



MAP-Works[®]
Making Achievement Possible

Getting Started with your Preceptorial

August 27, 2010

MAP-Works Program Summary

- Retention tool integrating student responses with additional data points
- Generates indicator identifying “at-risk” students
- Outputs for first-year students and staff
- Comprehensive intervention plan utilizing professional and student leaders
- Collaborative model linking all staff connected with student

What Students Get

- 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:

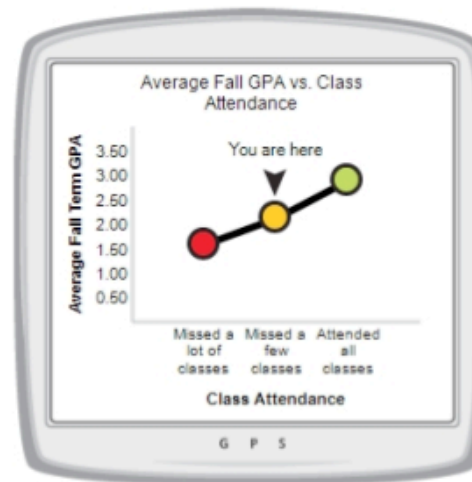
- You paid for those classes – attend them!
- Attending your classes is one of the most important indicators to faculty that you are committed to academic success.
- Establishing good behaviors like consistent class attendance will tie over to your professional career.

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:

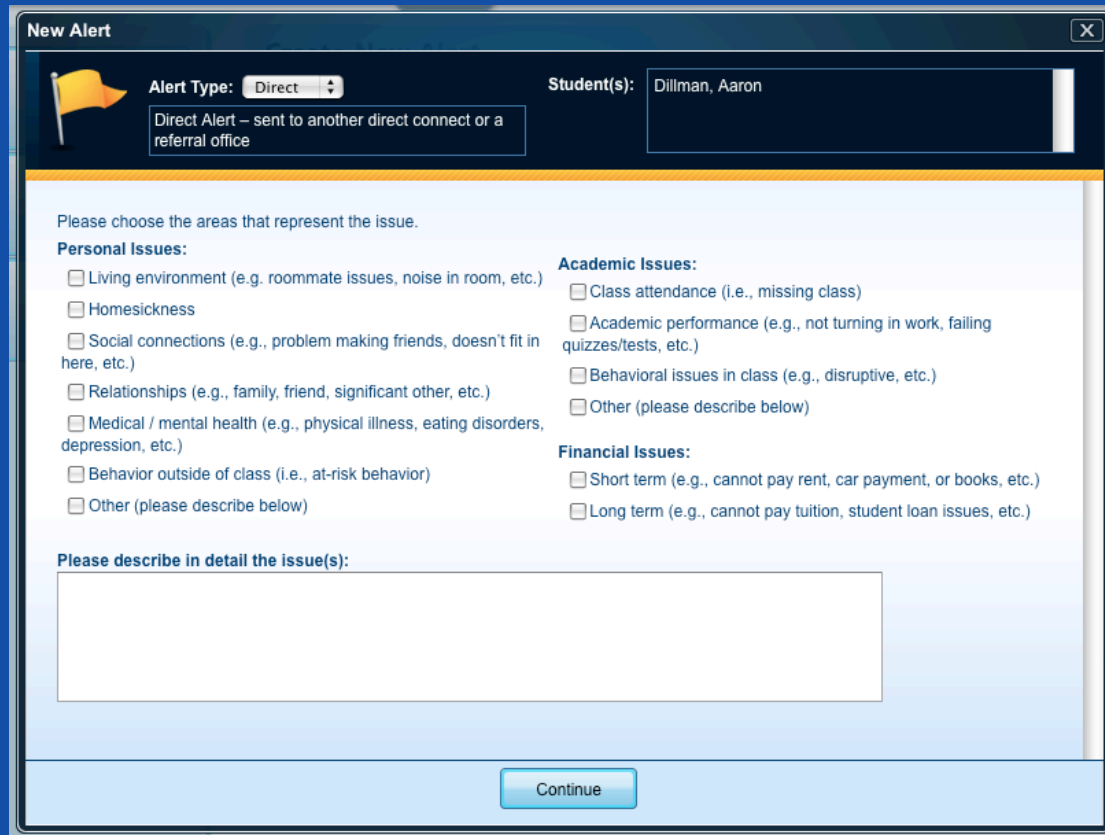
Setting specific goals will likely create positive outcomes. List three steps you'll take to improve/change:



= You are here

Preceptor Involvement Options

- You can elect to be an “Alert Input Only” user
- Requires no further training



The screenshot shows a web-based form titled "New Alert". At the top left, there is a yellow flag icon. To its right, the "Alert Type" is set to "Direct" with a dropdown arrow. Below this, a tooltip box explains: "Direct Alert – sent to another direct connect or a referral office". To the right of the alert type, the "Student(s)" field contains the name "Dillman, Aaron".

The main body of the form is titled "Please choose the areas that represent the issue." and is divided into three columns of checkboxes:

- Personal Issues:**
 - Living environment (e.g. roommate issues, noise in room, etc.)
 - Homesickness
 - Social connections (e.g., problem making friends, doesn't fit in here, etc.)
 - Relationships (e.g., family, friend, significant other, etc.)
 - Medical / mental health (e.g., physical illness, eating disorders, depression, etc.)
 - Behavior outside of class (i.e., at-risk behavior)
 - Other (please describe below)
- Academic Issues:**
 - Class attendance (i.e., missing class)
 - Academic performance (e.g., not turning in work, failing quizzes/tests, etc.)
 - Behavioral issues in class (e.g., disruptive, etc.)
 - Other (please describe below)
- Financial Issues:**
 - Short term (e.g., cannot pay rent, car payment, or books, etc.)
 - Long term (e.g., cannot pay tuition, student loan issues, etc.)

Below these sections is a text area labeled "Please describe in detail the issue(s):" which is currently empty. At the bottom center of the form is a "Continue" button.

Preceptor Involvement Options

- Full access user
- Requires one hour training offered:
 - Thursday, Sept. 16, 1-2 pm
 - Friday, Sept. 17, 2-3 pm
 - By appointment

Weaknesses

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.

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 organization.

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.

Spring Check-Up - Campus Involvement
 Low interest in campus activities. Campus involvement helps students integrate. Explain lack of interest in campus involvement.

Sat Jan 15
Fall Term Outcomes - Fall Term GPA
 Fall Term GPA less than 2.50. Contact student immediately to determine actions required.

Strengths

Fri Mar 18
Spring Check-Up - Spring Check-Up Intent to Leave
 Plans to return to this institution for the next term.

Spring Check-Up - Course Difficulties
 Reports no serious course difficulties at this time.

Spring Check-Up - Commitment to the

Students	Risk
Name	MAP-WORKS RISK INDICATOR
<input type="checkbox"/> Manage Checked	Date
<input type="checkbox"/> Beaver, David	- 1/15/2011
<input type="checkbox"/> Kerr, Daniel	! 1/15/2011
<input type="checkbox"/> Watson, Trevor	! 1/25/2011
<input type="checkbox"/> Thompson, Franklin	✓ 2/10/2011
<input type="checkbox"/> Brown, Jennifer	✓ 2/10/2011
<input type="checkbox"/> Cantwell, Allison	✓ 3/15/2011
<input type="checkbox"/> Clark, Danielle	✓ 3/15/2011
<input type="checkbox"/> Bohac, Garrett	✓ 3/17/2011