

Inclusionary Campaign for the
Disability Support Resources

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Grand Valley State University

Inclusionary Campaign for the DSR

The Disability Support Resources department (DSR) at Grand Valley State University (GVSU) is a multi-layered and in-depth resource for all staff, faculty students, who feel marginalized. Unfortunately, the DSR does not feel that they are exhausting their abilities to their fullest extent and they want to reach out and find more opportunities where they could be of service. The goal of this campaign is to increase awareness of the inclusionary services available at Grand Valley State University for students.

About the Client

The client of this campaign is the Disability Support Resources department (DSR), which also handles the Division of Inclusion and Equity (I&E), Grand Valley State University's (GVSU) focalized department for all marginalized populations at the school. Currently, the I&E is taking a "Multifaceted and Coordinated Approach" to better their efforts, which includes three major areas: "equity and structural diversity, inclusion and campus climate, learning and development" (p13, 2016), as stated in their pamphlet *Framework for Inclusion and Equity*. Organizing a sustainable communication strategy in this structure covers nearly every area conceivable where possible issues could arise for any marginalized population. In addition to this, the "Multifaceted and Coordinated Approach" by the I&E also incorporates taking perspectives and viewpoints from a "social justice framework" as well as an "intersectionality approach" (p16-17, 2016), which allows the potential for even the quickest of analysis and it would still include the mindset of the marginalized populations that the department represents.

The DSR's subdivision I&E was initiated by GVSU's last president Thomas J. Haas over a decade ago in 2008 and was the first institution/university to create a department that holds inclusion and equity so highly (2018). The buzz-word 'diversity' is often sought after stereotypically by institutions and universities, so highlighting both 'inclusion' and a means of equality created a new modern philosophy of making the campus *feel* safe and comfortable. Rather than a 'diversity' -based division that would connote a campus *looking* colorful and therefore comfortable, which is seldom the case.

Situation Analysis and Problem Statement

This project is important to the Disability Support Resources (DSR) because they are currently making efforts to better the environment for minority populations at GVSU and have become stumped as to where to go next. And with the help and assistance of GVSU's Advertising and Public Relations department, they may even be able to do this with their own on-campus resources.

The main issue expressed to us from the DSR department is that they want to make their Division of Inclusion and Equity (I&E) and resources for all marginalized populations more apparent and available and the campus's environmental climate more comfortable. On the DSR's homepage, on the GVSU website, both their mission statement and vision convey resources for only people at GVSU with disabilities (2019) and the I&E division is far less self-evident and focused. This could potentially pose a problem to the DSR's current intention because what they are advertising online is not what they are expressing as their overall goal as a department.

Campaign Goal and Objectives

The goal of this campaign is to increase awareness of the inclusionary services available at Grand Valley State University for students. This involves improving the image of the current face of the DSR, improving the relationships between them and the students, staff, and faculty, and improving the overall community support to the DSR. One important question may be, who is it that they want to help feel more included on campus? Directing a focus will help immensely in reaching the target audience that they want.

Background Information on Resources and Inclusion

The DSR's Target Audience

In the “2016 Disability Status Report: Michigan” (2018), authors Erickson, Lee, and Von Schrader, from Cornell University Yang-Tan Institute on Employment and Disability, found that “the percentage of working-age people [ages 21 to 64] with disabilities with a Bachelor's degree or more in MI was 11.6 percent,” and without disabilities was 31 percent (p. 50). When considering the institutions talked about in this campaign, higher level education universities, 11.6% and 31% is a fairly large jump within a population of people. And within the 2016 study, the difference between people with and without “some college or an Associate's degree” was

exceedingly lower at 33.9% with and 36.3% without disabilities (Erickson, Lee, & Von Schrader, 2018, p. 48). With these numbers, it can be seen that the higher one looks at the educational institution, the less diversity and inclusion there is to see.

In taking everything above into account, roughly the same amount of people in Michigan have “some college or an Associate’s degree” with or without disabilities, whereas the amount of people with disabilities *and* with a “Bachelor’s degree or more” is three times less than people without disabilities and a higher education degree. And then there are programs like the DSR, and others similar to, ask why this is and how they can possibly help people with disabilities feel more included on campus and thusly more inclined to further their education.

GVSU’s DSR wants to improve equity and inclusion on campus with the I&E for all marginalized populations: such as prohibiting discrimination against “age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight,” (Grand Valley State University Division of Inclusion and Equity, 2018). Fighting against all of these different types of unjust or prejudicial treatment toward any student, faculty, or staff member overall promotes a more inclusive environment.

