



Power of YOU: Demographics, Placements and Success Rates

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Executive Summary

The Power of YOU, a program that guarantees two years of tuition-free college plus an array of intensive student support services, was launched in 2006 as a result of strong evidence that closing Minnesota's educational achievement gap among students of color is our region's most significant workforce issue.

The Power of YOU program was created to address the real and perceived financial barriers to college for students in Minneapolis and St. Paul public schools, especially students of color and low-income students. The findings in this report focus on the outcomes of the Power of YOU (POY) students at Minneapolis Community and Technical College after three years (i.e., through the spring 2009 semester).

Power of YOU Enrollment and Demographic Summary

- Enrollment of new Minneapolis and Saint Paul high school graduates has continued to increase at MCTC, with the POY cohort in fall 2008 bringing in 260 new recent high school graduates to MCTC. The first three POY cohorts have more than doubled the number of recent high school graduates attending MCTC compared fall 2004 and fall 2005 enrollment.
- The POY cohorts have more than doubled the student of color enrollment of recent high school graduates, compared to the fall 2004/2005 cohorts. Specifically, enrollment of Black/African American recent high school graduates has increased; the POY has enrolled 375 Black/African Americans compared to 145 in the prior cohorts. Approximately 51% of the POY cohorts are Black/African American, compared to approximately 40% of the fall 2004/2005 cohorts.
- The POY cohorts have higher proportions of students of color, first generation college students, low income students, and underrepresented students than the prior recent high school graduate cohorts enrolling prior to the POY program.
- In addition, the POY program has enrolled recent high school graduates who are somewhat less prepared for college-level coursework. Over 99% of the POY students placed into one or more developmental courses based on academic placement test scores, compared to approximately 89% of the fall 2004/2005 cohorts.

Power of YOU Outcomes: Retention Key Findings

- For first fall to first spring retention, POY students in all cohorts had higher retention rates than comparison group of recent high school graduates who enrolled at MCTC in the fall 2004 and fall 2005.
- Similarly, for first fall to second fall POY students had higher retention rates than the comparison groups.

Power of YOU Retention, Transfer, and Graduation: Key Findings after Three Years

The first cohort of the Power of YOU program (those students who started the program in fall 2006) have now completed three years. Here is a summary of the outcomes after three years (i.e., at the end of third spring term) for the 2006 POY Cohort and a comparison group of recent high school graduates who enrolled at a POY institution in Fall 2004 or Fall 2005:

- At the end of the third spring, 12.0% of the POY cohort had graduated from MCTC with a credential, compared to 14.8% and 11.4% of the fall 2004 and fall 2005 cohorts respectively. Even with a higher proportion of underrepresented students and students requiring developmental education, the POY program participants had graduation rates similar to the comparison cohorts.
- The POY three year graduation rate (12%), exceeded that of the overall MCTC IPEDS cohort three year graduation rate (9%).
- Slightly larger proportions of the POY cohort had transferred by the end of third spring (20.1%) than the comparison cohorts (15.5 and 19.5%). Similar proportions of POY and comparison cohort students transferred to four-year institutions.
- At the end of the third spring, 18.8% of the POY students were still enrolled at MCTC, compared to 21.3% and 23.3% of the fall 2004 and fall 2005 comparison cohorts. This suggests that for all cohorts, students should continue to be tracked beyond the third spring, because there may be other students who graduate or transfer beyond the three year tracking period reported here.
- For students of color, but not white students, POY students transferred at a higher rate than the comparison group. For graduation rates, the trend reversed where for white students but not students of color, POY students had higher graduation rates than the comparison group.

Recommendations

- It is important to continue to track the progress of the POY cohorts beyond the three year time period. Since the POY students almost universally required some developmental education, it is likely that some students may earn a credential or graduate beyond the three year period, as is common for community and technical college students.
- Since only one POY cohort has been enrolled for three years, it is important to continue to follow the other POY cohorts to see if they have similar outcomes. Since the program has used the formative evaluation results of the Wilder Research evaluation of the POY program to improve the program, later cohorts might benefit from those improvements.

Definitions and Sources

This report summarizes student outcomes for Power of YOU students. The information is presented on a term-by-term basis for several measures of academic progress: graduation, transfer and retention. These rates are also combined into an overall “success” rate.

In addition to data for POY students, the report includes a comparison group - labeled “Compare” in this report - as defined in the *Power of YOU Program Evaluation: Year 2 Report* by Wilder Research (September 2008). The student success measures are broken down by Ethnicity (Students of Color, White and Other) for the Fall 2006 POY cohort and the combined Compare Fall 2004 and Compare Fall 2005 cohorts.

