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Access and enrollment
Empowering Students Through the Power of the Internet
Precilla Cox, Joseph Wright
Gateway Student Success Center
With students who are always on the go with their busy schedules, they want information on their terms. As we intentionally use technology to support academic advising, we are able to provide our students with essential information regarding their academics and put campus resources literally at their fingertips. In Thomas Grites article, Technology and Academic Advising, the author states that, "The intentional use of the technology model delineates three intended outcomes: service, engagement, and learning" (Grites, 2016, Pg. 310). By providing our students with a social media platform and a student learning portal as an additional way to communicate information, the Gateway Student Success Center expanded our services, engaged students in their academics and university life, and created self-directed learners. This presentation will demonstrate how leveraging technology streamlines processes for student learning. The Directing Outreach, Enrollment, and Advising Menu (DREAM) team in the Gateway Student Success Center at Northern Arizona University sought to use social media in order to reach first-year students on their terms. Additionally, they worked inter-departmentally to develop tutorial videos which fit into an online student learning portal which allowed students to become autonomous learners who can prepare, enroll, and access resources on their own schedule. Ultimately aimed at retaining students through empowerment and ownership of their education and resources, two DREAM team advisors will walk participants through the multi-semester process of developing these online tools. Participants will enjoy a step-by-step breakdown of the multi-semester process undertaken by a team of advisors to make positive impact on empowering first-year students. Furthermore, attendees will gain insights into what to avoid when implementing digital outreach and student development tools.

Life of Peak Performance: Highlighting Strategies that "Peak" Enrollment Success in Mathematics
Michael Giannetto, Mary Fule, Katie Louchart, Ian Dale, Stephanie McCarthy
Mathematics and Statistics
Student success focus: To provide an opportunity for freshman and transfer students to improve their math placement before their first semester at NAU, leading to enrollment in math courses more appropriate for their chosen major. Purpose of the initiative: The

Peak Performance Program strives to improve student persistence and retention at NAU through higher success in math courses. Additionally, we work to strengthen NAU connections through peer mentoring and the sharing of college resources. Approach/Method: Peak Performance Math Coaches are assigned to individual students and meet once a week in an online setting. Students who increase their math placement are eligible for reserved seats and are able to enroll in a higher math course. Results/Findings: For Summer 2018, the Peak Performance Program had 376 students who remained active and 203 increased their math placement (22% increase from the previous year). Conclusions/Application of results: We hope to make our program more attractive to students who do not remain active. This is an unmet need and we are exploring ways to identify these students earlier in the summer to help them benefit from our program.

Incoming Freshman Qualification Outreach
Daniel Prefontaine, Emily Schlittenhart, Nicole Sallee, Lindsey Jones
Student Service Center, EMSA Analytics and Assessment
A student's success is often impacted by steps taken well before enrolling. How engaged a student is, how much they identify with the University, how mentally and emotionally they are prepared for the transition to University life, among various other initiate considerations, are factors that affect how a student will begin and ultimately sustain performance as a college student. The Student Contact Center and EMSA Analytics and Assessment partnered to measure the level of NAU outreach toward incoming Freshmen, along with their qualitative responses. This outreach consisted of multiple call campaigns during the Fall and Spring semesters, of the year prior to upcoming Fall term. The campaigns are also conducted by existing NAU students, toward potential NAU Freshman. Among the varied call campaigns that are done each year, we are presenting three; the Lumberjack qualification campaign, the WUE qualification campaign and the Verification qualification campaign. Our presentation measures the change in results for the incoming Fall 2018 class, to the Fall 2019 class: it focuses on the level of outreach and success to contact potential Freshman students, along with the change in distribution of student's qualitative responses.

Financial Aid Verification
Maggie Thom, Mak Smith, Caleb Williams, Carlie Schimmel, Brant Ziemba, Tamara Lee, Sarah Graf, Theo Trotman
Office of Scholarships and Financial Aid
The Office of Scholarships and Financial aid will be showing some data related to our verification population over the course of three aid years. These numbers will show how many students are selected, and, of these students, who completes verification, and the effect that has on their enrollment. We will also be answering common questions regarding verification in an effort to educate people on the process students go through from the time they are selected to verification being completed.

