

# **Power of YOU program evaluation**

*Interim report*

**J U L Y 2 0 0 7**

# Power of YOU program evaluation

*Interim report*

**July 2007**

**Prepared by:**

Jennifer Lee Schultz and Dan Mueller

Wilder Research

1295 Bandana Boulevard North, Suite 210

Saint Paul, Minnesota 55108

651-647-4600

[www.wilder.org](http://www.wilder.org)

# Contents

Summary and implications .....	1
Introduction.....	8
Program description .....	8
Key evaluation questions addressed in interim report .....	9
Evaluation methods.....	10
Interim report contents.....	14
Enrollment of Minneapolis and Saint Paul public high school graduates .....	15
Description of Power of YOU program activities related to enrollment .....	15
Assessment of enrollment impact based on records data.....	16
Pre-enrollment services.....	21
Perceptions of impact on enrollment .....	34
Student progress and performance.....	47
Description of Power of YOU program activities related to student progress and performance .....	47
Student progress and performance based on college record data .....	48
Potential factors associated with progress and performance .....	57
Perceptions of obstacles to college success and help in overcoming them .....	65
Student and college personnel reports of value of Power of YOU program components .....	69
General feedback from college personnel and students.....	89
College personnel perspective .....	89
Student perspective .....	90
Appendix tables .....	91

# Figures

1.	2006 enrollment .....	16
2.	Enrollment trend .....	18
3.	Enrollment trend .....	19
4.	How did you hear about the Power of YOU program? .....	21
5.	Power of YOU Recruitment Materials .....	22
6.	Usefulness of Recruitment Materials & Activities .....	22
7.	High school personnel report: How did you find out about the Power of YOU program? .....	23
8.	High school personnel's impressions of Power of YOU recruitment efforts .....	24
9.	High school personnel's impressions of whether Power of YOU is reaching the target population .....	24
10.	High school personnel's impressions of reasons why some student's did not apply for Power of YOU.....	25
11.	What could the Power of YOU program do to encourage such students to apply?..	25
12.	High school personnel's suggestions for improving recruitment efforts.....	26
13.	Strength of partnership between Power of YOU and high schools .....	27
14.	High school personnel's recommendations for improving Power of YOU's partnership with their school.....	27
15.	College personnel's impressions of Power of YOU recruitment efforts .....	28
16.	College personnel's suggestions for improving recruitment efforts.....	29
17.	Helpfulness of various people in the application process.....	30
18.	Do you have access to a computer at home? .....	30
19.	Who helped you to complete the FAFSA? .....	31
20.	Were the requirements and steps to apply to the Power of You program easy or difficult to understand? .....	31
21.	Did you think that your placement test results were accurate for you in:.....	32
22.	Placement testing .....	32
23.	Level of difficulty of classes.....	33
24.	Orientation/Registration Questions.....	33
25.	When student decided to enroll in college.....	34
26.	Power of YOU's influence on students' decision to attend college .....	35
27.	How did Power of YOU influence your decision to attend college?.....	35

## Figures (continued)

28. Power of YOU’s influence on students’ ability to attend college .....	37
29. Difficulties prior to joining Power of YOU .....	38
30. Total. Help overcoming barriers to college enrollment .....	39
31. High school personnel’s impressions of Power of YOU’s impact on making college a more realistic goal for underrepresented students .....	39
32. College personnel’s impressions of the number of students influenced by Power of YOU to enroll in college .....	40
33. College personnel’s impressions of the size of the program’s impact on helping students decide to enroll.....	40
34. Number of students who faced obstacles prior to joining Power of YOU .....	41
35. Magnitude of obstacles faced by students prior to joining Power of YOU .....	41
35. Help overcoming pre-enrollment obstacles .....	42
36. What suggestions do you have for how Power of YOU could better help students overcome the obstacles they face prior to enrollment?.....	43
37. What changes or impacts have you noticed in your job due to the enrollment of Power of YOU students? .....	44
38. What changes or impacts have you noticed in the college as a whole due to the enrollment of Power of YOU students?.....	44
39. Student self-report of academic preparation for college.....	45
40. Students’ educational aspirations.....	45
41. High school and college personnel’s impressions of students’ academic preparation for college .....	46
42. Fall to spring retention .....	50
43. Fall semester GPA .....	51
44. Spring semester GPA.....	51
45. Cumulative GPA at end of first year.....	52
46. Fall semester percentage of credits earned out of attempted .....	53
47. Spring semester percentage of credits earned out of attempted.....	53
48. Cumulative percentage of credits earned out of attempted at end of first year .....	54
49. Cumulative credits earned at end of first year .....	55
50. Academic standing at end of fall semester .....	56
51. Academic standing at end of spring semester.....	57
52. Factors associated with progress and performance: Demographics .....	59

## Figures (continued)

53. Factors associated with progress and performance: Academic preparation and aspirations .....	61
54. Factors associated with progress and performance: Family support .....	63
55. Other factors associated with progress and performance .....	64
56. Obstacles to success in college .....	65
57. Total. Help overcoming barriers once enrolled .....	66
58. Number of students who faced obstacles once enrolled .....	67
59. Magnitude of obstacles faced by students once enrolled.....	67
60. Help overcoming obstacles once enrolled .....	68
61. Student self-report: Participation in orientation courses.....	69
62. Student report: Usefulness of orientation course .....	69
63. Student report: What did you like about the college orientation course(s)?.....	70
64. Student report: What did you NOT like about the college orientation course(s)?....	71
65. Student report: What recommendations do you have for improving the college orientation course(s)?.....	72
66. College personnel report: Importance of orientation courses .....	73
67. College personnel’s impression of how well the college orientation course prepares students for college.....	73
68. College personnel report: What suggestions do you have for improving the college orientation course(s)? .....	74
69. Student self-report: Participation in community service learning .....	75
70. Student report: Satisfaction with service learning .....	75
71. What did you like about your service learning/volunteer experience?.....	76
72. What did you NOT like about your service learning/volunteer experience?.....	77
73. College personnel report: Students’ participation in service learning .....	78
74. College personnel report: Value of community service learning .....	78
75. What suggestions do you have for improving the “service learning” component of Power of YOU? .....	79
76. College personnel report: Number of community partners .....	80
77. What help or support do community partners provide to the Power of YOU program? .....	80
78. College personnel’s rating of community involvement.....	81

## Figures (continued)

79. What suggestions do you have for improving community partnerships?.....	81
80. Students self-report: Use of services.....	82
81. Total. Student self-report: Helpfulness of services.....	83
82. Student self-report: Students not receiving needed services.....	83
83. Student self-report: Kinds of assistance or services that are needed but haven't been received .....	84
84. Student self-report: Barriers to receiving needed services .....	84
85. Student report: What recommendations do you have for improving the assistance or services available to students at the college?.....	85
86. College personnel report: Underused services.....	86
87. College personnel report: Barriers to seeking out services.....	86
88. College personnel report: What suggestions do you have for helping students to better access the available services? .....	87
89. College personnel report: Needed services not currently provided .....	88
90. College personnel report: Specified services that are needed but not currently provided .....	88
91. College personnel's impressions of Power of YOU .....	89
92. College personnel's expectations met.....	90

# Acknowledgments

Wilder Research Center staff who contributed to the analysis and production of this report include:

Mark Anton  
Jacqueline Campeau  
Philip Cooper  
Louann Graham  
Bryan Lloyd  
Ryan McArdle  
Nam Nguyen  
Margaret Peterson  
Abigail Struck  
Daniel Swanson  
Mao Thao

In addition, Wilder Research would like to extend their gratitude to the many staff of Power of YOU, MCTC, Saint Paul College, and MnSCU who helped provide record data and administer the student survey. Appreciation is also extended to the Power of YOU students, high school personnel, and college personnel for their participation in online surveys and telephone interviews.

# Summary and implications

Minneapolis Community and Technical College (MCTC) and Saint Paul College contracted with Wilder Research to conduct an independent evaluation of the Power of YOU program. This program provides Minneapolis and Saint Paul public high school graduates with free tuition to the colleges, as well as specialized curriculum and student support services, with the goal of increasing the college enrollment and success of underrepresented students (e.g., low-income, students of color).

The purpose of the evaluation study, which covers the first two years of program operation, is to determine: the extent to which the Power of YOU program achieves its intended outcomes, the degree to which program components contribute to intended outcomes, and the extent to which other factors influence outcomes for students in the program. The evaluation addresses these issues using enrollment, demographic, and academic performance data from college records and primary data collected through surveys of stakeholder groups and key informants (senior program leadership, students, high school and college personnel, and community members).

Key evaluation questions include the following:

- What is the impact of the Power of YOU program on increasing the college enrollment of underrepresented Minneapolis and Saint Paul high school students?
- How did Power of YOU students perform academically in their first year of college?
- What factors, including Power of YOU services, are related to students' academic progress and performance?
- What are the perspectives of key stakeholders (students, high school and college personnel) on the program?
- How might the Power of YOU program be strengthened or improved?

This interim report summarizes preliminary results from the first year of the evaluation. It focuses on the impact of the Power of YOU program on enrollment, how Power of YOU students did during their first year of college, what difference program services may have made during the first year, and how key stakeholder groups (students, high school personnel, and college personnel) view the program. To better gauge the effects and implications of the Power of YOU program, we compare the fall 2006 cohort at the two colleges (which includes the Power of YOU students) with the previous two cohorts who entered the colleges in 2004 and 2005. Each cohort includes only Minneapolis and Saint

Paul public high school graduates who enrolled in college the fall immediately following their graduation. We also compare Power of YOU students with their non-Power of YOU classmates in the 2006 cohort.

A final report will follow at the end of the two-year evaluation period.

## ***Results***

### **Enrollment**

#### **Overall impact**

- A total of 357 students enrolled in the Power of YOU program at MCTC and Saint Paul College in the fall of 2006. This number represents nearly 60 percent of 2006 Minneapolis and Saint Paul public high school graduates who enrolled at the two colleges in the fall.
- Enrollment of Minneapolis and Saint Paul public high school graduates at the two colleges doubled in the fall of 2006 compared to the previous fall (from about 300 to 600). This result suggests a strong impact of the Power of YOU program on enrollment.
- The Power of YOU program did not appear to simply draw students to MCTC and Saint Paul College who would have attended college anyway. The number of Minneapolis and Saint Paul public high school graduates enrolling in the MnSCU system increased by almost 200 over the previous year.

#### **Changes in student characteristics related to enrollment increase**

- In the 2006 cohort compared to the previous two years' cohorts, both colleges had large increases in Black students, low-income students, ESL students, and students taking developmental courses. These increases were due either to the sharp increase in general enrollment related to the Power of YOU program, a proportionate increase of students in these categories, or a combination of these two factors.
- A higher proportion of Power of YOU students took developmental courses during their first year (75-81% across the two colleges) than their classmates.
- Overall, the comparisons carried out revealed remarkably few differences in demographic or academic preparation profiles between Power of YOU students and their classmates or previous cohorts.

### **Student perspectives on recruitment (from surveys)**

- Almost one-third of Power of YOU students made the decision to enroll in college during their senior year in high school, leaving little time to prepare for college.
- 4 in 5 Power of YOU students reported that the program influenced their decision to enroll in college, with the offer of financial assistance being the major influence.
- 30 percent of the students indicated that Power of YOU made it possible for them to attend college, and 51 percent indicated that it made it easier.

### **High school and college personnel perspectives on recruitment (from interviews)**

- Both high school and college personnel felt that most eligible youth knew about the Power of YOU program. High school personnel said that some youth that they thought should apply did not.
- About half of the high school personnel said the relationship between Power of YOU and their high school was strong or very strong.
- Both high school and college personnel suggested that a greater presence of Power of YOU in high schools could strengthen recruitment efforts.
- College personnel suggested that the Power of YOU program could better help students overcome obstacles to college enrollment through earlier outreach to prospective students.

### **Level of preparation for college**

- Only 35 percent of the students felt that high school prepared them very well for college.
- 41 percent of high school personnel felt Power of YOU students were adequately prepared for college compared to only 8 percent of college personnel.

### **First-year academic progress and performance**

#### **Retention**

- Power of YOU students had an overall retention rate of 85 percent during the first year, higher than their classmates and prior cohorts.

#### **Grade point average**

- Power of YOU students' GPA tended to decrease from fall semester to spring semester.

- Average cumulative GPA at the end of first year was the 2.3 for Power of YOU students, the same as their classmates, but lower than the previous two years' cohorts.

### **Credits earned**

- The percentage of credits earned out of credits attempted declined for Power of YOU students in the spring semester compared to the fall semester.
- Percentage of credits earned out of credits attempted at the end of first year was about the same for Power of YOU students and their classmates (71%). Overall, the first-year credits earned/credits attempted percentage was somewhat lower in 2006-07 than in the previous two years' cohorts.
- Power of YOU students earned an average of 19.6 credits in their first year.

### **Academic standing**

- At the end of the spring semester, 62 percent of Power of YOU students were in good academic standing, a somewhat lower percentage than in the cohorts of the two previous years.

### **Factors associated with student progress and performance**

- On average, low-income students performed better than their peers who were not low-income on many of the progress and performance indicators.
- On average, ESL students performed better than their non-ESL peers on almost all of the progress and performance indicators.
- Higher high school GPA and educational aspirations were positively associated with college progress and performance.
- Participation in community service learning was positively associated with progress and performance in college.

### **Perspectives on academic progress and program services**

#### **Students (from survey)**

- Students reported that the two most common obstacles to doing well in their classes were personal issues and difficulties with coursework.
- While two-thirds of the students reporting difficulty with coursework got help, only slightly more than one-third of those with personal issues got help.

- Most students found the college orientation class useful, although some said they did not learn anything new.
- Although it is a program expectation, only about half of Power of YOU students reported that they participated in community service learning.
- Most students reported receiving support services and found them helpful. The majority of students received course selection help, career planning assistance, extra help from teachers, and financial guidance.

### **College personnel (from interviews)**

- As with students, college personnel identified personal issues and difficulties with coursework as the two most common obstacles students faced once enrolled.
- Almost all of the college personnel felt that the college orientation class was very important, yet only 38 percent felt it prepared students “very well” for college coursework and expectations.
- College personnel suggested that the community service component of the program could be improved by incorporating it more into the college curriculum.
- Only 38 percent of college personnel rated community involvement in the Power of YOU program as “very good.”

## ***Implications***

### **Successes**

- *Increased enrollment of underrepresented groups.* The Power of You program succeeded in greatly increasing the enrollment of Minneapolis and Saint Paul public high school graduates at the two colleges in its first year, and thereby expanding the total number of such graduates attending college. This resulted in increasing the college enrollment of underrepresented groups, especially Black and low-income students.
- *High first year retention rate.* The Power of YOU program was successful in retaining students at an exceptionally high rate through its first year. This occurred despite the apparent academic struggles of many students in the program.

### **Challenges**

- *Inadequate preparation for college.* Clearly, most Power of YOU students are not well prepared for college. Nearly 4 out of 5 of them needed to take developmental

courses during their first year. These results raise the question of what more can be done to better prepare Minneapolis and Saint Paul public school students for college. How could the colleges work with the school districts to improve students' college preparation?

- *Decline in academic performance after the first term.* Generally, the academic performance of Power of YOU students was not strong, and declined somewhat during the first year. By the end of the year, 18 percent of program students were on academic probation and 20 percent were suspended. At Saint Paul College there was a striking decrease in academic performance in the 2006 cohort compared to the previous two years' cohorts. These results suggest a high need for additional academic and other supports for Power of YOU students.

### **Program recommendations**

- *Strengthen relationship with high schools.* The Power of YOU program could benefit from an even larger presence and stronger relationship with the high schools in its target area. This enhanced presence and relationship could potentially be used to inform students about the Power of YOU program sooner and get students thinking about college earlier in their high school careers, and to work with high school staff to improve underrepresented students' preparation for college.
- *Balance pre-enrollment and post-enrollment services.* Students were more likely to report receiving help in overcoming pre-enrollment obstacles (73% of the time) than in overcoming the obstacles they faced once enrolled (43% of the time). Likewise, college personnel were more likely to report that students received a lot of help with the pre-enrollment obstacles than with the obstacles they faced once enrolled. These results suggest that the program helps students a lot to enroll in college but does not provide as much help to students once they are enrolled. Power of YOU staff may want to consider increasing the amount of help they provide to students in overcoming the obstacles they face once enrolled to help foster students' success in college.
- *Provide more help to students with personal issues.* Both students and college personnel cited students' personal issues as a frequent obstacle to college success, yet most students with such issues reported not receiving help with them. Power of YOU staff might consider what more could be done to reach and help students who have personal problems that interfere with their academic success.
- *Consider assisting students with finding ways to cover their living expenses while in college.* Figuring out how to cover living expenses while in college was one of the most common barriers students reported facing prior to enrollment, yet only about half of the students who had this difficulty reported receiving help from program staff

to overcome it. Likewise, results from the interviews with college personnel suggest that there could be a substantial unmet need for students in meeting living expenses. Students and college personnel alike recommended that Power of YOU provide assistance to students in covering other expenses, for example, by providing child care grants, financial assistance for purchasing textbooks, transportation discounts or vouchers, and assistance in finding employment and affordable housing. Program staff may want to consider whether it is feasible and worthwhile to focus additional efforts in these areas.

- *Improve the service learning program component.* This component of Power of YOU might benefit from a review and consideration of its future direction. During the first program year, only about half of the Power of YOU students reported participating in service learning. College personnel that were interviewed felt this component could be improved by increasing the linkage between community service learning and students' coursework.
- *Further develop the community partnerships supporting the program.* While community organizations may be contributing importantly to the recruitment and service learning aspects of Power of YOU, it appears that the program could benefit from clearer definitions and expectations for the roles of community partners. In addition, there will be a need to continue to nurture and perhaps expand the number of these relationships in the future.
- *Enhance the collaboration between MCTC and Saint Paul College.* The Power of YOU program (and the evaluation of it as well) is likely to benefit from increased communication and collaboration between the two colleges. Only about one-quarter of the college personnel interviewed felt that the communication and collaboration between the colleges were currently sufficient.

# Introduction

## *Program description*

The Power of YOU Program is a pilot initiative being implemented initially at Minneapolis Community and Technical College (MCTC) and Saint Paul College. This program provides free tuition to the colleges, as well as specialized curriculum and student support services, for graduates of Minneapolis and Saint Paul public schools (including charter and alternative high schools). The goal of the program is to increase the college enrollment and success of underrepresented high school students (i.e., low-income, students of color). The first group of students accepted into the Power of YOU program graduated from high school last school year (2005-06) and enrolled at the colleges in the fall semester, 2006. Power of YOU enrollment for fall 2006 was 357 students – 234 at MCTC and 123 at Saint Paul College.

### **Long-term goals**

- Positive changes in high school student behaviors and academic performance
- Increased numbers of students enrolling in college immediately after high school
- Students who are better prepared for college-level coursework
- Students successfully complete a college program

### **Program components**

- Recruitment materials and activities
- Enrollment services – application assistance, financial aid guidance, new student orientation
- Free tuition
- Specialized curriculum – orientation courses
- Community service learning
- Retention services
- Intrusive advising – course planning guidance, personal counseling, career exploration assistance

- Social events, field trips, and workshops
- Mentoring

### **Program requirements**

- Graduate of a Minneapolis or Saint Paul public high school
- Resident of the city of Minneapolis or the city of Saint Paul
- Must submit the Free Application for Federal Student Aid (FAFSA) and successfully complete the financial aid process
- Must complete the college placement test(s)
- Must complete the college admission process
- Must remain enrolled in at least 12 credits per term toward a degree, diploma, or certificate
- Must participate in 10 hours of community service learning per semester

The program planned to support “as many students as possible based on student need and funds available for the program” (program application). The program was able to support all of the students who met the eligibility criteria and successfully completed the application in 2006.

### ***Key evaluation questions addressed in interim report***

- What is the impact of the Power of YOU program on increasing the college enrollment of underrepresented Minneapolis and Saint Paul high school students?
- How did Power of YOU students perform academically in their first year of college?
- What factors, including Power of YOU services, are related to students’ academic progress and performance?
- What are the perspectives of key stakeholders (students, high school and college personnel) on the program?
- How might the Power of YOU program be strengthened or improved?

## *Evaluation methods*

### **Impact on enrollment**

In order to examine the impact of Power of YOU on increasing enrollment, an analysis was conducted comparing Minneapolis and Saint Paul public high school graduates who enrolled in the two colleges in fall 2006 with enrollees from Minneapolis and Saint Paul prior to the start of the program (fall 2004 and fall 2005), taking into account the number and characteristics of graduates from Minneapolis and Saint Paul public high schools during each of these years.

We also examine the broader picture of enrollment of Minneapolis and Saint Paul public high school graduates in the MnSCU system over the same years. The purpose of this analysis is to determine whether the Power of YOU program simply diverted students from attending other colleges or actually increased the total numbers of such students attending college.

Additional insights regarding the program's impact on enrollment are presented using information collected from surveys and interviews with Power of YOU students, high school personnel, and college personnel.

### **Impact on student progress and performance**

Several measures were used to examine students' progress and performance: retention, grade point average (GPA), percentage of credits earned of those attempted, credits earned, and academic standing. We examined trends in these indicators over a three-year period. In addition, we compared Power of YOU students to previous cohorts and to non-Power of YOU students in the same cohort.

We also examine the program's impact on student progress and performance using information gathered in surveys and interviews with students and college personnel. We summarize their perceptions of the value of Power of YOU services and test whether various factors – demographics, aspirations, preparation, family support, service usage, and employment – contributed to student progress and performance.

### **Data sources**

The evaluation uses several different sources of data.

### **Power of YOU student survey conducted by Saint Paul College in fall 2006**

Power of YOU staff administered a paper survey to Power of YOU students in fall 2006. The survey asked questions about recruitment, the application process, orientation and

registration, financial aid, and student background. Results were available for a small sample of the Power of YOU students who were enrolled at Saint Paul College (N=39).

