style-type: none"> ✓ Program coordinator roles ✓ Adding a AAS of Applied Technology ✓ New curriculum for Const. Mgt. ✓ Business and Industry evaluation for credit by examination ✓ New CNC Software ✓ Recruiting Trips <p>One of two programs in Kansas that provides Technology Education - teacher education preparation.</p> <p>Specialized curriculum supporting other major programs on campus.</p> <p>Leader in Technology Education in Kansas and surrounding states.</p> <p>Developed strong partnerships with technical and community colleges. Building collaborative programs with technical colleges to provide seamless transfer for students.</p> <p>Developed positive relationships with major industries in Kansas, Nebraska, Colorado and Oklahoma for internship partners.</p> <p>Solid support from administration allowing for growth.</p>	<p>Dynamic Marketing Plan: <ul style="list-style-type: none"> ✓ Develop a quality marketing plan to make students, counselors, and parents aware of what is available to their students. ✓ Promote the BTL degree to technical and community colleges. </p> <p>Program coordinator for the AAS in Applied Technology Degrees.</p> <p>Sponsors of the IAT TECA group that can continue to keep our students in the upper levels of the TEECA/ITEEA student competitions.</p> <p>Develop Construction Mgt. Classes: <ul style="list-style-type: none"> ✓ Implement curriculum to support construction management. </p> <p>Transformation of entry level technology classes to on-line/hybrid delivery: <ul style="list-style-type: none"> ✓ Communication Systems ✓ Power, Energy, & Transportation ✓ Materials & Processes/Production Systems </p> <p>Work with teachers in Kansas, Colorado, and Nebraska by providing workshops and courses for recertification and updates in Technology.</p> <p>Faculty development for new members: <ul style="list-style-type: none"> ✓ Institute Orientation ✓ College Orientation ✓ University Orientation </p>
Future Opportunities	Future Threats
<p>Educational Agreement with Business and Industry <ul style="list-style-type: none"> ✓ Tim N. Scoggins-Counseling Connection, Inc. </p> <p>The name change to the Institute of Applied Technology will facilitate opportunity to expand: <ul style="list-style-type: none"> ✓ Continue to develop a specialization partnership with community and technical colleges, inside and outside the state, which will allow for a student who has completed a </p>	<p>Lack of eye-catching facilities or updated building and labs are a deterrent to possible recruits. As Western Kansas declines in school enrollment the IAT is branching out to other geographic places to attract students. The IAT competes with new technology centers in these places for students. Having great faculty and curriculum only goes so far...FHSU will need to invest in remodeling or rebuilding the Institute of Applied Technology to move forward with on campus</p>

<p>certificate or an AAS degree to transfer the specialization and general education hours toward a BTL degree.</p> <ul style="list-style-type: none"> ✓ Rework the AAS in Applied Technology-Industrial Technology to better align with the FHSU IAT BTL. ✓ Develop IAT technology certificate programs so on-campus students can take advantage of the technical curriculum offered by the Institute of Applied Technology. ✓ Develop introduction STEM class: <ul style="list-style-type: none"> ○ Technology Education ○ Science & Math Education <p>The Construction Management emphasis is a new opportunity to involve business and industry in the IAT. Much can be learned about the construction mgt. practices and new internship possibilities can be obtained.</p>	<p>technology education and industrial studies to be a leader in future years.</p> <p>The Technology Education licensing standards are under review and the state committee has a majority of committee members who are NOT Technology Education savvy. Many have educational technology backgrounds, which is using digital tools in the classroom and not the study of technology.</p> <p>Decline in enrollment due to a major push for an increased skilled workforce at technical and vocational schools.</p> <p>SB 155-Major changes in how program funding is approved for secondary programs. Pathways funding is fast becoming the driving force on what is being taught in high schools programs.</p> <p>Increased number of students desiring to take all course work virtually thus reducing the numbers of students here on campus. Many of our programs are applied and do not lend themselves to a completely on-line degree.</p> <p>Technology Education programs are expensive by nature. Equipment and material are changing and improving at a rapid pace. It will be difficult to keep current on equipment and attractive facilities.</p>
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B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Opportunity for marketing is now! With a new name we must get the word out about what the IAT has to offer and the multi path method to degree completion.	Conventional means, list serve, updated website, and social media. All methods have a cost factor...some more than others. The IAT will need to invest money to see a return in students.	Increased enrollment in IAT programs and classes. For the marketing to have a positive effect in the near future the marketing needs to be launched this fall 2013.
Development of a STEM curriculum pathway for Technology Education and Science & Math Education.	A minimal investment will result in marginal gain in the STEM process. The IAT is seeking action plan money, Dane G. Hansen foundation grant, and the use of a portion of the Paul Jennison donation as startup cost. This is a total remodel of a tech lab	The expectation is to develop a STEM curriculum that could be a model for other universities for licensing STEM Teachers. This is a collaborative effort between the IAT and Science & Math Education. Dialog has begun and will rekindle fall 2013.

