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### Poster Judges

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**Kevin Ketchner**, Director, First and Second Year Learning, Vice Provost, Teaching, Learning, Design, & Assessment  
**Lynn Jones**, Professor, Criminology & Criminal Justice  
**MaryLynn Quartaroli**, Coordinator, Undergraduate Retention  
**Michael Merica**, Institutional Research Director, Coconino Community College  
**Mikhael Star**, Director, Vice Provost, Academic Affairs  
**Nena Bloom**, Evaluation Coordinator, Center for Science Teaching & Learning  
**Nicole Bies-Hernandez**, Lecturer, Psychological Sciences  
**Paula Garcia McAllister**, IRB Research Specialist, Northern Arizona Healthcare  
**Paul Deasy**, Research Analyst, Undergraduate Retention  
**Wendy Holliday**, Head, Teaching, Learning and Research Services, Cline Library

### Roundtables

#### **Wise Feedback as Formative Assessment**

##### **Facilitators – Melissa Welker and Cody Canning**

Contextualizing feedback to students to promote their sense of academic belonging and fuel their motivation is one idea central to the “Reimagining the First Year” project being implemented on our campus and many campuses across the country. In this roundtable, we will discuss some of the research related to the project as well as the application of the research to rethinking formative assessment that faculty provide students through comments and notes on their assignments and exams.

#### **Weigh Pig, Feed Pig, Weigh Pig**

##### **Facilitator – Dianne McDonnell and Nick Rathbone**

It comes as no surprise that faculty and staff are invested in supporting their students and fostering improved student performance. However, recent research suggests that the assessment practices used to gauge these outcomes are missing a key component necessary to demonstrate improvement. Focusing on the “Weigh Pig, Feed Pig, Weigh Pig” simplified model of assessment (Fulcher, Good, Coleman, & Smith, 2014), this roundtable discussion aims to identify opportunities to improve assessment practices in one’s own department or program as well as collaborate with other professionals to enhance student learning.

#### **Surveying at NAU: Coordination to Improve Results & the Student Experience**

##### **Facilitator – NAU Survey Project Team**

Surveying across campus is a common practice used to gather information to learn more about student experiences. This roundtable will provide an opportunity to discuss the coordination of surveys campus wide and the need to identify guidelines surrounding survey practices at NAU.

## Poster Presentations

### **Changes in Emotional Distress in Doctoral Physical Therapy Students During a Semester**

**Alexia Adams, Petra Williams, Lorie Kroneberger, Holly Carroll, and Mark Cornwall**

#### **Physical Therapy and Athletic Training**

Graduate students in the healthcare professions experience high levels of emotional distress during their training. The purpose of this study was to measure the change in emotional distress in NAU Doctoral Physical Therapy (DPT) students during one semester. DPT students (n=163) completed the Depression Anxiety and Stress Scales (DASS-21) in January and May. The DASS-21 measures severity of three core negative symptoms of emotional distress: depression (DP), anxiety (AN) and stress (ST). Subscale scores are summed to assign symptom severity rating relative published normative data. Paired t-tests and a series of 2-way mixed model ANOVAs analyzed differences between genders (55 men, 108 women, age groups (n=33), class year (86 Year-1, 69 Year-2) and campus (75 PBC, 88 Flagstaff). DASS-21 subscale score means were rated "Normal" at semester start and increased by semester end (p=0.000) with AN and ST means changed to "Mild". Symptom severity ratings increased in all categories Mild to Extremely Severe (p=0.000). Women had more stress than men (p=0.000) and had more stress at semester end (p=0.006). Students over 29 were more depressed (p=0.05), anxious (p=0.027) and stressed (p=0.007) than students under 25. Students 25-29 years were more depressed (p=0.016) than students under 25 years. Year-2 students were more depressed (p=0.003), anxious (p=0.027) and stressed (p=0.016) than Year-1 students and had more depression at semester end (p=0.006). Students at PBC reported significantly more depression (p=0.002) than at the Flagstaff campus in May. Emotional distress of NAU DPT students increased across the semester while remaining within population means for non-clinical symptomology. DPT educators need to be aware that DPT students experience significant increases in emotional distress and certain demographics may be a greater risk for such distress.

### **Fruit & Vegetable Prescription: A Holistic Approach to Student Health**

**Megan Anderson**

#### **Campus Health Services; Campus Dining**

Background: The Fruit and Vegetable Prescription program is a holistic approach to improving the health of NAU students. According to the 2015 ACHA-NCHA survey, only 3.9% of students reported eating the recommended 5 servings of fruits and vegetables daily. 20% of the students surveyed reported that a cold, flu, or sore throat impacted their academic performance. Purpose: The main objectives of this program are to (1) increase access to produce for students who may not be able to afford it and/or are identified as high risk for preventable diseases and (2) improve students' perception of their overall health. Methods: Providers within Medical and Counseling Services identified eligible students based on identified needs and write a prescription for students. These students then attend 6 sessions throughout the spring. At each pick-up, students receive produce, brief nutrition consults, and recipes. Produce is provided by Campus Dining. Results: Between the 2016-2017 and 2017-2018 academic years, 57 students were written prescriptions. The current academic year is still in progress; however, data from Spring 2016 showed improvements to the overall quality of students diets and health, including increased intake of fruits and vegetables and decreases in the number of students reporting a cold/flu/sore throat during the program. Conclusion/Use of Results: Data from this program can be used to encourage holistic approaches to improving the health of students within Campus Health Services. While the numbers of students who participate are small due to funding restrictions, these outcomes suggest that improving the overall quality of a student's diet can greatly impact their health and success at NAU. This information should also be used as a benchmark to increase the number of fresh, healthy options for students who purchase foods on campus, whether it is from vending machines, restaurants, or campus markets.

