

UNDERSTANDING STUDENTS ON ACADEMIC PROBATION & MAP-WORKS: AN EARLY ALERT SYSTEM FOR STUDENT SUCCESS

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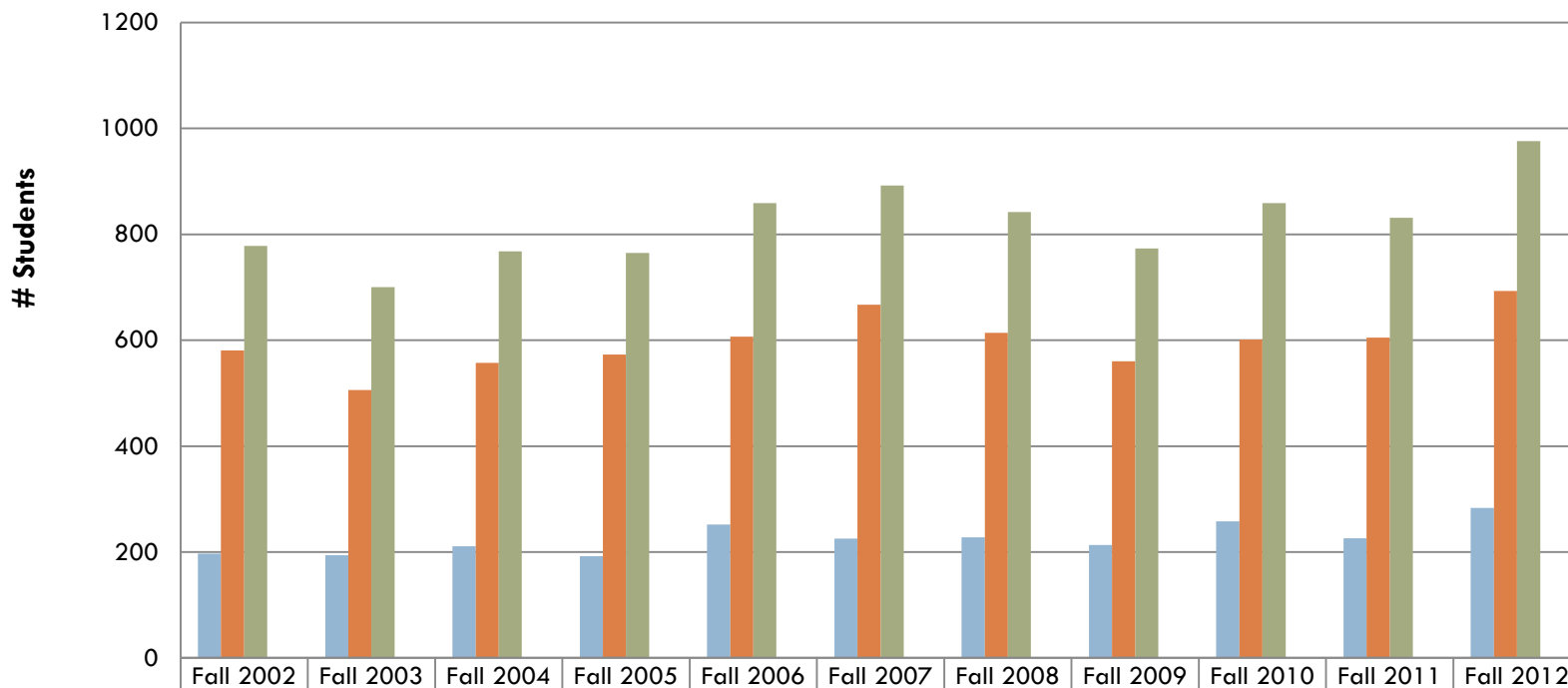
Kami Weis – Advisor, Student Academic Advising Center

Overview



- Demographics Analysis
- Interview themes and student quotes
- Recommendations to improve student success and persistence
- MAP-Works Early Alert System

UWSP Probation & Suspension



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Suspension	197	194	211	192	252	225	228	213	258	226	283
Probation	581	506	557	573	607	667	614	560	601	605	693
Total Susp & Prob	778	700	768	765	859	892	842	773	859	831	976
% of Student Body	9.0%	8.0%	8.8%	8.8%	8.7%	9.8%	9.2%	8.4%	9.0%	8.8%	10.1%

Demographic Categories Over-represented on Academic Probation/Suspended

Demographic Characteristics	% on Probation/Suspended	Demographic Characteristics (Over-represented)	% on Probation/Suspended	Sig.
Caucasian	7.2%	Students of Color	16.0%	***
Females	5.3%	Males	10.8%	***
New	7.2%	Transfer	9.9%	***
Not Pell-Eligible	7.2%	Pell grant-eligible	9.6%	***
Under 24	7.5%	24 or Older	10.4%	**
Not First-Generation	9.0%	First-Generation	11.4%	*

* p < .05 ** p < .01 *** p < .001

Demographic Categories Over-represented on Academic Probation/Suspended

ACT Composite Score	% of Cohort on Probation	Sig.
≥ 26 (A)	5.5%	** (D) *** (E)
24-25 (B)	5.9%	* (D) ** (E)
22-23 (C)	6.7%	** (E)
20-21 (D)	8.4%	** (A) * (B)
≤ 19 (E)	9.8%	*** (A) ** (B) ** (C)
Unknown	10.6%	- - -

