

MAP-Works Outcomes 2013-2014

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 - Making Achievement Possible - is an online resource that helps students achieve 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. Our primary goal is to help students successfully transition to their new home at 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.

Who is represented?

3,007 freshmen and 1,527 transfer students were enrolled during the 13/14 academic year. Of those students, 2,681 freshmen and 793 transfer students responded to the fall survey. 2,355 freshmen and 900 transfer students responded to the spring survey.

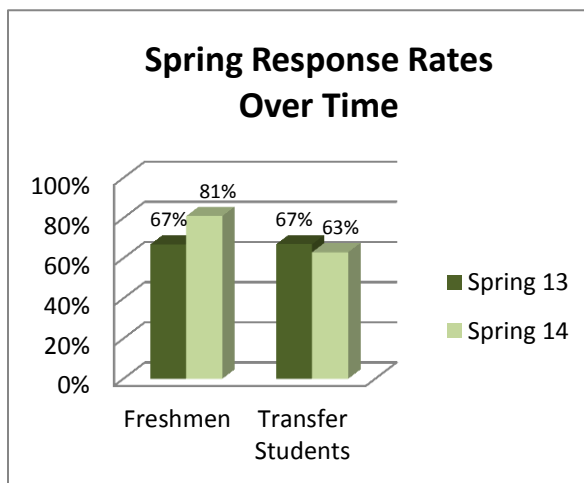
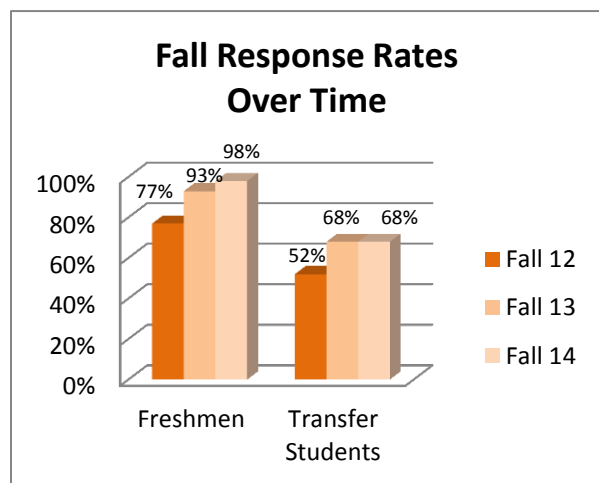
	Fall 13 Responders	Spring 14 Responders
Freshmen (*n=3,007)	2,681 (93%)	2,355 (81%)
Transfer Students (*n=1,527)	793 (68%)	900 (63%)

*Unduplicated head count

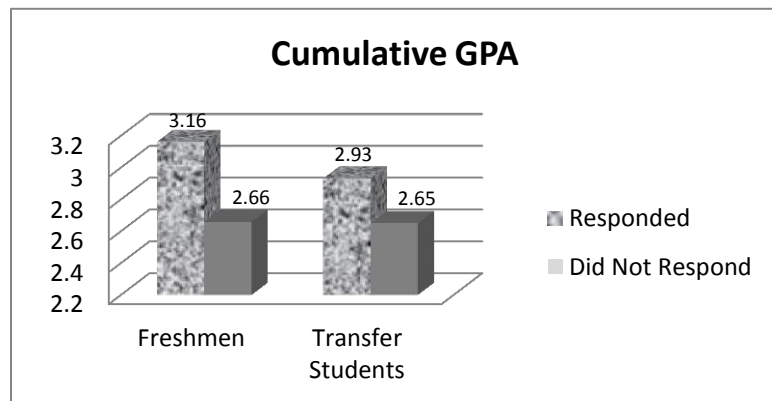
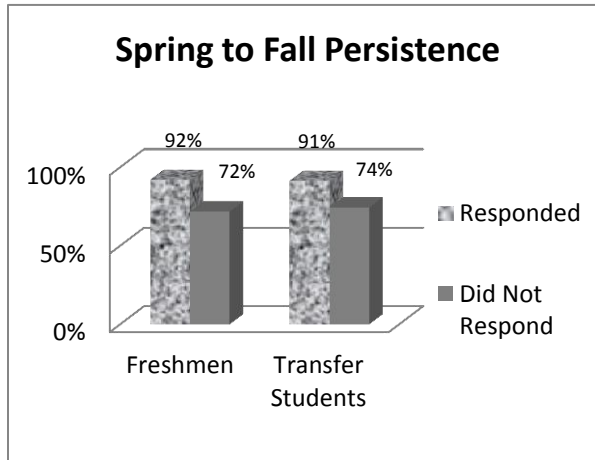
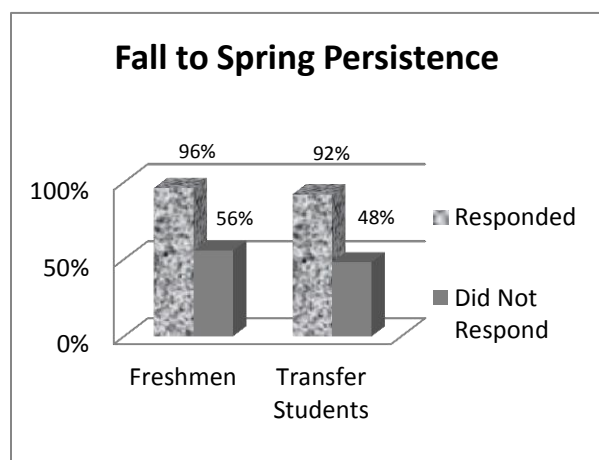
Results reported within this document should be considered correlational and not necessarily causal.

Response and Persistence Rates

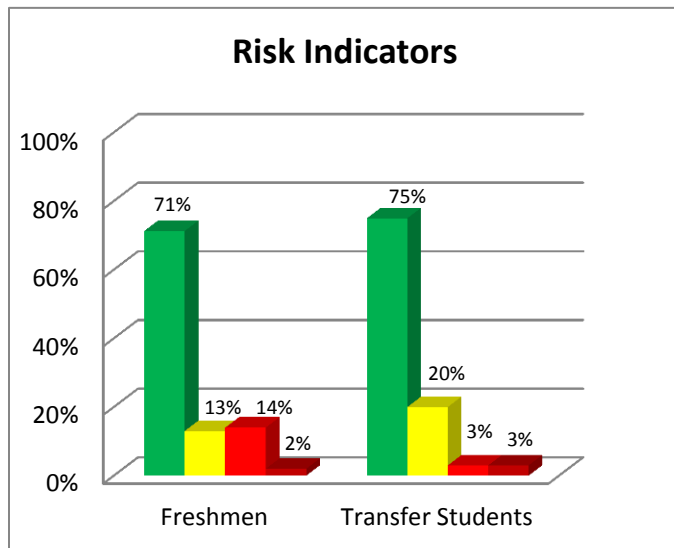
13/14 response rates were, with one exception, higher than those of 12/13. The noted increase in completion rates is likely a result of the survey becoming a requirement as well as the increased efforts to encourage survey completion made by University Housing.



Overall, students who responded to the MAP-Works survey were retained to the next semester more often than students who did not respond to the survey. Approximately half of non-responders do not persist to spring.



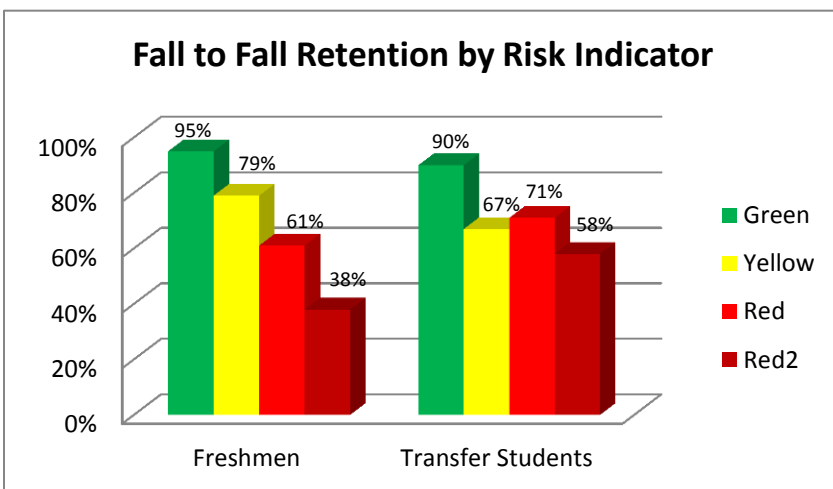
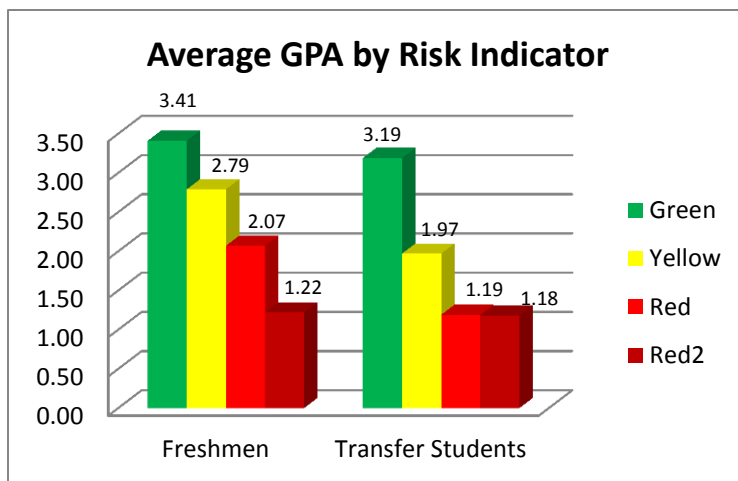
Out of the students that do persist to spring and students who began in spring, approximately 25% of those who do not respond do not persist to the following fall. Responders also tended to have higher cumulative GPAs than students who did not respond to the survey (by approximately .5).