### **Changes in Type and Frequency of Coping Strategies used by DPT Students to Manage Stress and Burnout**

**Sarah Bade, Petra Williams, and Karen Mueller**

#### **Physical Therapy and Athletic Training**

Purpose of the Project Measures of stress and burnout in Doctoral Physical Therapy (DPT) students at NAU have been found by this research group to increase during the semester. Coping strategies (CP's) employed by students can range from helpful (exercise) to harmful (drinking alcohol). The purpose of this project was to examine how NAU DPT students cope with stress and burnout across one semester of the didactic program. Methods DPT students in January and May of 2016 (n=163) completed a survey with the Depression Anxiety and Stress Scale (DASS-21), the Oldenburg Burnout Inventory School (OLBI-S) and questions about the type of CP's used in the past week from a set list of 24. Paired T-tests, 1-way ANOVA, and 2-way repeated measures ANOVA tests were used to examine changes in CP frequencies and their effects on the DASS-21 and OLBI-S. Results/Findings: The number of CP's used decreased between January and May (p=0.013). Top 10 CP's were grouped into 5 "Helpful" CP's and 5 "Harmful" CP's. In May, less students reported use of two Helpful CP's: exercise (p=0.033) and time with family/friends (p=0.047). No significant changes were found for use of Helpful vs. Harmful CP's. Those who used more Harmful CP's had higher levels of exhaustion and burnout (p=0.019,

0.003), while those who use more Helpful CP's had lower levels of stress ( $p=0.031$ ) and anxiety ( $p=0.011$ ). An overall consistent trend, though not significant, was observed: students who either decreased use of Helpful CP's or increased use of Harmful CP's had higher levels of both stress and burnout. Conclusions/Potential Use of Results As scores for stress and burnout increased, the total number of CP's used by DPT students decreased including use of exercise and time with friends/family. Further work needs to be conducted to examine the relationship between choice of CP's and levels of stress and burnout to determine how best to support and educate DPT students about stress and burnout.

### **Impact of First Year Academic Advising Learning Outcomes on student success**

**Monica Bai, Helen Hemmer, and Paul Deasy**

#### **Gateway Student Success Center**

In the 2015-2016 academic year Gateway Student Success Center developed and implemented First Year Academic Advising Learning Outcomes (FYAALOs), to bring more focus to student learning in advising, gauge what and how students were learning, and to continue improvement of advising methods. To assess student mastery, rubrics were developed for each FYAALO and used by advisors to assess student mastery at each advising interaction. Data was provided by advisors during each appointment and recorded in Gateway's visit tracking system. Results were compiled and analysis included percentages of mastery for each outcome, and regression analysis regarding change in mastery and impact on retention and GPA. Findings included: 1. All initial scores and change in FYAALO have a positive and significant impact on retention to second semester and first year cumulative GPA. 2. The most important initial FYAALO for student success were Resiliency, NAU Tools, and Liberal Studies Distribution. 3. There was disparity in reporting rates among the FYAALOs. 4. There was redundancy among reporting of FYAALOs focused on advising tools. 5. Those students who were not assessed were those most at risk of not being retained to second semester and were among those with the lowest first year cumulative GPA. Results support the importance of student learning in the context of first year academic advising, and highlighted topics most important for the initial advising meeting. FYAALOs for the 16-17 academic year were streamlined from 9 to 5, and rubrics were improved for more consistent advisor assessments. Additionally, students most at risk of not being retained to second semester will be receiving advising holds to ensure adequate advisor focus on their progress along meeting the FYAALOs.

### **Focused Weekly Meetings & Guided Conversations by RLC Community Mentors**

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

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

A very strong influence for incoming first year students is the peer-to-peer relationship – especially when one of the peers is serving in a mentor role to the student. The Residential Learning Community program utilizes the assistance of upper division peers (called Community Mentors) to meet regularly with RLC students. These Community Mentors meet weekly with their participating RLC students in what is referred to as a "Community Chat." They also meet individually with each of their participating RLC students 2-3 times each semester. This poster will examine the impact of two program tools utilized by Community Mentors when outreaching to their assigned RLC students – the Programming Postcard given to students at the beginning of each semester, and Conversation Guides used to direct individual discussions throughout the fall and spring semesters. Utilizing survey responses from a recent program survey of RLC members, a review of impact and future program practice will be shared.

### **Gluttons for Punishment? Impact of a Collaborative Project in Large Introductory Psychology Sections**

**Nicole J. Bies-Hernandez, Emily B. Craddock, and Matthew J. Valente**

#### **Psychological Sciences**

Thousands of students take an introductory psychology course each academic year, with a large portion of these students being in their first semester or year at the university. Student success in introductory psychology has implications not only for the future academic success of students across many majors, but also for retention at the university level. The purpose of the present study was to evaluate the incorporation and impact of a collaborative, group project (a teaching practice that has been shown to be an effective pedagogical practice; Barkley, Major, & Cross, 2014) in very large sections of introductory psychology. The present study was part of a larger study evaluating the impact of practices being used in introductory psychology (e.g., collaborative project; cumulative examinations; use of iClickers) with the goal of maximizing teaching effectiveness in very large sections and promoting faculty collaboration. The incorporation of a collaborative project was manipulated between two sections of the introductory psychology course (offered by the same instructors in the same semester) where students in one section completed the project in small groups (2-6 students) and students in the other section completed the project individually. Statistically higher grades were found when project was completed collaboratively compared to individually. Additionally, the group project grade was a statistically significant positive predictor of the grade earned on a cumulative final exam indicating that when this project assignment was collaborative it increased the likelihood of doing well on the cumulative final exam. The findings of the present study provide insight

into the impact of collaborative learning techniques of very large sections of introductory psychology, and recommendations for implementing a collaborative learning assignment in large classes will also be discussed.

