

# Berea College

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2014-2015 Fact Book

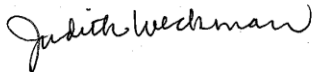
**To Our Readers:**

We are pleased to present this year's Berea College Fact Book. Its purpose is to provide current and accurate information pertaining to the College, its students, faculty and staff, programs, facilities, and activities.

Most of the information included in the Fact Book is provided by various College offices. The assistance and cooperation we receive from individuals in these offices is very much appreciated.

**We have included some new information this year related to federal grants awarded to faculty members (from Partners for Education). Also, we have provided new data in various sections specifically related to students who come from economically distressed and at-risk counties (enrollment, retention, etc.).**

We hope that you find this year's Fact Book both informative and useful. Please let us know how we can improve it. For more details and other reports, visit our website at [www.berea.edu/ira](http://www.berea.edu/ira).



Judith Weckman, Director of the Office of Institutional Research and Assessment

Clara Labus Chapman, Assistant Director (Labor Team Supervisor)  
Jacob Crase, Student Coordinator of the Fact Book

Berea College  
Office of Institutional Research and Assessment  
CPO 2177  
Berea, Kentucky 40404  
(859) 985-3790

## A WORD TO THE FACULTY AND STAFF OF BEREA COLLEGE

### From the President

I am pleased to provide you with this collection of information that comprises a very detailed and fine-grained characterization of Berea College. I am most grateful to the Office of Institutional Research and Assessment for the good work of assembling it.

Berea College has always been a place where deep commitments have been translated into compassionate action in the service of young women and men, black and white, from many cultures, primarily from the Appalachian region but also far beyond. Berea's distinctive and multifaceted mission has always been and will remain firmly rooted in inclusive Christian values such as "the triumph of love over hate, human dignity and equality, and peace with justice." Such an impetus led Berea to be the first interracial and coeducational college in the pre-Civil War South. Berea's primary mission is to serve students of "great promise and limited economic means" by providing them with liberal arts and professional educations of the highest quality. Thus, all students receive a substantial cost-of-education scholarship so that no money from student families is required for tuition. Berea's educational community is predicated on the notion that work of all kinds, mental and physical, provides opportunities for furthering a student's education and personal development. Therefore, all students work in a campus-based labor department. Just as one of our institutional goals is to serve others, so too we seek to prepare our students to be "service-oriented leaders for Appalachia and beyond" (*Being and Becoming: Berea College in the 21st Century*, 2011, p. 34). Learning, labor, and service, then, are the three foundational pillars of Berea's educational edifice. Berea's motto, included in the original catalog from 1866 and still proclaimed today is reflective of the Christian values that inspired our founding and determined our mission and identity, "God has made of one blood all peoples of the earth" (Acts 17:26).

Today the Berea College educational experience combines formal instruction in the classroom, learning opportunities in the Labor Program, guidance for spiritual development, and opportunities for service and outreach. This integrated and multi-faceted understanding of our education program has been articulated in the form of four pairs of Common Learning Goals for all students and workers at the College. These are set forth in *Being and Becoming* as follows:

1. Develop the critical intellectual ability to address complex problems from multiple perspectives and nurture moral growth with a commitment to service;
2. Understand the relationship between humans and the natural world and consider both the benefits and limitations of science and technology;
3. Explore our own individual roots and our shared American culture and know and respect cultures from around the world;
4. Educate students, faculty, and staff to be creative, independent thinkers and encourage collaboration and teamwork in learning and working (*Being and Becoming*, p. v; see pp 56-60 for a detailed discussion of each learning goal).

These four sets of learning goals represent an application of the Great Commitments within the context of our contemporary world.

## **A Word to the Faculty and Staff of Berea College, continued**

Berea College offers an exceptional instructional program to its students. Beyond that, faculty, staff and students have the opportunity of intentional participation in a learning community. I urge you to see your work and yourself in that context. I hope and expect that you will support your colleagues, faculty and staff alike, as we partner in providing a transformative educational experience for all our students. I hope equally that you will enjoy in return everything you learn and gain from your colleagues. Our students, both when they are on campus and later when they are in the world as Berea graduates, are also members of our learning community and they and we will benefit to the extent that they come to understand this.

As the 9<sup>th</sup> President of Berea, I am so very happy to join you, my devoted colleagues, in our work to advance this special place.

Lyle D. Roelofs  
President  
February 2015

# General Information

- The Great Commitments of Berea College (Mission of the College)
- Accreditation
- Institutional Memberships
- Academic Information (Programs of Study)
- The Student Labor Program
- The Convocation Series
- Clubs and Organizations
- Partners for Education
- Federally-Funded Educational Outreach Programs
- Federal Grant Programs

## THE GREAT COMMITMENTS OF BEREA COLLEGE

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose "to promote the cause of Christ." Adherence to the College's scriptural foundation, "God has made of one blood all peoples of the earth," shapes the College's culture and programs so that students and staff alike can work toward both personal goals and a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action.

To achieve this purpose, Berea College commits itself:

- To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
- To provide an education of high quality with a liberal arts foundation and outlook.
- To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.
- To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
- To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
- To create a democratic community dedicated to education and equality for women and men.
- To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
- To serve the Appalachian region primarily through education but also by other appropriate services.

For more details, please visit: <http://www.berea.edu/about/mission/>

Originally adopted by the Board of Trustees in 1969; this revised statement adopted by the Board of Trustees of Berea College, Berea, Kentucky, April 24, 1993

## ACCREDITATION

Berea College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur GA 30033-4097; telephone (404) 679-4500; at [www.sacscoc.org](http://www.sacscoc.org) for questions about the accreditation of Berea College. The institutional policy of Berea College is to conform to all policy requirements of the Southern Association of Colleges and Schools Commission on Colleges.

The baccalaureate degree in nursing program at Berea College is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The College's Nursing program is currently on conditional status with the Kentucky Board of Nursing. The College is also accredited by the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) for the preparation of elementary, middle, and secondary school teachers with the bachelor's degree as the highest degree approved. Berea College is also accredited by the Education Professional Standards Board of Kentucky.

## INSTITUTIONAL MEMBERSHIPS

*Berea College is an institutional member of:*

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW)
- American Automobile Association (AAA)
- American Chestnut Foundation
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- Amigos Library Services
- Annapolis Group
- Appalachian College Association (ACA)
- AsiaNetwork
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African American Life and History (ASAALH)
- Association for University and College Counseling Center Directors (AUCCCD)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Auditors (ACUA)
- Association of College and University Printers (ACUP)
- Association of Collegiate Conference and Events Directors International (ACCED-I)
- Association of Governing Boards of Universities (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Physical Plant Administrators (APPA)
- Berea Chamber of Commerce
- College and University Professional Association for Human Resources (CUPA-HR)
- Commonwealth of Kentucky (KY Virtual Library)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- Council on Accreditation of Education Preparation
- Council on Library and Information Services
- CraftNet Association

Source: *2014-2015 College Catalog* <<http://catalog.berea.edu/en/2014-2015/Catalog>>  
Office of the President, October 2014

## Institutional Memberships, continued

- Forest Guild
- Green Hotel Association
- Higher Education Data Sharing (HEDS) Consortium
- taHistorical Hotels of America
- In-Plant Printing and Mailing Association (IPMA)
- International Association of Campus Law Enforcement Administration (IACLEA)
- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky College of Postsecondary Education
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky League for Nursing
- Kentucky Restaurant Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Library Orientation Exchange Service (LOEX)(Eastern Michigan University)
- Lyris (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of College and University Attorneys (NACUA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Stores
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student of Student Employment Administrators (NASEA)
- National Collegiate Athletic Association (NCAA)
- National Council for Accreditation of Teacher Education (NCATE)
- National Fire Protection Association (NFPA)
- National Association of Student Employment Administrators (NASEA)
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Second Nature
- Smith Travel Research
- Society of American Foresters
- Southern Association of Colleges and Schools (SACS)
- Southern Highland Craft Guild
- Southern University Conference (SUC)
- Tennessee Motor Coach Association
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- United States Green Building Council (USGBC)
- University Leaders for a Sustainable Future (ULSF)
- University Risk Management and Insurance Association (URMIA)
- US Collegiate Athletic Association (USCAA)
- Work Colleges Consortium (WCC)

Source: Office of the President, October 2014



# ACADEMIC INFORMATION

## Programs of Study

Berea College's curriculum offers the advantage of interdisciplinary general study coupled with intensive study within a major field (some of which have multiple concentrations). Berea operates on a two fifteen-week term academic calendar consisting of required Fall and Spring terms. To maintain Satisfactory Academic Progress, students normally enroll in four course credits in each of these terms. There are also optional Summer opportunities to engage in study. Students may take between 1 and 2.25 credits during Summer. One Berea course credit is equivalent to four semester hours (6 quarter hours).

Most degree programs require a minimum of 32 earned course credits; the Nursing Program typically requires a minimum of 34 earned course credits.

### Bachelor of Arts Degree Programs:

African and African American Studies	Computer and Information Science	Philosophy
Applied Science and Mathematics	Science	Physical Education
Art History	Economics	Physics
Art: Studio	Education Studies	Political Science
Asian Studies	English	Psychology
Biology	French	Religion
Chemistry	German	Sociology
Child and Family Studies	History	Spanish
Classical Languages (not currently offered)	Mathematics	Theatre
Communication	Music	Women's and Gender Studies

### Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Applied Design

Independent majors are also available. These majors are designed by students who wish to pursue a field of study that cannot be met through an established Berea College major program. Students are free to propose majors. Some examples of previously approved independent majors are: Appalachian Studies, Classical Studies or Classical Civilizations, Peace and Social Justice Studies, and Sustainable Community Development.

### Teacher Preparation:

Berea College offers certification programs in **Elementary Education** (primary – grade 5); **Middle Grades Education** with Teacher Certification in Science or Mathematics (grades 5-9); **Secondary Education** (grades 8-12) programs in Biology, Chemistry, English, Mathematics, Physics, and Social Studies (with majors in History, Political Science, and Sociology); primary through grade 12 programs in Art, Health, Instrumental Music, Vocal Music, and Physical Education; and a grades 5-12 program in Technology Education.

### Minor Programs Offered:

African and African American Studies	Economics	Philosophy
Agriculture and Natural Resources	English	Physics
Appalachian Studies	Forest Resource Management	Political Science
Art History	Film	Religion
Art: Studio	French	Sociology
Asian Studies	German	Spanish
Broadcast Journalism	Health Studies	Sustainability and Environmental Studies
Business Administration	Health Teaching	Theatre
Chemistry	History	Women's and Gender Studies
Communication	Latin	
Computer Science	Music	
Dance	Peace and Social Justice Studies	

## THE STUDENT LABOR PROGRAM

The Student Labor Program originated in its earliest form at Berea College in 1859 and expanded to become one of the College's Great Commitments providing economic, educational, social, personal, and spiritual benefits to students and those served by their work.

The Labor Program is designed to serve the following purposes:

- Support the total educational program at Berea College through experiences providing the learning of skills, responsibility, habits, attitudes, and processes associated with work;
- Provide and encourage opportunities for students to pay costs of board (meals), room, and related educational expenses;
- Provide staff for College operations;
- Provide opportunities for service to the community and others through labor;
- Establish a lifestyle of doing and thinking, action and reflection, service and learning that carries on beyond the college years.

Designed to serve these multiple purposes, the program reflects a unified vision of labor as student and learning centered, as service to the College and broader community, and as necessary work well done. The administration of the program is the responsibility of the Dean of Labor.

Labor assignments function very much like classes. Beginning at entry levels of work, students are expected to progress to more skilled and responsible levels. Through these experiences, it is expected that student workers will

- 1) develop good work habits and attitudes;
- 2) gain an understanding of personal interests, skills, and limitations; and
- 3) exercise creativity, problem-solving, and responsibility. Students may also learn the qualities of leadership, standard setting, and effective supervision.

The Labor Program makes it possible for students to know each other as co-workers as well as classmates. More importantly, linking the Academic and Labor Programs establishes a pattern of learning through work that continues long after college.

For a complete list of all labor departments in which students work, see pages 108 and 109.

Source: *2014-2015 Student Handbook*  
<<http://catalog.berea.edu/en/2014-2015/Catalog/Student-Handbook/Student-Rights-and-Responsibilities/The-Labor-Program>>

## THE CONVOCATION SERIES

The Convocation Series is a vital component of Berea's General Education Program. Through the Convocation Series, notable speakers, scholars, performers, and programs present on a variety of subjects to enlarge the intellectual, aesthetic, and religious dimensions of campus life. In addition, Berea's student performing ensembles provide convocations addressing similar issues through music, dance, and theatre. Providing rich experiences for students, faculty, and staff alike, convocations help build and sustain a sense of curiosity and intellectual challenge basic to an academic community. They make available information and insights on important topics likely to be considered in academic courses.

All students will be enrolled automatically in a 1/4-credit Convocation course (CNV 100) during each of their regular terms of in-residence enrollment, with the exception of the final term of enrollment, for a maximum of eight such terms. For each term of enrollment in CNV 100, the student will earn a grade of CA (which is calculated as an A in the GPA) for receiving seven convocation credits. The grade of CF (which is calculated as an F in the GPA) will be given if one receives fewer than seven convocation credits.

Convocation credits only count in the GPA and not in the minimum earned credits required for graduation.

Source: *2014-2015 College Catalog*  
<<http://catalog.berea.edu/2014-2015/Catalog/Academics/The-Academic-Program/Convocations>>

## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2014 - 2015

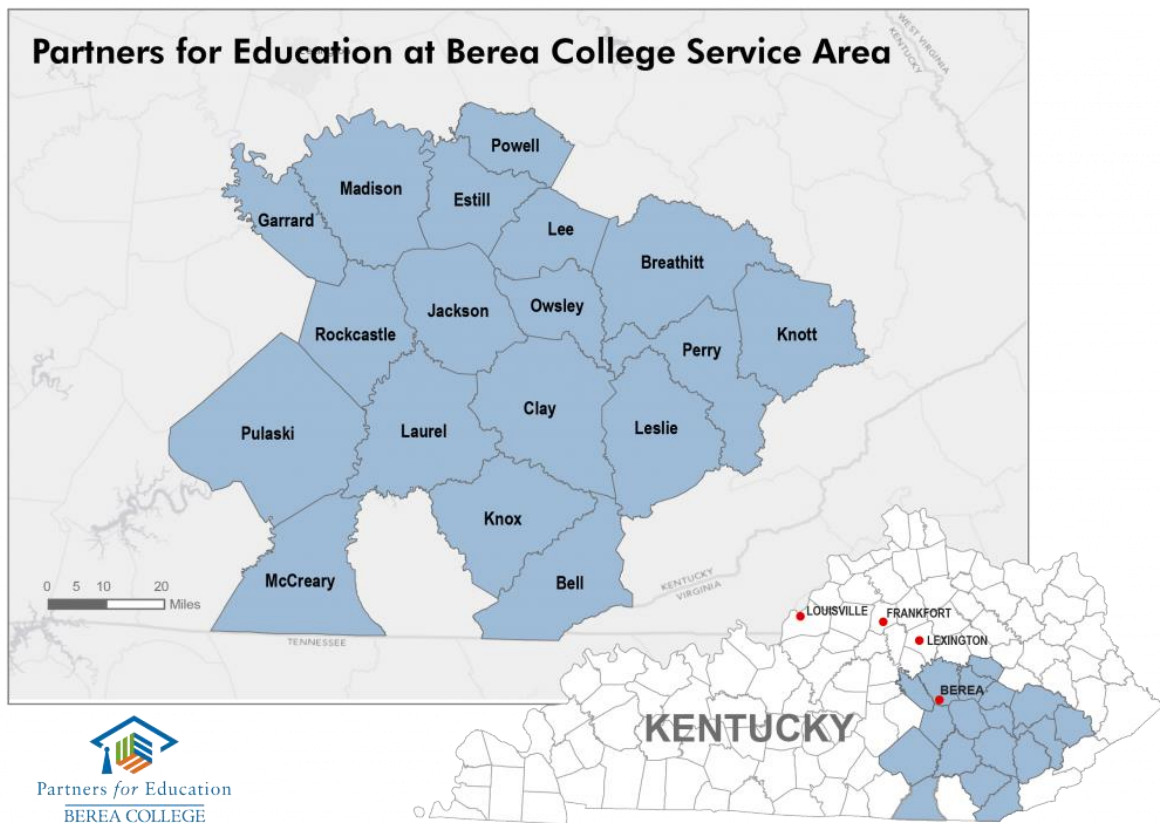
African Students Association (ASA)	Child and Family Studies Club
Agricultural Union (AU)	Chi Alpha
Alpha Psi Omega (APO)	Cosmopolitan Club
American Choral Directors Association Student Chapter (ACDA)	Danish Gymnastics Club
Americans for a Just Peace in the Middle East (AJPME)	Delta Tau Alpha
Appalachian Center	ENACTUS
Artist in Modern Motion	Episcopal Canterbury Fellowship
Asian Student Union (ASU)	E.Y.C.E. Step Team
Baha'i Campus Association (BCA)	Fine, Young, and Hypnotic (FYAH) Dance Team
Baptist Campus Ministry	French Club
Berea College..	German Club
Anime and Manga Club (BAM)	Health & Human Performance Club (HHP)
Association of Student Nurses (BCASN)	Intervarsity Christian Fellowship (IVCF)
Concert Choir	Intramurals
Country Dancers	Kappa Omicron Nu
Honor Society of Nursing	Latin American Student Association (LASA)
Outdoor Recreation Club	Martial Arts Club (MAC)
Republicans	Modern Dance Troupe
Swim Club	Mortar Board Honor Society
Women's Chorus	Muslim Student Association (MSA)
Berea Economics Association (BEA)	Newman Club (NC)
Berea Entrepreneurs Club (BEC)	Non-Traditional Student Association
Berea Gaming Club (LeGaC)	Phi Epsilon Kappa
Berea Middle Eastern Dance (BMED)	Phi Kappa Phi
Bereans for Appalachia	Pre-Med/ Dental Club
Biology Club	Presidential Running and Walking Club
Black Cultural Center (BCC)	Pride, Unity, Love and Social Equality (PULSE!)
Black Music Ensemble (BME)	Psychology Club
Black Student Union (BSU)	Sazon Latino
Blue Crew	Society of Physics Students
Buddhist Student Association (BSA)	Sigma Tau Delta
Campus Activities Board (CAB)	Student Affiliates of the American Chemical Society (SAACS)
Campus Crusade for Christ (CRU)	Student Government Association (SGA)
Canterbury Club	Freshman Class
Catholic Newman Club	Sophomore Class
Center for Excellence in Learning through Service (CELS)	Junior Class
Adopt-a-Grandparent	Senior Class
Berea Buddies	Students for a Free Tibet
Berea Teen Mentoring	Swing Dance Club
Bonner Scholars	Technology Club
First Book-Madison County	The Meditation Assembly
Habitat for Humanity	Tri-Beta National Honor Society
HEAL	Ultimate Frisbee
Hispanic Outreach Program (HOP)	Young Democrats
One-on-One Tutoring	
People Who Care	
Service Learning	
Teen Mentoring	

Source: Berea College Campus Life, as of September 2014 <<http://www.berea.edu/campus-life>>

## PARTNERS FOR EDUCATION

Since the 1870s, Berea College has served the Appalachian region by providing outreach services to mountain communities as well as college educations for young people. We address regional needs that fall within the College's Great Commitments by "serving the Appalachian region primarily through education but also by other appropriate services." Through Partners for Education, the College has been able to deepen educational outreach work in Appalachian Kentucky.

Partners for Education at Berea College utilizes a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. We braid services and align funding streams to optimize results. Through a suite of programs, including GEAR UP, i3 and the first rural Promise Neighborhood, we leverage \$20 million annually to serve more than 15,000 young people and their families. Our partners in this work are schools and community organizations located within our 18-county footprint as highlighted in the map below.



Source: Partners for Education, September 2014  
<<http://partners.berea.edu/areas-served>>

## FEDERALLY-FUNDED EDUCATIONAL OUTREACH PROGRAMS

Partners for Education implements federally-funded educational outreach programs. The following is a list that includes the program's title, an overview, the services it provides, and the scope of the program.

### **GEAR UP Appalachia! (2011-2018)**

This grant follows a cohort of students from sixth grade to their freshman year in college and emphasizes academic success, career preparation, and building a college-going culture in schools. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; and Families and Schools Together (FAST) programs.

### **GEAR UP Promise Neighborhood (2011-2018)**

This grant follows a cohort of students from sixth grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture and includes services for elementary students. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; Families and Schools Together (FAST) programs, and elementary-aged programming.

### **Investing in Innovation/i3 (2012-2016)**

Partnering with AdvanceKentucky, this program supports increased classroom rigor through teacher training and expansion of Advanced Placement (AP) enrollment. The program also works toward improved test scores. Services provided include: laying the foundation training for middle and high school AP and pre-AP teachers; AP test preparation; high school academic counseling; and college preparatory counseling for families.

### **Office of Violence against Women (OVW)/ STEP (2011-2015)**

Partnering with Promise Neighborhood, this grant works to prevent domestic violence, dating violence, sexual assault, and stalking in secondary schools. OVW/STEP supports a coordinated community response through prevention, intervention and policy work. OVW/STEP works through the Clay, Jackson, and Owsley county school systems to address specific non-academic risk factors for students and to increase youth safety.

### **PartnerCorps AmeriCorps School Turnaround Program (2013-2016)**

PartnerCorps is a partnership with AmeriCorps, Knox Central High School and Leslie County High School. Forty individuals are recruited and placed as AmeriCorps members in the two high schools. Members commit to serve for one year in Knox or Leslie counties at the high school and focus on improving educational outcomes. Members are located in the high school and serve as mentors, college advisors, and family connectors. Each day, they arrive at school with the first students and remain at school until the last student leaves. They strive to create college going cultures in their high schools.

### **PartnerCorps STEM (2014-2017)**

PartnerCorps is a partnership with AmeriCorps, Madison County Schools, and Berea Community Schools. Twenty individuals are recruited as AmeriCorps members to provide tutoring and homework assistance in Algebra while connecting mathematics to STEM (Science, Technology, Engineering, and Mathematics) career pathways. In addition, the AmeriCorps members leverage an additional 20 STEM professionals to serve as mentors and share their educational and career journeys within the STEM field.

### **Promise Neighborhood Initiative (2012-2016)**

This grant defines Clay, Jackson, and Owsley counties as a rural neighborhood and supports a continuum of services for youth from cradle-to-career. Services provided include: partnering with organizations to provide workshops; public health initiatives; community safety programs; and educational support for early childhood, K-12, and college learners.

Source: Partners for Education, September 2014  
<<http://partners.berea.edu/programs>>

## **Federally-Funded Educational Outreach Programs, continued**

### **TRIO – Talent Search (2012-2017)**

This program provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12. Services provided include: high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits. Talent Search provides school-based services for low-income and first-generation students in three counties and serves 800 students per year.

### **TRIO – Student Support Services – (Emerging Scholars Program) (2010-2015)**

This program's mission is to provide a support system that assists Berea College students in achieving academic, personal, financial, social, and career planning goals. Each student will work one-on-one with a Student Engagement Specialist to develop an Educational Action Plan designed to address the academic, personal, financial, social, and career planning needs of that student. This program serves 140 students.

### **TRIO – Upward Bound Math and Science (2012-2017)**

This program provides high-quality college preparatory experiences for students from 9<sup>th</sup>-12<sup>th</sup> grades with an aptitude for math and science. Services provided include: intensive academic summer programs at Berea College; college visits; cultural field trips; ACT preparation; financial aid and college application assistance. Upward Bound Math and Science focuses on low-income and first-generation students in select counties with an aptitude for math and science and serves 50 students per year.

Source: Partners for Education, September 2014  
<<http://partners.berea.edu/programs>>

## FEDERAL GRANT PROGRAMS

*In addition to the educational outreach programs, Berea College faculty and departments implement federal grant programs as follows:*

### **Brushy Fork Institute (BFI) – Appalachian Regional Commission**

#### *Appalachian Rural Development Philanthropy Initiative (ARDPI)*

The ARDPI is an ARC-funded initiative that works to build capacity, community and philanthropy in distressed Kentucky counties. This work is committed to helping distressed Kentucky communities create an infrastructure that engages local people in communities and builds the capacity of the region through prudent stewardship of resources, thus supporting the growth of local wealth through permanent community endowments. ARDPI is a shared effort among seven organizations: the Kentucky Philanthropy Initiative, Endow Kentucky, the Blue Grass Community Foundation, the Foundation for Appalachian Kentucky, the Foundation for the Tri-State Community, The Center for Rural Development and the Brushy Fork Institute at Berea College. This grant funds a collaborative effort of BFI and four additional organizations to support structures and sustainability of philanthropic development in distressed Kentucky communities. Between September 2011 and April 2014, this grant provided \$171,750 in federal funds and \$43,160 in non-federal matching funds.

#### *Flex-E-Grants and Training for Distressed Kentucky Communities*

The Flex-E-Grant (FEG) Program, designed by the Appalachian Regional Commission (ARC), provides small investments in short-term projects that build community capacity to mobilize local resources, gain leadership experience, and strengthen community institutions and networks. This grant provides mini-grants, training opportunities for community members and technical support for community-based economic development with the long-term goal of building sustainable local economies in Appalachian Kentucky's economically distressed counties. Five separate grants span 18-month to 2-year periods between July 2010 and March 2016 and provide a total of \$2,125,760 in federal funds and \$613,600 in non-federal matching funds.

### **Faculty Grants**

Berea College faculty members have secured the following federal grants:

- National Endowment for the Humanities (NEH)
  - *Enduring Questions Course on "What is a Neighbor?"* from June 2012 – April 2015 (\$25,000; PI Jason E. Cohen, Assistant Professor, English Program)
- National Science Foundation (NSF)
  - *RVI Mossbauer and Magnetization Studies of Fe (1-x) Co (x)Z (z= Si, Ge, and Sn) and Synthesis of Carbon Based Fullerenes using Laser Ablation* from May 2010 – April 2015 (\$96,600; PI Chad Berry, Academic Vice President and Dean of the Faculty)
  - *Scaling-up the Introductory Undergraduate STEM Courses at Berea College* from December 2013 – November 2016 (\$296,388; PI Tracy Hodge, Assistant Professor, Physics Program)
- USDA
  - *Delivery of Soil Health Innovations to Historically underserved-served producers in Appalachia Kentucky* from September 2014 – August 2017 (\$142,970; PI David Cooke, Program Coordinator, EPG Program and Director of the Berea College Appalachian Fund)

Source: Partners for Education, September 2014  
<<http://partners.berea.edu/programs>>



# Governance and Administration

- Board of Trustees
- Administrative Organization Chart
- Central Administrative Officers
- Academic Division Chairpersons, Program Chairpersons, and Directors
- Campus Governance
- Faculty Council and Committee Structure

## BOARD OF TRUSTEES\*

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M. Elizabeth Culbreth <i>North Carolina</i>	Harold L. Moses <i>Tennessee</i>	Stephanie B. Zeigler <i>Connecticut</i>

### Honorary Trustees

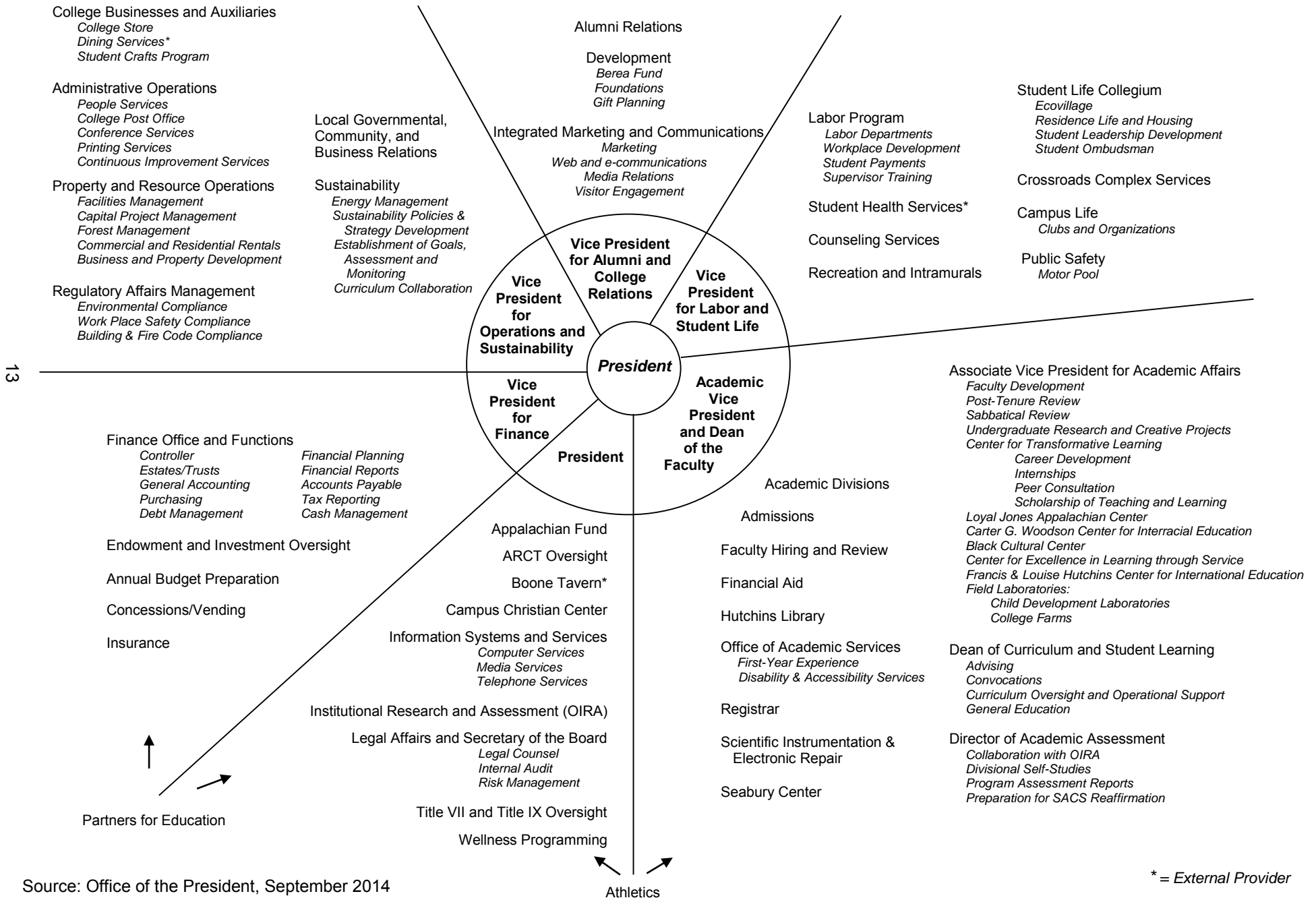
John Alden Auxier <i>Tennessee</i>	Alice R. Manicur <i>Maryland</i>	David O. Welch <i>Kentucky</i>
James T. Bartlett <i>Massachusetts</i>	Elissa May-Plattner <i>Kentucky</i>	R. Elton White <i>Florida</i>
Martin A. Coyle <i>California</i>	Thomas H. Oliver <i>South Carolina</i>	Dawneda E. Williams <i>Virginia</i>
Frederic L. Dupree, Jr. <i>Kentucky</i>	David S. Swanson <i>Maine</i>	

\*Current as of January 2015.

\*\*President of the College

Source: Office of the President, January 2015

# ADMINISTRATIVE ORGANIZATION



Source: Office of the President, September 2014

\* = External Provider

## CENTRAL ADMINISTRATIVE OFFICERS

**Lyle D. Roelofs**

President

**Chad Berry**

Academic Vice President and Dean of the Faculty

**Jeff Amburgey**

Vice President for Finance

**Virgil Burnside**

Vice President for Labor and Student Life

**Jackie Collier**

Interim Vice President for Alumni and College Relations, Spring 2015

**Derrick Singleton**

Vice President for Operations and Sustainability

**Judge B. Wilson II**

General Counsel and Secretary of the College

**ACADEMIC DIVISION CHAIRS, PROGRAM CHAIRS, AND DIRECTORS  
ACADEMIC YEAR 2014- 2015**

**Division I**

**Chairperson: Matt Saderholm**

Program

Biology  
Chemistry  
Mathematics  
Nursing  
Physics

Chairperson

Megan Hoffman  
Anes Kovacevic  
James Blackburn-Lynch  
Monica Kennison  
Tracy Hodge

Directors

**Division II**

**Chairperson: Jan Pearce**

Program

Agriculture and Natural Resources  
Computer Science  
Economics and Business  
Sustainability and Environmental Studies  
Technology and Applied Design

Chairperson

Sarah Hall  
Mario Nakazawa  
Ed McCormack  
Nancy Gift  
Alan Mills

Directors

Farm: Sean Clark

**Division III**

**Chairperson: Janice Blythe**

Program

Child and Family Studies  
  
Health and Human Performance  
Psychology  
Sociology

Chairperson

Katrina Rivers Thompson  
  
Kelly Ambrose  
Wayne Messer  
Jackie Burnside

Directors

Child Development Lab:  
Wilma Chambers

**Division IV**

**Chairperson: Billy Wooten**

Program

Communication  
  
English  
Foreign Languages  
Music  
  
Theatre

Chairperson

Kennaria Brown (Fall Term)  
Verlaine McDonald (Spring Term)  
Kate Egerton  
Jeanne Hoch  
Steve Bolster (Fall Term)  
Kathy Bullock (Spring Term)  
Shan Ayers (Fall Term)  
Deborah Martin (Spring Term)

Directors

Music: Mark Calkins  
Theatre: Shan Ayers (Fall)  
Deborah Martin (Spring)

**Division V**

**Chairperson: Steve Gowler**

Program

Art and Art History  
  
Asian Studies  
History  
Philosophy  
Political Science  
Religion

Chairperson

Eileen McKiernan Gonzalez  
  
Jeff Richey  
Rebecca Bates  
Eric Pearson  
John Heyrman  
Duane Smith

Directors

Visual Arts: Eileen McKiernan  
Gonzalez

**Division VI**

**Chairperson: Meta Mendel-Reyes**

Program

African and African American Studies  
Appalachian Studies  
Education Studies  
Peace and Social Justice Studies  
  
Women's and Gender Studies

Chairperson

Andrew Baskin  
Chris Green  
Yolanda Carter  
Meta Mendel-Reyes (Fall Term)  
Michelle Tooley (Spring Term)  
Peggy Rivage-Seul

Directors

## CAMPUS GOVERNANCE

The campus governance structure allows for the inclusion and participation at various levels for all employees of the College. Avenues for participation in decision-making include: communication and sharing information, consultation, voice, and vote.

All non-student employees are members of the *General Faculty* and are eligible for committee service. Due to the size of the General Faculty, the General Faculty Assembly, a smaller body of representatives, serves as the voting body.

The *General Faculty Assembly* concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. Within its purview are those matters not restricted to the College Faculty Assembly, including the labor program, financial aid, extracurricular activities, student conduct, residence hall life, College calendar, campus environment, some strategic planning initiatives, and the general working circumstances for staff.

The *College Faculty Assembly* acts on both academic program matters and recommendations dealing with College Faculty personnel policies.

The *Staff Forum*, consisting of all non-student employees except those who are members of the College Faculty, provides an opportunity for staff to identify and address issues relevant to staff and to be involved in, informed of, discussions of major issues shaping the College's future. It serves in an advisory capacity to administrators and decision-making bodies.

The *Student Government Association (SGA)* represents the interests of all students and appoints student representatives to most College committees. Student Government representatives also serve on the General Faculty Assembly.

### **General Faculty Assembly and College Faculty Assembly Memberships**

#### **Academic Year 2014-2015**

##### **Memberships**

General Faculty Assembly	280 members
--------------------------	-------------

NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	146 members
--------------------------	-------------

Source: 2014-2015 *Faculty Manual*  
<<http://catalog.berea.edu/en/2014-2015/Faculty-Manual/Campus-Governance>>  
Executive Council, October 2014

## **FACULTY COUNCIL AND COMMITTEE STRUCTURE**

The College and General Faculties are organized to conduct their affairs primarily through five program councils and their subordinate committees. Each of these councils is responsible to either the College Faculty Assembly or General Faculty Assembly, and any recommendations for substantive changes in policy are subject to approval by one or the other body. The councils are: Academic Program, Faculty Status, Labor Program, Strategic Planning, and Student Life. Coordinating and overseeing all elements of the structure is an Executive Council. The functions and composition of the Executive Council and the five program councils and their related committees are described below.

### **EXECUTIVE COUNCIL (EC)**

The Executive Council coordinates the efforts of the various program councils and is generally responsible for the effective functioning of campus governance.

#### **Faculty Assemblies Chair**

The Faculty Assemblies Chair presides at meetings of the College and General Faculty Assemblies.

#### **Faculty Secretary**

The Faculty Secretary is the recorder of official proceedings of the College Faculty Assembly and the General Faculty Assembly meetings.

#### **Awards Committee**

The Awards Committee solicits nominations from the College community for honorary degree and Berea College Service Award candidates. After reviewing the nominations, it recommends candidates for approval by the appropriate bodies.

#### **Committee for Socially Responsible Investing**

The Committee for Socially Responsible Investing is charged with helping to understand and develop investment strategies in light of the Great Commitments.

#### **Sustainability Committee**

The Sustainability Committee advises, monitors, and reports on sustainability goals, progress, opportunities, and initiatives.

### **ACADEMIC PROGRAM COUNCIL (APC)**

The Academic Program Council has comprehensive responsibility for the academic program, with specific responsibilities for curriculum planning, continual review of current programs, policy development, and general supervision of practices, requirements, and services affecting academic affairs.

#### **Athletic Affairs Committee**

The Athletic Affairs Committee has within its purview both intercollegiate and student activity clubs involved in athletic competition.

#### **Committee on General Education (COGE)**

The Committee on General Education, guided by the aims of the General Education curriculum, is charged with acting as the steering committee for the General Education curriculum.

Source: 2014-2015 *Faculty Manual*

<<http://catalog.berea.edu/2014-2015/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure>>

## **Faculty Council and Committee Structure (continued)**

### **Convocation Committee**

The Convocation Committee is primarily concerned with annual program planning. It selects events and presentations that advance the College's educational purpose and enriches the life of the campus and community.

### **Learning Commons Committee**

The Learning Commons Committee facilitates collaboration between various academic support services across campus to deliver effective and integrated service in support of student learning and student academic success.

### **Student Admissions and Academic Standing Committee (SAAS)**

The Student Admissions and Academic Standing Committee monitors current policies and practices with regard to admission, scholarship, probation and suspension, and formulates policy recommendations.

### **Teacher Education Committee (TEC)**

The Teacher Education Committee engages in curriculum development, selects students for the teacher education program, and provides liaison between that program and the rest of the campus.

### **FACULTY STATUS COUNCIL (FSC)**

The Faculty Status Council deals with questions of faculty status. The Council is responsible for policy review and recommendation to the College Faculty Assembly on College Faculty personnel matters.

### **LABOR PROGRAM COUNCIL (LPC)**

The Labor Program Council has as its principal concern interpreting and applying the vision for the Student Labor Program.

### **STRATEGIC PLANNING COUNCIL (SPC)**

The Strategic Planning Council conducts continuous planning for institutional change based on the mission of the College, interpreted in light of opportunities and constraints created by changing internal and external circumstances.

### **STUDENT LIFE COUNCIL (SLC)**

The Student Life Council develops policy with respect to rules for student conduct, and policy for nonacademic aspects of campus life affecting students.

Source: 2014-2015 *Faculty Manual*

<<http://catalog.berea.edu/2014-2015/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure>>



## Faculty Council and Committee Structure (continued)

### **ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES**

#### **Administrative Committee**

The Administrative Committee is responsible to the Board of Trustees and the President of the College for matters of finance, physical properties, and internal management of the College. All instructional and operating departments of the institution are organized under a member of this committee.

#### **Budget Committee**

The Budget Committee serves as an advisory body to the President in the preparation of the annual budget.

#### **Campus Conduct Hearing Board (CCHB)**

The Hearing Board serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. For staff hearings, these matters may include individual complaints of discrimination, sexual harassment, or other employment-related grievances which apply to all employees of the College. For students, the Board hears all suspendable nonacademic cases of student misconduct, including violations of the Student Conduct Regulations and misconduct arising from the student labor program or financial aid programs.

#### **Division Council**

The Council assists the Academic Vice President and Dean of the Faculty with academic long-range vision and planning. It also serves as a venue for sharing ideas and best practices within and across divisions, including review of self-studies.

#### **Faculty Advisors to the Student Government Association**

The Faculty Advisors to the Student Government Association provide guidance in the development of policies, practices, and other procedures that pertain to the student body.

#### **Faculty Appeals Committee**

The Committee hears appeals of tenure and promotion recommendations, cases involving termination for cause of tenured members of the faculty, and cases involving alleged violation of academic freedom.

#### **Faculty Liaison to the Board of Trustees**

The Faculty Liaison to the Board of Trustees attends the meetings of the full Board, participating with voice but not vote. The Faculty Liaison reports on the Board meetings to the College Faculty Assembly and General Faculty Assembly.

#### **Enrollment Policies Committee (EPC)**

The Enrollment Policies Committee is primarily concerned with matters of enrollment management and related procedural matters. It sets goals each year for freshman, transfer, and returning student admissions, monitors retention and graduation rates, rules on student requests for leaves of absence, and coordinates planning among the offices represented on the Committee. This committee also ensures quality of education offered through consortial relationships.

#### **Safety Committee**

The Safety Committee is responsible for coordinating and directing safety efforts on campus.

Source: 2014-2015 *Faculty Manual*

<<http://catalog.berea.edu/2014-2015/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure>>

# Faculty and Staff

- Teaching Faculty by:
  - Rank and Status/Student-Faculty Ratio
  - Length of Service at Berea by Gender
  - Alumni Status
  - Ethnic and Racial Breakdowns
  - Age
- Full-Time Faculty Base Salaries by Rank and Gender
- Characteristics of Full-Time Faculty by Division and Program: Gender, Terminal Degree, and Tenure Status
- Average Dollars for Faculty Development per Full-Time Faculty Member
  
- Average Faculty Salaries for Berea College and Its Benchmarks: Five-Year History
- Seabury Award for Excellence in Teaching
- Paul C. Hager Excellence in Advising Award
- Full- and Part-Time Staff by:
  - Length of Service by Gender
  - Age by Gender
  - Ethnic and Racial Breakdowns
  - Alumni Status
- Number of Full- and Part-Time Staff as Reported to IPEDS by Funding Status (Internal vs. External)
- Labor Supervisor of the Year
- Elizabeth Perry Miles Award for Community Service



## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2013 – 2014</u>	Academic Year <u>2014 - 2015</u>
Tenure Appointments*	113	112
Full-time Teaching Appointments**	133	132
Professor	( 35 )	( 34 )
Associate	( 48 )	( 53 )
Assistant	( 43 )	( 39 )
Instructor	( 7 )	( 6 )
Full-time employees with faculty status who teach part time	11	12
Part-time faculty on a continuing appointment	2	6
Full-time employees without faculty status who teach part time	5	14
Adjunct faculty	17	23
Full-Time Equated (FTE)	151	157
Student/Faculty Ratio*** (FTE)	11/1	10/1

\*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time, one faculty on unpaid leave, and eight administrators in 2013-2014 and one individual teaching less than full-time, and nine administrators in 2014-2015.

