
NSSE 2026

Multi-Year Report

Florida Atlantic University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: go.iu.edu/2R1r

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	17%	+/- 3.2%	805	630	175	22%	+/- 2.0%	1,971	1,654	317
2014										
2015										
2016										
2017	18%	+/- 3.5%	648	456	192	20%	+/- 2.5%	1,252	894	358
2018										
2019										
2020										
2021										
2022										
2023	46%	+/- 2.0%	1,334	1,182	152	47%	+/- 1.5%	2,369	2,076	293
2024										
2025										
2026	33%	+/- 2.6%	981	832	149	31%	+/- 1.9%	1,830	1,513	317

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d		
					BCSSE	FSSE	
2013	Email	Census	Yes	None		No	No
2014							
2015							
2016							
2017	Email	Census	No	None	No	No	No
2018							
2019							
2020							
2021							
2022							
2023	Email	Census	No	None	No	Yes	No
2024							
2025							
2026	Email	Census	No	None	No	Yes	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports. When applied, results will be unweighted.

NSSE 2026 Multi-Year Report

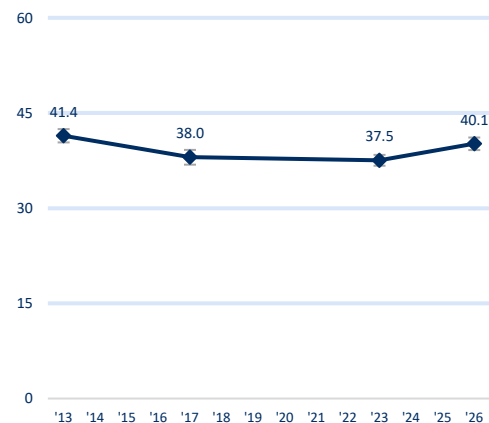
Engagement Results by Theme

Florida Atlantic University

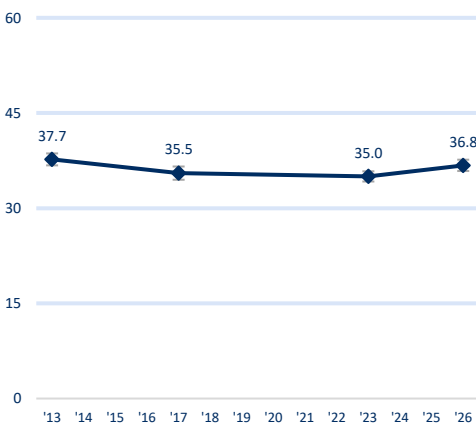
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

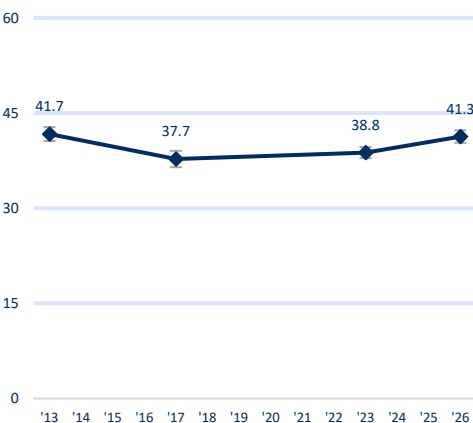
Higher-Order Learning



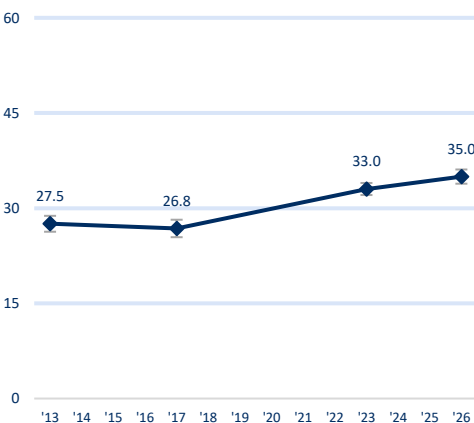
Reflective & Integrative Learning



Learning Strategies

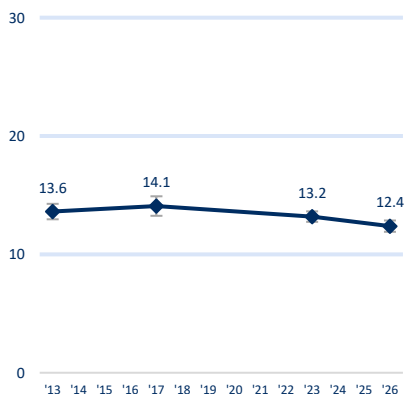


Quantitative Reasoning

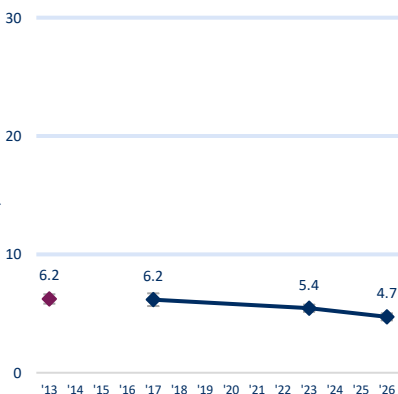


Academic Challenge (additional items): First-year students

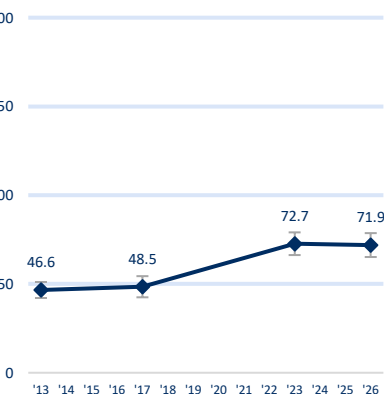
Preparing for Class (hrs/wk)



