

# UNIVERSITY of NEW HAMPSHIRE

*“Excellence in Outreach Scholarship”*

*Outreach Scholars Academy*  
**Project Format**



## **1. PROJECT TITLE**

**URBAN HIGH SCHOOL TO COLLEGE COLLABORATION**

## **2. PROJECT DESCRIPTION**

This project began as an initiative to offer a college level study skills course to high schools students for college credit. Participating high-schools can expect potentially higher student academic achievement and a higher graduation rate. The students can develop critical study skills and get a jump start on earning college credits. UNHM can look forward to strengthened relationships with local public schools and hands-on recruiting through exposure to UNHM’s high quality, small class environment. The students who participate would be studied and compared to a control group to determine changes in GPA, standardized test scores, and other cognitive, motivational, volitional and affective measures common in educational psychology studies.

## **3. BACKGROUND INFORMATION/STATEMENT OF THE ISSUES/PROBLEM**

The problem is twofold. First, all three of Manchester’s public high schools appeared on the NH Department of Education’s Schools In Need Of Improvement list for 2005. Study skills courses have had success improving student academic performance. Second, UNHM has ambitious recruitment and retention goals. UNHM’s low-cost, high quality education is delivered in an atmosphere of small classes and accessible faculty. Bringing high school students right into UNHM classrooms will probably convince some of them to continue at UNHM after high school graduation.

#### **4. PROJECT DETAILS**

##### **Goals and Objectives**

The goal of this outreach was to 1) Connect with Manchester high school administrations and identify eligible students and 2) Start a study skills course at UNHM. So far the connection has been made and is still under development.

##### **Target Population/Audience**

The target population consists of both high school and college students who are interested in taking a college-level study skills course.

##### **Methods**

The course is to be held at UNHM and offered as an elective to all UNHM students. Additionally, a select number of high school students are to be transported to the UNHM campus to attend this course.

##### **Evidence of External Collaboration and Partnership:**

A collaboration was initiated with West High School in Manchester. I met with the principal, Jan Thompson and discussed my ideas and the concept of outreach in general. She was very receptive to a collaboration with UNHM not only for this study skills class but potentially for other classes as well.

We scheduled a second meeting to include Frank Bass, the assistant superintendent of Manchester schools and Kristin Wooliver, UNHM dean for May 31<sup>st</sup> 2006. This is where it currently stands.

##### **Expected Impact:**

It is anticipated that this study skills course will improve the academic performance of the students who enroll. In this sense the impact on the external partner should be improved academic performance and increased graduation rates of the students. This will be measured using pre-post test studies. How the information will be disseminated has not yet been discussed but similar studies of the impact of study skills courses on college students have been published in education and psychology journals. It probably wouldn't hurt to get written up in the school newspaper and the city papers once success has been demonstrated.

##### **Scholarly Connection:**

My scholarly research is focused on self-regulated learning and the design and application of self-regulated learning interventions. I have completed two doctoral level independent studies on the topic and have been running a business teaching high school students self-regulated learning skills for over two years. This project presents an opportunity to design a comprehensive study to measure the effectiveness of a formal college class on the academic performance of both high school and college students. Additionally the impact of this course on college recruitment and retention levels can be examined.

## **5. EVALUATION PLAN**

To be determined, but one component will include regular meetings with the partners to discuss progress. Once this collaboration is firmly established each side will be able to articulate clearly defined goals or objectives. Some method of measuring progress towards these goals will have to be established with frequent monitoring to determine progress.