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**Paula Garcia McAllister,** IRB Research Specialist, Northern Arizona Healthcare
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**Elisabeth Roberts,** Evaluation Coordinator, Center for Science Teaching & Learning
**Andrew See,** Head of User Services, Cline Library
**Tina Zecher,** Program Coordinator, Sr., Office of Undergraduate Research & Scholarship

**Poster Presentations:**
**Cooking Demos at NAU: Increasing culinary literacy to improve student eating habits.**
**Megan Anderson**
**Health Promotion and Campus Dining**

Purpose: The techniques used to prepare food can impact a person's exposure to sodium, saturated fats, and heavily processed foods-all of which can lead to the development of a number of preventable illnesses. The main purposes of this program are to increase students' confidence in their ability to identify the components of healthy meal and increase students' confidence in their ability to prepare a healthy meal while on a very limited budget.  Given that only 1.9% of NAU students eat 5+ servings of fruits and vegetables per day (ACHA-NCHA II, 2017), this program also has an underlying goal of increasing student fruit and vegetable consumption. Theory: Health Promotion offers free monthly cooking demos for students.  These demos feature 1-2 healthy recipes that can be made in under an hour, typically for less than $10/recipe.  The Cooking Demos are led by Megan Anderson, campus dietitian.  Each demo discusses basic knife skills, the health benefits of each recipe, modifications to meet special dietary needs, and a review of the healthy cooking/seasoning techniques used. Campus Dining generously provides the food, equipment, and space for the cooking demos. Results: Currently, 107 students have attended cooking demos.  The majority of these students surveyed (n=79) have reported an increase in their confidence in their ability to identify the components of a healthy meal and their ability to prepare a healthy meal while on a limited budget.  Surveyed students also reported that as a result of this program, they planned to incorporate more fruits and vegetables into their diet.
Potential Use of Results: Data from this program will be used to support ongoing cooking demos for students, as well as expanding for other opportunities to expand cooking demos in a way that reaches more students and makes the demos more hands on.

**Do Grade Incentives Affect Performance on a Statistics Assessment Instrument? A Randomized Study in an Introduction to Statistics in Psychology Course**
**Steven Barger, Ph.D., Jacob Coutts, Matt Anderson, Nora Dunbar and Natasha Dmitrieva**
**Psychological Sciences**

The Department of Psychological Sciences employs a commonly-used and well-validated statistics examination to assess improvements in statistical knowledge in introductory statistics classes. The lab instructor for the course observed that students often complete the assessment test in a short amount of time and only answer 50% of the questions correctly, potentially indicating a lack of engagement with this exam. Possible reasons for students' disengagement may include the high difficulty of the assessment, and exclusion of the assessment score from the course grade. Therefore, we designed a study to evaluate whether an incentive would improve performance and/or increase time spent completing the assessment exam. In the spring and fall semesters of 2017, classes were randomly assigned to either an incentive (8 sections) or control condition (6 sections). In the incentive condition, students (N = 135) were advised via a standardized script that their assessment score would increase their Exam 1 (or Exam 3 for the post-test) grade. To illustrate, students who got 50% correct on the assessment would have 5% extra credit added to the computational portion of their Exam 1 grade. In the control condition (N = 102), students received a fixed percentage increase on their Exam 1 grade based on the average of the other sections (i.e., the experimental groups). Thus, the control conditions would earn extra credit, but this was not contingent on their performance. The primary outcome measures were change in test performance and time spent on the test. We regressed examination change scores on incentive condition using class section as a clustering variable. We found no difference in performance change between groups, $M_{incentive}$ = +5.9% vs. $M_{control}$ = +5.4%, $F(1, 13)$ = 0.09, $p$ = .77. Compared to students in the control condition, students in the incentive condition spent an average of 2.3 minutes longer on the pre-test assessment, but this decreased to a 0.68 minute difference at posttest. In sum, performance-based extra credit was not superior to a passive control condition, where students were incentivized with extra credit regardless of performance, for either outcome measure.  Future work will explore whether other incentives, such as providing a uniform amount of extra credit for difficult assessments, are effective in increasing student engagement with the test.

