

NEAIR
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EMPOWERING INNOVATION

ENHANCING IR/IE THROUGH AI AND AUTOMATION

From Static to Dynamic NSSE: Dashboard Development
Monday, November 10th, 2025
11:15 AM - 12:00 PM (Timberlawn Room)

Sarah Winger Han Nguyen Marcia Preston

 **LOYOLA**
UNIVERSITY MARYLAND

Presentation Outline

- Introduction to NSSE
- Loyola's Background: From Static to Dynamic
- Loyola's NSSE Dashboard
- Strategies for Engaging Campus with Results
- Use in Data-informed Decision-making
- Next Dynamic Steps: Expanded Dashboard Offerings
- Q&A



Introduction to NSSE

- National Survey of Student Engagement*
 - Asks student about their college experiences, skills acquired during college, and academic and non-academic activities
- Only First-Year and Senior Students participate
- Offered annually

 Fall
Registration

 Spring
Administration

 Late Summer
/ Next Fall
Results Available

*NOTE: 2-year institutions may instead use the Community College Survey of Student Engagement (CCSSE; <https://cccse.org/ccsse>)



A comprehensive, longitudinal survey for 4-year institutions that asks...

- 2-year institutions can use the...

First Year & Senior Students

Offered annually (fall registration, spring administration, then results are made available by NSSE in late summer or by the next fall)

{Longitudinal: Major changes made in 2013, but then also minor changes from year-to-year}

Introduction to NSSE: NSSE Survey Instrument (2024)

- Main Question Set: 21 Questions, 86 Subquestions

Question → During the current school year, about how often have you done the following?

Subquestion → Asked questions or contributed to course discussions in other ways

Very
often
☐

Often
☐

Sometimes
☐

Never
☐

- Open-ended Question
- Additional Question Sets (≤ 2): Topical Modules, Consortia, or Custom



The Main NSSE Question Set had 21 questions and 86 subquestions

- It included one Open-ended question – options provided or a custom question

Up to two additional question sets – choose from topical modules or consortia questions, or custom

For the 2024 administration, Loyola chose:

Inclusiveness & Engagement with Cultural Diversity Topical Module

Catholic Colleges & Universities Consortium question set

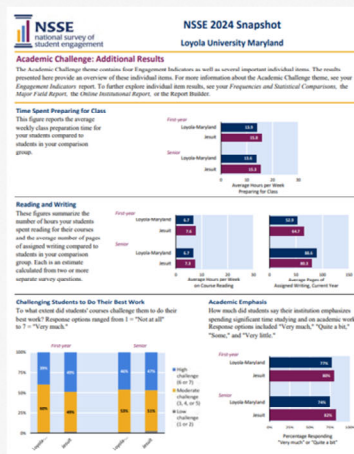
There are also some demographic questions.

Results also have some additional NSSE “calculated” versions of results

That’s a lot of data to manage

Loyola's Background: From Static to Dynamic

- Code Books
- Raw Data
- NSSE Reports (e.g., Snapshot Report)

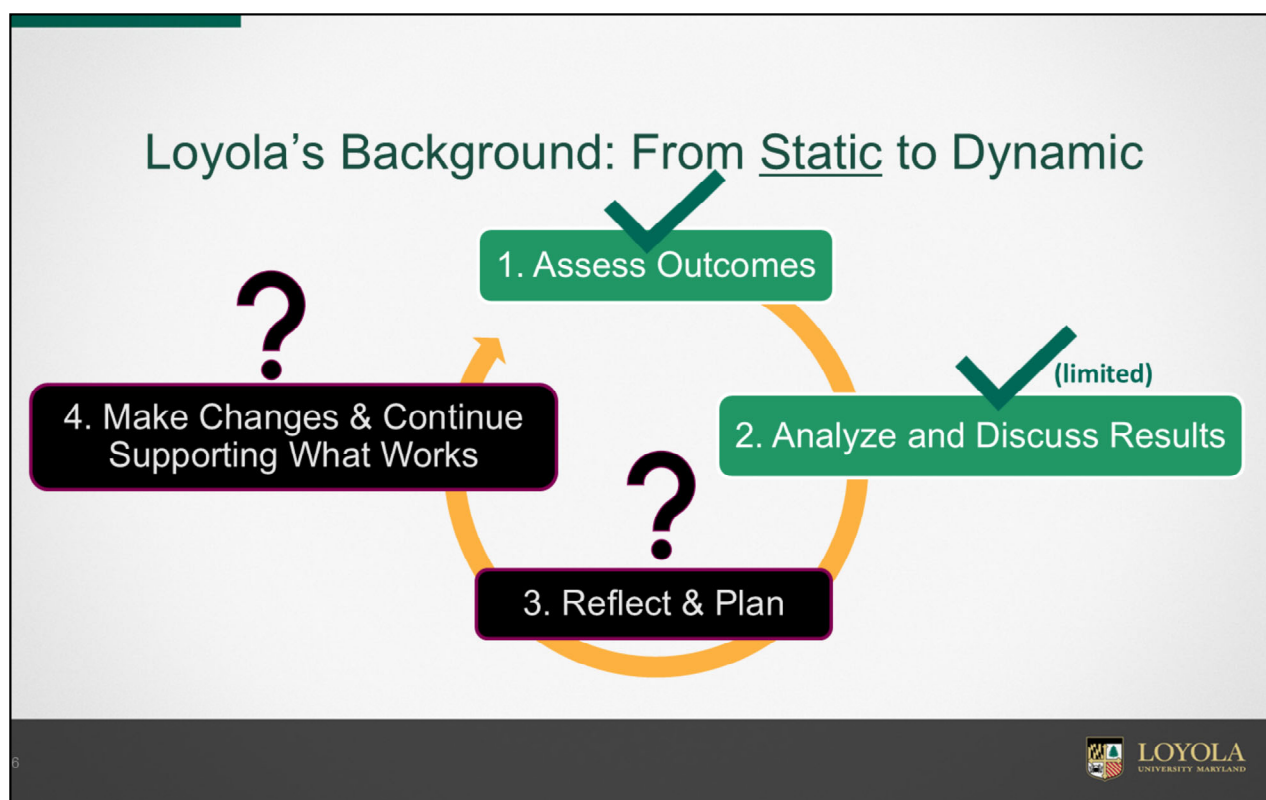


Code Books from their website

Raw Data in Excel & SPSS – one row per student

NSSE Reports – PDF and/or Excel

- E.g., Snapshot Report - Overall summary of the main NSSE question set, limited to themes picked by NSSE and one comparison group



Overview of our “Static” NSSE assessment cycle at Loyola:

Assess Outcomes – administer the survey and start investigating the data internally in our office

Analyze & Discuss the results –

Emailing the NSSE Snapshot Report PDF report to Loyola leaders, offer other reports upon request (typically not requested)

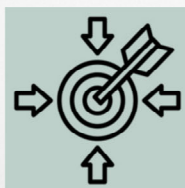
1-2 general, high-level OIR NSSE presentations to leadership groups (e.g., Combined Governance)

Nothing again until next administration

No follow-up to find out if/how data was used for decision-making

Loyola's Background: From Static to Dynamic

- To improve...
 - **ALIGNMENT** of NSSE questions to Loyola's interests
 - **USABILITY** of the data and by providing data literacy resources
 - **ACCESS** to data overall as well as communication and transparency efforts



To make that assessment cycle “Dynamic” to increase data-informed decision-making as part of the process, we set out to improve three key things:

1. We wanted to start by aligning the NSSE questions [and their results] with what is important to Loyola.
2. Improve usability, or ease of entry, to the data as well as by providing data literacy resources
3. Improve overall access to the data as well as to improve communication and transparency

These goals helped us to think about how we wanted to design and develop our dashboards – as well as how the results were shared and used. I’m going to talk a little more about each one so you can see how these goals have helped us transition from static to dynamic NSSE reporting.

Loyola's Background: From Static to Dynamic

ALIGNMENT

Static (old)

- NSSE Data
- NSSE Reports
- IR PPTs for general audience(s)



Dynamic (new)

- NSSE+IR Data
- Loyola-identified themes and question groups
- NSSE and other Higher Ed themes and question groups

1. Previously we primarily used NSSE-provided data, used the NSSE-delivered, general reports and created 1-2 PPT presentations for general audience(s)
2. For this new dashboard, we were able to integrate NSSE and IR data [e.g., demographic filters, results/analyses]
3. With help from Loyola's leadership, we were able to align NSSE questions to Loyola interests
4. Additionally, based on review of both NSSE and other HigherEd resources, we identified other important themes and question groups



Loyola's Background: From Static to Dynamic

USABILITY

Static (old)

- Jargon
- No clear definitions / links to resources



Dynamic (new)

- Dashboards with user best practices
- Built-in overview, navigation tips, resources, footnotes
- Training sessions

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Next focus was on improving usability

- Static (old)
 - Included a lot of NSSE and/or HigherEd Jargon

Overwhelming number of questions and results

We wanted to narrow things down but also make sure everything is available.

- Dynamic (new)
 - Dashboards have user best-practices in mind (filters, buttons, hierarchies)
 - Built in overview, navigation tips, definitions and resources, footnotes, and tooltips
 - Provide how-to training sessions with the dashboard

Loyola's Background: From Static to Dynamic

ACCESS



Static (old)

- Reports only for Loyola leaders
- PPTs for general audience (few)
- No open-ended question analysis

Dynamic (new)

- IR NSSE website
- Include all questions
- PPTs for targeted audience (many)
- Open-ended question analysis

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Lastly, we wanted to improve overall access to the data

- As I mentioned, we previously just delivered reports, sometimes just the Snapshot report, to Loyola's top leadership
- And in presentations we created presentation PPTs for a general audience
- Didn't do any analysis of the open-ended questions

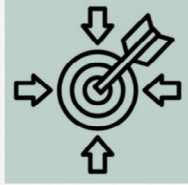
With our new dashboard we have put a link (along with the snapshot reports) on our website

- Included all questions
- Coordinated with Leadership to plan for the "NSSE Roadshow" to present to interested diverse groups on campus
 - When asked to present to different departments and groups, we tailor the presentation to their interests
- And we've shared results of the open-ended questions upon request, either through thematic content analysis, or selecting a few relevant responses.

More people investigating and using the data can help many more groups on campus to make data-informed decisions.

Loyola's NSSE Dashboard

ALIGNMENT



USABILITY



ACCESS





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Dashboard Navigation Tips

Definitions & Resources

National Survey of Student Engagement (NSSE)

The dashboards on the following tabs show Loyola University Maryland results from the National Survey of Student Engagement (NSSE). This survey gathers information from **first-years** and **seniors** about college experiences, skills acquired during college, and students' academic and non-academic activities.

Data Notes

- 2024 data were collected in spring of the 2023-2024 academic year. See NSSE Response Rate table below for details.
- All first-year and senior students in the previous Fall semester's census enrollment files that were also in the Spring's census enrollment files were invited to participate.
- Respondent values include both full and partial completions of the survey. Therefore, a student with a response for one question/subquestion may not have a response for a different question/subquestion.
- The NSSE was similarly administered in previous years (2018, 2015), which will eventually be added into a separate longitudinal NSSE dashboard. The survey was not administered in 2021 due to COVID. Earlier survey years (e.g., 2012) will not be presented in OIR's NSSE dashboards because when the NSSE instrument was updated in 2013, earlier results no longer align with the current format.
- For "Item Level" data that include a circle with a value in it (on the stacked bar charts) and a top axis range, the value in the circle is the unweighted mean of the student responses to that subquestion and the axis range indicates the possible range values of the ordered response options. The drop-down menus in the left column of "Item Level" pages filter data in the view based upon OIR census data.
- For "Item Level Peer Comparison" data, the NSSE-provided statistics are weighted by institution-reported sex and enrollment (full-time or part-time) status (and institution size for comparison groups). Most of the statistical comparisons are two-tailed independent t-tests, with a few exceptions. More details are available about [Loyola's peer comparison groups](#). Also, for these data:
 - the "Mean" column indicates the NSSE weighted Mean numeric values for ordered response options (e.g., Very often, Often, Sometimes, Never) or the weighted percentages of respondents that selected one response option in particular (e.g., Done or in progress).
 - the "Sig Diff" column indicates any significant difference in the NSSE statistical result of Loyola's student group compared to the peer comparison group(s). A "Sig Diff" drop-down menu is available for the Consortium and certain questions in the Topical Module question sets.
- For the "Main NSSE Question Set," use the Navigation Menu to investigate topics (question/subquestion groups of interest) or select the "All Questions" option.
- When ★ is shown in charts or tooltips, it symbolizes data suppression when the total count is less than or equal to 7, to protect student privacy.
- Additional notes about specific pages are available on those pages (e.g., statistical analysis results, etc.).

Last Updated: September 2025. The most recent NSSE data is from Spring 2024.

Source: NSSE Survey Data, OIR Census Files

Please contact OIR with questions or feedback via survey@loyola.edu and submit internal data requests via <https://loyola.teamdynamix.com/TDCClient/3166/InstitutionalResearch/Home/>.