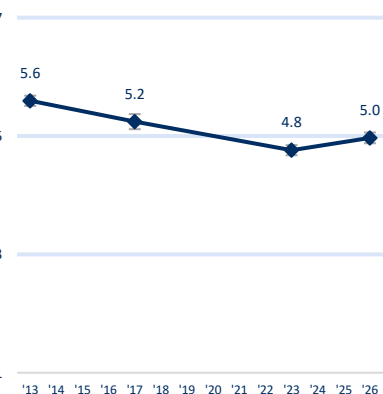
Course Reading (hrs/wk)^a



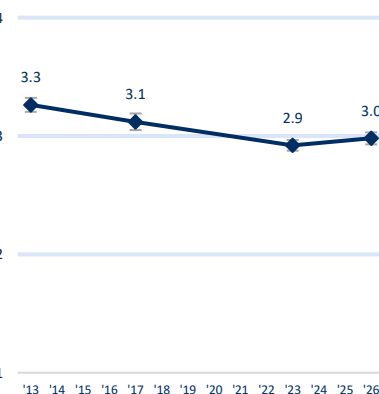
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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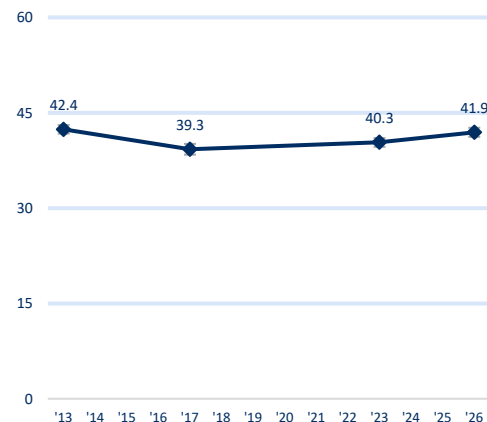
Engagement Results by Theme

Florida Atlantic University

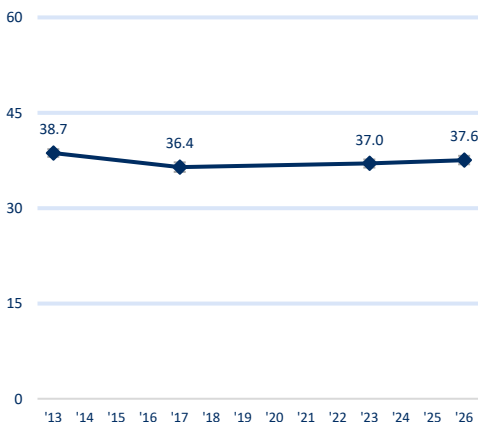
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

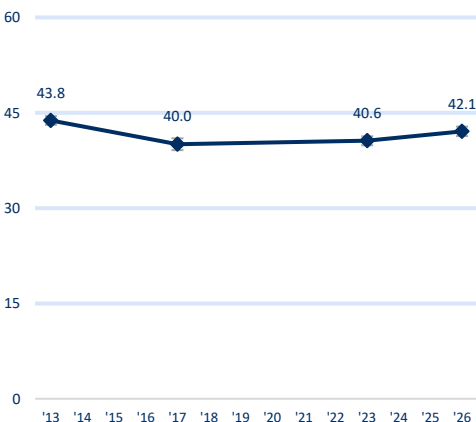
Higher-Order Learning



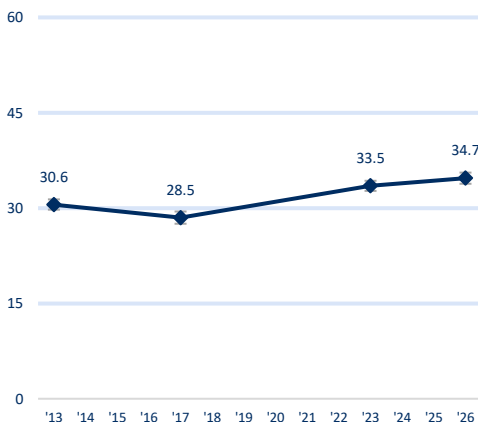
Reflective & Integrative Learning



Learning Strategies

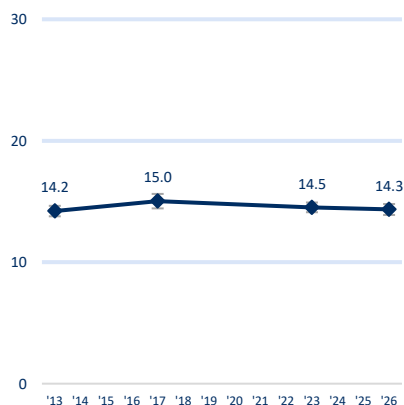


Quantitative Reasoning

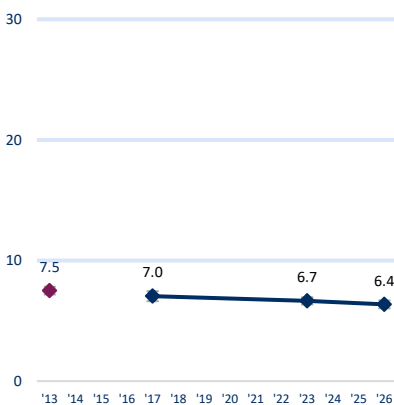


Academic Challenge (additional items): Seniors

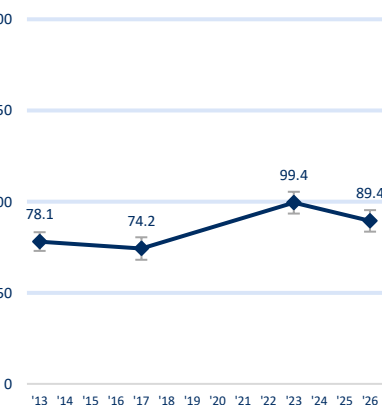
Preparing for Class (hrs/wk)



