

## **March 30, 2016**

### **Schedule of Events**

- 2:00 Roundtables
- 3:00 Fair begins
- 3:15 Welcome by President Cheng
- 3:20 University Assessment Committee awards - Sue Pieper and Laurie Dickson
- 4:30 People's Choice awards determined by popular vote of attendees and  
Judges' Choice awards determined by a panel of judges – Margot Saltonstall and Laurie Dickson
- 5:00 Fair ends

### **Fair Sponsors**

#### **Academic Affairs**

Curriculum, Learning Design, and Academic Assessment  
Center for Science Teaching and Learning  
e-Learning Center  
University College  
Cline Library  
Gateway Student Success Center  
Faculty Professional Development Program

#### **Enrollment Management and Student Affairs**

Office of the Vice President  
Housing and Residence Life

#### **Planning and Institutional Research**

### **Fair Committee Members**

**Ed Cahall**, Faculty Professional Development Program  
**Meliksah Demir**, University College  
**Crystal Diaz**, Office of the Provost  
**Helen Hemmer**, Gateway Student Success Center  
**Jared Hopkins**, EMSA Analytics and Assessment  
**Nikki Knoth**, Planning and Institutional Research

**Julia McGee**, University College  
**Sue Pieper**, Academic Assessment, e-Learning Assessment  
**Shelly Pleasants**, EMSA Analytics and Assessment  
**Ed Price**, Housing and Residence Life  
**Margot Saltonstall**, EMSA Analytics and Assessment  
**Laura Rose Taylor**, Cline Library

### **Poster Judges**

**Karen Appleby**, Senior Assistant to the Provost  
**Don Carter**, Director, e-Learning Center  
**Ding Du**, Associate Professor, W A Franke College of Business, University Assessment Committee  
**Wendy Holliday**, Head, Teaching, Learning and Research Services, Cline Library  
**Nick Koressel**, Program Coordinator, Office of Sustainability, Facility Services  
**Paula Garcia McAllister**, IRB Research Specialist, Northern Arizona Healthcare  
**Michael Merica**, Institutional Research Director, Coconino Community College  
**Joey Ruiz**, Assistant Director, Student Success Initiatives

## Roundtables

### **Building and Promoting Rapport with Students**

**Facilitators – Nora Dunbar and Tia Truss**

Teaching, both in and out of the classroom, is a relationship-intensive experience, and recent research has shown that faculty/staff-student rapport promotes a variety of positive student learning outcomes. Which behaviors are more effective in establishing rapport with students? Does class size matter? How can leaders and mentors in Student Affairs programs, events, and activities also build rapport with students? Participants will have a chance to learn about a Scholarship of Teaching and Learning project that investigated the importance of professor-student rapport as well as share with each other different ways to establish rapport with students in and out of the classroom.

### **Refreshing the Capstone: Creating Meaningful Culminating Experiences**

**Facilitator – Jeff Berglund**

The capstone course is designed to be the culminating experience in the major and within the Liberal Studies. How can we create capstone courses that will allow students to demonstrate how well they can integrate all of these skills and knowledge? How can we make our capstone assessments engaging and valuable for students? How can our capstones best prepare students for their lives after graduation? Come and discuss these questions and more at this roundtable.

### **Designing Effective Assignments and Activities**

**Facilitator – Larry Gallagher**

Have you spent long hours crafting an engaging assignment only to find that the work you received back did not conform to your expectations? Have you spent time explicitly designing an assignment then come to realize that your assignment did not lead to the outcomes you hoped for? Have you devoted time, resources, and energy into offering services, events, or activities that were not fully utilized or embraced by students, or did not achieve the desired outcomes to the extent you had hoped they would? Join us at this table conversation to explore how we might use intentional design to create more effective assignments and activities.

## Poster Presentations

### **Residential Learning Communities: Creating a Sense of Belonging**

**Sue Belatti, Rebecca Swain, and Ed Price**

#### **Housing and Residence Life**

Effective Learning Communities create opportunities for students to form friendships both within and outside of the classroom setting, contributing to a sense of support and comfort among participants. One goal of the Residential Learning Community program is to create a sense of belonging among its participants through opportunities for engagement and affiliation with other community members. This poster will examine the increase in satisfaction and perceived value among the current 2015-16 Interest-Based RLC members as compared to the 2014-15 Interest-Based cohort. Utilizing survey responses from a recent satisfaction survey of RLC members, an examination will be made of program components, training, and messaging as possible contributing factors to reported levels of satisfaction among respondents.

### **Low High School GPA? Another reason to try SI!**

**Melissa Birkett, Linda Neff, and Evin Deschamps**

#### **Course Linked Academic Support, Student Learning Centers**

The purpose of this project was to investigate the performance of first year Supplemental Instruction (SI) participants by high school Core GPA quartile. Students who did not have a HS Core GPA were excluded from the study. A total of 2,436 matched cases (participants matched with non-participants based on seven covariates) were analyzed. The results revealed that SI participants made statistically significant gains in course grade average and passing grade rates, and alternatively lower DFW rates, compared to SI non-participants. While their participation occurred at lower rates, participants in the lowest high school Core GPA quartile made the largest gains in course grade with the largest effect size of participation. Future directions include exploring SI outreach to students with low high school Core GPA.

## **Assessing the Design4Practice Technical Communication Student Outcomes**

**Nathan Bollig, Dave Richter, and Mark Szopinski**

**English Department (RWDMS and TESL) and Engineering Department (Design4Practice)**

The purpose of this project is to demonstrate the progress made by the Design4Practice (D4P) technical communication curriculum development team to standardize how faculty and TAs teach writing and communication skills in an effort to strengthen engineering students' ability to "communicate effectively" upon entering the workplace. The team relied on faculty feedback, Engineering Education work, Writing Program Administration scholarship, and Writing Center scholarship to create the D4P Technical Communication Student Outcomes. These outcomes include four complementary technical communication categories: (a) Successful Communication; (b) Clear, Concise, and Comprehensive Communication; (c) Focused, Organized, and Ethical Communication; and (d) Engineering Communication Conventions. The D4P Technical Communication Student Outcomes are being piloted in all sections of EGR 386W this spring 2016 semester. The goal of the curriculum development team has now shifted towards assessment. Data collection of student responses will be completed on March 11. The team intends to use these results to verify the pedagogical significance of the Technical Communication Student Outcomes and to determine areas for curricular improvement.

