2024 Showcase of Strategies for Student Success

Academic Success and Community: A Targeted Course for Veterans in Higher Education
Laurie Jordon

Highlighting the transformative effects of the NAU FYS 131 VETERAN INTEGRATION ENGAGEMENT – Cultural Understanding (CU) Course on student academic excellence and community engagement. The Veteran Integration course aims to address the challenges Veterans face when integrating into higher education. The CU designation provides Veterans with the opportunity to leverage their knowledge and global awareness as a pathway to success in higher education. Our analysis, spanning from 2019 to the present, showcases positive trends in achieving a higher cumulative GPA and year-over-year retention rate. Beyond academics, those who took the course demonstrated heightened engagement, fostering a strong community and affinity to NAU. This holistic approach emphasizes the program's impact on academic achievement and the overall campus experience.

Addressing the Support and Retention needs for Male Students of Color in Higher Education
Martin Tease

Utilizing Elevating Excellence Grant funds the Meaningful Engagement Network (M.E.N.). M.E.N. is an initiative to build community and facilitate a student-centered network. With more than 900 students who identify as male students of color, creating this network and building community at NAU has never been more accessible. Engagement with this population regarding admission, retention, and graduation is lower than expected. The goal for M.E.N. is to have every Lumberjack, including those who identify within this population, be involved and engaged while pursuing their academic and career goals at NAU. This poster explores the engagement of students who participated in events and activities offered by the M.E.N. initiative. Additionally, it looks at the impact of participating utilizing a cohort-based model using the themes of Identity, Brotherhood, Leadership, Academic & Career Readiness, and Health & Wellness. We found that students who participated in the M.E.N. engage at a higher rate than their non-involved peers.

Belonging Matters: Exploring the Connections Between Classroom and Campus Belonging
Benjamin Carver

This poster explores how students perceive belonging in the "Transition to College" class (identified by the plate number 1) and if this correlates with belonging within NAU's Flagstaff campus. The class implements strategies to foster belonging both in and outside of the classroom. We analyzed data from our Fall 2023 "Transition to College" survey, where students rated their confidence levels on two statements related to belonging. We will use regression analysis to investigate the relationship between confidence levels for both dimensions of belonging. We anticipate a positive relationship between the two.

Best practices to reduce stressors and support underrepresented minority students in medical training programs
Tiffany Cooke

Medical training programs aim to increase diversity by partnering with community organizations and developing pipeline programs. Creating an inclusive institutional culture is crucial to supporting students from diverse backgrounds, including faculty recruitment, retention, and development, student support and resources, and aligning the curriculum. Students in medical and Physician Assistant programs face mental health issues but are less likely to seek help. Post-COVID literature will inform best practices to reduce stressors and support student success. Strategies include developing a student well-being curriculum, faculty resources, software, and financial advising.

Can STEM Recitation Courses Assist Student Success? Initial Student Reactions of BIO 181R
Sarah Szwankowski

Increasing student success and retention in STEM fields is increasingly important. It is projected that the top demand for new jobs this decade will be in STEM disciplines; however, enrollment and retention in these fields are low. Research has shown that recitation courses incorporating active learning techniques in small groups increase student engagement, confidence, performance, and retention in large introductory STEM classes. This poster will showcase information about recitation through previous research on supplemental recitation courses, what recitation is, and how the new BIO 181 recitation course at NAU is structured with an active learning example. It will also present survey results of students' initial thoughts about recitation regarding course goals of engagement, confidence in subject material, forming meaningful connections, and perceived increase in academic success. This project is supported by the CEFNS Dean's office to expand the exposure and showcase the benefits of engaging in faculty-led active learning recitation courses for students.

Career Ready in Mental Health
Matthew Van Schoick

NAU Counseling Services not only works directly with students to improve their mental health and well-being but also helps graduate students in the mental health field become career-ready. This is achieved by a robust training program that allows graduate students to gain hours and experience toward becoming licensed counselors. This poster will show how many students the trainees have been able to reach and the feedback that the students have.

Cultivating Community: The Power of Peer Mentorship in Fostering Inclusion and Success at NAU
Vidal Mendoza

Cultivating community through peer mentorship to foster inclusion and success at NAU is achieved via the Inclusion & Diversity (ID) Scholars program, which integrates the Funds of Knowledge approach with Yosso's Community Cultural Wealth model, promoting academic success and validating students' identities and experiences. Through 2-3 mentoring meetings per semester, a weekly Tutoring Program (WTP), mental health support, and involvement in student clubs, the program aims to improve academic achievement and community engagement for first-year students. The ID Scholars initiative not only contributes to NAU's strategic goals but also emphasizes the importance of inclusivity and comprehensive support in enhancing student achievement and fostering a nurturing, inclusive environment that values the diverse cultural resources and knowledge of all students.

