

## **NSSE 2023 Engagement Indicators**

# Academic Challenge University of Houston

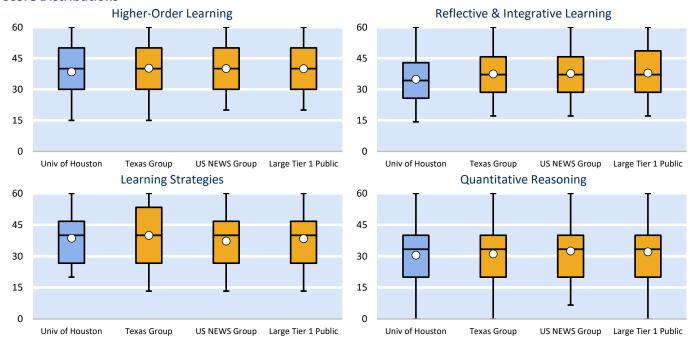
### **Academic Challenge: Seniors**

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 | iv of Your seniors compared with |                       |                               |  |  |  |
|-----------------------------------|---------|----------------------------------|-----------------------|-------------------------------|--|--|--|
|                                   | Houston | Texas Group  Effect              | US NEWS Group  Effect | Large Tier 1 Public<br>Effect |  |  |  |
| Engagement Indicator              | Mean    | Mean size                        | Mean size             | Mean size                     |  |  |  |
| Higher-Order Learning             | 38.5    | 40.2 **12                        | 40.0 **12             | 39.9 **11                     |  |  |  |
| Reflective & Integrative Learning | 34.9    | 37.4 ***19                       | 37.7 ***22            | 37.9 ***24                    |  |  |  |
| Learning Strategies               | 38.6    | 40.0 *10                         | 37.2 * .10            | 38.3 .02                      |  |  |  |
| Quantitative Reasoning            | 30.5    | 31.103                           | 32.5 **12             | 32.0 *09                      |  |  |  |

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**

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## **Academic Challenge: Seniors (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.

