

# 2023 Showcase of Strategies for Student Success

## **#GetInvolved & Build a Community: The Impact of Club Involvement on Retention**

**Amanda Tomchick, Michelle Gardner, Nancy Navarro**

The Office of Leadership & Engagement encourages NAU students to #GetInvolved by joining a student organization. With more than 400 registered student organizations, getting involved at NAU has never been easier. The Office of Leadership & Engagement's goal is to have every Lumberjack involved in at least one student organization. This poster explores the retention of first-time students who joined a club in their first semester. In addition, it looks at the impact of joining a club at any time during their NAU career on their retention. We found that students who join a student organization retain at a higher rate than their non-involved peers.

## **A Tree-mendous Effort: The Lumberjack CARE Center's Support for NAU Students**

**Amanda Tomchick, Shannon Clark, Kelly Reber**

The Lumberjack CARE (Case Management, Advocacy, Resources, & Essential Needs) Center at Northern Arizona University (NAU) provides students with support and resources in areas such as food insecurity, financial needs, and wellness. We collaborate with both on-campus and external partners to ensure that students are connected to the services that best meet their needs. Our aim is to ensure that all students have access to the resources they need to be successful and feel supported in their educational pursuits. We strive to create a safe, inclusive, and equitable environment for all members of the NAU community. This project examines the various ways in which the CARE Center supports NAU students and provides qualitative and quantitative data to illustrate engagement with our services.

## **Addressing Students' Misconceptions about SI (Supplemental Instruction) at NAU**

**Jane Gilbert, Jacob Kane, Cam Toghiani, Jacob Jaspersen**

During the Covid pandemic, the Supplemental Instruction (SI) program at NAU observed a significant shift in engagement patterns for freshman and sophomore students; in an effort to better understand the needs and concerns of post-Covid freshmen and sophomore students regarding engagement in group-based academic support, the Supplemental Instruction program conducted a series of nine focus groups with 75 S2022 students who were enrolled in BIO 181. Participants in the focus groups identified three primary areas of concern they had about attending SI sessions. Participants described: 1) a list of social concerns, 2) concerns about asking questions, and 3) misconceptions they had about the SI program. With this information, the SI program developed strategies designed to address the three concerns; the team then trained S2022 SI Leaders to use those strategies to better meet students' needs and potentially increase student attendance in SI sessions. During the S2022 semester, after training SI Leaders to address the newly identified concerns, S2022 SI attendance increased 19% over S2021 in overall visits and increased by 9% in unique students. In F2022, the SI staff again trained SI Leaders to address the same three concerns; during F2022, student attendance in SI sessions again increased, with overall attendance increasing by 37% over F2021 and unique students increasing by 27% over F2021. Additionally, 87% of F2022 SI participants surveyed indicated that their SI Leader had addressed misconceptions about SI.

## **All the Hubub for The Lumberjack Family Hub**

**Micheleen Pennington**

Families are seeking communication from universities more often than they have in the past. They want to play a more active role in helping their student on the pathway to college and helping their student be successful while enrolled. Both prospective and current students benefit from their families being engaged, with research showing higher enrollment and persistence among those with involved families. Knowing this, Parent and Family Services

and the Family Access, Communication, Transition, and Support (FACTS) program are fostering partnerships and connections with families of prospective 8th through 12th grade students and current NAU students. We aim to promote a college going culture in Arizona and help aid in both recruitment and retention through strategic initiatives. We are prioritizing access by ensuring content is available in Spanish as well as English. We've seen high engagement among families of first-generation college students and families who speak Spanish. This work supports the NAU community to contribute to supporting a college going culture in Arizona and to recruit and retain students through to graduation at NAU. One of these initiatives was launched in fall 2022, The Lumberjack Family Hub! This family portal allows us to communicate and build community with families of prospective and current students via email, e-newsletters, and a newsfeed. Through two surveys, one for current families and one for prospective families, we were able to get a baseline of what information families are looking for. We also monitor trends by tracking engagement and open rates for content. This information helps us strategically tailor our content so families feel supported and equipped to support their students. This tool and the data we are gathering will continue to allow our team to create relevant content and programming for families of future and current Lumberjacks!