### **First-Year Student Perception of Relevant Student Success Topics**

**Cody Canning, Anna Canning, Kaitlin Hublitz, and Lorena Lechuga-Guiterrez**

#### **Academic Transition Programs**

The purpose of this project was to assess student perceptions of relevancy regarding common topics in ATP's first-year student success courses in the fall of 2016: NAU 100: Transition to College, NAU 120: Study Skills and College Success, and NAU 130: Back on Track. Ultimately, the study was designed to gauge student perceptions of topical value and, therein, guide curricular development, topical expansion, and curricular emphasis. In each course, students were given a voluntary, extra-credit opportunity to complete a survey constructed using Likert scaling, a bipolar scaling methodology wherein students responded to statements with a range of agreement. Additionally, students were given an opportunity to provide open-ended feedback on topical relevancy and to make suggestions for additional topics for future curricula. These surveys were constructed and delivered using Google Docs and were administered to students at the conclusion of the student success course (the final week). Results indicate that students tend to value topics around non-cognitive skills (soft-skills) in particular, such as stress management, emotional intelligence, and healthy relationships. Also, students also tended to value traditional student success topics such as Time Management. At this point of data analysis, to our surprise, it appears that students were less interested in topics of growing popularity such Mindset Theory. These results will be used to guide programmatic and curricular discussions for future course evaluations.

### **NAUTeach Retention: Efforts and Results**

**Sharon Cardenas**

#### **Center for Science Teaching & Learning**

The NAUTeach science and mathematics teacher preparation program is a Science, Technology, Engineering, Mathematics (STEM) program offered through the College of Engineering, Forestry and Natural Sciences (CEFNS) at Northern Arizona University (NAU) in Flagstaff, Arizona. NAUTeach offers Bachelor of Science degrees in STEM fields with teacher preparation. Research in the areas of college retention, program retention and retention of teachers in the teaching profession was used to guide this quantitative study of retention in the NAUTeach Teaching Career pathway from recruitment to admission in the Teacher Education Program (TEP). This study provides descriptive and logistic regression analyses of demographic, academic and engagement student characteristics within a six year population of students. Results show that six significant variables, when entered into a model, are able to predict, with 77% accuracy, who will enter the TEP and predict successful movement in the teaching career pathway through the NAUTeach program. An analysis of these data is useful to the NAUTeach program, and potentially to other UTeach Replication programs, for the identification of variables useful in predicting retention of students in STEM teaching programs.

### **Assessing Student Learning Outcomes Across a Curriculum**

**Jacqueline Church, Heather Neumann, and Jessica Sargent**

#### **English Department, Program in Intensive English**

The introduction of new student learning outcomes for accreditation purposes at NAU's Intensive English Program caused a shift in the program's assessments. The design of the assessments changed according to the new student learning outcomes. Giving feedback on performance on each outcome is useful for many stakeholders (Brown & Hudson, 2002). Students are able to understand how their learning is being assessed, which may enable them to develop the ability to assess their own work (Assessment Reform Group, 2002). Teachers also benefit from feedback at the student learning outcome level, as they will be able to modify their instruction as needed (Brown & Hudson, 2002). Likewise, administrators can view results on the level of student learning outcomes, particularly if they are working on curriculum development. For programs introducing new student learning outcomes, this feedback on student learning outcomes provided by the assessments proves valuable for refining the outcomes. Incorporating assessment information with feedback from classroom teachers, we have been able to improve the student learning outcomes to properly reflect the language goals and objectives for the program and the courses (Nation & Macalister, 2010). This presentation will describe the methodology used in introducing new student learning outcomes, the changes made for language assessments, and the role of feedback in modifying the student learning outcomes.

### **Your GPS Comments at Work: Engaging Students through Academic Peer Mentoring**

**Samantha Clifford, Jennifer Koshnick, Evin Deschamps, and Jared Hopkins**

#### **Student Learning Centers; EMSA Analytics & Assessment**

The purpose of this poster is to present what we have learned about engaging with first time, full time students who are academically at-risk. By using quantitative assessment we were able to assess the effectiveness of our marketing and outreach strategies and learn that outreach based on concerning GPS comments was the most effective way to engage students with the

program. Quantitative assessment was also used to determine the correlation between receiving phone outreach from the Academic Mentoring Program and using other SLC academic support services (tutoring, SI, etc.), which affirmed the utility of phone calls and voicemails. Qualitative self-assessment was used with students to identify study skills for improvement which helped shape mentor training and marketing topics. Fall to Spring retention outcomes will also be included as they initiated questions for us with regards to how the program should be assessed moving forward since GPS messages provide a reactive, not proactive, point of intersection with the program. The results of our assessment efforts this year have proven that the program is being well-utilized and that outreach based on GPS comments is the most effective way to reach academically at-risk students, which we hope can encourage the culture of GPS use on campus. What we are learning about the study skills needs of students is then used to refine outreach techniques, which we hope will result in more students using the program in the future.

