GVSU TEACH-IN

Lifelong Learning Toward Educational Equity & Action

COMMUNITY AGREEMENTS

Be present.

Speak your truth - use I statements.

Stay curious and engage with care.

Respectfully navigate disagreement.

Listen generously and make space for others.

Honor confidentiality and trust.

Care for yourself and others.

Self-care Resources:

Please do not use personal recording devices to caputre images or conversations. This includes cameras, cell phones, and tape recorders.

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Turning “I Can’t Do This” Into LET’S RE-ENGINEER THIS

(BLOG: Belong, Leverage, Overcome and Grow)

The NSF-funded BLOG (Belong, Leverage, Overcome and Grow) program at GVSU was designed to reduce financial barriers and build support systems for academically talented students with demonstrated financial need. The scholarship program targets incoming freshman students admitted to GVSU's engineering programs. An optional residential bridge program called STAR (Scholarly Training for Academic Resilience) provided four weeks of GV engineering immersion (heavily structured, hands-on experiential learning). This panel session will introduce three of the BLOG scholars who will share their experience. (Panel)

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NSF S-STEM Track 2 # 2526727

Building Engineering Pathways for Low-Income Undergraduates through Integrated Support Structures

Year 1			Year 2			Year 3		
2026-2027			2027-2028			2028-2029		
Summer	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter
Cohort 1 STAR Bridge	Cohort 1 Academic Year #1			Cohort 1 Academic Year #2 Technology Career Program			Cohort 1 Academic Year #3	
			Cohort 2 STAR Bridge	Cohort 2 Academic Year #1			Cohort 2 Academic Year #2 Technology Career Program	

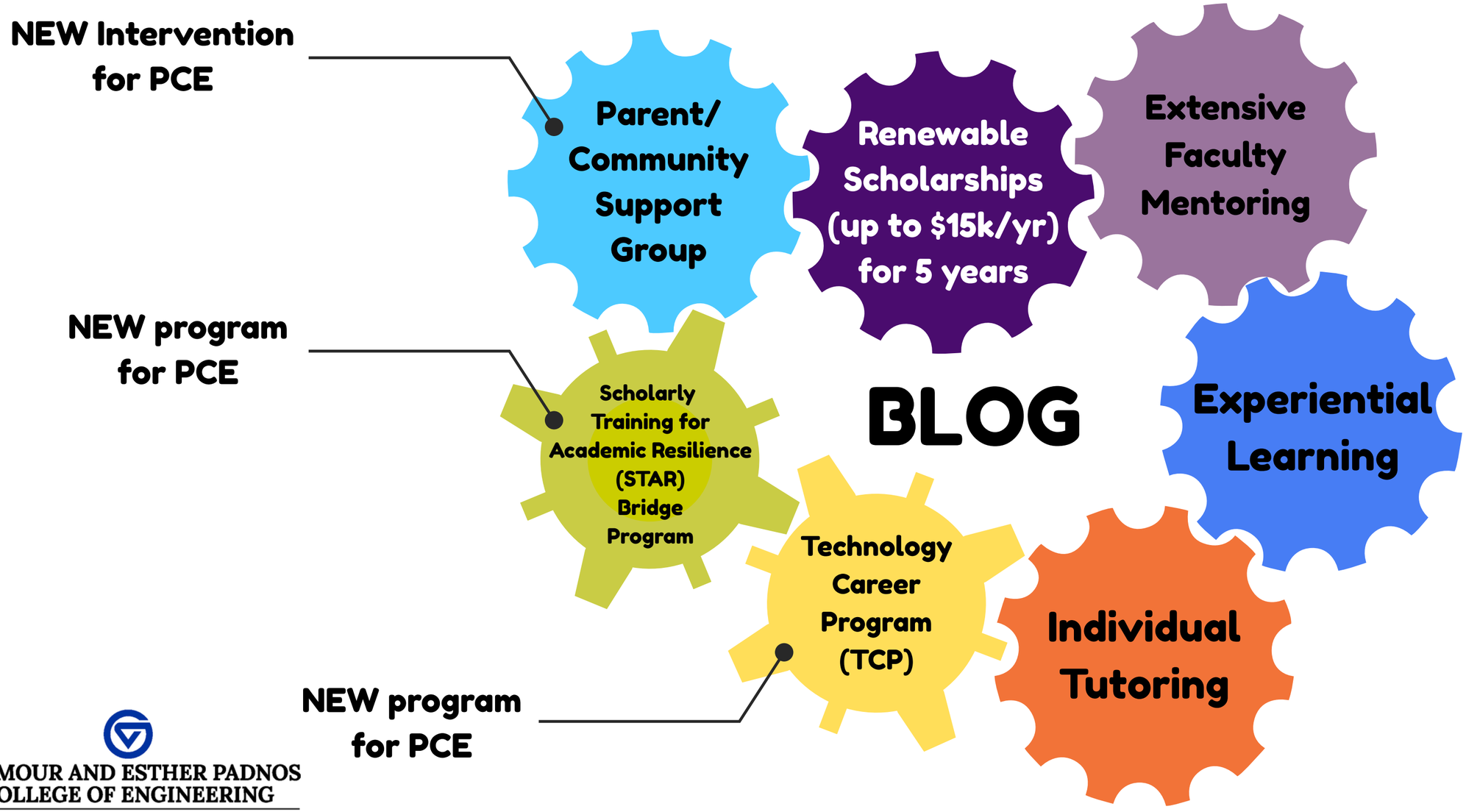
Year 4			Year 5			Year 6		
2029-2030			2030-2031			2031		
Summer	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter
	Cohort 1 Academic Year #4			Cohort 1 Academic Year #5				
	Cohort 2 Academic Year #3			Cohort 2 Academic Year #4			Cohort 2 Academic Year #5	