**A Focus on Probation**
**Sue Belatti and Rebecca Cain**
**Housing and Residence Life**
As public dialogue about accountability of student success continues in higher education, colleges and universities are spending more time looking at three success indicators impacting students – retention, persistence, and graduation. For students who are struggling academically and are placed on academic probation, their ability to persist at the institution becomes far more tenuous. The Residential Learning Community program set as a goal, decreasing the number of RLC students on academic probation after their fall semester by 1% when compared to the previous years' participant group. This poster will examine the impact of increased outreach on the part of the Community Mentors (peers) – guided by the RLC program – with RLC students in the areas of academic programming, encouraging and promoting academic success, and providing tools and resources to be academically successful.

**The Creation of the Inclusion and Diversity Scholars**
**Emilly Borthwick-Wong, Christopher Oka, and Emily Webster**
**Office of Inclusion: Multicultural and LGBTQIA Student Services**
In Fall 2017, the Office of Inclusion began looking at the parts of our programming that were having a meaningful impact on our students.  In utilizing a variety of data sources including the Student Learning Outcomes (SLO) survey, the TEAM end of Fall term survey, the Fall 2015, 2016 and 2017 Cohort data, and the TEAM program plan, we were able to build a complete view of the success of our programs.  Each of these data sources collected and displayed their data differently, but they all painted a similar picture of success in our TEAM peer-mentoring program and our discussion series.  The data showed that both of these programs supported them in their personal identity and value development.  For example, the SLO survey showed that in both 2016-2017 and 2017-2018 an average of 90% of individuals who attended a discussion series event and completed the survey had a better understanding of their identity and personal values.  This information coupled with the TEAM data that showed over 90% of our participants are retained Fall to Spring.  These pieces of data pushed us to re-envision how we support students.  That is why, in collaboration with Residence Life, next year we will be launching Inclusion and Diversity Scholars, a new program which will expand the reach of the current programs and infuse it into the lives of the 10,500 campus residences.

**Academic Social Norming Campaign**
**Jen Koshnick, Aaron Cirzan, and Zoe Escarcega**
**Academic Success Centers**
The Academic Success Centers deployed a survey in February 2018 to assess the academic behaviors of current students and the perceptions students had of their peers' academic behaviors.  The purpose of the survey was to identify key statements that could be used for an academic social norming campaign during AY18-19.  Student focus groups will be conducted to assess the resonance of the statements with various student populations, and approximately ten statements will be chosen for the campaign.  Results Pending.  The findings of the survey will help the Academic Success Centers and campus partners 1) identify NAU student strengths and weaknesses regarding academic behaviors 2) address the misperceptions students may have regarding how much their peers engage in positive academic behaviors 3) provide faculty and staff with NAU statistics that can be used as "just in time" messages and 4) to help normalize the amount of time needed to study and the use of academic support resources.

**NAU's Re-Accreditation by the Higher Learning Commission**
**K Laurie Dickson and Becky Butcher**
**Vice Provost - Teaching, Learning Design and Assessment**
Northern Arizona University has been re-accredited by the Higher Learning Commission (HLC). This poster provides an overview of the accreditation process while highlighting the important role that assessment has in accreditation.  Conversation will focus on the HLC Peer Review Team's report. Reviewers noted that discussions with faculty confirmed that there was a positive shift in the culture of assessment. NAU was also commended for coupling program review, the assessment of student learning, and curriculum development in a way that involves faculty, senate review committees, and the administration.

**Year 2 Native Bridge to Success Program - August 20-23, 2017**
**Sharon Doctor and Andrea Sequaptewa**
**Native American Student Services**
Purpose of the study/project To provide 75 incoming Native American, Alaskan Native and Native Hawaiian freshmen the opportunity to participate in a four-day residential program that acclimates them to the NAU campus community. Methodology Our goal was to have 75 students but had a total of 73 students attend the program. The four-day program consisted of a variety of activities with their assigned peer mentor, key topic presentations (e.g. financial aid, living the college life, key skills to be a successful student, cultural knowledge activity, etc.) and visiting key campus departments. At the conclusion of program, students were given an overall program evaluation to complete to provide recommendations.  NASS also conducted two pulse surveys and an end of term survey during the fall 2017 term.  Results/Findings 1.        Based upon the program evaluation, NASS learned 85% of the students were "satisfied" with the Intro to Math information session where they met their math instructor at the LMC. 2.     The program coincided with a rare solar eclipse and 82% of the students found the Cultural Knowledge Discussion around this occurrence "interesting".   3.        Of the program activities, 53% of the participants indicated they enhanced their knowledge about being a college student during the Peer Mentor lead Informational Sessions. 4.      We learned that the following activities that were impactful to a participant's learning which included a campus tour (26%), college major presentations (26%), vision board activity (16%), a Speak Out Panel (15%), cultural discussion (5%) and a peer mentor panel (5%). 5. Fall 2017 to Spring 2018 retention was 98.3% which is an increase of 13% from the Fall 2016 Bridge Program.   Conclusions/Use of results for improvement: We are currently using the results from the evaluation to improve programming for the 2018 program.