|  |   |                  | Percentage point difference <sup>a</sup> between your seniors and |                |        |
|--|---|------------------|---|----------------|--------|
| Percentage responding "Fory much" or "Quite a bia" about how much coursework emphasized  4b. Applying facts, theories, or methods to practical problems or new situations  73  | Higher-Order Learning   | Habi af Haisatan | Toyor Group   | LIS NEWS Group | -      |
| 4b. Applying facts, theories, or methods to practical problems or new situations  73  73  74  75  75  76  77  77  78  78  79  79  79  79  79  79   |   |                  | rexas Group   | OS 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  4e. Forming a new idea or understanding from various pieces of information  71 -2 -1 -1  Reflective & integrative Learning  Percentage of students who responded that they "Very often" or "Often"  2a. Combined ideas from different courses when completing assignments  59 -6 -10 -9  2b. Connected your learning to societal problems or issues  49 -9 -9 -9 -10  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  58 -8 -6 -7  2c. Tried to better understand someone else's views by imagining how an issue looks from else perspective  2f. Learned something that changed the way you understand an issue or concept  66 -6 -5 -6 -7  2g. Connected ideas from your courses to your prior experiences and knowledge  80 -2 -4 -3  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72 -3 -1 -2  9b. Reviewed your notes after class  65 -4 -4 -6 -4  70 -3 -4  71 -2  72 -3 -1 -1  73 -2  74 -3 -1  75 -4  76 -5  76 -5  77 -7  78 -7  79 -7  79 -7  79 -7  79 -7  70 - |   |                  | 1.  |                | f .    |
| 4d. Evaluating a point of view, decision, or information source  4e. Forming a new Idea or understanding from various pieces of information  71  | 4b. Applying facts, theories, or methods to practical problems or new situations        |                  | -3  | -6             | -4     |
| Ae. Forming a new idea or understanding from various pieces of information 71 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1  | 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts |                  | -4  | -5             | -4     |
| Reflective & Integrative Learning  Percentage of students who responded that they "Fery often" or "Often"  2a. Combined ideas from different courses when completing assignments  59  60  10  90  2b. Connected your learning to societal problems or issues  49  90  90  91  10  10  10  10  10  10  1  | 4d. Evaluating a point of view, decision, or information source                         |                  | -6  | -1             | -3     |
| Percentage of students who responded that they "Very often" or "Often"  2a. Combined ideas from different courses when completing assignments  59  6  10  9  2b. Connected your learning to societal problems or issues  10  11  12  12  12  13  14  15  10  10  10  10  10  10  10  10  10  | 4e. Forming a new idea or understanding from various pieces of information              |                  | -2  | -1             | -1     |
| 2a. Combined ideas from different courses when completing assignments  2b. Connected your learning to societal problems or issues  4c. 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  58  88  8  99  10  210  22. 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  65  66  66  60  60  72  72  73  73  74  74  75  75  80. Reviewed your notes after class  65  74  75  76  77  78  79  80. Reviewed your notes after class  65  74  75  76  77  77  78  79  80. Reviewed your notes after class  67  80  80  80  80  80  80  80  80  80  8  | 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  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  80  22  43  88  8  66  66  66  66  66  77  72  80. Connected ideas from your courses to your prior experiences and knowledge  80  72  73  74  75  76  77  78  80  80  80  80  80  80  80  80  | 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  80  20  40  31  40  41  41  42  43  48  40  40  40  41  41  41  41  41  42  43  43  48  40  40  40  41  41  41  41  41  41  41  | 2a. Combined ideas from different courses when completing assignments                   | 59               | -6  | -10            | -9     |
| 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  80  2-2  4-4  3  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72  3-3  41  -2  9b. Reviewed your notes after class  65  44  46  42  Quantitative Reasoning  Percentage of students who responded that they "Very often" or "Often"  Quantitative Reasoning  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.)   | 2b. Connected your learning to societal problems or issues                              | 49               | -9  | -9             | -10    |
| 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  80  2  4  3  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72  9b. Reviewed your notes after class  65  4  46  42  9c. Summarized what you learned in class or from course materials  67  3  44  41  41  Cuantitative 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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  | )r  | 43               | -8  | -9             | -10    |
| 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  80  | 2d. Examined the strengths and weaknesses of your own views on a topic or issue         | 58               | -8  | -6             | -7     |
| 2g. Connected ideas from your courses to your prior experiences and knowledge  80 -2 -4 -3  Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72 -3 -1 -2  9b. Reviewed your notes after class  65 -4 +6 +2  9c. Summarized what you learned in class or from course materials  67 -3 +4 +1  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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  | 76  | 66               | -6  | -5             | -6     |
| Learning Strategies  Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72  73  74  75  96. Reviewed your notes after class  67  78  97  98. Reviewed your notes after class  68  99  90  90  90  90  90  90  90  90  9  | 2f. Learned something that changed the way you understand an issue or concept           | 65               | -6  | -6             | -7     |
| Percentage of students who responded that they "Very often" or "Often"  9a. Identified key information from reading assignments  72  9b. Reviewed your notes after class  65  4 +6  +2  9c. Summarized what you learned in class or from course materials  67  68  Cauntitative 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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  72  -3  -1  -2  -1  -1  -1  -1  | 2g. Connected ideas from your courses to your prior experiences and knowledge           | 80               | -2  | -4             | -3     |
| 9a. Identified key information from reading assignments  72  9b. Reviewed your notes after class  65  4 +6  +2  9c. Summarized what you learned in class or from course materials  67  78  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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  72  -3  -1  -2  -1  -2  -1  -1  -1  | Learning Strategies   |                  |   |                |        |
| 9b. Reviewed your notes after class  65  -4 +6 +2  9c. Summarized what you learned in class or from course materials  67  -3 +4 +1   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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  48 +0 -1 -1 -1  | Percentage of students who responded that they "Very often" or "Often"                  |                  |   |                |        |
| 9c. Summarized what you learned in class or from course materials  67  -3  +4  +1  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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  71  -1  -1  | 9a. Identified key information from reading assignments                                 | 72               | -3  | -1             | -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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  71  72  73  74  75  75  76  76  77  78  78  79  79  71  71  71  71  71   | 9b. Reviewed your notes after class   | 65               | -4  | +6             | +2     |
| 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.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  58  -1  -2  -1  -1  -1   | 9c. Summarized what you learned in class or from course materials                       | 67               | -3  | +4             | +1     |
| 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.)  58  -1  -2  -1  -1  -1   | Quantitative Reasoning  |                  |   |                |        |
| 6a. graphs, statistics, etc.)  6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  58  -1  -2  -1  -1  -1   | Percentage of students who responded that they "Very often" or "Often"                  |                  |   |                |        |
| 6b. climate change, public health, etc.)   | 63  | 58               | -1  | -2             | -1     |
| 6c. Evaluated what others have concluded from numerical information 47 +0 -6 -4  | 6h  | 48               | +0  | -1             | -1     |
|  | 6c. Evaluated what others have concluded from numerical information                     | 47               | +0  | -6             | -4     |

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.