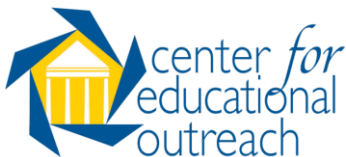


Engaging University Faculty and Staff as College Access Facilitators

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

*National Outreach Scholarship Conference
September 30 – October 3, 2012*



MISSION

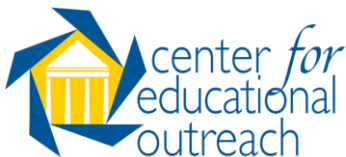
The mission of the Center for Educational Outreach is to engage with communities across the state for the purpose of applying the scholarly resources of the University of Michigan where needed to promote academic excellence at the pre-college level, to encourage students to value higher education, to stimulate college participation and success rates in the state, and to attract a well-prepared diverse student body to the University of Michigan.



Center for Educational Outreach

Guiding Principals

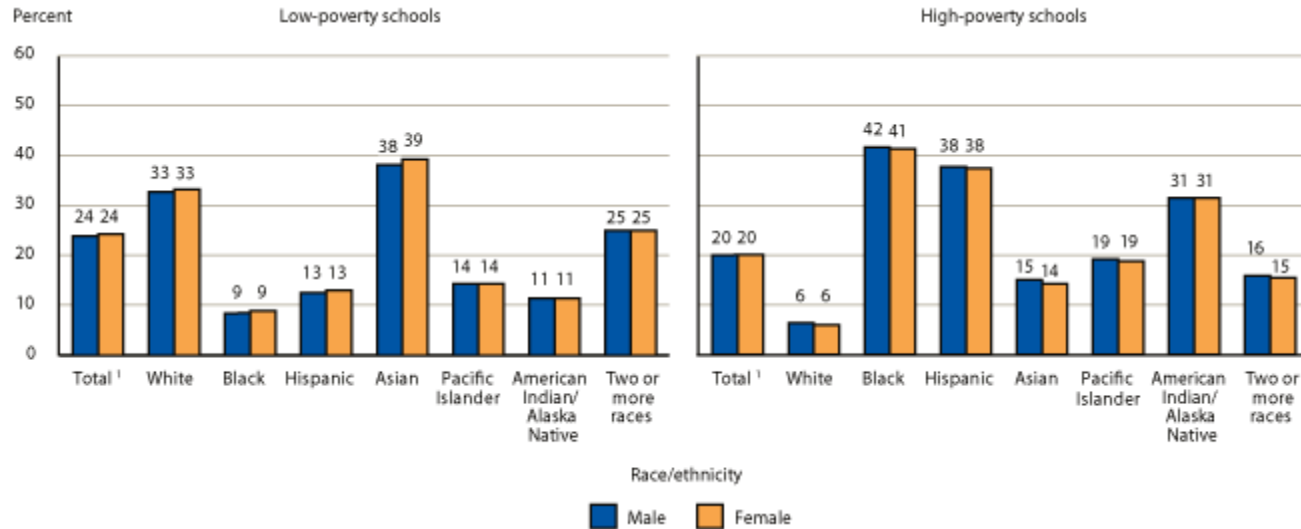
- Academic excellence
- Access to higher education
- Diversity in college enrollment
- Empowerment through higher education
- Serving the common good through expanding educational opportunity



College Access-Completion in the USA

- The USA no longer leads the world in educational attainment. College completion rates in the USA have stagnated for more than a generation, leading to calls to increase college completion rates from the current <40% to between 55-60%. Yet, HS drop-outs rates are unacceptably high and only about half of those who do go to college actually earn a degree (56%). The problem is particularly acute for students in underserved schools who tend to be low-income, first generation or URM. These students need exposure, encouragement, and guidance so that they can view college access as a realistic aspiration. Indeed, their access and completion is the only way to achieve the goal of the Big Goal of a 60% college degree rate.

