Schedule of Events
2:00   Roundtables
3:00   Fair begins
4:00   Welcome by President Cheng and presentation of Academic Assessment awards
4:30   Presentation of People's Choice awards determined by popular vote of attendees and
        Judges' Choice awards determined by a panel of judges
5:00   Fair ends

Fair Sponsors

Enrollment Management and Student Affairs
Curriculum, Learning Design, and Academic Assessment
e-Learning Center
Center for Science Teaching and Learning
Housing and Residence Life

University College
Cline Library
Faculty Professional Development Program
Planning and Institutional Research

Fair Committee Members

Ed Cahall, Faculty Professional Development Program
Helen Hemmer, Gateway Student Success Center
Jared Hopkins, EMSA Assessment
Julia McGee, University College

Sue Pieper, Academic Assessment/E-Learning Assessment
Ed Price, Housing and Residence Life
Eva Putzova, PAIR
Margot Saltonstall, EMSA Assessment
Laura Rose Taylor, Cline Library

Poster Judges
Joe Anderson
Professor, The W.A. Franke College of Business
Sue Belatti
Assistant Director, Housing and Residence Life
Don Carter
Director, e-Learning Center
Tim Clark
Assistant Professor, The W.A. Franke College of Business
Larry Gallagher
Director, Faculty Professional Development Program
Paula Garcia McAllister
IRB Research Specialist, Northern Arizona Healthcare
Michael Merica
Institutional Research Director, Coconino Community College
Tom Paradis
Chair, Geography, Planning, and Recreation

Roundtables
Sharing Assessment Success Stories
Facilitators – Ed Price, Kathee Rose, and Helen Hemmer
Share your assessment successes and learn from others who are using assessment to enhance student learning and strengthen programs. We will discuss successes, challenges, and overcoming barriers to assessment of student learning. This roundtable discussion is designed for faculty, staff, and administrators who are at any point in the process of designing and implementing student learning assessment.

Educating the Whole Student: Learning across the Student Experience
Facilitators – Margot Saltonstall, Laurie Dickson, and Astrid Klocke
Come and join a focused conversation on the student learning outcomes for Academic Affairs ("Graduates can…" statements) and Enrollment Management and Student Affairs (Student Learning and Development Framework). The goal of the discussion is to identify 1) the benefits of integrating these descriptions to have a set of outcomes that reflect learning across the student experience, and 2) possible ways to present an integrated description.

Poster Presentations
Mapping UC Academic and Student Success Programs for Continuous Improvement
Cyndi Banks and Lela Montfort
University College
The purpose of this poster is to track undergraduate student participation through numerous UC programming intersections from their entry into NAU through graduation. Each UC program along the student's path is identified together with their core mission, scope of reach, outcomes and goals. Programs are then plotted on a timeline spanning a student's undergraduate career to identify various target points, obstacles, and learning outcomes. Each UC program plotted on the timeline aims to meet students where they are and help them with their needs for success particularly at key points and milestones along their undergraduate career. This 'curricular and programmatic map' of the student journey can be used to highlight intentional and unintentional overlaps and gaps with the aim of informing the continuous improvement goals of UC academic and student success programs.

Does One Size Fit All? Major-Based versus Interest-Based Residential Learning Communities
Sue Belatti, Rebecca Swain, and Ed Price
Housing and Residence Life
The Residential Learning Communities (RLC's) program clusters incoming freshman students into major-based and interest-based communities in the Freshman Connections halls. The overall goal of the program is to assist freshman student transition to campus by membership in a cohort of peers, interaction with mentors and faculty, and exposure to campus resources during their first year. Residential Learning Communities are supported through a partnership between Student Affairs and Academic Affairs. Each community is sponsored by a college or department with a faculty/staff member named as the main contact (liaison) to that community. Major-based RLC's cluster students by their academic major and assist students with a deeper understanding of their major choice and potential career opportunities for the major. Interest-based RLC's are more interdisciplinary in nature with a theme for the community (e.g. sustainability) being the focal point for the formation of community among the students. The current RLC program has established goals and objectives which are applied to each community whether major or interest-based. In reviewing feedback on the annual RLC survey by students within these communities, staff began to suspect that the program's impact on students in major versus interest-based communities appeared to be different. The purpose of this poster is to further

investigate possible differences in student satisfaction in either major or interest-based RLC's as it relates to possible program impact and level of engagement. A comprehensive survey was administered in January 2015 to assess the RLC program, with 42% of RLC members responding. The survey responses were categorized by major-based or interest-based RLC members. This poster will analyze differences in responses of students in each of these types of communities. The results will be utilized to assist in changes to programmatic expectations and training of mentors for major-based versus interest-based RLC's.

Course-Linked Academic Support and Student Success
Melissa Birkett, Melissa Welker, Evin Deschamps, and Amy Larson
Student Support Services and University College
Course-Linked Academic Support collaborates with Enrollment Management and Student Affairs to facilitate three programs: Integrated Academic Support, the Math Achievement Program, and Supplemental Instruction. Together, these programs provide academic support for over 5,000 NAU students each semester. These three programs utilize peer leaders and coordination with faculty to provide additional, out-of-class support to students. All programs are voluntary and free for all students enrolled in supported courses. This poster presents the most recent data on student participation in these three programs.

