



The Role of a Selective Research University In Promoting College Access and Success Of Students from Traditionally Underrepresented Groups

College Board's 2011 National Forum

October 27, 2011

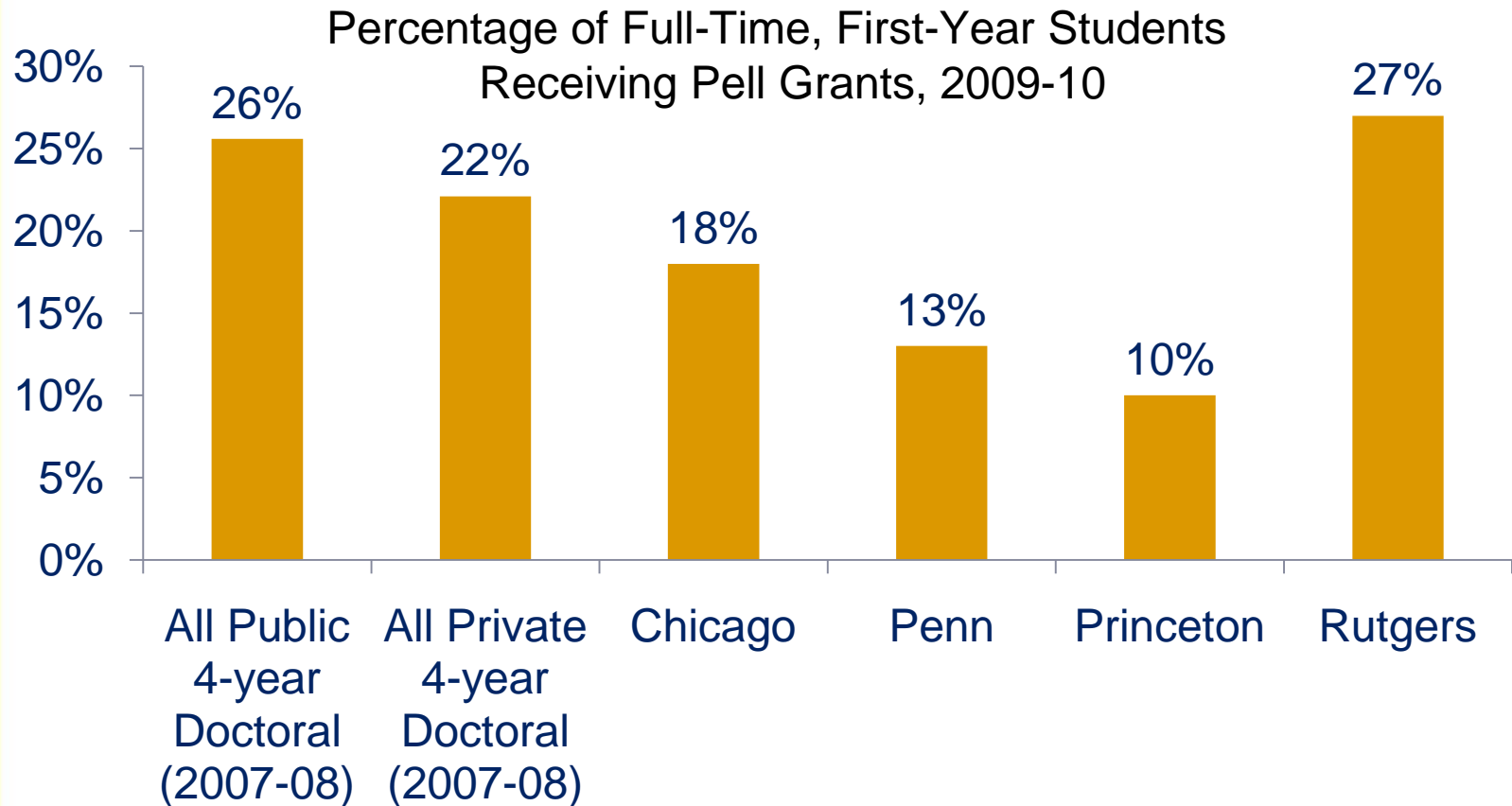
New York, NY



Presenters

- **Laura Perna, University of Pennsylvania**
- **Aramis Gutierrez, Rutgers University**
- **Jason Klugman, Princeton University**
- **Kim Ransom, University of Chicago**
- **Janice Park, University of Pennsylvania**
- **Sean Vereen, University of Pennsylvania**

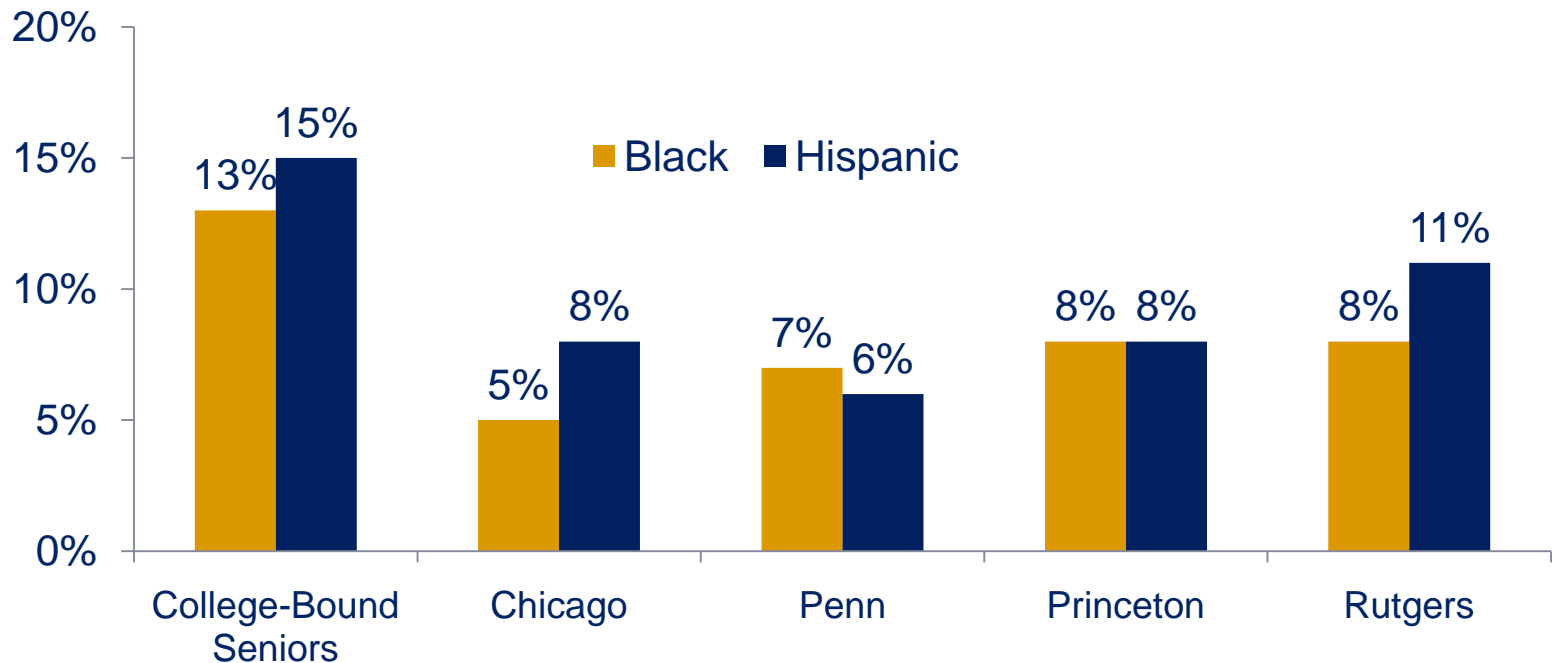
The Problem: Selective Research Universities Enroll Relatively Few Low-Income Students



Sources: National Center for Education Statistics (2010), *Digest of Education Statistics*; U.S. Department of Education, College Navigator, <http://nces.ed.gov/collegenavigator>

The Problem: Selective Research Universities Enroll Relatively Few African Americans and Hispanics

Representation of Blacks and Hispanics Among Undergraduates Enrolled at Selected Universities, 2010



Sources: College Entrance Examination Board, *SAT Trends: Background on SAT Takers in Class of 2010*; U.S. Department of Education, College Navigator, <http://nces.ed.gov/collegenavigator>



Is It Possible for Selective Research Universities To Increase the Diversity of their Students?

Chronicle of Higher Education:

- “The economic divide on campuses is a national tragedy,” Anthony Marx (9/10/11)
- “Our economically polarized college system: Separate and unequal,” Anthony Carnevale and Jeff Strohl (9/10/11)
- “Cut-throat admissions and rising inequality: A vicious duo,” John Quiggin (9/16/11)
- “Syracuse’s slide: Chancellor focuses on ‘public good’ as ranking declines” (10/7/11)