**Assessing Quality Leadership Programming: Graduate Student's Perspectives of Effectiveness**
**Daniel W. Eadens and Carol A. Mullen**
**Education eLadership Program**
Purposes: 1. Review research on leadership preparation and advanced program effectiveness, and 2. report feedback from an educational leadership department to be in step with exemplary practices in graduate student satisfaction, program assessment and improvement, and quality and strategic evaluation.  Methods: In 2017, anonymous volunteers were surveyed: students and alumni 2011–2016 associated within the department; feedback was solicited on program effectiveness, satisfaction, impact, and ethics via HQLPE original survey to 1,096 respondents: EdD students (n=217), MEd and certificate students (n=724), and MEd, certificate, and EdD alumni (n=155).  To extend CAEP 2016 Standards with an ethical lens for school leadership, ethics was added as the fourth major component.     Results/Findings: Quantitative analyses of ANOVA yielded a significant main effect $F(3, 88) = 4.410$, $p < .05$ indicating that perceptions of relevance differed. Post hoc Tukey determined that current MEd respondents (M = 4.57, SD = 1.2) perceived lower program relevance than current EdD respondents (M = 5.28, SD = .89) and MEd completers (M = 5.40, SD = .74); 72% and 84% of the variance was attributed to differences among groups.  Qualitative analyses indicated four overarching themes with two subthemes resulted with contrasting stakeholder viewpoints.   Conclusions/Use for Improvement:  Results will lead to improvements within the department and fits with AERA LTEL SIG goals. Within these contexts, this study contributes to the conversation around the complicated topic of what is involved in making programs up-to-date, stimulating, and applicable to practice, as well as accountable to democratic education goals. The survey tool can benefit from stakeholder perceptions of effectiveness, satisfaction, impact, and ethics.  High quality programming in support of the preparation, practice, and development of diverse leaders can benefit from stakeholder feedback, relevant research, and current standards. All such quality measures can contribute to the conversation about exemplary standards.

**Name that Brand: Expectations and Experiences of NAU Freshmen**
**Chad Eickhoff and Jared Hopkins**
**Undergraduate Admissions and Orientation and EMSA Analytics and Assessment**
What is NAU's "brand"? To answer this question, Undergraduate Admissions and Orientation identified 11 factors that students may expect from their experience at NAU. First-time, full-time freshmen were asked which of these they expected before they enrolled and to what extent they experienced those things in their first semester. Results indicate that these factors can be sorted into four categories: delivered (highly expected and experienced), undersold (experienced but not highly expected), opportunity (highly expected and moderately experienced), and off brand (moderately expected and experienced). Areas where we are delivering on our recruitment messaging and areas of opportunity are discussed

**Peak Performance Snapshot: At a glance viewpoint of a growing summer bridge program**
**Michael Giannetto and Mary Fule**
**Mathematics and Statistics**
Purpose of the study/project: To provide incoming students who are "off-track" due to their math placement, the opportunity to refresh their math skills in the hopes of increasing their math placement.  Students are assigned to peer Math Coach in a similar degree program.  Both Math Coaches and students are online and could reside anywhere in the United States.  Video conferencing is used for meetings and Math Coaches also deliver "college knowledge" mentoring aimed at fostering connections to NAU in order to ease their transition. Theory: Students' lack of (mathematics) college-readiness has a major impact on their success, as students who enroll in remedial classes are far more likely to drop out, and the lower the initial (mathematics) placement, the less likely a student is to obtain a degree (Bailey, Jeong, & Cho, 2010). Methodology: Working in collaboration with the Gateway Advising Center, incoming Freshman students are identified and recruited during orientation after meeting with their advisor. We enrolled 673 students.  At the conclusion of the program, students were heavily encouraged to take the NAU math placement test. Results/Findings: 1) 481 students remained active 2) 166 students saved 207 math classes directly attributed to their participation in Peak Performance 3) One of our Math Coaches had 12 out of 18 students increase their math placement which resulted in tuition savings of $13,800.  Conclusions: We grew from 450 students in summer 2016 and projecting to enroll 800 students in summer 2018.  We plan to keep more students active by a more streamlined enrollment process and emphasizing the importance of making connections in each video conference.  We are hoping to improve our overall rate of students taking the NAU math placement test after enrollment as well as having a greater proportion of those students increasing their math placement.


