PROGRAM DESCRIPTIONS – WHAT ARE WE DOING?

ACADEMIC TRANSITION PROGRAMS
Academic Transition Programs offers courses to help first year students successfully transition to the university. ATP courses provide students with the necessary tools to develop and achieve academic and personal goals.
→ http://nau.edu/University-College/Academic-Transition-Programs

BACHELOR OF UNIVERSITY STUDIES
Bachelor of University Studies provides the flexibility for students with at least 60 units to build upon prior educational experiences in multiple disciplines to design a unique degree with concentrated study in at least two areas.
→ http://nau.edu/University-College/Bachelor-of-University-Studies

CCC2NAU
CCC2NAU is a dual admission program to help students transition smoothly from Coconino Community College to Northern Arizona University through tailored advisement which ensures maximum applicability of credit toward an NAU degree. Students have the option to enroll part time at NAU while attending CCC and access NAU student clubs, athletic events, residence halls, and recreation services.
→ http://nau.edu/CCC2NAU/

CLASS LINKED ACADEMIC SUPPORT/SUPPLEMENTAL INSTRUCTION
Class Linked Academic Support/Supplemental Instruction (CLAS/SI) works with any students in paired courses with CLAS to integrate academic supports that aid in understanding of course content and student success.
→ http://nau.edu/Student-Learning-Centers/Supplemental-Instruction

FIRST YEAR LEARNING INITIATIVE
The First Year Learning Initiative certifies 100-200 level courses across campus that have designs meeting common design standards to maximize rigor and support for students using a framework based on socializing students for excellence, best practices in course design and pedagogy, and alignment/multi-section coordination.
→ http://nau.edu/University-College/First-Year-Learning-Initiative

FIRST YEAR SEMINAR-ACTION RESEARCH TEAMS PROGRAM
First Year Seminar-ARTs Program offers Liberal Studies topics courses based upon faculty research linked to civic engagement through Action Research Teams (ARTs). ARTs engage students in long-term projects with community partners. The First Year Seminar-ARTs Program was only one of two university programs featured in a January 2012 event at the White House, hosted by US Secretary of Education Arne Duncan.
→ http://nau.edu/University-College/Your-First-Year/Seminar-Program
→ http://nau.edu/University-College/CRAFTS

GATEWAY STUDENT SUCCESS CENTER
Gateway Student Success Center works with all first year and undeclared, Premed, and Prelaw students as well as students seeking a Bachelor of University Studies. Advisors help students clarify academic and career goals, navigate degree requirements, and connect with university services, resources and programs.
→ http://nau.edu/gateway

GRADE PERFORMANCE STATUS
GPS is an interactive communication system between faculty and students designed to increase formative feedback, provide consistent, up to date information on academic performance, and provide students with information about relevant resources.
→ http://nau.edu/GPS
LIBERAL STUDIES
Liberal Studies serves all undergraduate students and is integrated into each undergraduate degree program and is designed to help develop responsible, productive, engaged and self-reflective citizens by providing coursework which deepens graduate understanding of the global community and develops wide-ranging skills to succeed academically, professionally, and personally ~ Learning for life.
→ http://nau.edu/liberal-studies

MYNAU ACTION CENTER
Action Center in the NAU portal was designed to focus students on critical information needed in order to progress and be successful at NAU.
→ http://nau.edu/University-College/Action-Center

NAU LEGISLATIVE INTERNSHIP
NAU Legislative Internship is offered to qualifying junior and senior level undergraduate students and is co-sponsored by the Arizona State Senate, Arizona State House of Representatives, Arizona Supreme Court, the Arizona Governor's office and Arizona universities.
→ http://nau.edu/University-College/Legislative-Internship

NAUREADS
NAU Reads asks all first year students to read the same book and encourages students to participate in conversations about the book providing a common experience as they begin their educational journey.
→ http://nau.edu/University-College/NAUreads

STUDENT SUCCESS COACHING
Student Success Coaching helps students establish a foundation for success by matching them with an NAU retiree or employee trained in life-coaching tools and campus resources. The program equips students to manage their transition to college, access support, and explore academic and career opportunities.
→ http://nau.edu/StudentSuccessCoaching