	and curriculum innovation an opportunity that could total between \$100,000 and \$150,000.	Completion date: TBD
Department certificate programs in technical areas.	Marketing materials with minimal cost to promote to non-technology majors.	The department expects to see an increase in non-TECS majors taking classes.
As an IAT staff, review affinity diagrams.	Meeting time, cost minimal.	Clear expectation of program curriculum. Completion Date: Fall 2013 (Diebold evaluation credit by the IAT faculty took precedence over the diagrams in FY2013)

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

(Diagram in review)

*Bachelor of Science
Industrial Technology/Technology Education*

Mission

Our mission is to prepare technologically literate professionals for educational systems, business, and industry, in a global technological society

Guiding Principles

Provide a wide variety of background experiences and knowledge, which allows students the opportunity to understand the technological society for today and tomorrow.

Stimulate curiosity, analytical, and problem solving to encourage ability to incorporate these attributes in decision-making situations.

Ability to learn utilizing a variety of instructional methodologies.

Capable to organize and manage group activities, and prepare written and oral technical materials.

Knowledgeable about mechanical and technical equipment, materials, procedures, and processes.

Competent of being a productive contributor in a global society.

Adaptable and flexible and able to make changes as our industrial society demands.

Knowledgeable about technology and its application.

Learning Objectives

To provide an opportunity for students to develop an understanding of technology & its contribution to a liberal arts education.

To develop and understand the role of the sciences, humanities & technologies in society.

To develop their ability to communicate effectively through oral & written means.

To develop fundamental knowledge about the evolution of technology & its effect on people, the environment & culture.

To provide educational experiences for those students desiring to become leaders of technology at all levels of education and industry.

To develop an ability to design, use & control communication, manufacturing, construction & power, energy & transportation.

To develop basic technical competencies for the safe & efficient application of information, energy, tools, materials, machines & processes, in technological systems.

To develop advanced technical competencies needed to successfully teach communication, production & power, energy & transportation technologies.

To design, implement & evaluate instruction using appropriate methodologies which focus on problem solving & decision making skills involving humans, material, capital & energy; processes & technological systems.

To develop strategies for the integration of technological concepts to other school disciplines.

Organizing Themes

The program is designed so that students can acquire a Bachelor of Science in Industrial Technology or Technology Education.

Industrial Technology teaches students with the skills and business courses to effectively work and manage in several areas of the industrial arena.

Technology Education provides students the necessary skills and teaching abilities to share their knowledge at an appropriate grade level.

Graduate Characteristics

Graduates of the Technology Leadership, Industrial Technology and Technology Education programs are considered leaders in their field.

- ✓ Are employed in a wide array of businesses and industries as mid-management, supervisors, foremen, quality control, and draftsmen. They are also employed as teachers of all forms of technology
- ✓ Have a wide variety of experiences and knowledge, which allows them the opportunity to understand the technological society for today and tomorrow.
- ✓ Have the ability to organize and manage group activities, and prepare written and oral technical materials.
- ✓ Are adaptable and flexible and able to make changes as our industrial society demands.
- ✓ Are knowledgeable about mechanical and technical equipment, materials, procedures, and process.

Institute of Applied Technology - BS – Education and Industrial Technology (Under Construction)

Mission: The mission of the Technology Education and Industrial Technology Program at Fort Hays State University is to meet the needs of professionals seeking careers in the ever changing field of applied technology. The program prepares students by using technology, theory, and practical hands-on experiences which provide academic, technical, and leadership foundations necessary to succeed in the educational and industrial world of technology.