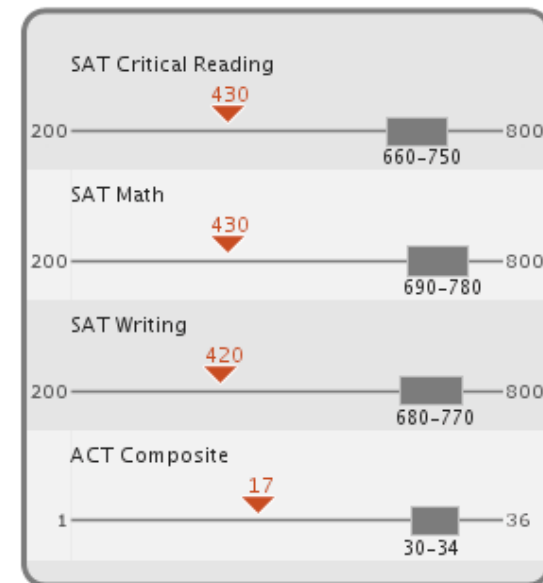
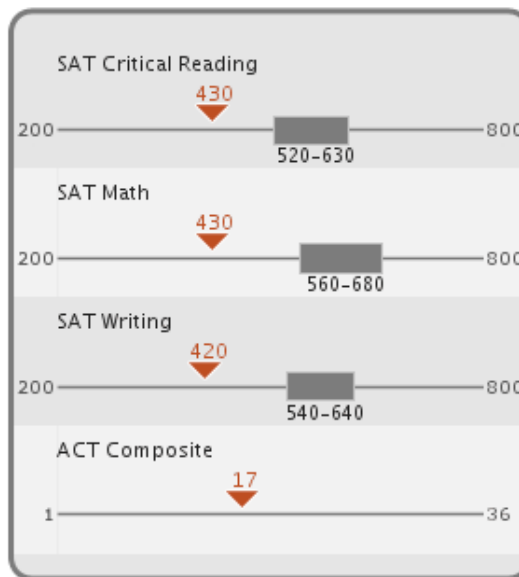
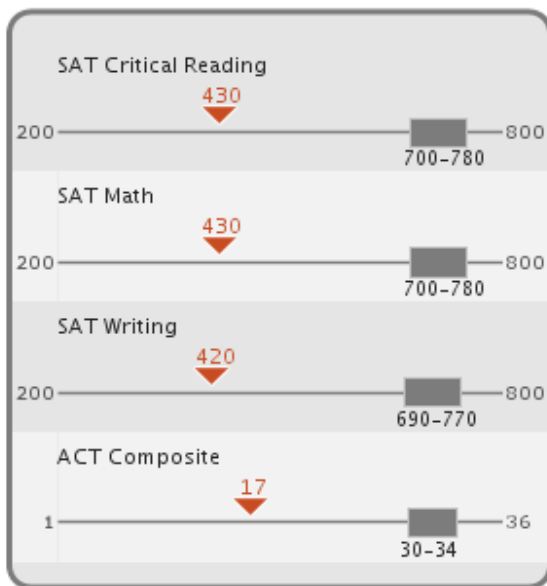
Challenge: Average SAT and ACT Scores For African Americans are Below The Average of Selective Research Universities

Average SAT Score for Blacks and Average SAT and ACT Scores of Entering Students at Selected Universities

Average Black Student vs. University of Chicago

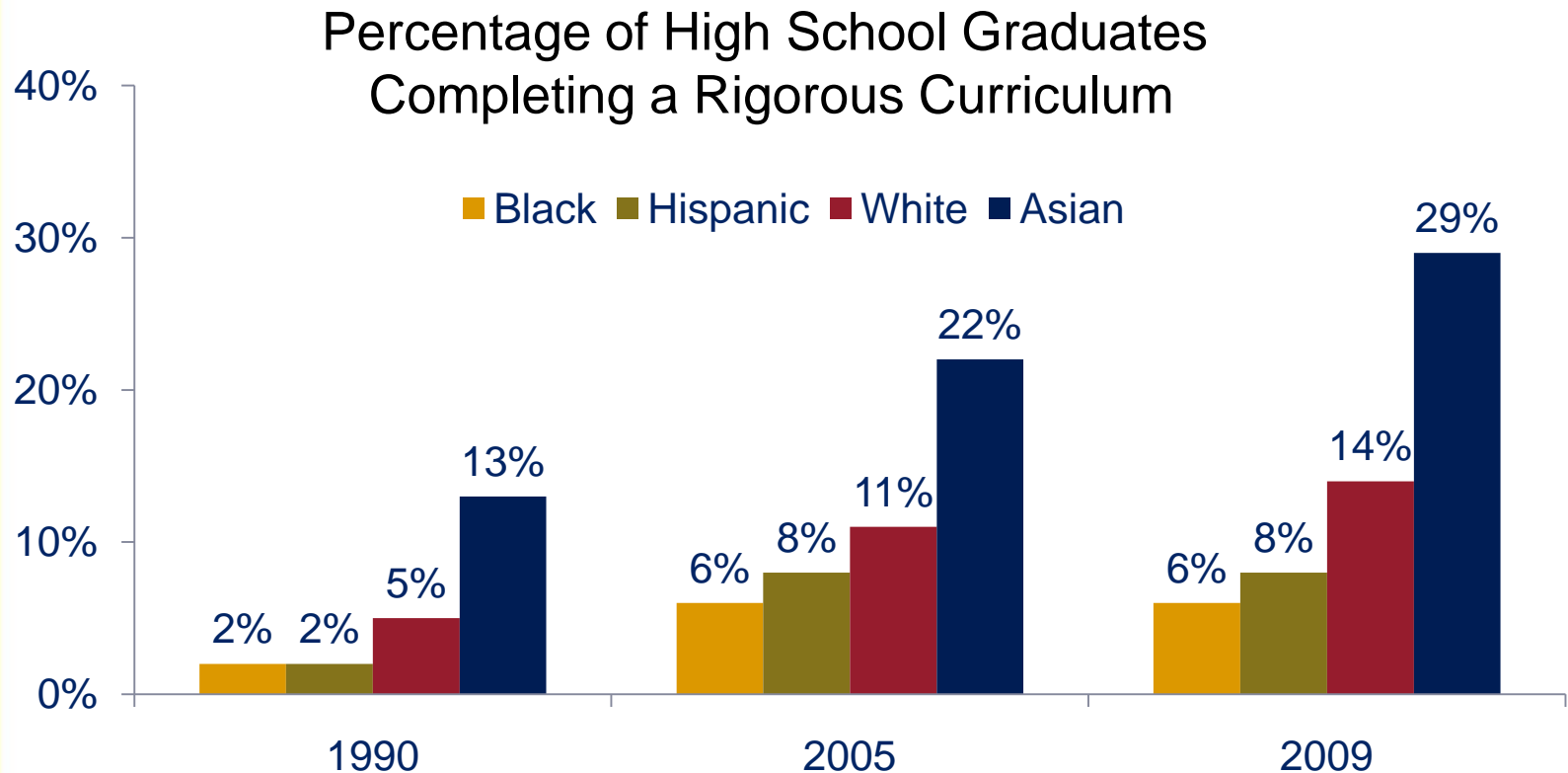
Average Black Student vs. Rutgers University

Average Black Student vs. University of Pennsylvania



Source: College Board, College Search – Academic Tracker. <http://collegesearch.collegeboard.com/academictracker/>

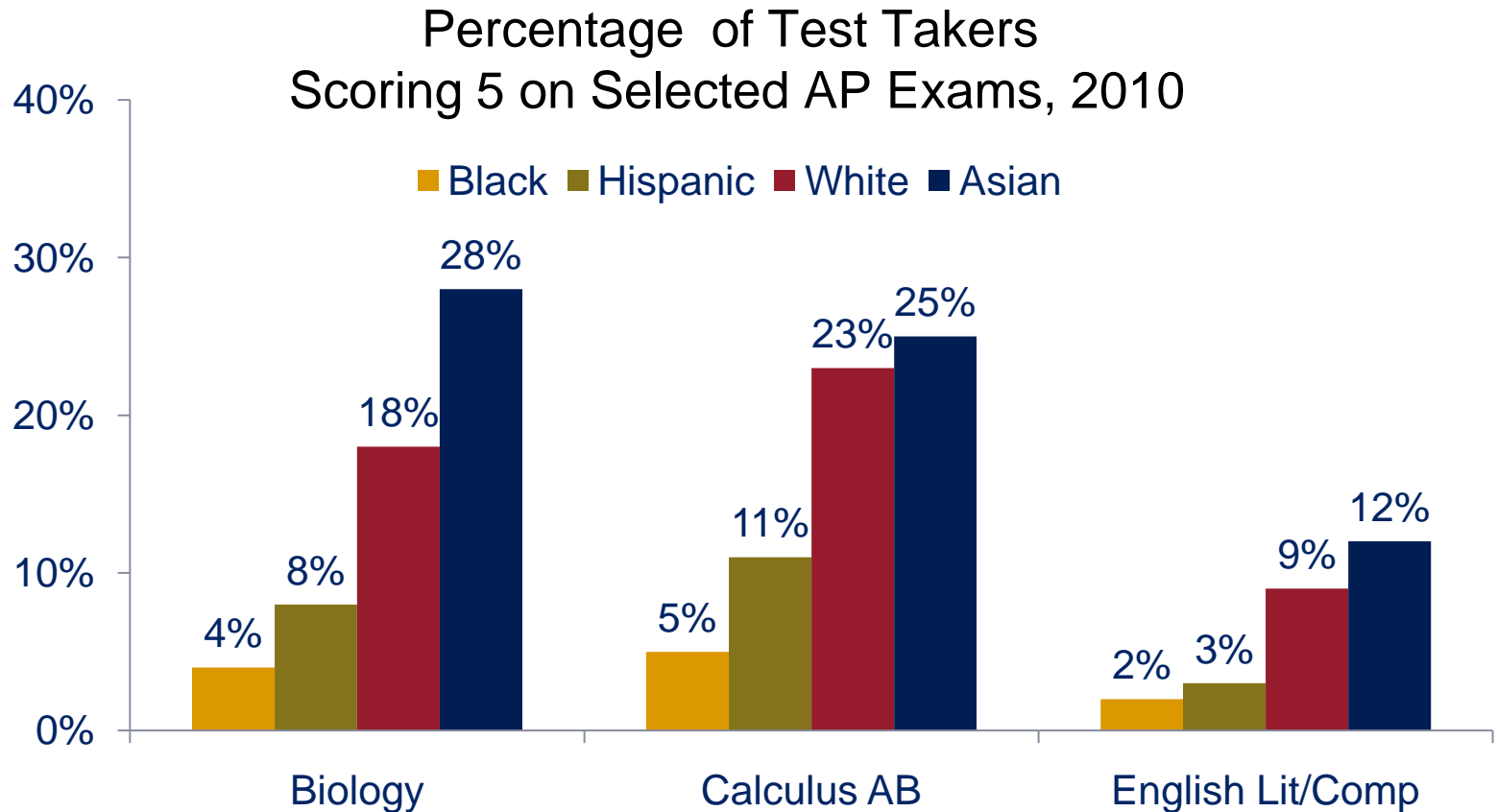
Challenge: Small Shares of Blacks and Hispanics Complete a Rigorous High School Curriculum



Note: A Rigorous Curriculum is defined as at least 4 credits of English; at least 4 credits in math (including at least pre-calculus); biology, chemistry, and physics; and at least 3 foreign language credits.