UNDERGRADUATE ACADEMIC CONTINUATION COMMITTEE
UACC provides undergraduate students who have been academically suspended a clear and fair procedure for returning to NAU.
→ http://nau.edu/University-College/University-Advising/Reinstatement

UNDERGRADUATE RESEARCH (joined UC as of 2013-2014)
The Office for Undergraduate Research & Creative Activity (OURCA) provides opportunities for undergraduates to engage in mentored research, inquiry, creative, or scholarly projects on campus and at external organizations. The OURCA administers three internal undergraduate research funding programs: the Hooper Undergraduate Research Awards, the Interns-to-Scholars program, and the Student Travel Awards program.
→ http://nau.edu/Undergraduate-Research

UNIVERSITY COLLEGE CAREER SERVICES
Career Services in the Gateway Student Success Center provides a range of support for students in preparation for their career paths beginning with integrated career and academic advising in the first year and continuing with job search assistance when students are looking for part-time work, internships or full-time employment after graduation.
→ http://nau.edu/careerservices

UNIVERSITY COLLEGE TECHNICAL TEAM
Technical Team at UC provides services and support for all the UC programs through: data collection, management and reporting; modifications and management of the student information system; and assessment activities and success analytics.
→ http://nau.edu/University-College/Tech-Team/University-College-Technical-Support
INTRODUCTION

University College was created to enhance undergraduate student academic achievement and progress to graduation. We collaborate across the university to create a compelling and coherent first year experience that is calibrated to the needs of first year students and produces learning that positions students for successful advancement in degree programs. From the first year through to graduation, University College fosters engagement and interaction with faculty that fulfills student expectations for their undergraduate education at Northern Arizona University through faculty led seminars, civic engagement, undergraduate research, and personalized coaching. University College serves as a portal to the undergraduate experience and as a partner with other colleges in the design of degree pathways that foster student development, decision making and planning, learning, and preparation for career. We pursue our purpose through academic programs, such as Liberal Studies and Bachelor of University Studies, courses that offer distinctive learning opportunities, promotion of best practices in course design and pedagogy, academic support for transitional learners, academic advising and career services, and technology based tools that empower students to become self-directed and successful learners.

Academic success, commitment to educational goals, and connection with the university community are the key factors driving the success of new college students. Each of these is an essential component of a solid foundation for student progress. University College programs and initiatives focus on one or more of these drivers of student progress to graduation.

University College uses several key strategies in all of its efforts: collaboration, deliberate design, and assessment, scholarship of teaching & learning, and innovative use of technology. We are at once a unit with a singular focus—on student success—and an entity that advances undergraduate education throughout the University. The promise of University College is rooted in the power of partnerships for learning and diffusion of best practices for achievement of NAU’s strategic goals. Our vision is that every student entering NAU’s Flagstaff campus will develop self-understanding to make informed decisions about a major and succeed in carrying out a plan for an education that serves as excellent preparation for life and professional accomplishment.

In this first annual report from the University College, we document our first year of operation and present assessments of our programs and initiatives. The impacts of University College programs are indicated primarily by student academic achievement in the first year, integration of high impact experiences into the first year learning experience, and student progress toward graduation. We embrace the ethos of transparency and are committed to on-going improvement. This report is disseminated as an invitation to join our efforts to build an undergraduate experience in which students and the university achieve their highest aspirations.

COLLEGE MISSION

To integrate active and effective pedagogies, student support initiatives, and interventions that support undergraduate student learning, persistence, and success.

University College seeks to collaborate with other units to create a compelling, coherent, first year and undergraduate experiences calibrated to student development and learning trajectories. UC programs offer opportunities for students to become engaged and self-regulated learners, to develop stronger academic skills, as well as to participate in high impact learning experiences on campus or in the community. All programs seek to create rigorous learning design, coupled with strong scaffolding to move students from where they are to achievement of learning goals. UC programs share a common framework of talent development, attentive to socializing students for excellence, increasing self-regulated learning and resilience, and equipping students with tools and resources to manage transition, access support, explore academic and career opportunities, and take charge of their own education.
The University College seeks to operate with all around integration and collaboration—horizontal, vertical and boundary spanning. A fitting representation of UC is not a traditional organizational chart, rather, a series of concentric circles with the first year students in the center, surrounded by faculty focused on providing a quality academic experience, and encircled by a fabric of competent and committed administrators and staff.

