

Revised September 5, 2012

Faculty and Staff Diversity Mini-Grant Final Report

Project title First Generation College Student Celebration 2018: Focus on First Gen!

Grant Recipients Elizabeth Burbatt, Jody Maloney, Dave Darrow, Diane Jackson

Date Project Started October, 2018

Amount of Money Funded by the Mini-Grant \$2800

1. How was the grant used to address a diversity or inclusion related goal?_

CELEBRATION: Goals 1 & 3: This project addressed the “top two challenges” identified in the D&I Plan for 2016-2021, specifically by creating a highly visible First Generation College Student Celebration on November 8, 2018, to promote interaction among students, faculty and staff who are first-generation and advocates for first generation students. During this two hour event, all students socialized, and 80 students intentionally met and discussed a first generation college experience with at least one first generation student, and at least two faculty/staff first generation advocates. All students who attended were encouraged by a team of 7 peer mentors to learn about FG resources and offered handouts related to FG success, including a list of supportive and FG faculty and staff on campus (see attached). Peer mentors are also now available to meet with first gen students on a one-on-one basis through support by the TIP and Thompson programs. Three students who attended this event and interacted with faculty and staff won textbook awards that R&SS, TIP and Thompson programs sponsored. Event promotion and media coverage took place on NASPA’s First generation website, Ferris’s Week in Pictures, in the Vice Provost’s newsletter, on Ferris’ social media (statewide), and through two Torch articles—one in print showcasing First Generation student mentors and one online that showcased the celebration.

MESSAGING CAMPAIGN: Aligning with Goal 2, to help build community across campus, the team launched a positive messaging campaign. As part of this, a list of first gen focused faculty and staff was compiled for students, 11 first-generation faculty and staff and 13 students provided profiles of their first-generation college experiences for a lookbook, which is currently mocked-up but has not yet gone live (see attached). FG buttons and stickers were distributed to interested faculty, staff and advisors to provide at various offices so that students, faculty and staff could elect to self-identify as FG. Banners for the messaging campaign were hung in the arts and sciences building to express support for first gen students from October until the present, and 65 FG students, and 22 faculty and staff contributed their words and experiences for these banners. In lieu of transporting and reusing the existing banner, Colleagues in the College of Education and Human Services and College of Business expressed that they would like to purchase a banner of their own for the purpose of celebrating their first generation students, faculty and staff.

WORKGROUP: Aligning with goal 6, the First Gen workgroup is a community on campus that will generate ideas for student and family support, community building, and faculty/staff development, to help bridge, enhance and improve the FGCS degree completion experience and graduation rates. The First Gen workgroup is active, with 20 faculty and staff and four students participating. The First Gen workgroup has met four times and will continue in Spring 2019. For

improving inclusivity in teaching and learning, goal 5, in Spring 2019, FCTL will host a book discussion (led by two of the grantees, Elizabeth Burbatt and Jody Maloney) on *Being College Student Ready*, which nearly 20 faculty and staff are attending. Also approved for fall 2019, Burbatt and Maloney will lead a FCTL First-Generation College Student-focused Learning Community. Creating the workgroup has helped to promote these future opportunities.

In November and December, workgroup members put forth the following ideas for projects to launch in spring semester:

STUDENTS	FAMILIES	ALUMNI	FACULTY/STAFF PROGRAMMING
<ul style="list-style-type: none"> • Success Talks w/follow up • Coaching/Mentoring • Financial Aid/FAFSA workshops • Research Opportunities • Colloquium for FG research • FG Student Conference • Faculty mentors • Scholarship workshops • More Scholarship offerings • Inclusion on decision making (shared governance) advisory boards • Online chat for questions on website • More resources for 1g on the Ferris.edu homepage • Social events • Info to H.S. students • RSO • FG graduation cords • Professional skill development 	<ul style="list-style-type: none"> • Expanded orientation for 1g families • Gala • Faculty/Staff/ Family mixer • 1g campus tour w/terms • Financial Aid/FAFSA workshops • Brochures for supporting students/reaching out • Newsletter (Admissions does this) • Online resources for 1g families • List of key contact people 	<ul style="list-style-type: none"> • Gala or Mixer • Mentoring • Internship connections • Scholarships • Outreach to identify 1g Alums 	<ul style="list-style-type: none"> • TRiO like office for 1g • Student Success talks • Group navigation support • Staff/Faculty who serve as cultural navigators • Faculty/Staff professional development on serving 1g • Resources, supports & contacts • Outreach in High Schools for 1g • Navigation map from high school until workforce • Org Chart for campus chain of command • Targeted programming for this population • Improved website presence • Youtube videos/profiles of students/fac/staff

2. Describe the audience that was impacted by the grant's implementation. Provide quantitative data, if available.

- 166 students, and 22 staff and faculty attended the First Generation College Student celebration. 80 students interacted with at least two first gen faculty and staff at the celebration. Three students won textbook awards. Two first-gen students were profiled in the Torch. Participation data was collected from 23 students who responded to the survey after the celebration. The results are below.
- 65 First Generation students and 22 faculty and staff contributed to the banners for the messaging campaign.
- 24 Faculty, staff and students attended the First Gen workgroup meetings in October, November and December. 16 faculty and staff are currently signed up for the related FCTL book discussion on *Becoming College Student Ready*, which was inspired by these First Gen efforts.
- 11 first-generation faculty and staff, and 13 students contributed student profiles for the Lookbook.