Building community
Health and Safety Abroad: It's a Jungle Out There
Melissa Griffin, Mikaela Terry
Education Abroad, Center for International Education Health Promotion, Campus Health Services
This pilot project was developed by Health Promotion and Study Abroad to help promote health and safety for students abroad in the Costa Rica program. The program included pre-departure training for students, in country training for program staff and in country training for host families. The main topics addressed were student mental health, sexual assault prevention and high risk alcohol consumption. Results from post assessment measures indicate significant increases in peer to peer helping behaviors as well as staff knowledge. It is suggested that this model be scaled out to other study abroad programs.

Orientation Ready
Austin Joy, Jenny Krzyszkowski, Anthony Caniglia
University Admissions
The purpose of Ambassador training is to provide skills and strategies to build community with our incoming students at Orientation. Our approach is varied over a semester long course to engage all types of learners. The course includes information from campus partners, student led presentations, and information vital to their Ambassador role during Orientation. We have found that the Ambassadors feel more prepared after completing the course. This class creates a foundation of knowledge for Ambassadors to build community and a sense of belonging during the Orientation season. Ambassadors not only increase their success and campus involvement but they in turn impact each incoming student by helping them find their fit at NAU. At the end of each course we reassess trends and relevant data for the Ambassadors. The course content is reviewed and revised each year to update training.

Building Classroom Community with Interactive Personal Blogs
Masha Kostromitina
English Department
Supporting and developing classroom community is an essential component of students' higher retention. Tinto in his book Completing College: Rethinking Institutional Action (2012) emphasizes the significance of communal support, which leads to students' sense of belonging and greater satisfaction with the college experience (65). English 105 instructors are presented with an opportunity to work with a unique population of first-year students; a lot of them are also first-generation students. In this environment, meaningful community building becomes especially important. The presented project consists of students writing bi-weekly personal blog posts on a popular social media platform Instagram. The students are asked to create their personal private accounts on the platform and share photos and reflections about their writing process. The prompts used for the posts are usually related to the writing project in focus at a specific point in the semester.   These personal blogs serve a dual function of building community and developing digital media literacy. They aid students in reflecting on and monitoring their own composition processes as well as sharing writing ideas and strategies with peers. Because the used social media platform allows students to interact with each other (follow each other, comment on posts, "like" them), the project helps participants gain confidence in their writing and become more comfortable with sharing ideas and giving feedback. Moreover, when composing blog posts, students learn the genre conventions of writing in the digital media environment and apply their critical thinking, reading, and writing abilities. As a result of implementation of personal interactive blogs in English 105 classes, students have demonstrated higher involvement in classroom activities. They are more willing to participate in class discussions and seem more eager to work on the writing projects in the course.

Course design, curriculum design, and assessment
Maximizing Student Success with BbLearn
Betsy Buford, Samantha Clifford, Jeanette Roe
e-Learning Center
The qualitative needs assessment aimed to identify key barriers to student success in engaging with their courses in Bb Learn. The data will contribute to the creation of a set of general best practices for course facilitation and design. Targeted qualitative interviews were conducted with on-campus staff who interact heavily with students in an academic support context. Interview data was collected from academic advisors at Gateway Student Success Center, staff from the Academic Success Centers, and leadership from the Student Technology Center. Findings included two key features of course design and facilitation that heavily impact the student experience in Bb Learn in both online and in-person courses. Students identified communication challenges and lack of consistency in course design and navigation. Based on these findings, recommendations are provided for high-impact pedagogies that address these issues by mitigating the identified barriers.