Audience Analysis

In a climate survey conducted in 2015 by the GVSU I&E – with a 42% response rate from students, faculty, or staff – found that “87% of all respondents were ‘comfortable’ or ‘very comfortable’ with the overall campus climate” (2016, p. 3). And closing that 13% margin is the DSR’s next goal because with a 42% response rate, it is very possible that those who did not

respond to the survey could feel less comfortable than those who did; making it safe to say that 87% comfortable may be higher than GVSU's actual comfort level and because so, the DSR is pushing forward to improve their efforts.

Focusing on retention levels of these populations could also be a cue as to how comfortable and included students feel on the GVSU campus. So while most personal information is confidential and difficult to measure, there are a few points to look at that are measured by the university itself, which include: ethnicity, gender, veteran status, and even whether or not students are the first generation in their family to go to college, which is a type of minority in itself.

The figures shown below (fig. 1 and 2) are a partial pieces from a 2018 report called "GVSU Trend in Fall-to-Fall Retention of New Undergraduate Students: FTIACs," which covers the years 2016 through 2018 for "first time in any college" (FTIAC) students. From the numbers provided by GVSU, out of the aforementioned marginalized populations, figure 1 shows that African American/Black, Non-resident International, and Female students went up in retention levels (2018). This could potentially mean that past inclusion efforts for these populations were successful, but the reports do not give any hint toward the retention rates of LGBTQ students, students with disabilities, or other students who could feel potentially unincluded.

-Ethnicity								
	2016		2017		2018		Trendline	Slope
	N	% Retained	N	% Retained	N	% Retained		
African American or Black	219	74.0% *	165	75.2% *	196	83.2%		4.5%
American Indian or Alaskan Native	13	84.6%	6	83.3%	11	81.8%		
Asian	118	82.2%	86	86.0%	88	81.8%		
Hispanic or Latino	265	75.8% *	237	81.0%	222	75.7% *		
Native Hawaiian or Other Pacific Islander	2	50.0%	2	100.0%	4	75.0%		
White	3506	84.2% *	3415	85.4% *	3572	85.5% *		
Two or more races	145	83.4%	153	80.4%	168	80.4%		
Non-resident international	31	61.3% *	43	72.1% *	42	76.2%		
Not Reported	7	85.7%	10	90.0%	9	88.9%		
Total	4306	82.9%	4117	84.5%	4312	84.5%		
Unduplicated Minority	778	77.9% *	672	80.1% *	711	79.7% *		

-Gender								
	2016		2017		2018		Trendline	Slope
	N	% Retained	N	% Retained	N	% Retained		
Female	2608	83.0%	2557	85.4% *	2709	85.4% *		
Male	1698	82.7%	1555	83.0% *	1601	82.9% *		
Not Reported			5	80.0%	2	100.0%		

Fig 1: Ethnicity and Gender of FTIAC students from years 2016 to 2018 from the “GVSU Trend in Fall-to-Fall Retention of New Undergraduate Students: FTIACs” report (2018). The “Trendline” column made from retention percentages highlight which direction each population has moved, which can also suggest which direction the percentages could go in the future.

-First Generation								
	2016		2017		2018		Trendline	Slope
	N	% Retained	N	% Retained	N	% Retained		
First Generation	1516	80.0% *	1381	80.2% *	1354	80.9% *		
Not First Generation	2790	84.4% *	2736	86.6% *	2958	86.1% *		

-Veteran								
	2016		2017		2018		Trendline	Slope
	N	% Retained	N	% Retained	N	% Retained		
Non-Veteran	4287	83.0% *	4102	84.5% *	4284	84.7% *		
Veteran	19	57.9% *	15	73.3% *	28	53.6% *		

Fig 2: First Generation and Veteran FTIAC students from years 2016 to 2018 from the “GVSU Trend in Fall-to-Fall Retention of New Undergraduate Students: FTIACs” report (2018).

Methodology Of Similar Institutions

Grand Valley State University’s DSR program seeks to aid marginalized populations and in looking at similar institutions, one may be able to find helpful solutions that could potentially would at GVSU. Many other universities and colleges currently avail similar resources that help support an inclusive campus and assist in preventative measures for other everyday issues that marginalized populations may deal with. The University of Michigan (U-M), being located in the same state, more than likely has a parallel population to GVSU and would therefore be a reasonable institution to compare GVSU to. In addition to this, U-M also has a “97% freshman retention rate” (The Regents of the University of Michigan, 2019), which is much higher than GVSU’s rate of 84.5% in the 2018 retention report. For this reason, looking at U-M’s marginalized population support and assistance programs would be beneficial for GVSU’s DSR department.