** p < .01 *** p < .001

Demographic Categories Over-represented on Academic Probation/Suspended

High School Percentile	% of Cohort on Probation	Sig.
≥ 75 (A)	3.0%	*** (B,C)
50-74 (B)	9.2%	*** (A,C)
≤ 49% (C)	15.0%	*** (A,B)
Unknown	10.7%	- - -

*** p < .001

Demographic Categories Over-represented on Academic Probation/Suspended

Classification	% of Cohort on Probation	Sig.
Freshman (A)	11.0%	*** (D)
Sophomore (B)	10.4%	*** (D)
Junior (C)	9.2%	*** (D)
Senior (D)	4.5%	*** (A,B,C)

*** p < .001

Demographic Categories Over-represented on Academic Probation/Suspended

Terms Completed	% of Cohort on Probation	Sig.
0-3 Terms (A)	10.7%	*** (B,C)
4-6 Terms (B)	7.4%	*** (A)
≥7 Terms (C)	6.1%	*** (A)

*** p < .001

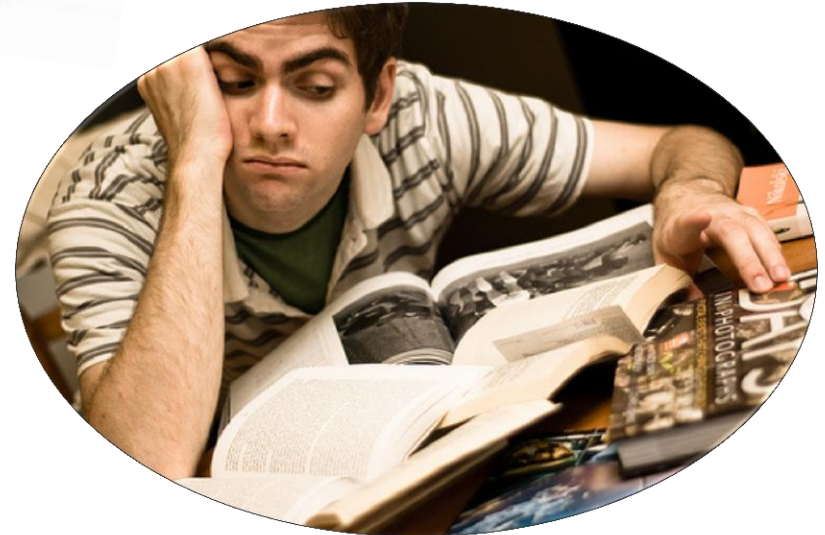
Vincent Tinto's Theory of Student Departure

- The more a student integrates socially and academically into an institution, the greater will be their subsequent or on-going commitments to the institution and to the goal of degree completion.

Themes from 20 Interviews

- Under-Preparedness/Lack of Academic Success Strategies (17)
- Institutional and Instructional Challenges (13)
- Lack of Meaningful Advising and Mentoring Experiences (13)
- Reluctance to Seek Help (9)
- Lack of Knowledge and Use of Support Services (≈ 8)
- Interference from Disabilities (≈ 7)
- Financial Challenges (6)
- Web of Compounding Challenges (20)
- Reaction to Being on Probation (8)

Under-Preparedness/ Lack of Academic Success Strategies (17/20)



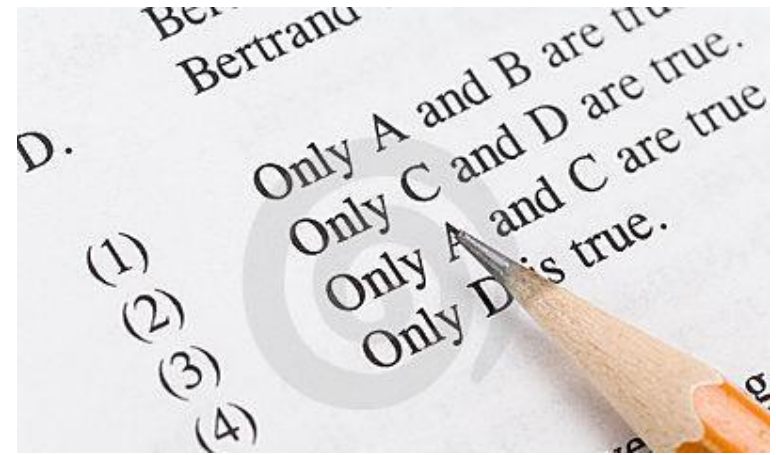
Quotes Re: Under-Preparedness/ Lack of Academic Success Strategies

- “Tests are harder. The questions are a lot more specific. When you are studying your notes you have to look at all the fine details, like the small numbers and calculations that were produced and certain things. In high school, questions were more in general. [In college] there are a lot of things you have to do outside of lectures like taking your notes and actually going on the internet and analyzing certain things, like looking up why this happens and for what reasons. But in high school they go over that in class so you wouldn’t really have to figure that stuff out on your own.”
 - John (HS GPA=3.7, HS%=57, ACT Comp=25)

Institutional and Instructional Challenges (13/20)