FGCS Celebration Survey Results: All student participants (166) received a link to the survey. We had 23 responses to this survey of First Generation Day impact. Of the students who completed the survey, 100% were first generation college students. Of them, 22 (96%) said that they would recommend attending next year's event. Further, those 22 students (96%) said that if they are students at Ferris next year they would attend the celebration.

- More specifically, when asked if students felt involved with others at the university prior to participating in First Generation Day, 61% of students said they agree or strongly agree. This number increased to 74% when asked after participating in First Generation Day.
- When asked if students felt connected to the campus community prior to participating in First Generation Day, 56% of students said they agree or strongly agree. This number increased to 77% when asked after participating in First Generation Day.
- When asked if students had knowledge of resources for first generation college students prior to participating in First Generation Day, 43% of students said they agree or strongly agree. This number increased to 65% when asked after participating in First Generation Day.
- When asked if students had a community of peers like them prior to participating in First Generation Day, 52% of students said they agree or strongly agree. This number increased to 73% when asked after participating in First Generation Day.
- When asked if students had interacted with a first generation faculty member prior to the event, a majority of students said no (57%) or unsure (22%). After attending the event, 73% of students said they interacted with a first generation Ferris faculty member.
- When asked if students had interacted with a first generation staff member prior to the event, a majority of students said no (57%) or unsure (26%). After attending the event, 78% of students said they interacted with a first generation Ferris staff member.
- When asked if students had interacted with other first generation college students prior to the event, a majority of students said yes (70%). After attending the event, 78% of students said they interacted with another first generation college student.
- When asked if students had interacted with student mentors prior to the event, a majority of students said yes (44%) or no (44%). After attending the event, 65% of students said they interacted with a student mentor at the event.

3. Grant recipients are required to provide a short narrative that details the specific efforts each of the collaborators made to the implementation of the grant.

Elizabeth Burbatt provided: grant writing; research and implementation survey; workgroup, messaging campaign and celebration planning; procuring R&SS match for design services; printing, décor, and book awards; broad student outreach; and implementation of celebration, messaging campaign and workgroup.

Jody Maloney provided: grant writing; messaging campaign and celebration planning; broad faculty and staff outreach; media outreach (statewide fb and Torch); and implementation of celebration, workgroup and messaging campaign.

David Darrow provided: initial support through research for the grant and requests for student data through WebFocus; research and articles for the workgroup discussions and efforts; and outreach among faculty and staff in the college of education.

Diane Jackson provided: initial support through research for the grant; student outreach; event promotion; faculty and staff outreach in the College of Arts and Sciences; and continuing research and articles to support the efforts of the workgroup.

4. What is your overall assessment of the project's impact on the Ferris community? How did this impact compare to what you expected?

The consensus of the planning team is that the components of the mini-grant were successful in supporting First-Generation students on campus, and that their impact continues to be felt through the workgroup. According to the survey data, we saw an increase in the percent of students who agreed with the statements, "as a result of participating in First Generation Day I feel involved with others at the university, I feel connected to the campus community, I have knowledge of resources for first generation students and I have a community of peers like me." And 96% of the students who responded had future interest in another celebration. Others also expressed interest in a student organization for First Generation students, and with the help of the workgroup, we now have multiple faculty and staff advisors interested in supporting them. Our overarching goal for all three aspects of this work, the celebration, messaging campaign, and workgroup, was to lay the foundation for greater community building and inclusion of our First Generation College Students, and this project did that exceedingly well. Not everything went perfectly—we wanted the Lookbook printed and website live as an online resource for students, families and employees, but we've got a framework for that, and it should materialize during this semester. We are grateful for the mini-grant that supported this good work, and for the larger Ferris community that participated.

5. Present a final budget including all funds received and spent related to the project, with special focus on the funds received via the Diversity Mini-grant.

Category	Grant Funds Requested/Spent	Match Funding Predicted/Spent from other sources
FOOD Celebration cakes, light apps, beverages	\$1200/\$1059	
PRINTING & DUPLICATING Postcards, Flyers, Stickers, Copies	\$650/\$253.50	\$200/\$30
PROMOTION Banners, Buttons	\$750/\$460.80	\$0/\$300 (textbook award)
SUPPLIES & POSTAGE Invitation postage,	\$200/\$46.19	\$100/\$25

Celebration decor		
RESOURCE MATERIALS		
Table Games		\$100/\$25
TOTAL	\$2800/\$1819.45	\$400/\$380

Total remaining to be refunded: \$980.51

Mockup on remaining pages.

