



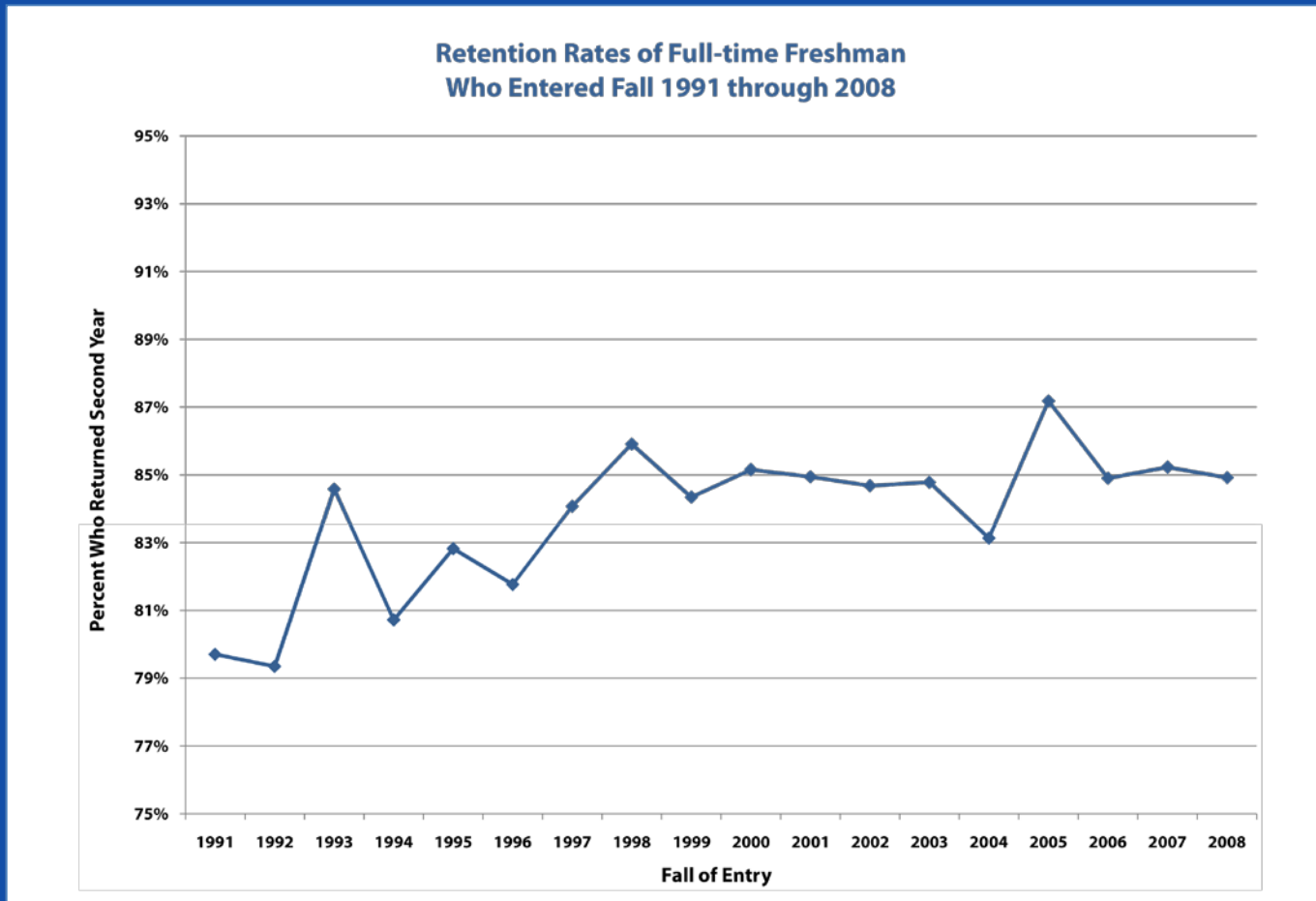
MAP-Works[®]
Making Achievement Possible

Faculty/Staff Training

September 16, 2010

Why Retention Matters

- Retention, attrition, persistence...this matters.



Fall Transition Survey

- Invitation will be emailed; survey taken online.
- Survey will be open Sept. 21-Sept. 29.
- Prizes: priority registration and housing sign-up

Academic Adjustment				
Overall, to what degree are you:	Not at all 1	2	3	Moderate 4
Keeping current with your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivated to complete your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfied with your academic life on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Belonging				
Overall, to what degree:	Not at all 1	2	3	Moderate 4
Do you belong here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you fitting in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you satisfied with your social life on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Evaluation of the Institution				
Overall, to what degree:	Not at all 1	2	3	Moderate 4
Would you choose this institution again if you had it to do over?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you recommend this institution to someone who wants to attend college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very poor 1	Poor 2	Fair 3	
Overall, please rate your experience at this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Comments				
What do you like most about college?				
<input type="text"/>				

Student Report

- Instant customized report based on responses

Class Attendance

Yellow: Your class attendance hasn't been perfect. You're probably thinking that missing a class here or there isn't a big deal but our research shows that you're wrong. Did you know that students who missed a class every once in awhile earn an average GPA nearly a letter grade lower than students with perfect or near perfect class attendance?

