Aiming to Increase Diversity:
Michigan Experience Day Evaluation, 2014
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Abstract

This report analyzes the second year of the Michigan Experience Day (M.E.D.) event hosted by the Michigan College Advising Corps (M.C.A.C.) at the University of Michigan. M.E.D. was designed to familiarize underrepresented high school students with the University of Michigan and encourage consideration and attendance. The primary change in the event between year one and year two was the way students spent time and interacted with the campus community. Matched pair, pre- and post-event survey data show statistically significant improvements for all questions measuring student attitudes toward the university, changes unprecedented in year one findings. These changes coincide with higher ratings and favorable comments about the second year's new additions.

Introduction

Underrepresented minority enrollment—the percent of new freshman enrollees that are Black American, Latino American, or American Indian—at the University of Michigan (U-M) has been trending downward since at least 1995. Compared to the national population, U-M resides in a state that is 12 percentage points less Latino, slightly less American Indian, and slightly more Black American (U.S. Census, 2010.) With in-state students accounting for about 60% of all enrollment, its underrepresented freshman enrollment in 2000 was 15.10%— 9.06% Black, 5.30% Latino, and .75% American Indian (U-M Registrar's Office).

2010 Census Data

	Black	Latino	American Indian	Total underrepresented
National	13%	16%	0.9%	29.9%
State	14%	4%	0.6%	18.6%

Source: U.S. Census 2010

Affirmative action policies are generally known as those designed to improve representation of traditionally underrepresented groups, by explicitly considering membership to said groups during admissions or hiring decisions. The University has a history of advocating for and defending affirmative action admission policies, which are aligned with its stated commitment to diversity (Connell, 2004). The University was forced to change its undergraduate point system after the U.S. Supreme Court found it unconstitutional to award points toward admission based solely on race in 2003. In the same year, the Court found the U-M Law School's admissions policy to be constitutional because it evaluated applicants holistically, including their race. U-M emphasizes the importance of a diverse student body to create a healthy learning environment, while underrepresented enrollment continues to fall compared to previous year's data.

Underrepresented Freshman Enrollment
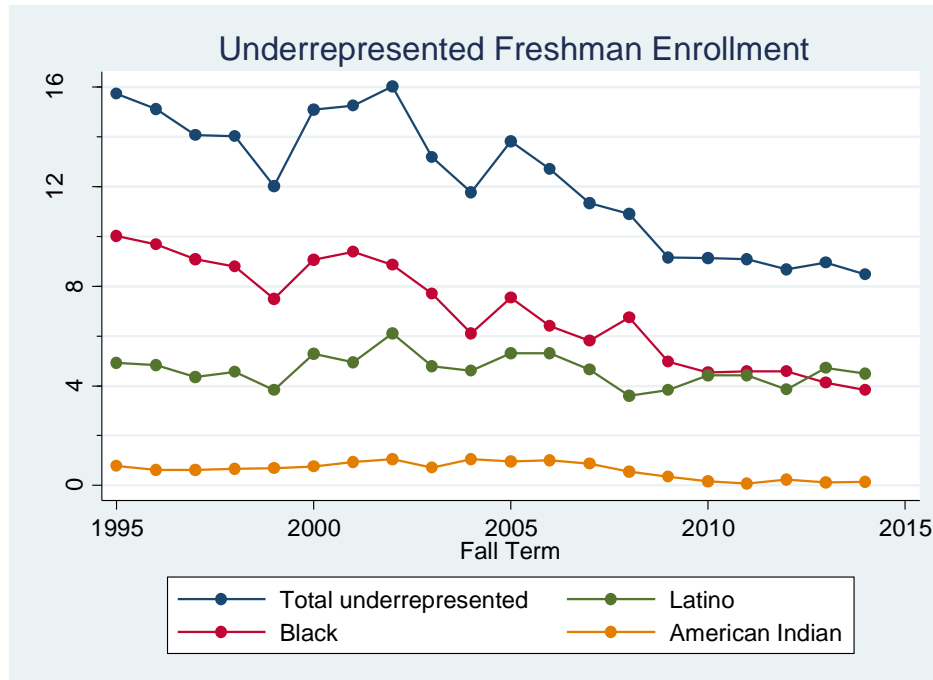
Source: U-M Registrar's Office
Note: In 2010 the University switched to a new race/ethnicity classification system in compliance with Federal IPEDS reporting, however this does not affect enrollment trends before and after. Fall 2008 was first cohort of students admitted without affirmative action.

In 2006, when underrepresented enrollment was 12.71%, a 58% majority of Michigan voters passed a proposal, which banned public institutions, including universities, from considering race, ethnicity, and gender in admissions decisions or hiring. The first cohort that enrolled without affirmative was that of fall 2008 with underrepresented enrollment above ten percent for what would be the last time to date.

