

Power of YOU program evaluation

Year 2 report

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Power of YOU program evaluation

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Summary and implications

Minneapolis Community and Technical College (MCTC), Saint Paul College, and Metropolitan State University (Metro State), all members of the Minnesota State Colleges and Universities (MnSCU), 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 postsecondary educational institutions, 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, racial/ethnic minorities). Power of You operated at MCTC and Saint Paul College the first year (2006-07), and Metro State was added as a third institution that offered the program in the second year (2007-08).

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, parents, high school and college personnel, and community partners).

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 college?
- What factors, including Power of YOU services, are related to students' academic progress and performance?
- What are the perspectives of key stakeholders (students, parents, community partners, high school and college personnel) on the program?
- How might the Power of YOU program be strengthened or improved?

This report provides evaluation results after the first two years of program operation. It focuses on the impact of the Power of YOU program on enrollment, how Power of YOU students perform academically in college, what influence program services and other factors may have on students' progress and success, and how key stakeholder groups

(students, parents, high school personnel, college personnel, and community partners) view the program. To better gauge the effects and implications of the Power of YOU program, we compare the fall 2006 and 2007 cohorts at Power of YOU schools with the previous two cohorts who entered the schools in the fall of 2004 and 2005, prior to program implementation. 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 or peers in the 2006 and 2007 cohorts.

Results

Enrollment

Overall impact

Enrollment of new Minneapolis and Saint Paul public high school graduates more than doubled at schools offering the Power of YOU program, with a larger increase the second year of the program than the first. A total of 357 students entered the Power of YOU program in the fall of 2006 and 435 entered in the fall of 2007, representing about three-fifths of the target-population students enrolling in these schools in the fall of each year. Analysis of enrollment of the target population across the MnSCU system in fall 2006 and 2007 indicated a substantial net gain. This finding suggests that the Power of YOU program did not simply draw students away from other colleges but increased the overall number of students attending college.

Student characteristics

Due to the increases in college enrollment of the target population, there were large increases in the numbers in students from underrepresented groups entering Power of YOU schools, especially low-income and Black or African American students. These increases were evident in MnSCU total enrollment numbers for the target population. Again, this finding suggests that the Power of YOU program boosted college enrollment among students from groups underrepresented in post-secondary education.

Perspectives on recruitment and enrollment based on stakeholder surveys

Nine in 10 high school personnel and 6 in 10 community partners felt that Power of YOU recruitment efforts were sufficient. The Power of YOU program appeared to be more likely to have strong partnerships with high schools than community partners. High school personnel and community partners suggested that recruitment efforts could be strengthened

by doing more to reach the families of potential students, building more community partnerships and outlets, reaching students earlier, and reaching students at school.

About one-third of Power of YOU students reported that the Power of YOU program made it possible for them to attend college, while about half said the program made it easier for them to attend. One-third of Power of YOU students also reported that they made the decision to enroll in college their senior year in high school, leaving little time to prepare for college if they hadn't done so earlier. The program offer of free tuition seemed to be the primary motivator in getting students to apply for college. Despite the free tuition, it appeared that many Power of YOU students still struggled with meeting living expenses.

Level of preparation for college

Most stakeholders surveyed did not think Power of YOU students were well prepared for college, and most of the students themselves agreed. While Minneapolis and Saint Paul high schools aim to prepare all students for college, just over half of those surveyed said that their curriculum was aligned with the entrance requirements of local colleges.

Academic progress and performance over two years

The academic progress of Power of YOU students in college was tracked using a number of indicators (retention, grade point average or GPA, credits earned, academic standing, and graduation rates). Their performance on these indicators was compared to prior cohorts and peers in the same cohorts, as indicated above. Both the prior cohorts and the peers were quite similar to Power of YOU students in demographic characteristics and preparation for college. In general, then, if Power of YOU students outperform these comparison students on an academic indicator this would suggest a positive program impact. If Power of YOU students perform at a level similar to these comparison students, this might at least be considered a limited program success since many of the Power of YOU students would likely not be attending college without the program.

Retention

Power of YOU students tended to have higher retention rates than their peers within the same cohort as well as prior cohorts. The difference compared to prior cohorts, however, was small by the spring semester of the second year. Power of YOU students' retention (i.e., enrollment rate) was 85 percent for spring semester of their first year, 64 percent for fall semester of their second year, and 50 percent for spring semester of their second year.

Grade point average

At the end of their first year, the average cumulative GPA of Power of YOU students was 2.3. At the end of their second year it was 2.7. Overall, these average cumulative GPAs for Power of YOU students did not differ markedly from their peers in the same cohort or from prior cohorts.

Total credits earned

Power of YOU students earned an average of about 20 credits by the end of their first year. This represented 72 percent of the credits they had attempted. Those who continued through the second year earned an average of 46 credits by the end of their second year, representing 83 percent of the credits they had attempted. These results include both developmental credits and credits toward graduation.

Credits earned toward graduation

Including only those credits that count toward graduation, Power of YOU students earned an average of about 14 credits in their first year, with the 2007 cohort earning more credits the first year than the 2006 cohort. By the end of their second year, Power of YOU students still enrolled had earned an average of 34 credits toward graduation. This is far below the 64 credits needed to graduate with an associate's degree, which many Power of YOU students are pursuing, but quite similar to prior cohorts. Cumulative credits earned toward graduation by Power of YOU students differed by institution.

Academic standing

At the end of their first year, 60 percent of Power of YOU students still enrolled were in good academic standing, 16 percent were on academic probation, and 24 percent were suspended. Results were slightly better for Power of YOU students who entered in fall 2007 compared to fall 2006. Results differed by institution.

By the end of their second year, 77 percent of Power of YOU students still enrolled were in good academic standing, 11 percent were on probation, and 12 percent were suspended. The percentage of Power of YOU students in good standing was slightly below prior cohorts and peers within the same cohort.

Two-year graduation rates

A small proportion (8%) of Power of YOU students earned a two-year degree, certificate or diploma by the end of their second year in college. The cohorts of students prior to Power of YOU also had low graduation rates (7%). These results are consistent with cumulative credits earned information which showed that on average after two years

students are far below the credits needed for an associate's degree. Just over half of Power of YOU students had graduated or were still enrolled after two years, not including transfers to other post-secondary institutions. Reliable data on student transfers were unavailable.

Differences by institution

Academic results (GPA, credits earned, academic standing, and graduation rates) for Power of YOU students showed somewhat different patterns across the three institutions. At MCTC, Power of YOU students tended to perform about the same, and sometimes better, than prior cohorts of students or peers in the same cohorts as themselves during their first year. In contrast, Power of YOU students at Saint Paul College tended to perform somewhat lower than prior cohorts during their first year. This may be related to the higher income levels of students in prior cohorts at this college. Differences between Power of YOU students and their peers within the same cohort were inconsistent at Saint Paul College. As expected, given the more stringent admission requirements, Power of YOU students at Metro State tended to perform better on the academic indicators than Power of YOU students at the other two institutions.

Obstacles to college success

The most common obstacle to college success for Power of YOU students, reported by both students and college personnel, was personal issues. However, students were more likely to receive help in overcoming difficulties with coursework than with personal issues. The most frequent suggestions offered by college personnel for how Power of YOU could better help students overcome obstacles to college success were to provide: 1) earlier outreach and preparation for students, and 2) support for expenses besides tuition (e.g., books, housing, transportation, or emergencies).

Educational plans and aspirations

The majority of community college Power of YOU students surveyed reported that they planned to transfer to a four-year college, many after first earning a degree or certificate from the community college. About three-quarters of the Power of YOU students surveyed hoped to earn a bachelor's degree or higher. Power of YOU students who completed the survey tended to be doing better academically than those who didn't.

Perspectives on Power of YOU program components and student academic outcomes

The importance of Power of YOU program components in student success was examined through surveys and statistical analyses yielding the findings summarized below.

Support services generally

Both students and their families reported that supports services, both those provided by program staff and other college staff, were helpful. These included assistance with course selection, career planning, financial issues, and extra help with their coursework.

College orientation courses

Most students and college personnel saw value in the orientation classes, although some felt these classes could be improved.

Retention in college

Most of the college personnel surveyed felt the Power of YOU program had a positive impact on keeping students enrolled in college. They most commonly attributed this impact to intrusive advising and individual attention to students.

Mentoring effects

Results of analyses testing the link between some Power of YOU program components and academic outcomes suggested that students who received mentoring were more likely to be in good academic standing after one year compared to students who did not receive mentoring.

Service learning

Almost two-thirds of the Power of YOU students surveyed reported that they participated in community service learning. Results of analyses testing the impact of service learning on academic outcomes suggest that participation may have had a positive impact on students' cumulative GPA and academic standing after one year. College personnel suggested that the service learning program component could benefit from greater structure and management.

Program events

Most Power of YOU students surveyed said that they participated in program-sponsored events and that these events helped them feel more connected to the campus community.

General stakeholder perspectives

College personnel

Two-thirds of the college personnel surveyed reported that Power of YOU has met their expectations very well or exceeded their expectations. They cited several impacts on the college of the enrollment of Power of YOU students including a younger student population, the need to offer more lower-level or developmental courses, increased enrollment, and increased advising or supports.

Benefits

The parents/guardians surveyed reported that the Power of YOU impacted their children and families by providing access to higher education; reducing the financial burden of college; providing additional support, direction, and guidance; and increasing their children's motivation and self-esteem. Similarly, high school personnel, college personnel, and community partners cited such Power of YOU benefits as financial assistance, access and opportunity, additional support, and increased retention.

Concerns

The most common concern that community partners, high school personnel, college personnel, and parents had about Power of YOU was the continued funding and sustainability of the program.

Implications

Successes

Increased college enrollment of underrepresented groups. The Power of YOU program has been successful during its first two years in substantially boosting the enrollment of students who have traditionally been underrepresented in postsecondary education, especially low-income students and Black or African American students.

Retention in college. Power of YOU students were more likely to stay enrolled in college during their first year to year and a half compared to their peers or prior cohorts. College personnel attributed this result primarily to intrusive advising and individual attention to students.

Service learning and mentoring. Power of YOU students who participated in community service learning and in mentoring were more likely to be in good academic standing after one year. Additionally, participants in service learning tended to have higher cumulative GPA's after one year.

Challenges

Inadequate preparation for college. Most Power of YOU students are not well prepared for college according to their own reports as well as those of college faculty and staff. Three-quarters of them needed to take developmental courses during their first year of college.

Achieving adequate academic progress and performance. Even though the program requires students to be enrolled full-time, Power of YOU students were making slow progress in earning enough credits to graduate. This, of course, was related to their under preparation for college and their consequent need to take developmental courses which don't count toward graduation. To illustrate, after two years, students had earned on average just over half of the credits needed for an associate's degree. Power of YOU students also struggled to perform well academically. Slightly over half were in good academic standing at the end of their first year of college.

Non-academic obstacles to college success. Besides difficulties with coursework, students frequently mentioned personal, family and employment issues as obstacles to success in college. It appeared that many of the students citing these issues did not receive help with them from the program. Meeting living expenses was also cited by students and college personnel as an obstacle to college success.

Program recommendations

Help improve preparation of students for college. This could include such efforts as the following: 1) reach students and their families earlier in students' academic careers to get them thinking about college while they still have time to prepare; 2) work with high schools to help them better prepare students for college, including aligning their curriculum with college entrance requirements; 3) offer college preparatory programs or classes to students while they are still in high school or in the summer before they enter college.

Increase understanding of why students exit early from college. Although retention rates were higher for Power of YOU students than their peers during the first year, by the spring semester of the second year, only half were still enrolled. A study of the reasons and conditions under which students withdraw early from college might be useful. It could include reviewing student record data and doing a follow-up of students who have withdrawn. Better data on student transfers to other post-secondary institutions is also needed. Information from such a study could be helpful in further developing strategies to prevent early exits.

Consider strengthening support for students' success while in college. There may be additional things that could be done to help students succeed academically. For example, mentoring and service learning may be promising approaches to foster better outcomes

for students. In the survey, 65 percent of Power of YOU students reported participating in service learning, while only 36 percent reported having a mentor. The program might consider increasing the number of Power of YOU students who have mentors. In addition, college personnel recommended making service learning a more well-established program component, with more structure and management.

Further refine the program model and establish greater consistency across the colleges.

When the Power of YOU program began, some of the program components were at an early stage of development, and understandably they have evolved over the first two years of program operation. In addition, the program model has evolved somewhat differently at each college, both with regard to which components are offered and in the interpretation of program components. For example, Saint Paul College has a formal mentoring component, while MCTC and Metro State do not. Saint Paul College and MCTC both have a service learning expectation, but Metro State does not. There also appeared to be some inconsistency across the colleges in enforcing program requirements and determining who is in the program. While it may be necessary for colleges to have some autonomy in deciding how to best provide the program at their institutions, greater consistency in the program model is ultimately desirable, and will be helpful in further testing of the model. In this demonstration phase, it is important to determine, to the extent possible, which program components are critical to program success. The current evaluation results provide some guidance in this regard. Future evaluation efforts should seek to further identify which program components are essential for success. Such identification is useful in determining which components should be considered standard features of the program model and which ones can be optional when it comes to program replication.

Improve explanation of financial aid to students. Results from the student survey show that the offer of free tuition was the primary motivator in getting students to enroll. However, several students reported feeling frustrated when they found out later that they could have received free tuition anyway through the federal Pell grant. Other stakeholders, including some of the community partners, high school personnel, college personnel, and parents/guardians, also saw a need for greater clarity in explaining financial aid to students. This is of concern because Power of YOU may not be the best fit for all students given the program expectations. For example, some students may not enroll because they cannot meet the expectation of attending full-time. Others could decide to enroll anyway and end up not being able to give their studies the attention needed. Therefore, it seems important to be as clear as possible with students about the variety of financial aid options available to them, including Power of YOU.

Introduction

Program description

The Power of YOU program is a pilot initiative designed to increase the college enrollment and success of underrepresented high school students (i.e., low-income, racial/ethnic minorities). The program began at Minneapolis Community and Technical College (MCTC) and Saint Paul College in 2006-07. A third institution, Metropolitan State University (Metro State), was added in 2007-08. Power of YOU provides free tuition to the three institutions, 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 first group of students accepted into the Power of YOU program graduated from high school in 2005-06 and enrolled at the colleges in the fall semester of 2006. Power of YOU enrollment for fall 2006 was 357 students – 234 at MCTC and 123 at Saint Paul College. The second group of Power of YOU students graduated from high school in 2006-07 and enrolled at the colleges in fall semester of 2007. This group included 435 students – 246 at MCTC, 164 at Saint Paul College, and 25 at Metro State. In total, the program has served 792 students in its two years of operation.

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, general academic advising, career exploration assistance, referrals for other services (e.g. counseling)
- Social events, field trips, and workshops
- Mentoring (formal component at Saint Paul College, occurs informally at MCTC and Metro State)

Program requirements

- Graduate of a Minneapolis or Saint Paul public high school (including charter and alternative schools) the same year as college admission is sought
- 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 enroll in a college orientation course during the first semester (required at MCTC and Metro State; encouraged at Saint Paul College)
- Must remain enrolled in at least 12 credits per term toward a degree, diploma, or certificate
- Expected to participate in community service learning (10-20 hours per semester expected at MCTC and Saint Paul College; encouraged at Metro State)

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

Key evaluation questions addressed in this 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, parents, community partners, 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 (including charter and alternative school graduates) who enrolled in the two colleges in fall 2006 and fall 2007 with similar 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 the enrollees during each of these years. Only students who enrolled in college the fall immediately following graduation from high school were included.

We also examined 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 was 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, community partners, and parents/guardians.

Student academic progress and performance

Several measures were used to examine students' progress and performance: retention, grade point average (GPA), credits earned, percentage of credits earned of those attempted, academic standing, and graduation rates. We examined trends in these

indicators over a four-year period – the two years before and the two years after Power of YOU began. In addition, we compared Power of YOU students to previous cohorts and to non-Power of YOU students in the same cohorts to determine their relative academic success and gauge potential program impacts.

Factors associated with student progress and performance

Perspectives on the program's impact on student progress and performance are provided using information gathered in surveys and interviews with students, parents/guardians, and college personnel. We describe their perceptions of the impact of Power of YOU and the value of program services. In addition, we did exploratory testing of the impact of Power of YOU overall and the impact of several program components – mentoring, financial advice or guidance, and participation in service learning – on students' academic outcomes while controlling for demographic characteristics and high school academic performance.

Data sources

The following data sources were used in this evaluation study: student record data from the Power of YOU schools, student data from the MnSCU system, web-based survey of Power of YOU students in spring 2007 and 2008, telephone interviews with high school personnel in spring 2007 and 2008, telephone interviews with college personnel in spring 2007 and 2008, telephone interviews with community partners in fall 2007, and a mailed survey of parents/guardians in spring 2008. Detailed information on data sources for this study is provided in the Appendix. The data source section of the Appendix includes Figures A1-A8.

Power of YOU students who participated in the survey tended to be doing better academically than those who didn't participate. This should be kept in mind when interpreting results from this survey.

Recap of first-year evaluation results

Impact on enrollment

Enrollment of new graduates from Minneapolis and Saint Paul public high schools, the target population of Power of YOU, doubled at the two colleges (MCTC and Saint Paul College) offering the program during the 2006-07 school year. A total of 357 students entered the program, which represented about 60 percent of the target-group students enrolling at the colleges in the fall of 2006. Analysis of enrollment across the MnSCU system indicated a substantial net gain in the enrollment of the target population suggesting that the Power of YOU program did not simply draw students away from

other colleges, but rather, increased the numbers of students attending college. The reports of Power of YOU students supported this result, with 30 percent saying they would not have enrolled in college without the Power of YOU program. Additional results showed substantial increases in the enrollment of underrepresented groups (low-income, Black/African American, and English as a Second Language students) due to the Power of YOU.

Academic performance

First-year academic results suggested that many Power of YOU students were under-prepared for college. Nearly four in five program students needed to take developmental classes. Nevertheless, their first-year retention rate was relatively high with 85 percent continuing to be enrolled the second semester of the first year. They earned an average of about 20 credits the first year, but only an average of 12 credits toward graduation due to the developmental coursework, putting them considerably behind the pace needed to earn an Associate of Arts degree in two years (64 credits are needed). Their average cumulative GPA was 2.3 (“C+”) after the first year, with their average GPA declining from first semester to second semester (2.5 to 2.0). At the end of the first year, 58 percent of Power of YOU students were in good academic standing.

Successes and challenges

In its first year the Power of YOU program succeeded in boosting enrollment of students underrepresented in higher education and in keeping a high proportion of them enrolled throughout the year. Under preparation to do college level work and personal issues were significant obstacles to Power of YOU students’ academic success in college, according to both students and college personnel. Most students received help with coursework difficulties, but only a minority received help with personal issues.

Report contents

This report is divided into four 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 three colleges based on records data over the past four 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, college personnel, community partners, and parents/guardians.

- **Academic progress and performance over two years.** This section examines trends in the progress and performance of target-group students attending the three colleges over the past four school years, as well as analyses comparing the progress of Power of YOU students with that of their non-Power of YOU classmates (peers) at the three colleges. In addition, it includes results from surveys and interviews with Power of YOU students, parents/guardians, and college personnel regarding obstacles to college success and educational plans and aspirations.
- **Program components associated with student progress and performance.** This section includes analyses testing the impact of several program components on students' academic outcomes controlling for differences in demographics and high school academic performance. It also includes results from the surveys and interviews with Power of YOU students, parents/guardians, and college personnel regarding their perceptions of the program's impact and the value of program components and services in helping students to overcome barriers and succeed in college.
- **General stakeholder perspectives.** The final section of the report includes other feedback gathered in the surveys and interviews with high school personnel, college personnel, community partners, parents/guardians, and the Power of YOU students. This feedback includes general impressions, observations, other benefits and impacts, concerns and reservations, and additional suggestions for program improvement.

Enrollment of Minneapolis and Saint Paul public high school graduates

Description of Power of YOU program activities related to enrollment

Recruitment activities

The Power of YOU recruitment plan is based on working in partnership with the Saint Paul and Minneapolis Public School Systems. Power of YOU staff visit and give presentations at high schools as well as educate counselors, teachers, and principals about Power of YOU so they can assist in student recruitment. Power of YOU staff also attend college and community fairs and work closely with community organizations to recruit students. This includes visiting and presenting information on Power of YOU at community sites such as public libraries, YMCAs, and places of worship.

In addition to these activities, MCTC holds “Senior Connect Days,” which are special events held at the college for public high school seniors who are interested in the Power of YOU. MCTC held 11 events of this type during the 2007-08 academic year, whereas only three events were held in the first year. During Senior Connect Days students get a tour of campus, listen to a panel of current Power of YOU students, receive information on financial aid, and do Accuplacer testing.

Community Partners

Each college has numerous community partners, many of which collaborate with the colleges to plan events and recruit students. The organization Achieve!Minneapolis has been instrumental to the success of Senior Connect Days at MCTC and in helping students follow through with the college application process. Not only do community partners help promote the Power of YOU program, but they also act as a resource and outlet for students. MCTC and Saint Paul College give back to many of their partners by encouraging their students to volunteer in these organizations.

Enrollment services

Power of YOU prospects and applicants are contacted by mail, email, and phone on a regular basis from the time they become prospects until they are admitted. Students are advised to contact the Power of YOU director or recruiter with any questions they may have. If needed, students are assisted with the admissions application and can get personal assistance in completing their financial aid application. Enrollment services

provided to Power of YOU students are similar to those provided to non-Power of YOU students; however, Power of YOU students receive more assistance and follow-up than the average student.

Assessment of enrollment impact based on records data

Enrollment of Power of YOU students

***Finding.** There were 357 students in the first Power of YOU cohort enrolling in the fall of 2006, and 435 students in the second cohort enrolling in the fall of 2007. These numbers represent about three-fifths of the 2006 and 2007 Minneapolis and Saint Paul public high school graduates enrolling in program schools in the fall of each respective year.*

Figure 1 indicates enrollment numbers for the fall of 2006 and fall of 2007 at MCTC, Saint Paul College, and Metro State (2007 only) for the following two cohorts of students:

Minneapolis and Saint Paul public high school graduates who entered Power of YOU program schools the fall immediately following their graduation in 2006 (2006 cohort) and those who did the same in 2007 (2007 cohort).

The enrollment numbers are divided into Power of YOU and non-Power of YOU students within these two cohorts. Note that Power of YOU students account for about three-fifths of each cohort overall, although the proportions vary somewhat by school. Overall, there were 357 Power of YOU students in the 2006 cohort and 435 in the 2007 cohort. While adding Metro State accounted for some of the increase in Power of YOU students from 2006 to 2007, the number of Power of YOU students also increased at both MCTC and Saint Paul College.

1. 2006 and 2007 enrollment at the three colleges

Institution	Power of YOU		2006 cohort				2007 cohort			
			non-Power of YOU		Total		Power of YOU		non-Power of YOU	
	N	%	N	%	N	%	N	%	N	%
MCTC	234	60%	156	40%	390	100%	246	59%	172	41%
Saint Paul College	123	58%	88	42%	211	100%	164	64%	91	36%
Metro State	n/a	n/a	n/a	n/a	n/a	n/a	25	68%	12	32%
Total	357	59%	244	41%	601	100%	435	61%	275	39%

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Changes in enrollment

Finding. Enrollment of new Minneapolis and Saint Paul public high school graduates more than doubled at schools where the Power of YOU program was implemented. This result suggests a strong impact of Power of YOU on enrollment at program schools.

To examine the possible impact of the Power of YOU program on enrollment, we reviewed enrollment trends at the Power of YOU schools, and MnSCU system-wide, over a four-year period. That is, we examined cohorts of Minneapolis and Saint Paul public high school graduates in 2004, 2005, 2006, and 2007 who entered college the fall immediately following graduation. These cohorts represent the two cohorts before Power of YOU began and the two cohorts after it began. Figure 2 shows enrollment numbers for these four cohorts at MCTC, Saint Paul College, Metro State, and the combined total. The difference in size between the two cohorts prior to Power of YOU (2004 and 2005 cohorts) and the two cohorts after Power of YOU began (2006 and 2007 cohorts) can be considered an estimate of the impact of the Power of YOU program, assuming no other major factors are affecting enrollment.

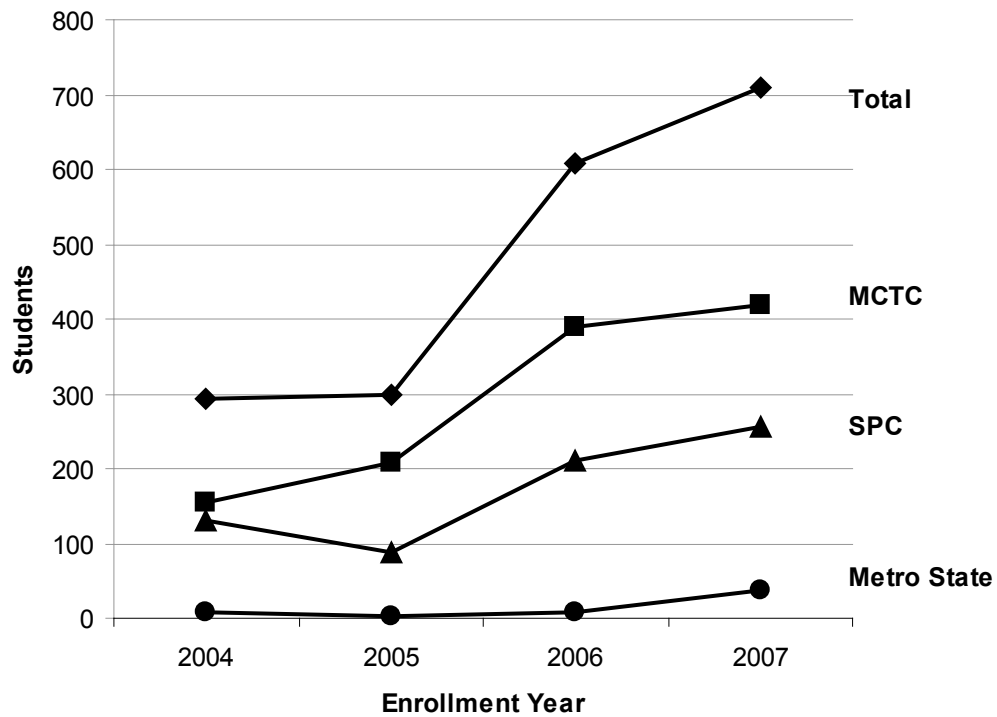
Results indicate large increases in enrollment at Power of YOU schools in 2006 and 2007 compared to 2004 and 2005. Combining the numbers across the Power of YOU schools in 2006, enrollment of Minneapolis and Saint Paul public high school graduates totaled 609 students, and in 2007, 710 students. This compares to enrollments of 294 students in 2004 and 300 students in 2005 at the three schools. Hence, enrollment approximately doubled at the two colleges where Power of YOU was implemented in 2006, and more than doubled at the three colleges where it was implemented in 2007.

2. Enrollment trend at the three colleges

Institution	2004	2005	2006	2007
MCTC	154	208	390 (234*)	418 (246*)
Saint Paul College	131	89	211 (123*)	255 (164*)
Metro State	9	3	8	37 (25*)
Total	294	300	609 (357*)	710 (435*)

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

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



Finding. The Power of YOU program did not appear to simply draw students to Power of YOU institutions who would have attended college anyway. The number of new Minneapolis and Saint Paul public high school graduates enrolling in the MnSCU system increased by 190 in 2006, and by 365 in 2007, compared to the year prior to Power of YOU being implemented.

It might be asked whether the Power of YOU program drew students to the schools where it was operating who would have attended another college. Results suggest that this may have occurred in some instances, but the overall outcome was a substantial increase in students enrolled in college (i.e., in MnSCU institutions). Figure 3 indicates the numbers of Minneapolis and Saint Paul public high school graduates enrolling the fall immediately following graduation in the years 2004, 2005, 2006, and 2007 in MnSCU institutions. The enrollment numbers are shown for the three Power of YOU institutions, other MnSCU institutions, and the combined total (MnSCU system-wide).

Note that the numbers for the Power of YOU institutions, based on MnSCU record data, are somewhat lower than those based on the Power of YOU institutions' records as reported in Figures 1 and 2. It appears that this is primarily because students who earned college credits while in high school were included in the data from the Power of YOU institutions but excluded from the MnSCU data. However, the pattern of results is the same using either data source.

As indicated above, enrollment approximately doubled at Power of YOU institutions following program implementation in 2006, and increased even more in 2007. When Power of YOU institutions are excluded, enrollment numbers in Figure 3 show that the remaining MnSCU institutions experienced an initial decrease in enrollment of Minneapolis and Saint Paul public high school graduates following program implementation – from fall 2005 to fall 2006 enrollment decreased from 489 to 428 students. However, enrollment numbers increased to 507 in the fall of 2007, similar to enrollment levels prior to the implementation of Power of YOU. Hence, the Power of YOU program does not appear to be simply drawing students to program schools who would have attended college anyway. In fact, the MnSCU system-wide totals show substantial increases in the numbers of Minneapolis and Saint Paul public high school graduates enrolling in 2006 and 2007 compared to 2004 and 2005. For example, there was an increase system-wide of 190 such students in 2006 (from 761 such students in 2005 to 951 in 2006), and an additional increase of a 175 such students in 2007 to bring the total to 1,126 (or 365 more students than before Power of YOU began in 2005). These results suggest that the Power of YOU program has had a substantial impact on the post-secondary enrollment of Minneapolis and Saint Paul public school students.

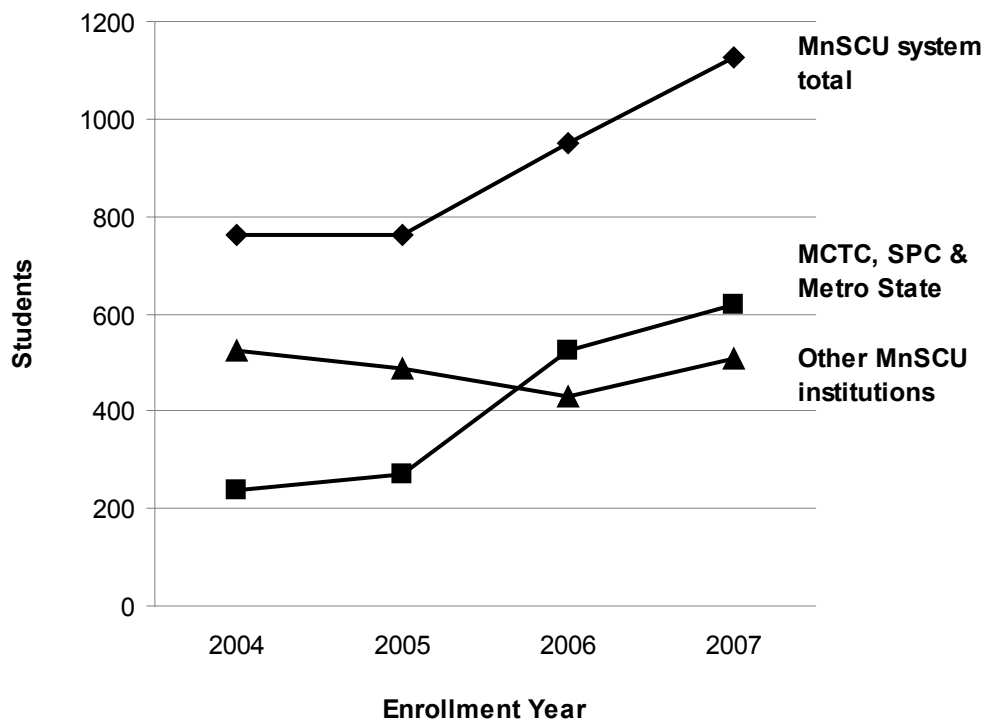
If there was a large increase in the number of Minneapolis and Saint Paul public high school graduates in 2006 and 2007 compared to 2004 and 2005, this might account for all or some of the large increase in college enrollment observed rather than (or in addition to) Power of YOU. The data available on high school graduates during these years does not suggest increases that could account for the college enrollment increases.

3. Enrollment trend at three colleges combined compared to other MnSCU institutions

Institution	2004	2005	2006	2007
MCTC, SPC, and Metro State*	239	272	523	619
Other MnSCU institutions	524	489	428	507
Total: MnSCU system-wide	763	761	951	1,126

Source: Record data provided by MnSCU.

