

Educational Outreach: Partnerships and Innovative Practices that Promote Higher Education Access and Success for Underserved Students

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Student Success: Pushing Boundaries, Raising Bars
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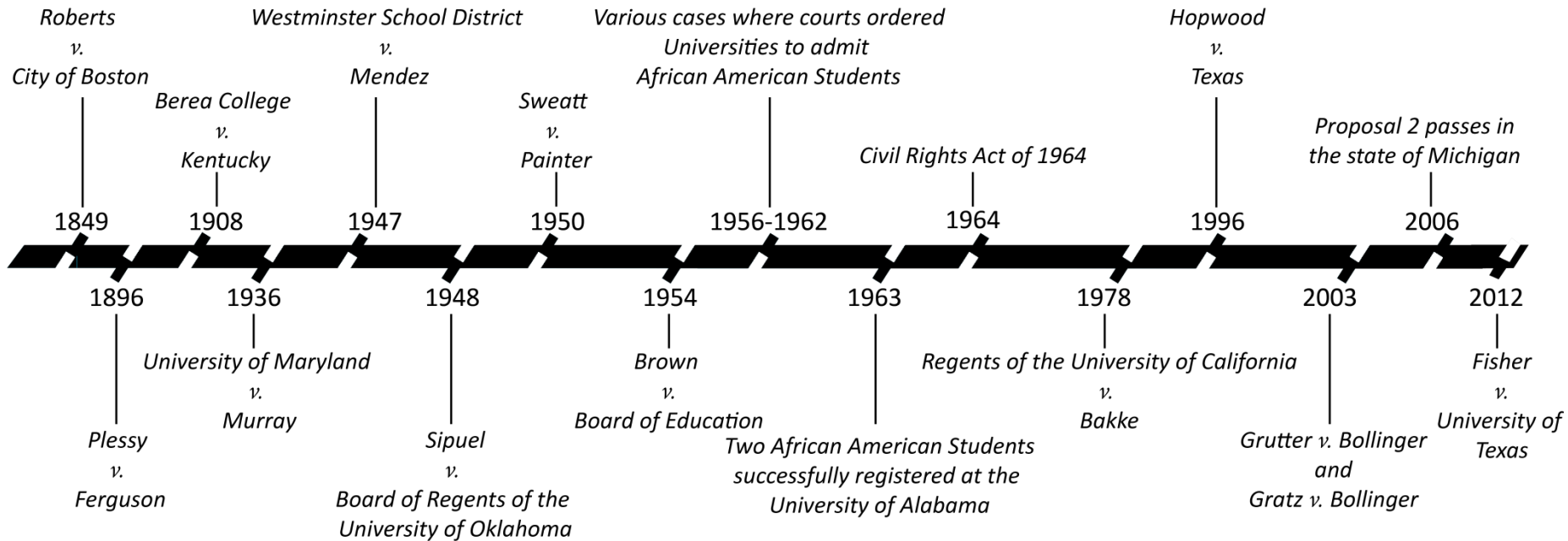