### **Web-based survey of Power of YOU students, spring 2007**

Wilder Research designed a web-based survey for Power of YOU students to complete in spring 2007. The survey covered a variety of topics: the influence of Power of YOU on students' decision to enroll in college; difficulties experienced and whether students received help to overcome them; types of assistance or services received and helpfulness of services; services needed and barriers to accessing services; feedback on the college orientation course, placement testing, and community service learning; students' living situations and family support; educational aspirations and expectations of students and their families; academic preparation; and employment.

Power of YOU staff at both colleges were responsible for administering the survey and used several strategies to encourage students to complete it. An internet link was sent to students via email, and students were sent periodic reminder emails. Staff at MCTC also sent out a letter to students, while staff at Saint Paul College attempted to reach some students by phone. Staff at both colleges asked students to complete the survey when they saw students in the hallways or at advising appointments. Computers with internet access were made available for students to take the survey. Wilder Research provided Power of YOU staff with weekly lists indicating which students had and had not completed the survey so that Power of YOU staff could follow up with students who had not yet completed it.

Students had the opportunity to take the survey over a period of about two months (April and May). Despite the many efforts made to encourage students to complete the survey, the response rate remained low at both colleges (34% at MCTC and 40% at Saint Paul College). In total, 128 of the 357 Power of YOU students completed the survey, for an overall response rate of 36 percent.

Low response rates can result in biased results if students who took the survey systematically differed from students who did not take the survey. The two groups did not significantly differ with regard to demographics such as gender, income, and race/ethnicity. On the other hand, students who took the survey were significantly more likely to have English as a second language and more likely to take developmental classes during their first year. Students who took the survey were less likely to have a parent who attended college compared to students who did not take the survey. Although survey takers were more likely to be on academic probation at the end of fall semester, they were more likely to be in good standing by the end of the school year than those who did not take the survey. Students' high school GPAs suggest that those who took the

survey were more prepared academically than those who did not, and students who took the survey also earned significantly higher GPAs during their first year of college. See Figure A1 in the Appendix for detailed information on the characteristics of students who did and did not take the survey.

It is helpful to keep these differences in mind when interpreting the survey results. In other words, the survey results do not represent all Power of YOU students as a whole; some groups (e.g., students with poor academic performance) are underrepresented. In the final report, we will statistically adjust for significant differences, as warranted. However, students also likely differ on characteristics which cannot be measured, such as motivation.

### **Telephone interviews with high school personnel**

Wilder Research staff conducted telephone interviews with high school personnel in spring 2007. Several topics were covered in the interviews: recruitment, barriers to applying for Power of YOU, academic preparation, the relationship between the two colleges and the high schools, the perceived impact of Power of YOU, and concerns about Power of YOU.

Power of YOU staff from both colleges were asked to provide a list of names and contact information for high school personnel to interview. Wilder Research requested that at least one staff member from each of the main public high schools be included even if Power of YOU did not have a very strong partnership with that school. Power of YOU staff recommended a total of 31 high school personnel to be interviewed, and interviews were completed with 27 of them, for a response rate of 87 percent.

Both school districts were well-represented in the interviews; 56 percent of the high school personnel represented Minneapolis Public Schools, and 44 percent represented Saint Paul Public Schools. The personnel interviewed included counselors and advisors (56%); career and college coordinators, including staff from ACHIEVE! (30%); and program directors (15%).

### **Telephone interviews with college personnel**

In spring 2007, Wilder Research conducted in-depth telephone interviews with college personnel on a variety of topics: difficulties students experienced and whether they received help to overcome them; services that are underused or needed; barriers to accessing services; feedback on the college orientation course, community service learning, and recruitment; academic preparation; the roles of college personnel in Power of YOU; collaboration between the two colleges; perceived impact of the program on Power of YOU students and the college as a whole; and concerns about Power of YOU.

Power of YOU staff recommended 25 college personnel to interview, and Wilder Research staff completed interviews with all but one of these individuals, for a response rate of 96 percent. Both colleges were well-represented, with 54 percent of the interviewed representing MCTC and 46 percent representing Saint Paul College. The personnel interviewed had a variety of roles in Power of YOU: recruitment, pre-enrollment services, and admissions (42%); college faculty (33%); counselor, advisor, or retention specialist (21%); college leadership (17%); Power of YOU program leadership (8%); service learning (8%); and student mentor (4%). In addition, the college personnel had varying levels of contact with Power of YOU students, ranging from almost no contact (8%) to contact once per week or more (58%).

### **College record data**

MCTC and Saint Paul College provided individual-level record data on Power of YOU students, their classmates, and students from two previous cohorts (see “Comparison groups” section for description of these groups). The record data included the following information: demographics, high school from which the student graduated, self-reported background measures (high school grades, employment, aspirations, parents’ education), placement test results, major, course load, enrollment in developmental courses, credits attempted and earned, academic standing, GPA, graduation date, and degree earned.

### **MnSCU system data**

MnSCU provided aggregate-level data on enrollment in MnSCU institutions in fall of 2004, 2005, and 2006. The data included the high school from which the student graduated, the college in which student enrolled, demographics, and course load.

### **Comparison groups**

To address the evaluation questions regarding the impact of the Power of YOU program on student enrollment and academic progress and outcomes, comparison groups were used. Like Power of YOU students, students in the comparison groups graduated from public high schools in Minneapolis and Saint Paul (including charter and alternative high schools) and enrolled in college in the fall immediately following their graduation.

The primary comparison groups are two cohorts of such students who entered MCTC and Saint Paul College in the fall of the two years prior to the start of the Power of YOU program – the fall of 2004 and the fall of 2005. By using these cohorts as comparison groups, we avoid any bias that might be introduced into the results through selection (i.e., deciding whether to participate in Power of YOU or not), since these students did not have the opportunity to select the program.

We also compare Power of YOU students to their classmates who are not a part of the Power of YOU program. These are classmates who are Minneapolis and Saint Paul high graduates that enrolled in the colleges the fall after graduating. They may not be a part of Power of YOU for a number of reasons – they applied to college late, are part-time students, did not complete the FAFSA form, or decided not to participate for other reasons.

We examine demographic and academic preparation differences between Power of YOU students and these comparison groups. In the final evaluation report, we will also statistically adjust for such differences, as warranted.

### ***Interim report contents***

This report is divided into three sections:

- **Enrollment of Minneapolis and Saint Paul public high school graduates.** This section includes an assessment of the impact of the program on enrollment at the two colleges based on records data over the past three school years, as well as an examination of the enrollment trends within the MnSCU system over the same period. This section also includes a discussion of the pre-enrollment services and perceptions of the program's impact on enrollment gathered from surveys and interviews with students, high school personnel, and college personnel.
- **Student progress and performance.** This section examines trends in the progress and performance of students attending the two colleges over the past three school years, as well as analyses comparing the progress of Power of YOU students with that of their non-Power of YOU classmates. This section also includes survey and interview data from Power of YOU students and college personnel regarding their perceptions of the program's impact on helping students to overcome barriers and succeed in college. Reports of the value of Power of YOU program components and services are included, as well as analyses identifying factors which appear to be associated with progress and performance
- **General feedback from college personnel and students.** This section summarizes general feedback from college personnel about the implementation of Power of YOU and their satisfaction with the program so far. General feedback provided by students is also highlighted in this section.

# Enrollment of Minneapolis and Saint Paul public high school graduates

## *Description of Power of YOU program activities related to enrollment*

This description is based on information provided by Saint Paul College. The components may have been implemented differently at MCTC, but information was not available at the time of this report.

Power of YOU works in partnership with the Minneapolis Public School and Saint Paul Public School systems to recruit students. Power of YOU program staff make visits to the high schools to talk to students about the program. They also educate the high school guidance counselors about the program so that they will inform eligible students and encourage them to apply.

Interested students are directed to contact the Power of YOU director at either college if they have any questions. Power of YOU staff members assist students in completing the application and encourage them to come in to take the placement test and to complete the federal Free Application For Student Aid (FAFSA) application. A financial aid specialist works exclusively with Power of YOU applicants to help them with completing the FAFSA application. Assistance is provided over the phone, via e-mail, and on a walk-in basis when needed.

Students who are admitted into Power of YOU attend an orientation over the summer that is exclusively for Power of YOU students. The orientation is a day long event which includes a welcome, orientation, career inventory and review, lunch, a “Freshmen Experience” class, registration, school e-mail set-up, and student ID processing.

## *Assessment of enrollment impact based on records data*

### **Enrollment of Power of YOU students**

*Finding. A total of 357 students enrolled in the Power of YOU program at MCTC and Saint Paul College in the fall of 2006. This number represents nearly 60 percent of 2006 Minneapolis and Saint Paul public high school graduates who enrolled at the two colleges in the fall.*

Figure 1 indicates enrollment numbers for the fall of 2006 at MCTC and Saint Paul College for the following cohort of students:

Minneapolis and Saint Paul 2006 public high school graduates who entered college the fall immediately following their graduation.

The enrollment numbers are divided into Power of YOU and non-Power of YOU students within this cohort. Note that Power of YOU students account for nearly 60 percent of this cohort at both MCTC and Saint Paul College. Across the two colleges, there were 357 Power of YOU students

---

#### **1. 2006 enrollment**

<b>Institution</b>	<b>Total</b>	<b>Power of YOU</b>		<b>Non-Power of YOU</b>	
	<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
MCTC	394	234	59%	160	41%
Saint Paul College	211	123	58%	88	42%
Total	605	357	59%	248	41%

### **Changes in enrollment**

*Finding. Enrollment of Minneapolis and Saint Paul public high school graduates at the two colleges doubled in the fall of 2006 compared to the previous fall (from about 300 to 600). This result suggests a strong impact of the Power of YOU program on enrollment.*

To examine the possible impact of the Power of YOU program on enrollment, we reviewed enrollment trends at the two colleges, and MnSCU system-wide, over a three-year period. That is, we examined cohorts of Minneapolis and Saint Paul public high school graduates in 2004, 2005, and 2006 that entered college the fall immediately following graduation. Figure 2 shows enrollment numbers for these three cohorts at

MCTC, Saint Paul College, and MnSCU system-wide. The change in the size of the cohort in 2006 compared to 2004 and 2005 can be considered an estimate of the impact of the Power of YOU program, assuming no other major factors are affecting enrollment.

Results indicate a large increase in enrollment at both MCTC and Saint Paul College in 2006 compared to 2004 and 2005. Compared to 2005, the number of enrollees increased by 184 students at MCTC (an 88% increase) and 122 students at Saint Paul College (a 137% increase). Combining the numbers across the two colleges, enrollment of Minneapolis and Saint Paul public high school graduates more than doubled from fall 2005 to fall 2006, increasing from 299 to 605 such students. These results suggest that the Power of YOU program had a substantial impact on enrollment at the two colleges.

***Finding. The Power of YOU program did not appear to simply draw students to MCTC and Saint Paul College who would have attended college anyway. The number of Minneapolis and Saint Paul public high school graduates enrolling in the MnSCU system increased by almost 200 over the previous year.***

It might be asked whether the Power of YOU program drew students to MCTC and Saint Paul College who would have attended another college. Results suggest that this may have occurred in some cases, but the overall outcome was a substantial increase in students enrolled in college. As indicated in Figure 2, the total number of Minneapolis and Saint Paul public high school graduates enrolling in the MnSCU system increased by 190 over the previous year (from 761 to 951, or a 25% increase).

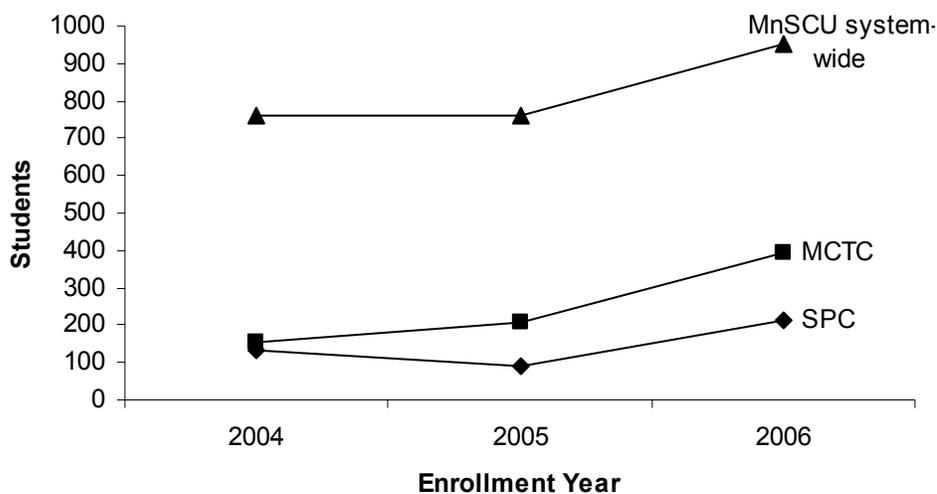
---

## 2. Enrollment trend

Institution	2004	2005	2006
MCTC	155	210	394 (357*)
Saint Paul College	131	89	211 (123*)
MnSCU system-wide	763	761	951

**Note:** MCTC and Saint Paul College reported having a higher number of students enrolled than the MnSCU data indicated for those colleges. The enrollment numbers are not exactly comparable.

\* Number of Power of YOU students included in the 2006 cohort.



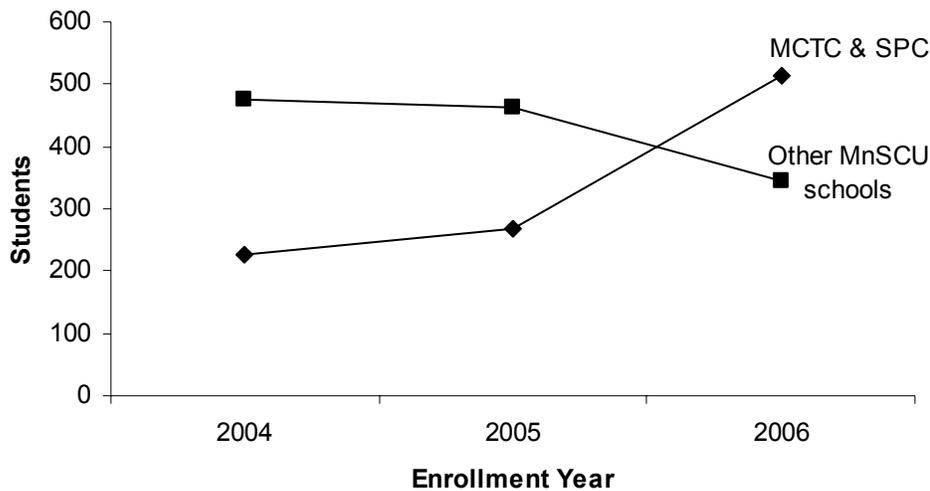
Nevertheless, when MCTC and Saint Paul College are excluded, the remaining MnSCU colleges did experience an overall decrease in the enrollment of Minneapolis and Saint Paul public high school graduates from fall 2005 to fall 2006. However, the increase experienced by the two Power of YOU colleges was much larger than this decrease, resulting in a substantial net gain in enrollment. The decrease at other MnSCU colleges was less than half of the increase at MCTC and Saint Paul College. These results are shown in Figure 3.

---

### 3. Enrollment trend

Institution	2004	2005	2006
MCTC & Saint Paul College*	226	268	514
Other MnSCU schools	477	462	346

\* The numbers for MCTC and Saint Paul College are based on MnSCU record data and are lower than the numbers in the previous figure, which are based on record data from MCTC and Saint Paul College. The reason for the discrepancy in numbers is unknown, but one explanation may be that the data reflect enrollment at different time points.



### Student characteristics

The characteristics of students included in the enrollment analysis were examined. First, the characteristics of students in the 2004, 2005 and 2006 cohorts were compared. Next, within the 2006 cohort, Power of YOU students were compared to their non-Power of YOU classmates. Again, these comparison were conducted only among Minneapolis and Saint Paul public high school graduates who enrolled in college the fall immediately following graduation. These comparisons were carried out separately for each of the two colleges. Students were compared on the following characteristics:

- Demographic characteristics (gender, income, race/ethnicity, English as a Second Language status, and parent college attendance)
- Self-reported high school academic performance (grades in last high school English and math class, high school GPA)
- Importance of college to self

- College placement test results (ESL reading, listening, and writing; standard math, reading, and writing)
- Developmental coursework
- Full- or part-time college enrollment

***Finding.*** *In the 2006 cohort compared to the previous two years' cohorts, both colleges had large increases in Black students, low-income students, ESL students, and students taking developmental courses. These increases were due either to the sharp increase in general enrollment related to the Power of YOU program, a proportionate increase of students in these categories, or a combination of these two factors.*

**Cohort comparisons.** The 2006 cohort at both colleges had a higher proportion of Black students and a lower proportion of White students than the previous two years' cohorts. Saint Paul College had a higher proportion of low-income students in the 2006 cohort compared to the 2004 and 2005 cohorts, while MCTC had a slightly lower proportion of low-income students in the 2006 cohort. Saint Paul College had a higher proportion of English Language Learner (ESL) students and students taking developmental coursework in the 2006 cohort compared to the 2004 and 2005 cohorts. At MCTC, placement test results indicated a decline in reading skills from 2004 to 2006 based on both the standard reading assessment and the ESL assessment. Finally, at both colleges, the proportion of full-time students increased in the 2006 cohort. This last result is likely due to the Power of YOU program requirement that students attend full-time. Detailed results of these comparisons are presented in the Appendix (Figures A2 and A3).

***Finding.*** *A higher proportion Power of YOU students took developmental courses during their first year (75-81% across the two colleges) than their classmates.*

**Comparisons of Power of YOU students with their classmates.** At MCTC, 81 percent of Power of YOU students took developmental coursework during their first year compared to 68 percent of their non-Power of YOU classmates. The comparable figures for Saint Paul College were 75 and 60 percent, respectively. Just over half of non-Power of YOU students were enrolled full-time at both colleges compared to almost all of the Power of YOU students. At Saint Paul College, a higher proportion of Power of YOU students were male and low-income than their non-Power of YOU classmates. At MCTC, a higher proportion of Power of YOU students were Black and a lower proportion were Hispanic than their non-Power of YOU classmates. This last result raises the question of whether the possible undocumented status of some Hispanic students is a barrier to their participation in Power of YOU, since the program requires completion of the FAFSA form. Detailed results of these comparisons are reported in Figures A4 and A5.

***Finding.*** Overall, the comparisons carried out revealed remarkably few differences in demographic characteristics or academic preparation profiles between Power of YOU students and their classmates or previous cohorts.

For most comparisons conducted, the 2006 cohort was very similar to the 2004 and 2005 cohorts. Within the 2006 cohort, Power of YOU students were similar to their non-Power of YOU classmates in most instances. Despite these similarities, there were some important differences as noted above. In addition, the sheer size of the increase in students in the 2006 cohort is likely to have major implications for programming at the two colleges (for example, the large increases in the numbers of ESL students and students taking developmental courses).

## ***Pre-enrollment services***

### **Recruitment**

#### **Student perspective**

Student feedback on recruitment was collected in a survey that was administered by the program to a small sample of Power of YOU students who enrolled at Saint Paul College in fall 2006. Results from the survey show that over half of the students surveyed heard about the program from their high school counselor. Just over one-quarter heard about the program from a teacher, and 21 percent heard about it from a career center. Other sources included relatives, other adults, friends, mailings, and newspapers (see Figure 4).

---

#### **4. How did you hear about the Power of YOU program?**

<b>Source</b>	<b>Total N=39</b>
Counselor	54%
Teacher	26%
Career Center	21%
Relative	13%
Other Adult	13%
Friend	10%
Mailing	10%
Newspaper	5%
Other	15%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

**Note.** Students could answer with more than one source.

Results also showed that most of the students surveyed received a copy of the Power of YOU brochure, and most received letters sent home reminding them to complete all three parts of the application. Most of the students found the reminder letters helpful. Only about half of the students visited the Power of YOU website (see Figure 5).

---

## 5. Power of YOU Recruitment Materials

Question	Total N=39	
	Yes	No
Did you receive a copy of the Power of You brochure?	92%	8%
Did you ever visit the Power of You website?	51%	49%
Did you receive letters at home reminding you to get all three parts of your application done?	92%	8%
Were they helpful?	97%	3%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

Students were asked to rate the usefulness of recruitment materials and activities (see Figure 6). The material/activity rated as *useful* or *very useful* by the largest percentage of students was “mailings to your home,” followed by “college events” and “postcard application reminders,” respectively.

---

## 6. Usefulness of Recruitment Materials & Activities

Material/activity	Total N=39					
	Very useful	Useful	Somewhat	Not useful	Not at all useful	Not used
Power of You brochure	21%	24%	26%	16%	7%	11%
Mailings to your home	41%	41%	18%	-	-	-
High school visits by a Power of You representative	39%	15%	13%	18%	-	15%
High school visits by a TRIO advisor	16%	30%	19%	3%	5%	27%
Postcard application reminders	31%	18%	15%	13%	-	23%
College events	18%	42%	13%	13%	3%	11%
College Website	26%	39%	10%	13%	3%	10%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

## High school personnel perspective

Results from telephone interviews conducted with high school personnel indicate that they were most commonly informed about the program by program or college representatives. Over one-quarter of the high school personnel indicated that they learned about the program in meetings, and several of these individuals were involved in the initial planning meetings. The media was also a common source of information. Other sources included colleagues or employers, word of mouth, and email (see Figure 7).

---

### 7. High school personnel report: How did you find out about the Power of YOU program?

Theme of response	Total N=27	
	N	%*
Contacted by program or college representative(s)	9	33%
Media (television, newspaper)	7	26%
Meetings	7	26%
Through colleagues or employer	6	22%
Word of mouth	3	11%
Email	2	7%
Other	2	7%

**Source:** Interviews with high school personnel, spring 2007. See supplemental document for open-ended responses.

\* The percentages total to over 100% because high school personnel could indicate more than one information source.

***Finding. While high school personnel report that almost all eligible youth learn about the program, their families may not.***

Although almost all of the high school personnel agreed or strongly agreed that eligible youth learned about the program while they were in high school, only about half of the high school personnel agreed or strongly agreed that the families of eligible youth learned about the program. Over three-quarters agreed or strongly agreed that students who applied to the program were those who were in most need (e.g., low-income and minorities underrepresented in colleges). Most of the high school personnel affirmed that the program has done a good job of informing them about the program (96%) and that they can easily find answers to their questions (93%). The majority (85%) indicated that collaboration between Power of YOU and their high school was sufficient. Seventy percent indicated that Power of YOU recruitment efforts were sufficient at the time of the interview (see Figure 8).

