

Impediments to Undergraduate Student Success and Retention: Multiple Interacting Factors

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Improving student success
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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNC-CH Academic Eligibility Requirements

A 2.000 cumulative UNC-Chapel Hill grade-point average and the following number of academic semester credit hours passed:

9 academic hours to enter a second semester

24 academic hours to enter a third semester

36 academic hours to enter a fourth semester

51 academic hours to enter a fifth semester

63 academic hours to enter a sixth semester

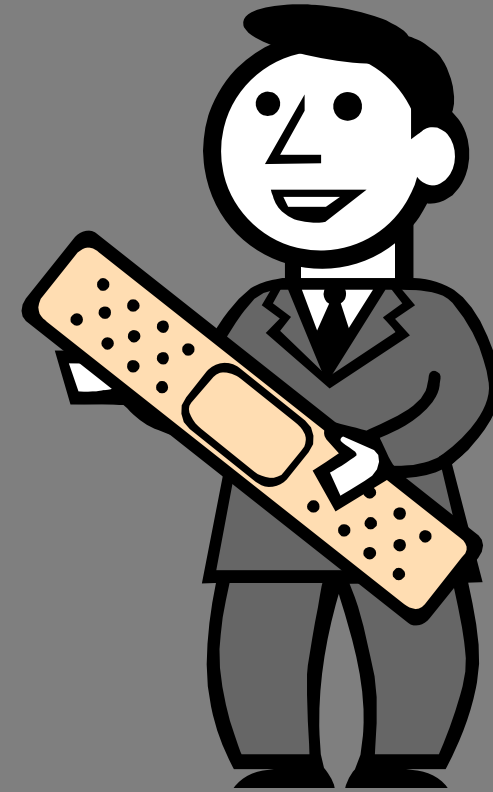
78 academic hours to enter a seventh semester

93 academic hours to enter an eighth semester

Special permission of the dean to enter a ninth semester

Students who fall short of the standards, but have passed at least nine credit hours of graded coursework (excluding BE or PL credits) in the preceding semester and who were not already on probation, will be on academic probation for one semester with the objective of meeting those standards.

Study Skills Band-Aid



Students' Explanations for Failure to Graduate

Multiple interacting factors:

- Academic problems
- Financial
- Personal problems
- Unaware or reluctant to use services

2004 Retention
Study Group

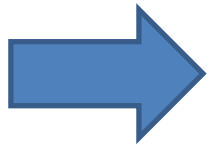
Synergism: “the joint operation of two or more forces produces an effect that is greater than the sum of the individual effects”
(Bronfenbrenner, 1989)

Self-Assessments of PR Students

Multiple Interacting Factors Contributing to Academic Probation (top 10):

1. Time management
2. Study skills
3. Procrastination
4. Stress management
5. Inability to Concentrate
6. Test Taking Skills
7. Course Selection
8. Lack of Motivation
9. Family & Personal Relationships
10. Depression

