Using MAP-Works to Understand Individual Students
Hands-On Sessions

These sessions are designed to:

• Let you use the system through the North State demo site

• Provide a model (and system) for training

• Let you try:
  “What happens if I ….?” – just try it!
In this session, we will:

• Talk about identifying issues and the Risk Indicator

• Introduce the MAP-Works concepts of Direct-Connects & Permission Sets

• Search and find a particular student

• Understand some basic methods for viewing individual student data

• Apply this knowledge to scenarios
Background – Understanding Individual Students
What kinds of individual student information are in MAP-Works?

- Risk indicator
- Demographics and pre-college data
- Enrollment, courses and grades
- Survey data
- Academic Updates
- Referrals
- Notes
- Faculty / Staff connections
- Contacts Activity
Why would you use MAP-works for work with individual students?

**Purpose**
- Move beyond “I’m fine.”
- Get up-to-date information
- Understand a holistic picture of a student
- Coordinate efforts

**Activities**
- One-on-one meetings
- Interventions
- Responding to issues (initiated by students, staff or faculty)
- Issuing a referral to reach out to another faculty/staff for a solution
MAP-Works Concept: Direct-Connect

- Direct-Connect is the relationship linking faculty/staff to a student

- A Direct-Connect Faculty/Staff member is a person who:
  - is responsible for a specific group of
  - will use MAP-Works to work with those students
Permission sets establish what information faculty/staff may see about the students for whom they are responsible.

- Data points (survey, profile, grades)
- Use of Features
- Screens and reports
Five Basic Student Data Views

Talking Points
A chronological listing of strengths and weaknesses

About the Student
Student profile data, staff connections and student picture

Survey/Dashboard
Survey-specific visual displays

Academic Updates
Faculty input regarding course performance

Activity
Staff activity (Contacts, Notes & Referrals)
Module 1- Let’s log in:
You are now **Alex Advisor**, the academic advisor for first-year transfer students…
To sign into MAP-Works as Alex:

- URL for North State University: http://demo.map-works.com
- Choose Ferris State University from the dropdown.
- Email: Alex@northstate2014.edu
- Password: 1012014

*This log-in information is used for training purposes.*
Faculty/Staff Reporting Page

Hi Alex!

- **HIGH PRIORITY STUDENTS**: 17 students with no interaction contacts logged (by any Direct-Connect since most recent high risk-indicator input (i.e., surveys, mid-term academic rating and term GPA)

- **OPEN REFERRALS**: 0 students with referrals that have not been addressed by you.

- **NON-RESPONDENTS**: 20 MAP-Works Fall Check-Up Closes: 12/7/2012

Student Lists

- **My Real-Time Lists**: Data-driven lists you have created.
- **Static Lists**: Lists you create that will not automatically update based on survey or profile changes.

Administrative Reports

- **Our Students**
- **Our MAP-Works Activity**

My Calendar

- **Create, view, and edit appointments and office hours.**
  - Go to Calendar
  - New Appointment

Today's Appointments

No Appointments...
Hunter Owens is coming for his next advising appointment and you want to talk with him about the most recent information.

- Task 1: Is he at risk?
- Task 2: What’s new with Hunter?
Task 1: Hunter Owens

Owens, Hunter

ID: 20141705N
Campus Address: Not provided
Email: Hunter.Owens@2014-northstate.edu
Phone:

Recently Reviewed: NO
Last Reviewed: n/a

Risk History

Survey Summary

Survey | Status
Fall Transition | Complete 9/19/12
Fall Check-up | Complete 11/19/12

Activity Highlights

Academic Update by Douglas Brinkley, Instructor
Oct 15, 2012

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

Strengths

Fall Check-Up - Class Attendance
Task 2: **Hunter Owens**

- What’s new with Hunter?
  - Look through the Strengths and Weaknesses.
  - Anything you want to talk to him about?

A routine meeting and you’re better prepared.

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**Weaknesses** | **Strengths**
---|---
**Information that either potentially places student at risk or areas that, if addressed, could potentially improve success.**

**Fall Check-Up - Class Attendance**
Mon Nov 19, 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**
Mon Nov 19, 2012
Low interest in campus activities. Campus involvement helps students integrate. Explore lack of interest in campus involvement.