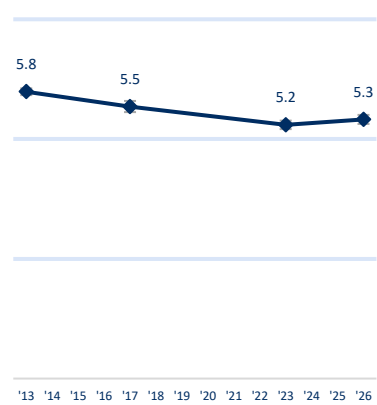
Course Reading (hrs/wk)^a



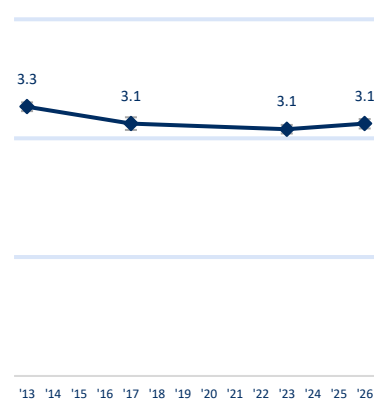
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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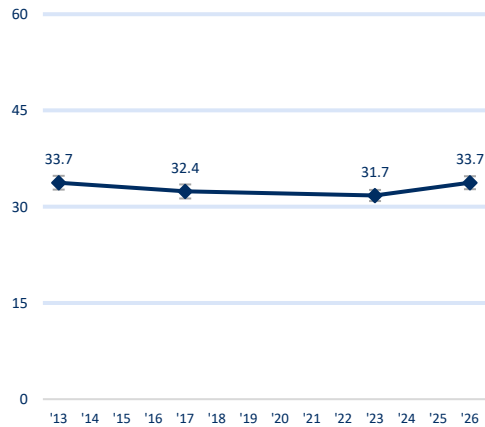
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

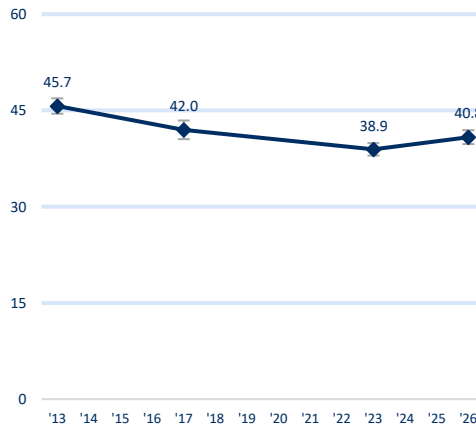
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning With Peers: First-year students

