

RETENTION REVIEW NEWSLETTER



September 2024

Did You Know?



The results of UWSP's 2024 Entering Student Survey indicate that students are worried about connecting with the help they need to succeed. Seventy-four percent (74%) of respondents are "very worried," "worried," or "somewhat worried" about knowing when to ask for help understanding course content or developing effective study skills or time-management skills. These help-seeking behaviors are vital to students' success; indeed, the University-wide retention framework names the development of these skills as a desired outcome for first-year students.

How Can You Support Students in Developing Help-Seeking Behavior?

As a member of the campus community, you can model help-seeking behavior when you interact with students both in the classroom and outside of the classroom. By modeling help-seeking behavior, you demonstrate that asking for help is a normal and necessary aspect of intellectual, social, and emotional growth. Remember that the help-seeking process includes several steps, from reflecting on your own strengths and weaknesses to identifying and using appropriate supports.

What Does it Look Like to Model Help-Seeking Behavior?

There are many ways to model help-seeking behavior. Here are a few examples:

- If you're not sure how to answer a question, perform a procedure, etc., admit that you aren't sure and ask the student to help you research possible answers.
- Acknowledge the role of colleagues, students, published research findings, etc. in inspiring, informing, and/or refining your own work.
- Demonstrate the steps you take and the strategies you use as a researcher, a writer, a note-taker, a reader, a problem-solver, etc. Focus especially on the strategies you use to acknowledge when you are confused and need to seek clarification or help. If you are an instructor or a supervisor, invite the students in your class or the students you supervise to use the strategies you have modeled or to experiment with variations that best fit their needs and personalities. If you are an instructor, consider incorporating short "metacognitive" quizzes or reading guides into some or all of your course reading assignments. Such activities encourage students to notice what they know, what they don't know, and when they need to ask for help.
- Refer students to services such as academic coaching and peer tutoring, which are available at no cost through the UWSP Tutoring-Learning Center (TLC). Students can use Navigate to schedule an appointment at the TLC. Alternatively, students can connect with the TLC on the Stevens Point campus at tlctutor@uwsp.edu, 715-346-3568, or Collins Classroom Center (CCC) 234. On the Marshfield campus, students can stop by the Library or contact Ryan O'Leary at roleary@uwsp.edu or 715-389-6533. In Wausau, students can visit Renee Wallin in the Library, contact wautlc@uwsp.edu, or call 715-346-3568.

CITL has kindly shared the following additional suggestions for modeling and encouraging the development of help-seeking behavior:

- Share stories in which you or your students have overcome struggles.
- Be explicit that being challenged by course material is normal.
- Communicate that using academic resources (office hours, tutoring, etc.) is a standard part of being a successful college student.
- Normalize non-academic challenges and help connect students with resources to help. [The support guide linked here will help you identify appropriate resources.](#)

Together, we can help students develop the help-seeking behaviors needed for successful life-long learning!

For more insights on this year's entering students, [visit the UWSP Office of Student Retention Website](#) and click on the First-Year Fast Facts logo. Currently, this link leads to an Executive Summary of the 2024 Entering Student Survey results for the Stevens Point campus. Marshfield and Wausau results are forthcoming. First-Year Fast Facts will change each month; check the link in October for new info and insights about our students!

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