

Adjunct Faculty Academic Calendar

March:

4-10 Spring Break – No Classes

April:

27 Classes End

29 Final Exams Begin

May:

4 Final Exams End

8 Grades Due to Registrar by Noon

11 Commencement

Workshops

(register at: svsu.edu/workshops)

Thursday, March 14, 2013

Online Instructional Design:

Productivity Tools

9:00 am – 12:00 pm: C-147

Tuesday, March 19, 2013

Free or Next to Free Online Apps

9:30 – 11:00 am: C-147

Friday, March 22, 2013

Online Instructional Design:

Presentation Software

12:00 – 2:00 pm: C-147

Friday, March 22, 2013

Reigning in Unruly Students

12:00 – 1:00 pm: SE-203

Friday, March 29, 2013

VSpace: Gradebook 2

9:00 – 11:00 am: Z-302

Saturday, March 30, 2013

Course Design: Part III

Description to Assessment

9:00 – 11:00 am: SE-203

Office of
**ADJUNCT
 FACULTY
 SUPPORT
 PROGRAMS**

MAP-Works:

What It Is and Why We Use It at SVSU

Much has been said in this newsletter about retaining students and ensuring their academic success. By now, Adjunct Faculty who've attended the annual Fall Orientation and the numerous workshops are well versed in how to engage students in the classroom, design assessments that foster critical thinking, and recognize the many challenges faced by first-year students at SVSU. Another piece of the student success puzzle is the early identification of students who may be at risk and the coordination of intervention strategies to help at-risk students overcome their challenges.

What Is MAP-Works?

As part of SVSU's intense focus on retaining and ensuring the academic success of students, MAP-Works® is the early interventions and retention software program used by the University, the Division of Enrollment Management and others who are in close contact with students. The program targets at-risk students in their first or second year of college. The software was made available in October 2011 with a six-year Select Student Support Services grant through the Michigan Department of Career Development's King-Chavez-Parks Initiative.

The MAP-Works® platform provides the opportunity for faculty, staff, and even RAs in the dorms trained in the use of the software, to have a positive impact on student success and retention by identifying at-risk students and coordinating intervention strategies early in the term. Additionally, the software quantifies students' efforts and outcomes, thereby preparing faculty in advance for student meetings so more time is spent helping students rather than diagnosing problems.

For students, a series of interactive online questionnaires throughout the academic year help students gain insight about themselves through social-norming and to recognize gaps between their behavior and successful academic outcomes. Additionally, the interactive-software can assist students in locating on-campus resources than can help them address their problems.

Why We Use MAP-Works at SVSU

According to the most recent data, retention of first-year students at SVSU is 70 percent, which means 30 percent of newly enrolled students leave SVSU prior to their second year of college. Early intervention with at-risk students is far more effective and efficient than trying to pull students back into the academic world after they have left. MAP-Works® can be an invaluable tool in assisting instructors of first-year and second-year students provide the help students need, and it can assist the University in lining up additional resources, such as tutoring.

Want to Know More?

During the Fall 2012 Adjunct Faculty Orientation, three sessions were devoted to MAP-Works® and ten training sessions were offered at the beginning of the Fall 2012 Semester. According to Bryan E. Crainer, Associate Director of Retention for First Year Programs, another round of training will be offered from mid-August through mid-September. Dates will be posted here and online.

In the meantime, take a look at the third page of this newsletter for a review of the 3-Step SVSU MAP-Works Instructions for Faculty Referrals. A 4-minute video illustrating the process can be found on YouTube: <http://youtu.be/136FbDEloGs>.

Adjunct Faculty Profile



*Michael J. Spaulding
Sr. Growth Eng., SiC Growth
Operations, Dow Corning
Adjunct, Math & Engineering*

*Years at SVSU: 11
Undergrad: BSEE, SVSU
Home: Essexville, MI*

In the Loop: What keeps you coming back to SVSU to teach?

Michael J. Spaulding: I enjoy teaching on a one-on-one basis and this is a natural extension of that. It gives me an opportunity to give back to SVSU.

ITL: Any advice for new adjunct faculty members?

MJS: Be patient. Remember, you were once a student and didn't understand a concept that now comes as easily to you as breathing. Students pay a lot of money to pick your brain. Give them their money's worth and make yourself available.