The data in this report may vary from the Wilder Research report. Transfer data was unavailable at the time the Wilder Research report was published. In addition, the data in this report was not retrieved at the same time point and does not include data from other schools (Saint Paul Technical College and Metropolitan State University).

Definitions:

- The comparison cohort consists of any new entering student who graduated from a Minneapolis/Saint Paul public high school between January 1 and August 31 of the cohort year and initially enrolled as a full-time student at MCTC.
- The cohort number (N) is calculated based on tenth-day enrollment records.
- The student outcome measures are calculated using the final records for each term.
- Transfer data was obtained from the National Student Clearinghouse (NSC) on September 3, 2009. Note that Transfer Data for Fall 2009 may not be complete due to reporting timeframes for Fall 2009 enrollment by NSC member schools.

Report data source(s):

- Minnesota State College and Universities (MnSCU) Operational Data: ST_COHORT, ST_TERM_DATA, ST_COU, CT_COU, PS_HOLD, ST_CAPP_LVL5
- National Student Clearinghouse(NSC): Transfer Data

Who are Power of YOU Students?

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. Underrepresented students fall into at least one of these groups (SOC, first generation or low income students).

Table 1 and Table 2 show the number of students in each of these categories for each POY cohort currently at MCTC through 2009. Also shown is the number of students for the comparison (Compare) cohorts from 2004 and 2005. These cohorts are included for the purpose of measuring the effectiveness of the POY program (for cohort definitions see page 3).

Table 1: Cohort Gender, Income and Ethnicity Overview

Cohort	Cohort N	Gender											
		Male		Female		Students of Color		First Generation		Low Income		Underrepresented	
		N	%	N	%	N	%	N	%	N	%	N	%
POY-Fall 2006	234	106	45.3%	128	54.7%	172	73.5%	93	39.7%	170	72.6%	205	87.6%
POY-Fall 2007	246	104	42.3%	140	56.9%	167	67.9%	91	37.0%	167	67.9%	201	81.7%
POY-Fall 2008	260	93	35.8%	167	64.2%	196	75.4%	116	44.6%	214	82.3%	239	91.9%
POY Totals	740	303	40.9%	435	58.8%	535	72.3%	300	40.5%	551	74.5%	645	87.2%
Cohort	Cohort N	Male		Female		Students of Color		First Generation		Low Income		Underrepresented	
		N	%	N	%	N	%	N	%	N	%	N	%
Compare-Fall 2004	155	70	45.2%	85	54.8%	106	68.4%	74	47.7%	85	54.8%	129	83.2%
Compare-Fall 2005	210	92	43.8%	117	55.7%	129	61.4%	59	28.1%	122	58.1%	164	78.1%
Compare Totals	365	162	44.4%	202	55.3%	235	64.4%	133	36.4%	207	56.7%	293	80.3%

Note: Students are not required to provide gender and/or ethnicity data when applying to school. As a result, the sum of male and female students may not equal the Cohort N. The difference, if any, between the two numbers represents the number of students not indicating gender.

Definitions for Table 1

Students of Color: Ethnicity of Black/African-American, Native American, Asian/Pacific Islander, or Hispanic

First Generation: Student neither of whose parents has received any postsecondary education (MnSCU definition)

Low Income: Students applying for financial aid and deemed eligible for Federal Pell Grant during first year enrollment at MCTC

Underrepresented: Student considered underrepresented if s/he meets the criteria for any of these groups: Students of Color, First Generation or Low Income

Table 2: Ethnicity Breakdown

Cohort	Cohort N	American Indian		Asian/Pacific Islander		Black		Hispanic		White		Other*	
		N	%	N	%	N	%	N	%	N	%	N	%
POY-Fall 2006	234	9	3.8%	17	7.3%	131	56.0%	15	6.4%	60	25.6%	2	0.9%
POY-Fall 2007	246	10	4.1%	19	7.7%	120	48.8%	18	7.3%	76	30.9%	3	1.2%
POY-Fall 2008	260	10	3.8%	33	12.7%	124	47.7%	29	11.2%	63	24.2%	1	0.4%
POY Totals	740	29	3.9%	69	9.3%	375	50.7%	62	8.4%	199	26.9%	6	0.8%
Cohort	Cohort N	American Indian		Asian/Pacific Islander		Black		Hispanic		White		Other*	
		N	%	N	%	N	%	N	%	N	%	N	%
Compare-Fall 2004	155	4	2.6%	23	14.8%	58	37.4%	21	13.5%	49	31.6%	0	0.0%
Compare-Fall 2005	210	8	3.8%	17	8.1%	87	41.4%	15	7.1%	76	36.2%	7	3.3%
Compare Totals	365	12	3.3%	40	11.0%	145	39.7%	36	9.9%	125	34.2%	7	1.9%

*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

When enrolling at MCTC, students take placement tests to determine the appropriate starting point for general education coursework in English, Reading, Listening and Math. The Listening placement test is required for English as Second Language (ESL) students only. ESL placements are included as developmental placements in the data below.