Characteristics of Technology Studies	Expected Learner Outcomes	Curriculum	Planned Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
Practical Knowledge:	Student will develop leadership,	Core Requirements Education TECS 110 - Communication Systems	Assessment 1: Annual	Graduates of the department	

<p>Graduates have the theoretical and practical knowledge base in instructional and industrial technology.</p> <p>Skillful: Graduates have the ability to manipulate materials, processes, and systems of instructional and industrial technology.</p> <p>Cooperating and Understanding: Graduates know the importance of being a team player and of communicating well with both internal and external constituencies.</p> <p>Progressive: Graduates embrace technological advances and look for opportunities through innovation and application of established and emerging technologies.</p>	<p>management and teamwork skills.</p> <p>Student will develop strong communication skills.</p> <p>Student will demonstrate knowledge related to instructional and industrial technology.</p> <p>Student will develop technical competencies for the safe and efficient application of established and emerging technologies.</p> <p>Student will develop strategies to pursue professional development through lifelong learning.</p> <p>Student will develop strategies to uphold high ethical and professional standards.</p>	<p>TECS 120 - Power Energy & Transportation TECS 130 - Production Systems TECS 200 - Engineering Graphics TECS 318 - Introduction to CAD TECS 460-Teaching Technology Education TECS 490 - Occupational Safety, Health, & Liability TECS 277-Early Field Experience Tess 496-Secondary School Experience</p> <p>Core Requirements Industry</p> <p>TECS 110 - Communication Systems TECS 120 - Power Energy & Transportation TECS 130 - Production Systems TECS 200 - Engineering Graphics TECS 318 - Introduction to CAD TECS 480 - Industrial Management TECS 490 - Occupational Safety, Health, & Liability TECS 495 - Training Instructional Systems TECS 499 - Industrial Internship</p> <p>TECHNOLOGY EDUCATION CONCENTRATION</p> <p>PROGRAM OF STUDY</p> <table border="0"> <tr><td>Communication Systems</td><td>24 hours</td></tr> <tr><td>Production Systems</td><td>30 hours</td></tr> <tr><td>Power, Energy & Transportation</td><td>25 hours</td></tr> <tr><td>Professional Education</td><td>19 hours</td></tr> <tr><td>Directed Teaching Block</td><td>12 hours</td></tr> </table> <p>INDUSTRIAL TECHNOLOGY</p> <p>CONCENTRATION PROGRAM OF STUDY</p> <table border="0"> <tr><td>Communication Technology</td><td>25 hours</td></tr> <tr><td>Manufacturing Technology</td><td>30 hours</td></tr> <tr><td>Construction Technology</td><td>30 hours</td></tr> <tr><td>Business Courses</td><td>9 hours Semester</td></tr> <tr><td>Internship</td><td>12 hours</td></tr> </table>	Communication Systems	24 hours	Production Systems	30 hours	Power, Energy & Transportation	25 hours	Professional Education	19 hours	Directed Teaching Block	12 hours	Communication Technology	25 hours	Manufacturing Technology	30 hours	Construction Technology	30 hours	Business Courses	9 hours Semester	Internship	12 hours	<p>Department of Technology Studies Advisory Board meeting to discuss major and curricular revisions.</p> <p>Assessment 2: Successful completion of 10 hr. OSHA Certificate as a direct measure of an industry standard credential.</p> <p>Assessment 3 Successful completion of TECS 496 Directed Teaching or TECS 499 - Industrial Internship as a direct measure of team building, communication, and technical skills.</p> <p>Assessment 4:</p> <p>Assessment 5:</p> <p>Assessment 6:</p> <p>Assessment 7:</p>	<p>will be versatile, adaptable, and flexible, thereby employable in a variety of businesses, industries, or public schools. Employment possibilities include teaching careers at all levels of education, construction and manufacturing industries, architectural firms, automotive companies and distribution centers, as safety specialists, quality control and industrial trainers. Graduates are problem-solvers and will have the technological skills to utilize their knowledge for an ever-changing, technological society in the 21st century.</p>	
Communication Systems	24 hours																								
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Developed 1/16/2013

Institute of Applied Technology - Construction Management (Under Construction)

Mission: The mission of the Construction Management Program at Fort Hays State University is to meet the needs of professionals seeking careers in the ever-changing field of construction. The program prepares students by using technology, theory, and practical hands-on experiences. Students who successfully complete this program typically find employment within the following job categories; job superintendent, project manager, contractor, estimator, scheduler, retail sales, safety engineer, subcontractor, and field supervisor.