**Enrollment and Student Services: Your Statewide "One Stop Shop"**
**Andrea Graves, Emily Schlittenhart, Cari Wilkins, Erin McGehean, Gina Stephens, Bernadette Gomez, and Lindsey Jones**
**Enrollment and Student Services**
This project showcases benchmarking for a new Statewide Department, Enrollment and Student Services (ESS), which combines and leverages the strengths and skills of Online and Community Campuses with the Flagstaff Contact and Service Centers.  This "One Stop Shop" model serves students, families, and the statewide campus community through multiple modes including phone, chat, email, and walk-in.  ESS partners with functional areas such as Undergraduate Admissions and Orientation, Scholarships and Financial Aid, Student and Departmental Accounts, Registrar, and to provide seamless service for students throughout their student lifecycle.  This project provides combined highlights from the ESS statewide sites for fiscal years FY17 and FY18 including Salesforce cases served for the functional areas, Increased Outbound Call volume at the Flagstaff Contact Center, Increased Outreach and Recruitment and Utilization of statewide resources at the Online and Community Campuses, Streamlined processes for students requesting Campus Change, and Student Learning Outcomes Survey correlational data  indicating students who participate in the "One Stop" Flagstaff Service Center model have increased knowledge and skills in financing their education and seeking resources for assistance in problem solving. ESS remains committed to its mission "Setting a New Standard in Customer Service and Facilitating Student Success" and to continuously support Statewide Recruitment, Enrollment, and Retention.


**Addressing Student Mental Health: An integrated approach**
**Melissa Griffin, Megan Gavin, and Sandra Smith**
**Counseling Services Medical Services**
This project originated several years ago when survey data indicated an increased prevalence of mental health issues among students.  Campus Health Services, including Medical, Counseling and Health Promotion, embarked on a three pronged strategy to better educate, identify, refer and serve students with mental health concerns.  The outcomes of these collective efforts will be shared here.

**Highlights of First-Year Retention and Student Learning in First-Generation Programs Participants**
**Traci Harvey and Kevin Chase**
**Office of First-Generation Programs**
For over 30 years, Northern Arizona University (NAU) has been committed to the success of first-generation college students. Through TRIO grants and the development of a summer bridge program, first-generation students have had the opportunity to receive the support and guidance to be successful in postsecondary education. Today, NAU continues to strive to become a campus of excellence for first-generation students.The office of First-Generation Programs (FGP) was formally established in the fall of 2014 and has served over 2,000 students through mentoring programs and critical services. The goal of FGP is to help improve the retention, persistence, and, eventually, graduation rates of first-generation students. We currently achieve this through the operation of the following programs: First Scholars, STAR Program, TRIO Student Support Service, Blavin Scholars, Lumberjacks Leaders.

**Livin' Life with Greek Life: The Impact of Fraternity and Sorority Involvement on First-Year Members**
**Lydia Killea**
**Fraternity and Sorority Life**
Purpose: The purpose of this study is to gauge the impact of membership into a Greek Life organization on first-year students and determine areas of growth for future organizational training and development. Methodology: After one semester of rushing, being initiated, and now being active members, data was collected by a survey sent out in the spring of 2018 that measured participants overall satisfaction and success in their organizations.   Results/Findings:  This study hopes to find that by joining a Greek organization there is a higher rate in satisfaction and success from the students who participate in this organization. It also aims to find where the organizations are being successful in educational trainings and opportunities and where there is opportunity to grow. Conclusions/Use of results for improvement: 1.Show the positive impact that Greek organizations have on students 2.Implement training on various educational topics (alcohol use, sexual assault, mental health, etc.) 3.Assist organizations in the implementation of first-year member curriculum 4.  Demonstrate completion of each organizations goals through using structured curriculum

