### PERSISTENCE and ACADEMIC ACHIEVEMENT:

Supporting student persistence and academic achievement (the underlying goal of a learning based approach to student affairs work) requires knowledge about factors that contribute to academic success. Student affairs professionals must understand and be sensitive to the role of culture and background in achievement and be able to support academic success for all students.

<table>
<thead>
<tr>
<th>Student Outcomes*</th>
<th>Outcome Dimensions*</th>
<th>Definition</th>
<th>Action Words**</th>
<th>Student Developmental Experiences for Learning*</th>
<th>Sample Student Learning Outcomes</th>
</tr>
</thead>
</table>
| **PERSISTENCE**   | Manage college experience to achieve academic and personal success | The capacity to engage in a productive student experience through knowledge of various resources, services and opportunities available on campus | •identify  
•explain  
•use  
•demonstrate  
•set  
•attain | •Learning skills  
•Bridge programs  
•Peer mentoring  
•Faculty and staff mentoring  
•Supplemental instruction-tutoring orientation programs  
•Academic advising  
•Financial aid  
•Disability support services  
•Parents' programs  
•Child care services. | First year students who participate in _______ will demonstrate the ability to locate and articulate the services available on campus that will assist in academic and personal success. |
| **and ACADEMIC ACHIEVEMENT** | Academic goal success including degree attainment | The active responsibility of planning your academic path, establishing goals and achieving desired academic outcomes based upon self awareness of abilities and needs. These may include gpa, timelines, progression towards degree and needed curricular and co-curricular competencies and skills | | | Students who participate in _______ can demonstrate academic success through degree attainment that is aligned with timeline for graduation. |

*Learning Reconsidered  
**Bloom's Taxonomy

Bodies of Knowledge* - Retention theory, Person-environment fit, Socialization, and Family systems.

© 2008, Dr. Erin Bentrim-Tapio  
Student Affairs Assessment, UNCG