

Recruitment and Retention Strategies for Engineering Technology Education Roundtable Discussions

1. Are you already including these recruitment/retention strategies at your college/university?
 - Robotics Competition at Middlesex CC
 - Competitions really work
 - WIET Summer Institute at Sinclair CC
 - Visit high schools, educating counselors – faculty
 - SLICK science (recruitment strategy) – 5 week program in summer (\$100/week including breakfast/lunch) – SLCC (Nick Safai)
 - i. industry involvement (provide food)
 - ii. parents come in on last day to see what the students have made, 5 products for each student
 - iii. Faculty paid at summer rate (hourly) for involvement
 - iv. Making money off the tuition
 - v. Getting monetary donations
 - National competitions at Salt Lake CC (Nick Safai) (retention strategy)
 - Bring in professional societies to help financially and to assist in retention of students
 - Open house including Sandia National Labs and other industry - TVI
 - i. Offer college credit and high school credit in an intro course in the high school - TVI
 - Newspaper ad about Microsystems education – TVI
 - Involve Explorer Museum on joint activities – TVI
 - PAC (Program Advisory Committee) committee – meet 2-4 times/year. One member from each school around the state in Civil, Electrical, Industrial, Mechanical, etc
 - i. Industry provides input to PAC on skills needed
 - Internships from industry
 - i. Academics in industry program – Portland CC
 - ii. Work a minimum of 20 hrs/week at Intel, carry 12 credits at college
 - iii. No guarantee of permanent employment, but very good chance
 - iv. If student drops out of program, terminated employment at Intel
 - v. Helps with recruiting older students, not right out of high school
 - vi. Addresses both recruitment and retention

2. How can the presentations on recruitment and retention impact your college/university?
 - Help recruit students with certain programs
 - Help retention with other programs
 - May need different programs for recruit and retention

3. What can be easily implemented or adapted?
 - No input
4. What differences will this make?
 - Help recruit students with certain programs
 - Help retention with other programs
 - May need different programs for recruit and retention
5. Do you know of other strategies being implemented at colleges and/or universities?
 - What about class size issues?
 - i. Stacking – two classes meet at the same time/same location (intro class and a project class). Only get credit for one class, but able to run two small class size courses
 - ii. Faculty paid to be in the lab a certain number of hours/day. Whatever students come in, that is what the faculty would work with students on (Jim H. Melbourne AUS model)
 - iii. Offer classes strategically so that you can funnel students into the course (its only offered once/year or once every two years), helps with increasing class size
6. What additional resources would you need to implement these strategies?
 - No input
7. How can ATE Resource Centers assist you?
 - No input
8. Do you know of additional resources?
 - Vision – what we need to do in mathematics courses to satisfy needs in emerging technologies – Walter Kimball at Wake Tech
 - i. www.amatyc.org and www.ncmeresource.org clearinghouse site
 - Beyond Crossroads – updating standards for teaching mathematics
 - i. Will be published at November 2006 conference of AMATYC
 - ii. Latest draft on www.amatyc.org