Background: America's College Attainment Challenge

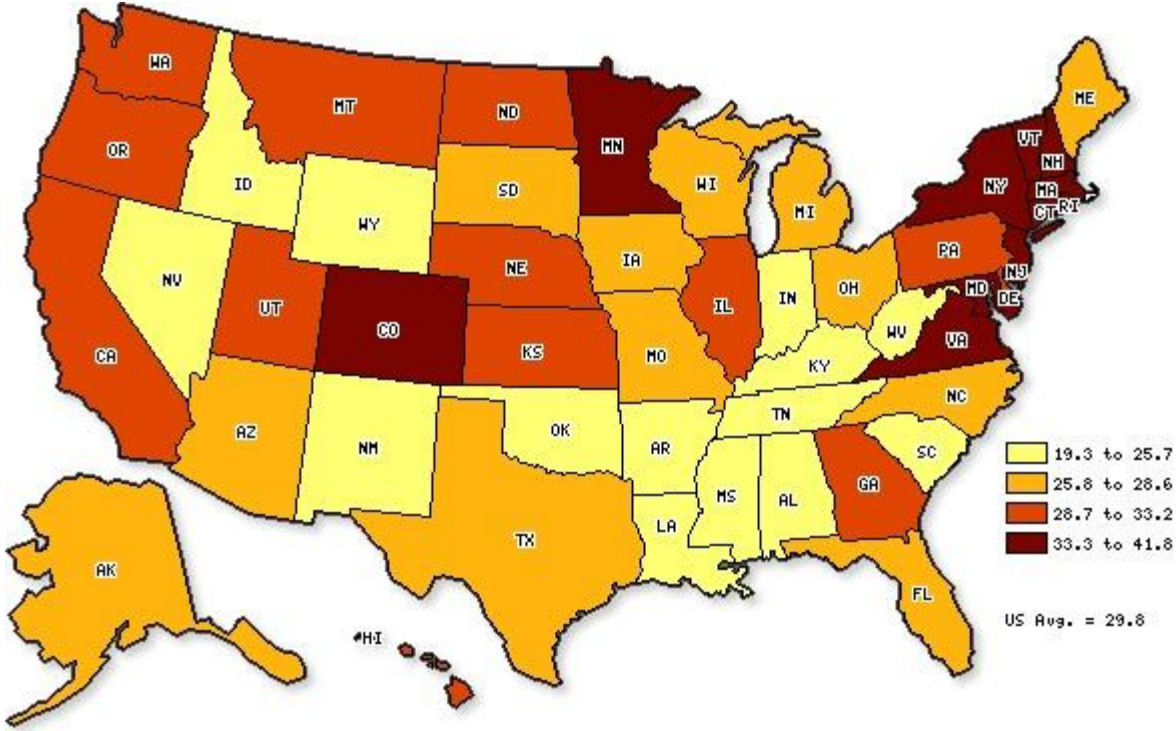
- College Board, Natl. Conference of State Legislators, President Obama, Lumina Foundation's "Big Goal for 2025"*
 - Increase the number of Americans with high-quality college degrees from the current 39% to 60%.
 - To accomplish this goal we must dramatically increase college degree attainment among first-generation, low-income, and students of color whose degree attainment rates are significantly lower than the national average and for whom the attainment gap has been widening.
- A diverse student body on American college campuses is a desirable goal for a wide variety of reasons: educational, social justice, and economic with respect to development of the future labor force
- Achieving that goal is a challenge with a long history.