**Fall Transition - Analytical Skills**
Wed Sep 19, 2012
Reports poor analytical skills. Refer to learning resources.

**Fall Transition - Test Anxiety (Stressors)**
Wed Sep 19, 2012
Student is experiencing high levels of test anxiety. Refer to academic support services.

**Weaknesses** | **Strengths**
---|---
**These are items that the student excels at or are things that are positive for the student.**

**Fall Check-Up - Social Integration**
Mon Nov 19, 2012
Feels he/she belongs at this school. Strong predictor of retention.

**Fall Check-Up - Commitment to the Institution**
Mon Nov 19, 2012
Committed to return next term. Strong predictor of retention.

**Fall Check-Up - On-Campus Living: Roommates**

**Fall Check-Up - Expected Grades this Term**
Mon Nov 19, 2012
Task 3: Your next appointment is Emily (a walk-in). Why might she want to meet?

Student 2: Emily Basker

Academic Update by Lee Izzo, Visiting Assistant Professor, Physics
Oct 14, 2012
Student could apply self more

Course: Physics 101
Was by request: No
Failure Risk: Yes
Grade: F/Fail
Absences: 0

Success Markers

Academic
- Course Difficulties
- Academic Self-Efficacy
- Academic Integration
- Chosen a Major

Socio-Emotional
- Social Integration
- Satisfaction with Institution
- Homesickness: Distressed
- Living Environment (On or Off Campus)
- On-Campus Living: Social Aspects
- Commitment to the Institution
- Peer Connections
- Roommates (On or Off Campus)

Behaviors and Activities
- Student Organization Involvement
- Basic Academic Behaviors
- Advanced Academic Behaviors
- Number of Study Hours Per Week
- Class Attendance
- Exam Preparation

Answer: (1) Course Difficulties; (2) Failing Academic Update; (3) Involvement

Fall Check-Up - Class Attendance
Mon Nov 19, 2012
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Fall Check-Up - Student Organization Involvement
Mon Nov 19, 2012
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Fall Transition - Analytical Skills
Wed Sep 19, 2012
Reports poor analytical skills. Refer to learning resources.
Emily Basker

- Task 4: Who else is connected to her?

- **Answer:** On *About the Student* page is a box called “Direct-Connect Faculty/Staff”.

Task 4: Emily Basker

Take a minute to familiarize yourself with all the other information on the About the Student page.

A walk-in and you’re better prepared.
Student 3: Aaron Dillman

- Task 5: Who has had the most recent interaction with Aaron and what was it about?

**Appointment** with Don Jackson, Commuter Advisor
*Sep 20, 2012*
Responding to concerns raised in the Fall Transition survey

**Category:** Academic skills (e.g., time management, study skills, test-taking skills, etc.)

**Appointment Date:** 09/20/2012, 12:30PM to 01:00PM

**Status:** Completed

**Email To Student** from Don Jackson, Commuter Advisor
*Sep 18, 2012*
Thank you for taking the Map-Works fall transition survey. I’d like to meet with you in the next week to make sure you are adjusting to campus in the best way possible and taking advantage of all of the resources on campus.

**Email To Student** from Opal Tiefenbach, Director of the Commuter Center and Off-Campus Services
*Sep 12, 2012*
Commuter Students! We’re having our first meeting of the Commuter Students Association tomorrow night at 4:30pm in the Commuter Lounge. We’d love for you to be a member of our student organization. We’ll be discussing how to get involved and take advantage of the resources on campus to be successful...
Learn More Ideas

Look at Abigail Bowen
- Dashboard Comparison (under the Survey/Dashboard Screen)
- How has her experience changed?

Look at Erica Busse
- Academic Updates
- Are there any issues in her courses?

Sign in as a Peer Mentor
(Patrick@northstate2014.edu)
- Patrick is a peer mentor, and thus has limited permissions.
- Look at a Dashboard or Talking Points. Notice differences?
Using MAP-Works to Understand Individual Students

Now you know how MAP-Works can help!
Hands-On Module 2

Using MAP-Works to Work with Individual Students

The next exercises are designed to let you use the system through the North State demo site to find out:

“What happens if I ....?” – just try it!
In the last module, “Understanding Students,” we learned how to look up and view individual students.

