Power of YOU: Demographics and Academic Success Measures

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Overview

The Power of YOU (POY) program was created to provide increased educational opportunities for groups that have been identified as the most disadvantaged: students of color (SOC), first-generation students and low-income students. As the highest concentration of these populations is found in urban high schools, any student who is a recent high school graduate from a Minneapolis or St. Paul public high school is eligible for the program. However, funding is awarded to students with the lowest income first until available funds have been exhausted.

This report presents information regarding students participating in the POY program as they entered, progressed through, and exited Minneapolis Community and Technical College (MCTC):

- demographic information,
- college preparedness,
- academic performance measures, and
- student success measures.

These measures are also presented for two comparison cohorts, as constructed by Wilder Research (*Power of YOU Program Evaluation: Year 2 Report*, September 2008). These cohorts include recent high school graduates who started at MCTC in the fall of 2004 and fall of 2005, prior to the first POY cohort in 2006. The data in this report may vary from the Wilder Research report as transfer data were unavailable at the time the Wilder report was published. Additionally, data were pulled at different time points from the Wilder report.

Cohort Criteria and Data Sources

- POY cohorts include MCTC students participating in the Power of You program. To qualify, POY students must be enrolled full-time at MCTC.

- The comparison cohorts consist of new entering students who graduated from Minneapolis/Saint Paul public high schools between January 1 and August 31 of the cohort year and initially enrolled as a full-time student at MCTC.

- Data are based on tenth-day records in each term, except graduation data which are based on final records. This data are pulled from the Minnesota State Colleges and Universities' (MnSCU) Operational Data.

- Transfer data were obtained from the National Student Clearinghouse (NSC) on July 7, 2010. Since the reliability of the NSC data depends on participating schools to report student enrollment, these data may be incomplete due to lag time in reporting time frames.

Who are Power of YOU Students?

As stated earlier, the POY program targets students who are the most disadvantaged: students of color (SOC), first-generation students and low-income students. Table 1 provides gender percentages, as well as the percentage of students who fall in each targeted group and an unduplicated percentage of students who fall into one or more of the groups.

Table 1. Gender and Underrepresented Students

Power of YOU Cohort	Cohort N	Gender[1]				SOC[2]		Low Income[3]		First Generation[4]		Underrepresented[5]	
		Male	%	Female	%	N	%	N	%	N	%	N	%
Fall 2006	234	106	45.3%	128	54.7%	172	73.5%	170	72.6%	93	39.7%	205	87.6%
Fall 2007	246	104	42.3%	140	56.9%	167	67.9%	167	67.9%	91	37.0%	201	81.7%
Fall 2008	260	93	35.8%	167	64.2%	196	75.4%	214	82.3%	116	44.6%	239	91.9%
Fall 2009	209	83	39.7%	126	60.3%	171	81.8%	209	100.0%	86	41.1%	209	100.0%
Fall 2010	200	75	37.5%	125	62.5%	150	75.0%	193	96.5%	84	42.0%	196	98.0%
Total	**1149**	**461**	**40.1%**	**686**	**59.7%**	**856**	**74.5%**	**953**	**82.9%**	**470**	**40.9%**	**1050**	**91.4%**
Comparison Cohort	Cohort N	Gender[1]				SOC[2]		Low Income[3]		First Generation[4]		Underrepresented[5]	
		Male	%	Female	%	N	%	N	%	N	%	N	%
Fall 2004	155	70	45.2%	85	54.8%	106	68.4%	85	54.8%	74	47.7%	129	83.2%
Fall 2005	210	92	43.8%	117	55.7%	129	61.4%	122	58.1%	59	28.1%	164	78.1%
Total	**365**	**162**	**44.4%**	**202**	**55.3%**	**235**	**64.4%**	**207**	**56.7%**	**133**	**36.4%**	**293**	**80.3%**

[1] Some students did not provide gender, therefore, the sum of male and female students may not equal the cohort N.
[2] Students of Color (SOC): Students who self-reported their ethnicity as Black/African-American, Native American, Asian/Pacific Islander, or Hispanic.
[3] First Generation: Student neither of whose parents has received any postsecondary education (State of Minnesota definition).
[4] Low Income: Students determined to be eligible for Federal Pell Grant during first year of enrollment at MCTC.
[5] Underrepresented: Students with one or more of the following attributes: student of color, first generation or low income.