*Source: Lumina Foundation's Strategic Plan - Goal 2025

Key Milestones for Diversity in Higher Education

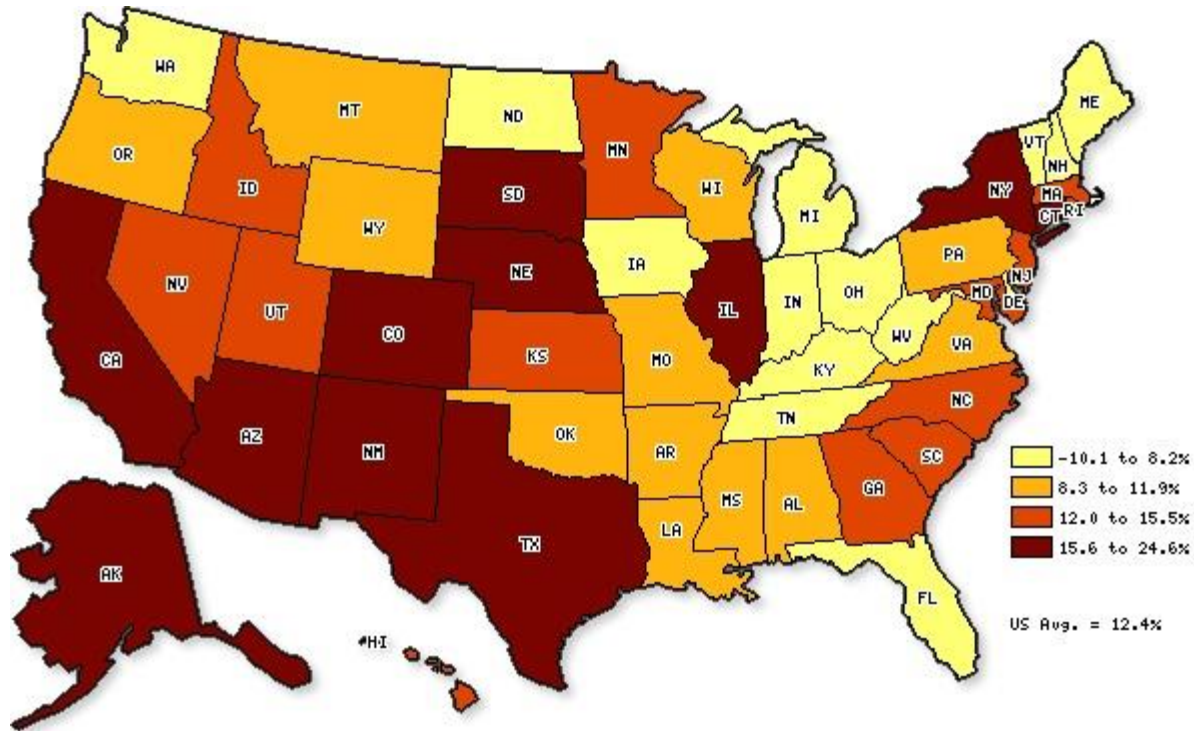


Educational Attainment by Degree-Level and Age-Group (American Community Survey) Percent of Adults 25 to 64 with a Bachelors Degree or Higher - 2009



Source: U.S. Census Bureau, 2009 American Community Survey Public Use Microdata Sample File

Percent of Adults with a Bachelors Degree or Higher - Gaps Between Whites and Minorities Percent of Adults Age 25 to 44 - 2007



Source: U.S. Census Bureau, 2005-07 American Community Survey (ACS) Three-Year Public Use Microdata Sample (PUMS) File.

College Student Enrollment 1976 – 2008 by Race

	1976	2008
Black	943,000 (54% Female)	2,269,000 (64% Female)
Hispanic	343,000 (46% Female)	2,103,000 (54% Female)
Asian	169,000 (48% Female)	1,118,000 (54% Female)
American Indian	70,000 (50% Female)	176,000 (60% Female)
White	7,740,000 (48% Female)	10,339,000 (56% Female)

NB:

- In 2007, approximately 11% of Black college students were enrolled in HCBUs (~250,000)
- In 2007, approximately 50% of Hispanics were enrolled in Hispanic Serving Institutions defined as at least 25% Hispanic (~ 1,000,000)

U-M Enrollments for URM Since Passage of Proposal 2

Year	2005	2006	2007	2008	2009
%	13.3%	12.2%	10.9%	10.4%	8.8%
N	812	656	651	604	535