* The numbers for MCTC, Saint Paul College, and Metro State are based on MnSCU record data and are lower than the numbers in the previous figure, which are based on record data from MCTC, Saint Paul College, and Metro State. The primary reason for the discrepancy in numbers is because students who earned college credits while in high school were included in the data from the Power of YOU institutions but excluded from the MnSCU data.



Student characteristics

The characteristics of students included in the enrollment statistics were examined. We were particularly interested in determining program impacts on the enrollment of underrepresented groups of students (e.g., low-income, racial/ethnic minorities). First, the characteristics of students in the 2004, 2005, 2006, and 2007 cohorts at the Power of YOU institutions were compared. We also examined the demographic characteristics of students in these cohorts more broadly, across the MnSCU system. Next, within the 2006 and 2007 cohorts, Power of YOU students were compared to their non-Power of YOU classmates. Again, these comparisons 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 both combined and separately for each of the Power of YOU institutions where possible. Students were compared on the demographic characteristics, self-reported high school academic performance, importance of college to self, full- or part-time college enrollment, and developmental coursework.

Cohort comparisons at Power of YOU schools

Finding. While entering students' demographic and high school academic profiles did not change dramatically after Power of YOU began, the large enrollment increases resulted in large increases in students from underrepresented groups entering program schools, especially low-income and Black or African American students.

Demographic profiles

The demographic profiles of newly enrolled Minneapolis and Saint Paul public high school graduates do not appear to have changed dramatically as a result of the implementation of Power of YOU. That is, while the number of students enrolling has dramatically increased in the 2006 and 2007 cohorts compared to the 2004 and 2005 cohorts, student characteristics have remained similar in most cases. Figure 4 shows the demographic profiles of the four cohorts. No strong trends are seen across the four cohorts on gender, income, race/ethnicity, or ESL status. The 2006 cohort differed somewhat from the 2004 and 2005 cohorts in race/ethnicity (a higher percentage of Blacks students and a lower percentage of Whites students than these previous cohorts) but the 2007 cohort closely resembles the 2004 and 2005 cohorts on race/ethnicity. A higher percentage of students in the 2006 cohort took developmental courses but this drops down to previous levels in the 2007 cohort. The percentage of students attending college full-time increased substantially (from three-fifths to four-fifths of the students) after Power of YOU began. This was expected as Power of YOU requires full-time enrollment.

More detailed results of these cohort comparisons are presented in the Appendix, both combined results for the three institutions (Figure A9) and separate results for MCTC and Saint Paul College (Figures A10 and A11, respectively). Results are not reported separately for Metro State due to small numbers. These more detailed results also include other characteristics such as self-reported high school academic performance, importance of college, and parent college attendance, which do not vary substantially across the four cohorts. However, trends sometimes differ by college. For example, the percentage of low-income students at Saint Paul College increased after Power of YOU began, while it decreased at MCTC.

4. Demographic profiles of Minneapolis and St. Paul public high school graduates enrolling in Power of YOU schools in fall 2004, 2005, 2006, and 2007

Characteristics		Before program implementation		After program implementation	
		2004 (n=282-294)	2005 (N=253-300)	2006 (N=581-609)	2007 (N=681-710)
Gender	Female	55%	53%	50%	51%
	Male	45%	47%	50%	49%
Low-income (Pell grant recipients)	Yes	69%	71%	70%	68%
	No	31%	29%	30%	32%
Race/ethnicity	Black	31%	40%	49%	37%
	Asian	24%	11%	13%	14%
	White	32%	37%	25%	35%
	Hispanic	11%	8%	7%	11%
	Other	2%	5%	5%	3%
English as a Second Language	Yes	31%	28%	32%	29% ^a
	No	69%	72%	68%	71%
Enrolled full-time in first term (12+ credits)	Yes	62%	62%	79%	82%
	No	38%	38%	21%	18%
Took developmental courses	Yes	64%	69%	76%	67%
	No	36%	31%	24%	33%

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note: Includes only those students enrolling the fall immediately following high school graduation.

^a Only 454 students (out of 710) had information on the ESL question in 2007 due to missing data at MCTC.

Increases in underrepresented students

Although the demographic profile of students did not change dramatically after Power of YOU began, the sheer increases in enrollment that occurred resulted in large increases in college entry for groups underrepresented in postsecondary education. Figure 5 shows the number of students by demographic categories enrolling in the two cohorts before Power of YOU was implemented (2004 and 2005) and in the two cohorts after the program began (2006 and 2007), and the difference between the before and after numbers. Again, these are Minneapolis and Saint Paul public high school graduates enrolling in the Power of YOU schools the fall immediately following their graduation. Results indicate that enrollment increased after Power of YOU began in all the demographic categories shown in Figure 12. Note, however, that some of the largest increases are for categories traditionally underrepresented in post-secondary education. For example, the number of low-income students enrolled increased by nearly 500 students. With regard to race/ethnicity, Black or African American students increased by almost 350.

Figure 5 also shows that there was a very large increase in the number of students enrolled full-time after Power of YOU started. The increase in full-time students is, of course, related to the program requirement that Power of YOU students be enrolled full-time.

5. Number of Minneapolis and Saint Paul public high school graduates enrolling in Power of YOU schools by student characteristics: Before and after program implementation

Characteristic		Before program implementation 2004 and 2005	After program implementation began 2006 and 2007	Difference: 2006 and 2007 minus 2004 and 2005
Gender	Female	315	646	+331
	Male	268	643	+375
Low-income (Pell grant recipient)	Yes	415	894	+479
	No	179	403	+224
Race/ethnicity	Black	187	535	+348
	Asian/Pacific Islander	97	175	+78
	White	182	382	+200
	Hispanic	49	119	+70
	Other	20	52	+32
English as a Second Language	Yes	174	325	+151 ^a
	No	411	728	+317
Enrolled full-time in first term (12+ credits)	Yes	368	1,063	+695
	No	226	256	+30

Source: Record data provided by MCTC, Saint Paul College and Metro State.

^a The increase in ESL students is likely underreported due to missing data on this item in 2007.

Cohort comparisons across the MnSCU system

Finding. *The impact of Power of YOU in increasing the numbers of students from underrepresented groups (low-income and Black students) entering program schools is reflected in the totals for the MnSCU system overall. This suggests that the Power of YOU program is, in fact, increasing college enrollment among students from underrepresented groups.*

The student demographic trend analyses across cohorts just reported for the Power of YOU schools was also conducted for the MnSCU system overall. Results suggest that the Power of YOU program has brought substantially more students from underrepresented groups into the system. That is, comparing the two cohorts before and after Power of YOU began indicates a large increase in the number of low-income and Black or African American students enrolling in college. As shown in Figure 6, the number of low-income students increased by about 400 and the number of Black students increased by about 350. These results suggest that the Power of YOU program did not simply attract low-income and Black students who would have attended college anyway, but actually increased the college enrollment of students from these underrepresented groups. The impact of Power of YOU in increasing the number of students enrolled full-time is also seen in the overall MnSCU numbers (an increase of 565 full-time students system-wide). More detailed results of this analysis are reported in Figure A12.

6. Number of Minneapolis and Saint Paul public high school graduates enrolling in MnSCU institutions (system-wide) by student characteristics: Before and after program implementation

Characteristic		Before program implementation 2004 and 2005	After program implementation began 2006 and 2007	Difference: 2006 and 2007 minus 2004 and 2005
Gender	Female	762	1,078	+316
	Male	719	985	+266
Low-income (Pell grant recipient)	Yes	803	1,205	+402
	No	721	872	+151
Race/ethnicity	American Indian or Alaskan Native	30	44	+14
	Asian/Pacific Islander	349	436	+87
	Black or African American	451	797	+346
	Hispanic or Latino	81	123	+42
	White	502	608	+106
	Nonresident Alien	4	4	0
	Unknown	107	65	-42
Enrolled full-time (12+ credits per term)	Yes	1,098	1,663	+565
	No	426	414	-12

Source: Record data provided by MnSCU.

Comparisons of Power of YOU students with their peers

Finding. Overall, Power of YOU students tended to be quite similar to their peers in their demographic and high school academic profiles, especially those enrolling in 2007. Those entering in 2006 were somewhat more likely to be low-income and Black and to be taking developmental courses compared to their peers.

So far, we have examined the characteristics of students in the 2006 and 2007 cohorts without separating Power of YOU students from their peers within these cohorts. Recall that Power of YOU students account for three-fifths of the students in these cohorts. Next, we compare Power of YOU students with their peers from the same cohort in both 2006 and 2007 on the same characteristics as those used in the cohort comparisons above. These peers were also Minneapolis and Saint Paul public high school graduates who entered college at Power of YOU institutions the fall immediately following their high school graduation. Overall, Power of YOU students tended to be quite similar to their peers in demographic characteristics and high school academic performance. However, the 2007 group was more similar to their peers than the 2006 group (Figure 7). Although differences were small, Power of YOU students in 2006 were more likely to be low-income than their peers, more likely to be Black, and less likely to be Hispanic. They were also somewhat more likely than their peers to take developmental courses. There were no significant differences between 2007 Power of YOU students and their peers on these characteristics. They did differ from their peers in full-time enrollment status, as did the 2006 Power of YOU students, with nearly half of the peers being part-time compared to almost none of the Power of YOU students. In addition, results for 2006 and 2007 combined show that Power of YOU students were less likely than their peers to be ESL students. More detailed analyses are provided in Figure A13. They include other characteristics such as self-reported high school academic performance, importance of college, and parent college attendance, which do not vary substantially between Power of YOU students and their peers in either cohort.

Differences in characteristics between Power of YOU students and their peers were also examined within each of the three schools providing the program. At MCTC, the 2007 cohort of Power of YOU students were more likely to be low-income than their peers (69% vs. 55%). MCTC 2006 Power of YOU students were more likely to be Black and less likely to be Hispanic than their peers, and they were also more likely to take developmental courses than their peers (85% vs. 72%). Detailed results of these comparisons are reported in Figure A14.

At Saint Paul College, Power of YOU students were more likely to be male than their peers, especially in the 2006 cohort. Power of YOU students in the 2006 cohort were more likely to be low-income than their peers, and the reverse was true in the 2007

cohort, so that overall (combining across cohorts) the proportion of Power of YOU students who were low-income was about the same as in their peer group. Power of YOU students were less likely to be ESL students compared to their peers (30% vs. 41%). Power of YOU students in the 2006 cohort were more likely to have higher grades in their last high school math class compared to their peers (Figure A15).

For Metro State, differences in characteristics were only examined in the 2007 cohort since this was the first Power of YOU cohort at this institution. The number of students was small in both the Power of YOU group (25) and in the peer group (12). Power of YOU students were more likely to take developmental courses than their peers (76% vs. 17%). It appeared that Power of YOU students were more likely to be female and Asian than their peers, but these differences were not statistically significant (Figure A16).

Finally, at all three institutions, Power of YOU students were more likely to be enrolled full-time than their peers. This was expected given the full-time enrollment requirement of the program.

7. Demographic characteristics of Power of YOU students and their peers within the same cohort

Characteristic		2006		2007		Total	
		Power of YOU (n=343-357)	Peers (n=230-244)	Power of YOU (n=410-435)	Peers (n=254-275)	Power of YOU (n=756-792)	Peers (n=498-519)
Gender	Female	48%	52%	51%	49%	50%	50%
	Male	52%	48%	49%	51%	50%	50%
Low-income (Pell grant recipient)	Yes	75%	64%	69%	65%	72%	64%
	No	25%	36%	31%	35%	28%	36%
Race/ethnicity	Black	54%	43%	36%	37%	44%	40%
	Asian	12%	14%	13%	16%	12%	15%
	White	24%	27%	36%	33%	30%	30%
	Hispanic	5%	12%	11%	11%	8%	11%
	Other	6%	4%	4%	3%	5%	3%
English as a Second Language ^a	Yes	29%	35%	27%	33%	28%	35%
	No	71%	65%	73%	67%	72%	65%
Enrolled full-time in first term (12+ credits) ^b	Yes	96%	54%	99%	55%	98%	54%
	No	4%	46%	1%	45%	2%	46%
Took developmental courses	Yes	82%	69%	69%	64%	74%	66%
	No	18%	31%	31%	36%	26%	34%

Source: Record data provided by MCTC, Saint Paul College and Metro State.

^a Many students had missing data on the ESL question in 2007 (n=309 for Power of YOU students and n=145 for peers) due to missing data at MCTC.

^b Full-time status was determined by the official record that is finalized at the end of the term.

Perspectives on the effectiveness of enrollment-related efforts based on survey results

The Power of YOU program staff and other college staff work with local high schools and community partners, as well as with prospective students and their families, to promote awareness of the Power of YOU program and encourage and assist eligible students to apply. In our surveys of high school personnel, community partners, Power of YOU students, and the parents/guardians of these students, we asked about their perceptions of these enrollment-related efforts by the program and what difference they made in getting students to apply and enter college. This section reports on the survey results related to recruitment, application, and enrollment issues. Topics covered include: quality of partnerships with high schools and community organizations, recruitment activities and their effectiveness, reaching the eligible population, obstacles to enrollment, preparation for college, and impact of the program on enrollment.

Partnerships

The high school personnel and community partners' representatives surveyed were asked about their impressions of Power of YOU program communication and collaboration with them. Among high school personnel, over 90 percent agreed with the following: the program did a good job informing recruiters, they could easily find answers to their questions about the program, and collaboration between Power of YOU and their high school was sufficient. The percentage of community partner representatives agreeing with these items, although a majority, was lower than that for the high school personnel on two of the items. For example, 63 percent agreed that collaboration between Power of YOU and their organization was sufficient (Figure 8).

8. Impressions of communication and collaboration with partners

Statement	High school personnel		Community partners	
	Total N	% that “agree” or “strongly agree”	Total N	% that “agree” or “strongly agree”
Power of YOU has done a good job of informing recruiters. ^a	26	92%	17	71%
My organization has received enough information about the Power of YOU program.	NA ^b	NA ^b	16	75%
I can easily find answers to my questions regarding the Power of YOU program.	26	96%	16	100%
Collaboration between Power of YOU and my high school/organization is sufficient.	26	92%	16	63%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

^a The statement for high school personnel was, “Power of YOU has done a good job of informing teachers, counselors, and other appropriate school staff about the program.” The statement for community partners was, “Power of YOU has done a good job of informing appropriate community organizations about the program.”

^b Not applicable, question wasn’t asked.

Finding. *Almost two-thirds of the high school personnel rated the partnership between Power of YOU and their high school as strong, while just over half of community partners rated the partnership with their organizations as strong.*

Almost two-thirds of high school personnel rated the strength of the partnership between Power of YOU and their high school as strong or very strong, an increase over last year’s survey. Community partner representatives were less likely to rate the strength of the partnership as strong or very strong (53%) and more likely to rate it as weak or very weak (29%) compared to high school personnel (Figure 9).

9. Strength of Power of YOU's partnerships

How would you rate the strength of the partnership between Power of YOU and your school/organization?	High school personnel Total N=26		Community partners Total N=17	
	N	%	N	%
Very weak or nonexistent	-	-	1	6%
Weak	1	4%	4	24%
Adequate	8	31%	3	18%
Strong	10	39%	5	29%
Very strong	7	27%	4	24%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

Both high school personnel and community partners were asked if they had suggestions for improving the Power of YOU partnership with their high school or organization. Suggestions offered by three or more high school personnel included the following: come into the schools more, start recruitment in the fall with follow-up, communicate more with high school personnel, and provide regular program updates. The most frequent suggestion offered by community partners (suggested by five respondents) was provide regular program updates or check-ins (see Appendix, Figures A17 and A18).

Recruitment activities

Finding. *Nine in 10 high school personnel and 6 in 10 community partners felt that Power of YOU recruitment efforts were sufficient.*

Ninety-two percent of high school personnel agreed that Power of YOU recruitment efforts were sufficient in the spring of 2008, an increase over last year when 70 percent agreed. A lower percentage of community partners (60%) agreed that recruitment efforts were sufficient (Figure 10).

10. Impressions of recruitment efforts overall

Statement	High school personnel		Community partners	
	Total N	% that "agree" or "strongly agree"	Total N	% that "agree" or "strongly agree"
Power of YOU recruitment efforts are sufficient.	26	92%	15	60%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

When community partners were asked what they thought were the most effective recruitment activities for the Power of YOU program, the most frequent answer was direct contact with students, and the next most frequent answer was contact with high school teachers and counselors (Figure A19).

Community partners were asked to indicate the types of recruitment activities in which they were engaged from a list provided to them in the survey. All of them (100%) said that they publicized the program through flyers, posters, or other means. Over 80 percent said that they did the following two activities: 1) connect students to resources related to the Power of YOU or college enrollment, and 2) discuss information about the program with potential students. Over half (57%-64%) reported that they helped students to decide whether to enroll in college, explained or clarified aspects of the enrollment process, and talked to family members of potential students about the program. Half of the community partners said that they assisted students in completing the college enrollment application and the Power of YOU application (Figure 11).

11. Recruitment activities of community partners

Does your organization...	Total N=14	
	N indicating yes	% indicating yes
Distribute flyers, hang posters, or otherwise publicize the program	14	100%
Connect students to other resources related to Power of YOU or college enrollment	12	86%
Discuss information about the program with potential students	12	86%
Help students with their decision to enroll in college	9	64%
Explain or clarify other aspects of the enrollment process	8	57%
Discuss information about the program with family members of potential students	8	57%
Assist students in completing the application for enrollment in college	7	50%
Assist students in completing the Power of YOU application	7	50%
Assist students in completing their FAFSA (the application for financial aid)	4	29%
Other	8	57%

Source: Interviews with community partners, fall 2007.

Note: Percentages total to more than 100% because community partners could indicate multiple activities.

Finding. Almost all the community partners felt that their organization had helped some students to apply for college who were not originally planning to do so.

Over 90 percent of the community partners felt that their organization had helped some students to apply for college who originally were not planning to attend college – 31 percent said they had helped a lot of such students and 63 percent said a few (Figure 12).

12. Community partner survey: Perceived impact of organization on students' enrollment

In your opinion, did your organization help some students apply who were originally not planning to attend college?	Total N=16	
	N	%
Yes, a lot	5	31%
Yes, a few	10	63%
No	1	6%

Source: Interviews with community partners, fall 2007.

Finding. High school personnel and community partners suggested doing more of the following activities to improve recruitment efforts: reach the families of potential students, build partnerships and outlets within the community, reach students earlier, communicate more with recruiters, and reach students in school.

High school personnel and community partners were asked what suggestions they had for improving the recruitment process. One of the most frequent suggestions by both groups was to reach potential students' families, mentioned by 35 percent of the high school personnel and 27 percent of the community partners (Figure 13). Community partners and high school personnel also suggested the following: recruit within the community through building more partnerships and having more outlets, communicate more with recruiters, reach students earlier, and reach students at school.

13. What suggestions do you have for improving recruitment efforts?

Theme of response	High school personnel Total N=26		Community partners Total N=15	
	N	%	N	%
Reach families	9	35%	4	27%
Recruit within the community (build partnerships, community approach, more outlets)	2	8%	6	40%
More communication, provide information to recruiters	2	8%	4	27%
Reach students earlier (for recruitment, assessment, and preparation)	3	12%	2	13%
Reach students at school, be more visible	3	12%	2	13%
Move deadline to April	2	8%	-	-
Other	8	31%	5	33%
No suggestions	9	35%	1	7%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

Although some high school personnel and community partners suggested more efforts were needed to reach families, the majority of the parents of Power of YOU students felt well informed about the program. Seven in 10 parents who responded to the survey felt Power of YOU had done very well in informing students and families about the program. Most of the other parents answered “somewhat well” (Figure 14). Parents were also asked to indicate from a list of items what they thought were the best ways to let students and families know about the Power of YOU. Over 70 percent endorsed the following three ways: 1) mailings to their homes, 2) high school visits by Power of YOU representatives, and 3) through high school teachers and counselors (Figure 15).

14. Parents’/guardians’ perceptions of how well Power of YOU has informed students and families

How well has Power of YOU done at informing students and families about the program?	2006 cohort (N=35)		2007 cohort (N=76)		Total (N=112)	
	N	%	N	%	N	%
Not at all well	2	6%	2	3%	4	4%
Somewhat well	10	29%	19	25%	29	26%
Very well	23	66%	55	72%	79	71%

Source: Survey of parents/guardians, spring 2008.

15. Parents/guardians: Best ways to inform students and families

What do you think are the best ways to let students and families know about Power of YOU?	Total (N=118)	
	N	%
Mailings to your home	98	83%
High school visits by a Power of YOU representative	87	74%
High school teachers and counselors	86	73%
Email	55	47%
College events	49	42%
College websites	39	33%
Newspaper	36	31%
Television	35	30%
Radio	27	23%
Other	8	7%

Source: Survey of parents/guardians, spring 2008.

Reaching the eligible population

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

High school personnel and community partners were asked how successful the program was in reaching students intended for Power of YOU. Over 90 percent of both groups agreed or strongly agreed that eligible youth learned about the program while they were in high school and that students who apply for the program are those most in need (e.g., low-income and minority students). Lower proportions of high school personnel and community partners agreed or strongly agreed that the families of eligible youth learned about the program – 54 percent and 62 percent, respectively (Figure 16). This later result is consistent with their suggestion that more be done to reach families of prospective students as reported in Figure 13.

16. Impressions of success in reaching the eligible population

Statement	High school personnel		Community partners	
	Total N	% that “agree” or “strongly agree”	Total N	% that “agree” or “strongly agree”
Eligible youth learn about Power of YOU while they are in high school.	26	100%	15	93%
The families of eligible youth learn about Power of YOU while the youth are in high school.	26	54%	13	62%
Students who apply to the Power of YOU program are those who are most in need (e.g., low-income and minorities underrepresented in colleges).	26	96%	17	94%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

Finding. *Most high school personnel and community partners indicated that they knew at least a few students who did not apply for Power of YOU who they thought should have applied.*

Eighty percent of high school personnel and 87 percent of community partners said that there were students who they thought should apply for Power of YOU who did not end up applying (Figure 17). Two-thirds of high school personnel knew just a few such students, but 40 percent of community partners said they knew a lot of such students.

17. Students who did not apply

Are there students who you thought should apply for Power of YOU who did not apply?	High school personnel		Community partners	
	Total N=25		Total N=15	
	N	%	N	%
Yes, a lot	3	12%	6	40%
Yes, a few	17	68%	7	47%
No	5	20%	2	13%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

High school personnel and community partners were asked to provide reasons for why they think these students did not apply. The most commonly mentioned reasons included the following: stigma associated with two-year college, preferred four-year college;

inability to meet the deadline (due to procrastination, lack of follow through); lack of knowledge of process or misunderstanding; and lack of motivation (Figure A20).

High school personnel and community partners were asked for ways in which Power of YOU could encourage such students to apply. The most frequent answer was to work with high schools and reach students at school. Another relatively frequent answer was to clarify college costs, financial aid, and program requirements (Figure A21).

Obstacles to enrollment

Finding. *The most common difficulties students faced prior to joining Power of YOU were financial obstacles, 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 60%). Forty percent had difficulty with the financial aid application, and 38 percent had difficulty deciding if college was for them. Twenty-four percent had difficulty applying for college enrollment, a decrease from the previous year when 33 percent had difficulty. Somewhat lower proportions of Saint Paul College students reported having difficulties with these items than students at the other two institutions (Figure 18).

18. Student reports of difficulties prior to enrolling in college

Before enrolling in college, did you have difficulty with...	MCTC (N=117)		Metro State (N=21-22)		Saint Paul College (N=95)		Total (N=233-234)	
	N	%	N	%	N	%	N	%
Figuring out how to cover college expenses (tuition, fees, books, etc.)	100	86%	17	77%	67	71%	184	79%
Figuring out how to cover your living expenses while in college	78	67%	15	71%	47	50%	140	60%
Applying for financial aid (FAFSA)	45	39%	12	55%	36	38%	93	40%
Deciding if college was for you	52	44%	9	43%	27	28%	88	38%
Applying for college enrollment	31	27%	5	24%	20	21%	56	24%
Something else	13	11%	5	23%	8	8%	26	11%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Although covering living expenses was a common difficulty for Power of YOU students, only 60 percent 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 or who had difficulty figuring out how to cover college expenses received help from program staff to overcome these issues (80-84% received help). About two-thirds of students who had difficulty applying for financial aid or who had difficulty deciding if college was for them receiving help from program staff (65-69%). A somewhat lower percentage of students (60%) reported receiving help in figuring out how to cover their living expenses while in college. Overall, students reported receiving help in overcoming pre-enrollment obstacles 72 percent of the time (Figure 19). These results were similar to the previous year.

19. Student reports of help overcoming obstacles to college enrollment

Did the Power of YOU staff help you...	Had difficulty	Received help	
	N	N	%
Figure out how to cover college expenses (tuition, fees, books, etc.)	184	154	84%
Figure out how to cover your living expenses while in college	140	84	60%
Apply for financial aid (FAFSA)	93	60	65%
Decide if college was for you	88	61	69%
Apply for college enrollment	56	45	80%
Something else	26	16	62%
Total ^a	587	420	72%

Source: Web-based survey of Power of YOU students, spring 2008.

^a This represents the total number of difficulties reported by students. Students could report more than one difficulty.

Most of the parents surveyed (84%) reported helping their child complete the FAFSA application, while 55 percent reported helping their child complete the Power of YOU application. A few parents offered suggestions for making the application forms easier for families to complete. The more frequent suggestions included the following: hold help sessions, make the forms available in other languages, and simplify the wording of the form and make the instructions clearer (Figures A22 and A23).

Preparation

Finding. Only 28 percent of the students felt that high school prepared them very well for college.

The majority of the Power of YOU students surveyed (59%) felt that their high school education helped prepare them somewhat well for college. Just 28 percent felt that their high school education prepared them very well, and the remaining 13 percent felt that their high school education did not prepare them at all for college (Figure 20). Because the students completing the survey tended to be doing better in college, the finding that 28 percent felt high school prepared them very well for college could be a slight overestimate.

20. Student self-report of academic preparation for college

To what extent did your high school education help prepare you for college?	MCTC (N=174)		Metro State (N=22)		Saint Paul College (N=144)		Total (N=340)	
	N	%	N	%	N	%	N	%
Not at all	22	13%	1	5%	21	15%	44	13%
Somewhat	102	59%	13	59%	87	60%	202	59%
Very well	50	29%	8	36%	36	25%	94	28%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Forty-four percent of high school personnel felt Power of YOU students were adequately prepared for college compared to 18 percent of college personnel and 7 percent of community partners.

High school personnel, college personnel, and community partners were asked whether they agreed that Power of YOU students were adequately prepared for post-secondary education. High school personnel were most likely to agree or strongly agree that they were (44%), followed by college personnel (18%), and then, community partners (7%) (Figure 21).

21. Impressions of students' academic preparation for college

Power of YOU youth are adequately prepared for post-secondary education		Total N=25				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Community partners ^a	N=15	-	80%	13%	7%	-
High school personnel ^a	N=25	4%	28%	24%	40%	4%
College personnel	N=33	18%	36%	27%	15%	3%

Source: Interviews with high school and college personnel, spring 2008.

^a Community partners and high school personnel responded in reference to applicants to Power of YOU.

Finding. While Minneapolis and Saint Paul high schools aim to prepare all students for post-secondary education, only slightly more than half of those surveyed said that their curriculum was aligned with entrance requirements of local colleges.

Despite the low percentage agreeing that students were adequately prepared, almost all high school personnel agreed that their high school seeks to prepare all students for post-secondary education. About two-thirds agreed that their high school does a good job preparing students so that they can avoid developmental classes in college. However, only 56 percent agreed that their high school curriculum was aligned with the entrance expectations of local colleges (Figure 22).

22. High schools' efforts to prepare students for college

Statement	Total N=23-26				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Our high school seeks to prepare <i>all</i> students for post-secondary education.	-	4%	-	35%	62%
I understand the consequences for students who begin college at the developmental level.	-	-	4%	42%	54%
Our high school does a good job of preparing students so that they do not have to take developmental classes in college.	8%	15%	12%	54%	12%
We have aligned our high school curriculum with the college entrance expectations of local colleges.	4%	17%	22%	39%	17%
I have adequate information about vocational, technical, and two-year college options.	-	4%	-	19%	77%

Source: Interviews with high school personnel, spring 2008.

Impact on enrollment

Over 8 in 10 of the high school personnel and community partners felt that college is now a more realistic goal for underrepresented students because of Power of YOU (Figure 23). Those who did not feel college was a more realistic goal were asked to explain their reasoning. Their responses included the following: 1) while more youth may think it enables them to go to school, most low-income youth would have school paid for without Power of YOU (from the Pell grant and other financial aid available), and 2) the program “needs more time to show an impact and more funding.”

All the community partners surveyed believed the offer of free tuition attracted some students who were not planning to go to college (Figure 24).

23. 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 under-represented students thanks to Power of YOU?	High school personnel Total N=26		Community partners Total N=16	
	N	%	N	%
Yes	21	81%	14	88%
No	5	19%	2	12%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

24. Community partners' impressions of the impact of the offer of free tuition

Do you believe that the offer of free tuition attracted some students who were not planning to attend college?	Total N=17	
	N	%
Yes, a lot	13	77%
Yes, a few	4	23%
No	-	-

Source: Interviews with community partners, fall 2007.

Finding. One-third of Power of YOU students reported that they made the decision to enroll in college during their senior year of high school. This leaves little time for students to prepare for college, if they hadn't already been taking steps to prepare prior to their senior year.

About 6 in 10 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. One-third were seniors when they made the decision (Figure 25). Institution-specific results are provided in Figure A24. It seems likely that the opportunity provided by Power of YOU may have influenced some seniors or juniors to decide to apply who had not previously considered college as an option. Students who decide to attend college late in high school may be less prepared academically for college than those who decide earlier and take steps to prepare.

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?	Total (N=235)	
	N	%
Elementary school (k-5)	46	20%
Middle school (6-8)	44	19%
9 th grade	27	12%
10 th grade	10	4%
11 th grade	30	13%
12 th grade	78	33%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Eight in 10 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 (79%) responded affirmatively when asked if the program influenced their decision to attend college (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=117)		Metro State (N=22)		Saint Paul College (N=96)		Total (N=235)	
	N	%	N	%	N	%	N	%
Yes	94	80%	15	68%	77	80%	186	79%
No	23	20%	7	32%	19	20%	49	21%

Source: Web-based survey of Power of YOU students, spring 2008.

When asked how the Power of YOU influenced their decision to attend college, the offer of financial assistance was by far the most frequent answer given. The students also mentioned a variety of other ways in which the program influenced them, but each of these ways was mentioned by only a few students (Figure 27). Institution-specific results are provided in Figure A25.

27. Student survey: How did Power of YOU influence your decision to attend college?

Theme of response	(N=186)	
	N	%
Financial aid	127	68%
Opportunity, opened doors, gave student a chance (not specific to financial reasons)	20	11%
Information, explanation, awareness	19	10%
Dispelled worries, eased concerns, less stressful	17	9%
Guidance, direction, assistance	16	9%
Student wanted to go to college	14	8%
Student probably would have taken some time off without Power of YOU	12	7%
Support throughout college	13	7%
Encouragement, motivation	10	5%
Gave student confidence or courage	10	5%
Location	6	3%
Easy to get into (high grades not required)	5	3%
Hope	5	3%
Application and enrollment support	4	2%
Influence from school counselors or program staff	4	2%
Served as a stepping stone in achieving goals	4	2%
Did not have much influence on decision	2	1%
Other	15	8%
Don't know	11	6%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Thirty-four 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 enroll in college, many students thought they would not have been able to enroll without it. That is, about one-third (34%) of the Power of YOU students surveyed indicated that they would definitely not be enrolled in college now without Power of YOU. About half of the 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 (15%) who indicated that they would definitely be enrolled in college now even if they were not enrolled in Power of YOU. The impact of Power of YOU on students attending college appears to be somewhat less at Metro State than at the other two colleges, but this is based on a small number of students at Metro State and therefore may be a less stable result (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=117)		Metro State (N=22)		Saint Paul College (N=95)		Total (N=234)	
	N	%	N	%	N	%	N	%
I would definitely not be enrolled in college now without Power of YOU.	44	38%	4	18%	31	33%	79	34%
Power of YOU made it easier to enroll, but I would probably still be enrolled in college now even without it.	57	49%	11	50%	51	54%	119	51%
I would definitely be enrolled in college now even if I were not enrolled in Power of YOU.	16	14%	7	32%	13	14%	36	15%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Forty-three percent of parents thought their child would probably not or definitely not have attended college without the Power of YOU program.

