

**2006-1725: ATTRACTING A DIVERSE SECONDARY EDUCATION
POPULATION WITH PRE-ENGINEERING ADVENTURES**

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Attracting a Diverse Secondary Education Population with Pre-Engineering Adventures

Introduction

Too few high school students understand that a technical career path can genuinely be exciting and neat. Some have the short-term view that good paying jobs are plentiful, so why take the really difficult courses. Many sell their own abilities short and convince themselves that it is too difficult a career path. And still others conjure up the image of a dirty, dull, dangerous, and demeaning factory floor and run (not walk) in the other direction.

What is needed to turn these impressions around are exciting exposures to technical topics in existing high school curriculums such as technology education, science, math and physics. The purpose of this paper is to identify exactly one such exciting module that has been successfully used to build bridges that link high school students to industrial technology and engineering technology career paths.

This presentation will identify specific outcomes that resulted from an extremely cost-efficient program. The success and simplicity of the program encourages it's continuance with existing high schools and even growth into a greater geographical area. Institutions seeking higher student enrollments in technical degree paths may wish to consider replicating this simple and exciting programmable logic controller module. This strong recruiting tool has provided us a pipeline of talented new students into the university program.

Working Towards a Diverse Population

Attracting a diverse student population has traditional been a difficult task for the University of Southern Maine. Based on 2004/2005 statistics¹, 95.4 % of the University's student population was "White/Non-Hispanic". In an effort to increase our total enrollments and also address our lack of racial diversity, we found a very "reachable" population in the local public schools. The public school student population in the region is in fact significantly more diverse² with a "White/Non-Hispanic" population of 80.81%. In both instances the balance of the populations were comprised of Blacks, American Indian, Asian/Pacific Islander, and Hispanic.

On average, two high school classes per month have traveled to campus to participate in laboratory based sessions. As a direct result of these sessions, four new majors have joined our program and several others have requested applications. Three of these new majors (two males and one female) began participating as high school juniors and are now completing their freshman year. The fourth "recruit" was a high school senior and is maintaining a 3.7 GPA as a sophomore. His academic achievement in the general education requirements as well as his technical core has been very impressive. In fact, an

interesting implication that is being discussed among our faculty is our ability to “raise the bar” in order to challenge incoming students who have insight into process control and automation.

The four new majors who joined our School had not considered enrolling prior to their high school interactions. None of them had ever been on campus before nor had any of them considered a technical career path. One of the four students does not fit the descriptor of “White/Non-Hispanic” and has moved our diversity percentages in a desirable direction. We are eagerly awaiting the five additional high school students (including one diverse) that are in the process of making application.

The Program

The University’s relationship with a local high school began with a simple invitation to their technology education teacher. When asked if he would be interested in bringing a class to tour our Industrial Power Transmission and Control laboratory, our phone call was answered with a slightly skeptical – perhaps. The teacher wanted to visit us first and determine the usefulness of bringing a class to campus.

His skepticism resulted from a fear that a highly theoretical environment would intimidate and turn-off his students. He was however, searching for a method to motivate and challenge his classes. Immediately upon arriving, he began to see an environment that blended the theory of industrial power and control with “hands-on” fabrication of automated cells. Hydraulic and pneumatic “gadgets” supervised by programmable logic controllers (PLC) were manipulating tennis balls and golf balls in a whirl of motion, noise, and excitement. This was really neat “stuff” that his student’s would love!

During the first high school visit, we provided the group with a basic overview of programmable logic controllers. We intentionally kept the subject matter simple and clear. The overview began with brief definitions and a historical perspective. Before the visit was over, high school boys and girls were developing ladder logic and programming the PLC to sequence lights, motors, and buzzers. They never imagined that learning could be so much fun and how much they accomplished in just a few short hours. The “hands-on” class visit was a huge success.

A follow-up phone call a week later led to a successful cooperative venture between the University and the high school. The high school purchased two PLCs and the programming software. Together, we found industrial donations of input and output devices such as switches, motors, valves, and pneumatic cylinders. The high school class returned to campus, to develop ideas for their own automated cell to be built from their newly acquired components. Four more visits were strategically planned over the next two months to provide the high school teacher and students with the skill sets needed to replicate the University’s automated cell lab projects on a smaller scale.