Source: Institute of Education Sciences (2011). *America's High School Graduates*

Challenge: Small Shares of Blacks and Hispanics Earn 5's on AP Examinations



Source: College Entrance Examination Board, Advanced Placement Exam Summary Reports, 2010



Resources Selective Research Universities May Use to Increase College Access for Students From Underrepresented Groups

Financial

- “No loan” and other financial aid policies

Human

- Undergraduate and graduate students
- Faculty and staff

Organizational

- Institutional units and positions
- College outreach programs

Catalytic

- Signal the importance of these efforts
- Offer examples to other institutions

(Perna, Harkavy, & Bowman, forthcoming, *Metropolitan Universities*)



Rutgers Future Scholars “Hope & Opportunity”

Aramis Gutierrez

Director

The Rutgers Future Scholars Program

Rutgers Tradition

Commitment to providing accessible higher education
regardless of family financial circumstances

40 Years of supporting Educational Opportunity Fund (EOF)

Among AAU institutions, Rutgers ranks ...

- **Second** in Pell Grant Recipients
- **Second** in African-American enrollment
- **Sixth** in total “minority” enrollment
- **Eleventh** in Latino enrollment

And...

- Rutgers-Newark “The Most Diverse Campus in America”
- The **10% Rule**



Inaugural Class, Summer '08

*“Finally, and most significantly, I am proud to announce a bold initiative to expand the pipeline of talented students coming to Rutgers from underrepresented communities. Our student body is diverse, but too few young men and women—and especially too few young men—enroll at Rutgers from our state’s large cities, including Rutgers’ hometowns of Newark, Camden, Piscataway, and New Brunswick. We know that many students give up on learning as teenagers—or sooner—because they don’t see college in their future. So we will establish the **Rutgers Future Scholars** program, a pilot project aimed at reaching minority and low-income students who might otherwise never consider college within their grasp...*

*-President Richard L. McCormick
Annual Address to the University Community
September 28, 2007*

The Hope

The Rutgers Future Scholars program:

- Each Summer a new cohort of up to **200 students** are introduced into the pipeline. Multiple-year components, each building on the foundation of the previous year
- Scholars become part of a unique pre-college culture of university programming, events, support, and mentoring that will continue through their high school years
- **Full Tuition Scholarship** for Scholars who successfully earn admission to Rutgers University

The objectives:

- Increase the number of low-income academically promising students who complete high school and apply to and attend post secondary educational institutions, including Rutgers University
- Develop an adaptable model to incite peer institutions in-state and nation-wide to partner with school districts to identify, support, prepare and offer tuition scholarships to low income, and students of underrepresented communities



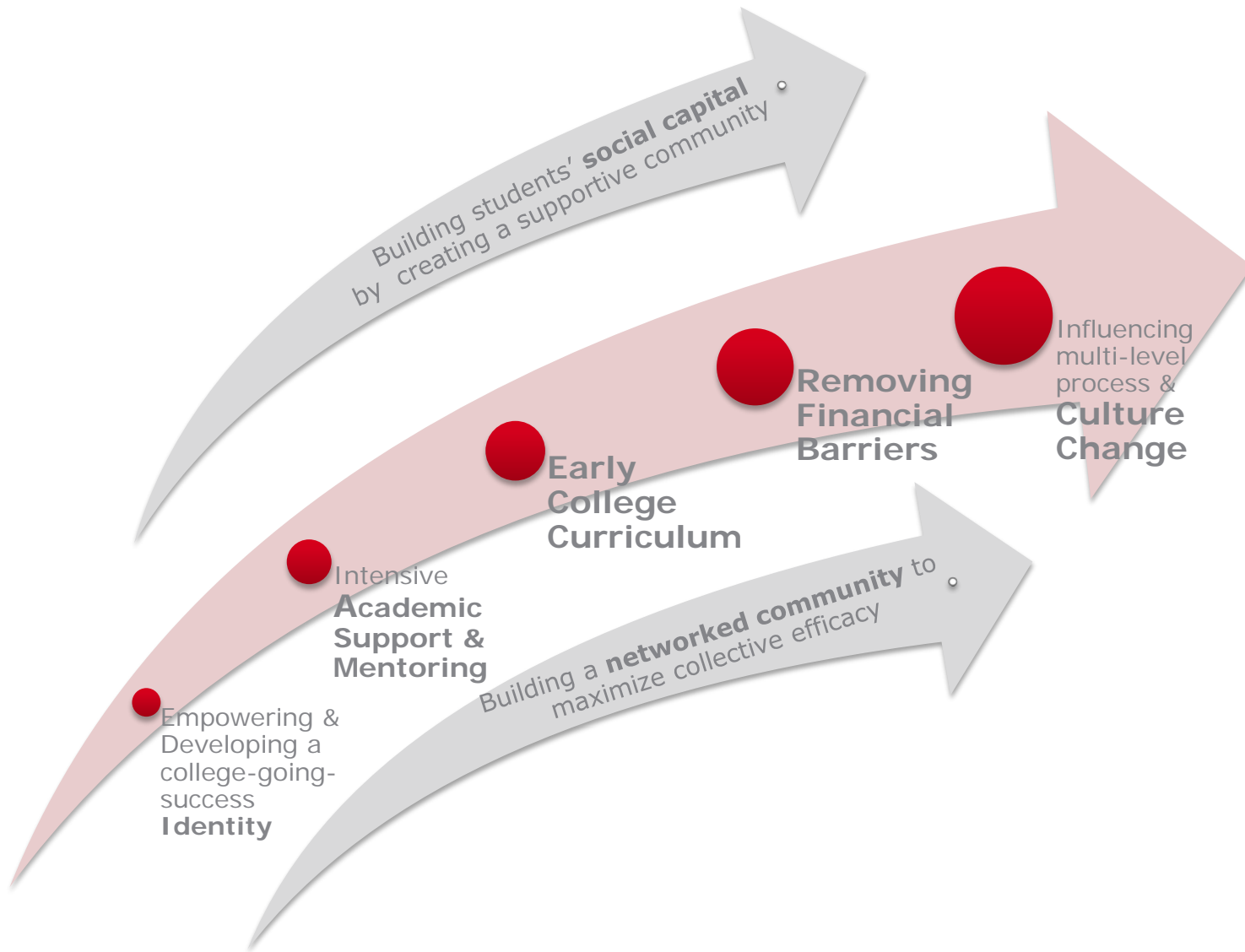
The Opportunity: A Nine-Year Continuum Of Support

- Summer Program: College Preparation for Rising 8-12th grade Scholars
- Academic year tutoring, academic enrichment, and mentoring
- Internships/Project-based learning
- Academic year on-campus Seminar Series to experience academic, cultural, and athletic events
- Early College Credit Courses and Honors/Advance Placement Support
- Customized Curricula: Science, Technology, Engineering, Mathematics, Education, Health Science fields, Writing, Fine & Performing Arts, and New Media (in collaboration with RU and District Faculty)
- Parents: Financial Literacy, employment connections, ESL, Free Legal Aid, Educational Advancement
- School Community: Professional Development, shared resources, employment
- Financial Support and Scholarships
- Development and Cultivation of Support Infrastructure at Rutgers

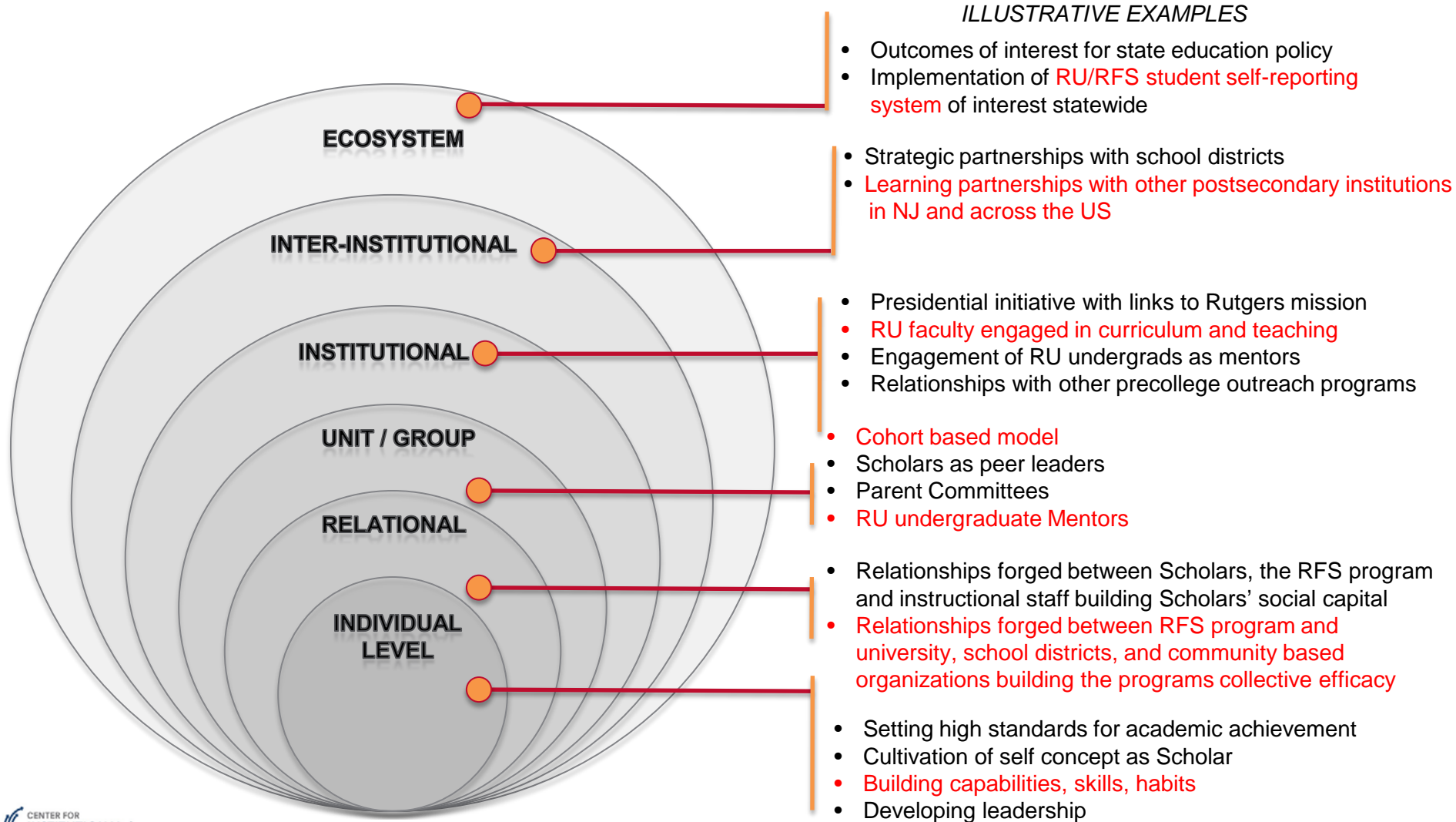


“I now know I have a future because of the Rutgers Future Scholars. Scholars are my family and we encourage and motivate each other to believe and succeed.”