Class	Population	Respondents	Response Rate
First-Year	1,088	355	33%
Senior	870	244	28%

Click on a topic below to begin viewing the report

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Main NSSE Question Set's Navigation Menu

Consortium & Topical Module Question Sets

Demographics

Overview page that matches the look of all our Factbook Dashboards

Data Notes

Info in the top right corner with “Dashboard Navigation Tips” and “Definitions & Resources” related to NSSE

Overview	Dashboard Navigation Tips
Dashboard Navigation Tips Page Size and Scrolling: Adjust your browser's zoom to adjust font size, improve readability, or help avoid scrolling on a page. Click Control (PC) or Command (Mac) and then either + (plus sign) to increase, - (minus sign) to decrease, or 0 (zero) to reset to 100%. Green Buttons (Rectangles) for Navigation: Click on a green button at the bottom of the "Overview" page, and the top of each subsequent page to navigate to a new page. Lighter green buttons indicate your current view. Gray Buttons (Rectangles) for Navigation: Click on a gray button at the top right of the "Overview" page to learn about either "Dashboard Navigation Tips" or "Definitions & Resources" Hover Feature: Hover your cursor over charts and text for additional information (aka "tooltips"). Alert Message: If an alert message pops up, follow its instructions to change drop-down menus so the data you are interested in will be visible. Drop-down Menu Options: Use these to change the data results shown. Respondent Group Drop-down Menus: These are based upon characteristics of the respondents from OIR census data, including: - Drop-down menus in the left column of "Item Level" pages (e.g., "Student Class"). "Select Group Type" drop-down menus on Demographics' page charts (e.g., switching between "Ethnicity" which includes the 9 IPEDS categories, or "Student of Color" which aggregates "Ethnicity" categories into 3 simplified categories). "View by" Drop-down Menus: The "View by" drop-down menus are named and located in various places on pages and are based upon either data source or question/subquestion alignment. For example: "Item Level" shows unweighted results for Loyola's student responses. "Item Level Peer Comparison" shows weighted results for Loyola's student responses compared to peer comparison groups. This view also shows significant differences between groups when applicable. - Question or group-related drop-down menus displayed under the green buttons across the top of a page show subsets of the data. For example: - The Main NSSE Question Set topics include four NSSE-defined Engagement Themes, divided into 10 Engagement Indicators. The "Choose Indicator" drop-down menu lets you select an indicator of interest to display its data. - Some pages have other drop-down menus (e.g., "Choose Sub-Aim" or "Choose Question") to show specific subsets of data. - Drop-down selections may not carry over when changing from view-to-view, so be sure to verify those are updated to your preference(s). - In some cases, only relevant values will be available for selection (e.g., "Choose Question" or "View by Significant Difference")	
By default, subquestions are listed alphabetically. For the "Item Level" data, sort by the unweighted means (values in the circle on the stacked bar charts) as follows: - In the left column respondent group drop-down menus, change "Student Class" from (All) to either "First-Year" or "Senior" - Hover over the center of the axis values on the stacked bar charts. Then click the "Sort" button to sort ascending or descending.	
Dashboards can be downloaded as an image (PNG), PDF, or PowerPoint (PPT). - The PPT option puts the export date on a slide. If any question/issue arises, the export date can be compared to the date that the dashboard was last updated, available at the bottom of the "Overview" page. - The download icon is available in two locations on the dashboard: Option 1 at the bottom right corner or Option 2 at the top right corner.	
When you interact with the drop-down menus and "View by" options on any dashboard and want to reset the values, click the "Reset view" button provided by Tableau to return all to their default settings.	

This Dashboard Navigation Tips has important information to help you if you have any questions about the dashboard navigation itself. For example, there is information about:

- Page size and scrolling
 - Buttons for navigation
 - Hover feature (aka tooltip – to see more information if you hover over a part of the dashboard)
 - Alert message – to help you know what you need to do to change the drop-down menu(s) to see what you are investigating.
 - Various types of Drop-down menus
 - How to sort data
 - How to download
 - How to reset the dashboard
- The latter three are also buttons you can click on to see more screenshots/details for how to do each.

Additionally, you can click the "Overview" button at the top to return to the Overview page and continue using the dashboard.

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Then we can also give you a preview of our “Definitions & Resources” related to NSSE, for one of the question sets

Overview	Go back to Main NSSE Question Set's Navigation Menu	Definitions & Resources		
		Main NSSE Question Set	Consortium & Topical Module Question Sets	Demographics

Main NSSE Question Set: Definitions & Resources

Overall Satisfaction: These are main NSSE questions/subquestions that focus on students' overall satisfaction with their institution.

Engagement Indicators: The main NSSE question set includes, "ten [Engagement Indicators](#) that are organized within four engagement themes". These are essentially important question groups that individuals might want to investigate to see how Loyola is perceived to be doing on each particular indicator.

High-Impact Practices (HIPs): The [AAC&U](#) has identified eleven evidence-based educational practices or experiences that have been shown to have significant benefits for students who participate in them. Of those, the main NSSE question set asks students about [six of those HIPs](#).

Undergraduate Learning Aims (ULAs): Loyola's [ULAs](#) were adopted by the Academic Senate on April 8, 2003. They represent the learning outcomes that Loyola undergraduates should expect to achieve prior to graduation as well as pillars of learning upon which the curricula at Loyola are developed.

Student Success Committee (SSC): Leaders of the (SSC) have identified specific main NSSE questions/subquestions of interest to their investigation of student success at Loyola – so they can better identify what is working well and where improvements can be made.

Strategic Plan: Loyola's [2025-2030 Strategic Plan](#) is, "Together We Rise". The main NSSE questions/subquestions have been aligned to specific foci and their respective strategic initiatives. However, it should also be noted that the "Consortium & Topical Module Question Sets" described elsewhere also align to the Strategic Plan.

Middle States Standards: The Standards for Accreditation and Requirements of Affiliation specify the criteria by which Loyola's accrediting body, the Middle States Commission on Higher Education (aka Middle States), determines whether an institution merits accreditation or reaffirmation of accreditation. Currently (as of July 1, 2023), Middle States is using the [Fourteenth Edition](#) of this set of standards. The main NSSE questions/subquestions have been aligned to these standards. However, it should also be noted that the "Consortium & Topical Module Question Sets" described elsewhere also align to the Middle States Standards.

All Questions: In addition to the main NSSE question groups described on this page and listed in the "Navigation Menu to Main NSSE Question Set," the "All Questions" group includes all the main NSSE questions/subquestions, since some of those do not align with any particular aforementioned question group(s) but may still be of interest for investigation or inquiry. See the OIR NSSE website under the heading "[Survey Instrument](#)" for more details.

Additional Resources
To help create benchmarks for Loyola, the "Peer Comparison" groups were selected. Each contains an aggregate of institutions similar to Loyola that have either administered in the NSSE in the year before or same year as Loyola. For the main question set, these include:

- all other 2023 and 2024 NSSE institutions in the Association of Jesuit Colleges & Universities ([AJCU](#)); aka "Jesuit", n = 15).
- all other 2023 and 2024 NSSE institutions sharing your institution's 2021 Basic Carnegie Classification "Master's I: Master's Colleges and Universities (larger programs)" (aka "Carnegie Class", n = 162), or
- all other 2023 and 2024 U.S. NSSE institutions (aka "NSSE 2023 & 2024", n = 706).

15 OIR's NSSE website: <https://www.loyola.edu/departments/institutional-research/surveys/nsse.html>
OIR's FSSE website: <https://www.loyola.edu/departments/institutional-research/surveys/fsse.html>

At the top of this Definitions & Resources, you will see where you are, based upon which button is light green.

There is a separate Definitions & Resources section for each of the three main results sections of the NSSE dashboard:

- 1) Main NSSE Question Set
- 2) Consortium & Topical Module Question Sets and
- 3) Demographics

For this example, we will review the "Main NSSE Question Set" Definitions & Resources, but it is the same overall layout as the other two.

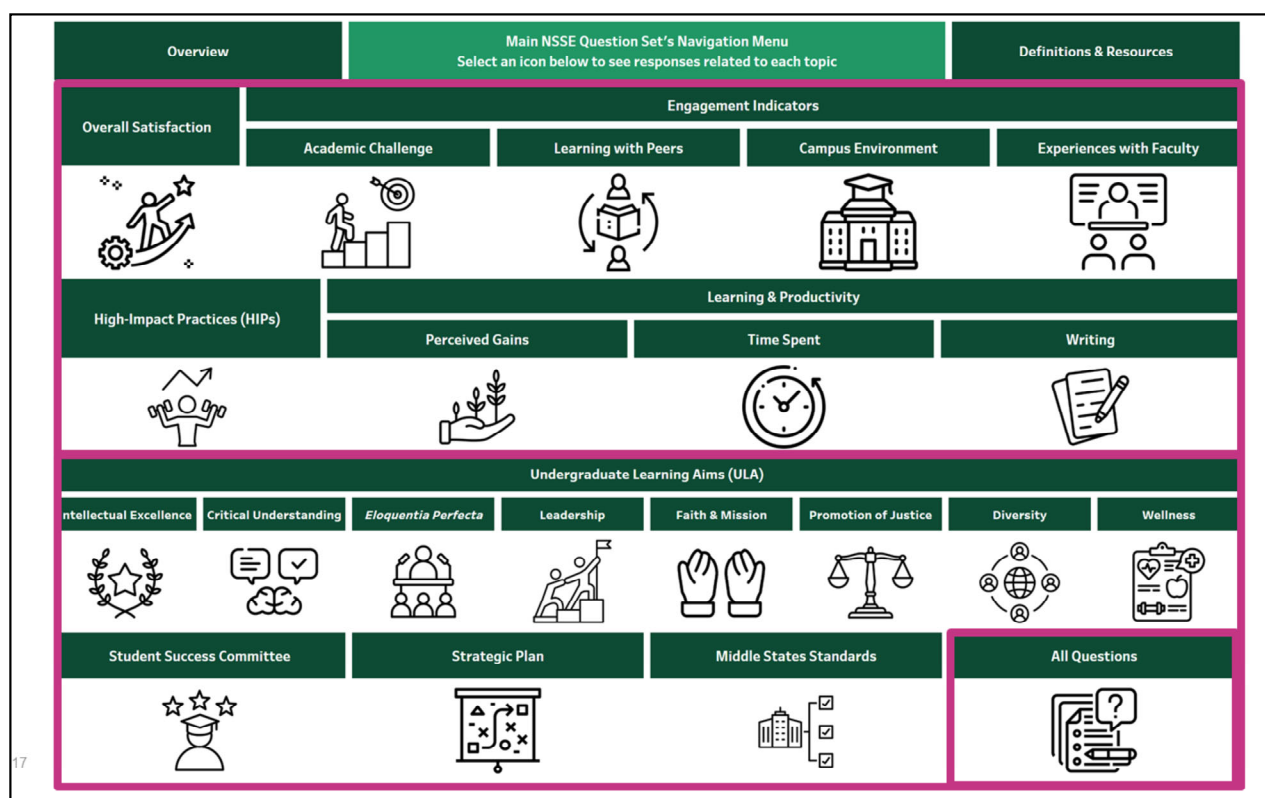
- Top section is explanations of each question category and any relevant links to resources related to each, respectively. These question groups were created/identified based on question themes to be more helpful to users to find questions of interest – and investigate their results.
- Under "Additional Resources" you will see information about:
 - The benchmark "peer comparison" group(s) for the data, when applicable.
 - Links to OIR's NSSE and FSSE survey websites.

After you are done reviewing the information here, you can either choose to click the "Overview" button at the top, or (as we'll do now), navigate to "Go back to Main NSSE Question Set's Navigation Menu" so you can see the organization of those question categories.

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Topics to View at the bottom

Start by clicking on Main Question Set



With so many questions, we grouped them by theme to make navigation easier. This supports our 'Alignment' goal of making NSSE reporting more dynamic.

Top section is based on NSSE and other HigherEd institutions' NSSE dashboard/report categories:

Overall Satisfaction – this is a category we “borrowed” from other higher ed institutions that had some really amazing dashboards

10 engagement indicators organized within 4 themes (NSSE).

High-Impact Practices – American Association of Colleges and Universities have identified 11 educational practices/experiences that have significant benefit for students. NSSE Main question set includes questions aligned to 6 of those HIPs

Learning & Productivity – these are some categories we “borrowed” from other higher ed institutions that had some really amazing dashboards.