\*\*Includes only full-time teaching faculty, both tenure- and non tenure-track positions.

\*\*\*Ratio is calculated by dividing the FTE Student Enrollment by the FTE Faculty.

### Definitions as codified by the Academic Vice President and Dean of the Faculty, October 2014:

- Full-time faculty: *Generally those with faculty status who teach 3 or more course credits annually who have additional full-time responsibilities.*
- Full-time employees with faculty status who teach part time: *Generally these are administrators with faculty status who teach less than 3 credits annually.*
- Part-time faculty on a continuing appointment.
- Full-time employees without faculty status who teach part time: *These are employees who teach an occasional class.*
- Adjunct faculty: *These are faculty on a temporary appointment.*

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014

**FULL-TIME TEACHING FACULTY\* LENGTH OF SERVICE AT BEREA  
BY GENDER**

**Academic Year 2014 – 2015**

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	22	24	46
6 to 10 years	11	8	19
11 to 20 years	21	14	35
21 to 30 years	11	11	22
Over 30 years	<u>7</u>	<u>3</u>	<u>10</u>
TOTAL	72	60	132

**FULL-TIME TEACHING FACULTY\*  
BY ALUMNI STATUS**

	<u>Academic Year 2013 – 2014</u>	<u>Academic Year 2014 – 2015</u>
Full-Time Teaching Faculty	133	132
Number of Alumni**	19	18
Graduated from Berea College	( 16 )	( 15 )
Attended Berea	( 1 )	( 1 )
Honorary Alumni***	( 2 )	( 2 )

\*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements.

\*\*Alumni includes graduates as well as anyone who received academic credit from Berea College.

\*\*\*Awarded to non-alumni in recognition of their outstanding service to and demonstrated loyal interest in Berea College. Approved by the Alumni Executive Council.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014  
Alumni Office, October 2014

## FULL-TIME TEACHING FACULTY\* BY ETHNIC AND RACIAL BREAKDOWNS

As requested by and reported to the federal government – IPEDS\*\*

	<u>Fall 2013</u>		<u>Fall 2014</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	4	3.0%	4	3.0%
Not Hispanic or Latino or Spanish Origin	101	75.9%	104	78.8%
Chose not to respond	28	21.1%	24	18.2%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	0	0.0%	0	0.0%
Chose not to respond (race unknown)	3	2.3%	2	1.5%
American Indian or Alaska Native	1	0.8%	1	0.8%
Asian	4	3.0%	3	2.3%
Black or African American	10	7.5%	11	8.3%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	113	85.0%	113	85.6%
Two or more races indicated	2	1.5%	2	1.5%
American Indian/Alaska Native and White	(2)		(2)	
	<b>133</b>	<b>100.0%</b>	<b>132</b>	<b>100.0%</b>

NOTE: All employees are asked to provide ethnic breakdown (Hispanic or not) AND then to choose one or more race.

\*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements.

\*\*IPEDS – Integrated Postsecondary Education Data System is the core federal government postsecondary education data collection system for the National Center for Educational Statistics (NCES).

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014.

### FULL-TIME TEACHING FACULTY\* BY AGE

Age**	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	0	(0%)	1	(1%)	1	(1%)	1	(1%)	4	(3%)
30-39 years old	25	(19%)	21	(16%)	21	(16%)	23	(18%)	17	(13%)
40-49 years old	30	(23%)	30	(23%)	35	(27%)	33	(25%)	36	(28%)
50-59 years old	48	(37%)	52	(41%)	51	(40%)	49	(37%)	48	(37%)
60-69 years old	25	(19%)	22	(17%)	18	(14%)	22	(17%)	22	(17%)
Greater than 69 years old	2	(2%)	2	(2%)	2	(2%)	3	(2%)	3	(2%)
<b>TOTAL</b>	<b>130</b>	<b>(100%)</b>	<b>128</b>	<b>(100%)</b>	<b>128</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>
Average:	50		51		50		51		51	

Age**	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	4	(3%)	0	(0%)	3	(2%)	1	(1%)
30-39 years old	19	(16%)	16	(13%)	23	(17%)	26	(20%)	27	(20%)
40-49 years old	32	(27%)	33	(27%)	32	(25%)	31	(23%)	34	(26%)
50-59 years old	49	(41%)	42	(34%)	46	(36%)	38	(29%)	35	(27%)
60-69 years old	17	(14%)	29	(23%)	28	(22%)	33	(25%)	32	(24%)
Greater than 69 years old	0	(0%)	0	(0%)	0	(0%)	2	(2%)	3	(2%)
<b>TOTAL</b>	<b>119</b>	<b>(100%)</b>	<b>124</b>	<b>(100%)</b>	<b>129</b>	<b>(100%)</b>	<b>133</b>	<b>(100%)</b>	<b>132</b>	<b>(100%)</b>
Average:	50		50		51		50		51	

\*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements.

\*\*Age as of September 1 of the Academic Year.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014

## FULL-TIME FACULTY\* BASE SALARIES BY RANK AND GENDER

### Academic Year 2014-2015

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	17	\$86,200	\$88,300	17	\$84,100	\$81,500	34	\$83,300	\$83,900
Associate Prof.	32	\$69,700	\$68,100	21	\$67,200	\$64,400	53	\$68,700	\$67,000
Assistant Prof.	22	\$56,500	\$55,900	17	\$57,300	\$55,400	39	\$56,900	\$55,700
Instructor**	<u>1</u>			<u>5</u>			<u>6</u>	\$50,600	\$49,200
ALL RANKS	72	\$69,400	\$67,400	60	\$67,900	\$64,600	132	\$68,900	\$66,400

\*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements.

\*\*Because of the small number of "Instructors," salary figures are not provided for this rank to ensure privacy; however, they are included in the "All Ranks" salary averages.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014



**CHARACTERISTICS OF FULL-TIME FACULTY\* BY DIVISION AND PROGRAM:  
GENDER, TERMINAL DEGREE, AND TENURE STATUS**

**Academic Year 2014 – 2015**

<u>Division/Program</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Biology	5	3	8	8	(100%)	5	(63%)
Chemistry	5	1	6	6	(100%)	4	(67%)
Mathematics	3	3	6	4	(67%)	4	(67%)
Nursing	0	5	5	5	(100%)	2	(40%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>1</u>	<u>(33%)</u>
DIVISION I TOTAL	15	13	28	26	(93%)	16	(57%)
Agriculture and Natural Resources	2	2	4	4	(100%)	1	(25%)
Business Administration	6	0	6	4	(67%)	2	(33%)
Computer and Information Science	2	1	3	3	(100%)	2	(67%)
Economics	1	1	2	2	(100%)	1	(50%)
Sustainability and Environmental Studies	1	1	2	2	(100%)	1	(50%)
Technology and Applied Design	4	0	4	4	(100%)	2	(50%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	17	5	22	20	(91%)	10	(45%)
Child and Family Studies	1	4	5	4	(80%)	3	(60%)
Health and Human Performance	3	4	7	4	(57%)	2	(29%)
Psychology	2	3	5	5	(100%)	2	(40%)
Sociology	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>2</u>	<u>(67%)</u>
DIVISION III TOTAL	6	14	20	16	(80%)	9	(45%)
Communication	1	2	3	3	(100%)	3	(100%)
English	2	4	6	6	(100%)	4	(67%)
Foreign Languages	3	4	7	7	(100%)	6	(86%)
Music	5	2	7	7	(100%)	2	(29%)
Theatre	1	2	3	3	(100%)	2	(67%)
Appointed to Division; no Program	<u>2</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>(50%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION IV TOTAL	14	14	28	27	(96%)	17	(61%)
Art	2	3	5	5	(100%)	2	(40%)
Asian Studies**							
History	3	2	5	5	(100%)	4	(80%)
Philosophy	3	0	3	3	(100%)	3	(100%)
Political Science	2	0	2	2	(100%)	2	(100%)
Religion	3	1	4	4	(100%)	4	(100%)
Appointed to Division; no Program	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	16	6	22	22	(100%)	15	(68%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies**	1	0	1	1	(100%)	0	(0%)
Education Studies	1	4	5	4	(80%)	1	(20%)
Peace and Social Justice Studies**	0	1	1	1	(100%)	1	(100%)
Women's and Gender Studies	0	2	2	2	(100%)	1	(50%)
Appointed to Division; no Program	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION VI TOTAL	4	8	12	10	(83%)	4	(33%)
<b>TOTAL</b>	<b>72</b>	<b>60</b>	<b>132</b>	<b>121</b>	<b>(92%)</b>	<b>71</b>	<b>(54%)</b>

\*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements, but does include faculty in non-tenure track positions. Joint appointments are listed in only one program.

\*\*Faculty in these programs typically have a full-time faculty position in another program.

NOTE: Under the Gender column, the following abbreviations are used: M = Male, F = Female, and T = Total of Males and Females.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014

**AVERAGE DOLLARS FOR FACULTY DEVELOPMENT PER  
FULL-TIME FACULTY MEMBER**

	<u>Fiscal Year 2009-2010</u>	<u>Fiscal Year 2010-2011</u>	<u>Fiscal Year 2011-2012</u>	<u>Fiscal Year 2012-2013</u>	<u>Fiscal Year 2013-2014</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$160,263	\$404,862	\$360,891	\$267,052	\$292,614
Number of Faculty Receiving Funds	130	119	124	129	133
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$1,276	\$3,402	\$2,910	\$2,070	\$2,220
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$641,737	\$452,455	\$749,897	\$666,984	\$881,928
Number of Faculty on Paid Sabbatical	13	9	11	8	14
Average Total Dollars Per Faculty on Sabbatical	\$49,364	\$50,273	\$71,255	\$83,383	\$69,995
Percent of Total Full-Time Faculty	10.0%	7.6%	8.9%	7.0%	10.5%
Number of Total Full-Time Faculty	130	119	124	129	133

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014

**AVERAGE FACULTY SALARIES<sup>1</sup> FOR BEREA COLLEGE AND ITS BENCHMARKS**  
(Salary in thousands of dollars)

	<b>Academic Years</b>				
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
<b><u>PROFESSOR</u></b>					
Berea's mean	82.1	77.3	79.8	81.7	83.8
Benchmark group mean <sup>2</sup>	88.1	89.7	91.1	92.7	93.9
Benchmark group median <sup>3</sup>	82.1	84.4	85.9	89.2	88.9
Berea's rank among its benchmarks <sup>4</sup>	14/27	22/27	19/27	18/27(tie)	19/27
<b><u>ASSOCIATE PROFESSOR</u></b>					
Berea's mean	65.0	63.9	65.8	67.0	68.1
Benchmark group mean	66.7	67.6	68.8	70.4	72.1
Benchmark group median	65.0	65.8	68.8	69.8	71.7
Berea's rank among its benchmarks	14/27	16/27(tie)	16/27(tie)	17/27	17/27
<b><u>ASSISTANT PROFESSOR</u></b>					
Berea's mean	51.5	51.2	53.4	55.0	55.9
Benchmark group mean	55.1	55.8	57.1	58.5	59.4
Benchmark group median	53.5	54.5	56.0	58.0	57.8
Berea's rank among its benchmarks	19/27	22/27(tie)	18/27	18/27	20/27

<sup>1</sup> Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements, but does include faculty in non-tenure track positions.

<sup>2</sup> Benchmark group mean - Represents the group mean *excluding* Berea College. See page 27 for a list of Berea's Benchmark institutions.

<sup>3</sup> Benchmark group median – Represents the group median *including* Berea College. See page 27 for a list of Berea's Benchmark institutions.

<sup>4</sup> Berea's rank among its benchmarks - Berea College seeks to have its mean salaries by rank achieve approximately the mid-point in the Benchmark list. This translates roughly to a rank of 14 out of 27 schools.

Source: Office of the Academic Vice President and Dean of the Faculty, September 2014  
*Academe*, Annual March-April Issues

## THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

The Seabury Award for Excellence in Teaching has been presented annually to outstanding Berea College faculty since 1961. The Award, which was made possible through the generosity of the Charles Ward Seabury family, is a cash award presented at Commencement each year. The recipient of the award is selected each year by a committee, composed of the last six recipients of the award, the students who will receive the Wood Achievement Award at the same Commencement, and by the Dean of the Faculty. The Seabury Award carries with it great prestige as the highest honor an active faculty member may receive from the College.

The Seabury Award Committee annually invites students and faculty to nominate persons to receive this recognition. The nominations take the form of a letter addressing why the nominee would be a worthy recipient. The nominations give attention to the following considerations:

- The teacher's enthusiasm for his or her subject and the teacher's capacity to stimulate students' interest in that subject.
- The teacher's effectiveness in helping students move toward greater intellectual and personal maturity.
- The teacher's engagement in scholarly and creative activities in his or her discipline, or in cross-disciplinary study.
- The teacher's willingness to be involved, socially and intellectually, with students outside the classroom and in College activities.

In choosing a person to be honored, the Committee over the years has given relatively little weight to the number of nominations an individual receives in a given year. More important than many nominations is a thoughtful description of a person's accomplishments as a teacher and an explanation why special recognition is deserved. Petitions or letters of nomination signed by more than one person are not considered.

### Recipients of the Seabury Award for Excellence in Teaching

*Names of current Berea College faculty members are italicized.*

Dorothy Weeden Tredennick	1962	Larry K. Blair	1983
Gerrit Levey	1962	Richard Barnes	1984
Marian Kingman	1963	Marlene Waller	1985
Robert Gordon Menefee	1963	Smith T. Powell	1986
Charlotte P. Ludlum	1964	John Wallhausser	1987
William E. Newbolt	1964	<i>Stephen C. Bolster</i>	1988
Virginia Ruth Woods	1965	Robert J. Schneider	1989
George Gilbert Roberts	1965	Ralph Stinebrickner	1990
Maureen Faulkner	1966	<i>Jeanne M. Hoch</i>	1991
Kristjan Sulev Kogerma	1966	Dean Warren Lambert	1992
Herschel Lester Hull	1967	Ralph L. Thompson	1993
Frank Junior Wray	1967	Eugene T. Chao	1994
Jerome William Hughes	1968	John E. Courter	1995
Thomas Reed Beebe	1968	Paul David Nelson	1996
Louise Moore Scrivner	1969	L. Eugene Startzman	1997
John Douglas Chrisman	1969	Donald Hudson	1998
Cornelius Gregory Di Teresa	1970	Dorothy Hopkins Schnare	1999
Franklin Bryan Gailey	1970	Thomas A. Boyd	2000
Thomas McRoberts Kreider	1971	Richard D. Sears	2001
William John Schafer	1971	Laura A. Crawford	2002
Robert Jerry Lewis	1972	Walter E. Hyleck	2003
Stephen Scott Boyce	1972	<i>Andrew Baskin</i>	2004
Thomas David Strickler	1973	Amer Lahamer	2005
Martha Wylie Pride	1974	<i>Dawn Anderson</i>	2006
Glen H. Stassen	1975	<i>Gary Mahoney</i>	2007
John Fletcher White	1976	<i>Ron Rosen</i>	2008
Mary Louise Pross	1977	<i>Janice Blythe</i>	2009
Robert Ward Pearson	1978	Barbara Wade	2010
John Seelye Bolin	1979	Robert Suder	2011
Dennis Michael Rivage-Seul	1980	<i>Ed McCormack</i>	2012
Jonas Patterson Shugars	1981	<i>Sandra Bolster</i>	2013
Philip Schmidt	1982	Kathryn Akural	2014

Source: Office of the Academic Vice President and Dean of Faculty, September 2014

## THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the advising process at Berea College during the last part of the twentieth century. The guidelines for the award are published annually in early spring, at which time students and faculty are asked to submit nominations for confidential consideration. The Award Selection Committee consists of the two most recent award winners, with assistance from the Dean of Curriculum and Student Learning.

### Recipients of the Paul C. Hager Excellence in Advising Award

*Names of current Berea College faculty members are italicized.*

James Gage	1993
Oliver Keels	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
Martie Kazura	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
Don Hudson	2001
Barbara Wade	2002
<i>Dawn Anderson</i>	2003
<i>Janice Blythe</i>	2004
Patricia Isaacs	2005
Michael Panciera	2006
<i>David Porter</i>	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
<i>Billy Wooten</i>	2011
<i>Wayne Tolliver</i>	2012
<i>Paul Smithson</i>	2013
<i>Robert Foster</i>	2014

**FULL- AND PART-TIME STAFF\*  
BY LENGTH OF SERVICE BY GENDER**

	As of November 1, 2013			As of November 1, 2014		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	103	177	280	128	235	363
6 to 10 years	26	35	61	24	37	61
11 to 20 years	36	39	75	37	35	72
21 to 30 years	3	15	18	5	16	21
Over 30 years	<u>8</u>	<u>9</u>	<u>17</u>	<u>8</u>	<u>9</u>	<u>17</u>
TOTAL	176	275	451	202	332	534

**FULL- AND PART-TIME STAFF\*  
BY AGE BY GENDER**

	As of November 1, 2013			As of November 1, 2014		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Less than 25 years old	12	19	31	20	31	51
25-29 years old	16	35	51	31	51	82
30-39 years old	37	54	91	35	73	108
40-49 years old	44	60	104	45	69	114
50-59 years old	45	76	121	42	77	119
60-69 years old	19	30	49	25	29	54
More than 69 years old	<u>3</u>	<u>1</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>6</u>
TOTAL	176	275	451	202	332	534

\*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2013-14: 5; 2014-15: 5) and tenure-track faculty members (2013-14: 3; 2014-15: 3) who are currently holding administrative positions, and professional librarians with faculty status (2013-14: 6; 2014-15: 7).

NOTE: Temporary employees are not reported to IPEDS and are not included in these charts.

Compiled by the Office of Institutional Research and Assessment from data provided by People Services, December 2014

**FULL- AND PART-TIME STAFF\*  
BY ETHNIC AND RACIAL BREAKDOWNS**

*As requested by and reported to the federal government – IPEDS\*\*.*

	<u>As of Nov 1, 2013</u>	<u>As of Nov 1, 2014</u>
Hispanic or Latino or Spanish Origin	4 (0.9%)	9 (1.7%)
American Indian or Alaska Native	1 (0.2%)	1 (0.2%)
Asian	0 (0.0%)	1 (0.2%)
Black or African American	32 (7.1%)	40 (7.5%)
Two or more races	8 (1.8%)	10 (1.9%)
White	408 (90.5%)	478 (89.5%)
Chose not to respond (race unknown)	2 (0.4%)	4 (0.7%)
International	0 (0.0%)	0 (0.0%)

NOTE: All employees are asked to provide ethnic breakdown (Hispanic or not) AND then to choose one or more race.

\*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2013-14: 5; 2014-15: 5) and tenure-track faculty members (2013-14: 3; 2014-15: 3) who are currently holding administrative positions, and professional librarians with faculty status (2013-14: 6; 2014-15: 7).

\*\*IPEDS – Integrated Postsecondary Education Data System is the core federal government postsecondary education data collection system for the National Center for Educational Statistics (NCES).

**FULL- AND PART-TIME STAFF\*  
BY ALUMNI STATUS**

	<u>As of Nov. 1, 2013</u>	<u>As of Nov. 1, 2014</u>
Number of Staff	451	534
Number of Alumni**	131	149
Graduated from Berea College	( 120 )	( 138 )
Attended Berea	( 10 )	( 10 )
Honorary Alumni***	( 1 )	( 1 )

\*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2013-14: 5; 2014-15: 5) and tenure-track faculty members (2013-14: 3; 2014-15: 3) who are currently holding administrative positions, and professional librarians with faculty status (2013-14: 6; 2014-15: 7).

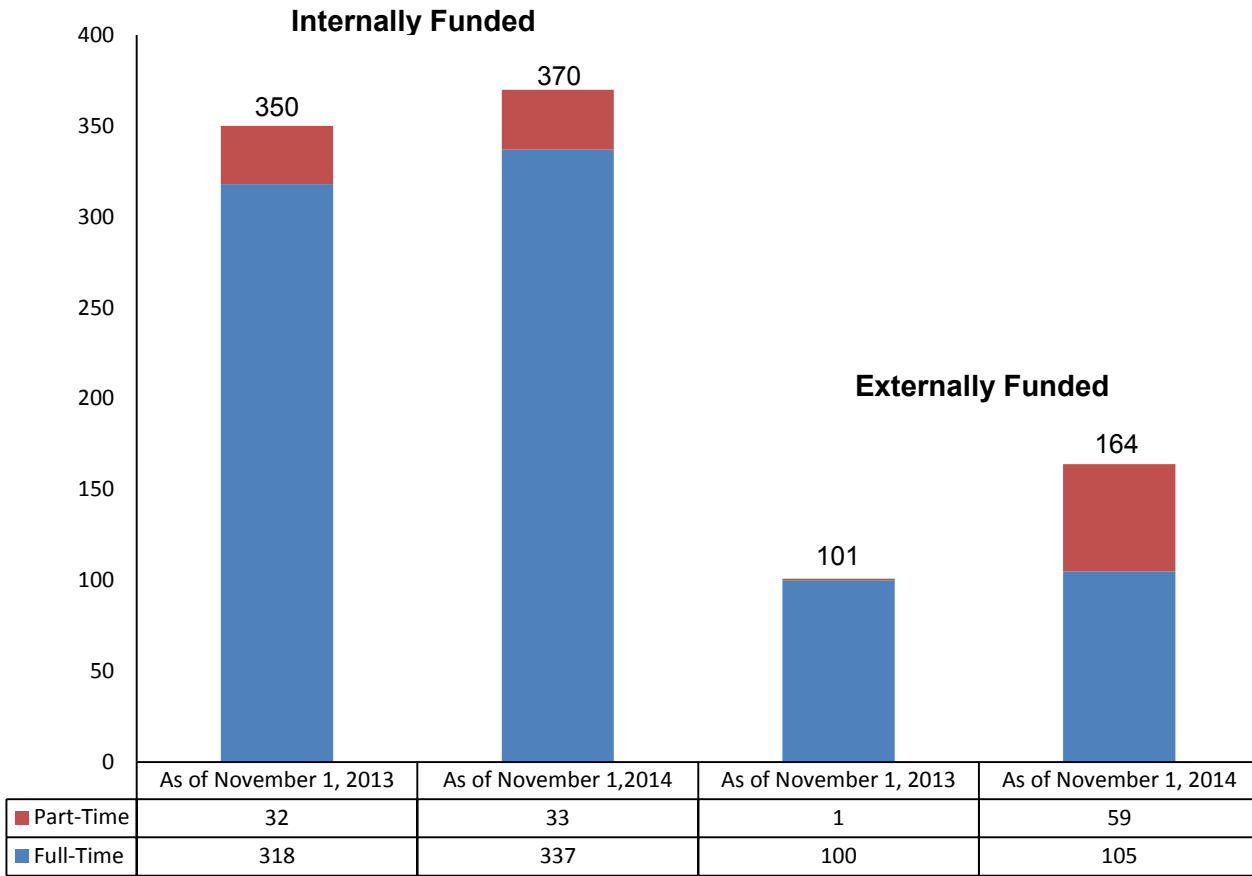
\*\*Alumni includes graduates as well as anyone who received academic credit from Berea College.

\*\*\*Awarded to non-alumni in recognition of their outstanding service to and demonstrated loyal interest in Berea College. Approved by the Alumni Executive Council.

NOTE: Temporary employees are not reported to IPEDS and are not included in these charts.

Compiled by the Office of Institutional Research and Assessment from data provided by People Services and the Alumni Office, December 2014

**NUMBER OF STAFF\* AS REPORTED TO IPEDS\*\*  
BY FUNDING STATUS (INTERNAL VS. EXTERNAL)**



\*Includes tenured faculty members (2013-14: 5; 2014-15: 5) and tenure-track faculty members (2013-14: 3; 2014-15: 3) who are currently holding administrative positions, and professional librarians with faculty status (2013-14: 6; 2014-15: 7).

\*\*IPEDS (Integrated Postsecondary Education Data System), which is the core federal government postsecondary education data collection system, uses the Standard Occupational Classification System (SOC) which is designed to reflect the current occupational structure of the United States. Definitions and details can be found at: [http://www.bls.gov/soc/soc\\_2010\\_definitions.pdf](http://www.bls.gov/soc/soc_2010_definitions.pdf).

NOTE: Temporary employees are not reported to IPEDS and are not included in these charts.

Compiled by the Office of Institutional Research and Assessment from data provided by People Services, December 2014



## THE LABOR SUPERVISOR OF THE YEAR AWARD

Members of the student body are asked to submit recommendations for the Outstanding Labor Supervisor on campus. Because departments vary in the number of students an individual (faculty/staff) may be asked to supervise, more than one award may be appropriate. Therefore, the Labor Program Office has categorized eligibility based on the number of students supervised. Provided there are enough nominations submitted per category, there may be up to three labor supervisors of the year selected. The Award Selection Committee consists of five to seven individuals (faculty/staff) from within the campus community. The award and/or awards will be presented in the form of gift certificates and plaques.

### Recipients of the Labor Supervisor of the Year Award

*Names of current Berea College faculty and/or staff members are italicized.*

Janet Tronc	2005
Deloris Coleman	2006
Linda Reynolds	2006
<i>Loretta Reynolds</i>	2007
<i>Dave Porter</i>	2008
<i>Larky Kim Crawford</i>	2008
<i>Sandy Wells</i>	2009
<i>Leslie Kaylor</i>	2009
<i>Anthony Basham</i>	2010 (Supervising 1-15 students)
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)
Jeanette Davidson	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011
<i>David Slinker</i>	2012
<i>Clara Chapman</i>	2013
<i>Adam Mullikin</i>	2014

## ELIZABETH PERRY MILES AWARD FOR COMMUNITY SERVICE

Curtis W. Miles of Chagrin Falls, Ohio, made a gift to establish the Elizabeth Perry Miles Award for Community Service to be given annually to a member of the Berea College General Faculty. The recipient is selected by the Executive Council from nominees submitted by members of the General Faculty or from community groups. Current members of the Executive Council are not eligible to receive this award.

The following are guidelines for the award:

- Recipients will be from the Berea College General Faculty
- The award will be given only for significant contributions.
- The award is for community service with the area that Berea serves, including service on boards, committees, volunteer groups, in community development, individual service to others, or any other work which enhances community life.
- The community service must be above and beyond the nominee's usual job.
- No one may receive the award more than once in three years.
- The award will consist of a suitable plaque and a monetary award.
- The identity of the winner will not be made known until the time of the presentation at Commencement in May.

### Recipients of the Elizabeth Perry Miles Award for Community Service

*Names of current Berea College faculty/staff members are italicized.*

Tom Boyd	1991
Betty Olinger	1992
Carol Lamm	1993
William Stolte	1994
Joan Moore	1995
Peter Hille	1996
John Cook	1997
Randy Osborne	1998
Lee Morris	1999
<i>Virgil Burnside</i>	2000
Brenda Hosley	2001
<i>Andrew Baskin</i>	2002
Betty Hibler	2003
Barbara Power	2004
<i>Fred de Rosset</i>	2005
John Courter	2006
Nancy Ryan	2007
<i>Theresa Lowder</i>	2008
Mary Ann Shupe	2009
Melissa Osborne	2010
Miriam David	2011
Joe Bagnoli	2012
Cheyenne Olson	2013
<i>Richard Olson</i>	2013
<i>Michelle Tooley</i>	2014

Source: Office of the Academic Vice President and Dean of the Faculty, September 2014

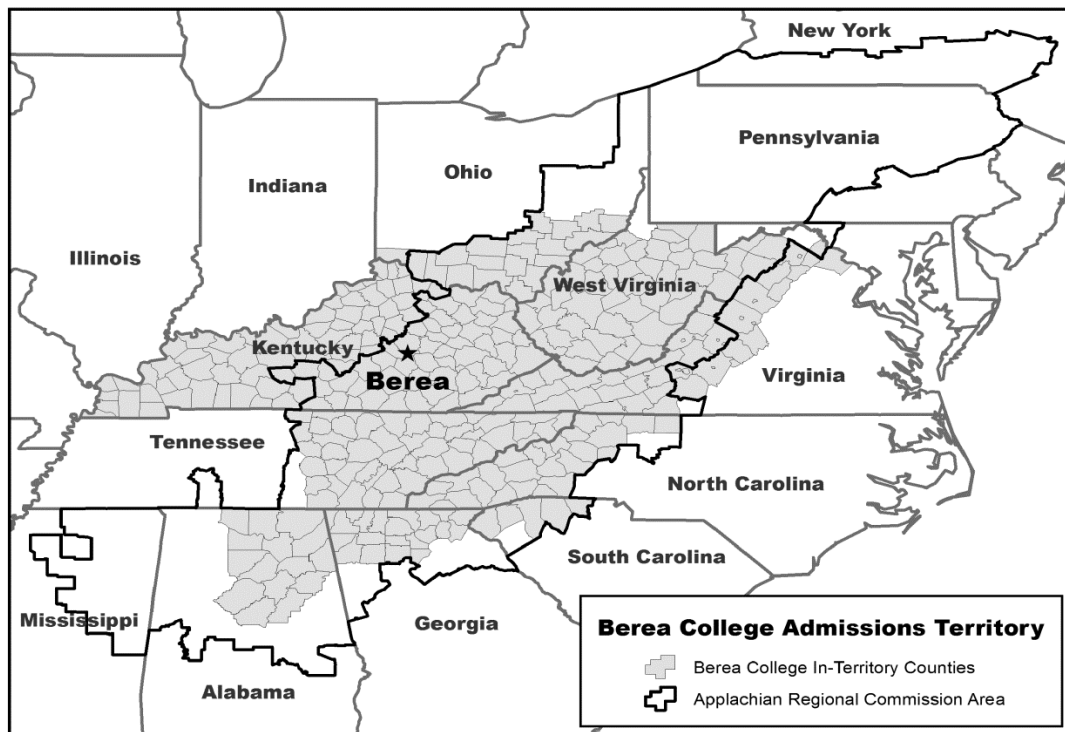
# Admissions

- Admissions Territory Categories (Map and Explanation)
- Admissions Territory (List of Counties)
- First-Year Students: Applied, Accepted, and Enrolled
  - All Students
  - by Gender
  - by Territory
- First-Year Students from Kentucky
- African-American First-Year Students
- First-Year Students from At-Risk and Distressed Appalachian Counties
- Mean ACT Composite Scores (includes National and Kentucky comparisons)
- Mean SAT Scores (includes National and Kentucky comparisons)
- First-Year Students Ranked in the Top One-Fifth of their High School Class:
  - All, by Gender, by Cohort Type
- First-Year Students Assigned to Developmental Mathematics Courses
- Financial Need of Entering First-Year Students (Federal Pell Grant Recipients)
- First-Year Student Enrollment Trends, 2005 - 2014
  - by Gender
  - by Cohort Type
  - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
  - All Students
  - by Gender
- Fall Term Transfer Student Enrollment Trends, 2005 - 2014
  - by Gender
  - by Territory

## ADMISSIONS TERRITORY CATEGORIES

Berea College students are characterized at term of entry by one of three "geographical" categories. They are:

- *In-Territory*: Students who come from much of the Appalachian region and all of Kentucky within the white area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. (See pages 38-39 for a detailed list of counties by state).
- *Out-of-Territory*: Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.
- *F-1 International*: Students who are not U.S. Citizens, permanent residents, or refugees.



The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. Forty-two percent of the Region's population is rural, compared with 20 percent of the national population. The Region includes 420 counties in 13 states and is home to more than 25 million people.

## ADMISSIONS TERRITORY

### ALABAMA

Blount  
Calhoun  
Cherokee  
Cullman  
DeKalb  
Etowah  
Jackson  
Jefferson  
Limestone  
Madison  
Marshall  
Morgan  
St. Clair  
Shelby  
Talladega

### GEORGIA

Bartow  
Catoosa  
Chattooga  
Cherokee  
Dade  
Dawson  
Fannin  
Floyd  
Forsyth  
Gilmer  
Gordon  
Habersham  
Lumpkin  
Murray  
Pickens  
Rabun  
Townsend  
Union  
Walker  
White  
Whitfield

### KENTUCKY

Adair  
Allen\*\*  
Anderson\*\*  
Ballard\*\*  
Barren\*\*  
Bath  
Bell  
Boone\*\*

### KENTUCKY

Bourbon\*\*  
Boyd  
Boyle\*  
Bracken\*  
Breathitt  
Breckenridge\*\*  
Bullitt\*\*  
Butler\*\*  
Caldwell\*\*  
Calloway\*\*  
Campbell\*\*  
Carlisle\*\*  
Carroll\*\*  
Carter  
Casey  
Christian\*\*  
Clark\*  
Clay  
Clinton  
Crittenden\*\*  
Cumberland  
Daviess\*\*  
Edmonson\*\*  
Elliott  
Estill  
Fayette\*\*  
Fleming\*  
Floyd  
Franklin\*\*  
Fulton\*\*  
Gallatin\*\*  
Garrard  
Grant\*\*  
Graves\*\*  
Grayson\*\*  
Green\*  
Greenup  
Hancock\*\*  
Hardin\*\*  
Harlan  
Harrison\*\*  
Hart\*\*  
Henderson\*\*  
Henry\*\*  
Hickman\*\*  
Hopkins\*\*  
Jackson  
Jefferson\*\*

### KENTUCKY

Jessamine\*  
Johnson  
Kenton\*\*  
Knott  
Knox  
Larue\*\*  
Laurel  
Lawrence  
Lee  
Leslie  
Letcher  
Lewis  
Lincoln  
Livingston\*\*  
Logan\*\*  
Lyon\*\*  
McCracken\*\*  
McCreary  
McLean\*\*  
Madison  
Magoffin  
Marion\*  
Marshall\*\*  
Martin  
Mason\*  
Meade\*\*  
Menifee  
Mercer\*  
Metcalfe\*  
Monroe\*  
Montgomery\*  
Morgan  
Muhlenburg\*\*  
Nelson\*\*  
Nicholas\*  
Ohio\*\*  
Oldham\*\*  
Owen\*\*  
Owsley  
Pendleton\*\*  
Perry  
Pike  
Powell  
Pulaski  
Robertson\*  
Rockcastle  
Rowan  
Russell

### KENTUCKY

Scott\*\*  
Shelby\*\*  
Simpson\*\*  
Spencer\*\*  
Taylor\*  
Todd\*\*  
Trigg\*\*  
Trimble\*\*  
Union\*\*  
Warren\*\*  
Washington\*\*  
Wayne  
Webster\*\*  
Whitley  
Wolfe  
Woodford\*\*

### NORTH CAROLINA

Alexander  
Alleghany  
Ashe  
Avery  
Buncombe  
Burke  
Caldwell  
Cherokee  
Clay  
Graham  
Haywood  
Henderson  
Jackson  
McDowell  
Macon  
Madison  
Mitchell  
Polk  
Rutherford  
Stokes  
Surry  
Swain  
Transylvania  
Watauga  
Wilkes  
Yancey

## Admissions Territory (continued)

### OHIO

Adams\*\*  
Athens\*\*  
Brown\*\*  
Clermont\*\*  
Gallia\*\*  
Hamilton\*\*\*  
Highland\*\*  
Hocking\*\*  
Jackson\*\*  
Lawrence\*\*  
Meigs\*\*  
Monroe\*\*  
Morgan\*\*  
Noble\*\*  
Perry\*\*  
Pike\*\*  
Ross\*\*  
Scioto\*\*  
Vinton\*\*  
Washington\*\*

### SOUTH CAROLINA

Cherokee  
Greenville  
Oconee  
Pickens  
Spartanburg

### TENNESSEE

Anderson  
Bledsoe  
Blount  
Bradley  
Campbell  
Carter  
Claiborne  
Clay  
Cocke  
Cumberland  
DeKalb  
Fentress  
Grainger  
Greene  
Grundy  
Hamblen  
Hamilton  
Hancock  
Hawkins

### TENNESSEE

Jackson  
Jefferson  
Johnson  
Knox  
Loudon  
McMinn  
Macon  
Marion  
Meigs  
Monroe  
Morgan  
Overton  
Pickett  
Polk  
Putnam  
Rhea  
Roane  
Scott  
Sequatchie  
Sevier  
Smith  
Sullivan  
Unicoi  
Union  
VanBuren  
Warren  
Washington  
White

### VIRGINIA

Alleghany  
Amherst  
Augusta  
Bath  
Bedford  
Bland  
Botetourt  
Buchanan  
Carroll  
Clarke  
Craig  
Dickenson  
Floyd  
Franklin  
Frederick  
Giles  
Grayson  
Highland

### VIRGINIA

Lee  
Loudon  
Montgomery  
Nelson  
Page  
Patrick  
Pulaski  
Roanoke  
Rockbridge  
Rockingham  
Russell  
Scott  
Shenandoah  
Smyth  
Tazewell  
Warren  
Washington  
Wise  
Wythe

### WEST VIRGINIA

Barbour\*  
Boone  
Braxton\*  
Cabell\*  
Calhoun\*  
Clay\*  
Doddridge\*  
Fayette  
Gilmer\*  
Grant  
Greenbrier  
Hampshire  
Hardy  
Harrison\*  
Jackson\*  
Jefferson  
Kanawha\*  
Lewis\*  
Lincoln  
Logan  
McDowell  
Marion\*  
Mason\*  
Mercer  
Mineral  
Mingo  
Monongalia\*

### WEST VIRGINIA

Monroe  
Nicholas  
Pendleton  
Pleasants\*  
Pocahontas  
Preston\*  
Putnam  
Raleigh  
Randolph  
Ritchie\*  
Roane\*  
Summers  
Taylor\*  
Tucker  
Tyler\*  
Upshur\*  
Wayne  
Webster  
Wirt\*  
Wood\*  
Wyoming

TAKEN OUT  
OF TERRITORY  
IN 1976

### Alabama

Clay  
Cleburne  
Fayette  
Franklin  
Marion  
Walker  
Winston

### Virginia

Greene  
Madison  
Rappahannock

\*Counties added in 1976

\*\*Counties added in 1978

\*\*\*County added in 1996 (Hamilton County, Ohio)

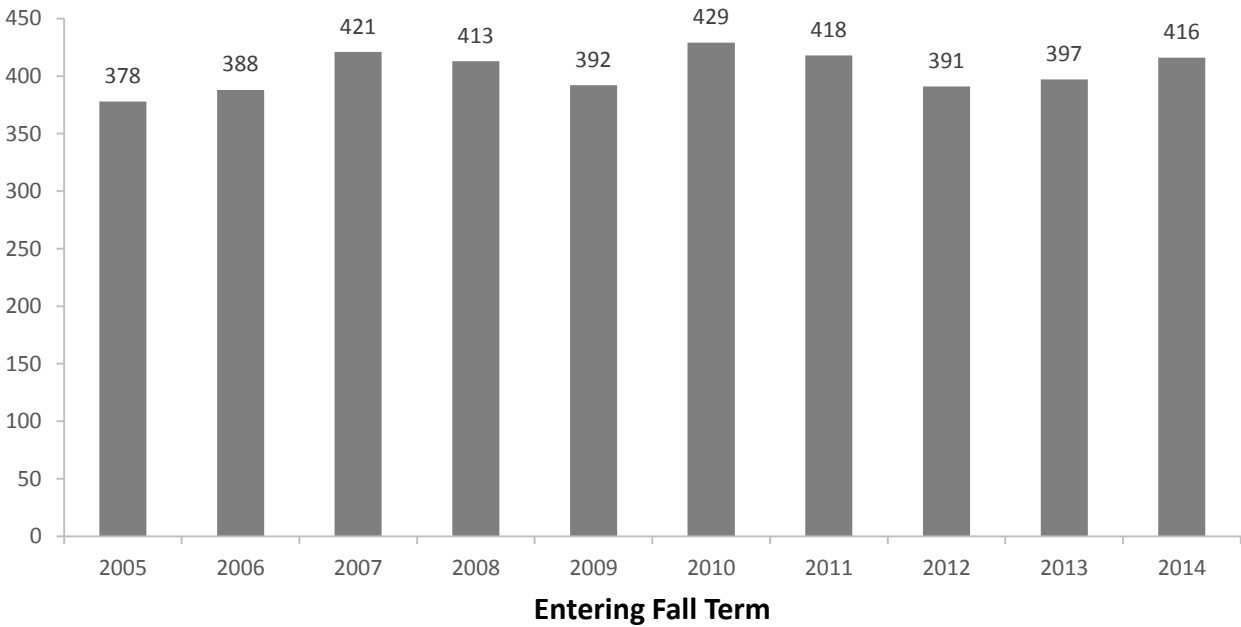
Source: Admissions Office

## FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications*</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2005	1,908	n/a	511	n/a	378	74%
2006	1,818	n/a	532	n/a	388	73
2007	2,083	n/a	597	n/a	421	71
2008	2,468	n/a	531	n/a	413	78
2009	2,745	1,362	516	38%	392	76
2010	3,264	1,542	564	37	429	76
2011	4,707	1,603	586	37	418	71
2012	4,423	1,694	538	32	391	73
2013	4,287	1,620	551	34	397	72
2014	4,060	1,649	555	34	416	75

\*The number of completed applications is not available prior to fall 2009.

### NUMBER OF FIRST-YEAR STUDENTS



Source: Annual editions of the First-Year Students' Class Profile

**FIRST-YEAR STUDENTS BY GENDER:  
APPLICATIONS, ACCEPTED AND ENROLLED**

**Males**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2005	861	n/a	218	n/a	159	73%
2006	817	n/a	222	n/a	168	76
2007	892	n/a	236	n/a	169	72
2008	1,015	n/a	220	n/a	172	78
2009	1,017	588	216	37%	171	79
2010	1,284	690	261	38	199	76
2011	1,813	716	277	39	205	74
2012	1,695	711	229	32	173	76
2013	1,564	679	249	37	181	73
2014	1,571	695	239	34	179	75

**Females**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2005	1,047	n/a	293	n/a	219	71%
2006	1,001	n/a	310	n/a	220	71
2007	1,191	n/a	361	n/a	252	70
2008	1,453	n/a	311	n/a	241	78
2009	1,638	774	300	39%	221	74
2010	1,980	852	303	36	230	76
2011	2,894	887	309	35	213	69
2012	2,728	983	310	32	218	70
2013	2,694	927	302	33	216	72
2014	2,492	953	316	33	237	75

NOTES: For 2013, gender was unknown for 29 submitted applications and 14 completed applications.