## **Success of First-Generation Students**

**Wendy Bruun**

**First-Generation Programs**

Northern Arizona University is home to a large percentage of first-generation students: 43% of the first-time, full-time freshman cohort on the Flagstaff campus in fall 2014 identified as first-generation college students. This poster will explore the demographics, incoming academic characteristics, and academic outcomes of the first-gen population disaggregated by participation and non-participation in student affairs mentoring programs, as well as academic tutoring. Characteristics and outcomes will be compared to non-first-generation peers in the same cohort, and a statistical analysis will describe the extent to which participation in a student affairs mentoring program and/or academic tutoring positively influence academic outcomes of first-term GPA and first-year retention.

## **Attention Matters! A University Resource for Teaching Students About Digital Distractions**

**Nicholas Butler, Michelle Miller, Wade Coull, and John Doherty**

**Psychological Sciences, e-Learning Center**

The purpose of this project was to examine how well undergraduate NAU students understand how attention works, gauge attitudes and behaviors related to multitasking, and to investigate possible impacts of the Attention Matters! module for teaching students about distraction. In response to a call for participation sent out in January 2016, multiple faculty assigned their students to complete the module for extra credit. Over 400 participated in the space of just a few weeks, demonstrating the scalability of the module and the demand for this free NAU resource. Students completed inventories of attitudes and behaviors as part of the module, which shed further light on this timely issue in education and ways to address it with brief, interdisciplinary online teaching resources such as this module. We conclude that Attention Matters! has a high degree of appeal and can potentially help college students manage distractions more effectively.

## **Student Attributions for Academic Probation**

**Rebecca Campbell, Nicole Morrison, and Sara Abercrombie**

**Psychological Sciences, Educational Psychology**

At NAU, typically 16% of first-year students find themselves on academic probation after their first semester of coursework. We know anecdotally that this is for a variety of academic, psycho-social and personal reasons. The purpose of this study was to determine, more specifically, the types of reasons for which students attributed their probation status so that this information could be used to influence the design of any outreach and interventions with this population. Using content analysis methodology, students on academic probation were asked to attribute their probation status to specific reasons. The results support the anecdotal understanding of a wide variety of situations but provide a comprehensive understanding of the breadth of these reasons as well as their frequency. Suggestions for how to address the major attribution themes in future outreach interventions will be offered.

## **Implementing Best Practices in a Nurse Faculty Mentorship Program**

**Laura Crouch and Pamela Stetina**

**College of Health and Human Services School of Nursing**

The purpose of the nursing faculty mentoring program was to establish a sustainable method to support and encourage collaboration through academic endeavors. Adopting Melynyk, Fineout-Overhold, Stillwell, and Williamson's (2010) seven steps of evidence-based practice (EBP) a newly-formed Faculty Development Committee started at step zero and developed an online survey to determine what mentoring needs were perceived by the faculty. In the first step, a clinical question was developed to compare formal mentoring with informal mentoring outcomes. The second step involved reviewing the literature. The third step included the development of a nursing faculty mentoring program, including matching the faculty, orienting the faculty, and supporting their mentoring activities. The supporting EBP resources (i.e., articles, mentoring packets, a faculty development BbLearn shell) were integrated in step four. In step five, the final survey was evaluated. Step six provided the opportunity to examine the results of this EBP process. The expected outcomes were the perceptions of improved available one-on-one support and increased knowledge about the School of Nursing (SON) academic mission, values, and professional expectations. The unexpected outcome was the reported perceptions of building personal friendships and relationships. The mentoring program has now been expanded to include all faculty who express a desire to participate in a formal mentoring program as they pursue their academic, personal, and professional endeavors.

## **Defining Short-Term and Long-Term Outcomes of University Writing Commons Appointments**

**Chase Edwards**

**University Writing Commons, Interdisciplinary Writing Program, English Department, College of Arts and Letters**

The University Writing Commons works with students across disciplines on writing, research, design and presentation. This project seeks to define both the short-term and long-term outcomes reflected in student writing after appointments at the University Writing Commons. For this project, short-term outcomes include elements of the writing process applied directly to papers, presentations or projects worked on during a UWC session while long-term outcomes include elements of the writing process incorporated from UWC sessions applied to writing outside of a UWC session and positive changes in students' self-perception as writers. Quantitative methods of data collection for this project include the surveying of all students after UWC appointments and surveying of English 100 students (students with weekly UWC appointments) at the beginning of the semester, at the midterm, and at the end of the semester. The results of this project will be used to better identify and explain the benefits of one-on-one writing assistance through the University Writing Commons. This information will guide future outreach, advertisement and promotion of the UWC across campus. This project will also be used to design future goals for increasing both the short-term and long-term outcomes on student writing at the University Writing Commons.

## **Assessment of the Onsite Application of the University Writing Commons Mission and Vision**

**Chase Edwards**

**University Writing Commons, Interdisciplinary Writing Program, English Department, College of Arts and Letters**

During the 2015-2016 school year the University Writing Commons reinvented itself within the framework of rhetorical theory and designed a new Mission and Vision. This project seeks to assess the integration of the new Mission with the daily tasks and responsibilities of Student Assistants and Writing Assistants working for the University Writing Commons. The methods of data collection for this project include surveying Student Assistants and Writing Assistants at the end of their shifts at the Commons, observing Writing Assistants at work with students, and compiling reflections (in the form of blog posts) from both Student Assistants and Writing Assistants. The data from this project will be reviewed for elements of Lloyd Bitzer's rhetorical situation (from which the UWC's Mission is based) and for the six key points in the UWC's Vision. The results from this project will be used to advertise and promote the areas of the University Writing Commons that most fully integrate rhetorical theory and the UWC's new Mission. The results will also be used to highlight areas in need of more training and practice with rhetorical concepts and points in the Mission.