**Handy Dandy Handbook: A Peer Jacks Look at the Holistic Approach to Student Development**
**Lydia Killea, Stephen Hosburg, and Madeline Cairns**
**Peer Jacks Mentoring Program**
Purpose: The purpose of this study is to gauge the implementation of the Peer Jacks program goals and determine areas of growth for future staff training and development. Methodology: In the summer of 2017 the Peer Jacks Handbook was created, a compilation of refined best practices, mentor expectations, and campus resources. It was derived from three years of research in trends of student needs pulled from mentoring notes.  The use of the handbook was implemented in the fall of 2017.   After one semester of implementing the use of the handbook, data from the 2016 & 2017 fall satisfaction surveys compared the findings using the handbook implementation as the changing variable.   Wanting to connect the program participants' responses with the self-reporting of the mentors, a survey was sent to mentors assessing their utilization of the handbook with their students. Results/Findings:  This study has found an increase in program participants' satisfaction from the time that the handbook was implemented. It also aims to find a similar trend between the Fall 2017 mentee and mentor survey responses. Conclusions/Use of results for improvement: 1.Refine expectations of mentor handbook use 2.Implement training on handbook use 3.  Demonstrate completion of program goals through using structured curriculum in handbook.

**Outcomes of an Innovative Intervention Course: Supporting Aspiring BSN Students**
**Alicia Krzyczkowski, Jillian Sinelli-Murphy, and Paul Deasy**
**Office of Undergraduate Retention and College of Health and Human Services**
What happens when there are more applicants than spots? This is true of the BSN program on the Flagstaff campus, a competitive-entry program which to which many incoming first-year students aspire. For a subset of this group—declared BSN majors with a first-semester cumulative GPA of 2.0-3.49—retention to the second year has, historically, been markedly lower than for the university as a whole. The Office of Undergraduate Retention and the College of Health and Human Services teamed up to offer a one-credit, course-based intervention (USC 150) for this student group in spring 2017. This poster examines the impact of course participation on 1) retention to second year, and 2) change of major using ordinary least squares regression. Positive, statistically significant impacts were observed on both outcomes.

**Evolution of the Career & Graduate School Expo**
**Allyson Laesch, Nick Rathbone, and Emily McCarthy**
**NAU Career Development**
NAU Career Development empowers students and alumni to confidently navigate their careers as citizens of an evolving and global world through building relationships and connections with the local and national community. In this vein, NAU Career Development hosts the semi-annual Career & Graduate School Expo, a campus-wide recruiting event attended by students of all majors and alumni, and provides attendees with an opportunity to connect with employers and graduate schools as they pursue internships, full time employment, and further education. This assessment project analyzes three years of historical expo data to identify any patterns that exist between student demographic and academic characteristics, overall trends in attendance, and differences between spring and fall expo turnout. This project also explores the impact that three years of marketing strategy changes have had on both student and recruiter turnout. Future research projects could expand upon these findings to identify strategies to maximize the outreach and impact of NAU Career Development events to better uphold the departmental mission.

**Shedding Light on Strep Infections**
**Amy McCoy and Benjamin Keeler**
**Campus Health Services**
Strep throat infections are one of the most common causes of illness among college students resulting in numerous sick days and time away from studies.  NAU Campus Health Laboratory recently acquired a state of the art molecular testing machine that is more sensitive and accurate than anything in northern Arizona.  Our project presents a comparison of the old and new strep detection process. Along with faster, more accurate cost effective testing with the new process, we can now detect two other forms of strep virus to more accurately diagnose our patients.

