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Evaluation of the Summer Transition Grant Program

Report to the 2014 Legislature



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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$150 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs and initiatives for youth.

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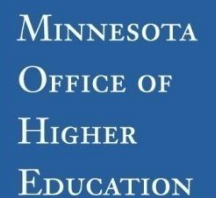
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Introduction

The 2009 Minnesota Legislature created the Summer Transition Grant program to provide financial assistance to eligible Minnesota students attending research-based high school-to-college summer developmental transition programs. The Minnesota Office of Higher Education (the Office) is the program administrator.

The program was originally allocated \$4.9 million from the 2010-2011 Minnesota State Grant program appropriation. Funding was subsequently reduced during the 2010 legislative session to \$1 million per year. The 2013 legislature, as recommended by the Office, restructured the program to award competitive block grants to Minnesota postsecondary institutions offering developmental summer transition programs beginning in 2014.

The program was first implemented during the summer of 2010 for students who graduated from high school after December 31, 2009. Eligible students must attend programs offered by Minnesota colleges in the summer between high school graduation and the freshman year of postsecondary education.

According to *Minnesota Statutes 2010*, Chapter 135A.61 (Appendix A), the purpose of summer transition programs is to develop the skills and knowledge necessary to begin college-level coursework when the student enrolls in a postsecondary program. Programs must provide developmental coursework aimed at improving key academic skills. The student completes a college readiness assessment at the beginning and end of the program to measure gains in these skills. Programs also provide support services to participating students, such as academic advising, mentoring, and tutoring during the summer program and throughout the student's first year of enrollment. Many programs also introduce students to student affairs, counseling, admissions and financial aid offices.

The legislation outlines a rigorous evaluation plan to measure the effectiveness of summer transition programs in meeting goals. The statute required the Office to convene a data working group comprised of knowledgeable data collection and academic delivery staff from the types of institutions participating in the program. This group assisted the Office in developing the methodology for evaluating the effectiveness of programs designed to improve academic performance and postsecondary retention, including the identification of appropriate comparison groups.

This report includes information about Summer Transition Grant recipients enrolled in participating summer bridge programs during the summer of 2013, as well as follow-up college enrollment data on recipients who completed a summer bridge program during the summer of 2011 and 2012.

Summer Transition Grant Program Overview

Application Process

As part of their program proposal, participating campuses were required to establish outreach plans to reach potential students and direct them to the appropriate application materials. In order to apply for a Summer Transition Grant, students were required to complete the Free Application for Federal Student Aid (FAFSA) available at www.fafsa.gov. Recipients also completed either the paper or online Summer Transition Grant application, developed by the Office to collect data needed for award calculation and program evaluation (Appendix E). Student permitted colleges to release private student data to the Office for program evaluation purposes by completing the data release section of the application. The Summer Transition Grant application was submitted no later than 30 days after the start of the summer program.

Eligible Students

The program is intended to serve students who are members of groups traditionally underrepresented in higher education, though the statute does not specifically exclude other types of students from participating. Underrepresented groups in this case include: African American, American Indian, Latino and Southeast Asian or other historically referenced racial/ethnic minorities; students who are economically disadvantaged and/or first in their families to attend college.

To be eligible for a Summer Transition Grant to attend a summer transition program, a student must:

- Graduate from high school (or earn GED in lieu of high school diploma) the year of the summer transition program
- Plan to enroll in college the fall term following high school graduation
- Demonstrate a need for developmental education based on the college readiness test administered to the student prior to beginning the summer transition program
- Complete the Free Application for Federal Student Aid (FAFSA)
- Complete the Summer Transition Grant application no later than 30 days after the start of the summer transition program
- Be enrolled for at least three but no more than 15 credits in an eligible summer transition program at an eligible Minnesota postsecondary institution during the summer following high school graduation or receipt of a GED
- Be a U.S. citizen or eligible noncitizen. An “eligible noncitizen” means a permanent resident of the U.S., a conditional permanent resident of the U.S., or a holder of an Arrival-Departure Record (I-94) with one of the following designations: Refugee, Asylum Granted, Parolee, Victim of Human Trafficking, T-Visa holder or Cuban-Haitian Entrant.
- Be a Minnesota resident as defined in *Minnesota Statutes* Chapter 136A.101
- Demonstrate financial need according to the award calculation formula (typically, students who are eligible for free or reduced-price lunch programs in high school will qualify)

Eligible Institutions and Programs

All Minnesota public and private higher education institutions are eligible to participate in the Summer Transition Grant program if they meet the definition of eligible institution used for other state financial aid programs in *Minnesota Statutes* Chapter 136A.101, Subd.4.

Proposed program strategies leading to student success may differ based on the interests, needs and resources of the student participants and project site. According to Minnesota statutes, summer high school-to-college transition programs must be research-based, include instruction to develop the skills and abilities necessary to be ready for college-level coursework and address the academic skills identified as needing improvement by a college readiness assessment completed by students. Academic coursework may be existing developmental courses offered by the institution or courses designed specifically for the summer transition program. Programs must also provide support services surrounding academic coursework to help students transition to the college environment.

In the fall of 2012, the Office sent information about the Summer Transition Grant program to all Minnesota postsecondary institutions and encouraged them to submit program proposals for the summer of 2013 by February 15, 2013. The notice was sent to college presidents as well as academic affairs, student services, diversity/multi-cultural and financial aid offices on each campus. The proposals submitted were reviewed and approved by Office staff. Four campuses offered programs during the summer of 2013: Hamline University, Minnesota State University, Mankato, Normandale Community College and St. Olaf College. Campuses that chose not to participate cited the inability of students' grants to cover the cost of offering the program, inadequate staffing, turnover of key personnel on campus and the workload associated with program evaluation and student financial aid as reasons for nonparticipation. Additionally, some of the summer programs did not meet the requirements in statute because they accepted all students regardless of college-readiness level or year of high school graduation or did not offer developmental classes in core subject areas of math, reading and writing.

Program Evaluation

The program statute provides a list of data elements that should be used during the evaluation process (see Appendix E). The statute also requires the Office to form a data working group comprised of campus program administrators and research staff to advise the Office on program evaluation and assist with gathering the necessary data needed for the annual program evaluation report due to the Legislature on March 15.

Description of Participating Programs

During the summer of 2013, 74 students received a Summer Transition Grant for attending summer transition programs offered by the four participating campuses. Additional students participated in the summer transition programs, but did not meet the eligibility requirements for receiving a grant. The programs helped prepare students for the transition into college through development education courses, academic support, and workshops.

- ***Hamline University***

Hamline University offered a four-week immersive residential summer bridge program, which included an intensive four-credit course focused on quantitative reasoning and critical reading and writing skills. Seven students participated in the program and were eligible for a Summer Transition Grant. These students also followed up with a two-credit Academic Skills Workshop during fall term, which developed basic strategies and skills for success in college. The program integrated workshops and modules from other departments and offices on campus. Faculty, staff and peer-mentors engaged one-on-one with students during the summer and continued to do so throughout

their first year of college. The program connected students with work-study opportunities so they could have positions in place at the start of fall term. This is the third year Hamline offered its summer program.

- ***Minnesota State University, Mankato***

Minnesota State University, Mankato (MSU) offered the College Access Program (CAP), a five-week intensive residential bridge experience for underrepresented students (first generation, low income and/or student of color) who did not meet regular MSU admission requirements but showed promise of success. CAP allows students the opportunity to earn nine university credits, including college level courses in composition and math. Fifty-two students received a Summer Transition Grant to participate in this program. These students will continue to receive support from CAP staff through their first two years of college. This is the eighth year MSU offered the CAP program.

- ***Normandale Community College***

Normandale Community College offered a four-week Upward Bound summer bridge program serving first-generation, low-income and students of color who need special instructional attention prior to their first college semester. Students take a communication course in reading and writing, and receive college and career counseling. Five students received a Summer Transition Grant to participate in this program.

- ***St. Olaf College***

St. Olaf College offered a six-week residential program of college preparatory courses, including a Bridge course for recent graduates. Ten participating students were eligible for a Summer Transition Grant. The Bridge course was taught by a St. Olaf faculty member and was supplemented by additional instruction from two full-time Upward Bound (UB) summer staff. Supplemental instruction was offered daily along with office hours and mandatory study halls. To ensure all students experience success, Bridge tutors worked closely with students and offered workshops on study skills and writing skills. They also held office hours and coordinated an internship component of the program.

Program Operations

The Office developed a user-friendly web-based system for use by students, program and financial aid administrators and Office staff. After entering each student's application data into the system, the campus program administrator enters academic information such as the name of student's high school, high school grade point average, college readiness test scores, summer courses taken and course outcomes. The financial aid director enters the student's Expected Family Contribution, number of credits for which the student is enrolled and whether or not the student is receiving a Federal Pell Grant. The Summer Transition Grant is calculated online so the campus can inform the student of the award amount. The Office disburses funds to the campus to cover all the awards entered by the campus. Any refunds from student withdrawals are returned to the Office and recorded on the system. Once fall term is completed, Office staff collected fall term college enrollment data and grade point averages from campus program administrators.