Starting in 2016, U-M began introducing its “five-year diversity, equity and inclusion strategic plan” as well as the development of its Office of Diversity, Equity, and Inclusion (DEI), who moderates the five-year plan’s execution and performance on M-U’s campus (2019). During Year One of the five-year plan, the Office of Student Life’s team at M-U focused on improving inclusion awareness by developing staff and student positions in pre-existing programs such as “the Center for Campus Involvement, International Center, Office of Multi-Ethnic Affairs, the Program on Intergroup Relations and the Spectrum Center” (2019). Furthermore, in Year One, Student Life found that there are 35 U-M programs collect useful retention and curricula data to analyze and with this, narrowed down their focus on how to better improve campus equity (2019).

In Year Two of the five-year DEI Plan, Student Life’s data collection found that one of the next steps would be to increase the carrying capacity of the 114 supportive programs they have to offer, along with the community partnerships all across campus (Harper, 2019). The need of more availability for supportive services could point to one of two things: either students require a large amount of assistance in feeling included/equal on campus, or, students are beginning to feel more comfortable to confide in other with their issues. Or both, in which case confronting this need as an institution should improve overall student inclusion and equity because it will give students the resources they need in order to both be successful and feel comfortable.

In looking at U-M’s Student Life program DEI, which is very similar to GVSU’s DSR and I&E divisions, it may be said that the DSR ought to expand their total diversity, inclusionary, and equity community involvement and direct data collection on campus to meet its goals and

objectives. In 2016, the Office of DEI began with conducting a climate survey of its students, faculty, and staff, which included questions that asked about “age, gender and gender identity, race/ethnicity, religious affiliation, disability status, campus safety, rating of campus climate, intergroup interaction, discriminatory events, composite rating scores, and more” (2019). GVSU has conducted climate surveys a number of times also, similarly to what U-M organized, to examine diverse and campus comfort levels. Analyzing climate surveys against each other in a similar fashion to how retention rates are analyzed would also further point to which direction the DSR could push its efforts toward.

After taking a look at the DSR from an outsider's point of view, the next step that is needed for this analysis is to take opinions from students that go to GVSU and are active on campus. The primary research that was taken was with a more than convenient sample group of students that gave eye-opening answers. Participants were asked questions on their experiences and there was one student who was direct in saying that they use the DSR’s services and was open about their involvement with the department and campus ethos. The results from contributing students showed that many first encounters with the DSR is via professors’ syllabi, that professors are less than forthcoming, and that the DSR is largely known for its assistance vehicle service. These points laid out by the participants only highlighted the issues brought out by the secondary research; to further heighten an inclusive atmosphere and campus ethos, the DSR will have to improve the quality of its communication effort.

Primary Research

Primary research in the form of a focus group was conducted to gain information on student perception of Grand Valley's DSR. The population studied in this research were solely GVSU undergraduate students; Some of the participants have used DSR and some have not. The purpose of this research was to get in touch with the target audience of the campaign and understand what their concerns and perceptions are with DSR.

Primary research was important to this case because it provided the team original data and they were able to obtain answers to specific questions. Even though the majority of participants did not use DSR, the results from the primary research provided an understanding of student conception on campus. This research greatly impacted the the campaign by providing a more narrow focus of where DSR needs to improve and by offering suggestions accordingly.

Method

In order to properly analyze and find a potential answer to the DSR's inclusionary issue, it is required to ask students on the GVSU campus what they think of the department. For the purpose of bettering the DSR, conducting a focus group will aid in understanding students, their previous experiences, how to reach out to them adequately, and how GVSU could feel more inclusionary. Because the students of GVSU are who largely use the DSR, speaking with them in a focus group will be more helpful than staff and faculty.

The focus group that was performed relates to the findings, results, and overall primary research. Within the small focus group, there were seven students that were surveyed, all of which were from GVSU Greek Life organizations. The participants were read an introduction

that briefly explained what the meeting was going to include, in addition to this, they were informed that the focus group conductors and observers were not apart of the DSR or GVSU but are independent researchers.

Results

The results of the primary focus group are listed below in bullet point-form. Each section is divided into segments of different question types that were asked during the focus group: general experience with DSR, specific experiences, communication, and advertising/ public relations. Under each question are points made by the participants during the focus group.

General Questions on Previous Experience

1. Have you ever been a recipient, or know of someone who is/was a recipient of the DSR's services and or resources? If so, please tell me about the experience.
 - The DSR is great, they help tests. They are very nice and helpful. They get teachers to cooperate when they don't want to. They have always been very kind to me.
 - The DSR is efficient and hands-on. The way that they interact with students and the pace at which they move for students is very helpful.
2. When I say the words "Disability Support Resources," what would you assume the department does or carries out? (What is the first thing that comes to your mind?)
 - The DSR has vans that drive around that help people with trouble walking.
 - They help with test anxiety, accommodate needs.
 - Helps students with learning disabilities and mental disorders.