[http://nau.edu/University-College/About/](http://nau.edu/University-College/About/)

UC operates with the belief that the collaboration of faculty and staff produces the best results. We work together in a community that honors different skills and perspectives and consider this to be one of the essential ingredients of University College.

The college has a large staff of non-faculty professionals that are integral in the areas of student retention and day-to-day operations. The services supporting student retention include: academic advising, career planning, success coaching, academic progression, and early alert and intervention. These less visible but vital operations support includes: data management, reporting, success analytics, budgeting, administrative support, and the creation and maintenance of business processes. The work of professional staff intersects with work of faculty in multiple ways with the common goal of student success.

UC creates space for faculty to come together across disciplines to learn and innovate amidst a wealth of experience, expertise and insight. UC has a small number of full-time faculty members that coordinate and teach UC sponsored courses and contribute to the scholarship on teaching and learning, engage in research and assessment, or oversee programs and initiatives. The College relies on a significant number of Faculty Fellows and Faculty Affiliates who are appointed in other colleges but teach courses for UC and support an environment where first year students can flourish and excel.

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**Faculty Fellows 2012-2013**

- Beverly Amer – FCB
- Cyndi Banks – UC
- Melissa Birkett – SBS/UC
- Terry Blows – CEFNS
- Barbara Boschmans – LMC/CEFNS
- Brent Burch – CEFNS
- Rebecca Campbell – UC
- Brandon Cruickshank – CEFNS
- Meliksah Demir – SBS/UC
- Dana Ernst – CEFNS
- Matthew Fahy – CEFNS
- Gregory Glau – CAL
- Rosalinda Haddon – UC
- Kevin Ketchner – CLINE/UC
- Monika Keindl – CEFNS
- Catherine Louchart – CEFNS
- Shanna Manny – LMC/CEFNS
- Michelle Miller – SBS/UC
- Amy Rushall – CEFNS
- Blase Scarnati – UC
- Nandor Sieben – CEFNS

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**Leadership Expectations**

- Support student academic achievement and career development through teaching and mentoring.
- Develop and apply innovative classroom strategies and practices for student success.
- Promote greater understanding of the goals and mission of University College in home colleges and departments.
- Mentor and collaborate with colleagues to increase the application of learning centered pedagogies that facilitate student engagement.
- Engage in research that supports the Scholarship of Teaching and Learning.
- Increase the effectiveness of UC based on individual expertise and interests.
2012-2013 UC LEADERSHIP TEAM

Karen Pugliesi, Dean
Cyndi Banks, Associate Dean
Eileen Mahoney, Executive Director, Student Success Initiatives
Rebecca Campbell, Director, Academic Transition Programs
Blase Scarnati, Director of First & Second Year Learning and Co-Director of First Year Learning Initiative
Michelle Miller, Co-Director of First Year Learning Initiative
Tammy Harrison, Director of Gateway Student Success Center
Monica Bai, Associate Director of Gateway Student Success Center
Todd Firth, Associate Director, UC Technology Team
Lela Montfort, Coordinator, UC Special Projects
Lauren Berutich, Program Coordinator of First Year Seminar/Action Research Teams
Liane Sims, Program Coordinator, UC Administration

COURSES

University College sponsors courses offered by programs within UC and by other colleges. All UC sponsored courses are FYLI certified, indicating that they are designed with best practices for first year learners. UC courses include foundational and distribution block courses in Liberal Studies, first year courses in the University Honors Program, as well as gateway courses for majors in other NAU colleges. Courses offered by other NAU colleges with UC sponsorship are embedded in an extended community of practice that supports best practices, faculty development, and assessment for on-going improvement, with leadership of the faculty in the academic unit owning the courses. UC offers courses for first year students to support the transition to college, facilitate career exploration/planning, foster learning of university outcomes, and promote civic engagement.

