

## 2024-2025 Student Success Mini-Grants

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| UW-Green Bay: <i>UW-Green Bay Financial Wellness Fair/Financial Literacy Project</i>   |  |
| <b>Funding Amount:</b><br>\$6,500  | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Student stipend for creating financial wellness social media campaign</li> <li>• Digital and reusable signage</li> <li>• Event catering</li> <li>• Promo items (24 laptop backpacks)</li> <li>• Photographer for professional headshots</li> </ul> |
| <p><b>Summary:</b> The Financial Wellness Fair aimed to provide students with needed life skills training, connect students to resources, establish community partnerships, and increase a sense of belonging amongst students, particularly those with marginalized identities. UW-Green Bay specifically marketed the Financial Wellness Fair to first-generation college students and the 1,250 first-year students enrolled in a first-year seminar for fall 2024. In total, 122 students attended the full in-person event, more than 40 additional students attended just the resource fair, and approximately 20 students participated online in some form during the live stream of the event. A social media intern worked with ten campus departments over the remainder of the academic year to create content promoting financial services available to students. Moving forward, the First Gen Student Success Collaborative and Financial Wellness Fair planning group have decided to maintain the event with some modifications. The First Gen Student Success Collaborative hopes this event maintains its extensive collaboration and becomes a signature program marketed toward first-generation students.</p> |  |
| UW-La Crosse: <i>Success Coaching (Pilot)</i>  |  |
| <b>Funding Amount:</b><br>\$13,500   | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Student Success Coaching 101 training for 10 higher education professionals</li> <li>• Additional training webinar</li> <li>• Marketing</li> </ul>   |
| <p><b>Summary:</b> Funding was used to train 10 success coaches at the University of Wisconsin-La Crosse as a pilot program. A six-week training program with JST Coaching, LLC started in December 2024 and ended in February 2025. Training focused on strength-based coaching skills, goal setting, motivation, accountability, growth mindset, coaching neurodiverse learners, and effective learning strategies. Coaching appointments were available for students to schedule starting on the first day of the Spring 2025 semester. The pilot program partnered with many offices in marketing services of the program. Success coaching was available to all students, and many found their way to the program through direct referrals from faculty or staff. Awareness and utilization of coaching appointments grew slowly in its first semester, and all those who participated either graduated or planned to return in Fall 2025. Many also improved their GPA from the previous term. Targeted marketing will continue into the 2025-26 academic year to expand utilization and impact of the program.</p>  |  |

## 2024-2025 Student Success Mini-Grants

| UW-Milwaukee: <i>Incorporating Career Content into the Classroom</i>  |   |
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| <b>Funding Amount:</b><br>\$15,000  | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Faculty fellow stipends</li> <li>• Resume AI platform</li> <li>• Faculty/industry partners networking luncheon</li> </ul> |
| <p><b>Summary:</b> UW-Milwaukee increased the inclusion of career content in courses in their College of Letters &amp; Sciences and incorporated the employer voice into the curriculum development process. This initiative included inviting Letters &amp; Science faculty and employer stakeholders to a networking lunch where participants engaged in a networking exercise to inspire conversations about workplace skills and the need to align curriculum development with goals of graduating strong early career professionals. They also explicitly encouraged faculty to invite employer partners into the classroom to talk about a variety of topics such as project management, soft skill development, and workplace culture. In addition, four faculty fellows were selected to build course content focused on career-readiness, <i>Resume AI</i> software was purchased, and UW-Milwaukee's career services team developed templates for different types of resumes specific to potential student need (internship resume, first job resume, etc.). The project achieved one of its goals by designing and scheduling career courses/career content for students in Letters &amp; Science majors. Next steps include delivering the courses to students in Fall 2025 and evaluating both student and faculty responses to the new content when the courses are complete.</p> |   |

  

| UW-Parkside: <i>Strengthening Campus Connections: Faculty and Staff Support for Enhancing Student Mental Health and Belonging</i>   |   |
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| <b>Funding Amount:</b><br>\$15,000  | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Faculty fellow stipend</li> <li>• Team attendance at UW Stout's Culturally Responsive Approaches to Mental Health Conference</li> <li>• Catering for fall cohort meetings and spring teaching &amp; learning mini conference</li> <li>• Faculty cohort incentives</li> <li>• Marketing and promotion (posters, stickers, banners, support materials)</li> </ul> |
| <p><b>Summary:</b> UW-Parkside's project focused on enhancing mental health, wellness, and student belonging as a strategy to support student retention. A multi-tiered approach was implemented, including an integrated marketing campaign, faculty/staff engagement through a shared reading initiative, and a First-Year Belonging Intervention targeting high DFW courses at the 100 and 200 levels. Marketing and communication efforts led to a 34.5% increase in new student sign-ups for contracted tele-mental health services from August 2023 to March 2024. Additionally, DFW rates were lower in six of the nine selected courses compared to the previous semester. With momentum from the first year, the Center for Excellence in Inclusive Teaching and Learning (CEITL) will attempt to relaunch a shared reading group in Fall 2025 after their first attempt gained little traction. One major outcome of the project was the creation of a new course, UWP 112: Human Flourishing and College Success, launching Fall 2025. This course will serve as an elective for new online, accelerated programs and will be one of the courses offered as part of the Wisconsin Tuition Promise program.</p> |   |