Do Something Different



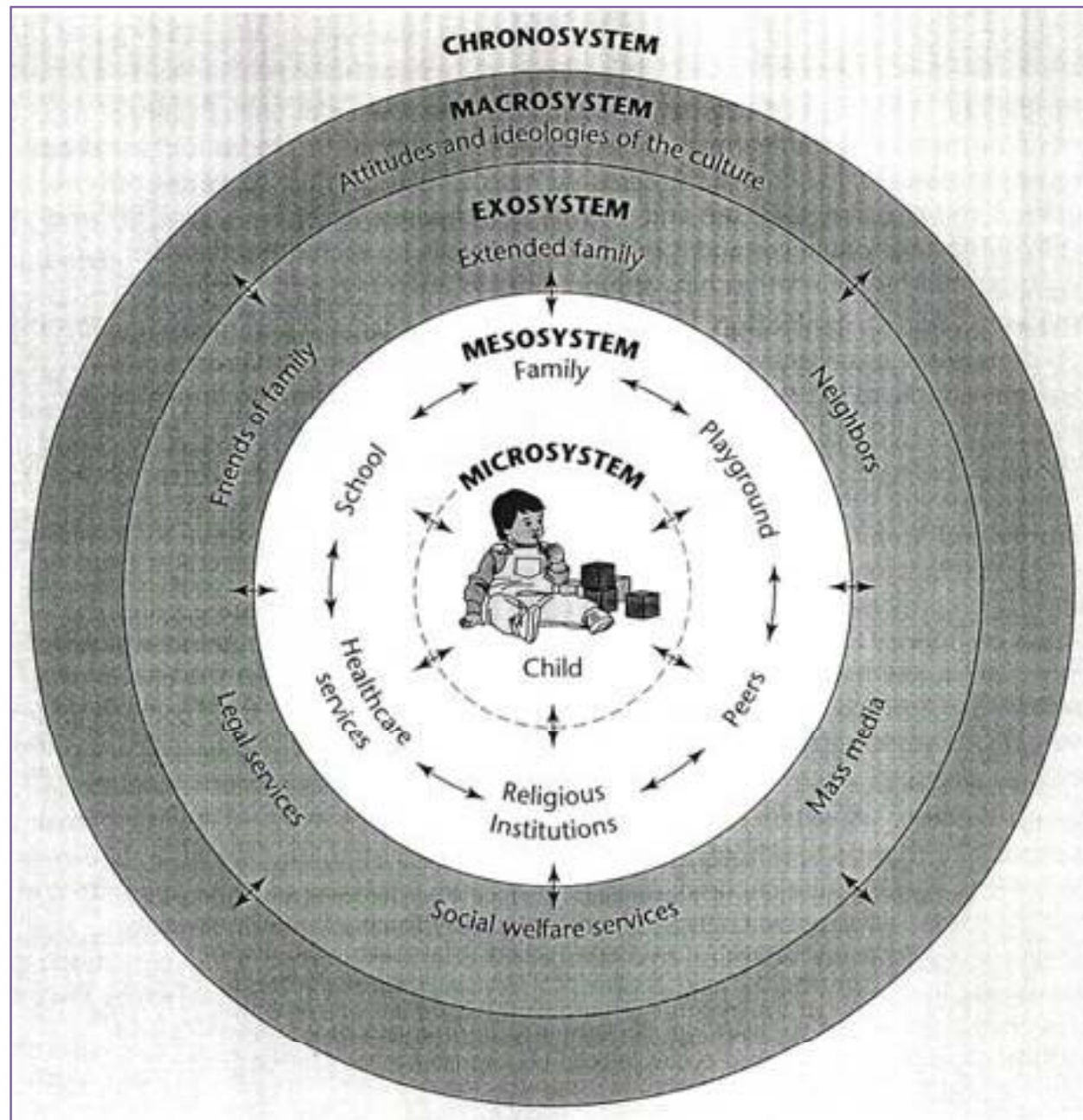
Take an ecological approach to academic intervention

- The Bounce Back Retention Program is an example of an ecological intervention

Overview of Ecological Systems Theory

Ecological Perspective of Human Development (Urie Bronfenbrenner)

