

**Advisory Committee Fall 2020 Agenda
Automation and Electrical Technology**

11:30 am – October 21, 2020 – Vernon College Skills Training Center, Multipurpose room 400

Members present:

Kelly Easter, Vitro
Larry Howell, Oncor Electric
Brian Whitman, Oncor Electric
 Proxy for Michael Ritchey
Dakota Patterson, NexEra Energy
Ken Theimer, Evans Enterprises

Members not present:

Dustin Riley
Chris Venegas
Casey McShan

Guest:

Colby Slaybaugh, Shermco
Kyle Stewart, Plains Pipeline

Vernon College staff/faculty:

Michelle Downes
Shana Drury
Chelsey Henry
Mark Holcomb
Amanda Jasso

*Mark Holcomb welcomed the committee members and began introductions.
Shana Drury reviewed the purpose of the advisory committee then Shana opened the floor for nominations or volunteers for chair, vice chair and recorder.*

Chair: Ken Theimer
Vice-chair: Dakota Patterson
Recorder: Larry Howell

Old Business/Continuing BusinessKen Theimer

None

Since there was no old business, Ken Theimer began the meeting by moving on to new business.

New BusinessKen Theimer

❖ **Review program outcomes, assessment methods/results, and workplace competency**

Ken Theimer asked the faculty member, Mark Holcomb, to review the program outcomes listed below with the committee.

Mark Holcomb reviewed the information with the committee.

Program outcomes

1. Apply basic AC/DC electrical and electronic fundamentals to wire, integrate, and troubleshoot electrical devices and systems. Devices used in industrial environments to increase the efficiency of production.
2. Incorporate local, state, and federal safety requirements and guidelines in the design of electrical systems. Automate different manufacture processes.
3. Interpret schematics and wiring diagrams and recognize the sequence of operations occurring in automated electrical systems.

4. Develop programs, calibrate devices, and tune PID parameters for various types of process control systems, including such as pressure, level, flow, and temperature control systems.
5. Calculate requirements of electrical systems utilized in commercial, industrial, and high voltage distribution and transmission applications.
6. Design, program, integrate and troubleshoot automation control devices such as PLC (Programmable Logic Controllers), PID (Proportional Integral Derivative) Controllers, and PAC (Programmable Automation Controllers).

Ken Theimer opened the floor for discussion.

Colby Slaybaugh asked about control panel wiring.

Mark Holcomb stated that control panel wiring was covered in program outcome number one.

Mark stated that some of that was discussed during industrial wiring course.

Colby Slaybaugh also asked, is there any discussion over the codebook, and the industrial control panel section.

Mark Holcomb stated that was covered in the Electrical System Design course, one of the capstone courses.

❖ **Approve program outcomes**

Ken Theimer asked the committee for a motion to approve the program outcomes as presented.

Larry Howell made a motion to approve the program outcomes as presented.

Dakota Patterson seconded the motion.

The motion passed and the committee approved the program outcomes as presented.

❖ **Approve assessment methods and results**

Ken Theimer the faculty member, Mark Holcomb, to explain in more detail the assessment methods and results listed below.

Mark Holcomb reviewed the information below with the committee.

INDUSTRIAL AUTOMATION SYSTEMS CAPSTONE EXPERIENCE GRADING RUBRIC

STUDENT: _____

STUDENT ID: _____

Topic	Target = 5 Acceptable = 4 Borderline = 3 Unacceptable = 2 Incomplete = 1	5	4	3	2	1
Resume	The resume was clear, concise, and fully descriptive of the student's attributes?					
Programmable Logic (Automation) Control	The student will perform the 3 tasks to demonstrate knowledge on the circuit construction reading program to feature advanced programming on Allen-Bradley Compact Logic Controller to assess learning in automated controls. (PO1, PO3, PO5,)					
<i>Task One: Wiring</i>	Did the wiring meet operational and quality standards set by the instructor? (Able to integrate Mechanical devices, solid-state devices, and various loads (outputs) correctly)					