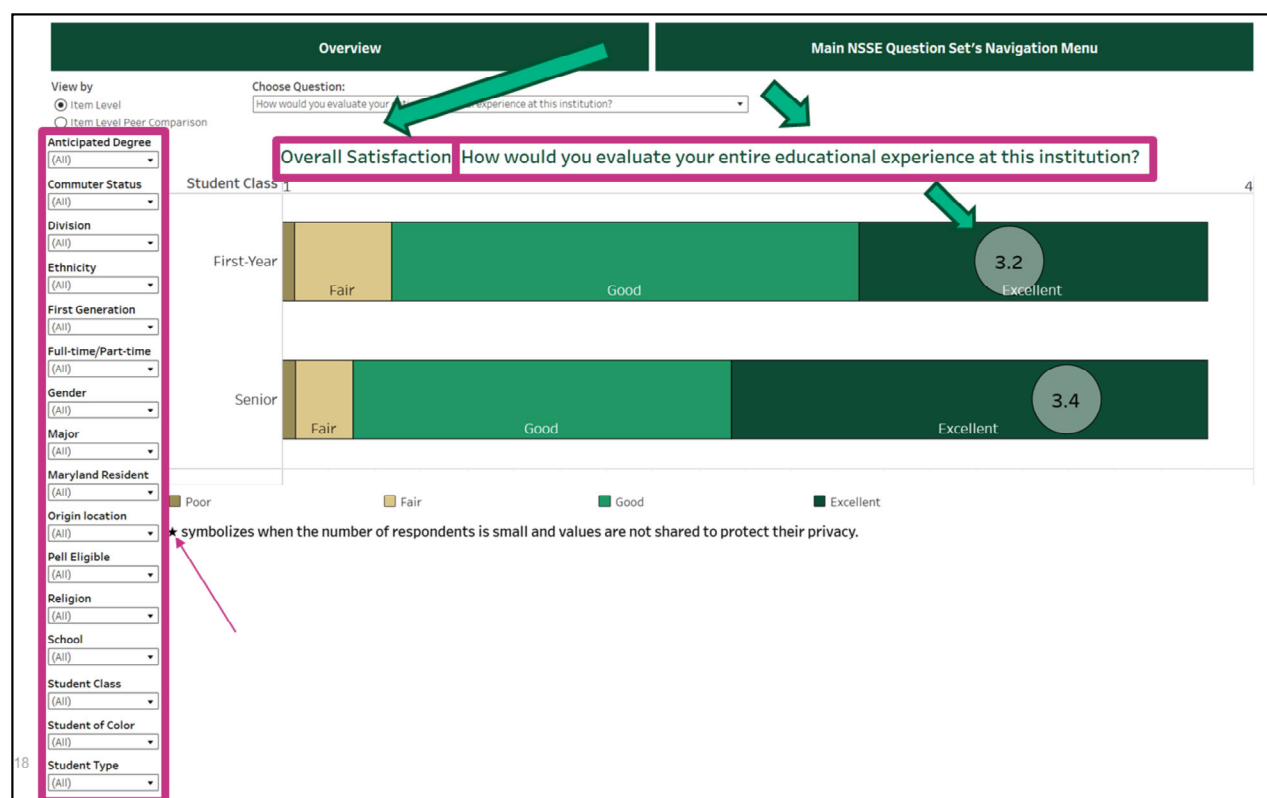
Bottom section is based on Loyola's specific interests

Undergraduate Learning Aims were adopted by Faculty Senate in 2003. – represent institutional Student Learning Outcomes (SLOs) that Loyola undergraduates should expect to achieve by graduation. They also serve as the foundation for how our curriculum is designed.

We have also aligned NSSE questions to some other things such as our strategic plan, and Middle States accreditation – I'll talk more about that in a bit.

At the bottom right, users can see results for every question. We really wanted everyone to have full access, which was challenging with all the different question types and scales. Many NSSE dashboards out there only show certain themes, but ours lets you explore every single question.

Click first on Overall Satisfaction



We are now in the data view

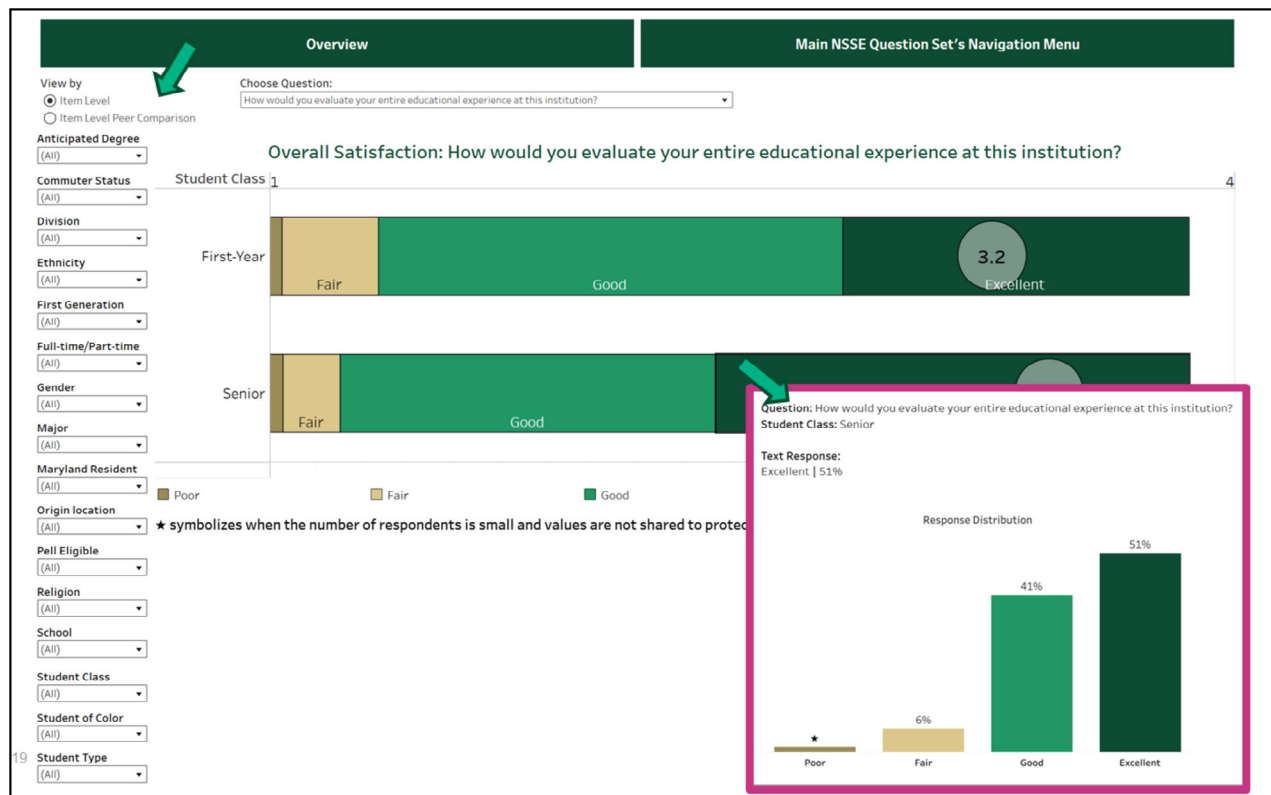
- Based on which category you clicked on from the Main NSSE Question Set's Navigation Menu, that will show up as the first part of the title above the graph
- Based on the "Choose question" selected from the drop-down at the top, will show the second part of the title above the graph
- Both of these help stakeholders stay oriented and understand any visuals they export

On the left, there are filters that stakeholders can use to investigate if there are differences between different groups of students.

- The filters are in alphabetical order on the left from top-to-bottom, which is tied to our IR census data, which is NOT available in the NSSE static PDF reports, for example:
 - Program-related filters: Anticipated Degree, Division, Major, School
 - Demographic-related filters: Commuter Status, Ethnicity, First Generation, Full-time/Part-time, Gender, Maryland Resident, Origin Location, Pell Eligible, Religion, Student Class, Student of Color, and Student Type
 - If you select enough filters and get into small sample sizes, we have some data suppression where the * shows up to ensure confidentiality
- Therefore, so far – you have been able to see improvements we've made to ALIGNMENT (integrating NSSE+IR data for filtering), ACCESS (data available for stakeholders to investigate), and USEABILITY (e.g., graph title with category name and question, figure legends, footnotes, etc.)

Distribution of responses, along with the "average" response for that question, based on the "raw" Loyola responses.

- If you hover your mouse over the bar chart you will see another example of USEABILITY...

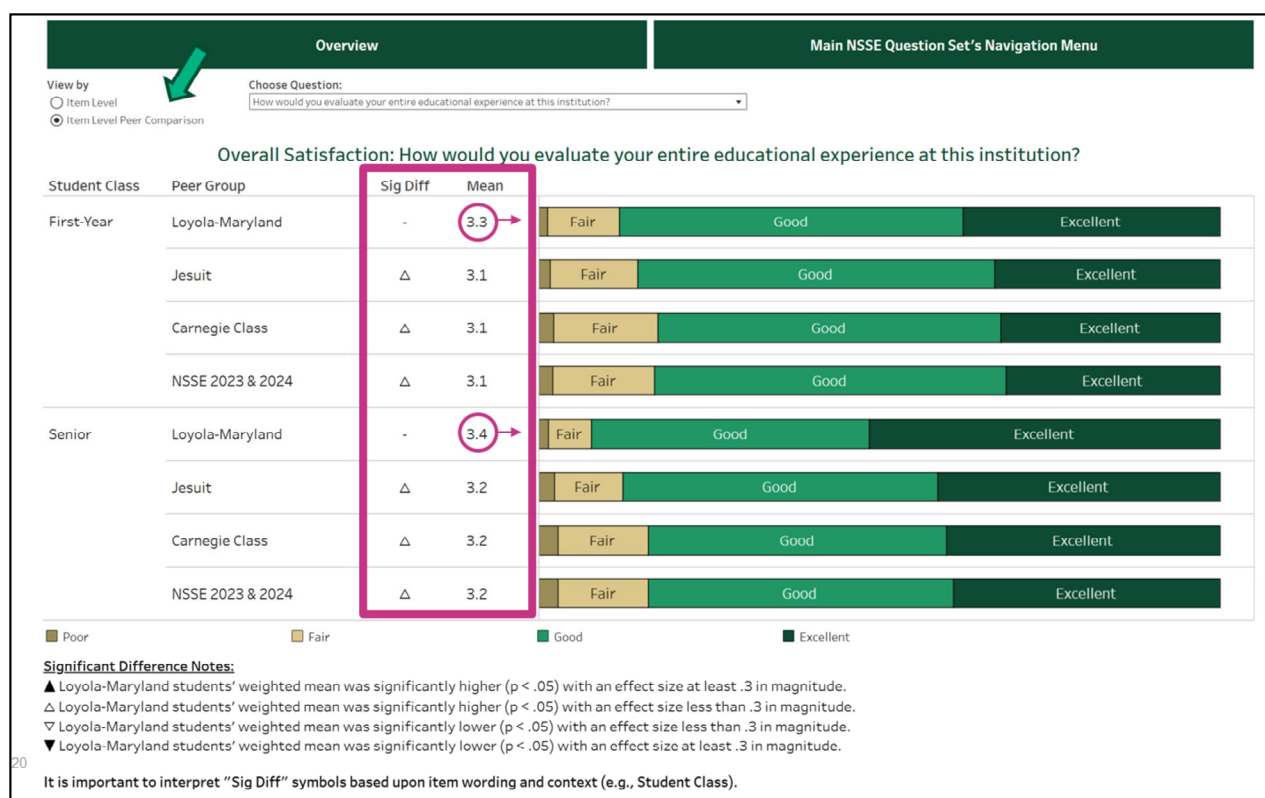


by bringing up additional information in a Tooltip, so stakeholders can see the distribution in a different way and get the percentages associated with the response options.

We also have two viewing options for each question:

“Item Level” which is just Loyola data with unweighted means – as in this view, OR

“Item Level Peer Comparisons” which I’ll show you next



Looking at the same question and results... but viewing by Item Level Peer Comparison

Still see Loyola's mean and distribution for First Years and Seniors – slightly different because this time the means are weighted for comparison purposes – although the bar charts are based upon the unweighted data values, so the percentages add up to 100%.

{institution reported sex, enrollment status (FT/PT), and institution size}

Here, we were able to show the peer comparison and statistical significance results, whose details are included in the USABILITY-related footnotes at the bottom of the graph:

Jesuit (institutions from the Association of Jesuit Colleges & Universities that participated in NSSE (n=15)

Carnegie Class – Master's Large (n=162)

All 2023 and 2024 NSSE participants (n=706)

{Effect size (Cohen's d) indicates the practical importance of an observed difference (.3 = medium effect size)}

Let's look at a couple more examples of questions and how we set them up to increase USABILITY for our stakeholders.