For 2014, gender was unknown for 7 submitted applications and 1 completed application.

Source: Annual editions of the First-Year Students' Class Profile



## FIRST-YEAR STUDENTS BY TERRITORY APPLICATIONS, ACCEPTED, AND ENROLLED

IN-TERRITORY						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	<u>Applications</u>		
2005	928	n/a	390	n/a	295	76%
2006	994	n/a	410	n/a	294	72
2007	1,172	n/a	470	n/a	333	71
2008	1,339	n/a	382	n/a	303	79
2009	1,468	644	367	57%	282	77
2010	1,661	736	413	56	315	76
2011	2,716	843	419	50	306	73
2012	2,558	855	413	48	303	73
2013	2,492	848	429	51	315	73
2014	2,289	833	407	49	321	79

OUT-OF-TERRITORY						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	<u>Applications</u>		
2005	295	n/a	89	n/a	63	71%
2006	282	n/a	87	n/a	63	72
2007	344	n/a	97	n/a	66	68
2008	490	n/a	110	n/a	84	76
2009	627	218	112	51%	86	77
2010	749	275	121	44	91	75
2011	1,200	301	130	43	86	66
2012	1,104	303	94	31	62	66
2013	1,008	262	83	32	54	65
2014	1,059	336	108	32	68	63

F-1 INTERNATIONAL*						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	<u>Applications</u>		
2005	685	n/a	32	n/a	20	63%
2006	542	n/a	35	n/a	31	89
2007	567	n/a	30	n/a	22	73
2008	639	n/a	39	n/a	26	68
2009	650	500	37	7%	24	65
2010	854	531	30	6	23	77
2011	791	459	37	8	26	70
2012	761	536	32	6	26	81
2013	787	510	39	8	28	72
2014	709	480	40	8	27	68

\*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive.

Source: Annual editions of the [First-Year Students' Class Profile](#)

## FIRST-YEAR STUDENTS FROM KENTUCKY

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
2005	378	146	38.6%
2006	388	163	42.0
2007	421	196	46.6
2008	413	169	40.9
2009	392	169	43.1
2010	429	189	44.1
2011	418	185	44.3
2012	391	175	44.8
2013	397	165	41.6
2014	416	195	46.8

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## AFRICAN-AMERICAN\* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
2005	378	75	19.8%
2006	388	74	19.1
2007	421	75	17.8
2008	413	63	15.0
2009	392	81	20.7
2010	429	71	16.6
2011	418	94	22.5
2012	391	78	19.9
2013	397	78	19.6
2014	416	96	23.1

\*Based on the number of students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Annual editions of the First-Year Students' Class Profile

**FIRST-YEAR STUDENTS  
FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES\***

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>	<u>White Men from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of White Men of Total First-Year Students</u>
2005	378	42	11.1%	17	4.5%
2006**	388	87	22.4	38	9.8
2007	421	95	22.6	32	7.6
2008	413	113	27.4	44	10.7
2009	392	97	24.7	40	10.2
2010	429	98	22.8	43	10.0
2011	418	101	24.2	45	10.8
2012	391	98	25.1	38	9.7
2013	397	95	23.9	33	8.3
2014	416	98	23.6	38	9.1

\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties.

\*\*At-Risk designation was added in fiscal year 2006.

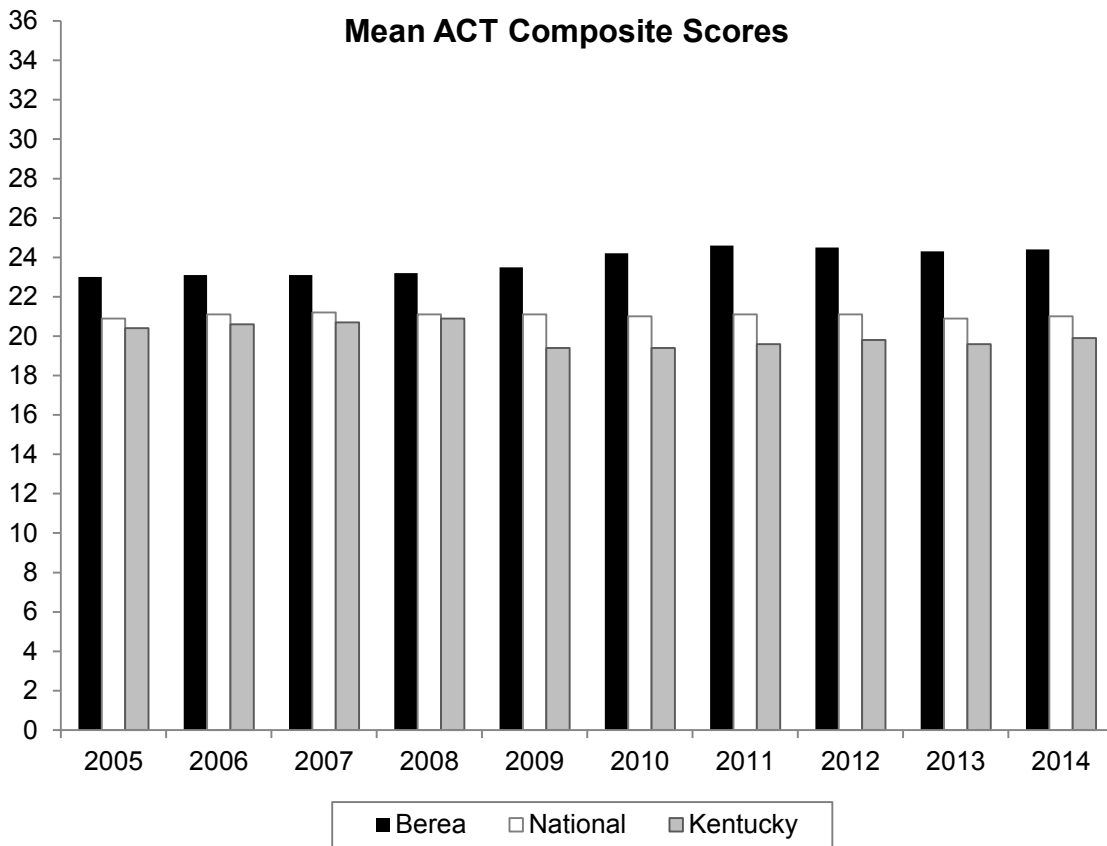
NOTE: The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. Forty-two percent of the Region's population is rural, compared with 20 percent of the national population. The Region includes 420 counties in 13 states and is home to more than 25 million people.

To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

## MEAN ACT COMPOSITE SCORES

Fall Term	Number of Students who Submitted ACT	Berea's First-Year Students*	Berea		National Mean	Kentucky Mean
			Men	Women		
2005	276	23.0	22.6	23.3	20.9	20.4
2006	290	23.1	22.7	23.4	21.1	20.6
2007	331	23.1	22.7	23.3	21.2	20.7
2008	322	23.2	22.6	23.6	21.1	20.9
2009	305	23.5	23.0	23.9	21.1	19.4
2010	336	24.1	23.8	24.4	21.0	19.4
2011	331	24.6	24.4	24.9	21.1	19.6
2012	310	24.5	23.8	25.0	21.1	19.8
2013	318	24.3	24.0	24.6	20.9	19.6
2014	344	24.4	24.4	24.4	21.0	19.9

\*Approximately 75 - 85% of Berea College first-year students submit ACT scores.



Source: Annual editions of the First-Year Students' Class Profile

**MEAN SAT SCORES:  
CRITICAL READING, MATHEMATICS, AND WRITING**

Fall Term	Number of Students who Submitted SAT	Berea's First-Year Students			National and Kentucky Comparisons					
		Critical Reading (Verbal)	Mathematics	Writing	Critical Reading (Verbal)		Mathematics		Writing	
					National	KY	National	KY	National	KY
2005	94	576	562	not applicable	508	561	520	559	not applicable	
2006*	84	563	576	not available	503	562	518	562	497	555
2007	80**	539	542	528	502	567	515	565	494	553
2008	65**	562	538	531	502	568	515	570	494	554
2009	63	564	534	546	501	573	515	573	493	561
2010	71	583	556	546	501	575	516	575	492	563
2011	74	573	545	563	497	576	514	572	489	563
2012	67**	586	579	552	496	579	514	575	488	566
2013	58	560	565	544	496	585	514	584	488	572
2014	56	554	571	548	496	585	514	584	488	572

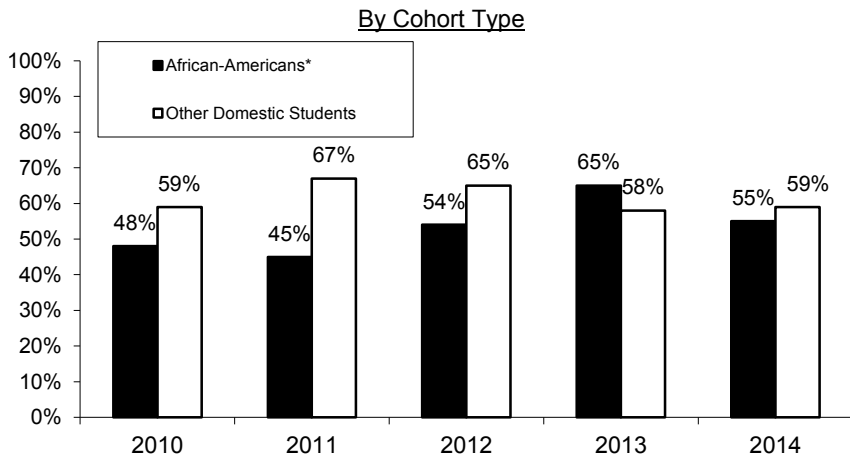
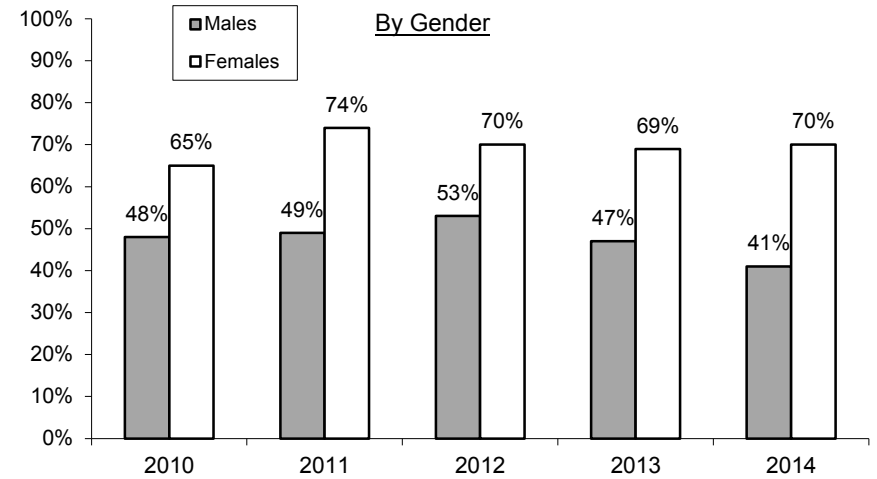
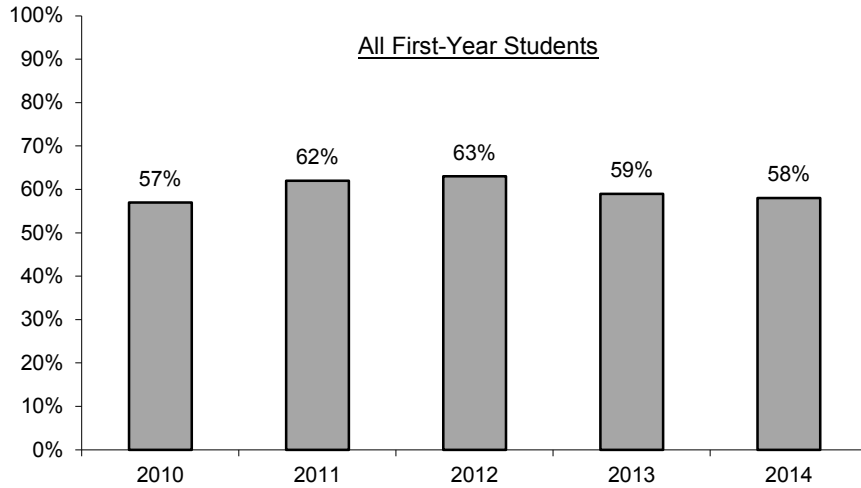
\*SAT changed the exam to add a writing section and re-vamped the verbal section and re-named it "Critical Reading" (first administered in March 2005).

\*\*Score reports include one who submitted SAT exam given prior to Writing component added.

NOTE: SAT section means are on a scale from 200 to 800.

Source: Annual editions of the First-Year Students' Class Profile

## FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS BY GENDER AND COHORT TYPE

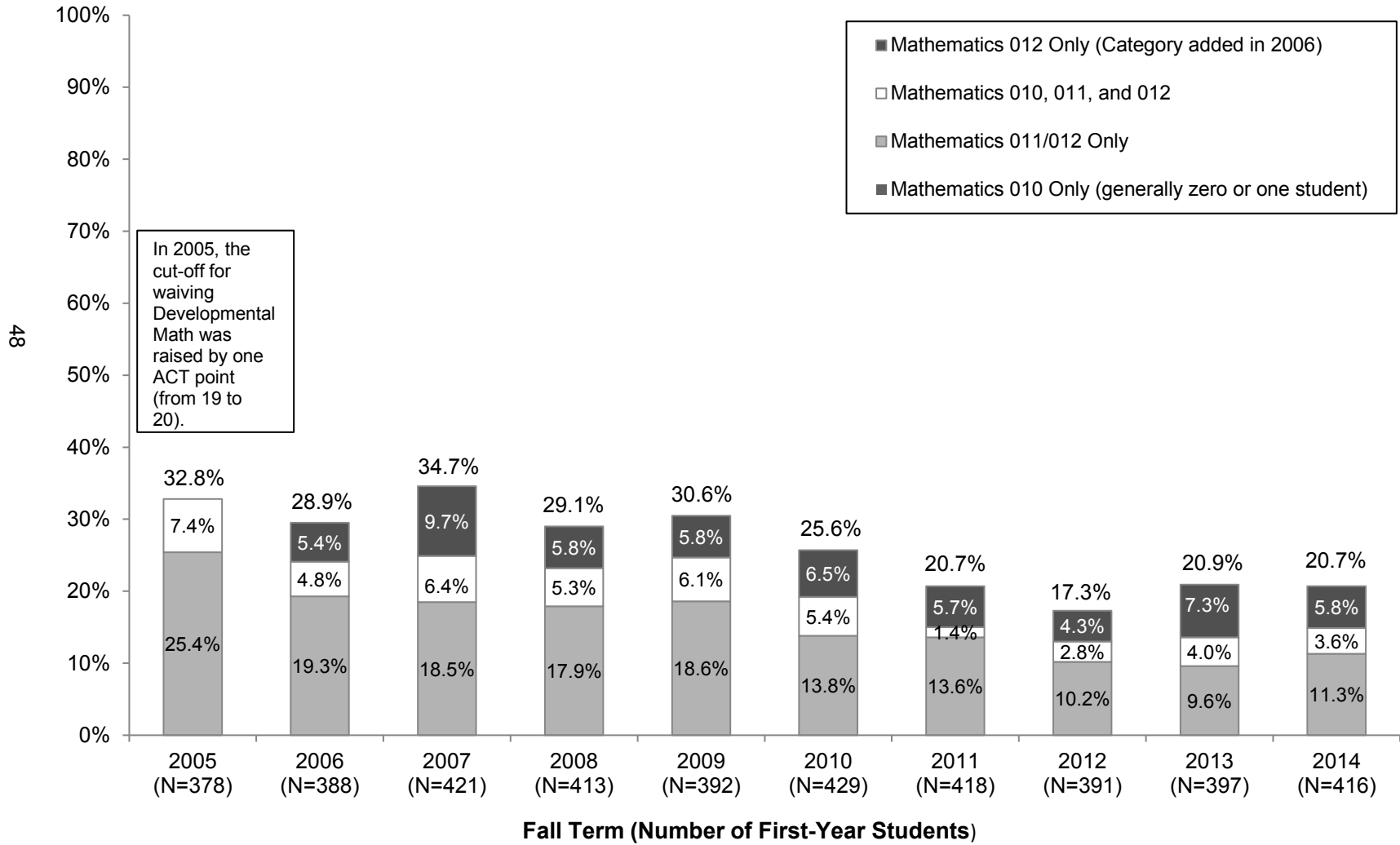


\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

NOTE: Approximately 80 – 85% of first-year students come from high schools where rank in class is reported. International students are not included in the graphs above.

Source: Annual editions of First-Year Students' Class Profile

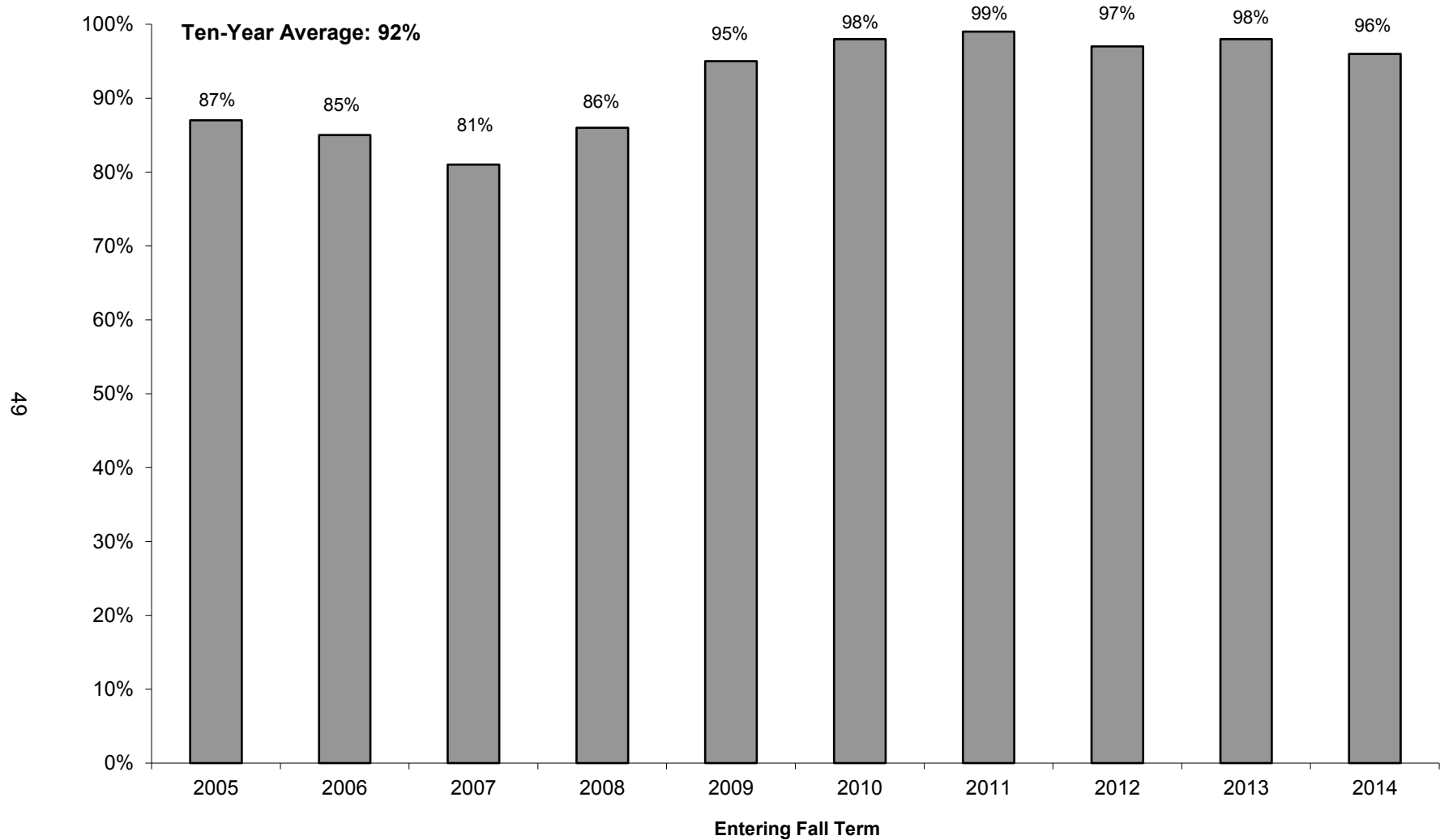
## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES



NOTE: The number on the top of the bars indicates the percentage of first-year students who need any developmental mathematics.

Source: Academic Services, October 2014

### FINANCIAL NEED OF ENTERING FIRST-YEAR STUDENTS: Federal Pell Grant Recipients



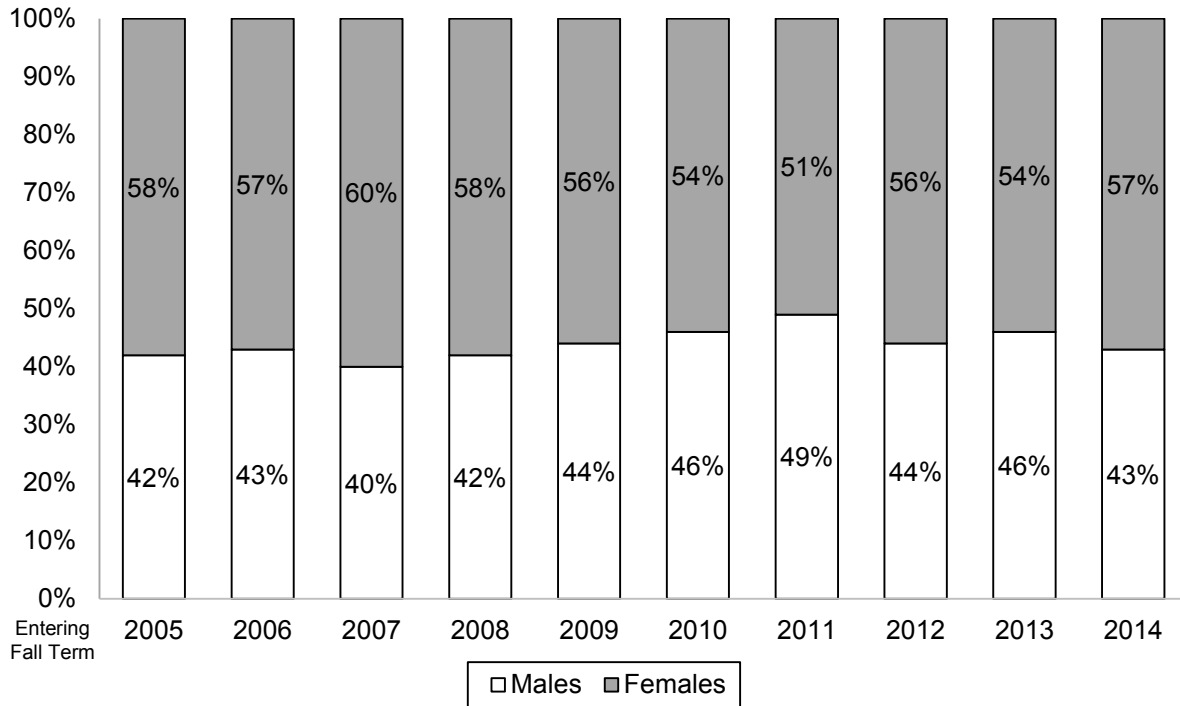
NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants

Source: Office of Institutional Research and Assessment, October 2014

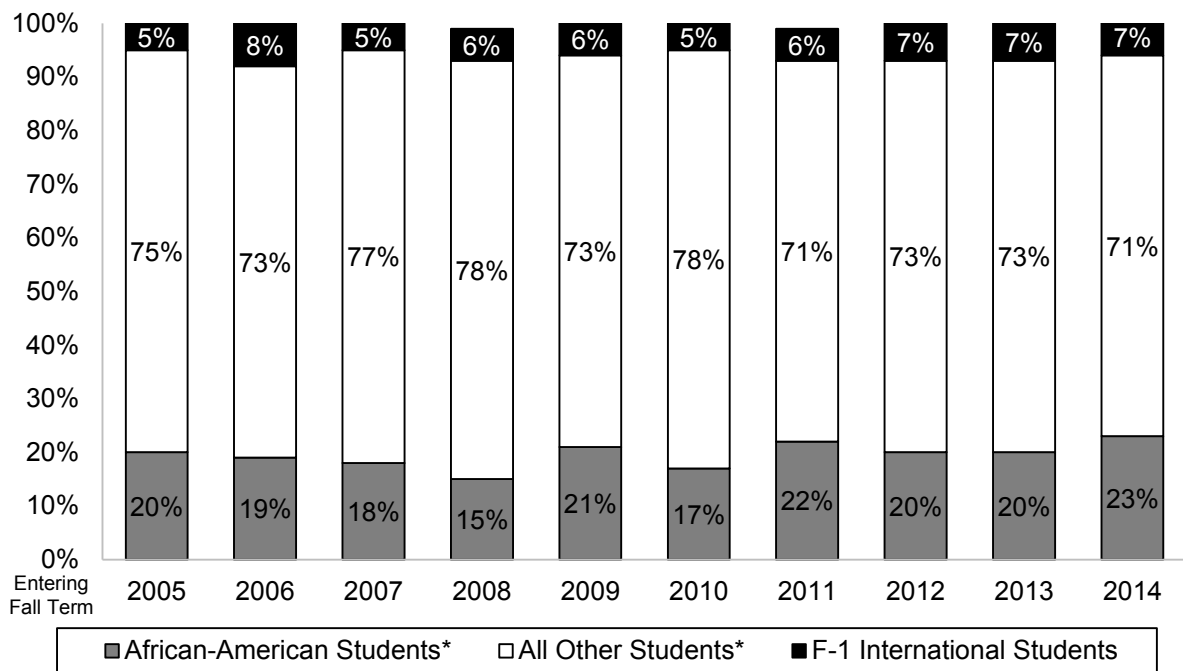


# FIRST-YEAR STUDENT ENROLLMENT TRENDS

## By Gender



## By Cohort Type

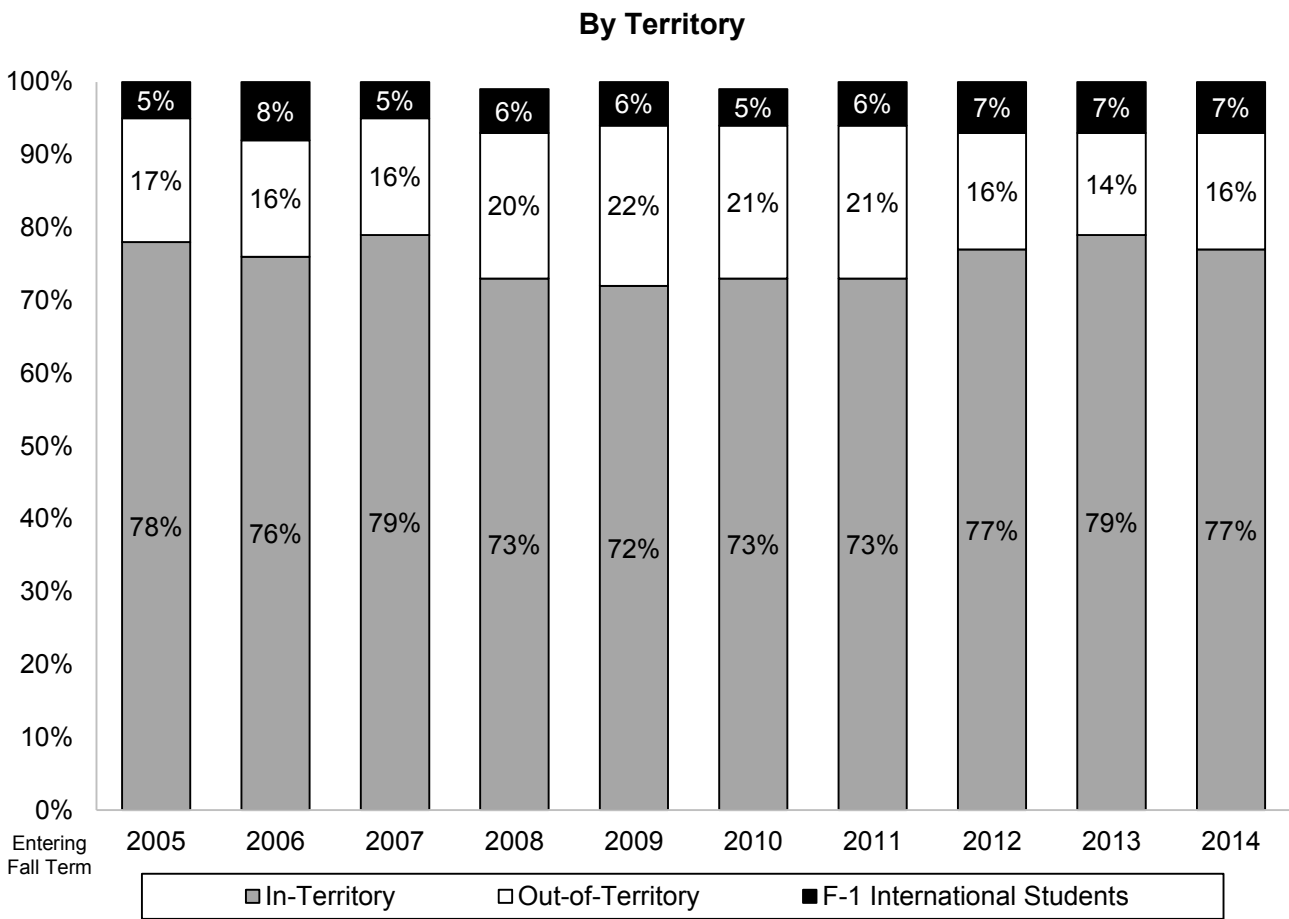


\*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

NOTE: African-American students are based on those students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2014

## First-Year Student Enrollment Trends, continued

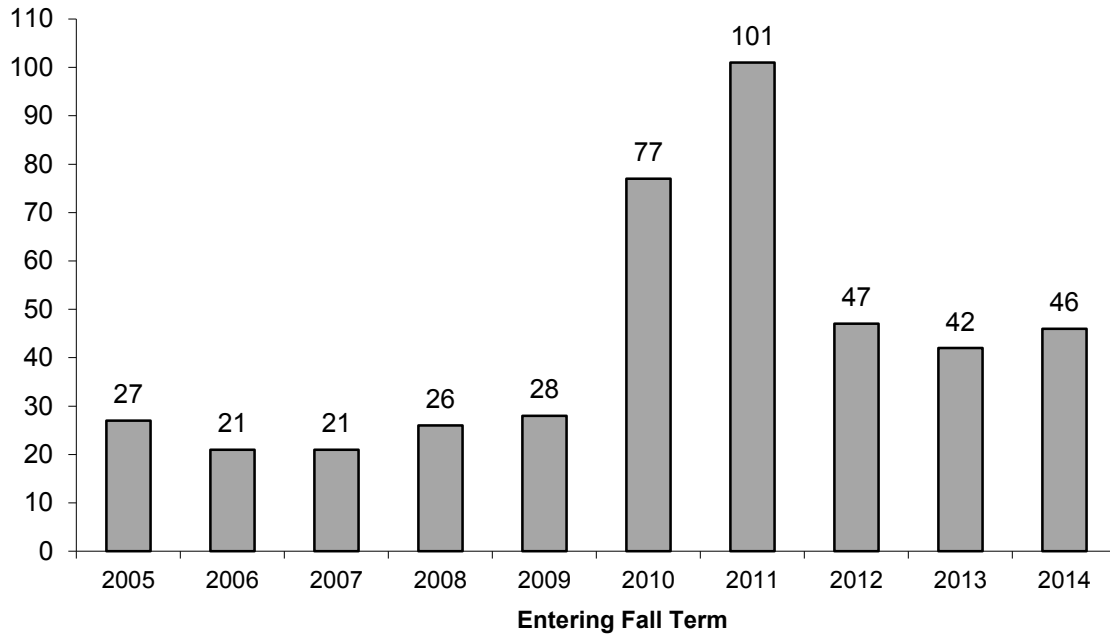


Source: Office of Institutional Research and Assessment, October 2014.

## TRANSFER STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of completed Applications	N	% of Accepted
2005	120	n/a	32	n/a	27	84%
2006	154	n/a	27	n/a	21	78
2007	140	n/a	30	n/a	21	70
2008	266	n/a	29	n/a	26	90
2009	364	90	38	42%	28	74
2010	428	132	92	70	77	84
2011	625	188	115	61	101	88
2012	618	201	55	27	47	85
2013	600	145	51	35	42	82
2014	368	140	55	39	46	84

### NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

## TRANSFER STUDENTS BY GENDER: APPLICATIONS, ACCEPTED, AND ENROLLED

### Men

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2005	56	n/a	17	n/a	15	88%
2006	65	n/a	15	n/a	12	80
2007	65	n/a	12	n/a	8	67
2008	121	n/a	12	n/a	10	83
2009	146	45	21	47%	15	71
2010	165	56	37	66	33	89
2011	254	78	49	63	43	88
2012	223	82	24	29	20	83
2013	228	53	21	40	18	86
2014	147	56	28	50	22	79

### Women

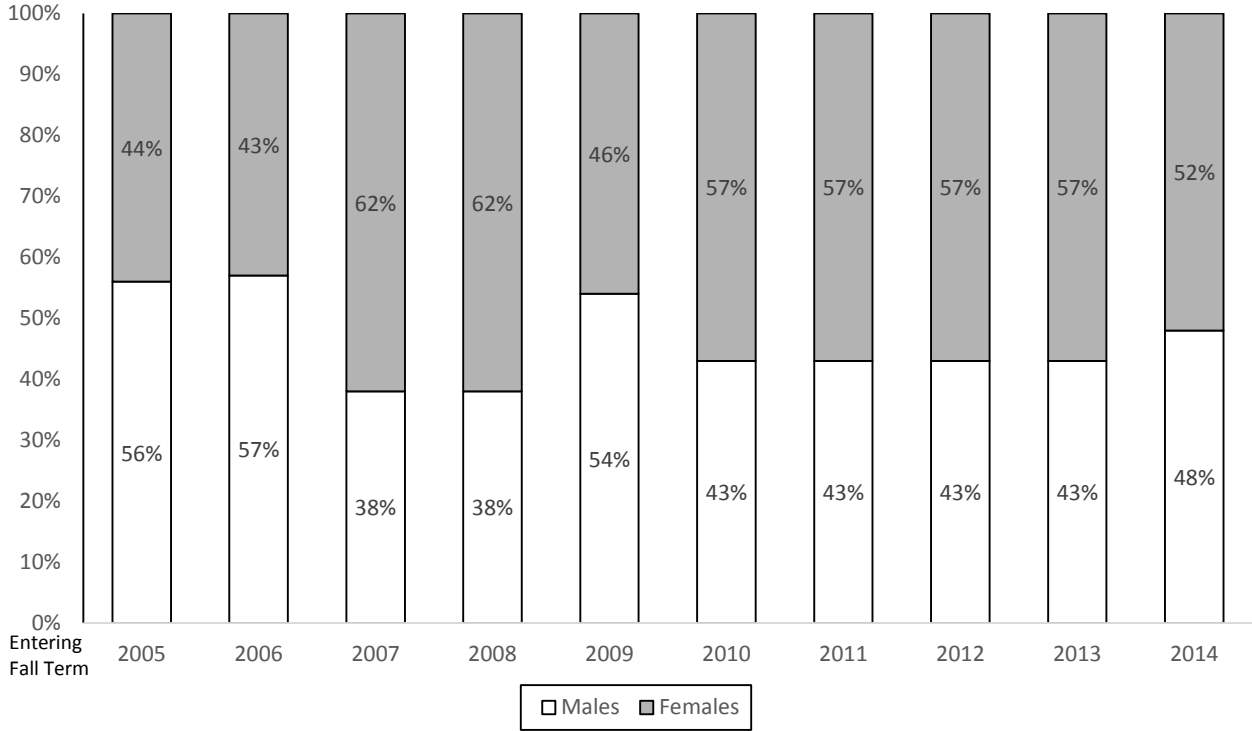
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2005	64	n/a	15	n/a	12	80%
2006	89	n/a	12	n/a	9	75
2007	75	n/a	18	n/a	13	72
2008	145	n/a	17	n/a	16	94
2009	218	45	17	38%	13	76
2010	263	76	55	72	44	80
2011	371	110	66	60	58	88
2012	395	119	31	26	27	87
2013	371	92	30	33	24	80
2014	220	84	27	32	24	89

NOTES: In 2014, gender was unknown for one submitted application.  
In 2013, gender was unknown for one submitted application.

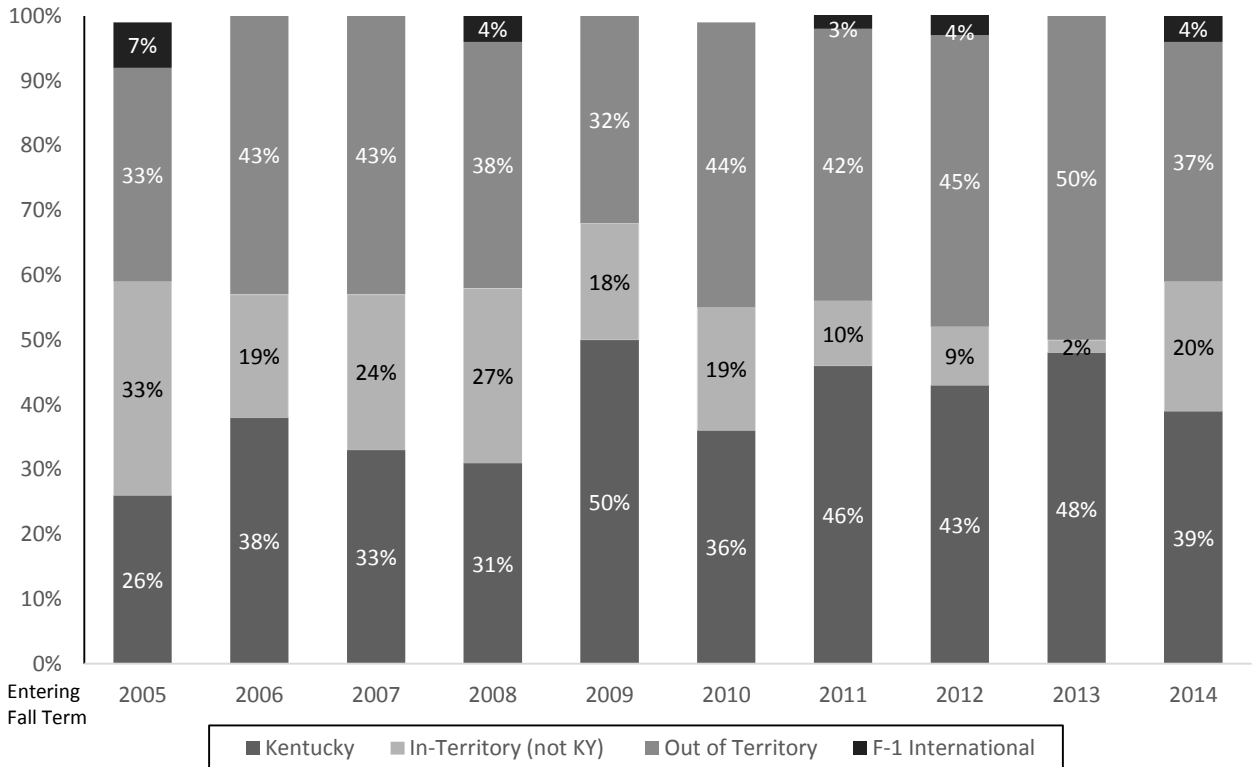
Source: Annual editions of the Transfer Students' Class Profile

# FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

## By Gender



## By Territory



Source: Office of Institutional Research and Assessment, September 2014

# Student Enrollment and Characteristics

- Fall 2014 Enrollment Category Highlights
- First-Generation College Students: Trend Graphs
  - Entering Fall Term Students
  - Graduating Senior Students
- Fall Headcount Enrollment
- Fall Enrollments by Classification
  - By Full-Time and Part-Time Status
- Degree-Seeking Students with International Experience
- African-American Degree-Seeking Students
- Degree-Seeking Students from At-Risk and Distressed Appalachian Counties
- Fall 2014 Enrollment by State and U. S. Territories (Map)
- Fall 2014 Enrollment by Country (Map)
- Fall 2014 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by Territory
- Fall Enrollments of Degree-Seeking Students by
  - Ethnic and Racial Breakdowns
  - Age
- Fall 2014 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2005-2014
  - by Gender
  - by Cohort Type
  - by Territory
- Spring Enrollments by Classification
  - By Full-Time and Part-Time Status

## FALL 2014 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,577	First-Year Students N = 416	Transfer Students N = 46
<b>Gender</b>			
Male	686 44%	179 43%	22 48%
Female	891 56%	237 57%	24 52%
<b>Territory</b>			
In-Territory	1,137 72%	321 77%	27 59%
Out-of-Territory	320 20%	68 16%	17 37%
F-1 International	120 8%	27 7%	2 4%
<b>At-Risk/Distressed Appalachian Counties</b>	373 24%	98 24%	12 26%
<b>Students with International Experience</b>	162 10%	39 9%	7 15%

NOTE: There were also five (5) F-1 International Students enrolled as exchange students (non-degree-seeking) this Fall Term.

<b>Ethnic and Racial Breakdowns</b>			
Hispanic or Latino or Spanish Origin	93 6%	40 10%	6 13%
Black or African American	312 20%	96 23%	7 15%
Other minorities	72 5%	19 5%	4 9%
White	1,037 66%	263 63%	33 72%
Unknown and International	156 10%	38 9%	2 4%
<b>Non-Traditional</b>	165 10%	12 3%	19 41%

**Definitions:**

In-Territory - Students who come from much of the Appalachian region and all of Kentucky. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

Out-of-Territory - Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.

F-1 International - Students who are not U.S. Citizens, permanent residents, or refugees at the time of entry.

At-Risk/Distressed Appalachian Counties - These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties.

