

Academic Challenge: Seniors

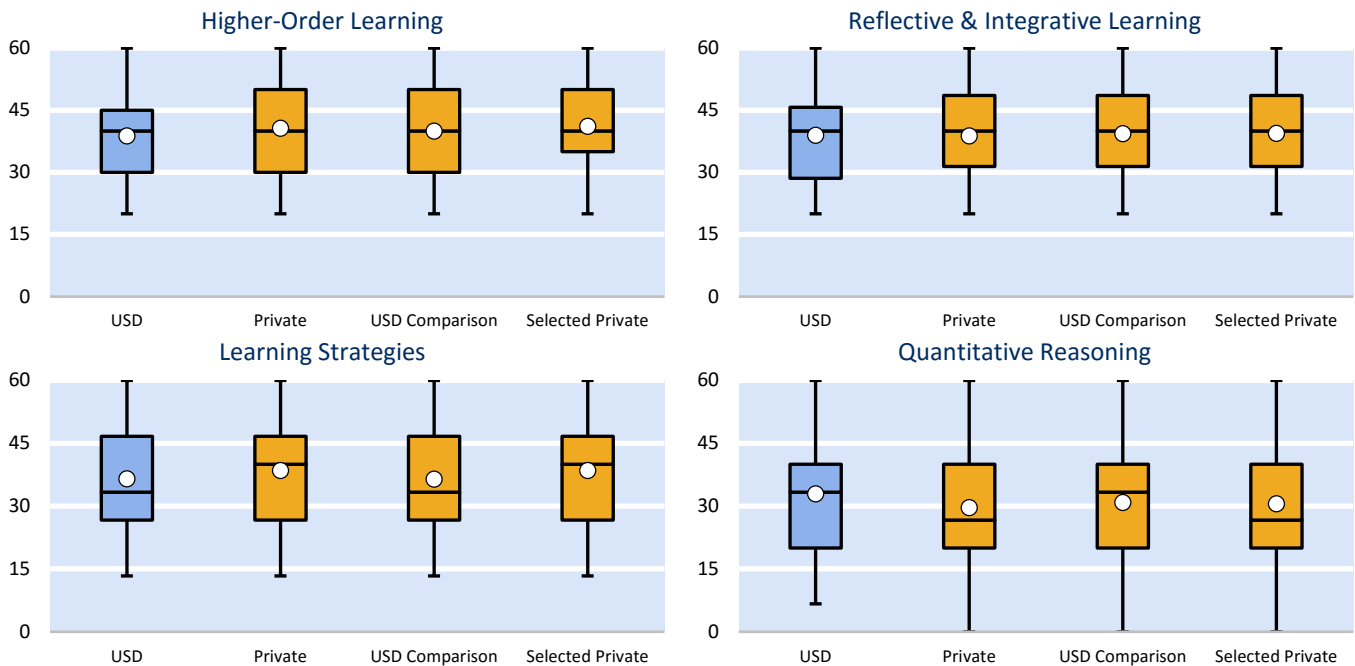
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	USD Mean	Your seniors compared with					
		Private Mean	Private Effect size	USD Comparison Mean	USD Comparison Effect size	Selected Private Mean	Selected Private Effect size
Higher-Order Learning	38.8	40.7 **	-.14	40.0	-.10	41.1 ***	-.18
Reflective & Integrative Learning	39.0	38.8	.01	39.4	-.04	39.4	-.04
Learning Strategies	36.5	38.5 **	-.14	36.5	.00	38.5 **	-.14
Quantitative Reasoning	32.9	29.6 ***	.20	30.8 **	.13	30.6 **	.14

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.

	USD	Percentage point difference ^a between your seniors and		
		Private	Comparison	Selected Private
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	79	+1 	+1 	-0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-3 	-2 	-4 
4d. Evaluating a point of view, decision, or information source	71	-3 	-1 	-4 
4e. Forming a new idea or understanding from various pieces of information	70	-3 	-2 	-4 
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	71	+1 	-2 	+0 
2b. Connected your learning to societal problems or issues	65	+1 	-1 	-0 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+3 	+1 	+0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+2 	+1 	+0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+4 	+4 	+3 
2f. Learned something that changed the way you understand an issue or concept	74	+1 	+1 	+1 
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2 	-3 	-2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	-0 	-0 	-1 
9b. Reviewed your notes after class	55	-6 	+3 	-6 
9c. Summarized what you learned in class or from course materials	61	-3 	+4 	-2 
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.)	63	+9 	+7 	+7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+10 	+8 	+8 
6c. Evaluated what others have concluded from numerical information	54	+9 	+4 	+6 

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.

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.