- Makes sure that the campus is accessible for people with physical disabilities.
- Makes sure all of the specific technologies work like elevators and braille apps.
- Physical disabilities.

Specific Questions on Previous Experience

1. Have you ever referred someone to the DSR for anything or for similar resources you have used? For example, instances where a fellow teammate breaks their leg and you suggest they inform the DSR and ask for a shuttle bus to get around campus. If yes, or something similar to, please tell us about this experience.
 - Yes, a friend's ankle was hurt and the DSR was suggested.
 - Yes, for students that are transferring with learning disabilities.
2. Have you ever gone into the DSR's The Lynne M. Blue Connection building? If so, how was the atmosphere? How did it make you feel?
 - No, only ever right outside of it.
 - No, the building is very far away from the other campus buildings.
3. If you have used the DSR's services, how was your experience with the department? And if you don't mind sharing, what service did you use?
 - [A participant sharing about their Independent Education Plan (IEP) experience]:
"Well, I had an IEP in high school. I have it for three different diagnoses. I came to college and decided that I didn't want it and I did poorly. And so I decided that I would utilize [the DSR] and so I got enrolled with them. And they've been really helpful ever since."

Communication

1. Where did you first hear of GVSU's DSR department? (Through word-of-mouth, by directly looking for them, posted advertisements on campus, or on syllabi).
 - On syllabi: professors say to connect the DSR if students need help, which often feels like something the professors have to talk about.
 - Freshman year during transition.
2. What would be the best way for the DSR to communicate with you?
 - Be more present during freshmen and transfer orientations.
 - Reach out to high schools where GVSU receives many students from.
3. What would be the best way for the DSR to communicate with GVSU students, staff, and faculty?
 - GVSU's "My Success Check," asks first-generation TRIO freshmen students about their emotions, schooling, if they need counseling. GVSU should add questions that would help students reach out to the DSR if they need to.
 - i. This should go to all students, for freshmen students and above.
 - It should be required that students see their advisor, which would help lead more students to the DSR.

Advertising/PR

1. Have you ever seen a DSR advertisement? Either on-campus or online.
 - No, nothing memorable. All ads on campus are blue and look similar.
 - More ads could be placed around campus and in resident halls, with the use of large visual aids such as statistical infographics.
2. If so, do you remember what it looked like, referred to, or how you felt about it?

- Not applicable.
- 3. If so, did it seem credible/reliable?
 - Not applicable.

Additional Points from Participants

- Participants felt that the DSR is undermined by professors who do not outright accept students with learning disabilities.
 - Professors sometimes discredit anxieties for testing or public speaking with students that have the proper paperwork filed and on record.
 - [The participant that uses the DSR]: “It kind of makes me feel uncomfortable in the classroom. It makes me feel that the professor doesn’t support me in the same way as the other students.”
- First-generation students can carry what is known as “imposter syndrome.”
 - Some students feel like they do not belong, that other students know what to do and how to be a good student.
 - There is more that can be done for this population of students.
- DSR staff members should be positioned all over the GVSU campus.
 - There are few reasons to go to the Blue Connection building, other than for students already in the program in need of a quiet test-taking location.
 - All other social justice centers are in the Kirkoff building.

Discussion

From the results gathered in the focus group, there were two main topics that resonated with the group of students who were gathered. The first topic has to do with how the DSR is represented on campus. Due to the nature of the name, many students made an immediate connection to DSR being associated with physical disabilities. The students who did not have any personal connection to DSR made comments about the vans they see across campus that help transport students with physical disabilities, such as an injury or a permanent disability. The students felt that DSR did not have a strong presence on campus in the sense that their location on campus was extremely far away from the epicenter of campus and thus made it feel that it was something you had to go out of your way to access. This made the students feel like DSR was something you had to seek out as a student, rather than actively know that they had the option to access DSR. This lack of relationship created a poor of knowledge over what DSR's full capabilities of support actually are to the general population of the campus.

The other connection made by these students was the DSR portion of many syllabi they have witnessed. When questioned about this section of their syllabi, students felt that they did not have much of an understanding of what DSR could do besides the generalizes comments of professors such as "quiet test-taking environment" and "extended test-taking times". Students felt that because this is one of their only active access points to DSR in a semester, there should be more of an emphasis on all of the things DSR can do to support students in their learning. A few of the students in the study also noted how some professors would only briefly go over the DSR's syllabi section, and do not put any effort to reading it; students also recalled incidents where professors would mention the DSR with a complete lack of interest or sympathy. The participants felt that this could be represented through professors having more knowledge in

what DSR can provide for students in order to help pass this knowledge along through the syllabi.

