Connecting the Pipeline: Enhancing Preparation for College Success

William Collins, PhD
Executive Director
Center for Educational Outreach
University of Michigan

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Education Pipeline?
To increase the proportion of Americans with high-quality degrees, certificates, and other credentials to 60% by the year 2025.
Goal: Degrees for 60% of U.S. Population by 2025

The graph below shows the current expected rate of growth in degree attainment for 25- to 64-year-olds compared with annual targets for the 2025 goal.

60% in 2025
(103.1 million graduates)

46.5% in 2025
(79.8 million graduates)

Sources: Lumina Foundation for Education and the United States Census Bureau
## College Continuation Rates

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>Peak (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>69.6%</td>
<td>72.8% (2005)</td>
</tr>
<tr>
<td>Black</td>
<td>59.3%</td>
<td>68.7% (2009)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59.9%</td>
<td>70.3% (2012)</td>
</tr>
<tr>
<td>Asian</td>
<td>79.1%</td>
<td>92.2% (2009)</td>
</tr>
</tbody>
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Source: Postsecondary Education OPPORTUNITY, 2014
We need to start much sooner!!

- Cultivate College Going Aspirations
- Encourage Academic Preparation
- Develop Test Wise-ness Skills (Exams/SAT/ACT)
- Inform about College admissions process and Financial Aid Options
- Enrollment/Completion

Source: National Center for Education Statistics
What types of programs best ensure college success?

• Programs that address both the cognitive and the affective domains!
Behavioral Domains Impacting College Success

Cognitive Domain:
- Reading Speed/Comprehension
- Communication/Writing
- Quantitative Skills
- Analytical Reasoning
- Interpretation/Evaluation
- Prior Knowledge

Affective Domain:
- Self-esteem
- Motivation
- Goals
- Engagement with subject matter
- Pro-Social behavior
- Academic Capital

X
The Cognitive Domain and the “College Ready” Student

- Reading Skills (speed & comprehension)
- Communication Skills (writing)
- Quantitative Skills (algebra/problem-solving)
- Analytic Reasoning Skills
- Interpretation/Evaluation Skills

NB: Can lead to an emphasis on test scores as measures of academic achievement & ability.
Yet, academic achievement is mediated by a number of factors.

- Self-esteem
- Motivation
- Engagement with subject matter
- Pro-social behavior
- Academic Capital
The Affective Domain and the “College Ready” Student

- Goal Oriented/Motivated
- Conscientious
- Competent/Confidence (Self-efficacious)
- Good Time-Management Skills
- Independent
- Resilience (Grit!)
- Has a support network
Build 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 determines 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).
"Ideal" Program Components

- Goal of academic skill competence/confidence
- Parent college awareness program
- Test Wise-ness
- Availability of Financial Aid
- Support network of both peers & mentors
- Opportunities for leadership
- Environment of inclusion to foster sense of belonging

Source: Perna, 2002; Sedlacek, 2004
Programs Promoting College Success

• Intentional Design
  – Develop competencies
  – Acquire knowledge
  – Cultivate habits of mind
  – Affirm credentialing for career entry
  – Income generation/support adult life
  – Promote Community Leadership
Specific Programs

• Summer Bridge
• Learning Communities
• Supplemental Instruction and study groups
• Collaborative Learning opportunities encourage sense of belonging & create support networks
• Course-based active learning exercises

In general, program activities that promote engagement with subject matter serve to enhance learning, memory and information retrieval.
• College success requires competency in both the cognitive and affective domains.
• Schools should cultivate both facets of behavior.
• Colleges and universities should evaluate student competencies in both domains for purposes of admission and devise programs that complement and support both domains.
References

Contact Information

Nick Collins, PhD
Executive Director
Center for Educational Outreach
The University of Michigan
wcollins@umich.edu
www.ceo.umich.edu