Improving Performance Assessments through a Validity Inquiry Process
Cynthia Conn, Kathy Bohan, Sue Pieper, Lisa Persinger, Carlos Calderon, and Nicole Bies-Hernandez
NAU Professional Education Programs, College of Education, Educational Psychology, and Office of Curriculum, Learning Design and Academic Assessment
The Validity Inquiry Process (VIP) was developed initially for NAU's professional education programs. These licensed programs were seeking re-accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Faculty expressed concerns with the meaningfulness and consistency of the data obtained from performance assessments (PA) used for feedback to candidates, high stakes decisions regarding a candidate's demonstration of critical learning outcomes, and various program reviews. Leadership, faculty, assessment specialists, and practitioners used a designed-based research methodology to develop the process for facilitating the review, revisions, and reliability verifications of PAs. Through this iterative process, validity theories, best practice guidelines, expert feedback, and contextual feedback resulted in the development of resources, tools, strategies, and procedures. The VIP has been implemented with over 40 locally developed PAs at Northern Arizona University including a course embedded PA implemented in the School Psychology Practicum and Internship courses. The School Psychology Psychoeducational Assessment Report PA instructions and rubric were reviewed based on the VIP and the revised PA was implemented in fall 2018. After the faculty teaching internship submitted ratings to students, the students completed the VIP Student Survey. Nine school psychology interns completed the PA. Of these, six interns responded to the VIP Student Survey. Interns rated the assessment as Authentic (83.3%) or Highly Authentic (16.67%) and indicated the PA Contributed or Highly Contributed to their professional education. Interns provided narrative suggestions. For example, interns appreciated the PA's delineation of components for to a comprehensive report, and suggested adding strategies for how to use the components to produce a concise report for parents and teachers.   Another school psychology faculty independently rated the students' psychoeducational report submissions using the revised rubric. Following a

calibration training and second review high absolute and adjacent agreement on row ratings was achieved. This work has been presented national conferences.

How effective is curriculum mapping for integrating information literacy instruction across a program?
Amy Hughes, Mary DeJong
Teaching, Learning, and Research Services Cline Library
Curriculum mapping has been recommended as a tool for librarians to scaffold information literacy instruction across a degree program. This poster describes a study we undertook to determine whether there have been effective and sustainable implementations of integrating information literacy instruction across a program – using curriculum mapping – and what variables contributed to either the success or failure of those initiatives. If curriculum mapping is achievable and successful, how can we move toward this model? If it is not attainable, what should we be working towards instead, to improve students' learning and retention of information literacy skills? To explore these questions, we conducted a literature search to find published journal articles that describe curriculum mapping projects as they relate to teaching information literacy. We categorized and analyzed our findings and found that, overwhelmingly, the authors cited numerous challenges or barriers to curriculum mapping, many of which resonated with our own experiences teaching information literacy. We found no successful, sustainable implementations. This poster will present the various challenges we documented from the literature, as well as from own personal experience, and provide suggestions for how to improve information literacy instruction using strategies other than curriculum mapping.

Beyond the Numbers: Liberal Studies Assessment as a Conversation
Sue Pieper, Jeff Berglund, Bruce Fox, Dierdra Bycura, Stephanie McCarthy
Office of Curriculum, Learning Design, and Academic Assessment, Department of English, School of Forestry, Department of Health Sciences, e-Learning Center
The purpose of the Liberal Studies assessment is to gather evidence of student learning of the Liberal Studies Essential Skills from across the university in order to summarize student performance and continuously improve our academic programs. This poster will highlight assessment as a conversation among university stakeholders--including including faculty, staff, and administrators—who are reflecting on, discussing, and using the information gathered from the AY 2017-2018 assessment of Effective Writing with the goal of supporting student learning and success. The who, what, and how of this authentic assessment of student writing will be presented along with the assessment results. University groups who contributed to the conversations, questions that guided the discussions, and resulting recommendations for improvements will also be presented. Finally, next steps for sharing results and recommendations and prompting further conversations regarding the teaching and learning of Effective Writing at NAU will be included.

NAU's Excellence in Assessment Award: Two Decades of Building a Culture of Assessment
Sue Pieper, Melinda Treml, K. Laurie Dickson
Office of Curriculum, Learning Design, and Academic Assessment, Teaching, Learning Design, and Assessment
Northern Arizona University (NAU) is honored to be recognized by the National Institute for Learning Outcomes Assessment with the Excellence in Assessment designation. A university does not attain excellence in assessment overnight. At NAU, achieving excellence in assessment has been an almost two decades long process of developing and improving the structures, procedures, and uses of assessment, while simultaneously building a culture of assessment. The success of our assessment approach rests upon a single factor: making assessment meaningful by connecting assessment findings to student learning improvement efforts. This poster will highlight the key dates and accomplishments on NAU's journey to build a culture of assessment. Specific focus will be on three significant accomplishments: the achievement of Degree Program Expectations, the development of university-wide student learning outcomes, and the authentic assessment of the Liberal Studies Essential Skills. Lessons learned along our assessment journey will also be featured.