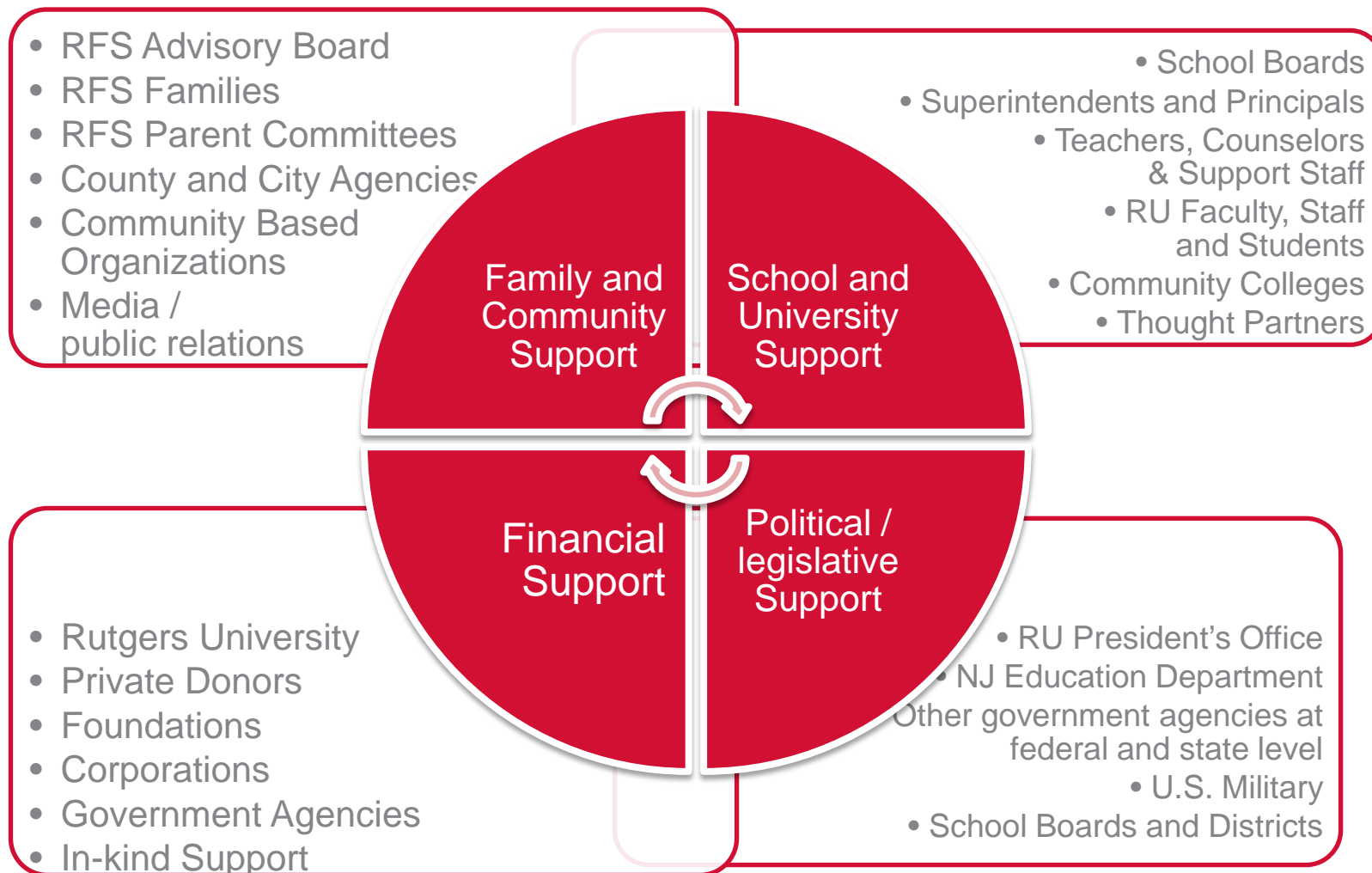
Program Model



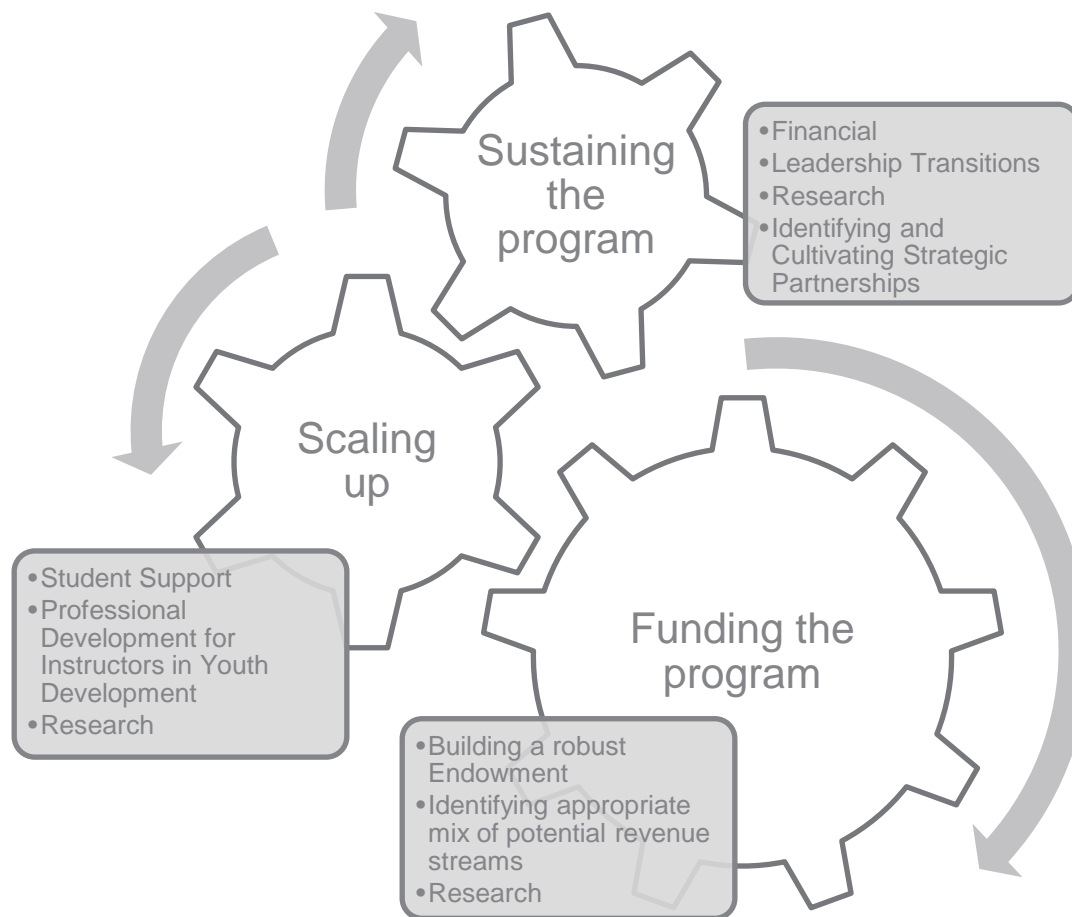
Success: Effecting Change on Multiple Levels



Strategy for Success: Leveraging Networks for Collective Efficacy



Areas for Improvement and Challenges

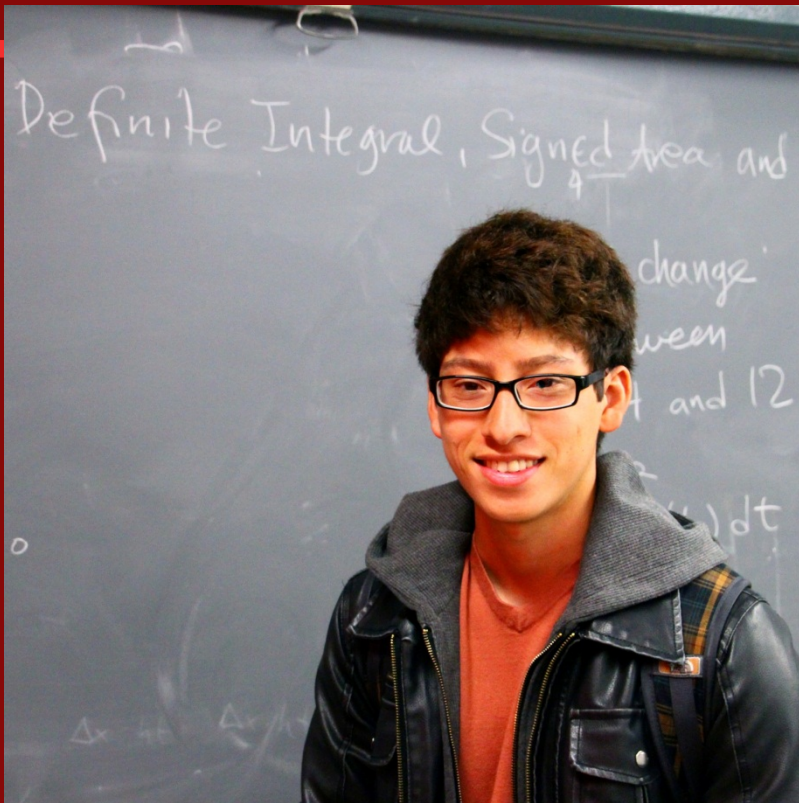


Future Scholars and the Education Community



The talent and resources that our Community possess
are without parallel.

In that spirit, we welcome the opportunity to explore
collaboration.