Back to the main NSSE Question Set Navigation Menu

Overview

Main NSSE Question Set's Navigation Menu
Select an icon below to see responses related to each topic

Definitions & Resources

Overall Satisfaction

Engagement Indicators

Academic Challenge

Learning with Peers

Campus Environment

Experiences with Faculty



High-Impact Practices (HIPs)

Learning & Productivity

Perceived Gains

Time Spent

Writing



Undergraduate Learning Aims (ULA)

Intellectual Excellence

Critical Understanding

Eloquentia Perfecta

Leadership

Faith & Mission

Promotion of Justice

Diversity

Wellness



Student Success Committee

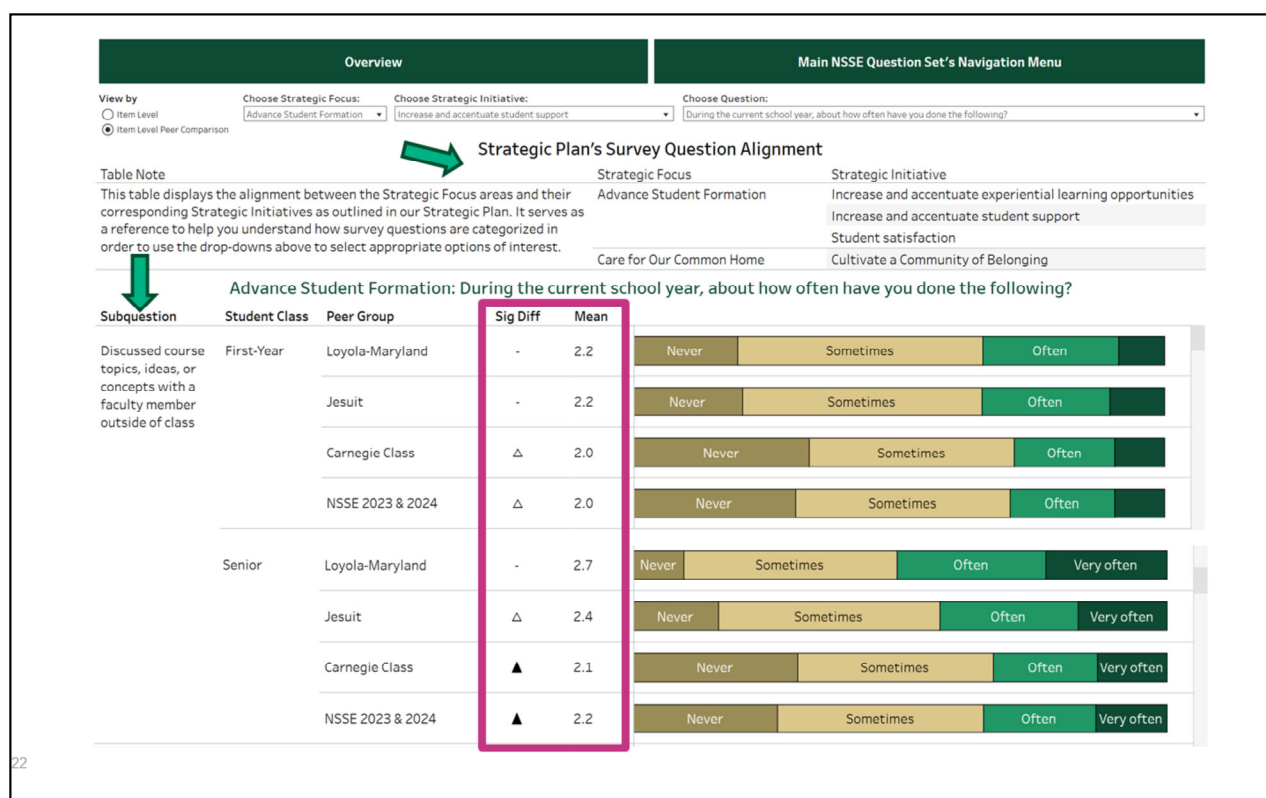
Strategic Plan

Middle States Standards

All Questions



Strategic Plan



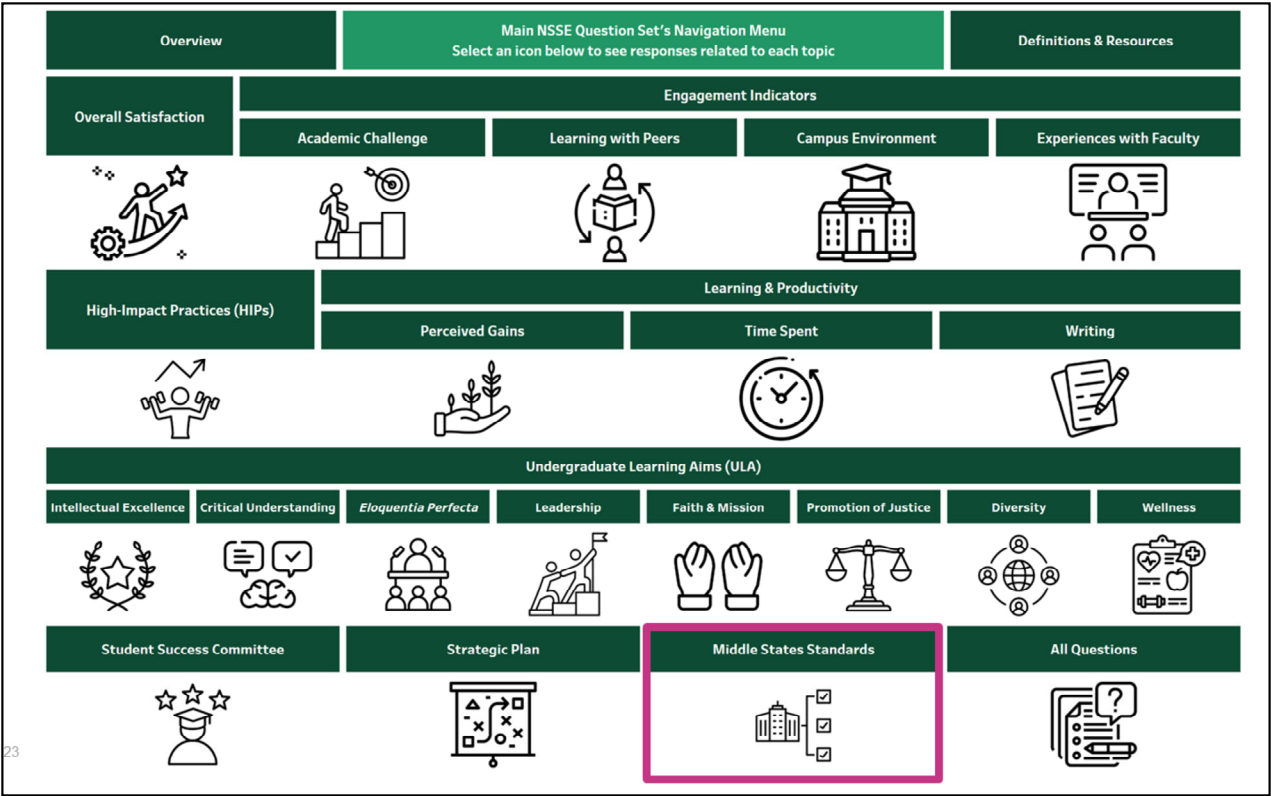
We've identified questions that align with 2 of the 4 focus areas of the strategic plan and some of the strategic initiatives that fall under those areas.

{Other two are "Grow our Footprint, Influence, and Enrollment" and "Thrive by Investing in and Supporting our Team"}

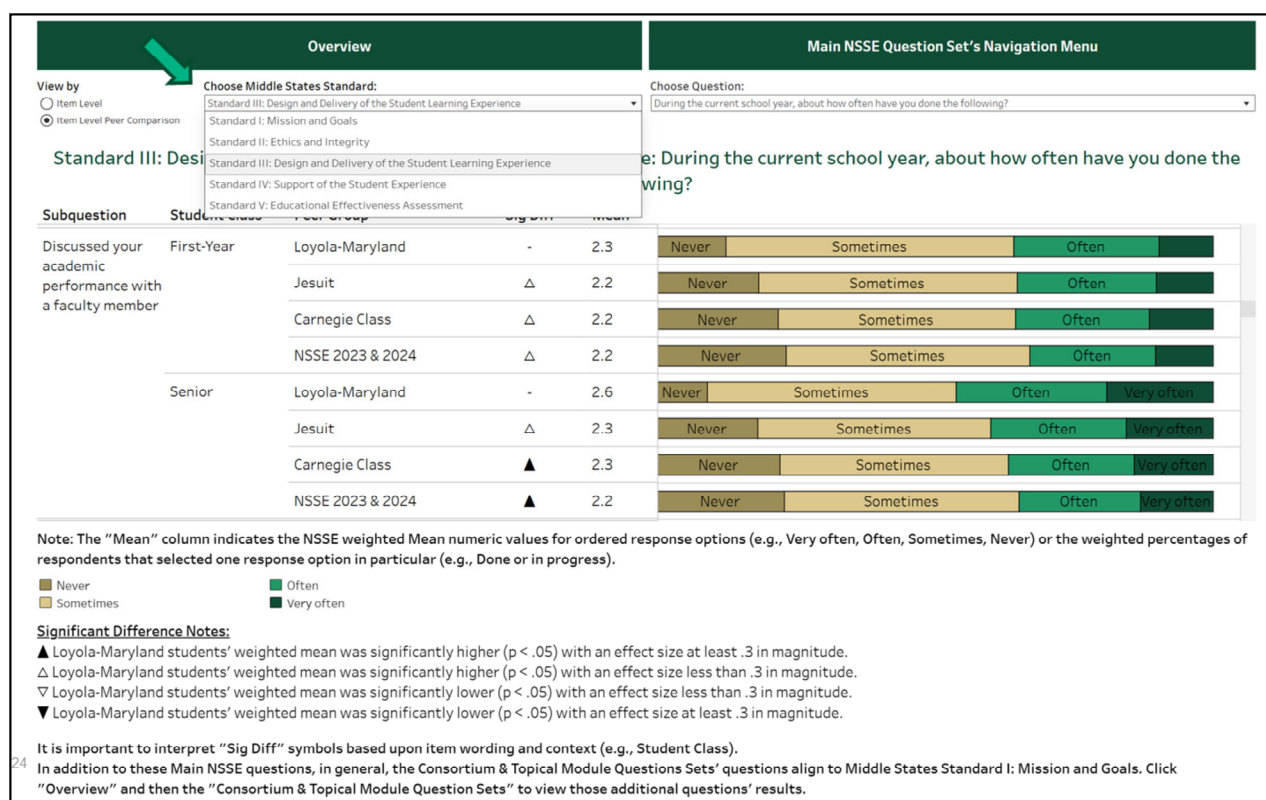
This question is during the current school year, about how often have you discussed course topics, ideas, or concepts with a faculty member outside of class.

There is some statistical significance in relation to our comparison groups for first-years. By the time they are seniors, we have significantly higher results compared to all three peer groups.

Here results indicate some progress that happens during a student's tenure at Loyola (although we can't say for sure because we aren't looking at the same students).



Last things on the main question set navigation menu:
Alignment to Middle States Standards



The alignment was based upon the NSSE accreditation toolkit document for our regional accreditor, Middle States, but the final alignment was finalized by Loyola Leaders in Academic Affairs [Assistant Vice President for Institutional Effectiveness and Academic Assessment].

With the Standard drop-down, you can see the results for the 5 standards. We have just entered a three-year self study phase to reaffirm our accreditation, so this will be a great resource for our working groups helping with the Self-Study this year to quickly find data aligned with the standards they are working on.


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Dashboard Navigation Tips
Definitions & Resources

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- For the "Main NSSE Question Set," use the Navigation Menu to investigate topics (question/subquestion groups of interest) or select the "All Questions" option.
- When ★ is shown in charts or tooltips, it symbolizes data suppression when the total count is less than or equal to 7, to protect student privacy.
- Additional notes about specific pages are available on those pages (e.g., statistical analysis results, etc.).

Last Updated: September 2025. The most recent NSSE data is from Spring 2024.

Source: NSSE Survey Data, OIR Census Files

Please contact OIR with questions or feedback via survey@loyola.edu and submit internal data requests via <https://loyola.teamdynamix.com/TDCClient/3166/InstitutionalResearch/Home/>.

Class	Population	Respondents	Response Rate
First-Year	1,088	355	33%
Senior	870	244	28%

Click on a topic below to begin viewing the report

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Main NSSE Question Set's Navigation Menu
Consortium & Topical Module Question Sets
Demographics

A lot of information so far – and we are only part-way there.

