

Engaging University Faculty and Staff as College Access Facilitators

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

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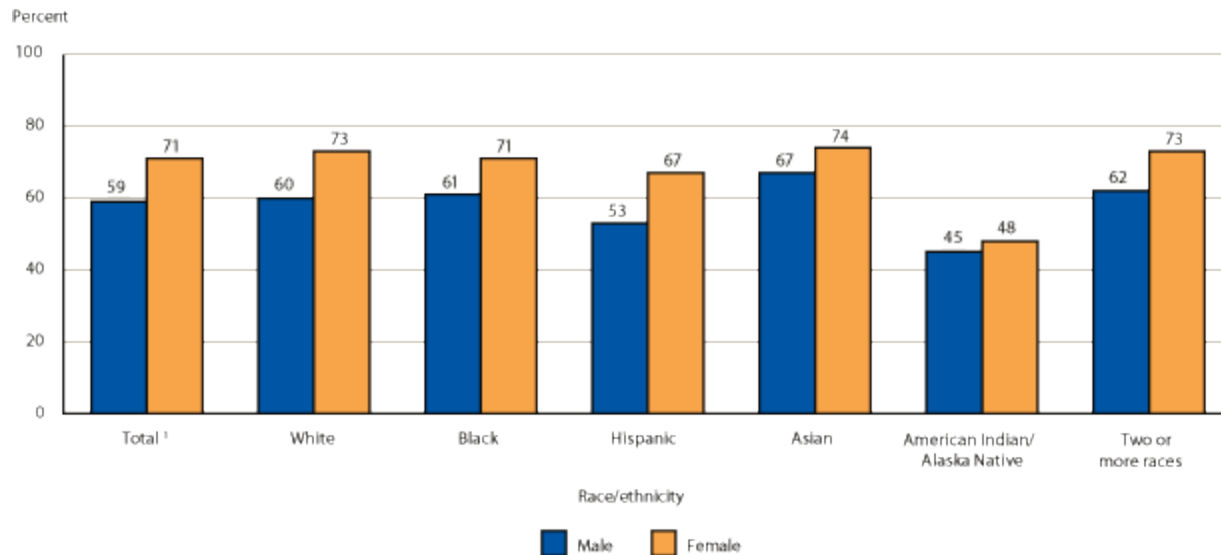


MISSION

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.



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

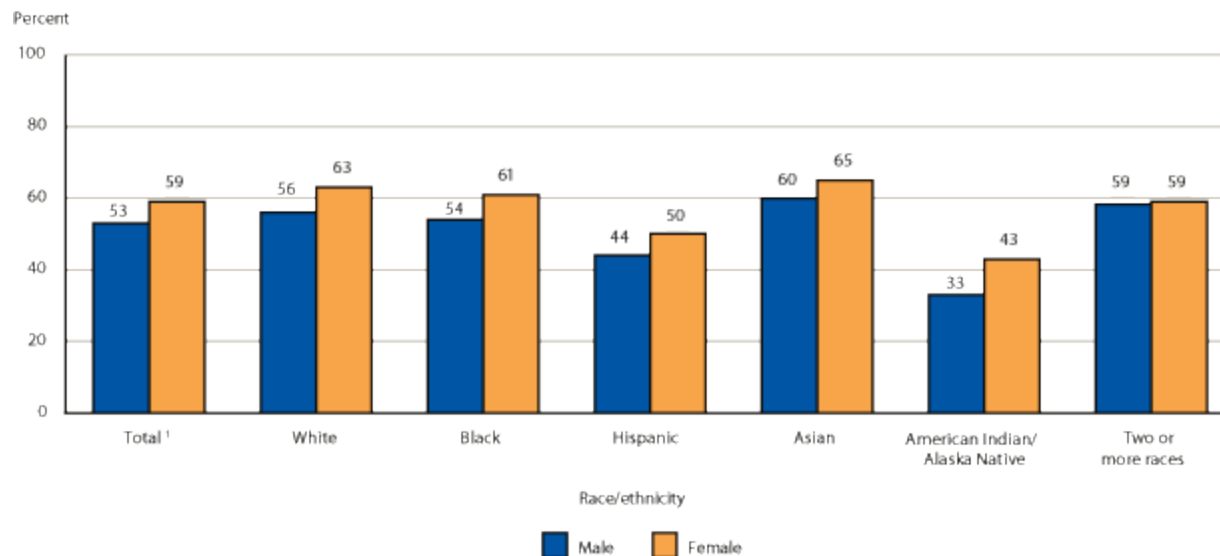


¹ Total includes other racial/ethnic groups not shown separately in the figure.

