Wolverine Express:  
Bringing the University to the Community  

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Lauren Jordan  
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Michigan College Access Network Conference  
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• 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.
Wolverine Express

Wolverine Express is a school visitation program in which a diverse group of University of Michigan faculty, staff and students assemble as a team and travel via bus to visit select high schools located in under-resourced areas across the state of Michigan.

While at the high school, faculty, staff and students participate in presentations designed to promote academic success and college aspiration while also sharing information about their U-M experiences.
Partnerships

Schools
- Ottawa Hills High School (Grand Rapids)
- Battle Creek High School
- Saginaw High School
- Jackson High School
- Muskegon High School
- Loy Norrix High School (Kalamazoo)
- Pontiac High School
- Benton Harbor High School
- Port Huron High School
- Lansing Everett High School
- Lansing Sexton High School
- Holland High School
- Highland Park High School
- Flint Northern High School
- Flint Northwestern High School

University Units
- Afro-American and African Studies
- Architecture
- Art & Design
- Biology
- Business
- Chemistry
- Dentistry
- Education
- Engineering
- Math
- Medicine
- Nursing
- Physics
- Psychology
- Public Health
- Spanish
Developing a Plan

Timeline of events

Planning

Pre-planning

Outline program
- Create program goals
- Establish program budget for visits

Identify school
Factors to consider:
- School location
- Socioeconomic background of student body
- Other university support

Establish contact
- Discuss with principal or counselors program goals
- Develop relationship with contact person

Planning logistics
- Schedule date
- Recruit presenters
- Recruit teachers
- Preparation for visit
  - University
  - School
- Develop evaluation materials
- Determine appropriate transportation for presenters
- Matching presenters with classes

Implementation

Day of visit
Coordination of the following:
- Welcome & debriefing sessions
- Breakfast and lunch
- Placement of speakers
- Presenter and student supplies
- Transportation

1-2 month(s) planning process
Developing a Plan

Questions to consider when planning:

- Who will be point of contact at the school?
- Level of promotion and recruitment needed?
- When is the best time to schedule the visit?
- How many students are currently enrolled?
- School demographics?
- What is the amount of support needed to implement a visit?
- What technology resources are available at the school? (white boards, chalk boards, projectors, internet capabilities etc.)
- What is the daily schedule of classes and lunch for students? (what time does school start and end? are classes arranged on block style format?)
- Can you identify a room that can be used for holding and hosting?
- Are any student volunteers available to help on the day of the visit? How many?
- Will the principal or another school administrator be able to be present for welcome and debriefing sessions?
# Planning Tools