## **Campus Living Impact Ed Price**

Campus Living provides housing for over 7,800 students on the NAU campus, creating a welcoming and vibrant campus living experience where students connect, explore, and belong. Campus Living implemented a Community Engagement Plan to guide intentional programming efforts in community building. Students who reside in Campus Living have higher academic success levels, stronger connections, and overall experiences compared to students who do not. Data will showcase benefits and positive outcomes for students, both point in time and longitudinally. Data sources include the Campus Living Experience survey and a companion survey for those living off campus, administered during the fall 2022 semester as well as data from the Student Learning Outcomes survey and persistence data.

## **Course Evaluation Response Analysis Crystal Graziano, Samuel Yingling**

The purpose of our poster is to explore the response rates and average scores of course evaluations by different course and faculty characteristics. We sought to understand what factors contribute to higher response rates and better question averages, as course evaluation responses help faculty improve the quality of education for students at NAU.

Our study analyzed course evaluation data extracted from CoursEval for all courses in Fall 2022. We examined response rates based on course modality, class size, survey length, level (lower division, upper division, graduate), and department/college. Additionally, we analyzed the average scores for each question on the evaluation form based on the same factors, plus instructor types (full/part time, rank).

Our findings reveal that response rates can vary significantly based on the explored characteristics. For instance, response rates were higher for courses taught in-person (48%) versus fully online (31%). An unexpected finding was that lower division undergraduate classes had a higher response rate (47%) than upper division (41.2%), while graduate courses had the lowest response rate (40.7%). Some of the highest response rates came from the classes with highest enrollment.

When looking at average scores of each question, we discovered that there is not much difference in the mean scores when the class was taught by a part time faculty member vs full time. Across the entire university, all questions had mean scores between 3.43 and 3.74 out of a max of 4 points.

Overall, our study provides valuable insights into how course evaluation responses vary based on different course and teacher characteristics. This information can be used by instructors and administrators to improve course design, teaching methods, and student learning outcomes.

## **Crossing the Finish Line: Motivating Students for Persistence and Degree Completion in Higher Education Mary Fisher**

Persistence and degree completion are critical issues in higher education, as they have significant implications

for student success and the economic and social benefits of higher education. Despite the growing number of students entering college, only a fraction of them completes their degree. This paper examines the factors that influence persistence and degree completion in higher education and provides an overview of the existing research on this topic. The paper focuses on academic preparation, financial aid, student engagement, and social and cultural factors as key determinants of persistence and degree completion. It also highlights best practices and evidence-based interventions that can support student success, including academic support services, financial aid counseling, and mentoring programs. It then concludes with recommendations for policymakers, educators, and practitioners to support student persistence and degree completion in higher education, with the ultimate goal of increasing the number of students who cross the finish line and earn their degree.

## **Data Driven Strategies for Student Success through Competency Assessment?**

**Stephanie Winters, Emily Manone, Moses Amanor**

The Tri-University General Education Assessment is a collaborative effort aimed to measure student learning in four areas: written communication, quantitative reasoning, critical thinking, and civic learning/American institutions. During the 2021-22 academic year, NAU, in collaboration with ASU and U of A, sought to answer the following question: to what extent have NAU undergraduate students achieved the Liberal Studies outcomes for written communication? Artifacts from representative samples of 700 undergraduate students (350 early and 350 late career) were collected and scored by a group of faculty raters using the AAC&U Value Rubric. Scores were analyzed and results showed statistically significant differences between early and late career students. Additionally, early and late career females scored significantly higher than early and late career males and late career Students of Color (SOC) scored significantly lower than late career non-SOC. Focus groups comprised of writing specialists from across campus were held to help researchers interpret the findings, understand the implications of the results, and develop recommendations. Recommendations include encouraging more faculty to complete the certificate in Effective Writing Instruction, diversifying course materials to better represent the voices of diverse populations, and expanding student writing support, particularly for SOC, by increasing embedded peer writing support in disciplinary writing intensive courses.