Back to the same original overview page,

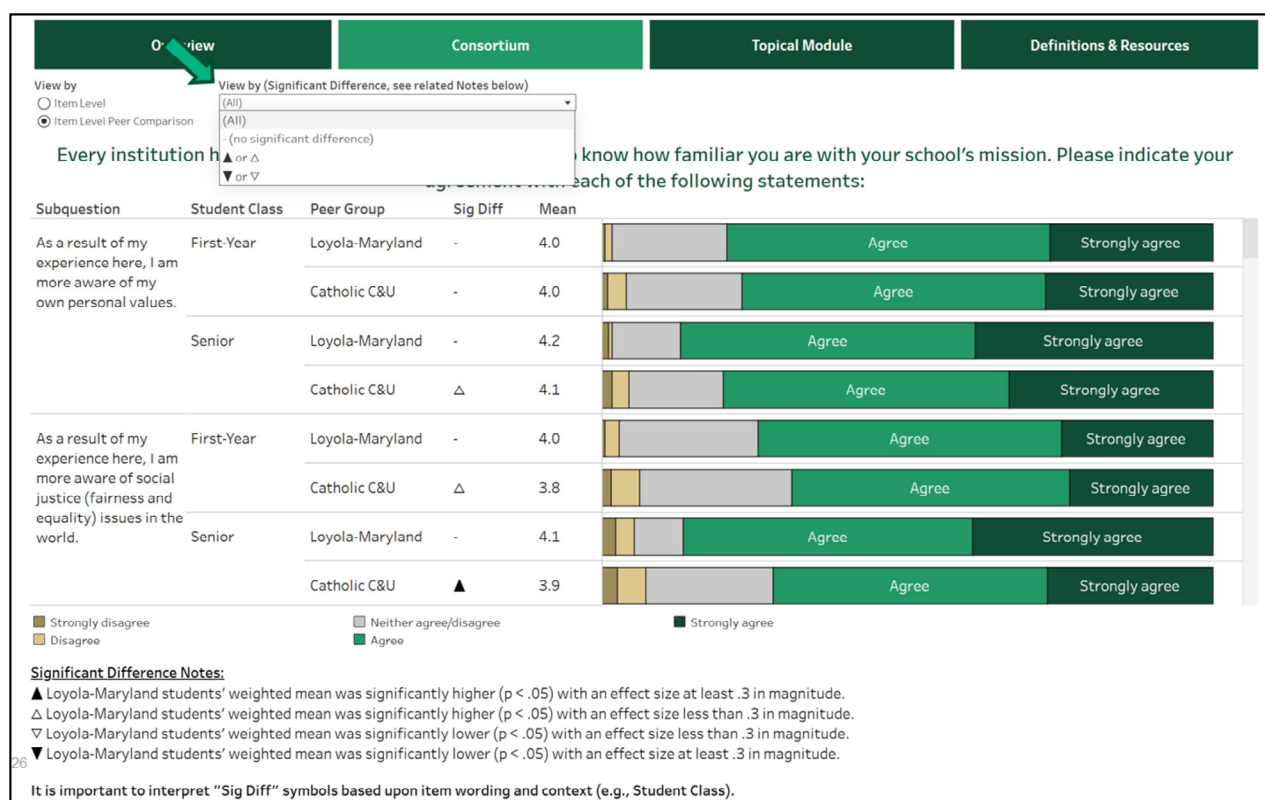
Another Data Section Called the Consortium and Topical Module Questions Sets

Consortium Data: Catholic Colleges & Universities question set – questions focused on the mission and identity of Catholic Colleges and Universities.

Topical Module: Short set of questions on various topics that allows a participating institution to more deeply explore a topic based on the needs of the campus.

We asked the "Inclusiveness and Engagement with Cultural Diversity" topical module questions.

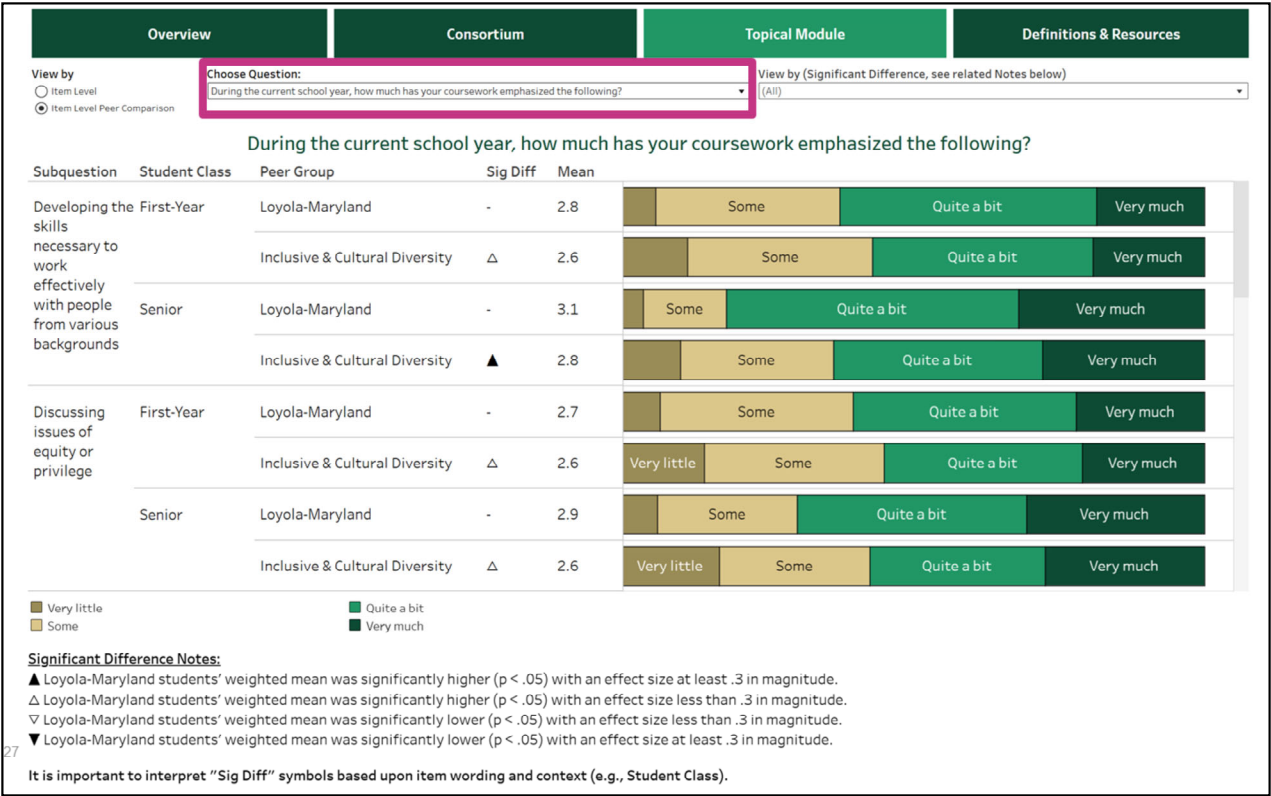
If you forget, click on "Definitions & Resources" at the top and you will have detailed explanations of all these different sections.



For our consortium question set, Catholic Colleges & Universities, there is just one question here with lots of sub-questions.

Therefore, we added this neat feature here, based on inspiration from another HigherEd institution's NSSE dashboard, that allows stakeholders to sort and look at questions based on their significant difference – to increase USABILITY.

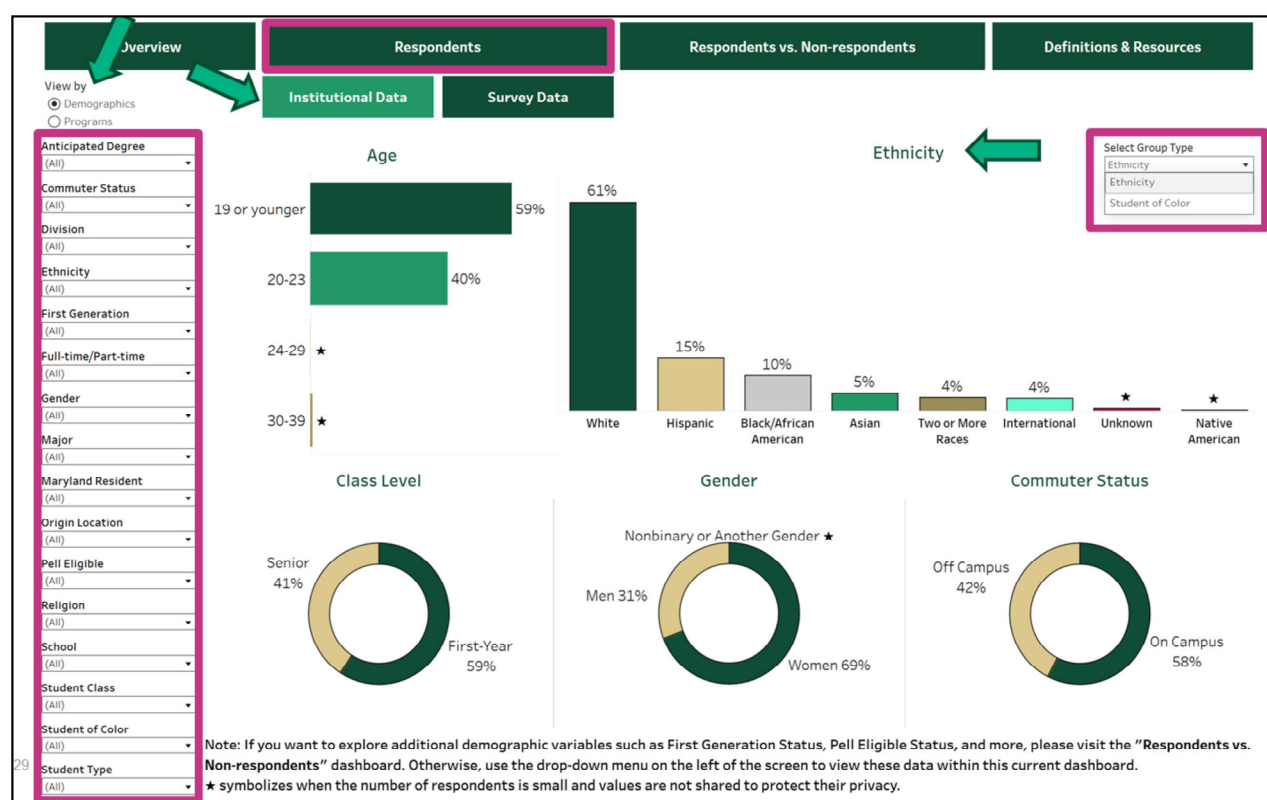
- [Every institution has a mission statement. We would like to know how familiar you are with your school's mission. Please indicate your agreement with the following statements:]



The topical module is set up similar to the consortium data we just viewed, except there are multiple questions, so there is also a “Choose Question” drop-down option at the top.

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Finally, the last data topic we have is detailed demographics about the students who were involved in our survey, which helps improve ALIGNMENT and ACCESS.



The first set of Demographic data you can view is related to the Respondents, which is broken down into

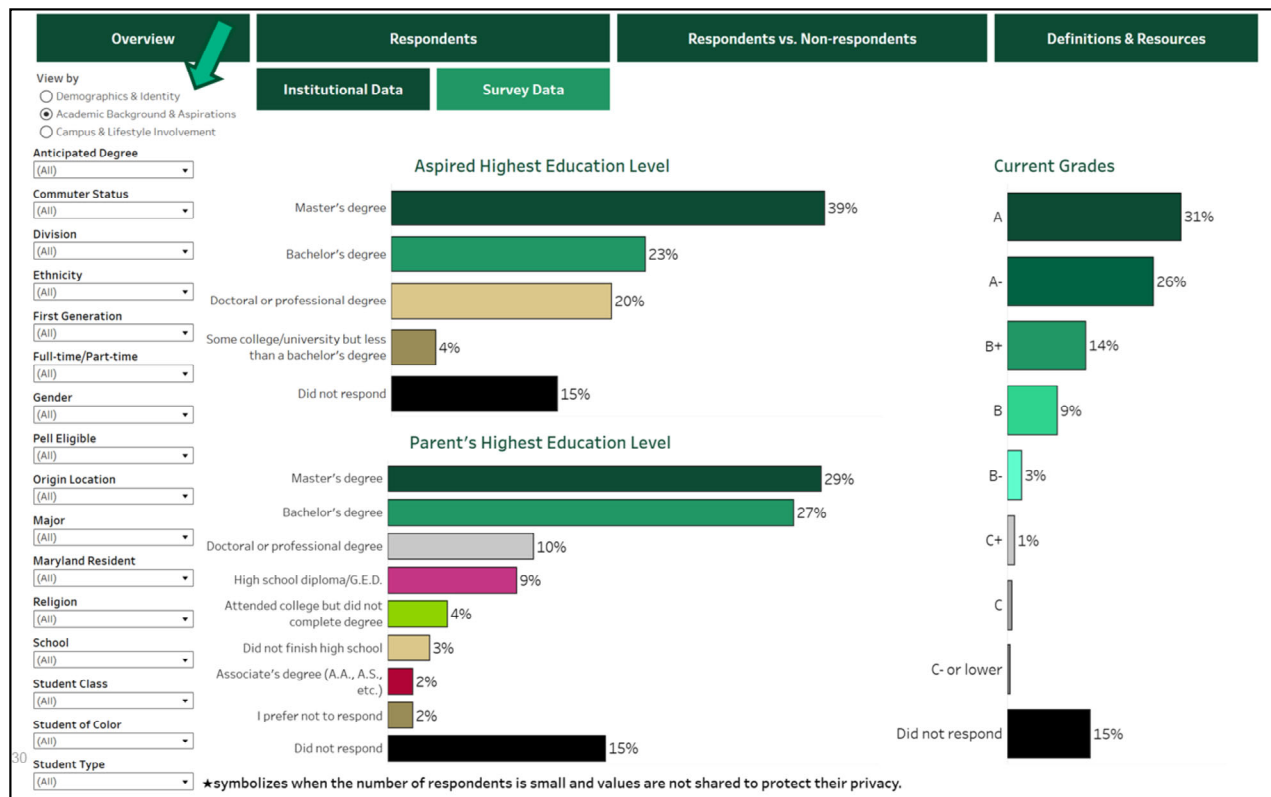
- Institutional Data (shown here) or
- Survey Data (which includes additional questions and/or response options for the same type of demographic categories)

In these results, you can View by either:

- Demographics or
- Programs

Additionally, there are options for drop-down menus:

- The left-most set that contains most of the IR-based demographic data groups – or –
- Depending on the chart, we also have options to show the data in more or less detail — like this one on the right, where you can view it by specific ethnic groups or as a broader "Student of Color" category.