Award Calculation

The Summer Transition Grant award calculation is described in *Minnesota Statute* Chapter 136A.121, Subd. 9b, as for the Minnesota State Grant program. For students with an assigned family responsibility greater than zero, the Summer Transition Grant award calculation is identical to the Minnesota State Grant award calculation with one exception: the Federal Pell Grant is not subtracted in the award calculation unless the student is actually awarded a Pell Grant for that term. Students in transition programs offered by two-year public institutions are typically admitted to a college degree or certificate program prior to enrolling in the summer program and therefore have Pell Grants subtracted in the Summer Transition Grant formula.

For students with an assigned family responsibility of zero, the Summer Transition Grant award calculation differs from the Minnesota State Grant award calculation. While the award calculation budget is identical, a \$1,200 summer work expectation takes the place of the assigned family responsibility. Further, the Federal Pell Grant is not subtracted, even if the student is awarded a Pell Grant for that term. Thus, the Summer Transition Grant award formula generates a much higher award than the State Grant award formula. Table 1 shows the Summer Transition Grant award calculation for a student with a \$0 assigned family responsibility taking nine credits and receiving a Pell Grant during the summer transition program at Minnesota State University, Mankato.

TABLE 1 SUMMER TRANSITION GRANT CALCULATION

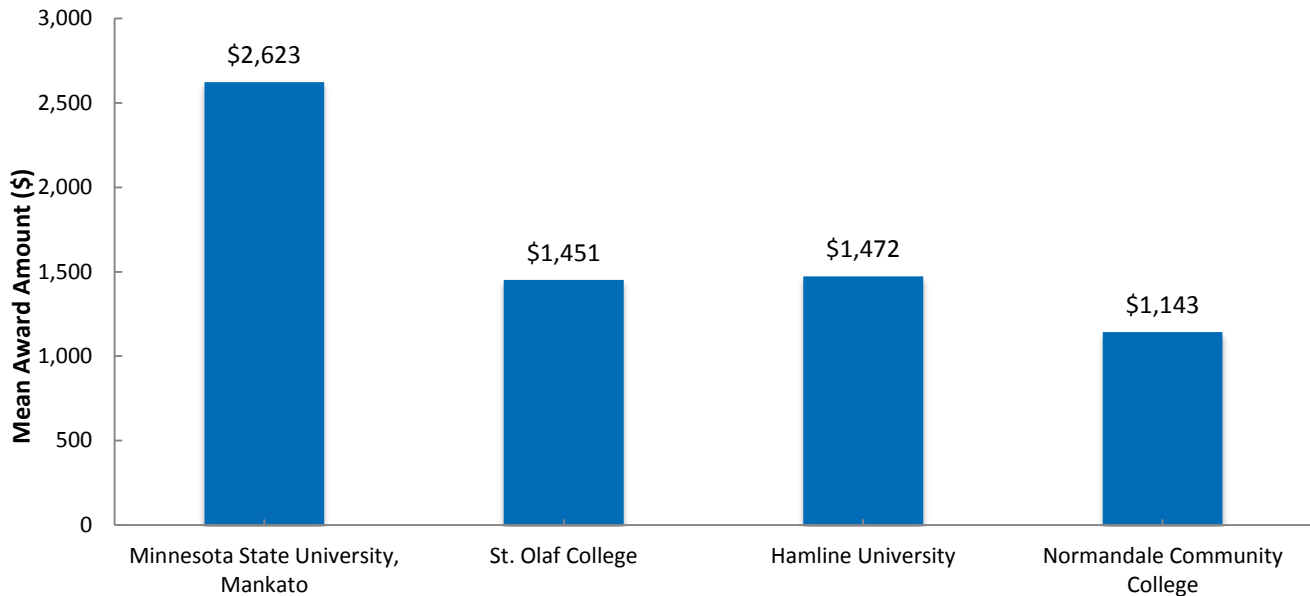
Student with \$0 Assigned Family Responsibility Taking Nine Credits at CLC	
Tuition & Fees	\$2,260
Living & Miscellaneous Expense Allowance	+ \$2,198
Award Calculation Budget	= \$3,940
Summer Work Expectation	- \$1,200
Summer Transition Grant	= \$2,740

Summer Transition Grant Participants 2013

During the summer of 2013, 74 students received Summer Transition Grants totaling \$166,930. The four participating summer transition programs served the intended student populations. Participants included a high percent of students of color, low-income students and first-generation college students. Most students were from families with incomes low enough to have a zero assigned family responsibility and thereby qualify for the maximum Summer Transition Grant.

Figure 1 shows the average Summer Transition Grant amount at each participating campus, ranging from \$1,143 at Normandale Community College to \$2,623 at Minnesota State University, Mankato (MSU). The variation in grant amount is due to the credit load available for participants. MSU offered nine credits during the summer program, compared to six credits at Normandale and four at St. Olaf and Hamline. The overall average award was \$2,256. Participants who were not awarded a grant either withdrew from the program prior to disbursement of the award, did not meet program eligibility requirements, did not demonstrate financial need for an award or failed to complete required applications and documentation required for the program.

FIGURE 1 SUMMER TRANSITION GRANT AVERAGE AWARD AMOUNTS, SUMMER 2013

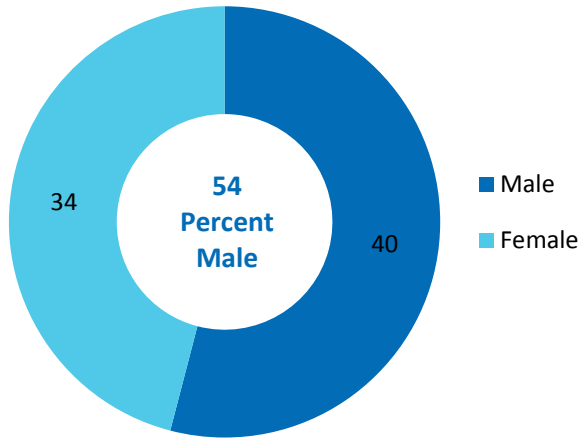


Source: Minnesota Office of Higher Education

Student Demographic Information

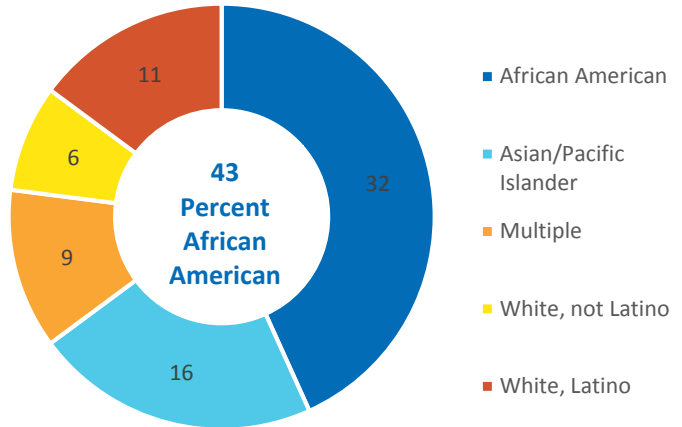
Of the 74 grant recipients, seven enrolled at Hamline University, 52 at Minnesota State University, Mankato, five at Normandale Community College and 10 at St. Olaf College. The age of the 74 students participating in programs approved for Summer Transition Grant ranged from 17 to 21 years, with a median age of 18. As shown in Figure 2, 40 program participants were male and 34 were female, as reported on the program application.