Estimated end of Grant: Dec. 2031

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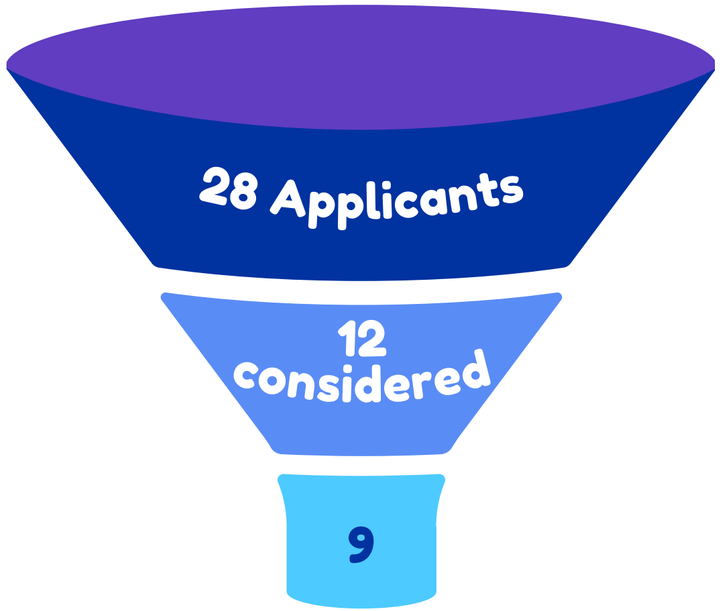


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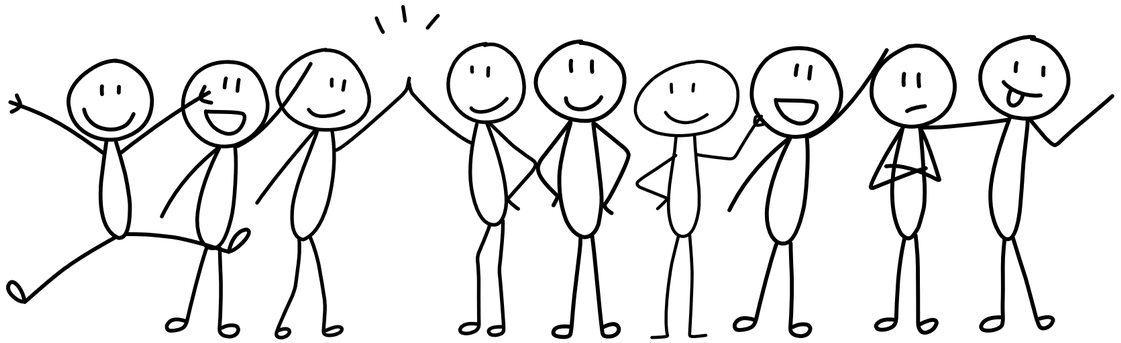
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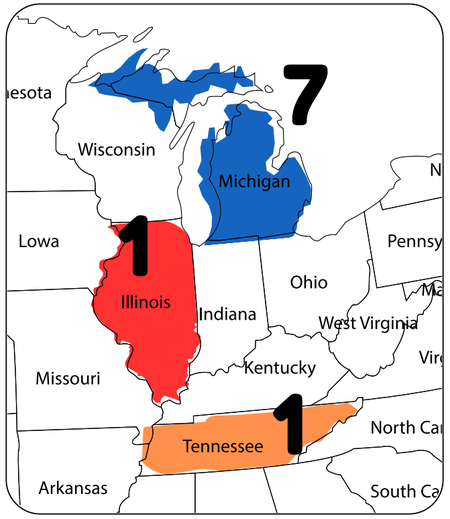
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First Cohort