Risk Indicators continue to be distributed, as expected.

Of note, for the second year in a row, transfer students have virtually no presence in the Red category.

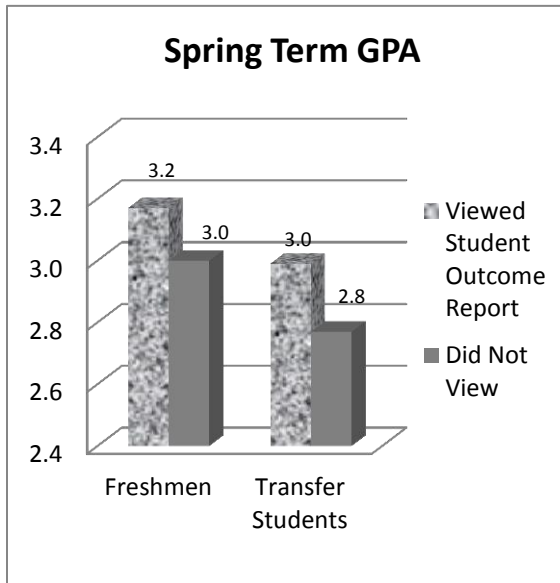
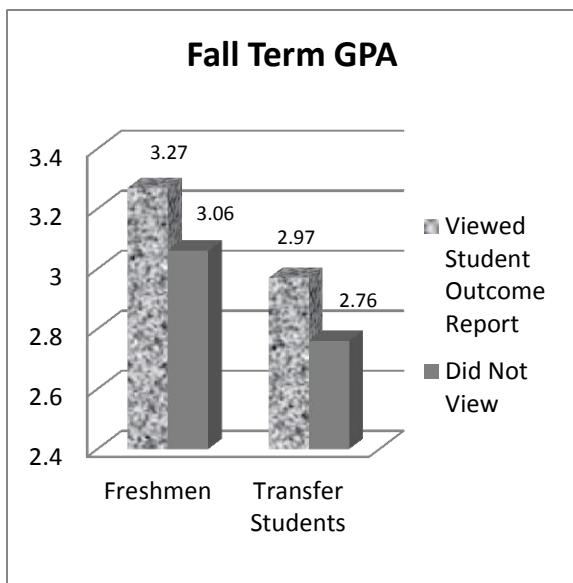
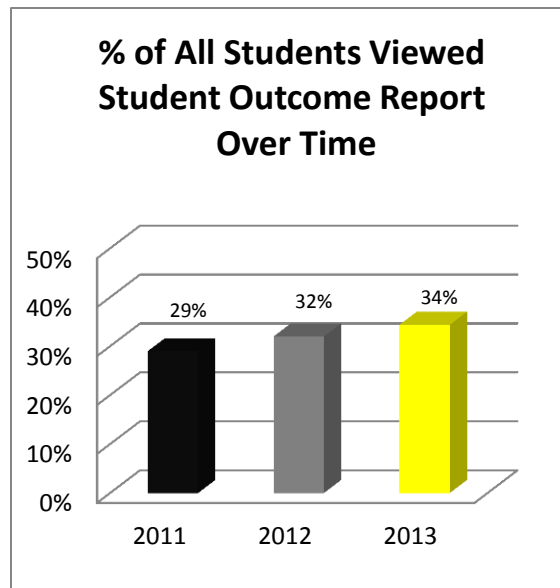
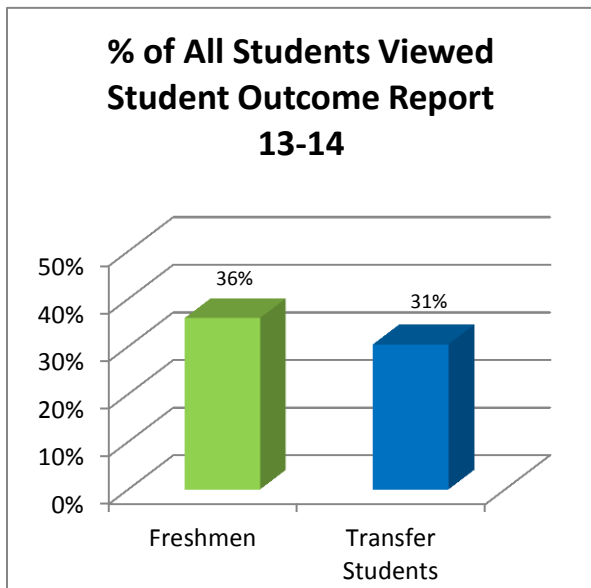
Risk Indicator and GPA seem to be negatively correlated, meaning that students with Green Risk Indicators tended to have higher average GPAs than students who were assigned any other Risk Indicator. GPA decreased as student risk increased.



Risk Indicator negatively correlated with retention as well. Students with Green Risk Indicators were retained more often than students with any other Risk Indicator. Like GPA, retention rates tended to decrease as Risk Indicator increased.

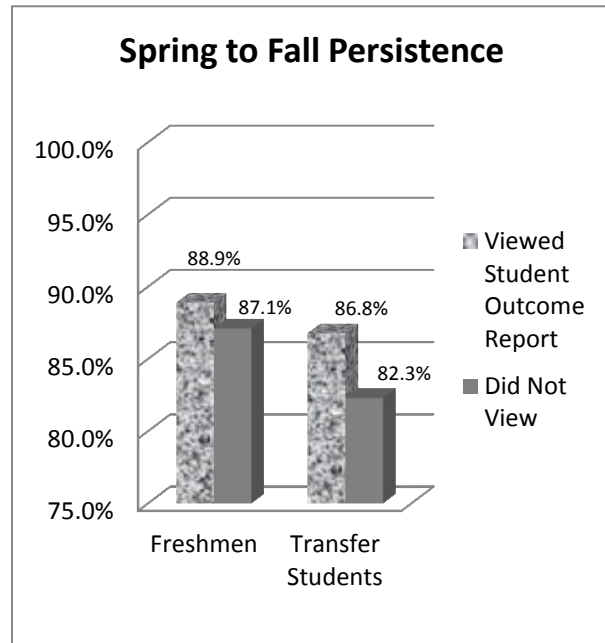
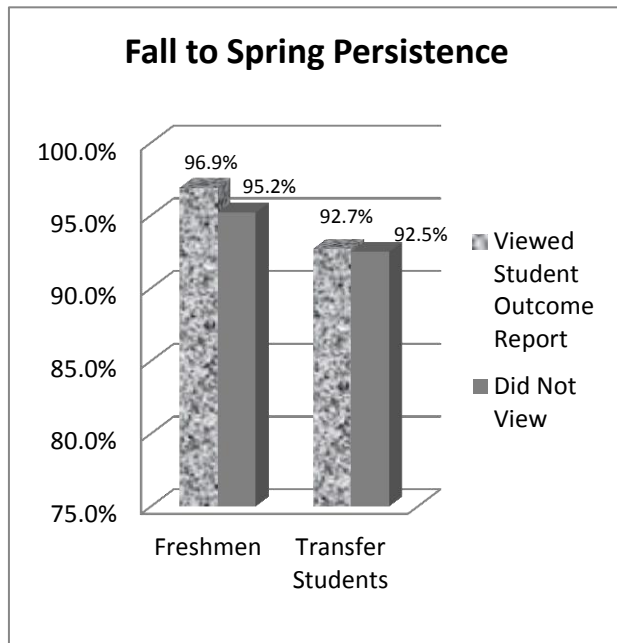
Student Outcome Reports

The number of students viewing Student Outcome Reports has been steadily increasing each year. 34% of students viewed their Student Outcome Report during the 13-14 academic year, accounting for a higher percentage than during 11-12 or 12-13. To date, freshmen remain more likely to view their Student Outcome Reports than transfer students.