The student in the group who does use DSR's services allowed for more insight into the situation: speaking on how they provided her support through her college career even though she did not begin her career at GVSU with their services. She found them to be extremely helpful in supporting her needs for her education and overall found working with them to be a pleasant experience. Where, on the other hand, professors have seemed to her to be disregarding and even disrespectful towards her situation at times.

The second topic that came up was the types of representation has over different types of students on campus. Because many of the students did not understand the full scope of what the DSR does, many did not realize that DSR has many options for students of minorities. While many had an idea that they represented students of ethnic minorities, there was a long conversation over first-generation students. Many felt that this was the next feat for GVSU to take on in the sense of creating a program for students of minorities. It was pointed out by a first-generation college student that there is a program for first-generation college students called Trio, however, every other student in the group did not know this program existed and did not appreciate that it shared a name with an apartment complex off campus because it could create a lot of confusion for students.

Many felt that the support for first-generation college students needed to occur before they even stepped foot onto GVSU's campus through a specific orientation for first-generation college students. Due to the nature of being a first-generation college student, the student's families would have no previous experience with filling out paperwork for college students, such

as the FAFSA (financial aid) form. Therefore, the participants want to see a program to help support college students and their families learn how to deal with the external factors of college life instead of having to make them feel out the situation independently, much like what is done for certain minorities of different races and abilities. One resource that was brought up, GVSU's first-generation TRIO program, was said to have many useful resources; one of which that was brought to our attention was TRIO's "My Success Check," an online quiz that asks personal questions that leads students to resources such as the DSR and school counselling.

Analysis

Based on our observations and interactions with the student body, the inclusionary services provided by GVSU are not known to all students. It seems that the students who are aware of the services provided are the students who receive aid and assistance from these inclusionary services, which makes sense. When the student participants in the focus group study brought up the fact that the first place nearly all of them heard of the DSR was through course syllabi, a direct correlation was made on how this could be the starting point of GVSU's DSR perception. Based on this observation, it is safe to say that GVSU, more specifically the DSR, should make their communal presence known as soon as a student steps on campus. This can include promotional tables at orientations and presentations at transitions.

A key to increasing the utilization of inclusionary services is to promote these services early. There are a few reasons for this. First, when a student comes to orientation, they usually bring their parents. These parents should hear from the DSR because they know their child best. They will be able to make an educated recommendation on whether or not their child would

benefit from these services. Ultimately the student is the deciding factor on whether they want to pursue these services but the recommendation of a parent would definitely be an influencing factor for some.

In addition to meeting students sooner than syllabi, the DSR should initiate a conversation between their staff and GVSU professors. The purpose of this would be to help all professors both understand fully what the DSR offers as well as understand how most students gain a first impressions from their professors.

Conclusions and brief recommendations

Following the focus group discussion and reflection on what the participants brought to light, many points of action made themselves apparent as to where the DSR could begin implementing new ideas. In an attempt to advocate for inclusionary services, we believe that the DSR should take steps towards outreach in the GVSU community. This can be done by creating student curated content to issue in campus news outlets like The Lanthorn and GVTV. Or, by reaching out to students, staff, and faculty directly by the means of face-to-face conversations at orientations and events, or online with emails, surveys, blogs, newsletters, and social media.

By creating a positive image around DSR, an ethos of inclusivity should arise by having an openly communicative campus, where no one student should feel disallowed to use services that are available to them. In creating an open discussion on campus through both students and professors, a better perspective of the DSR and its resources should direct itself organically.

Strategies and Tactics

The goal of this DSR Inclusionary campaign is to increase awareness of the inclusionary services available at Grand Valley State University for students. The first objective that can be created to fulfill this goal is to increase the retention of minority/ marginalized populations that go to GVSU. The reason why this would be important is that it allows for the DSR to create a measurable way to see the inclusivity on the GVSU campus, as explained in the secondary research. The only way some of these strategies would work is if the larger faculty and staff of GVSU work cohesively with the DSR to further improve its resources and outreach. Another possible hurdle is acquiring the ability to measure retention with the authority of GVSU as well as the students themselves. However, if this objective has the ability to be carried out then the DSR would want to gain the permission of the students within their first semester to then generate a longitudinal study of student retention within certain fields than are currently not recorded. Below are two strategies on the *how* this could be done. First, surveying students for their understanding; and second, building an outreach program for antisocial students. The other objective of this campaign is coordinating professors to portray the DSR in a higher light which would use the means of the previous objective for measurability.

