

Spartans Engaging and Excelling to Success (SEES)

Strategic Plan Theme: DEI

Funding Level: Between \$1-5 million

Facility Needs: No new facilities will be needed

Submitting Unit: Education

Collaborating colleges/departments/units involved with this proposal.

Education (Teacher Education/Urban Education and the Office of K-12 Outreach) and the Eli Broad College of Business (Minority Business Programs)

What is the proposal's big theme or idea?

Coordination/Collaboration to Increase Impact: We propose to expand the scale, scope, and impact of pre-college, collegiate, and post-college programs that serve BIPOC, first generation students, and/or students from lower income families. We plan to maximize the impact of such programming by forging a cross-university process of collaboration and alignment and extending such programming into the post-collegiate realm. This process will allow for the acceleration of pre-college program development and quality through sharing of knowledge and expertise between program facilitators. Further, the process will create a deeper set of connections among a broader array of prospective and entering Spartans.

We plan to start this process via partnership between the College of Education and the Eli Broad College of Business' Multicultural Business Program. In addition, we have talked with the Broad College's Burgess Institute for Entrepreneurship & Innovation and MSU's King-Chavez-Parks College Day Program/College Access Initiative. Both entities have indicated they are open to developing partnerships with SEES should it be funded.

With these founding college partners, the SEES program would bring all pre-college and collegiate support programming from the Colleges of Education and Business into a collaborative planning space with an aligned calendar of activities, integrated experiential learning, shared educational preparation, and a streamlined university/scholarship application processes for individuals who successfully complete pre-college programs. Coordinating such programs will provide enhanced access to admissions and deeper cohort experiences.

The initial group of SEES faculty and staff at both colleges are committed to developing new programming to help BIPOC, first generation students, and/or students from lower income families network with alumni and potential employers to explore their future career options. Developing structural means to expand networking opportunities for these students will support their attaining the best positions. Further, the SEES faculty and staff in Business and Education are committed to establishing post-degree programming to maintain contact with SEES Students after graduation. SEES faculty and staff envision post-collegiate programming as an additional layer of support to ensure a successful launch to Spartans' careers.

SEES faculty envision such collaborative development of services as the foundation upon which other cross-university pre-college programs can be brought into collaboration and alignment. SEES faculty plan to initiate collaborative relationships with other colleges across campus, adding one to two colleges to the collective each year.

What is the proposal's goal?

Diverse Students as Michigan Leaders: The SEES program will increase access for BIPOC, first generation students, and/or students from lower income families to MSU degree programs, bolster their academic success and graduation rates, and facilitate their successful transition to the workforce. The SEES pathway to success will allow such students to become leaders in communities across Michigan.

Define the significance, or impact of your big idea.

Support Generates Success: Early and persistent contact is seen as a key way of building interest in college and capacity for success in college studies among BIPOC, first generation students, and/or students from lower income families. Further, providing rich support to such students while they are seeking their degrees can decrease or ideally eliminate dropout from college studies.

Such early empowerment and relationship building among BIPOC, first generation students, and/or students from lower income families is crucial in the fields of education and business, as they both identify the necessity to attract BIPOC students to their degree programs. The shortage of BIPOC teacher candidates is a long-term and pressing need, doubly so in light of the current teacher shortage in Michigan. The shortage of BIPOC business students, especially in fields such as accounting, is also a significant issue.

Who will be impacted?

Michigan Students, Families, and Communities: The program will impact both the student population of Michigan State University and students and families in local school districts around the state.

What does sustainability for your proposal look like?

Making DEI Part of the Overall Program: The longevity of pre-college programming can be sustained through the current structures in place in each college. Additionally, pre-college and collegiate support can be sustained by incorporating the college based SEES programming into each college's student affairs and admissions programs. Finally, SEES faculty and staff will collaborate to apply for external funding to further support the programs.

SEES faculty and staff will collaborate to evaluate the program. Over the course of the SEES Partnership project, faculty and staff leaders will gather data on the effectiveness of their work. Success in the SEES program will be signaled by increased admittance, retention and graduation rates among SEES Students in their major colleges