Achievement

Diversity

Relationships

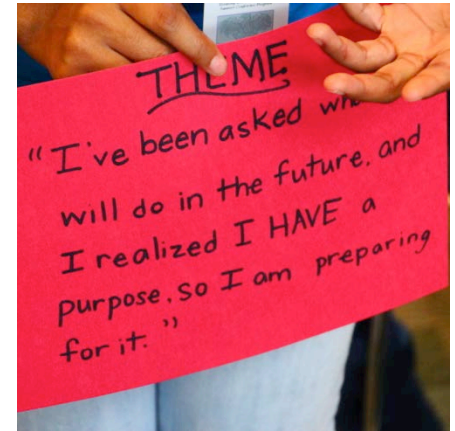
Dynamic Impact

University of Chicago Collegiate Scholars Program

Start Strong. Finish Stronger.



aim, assignment, business
calling, charge, commission
duty, end, errand, goal, job
lifework, object, objective
office, operation, profession
purpose, pursuit, quest, sortie
trade, trust, undertaking
vocation, work. aim.



mission

Prepare talented Chicago Public School students for admission

and **SUCCESS** at highly selective colleges.



Our Culture

Achievement

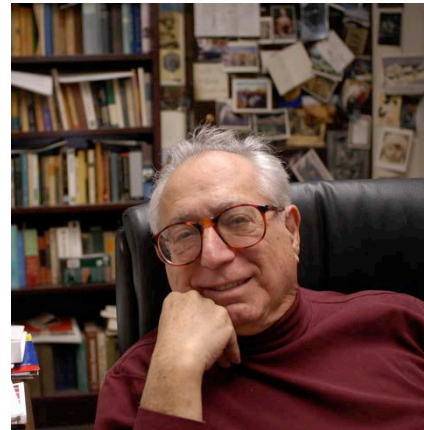
(Faculty, Rigor Leadership)

Diversity

(Inquiry, Exposure, Action, Arts & Culture, Lecture)

Relationships

(Advising, Networks, College Culture)



Faculty
Rigor
Leadership



Inquiry Exposure
Action Arts & Culture
Lectures Advising
Networks College Culture





Our Culture

Achievement

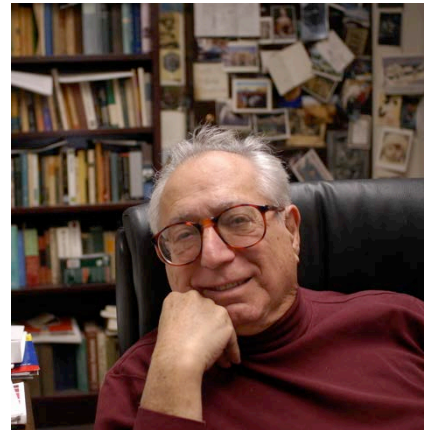
Faculty
Academic Rigor
Leadership

Diversity

Exposure
Action
Arts & Culture
Lecture
Students/Families

Relationships

Advising
Networks
College Culture



Faculty
Rigor
Leadership



Inquiry Exposure
Action Arts & Culture
Lectures Advising
Networks College Culture



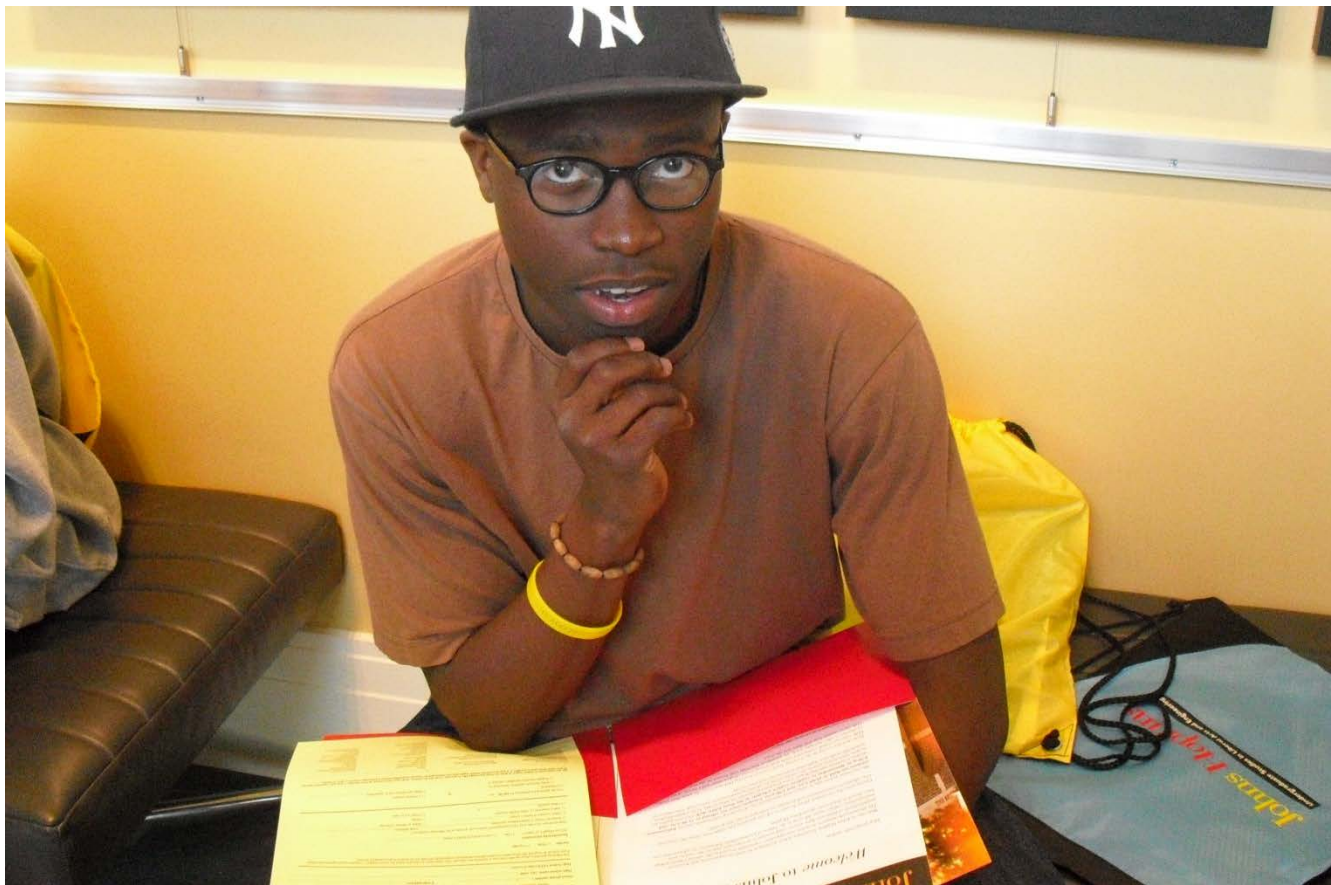
Connecting to the broader goals of the University of Chicago

- *Motto “Let knowledge grow from more to more; and so be human life enriched.”*

- Teaching young people to think big. to change. to discover. to engage. to pursue. to believe.

- “our **faculty** and **students** are pioneers, discoverers, teachers, scholars, and change agents. we ask **tough** questions, **engage** the world around us, and **pursue** knowledge with **rigor** because we believe in the **transformative power of ideas**”

- Giving Chicago Public School students the opportunity to experience a simulated collegiate experience at a highly selective college empowering them to create transformative change in their lives and society.



+ The Life of the Mind

The University of Chicago's undergraduate program is known for its emphasis on **critical thinking** and **broad interdisciplinary exposure** to the **full range of intellectual discovery**. Our College classrooms have a reputation for being hotbeds of exhilarating discourse. **Similar to the College, Collegiate Scholars discussions that start in the classroom** often move to the hallway, to the bus stop, on the journey home and into the community. **A University of Chicago education is a life-changing experience.** We aim to mirror the University of Chicago experience for every Collegiate Scholar.

Courses

Humanities

Social Sciences

Mathematics

Physical Sciences

Biology

Research &
Exposure

UC Hospitals

Biological Science
Division (Genomics)

Chemistry

UC Law School

UC Booth Graduate
School of Business

UC Arts
Departments,
Theater and
Museums



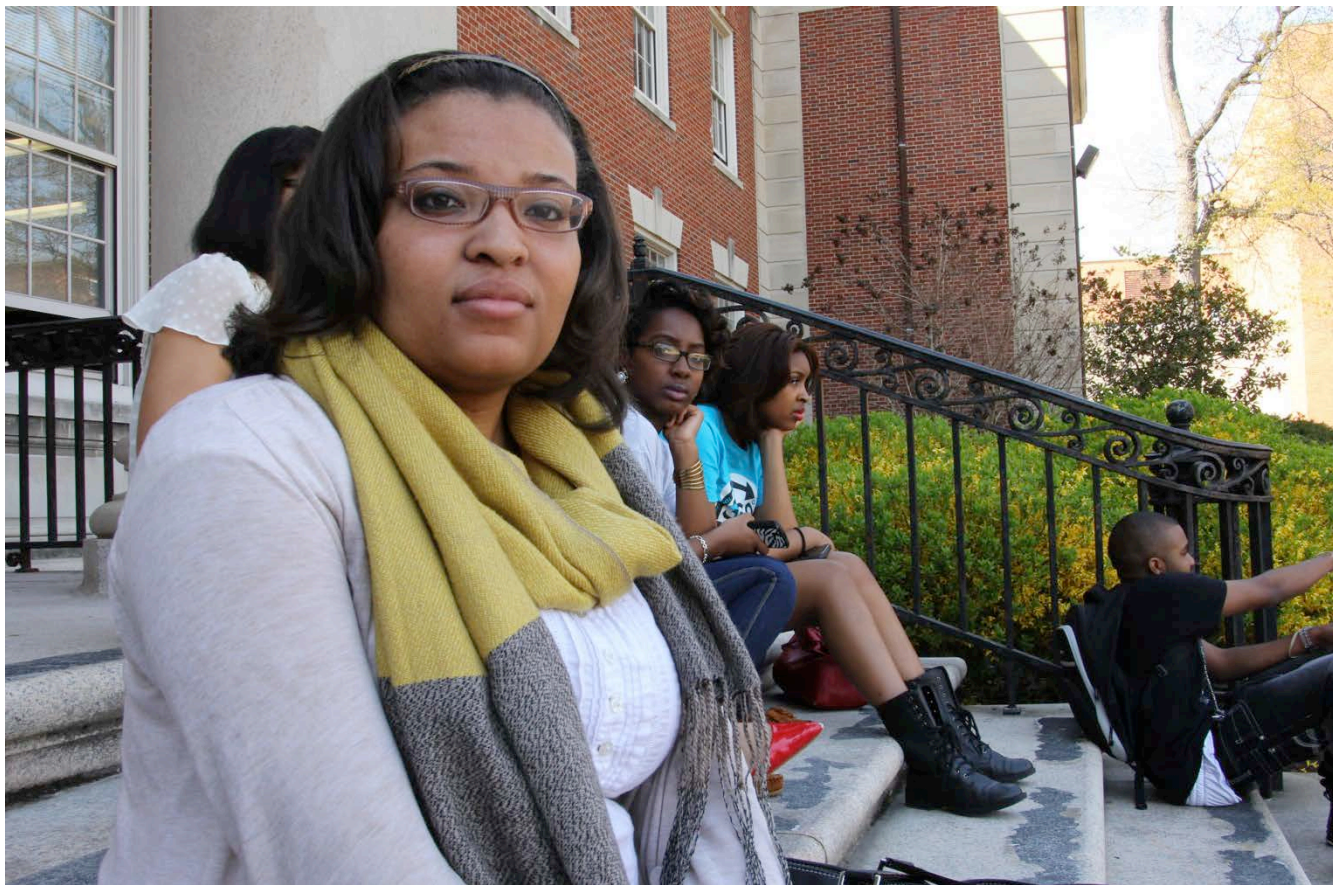
Trevor Wilkins
attends
Princeton
University.