FIGURE 2 RECIPIENTS BY GENDER



Source: Minnesota Office of Higher Education

FIGURE 3 RECIPIENTS BY RACE/ETHNICITY



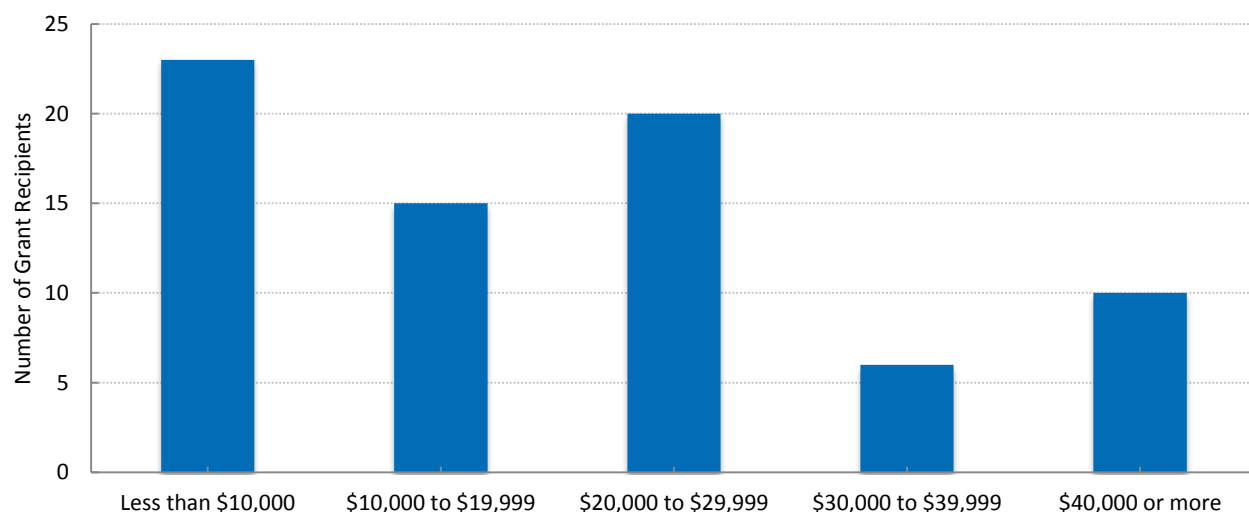
Source: Minnesota Office of Higher Education

Of the 74 grant recipients in all programs, 32 students indicated they were African American, 17 students indicated they were white (including 11 Latino) and 16 students indicated they were Asian/Pacific Islander. The remaining nine students indicated multi-racial backgrounds (see Figure 3).

Adjusted Gross Income and Household Size

Adjusted gross incomes for grant recipients, as reported on the Free Application for Federal Student Aid (FAFSA), ranged from \$0 to \$61,738 (for a family of seven). The median adjusted gross income was \$19,022 (Figure 4). Recipient family size, as reported on the FAFSA, ranged from one to nine family members, with a median household size of four. Though most students were classified as dependent students for financial aid purposes, some were able to apply for financial aid as independent students with a household size of one because they were wards of the court, orphans or had been in foster care at some point after they reached age 13.

FIGURE 4 RECIPIENTS BY FAMILY ADJUSTED GROSS INCOME



Source: Minnesota Office of Higher Education

High School of Origin

Summer transition programs recruited students from a wide array of regional high schools, as shown in Table 2 on the following page.

High School Grade Point Average

The mean high school grade point average for grant recipients was 2.58. Individual high school grade point averages ranged from 1.91 to 3.66.

TABLE 2 SUMMER TRANSITION GRANT PARTICIPANT HIGH SCHOOLS

Hamline University	Normandale Community College	Minnesota State University, Mankato	St. Olaf College
<p>Cannon Falls Cannon Falls High School</p> <p>Medford Medford High School</p> <p>Minneapolis Cristo Rey Jesuit High School Patrick Henry High School</p> <p>St. Paul John A. Johnson High School</p> <p>Richfield Richfield Senior High School</p> <p>Roseville Roseville Area High School</p>	<p>Hopkins Mainstreet School of Performing Arts</p> <p>Minneapolis Southwest High School</p> <p>Richfield Richfield Senior High School</p> <p>Shakopee Shakopee Senior High School</p>	<p>Apple Valley Eastview High School</p> <p>Brooklyn Center Brooklyn Center High School</p> <p>Brooklyn Park Park Center High School</p> <p>Champlin Champlin Park High School</p> <p>Coon Rapids Coon Rapids High School</p> <p>Cottage Grove Park High School</p> <p>Edina Edina High School</p> <p>Farmington Farmington Senior High School</p> <p>Hopkins Hopkins High School</p> <p>Lakeville Lakeville North High School</p> <p>Le Sueur Le Sueur – Henderson High School</p> <p>Mankato Mankato East High School Mankato West High School</p> <p>Minneapolis Fair School Patrick Henry High School Roosevelt High School Southwest High School Washburn Senior High School</p> <p>North St. Paul North High School</p> <p>Northfield Northfield High School</p> <p>Oakdale Tartan Senior High School</p> <p>Osseo Osseo High School</p> <p>Sherburn Martin County West High School</p> <p>St. Paul Central High School Como Park Senior High School Harding High School Highland Park Senior High School Humboldt Senior High School</p> <p>Robbinsdale Armstrong High School</p> <p>St. Cloud Technical High School</p> <p>Waseca Waseca High School</p> <p>Wayzata Wayzata High School</p>	<p>St. Paul Central High School Humboldt Senior High School</p>

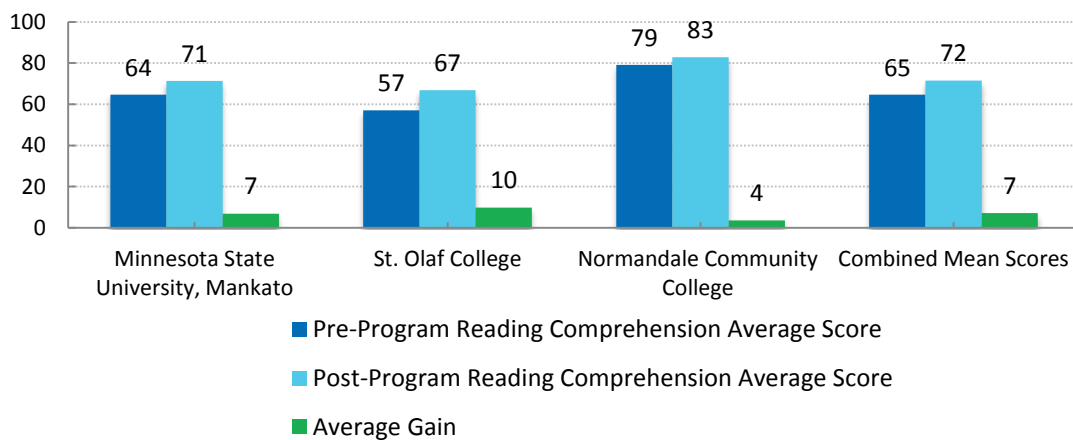
Pre- and Post-Program Metrics

The program statute provides a list of data elements that should be used during the evaluation process. Many of these elements focus on pre- and post-program measures of student performance including college readiness test scores and course grades. These metrics are detailed below.

College Readiness Test Scores

The program statute requires campuses to administer a college-readiness test prior to the start of the summer transition program to identify and address the areas showing a need for remediation. The same test must be administered upon completion of the program to measure program effectiveness. During the summer of 2013, Minnesota State University, Mankato, Normandale Community College and St. Olaf College used the ACCUPLACER test. Scores on the reading comprehension test range from 20 to 120. Among the four programs, the combined mean score increased from 65 to 72 during the summer.

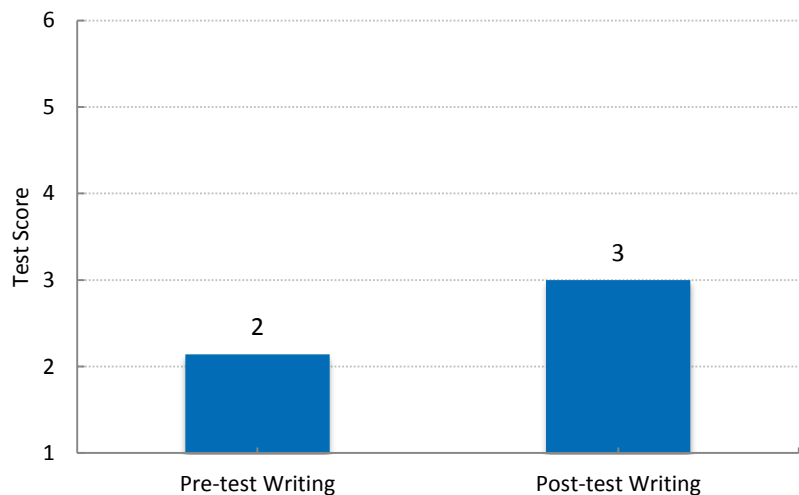
FIGURE 5 MEAN ACCUPLACER READING COMPREHENSION SCORES



Source: Minnesota Office of Higher Education

Hamline University developed a writing assessment to measure written English competency crucial to its undergraduate curriculum. Figure 6 shows the mean writing score increased from two to three on a scale of one to six.

FIGURE 6 HAMLIN UNIVERSITY MEAN WRITING DIAGNOSTIC SCORES



Source: Minnesota Office of Higher Education

Fall Term 2013: Enrollment, Credit Loads and Grade Point Averages

The Office evaluated long-term program outcomes, as required by the statute. Measurements included fall term 2013 enrollment, number and type of credits enrolled and fall term grade point averages. To provide context, the Office gathered comparison group data. Fall term 2013 comparison group data was not available from the Minnesota State Colleges and Universities (MnSCU) Central Office at the time of this report, therefore, the Office used fall term 2012 students.