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

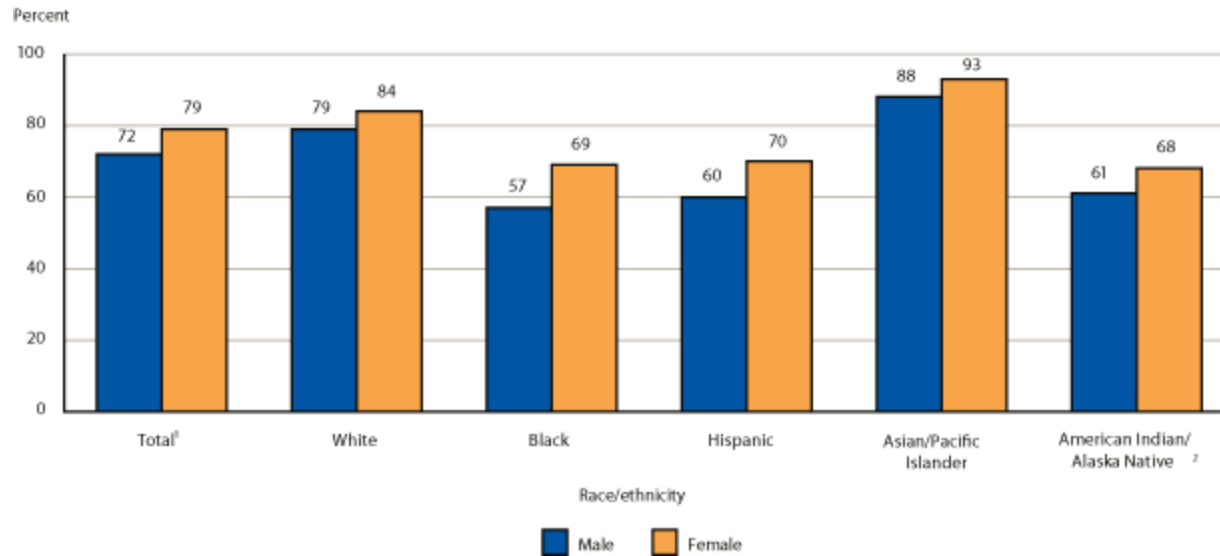


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SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base-Year Public-Use Data File.

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



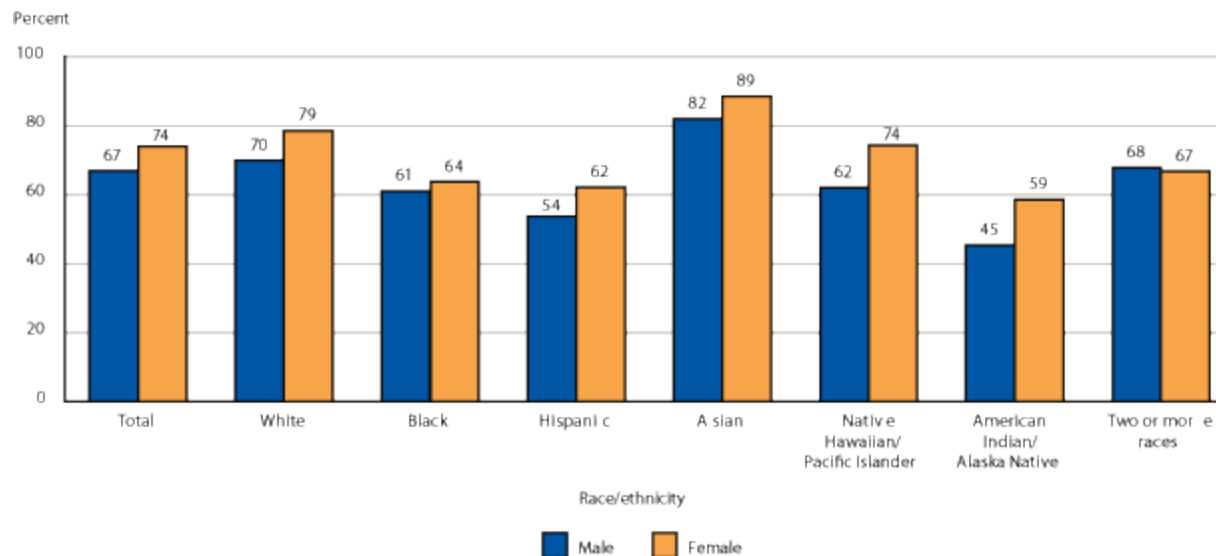
¹ Total includes other racial/ethnic groups not shown separately in the figure. The United States total includes all 50 states and the District of Columbia.

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.