NAU student employees are career-ready
Diana Sundermeyer
NAU Career Development/Student Employment Program
The purpose of the Student Employment Performance (self)Appraisal and Skills Attainment Survey is to identify to transferable skills and career readiness competencies (NACE, 2017) students gain through student employment at NAU. A key pillar of the Student Employment Program at NAU is a focus on student employees gaining practical experience and transferable skills, resulting in career readiness at graduation.   Upon establishment in spring 2017, the Student Employment Program implemented a standardized Performance Appraisal using NACE Career Readiness Competencies as a guide to student development and performance. The

performance appraisal had both a self-appraisal and a supervisor appraisal component, both using a developmental rubric (beginner-developing-accomplished-advanced) as adapted from NACE competencies and AACU VALUE rubrics. In spring 2018 an electronic version of the self-appraisal and bi-annual Skill Attainment Survey was developed and distributed to 1290 EMSA student employees. 526 student employees completed the performance (self)appraisal. 169 student employees completed the Skill Attainment Survey. Results of the surveys demonstrate that student employees at NAU are gaining transferable skills through their employment experience. Key findings include the majority of students reporting their skill level as "accomplished" in all competency areas. Fewer students reported "advanced" skills in Communication than any other competency. As a result of these findings, Student Employment Program has focused professional development programming on helping student employees across campus articulate the transferable skills and career readiness competencies gained through student employment. Additionally, an electronic supervisor appraisal will accompany the self-appraisal in spring 2019 to compare self-reported student skills data (indirect measures) to supervisor perception of student employee skills using the rubric-style appraisal (direct measures).

Redesign of Introductory Biology (BIO181A) Increases Student Success in STEM Majors in Underprepared/At-Risk First Year Student Populations
William Vincent, Paul Deasy, Tiffany McCremens, Molly Piersall, Gabriella Sanchez, Patrick Cody Canning, Melissa Welker
First Year Experience
The First Year Experience (FYE) department manages student development and transition courses for a large cohort of first year students (~800 students annually) within the College Success Program (CSP). First-year students are enrolled into CSP by entering NAU with an unweighted, core high school GPA of 2.85 or lower. While non-content related FYE courses have statistically significant impacts on student retention and academic performance, challenging high-enrollment introductory courses continue to negatively impact CSP students. To combat this we re-designed BIO181 to be taught in smaller sections exclusively for CSP students (BIO181A). BIO181A embraced a consistent pedagogical approach of modeling concepts before detail, 1-on-1 meeting time for each student with the instructor, a peer tutoring/coaching program, metacognitive learning strategies, integrated instruction, and the intentional support of classroom community. This poster will outline these course strategies, and present possible methods for adapting and implementing these changes within high-enrollment introductory courses. Importantly, BIO181A was not a remedial biology course, rather it incorporated student development and transition theories into a traditional introductory biology framework. CSP students in BIO181A showed a 0.31 increase in 1st term GPA, suggesting that BIO181A had a positive impact in courses beyond biology. In addition, BIO181A led to an 11.94% decrease in academic probation and CSP students were 3.5 times more likely to retain a STEM major into their second semester compared to CSP students in BIO181. Collectively, this suggests that student interventions and course redesign of traditional high-enrollment introductory biology courses can lead to increased student success and university retention, particularly for underprepared and at-risk first year student populations.

Engagement & involvement
Academic Success is the Norm: Findings from the Academic Behaviors Follow-Up Survey and Lessons Learned on the Campaign Trail
Evin Deschamps, Aaron Cirzan, Jennifer Koshnick, Zoe Escarcega, Stephanie Winters, Jared Hopkins
Academic Success Centers EMSA Analytics and Assessment
The Academic Success Centers (ASCs) deployed a survey in February 2018 to assess the academic behaviors of current students and the perceptions students had of their peers' academic behaviors. During the AY18-19 academic year the ASCs conducted an Academic Behaviors Social Norming Campaign on campus using twelve core statements created from students' survey responses. The goal of the campaign was to address misperceptions students had regarding how much their peers engaged in positive academic behaviors and beliefs. In February 2019 the same survey was deployed in order to determine the effect of the campaign on students' academic behaviors and beliefs. The survey closes mid-March so results are pending. Conclusions from this year's survey will allow us to 1) determine whether to continue with the campaign's mission next year and 2) follow up with partner departments and campus administrators on the outcome of the campaign and future partnerships.

