
NSSE 2026

Engagement Indicators

Florida Atlantic University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with FL Pub. 25 & 26	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2025 & 2026
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	△	▲
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with FL Pub. 25 & 26	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2025 & 2026
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	△	△

Academic Challenge: First-year students

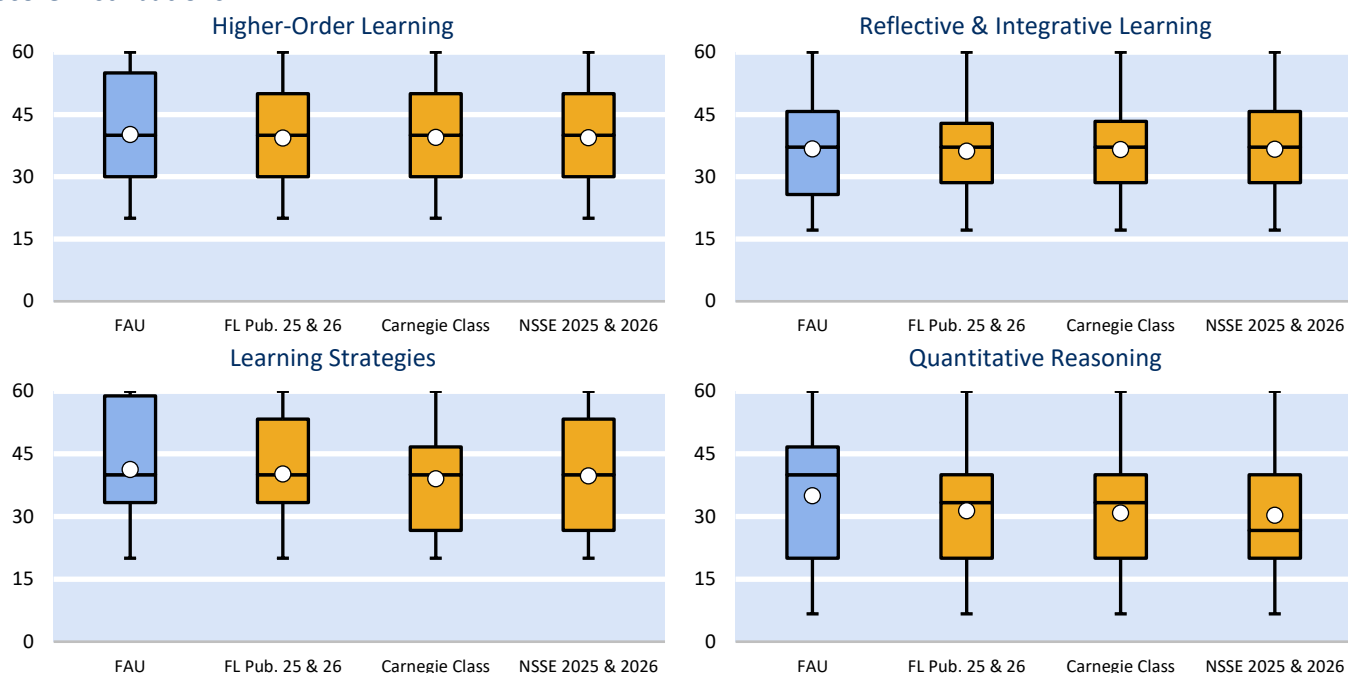
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	FAU Mean	Your first-year students compared with					
		FL Pub. 25 & 26 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Higher-Order Learning	40.1	39.3	.06	39.5	.05	39.4	.06
Reflective & Integrative Learning	36.8	36.2	.05	36.5	.02	36.7	.01
Learning Strategies	41.3	40.2 *	.08	39.0 ***	.16	39.7 **	.11
Quantitative Reasoning	35.0	31.4 ***	.23	30.8 ***	.27	30.3 ***	.30

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 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 ^a between your FY students and		
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026
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	71			

