

### Academic Challenge: First-year students

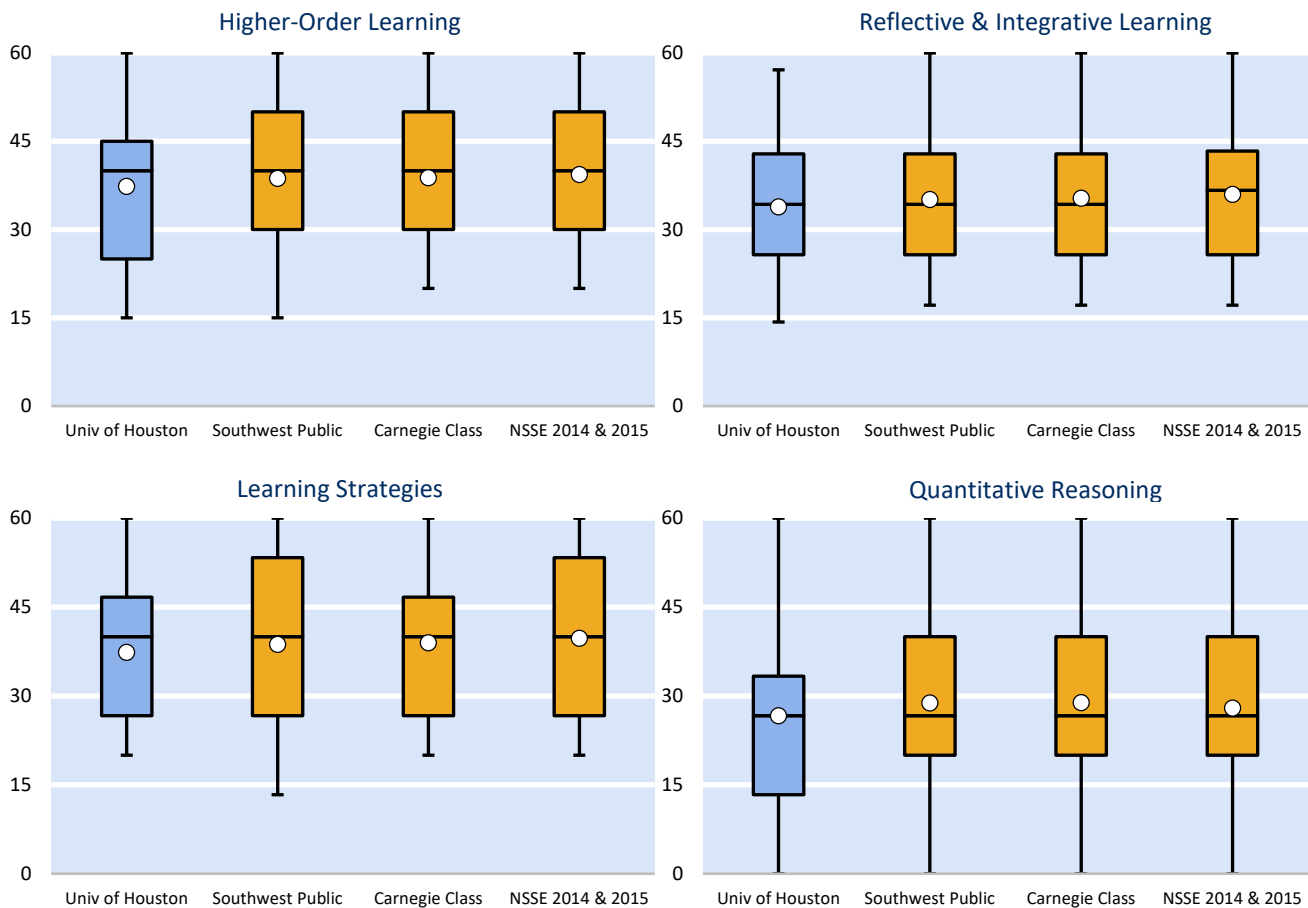
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Higher-Order Learning	37.3	38.7	-.10	38.8	-.11	39.4 *	-.14
Reflective & Integrative Learning	33.9	35.1	-.10	35.3	-.11	36.0 **	-.16
Learning Strategies	37.4	38.7	-.09	39.0	-.11	39.7 *	-.17
Quantitative Reasoning	26.6	28.8 *	-.13	28.8 *	-.14	27.9	-.08

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.

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

### Summary of Indicator Items

	Univ of Houston	Southwest Public	Carnegie Class	NSSE 2014 & 2015
<b>Higher-Order Learning</b>				
<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	66 	71 	75 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	71 	73 	73 
4d. Evaluating a point of view, decision, or information source	63 	69 	67 	71 
4e. Forming a new idea or understanding from various pieces of information	69 	69 	66 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49 	54 	56 	56 
2b. Connected your learning to societal problems or issues	46 	50 	52 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41 	49 	49 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	62 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	67 	65 	68 
2f. Learned something that changed the way you understand an issue or concept	62 	63 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	75 	76 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	78 	80 	81 
9b. Reviewed your notes after class	61 	65 	64 	66 
9c. Summarized what you learned in class or from course materials	57 	61 	62 	64 
<b>Quantitative Reasoning</b>				
<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.)	52 	55 	55 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30 	41 	40 	39 
6c. Evaluated what others have concluded from numerical information	35 	41 	41 	39 

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 website.