

Date Revised: July 20, 2017

Faculty Staff Diversity Mini-Grant Application. Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

Project Title (up to 25 words)

At-Promise Early Move-in Pilot Program

List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.

- | | | | |
|--------------|--|---------------|---|
| 1 (required) | <u>Matthew Chaney</u>
<i>Matthew Chaney</i> | Role on team: | <u>Co-Lead</u> |
| 2 (required) | <u>Andrea Kitomary</u>
<i>Andrea Kitomary</i> | Role on team: | <u>Co-Lead</u> |
| 3 (required) | <u>Kaylee Burke</u>
<i>Kaylee Burke</i> | Role on team: | <u>Co-Lead</u> |
| 4 (optional) | <u>Jason Bentley</u>
<i>Jason Bentley</i> | Role on team: | <u>TIP Office; Deans Office Sponsor</u> |
| 5 (optional) | _____ | Role on team: | _____ |

Add additional lines as necessary to list all team members

Contact Information for Team Leader:

Kaylee Burke, Director of the Center for Latin@ Studies

Project Summary/Abstract If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

The At-Promise Early Move-in Pilot Program, is a summer initiative, designed to increase the persistence and retention of all eligible students. For this project, eligible students consist of those identified as "at-promise" which includes academically and economically disadvantaged students, as well as those historically underrepresented in institutions of higher education. The program seeks to increase students' academic self-efficacy, sense of community and mattering, and social integration within the university prior to the first day of classes. These theoretical concepts based in positive psychology, student development theory, and critical race theory are well documented in the literature as conceptual frameworks for increasing academic attainment and reducing attrition among at-promise students. Outreach will be conducted to invite students to participate based on "at-promise" status. The program will be piloted with 200 incoming first year students. This pilot project is a collaboration between various offices on campus (Center for Latin@ Studies, TIP Scholars, LEAD by Design, Office of Multicultural Student Services, and FSU Housing) that serve at-promise students, and will expand the extended orientation program for TIP Scholars (Summer 2017-2019).

Contact Information for Team Leader:

Kaylee Burke, Director of the Center for Latin@ Studies

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Project Narrative. Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project;

Ferris State University has recognized the need to not only increase enrollment and retention of their student body, but to do so in a manner that promotes and embodies a spirit of inclusion and diversity. In order to continue with this mission, innovated avenues must be set in place while strengthening current practices. This will provide the opportunity for diverse and under-represented students to feel and internalize that institutions of higher education are an accessible, attainable, and livable space for them.

It is with this notion in mind that the At-Promise Early Move-In program aims to increase current enrollment rates and achieve two outcomes with a singular effort. The first is to address the University’s Diversity and Inclusion plan by intentionally recruiting from the at-promise student body. The second is to address the significant income gap the University faces, when enrollment numbers fall below the expected number necessary to meet operational costs.

The At-Promise Early Move-in program will also address retention outcomes by incorporating this innovative program. The innovation stems from a new collaboration between the six organizations (Center for Latin@ Studies, TIP Scholars through the College of Retention and Student Success, College of Education and Human Services LEAD by Design Program, Office of Multicultural Student Services, and FSU Housing) which already have a strong presence on campus. However, in combining efforts, not only prior to the Fall semester, but throughout the academic year the goal is to increase student persistence and University retention rates. This symbiotic approach will allow the organizations to grow alongside each other while sharing resources and insight that will in turn provide the student support and outreach needed for successful retention outcomes.

2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

The At-Promise Early Move-In program will take place over a six day period, from August 23rd to the 26th, prior to the start of Fall 2020. Each day will present students with individual development and team building activities, provide workshops to understand University systems and cultures, and finish the day with a significant social event. (Draft Schedule listed below.)