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

Academic Challenge: Seniors

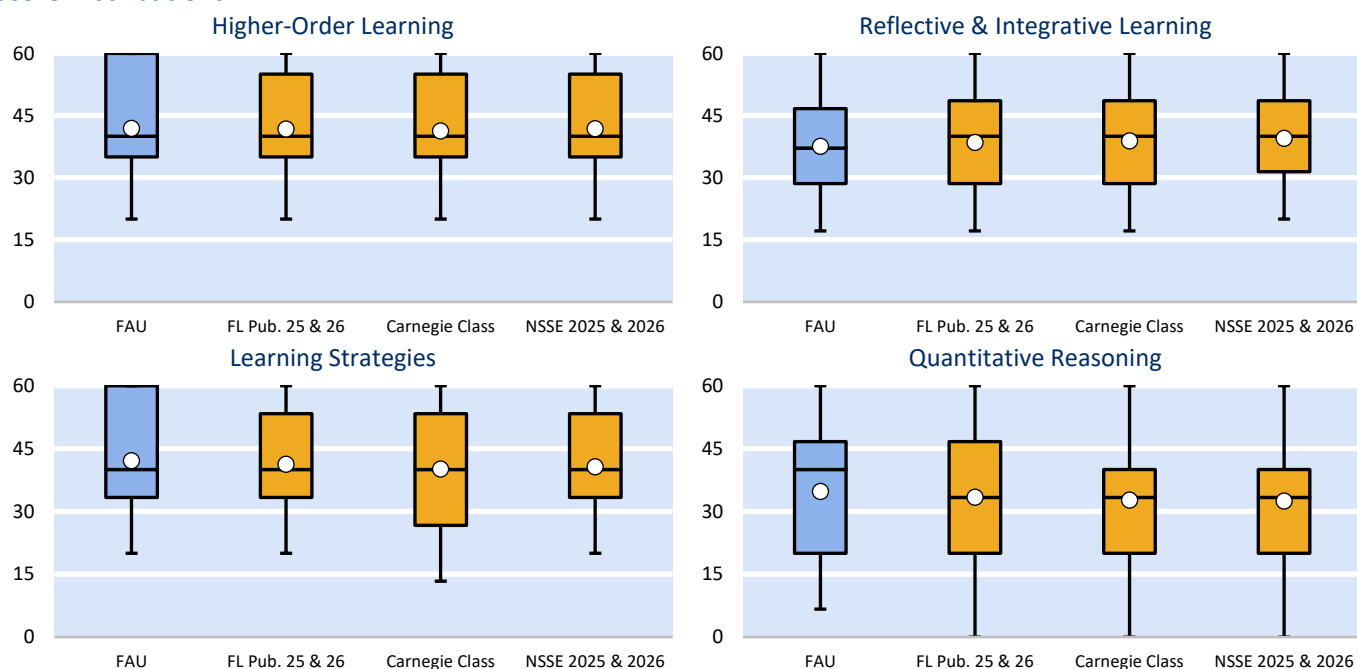
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Mean Comparisons

Engagement Indicator	FAU Mean	Your seniors compared with					
		FL Pub. 25 & 26 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Higher-Order Learning	41.9	41.7	.01	41.3	.05	41.8	.01
Reflective & Integrative Learning	37.6	38.5 **	-.07	38.9 ***	-.10	39.5 ***	-.15
Learning Strategies	42.1	41.2 *	.06	40.1 ***	.13	40.6 ***	.10
Quantitative Reasoning	34.7	33.4 **	.08	32.7 ***	.12	32.5 ***	.13

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).

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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and		
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026
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	77	</		

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: First-year students

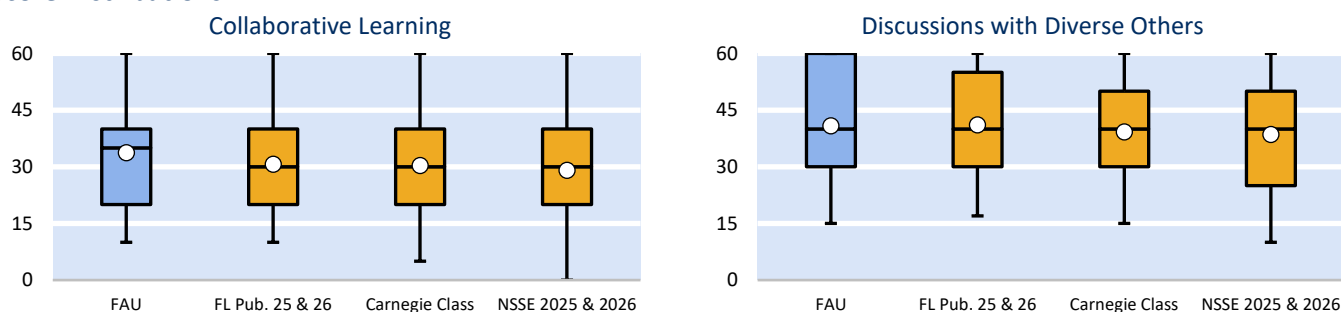
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FAU Mean	Your first-year students compared with					
		FL Pub. 25 & 26		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	30.6 ***	.21	30.3 ***	.24	29.0 ***	.31
Discussions with Diverse Others	40.8	41.1	-.01	39.2 **	.11	38.5 ***	.15

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).