Source: Undergraduate Admissions Office

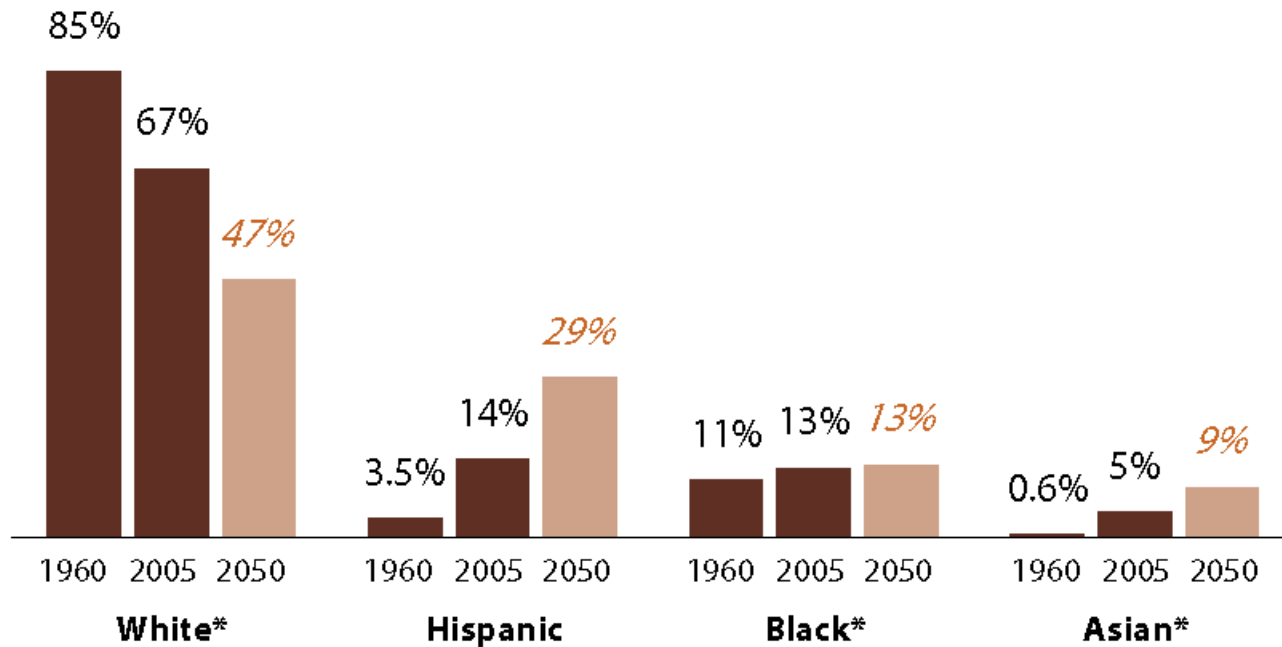
High Schools Graduates in the State of Michigan Projected for 2007-2021 with Proportion URM

	Number of Graduates	%URM
Year		
2007	109,929	22.3%
2008	107,607	22.5%
2009	104,776	23.2%
2010	102,777	23.6%
2011	100,009	23.9%
2012	98,768	23.5%
2013	96,222	23.6%
2014	95,841	24.0%
2015	96,011	24.7%
2016	95,512	25.0%
2017	98,765	26.0%
2018	96,883	26.5%
2019	94,482	26.7%
2020	95,515	27.3%
2021	91,972	28.2%