Digital Recreation: A Strategy for Student Well-being and Success at NAU
Graham Hagerty

NAU's Esports and digital recreation initiatives respond to the Surgeon General's identification of loneliness as a public health crisis, transforming gaming into a community-driven activity. These efforts directly impact student wellness, retention, and academic success, with impressive results showing strengthened social connections, increased sense of belonging, and effective stress management. Engaged students demonstrate higher retention and graduation rates, bridging gaps between in-state and out-of-state students, and outpacing broader student body graduation rates. NAU's initiative exemplifies how technology can combat loneliness, foster community, and enhance student success, serving as a model for integrating digital recreation and wellness into student life.

Empower, Engage, and Prevent: Unveiling the Impacts of "Bringing in the Bystander" on Sexual Violence at NAU
Brooke Davis

"Sexual violence persists as critical challenges within the collegiate landscape, necessitating comprehensive and community-wide initiatives to foster a secure environment. Acknowledging the pivotal role bystanders play in preventing and addressing sexual violence, bystander intervention has emerged as a transformative influence in shaping the culture of higher education institutions.

The Northern Arizona University (NAU) Health Promotion office actively facilitates the ""Bystander Training: Bringing in the Bystander"" program with many other community stakeholders (i.e., Campus Living, Northland Family Help Center, etc.), serving as a catalyst for dialogue and community engagement among students. This program is designed to cultivate a campus culture where bystanders are not only aware but empowered to intervene effectively in situations of sexism, racism, discrimination, and other situations.

This poster presentation will showcase the key components of the ""Bringing in the Bystander"" program, underscoring its foundation in evidence-based methodologies and interactive modules. Emphasis will be placed on quantifiable shifts in attitudes and behaviors, reflecting students' increased confidence in assuming the role of a prosocial bystander, heightened willingness to intervene, and enhanced knowledge of bystander dynamics and strategies. Moreover, the presentation will delve into practical considerations and lessons learned during the program's implementation. It underscores the importance of evidence-based programming and active student involvement in creating lasting cultural shifts towards a safer campus environment. "

Empowering Student Success: The Role of Academic Case Managers
Alyssa Chavez

Academic Advising hired case managers in Fall 2022 to increase student support. These managers work with students who graduated high school with a 2.85 GPA or lower and those who need additional assistance. The team has grown to six and provided support for nearly 900 students. The CMs collaborate with other campus partners to meet students' needs and align with the President's Roadmap for "Student Success".

Engaging Student Expertise
Stacy Murison

First-year students continue to struggle to find their academic and personal footing in the post-Covid classroom. Research shows a decrease in students' reading levels, reading comprehension, class participation, and overall mental wellness (Gurung and Plaza). Teachers are finding ways to reignite student interest in learning and promote self-efficacy by seeking student expertise on course topics. First Year Seminar classes embrace the student-as-expert model in our class activities and writing assignments. Our poster paper will share ideas with faculty across disciplines that encourage student participation in class and deeper thinking on how their lives are intertwined with the world around them and our course materials. Our examples are predicated on the ideas of a collaborative classroom environment where everyone takes responsibility for sharing learning (Hooks). We will also share our research and results which indicate high levels of feelings of student belonging, self-efficacy, and growth mindset through the PERTS education survey process.

Entering Mentoring: A collaboration to engage mentors in productive, culturally responsive research mentoring
Tina Zecher

In the spring of 2023, the Office of Undergraduate Research and Creative Activity, Teaching and Learning Center, and Cline Research Librarians partnered to become trained facilitators of the Center for the Improvement of Mentored Experiences in Research's (CIMER) Entering Mentoring curriculum. Entering Mentoring offers an evidence-based, interactive approach designed to help mentors develop skills for engaging in productive, culturally responsive research mentoring relationships that optimize the success of both mentors and mentees. The goal of the professional learning experience is to accelerate the process of becoming an effective research mentor by providing an intellectual framework, an opportunity to experiment with various methods, and a forum to solve mentoring dilemmas with the help of peers. Since it was launched at NAU in Fall 2023, two cohorts of faculty working with graduate and undergraduate researchers have completed the 8-hour training.