The design and fabrication of the modules purchased by the high schools were college-based class activities in electronics and material processing courses. The only expenses to the high schools were the cost of the components. The secondary educators have been thrilled to have “plug and play” modules that genuinely turned-on their students. This is definitely one of those win/win initiatives that can provide an enjoyable, meaningful class project, and at the same time establish a pipeline for recruiting talented incoming majors!

Outcomes

In fifteen years of teaching experience, the high school teachers had never seen more motivated students. The demand for these classes continually increases and the excitement has become contagious. Three years into this relationship has yielded impressive results with increased retention in the three high school programs we are now working with and a growing stream of new majors for our School. The high school science and math teachers are utilizing their automated cells to help teach topics such as force, pressure and area relationships. “The kids love watching them work and being able to understand and calculate the science and math that makes it happen”.

Perhaps the biggest impact has been on the high school’s Technology Education program. Prior to their involvement, one of the Technology Education programs was in danger of being closed down. What was once a slightly fancier version of wood shop and metal shop has evolved into a “Pre-Engineering” curriculum. Two high school teachers have taken university coursework and are truly replicating a similar learning environment in their schools. All three have established industry “partners” and are growing an automation base of components.

The initial effort required on the part of our faculty was substantial. Although this type of professional service to the community is expected at the University, some faculty were motivated because they had family members attending the high schools, and others because they genuinely enjoyed working with this population. By the second year most of the logistics had been established and hosting the high school classes required very little preparation.

The success and simplicity of the program encourages it’s continuance with the existing three high schools and even growth into a greater geographical area. Institutions seeking higher student enrollments in technical degree paths may wish to consider replicating the simple and exciting PLC and pneumatic modules. This effective recruiting tool has provided us a pipeline of talented new students into our university program.

This presentation has identified a successful relationship that was developed between a university and three high schools by implementing a simple and exciting industrial process control module. The university class designed and fabricated PLC and pneumatic modules with the high school’s purchasing the components. These modules were then utilized by the high school students, in pre-engineering classes, to learn about pneumatics, PLCs, programming, wiring, input devices, and output devices. The high schools have obtained their own collection of industrial power transmission and control

components. They returned to our campus for strategically planned instructional visits and to brainstorm designs for their own automated cells.

PLC Lab Activities

The included “addendum” provides interested individuals with additional information on programmable logic controllers and the other components utilized in the modules. The module uses an inexpensive brick PLC, switches for inputs, and lights, buzzers, and small motors as outputs. These modules are very transportable, can be fabricated on a “shoe-string” budget, and are easily interfaced with a variety of other outputs including fluid power components. The attached addendum also contains the more difficult to develop PLC activities. These well-written “hands-on” activities are fun for the students to “solve” yet very representative of actual industrial process control scenarios.

In addition to the above mentioned components, the appropriate software is also required to program the controllers. Each lab requires approximately two hours to complete. This includes the instruction session, controller logic development by the students, and the wiring/demonstrating of the input and output devices. The high school teachers that are involved in this program actually received their controller expertise by registering and attending traditional University classes. They are required by state law to demonstrate continued professional growth in order to maintain their public school teaching certifications.

Bibliography

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Addendum

“A programmable logic controller (PLC) is a solid state system designed to perform the logic functions previously accomplished by components such as electro-mechanical relays, drum switches, mechanical timers/counters, etc., for the control and operation of manufacturing process equipment and machinery.”¹ They are a form of computer that is frequently used in commercial and industrial applications to monitor inputs, make decisions based on a program, and control outputs to automate a process or machine.

Richard E. Morely who founded the Modicon Corporation, which is still today a large producer of PLCs, invented the first PLC in 1969. During the past several years, they have proven to be the solution for a variety of manufacturing applications, which in the

past had relied on electromechanical control systems. Today, PLCs represent one of the fastest growing segments of the industrial electronics industry.

PLCs have many desirable characteristics that have lead to their utilization in every segment of industry where automation is required. One of the primary reasons for their success is that they can be programmed and operated by individuals who do not have strong backgrounds in computers, such as plant engineers and maintenance personnel.

PLCs are a form of computer that has the specific job of sequencing the steps in a process or the operations of a machine. Like traditional computers, PLCs have an internal memory to store information. Your traditional computer can store hundreds of programs and run many different types of software, each one with the ability to crash the system without warning. The PLC on the other hand is a dedicated computer that runs only the program entered by its user. This dedication results in a much more stable platform for controlling complex machinery and is why industry depends on them to carry out the day to day repetitive tasks.

