

MAP-Works Outcomes

2012 - 2013

Introduction

What is MAP-Works?

At Appalachian State University, we work hard to guide our students toward success, inside and outside of the classroom. MAP-Works is one tool that has helped us better understand our students' needs.

MAP-Works - **M**aking **A**chievement **P**ossible - is an online resource that helps students stay on track by directing them to Appalachian resources, specific to their individual needs, per the students' survey responses. At the same time, MAP-Works provides a way for all faculty and staff who work with a student to connect and collaborate, ensuring the student receives all the support he or she needs to successfully transition to Appalachian.

How does it work?

New freshmen and first-year transfer students are asked to complete a survey during the 3rd to 5th week of their fall and spring semesters. Their survey responses generate an individualized report that the student may view at any time. This Student Outcome Report includes information about Appalachian resources to assist students in resolving potential stumbling blocks. Student survey responses also inform student support decisions across campus as they provide a real-time view into the needs of our students.

Appalachian's 11/12 implementation was a pilot implementation including approximately 500 test students and 500 control students. Our 12/13 implementation was Appalachian's first full-scale implementation including 3,249 freshmen students and 1,276 transfer students.

Subpopulations included in this report include:

White: n = 2,772 (freshmen), 1,088 (transfer) = 3,860 (total)

African American: n = 95 (freshmen), 37 (transfer) = 132 (total)

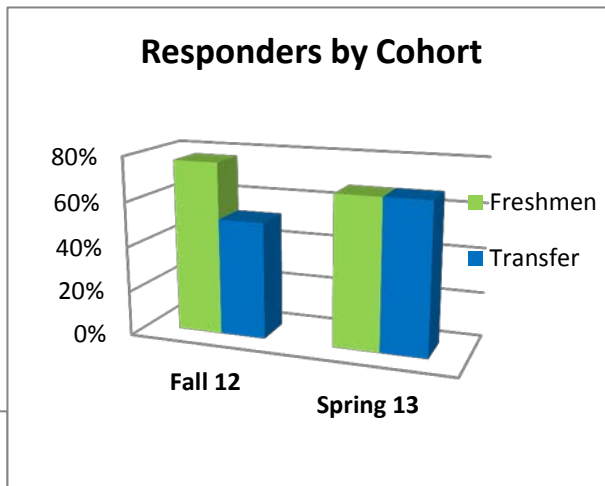
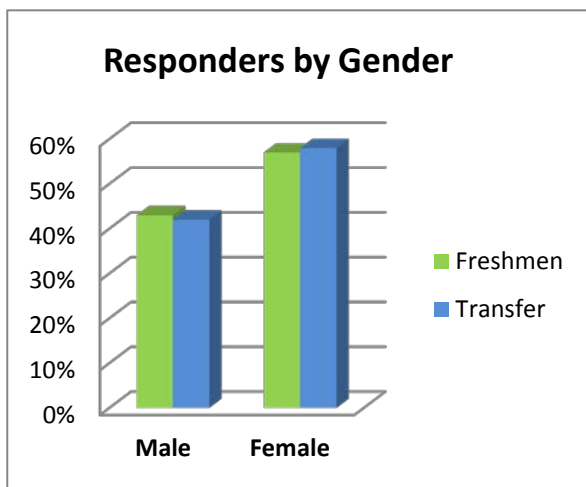
Hispanic: n = 145 (freshmen), 63 (transfer) = 208 (total)

Other Students of Color: n = 142 (freshmen), 58 (transfer) = 200 (total)

Results reported within this report should be considered correlational and not necessarily causal.

Survey Completion Rates

The fall transition survey enjoyed a 76.9% completion rate for freshmen and a 51.9% completion rate for transfer students. The spring check-up survey was completed by 66.9% of freshmen and 66.5% of transfer students. All completion rates are above the national average for reporting MAP-Works institutions.



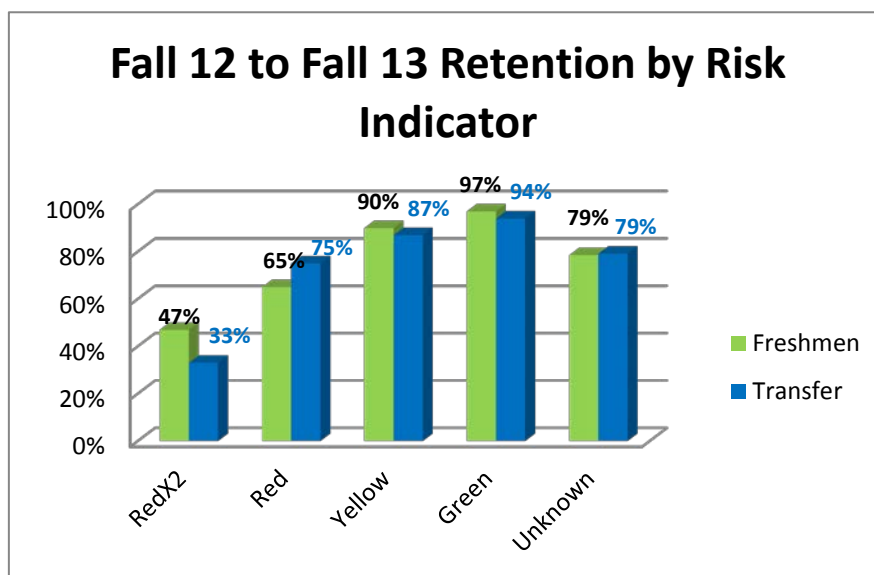
❖ High completion rates for the spring checkup survey are almost certainly owed to the ability to require the survey during this semester. Checkup survey completion rates for Appalachian were closer to 20% before students were compelled to complete the survey by requirement.

Disproportionate gender completion rates were consistent across freshman and transfer cohorts.

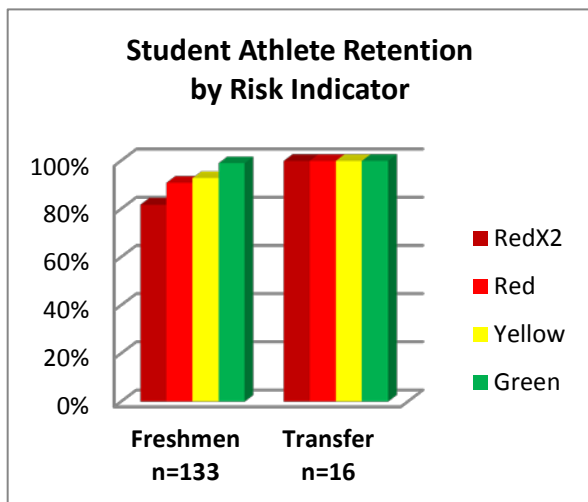
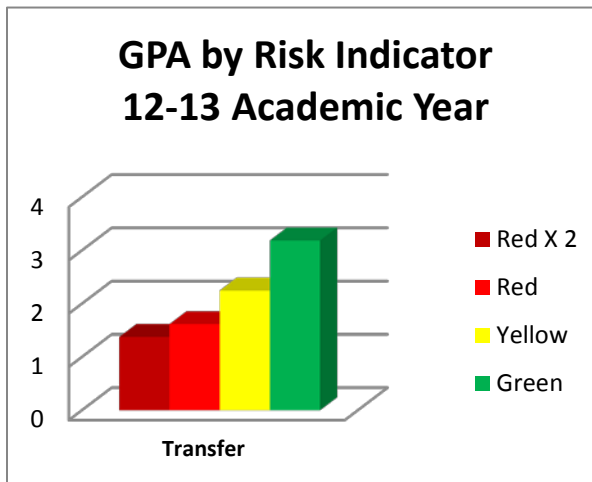
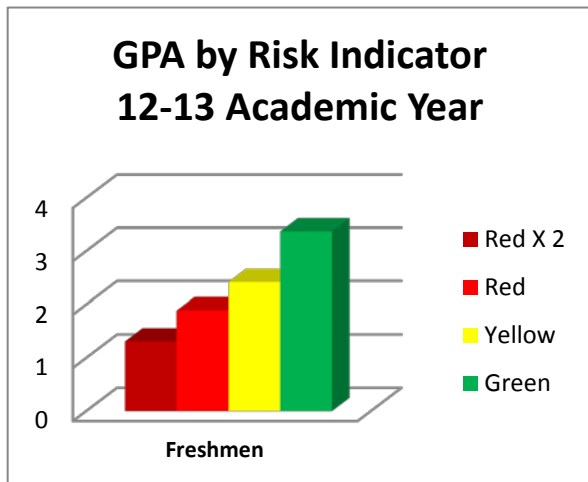
MAP-Works' Ability to Predict: Does it work?

- ❖ There was a statistically significant relationship between MAP-Work's Risk Indicators and actual retention rates, as calculated by both Survey Risk Indicator and Overall Risk Indicator.

This means that more students assigned Red/X2 Risk Indicators left the institution as compared to students with Yellow or Green Risk Indicators.



- ❖ As expected, grade point average declined for both freshmen and transfer students as level of risk increased.



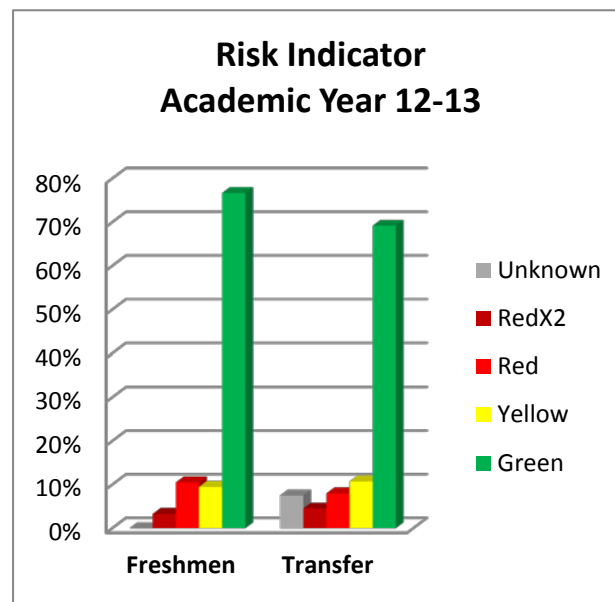
Transfer athletes, regardless of risk level, were retained more often than freshmen athletes.

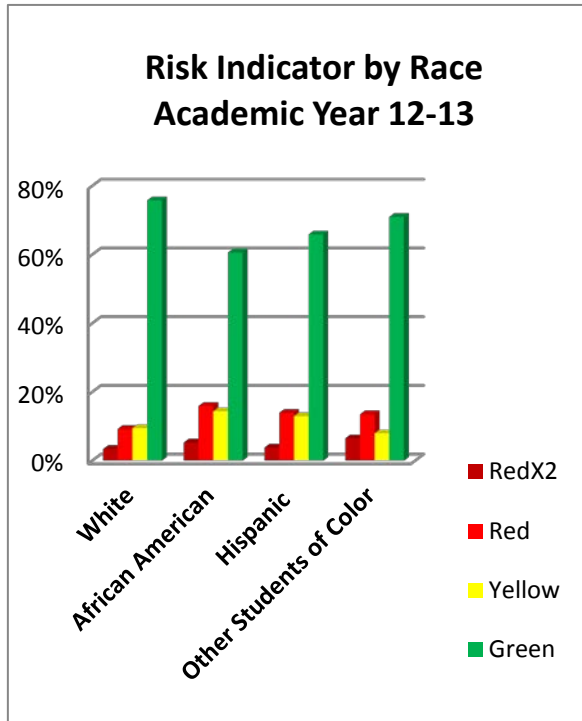
All transfer athletes were retained 100% of the time while RedX2 freshmen athletes were retained 82% of the time, Red freshmen athletes were retained 91% of the time, Yellow freshmen athletes were retained 93% of the time, and Green freshmen athletes were retained 99% of the time.

Risk Indicator Distribution

The percentage of students represented in each Risk Indicator was approximately equal. Slight discrepancies between freshmen and transfer students are likely owed to the inability of MAP-Works to assign risk indicators to non-responding transfer students.

Risk indicators seemed to be evenly distributed by race. Slight discrepancies are likely owed to the inability of MAP-Works to assign risk indicators to non-responding transfer students.

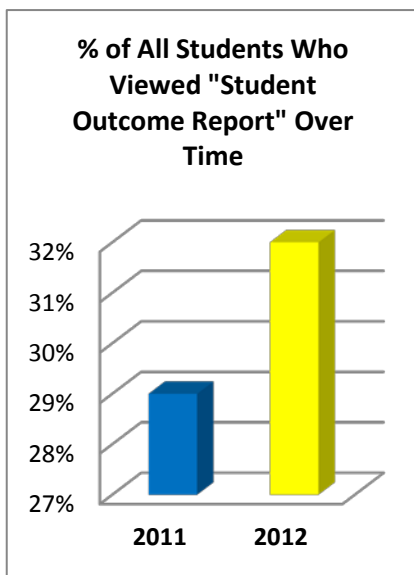




Student Outcome Reports

For the 12/13 academic year, 4,500 students were granted access to the MW system. Out of those who completed the survey in either fall or spring, approximately 1,450 students accessed their MAP-Works Outcome Report which offers an interactive, video/audio or PDF summation of individual strengths and weaknesses, based on student survey responses. Students are offered comparisons with Appalachian peers as well as cautions regarding habits and behaviors in which they do or do not engage, and which are known to be consistent with students who typically succeed in college.