While assessment data continues to be collected, initial reports indicate an increase in mentor's confidence and strategies for improving communication with student mentees among most participants. The model is a promising demonstration of a cross-department collaboration that contributes to academic excellence for students and faculty working collaboratively on impactful scholarship.

Facilitating the Ethical Use of AI for Assignments
Susan Purrington

The rapid adoption of GenAI in and out of the classroom has led some students to misguided uses of these technologies for assignments. Therefore, attempts were made during the Fall 2023 and Spring 2024 semesters to help students understand the capacity for which GenAI tools can be used ethically and responsibly for assignments. The instructor adopted the AI Assessment Scale (Furze, 2023) as a framework to help students navigate the use of GenAI within Parks and Recreation Management courses. Examples of implementation will be provided in syllabi and assignments. Student feedback from informal mid-semester feedback and conversations indicates that the scale has been helpful, yet students seek more practical hands-on demonstrations and discussions to support its adoption.

First Year Findings of Early Learning and Childcare Supports for Student-Parents
Rebecca Cirzan

"Low-income families face persistent socio-economic disparities, hindering their access to higher education and economic mobility. Childcare is the largest barrier for student-parents pursuing higher education (Navarro-Cruz, Davila, Amaya, Orozco-Barajas, 2023). On-campus childcare options are decreasing, while the affordability of center-based care in Arizona is becoming equivalent to in-state college tuition (Child Care Aware, 2020). The NAU Early Learning and Development Center (ELDC) opened in March 2023 to provide exemplary early learning programming to support student-parents, faculty, staff, and the community. In our first year, we assessed the benefits of the ELDC for student-parents through quantitative and qualitative methods, including surveys and interviews with volunteer participants. We found that student-parents reported benefits in four categories: monetary, community, resources, and child success. Our poster will share trends from the data that will influence future programming and resource allocation for student-parents at NAU.

First-Year Student Partners for Success and Humanization
Patrick Canning

For several years, my colleagues and I, as academic student success, have incorporated a strong student advisory focus in our programming, class design, and pedagogical approaches. More recently, that advisory model evolved into something akin to a partnership rather than an add-on, a central mechanism rather than a curiosity, a need instead of an aspiration. This poster session will highlight a handful of Student Partner activities with qualitative feedback from both faculty and students.

From Feedback to Action: Reimagining the NAU Working Learner Experience
Karlee Moxley

This poster examines how NAU Student Employment revamped the working learning experience to address barriers, improve academic and career success for students, and emphasize skill-building opportunities and value. By leveraging a two-year partnership between NAU Career Development and ASU Work Plus Learn, we utilize Design Thinking and feedback collection to reshape student learning at NAU. To inform our approach, we also integrate quantitative and qualitative data from Sophomore and First-Year campus surveys, SLO, empathy interviews, pilot feedback sessions, and national NACE data. Together, it is clear how this data has influenced a 'redesign' of priority within Student Employment, focusing on learning and development for student employee supervisors and offering tailored trainings through a consultation model. Our future goals include ongoing working learning training to emphasize transferable skills, ensuring all NAU student employees can speak to skills gained and are equipped for post-graduation careers.

Goal Type of First-Year Students
Benjamin Blankenship

Our poster provides an overview of the Motivational Interviewing (MI) intervention, which is a crucial component of the Building Momentum program, developed by highly experienced teachers and MI experts. The MI intervention was implemented during the spring semester of 2023 for 149 first-year students who were underperforming (GPA < 1.5). The primary goal of the MI intervention was to encourage intrinsic goals that aligned with the principles of Self-Determination Theory (SDT), resulting in 91 students developing intrinsic goals and 58 students developing extrinsic goals. The inter-rater reliability (IRR) was found to be strong at 90.6%. We will analyze the significance of goal type in educational outcomes and discuss potential implications for educational practice.

Guiding Student Success: Pulse Survey Signals and CARE Team Connections at NAU
Amanda Tomchick

"This project examined the relationship between on-campus students' Pulse Survey responses and subsequent involvement with the CARE Team at Northern Arizona University. Administered at the start of the Fall semester, the Pulse Survey aims to assess student well-being proactively. Our analysis focuses on the percentage of flagged survey respondents who engaged with the CARE Team by the term's end. Notably, 43% of flagged students had a CARE case by term end, compared to 21% of non-flagged participants. Our findings reveal a consistent trend: students with an active CARE case by term end were likelier to have initially exhibited flagged survey responses. This underscores the effectiveness of using specific survey indicators for early intervention, which is crucial for student well-being and success. This research emphasizes the practical link between Pulse Survey insights and CARE Team engagement, supporting the integration of proactive support measures.