## **Does student success improve given multiple attempts on exams?**

**Ellie Blair, Gina Nabours**

Does student success improve given multiple attempts on exams? At NAU from Fall of 2016 to Spring of 2018 precalculus (MAT125) students were allowed to take multiple attempts of tests to improve scores. Since Spring of 2018 students were only allowed one attempt on tests. Post covid we wanted to know if we should bring back multiple attempts on tests in order to improve student success in MAT125. To answer this question, an analysis was performed on data from all NAU Precalculus classes from Fall 2016 to Fall 2019. The result showed that although students scores would increase from first to second attempt, the multiple attempts did not improve scores compared to only one attempt. The end result is that there is still only one attempt given on all tests and the focus on improving student success has shifted to other pedagogies.

## **Elevating Excellence through textbook affordability**

**Theresa Carlson, John Doherty**

Textbook prices have increased to around 160% over the past 20 years. On average, students at NAU pay \$900 annually for textbooks and supplies. The ability for students to access required course materials directly correlates to student success, lower DFW rates and higher retention and completion rates. Cline Library received an Elevating Excellence award to address this issue in two ways. The first is a "quick-fix" to increase library access to textbooks already in use. The second is a longer strategy of increasing faculty use of open educational resources. Thus far, the library has purchased over 100 electronic textbooks, that are used in 70 different classes and sections serving 3800 students with a potential savings of \$127,000. In addition, we have created a process for faculty to receive development grants to create original OER or adopt OER into their existing courses and have been advertising the application to different faculty and administration groups on campus.

## **Engaged Pedagogy: Inclusive Assignments**

**Stacy Murison, Jacob Lesandrini, Kama Oconnor, Steven Smith**

Student Focus: Sense of Belonging, co-creation of assignments and rubrics

Also: Teaching and Pedagogical Techniques for Inclusivity and Equity.

The purpose of our presentation is to provide practical examples for engaged pedagogy (hooks) through assignment creation, completion, and feedback for all faculty, regardless of subject area. Our First Year Seminar (FYS) team has co-authored assignments and co-created rubrics with students, as well as created practical collaborative and in-class activities to encourage students to complete assignments and foster feelings of overall student efficacy and a growth mindset.

These approaches can be used singly (for example, co-authoring an assignment) or to revitalize an assignment in its entirety (from assignment instructions to grading/feedback) through equitable and inclusive lenses. Our poster will use one case study for a complete assignment overhaul with separate handouts listing potential avenues for implementation. Practical ideas will include co-authoring instructions/prompt (hooks/Equitable and Inclusive Teaching Seminar); exercises toward project completion; collaborative work and skeletal notes (Chavez, ACUE); and halting/pausing new content the week of the assignment due date for review (Talbert).

Initial results through our PERTS surveys indicate that FYS students experience a high sense of belonging, including disaggregated data demonstrating feelings of social belonging, growth mindset, and self-efficacy for students from structurally disadvantaged races and students who experience high financial stress.

Our goal is to inspire other faculty with practical approaches for creating inclusive classroom environments. Faculty will find that employing small changes (Lang) will enhance sense of belonging for students. It is also our intention to build a community of faculty interested in engaged pedagogical practices that enhance the diversity, equity, inclusion, and justice mission at NAU.

## **First-Year Biology Bootcamp Drives Student Success**

**Benjamin Carver**

“Biology Intensive Orientation (BIO) is a one-week academic bootcamp for new students taking “”BIO 181: Unity of Life I”” administered the week before the fall term begins. This program is a collaboration between Students Affairs (SA) and the College of Environment, Forestry, and Natural Sciences (CEFNS). The program helps new CEFNS majors navigate the transition from high school to college while providing exposure to the rigor of BIO 181/BIO 181L. These gateway science classes typically have high DWF rates, especially for first-year students of color and first-generation students. The program aims to attenuate the academic “”shock”” of these classes by giving participants the opportunity to preview biology lectures and microscope labs, complete a mock exam, meet with peer mentors, form study groups, and explore both social and academic opportunities at NAU and in Flagstaff.