The Outcome Report also recommends Appalachian resources that are specific to the student's individual needs as determined by survey responses. Campus resource recommendations are



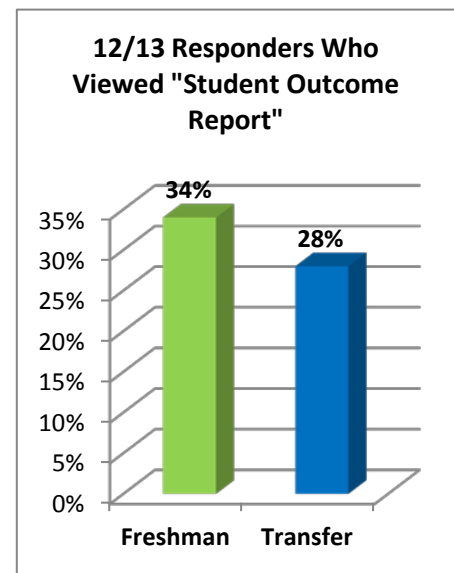
accompanied by contact information for specified resource offices.

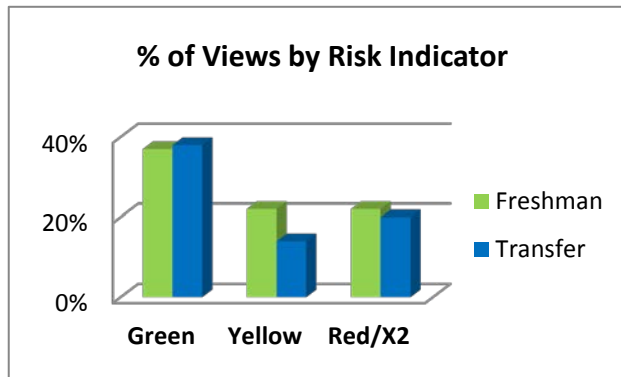
Up from 29% of all students during 11/12 implementation, 32% of all 12/13 students accessed their individualized Student Outcome Reports.

For 12/13 overall, 62% of responders reviewed their Student Outcome Report.

Transfer students were less likely to view their Student Outcome Report than freshman students.

- ❖ Both the overall increase in student views and the discrepancy between freshman and transfer cohort views is likely a result of US and UCO instructor encouragement or requirement of students to view their reports.



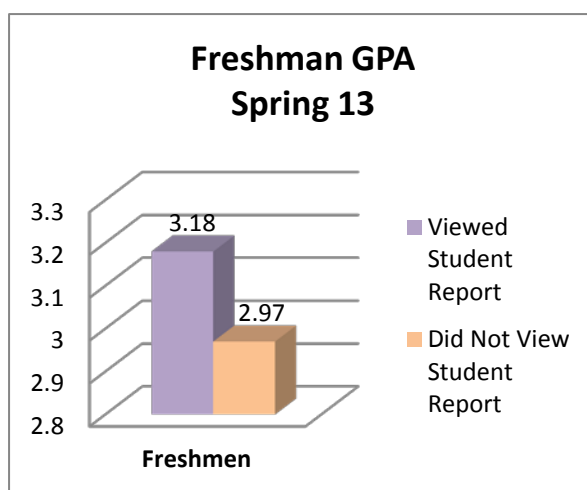
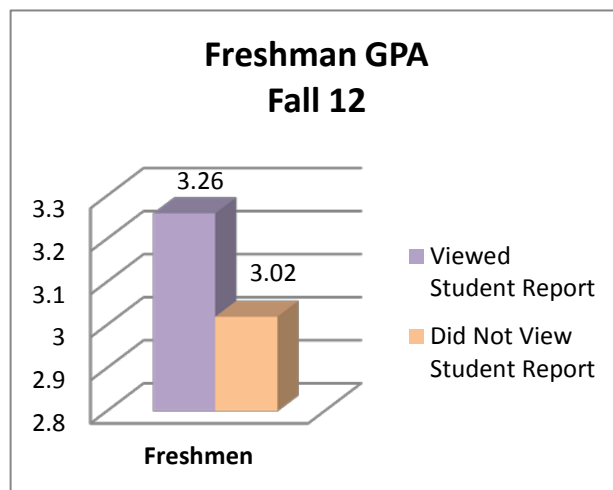
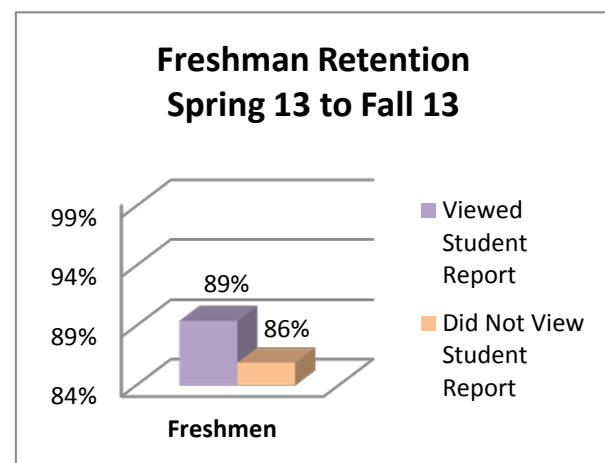
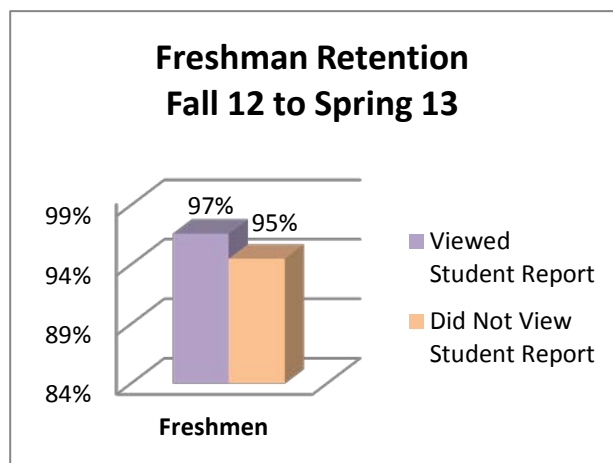


Students with Green Risk Indicators were more likely to view their Student Outcome Report.

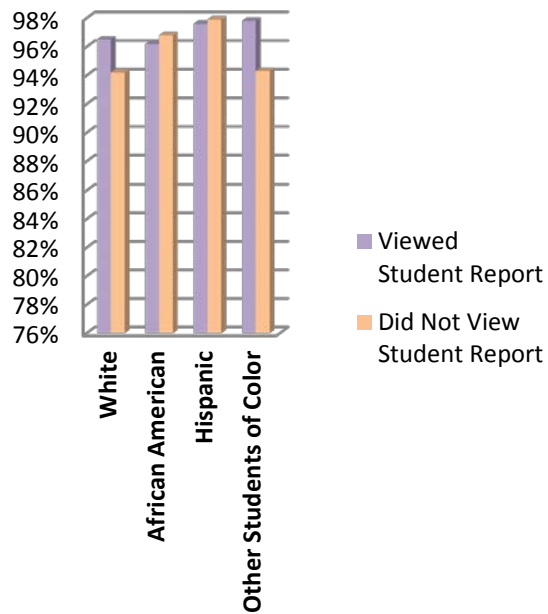
Freshman students with Yellow and Red Risk Indicators viewed their Student Outcome Reports at the same rate.

Yellow transfer students were considerably less likely to view their Student Outcome Report than freshmen of the same risk level.

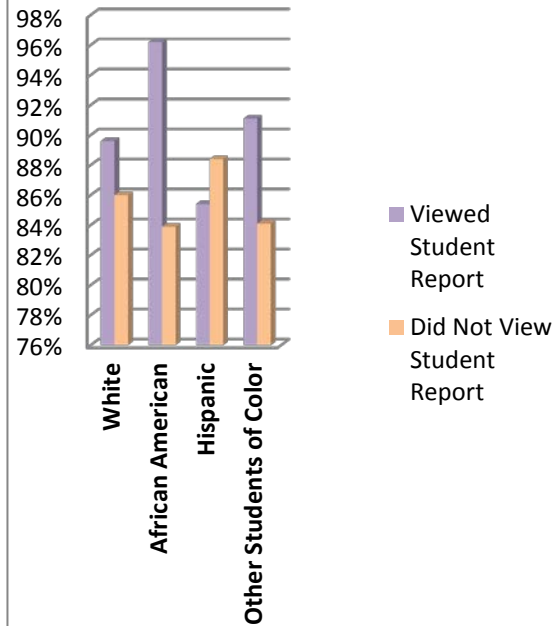
- ❖ Freshman student views of Student Outcome Reports positively correlated with retention, each semester. Freshmen student views also correlated positively with GPA, each semester, with an increase in GPA of .24 and .21 respectively.



Freshman Retention Fall 12 to Spring 13

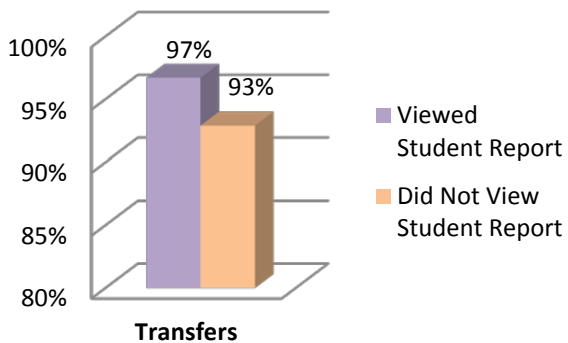


Freshman Retention Spring 13 to Fall 13

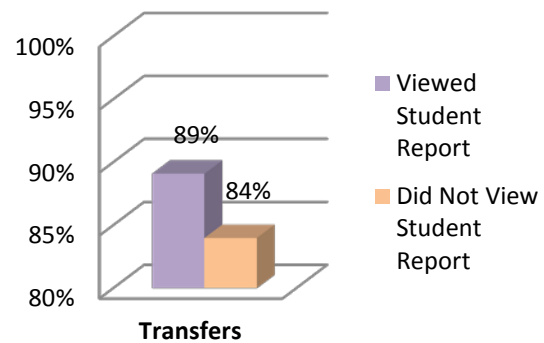


- ❖ Transfer student views of Student Outcome Reports positively correlated with retention each semester. Transfer student views also correlated positively with GPA, each semester, with an increase in GPA of .41 and .28 respectively.