Table 3 shows the results of placement tests for students from the POY and Compare cohorts. The rate of students who test into at least one developmental course for Language Arts (English, Reading and ESL Listening) is shown as “Any Developmental Language Arts”. The rate of students who test into at least one developmental course, Language Arts or Math, is shown as “Any Developmental”.

Table 3: Developmental Placements by Cohort

Cohort	Cohort N	Developmental Language Arts										Any Developmental	
		Developmental Reading		Developmental Writing		ESL Listening		Any Developmental Language Arts		Developmental Math		N	%
		N	%	N	%	N	%	N	%	N	%		
POY-Fall 2006	234	119	50.9%	128	54.7%	36	15.4%	160	68.4%	187	79.9%	232	99.1%
POY-Fall 2007	246	118	48.0%	131	53.3%	21	8.5%	154	62.6%	194	78.9%	246	100.0%
POY-Fall 2008	260	149	57.3%	169	65.0%	26	10.0%	175	67.3%	221	85.0%	259	99.6%
POY Totals	740	386	52.2%	428	57.8%	83	11.2%	489	66.1%	602	81.4%	737	99.6%
Cohort	Cohort N	Developmental Reading		Developmental Writing		ESL Listening		Any Language Arts		Developmental Math		Any Developmental	
		N	%	N	%	N	%	N	%	N	%	N	%
Compare-Fall 2004	155	62	40.0%	76	49.7%	29	18.7%	91	58.7%	137	91.6%	143	92.3%
Compare-Fall 2005	210	96	45.7%	85	40.5%	17	8.1%	121	57.6%	172	82.4%	180	85.7%
Compare Totals	365	158	43.3%	162	44.4%	46	12.6%	212	58.1%	315	86.3%	323	88.5%

Outcome Measures

When measuring student academic performance outcomes, three common criteria are utilized:

- Did the student graduate?
- Did the student transfer to another school?
- Is the student still attending classes?

Student Retention

One outcome measure for student success is retention. Retention is calculated by comparing the original number of students enrolled (cohort) against the number of those who enroll in subsequent semesters.

Table 4 shows the retention for the 1st spring (second semester) and 2nd Fall (third semester) for the POY and Compare students. Enrollment is measured at the tenth day of the semester.

Table 4: Student Retention at 1st Spring and 2nd Fall

Cohort	Cohort N	Retention			
		1st Spring		2nd Fall	
		N	%	N	%
POY-Fall 2006	234	203	86.8%	149	63.7%
POY-Fall 2007	246	206	83.7%	146	59.3%
POY-Fall 2008	260	224	86.2%	170	65.4%
POY Totals	740	633	85.5%	465	62.8%
Cohort	Cohort N	Retention			
		1st Spring		2nd Fall	
		N	%	N	%
Compare-Fall 2004	155	115	74.2%	76	49.0%
Compare-Fall 2005	210	147	70.0%	94	44.8%
Compare Totals	365	262	71.8%	170	46.6%

Student Graduation and Transfer

As is standard in higher education reporting, graduation and transfer is measured three academic years after a student enrolls. For example, data for a student starting at MCTC in Fall 2004 (academic year 2004-05) is examined after Spring 2007 (academic year 2006-07) to determine if the student has graduated, transferred or is still attending MCTC.

Table 5 shows the graduation, transfer and retention rates for each POY cohort to-date. The transfer data is divided into two categories: transfer to two-year schools and transfer to four-year schools.

Table 5: Graduation, Transfer and Retention by Term

Cohort	Cohort N	Graduation		Transfer				Retention		Success	
		N	%	Two Year School		Four Year School		N	%	N	%
				N	%	N	%				
POY 2006	234	28	12.0%	26	11.1%	21	9.0%	44	18.8%	119	50.9%
Cohort	Cohort N	Graduation		Two Year School		Four Year School		Retention		Success	
Compare 2004	155	23	14.8%	10	6.5%	14	9.0%	33	21.3%	80	51.6%
Compare 2005	210	24	11.4%	21	10.0%	20	9.5%	49	23.3%	114	54.3%
Compare Total	365	47	12.9%	31	8.5%	34	9.3%	82	22.5%	194	53.2%

Notes for Table 5

- The student success measures are calculated using the final records for each term. Graduation, transfer and retention are mutually exclusive. If a student is retained, but graduated or transferred during that same semester, the student is counted as graduated (if a degree is earned at MCTC) or transferred (if no degree is earned at MCTC).
- Transfer data for all cohorts was obtained from the National Student Clearinghouse (NSC) on September 3, 2009. Note that transfer data for Fall 2009 may not be complete due to reporting timeframes for Fall 2009 enrollment by NSC member schools.
- Cohort N is determined as of the tenth day of classes while retention is based on final records.

