

**UNIVERSITY OF MASSACHUSETTS DARTMOUTH
FALL 2011 MAP-WORKS REPORT**

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This report serves as a general overview of the fall 2011 MAP-Works program at U-Mass Dartmouth. Recommendations, findings and survey highlights are included to provide readers with an understanding of the results of both MAP-Works surveys.

REPORT CONTENTS

- I. GENERAL INFORMATION**
- II. MAP-WORKS SURVEY HIGHLIGHTS**
- III. COMPARISON BETWEEN SURVEYS**
- IV. FINDINGS**
- V. RECOMMENDATIONS**

I. GENERAL INFORMATION

A. STUDENT INFORMATION

1,564 first-year students in MAP-Works (not including transfer students)

MAP-Works survey one; Transition survey administered via email: Sunday, October 2- Sunday, October 9, 2011

MAP-Works survey two; Check –Up survey administered via email: Sunday, October 30- Sunday, November 6, 2011

Transition survey response rate: 963 students responded to the survey for an overall response rate of 61.6 %

Check-Up survey response rate: 758 students responded to the second survey for an overall response rate of 48.5 %

B. MAP-WORKS FACULTY AND STAFF USAGE (As of 11-28-11):

There are 484 staff and faculty using MAP-Works at UMD

Of the 484 users- 150 have been trained on MAP-Works this year

6,361 “activities” have occurred in MAP-Works since the first survey (*emails, notes, alerts, contacts or interactions*)

890 alerts (*Alerts are referrals to a particular support office or advisor*)

617 notes (*Notes contain information or developments that faculty/staff deem important to share with other faculty/staff in MAP-Works who are directly connected to the student and have a vested interest in the student’s academic success, also includes private notes*)

4,200 emails (*emails are used to invite students to discuss his/her MAP-Works report, encourage a student to take the MAP-Works survey or connect with the student regarding a transitional challenge*)

216 interaction contacts (*Reciprocated interaction with a student- one on one meeting, email exchange, group meeting, phone conversation, voicemail*)

Special Note: The College of Arts and Sciences, College of Visual and Performing Art, Charlton College of Business and the School of Engineering in addition to College Now and Pathways required MAP-Works as a mandatory assignment in their foundations courses.

II. MAP-WORKS SURVEY HIGHLIGHTS

HIGHLIGHTS SURVEY ONE

| TRANSITION SURVEY DATES: 10/2/11-10/9/11 |
|--|
| Only 17 students chose to opt out of the first survey |
| First-Year Students: |
| 87% of first-year students reported that they plan to return for the spring semester |
| 70% plan to return for the next academic year |
| Of these students planning to transfer; 49 % planned to transfer prior to admission to UMD-While the remaining 51% of students did not plan to transfer |
| 36 % of first year students report that they are struggling in 1 course |
| 22% of first year students report that they are struggling in 2 courses |
| 5% of first year students report that they are struggling in 3 courses |
| ~ Of these students 64% have not talked with their instructor |
| Only 67% of students know what is expected of them in class in order to succeed |
| 27% of students are not using a scheduler/planner to organize their course assignments |
| 25% do not study on a regular schedule |
| Only 50% of students know how to allocate the correct amount of time to studies, social life, work, family and student organizations |
| 37% need assistance with completing course work on time |
| Institution Specific Questions: |
| 17.5% of first-year students reported feeling unsafe on campus (167 students) |
| 5.1% of first-year students report that alcohol use by themselves or others negatively impacted their academic performance. |
| Examples of negative impacts include, but are not limited to: inability to attend class/ complete assignments; receiving a lower grade on an exam, paper/project; receiving a lower grade in a course; receiving an incomplete/ dropping a course. |
| 2.9% of first-year students report that the use of illegal drugs or misuse of prescription medication by themselves or others negatively impacted their academic performance. |
| Examples of negative impacts include: inability to attend class/ complete assignments; receiving a lower grade on an exam, paper/project; receiving a lower grade in a course; receiving an incomplete/ dropping a course. |