Implementation of a Student Success Committee for High-Risk Students in a Mission-Driven Graduate Program
Nicole Ferschke

The Physician Assistant Studies Program is a rigorous 24-month master's degree program with two 12-month phases of education, didactic and clinical, comprising 56 units over three consecutive semesters (Fall, Spring, and Summer) and eight clinical rotations totaling 44 weeks of supervised clinical experience. The program's student-centered committee monitors student progress, intervening early to provide guidance, support, and referrals to enhance student success and decrease attrition rates, particularly addressing professionalism issues to prevent future regulatory board action. Recent increases in professionalism-related referrals suggest potential links to COVID-19's impact on well-being and communication skills. Still, our proactive approach benefits academically struggling students and those displaying unprofessional behaviors, fostering overall student success.

Jacks Online Peer Mentor Training & Development
Taylor Swenson

Mentors play an invaluable role in the transition of a new student at NAU; the support that experienced student-mentors can give to new students can encourage the success of the student's academic journey. For this reason, we must be effective and efficient in the way we onboard and train new mentors. In summer 2023, the Jacks Online staff reorganized their onboarding and training process. One change included converting their asynchronous training modules to Canvas. These changes created a positive difference in the new mentor cohort for fall 2023; the mentors reported a greater confidence in their mentoring skills (and reported this confidence earlier) compared to last year. An engaging, confident, and skillful mentor can positively affect the trajectory of new online students at NAU.

Navigating Community: The Road Trip of Student Engagement and Retention at NAU
Amanda Tomchick

"The Office of Leadership & Engagement at Northern Arizona University (NAU) cultivates a community where students feel a sense of belonging, matter, and are celebrated for their authentic selves. This study explores how involvement in student organizations within the Division of Student Affairs contributes to this community ethos and impacts retention rates, particularly among first-semester students. We investigated the impact of student organization involvement at any point during a student's tenure, recognizing the multifaceted benefits it offers in fostering community. We grouped students by high school GPA, thus controlling for the influence of academic readiness prior to attending NAU. Our findings underscore the significance of student organization involvement in nurturing a sense of belonging and contributing to a thriving community. Students who engage in student organizations demonstrate higher retention rates compared to their non-involved peers. This research emphasizes the role of student organization involvement, particularly during the formative first semester, in bolstering retention efforts and advancing the goals of the Division of Student Affairs' community framework.

Northern Arizona University Access Programs
Ezekiel Ogden

Access NAU programs work to ensure college readiness in traditionally underserved areas and populations in Northern Arizona by supporting students' pursuit of postsecondary education, career development, and financial literacy. Access NAU measures both student and program success by examining the number of participants who graduate high school, complete the FAFSA and scholarship applications, and eventually enroll in a postsecondary institution. Access NAU programs utilize federally funded grants and philanthropic contributions to consistently serve participants and improve participant outcomes.

Out of the MAP Room: Embedding Peer Math Assistants in Enhancing Student Academic Achievement in Mathematics
Sujey Ramos

The NAU Mathematics Department and Academic Success Centers were awarded an Elevating Excellent Grant that expanded the Math Achievement Program to include 1) adding MAT 150/155 to the courses served, 2) embedding Peer Math Assistants into about 50% of all MAP-supported courses, and 3) expanding the role of the MAP coordinator to a full-time staff position. A focal objective of the initiative was to lower DF rates, with a focus on supporting underserved student communities by increasing engagement with student support services. With one term of the grant completed, we found that MAP attendance increased by 6% from Fall 2023, with 41% of all eligible students engaging with the MAP program. We are currently processing the data from Fall 2024 and intend to share a few more key findings on the program's impact on student success.

Peak Performance: Summer Bridge Program for Success in First-Year Mathematics
Joseangel Gonzalez

The Peak Performance Summer Bridge Program at Northern Arizona University helps first-year and transfer students, mainly in STEM majors, improve math skills and familiarize themselves with NAU's resources through a free, online, 6-week program. Students meet with an undergraduate math tutor to strengthen their foundational skills and take the math placement test at the end of the program to potentially improve their placement. Attendees had a higher probability of success with each appointment, with Hispanic/Latinx students catching up to White students at six appointments. Those who attended at least one appointment had increased retention rates and higher GPAs than those who did not attend any appointments.