Institutional and Instructional Challenges (13/20)



*Historically
Difficult
Courses*

Historically Difficult Courses

Curriculum	Course	Total Sections	Total DFWs	Total Enrolled	% DFW
Anthropology	101	8	78	368	21%
Biology	100	20	106	471	23%
Biology	285	47	227	1152	20%
Biology	387	15	87	389	22%
Chem	105	98	523	2344	22%
Chem	325	29	160	660	24%
Chem	326	20	101	411	25%
Geology	104	22	136	667	20%
History	257	13	172	681	25%
Math	90	37	181	928	20%
Math	100	45	297	1470	20%
Math	109	47	385	1490	26%
Math	111	45	385	1490	26%
Math	112	7	43	218	20%
Math	118	16	180	545	33%
Math	120	21	144	679	21%
Math	121	16	107	461	23%
Natural Resources	372	20	200	785	25%
Philosophy	270	5	45	198	23%

Criteria: Courses in the top 20% of all courses in total enrollment and DFW rates > 20%
Fall 2008 - Spring 2011

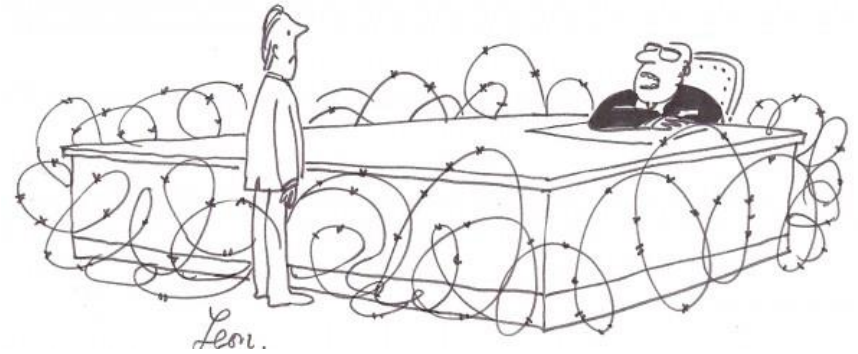
Quotes Re: Institutional and Instructional Challenges

- “I really struggled on the exams in that course. . . . He would do PowerPoint slides and he would pull the information for the tests from the slides. But when you’ve got almost 50 slides per chapter . . . and you are being tested on four or five chapters at a time. I just had a really hard time—and it was multiple choice and that is apparently no longer my strong suit. . . . I think there were four exams, but we covered *a lot*. I asked questions and I did really well when we had to do a paper. . . . But it was always these exams. He took pride and pleasure in tricking you by switching up one word. I didn’t feel like he really wanted his students to be successful all the time because he would tell our class, ‘I don’t expect you guys to get better than a 70 on this’ and that didn’t seem to bother him a bit.”
 - Sara (First-generation, transfer student, HS%=76, Age 28, Pell grant-eligible. Earned an D in the course referred to above.)

Quotes Re: Institutional and Instructional Challenges

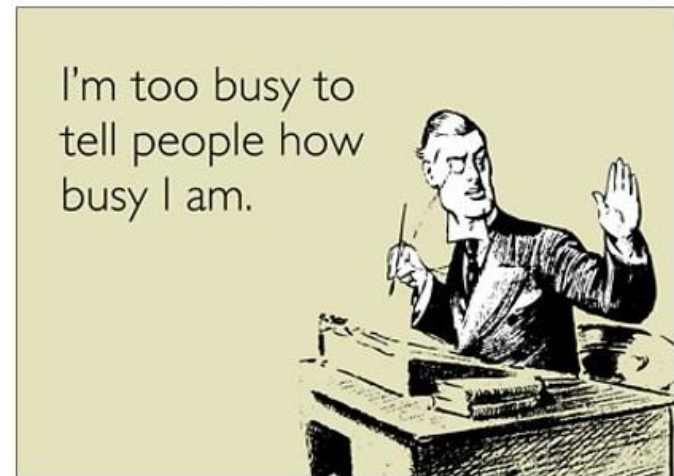
- “The class was very different. First, I thought the instructor was amazing! I understood her explanations very well. She was fabulous at explaining difficult concepts in easy to understand terms. Secondly, it was writing emphasis, so there was no multiple choice. Every answer had to be done completely from memory and written in paragraph form on blank sheets of paper in my words and interpretations. That was easier for me than trying to figure out what an instructor wants based on how they word things.”
 - Sara (Earned an A- in the class referred to above after retaking it with second professor. Earned D previously.)