HIGHLIGHTS SURVEY TWO

| CHECK-UP SURVEY DATES: 10/30/11-11/6/11 |
|--|
| Only 14 students chose to opt out of the second survey |
| First-Year Students: |
| 89% of first-year students reported that they plan to return for the spring |
| 67% plan to return for the next academic year |
| 12% do not plan to return to UMD for the next academic year |
| 49% of first year students report that they are struggling in 1 course |
| 71% of students know what is expected of them in class in order to succeed |
| 54% of students report attending all scheduled classes or missing one scheduled class |
| 27% of students are not using a scheduler/planner to organize their course assignments |
| 23% do not study on a regular schedule |
| 54% of students know how to allocate the correct amount of time to studies, social life, work, family and student organizations |
| 27% need assistance with completing course work on time |
| Social Integration-Connectedness: |
| 45% of students are experiencing difficulty or are not connecting with students, staff or faculty at UMD |
| 35% of residents are experiencing difficulty with people living with or around them |
| 13% of students do not feel like they belong at this institution |
| 87% of students do feel like they belong at this institution |
| 15% of students rate her/his experience at this institution as: fair to poor |
| 62% of students rate her/his experience at this institution as: good to very good |
| 23% of students rate her/his experience at this institution as: excellent to exceptional |
| Financial: |
| 17% of students are not confident that s/he can pay for next term's tuition and fees |
| Institution Specific Questions: |
| 10.5% of first-year students reported feeling unsafe on campus in the past four weeks (79 students) |
| 6.1% of first-year students report that alcohol use by themselves or others negatively impacted their academic performance in the past four weeks. |
| Examples of negative impacts include, but are not limited to: inability to attend class/ complete assignments; receiving a lower grade on an exam, paper/project; receiving a lower grade in a course; receiving an incomplete/ dropping a course. |
| 2.1% of first-year students report that the use of illegal drugs or misuse of prescription medication by themselves or others negatively impacted their academic performance in the past four weeks. |
| Examples of negative impacts include: inability to attend class/ complete assignments; receiving a lower grade on an exam, paper/project; receiving a lower grade in a course; receiving an incomplete/ dropping a course. |

III. COMPARISONS

How Did The Number Of At-Risk Students Change Between Surveys?

| MAP-Works Risk Indicator | Close of the Fall Transition Survey | Close of Fall Check Up Survey | How Did the Numbers Change |
|---|-------------------------------------|-------------------------------|----------------------------|
| Green (Low Risk) | 503 (34.6%) | 810 (51.8%) | Increase |
| Yellow (Moderate Risk) | 669 (46.0%) | 449 (28.7%) | Decrease |
| Red (High Risk) | 167 (11.5%) | 132 (8.4%) | Decrease |
| Red ₂ (Very High Risk) | 111 (%) | 87 (5.6%) | Decrease |
| NA (<i>insufficient data to calculate risk</i>) | 114 (7.8%) | 86 (5.5%) | Decrease |
| Total | 1564 | 1564 | NA |

* MAP-Works Risk Indicator shown is the final indicator calculated during the fall term or the current indicator if the term has not ended.

How Many Students Accessed His/ Her Report Overall:

| | Students |
|---|-------------|
| Students who had an opportunity to respond to a Survey | 1564 |
| Students who accessed at least one Student Report during this academic year | 746 (47.7%) |

How Many Students Accessed His/ Her Report by Survey?

| | Fall Transition | Fall Check-Up |
|--|-----------------|---------------|
| Students Surveyed | 1564 | 1564 |
| UMD Student Response Rate | 61.6% | 48.5% |
| Video Report Access Rate* | 51.9% | NA** |
| PDF Report Access Rate* | 21.7% | 48.5% |
| MAP-Works National Average Response Rate | 75% | 45% |
| UMD Variation from National Average | -13.4% | +3.5% |

* Access Rates are based on the number of students who responded to each survey.