<i>Task Two: Programming</i>	Did the programming meet scenario as described in capstone project?					
<i>Task Three: Editing Program</i>	Did the programmer edit the program to allow easy understanding to non-technical observers?					
<i>Task Three: PID Control</i>	Did the student follow assignment instruction properly and completed all tasking for adjustment of PID loop?					
<i>Task four: Adjustable Frequency Drive</i>	Using an Allen-Bradley Flex 40, students will develop an operational program which utilizes Scaled parameter Analog signal Control. (PO1, PO3, PO4, PO5)					
<i>Task Five: Wiring</i>	Was wiring completed with meeting Quality standards and function properly?					
<i>Task Two: Advanced Parameter Setting</i>	Were all parameters programmed correctly so drive integrated properly with PLC to perform tasks?					
Motor Control Troubleshooting	Following proper safety procedures, students will use the schematic wiring diagram and digital Multi-meter to locate fault. (PO1, PO3, PO4, PO5)					
<i>Task One: Fault One</i>	Did the student use a systematic approach and locate the fault in the control circuit?					
<i>Task Two: Fault Two</i>	Did the student use a systematic approach and locate the fault in the control circuit?					
<i>Task Three: Fault Three</i>	Did the student use a systematic approach and locate the fault in the control circuit?					
<i>Task Four: Fault Four</i>	Did the student use a systematic approach and locate the fault in the control circuit?					
Electrical Design Calculation	Students calculated per National Electric Code (NEC) sizing of conductor, overcurrent protection, and overload protection for motor circuit. (PO1, PO2, PO3, PO5)					
Using solidworks, Design a feeder circuit for 3 motors						
<i>Task one: One line diagram</i>	Student created a one wiring diagram detailing the motors connections as per the calculated values from the Electrical Design using Solidworks Electrical Drawing Software. (Sketches used instead of Solidworks)					
<i>Task two: Construct control circuits</i>	Student created a motor control circuit as instructed in assigned Scenario using Solidwork Electrical Drawing software.					
<i>Task three: Advanced Electrical calculations</i>	The student provided advanced calculations for adjusted Power Correction Factor, Short Circuit Analysis rating at instructor-selected locations.					
<i>Task four:</i>	The student will be evaluated using results of midterm and final exam from ELPT 2443, Electrical Systems Design					
	Instructor Notes:					
Total (80)						

MASTERY OF PROGRAM CONTENT: 80 to 76
 PROFICIENT AT PROGRAM CONTENT: 75 to 70
 COMPETANT AT PROGRAM CONTENT: 69 to 64
 UNSATISFACTORY SCORE: Below 64

Mark Holcomb discussed the additional time spent helping students properly set up a communication pass between their computers and PLCs. Mark has been working with the Networking instructor to get this improved. Jeff Griner has been working better labs out for the students in the advanced PLC course to be able to connect with an Ethernet connection. Dakota Patterson stated that it was a common problem and that sometimes it is just a matter of learning to work each machine.

Mark Holcomb stated that the smart panel that was recently purchased has been helpful. Colby Slaybaugh stated that they might be able to help provide students with more access to see various pieces of equipment.

Mark Holcomb mentioned that field trips would be helpful either to NextEra. Colby mentioned that Shermco might be able to coordinate for a field trip to show students various panels at various stages.

Larry Howell stated that there would be a field trip opportunity soon, Oncor is building a new substation.

Ken Theimer asked for a motion to approve the assessment methods as presented.

Kelly Easter made a motion to approve the assessment methods as presented.

Larry Howell seconded the motion.

The motion passed and the committee approved the assessment methods as presented.

❖ **Approval of workplace competency (course or exam)**

Ken Theimer asked the faculty member, Mark Holcomb, to tell the committee about the competency and how the students have performed.

Mark Holcomb reviewed the information in the table with the committee.