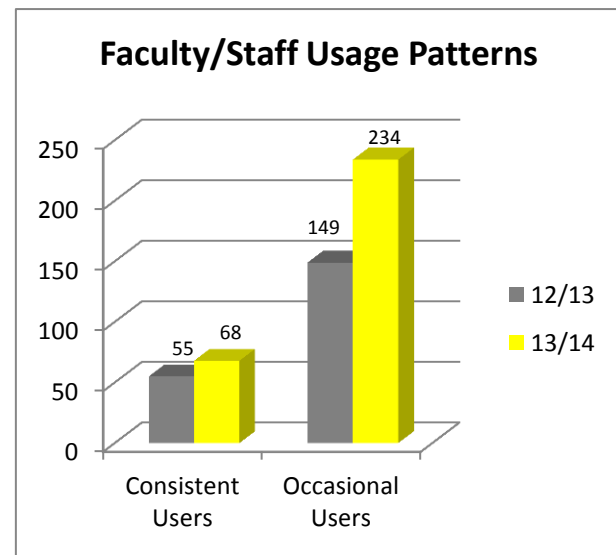
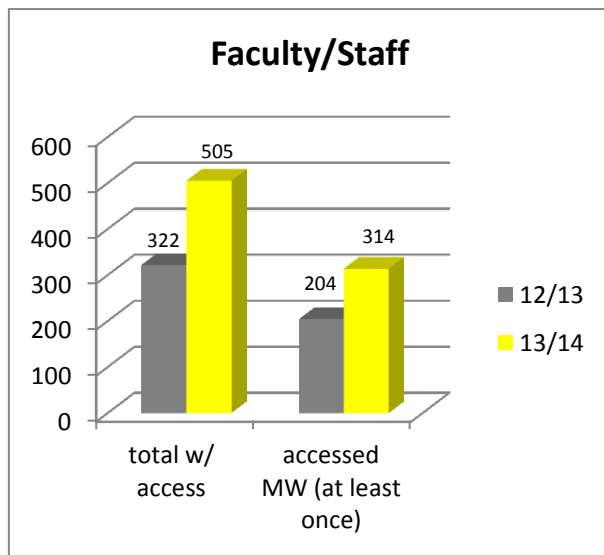
Students who viewed one (or more) Student Outcome Report(s) during the 13/14 academic year, were the students who tended to earn higher average GPAs, during both the fall and spring semesters (by approximately .2 in fall and .2 and .4 in spring for freshmen and transfer students, respectively).

Students who viewed one (or more) Student Outcome Report(s) during the 13/14 academic year, were also the students more likely to persist.



Faculty/Staff Use

505 faculty and staff members had access to MAP-Works in the 13/14 academic year. 314 of the 505 logged in to MAP-Works at least once. This is a notable increase from the 204 faculty and staff members who logged in during 12/13.



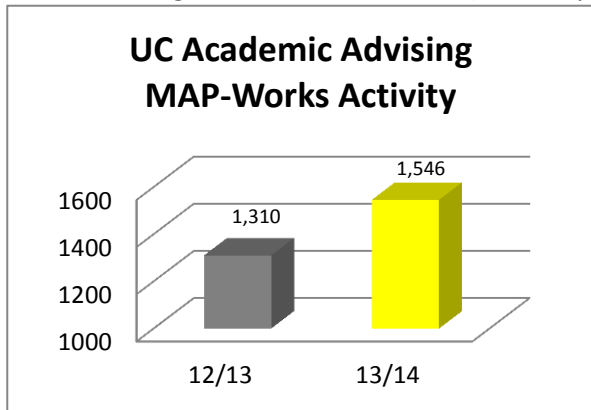
Faculty and staff members were considered to be “Consistent” MAP-Works users if they logged in for 20 days or more, and/or entered at least 5 Notes during the academic year. In 13/14, 68 faculty and staff members were considered “consistent” users. 13/14 also saw an increase in occasional MAP-Works users. 13/14 saw a total increase of 98 faculty/staff.

Due to the increase in number of faculty/staff referrals entered and student interactions logged, beginning 14/15, the operational definition of Consistent Users” will be expanded to also include, 1 or more referrals, and/or 10 student interactions logged.

MAP-Works Activity			
	12/13	13/14	
Contacts	24,856	56,196	↑ 31,340
Referrals	119	205	↑ 86
Notes	2,383	509	↓1,874*
Faculty in MW	322	495	↑ 173
# Faculty/Staff Using MW	204	314	↑ 110

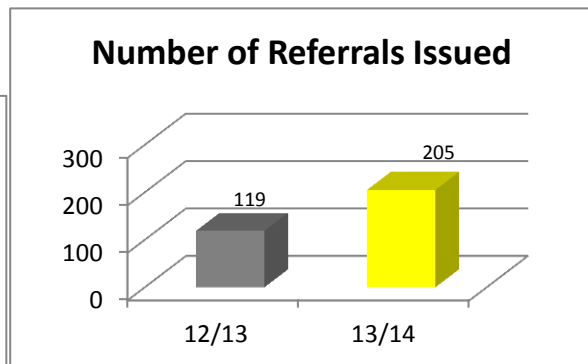
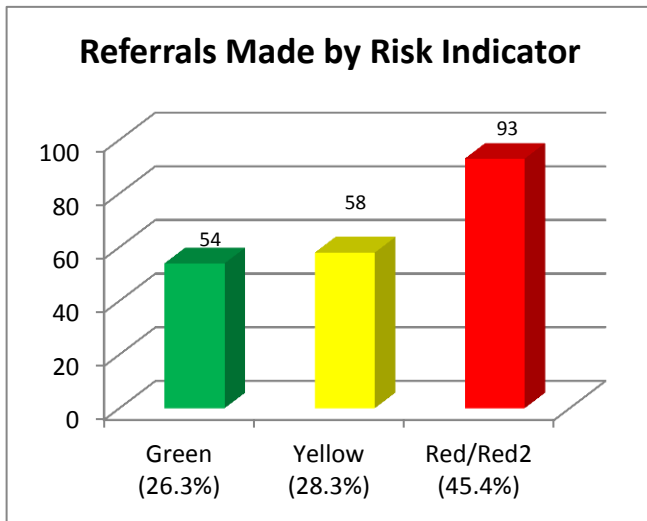
*In previous academic years, meetings between staff and students(Contacts) were incorrectly being recorded in the “Notes” category.

The 13/14 academic year saw an increase in the number of Contacts entered and the number of Referrals made. The number of Notes declined which can be attributed to better staff training (more accurate categorization of interactions) and may be responsible for a very small portion of the noted



increase in Contacts.

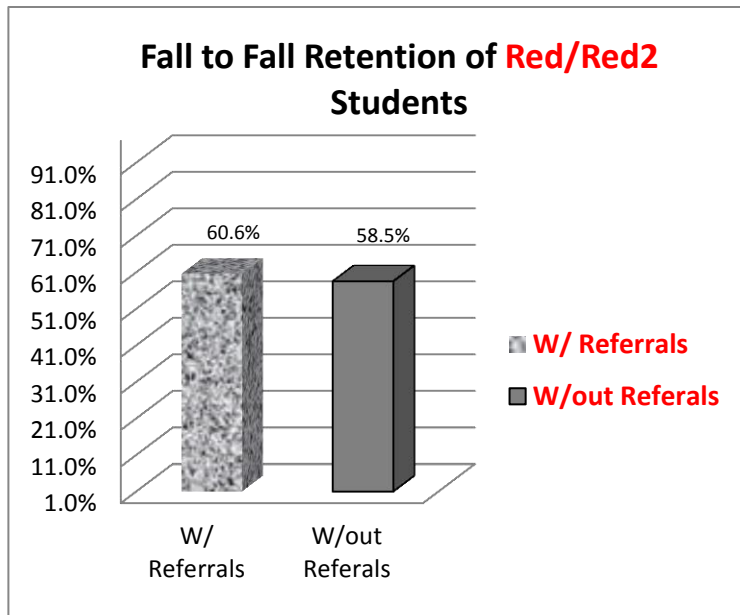
UC Academic Advising showed a considerable increase in more personalized types of interaction with students including Contacts, Notes, Referrals, and Tasks. UC Advising recorded 1,310 interactions (not group emails) in 12/13, and 1,546 interactions in 13/14, for a total increase of 236.



