

MAP-Works Talking Points: Decoder Chart

Weakness Label	What MAP-Works Says	What It Means To You...	Pointers: Has The Student...
Ability to Pay Monthly Living Expenses	Expects difficulties paying monthly living expenses. Refer to Financial Aid.	Your student is telling you that money is barring them from succeeding at ISU . Whether it's everyday expenses or the daunting figure of next semester's tuition, they are asking for help!	a) met with Financial Aid to discuss loans or scholarships? b) gone to Student Employment for employment opportunities?
Ability to Pay Next Term's Tuition/Fees	Expects difficulties paying next term's tuition/fees. Refer to Financial Aid.		
Analytical Skills	Reports poor analytical skills. Refer to academic resources.	Your student is telling you that he/she is struggling with their math classes . This would be a great time to refer to the math tutor or CfSS.	a) met with the Math & Writing Center about their study habits? b) visited the Center for Student Success for tutoring options?
Basic Academic Behaviors	Reports poor basic academic behaviors (ie: taking good notes and turning in required homework). Strong predictor of academic performance. Encourage student to improve all these behaviors ASAP. Refer to academic resources.	Your student is telling you that he/she is struggling with basic academic skills . These are important habits that often form in the first few weeks of the semester. Your student may not know it's a problem, so it will be helpful to bring it up ASAP.	a) met with their APA or RA about academic resources? b) visited the Center for Student Success for specific help?
Class Attendance	Routinely misses classes (ie: frequently or most of the time). Strong predictor of academic performance. Explore reasons for class absences.	Your student isn't going to class very often! This could be for many reasons. Remember that this is often a symptom of a distraction or bad habit that is going on in their life. Try starting with the class absences then see if you can go deeper.	a) talked with their RA or the Student Counseling Center about other issues that might be going on? b) talked to the professor about why they aren't going to class?
Commitment to a Major	Reports not strongly committed to major. Discuss future goals, refer to career services.	Your student isn't sure about their career path or academic major . You could help process their thoughts, but remember that academic advising and career services are great resources.	a) spoken with his/her academic advisor to discuss majors? b) met with the Career Center to discuss career paths? c) talked with their RA about interests?

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Commitment to the Institution	Not committed to returning or completing a degree at this institution. Strong predictor of attrition. Discuss future plans.	Your student is not committed to staying at ISU . This could be because we don't have their major, they aren't performing academically, or they haven't found significant social connections. Ask questions to help clarify, then refer.	<p>a) talked with their RA or Student Counseling Center about other issues that might be going on?</p> <p>b) met with Academic Advising about academic resources?</p> <p>c) visited the Office of Registration and Records to withdraw?</p>
Communication Skills	Reports poor communication skills. Refer to academic resources.	Your student is telling you that he/she doesn't feel they are able to effectively communicate concerns about academics, living environment, or other family/social concerns. This could include academic group work or speech communication classes.	<p>a) visited the Center for Student Success for academic help?</p> <p>b) talked with their RA or APA about interpersonal resources?</p> <p>c) spoken with his/her academic advisor to discuss the concern?</p>
Course Difficulties	Struggling in two or more courses. Strong predictor of poor academic performance. Discuss issues, encourage meeting with professors, and refer to academic resources.	Your student is tell you that his/her classes are tough and is currently having a hard time learning how to succeed in them. Ask more about which classes are difficult and why they are struggling in them. This information can help you refer.	<p>a) visited the Center for Student Success for academic help?</p> <p>b) spoken with his/her academic advisor to discuss the concern?</p> <p>c) gone in to speak with his/her professor to discuss the class?</p>
Expected Grades this Term	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 academic resources.	Your student is predicting to do poorly in school ; this is a direct cry for help. Remember that just because they think they'll do poorly, doesn't mean they necessarily want/know how to fix it; other issues could be at play here.	<p>a) visited the Center for Student Success for academic help?</p> <p>b) spoken with his/her academic advisor to discuss the concern?</p> <p>c) gone in to speak with his/her professor to discuss the class?</p>
High School GPA	Student reports that HS GPA less than 2.50. High school academic performance is a predictor of college academic performance. Maintain regular communication to determine if the student is struggling in courses.	Your student is telling you that he/she didn't do well academically in high school . This doesn't mean they aren't doing well in college or that they will do poorly. This is a good situation to continue to follow up with to help the student learn good collegiate study habits.	<p>a) visited the Center for Student Success for academic help?</p> <p>b) spoken with his/her academic advisor to discuss their major?</p> <p>c) gone in to speak with his/her professor to discuss classes?</p>