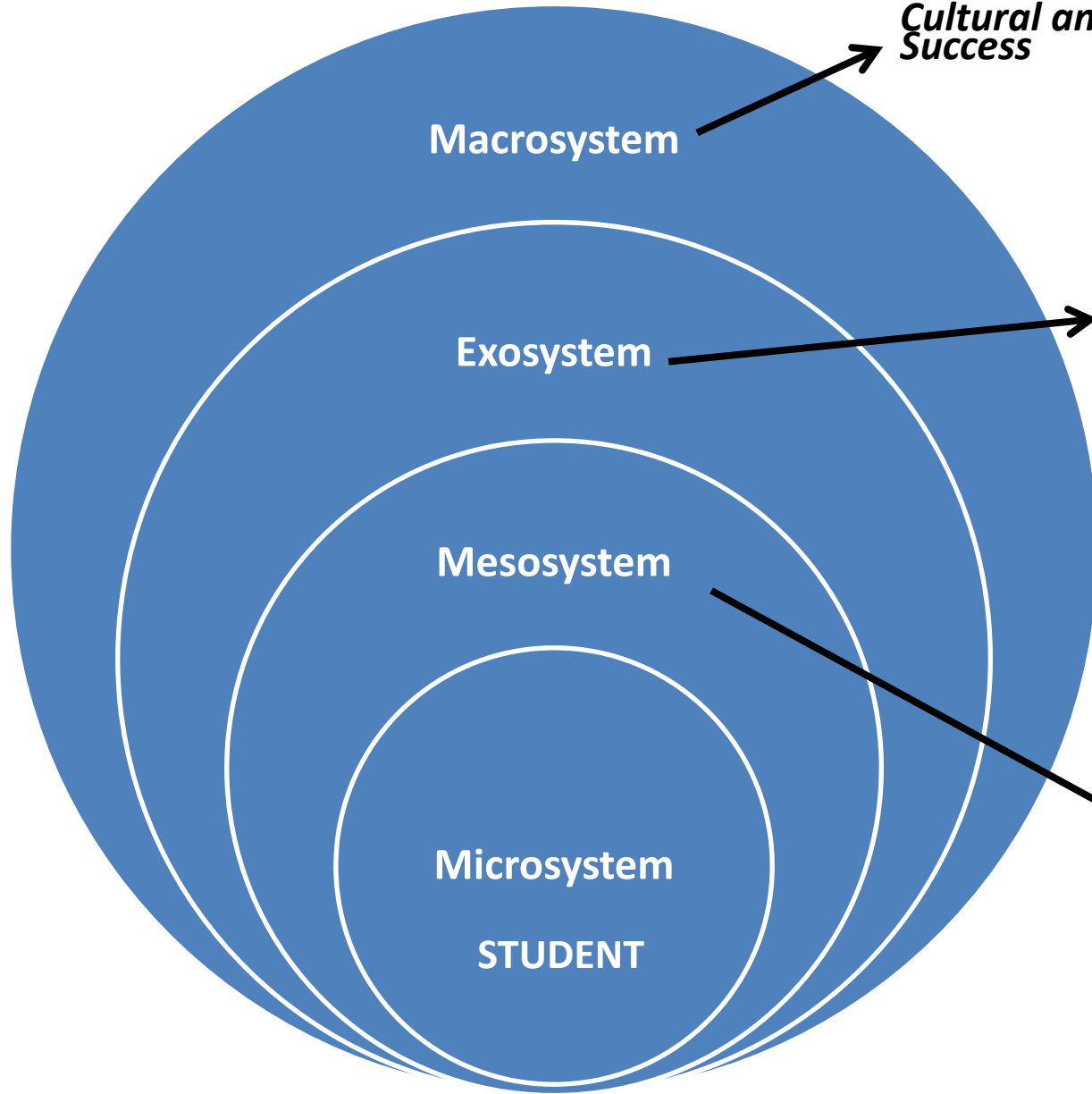
- Human development occurs through interaction between overlapping and nested ecological systems
- Individual affects as well as is affected by the settings in which she spends time



Applying Bronfenbrenner's Theory to Student Success

- To understand failure to persist, examine classroom experiences as well as the students' experiences within their family, neighborhood and community
 - Both at the university and before they came to the university

