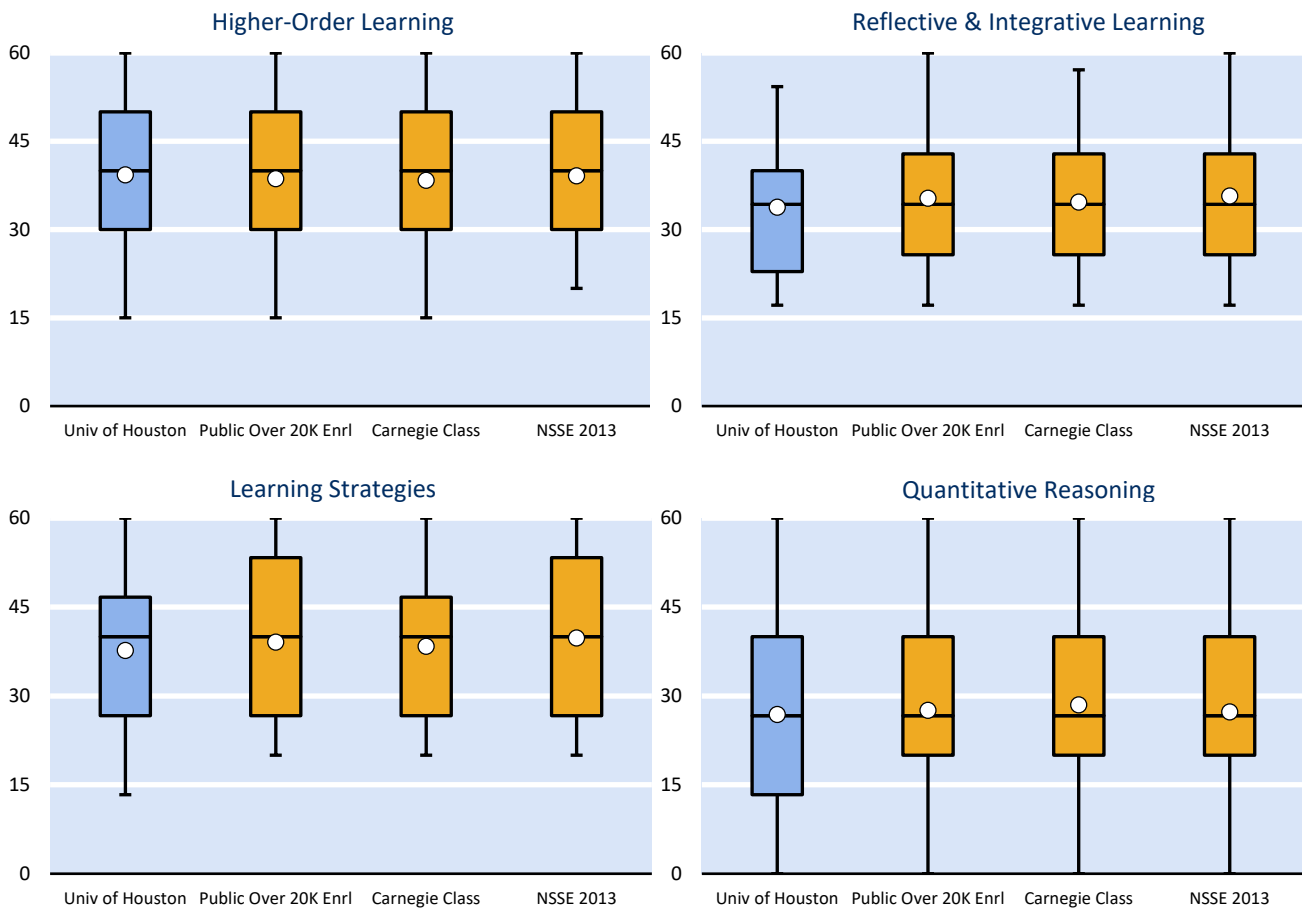## Academic Challenge: First-year students

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

| | Univ of Houston | Your first-year students compared with | | | | | |
| | | Public Over 20K Enrl | | Carnegie Class | | NSSE 2013 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.3	38.6	.05	38.4	.07	39.1	.01
Reflective & Integrative Learning	33.8	35.3 *	-.12	34.7	-.07	35.7 **	-.15
Learning Strategies	37.6	39.0	-.10	38.3	-.05	39.8 **	-.15
Quantitative Reasoning	26.9	27.6	-.04	28.5	-.10	27.3	-.03

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

	Univ of Houston	Public Over 20K Enrl	Carnegie Class	NSSE 2013
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	73	74	76	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	72	72	73
4d. Evaluating a point of view, decision, or information source	65	67	65	70
4e. Forming a new idea or understanding from various pieces of information	70	67	65	69

Reflective & Integrative Learning

	Univ of Houston	Public Over 20K Enrl	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	45	56	56	56
2b. Connected your learning to societal problems or issues	47	52	51	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	49	47	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	62	60	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	65	63	66
2f. Learned something that changed the way you understand an issue or concept	61	65	64	66
2g. Connected ideas from your courses to your prior experiences and knowledge	71	77	77	78

Learning Strategies

|	Univ of Houston	Public Over 20K Enrl	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	79	78	81
9b. Reviewed your notes after class	62	65	62	66
9c. Summarized what you learned in class or from course materials	58	62	60	64

Quantitative Reasoning

	Univ of Houston	Public Over 20K Enrl	Carnegie Class	NSSE 2013
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.)	54	53	55	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	38	40	38
6c. Evaluated what others have concluded from numerical information	37	38	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.