Lack of Meaningful Advising and Mentoring Experiences (13/20)



HELLO
my name is

Anonymous



Lack of Meaningful Advising and Mentoring Experiences (13/20)



Quotes Re: Lack of Meaningful Advising and Mentoring Experiences

- “The first meeting I came to sit down with her—I always have an idea of what I want to take next semester. She was just kind of like ‘all right’ and signed off on it. And I was just like—I don’t know. I kind of wanted her to care a little bit and kind of check up on it. I don’t know. My past advisors know the student body and know what professors are like. They say ‘I would recommend this professor over this professor’ based on what you are looking for in a professor. . . . It’s just nice to get to know your student and kind of show a little bit of interest. Being at a university [as opposed to community college], you have better research opportunities. . . . I’ve always had advisors that get to know me. So if something does come up they let you know. But I feel like I’ve had to find everything out on my own here, which I kind of feel like I shouldn’t. I mean don’t get me wrong, you have to—But people who work here know what’s going on and if you know this person, why not offer them stuff that this campus is going to have? I just feel [my advisor] never got to know me, my interests. Which was kind of difficult for me being, you know, way out of my element and just finding everything on my own . . . which is— I don’t know—I mean if you want to do it, you got to do it yourself. I know you can’t depend on other people to do it for you. But it would just be nice. You’re here. It’s not like it’s your first year here.”
 - Karen (Transfer student, first-generation, HS%=92, from urban area, difficulties finding friends with similar interests)

Quotes Re: Lack of Meaningful Advising and Mentoring Experiences

- “My advisor at [new university] was just—wow. Being from kind of not so great advising appointments—He got to know me. We discussed [professional/graduate] schools and prerequisites and we were even talking about the GRE and what his students experienced. . . . Then we talked about graduation requirements and what’s going on this semester that I could sign up for. You know, kind of like a plan which I never really got here. Then we even talked about clubs on campus that would benefit me. Like he even talked about his [subject] honor society. He’s like, ‘based on what you have here, you can go ahead and apply for it.’ And it was just—I was just like—It was just twenty minutes long, but I had got so much out of it.”
 - Karen (Had made arrangements to transfer from UWSP to another university)

Reluctance to Seek Help (9/20)

- Large class sizes
intimidating
- Apprehensive to visit
professors
- Fear of being judged
- Sociocultural value of
independence



Quotes Re: Reluctance to Seek Help

- “I already have a problem asking for help in any way, shape, or form...is just against my nature. Like—I think I have come down to the basement of the library [the tutoring center] this semester 10, 11 times. Come down to this room and just turned around. I just couldn’t do it [actually walk into the tutoring center]. It was more of a fear thing and less of a pride thing. It’s a fear of being judged about it. Even though I know from a personal standpoint that asking for help is in no way, shape, or form a sign of weakness, that really it is. That somehow that this—that I’m less of a person than someone who just chugs through it on their own. The good news is that now that I have been down here once, I am probably going to be down here as often as I can. Because once I break that one-time barrier, then I am set. Then I can just walk in anytime I want.”
 - Hayden (Transfer student, HS%=69)

Interference from Disabilities (≈7/20)

- Diagnosed disabilities
 - Not taking medication
 - Not registered with Disability Services = no accommodations
- Undiagnosed/suspected disabilities
 - (mainly ADD/ADHD)



Quotes Re: Interference from Disabilities

- “I have a difficult time applying myself. I like applying myself in courses that I enjoy. If I am doing a course because it’s required or because of some other reason besides my engagement in the topic, I feel I don’t apply myself in those courses. I am very good at procrastinating, which I don’t enjoy on most occasions. It’s obvious by my grades. Last semester I got three As and two Fs. It was like that in high school as well, As and Fs all over the board. . . . I feel like I learn the material, but I just don’t apply myself on assignments and tests.”
 - David (Comp ACT=31, HS%=52, first-generation. Had 4/4 unsuccessful semesters at UWSP.)

- “Through the years—I think some of it has to do with how congenial the instructor is. You can tell if they are interested in the subject. If they’re not, I am not a fan of that. . . . It’s their energy, I guess. I don’t know. I’ve never really thought about it this in-depth before. I probably should have.”
 - David

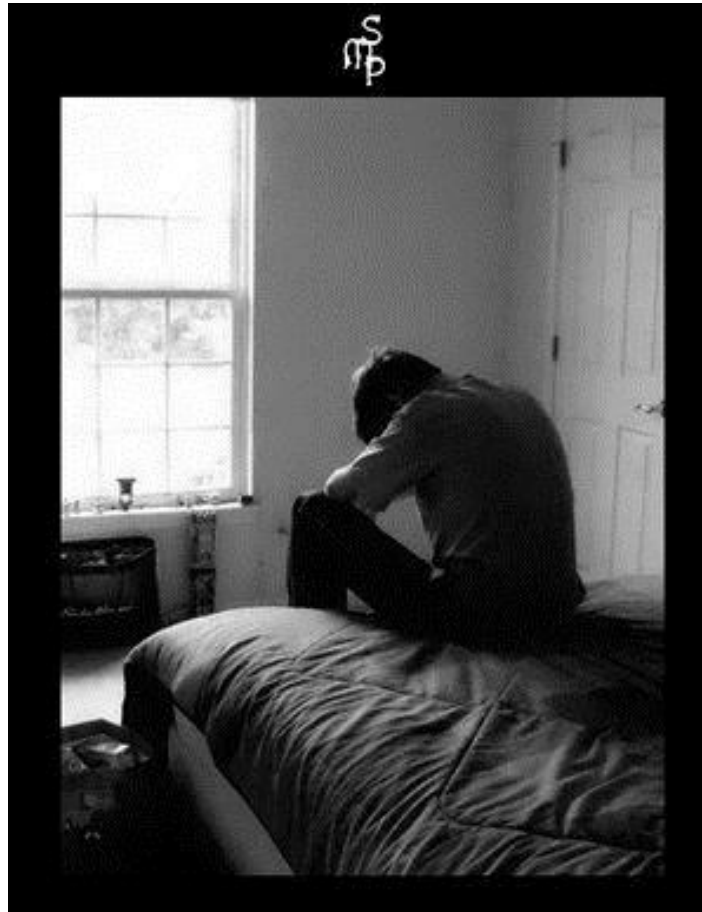
Reaction to Being on Probation (8/20)

