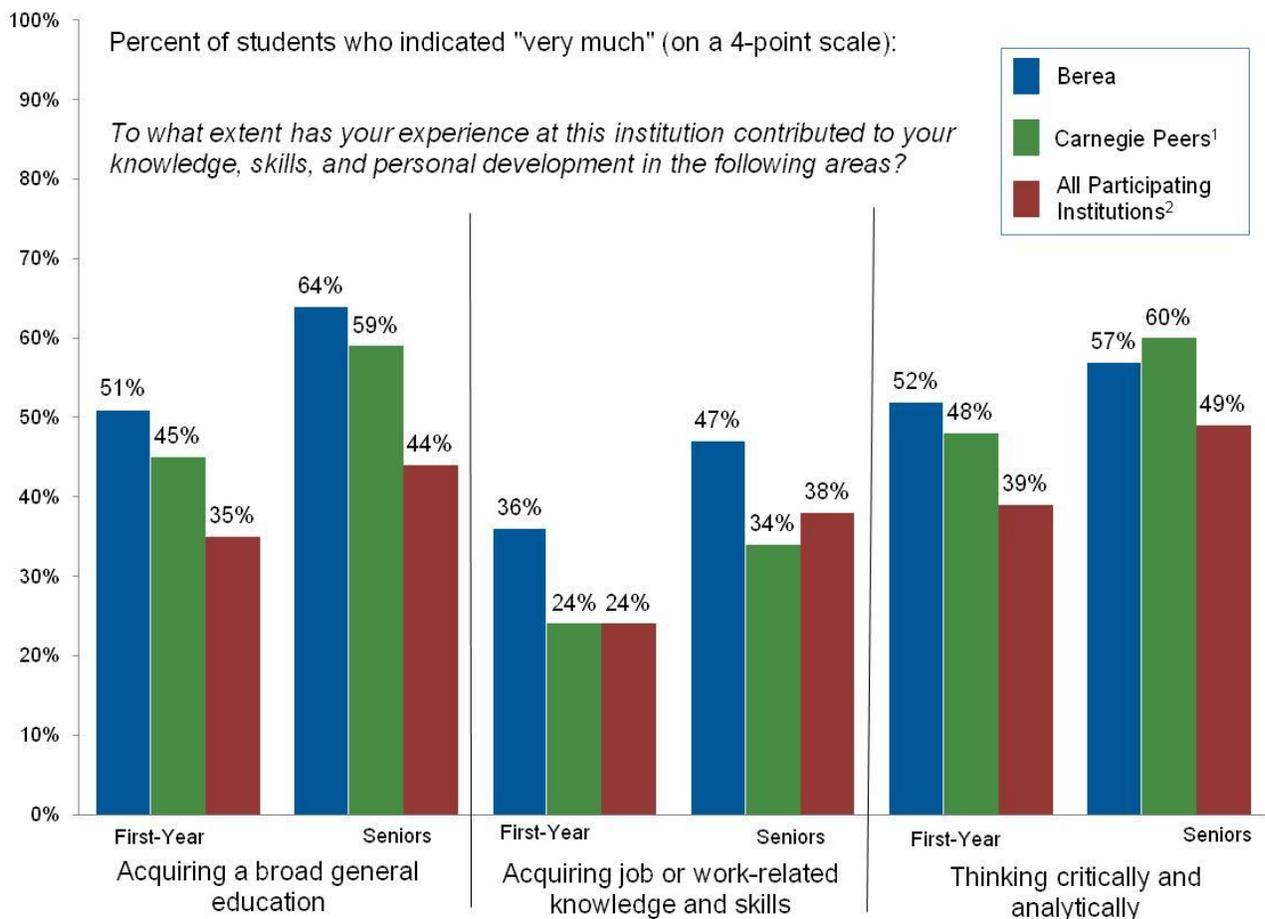




National Survey of Student Engagement (NSSE)

Berea first-year students, compared to national peers, report spending more time preparing for class, working harder than they thought they could to meet an instructor’s standards, and having more discussions with faculty outside of class.

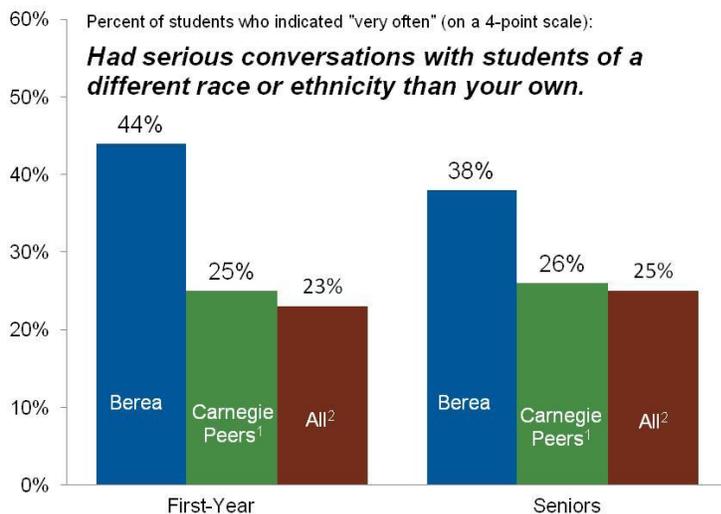
Both Berea first year and senior students rate the College very highly for its contribution toward helping them think critically and acquire both a broad general education and work related knowledge and skills.



¹ Carnegie Peers includes institutions, like Berea College, that are classified in the Basic Carnegie classification of "Baccalaureate Colleges- Arts and Sciences." This is defined as an institution that confers at least half of its degrees in the Arts and Sciences (non-professional) based on one year's data.

² All participating institutions include public and private universities, four-year colleges, and community colleges.

And, Berea students are much more likely to have had serious conversations with students of another race or ethnicity.



These results are from the latest administration of the National Survey of Student Engagement (NSSE), a nationally used instrument designed to assess the extent to which first year and senior students are engaged in effective educational practices. Respondents rate behaviors that are highly correlated with desirable learning and personal development outcomes of college. Berea's NSSE 2007 ratings have improved in almost all areas for first year students compared to the first administration of the survey in 2003.

Although Berea students rate their relationships with faculty and administrative personnel fairly well compared to students nation-wide, Berea ratings dropped from 2003 to 2007, as did national averages. Overall, the *lowest* performing areas for Berea included the number of first year students who participate in community service or volunteer work and the number of seniors who participate in research with faculty.

According to the Director of the Center for Postsecondary Research and professor of higher education, Dr. George Kuh, the NSSE data may be used to stimulate discussion on college campuses about how to improve the quality of the undergraduate experience. His advice for increasing student engagement and success is to make it possible for every student to participate in at least two high impact activities, one in the first year, and one later in the major field. High impact activities create interactions with faculty and peers about important matters.

Examples of high impact activities include first year Learning Communities (groups of students are placed together in classes and in residence halls), research with faculty, study abroad, and culminating senior experiences. Learning communities are not currently a part of the first year experience. The chart below shows how Berea seniors compare to other peer groups.

Percent of Students who Participated in High-Impact Educational Practices			
	Berea	Carnegie Peers ¹	All Institutions ²
Research with Faculty	27%	29%	19%
Study Abroad	44%	33%	14%
Culminating Senior Experiences	54%	55%	32%

To see a fuller report, please go to:

<http://www.berea.edu/ira/surveystudies.asp#AllEnrolledStudents>