Percentage of students in low- and high-poverty public elementary and secondary schools, by race/ethnicity and sex: School year 2010–11

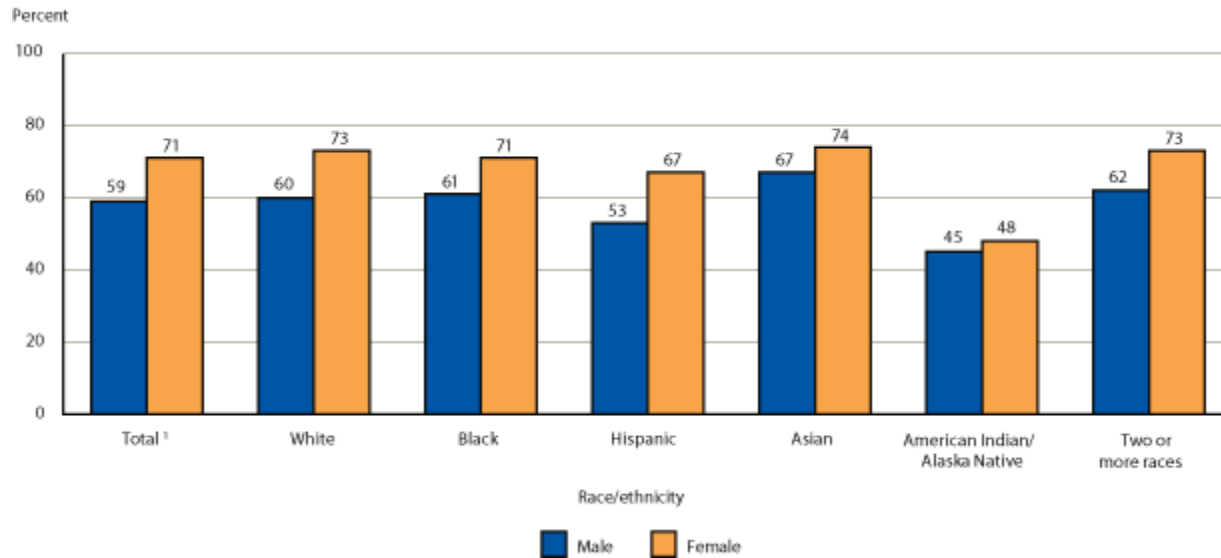


¹ Total includes other racial/ethnic groups not shown separately in the figure.

NOTE: Low-poverty schools are those where 25 percent or fewer students were eligible for free or reduced-price lunch; high-poverty schools are those where more than 75 percent of students were eligible for free or reduced-price lunch. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2010–11.

Percentage of 9th-graders planning to enroll in a license/certificate, associate's, or bachelor's program during their first year after high school, by race/ethnicity and sex: 2009

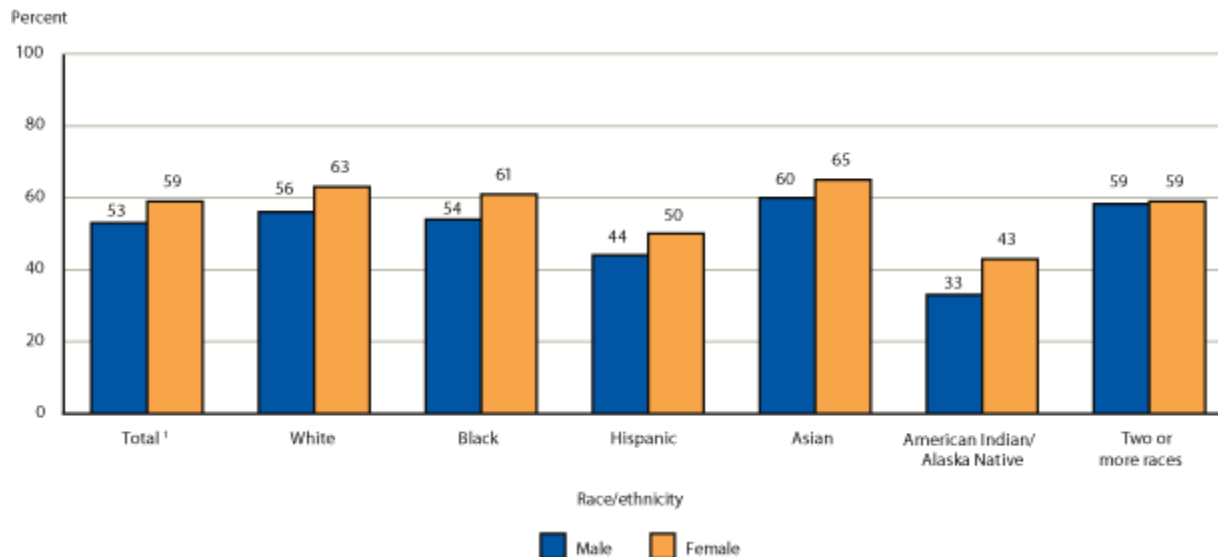


¹ Total includes other racial/ethnic groups not shown separately in the figure.