To the knowledge of the MW team, all students referred were new referrals (not previously reported by any other entity on campus).

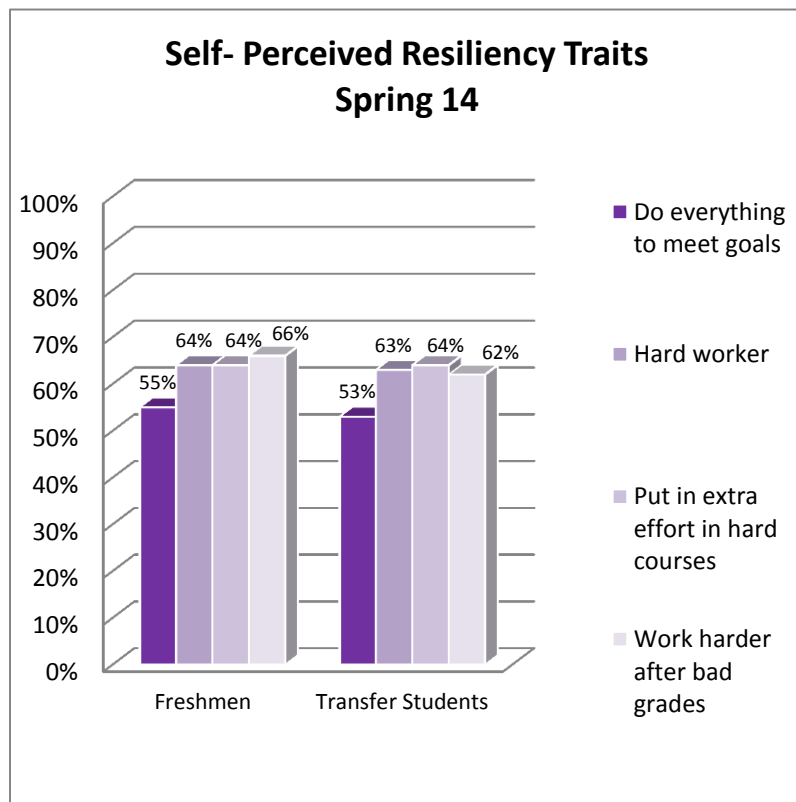
54 students with Green Risk Indicators and 58 students with Yellow Risk Indicators received Referrals. Students with Red or Red2 Risk

Indicators received 93 Referrals in the 13/14 academic year.



Red and Red2 students with Referrals were retained at a slightly higher rate (2.1 percentage points) than Red and Red 2 students without Referrals.

Resiliency

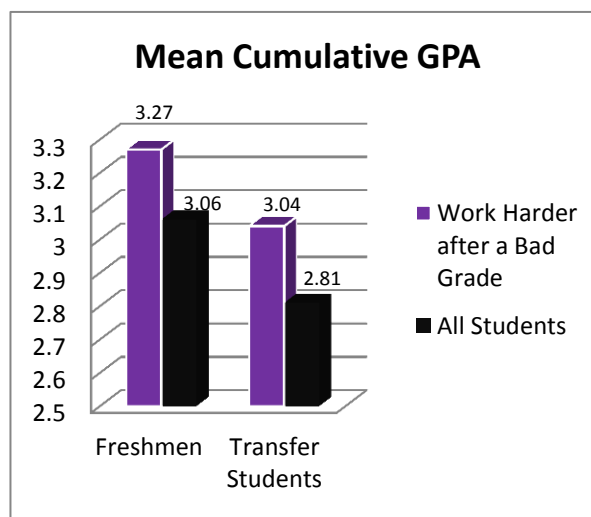
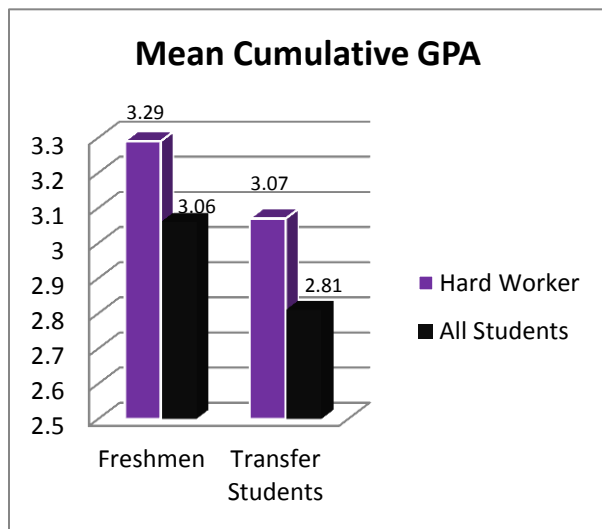
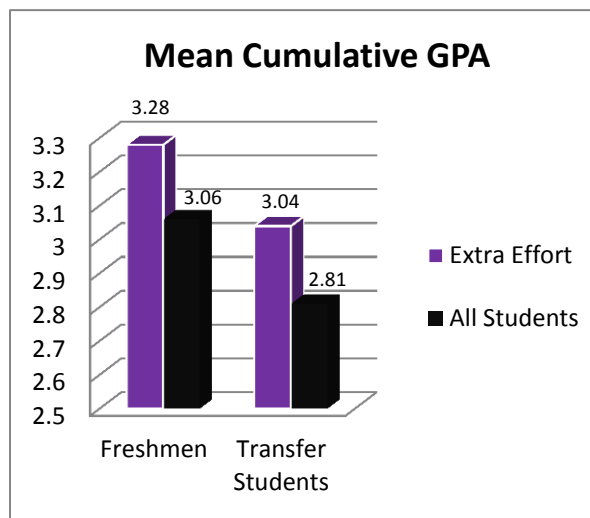
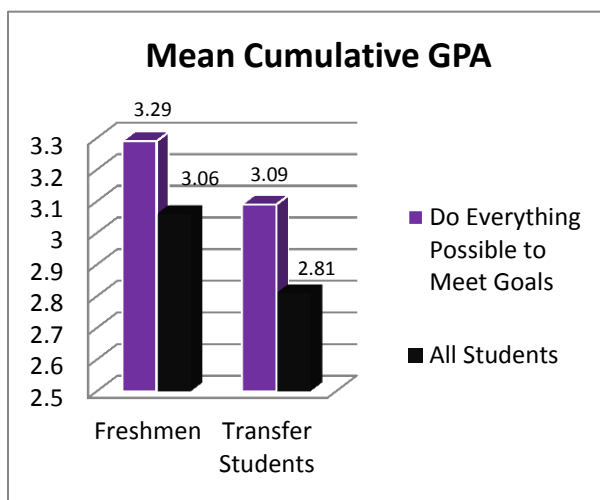


The Spring Check-Up survey included several questions meant to pilot an Academic Resiliency scale developed by MAP-Works. Freshmen and transfer students both report they are engaging in behaviors thought to be highly correlated with resiliency.