**He's on his
way to
class** and then to

football practice.
Trevor is shooting a
documentary on
violence in Chicago
and launching an
online start up
encouraging young
people to excel in
school and service
by earning
discounts with
businesses
(Gzpoints.com).

+ Transformative Impact

- Admissions to Highly Selective Universities 85%
- Class of 2009 college graduation rate 91%
- Collegiate Scholars Alumni Network (CAN)



Holly Hunter
CSP Class of
2006

Howard University
Graduate 2011

She is working
for Americorps
Vista at Capital
Partners for
Education in
Washington DC

+ Aims for improvement

Our Structure

Data/Tracking

Development

Strengthen Faculty/Departmental Partnerships

Leading and Managing for High Impact

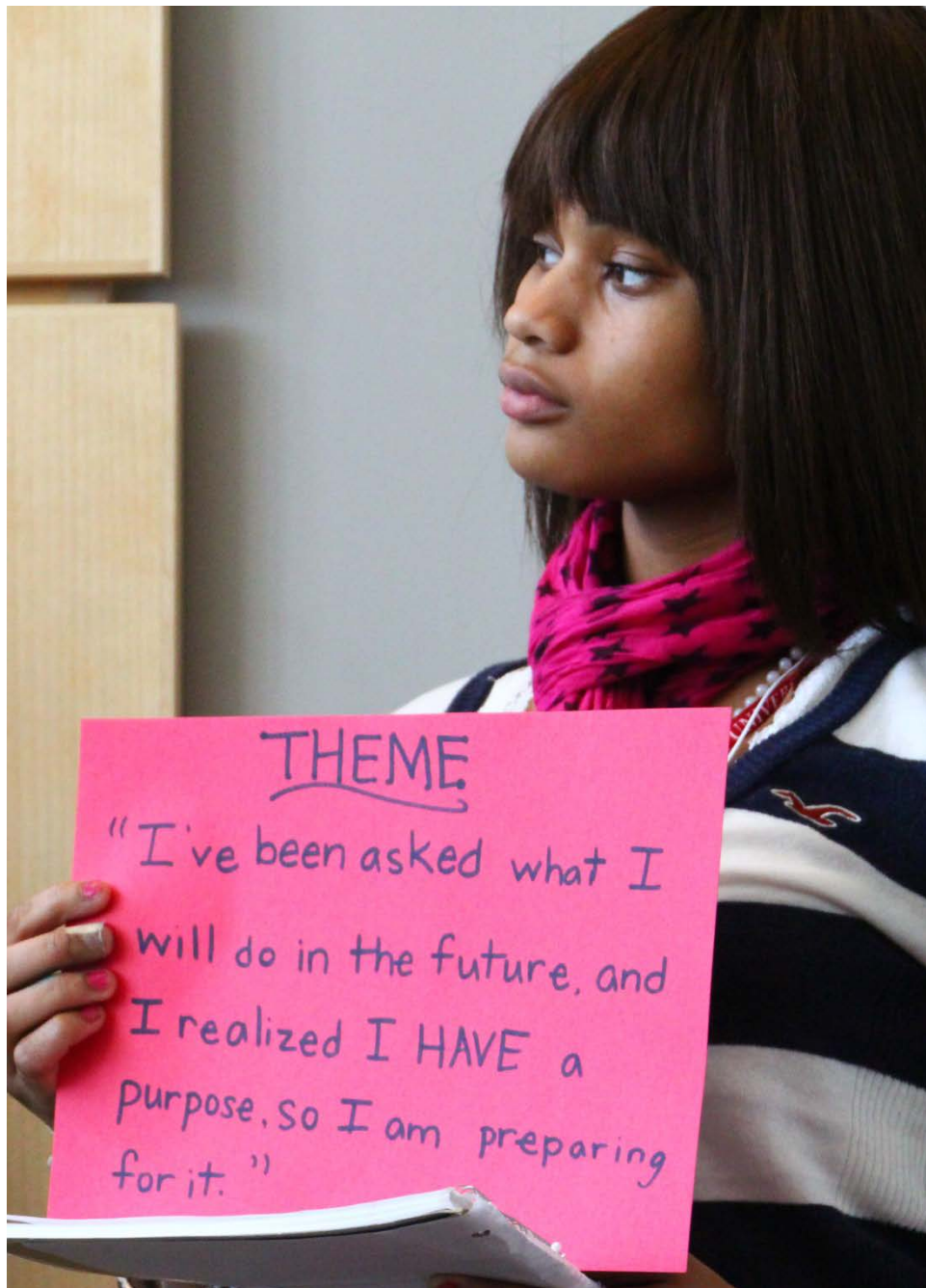
Our Work

Leadership Development

CAN involvement for increased impact

College Networking

Educating Parents & Schools



Kim Ransom

ransom@uchicago.edu

<http://collegiatescholars.uchicago.edu>

950 East 61st Street, 3rd Floor

Chicago, Illinois 60637

Princeton University Preparatory Program (PUPP)

<http://pupp.princeton.edu>

Founded in 2001 by the Princeton University Program in Teacher Preparation, the Princeton University Preparatory Program (PUPP) is a rigorous, academic and cultural enrichment program that supports high-achieving, low-income high school students from local districts.

Our multi-year, tuition-free program prepares participants for admission to and ongoing success within selective colleges and universities.

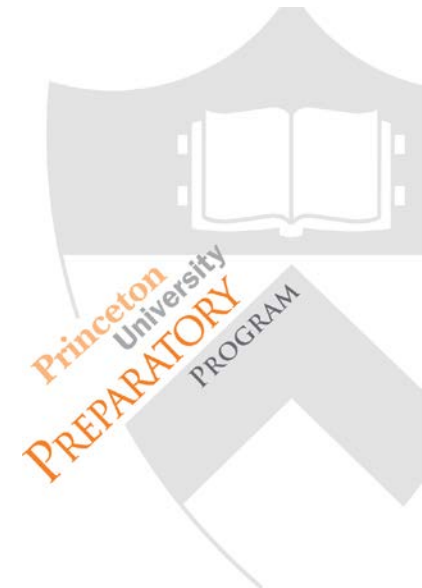
Students are selected during the spring of their freshmen year of high school to participate in PUPP. Acceptance into PUPP is contingent upon a student's academic record, state exam scores, a writing sample, small group interview, house-hold income, and the student's leadership potential and commitment to pursuing higher education.





- PUPP Scholars complete three, intensive six-and-a-half week summer institutes at Princeton University
- Scholars also participate in school-year programming, including weekly after school academic enrichment sessions, SAT preparation, and a series of cultural excursions
- PUPP works directly with students and their parents during their senior year to provide individualized guidance and support in the college admissions and financial aid process

- We currently have 72 students in 3 cohorts ('12 –'14) the majority of whom attend one of two campuses of Trenton Central High School
- We have 160 alumni, 90 of whom are currently in college



PUPP and Princeton

- PUPP is not considered a pipeline for Princeton, but, rather it serves a larger institutional mission of “In the Nation’s Service” and helps provide a model program for replication
- Our goal of increasing the number of low-income students who are viable candidates for success at highly selective universities mirrors the work of the Princeton admissions office to recruit talented students from traditionally underrepresented backgrounds
- PUPP works right in Princeton’s backyard to provide a unique set of opportunities for enrichment for our scholars, as well as providing support, technical assistance and guidance to our partner schools and their teaching and guidance staffs
- PUPP builds on existing networks and relationships nurtured over time through our Program in Teacher Preparation
- Princeton provides a broad range of support for the program, including annual funding, fundraising, in-kind support (use of facilities, administrative assistance, technology, etc)

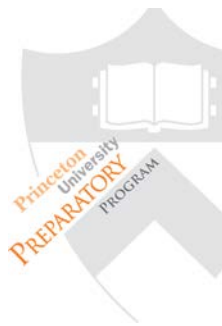
PUPP and success



- "PUPP is one of Princeton's most inspired--and successful--educational initiatives. It gives talented students of modest means the knowledge and confidence they need to fulfill their aspirations, it broadens the pool of applicants available to our nation's finest colleges and universities, and, in time, it will strengthen the fabric of American society." - Shirley Tilghman
- A majority of PUPP scholars are ranked in the top 15% of their class at their respective high schools. (We have had six valedictorians from Trenton high schools since 2006)
- Over 90% of alumni have persisted in college, either completing a degree in 4-6 years or holding good-standing in their college or university.
- Among PUPP's first four cohorts, 68% have earned a college degree, compared to a national average of 55% for all college students and a paltry 10% for low-income students.



