

Supporting Student Success Using Purpose First Strategies

Andy Cinoman, Ph.D.

Director, Student Retention

acinoman@uwsp.edu



University of Wisconsin
Stevens Point

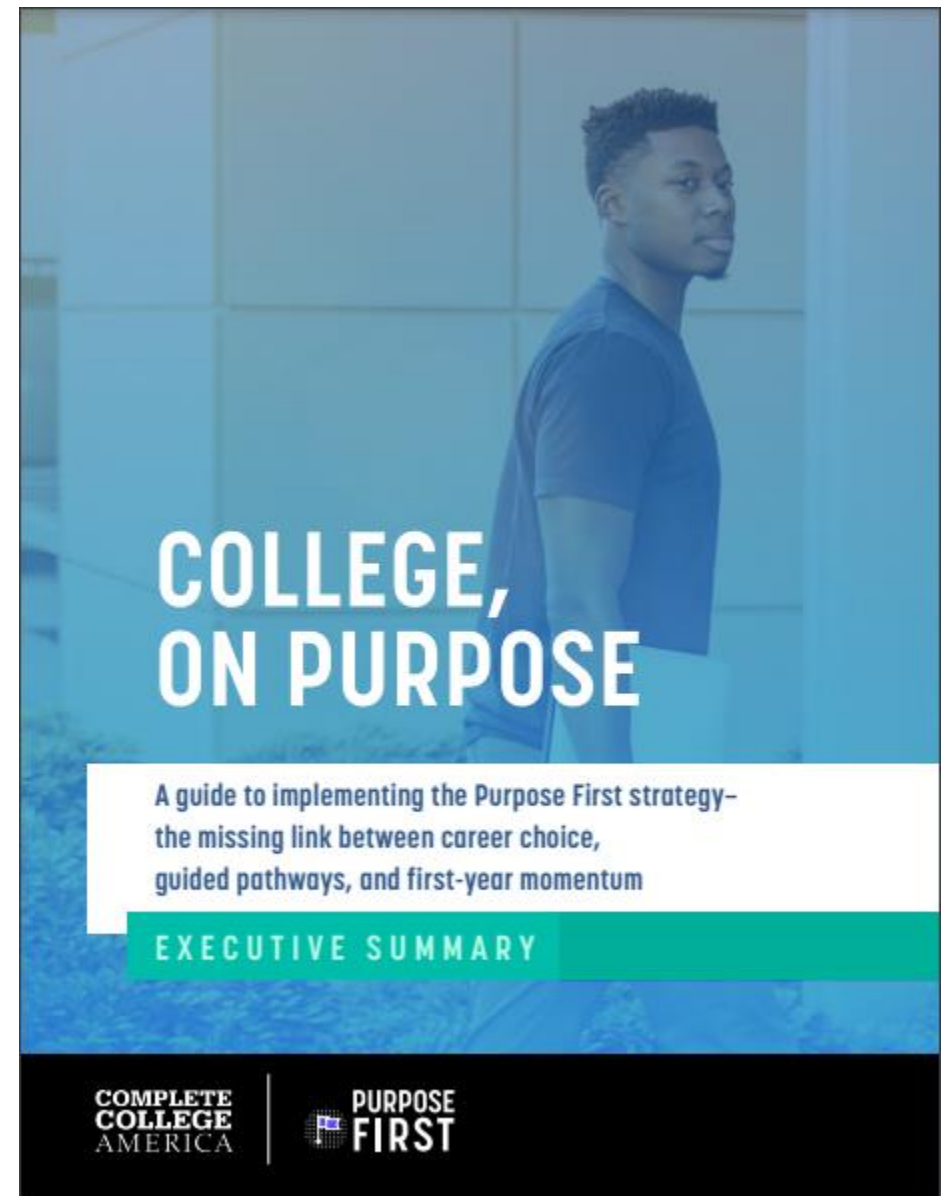
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Data from the Entering Student Survey that Support the Need for a *Purpose First* Strategy