Embarrassed

Scared

Shocked

Devastated



Traumatic

Fearful

Shameful

Depression

Quotes Re: Reaction to Being on Probation

- “I graduated from high school with like a 3.7 [GPA]. I didn’t know I could get down this low. I didn’t feel—like I was that s—Am I really not that smart? I mean here in college. It was extremely devastating. It’s like, where do I go from here?”
 - Greg

College Student Retention

by Alan Seidman

- “A student’s unwillingness to seek help in college should not be a surprise to college administrators. After all a student directly out of high school is used to having someone tell him or her that a problem exists and an intervention is needed. In college it is left up to the student to seek help when necessary. A college needs to be proactive and facilitate this process.”
- “College student departure is an ill-structured problem which defies a single solution.”

Recommendations

- Probation Intervention Program
- Mentoring & Professional Development for Advisors
- Enrollment Management Efforts
- Analysis of DFW Courses and Curriculum Alignment
- Assist Students with Development of Academic Success Strategies
 - ▣ Study skills courses, FYS, Library Resources, etc.
 - ▣ Relocation of support services
 - ▣ free/low cost
 - ▣ semantic changes in promotion

Semantic changes in support promotion

Reluctance - “Struggle” = Deficiency

Reframe as an integral part of college learning and expectation of use

□ Example

- “Your university courses will be much more demanding than your high school or community college courses. Even students who were previously high-achievers are often surprised by the level of difficulty of their assignments and exams and the amount of time it takes to be successful. In college, students have less in-class time. Therefore, you are expected to visit your instructors outside of class and make use of additional resources such as study groups, tutors, and librarians in order to master course material and do well. These individuals are here to assist in your development into a successful college student.”

Recommendation:

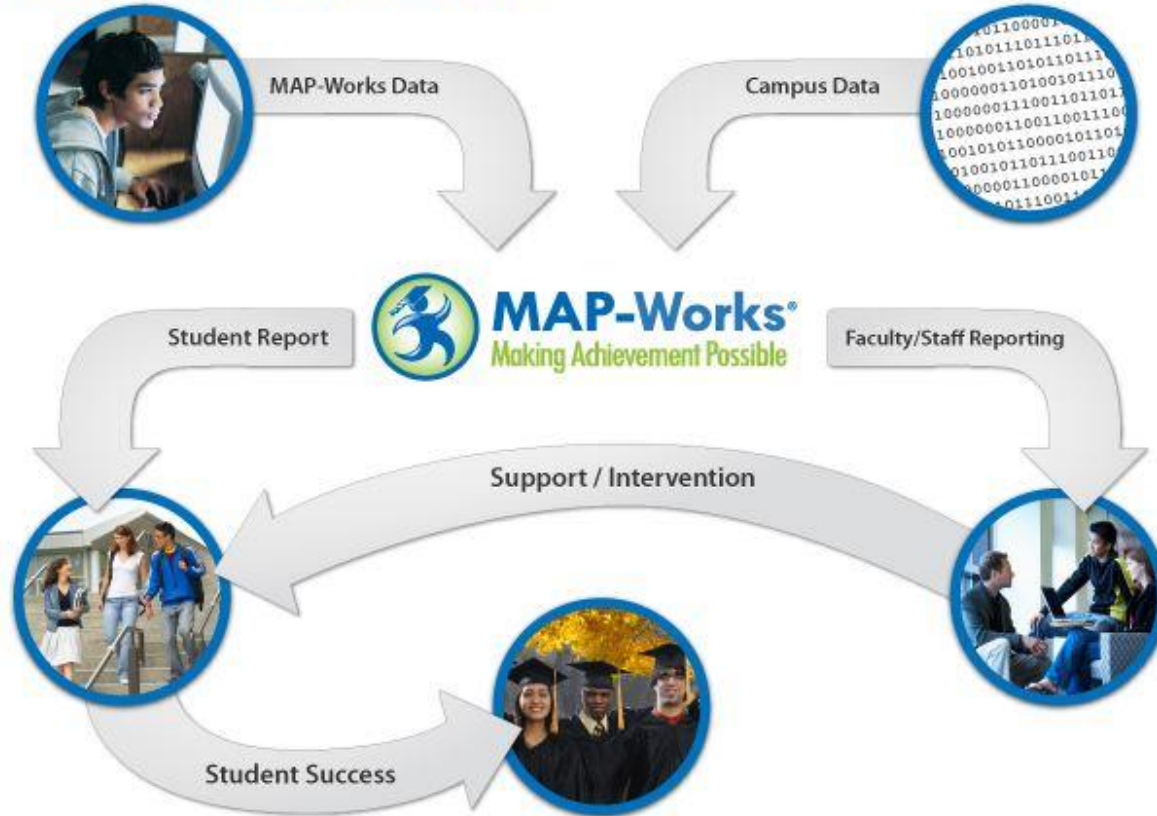
Early Warning System



MAP-Works[®]
Making Achievement Possible

- Provides early intervention to students who may benefit from additional assistance
- Aligns student expectations with actual outcomes
- Cultivates student involvement
- Facilitates the social and emotional transition to college

The MAP-Works Difference



Is MAP-Works an Accurate Predictor of Academic Success & Persistence?