Serving Our First-Generation Students
Wendy Bruun
First-Generation Programs
In the fall of 2014, we brought together several programs under the umbrella of First-Generation Programs & Initiatives. Altogether, these programs reach almost 700 undergraduate students, who are mostly first-year students. These programs provide summer bridge experiences, comprehensive student development programming, as well as academic, financial, career, and personal support. Retention and graduation rates demonstrate an educational achievement gap between first-generation and continuing-generation students at NAU. Results from the EMSA Student Learning Outcomes survey (Fall 2014) reveal a statistical difference in learning related to financial literacy for Student Support Services participants. The Student Support Services (SSS) annual program survey (Spring 2014) provided insight for program staff related to student involvement in high impact activities: participants were engaged in internships, undergraduate research, study abroad opportunities, leadership roles, and campus employment at varying degrees. Additionally, results from a qualitative question on the SSS program survey indicated that participants learned multiple skills to become a successful college student: time management and financial skills were mentioned most frequently, affirming the skills development offered through individualized mentoring. Program staff monitor multiple sources of information, both individual and aggregate, as well as qualitative and quantitative, to make adjustments to program services in order to increase student learning and development, as well as retention and graduation rates.

International Student Reading Speeds
Betsy Buford and Simon Green
Academic Transition Programs, University College
International students who have met the English language proficiency requirements for admission continue learning and improving their skills throughout their four years on campus. In an effort to better understand the academic experience of this unique and exciting student population, I have begun collecting data on international student reading speeds. Reading speed and fluency has a wide-ranging impact on student success from time management (the time it takes to complete assignments), comprehension, motivation, and confidence. Initial data show that international students with a primary language other than English are reading at significantly slower speeds than their native speaker counterparts. This data has been collected during in-class reading activities in

which students complete timed readings and chart their speed over time. The poster will show reading speed data for international students enrolled in NAU 120i - Academic Success for International Students, briefly summarize some of the literature on reading fluency for non-native speakers, and propose practical solutions for supporting these students in using effective reading strategies. The poster will also include a few next steps for research and campus collaboration on this topic.

Mine the Gap: Needs Assessment for Student Learning of Information Literacy Skills
Theresa Carlson and Wendy Holliday
Teaching, Learning, and Research Services, Cline Library
This poster will describe a needs assessment that identified learning bottlenecks, or common areas of confusion, in order to develop more targeted teaching interventions. Librarians at Cline Library collaborate with faculty to teach essential information use skills across the entire curriculum. The complexity of these skills, and the fact that they are taught in a wide range of disciplines and contexts, means that we do not always know where and how to focus our instruction. Are we meeting students' learning needs with our current approaches? To explore this question, we conducted a textual analysis of more than 1,000 chat question transcripts, including some automated data mining and coding. This analysis enabled us to identify bottlenecks across a wider population of students, including those who might not ever receive formal information literacy instruction in their courses. We also identified problem areas that might not be readily apparent to faculty. Initial results will help us design more effective interventions, ranging from improved instructional approaches, targeted outreach to students and faculty, and new do-it-yourself tools that meet our students where they are encountering significant learning barriers. The poster will highlight both the methods used and select results.

Is it Possible to Change Students' Stereotypes of Older Adults?
Meliksah Demir
University College
Ageism is a serious concern in our society (Luo et al., 2013; Palmore, 2004). Empirical research has shown that young adults and college students have negative perceptions and hold negative stereotypes regarding the lives and well-being of older adults (Gellis et al., 2003). Is it possible to change these negative stereotypes? Wurtele and her colleagues (e.g., Wurtele & Maruyama, 2013) have shown that a classroom exercise focusing on activities of older adults reduced negative stereotypes among college students taking a course on human development. Although valuable, this study did not have a control group. Thus, the current set of studies addressed this limitation and tested whether an advanced lecture addressing the myths of aging combined with activities of older adults changed the stereotypes held by students. Volunteer participants completed the Fraboni scale of ageism (FSA) twice, a week before and right after the topic on older adults was covered. Students taking a course on human development in fall 2014 (n=45) and cross-cultural psychology in spring 2015 (n=38) formed the control group and completed the FSA twice in a period of two weeks without the activity and advanced lecture on the topic. Those taking the course on human development in spring 2015 (n =42) formed the experimental group, completed the in-class activity, and received the lecture on aging addressing myths and facts between the two assessments. Results showed that only students in the experimental group receiving the lecture on the topic experienced decreased negative stereotypes towards the elderly, revealing large effect sizes. The findings are promising such that spending extra time on the topic with a special lecture effectively addresses ageism among students at NAU taking a class on human development. It remains to be seen how long the obtained effects will last.

The COACHE Faculty Job Satisfaction Survey: Results and Recommendations
Crystal Diaz
Office of the Provost
Project and Purpose: In AY 2013-14, NAU participated in the Collaborative on Academic Careers in Higher Education (COACHE) to survey faculty regarding working conditions at NAU. The COACHE Advisory team (CAT) reviewed and summarized survey results to submit action-based recommendations for specific priority areas to the Provost. This poster describes the findings from the survey and the recommendations for how to proceed with action teams working to improve faculty satisfaction at NAU. Theory and Methods: In fall 2013, faculty members who had been on continuing contracts for a year or more were invited to participate in the COACHE survey. The COACHE results report provides means and standard deviations for NAU and peer universities on multiple-choice questions set to a five-point Likert scale. The CAT looked for considerable disparities in responses by demographic variables, notable frequency distributions, particularly low or high means, and how NAU's rank and score differed from peers. Results and Findings: Through this analysis, the team identified priority items to address. The highest recommendations are to (1) re-examine the annual review process and address sub-standard performance; (2) enhance recruitment and retention efforts for faculty; (3) encourage mentoring of pre-tenure faculty, as well as mentoring of associate professors; (4) address promotion among NTT ranks; and (5) ensure that post-award support for research is adequate and well communicated. Use of Results: With action-based recommendations submitted to the Provost, plans are underway to create groups or use current groups to discuss and initiate follow-up efforts. The team anticipates that new efforts based on these discussions will improve faculty satisfaction and perceptions of working at NAU, which the Office of the Provost plans to measure with a second survey in AY 2016-17.