This module will help us manage, coordinate, and communicate so that our work with individual students is more efficient and effective.
More specifically, we will

- Talk about High Priority Students
- Understand the Student Tracking page
- Understand Activity Logs
- Set follow-up date
- Issue a referrals
- Use the system to apply this knowledge to scenarios
How can MAP-Works be used to manage your work?

- Prioritize / sort students
- Record activity
- Coordinate and communicate with other faculty / staff
- Get other faculty / staff involved in working with a particular student
- Make a referral
- Know who should reach out first
Faculty/Staff Roles

- Direct Connect
- Campus Coordinator / Technical Administrator
- Campus Resource Contact (Power User)
- Input Only (IO)

Permission Sets control the information that can be seen by different individuals/offices.
Activity

Contacts
- Records interactions and communications with students

Notes
- Records information
  - Example – “Wants to be a history major”

Referrals
- Communication to a colleague about a student

Academic Updates
- Course related information

Contacts, Notes, and Referrals can be private, shared with a team or public.
## Student Tracking

### Which students are we viewing?

- **High Priority Students**

### Counts

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>Very High</td>
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<td>55.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Specifics

<table>
<thead>
<tr>
<th>Name</th>
<th>Risk</th>
<th>Date</th>
<th>Intent to Leave</th>
<th>Referrals Assigned To Me</th>
<th>Review Status</th>
<th>Follow-Up Status</th>
<th>Quick Log Activity</th>
<th>Log Activity</th>
<th>Academic Updates</th>
<th>Activity Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gainey, Christopher</td>
<td>x2</td>
<td>10/17</td>
<td>Open</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Britt, Justin</td>
<td>x2</td>
<td>10/17</td>
<td>Closed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Anthony</td>
<td>x2</td>
<td>10/17</td>
<td>Closed</td>
<td></td>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castro, Regina</td>
<td>x2</td>
<td>10/17</td>
<td>None</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bales, Courtney</td>
<td>-</td>
<td>10/22</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's Log-In as:
Fred FYE Instructor
To sign into MAP-Works as Alex:

- **URL for North State University:**  
  - [http://demo.map-works.com](http://demo.map-works.com)

- **Email:**  
  - fred@northstate2014.edu

- **Password:** 1012014
  - *This log-in information is used for training purposes.*
Task 1: How Many High Priority Students?

Here's the answer – but your number may be different.

Students with no interaction contacts logged (by any Direct-Connect since most recent high risk-indicator input (i.e., surveys, mid-term academic rating and term GPA.)

View Students
Task 2: On the High Priority List...

<table>
<thead>
<tr>
<th>Name</th>
<th>Risk</th>
<th>Date</th>
<th>Intent to Leave</th>
<th>Referrals Assigned To Me</th>
<th>Status/Activity</th>
<th>Activity Count</th>
<th>Last Activity Logged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huber, Carolyn</td>
<td>LOW</td>
<td>11/1/2012</td>
<td>None</td>
<td>-</td>
<td>Not Set</td>
<td>4</td>
<td>10/18/2012</td>
</tr>
<tr>
<td>Villamaria, Jose</td>
<td>MODERATE</td>
<td>11/1/2012</td>
<td>None</td>
<td>-</td>
<td>Not Set</td>
<td>5</td>
<td>10/18/2012</td>
</tr>
<tr>
<td>Dickson, Britney</td>
<td>HIGH</td>
<td>11/1/2012</td>
<td>None</td>
<td>-</td>
<td>Not Set</td>
<td>5</td>
<td>9/29/2012</td>
</tr>
<tr>
<td>Rodriguez, Kathryn</td>
<td>VERY HIGH</td>
<td>11/1/2012</td>
<td>None</td>
<td>-</td>
<td>Not Set</td>
<td>5</td>
<td>9/13/2012</td>
</tr>
<tr>
<td>Lauter, David</td>
<td>LOW</td>
<td>11/1/2012</td>
<td>None</td>
<td>-</td>
<td>Not Set</td>
<td>0</td>
<td>10/18/2012</td>
</tr>
</tbody>
</table>

look here...

