Ferris State University
Faculty and Staff Diversity Mini-Grant Application

I.   Identification

Name of Primary Applicant: Jocelyn Goheen, EIO Director of Student Services

Members of Team: Marty Lier, DAGD Program Faculty Member
                          Christy Collige, DAGD Student Lead Consultant

Department or Unit: Extended & International Operations (EIO) Grand Rapids
Campus Address: 151 Fountain Street, Grand Rapids, MI 49503

Telephone: (616) 451-4777

E-mail address: JocelynGoheen@ferris.edu

II.   Event Title (25 words or less)

Digital Animation and Game Design (DAGD) Peer Mentor Program

III.   Specific core value, strategic initiative, or goal related to diversity that the event will address. (See the University Strategic Plan and the Diversity Plan)

The DAGD Peer Mentor Program addresses section 4 of the Diversity Plan of to *"create environment for student learning that are inclusive of and sensitive to a diverse student population".* The DAGD program is a very unique and nationally recognized programs (Ranked 25th on Princeton Review 2014 List of 'Top Undergraduate Schools to Study Game Design'), which attracts students from all over the state, country and internationally. This program is not offered at the main campus and does not have many of the resources and services to help incoming students from varying background adjust to being away from college. The support that a peer mentor can offer an incoming student and the various events and workshops that this program will offer will help in creating an inclusive, learning environment.

In regards to the University Strategic Plan, the DAGD Peer Mentor Program will foster a diverse leaning community between the students, faculty, staff and the Grand Rapids community. The program will provide collaboration opportunities and events that DAGD students normally may not have been offered being part of a non-traditional, off campus location.

IV.   Abstract (150-200 word, use additional paper if necessary). If the application is approved the abstract will be posted on the Diversity and Inclusion Office website.

A Peer Mentor Program has been identified by the Digital Animation and Game Design (DAGD) administration, faculty and students as a possible support program needed for incoming first-year, new transfer or struggling student in the DAGD program at the Grand Rapids campus. The DAGD program is one of the few freshman programs offered off campus, and with not being offered at a traditional main campus, there can be many challenges academically and socially for incoming students into the program. The DAGD Peer Mentor Program will consists of sophomore, junior and senior student volunteers who can serve as positive role models to help with the academic success of first-year, transfer or struggling DAGD students. Through the DAGD Peer Mentor Program, experienced upperclassman students can assist students in becoming academically and socially acclimated to the Ferris Grand Rapids campus and the DAGD program. The Peer Mentor Program will offer various activities, workshops, and various learning opportunities to help assist with the overall mentoring process and experience.

V.   Event Narrative (up to 4 pages single-spaced)
   a. The conceptual framework that explains how the event will augment Ferris's long-term commitment to diversity and inclusion

The DAGD Peer Mentor Program planning and implementation committee consist of the following: Jocelyn Goheen, Director of Student Services and Team Leader; Marty Lier, DAGD Faculty and DAGD Faculty Peer Mentor Coordinator; and Christy Collige, DAGD Student and DAGD Student Lead Consultant. In the planning stages, Christy Collige provided a student's point of view and Marty Lier provided the faculty point of view on creating and implementing a Peer Mentor Program with limited staff and resources. The ultimate role of Jocelyn Goheen would be the planning and implementation of the entire program and activities offered.

Incoming first-year and transfer students into the Digital Animation and Game Design program at the Grand Rapids campus face a very different non-traditional experience than a student entering a traditional main campus program. The Grand Rapids campus population is primarily made up of non-traditional adult learners and the campus does not offer the student services and social activities to help a student slowly become acclimated with being a college student. DAGD students in Grand Rapids do not have traditional university housing, tutoring services, registered student organizations, student events, or a multitude of resources to help them in the transition of being a college student and with their first time being away from home. Offering a Mentor through a Peer Mentor Program for first-year and transfer students can help students through the many obstacles of not being on a traditional campus, without access to the various activities and student services traditionally readily available and offered to underclassman students.