3 females **6 males**





Grade Point Average

High: 4.000

Low: 3.841

Average: 3.963

5 Mechanical

2 Biomedical

1 Electrical

1 Product Design./Mfg.

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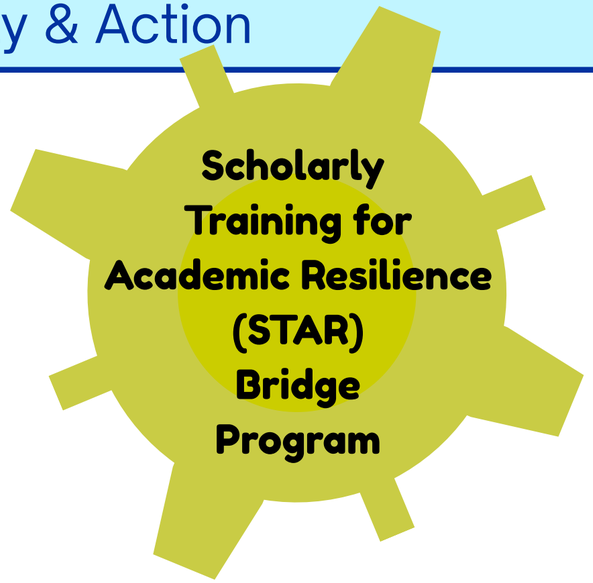
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New & Unique interventions outlined in BLOG