and here.
Task 3: Set a Follow-up Date

<table>
<thead>
<tr>
<th>Name</th>
<th>Risk</th>
<th>Date</th>
<th>Intent to Leave</th>
<th>Referrals Assigned To Me</th>
<th>Review Status</th>
<th>Follow-Up Status</th>
<th>Quick Log Activity</th>
<th>Log Activity</th>
<th>Academic Updates</th>
<th>Activity Count</th>
<th>Last Activity Logged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartley, Tyler</td>
<td>M</td>
<td>11/1/2012</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>1</td>
<td>4</td>
<td>10/18/2012</td>
</tr>
<tr>
<td>Brown, Denise</td>
<td>M</td>
<td>11/1/2012</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>1</td>
<td>2</td>
<td>10/18/2012</td>
</tr>
<tr>
<td>Casteel, James</td>
<td>M</td>
<td>11/1/2012</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>1</td>
<td>1</td>
<td>9/29/2012</td>
</tr>
<tr>
<td>Cates, Jordan</td>
<td>M</td>
<td>11/1/2012</td>
<td>None</td>
<td>None</td>
<td></td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>0</td>
<td>3</td>
<td>9/20/2012</td>
</tr>
<tr>
<td>De Loache, James</td>
<td>M</td>
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<td></td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>0</td>
<td>3</td>
<td>10/18/2012</td>
</tr>
</tbody>
</table>
Task 4: Log an Activity (Phone Call)
Task 5: Create a Referral

Check next to student name, then: “Manage checked”
Notice: You have lots of Categories to choose from. Choose the **Primary Category**.
Choose the Peer Mentor.
Be sure to complete the questions. Default response is “No”.

Add Heather HallDirector or Don Jackson (commuter advisor)
Want to see your Contact & Referral?

Referral by You
Jun 13, 2013

Discussed initial steps in a process to declare a major. Considering changing course registration for fall. Needs to continue to "talk out loud" to process his thoughts. Could benefit from a visit to Career Services and may need a nudge to get him there. Can you continue talking about this with him in next 1-on-1?

Assigned to: Megan Dennett

Add Related Activity

Category: Academic major exploration/selection

Yes  Issue discussed with student
No  Student indicates intent to leave
Yes  Referral Issuer may be revealed to student
No  High priority concern

Referral Status: Open

Interested Parties: Don Jackson
Task 6: First Student Alphabetically
Back to Student Tracking

Don’t forget “All My Students”

Click on “Name” to alphabetize
How did you do?

• Can you:
  – Find the Student Tracking Page
  – Identify the columns on the Tracking Page
  – Change the Follow-up Status
  – Log a contact
  – Create a referral

If yes, then you’re learning the basics!
In this hands-on session, new users will work inside the MAP-Works system to learn which students should be reached out to first.
SO FAR, we have:

- learned how to log activity
- Create a referral for an individual student.

NEXT, we will:

- help us prioritize student interventions so that our work with individual students is targeted.
In this section, we will:

• Learn about the MAP-Works concepts
  – High Priority Students
  – Intent to Leave
  – Non-Respondent

• Use the system to apply this knowledge to scenarios
Concepts

- **High Priority**
  - Students with no interaction contact logged by any Direct-Connect since the most recent data input (i.e., surveys, mid-term academic rating, or term GPA.)

- **Intent to Leave**
  - Students’ survey response on whether they intend to return to the institution the next term

- **Non-respondent**
  - Students that did not respond to the survey(s)
Let's Log-In as:
Heather Hall, Director, the Hall Director for Campbell Hall.
To sign into MAP-Works as Heather:

- **URL for North State University:**
  - [http://demo.map-works.com](http://demo.map-works.com)

- **Email:**
  - Heather@northstate2014.edu

- **Password:** 1012014
  - *This log-in information is used for training purposes.*
Task 1: How Many High Priority Students?

Here’s the answer – but your number may be different.
### Task 2: First On the High Priority List...