The DAGD Peer Mentor Program will accept applications into the program before each fall and spring semesters for students to become a voluntary Mentor or Mentee in the program. The Director of Student Services will collect the Mentor and Mentee applications and signed Obligation Agreement Forms and will review applications with the Faculty Coordinator to select the best Mentor and Mentee match based on the specific needs and criteria listed from each (see attached applications and obligation agreement forms). The program will have a kick-off

event for each paired Mentor and Mentee and to go over the program goals and specifics. The obligations for each Mentor and Mentee will be outlined and Mentors and Mentees will be asked to establish an academic plan and schedule, and determining short and long term goals and outcomes. Mentors and Mentees are expected to participate in a program evaluation and bi-weekly follow up communications with the Director of Student Services and/or Faculty Coordinator. There will be planned social and academic activities and/or workshops to aid in the overall Mentor experience throughout the semester. When surveyed, programs that DAGD students indicated they would like offered were some of the following: career exploration/resume, workshops on depression, stress, and/or test anxiety and specific learning session on programmatic software and skills. Some of the events, activities and workshops will be open to all students, not just students participating in the program. The DAGD program represent an under-served group at Ferris State University, being housed on a non-traditional off-campus with limited resources and events offered to the student population. The DAGD Peer Mentor Program will offer some extra academic and social avenues that normally would not be offered to a statewide student.

b. The goals and intended outcome(s) of the event.

1. Provide first-year, transfer and struggling DAGD students (Mentee) with a positive peer role model

By providing a first-year and/or transfer student with a positive role model, the program provides a collaborative relationship to help with the transition of being a student on a non-traditional college campus and program. It also provides a safe, fostering learning environment with the opportunity of civic engagement through various planned activities, leadership development and overall academic success. The success of this outcome can be measured through attendance figures, program evaluations, survey results, and through the bi-weekly confidential communications from the Mentees and Mentors.

2. Provide experienced DAGD upperclassman students (Mentor) with a leadership role and opportunity

By providing the opportunity for experienced students to be a volunteer Mentor, the program is embracing diversity between students from different class statuses, providing leadership opportunities and fostering ethical community relationships. The success of this outcome can be measured through attendance figures, program evaluations, survey results, and through the bi-weekly confidential communications from the Mentees and Mentors.

3. Help incoming first-year, transfer and struggling DAGD students academically and socially by establishing an academic plan and schedule, and achieving short and long term goals and outcomes

The DAGD Peer Mentor Program will help provide both the mentor and mentee with a valuable collaborative experience with the process of establishing a plan, and setting up goals and outcomes to achieve a positive results and experience both academically and

socially. The success of this outcome can be measured through comparing established academic plan and schedule, short and long term goals and outcomes to what was met and achieved at the end of the program.

c. A statement on how the event relates to the curriculum or a specific discipline, if appropriate.

The DAGD curriculum involves various learning of software programs such as Autodesk 3ds Max, Maya and Zbrush as well as specific skills and techniques. Through the DAGD Peer Mentor Program, special topics and software learning sessions conducted by faculty can be scheduled. Statewide students rely on faculty for extra help and tutoring and the Mentors in the program can also aid in this tutoring process.

d. A timeline.

The pilot of the DAGD Peer Mentor Program will operate during the 2015 spring and fall semesters. The kick-off events will be planning during the first month of the start of spring and fall semesters. The grant would be considered complete at the end of fall 2015 semester, after the end of year banquet. (Please see attached listed events)

e. Description of the target audience, including the estimated number of participants.

Any currently active Grand Rapids Digital Animation and Game Design student can be a Peer Mentor or Mentee in the program. Mentors (upperclassman) are experienced students who volunteer to assist first-year or transfer DAGD students become academically and socially acclimated to Ferris State University Grand Rapids campus and the DAGD program. Mentees (underclassman) are a voluntary first-year or transfer DAGD student who desires a positive role model to help in a smoother transition to the college environment and academic rigor. The DAGD program currently has close to 200 active students in the program. Participation in the pilot of the program is unknown, but we anticipate around 20+ participates. Promotion of the program will be through email correspondence, posted flyers and on the Ferris State University DAGD program webpage.

f. The expected impact that the event will have on Ferris.
This event will have an impact on both the students, faculty and staff who are involved. The DAGD program is offered on an off-campus site, with very limited support and events scheduled for students to participate in. Having schedule study time and events for students to participate in will be beneficial both academic and socially.

g. A specific plan to assess the impact of the event on the University.
An initial survey was sent out to all active DAGD students regarding the possibility of creating a peer mentor program in Grand Rapids (see attached survey results).

Assessment of the impact of the program will measured by attendance numbers, program evaluation (see attached program evaluation forms), survey results and through bi-weekly confidential communications from the Mentees and Mentors. A survey will be conducted at the beginning and end of the program to assess the successes, need for improvements and the overall further need/want of the program.