College Based Learning Communities: The Pilot Year
Kate Ellis
University College, College Based Learning Communities
The College Based Learning Communities program poster introduces the CBLC program, its mission, the overall experience during its pilot year, and will focus on student and faculty participation. Data will be presented to illustrate college participation, as well as the number of faculty liaisons, community peer mentors and student participants. Examples of activities and student responses that illustrate how the CBLCs have worked to achieve its mission and the goals during the pilot year will be presented.

How College Dining Affects Students at NAU
Casey Fisher and Catherine Sullivan
NAU Campus Dining
Drawing from the works of Astin, Chickering, Pascarella and Terenzini, Campus Dining illustrates how meal plan participation and dining on campus may affect students and their interaction with the campus community. Several years of data collected from NAU's annual Student Learning Outcomes survey has shown that students who have a meal plan beyond the first year and dine on campus tend to report better outcomes in areas key to retention such as transitions, health and wellness, social connections and campus engagement. Using the USDA's My Plate outline, this poster provides a broader picture of the role of dining services in the college experience at Northern Arizona University.

Program Overview: Peak Performance Math Summer Bridge Program
Mary Fule, Katie Louchart, Bob Daugherty, Shanna Manny, and Kayla Lilly
Department of Mathematics and Statistics, Peak Performance Math Summer Bridge Program
The Peak Performance program works to help students improve their math placement by matching students with coaches in a 1:1 tutoring relationship. Very few summer bridge programs are non-residential and we have developed an innovative method of

5

interacting with our students. This poster describes the process, development, and impacts of participating in the program. For the program results we created a quantitative data analysis using similar demographics and created a comparison group to come up with the placement improvement results of the program. This was all pulled from the data warehouse information. We used institutional data from the data warehouse to determine the demographics of the students who participated in the Peak program. We used surveys sent to the participants to understand how they felt about the program.

What Do Part-Time Faculty Members Need in Professional Development?
Larry Gallagher, Samantha Clifford, Ed Cahall, Matthew Gidley, and Brenda Sutton
Faculty Professional Development Program and Extended Campuses
As the landscape of higher education has changed over the past decade, many institutions of higher education find that they are employing an ever increasing number of part-time, temporary faculty members. While many of the part-time temporary faculty members come to the institution with high levels of experience and skills in their disciplinary area, they are often not well grounded in the workings of institutions of higher education or in providing high-quality instruction to the young adult and adult learners who populate the classrooms in higher education. One way institutions of higher education can promote high levels of student success and student achievement is through providing high-quality professional development that equips the faculty member with the tools needed to provide effective instruction and a strong focus on student learning. Yet a review of literature in this area yields few examples of institutions that have analyzed the professional development needs of their part-time temporary faculty and addressed these needs in any depth. As a result, the professional development activities offered by the current faculty professional development programs may not meet their unique needs. This project, a collaborative venture between the Faculty Professional Development program and Extended Campuses undertook a purposive sampling of part-time faculty members in geographically distributed locations in an attempt to identify themes and issues related to providing effective professional development activities. This poster session will provide a summary of the findings of this sampling and plans for subsequent follow up surveys to more accurately understand the range of potential needs of faculty members distributed across and outside the state.

The Blues: Treating Depression at Counseling Services
Megan Gavin, Carol O'Saben, Kierstan Thomann, and Jared Hopkins
Counseling Services
Depression is the primary presenting problem for clients seen at Counseling Services. This poster examines whether or not individual counseling was effective in treating depression. Also, the poster examines whether or not there is a relationship between number of visits during academic year 2013-14 and the Depression Subscale scores on the Counseling Center Assessment of Psychological Symptoms.

Graduate Test Prep Courses
Andrea Graves and Evin Deschamps
Student Learning Centers
The Graduate Test Prep Courses program within Student Learning Centers offers affordable, high-quality instruction in GRE® and GMAT® standardized test-taking skills for both NAU students and community members preparing for graduate school. This poster will highlight comparative research on the program from AY13-14 and AY14-15 year-to-date. Descriptive data will include assessment of student full-length practice test scores and student survey outcomes. These findings will help the Test Prep program better serve the campus and community members who can most benefit from standardized test-taking skill development. It will also prompt further research into the Test Prep program's long-term sustainability and positive impact on participant success.