### **Moving Forward: Using Staff Perspectives to Improve Campus Partnerships and Visibility**

**Amanda Cornelius, Esther Cuellar, and Hannah Janiec**

#### **Office of Scholarships and Financial Aid**

The Office of Scholarships and Financial Aid (OSFA) sent an online survey to our EMSA partners and a few offices with whom we work closely, asking folks to provide feedback on our service and collaboration. In order to guide our department's strategic plan for the upcoming year, we called this an environmental survey which focused on personal opinions of our interactions with various departments and how our customer service and processes are perceived. The results were mixed, providing us with a list of what we do well and identifying the opportunities for improvement. The management team was able to take this feedback and use it to drive our interactions with our campus partners. We now have department-wide initiatives to create more user-friendly information about our programs, re-structure our communications with campus staff, and assume positive intent in our daily interactions.

### **Confronting Burnout and Stress in NAU Physical Therapy Students at the Phoenix Biomedical Campus**

**Linda Denney**

**Petra Williams, Tiffany Riesenber, and Karissa Walker**

#### **Physical Therapy**

Mental health issues, including burnout and emotional distress, are highly prevalent in the medical school field, and attention is constantly growing regarding effective interventions. These issues can have adverse effects on students that lead to decreased empathy, increased depression and anxiety, and even decreased patient outcomes and job satisfaction following school. A study by Cornwall et al. found that physical therapy students also experience a decline in their overall health and wellbeing through increased scores on the Depression Anxiety and Stress Scale (DASS-21) and Oldenburg Burnout Inventory-School (OLBI-S) over the course of the spring semester. We further examined this data by looking at relationship between DASS-21 and OLBI-S scores with the amount that students spend time with friends and family and how often they seek help from outside sources. Analysis was performed with t-tests and 2-way ANOVAs, and Chi-squared analysis was performed to determine whether participation in these activities was related to a change in DASS-21 or OLBI-S categories. Overall, we found that students who decreased their time spent with friends tended to have higher depression, anxiety, and stress scores and were correlated with larger increases in these scores than students who maintained or increased their frequency. Although DASS-21 and OLBI-S scores increased over the semester, not enough students sought outside help for further analysis to be performed in this activity. We also performed a literature review on current wellness programs and interventions to in medical schools to examine the efficacy of such programs. Several of these interventions appear to have a positive effect on student mental health. Due to the increased prevalence of anxiety, depression, and burnout in physical therapy students at NAU, we propose that one or more interventions be offered to the NAU Physical Therapy Program at the Phoenix Biomedical Campus to promote mental health and wellbeing.

### **NAU's Efforts for Reaccreditation by the Higher Learning Commission**

**K Laurie Dickson and Becky Butcher**

#### **Vice Provost - Teaching, Learning Design and Assessment**

Accreditation provides public certification of acceptable institutional quality and an opportunity for critical self-analysis leading to continuous improvement. Additionally, the U.S. Department of Education uses accreditation as a basis for their determination of institutional eligibility for participating in various federally funded programs, including Title IV federal financial aid to students. NAU participates in the Higher Learning Commission's Open Pathway model which includes Quality Initiative and Quality Assurance processes. This poster provides an overview of the accreditation process and describes NAU's efforts to prepare for our re-affirmation of accreditation while highlighting the important role that assessment has in accreditation.

## **Native Bridge to Success Program: A Four-Day Residential Program for Native American, Alaskan Native and Native Hawaiian Freshmen**

**Sharon S. Doctor, Andrea Sequaptewa, and Simon Chief**

### **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 to "jump start" their first year at NAU, aligning them with peer student mentors, staff, key support services, and programming to cultivate college success and encourage parent participation.

Methodology: Working in collaboration with the EMSA Communications Team and Undergraduate Admissions, new incoming students were identified and recruited via direct marketing strategies, campus visits and department web page. Our goal was to have 50 students but had a total of 48 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, etc.) and visiting key campus departments as resources. At the conclusion of program, students were given an overall program evaluation to complete to provide recommendations. NASS conducted one pulse survey in October 2016 and survey consisted of four questions to learn if the program helped the new student with their transition to University life. Two questions were open-ended and the other two questions used Likert scales. Results/Findings: 1) Based on Pulse Survey results, NASS learned that 42% of the respondents (26) met with at least one friend made while attending the program "all the time or often". 2) Based on student program evaluation feedback, NASS had some positive student learning and developmental outcomes that we plan to highlight in the poster. 3) Some of the Bridge students became part of the NASS Scholars program or the NASS Connections program and Peer Mentors remained in contact with their Bridge mentees. Conclusions: We plan to use the results from our surveys and evaluation to continue to improve programming for the 2017/2018 programs.

## **Assessment of University Writing Commons Appointments**

**Chase Edwards, Beth Anderson, Rylan Shannon, and Yani Shao**

### **Interdisciplinary Writing Program**

This project uses quantitative and qualitative data to assess the one-on-one writing appointments held at the University Writing Commons sites at Northern Arizona University. Methods include a review of the data collected from student exit surveys, Writing Assistant appointment checklists, English 100 weekly reports, and student reflections. Our findings illustrate students from a variety of programs on campus are overall satisfied with their appointments, Writing Assistants are actively tailoring sessions to meet the needs of students and their assignments, and students of both one-time and recurring appointments are able to transfer the skills learned in a session to other papers and other forms of writing. This assessment also found the top three Colleges using the University Writing Commons are CAL, SBS, and CEFNS. In the 2017-2018 school year, the University Writing Commons plans to collaborate with more STEM courses and programs on campus, and this data will be used to develop marketing campaigns encouraging more students in STEM to visit the Writing Commons.