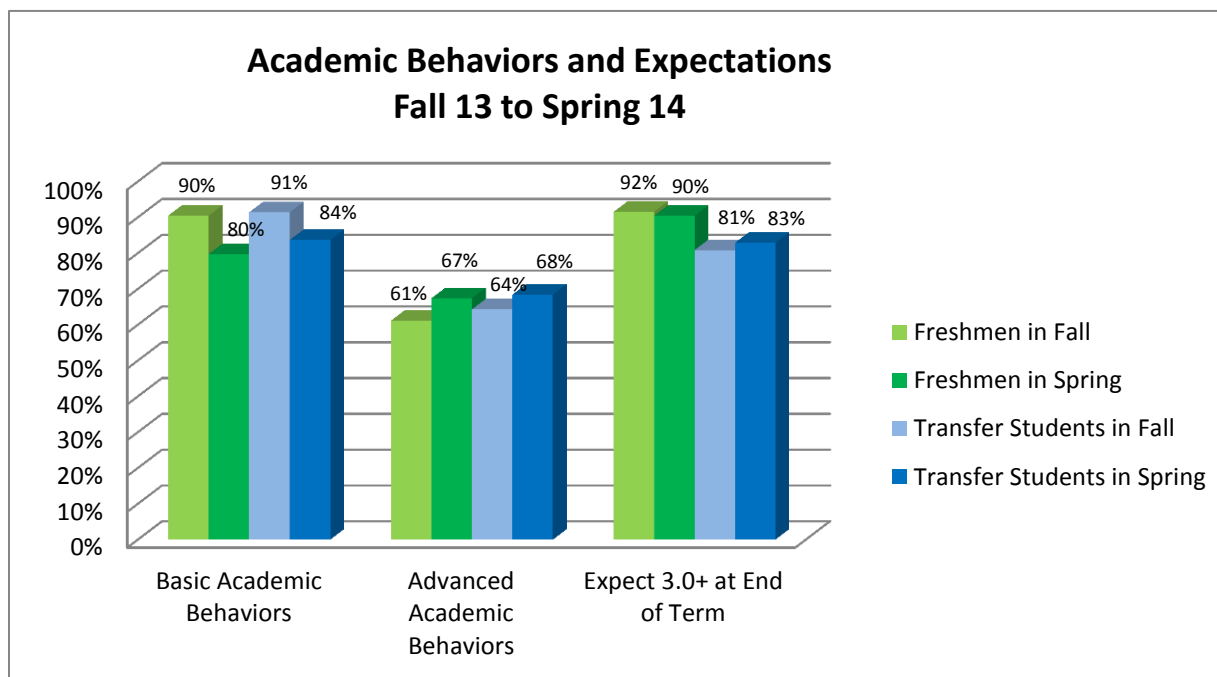
More than half of all responding freshmen and transfer students indicated they do everything they can to meet their goals.

Over 60% of all students indicated they are hard-working, willing to put forth extra effort in difficult courses, and agreed they tend to work harder after receiving bad grades.

Students who self-rated high on these attributes did tend to have higher cumulative GPAs than all students.



Academic Behaviors and Expectations



Basic Academic Behaviors

Attends class
Takes notes
Turns in homework

Advanced Academic Behaviors:

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

Students were asked to report their academic behaviors each semester. Of students who responded to the MAP-Works survey, most freshmen and transfer students report engaging in Basic Academic Behaviors. Far fewer students responding to the survey report engaging in Advanced Academic Behaviors.

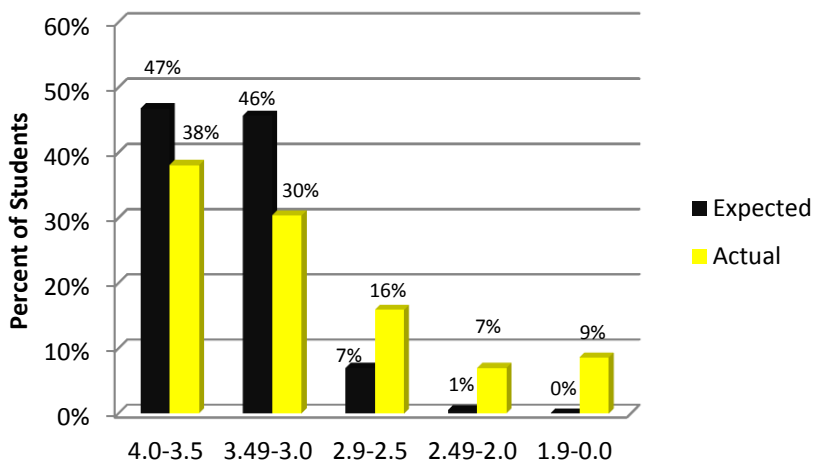
Despite this, many students expect to earn a 3.0 or higher at the end of the term. It appears that more freshmen than transfer students expect a 3.0 or higher.

93% of freshmen expected to earn a 3.0 or higher in the fall term. The reality, however, was that only 68% of students earned a 3.0 or higher term GPA.

This means that, out of the 2,344 freshmen student who answered this question, 586 students earned a lower term GPA than they set out to earn.

The other side of the same coin reveals that only 8% of students expect to find themselves in the 2.9 or less range. Yet, 32% of freshmen find themselves in this category.

Expected vs. Actual Term GPA Fall 13 Freshmen



During the fall 13 semester, 93% of the freshmen who answered this survey item, expected to earn a 3.0 or higher.

Only 68% of freshmen finished the fall term with a 3.0 or higher.

25% of fall freshman students did not achieve their intended GPA goals.

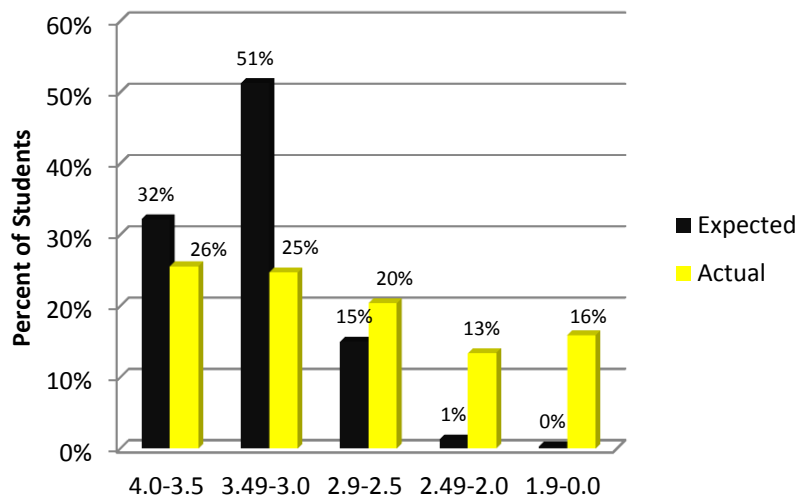
During the fall 13 semester, 83% of transfer students who answered this survey item, expected to earn a 3.0 or higher.

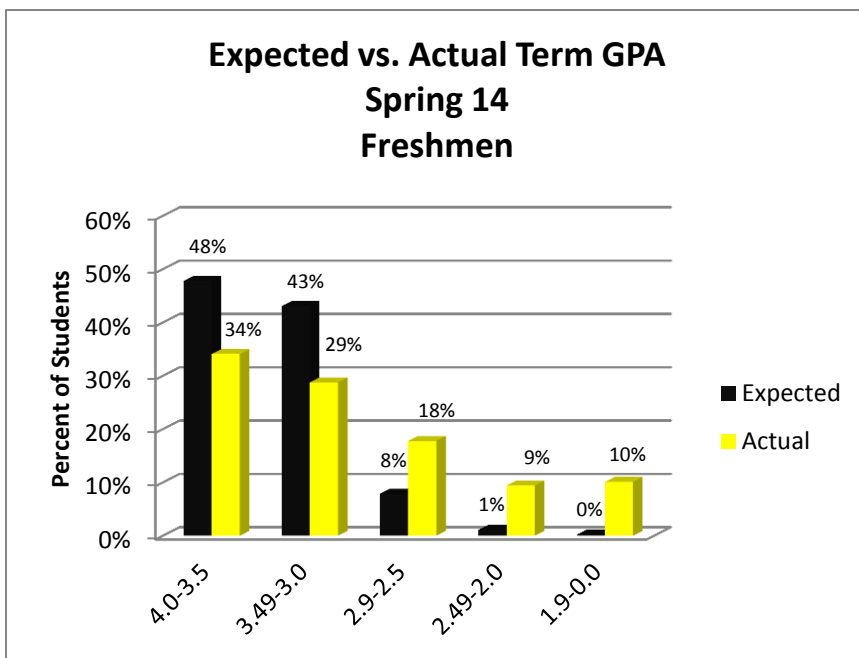
Only 51% of transfer students finished the fall term with a 3.0 or higher.

32% of fall transfer students did not achieve their intended GPA goals.

Zero fall students (both freshman and transfer) expect to find themselves in the 1.9-0 range. Yet, 25% of students end up there.