Source: WICHE, 2008

Figure 6

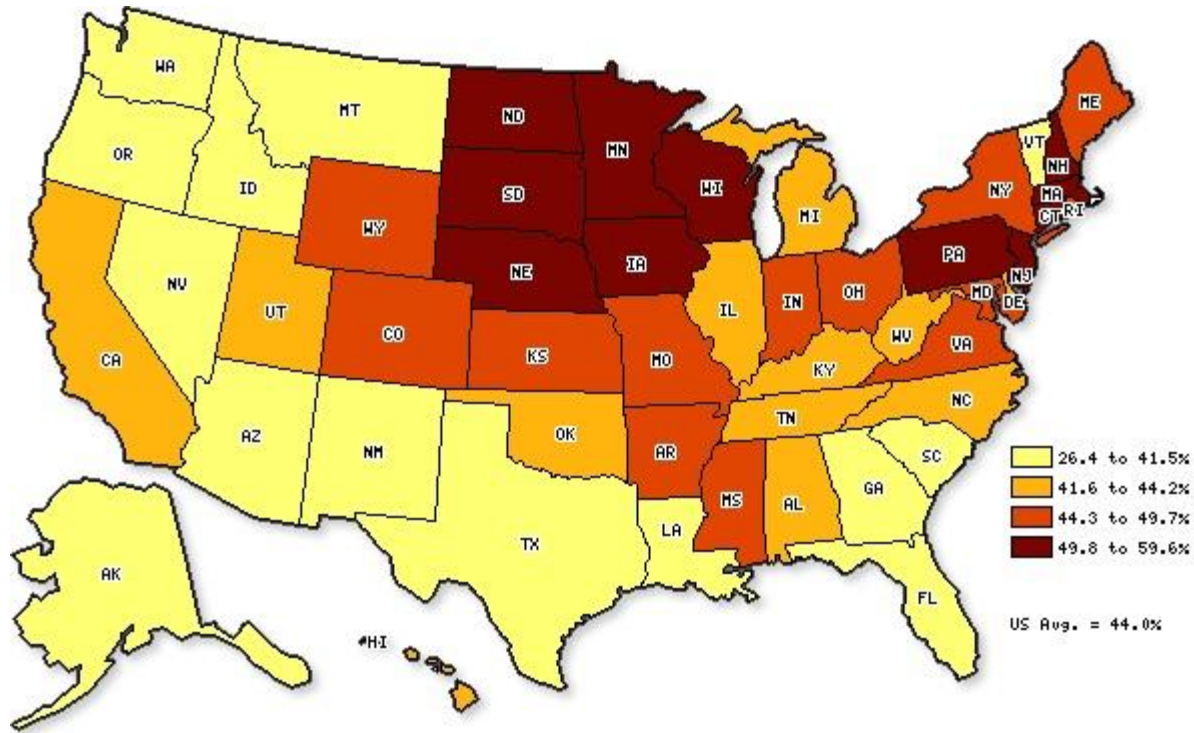
Population by Race and Ethnicity, Actual and Projected:
1960, 2005 and 2050
(% of total)



Note: All races modified and not Hispanic (*); American Indian/Alaska Native not shown.
See "Methodology." Projections for 2050 indicated by light brown bars.