## **Daily Assessment of the Flagstaff Campus FYR Admissions Funnel**

**Chad Eickhoff**

**EMSA Analytics and Assessment**

There are many steps that a perspective student takes before arriving on campus as an enrolled student. In the world of Enrollment Management this is referred to as moving through the "funnel." Metrics surrounding the Flagstaff freshman enrollment funnel are monitored on a daily basis. This poster looks at rolling data from several admissions cycles, illustrating the yearly journey that has culminated in our recent record classes.

## **Why Dining on Campus Matters**

**Casey Fisher**

### **Northern Arizona University Campus Dining**

Is there a correlation between meal plan participation and student retention and persistence to graduation? The Student Learning Outcomes survey results show that students who participate in campus dining and meal plans beyond their freshman year tend to report experiencing a smoother transition to living on their own and developing an ability to manage their physical and emotional well-being, as well as establishing rewarding relationships with peers and discovering ways to become involved on campus. These learning outcomes and behaviors align with factors identified in student retention theory as integral to persistence and graduation. Using the Student Learning Outcomes Survey results and longitudinal retention data, we examine the relationship between meal plan participation and persistence, and identify future areas for study.

## **Peak Performance: Math With Altitude \*Judged winner #1\***

**Mary Fule, Katie Louchart, and Nick Rathbone**

### **Mathematics and Statistics**

Of the many issues which incoming students face as they enter a university environment, success in mathematics remains at the forefront. The Peak Performance Mathematics Summer Bridge Program addresses this challenge by providing math-focused academic and social support which aims to help students transition successfully to Northern Arizona University. Peak Performance's mission is to improve incoming students' academic and social success by helping them improve their first-term math placement, increasing their overall confidence in mathematics, and by providing transition-to-college support with NAU and community resources. Each student who enrolls in this voluntary six-week program is provided with personalized math instruction and coaching. They meet once a week with their Math Coach ensuring they receive the appropriate support to promote academic and social success. During the last three years, we have enrolled on average 485 students, of which 83% remained enrolled and active. By comparing math placement scores before and after the program, we saw an increase in the percentage of students improving between one and five math course levels, from 43% in 2013 to 55.7% in 2015. Furthermore, looking at the students' self-reported outcomes before and after the program in 2015, we saw increases in both reported preparedness for college-level mathematics as well as college life in general. Of the participating students this past year, 99% reported their Peak Performance experience was mostly positive or great overall. Moving forward, we are collaborating with partners across campus to create standardized retention and assessment metrics so that future reporting for our program will easily integrate with other student success initiatives. Additionally, we will be internally assessing the percentage of "ABC/DFW" final grades in introductory math courses between Peak Performance participants and non-participants.

## **Faculty professional development: A portrait of engagement**

**Larry Gallagher, Samantha Clifford, and Ed Cahall**

### **Faculty Professional Development Program**

The Faculty Professional Development Program organizes and conducts offerings designed to engage faculty in focused conversations and learning experiences about teaching and learning that contribute to creating a "teaching commons" at Northern Arizona University. We support departmental, school, and college initiatives and seek to promote the NAU learning-centered priority and strategic goals. The Portrait of Engagement summarizes the participation of our faculty members in various sponsored activities, across colleges and units, and by the type of faculty members, all with the intent to assess the breadth and scope of impact of the program on our campus.

## **Creating a Community of SafeJacks: A Suicide Prevention Initiative at NAU \*2 of 2 Judged Finalists\***

**Megan Gavin and Carol O'Saben**

### **Counseling Services**

According to a nationwide study, NAU students report suicidal thoughts and attempts at higher rates than the national average. Additionally, of the students who die by suicide on college campuses nationally, fewer than 20% have had contact with the campus counseling center. Students who die by suicide may not have contact with counseling center staff, but they do have contact with others on the campus. Thus, Counseling Services desired to create a network of university students, staff, and faculty that were trained to identify and respond to others experiencing a wide range of emotional crises. In order to do so, during summer 2014, Counseling Services staff and representatives from several other university departments participated in an all-day train-the-trainers suicide prevention initiative called Campus Connect. Since then, these trainers have provided a 2-hour suicide prevention training, called SafeJacks, focused on enhancing knowledge, awareness, and skills concerning college student suicide to 930 university members. As part of the training, participants complete a pre- and post-training evaluation which assesses the development of new skills related to suicide and mental health awareness and intervention and the participants' comfort with engaging in these new skills. This poster will show that participants' knowledge and awareness changed significantly between evaluation administrations. This poster will also share conclusions based on those results.

## **Scaling Up Simulations for Large, Multi-Section Classes**

**Gretchen Knudson Gee**

### **Politics and International Affairs**

This poster considers the use of simulations in large, multi-section undergraduate courses. I propose that simulations that use a blend of standardized background material, including various multimedia components combined with in-person direction and participation, can enhance student learning and engagement in large classes across sections taught by different faculty members. The paper begins by briefly examining the literature on teaching large classes and the challenges inherent in making them interesting and personal despite their size. I will draw out some of the key techniques and strategies that scholars believe must be emphasized to make large courses successful. Then I will discuss the literature on the use of simulations, paying special attention to literature that focuses on large classes. I will examine the benefits and drawbacks of simulations in these types of classes and consider several of the strategies the authors have used to make simulations effective in large classes. Next I will introduce the simulation created and adapted for multiple sections of POS 120 World Politics at Northern Arizona University. I will discuss the ways to assess whether or not simulations add to the student learning experience and also the costs as well as benefits of simulations in NAU's large section courses.