## **Enrollment Cycle: Evolution of the Class**

**Chad Eickhoff**

### **EMSA Analytics & Assessment**

The purpose of this project was to illustrate how the demographics of the incoming First Year class changes throughout the admissions cycle. This was accomplished by pulling frozen data from the admissions cycle, and calculating the daily proportions of deposited students. The data identified segments of population that tend to deposit later. This knowledge is essential for managing expectations and predicting outcomes.

## **Rethink Possible's Impact on Major Declaration, First-year GPA, and Retention**

**Lauren Figueroa, Alicia Krzyczkowski, Paul Deasy**

### **UC 199, USC 150**

The purpose of this project is to investigate the impact of Rethink Possible (formerly UC 199) and a subset course, Making Major Decisions on major declaration, first year cumulative GPA, and first-time, full-time student retention to the second year. The sample under study was fall 2015 undergraduate freshman cohort on Flagstaff Mountain Campus and includes both part-time and full-time students. This provided a sample of 4,846 students. We assessed whether UC199 enrollment is associated with declaring a major/changing one's declared major using a logistic regression; likewise, a logistic regression was used to assess UC 199 enrollment's impact on retention. An Ordinary Least Squares regression was used to assess the impact on first year cumulative GPA. Results revealed that students who took Rethink Possible ended their first year made statistically significant gains in likelihood of declaring/changing majors by second semester, garnering a higher GPA than matched non-participants by the end of their first year, and retention to their second year. Future directions (beginning fall 2017) include targeted outreach and enrollment strategies for at-risk subsets of the first-time, full-time student population, and curricular refinement to best serve these populations.

## **Eating on Campus Affects Quality of Life at Northern Arizona University**

**Casey Fisher**

### **Campus Dining - Sodexo**

Thousands of students on Northern Arizona University's Flagstaff campus purchase meal plans beyond their first year. Many of these students live on campus in university owned housing, some in partnered housing, and others live off campus. The goal of this project is to determine what affect, if any continued participation in meal plans and regular use of retail and resident dining locations on the NAU campus has on quality of life indicators, experiential and learning outcomes of students. Through an analysis of data collected in the university's annual Student Learning Outcomes survey and the National Association of College and Food Services Customer Satisfaction Survey, a picture begins to emerge illustrating how students' dining choices may impact their overall experience, health, and learning at Northern Arizona University. Additionally, some valuable insight is gained that will guide decisions being made about foods offered, product placement and communications strategies aimed at nudging students toward healthier choices.

## **From Popular Hashtag to Successful Yield Event: #NAUSaidYes Day**

**Sara Jean Gilbert, Jennifer Gargano, and Marian Griffin**

### **Undergraduate Admissions and Orientation**

#NAUSaidYes was born from a marketing idea to add a little flair to the letter students who are admitted to the university receive in the mail. Since its addition to the admit letter, #NAUSaidYes was born and became a very popular hashtag to post on social media. In 2015 the idea was sparked to create an Admitted Students Day event and it was decided that the event should be called #NAUSaidYes Day where we would provide unique event content and experiences. It was easy to spread the word about the event by word of mouth as it became more popular and eventually the social media presence of #NAUSaidYes Day grew as well. Utilizing the data gathered from the #NAUSaidYes Day event satisfaction survey we will show the yield of students accepting their offer of admission during the event and shortly following the event have grown consistently. We will illustrate that participants enjoyed their time on campus during #NAUSaidYes Day and our successes have resulted in an increased number of these on-campus yield events. Methodology: Utilizing quantitative and qualitative data from event satisfaction from events that took place in 2016 and recently in spring of 2017. We will show overall yield numbers are due to our providing a stellar event that allows prospective students and families to learn more about NAU, visit campus, tour residence halls, select their rooms in on campus housing, and take care of next steps. #NAUSaidYes Day is a popular event; there are improvements that will be made in the overall agenda and what we will offer in terms of completing next steps. Regardless of the improvements needed, this event is successful based on the data and based on the percentage yield in new student enrollment deposits.

## **Assessing Program Outcomes of the MED CTE degree**

**Nicole Hampton and Monica Ulich**

### **College of Education, Educational Specialties**

The MED in CTE degree was one of the earliest programs at NAU to establish program outcomes and a curriculum map. The CTE program utilizes an end of program exit oral exam (required for graduation) for assessment. The oral exam questions are intentionally aligned with program outcomes to produce reliable data. Data from oral exam results has been collected and analyzed continuously beginning in spring, 2013. Results from this analysis are used for program evaluation and ongoing improvement efforts by department staff. Exams are held three times per year. At least two faculty members are present and use a scoring rubric to evaluate each question with a score of 4 (exceeds), 3 (meets), 2 (needs further study), or 1 (no pass). Scores are then averaged and students are notified if there are deficiencies. Students who score "needs further study" are given a conditional pass with the opportunity to submit additional information in writing within a specified time frame. Students who "fail" question(s) must return the following semester to retake the failed question(s). Quantitative data is collected for each exam question, including calculating an average score to determine student success on each question (how many exceed, how many pass, how many conditionally pass, and how many fail). Follow-up data is maintained for pass rates for retake attempts. Four years of data has been collected and analyzed. The raw data representing the combined exams from every semester in those four years will be presented. Graphs of data for each program outcome have been created and will be displayed on the poster. The results are used for program evaluation and improvement. Annual analysis of results has led to assignment modifications in core classes and recently the exam itself was targeted for review/modification to address continued concerns with one question.

