

Applied Learning Institute Evaluation

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AMHERST H.
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FOUNDATION

Here for good.

Agenda

Methods

Findings

Supporting the region

Further research

Questions

Methods

MEASURES
ASSESSMENT
OBSERVATION
NOTES DATA
COLLECTION
GATHERING
SURVEY

Data sources

- Individual pre-test interviews with students
- Focus groups with students
- High school faculty interviews
- Employer interviews
- ALI leadership interviews
- Student in-class web survey
- College faculty interviews

Adult stakeholder interviews

- Employers (N=9)
- ALI Leadership (N=5)
- High school instructors (N=12)
- College instructors (N=3)

Students

- Pre-test interviews (N=4)
- Two focus groups (N=31)
- Web survey (N=399)



Findings

Employers and educators have common goals

- Students will gain exposure to a variety of career fields
- Students will have expanded opportunities and curriculum at the high school level
- Students will understand the value of a two-year degree and be better prepared to pursue college coursework

ALI introduces and clarifies careers

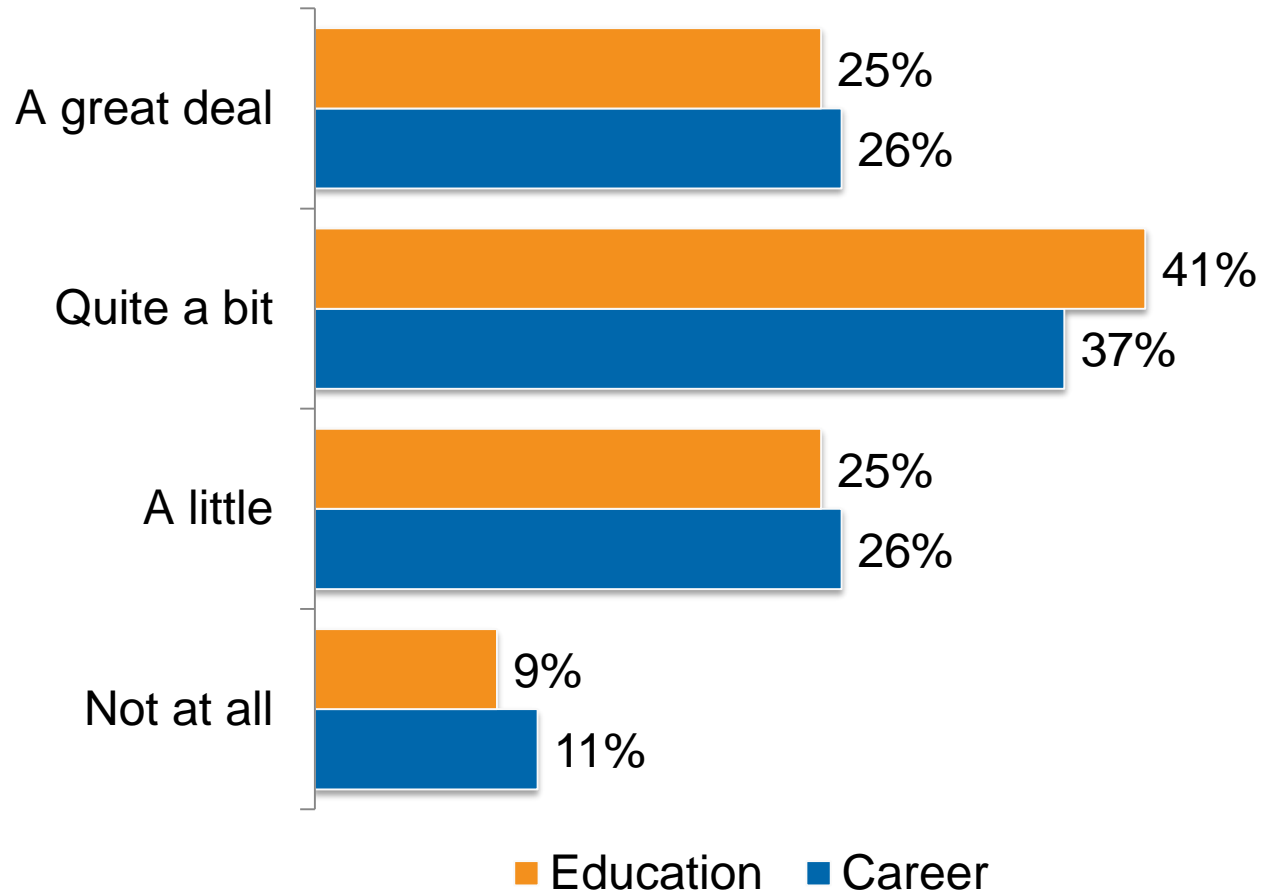
84%

ALI introduced me to **new career options** within my field of study

91%

ALI gave me a **better idea** of what careers look like in my field of study

How much has participation in ALI classes influenced your decisions about your future education and career?



ALI supports hands-on learning

One or two most valuable aspects of ALI:

- 47% said learning a real-world skill
- 34% said hands-on learning

“*I'm learning things that are geared towards what I want to do in life, and I learn it in a way that works well for me, making it more enjoyable than other classes taken during high school.*”

Connecting to employers and community

- Students work on employer projects
- Partnership with Habitat for Humanity
- Internships, certifications, and entrepreneurship



ALI builds confidence and understanding

- Work with industry-standard equipment
- Tour colleges to see the same equipment in use
- College instructors invite students to observe classes
- Employer and college instructors give presentations inside classrooms



76%

of 11th and 12th grade students
said that

the ability to earn college credit
influenced their decision
to take an ALI course

Questions?
Comments?
Discussion?