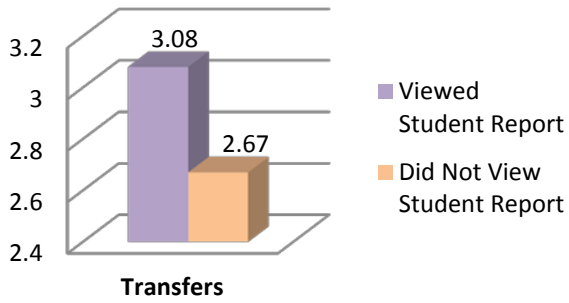
Transfer Retention Fall 12 to Spring 13



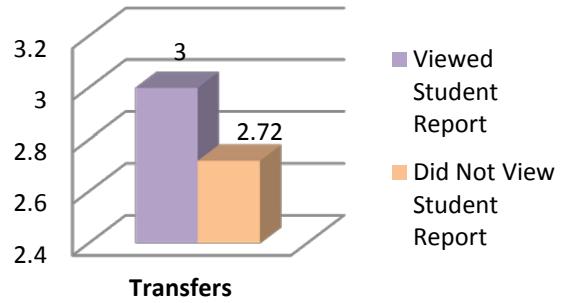
Transfer Retention Spring 13 to Fall 13



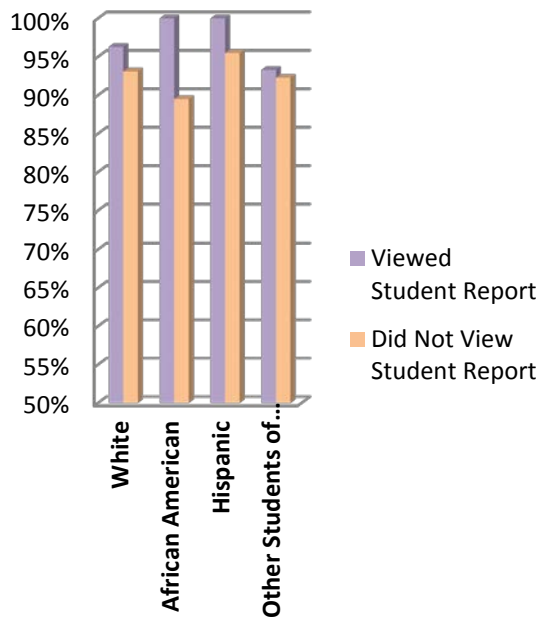
**Transfer Student GPA
Fall 12**



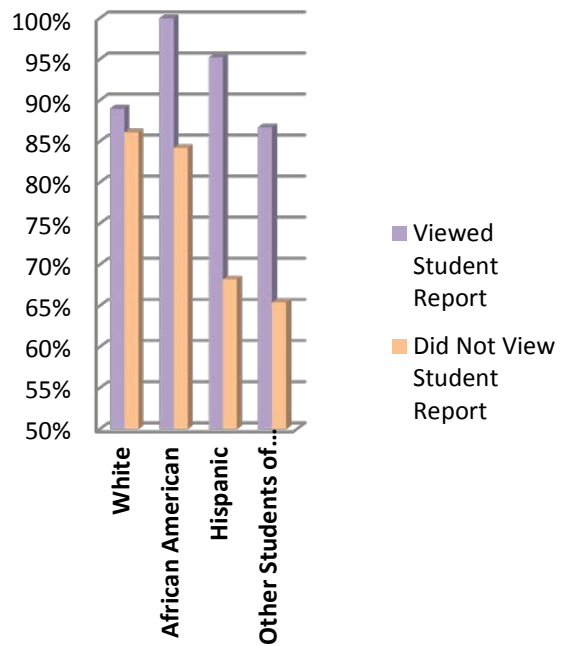
**Transfer Student GPA
Spring 13**

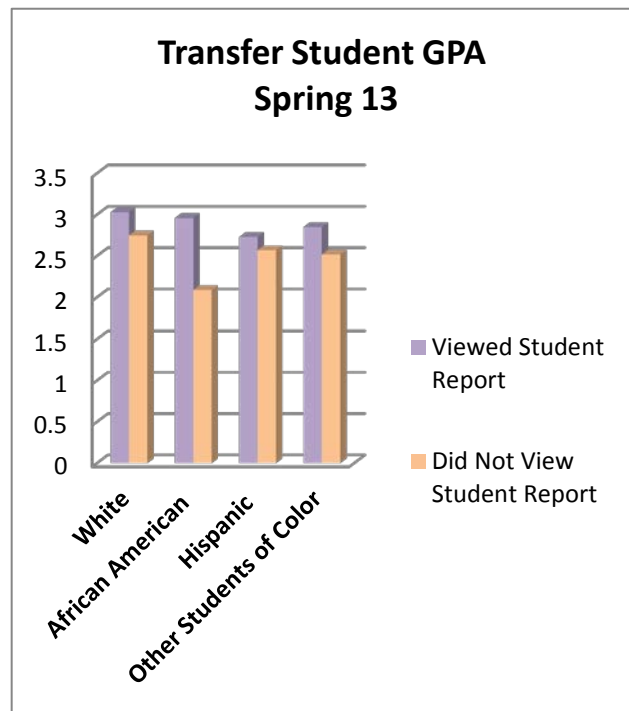
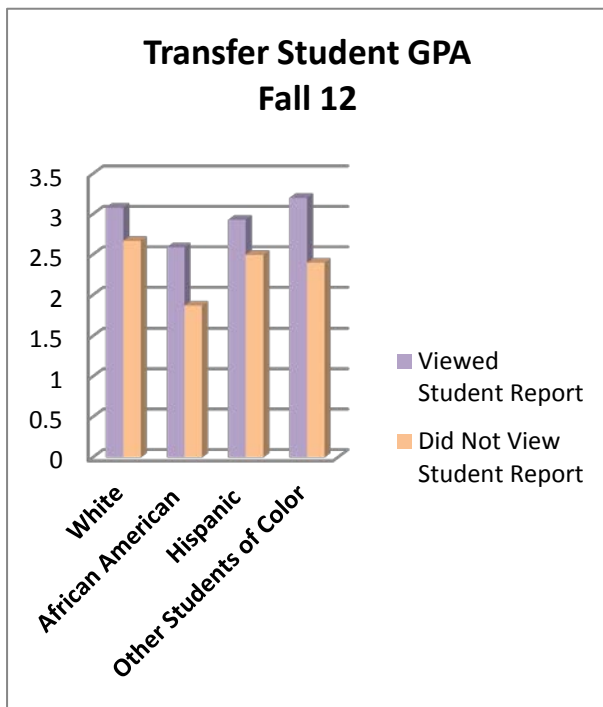


**Transfer Retention
Fall 12 to Spring 13**



**Transfer Retention
Spring 13 to Fall 13**

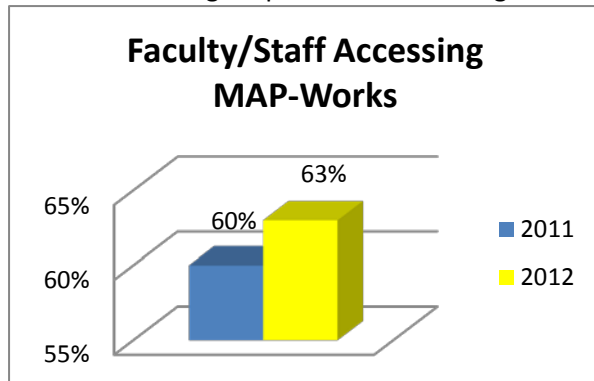




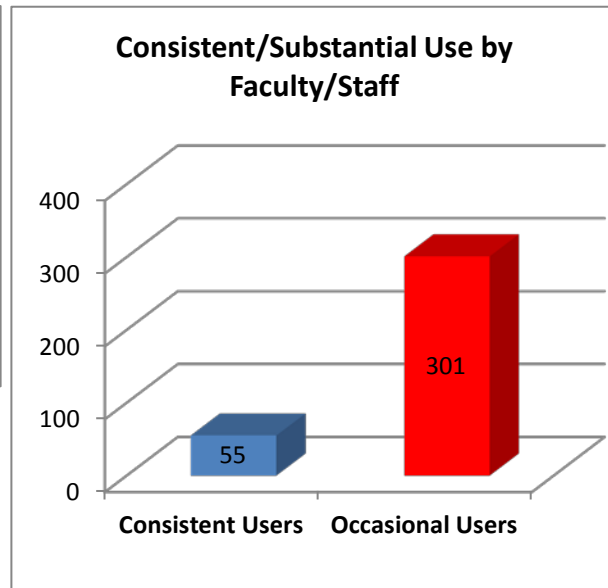
- ❖ For nearly all students, Student Outcome Report views positively correlated with both retention and GPA, regardless of race.

Faculty/Staff: Use and Impact

Of 322 faculty and staff who had access to MAP-Works during the 12/13 academic year, 204 (63%) accessed MAP-Works at least once during the academic year, leaving 118 (37%) not accessing MAP-Works at all. Usage reports evidence a slight increase in at least one time use since 2011.



Faculty and staff members were considered to be “Consistent/Substantial” MAP-Works users if they logged in for 20 days or more, and/or entered at least 5 notes during 12/13 academic year.



- ❖ 15% of potential MAP-Works users were found to be Consistent/Substantial MAP-Works users in 12/13.

Problems with goal setting and training were identified as at least part of the consistent user shortcoming in 12/13. Adjustments to both have been made and higher usage levels are expected for 13/14.

- ❖ At least one ASU (para)professional viewed individual student information for 74% of all responding students.

Faculty and staff are able to enter “Notes” into the MAP-Works system to inform campus professionals of concerns or other pertinent information about a student when such information is gained in a manner other than direct interaction with the student.

Despite low use, Notes created in the system by faculty/staff, to alert other professionals on campus of concern and/or student dispositions, totaled nearly 2,000 in 12/13, up from 800 in 11/12.

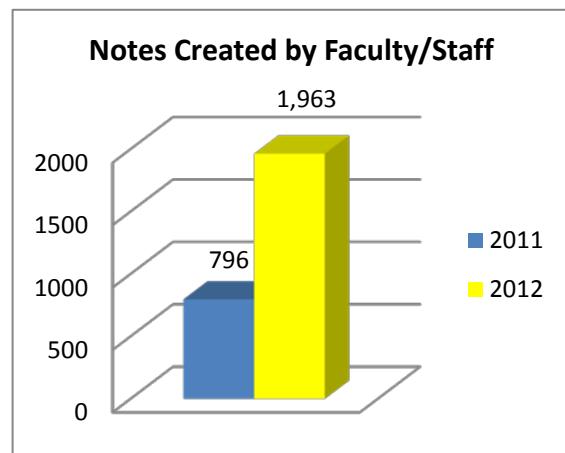
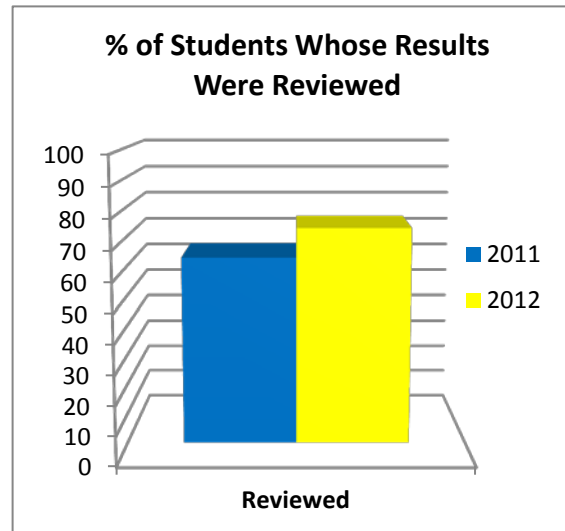
University Housing is responsible for a large number of the notes entered into MAP-Works for 12/13 academic year. However, University College Academic Advisors became more active in MAP-Works as the academic year progressed.

- ❖ The use of interactive communication tools in MAP-Works (notes) is likely to continue in this upward trajectory. As more faculty/staff become consistent users, the communication features of MAP-Works are expected to more fully realize their potential for student support.

Faculty and staff also have the option to create “Referrals” within the MAP-Works system. Referrals are made when a student evidences a struggle for which there is a specific person or office on campus whose purpose it is to assist with the student’s particular struggle. For example, a student having trouble making peer connections may be referred to the Center for Student Involvement and Leadership.

Out of all freshman students, 2% received Referrals while 4% of all transfer students received Referrals.

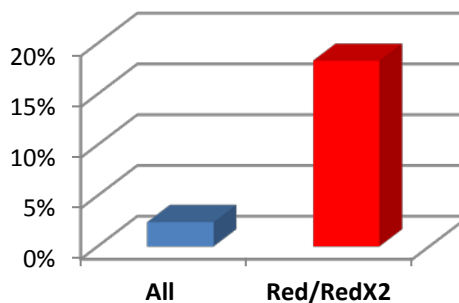
Referrals created for students, by faculty/staff, to specific support personnel on campus for 12/13, totaled 119.



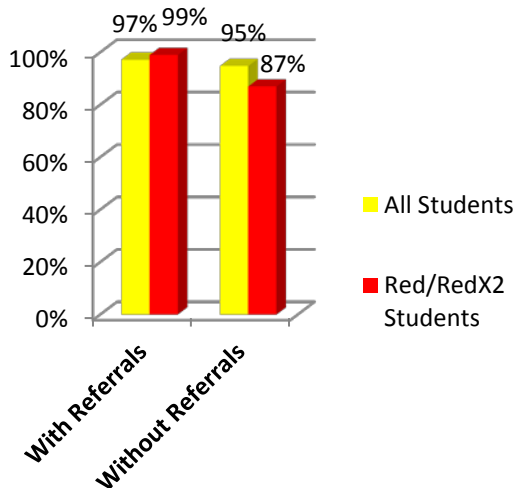
The majority of all Referrals were made by two administrative personnel, and primarily for Red or RedX2 students.

- ❖ For freshman students, Referrals made spanned all risk levels whereas only RedX2 or Red transfer students were issued Referrals. These findings are likely indicative of fewer faculty and staff to follow and refer transfer students.
- ❖ During fall 2012, retention and Referrals correlated positively for Red and RedX2 students as compared to the absence of Referrals for students with the same risk level.

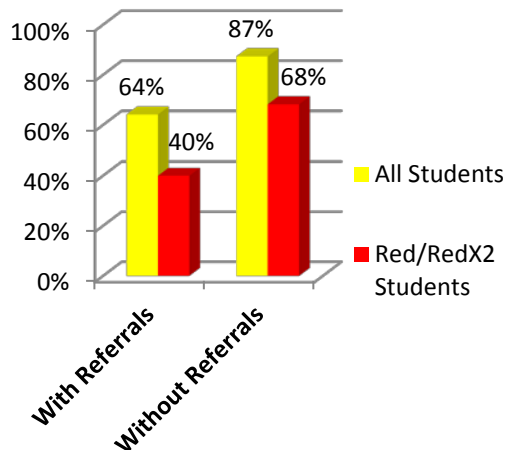
% of Students with Referrals, Fall 2012



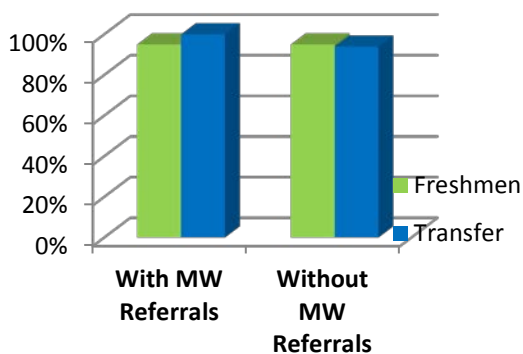
Students Retained Fall 12 to Spring 13



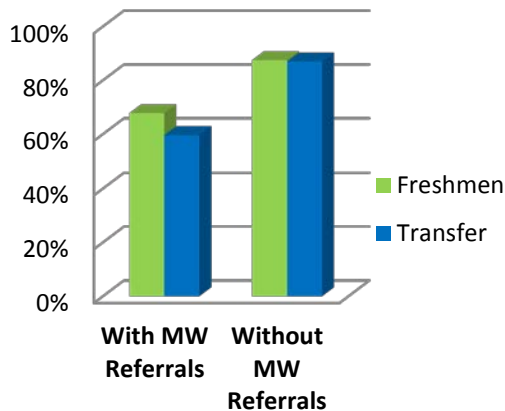
Students Retained Fall 12 to Fall 13



Students Retained Fall 12 to Spring 13



Students Retained Fall 12 to Fall 13



From fall 12 to fall 13, retention and Referrals correlated negatively. It remains to be seen whether Referrals may positively influence retention. Certainly, there is a notable positive correlation between retention to spring and Referrals for fall transfer students.