VI.   **Budget**
        a.   Anticipated expenses (itemize and briefly explain).

Anticipated expenses to support the DAGD Peer Mentor Program would be the following: supplies/expense for activities and/or meetings; honoraria; expenses such as travel for guest speakers/presenters, advertisements/printing/copies, and expense such as food for the kick-off and end of program banquets. Incentives and gifts such as gift cards to the university bookstore will be given out for the time and participating of the Mentors in the program. Travel expenses for staff from main campus departments to hold informational session from The Center for Leadership, Activities and Career Services (career exploration and/or resume critiquing) and Birkam Health Center, Personal Counseling Services (depression, anxiety and/or stress). Food and or supplies for events such as the kick-off and end of program banquet will be from GRCC catering services or local restaurants or grocery stores. Marketing materials can be generated from the EIO Marketing team who are located in Grand Rapids and printing/copies can be done in Grand Rapids too. Social events for the DAGD Peer Mentor program such as Craig's Cruisers will be funded from the grant and the EIO budget. The cost of participating staff and faculty wages/benefits are already funded through the EIO division. (Please see attached detail budget)

        b.   Funds anticipated from other sources (please list).

There has been a budget of up to $800.00 for the pilot of the program from the EIO Student Services budget for the year 2015. This program was placed as a new initiative and any funds would need to be approved before being allocated to this project.

        c.   Total amount requested from Faculty and Staff Diversity Mini-Grant.

The amount requested from the Diversity Mini-Grant program is $2,400.00. (Please see attached detail budget)

VII.   **Final Report**

A final report is required and it will appear on the Diversity Office's website. That report is due no later than three months after the funded activity. The final report should address:

a: A self-evaluation
b: Results of the event assessment
c: Attendance figures
d: Final budget

Applicants' Signatures:

_____
Jocelyn Goheen, Director of Student Services

_____
Marty Lier, DAGD Faculty Member

_____
Christy Collige, DAGD Student

 Submission Date: March, 31, 2016.

Submit applications to Patty Terryn, Diversity and Inclusion Office, CSS 312. Review of applications will begin upon receipt and continue contingent on available funds. **At the committee's discretion, applicants may be asked to participate in a brief interview to better explain their proposal.**

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
DAGD Peer Mentor Program Anticipated Budget Overview			
STIPEND	-	$800.00 (budgeted but not guaranteed)	$800.00
HONORARIA (Incentives such as gift cards to University bookstore, food court, and etc.)	$500.00	-	$500.00
TRAVEL (travel cost to events outside of campus and for guest speakers from main campus)	$300.00	-	$300.00
FOOD (food for kick-offs, workshops, study sessions, events, and end of year banquets.)	$1000.00	-	$1000.00
RENTALS	-	-	
PRINTING & DUPLICATING (printing of flyers, certificates, and etc.)	$100.00	-	$100.00
PROMOTION	-	-	
SUPPLIES & POSTAGE (supplies such as plates, napkins, cups, and etc.)	$100.00	-	$100.00
RESOURCE MATERIALS	-	-	
ASSESSMENT TOOLS	-	-	
OTHER – GROUP EVENTS (group events such as Craig's Cruisers, Video Game Arcade, etc.)	$800.00	-	$800.00
TOTAL	**$2800.00**	**$800.00**	**$3600.00**

Events

- Kick-Off Event   2nd Week Semester
  Introduce Program and Mentors with Mentees

- DAGD Frag Fest   3rd Week Semester
  Week Long Events ending in 24 hour game design competition

- Career Services / Resume Workshops   February & September 2015
  Ferris Center for Leadership, Activities and Career Services

- Stress, Anxiety and Depression Workshops   March & October 2015
  Birkam Health Center, Personal Counseling Services and/or
  Educational Counseling & Disability Services

- DAGD faculty, Mentor & Mentee Study Sessions   Monthly

- 3D Software Learning Sessions   Monthly
  DAGD Faculty Members

- 3D Skill Learning Sessions   Monthly
  DAGD Faculty Members

- Social Events (Craig's Cruisers, Video Arcade)   1 event (Spring and Fall 2015)

- End of Program Banquet   May & December 2015

FERRIS STATE UNIVERSITY
GRAND RAPIDS

Digital Animation and Game Design
Peer Mentor Program
Mentor Obligation Agreement

The responsibilities and expectations of the Mentor are the following:

1) I will meet with my mentee once a week or on a regular basis through the semester.

2) I will contact my mentee to see if there are any obstacles, which might hamper their academic success.

3) I will contact the Faculty Coordinator of the Mentor Program and the Director of Student Services if any problems or concerns arise as soon as possible.

4) I will attend events and/or meetings scheduled in the DAGD Peer Mentor Program.

5) I understand that I may request to be assigned to a different mentee if my present mentee and I cannot work effectively together.