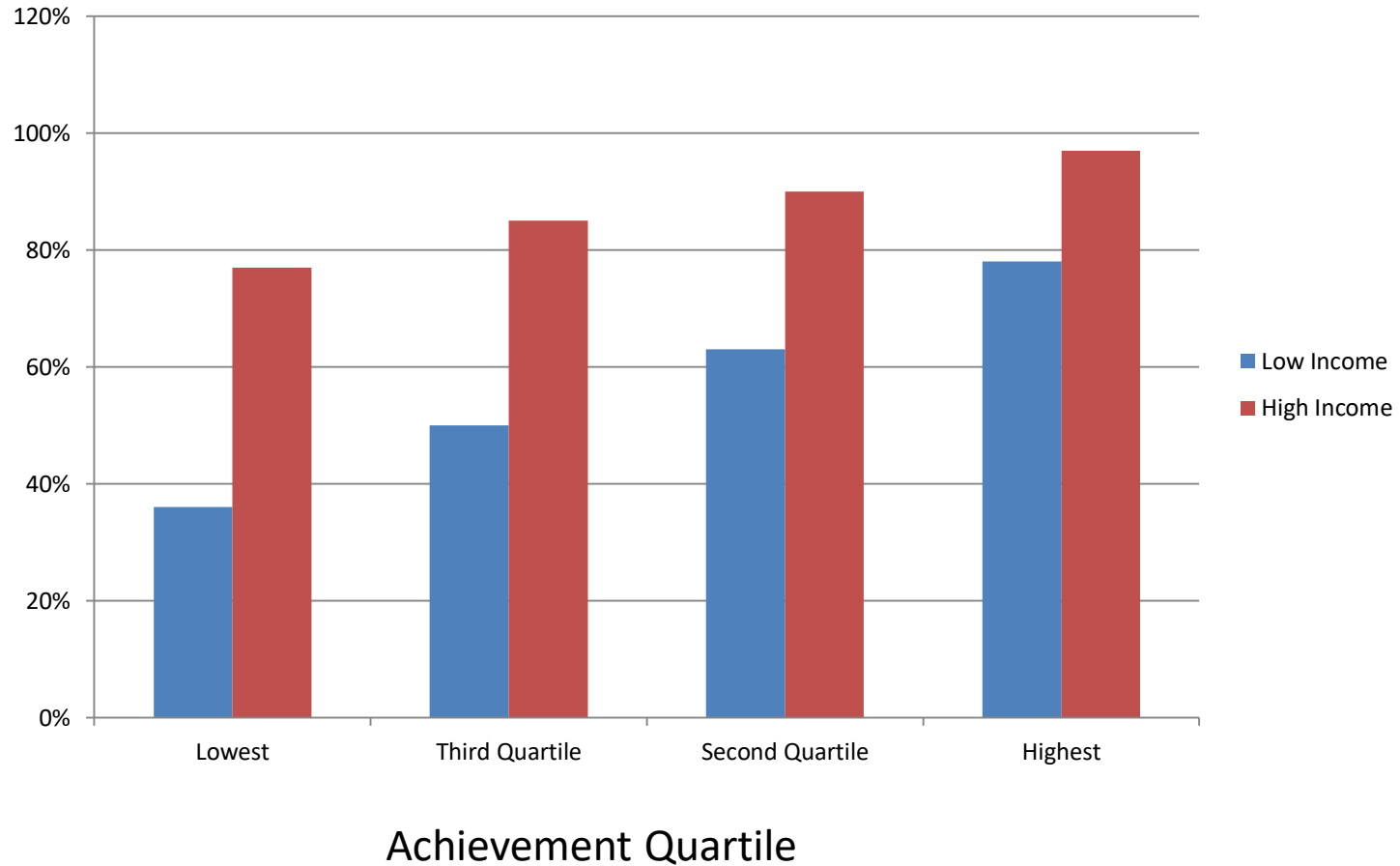
Source: Pew Research Center, 2008

9th Graders Chance for College by Age 19 - 2008



Source: Tom Mortenson, Postsecondary Opportunity

Family Income, Achievement Level, and College Attendance



Source: Advisory Committee on Financial Aid (2010), *The Rising Price of Inequality*

Growing Demographic Imperative

- Thus, despite passage of Proposal 2, there remains a growing demographic imperative to enroll a diverse student body if we are to have a productive labor force in the future, one that spurs innovation, job creation, pays taxes (including Social Security), and contributes as productive citizens.

Benefits of a Diverse Student Body

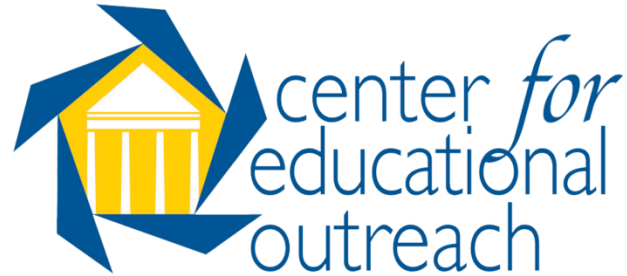
- Creates best educational environment
 - Students: work confidence, intellectual challenge, relating to others
 - Faculty: stimulates critical thinking, increasing self-awareness, advances cognitive & personal development
 - Society: more civic engagement after college, more likely to live in integrated community, higher incomes & employment

Source: Gurin, et al, 2004

- Thus, to address future labor force needs and to create the kind of educational experience that prepares students for living in a pluralistic society we absolutely must do something to generate interest in communities with no legacy of going to college and we must cultivate academic achievement and preparation for college.

Why Engage in Outreach?

- Who will fill Michigan's labor force needs?
- Who will work in our factories?
- Who will create and manage our businesses?
- Who will serve as our professionals: lawyers, dentists, accountants, doctors, engineers?
- Who will teach in our schools?
- Who will attend college?