For each of the participating colleges, comparison group students had the following characteristics:

- Graduated from high school prior to the Summer Bridge Program:
 - 2013 for summer 2013 recipient comparison group (2012 for MnSCU group)
 - 2012 for summer 2012 recipient comparison group (2011 for MnSCU group)
 - 2011 for summer 2011 recipient comparison group (2010 for MnSCU group)
- Enrolled at the participating college during fall term immediately following high school
- Enrolled in one or more developmental credits during the first fall term of enrollment (as a proxy for below college-ready level ACCUPLACER scores)
- Qualified for a Federal Pell Grant based on the student’s Expected Family Contribution for the first fall term of enrollment

Comparison group data is presented where appropriate in the sections below. Because some of the participating colleges had such a small number of grant recipients and/or could not obtain an adequate number of students for a comparison group, data was consolidated, weighted and reported for all groups as a whole.

TABLE 3 RECIPIENTS AND COMPARISON GROUP BY CAMPUS

Institution	STG Recipients	Comparison Group
SUMMER 2013		
Hamline University	7	26
Minnesota State University, Mankato	52	165
Normandale Community College	5	440
St. Olaf College	10	13
SUMMER 2012		
Central Lakes College	3	38
Hamline University	12	11
St. Olaf College	10	10
SUMMER 2011		
The Art Institutes International MN	2	Did not report
Central Lakes College	12	33
Dunwoody College of Technology	24	Did not report
Hamline University	6	<10
North Hennepin Community College	1	132

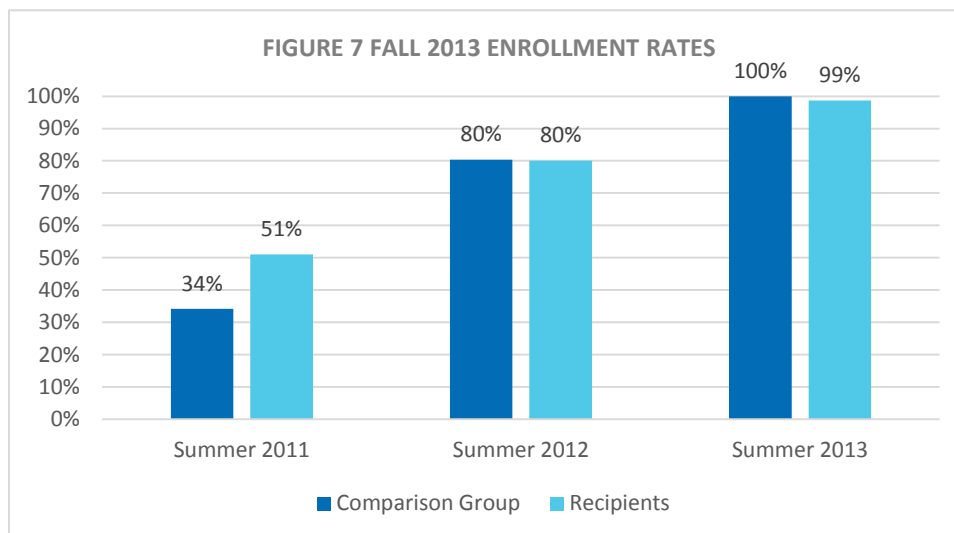
Fall Enrollment in College

Seventy-three of the 74 Summer Transition Grant 2013 recipients enrolled at a Minnesota college during the fall term of the 2013-2014 academic year. At the end of fall term 2013, five of 73 recipients who enrolled in college (seven percent) had withdrawn. This low number may be a positive indicator of the program's effect on traditionally poor retention among this group; research shows first-generation students are 8.5 times more likely to withdraw from college than students with college-educated parents.¹ The Office will continue to track participants' retention rates throughout their college career.

Of the summer 2012 recipient cohort, 80 percent of recipients who enrolled for the fall term 2012 were still enrolled in college during fall term 2013. This rate was the same for the comparison group.

Of the summer 2011 recipient cohort, 51 percent were still enrolled in college during fall term 2013, above the comparison group rate of 34 percent. It is important to note that many students who started college in the fall term of 2011 have graduated from two-year programs, and thus did not enroll for fall term 2013.

A comparison of enrollment rates of the summer cohorts is shown in Figure 7.



¹ Ishitani, T. T. (2006). Studying attrition and degree completion behavior among first-generation college students in the United States. *Journal of Higher Education*, 77(5), 861-885.

Fall Term Credit Loads

As shown in Figure 8, summer 2013 recipients had a mean credit load of 14.3 credits. The comparison group was the same. The mean credit load for summer 2012 recipients enrolled in fall term 2013 was 15.0 credits, which was slightly higher than the comparison group's mean credit load of 14.9 credits. The mean credit load for summer 2011 recipients enrolled in fall term 2013 was 11.9 credits, lower than the comparison group's mean credit load of 12.7 credits.

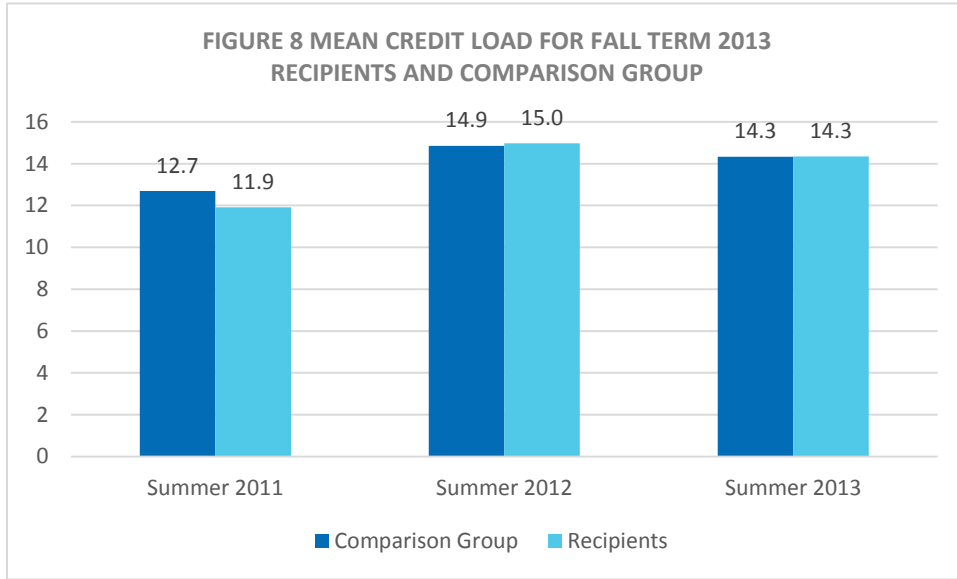
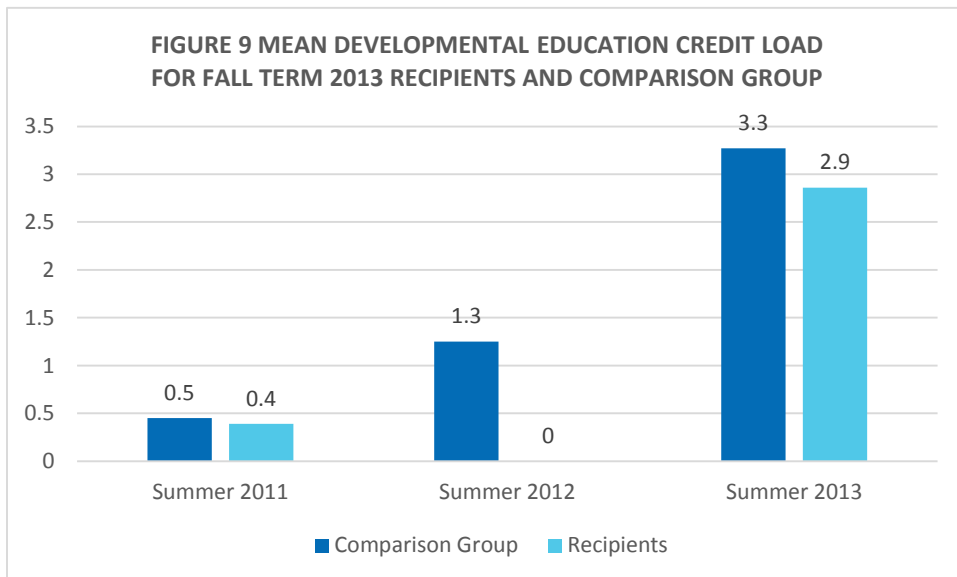
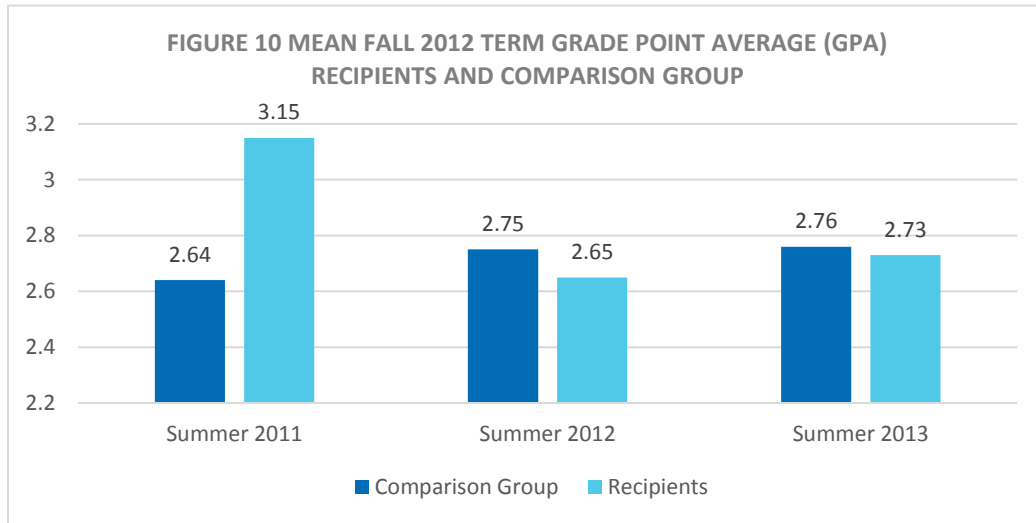