Program Outcome	Number of students who took course or licensure exam	Results per student	Use of results
1.	7	4 – Mastery 2 – Proficient 1 – Competent	More wiring training during lower course instructions More communication training
2.	12	All rank Proficient	All lacked needed math skills
3.	12	All rank Proficient	All lacked needed math skills
4.	7	4 – Mastery 2 – Proficient 1-Competant	More wiring training during lower course instructions More communication training
5.	12	All rank Proficient	All lacked needed math skills
6,	7	4 – Mastery 2 – Proficient 1-Competant	More wiring training during lower course instructions More communication training

Verification of workplace competencies:

Level 1 Certificate: ELPT 2443 – Electrical Systems Design

A.A.S: ELPT 2443 - Electrical Systems Design

ELPT 2449 - Industrial Automation

Ken Theimer opened the floor for discuss and began by asking about adding more technical math towards the end of the courses.

Mark Holcomb thought that was a good suggestion and possibly add math into the first semester for students to see the applications while they are taking those courses. To work on math and basic electricity together.

Colby Slaybaugh also mentioned that fractions, decimals, and converting that to numbers on tape measures is something that some people really do not understand.

Mark mentioned that there is a section on hand tools that instruct students on use of a tape measure and some of those math skills.

Ken Theimer mentioned that the blue print reading and sketching course was a good elective for him when he was a student at Vernon College.

Colby Slaybaugh mentioned that the fact that a tape measures work in eighths were several other machines work on decimals and tenths. This is where some people have trouble reading and calculating.

Larry Howell asked about adding a math course before you could enter the program.

Mark Holcomb did not think that was a good idea. He thought the instructor should teach that because adding that as a prerequisite could discourage students from the program.

Larry Howell stated that he had been doing interviews for entry level positions and one of the questions is how do you take $\frac{1}{4}$ to decimal form and probably 95% don't have a clue.

Mark Holcomb stated that was what the technical calculations course was going to help students be able to do those math functions.

Shana Drury did mention that if the student started in the Associate Degree Program they do have to have the math courses or be cleared through TSI testing.

Colby Slaybaugh stated that the variety of math from trig to fractions. Fractions would not require as much of a class as more of an addition to a current course. Where as trigonometry it would be required to have a semester course to learn something like that.

Shana Drury stated, in the Automation and Electrical Technology Associates degree the students have the option to take Contemporary Math or Statistics.

Hearing no further discussion, Ken Theimer asked the committee for a motion to approve the workplace competency as presented.

Dakota Patterson made a motion to approve the workplace competency as presented.

Kelly Easter seconded the motion.

The motion passed and the committee approved the workplace competency as presented.

❖ **Review program curriculum/courses/degree plans**

Ken Theimer asked the faculty member, Mark Holcomb, to discuss the program's curriculum and degree plans for 2021-2022.

Automation and Electrical Technology, Level 1 Certificate

CIP 46.0301

Instructional Location - Skills Training Center

CERTIFICATE OF COMPLETION (Probable Completion Time – 9 months or 32 weeks)

Major Requirements (34 SH)

ELPT 1411	Basic Electrical Theory (A)	4
	or	
HART 1401	Basic Electricity for HVAC	4
LEAD 1100	Workforce Development with Critical Thinking	1
ELMT 2433	Industrial Electronics	4
ELPT 1441	Motor Control	4
ELPT 1457	Industrial Wiring	4
ELPT 2339	Electrical Power Distribution	3
ELPT 2419	Programmable Logic Controllers I	4
ELPT 2443	Electrical Systems Design	4
RBTC 1405	Robotic Fundamentals	4
TECM 1303	Technical Calculations	3
	or	
ITNW 1325	Fundamentals of Networking	3
	Total Credit Hours:	35

ELPT 1411, ELPT 1441, ELPT 1457: Apprentice Credit - Credit will be awarded for these courses to individuals who have completed an electrical apprenticeship program.

(A) Course included on the State's Advanced Technical Credit list. (See Advanced Technical Credit.)

Automation and Electrical Technology,

A.A.S.