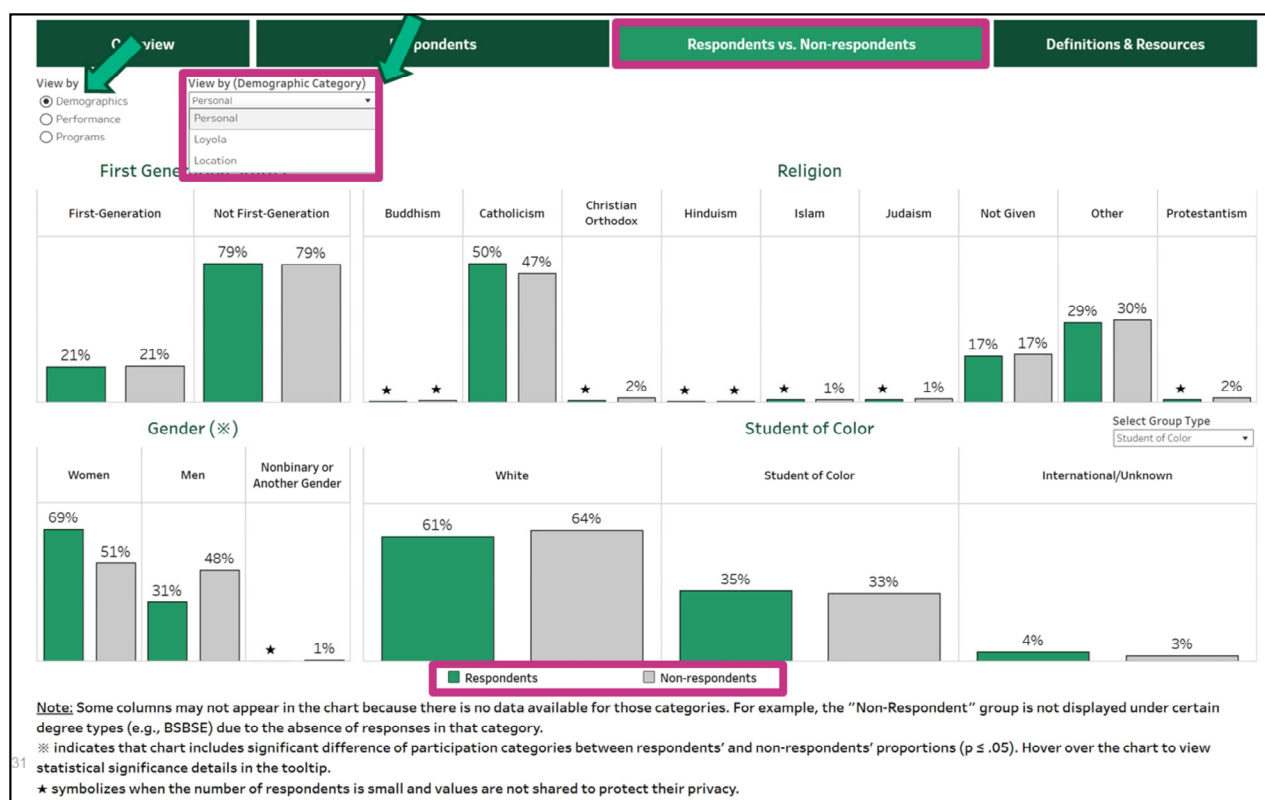


Survey data (based on NSSE demographic questions/responses), which are sorted into three “View by” categories at the top left

Additional demographic info they reported, like disabilities, veteran status, gender identity

Academic Information

Campus & Lifestyle Involvement like clubs, athletics, where they live



The second set of Demographic data you can view is Respondents vs. Non-respondents, which has statistical comparisons between those two groups – to check if our respondent sample was representative of our population. The figure legend at the bottom specifies that:

- Respondents are the green bars
- Non-respondents [those invited to participate that were either first-years or seniors in Spring 2024, but did not respond] are the gray bars

In these results, you can View by either:

Demographics

Personal category – as seen here

Loyola – full/part time, commuter status

Location – Maryland resident status

Performance (GPA, test scores)

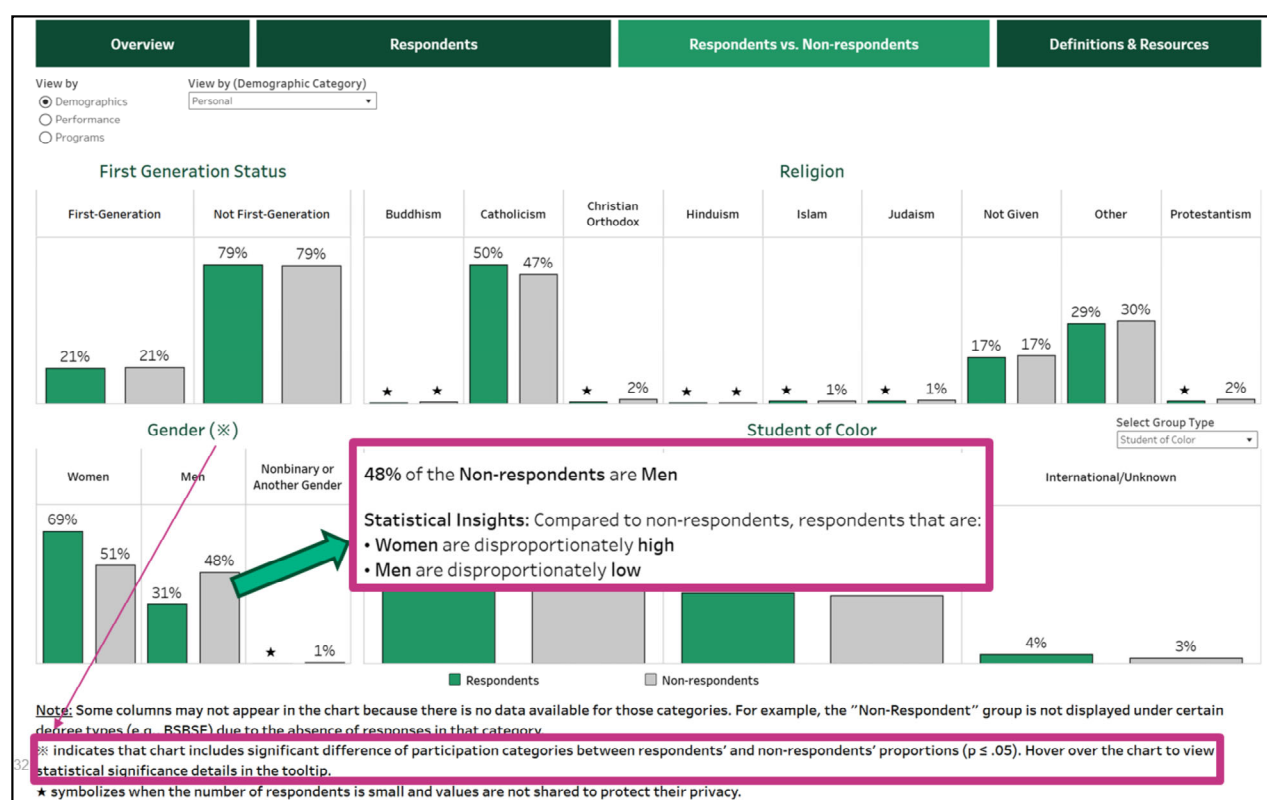
Programs (Major, College, Division)

After you select one of those, there is a drop-down menu next to the View that allows you to select a subset of the demographic categories (e.g., for Demographics, you can see Personal, Loyola, or Location categories). Here, we're looking at Personal.

Additionally, if applicable, there might be similar graph-related drop-down menus, such as this one on the far-right that can show the data broken down by Ethnicity (more specific groups) or Student of Color (more aggregated groups).

[This carries over, based on your selection in the previous dashboard, but SOC is shown here, to show the difference between the categories.]

That's a lot of information to put in a dashboard just for the demographics!



You can see how we share the statistical analysis results of respondents vs. non-respondents both in the footnotes and in the hover-over Tooltip.

Specifically, for the most part, for all of these Personal demographic group types, the respondent sample was NOT significantly different from the non-respondents. This is good news and shows that our students' responses should hopefully be representative of the student population they represent. The only one with significance in this Personal demographic group type is Gender. This is evident by the icon next to it, whose note at the bottom specifies...

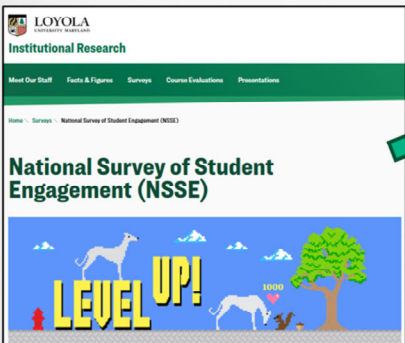
"indicates that chart includes significant difference of participation categories between respondents' and non-respondents' proportions ($p \leq .05$)..."

And, "Hover over the chart to view statistical significance details in the tooltip.", which if hovering over the non-respondent men bar, it will read that

- 48% of the Non-respondents are Men
- And for "Statistical Insights: Compared to non-respondents, respondents that are:
 - Women are disproportionately high
 - Men are disproportionately low

However, this is a common occurrence in survey participation. Therefore, that is one of the factors corrected for by the NSSE weighting (e.g., men's responses are weighted more than women's) and related statistical analyses between Loyola and its peer comparison groups – in the previously discussed NSSE question set data results.

Strategies for Engaging Campus with Results: OIR's NSSE Website



<https://www.loyola.edu/departments/institutional-research/>

What is the NSSE? ⌵

2024 Loyola NSSE Campaign - Level up! ⌵

Survey Instrument ⌵

Results ⌵



USABILITY



ACCESS

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USABILITY:

- The Survey Instrument and Results sections have links to the different documents that are also linked to the dashboard's "Definitions & Resources" {Survey instruments for the Main NSSE, Consortium, and Topical Module Question sets} and "Data Notes" section of the dashboard's "Overview" {Loyola's peer comparison groups}, respectively

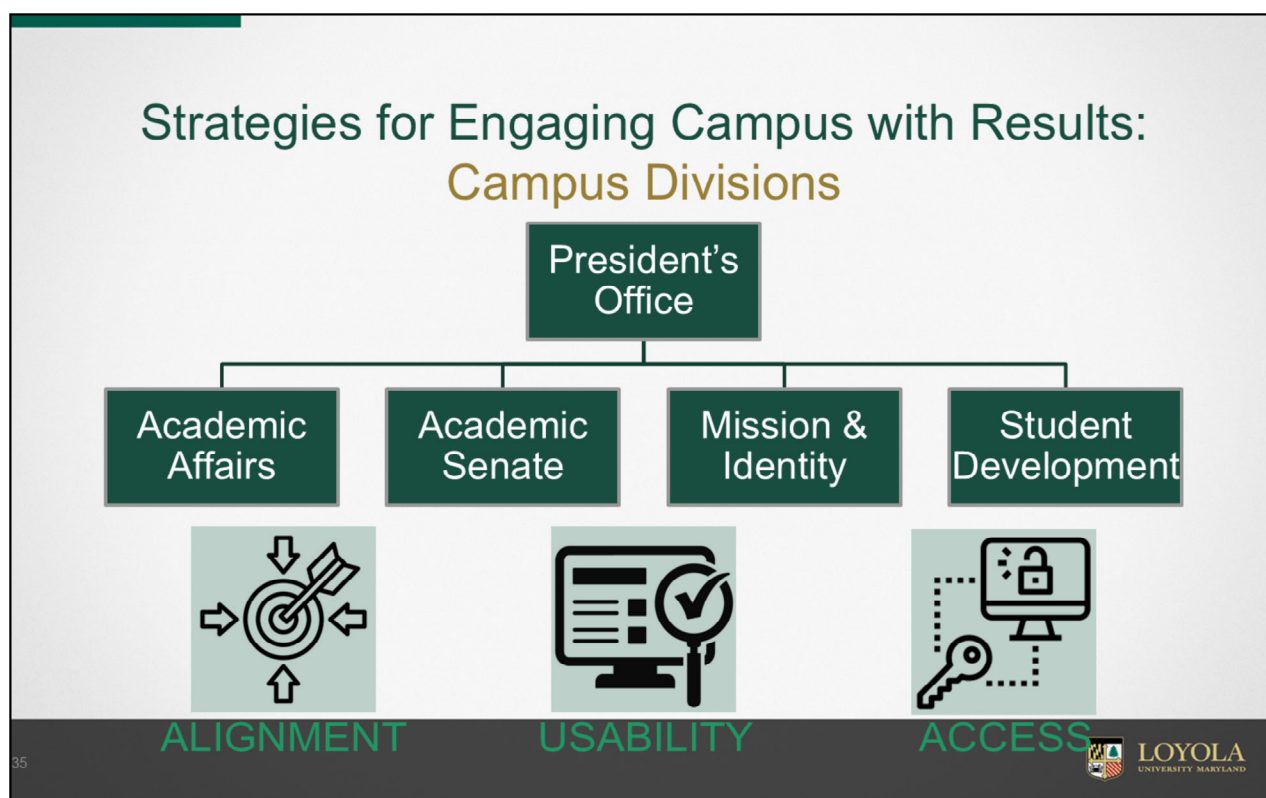
ACCESS:

- Publicly available to anyone through our website URL
- Survey Instrument:
 - Details which years Loyola has administered the NSSE {subsequent to the major revision in 2013}
 - Details which question sets were used and links to the previous versions/history of the NSSE item-by-item changes
- Results:
 - Provides the NSSE Snapshot and NSSE-FSSE Combined reports for year Loyola administered the NSSE, when available {subsequent to the major revision to the major revision in 2013}
 - Links to the NSSE 2024 Dashboard
 - Will eventually link to new NSSE-related dashboards currently in development, as they become available {more on that later}



In terms of the big efforts to engage campus with results was the idea of a NSSE roadshow.