NOTE: Reporting standards for Native Hawaiians/Pacific Islanders were not met; therefore, data for this group are not shown in the figure. Data weighted by W1STUDENT. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base-Year Public-Use Data File.

Percentage of 9th-graders expecting to complete a bachelor's or graduate/professional degree, by race/ethnicity and sex: 2009

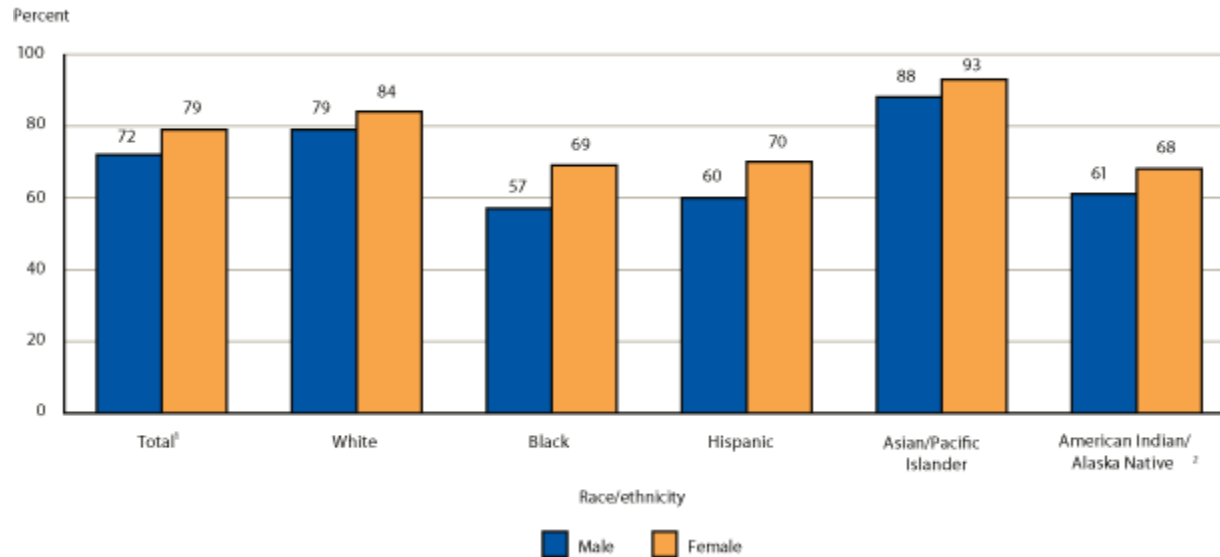


¹ Total includes other racial/ethnic groups not shown separately in the figure.

NOTE: Reporting standards for Native Hawaiians/Pacific Islanders were not met; therefore, data for this group are not shown in the figure. Data weighted by W1STUDENT. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base-Year Public-Use Data File.

Averaged freshman graduation rate (AFGR) in public schools, by race/ethnicity and sex: 2008–09