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Homesickness: Distressed	Extremely homesick. Not a typical response from students. Strong predictor of attrition. Consider a referral to a counselor.	Your student misses home a lot . Depending on the time of year, this could be a phase or a more concerning issue of depression. Follow up but remember your limits as a helper not a counselor.	<p>a) talked with their RA about issues that might be going on?</p> <p>b) gone to the Student Counseling Center to discuss concerns?</p>
Interference with Coursework	Family and/or work obligations are making it difficult for student to complete coursework. Discuss strategies to balance obligations with school.	Your student is telling you that he/she is having troubles focusing on their academics due to other distracting concerns . Try to talk with him/her about what is going on but remember that you are not a counselor; refer as appropriate.	<p>a) talked with their RA about issues that might be going on?</p> <p>b) gone to the Student Counseling Center to discuss concerns?</p>
Living Environment	Not satisfied with living situation. Predictor of attrition and poor academic performance. Help student develop plan to improve living conditions or refer to other campus resources.	Your student is struggling with living in the residence halls . This could be because of the community, their roommate, or other factors. Try to get to the bottom of the concern and refer accordingly.	<p>a) met with the RA about room or floor concerns?</p> <p>b) visited the Center for Student Success for academic help?</p>
Number of Study Hours per Week	Expects to study less than 10 hours a week. Research shows this is likely not an adequate amount. Discuss how difficult college work can be and the need to devote an adequate amount of time.	Your student is telling us that he/she isn't studying the appropriate amount of hours outside of class. However, this doesn't mean that he/she knows it not enough yet. You can help by drawing attention to this concern.	<p>a) met with their APA/RA to talk study habits or time management?</p> <p>b) found a good place to study in the hall or on campus?</p> <p>c) gone in to speak with his/her professor to discuss the class?</p>
On-Campus Living: Roommates	Struggling with on-campus roommate(s) relationship. Students with poor living situations may struggle with academic performance. Discuss issue or refer to Housing.	Your student specifically says that their roommate situation is inhibiting them from succeeding academically. It's important to get to the bottom of the issue, help mediate any conflict, and ensure both roommates can live in a successful environment.	<p>a) met with the RA or AHD about room or floor concerns?</p> <p>b) met with the APA/RA about troubles studying in the room?</p>
Social Integration	Doesn't feel he/she belongs at this school. Strong predictor of attrition. Explore issues and discuss getting involved in student organizations.	Your student doesn't feel connected to ISU . Is there something that is stopping them from getting involved more or meeting new people? Try to find what the main concern is. They may not know where they can get involved.	<p>a) met with Student Activities for involvement opportunities?</p> <p>b) met with his/her RA about involvement opportunities?</p> <p>c) participated in campus events with peers?</p>

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Student Athlete	Indicates difficulties related to student athletics. Discuss improvement or refer to campus resources.	Your student is also an athlete and is struggling to balance the time commitment between classes and sports . Sometimes this is just a busy part of their season, however refer as appropriate to help with study habits.	<ul style="list-style-type: none"> a) visited the Center for Student Success for academic help? b) met with their coach about balancing sports and academics?
Student Organization Involvement	Low interest in campus activities. Campus involvement helps students integrate. Explore lack of interest in campus involvement.	Your student is not involved on campus and furthermore, doesn't necessarily see the value in getting involved . Try discussing their interests and how we have involvement opportunities to both advance their career and/or other social hobbies.	<ul style="list-style-type: none"> a) met with Student Activities for involvement opportunities? b) met with his/her RA about involvement opportunities? c) participated in campus events with peers?
Test Anxiety	Student is experiencing high levels of test anxiety. Refer to academic support services.	Your student is struggling with test-taking . This is a common concern among first- year students. We have a lot of referrals for learning effective test-taking skills.	<ul style="list-style-type: none"> a) met with their APA/RA about academic resources? b) visited the Center for Student Success for academic help? c) gone in to speak with his/her professor to discuss the class?
Time Management	Poor time management skills. Predictor of academic performance. Discuss strategies for improvement or refer to learning resources.	Your student is having a hard time managing their time . Listen to where they are struggling and offer suggestions. Remember that having too much free time can also leads to an unproductive schedule in general.	<ul style="list-style-type: none"> a) met with their APA or RA about time management? b) been engaging in unhealthy extracurricular activity? c) found other involvement opportunities to structure some of the free time in his/her schedule?