First Year Experience piloted this program before the Fall 2021 semester and achieved favorable results. Retention to the second year was 16.7 percentage points higher for BIO participants than matched non-participants based on a recent Student Success Initiatives analysis. Participants also received more As and fewer D & Fs in the BIO 181/BIO 181L courses than non-participants. The impact of the program was especially profound for first-generation and historical minoritized groups. The latter group closed the academic achievement gap with white non-participants as measured by percentage point differences in DF rates, A rates, and fall-to- spring retention. First-generation participants also enjoyed a notable lift in A rates (+16.4) and concomitant declines in DF rates (-13.1) in BIO 181. These outcomes directly support the Strategic Roadmap’s emphasis on inclusive academic excellence and closing academic achievement gaps in NAU’s diverse student body.”

## **Fostering a Culture of Equity-Mindedness with Data, Inquiry, and Action in the First-Year**

**P. Cody Canning, Melissa Westover**

Both in my leadership of FYS and FYLI, my colleagues and I have worked to foster a culture of equity-mindedness with data, inquiry, and action in service of first-year student success. Equity-Mindedness is drawn from the literature and work of Bensimon et al. in affiliation with the Center for Urban Education at USC. Five basic principles guide equity-mindedness: 1) race consciousness, 2) institutional focus, 3) systemic awareness, 4) evidence-based, and 5) action-orientation. Equity-mindedness requires a practitioner to take responsibility for student success outcomes while also embracing a sort of critical, reflective stance towards one’s work. It is a space of action, yes, but it is also a space of curiosity and non-judgment.

The purpose of this poster presentation is to share various methods for using data to foster Equity-Mindedness:

exploring course outcomes, using student experience data, and making inquiry close to practice. For many faculty in FYS and FYLI, these data sources and the work of equity-mindedness have inspired significant gains in student pass rates as well as the closing of equity-gaps in first-year classes.

To be sure, this presentation is exploratory in nature and is designed to foster dialogue and discourse around how data can be used to spark dialogue, reflection, and compel institutional actors to take more responsibility for creating equitable spaces. Instructor-level data will be provided but no programmatic assessment can be offered yet.

## **High-Impact Learning through Accessible Entrepreneurship**

### **Curtis Smith**

“In Fall of 2022 we launched a student small business and startup development program. 25 students from all majors and backgrounds have joined and we’re growing (now at about 30). We host monthly student popup markets on campus and students have transacted thousands of dollars with 100% of revenue going to students. These students often make over \$30/hour with “side hustles” that fit around their school schedules.

But the money is just a byproduct; this program is high-impact learning in action. Students attend regular mentoring sessions where we meet each student at their level, ensure they are prioritizing school. They do research, prep, and put into action what they’ve learned and work toward goals like the next popup market. As they apply their talents to their side businesses they learn to think critically, solve problems, persevere, network, take initiative, work with minimal supervision, manage time and budgets, communicate, weather rejection and disappointment, and a host of high-demand, broadly transferrable skills.

And we teach students how to synthesize this experience with their studies and career aspirations. They naturally gravitate toward ventures aligned with their talents and studies. We encourage this. We help them build resumes, set up LinkedIn profiles, and we connect with Career Development. Our goal is for them to combine entrepreneurial skills/mindsets with their studies so they can better leverage their degree to make more impact in their lives and in the community.”

## **In-KOGNITO: Student Affairs Student Staff on the Frontlines of Mental Health!**

### **Jermaine Barkley**

Research shows us that some of the most effective modalities of health education come in the form of peer-to-peer education (Hunter, 2004). By mandating the completion of Kognito for Student Affairs Student Staff, we can engage a wide base of students to both model healthy behaviors and as well as support student mental wellbeing in their capacity as peers. Outcome data indicates student participation in Kognito increases confidence in the ability to take care of one’s own mental wellbeing, as well as serve as supports during mental health crisis for peers. Measuring confidence through pre and post surveys, data shows over 80% of participants rating their confidence in key competencies as high to very high after completing the program - an increase across all measures. Through this program, we are able to support student wellbeing by increasing the network of gatekeeper supports fully confident in their abilities to intervene by 217 students.

## **Introducing Fully-Adaptive Courseware in MAT 108: Impact on Student Success Rates in the Course**

### **Sarah Watson, Gina Nabours**

MAT 108: Algebra for Precalculus has historically had student success rates consistently range between 50-70%. In Spring 2022, faculty in the Department of Mathematics and Statistics offered a pilot version of MAT 108, incorporating adaptive courseware. The purpose of this pilot was to see if this new courseware could better support students with varying degrees of mathematics knowledge and allow students to experience success regardless of their initial knowledge base. Learning from the Spring 2022 pilot, the course coordinator implemented a fully-adaptive course design for the Fall 2022 semester.