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Macrosystem

*Value of an Undergraduate Degree
Cultural and Societal Definitions of
Success*

Exosystem

*Job Market and Economy
University Policies
Mass Media
Government and Fin. Aid*

Mesosystem

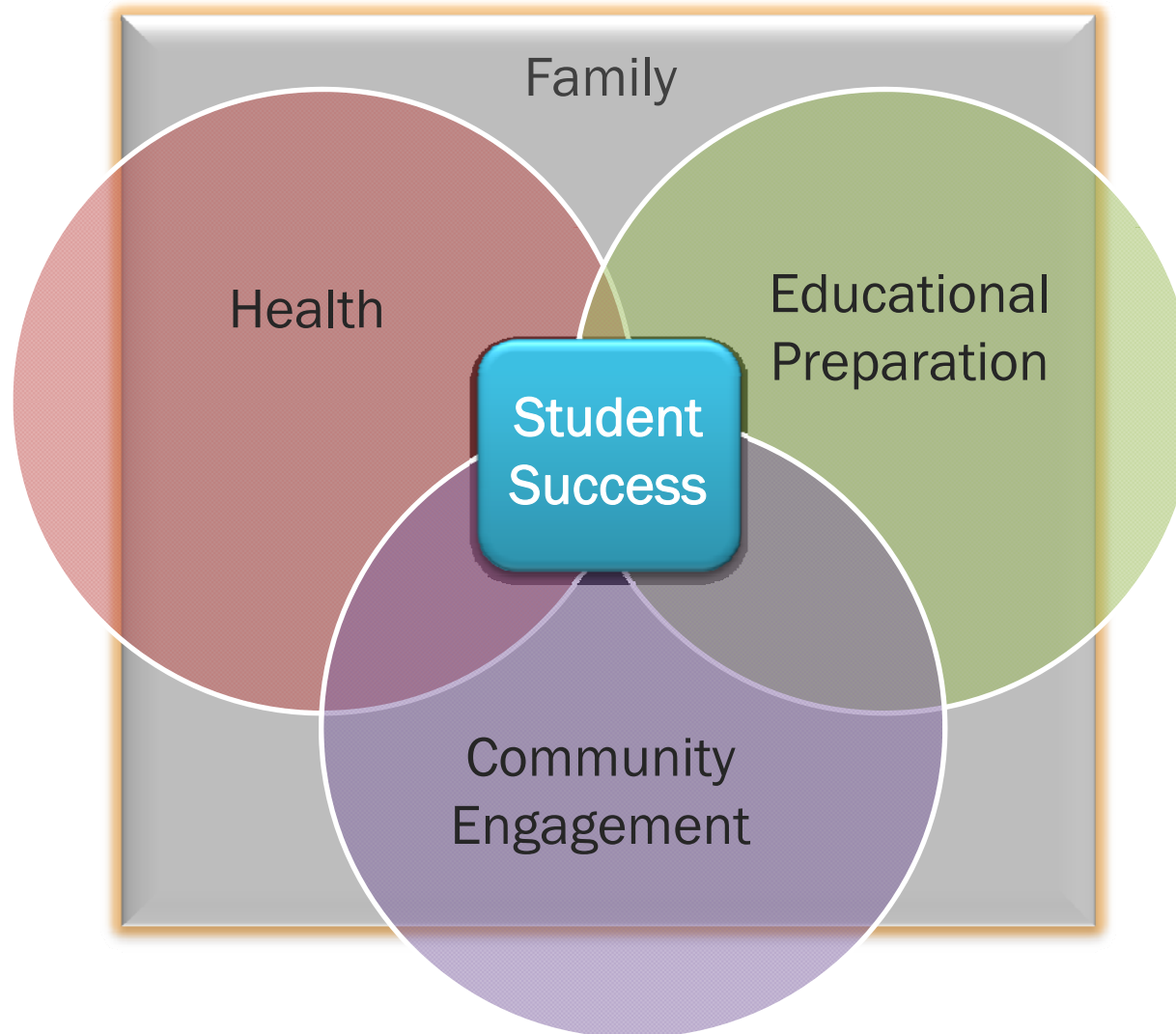
*Peers
Faculty
Family
School Personnel
Support Services
Student Activities
Workplace*

Microsystem

STUDENT

Multiple Interacting Factors Affecting Student Success

Mesosystem: A System of Microsystems



The Bounce Back Retention Program

**Academic Intervention with an
Ecological Approach**

What is Bounce Back?

- Offered from the department of Counseling and Wellness Services in cooperation with the Office of Undergraduate Education
- Voluntary, semester-long intervention
- Weekly small (8-10 students) group meetings
- Facilitated by a mental health professional and a peer coach

Bounce Back takes an ecological approach to student success.

- The student is an individual affected by and affecting the environment.
- Interactions in **home**, **family**, **school**, **community** and **society** are key to promoting persistence, resiliency and academic success.
- Bounce Back helps students understand themselves in relation to these ever changing ecological systems by fostering student resiliency.