Collaborative Learning

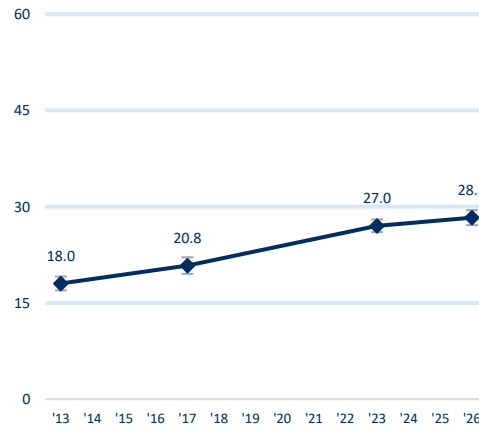


Discussions With Diverse Others

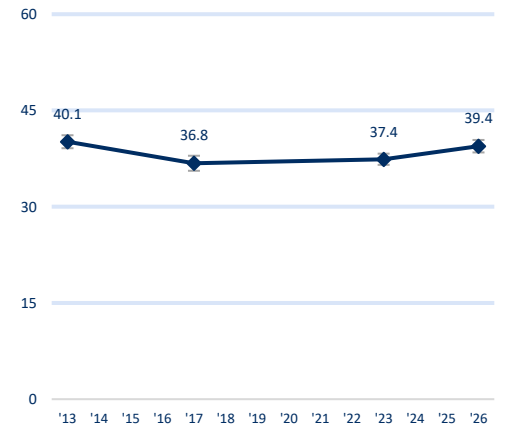


Experiences With Faculty: First-year students

Student-Faculty Interaction

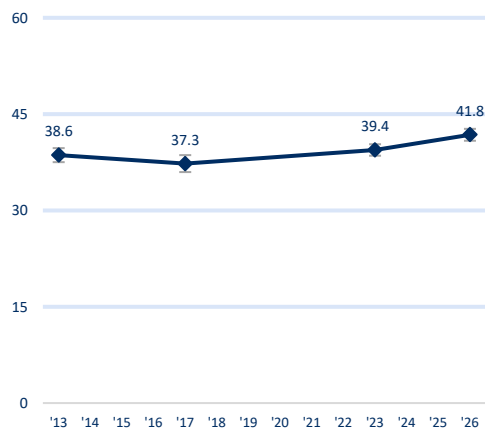


Effective Teaching Practices

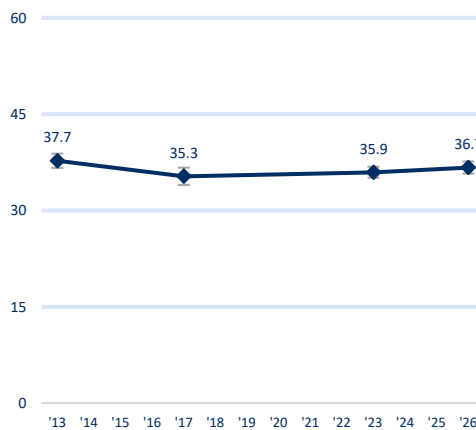


Campus Environment: First-year students

Quality of Interactions



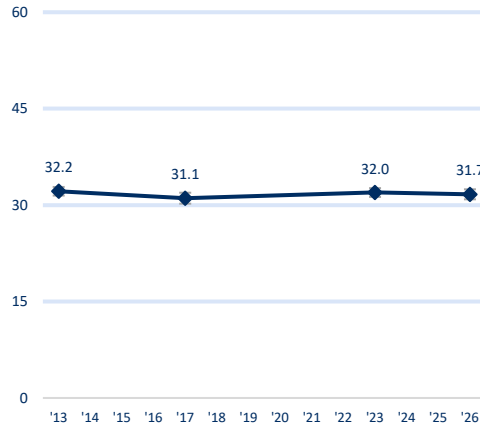
Supportive Environment



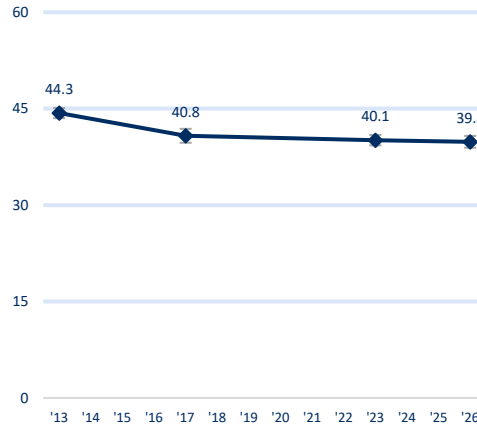
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Learning With Peers: Seniors