## 2024-2025 Student Success Mini-Grants

| UW-Platteville: <i>Wellness Week</i>  |   |
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| <b>Funding Amount:</b><br>\$3,500   | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>Wellness kits/activity supplies</li> <li>Marketing</li> <li>Space rentals</li> </ul>  |
| <p><b>Summary:</b> UW-Platteville hosted a "Wellness Week" on campus during the Fall 2024 semester with events and activities to promote personal wellness skills students need to be successful, engaged, and empowered both inside and outside of the classroom. The Wellness Week project served as a refresher to campus about the well-being resources that students can access through University Counseling Services, Student Health Services, and the Dean of Students' office, and the wellness week campaign promoted resources that students can access on-demand as well as newly launched resources such as Mantra's Whole Campus Care suite of services and the undergraduate Recognize, Respond, Refer suicide prevention training. Over 500 students checked in to the various wellness events throughout the week. Moving forward, UW-Platteville will continue to promote the suite of resources that support overall wellness of students and will continue to distribute information to campus with hopes of increasing awareness.</p>  |   |
| UW-River Falls: <i>Addressing Trauma in the Campus Community</i>  |   |
| <b>Funding Amount:</b><br>\$4,300   | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>Speaker consultation, training, and travel fees</li> <li>Room rental/technology costs (audiovisual support staff)</li> <li>Marketing materials</li> <li>Snacks for RA training</li> </ul> |
| <p><b>Summary:</b> UW-River Falls' project was a response to the continued need for resources and support among the UWRF community following four student deaths by suicide the previous academic year. The goal was to provide training for staff and students on mental health, suicide, trauma and vicarious trauma. Angela Lewis-Dmello, a trauma expert, provided a training focused primarily on secondary traumatic stress among helping professionals to staff in the Student Success Division at UWRF in November. This training proved useful to the staff, and Angela was able to provide a unique and important message to help professionals on campus with ongoing feelings related to the loss of several students. At the completion of the staff training, an interdisciplinary team consulted with Angela to create a presentation to be delivered to Resident Assistants (RAs) by Counseling Services Staff. The goals of this presentation were to provide RAs with information on common mental health challenges, suicidality, and secondary trauma so that they may feel more confident in their ability to connect students with the help they need while also being mindful of their own well-being. Survey results showed an increase in student confidence to work with residents who may be at risk of suicide. Moving forward, counseling services will continue to provide this training to RAs during orientation.</p> |   |

## 2024-2025 Student Success Mini-Grants

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| UW-Stout: <i>UW-Stout Conference, Career Savvy: Essential Skills for a Global Career</i>   |  |
| <b>Funding Amount:</b><br>\$7,500  | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Keynote speakers and facilitators</li> </ul> |
| <p><b>Summary:</b> UW-Stout's one-day conference focused on global competence and learning tied into career readiness to enhance students' practical skills and deepen their academic engagement. The conference was focused on underrepresented and first-generation college students with the goal of improving their global fluency skills and preparing them for employment in a global marketplace. The conference was centered on three key focus areas designed to guide the learning objectives and outcomes of the conference: intercultural competencies, metacognition skills, and global citizenship. Based on pre and post survey data, participants reported an overall increase in their global perspective, and increased confidence in identifying their strengths, recognizing areas for growth, and articulating the value of their academic and co-curricular experiences in a career context.</p> |  |

  

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| UW-Superior: <i>The Science and Practice of Well-Being for Student Success Practitioners</i>  |  |
| <b>Funding Amount:</b><br>\$7,700   | <b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Lodging</li> <li>• Vehicle rental/fuel</li> <li>• Per diem</li> <li>• Participant workbook copies</li> </ul> |
| <p><b>Summary:</b> The Pruitt Center for Mindfulness &amp; Well-Being at UW-Superior provided between 6-8 hours of training to student success practitioners at five UW universities, centered around their signature workshop focused on the PERMANENT Model of Well-Being—a holistic approach to living well in mind, body, and spirit. Participating universities included UW-Stevens Point, UW-Oshkosh, UW-La Crosse, UW-River Falls, and UW-Milwaukee. This training program included a 4–5-hour skill building session focused on learning about well-being concepts and strategies to help participants flourish both personally and professionally. The second part of the program focused on working with leadership teams and applying part one to their units/departments. Overall, 310 participants completed part one of the program (4–5-hour skill building session) and 79 participants completed part two (leadership teams and implementation). Virtual follow-up meetings with each university will be scheduled in the future. The program received high support and engagement from participants and very positive and enthusiastic feedback from both participants and senior leaders. Leaders indicated they have implemented several ideas from the training to make practices sustainable with their teams, and that they have perceived a positive impact on morale as a result of the training. UW-Superior plans to continue to expand and offer this program across the UW universities and across the nation.</p> |  |

## 2024-2025 Student Success Mini-Grants

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| UW-Whitewater: <i>Peer Engagement Program</i>   |   |
| <b>Funding Amount:</b><br>\$2,000   | <b>Use of Funding:</b> <ul style="list-style-type: none"><li>• Student lead stipend, training, and t-shirt</li><li>• Staff supervisor stipend</li></ul> |
| <b>Summary:</b> UW-Whitewater launched the Peer Engagement Program (PEP) with the goal of providing students on campus the opportunity to attend events and programs with companions. The program was targeted towards students who might be feeling isolated, anxious, or disconnected, although all students were welcome to attend. In this program, a lead student was hired to engage with their peers and encourage them to attend campus events together. A survey was sent to students in which they could indicate their interest in attending events with others on campus. From that survey, 142 students expressed interest in connecting. PEP sponsored attendance at 17 events during Spring 2025, with 1-7 students joining each event. The PEP program has secured student affairs funding to expand in 2025-26, with plans to hire more student leads to reach a larger audience of students and attend a larger variety of events. They will build on their advertising through more avenues such as social media accounts and will work with other departments and students themselves to determine how to best connect with students and meet their needs for engagement and belonging. |   |