Students With International Experience - All students who are classified as "F-1 International" and other students who are classified as "permanent residents" (students who may be asylees or refugees).

Black or African American - Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

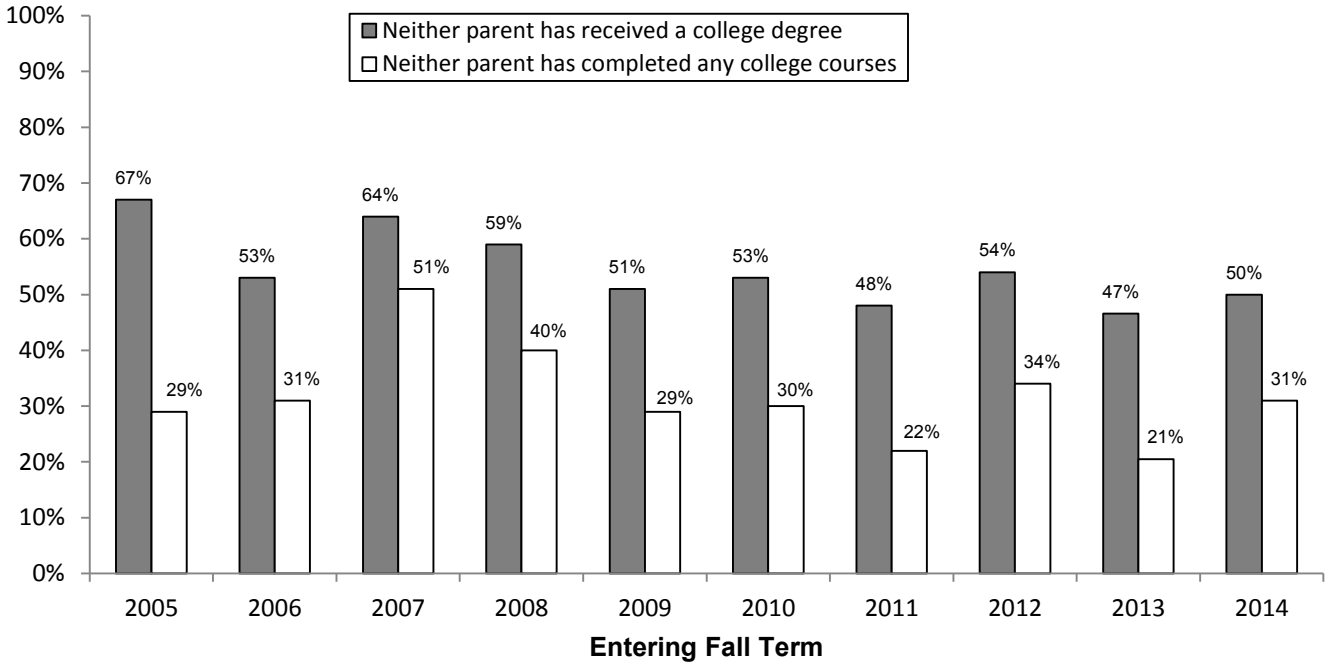
Other Minorities - Students (not F-1 International students) who identified themselves as "American Indian or Alaska Native," "Asian," or "Native Hawaiian or Other Pacific Islander" alone or in combination with each other.

Unknown - Students who chose not to identify their race on their admissions application and all F-1 International students because they are not coded on the basis of race/ethnicity.

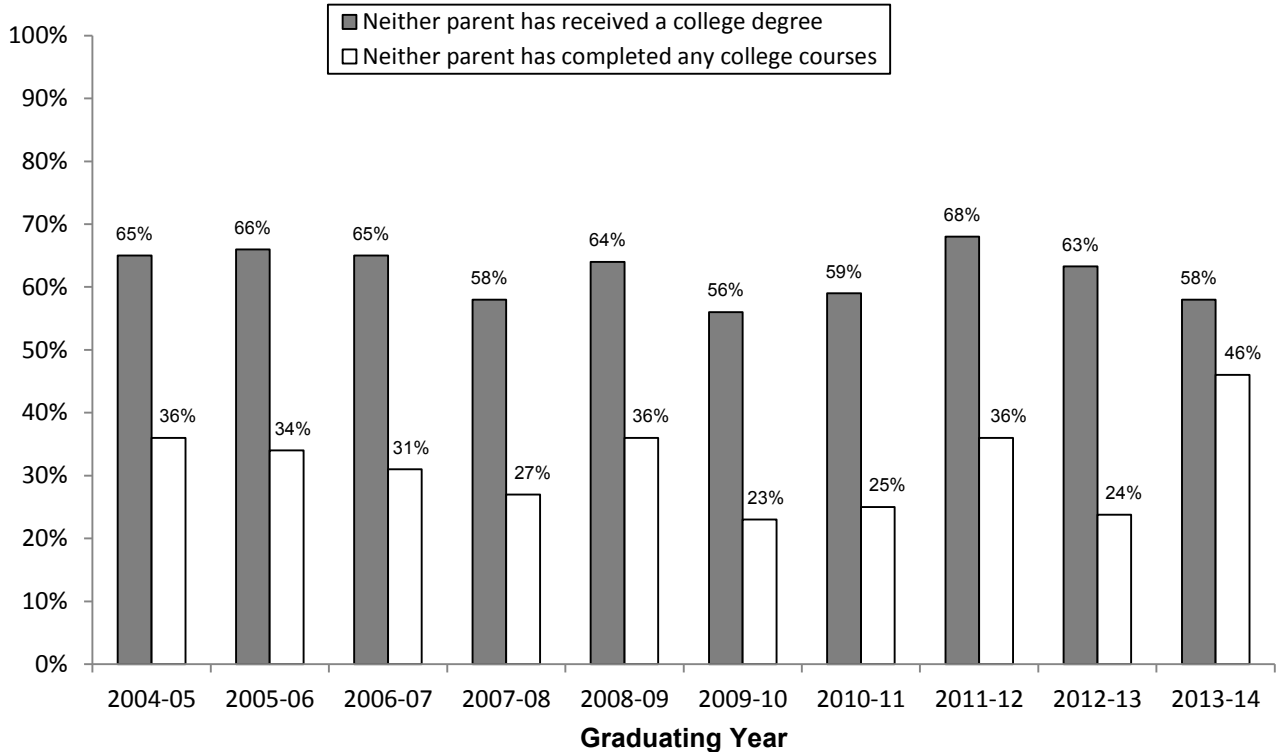
Non-Traditional - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age. Forty-one (3%) international students are 24 or older.

## FIRST-GENERATION COLLEGE STUDENTS

### Entering Student Data



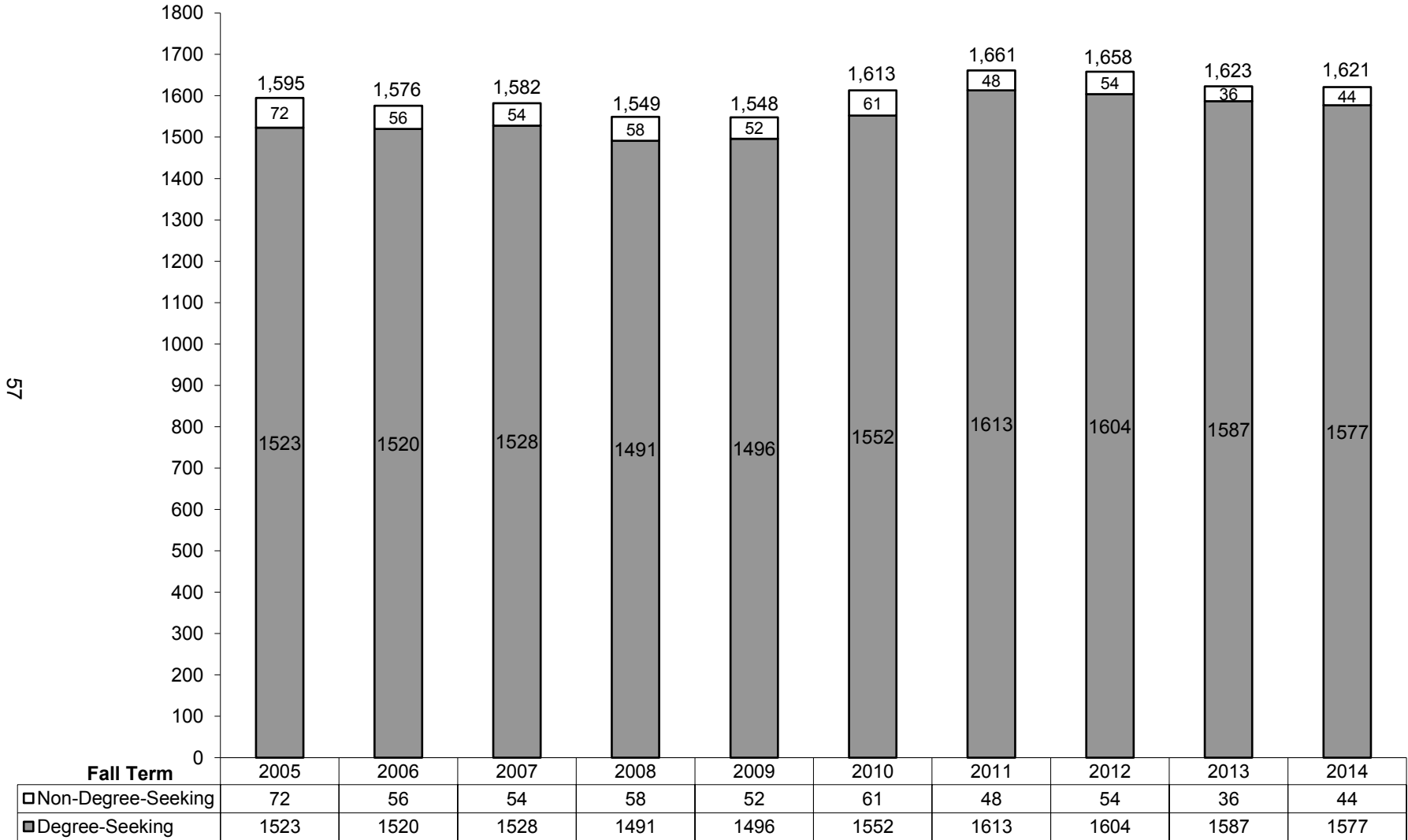
### Graduating Student Data



Source: Office of Institutional Research and Assessment, annual  
 Entering Student Surveys (Response rates range from 85% to 97%)  
 Graduating Senior Exit Surveys (Response rates range from 68% to 86%).



## FALL HEADCOUNT ENROLLMENT\*



\*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2014

**FALL ENROLLMENTS BY CLASSIFICATION  
2010 - 2014**

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	506	530	459	454	486
First-Year Students	(429)	(418)	(391)	(397)	(416)
Other Freshmen**	(77)	(112)	(68)	(57)	(70)
Sophomore	346	381	392	351	347
Junior	336	356	394	386	370
Senior	<u>364</u>	<u>346</u>	<u>359</u>	<u>396</u>	<u>374</u>
TOTAL DEGREE-SEEKING STUDENTS	1,552	1,613	1,604	1,587	1,577
Berea Community School	23	21	34	17	21
Madison Southern High School	9	1	0	0	2
College Employee	1	2	2	5	4
Community (Special)	16	18	15	10	10
Post Graduate	0	0	0	0	0
Transient/Exchange	11	6	3	4	5
EKU Exchange	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	61	48	54	36	44
<b>TOTAL HEADCOUNT</b>	<b>1,613</b>	<b>1,661</b>	<b>1,658</b>	<b>1,623</b>	<b>1,621</b>

\*For a breakdown of full and part-time students, please see the next page.

NOTE: In Fall 2014, there were twelve first-year students officially classified as sophomores, and two first-year students officially classified as juniors. In Fall 2013, there were fifteen first-year students officially classified as sophomores, and three first-year students officially classified as juniors. In Fall 2012, there were sixteen first-year students officially classified as sophomores. In Fall 2011, there were twelve first-year students officially classified as sophomores, and three first-year students officially classified as juniors. In Fall 2010, there were eleven first-year students officially classified as sophomores.

***Definitions for Degree-Seeking Students:***

Full-time Student - A student who has a 3 to 4 1/2 credits course load.

Part-time Student - A student who is registered for less than 3 credits course load.

First-Year Students - Students who have enrolled at Berea College for the first time and did not transfer from another institution.

**\*\*Other Freshmen** - Includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another post secondary institution) who are classified as freshman.

***Definitions for Non-Degree-Seeking Students:***

Berea Community School or Madison Southern High School- Junior and senior high school students who take no more than two courses per term at Berea College upon the recommendation of their Guidance Counselor and concurrence of the Registrar.

Community (Special) - Non-degree-seeking students who wish to take courses for personal enrichment or for limited educational gain.

Post Graduate - A student attending Berea College full-time after earning a baccalaureate degree who is not seeking an additional degree.

Transient/Exchange - Transient students are students who take courses at Berea College to transfer back to their home institution. Exchange students are enrolled at Berea full-time under an exchange agreement with another institution.

EKU Exchange - Exchange students are enrolled at Berea part-time under an exchange agreement with Eastern Kentucky University (EKU) in Richmond, KY.

Source: Annual editions of the Fall Term Student Enrollment Report

## Fall Enrollments by Classification, continued

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<b><u>Full-Time Students</u></b>					
Freshman	506	530	458	454	485
First-Year Students	(429)	(418)	(391)	(397)	(416)
Other Freshmen**	(77)	(112)	(67)	(57)	(69)
Sophomore	345	381	392	351	346
Junior***	336	356	394	386	370
Senior	<u>364</u>	<u>345</u>	<u>352</u>	<u>390</u>	<u>371</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,551	1,612	1,596	1,581	1,572
Berea Community School	2	0	1	1	1
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	1	1	1	0
Post Graduate	0	0	0	0	0
Transient/Exchange	11	6	3	4	5
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	13	7	5	6	6
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,564</b>	<b>1,619</b>	<b>1,601</b>	<b>1,587</b>	<b>1,578</b>
<hr/>					
<b><u>Part-Time Students</u></b>					
Freshman	0	0	1	0	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(1)	(0)	(1)
Sophomore	1	0	0	0	1
Junior***	0	0	0	0	0
Senior	<u>0</u>	<u>1</u>	<u>7</u>	<u>6</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	1	8	6	5
Berea Community School	21	21	33	16	20
Madison Southern High School	9	1	0	0	2
College Employee	1	2	2	5	4
Community (Special)	16	17	14	9	10
Post Graduate	0	0	0	0	0
Transient/Exchange	0	0	0	0	0
EKU Exchange	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	48	41	49	30	38
<b>TOTAL PART-TIME STUDENTS</b>	<b>49</b>	<b>42</b>	<b>57</b>	<b>36</b>	<b>43</b>
<b>FTE ENROLLMENT</b>	<b>1,585</b>	<b>1,639</b>	<b>1,623</b>	<b>1,602</b>	<b>1,595</b>

\*\*Other freshmen includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another post secondary institution) who are classified as freshman.

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of course credits taken by 3. Our current part-time enrollment of 43 students has a FTE of 15.42.

Source: Annual editions of the Fall Term Student Enrollment Report

**DEGREE-SEEKING STUDENTS:  
F-1 INTERNATIONAL AND THOSE WITH INTERNATIONAL EXPERIENCE\***

Fall Term	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
2005	1,523	109	7.2%	149	10.0%
2006	1,520	121	8.0	162	11.0
2007	1,528	106	6.9	146	10.0
2008	1,491	111	7.4	146	9.8
2009	1,496	112	7.5	141	9.4
2010	1,552	103	6.6	137	8.8
2011	1,613	114	7.1	144	8.9
2012	1,604	114	7.1	136	8.5
2013	1,587	120	7.6	153	9.6
2014	1,577	120	7.6	162	10.3

\*Students who are classified as “F-1 international” and other students who are classified as “permanent residents” (students who may be asylees or refugees). In addition, there were five F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2014.

**AFRICAN-AMERICAN\*\* DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
2005	1,523	283	19.0%
2006	1,520	278	18.0
2007	1,528	273	18.0
2008	1,491	253	17.0
2009	1,496	273	18.2
2010	1,552	266	17.1
2011	1,613	293	18.2
2012	1,604	289	18.0
2013	1,587	295	18.6
2014	1,577	312	19.8

\*\*Students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2014

**DEGREE-SEEKING STUDENTS  
FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES\***

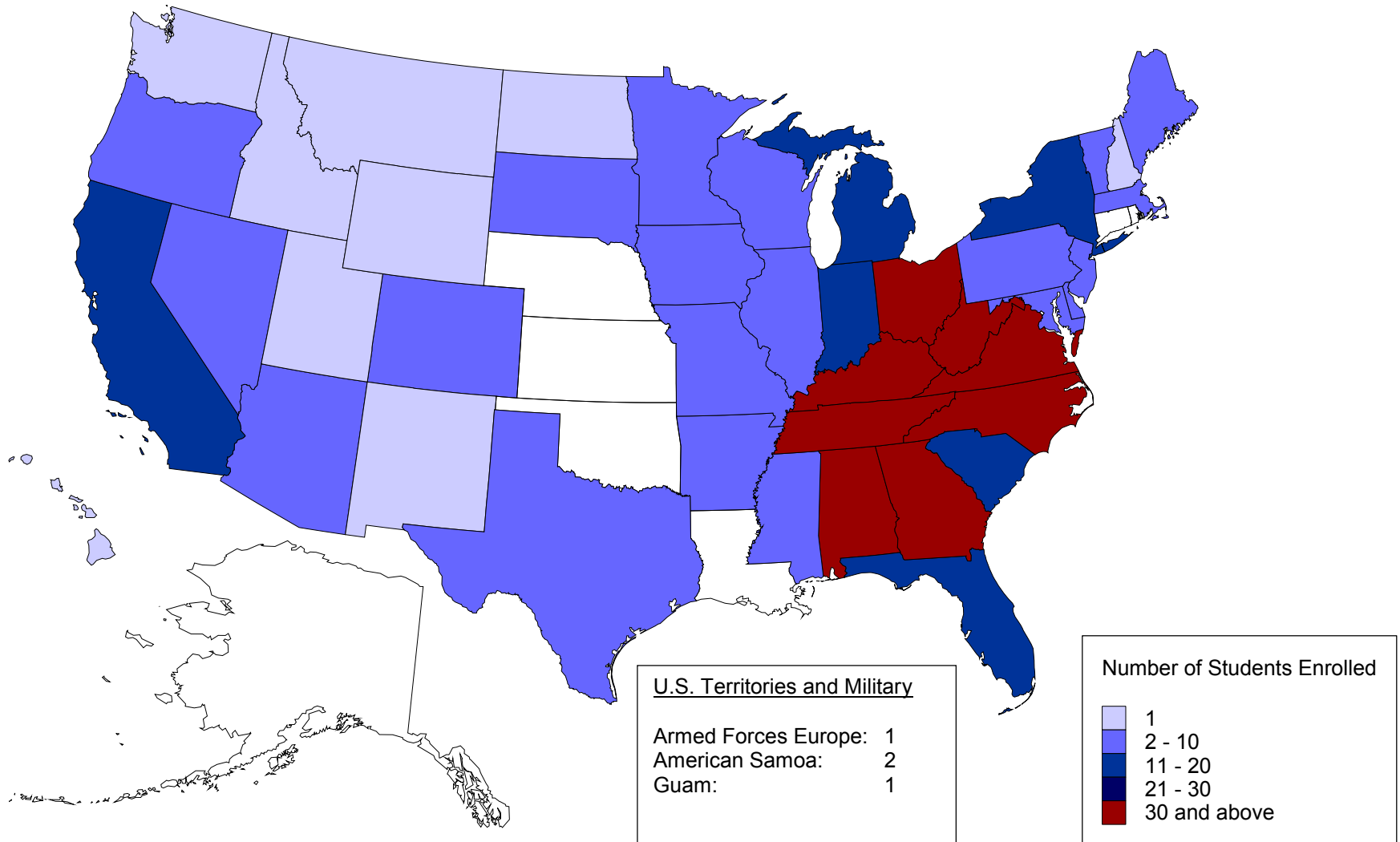
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Men from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of White Men of Total Degree-Seeking Students</u>
2010	1,552	332	21.4%	118	7.6%
2011	1,613	339	21.0	131	8.1
2012	1,604	346	21.6	130	8.1
2013	1,587	351	22.1	133	8.4
2014	1,577	373	23.7	139	8.8

\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties.

NOTE: The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. Forty-two percent of the Region's population is rural, compared with 20 percent of the national population. The Region includes 420 counties in 13 states and is home to more than 25 million people.

To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

## FALL 2014 ENROLLMENT BY STATE AND U.S. TERRITORIES

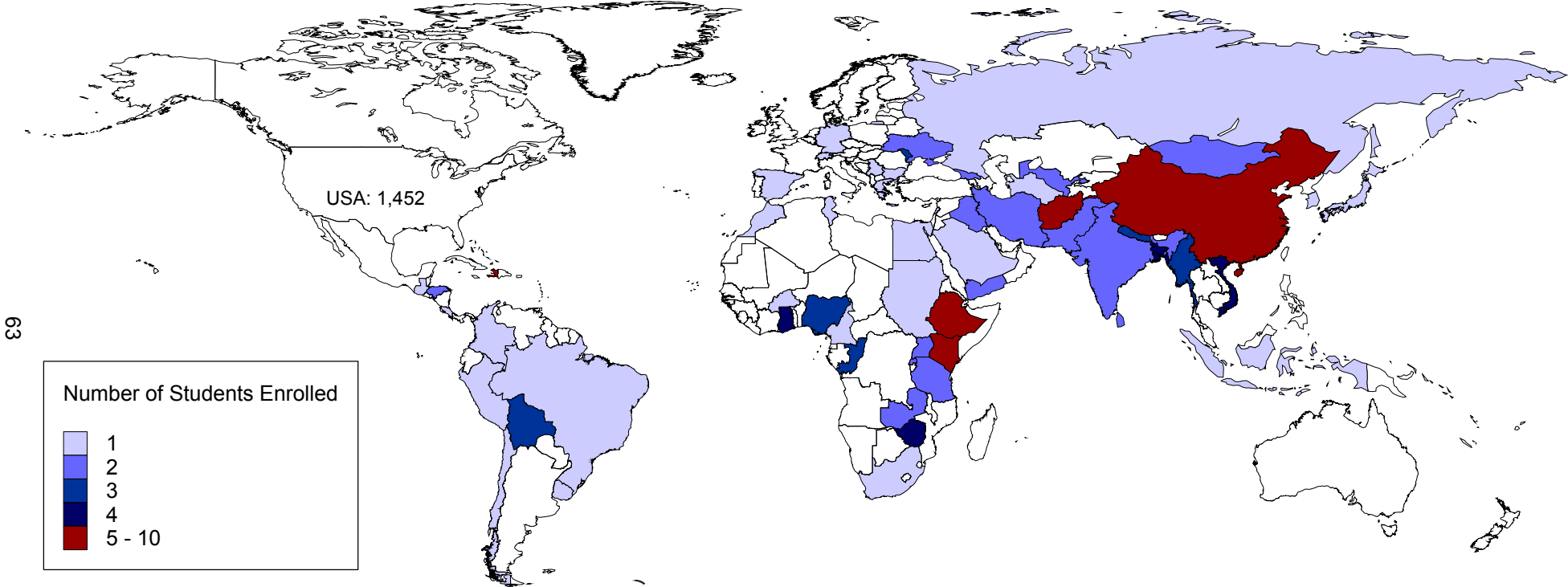


62

NOTES: The states and U.S. territories are determined by the address given at the time of acceptance to the College.  
For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2014.

# FALL 2014 ENROLLMENT BY COUNTRY



63

NOTES: The countries are determined by the address given at the time of acceptance to the College. There are also 4 students enrolled from Tibet. For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2014.

**FALL 2014 DEGREE-SEEKING ENROLLMENT BY COUNTRY  
ORGANIZED BY CONTINENT**

**Africa (20 countries)**

Burkina Faso	1	(1%)
Cameroon	1	(1%)
Congo	3	(2%)
Egypt	1	(1%)
Ethiopia	6	(5%)
Gambia	1	(1%)
Ghana	4	(3%)
Kenya	6	(5%)
Mauritius	1	(1%)
Morocco	1	(1%)
Nigeria	3	(2%)
Rwanda	2	(2%)
South Africa	1	(1%)
Sudan	1	(1%)
Swaziland	1	(1%)
Tanzania	2	(2%)
Tunisia	1	(1%)
Uganda	2	(2%)
Zambia	2	(2%)
Zimbabwe	4	(3%)
<b>Africa Total</b>	<b>44</b>	<b>(35%)</b>

**Asia (23 countries)**

Afghanistan	7	(6%)
Bangladesh	4	(3%)
Burma	3	(2%)
Cambodia	1	(1%)
China	2	(2%)
India	2	(2%)
Indonesia	1	(1%)
Iran	2	(2%)
Iraq	2	(2%)
Japan	1	(1%)
Lebanon	1	(1%)
Mongolia	2	(2%)
Nepal	3	(2%)
Pakistan	2	(2%)
Russia	1	(1%)
Saudi Arabia	1	(1%)
South Korea	1	(1%)
Sri Lanka	2	(2%)

**Asia, continued**

Tibet, The Former	4	(3%)
Turkmenistan	1	(1%)
Uzbekistan	2	(2%)
Vietnam	4	(3%)
Yemen	2	(2%)
<b>Asia Total</b>	<b>51</b>	<b>(41%)</b>

**Europe (8 countries)**

Bulgaria	1	(1%)
Georgia	2	(2%)
Germany	1	(1%)
Greece	1	(1%)
Kosovo	1	(1%)
Moldova	3	(2%)
Spain	1	(1%)
Ukraine	2	(2%)
<b>Europe Total</b>	<b>12</b>	<b>(10%)</b>

**North America (5 countries)**

Costa Rica	1	(1%)
Guatemala	1	(1%)
Haiti	5	(4%)
Honduras	2	(2%)
St. Lucia	1	(1%)
<b>North America Total</b>	<b>10</b>	<b>(8%)</b>

**South America (6 countries)**

Bolivia	3	(2%)
Brazil	1	(1%)
Chile	1	(1%)
Colombia	1	(1%)
Peru	1	(1%)
Uruguay	1	(1%)
<b>South America Total</b>	<b>8</b>	<b>(6%)</b>

**(62 countries represented)**

**TOTAL OF ALL COUNTRIES 125 (100%)**

NOTES: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred twenty-five (125) students above include more students than those classified as "F-1 International" and represent approximately 8% of the total degree-seeking enrollment.

For more details visit <<http://www.berea.edu/ira/dataareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2014.



## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Berea's Territory*	1,092	1,113	1,106	1,125	1,137
Prior to 1976 expansion	65%	65%	56%	63%	63%
Counties Added in 1976 & 1978	32%	32%	41%	34%	34%
Hamilton Co, Ohio added in 1996	3%	3%	3%	3%	3%
Out-of-Territory**	357	386	384	342	320
F-1 International***	<u>103</u>	<u>114</u>	<u>114</u>	<u>120</u>	<u>120</u>
TOTAL	1,552	1,613	1,604	1,587	1,577

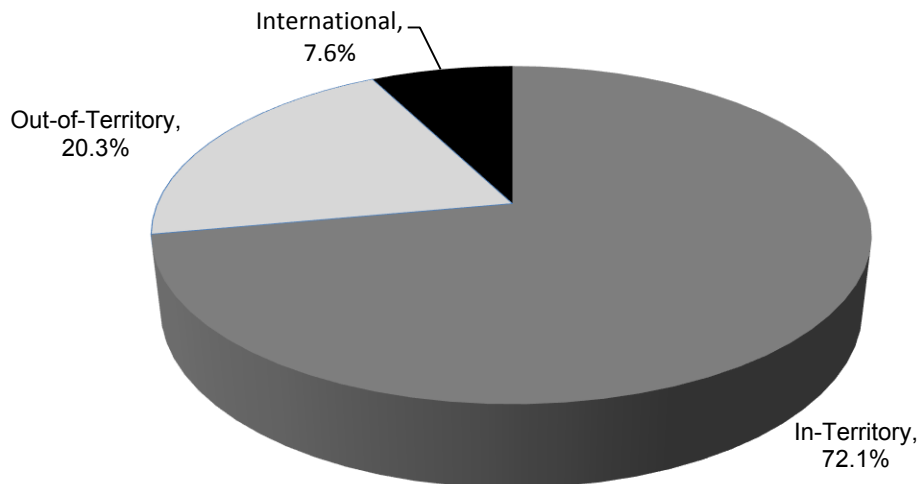
\*For a complete description of Berea's Territory and its changes, please see pages 37 - 39. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

\*\*The "Out-of-Territory" classification includes students who come from outside Berea's Territory, including U.S. citizens living in foreign countries. "Out-of-Territory" also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside out of the territory.

\*\*\*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2014, forty-two (42) Berea College students were designated as "permanent residents."

NOTE: This table does not include non-degree-seeking students: community (special) students, employees, transient/exchange, post-graduates, EKU exchange students, Berea Community School students, or Madison Southern High School students.

### FALL 2014 TERRITORY DESIGNATIONS



Source: Office of Institutional Research and Assessment, annual editions of The Geographical Report.  
<<http://www.berea.edu/ira/datareports/>>.

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY ETHNIC AND RACIAL BREAKDOWNS

**Ethnic and Racial Breakdown** (as requested by and reported to the federal government – IPEDS)

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2010</u>		<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>	
Hispanic or Latino or Spanish Origin	26	1.7%	50	3.1%	62	3.9%	67	4.2%	93	5.9%
Not Hispanic or Latino or Spanish Origin	1,224	80.2%	1,318	81.7%	1,323	82.5%	1,327	83.6%	1,320	83.7%
Chose not to respond	179	11.5%	131	8.1%	105	6.5%	73	4.6%	44	2.8%
International Students	103	6.6%	114	7.1%	114	7.1%	120	7.6%	120	7.6%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	103	6.6%	114	7.1%	114	7.1%	120	7.6%	120	7.6%
Chose not to respond (race unknown)	73	4.7%	69	4.3%	67	4.2%	43	2.7%	36	2.3%
American Indian or Alaska Native	7	0.5%	6	0.4%	6	0.4%	6	0.4%	6	0.4%
Asian	16	1.0%	20	1.2%	20	1.2%	24	1.5%	26	1.6%
Black or African American	228	14.7%	249	15.4%	238	14.8%	246	15.5%	253	16.0%
Native Hawaiian or Other Pacific Islander	1	0.1%	1	0.1%	0	0.0%	3	0.2%	3	0.2%
White	1,038	66.9%	1,062	65.8%	1,062	66.2%	1,060	66.8%	1,037	65.8%
Two or more races indicated	86	5.5%	92	5.7%	97	6.0%	85	5.4%	96	6.1%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(4)		(3)		(3)		(2)		(2)	
American Indian/Alaska Native and Asian	(0)		(0)		(1)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(0)		(0)		(1)		(1)	
American Indian/Alaska Native and Asian and White	(3)		(3)		(2)		(0)		(0)	
American Indian/Alaska Native and Black/African American	(1)		(0)		(0)		(3)		(3)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(0)		(0)		(1)	
American Indian/Alaska Native and Black/African American and White	(9)		(13)		(12)		(11)		(10)	
American Indian/Alaska Native and White	(31)		(33)		(30)		(22)		(22)	
Asian and Black/African American	(2)		(1)		(1)		(0)		(0)	
Asian and Black/African American and White	(1)		(2)		(1)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(1)		(2)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(0)		(0)		(1)		(1)	
Asian and White	(11)		(10)		(11)		(9)		(10)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(0)		(0)		(0)	
Black/African American and White	(18)		(24)		(34)		(31)		(41)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(2)		(2)	
	<b>1,552</b>	<b>100%</b>	<b>1,613</b>	<b>100%</b>	<b>1,604</b>	<b>100%</b>	<b>1,587</b>	<b>100%</b>	<b>1,577</b>	<b>100%</b>
Black or African American Domestic Students (alone or in combination with another race)	266	17.1%	293	18.2%	289	18.0%	295	18.6%	312	19.8%

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*

Age*	2010		2011		2012		2013		2014	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Less than 18 years old	43	(3%)	39	(2%)	33	(2%)	40	(3%)	37	(2%)
18 – 19 years old	662	(43%)	689	(43%)	647	(40%)	638	(40%)	646	(41%)
20 – 21 years old	563	(36%)	566	(35%)	604	(38%)	588	(37%)	537	(34%)
22 – 24 years old	184	(12%)	191	(12%)	198	(12%)	209	(13%)	161	(10%)
25 – 29 years old	63	(4%)	75	(5%)	75	(5%)	60	(4%)	39	(2%)
30 – 34 years old	18	(1%)	23	(1%)	20	(1%)	28	(2%)	21	(1%)
35 – 39 years old	7	(**)	14	(1%)	14	(1%)	16	(1%)	8	(1%)
40 – 49 years old	11	(1%)	13	(1%)	12	(1%)	6	(**)	7	(**)
50 – 64 years old	1	(**)	3	(**)	1	(**)	2	(**)	1	(**)
Greater than 64 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,552	(100%)	1,613	(100%)	1,604	(100%)	1,587	(100%)	1,577	(100%)

\*Age is as of the first day of classes in the fall.

\*\*Denotes percentages less than 1.

NOTE: Percentages may not equal 100% due to rounding.

Source: Office of Institutional Research and Assessment, October 2014

**FALL 2014 JUNIOR AND SENIOR ENROLLMENT  
BY MAJOR AND COHORT TYPE**

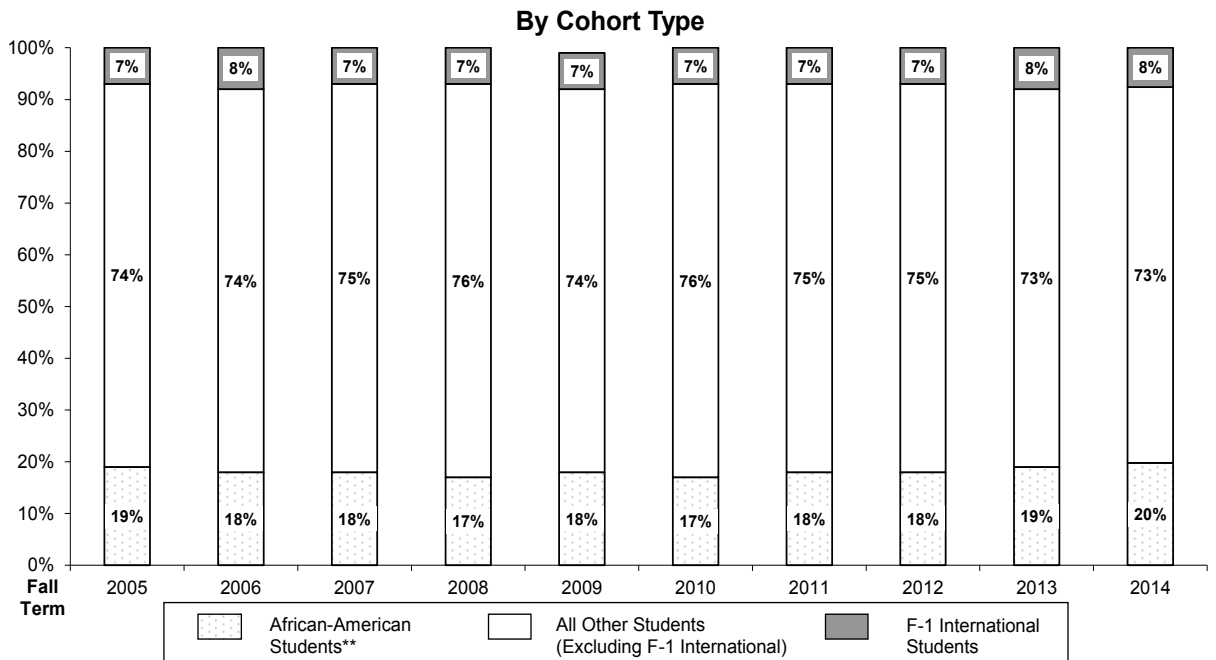
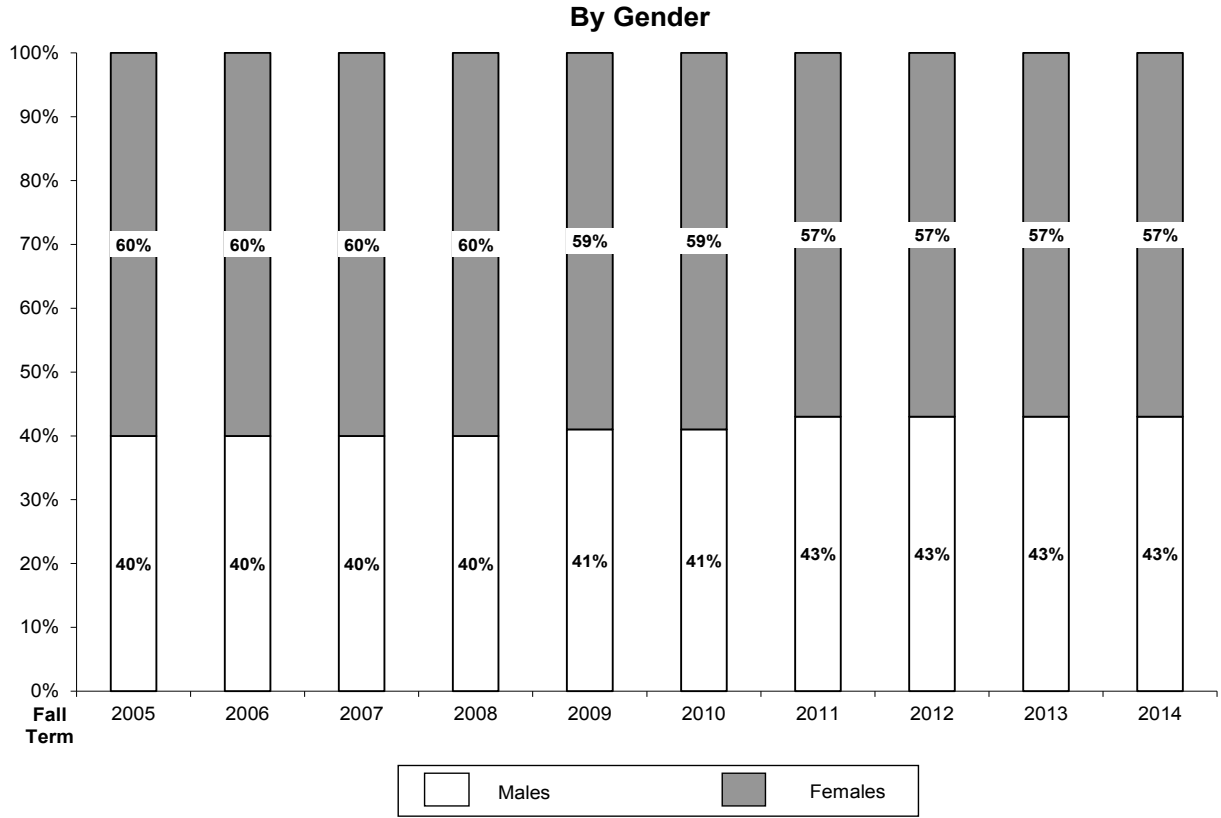
	African-American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	7	(6%)	0	(0%)	0	(0%)	7	(1%)
Agriculture and Natural Resources	0	(0%)	26	(4%)	1	(1%)	27	(3%)
Applied Science and Mathematics	0	(0%)	3	(**)	1	(1%)	4	(**)
Art and Art History	3	(2%)	21	(3%)	0	(0%)	24	(3%)
Asian Studies	3	(2%)	7	(1%)	1	(1%)	11	(1%)
Biology	8	(6%)	45	(7%)	3	(4%)	56	(7%)
Business Administration	10	(8%)	44	(7%)	11	(15%)	65	(8%)
Chemistry	6	(5%)	17	(3%)	4	(6%)	27	(3%)
Child and Family Studies	4	(3%)	32	(5%)	2	(3%)	38	(5%)
Communication	12	(10%)	22	(4%)	3	(4%)	37	(5%)
Computer and Information Science	4	(3%)	22	(4%)	7	(10%)	33	(4%)
Economics	3	(2%)	8	(1%)	8	(11%)	19	(2%)
Education Studies – Elementary Education	4	(3%)	15	(2%)	0	(0%)	19	(2%)
Education Studies – General	1	(1%)	11	(2%)	2	(3%)	14	(2%)
Education Studies – Middle Grades 5-9	1	(1%)	9	(1%)	0	(0%)	10	(1%)
Education Studies – Teaching and Curriculum with Certification	0	(0%)	11	(2%)	0	(0%)	11	(1%)
English	6	(5%)	46	(8%)	1	(1%)	53	(7%)
Foreign Languages								
French	1	(1%)	1	(**)	1	(1%)	3	(**)
German	0	(0%)	2	(**)	3	(4%)	5	(1%)
Spanish	4	(3%)	17	(3%)	1	(1%)	22	(3%)
Health and Human Performance	7	(6%)	17	(3%)	1	(1%)	25	(3%)
History	1	(1%)	18	(3%)	1	(1%)	20	(2%)
Independent	1	(1%)	9	(1%)	0	(0%)	10	(1%)
Mathematics	1	(1%)	11	(2%)	3	(4%)	15	(2%)
Music	4	(3%)	21	(3%)	0	(0%)	25	(3%)
Nursing	6	(5%)	19	(3%)	3	(4%)	28	(3%)
Philosophy	0	(0%)	9	(1%)	0	(0%)	9	(1%)
Physics	2	(2%)	7	(1%)	3	(4%)	12	(1%)
Political Science	2	(2%)	13	(2%)	3	(4%)	18	(2%)
Psychology	8	(6%)	30	(5%)	3	(4%)	41	(5%)
Religion	1	(1%)	2	(**)	0	(0%)	3	(**)
Sociology	2	(2%)	14	(2%)	1	(1%)	17	(2%)
Technology and Applied Design	6	(5%)	36	(6%)	4	(6%)	46	(6%)
Theatre	4	(3%)	21	(3%)	0	(0%)	25	(3%)
Women's and Gender Studies	2	(2%)	9	(1%)	0	(0%)	11	(1%)
<i>Undecided</i>	2	(2%)	10	(2%)	1	(1%)	13	(2%)
<b>TOTAL</b>	<b>126</b>	<b>(100%)</b>	<b>605</b>	<b>(100%)</b>	<b>72</b>	<b>(100%)</b>	<b>803</b>	<b>(100%)</b>

\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

\*\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 803 majors represent 746 junior and senior students enrolled in Fall 2014.