6) I will participate in program evaluations and bi-weekly follow-up communication as requested by the Faculty Coordinator of the Mentor Program and/or Director of Student Services.

7) I will only meet with my Mentee on the Ferris Grand Rapids campus and preferably during University scheduled open computer labs, meetings and/or events.

8) I will not date, drink, do illegal drugs, break laws, break confidentiality, disrespect, or ignore communication or messages from my assigned Mentee.

_____   _____

Peer Mentor Signature   Date

Please submit to:
Ferris State University
151 Fountain Street NE
Grand Rapids, MI 49503
616.451.4777 phone / 616.451.4740 fax
fsugr@ferris.edu

FERRIS STATE UNIVERSITY
GRAND RAPIDS

**Digital Animation and Game Design
Peer Mentor Program
Mentor Application**

Mentor Criteria
- Digital Animation and Game Design student
- Cumulative GPA of 3.00 or Above
- Sophomore, Junior or Senior
- Submit Completed Mentor Application
- Provide two (2) academic references
- Active/Enrolled Ferris Student
- Completed & Passed 300+ Level DAGD courses

Please Print Clearly

Name _____   Student # _____

Address _____

City_____ State_____ Zip_____

Email_____ Telephone _____

Check one: ❍ Sophomore ❍ Junior ❍ Senior

Semester: ❍ Fall ❍ Spring   Year: _____

Program Concentration: ❍ General ❍ 3D Animation ❍ Game Development

If you need additional space to answer the following questions, attach a sheet of paper to this application.

1. Explain your reasons for apply to be a peer mentor: _____
_____
_____
_____
_____

2. List your skills, abilities, and experiences and how they relate to mentoring: _____
_____
_____
_____
_____

3. Why is it important for a first year student to have a good role model and mentor? _____
_____
_____
_____
_____

4. What personal qualities do you possess that will enable you to be an effective mentor? _____
_____
_____
_____
_____
_____

5. List any software programs, skills, or courses that would assist you in mentoring:
_____
_____
_____
_____

6. Please provide the name, position, department and phone number of two (2) academic references: (i.e. current or former instructor, faculty member or advisor)
A) _____
_____
_____

B) _____
_____
_____

7. Do you have a past roles in a mentor program?
   ○ Peer Mentor   ○ Mentee   ○ None

_____   _____
Peer Mentor Signature   Date

Please submit to:
Ferris State University
151 Fountain Street NE
Grand Rapids, MI 49503
616.451.4777 phone / 616.451.4740 fax
fsugr@ferris.edu

The responsibilities and expectations of the Mentee are the following:

1) I will attend all required classes.

2) I will contact the Mentor and/or Academic Advisor to make them aware of any obstacles which might hinder academic success or withdrawing from any class or classes.

3) I will contact the Faculty Coordinator of the Mentor Program and the Director of Student Services if any problems or concerns arise as soon as possible.

4) I will attend events and/or meetings scheduled in the DAGD Peer Mentor Program.

5) I understand that I may be assigned to a different mentor if my current mentor and I cannot work effectively together.

6) I permit the Faculty Coordinator of the Mentor Program or the Director of Student Services to monitor your academic performance.

7) I will be prompt and keep scheduled appointments with the Mentor.

8) I will participate in program evaluations and bi-weekly follow-up communication as requested by the Mentor, Faculty Coordinator of the Mentor Program, or Director of Student Services.

9) I will only meet with my Mentor on the Ferris Grand Rapids campus and preferably during University scheduled open computer labs, meetings and/or events.

10) I will not date, drink, do illegal drugs, break laws, break confidentiality, disrespect, or ignore communications or messages from my assigned Mentor.

_____   _____

Mentee Signature   Date

_____ (Initial) I authorize the DAGD Mentor Program staff to provide my schedule to my Mentor.

Please submit to:
Ferris State University
151 Fountain Street NE
Grand Rapids, MI 49503
616.451.4777 phone / 616.451.4740 fax
fsugr@ferris.edu

FERRIS STATE UNIVERSITY

GRAND RAPIDS

Digital Animation and Game Design
Peer Mentor Program
Mentee Application

Mentee Criteria

- Active & Enrolled Ferris DAGD Student
- Grand Rapids campus student only
- Attend all classes
- Seek advice from mentor and academic advisor and communicate progress and concerns
- Assume responsibility for your own academic and professional growth & development
- Set goals and make decisions to achieve these goals
- Participate in activities, student groups, and etc. with mentor and other mentees