## **The One Stop Model: Positive Impact on Student Success**

**Erik Johnson, Emily Schlittenhart, Andrea Graves, and Matt Tantau**

### **Enrollment and Student Services**

The Student Solution Center and the Student Service Center investigated various data as key performance indicators to determine how well the new One Stop Model serves student success. Data resources from AY2015-2016 and AY2016-2017 include PeopleSoft, Salesforce CRM, Touchpoint QMS, and Key Survey. Quantitative data reviewed include the Tuition Payment Plan, Financial Service

Indicators for students with a past due balance >\$500 preventing enrollment, and Salesforce case resolution rates. Qualitative data reviewed include in-person and phone interactions between students and parents and full-time and student staff. Qualitative data resources include survey responses from Freshman Orientation and NAU Said Yes Day events and service quality metrics from recorded calls at the Solution Center. Outcomes demonstrate areas for continued development and overall that the One Stop Model integrated customer service, functional area cross-training, and multiple communication formats are contributing a positive impact on student success.

### **Academic Burnout among Doctoral Physical Therapy Students over a Semester**

**Alexa LeMay, Petra Williams, Holly Carroll, Lorie Kroneberger, and Mark Cornwall**

#### **Physical Therapy and Athletic Training**

Academic burnout is a syndrome of Exhaustion and Disengagement in response to chronic, overwhelming school life demands. Exhaustion is feeling overextended and depleted of energy while Disengagement is feeling detached and indifferent to coursework. The purpose of this study was to measure the level of academic burnout in NAU Doctoral Physical Therapy (DPT) students during one semester. DPT students in January and May of 2016 (n=163) completed the Oldenburg Burnout Inventory-School (OLBI-S) which assesses the two aspects of burnout, Exhaustion (EX) and Disengagement (DIS). The score distributions for EX and DIS from the semester start were used to identify "low," "average" and "high" scores. Students with "high" scores for both EX and DIS have burnout. Score changes and differences between genders (55 men, 108 women), age groups (n=33), class year (year-1: 86, year 2: 69) and campus (75 Phoenix, 88 Flagstaff) were analyzed using paired t-test and 2-way mixed model ANOVA. Burnout scores increased over the semester (p=0.000). The percentage of students with burnout increased from 17% to 38%, "high" Disengagement increased from 13% to 37%, "high" Exhaustion decreased from 13% to 2%. Those without burnout decreased (57% to 22%). Students over 25 were more disengaged (p=0.002) and exhausted (p=0.002) than students under 25. Year-2 students had more disengagement than Year-1 students did (p=0.000). Students at PBC were more disengaged at the semester end (p=0.012) and had more exhaustion during the semester (p=0.004). Females were more exhausted than males (p=0.042) at the semester end. Academic burnout in NAU DPT students increased during the semester and varied by age, gender, academic year, and campus location. Academic burnout can have negative effects on performance and may directly influence the teaching-learning process. It is vital for DPT educators and students to be aware of signs of academic burnout to identify those who may need support.

### **Student Rights and Responsibilities**

**Jonathan Long and Miriam Syers**

#### **Office of Student Life, Student Rights and Responsibilities**

Of the several areas within Student Life, the role/function of the Student Rights & Responsibilities is often misunderstood. As a dynamic team of professionals, we work closely with multiple campus entities to enforce the NAU Student Code of Conduct. But beyond that, we play a much broader role in encouraging the development of students as adults, and assisting the entire campus in the retention, persistent and timely graduation of our students. In addition, from a philosophical standpoint, our aim is the educational, intellectual, personal, social, and ethical development of students. We strive to empower them to understand both the rights and responsibilities of being a contributing member of the NAU community. Ultimately, our data demonstrates that we are making positive strides in all of these areas.

### **Peer Jacks: A Look at Lounge Space Use**

**Monica Manzur, Erika Stahl, and Stephen Hosburg**

#### **Peer Jacks**

Peer Jacks strives to assist first year students with their transition to university by focusing on the goals of creating a sense of belonging, knowledge of campus resources, personal values & goal alignment and demonstrating academic success strategies. Peer Jacks assists program participants achieve these goals by matching students with a mentor for individual meetings. Our lounge area offers a friendly environment for students to make meaningful connections. Offering resources such as computers, printer, comfortable seating or television creates an inviting space for students to foster a sense of community. EMSA Assessment and Analytics will assist in determining if there is a correlation with lounge use and success. Data will be gathered using two surveys that will be sent to all program participants, Enterprise Reporting and published articles. A high correlation between lounge use and success will demonstrate the need for a space where students can feel safe and they belong. The degree to which students feel they have reached the four program goals is how success will be measured.

### **Improving Healthcare at NAU One Test at a Time**

**Amy McCoy and Benjamin Keeler**

#### **Campus Health Services**

In an effort to improve medical services to our students, staff and faculty, Campus Health Services Laboratory has endeavored to explore various laboratory tests that can be completed in-house instead of sending them out to other labs. Most recently, the Laboratory at Campus Health Services has started using a new Herpes Simplex Virus molecular testing machine that can be done right here on campus. This new machine can test patients for several types of the herpes simplex virus and is considered the 'gold standard' in the medical field. The test has also reduced the time results are reported from up to five days down to one hour and reduced the cost of the test from up to \$250 down to only \$45. This is a wonderful example of the health care triple aim of higher quality, happier patients, and lower costs.