PUPP alumni attend and have graduated from some of the finest colleges and universities in the country, including:



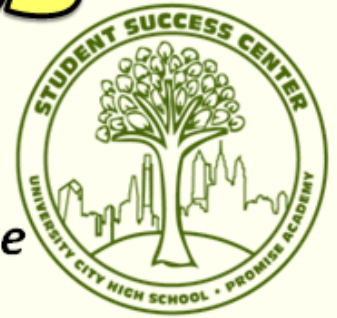
Barnard College	Lehigh University	Syracuse University
Brown University	Loyola University of Maryland	Texas A&M University
Bryn Mawr College	Mercer County Community College	The College of New Jersey
Carnegie Mellon University	Middlebury College	The George Washington University
Colgate University	Morehouse College	Tulane University
Columbia University	Mt. Holyoke College	University of Notre Dame
Cornell University	Muhlenberg College	University of North Carolina at Chapel Hill
Davidson College	New York University	University of North Carolina at Greensboro
Dickinson College	North Carolina A&T University	University of Pennsylvania
Drew University	Occidental College	University of Richmond
Drexel University	Pennsylvania State University	University of Rochester
Emory University	Princeton University	Ursinus College
Franklin and Marshall College	Rice University	Vassar College
Georgetown University	Richard Stockton College of New Jersey	Villanova University
Haverford College	Rider University	Wake Forest University
Howard University	Rowan University	Wellesley College
Johns Hopkins University	Rutgers University	Wesleyan University
Kean University	Seton Hall University	West Virginia University
Kenyon College	Smith College	
Lafayette College	Stevens Institute of Technology	

University City High School Promise Academy

STUDENT SUCCESS CENTER



Home of the Jaguars and the Leaders of Change



SSC Programs & Services

5 Pathways

Post-Secondary Planning

Career Exploration

Academic Support

Social Support

Leadership Development

Post-Secondary Plan

Graduation Coaching

Tutoring/Homework Support

Mentoring

Social Enrichments/Clubs

Financial Literacy/Entrepreneurship

Community Service Events

Summer Enrichment

College Planning Workshops

Advisory Class

College Trips/Fairs/Speakers

College Essay Writing

Fin. Aid/Literacy/Scholarship Clinics

SAT Registration/Prep

Parent /Family Workshops

Career Exploration Workshops

Paid Internships

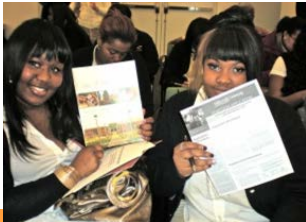
Job Shadowing

21st Century Skills Class

Mock Interviews

Public Speaking

Job Fairs/Speakers



“Creating College Ready Pipeline”

Summer Bridge

Senior Bridge

9 th	10 th	11 th	12 th
<ul style="list-style-type: none"> •Academic Planning •Who AM I? •Learning Styles Inventory •Career Inventory •Why College? •Time Management •8 Keys of Excellence •Advocating for Yourself •Personal Statement •Public Speaking 	<ul style="list-style-type: none"> •Who AM I? •Why College? •Majors to Careers •College Profiles •Financial Literacy •Time Management •Academic Planning 	<ul style="list-style-type: none"> •21st Century Skills •Informational Interviewing •Job Application •Job Search •Mock Interviewing •Resume •College Presentations •College/Career Exploration Trips 	<ul style="list-style-type: none"> •College Presentations •College/Career Exploration Trips •College Search •Financial Aid/Scholarship •Majors to Careers •Personal Statement •Postsecondary Advising and Completion sessions



- Teacher/Counselor Collaborations
- Higher Ed Partnerships
- Social & Academic Enrichment Class
- Graduation Coaches
- Community Resources/Partnerships
- Parent/Family Engagement

Summer Enrichment

School-Wide Integration

Partnerships & Programs

Higher Education

Student Success Center

Urban Nutrition Initiative

Wharton Social Impact

ABCS Courses

Drexel Visiting Scholars

Cultural Events & Activities

Access Science/Upward Bound

Drexel Mentoring Day Series

Classroom &
Event Facilities

STEM Initiatives

Coaches & Tutors- Penn/Drexel

Library & Research

SAT Reg/Prep Programs

Admissions College Workshop
Series

Parent/Community Resource
Center

Penn GSE- Teacher PD &
Classroom Support/Placement

Enrichment Programs

Summer Programs

Paid Internships

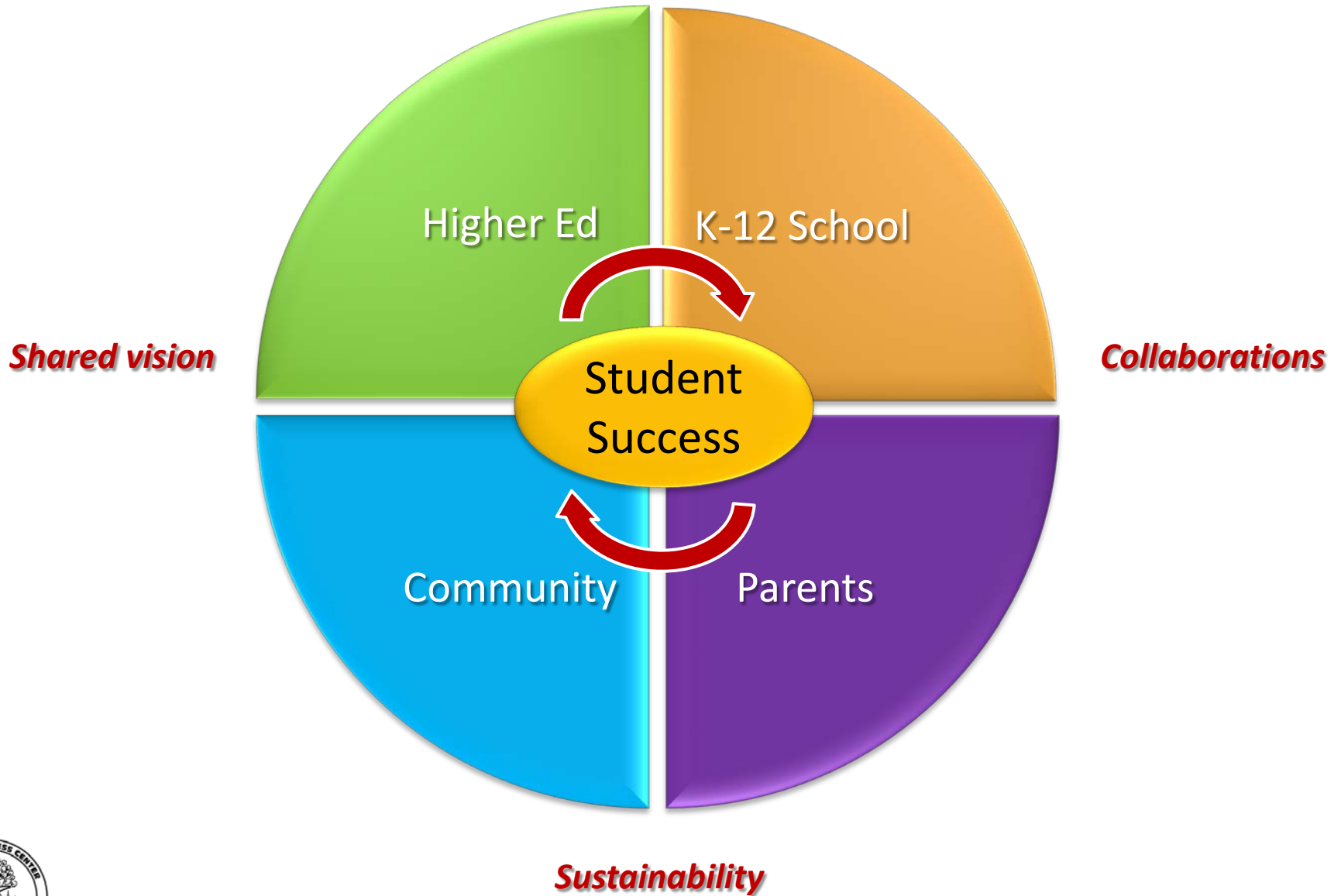
Dual Enrollment

Campus visits

Sharing Resources

Sustainability

Community School



University-Assisted Community Schools Model



HIGHER
LEARNING



{ MAXIMIZING
YOUR COLLEGE
EXPERIENCE }

BRIAN PETERSON



PROGRAM
FOR SOCIAL IMPACT

Over 20 years, collaborating with West Philadelphia schools and community partners



Engage. Educate. Empower.
URBAN NUTRITION
INITIATIVE





Questions?

