Stockton University
Compass Fund
Proposal Form

1. Please complete this form and email a copy to: CompassFund@stockton.edu.
2. Compass Fund proposals must demonstrate a direct link to one or more of the six areas of focus in the University's *Strategic Plan 2025 – Choosing Our Path*
3. Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.
4. Proposals must include an endorsement from your Divisional Executive. Please include an email or memo from your Divisional Executive with this application.
5. All student project leaders must identify at least one faculty or staff mentor.
6. Particular attention will be paid to proposals which include one or more of the following:
   - A clear demonstration of University-wide impact.
   - Involvement of students as project leaders/mentees.
   - Identification of co-funding opportunities in addition to anticipated Compass Fund support.
   - Inter-departmental or inter-divisional collaboration within the project planning or implementation process.

General Application Information

Project Leader Name(s)	**Adriane Sicknick**			
Project Leader Email(s)	**Adriane.Sicknick@stockton.edu**			
Project Partner(s)	**Admissions**			
Title of Project	**Diversity & Inclusion through STEM Outreach Initiative**			
I am a:		Student	Faculty Member	x	Staff Member
Project start date: 10/01/2022			Project end date:10/01/2024		
If you are a student, who is your faculty/staff mentor?					

Proposal Category (choose one)

One-Time Project/Event		One-Year Pilot Project		Two-Year Pilot Project	
	$5,000 or less		$5,000 or less		$5,000 or less
	More than $5,000		More than $5,000	x	More than $5,000

Strategic Area of Focus (choose one)

	Inclusive Student Success
x	*Diversity and Inclusion*
	Teaching and Learning
	Strategic Enrollment Management
	Financial Sustainability
	Campus Community, Communication, and Shared Governance

Please provide a narrative summary of your project.

Traditional K-12 STEM education isn't always successful in relating scientific concepts to real-world issues, applications, and professions. Many students are unable to relate their science education studies to a career path and they lose interest as they progress through the educational system (Chung, 2019). By participating in extracurricular science initiatives, students can explore experimentation outside their typical curriculum and stimulate student interest in the numerous career opportunities in the field of science.

In research from Salesforce.org and Selingo, the new generation of students are racially and ethnically more diverse than those in the past, requiring us to develop new ways to recruit, enroll, and retain students throughout their college tenure (2021). Committed to diversity and inclusion, NAMS wants to ensure we connect with the next generation of science students from underrepresented areas across the state. Our desire is to expand our outreach into communities outside the local vicinity and into those we typically do not have much contact with. Our goal is to be able to increase enrollment in these racial and ethnic groups through the recruitment from these events.

NAMS created a successful virtual outreach initiative during the AY 20-21. During that period, we hosted 18 high schools and held 28-hour-long Zoom sessions. Of the 18 schools that participated, we had 41 university-wide confirmed and admitted students.

Building off the success of the virtual program, NAMS wanted to the students onto campus. We developed and ran a new, in-person pilot outreach initiative called Sciencepallooza in the fall of 2021. The event brought high school students (9-12 grade) from underrepresented and underprivileged districts within Essex and Camden counties onto campus and allowed students an opportunity to participate in two, hands-on activities from different disciplines of science. The day also included a college preparedness and financial aid discussion with the Admissions Enrollment team, as well as a campus tour.

We had 106 applications from the AY 20-21 Sciencepallooza programs, with three admitted students. We have expanded the program to six events in AY 22-23 and are seeking support to institutionalize this outreach program for AY 23-24.

Table I
Student Participants Sciencepallooza AY 21-22 Application and Funnel Status

Row Labels	Count of Funnel Stage	
Fall 2022	**28**	26%
Admit	3	11%
Application Started	4	14%
Inquiry	21	75%
Fall 2023	**38**	
Inquiry	38	
Fall 2024	**34**	
Inquiry	34	
Fall 2025	**1**	
Inquiry	1	
Spring 2023	**5**	
Inquiry	5	
Grand Total	**106**	

References:

Chung, D. (2019, December 16). *Cultivating Scientific Curiosity Starts Early: The Importance of STEM Outreach Initiatives for K-12 – IMMpress Magazine*. https://www.immpressmagazine.com/cultivating-scientific-curiosity-starts-early-the-importance-of-stem-outreach-initiatives-for-k-12/

The Importance of Science Outreach. (2015, September 30). Society of Physics Students. https://www.spsnational.org/the-sps-observer/spring/2014/importance-science-outreach

Salesforce.org, & Selingo, J. (2021). *The New U : The Age of Continuous Connections in Higher Education*. https://salesforce.com

Strategic Impact
- How will this project clearly address the strategic area/s of focus and the goal/s chosen above?
- What will be the institution-wide impact of this project?