### **Campus Recreation - Life in Motion**

**Kelley McKee, Rhonda Powers, Mike Przydzial, Paul Rehn, Angie Elgin, Jamie Flood, Vicki Adair, Andy Bassett, Erin Kelly, Clint Rose, and Anita Burns**

#### **Campus Recreation**

For the last three years, Campus Recreation has uniquely engaged an average of 80% of our student population. The desired outcome of the Campus Recreation poster/video is to tell the story of how our department, programs and services work as a catalyst to inspire Life in Motion for our students, faculty/staff and community. Qualitative and quantitative data will provide the results for our total reach while highlighting student engagement and areas of improvement. Programs/services that will be providing specific data and results are Aquatics, Climbing Wall, Challenge Course, Fitness & Wellness, Informal Recreation, Intramural Sports, Member Services, Outdoor Adventures, Sport Clubs and Student Employment. Our story will celebrate Campus Recreation's collaborative journey of Life in Motion!

### **ENG 107 - A New Developmental Writing Program Model**

**Linda Neff, Rachel Koch, Suzanne Pieper, and Stephanie McCarthy**

#### **Office of Curriculum, Learning Design, and Academic Assessment; Department of English; e-Learning Center**

Developmental education may be one of the largest obstacles to success in higher education. Each year roughly 400 Northern Arizona University students are deemed underprepared for college-level English and are placed into developmental (also known as remedial or basic-skills) courses. Guided by recent research, NAU is moving away from ineffective "remedial" models and moving toward some "newer" developmental education models. This presentation presents a statistical portrait comparing program completion rates and average ENG 105 course grades for students enrolled in the "old" basic-skills, prerequisite developmental model to the "new" co-requisite developmental writing program model. Controlling for core HS GPA, ACT/SAT composite scores, ethnicity, Pell eligibility, AZ Residency, and gender, a matched comparison between ENG 107 participants and non-participants from the past four years indicated that participants of the new model had a higher developmental education completion rate, a higher ENG 105 success rate, and a similar ENG 105 average course grade compared to non-participants. Our research also suggests that NAU might want to revisit how students are placed into ENG 105.

### **Paws Your Stress - Relieving Student Stress with Therapy Dogs**

**Jack Nguyen**

#### **Health Promotion; Campus Health**

**OBJECTIVE** Paws Your Stress is an event that aims to reduce student stress levels by participating in various stress reduction activities, including interacting with therapy dogs. **BACKGROUND** According to the Spring 2015 ACHA-NCHA survey for NAU students, about 55% of students reported experiencing more than average to tremendous amounts of stress. It is important to note that: •88% of students reported feeling overwhelmed by all they had to do •59% of students reported feeling very lonely •47% of students reported feeling hopeless •65% of students reported feeling very sad. Once a month, students can attend Paws Your Stress, where Health Promotion collaborates with Pet Partners of Northern Arizona to have therapy dogs, in addition to other stress relief activities, such as meditation, mandala coloring, and Stressbusters back rubs. **METHODS** Students are required to take a pre-survey and post-survey which rates their stress levels on a scale of 1-5 (5 being the highest amount of stress). **RESULTS** Paws Your Stress started Spring 2016 and each month since then, over 150 students attend and relieve their stress. There have been significant decreases in student stress levels after attending Paws Your Stress. Students also learn new stress relief methods and report being committed to doing a new stress relief activity. **USE OF RESULTS** The Health Promotion Office hopes to continue having more effective programs, such as Paws Your Stress to relieve student stress. By reducing student stress, ultimately, there will be an improvement in overall health, academic performance, and retention.

## **BASICS Feedback: Counseling Services Implements a New Program for AOD Diversions**

**Hannah Nunez and Megan Gavin**

### **Counseling Services**

Counseling Services has been offering an educational diversion program (Healthy Choices) for alcohol and other drug related violations for many years. As the campus population has grown, the number of referrals to Healthy Choices has increased substantially, and given that the program was relatively cumbersome and time-intensive for staff, a change needed to be made. In the fall of 2015, Counseling Services implemented BASICS Feedback, an evidence based educational program that conveniently allows participants to complete their assessments online so that they can be scored automatically, which reduces the amount of preparation time needed by staff. Participants are then provided with personalized feedback related to their use of alcohol or marijuana, and, in an individual session, are engaged in a conversation about their desire to make changes. This poster will show that the implementation of BASICS Feedback at NAU is correlated with a subsequent reduction in recidivism rates, an increase in positive behavioral changes, and has been effective in managing the increased demand for AOD diversion programs on campus.

## **Using Authentic Assessment to Assess and Improve Student Learning in NAU's Liberal Studies Program**

**Sue Pieper and Jeff Berglund**

### **Office of Curriculum, Learning Design, and Academic Assessment; Department of English**

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 summarize NAU's first attempt to use authentic assessment to assess the Liberal Studies Essential Skill of Effective Writing. The 2016-2017 pilot 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. Based on what we learned regarding the benefits and challenges of authentic assessment from the pilot experience, the Effective Writing assessment will be implemented full-scale in 2017-2018 along with a pilot of Effective Oral Communication.

## **Who Are Survey Respondents at NAU?**

**Nick Rathbone**

### **EMSA Analytics & Assessment**

Surveying college students remains one of the most effective ways to get large amounts of feedback despite lower than desired response rates. In fact, according to the results of the 2016 National Survey of Student Engagement (NSSE), out of the 503 institutions that participated, the average overall response rate was less than 30 percent. This, plus recent research suggesting a growing number of students only partially complete surveys (Lipka, 2011), represents a concerning trend for quality data collection and reliable assessment-based decisions nationwide. This project explores response rates and completion of surveys by students at NAU. I analyzed data across multiple surveys and years, looking for common factors associated with survey respondents. Specifically, I examined student demographics and academic characteristics in relation to response frequency for First-Time, Full-Time (FTFT) freshmen at NAU. Future research projects could expand upon these findings with users of student services to identify students who are not engaging with the university.