Inclusion Elevated = Success
Christopher Oka
Office of Inclusion: Multicultural & LGBTQIA Student Services
At the beginning of the 2018-2019 academic year, the Office of Inclusion (IMQ)'s main goal was to elevate inclusion at Northern Arizona University (NAU), focus on engaging students in NAU's core value of diversity, as well as ensuring the entire NAU campus community was an inclusive place for students. Throughout the last year, the Office of Inclusion has worked to engage a broader range of students, faculty and staff. In order to Elevate Inclusion at NAU we utilized a series of quantitative and qualitative

assessment and evaluation methods. To measure the effectiveness of engagement, we have used the attendance data taken from the Unions and Activities events manager's card scanner and physical attendance sheets to compare our attendance from the 2018-2019 academic year to the attendance data from our events in the 2017-2018 academic year. We also used the "ID Scholar End of Fall 2018 Survey" results to take a deeper dive into the engagement of Inclusion & Diversity mentees. Finally, we will be using qualitative data collected from focus groups, to gain a broader understanding of how our new mentoring program and office environment has impacted the community development and sense of belonging of our students. When looking at the 2018-2019 attendance data, we found that we essentially tripled the number of individuals engaged in our department for the 2019 fiscal year. The data collected in the survey found evidence of a positive impact on students' college transition and ability to voice concerns related to their identities. As we move into the second year of Inclusion and Diversity Scholars, we will be able to focus on the programming and outreach that was successful in reaching and supporting our incoming students to support their transition to college as well as their engagement. This year has been another year of growth for the Office of Inclusion, but it is just the beginning and we will continue that growth.

Who, what, when & where. Reservations at Campus Recreation.
Paul Rehn
Campus Recreation
Campus Recreation serves the student body and as student enrollment has increased, so has the demand for the space we provide. As such we have identified areas of reservation requests; student organizations, academics, internal (to NAU) and external (to NAU) groups. As academic and revenue generating programs begin to encroach on student programming, our question was how is student engagement and community being impacted by a lack of open and available space? By tracking our space usage over FY20 we have determined what percentage of time is being allocated to group reservation and as such not being allocated towards student open usage. This information was tracked through the Event Management System (EMS) that is used by campus programs. Our results focused solely on the reservation and actives hosted within the Recreation Center and were broken down into seven different categories consisting of internal and external programs consisting of 5165 reserved hours for spring and fall. Our research also looked at space utilization for these reservations. This data supports the initial hypothesis that the recreation center is being increasingly utilized by groups across campus and that the bulk of the reservations are not Campus Recreation related. Much of the congestion felt in the recreation center could be alleviated with additional space for our partners around campus. With more space, Campus Recreation would be able to focus more on intentional programming and partnership. Further research will be done to see how this data has changed over the past few years to further illustrate the growth of campus and its impact on campus resources such as Campus Recreation.

Supporting our Military Connected Students both in and outside the Classroom
Pete Yanka
Department of Veteran and Military Services
The purpose of this presentation is to showcase the three specific approaches that the Department of Veteran and Military Services implements in order to assist our military connected students in transitioning into the university setting. The three main areas of focus are our New Veteran Orientation, our FYS 131 – Veteran Integration into Higher Education, and the use of the Yellow Ribbon program. The Veteran Orientation will focus on how we focus on transitioning into the university setting. FYS 131 will focus on adjusting into a rigorous academic course load. The use of the Yellow Ribbon program has served in helping retain students dealing with financial challenges. Our approach for this project focused on tracking retention rates of the participants in these three areas and will be presenting our data on these three area, along with any identified patterns What we have found, particularly with the FYS 131, is that our retention rates tend to be higher for those who are participating or using these services. We will be presenting modifications that we have either implemented or have made in these three areas, based both student feedback and data gathered. These changes include a reformatted orientation, an online offering of FYS 131 being developed, along with a proactive communication plan directed toward the parents of our dependents.

Persistence and degree completion
Student Support Services TRiO Program "A Mentoring Model of Consistency"
Kevin Chase
First Generation Programs
The Student Support Services TRiO program provides opportunities for academic support, assistance with course selection, financial and economic literacy, information in applying for federal student aid, and assistance in applying for graduate school. The Student Support Services TRiO program @ NAU is partly funded through the US Department of Education and Northern Arizona University.