CIP 46.0301

Instructional Location – Skills Training Center

ASSOCIATE IN APPLIED SCIENCE DEGREE (Probable Completion Time - 2 years)

General Education Requirements (15 SH)

ECON 2301	Principles of Macroeconomics	3
ENGL 1301	Composition I	3
GOVT 2305	Federal Government (Federal Constitution and Topics)	3
MATH 1332	Contemporary Mathematics	3
	or	
MATH 1342	Elementary Statistical Methods	3
SPCH 1315	Public Speaking	3

Major Requirements (45 SH)

ELPT 1411	Basic Electrical Theory (A)	4
	or	
HART 1401	Basic Electricity for HVAC	4
CBFM 2317	Mechanical Maintenance	3
ELMT 2433	Industrial Electronics	4
ELPT 1441	Motor Control	4
ELPT 1457	Industrial Wiring	4
LEAD 1100	Workforce Development with Critical Thinking	1
ELPT 2339	Electrical Power Distribution	3
ELPT 2355	Programmable Logic Controllers II	3
	or	
EEIR 2366	Practicum	3

ELPT 2419	Programmable Logic Controllers I	4
ELPT 2443	Electrical Systems Design	4
ELPT 2449	Industrial Automation	4
RBTC 1405	Robotic Fundamentals	4
TECM 1303	Technical Calculations	3
	Or	
ITNW 1325	Fundamentals of Networking	3
	Total Credit Hours:	60

ELPT 1411, ELPT 1441, ELPT 1457: *Apprentice Credit - Credit will be awarded for these courses to individuals who have completed an electrical apprenticeship program.*

(A) *Course included on the State's Advanced Technical Credit list. (See Advanced Technical Credit.)*

Course descriptions and learning outcomes provided as a separate document.

Shana Drury reviewed the LEAD 1100 course addition. She stated that after a comprehensive local needs assessment survey the question on work ethics was a needed component (100% employers and 93% faculty) All Career and Technical Education students will take this course. At the end of this course the students can test for a certificate in work ethics from the Center of Work Ethics. This will be a 32 clock hour program and one credit hour.

Dakota Patterson asked about the time frame for the course.

Shana Drury stated it would be 2 hours a week in a 16 week format but it would be offered in different modalities as well as in the 16 week or 8 week semesters.

Colby Slaybaugh thought the courses was a very needed asset for students.

Kelly Easter stated that this was a good idea because students do not have these skills anymore.

Dakota Patterson asked with this course is being taught online has there been thoughts of the other courses being taught on other platforms such as online.

Shana Drury stated that is one of the things that has happened since March, we have moved some programs to optional online instruction if necessary. Shana also mentioned that this has been a successful endeavor in all programs.

Kelly Easter and Dakota Patterson agreed that the program was a good basic starting program and that from the program they were able to use what they have learned and build upon those skills for their specific jobs.

❖ **Approve program revisions (if applicable)**

Ken Theimer asked the committee for a motion to approve the program revisions as presented.

Larry Howell made a motion to approve the program revisions as presented.

Dakota Patterson seconded the motion.

The motion has been approved and the program revisions have been approved as presented.

❖ **Approve SCANS, General Education, Program Outcomes, and Institutional Outcome Matrices**

Ken Theimer asked the committee to review the following matrices with the committee. Mark Holcomb reviewed the information on the matrices listed below.

SCANS Matrix: The SCANS (Secretary’s Commission on Achieving Necessary Skills) Matrix represents the 8 Federal requirements that must be taught. The matrix shows how we are mapping them back to each of the courses in the program.

Program: Industrial Automation Systems								Credential: Associate in Applied Science (AAS) Degree	
Award: Industrial Automation Systems Associate in Applied Science (AAS) Degree									
Cip: 15.0303									
LIST OF ALL COURSES REQUIRED AND IDENTIFIED COMPETENCIES									
SCANS COMPETENCIES								Course Number	Course Title
1	2	3	4	5	6	7	8		
X			X	X		X	X	ITNW 1325	Fundamentals of Networking Technologies
X		X	X	X		X		ELPT 1411 Or	Basic Electrical Theory
X		X	X	X		X		HART 1401	Basic Electricity for HVAC
X	X	X	X	X		X	X	CBFM 2417	Mechanical Maintenance
X		X	X	X		X	X	ELMT 2433	Industrial Electronics
X		X	X	X		X		ELPT 1441	Motor Control
X		X	X	X		X		ELPT 1457	Industrial Wiring
X	X	X	X	X		X	X	ELPT 2339	Electrical Power Distribution
X	X		X	X		X	X	ELPT 2355	Programmable Logic Controllers II
X			X	X		X	X	ELPT 2419	Programmable Logic Controllers I
X	X	X	X	X	X	X	X	ELPT 2443	Electrical Systems Design
X			X	X	X	X	X	ELPT 2449	Industrial Automation
X	X		X	X		X		RBTC 1405	Robotic Fundamentals
		X		X		X		TECM 1303	Technical Calculations
								8. BASIC USE OF COMPUTERS	
								7. WORKPLACE COMPETENCIES	
								6. PERSONAL QUALITIES	
								5. THINKING SKILLS	
								4. SPEAKING AND LISTENING	
								3. MATHEMATICS	
								2. WRITING	
								1. READING	