## **It's About Educating...Not \$**

**Erin Stam, Darby Garcia, William Vicente, and Paula Pluta**

### **Parking and Shuttle Services**

Parking and Shuttle Services is often accused of issuing citations for the money. There is nothing further from the truth. Our goal is to educate and ensure compliance with department policies. The Diversion Program was created in Spring 2016 in an effort to educate and improve compliance. Individuals complete an online class and must pass a test with 80% or better to have their citation fine waived. We will share the elements of the program, the challenges we encountered in the first year and success of the program.

## **Competitor Analysis**

**Theo Trotman**

### **EMSA Analytics & Assessment**

Over the past few years, NAU has heavily invested in being more effective and efficient in our admission and recruitment efforts. A good practice that has assisted us in reaching our enrollment goals is being able to identify our top competitors for prospective freshman as well as transfer students. This Tableau dashboard identifies our top competitors based on the total number of Fall 2016 admits who didn't enroll at NAU for the respective term but enrolled at a 2-year or 4-year institution, according to National

Clearinghouse. This presentation also provides who are competitors when the data is segmented by demographics or academic attributes. The aim of the dashboard is to show that NAU's top competitors for prospective freshman is 2-year institutions collectively even when segmented across the board. Additionally, as our recruitment efforts saturate the state of Arizona, our recruitment in WUE as well as non-WUE states become more vital and it would be beneficial to proactively identify the top out-of-state competitor institutions.

### **Targeting Risk & Intervention**

**April Tuomi and Melissa Welker**

#### **Academic Affairs; Student Affairs; Information Technology Services; Institutional Research and Analysis**

Through flexible tools and technology, students will experience the streamlining of information and business process across campus. Allowing for an equitable and personalized engagement between staff and faculty. Using research from the Community College Research Center (CCRC) the iPASS grant requires universities to create an "integrated advising strategy that leverages technology to enhance the student experience" (achievingthedream.org). The approach relies on transformation of four support areas: academic and career planning, counseling and coaching, targeting at risk intervention, and transfer articulation. By renovating the work in these four pillars, CCRC believes that college personnel will then provide personalized support to students and allow the staff member to focus on student success. Since September 16 there have been 110,000 advising touchpoints on campus. The student service center has opened 10, 253 cases with an average close rate of 1 day. Using these results as well as other initiatives on campus, we will be able to transform the way that staff and faculty engage with students on campus. By being more targeted with case management and comments captured in the system, we will be able to see how advising strategies and the streamlining of business processes across campus. We will also be able to leverage the Civitas system to gain a picture of how predictive analytics can change conversations across campus.

### **General Health Rating and Levels of Distress and Burnout in Doctoral Physical Therapy Students**

**Petra Williams, Alexia Adams, Lorie Kroneberger, Holly Carroll, and Mark Cornwall**

#### **Physical Therapy and Athletic Training**

This study evaluated the relationship between perceived general health status (GHS) with measures of distress and academic burnout in NAU Doctoral Level Physical Therapy (DPT) students during one semester. We hypothesized that high levels of distress and burnout would be related to low GHS and high levels of distress and burnout at the semester end would be related to a GHS drop. In January and May 2016, DPT students (n=163) answered "How would you rate your general health status? Poor, Fair, Good, Very Good, or Excellent" to rate their GHS and completed the Depression, Anxiety, and Stress Scale (DASS-21) and Oldenburg Burnout Inventory-School (OLBI-S). Paired t-tests, signed-rank, Pearson r and 2-way repeated ANOVA were used to explore changes and relationships between GHS, DASS-21 and OLBI-S; GHS change groups (worse, same, better); and GHS differences between genders (55 men, 108 women), age groups (<25 n=52, 25-29 n=77, 30+ n=33), class years (86 Year-1, 69 Year-2), and campuses (75 PBC, 88 Flagstaff). Mean scores for all DASS-21 and OLBI-S subscales significantly increased (p<0.05) but median GHS rating did not change (p=.233; "Very Good"). High GHS ratings were related to low scores on all subscales (p<0.05). In May, students in Year-1, Flagstaff campus, and under 25 all reported a higher GHS. Students in Year-2 class, PBC campus, and over 29 all reported a lower GHS rating (Year p=0.004, Campus p=.000, Age p=0.030). Students who rated GHS "worse" in May were more depressed (p=0.001), anxious (p=0.035), stressed (p=0.006), exhausted (p=.037) and disengaged (p=0.011) than students who rated GHS as "same" or "better." For NAU DPT students, low GHS ratings and decline in GHS rating was related to higher levels of distress and burnout in doctoral physical therapy students. Further analysis to explore factors that contribute to distress and burnout during DPT school is warranted to reduce the impact that distress and burnout can have on student health.

### **Getting to Know our Veteran and Transfer Students**

**Pete Yanka, Leslie Mitchell, JJ Boggs, and Laurie Jordon**

#### **Veteran and Transfer Services**

One the major areas of focus for our new Department of Veteran and Transfer Services is to better identify our students that we serve. Our goal was to establish a more accurate baseline in which to measure program effectiveness. The profiles focus on actual numbers of students, campus affiliation, and much, much more! Please stop by and review our newly developed student profiles for our Transfer and Military Connected Students.