

Academic Challenge: First-year students

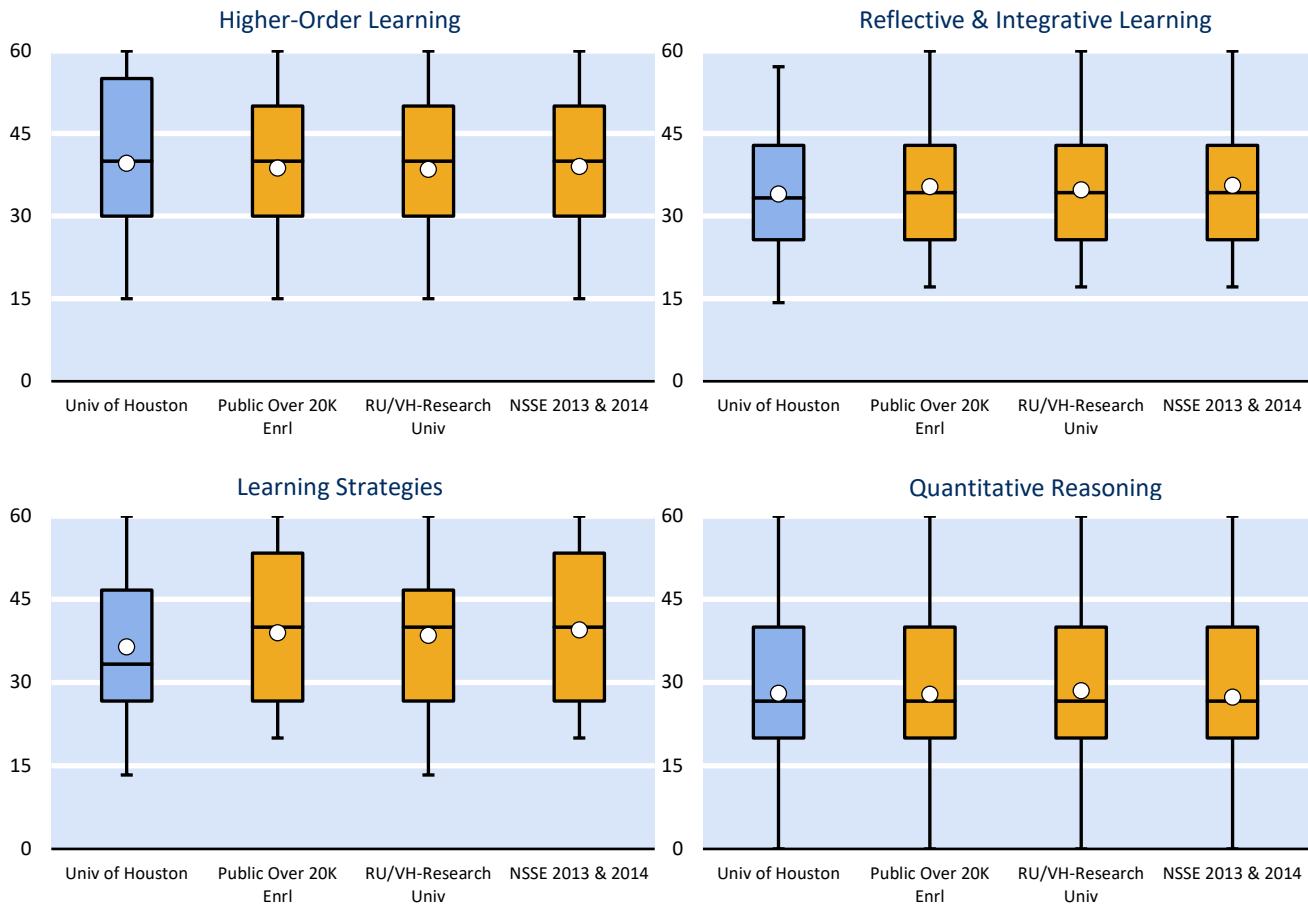
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Univ of Houston Mean	Your first-year students compared with					
		Public Over 20K Enrl Mean	Effect size	RU/VH-Research Univ Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	39.6	38.7	.06	38.5	.08	39.0	.04
Reflective & Integrative Learning	34.1	35.4	-.11	34.8	-.06	35.6	-.12
Learning Strategies	36.4	39.0 *	-.18	38.5 *	-.15	39.5 **	-.22
Quantitative Reasoning	28.1	27.9	.01	28.5	-.03	27.4	.04

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





































































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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Univ of Houston	Public Over 20K Enrl	RU/VH- Research Univ	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	74 	76 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	72 	72 	72 
4d. Evaluating a point of view, decision, or information source	65 	68 	65 	70 
4e. Forming a new idea or understanding from various pieces of information	66 	67 	66 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	46 	56 	55 	56 
2b. Connected your learning to societal problems or issues	48 	52 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	49 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	62 	60 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61 	66 	63 	66 
2f. Learned something that changed the way you understand an issue or concept	58 	64 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	77 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	79 	79 	80 
9b. Reviewed your notes after class	56 	64 	62 	65 
9c. Summarized what you learned in class or from course materials	57 	62 	61 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	53 	55 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39 	39 	39 	38 
6c. Evaluated what others have concluded from numerical information	36 	39 	40 	37 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.