Academic Advising Learning Outcomes Based Assessment Model
Helen Hemmer
Gateway Student Success Center, University College
As a part of a shift from a prescriptive to a more developmental model of advising, Gateway developed learning outcomes for first-year academic advising. Through a highly collaborative, activity based model, we have developed an assessment framework, first-year advising learning outcomes, and are currently developing assessment rubrics for advisors to assess a student's mastery into four categories: novice, emerging, competent, and advanced. These will be tracked through our internal appointment tracking system (GTAC) and reporting available through Gateway report server. As conditions for success, we are developing a BBLearn shell for first-year students that mirrors our learning outcomes, supports assessment and student learning, and prioritizes professional development and additional advisor training. We plan for advisors to begin assessing and tracking student mastery fall 2014, with preliminary data available in summer 2015. The potential use of these results is far-reaching. First, we plan to assess student mastery by outcome: what are we teaching well? What needs improvement? What advising strategies appear to have the strongest impact on learning? How can we encourage these winning strategies? What has the strongest impact on student retention and success? What value is added to the student experience by the mastery of these skills and knowledge? Also, we hope to work collaboratively with our partners in University Advising to use this data to strengthen transition communication and processes between Gateway and department advisors.

Continued Improvement: Advisor Assignments
Helen Hemmer
Gateway Student Success Center, University College
The purpose of this project was to align our business processes to better support a student's connection to their advisor by improving student group and advisor assignment maintenance, and the advisor assignment process at Orientation. The correlation between student retention and connection to the university is well documented. This motivates our program design and business processes to encourage students to meet with their advisor of record from Orientation through their first year. We looked at how many Early Enrollment Advising (EEA) appointments were scheduled with a student's advisor of record for both w 2014 (prior to the changes) and fall 2014 (after the changes). During spring 2014, 57% of appointment sign-ups were with a student's advisor of record, and during fall 2014, this increased to 88%, a leap of 31%. This data confirmed the positive effects of improvements to our student group and advisor assignment maintenance and Orientation advisor assignment processes. This further motivated us to gather this metric each term, continually improving our processes to solidify a student's connection to one academic advisor.

First Year Seminar ARTS Serving Diverse Populations of Students
Kevin Ketchner, Elizabeth Bechok, and Madison Ledgerwood
University College
The FYS ARTS program model offer courses with open communication from multiple perspectives and utilizes collaborative project based learning to create student centered learning opportunities. This reinforces course content across a range of disciplines. Partnership and collaboration embody the FYS ARTS model and we are continually exploring interdisciplinary projects and mutually beneficial partnerships among colleges and disciplines. This FYS ARTS poster shares three collaborative partnerships with Native American Student Services, The Veterans Affairs and a new Interdisciplinary Integrated Learning Project with the College of Arts and Letters and the College of Social and Behavioral Sciences titled Borderlands, due to start in fall 2015.

Hands-on Activities in a Fully Online Course
Larry MacPhee
Biology, e-Learning Center, and Extended Campuses
A variety of hands-on, inexpensive lab activities and simulations can make an online science course more engaging and enhance student learning by providing memorable, fun, real-world applications to the theory. Student satisfaction in my class is high, and challenging tests indicate a solid grasp of the content. These techniques can be generalized to a variety of online courses.

Career Developments: Evolving Career Education at NAU
Emily McCarthy
University College
New paradigms for delivering university career services in 2010 and beyond have changed the way that career centers engage with students and other stakeholders. In response to these shifts, NAU Career Development at University College is evolving its approach. To assess effectiveness and identify areas for growth and improvement, the team has implemented a three year assessment strategy, currently in Year 2. Year 1 focused primarily on Reach, assessing student utilization of group programming, individual appointments, and self-paced resources. Additionally, the team measured employer and student satisfaction with semi-annual career and graduate school fairs. In Year 2, additional assessment measures were added to gauge oearning, measuring students' perception of their knowledge after group workshops and individual appointments, including a three month follow up survey to measure application of new skills. Year 3 will focus on assessing student outcomes. Data is reviewed throughout the year, informing future priorities and next steps.

Stressbusters
Kasondra McCracken
Health Promotion, Campus Health Services
Stressbusters dramatically reduces academic and mental health risk factors by training teams of students to provide free five minute backrubs and resource referrals at events on campus. In the past, we have measured reduction in stress levels. This year we are considering additional mental health data. The purpose of the 2014-2015 Stressbusters assessment is to determine if social support provided by Stressbusters may decrease anxiety, loneliness, hopelessness and sadness in the NAU student population. Students are asked to take a pre and posttest assessing (on a scale of 1-5) the extent to which they are currently experiencing anxiety, hopelessness, loneliness and sadness. Students are given the pretest before their five minute-backrub, and then are asked to compete the posttest after their backrub and wellness resource advising is complete. These surveys are voluntary and confidential. A total of 286 pretests and 318 posttests were completed during August 2014-March 2015. Thirty-three percent of students reported some level (either a great deal, considerably, moderately, or slightly) of hopelessness prior to the backrub and wellness resource advising. Eleven percent of students reported hopelessness after. Forty percent of students reported some level of sadness prior to the backrub and wellness resource advising. Fourteen percent of students reported sadness after. Eighty-two percent of students reported some level of anxiety prior to the backrub and wellness resource advising. Forty percent of students reported anxiety after. Forty-four percent of students reported some level of loneliness prior to the backrub and wellness resource advising. Twenty percent of students reported loneliness after. In conclusion, the social support provided by Stressbusters has been found to decrease anxiety, loneliness, hopelessness and sadness in the NAU student population at statistically significant levels. Given these results, we will continue to offer Stressbusters as a Health Promotion initiative.