<table>
<thead>
<tr>
<th>Name</th>
<th>Risk</th>
<th>Date</th>
<th>Intent to Leave</th>
<th>Referrals Assigned To Me</th>
<th>Review Status</th>
<th>Follow-Up Status</th>
<th>Quick Log Activity</th>
<th>Log Activity</th>
<th>Academic Updates</th>
<th>Activity Count</th>
<th>Last Activity Logged</th>
<th>Last Activity Logged By</th>
<th>Direct-Connect...</th>
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</thead>
<tbody>
<tr>
<td>Bartley, Tyler</td>
<td>LOW</td>
<td>11/1/2012</td>
<td>None</td>
<td>None</td>
<td>Not Set</td>
<td>log</td>
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<td>1</td>
<td>4</td>
<td>10/18/2012</td>
<td>Ackerson, Louis</td>
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<td>You</td>
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<tr>
<td>Brown, Denise</td>
<td>LOW</td>
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<td>None</td>
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<td>log</td>
<td>log</td>
<td>1</td>
<td>2</td>
<td>10/18/2012</td>
<td>Ackerson, Louis</td>
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<td>You</td>
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<td>Casteel, James</td>
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<td>1</td>
<td>9/29/2012</td>
<td>You</td>
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<tr>
<td>Hein, Frances</td>
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<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>0</td>
<td>3</td>
<td>9/29/2012</td>
<td>You</td>
<td></td>
<td>You</td>
</tr>
<tr>
<td>Ledger, Allyson</td>
<td>LOW</td>
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<td>None</td>
<td>None</td>
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<td>log</td>
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<td>Mendoza, Anna</td>
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<td>4</td>
<td>10/18/2012</td>
<td>Lopinto, Michael</td>
<td></td>
<td>You</td>
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<tr>
<td>Moody, Olivia</td>
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<td>You</td>
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<td>log</td>
<td>1</td>
<td>1</td>
<td>9/29/2012</td>
<td>Lopinto, Michael</td>
<td></td>
<td>You</td>
</tr>
<tr>
<td>Wendholt, Bridgette</td>
<td>LOW</td>
<td>10/15/2012</td>
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<td>None</td>
<td>Not Set</td>
<td>log</td>
<td>log</td>
<td>1</td>
<td>2</td>
<td>10/18/2012</td>
<td>Lopinto, Michael</td>
<td></td>
<td>You</td>
</tr>
</tbody>
</table>
### Task 3: How Many Indicated Intent to Leave?

#### High Priority Students

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<tr>
<th>Risk Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>LOW</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>MODERATE</td>
<td>0 (0.0%)</td>
<td></td>
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<tr>
<td>HIGH</td>
<td>48 (52.7%)</td>
<td></td>
</tr>
<tr>
<td>VERY HIGH</td>
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<td></td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Intent to Leave</th>
<th>Referrals Assigned To Me</th>
<th>Review Status</th>
<th>Follow-Up Status</th>
<th>Quick Log Activity</th>
<th>Log Activity</th>
<th>Academic Updates</th>
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Task 4: How Many Fall Check-Up Survey Non-Respondents?

Here’s the answer (but your number may be different).
Task 5: First Student on Fall Check-Up Non-Respondent list?
So how did you do?

• Can you:
  – Find and sort the High Priority Student Real-Time List
  – Find Intent to Leave indicators
  – Identify Non-Respondent population
  – Switch between surveys

Additional task: Email a student!
Learn More Ideas

Try making a note

- Private, Team or Public?

Sign in as Paige Professor

- Email: Paige@northstate2014.edu
- She is a faculty IO – and thus can only input information
- Create an Academic Update
Learn More Ideas

**Use “Manage Checked” Button**
- On Student Tracking, select multiple students then click the Manage Checked button to perform an action for all.

**Check out the drop-downs**
- On Student Tracking, click on a student’s name and see all the options available
- Click on the blue drop-down at the top of the page to see different views for Student Tracking

**Surveys Box**
- Check out the Surveys box at the bottom right of the Home Page for stats and info.
Prioritizing Student Interventions in MAP-Works

Now you know how MAP-Works can help!