** Video report access not available.













How Many Students Accessed His/ Her Report by Risk Level?

| MAP-Works Risk Indicator* | Total Students | Accessed One or More Student Reports |
|---|----------------|--------------------------------------|
| Green | 810 | 538 (66.4%) |
| Yellow | 449 | 110 (24.5%) |
| Red & Red ₂ | 219 | 98 (44.7%) |
| NA (<i>insufficient data to calculate risk</i>) | 86 | NA |
| Total | 1564 | 746 (47.7%) |






* MAP-Works Risk Indicator shown is the final indicator calculated during the fall term or the current indicator if the term has not ended.

IV. FINDINGS

A.) **MAP-Works Software Findings** (MAP-Works software generates a priority matrix which provides recommendations for improvement. Please find the MAP-Works recommendations for improvement below.)

| Top Priority | | | |
|--|---|--|--|
| | Factors | Recommendations | Rationale For Recommendations |
|  | <ul style="list-style-type: none"> Peer Connections Advanced Academic Behaviors | Increase efforts (e.g. personnel, fiscal, time, focus) in these areas | Performance on these factors is below goal value and improvement of these factors should impact Satisfaction with Institution. |
| <p>Advanced Academic Behaviors Include: studying in a quiet place to avoid distractions, studying on a regular schedule, reading assigned readings within a day before class, working on large projects well in advance of the due date and class participation</p> | | |   |
| | | | Impact Performance |
| Maintain or Improve | | | |
| | Factors | Recommendations | Rationale For Recommendations |
|  | <ul style="list-style-type: none"> Commitment to the Institution | Maintain current efforts (e.g. personnel, fiscal, time, focus) in these areas | Maintaining the current level of performance on these factors is desired since these factors have high impact on Satisfaction with Institution. However, further improvement will be difficult since current performance is already excellent. |
| | | |   |
| | | | Impact Performance |
| Maintain | | | |
| | Factors | Recommendations | Rationale For Recommendations |
|  | <ul style="list-style-type: none"> Time Management Basic Academic Behaviors | Consider reducing current efforts (e.g. personnel, fiscal, time, focus) in these areas | If possible, consider reallocating some efforts from these areas to the Top Priority areas. Maintaining high levels of performance for these factors that have little to no impact on Satisfaction with Institution may be unnecessary. |
| | | |   |
| | | | Impact Performance |
| Monitor | | | |
| | Factors | Recommendations | Rationale For Recommendations |
|  | <ul style="list-style-type: none"> Financial Means Academic Self-Efficacy | Monitor efforts (e.g. personnel, fiscal, time, focus) in these areas | Carefully monitor performance in these areas and reallocate some efforts to the Top Priority areas, if possible. While these factors are low performing, they have little if any impact on Satisfaction with Institution. |
| | | |   |
| | | | Impact Performance |

B.) Campus Coordinator Findings

-  Large number of undeclared students who do not experience dissonance being undeclared.
-  Large number of freshmen students with low peer connections or no peer connections.
-  Large number of freshmen students with test anxiety.
-  Large number of freshmen students with poor advanced academic behaviors.
-  Students' positive survey comments are boosting faculty/staff morale.

V. RECOMMENDATIONS

Campus Coordinator Suggests the Following Retention Strategies in Response to the MAP-Works Findings and Recommendations:

- Peer Mentors (fall) to assist with freshmen transition and acclimation to campus.
- Advanced Academic Behaviors, Time Management and Test Anxiety lesson/module included in CAS 101 syllabus and other first-year courses.
- Programming for students on academic probation that experienced significant academic and transitional challenges in the fall.
- Personality and/or interests assessments administered by Academic Advising Center. The ability to provide in house assessment will make the major declaration process more efficient and encourage undeclared majors to self-select a major in an appropriate time frame and do so accurately.
- Athletics staff should be involved in MAP-Works going forward.