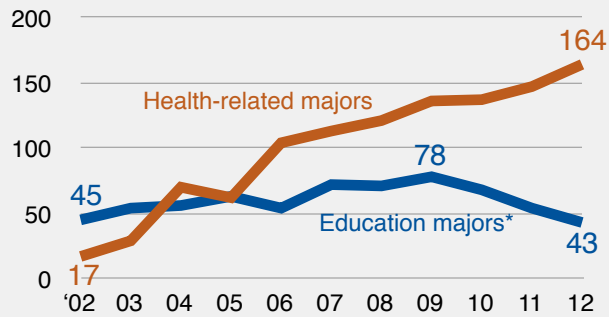
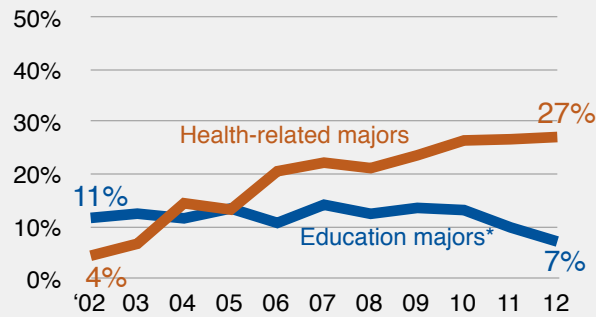


Enrollment & Demographics

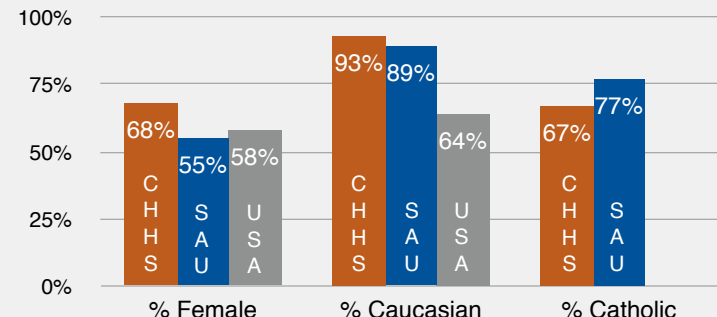


Freshmen declaring CHHS majors

\*Includes secondary education majors

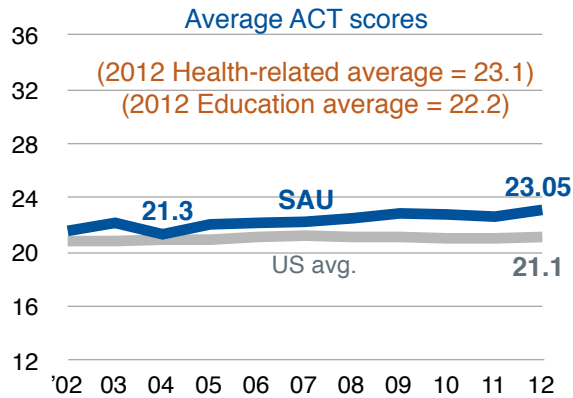


CHHS majors as a percentage of the total incoming class



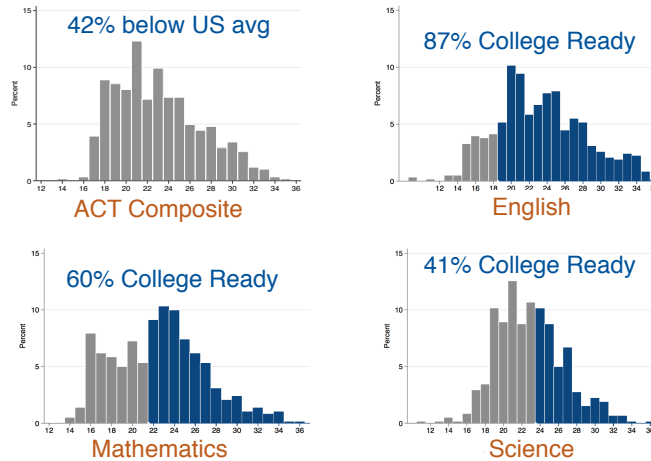
Demographics - CHHS, SAU, National Avg.