BLOG



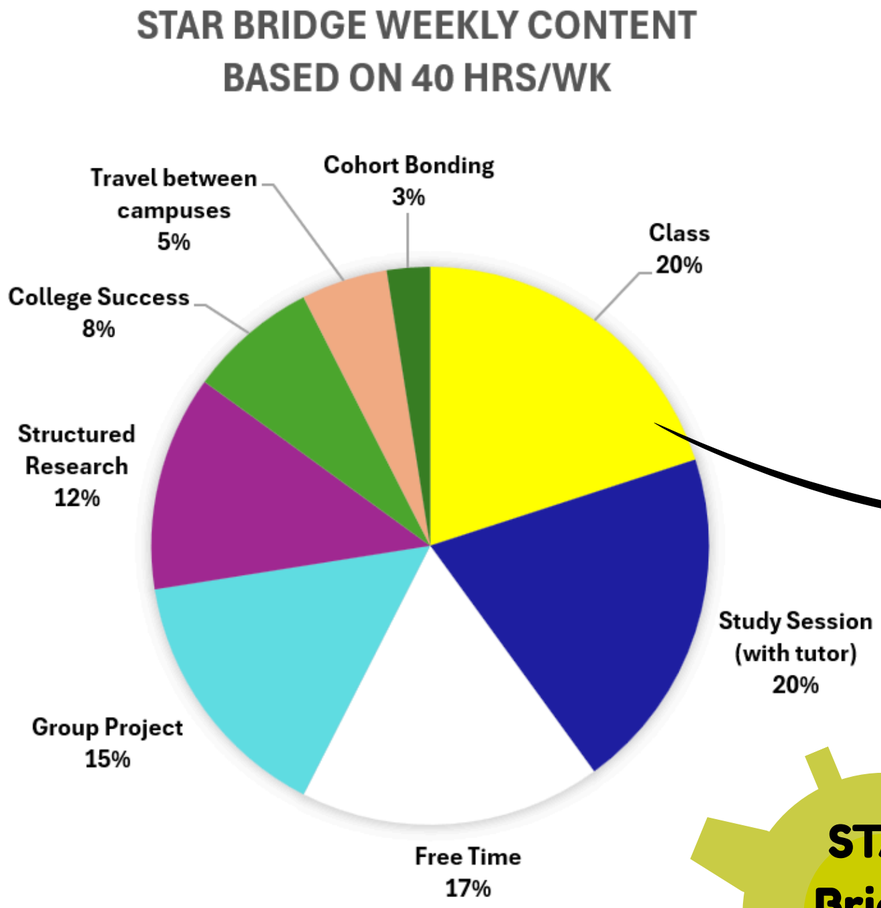


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	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Free	Travel	Free	Travel	Free
9:00 AM	EGR 180 / Study Session	Structured Research	EGR 180 / Study Session	Group Project	Travel / Structured Research
	Free	Free	Free	Free	Free
	College Success	Sketching Class / Study Session	Cohort Bonding / Study Session	Programming Class / Study Session	Group Project
5:00 PM	Free		Free		Travel
6:00 PM	Free	Travel	Free	Travel	Free

Three classes were included to address critical knowledge gaps in high DFW courses:

- **Applied Engineering Math** (EGR 180),
- Applied **Programming** for Engineering (EGR 112),
- Intro. to Engineering **Graphics** (EGR 111)

STAR Bridge Program

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Initial results by developmental goal

Eight scholars reported post-camp perceptions. Mean ratings use a 1–5 scale. Bar colors match the goals below. Gray indicates overall camp feedback.

Self-efficacy

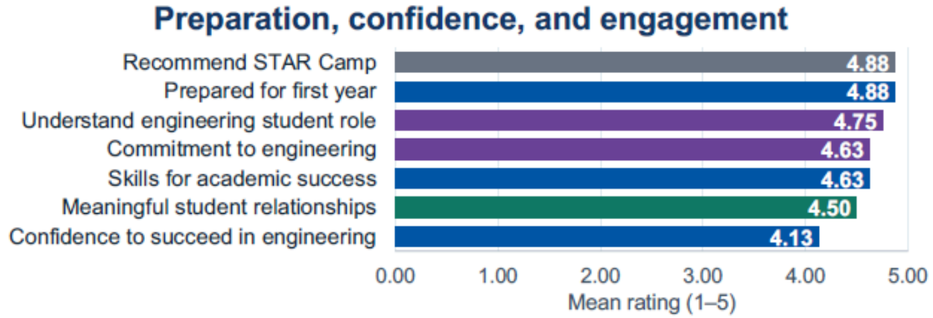
Confidence to succeed in engineering
Related: first-year preparation and academic success skills

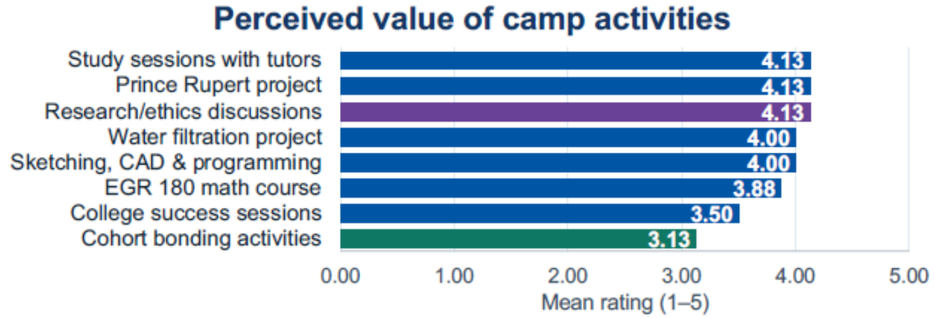
Professional identity

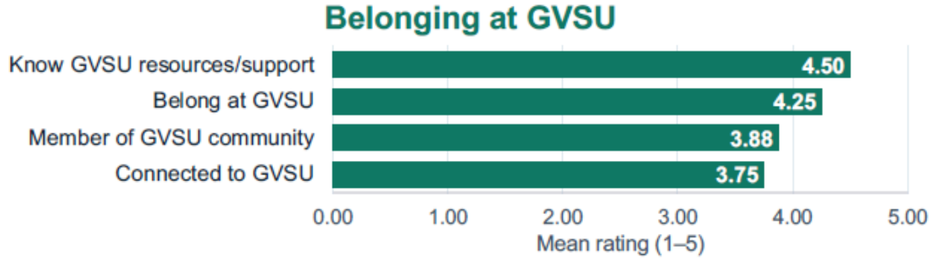
Understanding the engineering student role
Related: commitment to engineering