Supporting the region

ALI meets the needs of employers

- Helps employers identify key partners in education
- Improves communication of workforce needs
- ALI pipeline can improve the quality of applicants

ALI strengthens skills valued by employers

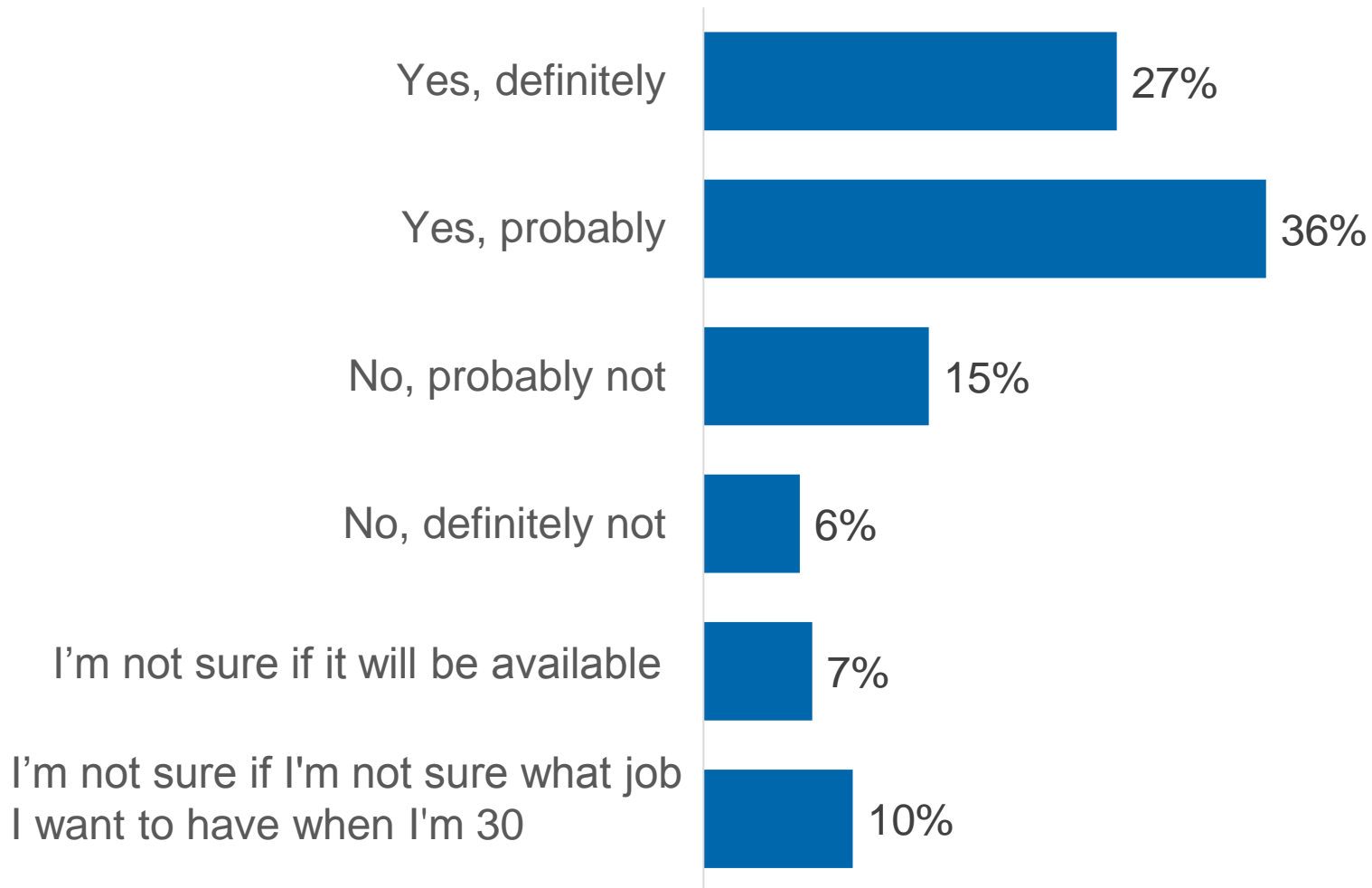
- Effective communication with coworkers
 - Project-based approach, teamwork
- Ability to perform and understand basic math
 - Math for the Trades
- Flexibility to learn and develop new skills as technology changes
 - Industry-standard technology in the classroom

ALI brings competitive advantage to region



- ALI pipeline provides a competitive advantage for employers
- Builds high-skilled local workforce, less likely to move elsewhere, keep investment local

Imagine the type of job you might like to have when you're 30. Do you think you'll be able to find that type of work on the Iron Range?



That's what ALI does. It provides access to those who would not have had it, and it makes a huge economic impact in our region. We're educating more engineers than ever and have a greater demand than ever, so young people are vertically climbing the socioeconomic ladder. This impacts local economies through the work they do and the professional salaries they earn.

– Ronald Ulseth, Director, Iron Range Engineering and Professor, Itasca Community College

Respondents planning to attend two- or four-year college, by primary field of study



Areas for future research

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- Impact on remediation
 - Especially math remediation
- Maximize value of existing data systems
 - Collaborate with MnSCU student records system
 - Potential tracking through SLEDS
- Ongoing improvement of model
 - Industry-quality standards
 - Staying on top of changes in industry and the region

**Questions?
Comments?**

Thank you!

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