Peer Jacks: Mentoring towards Access and Excellence in 2023-2024
Sarah Skillen

The purpose of the Peer Jacks program is to improve first-year students' sense of belonging, community, and academic purpose to increase student academic achievement and rates of persistence in the Peer Jacks program as well as retention into the second year. Our approach is influenced by several theories on student success, including student integration models (V. Tinto), mattering theory (N.K. Schlossberg), theories of self-authorship (B. Magold, 2001; J. Butler, 2005; É. Glissant, 1997), theories on grit and persistence in social psychology (A. Duckworth, 2007), and peer leadership (J. Keup, 2012). In the 2023-24 academic year, these efforts have been emphasized to target and increase engagement among Access 2 Excellence students. As of the conclusion of fall 2023, we have accomplished our goals around recruitment (100 mentors hired), training (NAU 299, CRLA Level 1&2), outreach (2900+ reached in week 1), and increased student participation in the program (36.6% increase from fall 2022 to fall 2023). Our intention for spring 2024 is to demonstrate that we have contributed to higher retention for A2E students. Peer Jacks promotes and nurtures community, especially for students who have historically experienced obstacles in their access to higher education.

Share Your Square: An Exploration of Student Belonging at NAU
Jason Whetten

Definitions of belonging and how it is experienced/changed differ greatly from campus to campus. To better understand how belonging is experienced at NAU, researchers engaged in a mixed methods study in Fall 2023. Researchers implemented an assignment within an Introduction to Psychology course in which students were asked to create a visualization of "belonging" on a small quilt square and share it in class. These squares were then put together to create a 400-person square quilt. Researchers collected quantitative data on levels of belonging and social integration before and after this assignment as well as within similar courses without the assignment. Further, students wrote small descriptions of their squares and what "belonging" means to them. Researchers then analyzed these data using content analysis qualitative coding to better understand how belonging is experienced on campus and discuss implications for university programs on campus.

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.

Student Success Rx: Elevating Students Holistically
Janet McNeese

The optimization of Point and Click (PNC), Campus Health Services' electronic health record (EHR), represents a dynamic and student-centric initiative designed to elevate student success through a targeted approach to physical and mental well-being. This multifaceted project prioritized health literacy, technological advancements, and streamlined appointment processes to enhance the overall healthcare experience for students. By emphasizing health literacy, the EHR optimization aims to empower students with the knowledge and understanding needed to actively engage in their well-being, fostering a culture of proactive health management. Integrating technology, such as utilizing iPads to capture images of medical concerns, not only modernizes the healthcare delivery process but also facilitates a more visual and comprehensive understanding of patient issues. Additionally, the streamlined appointment system ensures that students can access timely and efficient healthcare services, minimizing disruptions to their academic pursuits. Through these goals, Campus Health Services aspires to create a health-conscious environment that addresses immediate health concerns and equips students with the tools and resources necessary for sustained well-being, contributing significantly to their holistic success during their academic journey.

Supporting International Students from Admission to Arrival
Jacob Butler

The Center for International Education offers a multi-pronged orientation program that begins at the point of admission for international students. Combining pre-arrival webinars with the online "International Lumberjack Orientation," CIE staff work to help guide international students through the necessary steps to obtain a student visa, arrange international travel, find a place to live, and adjust to USA cultural differences. This poster outlines the different types of support provided to new international students each semester, from their initial admission to NAU through international student orientation to the start of classes. Data about student satisfaction with the programming is pulled from a survey associated with completing the asynchronous online orientation.

Teaching is a Joke: The Use of Stand-up Comic Techniques for Effective Lecturing
Jason Whetten

To increase the effectiveness of lecturing in a large class, researchers investigated the similarities between stand-up comic techniques and teaching techniques. An array of similarities was discovered and investigated further. These techniques include: Cyclicality, Vocal dynamics, Reaction attention, Use of props, Storytelling, Experimentation, and Stage persona. This poster explores each of these techniques in detail, gives empirically based evidence of their effectiveness, and practical applications for teachers who rely on lecturing.