Academic Preparation

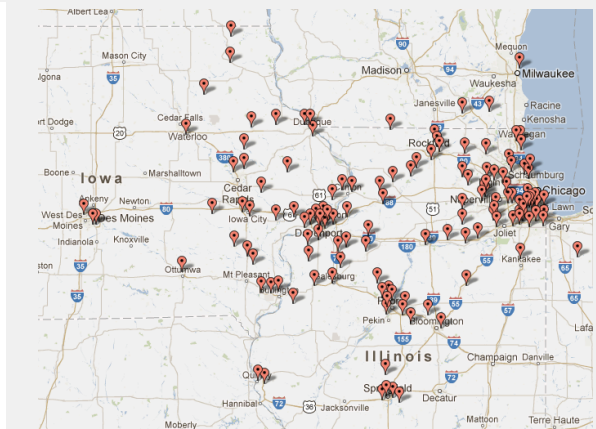


The academic preparation of our average freshman has increased over time...

2012 Freshmen ACT Distributions

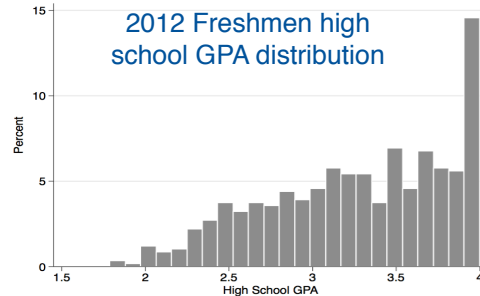
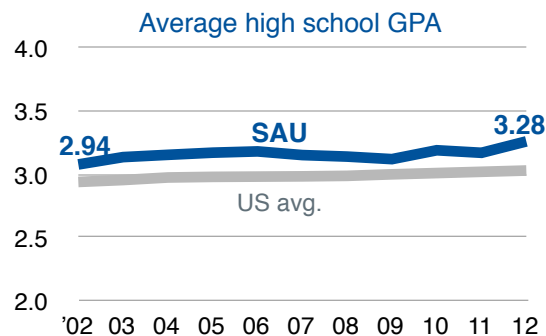


...but our students still have a wide range of academic backgrounds

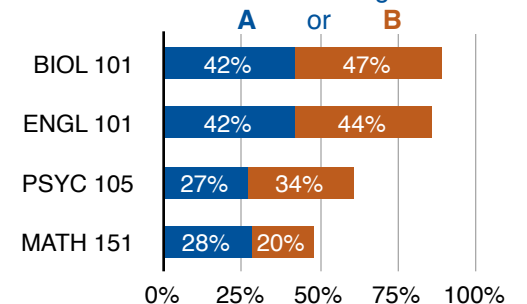


Hometowns of declared CHHS majors

Only 4% of ACT institutions have freshmen with higher GPAs



2011 Freshmen grades



# SAU Student Engagement

2001-12 NSSE Results  
Response rates: 30%-38%  
Margin of error +/- 4%

## COMPONENT #1:

HOW ST. AMBROSE DEPLOYS ITS RESOURCES AND ORGANIZES LEARNING OPPORTUNITIES TO GET STUDENTS TO PARTICIPATE IN ACTIVITIES LINKED TO STUDENT LEARNING

90% of freshmen

rate the **quality of academic advising** as either good or excellent

83% of seniors

91% of freshmen

believe SAU **emphasizes spending significant amounts of time studying and on academic work**

80% of seniors

Freshmen who plan to...

89% -- complete **internship or clinical experience**

87% -- **community service or volunteer work**

62% -- participate in a **learning community**

49% -- **study abroad**

33% -- work on **research with faculty outside of class**

88% of freshmen

rate their **educational experience** at SAU as good or excellent

89% of seniors

## COMPONENT #2:

THE AMOUNT OF TIME AND EFFORT STUDENTS PUT INTO THEIR STUDIES AND OTHER EDUCATIONALLY PURPOSEFUL ACTIVITIES

69% of freshmen

often **asked questions in class** or contributed to class discussions.

82% of seniors

17%

often come to class **without completing assignments**

55%

often **worked very hard** to meet expectations

65%

spend 10+ hrs/week **preparing for class**

48%

spend 10+ hrs/week **relaxing**

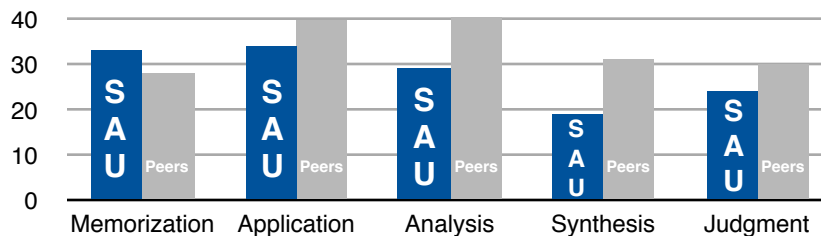
85% of freshmen

would probably or definitely **choose SAU again**, if they could start over again