- Tracey Frey is Loyola's Assistant Vice President for Institutional Effectiveness and Academic Assessment – she is the main driver and navigator of the roadshow. She planned the stops and people we'd meet. Initially, she'd engage with them to ask if they'd like to invite us to present to them – targeting particular groups that she thought would be interested or whose efforts would benefit from seeing NSSE results.
- The OIR staff, including Han, Marcia, and myself, have been along for the ride! After the groups were identified, we would communicate with their leaders to find out what they would like to have us do during the presentation. For example, what are their goals for using the NSSE data and how can we help them to address those?
 - If they wanted to see results aligned to their specific interests, then we would provide a powerpoint presentation specific to their needs.
 - Otherwise, if they wanted to have training on how to use the dashboard – so they could better use and investigate the data themselves, then we would provide a dashboard navigation orientation-type presentation instead, that not only walked them through the dashboard and its resources – similar to what Han did today for y'all, but we would also share specific results aligned to the unit's interest.
- Therefore, this roadshow directly aligns with our USABILITY and ACCESS goals.
- For example, if we look at our institutional organizational structure by campus divisions...

**USABILITY:**

- Academic Affairs provided iterative feedback at multiple points during the dashboard development
 - AVP for Institutional Effectiveness and Academic Assessment provided feedback prior to, during, and after the development of the dashboard
 - Academic Affairs Leaders were presented the data, shared the dashboard afterwards, and were asked to provide feedback on the dashboard
 - Academic Affairs student workers were asked to provide feedback on the dashboard
- Dashboard training has been/will be provided to the following:
 - All Chairs
 - Student Development Division
 - President's Cabinet

ACCESS: Tailored NSSE presentations created for/shared with:

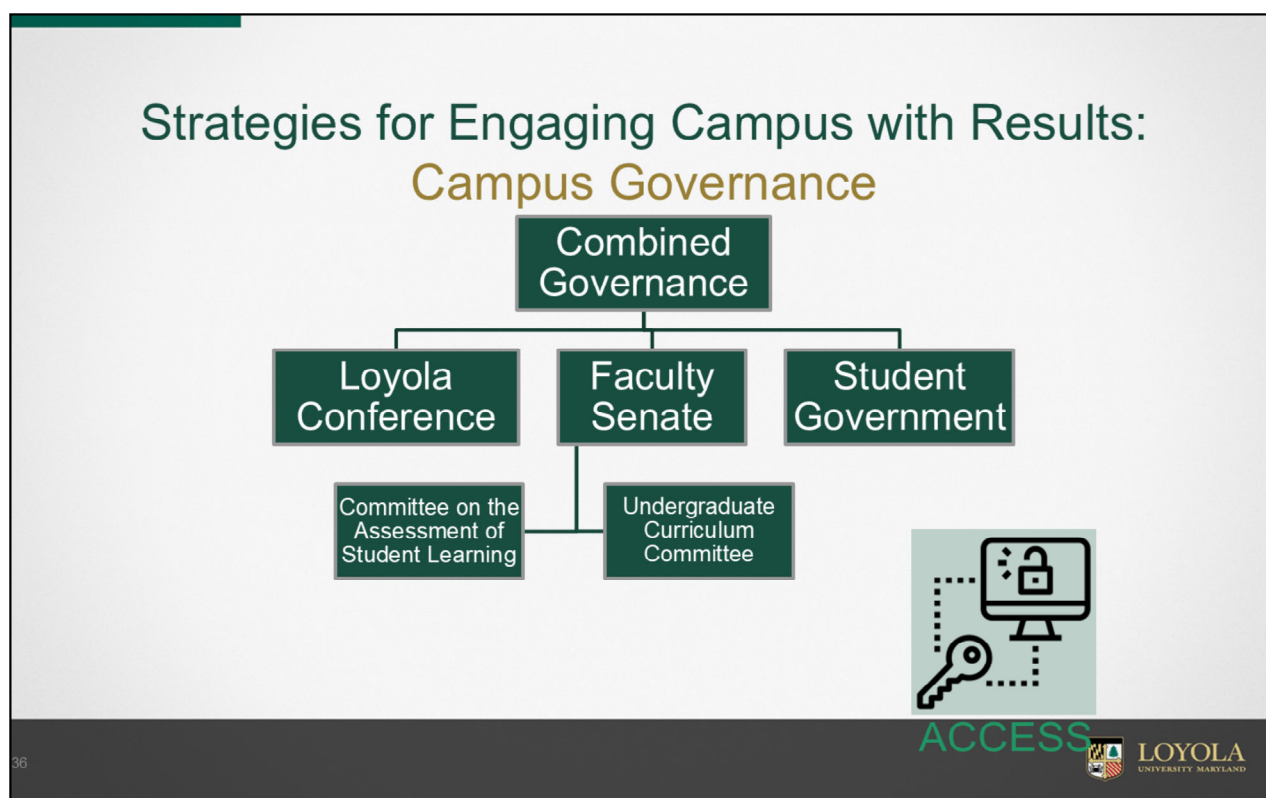
- President's Council on Equity and Inclusion (Mission and DEI)
- Student Engagement/Retention/Persistence
 - Student Success Committee leaders (Student Development and Academic Affairs)
 - Student Development Division's Directors
- Mission & Identity Division (Alignment with Division's Strategic Plan)

- Qualitative report about First-Year Program:
 - Messina Leadership (Student Development and Academic Affairs)
 - Dean of Undergraduate Studies (Academic Affairs)

Additionally – these groups were an important part of the...

ALIGNMENT:

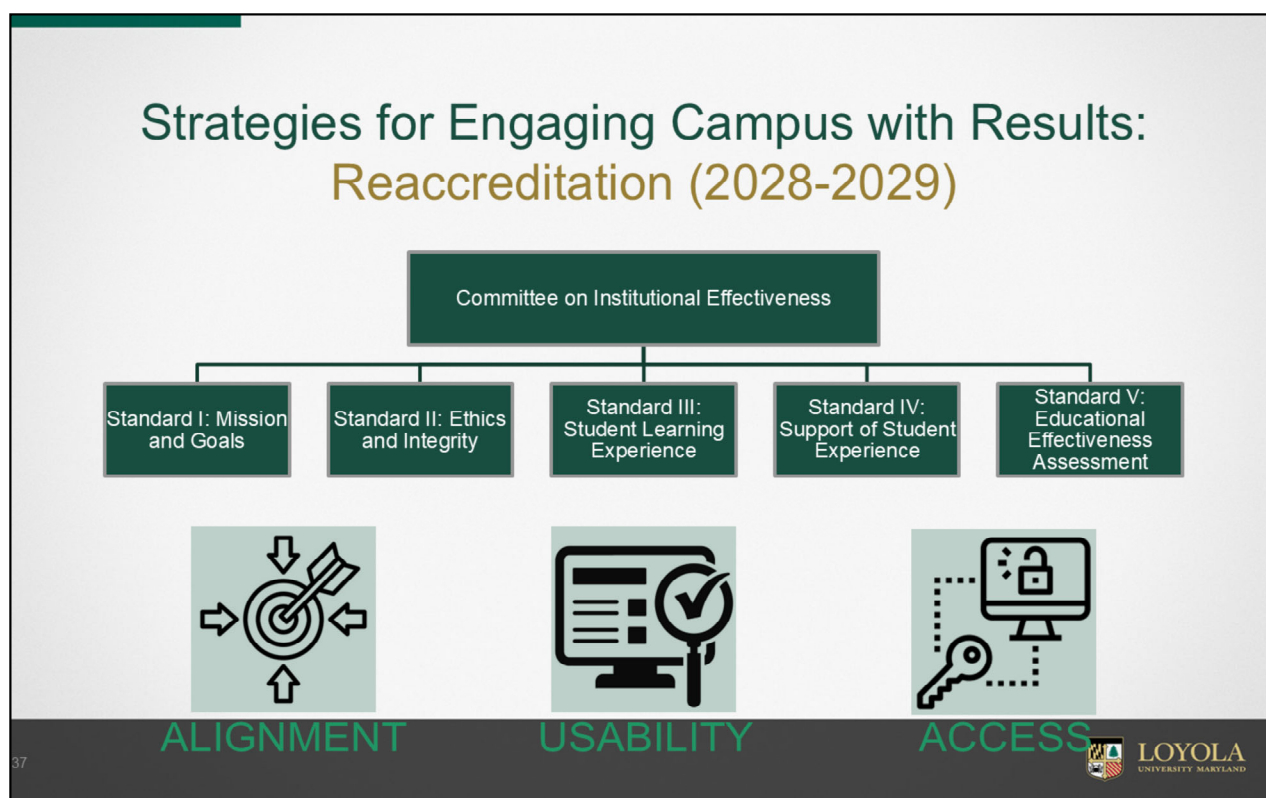
- Academic Affairs: Assistant Vice President (AVP) for Institutional Effectiveness and Academic Assessment confirmed the final alignment of NSSE questions with:
 - Institutional Student Learning Outcomes (aka Undergraduate Learning Aims, ULAs)
 - Loyola's 2025-2030 Strategic Plan
 - Middle States Standards
- Mission & Identity: OIR aligned the NSSE questions to the division's current strategic plan
- Student Development: Student Success Committee leaders identified aligned NSSE questions to be shared with this division, resulting in the "Student Success Committee" category available on the Main NSSE Question Set's Navigation Menu



We also targeted and have shared or will share tailored NSSE presentations with specific Campus Governance groups for...

ACCESS:

- Combined Governance (Key Findings)
- Institutional SLOs:
 - Assessment Committee (CASL, Academic Senate, aka Faculty Senate)
 - Undergraduate Curriculum Committee (UCC, Academic Senate, aka Faculty Senate)
 - Student Government Association
- Student Government Association (How NSSE results were used to make changes that affect students; AY2026-27 – in advance of the Spring 2027 NSSE readministration)



Between this fall and 2028-2029, Loyola will be working towards its self-study and reaccreditation. The Committee on Institutional Effectiveness oversees this and includes working groups for each of the 7 Middle States Standards.

ALIGNMENT:

- Academic Affairs: Assistant Vice President (AVP) for Institutional Effectiveness and Academic Assessment confirmed the final alignment of NSSE questions with:
 - Middle States Standards (alignment of NSSE questions with 5 of the 7 Middle States Standards)

USABILITY:

- Academic Affairs provided iterative feedback at multiple points during the dashboard development
 - AVP for Institutional Effectiveness and Academic Assessment provided feedback prior to, during, and after the development of the dashboard - with several points of iteration specifically on this “Middle States Standards” category (e.g., filters, explanation, resources, footnotes, etc.)

ACCESS:

- The dashboard itself has this category with filters for the Main NSSE Question set as well as a note that, “In addition to these Main NSSE questions, in general, the Consortium & Topical Module Questions Sets’ questions align to Middle States Standard I: Mission and Goals” and how to get to those from this part of the dashboard.
- Additionally, the working groups aligned to these five standards can also search the “All Questions” in the Main NSSE Question set.

Strategies for Engaging Campus with Results: Open-ended Question Analysis

"I have been very challenged in this course to **expand my mind set and think critically** about how I approach ethical situations and move forward based on the values and principles taught in this class... I feel that I have **developed many useful skills that will be useful in not only my future career, but life in general.**"

ACCESS



"...most importantly, how **each one of us can contribute something**, no matter how big or small for a positive change where everyone is treated equally, with respect, and provided with the same opportunities as everyone else...."

"I learned that people have different opinions and thoughts and beliefs and **we have to respect everyone and listen to what they have to say.**"

"there is no way to enter the workforce and be a successful global citizen without an **education rooted in understanding others.**"

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In our attempt to improve ACCESS – we wanted to share the students' responses to the open-ended questions with the audiences. We searched for quotes that were tagged during the thematic content analysis with particular program or unit names, institutional learning outcomes, etc. – to better find/sort through the ALIGNED audience to whom we presented.