Collaborative Learning

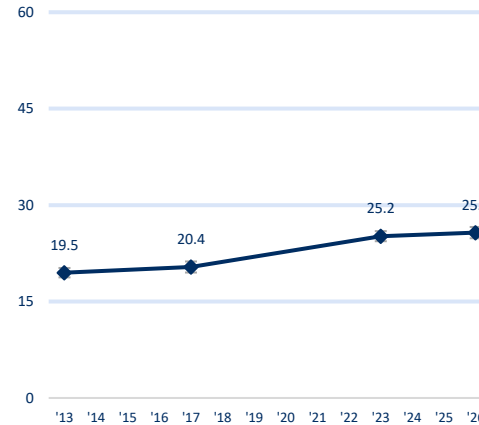


Discussions With Diverse Others

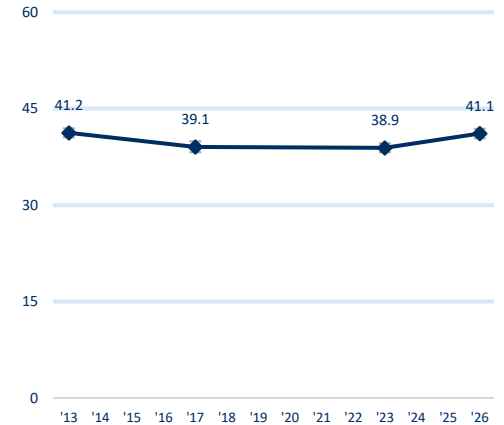


Experiences With Faculty: Seniors

Student-Faculty Interaction

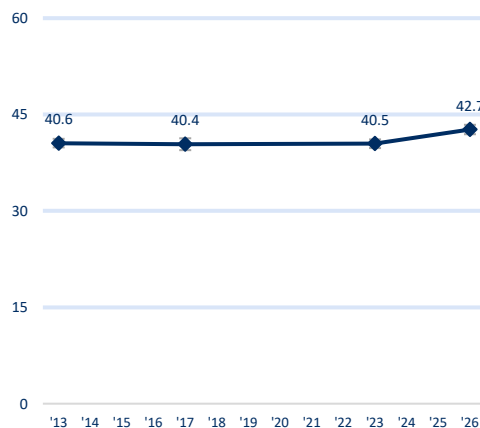


Effective Teaching Practices

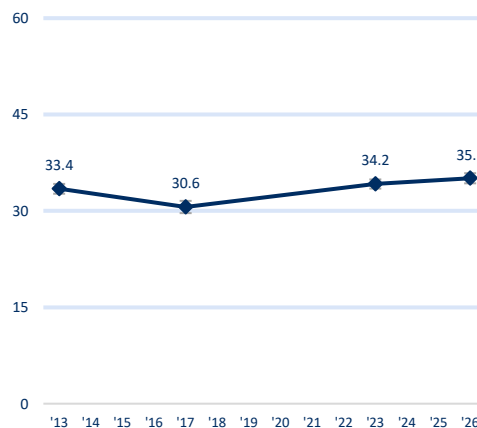


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

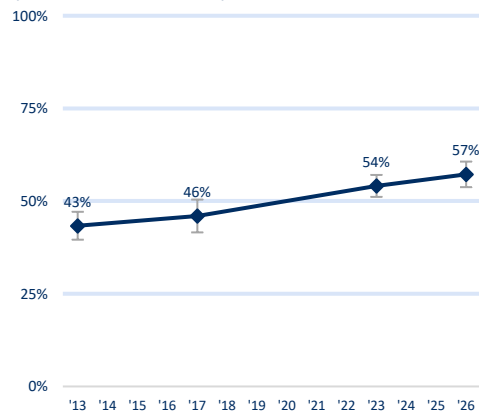


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

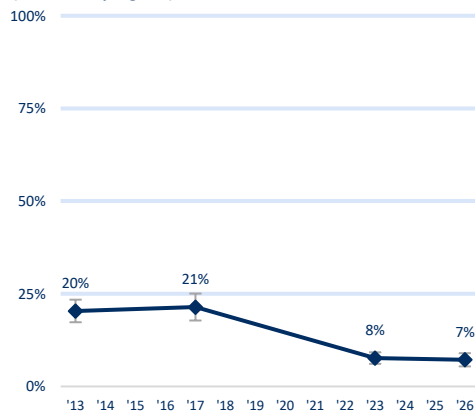
Service-Learning

(Some, most, or all courses)



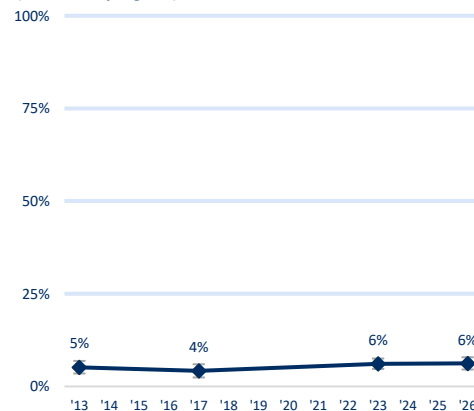
Learning Community

(Done or in progress)



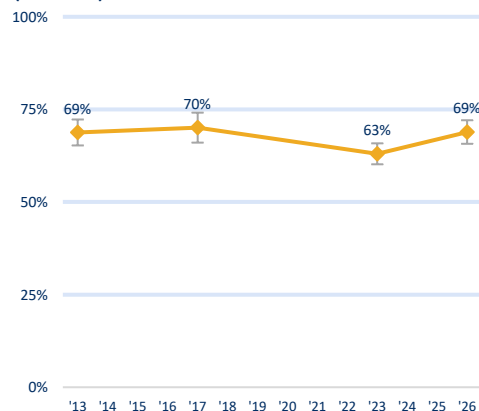
Research With Faculty

(Done or in progress)



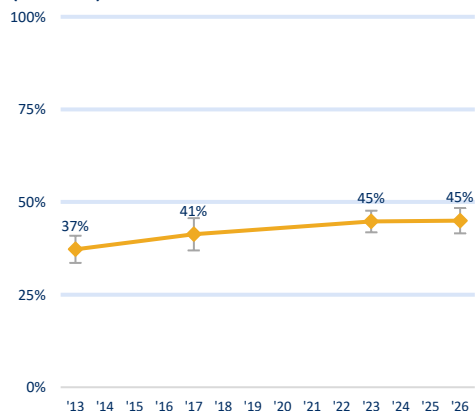
Internship/Field Experience

(Plan to do)



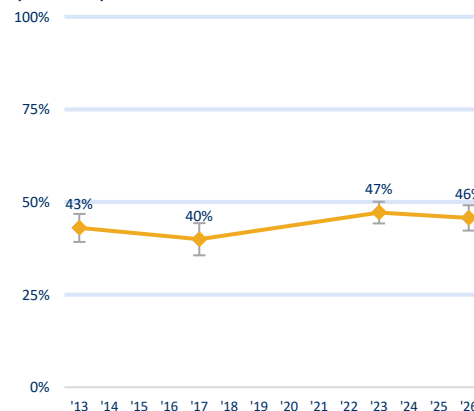
Study Abroad

(Plan to do)



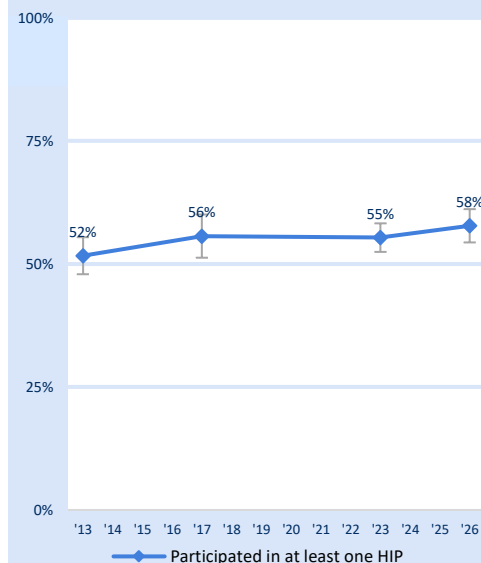
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

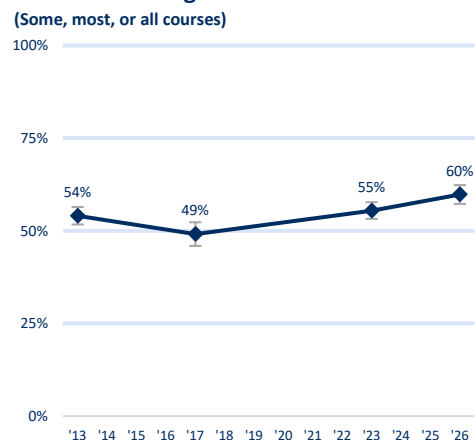


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

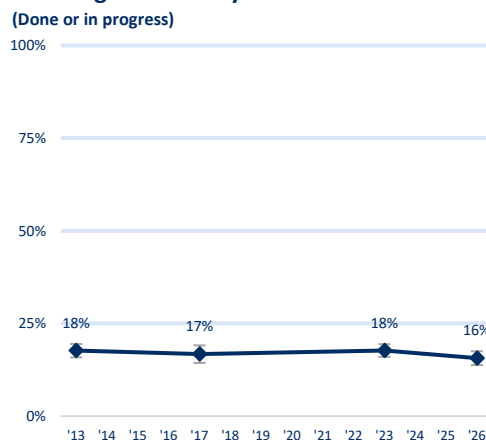
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