## 8. High school personnel's impressions of Power of YOU recruitment efforts

Statement	Total N=24-27				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Eligible youth learn about Power of YOU while they are in high school	-	-	4%	41%	56%
The families of eligible youth learn about Power of YOU while the youth are in high school	4%	21%	25%	38%	13%
Students who apply to the Power of YOU program are those who are in most need (e.g., low income and minorities underrepresented in colleges)	-	4%	19%	33%	44%
Power of YOU has done a good job of informing teachers, counselors, and other appropriate school staff about the program	-	-	4%	48%	48%
You can easily find answers to your questions regarding the Power of YOU program	4%	-	4%	52%	41%
Collaboration between Power of YOU and your high school is sufficient	-	-	15%	41%	44%
Power of YOU recruitment efforts are sufficient	-	15%	15%	44%	26%

**Source:** Interviews with high school personnel, spring 2007

**Finding.** *Two-thirds of the high school personnel indicated that they knew of students who did not apply for Power of YOU who they thought should have applied.*

The majority of high school personnel (67%) indicated that there were students who they thought should apply for Power of YOU who did not end up applying (see Figure 9).

## 9. High school personnel's impressions of whether Power of YOU is reaching the target population

Are there students who you thought should apply for Power of YOU who didn't?	Total N=24	
	N	%
Yes, a lot	3	13%
Yes, some	13	54%
No	8	33%

**Source:** Interviews with high school personnel, spring 2007

High school personnel were asked to provide reasons for why they think these students did not apply. The most commonly mentioned reasons include lack of motivation, inability to meet the deadline (sometimes due to procrastination), and the application process as a barrier. Some students (especially those who are the first in their family to enroll in college) lack direction and know-how for navigating the application process. Students may also struggle with following through on the necessary steps, and the process can be overwhelming for them. A couple of personnel indicated that some students were not well-informed about the program. Other barriers include lack of interest in college and lack of family support (see Figure 10).

---

**10. High school personnel's impressions of reasons why some student's did not apply for Power of YOU**

Theme of response	Total N=16	
	N	%
Lack of motivation	4	25%
Couldn't meet the deadline, procrastination	4	25%
Application process was a barrier	4	25%
Are not well-informed about the program	2	13%
Lack interest in college	2	13%
Lack family support	2	13%
Other	4	25%

**Source:** Interviews with high school personnel, spring 2007. See supplemental document for open-ended responses.

High school personnel were asked for ways in which Power of YOU could encourage the students who faced barriers to apply. High school personnel recommended increasing advertising, helping students with the process, proctoring the assessment test in the high schools, and extending the deadline (see Figure 11).

---

**11. What could the Power of YOU program do to encourage such students to apply?**

Theme of response	Total N=16	
	N	%
Increase advertising	3	19%
Help students with the process	3	19%
Proctor the assessment test in the high schools	2	13%
Extend the deadline	2	13%
Nothing	3	19%
Other	5	31%

**Source:** Interviews with high school personnel, spring 2007. See supplemental document for open-ended responses.

High school personnel were asked to provide suggestions for improving recruitment efforts. The most frequent suggestion was to have program representatives come into the schools more often to talk about the program and to help students directly with testing, completing the application, and understanding the requirements. Another common suggestion was to expand the reach of recruitment efforts by going into other outlets, including community-based organizations, churches, cultural organizations, and parks and recreation centers. Several high school personnel also recommended starting recruitment earlier. A couple of the personnel recommended reconsidering the target population to include part-time students and undocumented students and to consider academic performance and motivation in addition to need (see Figure 12).

---

## 12. High school personnel's suggestions for improving recruitment efforts

Theme of response	Total N=27	
	N	%*
Coming into the schools more, being more visible	8	30%
Expand reach, go into other outlets	5	19%
Start recruitment earlier	4	15%
Help students directly with testing, application, and requirements	2	7%
Reconsider the target population	2	7%
Other	6	22%
No suggestions	5	19%

**Source:** Interviews with high school personnel, spring 2007. See supplemental document for open-ended responses.

\* The percentages total to over 100% because high school personnel could provide more than one suggestion.

***Finding. Slightly over half of the high school personnel interviewed said the relationship between Power of YOU and their high school was strong.***

Twenty-six percent of the high school personnel rated the strength of the partnership between Power of YOU and their high school as very strong and 26 percent rated it as strong. The largest proportion indicated that the relationship was adequate (44%), and only one person indicated that the relationship was weak (see Figure 13).

---

### 13. Strength of partnership between Power of YOU and high schools

How would you rate the strength of the partnership between Power of YOU and your school?	Total N=27	
	N	%
Very weak	-	-
Weak	1	4%
Adequate	12	44%
Strong	7	26%
Very strong	7	26%

**Source:** Interviews with high school personnel, spring 2007

Most of the high school personnel had recommendations for how Power of YOU could improve its partnership with their school. The most frequent recommendations included more and better communication and coming into the high schools more often. Other suggestions including simplifying or facilitating the process, providing more information about the program, and giving students more time (e.g., by extending the deadline) (see Figure 14).

---

### 14. High school personnel's recommendations for improving Power of YOU's partnership with their school

Theme of response	Total N=27	
	N	%*
More and better communication	10	37%
Coming into the high schools more often	8	30%
Simplify or facilitate the process	4	15%
More information about the program	4	15%
Giving students more time, extend the deadline	2	7%
Other	6	22%
No suggestions	2	7%

**Source:** Interviews with high school personnel, spring 2007. See supplemental document for open-ended responses.

\* The percentages total to over 100% because high school personnel could provide more than one suggestion.

## College personnel perspective

***Finding. About 60 percent of the college personnel think that recruitment efforts are sufficient, and the results suggest that some feel Power of YOU could do more to inform teachers, counselors, and community leaders about the program.***

The majority of college personnel agreed or strongly agreed that eligible youth learn about Power of YOU while they are in high school (84%) and that students who apply to the program are those who are in most need (79%). Over three-quarters of the college personnel agreed or strongly agreed that families of eligible youth learn about Power of YOU while the youth are in high school (77%), whereas this percentage was much lower among the high school personnel (51%). Although almost all of the high school personnel indicated that the program has done a good job of informing them about the program, only 58 percent of the college personnel felt that teachers, counselors, and community leaders were well-informed. Less than two-thirds (61%) of the college personnel indicated that recruitment efforts are sufficient (see Figure 15).

---

### 15. College personnel's impressions of Power of YOU recruitment efforts

	Total N=22-24				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Eligible youth learn about Power of YOU while they are in high school	-	4%	13%	38%	46%
The families of eligible youth learn about Power of YOU while the youth are in high school	5%	5%	14%	50%	27%
Students who apply to the Power of YOU program are those who are in most need (e.g., low income and minorities underrepresented in colleges)	-	8%	13%	46%	33%
Power of YOU has done a good job of informing teachers, counselors, and appropriate community leaders about the program	-	13%	29%	33%	25%
Power of YOU recruitment efforts are sufficient	4%	9%	26%	35%	26%

**Source:** Interviews with college personnel, spring 2007

College personnel were asked to provide suggestions for improving recruitment efforts. As with the high school personnel, the most common suggestion was to have more contact with students, particularly by going into the high schools more. Several also mentioned the need to enhance staff support. Other suggestions included informing and involving parents, beginning recruitment earlier, and expanding collaboration and coordination among institutions (see Figure 16).

---

**16. College personnel’s suggestions for improving recruitment efforts**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
More contact with students, go into the high schools	5	21%
Enhance staff support	4	17%
Inform and involve parents	2	8%
Begin recruitment earlier	2	8%
Expand collaboration and coordination among institutions	2	8%
Other	9	38%
No suggestion, don’t know	5	21%

**Application process**

**Student perspective**

***Finding. High school counselors were the most helpful resource to students in completing their application.***

Power of YOU students were asked to indicate the helpfulness of various resources in completing their application. Results from the survey, which are based on a small number of students at Saint Paul College, indicate that high school counselors were the most useful resource to students. The next most useful resource (based on the percentage of students who rated the resource as useful or very useful) was Power of YOU staff, followed by high school college and career centers. About half of the students indicated that their parents and guardians were useful or very useful in helping them complete the application process (see Figure 17).

---

## 17. Helpfulness of various people in the application process

Resource	Total N=39					
	Very useful	Useful	Somewhat	Not useful	Not at all useful	Not used
Calls to College staff	23%	15%	33%	13%	3%	13%
Power of YOU staff	32%	37%	26%	3%	-	3%
TRIO personnel*	25%	-	25%	-	-	50%
High school counselors	54%	26%	8%	5%	-	8%
High school college and career centers	37%	29%	16%	8%	-	11%
Parents and guardians	36%	13%	26%	13%	5%	8%
Other relatives	15%	13%	18%	15%	10%	28%
Other adults	23%	13%	8%	13%	15%	28%
Other	17%	4%	4%	13%	4%	57%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

\* "Trio personnel" was only printed on 4 of the surveys returned.

Over one-quarter of the students surveyed (28%) indicated that they do not have access to a computer at home (see Figure 18). This result is based on a small number of Power of YOU students and may not represent the group as a whole.

---

## 18. Do you have access to a computer at home?

	Total N=39
Yes	72%
No	28%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

Students were asked to indicate who helped them to complete the federal financial aid application, FAFSA. Students were most commonly assisted by their parent. The next most common source of assistance was their high school counselor (see Figure 19).

---

**19. Who helped you to complete the FAFSA?**

<b>Source of Assistance</b>	<b>Total N=39</b>
High School Counselor	36%
SPC Financial Aid Officer	3%
Power of You Advisor	-
TRIO Advisor	5%
Parent	46%
No one; I did it myself	10%
Other	13%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

**Note.** The percentages total to over 100% because students were allowed to select more than one source of assistance.

In general, almost all of the students surveyed found the application requirements and steps to be easy (see Figure 20). However, this result is based on a small number of Power of YOU students and may not represent the group as a whole.

---

**20. Were the requirements and steps to apply to the Power of You program easy or difficult to understand?**

	<b>Total N=39</b>
Easy	92%
Difficult	8%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

**Placement testing**

**Student perspective**

**Finding.** *Most students think their placement test results were accurate, yet one-third reported that they had classes that were too easy for them.*

Survey results based on a small group of Power of YOU students at Saint Paul College indicate that the majority think their placement test results were accurate. Nevertheless,

the percentage of students who did not think their results were accurate is notable, especially in reading (26%), writing (23%), and sentence skills (22%) (see Figure 21).

---

**21. Did you think that your placement test results were accurate for you in:**

Test	Total N=39		
	Yes	No	Not Applicable
Math	87%	13%	-
Writing	77%	23%	-
Reading	74%	26%	-
Sentence Skills	78%	22%	-
ESL Reading	31%	3%	67%
ESL Listening/Speaking	33%	-	67%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

Results from the spring 2007 survey of Power of YOU students at both colleges provide further evidence that students were satisfied with the accuracy of the placement test in measuring their readiness for college. In total, 89 percent of the students indicated that the test measured their readiness somewhat or very well (see Figure 22).

---

**22. Placement testing**

How well do you think the college placement test (Accuplacer) measured your readiness for college?	MCTC (N=76)		Saint Paul College (N=42)		Total (N=118)	
	N	%	N	%	N	%
Not at all well	10	13%	3	7%	13	11%
Somewhat well	43	57%	29	69%	72	61%
Very well	23	30%	10	24%	33	28%

**Source:** Web-based survey of Power of YOU students, spring 2007

Although students were generally satisfied with the accuracy of their placement test results, one-third indicated that they had classes that were too easy for them. This percentage was higher at MCTC (37%) than at Saint Paul College (27%). A smaller percentage of students indicated that they had classes that were too difficult for them (16%). Again, this percentage was higher at MCTC (18%) than at Saint Paul College (12%). Just over three-quarters of the students at both colleges indicated that they had classes that were just right, challenging but not too difficult (see Figure 23).

---

### 23. Level of difficulty of classes

	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
I had classes last semester that were too easy for me	29	37%	13	27%	42	33%
I had classes last semester that were too difficult for me	14	18%	6	12%	20	16%
I had classes last semester that were just right – they challenged me but were not too difficult	61	77%	37	76%	98	77%

**Source:** Web-based survey of Power of YOU students, spring 2007

**Note.** Students were allowed to check all that apply.

### Orientation and registration

#### Student perspective

Survey results based on a small number of Power of YOU students at Saint Paul College indicate that most students (84%) felt the orientation made the registration process clear. About three-quarters of the students were able to register for the courses they wanted, and about three-quarters had met with an advisor or Power of YOU representative at Saint Paul College by the time of the survey in fall 2006 (see Figure 24).

---

### 24. Orientation/Registration Questions

Question	Total N=39
Did the orientation make the registration process clear?	84%
Were you able to register for the courses you wanted?	74%
Have you met with an Advisor/Power of YOU representative at Saint Paul College?	74%

**Source:** Power of YOU student survey conducted by Saint Paul College in fall 2006.

## Perceptions of impact on enrollment

### Student perspective

**Finding.** *Almost one-third of Power of YOU students made the decision to enroll in college during their senior year of high school. By the time these students decided to enroll in college, it was likely too late for many of them to prepare adequately for college.*

Two-thirds of the Power of YOU students surveyed indicated that they were in high school when they made the decision to enroll in college directly after graduating from high school. Almost one-third were seniors when they made the decision (see Figure 25). Students were informed about the Power of YOU program during their senior year, so it seems likely that the opportunity provided by Power of YOU may have influenced some seniors to decide to apply who had previously not considered college as an option. Given that these students were not planning to enroll in college until their senior year, many of them may not have taken the steps necessary to prepare academically.

---

#### 25. When student decided to enroll in college

What grade level were you in when you decided that you wanted to enroll in college right after high school?	MCTC (N=80)		Saint Paul College (N=49)		Total (N=129)	
	N	%	N	%	N	%
Elementary school (k-5)	13	16%	5	10%	18	14%
Middle school (6-8)	17	21%	9	18%	26	20%
9 <sup>th</sup> grade	10	13%	6	12%	16	12%
10 <sup>th</sup> grade	6	8%	3	6%	9	7%
11 <sup>th</sup> grade	9	11%	11	22%	20	16%
12 <sup>th</sup> grade	25	31%	15	31%	40	31%

**Source:** Web-based survey of Power of YOU students, spring 2007

**Finding.** *Eighty percent of the Power of YOU students reported that the program influenced their decision to attend college. The aspect of the program which influenced the most students was the offer of financial assistance.*

Additional survey results provide further indication that Power of YOU influenced students to enroll in college. Most of the Power of YOU students surveyed (80%) responded affirmatively when asked if the program influenced their decision to attend college (see Figure 26).

## 26. Power of YOU's influence on students' decision to attend college

Did Power of YOU influence your decision to attend college?	MCTC (N=80)		Saint Paul College (N=49)		Total (N=129)	
	N	%	N	%	N	%
Yes	63	79%	40	82%	103	80%
No	17	21%	9	18%	26	20%

**Source:** Web-based survey of Power of YOU students, spring 2007

When asked how the Power of YOU influenced their decision to attend college, students most commonly mentioned the offer of financial assistance. The students also mentioned a variety of other ways in which the program influenced them, but these responses appeared to be more unique, as each one was mentioned by only a few students (see Figure 27).

## 27. How did Power of YOU influence your decision to attend college?

Theme of response	MCTC (N=63)		Saint Paul College (N=40)		Total (N=103)	
	N	%	N	%	N	%
Financial aid	42	67%	29	73%	71	69%
Guidance, direction, help	3	5%	3	8%	6	6%
Served as a stepping stone	2	3%	2	5%	4	4%
Opportunity, opened doors	3	5%	-	-	3	3%
Encouragement	2	3%	1	3%	3	3%
Continuing studies, desire to learn	2	3%	1	3%	3	3%
Application and enrollment support	1	2%	2	5%	3	3%
Information, explanation, awareness	2	3%	1	3%	3	3%
Dispelled worries, eased concerns	3	5%	-	-	3	3%
Influence from school counselors and program staff	2	3%	1	3%	3	3%
Belonging	2	3%	1	3%	3	3%
Hope	-	-	3	8%	3	3%
Other	4	6%	2	5%	6	6%
Don't know	3	5%	2	5%	5	5%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' comments about the influence of Power of YOU include the following:

I always wondered how I was going to pay for college because I could not afford it, but I heard about the Power of YOU and how it can help me pay for my college for two years. I told myself that if I got accepted in the Power of YOU, I'm going to college 100 percent. If it wasn't for the Power of YOU, I probably would not be in college right now.

My parents did not have any sort of money to pay for college, so I was going to take some years off to earn some. But with the Power of YOU I was able to enroll right away like I wanted to.

It helps make sure that if financial aid doesn't cover tuition then they pay for it. It is a guarantee, and that is probably saving me money, and if I was to have debts, I don't think I could pay them. If that was the deal, then I would have to work a lot, and that would give me less concentration on school, so I wouldn't do well, then I might not attend college. That's how the Power of YOU influenced my decision on attending college.

***Finding. Thirty percent of the students indicated that Power of YOU made it possible for them to enroll in college, and an additional 51 percent indicated that the program made it easier for them to enroll.***

Not only did Power of YOU influence students to decide to enroll in college; it also made college possible for some students who would not have been able to enroll. Close to one-third of the Power of YOU students surveyed indicated that they would definitely not be enrolled in college now without Power of YOU. This percentage was somewhat higher at MCTC (34%) than at Saint Paul College (25%). An even larger proportion of students (51%) indicated that, while they would probably still be enrolled in college even without Power of YOU, the program had made it easier for them to enroll. At the same time, the program did serve a small percentage of students (19%) who indicated that they would definitely be enrolled in college now even if they were not enrolled in Power of YOU. This percentage was higher at Saint Paul College (27%) than at MCTC (14%) (see Figure 28).

---

**28. Power of YOU's influence on students' ability to attend college**

Which of the following statements is MOST TRUE for you?	MCTC (N=80)		Saint Paul College (N=49)		Total (N=129)	
	N	%	N	%	N	%
I would definitely not be enrolled in college now without Power of YOU.	27	34%	12	25%	39	30%
Power of YOU made it easier to enroll, but I would probably still be enrolled in college now even without it.	42	53%	24	49%	66	51%
I would definitely be enrolled in college now even if I were not enrolled in Power of YOU.	11	14%	13	27%	24	19%

**Source:** Web-based survey of Power of YOU students, spring 2007

***Finding.*** *The most common difficulties students faced prior to joining Power of YOU were financial barriers, including how to cover college expenses and how to cover living expenses while in college.*

Power of YOU students were asked to identify the difficulties they had prior to joining the program. The most commonly experienced difficulty was figuring out how to cover college expenses (difficult for 79%), followed by figuring out how to cover living expenses while in college (difficult for 57%). Forty-one percent had difficulty with the financial aid application. About one-third had difficulty deciding if college was for them, and one-third had difficulty applying for college enrollment. A higher percentage of students at MCTC indicated having each of the difficulties than did students at Saint Paul College, except with regard to deciding if college was for them (see Figure 29).

## 29. Difficulties prior to joining Power of YOU

Before joining Power of YOU, did you have difficulty with...	MCTC (N=77-79)		Saint Paul College (N=47-49)		Total (N=124-128)	
	N	%	N	%	N	%
Applying for college enrollment	31	40%	10	21%	41	33%
Applying for financial aid (FAFSA)	35	44%	17	36%	52	41%
Deciding if college was for you	24	30%	19	39%	43	34%
Figuring out how to cover your living expenses while in college	48	62%	22	47%	70	57%
Figuring out how to cover college expenses (tuition, fees, books, etc.)	66	84%	35	71%	101	79%
Something else <sup>a</sup>	12	15%	3	6%	15	12%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

**Finding.** *Although covering living expense was a common difficulty for Power of YOU students, only about half of the students who had this difficulty reported receiving help from program staff to overcome it.*

Students who indicated having difficulties were asked whether they received help from Power of YOU staff to overcome them. Most of the students who indicated having difficulty applying for college enrollment and figuring out how to cover college expenses received help from program staff to overcome these issues (81-83% received help). The majority of students who had difficulty applying for financial aid ended up receiving help from program staff (71%). On the other hand, students were less likely to receive help in deciding if college was for them (67% received help) and in figuring out how to cover their living expenses while in college (54% received help). Overall, students reported receiving help in overcoming pre-enrollment barriers 73 percent of the time (see Figure 30).

The results differed somewhat by college (see Figures A6 and A7). In comparison to students at MCTC, a higher percentage of students at Saint Paul College received help applying for college enrollment (90% vs. 81%) and deciding if college was for them (74% vs. 63%). On the other hand, a higher percentage of MCTC students received help applying for financial aid compared to students at Saint Paul College (77% vs. 59%). Nevertheless, students at both colleges were least likely to receive help with figuring out how to cover their living expenses.

---

### 30. Total. Help overcoming barriers to college enrollment

Did the Power of YOU staff help you...	Had difficulty	Received help	
	N	N	%
Apply for college enrollment	41	34	83%
Apply for financial aid (FAFSA)	52	37	71%
Decide if college was for you	43	29	67%
Figure out how to cover your living expenses while in college	70	38	54%
Figure out how to cover college expenses (tuition, fees, books, etc.)	101	82	81%
Something else	13 <sup>a</sup>	12	92%
Total <sup>b</sup>	320	232	73%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> A total of 15 students had this difficulty, but 2 of the students did not indicate whether they received help.

<sup>a</sup> This represents the total number of difficulties reported by students. Students could report more than one difficulty.

### High school personnel perspective

Over three-quarters of the high school personnel responded affirmatively to a question asking whether they think college is now a more realistic goal for underrepresented students thanks to Power of YOU (see Figure 31). Those who did not think that college is a more realistic goal (22%) were asked to explain why not (see Supplemental Document for detailed responses). They mentioned that students who pursue Power of YOU are motivated students who already know that they want to attend college. They also mentioned that students who are prepared could go to college without the Power of YOU and that college would be free for most of these students anyway given their low-income status.