The first strategy of surveying students would require both the permission of the school and then each student. Starting from a student's first (or second) semester and then leading into the student's final semester at GVSU: the DSR would be recording each student's individual characteristics that could be ascribed to minority or marginalized communities, such as sexuality (LGBTQ+), disabilities varying from physical to mental, and other possible points of disclusion

that are already recorded by GVSU. Subsequent to a student's first semester, they could then fill out another survey that is tied to their G number and demographics and answer questions that rate how inclusive and diverse GVSU's ethos feels. With this qualitative aspect, the retention of more distinct student characteristics would be measured along with more specific anecdotes that come from specific demographics.

To pursue this first strategy, the DSR would create a survey of some sort, online versions are available from many services. One prominent service is Google's Google Forms, which then extends itself to Google Sheets (an online version Microsoft Excel) – creating a very digestible way to measure student's participation in the study. By introducing the survey as confidential and something to only improve the DSR's ability to promote inclusivity at GVSU, this will help students more able to share their personal information. Asking students to give their G number will allow the DSR to attribute multiple surveys to one person, this gives the study its longitudinal perspective.

The survey could also ask about the personal characteristics that GVSU already records, such as age, gender, first-generation status, because this would add to the study's measured retention of individual students but, as given in the secondary research, GVSU does calculate plot point charts on this already. Although starting with these everyday questions, students may then feel more comfortable to answer highly personal questions, including sexuality, physical disabilities or mental disorders, or other given characteristics. The survey would then end with rated questions on feelings (but would be different for incoming freshmen and recurring students), for example: On a scale of 1-5, how comfortable is the atmosphere of the GVSU campus; 1 being 'highly uncomfortable' and 5 being 'highly comfortable.' These qualitative

emotive questions would tie personal attributes to inclusivity and could then potentially lead to undiscovered marginalized groups of students. Particularly if the survey also includes an “Other personal attributes:” question with an optional textbox for students to write-in any forgotten fields.

The first tactic to having students find the survey would be going over it during GVSU’s fall and winter freshmen and transfer orientations: an informational seminar, offering private booths to fill it out on a computer, an infographic poster hung with a link that students can look up later, and finally, emailing students before the orientation and then telling them to look in their inbox either then or later. The student emails should start from before orientations and roughly a month into the semester; a long window for students to participate will allow them to engage with the survey at any convenient point for them. This tactic conducted over student email would be a standard way to accomplish this: emailing students the Google Form survey with additional information on the reason why students should fill it out within the email. The following semesters would then require a second tactic: visual advertising and emails for students that are no longer freshmen, similar to other campaigns that send out multiple emails up to a certain deadline to ensure student participation. This strategy could also be used for professors, staff, and faculty, to measure their retention and feelings on inclusivity but would then be measured separately to an ever-changing student body.

The second strategy, building an outreach program for more antisocial students, would be a piggy-back onto the “Other personal attributes:” optional write-in textbox portion of the retention survey. But outside of this, an opt-in periodic email-survey that asks more on personal feelings, how students are doing in their classes, in their personal lives, would be an appreciable

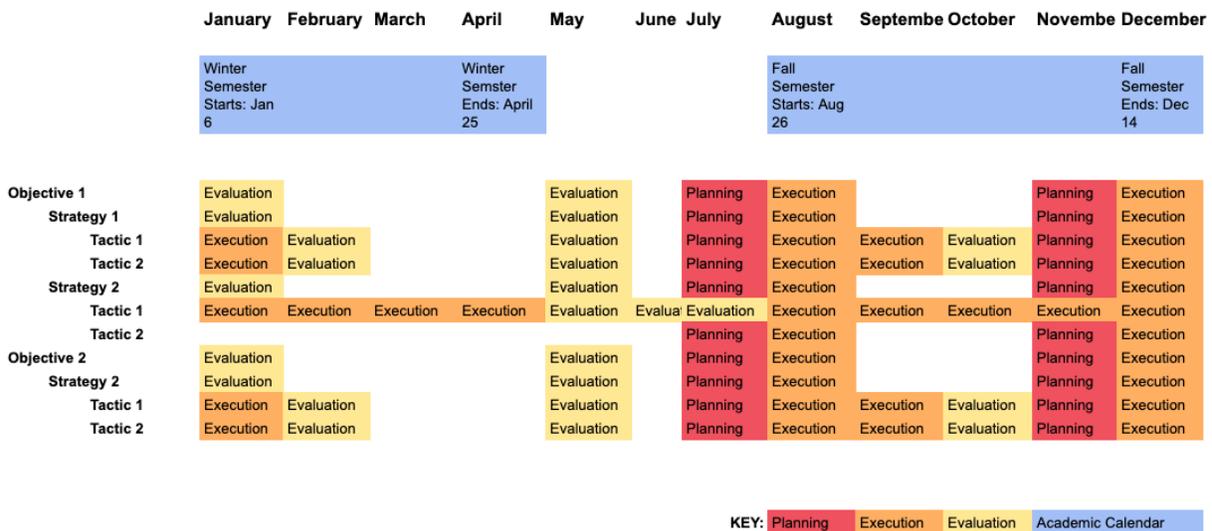
helping-hand to any antisocial student. As mentioned in the primary research, first-generation students are given this opt-in survey, this was brought up by a student in GVSU's first-generation program TRIO, and was referred to in very high regards – as something that can help lead students to the right resources.