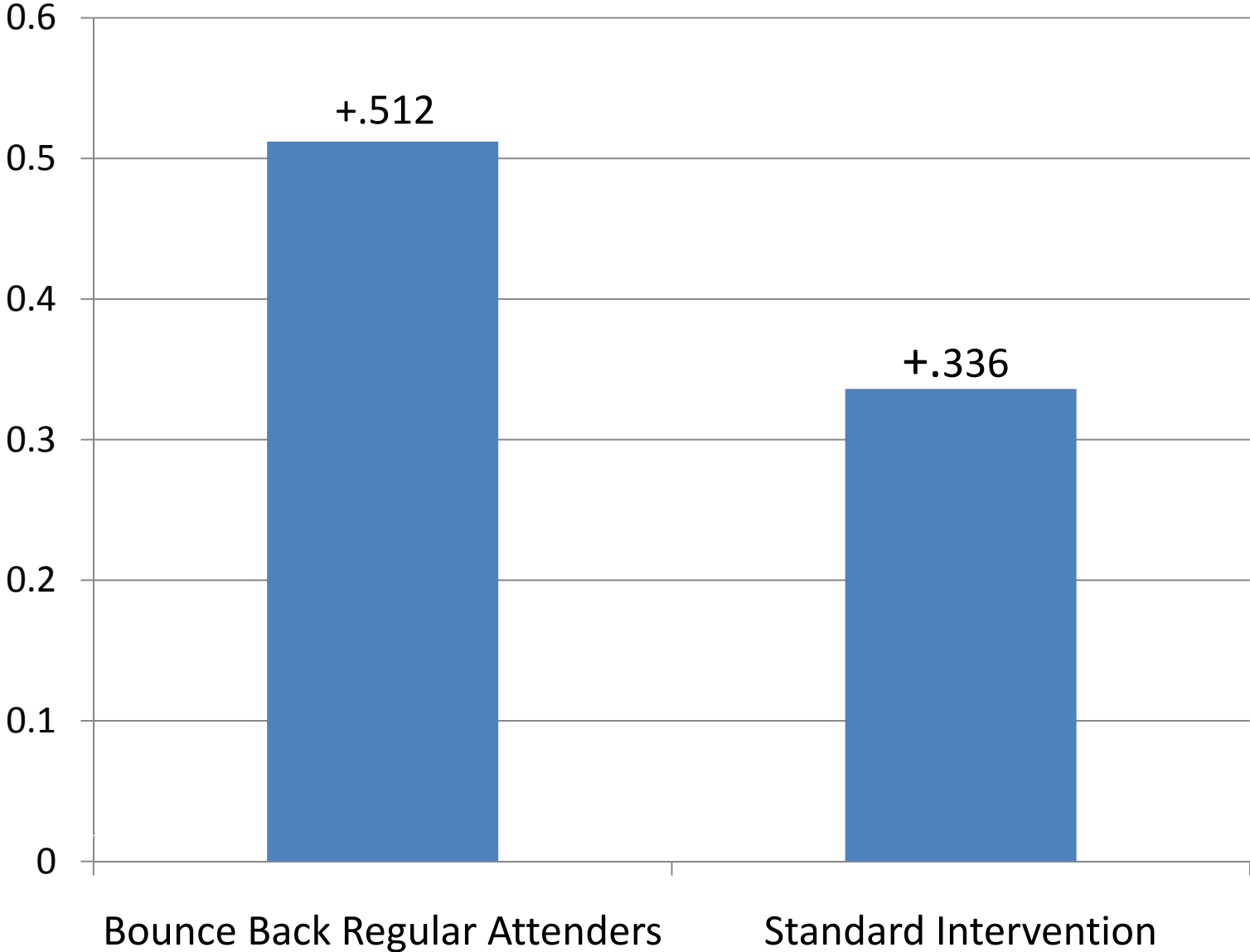
In the ecological approach, participation in social relationships is required for development.



Preliminary Analysis of Bounce Back at UNC-Chapel Hill

Bounce Back is part of a larger program of intervention for students on academic probation that can be found at www.studentsuccess.unc.edu

Average GPA Increase



Spring 2008 Bounce Back