---

### 31. High school personnel's impressions of Power of YOU's impact on making college a more realistic goal for underrepresented students

Do you think that college is now a more realistic goal for underrepresented students thanks to Power of YOU?	Total N=27	
	N	%
Yes	21	78%
No	6	22%

**Source:** Interviews with high school personnel, spring 2007

## College personnel perspective

*Finding. Most college personnel believed the Power of YOU had a large influence on many students' decisions to enroll in college.*

Most of the college personnel interviewed (91%) believed that a lot or most of the students in Power of YOU were influenced by the program to enroll in college, and 78 percent believed that the level of influence the program had was large (see Figures 32 and 33).

---

### 32. College personnel's impressions of the number of students influenced by Power of YOU to enroll in college

How many of the Power of YOU students were influenced by the program to enroll in college?	Total N=23	
	N	%
None of the students	-	-
A few of the students	2	9%
A lot of the students	7	30%
Most of the students	14	61%

*Source: Interviews with college personnel, spring 2007*

---

### 33. College personnel's impressions of the size of the program's impact on helping students decide to enroll

On average, how large of an influence did Power of YOU have in helping those students decide to enroll?	Total N=23	
	N	%
Very little influence	2	9%
Some influence	3	13%
A large influence	18	78%

*Source: Interviews with college personnel, spring 2007*

*Finding. As with students, college personnel identified financial barriers as the most common obstacles students faced prior to joining Power of YOU, both paying for college and meeting other expenses while in college.*

College personnel were asked to estimate the prevalence of obstacles students may have faced prior to joining Power of YOU. College personnel reported financial barriers – being able to pay for college and being able to meet other expenses while in college – as the most common obstacles students faced prior to joining the program. The next most common obstacle was completing the application for financial aid, followed by deciding if college is for them, and completing the application for college enrollment, respectively

(see Figure 34). The same pattern was seen in the student survey results, indicating that college personnel's perceptions of prevalence are in line with the obstacles students self-reported experiencing.

### 34. Number of students who faced obstacles prior to joining Power of YOU

Prior to joining the program, how many Power of YOU students faced the obstacle of...	Total N=18-24							
	None		A few		A lot		Most	
	N	%	N	%	N	%	N	%
Completing the application for enrollment in college	1	6%	7	39%	7	39%	3	17%
Completing the application for financial aid (FAFSA)	-	-	2	11%	11	61%	5	28%
Deciding if college is for them	-	-	5	23%	13	59%	4	18%
Being able to pay for college	-	-	1	4%	6	25%	17	71%
Being able to meet other expenses while in college	-	-	1	5%	10	48%	10	48%

**Source:** Interviews with college personnel, spring 2007

In a follow-up question, college personnel were asked to indicate whether each of the obstacles was minor or major for the students who faced it. All of the college personnel believed that being able to pay for college was a major obstacle for students. Most also indicated that completing the application for financial aid (89%) and being able to meet other expenses while in college (85%) were major obstacles. College personnel were less likely to consider deciding if college is for them (68%) and completing the application for enrollment in college (41%) as major obstacles (see Figure 35).

### 35. Magnitude of obstacles faced by students prior to joining Power of YOU

For students who had this obstacle, on average, would you say it was a minor or major obstacle?	Total N=17-24			
	Minor obstacle		Major obstacle	
	N	%	N	%
Completing the application for enrollment in college	10	59%	7	41%
Completing the application for financial aid (FAFSA)	2	11%	16	89%
Deciding if college is for them	7	32%	15	68%
Being able to pay for college	-	-	24	100%
Being able to meet other expenses while in college	3	15%	17	85%

**Source:** Interviews with college personnel, spring 2007

College personnel were asked to indicate the degree to which Power of YOU helped students overcome the obstacles they faced (see Figure 35). Most of the college personnel (92%) responded that students received a lot of help in paying for college. This finding is sensible given that the program helps cover any unmet financial need students have after receiving federal aid. Two-thirds of the college personnel indicated that students received a lot of help with completing the application for enrollment in college, while about half indicated that students received a lot of help completing the application for financial aid. College personnel were less likely to indicate that students received a lot of help meeting other expenses while in college. In fact, more college personnel felt that students did not receive any help with this issue than any of the other obstacles. The prevalence and magnitude of this obstacle, along with the lack of help students receive in overcoming it, suggest that there could be a substantial unmet need in meeting living expenses.

---

### 35. Help overcoming pre-enrollment obstacles

For students who had this obstacle, on average, to what degree did Power of YOU help them overcome it?	Did not help at all		Total N=15-24			
			Helped a little		Helped a lot	
	N	%	N	%	N	%
Completing the application for enrollment in college	-	-	5	33%	10	67%
Completing the application for financial aid (FAFSA)	1	6%	7	41%	9	53%
Deciding if college is for them	-	-	8	38%	13	62%
Being able to pay for college	-	-	2	8%	22	92%
Being able to meet other expenses while in college	4	19%	9	43%	8	38%

**Source:** Interviews with college personnel, spring 2007

***Finding.*** College personnel suggested that the Power of YOU program could better help students overcome obstacles to college enrollment through earlier outreach to prospective students.

College personnel provided a variety of suggestions for what Power of YOU could do to better help students overcome the obstacles they face prior to enrollment (see Figure 36). The most common suggestion was to begin outreach efforts earlier in order to identify obstacles and give students more time to think about college and better prepare. Another common suggestion was to get more information out to the students, especially through workshops covering a variety of topics such as financial aid, preparation, application

requirements, and placement testing. Other suggestions included informing and involving parents; going into the high schools; addressing transportation needs; addressing academic preparation; enhancing staff support; and providing more counseling, advising, and mentoring (see Figure 36 for additional suggestions).

---

**36. What suggestions do you have for how Power of YOU could better help students overcome the obstacles they face prior to enrollment?**

Theme of response	Total N=24	
	N	%
Earlier outreach	7	29%
More information, workshops	4	17%
Inform and involve parents, provide resources to families	3	13%
Go into the high schools	3	13%
Address transportation needs	3	13%
Address academic preparation	3	13%
Enhance staff support	3	13%
More counseling, advising, mentoring	3	13%
More exposure to college	2	8%
Inform students of opportunities	2	8%
Help pay for books and supplies	2	8%
Address housing needs	2	8%
Other	5	21%
No suggestions, don't know	4	17%

**Source:** Interviews with college personnel, spring 2007. See supplemental document for open-ended responses.

College personnel were asked to comment on any changes or impacts they noticed in their job due to the enrollment of Power of YOU students. Several of the personnel noted working with a student population that is younger than it had been in previous years. Several also mentioned their involvement in program components and having an increased work load. Some of the college personnel expressed joy in seeing students develop and succeed who may not have been able to enroll in college without the Power of YOU. A couple of the personnel mentioned having more of a relationship with the public high schools (see Figure 37).

---

**37. What changes or impacts have you noticed in your job due to the enrollment of Power of YOU students?**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
Younger student population	4	17%
Involvement in program components	4	17%
Increased work load	4	17%
Seeing students develop and succeed, importance of opportunity	3	13%
Increased relationship with high schools	2	8%
Other	3	13%
None, no response	5	21%

**Source:** Interviews with college personnel, spring 2007. See supplemental document for open-ended responses.

In a similar question, college personnel were asked to comment on any changes or impacts they noticed in the college as a whole due to the enrollment of Power of YOU students. The most common impact that college personnel noticed was the younger student population. Some personnel mentioned the increase in enrollment overall, while others mentioned specifically the increase in enrollment of underrepresented students and increased diversity at the colleges. A couple of the personnel expressed feeling that the overall atmosphere of the college had improved due to the enrollment of Power of YOU students. On the other hand, a couple others noted an increase in immature behavior and felt that the enrollment of Power of YOU students had made the college atmosphere more like high school. A couple others mentioned adding new classes to accommodate Power of YOU students (see Figure 38).

---

**38. What changes or impacts have you noticed in the college as a whole due to the enrollment of Power of YOU students?**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
Younger student population	8	33%
Increased enrollment	3	13%
More underrepresented students, more diversity	3	13%
Improved atmosphere	2	8%
High school behavior	2	8%
New classes	2	8%
Other	6	25%
None, no response, don't know	5	21%

**Source:** Interviews with college personnel, spring 2007. See supplemental document for open-ended responses.

## Academic preparation and aspirations

### Student perspective

*Finding. Only 35 percent of the students felt that high school prepared them very well for college.*

About half of the students reported that their high school education helped prepare them somewhat well for college. Just over one-third (35%) reported that their high school education prepared them very well, and the remaining 14 percent felt that their high school education did not prepare them at all for college (see Figure 39).

#### 39. Student self-report of academic preparation for college

To what extent did your high school education help prepare you for college?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
Not at all	13	17%	5	10%	18	14%
Somewhat	39	49%	26	53%	65	51%
Very well	27	34%	18	37%	45	35%

**Source:** Web-based survey of Power of YOU students, spring 2007

Students were asked to indicate the highest level of education that they wished to complete. The most common aspiration (indicated by 43%) was to complete a bachelor's degree, while over one-third of the students (35%) indicated that they would like to complete an advanced degree. A smaller percentage aspired to complete a certificate or two-year degree (20%), and only 2 percent indicated that they wished to complete only some college (see Figure 40).

#### 40. Students' educational aspirations

What is the highest level of education you wish to complete?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
Some college	2	3%	1	2%	3	2%
Certificate or two-year degree	12	15%	13	27%	25	20%
Bachelor's (four-year) degree	35	44%	20	41%	55	43%
Advanced degree (master's, Ph.D., professional degree, Law degree, medical degree, etc.)	30	38%	15	31%	45	35%

**Source:** Web-based survey of Power of YOU students, spring 2007

## High school and college personnel perspective

**Finding.** *Forty-one percent of high school personnel felt Power of YOU students were adequately prepared for college compared to 8 percent of college personnel.*

While 41 percent of the high school personnel agreed or strongly agreed that Power of YOU youth are adequately prepared for post-secondary education, only 8 percent of the college personnel felt this was the case (see Figure 41).

---

### 41. High school and college personnel's impressions of students' academic preparation for college

Power of YOU youth are adequately prepared for post-secondary education	Total N=24-27				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
High school personnel	7%	19%	33%	30%	11%
College personnel	29%	46%	17%	8%	-

**Source:** *Interviews with high school and college personnel, spring 2007*

# Student progress and performance

## *Description of Power of YOU program activities related to student progress and performance*

This description is based on information provided by Saint Paul College. The components may have been implemented differently at MCTC, but information was not available at the time of this report.

**Orientation courses.** Power of YOU students who are not yet accepted into their programs (i.e., they are in College Readiness Programming) are required to enroll in orientation courses. If a student is accepted into a major/program or into ESL programming, they are welcome to take these courses, but are not required to do so. Orientation courses are designed to help students succeed in college by providing important information and teaching students skills to help them reach their goals. The courses cover a variety of topics: college requirements and expectations, student responsibilities, academic and career goal-setting, time management, stress management, communication skills, learning styles, study skills, college resources, college culture, college finances, learning strategies, and career planning. The courses are initially reserved for Power of YOU students, but are opened up for general enrollment if they are not full by August. Nevertheless, the majority of the students in orientation courses are Power of YOU students.

**Intrusive advising.** Power of YOU students receive intrusive advising in all aspects of their college experience. Advisors provide students with course planning guidance and career exploration assistance, as well as personal counseling when needed. Advisors also guide students toward positive time management and offer students study skills tips. Power of YOU students are required to attend advisor meetings to discuss the college process. An emphasis is placed on building the relationship between advisor and student so that each student has someone to contact in case he/she starts to falter in any way, and then the advisor can direct the student to helpful resources.

**Community service learning.** Power of YOU students are required to complete 10 hours of community service learning per semester. Service learning is addressed in the college orientation course. Community partners are invited into the classroom as a way of introducing students to organizations that need volunteers and to advise them about getting started. Students are also provided with lists of community partners that may need volunteers, and it is the student's responsibility to find an organization where they

can complete their service. Students log their hours and write reflection papers on how the community service experience impacted their life.

***Mentoring.*** At Saint Paul College, two to three faculty mentors are assigned for every 10 Power of YOU students. Students and mentors are expected to meet monthly, but are given flexibility to decide, depending on their schedules, if all three mentors and 10 students should meet together, or if they would like to divide the group up between one mentor for every three to four students. Many mentoring groups meet in the cafeteria for lunch and talk about how college is going for them.

***Other support services.*** Power of YOU students are connected to other support services through their advisor and the Power of YOU staff. Other support services include access to the academic support center for tutoring in any subject, college transfer information, career assessment inventories, and resume-building and interviewing skills workshops.

***Power of YOU events.*** Power of YOU events are held at least three times throughout the semester. Examples of past events include pizza parties, sit-down dinners, field trips, and group registration workshops.

***Retention.*** The Power of YOU program addresses retention through the intrusive advising component. In addition, Saint Paul College has implemented an Early Academic Referral System (EARS) for instructors to complete if a student is faltering, not attending, or not succeeding in class for any other reason. This is used as a proactive instrument to mobilize the student to seek assistance early enough to turn the situation around.

### ***Student progress and performance based on college record data***

Records data were analyzed from the two colleges to assess the potential impact of the Power of YOU program on student progress and performance. The following indicators of progress and performance were used:

- Retention (continuing to be enrolled through the fall and spring semesters of the first year)
- Grade point average (GPA) for the fall semester and spring semester separately
- Cumulative GPA at the end of the first school year
- Percentage of credits earned of those attempted for the fall semester and spring semester separately

- Cumulative percentage of credits earned of those attempted at the end of the first school year
- Cumulative credits earned at the end of the first year
- Academic standing at the end of the fall and spring semesters

As in the enrollment analysis reported earlier, we examined trends in these indicators over a three-year period. That is, we examined cohorts of Minneapolis and Saint Paul public high school graduates in 2004, 2005, and 2006 that entered the two colleges in the fall immediately following graduation. We also divided the 2006 cohort into the Power of YOU students and the non-Power of YOU students. Hence, it is possible to observe how the Power of YOU program may have affected overall trends in student progress and performance, as well as to compare Power of YOU students to previous cohorts and to non-Power of YOU students in the same cohort. Again, it is important to keep in mind that the results reported are for a sub-sample of first year college students – i.e., Minneapolis and Saint Paul public high school graduates who enrolled in college the fall immediately following graduation.

More detailed analyses, adjusting for demographic and pre-college academic differences among the cohorts, and between Power of YOU and non-Power of YOU classmates, will be included in the final evaluation report.

### **Fall to spring retention in the first year**

***Finding. Power of YOU students had an overall retention rate of 85 percent during the first year, higher than their classmates and prior cohorts.***

Combining across the two colleges, retention rates among Minneapolis and Saint Paul high school graduates decreased from 2004 to 2005 (from 75% to 69%), and then increased from 2005 to 2006 (from 69% to 77%), slightly surpassing the 2004 rate (see Figure 43). It appears that the Power of YOU program accounted for the increase in 2006. Power of YOU students tended to have higher retention rates than the students in the cohorts of the previous two years. They also had higher retention rates than their non-Power of YOU classmates (who were also Minneapolis and Saint Paul high school graduates). This pattern was found at both MCTC and Saint Paul College, although the relationship was more pronounced at MCTC.

## 42. Fall to spring retention

Cohort	MCTC			SPC			Total		
	Total N	N retained	%	Total N	N retained	%	Total N	N retained	%
a. 2004	154	114	74% <sup>d,e</sup>	131	101	77%	285	215	75% <sup>d,e</sup>
b. 2005	208	145	70% <sup>d</sup>	89	61	70% <sup>d</sup>	297	206	69% <sup>c,d</sup>
c. 2006	390	296	76%	210	163	78%	600	459	77% <sup>b</sup>
d. 2006 PoY	234	202	86% <sup>a,b,e</sup>	122	102	84% <sup>b,e</sup>	356	304	85% <sup>a,b,e</sup>
e. 2006 non-PoY	156	94	60% <sup>a,d</sup>	88	61	69% <sup>d</sup>	244	155	64% <sup>a,d</sup>

Note. Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

### Grade point average (GPA)

**Finding.** *On average, Power of YOU students had a higher GPA fall semester than their non-Power of YOU classmates. Trends in fall semester GPA over the three-year period differed by college.*

Overall, across the two colleges, the average fall semester GPA of the 2006 cohort (2.3) was the same as the 2005 cohort, but lower than the 2004 cohort (2.6) (see Figure 43). However, within the 2006 cohort, Power of YOU students had a higher average GPA than their non-Power of YOU counterparts (2.5 and 2.0, respectively). The pattern of results differed somewhat between the two colleges. At both colleges, Power of YOU students had a higher average GPA than their non-Power of YOU counterparts, although the difference was much larger at MCTC (2.5 vs. 1.7) than at Saint Paul College (2.5 vs. 2.3). Average fall semester GPA declined over the three-year period at Saint Paul College (from 2.8 in 2004 to 2.4 in 2006) while it decreased at MCTC from 2004 to 2005 (from 2.4 to 2.0) and then rose in 2006 (to 2.3).

---

#### 43. Fall semester GPA

Cohort	MCTC		SPC		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	94	2.4 <sup>e</sup>	121	2.8 <sup>c,e</sup>	215	2.6 <sup>b,c,e</sup>
b. 2005	138	2.0 <sup>d</sup>	86	2.7	224	2.3 <sup>a</sup>
c. 2006	299	2.3	206	2.4 <sup>a</sup>	505	2.3 <sup>a</sup>
d. 2006 Power of YOU	209	2.5 <sup>b,e</sup>	118	2.5	327	2.5 <sup>e</sup>
e. 2006 non-Power of YOU	90	1.7 <sup>a,d</sup>	88	2.3 <sup>a</sup>	178	2.0 <sup>a,d</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

**Finding.** Power of YOU students' GPA tended to decrease from fall semester to spring semester. Spring semester GPA was lower in the 2006 cohort compared to spring semester GPA in the two previous years' cohorts.

Across both colleges combined, average spring semester GPA declined from 2004 to 2006 (from 2.5 to 2.0). This pattern of decline occurred at both colleges (see Figure 44). The average GPA of Power of YOU students was half a point (0.5) lower in the spring semester compared to the fall semester (2.0 vs. 2.5). In contrast to fall semester, Power of YOU students did not have a higher spring semester GPA than their non-Power of YOU classmates. In fact, Power of YOU students' average spring semester GPA was somewhat lower than non-Power of YOU students at one of the colleges (MCTC).

---

#### 44. Spring semester GPA

Cohort	MCTC		SPC		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	76	2.3	100	2.7 <sup>c,d,e</sup>	176	2.5 <sup>c,d</sup>
b. 2005	107	2.2	59	2.4	166	2.3
c. 2006	237	2.0	154	2.1 <sup>a</sup>	391	2.0 <sup>a</sup>
d. 2006 Power of YOU	165	1.9	95	2.1 <sup>a</sup>	260	2.0 <sup>a</sup>
e. 2006 non-Power of YOU	72	2.2	59	2.1 <sup>a</sup>	131	2.2

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

***Finding. Average cumulative GPA at the end of first year was the same for Power of YOU students and their non-Power of YOU classmates (2.3). First-year cumulative GPA was somewhat lower in 2006-07 than in the previous two cohorts, although the pattern differed by college.***

Overall, first-year cumulative GPA declined in the 2004 to 2006 cohorts (from 2.6 to 2.3), but the pattern was somewhat different by college. At Saint Paul College it decreased each year (from 2.9 to 2.7 to 2.4), while at MCTC it decreased from 2004 to 2005 (from 2.4 to 2.2) and then leveled off. The comparatively low cumulative GPA in the 2006 cohort occurred among both Power of YOU and non-Power of YOU students. The average cumulative GPA of these two groups was the same (see Figure 45).

#### 45. Cumulative GPA at end of first year

Cohort	MCTC		SPC		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	90	2.4	101	2.9 <sup>c,d,e</sup>	191	2.6 <sup>c,d,e</sup>
b. 2005	119	2.2	61	2.7 <sup>c</sup>	180	2.4
c. 2006	276	2.2	163	2.4 <sup>a,b</sup>	439	2.3 <sup>a</sup>
d. 2006 Power of YOU	195	2.2	102	2.4 <sup>a</sup>	297	2.3 <sup>a</sup>
e. 2006 non-Power of YOU	81	2.2	61	2.4 <sup>a</sup>	142	2.3 <sup>a</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

#### Credits earned and credits attempted

***Finding. In the fall semester, Power of YOU students had a slightly higher percentage of credits earned out of credits attempted compared to their non-Power of YOU classmates. Overall, the credits earned/credits attempted percentage in the fall semester of 2006 was quite similar to the previous cohorts.***

Overall, for the two colleges combined, the percentage of credits earned out of credits attempted in the fall semester of 2006 was similar to the cohorts in the previous two years. The pattern was somewhat different for each college. The 2006 percentage was slightly higher than the previous two years at MCTC, while it was slightly lower at Saint Paul College (see Figure 46). Within the 2006 cohort, Power of YOU students had a higher percentage of credits earned out of credits attempted compared to their non-Power of YOU counterparts in the fall semester. This difference was quite large at MCTC but very small at Saint Paul College.

---

#### 46. Fall semester percentage of credits earned out of attempted

Cohort	MCTC		SPC		Total	
	N	Mean %	N	Mean %	N	Mean %
a. 2004	154	62%	131	81%	285	71%
b. 2005	208	59% <sup>d</sup>	89	81%	297	65%
c. 2006	390	65%	210	78%	600	69%
d. 2006 Power of YOU	234	70% <sup>b,e</sup>	122	79%	356	73% <sup>e</sup>
e. 2006 non-Power of YOU	156	56% <sup>d</sup>	88	76%	244	63% <sup>d</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

**Finding.** *The percentage of credits earned out of credits attempted declined for Power of YOU students in the spring semester compared to the fall semester. Comparing spring semesters over the three-year period, the credits earned/credits attempted percentage tended to decrease.*

Overall, for the two colleges combined, the percentage of spring semester credits earned of credits attempted was lower in 2006 than in the cohorts of the previous two years (see Figure 47). This pattern was more pronounced at Saint Paul College where credit earned/credits attempted decreased from 87 percent in 2004 to 67 percent in 2006. The percentage of credits earned out of credits attempted decreased for Power of YOU students in the spring semester compared to the fall semester (overall, declining from 73% in the fall to 60% in the spring). In contrast to the fall semester, the spring semester credits earned /credits attempted percentage was slightly lower for Power of YOU students compared to their non-Power of YOU classmates.