Figure 9 displays the mean developmental education credit load for Summer Transition Grant recipients and comparison groups for fall term 2013. As expected, summer 2013 grant recipients, enrolled in 2.9 credits of developmental education on average, significantly below the comparison group's mean load of 3.3 developmental education credits. This advantage continued into the second year of college. Summer 2012 grant recipients enrolled in zero credits of developmental education, compared to 1.3 credits by their peers in the comparison group. Summer 2011 recipients also enrolled in fewer developmental course credits than students in the comparison group.



Fall Term College Grade Point Averages

Figure 10 shows fall term 2013 mean grade point averages (GPAs) for summer program participants compared to students in the comparison groups. The mean GPA for summer 2013 grant recipients was 2.73, similar to the mean GPA for students in the comparison group (2.76). Summer 2012 recipients in their second year of college during fall 2013 had a mean GPA of 2.65, slightly lower than the mean GPA (2.75) for comparison group students. Summer 2011 recipients had a much higher mean GPA (3.15) than the comparison group (2.64), though many of the students originally in this cohort have transferred institutions or graduated, so few students' GPAs were reported by program hosts.



Institutional Program Goals and Objectives

Hamline University

Hamline University selected long-term goals for its summer bridge program, so incremental or final results will not be known until fall term of the 2014-2015 academic year. Eighty-six percent of summer 2013 participants showed improvement between the pre- and post-test on college readiness writing assessment. All seven participants successfully completed the summer course. These participants subsequently enrolled for fall term 2013 and all completed the term.

TABLE 4 HAMLINE UNIVERSITY SUMMER TRANSITION PROGRAM GOALS

Goals	Outcomes
<p>Persistence: First-to-second year persistence rate has historically been 50% for students in this targeted population. The summer program hopes to increase this rate to 70% for its first cohort and further to 80% by the third year of the program.</p>	<p>All 7 summer 2013 grant recipients enrolled for Fall 2013 term. Data on first-to-second year persistence is not yet available.</p> <p>All 12 summer 2012 grant recipients enrolled for Fall 2012 term. Nine of these students completed credits in Fall 2013. This 75% rate is above the baseline goal of a 70% first-to-second rate persistence rate.</p> <p>Of the 7 summer 2011 grant recipients, 5 students completed credits in the Fall 2012 term (71%). This is slightly higher than the goal.</p>
<p>Graduation: Over 10 years, move the 6-year graduation rate from 65-69% to 70-75%. The 6-year graduation rate for summer program participants will be on par with the broader population.</p>	<p>Not yet available.</p>
<p>Textual and Quantitative Skills: 100% of summer program participants will pass their first-year writing course without having to retake the course and 80% of those who take a math or science course in their first year will successfully complete that course.</p>	<p>13 of 17 2013 grant recipients passed the first-year writing course. 10 of 12 2012 participants passed. This goal has not yet been met. 93% of all grant recipients attending the summer bridge program at Hamline have passed first-year writing without repeat.</p> <p>8 of the 2013 grant recipients attempted a math or science course in their first year; 6 received credits. Of 2012 recipients, 3 students (of the 5 who attempted) completed math or science courses.</p>

Minnesota State University, Mankato

Minnesota State University, Mankato included goals for the summer program and the following fall term. All grant recipients completed the FAFSA for the 2013-2014 school year and 92 percent of students enrolled in college during fall term 2013. The program succeeded in helping students receive remedial education credits; 100 percent of grant recipients passed at least one class during the summer program. The program did not meet goals related to the ACCUPLACER test and college readiness indicators. Just four percent of grant recipients met the benchmarks for math college readiness and 35 percent of students were college ready for English at the end of the summer program. Approximately half of the grant recipients improved their ACCUPLACER scores by at least five percent between pre-test and post-test.

TABLE 5 MINNESOTA STATE UNIVERSITY, MANKATO SUMMER TRANSITION PROGRAM GOALS

Goals	Outcomes
50% of students will test college ready for math and English on the ACCUPLACER test at the end of the summer bridge program	35% of participants were college ready for English, according to the ACCUPLACER reading post-test. MSU uses benchmarks in Elementary Algebra and College Math ACCUPLACER post-tests to determine college readiness in math. Just 4% of students tested as college ready for math on both tests; 29% of participants tested as college ready in Elementary Algebra.
90% of students will be invited to attend MSU in the fall of 2013	92% of grant recipients were invited to attend MSU in the fall. 96% of those invited did attend MSU students, two students enrolled in other institutions.
100% of eligible students will complete the 2013-2014 FAFSA	All grant recipients completed the 2013-2014 FAFSA.
90% of participants will receive passing grades during the summer 2013 program	79% of participants received credits for all of the courses in which they enrolled; 100% participants passed at least one class.
95% of the participants will improve their ACCUPLACER scores by at least 5% from the pre-test to the post-test	52% of participants improved their score by at least 5% on the reading comprehension test; 48% participants improved their score by at least 5% on the college level math test

Normandale Community College

Normandale Community College had a small number of participants, and therefore results should be interpreted with caution. The program met its goal of 85 percent of students enrolling in a postsecondary institution in the fall of 2013. Eighty percent of students completed the first semester. Normandale did not meet its goal of 90 percent of students passing the Interpersonal Communication class with a C- or better. One hundred percent of participants passed the “Fundamentals of Writing” class. Forty percent of participants increased their reading scores on the ACCUPLACER test, compared to the goal of 50 percent.

TABLE 6 NORMANDALE COMMUNITY COLLEGE SUMMER TRANSITION PROGRAM GOALS

Goals	Outcomes
To assist participants in successfully completing a college course: 90% of participants will pass Interpersonal Communication with a C- or better	Only 50% of grant recipients who took Interpersonal Communication passed this course.
To increase participants’ reading skills: 50% of participants will increase their scores from pre-test to post-test on the ACCUPLACER reading component	Only 40% of grant recipients met this goal.
To increase participants’ writing skills: 50% of participants will increase their scores from pre-test to post-test on the ACCUPLACER Sentence Skills component	100% of grant recipients met this goal.

To increase enrollment in college: 85% of participants will enroll in a postsecondary institution for Fall 2013	100% of participants met this goal; 80% of participants completed the Fall semester
To increase persistence in college: 70% of participants who enrolled in a postsecondary education for Fall 2013 will enroll in Fall 2014	To be determined.

St. Olaf College

St. Olaf College included both short term and long term goals for its summer bridge program. The program exceeded its two short term goals. All participants passed the summer bridge course with a C- or better. In addition, all participants enrolled for fall term. Outcomes for the program's longer term goal of first-to-second year persistence will not be known until fall term 2014.

Table 7 St. Olaf College Summer Transition Program Goals

Goals	Outcomes
90% of students will pass the course with a C- or better.	100% of participants passed the course with a C- or better.
90% of students who participated in the Bridge Component will enroll the fall term immediately following their bridge summer.	100% of participants enrolled for fall term (though missing data for 3 students)
75% of those students who participated in the Bridge Component and initially enrolled the following fall term will re-enroll the following fall term for their second year.	80% of 2012 participants enrolled in the fall 2013 term.
50% of students who participated in the Bridge Component will increase their ACCUPLACER scores in Writing from pre- to post-test.	60% of participants increased their ACCUPLACER scores in Writing from pre- to post-test.
50% of students who participated in the Bridge Component will increase their ACCUPLACER scores in Reading from pre- to post-test.	80% of participants increased their ACCUPLACER scores in Reading from pre- to post-test.