Celebrating Four Years of Enhancing Student Academic and Personal Success by Continuous Improvement
Kelley McKee, Lindsey Riebe, and Kathee Rose
Student Success Coaching, University College and Teaching, Learning and Research Services, Cline Library
Northern Arizona University's (NAU) Student Success Coaching has made a significant impact on student academic and personal success, based on assessment data and retention analysis, over the past four years. During the fall semester of 2014, the program surveyed impacts on student success. Through the student survey, program participants evaluated the program's impact on their academic and personal success through the experience with their coach and program support mechanisms. Student Success Coaches were also surveyed in the last year regarding their impact on student success inside and outside of the program at NAU. Ninety-one percent of coaches reported that their Student Success Coaching experience highly impacted how they helped over 7,000 NAU students outside of the program. Program strategies include the induction and application of life coaching tools and the student workbook into weekly one-on-one student meetings, restructuring of the coach certification, implementation of data collection processes and establishing partnerships throughout campus. Continuous program improvements implemented over the past four years have been reinforced with evidence and examined through a lens of student success prior to implementation.

The First Year Learning Initiative: Current Impacts and Future Developments
Michelle Miller and Kevin Ketchner
University College
1. Purpose. This project captures impacts of the First Year Learning Initiative (FYLI) and documents new projects in development that have grown out of FYLI's assessment efforts. Broadly, the purpose of the Initiative is to promote best practices in the design and delivery of lower-division courses, particularly practices that support first-year students in developing skills, attitudes and behaviors associated with being a successful college student. Beginning in 2015, FYLI courses will be expected to engage in ongoing efforts toward regular recertification, a process that emphasizes documentation of continued compliance with program requirements, ongoing faculty development and assessment of impacts at the course level. 2. Methods. Assessment methods emphasized quantitative measurement of different facets of the program, including: institutional data on DFW rates before and after certification in FYLI courses; estimate of the cost savings to students associated with reductions to DFW; institutional data on the number of GPS alerts issued in FYLI courses in fall 2015; qualitative descriptions from coordinators on how GPS is used in their courses; ;oordinator self assessment data collected at the point of certification capturing major shifts in practice, such as moving toward multi-section coordination, consistent use of GPS, consistent attendance and participation policies, and active pedagogy; and descriptive data on program scope. 3. Findings. FYLI continues to be associated with increases in successful course completion and shifts toward best practices in course design and delivery. The program impacts nearly the entire (>97%) first-year cohort and approximately ½ of all first year serving courses. Cost savings associated with DFW reduction are substantial. 4. Two new projects have spun off from the original FYLI effort, both with a strong emphasis on assessment.

PRM Program Learning Outcomes: A Curriculum Map Update
Judith Montoya, Pam Foti, Aaron Divine, Charles Hammersley, John Lynch, and Marieke Taney
Geography, Planning and Recreation
The BS degree program in Parks and Recreation Management is accredited by the National Recreation and Park Association's Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT). In fall, 2014 we received re-accreditation based on new program learning outcomes related to our Core course offerings. Our next step was to develop an updated curriculum map of our entire curriculum including all Emphases courses to identify any deficiencies and/or improve our course offerings. This poster illustrates our course mapping results.

Beyond Significance: Examining the Effects of Factors Contributing to First-Year Students' Success
Linda Neff, Zhong Chen, K. Laurie Dickson, Jared Hopkins, and Margot Saltonstall
Office of Curriculum, Learning Design, and Academic Assessment and Enrollment Management and Student Affairs
Student retention, progress to graduation, and academic achievement are among the most important indicators of performance for the Flagstaff campus, undergraduate, first-time, freshman students. Working collaboratively to measure this performance, the divisions of Enrollment Management and Student Affairs and Academic Affairs have pursued innovative strategies to evaluate gains in first-year student academic achievement and persistence. While traditional null-hypothesis significance testing, or NHST, has guided much of the evaluation work to date, academic assessment and evaluation practices are beginning to embrace the 'New Statistics,' which relies on estimation using effect sizes and confidence intervals (Cumming 2012 & 2013; Rodgers, 2010; Dieckmann et al, 2009). This poster presentation illustrates program evaluation results from the Student Success Initiative to demonstrate reporting standards and interpretations using measures associated with the New Statistics. Moving away from viewing program success as working or not working, or statistically significant or not, to an evidence-based perspective focusing on estimation and effect size could result in a more effective way to analyze data, interpret results, and make decisions (Cumming 2013, p. 7).

Do You Know What We Did Last Summer? Breathing New Life into Library Service Delivery and Assessment
Stephanie O'Sullivan, Carissa Tsosie, and Shawna Whitehat
Cline Library
Data collection in libraries is integral to service improvements, resource decisions, staffing levels, and more. During a major renovation project in 2012-2013, Cline Library evolved the service desks that had served NAU for many years, creating three new service points to better provide the current programs and services offered at the library. But our work wasn't done: during the summer of 2014 a group of library staff, the Services Working Group, checked in on the success of those service points and made recommendations based on a set of desired service outcomes to be implemented for the fall 2014 semester. The group analyzed data focused on staffing, hours, programs, and challenges. Final recommendations resulted in shifting and reducing staffing from a separate service point to another, which included updating the delivery method of some services. A secondary outcome from the working group's efforts stemmed from the inconsistent methods of gathering service data across departments: the library now uses a comprehensive assessment tool across all of the service points in question to gather information on library usage, user inquiries, and unmet needs in the library. As the library perpetually evolves, the data collected will help us to make more relevant and efficient decisions in the future.