## **Leveraging Technology for Learning Leverage**

**Frederick Gooding, Jr.**

### **Ethnic Studies**

Flipping a classroom, especially one of significant size (e.g., 100+) is possible. Chances are, given impending budgetary crunches on most campuses with decreased support from public sources, whether at the federal or state level, larger classrooms may soon become a universal standard for future academics. Embracing the current technology to prepare for tomorrow's classroom is only prudent. Yet, the first step must take place before any one instructor decides to turn on any electronic device -- the instructor must first "flip" the traditional mindset of leading from the front of the classroom as the fountain of all knowledge necessary for successful passage. This model will not engineer the most productive results for tomorrow's classroom. Instead of fighting technology, instructors can better engage students by leading from behind, by entrusting students with certain tasks that they can perform with the technology at their fingertips. Technology is a key aid to maintain student engagement of the material outside of the classroom so that time inside the classroom is better re-directed to explore details often missed in standardized renderings. Yet, a learning curve is involved for all when new technology is introduced. Often, instructors trust the technology as advertised when in reality, a lower level of functionality may be reasonably extracted from the existing technology. Knowing this practical limitation at the onset will allow for more productive planning so that the class can actually grow into group competency. With a successfully "flipped" model, class time will allow for more time for specific instruction as well as prompt students to ask more specific questions about subject matter that they find confusing or difficult. This format also allows more time for more peer-to-peer collaboration during class (as opposed to the traditional lecture format) which reinforces the material as students build their teamwork abilities. Here, students become agents in their own learning.



## **Mix it up! Use blended learning to enhance the student advising experience**

**Helen Hemmer**

### **Gateway Student Success Center**

Advising is meant to be interactive, on-going, and should promote student self-direction, learning, and holistic development. How can we incorporate what we know to be best-practice theory while managing immediate student needs, appointments, emails, and other duties? What about using blended learning and technology to engage students in content outside of advising appointments? Does this positively impact their learning, and their advisor's capacity to assess their progress? This poster reflects the theory and best practices of blended learning, and how Gateway has applied this concept to an online academic advising course in Blackboard Learn. In addition, it reflects data on student participation in the non-mandatory course, mastery of content, and progress in Gateway's First Year Academic Advising Learning Outcomes. Initial data indicates students are engaging in advising curriculum and progressing in their mastery of desired outcomes. It also points to a need to integrate course curriculum and assessments with other first year initiatives, and understand more about the specific content and delivery methods students find most helpful and effective.

## **D-MECCa**

**Acea Holland, Yoleidy Rosario, and Margot Saltonstall**

### **Inclusion and Multicultural Services, EMSA Analytics and Assessment**

Diversity Movement Educating Cross Cultural Communities (D-MECCa) is a peer to peer education program that proactively provides educational and advocacy platforms in order to promote diversity and acceptance across Northern Arizona University's campus. This new program is delivered through workshops, and we are just beginning to collect assessment data. Our poster will display the attendance of the workshops we hosted so far this year as well as the program goals and next steps for the program, including some ideas for assessment.

## **Assessing Information Literacy Assignments across the Curriculum**

**Wendy Holliday, Theresa Carlson, Amy Hughes, Sue Pieper, Kathee Rose, and Carissa Tsosie**

### **Cline Library, Office of Curriculum, Learning Design, and Academic Assessment**

NAU has defined information literacy as one of the key sets of skills that NAU students should all be able to demonstrate upon graduation. All NAU students should be able to use appropriate strategies, tools, and technologies to identify, evaluate, analyze, integrate, and represent information from a variety of sources. (<https://nau.edu/student-learning-outcomes/university-learning-outcomes>). Librarians collaborate with faculty to adapt and refine this goal for NAU's degree programs so that students can apply and master general information literacy skills in a specific disciplinary context. This project was designed to help us address two questions: 1) How are faculty incorporating information literacy into their course learning outcomes and assignments/assessments? 2) To what extent are students demonstrating information literacy learning outcomes in their coursework? We examined two sets of data: 1. Assignment descriptions from several courses across NAU's colleges. We looked at the types of information literacy outcomes addressed in each assignment and how these aligned with the larger course and/or degree program learning goals. 2. Student papers. We used a holistic rubric (based on the common learning outcomes identified in step one). We assigned a numeric score to a sample of papers in order to see if there were any general trends. We also identified common themes across courses, including areas in which students excelled and gaps in student performance. We identified common areas in which students struggled, across nearly all courses: the ability to integrate sources into their writing and using the information from sources to advance an argument or thesis. As a result, we re-analyzed the assignment descriptions and learning outcomes through the lens of our understanding of student performance. This enabled us to identify some potential areas for improvement in developing course-appropriate information literacy learning outcomes and designing effective assignments that help students achieve these outcomes.

## **First Semester Experiences and Retention: What Happens in the Fall Semester Doesn't Stay in the Fall Semester**

**Jared Hopkins**

### **EMSA Analytics and Assessment**

The purpose of this study was to identify students' experiences in their first semester that contributed to retention to their second year. After controlling for academic preparedness and demographic factors, several first semester experiences were identified, including academic experiences, participation in academic support programs or courses, and participation in other campus support programs. The results underscore the importance of monitoring early academic warning signs and connecting students to support resources in their first semester.

### **Longitudinal Impact of Two Different First-Year Seminars: NAU 100 and NAU 120**

**Kaitlin Hublitz, Zhong Chen, Cody Canning, Linda Neff, Laurie Dickson, and Rebecca Campbell**

**Academic Transition Programs, Office of Curriculum, Learning Design and Academic Assessment, Educational Psychology**

This poster will highlight the longitudinal trends of student success beyond the first-year for students participating in two different first-year seminars beginning in Fall 2012. One first-year seminar is an extended orientation seminar and the other is a basic study skills seminar focused on academically at-risk students. Using propensity score analysis, a matched sample of FYS participants and non-participants was followed for five semesters. Results demonstrate that both NAU 100 and NAU 120 had positive impacts on retention for the five subsequent semesters analyzed. However, impacts related to cumulative GPA and academic standing were mixed across the five subsequent semesters.