Parents were also asked about the impact of Power of YOU on their child's decision to attend college. Many parents thought their child would not have attended college without the Power of YOU program – 15 percent said definitely not and 29 percent said probably not, for a total of 43 percent. Fifty-seven percent thought their child would probably or definitely have attended college even without Power of YOU, including 24 percent who said definitely (Figure 29).

The primary reason parents gave for why their child would not have attended college without the Power of YOU was financial. That is, they said that their family could not afford college without the Power of YOU or that the Power of YOU scholarship made the difference in the decision to attend college. Other reasons were given by a few parents, such as the Power of YOU program providing support and direction (Figure A26).

Parents who thought their child would have attended college even without the Power of YOU gave a variety of reasons for their answer. These reasons included the following: the family was planning for college all along, the child always wanted to go, the family expected the child to go, the family values education, and the family would have found other financing to cover college costs (Figure A27).

29. Parents'/guardians' perceptions of the impact of Power of YOU on their child's enrollment

Do you think your daughter/son would have attended college even without Power of YOU?	2006 cohort (N=34)		2007 cohort (N=80)		Total (N=115)	
	N	%	N	%	N	%
Definitely yes	7	21%	20	25%	27	24%
Probably yes	9	27%	29	36%	38	33%
Probably no	13	38%	20	25%	33	29%
Definitely no	5	15%	11	14%	17	15%

Source: Survey of parents/guardians, spring 2008.

Academic progress and performance over two years

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

Orientation

Power of YOU students attend a new student orientation in which the entire event, or a component of it, is designed specifically for them in order to increase peer-to-peer contact and communicate the expectations of the program. In addition to new student orientation, MCTC and Metro State require Power of YOU students to enroll in an orientation course during their first semester. Students at Saint Paul College are encouraged to enroll in an orientation course, but are not required to do so. The first cohort of Power of YOU students took the course with a mixture of Power of YOU and non-Power of YOU students, whereas a cohort model was implemented for the second cohort of students, who took the course with their Power of YOU peers only. The orientation courses are designed to give an overview of college expectations, study skills, career inventory, and stress management.

Advising

Power of YOU uses an intrusive advising model, which is more intensive than the advising students typically receive. Power of YOU students are assigned to a designated Power of YOU advisor. However, the amount of contact between advisors and students varies across the three colleges. At MCTC, students are required to meet with their advisor three times during the semester. Saint Paul College requires students to meet with their advisor one or two times a month. At Metro State, students are encouraged to meet with their advisor as needed, but are not required to do so. While the amount of contact varies, Power of YOU advisors at all three colleges have contact with students' instructors and are notified if a student is falling behind or needs academic assistance. Advisors reach out to students who are experiencing academic difficulty and try to help them get back on track.

Service learning

The service learning component is interpreted differently across the colleges. MCTC defines the component as "civic engagement" and expects Power of YOU students to volunteer 20 hours a semester, with the exception of their first semester. In contrast, Saint

Paul College defines the component as “volunteering” and expects its students to volunteer 10 hours per semester. While Metro State does not have a formal expectation that their students volunteer, they encourage their students to be involved in their campus and community. MCTC and Saint Paul College both offer courses in which service learning is a component, although there are a variety of other ways in which students can fulfill the service learning requirement. It should be noted that this component is still being developed, and MCTC and Saint Paul College changed service learning from a program “requirement” in 2006-07 to an “expectation” in 2007-08.

Mentoring

Of the three colleges, Saint Paul College is the only one with a formal mentoring program. Each Power of YOU student is given at least one faculty or staff mentor whose career or skills match the student’s chosen major. Students and mentors meet on a monthly basis, often for lunch, and discuss how college is going for the students. MCTC is exploring mentoring possibilities as part of the Power of YOU program. Power of YOU students employed at Metro State receive a degree of informal mentoring through their supervisor and other students.

Support services

Support services available to Power of YOU students include academic and career services, tutoring, and assistance with financial aid. Advisors and Power of YOU staff are the student’s main connection to support services and may also provide referrals to community agencies depending on a student’s needs (e.g., for personal counseling). In general, Power of YOU students receive more support and follow-up from their advisors than regular students. In addition, Metro State supports Power of YOU students by employing all students that have shown interest in working on campus, regardless of whether or not they are eligible for federal work-study grants.

Events

Although MCTC and Saint Paul College each host at least three events per semester for Power of YOU students, the events they host vary in nature. Power of YOU events at MCTC are more academic related and include a back to campus welcome, group class registration, financial aid sessions, and an end of semester celebration. On the other hand, Saint Paul College Power of YOU events are often pizza parties, sit-down dinners, and field trips. Power of YOU students at Metro State meet as a group on a monthly basis and try to hold an event once a semester.

Drop-out prevention

Each college uses mid-term reports as a method of assessing the progress of Power of YOU students and to connect with those students who are experiencing academic difficulties. Advisors play a large role in drop-out prevention by building relationships with students and providing support and referrals to students who need additional assistance. Faculty members are made aware of the Power of YOU students in their classes and are encouraged to follow-up with students who may need a little extra help. MCTC and Saint Paul College have campus-wide early academic warning systems in which instructors report students who are not doing well in their courses.

Student progress and performance based on college record data

Records data were analyzed from the three participating institutions 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 (enrollment rates by term)
- Grade point average (GPA) by term
- Cumulative GPA at the end of each term for the first two years
- Credits earned by term
- Cumulative credits earned at the end of each term for the first two years
- Cumulative percentage of credits earned of those attempted at the end of each term
- Credits earned toward graduation
- Academic standing at the end of each term for the first two years
- Two-year graduation rates

Comparison groups

We examined trends in these academic indicators over four cohorts – i.e., cohorts of Minneapolis and Saint Paul public high school graduates who entered participating colleges immediately following their graduation in fall 2004, 2005, 2006, and 2007. We compared the academic performance of the two cohorts before Power of YOU began (2004 and 2005) with the two cohorts after the program began (2006 and 2007). We also divided the 2006

and 2007 cohorts into the Power of YOU students and the non-Power of YOU students for comparison purposes.

As we saw earlier in the enrollment section of the report, the two prior cohorts are generally similar in demographic characteristics and preparation for college (high school performance, need for developmental coursework) to the two cohorts that include Power of YOU students. (Although it should be noted that prior cohorts more closely resemble Power of YOU cohorts at MCTC than Saint Paul College.) Comparing Power of YOU cohorts with cohorts who entered the colleges prior to the program beginning avoids the problem of selection (i.e., students in prior cohorts didn't have the opportunity of opting in or out of Power of YOU) which could compromise the comparison. Selection can be a problem if those selecting the program differ in systematic ways, related to the outcomes being measured, from those not selecting the program.

The comparison of Power of YOU students with peers in the same cohort provides a comparison with a contemporary group rather than a historical one, but the two groups differ in that one selected the program and the other didn't. A contemporary comparison group is useful if there have been any significant changes in general conditions, policies or practices at the colleges over the four-year period that could affect academic performance. Power of YOU students and their peers are generally quite similar demographically and in preparation for college. However, they may differ on things related to the reasons why one group applied to the program and the other didn't (e.g., when they applied to college, desire for full- or part-time student status). They do in fact differ on full- or part-time student status with Power of YOU students being generally enrolled full-time and nearly half of the peers being enrolled part-time (fall semester of the first year). This is an important difference in some cases, such as in comparisons of credits earned between the two groups.

For purposes of gauging potential Power of YOU impacts on students' academic progress and performance, the comparison to prior cohorts should be considered the primary comparison. The comparison to peers should be considered a secondary comparison, but still a potentially useful additional reference point, keeping in mind the issues mentioned above. Generally speaking, in interpreting the comparisons reported below, if Power of YOU students outperform students in these comparison groups (especially the prior cohorts) on an academic indicator this would suggest a positive program impact. If Power of YOU students perform at a similar level, this might at least be considered a limited program success since many of the Power of YOU students would likely not be attending college without the program.

Because this study does not have an experimental design, results of these comparisons should not be taken as definitive with regard to program impacts. Rather, they should be

taken as evidence of potential links between the program and academic performance which may indicate program impacts.

Retention (enrollment rates by term)

***Finding.** Power of YOU students tended to have higher retention rates than their peers within the same cohort as well as prior cohorts. The difference compared to prior cohorts, however, was small by the spring semester of the second year. Power of YOU students' retention (i.e., enrollment rate) was 85 percent for spring semester of the first year, 64 percent for fall semester of the second year, and 50 percent for spring semester of the second year.*

Retention was assessed by determining the percentage of students from the original cohort in the fall semester of their first year who were enrolled each subsequent semester for their first year (2006 and 2007 cohorts) and second year (2006 cohort only). In the spring semester of their first year, both the 2006 and 2007 cohorts have slightly higher retention rates (77% and 79%, respectively) than the 2004 and 2005 cohorts that preceded the start of Power of YOU (75% and 69%, respectively, or combining the two cohorts, 72%). Enrollment in the fall semester of their second year was slightly higher for the 2006 cohort than for the previous two cohorts (55% vs. 50% combining the prior two cohorts). By spring semester the rate dropped to 43 percent in the 2006 cohort, which was slightly below the rates in the prior two cohorts (combined rate of 46%) (Figure 30).

The second part of Figure 40 compares enrollment rates of Power of YOU students to their peers within the 2006 and 2007 cohorts, respectively. In both the 2006 and 2007 cohorts, Power of YOU students had higher enrollment rates in the spring semester of their first year than their peers (85% vs. 66% for the two cohorts combined), indicating higher retention rates during the first year of college. Similarly, within the 2006 cohort, Power of YOU students had higher rates of enrollment than their peers for fall and spring semesters of the second year. By the spring semester of their second year, half of the Power of YOU students were still enrolled compared to about one-third of their peers (50% vs. 34%).

We conducted these analyses separately for each of the three participating institutions. The pattern of Power of YOU students having higher retention rates than their peers within the same cohort held for all three institutions. The pattern appeared to be strongest at MCTC (Figure A28).

30. Enrollment rates

Cohort	Total N	Enrollment rates			
		First year		Second year	
		Fall	Spring	Fall	Spring
Comparison over the years					
a. 2004	294	100%	75%	53%	48%
b. 2005	300	100%	69% ^{d,e}	47% ^d	44%
c. 2004 and 2005	594	100%	72% ^e	50%	46%
d. 2006	609	100%	77% ^b	55% ^b	43%
e. 2007	710	100%	79% ^{b,c}	NA	NA
Comparison to non-Power of YOU peers					
Power of YOU 2006	357	100%	85%***	64%***	50%***
Peers 2006	244	100%	64%***	40%***	34%***
Power of YOU 2007	435	100%	86%***	NA	NA
Peers 2007	275	100%	69%***	NA	NA
2006 and 2007:					
Power of YOU	792	100%	85%***	NA	NA
Peers	519	100%	66%***	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Grade point average (GPA)

We examined students' GPA both by term and cumulatively. The GPA is based on a four-point grading system (4=A, 3=B, 2=C, 1=D, and 0=F).

GPA by term

Figure 31 indicates average GPA by term for the four cohorts, and within the last two cohorts, for Power of YOU students and their peers. Turning first to the four cohorts, average GPA the fall semester of the first year of college was similar in the past three cohorts (2005-2007), with average GPA being slightly higher in the 2004 cohort. In the spring semester of the first year, average GPA is lower in the 2006 cohort than in previous cohorts but improves in the 2007 cohort.

Low numbers of students attended the summer term between the first and second years. Average GPA for Power of YOU students (2006 cohort only) during this term was quite similar to prior cohorts and peers within the same cohort.

For the fall semester of the second year, average GPA is again somewhat lower in the 2006 cohort than in the prior two cohorts but improves to be similar to these two cohorts in the spring semester of the second year. Hence, there isn't a consistent pattern of differences in GPA between the two cohorts before Power of YOU started and the two cohorts after it started.

For the fall semester of their first year, Power of YOU students tended to have higher GPAs than their peers within the same cohort in both 2006 and 2007, although the difference was smaller in the 2007 cohort. This pattern was reversed for the spring semester of the first year. Power of YOU students average GPA decreased in the spring semester, while the average GPA of their peers increased. The pattern of a decrease in GPA from fall to spring semester among Power of YOU students was much stronger in the 2006 cohort than in the 2007 cohort where the difference was small.

In their second year (2006 cohort only), the average GPA of Power of YOU students and their peers were similar. The average GPA of Power of YOU students was 2.49 in the spring semester of their second year.

These analyses of GPA by term were also carried out separately for each of the three institutions. At Saint Paul College, average GPAs in the first year were clearly lower in the two cohorts after Power of YOU started than in the two cohorts before it started. In contrast, average GPAs in the first year did not differ much between these two sets of cohorts at MCTC (Figure A29).

31. Term GPA

Cohort	First year				Average Term GPA		Second year			
	Fall		Spring		Summer		Fall		Spring	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
Comparison over the years										
a. 2004	239	2.32	188	2.36 ^d	41	2.78	146	2.48	127	2.40
b. 2005	243	2.11	183	2.05	25	2.21	127	2.39	123	2.49
c. 2004 and 2005	482	2.22	371	2.20 ^d	66	2.56	273	2.44 ^d	250	2.44
d. 2006	555	2.17	429	1.87 ^{a,c}	80	2.43	316	2.24 ^c	257	2.48
e. 2007	667	2.14	522	2.09	NA	NA	NA	NA	NA	NA
Comparison to non-Power of YOU peers										
Power of YOU 2006	348	2.37***	281	1.80	53	2.56	222	2.22	177	2.49
Peers 2006	199	1.79***	140	1.95	27	2.20	94	2.27	80	2.44
Power of YOU 2007	429	2.16*	353	2.02	NA	NA	NA	NA	NA	NA
Peers 2007	238	1.90*	169	2.23	NA	NA	NA	NA	NA	NA
2006 and 2007:										
Power of YOU	777	2.25***	634	1.92*	NA	NA	NA	NA	NA	NA
Peers	437	1.85***	309	2.10*	NA	NA	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Cumulative GPA

Finding. *At the end of their first year, the average cumulative GPA of Power of YOU students was 2.3. At the end of their second year it was 2.7. Overall, these average cumulative GPAs for Power of YOU students did not differ markedly from their peers in the same cohort or from prior cohorts.*

After one year, Power of YOU students had an average cumulative GPA of 2.3 in both the 2006 and 2007 cohorts. This GPA was similar to their peers in both cohorts, and similar to the 2005 cohort. The 2004 cohort had a higher GPA. At the end of their second year, Power of YOU students (2006 cohort only) had an average cumulative GPA of 2.7, similar to their peers in the same cohort and quite similar to prior cohorts (Figure 32).

Turning to institution-specific analyses, the average cumulative GPA of Power of YOU students at the end of their first year differed from other students at Saint Paul College but not at MCTC or Metro State. At Saint Paul College, Power of YOU students had a lower average GPA at the end of their first year than prior cohorts of students (2004 and 2005) and their peers in the 2007 cohort but not the 2006 cohort (Figure A30).

32. Cumulative GPA

Cohort	Average cumulative GPA							
	First year				Second year			
	Fall		Spring		Fall		Spring	
	N	GPA	N	GPA	N	GPA	N	GPA
Comparison over the years								
a. 2004	249	2.42 ^e	196	2.63 ^{d,e}	149	2.76 ^d	131	2.67
b. 2005	246	2.16	182	2.39	128	2.61	127	2.56
c. 2004 and 2005	495	2.29	378	2.51 ^{d,e}	277	2.69 ^d	258	2.62
d. 2006	556	2.20	448	2.31 ^{a,c}	324	2.52 ^{a,c}	260	2.69
e. 2007	673	2.11 ^a	544	2.35 ^{a,c}	NA	NA	NA	NA
Comparison to non-Power of YOU peers								
Power of YOU 2006	348	2.40***	298	2.29	229	2.50	178	2.72
Peers 2006	200	1.81***	142	2.29	95	2.56	82	2.64
Power of YOU 2007	429	2.21**	371	2.32	NA	NA	NA	NA
Peers 2007	244	1.93**	173	2.41	NA	NA	NA	NA
2006 and 2007:								
Power of YOU	777	2.30***	669	2.31	NA	NA	NA	NA
Peers	444	1.87***	315	2.36	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Credits earned

Credits earned by term

Credits earned each term, including both developmental credits and credits toward a degree, are shown in Figure 33. Power of YOU students earned an average of 9.6 credits in the fall semester of their first year (combining the 2006 and 2007 cohorts). Prior cohorts and peers within the same cohorts as Power of YOU students tended to earned somewhat fewer credits (7-8 credits). In the spring semester of their first year, Power of YOU students tended to earn fewer credits than in the fall semester, especially in the 2006 cohort. For the 2006 and 2007 cohorts combined, Power of YOU students earned an average of 8.5 credits, similar to prior cohorts and slightly higher than their peers within the same cohort. Recall that many in the peer group enrolled as part-time students while Power of YOU students were required to enroll full-time.

Again, low numbers of students attended the summer term between the first and second years. Credits earned during the summer term tended to be lower for Power of YOU students (2006 cohort only) than prior cohorts and peers within the same cohort.

In the fall semester of their second year, Power of YOU students (2006 cohort only) earned an average of 9.1 credits, similar to prior cohorts and their peers within the same cohort. Power of YOU students tended to earn somewhat more credits than prior cohorts and their peers within the same cohort in spring semester of their second year, earning an average of 9.8 credits.

Institution specific analyses indicated that Power of YOU students at all three institutions tended to earn more credits than their peers in the same cohorts in the fall semester of their first year. After that, differences between Power of YOU students and their peers as well as prior cohorts tended to be small. One exception was at MCTC in the spring semester of the second year – Power of YOU students had a higher number of credits earned on average than prior cohorts and their peers within the same cohort (Figure A31).

33. Credits earned by term

Cohort	Average credits earned									
	First year					Second year				
	Fall N Credits	Spring N Credits	Summer N Credits	Fall N Credits	Spring N Credits					
Comparison over the years										
a. 2004	294	8.50	220	9.14 ^d	53	4.91 ^d	152	9.21	136	8.43
b. 2005	300	7.71 ^d	208	8.07	38	4.58	139	8.56	130	8.41
c. 2004 and 2005	594	8.10	428	8.62	91	4.77 ^d	291	8.90	266	8.42 ^d
d. 2006	609	8.76 ^b	468	7.88 ^a	98	3.65 ^{a,c}	328	8.96	261	9.39 ^c
e. 2007	710	8.59	561	8.60	NA	NA	NA	NA	NA	NA
Comparison to non-Power of YOU peers										
Power of YOU 2006	357	9.85***	305	8.04	71	3.37*	230	9.07	178	9.81*
Peers 2006	244	7.04***	155	7.38	27	4.41*	98	8.72	83	8.49*
Power of YOU 2007	435	9.39***	372	8.82	NA	NA	NA	NA	NA	NA
Peers 2007	275	7.33***	189	8.15	NA	NA	NA	NA	NA	NA
2006 and 2007:										
Power of YOU	792	9.60***	677	8.47	NA	NA	NA	NA	NA	NA
Peers	519	7.19***	344	7.80	NA	NA	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Cumulative credits earned

Finding. Power of YOU students earned an average of about 20 credits by the end of their first year, and 46 credits by the end of their second year for those still enrolled (includes both developmental credits and credits toward graduation).

By the end of their first year, Power of YOU students earned an average of 20.3 credits, similar to prior cohorts and higher than their peers within the same cohorts (Figure 34). Power of YOU students in the 2007 cohort tended to earn slightly more credits than those in the 2006 cohort (20.7 vs. 19.7). By the end of their second year, Power of YOU students (2006 cohort) had earned an average of 45.7 credits. This was similar to the average for prior cohorts (45.6) and higher than that of peers within the same cohort (39.1).

Turning to institution-specific results, Power of YOU students at MCTC tended to earn more credits than their peers within the same cohorts. At Saint Paul College, Power of YOU students tended to earn about the same number of credits as their peers in the same cohorts during their first year, and a lower number of credits than prior cohorts. By the end of their second year, Power of YOU students at Saint Paul College had earned more credits on average than their peers and prior cohorts. Power of YOU students at Metro State tended to earn fewer credits than their peers in the same cohort (Figure A32).

34. Cumulative credits earned

Cohort	Average cumulative credits earned							
	First year				Second year			
	Fall		Spring		Fall		Spring	
	N	Credits	N	Credits	N	Credits	N	Credits
Comparison over the years								
a. 2004	294	10.86	220	21.57 ^d	152	34.00	136	46.77
b. 2005	300	9.38	208	19.04	139	31.03	130	44.29
c. 2004 and 2005	594	10.11	428	20.34	291	32.58	266	45.56
d. 2006	609	9.76	468	19.19 ^a	328	31.64	262	43.58
e. 2007	710	10.03	561	20.38	NA	NA	NA	NA
Comparison to non-Power of YOU peers								
Power of YOU 2006	357	10.66***	305	19.73	230	32.45	178	45.69**
Peers 2006	244	8.29***	155	17.80	98	29.73	84	39.13**
Power of YOU 2007	435	10.74**	372	20.73	NA	NA	NA	NA
Peers 2007	275	8.89**	189	19.69	NA	NA	NA	NA
2006 and 2007:								
Power of YOU	792	10.71***	677	20.28*	NA	NA	NA	NA
Peers	519	8.61***	344	18.84*	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Credits earned of credits attempted

Finding. Power of YOU students earned 72 percent of the credits they attempted in their first year, and 83 percent of the credits attempted for those enrolled for two years. These percentages were somewhat below those of prior cohorts.

At the end of their first year, Power of YOU students had earned 72 percent of the credits that they had attempted (2006 and 2007 cohorts combined). This percentage is slightly lower than prior cohorts (76% for the 2004 and 2005 cohorts combined) and peers within the same cohorts (74% for the 2006 and 2007 cohorts combined). By the end of their second year, Power of YOU students still enrolled had earned 83 percent of the credits that they had attempted (2006 cohort only). This figure was lower than that in prior cohorts (95%) and the same as that for peers within the same cohort (Figure 35).

Institution-specific analyses indicated that after their first year the percentage of credits earned of those attempted for Power of YOU students at MCTC was similar to both that of prior cohorts and their peers within the same cohorts. At Saint Paul College, however, the percentage for Power of YOU students after their first year was lower than that of prior cohorts (although it was nearly as high as that for peers in the same cohort). At the end of two years, the percentage of credits earned of those attempted for Power of YOU students was lower than that of prior cohorts at MCTC but about the same as that of prior cohorts at Saint Paul College (Figure A33).

35. Percentage of cumulative credits earned of cumulative attempted

Cohort	Average percentage of cumulative credits earned of cumulative attempted							
	First year				Second year			
	Fall		Spring		Fall		Spring	
	N	%	N	%	N	%	N	%
Comparison over the years								
a. 2004	294	72%	220	78% ^d	152	84% ^d	133	95% ^d
b. 2005	300	67%	208	74%	139	81%	130	95% ^d
c. 2004 and 2005	594	69%	428	76% ^d	291	83% ^d	263	95% ^d
d. 2006	609	70%	468	71% ^{a,c}	328	79% ^{a,c}	261	83% ^{a,b,c}
e. 2007	710	69%	561	74%	NA	NA	NA	NA
Comparison to non-Power of YOU peers								
Power of YOU 2006	357	74%**	305	71%	230	78%	178	83%
Peers 2006	244	63%**	155	71%	98	81%	83	83%
Power of YOU 2007	435	70%	372	72%	NA	NA	NA	NA
Peers 2007	275	66%	189	76%	NA	NA	NA	NA
2006 and 2007:								
Power of YOU	792	72%***	677	72%	NA	NA	NA	NA
Peers	519	64%***	344	74%	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Credits earned toward graduation

Credits earned toward graduation by term

Credits earned in developmental courses do not count towards a degree, certificate, or diploma (for simplicity, referred to as towards “graduation” in this section). Since many of the students earn credits in developmental courses, we decided to do a separate analysis including only those credits that count towards graduation to obtain a better sense of the progress students were making towards graduation. Figure 36 indicates the average

number of credits students earned towards graduation each term. In the fall semester of their first year, Power of YOU students who entered in 2006 earned an average of 4.8 credits toward graduation compared to 5.8 for those who entered in 2007. This was more credits than their peers in each of these cohorts, and more than in the 2005 cohort.

The pattern of differences among the groups was fairly similar in the spring semester of the first year, but differences were smaller and slightly more credits toward graduation were earned. Power of YOU students who entered in 2006 earned an average of 6.1 credits in the spring semester, and those who entered in 2007 earned an average of 7.1 credits. The prior two cohorts (2004 and 2005) earned an average of 6.6 credits in the spring semester of their first year.

A relatively low number of students attended the summer term between the first and second years. Power of YOU students attending the summer term (2006 cohort only) earned an average of 2.6 credits, lower than prior cohorts and peers within the same cohort.

In the fall semester of their second year, Power of YOU students earned an average of 7.8 credits (2006 cohort only). This was similar to prior cohorts and their peers within the same cohort. Power of YOU students earned an average of 9.2 credits in the spring semester of their second year. This tended to be a higher number of credits earned than prior cohorts or their peers within the same cohort (Figure 36).

We turn now to the separate analyses for each institution. During the fall and spring semesters of their first year, Power of YOU students at MCTC tended to earn more credits than prior cohorts, especially those in the 2007 cohort. In contrast, at Saint Paul College, Power of YOU students tended to earn fewer credits than prior cohorts, particularly in the spring semester of their first year. Metro State Power of YOU students tended to earn more credits each semester of their first year than Power of YOU students at the other institutions. In their second year at both MCTC and Saint Paul College, Power of YOU students tended to earn somewhat more credits than prior cohorts and their peers within the same cohort. The fall semester of the second year at MCTC was an exception to this pattern – Power of YOU students tended to earn slightly fewer credits than prior cohorts (Figure A34).

36. Credits earned towards graduation by term

Cohort	Average credits earned towards graduation									
	First year				Summer		Second year			
	Fall		Spring				Fall		Spring	
	N	Credits	N	Credits	N	Credits	N	Credits	N	Credits
Comparison over the years										
a. 2004	292	5.11	220	7.08	53	3.74	152	8.19	136	7.58
b. 2005	299	4.18 ^e	208	6.07	38	3.08	139	7.54	130	7.30 ^d
c. 2004 and 2005	591	4.64	428	6.59	91	3.46	291	7.88	266	7.44 ^d
d. 2006	608	4.31 ^e	468	5.95	98	3.08	328	7.72	261	8.72 ^{b,c}
e. 2007	709	5.17 ^{b,d}	560	6.71	NA	NA	NA	NA	NA	NA
Comparison to non-Power of YOU peers										
Power of YOU 2006	356	4.83***	305	6.07	71	2.58***	230	7.81	178	9.23*
Peers 2006	244	3.34***	155	5.45	27	4.41***	98	7.49	83	7.64*
Power of YOU 2007	434	5.82***	371	7.07*	NA	NA	NA	NA	NA	NA
Peers 2007	275	4.14***	189	5.98*	NA	NA	NA	NA	NA	NA
2006 and 2007:										
Power of YOU	790	5.37***	676	6.62*	NA	NA	NA	NA	NA	NA
Peers	519	3.76***	344	5.75*	NA	NA	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Cumulative credits earned toward graduation

Finding. Power of YOU students earned an average of about 14 credits toward graduation in their first year, with the 2007 cohort earning more credits the first year than the 2006 cohort. By the end of their second year, Power of YOU students still enrolled had earned an average of 34 credits toward graduation. This is far below the 64 credits needed to graduate with an associate's degree but quite similar to prior cohorts and higher than their peers in the same cohort. Cumulative credits earned toward graduation by Power of YOU students differed by institution.

By the end of their first year, Power of YOU students entering in fall 2006 had earned an average of 12.2 credits toward graduation, and those entering in 2007 had earned an average of 15.1 credits (overall average of 13.8). These averages for Power of YOU students tended to be fairly similar to prior cohorts and to their peers in the same cohorts – more specifically, slightly higher than those of their peers in the same cohort and slightly higher or lower than those of prior cohorts depending on the year (Figure 37).

At the end of the fall semester of their second year, Power of YOU students (2006 cohort only) had earned an average of 22.1 credits, similar to the 2005 cohort and lower than the 2004 cohort. By the end of the spring semester of their second year, Power of YOU students had earned an average of 34.4 credits, again similar to the 2005 cohort and slightly lower than the 2004 cohort. Peers within the same cohort tended to earn a somewhat lower number of credits.

The number of credits needed to complete an Associate of Arts degree is 64. Hence, results after two years indicate that it will take many Power of YOU students considerably more than two years to graduate for those pursuing an Associate of Arts degree.

The patterns in cumulative credits earned the first year differed by institution. Power of YOU students at Metro State tended to earn the most credits (18.6), followed by Saint Paul College (16.0), and then, MCTC (12.2). Nevertheless, the credits earned by Power of YOU students at MCTC tended to be somewhat higher than their peers in the same cohort or prior cohorts, while this was often not the case at the other institutions. By the end of their second year, Power of YOU students at MCTC had earned an average of 31.2 credits, and those at Saint Paul College had earned an average of 40.1 credits. These averages tended to be fairly similar to those of the prior two cohorts combined (slightly lower for MCTC and slightly higher for Saint Paul College) and higher than those of their peers in the same cohort (Figure A35).

37. Cumulative credits earned towards graduation

Cohort	Average cumulative credits earned towards graduation							
	First year				Second year			
	Fall		Spring		Fall		Spring	
	N	Credits	N	Credits	N	Credits	N	Credits
Comparison over the years								
a. 2004	267	8.02 ^d	219	15.39 ^d	151	25.64 ^d	136	36.95
b. 2005	253	6.74	207	12.77	138	22.37	130	34.15
c. 2004 and 2005	520	7.40 ^d	426	14.12 ^d	289	24.08 ^d	266	35.58
d. 2006	608	5.32 ^{a,c,e}	467	12.05 ^{a,c,e}	328	21.50 ^{a,c}	261	32.76
e. 2007	709	6.60 ^d	558	14.44 ^d	NA	NA	NA	NA
Comparison to non-Power of YOU peers								
Power of YOU 2006	356	5.65	305	12.20	230	22.13	178	34.42*
Peers 2006	244	4.58	154	11.10	98	20.04	83	29.20*
Power of YOU 2007	434	7.17*	369	15.07	NA	NA	NA	NA
Peers 2007	275	5.70*	189	13.21	NA	NA	NA	NA
2006 and 2007:								
Power of YOU	790	6.48**	674	13.77	NA	NA	NA	NA
Peers	519	5.17**	343	12.26	NA	NA	NA	NA

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

Academic standing

After fall semester of first year

Results regarding students' academic standing (good standing, probation or suspension) at the end of the fall semester of the first year are shown in Figure 38. Students are put on probation if they do not attain a 2.0 GPA. If students do not raise their GPA to 2.0 or higher within one semester of being placed on probation, they are put on suspension. (The small number of students who were put on suspension after the fall semester had completed coursework prior to their first term – e.g., as PSEO students.)

In the cohorts after Power of YOU began (2006 and 2007), 61-62 percent were in good standing after the fall semester, 38-39 percent were on probation, and less than 1 percent were suspended. These results were similar to the 2005 cohort and somewhat lower than the 2004 cohort (62% and 67% in good standing, respectively).

For Power of YOU students (2006 and 2007 combined), 62 percent were in good standing after the fall semester, 38 percent were on probation, and less than 1 percent were suspended. Power of YOU students were slightly more likely to be in good standing than their peers within the same cohort, especially in 2006.

Results differed by institution. At Saint Paul College, the students in the cohorts after Power of YOU started were more likely to be on probation after fall semester than those in cohorts before it started. Power of YOU students were slightly more likely to be in good standing than their peers in the same cohort, but still less likely to be in good standing than students in earlier cohorts. In contrast, differences in the proportions of students in good standing after the fall semester were small at MCTC (among cohorts and between Power of YOU students and their peers in the same cohort), and tended to favor Power of YOU students. At Metro State, a higher proportion of Power of YOU students were in good academic standing compared to the other two institutions (Figure A36). The higher performance of Metro State students is likely related to the more stringent admission requirements at this institution.