Sciencepallooza was developed on the premise of increasing students from disadvantaged and underrepresented communities' exposure to different aspects of STEM programs, research, and careers through hands-on experiential learning opportunities.

Using the State of New Jersey high school enrollment data by race and ethnicity for the 2018-19 school year in conjunction with the federal guidelines for free school lunch, we identify school districts throughout the state whose student body falls in line with underrepresented STEM populations. In August, we mailed a letter and interactive flyer to the identified schools which includes a brief description of the program, quotes from previous student participants, photos, and a QR code to a short video recap of previous activities. Interested schools contact our office and we work together to identify a time within the academic school year that works for both institutions.

To ensure we have the proper support for the visiting schools, we've aligned ourselves with several campus partners: The School of Education and The Center for Community Engagement and Service Learning for student assistance with the event; and the Admissions Enrollment team who provide a college preparedness and financial aid discussion followed by a campus tour. During the talk, students electronically complete an Admissions Inquiry Card to collect student data for the CRM in order to track their progress through the admissions funnel. In addition, we've also recruited NAMS students who function as "NAMSbassador" to assist with the events.

The NAMS Diversity Committee is in the process of developing a cohort model to employs methods for student retention and belonging amongst Black and Hispanic/Latinx students as seen in programs (e.g., Posse Scholars, Galaxy, RARE) at other institutions such as Brandeis and Lehigh Universities. The plan is to leverage Sciencepallooza and other existing programs across campus partners, to recruit students and pilot a NAMS student cohort program in connection with our DEI goals. The cohort will recruit juniors and seniors from partner schools with a significant percentage of racial and ethnic groups onto campus together for a two-week residential summer college readiness program in the summer before their first year at Stockton. Students would partake in various lab (indoor and outdoor) experiences where they are exposed to STEM programs, curricula, and faculty while sharing similar experiences and building relationships. Students will also be paired with existing NAMS students who will become their mentors and meet weekly and connect to campus and community resources. Ideally, we would like to draw from the cohort participants in the third year to become mentors to first- and second-year students.

We anticipate Sciencepallooza will assist in the diversification of the student body and in the university's goal of increasing the racial minority groups close to the state average of 55%. With 41% of students starting their college planning prior to high school, it is imperative that we leverage the partnerships we develop with the schools through this outreach program as a tool in our recruitment process in order to increase enrollment of Black and Hispanic/Latinx students who are severely underrepresented in STEM (Wheeler, D, & Cisco, 2022).

Interactive map: Enrollment data shows segregation persists in NJ ... (n.d.). Retrieved November 3, 2022, from https://www.njspotlightnews.org/2020/01/interactive-map-enrollment-data-shows-segregation-persists-in-nj-school-system/

School meal changes are coming in the 2022-23 school year. Food and Nutrition Service U.S.
    Department of Agriculture. (n.d.). Retrieved November 3, 2022, from
    https://www.fns.usda.gov/cn/2022-23-parent-faqs

Wheeler, D., & Cisco.com. (2022, November 2). *Navigating the New Chaos of Student
    Recruitment* [Review of *Navigating the New Chaos of Student Recruitment*]. Cisco.
    cisco.com

Assessment Plan
- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- What is your project's "finish line?"

Many of the students who attend Sciencepallooza are first generation students and do not have the appropriate support they need at home to navigate the college decision-making process. We would like to use this program as an introductory view of what college may look like for a student. We will measure the favorable outcome of the program with post event surveys of both the students and high school faculty in order to reassess and modify the program in order to provide the best experience possible. In addition, we receive ROI reports from Admissions to follow the progress of the students in the funnel. The success of the program can be measured through a viable increase of applicants from these districts as well as admits.