Conclusions

Results for the fourth year of the Summer Transition Grant program are mixed.

Population Served

The four participating summer transition programs served the student populations intended. Eighty-five percent of recipients were students of color or Latino. Most recipients had incomes below the guidelines for their high school Free or Reduced Price Lunch program and tested below college-ready levels on college readiness tests.

Financial Aid Administration

The Office disbursed funds to campuses for recipients in a prompt manner. A web-based system developed by the Office was available in early May for schools to enter student application data and calculate awards for the summer term. Once student awards were calculated online, funds were disbursed by the Office.

Campus program administrators indicated that it is difficult to predict a student's financial eligibility for the grant prior to admitting students to the program. While a family may qualify for the Free or Reduced Price Lunch program in high school based on the parents' adjusted gross income and family size, there are other factors used in the federal need analysis formula for college financial aid that may result in an Expected Family Contribution (EFC) that does not qualify for a significant grant, such as a dependent student's own income and savings or parental untaxed income and assets. The fact that students are enrolled part-time in summer programs further reduces grant eligibility due to the award calculation. This problem will be eliminated next year through the competitive block grant model.

Academic Improvement

There was difficulty in obtaining valid pre-test and post-test scores for participants this year. Programs did not all use the same test, making comparisons across programs difficult. Campus program administrators also continue to caution that students are not enthusiastic about having to retake the college readiness test upon completion of the program and do not approach the post-test with their best effort.

Summer program or fall term course grades may be a better indicator of academic achievement. Ninety-seven percent of graded summer program courses were successfully completed (grade of C or above), with letter grades of A and B accounting for 91 percent of course grades.

The mean GPAs after fall 2013 term for both 2012 and 2013 summer grant recipients were similar to the comparison group. Summer 2011 recipients had a much higher mean GPA (3.15) than the comparison group (2.64), though many of the students originally in the cohort have transferred institutions or graduates. Given the limited data for 2011 recipients, conclusions regarding the effect of the program cannot be drawn.

Seventy-three of 74 summer 2013 recipients enrolled in college during fall term 2013. Of the summer 2012 recipient cohort, 80 percent of recipients who enrolled for the fall term 2012 were still enrolled in college during fall term 2013. Of the summer 2011 recipient cohort, 51 percent were still enrolled in college during fall term 2013. In addition, many of the summer 2011 recipients attended two-year programs and graduated before fall term 2013.

Summer 2013 recipients had a mean credit load of 14.3 credits. The mean credit load for summer 2012 recipients enrolled in fall term 2013 was 15.0 credits. The mean credit load for summer 2011 recipients enrolled in fall term 2013 was 11.9 credits.

As expected, summer 2013 grant recipients enrolled in 2.86 credits of developmental education, significantly below the comparison group's mean load of 3.27 developmental education credits. They enrolled in developmental coursework during the summer, and therefore started college more prepared for the academic rigor. This advantage continued into the second year of college. Summer 2012 grant recipients enrolled in zero credits of developmental education.

While it is too early to determine the long-term effects of summer transition program participation on academic achievement and persistence, fall term 2013 results for the summer 2013, 2012 and 2011 cohorts show small gains over the comparison groups in indicators such as developmental credit load and year-to-year retention, especially in the third year of college. There are also data points with negative effects for the grant recipients. However, given the small size of all cohorts, evaluation results are tenuous. The Office and participating campuses will continue to collect enrollment and grade point average data on program recipients and comparison groups for three academic years following participation.

Remaining Challenges

1. Program Participation

The number of summer transition grant recipients (74) remains low, which negatively affects the Office's ability to conduct meaningful program evaluations. Comparison groups reported are much larger than the recipient pools, making comparisons difficult and conclusions impossible.

Several bridge program administrators inquired about the program but did not participate. One of the main reasons they cited was the lack of personnel and resources to offer a summer bridge program. Participating campuses are unable to recoup their full program costs through tuition nor student grants. At the time of program planning, campuses cannot predict how many students will enroll in the summer program, nor who will qualify for grants. All participating programs consisted of part-time credit loads, making revenues from student grants even less sufficient to fully fund programs. Some summer programs do not offer college credit, which is problematic, as the Summer Transition Grant award calculation formula is based on the number of credits for which the student is enrolled. Thus, the funding structure for the program does not encourage campuses to offer a program unless they can secure additional funding sources. In addition, the current funding structure adds administrative burdens associated with ushering students through the financial aid process, screening students for program eligibility requirements, disbursing financial aid and calculating refunds for students who withdraw. The Office will address these challenges and limitations in the summer of 2014.

Lastly, some of the summer transition programs currently offered by colleges did not meet the requirements in statute for this program. Summer bridge programs are sometimes designed to socially acclimate first-generation college students to the college environment and do not offer intensive math and English components. Many four-year colleges only admit students who are ready for college-level work and do not offer developmental courses.

2. Program Evaluation Mandates

The number of summer transition grant program participants (74) remains extremely low. In any given year, individual program participant counts ranged from one participant to 52 participants. While the Office and program staff has complied with legislative mandates to provide basic data on participation and outcomes, the data is not of sufficient sample size to form broad-based recommendations or conclusions to inform policy about high school to college bridge programming. Small programs, such as these, are better suited for qualitative evaluation techniques allowing for a deeper understanding of program participants' experiences, motivation, opinions or concerns and can be completed by on-site program staff. The Office recommends the evaluation requirements be reconsidered given the small size

of participating programs. If the summer transition grant program expands to the size needed to allow for meaningful program evaluation using quantitative techniques, then such evaluation should be performed.

3. Continued Support during the First Year of College

The first year of college marks the period of greatest vulnerability for student attrition. Twenty-eight percent of first-year students in four-year colleges do not return for their sophomore year. Forty-four percent of those enrolled in two-year colleges do not return for their second year.² Research indicates that strategies focused on the first-year experience may be effective in increasing student retention rates.³ Such strategies can include approaches for improving academic and study skills (e.g. time management, reading a textbook, test-taking strategies, techniques for writing papers) but may also address non-academic areas (e.g. decision-making, relationship and diversity issues, health and stress, financial literacy skills). Analysis of information about grades, retention and credit loads for the first four years of the program indicates a need for continued programming and support services for grant recipients, and all students, during the first full year of enrollment. While institutions should continue to emphasize student support services, they must be aware that the students most in need of accessing support services may not have the college know-how to do so.⁴ Future summer transition grant program proposals should be reviewed with this recommendation in mind and priority should be given to programs that employ research-based strategies for first-to-second year retention.

² ACT National Collegiate Retention and Persistence to Degree Rates. (2013). Retrieved from the web June 11, 2014. http://www.act.org/research/policymakers/pdf/retain_2013.pdf

³ Tinto, V. (2012). *Completing college: Rethinking institutional action*. University of Chicago Press.

⁴ Karp, M. M., O'Gara, L., & Hughes, K. L. (2008). Do Support Services at Community Colleges Encourage Success or Reproduce Disadvantage? An Exploratory Study of Students in Two Community Colleges. CCRC Working Paper No. 10. *Community College Research Center, Columbia University*.

Appendix A: Minnesota Statutes 2010

M.S. 135A.61 High School-to-College Developmental Transition Programs

Subdivision 1. **High school-to-college developmental transition programs.** All public higher education systems and other higher education institutions in Minnesota are encouraged to offer research-based high school-to-college developmental transition programs to prepare students for college-level academic coursework. A program under this section must, at a minimum, include instruction to develop the skills and abilities necessary to be ready for college-level coursework when the student enrolls in a degree, diploma, or certificate program and must address the academic skills identified as needing improvement by a college readiness assessment completed by the student. A program offered under this section must not constitute more than the equivalent of one semester of full-time study occurring in the summer following high school graduation. The courses completed in a program under this section must be identified on the student's transcript with a unique identifier to distinguish it from other developmental education courses or programs.

Subd. 2. High school-to-college developmental transition programs evaluation report.

(a) Institutions that offer a high school-to-college developmental transition program and enroll students that receive a grant under section 136A.121, subdivision 9b, must annually submit data and information about the services provided and program outcomes to the director of the Office of Higher Education.

(b) The director must establish and convene a data working group to develop: (1) the data methodology to be used in evaluating the effectiveness of the programs implemented to improve the academic performance of participants, including the identification of appropriate comparison groups; and (2) a timeline for institutions to submit data and information to the director. The data working group must develop procedures that ensure consistency in the data collected by each institution. Data group members must have expertise in data collection processes and the delivery of academic programs to students and represent the types of institutions that offer a program under this section. The data group must assist the director in analyzing and synthesizing institutional data and information to be included in the evaluation report submitted to the legislature under subdivision 3.