MAP-Works is likely to be the transfer student's most common point of Referral since much of this population does not have the benefit of University Housing professionals or UCO instructors to direct them toward campus resources during casual conversation and may not be recognized by instructors, as students new to Appalachian, and therefore in need of referral.

❖ Number of documented interventions

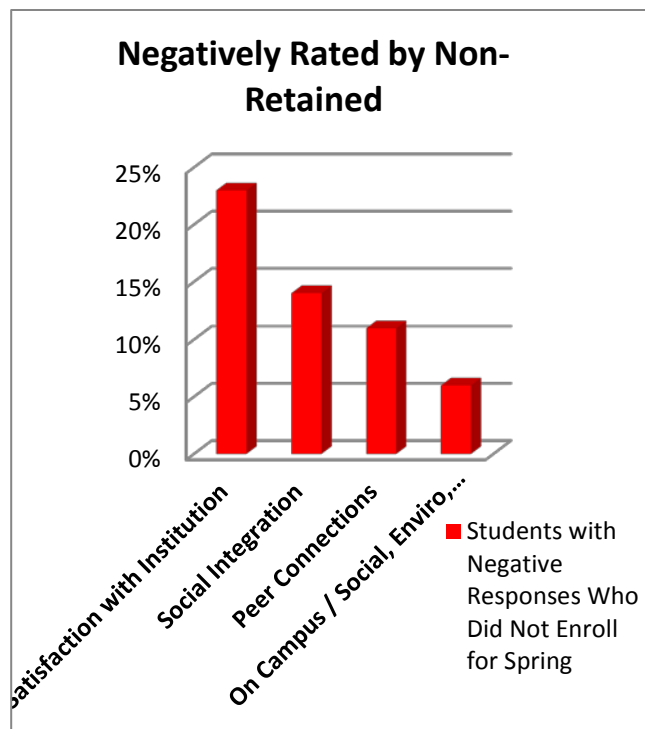
Non-duplicative counts

- Contacts w/ students logged: 3,789
- Notes entered about students: 1,963
- Referral of students by professionals to appropriate campus resources: 159
- Tasks assigned by professional to students: 22
- Team Notes entered about students: 20
- **Total = 5,953**
- Mass emails: 34,566

What We Learned about the Appalachian Student's Experience

Freshmen Students

Most often, factor responses became more positive from fall to spring semester for freshman students.



❖ It is estimated that approximately 150 freshman students decline from fall to spring. It is highly recommended that a comparative analysis be conducted to ascertain whether these same students are most often on the radar of Student Development or the Dean of Students' Office by spring semester. If a high percentage of these "declining" students are found to be already engaged at a higher level of intervention, then taking a closer look at students who decline from fall to spring and are not yet on the radar of Student Development or the Dean of Students' Office, for advanced support provision, may be justified.

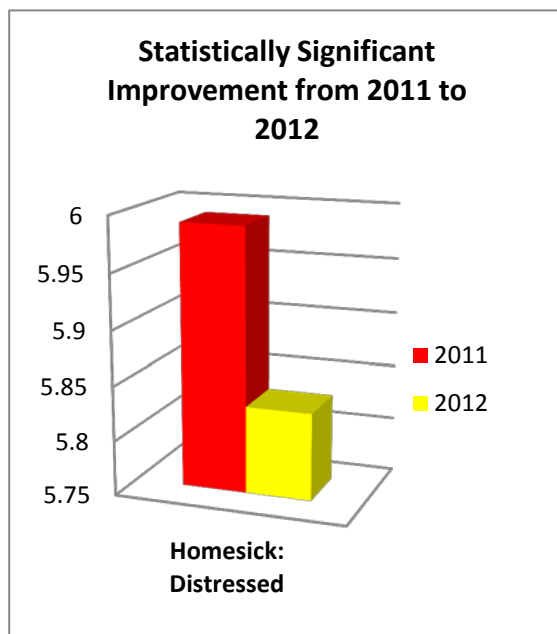
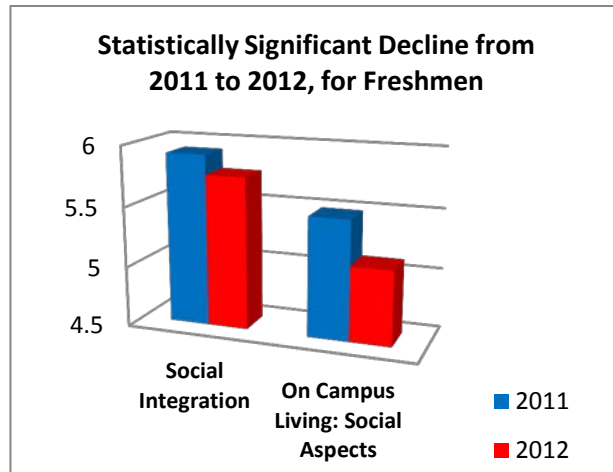
❖ Four factors were noted to be most negatively rated by freshmen students who were not retained. The factors declined sharply enough to produce a drop in the "mean" score

from fall to fall for freshman students. These include:

- Satisfaction with the Institution
- Social Integration *
- Peer Connections
- On-Campus Living: Social Aspects *

* Statistically significant declines

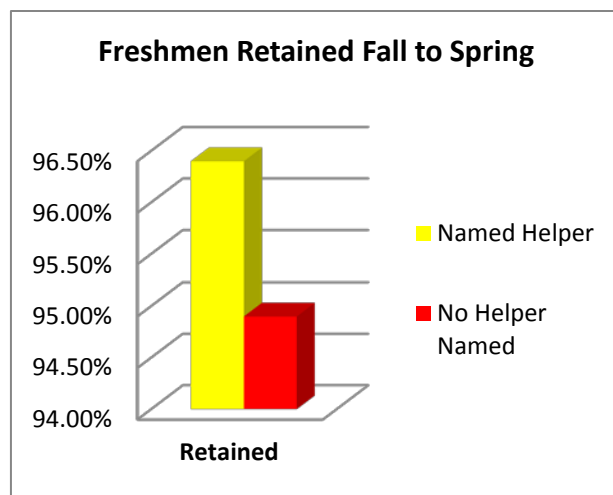
Two of the “mean drop” factors suffered statistically significant declines when 12/13 measures were compared to the same Appalachian measures for 11/12, among freshman students.



❖ One factor, Homesick: Distressed, saw a statistically significant improvement when 12/13 Appalachian freshman measures were compared to the same Appalachian measures for the 11/12 academic year.

The declining number of Homesick: Distressed students is especially notable because students who report a high level of this type of homesickness are much more likely to leave the institution than students who experience other kinds of homesickness.

The MAP-Works survey invites students to “name someone that has helped in your success in college” by way of short answer, open-ended question.



After controlling for intangibles (spiritual entities) and those not present on-campus (parents, grandparents), a statistically significant finding emerged.

❖ Freshmen students able to name someone on campus, who has been helpful, were retained to spring at a significantly higher rate than those freshmen unable to name someone helpful on campus.

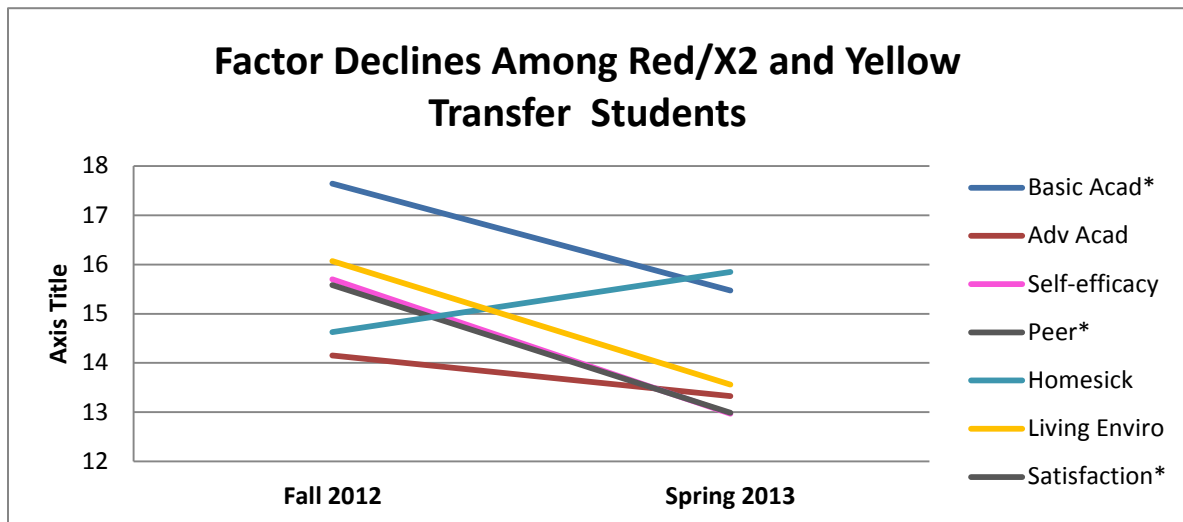
The inverse was also statistically significant, with those unable to name a helper being significantly less likely to return in spring.

These findings are consistent with national retention research which indicates that students who make early personal connections are more likely to be retained while those who fail to make early personal connections are less likely to be retained.

Transfer Students

Most notably, six factors were found to have declined sharply enough to produce a drop in the “mean” ratings, from fall to spring, for transfer students. Among students with Red and Yellow Risk Indicators, these included:

- Basic Academic Behaviors
- Advanced Academic Behaviors
- Academic Self-Efficacy
- Peer Connections
- Homesickness: Distressed
- Off-Campus Living Environment

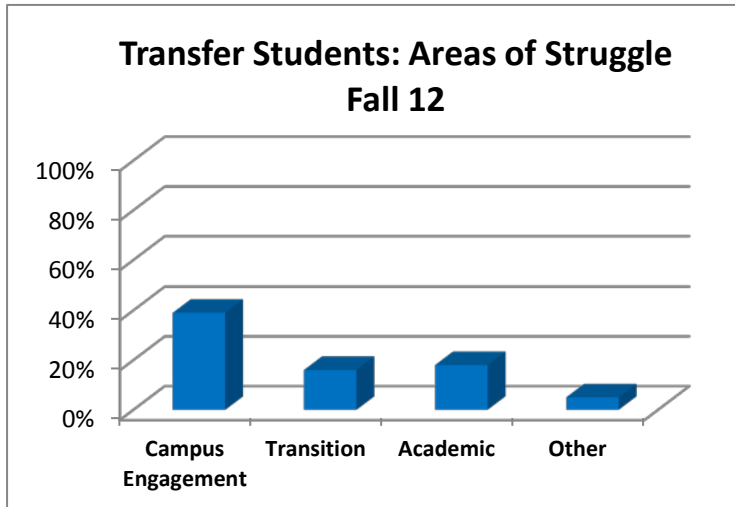


*asterisks indicate statistically significant declines among Green students

Transfer students with Green Risk Indicators also evidenced “mean drops” in six areas with three dropping significantly, statistically.

- Commitment to the Institution
- Financial Means
- Basic Academic Behaviors *
- Peer Connections *
- Satisfaction with Institution *
- Off-Campus Living Environment

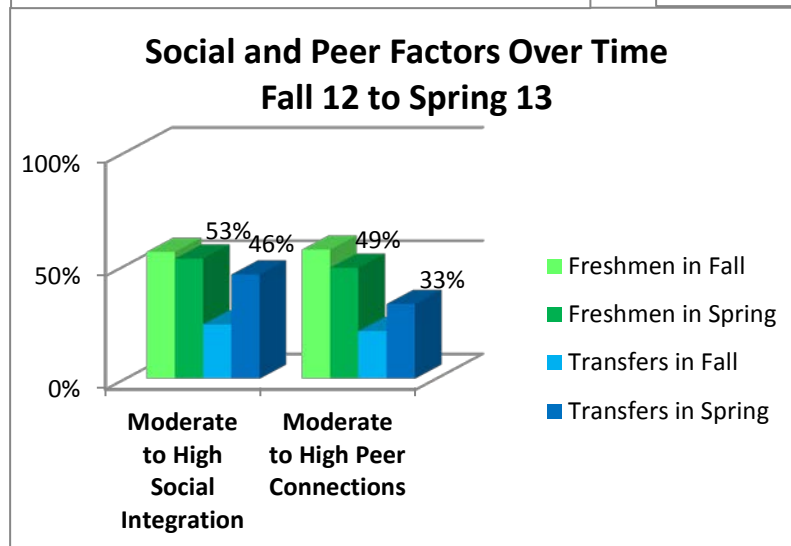
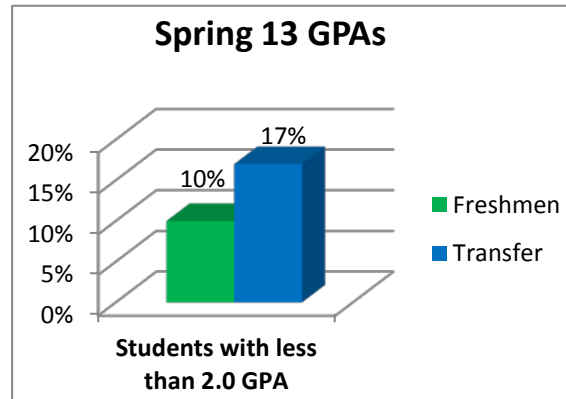
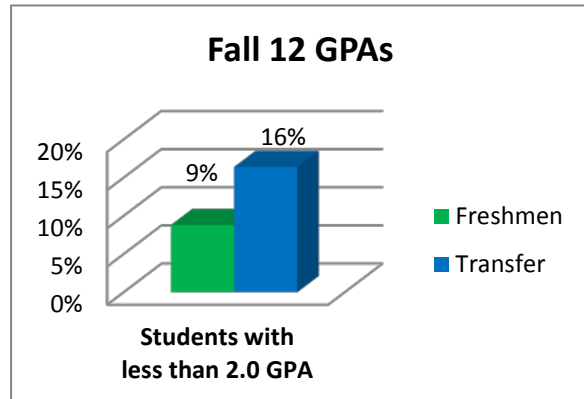
- ❖ Within nearly every factor that experienced a decline among transfer students, students with Yellow Risk Indicators were much more likely to report declining attitudes or behaviors than any other Risk Indicator color.