The DSR could start implementing something very similar to all students that want to opt-in for it; a check-box for this could be added to the retention survey but additional emails and visual advertisements could also be used. The tactics for this would be similar to that of the first strategy, using Google Forms, email, and freshmen orientations would be advantageous to introduce this survey to the student body. The first tactic for this check-in survey would be to have the survey emailed out on a monthly basis; auto-sent by robots but received emails should be read and replied by real people. Because the check-in survey will be executed through both fall and winter semesters, the tactic could be evaluated during the summer to see how many students participated, found resources, and were supported. The second tactic would be visual advertisements that would be posted around campus and in dorms; relaying the fact that the survey is private, personal, and read by real people. Asking individuals personal questions that could better point them resources such as the ones the DSR offers or the GVSU's counselor's office would be convenient for all students, not only the ones in TRIO, and especially for antisocial students who would probably not otherwise seek out available resources.

The second objective is coordinating professors to portray the DSR in a higher light. What was found in the primary research focus group was that, firstly, when going over the course syllabus, professors are more than often brief when covering the DSR's mandatory disabilities services section with a disgruntled attitude. Another point made within the focus group was by a

student who uses resources given by the DSR, voicing that past professors have seemed blatantly displeased with accommodating her. A strategy to attempt to change this behavior would be to confront professors and express to them their importance to the GVSU atmosphere. Tactics following this, the DSR hosting an event for faculty and staff and/or an email campaign that covers the same information. A seminar to GVSU faculty and staff would cover details on how useful the DSR is in conjunction with an explanation of their attitude’s importance, as well as student anecdotes tied to each segment. This objective would shed some of the stigmas that are attached to the DSR when professors first introduce them to students on “syllabus day.” Seeing as the primary research found, the DSR is often first heard of my students when it is gone over in course syllabi. And then the second tactic to measure the differences being made at GVSU could be implemented into the retention survey: asking students how they feel about their professors’ influence over the DSR program.

DSR SCHEDULE



These month-to-month estimates are meant to be read as planning before student orientations, with a suggestion to finish creating surveys, email and advert copy, advert printing, and scheduling the DSR-hosted professor seminar at least two weeks in advance. This extra time will allow for any hiccups to be sorted out before the new semester starts, which will be advantageous in the beginning of this process but less necessary as time moves along.

Example Budget

- Student staff for writing, emailing, and evaluating
 - 40 weeks average
 - 6 hours per week
 - \$9.45 per hour

■ \$2268
- Poster advertising
 - Free design programs
 - 2 designs for 89 on-campus boards
 - 1 copy of each for each board
 - On-campus printing \$0.25 per sheet
 - 180 copies total

■ \$45
- DSR-hosted Professor Event
 - Free venue on campus
 - Cookies - \$150 in Meijer cookie boxes
 - Coffee - \$200 in Starbucks coffee boxes

■ \$350

Evaluation

While the goal of inclusivity is not something that is directly measurable, the DSR would know that this campaign is successful once its resources are in need of more professionals. This is something that is suggested by the University of Michigan's Office of Diversity, Equity, and Inclusion (M-U's DEI) as laid out in the background info on the subject; in the second year of M-U's campaign, the need to increase carry capacity pointed towards a more open and inclusive campus climate. In evaluating the objectives, strategies, and tactics provided above, DSR staff will have to learn how to read the responses they receive from the student surveys.

Both the retention survey and the emotive/resource survey, if using Google Forms, will have answers automatically recorded. When looking at the form online, there are two tabs: Questions and Responses. From the Responses tab, there is a Google Sheets button and when clicked, a new spreadsheet can be created and will be automatically filled with columns and rows coordinating to the questions and answers. From there, DSR staff will be able to read how many students, in the retention survey, declare themselves as a part of a minority population; and how many students, in the emotive/resource survey, are in need of GVSU's resources. With lots of hope, the DSR may be able to use TRIO already-made survey for directing students to the correct resources, but if need be, DSR staff could read responses individually and email back students their suggested courses of action.