Due to the federal funding that the program receives we are required to submit an annual performance report to determine if the SSS program is meeting is objectives on an annual basis. The results of the past few years indicate the SSS program not only met its objectives but exceeded them. The applications of these results are that the SSS program helps first generation, low income and students with disabilities graduate from Northern Arizona University.

The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report 2018 – ABOR Peer Comparisons
Sharon Chief-Yazzie, Julia Spining, Jessica Turner and Julie Street
Institutional Research and Analysis
The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff and finances from 7,000 post-secondary institutions across the United States. The IPEDS Data Feedback Report provides institutions a context for examining the data submitted annually by comparing to a custom peer group. NAU's custom comparison group includes 15 institutions assigned by the Arizona Board of Regents (ABOR) who share similar characteristics to NAU such as level of resources and student headcount. The figures provided in our abstract draw from data collected during the 2017-18 IPEDS collection cycle and are the most recent data available. NAU statistics are displayed in comparison to the median value for the ABOR peers group. NAU utilizes the Data Feedback Report to measure institutional progress and competitiveness with our peer institutions and to implement goals.

The IMPACT of the Freshman Outreach Program
Jared Hopkins, Wendy Bruun, Erin Grisham
Enrollment Management & Student Affairs
The purpose of this project is to demonstrate the utility of Civitas Impact, online software for the analysis of student persistence, by examining the effect of the Freshman Outreach Program (FOP) on semester-to-semester persistence. FOP is designed to help first-time, full-time students identify personal strengths, prepare for challenges, and connect to resources during the crucial, first eight weeks of the fall semester. Targeted students are assigned to Student Affairs programs for outreach based on program participation, demographic characteristics, and academic background. Civitas Impact was used to determine if there was a lift in persistence for students who met with staff/mentors as part of Freshman Outreach compared to those who were targeted students but did not. Students who attended their Freshman Outreach meeting were matched one-to-one by Impact with targeted students who did not attend but had similar propensity scores and Civitas persistence likelihood scores. There was a significant overall lift in persistence for students who attended their meeting and a significant lift in persistence for several demographic and academic groups. Results provide robust evidence that FOP is effective in increasing persistence, most likely through connections to resources and mentoring . Finally, the analysis revealed strengths, limitations, and potential future uses of Civitas Impact.

Sense of belonging
Louie's Cupboard Client Demographics
Tim Melnick, Vinnie Cullotta
First-Generation Programs
By providing reliable food resources to students who find themselves food insecure, Louie's Cupboard enables us to focus on their academic success and general well-being. Success happens when you're well fed. At the completion of each academic year, data is shared with EMSA Analytics using client information from Louie's Cupboard participants. The demographic characteristics of 336 clients were analyzed for the F17-S18 year. This information shows who the clients are that utilize the food pantry and might find themselves food insecure. It is also compared to the NAU Flag Mountain campus population as a whole. This information helps guide Louie's Cupboard board members and advisors on who to better serve their clients and reach potential new clients.

Support, needs, and satisfaction
Intentional Conversations Leave An Impact
Sue Belatti
Housing and Residence Life
Recognizing the importance of one-on-one conversations to assist the transition of freshmen to campus, peer mentors working in Housing and Residence Life outreach individually to students during the academic year. Utilizing two different methods for intentional outreach – The First Year Success Inventory and The Pulse Survey - mentors were asked to meet with students who fell within a cohort assigned to them by EMSA, or those who expressed feedback that could impact their successful transition. The results of these outreach methods show that students who meet with a peer mentor are more likely to remain at the university their

second semester, and persist at greater numbers for their sophomore year. The results of these findings highlight the impact of intentional conversations and encourage additional training of peer mentors.