---

#### 47. Spring semester percentage of credits earned out of attempted

Cohort	MCTC		SPC		Total	
	N	Mean %	N	Mean %	N	Mean %
a. 2004	114	64%	101	87% <sup>c,d,e</sup>	215	75% <sup>c,d,e</sup>
b. 2005	146	67%	61	75%	207	69% <sup>c,d</sup>
c. 2006	296	58%	163	67% <sup>a</sup>	459	61% <sup>a,b</sup>
d. 2006 Power of YOU	202	56%	102	66% <sup>a</sup>	304	60% <sup>a,b</sup>
e. 2006 non-Power of YOU	94	60%	61	69% <sup>a</sup>	155	63% <sup>a</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

**Finding.** *Percentage of credits earned out of credits attempted at the end of first year was about the same for Power of YOU students and their non-Power of YOU classmates (71 percent). Overall, the first-year credits earned/ credits attempted percentage was somewhat lower in 2006-07 than in the previous two years' cohorts, although the pattern differed by college.*

Overall, the percentage of first-year credits earned out of credits attempted declined from 2004 to 2006 (from 79% to 71%), but the pattern differed somewhat by college. At Saint Paul College the percentage decreased each year (from 91% to 84% to 77%) while at MCTC there was no strong trend. Power of YOU and non-Power of YOU students in 2006-07 had essentially the same percentage of credits earned out of credits attempted – 71 percent overall (see Figure 48).

**48. Cumulative percentage of credits earned out of attempted at end of first year**

Cohort	MCTC		SPC		Total	
	N	Mean %	N	Mean %	N	Mean %
a. 2004	114	68%	101	91% <sup>c,d,e</sup>	215	79% <sup>c,d</sup>
b. 2005	146	70%	61	84%	207	74%
c. 2006	296	67%	163	77% <sup>a</sup>	459	71% <sup>a</sup>
d. 2006 Power of YOU	202	68%	102	77% <sup>a</sup>	304	71% <sup>a</sup>
e. 2006 non-Power of YOU	94	66%	61	77% <sup>a</sup>	155	71%

**Note.** *Superscript letters denote statistically significant differences at the p<0.05 level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.*

**Finding.** *Patterns of results on actual cumulative credits earned at the end of first year differed by college. Power of YOU students earned an average of 19.6 credits (18.3 at MCTC and 22.2 at Saint Paul College).*

Average cumulative credits earned after one year was quite stable at MCTC across the 2004, 2005, and 2006 cohorts (see Figure 49). The MCTC Power of YOU students tended to earn more credits than their non-Power of YOU classmates. Perhaps, this difference might be explained by the many non-Power of YOU students who are part-time. At Saint Paul College, average cumulative credits earned declined from the 2004 cohort to the 2006 cohort. Power of YOU students and their non-Power of YOU classmates tended to earn about the same number of credits, despite there being more part-time students in the non-Power of YOU group. Generally, students at Saint Paul College had more credits at the end of the first year than at MCTC.

Results on credits earned in the fall semester and spring semester separately can be found in the Appendix (Figures A8 and A9).

---

**49. Cumulative credits earned at end of first year**

Cohort	MCTC		SPC		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	114	17.8	101	25.9 <sup>c</sup>	215	21.6 <sup>b,c,e</sup>
b. 2005	146	17.0	61	23.7	207	19.0 <sup>a</sup>
c. 2006	296	17.3	163	22.1 <sup>a</sup>	459	19.0 <sup>a</sup>
d. 2006 Power of YOU	202	18.3	102	22.2	304	19.6
e. 2006 non-Power of YOU	94	15.1	61	22.0	155	17.8 <sup>a</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

**Academic standing**

**Finding.** *At the end of the fall semester Power of YOU students were slightly more likely to be in good academic standing than their non-Power of YOU classmates. How Power of YOU students compared to previous cohorts in academic standing at the end of the fall semester differed by college.*

At MCTC, the percentage of students in good academic standing at the end of the fall semester increased slightly in 2006 (among both Power of YOU and non-Power of YOU students) compared to the previous two years. In contrast, at Saint Paul College, the percentage of students in good standing dropped sharply in 2006 due to the rates among both Power of YOU and non-Power of YOU students. The percentages of students in good standing in the 2004 and 2005 cohorts were much higher at Saint Paul College than at MCTC (92% vs. 51%). Power of YOU students were more likely to be in good academic standing than non-Power of YOU students at both colleges, but the differences were small, especially at MCTC (see Figure 50).

## 50. Academic standing at end of fall semester

Institution	Cohort	Total N	Good standing		Probation		Suspension <sup>a</sup>	
			N	%	N	%	N	%
MCTC	a. 2004	155	79	51%	72	47%	4	3% <sup>c</sup>
	b. 2005	210	106	51%	102	49%	2	1%
	c. 2006	394	227	58%	165	42%	2	1% <sup>a</sup>
	d. 2006 Power of YOU	234	139	59%	95	41%	-	-
	e. 2006 non-Power of YOU	160	88	55%	70	44%	2	1%
Saint Paul College	a. 2004	131	121	92% <sup>c,d,e</sup>	10	8% <sup>c,d,e</sup>	-	-
	b. 2005	89	82	92% <sup>c,d,e</sup>	7	8% <sup>c,d,e</sup>	-	-
	c. 2006	211	146	69% <sup>a,b</sup>	65	31% <sup>a,b</sup>	-	-
	d. 2006 Power of YOU	123	91	74% <sup>a,b</sup>	32	26% <sup>a,b</sup>	-	-
	e. 2006 non-Power of YOU	88	55	63% <sup>a,b</sup>	33	38% <sup>a,b</sup>	-	-
Total	a. 2004	286	200	70% <sup>c,e</sup>	82	29% <sup>b,c,e</sup>	4	1%
	b. 2005	299	188	63%	109	37% <sup>a</sup>	2	1%
	c. 2006	605	373	62% <sup>a</sup>	230	38% <sup>a</sup>	2	<1%
	d. 2006 Power of YOU	357	230	64%	127	36%	-	-
	e. 2006 non-Power of YOU	248	143	58% <sup>a</sup>	103	42% <sup>a</sup>	2	1%

**Note.** Students are put on probation if they do not meet a 2.0 GPA. If the student does not raise his/her GPA to 2.0 or higher within one semester of being put on probation, the student is put on suspension.

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

<sup>a</sup> Typically students are not suspended after their first term; they are first put on probation. However, a small number of students had completed coursework prior to their first term (e.g., PSEO students) and were placed on suspension because they did not improve their grades during their first term. *Finding.* At the end of the spring semester, 62 percent of Power of YOU students were in good academic standing, a somewhat lower percentage than in the cohorts of the two previous years.

At both colleges, the percentage of students in good academic standing at the end of the first year was lower in the 2006 cohort than in the cohorts of the previous two years. This difference was quite large at Saint Paul College and small at MCTC (see Figure 51). Overall, both the percentage of students on probation and suspended increased in the 2006 cohort. Differences in academic standing between Power of YOU students and their non-Power of YOU classmates were inconsistent across the two colleges. Compared to their classmates, Power of YOU students were less likely to be in good academic standing at MCTC and more likely to be in good academic standing at Saint Paul College.

## 51. Academic standing at end of spring semester

Institution	Cohort	Total N	Good standing		Probation		Suspension	
			N	%	N	%	N	%
<b>MCTC</b>	a. 2004	155	112	72% <sup>d</sup>	12	8% <sup>c,d</sup>	31	20%
	b. 2005	210	151	72% <sup>d</sup>	16	8% <sup>c,d</sup>	43	21%
	c. 2006	394	258	66%	55	14% <sup>a,b</sup>	81	21%
	d. 2006 Power of YOU	234	140	60% <sup>a,b,e</sup>	41	18% <sup>a,b,e</sup>	53	23%
	e. 2006 non-Power of YOU	160	118	74% <sup>d</sup>	14	9% <sup>d</sup>	28	18%
<b>Saint Paul College</b>	a. 2004	131	113	86% <sup>c,d,e</sup>	16	12% <sup>c,e</sup>	2	2% <sup>c,d,e</sup>
	b. 2005	89	73	82% <sup>c,d,e</sup>	16	18%	-	-
	c. 2006	211	133	63% <sup>a,b</sup>	48	23% <sup>a</sup>	30	14% <sup>a</sup>
	d. 2006 Power of YOU	123	82	67% <sup>a,b</sup>	23	19%	18	15% <sup>a</sup>
	e. 2006 non-Power of YOU	88	51	58% <sup>a,b</sup>	25	28% <sup>a</sup>	12	14% <sup>a</sup>
<b>Total</b>	a. 2004	286	225	79% <sup>c,d,e</sup>	28	10% <sup>c,d,e</sup>	33	12% <sup>c,d</sup>
	b. 2005	299	224	75% <sup>c,d</sup>	32	11% <sup>c,d</sup>	43	14%
	c. 2006	605	391	65% <sup>a,b</sup>	103	17% <sup>a,b</sup>	111	18% <sup>a</sup>
	d. 2006 Power of YOU	357	222	62% <sup>a,b</sup>	64	18% <sup>a,b</sup>	71	20% <sup>a</sup>
	e. 2006 non-Power of YOU	248	169	68% <sup>a</sup>	39	16% <sup>a</sup>	40	16%

**Note.** Students are put on probation if they do not meet a 2.0 GPA. If the student does not raise his/her GPA to 2.0 or higher within one semester of being put on probation, the student is put on suspension.

*Note.* Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

### ***Potential factors associated with progress and performance***

Several analyses were conducted in order to test whether various factors – demographics, aspirations, preparation, family support, service usage, and employment – were associated with the progress and performance of Power of YOU students. Significant results are highlighted below. These preliminary results indicate whether or not students' performance on an indicator significantly differed when comparing groups of students based on their characteristics. However, these results do not control for potentially confounding variables. More advanced analyses will be included in the final report in order to address this issue.

## **Demographics**

### **Race/ethnicity**

There were significant differences among students of different racial/ethnic groups in the cumulative number of credits earned at the end of the first year. The average number of credits earned was highest among Hispanic students (26.8), followed by White students (21.0), Asian students (19.9), Black students (18.5), and students of other races (16.1).

The percentage of students on academic probation at the end of fall semester did not significantly differ among Black (38%), White (37%), and Hispanic (31%) students. On the other hand, the percentage of Asian students who were on academic probation at the end of fall semester was significantly smaller in comparison to students of other races (23% vs. 53%).

### **Gender**

Males earned significantly more credits than did females in spring semester (8.7 vs. 7.3 credits).

### **Low-income**

***Finding. On average, low-income students performed better than their peers who were not low-income on many of the progress and performance indicators.***

In comparison to students who were not low-income, low-income students earned significantly more credits in spring semester (8.4 vs. 6.9) and significantly more cumulative credits by the end of the first year (20.6 vs. 16.9). They had a significantly higher percentage of credits earned out of those attempted in spring semester (63% vs. 51%) and by the end of the year (74% vs. 62%). They also earned a significantly higher GPA in spring semester (2.1 vs. 1.7) and a significantly higher cumulative GPA at the end of the first year (2.4 vs. 2.0).

### **English as a Second Language**

***Finding. On average, ESL students performed better than their non-ESL peers on all of the progress and performance indicators except for fall to spring retention.***

ESL students earned significantly more credits in fall semester (12.2 vs. 8.8), spring semester (9.4 vs. 7.4), and by the end of the school year (22.4 vs. 18.4) in comparison to non-ESL students. Likewise, the percentage of credits earned out of attempted was significantly higher among ESL students than among non-ESL students in fall semester

(87% vs. 67%), spring semester (72% vs. 54%), and by the end of the school year (82% vs. 66%).

The proportion of students who were in good standing was significantly larger among ESL students than non-ESL students at the end of the fall semester (84% vs. 56%) and at the end of the school year (81% vs. 54%). On average, ESL students earned a significantly higher GPA in fall semester (2.9 vs. 2.3) and spring semester (2.6 vs. 1.8), as well as a significantly higher cumulative GPA by the end of the first year (2.8 vs. 2.1) when compared to non-ESL students.

---

## 52. Factors associated with progress and performance: Demographics

Performance indicator	Race/ ethnicity	Gender	Low-income (Pell grant recipient)	English as a Second Language
Fall to spring retention				
Fall semester credits earned				X
Fall semester percentage of credits earned out of attempted				X
Fall semester GPA				X
Academic standing at end of fall semester	X			X
Spring semester credits earned		X	X	X
Spring semester percentage of credits earned out of attempted			X	X
Spring semester GPA			X	X
Academic standing at end of spring semester			X	X
Cumulative credits earned at end of first year	X		X	X
Cumulative percentage of credits earned out of attempted at end of first year			X	X
Cumulative GPA at end of first year			X	X

### Academic preparation and aspirations

#### High school GPA

*Finding. As expected, stronger academic performance in high school was positively associated with progress and performance in college.*

In general, students who earned higher GPAs in high school performed better on each of the progress and performance measures than did students with lower high school GPAs.

For example, 92 percent of students who earned A's in high school were in good standing at the end of the school year compared to just 35 percent of students who earned C's in high school. They also earned significantly more credits (25.2 vs. 15.4) and a significantly higher cumulative GPA (3.2 vs. 1.8) at the end of the first year.

### **Student perception of academic preparation**

Students' perceptions of how well their high school education helped prepare them for college were also associated with progress and performance in college. The percentage of students who were in good standing was significantly higher among students who reported that their high school education had prepared them very well (91% fall, 89% spring) in comparison to students who reported that it prepared them only somewhat well (74% fall, 69% spring). In comparison to students who were somewhat prepared, students who were prepared very well had a significantly higher percentage of credits earned out of those attempted in fall semester (96% vs. 85%) and in spring semester (89% vs. 80%). On average, they earned a significantly higher GPA in fall semester (3.1 vs. 2.6) and a significantly higher cumulative GPA at the end of the first year (2.9 vs. 2.4).

### **Developmental coursework**

On average, students who took developmental courses during the first year of college earned significantly fewer credits by the end of the first year than did students who did not take developmental courses (18.8 vs. 23.1).

### **Student's educational aspiration**

***Finding. Students who aspired to earn an advanced degree tended to earn more credits than students who aspired to complete bachelor's degrees, two-year degrees, or some college.***

In comparison to students who aspired to earn a bachelor's degree, students who aspired to earn an advanced degree earned significantly more credits in spring semester (11.7 vs. 9.4) and by the end of the first year (25.6 vs. 21.6). Students who aspired to earn an advanced degree had a significantly higher percentage of credits earned out of attempted (87% in spring, 90% at end of year) in comparison to students who aspired to earn a bachelor's degree (72% in spring, 81% at end of year) and students who aspired to complete some college or earn a certificate or two-year degree (69% in spring, 77% at end of year).

**53. Factors associated with progress and performance: Academic preparation and aspirations**

<b>Performance indicator</b>	<b>High school GPA<sup>a</sup></b>	<b>Student perception of academic preparation<sup>b</sup></b>	<b>Took developmental course(s) in first year</b>	<b>Student's educational aspiration<sup>c</sup></b>
Fall to spring retention	X			
Fall semester credits earned	X			
Fall semester percentage of credits earned out of attempted	X	X		
Fall semester GPA	X	X		
Academic standing at end of fall semester	X	X		
Spring semester credits earned	X			X
Spring semester percentage of credits earned out of attempted	X			X
Spring semester GPA	X			
Academic standing at end of spring semester	X	X		
Cumulative credits earned at end of first year	X		X	X
Cumulative percentage of credits earned out of attempted at end of first year	X	X		X
Cumulative GPA at end of first year	X	X		X

<sup>a</sup> Self-reported by the student

<sup>b</sup> Students' self-report of the extent to which their high school education helped prepare them for college (not at all, somewhat, very well).

<sup>c</sup> Students reported the highest level of education they wished to complete (some college, certificate or two-year degree, bachelor's degree, or advanced degree).

**Family support**

Students were asked several questions aimed at measuring the level of support they receive from their families. Students were asked to describe their living situation and to indicate whether or not they received certain types of support from their parents (financial support, emotional support, help with learning, help taking care of other obligations or overcoming barriers). Students were also asked questions regarding their parents' educational expectations and aspirations for them, their parents' current attitude toward their education, and the degree to which their family influenced their decision to enroll in college (see Figures A10-A16 for survey results).

## **Parent attended college**

***Finding. In comparison to students whose parents did not attend college, students who had at least one parent that attended college tended to earn fewer credits and were more likely to be on probation at the end of fall semester.***

Interestingly, students who had at least one parent that attended college earned significantly fewer credits in fall semester than did students whose parents did not attend college (8.9 vs. 10.8). They also had a significantly lower percentage of credits earned out of those attempted in fall semester (68% vs. 80%) and at the end of the first year (67% vs. 75%). In addition, the percentage of students on probation at the end of fall semester was significantly higher among students who had at least one parent that attended college than it was among students whose parents did not attend college (44% vs. 25%).

## **Financial support from parents**

Students who received no financial support from their parents earned significantly more credits in fall semester (13.2 vs. 11.2) and had a significantly higher percentage of credits earned out of those attempted in fall semester (97% vs. 83%) in comparison to students who received very little to some financial support.

## **Parent support in helping student learn**

***Finding. Students who reported that their parents support them by helping them learn performed significantly below their peers who did not receive help from their parents; however, it is likely that students who received help were students who needed more help in the first place.***

Students who reported that their parents support them by helping them learn performed significantly below their peers who did not receive help from their parents on a variety of measures: credits earned in spring semester (9.0 vs. 11.3), percentage of credits earned out of those attempted in spring semester (68% vs. 84%), cumulative credits earned at the end of the first year (20.9 vs. 24.9), cumulative percentage of credits earned out of those attempted at the end of the first year (78% vs. 87%), spring semester GPA (2.2 vs. 2.7), and cumulative GPA at the end of the first year (2.4 vs. 2.8). It is possible that students who received help from their parents were students who were struggling more in the first place, while students who did not receive help were students who did not need help.

## **Parent support in helping student overcome barriers**

On average, students who reported that their parents support their education by helping them with other obligations (for example, by providing child care) or by helping them

overcome barriers (for example, by providing transportation) earned significantly fewer cumulative credits at the end of the first year than did students who did not receive this type of support (21.9 vs. 24.7).

---

#### 54. Factors associated with progress and performance: Family support

Performance indicator	Parent attended college	Financial support from parents	Parents support student by helping student learn	Parents support student by helping student with other obligations or overcoming barriers
Fall to spring retention				
Fall semester credits earned	X	X		
Fall semester percentage of credits earned out of attempted	X	X		
Fall semester GPA				
Academic standing at end of fall semester	X			
Spring semester credits earned			X	
Spring semester percentage of credits earned out of attempted			X	
Spring semester GPA			X	
Academic standing at end of spring semester				
Cumulative credits earned at end of first year			X	X
Cumulative percentage of credits earned out of attempted at end of first year	X		X	
Cumulative GPA at end of first year			X	

#### Other factors

##### Community service learning

*Finding. Participation in community service learning was positively associated with progress and performance in college. One possible explanation for this finding is that students who have already participated in community service learning may be more motivated and better at managing their time.*

Students who reported participating in community service learning performed significantly better than their peers who did not participate on a variety of progress and performance measures. For example, the percentage of students who were in good

standing was significantly higher among students who participated in community service learning than among those who did not at the end of fall semester (90% vs. 69%) and at the end of spring semester (85% vs. 67%). Students who participated in community service learning had a higher cumulative percentage of credits earned out of those attempted at the end of the first year when compared to their peers who did not participate (88% vs. 79%). They also earned a significantly higher GPA in fall semester (3.0 vs. 2.5) and in spring semester (2.7 vs. 2.2), and earned a significantly higher cumulative GPA at the end of the first year (2.8 vs. 2.4).

### **Mentoring**

Students who received mentoring earned significantly more credits in fall semester than did students who did not receive mentoring (13.0 vs. 11.6).

### **Career planning help**

The percentage of students who were on academic suspension at the end of spring semester was smaller among those who had received career planning help than among those who had not (5% vs. 18%).

---

## **55. Other factors associated with progress and performance**

<b>Performance indicator</b>	<b>Community service learning</b>	<b>Mentoring</b>	<b>Career planning help</b>
Fall to spring retention			
Fall semester credits earned		X	
Fall semester percentage of credits earned out of attempted			
Fall semester GPA	X		
Academic standing at end of fall semester	X		
Spring semester credits earned	X		
Spring semester percentage of credits earned out of attempted	X		
Spring semester GPA	X		
Academic standing at end of spring semester	X		X
Cumulative credits earned at end of first year	X		
Cumulative percentage of credits earned out of attempted at end of first year	X		
Cumulative GPA at end of first year	X		

## *Perceptions of obstacles to college success and help in overcoming them*

### **Student perspective**

*Finding. According to students, the two most common obstacles to doing well in their classes were personal issues and difficulties with coursework.*

Students reported facing obstacles that made it difficult for them to do well in their classes (see Figure 56). The most common obstacle was personal issues (39%), followed by difficulties with coursework (37%) and transportation issues (25%). Less common obstacles included housing issues (17%); health issues (13%); and parenting issues, such as needing childcare (9%). A higher percentage of students at MCTC than at Saint Paul College reported experiencing many of the issues, including personal issues (46% vs. 29%), difficulties with coursework (39% vs. 33%), housing issues (19% vs. 14%), and parenting issues (12% vs. 4%). On the other hand, the percentage of students who had health issues was higher at Saint Paul College than at MCTC (16% vs. 10%).