In order to evaluate the retention survey as such, there will have to be a longitudinal aspect of relating G numbers to pre-recorded ones. For instance, once a second semester/year comes around and emails are sent out to students who have taken the survey already as well as students who have not – the students whose information has previously been taken will have to have their new survey attached to their old one in order to analysis their retention. There

currently is not an Add-on for this. But by keeping each semester's survey separate, a staff member could compare two surveys against each other by pressing CTRL+F to look up G numbers individually and seeing if it is on both spreadsheets. Alternatively, the forms can be compared by the custom graphs available; under the Responses tab, simple graphs can be read as how many students check which checkbox. While this method is not exactly traditionally how to measure retention, if a second survey receives higher percentages of diverse answers then either it can be analyzed as a higher yielded retention or as a higher sense of freedom to participate in such a survey. In either case, the campaign could be evaluated as successful.

Lastly, to measure the successfulness of hosting a DSR seminar for professors, as suggested in its second tactic, could be as easy as a few questions on either student survey: how do your professors portray the DSR? how welcome do your professors make you feel about the DSR and its resources? And so on. With a similar difficulty of comparison as before, a proposal would be to again examine previous responses to new ones, with hopes that professors are seen as more welcoming and open to communication.

Appendix

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Moderator's Guide for Prime Focus Group Research

Introduction

1. Hello, my name is ____ and I am the moderator for the focus group today
2. The purpose of this discussion is to talk about the GVSU's Disability Support Resources (or, the DSR). And your opinions and experiences with the department.
3. I am an independent research consultant. I don't work for the DSR, GVSU, or anyone who would directly benefit from this discussion. And I thank you for your time and patience with us today.

Ground Rules

1. This session will last about thirty minutes.
2. The audio of this session is being recorded, which is why fewer notes will be written down.
3. Observers are present and will potentially take notes.
4. There are no wrong answers to the questions given. This is marketing research, so all possible answers are helpful and your opinion is highly valued.
5. Not everyone has to answer each question but the more participation the better.
6. Please talk one at a time and with a clear voice. Please try to avoid any side conversations, this can be distracting to the group and we do not want to miss anyone's comments.
7. Exchange points of view with each other – you do not need to address all the answers to me. Please feel free to look at everyone while you are talking.
8. Does anyone have any questions before we begin?

9. This session is taking place in a non-smoking building.
10. And finally, please turn all of your cell phones onto their silent, or 'do not disturb' mode.

Background (5 minutes)

1. Please take the first few minutes to get to know your neighbor.
2. I am going to be asking you to introduce them to the group. Please tell us something about that person, for example, their name and their major/minor, or how long they have been taking classes here at GVSU.

General Questions on Previous Experience

1. Have you ever been a recipient, or know of someone who is/was a recipient of the DSR's services and or resources? If so, please tell me about the experience.
2. When I say the words "Disability Support Resources," what would you assume the department does or carries out? (What is the first thing that comes to your mind?)

Specific Questions on Previous Experience

1. Have you ever referred someone to the DSR for anything or for similar resources you have used? For example, instances where a fellow teammate breaks their leg and you suggest they inform the DSR and ask for a shuttle bus to get around campus. If yes, or something similar to, please tell us about this experience.
2. Have you ever gone into the DSR's The Lynne M. Blue Connection building? If so, how was the atmosphere? How did it make you feel?
3. If you have used the DSR's services, how was your experience with the department? And if you don't mind sharing, what service did you use?

Communication

1. Where did you first hear of GVSU's DSR department? (Through word-of-mouth, by directly looking for them, posted advertisements on campus, or on syllabi).
2. What would be the best way for the DSR to communicate with you?
3. What would be the best way for the DSR to communicate with GVSU students, staff, and faculty?

Advertising/PR

1. Have you ever seen a DSR advertisement? Either on-campus or online.
2. If so, do you remember what it looked like, referred to, or how you felt about it?
3. If so, did it seem credible/reliable?

Close

1. Thank you for your comments and your time. This has been a valuable focus group. This is going to be very helpful in meeting the DSR's goal. Thank you again and have a wonderful rest of your day!

Example Content





GRAND VALLEY STATE UNIVERSITY

Check Out the Check-in!

The DSR's new Check-in Email is
made for those who aren't sure
what they're looking for, and
getting them to the right places!

DSRGVSU@GVSU.EDU - 616-331-2490



www.lsgvsu.com

Sprint 8:38 PM 73%



DSR Inclusive Survey Inbox



DSR Inclusion Dec 2



to me



We would like to invite you to fill out our survey! So that the DSR can better understand all of the students on the GVSU campus.

With better knowledge of who we are helping, it will be easier for us to allocate resources and discover new ways of making the campus all embracing.

FILL OUT FORM

GVSU'S DSR - dsrgvsu@gvsu.edu - (616)331 2490

Reply

Forward