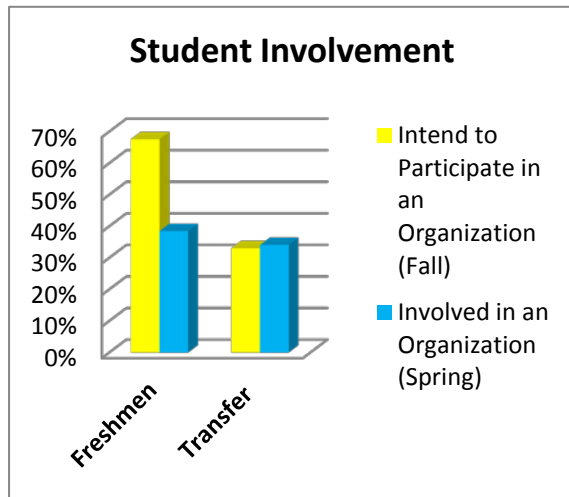
- ❖ Survey responders were asked the open ended question “What is the most difficult thing about being a transfer student?” Student responses were categorized and point toward a marked need to increase level of transfer student campus engagement as well as transitional and academic resources available to this constituency.

All Students

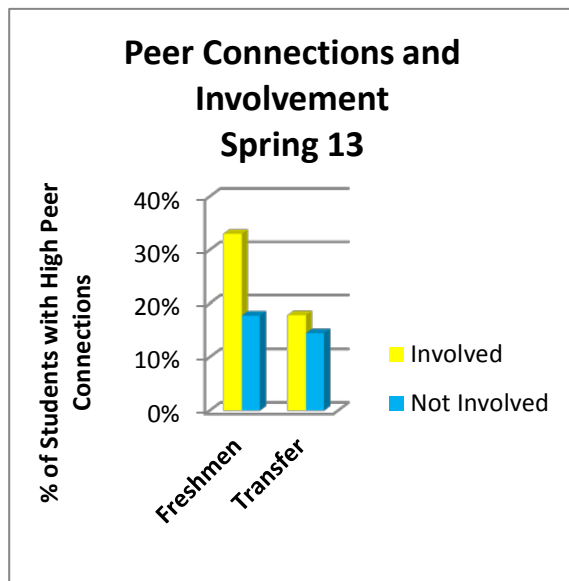
Though MAP-Works data indicates most transfer students’ risk ratings improved over time, it is notable that a higher percentage of transfer students ended both their fall and spring semesters in poor academic standing as compared to freshman students.



- ❖ By spring semester, transfer students have nearly met freshmen students’ level of Social Integration. However, Peer Connections for that same time span remain divided with approximately 50% of freshmen and a mere 33% of transfers reporting high peer connections.



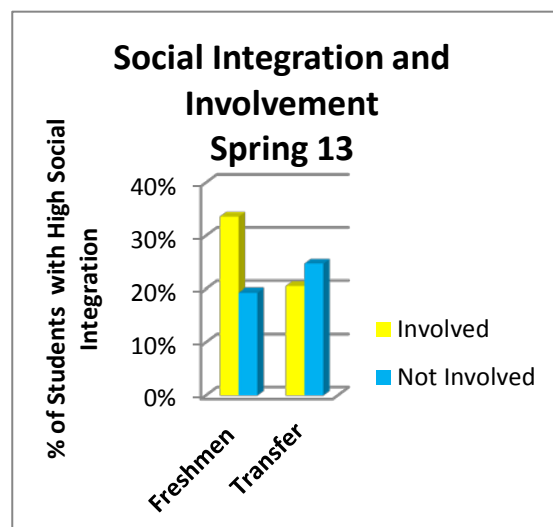
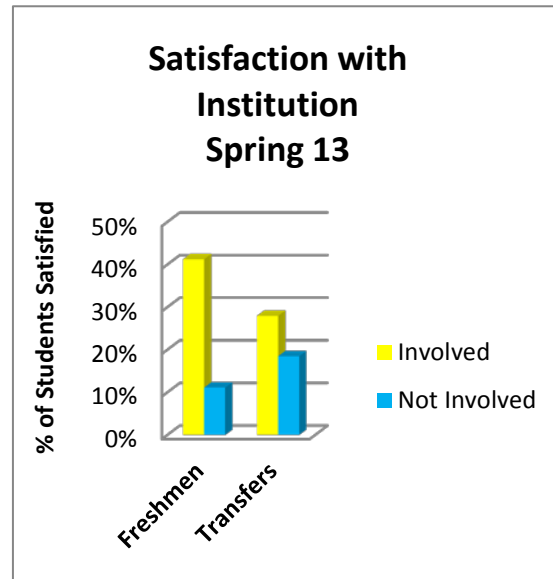
- ❖ For all students, and most pronouncedly for freshmen, being involved positively correlated with a satisfying collegiate experience.



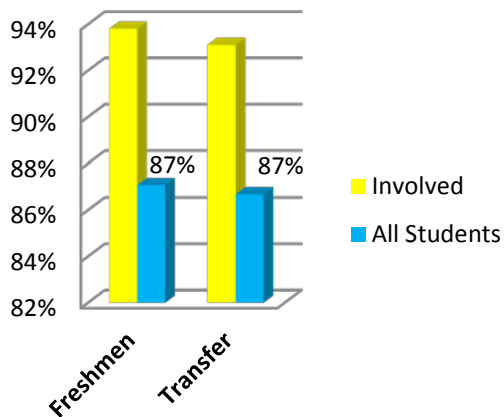
- ❖ Involvement positively correlates with peer connections among both freshmen and transfer students though more obviously among freshmen students.

- ❖ Social integration positively correlated with involvement among freshmen students though not among transfer students.

❖ When asked in the fall, 59% of freshmen indicated a desire to participate in an institutionally sponsored program or club (be involved), yet, only 38% of freshmen were involved by the spring semester. Only 33% of transfer students indicated a desire to get involved in the fall, but 34% of transfer students were involved by the spring.



Students Retained Spring 13 to Fall 13

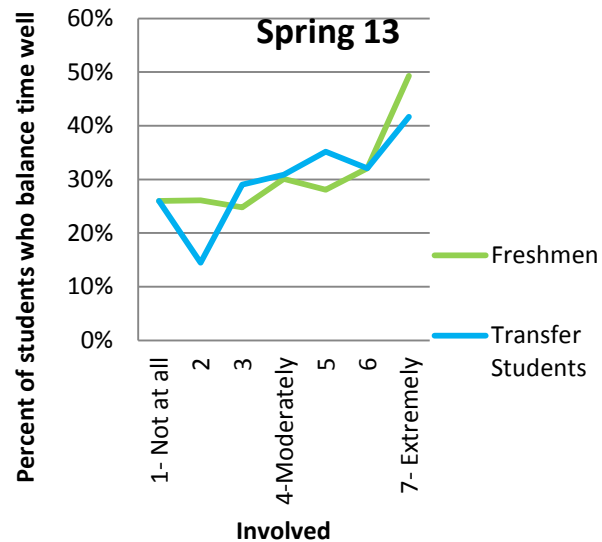


While homesickness is a hurdle many students face, the more concerning level of homesickness called “Homesick: Distressed” is known to have a strong impact on retention. This kind of homesickness may include guilt over no longer contributing to the family income or feeling isolated from the home community.

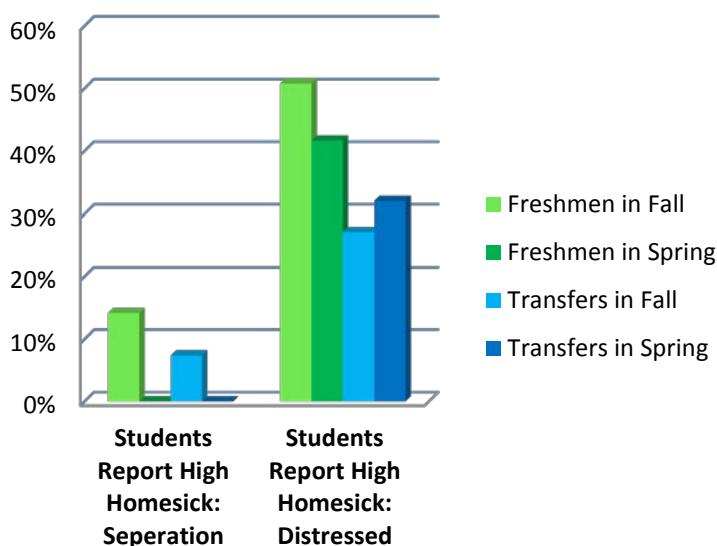
❖ Involvement in spring was strongly correlated with retention to the following fall.

❖ Students who are at least somewhat involved on campus report an increased ability to manage their time well.

Time Management and Involvement Spring 13

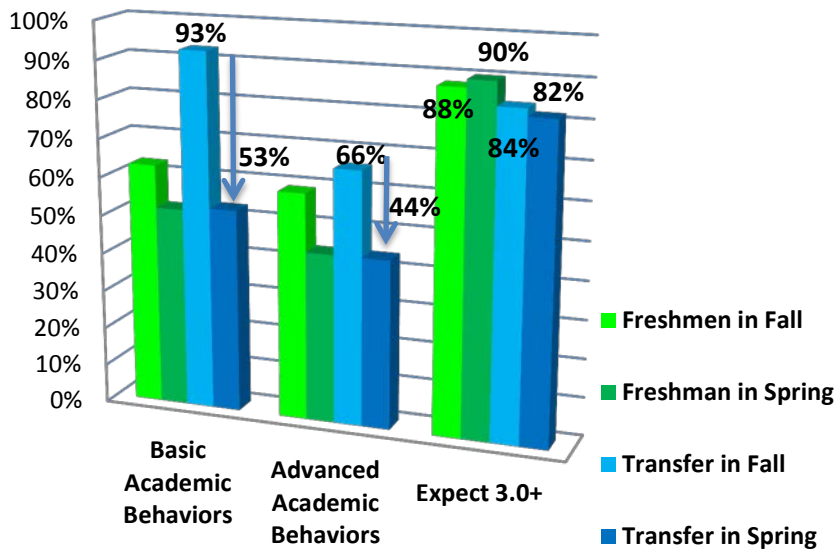


Homesickness Over Time Fall 12 to Spring 13



❖ High levels of Homesick: Distressed are consistent across transfer and freshman populations. Moreover, the number of freshman Homesick: Distressed students surpassed transfer students in 2012/2013.

Academic Behaviors and Expectations Fall 12 to Spring 13



Basic Academic Behaviors

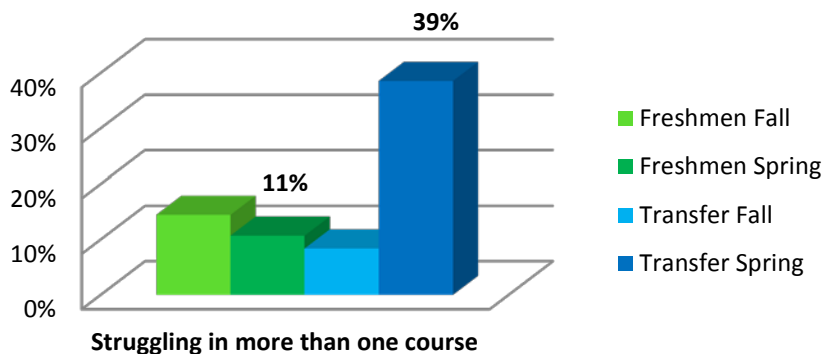
Attending class
Taking notes
Turning in homework

Advanced Academic Behaviors:

Keeps a calendar
Completes assigned readings ahead of time
Maintains a regular study schedule

- ❖ MAP-Works data estimates indicate approximately 60% of students report engaging in Basic Academic Behaviors while a mere average of 50% of students report engaging in Advanced Academic Behaviors. Disproportionate to these findings, nearly 80% of students expect to finish the semester with a grade point average of 3.0 or higher.