(c) Participating institutions must specify both program and student outcome goals and the activities implemented to achieve the goals. The goals must be clearly stated and measurable and data collected must enable the director to verify the program has met the outcome goals established for the program.

(d) The data and information submitted must include, at a minimum, the following:

- (1) demographic information about program participants;
- (2) names of the high schools from which the students graduated;
- (3) the college readiness test used to determine the student was not ready for college-level academic coursework;
- (4) the academic content areas assessed and the scores received by the students on the college readiness test;
- (5) a description of the services, including any supplemental noncredit academic support services, provided to students;
- (6) data on the registration load, courses completed and grades received by students;
- (7) the retention of students from the term they participated in the program to the fall term immediately following graduation from high school;
- (8) information about the student's enrollment in subsequent terms; and

(9) other information specified by the director or the data group that facilitates the evaluation process.

Subd. 3. **Report to legislature.** By March 15 of each year, beginning in 2011, the director shall submit a report to the committees of the legislature with jurisdiction over higher education finance and policy that evaluates the effectiveness of programs in improving the academic performance of students who participated in the transition programs.

M.S. 136A.121 Subd. 9b Onetime grant for high school-to-college developmental transition program

(a) A student who enrolls in a program under section 135A.61 is eligible for a onetime grant to help pay expenses to attend the program. The amount of the grant must be determined according to subdivision 5, except as modified by paragraph (b). The requirement in subdivision 9a that subtracts a federal Pell Grant award for which a student would be eligible, even if the student has exhausted the federal Pell Grant award, does not apply to a student who receives a grant under this subdivision in the award year in which the grant is received. The maximum grant under this subdivision must be reduced by the average amount a student would earn working in an on-campus work-study position for ten hours per week during a summer term. The office must determine an amount for student earnings in a summer term, using available data about earnings, before determining the amount awarded under this subdivision.

(b) For a student with an expected family contribution of zero, the maximum amount of the grant is the cost of attendance under subdivision 6.

(c) A grant under this subdivision counts as one of the nine semesters of eligibility under subdivision 9. A grant under this subdivision must not be awarded for the same term for which another grant is awarded under this section.

EFFECTIVE DATE. M.S. 136A.121 Subd. 9b became effective for students who graduate from high school after December 31, 2009.

Appendix B: Minnesota Statutes 2013

M.S. 135a.61 High School-To-College Developmental Transition Program Grants.

Subdivision 1. High school-to-college developmental transition program grants.

(a) The commissioner of the Minnesota Office of Higher Education shall award competitive matching grants to Minnesota public and private postsecondary institutions offering research-based high school-to-college developmental transition programs to prepare students for college-level academic coursework. A program under this section must, at a minimum, include instruction to develop the skills and abilities necessary to be ready for college-level coursework when the student enrolls in a degree, diploma, or certificate program and must address the academic skills identified as needing improvement by a college readiness assessment completed by the student. Developmental courses offered under this section must not constitute more than the equivalent of one semester of full-time study occurring in the summer following high school graduation. The courses completed in a program under this section must be identified on the student's transcript with a unique identifier to distinguish them from other developmental education courses or programs. Courses attended will not count towards the limit on postsecondary education used for state financial aid programs under sections 136A.121, subdivision 9, and 136A.125, subdivision 2, paragraph (a), clause (4).

Grants must be awarded to programs that provide instruction and services including, but not limited to:

- (1) summer developmental courses in academic areas requiring remediation;
- (2) academic advising, mentoring, and tutoring during the summer program and throughout the student's first year of enrollment;
- (3) interaction with student support services, admissions and financial aid offices; and
- (4) orientation to college life, such as study skills or time management.

(b) Grants shall be awarded to eligible postsecondary institutions as defined in section 136A.103.

(c) Grants shall be awarded for one year and may be renewed for a second year with documentation to the Minnesota Office of Higher Education of successful program outcomes.

Subd. 1a. Eligible students.

(a) Eligible students include students who earned a high school diploma or its equivalent during the academic year immediately preceding the summer program and who meet one or more of the following criteria:

- (1) are counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (title I);
- (2) are eligible for free or reduced-price lunch under the National School Lunch Act;
- (3) receive assistance under the Temporary Assistance for Needy Families Law (title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996); or
- (4) are a member of a group traditionally underrepresented in higher education.

(b) Eligible students include those who met the student eligibility criteria in the student's final year of high school and plan to enroll in college the academic year following high school graduation or its equivalency.

Subd. 1b. Application process.

(a) The commissioner of the Minnesota Office of Higher Education shall develop a grant application process. The commissioner shall attempt to support projects in a manner that ensures that eligible students throughout the state have access to program services.

(b) The grant application must include, at a minimum, the following information:

- (1) a description of the characteristics of the students to be served reflective of the need for services listed in subdivision 1;
- (2) a description of the services to be provided and a timeline for implementation of the activities;
- (3) a description of how the services provided will improve postsecondary readiness and support postsecondary retention;
- (4) a description of how the services will be evaluated to determine whether the program goals were met; and
- (5) other information as identified by the commissioner.

Grant recipients must specify both program and student outcome goals, and performance measures for each goal.

Subd. 1c. Match required.

Applicants are required to match the grant amount dollar-for-dollar. The match may be in cash or an in-kind contribution.

Subd. 1d. Review committee.

The commissioner must establish and convene a grant selection committee to review applications and award grants. The members of the committee may include representatives of postsecondary institutions, school districts, organizations providing college outreach services, and others deemed appropriate by the commissioner.

Subd. 2. High school-to-college developmental transition programs evaluation report.

- (a) Institutions that offer a high school-to-college developmental transition program must annually submit data and information about the services provided and program outcomes to the commissioner of the Minnesota Office of Higher Education.
- (b) The commissioner must establish and convene a data working group to develop: (1) the data methodology to be used in evaluating the effectiveness of the programs implemented to improve the academic performance of participants, including the identification of appropriate comparison groups; and (2) a timeline for institutions to submit data and information to the commissioner. The data working group must develop procedures that ensure consistency in the data collected by each institution. Data group members must have expertise in data collection processes and the delivery of academic programs to students, and represent the types of institutions that offer a program under this section. The data group must assist the commissioner in analyzing and synthesizing institutional data and information to be included in the evaluation report submitted to the legislature under subdivision 3.
- (c) Participating institutions must specify both program and student outcome goals and the activities implemented to achieve the goals. The goals must be clearly stated and measurable, and data collected must enable the commissioner to verify the program has met the outcome goals established for the program.
- (d) The data and information submitted must include, at a minimum, the following:
 - (1) demographic information about program participants;
 - (2) names of the high schools from which the students graduated;
 - (3) the college readiness test used to determine the student was not ready for college-level academic coursework;
 - (4) the academic content areas assessed and the scores received by the students on the college readiness test;
 - (5) a description of the services, including any supplemental noncredit academic support services, provided to students;

- (6) data on the registration load, courses completed, and grades received by students;
- (7) the retention of students from the term they participated in the program to the fall term immediately following graduation from high school;
- (8) information about the student's enrollment in subsequent terms; and
- (9) other information specified by the commissioner or the data group that facilitates the evaluation process.

Subd. 3. Report to legislature.

By March 15 of each year, the commissioner shall submit a report to the committees of the legislature with jurisdiction over higher education finance and policy that evaluates the effectiveness of programs in improving the academic performance of students who participated in the transition programs.

NOTE: The amendments to this section by Laws 2013, chapter 99, article 2, section 4, are effective for programs offered in the summer of 2014 and thereafter. Laws 2013, chapter 99, article 2, section 4, the effective date.

Appendix C: Law

Sec. 4. Minnesota Statutes 2012, section 135A.61, is amended to read:

135A.61 HIGH SCHOOL-TO-COLLEGE DEVELOPMENTAL TRANSITION PROGRAMS PROGRAM GRANTS.

Subdivision 1. High school-to-college developmental transition programs program grants. ~~All public higher education systems and other higher education institutions in Minnesota are encouraged to offer (a) The director of the Minnesota Office of Higher Education shall award competitive matching grants to Minnesota public and private postsecondary institutions offering research-based high school-to-college developmental transition programs to prepare students for college-level academic coursework. A program under this section must, at a minimum, include instruction to develop the skills and abilities necessary to be ready for college-level coursework when the student enrolls in a degree, diploma, or certificate program and must address the academic skills identified as needing improvement by a college readiness assessment completed by the student. A program Developmental courses offered under this section must not constitute more than the equivalent of one semester of full-time study occurring in the summer following high school graduation. The courses completed in a program under this section must be identified on the student's transcript with a unique identifier to distinguish # them from other developmental education courses or programs. Courses attended will not count towards the limit on postsecondary education used for state financial aid programs under sections 136A.121, subdivision 9, and 136A.125, subdivision 2, paragraph (a), clause (4).~~

Grants must be awarded to programs that provide instruction and services including, but not limited to:

(1) summer developmental courses in academic areas requiring remediation;

(2) academic advising, mentoring, and tutoring during the summer program and throughout the student's first year of enrollment;

(3) interaction with student support services, admissions and financial aid offices; and

(4) orientation to college life, such as study skills or time management.