Table 2. Ethnicity

Power of YOU Cohort	Cohort N	American Indian		Asian/Pacific Islander		Black		Hispanic		White		Other[1]	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2006	234	9	3.8%	17	7.3%	131	56.0%	15	6.4%	60	25.6%	2	0.9%
Fall 2007	246	10	4.1%	19	7.7%	120	48.8%	18	7.3%	77	31.3%	2	0.8%
Fall 2008	260	10	3.8%	33	12.7%	124	47.7%	29	11.2%	63	24.2%	1	0.4%
Fall 2009	209	6	2.9%	18	8.6%	130	62.2%	17	8.1%	37	17.7%	1	0.5%
Fall 2010	200	8	4.0%	24	12.0%	96	48.0%	22	11.0%	50	25.0%	0	0.0%
Total	**1149**	**43**	**3.7%**	**111**	**9.7%**	**601**	**52.3%**	**101**	**8.8%**	**287**	**25.0%**	**6**	**0.5%**
Comparison Cohort	Cohort N	American Indian		Asian/Pacific Islander		Black		Hispanic		White		Other[1]	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	155	4	2.6%	23	14.8%	58	37.4%	21	13.5%	49	31.6%	0	0.0%
Fall 2005	210	8	3.8%	17	8.1%	87	41.4%	15	7.1%	76	36.2%	7	3.3%
Total	**365**	**12**	**3.3%**	**40**	**11.0%**	**145**	**39.7%**	**36**	**9.9%**	**125**	**34.2%**	**7**	**1.9%**

[1] Other includes both Foreign Nationals (non-resident aliens attending school on education visa) and students who have not provided ethnicity information to the school.

College Preparedness

With few exceptions, all entering students must take placement tests to determine the appropriate starting point for coursework in English, Reading and Math. Students who are second language learners also take a test for listening skills. Tables 3a and 3b shows the results of placement tests for students from the POY and comparison cohorts.

Table 3a. Placements for Developmental Language Arts

Power of YOU Cohort	Cohort N	Native Speaker Reading		ESL Reading		Developmental Reading[1]		Native Speaker Writing		ESL Writing		Developmental Writing[1]		ESL Listening	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2006	234	84	35.9%	48	20.5%	132	56.4%	86	36.8%	46	19.7%	132	56.4%	62	26.5%
Fall 2007	246	79	32.1%	42	17.1%	121	49.2%	87	35.4%	44	17.9%	131	53.3%	54	22.0%
Fall 2008	260	110	42.3%	41	15.8%	151	58.1%	130	50.0%	40	15.4%	170	65.4%	46	17.7%
Fall 2009	209	86	41.1%	41	19.6%	127	60.8%	93	44.5%	38	18.2%	131	62.7%	49	23.4%
Fall 2010	200	99	49.5%	21	10.5%	120	60.0%	98	49.0%	21	10.5%	119	59.5%	26	13.0%
Total	**1149**	**458**	**39.9%**	**193**	**16.8%**	**651**	**56.7%**	**494**	**43.0%**	**189**	**16.4%**	**683**	**59.4%**	**237**	**20.6%**
Comparison Cohort	Cohort N	Native Speaker Reading		ESL Reading		Developmental Reading[1]		Native Speaker Writing		ESL Writing		Developmental Writing[1]		ESL Listening	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	155	51	32.9%	36	23.2%	87	56.1%	40	25.8%	42	27.1%	82	52.9%	47	30.3%
Fall 2005	210	68	32.4%	45	21.4%	113	53.8%	46	21.9%	46	21.9%	92	43.8%	52	24.8%
Total	**365**	**119**	**32.6%**	**81**	**22.2%**	**200**	**54.8%**	**86**	**23.6%**	**88**	**24.1%**	**174**	**47.7%**	**99**	**27.1%**

[1] Developmental reading and writing placements include placements for English-speaking and second language learners.