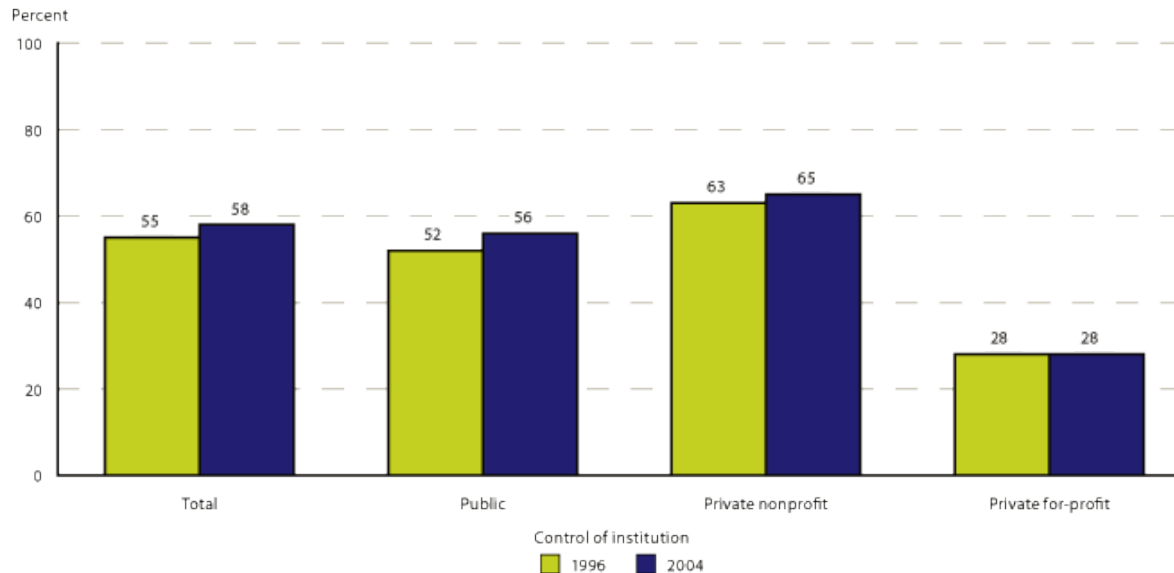
Percentage of 2004 high school graduates who immediately enrolled in first postsecondary institution, by race/ethnicity and sex: 2006



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."

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 : $(.72) \times (.67) \times (.58) = .28$

- Females: $(.79) \times (.74) \times (.58) = .34$

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Today, 39% of adults in USA hold a bachelor's degree;
41% of 18-24 year-olds are currently enrolled in college.

Source: Chronicle of Higher Education

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.



Prof. B. J. Evans, Chemistry



Wolverine Express



Schools





Participants

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

Broad University Participation

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



High School Teacher Voices

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

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

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

“The outside visitors are a really big help in showing them there is life outside this building.” - Social Studies Teacher

“I liked how he linked math to the relevance it has in the real world.”
– Math Teacher



Wolverine Express



Prof. Charles Dershimer, *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.”*



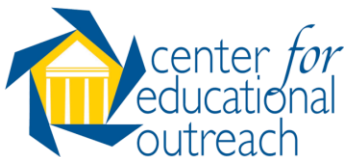
School Administrator Voices

“The students enjoyed upbeat & fun professors. They liked getting to know what the professors study/do.” - Asst. Principal

“As a community, we're committed to building a college going culture. Today's event highlighted that goal -Thank you!” - Principal

“We especially enjoyed the excitement surrounding a visit from U-M Go Blue!!” – Guidance Counselor

“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.” – Principal



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



Prof. B. J. Evans, Chemistry





U-M Faculty Voices

“I really enjoyed this opportunity and found it very rewarding .”

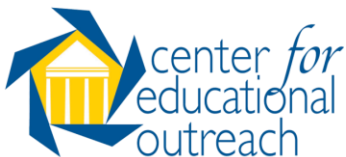
“Students were very responsive and appreciative of the opportunity to interact and learn about college”

“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 college; even students who seemed uninterested asked interesting questions, so I'm optimistic that we got them considering it more closely.”

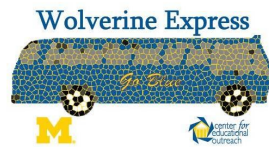
“I hope it made a difference. I saw lights come on in their eyes.”

“I hadn't been inside a high school in many years and this experience helped me to understand the challenges students and teachers face in getting students prepared for college.”



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



Prof. Shannon Davis, *Department of Human Genetics, 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 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



Prof. Patricia Coleman-Burns, *School of Nursing*





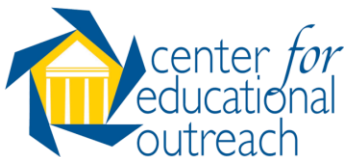
Student Voices

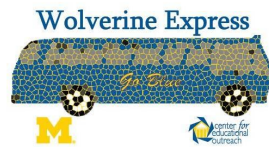
“It (the presentation) gave me more information on getting scholarships; It gave me a better idea on college; It helped me decide on what I'll do in the future.”

“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.”

“Let me know what I need to go to college, what I need to get in college, and how much money I need.”

“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.”





Prof. Mark Moldwin, *Space Sciences and Applied Physics, College of Engineering*



Teachers' Comments

- “Wolverine Express 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.”



Prof. Lester Monts, *Senior Vice Provost for Academic Affairs, School 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