38. Academic standing at end of fall semester of first year

Cohort	Total N	Good standing N	%	Probation N	%	Suspension* N	%
Comparison over the years							
a. 2004	275	184	67%	87	32% ^e	4	1% ^e
b. 2005	294	183	62%	109	37%	2	1%
c. 2004 and 2005	569	367	65%	196	34%	6	1% ^e
d. 2006	604	372	62%	230	38%	2	<1%
e. 2007	691	418	61%	272	39% ^a	1	<1% ^{a,c}
Comparison to non-Power of YOU peers							
Power of YOU 2006	353	226	64%	127	36%	-	-
Peers 2006	243	138	57%	103	42%	2	1%
Power of YOU 2007	419	255	61%	163	39%	1	<1%
Peers 2007	272	163	60%	109	40%	-	-
2006 and 2007:							
Power of YOU	772	481	62%	290	38%	1	<1%
Peers	515	301	58%	212	41%	2	<1%

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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 2. 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.

* 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.

After spring semester of first year

Finding. At the end of their first year, 60 percent of Power of YOU students still enrolled were in good academic standing, 16 percent were on academic probation, and 24 percent were suspended. Results were slightly better for Power of YOU students who entered in fall 2007 compared to fall 2006. Results differed by institution.

Power of YOU students were somewhat less likely to be in good academic standing after their first year compared to students in prior cohorts, especially the 2004 cohort. The academic standing of Power of YOU students was about the same as their peers in the 2006 cohort and slightly lower than their peers in the 2007 cohort (Figure 39).

As in the fall semester, results differed by institution at the end of the first year. At MCTC there was little difference in the proportions on students in good academic standing at the end of their first year between Power of YOU students and prior cohorts or between Power of YOU students and their peers. Percentages in good standing tended to range from the mid-50s to the low-60s. At Saint Paul College, the proportions of Power of YOU students in good standing were lower than in previous cohorts. Again, a relatively high proportion (83%) of Power of YOU students at Metro State were in good standing at the end of the first year (Figure A37).

39. Academic standing at end of spring semester of first year

Cohort	Total N	Good standing N	%	Probation N	%	Suspension N	%
Comparison over the years							
a. 2004	215	157	73% ^{d,e}	23	11% ^d	35	16% ^d
b. 2005	205	134	65%	28	14%	43	21%
c. 2004 and 2005	420	291	69% ^d	51	12% ^d	78	19% ^d
d. 2006	460	269	59% ^{a,c,e}	80	17% ^{a,c}	111	24% ^{a,c}
e. 2007	539	349	65% ^{a,d}	75	14%	115	21%
Comparison to non-Power of YOU peers							
Power of YOU 2006	298	172	58%	55	18%	71	24%
Peers 2006	154	89	58%	25	16%	40	26%
Power of YOU 2007	358	223	62%	50	14%	85	24%
Peers 2007	181	126	70%	25	14%	30	17%
2006 and 2007:							
Power of YOU	656	395	60%	105	16%	156	24%
Peers	335	215	64%	50	15%	70	21%

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note 1. 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 2. 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.

After fall semester of second year

At the end of the fall semester of their second year, 75 percent of Power of YOU students were in good standing academically, while 8 percent were on probation and 17 percent were suspended (Figure 40). Power of YOU students were more likely to be suspended

and less likely to be in good standing compared to students in prior cohorts. On the other hand, Power of YOU students were less likely to be on probation than their peers within the 2006 cohort (8% vs. 19%).

Turning to results for each college, Power of YOU students at MCTC were somewhat less likely to be in good standing compared to students in prior cohorts, but compared to peers in the 2006 cohort, they were less likely to be on probation. A higher proportion of Power of YOU students at Saint Paul College were in good academic standing compared to at MCTC (85% and 70%, respectively), and quite similar to prior cohorts and their peers at Saint Paul College in this regard (Figure A38).

40. Academic standing at end of fall semester of second year

Cohort	Total N	Good standing		Probation		Suspension	
		N	%	N	%	N	%
Comparison over the years							
a. 2004	148	122	82% ^d	13	19%	13	19%
b. 2005	137	111	81%	15	11%	11	8% ^d
c. 2004 and 2005	285	233	82% ^d	28	10%	24	8% ^d
d. 2006	323	239	74% ^{a,c}	36	11%	48	15% ^{b,c}
Comparison to non-Power of YOU peers							
Power of YOU 2006	227	171	75%	18	8% [*]	38	17%
Peers 2006	96	68	71%	18	19% [*]	10	10%

Source: Record data provided by MCTC and Saint Paul College.

Note 1. 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 2. 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.

Note 3. For differences between Power of YOU students and their peers from the same cohort, 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.

After spring semester of second year

Finding. By the end of their second year, 77 percent of Power of YOU still enrolled were in good academic standing, 11 percent were on probation and 12 percent were suspended. The percentage of Power of YOU students in good standing was slightly below prior cohorts and peers within the same cohort.

Results on academic standing after the second year show fairly similar results across cohorts and between Power of YOU students and their peers within the same cohort (Figure 41). Power of YOU students were slightly more likely to be on probation and slightly less likely to be in good standing compared to students in these other groups. The pattern of results did not differ much by college (Figure A39).

41. Academic standing at end of spring semester of second year

Cohort	Total N	Good standing		Probation		Suspension	
		N	%	N	%	N	%
Comparison over the years							
a. 2004	135	112	83%	11	8%	12	9%
b. 2005	128	103	80%	9	7%	16	13%
c. 2004 and 2005	263	215	82%	20	8%	28	11%
d. 2006	261	206	79%	24	9%	31	12%
Comparison to non-Power of YOU peers							
Power of YOU 2006	178	137	77%	19	11%	22	12%
Peers 2006	83	69	83%	5	6%	9	11%

Source: Record data provided by MCTC and Saint Paul College.

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.

Graduation rates

Finding. *A small proportion (8%) of Power of YOU students earned a two-year degree or certificate by the end of their second year in college. The cohorts of students prior to Power of YOU also had low two-year graduation rates. These results are consistent with cumulative credits earned information which showed that on average after two years students are far below the credits needed for an associate's degree.*

Information was gathered on graduation rates at the end of the second year – i.e., receiving a two-year degree, certificate, or diploma. This only includes the 2004, 2005, and 2006 cohorts, since the 2007 cohort had been enrolled only one year. Results indicate that the 2006 cohort had a graduation rate of 7 percent, slightly higher than the 2005 cohort (5%) and slightly lower than the 2004 cohort (10%). Within the 2006 cohort, Power of YOU students had an 8 percent graduation rate compared to 7 percent for their peers (Figure 42). These low graduation rates are consistent with the data on average cumulative credits earned towards a degree, which fell far short of the credits needed for an Associate of Arts degree.

Turning to results for each college separately, the graduation rate for Power of YOU students after two years was 7 percent at MCTC and 10 percent at Saint Paul College. These rates were slightly higher than for their peers within the 2006 cohort (6% and 8%, respectively). At MCTC the Power of YOU students' graduation rate was higher than that of prior cohorts, while at Saint Paul College it was lower (Figure A40).

42. Graduation rates after two academic years

Cohort	Total N	Percentage graduated by end of spring term of second year
Comparison across the years		
a. 2004	285	10% ^b
b. 2005	297	5% ^a
c. 2004 and 2005	582	7%
d. 2006	601	7%
Comparison to non-Power of YOU peers		
Power of YOU 2006	357	8%
Peers 2006	244	7%

Source: Record data provided by MCTC and Saint Paul College.

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. *Just over half of Power of YOU students had received a degree or certificate or were still enrolled after two years (not including transfers to other institutions).*

An additional calculation was done at the end of two years called a “success rate.” This rate was the percentage of those who graduated plus the percentage of those who were still enrolled. (The rate does not include students enrolled at other post-secondary institutions due to transfers.) For Power of YOU students, this rate was 52 percent. This rate was higher than their peers within the 2006 cohort and slightly higher than prior cohorts (Figure 43).

Again, results differed somewhat between the two colleges. At Saint Paul College, the success rate for Power of YOU students was quite similar to prior cohorts and to their peers within the 2006 cohort. At MCTC, Power of YOU students had a higher success rate than their peers within the 2006 cohort (Figure A41).

43. Success rates after two academic years

Cohort	Total N	Percentage still enrolled or graduated by end of spring term of second year
Comparison across the years		
a. 2004	285	51%
b. 2005	297	45%
c. 2004 and 2005	582	48%
d. 2006	601	46%
Comparison to non-Power of YOU peers		
Power of YOU 2006	357	52%**
Peers 2006	244	38%**

Source: Record data provided by MCTC and Saint Paul College.

Note. For differences between Power of YOU students and their peers from the same cohort, 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.

Overall Power of YOU effects

Finding. *Power of YOU students had higher retention rates and more credits towards a degree at the end of two years than their peers, controlling for demographic characteristics, high school performance, and full- or part-time student status in college.*

We examined the potential impact of the Power of YOU program as a whole on student outcomes. For this analysis we compared Power of YOU students with their peers within the same cohorts controlling for differences in the characteristics of the two groups (using logistic regression). This analysis controlled for the following characteristics: race/ethnicity, gender, income (based on receipt of Pell grant), ESL status, high school GPA, postsecondary institution attended, enrollment year, and full- or part-time student status in college. Because our evaluation study does not have an experimental design, results of our analyses should be considered more suggestive than conclusive. Power of YOU students may be different from their peers in ways that we didn't control in the analysis. That is, factors related to why Power of YOU students decided to enroll in the program and their peers decided not to enroll may be associated with the outcomes measured, and these factors may not be controlled adequately in our analysis. An example of such a factor might be when students decided they wanted to attend college.

Figure 44 summarizes the results of the analysis. It shows whether the Power of YOU program had a positive impact, negative impact or no significant impact on each student

outcome indicator. That is, it shows whether Power of YOU students did significantly better, worse, or about the same as their peers, respectively.

Results indicate that the Power of YOU students did better than their peers on the following indicators, suggesting a positive program impact in these areas:

- Retention (enrollment rates in the spring semester of the first year, fall semester of second year, and spring semester of second year)
- Cumulative credits earned towards degree at the end of the second year
- Graduated or still enrolled at end of second year

No significant differences between Power of YOU students and their peers were found for the following indicators: cumulative GPA, credits earned towards a degree at the end of the first year, percentage of credits earned of credits attempted, academic standing, and graduation rate after two years.

44. Regression results: Impact of Power of YOU on academic outcomes^a

Academic outcome	Positive impact ^b	Negative impact	No significant impact
Enrollment in spring of first year	✓		
Enrollment in fall of second year	✓		
Enrollment in spring of second year	✓		
Cumulative GPA at end of first year			✓
Cumulative GPA at end of second year			✓
Cumulative credits earned towards degree at end of first year			✓
Cumulative credits earned towards degree at end of second year	✓		
Percentage of cumulative credits earned of cumulative attempted at end of first year			✓
Percentage of cumulative credits earned of cumulative attempted at end of second year			✓
Academic standing at end of first year			✓
Academic standing at end of second year			✓
Graduated by end of two years			✓
Graduated or enrolled by end of two years	✓		

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

^a Controlling for race/ethnicity, gender, income (based on receipt of Pell grant), high school GPA, ESL status, full-time student status, postsecondary institution, and enrollment year.

^b There was a statistically significant difference between Power of YOU students and their peers on the outcome in favor of Power of YOU students (less than 5% probability it occurred by chance).

Perspectives on student progress and performance based on survey results

In this section perspectives on student progress and performance are provided by Power of YOU students themselves, college personnel, and parents. Topics include obstacles to college success and help in overcoming them, academic expectations and performance, and educational plans and aspirations.

Obstacles to college success and help in overcoming them

Finding. *According to Power of YOU students, the most common obstacle to doing well in their classes was personal issues.*

Power of YOU students reported facing obstacles that made it difficult for them to do well in their classes (Figure 45). Almost half of the students (48%) reported that their personal issues interfered with their success in college, making this the most common obstacle. Other common obstacles (reported by 22-32%) included difficulties with coursework, employment issues, family issues, living expenses, transportation issues, and housing issues. Less common obstacles included health issues (17%) and parenting issues, such as needing childcare (6%). In comparison to students at MCTC and Saint Paul College, students at Metro State were more likely to report having difficulties with coursework (76% vs. 29-30%) and transportation issues (50% vs. 19-26%). Results by college are shown in Figure A42.

45. Students' perceptions of obstacles to their success in college

Have any of the following issues made it difficult for you to do well in your classes?	(N=339-341)	
	N	%
Personal issues	164	48%
Difficulties with coursework	110	32%
Employment issues	105	31%
Family issues	97	29%
Difficulty meeting living expenses (i.e., making ends meet)	86	25%
Transportation issues	83	24%
Housing issues	73	22%
Health issues	56	17%
Parenting issues	20	6%
Something else	18	5%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Students were most likely to report receiving help from Power of YOU staff to overcome their difficulties with coursework.

Students who indicated facing obstacles were asked whether they received help from Power of YOU staff to overcome them (Figure 46). The majority of students who indicated having difficulties with coursework reported that they received help from program staff to overcome their difficulties (60%). On the other hand, only a minority of the students indicated receiving help with each of the other obstacles they reported facing. Of the students who reported that their personal issues were an obstacle, only 44 percent indicated that program staff helped them with their issues. This is somewhat of an improvement over the previous year, when only 36 percent of students reported receiving help with their personal issues. However, in general, students were less likely to report receiving help compared to the previous year. Perhaps the increase in student enrollment without a corresponding increase in staffing contributed to the smaller percentages of students receiving help. About one-third of the students reported receiving help with parenting issues (35%), family issues (33%), and meeting living expenses (33%). Less than one-third received help from program staff in overcoming employment (30%), transportation (25%), and housing (21%) issues. Overall, students were more likely to receive help from Power of YOU in overcoming the obstacles they faced prior to enrollment in college (72% of the time) than they were to receive help overcoming obstacles once enrolled (36% of the time).

46. Students' reports of help overcoming barriers once enrolled

Did the Power of YOU staff help you...	Had difficulty	Received help	
	N	N	%
Personal issues	164	72	44%
Difficulties with coursework	110	66	60%
Employment issues	105	31	30%
Family issues	97	32	33%
Difficulty meeting living expenses (i.e., making ends meet)	86	28	33%
Transportation issues	83	21	25%
Housing issues	73	15	21%
Parenting issues	20	7	35%
Health issues	56	13	23%
Something else	18	6	33%
Total ^a	812	291	36%

Source: Web-based survey of Power of YOU students, spring 2008.

^a This represents the total number of difficulties reported by students. Students could report more than one difficulty.

Finding. As with students, college personnel identified personal issues as the largest obstacle students faced once enrolled in college.

College personnel were presented with a list of potential obstacles and asked to indicate whether each one was a minor obstacle, a major obstacle, or not an obstacle to college success for Power of YOU students (Figure 47). Of the potential obstacles, the one that was most commonly rated as a major obstacle was personal issues (66%). In addition, the majority of college personnel (61%) believed that adjusting to college life was a major obstacle for Power of YOU students. About half of the college personnel rated transportation (50%) and housing (48%) issues as major obstacles. According to college personnel, less serious obstacles included parenting issues, health issues, and difficulties with coursework. Nonetheless, the majority of college personnel (61%) indicated that difficulties with coursework were a minor obstacle for Power of YOU students.

47. College personnel's perceptions of obstacles to students' success in college

Obstacles	Total N=23-33					
	Not an obstacle		A minor obstacle		A major obstacle	
	N	%	N	%	N	%
Personal issues	2	7%	8	28%	19	66%
Adjusting to college life	3	10%	9	29%	19	61%
Transportation issues	4	14%	10	36%	14	50%
Housing issues	6	21%	9	31%	14	48%
Difficulties with coursework	1	3%	20	61%	12	36%
Parenting issues	4	14%	15	54%	9	32%
Health issues	10	44%	9	39%	4	17%

Source: Interviews with college personnel, spring 2008.

College personnel were asked to indicate the degree to which Power of YOU helped students overcome the obstacles they faced once enrolled in college (Figure 48). As with students, college personnel were most likely to report that Power of YOU staff helped students overcome their difficulties with coursework, with 70 percent indicating that the program had helped a lot, and 30 percent indicating that it had helped a little. College personnel were next most likely to report that Power of YOU staff helped students a lot (64%) or at least a little (32%) with the adjustment to college life. Most of the college personnel (96%) believed that the program helped students at least a little with their personal issues. This result suggests that college personnel may believe that students are getting more help with personnel issues than students reported that they were (although

the questions asked of students and college personnel are not directly comparable). In addition, most college personnel reported that the program helped students at least a little with parenting issues and health issues (89-91%). College personnel reported that Power of YOU helped students somewhat less with housing and transportation issues.

48. College personnel's perceptions of the help students receive in overcoming obstacles in college

On average, to what degree has Power of YOU helped students overcome the obstacle?	Total N=11-30					
	Has not helped at all		Has helped a little		Has helped a lot	
	N	%	N	%	N	%
Personal issues	1	4%	15	58%	10	39%
Adjusting to college life	1	4%	9	32%	18	64%
Transportation issues	3	13%	12	50%	9	38%
Housing issues	4	18%	14	64%	4	18%
Difficulties with coursework	-	-	9	30%	21	70%
Parenting issues	2	11%	14	78%	2	11%
Health issues	1	9%	6	55%	4	36%

Source: Interviews with college personnel, spring 2008.

Finding. *The most frequent suggestions offered by college personnel for how Power of YOU could better help students overcome obstacles to college success were to provide 1) earlier outreach and preparation for students, and 2) support for expenses besides tuition (e.g., books, housing, transportation, or emergencies).*

College personnel were asked to provide suggestions for how Power of YOU could better help students overcome the obstacles they face once they are enrolled (Figure A43). The most common suggestion, mentioned by one-third of the college personnel, was to provide earlier outreach and preparation to students. This included preparation during high school as well as during the summer before college to get students ready for academics and college life. Another common suggestion, mentioned by 30 percent, was to provide support for expenses other than tuition, including books, housing, transportation, and emergencies. Other suggestions included providing more counseling, advising, and mentoring; improving collaboration between Power of YOU staff and college personnel; enhancing staff support for the program; guiding students to access college support services more; and providing greater academic support in college.

Academic expectations and performance

Results from our interviews with college personnel suggest that the academic expectations for Power of YOU students in college are appropriate. When asked if the academic expectations for Power of YOU students are too low, 82 percent of the college personnel disagreed (Figure A44).

Finding. Most Power of YOU students reported doing very well or okay in their classes this school year.

A survey question asked the Power of YOU students to report how well they were doing in their classes this school year (Figure 49). About half of the students (52%) reported that they were doing okay, and 42 percent reported that they were doing very well. Only a small percentage (6%) reported that they were not doing so well. These quite positive results may be influenced by the fact that students who were doing better academically were more likely to complete the survey. The results differed somewhat by college. The majority of students at Metro State (68%) and Saint Paul College (56%) reported doing okay in their classes, where students at MCTC were about evenly split between those who reported doing okay (47%) and those who reported doing very well (46%)

49. Student self-report: Performance in class

How well are you doing in your classes this year?	MCTC (N=175)		Metro State (N=22)		Saint Paul College (N=145)		Total (N=342)	
	N	%	N	%	N	%	N	%
Very well	81	46%	7	32%	55	38%	143	42%
Okay	83	47%	15	68%	81	56%	179	52%
Not so well	11	6%	-	-	9	6%	20	6%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Most of the parents and guardians surveyed believed that Power of YOU had motivated their children to do well in college and had allowed their children to concentrate more on school work.

Parents and guardians of Power of YOU students were asked for their perceptions of the impact of Power of YOU on their child's motivation to do well in college (Figure 50). Most of the parents/guardians indicated that Power of YOU had motivated their children, either a lot (76%) or a little bit (20%), to do well in college. Only a small percentage (5%) did not believe the program had motivated their children to do well in college. The percentage who believed the program had motivated their children a lot was somewhat

higher among parents/guardians of students in the 2007 cohort (79%) compared to parents/guardians of students in the 2006 cohort (69%).

50. Parents'/guardians' perceptions of the impact of Power of YOU on their child's motivation

In your opinion, has the Power of YOU motivated your daughter/son to do well in college?	2006 cohort (N=35)		2007 cohort (N=71)		Total (N=107)	
	N	%	N	%	N	%
No	2	6%	3	4%	5	5%
A little bit	9	26%	12	17%	21	20%
A lot	24	69%	56	79%	81	76%

Source: Survey of parents/guardians, spring 2008.

Parents and guardians responded similarly when asked whether they believed the Power of YOU had allowed their children to concentrate more on schoolwork because they did not have to work as much to earn money (Figure 51). About three-quarters (73%) indicated that the program had helped a lot in this regard, and an additional 22 percent reported that the program had helped a little.

51. Parents'/guardians' perceptions of the impact of Power of YOU on their child's ability to concentrate on school

In your opinion, has the Power of YOU allowed your daughter/son to concentrate more on school work because he/she does not have to work as much to earn money?	2006 cohort (N=36)		2007 cohort (N=74)		Total (N=111)	
	N	%	N	%	N	%
No	2	6%	4	5%	6	5%
A little bit	7	19%	17	23%	24	22%
A lot	27	75%	53	72%	81	73%

Source: Survey of parents/guardians, spring 2008.

Educational plans and aspirations

Finding. *The majority of students at MCTC and Saint Paul College reported that they plan to transfer to a four-year college, with the majority of these students planning to earn a degree or certificate before transferring.*

Power of YOU students at MCTC and Saint Paul College were asked about their plans for transferring to a four-year college (Figure 52). The majority (61%) indicated that

they planned to transfer, and 29 percent were not sure. Only 10 percent indicated that they did not plan to transfer. Results were similar by college (Figure A40).

Those who reported that they planned to transfer were asked whether they planned to earn a degree or certificate before transferring (Figures 62 and A45). The majority (60%) responded affirmatively, while 19 percent planned to transfer without earning a degree or certificate. The remaining 21 percent were not sure.

52. Students' transfer plans

(N=318)		
Do you plan to transfer to a four-year college?	N	%
Yes	193	61%
No	33	10%
Don't know	92	29%
(N=193)		
Do you plan to earn a degree or certificate before transferring?		
Yes	116	60%
No	36	19%
Don't know	41	21%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. *About three-quarters of Power of YOU students hope to continue their education beyond a two-year degree and earn a bachelor's degree or higher.*

A survey question asked Power of YOU students to report the highest level of education they wish to complete (Figure 53). The results indicate that Power of YOU students have high aspirations, with the majority hoping to earn more than a two-year degree. In particular, 46 percent reported that they hope to earn a bachelor's degree, and an additional 31 percent hope to earn an advanced degree. Results differed somewhat by college. Students at Metro State appeared to have higher educational aspirations, with the majority aspiring to complete an advanced degree (59%), compared to 33 percent at MCTC and 24 percent at Saint Paul College. In contrast, 29 percent of students at Saint Paul College were satisfied with a certificate or two-year degree, compared to 17 percent at MCTC and 5 percent at Metro State.

Again, it is important to remember in interpreting these results that the Power of YOU students who completed the survey were doing better academically than those who didn't complete it.

53. Students' educational aspirations

What is the highest level of education you wish to complete?	MCTC (N=174)		Metro State (N=22)		Saint Paul College (N=144)		Total (N=340)	
	N	%	N	%	N	%	N	%
Some college	3	2%	-	-	4	3%	7	2%
Certificate or two-year degree	29	17%	1	5%	41	29%	71	21%
Bachelor's (four-year) degree	85	49%	8	36%	64	44%	157	46%
Advanced degree (master's, Ph.D., professional degree, Law degree, medical degree, etc.)	57	33%	13	59%	35	24%	105	31%

Source: Web-based survey of Power of YOU students, spring 2008.

Program components associated with student progress and performance

Program component effects based on records data

In this section we examine the potential relationship of some Power of YOU program components to student academic outcomes. For this analysis (using multiple regression) we tested the impact of the following program components on student outcomes:

- Mentoring (formal component at Saint Paul College, occurs informally at MCTC and Metro State)
- Financial advice or guidance
- Participation in service learning

The impact of each of these components was tested for a number of student outcomes (retention, GPA, credits earned, academic standing, and graduation after two years) while controlling for demographic characteristics, high school academic performance, and college enrollment variables – race/ethnicity, gender, income (based on receipt of Pell grant), ESL status, high school GPA, post-secondary institution attended, and parents' education.

For the analysis of the possible impact of program components on student outcomes, Power of YOU students who received the component were compared to Power of YOU students who did not receive the component. Intrusive advising was not included in the analysis because all Power of YOU students received this service to some extent, and therefore, we were unable to compare students who received it with those who didn't. Whether students received the component or not was determined by their answers to questions included in the survey of Power of YOU students, and is therefore subject to the student's judgment of whether the service was received. It is important to note that results of this analysis may be problematic or difficult to interpret because of selection bias. That is, for those program components where students choose whether to access the services or not, academic performance may be related to their decision to seek such services. For other program components, academic performance may not be as important a factor in whether students receive the service or not. Because of this issue, results of these analyses should be considered with caution.

Due to the relatively small sample size for these analyses in relation to the number of variables in the analysis, a less stringent criterion for statistical significance is used

(sample sizes ranged from 62 to 107). A difference is considered statistically significant if there is less than a 10 percent probability that the difference between Power of YOU students who received the service, and those who did not, could have occurred by chance. Again, these analyses should be considered as exploratory and caution should be exercised in interpreting the results.

Finding. Results suggest that participation in mentoring and in community service learning were both associated with better academic standing after one year. Additionally, participation in community service learning was associated with a higher cumulative GPA after one year.

Results from the analysis of the relationship of receiving mentoring services to student outcomes are presented in Figure 54. The results suggest that mentoring may have had a positive impact on students' academic standing after their first year, with students who received mentoring more likely to be in good standing compared to those who did not receive mentoring. It should be noted that the results of this analysis suggest the impact of mentoring, but may also reflect uncontrolled differences between students who received mentoring and those who did not.

There appeared to be no relationship between receiving financial guidance services and academic outcomes (Figure 55). It is hard to know if these results are related to the lack of impact of these services on academic outcomes or related to differences between the students who seek such services and those who don't.

Participation in community service learning was related positively to two academic outcomes – cumulative GPA and academic standing at the end of the first year (Figure 56). These findings could be due to the benefits of service learning or to differences between those who participate in service learning and those who don't.

54. Regression results: Impact of mentoring on academic outcomes^a

Academic outcome	Positive impact	Negative impact	No significant impact
Enrollment in fall of second year			✓
Enrollment in spring of second year			✓
Cumulative GPA at end of first year			✓
Cumulative GPA at end of second year			✓
Cumulative credits earned towards degree at end of first year			✓
Cumulative credits earned towards degree at end of second year			✓
Academic standing at end of first year	✓		
Academic standing at end of second year			✓
Graduated or enrolled by end of two years			✓

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note. “Positive impact” means there was a statistically significant difference between Power of YOU students receiving the program component and those not receiving it on the outcome in favor of those receiving it. “Negative impact” means the difference was in favor of those not receiving it. “No significant impact” means the difference did not reach statistical significance (i.e., less than a 10% probability that the difference could have occurred by chance).

^a Controlling for race/ethnicity, gender, income (based on receipt of Pell grant), high school GPA, ESL status, postsecondary institution, and parents’ education.

55. Regression results: Impact of financial advice or guidance on academic outcomes^a

Academic outcome	Positive impact	Negative impact	No significant impact
Enrollment in fall of second year			✓
Enrollment in spring of second year			✓
Cumulative GPA at end of first year			✓
Cumulative GPA at end of second year			✓
Cumulative credits earned towards degree at end of first year			✓
Cumulative credits earned towards degree at end of second year			✓
Academic standing at end of first year			✓
Academic standing at end of second year			✓
Graduated or enrolled by end of two years			✓

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note. “Positive impact” means there was a statistically significant difference between Power of YOU students receiving the program component and those not receiving it on the outcome in favor of those receiving it. “Negative impact” means the difference was in favor of those not receiving it. “No significant impact” means the difference did not reach statistical significance (i.e., less than a 10% probability that the difference could have occurred by chance).

^a Controlling for race/ethnicity, gender, income (based on receipt of Pell grant), high school GPA, ESL status, postsecondary institution, and parents’ education.

56. Regression results: Impact of participation in community service learning on academic outcomes^a

Academic outcome	Positive impact	Negative impact	No significant impact
Enrollment in fall of second year			✓
Enrollment in spring of second year			✓
Cumulative GPA at end of first year	✓		
Cumulative GPA at end of second year			✓
Cumulative credits earned towards degree at end of first year			✓
Cumulative credits earned towards degree at end of second year			✓
Academic standing at end of first year	✓		
Academic standing at end of second year			✓
Graduated or enrolled by end of two years			✓

Source: Record data provided by MCTC, Saint Paul College, and Metro State.

Note. “Positive impact” means there was a statistically significant difference between Power of YOU students receiving the program component and those not receiving it on the outcome in favor of those receiving it. “Negative impact” means the difference was in favor of those not receiving it. “No significant impact” means the difference did not reach statistical significance (i.e., less than a 10% probability that the difference could have occurred by chance).

^a Controlling for race/ethnicity, gender, income (based on receipt of Pell grant), high school GPA, ESL status, postsecondary institution, and parents’ education.

Perspectives on program components based on survey results

This section summarizes the perspectives of students, parents, and college personnel on the value of Power of YOU program components.

Finding. Power of YOU students most commonly reported that financial assistance and staff support have been the most helpful aspects of Power of YOU since being enrolled in college.

A survey question asked students to report what about the Power of YOU program had been most helpful to them since being enrolled in college. The most common responses, mentioned by about one-third of the students, were financial assistance and support of Power of YOU staff. Other common responses included receiving assistance with college planning (e.g., course selection help, registration, transferring); having the opportunity to

go to college; and having a sense of community and feeling connected on campus. These responses, along with other less common themes, are shown in Figure A46.

Use of services

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

Students were given a list of services and asked to indicate which ones they had received (Figure 57). Students most commonly reported receiving course selection help (80%), followed by career planning help (64%) and financial advice or guidance (59%). About half of the students (52%) reported receiving extra help from teachers. Less common forms of assistance included tutoring (received by 47%), counseling for personal concerns (received by 38%), and mentoring (received by 36%). Results differed somewhat by college (Figure A47). The percentage of students who reported receiving counseling for personal concerns was highest at MCTC (45%), followed by Saint Paul College (32%) and Metro State (19%). Students at Metro State and MCTC were more likely to have received financial advice or guidance (64-66%) than students at Saint Paul College (49%). In addition, students at Metro State were more likely to have received tutoring (64%) than students at MCTC or Saint Paul College (46-47%).

57. Student survey: Use of services

Have you received any of the following kinds of assistance from Power of YOU or the colleges?	(N=341-342)	
	N	%
Course selection help	273	80%
Career planning help	220	64%
Financial advice or guidance	200	59%
Extra help from teachers	177	52%
Tutoring	162	47%
Counseling for personal concerns	129	38%
Mentoring	122	36%

Source: Web-based survey of Power of YOU students, spring 2008.

Students who reported receiving services were asked to indicate how helpful the services were (Figure 58). In general, the majority of the students surveyed found each of the services they received to be very helpful. Of the services listed, extra help from teachers was found to be very helpful by the largest percentage of students (68%), whereas a smaller percentage of students found tutoring to be very helpful (53%).

58. Student survey: Helpfulness of services

Service	Students who used this service	Not at all helpful		Somewhat helpful		Very helpful	
		N	%	N	%	N	%
Course selection help	273	5	2%	87	32%	181	66%
Career planning help	220	6	3%	85	39%	129	59%
Financial advice or guidance	200	-	-	79	40%	121	60%
Extra help from teachers	177	1	1%	55	31%	121	68%
Tutoring	162	2	1%	74	46%	86	53%
Counseling for personal concerns	129	3	2%	50	39%	76	59%
Mentoring	122	1	1%	53	43%	68	56%

Source: Web-based survey of Power of YOU students, spring 2008.

Parents and guardians who completed our survey were also presented with a list of services and asked to indicate, to the best of their knowledge, which ones their child had received through Power of YOU (Figure 59). The results parallel the students' self-reports of service usage, suggesting that the parents/guardians were fairly well aware of what their children received. According to parents/guardians, the most common support received was help with choosing classes to take (78%), followed by help with career planning (52%) and financial advice or guidance (46%).