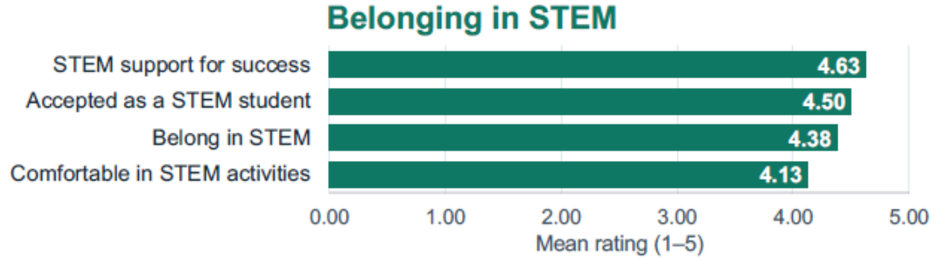
Belonging

Acceptance and connection in STEM and at GVSU, with meaningful student relationships









Colors show primary goal links. Activity value ratings describe perceptions of activities rather than goal attainment, and results and do not establish changes in retention or graduation.

STAR Bridge Program

** Slide courtesy Dr. Nick Baine

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Parent/ Community Support Group

"BLOG proposes establishing a support network comprised of volunteer parents of the scholars and other volunteer members from the GVSU community to provide a psychosocial support network for these young adults who have recently transitioned away from their homes."

<u>Community Volunteers</u> + GVSU Resources

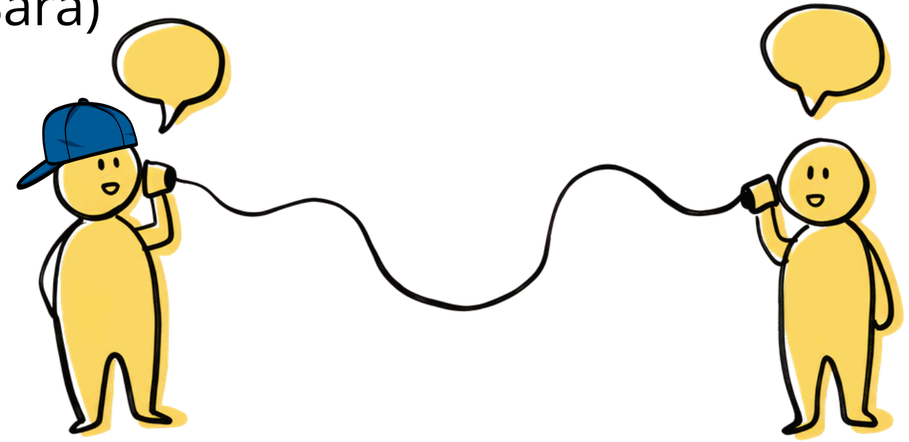
↳4 parents of current scholars

↳1 industry partner (engineer)

↳1 GV liaison (Sara)

<u>Year One Expectations:</u>

- Four formal meetings with the scholar (over coffee, Zoom, phone call)
- Year-end meeting with entire cohort and community volunteer group



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Technology Career Program (TCP)

Academic Year #2 for each cohort

"The goals of the TCP are to build self-efficacy and a sense of belonging to the scholars' professions through **hands-on technical projects** and **professional workshops**."

- Working in teams
- Multidisciplinary projects
- Autonomous projects
- Timeline: 2 semesters (same timeline as Senior Capstone Projects)
- Present at PCE Project Day student conference

- Faculty-led preparatory sessions
  - professional communication skills (written and oral) and etiquette
- Externally-led workshops (GVSU alumni, industry partners, GVSU Career Services)
  - career insights
  - networking opportunities

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Meet the Scholars

Eric B. - Biomedical Engineering, Allendale, MI

Madi M. - Mechanical Engineering, Wyoming, MI

Chloe S. - Biomedical Engineering, Ithica, MI

Max K. - Mechanical Engineering, Tenn./Allendale

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What is something positive/negative that a faculty or staff member did during STAR that had a bigger impact on you than they probably realized?

What part of the STAR Program do feel was the most helpful?

Even with the STAR Program, what is something that you wish you were more prepared for?

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If you could add something to the STAR Program, what would it be?

Did you find yourself supporting other first-year students during that first week of classes because you felt a little more prepared/confident?

Can you tell us about your Community Partner support person? How do you plan on utilizing that support?

So far at Grand Valley, what has been your proudest moment?

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Building Engineering Pathways for Low-Income Undergraduates through Integrated Support Structures

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Teach-In Evaluation