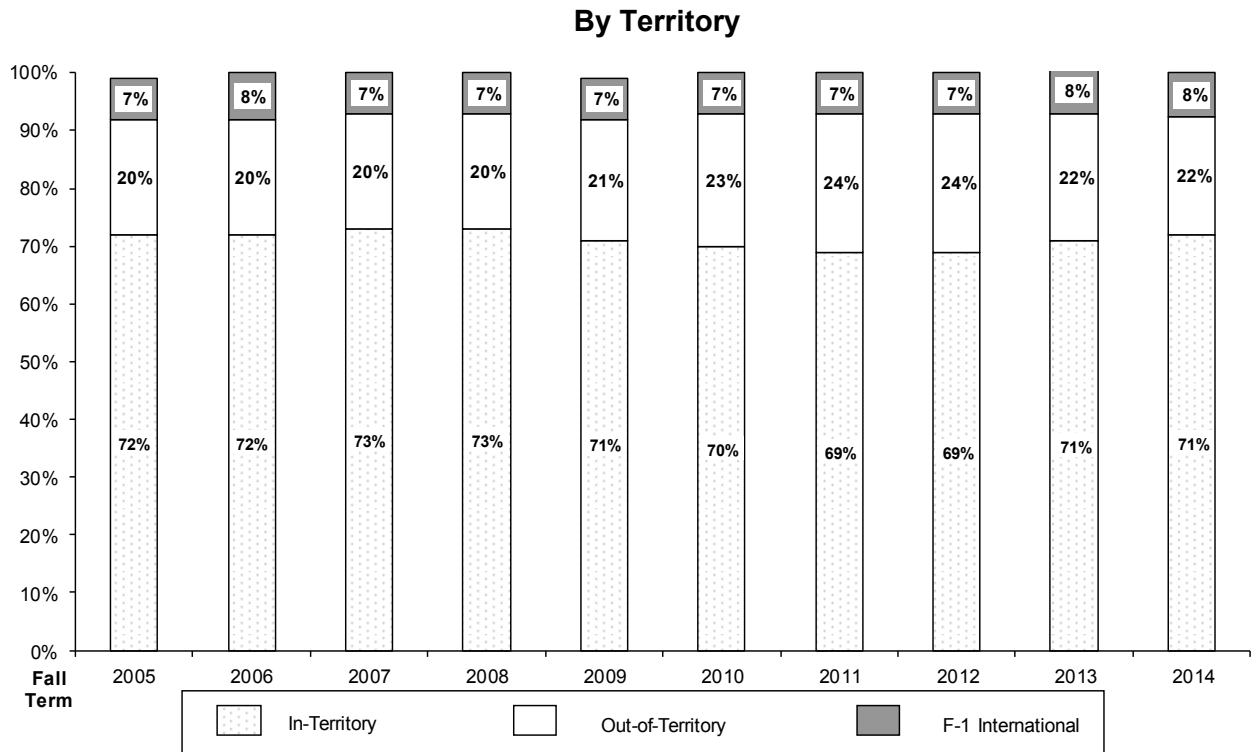
# FALL TERM DEGREE-SEEKING STUDENT\* TRENDS



\*Includes full and part-time students.

\*\*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

## Fall Term Degree-Seeking Student\* Trends, continued



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2014

## SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	319	350	334	306	299
First-Year Students	(1)	(4)	(1)	(1)	(0)
Other Freshmen**	(318)	(346)	(333)	(305)	(299)
Sophomore	287	342	380	360	333
Junior	322	318	361	396	369
Senior	<u>408</u>	<u>405</u>	<u>404</u>	<u>405</u>	<u>448</u>
TOTAL DEGREE-SEEKING STUDENTS	1,336	1,415	1,479	1,467	1,449
Berea Community School	24	17	25	23	11
Madison Southern High School	10	8	2	0	0
College Employee	3	3	0	3	6
Community (Special)	11	20	17	12	16
Transient/Exchange	<u>9</u>	<u>11</u>	<u>8</u>	<u>4</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	57	59	52	42	35
<b>TOTAL HEADCOUNT</b>	<b>1,393</b>	<b>1,474</b>	<b>1,531</b>	<b>1,509</b>	<b>1,484</b>

\*For a breakdown of full and part-time students, please see the next page.

### ***Definitions for Degree-Seeking Students:***

Full-time Student - A student who has a 3 to 4 1/2 credits course load.

Part-time Student - A student who is registered for less than a 3 credits course load.

First-Year Students - Students who have enrolled at Berea College for the first time and did not transfer from another institution.

**\*\*Other Freshmen** - Includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another post secondary institution) who are classified as freshman.

### ***Definitions for Non-Degree-Seeking Students:***

Berea Community School or Madison Southern High School - Junior and senior high school students who take no more than two courses per term at Berea College upon the recommendation of their Guidance Counselor and concurrence of the Registrar.

Community (Special) - Non-degree-seeking students who wish to take courses for personal enrichment or for limited educational gain.

Transient/Exchange - Transient students are students who take courses at Berea College to transfer back to their home institution. Exchange students are enrolled at Berea full-time under an exchange agreement with another institution. Includes ECU exchange students.

Source: Academic Services, January 2014

**SPRING ENROLLMENTS BY CLASSIFICATION (Continued)**

<b><u>Full-Time Students</u></b>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Freshman	319	350	334	305	299
First-Year Students	(1)	(4)	(1)	(1)	(0)
Other Freshmen**	(318)	(346)	(333)	(304)	(299)
Sophomore	287	342	379	358	333
Junior	322	318	359	396	369
Senior	<u>408</u>	<u>401</u>	<u>402</u>	<u>402</u>	<u>445</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,336	1,411	1,474	1,461	1,446
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	2	0	0
Transient/Exchange	<u>8</u>	<u>11</u>	<u>7</u>	<u>3</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	8	11	9	3	2
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,344</b>	<b>1,422</b>	<b>1,483</b>	<b>1,464</b>	<b>1,448</b>
<hr/>					
<b><u>Part-Time Students</u></b>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	2014
Freshman	0	0	0	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	1	2	0
Junior	0	0	2	0	0
Senior	<u>0</u>	<u>4</u>	<u>2</u>	<u>3</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	0	4	5	6	3
Berea Community School	24	17	25	23	11
Madison Southern High School	10	8	2	0	0
College Employee	3	3	0	3	6
Community (Special)	11	20	15	12	16
Transient/Exchange	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	48	43	39	33
<b>TOTAL PART-TIME STUDENTS</b>	<b>49</b>	<b>52</b>	<b>48</b>	<b>45</b>	<b>36</b>
<b>FTE Enrollment</b>	<b>1,362</b>	<b>1,443</b>	<b>1,504</b>	<b>1,484</b>	<b>1,463</b>

\*\*Other Freshmen - Includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another postsecondary institution) who are classified as freshman.

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. The 2014 part-time enrollment of 36 students has an FTE of 14.6.

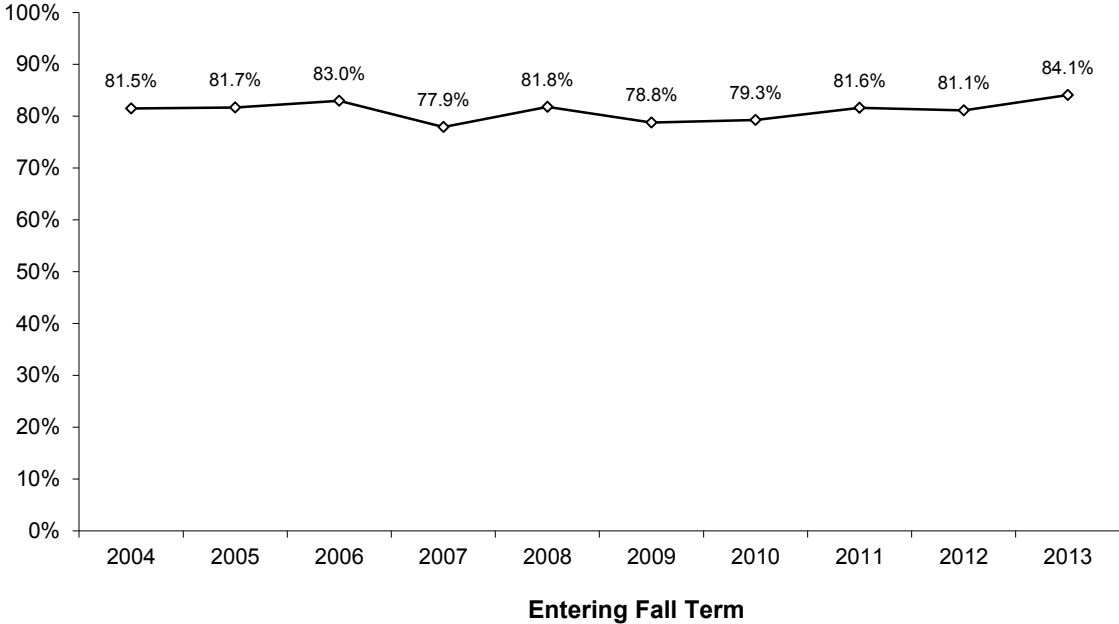


# Student Retention and Graduation

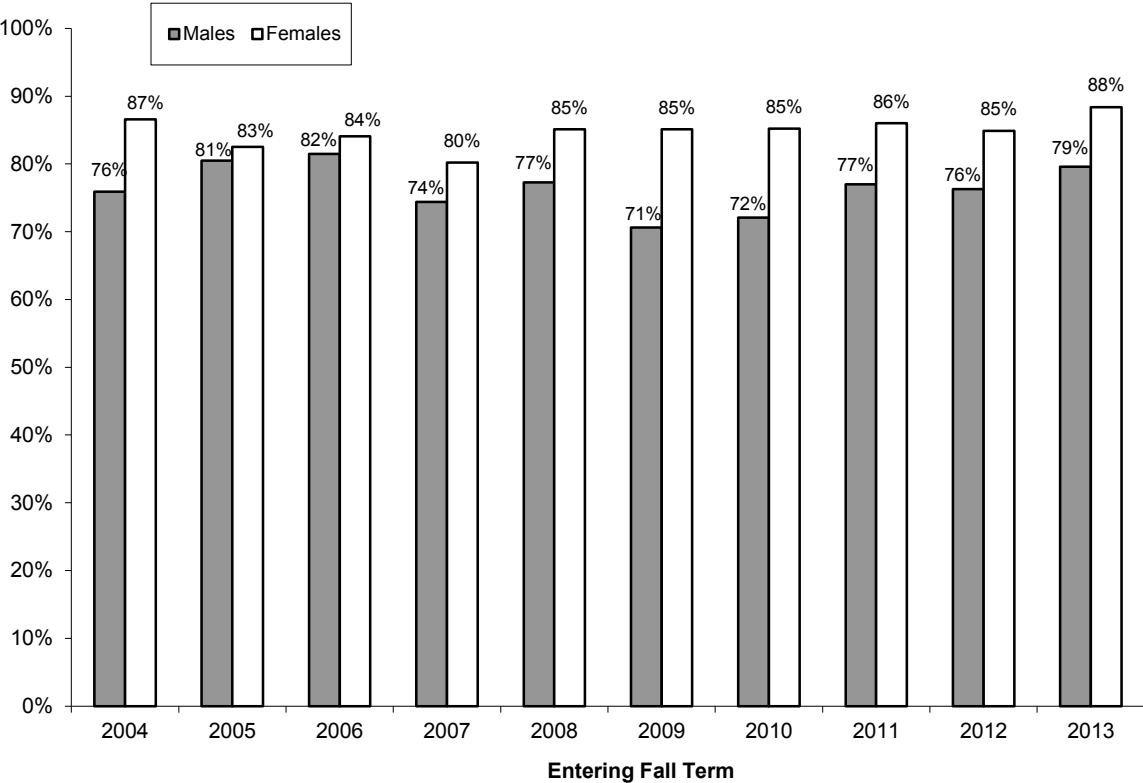
- First-to-Second Year Retention
  - All First-Year Students
  - by Gender
  - by Territory
  - by At-Risk and Distressed Appalachian Counties
  - by Cohort Type
  - by Cohort Type by Gender
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall-Term First-Year Students
- Graduation Rates for First-Year Students: 4, 5, and 6-year Trend Graphs
  - All First-Year Students
  - by Gender
  - by Territory
  - by County Designation (At-Risk and Distressed versus All Other U.S. Counties)
  - by Cohort Type
  - by African-American Students by Gender
  - by Other Domestic Students by Gender
  - by F-1 International Students by Gender
- Graduation Rates for Transfer Students: 3, 4, 5, and 6-year Trend Graphs
  - All Transfer Students
  - by Gender
- Number of Graduates, Degrees Conferred, Majors, and Minors
- Number of Majors Awarded to Graduates by Program
- Independent Majors
- Teacher Preparation; Number of Students Certified in Education
- Summary of Graduates' Majors with Concentrations
- Majors Awarded to Graduates by Gender (Five-Year Summary)
- Majors Awarded to Graduates by Gender (Five-Year History)
- Majors Awarded to Graduates by Cohort Type
- Summary of Minors Awarded to Graduates (Five-Year Summary)
- Number of Minors Awarded to Graduates (Five-Year History)
- Minors Awarded to Graduates by Gender (Five-Year History)
- Graduate Trends, 2004-2005 through 2013-2014
  - by Gender
  - by Cohort Type
  - by Territory

# FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



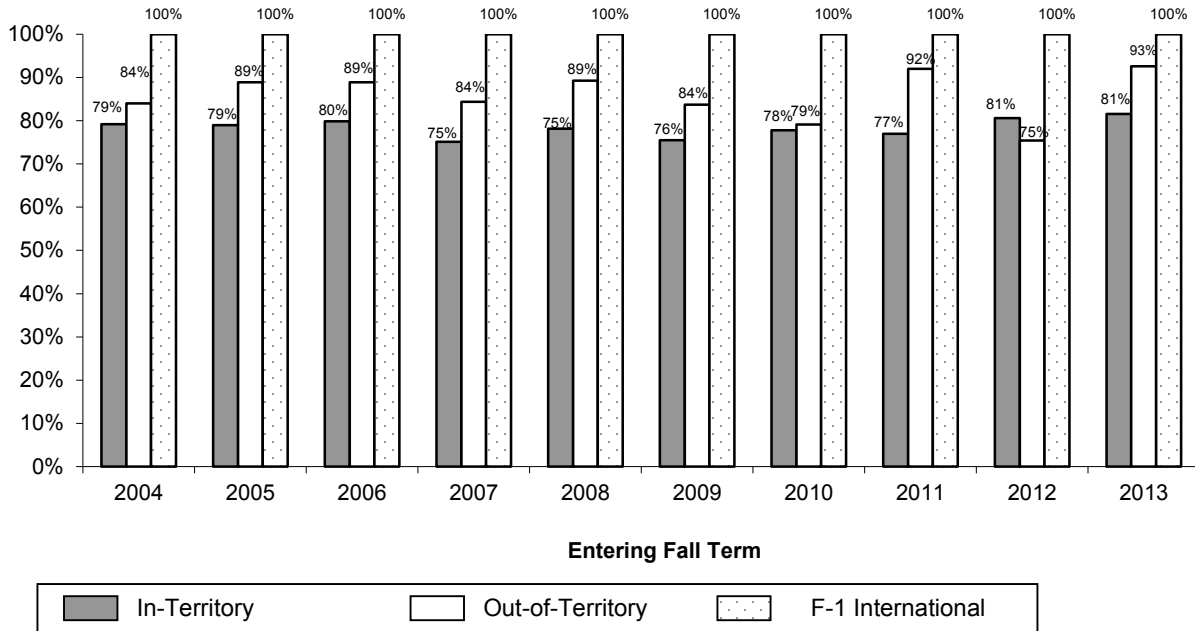
By Gender



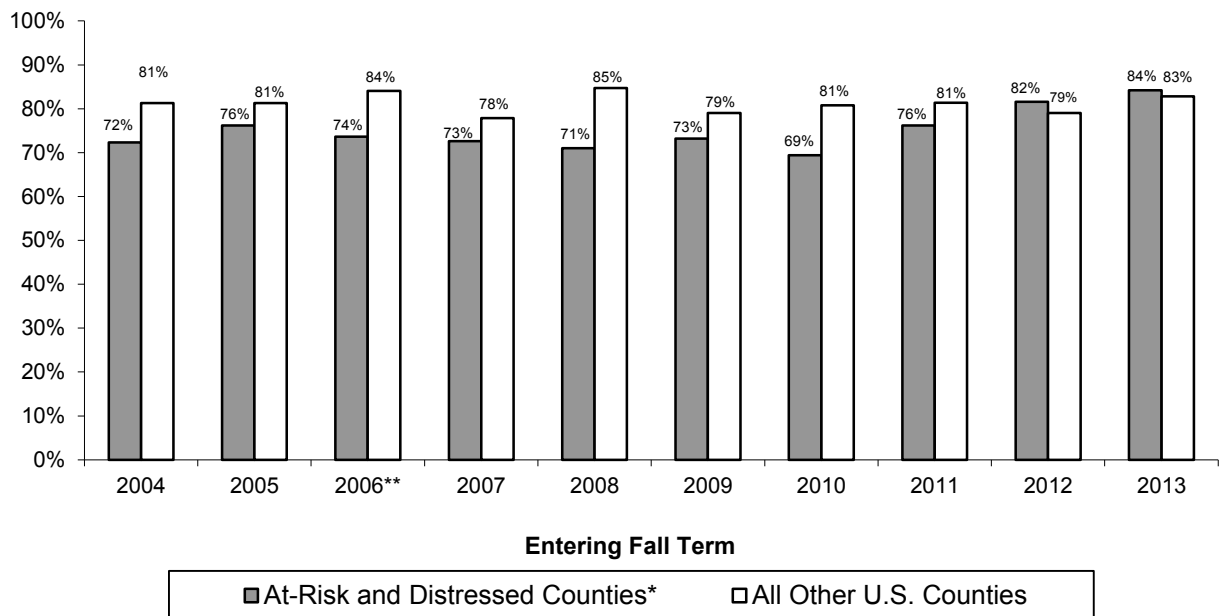
Source: Office of Institutional Research and Assessment, October 2014

# FIRST-TO-SECOND YEAR RETENTION, First-Year Students, continued

## By Territory



## By At-Risk and Distressed County Designation\*



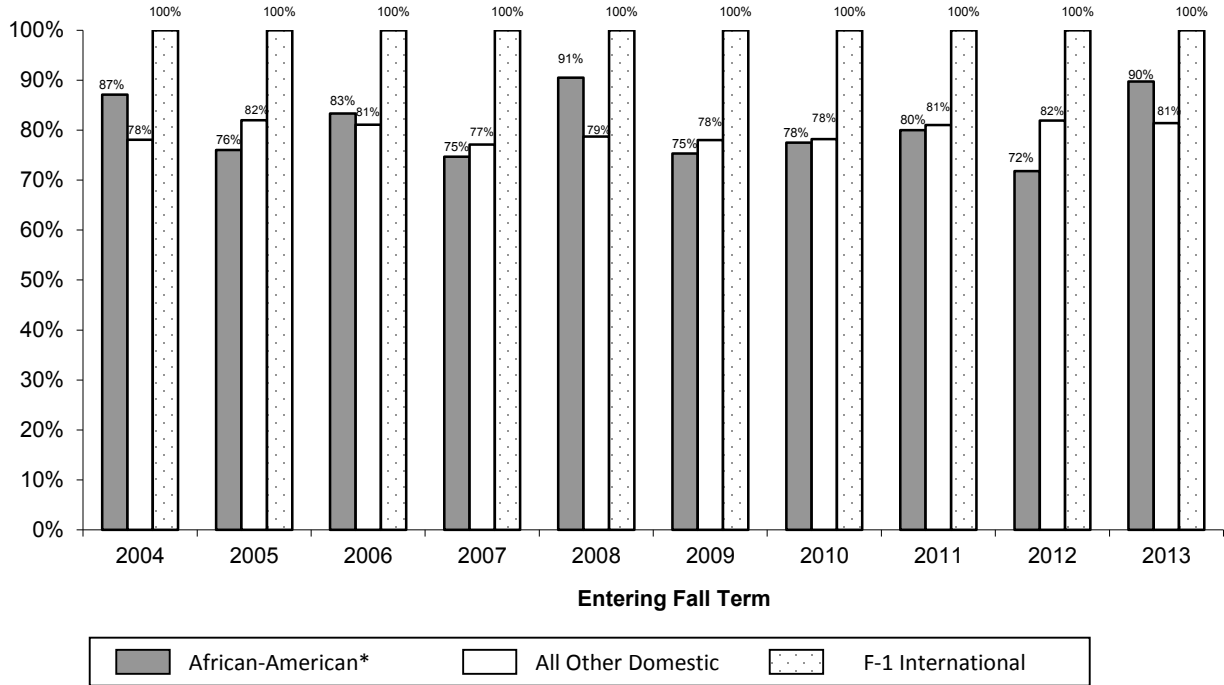
\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties.

\*\*At-Risk designation was added in fiscal year 2006.

Source: Office of Institutional Research and Assessment, October 2014

# FIRST-TO-SECOND YEAR RETENTION, First-Year Students, continued

## By Cohort Type

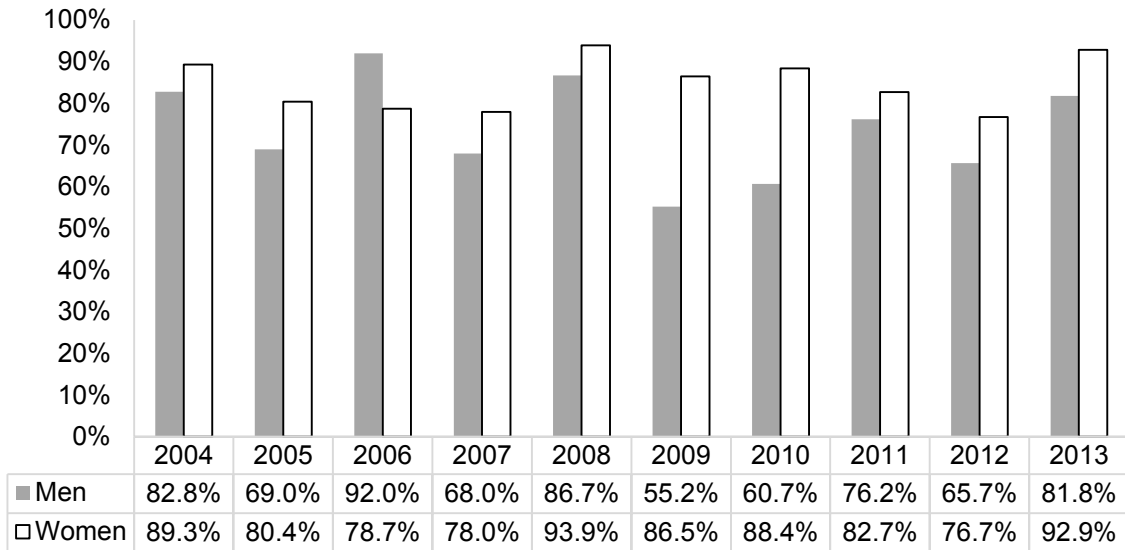


\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2014

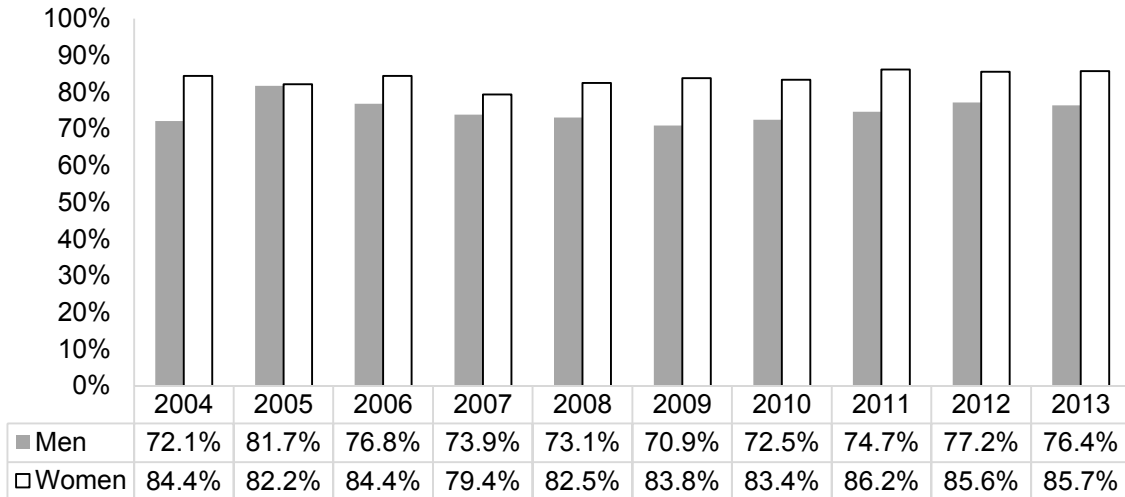
## FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY GENDER

### African American Students\*



\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

### All Other Domestic Students



NOTE: All International Students retained to the second year for years 2004 through 2013.

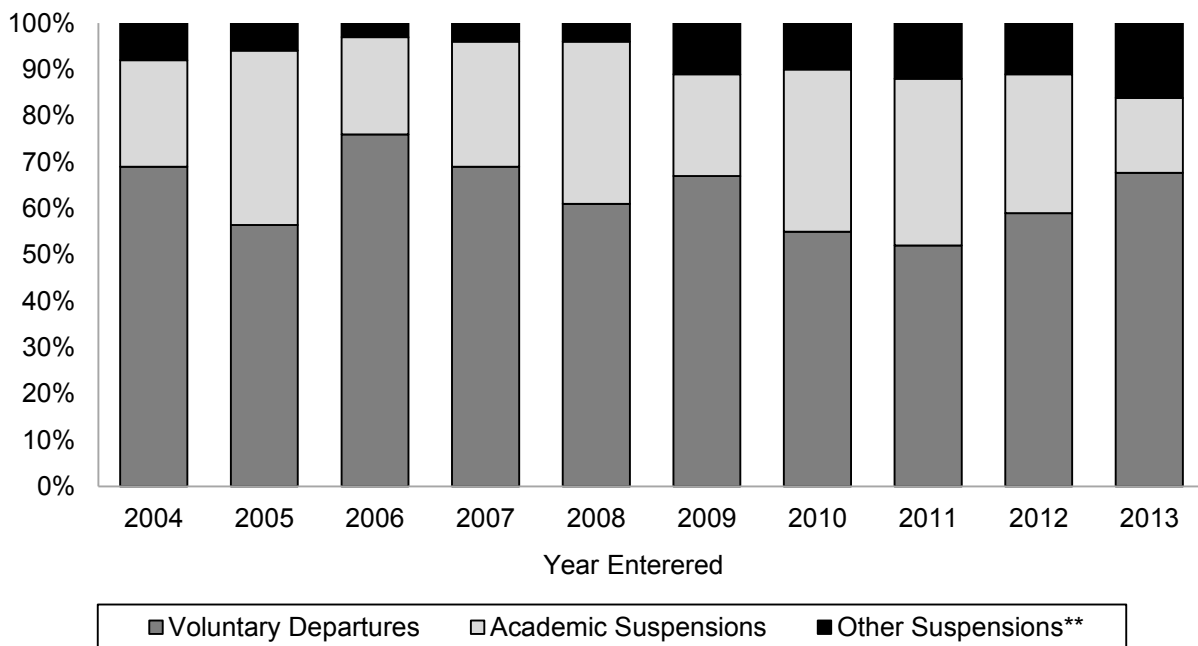
Source: Office of Institutional Research and Assessment, October 2014

## FIRST-YEAR STUDENT RETENTION/ATTRITION

Fall Term	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
2004	400	81.5%	74	17	6	51
2005	378	81.7	69	26	4	39
2006	388	83.0	66	14	2	50
2007	420*	77.9	93	25	4	64
2008	413	81.8	75	26	3	46
2009	392	78.8	83	18	9	56
2010	429	79.3	89	31	9	49
2011	417*	81.6	77	28	9	40
2012	391	81.1	74	22	8	44
2013	397	84.1	63	11	10	42

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

### PERCENTAGE OF TOTAL WITHDRAWALS ATTRIBUTED TO: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS\*\*, AND VOLUNTARY DEPARTURES

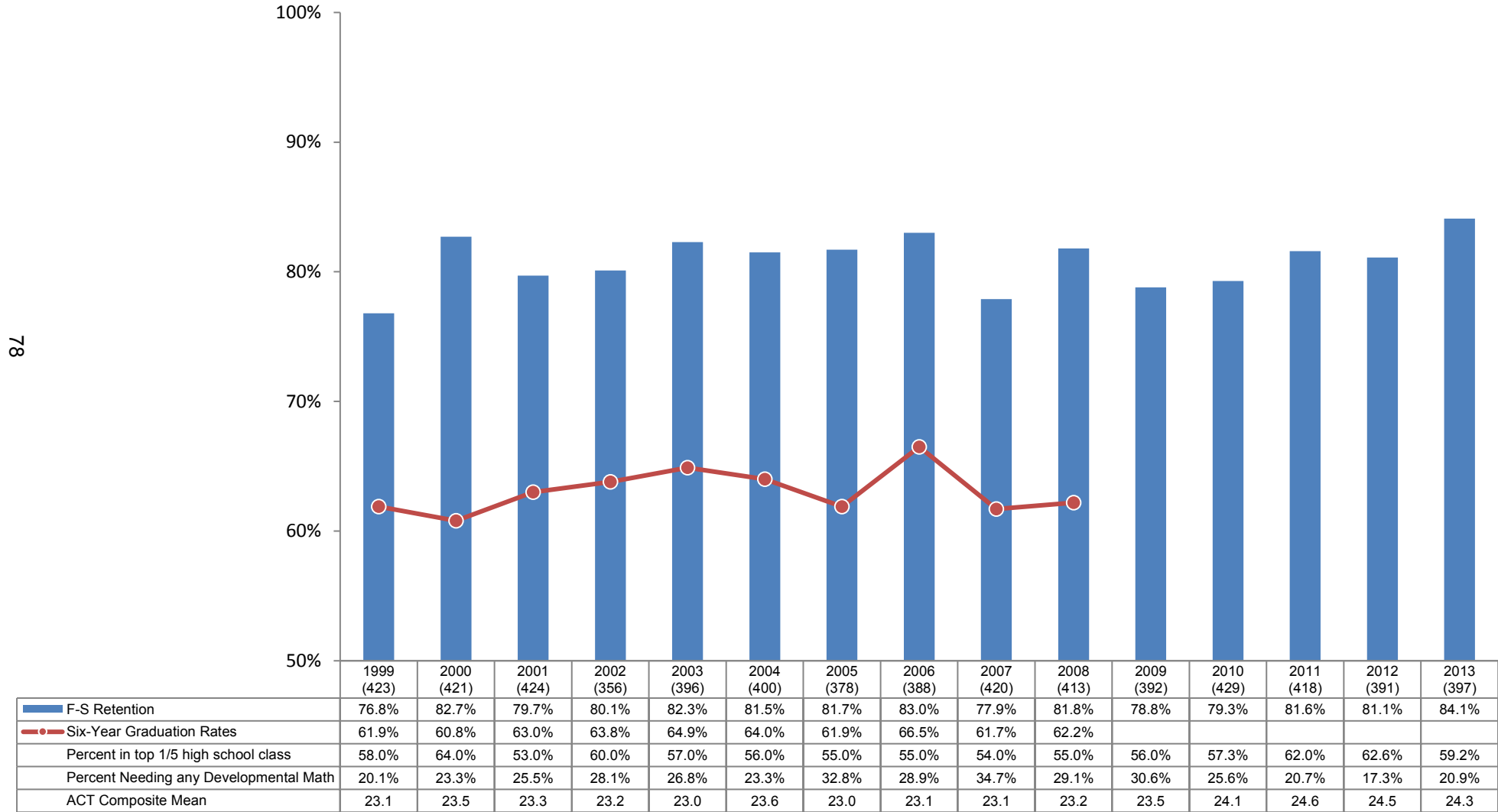


\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

\*\*Includes expulsion, disciplinary, labor, convocation, and administrative dismissals.

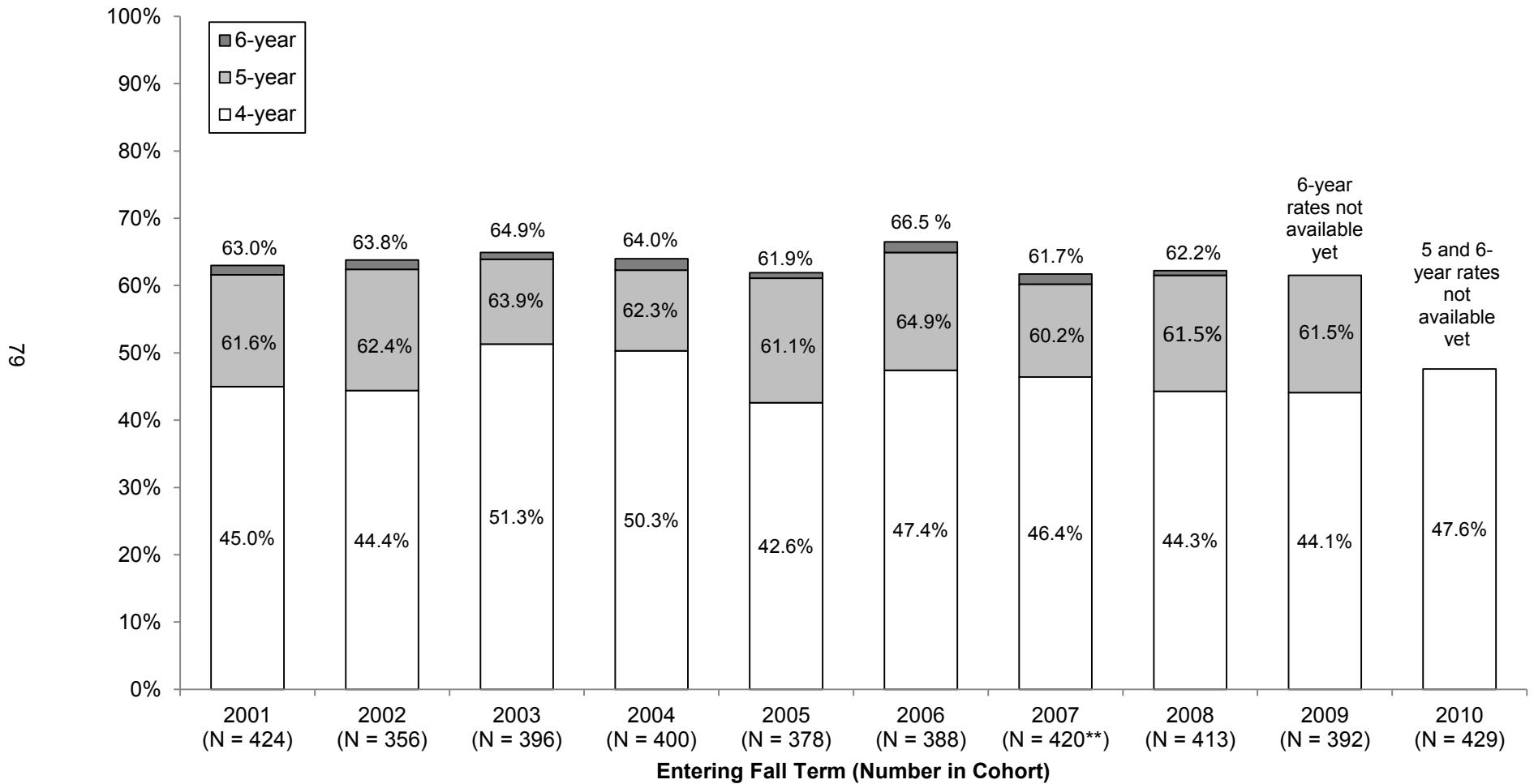
Source: Office of Institutional Research and Assessment, October 2014

## FIRST-TO-SECOND YEAR RETENTION, SIX-YEAR GRADUATION RATES, AND ACADEMIC QUALIFICATIONS AT ENTRY FOR FIRST-YEAR STUDENTS



NOTE: In 2005, the cut-off for waiving Developmental Math was raised by one ACT point (from 19 to 20).

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS



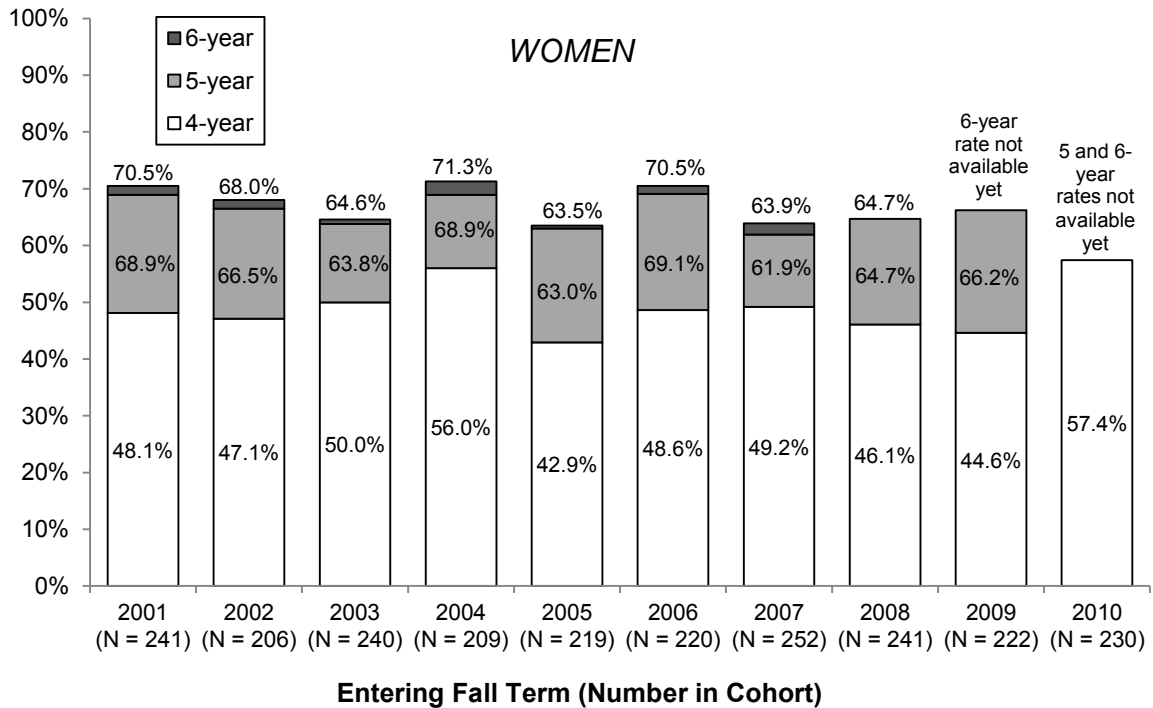
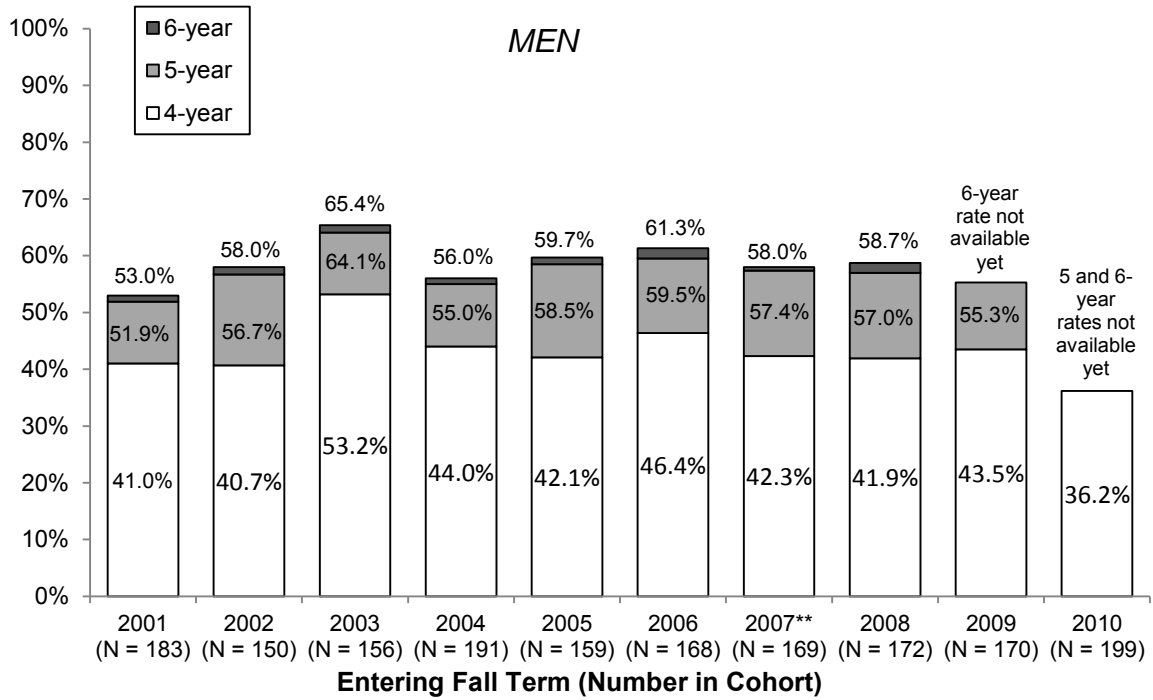
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2014.



## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY GENDER

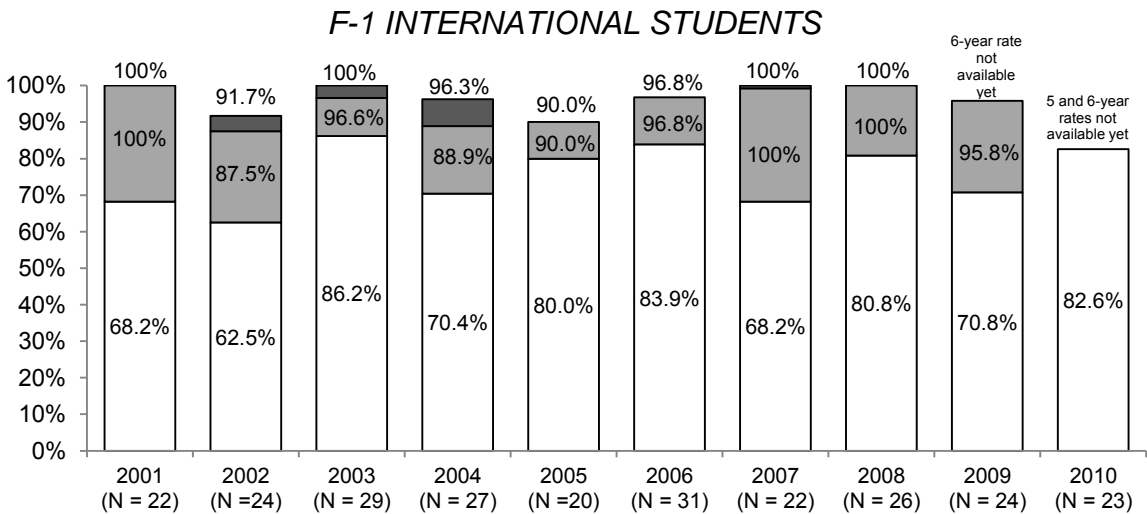
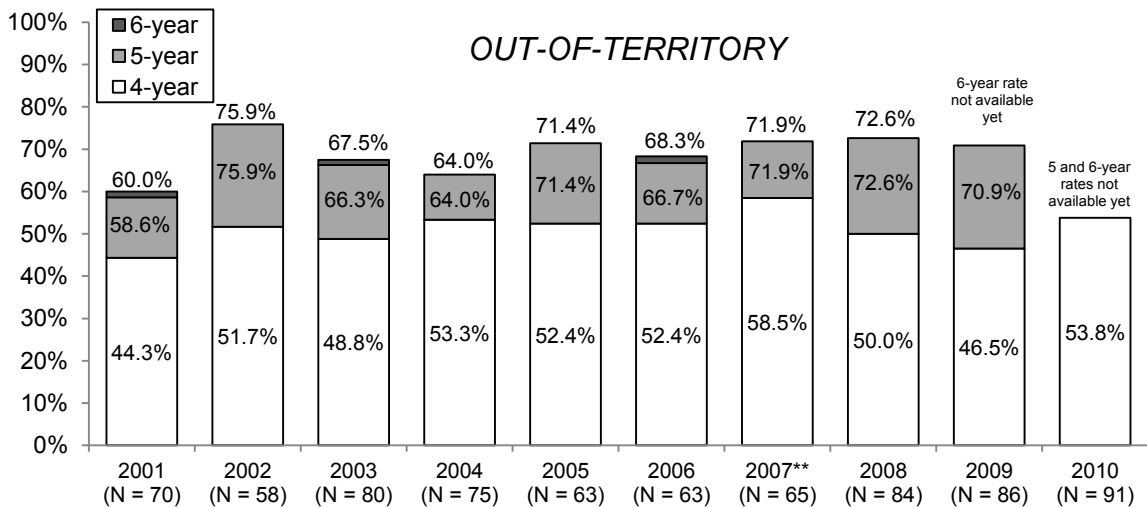
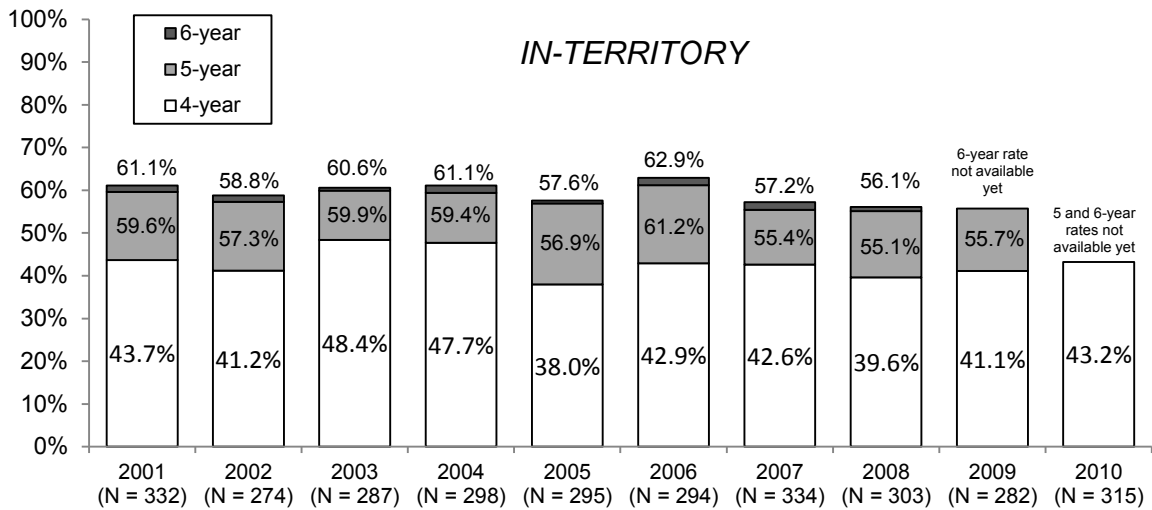


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2014

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY

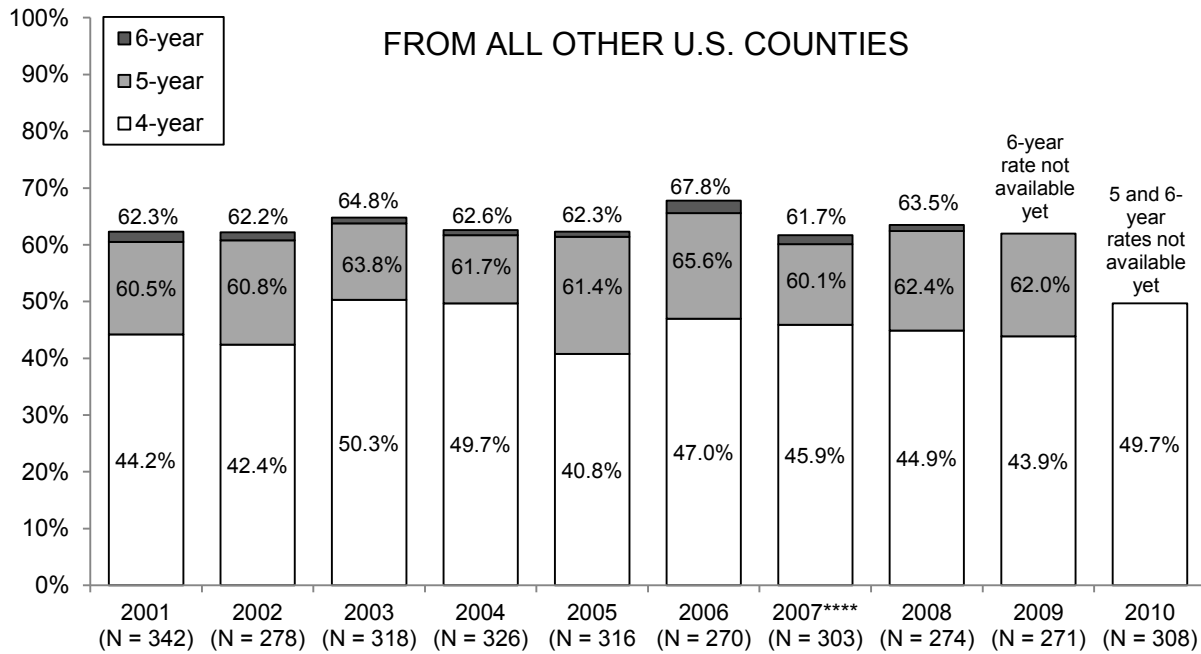
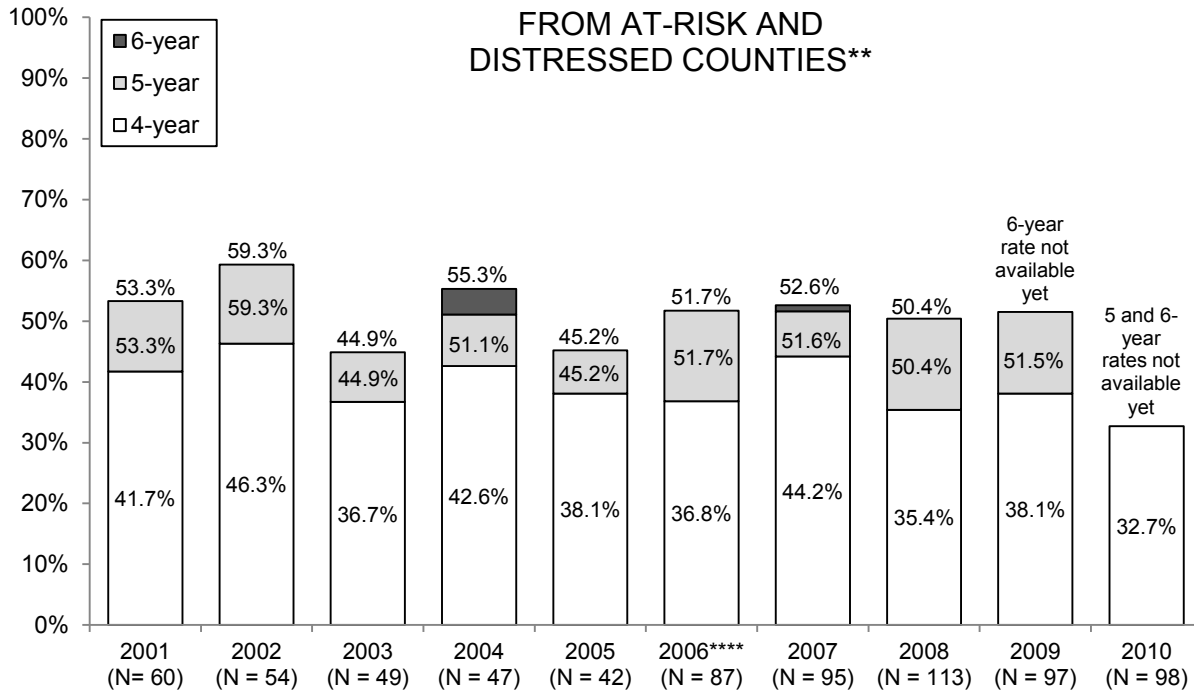


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2014

## GRADUATION RATES\* FOR DOMESTIC FIRST-YEAR STUDENTS BY COUNTY DESIGNATION



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

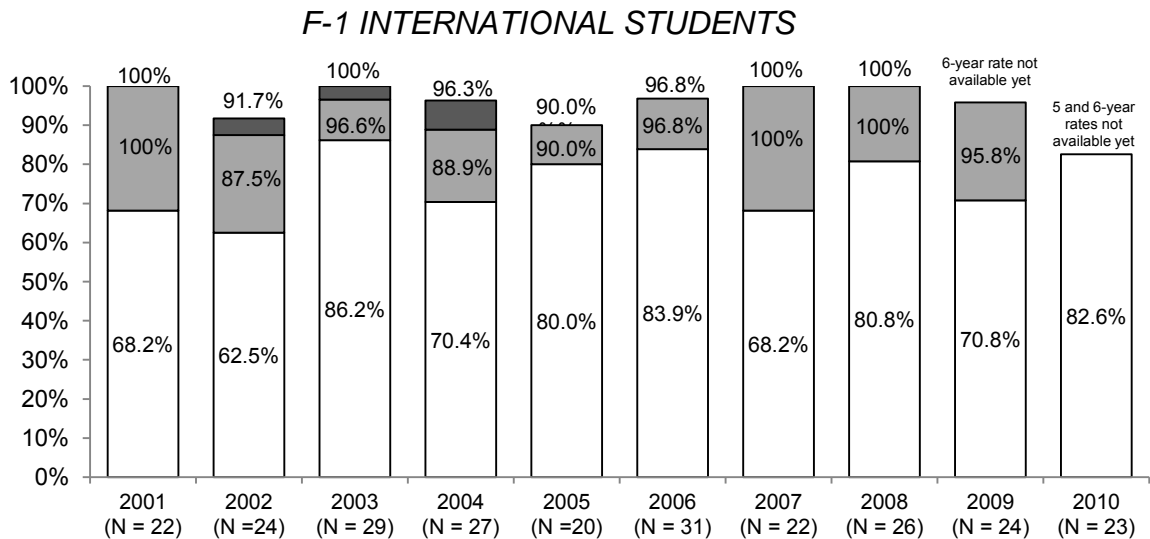
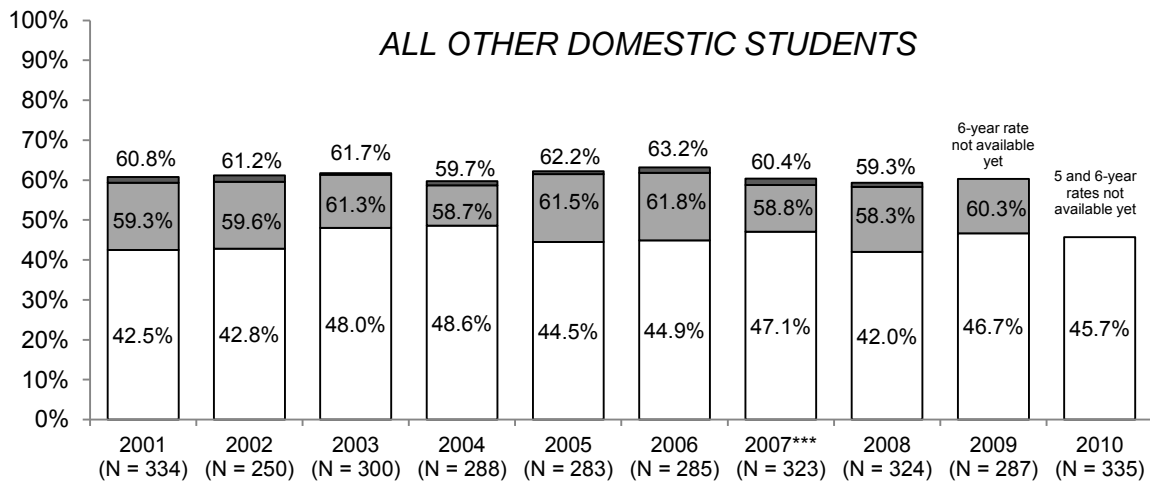
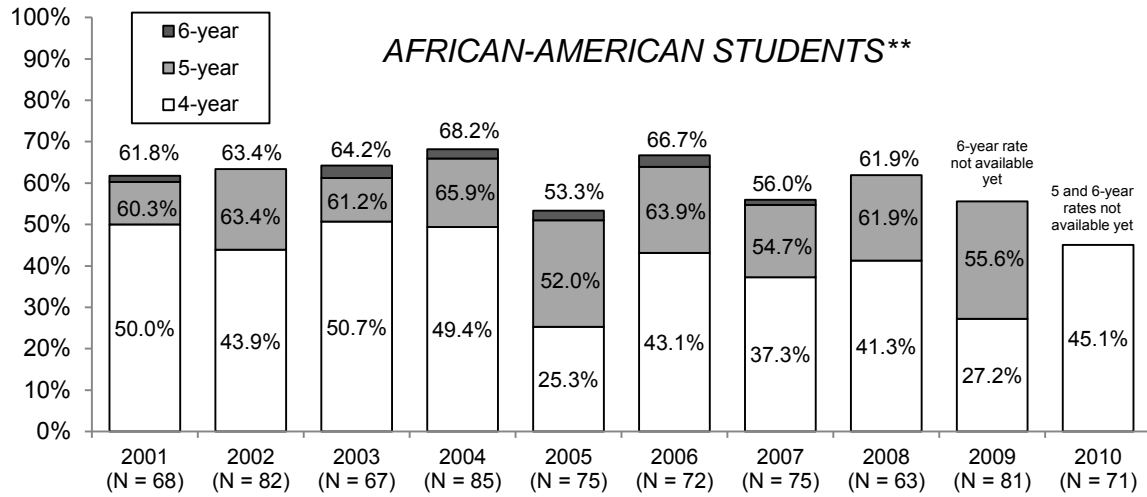
\*\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties.

\*\*\*At-Risk designation was added in fiscal year 2006.

\*\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2014.

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

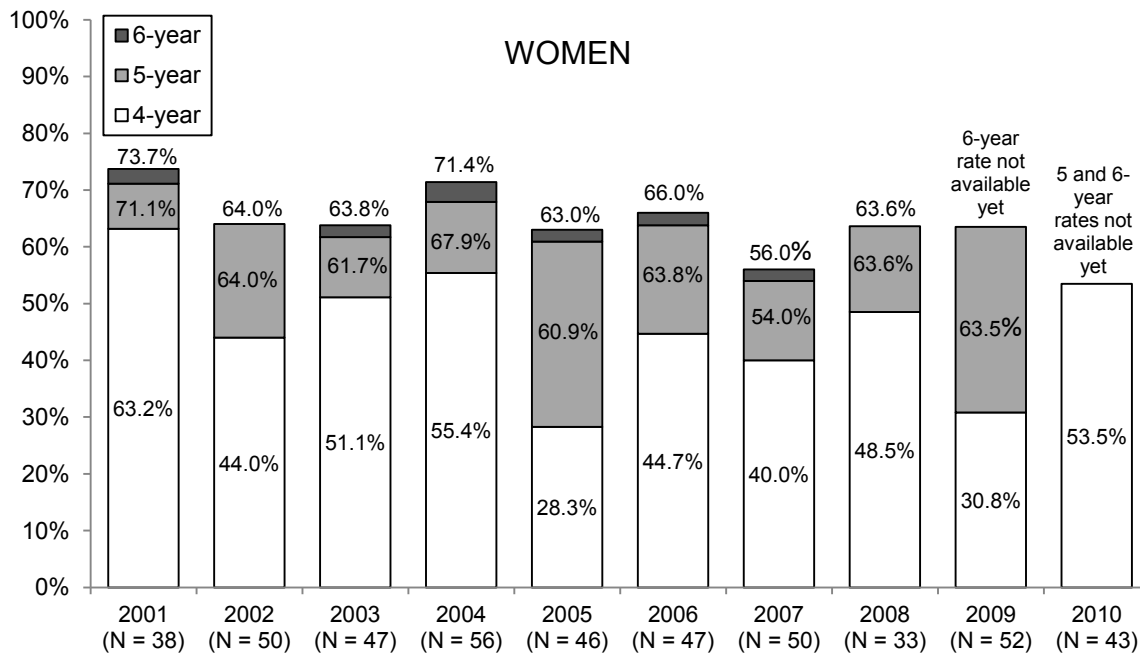
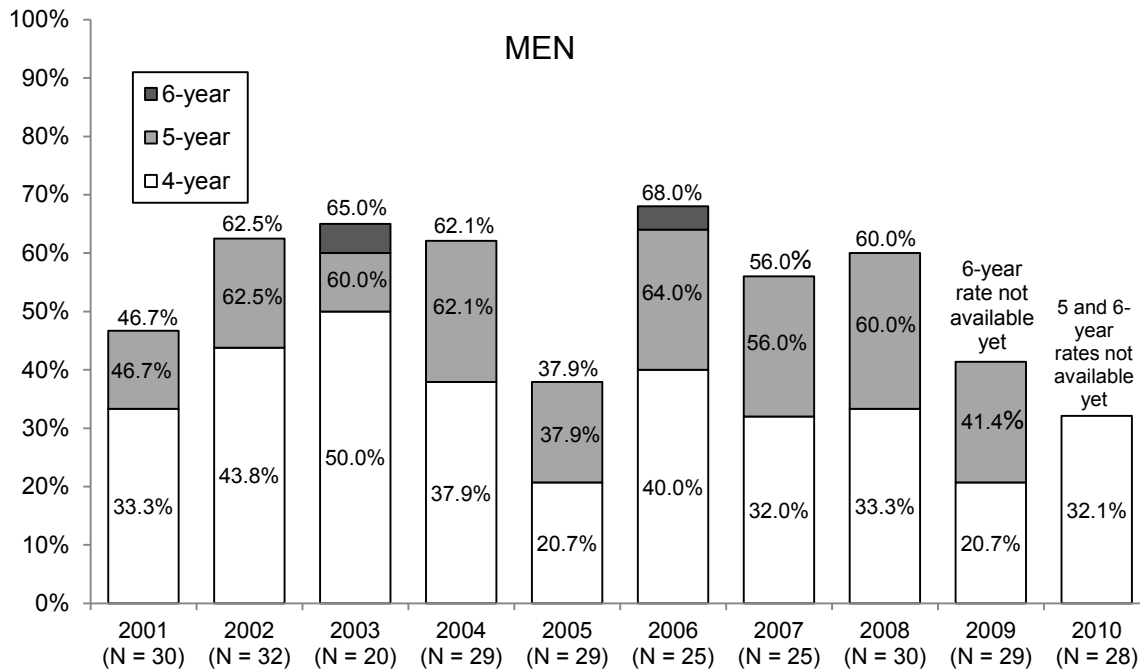


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\* Based on those students who identified themselves as "Black or African American alone or in combination with another race."

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

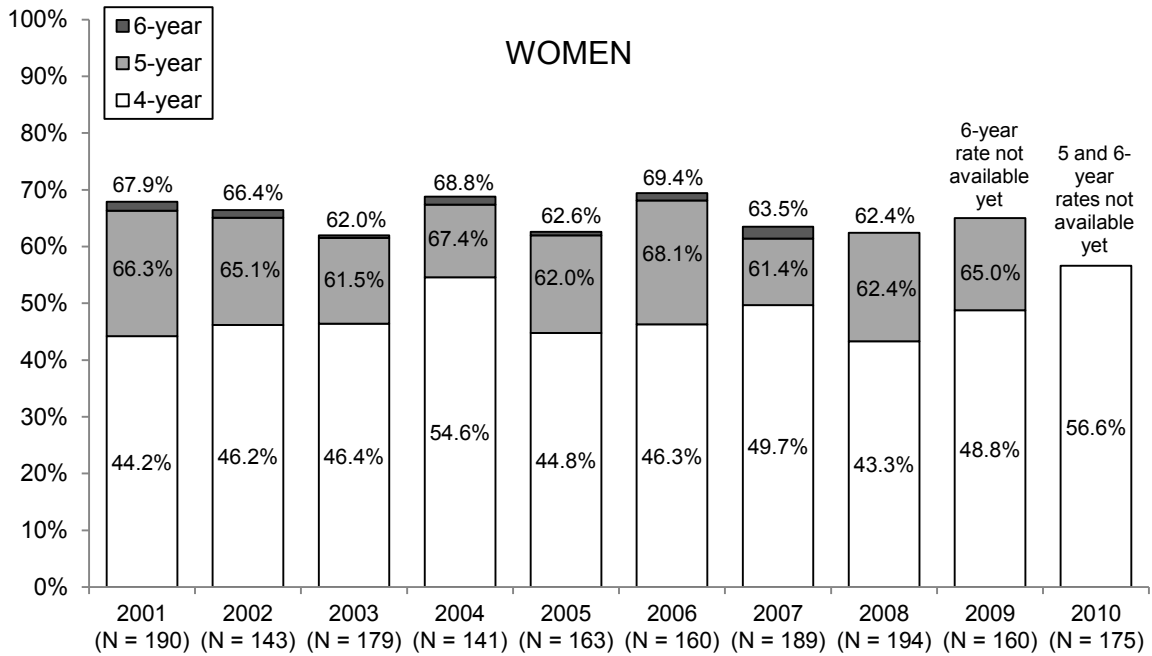
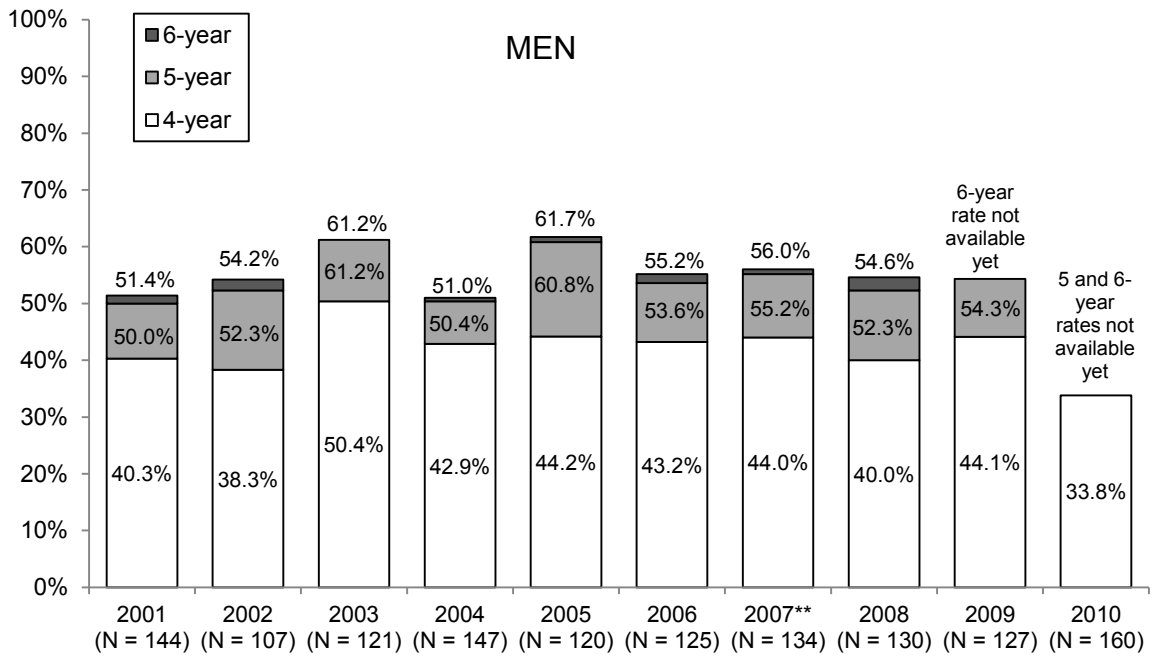
## GRADUATION RATES\* FOR FIRST-YEAR AFRICAN-AMERICAN\*\* STUDENTS BY GENDER



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Students who identified themselves as "Black or African American" alone or in combination with another race.

## GRADUATION RATES\* FOR FIRST-YEAR *OTHER DOMESTIC* STUDENTS BY GENDER

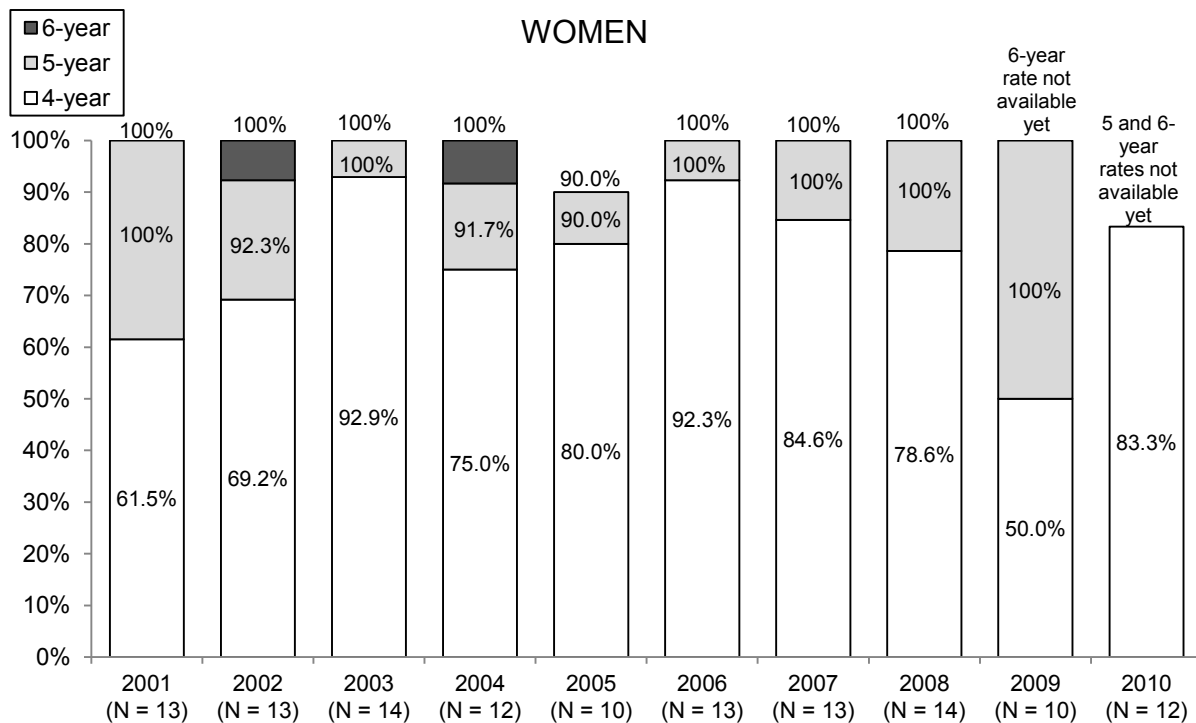
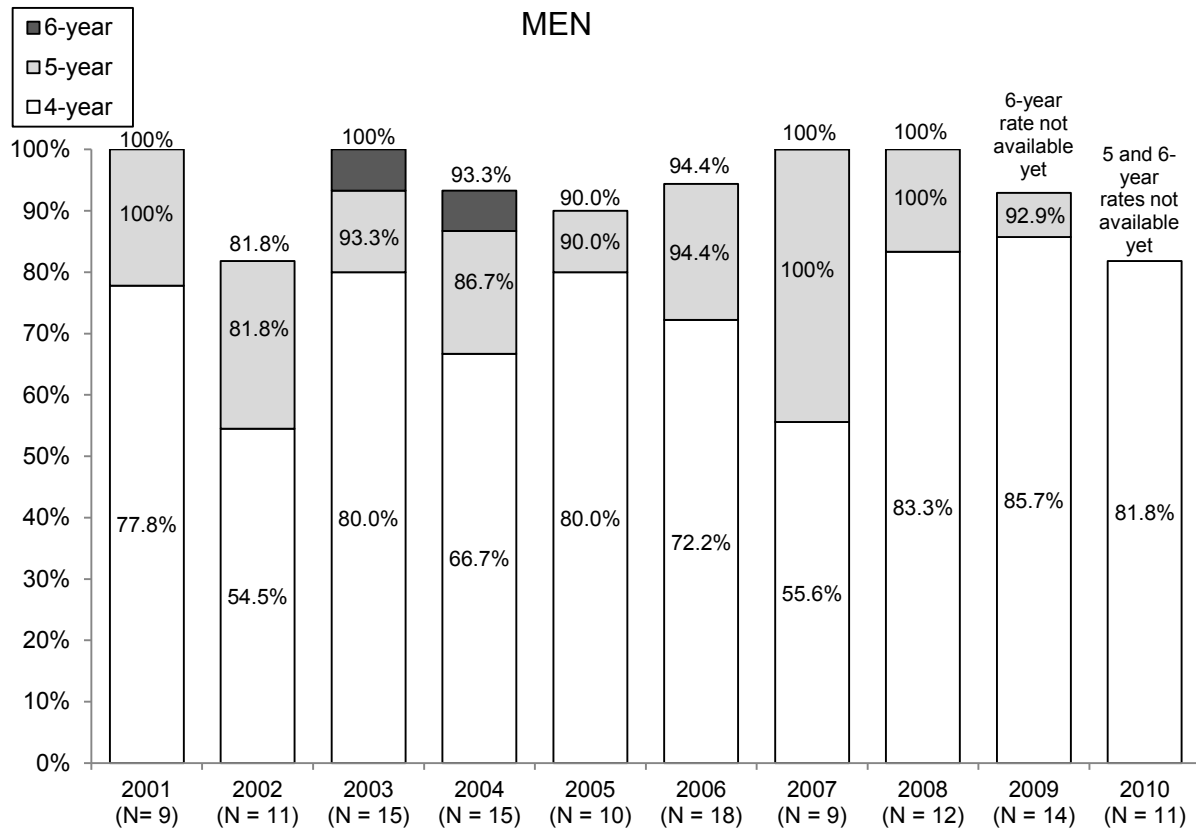


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2014

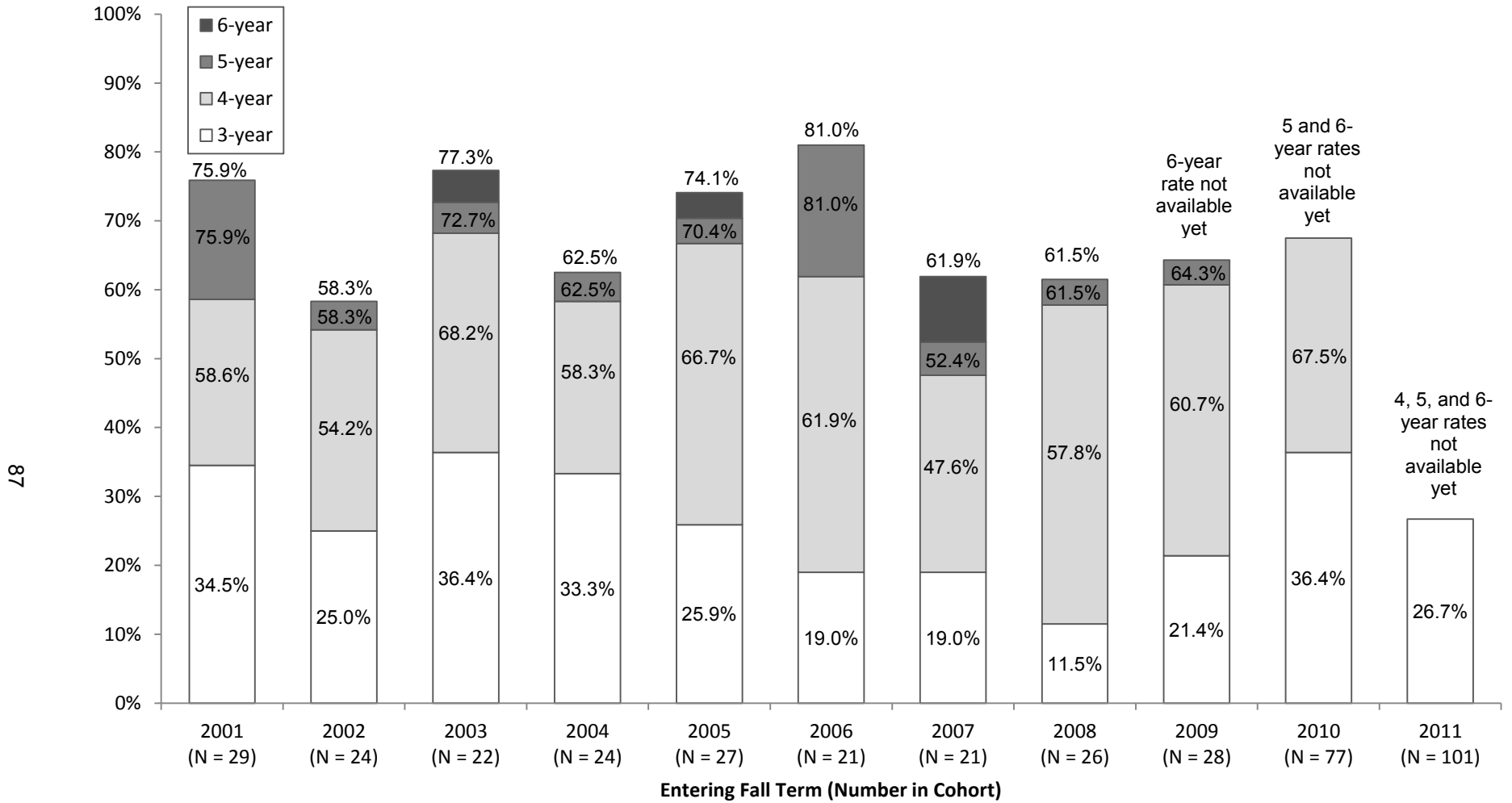
## GRADUATION RATES\* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY GENDER



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2014

## GRADUATION RATES\* FOR TRANSFER STUDENTS

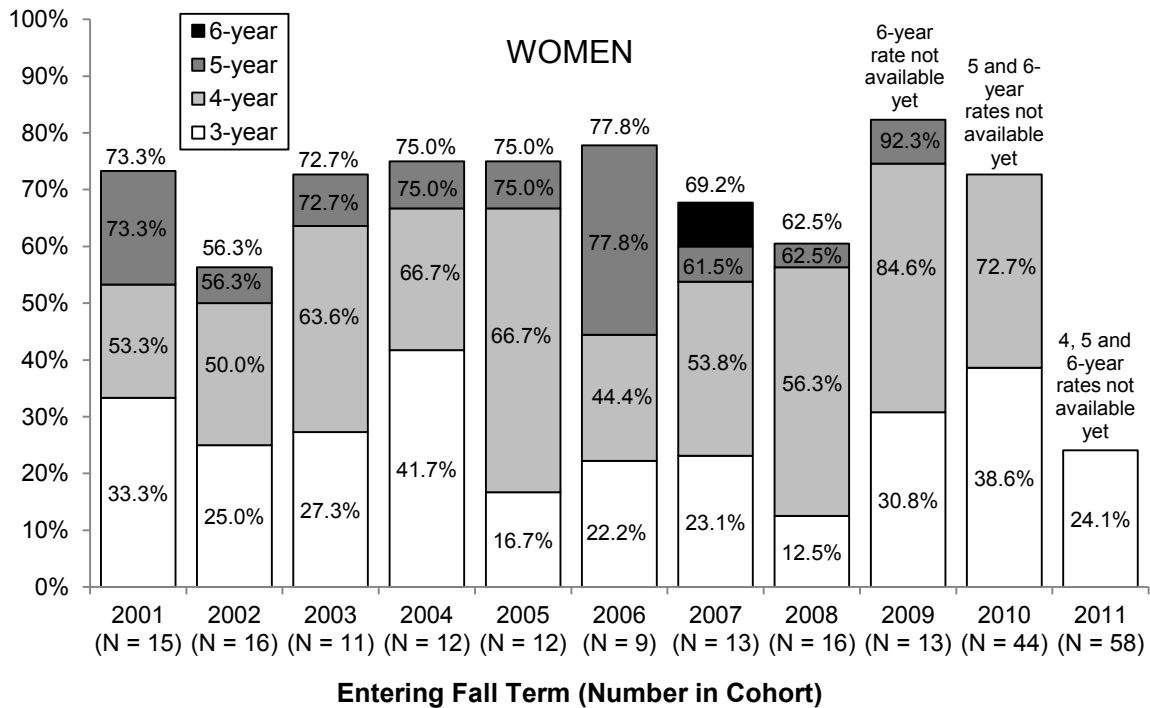
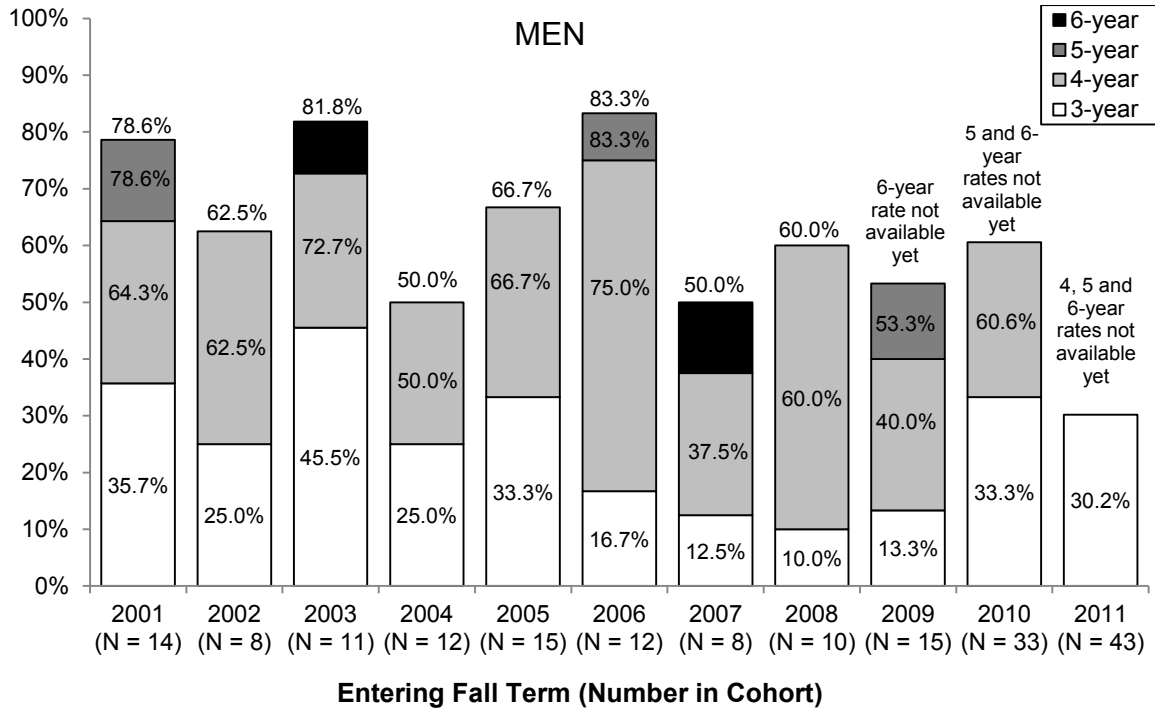


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2014.



## GRADUATION RATES\* FOR TRANSFER STUDENTS BY GENDER



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2014

## NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

### Academic Years

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	289	270	309	283	335	<b>1,486</b>
<b>Degrees Conferred</b>						
B.A.	225	213	231	225	265	1,159
B.S.	<u>69</u>	<u>60</u>	<u>82</u>	<u>59</u>	<u>72</u>	<u>342</u>
TOTAL	294	273	313	284	337	<b>1,501</b>
<b>Majors</b> (includes double degrees and double majors)						
	327	288	338	312	371	<b>1,636</b>
<b>Minors</b> (includes double minors)						
	64	73	85	61	83	<b>366</b>

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year. The 2013-2014 graduates can be broken down by:

September 2013 (39),  
December 2013 (72), and  
May 2014 (224).