August 23rd	DAY ONE
11:00 am- 1:00 pm	Student Move In
1:45 pm- 2:30 pm	Student Registration/ Check-In
1:45 pm- 2:30 pm	At- Promise Pre-Survey
2:30 pm- 2:45 pm	Welcome and Introductions
2:45 pm- 3:15 pm	Student Expectations
3:15 pm- 4:15 pm	Workshop: Building Communities
5:00 pm- 6: 30 pm	Dinner
6:00 pm- 7:00 pm	TBD
7:00 pm- 8:00 pm	Student Panels
8:00 pm- 8:30 pm	Community Building: Ice Cream Social
August 24th	DAY TWO
9:00 am- 9:45 am	Breakfast/ Plans for the Day
9:45 am- 10:50 am	Workshop: Team Building in Student Programs
11:00 am- 12:30 pm	Individual Program Orientations (LEAD by Design, Promesa Scholars, Emerging Scholars, Black Male Network, TOWERS Program)
12:30 pm- 1:30 pm	Lunch
1:45 pm- 2:45 pm	Workshop
2:45 pm- 3:15 pm	Break
3:15 pm- 5:00pm	Workshop
5:30 pm- 6:30 pm	Dinner
6:30 pm- 8:30 pm	Community Building: Quad Games/Rope Courses/Canoeing (options)
August 25th	DAY THREE
9:00 am- 9:45 am	Breakfast/ Plans for the Day
9:55 am- 11:30 am	Community Building: Amazing Race
11:30 am- 12:15 pm	Workshop
12:15 pm- 1:15 pm	Lunch
1:30 pm- 2:15 pm	Workshop: Understanding Math and English
2:30 pm- 3:15 pm	Workshop: Finding an On-Campus Job
3:30 pm- 4:30 pm	Individual Program Orientations (LEAD by Design, Promesa Scholars, Emerging Scholars, Black Male Network, TOWERS Program)
4:45 pm- 6:00 pm	Dinner
6:00 pm- 9:00 pm	Community Building: Bowling/ Ice Skating/Roller Skating (option)
August 26th	DAY FOUR
9:00 am- 9:45 am	Breakfast/ Plans for the Day
10:00 am- 11:00 am	Workshop: Understanding Your Strengths
11:00 am- 12:00 pm	Individual Program Orientations (LEAD by Design, Promesa Scholars, Emerging Scholars, Black Male Network, TOWERS Program)

12:00 pm- 1:15 pm	Lunch
1:30 pm- 2:30 pm	Workshop: Making the Grade- Insights from the Prof.
2:30 pm- 2:45pm	Break
2:45 pm- 3:45 pm	Workshop
3:45 pm- 5:00 pm	Community Building: Off-campus Scavenger Hunt
5:00 pm- 7: 30 pm	Dinner and Community Building: Disc Golf/Ultimate Frisbee
August 27th	DAY FIVE
8:00 am- 8:45 am	Breakfast/ Plans for the Day
9:00am -9:45 am	Travel to Grand Rapids
10:00am- 12:00 pm	Community Building: Service Learning Program in Grand Rapids
12:30 pm- 4:00 pm	Lunch and Community Building: Craig's Cruisers
4:00 pm- 4:45 pm	Travel to Big Rapids
5:30 pm- 6:30 pm	Dinner
6:45 pm- 8:00 pm	Recognition Event: Awards, Pictures, and Evaluations
August 28th	DAY SIX
8:00 am- 8:45 am	Breakfast/ Plans for the Day
9:00 am- 2:00 pm	Bulldogs in Action: Move-in Assistance

Pre Program Roles and Responsibilities

Andrea Kitomary	Recruitment of students for RA positions.
	Coordinate with Admissions a list of At-Promise Students
	Outreach to Education Students about Early Move in Program and LEAD by Design.
	Design Orientation Format
	Recruitment of Peer Mentor Students
	Coordinate with Admissions a list of At-Promise Students.
Kaylee Burke	Assist in seeking outside funding for program support.
	Recruitment of students for RA positions.
	Outreach to Education Students about Early Move in Program and Promesa Scholars
	Design Orientation Format.
	Recruitment of Peer Mentor Students.
	Coordinate with Admissions a list of At-Promise Students.
TIP Coordinator	Design Orientation Format.
	Recruitment of students for RA positions.
	Outreach to Education Students about Early Move in Program and TIP Scholars
	Recruitment of Peer Mentor Students.
	Coordinate with Admissions a list of At-Promise Students.
Matthew Chaney	Recruitment of students for RA positions.
	Outreach to Education Students about Early Move in Program and LEAD by Design
	Recruitment of Peer Mentor Students.

	Coordinate with Admissions a list of At-Promise Students.
OMSS Asst. Dir.	Recruitment of students for RA positions.
	Outreach to Education Students about Early Move in Program and Black Male Network and TOWERS program.
	Recruitment of Peer Mentor Students.
	Coordinate with Admissions a list of At-Promise Students.