Please Print Clearly

Name _____ Student # _____

Address _____

City_____ State_____ Zip_____

Email_____ Telephone _____

Check one: ❍ Freshman ❍ Sophomore ❍ Transfer

Semester: ❍ Fall ❍ Spring Year: _____

Program Concentration: ❍ General ❍ 3D Animation ❍ Game Development

Personal Characteristics

1. Career Goals: _____
_____
_____
_____

2. Favorite Game/Movie Genre/Hobbies: _____
_____
_____
_____

3. Are there specific characteristics you want us to consider in matching you with a mentor?
_____
_____
_____

4. What do you expect to gain from this program? _____
_____
_____
_____

5. Are there specific skills, programs, courses that you anticipate you will need assistance with from your mentor? _____
_____
_____
_____

6. Have you participated in a mentor program before?
   ○ Yes   ○ No

_____   _____
Peer Mentor Signature   Date

Please submit to:
Ferris State University
151 Fountain Street NE
Grand Rapids, MI 49503
616.451.4777 phone / 616.451.4740 fax
fsugr@ferris.edu

Digital Animation and Game Design (DAGD)

Workshop Survey

Please take a moment to complete this short survey about the workshop you attended today.

What is your current enrollment status?

   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior

2. What program at Ferris are you enrolled in?

3. Was the workshop beneficial?
   a. Yes
   b. No

4. Did you get all your questions answered regarding the topic(s) discussed?
   a. Yes
   b. No

5. What other workshop topics would you like to have offered in Grand Rapids?

6. Comments/Questions?

Digital Animation and Game Design (DAGD)

Peer Mentor Program Survey

Please take a moment to complete this short survey regarding a possible Peer Mentor Program in Grand Rapids for the DAGD program.

A DAGD Peer Mentor Program would consists of sophomore, junior and senior DAGD student volunteers who serve as positive role models to help with the academic success of first-year or transfer DAGD students.

1. What is your current enrollment status?
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior

2. Would you be interested in having a Peer Mentor Program being offered to first-year or transfer DAGD student at Ferris State University Grand Rapids campus?
    a. Yes
    b. No

3. What are/were some of your biggest struggles as a first-year or transfer student into the DAGD program?

4. What types of support services would you like to see offered through a Peer Mentor Program?

5. What types of events would you like to see offered through a Peer Mentor Program?

6. Upperclassman Only. Would you have benefited from a Peer Mentor Program when entering into DAGD program?
    a. Yes
    b. No

7. Upperclassman Only. In your first year in the DAGD program, what support services (i.e. career services) and/or events would you have benefited from if offered here in Grand Rapids?

8. Comments?

DAGD Peer Mentor Program Survey Results

Executive Summary

The purpose of the survey was to gauge student interest in a potential Peer Mentor Program for the Digital Animation and Game Design (DAGD) program at Ferris State University Grand Rapids campus. A DAGD Peer Mentor Program would consists of sophomore, junior and senior DAGD student volunteers who serve as positive role models to help with the academic success of first-year or transfer DAGD students.

Survey respondents were mostly seniors (43%), followed by juniors (17%), sophomores (27%), and freshmen (13%). Survey respondents indicated strong support (93%) for a potential Peer Mentor Program for first-year or transfer DAGD students at Ferris State University Grand Rapids campus. Of the upperclassmen surveyed, 86% indicated that they would have benefited from a Peer Mentor Program when entering into the DAGD program. Survey respondents also listed several problems they encountered as first-year or transfer students into the DAGD programs (see the full list on page 2). In addition, respondents provided several suggestions for support services they would like to see offered through a Peer Mentor program. These included help with homework, one-on-one tutoring, Facebook or Google Hangout groups, and workshop events, among others.

Methodology

A list of 216 active DAGD students were emailed an invitation to complete the survey on November 5, 2014. There was a total of 69 views of the survey, 45 started the survey, and 28 completed the survey in an average time of fourteen minutes. The participation rate for this survey was 11%.

Is this your first year in the DAGD program as either a freshman or new transfer student?

Yes	7	23.33%
No	**23**	**76.67%**
Total	**30**	

What is your current class level?

Freshman	4	13.33%
Sophomore	8	26.67%
Junior	5	16.67%
Senior	**13**	**43.33%**
Total	**30**	

Would you be interested in having a Peer Mentor Program being offered to first-year or transfer DAGD students at Ferris State University?

Yes	**27**	**93.10%**
No	2	6.90%
Total	**29**	

What are/were some of your biggest struggles as a first-year or transfer student into the DAGD program?