### **56. Obstacles to success in college**

Have any of the following issues made it difficult for you to do well in your classes?	MCTC (N=78-79)		Saint Paul College (N=49)		Total (N=127-128)	
	N	%	N	%	N	%
Difficulties with coursework	31	39%	16	33%	47	37%
Parenting issues	9	12%	2	4%	11	9%
Health issues	8	10%	8	16%	16	13%
Personal issues	36	46%	14	29%	50	39%
Housing issues	15	19%	7	14%	22	17%
Transportation issues	20	26%	12	25%	32	25%
Something else <sup>a</sup>	8	10%	5	10%	13	10%

**Source:** Web-based survey of Power of YOU students, spring 2007.

<sup>a</sup> See supplemental document for open-ended responses.

*Finding. While most students reporting difficulty with coursework got help (68%), only 36 percent of those with personal issues got help.*

Students who indicated facing obstacles were asked whether they received help from Power of YOU staff to overcome them (see Figure 57). The majority of students who indicated having difficulties with coursework ended up receiving help from program staff

to overcome their difficulties (68%). Over half of the students who had parenting issues received help from program staff to overcome them (56%). Students were less likely to receive help from program staff in overcoming health issues (40%), personal issues (36%), housing issues (36%), and transportation issues (28%). In comparison to students at Saint Paul College, students at MCTC were more likely to report receiving help from program staff to overcome each of the obstacles, except for health issues (see Figures A17 and A18). Overall, students were more likely to receive help from Power of YOU in overcoming the obstacles they faced prior to enrollment in college (73% of the time) than they were to receive help overcoming obstacles once enrolled (43% of the time).

---

### 57. Total. Help overcoming barriers once enrolled

Did the Power of YOU staff help you...	Had difficulty	Received help	
		N	%
Difficulties with coursework	47	32	68%
Parenting issues	9 <sup>a</sup>	5	56%
Health issues	15 <sup>b</sup>	6	40%
Personal issues	50	18	36%
Housing issues	22	8	36%
Transportation issues	29 <sup>c</sup>	8	28%
Something else	12 <sup>d</sup>	3	25%
Total <sup>e</sup>	184	80	43%

**Source:** Web-based survey of Power of YOU students, spring 2007

- <sup>a</sup> A total of 11 students had this issue, but 2 of the students did not indicate whether they received help.
- <sup>b</sup> A total of 16 students had this issue, but 1 of the students did not indicate whether they received help.
- <sup>c</sup> A total of 32 students had this issue, but 3 of the students did not indicate whether they received help.
- <sup>d</sup> A total of 12 students had this issue, but 1 of the students did not indicate whether they received help.
- <sup>e</sup> This represents the total number of difficulties reported by students. Students could report more than one difficulty.

### College personnel perspective

**Finding.** *As with students, college personnel identified personal issues and difficulties with coursework as the two most common obstacles students face once enrolled in college.*

According to college personnel, the most common obstacle students faced once enrolled in college was personal issues, followed by difficulties with coursework. Students did indeed report experiencing these obstacles more than others. The next most common

obstacles, according to college personnel, were transportation issues and housing issues. Most of the college personnel believed that only a few students experienced parenting issues and health issues (see Figure 58).

---

### 58. Number of students who faced obstacles once enrolled

Once enrolled, how many Power of YOU students had...	Total N=15-20							
	None		A few		A lot		Most	
	N	%	N	%	N	%	N	%
Difficulties with coursework	1	5%	8	40%	11	55%	-	-
Parenting issues	1	6%	16	89%	1	6%	-	-
Health issues	3	20%	12	80%	-	-	-	-
Personal issues	1	5%	4	21%	11	58%	3	16%
Housing issues	1	5%	12	63%	3	16%	3	16%
Transportation issues	1	6%	10	56%	4	22%	3	17%

**Source:** Interviews with college personnel, spring 2007

In a follow-up question, college personnel were asked to indicate whether each of the obstacles was minor or major for the students who faced it. Almost all of the college personnel (94%) believed that difficulties with coursework and parenting issues were major obstacles for the students who faced them. The majority also indicated that housing issues (71%), personal issues (69%), and health issues (67%) were major obstacles. Only about half (47%) of the college personnel believed that transportation issues were major (see Figure 59).

---

### 59. Magnitude of obstacles faced by students once enrolled

For students who had this obstacle, on average, would you say it was a minor or major obstacle?	Total N=9-18			
	Minor obstacle		Major obstacle	
	N	%	N	%
Difficulties with coursework	1	6%	17	94%
Parenting issues	1	6%	15	94%
Health issues	3	33%	6	67%
Personal issues	5	31%	11	69%
Housing issues	5	29%	12	71%
Transportation issues	9	53%	8	47%

**Source:** Interviews with college personnel, spring 2007

College personnel were asked to indicate the degree to which Power of YOU helped students overcome the obstacles they faced once enrolled in college (see Figure 60). Most of the college personnel believed that Power of YOU had helped students overcome their difficulties with coursework, with 56 percent indicating that the program helped a lot, and 38 percent indicating that it had helped a little. Most of the college personnel (94%) also believed that the program helped students at least a little with their personal issues, although this perception is not consistent with what the students reported (only 36% reported receiving help with their personal issues). Most college personnel also reported that the program helped students at least a little with parenting issues and health issues (70-75%). College personnel reported that Power of YOU helped students somewhat less with housing and transportation issues. In general, the college personnel indicated that Power of YOU helped students more with pre-enrollment obstacles than with the obstacles they faced once enrolled in college.

---

#### 60. Help overcoming obstacles once enrolled

For students who had this obstacle, on average, to what degree did Power of YOU help them overcome it?	Did not help at all		Total N=10-16			
			Helped a little		Helped a lot	
	N	%	N	%	N	%
Difficulties with coursework	1	6%	6	38%	9	56%
Parenting issues	4	25%	9	56%	3	19%
Health issues	3	30%	4	40%	3	30%
Personal issues	1	6%	9	56%	6	38%
Housing issues	6	40%	9	60%	-	-
Transportation issues	6	38%	9	56%	1	6%

**Source:** Interviews with college personnel, spring 2007

## *Student and college personnel reports of value of Power of YOU program components*

### **Orientation course**

#### **Student perspective**

Most of the students (88%) reported participating in the college orientation course. This percentage was higher at MCTC (96%) than at Saint Paul College (73%) (see Figure 61).

#### **61. Student self-report: Participation in orientation courses**

Have you participated in the college orientation course(s)?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%*
Yes	76	96%	36	73%	112	88%
No	3	4%	13	27%	16	13%

**Source:** Web-based survey of Power of YOU students, spring 2007

\* The percentages do not total to 100% due to rounding.

**Finding.** *Most of the students found the orientation course to be useful, with 46 percent reporting that it was very useful and 35 percent reporting that it was somewhat useful.*

The percentage of students who found the course to be very useful was higher at MCTC (51%) than at Saint Paul College (36%) (see Figure 62).

#### **62. Student report: Usefulness of orientation course**

How useful did you find the college orientation course(s)?	MCTC (N=76)		Saint Paul College (N=36)		Total (N=112)	
	N	%	N	%	N	%
Not at all useful	15	20%	6	17%	21	19%
Somewhat useful	22	29%	17	47%	39	35%
Very useful	39	51%	13	36%	52	46%

**Source:** Web-based survey of Power of YOU students, spring 2007

In an open-ended question, students were asked to report what they liked about the college orientation course. The most common response was that the course served as a

good introduction to college. Students also commonly mentioned that the course provided good information on study skills and tips for doing well and staying on track in their courses. Other responses are shown in Figure 63.

**63. Student report: What did you like about the college orientation course(s)?**

Theme of response	MCTC (N=75)		Saint Paul College (N=36)		Total (N=111)	
	N	%	N	%	N	%
Introduction to college	9	12%	6	17%	15	14%
Study skills and tips for doing well in classes and staying on track	7	9%	6	17%	13	12%
General positive	9	12%	3	8%	12	11%
Instructor	8	11%	-	-	8	7%
Time management	6	8%	-	-	6	5%
Course selection and requirements	5	7%	1	3%	6	5%
Classmates	3	4%	1	3%	4	4%
Charting a path for success in college and life	4	5%	-	-	4	4%
Career planning	3	4%	-	-	3	3%
Getting around campus	1	1%	1	3%	2	2%
May have value for other students	1	1%	1	3%	2	2%
Stress management	2	3%	-	-	2	2%
Information about Power of YOU	1	1%	1	3%	2	2%
Other	6	8%	3	8%	9	8%
No positive comments	9	12%	4	11%	13	12%
Don't know	10	13%	10	28%	20	18%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' comments on what they liked about the orientation course include the following:

It is helpful for new students because when they come to college they may not know anything about college, and they feel confused and feel bad about the college, so I liked it because it helped me when I first came. It also taught me about the college environment.

The college orientation courses provided good study and reading textbook tips. The courses also gave good suggestions to complete assignments and to not procrastinate.

**Finding.** *When asked what they did not like about the college orientation course, students most commonly reported that they did not learn anything new or helpful.*

Students also commented on the things they did not like about the orientation course. The most common response was that they did not learn anything new or helpful. For many, the course was a review of information that they had already learned, and for this reason, the course seemed unnecessary to many of them. About 1 in 10 of the students who responded to the question said that they did not like anything about the course and/or felt like it was a waste of time. Several students said that the course was boring, and some felt that the material covered was simply common sense. Other responses are indicated in Figure 64.

**64. Student report: What did you NOT like about the college orientation course(s)?**

Theme of response	MCTC (N=75)		Saint Paul College (N=35)		Total (N=110)	
	N	%	N	%	N	%
Did not learn anything new or helpful, seemed unnecessary	7	9%	6	17%	13	12%
Boring	6	8%	2	6%	8	7%
Waste of time, did not like anything	6	8%	2	6%	8	7%
Common sense, elementary	6	8%	-	-	6	5%
Too long	4	5%	1	3%	5	5%
Instructor	3	4%	1	3%	4	4%
Difficulties	3	4%	-	-	3	3%
Took time away from other classes and studying	2	3%	1	3%	3	3%
Class time	1	1%	1	3%	2	2%
Other	3	4%	1	3%	4	4%
No negative comments	22	29%	8	23%	30	27%
Don't know, N/A	20	27%	17	49%	37	34%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' comments on what they did not like about the orientation course include the following:

Boring, pointless, waste of time and materials. I didn't learn anything helpful.

The only thing I did not like about this class was it was sometimes boring and I would have preferred to study for my classes instead of sitting and talking.

Students were asked to provide recommendations for how to improve the college orientation course. The most common response was to either get rid of the course entirely or to make the course optional. Other students recommended that the curriculum and instructional methods be improved. Some students felt that there should be less lecturing and more discussion time. Other responses are shown in Figure 65.

**65. Student report: What recommendations do you have for improving the college orientation course(s)?**

Theme of response	MCTC (N=76)		Saint Paul College (N=36)		Total (N=112)	
	N	%	N	%	N	%
Eliminate course or make optional	6	8%	5	14%	11	10%
Change the curriculum and instructional methods	3	4%	1	3%	4	4%
Less lecture, more discussion	2	3%	2	6%	4	4%
More in depth	2	3%	1	3%	3	3%
Make more interesting	1	1%	2	6%	3	3%
Shorten the class	2	3%	1	3%	3	3%
Lengthen the class	2	3%	-	-	2	2%
Textbook	2	3%	-	-	2	2%
Stay on topic	2	3%	-	-	2	2%
Combine the classes	-	-	2	6%	2	2%
Other	7	9%	1	3%	8	7%
No suggestion, positive feedback	14	18%	4	11%	18	16%
Don't know, N/A, nothing, none	39	51%	20	56%	59	53%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' recommendations include the following:

Get rid of Freshman Experience and College Success. We've been through high school, we know how to study, it's a waste of valuable time we could be using to work towards our goal. The students didn't like it, and the material was pointless. I did not learn anything helpful other than how to look like you're doing something when I'm bored.

Have a counselor teach the course. A Spanish teacher who has been forced to take on an academic development course can't be very helpful. The problems of time management, scheduling, and general approach to school were not covered in a meaningful way. The textbook, which we learned from, was a very sterile approach to academic development and left very little room for in depth analysis of problems... We didn't cover financial issues. Learning to manage finances and a few weeks devoted to loans and how not to be taken advantage of when you are forced to take out more students loans would have been so very helpful.

### College personnel perspective

***Finding.*** *Almost all of the college personnel interviewed felt that the college orientation course was very important, yet only 38 percent thought that the course prepared students very well for college coursework and expectations.*

See Figures 66 and 67 for college personnel's responses regarding the importance of the orientation courses and how well they prepare students for college.

---

#### 66. College personnel report: Importance of orientation courses

How important are the college orientation courses for Power of YOU students?	Total N=24	
	N	%
Not at all important	-	-
Somewhat important	2	8%
Very important	22	92%

**Source:** Interviews with college personnel, spring 2007

---

#### 67. College personnel's impression of how well the college orientation course prepares students for college

How well does the college orientation course help prepare Power of YOU students for college coursework and expectations?	Total N=21	
	N	%
Not at all well	1	5%
Somewhat well	12	57%
Very well	8	38%

**Source:** Interviews with college personnel, spring 2007

College personnel were asked to provide suggestions for improving the college orientation courses. Some personnel recommended adding other components, including workshops prior to enrollment, a weeklong welcoming session, continued support after orientation, and incorporation into existing classes. Some personnel recommended revising the curriculum to meet the needs of Power of YOU students, but they did not specify how the curriculum should be revised. Another recommendation was to have orientation specifically for Power of YOU students. Other responses are shown in Figure 68.

---

**68. College personnel report: What suggestions do you have for improving the college orientation course(s)?**

Theme of response	Total N=24	
	N	%
Add other components	4	17%
Revise curriculum to meet needs of Power of YOU students	3	13%
Have orientation specifically for Power of YOU students	3	13%
Require class and passing	2	8%
Address accountability and ownership of the college experience	2	8%
Quality instructors	2	8%
Other	4	17%
No suggestion, don't know	9	38%

*Source: Interviews with college personnel, spring 2007*

**Service learning**

**Student perspective**

***Finding. Although it is a program expectation, only about half of Power of YOU students reported participating in community service learning.***

Just over half (52%) of the students surveyed reported participating in community service learning (see Figure 69). This percentage was lower at MCTC (47%) than at Saint Paul College (61%). See Figure A19 in the Appendix for a list of the service learning activities in which students participated.

---

**69. Student self-report: Participation in community service learning**

Have you participated in any service learning activities as part of the Power of YOU program?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
Yes	37	47%	30	61%	67	52%
No	42	53%	19	39%	61	48%

**Source:** Web-based survey of Power of YOU students, spring 2007

Two-thirds of the students surveyed reported that they were very satisfied with their community service learning experience so far, and an additional 28 percent reported that they were somewhat satisfied. Only 5 percent were not at all satisfied with their experience (see Figure 70).

---

**70. Student report: Satisfaction with service learning**

How satisfied are you with your service learning experience so far?	MCTC (N=37)		Saint Paul College (N=30)		Total (N=67)	
	N	%*	N	%*	N	%
Not at all satisfied	1	3%	2	7%	3	5%
Somewhat satisfied	11	30%	8	27%	19	28%
Very satisfied	25	68%	20	67%	45	67%

**Source:** Web-based survey of Power of YOU students, spring 2007

\* The percentages do not total to 100% due to rounding.

Students were asked to report what they liked about their community service learning experience. Students most commonly responded that it was a good learning experience; they mentioned improving their skills and gaining experience. The next most common response was that students liked the opportunity to meet people and interact with others. Several students reported that they liked having the opportunity to interact with children. Several others described their experience as fun in general and reported that they enjoy helping. Other responses are shown in Figure 71.

**71. What did you like about your service learning/volunteer experience?**

Theme of response	MCTC (N=37)		Saint Paul College (N=30)		Total (N=67)	
	N	%	N	%	N	%
Learning, improving skills, gaining experience	8	22%	4	13%	12	18%
Meeting people, interacting	7	19%	2	7%	9	13%
Opportunity to interact with children	2	5%	5	17%	7	10%
Fun, enjoy helping	1	3%	6	20%	7	10%
Community involvement and investment	4	11%	-	-	4	6%
New environment	1	3%	2	7%	3	4%
Life lessons, perspective	2	5%	1	3%	3	4%
Mentoring and tutoring students with whom they can identify	-	-	3	10%	3	4%
Giving back	1	3%	2	7%	3	4%
Sharing knowledge and skills with others	2	5%	-	-	2	3%
Other	5	14%	4	13%	9	13%
Don't know	11	30%	4	13%	15	22%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' comments on what they liked about their community service learning experience include the following:

- It gave me a chance to get involved in a community I didn't grow up in. I got to meet new people and made good connections.
- I felt proud of giving some of my time to society.
- I got to share with others what I have learned. I learned from the people I tutor and also learned about another culture.

***Finding. Students commonly reported that it was difficult to fit community service learning into their busy schedules.***

When asked what they did not like about their community service learning experience, students most commonly reported that it was hard to fit into their busy schedules (see Figure 72). This was more commonly a problem for students at Saint Paul College than for students at MCTC. In some cases, students felt that their activities took time or focus away from school.

**72. What did you NOT like about your service learning/volunteer experience?**

Theme of response	MCTC (N=37)		Saint Paul College (N=30)		Total (N=67)	
	N	%	N	%	N	%
Scheduling, lack of time, took time or focus away from school	5	14%	10	33%	15	22%
Location	1	3%	1	3%	2	3%
Was not able to help as much as would have liked	1	3%	1	3%	2	3%
Other	3	8%	4	13%	7	10%
No dislikes	12	32%	8	27%	20	30%
Don't know, N/A	15	41%	7	23%	22	33%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

Examples of students' responses include the following:

That it's a lot of responsibility on me right now. I want to go to school and focus on school, and with other activities going on, it can become hard.

I don't have a lot of time to do the volunteer work... I am more than happy to do volunteer work, but I think there shouldn't be a set number of volunteer hours a year. You should do as many as you can.

**College personnel perspective**

The majority of college personnel (69%) reported that Power of YOU students are participating in community service learning about as much as they had expected. However, one-quarter indicated that students were participating less than expected (see Figure 73).

---

### 73. College personnel report: Students' participation in service learning

To what extent are Power of YOU students participating in service learning?	Total N=16	
	N	%
Less than expected	4	25%
About as expected	11	69%
More than expected	1	6%

**Source:** Interviews with college personnel, spring 2007

The majority of college personnel (65%) indicated that they think community service learning is very valuable for Power of YOU students, and an additional 25 percent found it somewhat valuable (see Figure 74).

---

### 74. College personnel report: Value of community service learning

How valuable or beneficial are the service learning experiences for Power of YOU students?	Total N=20	
	N	%
Not very valuable	2	10%
Somewhat valuable	5	25%
Very valuable	13	65%

**Source:** Interviews with college personnel, spring 2007

***Finding.*** College personnel suggested that the Power of YOU program could improve its community service learning component by incorporating it more into the college curriculum.

College personnel were asked to provide suggestions for improving the community service learning component of Power of YOU (see Figure 75). The most common suggestion was that community service learning should be incorporated more into the curriculum and that more course offerings should include community service learning. Some felt concerned that students were merely volunteering and that not enough emphasis was put on ensuring that the students were reflecting on their experiences and learning valuable skills. Several others recommended that community service learning should be emphasized and enforced as a requirement and that the consequences of not participating be specified to students. A couple of college personnel expressed that community service learning is an unrealistic expectation of students in their first year of college because students need time to adjust to college.

---

**75. What suggestions do you have for improving the “service learning” component of Power of YOU?**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
Incorporate into curriculum, more course offerings, learning	5	21%
Emphasize and enforce as requirement, specify consequences	4	17%
Have a platform for students to share what they are doing	2	8%
Establish consistency	2	8%
More information, awareness, how-to	2	8%
Unrealistic expectation in first year of college	2	8%
Other	8	33%
No suggestion, don't know	6	25%

Examples of college personnel’s suggestions for improving community service learning include:

It’s really unrealistic for us to expect them to do service learning at this point. They were overwhelmed. Unless it’s part of a class, I don’t think they have time. So I think we need to be realistic about making it more academically oriented, learning academic content in the community (more of an internship than community service), or perhaps delay it.

They’re supposed to be reflecting and growing from it, and I’m not sure that component is getting on. I’m concerned that they’re just volunteering.

**Community partnerships**

The Power of YOU program has established relationships with a variety of community partners, and many collaborative efforts are in development. Community partners are seen as instrumental in the program’s recruitment efforts, given their strong influence in the community. They also provide opportunities for the service learning component of the program.

**College personnel perspective**

College personnel were asked how many community partners were involved in the Power of YOU program at their college (see Figure 76). Thirty-eight percent of the college personnel declined to respond to this question, many of whom did not feel well-informed about community partners at their college. Of those who answered the question, the largest

group (40%) indicated that there were a few community partners, while one-third indicated that there were many, and the remaining 27 percent indicated that there were several.

---

**76. College personnel report: Number of community partners**

<b>How many community partners are involved in the Power of YOU program at your college?</b>	<b>Total N=15</b>	
	<b>N</b>	<b>%</b>
No community partners	-	-
A few community partners	6	40%
Several community partners	4	27%
Many community partners	5	33%

**Source:** Interviews with college personnel, spring 2007

College personnel were asked to indicate the type of help or support community partners provide to the Power of YOU program (see Figure 77). College personnel were most familiar with the financial support that community partners provide. Several also mentioned that community partners provide service learning opportunities for students and that some community partners help with outreach, advertisement, and recruitment. A couple of the college personnel mentioned that community partners provide advocacy and resources.

---

**77. What help or support do community partners provide to the Power of YOU program?**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
Financial support	15	63%
Provide service learning opportunities	5	21%
Outreach, advertisement, recruitment	4	17%
Advocacy	2	8%
Provide resources	2	8%
Other	3	13%
No response, don't know	6	25%

***Finding. Thirty-seven percent of college personnel rated community involvement in the Power of YOU program as very good.***

The majority of college personnel (58%) rated community involvement in the Power of YOU program as *fairly good*, while 37 percent rated it as *very good* and 5 percent rated it as *not very good* (see Figure 780).