59. Parents/guardian report of services and supports received by child through Power of YOU

Support	(N=118)	
	N	%
Help with choosing classes to take	92	78%
Help with career planning	61	52%
Financial advice or guidance	54	46%
One-on-one support and guidance from a faculty member (mentoring)	42	36%
Extra help from teachers	35	30%
Help with homework or learning the material (tutoring)	34	29%
Counseling for personal concerns	28	24%
Don't know	10	9%

Source: Survey of parents/guardians, spring 2008.

Note: The percentages total to more than 100% because the parents/guardians could select multiple supports.

Finding. Most parents/guardians of Power of YOU students believed that the program services and supports were very important to their children's success in college.

When asked for their perceptions of the importance of Power of YOU services and supports to their children's success in college, most of the parents/guardians (83%) responded that the supports and services were very important (Figure 60). An additional 15 percent indicated that the services and supports were somewhat important. Only a small percentage (2%) reported that the services and supports were not at all important. Parents/guardians of students in the 2007 cohort were somewhat more likely than parents/guardians of students in the 2006 cohort to view the supports and services as very important (87% vs. 75%).

60. Parents'/guardians' perceptions of the importance of Power of YOU services and supports

How important are the Power of YOU services and supports to your daughter/son's success in college?	2006 cohort (N=36)		2007 cohort (N=76)		Total (N=113)	
	N	%	N	%	N	%
Not at all important	1	3%	1	1%	2	2%
Somewhat important	8	22%	9	12%	17	15%
Very important	27	75%	66	87%	94	83%

Source: Survey of parents/guardians, spring 2008.

Needed services

A small percentage of students (10%) indicated that there were services or assistance that they needed but had not received (Figure A48). These students most commonly reported needing housing assistance, financial assistance for books and/or living expenses, and more academic help.

Finding. Among the small percentage of students who reported not receiving needed services, the most common barrier cited was lack of knowledge about what services are available or how to access them.

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 (Figures 61 and A49). The most common barrier, indicated by almost half of such students (49%), was lack of knowledge about what services are available or how to access them. Another common barrier (reported by 36%) was lack of time for seeking out services. One-third of the students (33%) indicated that

they had not sought out assistance because they preferred to try to solve their problems on their own. In addition, one-third reported that the services they needed were not available (33%). Less common barriers included inability to afford the services (21%), feeling too shy or embarrassed to ask for help (21%), and not having transportation to get to the service location (12%).

61. Student survey: Barriers to receiving needed services

What is preventing you from receiving the assistance or services that you need?	(N=33)	
	N	%
Don't know what services are available or how to access them	16	49%
No time to seek out services	12	36%
Prefer to try to solve problems on my own	11	33%
The services I need are not available	11	33%
Can't afford the services	7	21%
Too shy or embarrassed to ask for help	7	21%
Don't have transportation to get to the service location	4	12%
Other	3	9%

Source: Web-based survey of Power of YOU students, spring 2008.

College personnel were asked a similar series of questions. When asked whether they believed there were services or other types of help that Power of YOU students needed but were not using sufficiently, the majority of college personnel (58%) responded affirmatively, with the most common underused services being tutoring/academic support and advising (Figure A50). Nevertheless, this represents an improvement over the previous year, when 71 percent of college personnel believed there were underused services.

Finding. College personnel cited students' preference to solve their problems on their own and students' belief that there is a stigma associated with asking for help as barriers that prevent students from seeking out services.

In a follow-up question, college personnel who believed there were underused services were given a list of potential barriers and were asked to indicate which ones they believed may have prevented students from seeking out services (Figure 62). All of the college personnel (100%) indicated that students prefer to try to solve problems on their own and that students believe there is a stigma associated with asking for help (i.e., that asking for help is a weakness). Most of the college personnel (84%) reported that an additional barrier was students' shyness or embarrassment in asking for help. Other common responses were that students do not have time to seek out services (68%), students do not

give a high priority to seeking academic help (65%), and students are not motivated to access services (53%). College personnel were less like to cite students' lack of knowledge about available services or how to access them as a barrier (42%), yet this was the barrier most commonly cited by the students themselves.

62. College personnel's perspective on barriers to students seeking out services

Reasons why students may not seek out services	Total N=17-19	
	N	%
Students prefer to try to solve their problems on their own	19	100%
Students believe there is a stigma associated with asking for help (e.g., students think asking for help is a weakness)	19	100%
Students are too shy or embarrassed to ask for assistance or services	16	84%
Students do not have time to seek out these services	13	68%
Students do not give a high priority to seeking academic help	11	65%
Students are not motivated to access services	9	53%
Students do not know what services are available or how to access them	8	42%
Other	10	53%

Source: Interviews with college personnel, spring 2008.

Students were asked to provide suggestions for improving the assistance and services available to students. The majority of the students surveyed did not have any suggestions. Among those who did have suggestions, these were most commonly directed at their fellow classmates, with students acknowledging that it is their responsibility to seek out services. Other relatively common suggestions included doing more communication regarding available services, hiring more Power of YOU staff, providing tutoring, and providing more individual advising and counseling. Some students suggested providing financial assistance for book and/or other expenses, and some suggested hosting more activities, events, and get-togethers. 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 (Figure A51).

Perceptions of the value of Power of YOU program components

Pre-college enrollment services at Metro State

Power of YOU students who enrolled at Metro State were asked about their participation in the university's Summer Empowerment Program, which was offered in the summer before the start of college (Figures A52-A54). Most of the students (82%) reported participating, and all the participants found the program to be useful, either somewhat (56%) or very (44%).

When asked what was most useful about the Summer Empowerment Program, the most common response (cited by 33%) was getting to know their peers. Students also commonly mentioned that the program provided useful information or referred to skills they had learned from the program (e.g., time management, communication skills). Other common responses included becoming familiar with the campus (in part through campus tours), getting to know faculty and staff, learning about available resources, and receiving a good introduction to college.

The participants were also asked to provide recommendations for improving the Summer Empowerment Program. The most common suggestion (cited by 33%) was to involve the students more and foster more interaction, for example, by adding activities and discussion. Another common suggestion was to shorten the duration of the program and/or meet fewer times per week. In addition, a couple of students recommended making the program less repetitive.

Finding. Students were generally satisfied with the accuracy of their placement test results, and most commonly reported having classes that were just right for them in terms of difficulty.

A survey question asked students to report how well they thought the college placement test measured their readiness for college (Figure 63). In total, 86 percent of the students indicated that the test measured their readiness somewhat or very well. However, the results varied by college. Although the majority of students at each college reported that the test measured their readiness somewhat or very well, students at Metro State were somewhat less likely than students at MCTC and Saint Paul College to report feeling this way (65% vs. 83-94%).

63. Student survey: Placement testing

How well do you think the college placement test (Accuplacer) measured your readiness for college?	MCTC (N=108)		Metro State (N=20)		Saint Paul College (N=93)		Total (N=221)	
	N	%	N	%	N	%	N	%
Not at all well	18	17%	7	35%	6	6%	31	14%
Somewhat well	62	57%	10	50%	61	66%	133	60%
Very well	28	26%	3	15%	26	28%	57	26%

Source: Web-based survey of Power of YOU students, spring 2008.

Although students were generally satisfied with the accuracy of their placement test results, 37 percent indicated that they had classes that were too easy for them (Figure 64). This percentage was higher at Metro State (55%) than at MCTC (39%) and Saint Paul College (32%). A smaller percentage of students indicated that they had classes that were too difficult for them (20% overall). Again, this percentage was higher at Metro State (27%) than at MCTC (18%) and Saint Paul College (20%). Most of the students at MCTC (83%) and Saint Paul College (77%) indicated that they had classes that were just right, challenging but not too difficult. A smaller percentage (59%), though still the majority, of the students at Metro State also reported having classes that were just right. Across the three colleges, the percentage was 78 percent.

64. Student survey: Level of difficulty of classes

	MCTC (N=117)		Metro State (N=22)		Saint Paul College (N=95)		Total (N=234)	
	N	%	N	%	N	%	N	%
I had classes last semester that were too easy for me	45	39%	12	55%	30	32%	87	37%
I had classes last semester that were too difficult for me	21	18%	6	27%	19	20%	46	20%
I had classes last semester that were just right – they challenged me but were not too difficult	97	83%	13	59%	73	77%	183	78%

Source: Web-based survey of Power of YOU students, spring 2008.

Note. Students were allowed to check all that apply.

Orientation courses

About three-quarters of the students (76%) reported participating in the college orientation course, down from 88 percent in the previous year. The overall decline is attributable primarily to a decline observed at Saint Paul College. Only 46 percent of Saint Paul College students reported participating in the college orientation course, compared to 73 percent in the previous year. Participation was higher at MCTC and Metro State, with 96 percent reporting participation at each institution (Figure 65).

65. Student survey: Participation in orientation courses

Have you participated in the college orientation course(s)?	MCTC (N=117)		Metro State (N=22)		Saint Paul College (N=95)		Total (N=234)	
	N	%	N	%	N	%	N	%
Yes	112	96%	21	96%	44	46%	177	76%
No	5	4%	1	4%	51	54%	57	24%

Source: Web-based survey of Power of YOU students, spring 2008.

Finding. Most of the students found the orientation course to be useful, with 46 percent reporting that it was very useful and 39 percent reporting that it was somewhat useful.

Metro State students were less likely to find the course to be very useful, with only 14 percent indicating this response compared to 47 percent at MCTC and 59 percent at Saint Paul College. Likewise, the percentage who found the course not at all useful was higher at Metro State (38%) than at MCTC (13%) and Saint Paul College (9%) (Figure 66).

66. Student survey: Usefulness of orientation course

How useful did you find the college orientation course(s)?	MCTC (N=112)		Metro State (N=21)		Saint Paul College (N=44)		Total (N=177)	
	N	%	N	%	N	%	N	%
Not at all useful	14	13%	8	38%	4	9%	26	15%
Somewhat useful	45	40%	10	48%	14	32%	69	39%
Very useful	53	47%	3	14%	26	59%	82	46%

Source: Web-based survey of Power of YOU students, spring 2008.

Beginning in fall 2007, Power of YOU used a cohort model for the orientation course, limiting the enrollment to Power of YOU students only. Students who took the course with their Power of YOU peers were asked to indicate whether they thought the cohort

model was less helpful, about the same, or more helpful compared to taking the class with a mixed group of students including students not in Power of YOU (Figure A55). The most common response, indicated by 46 percent, was that it did not make a difference – the cohort model was about the same as a mixed class in terms of helpfulness. On the other hand, one-third of the students thought the cohort model was more helpful than a mixed class.

In an open-ended question, students were asked to report what they liked about the college orientation course. Students most commonly provided non-specific positive comments. The most common specific response was getting to know other students and building a sense of community or belonging. The next most common response was that the course served as a good introduction to college. Other aspects that students commonly reported liking included the following: enjoying the instructor, learning about time management, and learning study skills and tips for doing well and staying on track in their courses. These and other less common responses are shown in Figure A56.

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. That is, the course was a review of information that they had already learned, and for this reason, the course seemed unnecessary to them. Students also commonly reported feeling that the course material was common sense and too elementary. Some students had complaints about the textbook and some students thought the course was too long. In addition, some indicated that they did not like anything about the course and/or felt like it was a waste of time. These and other less common responses are indicated in Figure A57.

Students were asked to provide suggestions for how to improve the college orientation course. The most common response was to make the course more interactive, for example, by fostering more class discussion. Another common suggestion was to make the course more relevant, and some students suggested specific topics to cover or focus more on. These and other suggestions are shown in Figure A58.

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

Figures 67 and 68 indicate college personnel's responses regarding the importance of the orientation courses and how well they prepare students for college.

67. College personnel's perception of the importance of orientation course

How important is the college orientation course for Power of YOU students?	Total N=33	
	N	%
Not at all important	-	-
Somewhat important	2	6%
Very important	31	94%

Source: Interviews with college personnel, spring 2008.

68. 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=31	
	N	%
Not at all well	1	3%
Somewhat well	13	42%
Very well	17	55%

Source: Interviews with college personnel, spring 2008.

College personnel were asked to provide suggestions for improving the college orientation courses. The most common suggestions provided by college personnel were similar to the suggestions provided by the students themselves. In particular, college personnel most commonly suggested increasing students' engagement and interaction, revising the course content, and making the course more relevant to Power of YOU students, both in terms of the course content and the way the course is taught. For these and other suggestions, see Figure A59.

Retention efforts

Finding. *Most of the college personnel believed that Power of YOU has had a positive impact on keeping students enrolled in college. College personnel most commonly cited intrusive advising and individualized attention as aspects of the program that help keep students enrolled.*

When asked whether they believe Power of YOU has had a positive impact on keeping students enrolled in college, 85 percent of the college personnel responded affirmatively, and the remaining 15 percent were unsure.

College personnel who reported that Power of YOU has helped retention were asked to explain how the program has helped keep students enrolled (Figure A60). College personnel most frequently mentioned the importance of intrusive advising and the amount of individualized attention the students receive. Similarly, the next most common response was the services and support that the program provides. Some of the personnel mentioned the importance of the relationships built among the students, while others referred to previous evaluation findings that indicate high retention among the Power of YOU students. Factors that were less commonly mentioned included overcoming financial barriers, being held accountable, and participating in service learning.

College personnel were also asked to provide suggestions for any additional things Power of YOU could do to help keep students enrolled in college (Figure A61). The most common suggestion was to provide funding for expenses other than tuition, including books, housing, and transportation. This was also a common response to the question about how to help students overcome obstacles once enrolled discussed above. A few of the personnel suggested hiring more staff and providing more funding in general. Other less common suggestions included involving families, reaching back and preparing students more, strengthening relationships between staff and students, and strengthening relationships among the students.

Power of YOU events

Finding. Most Power of YOU students reported participating in Power of YOU events and that the events helped them feel more connected to the college community.

Students were asked about their participation in Power of YOU events (Figures 69 and A62). Of the students surveyed, 9 out of 10 reported participating in the events. The majority (56%) reported participating in one or two events, while about one-third (34%) participated in three or more. Most of the students who participated reported that the events helped them feel more connected to the college community, either a lot (33%) or a little bit (59%).

69. Student survey: Participation in Power of YOU events

How many Power of YOU events have you participated in this year?	Total (N=342)	
	N	%
None	35	10%
1-2	192	56%
3 or more	115	34%
Do these events help you feel more connected to the college community?		
	(N=218)	
No	18	8%
Yes, a little bit	128	59%
Yes, a lot	72	33%

Source: Web-based survey of Power of YOU students, spring 2008.

Service learning

Finding. Almost two-thirds of Power of YOU students reported participating in community service learning.

Participation in community service learning is a Power of YOU program expectation at MCTC and Saint Paul College. Survey results indicate that the majority of students at both colleges (65%) had participated in service learning activities as part of Power of YOU (Figure 70). This represents an improvement over the previous year, when only about half of the surveyed students (52%) reported participating in service learning. (See Figure A63 in the Appendix for a list of the service learning activities in which students participated.) Results from a follow-up survey question reveal that satisfaction was quite high among those who had participated. Over half of the students (55%) reported that they were very satisfied with their community service learning experience so far, and an additional 41 percent reported that they were somewhat satisfied.

70. Student survey: Participation in community service learning

Have you participated in any service learning activities as part of the Power of YOU program?	MCTC (N=174)		Saint Paul College (N=145)		Total (N=319)	
	N	%	N	%	N	%
Yes	109	63%	100	69%	209	65%
No	65	37%	45	31%	110	35%
How satisfied are you with your service learning experience so far?	(N=109)		(N=100)		(N=209)	
	N	%	N	%	N	%
Not at all satisfied	4	4%	5	5%	9	4%
Somewhat satisfied	48	44%	38	38%	86	41%
Very satisfied	57	52%	57	57%	114	55%

Source: Web-based survey of Power of YOU students, spring 2008.

Students were asked to report what they liked about their community service learning experience. Students most commonly responded that they enjoyed the opportunity to meet people, interact with others, and network. Another very common response was enjoyment in helping people and making a difference. Several students responded that it was a good learning experience; they mentioned improving their skills, gaining experience, and preparing for a career. Students also commonly reported enjoying the opportunity to interact with children. In addition, several described their experience as fun in general and reported that they enjoyed sharing their knowledge and skills with others. For these and other less common response themes, see Figure A64.

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 (Figure A65). 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.

College personnel who participated in the telephone interviews were also asked for their perspective on the community service learning component. About half of the college personnel (53%) reported that Power of YOU students are participating in community service learning about as much as they had expected. On the other hand, one-third indicated that students were participating less than expected (Figure 71).

71. College personnel survey: Students' participation in service learning

To what extent are Power of YOU students participating in service learning?	Total N=15	
	N	%
Less than expected	5	33%
About as expected	8	53%
More than expected	2	13%

Source: Interviews with college personnel, spring 2008.

The majority of college personnel (57%) indicated that they think community service learning is very valuable for Power of YOU students, and an additional 39 percent found it somewhat valuable (Figure 72).

72. College personnel survey: Value of community service learning

How valuable or beneficial are the service learning experiences for Power of YOU students?	Total N=23	
	N	%
Not very valuable	1	4%
Somewhat valuable	9	39%
Very valuable	13	57%

Source: Interviews with college personnel, spring 2008.

Finding. College personnel suggested that the Power of YOU program could improve community service learning by making it a more well-established program component, with more structure and management.

College personnel were asked to provide suggestions for improving the community service learning component of Power of YOU (Figure A66). College personnel most commonly reported concerns that community service learning is not a well-established program component. In order to better establish it, they recommended providing more structure and management. In addition, a few of the personnel suggested that the colleges do more to publicize opportunities and recognize students' contributions. Other suggestions included the following: explaining the benefits of community service learning to students, providing students with opportunities to serve within the college, and connecting the experiences more to students' career plans. In addition, 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.

General stakeholder perspectives

Impressions of the program and its students by college personnel

Finding. *Compared to results from the first year, results from the second year suggest improvements in college personnel's understanding of their role in the program and ability to find answers to their questions.*

College personnel were asked to indicate the degree to which they agreed or disagreed with some general statements regarding Power of YOU (Figure 73). Almost all of the college personnel (95%) agreed or strongly agreed that their role in the Power of YOU program was clear to them. This represents an improvement over the first year, when 79 percent felt their role was clear. Likewise, most college personnel (85%) agreed or strongly agreed that they could easily find answers to their questions regarding the Power of YOU program (compared to 67% in the first year). In addition, half of the college personnel (50%) felt that the three colleges collaborate and communicate sufficiently about Power of YOU. While this also represents an improvement over the previous year (when only about one-quarter of college personnel agreed or strongly agreed), there still appears to be room for improvement in this area.

73. Communication with college personnel

Statement	Total N=28-33				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My role in the Power of YOU program is clear to me	-	6%	-	49%	46%
I can easily find answers to my questions regarding the Power of YOU program	3%	9%	3%	39%	46%
MCTC, Saint Paul College, and Metro State collaborate and communicate sufficiently about Power of YOU	11%	14%	25%	39%	11%

Source: Interviews with college personnel, spring 2008.

Finding. *Two-thirds of the college personnel surveyed reported that Power of YOU has met their expectations very well or exceeded their expectations.*

When asked how well Power of YOU has met their expectations so far, the majority of college personnel (58%) responded that the program has met their expectations very well.

An additional 33 percent responded that it has met their expectations somewhat well, and a small percentage (9%) reported that it has exceeded their expectations (Figure 74).

74. College personnel's expectations met

How well has Power of YOU met your expectations so far?	Total N=33	
	N	%
Not at all well	-	-
Somewhat well	11	33%
Very well	19	58%
Exceeded my expectations	3	9%

Source: Interviews with college personnel, spring 2008.

In an open-ended question, college personnel were asked to indicate aspects of the Power of YOU program that work well in their opinion (Figure A67). The most common response was the additional support provided, followed by the financial assistance.

Finding. College personnel cited several impacts on the college of the enrollment of Power of YOU students including a younger student population, the need to offer more lower-level or developmental courses, increased enrollment, and increased advising or supports.

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 (Figure A68). By far, the most common impact that college personnel noticed was the younger student population. In addition, some personnel mentioned the increased enrollment and the need to develop and offer more courses, especially lower level courses. A few of the personnel mentioned the increased advising and supports, especially for Power of YOU students, but in some cases for the college as a whole. Other noted impacts included more energy and an improved atmosphere, greater retention, and under preparation of students.

College personnel were also asked whether they had noticed any differences between the first cohort of Power of YOU students that began in fall 2006 and the second cohort that began in fall 2007. Among the eight who responded affirmatively (30%), the most commonly noticed difference (cited by six) was that the second cohort was more prepared for college. In addition, three personnel noted that the second cohort was better informed.

When asked whether Power of YOU students are singled out in any way, for better or for worse, two-thirds of the college personnel (67%) responded affirmatively. In general, these personnel felt that the Power of YOU students had been singled out in positive ways. In describing how the students had been singled out, the most common response by far was

that the students received more support and attention. Other less common responses included the following: extra monitoring of their progress, required orientation courses, greater visibility, and grouping the students into cohorts. Only two of the personnel mentioned the potential for Power of YOU students to be singled out negatively (Figures A69 and A70).

Parents impressions of program impacts

Finding. Parents reported that Power of YOU impacted their children and families by providing access to higher education; reducing the financial burden of college; providing additional support, direction, and guidance; and increasing their children's motivation and self-esteem.

In an open-ended survey question, parents/guardians were given the option to provide additional comments about what the Power of YOU program has meant to them, their children, or their family (Figure A71). Parents/guardians most commonly took the opportunity to say that they like Power of YOU and are grateful for the program.

In terms of impact, the most common response theme was that the program provided access and opportunity for their children, not only in terms of making it possible for them to enroll in college, but also in terms of enabling them to take risks and broaden their horizons. Parents/guardians also commonly mentioned that the program had reduced the financial burden and student loan debt that their family would have incurred, making college affordable.

Another common response theme was the importance of the support that Power of YOU provides. Several parents/guardians believed that the additional attention their children received had had a positive impact on their children's success. Some of the parents/guardians provided positive feedback about the program staff. In addition, several parents/guardians mentioned that their children were doing well in school in part because the program helped them focus on school, get more involved, and work harder.

Some parents/guardians also noted that the program had increased their children's desire for learning and had encouraged their children to continue their education beyond high school. In addition, several parents/guardians felt that Power of YOU had given their children a self-esteem boost and increased confidence.

Although less common, another theme that emerged from the responses was that Power of YOU provides their children with direction and guidance, helping to ensure that the students are on the right track for completing their programs. Some of the parents/guardians mentioned that the program helps by providing their children with a career path or plan.

Benefits for students

Finding. Community partners, high school personnel, and college personnel noted many benefits for students due to Power of YOU. Some of the most commonly noted benefits included financial assistance, access and opportunity, support services, and increased retention.

Community partners, high school personnel, and college personnel were asked to report the benefits they have seen for students because of Power of YOU (Figures A72-A74). Community partners most commonly noted that the program removed barriers for students, providing access and opportunity to attend college. Some community partners noted that the program provided students with hope, allowing them to see college as a realistic goal for themselves. Other benefits that were mentioned by community partners included increased retention and financial assistance.

Among the high school personnel, the most common benefit noted by far was the financial assistance provided by Power of YOU. High school personnel noted the importance of financial assistance both for providing students access to college, as well as for helping keep students enrolled. In addition, some of the high school personnel mentioned that Power of YOU students benefit from the support services the program provides. Other benefits noted by a few high school personnel included increased enrollment, retention, and excitement and motivation. It should also be noted that some of the high school personnel responded that they did not know what the benefits for students were because they had not received any follow-up from the program once students were enrolled in college.

College personnel mentioned many benefits of Power of YOU for students, the most common by far being the increased access and enrollment in college. The next most common benefit that college personnel mentioned was the extra support that Power of YOU students receive, including the support provided by Power of YOU advisors and staff. Several personnel noted that students benefit from the connections and sense of community and belonging that the program helps to provide. Other commonly noted benefits included increased retention and the long-term impact of higher education on the lives of the students and their families. Some other benefits that were less commonly mentioned included increased personal growth, confidence, and self-esteem; increased awareness that college is possible; increased awareness and use of available resources; better preparation for college; financial assistance; additional opportunities to get involved; and students' satisfaction.

Concerns and reservations

Finding. The most common concern that community partners, high school personnel, and college personnel had about Power of YOU was the continued funding and sustainability of the program.

In an open-ended interview question, community partners, high school personnel, and college personnel were asked for their concerns and reservations about Power of YOU (Figures A75-A77). The most common concern across all three groups was the continued funding and sustainability of the program.

Community partners mentioned some additional concerns. A few of the community partners were concerned about students' lack of awareness and confusion about available funding sources. Specifically, they noted that it is important for students to apply for other funding in addition to Power of YOU, and that it is important for the program to be clear with students regarding the extent to which they are funded by other sources, such as the federal Pell grant. In addition, a couple of the community partners reported concerns that the program should strengthen its relationships and linkage to the high schools, and that the program should start its outreach efforts earlier and address students' preparation prior to college.

Among the high school personnel, another common concern was students' lack of preparation for college and consequent need to take developmental courses. In particular, some of the high school personnel worried that, in using their funding on developmental courses, students may run out of their funding before they complete a two-year degree. In addition, a couple of the high school personnel expressed concern about the support that students receive once enrolled. These personnel did not seem aware of the type of support students receive from Power of YOU, but they noted that their students would need personal support and services in order to succeed.

College personnel expressed a number of additional concerns. Some of the personnel noted the need for additional staff and better staff retention. A few were concerned that Power of YOU students need even more resources and support than what the program already provides. In addition, a few had concerns regarding students' academic readiness. Other less common concerns (expressed by only a couple of the personnel) included the following: the recruitment motives underlying the initiative; the desire for the program to expand; the need for improvements in communication and collaboration; the need for clarity regarding funding sources (i.e., marketing the program as tuition-free may be misleading); the need for funding for expenses other than tuition; the initiative's ability to influence policy; and the need for higher standards or additional requirements.

Stakeholder suggestions

In a final interview question, community partners, high school personnel, and college personnel were asked to provide any additional suggestions for improving Power of YOU, apart from the things they already mentioned when asked for suggestions regarding specific program components (Figures A78-A80). The majority of respondents did not have any further suggestions. Only a few suggestions were mentioned by more than one person.

Suggestions offered by a couple of the community partners included the following: continue to expand and move forward, broaden outreach efforts in the community, and build strong supports for students in college.

A couple of the high school personnel indicated that they would like to receive information and follow-up on how their students fare once they are in college. In addition, a couple of the high school personnel suggested that Power of YOU do more to influence public policy around post-secondary funding.

College personnel offered the following suggestions: expand the program, provide a summer program to prepare students for college, provide funding for books, and collaborate more across the three colleges.

Parents and guardians who completed our survey were also asked to provide suggestions for improving Power of YOU. The most common suggestion was to continue to offer the program. Other common suggestions included keeping parents informed and involved, doing more advertising, and providing more support to students. Parents/guardians provided a variety of other suggestions, which can be found in Figure A81.

Finally, Power of YOU students who completed our survey were asked to provide any additional suggestions for improving Power of YOU, aside from the suggestions they already provided regarding specific program components. The most common suggestion was to foster more interaction and involvement (for example, through holding more events and meetings). On the other hand, students also commonly recommended that Power of YOU reduce its requirements and stop making things mandatory. Therefore, it seems as though students would like more opportunities to get involved, but would like their participation in such opportunities to be voluntary. Some students also recommended improving the scheduling of events (e.g., not during class, more advance notice, more flexible times), and doing a better job of notifying students about events. Other common suggestions were to hire more staff, mentors, and tutors (or increase the availability of current staff) and to provide more assistance in general. Students also commonly suggested that Power of YOU continue to offer the program, as well as expand to help

more students. Some students stressed the need for Power of YOU to be clear about its requirements and offerings. In addition, some students suggested that Power of YOU cover summer tuition and provide financial assistance for books. These and other less common suggestions are shown in Figure A82.

Appendix

Data sources for the evaluation

Web-based survey of Power of YOU students

Wilder Research, with input from program staff, designed a web-based survey for Power of YOU students. 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 program components; students' living situations and family support; educational aspirations and plans; academic preparation; and employment.

The survey was administered to the first cohort of Power of YOU students in spring 2007, and a slightly revised version was administered to both cohorts (first-year and second-year students) in spring 2008. This report focuses on the 2008 survey, with reference to the 2007 results only when a notable change was observed. A full description of the 2007 results is available in the interim report (Schultz and Mueller, 2007), and a brief recap is provided below.

Power of YOU staff at the 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 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 (March and April). Of the 550 Power of YOU students from both cohorts who were enrolled in spring 2008, 343 took the survey, for a response rate of 62 percent. The response rate varied by college, from 55 percent at MCTC to 71 percent at Saint Paul College and 92 percent at Metro State. Hence, it appears that the larger the number of students enrolled at the college, the more challenging it was to achieve a high response rate.

While the overall response rate of 62 percent meets our research standard, it is important to consider whether the students who took the survey differed from students who did not take it in any systematic ways. Figure A1 presents comparisons of their characteristics. The two groups did not significantly differ with regard to gender, income, ESL status, and parental education. They also did not differ with regard to self-reported high school math grade, importance of college to self, and enrollment in developmental courses. On

the other hand, students who took the survey were somewhat more likely to be Asian or Hispanic, and less likely to be Black or of other races/ethnicities, than students who did not take the survey. In addition, it appears that the survey takers may have had higher academic achievement in high school based on their self-reported high school English grade and GPA. On average, they also had better academic achievement in college based on cumulative GPA and the percentage in good academic standing at the end of the first and second years.

It is important to keep these differences in mind when interpreting the survey results. In other words, the survey results do not fully represent all Power of YOU students; some groups (e.g., students with poor academic performance) are underrepresented.

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

Characteristic		Took survey		Did not take survey^a	
		N	%	N	%
Gender	Female	165	50%	100	51%
	Male	165	50%	98	49%
Low-income (Pell grant recipient)	Yes	238	80%	153	86%
	No	59	20%	25	14%
Race/ethnicity***	Black*	115	35%	100	51%
	Asian*	54	17%	12	6%
	White	112	34%	58	29%
	Hispanic*	39	12%	13	7%
	Other*	6	2%	14	7%
English as a Second Language	Yes	112	40%	62	38%
	No	167	60%	101	62%
Parent attended college	Yes	137	54%	95	62%
	No	115	46%	58	38%
Grade in last high school English class (self-reported)*	A	66	39%	34	32%
	B	78	46%	48	45%
	C	22	13%	17	16%
	D*	3	2%	7	7%
	F	-	-	1	1%

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

Characteristic		Took survey		Did not take survey ^a	
		N	%	N	%
Grade in last high school math class (self-reported)	A	69	26%	27	19%
	B	81	31%	47	33%
	C	75	29%	49	34%
	D	29	11%	17	12%
	F	7	3%	3	2%
High School GPA (self-reported)**	3.5 – 4.0 (A- to A)*	42	25%	11	10%
	3.0 – 3.4 (B to A-)	44	26%	30	28%
	2.5 – 2.9 (B- to B)	52	31%	40	38%
	2.0 – 2.4 (C to B-)	24	14%	18	17%
	1.5 – 1.9 (C- to C)	6	4%	7	7%
	1.0 – 1.4 (D to C-)	-	-	-	-
	0.0 – 0.9 (below D)	-	-	-	-
Importance of college to self	Not very important	3	2%	-	-
	Somewhat important	15	9%	7	6%
	Very important	155	90%	110	94%
Took developmental courses	Yes	250	73%	158	76%
	No	93	27%	49	24%
In good academic standing at end of first year***	Yes	281	85%	88	45%
	No	51	15%	106	55%
In good academic standing at end of second year***	Yes	94	87%	43	61%
	No	14	13%	27	39%
Cumulative GPA at end of first year***	Mean	340	2.8	200	2.0
Cumulative GPA at end of second year***	Mean	108	2.9	70	2.4

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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.

Note 3. For high school English grade, high school math grade, and high school GPA, overall significance was tested using the difference in means after converting the grades into numeric values. This was done because of the small number of cases in some categories.

^a Includes only those who were eligible to take the survey (i.e., those who were enrolled in spring 2008).

Telephone interviews with high school personnel

Wilder Research staff conducted telephone interviews with high school personnel in spring of 2007 and 2008. Several topics were covered in the interviews: recruitment, barriers to applying for Power of YOU, academic preparation, the relationship between the colleges and the high schools, the perceived impact of Power of YOU, concerns about Power of YOU, and suggestions for program improvement. This report focuses on results from the 2008 interviews, with reference to the 2007 results only when a notable change was observed. As mentioned, a full description of the 2007 results is available in the interim report (Schultz and Mueller, 2007), and a brief recap is provided below.