In Fall 2022, the class meeting pattern for MAT 108 increased from one 75-minute meeting to two 75-minute meetings each week. One class meeting occurred in the Lumberjack Mathematics Center Lab where students were able to work on whatever course content the courseware determined they were ready to learn. Instructors were then able to run reports for their specific course sections that informed them of different topics to focus on during

their classroom meeting. This allowed instructors to support their students where they were and not force them to master certain content at a certain time. All assessments became cumulative with an emphasis on content knowledge growth throughout the semester as opposed to traditional assessment approaches.

As a result of this adjustment, pass rates for in-person sections of MAT 108 reached 80%. There was also an increase in the number of students successfully finishing the course early, allowing them to potentially complete two math courses in one semester. These results show introductory math courses do not need to keep students from successfully progressing in their chosen degree plan. We believe this course design approach could be applicable to other introductory courses where faculty experience a wide range of skills and struggle to meet individual student needs. We will share disaggregated success rates and discuss challenges.

## **Jacks Online: Mental Health & Crisis Response**

**Taylor Swenson, Erika Hailes**

Jacks Online is a peer mentoring program that focuses on the success of first time, undergraduate online students at NAU. Our team is dedicated to provide support and resources that help students navigate a new university. Upon reviewing the results of our fall beginning of semester survey, our team realized that many new online students requested mental health support. From that need, our team conducted targeted outreach and our staff put together staff trainings and support documents to help mentors have quality conversations with students regarding their mental health. By consulting with the CARE team on campus, attending mental health trainings organized by Health Promotions, and having deep conversations with our staff, the Jacks Online team developed a Mental Health First Aid Decision Tree for mentors to utilize with students who may be in crisis. We designed this tool to be a support for mentors who may need it when talking virtually with students in distress. The administrative staff have developed a process in which we can support our mentors having these heavy conversations, and we have a record-keeping document to track how often/when these conversations occurs. We expect that our mentors will feel more equipped to navigate difficult conversations with students and that students will receive warm handoffs to other professionals on campus who can support their mental health needs.

## **Leveraging the NAUgo app to increase engagement and involvement**

**Patty Allenbaugh**

Our submission will show that NAUgo has the capacity to build campus connections and engage students like never before. Our approach includes getting student feedback from user testing, polls, surveys and focus groups to determine what content our students need. Recent upgrades integrate academic information, class schedules, and advising contacts. Students use the app to access to dining locations and menus, campus events, maps, other students, faculty, and staff as well as to get support when they need it. We will show analytical data on the increased usage and performance of the app since it's relaunch in 2018. Also included in our submission are app achievements, student accolades, and a summary of our 2023 roadmap.

## **Looking at the Military Connected Community through the lens of Student Learning Outcomes**

**Pete Yanka, Laurie Jordon, Zach Hamilton**

The Department of Veteran and Military Services will be sharing aspects of the Military Connected community regarding key learning outcomes within framework of Student Learning Outcomes. This will include an overview of the demographics of the most diverse student community that NAU serves along with strategies for success in engaging our student community.

## **Mental Health Matters**

**Matt Van Schoick, Carl Dindo**

Student counseling services are vital in addressing the mental health needs of students. These services allow students to talk with professionals trained in addressing the complex issues that students may face, including anxiety, depression, and stress. Counseling services can also assist students in developing healthy coping mechanisms, which can positively impact their academic and personal lives. Moreover, counseling services can be a source of support for students experiencing personal crises, such as relationship problems or family issues. Therefore, providing counseling and mental health resources and promoting a culture of care are critical for the

well-being of higher education students. These efforts not only benefit the students themselves but also positively impact their academic performance, the campus community, and society as a whole. As such, higher education institutions must prioritize and invest in student mental health and counseling services.