Compiled by the Office of Institutional Research and Assessment, September 2014

## NUMBER OF MAJORS\* AWARDED TO GRADUATES Five-Year History

Major Programs	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
African and African American Studies	2	3	3	4	3
Agriculture and Natural Resources	11	9	8	15	23
Applied Science and Mathematics	Available only as an independent major	1	1	1	1
Art	9	10	18	11	14
Asian Studies	4	3	6	2	2
Biology	21	25	18	18	33
Business Administration	23	18	41	20	21
Chemistry	9	6	8	11	11
Child and Family Studies	19	20	22	22	28
Communication (formerly Speech Communication)	15	19	7	16	12
Computer and Information Science	9	6	7	6	10
Economics	7	0	3	5	8
Education Studies - General	5	7	9	11	18
Education – Middle Grades	2	1	5	3	2
Elementary Education	12	11	7	10	10
English	14	14	16	25	11
Foreign Languages	10	5	11	13	14
French	(1)	(0)	(1)	(2)	(3)
German	(2)	(3)	(3)	(2)	(1)
Spanish	(7)	(2)	(7)	(9)	(10)
History	9	7	11	14	6
Independent (see page 91)	25	7	11	6	19
Mathematics	11	8	9	7	14
Music	11	10	7	4	5
Nursing	8	15	12	12	11
Philosophy	5	2	6	2	1
Physical Education	9	12	15	10	16
Physics	4	4	2	4	4
Political Science	5	7	11	6	7
Psychology	13	17	19	17	21
Religion	3	3	3	3	1
Sociology	7	5	11	11	10
Technology and Applied Design (formerly Technology and Industrial Arts)	27	18	21	12	17
Theatre	11	10	7	9	13
Women's and Gender Studies (formerly Women's Studies)	<u>7</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>5</u>
<b>TOTALS*</b>	<b>327</b>	<b>288</b>	<b>338</b>	<b>312</b>	<b>371</b>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 89 for an unduplicated headcount of graduates.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by the Office of Institutional Research and Assessment, September 2014.

## INDEPENDENT MAJORS\* AWARDED TO GRADUATES

Independent majors are an option available to students who wish to pursue a field of study that cannot be met through an established Berea College major program. Students are free to propose majors, provided they meet the criteria in the *Catalog's* definition of a major. The student must secure independent major advisors (primary and secondary). Each advisor must be above the rank of instructor and a member of the Teaching Faculty from one of the programs with significant course work included in the proposed major curriculum. Completed proposals with all required signatures are submitted to the Dean of Curriculum and Student Learning, liaison to the Academic Program Council. The Council and/or its liaison may accept, reject, or request that the student modify and resubmit the proposal.

### 2009 - 2010: 25 majors

Classical Civilization (5)  
Classical Studies (2)  
Community and Human Services  
Dance Education  
Film and Theatre Studies  
Health Studies (2)  
Instructional Technology  
International Relations  
International Studies (3)  
Outdoor Recreation  
Peace and Social Justice Studies (5)  
Pre-Dietetics and Nutrition  
Sustainable Agricultural and Industrial Management

### 2010 - 2011: 7 majors

Appalachian Studies  
Graphic Design  
Health Studies  
Peace and Social Justice Studies (3)  
SENS and Building Design

### 2011 - 2012: 11 majors

Appalachian Studies  
Ecological Design  
Environmental Studies  
Health Studies (2)  
Neuroscience  
Peace and Social Justice Studies (3)  
SENS and Building Design  
Sustainable Community Development

### 2012 - 2013: 6 majors

Appalachian Studies  
Ecological Architecture  
Health Sciences  
Peace and Social Justice Studies  
Public Health  
Public Health Studies

### 2013 - 2014: 19 majors

Appalachian Studies (3)  
Community Health  
Ecological Architecture and Design  
Environmental Studies  
Ethology  
Film Production  
Folklore  
Health Sciences (2)  
International Relations  
Multimedia and Film Production  
Peace and Social Justice Studies (4)  
Public Health Studies  
Sustainable Community Development

\*Includes double degrees and double majors

Notes: These totals reflect majors from September 1 through July 1 of each academic year.

Source: *2014-2015 College Catalog* <<http://catalog.berea.edu/2014-2015/Catalog/Academics/The-Academic-Program/Majors-and-Minors/Independent-Major>>  
Office of Institutional Research and Assessment, September 2014

## TEACHER PREPARATION

Berea College considers the preparation of teachers one of its major areas of focus. Many programs at Berea College contribute to the education of teachers. Grounded in seven program goals that are closely tied to the College's Great Commitments, candidates in Berea's Teacher Education Program are asked to think deeply about the nature of teaching, learning, and schooling.

Berea College offers certification programs in:

- Elementary Education (primary-grade 5);
- Middle Grades Education with Teacher Certification in Science or Mathematics (grades 5-9);
- Secondary Education (grades 8-12) programs in Biology, Chemistry, English, Mathematics, Physics, and Social Studies (with majors in History, Political Science, and Sociology);
- Primary through grade 12 programs in Art, Health, Instrumental Music, Vocal Music, and Physical Education; and a grades 5-12 program in Technology Education.

The teacher certification programs at Berea College are accredited by the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) for the preparation of elementary, middle, and secondary school teachers, with the bachelor's degree as the highest degree approved. Berea College is also accredited by the Education Professional Standards Board of Kentucky.

### NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Education Studies - General (no certification)	5	7	9	11	15
Teaching and Curriculum with Certification	n/a	n/a	n/a	n/a	3
Education – Middle Grades	2	1	5	3	2
Elementary Education	12	11	7	10	10
<b><u>Teaching Certifications</u></b>					
Art	0	0	1	0	0
Biology	0	1	0	0	0
Child and Family Studies					
Early Childhood	1	0	1	2	0
Family Consumer Science	0	0	0	1	0
English	0	1	1	5	0
German	0	0	0	0	0
History	0	0	1	1	0
Mathematics	0	0	1	0	1
Music	1	0	3	1	0
Physical Education	1	3	0	2	1
Sociology	1	0	0	0	0
Spanish	0	0	0	0	0
Technology and Applied					
Design (formerly Technology and Industrial Arts)	<u>0</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b>23</b>	<b>26</b>	<b>30</b>	<b>36</b>	<b>32</b>

Source: 2014-2015 College Catalog <<http://catalog.berea.edu/2014-2015/Catalog/Academics/Academic-Programs-and-Courses/Programs-of-Study/Education-Studies/Teacher-Preparation>>

Office of Institutional Research and Assessment, September 2014

# SUMMARY OF GRADUATES' MAJORS\* INCLUDING CONCENTRATIONS

## 5 Year Summary: Academic Years 2009–10 through 2013–14

African and African American Studies..... 15	Foreign Languages .....53
Agriculture and Natural Resources.....66	French                     7
<i>General</i> 55	German                    11
Sustainable Systems    11	Spanish                   35
Applied Science and Mathematics ..... 4	History .....47
Art .....62	<i>General</i> 44
<i>General</i> 4	Education                3
Education                1	Independent (see page 91) .....68
History                    8	Mathematics .....49
Studio                     50	<i>General</i> 47
Asian Studies..... 17	Education                2
Biology..... 115	Music .....37
<i>General</i> 71	<i>General</i> 30
Biomolecular, Cellular, and Systems             31	Education                1
Education                1	Edu - Instrumental      4
Field and Organismal   13	Edu - Vocal              2
Business Administration ..... 123	Instrumental            3
Accounting               43	Voice Performance      1
Finance                   41	Nursing .....58
Management             43	Philosophy .....16
Marketing                27	Physical Education .....62
Chemistry.....45	<i>General</i> 51
<i>General</i> 44	Education                7
Professional             1	Exercise Science/ Sports Medicine        3
Child and Family Studies ..... 111	Wellness/Health Promotion               1
Child Development      43	Physics .....18
Early Childhood Educ.   4	Political Science .....36
Family and Consumer Sciences Education     1	Psychology .....87
Family Studies          61	Religion.....13
Food, Nutrition, and Culinary Science        2	<i>General</i> 2
Nutrition/Food Studies   12	Biblical Studies        6
Communication.....35	Religious Thought and Ethics               2
Computer and Information Science ..... 38	World Religions        3
<i>General</i> 31	Sociology .....44
Computer Science        5	<i>General</i> 43
Computational Mathematics             2	Education                1
Economics.....23	Technology and Applied Design (formerly Technology and Industrial Arts) .....95
<i>General</i> 8	<i>General</i> 2
International Politics and Policy               7	Artisan Studies         2
Methods and Models     9	Education                3
Education Studies.....113	Management            88
<i>General</i> 44	Theatre .....50
Elementary P-5          50	Women's and Gender Studies (formerly Women's Studies) .....22
Middle Grades 5-9      13	
Teaching and Curriculum with Certification       6	
English .....80	
Education                7	
Literature               31	
Writing                   44	

Included in concentration list is 1 additional concentration for a total of 63

Included in concentration list is 1 additional concentration for a total of 116

Included in concentration list are 31 additional concentrations for a total of 154

Included in concentration list are 12 additional concentrations for a total of 123

Included in concentration list is 1 additional concentration for a total of 24

Included in concentration list are 2 additional concentrations for a total of 82

**ALL MAJORS .....1,636**  
(awarded to 1,486 graduates)

NOTE: In six of the majors with concentrations, there were 48 students who completed more than one concentration within that major. See details above in boxes.

\*This is a duplicative headcount that includes double degrees and double majors.

Note: These totals reflect majors from September 1 through July 1 of each academic year.

## MAJORS\* AWARDED TO GRADUATES BY GENDER Five-Year Summary

	Academic Years 2009-2010 through 2013-2014					
	Males		Females		Total	
	N	%	N	%	N	% of Grand Total
African and African American Studies	6	40%	9	60%	15	0.9%
Agriculture and Natural Resources	27	41%	39	59%	66	4.0%
Applied Science and Mathematics (2010-11)	3	75%	1	25%	4	0.2%
Art	17	27%	45	73%	62	3.8%
Asian Studies	7	41%	10	59%	17	1.0%
Biology	30	26%	85	74%	115	7.0%
Business Administration	59	48%	64	52%	123	7.5%
Chemistry	19	42%	26	58%	45	2.8%
Child and Family Studies	11	10%	100	90%	111	6.8%
Communication (2011-12)/ Speech Communication	27	39%	42	61%	69	4.2%
Computer and Information Science	34	89%	4	11%	38	2.3%
Economics	15	65%	8	35%	23	1.4%
Education Studies						
General	18	26%	52	74%	70	4.3%
Elementary Education	3	11%	24	89%	27	1.7%
Middle Grades Education	4	40%	6	60%	10	0.6%
Teaching and Curriculum with Certification (2013-2014)	3	50%	3	50%	6	0.4%
English	27	34%	53	66%	80	4.9%
Foreign Languages						
French	1	14%	6	86%	7	0.4%
German	4	36%	7	64%	11	0.7%
Spanish	7	20%	28	80%	35	2.1%
History	20	43%	27	57%	47	2.9%
Independent (see page 91)	24	35%	44	65%	68	4.2%
Mathematics	32	65%	17	35%	49	3.0%
Music	18	49%	19	51%	37	2.3%
Nursing	7	12%	51	88%	58	3.5%
Philosophy	11	69%	5	31%	16	1.0%
Physical Education	35	56%	27	44%	62	3.8%
Physics	14	78%	4	22%	18	1.1%
Political Science	20	56%	16	44%	36	2.2%
Psychology	19	22%	68	78%	87	5.3%
Religion	11	85%	2	15%	13	0.8%
Sociology	9	20%	35	80%	44	2.7%
Technology and Applied Design (2012-13) / Technology and Industrial Arts	77	81%	18	19%	95	5.8%
Theatre	20	40%	30	60%	50	3.1%
Women's and Gender Studies (2011-12)/ Women's studies	1	5%	21	95%	22	1.3%
<b>GRAND TOTAL*</b>	640	39%	996	61%	1,636	100%

\*These are duplicative headcounts that include double degrees and double majors. The 1,636 majors represent 1,486 graduates during this five-year time period.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2014

## MAJORS\* AWARDED TO GRADUATES BY GENDER Five-Year History

Major Programs	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	1	1	2	2	1	3	1	2	3	1	3	4	1	2	3
Agriculture and Natural Resources	5	6	11	4	5	9	3	5	8	8	7	15	7	16	23
Applied Science/Mathematics	n/a	n/a	n/a	1	0	1	1	0	1	0	1	1	1	0	1
Art	1	8	9	2	8	10	7	11	18	5	6	11	2	12	14
Asian Studies	1	3	4	1	2	3	3	3	6	2	0	2	0	2	2
Biology	2	19	21	7	18	25	6	12	18	7	11	18	8	25	33
Business Administration	11	12	23	8	10	18	21	20	41	12	8	20	7	14	21
Chemistry	5	4	9	4	2	6	1	7	8	6	5	11	3	8	11
Child and Family Studies	2	17	19	5	15	20	2	20	22	0	22	22	2	26	28
Communication**	7	8	15	9	10	19	3	4	7	5	11	16	3	9	12
Computer and Information Science	9	0	9	5	1	6	7	0	7	6	0	6	7	3	10
Economics	4	3	7	0	0	0	2	1	3	2	3	5	7	1	8
Education Studies															
General	2	3	5	0	7	7	3	6	9	3	8	11	6	6	12
Elementary	2	10	12	1	10	11	0	7	7	1	9	10	2	8	10
Middle	1	1	2	0	1	1	2	3	5	2	1	3	0	2	2
Teaching and Curriculum with Certification	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	6
English	4	10	14	4	10	14	5	11	16	9	16	25	5	6	11
Foreign Languages	2	8	10	2	3	5	1	10	11	1	12	13	6	8	14
History	3	6	9	3	4	7	3	8	11	9	5	14	2	4	6
Independent (see page 91)	11	14	25	1	6	7	3	8	11	0	6	6	9	10	19
Mathematics	7	4	11	4	4	8	7	2	9	5	2	7	9	5	14
Music	5	6	11	5	5	10	4	3	7	2	2	4	2	3	5
Nursing	2	6	8	1	14	15	0	12	12	2	10	12	2	9	11
Philosophy	4	1	5	2	0	2	4	2	6	1	1	2	0	1	1
Physical Education	3	6	9	5	7	12	13	2	15	4	6	10	10	6	16
Physics	4	0	4	2	2	4	2	0	2	4	0	4	2	2	4
Political Science	2	3	5	4	3	7	7	4	11	3	3	6	4	3	7
Psychology	5	8	13	2	15	17	6	13	19	2	15	17	4	17	21
Religion	3	0	3	1	2	3	3	0	3	3	0	3	1	0	1
Sociology	2	5	7	1	4	5	1	10	11	3	8	11	2	8	10
Technology and Applied Design**	22	5	27	14	4	18	15	6	21	12	0	12	14	3	17
Theatre	4	7	11	3	7	10	2	5	7	7	2	9	4	9	13
Women's and Gender Studies**	0	7	7	0	5	5	0	3	3	0	2	2	1	4	5
<b>TOTAL*</b>			<u>327</u>			<u>288</u>			<u>338</u>			<u>312</u>			<u>371</u>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 89 for an unduplicated headcount.

\*\*Change in majors' name: Speech Communication to Communication, Technology and Industrial Arts to Technology and Applied Design, and Women's Studies to Women's and Gender Studies.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2014.



**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**Five-Year Summary: Academic Years 2009 - 2010 through 2013 - 2014**

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	14	(93%)	1	(7%)	0	(0%)	15	(0.9%)
Agriculture and Natural Resources	0	(0%)	66	(100%)	0	(0%)	66	(4.0%)
Applied Science and Mathematics (10 - 11)	1	(25%)	2	(50%)	1	(25%)	4	(0.2%)
Art	4	(6%)	55	(89%)	3	(5%)	62	(3.8%)
Asian Studies	1	(6%)	16	(94%)	0	(0%)	17	(1.0%)
Biology	23	(20%)	84	(73%)	8	(7%)	115	(7.0%)
Business Administration	14	(11%)	76	(62%)	33	(27%)	123	(7.5%)
Chemistry	7	(16%)	25	(56%)	13	(29%)	45	(2.8%)
Child and Family Studies	24	(22%)	86	(77%)	1	(1%)	111	(6.8%)
Communication (11-12)/Speech Communication	24	(35%)	43	(62%)	2	(3%)	69	(4.2%)
Computer and Information Science	1	(3%)	28	(74%)	9	(24%)	38	(2.3%)
Economics	2	(9%)	5	(22%)	16	(70%)	23	(1.4%)
Education Studies								
General	17	(24%)	50	(71%)	3	(4%)	70	(4.3%)
Elementary Education Certification	3	(11%)	23	(85%)	1	(4%)	27	(1.7%)
Middle Grades Education Certification	1	(10%)	9	(90%)	0	(0%)	10	(0.6%)
Teaching and Curriculum with Certification (13-14)	1	(17%)	5	(83%)	0	(0%)	6	(0.4%)
English	10	(13%)	70	(88%)	0	(0%)	80	(4.9%)
Foreign Languages								
French	0	(0%)	5	(71%)	2	(29%)	7	(0.4%)
German	0	(0%)	8	(73%)	3	(27%)	11	(0.7%)
Spanish	7	(20%)	27	(77%)	1	(3%)	35	(2.1%)
History	3	(6%)	44	(94%)	0	(0%)	47	(2.9%)
Independent (see page 91)	7	(10%)	55	(81%)	6	(9%)	68	(4.2%)
Mathematics	5	(10%)	21	(43%)	23	(47%)	49	(3.0%)
Music	6	(16%)	30	(81%)	1	(3%)	37	(2.3%)
Nursing	7	(12%)	41	(71%)	10	(17%)	58	(3.5%)
Philosophy	3	(19%)	13	(81%)	0	(0%)	16	(1.0%)
Physical Education	17	(27%)	43	(69%)	2	(3%)	62	(3.8%)
Physics	3	(17%)	7	(39%)	8	(44%)	18	(1.1%)
Political Science	6	(17%)	22	(61%)	8	(22%)	36	(2.2%)
Psychology	12	(14%)	66	(76%)	9	(10%)	87	(5.3%)
Religion	0	(0%)	13	(100%)	0	(0%)	13	(0.8%)
Sociology	9	(20%)	34	(77%)	1	(2%)	44	(2.7%)
Technology and Applied Design (12-13)/								
Technology and Industrial Arts	20	(21%)	72	(76%)	3	(3%)	95	(5.8%)
Theatre	15	(30%)	34	(68%)	1	(2%)	50	(3.1%)
Women's and General Studies (11-12)/Women's Std.	6	(27%)	15	(68%)	1	(5%)	22	(1.3%)
<b>TOTAL*</b>	<b>273</b>	<b>(17%)</b>	<b>1,194</b>	<b>(73%)</b>	<b>169</b>	<b>(10%)</b>	<b>1,636</b>	<b>(100%)</b>

\*These are duplicative headcounts that include double degrees and double majors. The 1,636 majors represent 1,486 graduates during this five-year time period.

\*\*Includes students who identified themselves as "Black or African American" alone or in combination with another race.

Note: These totals reflect graduates from September 1 through July 1 of each year. Percentages may not total 100% due to rounding.

Compiled by: Office of Institutional Research and Assessment, September 2014.

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**Five-Year Summary: Academic Years 2009 – 10 through 2013 – 14**

African and African American Studies	9	(2.5%)
Agriculture and Natural Resources	17	(4.6%)
Appalachian Studies	4	(1.1%)
Art History (added 2010 – 11)	13	(3.6%)
Art Studio (added 2013 – 14)	1	(0.3%)
Asian Studies	8	(2.2%)
Broadcast Journalism (added 2012 – 13)	4	(1.1%)
Business Administration	71	(19.4%)
Chemistry (added 2013 – 14)	2	(0.5%)
Communication/Speech Communication	9	(2.5%)
Computer Science	12	(3.3%)
Dance	11	(3.0%)
Economics	39	(10.7%)
English	1	(0.3%)
Film Production (added 2013 – 14)	1	(0.3%)
French	13	(3.6%)
German	4	(1.1%)
Health	15	(4.1%)
Health Teaching	4	(1.1%)
History	14	(3.8%)
Latin	7	(1.9%)
Music	5	(1.4%)
Peace and Social Justice Studies	14	(3.8%)
Philosophy	15	(4.1%)
Physics	2	(0.5%)
Political Science	7	(1.9%)
Religion	4	(1.1%)
Sociology	5	(1.4%)
Spanish	29	(7.9%)
Sustainability and Environmental Studies	12	(3.3%)
Women's and Gender Studies/Women's Studies	<u>14</u>	<u>(3.8%)</u>
 TOTAL	 366	 (100.0%)

\*This is a duplicative headcount that includes double minors. The 366 minors were awarded to 335 graduates. The 335 graduates who received a minor represent 23% of the 1,486 graduates during this five-year time period.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2014

**NUMBER OF MINORS\* AWARDED TO GRADUATES  
Five-Year History**

<u>Minors</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
African and African American Studies	1	5	0	3	0
Agriculture and Natural Resources	1	3	5	5	3
Appalachian Studies	0	0	2	1	1
Art History	n/a	1	7	2	1
Art Studio	n/a	n/a	n/a	n/a	1
Asian Studies	2	4	0	2	0
Broadcast Journalism	n/a	n/a	n/a	3	1
Business Administration	17	14	14	9	17
Chemistry	n/a	n/a	n/a	n/a	2
Communication/Speech Communication	2	2	2	2	0
Computer Science	3	3	1	4	2
Dance	3	2	2	0	4
Economics	9	9	14	6	1
English	n/a	n/a	n/a	n/a	1
Film Production	n/a	n/a	n/a	n/a	1
French	3	4	3	0	3
German	0	1	0	1	2
Health	5	5	1	4	0
Health Teaching	0	1	0	1	2
History	1	3	5	3	2
Latin	1	1	3	1	1
Music	1	1	2	1	0
Peace and Social Justice Studies	2	4	4	3	1
Philosophy	0	3	2	1	9
Physics	0	0	1	0	1
Political Science	2	1	2	1	1
Religion	1	1	0	0	2
Sociology	2	0	0	0	3
Spanish	4	2	8	6	9
Sustainability and Environmental Studies	1	0	4	2	5
Women's and Gender Studies/ Women's Studies	<u>3</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>5</u>
TOTAL	64	73	85	61	83

\*These are duplicative headcounts that include double minors.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by the Office of Institutional Research and Assessment, September 2014

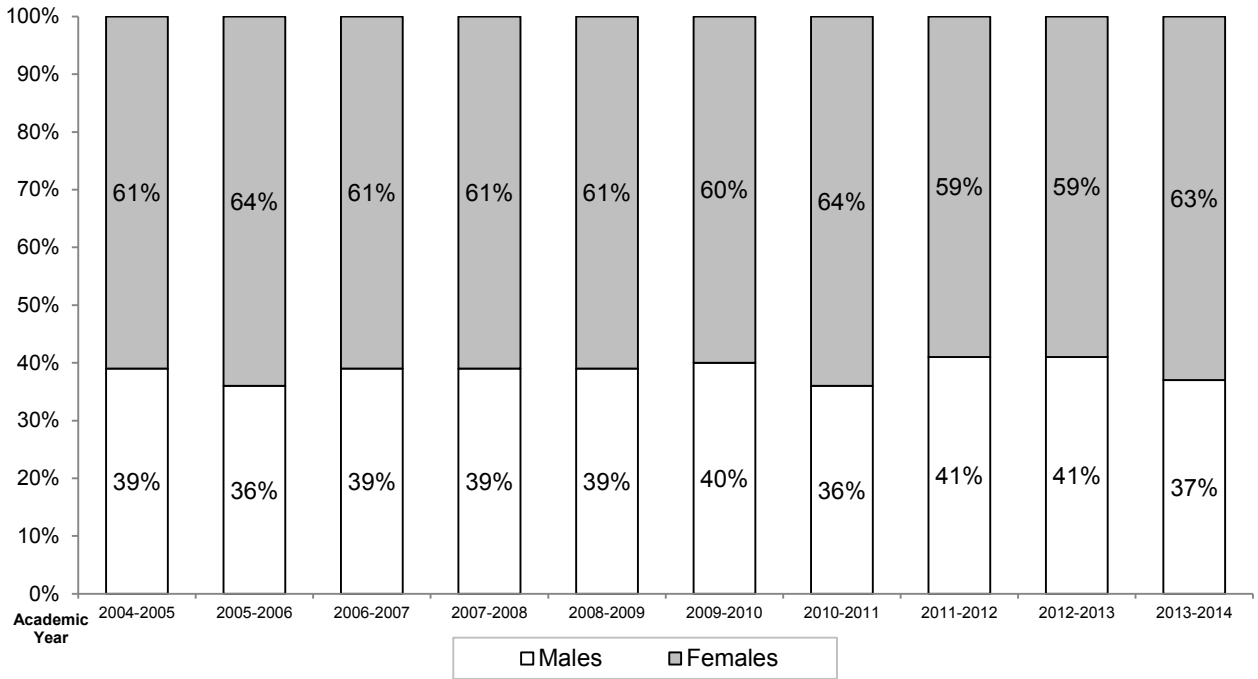
**MINORS\* AWARDED TO GRADUATES BY GENDER**  
**Five-Year History**

Minors	<u>2009-2010</u>			<u>2010-2011</u>			<u>2011-2012</u>			<u>2012-2013</u>			<u>2013-2014</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	1	1	2	3	5	0	0	0	2	1	3	0	0	0
Agriculture and Natural Resources	1	0	1	0	3	3	3	2	5	3	2	5	1	2	3
Appalachian Studies	0	0	0	0	0	0	1	1	2	0	1	1	0	1	1
Art History	n/a	n/a	n/a	0	1	1	2	5	7	0	2	2	0	3	3
Art Studio	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
Asian Studies	1	1	2	1	3	4	0	0	0	1	1	2	0	0	0
Broadcast Journalism	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2	3	0	1	1
Business Administration	13	4	17	9	5	14	8	6	14	7	2	9	6	11	17
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	2
Communication/Speech Communication	2	1	3	0	2	2	2	0	2	1	1	2	0	0	0
Computer Science	1	1	2	2	1	3	1	0	1	3	1	4	2	0	2
Dance	0	3	3	0	2	2	0	2	2	0	0	0	1	3	4
Economics	4	5	9	3	6	9	12	2	14	3	3	6	0	1	1
English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
Film Production	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
French	0	3	3	0	4	4	1	2	3	0	0	0	2	1	3
German	0	0	0	0	1	1	0	0	0	1	0	1	1	1	2
Health	0	5	5	3	2	5	1	0	1	0	4	4	0	0	0
Health Teaching	0	0	0	1	0	1	0	0	0	0	1	1	0	2	2
History	1	0	1	0	3	3	3	2	5	1	2	3	0	2	2
Latin	0	1	1	0	1	1	0	3	3	0	1	1	1	0	1
Music	1	0	1	0	1	1	0	2	2	0	1	1	0	0	0
Peace and Social Justice Studies	0	2	2	0	4	4	1	3	4	0	3	3	0	1	1
Philosophy	0	0	0	0	3	3	2	0	2	1	0	1	4	5	9
Physics	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1
Political Science	0	2	2	1	0	1	0	2	2	0	1	1	0	1	1
Religion	1	0	1	1	0	1	0	0	0	0	0	0	1	1	2
Sociology	0	2	2	0	0	0	0	0	0	0	0	0	1	2	3
Spanish	2	2	4	0	2	2	2	6	8	1	5	6	2	7	9
Sustainability and Environmental Studies	0	1	1	0	0	0	1	3	4	1	1	2	0	5	5
Women's and Gender Studies/Women's Studies	1	2	3	0	3	3	0	3	3	0	0	0	1	4	5
<b>TOTAL</b>	<u>28</u>	<u>36</u>	<u>64</u>	<u>23</u>	<u>50</u>	<u>73</u>	<u>40</u>	<u>45</u>	<u>85</u>	<u>26</u>	<u>35</u>	<u>61</u>	<u>25</u>	<u>58</u>	<u>83</u>

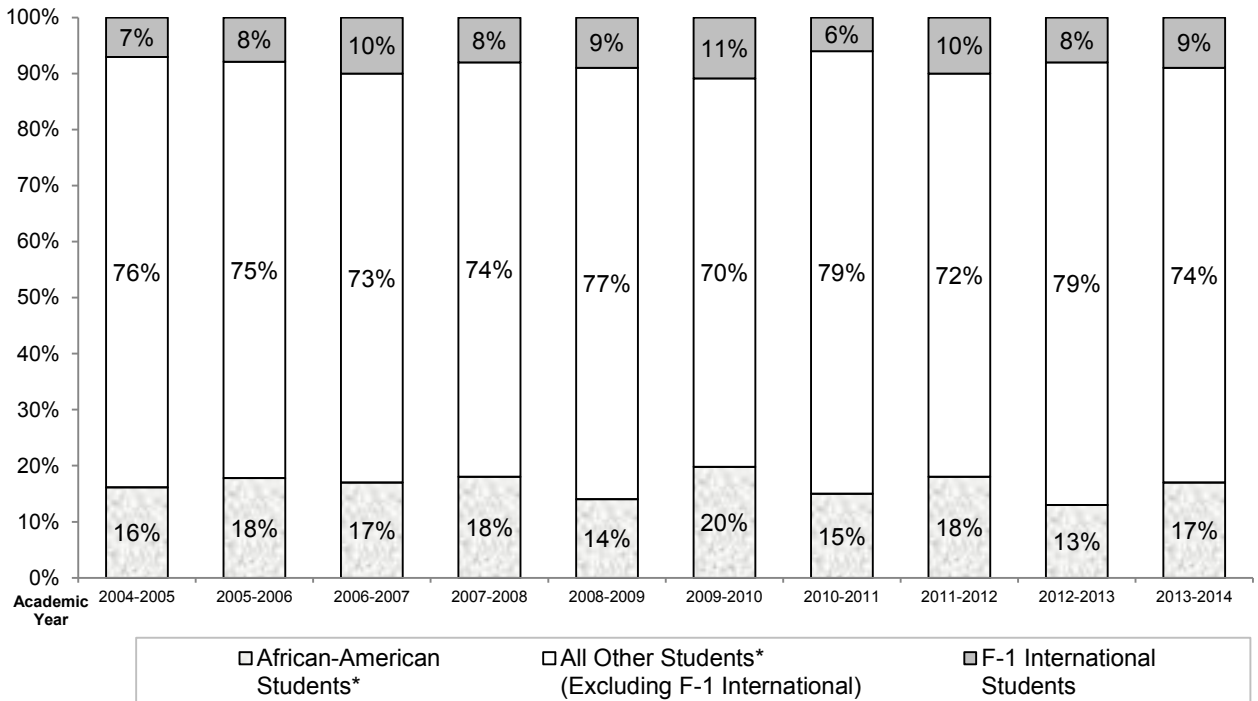
\* These are duplicate headcounts that include double minors.  
NOTE: These totals reflect minors from September 1 through July 1 of each year.

# GRADUATE TRENDS

## By Gender



## By Cohort Type

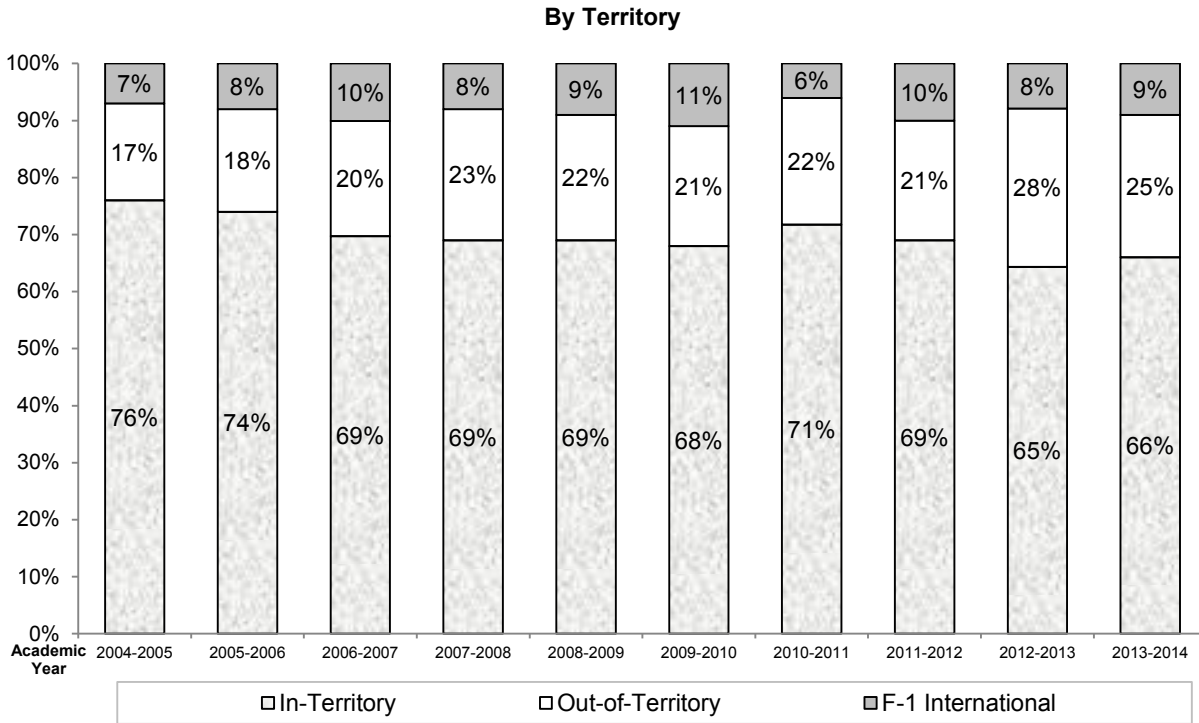


\*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries.

NOTE: African-American students include students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2014.

# Graduate Trends, continued



Source: Office of Institutional Research and Assessment, September 2014.

# Special Academic Opportunities

- Education Abroad (Description and Summary of Participants)
- Education Abroad Participants by Program/Sponsor and Country, Academic Year 2013-2014
- Academic Internships
- Service-Learning
- Undergraduate Research and Creative Projects Program

## EDUCATION ABROAD

From the 2014-2015 College Catalog:

The world has become a highly complex and interdependent global village. In response, Berea College prepares students to take an active role in global society by undertaking a variety of initiatives to help its students – tomorrow’s leaders – strengthen their international awareness. College resources support the Francis and Louise Hutchins Center for International Education (CIE), the campus focal point for international education. The CIE fosters understanding of, and respect for, all peoples of the earth. Many of the eight Great Commitments of Berea College are achieved through international education – an integral part of a strong liberal-arts curriculum.

### EDUCATION ABROAD PARTICIPANTS

Number of Participants for Academic Year

<u>Length of Time Spent Abroad</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Full Year	0	0	0	2	2
Semester	18	26	18	21	34
Short/Summer**	<u>104</u>	<u>111</u>	<u>115</u>	<u>137</u>	<u>195</u>
TOTAL	122	137	133	160	231
Percent of Students who Participated*:	12%	13%	12%	14%	20%

\*The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time upperclassmen (sophomores, juniors, and seniors) degree-seeking student enrollment. The percentages above differ from prior Fact Books.

\*\*The College changed its academic calendar from a 4-1-4 system to a semester system. This change eliminated “Short Term” after the 2009-2010 academic year.

Source: *2014 – 2015 College Catalog*  
<http://catalog.berea.edu/en/2014-2015/Catalog/The-College/The-Campus-Community/International-Education-Here-and-There/Education-Abroad>



**EDUCATION ABROAD PARTICIPANTS  
BY PROGRAM/SPONSOR AND COUNTRY**

**Academic Year 2013 – 2014**

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Full Academic Year (2)</u>		<u>Summer, continued:</u>	
Exchanges		Kentucky Institute for International Studies	
Japan	2	(KIIS) (29)	
		Austria	1
<u>Semester (34)</u>		China	3
GEO Scholarship		Costa Rica	1
Australia	2	Czech Republic	1
Belgium	1	Germany	5
Cyprus	2	Italy	9
France	3	Japan	3
India	2	Spain	5
Italy	2	Tanzania	1
Japan	3		
Madagascar	1	Internships for Credit (15)	
Morocco	1	Burkina Faso	1
Scotland	2	China	1
South Africa	1	Dominican Republic	2
Spain	1	Ireland	1
Tanzania	1	Italy	2
UK	4	Japan	3
		South Africa	1
Department of Foreign Languages		Spain	1
Costa Rica	2	Spain/France	1
Germany	1	Turkey	2
France	1		
Mexico	1	Non-Berea/Non-KIIS (13)	
Senegal	1	Australia	3
Spain	3	Costa Rica	2
Exchanges		Cyprus	1
Japan	1	Germany	2
		Hungary	1
Ballard-McConnell-Willis (BMW)		Ireland	1
Mathematics Scholarship		Scotland	1
United Kingdom	1	Tanzania	1
		Turkey	1
<u>Summer (195)</u>			
CAUX Scholars (1)		Non-Credit Service Bonners (4)	
Switzerland	1	Bolivia	1
		Japan	1
Faculty-Led Berea Courses (133)		Thailand	1
China	11	The Gambia	1
Cuba	12		
Ghana	22		
Greece	11		
Ireland	17		
Spain, Portugal (Choir)	60		

Source: Center for International Education, October 2014

## ACADEMIC INTERNSHIPS

Internships, housed in the Center for Transformative Learning, is an experiential education program designed to allow students to learn and earn academic credit while gaining practical, professional experience in the workplace. Rising sophomores, juniors, and seniors in good standing are eligible, although typically it is rising juniors and seniors who participate. Students identify and apply for internship positions in fields related to their career interest with support and assistance from faculty and the Office of Internships.

Although employers are encouraged to offer paid positions, most internships are unpaid by the organization. As a result, the College provides financial support to help make it possible for eligible students to participate in unpaid internships. Most students participate in summer internships because of time constraints during the fall and spring semesters, given the location of the campus and class and labor schedules.

Internships help students define/clarify their career paths, gain career-related experience, make valuable networking contacts, and may lead to a job upon graduation. Students are encouraged to make an internship part of their Berea College experience.

### NUMBER OF INTERNSHIPS COMPLETED DURING

	Academic Years			
<u>Term</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Fall	4	3	2	2
Spring	6	3	5	10
Summer	<u>99</u>	<u>125</u>	<u>201</u>	<u>202</u>
TOTAL	109	131	208	214

#### Highlights Based on the Summer 2014 Internship Survey (96% response rate)

- 25% of Berea students who did an internship in the summer of 2014 reported that they received a full-time job offer from the organization
- 25% were in internships fully or partially paid by the organization
- 85% received full or partial funding from Berea
- 8% participated in internships in international settings
- 90% report that they are better prepared to enter the professional world as a result of their internship experience
- 86% reported that the internship experience provided a realistic view of their career field
- 87% reported that they achieved the learning goals specified in their internship proposals
- 96% rated their overall internship experience as excellent, very good, or good (58%, 27%, and 11% respectively)

### GRADUATES WHO PARTICIPATED IN AN INTERNSHIP WHILE ATTENDING BEREA COLLEGE

	Graduated in Academic Years			
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Total number of graduates	270	309	283	335
Number of graduates who participated in an internship	85	112	88	152
Number of internships in which graduates participated	105	142	99	182
Percent of graduates who participated:	31.5%	36.2%	31.1%	45.4%

Source: Center for Transformative Learning: Office of Internships, October 2014  
[www.berea.edu/ctl/internships/](http://www.berea.edu/ctl/internships/)

## SERVICE-LEARNING

### Center for Excellence in Learning through Service (CELTS) and the Service-Learning Program

The Center for Excellence in Learning through Service (CELTS) coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program. The work of CELTS builds upon Berea's commitments to promote the Christian ethic of service and to serve the Appalachian region.

#### Co-curricular Community Service

Berea College students serve through the Bonner Scholars Program, and volunteer through eight different service programs, engaging in activities including tutoring children, mentoring at-risk teens, visiting elders at long-term care facilities, helping to build houses for low-income families, organizing the annual community-wide Hunger Hurts Food Drive, and taking on environmental and social-justice issues. These community service programs are coordinated by teams of student leaders who, through their labor positions and in collaboration with community-based organizations, recruit, train, and manage the student volunteers. During the 2013 – 14 year, 222 students volunteered for a total of almost 9000 hours of service, outside of required coursework or labor assignments.

#### Academic Service-Learning

*Service-learning at Berea College is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical-thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement. (Berea College definition of Service-Learning)*

Service-learning is a pedagogy through which students complete projects in cooperation with community-based organizations, as part of assigned coursework. These projects allow them to achieve academic learning goals by working with local leaders to address community issues. Critical reflection is often called “the hyphen” in service-learning, as it facilitates deeper learning by helping students to draw connections between the service and learning experiences. Service-learning also facilitates the exchange of ideas, knowledge, and resources between Berea College and the community.

Service-learning courses are taught each term in a variety of disciplines at Berea College. Designated Service-Learning Courses meet the Active Learning Experience (ALE) requirement in the General Education Program.

### NUMBER OF SERVICE-LEARNING COURSES, ACADEMIC PROGRAMS, FACULTY, AND STUDENTS

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Courses	15	16	17
Academic Programs Represented	15	13	14
Faculty Teaching Service-Learning Courses	14	13	14
Students Enrolled in Service-Learning Courses	318	283	267

<u>Academic Programs Represented in 2013 – 14</u>	<u>Recent Community Partner Organizations</u>
Appalachian Studies	Berea Community Food Bank
Business	Berea Community School
Child and Family Studies	Berea Faith Community Outreach
Communication	Farristown and Foley Middle Schools
Computer Science	Habitat for Humanity of Madison and Clark Counties
English	Kentuckians for the Commonwealth
Foreign Languages (Spanish)	Kingston, Silver Creek, and Shannon Johnson Elementary Schools
General Studies	Madison County Cooperative Extension Agency
Health and Human Performance	Madison County Health Department
Peace and Social Justice Studies	Madison Southern High School
Psychology	New Opportunity School for Women
Sociology	PeaceCraft
Sustainability and Environmental Studies	Project Read
Technology and Applied Design	Save the Children

Source: Center for Excellence in Learning through Service (CELTS), December 2014  
<http://www.berea.edu/celts/service-learning/>

## UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors, a high-impact learning opportunity not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor would engage a project for eight to ten weeks during the summer. The central purpose should be to provide opportunities for students to experience research and creative activity through the structure of an apprentice-mentor relationship. This purpose requires that faculty mentors go beyond supervising student learning to working alongside students in providing active models of how research and creative processes are engaged. The purpose also implies that projects will be very carefully chosen and structured to satisfy two necessary conditions:

1. Projects must be accessible to genuine student involvement. That is, students must be capable of understanding the project's meaning and significance, and they must be capable of making creative contributions to project work, which will give them the opportunity to experience the actual nature of research and creative activity.
2. Projects must also be at a level that elicits faculty involvement in research and creative processes. That is, the project itself, not the work expected from students, should be at a level expected of faculty professionals, which allows the faculty mentor to provide a model for engaging research and creative activity. In this regard, proposals should contain adequate background information establishing possible contributions of the faculty/student research to the current body of knowledge in the area of interest.

The goals of the program include:

- to enhance student learning by providing opportunities to engage challenging, collaborative and directed projects in an apprentice-mentor relationship with faculty, and to help students understand the critical interplay between collaboration and independent thought and action in any team effort to engage a complex, open-ended project;
- to foster student-faculty interaction in creative work;
- to enhance students' communication skills;
- to provide a high-impact experience that would be helpful to students who wish to pursue subsequent research and learning/creative opportunities (e.g., off-campus, summer research programs or international learning opportunities) and offer experience that allows students to build their self-confidence to pursue careers and make informed career and graduate school decisions for further study beyond Berea.