(b) Grants shall be awarded to eligible postsecondary institutions as defined in section 136A.103.

(c) Grants shall be awarded for one year and may be renewed for a second year with documentation to the Minnesota Office of Higher Education of successful program outcomes.

Subd. 1a. Eligible students. (a) Eligible students include students who earned a high school diploma or its equivalent during the academic year immediately preceding the summer program and who meet one or more of the following criteria:

(1) are counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (Title I);

(2) are eligible for free or reduced-price lunch under the National School Lunch Act;

(3) receive assistance under the Temporary Assistance for Needy Families Law (Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996); or

(4) are a member of a group traditionally underrepresented in higher education.

(b) Eligible students include those who met the student eligibility criteria in the student's final year of high school and plan to enroll in college the academic year following high school graduation or its equivalency.

Subd. 1b. Application process. (a) The director of the Minnesota Office of Higher Education shall develop a grant application process. The director shall attempt to support projects in a manner that ensures that eligible students throughout the state have access to program services.

(b) The grant application must include, at a minimum, the following information:

(1) a description of the characteristics of the students to be served reflective of the need for services listed in subdivision 1;

(2) a description of the services to be provided and a timeline for implementation of the activities;

(3) a description of how the services provided will improve postsecondary readiness and support postsecondary retention;

(4) a description of how the services will be evaluated to determine whether the program goals were met; and

(5) other information as identified by the director.

Grant recipients must specify both program and student outcome goals, and performance measures for each goal.

Subd. 1c. Match required. Applicants are required to match the grant amount dollar-for-dollar. The match may be in cash or an in-kind contribution.

Subd. 1d. Review committee. The director must establish and convene a grant selection committee to review applications and award grants. The members of the committee may include representatives of postsecondary institutions, school districts, organizations providing college outreach services, and others deemed appropriate by the director.

Subd. 2. **High school-to-college developmental transition programs evaluation report.** (a) Institutions that offer a high school-to-college developmental transition program ~~and enroll students that receive a grant under section 136A.121, subdivision 9b;~~ must annually submit data and information about the services provided and program outcomes to the director of the Minnesota Office of Higher Education.

(b) The director must establish and convene a data working group to develop: (1) the data methodology to be used in evaluating the effectiveness of the programs implemented to improve the academic performance of participants, including the identification of appropriate comparison groups; and (2) a timeline for institutions to submit data and information to the director. The data working group must develop procedures that ensure consistency in the data collected by each institution. Data group members must have expertise in data collection processes and the delivery of academic programs to students, and represent the types of institutions that offer a program under this section. The data group must assist the director in analyzing and synthesizing institutional data and information to be included in the evaluation report submitted to the legislature under subdivision 3.

(c) Participating institutions must specify both program and student outcome goals and the activities implemented to achieve the goals. The goals must be clearly stated and measurable, and data collected must enable the director to verify the program has met the outcome goals established for the program.

(d) The data and information submitted must include, at a minimum, the following:

- (1) demographic information about program participants;
- (2) names of the high schools from which the students graduated;
- (3) the college readiness test used to determine the student was not ready for college-level academic coursework;
- (4) the academic content areas assessed and the scores received by the students on the college readiness test;
- (5) a description of the services, including any supplemental noncredit academic support services, provided to students;
- (6) data on the registration load, courses completed, and grades received by students;
- (7) the retention of students from the term they participated in the program to the fall term immediately following graduation from high school;
- (8) information about the student's enrollment in subsequent terms; and
- (9) other information specified by the director or the data group that facilitates the evaluation process.

Subd. 3. **Report to legislature.** By March 15 of each year, ~~beginning in 2011,~~ the director shall submit a report to the committees of the legislature with jurisdiction over higher education finance and policy that evaluates the effectiveness of programs in improving the academic performance of students who participated in the transition programs.

EFFECTIVE DATE. The amendments in this section are effective for programs offered in the summer of 2014 and thereafter.

Appendix D: Application

SUMMER 2013 APPLICATION FOR SUMMER TRANSITION GRANT PROGRAM

The Summer Transition Grant program provides financial assistance to eligible high school graduates attending summer transition programs offered by Minnesota colleges and universities during the summer between high school graduation and fall term enrollment in college. Students must be U.S. citizens or eligible non-citizens, Minnesota residents, 2013 high school graduates and attending an eligible summer transition program offered by one of the colleges shown below. The amount of the Summer Transition Grant will vary based on the income and assets of your family and the cost of the summer transition program you selected. To apply for a Summer Transition Grant you must:

1. Complete a Free Application for Federal Student Aid (FAFSA) for both the 2012-2013 and 2013-2014 academic years. The results of the 2012-2013 FAFSA will be used to determine eligibility for the Summer Transition Grant program and the 2013-2014 FAFSA will be used to determine eligibility for financial aid for the first year of college. Be sure to respond quickly to any requests from the financial aid office for further information needed to process your FAFSA applications.
2. Complete this application and return it to the Summer Transition Program administrator at the college offering the summer program (contact information provided on the top of this form). The administrator will then notify you about your eligibility for and the amount of your Summer Transition Grant.

Your Full Name:		Date of Birth: / / MM/DD/YYYY	
Social Security Number:		Phone Number: ()	
Permanent Address:			
Email Address:			
Gender: Male <input type="radio"/> Female: <input type="radio"/>		Race/Ethnicity: Are you Hispanic or Latino? (a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture, regardless of race)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
High School Name, City and State		Check all that apply: <input type="checkbox"/> Black/African American <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander	
High School Graduation Date: / / Month/Year		College you Plan to Attend Fall 2013:	
Summer Program you Will Attend: (check one) <input type="checkbox"/> Hamline University <input type="checkbox"/> MN State University, Mankato <input type="checkbox"/> Normandale Community College <input type="checkbox"/> St. Olaf College		City/State in Which College Located:	

Student Consent for Access to Educational Records

In order to evaluate the effectiveness of the Summer Transition Grant program, the Office of Higher Education will need to obtain information from the college offering the summer transition program, as well as the college(s) you attend after completing the program, regarding your high school GPA, college readiness test scores, courses taken, course grades and financial aid received. Because student educational records are considered private data under the Family Education Rights and Privacy Act (FERPA), the college(s) you attend will need your permission to release this data to the Office of Higher Education. The Office will use this data for the sole purpose of evaluating the Summer Transition Grant program and will not release the information to outside parties. By signing below, you are giving permission to the colleges you attend to provide your data to the Office of Higher Education for the sole purpose of evaluating the effectiveness of the Summer Transition Grant Program.

Student's Signature

Date Signed

Appendix E: Evaluation Report Requirements

High School to College Developmental Summer Transition Program Evaluation Report Requirements

DATA MATRIX

Item #	Data element	Description in statute	Level of detail	Data source	Time frame
1	Demographics: <i>Age</i> <i>Income</i> <i>Household size</i>	Demographic information about program participants.	Student	FAFSA	Summer
	<i>Gender</i> <i>Race</i>		Student	Program Application	Summer
2	High School of Graduation & year	Name of the high school from which the student graduated and year graduated.	Student	Program Application	Summer
3	Readiness test name and description	College readiness test used to determine the student was not ready for college-level academic coursework.	Program	Campus Program Administrator	Summer
4	Readiness test content description	The academic content areas assessed in readiness test.	Program	Campus Program Administrator	Summer
5	Readiness test scores	Pre and post-program scores received by students on the college readiness test.	Student	Campus Program Administrator	Summer
6	Services provided list; description	A description of the services, including any supplemental noncredit academic support services, provided to students.	Program	Campus Program Administrator	Summer
6	Credits attempted Credits completed	Data on the registration load, courses completed.	Student	Campus Program Administrator	Summer
7	Course grades	Course grades received by students.	Student	Campus Program Administrator	Summer
8	Institution of Fall Enrollment, current year	The retention of students from the term they participated in the program to the fall term immediately following graduation from high school.	Student	College OHE State Grant database OHE Enrollment database	Fall
8	Institution of Fall Enrollment, future years	Information about the student's enrollment in subsequent terms,	Student	OHE State Grant database OHE Enrollment database	Fall
9	HS GPA	Other information specified by the director or the data working group that facilitates the evaluation process.	Student	Campus Program Administrator	Summer