General Education Matrix: The General Education Matrix is state mandated. You will see the 6 requirements that the college is tasked with teaching and how they map back to the courses.

Program: Industrial Automation Systems						Credential: Associate in Applied Science (AAS) Degree	
Award: Industrial Automation Systems Associate in Applied Science (AAS) Degree							
Cip: 15.0303							
LIST OF ALL COURSES REQUIRED AND IDENTIFIED CORE OBJECTIVES							
GENERAL EDUCATION CORE OBJECTIVES						Course Number	Course Title
1	2	3	4	5	6		
X	X	X	X		X	ITNW 1325	Fundamentals of Networking Technologies
X		X	X			ELPT 1411	Basic Electrical Theory
X		X	X			HART 1401	Basic Electricity for HVAC
X	X	X	X	X	X	CBFM 2417	Mechanical Maintenance
X		X				ELMT 2433	Industrial Electronics
X		X	X			ELPT 1441	Motor Control
X		X	X			ELPT 1457	Industrial Wiring
X		X				ELPT 2339	Electrical Power Distribution
X	X		X	X		ELPT 2355	Programmable Logic Controllers II
X			X			ELPT 2419	Programmable Logic Controllers I
X	X	X			X	ELPT 2443	Electrical Systems Design
X	X		X		X	ELPT 2449	Industrial Automation
X	X		X			RBTC 1405	Robotic Fundamentals
		X				TECM 1303	Technical Calculations
						6. Personal Responsibility	
						5. Social Responsibility	
						4. Teamwork	
						3. Empirical and Quantitative Skills	
						2. Communication Skills	
						1. Critical Thinking Skills	

Program Outcomes Matrix: The Outcomes Matrix represents the Vernon College mandated requirements. They are the Program outcomes just approved and how they map back to the courses.

Program: Industrial Automation Systems							Credential: Associate in Applied Science (AAS) Degree
Award: Industrial Automation Systems Associate in Applied Science (AAS) Degree							
Cip: 15.0303							
LIST OF ALL COURSES REQUIRED AND OUTCOMES							
OUTCOMES						Course Number	Course Title
1	2	3	4	5	6		
						ITNW 1325	Fundamentals of Networking Technologies
X		X	X		X	ELPT 1411	Basic Electrical Theory
X	X	X		X		HART 1401	Basic Electricity for HVAC
X	X	X				CBFM 2417	Mechanical Maintenance
X		X	X		X	ELMT 2433	Industrial Electronics
X	X	X		X		ELPT 1441	Motor Control
X	X	X		X		ELPT 1457	Industrial Wiring
	X	X		X		ELPT 2339	Electrical Power Distribution
		X	X		X	ELPT 2355	Programmable Logic Controllers II
X	X	X	X		X	ELPT 2419	Programmable Logic Controllers I
X	X	X		X		ELPT 2443	Electrical Systems Design
X		X	X		X	ELPT 2449	Industrial Automation
X					X	RBTC 1405	Robotic Fundamentals
X				X		TECM 1303	Technical Calculations
						6. Design, program, integrate and troubleshoot automation control devices such as PLC (Programmable Logic Controllers), PID (Proportional Integral Derivative) Controllers, and PAC (Programmable Automation Controllers).	
						5. Calculate requirements of electrical systems utilized in commercial, industrial, and high voltage distribution and transmission applications.	
						4. Develop programs, calibrate devices, and tune PID parameters for various types of process control systems, including such as pressure, level, flow, and temperature control systems.	
						3. Interpret schematics and wiring diagrams and recognize the sequence of operations occurring in automated electrical systems.	
						2. Incorporate local, state, and federal safety requirements and guidelines in the design of electrical systems. Automate different manufacture processes.	
						1. Apply basic AC/DC electrical and electronic fundamentals to wire, integrate, and troubleshoot electrical devices and systems. Devices used in industrial environments to increase the efficiency of production.	