Power of YOU staff 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 32 high school personnel to be interviewed, and interviews were completed with 26 of them, for a response rate of 81 percent. It should be noted that four of the recommended personnel were no longer working at the same high schools. If these four are therefore considered ineligible, the response rate increases to 93 percent.

Over half of the interviewed personnel (54%) were counselors or advisors, and an additional 27 percent were college and career center coordinators (Figure A2). When asked how they found out about the Power of YOU program, the high school personnel most commonly indicated that they had been contacted by the program or by college representatives. Other information sources included employers or colleagues, advertisement and media, meetings, and presentations (Figure A3). The high school personnel most commonly saw their role with Power of YOU as one in informing students of college options and resources and helping students make decisions regarding post-secondary education. They also commonly reported playing a role in promoting Power of YOU. Other roles included helping students navigate the processes (testing, financial aid, applications, etc.), providing applications, and preparing students for post-secondary education (Figure A4).

Throughout the report, the “other” category includes those with unique responses to the survey question.

A2. Primary occupations of high school personnel

What is your primary occupation?	Total N=26	
	N	%
Counselor or advisor	14	54%
College and career center coordinator	7	27%
Other	5	19%

Source: Interviews with high school personnel, spring 2008.

A3. High school personnel survey: How did you find out about the Power of YOU program?

Theme of response	Total N=26	
	N	%
Contacted by program or college representative(s)	16	62%
Through job, colleagues, or employer	6	23%
Advertisement and media (television, newspaper)	5	19%
Meetings	3	12%
Presentations	2	8%
Other	2	8%

Source: Interviews with high school personnel, spring 2008.

A4. High school personnel survey: What is your role with the Power of YOU program, or how does it relate to your job?

Theme of response	Total N=26	
	N	%
Inform students of options and resources, and help with decision-making	12	46%
Promote Power of YOU	10	38%
Help students navigate the process (testing, financial aid, applications, etc.)	5	19%
Provide applications	3	12%
Prepare students for post-secondary	2	8%
Other	3	12%

Source: Interviews with high school personnel, spring 2008.

Telephone interviews with college personnel

In spring 2007 and 2008, 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 Power of YOU program components; academic preparation; the roles of college personnel in Power of YOU; collaboration among the Power of YOU colleges; perceived impact of the program on Power of YOU students and the college as a whole; concerns about Power of YOU; and suggestions for program improvement. Results from the 2008 interviews are the focus of this report, with mention given to the 2007 results only when a notable change was observed. For the complete 2007 results, please consult the interim report (Schultz and Mueller, 2007).

Power of YOU staff recommended 34 college personnel to interview, and Wilder Research staff completed interviews with all but one of these individuals, for a response rate of 97 percent. The college personnel were employed at the three colleges, with 46 percent representing MCTC, 36 percent representing Saint Paul College, and 18 percent representing Metro State (Figure A5). The college personnel reported having a variety of roles in Power of YOU, the most common being counselors, advisors, and retention specialists (33%), and college faculty members (24%). Some of the other roles included administrative support (15%), program leadership (6%), college leadership (6%), and Power of YOU mentor (3%) (Figure A6). In addition, the college personnel had varying levels of contact with Power of YOU students, ranging from almost no contact (12%) to contact once per week or more (49%) (Figure 7).

A5. Institution of college personnel

Where do you primarily work?	Total N=33	
	N	%
MCTC	15	46%
Saint Paul College	12	36%
Metro State	6	18%

Source: Interviews with college personnel, spring 2008.

A6. Roles of college personnel

What are your primary roles with the Power of YOU program?	Total N=33	
	N	%
Counselor, advisor, or retention specialist	11	33%
College faculty member	8	24%
Administrative support	5	15%
Program leadership	2	6%
College leadership	2	6%
Power of YOU student mentor	1	3%
Other	11	33%
Don't know	1	3%

Source: Interviews with college personnel, spring 2008.

Note: Percentages total to more than 100% because college personnel could indicate multiple roles.

A7. College personnel survey: Frequency of contact with Power of YOU students

On average, how frequently are you in contact with Power of YOU students?	Total N=33	
	N	%
Almost never or never	4	12%
Once a year	-	-
Several times a year	7	21%
Once per month	6	18%
Once per week or more	16	49%

Source: Interviews with college personnel, spring 2008.

Telephone interviews with community partners

In fall of 2007, Wilder Research staff conducted telephone interviews with community partners. The interviews covered the following topics: the quality of the partnership with Power of YOU, recruitment activities and their effectiveness, obstacles to enrollment, preparation for college, the impact of Power of YOU on enrollment, other benefits for students, concerns about Power of YOU, and suggestions for program improvement.

Power of YOU staff provided Wilder Research with a list of 18 community partners to interview. Wilder Research staff reached at least one representative from each of the 18

organizations and completed interviews with all but one. This organization reported that a partnership had never been established. If this organization is hence considered ineligible, a 100 percent response rate was achieved.

The roles of community partners are presented in Figure A8. All of the partners who were interviewed reported being involved in recruitment and outreach activities on behalf of Power of YOU. Other roles included providing service learning opportunities and assisting students with financial support.

A8. Involvement of community partners

What are your primary roles with the Power of YOU program?	Total N=16	
	N	%
Recruitment and outreach	16	100%
Provide service learning opportunities	6	38%
Assist students with financial support	3	19%
Other	2	13%

Source: Interviews with community partners, fall 2007.

Note: Percentages total to more than 100% because community partners could indicate multiple roles.

Parent/guardian survey

Wilder Research designed a self-administered questionnaire, which was sent to parents/guardians of Power of YOU students in spring of 2008. The colleges were responsible for handling the mailing and were instructed to send the questionnaire to parents/guardians of all Power of YOU students (both cohorts) who were currently enrolled at the time (550 were enrolled at the beginning of the semester, but some may have dropped out by the time of the mailing). Parents/guardians were sent the questionnaire along with a postage paid pre-addressed envelope in which to return the completed questionnaire. Ideally, the questionnaires would have been mailed multiple times along with reminders; however, due to funding constraints, only one round of mailings was done. As a result, we knew we would not be able to obtain responses representative of all the parents/guardians. Nonetheless, we felt it was important to include their perspective and wanted to reach as many parents as possible given the limitations. In the end, we received a total of 118 completed surveys. It is difficult to calculate what percentage of the parents/guardians this represents without knowing exactly how many students were enrolled at the time of the mailing. Nevertheless, it is roughly estimated that approximately one-quarter of the parents/guardians responded.

College record data

MCTC, Saint Paul College, and Metro State provided individual-level record data on Power of YOU students, their classmates, and students from two previous cohorts. All the students included in the data were Minneapolis and Saint Paul public high school graduates who enrolled in college the fall immediately following graduation. 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, 2006, and 2007. The data included the high school from which the student graduated, the college in which student enrolled, demographics, and course load.

A9. Characteristics of students who enrolled for the first time in 2004, 2005, 2006, and 2007

Characteristic		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Gender	Female	162	55%	153	53%	301	50%	345	51%
	Male	131	45%	137	47%	307	50%	336	49%
Low-income (Pell grant recipient)	Yes	203	69%	212	71%	427	70%	467	68%
	No	91	31%	88	29%	181	30%	222	32%
Race/ethnicity***	Black	87	31% ^{05,06}	100	40% ^{04,06}	285	49% ^{04,05,07}	250	37% ⁰⁶
	Asian/Pacific Islander	69	24% ^{05,06,07}	28	11% ⁰⁴	78	13% ⁰⁴	97	14% ⁰⁴
	White	89	32% ⁰⁶	93	37% ⁰⁶	146	25% ^{04,05,07}	236	35% ⁰⁶
	Hispanic	30	11%	19	8%	43	7% ⁰⁷	76	11% ⁰⁶
	Other	7	2%	13	5%	29	5%	23	3%
English as a Second Language	Yes	90	31%	84	28%	193	32%	132	29%
	No	197	69%	214	72%	406	68%	322	71%
Parent attended college	Yes	70	52%	136	58%	305	54% ⁰⁷	251	62% ⁰⁶
	No	64	48%	98	42%	258	46% ⁰⁷	157	38% ⁰⁶
Grade in last high school English class^a	A	71	34%	82	34%	176	32%	<i>Not available because missing for SPC. See Fig. A3 for MCTC's results.</i>	
	B	91	43%	107	45%	239	43%		
	C	42	20%	41	17%	112	20% ⁰⁷		
	D	5	2%	8	3%	25	5%		
	F	1	<1%	-	-	3	1%		
Grade in last high school math class*	A	29	14% ^{06,07}	38	17%	123	22% ⁰⁴	86	21% ⁰⁴
	B	70	34%	82	36%	202	36%	140	35%
	C	84	41% ^{06,07}	80	35%	170	30% ⁰⁴	120	30% ⁰⁴
	D	22	11%	26	11%	63	11%	44	11%
	F	2	1%	4	2%	5	1% ⁰⁷	15	4% ⁰⁶

A9. Characteristics of students who enrolled for the first time in 2004, 2005, 2006, and 2007 (continued)

Characteristic	2004		2005		2006		2007		
	N	%	N	%	N	%	N	%	
High School GPA ^a	3.5 – 4.0 (A- to A)	23	11%	36	15%	84	15%	Not available because missing for SPC. See Fig. A3 for MCTC's results.	
	3.0 – 3.4 (B to A-)	56	27%	54	23%	139	26%		
	2.5 – 2.9 (B- to B)	55	27%	68	29%	165	30%		
	2.0 – 2.4 (C to B-)	52	25%	54	23%	104	19%		
	1.5 – 1.9 (C- to C)	18	9%	18	8%	43	8%		
	1.0 – 1.4 (D to C-)	3	1%	3	1%	9	2%		
	0.0 – 0.9 (below D)	-	-	-	-	-	-		
Importance of college to self ^a	Not very important	1	<1%	2	1%	5	1%	Not available because missing for SPC. See Fig. A3 for MCTC's results.	
	Somewhat important	19	9%	21	8%	37	6% ⁰⁷		
	Very important	193	91%	225	91%	537	93% ⁰⁷		
Enrolled full-time in first term (12+ credits) ^{b***}	Yes	183	62% ^{06,07}	185	62% ^{06,07}	481	79% ^{04,05}	582	82% ^{04,05}
	No	111	38% ^{06,07}	115	38% ^{06,07}	128	21% ^{04,05}	128	18% ^{04,05}
Took developmental courses ^{***}	Yes	188	64% ⁰⁶	206	69% ⁰⁶	462	76% ^{04,05,07}	475	67% ⁰⁶
	No	106	36% ⁰⁶	94	31% ⁰⁶	147	24% ^{04,05,07}	235	33% ⁰⁶

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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.

^a Does not include the 2007 cohort of students who enrolled in Saint Paul College because the college did not provide data on this variable for the 2007 cohort

^b 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.

A10. Characteristics of MCTC students who enrolled for the first time in 2004, 2005, 2006, and 2007

		2004		2005		2006		2007	
Characteristic		N	%	N	%	N	%	N	%
Gender	Female	85	56%	119	57%	209	54%	225	54%
	Male	68	44%	89	43%	181	46%	188	46%
Low-income (Pell grant recipient)***	Yes	136	88% ^{06,07}	170	82% ^{06,07}	282	72% ^{04,05,07}	265	63% ^{04,05,06}
	No	18	12% ^{06,07}	38	18% ^{06,07}	108	28% ^{04,05,07}	153	37% ^{04,05,06}
Race/ethnicity	Black	54	35% ^{06,07}	85	43%	190	49% ⁰⁴	200	49% ⁰⁴
	Asian/Pacific Islander	21	14%	17	9%	37	10%	35	9%
	White	50	33%	73	37% ⁰⁶	104	27% ⁰⁵	123	30%
	Hispanic	21	14% ⁰⁷	17	9%	38	10%	32	8% ⁰⁴
	Other	4	3%	8	4%	15	4%	15	4%
English as a Second Language	Yes	47	32%	55	26%	107	27%	56	29%
	No	102	68%	153	74%	283	73%	139	71%
Parent attended college	Yes	24	51%	110	59%	214	59%	111	62%
	No	23	49%	77	41%	146	41%	67	38%
Grade in last high school English class	A	39	36%	76	40%	116	32%	61	35%
	B	42	44%	79	42%	157	44%	84	49%
	C	20	18%	28	15%	70	19%	23	13%
	D	1	1%	6	3%	13	4%	4	2%
	F	1	1%	-	-	3	1%	-	-
Grade in last high school math class*	A	14	13% ⁰⁷	31	17% ⁰⁷	77	21% ⁰⁷	53	31% ^{04,05,06}
	B	37	34%	64	35%	125	34%	56	33%
	C	41	38% ⁰⁷	63	35% ⁰⁷	118	33% ⁰⁷	40	24% ^{04,05,06}
	D	14	13%	20	11%	40	11%	15	9%
	F	2	2%	3	2%	3	1%	5	3%

A10. Characteristics of MCTC students who enrolled for the first time in 2004, 2005, 2006, and 2007 (continued)

Characteristic		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
High School GPA	3.5 – 4.0 (A- to A)	9	8%	25	13%	48	14%	20	12%
	3.0 – 3.4 (B to A-)	25	24%	48	26%	91	26%	49	29%
	2.5 – 2.9 (B- to B)	28	26%	55	29%	113	32%	55	33%
	2.0 – 2.4 (C to B-)	33	31% ^{06,07}	42	22%	71	20% ⁰⁴	30	18% ⁰⁴
	1.5 – 1.9 (C- to C)	10	9%	15	8%	26	7%	14	8%
	1.0 – 1.4 (D to C-)	1	1%	2	1%	4	1%	1	1%
	0.0 – 0.9 (below D)	-	-	-	-	-	-	-	-
Importance of college to self	Not very important	-	-	2	1%	2	1%	2	1%
	Somewhat important	10	9%	14	7%	25	7% ⁰⁷	22	12% ⁰⁶
	Very important	99	91%	181	92%	349	93% ⁰⁷	161	87% ⁰⁶
Enrolled full-time in first term (12+ credits) ^{a***}	Yes	95	62% ^{06,07}	130	63% ^{06,07}	302	77% ^{04,05}	326	78% ^{04,05}
	No	59	38% ^{06,07}	78	38% ^{06,07}	88	23% ^{04,05}	92	22% ^{04,05}
Took developmental courses	Yes	123	80%	158	76%	310	79% ⁰⁷	303	72% ⁰⁶
	No	31	20%	50	24%	80	21% ⁰⁷	115	28% ⁰⁶

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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.

^a 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.

A11. Characteristics of Saint Paul College students who enrolled for the first time in 2004, 2005, 2006, and 2007

		2004		2005		2006		2007	
Characteristic		N	%	N	%	N	%	N	%
Gender	Female	70	53% ^{06,07}	34	43%	88	42% ⁰⁴	97	42% ⁰⁴
	Male	61	47% ^{06,07}	45	57%	123	58% ⁰⁴	134	58% ⁰⁴
Low-income (Pell grant recipient)***	Yes	58	44% ^{06,07}	41	46% ^{06,07}	140	67% ^{04,05,07}	177	76% ^{04,05,06}
	No	73	56% ^{06,07}	48	54% ^{06,07}	70	33% ^{04,05,07}	57	24% ^{04,05,06}
Race/ethnicity***	Black	33	27% ^{06,07}	15	30% ^{06,07}	95	50% ^{04,05,07}	40	17% ^{04,05,06}
	Asian	41	33% ^{06,07}	10	20%	36	19% ⁰⁴	45	19% ⁰⁴
	White	38	31% ⁰⁷	18	36% ⁰⁶	40	21% ^{05,07}	104	43% ^{04,06}
	Hispanic	9	7% ⁰⁷	2	4% ⁰⁷	5	3% ⁰⁷	44	18% ^{04,05,06}
	Other	3	2% ⁰⁵	5	10% ^{04,07}	13	7%	8	3% ⁰⁵
English as a Second Language	Yes	37	28% ⁰⁶	29	33%	81	40% ^{04,07}	72	30% ⁰⁶
	No	94	72% ⁰⁶	60	67%	121	60% ^{04,07}	170	70% ⁰⁶
Parent attended college*	Yes	44	52%	26	55%	89	45% ⁰⁷	132	61% ⁰⁶
	No	41	48%	21	45%	107	55% ⁰⁷	84	39% ⁰⁶
Grade in last high school English class	A	30	32% ⁰⁵	6	13% ^{04,06}	55	29% ⁰⁵	<i>Not available</i>	
	B	40	42%	27	56%	80	42%		
	C	21	22%	13	27%	42	22%		
	D	4	4%	2	4%	12	6%		
	F	-	-	-	-	-	-		
Grade in last high school math class	A	14	15%	7	15%	45	23% ⁰⁷	30	14% ⁰⁶
	B	29	31%	18	38%	74	38%	81	37%
	C	42	45% ⁰⁶	16	33%	50	26% ⁰⁴	76	34%
	D	8	9%	6	13%	22	11%	26	12%
	F	-	-	1	2%	2	1%	8	4%

A11. Characteristics of Saint Paul College students who enrolled for the first time in 2004, 2005, 2006, and 2007 (continued)

Characteristic	2004		2005		2006		2007		
	N	%	N	%	N	%	N	%	
High School GPA	3.5 – 4.0 (A- to A)	10	11%	10	22%	32	17%	Not available	
	3.0 – 3.4 (B to A-)	31	33% ⁰⁵	6	13% ⁰⁴	45	24%		
	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)	-	-	-	-	-	-		
Importance of college to self	Not very important	1	1%	-	-	3	2%	Not available	
	Somewhat important	8	8%	7	14% ⁰⁶	11	6% ⁰⁵		
	Very important	89	91%	43	86%	182	93%		
Enrolled full-time in first term (12+ credits) ^{a***}	Yes	80	61% ^{06,07}	53	60% ^{06,07}	172	82% ^{04,05}	223	87% ^{04,05}
	No	51	39% ^{06,07}	36	40% ^{06,07}	39	18% ^{04,05}	32	13% ^{04,05}
Took developmental courses ^{***}	Yes	63	48% ^{06,07}	47	53% ⁰⁶	150	71% ^{04,05,07}	151	59% ^{04,06}
	No	68	52% ^{06,07}	42	47% ⁰⁶	61	29% ^{04,05,07}	104	41% ^{04,06}

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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.

^a 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.

A12. MnSCU system-wide demographic characteristics of students who enrolled for the first time in 2004, 2005, 2006, and 2007

Characteristic		2004 (N=732-763)		2005 (N=747-761)		2006 (N=943-951)		2007 (N=1,115-1,126)	
		N	%	N	%	N	%	N	%
Gender	Female	371	51%	391	52%	496	53%	582	52%
	Male	361	49%	358	48%	448	47%	537	48%
Low-income (Pell grant recipient)	Yes	413	54%	390	51%	542	57%	663	59%
	No	350	46%	371	49%	409	43%	463	41%
Race/ethnicity	American Indian or Alaska Native	18	2%	12	2%	25	3%	19	2%
	Asian or Pacific Islander	183	24%	166	22%	205	22%	231	21%
	Black or African American	211	28%	240	32%	345	36%	452	40%
	Hispanic or Latino	39	5%	42	6%	59	6%	64	6%
	White	247	32%	255	34%	284	30%	324	29%
	Nonresident Alien	1	<1%	3	<1%	1	<1%	3	<1%
	Unknown	64	8%	43	6%	32	3%	33	3%
Age at enrollment	14 – 19	673	89%	683	91%	851	90%	1,004	90%
	20 – 24	75	10%	62	8%	87	9%	105	9%
	25+	4	<1%	2	<1%	5	<1%	6	1%
Enrolled full-time (12+ credits per term)	Yes	561	74%	537	71%	750	79%	913	81%
	No	202	26%	224	29%	201	21%	213	19%

Note. Includes only Minneapolis and Saint Paul public high school graduates who enrolled in a MnSCU institution the fall immediately following their graduation from high school.

A13. Characteristics of students: Power of YOU students versus non-Power of YOU peers

Characteristic	2006 ^a				2007 ^b				Total ^c			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender	ns				ns				ns			
Female	171	48%	126	52%	211	51%	134	49%	382	50%	260	50%
Male	186	52%	118	48%	199	49%	137	51%	385	50%	255	50%
Low-income	**				ns				**			
Yes	266	75%	156	64%	302	69%	165	65%	568	72%	321	64%
No	90	25%	88	36%	133	31%	89	35%	223	28%	177	36%
Race/ethnicity	**				ns				ns			
Black	186	54%*	99	43%*	150	36%	100	37%	336	44%	199	40%
Asian	40	12%	33	14%	54	13%	43	16%	94	12%	76	15%
White	82	24%	62	27%	147	36%	89	33%	229	30%	151	30%
Hispanic	16	5%*	27	12%*	46	11%	30	11%	62	8%	57	11%
Other	19	6%	9	4%	16	4%	7	3%	35	5%	16	3%
English as a Second Language	ns				ns				ns			
Yes	104	29%	84	35%	84	27%	48	33%	188	28%	132	35%
No	251	71%	153	65%	225	73%	97	67%	476	72%	250	65%
Parent attended college	ns				ns				ns			
Yes	179	53%	124	56%	167	60%	84	65%	346	56%	208	59%
No	157	47%	96	44%	111	40%	46	35%	268	44%	142	41%

A13. Characteristics of students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006 ^a				2007 ^b				Total ^c			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade in last high school English class	ns				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>			
A	97	30%	74	34%								
B	143	44%	94	43%								
C	70	21%	42	19%								
D	16	5%	9	4%								
F	2	1%	1	<1%								
Grade in last high school math class	ns				ns				ns			
A	80	24%	42	19%	60	22%	26	20%	140	23%	68	19%
B	106	32%*	93	41%*	94	34%	46	36%	200	33%*	139	39%*
C	107	32%	61	27%	82	30%	38	30%	189	31%	99	28%
D	34	10%	28	12%	32	12%	12	9%	66	11%	40	11%
F	4	1%	1	<1%	8	3%	7	5%	12	2%	8	2%
High School GPA	*				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>			
3.5 – 4.0 (A- to A)	52	16%	28	13%								
3.0 – 3.4 (B to A-)	78	24%	58	28%								
2.5 – 2.9 (B- to B)	104	32%	61	29%								
2.0 – 2.4 (C to B-)	68	21%	36	17%								
1.5 – 1.9 (C- to C)	23	7%	20	10%								
1.0 – 1.4 (D to C-)	1	<1%*	8	4%*								
0.0 – 0.9 (below D)	-	-	-	-								

A13. Characteristics of students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006 ^a				2007 ^b				Total ^c			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Importance of college to self	ns				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>				<i>Not available because missing for SPC. See Fig. A7 for MCTC's results.</i>			
Not very important	2	1%	3	1%								
Somewhat important	20	6%	16	7%								
Very important	321	94%	210	92%								
Enrolled full-time in first term (12+ credits)^d	***				***				***			
Yes	343	96%	131	54%	432	99%	150	55%	775	98%	281	54%
No	14	4%	113	46%	3	1%	125	45%	17	2%	238	46%
Took developmental courses	**				ns				**			
Yes	291	82%	169	69%	299	69%	176	64%	590	74%	345	66%
No	66	18%	75	31%	136	31%	99	36%	202	26%	174	34%

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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. Differences that are not statistically significant at the .05 level or less are denoted with "ns."

^a Includes students who enrolled at MCTC and Saint Paul College only.

^b Includes students who enrolled at all three colleges.

^c Includes students who enrolled at MCTC and Saint Paul College in 2006, as well as students who enrolled at all three colleges in 2007.

^d Full-time status was determined by the official record that is finalized after the end of the term. Power of YOU students are required to enroll full-time.

A14. Characteristics of MCTC students: Power of YOU students versus non-Power of YOU peers

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender	ns				ns				ns			
Female	127	54%	82	53%	137	57%	88	51%	264	56%	170	52%
Male	107	46%	74	47%	104	43%	84	49%	211	44%	158	48%
Low-income (Pell grant recipient)	ns				**				**			
Yes	177	76%	105	67%	170	69%	95	55%	347	72%	200	61%
No	57	24%	51	33%	76	31%	77	45%	133	28%	128	39%
Race/ethnicity	**				ns				*			
Black	130	56%*	60	40%*	118	50%	82	49%	248	53%*	142	45%*
Asian	20	9%	17	11%	18	8%	17	10%	38	8%	34	11%
White	58	25%	46	31%	74	31%	49	29%	132	28%	95	30%
Hispanic	14	6%*	24	16%*	17	7%	15	9%	31	7%*	39	12%*
Other	11	5%	4	3%	10	4%	5	3%	21	5%	9	3%
English as a Second Language	ns				ns				ns			
Yes	61	26%	46	29%	41	28%	15	31%	102	27%	61	30%
No	173	74%	110	71%	105	72%	34	69%	278	73%	144	70%
Parent attended college	ns				ns				ns			
Yes	128	58%	86	62%	81	61%	30	67%	209	59%	116	63%
No	93	42%	53	38%	52	39%	15	33%	145	41%	68	37%

A14. Characteristics of MCTC students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade in last high school English class	ns				ns				ns			
A	64	30%	52	37%	45	35%	16	36%	109	32%	68	36%
B	97	45%	60	42%	62	49%	22	49%	159	46%	82	44%
C	44	20%	26	18%	17	13%	6	13%	61	18%	32	17%
D	10	5%	3	2%	3	2%	1	2%	13	4%	4	2%
F	2	1%	1	1%	-	-	-	-	2	1%	1	1%
Grade in last high school math class	ns				ns				ns			
A	48	22%	29	20%	35	28%	18	43%	83	24%	47	25%
B	69	32%	56	39%	47	37%	9	21%	116	34%	65	35%
C	77	35%	41	29%	29	23%	11	26%	106	31%	52	28%
D	22	10%	18	13%	12	9%	3	7%	34	10%	21	11%
F	3	1%	-	-	4	3%	1	2%	7	2%	1	1%
High School GPA	ns				ns				ns			
3.5 – 4.0 (A- to A)	32	15%	16	12%	13	10%	7	16%	45	13%	23	13%
3.0 – 3.4 (B to A-)	49	23%	42	30%	35	28%	14	32%	84	25%	56	31%
2.5 – 2.9 (B- to B)	73	34%	40	29%	44	35%	11	25%	117	35%	51	28%
2.0 – 2.4 (C to B-)	44	21%	27	19%	22	18%	8	18%	66	19%	35	19%
1.5 – 1.9 (C- to C)	15	7%	11	8%	10	8%	4	9%	25	7%	15	8%
1.0 – 1.4 (D to C-)	1	<1%	3	2%	1	1%	-	-	2	1%	3	2%
0.0 – 0.9 (below D)	-	-	-	-	-	-	-	-	-	-	-	-

A14. Characteristics of MCTC students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Importance of college to self	ns				ns				ns			
Not very important	1	<1%	1	1%	2	1%	-	-	3	1%	1	1%
Somewhat important	12	5%	13	9%	14	10%	8	17%	26	7%	21	11%
Very important	216	94%	133	90%	121	88%	40	83%	337	92%	173	89%
Enrolled full-time in first term (12+ credits)^a	***				***				***			
Yes	220	94%	82	53%	246	100%	80	47%	466	97%	162	49%
No	14	6%	74	47%	-	-	92	53%	14	3%	166	51%
Took developmental courses	**				ns				**			
Yes	198	85%	112	72%	184	75%	119	69%	382	80%	231	70%
No	36	15%	44	28%	62	25%	53	31%	98	20%	97	30%

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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. Differences that are not statistically significant at the .05 level or less are denoted with "ns."

^a Full-time status was determined by the official record that is finalized after the end of the term. Power of YOU students are required to enroll full-time.

A15. Characteristics of Saint Paul College students: Power of YOU students versus non-Power of YOU peers

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender	*				ns				*			
Female	44	36%	44	50%	57	40%	40	46%	101	38%	84	48%
Male	79	64%	44	50%	87	60%	47	54%	166	62%	91	52%
Low-income (Pell grant recipient)	*				**				ns			
Yes	89	73%	51	58%	114	70%	63	90%	203	71%	114	72%
No	33	27%	37	42%	50	30%	7	10%	83	29%	44	28%
Race/ethnicity	ns				ns				ns			
Black	56	51%	39	49%	26	17%	14	16%	82	31%	53	31%
Asian	20	18%	16	20%	23	15%	22	24%	43	16%	38	22%
White	24	22%	16	20%	67	44%	37	41%	91	35%	53	31%
Hispanic	2	2%	3	4%	29	19%	15	17%	31	12%	18	11%
Other	8	7%	5	6%	6	4%	2	2%	14	5%	7	4%
English as a Second Language	ns				ns				*			
Yes	43	36%	38	47%	40	26%	32	36%	83	30%	70	41%
No	78	64%	43	53%	112	74%	58	64%	190	70%	101	59%
Parent attended college	ns				ns				ns			
Yes	51	44%	38	47%	82	60%	50	63%	133	53%	88	55%
No	64	56%	43	53%	55	40%	29	37%	119	47%	72	45%

A15. Characteristics of Saint Paul College students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade in last high school English class	ns				Not available				Not available			
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	ns				ns				*			
A	32	29%*	13	16%*	22	16%	8	10%	54	22%*	21	13%*
B	37	33%	37	46%	45	32%	36	44%	82	33%*	73	45%*
C	30	27%	20	25%	50	36%	26	32%	80	32%	46	28%
D	12	11%	10	12%	19	14%	7	9%	31	12%	17	10%
F	1	1%	1	1%	3	2%	5	6%	4	2%	6	4%
High School GPA	*				Not available				Not available			
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)	-	-	-	-								

A15. Characteristics of Saint Paul College students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic	2006				2007				Total			
	Power of YOU		Peers		Power of YOU		Peers		Power of YOU		Peers	
	N	%	N	%	N	%	N	%	N	%	N	%
Importance of college to self	ns				Not available				Not available			
Not very important	1	1%	2	2%								
Somewhat important	8	7%	3	4%								
Very important	105	92%	77	94%								
Enrolled full-time in first term (12+ credits)^a	***				***				***			
Yes	123	100%	49	56%	161	98%	62	68%	284	99%	111	62%
No	-	-	39	44%	3	2%	29	32%	3	1%	68	38%
Took developmental courses	ns				ns				ns			
Yes	93	76%	57	65%	96	59%	55	60%	189	66%	112	63%
No	30	24%	31	35%	68	41%	36	40%	98	34%	67	37%

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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. Differences that are not statistically significant at the .05 level or less are denoted with "ns."

^a Full-time status was determined by the official record that is finalized after the end of the term. Power of YOU students are required to enroll full-time.

A16. Characteristics of Metro State students: Power of YOU students versus non-Power of YOU peers

Characteristics		Power of YOU		Peers	
		N	%	N	%
Gender	Female	17	68%	6	50%
	Male	8	32%	6	50%
Low-income (Pell grant recipient)	Yes	18	72%	7	58%
	No	7	28%	5	42%
Race/ethnicity	Black	6	24%	4	36%
	Asian	13	52%	4	36%
	White	6	24%	3	27%
	Hispanic	-	-	-	-
	Other	-	-	-	-
English as a Second Language	Yes	3	27%	1	NA
	No	8	73%	5	NA
Parent attended college	Yes	4	NA	4	NA
	No	4	NA	2	NA
Grade in last high school English class	A	<i>N too small to report</i>		<i>N too small to report</i>	
	B				
	C				
	D				
	F				
Grade in last high school math class	A	<i>N too small to report</i>		<i>N too small to report</i>	
	B				
	C				
	D				
	F				

A16. Characteristics of Metro State students: Power of YOU students versus non-Power of YOU peers (continued)

Characteristic		Power of YOU		Total	
		N	%	Peers	
High School GPA	3.5 – 4.0 (A- to A)	<i>N too small to report</i>	<i>N too small to report</i>	<i>N too small to report</i>	
	3.0 – 3.4 (B to A-)				
	2.5 – 2.9 (B- to B)				
	2.0 – 2.4 (C to B-)				
	1.5 – 1.9 (C- to C)				
	1.0 – 1.4 (D to C-)				
	0.0 – 0.9 (below D)				
Importance of college to self	Not very important	<i>N too small to report</i>	<i>N too small to report</i>	<i>N too small to report</i>	
	Somewhat important				
	Very important				
Enrolled full-time in first term (12+ credits) ^{a**}	Yes	25	100%	8	67%
	No	-	-	4	33%
Took developmental courses ^{**}	Yes	19	76%	2	17%
	No	6	24%	10	83%

Note 1. The sample size varies depending upon the variable because some variables had more missing data than others.

