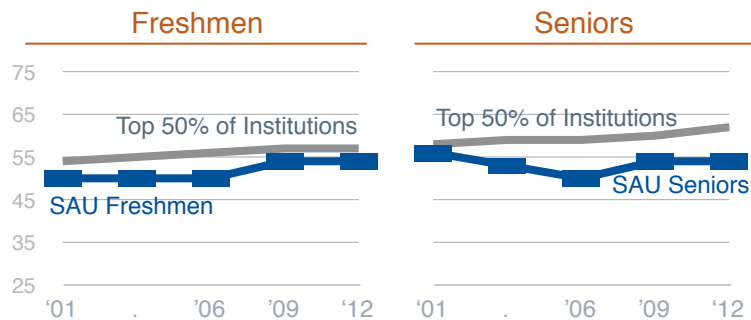


NSSE Benchmark

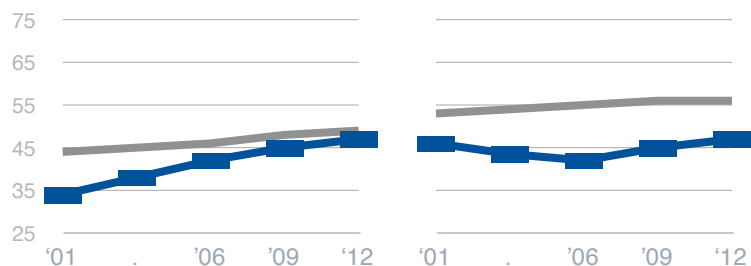
Level of Academic Challenge

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



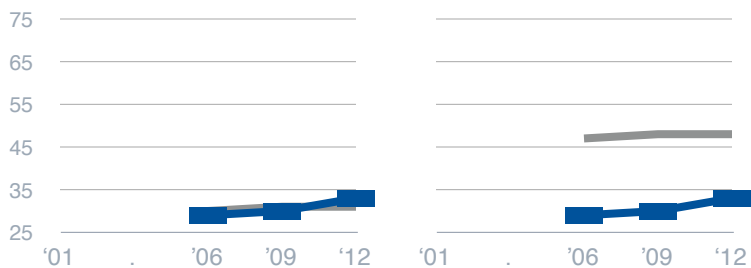
Active & Collaborative Learning

Are students actively involved in learning, individually and working with others?



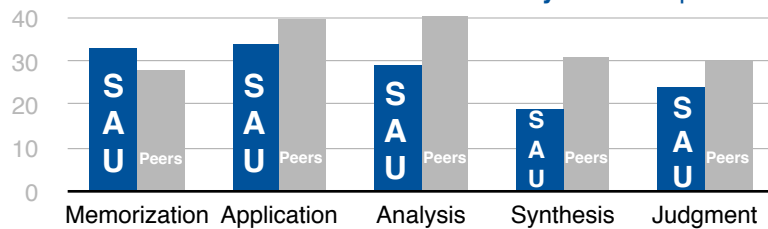
Enriching Educational Experiences

Do students take advantage of complementary learning opportunities?

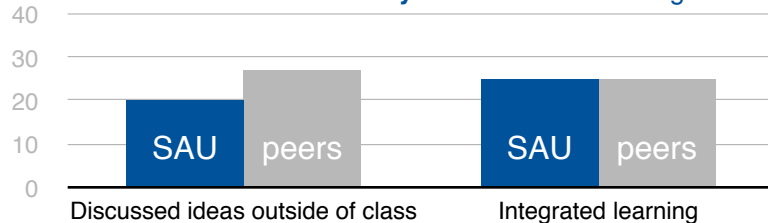


Item-level results

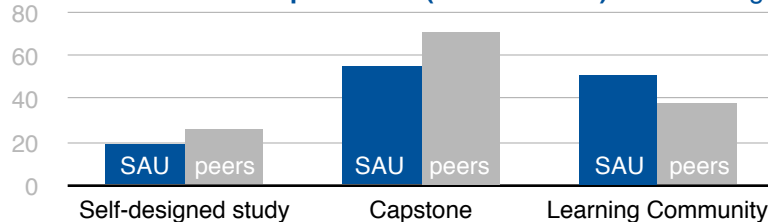
% of freshmen who believe coursework **very much** emphasizes:



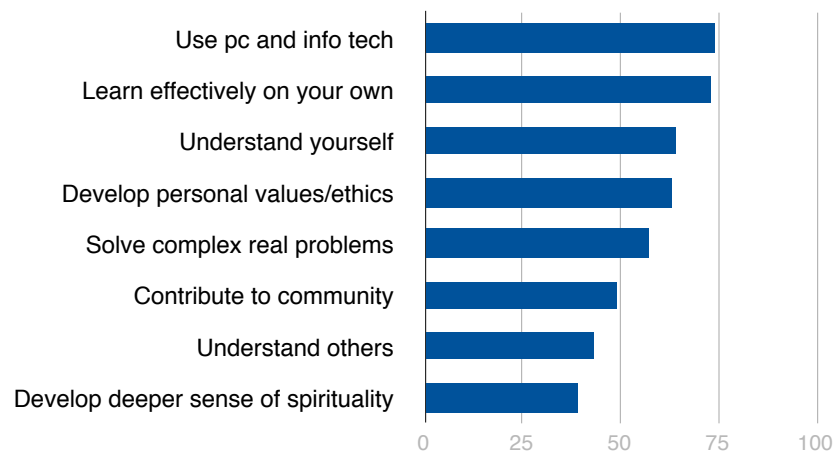
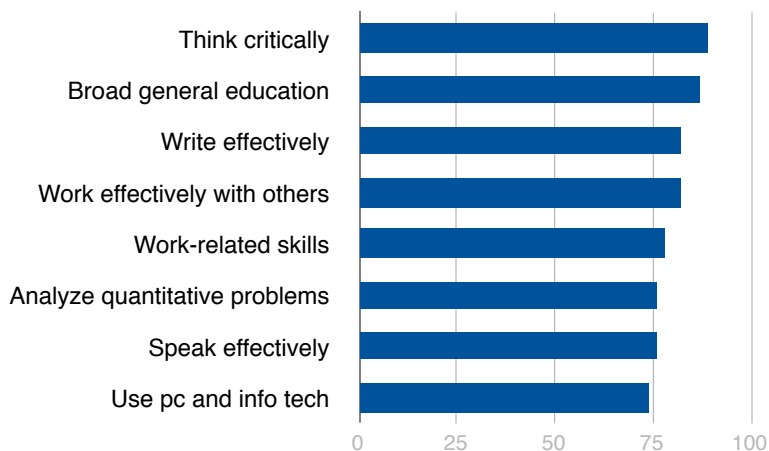
% of students who **very often** did the following:



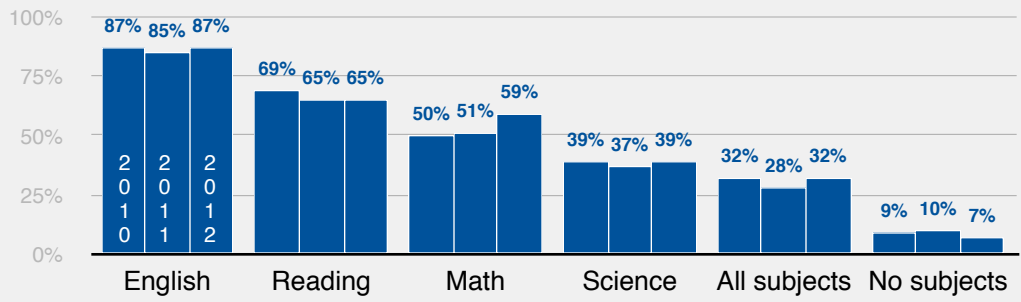
% of students who **plan to do (or have done)** the following:



Percentage of students who believe St. Ambrose contributed **quite a bit or very much** to their ability to:

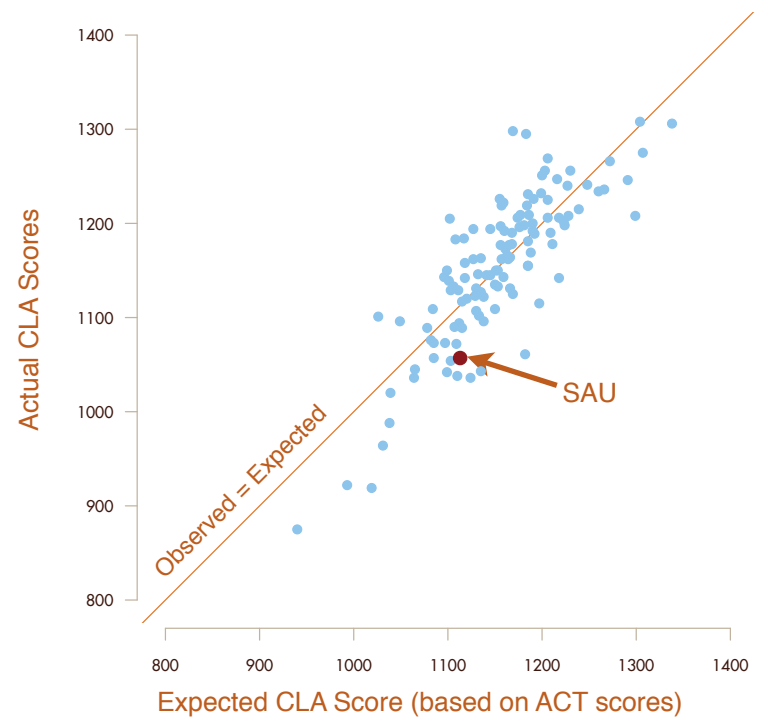


Percent of incoming class "college-ready" in each subject (2010-2012)



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