NAU Counseling Services evaluated satisfaction and usage data for Jacks Care, Counseling Services Contacts, and CS website usage. Our research shows that around 10% of students will likely seek mental health support this year through Counseling Services or Jacks Care and over 10,000 users have already visited the Counseling Services websites. Our satisfaction survey data shows that students feel Counseling Services is a safe place to meet with counselors that understand who they are as individuals and are able to help students reduce stress and succeed.

Counseling Services uses this data to best ensure students feel CS understands their needs and is willing to meet them where they are at. Our data shows that students are not only utilizing services in-person, on-online, through chat and on the website, though are also satisfied with our services and are getting their mental health needs met. This provides evidence to continue to grow and expand the programs that CS offers in hopes of being able to reach even more students in the coming months.

## **NAU's first Diversity and Inclusion course in STEM field-- AST210: Celebrating Diversity in Astronomy**

**Lisa Chien, Aidan Madden-Watson, Joseph Green, Jarod Despain**

NAU's pioneering course focusing on Diversity and Inclusion in STEM field was offered for the first time in Spring 2022. Course topics include stereotypes, implicit biases, professional studies regarding workplace, hiring and promotion, retention etc., current issues and systemic problems such as the inequality of Nobel Prize recipients, NASA's past policy about LGBTQ+ employees, and recent debate of naming the JWST. We also highlight individual astronomers and STEM professionals with diverse backgrounds in the history. In order to feature local representations and current progress, many local astronomers and scientists with diverse backgrounds are invited to class. For assessment, student groups are assigned an interview project, with the intention that this project can help students experience the problems and/or the progress more personally (if not already), as well as build rapport for each other. Overall, this course was very well received by students, and some responses include-- "Inclusion is important to success", "I have learned to view and respect others' backgrounds and beliefs", "The world is far more colorful than the books ever implied", "Make your voice heard", and "I personally must involve myself".

## **Optimizing NAU's Indigenous Community with the 4 R's**

**Sharon S. Doctor, Sarah Chatter, Tracey Begaye, Matthew Greyeyes, Michael Ada Villagomez, Shynowah Lee, Kiara Weathersby**

Purpose of the initiative: To provide incoming and continuing Indigenous students the opportunity to connect with one another and the campus community utilizing the four R's – responsibility, respect, resilience, and relationships in various programs and activities.

Approach/Method: With our partners, we planned an Indigenous Peoples Living Learning Community (IPLLC) welcome day plus a spring 2023 luncheon with Native Elders, a three-day Indigenous Connections to Success program, various social and cultural events, and communicated resources via our social media accounts and e-newsletters. Our goal was to include first year and continuing Indigenous student to build a stronger community of support and belonging. There were 97 unique students and staff who attended the IPLLC Luncheon and the Indigenous Connections to Success Program.

Results/Findings will include data related to the following 4 R's:

1. Responsibility: Indigenous Peoples Living Learning Community program
2. Respect: OISS/NACC cultural events
3. Resilience: Indigenous Connection to Success (3-day pre-fall program)
4. Relationships: Indige-Peer Mentor events and social media outreach

Conclusions/Application of results: We plan to survey our students and staff of what could be improved for the

2023 programs and have our students assist in planning the events. "

## **Peer Jacks Mentoring - Showcasing Program Strategies & Success**

**Aaron Cirzan, Salvador Lopez, Kirsten Nolker**

- Purpose of the initiative – These initiatives are designed to improve student academic achievement and rates of persistence into the second year and develop a sense of support/belonging.
- Approach/Method - Propensity score analyses were conducted for each individual student success initiative to identify a matched non-participant group These analyses provide information about the impact of a program on participants' outcomes while controlling for academic preparation and demographic characteristics
- Results/Findings – SSI Data (2017-2022), Student retention, program processes (mentees support, mentors training, events)
- Conclusions/Application of results- Due to the success of the program, a new expansion has been implemented to further our services to in-state and A2E students.

## **Promoting Math Access through Shorter Math Pathways**

**Katie Louchart, Robert Daugherty, Marietta Fule, Joseangel Gonzalez, Shannon Guerrero, Victoria Vakarchuk**

High school GPA has been identified as highly predictive of success in mathematics courses, likely due to its longitudinal nature and ability to capture information across a variety of learning contexts. In the fall of 2022, high school Core GPA was added as a math placement indicator to NAU's multiple measures math placement system, with an intended outcome of allowing a larger number of students to access major-required math classes, while maintaining similar pass rates. Results show that the change has had a positive impact on a large number of students, including students from marginalized communities. Seventeen percent of the 2022 freshman class were able to enroll in a higher math course using Core GPA than they would have placed into using prior math placement measures, and these students had similar levels of success as traditionally placed students. Over 400 first generation college students and a similar number of students of color were placed into higher math classes using Core GPA, with success rates similar to the overall class population.