Note 2. 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.

^a 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.

A17. High school personnel survey: What suggestions do you have for improving Power of YOU's partnership with your high school?

Theme of response	Total N=26	
	N	%
Come into the schools more, be more visible	6	23%
Start recruitment in fall with follow-up	3	12%
Communicate more with high school personnel	3	12%
Provide regular program updates	3	12%
Communicate requirements so they can prepare students	2	8%
Reach parents	2	8%
Supply bussing	2	8%
Other	5	19%
No suggestion	8	31%

Source: Interviews with high school personnel, spring 2008.

A18. Community partner survey: What suggestions do you have for improving Power of YOU's partnership with your organization?

Theme of response	Total N=16	
	N	%
Provide regular program updates or check-ins	5	19%
Need more time for partnership to develop	2	13%
Other	7	44%
No suggestions	6	38%

Source: Interviews with community partners, fall 2007.

A19. Community partner survey: What do you think are the most effective recruitment and outreach activities for the Power of YOU program?

Theme of response	Total N=14	
	N	%
Direct personal contact with students	6	43%
High school teachers and counselors	4	29%
Getting into the schools	3	21%
Current Power of YOU students	2	14%
Other	6	43%

Source: Interviews with community partners, fall 2007.

A20. High school personnel survey: Reasons why some students did not apply

You indicated that there were some students who you thought should apply for Power of YOU who didn't. As far as you know, what were the main reasons they didn't apply?	High school personnel Total N=20		Community partners Total N=12	
	N	%	N	%
Stigma associated with two-year colleges, wanted to go to a four-year college	7	35%	-	-
Couldn't meet the deadline, procrastination, lack of follow through	6	30%	-	-
Laziness, lack of motivation	4	20%	-	-
Lack of knowledge, misunderstanding	4	20%	3	25%
Unprepared	-	-	3	25%
Lack of family support	-	-	2	17%
Issues around documentation of citizenship	-	-	2	17%
Lack of confidence	-	-	2	17%
Lack of interest in the colleges	2	10%	-	-
Other	8	40%	8	67%

Source: Interviews with high school personnel (spring 2008) and community partners (fall 2007).

A21. High school personnel survey: Ways to encourage students to apply

What could the Power of YOU program do to encourage such students to apply? Theme of response	High school personnel Total N=20		Community partners Total N=12	
	N	%	N	%
Continue current efforts	4	20%	-	-
Clarify college costs, financial aid, and program requirements	4	20%	-	-
Reach students at school, work with the high schools	4	20%	4	33%
More exposure to college	3	15%	-	-
Have current Power of YOU students help with recruitment	3	15%	-	-
Reach parents	2	10%	-	-
Recruit earlier and prepare students	-	-	2	17%
Other	7	35%	8	67%
No suggestion	3	15%	1	8%

Source: Interviews with high school personnel (spring 2008) and interviews with community partners (fall 2007).

A22. Parent/guardian assistance with completing applications

Did you help your daughter/son complete the FAFSA application?	2006 cohort (N=36)		2007 cohort (N=81)		Total (N=118)	
	N	%	N	%	N	%
Yes	29	81%	69	85%	99	84%
No	7	19%	12	15%	19	16%
Did you help your daughter/son complete the Power of YOU application?	(N=36)		(N=80)		(N=117)	
	N	%	N	%	N	%
Yes	21	58%	42	53%	64	55%
No	15	42%	38	48%	53	45%

Source: Survey of parents/guardians, spring 2008.

A23. Parent/guardian suggestions for application forms

Do you have any suggestions for making it easier for families to complete these application forms?	Total (N=118)	
	N	%
Hold help sessions	9	8%
Make the forms available in other languages	5	4%
Simplify the wording, make the instructions clearer	5	4%
Minimize the number of questions to those most essential, shorten the form	3	3%
Online/web suggestions (put forms on the web, more help on the web, online tutorials)	3	3%
Send a reminder before the deadline to those who haven't completed it	2	2%
Provide Internet access	1	1%
Someone to help students who don't have family support	1	1%
Other	3	3%
No suggestion because no help was needed	13	11%
No suggestion	76	64%

Source: Survey of parents/guardians, spring 2008.

A24. Student survey: 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=117)		Metro State (N=22)		Saint Paul College (N=96)		Total (N=235)	
	N	%	N	%	N	%	N	%
Elementary school (k-5)	24	21%	7	32%	15	16%	46	20%
Middle school (6-8)	19	16%	6	27%	19	20%	44	19%
9 th grade	11	9%	-	-	16	17%	27	12%
10 th grade	7	6%	-	-	3	3%	10	4%
11 th grade	13	11%	3	14%	14	15%	30	13%
12 th grade	43	37%	6	27%	29	30%	78	33%

Source: Web-based survey of Power of YOU students, spring 2008.

A25. Student survey: How did Power of YOU influence your decision to attend college?

Theme of response	MCTC (N=94)		Metro State (N=15)		Saint Paul College (N=77)		Total (N=186)	
	N	%	N	%	N	%	N	%
Financial aid	68	72%	11	73%	48	62%	127	68%
Opportunity, opened doors, gave student a chance (not specific to financial reasons)	15	16%	-	-	5	7%	20	11%
Information, explanation, awareness	9	10%	1	7%	9	12%	19	10%
Dispelled worries, eased concerns, less stressful	6	6%	2	13%	9	12%	17	9%
Guidance, direction, assistance	7	7%	2	13%	7	9%	16	9%
Student wanted to go to college	8	9%	1	7%	5	7%	14	8%
Student probably would have taken some time off without Power of YOU	5	5%	4	27%	3	4%	12	7%
Support throughout college	5	5%	1	7%	7	9%	13	7%
Encouragement, motivation	2	2%	1	7%	7	9%	10	5%
Gave student confidence or courage	5	5%	2	13%	3	4%	10	5%
Location	4	4%	1	7%	1	1%	6	3%
Easy to get into (high grades not required)	5	5%	-	-	-	-	5	3%
Hope	3	3%	-	-	2	3%	5	3%
Application and enrollment support	2	2%	1	7%	1	1%	4	2%
Influence from school counselors or program staff	3	3%	1	7%	-	-	4	2%
Served as a stepping stone in achieving goals	4	4%	-	-	-	-	4	2%
Did not have much influence on decision	-	-	1	7%	1	1%	2	1%
Other	8	9%	1	7%	6	8%	15	8%
Don't know	4	4%	1	7%	6	8%	11	6%

Source: Web-based survey of Power of YOU students, spring 2008.

A26. Reasons why parents/guardians think their child would not have attended college without Power of YOU

Please comment on why you think your daughter/son would not have attended college without Power of YOU		Total N=49	
Open-ended themes	N	%	
Financial reasons, the family could not afford college without Power of YOU	38	78%	
The scholarship made a difference in the decision to attend college	6	12%	
The program provided support and direction	4	8%	
Helps my child/gave my child a chance (unspecified)	3	6%	
Student did not have good enough grades to get other scholarships or get into other schools	3	6%	
The scholarship reduced dependency on student loans and/or work	2	4%	
Allowed student to enroll directly after high school rather than having to wait until saved up money	1	2%	
Other	6	12%	

Source: Survey of parents/guardians, spring 2008.

A27. Reasons why parents/guardians think their child would have attended college even without Power of YOU

Please comment on why you think your daughter/son would have attended college even without Power of YOU		Total N=60	
Open-ended themes	N	%	
Would have gone, but Power of YOU made it easier (e.g., reduced financial burden or dependency on student loans or work)	21	35%	
College was plan all along, student always wanted to go	18	30%	
Family expected child to go to college, family values education, not an option	12	20%	
Would have paid or taken out loans to go	10	17%	
Tuition would have been covered by other programs or aid, would find other resources	9	15%	
Higher education is important for the student's future (getting ahead in life)	7	12%	
Child would go, but unsure what to do until Power of YOU came along	6	10%	
Child is motivated, has bright future	3	5%	
The scholarship helped child to attend more classes/attend full-time	3	5%	
Would have gone, but would not have done as well (is being held accountable by program)	2	3%	
Other	2	3%	

Source: Survey of parents/guardians, spring 2008.

A28. Enrollment rates by college

College	Cohort	Total N	First year		Second year	
			Fall	Spring	Fall	Spring
MCTC	a. 2004	154	100%	74%	50%	49%
	b. 2005	208	100%	70%	45% ^d	42%
	c. 2004 and 2005	362	100%	72%	47%	45%
	d. 2006	390	100%	76%	54% ^b	41%
	e. 2007	418	100%	76%	NA	NA
	Power of YOU 2006	234	100%	86%***	65%***	49%***
	Peers 2006	156	100%	60%***	38%***	29%***
	Power of YOU 2007	246	100%	84%***	NA	NA
	Peers 2007	172	100%	63%***	NA	NA
	2006 and 2007:					
	Power of YOU	480	100%	85%***	NA	NA
	Peers	328	100%	62%***	NA	NA
Saint Paul College	a. 2004	131	100%	77%	57%	46%
	b. 2005	89	100%	69% ^e	52%	47%
	c. 2004 and 2005	220	100%	74% ^e	55%	46%
	d. 2006	211	100%	78%	55%	48%
	e. 2007	255	100%	83% ^{b,c}	NA	NA
	Power of YOU 2006	123	100%	84%*	63%**	52%
	Peers 2006	88	100%	69%*	44%**	42%
	Power of YOU 2007	164	100%	86%	NA	NA
	Peers 2007	91	100%	78%	NA	NA
	2006 and 2007:					
	Power of YOU	287	100%	85%**	NA	NA
	Peers	179	100%	74%**	NA	NA
Metro State	Power of YOU 2007	25	100%	96%	NA	NA
	Peers 2007	12	100%	75%	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A29. Term GPA by college

College	Cohort	Average term GPA									
		First year				Summer		Second year			
		Fall		Spring				Fall		Spring	
		N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
MCTC	a. 2004	99	2.03	82	1.97	12	3.25	71	2.54	67	2.36
	b. 2005	151	1.80	120	1.91	12	2.19	81	2.36	82	2.56
	c. 2004 and 2005	250	1.89	202	1.93	24	2.72	152	2.44 ^d	148	2.47
	d. 2006	336	2.03	257	1.75	28	2.34	199	2.17 ^c	156	2.49
	e. 2007	375	1.97	277	2.03	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	225	2.35***	178	1.69	19	2.39	144	2.17	113	2.52
	Peers 2006	111	1.37***	79	1.87	9	2.23	55	2.19	43	2.40
	Power of YOU 2007	240	2.16**	188	1.99	NA	NA	NA	NA	NA	NA
	Peers 2007	135	1.64**	89	2.10	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	465	2.26***	366	1.85	NA	NA	NA	NA	NA	NA
	Peers	246	1.52***	168	1.99	NA	NA	NA	NA	NA	NA
Saint Paul College	a. 2004	131	2.59 ^e	101	2.70 ^{d,e}	29	2.58	75	2.43	60	2.45
	b. 2005	89	2.63 ^e	61	2.33	13	2.23	46	2.45	42	2.35
	c. 2004 and 2005	220	2.60 ^e	162	2.56 ^{d,e}	42	2.47	121	2.44	102	2.41
	d. 2006	211	2.36	164	2.01 ^{a,c}	52	2.49	117	2.35	101	2.46
	e. 2007	255	2.13 ^{a,b,c}	212	2.08 ^{a,c}	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	123	2.39	103	1.99	34	2.65	78	2.33	64	2.44
	Peers 2006	88	2.32	61	2.04	18	2.18	39	2.39	37	2.48
	Power of YOU 2007	164	2.06	141	1.95*	NA	NA	NA	NA	NA	NA
	Peers 2007	91	2.25	71	2.34*	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	287	2.20	244	1.97	NA	NA	NA	NA	NA	NA
	Peers	179	2.29	132	2.21	NA	NA	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	2.77	24	2.65	NA	NA	NA	NA	NA	NA
	Peers 2007	12	2.16	9	2.71	NA	NA	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A30. Cumulative GPA by college

College	Cohort	Average cumulative GPA							
		First year				Second year			
		Fall		Spring		Fall		Spring	
		N	GPA	N	GPA	N	GPA	N	GPA
MCTC	a. 2004	109	2.12	90	2.38	74	2.65	71	2.50
	b. 2005	154	1.85	119	2.22	82	2.56	85	2.50
	c. 2004 and 2005	263	1.96	209	2.28	156	2.60 ^d	156	2.50
	d. 2006	337	2.04	276	2.22	207	2.40 ^c	159	2.64
	e. 2007	109	2.12	90	2.38	74	2.65	71	2.50
	Power of YOU 2006	225	2.37***	195	2.23	151	2.39	114	2.68
	Peers 2006	112	1.38***	81	2.20	56	2.44	45	2.55
	Power of YOU 2007	240	2.19***	206	2.34	NA	NA	NA	NA
	Peers 2007	141	1.67***	93	2.28	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	465	2.28***	401	2.29	NA	NA	NA	NA
	Peers	253	1.54***	174	2.25	NA	NA	NA	NA
Saint Paul College	a. 2004	131	2.71 ^e	101	2.88 ^{d,e}	75	2.88	60	2.88
	b. 2005	89	2.69 ^e	61	2.74 ^e	46	2.70	42	2.69
	c. 2004 and 2005	220	2.70 ^{d,e}	162	2.83 ^{d,e}	121	2.81	102	2.80
	d. 2006	211	2.41 ^c	164	2.41 ^{a,c}	117	2.72	101	2.77
	e. 2007	255	2.21 ^{a,b,c}	212	2.32 ^{a,b,c}	NA	NA	NA	NA
	Power of YOU 2006	123	2.45	103	2.41	78	2.71	64	2.78
	Peers 2006	88	2.35	61	2.41	39	2.73	37	2.75
	Power of YOU 2007	164	2.16	141	2.20*	NA	NA	NA	NA
	Peers 2007	123	2.45	103	2.41	78	2.71	64	2.78
	2006 and 2007:								
	Power of YOU	287	2.28	244	2.29	NA	NA	NA	NA
	Peers	179	2.33	132	2.49	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	2.77	24	2.78	NA	NA	NA	NA
	Peers 2007	12	2.13	9	2.66	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A31. Credits earned by term by college

College	Cohort	Average credits earned									
		First year						Second year			
		Fall		Spring		Summer		Fall		Spring	
		N	Credits	N	Credits	N	Credits	N	Credits	N	Credits
MCTC	a. 2004	154	7.06	114	7.49	24	4.75	77	8.95	76	7.71 ^d
	b. 2005	208	6.84	145	7.43	25	4.52	93	8.54	88	8.41
	c. 2004 and 2005	362	6.93 ^{d,e}	259	7.46	49	4.63 ^d	170	8.72	164	8.09 ^d
	d. 2006	390	7.90 ^c	296	7.00	46	3.52 ^c	211	8.17	160	9.29 ^{a,c}
	e. 2007	418	7.82 ^c	316	7.91	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	234	9.14***	202	7.23	37	3.32	152	8.30	114	9.82*
	Peers 2006	156	6.05***	94	6.51	9	4.33	59	7.83	46	8.00*
	Power of YOU 2007	246	8.83***	207	8.24	NA	NA	NA	NA	NA	NA
	Peers 2007	172	6.38***	109	7.29	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	480	8.98***	409	7.74	NA	NA	NA	NA	NA	NA
	Peers	328	6.22***	203	6.93	NA	NA	NA	NA	NA	NA
Saint Paul College	a. 2004	131	10.05	101	11.08	29	5.03	75	9.48	60	9.33
	b. 2005	89	9.58	61	9.62	13	4.69	46	8.61	42	8.40
	c. 2004 and 2005	220	9.86	162	10.53	42	4.93 ^d	121	9.15	102	8.95
	d. 2006	211	10.20	164	9.29	52	3.78 ^c	117	10.40	101	9.54
	e. 2007	255	9.59	212	9.36	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	123	11.20**	103	9.63	34	3.41	78	10.56	64	9.80
	Peers 2006	88	8.80**	61	8.72	18	4.44	39	10.08	37	9.11
	Power of YOU 2007	164	9.89	141	9.38	NA	NA	NA	NA	NA	NA
	Peers 2007	91	9.04	71	9.32	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	287	10.45**	244	9.48	NA	NA	NA	NA	NA	NA
	Peers	179	8.92**	132	9.05	NA	NA	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	11.64**	24	10.54	NA	NA	NA	NA	NA	NA
	Peers 2007	12	8.00**	9	9.33	NA	NA	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A32. Cumulative credits earned by college

College	Cohort	Average cumulative credits earned							
		First year				Second year			
		Fall		Spring		Fall		Spring	
		N	Credits	N	Credits	N	Credits	N	Credits
MCTC	a. 2004	154	8.87	114	17.79	77	31.97	76	46.72 ^d
	b. 2005	208	8.19	145	17.03	93	29.86	88	45.05
	c. 2004 and 2005	362	8.48	259	17.36	170	30.81	164	45.82 ^d
	d. 2006	390	8.67	296	17.30	211	28.68	160	41.19 ^{a,c}
	e. 2007	418	9.25	316	19.30	NA	NA	NA	NA
	Power of YOU 2006	234	10.05***	202	18.32**	152	29.78*	114	43.34**
	Peers 2006	156	6.60***	94	15.11**	59	25.85*	46	35.87**
	Power of YOU 2007	246	10.55***	207	20.16*	NA	NA	NA	NA
	Peers 2007	172	7.40***	109	17.65*	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	480	10.31***	409	19.25**	NA	NA	NA	NA
	Peers	328	7.02***	203	16.48**	NA	NA	NA	NA
Saint Paul College	a. 2004	131	13.16 ^e	101	25.90 ^e	75	36.08	60	46.83
	b. 2005	89	11.94	61	23.67	46	33.39	42	42.71
	c. 2004 and 2005	220	12.67 ^e	162	25.06 ^e	121	35.06	102	45.14
	d. 2006	211	11.61	164	22.29	117	36.97	102	47.33
	e. 2007	255	10.69 ^{a,c}	212	21.28 ^{a,c}	NA	NA	NA	NA
	Power of YOU 2006	123	11.84	103	22.50	78	37.65	64	49.86*
	Peers 2006	88	11.28	61	21.95	39	35.62	38	43.08*
	Power of YOU 2007	164	10.85	141	21.32	NA	NA	NA	NA
	Peers 2007	91	10.42	71	21.21	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	287	11.27	244	21.82	NA	NA	NA	NA
	Peers	179	10.84	132	21.55	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	11.96	24	22.17	NA	NA	NA	NA
	Peers 2007	12	18.67	9	32.44	NA	NA	NA	NA

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Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A33. Percentage of cumulative credits earned of cumulative attempted by college

College	Cohort	Average percentage of cumulative credits earned of cumulative attempted							
		First year				Second year			
		Fall		Spring		Fall		Spring	
		N	%	N	%	N	%	N	%
MCTC	a. 2004	154	63%	114	68%	77	81%	73	100% ^d
	b. 2005	208	60%	145	70%	93	80%	88	100% ^d
	c. 2004 and 2005	362	61%	259	69%	170	80%	161	100% ^d
	d. 2006	390	65%	296	67%	211	76%	160	82% ^{a,b,c}
	e. 2007	418	66%	316	73%	NA	NA	NA	NA
	Power of YOU 2006	234	71%***	202	68%	152	75%	114	83%
	Peers 2006	156	56%***	94	66%	59	78%	46	81%
	Power of YOU 2007	246	69%*	207	72%	NA	NA	NA	NA
	Peers 2007	172	60%*	109	74%	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	480	70%***	409	70%	NA	NA	NA	NA
	Peers	328	58%***	203	70%	NA	NA	NA	NA
Saint Paul College	a. 2004	131	82% ^e	101	91% ^{d,e}	75	88%	60	90%
	b. 2005	89	82%	61	84% ^e	46	84%	42	84%
	c. 2004 and 2005	220	82% ^e	162	88% ^{d,e}	121	86%	102	87%
	d. 2006	211	78%	164	77% ^{a,c}	117	84%	101	85%
	e. 2007	255	71% ^{a,c}	212	74% ^{a,b,c}	NA	NA	NA	NA
	Power of YOU 2006	123	80%	103	77%	78	83%	64	85%
	Peers 2006	88	76%	61	77%	39	86%	37	86%
	Power of YOU 2007	164	69%	141	71%	NA	NA	NA	NA
	Peers 2007	91	74%	71	79%	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	287	74%	244	73%	NA	NA	NA	NA
	Peers	179	75%	132	79%	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	90%	24	84%	NA	NA	NA	NA
	Peers 2007	12	78%	9	83%	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A34. Credits earned towards graduation by term by college

College	Cohort	Average credits earned towards graduation									
		First year						Second year			
		Fall		Spring		Summer		Fall		Spring	
		N	Credits	N	Credits	N	Credits	N	Credits	N	Credits
MCTC	a. 2004	153	3.26	114	4.58	24	2.83	77	7.21	76	6.24 ^d
	b. 2005	208	3.50	145	5.01	25	2.48	93	7.17	88	6.94 ^d
	c. 2004 and 2005	361	3.40 ^e	259	4.82 ^e	49	2.65	170	7.19	164	6.62 ^d
	d. 2006	389	3.67	296	4.77 ^e	46	2.30	211	6.53	160	8.43 ^{a,b,c}
	e. 2007	418	4.21 ^c	316	5.93 ^{c,d}	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	233	4.25**	202	5.05	37	1.81**	152	6.72	114	8.96*
	Peers 2006	156	2.81**	94	4.16	9	4.33**	59	6.03	46	7.11*
	Power of YOU 2007	246	4.85***	207	6.35*	NA	NA	NA	NA	NA	NA
	Peers 2007	172	3.31***	109	5.14*	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	479	4.55***	409	5.71*	NA	NA	NA	NA	NA	NA
	Peers	328	3.07***	203	4.69*	NA	NA	NA	NA	NA	NA
Saint Paul College	a. 2004	130	7.02 ^d	101	9.96 ^{d,e}	29	4.48	75	9.20	60	9.28
	b. 2005	88	5.49	61	8.56	13	4.23	46	8.28	42	8.05
	c. 2004 and 2005	218	6.40	162	9.43 ^{d,e}	42	4.40	121	8.85	102	8.77
	d. 2006	211	5.24 ^a	164	7.82 ^{a,c}	52	3.77	117	9.86	101	9.19
	e. 2007	254	6.38	212	7.39 ^{a,c}	NA	NA	NA	NA	NA	NA
	Power of YOU 2006	123	5.94*	103	8.05	34	3.41**	78	9.95	64	9.70
	Peers 2006	88	4.26*	61	7.44	18	4.44**	39	9.69	37	8.30
	Power of YOU 2007	163	6.99*	141	7.63	NA	NA	NA	NA	NA	NA
	Peers 2007	91	5.29*	71	6.92	NA	NA	NA	NA	NA	NA
	2006 and 2007:										
	Power of YOU	286	6.54**	244	7.81	NA	NA	NA	NA	NA	NA
	Peers	179	4.78**	132	7.16	NA	NA	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	7.76	23	10.17	NA	NA	NA	NA	NA	NA
	Peers 2007	12	7.42	9	8.89	NA	NA	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A35. Cumulative credits earned towards graduation by college

College	Cohort	Average cumulative credits earned towards graduation							
		First year				Second year			
		Fall		Spring		Fall		Spring	
		N	Credits	N	Credits	N	Credits	N	Credits
MCTC	a. 2004	128	5.76	114	10.25	77	20.69	76	34.17
	b. 2005	162	5.97	145	10.43	93	19.84	88	33.43
	c. 2004 and 2005	290	5.88 ^d	259	10.35 ^e	170	20.23	164	33.77 ^d
	d. 2006	389	4.44 ^c	295	9.98 ^e	211	18.18	160	29.43 ^c
	e. 2007	418	5.64	316	12.74 ^{d,e}	NA	NA	NA	NA
	Power of YOU 2006	233	5.16 ^{**}	202	10.65	152	19.03	114	31.25 [*]
	Peers 2006	156	3.36 ^{**}	93	8.53	59	16.00	46	24.91 [*]
	Power of YOU 2007	246	6.57 ^{**}	207	13.67 [*]	NA	NA	NA	NA
	Peers 2007	172	4.33 ^{**}	109	10.99 [*]	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	479	5.88 ^{***}	409	12.18 [*]	NA	NA	NA	NA
	Peers	328	3.87 ^{***}	202	9.86 [*]	NA	NA	NA	NA
Saint Paul College	a. 2004	130	10.15 ^{d,e}	100	21.17 ^{d,e}	74	30.80	60	40.47
	b. 2005	88	7.88	60	18.07	45	27.60	42	35.67
	c. 2004 and 2005	218	9.23 ^d	160	20.01 ^{d,e}	119	29.59	102	38.49
	d. 2006	211	6.64 ^{a,c}	164	15.16 ^{a,c}	117	27.50	101	38.05
	e. 2007	254	7.49 ^a	211	15.82 ^{a,c}	NA	NA	NA	NA
	Power of YOU 2006	123	6.56	103	15.25	78	28.17	64	40.08
	Peers 2006	88	6.75	61	15.02	39	26.15	37	34.54
	Power of YOU 2007	163	7.95	140	16.59	NA	NA	NA	NA
	Peers 2007	91	6.66	71	14.32	NA	NA	NA	NA
	2006 and 2007:								
	Power of YOU	286	7.35	243	16.02	NA	NA	NA	NA
	Peers	179	6.70	132	14.64	NA	NA	NA	NA
Metro State	Power of YOU 2007	25	8.08	22	18.64	NA	NA	NA	NA
	Peers 2007	12	18.08	9	31.22	NA	NA	NA	NA

Note 1. 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.

Note 2. For differences between Power of YOU students and their peers from the same cohort, 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.

A36. Academic standing at end of fall semester of first year by college

Institution	Cohort	Total N	Good standing		Probation		Suspension*	
			N	%	N	%	N	%
MCTC	a. 2004	154	78	51%	72	47%	4	3% ^{d,e}
	b. 2005	208	104	50%	102	49%	2	1%
	c. 2004 and 2005	362	182	50%	174	48%	6	2% ^e
	d. 2006	390	223	57%	165	42%	2	1% ^a
	e. 2007	418	235	56%	182	44%	1	<1% ^{a,c}
	Power of YOU 2006	234	139	59%	95	41%	-	-
	Peers 2006	156	84	54%	70	45%	2	1%
	Power of YOU 2007	246	137	56%	108	44%	1	<1%
	Peers 2007	172	98	57%	74	43%	-	-
	2006 and 2007:							
	Power of YOU	480	276	58%	203	42%	1	<1%
	Peers	328	182	55%	144	44%	2	1%
Saint Paul College	a. 2004	112	102	91% ^{d,e}	10	9% ^{d,e}	-	-
	b. 2005	83	76	92% ^{d,e}	7	8% ^{d,e}	-	-
	c. 2004 and 2005	195	178	91% ^{d,e}	17	9% ^{d,e}	-	-
	d. 2006	206	141	68% ^{a,b,c}	65	32% ^{a,b,c}	-	-
	e. 2007	236	153	65% ^{a,b,c}	83	35% ^{a,b,c}	-	-
	Power of YOU 2006	119	87	73%	32	27%	-	-
	Peers 2006	87	54	62%	33	38%	-	-
	Power of YOU 2007	148	97	66%	51	34%	-	-
	Peers 2007	88	56	64%	32	36%	-	-
	2006 and 2007:							
	Power of YOU	267	184	69%	83	31%	-	-
	Peers	175	110	63%	65	37%	-	-
Metro State	Power of YOU 2007	25	21	84%	4	16%	-	-
	Peers 2007	12	9	75%	3	25%	-	-

Note 1. 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 2. 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.

* 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.

A37. Academic standing at end of spring semester of first year by college

Institution	Cohort	Total N	Good standing		Probation		Suspension	
			N	%	N	%	N	%
MCTC	a. 2004	114	71	62%	12	11% ^d	31	27%
	b. 2005	145	86	59%	16	11% ^d	43	30%
	c. 2004 and 2005	259	157	61%	28	11% ^d	74	29%
	d. 2006	296	160	54%	55	19% ^{a,b,c}	81	27%
	e. 2007	316	190	60%	46	15%	80	25%
	Power of YOU 2006	202	108	53%	41	20%	53	26%
	Peers 2006	94	52	55%	14	15%	28	30%
	Power of YOU 2007	207	122	59%	30	14%	55	27%
	Peers 2007	109	68	62%	16	15%	25	23%
	2006 and 2007:							
	Power of YOU	409	230	56%	71	17%	108	26%
	Peers	203	120	59%	30	15%	53	26%
Saint Paul College	a. 2004	96	84	88% ^{d,e}	10	10%	2	2% ^{d,e}
	b. 2005	58	47	81% ^d	11	19%	-	-
	c. 2004 and 2005	154	131	85% ^{d,e}	21	14%	2	1% ^{d,e}
	d. 2006	156	101	65% ^{a,b,c}	25	16%	30	19% ^{a,c}
	e. 2007	190	131	69% ^{a,c}	25	13%	34	18% ^{a,c}
	Power of YOU 2006	96	64	67%	14	15%	18	19%
	Peers 2006	60	37	62%	11	18%	12	20%
	Power of YOU 2007	127	81	64%*	17	13%	29	23%*
	Peers 2007	63	50	79%*	8	13%	5	8%*
	2006 and 2007:							
	Power of YOU	223	145	65%	31	14%	47	21%
	Peers	123	87	71%	19	15%	17	14%
Metro State	Power of YOU 2007	24	20	83%	3	13%	1	4%
	Peers 2007	9	8	NA	1	NA	-	-

Note 1. 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 2. 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.

Note 3. For differences between Power of YOU students and their peers from the same cohort, 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.

A38. Academic standing at end of fall semester of second year by college

Institution	Cohort	Total N	Good standing		Probation		Suspension	
			N	%	N	%	N	%
MCTC	a. 2004	77	60	78%	5	6%	12	16%
	b. 2005	93	74	80%	9	10%	10	11%
	c. 2004 and 2005	170	134	79% ^d	14	8%	22	13%
	d. 2006	211	145	69% ^c	28	13%	38	18%
	Power of YOU 2006	152	107	70%	14	9%*	31	20%
	Peers 2006	59	38	64%	14	24%*	7	12%
Saint Paul College	a. 2004	71	62	87%	8	11%	1	1% ^d
	b. 2005	44	37	84%	6	14%	1	2%
	c. 2004 and 2005	115	99	86%	14	12%	2	2% ^d
	d. 2006	112	94	84%	8	7%	10	9% ^{a,c}
	Power of YOU 2006	75	64	85%	4	5%	7	9%
	Peers 2006	37	30	81%	4	11%	3	8%

Note 1. 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 2. 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.

A39. Academic standing at end of spring semester of second year by college

Institution	Cohort	Total N	Good standing		Probation		Suspension	
			N	%	N	%	N	%
MCTC	a. 2004	76	60	79%	7	9%	9	12%
	b. 2005	88	71	81%	4	5%	13	15%
	c. 2004 and 2005	164	131	80%	11	7%	22	13%
	d. 2006	160	122	76%	18	11%	20	13%
	Power of YOU 2006	114	84	74%	14	12%	16	14%
	Peers 2006	46	38	83%	4	9%	4	9%
Saint Paul College	a. 2004	59	52	88%	4	7%	3	5%
	b. 2005	40	32	80%	5	12%	3	8%
	c. 2004 and 2005	99	84	85%	9	9%	6	6%
	d. 2006	101	84	83%	6	6%	11	11%
	Power of YOU 2006	64	53	83%	5	8%	6	9%
	Peers 2006	37	31	84%	1	3%	5	13%

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.

A40. Graduation rates after two academic years by college

College	Cohort	Total N	Percentage graduated by end of spring term of second year
MCTC	a. 2004	154	1% ^d
	b. 2005	208	1% ^d
	c. 2004 and 2005	362	1% ^d
	d. 2006	390	6% ^{a,b,c}
	Power of YOU 2006	234	7%
	Peers 2006	156	6%
Saint Paul College	a. 2004	131	21% ^d
	b. 2005	89	12%
	c. 2004 and 2005	220	18% ^d
	d. 2006	211	9% ^{a,c}
	Power of YOU 2006	123	10%
	Peers 2006	88	8%

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.