Fostering International Student Success
Theresa Bierer, Jennifer Wade, Neal Smith, Eric Scott, Dylan Rust, Mariana Bosch Y Gutierrez, Hesam Moghaddam, Betsy Buford
NAU Faculty Development
As members of NAU's Faculty Learning Community 'International Student Inclusion and Support,' our group sought campus input for a survey. After gathering data during spring 2018, our group created survey questions during the fall semester. The 2019 anonymous survey asked questions of faculty and staff designed to facilitate improved outcomes for international student success. Instead of sending the survey to everyone, our FLC targeted colleges and departments with the largest populations of international students. At the fair, our group would like to present our findings, which include suggestions for meeting the needs of international students. Some survey responses create additional questions to be addressed by the campus community. We hope to share our interest in helping international students succeed, an effort that would be bolstered by inter-departmental collaborations. This snapshot we will share is one step in a larger process. As our campus welcomes more and more international students, creative solutions and an increased awareness of student needs will enhance the university's mission/vision/values of excellence and diversity. Our faculty learning community looks forward to collaborating with other groups focused on similar efforts

Supporting Students the Indigenous Way
Sharon Doctor, Dr. Ora Marek-Martinez
Office of Indigenous Student Success Native American Cultural Center
With the development and analysis of the Future Leaders Survey, our departments have been able to develop co-curricular success strategies using a Strategic Indigenous Wisdom model. This model has enabled us to increase quality engagement and activities on campus, has created a sense of belonging, and has strengthen community and cultural ties. Based on the survey findings and our combined efforts, we have begun indiginizing protocols, practices and services to better support the success of our Native/Indigenous students to graduation.

NAU's Childcare Voucher Program: Supporting Students Caring for Children
Derrick-Robert Fookes, JJ Boggs, Jaimee Dennstedt
Transfer & Online Connections
Our project aims to educate the NAU community regarding the needs of students who are caring for children while pursuing their degree(s) and raise awareness of the resources provided through NAU's Childcare Voucher Program. Our approach is a mixed methods assessment to include participant survey results and quantitative program data, as well as regional and national trends and comparisons. It is our hope that this project will influence faculty, staff, and administrators to make changes to resources and services to better support the learning, development, and success of students caring for children.

Response Analysis of Student Opinion Surveys
Crystal Graziano
Office of the Provost
The student opinion survey working group changed the questions proposed to students on their course evaluations starting Spring 2017. This poster looks at the difference in response rates per question and as a whole between Fall 2016 and Fall 2018, which may be attributed to the question changes. It will also look at breakdowns of response rates by attributes like class size, teaching mode, class level, and college for Fall 2018. An increase in response is expected after the question change because of how the question set was streamlined and shortened. Seeing response rates by different attributes can help focus on areas or types of classes that should add more emphasis to the communication of the end-of-semester student opinion surveys, as these surveys are used to improve teaching and as part of the department annual review of faculty.

Behavioral Health Integration at Campus Health Services
Hannah Nunez
Campus Health Services
Mental and physical health can have a significant impact on a student's success at the university. Additionally, we know that most people with a diagnosable mental health condition either do not seek treatment, or seek treatment in the primary care setting. Because of these treatment gaps, and because mental and physical health are intricately linked, an integrated approach to healthcare is necessary. CHS implemented universal screenings for mental health, substance use, and intimate partner violence, as

well as same-day behavioral health consultations and interventions as a means for identifying, and providing same-day services and interventions, for various mental health and behavioral concerns. This allows students to receive treatment on-campus as they continue to pursue their academic goals.   Patient satisfaction results from appointments indicate that patients experienced an improvement in the medical condition for which they sought services, that they felt understood by their provider, and that they made healthier lifestyle choices as a result. Additionally, demographic data suggests that marginalized ethnic groups are more likely to receive BH support than to seek traditional mental health counseling.   Behavioral health integration at CHS has been successful in increasing access to healthcare in underserved populations, while at the same time, providing high-quality behavioral interventions to improve student health and well-being.

Teaching and pedagogical techniques
Adopting a 360° View of Teaching a Large Enrollment First Year Course
Ana Araya-Anchetta, Mar Hill, Flower Darby, Melissa Welker
Biological Sciences, e-Learning Center, Student Success Initiatives/Vice Provost of Academic Affairs
Purpose: to improve student success in a large enrollment gateway course. Method: increase student engagement and learning by redesigning the course to adopt active learning techniques, incorporating the teaching of metacognitive skills, and intentionally building community to increase the sense of belonging. Results: Reduced the DFW rate by half and helped to close the achievement gap since the impact of our design was greater on students with lower than average core high school GPAs. Conclusion: Adopting a holistic approach was essential to achieve these results. The synergy of the three components (active learning, metacognition and community) created a greater than anticipated student success rate.