Think about:

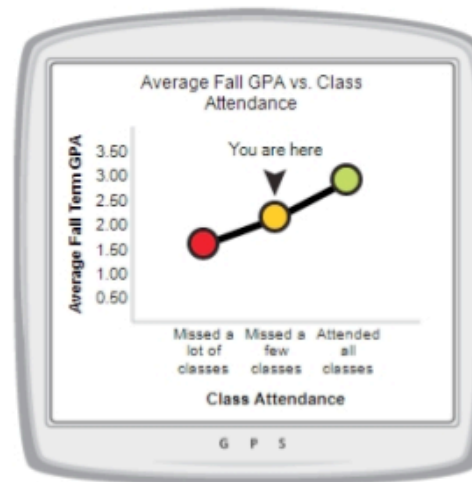
- You paid for those classes – attend them!
- Attending your classes is one of the most important indicators to faculty that you are committed to academic success.
- Establishing good behaviors like consistent class attendance will tie over to your professional career.

Examples of concrete steps you could take:

- Buy an alarm clock that works! One of the number one excuses given for missing class is oversleeping.
- Get enough sleep. The average person needs eight hours of sleep and over 60% of undergraduate students experience sleep deprivation which affects their academic performance.
- Make at least one friend in each class that will motivate you to attend class.

First Steps:

Setting specific goals will likely create positive outcomes. List three steps you'll take to improve/change:



= You are here

Faculty/Staff View

- One clear risk indicator for each student

Students		Risk		Status/Activity					
<input type="checkbox"/> Name	MAP-WORKS RISK INDICATOR	Date	Alerts Assigned To Me	Review Status	Follow-Up Status	Quick Log Activity	Log Activity	Activity Count	Last Activity Logged
<input type="checkbox"/> Beaver, David		1/15/2011	None		Not Set	log	log	2	6/22/2010 9:43 AM
<input type="checkbox"/> Kerr, Daniel		1/15/2011	None		Not Set	log	log	2	6/22/2010 9:43 AM
<input type="checkbox"/> Watson, Trevor		1/25/2011	None		Not Set	log	log	1	6/17/2010 11:26 AM
<input type="checkbox"/> Thompson, Franklin		2/10/2011	None		Not Set	log	log	0	
<input type="checkbox"/> Brown, Jennifer		2/10/2011	None		Not Set	log	log	0	
<input type="checkbox"/> Cantwell, Allison		3/15/2011	None		Not Set	log	log	0	
<input type="checkbox"/> Clark, Danielle		3/15/2011	None		Not Set	log	log	0	
<input type="checkbox"/> Bohac, Garrett		3/17/2011	None		Not Set	log	log	2	6/22/2010 9:43 AM

Student Survey Responses

- “Talking Points” that highlight strengths and weaknesses

Weaknesses 	Strengths 
<p>Fri Apr 15 Spring Mid-Term - Spring Mid-Term Academic Rating Serious risk for poor academic performance (deficient in two or more courses). Contact immediately to discuss issues or refer to learning resources.</p> <p>Fri Mar 18 Spring Check-Up - Social Integration Doesn't feel he/she belongs at this school. Strong predictor of attrition. Explore issues, discuss getting involved in student organizations.</p> <p>Spring Check-Up - Mid-Term Academic Rating Serious risk for poor academic performance (deficient in two or more courses). Contact immediately to discuss issues or refer to learning resources.</p> <p>Spring Check-Up - Campus Involvement Low interest in campus activities. Campus involvement helps students integrate. Explore lack of interest in campus involvement.</p> <p>Sat Jan 15 Fall Term Outcomes - Fall Term GPA Fall Term GPA less than 2.50. Contact student immediately to determine actions required to</p>	<p>Fri Mar 18 Spring Check-Up - Spring Check-Up Intent to Leave Plans to return to this institution for the next term.</p> <p>Spring Check-Up - Course Difficulties Reports no serious course difficulties at this time.</p> <p>Spring Check-Up - Commitment to the Institution Committed to return next term. Strong predictor of retention.</p> <p>Spring Check-Up - Basic Academic Behaviors Reports good basic academic behaviors (i.e., taking good notes and turning in required homework). Strong predictor of academic performance. Students typically overestimate these skills; may still need some improvement. Ask about grades on assignments/tests.</p> <p>Spring Check-Up - Time Management Good time management skills. Predictor of academic performance. Students typically overestimate skills; may still need some improvement. Ask about grades on assignments/tests.</p>

Intervention Plan

- Each student assigned to a professional staff member as a “primary direct connect”
- Focus of staff will be on non-responders and “red” students
- Staff will contact to discuss results and connect to relevant resources, etc.
- Staff will document conversation by using the “log contact” feature

USD MAP-Works Site

- Browse to:
 - <https://sandiego.map-works.com/>
- Click on “Sign Up”
- Enter your email address
- Click “Go”
- Check your email
- Click on link to access site



The screenshot shows the 'Faculty/Staff' section of the MAP-Works website. It features a sign-in form with fields for 'Username' and 'Password', a 'Login' button, and a 'Forgot your password?' link. Below the sign-in form is a section for new users with the heading 'Are you a new user?' and a 'Go' button. A confirmation message at the bottom states that a secure link has been sent to the email address 'stephanie.bernasconi@gmail.com'.

Faculty/Staff

Sign in to MAP-Works!

Username: Please enter your username.

Password: Please enter your password.

[Forgot your password?](#)

Are you a new user?

Please enter your email address. An email will be sent to you that includes a secure link to MAP-Works.

Email:

A link to access your account and set your password has been sent to stephanie.bernasconi@gmail.com.

[Check c](#)

Demo Site

- <http://demo.map-works.com/>
- Username: _____@northstate.edu
- Password: 3822011