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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 ^a between your FY students and			
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	57	+12	+11	+14	
1c. Explained course material to one or more students	56	+6	+9	+11	
1d. Prepared for exams by discussing or working through course material with other students	56	+11	+12	+14	
1e. Worked with other students on course projects or assignments	60	+5	+6	+7	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	76	+0	+3	+6	
8b. People from economic backgrounds other than your own	77	+1	+4	+6	
8c. People with religious beliefs other than your own	74	+2	+6	+8	
8d. People with political views other than your own	70	+6	+15	+13	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

Learning with Peers: Seniors

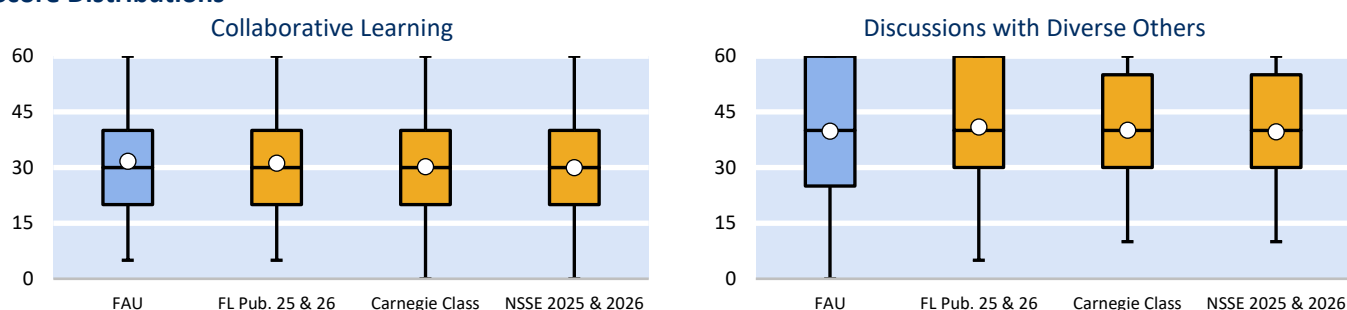
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Mean Comparisons

Engagement Indicator	FAU Mean	Your seniors compared with					
		FL Pub. 25 & 26 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Collaborative Learning	31.7	31.2	.03	30.2 ***	.09	30.0 ***	.11
Discussions with Diverse Others	39.8	40.9 *	-.06	40.1	-.01	39.6	.01

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).

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		Percentage point difference ^a between your seniors and			
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	45	+4	+5	+6	
1c. Explained course material to one or more students	50	-1	+0	+0	
1d. Prepared for exams by discussing or working through course material with other students	45	+2	+5	+5	
1e. Worked with other students on course projects or assignments	60	-3	-2	-1	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	74	-2	-1	+1	
8b. People from economic backgrounds other than your own	72	-3	-2	-1	
8c. People with religious beliefs other than your own	67	-3	-0	+1	
8d. People with political views other than your own	64	-0	+6	+4	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Experiences with Faculty: First-year students

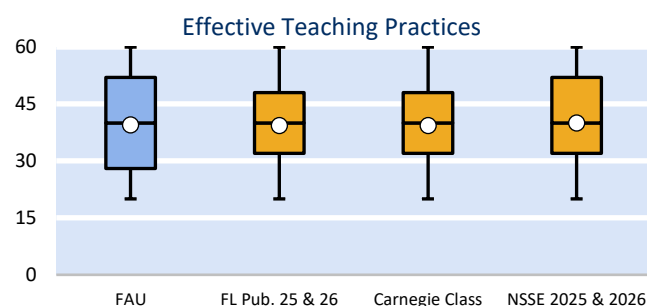
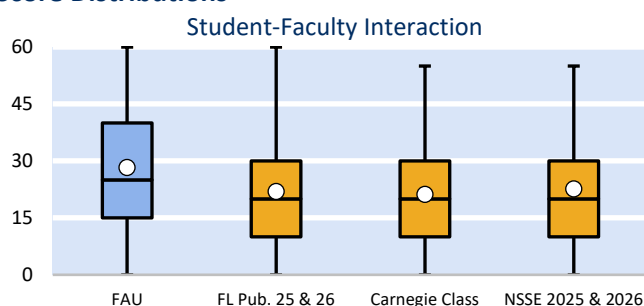
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FAU Mean	Your first-year students compared with					
		FL Pub. 25 & 26 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Student-Faculty Interaction	28.3	21.9 ***	.39	21.2 ***	.46	22.6 ***	.37
Effective Teaching Practices	39.4	39.3	.01	39.3	.01	40.0	-.04

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).