- Getting accustomed to the way that classes and homework function at Ferris as opposed to a community college. I've also had issues with my pre-requisites not covering the same material that my peers who have always gone to Ferris DAGD classes have, and since some elements build upon others it's sometimes more difficult to keep up in lecture.
- I found it was hard to pick up some learning concepts that were only briefly touched on like rigging and animation. I also found it hard to expand my friend group within the program.
- I wasn't really motivated to work super hard on stuff as a first year, so a lot of projects ended up being procrastinated till the last minute. I also had no real concept of how rigging worked.
- Coming in to Ferris I didn't understand why 3ds max didn't display things 'rendered' like a game engine did. Essentially I didn't understand low poly objects, normal maps, etc. until mid-sophomore year.
- Being new to 3D and having no one to help me.
- Simple things like parking. Where to study. How to study. Lack of feeling like a Ferris student.
- Understanding a lot of the terms and knowing workflow. What does this button do and why do I do it before this other button.
- My struggles as a first year were learning proper technique, hot keys, and proper resources to help me understand and use the software we use in the DAGD program.
- I think mainly figuring out what all was going around the campus and school, also signing up for classes and other things that were different from high school
- Managing the increased workload (which from my experience going to even a fairly big/good university up to Senior year there before transfer here, is more intense of a workload than most programs would be even at Freshman level classes)
- Not knowing what tools were at my disposal and how to use them. There were many instances where I spent a lot of time researching how to do something for a specific project. Once the project or task was complete often there would be either one of my instructors or an upper student would come along and show me a quicker, more efficient way of doing the same thing.
- Not knowing anyone.
- Learning all the new skills requirements in the DAGD course. Such as animation, and programming. Which is something I have yet to do in my entire life. I have never animated or programmed.
- Getting help where I needed it / applying things that were taught in a lecture to an assignment
- I know as a transfer student I had trouble adjusting to the main 3d program that we used (as it was not what I was familiar with) and also with being in a new city and program (I'm from the Detroit suburbs).
- "Ironically, even though I was probably one of the most well prepared students going into the program, I felt very intimidated by the skills of other students and was afraid I was getting into a program where I would be outperformed and left behind
- Another struggle I had was feeling intimidated by the assignments in DAGD 220 (Digital Animation 2). I did get over this and performed well in the class."
- Meet your fellow classmates and get to know them. Work in groups to help inspire each other.
- The biggest struggle for me was wrapping my head around the software that was presented to me. How to break down projects into smaller manageable sizes to complete class deadlines.
- Feeling comfortable, making friends, learning the programs/software, learning the flow of things and how to develop a routine, feeling like my art wasn't good enough
- I did not know anyone and the only way to get to know people is in the labs, which i wish were open 24/7, classes or fragfest.
- Adjusting to the different kinds of class work; going from more traditional work to lots of computer work. Also, most of the programs I used are new to me and it is sometimes hard to remember all the tips and tricks taught in class.
- Often we are not taught the latest tips and tricks and are asked to do things in a way that we later find out is wrong by industry standard. Upperclassman usually know better/faster ways to do things and are a great help. I especially struggled with 3D modeling until a senior showed me how to box model using edge loops, connect, etc. in 3DS Max.
- We are new to the programs that are being taught to us, so learning all those programs were definitely a struggle, but it was fun. Finding the classrooms were kind of difficult, depending on which class it was. Making friends was also difficult the first year.
- I was a transfer student. The biggest struggles for me were learning too many programs at once for my Ferris classes. Since I already took most of my GRCC classes, all I could take were Ferris ones and it felt a bit overwhelming. At the

time, the skill level from animation 1 to animation 2 was about the same, but when I got to animation 3 it felt like everything I learned got thrown out the window and I ended up re-learning the 3d software. I'm glad that I learned what I did in animation 3, but the skill level jump from animation 2 to animation 3 was pretty intense. I just feel like there should be a better balance between the 3d modeling classes so you are not caught off guard on what you should know and what you still need to learn.

What types of support services would you like to see offered through a Peer Mentor Program?