Mockup of
Lookbook

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First Generation Students



Takarra Coleman
 Undergraduate- Health Information Technology Major(s)
 Hometown- Kalamazoo, MI
 Full Interview



NAME
 Undergraduate- Health Information Technology Major(s)
 Hometown- Kalamazoo, MI
 Full Interview



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Dr. Jason Bentley, Dean of RSS
 Jacobson@ferris.edu

New Dean, Administrative Assistant
 jacobson@ferris.edu

Danica Moravetz, Secretary/Lead
 dmoravet@ferris.edu

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Retention and Student Success is your responsibility at Ferris State University. We will provide you with the support you need to succeed in your program, and we will continue to support you as you progress through the college. We will provide you with the support you need to succeed in your program, and we will continue to support you as you progress through the college. We will provide you with the support you need to succeed in your program, and we will continue to support you as you progress through the college.

Thank you for your Ferris State University experience, you will continue to be a part of our community in many ways. We will continue to support you as you progress through the college. We will provide you with the support you need to succeed in your program, and we will continue to support you as you progress through the college.

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First Generation Students



Takarra Coleman

Undergraduate- Health Information Technology Major(s)

Hometown- Kalamazoo, MI

Why did you decide to attend college? (Use additional sheets as necessary.)

I decided to attend college because I know that I want better for myself and be better than my parents

How did you learn that you were a first generation college student?

I knew that I was the first person in my family to attend college

What support system or mentors do you have in college?

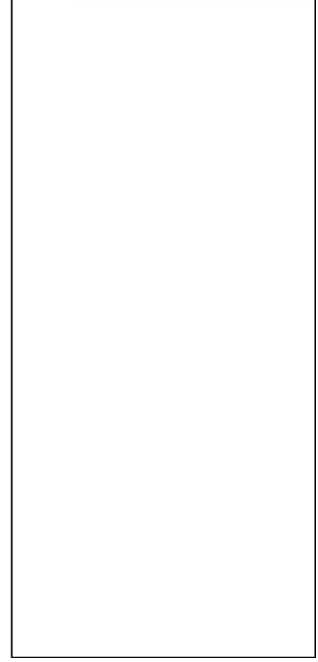
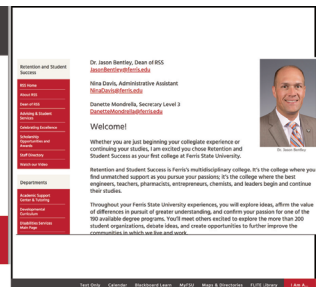
I don't really have a mentor but Matt Chaney and Liz have been a big help

What were your personal, family or community strengths that motivated you to attend college?

No one in my family has accomplished anything and I have three younger siblings looking up to me.

What has surprised you most about your college experience so far?

How many battles you have to fight to get to the finish line



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Retention and Student Success is Ferris's multidisciplinary college in the college where you find personal support as you pursue your passions. It's the college where the best engineers, teachers, pharmacists, entrepreneurs, chemists, and leaders begin and continue their studies.

Throughout your Ferris State University experience, you will explore ideas, affirm the value of differences in pursuit of greater understanding, and confirm your passion for one of the 100 available degree programs. You'll meet others excited to explore the more than 200 student organizations, diverse clubs, and create opportunities to further improve the communities in which we live and work.

First Generation Faculty / Staff

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Amber Sova
Degree(s)
B.S. AIMC-Advertising Integrated Marketing Communications
A.A.S. Graphic Design
Cert. Graphic Reproduction
College(s)
Ferris State University
Muskegon Community College
Baker College

Hometown- Twin Lake, MI [Full Interview](#)



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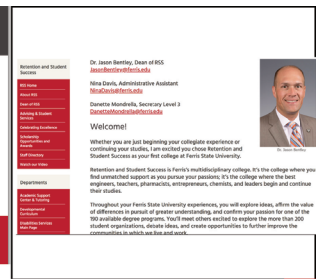
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Liza Ing
Undergraduate Majors & Degrees Achieved
Undergraduate Institutions
Graduate Majors & Degrees Achieved
Graduate Institutions
Hometown- Kalamazoo, MI

Why did you decide to attend college? (Use additional sheets as necessary.)
There had to be something better than working production line at General Motors. In addition, I did not fit in with my peers or family's occupational goals very well. I knew there was more out there - I just had to find it.
How did you learn that you were a first-generation college student?
In high school, I knew that no one in my family had gone to college or graduated. Most of the family barely graduated high school and many did not. My mother was 15 and father 17, when I was born.
What support system or mentors did you have in college?
One friend at Michigan State University called me during my last year at St. Clair County Community College and asked when I was transferring. I had no plans to transfer - did not know what the word meant. Later I found out what the word meant and learned more about my options.
What were your personal, family or community strengths that motivated you to persist to graduation?
Personally, I did not want to spend my life in front of a machine stamping out parts. My grandfather always indicated that people can take your home, money, and personal items but not your education.
What surprised you most about your college experience?
That the experience was normal for many people in our society.
Related to your achievement, what are you most proud of when you look back today?
Finishing my Ph.D. and having some of my family recognize that I have something to offer.
What advice do you have to a first-generation college student pursuing a degree at Ferris?
At all costs, finish the degree.