Characteristics of Construction Management Specialization	Expected Learner Outcomes	Curriculum	Planned Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>Practical Knowledge: Graduates have the theoretical and practical knowledge of the construction industry.</p> <p>Skillful: Graduates have the</p>	<p>Develop strong communication skills</p> <p>Gain strong technical knowledge and skills related to the planning, estimating, design, construction, and</p>	<p>Core Requirements TECS 110 - Communication Systems or Approved Elective TECS 120 - Power Energy & Transportation or Approved</p>	<p>Assessment 1: Annual Department of Technology Studies Advisory Board meeting to discuss major and curricular revisions.</p>	<p>Students who successfully complete this program typically will find employment within the following job</p>	

<p>ability to manage a construction project through planning, design, construction, and post construction phases.</p> <p><u>Cooperating and Understanding:</u> Graduates know the importance of being a team player and of communicating well with both internal and external constituencies.</p> <p><u>Progressive:</u> Graduates embrace technological advances and look for opportunities to expand the use of technology in managing construction ventures.</p>	<p>management of residential and commercial structures.</p> <p>Have a thorough understanding of construction processes</p> <p>Develop strong leadership, management and teamwork skills</p> <p>Understand and apply modern technology related to construction processes</p> <p>Develop strategies to pursue professional development through lifelong learning</p> <p>Uphold high ethical and professional standards</p>	<p>Elective TECS 130 - Production Systems TECS 200 - Engineering Graphics TECS 318 – Introduction to CAD TECS 480 – Industrial Management TECS 490 – Occupational Safety, Health, & Liability TECS 495 – Training Instructional Systems or Approved</p> <p>Elective TECS 499 – Industrial Internship</p> <p><u>Construction Management Courses</u> GBUS 204 – Business Law MKT 301 – Marketing Principles TECS 380 – Construction Materials & Testing TECS 385 – Construction Planning & Design TECS 406 – Problems in Technology: 10 hr. OSHA Certificate TECS 406 – Problems in Technology: Construction Estimating & Scheduling TECS 415 – Construction Graphics TECS 475 – Mechanical & Electrical Systems TECS 485 – Building Construction MGT 604 – Management of Small Business</p>	<p><u>Assessment 2:</u> Successful completion of 10 hr. OSHA Certificate as a direct measure of an industry standard credential.</p> <p><u>Assessment 3:</u> Final grade in TECS Construction Graphics as a direct measure of knowledge related to the construction field.</p> <p><u>Assessment 4:</u> Final grade in TECS 480 Industrial Management as a direct measure related to management content.</p> <p><u>Assessment 5:</u> Final grade in GBUS 204 – Business Law as a direct measure related to ethical and professional standards.</p> <p><u>Assessment 6:</u> Successful completion of TECS 499 – Industrial Internship as a direct measure of team building, communication, and technical skills.</p> <p><u>Assessment 7:</u> Completion of “Satisfaction Survey” a year after completion of the program.</p>	<p>categories: job superintendent, project manager, contractor, estimator, scheduler, retail sales, safety engineer, subcontractor, and field supervisor.</p> <p>Completers will be able to apply skills to the construction projects and programs through the planning, design, construction and post construction phases for the purpose of achieving project objectives including the management of quality, cost, time and scope,</p>	
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Developed 8/27/2012
(Diagram in review)

***Bachelor of Science
Technology Leadership***

Mission

The mission of Technology Studies is to prepare technologically literate professionals for educational systems, business, and industry, in a global technological society

Guiding Principles

Provide the students with the leadership and management skills that are essential in today’s workforce. Businesses and industries are looking for individuals who have applied technology skills along with leadership skills to advance with in companies as mid-managers.

Provide a seamless transfer Bachelor of Science degree. Students who have the ability and desire to work in industry and who have successfully obtained an Associate of Applied Science degree can transfer those applied hours directly to the Technology Leadership program without the concern of loss hours.