- Off campus support. The hours that the labs are available are horrendous. Often times the labs will be forced to close down before the building does due to the room being unstaffed. Having off campus meet ups with a mentor or tutor would make mentoring much more plausible. There are already enough scheduling conflicts as is.
- Tutoring and events to emphasize certain aspects like having modeling events during lab hours or a steam workshop event to help with more specialty things related to DAGD that first year and up students could attend to learn some new things and better them self.
- I think some sort of on call help via a chat system, as well as matching up with people who excel in specific areas (programming, modeling, 2D art, etc.) to help learn more about those areas, or even doing extra projects to understand concepts.
- "What are some options?
- Helping with class work/homework, build networking, and help understanding the material.
- Help with homework. Help with selection of classes and professors.
- I would like to be able to help one or a very select few students.
- "Online calendars for the mentors would be great for the mentees to create appointments to be mentored.
- Offering email addresses of the mentors on the Ferris website."
- Stuff like helping with homework and other things like that, also helping with other school related problems
- Tutoring or support based on specific courses, as well as based on general need for help in the program (getting used to software that is used across courses, general help with managing the style of courses or workload, etc)
- One on One tutoring and advisement.
- 1 on 1 counseling, group meet ups.
- No Idea
- I think really that just having someone to talk to who was in the program would help a lot. Also because of how I transferred I really wasn't prepared for taking capstone, sometimes having another student to talk to is better than a teacher.
- "If anything, people willing to give a personal tutorial to a student who just isn't getting the concepts in their class.
- I would like it if the program was a simple one, demanding little outside of mentoring. Student mentors would list their best skills in the program and be called in whenever need arises. Students in need would simply give their need and be set up with a qualified mentor. "
- Facebook group or Google hangout channel. Able to face time with your mentor
- I would like to see somebody willing to sit down with the other person, Go over the project criteria first. Then Listen to the persons Idea or help brainstorm one. From there I would love to see the Mentor go over the tools/technique that will be used to create the project. Example Tool would be the Software package, technique is the understanding of vertex, edge, poly, and item modes. How to manipulate the geometry through cut, bevel, extrude (extrude is extremely powerful when used with curves), the placement of edges, and how to get organic or hard edge looking models.
- Friendship and introduction into the culture within the program; a basic walk through of software; peer critique; scheduling help (as in how to make time for homework and outside activities)
- Help with the programs that are offered at the labs or just someone to be there in case you needed help with homework whether it be on the computer or as simple as a drawing.
- I would mostly like to see services like help with 3D and programming, just something that other students and I could go to if we get stuck on a project and to offer feedback on our current progress.
- Maybe something like a review session the week before finals and midterms, to help with any last minute problems. I know this would be incredibly useful for underclassmen in programming classes, who don't plan to be programmers. They struggle a lot.
- I'm not sure

- I think it would be helpful if there were times set for modeling sessions outside of class like how IGDA is run. For example, a leader of some sort would go through certain modeling techniques and demonstrate them by modeling a certain object for that session.

What types of events would you like to see offered through a Peer Mentor Program?

- Themed events. Not like a 'pirates' theme, but academic themes. For instance, to get help with specific parts of 3D modelling we could have a texturing event, a lighting event, a basic building event. Or with story development have pre, main, and post production events. Things that are large parts of the classes that we have to take, but done in a broad manner. This would help students of all types get an understanding of what lies ahead of them, what's going on during the classes that they are already in, and give them a head start towards their future at Ferris.
- Workshop events to help students in certain parts of the program.
- Group brainstorming for Projects people could jump onto would be neat. Attending the Game Design Club to supplement whatever skills.
- Usually DAGD students are a bit more awkward and if they're being paired up through the school's system then they're not 'natural' friends. I think having some background knowledge on a person is key so if there was a GROUP dinner where peers and mentors sat next to each other that would give a chance for them to naturally interact and observe and conversation wouldn't be forced.
- "An event to get all mentors and mentees to get together and discuss what is good and bad about it and to expand networking.
- Maybe an event to also celebrate the progress of the mentee (mentor) at the end of the semester."
- Community events. Social events. Study sessions.
- None really. I just want to help people
- Maybe something along the lines of an open house where you can meet the mentors and learn their specialties so you (as a mentee) can know who to go to depending on your issues.
- Stuff like getting together and having fun events like a field day or something of the sort like that.
- Maybe a day where those interested could learn about and meet all of the possible peer mentors and find who would be the best fit for them. Matching based on personality/interests to some degree, as well as obviously skill level in whichever courses or subject needed.
- Working on an educational group project with various upper alumni would be ideal to help understand teamwork structuring and learning more efficient practices.
- Group Meetups, Game Pitch/Creation competitions between mentor groups or similar events that engage in program related activities.
- Maybe peer writing courses.
- I think it would be cool to have maybe once a month 24 hr labs so that we could hang out and get help from our peers on our projects and have them review our work.
- "None, I think it would be best to have faculty refer struggling students to the program.
- If anything, a good training session to help deal with common student problems like depression, test anxiety, laziness, special needs cases, etc. And then an open house introducing the mentors to interested students."
- Competitions and warm up exercises.
- Mini 1 hour competitions have 2 of them in a row. The competition theme would be given by the mentor to focus on an area the student struggles with and one area they do well in. Other types of events could be walking around taking pictures for texture library, Reading 3D magazines and books.
- Events to connect with peers, events to get to know Professors better, events to learn the software better
- Before someone gets assigned a mentor they should have the chance to meet all the mentors even if they never see them. Maybe have a day or to two where the peer and mentor can play against other peer and mentor teams.
- Maybe tutorials on how to do things in certain programs, like basic lighting in 3D or a quick game programming walk through.
- The college of pharmacy (where I used to work) does stuff like event dinners but that doesn't really interest me. We're usually pretty close and social with each other, but when it comes to loud/busy social settings that doesn't really seem like our scene as much. Maybe that's just me though.
- Events like a club meeting every week would be awesome for the peers and mentors. Kind of like frag fest but only for mentors and mentees. Also, open lab events would be awesome so that the mentor and mentee can meet at any time of day at the school to get their homework done.