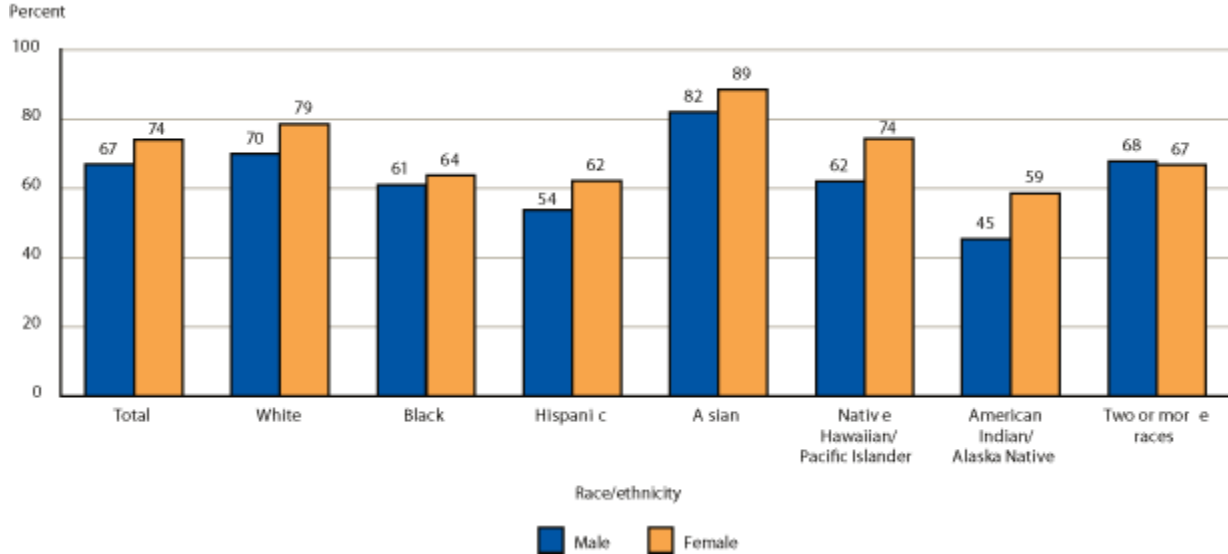
¹ Total includes other racial/ethnic groups not shown separately in the figure. The United States total includes all 50 states and the District of Columbia.

² The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education.

NOTE: AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completer Data File: School year 2007–08, version 1b; School year 2008–09, version 1a State Non-Fiscal Data File: School year 2003–04, version 1b; 2004–05, version 1f; 2005–06 version 1b; 2006–07, version 1c LEA Dropout and Completer Data File (Restricted-Use): School year 2008–09, version 1a School File: School year 2003–04, version 1a; 2004–05, version 1b; 2005–06, version 1a; 2006–07, version 1c; 2008–09, version 1b.

Percentage of 2004 high school graduates who immediately enrolled in first postsecondary institution, by race/ethnicity and sex: 2006



NOTE: Race categories exclude persons of Hispanic ethnicity.

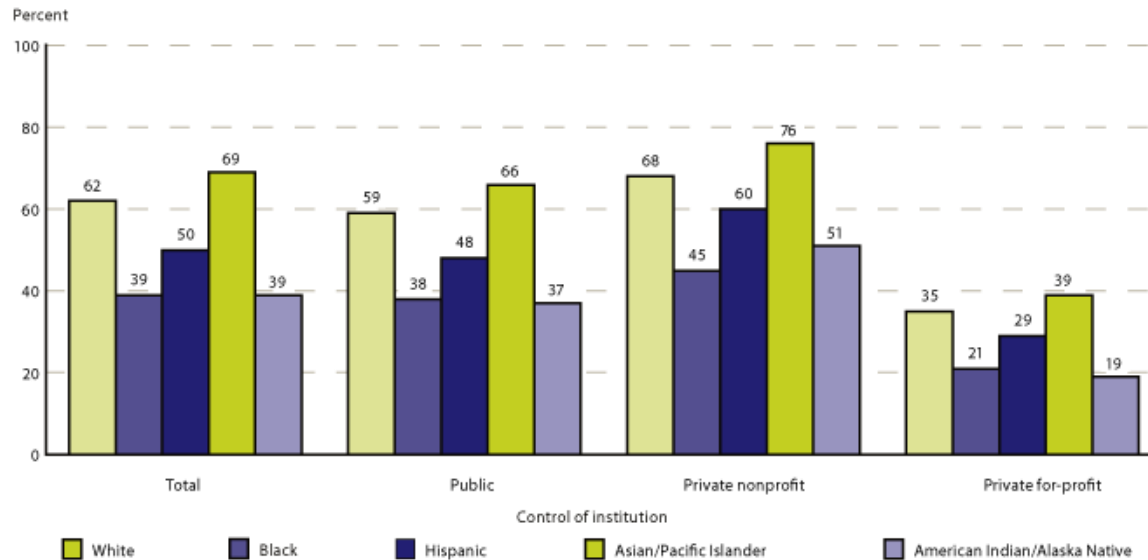
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Bachelor's Degree Attainment in the USA

“Approximately 58 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2004 completed a bachelor's degree at that institution within 6 years or 150 percent of normal completion time to degree (see [table A-45-1](#)). In comparison, 55 percent of first-time, full-time students who began seeking a bachelor's degree in fall 1996 earned a bachelor's degree within 6 years at that institution.”