These particular quotes were shared during a dashboard orientation training session for All Academic Affairs' Department Chairs – broad overview of the impact of getting an education at Loyola.

[Leave you with a few quotes from that qualitative section so you can hear the voices of some of our students...

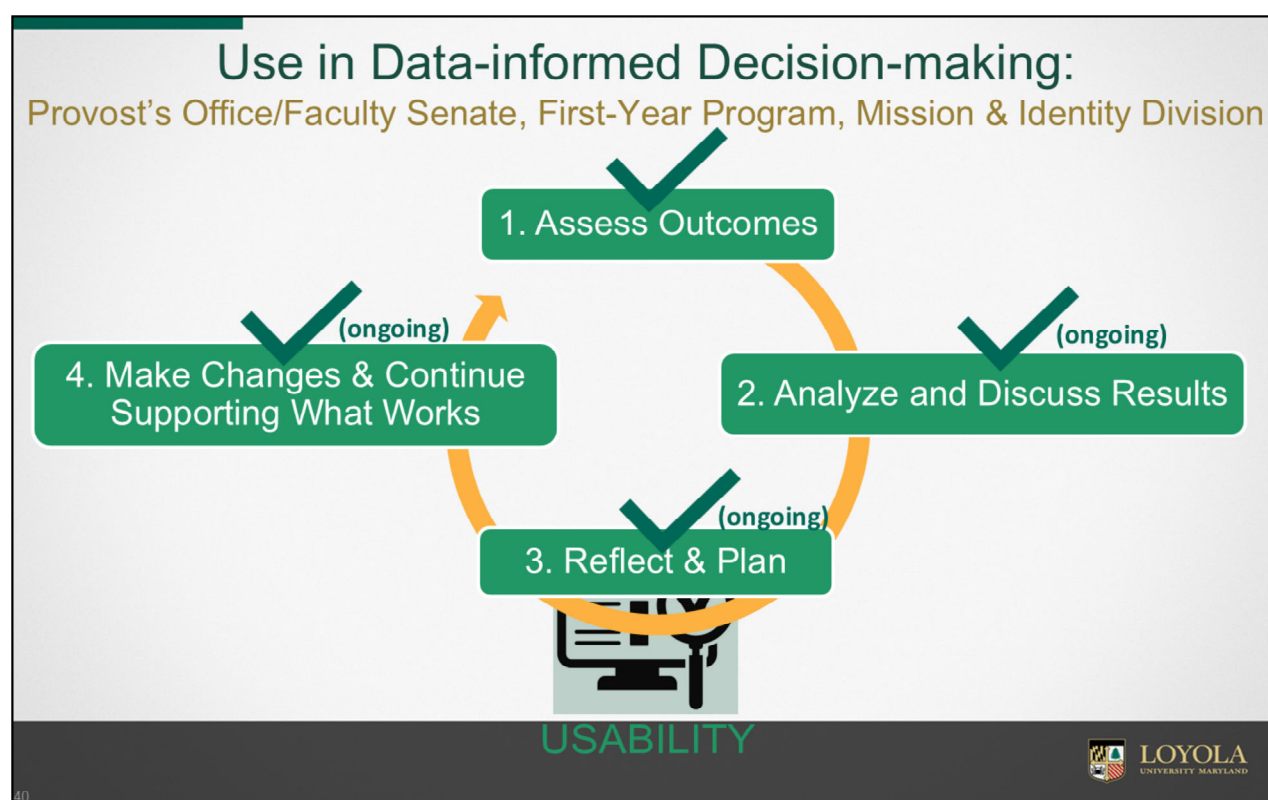
Open ended question where they are asked "Please describe the most significant learning experience you have had so far at this institution."]

Additionally, we have already created and shared some ad hoc reports for specific units, that include their tagged qualitative analyses from these student responses to the open-ended question (e.g., the Loyola First-Year program, Messina; the Mission & Identity Division).



ACCESS

- Plans to post about the NSSE website and dashboard to both the “Student” and “Faculty/Administrator/Staff” websites on LoyolaToday, which is a place to keep the community informed about announcements and activities - while reducing the number of emails sent and inbox clutter.
- Posts are shared both:
 - On the website (viewable/searchable at any time)
 - In an email digest of all LoyolaToday posts (since the last biweekly email digest)
- As we did for the 2024 Administration promotion, we plan to use LoyolaToday posts prior to and during the NSSE promotions for 2027 - to increase awareness, access, use, and buy-in for the survey participation.



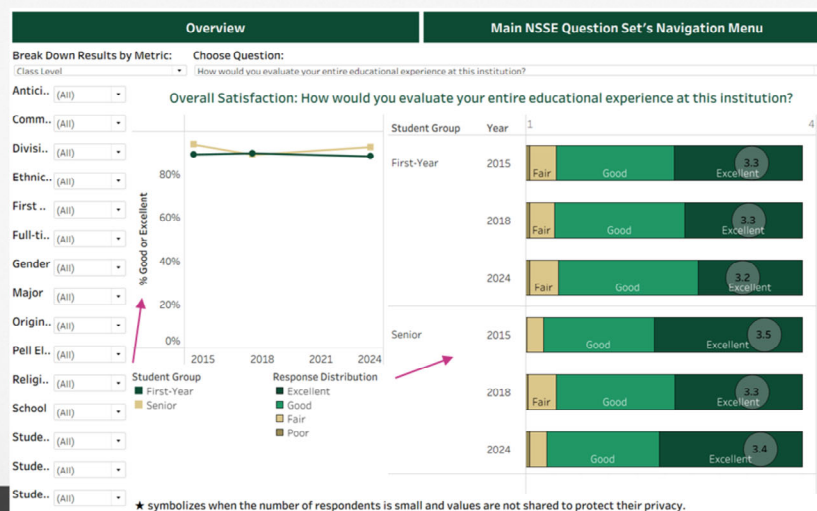
We are already starting to see improvement in this data-informed decision-making cycle.

Examples:

- Provost's Office is leveraging both direct (institutional- and program-level via Watermark) and indirect (NSSE 2024 results) assessment evidence to target interventions from programs aligned to the institutional SLO of Critical Understanding, specifically the aspects aligned to Quantitative Reasoning – including collaboration and connections with the Faculty Senate.
- First-Year program (aka Messina): using results in their Messina Program Review, which recently concluded and is working towards continuing improvement, based on the NSSE and program review findings as well as further discussion with the Loyola community
- Mission & Identity Division: The Mission Priority Examen is a required reaffirmation process for Jesuit institutions, similar to institutional regional reaccreditation, where we need to reflect on our Jesuit Catholic mission, how we are advancing our mission priorities, and how we exhibit characteristics of a Jesuit education. The Mission & Identity Division will be using the aligned NSSE data as a part of this.

Additionally, we are continuing this cycle with other groups and units on campus – as we continue the roadshow!

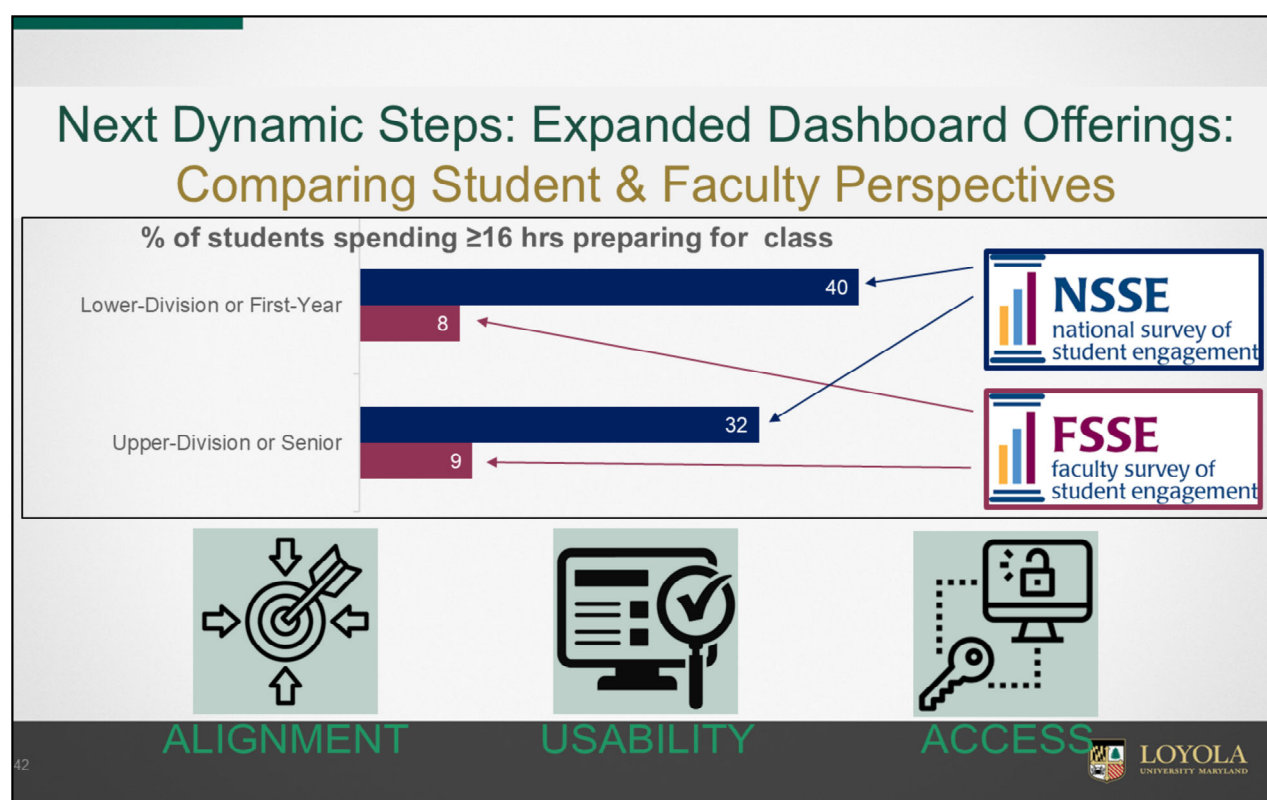
Next Dynamic Steps: Expanded Dashboard Offerings: Longitudinal Data



We were inspired by UC-Boulder's NSSE (2000 – 2017) Tableau dashboard. Unfortunately, that dashboard is no longer available on Tableau Public.

Here is a DRAFT view of the Loyola NSSE Longitudinal Dashboard, which we hope to share with campus later in this academic year. We plan to have the results visible by individual question as well as summarized by question groups (e.g., those categories in the Main NSSE Question Set) – when applicable to combine if shared Likert-type scale used.

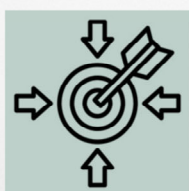
It includes both a graph with the change in question over time (for this question, the % of students that responded "Good" or "Excellent"...
...as well as the item level breakdown of our raw Loyola student responses by year, for each student level.



- There are aligned questions and subquestions found in both the student (NSSE) and faculty (FSSE) instruments.
 - Loyola administers both every three years, but previously have never addressed, used, or shared the FSSE data. Now we do share the NSSE-provided “FSSE-NSSE Combined Report” on our NSSE website and link to it from the FSSE website.
 - How do the different perspectives compare for them?
 - This is an example of one question asking about the percent of students that either self-report (NSSE blue data) or that faculty report (FSSE maroon data) as spending greater than or equal to 16 hours per week preparing for class. There is a huge discrepancy between what students say and what faculty think! It will be important to share with Loyola faculty that students are preparing for class a lot more than the faculty think they are! Maybe faculty can offer their students insights in how to be more efficient or effective in their use of time, if they are not seeing the results of that extensive preparation time in the class meetings themselves.
- The current NSSE-provided “FSSE-NSSE Combined Report” is static and organized by NSSE’s categories of interest (e.g., Engagement indicators). Being able to design a comparative dashboard for Loyola’s NSSE and FSSE responses – similar to what we were able to do for the NSSE 2024 dashboard, would vastly improve alignment, usability, and access. We hope faculty and students would use it to see their similarities and differences in perspective – to bridge the gap between the two and create more realistic understanding of the current context of learning at Loyola.

Next Dynamic Steps: Expanded Dashboard Offerings: Readminister NSSE & FSSE in Spring 2027

- NSSE 2027 Dashboard
- Longitudinal Data
- Comparing aligned NSSE and FSSE results



ALIGNMENT



USABILITY



ACCESS



LOYOLA
UNIVERSITY MARYLAND

- NSSE 2027 Dashboard, we plan to use the current NSSE 2024 Dashboard as template
- Longitudinal Data, we plan to add 2027 data to current Longitudinal Dashboard
- Comparing aligned NSSE and FSSE results, we plan to use the to-be-developed NSSE & FSSE 2024 Dashboard as template

Q&A



...or contact us later!
Sarah Winger
sewinger@loyola.edu

Thank you!



Presentation Resources: <https://tinyurl.com/3zmrzwty>



Thank you for coming and we'd be happy to take any questions.

You can also see the Presentation Resources TinyURL link or QR code – for getting to the resources for this presentation – and how we created our dashboard.