## 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	Tier 1 - Public Mean	Tier 1 - Public Effect size	Southern Region Mean	Southern Region Effect size	Large Doctoral Mean	Large Doctoral Effect size
		Your first-year students compared with					
Higher-Order Learning	35.4	37.6 ***	-.16	37.3 ***	-.13	37.4 ***	-.15
Reflective & Integrative Learning	31.3	34.4 ***	-.25	34.2 ***	-.23	34.4 ***	-.25
Learning Strategies	35.1	37.6 ***	-.18	37.9 ***	-.20	37.5 ***	-.17
Quantitative Reasoning	27.5	29.2 **	-.11	28.6	-.07	28.7 *	-.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
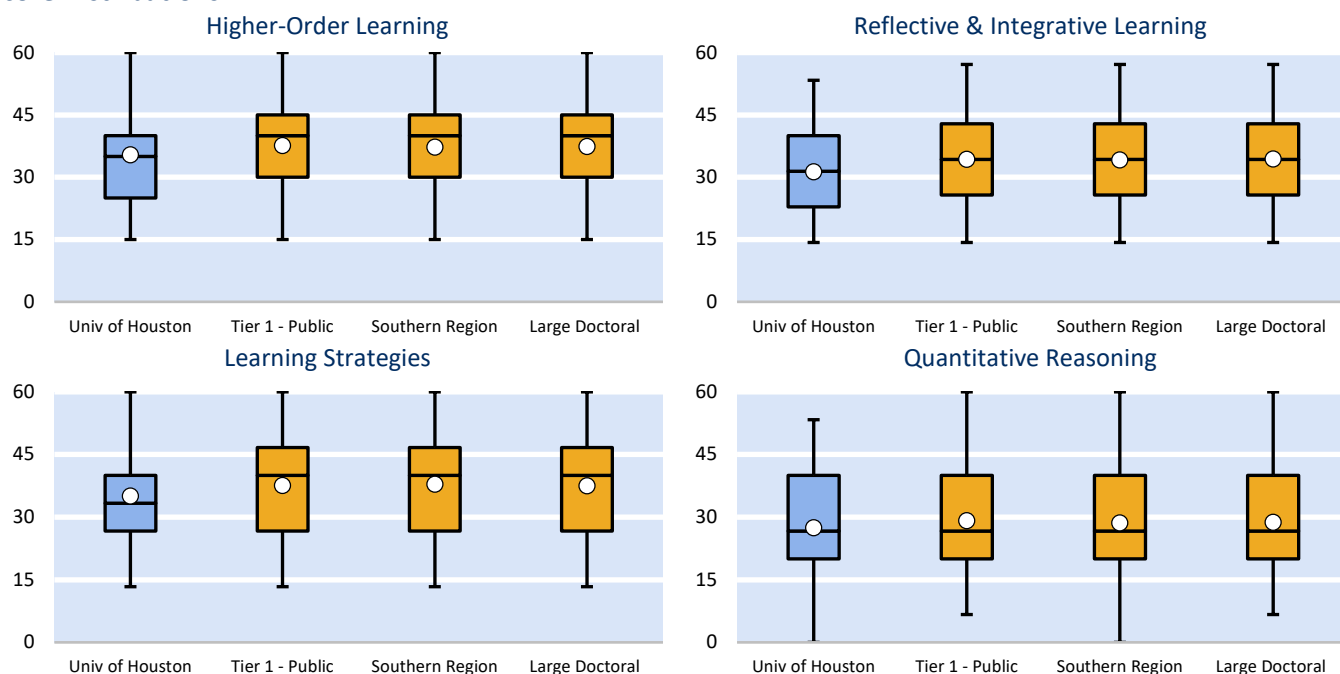
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

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 | Percentage point difference [a] between your FY students and | | |
		Tier 1 - Public	Southern Region	Large Doctoral
Higher-Order Learning				
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	61	-10	-8	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-6	-4	-6
4d. Evaluating a point of view, decision, or information source	66	-1	-1	-1
4e. Forming a new idea or understanding from various pieces of information	65	-3	-3	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	31	-18	-17	-18
2b. Connected your learning to societal problems or issues	41	-7	-7	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-4	-3	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-5	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-8	-8	-8
2f. Learned something that changed the way you understand an issue or concept	56	-8	-7	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-7	-6	-7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	64	-9	-8	-9
9b. Reviewed your notes after class	62	-3	-5	-3
9c. Summarized what you learned in class or from course materials	54	-9	-9	-8
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.)	53	-2	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-2	-1	-1
6c. Evaluated what others have concluded from numerical information	36	-6	-4	-5

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.