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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.

		Percentage point difference ^a between your FY students and		
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	48	+10	+12	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	+15	+17	+16
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+15	+16	+15
3d. Discussed your academic performance with a faculty member	47	+18	+19	+14
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	76	-4	-4	-4
5b. Taught course sessions in an organized way	71	-5	-6	-6
5c. Used examples or illustrations to explain difficult points	73	-2	-4	-3
5d. Provided feedback on a draft or work in progress	69	+7	+7	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+6	+5	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Experiences with Faculty: Seniors

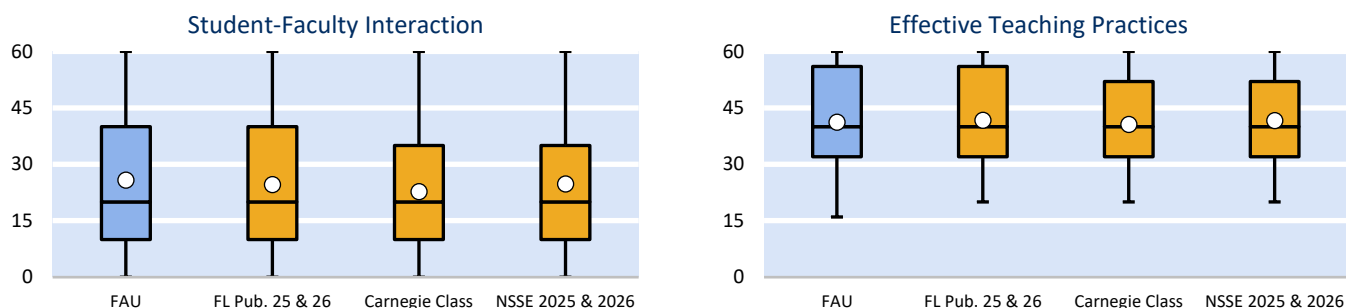
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FAU Mean	Your seniors compared with					
		FL Pub. 25 & 26		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	24.5 *	.07	22.7 ***	.18	24.8 *	.06
Effective Teaching Practices	41.1	41.7	-.04	40.6	.04	41.6	-.03

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).

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		Percentage point difference ^a between your seniors and		
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	44	+2	+5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+3	+6	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+2	+6	+3
3d. Discussed your academic performance with a faculty member	40	+5	+11	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	-2	-2	-3
5b. Taught course sessions in an organized way	76	-4	-4	-4
5c. Used examples or illustrations to explain difficult points	76	-2	-3	-3
5d. Provided feedback on a draft or work in progress	69	+2	+7	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+0	+3	-2

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Campus Environment: First-year students

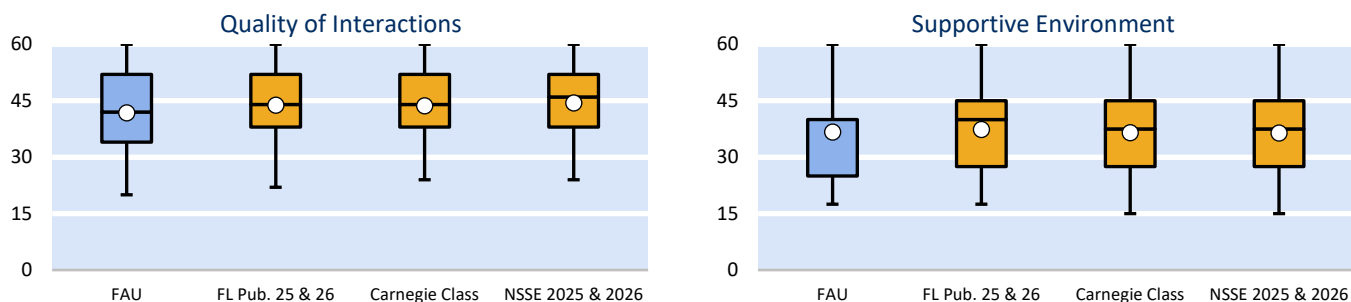
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FAU Mean	Your first-year students compared with					
		FL Pub. 25 & 26		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	43.9 ***	-.18	43.6 ***	-.16	44.5 ***	-.24
Supportive Environment	36.7	37.4	-.05	36.6	.01	36.4	.02

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).