We Are Campus Recreation
Amy Phillips
Campus Recreation
Campus Recreation has initiated a marketing brand campaign focusing on the department's core values: Adventurous, Innovative, Healthy, Community. Campus Recreation would like the NAU community to connect with our department on a deeper level and to gain knowledge of what they will experience when they engage/participate in our department. During the assessment fair Campus Recreation will highlight a variety of data points correlated to these values. For example: 51% of freshman students felt that Campus Recreation activities and facilities were important in their decision to attend NAU (Adventurous); 82% of Campus Recreation employees feel their employment helped them establish balance between academic, leisure and work activities (Community). Campus Recreation would like to investigate how our services, facilities, programs and brand make the campus community feel. Therefore, we will incorporate an interactive activity that will ask what emotions are evoked when they think of Campus Recreation. The collected results will help the department with future messaging, programming, and outreach.

Assessing Student Learning Experiences in the Cline Library Learning Studio
Sue Pieper, Laura Rose Taylor, and Toshio Asai
Office of Curriculum, Learning Design, and Academic Assessment and Cline Library
The Cline Library Learning Studio is a highly configurable, advanced technology classroom space in an environment that is designed to be seamless and intuitive to use. The Learning Studio features student group workstations with video displays, fixed and mobile tables for flexible group work, writable glass surfaces, and wireless support for a 'bring your own device' environment. It welcomed its first classes in fall of 2014. The purpose of our fall 2014 assessment project was to assess the program goals of the Learning Studio in order to inform improvements related to learning experiences in the room. A variety of measures were used to assess program goals across classes taught in the room, including student questionnaires, a student survey, faculty interviews, classroom observations, a faculty survey, and room reset surveys. Additionally, a small study was conducted using student performance data from a signature assignment in multiple iterations of a course taught by the same instructor, including one taught in the Learning Studio. The fall 2014 findings show that overall students and faculty had positive experiences in the Learning Studio. The classroom encouraged high levels of student and faculty engagement and enrichment. Student learning improved in the new space compared to a traditional classroom, although improvement might be attributed to a blended course design rather than the room itself. Students and faculty agreed that the Learning Studio is a highly flexible space that promotes collaboration and active learning and teaching; however, opportunities for student engagement with technology and with their peers could be improved, and technology glitches and the room configuration sometimes proved challenging for faculty and students. Assessment results and recommendations will be reported to a variety of stakeholders, including faculty teaching in the Learning Studio, administrators who supported and funded its development, university professionals focused on teaching and learning, and students learning in this new environment. The ultimate goal is to use findings to improve the space and the learning that happens in it.

The SafeZone Program
Monica Prince and Chris Schlarb
LGBTQA Resources and Support, Inclusion and Multicultural Services (IMS)
The SafeZone program consists of three educational workshops which are designed to allow participants to learn about history, symbols, and politics which impact the LGBTQ community. During the first two workshops, 'Intro to LGBTQ Communities' (101) and 'Becoming an Ally' (102), participants complete pre- and post-workshop assessments. Through these evaluations, the LGBTQA Resources and Support office has learned what SafeZone participants understand and how much they are learning from the program. During the pre-workshop assessments, 83.2% of participants stated that they were familiar with what issues LGBTQ individuals face, and during the post-assessment, 97.2% of participants stated that they were familiar with these issues. Participants also stated in the pre-workshop evaluation that 97% considered themselves to be accepting and inclusive, and after the post-workshop evaluation, 96.4% of participants said they would examine their attitudes toward the LGBTQ community and 95% stated that SafeZone increased their knowledge of what they can do to support LGBTQ persons. These results indicate that the SafeZone program has been a beneficial tool in teaching those on campus and in our community more about the LGBTQ community and how to become more inclusive and welcoming.

Demographical Analysis of Event Attendance
Eric Prochnow and Kevin Theiss
Campus Services and Activities, Union and Student Activities, and SUN Entertainment
This presentation will explore geographic differences in campus event attendance with the goal of improving targeted regional marketing and increasing campus event attendance. In analyzing student demographical data from select regions, we have been able to find relationships between event participation and their permanent addresses to show which groups of students stay on

campus on weekends and attend SUN Entertainment events, specifically Prochnow Movies and AfterHours. I. Theories/Methods: The student data was collected from Jackscard I.D. scans at events. Once scans were collected we cross referenced them with two database areas to retrieve geographical and demographical information. The first database was the Jackscard event manager database and the second was an NAU student database. We then sorted students into categories based on their permanent address information and event attendance. II. Results/Findings: We compared students who have a permanent address in the greater Phoenix area, the greater Flagstaff area, the rest of Arizona, and out of state residencies to the event data of AfterHours and Prochnow Movies. While still compiling the results, we hope to find a relationship between the distance of their permanent address from NAU and their likelihood to attend events on weekends and stay on campus. III. Use of Results: The results that are found can be used to see how many students stay on campus on weekends which will better help us to target the regions that students return to on weekends in an effort to increase campus involvement, retention, and to voice the benefits of being engaged on campus.