The PLC is designed to operate in an industrial environment with vibration and a wide range of ambient temperatures and humidity. PLCs are also immune to electrical noise that is present in most industrial applications. Though PLCs and computers differ in many ways, the computer is often used for programming and monitoring when the PLC is first implemented.

Most PLCs use a visual form of programming known as Relay Ladder Logic, which was derived from the days of hardwire design that was referred to as ladder logic. The “ladder” logic diagram consisted of two vertical lines with a series of lines running horizontally connecting each side. It resulted in a drawing that resembles a “ladder”, hence the name. Each horizontal line is a separate line of code and is generally referred to as a rung. The vertical lines, or the sides of the ladder, represent the power and the rungs the connections between them.

PLC manufacturers knew that the electricians and technicians that would be using their products were already familiar with this form of problem solving. So they created a high level, real world, graphics language that could easily be understood (resemble the ladder logic) but in reality was an interface to a programming language that utilizes logic components such as: AND gates, OR gates, NOT gates, Memory Blocks and Counter Blocks.

Thus, advantages of a PLC include: solid state reliability; lower power consumption; expandability; replaces electromechanical relays, counters, and timers; accepts input data from various sensing devices; immediately executes the stored user program from memory; initiates appropriate output commands; and eliminates much of the hard rewiring that occurs when the process is modified.

PLCs consist of four primary components; these components are the processor unit (CPU), the power supply, the programming device and the input/output interface. The

processor unit houses the processor that is the brain of the PLC. The processor is a microprocessor based system that replaces the counters, timers, sequencers and control relays. The processor has been designed so that the user can enter in the desired program. It then makes all the appropriate decisions necessary to carry out the user program based on the status or values of the inputs and outputs for the control of a machine.

The power supply converts incoming power like 120 volts AC to lower voltage DC that powers most PLC processors. In some instances the power supply also serves as the energy source for the input and output devices. Some PLCs come in a modular setup with separate processor and power supply units while others come together in one package. The format of the PLC will vary by manufacturer, performance and capability, and price range.

Programming devices come in two distinct forms. First is the hand held programming device usually associated with older PLCs. It is a dedicated device that allows you to enter in the appropriate programming code line by line. Although they are still available for many PLCs, they are rarely used for new program development.

These hand held pendants are being replaced with software packages that enable the traditional PC to be utilized to develop the ladder logic and program the PLC. The computer software packages are generally easier to use and allow you to write and edit code much faster. They also provide the user with many more programming and monitoring options. Perhaps the most significant advantages are the abilities to easily view and review the program, and being able to monitor the program while it is actually running. This feature comes in extremely handy in the all-important debugging phase.

The input and output interfaces of the PLC are the means through which the PLC interacts with the real world. The inputs are the eyes and ears of the PLC. They inform the PLCs processors of the exact status of the real world events. Inputs are devices like switches, sensors, and limit switches. The majority of inputs and outputs that are used with PLCs are known as discrete devices. This means that they are either on or off, full speed or stopped. Expansion modules are available for PLCs that enable them to communicate with analog devices that can have varying speed or flow rate.

The most common industrial input device is a limit switch, which reports object positioning. Other forms of switches that frequently serve as input devices include Push Buttons, Selector Switches, Foot Switches, Flow Switches, Float Switches, and Pressure Switches. Sensors may also serve as an input device. Examples of sensors that are frequently interfaced with PLCs include proximity (which can detect objects without contact), photoelectric, encoders (which are used to measure rotational angles, distance, and speed), thermocouples and resistance temperature detectors (which measure temperature), and load cells (which measure weight or force).

The output interface allows the PLC to reach into the real world and actually control a machine or a process. Continuing with the example where the inputs were analogous to the eyes and ears of the PLC, the outputs would be the hands and feet. The central processing unit within the PLC is the “brain” which orchestrates the preprogrammed

sequence of events. Examples of output devices include indicating lamps and mimic panels (provide visual and graphical information), relays (to control output loads), electric motors and motor starters (switches heavy loads), and solenoid directional control valves (widely used, controls fluids).

