Reaching Out to Promote Campus Diversity in the 21st Century

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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

- **Roberts v. City of Boston**
  - 1849
- **Berea College v. Kentucky**
  - 1908
- **Westminster School District v. Mendez**
  - 1947
- **Sweatt v. Painter**
  - 1950
- **Various cases where courts ordered Universities to admit African American Students**
  - 1956-1962
- **Civil Rights Act of 1964**
  - 1964
- **Hopwood v. Texas**
  - 1996
- **Proposal 2 passes in the state of Michigan**
  - 2006
- **University of Maryland v. Murray**
  - 1896
- **Plessy v. Ferguson**
  - 1936
- **Brown v. Board of Education**
  - 1948
- **Brown v. Board of Regents of the University of Oklahoma**
  - 1954
- **Two African American Students successfully registered at the University of Alabama**
  - 1963
- **Regents of the University of California v. Bakke**
  - 1978
- **Grutter v. Bollinger and Gratz v. Bollinger**
  - 2003
### College Student Enrollment 1976 – 2008 by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>1976</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>943,000</td>
<td>2,269,000</td>
</tr>
<tr>
<td></td>
<td>(54% Female)</td>
<td>(64% Female)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>343,000</td>
<td>2,103,000</td>
</tr>
<tr>
<td></td>
<td>(46% Female)</td>
<td>(54% Female)</td>
</tr>
<tr>
<td>Asian</td>
<td>169,000</td>
<td>1,118,000</td>
</tr>
<tr>
<td></td>
<td>(48% Female)</td>
<td>(54% Female)</td>
</tr>
<tr>
<td>American Indian</td>
<td>70,000</td>
<td>176,000</td>
</tr>
<tr>
<td></td>
<td>(50% Female)</td>
<td>(60% Female)</td>
</tr>
<tr>
<td>White</td>
<td>7,740,000</td>
<td>10,339,000</td>
</tr>
<tr>
<td></td>
<td>(48% Female)</td>
<td>(56% Female)</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>13.3%</td>
<td>12.2%</td>
<td>10.9%</td>
<td>10.4%</td>
<td>8.8%</td>
</tr>
<tr>
<td>N</td>
<td>812</td>
<td>656</td>
<td>651</td>
<td>604</td>
<td>535</td>
</tr>
</tbody>
</table>

*Source: Undergraduate Admissions Office*
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?
# High Schools Graduates in the State of Michigan Projected for 2007-2021 with Proportion URM

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

*Source: WICHE, 2008*
Changing Demographics Demand Greater Focus on Underrepresented Populations

Percentage Increase, Ages 0-24,

-9%  15%  50%  96%  137%

White  Black  Latino  Asian  American Indian

Closing racial gaps in degree attainment will create more than half of the degrees necessary to raise America to first in the world in degree attainment.

Note: Projected Population Growth, Ages 0-24, 2010-2050
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.

• The programs we describe today do just that and represent only a fraction more than 300 programs that reach out to communities all over the state.
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
The School of Education
Problem: Mathematics Achievement

- Local, state, national problem, identified and described with data
- U-M School of Education and U-M Campus strengths and partnerships: Bass and Ball research group, Ypsilanti Public Schools partnership, mathematics expertise in LSA and COE
- Laboratory example pioneered by SOE dean, initially at Park City Mathematics Institute, sponsored by the Institute for Advanced Study
- Research + Engagement+ Teacher Education
Elementary Math Laboratory

• Math taught by Dean Deborah Loewenberg Ball
• Two-week summer program, rising 5th graders, struggling in math
• Ypsilanti Public Schools partnership
Secondary Math Laboratory

• Math taught by Bob Moses, civil rights organizer, Algebra Project founder
• Two-week summer program, rising 9th graders, struggling in math
• Ypsilanti Public Schools partnership
Newly Established Programs that Utilize the Laboratories

• W.K. Kellogg—Woodrow Wilson Teaching Fellows: preparing excellent mathematics and science teachers for high-need schools

• Teach for America in Detroit: supporting almost 200 interns and offering new MA program in Urban Education
College of Engineering
Prop 2 & Preparing Students for Engineering

• A look at the numbers - not enough engineers being produced

• On the ground in Michigan K-12.

• How our work changed after the passage of Prop 2.

• URM’s/females/underresourced districts/ who is getting access?
Looking Back over K-12

• K-12 Engineering Standards
  - Why so important
  - Tying exposure to state standards/ introducing new learning outcomes/ emphasizing the kind of learning needed in the workplace
  - Advocacy from different sectors

• Teacher Professional Development is the Key

• Student Choices/Class choices.
New Ways of Reaching Out

• Teachers, Teachers, Teachers!
• Live Webinars for Parents
  - Parental understanding of engineering/career choices/pay
• Linking student interest with web resources
• Linking student aptitude with web resources
• Increasing awareness of out of school programming.
• Student exposure when it counts/class choices.
• Parent’s role in choosing engineering
How do We Know What Works

• Length of exposure—Where do we put our resources?

• Advocating for adequate preparation in K-12

• Why standardized test scores matter after Prop 2
References


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