UWSP Fall-to-Spring Retention and Average GPA by Risk Indicator

MAP-Works Risk Indicator	Total Students	Average GPA	Returned	Did Not Return
Green	1246 (73.0%)	3.32	1210 (97.1%)	35 (2.8%)
Yellow	167 (9.8%)	2.39	156 (93.4%)	10 (6.0%)
Red	146 (8.5%)	2.10	99 (67.8%)	46 (31.7%)
Red ₂	149 (8.7%)	1.15	75 (50.3%)	74 (49.7%)
Total	1708	2.94	1540 (90.2%)	165 (9.7%)

Student Tracking Page





STUDENT RISK COUNT		LOW	MODERATE	HIGH	VERY HIGH	UNKNOWN	TOTAL							
		358 (63.9%)	82 (14.6%)	41 (7.3%)	79 (14.1%)	0 (0.0%)	560							
Students		Risk		Status/Activity							Direct-Connect			
Name		RISK	Date	Intent to Leave	Referrals Assigned To Me	Review Status	Follow-Up Status	Quick Log Activity	Log Activity	Academic Updates	Activity Count	Last Activity Logged	Last Activity Logged By	Primary
<input type="checkbox"/> Select all students on this page <input type="button" value="Manage Checked"/>														
<input type="checkbox"/> FY	Ackerson, Ethan		10/23		None	Not Set	log	log	1	12	9/11/2012	AdvisingCenter, Anne	You	
<input type="checkbox"/> FY	Adams, Benjamin		10/25		None	Not Set	log	log	0	20	9/17/2012	You		
<input type="checkbox"/> FY	Adams, Seth		10/29		None	Not Set	log	log	2	3	9/11/2012	AdvisingCenter, Anne		
<input type="checkbox"/> FY	Adkins, Riley		10/22		None	Not Set	log	log	12	3	9/14/2012	FinancialAid, Frances	You	
<input type="checkbox"/> FY	Adolph, Bernadette		10/28		None	Not Set	log	log	1	5	9/14/2012	FinancialAid, Frances	You	
<input type="checkbox"/> FY	Afzal, Holly		10/17		None	Not Set	log	log	1	2	9/18/2012	AdvisingCenter, Anne		
<input type="checkbox"/> FY	Agee, Nafateria		10/31		None	Not Set	log	log	1	2	9/14/2012	FinancialAid, Frances		
<input type="checkbox"/> FY	Alcantar, Amber		10/17		None	Not Set	log	log	1	8	9/11/2012	AdvisingCenter, Anne	You	
<input type="checkbox"/> FY	Anderson, Dena		10/23		None	Not Set	log	log	0	3	9/14/2012	FinancialAid, Frances	You	
<input type="checkbox"/> FY	Andres, Jaime		10/24		None	Not Set	log	log	3	3	9/14/2012	FinancialAid, Frances		
<input type="checkbox"/> FY	Anes, Britny		10/22		None	Not Set	log	log	0	9	9/14/2012	FinancialAid, Frances		

Risk History






Dashboard Comparison

Self-Ratings Legend

-  : No Response
-  : Low
-  : Average
-  : High
- NA : Not Applicable

Change Legend

-  : Very Negative Change
-  : Negative Change
-  : No Change
-  : Positive Change
-  : Very Positive Change
- NA : Not Applicable

Description	First Year Fall Transition (9/15/2012)	First Year Fall Check-Up (10/22/2012)	Change
Academic: Course Difficulties			
Socio-Emotional: Peer Connections			
Performance and Expectations: Expected Grades this Term			
Behaviors and Activities: Basic Academic Behaviors			
Behaviors and Activities: Class Attendance			
Behaviors and Activities: Time Management			
Academic: Academic Self-Efficacy			
Academic: Chosen a Major			
Socio-Emotional: Social Integration			
Socio-Emotional: Commitment to the Institution			
Socio-Emotional: Satisfaction with Institution			
Socio-Emotional: On-Campus Living: Social Aspects			

Talking Points

Survey Summary	
Survey	Status
Fall Transition	Not Responded
Fall Check-up	Complete 11/18/12
Spring Transition	Not Responded

Weaknesses	Strengths
These are items that the student excels at or are things that are positive for the student.	
Fall Term Outcomes - Fall GPA - Green Fri Jan 18, 2013 Fall Term GPA is 2.50 or higher.	

Weaknesses

Strengths

Information that either potentially places student at risk or areas that, if addressed, could potentially improve success.

Fall Check-Up - Course Difficulties Sun Nov 18, 2012

Struggling in two or more courses. Strong predictor of poor academic performance. Discuss issues, encourage meeting with instructors, and refer to learning resources.

Fall Check-Up - Expected Grades this Term Sun Nov 18, 2012

Expecting to earn low grades this term. Not a typical response from students and could indicate potential academic issues. Assist in developing a plan to enhance study habits and to take advantage of learning resources.