Screening, Brief Intervention, and Referral to Treatment (SBIRT)
Kelsey Pruett and Meg Hughart
Campus Health Services, Health Promotion and Campus Health Services, Medical Services
The Screening, Brief Intervention, and Referral to Treatment (SBIRT) program is used in various health care settings throughout the country. The purpose of SBIRT is to screen patients for alcohol and drug use as part of their routine health care assessment. Depending on the health care setting, SBIRT can have a variety of roles. In a University setting, as is the case with SBIRT at Northern Arizona University, the purpose can include connecting emergency visits with alcohol or drug use and prevention of future health problems. The theory behind SBIRT, then, is assessing a population of patients for their alcohol and drug use when they are seeking medical help and might not otherwise seek assistance directly for substance abuse. SBIRT uses two surveys, the Alcohol Use Disorder Identification Test (AUDIT) and the Drug Abuse Screening Test (DAST) to act as an aid for the health care provider to engage the patient in Motivational Interviewing (MI), if necessary, to investigate whether the patient is willing to make a change and to set goals with the patient. Results from SBIRT on the Northern Arizona University campus are positive and tracking with national data. SBIRT has shown an 82% decrease in alcohol use from patients who initially scored for a BI, BT, or RT on the AUDIT and a 42% decrease in drug use from patients who initially scored for a BI, BT, or RT on the DAST. With such positive results, possible implications for future SBIRT research might include what effect this program has on health care costs for people who successfully reduced their substance use and for the health care setting for which they receive their care.

Graduating Senior Survey Report
Eva Putzova and Nikki Knoth
Planning and Institutional Research
Over the last three years the university has greatly improved senior survey response rates by changing the dissemination method from e-mail to the student action center portal to the graduation application. Nearly 75% of graduating seniors participated in the 2014 Senior Survey, up from 25% when the survey responses were solicited via e-mail. Graduating seniors expressed great satisfaction with their overall educational experiences at NAU. Transfer students and students enrolled online or at the Yuma campus were more satisfied with their overall educational experience than those who started their academic career at the Flagstaff campus as freshmen. Factors affecting students' satisfaction were not studied in depth in this survey, but age as well as expectations may have contributed to the satisfaction variance. Preparation for career and intellectual growth were both highly and equally important reasons to pursue education at NAU. Satisfaction with advising varies greatly by academic plan, which may suggest inconsistency in advising protocols across the departments. Some highly structured and prescriptive programs, like nursing, have a very high level of satisfaction with advising. More respondents acknowledged the university's contribution to development of their

critical thinking skills than to oral communication skills. Reflecting on their educational experiences, respondents rated the highest faculty's contribution to an environment supportive of learning, challenging coursework, and faculty's use of technology. One in five graduating seniors plans to attend graduate or professional school full time, while nearly two thirds of respondents plan to work full time after graduation. When given the opportunity to comment on any aspect of their NAU experience, respondents commented mostly on advising, faculty, and their overall experience. Consistently across all campuses, the responses were overwhelmingly positive in regard to faculty and their overall NAU experience, but negative when it came to advising.

Satisfaction and Student Learning in the I2S and HURA Programs
MaryLynn Quartaroli
University College, Office for Undergraduate Research and Creative Activity
The Office for Undergraduate Research and Creative Activities (OURCA) offers a wide variety of programs to increase undergraduate student learning through participation in faculty-mentored projects of all types; OURCA programs include the Student Travel Awards, the online Journal for Undergraduate Research & Creative Expression (JURCE), and the Community of Undergraduate Research Scholars (COURS) seminar series. This poster will summarize demographics and diversity of participants over the last 18 months, notable student achievements, and the results of student and faculty surveys for two other OURCA programs: Interns-to-Scholars (I2S) and Hooper Undergraduate Research Awards (HURA). The purpose of the I2S program is to encourage undergraduates early in their academic careers (especially second semester freshmen and sophomores) to participate in faculty research, scholarly or creative projects by working as paid interns. At the other end of the spectrum, the HURA program provides juniors and seniors the opportunity to design and conduct their own projects, overseen by faculty mentors. These students write a grant proposal for up to $3,500 in funding and manage the project and its budget through to completion, presentation, and reporting. The analyses of the data are not yet complete; preliminary findings indicate a high level of satisfaction and student growth during the programs. The results from this assessment will be used to refine the existing programs and to consider when planning additional ones.

Using End-of-Program Objective Exams [EOPOE] to Identify Curricular Deficiencies
Wallace Rande and Galen Collins
School of Hotel and Restaurant Management
Purpose: The School of Hotel and Restaurant Management [SHRM] is in the process of going through a review of its curriculum, as well as reviewing and updating course and program learning outcomes. Methods were discussed to determine the gaps or deficiencies in the curriculum. This study discusses the outcome of using EOPOE in the senior seminar classes and how the findings were utilized. Methodology: To pilot the local EOPOE at NAU SHRM, a fix-choice objective exam was created for four core courses at the school. To pilot a standardized EOPOE, we used a nationally recognized test developed to monitor hospitality professionals. The test was administered to students enrolled in Senior Seminar courses at NAU SHRM. Six knowledge domains were tested. We calculated both individual exam scores and a composite of students taking the assessment as well as comparative industry scores. Results: The local EOPOE identified curricular deficiencies in core competencies or technical knowledge. The standardized EOPOE also confirmed curricular deficiencies. Conclusion: While this pilot investigation demonstrated the potential of EOPOEs for identifying curricular deficiencies, it also revealed challenges and factors in the development, implementation, and utilization of EOPOEs at NAU SHRM and their impact on the validity, reliability, and value of the assessment results. Considerably more research is required on how to successfully deploy EOPOEs as part of a comprehensive assessment system for postsecondary hospitality programs. According to Burke and Butler (2012), keeping pace with the demands of future economies will require the metrics for

valuing an education to place a greater emphasis on rating and credentialing specific courses and acquired skills - not institutions. The curricular deficiencies discovered by the EOPOE have been addressed and remedied. The causes of the deficiencies have been addressed and plans have been made to reduce their reoccurrence.