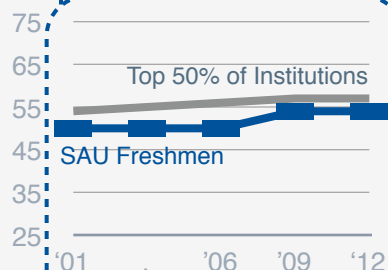
76% of seniors

# BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE -- ST. AMBROSE VS. TOP 50%

Coursework very much emphasizes:

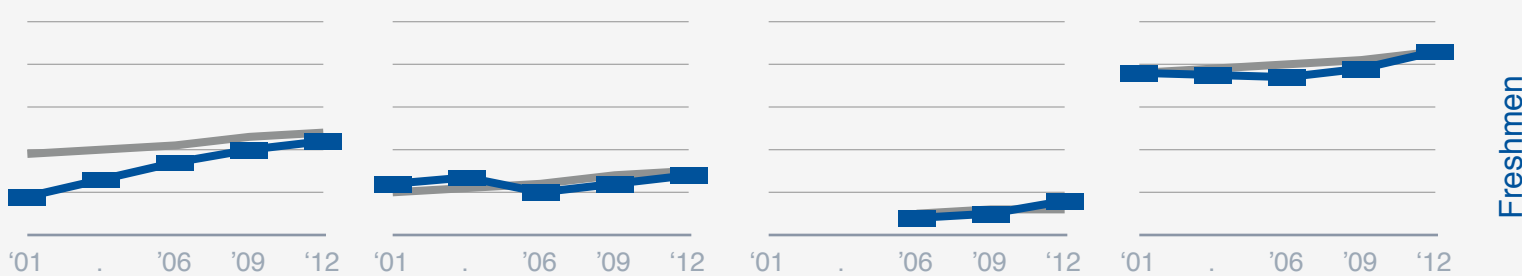


Nearly 90% of students believe SAU improved their critical thinking skills quite a bit or very much

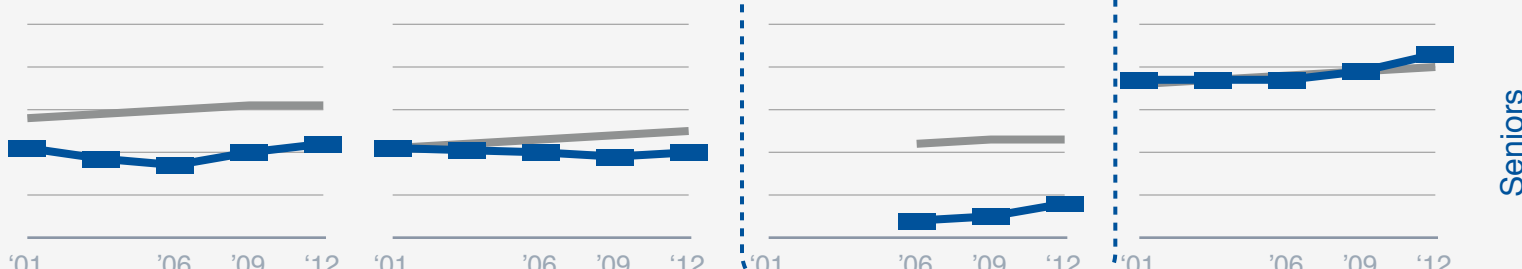
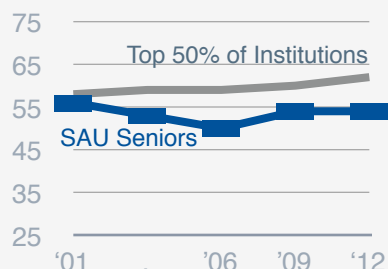


## Level of Academic Challenge

How challenging is your institution's intellectual and creative work?