Academic Difficulty Fall 12 to Spring 13



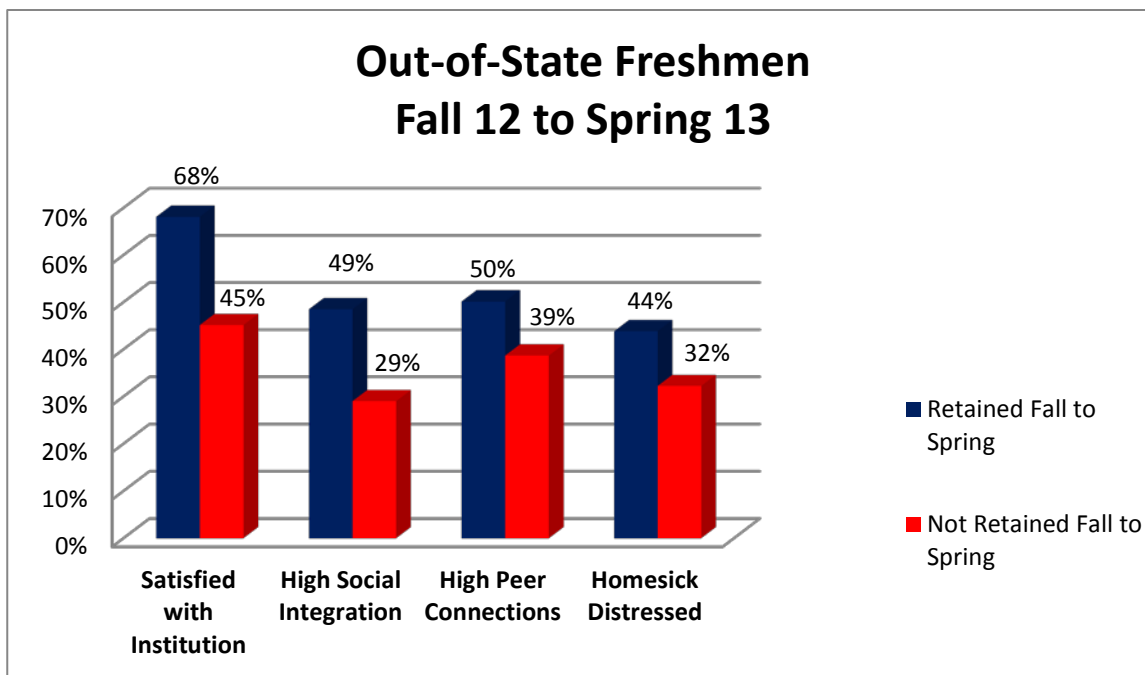
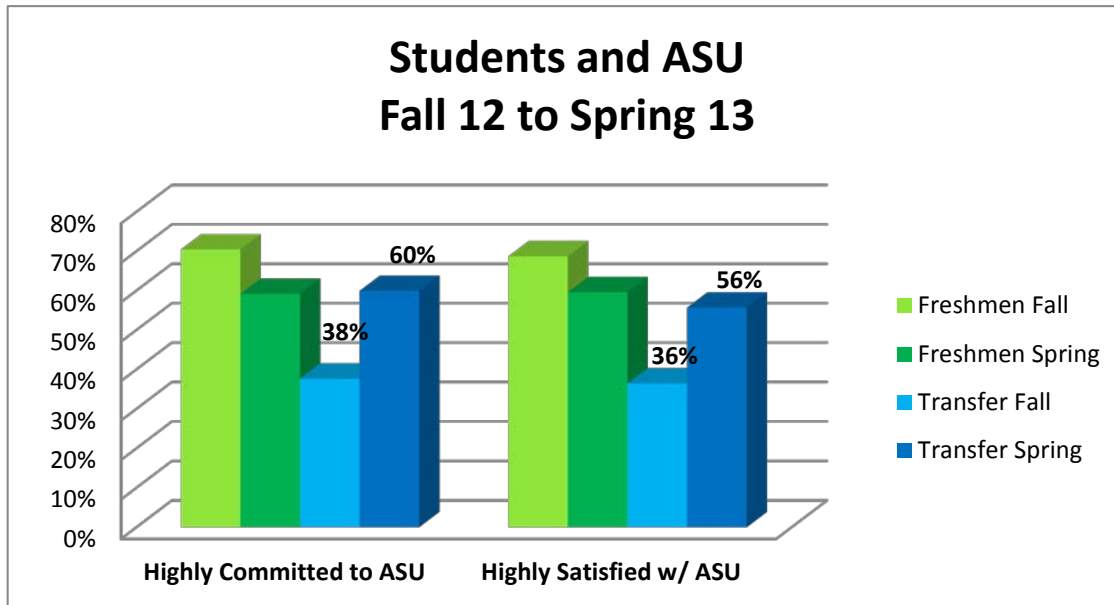
- ❖ The most pronounced decline in helpful academic practices is reported by transfer students from fall to spring.

- ❖ By the end of spring semester, 39% of transfer students report having academic difficulty in more than one course as compared to 11% of spring freshmen.

During fall semester, commitment to Appalachian was always stronger than satisfaction, across both cohorts.

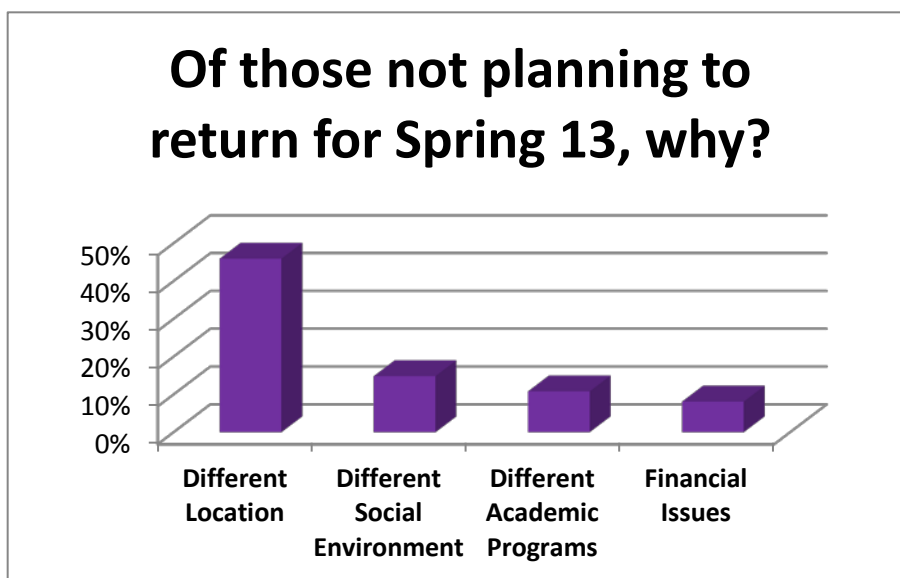
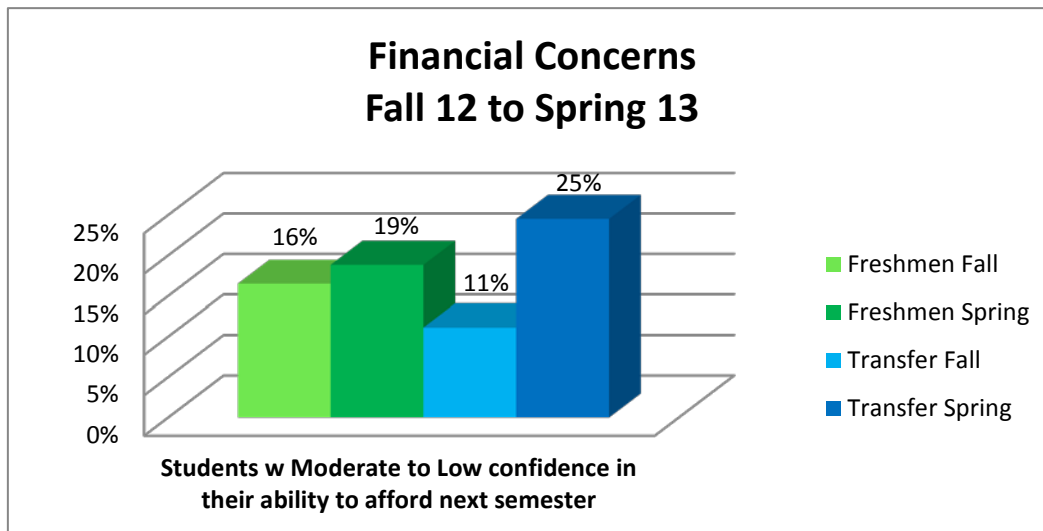
By spring semester, commitment and satisfaction remain largely unchanged for freshmen.

- ❖ For transfer students, commitment to and satisfaction with Appalachian increased by approximately 20 percentage points, each, from fall to spring.



- ❖ For out of state freshmen, Satisfaction with Institution and Social Integration (feelings of belongingness) seem to correlate more negatively with retention than Peer Connections or Homesickness. However, all four factors, as with in-state freshmen, are among those most correlative.

- ❖ A large number of students are concerned about their ability to afford upcoming semesters. Transfer students report this concern more frequently than freshman students.



However, when asked, students who indicate they will not return to school at Appalachian, most often do not cite finances as the primary reason. Fewer than 10% indicate they would not return because of finances.

Summary

- ❖ High completion rates for the spring checkup survey are almost certainly owed to the ability to require the survey during this semester. Transfer athletes, regardless of risk level, were retained more often than freshmen athletes.
- ❖ There was a statistically significant relationship between MAP-Work's Risk Indicators and actual retention rates, as calculated by both Survey Risk Indicator and Overall Risk Indicator.
- ❖ As expected, grade point average declined for both freshmen and transfer students as level of risk increased.
- ❖ Both the overall increase in student views and the discrepancy between freshman and transfer cohort views is likely a result of US and UCO instructor encouragement or requirement of students to view their reports.
- ❖ Freshman student views of Student Outcome Reports positively correlated with retention, each semester. Freshmen student views also correlated positively with GPA, each semester, with an increase in GPA of .24 and .21 respectively.
- ❖ Transfer student views of Student Outcome Reports positively correlated with retention each semester. Transfer student views also correlated positively with GPA, each semester, with an increase in GPA of .41 and .28 respectively.
- ❖ In most cases, viewing the Student Outcome Report tended to positively correlate with retention and GPA.
- ❖ 15% of potential MAP-Works users were found to be Consistent/Substantial MAP-Works users in 12/13.
- ❖ At least one ASU (para)professional viewed individual student information for 74% of all responding students.
- ❖ The use of interactive communication tools in MAP-Works (notes) is likely to continue in this upward trajectory. As more faculty/staff become consistent users, the communication features of MAP-Works are expected to more fully realize their potential for student support.
- ❖ For freshman students, Referrals made spanned all risk levels whereas only RedX2 or Red transfer students were issued Referrals. These findings are likely indicative of fewer faculty and staff to follow and refer transfer students.
- ❖ During fall 2012, Retention and Referrals correlated positively for Red and RedX2 students as compared to the absence of Referrals for students with the same risk level.
- ❖ Number of documented interventions
 - Non-duplicative counts
 - Contacts w/ students logged: 3,789
 - Notes entered about students: 1,963
 - Referral of students by professionals to appropriate campus resources: 159
 - Tasks assigned by professional to students: 22
 - Team Notes entered about students: 20
 - **Total = 5,953**
 - Mass emails: 34,566

- ❖ It is estimated that approximately 150 freshman students decline from fall to spring. It is highly recommended that a comparative analysis be conducted to ascertain whether these same students are most often on the radar of Student Development or the Dean of Students' Office by spring semester. If a high percentage of these "declining" students are found to be already engaged at a higher level of intervention, then taking a closer look at students who decline from fall to spring and are not yet on the radar of Student Development or the Dean of Students' Office, for advanced support provision, may be justified.
 - ❖ Four factors were noted to be most negatively rated by freshmen students who were not retained. The factors declined sharply enough to produce a drop in the "mean" score from fall to fall for freshman students. These include:
 - Satisfaction with the Institution
 - Social Integration *
 - Peer Connections
 - On-Campus Living: Social Aspects *
- * Statistically significant declines
- ❖ One factor, Homesick: Distressed, saw a statistically significant improvement when 12/13 Appalachian freshman measures were compared to the same Appalachian measures for the 11/12 academic year.
 - ❖ Freshmen students able to name someone on campus, who has been helpful, were retained to spring at a significantly higher rate than those freshmen unable to name someone helpful on campus.
 - ❖ The inverse was also statistically significant, with those unable to name a helper being significantly less likely to return in spring.
 - ❖ Within nearly every factor that experienced a decline among transfer students, students with Yellow Risk Indicators were much more likely to report declining attitudes or behaviors than any other Risk Indicator color.
 - ❖ Survey responders were asked the open ended question "What is the most difficult thing about being a transfer student?" Student responses were categorized and point toward a marked need to increase level of transfer student campus engagement as well as transitional and academic resources available to this constituency.
 - ❖ By spring semester, transfer students have nearly met freshmen students' level of Social Integration. However, Peer Connections for that same time span remain divided with approximately 50% of freshmen and a mere 33% of transfers reporting high peer connections.
 - ❖ When asked in the fall, 59% of freshmen indicated a desire to participate in an institutionally sponsored program or club (be involved), yet, only 38% of students of freshmen were involved by the spring semester. This disparity is far smaller for transfer students.
 - ❖ For all students, and most pronouncedly for freshmen, being involved positively correlated with a satisfying collegiate experience.
 - ❖ Involvement positively correlates with peer connections among both freshmen and transfer students though more obviously among freshmen students.
 - ❖ Social integration positively correlated with involvement among freshmen students though not among transfer students.