## **Resolving responsibility: Student participation methods and rate in the student conduct process**

**Amanda Tomchick, Savanna Cabrera**

The Office of Student Rights & Responsibilities facilitates a student-centered resolution process for violations of the student code of conduct and other university policies. Engaging in the conduct process is important as it provides an opportunity for students to reflect on their decisions and gain valuable insight into the impact of their actions. Additionally, the process helps students learn to take responsibility for their actions, cultivate respect for others and their environment, and maintain their physical and mental well-being. Ultimately, participating in the conduct process allows students to be better citizens of their community and gain the skills needed to make responsible and informed decisions. This poster explores the methods students use to attend their conduct meetings and the student engagement rate in the conduct process.

## **Social connectedness among Intramural Sports participants**

**Jamie Flood, Angela Elgin**

The purpose is to collect data on the sense of social connectedness that students in the Intramural Sports program will feel as a result of their participation.

We distributed a survey specific to participants in the spring 2023-season 1 Intramural Sports program.

100 respondents (16.3% response rate) - Respondents strongly agreed/agreed that they've increased their sense of social connectedness by:

- 87% built strong relationships with their peers
- 89% met new people



- 87% developed meaningful friendships

Given the positive results provided through this survey, we recommend doing targeted outreach to underserved student populations who are not currently participating in Intramural Sports. Participation would result in a stronger support system to help students overcome challenges both academically and personally and increase overall resilience.

## **Supporting and Hindering Behaviors of First-Year Students**

**Buck Blankenship, Jon Lee**

The changing needs of students, post-COVID, must be explored to improve student success programming, pedagogy, and interventions. This IRB approved research sought faculty/staff perceptions of first-year student behaviors that support or thwart success. Perceptions were gathered from NAU and CCC faculty and advising staff. Qualitative analysis found commonalities amongst responses. Findings were used in a series of focus groups with first-year students, from both NAU and CCC, to elicit reactions to faculty/staff responses and gather student's own perceptions of behaviors that support or thwart their success. Our poster will provide results, examples, discussion, and next steps.

## **The Invitation: Closing Gaps in Multicultural Student Recruitment**

**Sujey Ramos**

In 2021, the Academic Success Centers started an initiative to recruit students of color for our peer educational student employment positions. In a book conversation, on *Radical Empathy: Finding a Path to Bridging Racial Divides*, with political scientist and author Terri Givens, she mentions that people of color need to be invited into certain spaces because they've been excluded from these spaces for so long. The intentional act of an invitation is then necessary to bring multicultural students into the work that we're doing to support student academic success. We reach out to every registered club and organization with a cultural orientation and attend a club meeting in-person to discuss our positions. We focus the conversation on debunking myths of what it takes to be a tutor (often correlated with stereotype threat) and how they can expect to be supported in these roles if they do apply. While a fairly new initiative, the data is showing steady increases in the number of peer educational staff who identify as a person of color. We intend to continue to extending invitations for the foreseeable future.

## **The Value of Curricular & Experiential Engagement Opportunities to Create Career Readiness**

**Career Development Office, John Gartin, Karlee Moxley, Janelle Seibert**

In accordance with NAU's Elevating Excellence initiatives, Career Development remains committed to supporting student engagement in curricular and experiential opportunities to positively contribute to career readiness through skill-based learning. Considering AY22 (Fall, Winter, Spring), engagement rates of NAU student employment, academic internships, and campus career involvement (appointments, workshops, and fair participation) were analyzed with emphasis on unique cross involvement. With support from this data, Career Development highlights current practices used to coach intentional and critical reflection of experiences while also introducing two new initiatives, Career Into Curriculum (100% Career Ready) and Work+, created to supplement the demonstrated ongoing need for career readiness support.