## Presentation Roster

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classroom #</th>
<th>Teacher</th>
<th>Grade Level</th>
<th>Class Size</th>
<th>Classroom technology capabilities</th>
<th>Classroom issues to be aware of</th>
<th>U-M Match</th>
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</thead>
<tbody>
<tr>
<td>ESL Language Development</td>
<td>139</td>
<td>Dr. Dalton</td>
<td>9th-12th</td>
<td>30</td>
<td>Smart Board; Teacher computer</td>
<td>NO</td>
<td>Molly Tieman, Office of Undergraduate Admissions</td>
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<tr>
<td>World Literature</td>
<td>136</td>
<td>Mrs. Leroy</td>
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<td>30</td>
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<td>NO</td>
<td>Kelly Maxwell, Office of Intergroup Relations</td>
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<tr>
<td>Forensics Science</td>
<td>5</td>
<td>Ms. Alonge</td>
<td>9th</td>
<td>35</td>
<td>PowerPoint Capability</td>
<td>NO</td>
<td>Todd Genring, Kelsey Museum</td>
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<tr>
<td>Algebra 2 Segment 2</td>
<td>312</td>
<td>Mrs. Carl</td>
<td>9th</td>
<td>35</td>
<td></td>
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<td>Bob Griess, Mathematics Department, LSA</td>
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<td>202</td>
<td>Mr. Wakeman</td>
<td>12th</td>
<td>25</td>
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<td>Jesse Hull, Comprehensive Studies Program</td>
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<td>Band</td>
<td>135</td>
<td>Mr. Baldwin</td>
<td>11th-12th</td>
<td>50</td>
<td></td>
<td></td>
<td>Lester Monts, Senior Vice Provost for Academic Affairs</td>
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<tr>
<td>8 English</td>
<td>209</td>
<td>Mrs. Babcock</td>
<td>9th</td>
<td>35</td>
<td></td>
<td></td>
<td>Phyllis Taylor, Alumni Association</td>
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<tr>
<td>Government AP</td>
<td>148</td>
<td>Mr. Billings</td>
<td>10th-12th</td>
<td>40</td>
<td></td>
<td>NO</td>
<td>Katy Thostenson, Office of Undergraduate Admissions</td>
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<td>Algebra 2</td>
<td>1</td>
<td>Ms. Ballinger</td>
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<td></td>
<td>NO</td>
<td>Nkem Khumbah, Mathematics Department, LSA</td>
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<tr>
<td>Geometry</td>
<td>211</td>
<td>Mr. Schmidt</td>
<td>9th-10th</td>
<td>40</td>
<td></td>
<td>NO</td>
<td>Patricia Coleman-Burns, School of Nursing</td>
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<tr>
<td>US History</td>
<td>128</td>
<td>Mr. Seminski</td>
<td>10th</td>
<td>35</td>
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<td>NO</td>
<td>Elizabeth James, Department of African American Studies</td>
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<tr>
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<td>Mrs. Hightower</td>
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<td>Kim Johnson, School of Dentistry</td>
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<td>Art Studio</td>
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<td>Mrs. Collins</td>
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<td>35</td>
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<td>NO</td>
<td>Erika Hess, School of Art &amp; Design</td>
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<tr>
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<td>Mrs. Mitchell</td>
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<td>30</td>
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<td>Japanese</td>
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<td>Ms. Stark</td>
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<td>20</td>
<td>PowerPoint Capability; Teacher Computer</td>
<td>A little Talkative</td>
<td>Ayanna McConnell, Alumni Association &amp; Pilar Koopman, Alumni Association</td>
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<td>Environmental Science</td>
<td>2</td>
<td>Ms. White</td>
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<td>A little Talkative</td>
<td>John Vasquez, Undergraduate Research Opportunities Program</td>
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<td>Economics</td>
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<td>Mr. Toby</td>
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<td>Teacher computer</td>
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<td>Doric Williams, Office of Financial Aid</td>
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<td>Accounting</td>
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<td>Mr. Clugston</td>
<td>11th-12th</td>
<td>40</td>
<td>Teacher computer</td>
<td></td>
<td>Kelli Dungan, Ross School of Business</td>
</tr>
</tbody>
</table>

| Number of classes | 18 | Number of students | 610 | # of Faculty, Staff & Students | 18 |
Planning Tools

Creating a common place for resources and support

We utilized the advanced web-based collaboration environment available for U-M faculty, staff and students called “Ctools.” A web-based site was created for Wolverine Express presenters that included items such as:

• Suggestions for developing a presentation and a presentation outline
• Updates related to the visit
• Agenda
• Class activities and materials
## Cost per Visit

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Personnel (office &amp; student support)</td>
<td>$800.00</td>
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<tr>
<td>Transportation (bus – depends on distance/time)</td>
<td>$500.00</td>
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<tr>
<td>Food (Breakfast &amp; Lunch)</td>
<td>$450.00</td>
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<tr>
<td>Class Supplies &amp; Materials (20 classes)</td>
<td>$250.00</td>
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<tr>
<td>Student Incentives (600 students)</td>
<td>$1,200.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,200.00</strong></td>
</tr>
</tbody>
</table>

Expenses determined by number of students for each visit and presenters.
Wolverine Express Impact

Student Feedback

During the year, we visited 3,837 students at eight different schools. After each presentation students were asked to complete a short survey describing their experience.

• My aspiration to attend college before this presentation was strong
• After today’s presentation, I understand that attending college is important to my future
• After today’s presentation, I learned something new to help me plan for college

Data presented reflects analysis of the first four schools visited the 2011/2012 academic year, based on the response of 2,000 students.
Wolverine Express Impact

School Staff feedback

In gauging our impact on the college going culture at the school, we also ask for feedback from the teachers and administration at the school regarding the experience.

Impact on College Going Culture

- U-M faculty and staff interactions with students helped to create positive college experiences
- The visit was instrumental in helping to create interest among students in attending college

Data presented reflects analysis of the first four schools visited during the 2011-2012 academic year, based on the response of 72 school teachers and administrators
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