IMPACT OF UNIVERSITY COLLEGE PROGRAMS

University College values clearly defined program goals and outcome measures and embraces assessment as a strategy for impact analysis and program improvement. The College is primarily interested in examining how programs influence academic achievement and student progress to graduation. University College also promotes the integration of high-impact practices in course design and delivery to facilitate student learning and engagement. The programs highlighted in this first annual report demonstrate the efforts of University College the areas of academic achievement, progression, and best practices.

IMPACT OF UNIVERSITY COLLEGE PROGRAMS 2012-2013

University College values clearly defined program goals and outcome measures and embraces assessment as a strategy for impact analysis and program improvement. The College is primarily interested in examining how programs influence academic achievement and student progress to graduation. This section of the report highlights assessment of UC during the 2012-2013 year.
University College strives to ease the transition for students as they enter a new environment with different expectations and requirements. We want students to establish a solid foundation during the first term and offer several programs designed to teach success skills and encourage connections with faculty, staff and fellow students.

**Academic Transition Programs**

Academic Transition Programs (ATP) strives to develop self-regulated students whose attitudes and behaviors are aligned with their personal and academic goals. ATP offers two courses that facilitate academic success and retention for first year students through positive peer engagement. NAU 100: Transition to College is a 1 unit course taught by peer instructors and it focuses on goal setting, resource awareness, time management and valuing learning. NAU 120: Study Skills & College Success provides similar support but it is a 3 unit course targeting students with high school GPA's and test scores which indicate they may be academically at risk; the course is taught by full-time faculty and graduate students and has an academic peer coaching element.

The 1124 students completing NAU 100 had 2.2% lower rates of academic probation than comparable groups that did not complete the course. They also had statistically significant higher first term GPA’s (.19 higher) and earned hours (.7 higher hours) and demonstrated a 7% higher first year retention rate.

Students who successfully completed NAU 120 (as defined as earning an A, B, or C) had a 10.6% higher retention rate than comparable students who did not complete the course, a higher first term GPA (.56 higher), and a 6.4% lower rate of academic probation.

For first-time full-time students who are placed on academic probation their second term because they were not academically successful their first term, ATP offers NAU 130: Back on Track. This is a 1 unit course taught by full time faculty and graduate assistants to support academic recovery in a strengths-based, nonjudgmental environment. Preliminary analysis demonstrates that the 213 students who participated in NAU 130 were retained at a 24.5% higher rate than students who did not participate.
**Student Success Coaching**

The mission of the Student Success Coaching (SSC) program is to help students establish a foundation for success in college and life through a voluntary coaching relationship with an NAU employee or retiree trained in life-coaching tools and resources. The program equips students to manage their transition to college, access support, and explore academic and career opportunities.

As the table below indicates, participants in Student Success Coaching had higher 1st semester and 1st year GPAs, more credits earned, higher 1st year retention rates, and lower probation rates when compared with matched non-participants. The double arrows indicate the differences were statistically significant.

<table>
<thead>
<tr>
<th>Students Participating the Full Year</th>
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<tbody>
<tr>
<td>Average 1st Sem. GPA</td>
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<tr>
<td>Average 1st Year GPA</td>
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<tr>
<td>Earned Hours Spring 2013</td>
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<tr>
<td>Returned Fall 2013</td>
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<tr>
<td>Probation Rate</td>
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</tbody>
</table>

**First Year Seminar – Action Research Teams**

The First Year Seminar Program brings the best faculty teacher-scholars on campus together with first year students to explore rich and engaging topics based upon faculty research, scholarship, interests and/or current issues. Through the seminar experience, students are encouraged to consider undergraduate research, establish communities with other students, and build mentoring relationships with faculty. There is a modest but consistent overall trend toward increased retention for students in FYSeminar compared to non-FYS students with similar characteristics.

Many First Year Seminar courses incorporate Action Research Teams (ARTs) which seek to foster student engagement and academic success by involving students in course-specific work groups related to sustainable community development and civic engagement. Overall, students completing FYS-ARTs with a C or better show a 7% improvement in retention. Minority students who earned C grades or better in FYSeminars with ARTs sections show a significant, 16% improvement in retention, compared to a matched control group with similar characteristics. Female students in FYSeminars with ARTs sections show a 9% improvement in retention.