Table 3b. Overall Developmental Placements

Power of YOU Cohort	Cohort N	Developmental Language Arts[2]		Developmental Math		Any Developmental[3]	
		N	%	N	%	N	%
Fall 2006	234	163	69.7%	225	96.2%	228	97.4%
Fall 2007	246	154	62.6%	237	96.3%	239	97.2%
Fall 2008	260	176	67.7%	249	95.8%	250	96.2%
Fall 2009	209	145	69.4%	200	95.7%	207	99.0%
Fall 2010	200	122	61.0%	189	94.5%	190	95.0%
Total	**1149**	**760**	**66.1%**	**1100**	**95.7%**	**1114**	**97.0%**
Comparison Cohort	Cohort N	Any Developmental Language Arts[2]		Developmental Math		Any Developmental[3]	
		N	%	N	%	N	%
Fall 2004	155	99	63.9%	151	97.4%	143	92.3%
Fall 2005	210	128	61.0%	208	99.0%	180	85.7%
Total	**365**	**227**	**62.2%**	**359**	**98.4%**	**323**	**88.5%**

[2] "Developmental Language Arts" placement is any student who placed at the developmental or ESL level in reading, writing or listening.

[3] "Developmental Placement" is any student who placed at the developmental or ESL level in any language arts or developmental math.

Academic Performance

Measures of academic performance are important success indicators for a program. This report presents three such measures:

- Credit Attainment: This measure reflects how successful the cohort was at earning credits and is a rate of total credits earned with a grade of A, B, C, D or P over total credits attempted. This measure is distinct from "Enrollee Success," in that it includes any earned credits even if the student received a grade of D.
- Cumulative GPA: This measure is an aggregated average of all letter grades (i.e., A-F) earned by students in the cohort in the given year. The average is calculated by converting each individual grade to a grade point (grade x credit value) then dividing the total grade points earned by the total credits taken. By definition, this calculation excludes courses graded as pass/fail, withdraws and incompletes.
- Probation/Suspension: This is the percentage of students in the cohort who were placed on academic suspension or probation during the year.

Table 4. Credit Attainment, GPA and Academic Standing

First Year

Power of YOU Cohort	Original N	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2006	234	70.0%	2.36	129	55.1%
Fall 2007	246	72.4%	2.38	135	54.9%
Fall 2008	260	76.7%	2.49	128	49.2%
Fall 2009	209	68.8%	2.33	123	58.9%
Total	**949**	**72.2%**	**2.39**	**515**	**54.3%**
Comparison Cohort	Original N	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2004	155	72.8%	2.39	84	54.2%
Fall 2005	210	72.8%	2.36	116	55.2%
Total	**365**	**72.8%**	**2.37**	**200**	**54.8%**

Second Year

Power of YOU Cohort	2nd Year N[1]	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2006	161	73.4%	2.45	78	48.4%
Fall 2007	151	75.1%	2.43	58	38.4%
Fall 2008	179	79.1%	2.54	72	40.2%
Total	**491**	**72.1%**	**2.46**	**208**	**42.4%**
Comparison Cohort	2nd Year N[1]	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2004	92	75.0%	2.50	37	40.2%
Fall 2005	111	75.7%	2.45	48	43.2%
Total	**203**	**75.4%**	**2.48**	**85**	**41.9%**

Third Year

Power of YOU Cohort	3rd Year N[1]	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2006	88	74.9%	2.51	24	27.3%
Fall 2007	110	76.6%	2.49	31	28.2%
Total	**198**	**70.8%**	**2.50**	**55**	**27.8%**
Comparison Cohort	3rd Year N[1]	Credit Attainment	Cumulative GPA	Probation/Suspension	
				N	%
Fall 2004	60	76.9%	2.57	19	31.7%
Fall 2005	83	78.0%	2.53	25	30.1%
Total	**143**	**77.5%**	**2.55**	**44**	**30.8%**

[1] Students from the original fall cohort who enrolled for credit in any term the 2nd or 3rd, as applicable, academic year.

Student Success Measures

When examining student success measures, three common rates are utilized by the higher learning community:

- Retention rate: typically measured as the total number of students who enrolled for-credit in or graduated prior to the following fall term divided by the cohort number.
- Transfer rate: typically measured as the number of students who transferred out within three years divided by the cohort number.
- Graduation rate: typically measured as the number of completers within 150% of normal time for the credential divided by the cohort number (e.g., a one year credential would be measured at 18 months; a two year credential would be measured at 3 years, etc.).