Fall Check-Up - Estimated Current Grades Sun Nov 18, 2012

Estimating low grades currently. Could indicate potential academic issues. Contact student to discuss issues or refer to learning resources.

Fall Check-Up - Basic Academic Behaviors

Sun Nov 18, 2012

Reports poor basic academic behaviors (i.e., taking good notes and turning in required homework). Strong predictor of academic performance. Encourage student to improve all these behaviors ASAP. Refer to learning resources.

Fall Check-Up - Class Attendance

Sun Nov 18, 2012

Routinely misses classes (i.e., frequently or most of the time). Strong predictor of academic performance. Explore reasons for class absences.

Fall Check-Up - Student Organization Involvement

Sun Nov 18, 2012

Low interest in campus activities. Campus involvement helps students integrate. Explore lack of interest in campus involvement.

Fall Check-Up - Time Management

Sun Nov 18, 2012

Poor time management skills. Predictor of academic performance. Discuss strategies for improvement or refer to learning resources.

Fall Check-Up - Test Anxiety (Stressors)

Sun Nov 18, 2012

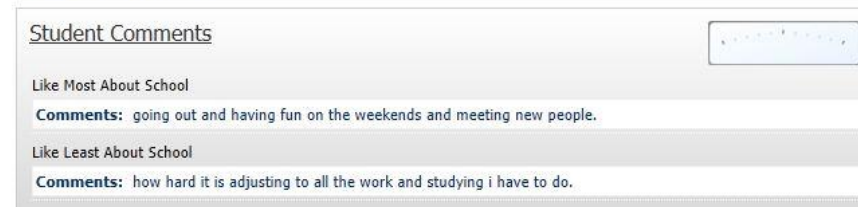
Student is experiencing high levels of test anxiety. Refer to academic support services.

Student Survey Dashboard

Success Markers



Student Comments



Student Survey Dashboard

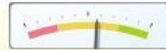
Success Markers

Academic



- ⬇ Course Difficulties
- ⬇ Chosen a Major
- ⬇ Academic Integration
- ⬇ Communications Skills
- ⬇ Analytical Skills
- ⬆ Academic Self-Efficacy

Socio-Emotional



- ⬇ Peer Connections
- ⬇ Living Environment (On or Off Campus)
- ⬇ Social Integration
- ⬇ Homesickness: Distressed
- ⬆ Commitment to the Institution
- ⬆ Satisfaction with Institution
- ⬆ Institutional Choice

Performance and Expectations



- ⬇ Entrance Test Scores
- ⬇ Number of High Schools Attended
- ⬇ High School GPA (Self-Reported)
- ⬇ Expected Cumulative GPA Upon Completion/Graduation
- ⬇ Parents'/Guardians' Educational Level
- ⬇ Expected Grades this Term
- ⬇ Number of Degree-Seeking Credit Hours Enrolled

Behaviors and Activities



- ⬇ Advanced Academic Behaviors
- ⬇ Number of Work Hours Per Week
- ⬇ Class Attendance
- ⬇ Student Organization Involvement
- ⬇ Interference with Coursework
- ⬆ Basic Academic Behaviors
- ⬆ Number of Study Hours Per Week
- ⬆ Self-Discipline
- ⬆ Time Management

Financial Means



- ⬇ Ability to Pay Next Term's Tuition/Fees
- ⬇ Ability to Pay Monthly Living Expenses

Special Topics (Modules)

- ⬇ Test Anxiety (Stressors)

Special Population Concerns (Modules)

- ⬇ Off-Campus Student

Student Comments

Student Comments



Like Most About School

Comments: Independence! and I like how much the college is there to help freshman and all of the reminders are amazing

Like Least About School

Comments: that it costs so much

Person on campus who has helped you the most in your success

Comments: laura my advisor

Timeline of Contacts

- 9/18 – Attended New Student Meeting
- 9/25 – Student completes Fall MAP-Works survey
- 10/1 – Attends Fall pre-advising appointment with SAAC peer mentor
- 10/9 – I met with student for Fall advising appointment
 - ▣ Reviewed results from MAP-Works survey (yellow and red)
 - ▣ Referred to Financial Aid to steps to pursue this process
 - ▣ Referral made to Ron Strege
 - ▣ Also referred student to meet with Toni Sage, MAP-Works coordinator, for extra support and set of ears to listen to her
- 10/10 – Student meets with Toni Sage
- 10/16 – I make follow up phone call to student for check-in
- 10/23 – I meet with student again for a check-in and review spring course selections
- 10/24 – Student meets with Toni Sage
- 12/20 – Student meets with me for final spring course checkup and check in of issues
- 12/21 – Toni meets with student for semester wrap up check in

