

Retention Summit Reflection and Discussion Organizer

Unit / Department Name and Contact:

Instructions for sharing your responses:

Your discussion and notes on this organizer will both help your unit clarify retention goals and help the Office of Student Retention support you in meeting those goals. Please provide a copy of your responses to the Office of Student Retention to facilitate communication and support. You can share your responses in either of the following ways:

- 1) Use the link or QR code below to access a digital copy of this organizer in SharePoint. When you open the digital copy, please download or make an online copy and save it with the file name “Retention Summit Organizer [unit name]”. Send your completed organizer as a link or e-mail attachment to Lori Randall, Director of Student Retention, at lorandal@uwsp.edu
- 2) Complete the paper copy of the organizer provided at your table. Take photos of your completed organizer or scan your completed organizer and e-mail the document to Lori Randall, Director of Student Retention, at lorandal@uwsp.edu



<https://tinyurl.com/y29euz7u>

Discussion prompt 1: As a group, choose one of the five elements of the student experience described in UWSP’s Retention Framework: (1) *Academic Success*, (2) *Academic Belonging*, (3) *Major/Career Readiness*, (4) *Belonging and Connection*, and (5) *Personal Development*. Each element is listed on one of the following pages along with a set of outcomes for students to accomplish in each element during their first year.

Read the list of outcomes for your chosen element and identify between two and four actions that your unit currently takes to support students in achieving one or more of those outcomes. Discuss the prompts in columns 2 through 4 with your table-mates and appoint one person to record your thoughts in the table.

Academic Success

By the end of their first year, students will:

- Understand and adapt to the academic expectations of the university
- Develop effective learning strategies for success in university coursework
- Understand when and how to obtain the support needed to succeed academically
- Complete General Education *Foundational Skills and Dispositions* requirements as needed
- Earn 30 credits toward their degree in Good Academic Standing.

Describe between 2 and 4 actions you currently take in your department/unit to support first-year students and first-year majors in achieving one or more of the outcomes listed above.	Which of the action(s) you listed in the first column seem to be having the biggest impact on retention?	Considering the information you heard in today's keynote, what changes—if any—might your department/unit make to the actions identified in the first or second column?

Academic Belonging

By the end of their first year, students will:

- Identify and use the academic and personnel resources of their degree-granting college
- Begin to build a network of meaningful relationships with faculty, staff, and peers within their degree-granting college
- Know whom to talk with in their degree-granting college about majors, minors, and concentration
- Feel a positive connection to their college through active participation in events and programs.

Describe between 2 and 4 actions you currently take in your department/unit to support first-year students and first-year majors in achieving one or more of the outcomes listed above.	Which of the action(s) you listed in the first column seem to be having the biggest impact on retention?	Considering the information you heard in today's keynote, what changes—if any—might your department/unit make to the actions identified in the first or second column?

Major/Career Readiness

By the end of their first year, students will:

- Know who their assigned advisor is and attend all required meetings with their academic advisor
- Use curricular resources, such as the Catalog and the Degree Progress Report, to plan course schedules
- Declare a major that is the best fit with their academic interests and abilities
- Begin to identify potential career paths through active exploration of personal interests and values
- Attend at least one career-related event to feel more comfortable with the career-exploration process.

Describe between 2 and 4 actions you currently take in your department/unit to support first-year students and first-year majors in achieving one or more of the outcomes listed above.	Which of the action(s) you listed in the first column seem to be having the biggest impact on retention?	Considering the information you heard in today's keynote, what changes—if any—might your department/unit make to the actions identified in the first or second column?

Belonging and Connection

By the end of their first year, students will:

- Be involved in at least two co-curricular interest areas
- Develop at least one meaningful, supportive relationship with a university faculty/staff member
- Engage in University-wide events designed to build community
- Utilize at least one campus resource critical to their success and well-being
- Be proficient in the use of university systems necessary to navigate the institution (e.g., AccesSPoint, Canvas, Navigate, SPIN).

Describe between 2 and 4 actions you currently take in your department/unit to support first-year students and first-year majors in achieving one or more of the outcomes listed above.	Which of the action(s) you listed in the first column seem to be having the biggest impact on retention?	Considering the information you heard in today's keynote, what changes—if any—might your department/unit make to the actions identified in the first or second column?

Personal Development

By the end of their first year, students will:

- Exhibit greater autonomy and self-advocacy in behavior and decision-making
- Begin to exhibit a “growth mindset,” recognizing that the challenges that come with the transition to college are opportunities to learn and grow
- Adopt healthy strategies to manage the stressors in their lives
- Increase their financial literacy, while solidifying a financial plan for the second year of college
- Understand how their physical, emotional, and financial health impacts academic and personal success.

Describe between 2 and 4 actions you currently take in your department/unit to support first-year students and first-year majors in achieving one or more of the outcomes listed above.	Which of the action(s) you listed in the first column seem to be having the biggest impact on retention?	Considering the information you heard in today’s keynote, what changes—if any—might your department/unit make to the actions identified in the first or second column?

Discussion prompt 2: Discuss the prompts below with your table-mates. Appoint one member of your group to record your responses in the table below.

List one or two actions that you will implement or continue using to impact retention this semester:

What data will you collect or use to analyze the effectiveness of these actions (e.g., student feedback, institutional data, unit observations)?

List one or two actions that you will implement or continue using in Fall 2025 to impact retention next year:

What data will you collect or use to analyze the effectiveness of these actions (e.g., student feedback, institutional data, unit observations)?

How will you talk with other members of your unit about the purpose and impact of the actions described above?

What resources can the University provide to support you in implementing or continuing to use the actions you have described?