**A Room With A View - Applying Innovative Strategies to Meet the Spatial Demands of a Growing Community**
**Kelley McKee and Jamie Flood**
**Campus Recreation**
Project Description/Objectives:  The 74 Group Fitness classes we offer each week are a drop-in style format providing flexibility for students to participate without the hassle of registration.  Group Fitness classes have seen an overall 11% increase in the number of participants between F16-F17.  Project objectives: (1) assess Fall 2017 usage and max occupancy of Exercise Suite 1 and the Cardio Theater (2) maximize spaces to meet the needs of the projected growth of Group Fitness classes in Fall 2018.  Exercise Suite 1 was the second highest used space with 21 yoga classes and 5,000 participants per semester.  The Cardio Theater was the lowest used space with seven cycling classes and 1,982 participants per semester.  Assessment/Results: Cardio Theater:  With the 36 bikes currently requiring space, we scheduled eight yoga classes to evaluate spatial capacity and environment. As a result, we could not maximize the yoga classes with the bikes still in the space. In addition, changing the class format from cycling to yoga will reduce the noise transfer to support the Health Promotion's massage hours scheduled in the room immediately below the Cardio Theater. Exercise Suite 1(EXS1): To test EXS1, we evaluated whether the space could hold 36 bikes and reached out to the fire marshal to re-evaluate max occupancy. As a result, the fire marshal increased max occupancy from 30 to 36.  Conclusion:  Transferring 21 yoga classes to the Cardio Theatre can potentially increase participation from 630 to 1,155 participants, an 83% growth. Utilizing EXS1 for cycling classes offers opportunity for five additional classes, increasing the participation from 245 to 420, a 71% growth. By renaming the Cardio Theater, "Wellness Suite," we can dedicate the space for expanded wellness programs and partnerships.

**Food Insecurity at NAU and Beyond**
**Tim Melnick and Ellinoa Blake**
**First-Generation Programs, EMSA Analytics & Assessment ,and Louie's Cupboard**
Food insecurity is a rising issue on college campuses for college students, staff, and faculty across the nation. NAU in partnership with Louie's Cupboard is addressing this issue by providing bi-weekly food distributions to any NAU affiliated individuals in need. This past year we partnered with EMSA Analytics and Assessment to explore the demographics of the clients we serve, to better inform our practice. Our methodology involved keeping clients personal information confidential while identifying trends in usage among our clients. This first ever available data has helped us to expand marketing and outreach to better serve individuals on and off campus.

**Financial Aid Funding and Enrollment Growth**
**Nydia Nittmann**
**Office of Scholarships and Financial Aid**
The purpose of this assessment is to demonstrate the relationship between enrollment growth and financial aid funding over the course of 6 aid years. The information was obtained by identifying all students who had any enrollment in each of the academic years and determining if they had any financial aid disbursement in any one of the award types listed. The results reflect a consistent growth in both total numbers of unique students and amounts disbursed – 4,222 students and almost $84 million. This supports a continued need to provide funding opportunities for students in addition to working towards more streamlined and efficient delivery of financial aid given the expected growth in numbers.

**Native American Student Services & NAU Goal #3: Commitment to Native Americans**
**Diana Onco and Shepherd Tsosie**
**Native American Student Services and CNA**
Purpose of the study/project To provide information about the current state of student success and progress for our Native American/Alaskan Native students at NAU.  Methodology Working in collaboration with the EMSA Assessment and Analytics team and other NASS data was collected pertaining to Native American/Alaskan Native student enrollment, retention, funding, and graduation. Information about university rankings was pulled from the 2015 Integrated Post-secondary Education Data Systems report.   Results/Findings 1.          From 2013 to 2017, Native American/Alaskan Native student enrollment increased by 7.3% and Native Hawaiian/Other Pac Islander student enrollment has increased by 57.2%. 2.          FTFT Native American/Alaskan Native freshmen: Return rate from Fall 2016-Fall 2017 was 54%; which was a decrease from the return rate from Fall 2015-Fall 2016 which was 68.8%.  3.NAU Institutional Grants for Native American/Alaskan Native students has decreased by 26% since 2013; NAU Institutional Scholarships for Native American/Alaska Native students has decreased by 63%. 4.   Based on the NAU 2012 cohort: the 6-year graduation rate for IPEDS Native American/Alaskan Native Students is 31% as oppose to the white population that has a graduation rate of 57%. 5. NAU is ranked 14th in the nation for undergraduate enrollment for IPEDS Native American /Alaskan Native students. 6.          NAU is ranked 4th in the nation for Graduate enrollment for IPEDS Native American/Alaskan Native students.  Conclusions/Use of results for improvement: NASS plans on using the results to support Native/Indigenous academic success and degree attainment and to call on university partners to identify the shared responsibility we have in achieving NAU Goal #3: Commitment to Native Americans as set by NAU President Cheng.