### **Building Healthy Lifestyles & Meaningful Communities**

**Erik Jaeke, Rhonda Powers, Andy Bourget, Erika Brayton, Akaylah Jaeke, Andy Bassett, Engie Elgin, Erin Kelly, Anita Burns, Clint Rose, and Mike Przydzial**

**Campus Recreation**

The programs and facilities within the department of Campus Recreation provide users with opportunities to build healthy lifestyles through adventure and innovation, thus building lasting community. This project focuses on our values of HEALTHY and COMMUNITY, through activities designed to promote these positive traits. We will demonstrate positive change leading to retention growth through participation statistics and satisfaction/needs data presented within this project.

### **To Tweet or Not to Tweet: a case study to increase student engagement and satisfaction**

**Tarang Jain and Arin Kynaston**

**Physical Therapy and Athletic Training**

Many college courses utilize online discussion boards to supplement in-class models. Social media provides an expansion of static online discussion boards by allowing experts in various settings of physical therapy, using Twitter, to join in on discussions and makes it simple for students to disseminate useful resources instantly among each other. The purpose of this study is to provide evidence of the effectiveness of the use of Twitter to increase satisfaction, engagement, and learning for students. Students enrolled in the Therapeutic Exercise course in the entry-level DPT program at Northern Arizona University were introduced to the basics of Twitter chat/terminology during the course and assisted in creating twitter accounts while in class. Discussions were alternated between BlackBoard Learn (BBLearn) discussion board and Twitter each week. The number of Twitter chats, replies, and re-tweets were counted for each student to indicate engagement. Performance on the final exam was used to assess learning of the course content related to both the BBLearn discussion sessions and Twitter chat sessions. A Likert scale survey assessed satisfaction and perception of the different discussion methods. Results showed that students had a higher level of engagement and increased satisfaction for discussions on Twitter when compared to discussions on BBLearn. There was no clear relationship between method of discussion and learning. In the future, educators should consider using Twitter as an effective and engaging method for discussion.

### **National Survey of Student Engagement 2015**

**Nikki Knoth**

**Planning and Institutional Research**

National Survey of Student Engagement (NSSE) annually collects information from hundreds of first year and senior students at four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. This poster will present the most recent results for NAU compared to ABOR and Carnegie Peers. For the 2015 Survey NAU had 1,037 responses.



## **Assessing intro to filmmaking**

**Kurt Lancaster and Harun Mehmedinovich**  
**Creative Media & Film**

We designed an experiment in creating a blended learning model for an introductory filmmaking class with 60-75 students. The model consisted of several parts: 1) Online lecture component to introduce concepts and gear to students, 2) Onsite lecture and discussion to reinforce these concepts, 3) A hands-on lab model to give students training with gear, 4) A student-driven written assessment of content covered in class, and 5) A critique of produced film projects during lab and in class. We found that students did not like the online lecture component. They preferred hands-on training during class and lab. We also discovered that students who stayed on top of the written assessment tended to do stronger production work. Results for improvement included utilizing more live lecture components and fewer online elements. We discovered that if there are online components, they would need to be reinforced in a live class (rather than not having the live class and relying only on labs). Both live classes and labs are needed.

## **Which behaviors are important in promoting professor-student rapport?**

**Jaimee Limmer and Meliksah Demir**

**Psychological Sciences, University College, Criminology and Criminal Justice**

A burgeoning body of empirical literature has convincingly shown that professor-student rapport is an important predictor of student learning outcomes ranging from perceived learning to actual course grades. However, we do not know which behaviors are important in promoting the rapport between professors and students. The current study identified 15 rapport-enhancing behaviors that were highlighted in the literature. Students (N = 472) taking various psychology courses rated these behaviors in terms of their importance in enhancing rapport. Results revealed that respectful and enthusiastic behaviors of the professors had the highest ratings by students. On the other hand, students believed that arriving early to class or staying late after class was not important in promoting rapport. Every rapport behavior, with the exception of two (professors learning something about their students and explaining their policies) were rated significantly higher by female than male students; revealing small to moderate effect sizes. Implications of the findings in creating a positive classroom are discussed and suggestions for future research are provided.

## **A Look Back \*2 of 2 Popular Vote Winners\***

**Leslie Lloyd, Esther Cuellar, Eric Calderon, Magali Chavez, Max Perry, and Tamara Lee**

**Scholarships and Financial Aid**

We will present information from the past five years (2011 – 2015) on number of FAFSA's (Free Application for Federal Student Aid) received, number of awards made, amount of scholarships and waivers disbursed, the amount of grants disbursed, the amount of loans disbursed, and the sum of all aid disbursed regardless of type. We also hope to work with EMSA Analytics and Assessment to show how enrollment growth has impacted our disbursement numbers. The goal is to show how NAU has grown and the impact that has had on the number of scholarships, grants, and loan awards OSFA has to manage. As we continue to see budget cuts, students will need to depend more and more on scholarships and other forms of financial aid. The financial aid office looks at our historical data to determine expectations and what is considered normal in the course of business. We work closely with Admissions to inform them of what our FAFSA application numbers are compared to prior years. This helps us determine if we are on track to meet or exceed funding levels in the coming year. We can also use the data to help us understand if we have a process that is running more efficiently now than it has in the past, or if something needs to be corrected to increase disbursement numbers.