Individuals who graduated with an AAS degree and who are employed in a career are oftentimes not able to quit that job and return to college to finish their BS degree.

Provide a Workforce Baccalaureate Degree available to all students across Kansas and surrounding states.

Learning Objectives

- ✔ To provide an opportunity for students to develop an understanding of Technology and its contributions to a liberal arts education.
- ✔ To provide educational experiences for students desiring to become leaders of technology in business, industry, or education.
- ✔ To provide educational experiences in the fundamental knowledge about the evolution of environment and culture.
- ✔ To provide educational experiences so students acquire an understanding of the nature of technology and to use this experience as supervisors, managers, and lead individuals in their selected careers.

Organizing Themes

Associate of Applied Science

The program is designed so that students can acquire a Bachelor of Science in Technology Leadership without a loss of hours obtained in their applied Associate's Degree

Students can transfer up to 64 hours in this program. Twenty-four of those hours should be in approved general education. IF for some reason they do not have 24 hours of general education those hours will be added into their leadership program.

The program is designed to provide students with the same number of general education and upper level courses that are required of all students who graduate with a Bachelor of Science degree.

The classes have been designed so that students can obtain the degree without having to disrupt their family or quit their present jobs. The program is available through the Virtual College and distance education.

The program provides students with two leadership options to meet their individual needs. Option one has the total leadership major of 31 hours prescribed while option two provides some degree of flexibility for students who wish to take additional classes in their applied area of specialization.

Graduate Characteristics

Graduates of the Technology Leadership, Industrial Technology and Technology Education programs are considered leaders in their field.

- ✔ Are employed in a wide array of businesses and industries as mid-management, supervisors, foremen, quality control, and draftsmen. They are also employed as teachers of all forms of technology
- ✔ Have a wide variety of experiences and knowledge, which allows them the opportunity to understand the technological society for today and tomorrow.
- ✔ Have the ability to organize and manage group activities, and prepare written and oral technical materials.
- ✔ Are adaptable and flexible and able to make changes as our industrial society demands.
- ✔ Are knowledgeable about mechanical and technical equipment, materials, procedures, and process.

Department of Technology Studies – Bachelor of Science in Technology Leadership (BTL) – (Under Construction)

Mission: Prepare technologically literate citizen-leaders and a transparent pathway for Associates of Applied Science (AAS) graduates to enter the Technology Leadership program.

Characteristics of Graduates	Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>Value technology leadership roles in groups, organizations, communities, and societies.</p> <p>Creatively apply knowledge of contemporary issues and trends.</p> <p>Identify and apply knowledge, skills and critical thinking that support workforce needs.</p> <p>Design systems, components, or processes within affordances and constraints.</p> <p>Apply research and theory-based design principles and strategies within global, economic, environmental, and societal contexts.</p> <p>Collaborate and communicate effectively in oral, written and electronic modes of communication.</p> <p>Provide leadership and role models for team building, problem-solving, lifelong learning, systemic change, equity, ethics, and safety.</p>	<p>To provide effective supervision of personnel across the technical spectrum and a wide variety of complex technological systems</p> <p>Apply standards and principles in integrating technology, leadership and design.</p> <p>Design solutions for real-world issues and problems in a competitive, technological workforce.</p> <p>Demonstrate fluency in technology systems.</p> <p>Apply technology leadership, management, and evaluation skills to design.</p> <p>Create appropriate and safe technological systems.</p> <p>Promote participation in local, state, national, and global learning communities to explore creative applications of technology to improve the sustainability of the environment, economy, product, business, and other social institutions and contexts.</p>	<p><u>AAS core curriculum</u></p> <p>General Education 24 hrs.</p> <p>Applied Specialization 40 hrs.</p> <p><u>BTL program</u></p> <p>General Education 31 hrs.</p> <p>Technology Leadership 32 hrs.</p> <p><u>Option 1</u></p> <hr/> <p>TECS 406 Problems in Technology Studies: Intro to Technology Leadership 3 hrs.</p> <hr/> <p>LDRS 302 Intro into Leadership Behavior 3 hrs.</p> <hr/> <p>LDRS 480 Team Building, Teamwork and Team Leading 3 hrs.</p> <hr/> <p>TECS 470 Power and Energy Research and Development 3 hrs.</p> <hr/> <p>TECS 480 Ind. Mgmt. 3 hrs.</p> <hr/> <p>TECS 490 Occupational Safety, Health and Liability 2 hrs.</p> <hr/> <p>TECS 495 Train. & Instr. Sys. 3 hrs.</p> <hr/> <p>MIS 304 Mgmt. Info. Sys. 3 hrs.</p> <hr/> <p>IDS 300 Economics Ideas and Current Issues OR IDS 390 Technology in Society 3 hrs.</p> <hr/> <p>COMM 606 Conflict Mgmt. through Comm. 3 hrs.</p> <hr/> <p>TECS 606 Problems in Technology Studies: Capstone Course 3 hrs.</p> <p><u>Option 2</u></p> <p>23 hours from Technology Leadership courses and 9 hours in area of specialization including a 3-credit-hour internship.</p>	<p>Capstone Project evaluated by BTL program faculty. Students design a Technology Leadership model that incorporates the organization, management, safety regulations and processes associated with a business or industry..</p> <p>Senior Surveys to identify satisfaction with learning experiences, choice of major and department policies and procedures.</p> <p>Department of Technology Studies Advisory Board meetings provide feedback from current students, alumni, and non-affiliated representatives from education, business, and industry. Members provide guidance and feedback on student preparation, curriculum, and student capstone projects.</p> <p>Current research in technology leadership will be used to identify educational needs and expected learning outcomes and curricula updates</p> <p>Interaction with employers.</p> <p>Surveys of graduates and employers</p> <p>Three-year program review</p> <p>Collaboration with community and technical colleges</p>	<p>The BTL program will help keep Kansas competitive by increasing postsecondary credentials.</p> <p>The increase in the educated workforce will impact the nation and global economies as well as Kansas.</p>	<p>Add three new TECS courses:</p> <p>Introduction to Technology Leadership</p> <p>Power Systems Management</p> <p>Technology Leadership Capstone</p>