The University's response to the elimination of affirmative action was to create more emphasis on outreach to underrepresented communities (Greene, 2009). The Center for Educational Outreach opened in 2009 and is designed to improve access to higher education and expand educational opportunity. Despite these efforts, Black enrollment, which represents much of the change in underrepresented enrollment since 1995, continues to decrease. Regardless of the race and ethnicity classification changes in 2010, this downward trend remains.

The Michigan College Advising Corps (M.C.A.C.) is a nonprofit housed in the Center for Educational Outreach that has a mission to increase college enrollment and completion for low income, first-generation and underrepresented minorities (Flinkstrom, 2013). During the 2013-2014 school year, M.C.A.C. had 13 advisers, each working full-time in a high school across the southern half of Michigan's lower peninsula. Advisers' primary objective was to help students make informed post-secondary decisions.

[End of sample]

References

Connell, Nancy. (2004, February 16). U-M Leaders challenge campus to address diversity issues. University Record Online. Retrieved from http://www.ur.umich.edu/0304/Feb16_04/00.shtml

Flinkstrom, Emily. (2013). Michigan Experience Day Evaluation Report. Michigan College Advising Corps. Ann Arbor, Michigan.

Greene, Deborah. (2009, March 9). U-M Establishes a Center for Educational Outreach and Academic Success, appoints director. University of Michigan News. Retrieved from http://ns.umich.edu/new/releases/6537-u-m-establishes-center-for-educational-outreach-and-academic-success-appoints-director

United States Census Bureau. (2015). QuickFacts United States, QuickFacts Michigan. Retrieved from http://www.census.gov/quickfacts/table/PST045215/00

University of Michigan Office of the Registrar. (2015). Enrollment Reports. Retrieved from http://ro.umich.edu/enrollment/enrollment.php

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To get a better idea ==of the students advisers== are drawing from:

==[establish that much of the difference in underrep% is the decrease in Black enrollment.]==

Brief outline of low income (pell eligible) has been hovering at about 16% for all undergraduates (around 2010) and first generation enrollment

During the 2013-2014 school year had 13 ==advisers living in== communities to place recent college graduates in high schools with disproportionately underrepresented populations to increase college attainment.

RUN REGRESSION OF Underrep% AA NativeA Hispanic %s – regression ==discontinuity== to

that is 13% Black, 16% Latino, and .9% American Indian (CITE CENSUS) and a state that is 14% Black, 4% Latino, and .6% American Indian

In 2014, mounting pressure on university administration to improve Black representation culminated in a campaign by a student group that received national attention (cite ==#BBUM==).

(foot==not==e on first gen numbers and that there isn't available data spanning many years?)

http://www.cnn.com/2014/04/22/justice/scotus-michigan-affirmative-action/

Outline
- University of Michigan and Affirmative Action   ==Keep this paragraph relatively short==
http://www.census.gov/quickfacts/table/PST045215/00 census info on US
    o Challenges to affirmative action pre-prop 2
    o Prop 2 http://www.civilrights.org/equal-opportunity/michigan/proposal_text.html
    o Since prop 2
    o Institution response
        ▪ Creation of CEO??? Find out
        ▪ Creation of MCAC, when was it? First year was 2010-2011 (when Brandee graduated
    o Population swings and populations it's missing (failing to serve) in the general public
        ▪ Black, Latino
    o

- Context of MCAC and MED
  - MCAC's mission

- U-M establishes Center for Educational Outreach and Academic Success,

  appoints director
      -
  - The creation of MED
  - First year planning and first year analysis
  - Second year planning, mention it's through surveys
- Student population
  - Who are they: students from disproportionately underrepresented groups ranging from urban to rural
  - How many
  - How were they selected—fidelity or na? do we even know?
- Method
  - Survey—briefly summarize the survey, its design
- Results
- Discussion
  - Strengths
    - Using pairs?
  - Weaknesses
    - Shotty documentation
      - n Students attended, demographics (first gen, race, gpa, ACT), administering of surveys(?)
    - We don't know which part of the trip is responsible for improved attitudes (other than what students tell us)
  - Suggestions
    - Tighter documentation will lead to the ability to track who exactly we are impacting
      - Of who attends
      - Advisers recruitment methods for the trip
        - Including any application requirements
      - What day-of adjustments happen
      - Pre and post survey data
      - Including student attribute data—to analyze what's big for
        - first gen
        - race/ethnicity
        - low income
        - by high school
        - by grade
        - by academic interest final group size
      -
    - The report using Corps data to track students' interest and or application, admittance, attendance of UM. Once again demographics

is important—who is the trip impacting. How can it be changed to impact it more efficaciously.