

Academic Challenge: First-year students

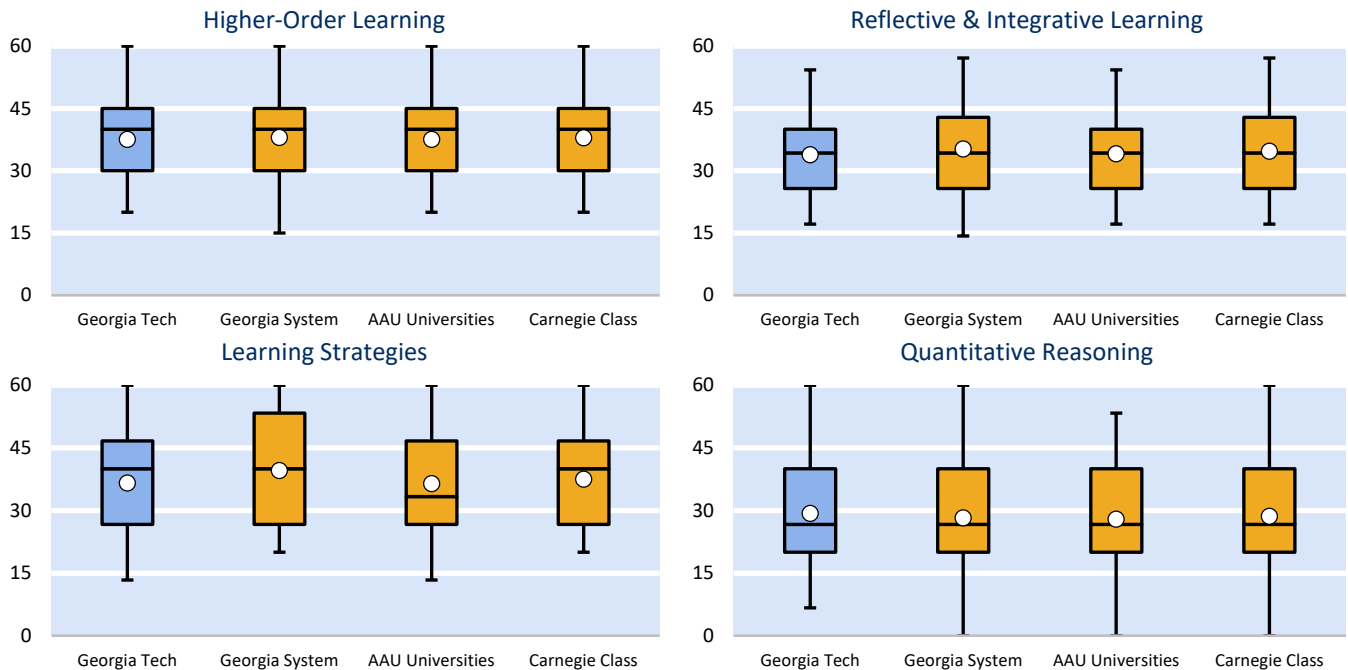
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Georgia Tech Mean	Your first-year students compared with					
		Georgia System		AAU Universities		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	38.0	-.03	37.6	.00	37.9	-.03
Reflective & Integrative Learning	33.9	35.3 **	-.11	34.1	-.02	34.7	-.07
Learning Strategies	36.6	39.5 ***	-.22	36.5	.01	37.5	-.07
Quantitative Reasoning	29.3	28.3	.07	27.9 *	.10	28.6	.05

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^a 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.

		Percentage point difference between your FY students and		
	Georgia Tech	Georgia System	AAU Universities	Carnegie Class
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	85	+16 	+9 	+10 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+7 	+6 	+6 
4d. Evaluating a point of view, decision, or information source	54	-17 	-9 	-12 
4e. Forming a new idea or understanding from various pieces of information	65	-2 	+1 	-1 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	51	+2 	-1 	-2 
2b. Connected your learning to societal problems or issues	41	-11 	-8 	-9 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-14 	-5 	-9 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-3 	+2 	-0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3 	+2 	-1 
2f. Learned something that changed the way you understand an issue or concept	69	+4 	+3 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+5 	+4 	+4 
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-3 	+0 	-1 
9b. Reviewed your notes after class	58	-11 	+0 	-5 
9c. Summarized what you learned in class or from course materials	61	-6 	+2 	+0 
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.)	63	+9 	+9 	+7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-3 	-0 	-2 
6c. Evaluated what others have concluded from numerical information	44	+3 	+4 	+3 

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.