**ARTs and Retention**

- **All FYS-ARTS Students**
  - **Students Earning A, B, or C in FYS**
University College activities are designed to create clear pathways for students to progress to graduation whether they are first year students, transfer students or students looking for a degree that can accommodate their varied interests and accumulated credits.

**Gateway Student Success Center Advising**

Professional advisors in the Gateway Student Success Center (GSSC) provide academic advising for all incoming first-year students. Last year, academic advisors provided more than 4,200 students with information related to degree requirements, university resources and major & career exploration survey results of over 3,500 students indicated:

- 98% were satisfied with the academic advising they received during summer Orientation
- 98% understood the Liberal Studies and Diversity requirements and 99% understood their Major and Minor requirements
- 88% came away from their Early Enrollment advising with a better understanding of their career and major options

**PreMajor Tracking**

Last year, the GSSC piloted the PreMajor Tracking program for students deficient in math for their chosen major and at risk of missing critical curricular benchmarks for their degree. Advising protocols for this population are twofold: 1) encourage students to use resources and make decisions that will support progression in their major or 2) offer students assistance in selecting a major more appropriate to their goals and academic aptitudes. Because the program was in its first year, data is not yet available to measure the impact of PreMajor Tracking. The break out by college of the 659 students identified as PreMajor track pilot is presented in the graph below.

**Bachelor of University Studies**

The Gateway Student Success Center provides advising for the Bachelor of University Studies degree (BUS). This relatively new degree is gaining popularity among students that have accrued numerous credits and want to pursue an interdisciplinary degree in at least two areas of interest. The graph indicates the continued growth of the BUS degree over the past three terms.
The goal of the CCC2NAU is to support and encourage attainment of a bachelor degree by creating collaborative admission, advising and retention processes between Coconino Community College (CCC) and Northern Arizona University (NAU). Participating CCC students receive an NAU ID card, access to university athletic events and student clubs, and they can choose to purchase a meal plan, apply to live in the dorms and pay the student fee to join the University’s Health and Wellness Center.

As of July 2013, CCC2NAU served 1,322 students since the program began in 2008. Preliminary review of student information indicates that students that come to NAU through the CCC2NAU program perform slightly better academically than students who were not part of the program.

**INTEGRATION OF HIGH IMPACT PRACTICES INTO THE FIRST YEAR LEARNING EXPERIENCE**

University College pedagogical practices influence student engagement, energy and effective learning in the classroom. We are committed to sharing information, influencing practice and creating space for faculty and staff to have intentional conversations about student success.

**First Year Learning Initiative (FYLI)**

This is a unique locally developed and driven program for building academic success in the early college career. FYLI is based on the philosophy that students need – and want – high standards in first-year coursework. To succeed in rigorous courses, students need support, guidance, highly engaging pedagogy, and clear, frequent feedback. Toward that end, FYLI works with multi-section course coordinators to reshape their courses to socialize students for excellence, maximize engagement through critical design, and design course activities and assessments with clearly defined learning outcomes. Once the redesign is complete and a course meets FYLI standards, it is FYLI certified. The FYLI standards and practices are reflected in the following data from AY 2012/13:

- Instructors and coordinators reported high levels of implementation of best practices, including a 60.8% increase in use of the GPS academic feedback system, 43.5% increase in multi-section coordination and 30.4% increase in low-stakes assignments.
- Student ratings indicate that in their FYLI courses, attendance was required (95%), rubrics were provided (79%), work was due in the first two weeks of the semester (96%), and class time included active learning often or very often (75%).
• Students rated socialization outcomes highly, especially valuing hard work on academics (4.2 out of a possible 5.0), accepting responsibility for academic effort, and examining how choices lead to academic success (both 3.8 out of a possible 5.0).