After the PLC overview, we proceeded to the programming software. The best method for teaching the software is via lab activities that require the students to develop ladder logic programs designed to control a process. The six laboratory activities that we utilized are the: Industrial start cycle with an automated stop function; Conveyor system with indicating lights; Timing six sequential outputs; Automated palletized material handling system; Computerized parking garage; and the Vehicle intersection traffic light controller.

Laboratory Activity One - Industrial start cycle with an automated stop function.

The goal of this laboratory activity is to create a program and wire input and output devices that will replicate an industrial start cycle with an automated stop function. The equipment operation specifications for this activity include:

- Use a momentary, normally open switch as a start button.
- When the start button is depressed, a warning light and an electric motor are energized. The motion of the electric motor drives a power take off along a track.
- At the end of the track is a normally closed limit switch that needs to send a feedback signal that will stop the motor and shut off the warning light.
- There also needs to be an emergency stop switch that, at any time, will stop the motor and shut off the warning light.

Procedure for solving this activity:

- Step 1: Start by reading the equipment operation specifications very carefully and in your own words, develop a sequence of operations.
- Step 2: Using your sequence of operations, develop a flow chart of the events that should occur.
- Step 3: Create a symbol table that includes the component's name, address and description.
- Step 4: By hand, sketch an input/output drawing that includes the addresses and software that you think will satisfy the flow chart.
- Step 5: Once you have solved it on paper, proceed to the computer lab to develop your program.
- Step 6: Save your program to a disk (label disk with your name and "PLC labs").

Step 7: Using the computer in the automation lab, download your program to a PLC. Connect the inputs and outputs. Test your program, inputs, and outputs to determine if everything is working properly.

Laboratory Activity Two – Conveyor system with indicating lights.

The goal of this laboratory activity is to create a program and wire input and output devices that will perform the equipment operation specifications below:

- A momentary normally open START button is pressed.
- Conveyor motor is started.
- Package moves until it reaches a limit switch and stops.
- An emergency stop switch that will stop the conveyor for any reason, before the package reaches the limit switch.
- A red light to indicate when the conveyor has stopped after the process has begun.
- A green light to indicate when the conveyor is moving.

Laboratory Activity Three – Timing six sequential outputs.

The goal of this laboratory activity is to create a program and wire input and output devices that will perform the equipment operation specifications below. Timers should be used to turn on lights 1,2,3,4,5, and 6 sequentially in the following manner. Extra credit will be awarded if you make the process repeat itself automatically after 3 seconds.

- Light 1 should turn on when the start button is depressed.
- 3 seconds later 1 should go off and 2 should come on.
- 3 seconds later 2 should go off and 3 should come on.
- Process should continue until light 6 comes on and can remain on.
- Pressing the stop button at any time should turn off all the lights and allow the process to restart with light 1 when the start button is pressed.

Laboratory Activity Four – Automated palletized material handling system.

The goal of this laboratory activity is to create a program and wire input and output devices and assemble a pneumatic circuit that will perform the equipment operation specifications below:

- Use a momentary normally open switch as a start button.
- When the start button is depressed, a warning light and an electric motor is energized. The motion of the electric motor drives a conveyor.
- The conveyor has baskets fixed to the belt that makes contact with a momentary limit switch and stops the conveyor.
- One second after the basket stops a one way piston extends and kicks the part out of the basket.
- One second later the air valve is shut and the spring returns the piston.
- One second later the conveyor begins to move until the next basket strikes the limit switch.

- While the conveyor is moving there needs to be a indicator light on.
- There also needs to be an emergency stop switch that, at any time, will stop the motor and turns on a warning light.

Laboratory Activity Five – Computerized parking garage.

The goal of this laboratory activity is to create a program and wire input and output devices that will perform the equipment operation specifications below:

- Design a system using indicating lights to alert a parking attendant when the parking lot is full. The system needs to be able to handle cars coming and going. It needs to have a light that indicates when the parking lot is full and when it is not full. It does not require any kind of emergency stop command. You will however, need to include a reset command.

Laboratory Activity Six – Vehicle intersection traffic light controller.

The goal of this laboratory activity is to create a program and wire input and output devices that will perform the equipment operation specifications below:

- Use a momentary normally open switch as a start button.
- When the start button is depressed, a vehicle intersection traffic light sequence will begin. Utilize the wiring junction connected to the two actual traffic lights mounted on the lab wall.
- Program five-second traffic cycles.
- There also needs to be a stop switch that, at any time, will turn all lights off.