- An outcome of the University wide Diversity Blueprints Task Force Report of 2007, the Center is charged with promoting and coordinating educational and community outreach and engagement activities across the University.
- The Center seeks to serve as a coordinating hub for the expansion of community outreach programming and educational partnerships, as well as strengthening relations with K–12 education.

MISSION

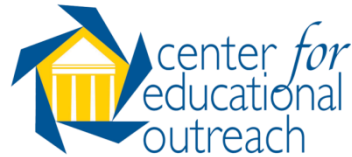
The Center for Educational Outreach seeks to encourage academic excellence for all K-12 schoolchildren in the state of Michigan. We focus on continuing U-M's commitment to educational outreach and to promoting collaboration between schools, organizations, and the community.



Center for Educational Outreach

Guiding Principals

- Academic excellence
- Access to higher education
- Diversity in college enrollment
- Empowerment through higher education
- Serving the common good through expanding educational opportunity



Signature Programs

Project Inspire

Camp Kinomaage

Michigan College Advising Corps

Professional Development Programs

College 101

Future U

College Corps

Wolverine Express

The Real on College (ROC) Theatre
Troupe

Pillars: Engaging Families in Support of
Higher Education

Key Pipeline Elements (1988 National Longitudinal Study)

- Aspirations
- Academic preparation
- College entrance exams (SAT/ACT)
- College admissions application
- Enrollment

Source: National Center for Education Statistics

5 Critical Program Components

- Goal of college attendance
- College tours, visits, or fairs
- Goal of rigorous course taking
- Parent Component
- Program begins by grade 8

Source: Perna, 2002

"Ideal" Programs

Include the 5 Critical Components

- Goal of academic skills
- Parent college awareness program
- Parent FAFSA & participation requirement
- SAT/ACT training program
- Tuition or scholarship

Source: Perna, 2002

What Works Clearinghouse

- College-Ready Curriculum
- Assess students (college readiness)
- Build & support students postsecondary aspirations (adults & peers)
- Critical steps for college entry (engage & assist)
- Family financial awareness & FAFSA completion

Source: What Works Clearinghouse, 2009

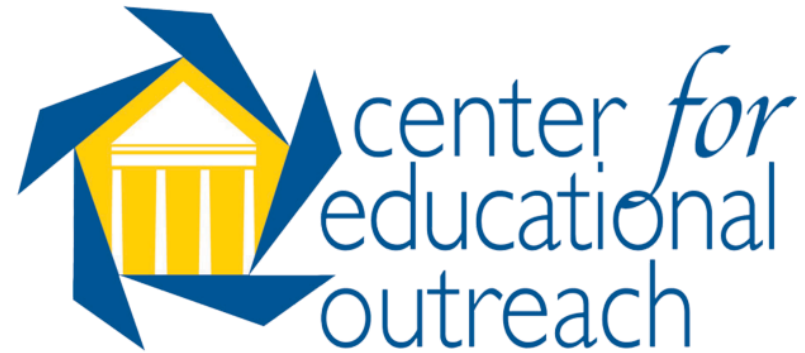
Sedlacek's Non-Cognitive Predictors (2004)

- Positive self-concept
- Realistic self-appraisal
- Successfully handling the system
- Preference for long-term goals
- Availability of a strong support person
- Leadership experience
- Community involvement
- Knowledge acquired in the field

Self-Efficacy

Self-efficacy beliefs are individual's beliefs "about their capabilities to exercise control over events that affect their lives"(Bandura, 1989, p. 1175).

"People's self-efficacy determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent are their efforts"(Bandura, 1989, p.1176).



From Theory to Practice



Future U is a program that focuses on career exploration, access to higher education and empowerment through workshops focused specifically on self-efficacy.

Goal:

Future U seeks to create a college going culture among middle school students by encouraging college preparation, access and enrollment.