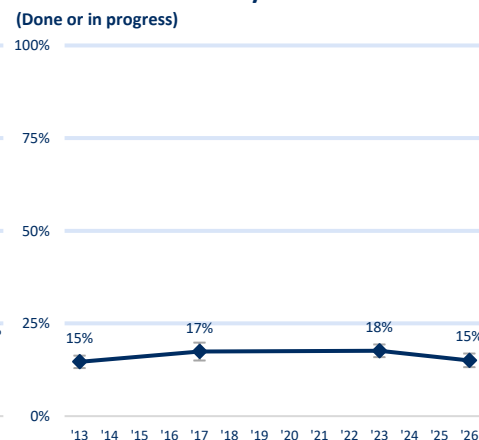
Service-Learning (Some, most, or all courses)



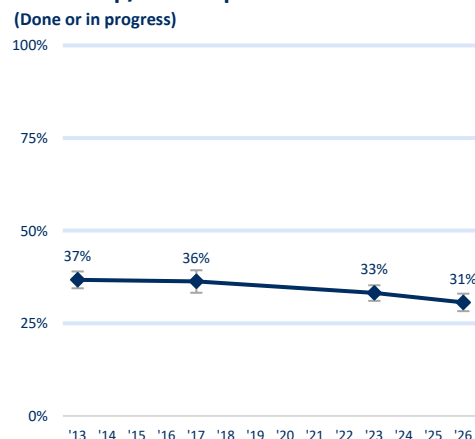
Learning Community (Done or in progress)



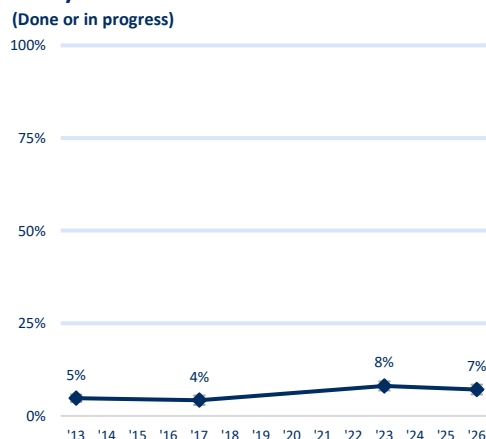
Research With Faculty (Done or in progress)



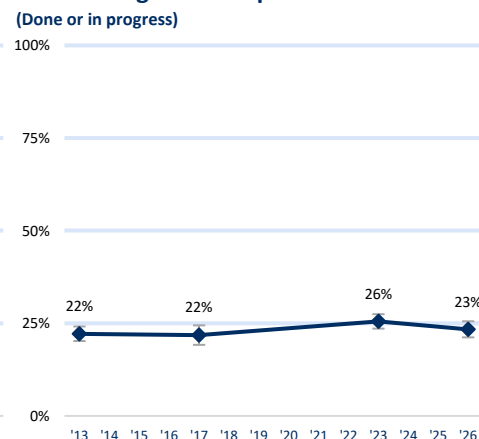
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

