



Higher-Order and Reflective Learning

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 (NSSE, 2020). This infographic of the National Survey of Student Engagement (NSSE) series explores student perceptions of Higher-Order Learning and Reflective and Integrative Learning.

The NSSE infographic series features selected results from the NSSE administered to Xavier first-years and seniors in spring 2020; data collection ended just before the switch to remote learning. Response rates were 43% (n=533) for first-years and 32% (n=352) for seniors. For more information about Xavier's NSSE results, visit the Office of Institutional Research's [Nexus site](#).

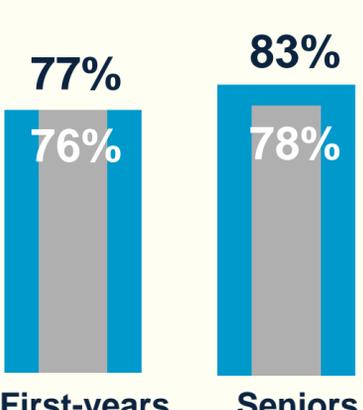
Higher-Order Learning (HOL)

The HOL engagement indicator measures how much students' coursework emphasizes complex cognitive tasks such as **application**, **analysis**, **judgement**, and **synthesis**.

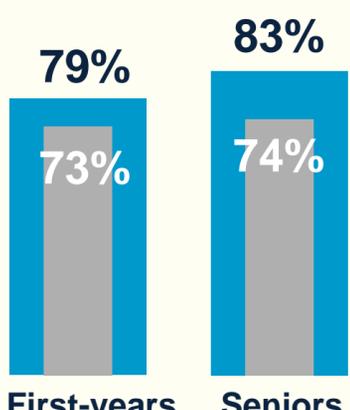
During the current school year, how much has your coursework emphasized the following:

(% of students who reported "quite a bit" or "very much")

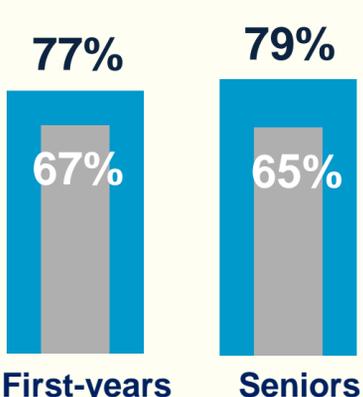
XU Competitor Group



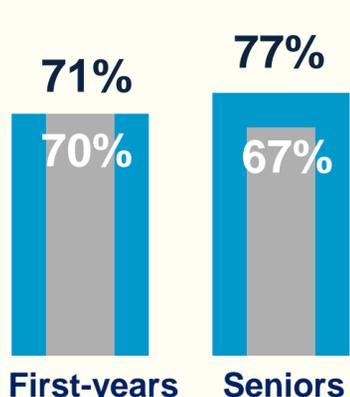
Applying facts, theories, or methods to practical problems or new situations



Analyzing an idea, experience, or line of reasoning in depth by examining its parts



Evaluating a point of view, decision, or information source



Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning (RIL)

The RIL engagement indicator measures how much instructors **motivate students to make connections** between their learning and the world around them, **reexamining** their own beliefs, and **considering issues and ideas** from others' perspectives.

During the current school year, how often have you:

(% of students who reported "very often" or "often")

The yellow bar indicates where our competitor group is

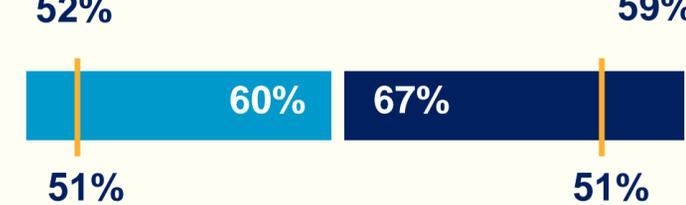
Combined ideas from different courses when completing assignments



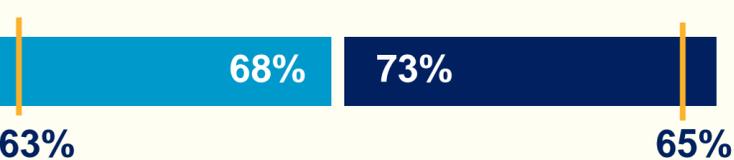
Connected your learning to societal problems or issues



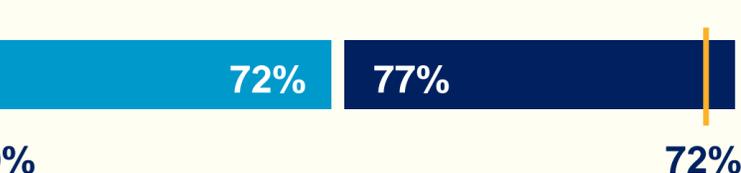
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



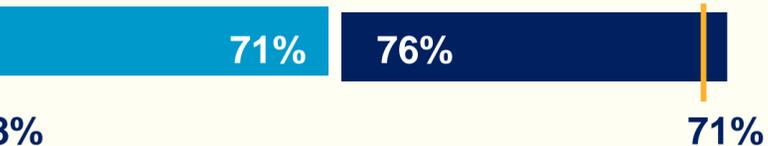
Examined the strengths and weaknesses of your own views on a topic or issue



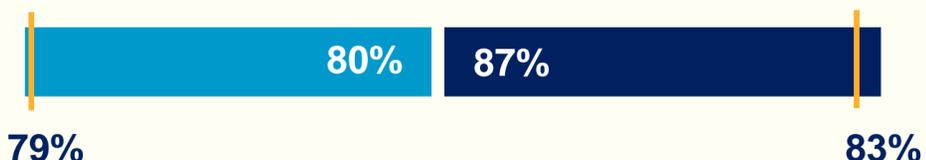
Tried to better **understand** someone else's views by imagining how an issue looks from his or her perspective



Learned something that changed the way you understand an issue or concept



Connected ideas from your courses to your prior experiences and knowledge



* Source: NSSE 2020 XU Engagement Indicators report