- **There is significant INCOME DISPARITY** – 56% of URM students' reported family income is below 50k, compared to 25% of majority students, while just 18% of URM students report a family income above 100k, compared to 41% of majority students
- **When it comes to their reasons for attending college**, URM students are more focused on preparing for graduate/professional school and gaining hands-on experience for the world of work...than majority students
- **URM students feel it's more important to BUILD COMMUNITY** through meeting people with similar major/career interests than do majority students
- **URM students are MUCH MORE LIKELY** to seek out tutoring or other academic support, seek out personal counseling, and to approach a professor about working on a research project, than are majority students
- **In general, our URM students expressed GREATER CONCERN** about their mental health, developing study skills and time management strategies, balancing a part-time job with their academics, and handling the academic rigor of college courses, than did our majority students
- **In general, our URM students are LESS CONFIDENT than majority students** – in their ability to adjust to the academic demands of college, be successful college students, do well academically in their courses, communicate effectively with others, and understand their personal strengths



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Competencies for a Career-Ready Workforce Definitions



Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.



Fostering Belonging, Mattering, and Connection in the Classroom

First Year students shared that the MOST IMPACTFUL reasons why they left the university are *feelings of loneliness and isolation, and that they didn't BELONG here.*

In their first semester at UWSP, only 17% of new students felt like they were successful in *getting to know their professors*, 25% felt they were successful at *feeling like they were a part of the university community*, while 41% felt they were successful at *understanding what their professors expected from them academically.*

How can we help our students feel connected, supported...and know that they MATTER to us?

- **Take steps to be APPROACHABLE** – personal interactions matter! Can you require a “student hour” visit, and/or engage with the group before class begins or in the first few minutes...to help your students get over their fear of talking with you?
- **HUMANIZE yourself** - share what you are comfortable sharing about your life outside of the classroom. For example: if you ask them a question about themselves before class begins, be ready to answer it yourself!
- **Show that you CARE about their learning and success** – show it in your actions and express it at critical points in the term. Let them know that you understand how they are feeling (often overwhelmed and lost) and that this is NORMAL!
- **Create classroom activities that allow EVERYONE to fully engage** – not just the extroverts.
- **Help your students LEARN HOW TO LEARN** – to take notes properly in your course, read a college-level text to foster deep learning, and/or study effectively for an exam or quiz. *They want (and expect) to learn these skills from their instructors...*
- **TILT your classroom** – provide transparency of PURPOSE, TASKS, and CRITERIA OF EVALUATION so students know what is expected of them...especially when they are new to the college classroom or to the subject matter of your course.



Transparency in Learning and Teaching (TILT)

<https://youtu.be/xqUQhSKmD9U>



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In Summary: A Few Classroom To-Dos

- Incorporate major and career exploration and verification assignments into early introductory courses
- Dispel “major myths” like: *You can't get a job with a major in ___* by sharing specific career/salary outcome information in major classes
- Take an active role in building and using *Major Maps*
- Scaffold experiential learning across the curriculum...like internships
- Incorporate assignments that help students get connected, try new things, reflect on their competencies, and set goals for the process of career preparation



Citations

- [Purpose First](#) Executive Summary and Full Report, Complete College America
- [UW System Strategic Plan 2023-28](#) with relevant call-outs
- [Entering Student Survey 2022 Executive Summary](#)
- [National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#)
- [“Only Connect . . . “ The Goals of a Liberal Education](#), Cronon
- [A Stunning Level of Student Disconnection](#), McMurtrie
- [Transparency in Learning and Teaching \(TILT\)](#) in Higher Education
- [O*Net](#) offers a career [Interest Profiler](#). Results are tied to job families with salary and job outlook information
- [Career Exploration and Preparation Assignments](#) to borrow from ACAC and adapt to your classroom needs are available; goal to build them in Canvas Sandbox
- [National Alumni Career Mobility](#) survey