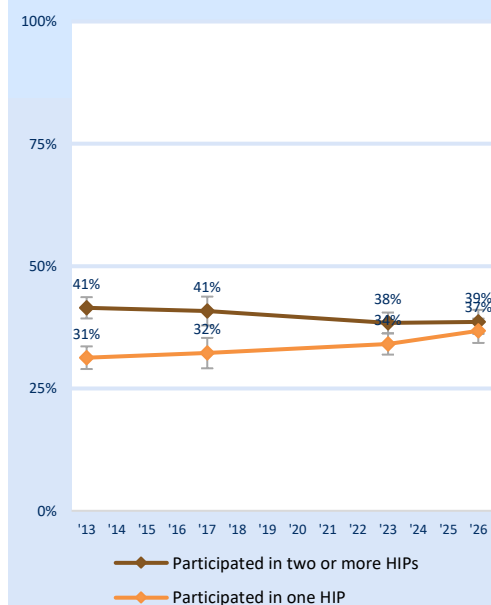


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Florida Atlantic University

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26
Academic Challenge																													
Higher-Order Learning	Mean	41.4				38.0						37.5			40.1	42.4				39.3						40.3		41.9	
	n	720				554						1,163			853	1,778				1,121						2,023		1,561	
	SD	14.4				14.0						14.9			14.7	14.5				14.5						15.8		14.4	
	SE	.54				.59						.44			.50	.34				.43						.35		.37	
	CI up bnd	42.5				39.2						38.4			41.1	43.1				40.1						41.0		42.6	
	CI low bnd	40.4				36.9						36.7			39.2	41.7				38.4						39.6		41.2	
Reflective & Integrative Learning	Mean	37.7				35.5						35.0			36.8	38.7				36.4						37.0		37.6	
	n	740				583						1,229			917	1,868				1,167						2,190		1,677	
	SD	13.0				12.9						14.4			13.8	13.2				13.0						15.1		13.8	
	SE	.48				.53						.41			.46	.31				.38						.32		.34	
	CI up bnd	38.6				36.6						35.8			37.6	39.3				37.2						37.6		38.2	
	CI low bnd	36.8				34.5						34.2			35.9	38.1				35.7						36.4		36.9	
Learning Strategies	Mean	41.7				37.7						38.8			41.3	43.8				40.0						40.6		42.1	
	n	669				497						1,115			819	1,685				963						1,919		1,470	
	SD	14.4				14.7						14.8			14.3	14.3				14.7						15.7		14.6	
	SE	.56				.66						.44			.50	.35				.47						.36		.38	
	CI up bnd	42.8				39.0						39.6			42.3	44.5				41.0						41.3		42.8	
	CI low bnd	40.6				36.5						37.9			40.3	43.1				39.1						39.9		41.3	
Quantitative Reasoning	Mean	27.5				26.8						33.0			35.0	30.6				28.5						33.5		34.7	
	n	727				559						1,137			838	1,833				1,119						1,946		1,493	
	SD	17.2				16.6						16.3			16.6	17.7				16.4						17.9		17.3	
	SE	.64				.70						.48			.57	.41				.49						.41		.45	
	CI up bnd	28.8				28.2						34.0			36.1	31.4				29.5						34.3		35.6	
	CI low bnd	26.3				25.4						32.1			33.9	29.8				27.5						32.7		33.8	
Academic Challenge (additional items)																													
Preparing for Class (hours/week)	Mean	13.6				14.1						13.2			12.4	14.2				15.0						14.5		14.3	
	n	633				458						1,096			803	1,645				894						1,873		1,419	
	SD	8.4				9.0						7.5			6.9	8.9				9.1						8.8		8.7	
	SE	.33				.42						.23			.24	.22				.30						.20		.23	
	CI up bnd	14.3				14.9						13.6			12.9	14.6				15.6						14.9		14.8	
	CI low bnd	13.0				13.3						12.7			11.9	13.8				14.4						14.1		13.9	
Course Reading	Mean	6.2				6.2						5.4			4.7	7.5				7.0						6.7		6.4	
	n	629				451						1,074			793	1,638				889						1,845		1,405	
	SD	5.1				5.8						5.1			4.3	6.6				6.3						6.4		6.2	
	SE	.20				.27						.15			.15	.16				.21						.15		.16	
	CI up bnd	6.6				6.7						5.8			5.0	7.8				7.5						6.9		6.7	
	CI low bnd	5.8				5.6						5.1			4.4	7.2				6.6						6.4		6.0	
Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with 2013 is limited.																													

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2026 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Florida Atlantic University

First-year students															Seniors															
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	
Academic Challenge (additional items, continued)																														
Assigned	Mean	46.6				48.5						72.7			71.9	78.1				74.2						99.4		89.4		
Writing	n	607				503						1,134			830	1,487				971						1,938		1,475		
Est. no. of pages	SD	56.6				68.1						109.8			99.0	100.8				98.2						134.2		115.6		
calculated from three	SE	2.30				3.04						3.26			3.44	2.61				3.15						3.05		3.01		
survey questions.	CI up bnd	51.1				54.4						79.1			78.7	83.2				80.4						105.4		95.3		
	CI low bnd	42.1				42.5						66.3			65.2	73.0				68.1						93.4		83.5		
Course	Mean	5.6				5.2						4.8			5.0	5.8				5.5						5.2		5.3		
Challenge	n	676				495						1,121			820	1,730				962						1,921		1,462		
Extent courses	SD	1.1				1.4						1.5			1.3	1.2				1.5						1.6		1.5		
challenged students to	SE	.04				.06						.04			.05	.03				.05						.04		.04		
do best work (1="Not	CI up bnd	5.7				5.4						4.8			5.1	5.8				5.6						5.3		5.4		
at all" to 7="Very	CI low bnd	5.5				5.1						4.7			4.9	5.7				5.4						5.2		5.3		
much").																														
Academic	Mean	3.3				3.1						2.9			3.0	3.3				3.1						3.1		3.1		
Emphasis	n	631				462						1,105			805	1,642				904						1,903		1,446		
Perceived inst.	SD	0.8				0.8						0.8			0.7	0.8				0.8						0.8		0.8		
emphasis on spending	SE	.03				.04						.02			.03	.02				.03						.02		.02		
time studying and on	CI up bnd	3.3				3.2						3.0			3.0	3.3				3.2						3.1		3.2		
acad. work (1 = "Very	CI low bnd	3.2				3.1						2.9			2.9	3.2				3.1						3.0		3.1		
little" to 4 = "Very																														
much").																														
Learning With Peers																														
Collaborative	Mean	33.7				32.4						31.7			33.7	32.2				31.1						32.0		31.7		
Learning	n	751				630						1,290			943	1,879				1,214						2,266		1,754		
	SD	15.0				14.0						15.9			15.9	14.8				15.2						16.6		16.6		
	SE	.55				.56						.44			.52	.34				.43						.35		.40		
	CI up bnd	34.8				33.5						32.6			34.7	32.8				31.9						32.6		32.5		
	CI low bnd	32.7				31.3						30.9			32.7	31.5				30.2						31.3		30.9		
Discussions	Mean	45.7				42.0						38.9			40.8	44.3				40.8						40.1		39.8		
With Diverse	n	674				505						1,126			829	1,706				965						1,934		1,476		
Others	SD	15.9				16.7						16.5			15.9	16.7				17.2						18.0		17.9		
	SE	.61				.74						.49			.55	.41				.55						.41		.47		
	CI up bnd	46.9				43.4						39.9			41.9	45.1				41.9						40.9		40.8		
	CI low bnd	44.5				40.5						38.0			39.8	43.5				39.7						39.3		38.9		