Program Roles and Responsibilities

Andrea Kitomary	At-Promise survey administration and data collection
	Student workshop coordination.
	Supervise Peer Mentors.
	Program Administration.
Kaylee Burke	Supervise Peer Mentors.
	Student workshop coordination.
	Supervise Peer Mentors.
TIP Coordinator	Program Administration.
	Student workshop coordination.
	Supervise Peer Mentors.
Matthew Chaney	Student workshop coordination.
	Supervise Peer Mentors.
	Program Administration.
OMSS Asst. Dir.	Student workshop coordination.
	Supervise Peer Mentors.
	Program Administration.

Post Program Roles and Responsibilities

Andrea Kitomary	Work with At-Promise students in Education department.
	Lead debriefing session.
	Report and execute final presentation to grant funders.
	Collect Data for assessment.
	Work with individual programs.
Kaylee Burke	Collect Data for assessment.
	Work with individual programs.
	Post Grant Reporting.
Liz Burbatt	Collect Data for assessment.
	Work with individual programs.
Matthew Chaney	Collect Data for assessment.
	Work with individual programs.

OMSS Asst. Dir.	Collect Data for assessment.
	Work with individual programs.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;

Application period: May to July 2020.

At- Promise Early Move-in: August 23- 28, 2020

- Day One: Sunday, August 23rd
- Day Two: Monday, August 24th
- Day Three: Tuesday, August 25th
- Day Four: Wednesday, August 26th
- Day Five: Thursday, August 27th
- Day Six: Friday, August 28th

Program Debriefing and Initial Data Collection: Friday, September 4, 2020

Final Data Collection: Friday, April 30, 2021

Report Due By: Friday, July 30, 2021

4. Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.

Target audience for this project include incoming freshmen and transfer students to Ferris State. The Project Team will coordinate with Enrollment Services to get a list of potential students. Marketing for this project will take place from May to July 2020 and will be facilitated by sending invitations via post mail, email, social media, and through active recruitment during Fall orientation sessions.

Mailers will invite prospective students to both At-Promise Early Move-in and the Bulldog Breakfasts during orientation. Inviting them to the latter will allow our Team to talk with students about the various retention programs on campus as well as signing them up for the At-Promise Early Move-in Program.

Students that meet the criteria for At-Promise status (academically disadvantaged, economically limited, and historically underrepresented) will be admitted into the At-Promise Early Move-in Program. Criteria for this status will be measured according to the markers listed below. In instances where the student does not meet eligibility criteria, but has expressed an interest in the program, the Project Team will review the student's request.

Criteria Markers:

- I. Student is a Pell Grant recipient.
- II. Student is eligible for TIP funding.
- III. Student is in LEAD by Design.
- IV. Student is eligible for Promesa Scholars.
- V. Student is eligible or enrolled in TIP Scholars.
- VI. Student is eligible for Black Male Network or TOWERS program.

5. Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan;

At-Promise Early Move-in relates to the current FSU Diversity and Inclusion Plan by upholding the following goals. Goal Three to “Recruit, retain, and graduate a diverse student population.”, and Goal Six to “Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations”.

This project will work to support the implementation of Goal Three at each of the phases, with direct efforts in recruitment and retention followed by indirect efforts towards graduation. By intentionally targeting, marketing to, and providing outreach to students that have been historically underrepresented at institutions of higher education; this project takes a critical step in the recruitment of a diverse student population. As such the program intrinsically addresses the diversification of the Ferris student population.

By working to increase students’ academic self-efficacy, sense of community and mattering, and social integration, during the At-Promise Early Move-in Week, this project seeks to impact retention of a diverse student population since before day one. The project’s collaborative efforts between key student retention programs, at Ferris, will work to strengthen individual and community traits that are determinant factors of increasing the outcome of student retention success. Intentional support of these retention factors will take place in two phases. Phase One will include a collaborative support effort between the programs listed in the Project Team and will take place during the At-Promise Early Move-in Week. Phase Two will take place during the 2020-2021 academic school year after each project student participant has enrolled into one of these existing programs. At this point, each program will take on their respective efforts to work towards the retention of the At-Promise Early Move-in student participants. Keeping in mind that there are both individual and collective traits that lead to a successful retention outcome, the programs will set aside times throughout the year to come together for community building events; as a project co-hort.