Expected vs. Actual Term GPA Fall 13 Transfer Students

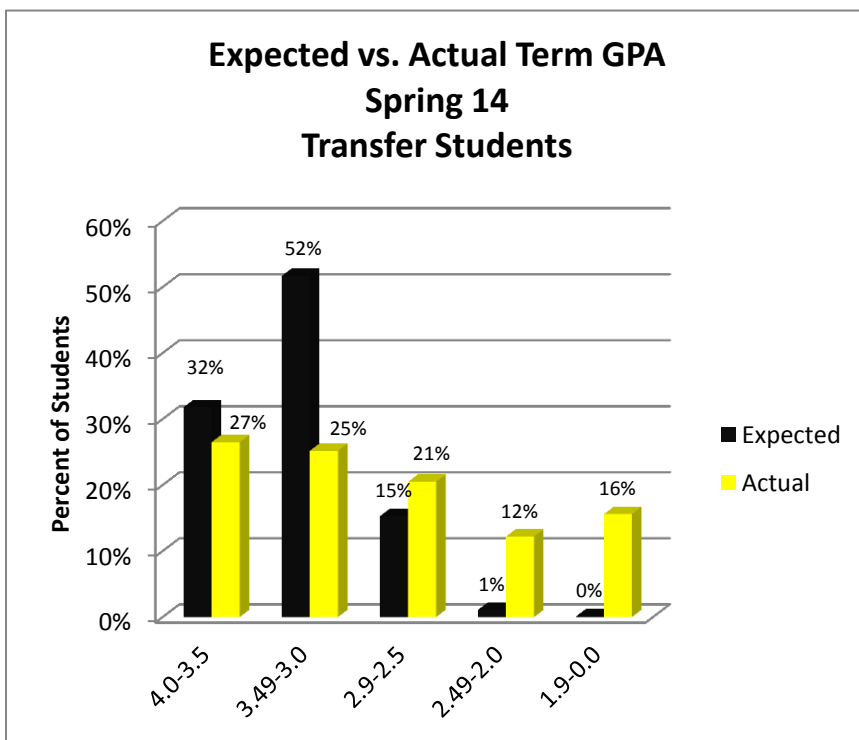




During the spring 14 semester, 91% of the freshmen students who answered this survey item, expected to earn a 3.0 or higher even though only 68% of these same students achieved that same goal in the fall.

Only 63% of freshmen finished the spring term with a 3.0 or higher.

28% of spring freshmen students do not achieve their intended GPA goals.



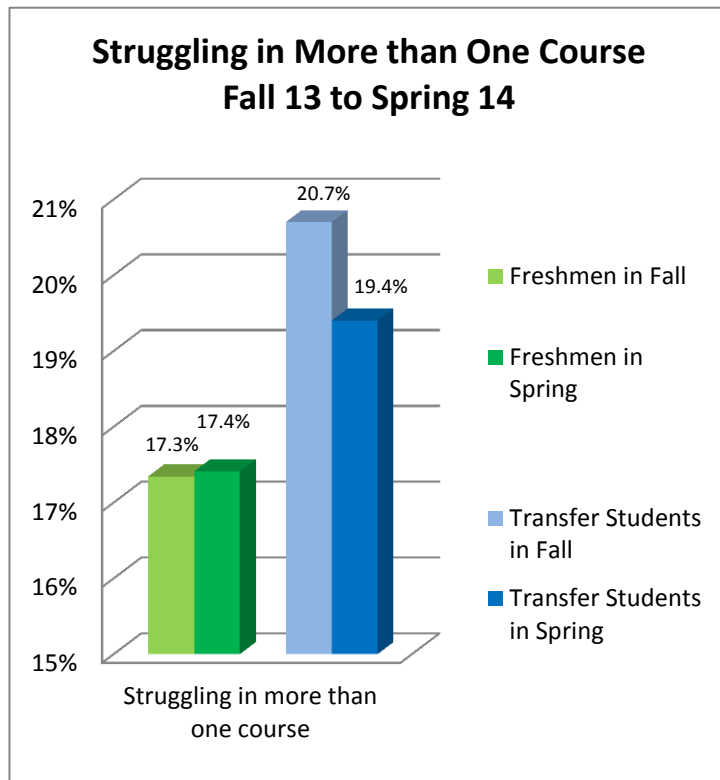
During the spring 14 semester, 84% of the transfer students who completed this survey item, expected to earn a 3.0 or higher even though only 51% of these students achieved that same goal in the fall.

Only 52% of transfer students finished the spring term with a 3.0 or higher.

32% of spring transfer students do not achieve their intended GPA goals.

Zero spring students (both freshman and transfer)

expect to find themselves in the 1.9-0 range. Yet, 26% of students end up there.

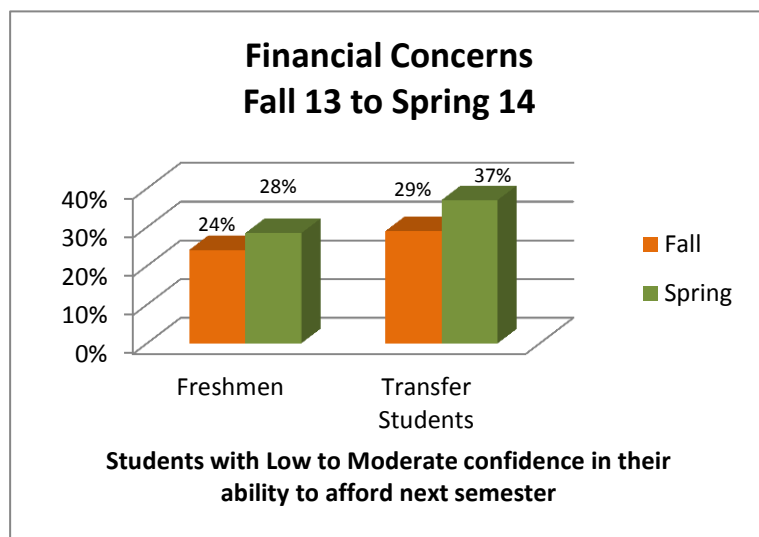


When taking the MAP-Works survey, students are given the opportunity to indicate the number of courses in which they are currently struggling.

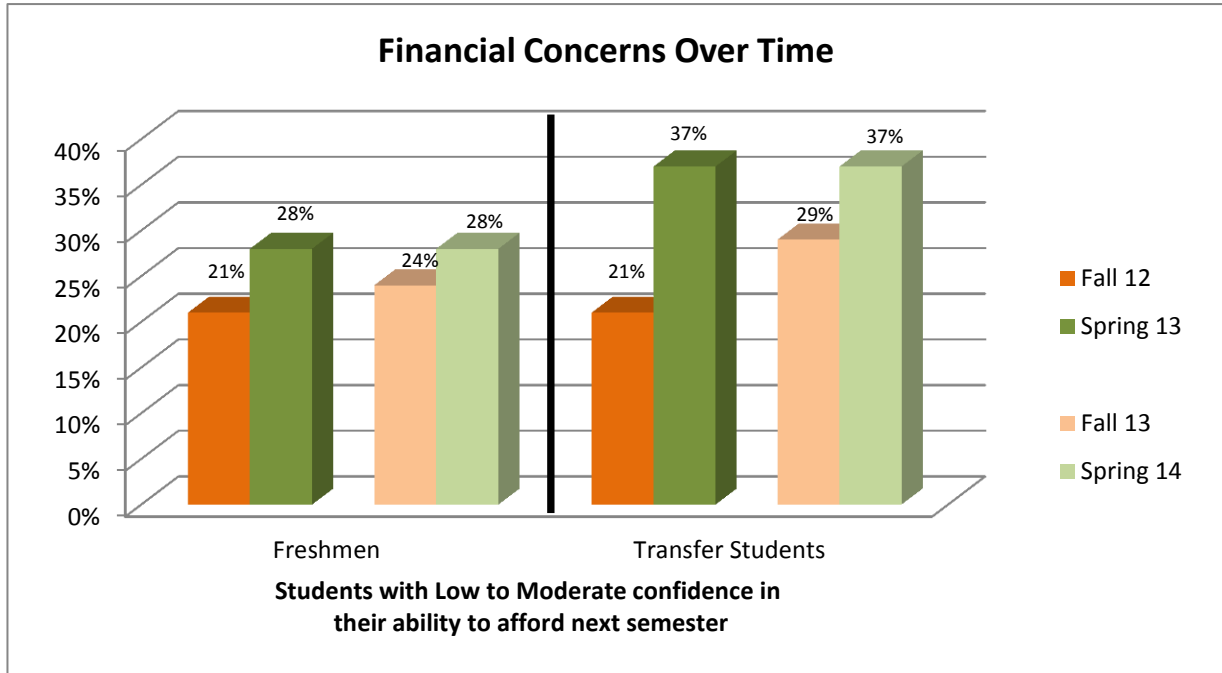
In the fall, 17% of responding freshmen and 21% of responding transfer students indicated they were struggling in more than one course. In the spring, a slightly higher percentage of freshmen and a lower percentage of transfer students indicated they were struggling in more than one course.