- ❖ Students who are at least somewhat involved on campus also report an increased ability to manage their time well.
- ❖ High levels of Homesick: Distressed are consistent across transfer and freshman populations. Moreover, freshman students surpassed transfer students in their level of concern during the 2012/2013 academic year.
- ❖ MAP-Works data estimates indicate approximately 60% of students report engaging in Basic Academic Behaviors while a mere average of 50% of students report engaging in Advanced Academic Behaviors. Disproportionate to these findings, nearly 80% of students expect to finish the semester with a grade point average of 3.0 or higher.
- ❖ The most pronounced decline in helpful academic practices is reported by transfer students from fall to spring.
- ❖ By the end of spring semester, 39% of transfer students report having academic difficulty in more than one course as compared to 11% of spring freshmen.
- ❖ For transfer students, commitment to and satisfaction with Appalachian increased by approximately 20 percentage points, each, from fall to spring.
- ❖ For out of state freshmen, Satisfaction with Institution and Social Integration (feelings of belongingness) seem to correlate more negatively with retention than Peer Connections or Homesickness. However, all four factors, as with in-state freshmen, are among those most correlative.
- ❖ A large number of students are concerned about their ability to afford upcoming semesters. Transfer students report this concern more frequently than freshman students. Yet, fewer than 10% of transfer students site finances as the reason they would not return to Appalachian.

Additional data points are available and can be researched upon request. Please contact Belinda Ballew, x7245, ballewbm@appstate.edu to request further analysis.

Prepared by Belinda Ballew and Michelle Murray October, 2013

Appendix
MAP-Works Data Report
2012-13 First Year (Freshmen)

Table 1
Retention to Spring by Survey Risk Indicator: Fall Transition Survey

Survey Risk	Returned Spring Semester				
	Yes		No		Total
	Count	%	Count	%	
Red	30	76.9%	9	23.1%	39
Yellow	174	87.0%	26	13.0%	200
Green	2040	97.6%	50	2.4%	2090
Total	2244		85		

$p < 0.05$; Chi-Square

There is a significant relationship between the Fall Transition Survey Risk indicator and spring retention.

Table 2
Retention to Spring by Overall Risk Indicator (Fall after Survey)

Survey Risk	Returned Spring Semester				Total
	Yes		No		
	Count	%	Count	%	
Redx2	22	71.0%	9	29.0%	31
Red	144	83.2%	29	16.8%	173
Yellow	514	93.5%	36	6.5%	550
Green	2203	96.8%	73	3.2%	2276
Total	2883		147		

$p < 0.05$; Chi-Square

There is a significant relationship between the Overall Risk indicator (as adjusted post-survey) and spring retention. This includes students who did not complete the Fall Transition Survey.

Table 3
MAP-Works System "Activity"
Types of Activity Through May 1
Entire Academic Year

Activity	Count
Contact*	3073
Group Email	21728
Public Note	1713
Referral	111
Task	16
Team Note	16
Grand Total	26657

**Includes group emails that have been personalized.*

Table 4
Retention to Spring and Total Fall Average Activity/Contacts

Risk Rating Fall	Retained Spring			
	Yes		No	
	Overall Risk	Survey Risk	Overall Risk	Survey Risk
Redx2	4.09	N/A	4.33	N/A
Red	3.85	4.07	4.18	4.56
Yellow	3.44	3.11	4.25	3.67
Green	2.56	2.35	3.19	2.60
All +	2.89	4.03	3.76	4.16

+ $p > 0.05$; t-test

Activity is all communication to and about the student put into the system except private notes.

Students (overall) who did not enroll in spring had significantly more activity in fall.

Table 5
Retention to Spring and Fall Average Number of Public Notes

Risk Rating Fall	Retained Spring			
	Yes		No	
	Overall Risk	Survey Risk	Overall Risk	Survey Risk
Redx2	1.29	N/A	1.33	N/A
Red	1.10	1.14	1.11	1.33
Yellow	1.03	1.09	1.00	1.09
Green	1.01	1.01	1.00	1.00

Public notes suggest contact or in-person meetings with students. Almost the same numbers of public notes were written about all students.

This could suggest that the activities noted in the other chart above were likely electronic (email) as opposed to in-person

Could more in person contacts make a difference for students who are not feeling connected (and then do not re-enroll)?

Table 6***Is the ability to "name someone that has helped in your success in college" related to retention?*****Named Someone Fall and Fall Transition Survey Risk Rating**

Survey Risk	Named Someone Helpful*			
	Yes		No	
	Count	%	Count	%
Red	18	1.5%	21	1.9%
Yellow	100	8.1%	100	9.1%
Green	1112	90.4%	978	89.0%
Total	1230		1099	

*Not sig; Chi-Square**There was not a significant relationship with those who named someone in fall and the fall survey risk rating.***Table 7****Named Someone Spring and Spring Transition Survey Risk Rating**

Survey Risk	Named Someone Helpful*			
	Yes		No	
	Count	%	Count	%
Red	8	0.8%	7	0.7%
Yellow	450	42.3%	430	44.5%
Green	607	57.0%	529	54.8%
Total	1065		966	

*Not sig; Chi-Square**There was not a significant relationship with those who named someone in spring and the spring survey risk rating.***The following were included in the NO group: Me, parents, God, Jesus**Were looking for someone tangible on campus; includes friends, advisor, teachers, my RA (without names)***Table 8****Retention to Spring and Named Someone Helpful in Fall**

Returned Spring Semester					
Named Helper	Yes		No		Total
	Count	%	Count	%	
Yes	1186	96.4%	44	3.6%	1230
No	1916	94.9%	103	5.1%	2019
Total	3102		147		

*p < 0.05; Chi-Square**There was a significant relationship between retention to spring and naming someone on the fall survey.**More of the people who did not enroll in spring did not name someone helpful to them in the fall survey.**This suggests that an early lack of connection with others on campus could be a predictor of attrition.*

MAP-Works Data Report

2012-13 First Year (Freshmen)

Fall Overall Risk Rating and MW Survey Factor Average Scores

This can help answer: What is a normal drop and what areas are not "normal" and should be a concern?

Fall Overall Risk Ratings and Survey Factor Means

Table 9

	Redx2	Red	Yellow	Green
	Fall Survey	Spring Survey	Fall Survey	Spring Survey
Fall and Spring Survey Factors				
Factor01	Commitment to the Institution	3.22	4.83	4.73
Factor02	Self-Assessment: Communication Skills	4.85	N/A	5.02
Factor03	Self-Assessment: Analytical Skills	4.90	N/A	5.05
Factor04	Self-Assessment: Self-Discipline	5.51	N/A	5.73
Factor05	Self-Assessment: Time Management	5.32	5.53	5.04
Factor06	Financial Means	4.67	5.13	4.87
Factor07	Basic Academic Behaviors	5.33	5.60	5.68
Factor08	Advanced Academic Behaviors	4.59	5.11	4.58
Factor09	Academic Self-Efficacy	4.93	5.40	4.92
Factor10	Peer Connections	4.60	4.38	4.79
Factor11	Homesickness: Separation	2.44	N/A	3.14
Factor12	Homesickness: Distressed	3.77	4.46	4.95
Factor13	Academic Integration	4.82	5.57	5.06
Factor14	Social Integration	3.61	4.67	4.42
Factor15	Satisfaction with Institution	3.79	5.02	4.50
Factor16	On-Campus Living: Social Aspects (Module)	4.23	4.56	4.31
Factor17	On-Campus Living: Environment (Module)	5.10	5.74	5.12
Factor18	On-Campus Living: Roommate Relationship (Module)	6.07	5.38	5.93
Factor20	Test Anxiety (Module)	4.22	4.60	3.83

Fall to Spring Answers to the Survey: How many in areas where the mean was "less positive" fall to spring?

	Spring Survey Drop	Spring Survey Drop	Spring Survey Drop	Spring Survey Drop
Factor01	Commitment to the Institution			183
Factor02	Self-Assessment: Communication Skills			
Factor03	Self-Assessment: Analytical Skills			
Factor04	Self-Assessment: Self-Discipline			
Factor05	Self-Assessment: Time Management			
Factor06	Financial Means			
Factor07	Basic Academic Behaviors*	28	69	887
Factor08	Advanced Academic Behaviors			
Factor09	Academic Self-Efficacy			
Factor10	Peer Connections	8		501
Factor11	Homesickness: Separation			
Factor12	Homesickness: Distressed	15		
Factor13	Academic Integration			
Factor14	Social Integration			
Factor15	Satisfaction with Institution			547
Factor16	On-Campus Living: Social Aspects (Module)			
Factor17	On-Campus Living: Environment (Module)			588
Factor18	On-Campus Living: Roommate Relationship (Module)	6	42	459
Factor20	Test Anxiety (Module)			

There are some significant differences between risk "color" and factor means per survey

The items that fed into these factors had a semantic differential scale of 1-7 where 1="low" and 7="high".

Note that the item questions/categories determine what is "low" or "high":

Homesickness=1 is low homesickness (which is positive) while Satisfaction=1 is low satisfaction (which is negative).

Generally, areas in which there would be a "worsening" for a student should be an area for concern, because most areas "improve" from fall to spring.

Green students, who started out more positive, were more likely to experience a slight drop in some categories. Redx2, Red and Yellow tend to improve.

10, 12, 14, 16, 17, 18

Drops in All Peer/Social/Homesick Categories

3

11

* Not of concern because "advanced academic behaviors" and "academic self-efficacy" improved for all groups

Fall to Spring Answers to the Survey: How many in areas where the mean was "less positive" fall to spring?				Redx2	Red	Yellow	Green
Spring Survey Drop	Spring Survey Drop	Spring Survey Drop	Spring Survey Drop				
Factor01	Commitment to the Institution						183
Factor02	Self-Assessment: Communication Skills						
Factor03	Self-Assessment: Analytical Skills						
Factor04	Self-Assessment: Self-Discipline						
Factor05	Self-Assessment: Time Management						
Factor06	Financial Means						
Factor07	Basic Academic Behaviors*		28	69	887		
Factor08	Advanced Academic Behaviors						
Factor09	Academic Self-Efficacy						
Factor10	Peer Connections	8					501
Factor11	Homesickness: Separation						
Factor12	Homesickness: Distressed	15					
Factor13	Academic Integration						
Factor14	Social Integration						
Factor15	Satisfaction with Institution						547
Factor16	On-Campus Living: Social Aspects (Module)						
Factor17	On-Campus Living: Environment (Module)						588
Factor18	On-Campus Living: Roommate Relationship (Module)	6		42			459
Factor20	Test Anxiety (Module)						
10, 12, 14, 16, 17, 18	Drops in All Peer/Social/Homesick Categories				3		11

* Not of concern because "advanced academic behaviors" and "academic self-efficacy" improved for all groups

Retained and Not Retained First Year Student Fall Transition Survey Factors

Table 10

Fall Overall Risk Ratings and Survey Factor Means

Fall Survey Factors

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Factor01

Factor02

Factor03

Factor04

Factor05

Factor06

Factor07

Factor08

Factor09

Factor10

Factor11

Factor12

Factor13

Factor14

Factor15

Factor16

Factor17

Factor18

Factor20

Highlighted items are those that showed lower for all Risk Levels and were NOT retained to spring

Factors that are consistently lower for students not retained (across all risk levels) are more likely to involve sociability than academic abilities:

Peer Connections

Homesickness: Distressed

Academic Integration

Social Integration

Satisfaction with Institution

On-Campus Living: Social Aspects (Module)

On-Campus Living: Roommate Relationship (Module)

Test Anxiety (Module)

All Students with Negative Answers

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Factor01

Factor02

Factor03

Factor04

Factor05

Factor06

Factor07

Factor08

Factor09

Factor10

Factor11

Factor12

Factor13

Factor14

Factor15

Factor16

Factor17

Factor18

Factor20

10, 11, 12, 14, 15, 16, 17, 18

All with Fall Answers to Items leaning toward negative**

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Retained Spring

Not Retained Spring

Factor01

Factor02

Factor03

Factor04

Factor05

Factor06

Factor07

Factor08

Factor09

Factor10

Factor11

Factor12

Factor13

Factor14

Factor15

Factor16

Factor17

Factor18

Factor20

10, 11, 12, 14, 15, 16, 17, 18

** if negative answer was 1-2 or 6-7 (on a 1-7 scale), depending on the item.

All Students with Negative Answers					Total Not Enrolled Spring
Redx2	Red	Yellow	Green		
Factor01	Commitment to the Institution				
Factor02	Self-Assessment: Communication Skills				
Factor03	Self-Assessment: Analytical Skills				
Factor04	Self-Assessment: Self-Discipline				
Factor05	Self-Assessment: Time Management				
Factor06	Financial Means				
Factor07	Basic Academic Behaviors				
Factor08	Advanced Academic Behaviors				
Factor09	Academic Self-Efficacy				
Factor10	Peer Connections	8	12	14	45
Factor11	Homesickness: Separation	1	4	27	258
Factor12	Homesickness: Distressed	6	44	112	1408
Factor13	Academic Integration				45
Factor14	Social Integration	10	12	15	33
Factor15	Satisfaction with Institution	9	10	6	5
Factor16	On-Campus Living: Social Aspects (Module)	5	13	25	148
Factor17	On-Campus Living: Environment (Module)	1	5	5	9
Factor18	On-Campus Living: Roommate Relationship (Module)	0	2	5	15
Factor20	Test Anxiety (Module)				
10, 11, 12, 14, 15, 16, 17, 18	Negative in All Peer/Social/Homesick Categories	0	0	0	0

** If negative answer was 1-2 or 6-7 (on a 1-7 scale), depending on the item.

MAP-Works Data Report
2012-13 Transfer Students

Table 1
Retention to Spring by Survey Risk Indicator: Fall Transition Survey
Returned Spring Semester

Survey Risk	Yes		No		Total
	Count	%	Count	%	
Red	10	90.9%	1	9.1%	11
Yellow	44	88.0%	6	12.0%	50
Green	417	97.4%	11	2.6%	428
Total	471		18		

$p < 0.05$; Chi-Square

There is a significant relationship between the Fall Transition Survey Risk indicator and spring retention.

