

January 2014 METTE Data Retreat Meeting Notes

Dr. Xueli Wang welcomed the group and provided an overview that included the Retreat goals and outcomes.

NIC reports:

1. WCTC NIC Report: Two Projects - New Student Orientation (NSO), Early Alert System (EAS)
 - A. NSO - Using CCSSE data, embedded data from NSO (student strengths inventory, intake assessment, initial assessment of engagement), and NSO evaluations, WCTC will follow up assessment of engagement, institutional data and make connections.
 - B. EAS – WCTC has a log of student alerts and student interventions (by department). Planned research will include interviews with faculty and students (outliers) in both NIC projects to try to construct how NSO and EAS have affected students. Profile will be done of 2013 METTE students and comparison group. Want to format after FVTC scorecards. Continue evaluations of NSO and EAS from 2013 -14. Will also develop process analyses of NSO and EAS interventions to share with other programs/projects/colleges to use with their data.

2. MPTC NIC Report: Two Projects - Connection to local industry and TABE, Standard Timing Model testing
 - A. Connections to local industries - 95/133 students visited 5 companies. Surveys conducted to better understand what students took from the corporate visits and trade shows. Findings indicate students are satisfied with these experiences (with the exception of 1 student); manufacturers are satisfied. Every student who attended fall trade show or tour is registered for spring classes (15+ credits). Next, we will work on the remaining of the 133 (part time, evening students) to try to get them on tours as well.

 - B. TABE and Standard Timing Model Testing– currently have 20 students' data. TABE is replacing Accuplacer at MPTC for METTE. Is there a correlation between TABE test scores and how students do in math courses? 3 levels designated - 10.2 Math, 10.0 Writing, 10.0 Reading = allowed to go right into program. If below, go to student success center and follow up with TABE again. Want to find out if thresholds are meaningful and whether a bridge course might be necessary.

Standard Timing Model – planning a week in March with instructor to sample some students (high TABE, low TABE) on STM. May correlate with placement in the workplace.

3. FVTC NIC Report: Two Projects – Career Jump Start and College Success Reports
 - A. Steve Straub provided an update on the Career Jump Start (CJS) Project in Machine Tool Technology (MTT). In 2012, CJS was envisioned as a youth apprenticeship-like experience enabling high school juniors and seniors to obtain machine tool work experience and earn FVTC credit prior to high school graduation. Following a summer institute for high school CTE instructors, five high schools are now offering 1-3 MTT transcribed credit courses in 2013-14.
 - B. In mid-February a structured half-day FVTC-MTT open house will be offered to: (1) acquaint and connect CJS high school students, instructors, and counselors with the FVTC-MTT instructors, students, and MTT advisory committee members, and (2) recruit new high schools by briefing their principals on the benefits of joining the CJS partnership in 2014-15.
 - C. Al Phelps described how student choice data and student success data are being analyzed for new (2008-10) FVTC students by high school. FVTC College Success Reports have been prepared for each high school that present statistical analyses showing which HS graduates attend FVTC, their placement test scores, and rates of success on several indicators, such as course completion rates, retention to the second year, and early graduation. Additionally, a research brief will be developed describing the benefits of completing prior college credit (transcribed credit, youth options, or advanced standing) on student success at FVTC.
 - D. The CJS project and College Success Reports for each high school are intended to get principals and instructors interested in understanding what leads to student success at FVTC. These annual college success report updates, along with action projects like the CJS Network, will lead to dialogue about what works for individual schools, as well as provide data snapshots documenting the extent to which significant student experience and school factors contribute to student success.

4. MATC NIC Report: One Project – Contextualized mathematics
 - A. Contextualized mathematics is meant to provide meaning for students. Original offering had low enrollment, so in next semester (2nd) offering, will use math teachers to encourage students. Extra 1 credit of math has not been popular, but with the positive experiences of the first pilot group hope to attract additional students.
 - B. Evidence and evaluation was challenged by low enrollment. Qualitative approaches were thus used; researchers observed classes and did interviews with students and instructors. Compelling quotes were generated in these interviews (see X. Wang presentation). Will use this qualitative research to inform additional surveys with students.
 - C. Presentations will be made at the C3 Conference in Wausau, WI (Feb 2014). Additional innovation and evaluation activities are ongoing during the spring term of 2014.

AMI Survey results – Report B. Carl (see report)

Brad presented a summary of the survey and survey results. These preliminary data will be followed up by additional surveys to use for comparisons.

Dissemination - Communication Mechanisms for Sharing METTE Findings

- NSF-ATE PI Meeting
- Write research articles looking at variables for students and instructors
- Presentations at local and National conferences
- Research briefs
- T&I Deans meetings
- Meeting with employers
- Improving programs/Internal conversations

Supplemental and No-Cost Extension Ideas

- Proto-typing Career and College Readiness Tracker – database for WI; enhanced career pathways graphics/searchable tool with profile information.
- Implementation just gearing up with only 1.5y to go; think about making supplemental and no-cost tying together
- Possible larger conference/event for sharing research
- Extension of implementation (ex. Career and College Jumpstart FIG (First Year Interest Group)).
- Case management software

Upcoming Conferences

- C3 Conference – Wausau, WI – Feb 2014
- Assessment Conference (WTCS) – Feb 2015

Ah-Ha Moments

- The projects have come far; it's nice to have data and doing interventions and getting feedback.
- It's fun to learn from other campuses.
- Compelling feedback about how colleges are using NIC projects.
- Glad to look forward and review where we've come with our teams.
- The tenacity of students going through coursework that they know they aren't particularly good at.
- Hearing what all the projects are – they are all relevant.
- Enjoyed looking at employment and wage data (Chris's dissertation).
- Valuable to see what others are doing and also to focus on METTE with just our team (do the retreat).