Addressing Gaps in Students' Understanding of Peer-reviewed Journal Articles
Mary DeJong, Amy Hughes
Cline Library
In science disciplines, students are often asked to find and use peer-reviewed journal articles to complete course assignments. Yet, in our experience, many first and second year students are unfamiliar with this type of source, and as a result, they struggle to identify, locate, read, and cite these publications. The purpose of this study was to gauge students' understanding of peer-reviewed journal articles and to determine how much exposure they have had to them. We surveyed approximately 750 students in two classes, BIO 181 and ENV 230 to determine their level of awareness of peer-reviewed journal articles. Our objective was to find out whether we needed to provide instruction on this source, and if so, how much. Results indicated that a third or more of the students that we surveyed did not understand the function of a peer-reviewed article, or even that peer-reviewed articles are published in journals. Thus, as librarians tasked with helping students gain information literacy skills, we need to ensure that students who are required to use peer-reviewed journal articles in their assignments have a basic understanding of what this source is before we start teaching them how to find this type of source. Giving science students more time to familiarize themselves with this source should enable them to identify, locate, read, and cite these publications more effectively in their assignments. Therefore, we created an online tutorial to help students better understand sources, including peer-reviewed journal articles. We can now point students to specific sections of this tutorial to help them learn what journal articles are and we've included additional information about the peer-review process and its function. This tutorial should help students gain a basic understanding of what peer-reviewed journal articles are before they embark on research where they need to find and use this type of source.

A flipped class: Integrating group interaction and real world connections
Kerry Grimm
School of Earth and Sustainability
Environmental Science continuously has new information that impact students' lives. My goal for students in ENV 101: Environmental Challenges and Solutions, a non-major course, is for them to gain a basic understanding of environmental science that they can apply to their personal lives. The traditional lecture format did not allow space to integrate recent events, as students first needed background information to understand and think critically about news. Therefore, I partially flipped the class. Before Thursday's class, students view online mini-lectures, write short summaries to ensure they both watch and understand the material, and submit questions to Bb Learn. At the beginning class, I answer student questions. Students get into assigned groups, which were selected to provide a mix of student backgrounds. I usually show a video to introduce current events for the day. Students then complete a worksheet; first, testing their knowledge on foundational information from the online lectures, and then applying this information to current events. Students then share their ideas on how to solve problems in a variety of ways (e.g., debates, letter writing, writing on board). Throughout class, peer TAs and I visit each group, answering questions and listening to their ideas. Student surveys and evaluations revealed that most students like this approach because they see the application of class material to

their lives and get to work with other students. Some students prefer traditional lectures and others prefer that both days were flipped. A flipped or partially flipped model allows students to more interactively engage with the material and see the application to their lives. It also provides another learning style for those who learn better through active engagement.

Supporting Student Success with a Visual Syllabus
Stacy Murison, Flower Darby, Jason Wetten
Multi-Department and Multi-Disciplines Initiative: ACUE Fellows (E-Learning, Professional Development, and individual faculty from various departments)
This poster reflects a tangible outcome from the ACUE Professional Development Course. Faculty will discuss other learning and engagement opportunities as well. The goal is to encourage faculty to participate in the ACUE initiative in order to learn new techniques to guide student success and resiliency. Purpose of the initiative: The purpose of the ACUE initiative is to demonstrate to faculty that small modifications in materials and teacher behaviors can change the dynamic of classroom discussions, improve student understanding of course objectives and materials, and improve student resiliency. The program is targeted for faculty with three-to-five years of teaching experience, although faculty at all stages in their career can benefit from the ACUE program. Approach/methods: Faculty meet on-line and in person to review ACUE lessons and techniques designed to be applied in the classroom regardless of discipline or class size. Faculty review the materials, participate in discussion boards, and then choose which techniques will be applied in the classroom. Weekly reflections on lessons and classroom application are integral to the learning process for each faculty member. Results/findings: ACUE faculty who graduated in the 2017-2018 cohort will share easy-to-adapt materials, such as 1-page graphic/visual syllabi (poster), that have been utilized with success in their classrooms.
Discussion/Application of results: Faculty will be available in-person to discuss how particular ACUE lessons and materials directly help in the classroom, e.g. increasing student classroom participation, engaging students in large classroom environments, and low-risk assignments that encourage student resiliency.