Students earns a 3.18 fall semester GPA

ACT=17

Activity/Contacts Log



Log
Contact








Add
Note







Issue
Referral

Activity

-  **Referral** by [Carol Lanphear-Cook](#), Academic Advisor Assigned to: Maureen Giblin
Feb 25, 2013
Maureen, [redacted] will be coming in to meet with you and Paul tomorrow morning, to add Eng 157. She is a new transfer students (Bridge; MSTC), and is struggling with several classes (will be dropping one), in part due to her work schedule/hours which she is trying to reduce, but also general adjustmen...
[Add Related Activity](#) [Edit](#) [Mark Complete](#) [Show More +](#)
-
-  **Public Note** by [Camarin Porter](#), Associate Lecturer Assigned to: [redacted]
Feb 20, 2013
[redacted] has failed to attend the last three course meetings (FYS 158), with no contact or explanation offered.
[Add Related Activity](#) [Edit](#) [Show More +](#)
-
-  **In Person Meeting** with [Carol Lanphear-Cook](#), Academic Advisor Assigned to: [redacted]
Feb 25, 2013
[redacted] in to talk about her semester, general concerns, and making adjustments to her schedule if possible. Adjusting to course demands and balancing her academic and work schedule. Will drop FYS 158 and add Eng 157; discussed TLC services. Plans to declare her major in Elementary Education.
[Edit](#) [Show More +](#)
-
-  **Referral Created** by [Carol Lanphear-Cook](#), Academic Advisor
Feb 25, 2013
-
-  **Academic Update** by [Camarin Porter](#), Associate Lecturer Assigned to: [redacted]
Feb 20, 2013
[redacted] has failed to attend the past three class meetings, with no explanation or contact with me. Will email the student to find out if she plans to stay in the course.
[Add Related Activity](#) [Show More +](#)

Activity/Contacts Log

-
-  **Email To Student** from [Carol Lanphear-Cook](#), Academic Advisor 🔒
Feb 19, 2013
Sent email with SAAC New Student Meeting information, and request to set up an appointment ASAP with a SAAC Peer Mentor.
[Add Related Activity](#) [Edit](#) [Show More +](#)
-
-  **Other Non-Interaction** from [Becky Piotrowski](#), Pointers on a Path Program Coordinator 🔒
Feb 15, 2013
A text message was sent to the local phone number listed, encouraging students to complete the Spring Transition survey.
[Add Related Activity](#) [Edit](#) [Show More +](#)
-
-  **Phone Message Received From Student** to [Carol Lanphear-Cook](#), Academic Advisor 🔒
Feb 14, 2013
Unable to attend the New Student Meeting today.
[Add Related Activity](#) [Edit](#) [Show More +](#)
-
-  **In Person Meeting** with [Carol Lanphear-Cook](#), Academic Advisor 🔒
Dec 05, 2012
New Transfer student; met to plan and register for Spring semester.
[Add Related Activity](#) [Edit](#) [Show More +](#)

About the Student

Talking Points About the Student Activity Survey/Dashboard

Profile Details

Institution Specific Profile Items (ISPs) —

Zip Code: 54467

Freshmen Interest Group (FIG): No

Home Code: Portage

General Information —

Primary Academic Major: MATHEMATICS

Entry Type: New matric (summer 2012 / fall 2012 cohort)

Entry Year: 2012

Academic Progress and Performance +

Demographics/Student Characteristics —

Gender: Male

Race/Ethnicity: White, non-Hispanic

International Student: No, not an international student

Active Military or Veteran: No

Birth Year: 1994

Current Residence: Live off-campus

Activity Log

Activity



In Person Meeting with You



Mar 06, 2013

Met with [redacted] today. He is pretty quiet. We looked up and discussed the possibility of getting involved in the math club. He asked about motivation-how do get yourself motivated for things. I gave him some advice about trying to find relevance to your life (future career, member of society, being an informed voter, etc.)

I encouraged him to visit Career Services, TLC (for Academic Literacies) and other resources. Contact me for more info.

[Add Related Activity](#)

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Category: Category Not Selected

Contact Type: In Person Meeting



Phone Message Left For Student from You



Mar 05, 2013

Left message to set up a meeting.

[Add Related Activity](#)

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How much time do we have left?

First-Year Student Challenges

Identified by MAP-Works

	Fall Transition Mean	Fall Check Up Mean	Spring Transition Mean
Homesickness: Separation	3.67		4.03
Test Anxiety	4.18	4.51	4.53
Advanced Academic Behaviors	5.02	5.21	5.22
On-Campus Living: Social Aspects	5.03	5.19	5.16
Financial Means	5.05	5.00	5.02
Self-Assessment: Communication Skills	5.08		
Self-Assessment: Analytic Skills	5.10		
Academic Self-Efficacy	5.25	5.37	5.21
Social Integration	5.41	5.56	5.39
Peer Connections	5.43	5.31	5.44
Homesickness: Distressed	5.60	4.75	5.70
Time Management	5.64	5.70	5.24

Goal Mean = 5.50

Additional Factors Measured by MAP-Works

	Fall Transition Mean	Fall Check Up Mean	Spring Transition Mean
Satisfaction with Institution	5.73	5.63	5.63
Academic Integration	5.77	5.82	5.68
On-Campus Living: Environment	5.80	5.76	5.79
Off-Campus Living: Environment	5.85	5.96	5.76
Self-Assessment: Self-Discipline	5.88		5.55
Basic Academic Behaviors	6.14	5.82	6.07
On-Campus Living: Roommate Relationship	6.28	6.13	6.17
Commitment to the Institution	6.36	6.40	6.04

Goal Mean = 5.50