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		Percentage point difference ^a between your FY students and			
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	50	-3	-3	-3	
13b. Academic advisors	45	-7	-8	-12	
13c. Faculty	45	-8	-9	-12	
13d. Student services staff (career services, student activities, housing, etc.)	45	-9	-6	-7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-3	-3	-7	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	70	-6	-4	-5	
14c. Using learning support services (tutoring services, writing center, etc.)	74	-2	-1	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+5	+4	+4	
14e. Providing opportunities to be involved socially	71	-5	-2	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	-3	-1	+0	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	58	+10	+14	+13	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	-5	-1	+3	
14i. Attending events that address important social, economic, or political issues	58	+10	+11	+11	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

Campus Environment: Seniors

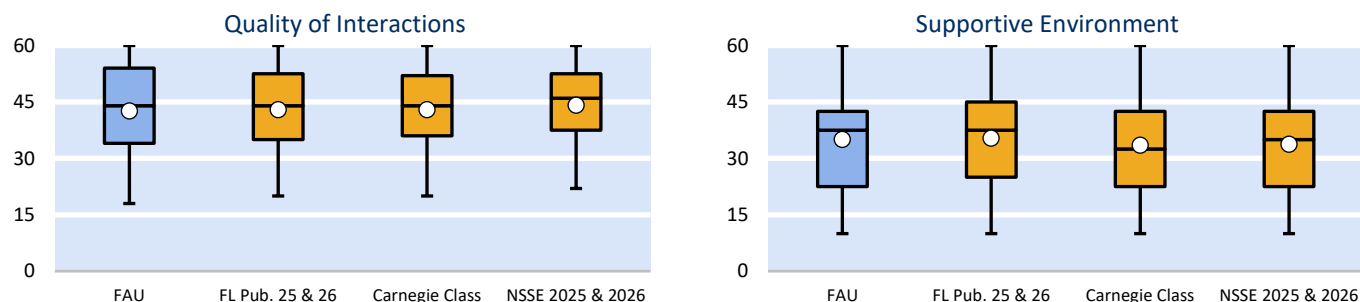
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FAU Mean	Your seniors compared with					
		FL Pub. 25 & 26 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Quality of Interactions	42.7	43.0	-.02	43.0	-.03	44.2 ***	-.13
Supportive Environment	35.1	35.4	-.02	33.5 ***	.11	33.8 **	.09

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.

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.

		Percentage point difference ^a between your seniors and			
	FAU	FL Pub. 25 & 26	Carnegie Class	NSSE 2025 & 2026	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	56		-4	-3	-4
13b. Academic advisors	46		-0	-3	-8
13c. Faculty	52		-5	-6	-10
13d. Student services staff (career services, student activities, housing, etc.)	49		+0	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46		+1	+3	-2
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	70		-1	-1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	70		+3	+3	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62		-0	+4	+5
14e. Providing opportunities to be involved socially	69		-3	+1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66		-4	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48		+4	+12	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61		-5	-0	+2
14i. Attending events that address important social, economic, or political issues	47		+3	+8	+7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions

Florida Atlantic University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		FAU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.1	40.5	-.03	✓	43.1 ***	-.23	
	Reflective and Integrative Learning	36.8	38.0 **	-.11		40.5 ***	-.32	
	Learning Strategies	41.3	41.2	.01	✓	44.0 ***	-.19	
	Quantitative Reasoning	35.0	31.6 ***	.22	✓	34.6	.02	✓
Learning with Peers	Collaborative Learning	33.7	33.2	.04	✓	36.3 ***	-.19	
	Discussions with Diverse Others	40.8	41.1	-.02	✓	43.8 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	28.3	25.9 ***	.16	✓	30.0 **	-.10	
	Effective Teaching Practices	39.4	41.7 ***	-.17		45.0 ***	-.40	
Campus Environment	Quality of Interactions	41.8	46.6 ***	-.44		49.2 ***	-.61	
	Supportive Environment	36.7	38.3 **	-.12		41.1 ***	-.34	
Seniors		FAU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	43.1 **	-.09		45.8 ***	-.30	
	Reflective and Integrative Learning	37.6	41.4 ***	-.31		44.2 ***	-.55	
	Learning Strategies	42.1	42.3	-.02	✓	44.9 ***	-.20	
	Quantitative Reasoning	34.7	34.1	.04	✓	37.1 ***	-.15	
Learning with Peers	Collaborative Learning	31.7	34.8 ***	-.22		38.7 ***	-.51	
	Discussions with Diverse Others	39.8	41.9 ***	-.14		44.9 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	25.7	30.8 ***	-.31		35.1 ***	-.58	
	Effective Teaching Practices	41.1	43.6 ***	-.18		46.7 ***	-.43	
Campus Environment	Quality of Interactions	42.7	46.5 ***	-.33		49.3 ***	-.55	
	Supportive Environment	35.1	36.3 **	-.09		39.5 ***	-.33	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > .10.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Florida Atlantic University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
FAU (N = 853)	40.1	14.7	.50	20	30	40	55	60				
FL Pub. 25 & 26	39.3	13.7	.17	20	30	40	50	60	1,051	.8	.124	.059
Carnegie Class	39.5	13.2	.06	20	30	40	50	60	875	.7	.197	.050
NSSE 2025 & 2026	39.4	13.3	.03	20	30	40	50	60	857	.7	.148	.055
Top 50%	40.5	13.1	.03	20	30	40	50	60	859	-.4	.484	-.027
Top 10%	43.1	12.7	.09	20	35	40	55	60	908	-2.9	.000	-.229
Reflective & Integrative Learning												
FAU (N = 917)	36.8	13.8	.46	17	26	37	46	60				
FL Pub. 25 & 26	36.2	12.4	.15	17	29	37	43	60	1,110	.6	.228	.046
Carnegie Class	36.5	12.1	.05	17	29	37	43	60	939	.2	.637	.018
NSSE 2025 & 2026	36.7	12.2	.02	17	29	37	46	60	921	.1	.844	.007
Top 50%	38.0	11.9	.03	20	29	37	46	60	925	-1.3	.005	-.108
Top 10%	40.5	11.8	.09	20	31	40	49	60	993	-3.8	.000	-.317
Learning Strategies												
FAU (N = 819)	41.3	14.3	.50	20	33	40	59	60				
FL Pub. 25 & 26	40.2	13.9	.18	20	33	40	53	60	1,041	1.1	.038	.080
Carnegie Class	39.0	13.8	.06	20	27	40	47	60	845	2.2	.000	.163
NSSE 2025 & 2026	39.7	13.8	.03	20	27	40	53	60	824	1.6	.002	.114
Top 50%	41.2	13.8	.04	20	33	40	53	60	829	.1	.831	.008
Top 10%	44.0	14.1	.09	20	33	40	60	60	869	-2.7	.000	-.193
Quantitative Reasoning												
FAU (N = 838)	35.0	16.6	.57	7	20	40	47	60				
FL Pub. 25 & 26	31.4	15.7	.20	7	20	33	40	60	1,055	3.6	.000	.227
Carnegie Class	30.8	15.4	.07	7	20	33	40	60	863	4.1	.000	.268
NSSE 2025 & 2026	30.3	15.7	.03	7	20	27	40	60	844	4.6	.000	.296
Top 50%	31.6	15.5	.04	7	20	33	40	60	846	3.4	.000	.220
Top 10%	34.6	15.6	.11	7	20	33	40	60	899	.4	.511	.024
Learning with Peers												
Collaborative Learning												
FAU (N = 943)	33.7	15.9	.52	10	20	35	40	60				
FL Pub. 25 & 26	30.6	14.6	.16	10	20	30	40	60	1,140	3.1	.000	.210
Carnegie Class	30.3	14.5	.06	5	20	30	40	60	966	3.4	.000	.236
NSSE 2025 & 2026	29.0	15.3	.03	0	20	30	40	60	948	4.7	.000	.309
Top 50%	33.2	13.9	.04	10	25	35	40	60	951	.6	.273	.041
Top 10%	36.3	13.6	.08	15	25	35	45	60	989	-2.6	.000	-.186
Discussions with Diverse Others												
FAU (N = 829)	40.8	15.9	.55	15	30	40	60	60				
FL Pub. 25 & 26	41.1	15.4	.20	17	30	40	55	60	1,056	-.2	.721	-.014
Carnegie Class	39.2	15.3	.07	15	30	40	50	60	856	1.6	.003	.106
NSSE 2025 & 2026	38.5	15.9	.04	10	25	40	50	60	835	2.3	.000	.145
Top 50%	41.1	14.5	.04	20	30	40	55	60	838	-.3	.609	-.019
Top 10%	43.8	13.8	.11	20	35	45	60	60	898	-3.0	.000	-.216