Budget Summary – Compass Fund Requested Funding Only

	Item	FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Lunch	6,000	~~6,000~~		N-wing cafeteria
2.	Busing	2,000	~~2,000~~		In situations where busing cannot be secured
3.	Supplies and giveaways	1,500	~~1,500~~		Experiment supplies and token promotional giveaway to students
4.	NAMSbassador	1,500	~~1,500~~		Stipends/earned merch
5.					
6.					
7.					
8.					
9.	NAMS Funding	$2,000			
10		$9,000			
	Total	~~$11,000~~	~~$11,000~~		

Please note: A proposal can only receive support from the Compass Fund for two fiscal years. Compass Funding cannot be used to fund full-time/part-time salaried positions, office computer equipment, or summer institutes. Compass Funding cannot be transferred to other budgets.

Compass Funding Budget Questions

What department or academic school will your budget for this project reside?	NAMS
Who will be the Budget Unit Manager (BUM)?	Amanda Norvell
Who will be the budget processor?	Adriane Sicknick
If you are requesting funding to hire a TES or consultant, is that person a current Stockton employee?	Yes, currently paid as a/an: ___ Adjunct ___ Faculty _X_ Staff ___ TES ___ Student ___ No
Will you need Compass Funds for _immediate_ use to begin your project?	Yes, date needed: _____ ___ No

Additional Funding from Other Sources Questions

Are you receiving any other University funding for this project?	_X_ Yes ___ No
If so, from where?	Admissions. NAMS STEM funds
If so, what is the purpose of this additional funding?	Admissions: currently paying for lunch in N-Wing cafeteria ($10 per ticket up to 100 students per visit). NAMS STEM funds: supplies for experiments/event
If so, has this additional funding already been secured or is	Lunch has been secured for our first several

	it just anticipated at this time?	events; however, we were advised that as our program builds, this will not be sustainable through their office. Supplies are currently being allocated out of the STEM activities fund which is also used for multiple outreach events that NAMS participate in, funds to assist with the SEAS residential program.

Budget Summary – Additional Funding from Other Sources Only

Item	FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Notes/Comments (stipends, supplies, hospitality, etc.)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10				
Total				

How will this project sustain itself after Compass Funding concludes (if you are seeking funding beyond a one-time project or event)?

We worked extensively with Malcolm X Shabazz High School (MXS) during the pandemic and invited them as our pilot school for the program. They had difficulty securing a bus due to the driver shortage during the 2021 school year. Since we had built an extensive rapport with MXS and we were looking to grow recruitment in Essex County, our Admissions team generously paid for their busing for the pilot in addition to their lunch.

We currently have three confirmed Sciencepallooza events for AY 22-23 and three in the process of being finalized for spring. Admissions has committed to continue to support us with the college preparedness and financial aid discussions, as well as campus tours and have committed to paying for the lunches for the three confirmed events. However, as they continue to expand their on-campus events, their budget has not increased. We have been advised it would make it difficult to sustain paying for lunch or any busing as our program continues to grow.

In addition, the NAMS STEM activities budget has limited resources and supports other outreach events (i.e., SEAS, TeenTech and Tween Tech) and cannot bear the financial burden of lunch expenses as each event could see upwards of 100 visiting students/chaperones. We also have enlisted NAMS students who will be working as ambassadors of our school and assisting with the events going forward. As a reward for their service, we will be providing the students a nominal gift card or promotional merchandise as an appreciation for their support and dedication.

The Office of Advancement and Office of Research and Sponsored Programs has been assisting us over the past several months to locate a corporate sponsor and/or grants to sustain the program long term.

Additional Support Questions

Will your project require support from Information Technology Services?	_X_ Yes	___ No
If yes, please provide details:	Screen services; mics	
Will your project require support from Plant/Facilities & Operations?	_X_ Yes	___ No
If yes, please provide details:	Room reservations, coordination of campus partners for set up, moving of materials, police assistance with crosswalk on Vera King Ferris drive when	
Will your project require support from any other unit or division?	X_ Yes	___ No
If yes, please provide details	Admissions – college preparedness and financial discussion	

Divisional Executive Approval/Support

Have you discussed and received endorsement of your Compass Fund proposal from your Divisional Executive? Please include an email or memo from your Divisional Executive with this application or send the documentation to CompassFund@stockton.edu	Yes.