ITL: How do you keep students in your classroom focused?

MJS: Lots and lots of questions. I believe in the "teach a person to fish" theory. Move around and vary the tone. Show excitement in what you're teaching. If you can't get excited, how can they?

ITL: How do you reduce stress?

MJS: I encourage students to ask questions at any time and stop me if I make a mistake solving a problem. I inject humor and let them know that I've been where they are, and I survived!

ITL: A good teaching day is . . . ?

MJS: My best day is when a student tells me this is the 5th or 6th time they've seen what I just taught and the first time he or she understood it. THAT tells me that I've made a small difference in a student's life

Student Success Open Forum: Vincent Tinto Issues a Call to Action

Syracuse University's Vincent Tinto, the premier scholar on student engagement and retention in higher education, brings his message to SVSU at an Open Forum, Wednesday, March 13, 2:00-3:30 p.m. in Rhea Miller Recital Hall. The session is free and open to everyone. Tinto is chair of the Higher Education Program at Syracuse University and Distinguished University Professor. His recent book, *Leaving College* 2nd Ed. (2012), lays out a perspective on student success that is the benchmark by which work on these issues are judged.

The Open Forum will begin with comments from Tinto, followed by a Q & A with the audience. If you would like to ask a question at the Open Forum, you can read his work by clicking on Special Events at: svsu.edu/enrollmentmanagement

In his paper, "Taking Student Retention Seriously: Rethinking the First Year of College," Tinto claims that, despite all the hype ". . . most institutions do not take student retention seriously."

To take student retention seriously, Institutions must "stop tinkering at the margins of institutional academic life and make enhancing student retention the linchpin about which they organize their activities." Universities need to offer more than add-on services and create environments that promote the retention of all students, not just some of the students. Tinto identifies five conditions that most clearly support student retention:

1. **Expectations** - Students are most likely to persist and graduate when expectations are high and clear.
2. **Support** - Two types of support promote retention: academic and social support. Developmental courses, tutoring, study groups and supplemental instruction designed for the specific courses students are actually enrolled in provide academic support. Counseling, mentoring, and ethnic student centers provide the kinds of social support students need to make the transition to college life.
3. **Feedback** - Students are more likely to succeed in a setting that provides faculty, staff and students "frequent feedback about their performance." Entry assessments and early warning systems to identify at-risk students (e.g. MAP-Works) may be helpful, but formative assessments are especially useful in helping faculty and students know what they know and what they need to learn.
4. **Involvement** - "The more students are academically and socially involved, the more likely they are to graduate." When students frequently engage with faculty, staff, and peers, they are more likely to persist and graduate.
5. **Learning** - "The more students learn, the more value they find in their learning, the more likely they are to stay and graduate." After all, Tinto concludes, the purpose of higher education isn't just that students are retained, but that they learn.

Reserve a Library Group Study Room Now

Are you looking for a place to meet with your students one-on-one or in groups outside of regular class time? Adjunct faculty may reserve group study rooms in the library on an occasional basis. Reservations can be made by contacting Tim Rex in the Library Administrative Office (trex@svsu.edu, ext. 4237) or by stopping by the office on the 2nd floor of Zahnnow Library between 8:00 a.m. and 4:30 p.m. Monday-Friday.

SVSU MAP-Works Instructions For Faculty Referrals

3 Simple Steps:

Step 1 – Log-in to svsu.map-works.com and select “Student Tracking”. Student Tracking has a list of all students enrolled in your courses.



Step 2 – Click check boxes to select students you would like to create a referral for. referrals should be made based on attendance issues, poor academic performance, or lack of effort. Once students are selected click the “Manage Checked” box and select “Create Referral”.



Step 3 – The referral box will appear and you should select one of the following concerns, and you may provide a brief description of the academic concern. Items that faculty should refer include: Class Attendance or Academic Performance. Please select: “Public” for sharing lastly finally click “Save”.



The screenshots illustrate the process of creating a referral in the MAP-Works system. The first screenshot shows the 'All My Students' page with a table of students and their risk levels. The second screenshot shows the 'Manage Checked' dropdown menu with 'Create Referral' selected. The third screenshot shows the 'Referral' form with a 'Select a Category' dropdown menu open, showing options like 'Academic Concerns' and 'Personal Issues'.