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Florida Atlantic University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
FAU (N = 890)	28.3	17.8	.60	0	15	25	40	60				
FL Pub. 25 & 26	21.9	16.0	.19	0	10	20	30	60	1,084	6.4	.000	.395
Carnegie Class	21.2	15.4	.07	0	10	20	30	55	911	7.1	.000	.459
NSSE 2025 & 2026	22.6	15.4	.03	0	10	20	30	55	894	5.7	.000	.366
Top 50%	25.9	15.4	.05	5	15	25	35	60	903	2.4	.000	.155
Top 10%	30.0	16.0	.14	5	20	30	40	60	992	-1.7	.006	-.104
Effective Teaching Practices												
FAU (N = 865)	39.4	14.6	.50	20	28	40	52	60				
FL Pub. 25 & 26	39.3	13.5	.17	20	32	40	48	60	1,071	.2	.767	.011
Carnegie Class	39.3	13.0	.06	20	32	40	48	60	888	.1	.784	.010
NSSE 2025 & 2026	40.0	13.3	.03	20	32	40	52	60	870	-.5	.284	-.040
Top 50%	41.7	13.4	.04	20	32	40	52	60	876	-2.2	.000	-.168
Top 10%	45.0	13.9	.10	20	36	48	60	60	940	-5.6	.000	-.400
Campus Environment												
Quality of Interactions												
FAU (N = 769)	41.8	13.1	.47	20	34	42	52	60				
FL Pub. 25 & 26	43.9	11.4	.15	22	38	44	52	60	940	-2.1	.000	-.180
Carnegie Class	43.6	11.2	.05	24	38	44	52	60	789	-1.8	.000	-.164
NSSE 2025 & 2026	44.5	11.3	.03	24	38	46	52	60	773	-2.7	.000	-.237
Top 50%	46.6	11.1	.04	26	40	48	56	60	780	-4.9	.000	-.438
Top 10%	49.2	12.1	.09	25	43	52	60	60	821	-7.4	.000	-.611
Supportive Environment												
FAU (N = 796)	36.7	13.6	.48	18	25	40	40	60				
FL Pub. 25 & 26	37.4	13.3	.18	18	28	40	45	60	1,020	-.7	.178	-.052
Carnegie Class	36.6	13.2	.06	15	28	38	45	60	822	.1	.794	.010
NSSE 2025 & 2026	36.4	13.5	.03	15	28	38	45	60	802	.2	.620	.018
Top 50%	38.3	13.1	.04	18	30	40	48	60	808	-1.6	.001	-.121
Top 10%	41.1	12.8	.12	20	33	40	53	60	905	-4.4	.000	-.341

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Florida Atlantic University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
FAU (N = 1561)	41.9	14.4	.37	20	35	40	60	60				
FL Pub. 25 & 26	41.7	14.4	.13	20	35	40	55	60	1,957	.2	.591	.014
Carnegie Class	41.3	13.7	.05	20	35	40	55	60	1,621	.6	.094	.045
NSSE 2025 & 2026	41.8	13.6	.03	20	35	40	55	60	1,577	.1	.753	.008
Top 50%	43.1	13.4	.04	20	35	40	55	60	1,594	-1.2	.001	-.089
Top 10%	45.8	12.6	.11	20	40	45	60	60	1,857	-3.9	.000	-.303
Reflective & Integrative Learning												
FAU (N = 1677)	37.6	13.8	.34	17	29	37	47	60				
FL Pub. 25 & 26	38.5	13.6	.12	17	29	40	49	60	2,085	-.9	.008	-.070
Carnegie Class	38.9	12.9	.05	17	29	40	49	60	1,739	-1.3	.000	-.101
NSSE 2025 & 2026	39.5	12.9	.02	20	31	40	49	60	1,694	-1.9	.000	-.151
Top 50%	41.4	12.3	.04	20	34	40	51	60	1,717	-3.8	.000	-.311
Top 10%	44.2	11.7	.11	23	37	46	54	60	2,063	-6.6	.000	-.549
Learning Strategies												
FAU (N = 1470)	42.1	14.6	.38	20	33	40	60	60				
FL Pub. 25 & 26	41.2	14.9	.14	20	33	40	53	60	1,874	.9	.030	.059
Carnegie Class	40.1	14.6	.06	13	27	40	53	60	1,535	2.0	.000	.135
NSSE 2025 & 2026	40.6	14.5	.03	20	33	40	53	60	1,487	1.4	.000	.099
Top 50%	42.3	14.3	.04	20	33	40	53	60	1,502	-.2	.564	-.015
Top 10%	44.9	13.9	.09	20	40	47	60	60	1,654	-2.8	.000	-.200
Quantitative Reasoning												
FAU (N = 1493)	34.7	17.3	.45	7	20	40	47	60				
FL Pub. 25 & 26	33.4	17.7	.16	0	20	33	47	60	1,895	1.4	.004	.077
Carnegie Class	32.7	16.6	.06	0	20	33	40	60	1,553	2.0	.000	.120
NSSE 2025 & 2026	32.5	16.7	.03	0	20	33	40	60	1,509	2.2	.000	.134
Top 50%	34.1	16.5	.05	7	20	33	47	60	1,522	.6	.151	.039
Top 10%	37.1	15.9	.11	13	27	40	47	60	1,684	-2.4	.000	-.149
Learning with Peers												
Collaborative Learning												
FAU (N = 1754)	31.7	16.6	.40	5	20	30	40	60				
FL Pub. 25 & 26	31.2	16.1	.13	5	20	30	40	60	2,156	.5	.227	.031
Carnegie Class	30.2	16.1	.06	0	20	30	40	60	1,824	1.5	.000	.091
NSSE 2025 & 2026	30.0	16.4	.03	0	20	30	40	60	1,774	1.7	.000	.105
Top 50%	34.8	14.3	.04	10	25	35	45	60	1,789	-3.1	.000	-.218
Top 10%	38.7	13.4	.11	15	30	40	50	60	2,024	-7.0	.000	-.509
Discussions with Diverse Others												
FAU (N = 1476)	39.8	17.9	.47	0	25	40	60	60				
FL Pub. 25 & 26	40.9	17.3	.16	5	30	40	60	60	1,831	-1.1	.028	-.062
Carnegie Class	40.1	16.0	.06	10	30	40	55	60	1,527	-.2	.638	-.014
NSSE 2025 & 2026	39.6	16.3	.03	10	30	40	55	60	1,490	.2	.611	.015
Top 50%	41.9	15.2	.04	20	30	40	60	60	1,496	-2.1	.000	-.136
Top 10%	44.9	14.3	.12	20	35	45	60	60	1,681	-5.0	.000	-.343