Third Spring Comparison of Graduation and Transfer Rates for MCTC Cohorts

Table 6 shows the graduation and transfer rates at the third spring for the POY Fall 2006 cohort and the combined Compare Fall 2004 and Compare Fall 2005 cohorts. Additionally, data for MCTC Integrated Post-secondary Education Data System (IPEDS) Fall 2005, MCTC Fall 2005 full-time, and MCTC Fall 2005 full-time and part-time are provided. Transfer data for POY and Compare Cohorts was retrieved from the National Student Clearinghouse on September 3, 2009. Data for all other cohorts is from MnSCU sources.

A caveat for using this comparison table: The POY Fall 2006 cohort and Compare groups are based on the eligibility requirements for the POY program. Other cohorts are provided for general context, but these have varying definitions (e.g. some include part-time students and/or transfer students).

Table 6: Third Spring Comparison of Graduation and Transfer Rates for MCTC Cohorts

Cohort	Cohort N	Third Spring					
		Graduation		Transfer		Combined	
		N	%	N	%	N	%
POY Fall 2006	234	28	12.0%	47	20.1%	75	32.1%
Compare Fall 2004 & Fall 2005 Combined	365	47	12.9%	65	17.8%	112	30.7%
MCTC IPEDS Fall 2005	698	63	9.0%	153	21.9%	216	30.9%
MCTC Fall 2005 FT	1238	336	27.1%	239	19.3%	575	46.4%
MCTC Fall 2005 FT/PT	2327	566	24.3%	401	17.2%	967	41.6%

Table 6 Cohort Definitions

POY Fall 2006: Students from the POY program who began at MCTC Fall 2006

POY Comparison Fall 2004/Fall 2005: Combined totals for the comparison groups from Fall 2004 and Fall 2005; consists of any new entering student who graduated from a Minneapolis/Saint Paul public high school between January 1 and August 31 of the cohort year and initially enrolled at MCTC as a full-time student

MCTC IPEDS Fall 2005: Full-time, First-time degree/certificate-seeking students who entered in the fall term (or prior summer term) of cohort year; students who have never attended any postsecondary institution previously, excluding college credits earned prior to high school graduation

MCTC Fall 2005 FT: Includes all first-time regular undergraduate students and transfer students who began coursework in MCTC with full-time status (12 or more credits); Graduation and Transfer Data retrieved at 4th Fall (Source: MnSCU Student Success Dashboard)

MCTC Fall 2005 FT/PT: Includes all first-time regular undergraduate students and transfer students who began coursework in MCTC with either full-time or part-time status; Graduation and Transfer Data retrieved at 4th Fall (Source: MnSCU Student Success Dashboard)

POY and Comparison Cohorts Success Rates by Ethnicity at Third Spring

Table 7 shows the graduation, transfer, retention and success data by term for ethnic groups: White, Students of Color (SOC) and Other (Foreign National students and students who did not provide ethnicity data). These are cohorts with at least three years since initial MCTC enrollment. The POY data is Fall 2006 cohort. The comparison (“Compare”) cohort is the combined totals for Compare Fall 2004 and Compare Fall 2005.

Table 7: POY and Comparison Cohorts Success Rates by Ethnicity at Third Spring

Cohort	Ethnicity	Cohort N	Transfer									
			Graduation		Two-Year School		Four-Year School		Retention		Success	
			N	%	N	%	N	%	N	%	N	%
POY 2006	SOC	172	21	12.2%	21	12.2%	11	6.4%	28	16.3%	81	47.1%
POY 2006	White	60	7	11.7%	4	6.7%	10	16.7%	16	26.7%	37	61.7%
POY 2006	Other	2	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%
POY 2006 Total		234	28	12.0%	26	11.1%	21	9.0%	44	18.8%	119	50.9%
Cohort	Ethnicity	Cohort N	Transfer									
			Graduation		Two-Year School		Four-Year School		Retention		Success	
N	%	N	%	N	%	N	%	N	%	N	%	
Compare	SOC	233	37	15.9%	20	8.6%	16	6.9%	52	22.3%	125	53.6%
Compare	White	125	9	7.2%	11	8.8%	18	14.4%	28	22.4%	66	52.8%
Compare	Other	7	1	14.3%	0	0.0%	0	0.0%	2	28.6%	3	42.9%
Compare Total		365	47	12.9%	31	8.5%	34	9.3%	82	22.5%	194	53.2%