Source: National Center for Educational Statistics, The Condition of Education: Post-Secondary Graduation Rates, 2012

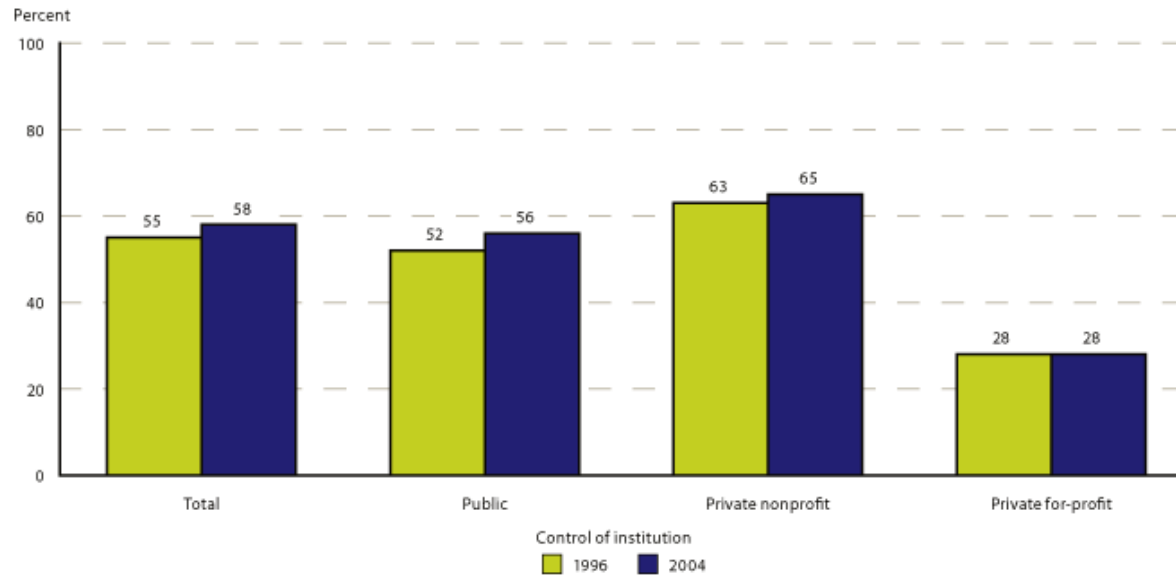
Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and race/ethnicity: Starting cohort year 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C - [Commonly Used Measures](#). For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - [Guide to Sources](#).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Graduation Rates and Institutional Characteristics components.

Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and cohort year: Starting cohort years 1996 and 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - [Guide to Sources](#).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

Do the Arithmetic!

HS Grads x College Attendance x College Graduation

- Males : $(.72) \times (.67) \times (.64) = .31$
- Females: $(.79) \times (.74) \times (.72) = .42$

Slow Progress in Degree Attainment

- “The Obama administration's goal, that by 2020 the United States will once again lead the world in the proportion of adults with a college degree, appeared in numerous reports, rife with recommendations on how to achieve that aim. But progress was slow. The Lumina Foundation, with its similar "big goal," that 60 percent of adults nationwide will have a college credential by 2025, has bad news: In 2010, only 38.3 percent of adults ages 25 to 64 had a degree, up less than half of a percentage point since 2008.”

- Source: Chronicle of Higher Education, 2012 Almanac

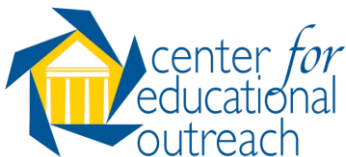
College Access Remains an Issue

- Percentage of 18- to 24-Year-Olds Enrolled at Degree-Granting Institutions: 41%
- Almost half of the young people who completed high school are enrolled in an institution of higher education, compared with roughly a third three decades ago. Substantial gains in enrollment were seen among blacks and Hispanics as well as whites.
- Source: Chronicle of Higher Education, 2012 Almanac

Wolverine Express



An approach developed at the University of Michigan seeks to engage University faculty in promoting academic achievement and access to college through a school visitation program for students in underserved schools.