Freshmen



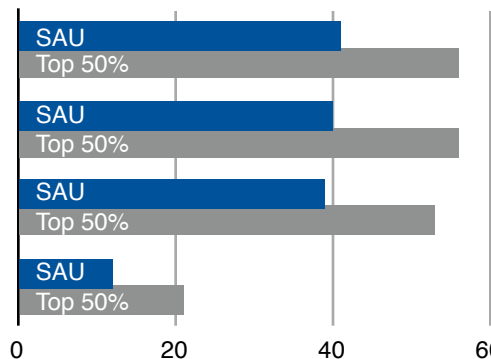
Seniors

Campus often encourages contact among diverse students

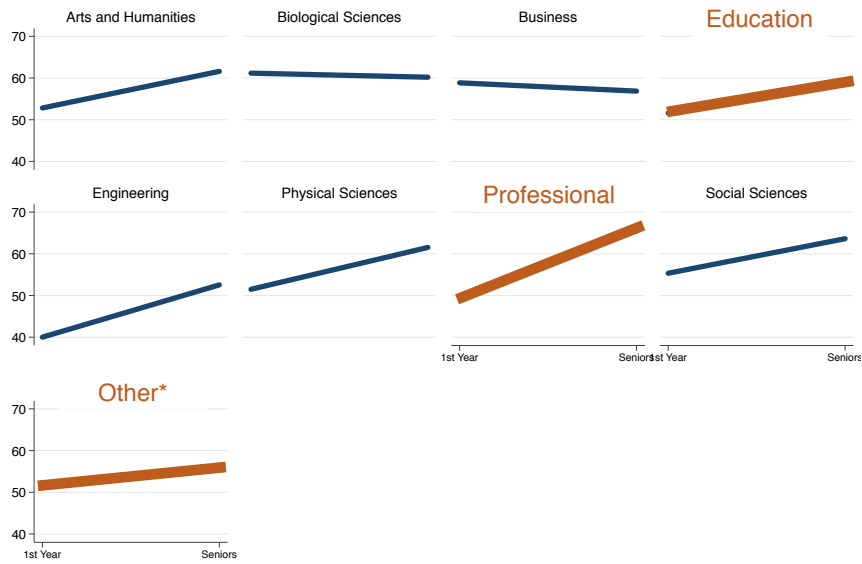
Often converse with students with different religious, political ideas