---

**78. College personnel’s rating of community involvement**

Overall, how would you rate community involvement in the Power of YOU program?	Total N=19	
	N	%
Not very good	1	5%
Fairly good	11	58%
Very good	7	37%

**Source:** Interviews with college personnel, spring 2007

College personnel provided a variety of suggestions for improving community partnerships. A few of the college personnel suggested that Power of YOU devote efforts to increasing community support and making more partnerships. Some of the personnel specified that, in order to make more partnerships, Power of YOU needs to be more intentional and assertive about seeking community partners out. Others thought it would be helpful to find out what community partners have to offer and to specify the program’s needs to community partners. The suggestions are shown in Figure 79.

---

**79. What suggestions do you have for improving community partnerships?**

Theme of response	Total N=24	
	N	%
Make more partnerships, increase community support	3	13%
Connect students to the community through service learning and mentoring	3	13%
Find out what community partners have to offer	2	8%
Be more intentional and assertive about seeking community partners out	2	8%
Specify needs to community partners	2	8%
Keep community partners informed	2	8%
Increase collaboration and involvement of community partners	2	8%
Increase student and faculty awareness of community partners	2	8%
Other	2	8%
No suggestion, don’t know	6	25%

## Support services

### Student perspective

***Finding. Most students reported receiving support services and found them helpful. The majority of students received course selection help, career planning assistance, extra help from teachers, and financial guidance.***

Students most commonly reported receiving course selection help (79%), followed by career planning help (60%) and extra help from teachers (60%). About half (52%) of the students reported receiving financial advice or guidance. Less common forms of assistance included tutoring (received by 45%), counseling for personal concerns (received by 41%), and mentoring (received by 35%). Students at MCTC were more likely than students at Saint Paul College to have received financial advice or guidance (58% vs. 41%), counseling for personal concerns (49% vs. 27%), and career planning help (63% vs. 55%). On the other hand, a slightly larger percentage of students at Saint Paul College received mentoring compared with students at MCTC (37% vs. 33%) (see Figure 80).

#### 80. Students self-report: Use of services

Have you received any of the following kinds of assistance from Power of YOU or the colleges?	MCTC (N=78-79)		Saint Paul College (N=49)		Total (N=127-128)	
	N	%	N	%	N	%
Tutoring	34	43%	23	47%	57	45%
Course selection help	62	79%	39	80%	101	79%
Career planning help	49	63%	27	55%	76	60%
Extra help from teachers	47	60%	29	59%	76	60%
Mentoring	26	33%	18	37%	44	35%
Counseling for personal concerns	39	49%	13	27%	52	41%
Financial advice or guidance	46	58%	20	41%	66	52%

**Source:** Web-based survey of Power of YOU students, spring 2007

Students who reported receiving services were asked to indicate how helpful the services were (see Figure 81). In general, the majority of the students surveyed found each of the services they received to be very helpful. Of the services listed, counseling for personal concerns was found to be very helpful by the largest percentage of students (81%), whereas a smaller percentage of students found mentoring to be very helpful (64%). In comparison to students at Saint Paul College, students at MCTC were more likely to indicate that each of the services was very helpful, and this difference was especially

pronounced for financial advice or guidance (80% vs. 60%) and counseling for personal concerns (85% vs. 67%) (see Figures A20 and A21).

### 81. Total. Student self-report: Helpfulness of services

Service	Students who used this service	Not at all helpful		Somewhat helpful		Very helpful	
		N	%	N	%	N	%
Tutoring	57	1	2%	18	32%	38	67%
Course selection help	101	-	-	29	29%	72	71%
Career planning help	76	1	1%	22	29%	53	70%
Extra help from teachers	76	1	1%	22	29%	53	70%
Mentoring	39 <sup>a</sup>	3	8%	11	28%	25	64%
Counseling for personal concerns	48 <sup>b</sup>	-	-	9	19%	39	81%
Financial advice or guidance	66	-	-	17	26%	49	74%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> A total of 44 students indicated using this service, but 5 of the students did not indicate how helpful the service was.

<sup>b</sup> A total of 52 students indicated using this service, but 4 of the students did not indicate how helpful the service was.

A small percentage of students (11%) indicated that there were services or assistance that they needed but had not received (see Figure 82). These students indicated needing assistance with course selection and planning, career planning, assistance with finding work and housing, financial assistance for books, and assistance with a learning disability (see Figure 83).

### 82. Student self-report: Students not receiving needed services

Are there services or assistance that you need that you haven't received?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
Yes	9	11%	5	10%	14	11%
No	70	89%	44	90%	114	89%

**Source:** Web-based survey of Power of YOU students, spring 2007

**83. Student self-report: Kinds of assistance or services that are needed but haven't been received**

Theme of response	MCTC N=9)	Saint Paul College (N=3)	Total (N=12)
	N	N	N
Course selection and planning	2	1	3
Career planning	2	1	3
Finding work and housing	1	1	2
Financial assistance for books	1	-	1
Help with learning disability	1	-	1
Don't know	2	1	3

**Source:** Web-based survey of Power of YOU students, spring 2007

Students who reported not receiving needed services were given a list of potential barriers and were asked to indicate which ones they felt had prevented them from receiving the services they needed (see Figure 84). Half of the students reported that they did not have time to seek out services. Another common barrier (reported by 42%) was lack of knowledge about what services are available or how to access them. Several students indicated that they had not sought out assistance because they preferred to try to solve their problems on their own (42%). A few students reported that they were too shy or embarrassed to ask for help (25%). One student indicated that the services needed were not available, and one student indicated that staff were not available at the time help was needed.

**84. Student self-report: Barriers to receiving needed services**

What is preventing you from receiving the services or assistance you need?	MCTC (N=9)	Saint Paul College (N=3)	Total (N=12)	
	N	N	N	%
No time to seek out services	4	2	6	50%
Don't know what services are available or how to access them	4	1	5	42%
Can't afford the services	-	-	-	-
Prefer to try to solve problems on my own	4	1	5	42%
Don't have transportation to get to the service location	-	-	-	-
Too shy or embarrassed to ask for help	2	1	3	25%
The services I need are not available	-	1	1	8%
Staff availability	-	1	1	8%

**Source:** Web-based survey of Power of YOU students, spring 2007

Students were asked to provide recommendations for improving the assistance and services available to students. The majority of the students surveyed did not have any recommendations. Among those who did provide a recommendation, the most common response was that the colleges should provide more individual advising and counseling. Some noted that it is the student's responsibility to seek out services and provided recommendations for their fellow classmates. A few suggested that more be done to inform students of the available services. The students also provided a variety of other recommendations, but these appeared to be more unique, as each one was mentioned by only a few students (see Figure 85).

**85. Student report: What recommendations do you have for improving the assistance or services available to students at the college?**

Theme of response	MCTC (N=78)		Saint Paul College (N=46)		Total (N=124)	
	N	%	N	%	N	%
Individual advising/ counseling	3	4%	3	7%	6	5%
Student responsibility	3	4%	2	4%	5	4%
Advertising, informing	4	5%	-	-	4	3%
Show students directly	3	4%	-	-	3	2%
Scheduling and availability	1	1%	2	4%	3	2%
More Power of YOU staff	3	4%	-	-	3	2%
Tutors	2	3%	1	2%	3	2%
Extend financial aid to other colleges or more years	1	1%	1	2%	2	2%
Assistance in finding employment and/or housing	1	1%	1	2%	2	2%
Mentors	1	1%	1	2%	2	2%
More activities, events	2	3%	-	-	2	2%
Touching base with students, outreach	1	1%	1	2%	2	2%
Clarifying program requirements	2	3%	-	-	2	2%
Transportation	2	3%	-	-	2	2%
Other	5	6%	1	2%	6	5%
Don't know, N/A, or no suggestion	45	58%	35	76%	80	65%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

## College personnel perspective

The majority of the college personnel interviewed believed that there were services or other types of help that were underused by students (71%) (see Figure 86).

---

### 86. College personnel report: Underused services

Are there services or other types of help that are underused by students?	Total N=17	
	N	%
Yes	12	71%
No	5	29%

**Source:** Interviews with college personnel, spring 2007

**Finding.** *College personnel were most likely to cite personal characteristics (shyness and an attitude of independence) as barriers that prevent students from seeking out services.*

College personnel were given a list of potential barriers and were asked to indicate which ones they believed may have prevented students from seeking out services (see Figure 87). Most of the college personnel (91%) indicated that students are too shy or embarrassed to ask for help; however, only 25 percent of students reported that this was a barrier for them. Other common responses were that students prefer to try to solve problems on their own (83%) and that students don't know what services are available or how to access them (70%). College personnel were less likely to cite lack of time (30%), lack of transportation (18%), and affordability (5%) as barriers.

---

### 87. College personnel report: Barriers to seeking out services

What is preventing students from seeking out these services?	Total N=22-23	
	N	%
No time to seek out services	7	30%
Don't know what services are available or how to access them	16	70%
Can't afford the services	1	5%
Prefer to try to solve problems on my own	19	83%
Don't have transportation to get to the service location	4	18%
Too shy or embarrassed to ask for help	21	91%
Other <sup>a</sup>	12	52%

**Source:** Interviews with college personnel, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

***Finding. Students and college personnel alike suggested that the Power of YOU provide more personalized guidance in order to help students better access the available services.***

College personnel were asked to provide suggestions for how to help students better access the available services. The most common suggestion was to check in with students regularly and provide more personalized guidance. This suggestion was also most common among the students surveyed. Other suggestions provided by the college personnel included encouraging students and advertising the availability of services. A few of the college personnel noted that students’ personal motivation plays a role in whether or not they access services. See Figure 88 for other responses.

---

**88. College personnel report: What suggestions do you have for helping students to better access the available services?**

<b>Theme of response</b>	<b>Total N=24</b>	
	<b>N</b>	<b>%</b>
Check in with students regularly, more personalized guidance	4	17%
Encourage students	3	13%
Advertise availability of services, including services outside of Power of YOU	3	13%
Depends on students’ motivation	3	13%
Communication between service providers and those who could refer students	2	8%
Have orientation specifically for Power of YOU students	2	8%
Use the internet to communicate and provide services	2	8%
Require use of support services	2	8%
Other <sup>a</sup>	2	8%
No suggestion, don’t know	6	25%

**Source:** Interviews with college personnel, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

Almost three-quarters of the college personnel believed that there were needed services or types of assistance that were not being provided by Power of YOU or the colleges (see Figure 89). According to college personnel, needed services included financial assistance for textbooks, child care, housing, additional counseling, and transportation assistance (see Figure 90).

---

**89. College personnel report: Needed services not currently provided**

Are there needed services or types of assistance that are not currently being provided by Power of YOU or the colleges?	Total N=22	
	N	%
Yes	16	73%
No	6	27%

**Source:** Interviews with college personnel, spring 2007

---

**90. College personnel report: Specified services that are needed but not currently provided**

Theme of response	Total N=16	
	N	%
Financial assistance for textbooks	5	31%
Child care	4	25%
Housing	3	19%
More advising, counseling, one-on-one	3	19%
Transportation assistance	2	13%
Other <sup>a</sup>	7	44%

**Source:** Interviews with college personnel, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

# General feedback from college personnel and students

## *College personnel perspective*

**Finding.** *Results from interviews with college personnel suggest that more should be done to enhance collaboration and communication between MCTC and Saint Paul College.*

College personnel were asked to indicate the degree to which they agreed or disagreed with some general statements regarding Power of YOU (see Figure 91). Most of the college personnel (79%) agreed or strongly agreed that their role in the Power of YOU program was clear to them, while the other 21 percent felt neutral about the clarity of their role. Two-thirds of the college personnel agreed or strongly agreed that they could easily find answers to their questions regarding the Power of YOU program, while 21 percent did not think it was easy to find answers. Only about one-quarter of the college personnel felt that collaboration and communication between MCTC and Saint Paul College were sufficient; the largest proportion (42%) felt neutral, and about one-third felt that collaboration was not sufficient.

---

### 91. College personnel's impressions of Power of YOU

Statement	Total N=19-24				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Your role in the Power of YOU program is clear to you	-	-	21%	46%	33%
You can easily find answer to your questions regarding the Power of YOU program	4%	17%	13%	42%	25%
Collaboration and communication between MCTC and Saint Paul College are sufficient	16%	16%	42%	21%	5%

**Source:** *Interviews with college personnel, spring 2007*

So far, the Power of YOU program has met college personnel's expectations very well (50%) and somewhat well (46%), and for one college personnel has exceeded his/her expectations (4%) (see Figure 92).

---

## 92. College personnel's expectations met

How well has Power of YOU met your expectations so far?	Total N=24	
	N	%
Not at all well	-	-
Somewhat well	11	46%
Very well	12	50%
Exceeded my expectations	1	4%

**Source:** Interviews with college personnel, spring 2007

### *Student perspective*

Students were given the opportunity to provide any additional comments they had about Power of YOU. Many students wanted to express their thanks. Several expressed that Power of YOU is a great program. Some acknowledged that the program had been a help to them. A few students provided recommendations. Examples of students' comments include the following:

I think this is a great program to have because it helps many students continue their education that otherwise would not have gone to college because of money issues. I think every college in the U.S. should have a program like Power of YOU. Thank you!

Power of YOU has really helped me enroll in college. I had difficulties understanding how I might pay my tuition. After I got assistance from the directors of Power of YOU, I started not to worry because Power of YOU covers two years of my college tuition.

Power of YOU helped with my ESOL classes and my major. They gave me good advice about being a college student. I will be in this program until I reach my goals.

I love how everyone is so helpful and they care about how I'm doing in school; they are always trying to encourage me to do better.

I think Power of YOU is a very helpful program. It sure helped me a lot this year. I think that, to make it even better, Power of YOU students should get more information about the requirements of the program because some students are very unsure about that.

I would like longer years of financial support because I want to receive a higher degree than a two-year degree.

Keep up the good work. It's a good program and I think that more kids need to be informed of the possibilities it has to offer, meaning high school counselors need to advertise this program more.

# Appendix tables



**A1. Power of YOU students who took the survey compared with those who did not**

Characteristic	Took survey		Did not take survey		
	N	%	N	%	
Gender	Female	59	46%	112	49%
	Male	69	54%	117	51%
Low-income (Pell grant recipient)	Yes	91	72%	175	76%
	No	36	28%	54	24%
Race/ethnicity	Black	69	56%	117	53%
	Asian	15	12%	24	11%
	White	28	23%	54	25%
	Hispanic	7	6%	9	4%
	Other	4	3%	16	7%
English as a Second Language***	Yes	56	44%	48	21%
	No	71	56%	180	79%
Parent attended college**	Yes	49	42%	130	59%
	No	68	58%	89	41%
Grade in last high school English class	A	42	36%	55	26%
	B	44	38%	99	47%
	C	26	22%	44	21%
	D	3	3%	13	6%
	F	1	1%	1	1%
Grade in last high school math class	A	34	29%	46	22%
	B	35	30%	71	33%
	C	34	29%	73	34%
	D	13	11%	21	10%
	F	1	1%	3	1%
High School GPA**	3.5 – 4.0 (A- to A)*	30	26%	22	11%
	3.0 – 3.4 (B to A-)	29	25%	49	23%
	2.5 – 2.9 (B- to B)	34	29%	70	34%
	2.0 – 2.4 (C to B-)*	17	15%	51	24%
	1.5 – 1.9 (C- to C)	7	6%	16	8%
	1.0 – 1.4 (D to C-)	-	-	1	1%
	0.0 – 0.9 (below D)	-	-	-	-
Importance of college to self	Not very important	1	1%	1	<1%
	Somewhat important	8	7%	12	5%
	Very important	110	92%	211	94%

**A1. Power of YOU students who took the survey compared with those who did not (continued)**

Characteristic		Took survey		Did not take survey	
		N	%	N	%
Took developmental courses in first year*	Yes	108	85%	173	76%
	No	19	15%	56	24%
On academic probation at end of first term***	Yes	102	80%	128	56%
	No	26	20%	101	44%
Academic status at end of second term***	Probation	17	13%	47	21%
	Suspension*	13	10%	58	25%
	Good standing*	98	77%	124	54%
GPA earned in first term***	Mean	126	2.8	201	2.3
GPA earned in second term***	Mean	115	2.5	145	1.6
Cumulative GPA at end of first year***	Mean	125	2.6	172	2.1
<b>Placement test scores: MCTC</b>					
ESL reading	Mean	37	3.1	25	3.4
ESL listening	Mean	37	3.4	25	3.3
ESL writing	Mean	37	3.6	25	3.7
Math	Mean	79	2.8	155	2.6
Reading	Mean	49	5.4	136	5.4
Writing	Mean	50	5.7	135	5.6
<b>Placement test scores: Saint Paul College</b>					
ESL reading	Mean	<i>small N</i>		<i>small N</i>	
ESL listening	Mean	19	80.6	15	79.6
Arithmetic	Mean	31	46.7	56	52.8
College level math	Mean	<i>small N</i>		<i>small N</i>	
Elementary algebra	Mean	9	49.5	23	48.0
Reading comprehension	Mean	26	68.3	57	61.3
Sentence skills*	Mean	29	75.4	53	66.4
Spatial relations	Mean	<i>small N</i>		<i>small N</i>	
Writing	Mean	9	7.1	8	7.0

**Note:** Statistically significant differences are denoted with asterisks: \*  $p < 0.05$  means there is only a 5% probability at most that the difference resulted by chance, \*\*  $p < 0.01$  means there is only a 1% probability at most that the difference resulted by chance, \*\*\*  $p < 0.001$  means there is only a 0.1% probability at most that the difference resulted by chance.

**A2. Characteristics of MCTC students who enrolled for the first time in 2004, 2005, and 2006**

Characteristic		2004		2005		2006	
		N	%	N	%	N	%
<b>Gender</b>	Female	85	55%	119	57%	212	54%
	Male	69	45%	91	43%	182	46%
<b>Low-income*** (Pell grant recipient)</b>	Yes	137	88% <sup>06</sup>	172	82% <sup>06</sup>	285	72% <sup>04,05</sup>
	No	18	12% <sup>06</sup>	38	18% <sup>06</sup>	109	28% <sup>04,05</sup>
<b>Race/ethnicity*</b>	Black	54	36% <sup>06</sup>	86	43%	192	50% <sup>04</sup>
	Asian	22	15%	17	8%	38	10%
	White	50	33%	74	37% <sup>06</sup>	104	27% <sup>05</sup>
	Hispanic	21	14%	17	8%	38	10%
	Other	4	3%	8	4%	16	4%
<b>English as a Second Language</b>	Yes	47	31%	55	26%	108	27%
	No	103	69%	155	74%	286	73%
<b>Parent attended college</b>	Yes	24	51%	112	59%	217	60%
	No	23	49%	77	41%	147	40%
<b>Grade in last high school English class</b>	A	40	36%	76	40%	116	32%
	B	48	44%	79	42%	160	44%
	C	20	18%	29	15%	71	20%
	D	1	1%	6	3%	13	4%
	F	1	1%	-	-	3	1%
<b>Grade in last high school math class</b>	A	14	13%	31	17%	77	21%
	B	37	34%	65	36%	126	34%
	C	41	38%	63	35%	120	33%
	D	14	13%	20	11%	41	11%
	F	2	2%	3	2%	3	1%

**A2. Characteristics of MCTC students who enrolled for the first time in 2004, 2005, and 2006 (continued)**

Characteristic	2004		2005		2006		
	N	%	N	%	N	%	
<b>High School GPA</b>	3.5 – 4.0 (A- to A)	9	9%	25	13%	48	13%
	3.0 – 3.4 (B to A-)	25	24%	48	26%	92	26%
	2.5 – 2.9 (B- to B)	28	26%	55	29%	115	32%
	2.0 – 2.4 (C to B-)	33	31% <sup>06</sup>	43	23%	72	20% <sup>04</sup>
	1.5 – 1.9 (C- to C)	10	9%	15	8%	26	7%
	1.0 – 1.4 (D to C-)	1	1%	2	1%	4	1%
	0.0 – 0.9 (below D)	-	-	-	-	-	-
<b>Importance of college to self</b>	Not very important	-	-	2	1%	2	1%
	Somewhat important	10	9%	14	7%	26	7%
	Very important	100	91%	183	92%	352	93%
<b>Enrolled full-time*** (12+ credits)</b>	Yes	95	62% <sup>06</sup>	130	63% <sup>06</sup>	302	77% <sup>04,05</sup>
	No	59	38% <sup>06</sup>	78	38% <sup>06</sup>	88	23% <sup>04,05</sup>
<b>Took developmental courses in first year</b>	Yes	123	79%	159	76%	298	76%
	No	32	21%	51	24%	96	24%
<b>Placement test results</b>							
<b>ESL reading*</b>	Mean	48	4.1 <sup>06</sup>	54	3.6	108	3.3 <sup>04</sup>
<b>ESL listening**</b>	Mean	48	3.5 <sup>05</sup>	54	4.1 <sup>04,06</sup>	108	3.4 <sup>05</sup>
<b>ESL writing</b>	Mean	47	4.0	52	3.9	106	3.6
<b>Math</b>	Mean	154	2.6	208	2.6	392	2.6
<b>Reading**</b>	Mean	129	5.9 <sup>05,06</sup>	171	5.6 <sup>04</sup>	311	5.4 <sup>04</sup>
<b>Writing</b>	Mean	112	5.8	165	5.8	310	5.7

**Note.** The sample size varies depending upon the variable because some variables had more missing data than others.

**Note:** Statistically significant differences are denoted with asterisks: \*  $p < 0.05$  means there is only a 5% probability at most that the difference resulted by chance, \*\*  $p < 0.01$  means there is only a 1% probability at most that the difference resulted by chance, \*\*\*  $p < 0.001$  means there is only a 0.1% probability at most that the difference resulted by chance. Superscript numbers denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The number indicates with which year the result differs.