## **Pedagogies that Support High Levels of Student Engagement in First Year Seminar Classes**

**Rosemary Logan, Lela Montfort, and Jacob Dolence**

### **First Year Seminar, University College**

This SoTL (Scholarship of Teaching and Learning) research was conducted through the use of open-ended, qualitative surveys in five different First Year Seminar (FYS) classes. Results from this research suggest that the First Year Seminar classes under investigation were highly engaging for students. This engagement was measured according to the degree to which students discussed the topic of the class outside of class. In response to the question “Are you learning differently from your other classes? In what way?” the themes that emerged across responses were: creative, problem-solving, hands-on, practical skill development, and self-reflective. Students reflected that these classes created spaces for dialog to talk about important issues (politics, privilege, discrimination, community) and to examine such issues from multiple perspectives. Pedagogies that supported increased levels of student engagement, or “memorable learning experiences” included: mind mapping, reading discussions, value identification, deep thinking, collaborative projects, field trips, name games, Ted Talks, and application of concepts in practice. Suggestions for future research include surveying more FYS classes and working backwards from the highly impactful learning strategies students identified, to the faculty who use these strategies. We will consult faculty and compile these strategies and encourage dissemination of these practices among the First Year Seminar faculty.

## **Assessing Millennial Interior Design Student Perceptions Concerning Game-Based Learning in Lectures**

**Jessica MacKenzie and Stephanie Clemons**

### **CAL Interior Design**

The purpose of this interpretive phenomenological study was to understand how millennial interior design students assess the effectiveness of game-based learning in lectured interior design courses. Three games were developed in accordance with Bloom’s Taxonomy and integrated into a lecture-based interior design lighting course in an attempt to “flip the classroom.” Student participants played the games and were interviewed afterwards in focus group sessions. Student responses indicated a general dislike for lectures, but reflected positive assessments of their game-based learning experiences and how it increased their retention and transferability of lighting materials. Students also shared recommendations for instructors who may wish to implement game-based learning into their own lecture-based courses. Results from the study show that interior design students assess game-based learning as a useful and welcome addition to their regular lectures, but only when certain conditions are met. Student responses also showed interesting ties to Howard Gardner’s Theory of Multiple Intelligences.

## **NAU is Abuzz about Career**

**Emily McCarthy, Diana Sundermeyer, and Riley Orr**

### **NAU Career Development at University College**

In 2013, NAU Career Development implemented a robust three year assessment strategy. Year One, showcased at the 2015 Assessment Fair, focused on assessing the Reach of our program. In Year Two, we continued to assess Reach and added measures of Perception, including satisfaction surveys targeted towards students, employers, and campus partners, as well as interviews with faculty. Assessing outcomes of both quantitative and qualitative data analyses, our results demonstrated something exciting....NAU is Abuzz about Career! The busy bees at NAU Career Development are having an impact, resulting in prepared students, engaged partners, and satisfied employers. Our data is reviewed throughout the year, and continues to inform future priorities and next steps. Come see what the buzz is about!

## **Beyond the Content: Supplemental Instruction Leaders’ Growth and its Impact on Participants**

**Laurie Meidl, Evin Deschamps, Kim Eagle, Margaret Nelson, Jane Gilbert, and Kierstan Thomann**

### **Student Learning Centers**

The Supplemental Instruction (SI) program is a collaboration between the Student Learning Centers in EMSA and Course Linked Academic Support in University College. The program serves over 6,000 students annually through more than 65,000 visits, and employs 80 SI leaders each year. The SI program moved to a SI leader training course model in F14 in order to improve the training and support process for SI leaders. The SI program focused on refining the course in its second year and aligning the SI leader training course assessment with questions from the SI program evaluation that was sent to program participants in F15. This poster will highlight the growth of SI leaders based on the pre/post training course assessment, as well as share the impact of those growth areas on SI participants based on the F15 SI program evaluation. The findings of the two assessment pieces will allow the SI program to determine where it needs to enhance training in future semesters.

### **First Year Learning Initiative: Past, Present and Future**

**Michelle Miller and Allison Gray**

**University College, College of Education**

This project captures impacts of the First Year Learning Initiative (FYLI) framed in terms of the original goals and major successes of the project, current areas of assessment-relevant activity, and future directions for the Initiative. Broadly, the purpose of FYLI is to promote best practices in the design and delivery of lower-division courses, particularly practices that support first-year students in developing skills, attitudes and behaviors associated with being a successful college student. Assessment methods emphasized quantitative and qualitative sources, including: Quantitative data on GPS alerts issued in FYLI courses; Coordinator self-assessment data collected at the point of certification capturing major shifts in practice, such as moving toward multi-section coordination, consistent use of GPS, consistent attendance and participation policies, and active pedagogy, as well as qualitative comments from FYLI coordinators at the time of certification; Quantitative data on student and instructor behaviors in 13 FYLI classes observed in Spring 2015 using a systematic protocol (COPUS); and Review and synthesis of literature on student success and retention, used to interpret assessments to date and generate new directions for amplifying direct impacts on student success and retention. FYLI continues to be associated with increases in successful course completion and shifts toward best practices in course design and delivery. The program impacts nearly the entire (>97%) first-year cohort and approximately ½ of all first year serving courses. Cost savings associated with DFW reduction are substantial. COPUS data indicated a broad range of pedagogy and learning activities in the observed classes, and established that COPUS is a viable method for gathering and interpreting systematic observations across a wide range of disciplines and class styles.

### **Peer Jacks Mentoring: Supporting ALL students \*1 of 2 Judged Finalists\* \*1 of 2 Popular Vote Winners\***

**Luke Million, Joey Ruiz, and Margot Saltonstall**

**Peer Jacks Mentoring, EMSA Analytics and Assessment**

Staff from the Peer Jacks program and the EMSA office of Analytics and Assessment have investigated how well the Peer Jack Mentoring program serves students of color. We gathered data from student participants through our annual program evaluation, and we were able to disaggregate the results and evaluate differences in the experiences of white students and students of color. We have also compiled outcomes data for three years of program participants and assessed the overall program utilization rates for white students versus students of color. Outcomes comparisons demonstrate that students of color who participate fare better in terms of retention, earned hours, and NAU GPA than students of color who do not participate, even when groups are compared on prior academic performance. Finally, the poster also includes ideas for next steps for the program including future assessment.