The STEM Interaction and Communication Hub (STICH): Engaging undergraduates in communicating research impacts with broad audiences
Nena Bloom

The STICH Scholars Program is a paid co-curricular internship program in which NAU undergraduates disseminate research impacts with communities in Arizona and beyond through science communication and community engagement. Students work on funded research projects, participate in biweekly professional learning, and present their work at the NAU Research Symposium. Now in its third cohort, 18 students from nine majors and five colleges have participated in STICH on projects ranging from planetary science to community resilience to robotics. The program is aligned with the National Association of Colleges and Employers (NACE) career competencies. Students learn effective and accessible communication strategies, science and related content, and abstract writing and poster development. Participants received Hooper Undergraduate Research Awards and prestigious summer internships and were admitted to graduate school in related fields. The program is coordinated by staff in the Center for Science Teaching and Learning and the Office of the Vice President for Research, with project leads from CEFNS, CEIAS, and the College of Education.

The Successes of Indigenous Alumni from the Master of Public Health-Indigenous Health Emphasis and the Graduate Certificate in Public Health Programs at Northern Arizona University
Marissa Tutt

At Northern Arizona University, the College of Health and Human Services launched the Master of Public Health in Indigenous Health (MPH-IH) program in 2018 and the Graduate Certificate in Public Health in 2020. These initiatives aim to address the low prevalence of public health professionals in rural Arizona and Indigenous communities. The MPH-IH program (48 credits) offers Indigenous health courses in Community-Based Participatory Research to Improve Health Equity, American Indian Health Systems, and Determinants of Indigenous Health and Resilience. Since accepting its first cohort in 2018, the MPH-IH has graduated 22 students. Additionally, the 12-credit Graduate Certificate provides a flexible option for students interested in public health but not yet ready for a full graduate program, with four Indigenous students completing the certificate to date. These programs are bolstering the public health workforce in Arizona.

To enroll or not to enroll, that is the question.
Nguyen Hanh

The purpose of the study was to investigate which institutions, if any, accept students who did not attend NAU for enrollment. We used interactive dashboards and National Student Clearing House data to facilitate the analysis. The results revealed crucial insights regarding main competitors and community college partnerships for both in-state and out-of-state students. These findings were instrumental in formulating actions and strategies to support RAISE initiatives, NAU 2025: Elevating Excellence, and other university endeavors.

Trailblazing Minds: Harnessing Outdoor Adventure to Cultivate Savvy Decision-Makers
Erin Konefal

Campus Recreation strives to create opportunities to develop career-readiness competencies through the Outdoor Adventures program, supporting students with skill development to meet NAU's goal of being 100% career-ready by graduation. Focusing on decision-making and choice evaluation, the nature of risk in the outdoors requires participants to think critically about the impact and potential for injury with every decision they make. Outdoor Adventures program participants indicated they learned to better evaluate choices before deciding at a higher rate than non-participants. Given the positive results of the Student Learning Outcome survey, we recommend increasing access to structured adventure trips by reducing registration costs through strategic partnerships, allowing more underserved students access to the outdoors.

Transformative Education: Empowering Student Conduct Through Evidence-Based Interventions
Amanda Tomchick

"Our initiative focuses on transforming student conduct into an educational experience rather than punishment, utilizing evidence-based invention programs like Alcohol.Edu for College within the CollegeAim Matrix. We examine the completion rates of these interventions within Student Rights and Responsibilities, specifically investigating how many students have subsequent conduct issues after completing assigned actions. Our approach implements proven educational interventions, closely monitors participation, and analyzes completion rates. Preliminary results highlight a significant completion rate, and our study delves into post-intervention conduct records. This reveals insights into the long-term impact of evidence-based interventions in reducing recurring conduct issues. Our research strongly advocates for a transformative shift towards an education-first model in the student conduct process. We instill crucial learning goals, including enhanced decision-making skills, heightened awareness of personal impact, improved wellness, and a strengthened sense of responsibility. The findings of our study extend beyond our institution, providing valuable insights for fostering a culture where student success is not only a goal but a collective responsibility.

Unlocking Success: Identifying the Impact of First-Generation Programs on Students
Ayrton Peacock

Our project aims to assess the impact of the First-Generation Program (FGP) on academic success at the Flagstaff Mountain Campus. We will compare academic achievements of FGP participants with non-participants. Our preliminary findings suggest that active FGP participation has a positive correlation with higher achieving academic outcomes. FGP participants exhibit higher Cumulative GPAs, credit completion rates, and retention rates in their second year compared to non-FGP counterparts. Our findings underscore the importance of targeted support programs to support academic success for first-generation students.