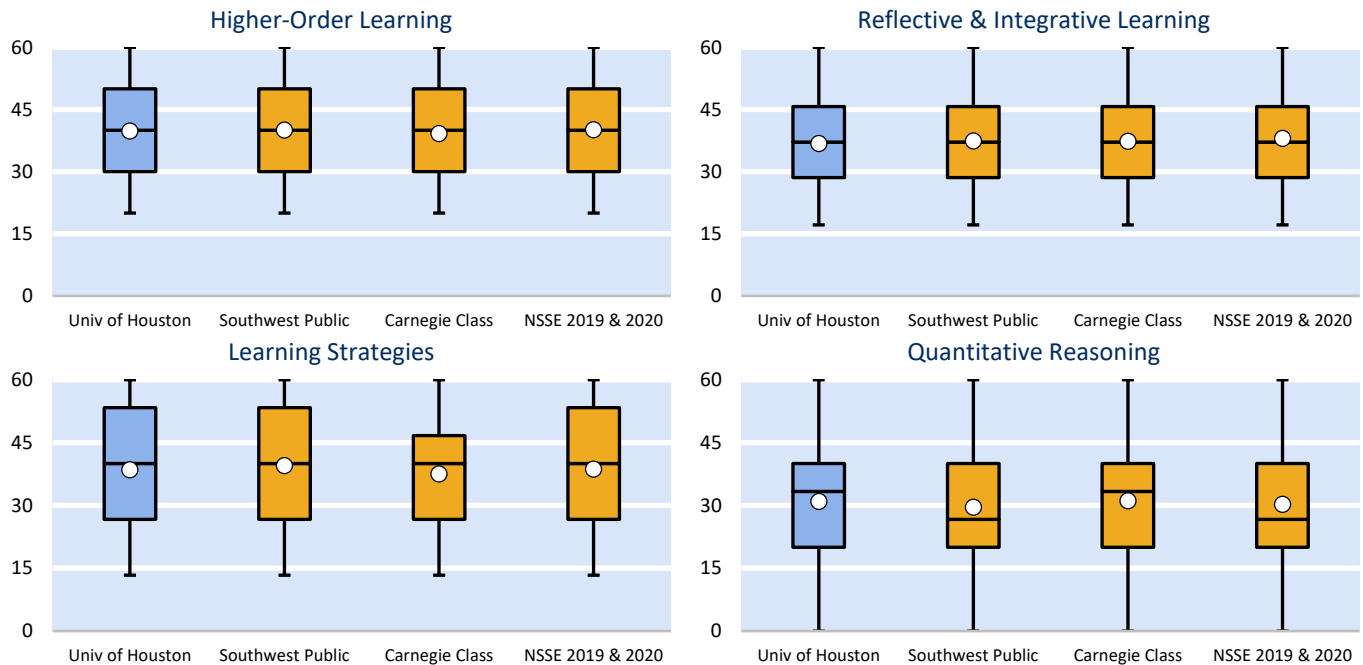## Academic Challenge: Seniors

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 Houston | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.8	40.1	-.02	39.2 *	.05	40.1	-.02
Reflective & Integrative Learning	36.8	37.5 *	-.05	37.3	-.04	38.1 ***	-.10
Learning Strategies	38.5	39.5 **	-.07	37.5 **	.07	38.6	-.01
Quantitative Reasoning	30.9	29.6 ***	.08	31.1	-.01	30.2	.04

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: 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.

	Univ of Houston	Southwest Public	Carnegie Class	NSSE 2019 & 2020
Higher-Order Learning		*Percentage point difference [a] between your seniors and*		
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+0	+1	-0
4d. Evaluating a point of view, decision, or information source	71	-1	+4	-0
4e. Forming a new idea or understanding from various pieces of information	73	+0	+3	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	65	-1	-4	-3
2b. Connected your learning to societal problems or issues	53	-6	-5	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-5	-4	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-0	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+2	+3	+1
2f. Learned something that changed the way you understand an issue or concept	72	+1	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	-0	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	75	-2	+0	-3
9b. Reviewed your notes after class	65	-2	+5	+3
9c. Summarized what you learned in class or from course materials	63	-4	+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.)	58	+3	-0	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+3	+1	+1
6c. Evaluated what others have concluded from numerical information	47	+4	-1	+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.