The third part of goal three, graduation, has been deemed beyond the direct scope of this project and will be addressed by different efforts. That being said, the Project Team understands that the At-Promise Early Move-in project sets in place two key structural components, recruitment and retention, necessary for the successful outcome of graduation. In this regard, and by continued efforts not listed here, this project addresses the third part of this goal. Please note further detail on what these continued efforts entail can be provided upon request.

The At-Promise Early Move-in project most notably addresses goal six of the Diversity and Inclusion plan by working to build upon, strengthen, and solidify existing partnerships within Ferris State University. Specifically the partnerships between the organizations listed on the Project Team roster. This Project Team understands the necessity of embodying FSU’s core values of collaboration, learning, and opportunity. It is out of this understanding that the At-Promise Early Move-in project was created to address goal six of the Diversity and Inclusion plan. Through collaboration the Project Team works to build upon existing supportive avenues of learning, for diverse student populations, thus implementing a project that intentionally creates an innovative opportunity for academic student success.

This opportunity extends past the Project Team to include training with Housing to build Staff, Resident Advisors, and Hall Directors that are ready to become part of each individual student’s

Ferris support system. It will also incorporate monthly collaborative and social programs as well as exposure to cultural and diversity education programs during this 16-month period.

6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.

Measurable Outcomes

- I. Students will successfully complete 24 credits in 16 months
- II. Increase students' sense of belonging, non-cognitive skills and academic mindset.
- III. Increase students' familiarity with on-campus resources and systems.

Outcome I: 40% of students that participated in the At-Promise Early Move-in program will successfully complete 24 credits within the first 16 months of post-secondary enrollment. Successful completion of credits will be evaluated as credits earned over first academic year.

Outcome II: Students will indicate an increased sense of belonging, an increase in individual non-cognitive skills, and an increase in academic self-efficacy.

- Sense of belonging is defined as a student's self-identification with Ferris and an internalized validation that they have a presence and place at an institution of higher education.
- Non-cognitive skills include but are not limited to the following: The ability for an individual to motivate themselves and exert the mental, emotional, and social effort needed to address the topic at hand. The ability for an individual to communicate effectively, express interpersonal skills, and produce efficacious one on one as well as group interactions.
- Academic self-efficacy is defined by a student's ability to envision themselves as a college-going individual, produce the necessary internal skills, procure outside resources as needed, and achieve the academic goal set by themselves.

This outcome will be measured by an academic self-efficacy scale and sense of belonging scale administered through the pre-test during the student move in, mid-post at the end of fall 2020 semester 2020, and post-test at the end of the spring 2021 semester.

Outcome III: An increase in student's familiarity with on-campus resources and systems will be indicated by the following:

- At least 50% of students being able to identify relevant on-campus resources, what they are, and how they can utilize them.
- At least 80% of students will be able to identify one Ferris Faculty or Staff that they can reliably reach out to for questions, support, or mentoring.

This outcome will be measured by pre and post assessments administered during the At-Promise Early Move-in program week.

Budget and budget Justification. Use the attached budget form. Required components are:

1. Itemized list of expenses with a brief explanation of each;
2. Itemized list of funds anticipated from other sources;
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

See the Mini Grant Rubric for additional guidance. If required components of the grant are missing, the grant will be returned.

Final Report.

A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date: June 2021

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND			
HONORARIA			
TRAVEL			
FOOD			
Opening BBQ (\$7.50/meal * 400 guests, students and their families)	\$3,000.00		
Room, Board, Meals (\$37.50/day* 4 days)*13.3 students Program seeks to serve 200 students overall. Funding is being sought from other sources to support the remaining costs	\$2,000.00	\$28,000.00 (\$7,500.00 LEAD by Design, \$8,000.00 Gear Up, \$8,500.00 MCAN, \$4,000.00 FFG, Center for Latin@ Studies, LEAD by Design Program, Ferris Foundation Grant, RSS Deans Office through the TIP Program)	
RENTALS			
PRINTING & DUPLICATING			

PROMOTION			
SUPPLIES & POSTAGE			
RESOURCE MATERIALS			
ASSESSMENT TOOLS			
OTHER			
TOTAL	\$5,000.00		\$31,000