(September 17, 2012)

B. Department Staffing Plan

College of Education and Technology
 Department Staffing Plan and Assignments Institute of Applied Technology

This data represents Fall 2013 data (Data from 1% merit formula)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Anticipated Department Needs	Faculty Member	Future Faculty Expertise Needed	Retirement (Birth-date)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Disci

									pline / Rank
Executive Director Professional Program Development Comm. Tech CAD	Kim Stewart	Internship Teacher Education Communicatio n Technology CAD Construction Engineering Graph Manuf Graphics	1959	1.0	Associate Professor 1997	M.S.	Tenured	93,426.	
Power & Energy Computer Tech BTL Virtual	Joe Chretien	Power & Energy Technology Robotics Hydraulics/ Pneumatics Industrial Mgmt A+ Comp Maint	1951	1.0	Assistant Professor 2012 (Promoted to Associate 2013)	M.S.	Tenured	60,466	
Instructional Tech Communication Tech	Kenny Rigler	Instructional Tech Communicatio n Tech Plastics Technology	1980	1.0	Instructor 2007	M.S.	Tenure track Sixth year	49,753	
Construction Tech Plastics Tech	Duane Renfrow	Construction Tech Woods Materials Plastics Interdisciplina ry Safety	1955	1.0	Associate Professor 1996	Ed.D	Tenured	66,908	
Instructional Tech	Rita Hauck	Instructional Tech Multimedia Hypermedia	1946	1.0	Professor 2012	Ph.D.	Tenured (Retired S 2013)	65,837	
Comm. Tech CAD Construction Const. Mgmt.	Kris Munsch	Construction Management Building Const	1963				Temporary 2012-2013 Hired Fall 2013	49,500	
Manufacturing Power and Energy	Randy Jordan	Machine Tool Maintenance CAM	1965				Temporary	39,103	
CAD Comm. Tech. Instr. Tech.	Eric Deneault	AutoCAD Instr. Tech.	1984		New Hire		Hired Fall 2013	49,000	

C. Bibliography of Departmental Scholarly Activity**Presentations, Non Refereed**

Munsch, K. (Fall, 2012), STEM – School, Teacher. Four State Conference, Pittsburg, KS.

Renfrow, D. (Fall, 2012), Teaching Students to Give, CTEA Conference, Denver, CO.