Wolverine Express



Wolverine Express is a school visitation program that involves a diverse group of U-M faculty, staff and students who assemble as a team and travel to visit select high schools located across the state of Michigan. While at the high schools, faculty, staff and students participate in presentations designed to promote academic success, college aspiration, and also share information about their U-M experiences.



Wolverine Express

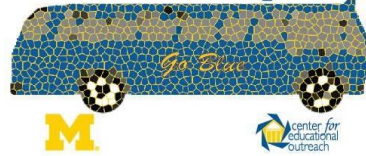


Participants

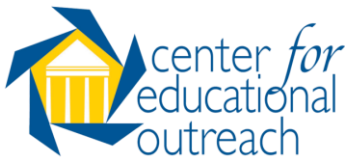
	2010-2011	2011-2012	TOTAL
Faculty/Staff Participants	182	113	295
Students Served	4645	3837	8482



Wolverine Express



Schools



Participating Schools, Departments and Offices

Asian & Pacific Island Studies

Atmospheric, Oceanic & Space Studies

International and Comparative Studies

Chemistry Department

College of Engineering

Afro-American Studies

Human Genetics

Mathematics

School of Education

English Department

Medical School

Business Administration

Art & Design

Informatics

Kinesiology

Music, Theater and Dance

Natural Resources

Nursing

Architecture

University of Michigan – Flint Campus

Undergraduate Research Opportunity

University Library

University of Michigan Hospitals

Museum of Art

International Institute

IDEA Institute

Comprehensive Studies

Museum of Archeology

Museum of Natural History

School of Dentistry

Career Services

Financial Aid

Admissions

Program in Intergroup Relations

Vice Provost's Office

Center for Research on Learning & Teaching

Academic Advising Office

Alumni Association

Wolverine Express



High School Teacher Comments

“The professor did a good job taking about careers in science and that seemed to capture the students’ interest” - Pontiac High School Science Teacher

“Just SEEING and INTERACTING with people of academia IS inspiring.” - Ottawa Hills High School Science Teacher

“He (the presenter) was energetic, a nice change from our normal routine, had us think about science differently.” - Ottawa Hills High School Science Teacher

“(The presenter) was a great role model and a great resource from a great school.” – Ottawa Hills High School Science Teacher

The outside visitors are a really big help in showing them there is life outside this building – Flint Northern

I liked how he linked math to the relevance it has in the real world – Lansing Everett



Wolverine Express



Dr. Charles Dershimer

*Clinical Assistant Professor and Associate Chair, Secondary Teacher Education, the
School of Education*



Classroom Impact

- “Dear Dr. _____,

Thank you so much for coming this past Thursday! You were a divine appointment for my students! *I have been encouraging them along the same lines but it was awesome what you did to help them see their potential! You have a gift for teaching! Even the guys who like to look like they weren't paying attention were listening to every word.”*



School Administrator Comments

“The students enjoyed upbeat & fun professors. They liked getting to know what the professors study/do.”
- Administrator at Holland High School

“As a community, we're committed to building a college going culture. Today's event highlighted that goal - Thank you!” - Administrator at Port Huron High School

“We especially enjoyed the excitement surrounding a visit from U-M Go Blue!!” – Administrator at Port Huron High School

“The staff was very excited to have Wolverine Express at the school and from the students I spoke with they learned a lot from the presenters. It definitely seemed to impact some of the freshman, realizing they can start preparing for college now.” – Administrator at Lansing Sexton



School Impact

- “It was very valuable for students to hear from actual college faculty. *College faculty in the schools makes the kids feel special and worth the time invested to visit the school. Would implore faculty to visit schools more and to provide hands-on activities that enliven subject matter, especially in STEM fields.*”

School Principal

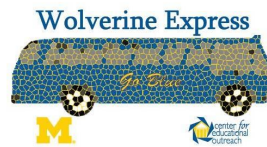
Wolverine Express



Dr. Billy Joe Evans

Professor Emeritus, Department of Chemistry, College of Literature, Sciences & the Arts





U-M Faculty/Staff Comments

“I really enjoyed this opportunity! Talking to high school students is very rewarding .”