### **The Condom Club \*Judged winner #2\***

**Jack Nguyen and Courtney Dunbar**

**Campus Health Services - Health Promotion**

The Condom Club encourages students to have safe sex by using barriers and aims to: Educate them on safer sex methods; Decrease STI rates; Decrease unplanned pregnancy rates; and Reduce costs to the HP Office. According to the Spring 2015 ACHA-NCHA survey for NAU students, about 70% of students have been sexually active in the last 12 months. It is important to note that: STI rates, specifically with chlamydia, are high in Flagstaff (593 cases per 100,000 people); Last year, 1.6% of students were treated by a professional for chlamydia; and During the STI testing in October 2015, six of 79 students were tested positive for chlamydia (4.74%). In order to join The Condom Club, students come into the Health Promotion Office and 'join' the club. This process is about 5 minutes long and they must take a pre-test, watch an instructional video, then take a post-test. Upon completion of this process, they get a punch card, which is good for ten visits where they get three condoms each time. Since first promoting free condoms at the start of the Spring 2016 semester, 80 students have joined The Condom Club. There has been a significant increase in knowledge as seen in the assessments. Students have shown that they are able to correctly put a condom on, as well as understand other important information about condoms. The Health Promotion office hopes to increase awareness of The Condom Club. This leads to more students who are educated on safer sex methods as well as increase use of condoms to reduce risk of STIs and unplanned pregnancies.

## **Effectiveness of Model of Development and Learning on the Residential Student Experience**

**Sara Olson, Holly Allar, and Jamie Lloyd**

### **Housing and Residence Life**

Housing and Residence Life's Model of Development and Learning (MoDL), based off of Baxter-Magolda's Theory of Self-Authorship, is intended to support our mission to provide welcoming, vibrant communities that foster personal growth and enhance the student experience. Through the MoDL, residence hall staff use intentional programming efforts, student outreach and connections to critical resources and educational information to make each community welcoming and vibrant. The purpose of this project is to share assessment on the effectiveness of the MoDL and how we are using assessment to improve the residential student experience in the areas of learning, satisfaction, and retention. Since spring 2015, the effectiveness of the MoDL has been measured through retention data and EBI's ACUHO-I/Residential Benchmarking Assessment, a national benchmarking survey for housing and residence life. In addition, quantitative and qualitative data (collected through Community Activity Reports) has provided valuable information on if/how our hall staff are fulfilling the MoDL requirements and what topics are being addressed in our communities. Assessment results from the 2014-2015 academic year showed that we needed to focus efforts on key priorities, such as self-management and personal interactions. This information, along with comparison data from other EBI institutions, led to strategic updates to the MoDL for 2015-2016 implementation. In our presentation, we will share our 2015 data on the MoDL and how we updated the MoDL for 2015-2016 implementation based on the findings. We will also share spring 2016 assessment results, which will be used to inform updates for the 2016-2017 MoDL as we continue our efforts to support student learning and satisfaction in our residential communities.

### **Do "Mind Dumps" get freshmen to read the material prior to class?**

**Fethiye Ozis**

#### **Civil Engineering, Construction Management and Environmental Engineering**

CENE 150 Introduction to Environmental Engineering is a content based course, where engineering students learn the language and concepts of Environmental Engineering in a short semester. Struggle with this new language gets even worse when they are not doing the reading prior to the classes. Understanding that the readings were not done prior to class made me search for a strategy to get students to read the class material for pre-exposure. Mind Dumps ask students to dump everything they can remember purely from their reading prior to the class coverage of the same topic. The students were told at the beginning of the semester how this works, and that they could use these Mind Dumps during their exams. A survey was launched after the second exam to collect students' responses to evaluate effectiveness of Mind Dumps getting students to read prior to the class. The student survey after the first implementation of Mind Dumps showed that 32% of the students Strongly Agreed and Agreed with the following statements: "Mind Dumps make me complete my readings" and "I do my readings prior to the class." Currently the class is taught in a similar way where Mind Dumps are still used as a strategy to get reading done, but they are coupled with Guided Reading Questions. I would like to analyze and compare the responses from this semester to the previous semester to see if there is any benefit to include Guided Reading Questions along with Mind Dumps. Getting students to read prior to the class is a struggle with every instructor. Getting students to come to class prepared is a key to get them pre-engaged with the material. This assessment would benefit me and other instructors to see what works better.

**Monica Prince**

**Chris Schlarb, Alyse Gray**

#### **LGBTQA Resources and Support, Inclusion and Multicultural Services**

Northern Arizona University has a large percentage of students who identify as Lesbian, Gay, Bisexual, Transgender, Queer and Asexual (LGBT+). The 2015 Campus Climate Assessment has shown that students who identify as LGBT+ are more likely to have less support and experience a more challenging campus climate. This poster will explore the learning outcomes of our Q-Chat program and how a discussion series focusing on LGBT+ topics has impacted their feeling of connection with their peers, willingness to seek support and assist in their sexual and gender identity development.

### **Getting Directions and Going the Distance**

**Erin Stam, Darby Garcia, and Judy Manor**

#### **Parking and Shuttle Services**

Parking and Shuttle Services conducts an annual survey to assess use of and satisfaction with our program, services and staff. The information has been used to improve the services and performance in our department. In an effort to continue moving forward, we need to look back. This poster will share past data, future goals and new initiatives.