• Analyses of the effect of FYLI practices effect on student course completion of FYLI courses reveal significant decreases in DFW after certification, compared to historical DFW rates. (17% versus 23%).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACC 205</td>
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<tr>
<td>ARH 141</td>
<td>Western Art To 1400</td>
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<tr>
<td>ARH 143</td>
<td>Arts Of Asia</td>
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<td>ARH 270</td>
<td>Arts Of Japan: Tradition And Modernity</td>
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<td>AST 180</td>
<td>Introduction To Astronomy</td>
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<td>AST 184L</td>
<td>Life In The Universe</td>
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<td>BIO 181</td>
<td>Unity Of Life I: Cell Life</td>
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<tr>
<td>BIO 182</td>
<td>Unity/Life II: Multicellular</td>
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<tr>
<td>BIO 182H</td>
<td>Unity/Life II: Multicellular</td>
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<td>Intro To Exercise Science</td>
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<td>BIO 201</td>
<td>Human Anatomy/Physiology I</td>
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<td>Intro To Crime And Justice</td>
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<td>General Chemistry I</td>
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<td>General Chemistry II</td>
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<td>Intro/Cinema &amp; Visual Culture</td>
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<tr>
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<td>Computer Science II</td>
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<td>Electrical Engineering I</td>
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<td>FS 131</td>
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<td>FS 131H</td>
<td>Cu First Year Seminar</td>
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<td>HON 190</td>
<td>Sem Critical Reading &amp; Writing I</td>
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<td>HON 291</td>
<td>Creative Expressions</td>
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<td>Creative Expressions</td>
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<td>HON 292</td>
<td>World Cultures &amp; Global Citizens</td>
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<td>Scientific Awareness</td>
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<td>HON 294</td>
<td>Individual &amp; Society</td>
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<td>MAT 100</td>
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<td>Algebra For Precalculus</td>
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<td>MAT 108</td>
<td>Algebra For Precalculus</td>
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<tr>
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<td>Finite Mathematics</td>
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<td>MAT 136</td>
<td>Calculus I</td>
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<td>MAT 136H</td>
<td>Calculus I</td>
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<tr>
<td>MAT 136H</td>
<td>Calculus I</td>
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<tr>
<td>MAT 150</td>
<td>Principles Of Mathematics I</td>
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<tr>
<td>MAT 150</td>
<td>Principles Of Mathematics I</td>
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<tr>
<td>MAT 155</td>
<td>Principles Of Mathematics II</td>
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<td>MAT 155</td>
<td>Principles Of Mathematics II</td>
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<tr>
<td>NAU 120</td>
<td>Study Skills &amp; College Success</td>
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<td>PHI 105</td>
<td>Introduction To Ethics</td>
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<td>PHI 150</td>
<td>Philosophies Of The World</td>
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<td>General Physics II</td>
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<td>University Physics II</td>
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<td>World Politics</td>
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<td>PSY 101</td>
<td>Introduction To Psychology</td>
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<td>REL 150</td>
<td>Religions Of The World</td>
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<tr>
<td>STA 270</td>
<td>Applied Statistics</td>
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<tr>
<td>TH 101</td>
<td>Introduction To The Theatre</td>
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</table>
Grade Performance Status (GPS)

GPS is a locally developed academic feedback system – enabling instructors to quickly send critical real-time feedback to students about attendance, academic concerns, and grades; instructors can also share positive comments about student performance. Results of a survey conducted 2012-2013 indicate that students are taking action in response to GPS messaging. Of the 586 student respondents, 42% said they contacted their instructors and 29% said they changed their academic behavior on their own.

Supplemental Instruction (SI)

Supplemental Instruction is a joint program through Course Linked Academic Support (University College) and the Student Learning Centers (Enrollment Management and Student Affairs) that works with faculty partners to integrate academic supports that aid in understanding of course content and student success through facilitation of a SI leader who has previously done well in the course and attends all class lectures, takes notes, and acts as a model student. All students in SI-supported courses are eligible to participate in the regularly-scheduled, informal review sessions where students compare notes, discuss and review important concepts from class, solve practice problems, develop study strategies and organizational tools, and predict test items. Approximately 39 courses (117-140 sections) per semester are SI-supported, including courses in biology, business, chemistry, astronomy/physics, engineering, and psychology. Approximately one third of eligible students attend 3 or more sessions.

It is not surprising that students who participate in Supplemental Instruction show improved course grades. In addition, data shows that student participants in SI have a lower probability of being on probation as well as a higher probability of returning to NAU than non-participants.