In addition, the Minnesota State Colleges and Universities System Office (MnSCU) has incorporated another measure of success, which combines all three outcome measures. Referred to as the *Persistence and Completion Rate* (formerly, Student Success Rate), with "persistence" meaning continuing your education either at MCTC or another institution of higher learning. This set of measures provides distinct graduation, retention, and transfer rates and an unduplicated aggregated rate, which can be measured in any subsequent term.

For comparison and evaluation purposes, this report presents a traditional *Student Retention Rate* (Table 5), measured at the first spring and following fall, and the *Persistence and Completion Rate* (Table 6), measured at three years.

Table 5. Student Retention Rate

Power of YOU Cohort	Cohort N	Fall to Spring		Fall to Fall	
		N	%	N	%
Fall 2006	234	203	86.8%	149	63.7%
Fall 2007	246	206	83.7%	146	59.3%
Fall 2008	260	224	86.2%	170	65.4%
Fall 2009	209	179	85.6%	120	57.4%
Total	**949**	**812**	**85.6%**	**585**	**61.6%**
Comparison Cohort	Cohort N	Fall to Spring		Fall to Fall	
		N	%	N	%
Fall 2004	155	115	74.2%	76	49.0%
Fall 2005	210	147	70.0%	94	44.8%
Total	**365**	**262**	**71.8%**	**170**	**46.6%**

[1] A student is counted as retained if he or she enrolled for-credit in or graduated prior to the spring term following the entering fall term (cohort).
[2] A student is counted as retained if he or she enrolled for-credit in or graduated prior to the subsequent fall term.

Table 6 provides three-year rates for students who graduated or persisted, which includes students who persisted in their education either at MCTC (i.e., retained) or at another institution (i.e., transferred). The transfer data are divided between transfers to other two-year schools and transfer to four-year schools.

Retention, transfer, and graduation are mutually exclusive rates. If a student graduates from MCTC they are considered graduated for each subsequent term, regardless of enrollment in a following term. If a student is enrolled for credit at MCTC and another institution, he or she is considered retained and not transferred. A student is counted as transferred only if they have not yet graduated from MCTC, are not retained, and have an enrollment record at another institution.

Table 6. Persistence and Completion Rate at Three Years by Ethnic Group

Power of YOU Cohort	Ethnicity	Cohort N	Retention		Transfer Out				Graduation		**Graduation & Persistence**	
					Two-Year School		Four-Year School					
			N	%	N	%	N	%	N	%	**N**	**%**
Fall 2006	SOC	172	28	16.3%	20	11.6%	12	7.0%	25	14.5%	85	49.4%
	White	60	16	26.7%	4	6.7%	11	18.3%	9	15.0%	40	66.7%
	Other	2	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%
	Total Cohort	**234**	**44**	**18.8%**	**25**	**10.7%**	**23**	**9.8%**	**34**	**14.5%**	**126**	**53.8%**
Fall 2007	SOC	167	45	26.9%	15	9.0%	13	7.8%	24	14.4%	97	58.1%
	White	77	16	20.8%	4	5.2%	7	9.1%	21	27.3%	48	62.3%
	Other	2	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%
	Total Cohort	**246**	**61**	**24.8%**	**20**	**8.1%**	**20**	**8.1%**	**45**	**18.3%**	**146**	**59.3%**
Comparison Cohort	Ethnicity	Cohort N	Retention		Transfer Out				Graduation		**Graduation & Persistence**	
					Two-Year School		Four-Year School					
			N	%	N	%	N	%	N	%	**N**	**%**
Falls 2004 and 2005 Combined	SOC	233	52	22.3%	20	8.6%	16	6.9%	37	15.9%	125	53.6%
	White	125	28	22.4%	11	8.8%	18	14.4%	9	7.2%	66	52.8%
	Other	7	2	28.6%	0	0.0%	0	0.0%	1	14.3%	3	42.9%
	Total Cohort	**365**	**82**	**22.5%**	**31**	**8.5%**	**34**	**9.3%**	**47**	**12.9%**	**194**	**53.2%**

[1] *SOC* or students of color are students who self-reported their ethnicity as Black/African-American, Native American, Asian/Pacific Islander, or Hispanic. *Other* includes both Foreign Nationals (non-resident aliens attending school on education visa) and students who have not provided ethnicity information to the school.