

# **NSSE 2023 Engagement Indicators**

## Academic Challenge University of Houston

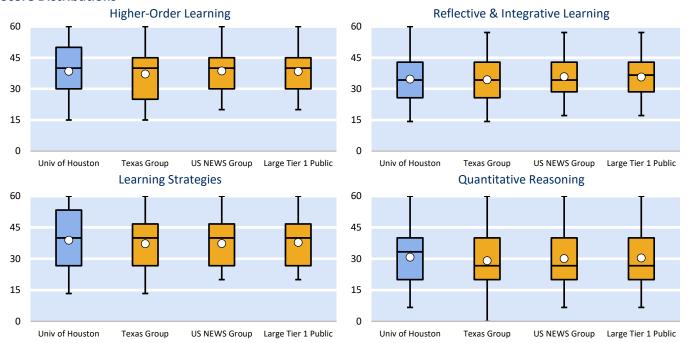
## **Academic Challenge: First-year students**

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons	Univ of	Your first-year students compared with							
	Houston	Texas Group US NI  Effect		US NEV	VS Group Effect	•			
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size		
Higher-Order Learning	38.5	37.2	.10	38.7	01	38.4	.01		
Reflective & Integrative Learning	34.7	34.4	.03	35.9	10	35.7	08		
Learning Strategies	38.9	37.2 *	.12	37.3 *	.12	37.8	.08		
Quantitative Reasoning	30.8	29.1	.11	30.1	.05	30.3	.03		

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

### **Score Distributions**



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



# **NSSE 2023 Engagement Indicators**

## Academic Challenge University of Houston

## **Academic Challenge: First-year students (continued)**

#### **Performance on Indicator Items**

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning			Percentage point difference $^a$ between your FY students and		
Proceedings responding "Fory much" or "Quita a bit" about how much coursework emphasized  4b. Applying facts, theories, or methods to practical problems or new situations  4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts  4d. Evaluating a point of view, decision, or information source  73	Higher Order Learning		T C	LIC NEWS Consum	•
4b. Applying facts, theories, or methods to practical problems or new situations  4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts  4d. Evaluating a point of view, decision, or information source  73			Texas Group	US NEWS Group	Public
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts  4d. Evaluating a point of view, decision, or information source  73	rercentage responding very much or Quite a bit about now much coursework emphasized	%	i i		mi .
4d. Evaluating a point of view, decision, or information source  4e. Forming a new idea or understanding from various pieces of information  72	4b. Applying facts, theories, or methods to practical problems or new situations	67	+1	-9	-6
Reflective & Integrative Learning  Percentage of students who responded that they "Very often" or "Often"  2a. Combined ideas from different courses when completing assignments  49	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-1	-6	-4
Reflective & Integrative Learning  Percentage of students who responded that they "I'ery often" or "Often"  2a. Combined ideas from different courses when completing assignments  49 +0 -5 -5  2b. Connected your learning to societal problems or issues  50 +2 -2 -3  2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  49 +0 -1 -1  2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  49 +0 -1 -1  20 -2 -3  31 +4 -0 -1  40 -1 -1  21 -1  22 -1 -1  23 -1 -1  24 -1 -1  25 -1 -1  26 -1 -1  27 -1 -1  28 -1 -1  29 -1 -1  29 -1 -1  20 -1 -1  20 -1 -1  20 -1 -1  20 -1 -1  21 -1  22 -1 -1  23 -1 -1  24 -1 -1  25 -1 -1  26 -1 -1  27 -1 -1  28 -1 -1  29 -1 -1  20 -1 -	4d. Evaluating a point of view, decision, or information source	73	+6	+6	+4
Percentage of students who responded that they "Very often" or "Often"  2a. Combined ideas from different courses when completing assignments  49 +0 -5 -5  2b. Connected your learning to societal problems or issues  50 +2 -2 -3  2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2d. Examined the strengths and weaknesses of your own views on a topic or issue  63 +0 -1 -1  2c. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  64 -2 -4 -3  2g. Connected ideas from your courses to your prior experiences and knowledge  74 +0 -6 -4  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  75 +6 +3 +3  49 +0  40 -6 -4  41  42  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  8a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  8b. General Students who responded that they "Very often" or "Often"  8c. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  9c. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	4e. Forming a new idea or understanding from various pieces of information	72	+4	+2	+2
2a. Combined ideas from different courses when completing assignments  2b. Connected your learning to societal problems or issues  5c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2d. Examined the strengths and weaknesses of your own views on a topic or issue  63 +0 -1 -1 -1  2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  64 -2 -4 -3  2g. Connected ideas from your courses to your prior experiences and knowledge  74 +0 -6 -4  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  75 +6 +3 +3 +3  9b. Reviewed your notes after class  68 +2 +5 +5 +2  9c. Summarized what you learned in class or from course materials  66 +3 +4 +4 +2  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Reflective & Integrative Learning				
2b. Connected your learning to societal problems or issues  2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2d. Examined the strengths and weaknesses of your own views on a topic or issue  2d. Examined the strengths and weaknesses of your own views on a topic or issue  2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  2g. Connected ideas from your courses to your prior experiences and knowledge  7d. +0  -6  -4  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  75  +6  +3  +3  9b. Reviewed your notes after class  68  +2  +5  +2  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Percentage of students who responded that they "Very often" or "Often"				
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2d. Examined the strengths and weaknesses of your own views on a topic or issue  2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  2g. Connected ideas from your courses to your prior experiences and knowledge  7d +0  -6  -7  -7  -8  -9  -9  -1  -1  -2  -2  -4  -3  -3  -3  -3  -4  -6  -4  -5  -6  -7  -7  -7  -7  -8  -8  -8  -9  -9  -9  -1  -1  -1  -1  -1  -1  -1	2a. Combined ideas from different courses when completing assignments	49	+0	-5	-5
2c. discussions or assignments  2d. Examined the strengths and weaknesses of your own views on a topic or issue  2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  2g. Connected ideas from your courses to your prior experiences and knowledge  7d +0  -6  -7  -8  -9  -9  -1  -1  -1  -1  -1  -2  -2  -2  -4  -3  -3  -3  -3  -4  -9  -9  -1  -1  -1  -1  -1  -2  -2  -4  -3  -3  -3  -4  -9  -9  -1  -1  -1  -1  -1  -1  -1  -1	2b. Connected your learning to societal problems or issues	50	+2	-2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective  2f. Learned something that changed the way you understand an issue or concept  2g. Connected ideas from your courses to your prior experiences and knowledge  74 +0 -6 -4  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  75 +6 +3 +3 +3  9b. Reviewed your notes after class  68 +2 +5 +2  9c. Summarized what you learned in class or from course materials  66 +3 +4 +2  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  Ga. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		53	+4	-0	-1
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Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  75 +6 +3 +3  9b. Reviewed your notes after class  68 +2 +5 +2  9c. Summarized what you learned in class or from course materials  66 +3 +4 +2  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2f. Learned something that changed the way you understand an issue or concept	64	-2	-4	-3
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Percentage of students who responded that they "Very often" or "Often"  Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  60 +7 +4 +3  Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	9c. Summarized what you learned in class or from course materials	66	+3	+4	+2
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  6a. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  48 +4 +4 +2	Quantitative Reasoning				
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climate change, public health, etc.)	graphs, statistics, etc.)	60	+7	+4	+3
6c. Evaluated what others have concluded from numerical information 48 +8 +3 +2	6h	48	+4	+4	+2
	6c. Evaluated what others have concluded from numerical information	48	+8	+3	+2

Notes: Refer to your Frequencies and Statistical Comparisons report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.