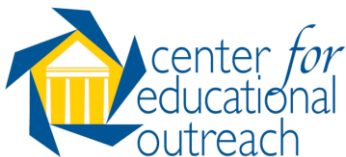
“This was a great experience and I appreciate this experience”

“Student were very responsive and seemed appreciative of the opportunity to interact and learn about college”

“All faculty should visit a variety of H.S. settings to understand where students are coming from and the need to expand access to higher education”

“I think we reinforced the students who were already set on attending; students who weren't interested asked interesting questions, so I'm optimistic that we got them considering it more closely.”

“I hope it made a difference. I saw lights going off in their eyes. The teacher was very enthused as well.”



University Faculty Comment

- “I think that this is a good effort. *Obviously for maximal effectiveness in terms of getting such high school students into the University of Michigan, there needs to be other follow up programs which build on our introductions, and which show a sustained commitment to these kids.* I actually believe that kids know of college, but getting into the college is obviously quite a more challenging endeavor! We need to continue to do this sort of outreach.”
- Medical School Faculty

Wolverine Express



Dr. Shannon Davis

Research Investigator, Department of Human Genetics, the U-M Medical School



University Faculty Impact

“I would like to let you and the rest of the staff at CEO know that I received a letter in the mail from Mr. _____ containing thank you notes from the students in the classroom. I was very moved by their comments.

Please keep this as encouragement that the vision behind Wolverine Express is making a powerful impact. I am really grateful and was truly blessed to have had the opportunity to attend.

Thank you for allowing us to come out and participate in Wolverine Express!”

- Professor of Nursing

Wolverine Express



Dr. Patricia Coleman-Burns
Assistant Professor of Nursing, School of Nursing





Student Comments

“It (the presentation) gave me more information on getting scholarships; It gave me a better idea on college; It helped me decide on what I'll do in the future.” - Student at Flint Northwestern

“He (the presenter) shared about his past and where he grew up and he let me know I was able to go to college and it didn't matter where I was from I can make it.” - Student at Flint Northwestern

“Let me know what I need to go to college, what I need to get in college, and how much money I need.” - Student at Flint Northwestern

“I really didn't think I could go to college, but after today I realize it's about deciding what I need to do and applying myself so that I can become an engineer, too.”

Student at Lansing Everett

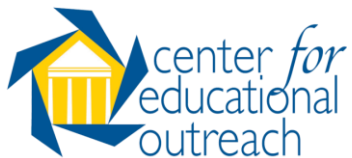


Wolverine Express



Dr. Mark Moldwin

Professor of Space Sciences and Applied Physics, Department of Atmospheric, Oceanic and Space Sciences, College of Engineering



Student Impact

- Visit helped students identify their passion and what influences them; helped them to think about who can mentor them and how it impacts their choices.
- There's a real need to provide students with experiences and support that inform them about college opportunities. The best thing about WE is the exposure to actual college faculty.

Developing a College-Going Culture

- 84% of students indicated that WE helped them to understand the importance of a college degree to their goals
- 88% of students indicated that WE helped create a college-going environment in school
- 95% of Teachers/Administrators indicated that WE helped to develop a college-going attitude among students

What makes a successful program?

- “I just wanted to write a quick note to thank you for your work on behalf of the Wolverine Express. It was a great pleasure to attend yesterday, as it was last semester. There is no doubt that your program is making a difference, and it is nice to play a small part in it.

I could easily imagine many scenarios where a similar program would fail. *Your program, instead, is extremely well organized, and well thought out. From having participation from teachers, college counselors, and principals, to the preparation of the class visitors by getting them to ask the right questions (Why are you not applying for college? How can you find scholarships and financial aid?),* it is clear that your work, and the work of your office, is what makes or breaks this program.”

*Associate Professor of Mathematics
Center for Computational Medicine and Bioinformatics University of
Michigan, Ann Arbor*

Wolverine Express



Dr. Lester Monts

Senior Vice Provost for Academic Affairs, Senior Counselor to the President for the Arts, Diversity and Undergraduate Affairs, and Arthur F. Thurnau Professor of Music



Institutional Impact

	Applicants	Admits	Enrolled
2011	137	70	48
2012	158	72	52

Conclusion

- Program received positive feedback at every level: students, teacher, staff, U faculty
- Planning and organization are key; a school-based “champion” is critically important.
- Highly effective and personal way to impact college-going aspirations in underserved schools.

Contact Information

Nick Collins, PhD

Executive Director

Center for Educational Outreach

The University of Michigan

wcollins@umich.edu

www.ceo.umich.edu