### **Hope Construction - Marketing Research (Off Campus Student Housing)**

**Kelsey Strasser, Adam Miller, James Zeltner, and Kyle Thompson**

#### **Marketing Department, The W.A. Franke College of Business**

The purpose of the Hope Construction Marketing Research Project is to identify the needs of NAU students seeking off-campus housing. Hope Construction is seeking to expand their off-campus housing properties throughout Flagstaff, AZ and is interested in understanding information about amenities, location, pricing, etc. that students are interested in. This project involved development and fielding of an online survey to students currently enrolled at NAU. The week of March 21st we will analyze the results of the survey. Two teams will each present a poster. One poster will represent the team's findings based upon an applied filter with students who have a preference living off-campus on the north-end of campus versus the south-end of campus. A second poster will represent the findings of a second team based upon an applied filter with students who are freshmen and sophomores versus those students who are juniors, seniors and graduate students. These are examples of two filters applied to analyze the survey results. Hope Construction will use these results to develop off-campus housing amenities, pricing, and locations aligned to the preferences of NAU students.

### **NASS Scholars Program: An Innovative Approach to First Year Retention of Native American, Alaska Native, and Native Hawaiian students**

**Catherine Talakte Taylor, Sharon Doctor, Andrea Sequaptewa, Simon Chief, and Daisy Purdy**

#### **Native American Student Services, EMSA Analytics and Assessment**

A goal to increase Native American student retention led to a unique and innovative partnership between Native American Student Services and University College. NASS worked in collaboration with the EMSA Communications team, Undergraduate Admissions, and Gateway Student Success Center (GSSC) for recruitment, advising and course enrollment. Over 175 students have participated in the program since its inception in fall 2014. This approach combines culturally relevant pedagogy, peer class facilitation and mentoring, and holistic support services with First Year Seminar courses targeting first year Native American, Alaska Native, and Native Hawaiian students. Working in concert with EMSA Analytics and Assessment, NASS conducted pulse surveys and an end-of-term program evaluation using Likert scale and short-answer questions. Based on Pulse Survey results, NASS completed early outreach intervention efforts that we believe have helped contribute to retention. Based on student program evaluation feedback, there were some positive student learning and developmental outcomes. We would like to highlight the success of the Peer Mentors and their work with mentees, which resulted in an average of 90% visit rate over the past three terms. We plan to use the results from our surveys and evaluation to continue to improve the course content, programming and training of personnel.

### **Hope Construction - Marketing Research (Off Campus Student Housing)**

**Raymi Todd, Paul Reinking, Sierra Bielenberg, and Ron Pascual**

**Marketing Department, The W.A. Franke College of Business**

The purpose of the Hope Construction Marketing Research Project is to identify the needs of NAU students seeking off-campus housing. Hope Construction is seeking to expand their off-campus housing properties throughout Flagstaff, AZ and is interested in understanding information about amenities, location, pricing, etc. that students are interested in. This project involved development and fielding of an online survey to students currently enrolled at NAU. The week of March 21st we will analyze the results of the survey. Two teams will each present a poster. One poster will represent the team's findings based upon an applied filter with students who have a preference living off-campus on the north-end of campus versus the south-end of campus. A second poster will represent the findings of a second team based upon an applied filter with students who are freshmen and sophomores versus those students who are juniors, seniors and graduate students. These are examples of two filters applied to analyze the survey results. Hope Construction will use these results to develop off-campus housing amenities, pricing, and locations aligned to the preferences of NAU students.

### **Winning on the Visit**

**Theo Trotman**

**EMSA Analytics and Assessment**

The NAU Flagstaff campus had its lowest application pool in the last seven (7) years for first time freshman (FYR) and transfer (TRF) students for Fall 2015 but still experienced its largest enrolled FYR and TRF classes. Many vital initiatives and factors such as Campus Visits and Open Houses contributed to the highest application to enrolled yield in the last eight (8) years, thus the record class sizes. This project will outline a comparison of how prospective NAU students for Fall 2015, who either attended a Campus Visit or Open House yielded versus prospective students who attended neither. Whether segmented by residency, academic college or ethnic background, attendees yielded much better, which shows just how important getting prospective students and their families to campus is. In addition to Campus Visits and Open Houses, the launch of our virtual tour provided a campus experience without the expense of a trip to Flagstaff and also the new Student and Academic Services building further enhances our tour program. This data aims to further demonstrate the importance of the campus visit and developing the best ways to frame those conversations.

### **Assessment of Interprofessional Education in Health Professions**

**Kate Watkins and Vicki Penna**

**School of Nursing, Dental Hygiene**

Interprofessional collaboration (IPC) among health professionals is understood to be an answer for some of the toughest problems in healthcare, but it is challenging to achieve. The College of Health and Human Services (CHHS) planned and executed a college-wide Family Health Day to assess how a large group of health professions faculty and students might successfully implement Interprofessional education (IPE). Collaborative planning across departments within the college included 200 faculty, staff, and students from Communication Sciences and Disorders (CSD), Dental Hygiene (DH), Nursing (NUR), Physical Therapy (PT), Physician Assistant (PA), and Health Sciences (HS). Students and faculty participated in several learning activities in preparation for effective IPC. Six stations provided health education and screening services for families from the community: (1) Health Care System Education; (2) Quality of Life – Balance and Physical Activity; (3) Anatomy and Oral Hygiene (4) Dental Hygiene Services (5) Health and Communication Screenings; and (6) Health Education. Students were asked what they learned from their peers in other departments, what they learned from planning and executing the event, and what they may do in the future to ensure they practice their profession collaboratively. While the student learning was impressive, a once-a-year activity is not sustainable. IPE begins with an interprofessional curriculum.



## **Working with International Students: The Paired Course Experience**

**Eric Yordy and Sarah Holcomb**

**The W. A. Franke College of Business, University College**

According to the Institute for International Education, approximately 886,000 international students enrolled in public or private institutions of higher education in the United States during the 2013-14 academic year. Of these students, 21% of them were business and management majors. In an attempt to assist the ESL students, the business law faculty in the college of business have undertaken several measures to redesign and supplement the ACC 205 course. This poster will focus on a collaborative effort between Business and Linguistics to host an experimental language course that was paired with the business law course. The poster will introduce the course, describe the assessments related to the course, and evaluate the success of the course.