- None that I can think of

Would you have benefited from a Peer Mentor Program when entering into the DAGD program?

Yes	**19**	**86.36%**
No	3	13.64%
Total	**22**	

In your first year in the DAGD program, what support services (i.e. career services) and/or events would you have benefited from if offered here in Grand Rapids?

- Events centered on helping better a specific skill for a few hours.
- Something that goes over all the different positions that exist in the game industry, so a focus can be found sooner. Also, group projects on game projects so learning how to work effectively to work with other people is done sooner rather than later.
- I wish I could have seen my peer's project and interacted with them so I could've gotten a 'clean view' of what level I could achieve during my time at Ferris.
- Maybe a support group for like stress or depression as many of us students suffer from it.
- Job placement. Career exploration. Housing. Class selection. Mentors
- Knowing the specializations were in order to focus my studies in the right direction.
- I would have loved the peer mentor program, and more notice of the open labs.
- Maybe some sort of service to help get acclimated to college life
- Collaborative team projects with an assortment student with various skill levels and knowledge base. A tutoring or mentor-ship with a junior/senior level student would have helped understand how programs worked and how to approach assignments to create a working timetable for completion.
- Events that would have forced cooperation with as many people as possible (networking).
- Almost any support services, I moved out here and didn't know anyone, and we never really went over what services we had or the ones that we could get from GRCC.
- None, God gave me everything I needed. The faculty and upperclassmen were very supportive to the point where I am hesitant to suggest whether or not this program is really needed or not. That's one reason why I think it should be very simple. It could almost be student led.
- Online support group of some kinds. Competitions online or some sort of group project for fun.
- Having someone that sat down with me just to be there to help me out.
- Something to just help me adapt to the culture and pace of the environment. It took me a year to really find my stride and my own identity - and that's when I started to better connect with my peers and professors.
- More time offered in the labs would have help tremendously.
- Some one on one occasional tutoring (4 times a semester at least) would have been best for me as a freshman. I was pretty shy and didn't feel comfortable asking a whole room full of people for help during open lab.
- Having labs 24 hours, 7 days a week would have been nice during my first year, i could have made more friends their too if i was at the labs more, but because it was only a few days a week at certain times, it was difficult for me to go to them because of work scheduled conflicts.

Comments/Suggestions?

- Do whatever it takes to get us a 24 hour lab. I barely get any time with my peer students, and it would be very beneficial to work side by side with them for as long as I need to. Lacking collaboration and comradely is a severe disadvantage to the entire department when being paired up against competing schools and their students. Especially when we're going into the game development world for our careers when this world is comprised by teams of heavily intertwined individuals.
- Any freshmen who need help can usually just come to open lab and ask if anyone can help them with the things they need help with - it helps to build the sense of community in the program and as social network, as well as having the help needed. The Game Design Club is also always open to people who want to come and have things critiqued. Some sort of centralized online announcement board for the program in general would be extremely beneficial - the

introverted people in the program are more likely to seek help if it doesn't necessarily require talking to people face-to-face.

- If a peer mentorship program is created please make sure instructors and advisers make all students aware the program is available and how it works.
- Really like the idea :)
- I think it would be beneficial at least the first semester for transfer students and the first year for new students, but I think it should be open to all students. It would also be cool if it was almost like a class for seniors to take (kind of like a teaching course) I know I would have loved to take that since I enjoy teaching especially one on one.
- More open labs and longer time open.
- I'm not too sure about helping other new students, but I have been a great help to my girlfriend who is just entering the program this fall. I can already tell she has surpassed where I was when I took the same classes she did.
- I think this is a good idea and should be implemented. Some monetary support or extra credit for mentors would be a great incentive, as well.