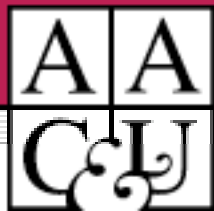


# AAC&U

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- Greater Expectations
- Liberal Education & America's Promise
  - College Learning for the New Global Century
  - High-Impact Educational Practices
- VALUE - Valid Assessment of Learning in Undergraduate Education



*Association of American Colleges and Universities*

# Liberal Education and America's Promise (LEAP)

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“LEAP is a decade-long national initiative launched by the Association of American Colleges and Universities (AAC&U) in 2005 to **align the goals for college learning with the needs of the new global century**. Extending the work of AAC&U’s Greater Expectations initiative, LEAP seeks to engage the public with **core questions about what really matters in college**, to give students a compass to guide their learning, and to make the aims and outcomes of a liberal education – broad knowledge, intellectual and practical skills, personal and social responsibility, and integrative learning – the expected framework for excellence at all levels of education. The LEAP initiative is especially concerned with students who, historically, have been underserved in higher education.”

“This report on “High-impact educational practices” speaks directly to what is arguably our most important national challenge in higher education: helping America’s extraordinarily diverse students **reap the full benefits – economic, civic, and personal – of their studies in college.**”

- Carol Geary Schneider

High-Impact  
Educational Practices

WHAT THEY ARE,  
WHO HAS ACCESS TO THEM,  
AND WHY THEY MATTER

“...the long-term ‘college success’ question encompasses not only whether students have earned a degree, but also whether graduates are in fact **achieving the level of preparation – in terms of knowledge, capabilities, personal qualities – that will enable them to both thrive and contribute in a fast-changing economy and in turbulent, highly demanding global, societal, and often personal contexts.**”

- Carol Geary Schneider

“how frequently, and with what results, do students engage in educational practices – **curricular, cocurricular, and pedagogical** – that provide them with **realistic opportunities to actually develop the kinds of learning they need**? How does such participation relate to expected learning outcomes?”

- Carol Geary Schneider

High-Impact  
Educational Practices

WHAT THEY ARE,  
WHO HAS ACCESS TO THEM,  
AND WHY THEY MATTER

# First Year Retention at USD

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USD three-year average:

- Fall to Spring = 95.1%
- Fall to Fall = 85%

USD goal by 2012:

- Fall to Fall = 90%



# USD Retention Compared to Peers

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- 96% - USC
- 94% - Villanova
- 93% - Santa Clara
- 91% - Fordham
  - 89% - Pepperdine
  - 88% - Seattle University
  - 87% - Loyola Marymount
  - 87% - University of Dayton
    - **85% - USD**
    - 83% - USF
    - 83% - Seton Hall

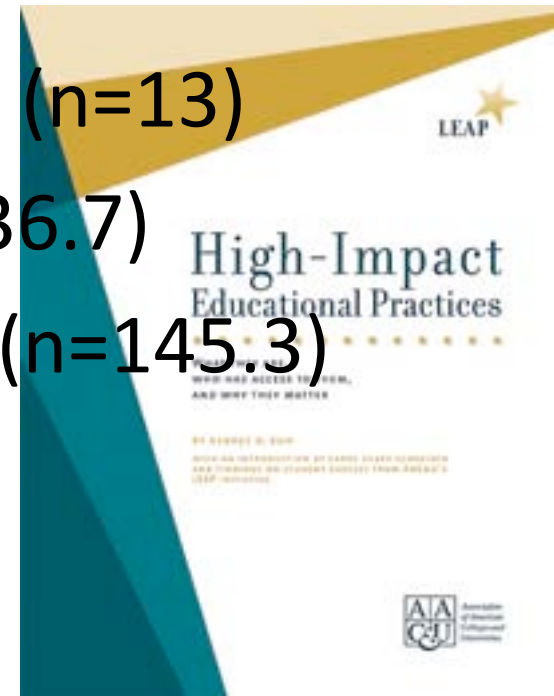


# Retention & Student Success

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## Who leaves USD at higher rates?

- Black students - 80.5% (n=20.7)
- Out-of-state – 81.2% (n=426.3)
- American Indian students – 81.3% (n=13)
- Non-Catholic students – 82.5% (n=436.7)
- First generation students – 83.7% (n=145.3)





# Retention & Student Success

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## Who stays at USD at higher rates?

- Commuter students – 88.4% (n=43.3)
- Students from CA – 88.2% (n=553)
- Honors – 87.2% (n=95.7)
- Catholic – 87.1% (n=542.7)



# USD Six-Year Graduation Rates Compared to Peers

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- 88% - Villanova
- 87% - USC
- 85% - Santa Clara
- 80% - Pepperdine
  - 79% - Fordham
  - 78% - Loyola Marymount
  - 76% - University of Dayton
    - **74% - USD**
    - 71% - Seattle University
    - 67% - USF
    - 60% - Seton Hall



# Six-Year Graduation Rates

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## Who graduates USD at lower rates?

- Black students – 55.1% (n=23)
- International students - 65.9% (n=14.7)
- Scholarship athletes – 68.6% (n=28.7)
- Out-of-state – 70.6% (n=463.3)



### High-Impact Educational Practices

WHAT THEY ARE,  
WHO HAS ACCESS TO THEM,  
AND WHY THEY MATTER

BY ROBERT D. EMM  
WITH AN INTRODUCTION BY CAROL ANN KEMMEL  
AND FOREWORD BY STUDENT SUCCESS FROM AHEAD'S  
LEAP INITIATIVE



# Six-Year Graduation Rates

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## Who graduates at USD at higher rates?

- Honors – 83.5% (n=99)
- Students from CA – 77.5% (n=574.3)
- Commuter students – 76.7% (n=64.3)
- American Indian – 76.6% (n=15.7)
- Catholic – 76.3% (n=595)



### High-Impact Educational Practices

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LEAP UNIVERSITIES



# Retention & Student Success

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## Why are students leaving?

- Financial Reasons
  - tuition too high
  - do not want more debt
  - insufficient financial aid
- Student body composition and culture
  - students too “cliquey”
  - uncomfortable with overall student culture
  - not enough economic diversity



# High-Impact Educational Practices

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- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service-learning, community-based learning
- Internships
- Capstone courses and projects