SI participants compared matched groups of similar freshmen (matched on core high school GPA, ACT/SAT test scores, gender, ethnicity, and residency; please note that the groups are not matched on propensity to engage or other psychosocial/motivational attributes) showed:

![Graph showing probation rate and retention rate for NAU students and SI participants]

![Graph showing DFW rates in SI courses for SI participants and non-participants]

SI Participants

Non Participants
The SI participant DFW rate was 11-14% lower than the DFW rate (15% vs 26% Fall 2012 and 13% vs. 27% Spring 2013) for an equivalent group of non-participants.

The SI participant group had higher course grade average than an equivalent group of non-participants (2.66 vs 2.42 Fall 2012 and 2.72 vs. 2.32 Spring 2013).

Community Conversations & Town Halls
University College is committed to building a community of interest and practice that examines teaching, research, creative work and services as they relate to first year issues and opportunities. To fulfill that commitment, the College held community conversations and Town Halls to promote a culture of student success across the disciplines. UC sponsored five events in its first year on the following topics:

- Strategies for Creating and Fostering a Culture of Support
- Understanding First Year Student Expectations and Their Transition to NAU
- Supplemental Instruction: Moving From Interest to Practice to Student Success
- Academic Integrity: Liberal Studies Townhall
- Learning for Life: Liberal Studies Townhall

The campus responded positively to the opportunity to examine and discuss critical elements of the student experience. Several of the topics will be incorporated on a regular basis in the faculty development programs.

REFLECTIONS ON 2012-2013

Launching a new college requires much more than may be evident at first glance. In its first year, the UC leadership team attended to a wide array of matters necessary for effective functioning. Among many other things over the last year, University College established a home in Bury Hall, put in place personnel and reporting lines, developed protocols for business processes, hosted an open house, and sponsored numerous faculty events.

One goal for the nascent college was to configure our operations to take best advantage of the capacities of our faculty and staff. We adapted our original organizational plan as we learned more about the imperatives of running the college and aligned those with areas of expertise among our staff and faculty. We believe this has been beneficial to our staff and faculty, as it is to the students we serve.

As a new entity on campus, University College was challenged to create a distinctive identity with students, their families and the university community. The college addressed this need with a two prong communication
approach: 1) to articulate the purpose and role of UC and 2) to address concerns and some misunderstandings among some sectors of the campus. UC utilized the following strategies to grow visibility and establish common understanding:

- Launched the “It’s your education: Be in it!” campaign promoting student achievement through self-regulation, success strategies, and engagement.
- Created an extensive web site to provide information of value to students, faculty and staff.
- Developed and distributed a bi-annual newsletter.
- Coordinated meetings between UC leaders and various stakeholder groups around campus to communicate information using a UC Q&A brochure.

Engaging and integrating the faculty with variable degrees of affiliation with UC was an area of focal effort in our first year. Through hosting Town Halls and Community Conversations we created compelling opportunities for faculty to come together for dialogue and learning about a variety of topics of high relevance to practice. UC Faculty developed criteria for UC Fellows and Affiliates, as well as for annual evaluation and promotion within the non-tenured ranks. Together these documents articulate what it means to be a UC affiliated or appointed faculty. At the same time, they describe the options for faculty participation in UC.

University College staff, faculty and leaders have been active in professional presentations at conferences and through invited consultations with other institutions. We are proactively disseminating what we are learning about effective practices and increasing the visibility of NAU as a leader in undergraduate education.

Although UC engages directly with all new students through Orientation, priority enrollment and advising, we have been less visible as a resource for continuing students. We know that students make academic adjustments up through their junior year and that they can also use support making employment or graduate school plans. We would like UC to be seen as a first choice resource for student navigating such changes. Going forward, we will further develop the career services network, increase the profile of Liberal Studies, and support and promote experiential learning opportunities such as internships and undergraduate research.

All UC programs and initiatives conducted a comprehensive results based planning process under the direction of Associate Dean Banks. Results based planning helps sharpen our focus on goals and target outcomes, as it lays the foundation for rigorous assessment of progress. The results based plans established priorities for this year and, taken together, provide a mapping of programs to College goals. In the years ahead, UC will use increasingly robust data tools to identify students who may benefit from special support as they make their way to graduation.