Peer Jacks Mentoring
Joey Ruiz, Josh Meyers, Janiece Jenkins, Maddy Sargent, Shelby Carlson, Manon Ambrico, and Jess Robinson
Peer Jacks Mentoring
The Peer Jacks Mentoring program is designed to assist out-of-state freshman students make a successful transition both academically and socially during their first year at Northern Arizona University. This presentation will use qualitative survey data to provide a look at the impact the Peer Jacks program has on the participants and highlight what is ahead for the program.

Peer Jacks Mentor Skill Development
Margot Saltonstall and Melissa Welker
Enrollment Management and Student Affairs Assessment and Student Success Initiatives
Providing the most comprehensive training to the peer mentors is crucial to program and participant success. This project focuses on the development of the mentor's skills using a pre/post self-assessment tool. Mentors take the pre-assessment prior to the beginning of the peer mentor training course and the post assessment after the first semester of mentoring. Several areas of skill development are highlighted in terms of growth, but this study also provides areas to focus on in regards to the structure and content of the course.

Grade Performance Status (GPS)
Zane Shewalter
University College
This poster showcases NAU's Academic Feedback System (Early-Alert Tool). It will display student growth trends, comment distributions and types, message frequency, comment to student ratios, and content related to formative assessment practices.

Making Transportation Easier
Erin Stam
Parking and Shuttle Services
Parking and Shuttle Services provides options and great customer service for all modes of transportation. Whether by car, bus, bike or pedestrian, we're working to help our campus community travel with ease. We conduct assessment to ensure this ease and high quality customer service. Our poster highlights usage numbers by transit type and by service type and other assessment our office conducts on daily parking, short term parking, campus shuttle, and biking, including Motorist Assistance and real-time GPS tracking of campus shuttles.

Mind/Body Classes and the Effects on Participant Efficacy
Jennifer Strickland
Campus Recreation
Relaxation, stretching, and a space to feel freedom! These are all phrases that describe why people participate in mind/body classes such as Yoga or Pilates. This presentation is designed to explore mind/body classes and the efficacy of participants in attendance. A survey will identify why people take the class and we will measure their satisfaction utilizing quantitative data on a Likert scale. Results will be shared with campus recreation and colleagues in order to best provide programs for our students, faculty, and staff.

NASS/UC Partnership Program: A Holistic Approach to Retention
Catherine Talakte, Jamie Daisy Purdy, and Sharon Doctor
Native American Student Services and University College
A goal to increase Native American student retention led to a unique and innovative partnership between Native American Student Services and University College's First Year Seminar Program. This approach to improve first year retention pairs culturally relevant pedagogy and holistic support services within a First Year Seminar course targeting first year Native American, Alaska Native and Native Hawaiian students. Native American thematic-based courses (Indigenous Human Rights) were blended with co-curricular programming and support services by staff, faculty, peer teaching assistant/mentors and campus resources. This hands-on program enabled student's ownership of their education, validation of their cultural identity in a higher education setting, and provided the holistic support services essential for student success. For the fall 2014 semester, a total of 66 first year Native American, Alaska Native, Native Hawaiian and Non-Native students participated in four sections of a NASS/FYS-Indigenous Human Rights course. Using a Likert scale and evaluations, we assessed the effectiveness of five learning and development outcomes: build confidence in academic abilities; feel welcomed and connected to campus as a new student; gain skills to be a successful college student; adjust to campus life; and feel welcomed as a Native American student. Of the 66 students, 59 (89%) returned for the spring 2015 semester. In addition, an end-of-term evaluation was completed by student participants. Based on the assessment of the five learning and development outcomes, the student responses ranged from 83% to 98%. Overall, the NASS/FYS course positively impacted the student's retention. The program has expanded into offering a continuation of this unique partnership for students going into their second year with a Second Year Seminar course for fall 2015. Overall, this blended student affairs/academic approach to increasing retention of first year Native American, Alaska Native and Native Hawaiian students is essential for student success.

Recruitment, Retention, and Net Revenue
Lauren Todd-Mariano and Chad Eickhoff
Enrollment Management and Student Affairs
The purpose of the project is to graphically and clearly depict the competing goals of increasing class size, increasing net revenue, and increasing academic quality. This helps generate more constructive conversation surrounding goals for enrollment management, class size, academic quality, net tuition revenue, and retention projects. Additionally it can help guide financial aid packaging conversations. Utilizing FAFSA data and Admissions Core GPA data we divided populations into quintiles by Estimated Family Contribution (EFC) and Core GPA, we then cross-sectioned the data to create a matrix of 36 populations squares (the 6th category is the category of no-GPAs and no FAFSA). From this we compared the average net tuition revenue per student, admissions yield, and retention rates for all buckets in the matrix. This then created a heat map. Our highest yielding groups are the students with low core GPAs and high EFCs and these are the students with the highest average net tuition revenue per person. This is also the population that has very low retention rates. Results will be used to steer financial aid packaging conversations and help create a foundation for constructive enrollment management strategic planning.

Benchmarking within the Office of Student Life
Pete Yanka, Kristine Heflin, Art Farmer, and Shannon Clark
Office of Student Life
The Office of Student Life is reviewing four major areas in our department: Code of Conduct, Student Organizations and Events, Family Weekend, and Welcome Week. Our goal is to use the comparison data to identify trends within the programs. This information will help us take a more proactive approach in modifying our services while establishing accurate benchmarks within the department.