### A3. Characteristics of Saint Paul College students who enrolled for the first time in 2004, 2005, and 2006

Characteristic	2004		2005		2006		
	N	%	N	%	N	%	
<b>Gender</b>	Female	70	53% <sup>06</sup>	34	43%	88	42% <sup>04</sup>
	Male	61	47% <sup>06</sup>	45	57%	123	58% <sup>04</sup>
<b>Low-income*** (Pell grant recipient)</b>	Yes	58	44% <sup>06</sup>	41	46% <sup>06</sup>	140	67% <sup>04,05</sup>
	No	73	56% <sup>06</sup>	48	54% <sup>06</sup>	70	33% <sup>04,05</sup>
<b>Race/ethnicity***</b>	Black	33	27% <sup>06</sup>	15	30% <sup>06</sup>	95	50% <sup>04,05</sup>
	Asian	41	33% <sup>06</sup>	10	20%	36	19% <sup>04</sup>
	White	38	31%	18	36% <sup>06</sup>	40	21% <sup>05</sup>
	Hispanic	9	7%	2	4%	5	3%
	Other	3	2% <sup>05</sup>	5	10% <sup>04</sup>	3	7%
<b>English as a Second Language</b>	Yes	37	28% <sup>06</sup>	29	33%	81	40% <sup>04</sup>
	No	94	72% <sup>06</sup>	60	67%	121	60% <sup>04</sup>
<b>Parent attended college</b>	Yes	44	52%	26	55%	89	45%
	No	41	48%	21	45%	107	55%
<b>Grade in last high school English class</b>	A	30	32% <sup>05</sup>	6	13% <sup>04,06</sup>	55	29% <sup>05</sup>
	B	40	42%	27	56%	80	42%
	C	21	22%	13	27%	42	22%
	D	4	4%	2	4%	12	6%
	F	-	-	-	-	-	-
	<b>Grade in last high school math class</b>	A	14	15%	7	15%	45
B		29	31%	18	38%	74	38%
C		42	45% <sup>06</sup>	16	33%	50	26% <sup>04</sup>
D		8	9%	6	13%	22	11%
F		-	-	1	2%	2	1%
<b>High School GPA</b>	3.5 – 4.0 (A- to A)	10	11%	10	22%	32	17%
	3.0 – 3.4 (B to A-)	31	33% <sup>05</sup>	6	13% <sup>04</sup>	45	25%
	2.5 – 2.9 (B- to B)	25	26%	13	29%	52	28%
	2.0 – 2.4 (C to B-)	19	20%	12	27%	33	18%
	1.5 – 1.9 (C- to C)	8	8%	3	7%	17	9%
	1.0 – 1.4 (D to C-)	2	2%	1	2%	5	3%
	0.0 – 0.9 (below D)	-	-	-	-	-	-

**A3. Characteristics of Saint Paul College students who enrolled for the first time in 2004, 2005, and 2006 (continued)**

Characteristic		2004		2005		2006	
		N	%	N	%	N	%
Importance of college to self	Not very important	1	1%	-	-	3	2%
	Somewhat important	8	8%	7	14% <sup>06</sup>	11	6% <sup>05</sup>
	Very important	89	91%	43	86%	182	93%
Enrolled full-time*** (12+ credits)	Yes	80	61% <sup>06</sup>	53	60% <sup>06</sup>	171	81% <sup>04,05</sup>
	No	51	39% <sup>06</sup>	36	40% <sup>06</sup>	39	19% <sup>04,05</sup>
Took developmental courses in first year***	Yes	63	48% <sup>06</sup>	47	53% <sup>06</sup>	145	69% <sup>04,05</sup>
	No	68	52% <sup>06</sup>	42	47% <sup>06</sup>	65	31% <sup>04,05</sup>
<b>Placement test results</b>							
ESL reading	Mean	37	55.7	30	56.0	37	57.5
ESL listening	Mean	36	79.6	29	82.0	66	81.8
Arithmetic	Mean	122	58.7	73	56.5	170	51.9
College level math	Mean	15	37.5	10	46.4	10	35.8
Elementary algebra	Mean	56	58.3	33	58.1	65	52.8
Reading comprehension	Mean	104	66.3	61	66.1	151	63.3
Sentence skills	Mean	102	72.5	59	70.1	163	68.3
Spatial relations	Mean	23	64.0	7	<i>small N</i>	20	53.8
Writing	Mean	87	7.1	22	6.8	56	6.9

**Note.** The sample size varies depending upon the variable because some variables had more missing data than others.

**Note:** Statistically significant differences are denoted with asterisks: \*  $p < 0.05$  means there is only a 5% probability at most that the difference resulted by chance, \*\*  $p < 0.01$  means there is only a 1% probability at most that the difference resulted by chance, \*\*\*  $p < 0.001$  means there is only a 0.1% probability at most that the difference resulted by chance. Superscript numbers denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The number indicates with which year the result differs.

**A4. Characteristics of MCTC students who attended in 2006: Power of YOU students versus non-Power of YOU students**

Characteristic	Power of YOU		non-Power of YOU		
	N	%	N	%	
Gender	Female	127	54%	85	53%
	Male	107	46%	75	47%
Low-income (Pell grant recipient)	Yes	177	76%	108	68%
	No	57	24%	52	33%
Race/ethnicity**	Black*	130	56%	62	40%
	Asian	20	9%	18	12%
	White	58	25%	46	30%
	Hispanic*	14	6%	24	16%
	Other	11	5%	5	3%
English as a Second Language	Yes	61	26%	47	29%
	No	173	74%	113	71%
Parent attended college	Yes	128	58%	89	62%
	No	93	42%	54	38%
Grade in last high school English class	A	64	30%	52	36%
	B	97	45%	63	43%
	C	44	20%	27	19%
	D	10	5%	3	2%
	F	2	1%	1	1%
Grade in last high school math class	A	48	22%	29	20%
	B	69	32%	57	39%
	C	77	35%	43	29%
	D	22	10%	19	13%
	F	3	1%	-	-

**A4. Characteristics of MCTC students who attended in 2006: Power of YOU students versus non-Power of YOU students (continued)**

Characteristic		Power of YOU		non-Power of YOU	
		N	%	N	%
High School GPA	3.5 – 4.0 (A- to A)	32	15%	16	11%
	3.0 – 3.4 (B to A-)	49	23%	43	30%
	2.5 – 2.9 (B- to B)	73	34%	42	29%
	2.0 – 2.4 (C to B-)	44	21%	28	20%
	1.5 – 1.9 (C- to C)	15	7%	11	8%
	1.0 – 1.4 (D to C-)	1	1%	3	2%
	0.0 – 0.9 (below D)	-	-	-	-
Importance of college to self	Not very important	1	<1%	1	1%
	Somewhat important	12	5%	14	9%
	Very important	216	94%	136	90%
Enrolled full-time*** (12+ credits) <sup>a</sup>	Yes***	220	94%	82	53%
	No***	14	6%	74	47%
Took developmental courses in first year**	Yes**	189	81%	109	68%
	No**	45	19%	51	32%
<b>Placement test results</b>					
ESL reading	Mean	62	3.2	46	3.5
ESL listening	Mean	62	3.4	46	3.4
ESL writing	Mean	62	3.7	44	3.5
Math	Mean	234	2.6	158	2.5
Reading	Mean	185	5.4	126	5.5
Writing	Mean	185	5.6	125	5.8

<sup>a</sup> Full-time status was determined by the official record that is finalized 45 days after the end of the term. Power of YOU students are required to enroll full-time. Of the 14 Power of YOU students who were not full-time, 8 had been initially enrolled full-time but ended up dropping some credits. The other 6 were not full-time.

**Note.** The sample size varies depending upon the variable because some variables had more missing data than others.

**Note:** Statistically significant differences are denoted with asterisks: \*  $p < 0.05$  means there is only a 5% probability at most that the difference resulted by chance, \*\*  $p < 0.01$  means there is only a 1% probability at most that the difference resulted by chance, \*\*\*  $p < 0.001$  means there is only a 0.1% probability at most that the difference resulted by chance.

**A5. Characteristics of Saint Paul College students who attended in 2006: Power of YOU students versus non-Power of YOU students**

Characteristic	Power of YOU		non-Power of YOU		
	N	%	N	%	
Gender*	Female*	44	36%	44	50%
	Male*	79	64%	44	50%
Low-income* (Pell grant recipient)	Yes*	89	73%	51	58%
	No*	33	27%	37	42%
Race/ethnicity	Black	56	51%	39	49%
	Asian	20	18%	16	20%
	White	24	22%	16	20%
	Hispanic	2	2%	3	4%
	Other	8	7%	5	6%
English as a Second Language	Yes	43	36%	38	47%
	No	78	64%	43	53%
Parent attended college	Yes	51	44%	38	47%
	No	64	56%	43	53%
Grade in last high school English class	A	33	30%	22	28%
	B	46	41%	34	44%
	C	26	23%	16	21%
	D	6	5%	6	8%
	F	-	-	-	-
Grade in last high school math class	A*	32	29%	13	16%
	B	37	33%	37	46%
	C	30	27%	20	25%
	D	12	11%	10	12%
	F	1	1%	1	1%

**A5. Characteristics of Saint Paul College students who attended in 2006: Power of YOU students versus non-Power of YOU students (continued)**

Characteristic	Power of YOU		non-Power of YOU		
	N	%	N	%	
High School GPA*	3.5 – 4.0 (A- to A)	20	18%	12	17%
	3.0 – 3.4 (B to A-)	29	26%	16	22%
	2.5 – 2.9 (B- to B)	31	28%	21	29%
	2.0 – 2.4 (C to B-)	24	21%	9	13%
	1.5 – 1.9 (C- to C)	8	7%	9	13%
	1.0 – 1.4 (D to C-)	-	-	5	7%
	0.0 – 0.9 (below D)	-	-	-	-
Importance of college to self	Not very important	1	1%	2	2%
	Somewhat important	8	7%	3	4%
	Very important	105	92%	77	94%
Enrolled full-time*** (12+ credits)	Yes***	122	100%	49	56%
	No***	-	-	39	44%
Took developmental courses in first year*	Yes*	92	75%	53	60%
	No*	30	25%	35	40%
<b>Placement test results</b>					
ESL reading	Mean	<i>small N</i>		<i>small N</i>	
ESL listening	Mean	34	80.1	32	83.6
Arithmetic	Mean	87	50.6	83	53.3
College level math	Mean	<i>small N</i>		<i>small N</i>	
Elementary algebra	Mean	32	48.4	33	57.1
Reading comprehension	Mean	83	63.5	68	63.1
Sentence skills	Mean	82	69.6	81	67.1
Spatial relations	Mean	<i>small N</i>		<i>small N</i>	
Writing	Mean	17	7.1	39	6.8

**Note.** The sample size varies depending upon the variable because some variables had more missing data than others.

**Note:** Statistically significant differences are denoted with asterisks: \*  $p < 0.05$  means there is only a 5% probability at most that the difference resulted by chance, \*\*  $p < 0.01$  means there is only a 1% probability at most that the difference resulted by chance, \*\*\*  $p < 0.001$  means there is only a 0.1% probability at most that the difference resulted by chance.

---

**A6. MCTC. Help overcoming barriers to college enrollment**

<b>Did the Power of YOU staff help you...</b>	<b>Had difficulty</b>	<b>Received help</b>	
		<b>N</b>	<b>%</b>
Apply for college enrollment	31	25	81%
Apply for financial aid (FAFSA)	35	27	77%
Decide if college was for you	24	15	63%
Figure out how to cover your living expenses while in college	48	27	56%
Figure out how to cover college expenses (tuition, fees, books, etc.)	66	53	80%
Something else	12	12	100%

**Source:** Web-based survey of Power of YOU students, spring 2007

---

**A7. Saint Paul College. Help overcoming barriers to college enrollment**

<b>Did the Power of YOU staff help you...</b>	<b>Had difficulty</b>	<b>Received help</b>	
		<b>N</b>	<b>%</b>
Apply for college enrollment	10	9	90%
Apply for financial aid (FAFSA)	17	10	59%
Decide if college was for you	19	14	74%
Figure out how to cover your living expenses while in college	22	11	50%
Figure out how to cover college expenses (tuition, fees, books, etc.)	35	29	83%
Something else	1 <sup>a</sup>	0 <sup>a</sup>	NA

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> A total of 3 students had this difficulty, but 2 of the students did not indicate whether they received help.

---

**A8. Fall semester credits earned**

Cohort	MCTC		Saint Paul College		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	154	7.1 <sup>d</sup>	131	10.1	285	8.4 <sup>d,e</sup>
b. 2005	208	6.8 <sup>d</sup>	89	9.6	297	7.7 <sup>c,d</sup>
c. 2006	390	7.9	210	10.1	600	8.7 <sup>b</sup>
d. 2006 Power of YOU	234	9.1 <sup>a,b,e</sup>	122	11.1 <sup>e</sup>	356	9.8 <sup>a,b,e</sup>
e. 2006 non-Power of YOU	156	6.1 <sup>d</sup>	88	8.8 <sup>d</sup>	244	7.0 <sup>a,d</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

---

**A9. Spring semester credits earned**

Cohort	MCTC		Saint Paul College		Total	
	N	Mean	N	Mean	N	Mean
a. 2004	114	7.5	101	11.1 <sup>c</sup>	215	9.2 <sup>c,e</sup>
b. 2005	146	7.5	61	9.6	207	8.1
c. 2006	296	7.0	163	9.2 <sup>a</sup>	459	7.8 <sup>a</sup>
d. 2006 Power of YOU	202	7.2	102	9.5	304	8.0
e. 2006 non-Power of YOU	94	6.5	61	8.7	155	7.4 <sup>a</sup>

**Note.** Superscript letters denote statistically significant differences at the  $p < 0.05$  level (i.e., there is only a 5% probability at most that the difference occurred by chance). The letter indicates with which cohort the result differs.

---

**A10. Students' living situation**

Who do you currently living with?	MCTC (N=79)		Saint Paul College (N=49)		Total (N=128)	
	N	%	N	%	N	%
Alone	5	6%	4	8%	9	7%
Your child(ren)	3	4%	-	-	3	2%
Significant other	7	9%	4	8%	11	9%
Parent(s) or guardian(s)	54	68%	36	74%	90	70%
Other family member(s)	16	20%	4	8%	20	16%
Friend(s) or roommate(s)	8	10%	4	8%	12	9%

**Source:** Web-based survey of Power of YOU students, spring 2007

**Note.** Students were allowed to check all that apply.

### A11. Financial support from parents

What amount of financial support do you receive from your parent(s)?	MCTC (N=78)		Saint Paul College (N=47)		Total (N=125)	
	N	%	N	%	N	%
No financial support	21	27%	11	23%	32	26%
Very little financial support	14	18%	2	4%	16	13%
Some financial support	21	27%	13	28%	34	27%
A lot of financial support	12	15%	11	23%	23	18%
Full financial support	10	13%	10	21%	20	16%

**Source:** Web-based survey of Power of YOU students, spring 2007

**Note:** Financial support includes paying for food, housing (including if the student lived with his/her parents and did not pay for rent or food), transportation, school, healthcare, and other needs and expenses.

### A12. Parents' expectations

When you were in high school, what were your parents' expectations regarding your education?	MCTC (N=74)		Saint Paul College (N=44)		Total (N=118)	
	N	%	N	%	N	%
My parents did not expect me to graduate from high school	2	3%	1	2%	3	3%
My parents expected me to graduate from high school but did not expect me to enroll in college	7	10%	4	9%	11	9%
My parents expected me to enroll in college	56	76%	38	86%	94	80%
Other <sup>a</sup>	9	12%	1	2%	10	9%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

---

### A13. Family influence on decision to enroll in college

How much of an influence did your family have on your decision to enroll in college?	MCTC (N=77)		Saint Paul College (N=48)		Total (N=125)	
	N	%	N	%	N	%
No influence	5	7%	4	8%	9	7%
Very little influence	6	8%	1	2%	7	6%
Some influence	22	29%	16	33%	38	30%
A large influence	44	57%	27	56%	71	57%

**Source:** Web-based survey of Power of YOU students, spring 2007

---

### A14. Parents' current attitude toward students' education

Which of the following best describes your parents' attitude regarding your education now?	MCTC (N=75)		Saint Paul College (N=48)		Total (N=123)	
	N	%	N	%	N	%
Your parents would prefer that you work full-time instead of going to school	6	8%	1	2%	7	6%
Your parents do not care whether or not you attend college	2	3%	2	4%	4	3%
Your parents want you to attend college at some point in your life, but they do not think now is the right time	2	3%	1	2%	3	2%
Your parents are glad that you're enrolled in college right now	67	89%	44	92%	111	90%
Other <sup>a</sup>	3	4%	-	-	3	2%

**Source:** Web-based survey of Power of YOU students, spring 2007

**Note:** Students were asked to check only one response if possible, but were allowed to check more than one if needed.

<sup>a</sup> See supplemental document for open-ended responses.

### A15. Parents' educational aspiration for student

What is the highest level of education your parents want you to complete?	MCTC (N=66)		Saint Paul College (N=38)		Total (N=104)	
	N	%	N	%	N	%
High school diploma	12	18%	5	13%	17	16%
Some college	6	9%	3	8%	9	9%
Certificate or two-year degree	6	9%	8	21%	14	14%
Bachelor's (four-year) degree	13	20%	12	32%	25	24%
Advanced degree (master's, Ph.D., professional degree, Law degree, medical degree, etc.)	20	30%	4	11%	24	23%
Your parents do not have an opinion about your education	5	8%	3	8%	8	8%
Other <sup>a</sup>	4	6%	3	8%	7	7%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> See supplemental document for open-ended responses.

### A16. Ways parents support student's education

	MCTC (N=71-77)		Saint Paul College (N=44-48)		Total (N=115-125)	
	N	%	N	%	N	%
Financial support <sup>a</sup>	36	47%	31	65%	67	54%
Emotional support <sup>b</sup>	62	82%	41	85%	103	83%
Helping student learn <sup>c</sup>	39	53%	22	47%	61	50%
Helping student with other obligations or helping student overcome barriers <sup>d</sup>	43	61%	26	59%	69	60%
Other	7	9%	3	6%	10	8%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> E.g., Parent helps student pay for school supplies, books, fees, etc., or helps pay for housing or other expenses so the student can attend college

<sup>b</sup> E.g., Parent provides encouragement, motivation, advice, etc. Parent demonstrates interest or concern for student's education

<sup>c</sup> E.g., Parent helps student learn the material or finds other people or resources to help the student learn

<sup>d</sup> E.g., Parent provides childcare, transportation, etc. so the student can attend college

---

**A17. MCTC. Help overcoming obstacles to success**

Did the Power of YOU staff help you...	Had difficulty	Received help	
		N	%
Difficulties with coursework	31	22	71%
Parenting issues	9	<i>small N</i>	
Health issues	8	<i>small N</i>	
Personal issues	36	14	39%
Housing issues	15	7	47%
Transportation issues	20	6	30%
Something else	8	<i>small N</i>	

**Source:** Web-based survey of Power of YOU students, spring 2007

---

**A18. Saint Paul College. Help overcoming barriers to college enrollment**

Did the Power of YOU staff help you...	Had difficulty	Received help	
		N	%
Difficulties with coursework	16	10	63%
Parenting issues	0 <sup>a</sup>	-	-
Health issues	7 <sup>b</sup>	<i>small N</i>	
Personal issues	14	4	29%
Housing issues	7	<i>small N</i>	
Transportation issues	9 <sup>c</sup>	<i>small N</i>	
Something else	4 <sup>d</sup>	<i>small N</i>	

**Source:** Web-based survey of Power of YOU students, spring 2007

- <sup>a</sup> A total of 2 students had this issue, but none of them indicated whether they received help.
- <sup>b</sup> A total of 8 students had this issue, but 1 of them did not indicate whether they received help.
- <sup>c</sup> A total of 12 students had this issue, but 3 of them did not indicate whether they received help.
- <sup>d</sup> A total of 5 students had this issue, but 1 of them did not indicate whether they received help.

**A19. In what service learning/volunteer activities have you participated as part of the Power of YOU program?**

Theme of response	MCTC (N=37)		Saint Paul College (N=30)		Total N=67)	
	N	%	N	%	N	%
Volunteered for an organization or as part of a program, activity not described	5	14%	7	23%	12	18%
Tutoring, teaching	5	14%	4	13%	9	13%
Mentoring	2	5%	3	10%	5	7%
Campus activities	3	8%	-	-	3	4%
Helped out at a school, activity not described	-	-	3	10%	3	4%
Helped out in school kitchen	-	-	2	7%	2	3%
Childcare	-	-	2	7%	2	3%
Sports and recreation	2	5%	-	-	2	3%
Activity not described	5	14%	1	3%	6	9%
Other	2	5%	6	20%	8	12%
Unclear, unrelated	4	11%	1	3%	5	7%
Don't know, don't remember, N/A	9	24%	2	7%	11	16%

**Source:** Web-based survey of Power of YOU students, spring 2007. See supplemental document for open-ended responses.

**A20. MCTC. Student self-report: Helpfulness of services**

Service	Students who used this service	Not at all helpful		Somewhat helpful		Very helpful	
		N	%	N	%	N	%
Tutoring	34	-	-	10	29%	24	71%
Course selection help	62	-	-	16	26%	46	74%
Career planning help	49	-	-	14	29%	35	71%
Extra help from teachers	47	1	2%	11	23%	35	75%
Mentoring	26	1	4%	8	31%	17	65%
Counseling for personal concerns	39	-	-	6	15%	33	85%
Financial advice or guidance	46	-	-	9	20%	37	80%

**Source:** Web-based survey of Power of YOU students, spring 2007

---

**A21. Saint Paul College. Student self-report: Helpfulness of services**

<b>Service</b>	<b>Students who used this service</b>	<b>Not at all helpful</b>		<b>Somewhat helpful</b>		<b>Very helpful</b>	
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Tutoring	23	1	4%	8	35%	14	61%
Course selection help	39	-	-	13	33%	26	67%
Career planning help	27	1	4%	8	30%	18	67%
Extra help from teachers	29	-	-	11	38%	18	62%
Mentoring	13 <sup>a</sup>	2	15%	3	23%	8	62%
Counseling for personal concerns	9 <sup>b</sup>	-	-	3	33%	6	67%
Financial advice or guidance	20	-	-	8	40%	12	60%

**Source:** Web-based survey of Power of YOU students, spring 2007

<sup>a</sup> A total of 18 students indicated using this service, but 5 of the students did not indicate how helpful the service was.

<sup>b</sup> A total of 13 students indicated using this service, but 4 of the students did not indicate how helpful the service was.