A41. Success rates by college

College	Cohort	Total N	Percentage still enrolled or graduated by end of spring term of second year
MCTC	a. 2004	154	49%
	b. 2005	208	43%
	c. 2004 and 2005	362	46%
	d. 2006	390	44%
	Power of YOU 2006	234	51%***
	Peers 2006	156	33%***
Saint Paul College	a. 2004	131	53%
	b. 2005	89	51%
	c. 2004 and 2005	220	52%
	d. 2006	211	50%
	Power of YOU 2006	123	53%
	Peers 2006	88	47%

Note. For differences between Power of YOU students and their peers from the same cohort, 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.

A42. Students' perceptions of obstacles to their success in college

Have any of the following issues made it difficult for you to do well in your classes?	MCTC (N=174-175)		Metro State (N=20-22)		Saint Paul College (N=144-145)		Total (N=339-341)	
	N	%	N	%	N	%	N	%
Personal issues	90	51%	11	55%	63	43%	164	48%
Difficulties with coursework	51	29%	16	76%	43	30%	110	32%
Employment issues	56	32%	7	32%	42	29%	105	31%
Family issues	47	27%	8	38%	42	29%	97	29%
Difficulty meeting living expenses (i.e., making ends meet)	50	29%	7	33%	29	20%	86	25%
Transportation issues	45	26%	11	50%	27	19%	83	24%
Housing issues	41	24%	7	33%	25	17%	73	22%
Health issues	26	15%	3	14%	27	19%	56	17%
Parenting issues	9	5%	3	14%	8	6%	20	6%
Something else	6	3%	3	14%	9	6%	18	5%

Source: Web-based survey of Power of YOU students, spring 2008.

A43. College personnel survey: What suggestions do you have for how Power of YOU could better help students overcome the obstacles they face once they are enrolled?

Theme of response	Total N=33	
	N	%
Earlier outreach and preparation	11	33%
Support for expenses other than tuition	10	30%
Counseling, advising, mentoring	7	21%
Working together, involving faculty	4	12%
Enhance staff support	3	9%
Students accessing services	2	6%
Greater academic support in college	2	6%
Other	15	45%
No suggestions, don't know	2	6%

Source: Interviews with college personnel, spring 2008.

A44. College personnel survey: Academic expectations in college

Total N=33					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The academic expectations for Power of YOU youth in college are too low	15%	67%	9%	9%	-

Source: Interviews with college personnel, spring 2008.

A45. Students' transfer plans

Do you plan to transfer to a four-year college?	MCTC (N=174)		Saint Paul College (N=144)		Total (N=318)	
	N	%	N	%	N	%
Yes	108	62%	85	59%	193	61%
No	14	8%	19	13%	33	10%
Don't know	52	30%	40	28%	92	29%
Do you plan to earn a degree or certificate before transferring?	(N=108)		(N=85)		(N=193)	
	N	%	N	%	N	%
Yes	66	61%	50	59%	116	60%
No	21	19%	15	18%	36	19%
Don't know	21	19%	20	24%	41	21%

Source: Web-based survey of Power of YOU students, spring 2008.

A46. Student survey: Since being enrolled in college, what about the Power of YOU program has been most helpful to you, if anything?

Theme of response	MCTC (N=171)		Metro State (N=22)		Saint Paul College (N=141)		Total (N=334)	
	N	%	N	%	N	%	N	%
Financial assistance, reduced financial pressure/stress, can save money	63	37%	7	32%	39	28%	109	33%
Staff support (Power of YOU staff, advising/counseling)	62	36%	8	36%	37	26%	107	32%
College planning (course selection help, registration, transferring)	19	11%	2	9%	13	9%	34	10%
The opportunity, being able to go to college	15	9%	-	-	6	4%	21	6%
Sense of community, involvement, feeling connected on campus	3	2%	2	9%	7	5%	12	4%
Everything	3	2%	-	-	8	6%	11	3%
Events, sessions, activities	3	2%	1	5%	6	4%	10	3%
Meeting people, connections	4	2%	3	14%	3	2%	10	3%
Monitoring progress, keeping them on track	6	4%	-	-	4	3%	10	3%
Encouragement, motivation, morale	3	2%	-	-	6	4%	9	3%
Career planning	6	4%	-	-	2	1%	8	2%
Knowing about the available resources	4	2%	1	5%	1	1%	6	2%
Civic engagement, community service, volunteer work	2	1%	-	-	2	1%	4	1%
Freedom to explore options	4	2%	-	-	-	-	4	1%
Allows student to focus more on school	3	2%	-	-	-	-	3	1%
Mentoring	1	1%	-	-	2	1%	3	1%
Orientation course	2	1%	-	-	-	-	2	1%
Other	2	1%	1	5%	9	6%	12	4%
Don't know	29	17%	5	23%	28	20%	62	19%
Nothing	3	2%	-	-	5	4%	8	2%

Source: Web-based survey of Power of YOU students, spring 2008.

A47. Student survey: Use of services

Have you received any of the following kinds of assistance from Power of YOU or the colleges?	MCTC (N=175)		Metro State (N=22)		Saint Paul College (N=144-145)		Total (N=341-342)	
	N	%	N	%	N	%	N	%
Course selection help	145	83%	19	86%	109	76%	273	80%
Career planning help	124	71%	16	73%	80	55%	220	64%
Financial advice or guidance	115	66%	14	64%	71	49%	200	59%
Extra help from teachers	93	53%	13	59%	71	49%	177	52%
Tutoring	80	46%	14	64%	68	47%	162	47%
Counseling for personal concerns	79	45%	4	19%	46	32%	129	38%
Mentoring	62	35%	8	36%	52	36%	122	36%

Source: Web-based survey of Power of YOU students, spring 2008.

A48. Student survey: Students not receiving needed services

Is there any assistance or service that you need that you haven't received?	MCTC (N=175)		Metro State (N=22)		Saint Paul College (N=145)		Total (N=342)	
	N	%	N	%	N	%	N	%
Yes	22	13%	4	18%	10	7%	36	10%
No	153	87%	18	82%	135	93%	306	90%

Kinds of assistance or service than are needed but have not been received	MCTC (N=22)		Metro State (N=4)		Saint Paul College (N=8)		Total (N=34)	
	N	%	N		N		N	%
Housing assistance	3	14%	2		-		5	15%
Financial assistance for books	1	5%	2		1		4	12%
Financial assistance for living expenses	3	14%	1		-		4	12%
More academic help	1	5%	-		2		3	9%
Financial aid for transferring	1	5%	-		1		2	6%
Financial assistance for transportation	1	5%	1		-		2	6%
Help choosing a major	1	5%	1		-		2	6%
Help finding work/employment	1	5%	-		1		2	6%
More information on requirements and progress in meeting them	2	9%	-		-		2	6%
Other	8	36%	-		4		12	35%
Don't know	6	27%	-		2		8	24%

Source: Web-based survey of Power of YOU students, spring 2008.

A49. Student survey: Barriers to receiving needed services

What is preventing you from receiving the assistance or services that you need?	MCTC (N=20)		Metro State (N=4)	Saint Paul College (N=9)	Total (N=33)	
	N	%	N	N	N	%
Don't know what services are available or how to access them	8	40%	3	5	16	49%
No time to seek out services	9	45%	1	2	12	36%
Prefer to try to solve problems on my own	7	35%	-	4	11	33%
The services I need are not available	5	25%	3	3	11	33%
Can't afford the services	4	20%	1	2	7	21%
Too shy or embarrassed to ask for help	4	20%	-	3	7	21%
Don't have transportation to get to the service location	3	15%	-	1	4	12%
Other ^a	2	10%	-	1	3	9%

Source: Web-based survey of Power of YOU students, spring 2008.

^a Includes those with unique responses.

A50. College personnel's perspective on underused services

Are there services or other types of help that Power of YOU students need but are not using sufficiently?	Total N=33	
	N	%
Yes	19	58%
No	6	18%
Don't know	8	24%
Kinds of help or services that are underused Theme of response	Total N=20	
	N	%
Tutoring, academic support	12	60%
Advising, counseling, mentoring	9	45%
Retention services	3	15%
Staff and faculty	3	15%
Career services	3	15%
Student involvement in events and activities	2	10%
Other	9	45%
No response	1	5%

Source: Interviews with college personnel, spring 2008.

A51. Student survey: What suggestions do you have for improving the assistance or services available to students at the college?

Theme of response	MCTC (N=171)		Metro State (N=22)		Saint Paul College (N=141)		Total (N=334)	
	N	%	N	%	N	%	N	%
Student responsibility	9	5%	-	-	8	6%	17	5%
Advertising, informing	8	5%	-	-	2	1%	10	3%
More Power of YOU staff	5	3%	1	5%	3	2%	9	3%
Tutoring	2	1%	2	9%	4	3%	8	2%
Individual advising/counseling	4	2%	2	9%	1	1%	7	2%
Financial assistance for books	3	2%	2	9%	1	1%	6	2%
Financial assistance for other expenses	2	1%	2	9%	2	1%	6	2%
More activities, events, get-togethers	3	2%	1	5%	2	1%	6	2%
Clarifying program requirements and progress in meeting them	4	2%	-	-	1	1%	5	2%
Improve staff attitudes toward students	3	2%	-	-	2	1%	5	2%
Allow students to attend part-time	4	2%	-	-	-	-	4	1%
Financial assistance for housing	2	1%	2	9%	-	-	4	1%
Financial assistance for summer courses	2	1%	1	5%	-	-	3	1%
Reduce the community service expectation	3	2%	-	-	-	-	3	1%
Scheduling and availability	3	2%	-	-	-	-	3	1%
Touching base with students, outreach	1	1%	1	5%	1	1%	3	1%
Assistance in finding employment	1	1%	-	-	1	1%	2	1%
Financial assistance for transportation or parking	1	1%	1	5%	-	-	2	1%
Mentors	1	1%	1	5%	-	-	2	1%
Other	10	6%	2	9%	11	8%	23	7%
Don't know, N/A, or no suggestion	117	68%	10	46%	105	75%	232	70%

Source: Web-based survey of Power of YOU students, spring 2008.

A52. Student participation in Summer Empowerment Program

Total N=22		
Did you participate in the Summer Empowerment Program?	N	%
Yes	18	82%
No	4	18%
How useful did you find the Summer Empowerment Program? N=18		
Not at all useful	-	-
Somewhat useful	10	56%
Very useful	8	44%

Source: Web-based survey of Power of YOU students, spring 2008.

Note: Includes Metro State students only.

A53. Student survey: What did you find most useful about the Summer Empowerment Program?

Metro State (N=18)		
Theme of response	N	%
Getting to know peers	6	33%
Useful information, skills learned (time management, communication skills)	5	28%
Campus tours, becoming familiar with campus	4	22%
Getting to know faculty/staff	4	22%
Learning about available resources	4	22%
Good introduction to college (how college works, college environment)	3	17%
Other ^a	2	11%
Don't know	1	6%

Source: Web-based survey of Power of YOU students, spring 2008

A54. Student survey: What recommendations do you have for improving the Summer Empowerment Program?

Theme of response	Metro State (N=18)	
	N	%
More interaction, discussion, activities and involvement	6	33%
Shorten it and/or meet fewer times per week	5	28%
Not so repetitive	2	11%
Other	5	28%
No suggestion, don't know	3	17%

Source: Web-based survey of Power of YOU students, spring 2008.

A55. Student survey: Helpfulness of taking orientation course as a cohort

Do you think that taking the orientation course with other Power of YOU students only, as opposed to a mixed group of students, was...	MCTC (N=110)		Metro State (N=21)		Saint Paul College (N=44)		Total (N=175)	
	N	%	N	%	N	%	N	%
Less helpful	3	3%	-	-	2	5%	5	3%
About the same	50	46%	9	43%	22	50%	81	46%
More helpful	35	32%	7	33%	15	34%	57	33%
Don't know	22	20%	5	24%	5	11%	32	18%

Source: Web-based survey of Power of YOU students, spring 2008.

A56. Student survey: What did you like about the college orientation course(s)?

Theme of response	MCTC (N=109)		Metro State (N=20)		Saint Paul College (N=39)		Total (N=168)	
	N	%	N	%	N	%	N	%
General positive	25	23%	-	-	5	13%	30	18%
Getting to know other students, sense of belonging/community, classmates/peers	12	11%	9	45%	4	10%	25	15%
Introduction to college	13	12%	3	15%	3	8%	19	11%
Instructor	9	8%	2	10%	3	8%	14	8%
Time management	10	9%	-	-	1	3%	11	7%
Study skills and tips for doing well in classes and staying on track	7	6%	1	5%	1	3%	9	5%
Charting a path for success in college and life	5	5%	-	-	1	3%	6	4%
Course selection and requirements	5	5%	-	-	-	-	5	3%
Getting to know professors/staff	2	2%	2	10%	1	3%	5	3%
Providing information on available resources	4	4%	1	5%	-	-	5	3%
Easier transition	1	1%	1	5%	2	5%	4	2%
Information about Power of YOU	3	3%	-	-	-	-	3	2%
Computer/internet assistance	2	2%	-	-	-	-	2	1%
Confidence, self-esteem	1	1%	-	-	1	3%	2	1%
Stress management	2	2%	-	-	-	-	2	1%
Other	8	7%	4	20%	1	3%	13	8%
No positive comments	7	6%	2	10%	2	5%	11	7%
Don't know	25	23%	2	10%	19	49%	46	27%

Source: Web-based survey of Power of YOU students, spring 2008.

A57. Student survey: What did you NOT like about the college orientation course(s)?

Theme of response	MCTC (N=111)		Metro State (N=20)		Saint Paul College (N=42)		Total (N=173)	
	N	%	N	%	N	%	N	%
Did not learn anything new or helpful, seemed unnecessary	10	9%	2	10%	3	7%	15	9%
Common sense, elementary	7	6%	-	-	3	7%	10	6%
Textbook	7	6%	1	5%	1	2%	9	5%
Too long	3	3%	3	15%	1	2%	7	4%
Waste of time, did not like anything	4	4%	-	-	3	7%	7	4%
Not a good introduction to college life reality and resources	2	2%	3	15%	-	-	5	3%
Repetitive of summer orientation course	-	-	5	25%	-	-	5	3%
Instructor	3	3%	-	-	1	2%	4	2%
Not interactive enough, not hands-on, too much lecturing	-	-	2	10%	2	5%	4	2%
Repetitive, too much overview of the same topics	1	1%	2	10%	1	2%	4	2%
Wasted credits	3	3%	1	5%	-	-	4	2%
Boring	2	2%	1	5%	-	-	3	2%
Too laid back	3	3%	-	-	-	-	3	2%
Took time away from other classes and studying	2	2%	-	-	-	-	2	1%
Too much homework	1	1%	1	5%	-	-	2	1%
Other	5	5%	2	10%	1	2%	8	5%
No negative comments	28	25%	2	10%	15	36%	45	26%
Don't know, N/A	44	40%	2	10%	15	36%	61	35%

Source: Web-based survey of Power of YOU students, spring 2008.

A58. Student survey: What suggestions do you have for improving the college orientation course(s)?

Theme of response	MCTC (N=110)		Metro State (N=20)		Saint Paul College (N=40)		Total (N=170)	
	N	%	N	%	N	%	N	%
More class discussion, more interactive	6	5%	3	15%	2	5%	11	6%
Make more relevant	7	6%	2	10%	-	-	9	5%
Suggested topics to cover or focus on	5	5%	1	5%	-	-	6	4%
Eliminate course or make optional	5	5%	-	-	-	-	5	3%
Make more interesting, less repetitive	2	2%	3	15%	-	-	5	3%
Make the course available to all freshmen	4	4%	-	-	1	3%	5	3%
Summer course (offer in summer, or do not require for those who took summer course)	-	-	5	25%	-	-	5	3%
Shorten the class or make it less frequent	3	3%	1	5%	-	-	4	2%
Stay on topic, less laid back	3	3%	1	5%	-	-	4	2%
Textbook (a better book, use online material instead)	3	3%	-	-	1	3%	4	2%
Food (more food, better food)	2	2%	-	-	-	-	2	1%
Lengthen the class	1	1%	1	5%	-	-	2	1%
Other	10	9%	2	10%	2	5%	14	8%
No suggestion, positive feedback	10	9%	-	-	3	8%	13	8%
N/A, nothing, none	12	11%	-	-	8	20%	20	12%
Don't know	43	39%	4	20%	23	58%	70	41%

Source: Web-based survey of Power of YOU students, spring 2008

A59. College personnel survey: What suggestions do you have for improving the college orientation course(s)?

Theme of response	Total N=33	
	N	%
Course content	5	15%
Interaction and engagement	5	15%
Make course relevant to Power of YOU students ^a	4	12%
Summer classes	2	6%
Speakers	2	6%
Not a priority for students	2	6%
Other	4	12%
No suggestion, don't know	16	48%

^a Relevant in terms of the course content and the way the course is taught.

Source: Interviews with college personnel, spring 2008

A60. College personnel survey: How Power of YOU has helped retain students

Theme of response	Total N=23	
	N	%
Intrusive advising, individualized attention	10	43%
Services and support	6	26%
Relationships built	4	17%
Evidence and findings	4	17%
Overcoming financial barriers	3	13%
Being held accountable	3	13%
Service learning	2	9%
Other	5	22%

Source: Interviews with college personnel, spring 2008.

A61. College personnel survey: Additional things Power of YOU could do to help keep students enrolled in college

Theme of response	Total N=27	
	N	%
Provide funding for expenses other than tuition	5	19%
Hire more staff	3	11%
Provide more funding	3	11%
Involve families	2	7%
Reach back and prepare students	2	7%
Strengthen relationships between staff and students	2	7%
Strengthen relationships among students	2	7%
Other	6	22%
None, don't know	10	37%

Source: Interviews with college personnel, spring 2008.

A62. Student survey: Participation in Power of YOU events

How many Power of YOU events have you participated in this year?	MCTC (N=175)		Metro State (N=22)		Saint Paul College (N=145)		Total (N=342)	
	N	%	N	%	N	%	N	%
None	18	10%	1	5%	16	11%	35	10%
1-2	101	58%	9	41%	82	57%	192	56%
3 or more	56	32%	12	55%	47	32%	115	34%
Do these events help you feel more connected to the college community?	(N=112)		(N=21)		(N=85)		(N=218)	
	N	%	N	%	N	%	N	%
No	7	6%	-	-	11	13%	18	8%
Yes, a little bit	68	61%	13	62%	47	55%	128	59%
Yes, a lot	37	33%	8	38%	27	32%	72	33%

Source: Web-based survey of Power of YOU students, spring 2008.

A63. Student survey: In what service learning/volunteer activities have you participated as part of the Power of YOU program?

Theme of response	MCTC (N=105)		Saint Paul College (N=97)		Total (N=202)	
	N	%	N	%	N	%
Helped out at a school (assistant teaching, reading to children, grading papers, tutoring)	8	8%	21	22%	29	14%
Meetings, sessions, orientation, panel, presentation, events (capital hearing)	16	15%	2	2%	18	9%
Power of YOU leadership academy	12	11%	3	3%	15	7%
Mentoring	4	4%	9	9%	13	6%
Health related	3	3%	7	7%	10	5%
Sports and recreation	4	4%	7	7%	11	5%
At/through church	5	5%	3	3%	8	4%
Helping immigrants, ESL	7	7%	1	1%	8	4%
Childcare	-	-	7	7%	7	3%
Tutoring/teaching outside of a school	3	3%	4	4%	7	3%
Salvation Army, Value Village, Goodwill, food shelf, People Serving People	2	2%	4	4%	6	3%
Promotion for Power of YOU	4	4%	-	-	4	2%
Work with homeless, issues of homelessness	2	2%	2	2%	4	2%
Housing related (carpentry, marketing, affordable housing)	3	3%	-	-	3	1%
Nursing home	1	1%	2	2%	3	1%
Worked with individuals with special needs or disabilities	3	3%	-	-	3	1%
YMCA/YWCA	1	1%	2	2%	3	1%
Boys and Girls Club	-	-	2	2%	2	1%
Library	1	1%	1	1%	2	1%
Volunteered for other organization or as part of a program, activity not described	7	7%	6	6%	13	6%
Activity not described	5	5%	8	8%	13	6%
Other	4	4%	9	9%	13	6%
Unclear, unrelated (does not sound like a volunteer activity)	12	11%	8	8%	20	10%
Don't know, don't remember, N/A	8	8%	3	3%	11	5%

Source: Web-based survey of Power of YOU students, spring 2008.

A64. Student survey: What did you like about your service learning/volunteer experience?

Theme of response	MCTC (N=107)		Saint Paul College (N=98)		Total (N=205)	
	N	%	N	%	N	%
Meeting people, interacting, networking	31	29%	11	11%	42	20%
Helping people, making a difference	13	12%	27	28%	40	20%
Learning, improving skills, gaining experience, preparing for a career	16	15%	12	12%	28	14%
Opportunity to interact with children	7	7%	13	13%	20	10%
Sharing knowledge and skills with others	12	11%	7	7%	19	9%
Fun	9	8%	9	9%	18	9%
Feel good, proud, important	8	7%	7	7%	15	7%
Community involvement and investment	7	7%	6	6%	13	6%
Life lessons, perspective, personal growth	5	5%	5	5%	10	5%
Liked everything about it	5	5%	4	4%	9	4%
Learn about other cultures	2	2%	4	4%	6	3%
Giving back	2	2%	2	2%	4	2%
New environment	1	1%	3	3%	4	2%
Mentoring and tutoring students with whom they can identify	-	-	3	3%	3	1%
Other	6	6%	2	2%	8	4%
Don't know	22	21%	20	20%	42	20%
Nothing	1	1%	3	3%	4	2%

Source: Web-based survey of Power of YOU students, spring 2008.

A65. Student survey: What did you NOT like about your service learning/ volunteer experience?

Theme of response	MCTC (N=105)		Saint Paul College (N=97)		Total (N=202)	
	N	%	N	%	N	%
Scheduling, lack of time, took time or focus away from school	9	9%	19	20%	28	14%
Was not able to help as much as would have liked, skills not put to use, not enough to do	6	6%	3	3%	9	4%
Location (having to drive there, far away)	3	3%	5	5%	8	4%
Found it boring	4	4%	2	2%	6	3%
Did not like that it was mandatory	3	3%	2	2%	5	2%
Too much paperwork	2	2%	1	1%	3	1%
Other	8	8%	11	11%	19	9%
No dislikes	34	32%	27	28%	61	30%
Don't know, N/A	42	40%	33	34%	75	37%

Source: Web-based survey of Power of YOU students, spring 2008.

A66. College personnel survey: What suggestions do you have for improving the “service learning” component of Power of YOU?

Theme of response	Total N=27	
	N	%
Greater establishment, management, structure	4	15%
Publicity and recognition	3	11%
Build partnerships	2	7%
Explain benefits to students	2	7%
Service to the college	2	7%
Tie to career	2	7%
Unrealistic expectation in first year of college	2	7%
Other	8	30%
No suggestion, don't know	10	37%

Source: Interviews with college personnel, spring 2008.

A67. College personnel survey: What aspects of the Power of YOU program work well, in your opinion?

Theme of response	Total N=14	
	N	%
Additional support	8	57%
Financial assistance	6	43%
Ease of application	2	14%
Outreach	2	14%
Other	8	57%

Source: Interviews with college personnel, spring 2008.

A68. College personnel survey: What changes or impacts, if any, have you noticed in the college as a whole due to the enrollment of Power of YOU students?

Theme of response	Total N=33	
	N	%
Younger student population	15	45%
New classes being offered	5	15%
More advising and supports	4	12%
Increased enrollment	4	12%
More energy, improved atmosphere	3	9%
Better retention and academic success	3	9%
More under prepared students	2	6%
Other	14	42%
None, no response, don't know	3	9%

Source: Interviews with college personnel, spring 2008.

A69. College personnel survey: Power of YOU students singled out

Are Power of YOU students singled out in any way, for better or for worse?	Total N=33	
	N	%
Yes	22	67%
No	11	33%

Source: Interviews with college personnel, spring 2008.

A70. College personnel survey: How Power of YOU students are singled out

Theme of response	Total N=22	
	N	%
More support and attention	16	73%
Extra monitoring	4	18%
Required courses	3	14%
Visibility	2	9%
Cohort model	2	9%
Negatively singled out	2	9%
Other	4	18%

Source: Interviews with college personnel, spring 2008.

A71. Other comments from parents/guardians about what the Power of YOU program has meant to them, their children, and their family

Please add any other comments you have about what the Power of YOU program has meant to you, your daughter/son, or your family	Total N=81	
	N	%
Like the program, are grateful for the program	45	56%
Access, opportunity, possibility (enabled to take risks, broadened the horizon, wouldn't have attended without Power of YOU)	20	25%
The scholarship reduced the financial burden/student loan debt	17	21%
The program gives student support (counselors were supportive, the attention had a positive impact, the program pushed child to succeed)	15	19%
The scholarship made college affordable	12	15%
Has helped (unspecified)	10	12%
The program helped my child to focus on school and do well (getting good grades, focus on education, work harder, more involved)	10	12%
Increased student's desire for learning, encouraged to continue education	8	10%
Gives student self-esteem, confidence	7	9%
Positive feedback about program staff (advisors were cool, always able to reach program coordinator, well run)	6	7%
The program will provide a career path or plan	6	7%
The program gives student direction and guidance (e.g., follow-up on completing requirements)	5	6%
FAFSA covers tuition anyway	2	2%
The program gave child a chance to make up for what he/she missed in high school	2	2%
The program helped prepare our child for college (study skills, personal finance, what college is like)	2	2%
The program made college a positive experience	2	2%
Other	12	15%

Source: Survey of parents/guardians, spring 2008.

A72. Community partner survey: What benefits have you seen for students because of Power of YOU?

Theme of response	Total N=15	
	N	%
Removing barriers, providing access and opportunity	6	40%
Hope, seeing college as a realistic goal	4	27%
Retention, persevering in college	4	27%
Financial assistance	3	20%
Other	2	13%
None	1	7%

Source: Interviews with community partners, fall 2007.

A73. High school personnel survey: What benefits have you seen for students because of Power of YOU?

Theme of response	Total N=26	
	N	%
Financial assistance: allows access, helps retention	14	54%
Support services	5	19%
Increased enrollment (no mention of financial assistance)	3	12%
Increased retention	3	12%
Increased excitement or motivation	3	12%
Other	7	27%
Don't know because no follow-up from the program	4	15%
No benefits	1	4%

Source: Interviews with high school personnel, spring 2008.

A74. College personnel survey: What benefits have you seen for students because of Power of YOU?

Theme of response	Total N=33	
	N	%
Access and enrollment in college	13	39%
Extra support	7	21%
Long-term impact on lives of students and their families	6	18%
Power of YOU advisors and staff	5	15%
Retention	5	15%
Connections, community, belonging	5	15%
Personal growth, confidence, self-esteem	4	12%
Awareness that college is possible	3	9%
Student awareness and use of resources	3	9%
Financial support	2	6%
Student satisfaction	2	6%
Opportunities to get involved	2	6%
Better prepared	2	6%
Other	3	9%
Don't know	2	6%

Source: Interviews with college personnel, spring 2008.

A75. Community partner survey: What concerns or reservations do you have about Power of YOU?

Theme of response	Total N=15	
	N	%
Funding, sustainability	4	27%
Issues about sources of financial aid	3	20%
Better linkage to the high schools	2	13%
Start earlier, address preparation	2	13%
Other	5	33%
None, no response	2	13%

Source: Interviews with community partners, fall 2007.

A76. High school personnel survey: What concerns or reservations do you have about Power of YOU?

Total N=26		
Theme of response	N	%
Funding and sustainability	6	23%
Not prepared, using up funding on remedial coursework	4	15%
Support provided once students are in college	2	8%
Other	7	27%
None	7	27%

Source: Interviews with high school personnel, spring 2008.

A77. College personnel survey: What concerns or reservations do you have about Power of YOU?

Total N=33		
Theme of response	N	%
Continued funding, fundraising, sustaining the program	7	21%
Additional staff and staff retention	4	12%
Additional resources and support	3	9%
Academic readiness	3	9%
Recruitment motives	2	6%
Expansion	2	6%
Improve communication and collaboration	2	6%
Clarity about funding sources (misleading to advertise as free tuition)	2	6%
Funding for expenses other than tuition	2	6%
Influencing policy	2	6%
Add requirements	2	6%
Other	8	24%
None	4	12%

Source: Interviews with college personnel, spring 2008.

A78. Community partners' suggestions for improving Power of YOU

Do you have any other suggestions for improving Power of YOU?	Total N=16	
Theme of response	N	%
Expand, move forward	2	13%
Broaden community outreach	2	13%
Build strong supports in college	2	13%
Other	2	13%
No suggestions	10	63%

Source: Interviews with community partners, fall 2007.

A79. High school personnel's suggestions for improving Power of YOU

Do you have any other suggestions for improving Power of YOU?	Total N=26	
Theme of response	N	%
Want to see follow-up and results	2	8%
Influence policy	2	8%
Other	5	19%
No suggestion	21	81%

Source: Interviews with high school personnel, spring 2008.

A80. College personnel's suggestions for improving Power of YOU

Do you have any other suggestions for improving Power of YOU?	Total N=33	
Theme of response	N	%
Expand	3	9%
Provide summer program to prepare students	2	6%
Provide funding for books	2	6%
Collaborate across the three colleges	2	6%
Other	12	36%
No suggestion	21	64%

Source: Interviews with college personnel, spring 2008.

A81. Parents'/guardians' suggestions for improving Power of YOU

Do you have any suggestions for how Power of YOU could improve its program?	Total N=118	
	N	%
Theme of response		
Do not discontinue the program, keep it going	17	14%
Keep parents informed and/or involved	9	8%
Do more advertising	6	5%
Provide more support (unspecified)	5	4%
Continue support beyond two years so students can pursue a BA	4	3%
Expand (to more colleges, to adults continuing education)	4	3%
Get more involved in students' academic success	4	3%
Provide financial support to cover more classes/credits (summer classes, winter classes, more credits)	4	3%
Should be offered and marketed to all students who otherwise couldn't afford to attend college	4	3%
Way to convince child to take advantage of all that is offered	4	3%
Let students know about opportunity earlier in high schools they have something to work towards	3	3%
Provide financial assistance for books	3	3%
Provide more guidance in choosing classes to take	3	3%
Clarify more about what the program offers	2	2%
Don't make students take developmental courses if they don't need them	2	2%
Keep students informed	2	2%
Other	13	11%
No suggestions because positive feedback only	14	12%
No suggestions	44	37%

Source: Survey of parents/guardians, spring 2008.

A82. Power of YOU students' suggestions for improving Power of YOU

Do you have any other suggestions for improving Power of YOU?	MCTC (N=169)		Metro State (N=20)		Saint Paul College (N=138)		Total (N=327)	
	N	%	N	%	N	%	N	%
More interaction and involvement (e.g., through more events and meetings)	7	4%	2	10%	4	3%	13	4%
Do not make things mandatory, reduce requirements (e.g., orientation course, events, service learning)	5	3%	1	5%	6	4%	12	4%
More staff, mentors, tutors (or better availability)	5	3%	-	-	4	3%	9	3%
Continue offering the program	2	1%	-	-	6	4%	8	2%
Help more students, expand the program	6	4%	-	-	2	1%	8	2%
More help/assistance	6	4%	1	5%	1	1%	8	2%
Being clear on program requirements and offerings	2	1%	2	10%	2	1%	6	2%
Cover summer tuition	-	-	2	10%	3	2%	5	2%
Financial assistance for books	3	2%	1	5%	1	1%	5	2%
Schedule events so students can attend (not during class, give more advance notice, more flexible times) and do a better job informing students of them	3	2%	1	5%	1	1%	5	2%
More civic engagement/volunteer opportunities and information about them	3	2%	-	-	1	1%	4	1%
Fund more years of schooling (more than 2 years)	2	1%	1	5%	-	-	3	1%
More information	1	1%	1	5%	1	1%	3	1%
Housing assistance	-	-	2	10%	-	-	2	1%
Knowing who the other Power of YOU students are	1	1%	-	-	1	1%	2	1%
More one-on-one time	1	1%	-	-	1	1%	2	1%
Stricter requirements for admission and/or continuing in the program	2	1%	-	-	-	-	2	1%
Other	7	4%	2	10%	7	5%	16	5%
No suggestions	113	67%	9	45%	96	70%	218	67%
Don't know	5	3%	-	-	7	5%	12	4%

Source: Web-based survey of Power of YOU students, spring 2008.