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NSSE 2026 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Florida Atlantic University

		First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26
Experiences with Faculty																													
Student-Faculty Interaction	Mean	18.0				20.8						27.0			28.3	19.5				20.4						25.2			25.7
	n	729				563						1,192			890	1,825				1,140						2,103			1,615
	SD	14.9				15.6						17.4			17.8	16.0				14.8						18.4			18.0
	SE	.55				.66						.50			.60	.37				.44						.40			.45
	CI up bnd	19.1				22.1						28.0			29.5	20.2				21.2						26.0			26.6
	CI low bnd	17.0				19.5						26.0			27.1	18.8				19.5						24.4			24.8
Effective Teaching Practices	Mean	40.1				36.8						37.4			39.4	41.2				39.1						38.9			41.1
	n	732				562						1,165			865	1,845				1,134						2,045			1,560
	SD	14.0				14.2						15.2			14.6	15.3				14.6						16.1			14.8
	SE	.52				.60						.44			.50	.36				.43						.36			.38
	CI up bnd	41.1				37.9						38.3			40.4	41.9				39.9						39.6			41.9
	CI low bnd	39.1				35.6						36.5			38.5	40.5				38.2						38.2			40.4
Campus Environment																													
Quality of Interactions	Mean	38.6				37.3						39.4			41.8	40.6				40.4						40.5			42.7
	n	614				479						1,063			769	1,624				899						1,728			1,324
	SD	13.8				14.8						14.9			13.1	13.7				14.1						14.4			13.7
	SE	.56				.67						.46			.47	.34				.47						.35			.38
	CI up bnd	39.7				38.6						40.3			42.7	41.2				41.3						41.1			43.4
	CI low bnd	37.5				36.0						38.5			40.9	39.9				39.5						39.8			41.9
Supportive Environment	Mean	37.7				35.3						35.9			36.7	33.4				30.6						34.2			35.1
	n	627				461						1,100			796	1,633				893						1,881			1,414
	SD	14.2				14.9						14.4			13.6	15.7				14.5						15.7			15.1
	SE	.57				.69						.43			.48	.39				.49						.36			.40
	CI up bnd	38.9				36.7						36.8			37.6	34.2				31.6						34.9			35.9
	CI low bnd	36.6				33.9						35.1			35.7	32.7				29.7						33.5			34.3

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2026 Multi-Year Report

Detailed Statistics: High-Impact Practices

Florida Atlantic University

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26
Service-Learning ^a	%	43				46						54			57	54				49					55			60	
	n	668				487						1,091			794	1,711				946					1,876			1,432	
	SE	1.9				2.3						1.5			1.8	1.2				1.6					1.1			1.3	
	CI up bnd	47				50						57			61	56				52					58			62	
	CI low bnd	40				42						51			54	52				46					53			57	
Learning Community ^a	%	20				21						8			7	18				17					18			16	
	n	674				491						1,121			809	1,719				945					1,907			1,458	
	SE	1.6				1.9						0.8			0.9	0.9				1.2					0.9			1.0	
	CI up bnd	23				25						9			9	19				19					19			18	
	CI low bnd	17				18						6			5	16				14					16			14	
Research With Faculty ^a	%	5				4						6			6	15				17					18			15	
	n	664				491						1,119			814	1,718				952					1,911			1,457	
	SE	0.9				0.9						0.7			0.8	0.9				1.2					0.9			0.9	
	CI up bnd	7				6						8			8	16				20					19			17	
	CI low bnd	4				2						5			5	13				15					16			13	
Internship or Field Experience ^b (FY results: Plan to do)	%	69				70						63			69	37				36					33			31	
	n	674				494						1,118			815	1,732				961					1,920			1,466	
	SE	1.8				2.1						1.4			1.6	1.2				1.6					1.1			1.2	
	CI up bnd	72				74						66			72	39				39					35			33	
	CI low bnd	65				66						60			66	34				33					31			28	
Study Abroad ^b (FY results: Plan to do)	%	37				41						45			45	5				4					8			7	
	n	669				492						1,118			812	1,718				954					1,915			1,460	
	SE	1.9				2.2						1.5			1.7	0.5				0.7					0.6			0.7	
	CI up bnd	41				46						48			48	6				5					9			8	
	CI low bnd	34				37						42			42	4				3					7			6	
Culminating Senior Experience ^b (FY results: Plan to do)	%	43				40						47			46	22				22					26			23	
	n	660				489						1,121			814	1,720				948					1,920			1,458	
	SE	1.9				2.2						1.5			1.7	1.0				1.3					1.0			1.1	
	CI up bnd	47				44						50			49	24				24					27			26	
	CI low bnd	39				36						44			42	20				19					24			21	
Overall HIP Participation ^c																													
Participated in one HIP	%	38				41						48			50	31				32					34			37	
	n	677				492						1,129			819	1,739				964					1,934			1,472	
	SE	1.9				2.2						1.5			1.7	1.1				1.5					1.1			1.3	
	CI up bnd	41				46						51			54	33				35					36			39	
	CI low bnd	34				37						45			47	29				29					32			34	
Participated in two or more HIPs	%	14				14						7			8	41				41					38			39	
	n	677				492						1,129			819	1,739				964					1,934			1,472	
	SE	1.3				1.6						0.8			0.9	1.2				1.6					1.1			1.3	
	CI up bnd	17				17						9			9	44				44					41			41	
	CI low bnd	12				11						6			6	39				38					36			36	

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.