Financial Concerns

A growing percentage of students are concerned with their ability to afford tuition at ASU. Out of all students who

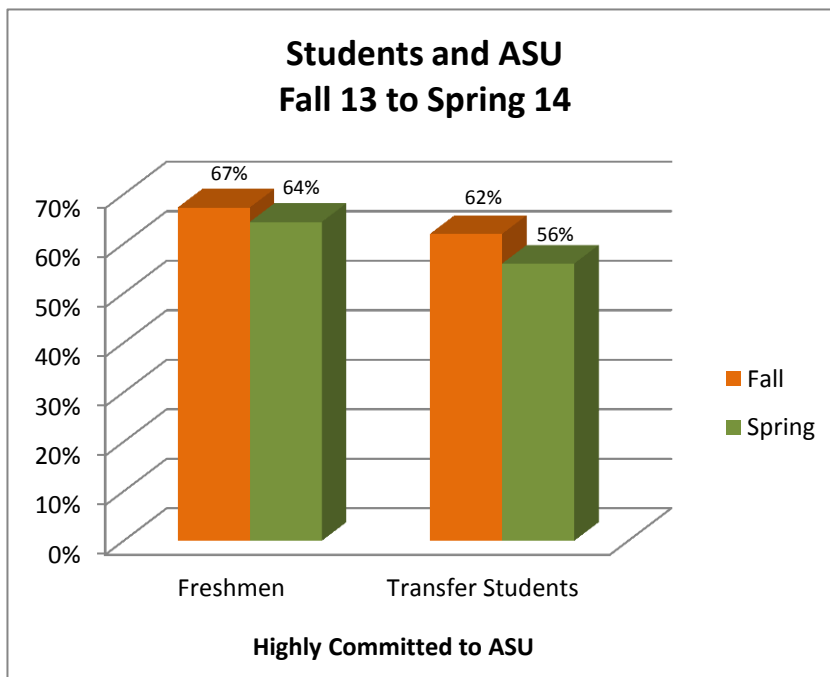


responded to the fall survey, 24% of freshmen and 29% of transfer students have low to moderate confidence in their ability to afford the next semester. In the spring semester, 28% of responding freshmen and 37% of responding transfer students have low to moderate confidence in their ability to afford the next semester.



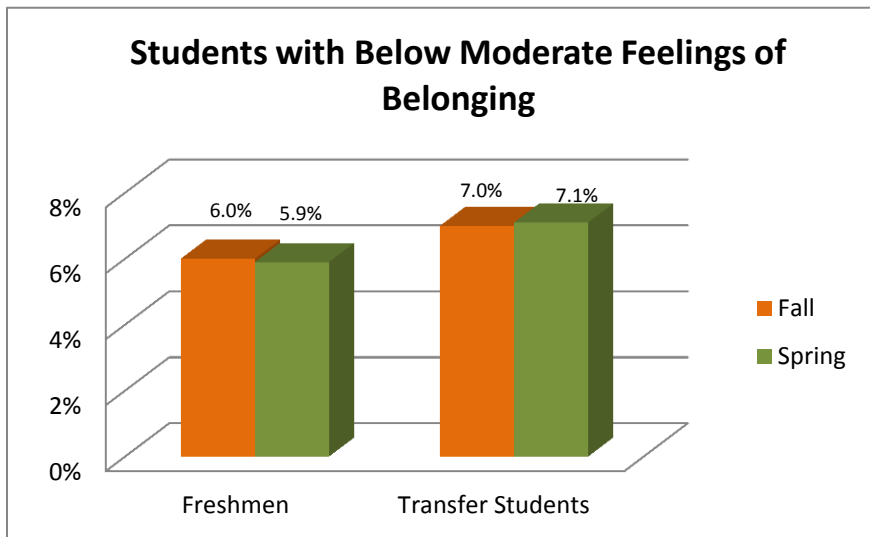
Compared to the 12/13 academic year, more freshmen seem to be concerned about affording the next semester. Similar numbers of transfer students seem to be concerned about affording tuition in both academic years. More transfer students than freshmen indicate low to moderate confidence in their ability to afford tuition.

Students and ASU



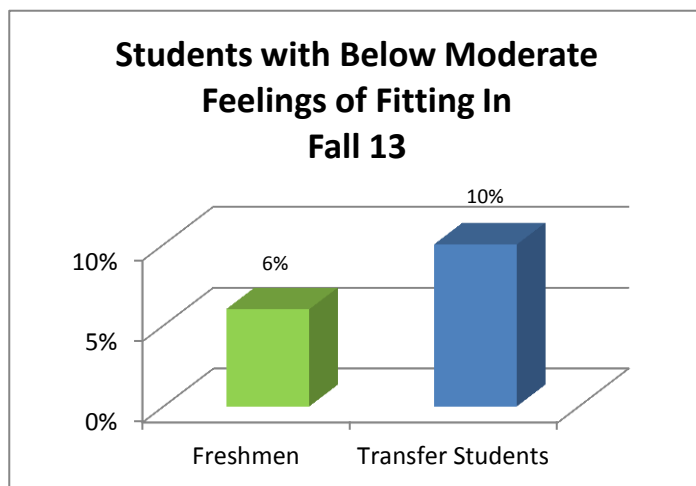
In fall and spring semesters, the majority of students (87%) indicated they were highly committed to ASU.

Over half of all responding students reported being highly satisfied with this institution in both the fall and spring semesters. The number of students satisfied decreased slightly from fall to spring for both freshmen and transfer students.



When asked if they belong at this institution, 6% of freshmen and 7% of transfer students indicated they do not feel like they belong at ASU. There was not a remarkable difference between feelings of belonging in the fall and spring semesters.

The Fall Transition Survey



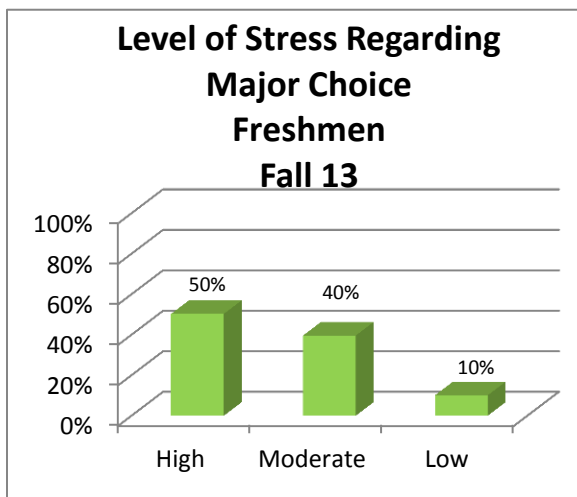
asks students: Overall, to what degree do you feel like you are fitting in? Of the students who responded to this question on the fall survey, 6% of freshmen and 10% of transfer students indicated they do not feel like they fit in at this institution.

The Spring Check Up Survey does not ask this question.

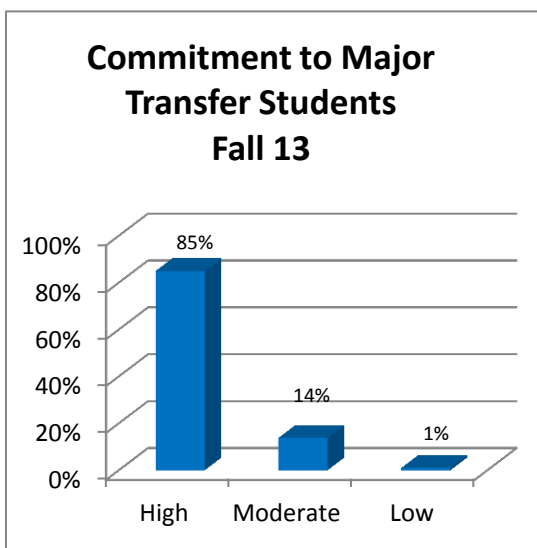
Major Selection

At the time of the fall survey, 86% of

freshmen and 97% of transfer students who responded to this survey question indicated they knew what their academic majors will likely be.