Institutional Outcomes Matrix: The Institutional Outcomes Matrix represents the Vernon College mandated requirements. This matrix represents how the program outcomes map back to the institutional outcomes/general education outcomes.

Program: Industrial Automation Systems						Credential: Associate in Applied Science (AAS) Degree
Award: Industrial Automation Systems Associate in Applied Science (AAS) Degree						
Cip: 15.0303						
LIST OF ALL COURSES REQUIRED AND OUTCOMES						
OUTCOMES						General Education Outcomes
1	2	3	4	5	6	
X	X	X	X	X	X	1. Critical Thinking Skills
	X	X	X	X	X	2. Communication Skills
X			X			3. Empirical and Quantitative Skills
X			X		X	4. Teamwork
	X					5. Social Responsibility
X	X	X	X	X	X	6. Personal Responsibility
						6. Design, program, integrate and troubleshoot automation control devices such as PLC (Programmable Logic Controllers), PID (Proportional Integral Derivative) Controllers, and PAC (Programmable Automation Controllers).
						5. Calculate requirements of electrical systems utilized in commercial, industrial, and high voltage distribution and transmission applications.
						4. Develop programs, calibrate devices, and tune PID parameters for various types of process control systems, including such as pressure, level, flow, and temperature control systems.
						3. Interpret schematics and wiring diagrams and recognize the sequence of operations occurring in automated electrical systems.
						2. Incorporate local, state, and federal safety requirements and guidelines in the design of electrical systems. Automate different manufacture processes.
						1. Apply basic AC/DC electrical and electronic fundamentals to wire, integrate, and troubleshoot electrical devices and systems. Devices used in industrial environments to increase the efficiency of production.

Ken Theimer opened the floor for discussion and recommendations. Hearing none he asked the committee for a motion to approve the matrices as presented.

Kelly Easter made a motion to approve the matrices as presented.

Larry Howell seconded the motion.

The motion passed and the committee approved the matrices as presented.

❖ **Program statistics: Graduates (from previous year/semester), current majors, current enrollment**

- Program Statistics:
 - Graduates 2019-2020: 9
 - Enrollment Summer 2020: 11 (2 classes)
 - Majors Fall 2020-2021: 34
 - Enrollment Fall 2020: 88

❖ **Local Demand**

Ken Theimer asked the committee to discuss current job openings or openings in the near future. Is the program still viable and needed in the local workforce?"

Colby Slaybaugh stated that his industry has no openings or more than they can handle. Currently they are seeing field work picking up and that could be a huge market. Program is very viable and needed.

Larry Howell stated he just called Mark when he had openings. Just hired a Vernon College student within the last month. Larry stated they had an employee retiring this year and three or four more in the next three years.

Dakota Patterson mentioned there is none currently locally but there are 22 wind sites in 37 states.

❖ **Evaluation of facilities, equipment, and technology. Recommendation for acquisition of new equipment and technology.**

Ken Theimer asked the committee if they had a chance to tour the facility if they have not done so Mark Holcomb would be happy to show the lab facilities after the meeting.

Lab area and classroom seats about seventeen students and is in excellent condition.

New equipment and training:

Last spring a new generation robot. Universal 3e Cobot

This year Siemens PLC training (virtual training on Nov 2-5, 2020)

This year an additional 3 Siemens 1512C PLC training controllers with software

Ken Theimer opened the floor for discussion or recommendations for new equipment.