Often converse with students of a different race

10+ hours spent on co-curricular activities

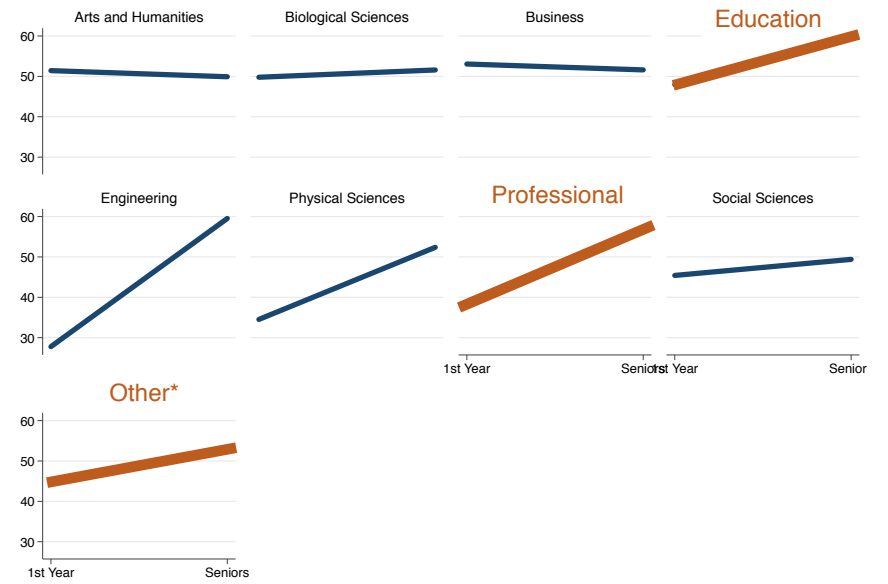


## Increase in Academic Challenge (Freshmen-Seniors) by Major

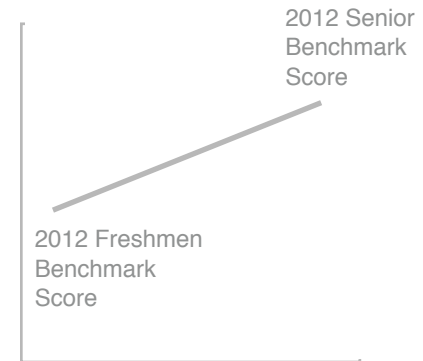
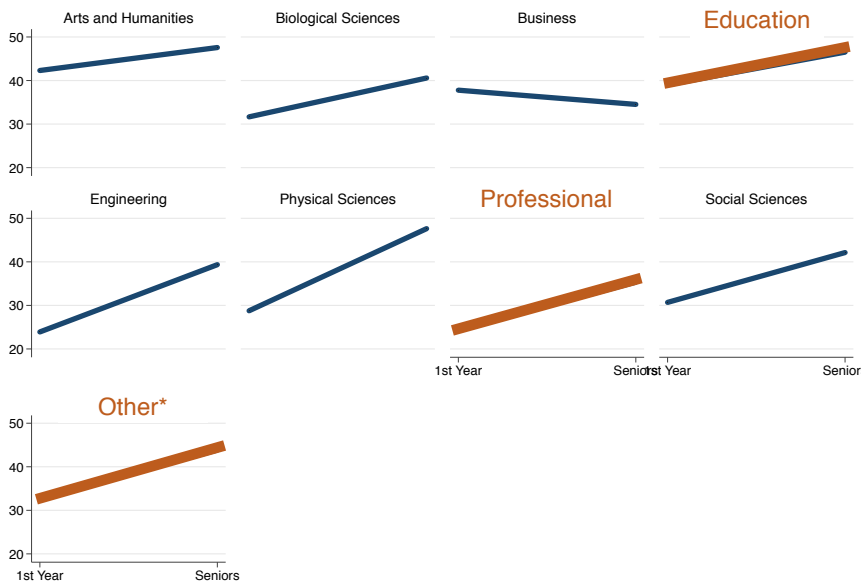


Institution reported: Class level

## Growth in Active/Collaborative Learning



## Enriching Educational Experiences - Freshmen-Seniors



\* Other category includes Kinesiology, Computer Science, and Criminal Justice

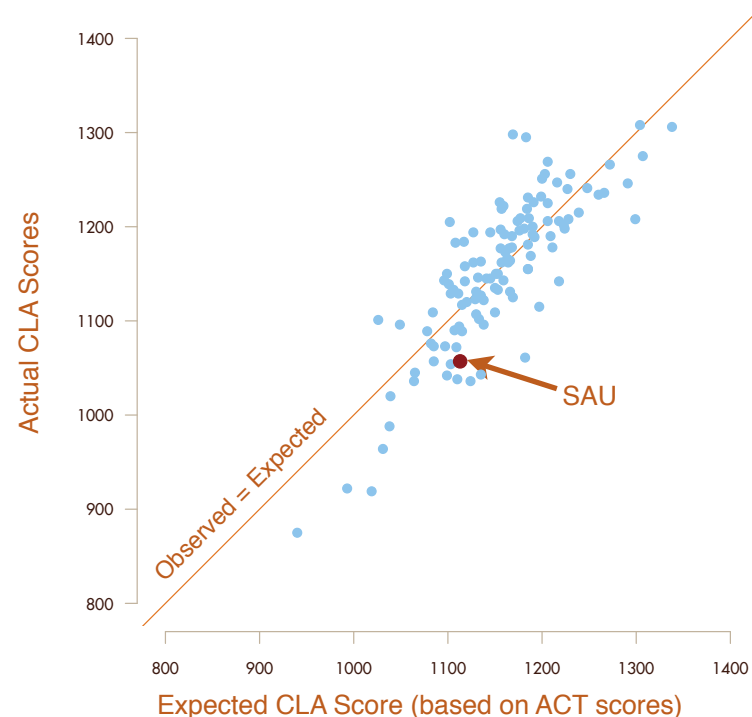
# COLLEGIATE LEARNING ASSESSMENT RESULTS

The **CLA** presents **realistic problems** that require students to **analyze complex materials** and determine the relevance to the task and credibility. Students' written responses to the tasks are evaluated to assess their abilities to **think critically**, **reason analytically**, **solve problems** and **communicate clearly and cogently**.

<http://www.collegiatelearningassessment.org>

| Collegiate Learning Assessment | Compared to expectations based on their ACT scores, 95 SAU seniors <sup>(1)</sup> performed: | Value-added percentile rank <sup>(3)</sup> |
|--------------------------------|--|--|
| Total CLA Score                | <b>Below</b> expectations <sup>(2)</sup>   | 12   |
| Performance Task               | <b>Near</b> expectations   | 19   |
| Analytic Writing Task          | <b>Below</b> expectations  | 7  |
| Make-an-argument               | <b>Below</b> expectations  | 13   |
| Critique-an-argument           | <b>Below</b> expectations  | 5  |

- (1) 95 seniors: 48% transfer students, 57% female, 30% STEM majors, 30% education majors, 25% Humanities majors, 15% Business majors
- (2) "Below expectations" suggests the gain in critical thinking skills was lower than what would be typically observed at schools testing students of similar entering academic ability
- (3) The percentage of 161 schools that SAU outperformed (in terms of increasing performance beyond what would be expected based on ACT scores)



## Average CLA Subscores

