AAC&U

• 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
“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
“...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
First Year Retention at USD

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

- 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

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% (436.7)
• First generation students – 83.7% (n=145.3)
Retention & Student Success

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

- 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

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)
Six-Year Graduation Rates

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)
Retention & Student Success

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

- 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