Renfrow, D. (Spring, 2013), Manufacturing Made Fun With Plastics, KCIE Conference, Hays, KS.

Research

Chretien, J. Brokered articulation agreements with several Kansas Community/Technical institutions and with the Columbus Technical College of Columbus, GA.

Chretien, J. developed a proposed articulation agreement with Shanghai Maritime University of China.

Rigler, K. Next Generation Building Trades Degree Program. EDUCAUSE Next Generation Learning Challenges Grant. 2012 National finalist. (Unfunded)

Rigler, K. Completed 12 credit hours toward Ph.D. in Education with a specialization in Higher Education Leadership from Northcentral University.

Stewart, K. Building a STEM Program. Dane G. Hansen Foundation grant (Through the FHSU Foundation) (Unfunded)

Other Creative Scholarly Activities

Chretien, J. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS.

Hauck, R. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS.

Hauck, R. (Fall/Spring), Certification in six modules for Google Apps for Education.

Jordan, R. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS.

Jordan, R. (Fall/Spring), Developed CNC Curriculum and Projects.

Munsch, K. (Fall, 2012) Technology Presentation, JR/SR Day, FHSU, Hays, KS.

Munsch, K. (Fall/Spring), Developed CNC Curriculum and Projects.

Renfrow, D. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS.

Renfrow, D (Fall/Spring), Developed Free Form Furniture Techniques.

Rigler, K. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS

Stewart, K. (Fall, 2012), Technology Presentation, JR/SR Day, FHSU, Hays, KS

Awards

Chretien, J. Nominated for the Navigator Award

Hauck, R. COET Annual Service Award

Hauck, R. Distinguished Faculty Award for Service

Rigler, K. COET Research Award

D. Department Program Assessment Results**Summer 12/Fall 12/Spring 13 Internship Evaluations**

Traits	Above Average	Average	Below Average	N/A
Relationship with Others	75%	25%		
Judgment	67%	25%		8%

Ability to Learn	84%	16%		
Work Habits	67%	33%		
Dependability	84%	16%		
Quality of Work	84%	16%		
Quantity of Work	50%	50%		
Communications: Oral	59%	41%		
Communications: Written	59%	33%		8%
Leadership Quality	33%	59%		8%
Care & Proper Use of Equipment	75%	25%		
Safety Habits	59%	41%		
General Attitude	84%	16%		
Reaction to Constructive Criticism	41%	59%		
Contribution to the Organization	84%	16%		

Strengths and weaknesses of interns in relation to the above traits, as presented by industry

Summer 12/Fall 12/Spring 13

Strengths and weaknesses of interns in relation to the above traits, as presented by industry

- Student is a fast learner, if he didn't understand something he would let you know. Took constructive Criticism very well! Wanted to make his work look good and professional
- Experience is everything today! I feel student will be a step ahead of most because of his time here and the knowledge you pick up by getting hands-on experience.
- Student is dependable and a very hard working young man. He needs to learn patience.
- Very good worker, reliable, easy to work with.
- Student is very organized and approaches projects logically with a good eye for how or what is needed to complete the job. He works well with customers and is growing as a leader.
- Student has worked hard and is very dependable. All areas that he has been reviewed in, he has improved.
- Has been a good employee. We did not give her as much attention as we earlier hoped due to changes in the department.
- Had very few weaknesses. Only the ability to start up some of the motors – and that is lack of experience. Student was always on time and always willing to learn.
- Punctual, dependable and a good listener.
- Adapted quickly to new software. Punctual and good attitude. Careful listener, hard worker. Made contributions.
- Was a hard worker, focused, and took ownership of work. Asked intelligent questions.
- Student not only performed well but did it with the best attitude.
- Understood safety. Was dependable, reliable, and kept management informed.
- Smart and talented!

Recommendations of Interns by industry representatives

- The opportunity to have hands-on or actual field experience could be the best way to improve the student's potential.
- Leadership classes would help students looking into foreman or supervisor positions.
- Only hands on experience. You can teach people lessons out of a book all day but being in the field is different.
- Learn MicroStation software.
- Learn surveying and AutoCAD 3D.
- More exposure to the electrical operations of a manufacturing environment.
- More business, accounting and marketing.

E. Other Departmental Information

The IAT was recognized in the fall semester as the "Most improved return of student evaluations".