SUMMARY – MAIN PRIORITIES FOR NEXT YEAR

At our annual retreat UC Leadership reflected on our first year in light of our mission, goals and the context for our work. The University College Advisory Council has also provided us with feedback and suggestions for our future efforts. In consideration of our collective self-assessment, programmatic evaluations, and advice from our collaborators, UC leadership identified the following priorities for the second year:

1. Continue to build strong communication and engagement with the university community to increase understanding of UC and its purpose, and promote opportunities for participation.
2. Strengthen and expand collaborations with EMSA and other colleges.
3. Target resources and programs to students most likely to benefit.
4. Strengthen and measure the impact of UC on first year student academic success.
Success Indicators

University College is committed to employing formative and evaluative assessment strategies to examine and improve our impact. Each individual program within UC is establishing specific measures and methodologies to gauge effectiveness. But there are some university level benchmark data that will be examined annually to provide an overall measure of performance. Some of the data already exists and can be tracked through reporting done by the Office of Planning and Institutional Research (PAIR), the Registrar’s Office, or University College. Additional benchmarks will be added as success analytics become more readily available.

At this time, examples of success indicators to be examined each year include:

**First-time full-time (FTFT) Cohort retention rates as published by PAIR.**

⇒ [http://www4.nau.edu/pair/RetentionAndGraduation/index.asp]

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**Fall 2013 Retention Rate**

2012 FTFT FlgMtn Cohort

- Retained (2917) 28%
- Did not return (1142) 72%
Academic standing information for FTFT Cohort as reported by the Registrar’s Office.

**Fall 2012 Academic Standing**

2012 FTFT FlgMtn Cohort

- Good standing (3382)
- Probation (627)
- No standing * (50)

*withdrawn from all classes

Based on old academic standing policy

**First year GPAs for FTFT Cohort**

As the charts below indicate, 57% of the students in the 2012 cohort had a 3.0 or higher at the end of their first term; 51% had a 3.0 or higher cumulative GPA at the end of their second term.

**Cumulative GPA**

**Fall 2012**

2012 FTFT FlgMtn Cohort

- 5% 222
- 10% 424
- 26% 1041
- 25% 1018
- 32% 1304

**Spring 2013**

2012 FTFT FlgMtn Cohort

- 4% 180
- 12% 479
- 31% 1254
- 24% 958
- 27% 1096

*students with no enrolment or who withdrew from all classes for the term*
FTFT Cohort completion rates of Mathematics Foundation courses at the end of the spring of their first year

Completion Rate of Math Foundation Courses
at the end of Spring 2013 term
2012 FTFT FlgMtn Cohort

Percentage of students with declared majors at the end of the summer of their first year.

Major Declaration
as of 8/28/2013
2012 FTFT FlgMtn Cohort
Enrollment data for FTFT Cohort

89.9% of the 2012 Cohort enrolled in 14 or more units in Fall 2012.

2012 cohort students completed successfully 89% of the units enrolled at the start of the Fall 2012 term.

Four year and six year graduation rates

The FTFT 2012 cohort will be the first cohort under the UC umbrella and 4 year graduation rates will not be available until 2016. However, because this is an important indicator for NAU and UC, the 4 year and 6 year graduation rates from PAIR are reported below.

Full-time Flagstaff Mountain Campus students

⇒ All transfer 2012 students - retention rate (to second year after transfer)
   After first year – 728, after 3rd term 680 73.2% retention (data provided by PAIR)

⇒ Transfer student 2 Year Graduation Rate (for transfer cohort -2 years from current, 2012-2013 year)
   All transfer 2010 students 164 out of 1039 graduated (15.8%) (data provided by PAIR)

⇒ 4 year Graduation Rate (for cohort -4 years from current, 2012-2013 year)
   First time freshman 2008 students 1,067 out of 3227 graduated (33.1%) (data provided by PAIR)

⇒ 6 year Graduation Rate (for cohort -6 years from current, 2012-2013 year)
   First time freshman 2006 students 1,238 out of 2,521 graduated (49.1%) (data provided by PAIR)