Thank You

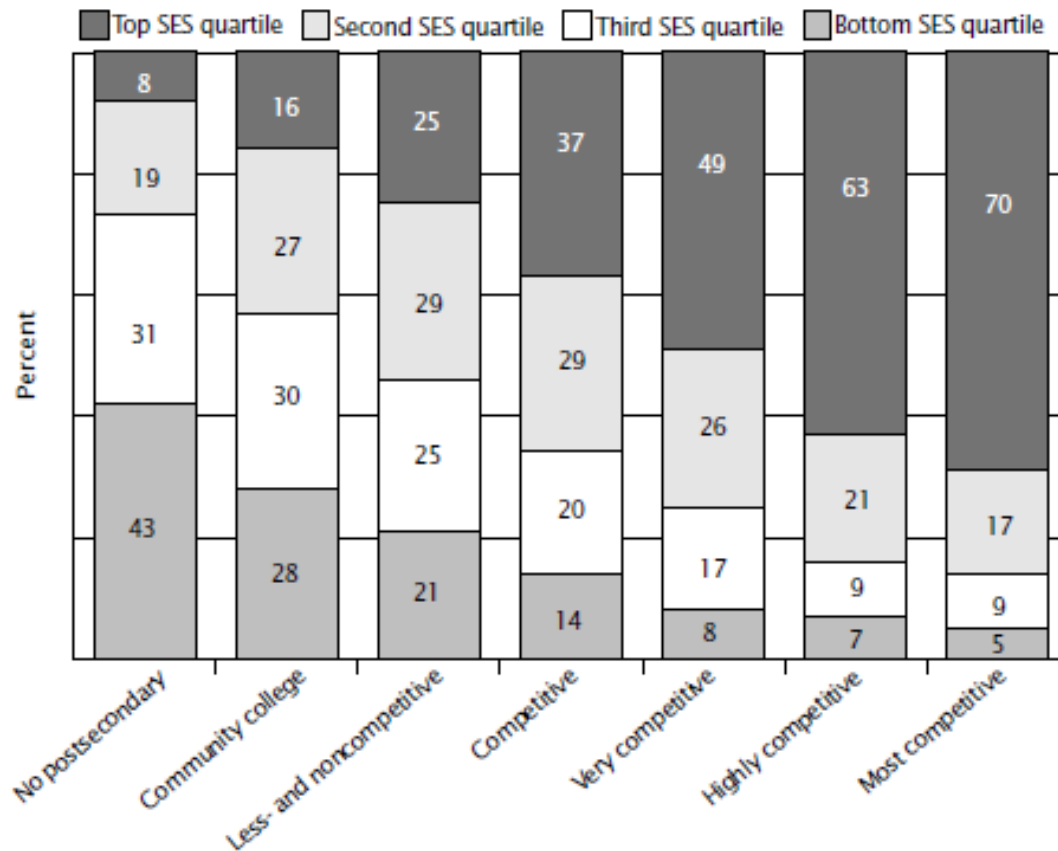
Janice Park

janicep@sas.upenn.edu

<http://www.upenn.edu/ccp>

The Stakes

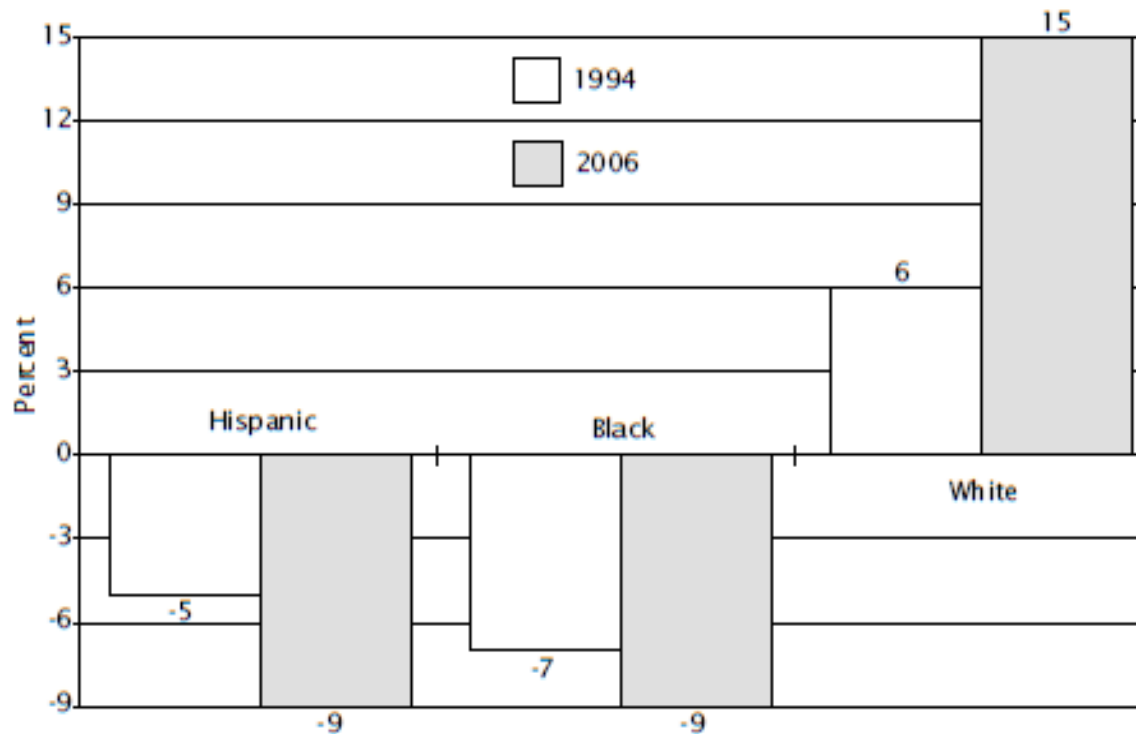
**Figure 3.7 Socioeconomic Distribution at Colleges,
by Selectivity, 2006**



Note: Some columns do not total 100 due to rounding.

Source: Authors' calculations from M. N. Bastedo and O. Jaquette, "Institutional Stratification and the Fit Hypothesis: Longitudinal Shifts in Student Access," Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Vancouver, British Columbia, November 4-7, 2009.

Figure 3.10 Representation of College Students as Compared to Population Share at “Most” and “Highly” Competitive Colleges, by Race and Ethnicity, 1994 and 2006



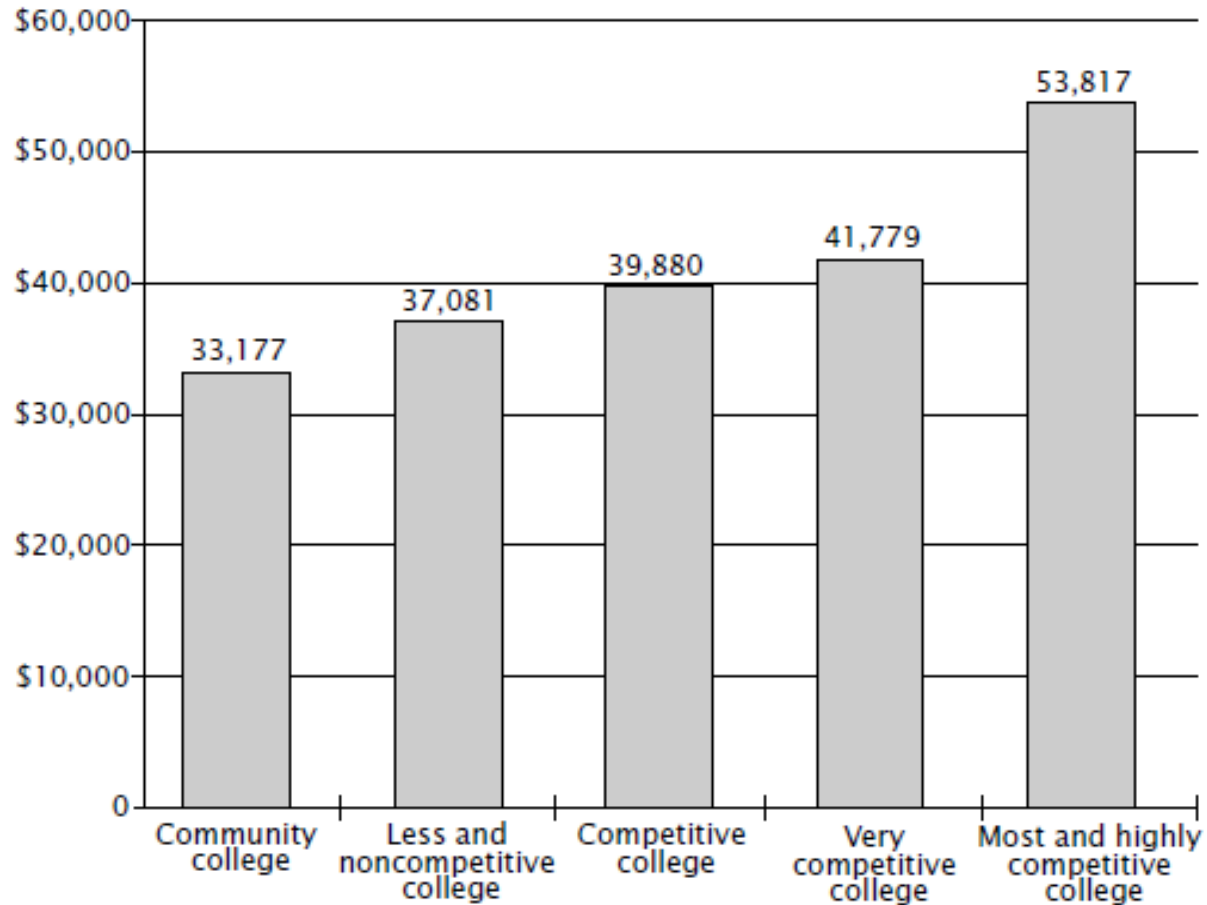
Source: Authors' calculations; Barron's Selectivity Rankings, various years; National Education Longitudinal Study: Base Year through Fourth Follow-Up, 1988–2000 (Washington, D.C.: U.S. Dept. Of Education, National Center For Education Statistics, 2000); Educational Longitudinal Study: Base Year to Second Follow-Up, 2002–2006 (Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics, 2006).

Table 3.4 Graduation Rates, by Selectivity and Socioeconomic Quartile (percentage of initial attendees)

Selectivity	Bottom SES Quartile	Second SES Quartile	Third SES Quartile	Top SES Quartile
Tier 1 (highest)	76	85	80	90
Tier 2	61	63	71	79
Tier 3	60	58	59	66
Tier 4 (lowest)	40	63	55	58

Source: Authors' analysis of survey data from High School and Beyond (HS&B), U.S. Department of Education, National Center for Education Statistics, <http://nces.ed.gov/surveys/hsb/>.

Figure 3.14 Entry-level Earnings of College Graduates, by Selectivity, 1999



Note: Dollar amounts are in 2007 dollars.

Source: Authors' calculations from Barron's Selectivity Rankings, various years; National Education Longitudinal Study: Base Year through Fourth Follow-Up, 1988–2000 (Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics, 2000).

Social Mobility

- Understanding the impact that programs have on socioeconomic trajectory of their students
- Assist in the development of skills to assist in navigation of resources and student life to ease transitions to college and career

Recruitment and Selection

- Identify students with the strong academic talent in non-feeder institutions
- Providing insight into students and their lives for the admissions evaluation and selection process
- Development of additional/alternative metrics for evaluation and selecting students

Curricular Alignment

- Develop connections between higher education faculty and schools and/or school districts to develop curriculum that prepares students for selective schools
- Exposing students to academically rigorous courses and assisting them succeeding
- Navigating the college selection process:
Mitigating undermatching