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Florida Atlantic University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
FAU (N = 1615)	25.7	18.0	.45	0	10	20	40	60				
FL Pub. 25 & 26	24.5	17.8	.15	0	10	20	40	60	2,018	1.2	.011	.067
Carnegie Class	22.7	16.7	.06	0	10	20	35	60	1,675	3.0	.000	.180
NSSE 2025 & 2026	24.8	16.9	.03	0	10	20	35	60	1,632	1.0	.034	.056
Top 50%	30.8	16.3	.07	5	20	30	40	60	1,692	-5.1	.000	-.309
Top 10%	35.1	15.9	.18	10	20	35	45	60	2,162	-9.4	.000	-.577
Effective Teaching Practices												
FAU (N = 1560)	41.1	14.8	.38	16	32	40	56	60				
FL Pub. 25 & 26	41.7	14.4	.13	20	32	40	56	60	1,932	-.5	.175	-.037
Carnegie Class	40.6	13.5	.05	20	32	40	52	60	1,616	.5	.149	.040
NSSE 2025 & 2026	41.6	13.8	.03	20	32	40	52	60	1,576	-.5	.217	-.034
Top 50%	43.6	13.4	.04	20	36	44	56	60	1,601	-2.5	.000	-.183
Top 10%	46.7	12.8	.11	20	40	48	60	60	1,850	-5.6	.000	-.428
Campus Environment												
Quality of Interactions												
FAU (N = 1324)	42.7	13.7	.38	18	34	44	54	60				
FL Pub. 25 & 26	43.0	12.8	.12	20	35	44	53	60	1,623	-.3	.434	-.024
Carnegie Class	43.0	12.1	.05	20	36	44	52	60	1,369	-.3	.369	-.028
NSSE 2025 & 2026	44.2	11.9	.03	22	38	46	53	60	1,336	-1.5	.000	-.126
Top 50%	46.5	11.7	.04	24	40	48	56	60	1,352	-3.9	.000	-.328
Top 10%	49.3	11.9	.08	25	43	52	60	60	1,441	-6.6	.000	-.547
Supportive Environment												
FAU (N = 1414)	35.1	15.1	.40	10	23	38	43	60				
FL Pub. 25 & 26	35.4	15.0	.14	10	25	38	45	60	1,770	-.4	.406	-.024
Carnegie Class	33.5	14.2	.06	10	23	33	43	60	1,467	1.5	.000	.109
NSSE 2025 & 2026	33.8	14.4	.03	10	23	35	43	60	1,429	1.3	.001	.091
Top 50%	36.3	14.0	.05	13	28	38	45	60	1,449	-1.2	.003	-.086
Top 10%	39.5	13.4	.15	18	30	40	50	60	1,841	-4.4	.000	-.326

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.