Table 2
Retention to Spring by Overall Risk Indicator (Fall after Survey)
Returned Spring Semester

Overall Risk	Yes		No		Total
	Count	%	Count	%	
Redx2	9	60.0%	6	40.0%	15
Red	2	100.0%	0	0.0%	2
Yellow	190	97.4%	5	2.6%	195
Green	306	96.8%	10	3.2%	316
Unknown	380	91.8%	34	8.2%	414
Total	887		55		942

$p < 0.05$; Chi-Square

There is a significant relationship between the Overall Risk indicator (as adjusted post-survey) and spring retention.

This includes students who did not complete the Fall Transition Survey.

Note that Transfers currently can have an "unknown" rating because pre-enrollment measures are not available to calculate an overall rating without the completed survey.

Table 3
MAP-Works System "Activity" For Transfer Students Only
Types of Activity Through May 1
Entire Academic Year

Activity	Count
Contact*	716
Group Email	12838
Public Note	250
Referral	48
Task	6
Team Note	4
Grand Total	13862

**Includes group emails that have been personalized.*

Table 4
Retention to Spring and Total Fall Average Activity/Contacts

Risk Rating Fall	Retained Spring			
	Yes		No	
	Overall Risk	Survey Risk	Overall Risk	Survey Risk
Redx2	9.56	N/A	7.80	N/A
Red	8.00	8.30	**	3.00
Yellow	5.84	6.79	5.40	6.67
Green	5.78	6.11	5.78	5.82
Unknown	8.77	N/A	8.86	N/A
All +	7.47	7.47	7.96	7.96

+ t-test: not sig

***Count too small for average to be calculated.*

Activity is all communication to and about the student put into the system except private notes.

Students (overall) who did not enroll in spring had more activity in fall (differences not statistically significant).

Table 5**Retention to Spring and Fall Average Number of Public Notes**

Risk Rating Fall	Retained Spring			
	Yes		No	
	Overall Risk	Survey Risk	Overall Risk	Survey Risk
Redx2	1.67	N/A	N/A	N/A
Red	1.00	1.50	**	**
Yellow	1.17	1.22	1.00	1.09
Green	1.14	1.11	1.00	**
Unknown	1.15	N/A	1.50	N/A
All +	1.16	1.16	1.20	1.20

***Count too small for average to be calculated.*

Public notes suggest contact or in-person meetings with students. Almost the same numbers of public notes were written about all students.

This could suggest that the activities noted in the other chart above were likely electronic (email) as opposed to in-person

Could more in person contacts make a difference for students who are not feeling connected (and then do not re-enroll)?

Table 6**Is the ability to "name someone that has helped in your success in college" related to retention?****Named Someone Fall and Fall Transition Survey Risk Rating**

Survey Risk	Named Someone Helpful*			
	Yes		No	
	Count	%	Count	%
Red	2	1.2%	9	2.8%
Yellow	14	8.3%	34	10.8%
Green	153	90.5%	273	86.4%
Total	169		316	

Not sig; Chi-Square

There was not a significant relationship with those who named someone in fall and the fall survey risk rating.

Table 7

Named Someone Spring and Spring Transition Survey Risk Rating

Survey Risk	Named Someone Helpful*			
	Yes		No	
	Count	%	Count	%
Red	2	0.6%	4	0.9%
Yellow	134	42.3%	225	50.0%
Green	181	57.1%	221	49.1%
Total	317		450	

Not sig; Chi-Square

There was not a significant relationship with those who named someone in spring and the spring survey risk rating.

**The following were included in the NO group: Me, parents, God, Jesus*

Were looking for someone tangible on campus; includes friends, advisor, teachers, my RA (without names)

Table 8

Retention to Spring and Named Someone Helpful in Fall

Named Helper	Returned Spring Semester				Total
	Yes		No		
	Count	%	Count	%	
Yes	161	94.7%	9	5.3%	170
No	307	97.5%	8	2.5%	315
Total	468		17		

Not sig; Chi-Square

This relationship is not statistically significant for transfer students (as it was for freshmen).

MAP-Works Data Report

2012-13 Transfers

Fall Overall Risk Rating and MW Survey Factor Average Scores

This can help answer: What is a normal drop and what areas are not "normal" and should be a concern?

Fall Overall Risk Ratings and Survey Factor Means

Table 9		Redx2		Red***		Yellow		Green	
		Fall Survey	Spring Survey	Fall Survey	Spring Survey	Fall Survey	Spring Survey	Fall Survey	Spring Survey
Fall and Spring Survey Factors									
Factor01	Commitment to the Institution	↓ 2.74	↑ 6.40	↓ 6.00	↑ 7.00	↓ 6.70	↑ 6.54	↓ 6.85	↑ 6.71
Factor02	Self-Assessment: Communication Skills	5.32	N/A	5.50	N/A	5.46	N/A	5.40	N/A
Factor03	Self-Assessment: Analytical Skills	4.45	N/A	5.50	N/A	5.30	N/A	5.16	N/A
Factor04	Self-Assessment: Self-Discipline	5.18	N/A	5.33	N/A	6.11	N/A	6.08	N/A
Factor05	Self-Assessment: Time Management	↓ 5.08	↑ 5.60	↓ 5.29	↓ 3.00	↓ 5.78	↓ 5.69	↓ 5.66	↑ 5.84
Factor06	Financial Means	↓ 4.79	↑ 5.00	↓ 5.50	↓ 4.00	↓ 4.87	↓ 4.80	↓ 4.89	↓ 4.86
Factor07	Basic Academic Behaviors	↑ 5.45	↑ 5.40	↓ 6.10	↓ 4.33	↓ 6.09	↑ 5.74	↓ 6.06	↓ 5.82
Factor08	Advanced Academic Behaviors	↓ 4.35	↑ 4.96	↓ 4.58	↓ 3.20	↓ 5.22	↓ 5.17	↑ 5.35	↑ 5.46
Factor09	Academic Self-Efficacy	↓ 4.88	↓ 4.60	↓ 5.33	↓ 3.00	↓ 5.49	↓ 5.37	↑ 5.50	↑ 5.63
Factor10	Peer Connections	↑ 4.48	↓ 3.40	↓ 6.50	↑ 5.00	↓ 4.60	↓ 4.59	↑ 5.05	↓ 4.84
Factor11	Homesickness: Separation	3.91	N/A	4.00	N/A	3.72	N/A	3.65	N/A
Factor12	Homesickness: Distressed	↓ 4.89	↓ 5.00	↓ 4.00	↓ 6.00	↓ 5.74	↓ 4.85	↓ 5.86	↓ 4.98
Factor13	Academic Integration	↓ 4.84	↑ 5.10	↓ 5.63	↓ 4.50	↓ 5.73	↓ 5.75	↓ 5.78	↓ 5.88
Factor14	Social Integration	↓ 3.79	↑ 5.25	↓ 3.50	↓ 5.00	↓ 5.01	↓ 5.49	↓ 5.50	↓ 5.68
Factor15	Satisfaction with Institution	↓ 3.70	↑ 4.53	↓ 5.00	↓ 6.00	↓ 5.83	↓ 5.70	↓ 6.04	↓ 5.80
Factor19	Off-Campus Living: Environment (Module)	↓ 4.37	↓ 4.42	↓ 5.83	↓ 3.67	↓ 5.87	↓ 5.47	↓ 5.92	↓ 5.90
Factor20	Test Anxiety (Module)	↑ 4.06	↑ 3.80	↓ 3.33	↓ 1.67	↓ 4.21	↓ 4.29	↓ 4.14	↓ 4.46

There are some significant differences between risk "color" and factor means per survey

The overall risk is from a snapshot taken in October; it was based for the most part on survey results

The items that fed into these factors had a semantic differential scale of 1-7 where 1="low" and 7="high".

Note that the item questions/categories determine what is "low" or "high":

Homesickness-1 is low homesickness (which is positive) while Satisfaction-1 is low satisfaction (which is negative).

Generally, areas in which there would be a "worsening" for a student should be an area for concern, because most areas "improve" from fall to spring.

Green students, who started out more positive, were more likely to experience a slight drop in some categories. Redx2, Red and Yellow tend to improve.

*** Only 2 students; so no highlights or further analysis made

Retained and Not Retained First Year Student Fall Transition Survey Factors

Fall Overall Risk Ratings and Survey Factor Means

Table 10		Redx2		Red***		Yellow		Green	
		Retained Spring	Not Retained	Retained Spring	Not Retained	Retained Spring	Not Retained	Retained Spring	Not Retained
Fall Survey Factors									
Factor01	Commitment to the Institution	3.36	1.67	6.00	-	6.70	6.67	6.86	6.67
Factor02	Self-Assessment: Communication Skills	4.93	6.00	5.50	-	5.47	5.10	5.38	5.83
Factor03	Self-Assessment: Analytical Skills	4.14	5.00	5.50	-	5.31	4.90	5.15	5.22
Factor04	Self-Assessment: Self-Discipline	4.62	6.17	5.33	-	6.10	6.33	6.07	6.30
Factor05	Self-Assessment: Time Management	4.20	6.63	5.29	-	5.78	5.90	5.65	5.92
Factor06	Financial Means	4.90	4.58	5.50	-	4.89	4.33	4.91	4.07
Factor07	Basic Academic Behaviors	5.06	6.15	6.10	-	6.10	5.92	6.06	5.99
Factor08	Advanced Academic Behaviors	3.67	5.54	4.58	-	5.23	4.50	5.36	5.06
Factor09	Academic Self-Efficacy	4.38	5.75	5.33	-	5.49	5.47	5.53	4.81
Factor10	Peer Connections	4.81	3.92	6.50	-	4.63	3.25	5.07	4.70
Factor11	Homesickness: Separation	4.71	2.50	4.00	-	3.74	3.06	3.64	4.06
Factor12	Homesickness: Distressed	5.36	4.06	4.00	-	5.76	4.58	5.90	4.88
Factor13	Academic Integration	4.68	5.13	5.63	-	5.74	5.25	5.81	4.81
Factor14	Social Integration	4.05	3.33	3.50	-	5.02	4.67	5.53	4.62
Factor15	Satisfaction with Institution	3.76	3.58	5.00	-	5.84	5.53	6.04	5.96
Factor19	Off-Campus Living: Environment (Module)	4.53	4.11	5.83	-	5.88	5.58	5.93	5.46
Factor20	Test Anxiety (Module)	3.86	4.42	3.33	-	4.19	5.13	4.17	3.26

*** Only 2 students; both retained spring.

Highlighted items are those that were rated lower among students NOT retained to spring by Risk Level.

Factors that had large differences between retained and not retained were:

Peer Connections
Homesickness: Distressed
Academic Integration
Social Integration
Off Campus Living Environment
Test Anxiety (Module)

		Redx2	Red	Yellow	Green
Fall to Spring Answers to the Survey: How many in areas where the mean was "less positive" fall to spring?***		Spring Survey Drop	Spring Survey Drop	Spring Survey Drop	Spring Survey Drop
Factor01	Commitment to the Institution			29	29
Factor02	Self-Assessment: Communication Skills				
Factor03	Self-Assessment: Analytical Skills				
Factor04	Self-Assessment: Self-Discipline				
Factor05	Self-Assessment: Time Management			60	
Factor06	Financial Means			68	65
Factor07	Basic Academic Behaviors*	2		100	113
Factor08	Advanced Academic Behaviors			91	
Factor09	Academic Self-Efficacy	1		60	
Factor10	Peer Connections	2		53	75
Factor11	Homesickness: Separation				
Factor12	Homesickness: Distressed	1			
Factor13	Academic Integration				
Factor14	Social Integration				
Factor15	Satisfaction with Institution			59	78
Factor19	Off-Campus Living: Environment (Module)			68	55
Factor20	Test Anxiety (Module)				
10, 12, 14	Drops in Peer/Social/Homesick Categories		1	4	1

*Note that this factor dropped for yellow and green, but advanced academic behaviors improved for green

**Correlates with the highlights to the left.

		Students with Negative Answers				
All with Fall Answers to Items leaning toward negative**		Redx2	Red	Yellow	Green	Not Enrolled Spring
Factor01	Commitment to the Institution	5				3
Factor02	Self-Assessment: Communication Skills			1		
Factor03	Self-Assessment: Analytical Skills			3		5
Factor04	Self-Assessment: Self-Discipline					
Factor05	Self-Assessment: Time Management					
Factor06	Financial Means			17	26	4
Factor07	Basic Academic Behaviors			1	1	
Factor08	Advanced Academic Behaviors			6	2	1
Factor09	Academic Self-Efficacy				2	
Factor10	Peer Connections	2		31	24	4
Factor11	Homesickness: Separation				35	1
Factor12	Homesickness: Distressed					
Factor13	Academic Integration			5	3	1
Factor14	Social Integration	4		19	10	3
Factor15	Satisfaction with Institution	4		4		2
Factor19	Off-Campus Living: Environment (Module)	1		1	4	1
Factor20	Test Anxiety (Module)	3		39		6
10, 11, 12, 14	Negative in Peer/Social/Homesick Categories	1		1	1	

** If negative answer was 1-2 or 6-7 (on a 1-7 scale), depending on the item; correlates with the highlights to the left.