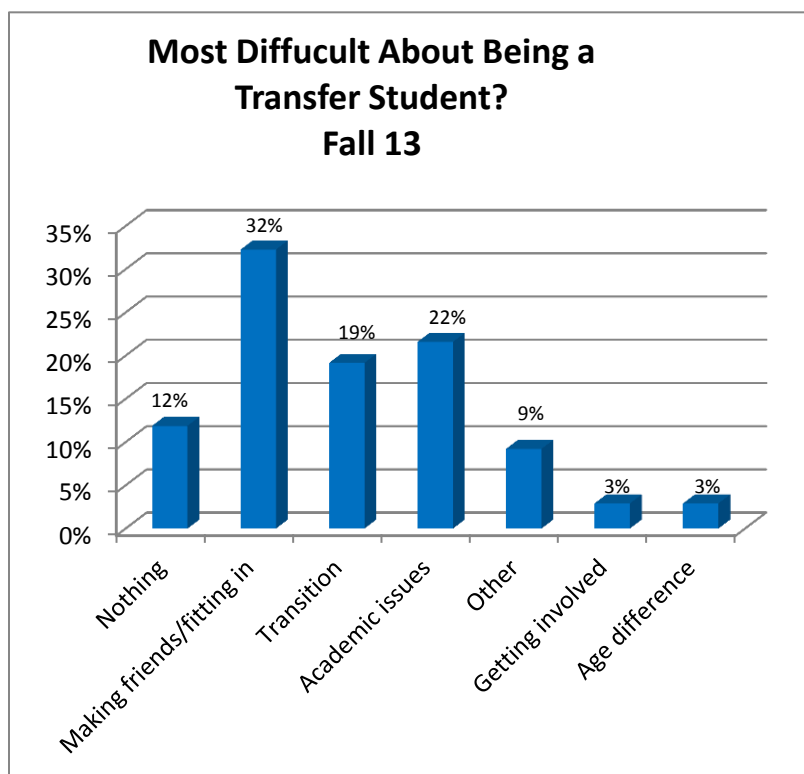
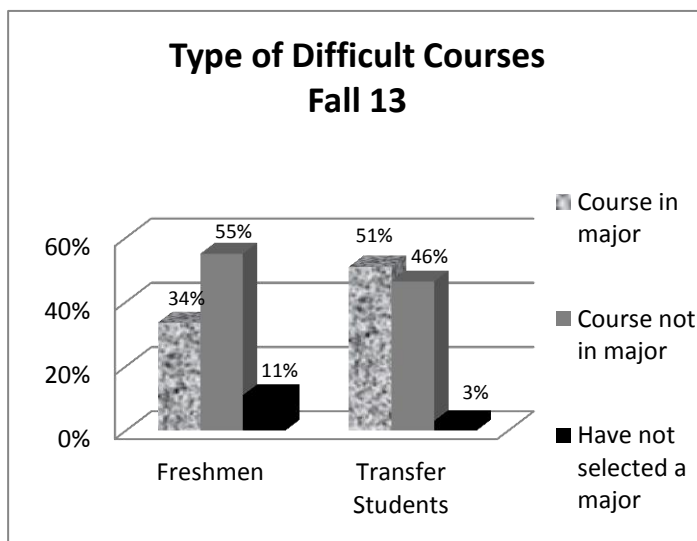


Regarding major of study decisions, freshmen reported experiencing more stress than transfer students. Of the 376 freshmen who responded to this question, 50% indicated they were experiencing high levels of stress, 40% indicated moderate stress, and only 10% reported experiencing low levels of stress regarding choosing a major. Of the 20 transfer students who answered this question, 65% were experiencing high levels of stress and 35% were experiencing low levels of stress due to choosing a major.



Of the 726 transfer students who had chosen a major at the time of the fall survey, 85% of transfer students reported high commitment to their chosen majors. 14% of transfer students reported moderate commitment and only 1% of students reported low commitment to their chosen majors.

Many students indicated experiencing difficulty in at least one course. Of the students who answered this question, 34% of freshmen and 51% of transfer students indicated the course they were having the most difficulty in was in their selected major. 55% of freshmen and 46% of transfer students indicated the course they were having the most difficulty in was not in their chosen major.

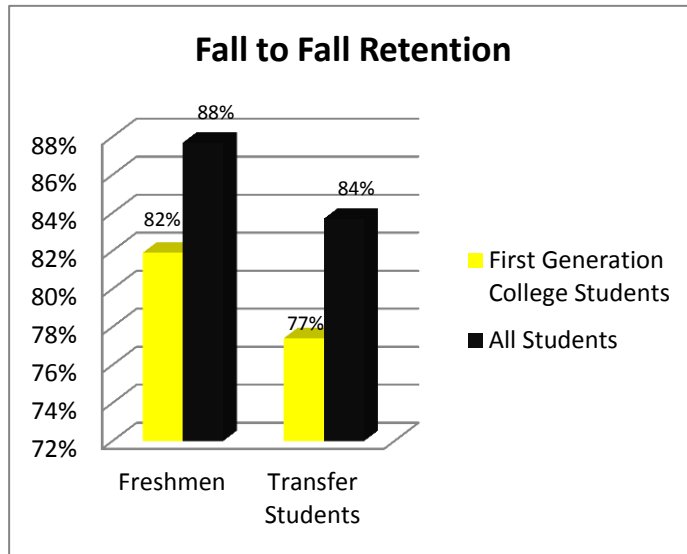


Transfer Students

Responses to an open-ended question regarding difficulty about being a transfer student were sorted categorically.

Making friends/fitting in was the most frequent difficulty mentioned by transfer students, followed by academic issues and transitioning.

First Generation College Students

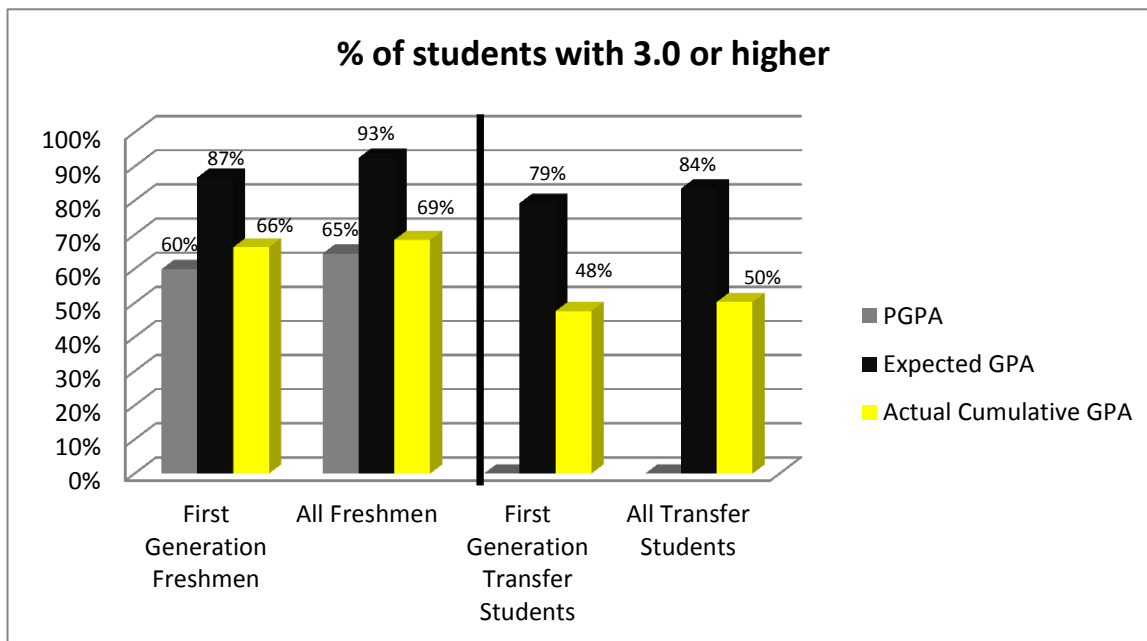


First generation college students, or students who are the first in their families to attend college to the Bachelorette level, also experience some difficulty transitioning to Appalachian.

While 88% of freshmen were retained fall 2013 to fall 2014, only 82% of first generation freshmen were retained.

84% of all transfer students were retained over this period and only 77% of first generation transfer students were retained.

A lower percentage of first generation freshmen than all freshmen have PGAs over 3.0. First generation students do not expect to receive a 3.0 or higher as often as all students and do not earn a 3.0 or higher GPA as often as all students.



Finding MAP-Works Online

Referral Source	# of Referrals	% of Referrals
gb1.appstate.edu (home page search feature)	232	10.62%
appstate.edu	174	7.96%
admissions.appstate.edu	127	5.81%
advising.appstate.edu	120	5.49%
housing.appstate.edu	107	4.90%
achievement.appstate.edu	83	3.80%
asulearn.appstate.edu	24	2.61%
studentdev.appstate.edu	24	1.10%
appcares.appstate.edu	20	0.92%
oldasulearn.appstate.edu	3	0.14%

Appalachian students and faculty can navigate to MAP-Works directly or may be referred from several other University sites.

Google Analytics indicates that MAP-Works online traffic originates from a referred site 45.44% of the time.

This table shows the 10 sites used most by students and faculty to navigate to MAP-

Works at Appalachian. Many departments on campus including University Housing, Academic Advising, Admissions, Student Development, and the Student Achievement Team have links to MAP-Works on their websites and generate much of the traffic to the MAP-Works site.