**Using Authentic Assessment to Assess and Improve Student Learning in NAU's Liberal Studies Program**
**Sue Pieper, Jeff Berglund, and Stephanie McCarthy**
**Department of English and e-Learning Center**
How can we assess student learning of the Liberal Studies Essential Skills in a way that motivates students to do their best work, engages faculty in substantive conversations about teaching and learning, and provides actionable data for continuous improvement? NAU faculty recently responded to this question by agreeing to move away from using standardized tests to assess general education skills and toward the use of "authentic assessment" that focuses on products and performances produced by students in capstone courses across the disciplines and assessed by their course instructors using common rubrics. This poster will provide an update on NAU's use of authentic assessment to assess the Liberal Studies Essential Skills of Effective Writing and Effective Oral Communication. The 2017-2018 Liberal Studies assessment design and implementation will be highlighted, including information about faculty raters, student artifacts, rubric preparation, faculty workshops, data collection and score reporting, and a faculty debriefing survey.


**Jobs and Internships Are Only A Handshake Away**
**Nick Rathbone, Vinnie Cullotta, and Emily McCarthy**
**NAU Career Development**
For many students entering or leaving college, career readiness remains at the forefront of their vision. In September of 2015, NAU Career Development implemented Handshake as its job and internship recruitment platform. To date, over 106,000 students and alumni have Handshake accounts and over 11,000 local and national employers have connected to them via Handshake. In this assessment project, I analyze Handshake insight data and reports to track this growth, explore other trends (i.e. number of applications, profile completion percentage, etc.), and consider Handshake's overall impact for recruiters and users both on- and off-campus. Future projects could expand upon these findings to identify strategies to maximize the breadth and depth of using the Handshake platform to connect with previously unreached students and alumni, in an effort to empower them to confidently navigate their careers as citizens of an evolving and global world.

**NAU Transfer Student Profiles**
**Theo Trotman and JJ Boggs**
**EMSA Assessment & Analytics and Transfer and Commuter Connections**
Our project is a comparison of transfer student demographics across the four different campuses (Flagstaff, community campuses, online, and personalized learning). Our project aims to educate the campus community about NAU's diverse transfer population based on campus location, demographics, academics and financial aid data. We will identify similarities and differences between transfer students on our four campuses: Flagstaff, Community Campuses, Online and Personalized Learning using Tableau, an interactive data visualization product. It is our hope that this data will influence faculty and staff to make changes to classroom instruction, resources, and services to better support the learning, development and success of all transfer students

**How U.S. News Best Colleges Rankings Are Calculated**
**Jessica Turner, Julia Spinning, and Sharon Chief-Yazzie**
**Institutional Research and Analysis**
The U.S. News Main survey is a national survey which ranks regionally accredited institutions with four-year undergraduate-degree-seeking students. Schools with no accreditation or only national accreditation do not appear in U.S. News' searchable directory of Best Colleges and cannot be ranked, nor can institutions exclusively awarding associates degrees or graduate degrees. Many factors go in to the ranking process including graduation and retention rates, undergraduate academic reputation, faculty resources, financial resources, student selectivity, graduation rate performance, and alumni giving. These factors are all weighted and help calculate the overall rank of the university. Our goal is to increase our ranking and become a top 200 university. Students and families across the world use these rankings to sort through schools and find the school that best fits their needs. When students can more accurately find the school that fits their specific needs, enrollment increases, retention rates increase, and graduation rates increase. Departments across campus help play a role in the ranking of the university and shedding light on how they contribute to the ranking is crucial to the strategic goals of the university.

**Military Connected Coursework and Mentoring: Initial Findings of Expanded Services**
**Pete Yanka, Laurie Jordon, Dr. Steve Smith, Margaret Mosley, and Zach Hamilton**
**Department of Veteran and Military Services**
The Department of Veteran and Military Services will be presenting information on two areas of our expanded services: Military Connected academic coursework and our enhanced peer mentoring program, called VET Jacks. The purpose of this presentation is to raise awareness of two areas of service and to explore potential impacts the services have on the student experience. The coursework consists of three liberal studies courses specifically designed for our Military Connected students. These courses cover transition into the university setting, a better understanding of finances and personal budgets, and career exploration. The presentation will share an overview of the purpose of the coursework and how they work in prescribed manner to assist students through their journey toward their degree. The VET Jacks program serves both on campus and online Veterans. We will be sharing the priorities of the VET Jacks program goals for the 2018-2019 academic year. The data presented will focus on initial retention rates and demographic information on the students who used the services. Our goal is that the data will assist us in further enhancing these services for our Military Connected students.