- 25 students in three middle schools in the state of Michigan. Students are selected based on specific criteria.
- Students continue in the program from 6th – 8th grade.
- Goal-setting
- Diversity
- Leadership
- Campus visits
- Parent component
- Connection between career/education



College Corps is an academic enrichment and college awareness program dedicated to preparing high school students for postsecondary education. The program provides a service-learning opportunity for undergraduate students who work directly with youth on a curriculum designed to support academic achievement and build college-knowledge.

Goal:

Provide students and families who are typically underrepresented and/or under-resourced in higher education the information, tools, and resources to support postsecondary education planning and the opportunity to be academically successful.

- 10th grade classes
- In selected high schools across the state of Michigan
- Programming is infused into the school day for ten weeks
- Financial aid
- Campus visits
- Connection between career/education
- Peer to peer mentoring

Maximizing Academic Success

MAS provides students and families who are typically underrepresented in higher education and/or from under-resourced communities the information, tools, and resources to support postsecondary education planning and the opportunity to be academically successful.

- Primarily Latino students from Monroe, MI middle and high school (6th-12th grade)
- Programming is held after school for the duration the U-M academic year
- Financial aid
- Campus visits
- Connection between career/education
- Diversity
- Volunteerism
- Parent component
- Self-efficacy
- Tutoring & peer to peer mentoring



PILLARS promotes the creation of a college-going culture by focusing on guardians whose students would be the first in their family to attend college or those who seek assistance with the college going process. Family members participate in a series of workshops that guide them through the steps that their students must take to access a higher education.

- Parents and guardians across the state of Michigan
- 5 week workshop series
- Interactive presentations tailored to address issues related to college access and success
- 6th-12th grade focus
- Goal-setting
- Financial aid
- Campus visits
- Post secondary resources
- Connection between career and education



college 101

GET SCHOOLED ON HOW TO GO



College 101 is a three-day residential summer program that introduces rising 10th grade students to higher education through a series of unique experiences on the U-M campus. College 101 prepares students for college while facilitating exposure to academic disciplines and career options as well as special opportunities available to college students such as study abroad, athletics and leadership development.

- 70 students from schools located in underserved areas across the state of Michigan
- Three day/two night overnight summer program on the U-M campus
- Students participate in academic and personal development presentations
- U-M students are hired to serve as mentors for the duration of the program
- Students engage in a follow-up activity during the academic year



Camp Kinomaage is a week long program for Native American middle school students held at the University of Michigan Biological Station (UMBS). While at the UMBS, students explore a number of questions about science including issues related to ecology and archeology. Students also work with U-M Native American students and learn about the culture, language, and history of the Anishinabe.

- In the pilot year, participants included 20 Native American middle school students from the Sault tribe in the state of Michigan
- In the second year, the program will be open to all tribes in the state of Michigan
- Offered in conjunction with the Michigan Tribal Education Directors Consortium
- Curriculum is developed by the U-M School of Education, with an emphasis on the sciences
- U-M Native American students serve as mentors
- Students engage in a number of cultural activities including a naming ceremony, drum, and basket making.



The goal of the Michigan College Advising Corps (MCAC) is to increase the number of low-income, first-generation and underrepresented students entering and completing higher education in the state of Michigan.

- MCAC recruits and trains a diverse group of recent University of Michigan college graduates to work full-time as college advisers in underserved high schools throughout Michigan for one or two years following graduation.
- Advisers serve as an important resource for the schools. They assist high school students navigate every aspect of the college-going process.
- Advisers are currently in 15 schools across the state of Michigan



Lessons Learned

- Programs
 - Importance of cultivating relationships
 - Recognize the complexity of working with a variety of school systems.
 - Provide real world exposure to the university community
 - Setting clear expectations about program parameters
 - The power of having trained college students to interact with middle/high school students

Lessons Learned

- Center for Educational Outreach
 - Leadership and a diverse staff
 - Importance of cultivating relationships on and off campus
 - Importance of coordination and a centralized resource
 - Recognizing that we are in an academic/research environment and that our actions are consistent with institutional values
 - Understanding the limitations of our partners
 - Institutional commitment and leadership from “on high”

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