Ken Theimer stated that everything is currently set up well for things to transfer into his field.

Mark Holcomb mentioned that he could use some SMEs – static or demonstration pieces.

Larry Howell stated they could bring in photos to show students or they could come to the facility for a tour.

❖ **External learning experiences, employment, and placement opportunities**

“Vernon College offers a job board on the website. Businesses can contact Chelsey Henry, Coordinator of Career Services, chenry@vernoncollege.edu, to add jobs or you can post yourself. VC also subscribes to a service called GradCast. Within this program, over 600,000 business and industry contacts are available to the graduates to send up to 100 free resumes within a set zip code. If you would like to have your business as part of that database, please contact Judy Ditmore, jditmore@vernoncollege.edu.”

Placement Rate of Program Completers by Reporting Year [1]												
Program	2015-2016			2016-2017			2017-2018			3-Year Average		
	Plc	Cmp	%	Plc	Cmp	%	Plc	Cmp	%	Plc	Cmp	%
15030000-Electrical Engineering Technologies/Technicians	7	7	100%	14	14	100%	10	10	100%	31	31	100%

Ken Theimer opened the floor for discussion, hearing none he moved forward.

❖ **Professional development of faculty and recommendations**

Ken Theimer asked the committee to take time to review the professional development opportunities that the faculty member has participated in or will participate.

Fall 2019 semester Level II Training for Thermography
 Fall 2020 Universal 3e Core training for new collaborative robot
 Fall 2020 Siemens TIA Portal Step 7 for 300/400/1200/1500 Introduction

Ken Theimer opened the floor for discussion or recommendations for professional development of the staff, hearing none Ken moved forward.

❖ **Promotion and publicity (recruiting) about the program to the community and to business and industry**

2020 Career Expo for 8th graders (Virtual)
 Program video
 A series of seven posters have been sent to all area high schools for all Career and Technical Educations.

Amanda Jasso that they are visiting all the high schools that will have visitors. 277 students participated in the virtual career expo. She mentioned that they are using the Career Coach. Chelsey Henry explained the Career Coach program and how it works for students and employers. Mark Holcomb stated that he added an assignment in Career Coach to get his students looking into the program.

Colby Slaybaugh asked about testimonials from previous students.

Shana Drury stated that was on the list of things prior to the COVID closures so it will be something we can accomplish in the future.

Dakota Patterson mentioned that he has four people at his facility including him that would be happy to come talk to a group of students. Larry Howell mentioned that he would allow the Vernon College graduates he has hired come “show and tell”.

❖ Serving students from special populations:

Ken Theimer asked the committee to please note the federal definition of special populations below. Would the faculty member, Mark Holcomb, discuss services below for students who qualify.

Mark Holcomb reviewed the information below.

1. Special populations new definitions:
 - a. Individuals with disabilities;
 - b. Individuals from economically disadvantaged families, including low-income youth and adults;
 - c. Individuals preparing for non-traditional fields; **2 females /32 males**
 - d. Single parents, including single pregnant women;
 - e. Out-of-workforce individuals;
 - f. English learners;
 - g. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
 - h. Youth who are in, or have aged out of, the foster care system; and
 - i. Youth with a parent who—
 - i. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code);
 - ii. is on active duty (as such term is defined in section 101(d)(1) of such title).

Vernon College is an open enrollment college. The Proactive Assistance for Student Services (PASS) department offers many services for documented disabilities such as but not limited to quiet testing, longer testing times, interpreters, and special equipment.

Vernon College has a program titled “New Beginnings” for students who qualify to receive transportation, childcare, and/or textbook loans. Perkins funding is also offering assistance to break down barriers such as uniform, supply, equipment costs.


Peer to Peer mentoring, tutoring (online and in person), resume building, student success series, and counseling are just a few of the other options/services available to students.

Ken Theimer opened the floor for any further discussion, hearing none he moved forward.

Kelly Easter motioned to adjourn the meeting.

Larry Howell seconded the motion.

Ken Theimer adjourned the meeting at 1:45pm

Recorder Signature 	Date 10/30/2020	Next Meeting: Fall 2021
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