### Number of Undergraduate Research and Creative Projects and Participants

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students*</u>
2010	14	14	35
2011	15	15	33
2012	15	19	38
2013	14	16	36
2014	18	18	48

\*Other students may have participated in the program but were funded by sources other than the URCPP budget. Additional program-approved undergraduate research experiences take place on and off campus, as well.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2014  
<<http://www.berea.edu/academic-services/study-opportunities/>>

# Student Labor

- Summary of Labor Contract Assignments by Departmental Categories
- Labor Departments
- Average Hours Worked Per Week by Student Classification
- The Student Labor Program: A Practical Education Program
  - Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors
  - Labor Experience Evaluation (LEE) Results
    - Learning through Work Experiences
    - Relationship between Work and Academics
    - Supporting the Four Core General Education Goals
    - Evaluating the Importance of the Labor Experience

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2014**

(As of August 2014)

Departmental Categories	Primary Positions Only		All Degree-Seeking Students*		Total Hours Contracted Per Week	Mean Hours Contracted Per Week
	First-Year Students	Transfer Students	Primary	Secondary		
Academic Support	12	3	132	59	1,781	9.32
Alumni and College Relations	9	1	55	7	656	10.58
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	136	10	198	4	2,110	10.45
College Community Service	18	0	83	6	965	10.84
College Farms	12	1	48	4	596	11.46
College Related	0	0	4	0	40	10.00
Community Partnerships	0	0	9	0	112	12.44
Facilities Operations	53	10	118	2	1,265	10.54
General and Administrative	42	6	151	11	1,712	10.57
Instruction	39	6	342	100	4,283	9.69
Student Industries: Crafts	35	5	101	8	1,086	9.96
Student Industries: Services	9	1	22	3	237	9.48
Student Services	50	3	285	24	3,550	11.49
No Labor**	<u>0</u>	<u>0</u>	<u>26</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	415	46	1,574	228	-	-
No Status Form***	<u>1</u>	<u>0</u>	<u>3</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
<b>TOTAL</b>	<b>416</b>	<b>46</b>	<b>1,577</b>	<b>228</b>	<b>18,393</b>	<b>10.36</b>

367	-	Extended <i>primary</i> position for more than ten hours per week.
45	-	Extended <i>primary</i> position for more than ten hours per week with a secondary position.
<u>183</u>	-	Contracted in both a primary and at least one secondary position.
595	-	Contracted for more than ten hours a week.

\*Includes first-year and transfer students.

\*\*Includes degree-seeking students who are excused from labor for various reasons such as off-campus opportunities and student teaching.

\*\*\*Includes students who have withdrawn from school during the first week of class.

NOTES: 1. For a breakdown of departments within the various categories, please see the next two pages.  
2. Minimum Labor Requirements: 10 hours per week for the full term  
3. Pay Ranges, 2014 – 2015: \$ 4.65 - \$ 6.55; Unclassified \$ 6.80; Labor Pool: \$5.45

For more information about the Labor Program, please visit the following website:  
<<http://www.berea.edu/labor-program>>

Compiled by: Office of Institutional Research and Assessment, November 2014

# LABOR DEPARTMENTS

## Academic Support (N = 16 Departments)

Academic Services	Convocations
Disability and Accessibility Services	Draper Building Office Services
Black Cultural Center	Emerging Scholars (Student Support Services)
Carter G. Woodson Center for Interracial Education	Environmental Health and Safety
Center for International Education	Hutchins Library
Center for Transformative Learning	Loyal Jones Appalachian Center
Career Development	Office of the Registrar
Internships	Science Library
Peer Consultation (Learning Center)	

## Alumni and College Relations (N = 3 Departments)

Alumni Relations	Integrated Marketing and Communication
College Relations	

## Auxiliary Enterprises: Residence Halls (Only includes Dorm Maintenance Crews)

Anna Smith	Elizabeth Rogers
Bingham	Fairchild
Blue Ridge	James
Dana (offline this year)	Kentucky
Danforth	Kettering
Deep Green	Pearsons
Ecovillage	Seabury Residence Hall
Edwards	Talcott

Dining Services

## College Community Service (N = 15 Departments)

CELTS (Center for Excellence in Learning through Service)		
Adopt-a-Grandparent	HEAL	People Who Care
Berea Buddies	Hispanic Outreach Project (HOP)	Service Learning
Bonner Scholars Program	Office Staff	Teen Mentoring
Habitat for Humanity	One-on-One Tutoring	
Partners for Education (Externally Sponsored Programs)		
Educational Talent Search	GEAR UP Promise Neighborhood	Upward Bound Math and Science
GEAR UP Appalachia	Office Staff	

## College Farms (N = 2 Departments)

Administrative Staff	Farms
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## College Related (N = 2 Departments)

Brushy Fork Institute	Conference Services
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## Community Partnerships (N = 4 Departments)

Consultwebs	Peacecraft
MACED	Save the Children

## Facilities Operations (N = 7 Departments)

Facilities Management Office	Maintenance
Forestry	Solid Waste and Recycling
Groundskeeping	Storeroom
Housekeeping for Public Buildings	

## Labor Departments, continued

### General and Administrative (N = 12 Departments)

Child Development Lab  
College Post Office  
Ecovillage  
Financial Affairs  
Information Systems and Services  
Institutional Research and Assessment  
Office of the Academic Vice President and  
Dean of the Faculty

Office of the President  
Office of the Vice President for Operations  
and Sustainability  
People Services  
Printing Services  
Sustainability Programs

### Instruction (N = 32 Departments)

African and African American Studies  
Agriculture and Natural Resources  
Art (including Archeology)  
Asian Studies  
Biology  
Business Administration  
Chemistry  
Child and Family Studies  
Communication  
Computer and Information Science  
Economics  
Education Studies  
English  
Entrepreneurship for Public Good (EPG) Program  
Foreign Languages  
General Education

Health and Human Performance  
History  
Mathematics  
Music  
Nursing  
Peace and Social Justice Studies  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Sociology  
Sustainability and Environmental Studies (SENS)  
Technology and Applied Design  
Theatre (including the theatre lab)  
Women's and Gender Studies

### Student Industries: Crafts (N = 8 Departments)

Broomcraft  
Ceramics  
Crafts Outreach Program  
Log House Craft Gallery

Student Crafts Distribution Center  
Student Crafts on the Square (SCOTS)  
Weaving  
Woodcraft

### Student Industries: Services (N = 2 Departments)

Boone Tavern Hotel  
College Bookstore

### Student Services (N = 17 Departments)

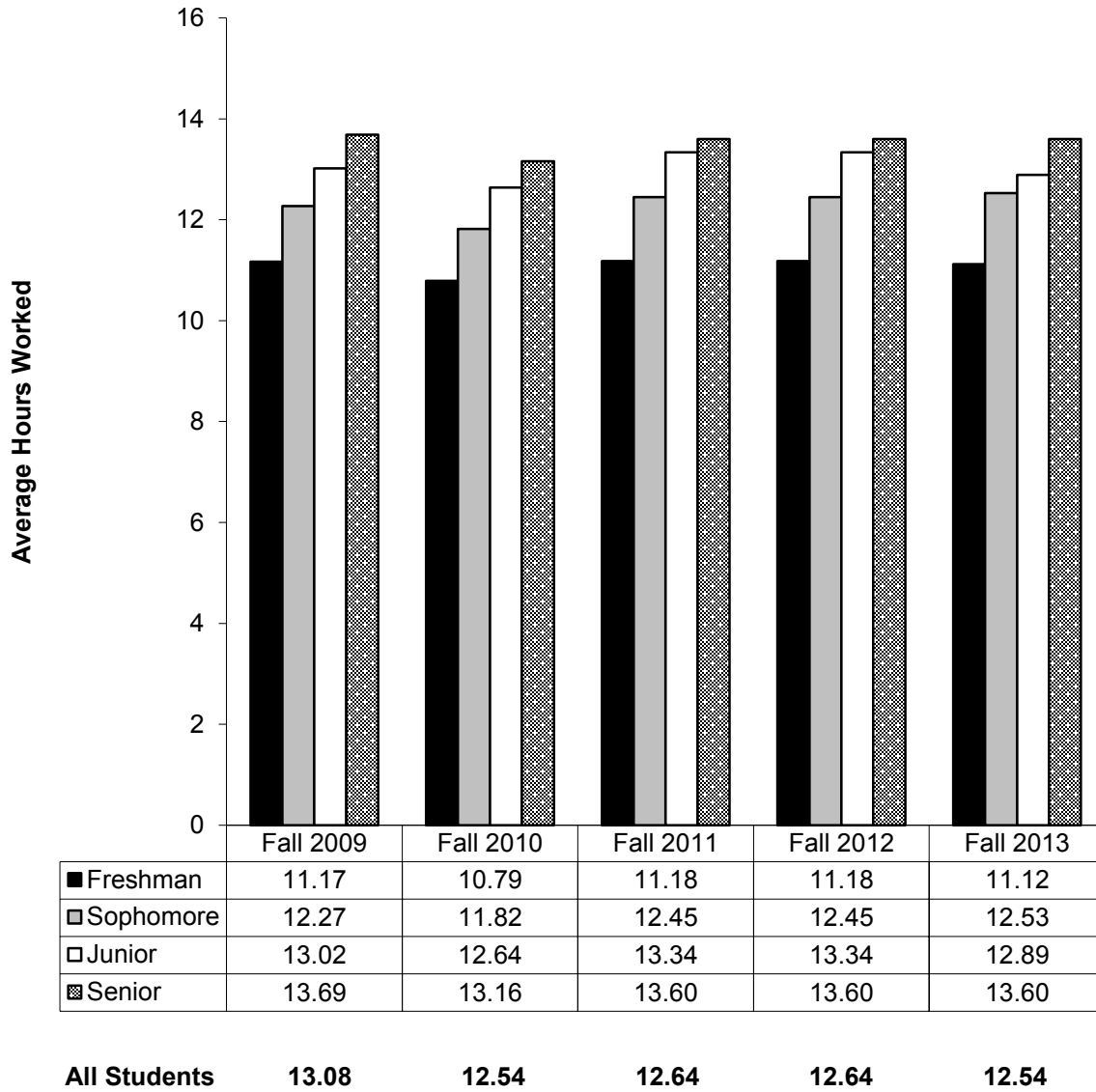
Admissions  
Athletic Department  
Campus Christian Center  
Campus Life/Recreation and Wellness  
Campus Activities Board (CAB)  
*Chimes*  
Corner Pocket  
Intramurals  
Office Staff (Artists, Event, Facilities)  
*Pinnacle*  
Student Government Association (SGA)

Comprehensive Wellness Program  
Labor Program Office  
Office of the Vice President for Labor and  
Student Life  
Public Safety  
Student Financial Aid  
Student Life- Residence Halls/Family Housing  
Advisors  
Student Payroll Office

Compiled by the Office of Institutional Research and Assessment, November 2014



## AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2014

# THE STUDENT LABOR PROGRAM: A PRACTICAL EDUCATION PROGRAM

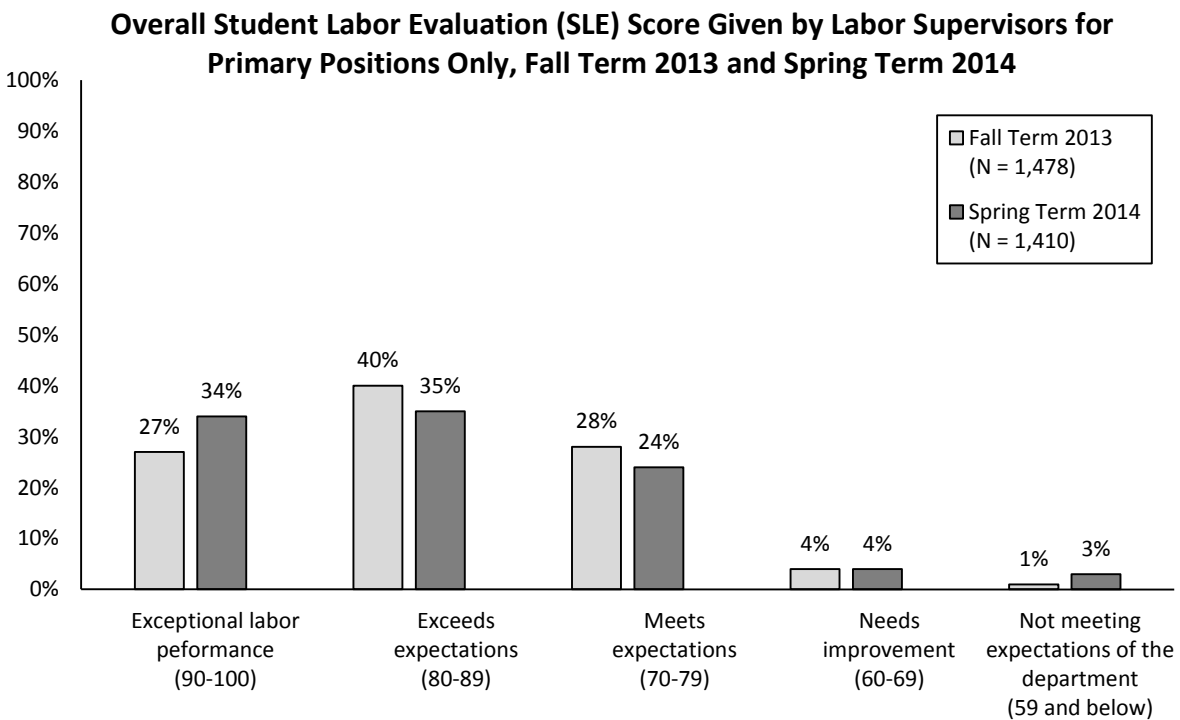
Berea's Labor Program has evolved over the years into a nationally recognized educational program that blends comprehensive liberal arts with a practical educational program. All degree-seeking students are required to work in the Labor Program.

## Labor Supervisor/Practical Instructor

The labor supervisor is institutionally recognized as a practical educator and an essential, valued member of the educational community. There are approximately 400 faculty/staff who serve as labor supervisors/practical instructors.

## Student Labor Evaluation (SLE)

Labor supervisors evaluate student work on seven performance expectations helping students develop job skills: attendance, accountability, teamwork, initiative, respect, learning, and position-specific requirements. These evaluations (completed at the mid-point and end of every work assignment) become a permanent part of the student's educational record in the student's Labor Transcript.



NOTE: Most of the Fall Term 2013 scores are based on mid-year reviews and the Spring Term 2014 scores are based on final evaluations. The exception are jobs that ended at the conclusion of one term (e.g. student graduated, withdrawal, left job, etc.).

Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2014

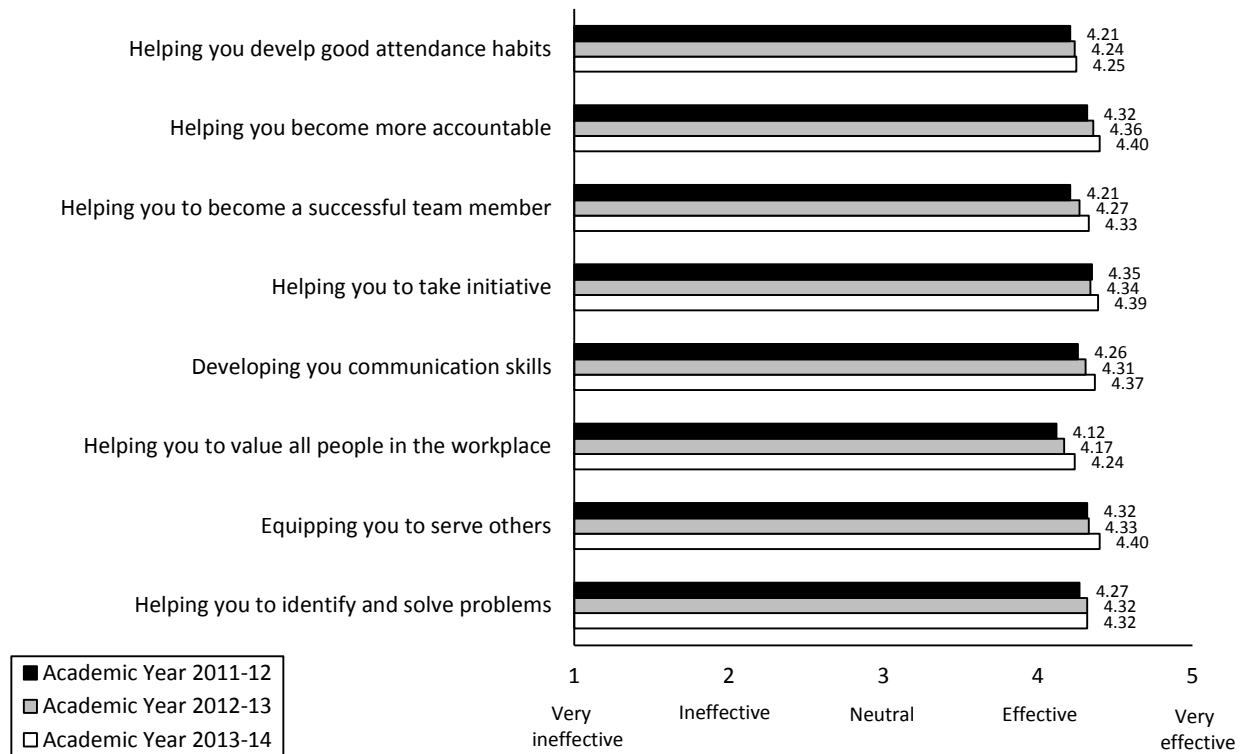
## The Student Labor Program, continued:

### Labor Experience Evaluation (LEE)

The Labor Experience Evaluation (LEE) allows students to reflect on their overall labor experience during the Spring Term in the following key areas: learning through work experiences; relationships between work and academics; four core general educational goals; evaluation of the local work area; and evaluation of the Labor Program.

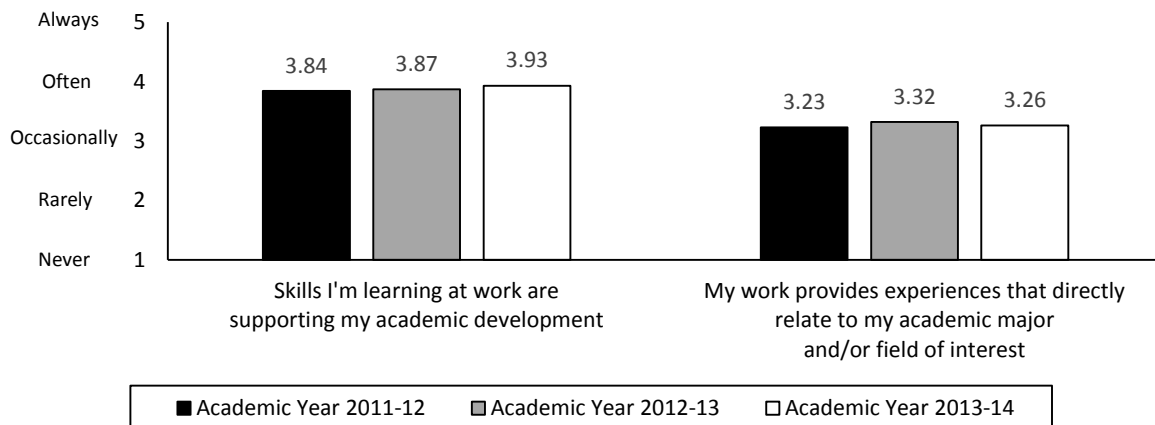
#### Learning through Work Experiences

How effective has your labor experience been in..



#### Relationship between Work and Academics

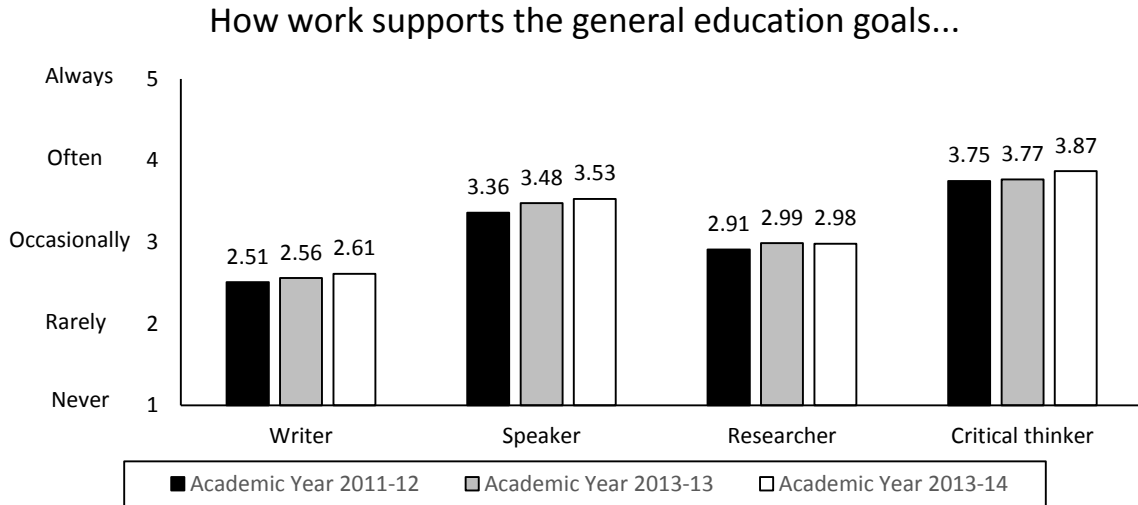
When relating to work and academics, students say...



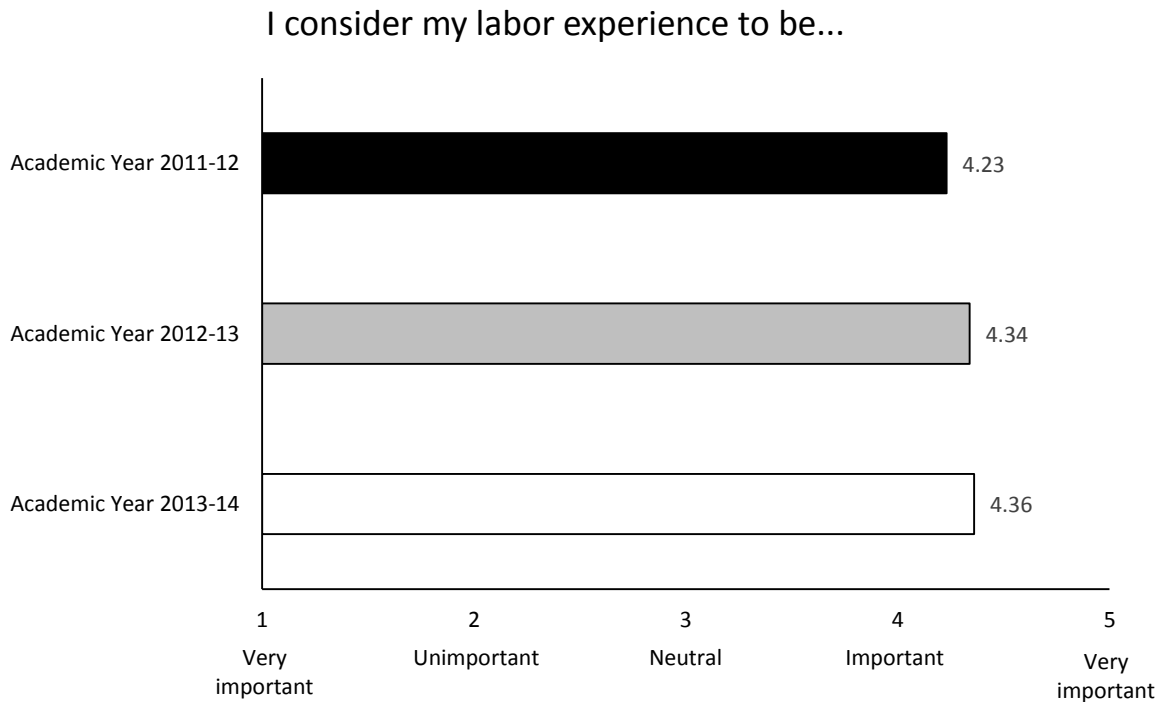
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2014

# The Student Labor Program: Labor Experience Evaluation (LEE), continued:

## Supporting the Four Core General Education Goals



## Evaluating the Importance of the Labor Experience



Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2014

# Student Costs

- Cost of Education and Other Student Costs
- Total Student Cost

## COST OF EDUCATION AND OTHER STUDENT COSTS

	<u>Academic Year 2010-2011</u>	<u>Academic Year 2011-2012</u>	<u>Academic Year 2012-2013</u>	<u>Academic Year 2013-2014</u>	<u>Academic Year 2014-2015</u>
Cost Of Education (COE)*	\$ 24,100	\$ 21,300	\$ 20,900	\$ 22,100	\$ 23,400
Registration Costs:					
Room	2,910	3,012	3,102	3,240	3,322
Board (Meals)	2,664	2,780	2,864	2,910	3,000
Accident Fund	20	20	20	20	20
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	34	34
Health Fee	100	100	100	104	104
Health Insurance	384	384	414	500	300
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	10	10
Technology Fee**	<u>300</u>	<u>300</u>	<u>340</u>	<u>340</u>	<u>340</u>
SUBTOTAL	\$ 6,484	\$ 6,702	\$ 6,946	\$ 7,220	\$ 7,192
Average other Costs:					
Books and Supplies	750	700	700	700	700
Personal	1,376	1,376	1,400	1,400	1,600
Transportation	<u>426</u>	<u>426</u>	<u>450</u>	<u>450</u>	<u>600</u>
SUBTOTAL	\$ 2,502	\$ 2,502	\$ 2,550	\$ 2,550	\$ 2,900
TOTAL STUDENT EXPENSE BUDGET	\$ 8,986	\$ 9,204	\$ 9,496	\$ 9,770	\$ 10,092

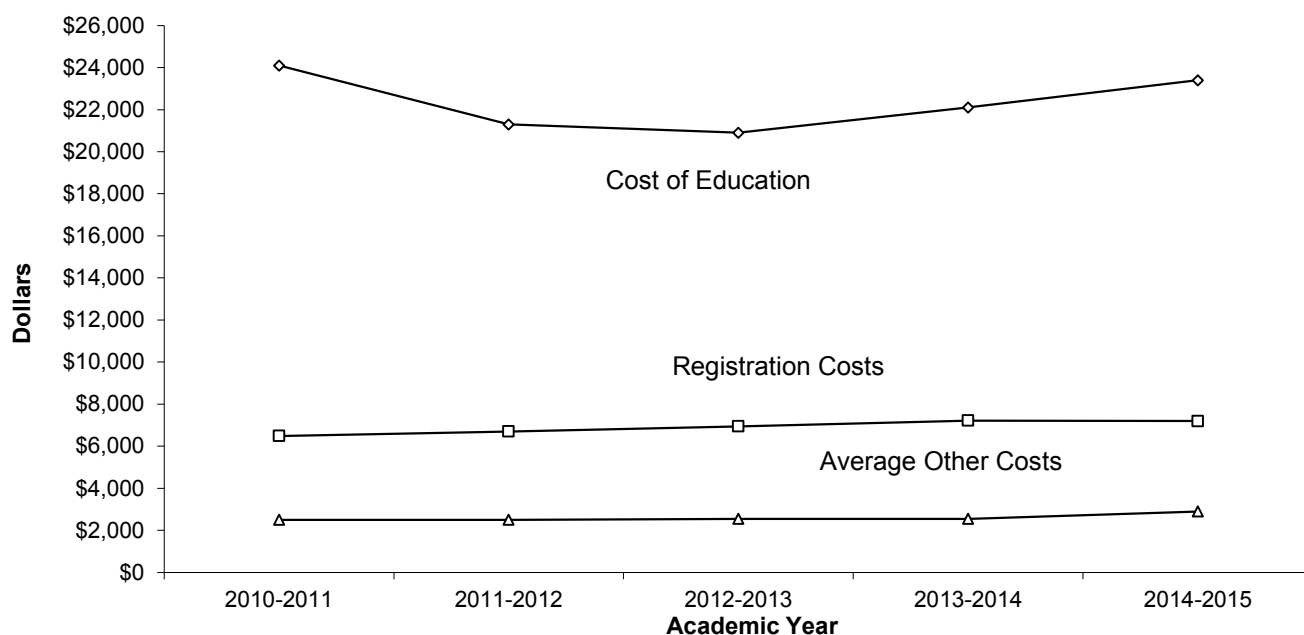
\*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

\*\*Every student is equipped with a laptop computer provided by the College as part of the Universal Access Project. Students are expected to pay to offset the cost of networking all residence hall rooms, making classrooms usable for laptops, supplying and supporting software, and providing additional training to students. The laptop computer will become the property of the student at graduation.

Source: Office of Student Financial Aid Services, September 2014.

<<http://www.berea.edu/student-financial-aid/cost-of-attendance/>>

## TOTAL STUDENT COST



### **Legend**

*Cost of Education (COE)* is provided by the College (not the student) from the endowment, gifts, scholarships and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

*Registration Costs* include room, board (meals), accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school newspaper), technology fee, health insurance and student government association fees. For more details, please see page 114.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 114.

Source: Office of Student Financial Aid Services, September 2014.  
<http://www.berea.edu/student-financial-aid/cost-of-attendance/>

# Alumni and College Relations

- Alumni Association Executive Council
- Young Alumni Advisory Council
- Alumni by State and U.S. Territories (map)
- Alumni by Countries (Map)
- Alumni by Countries Organized by Continent
- Alumni by Occupation
- Alumni Giving Summary
- Alumni Participation and Number of Donors
- Berea College Designation of Gifts, Fiscal Year Ended June 30, 2014
- Designation of Gifts, Fiscal Years 2009-2010 through 2013-2014
- Source of Gifts to Berea College
- Berea College Alumni and Friends Giving by State, U.S. Territories, and Other Countries
- Berea Fund Goals, Amount Received, and Source
- Gifts from Alumni and Friends Organized by Number of Donors
- Gifts from Alumni and Friends Organized by Number of Gifts



**ALUMNI ASSOCIATION EXECUTIVE COUNCIL  
ACADEMIC YEAR 2014-2015**

**Executive Committee**

**President**

David Cook, '85  
Kentucky

**President of Berea College**

Dr. Lyle D. Roelofs  
Kentucky

**President Elect**

Andrew Hamilton, '96  
Texas

**Director of Alumni Relations**

Diane Kerby, '75  
Kentucky

**Past President**

Timothy B. Jones, '94  
Kentucky

**Interim VP for Alumni and College Relations**

Jackie Collier, '80 (Starting January 2015)  
Kentucky

**Trustees, including year his/her term ends**

**2015:** Lynne Blankenship Caldwell, '78  
Virginia

**2017:** Robert F. Hawks, '77  
Georgia

**2016:** Jerry Hale, '73  
Tennessee

**2018:** Charles D. Crowe, '70  
Tennessee

**Members-At-Large, including year his/her term ends**

**2015:** Wally Campbell, '66  
Kentucky

Betina Conley Gardner, '94  
Kentucky

Diane Artist Wallace, '80  
Kentucky

**2016:** Eric Crowden, '84  
Kentucky

Patricia Campbell Estep, '77  
Virginia

Jack S. Marinelli, '85  
Illinois

Jennifer Hale Stafford, '92  
Kentucky

**2017:** Beverly Clay Crabtree, '81  
Ohio

David G. Harrison, '00  
Kentucky

Deborah Byrd Thomas, '80  
Alabama

Peter S. Thoms, '55  
Michigan

**2018:** Amy Burkhardt Harmon, '99  
California

Katherine Silver Kelly, '91  
Ohio

Tedd Masiongale, '88  
Georgia

Ballard Wright, '59  
Kentucky

Source: Alumni Office, October 2014

<<http://www.bereacollegealumni.com/s/925/index.aspx?sid=925&gid=1&pgid=812>>

**YOUNG ALUMNI ADVISORY COUNCIL  
ACADEMIC YEAR 2014-2015**

**Executive Committee**

**President**

Hussene Youssouf, '05  
Georgia

**Executive Vice President**

Missy Naseman Rivera, '05  
Ohio

**Past President**

Charles Badger, '11  
New Jersey

**President Elect**

Luke Sulfridge, '03  
Ohio

**Members-At-Large, including year his/her term ends**

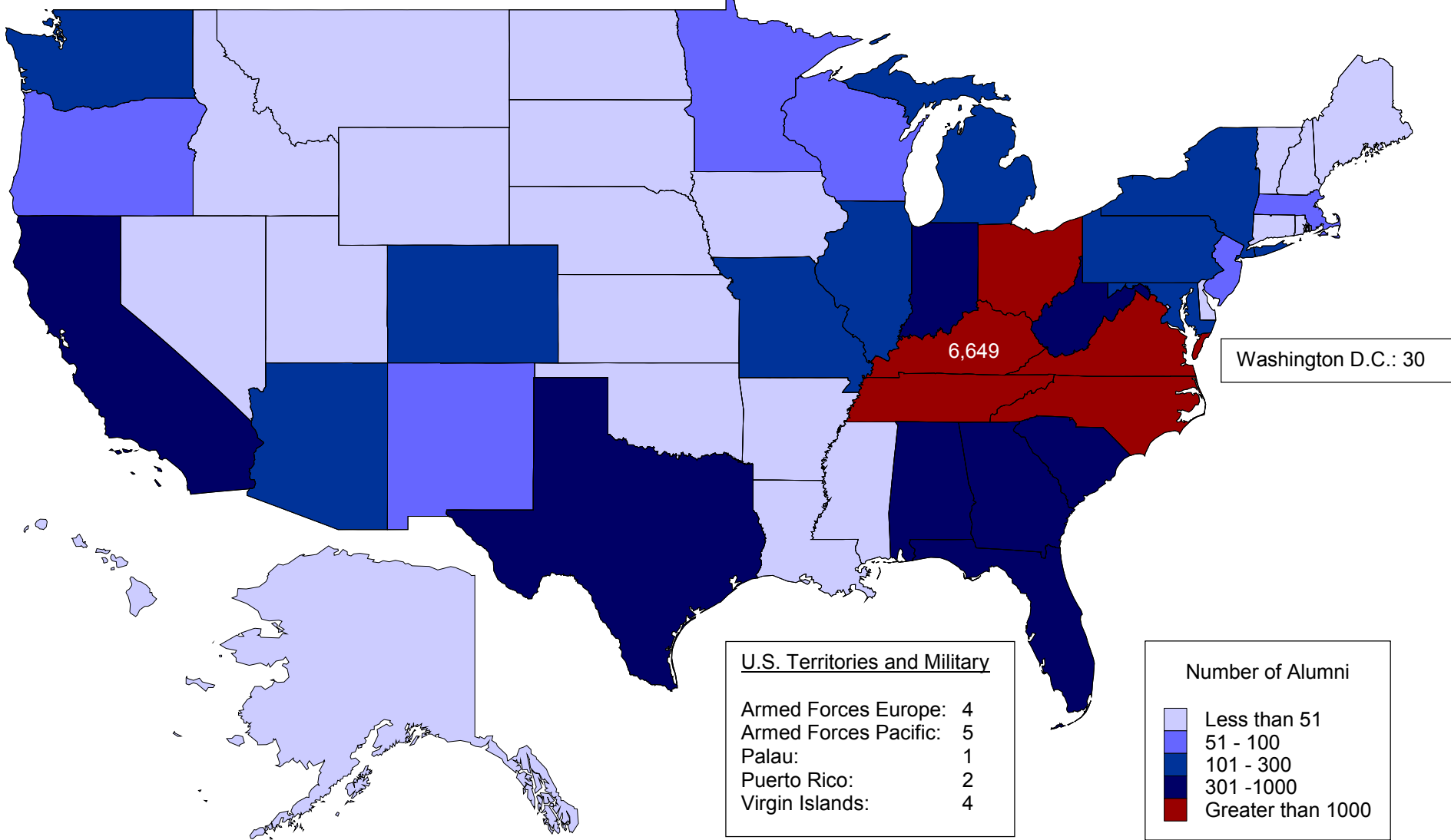
<b>2015:</b>	Wayne Centers, '05 Kentucky	Christian Motley, '09 Kentucky
	Marc Crenshaw, '02 Alabama	Jared Rowley, '09 Massachusetts
<b>2016:</b>	Rashaad Abdur-Rahman, '03 Kentucky	
<b>2017:</b>	Susan Jones, '02 North Carolina	Jamie Nunnery, '13 South Carolina
	Justin Kindler, '05 Florida	Joe Saleem, II, '08 Kentucky
	Ashley Miller, '05 Kentucky	
<b>2018:</b>	Beth Bissmeyer, '09 Kentucky	Emily LaDouceur, '04 Kentucky
	William E. Cook, III, '06 Ohio	Katy Jones Sulfridge, '03 Ohio
	David Kretzmann, '14 Virginia	Djuan Trent, '10 Kentucky

Source: Alumni Office, October 2014

<<http://www.bereacollegealumni.com/s/925/index.aspx?sid=925&gid=1&pgid=814>>

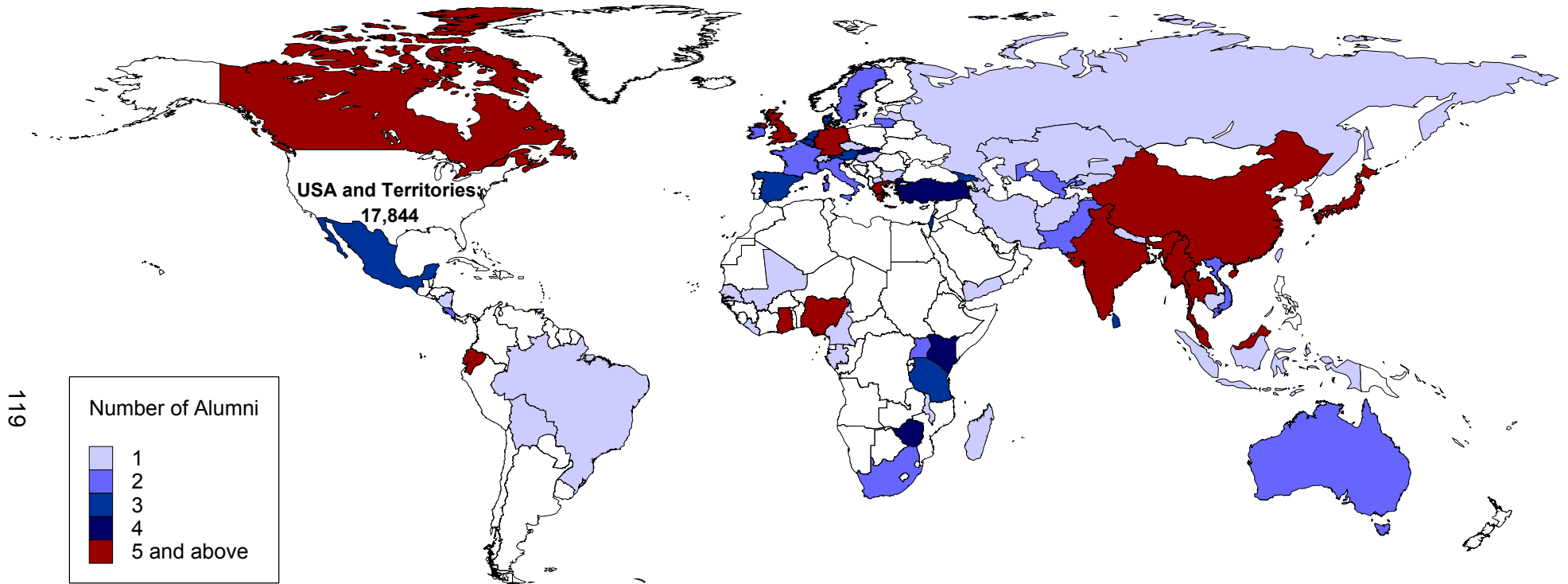
**ALUMNI\* BY STATE AND U.S. TERRITORIES**  
**As of October 2014**

118



\*Alumni include graduates as well as anyone who has received academic credit from Berea College, for whom the Alumni Association has a current address.

## ALUMNI\* BY COUNTRY\*\* As of October 2014



119

\*Alumni Include graduates as well as anyone who received academic credit from Berea College for whom the Alumni Association has a current address.

\*\*For more details about countries and continents, please see page 120.

NOTE: For more information about the United States, please see page 118.

Source: Alumni Office, October 2014.

**ALUMNI\* BY COUNTRIES ORGANIZED BY CONTINENT  
As Of October 2014**

**Africa (15 countries)**

Cameroon	1
Gabon	1
Gambia	1
Ghana	5
Kenya	4
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Nigeria	9
Senegal	1
South Africa	2
Tanzania	3
Uganda	2
Zimbabwe	4
Africa TOTAL	37

**Asia (27 countries)**

Afghanistan	1
Burma	5
Cambodia	1
China	6
Hong Kong	7
India	8
Indonesia	1
Iran	1
Israel	3
Japan	10
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Nepal	1
Pakistan	2
Russia	1
Singapore	1
South Korea	6
Sri Lanka	3
Taiwan	1
Thailand	6
Turkey	4
Uzbekistan	2
Vietnam	2
Yemen	1
Asia TOTAL	83

**Oceania (1 country)**

Australia	2
-----------	---

**Europe (22 countries)**

Austria	3
Azerbaijan	1
Belgium	3
Bulgaria	1
Czech Republic	1
Denmark	3
France	2
Georgia	3
Germany	5
Greece	8
Hungary	1
Ireland	2
Italy	2
Latvia	1
Lithuania	2
Macedonia	1
Netherlands	3
Slovak Republic	4
Spain	3
Sweden	2
Switzerland	1
United Kingdom	13
Europe TOTAL	65

**North American (not including U.S.) (7 countries)**

Canada	24
Cayman Islands	2
Costa Rica	2
Dominica	1
Mexico	3
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	35

**South America (3 countries)**

Bolivia	1
Brazil	1
Ecuador	5
South America TOTAL	7

United States**	17, 828
Armed Forces-Europe	4
Armed Forces-Pacific	5
Palau	1
Puerto Rico	2
Virgin Islands	4
<b>TOTAL</b>	<b>18,073</b>

\*Alumni Include graduates as well as anyone who received academic credit from Berea College, for whom the Alumni Association has a current address.

\*\*For more information about the United States, please see page 118.

## ALUMNI\* BY OCCUPATION

Accounting	156	Journalism	10
Administrative/Clerical/Secretarial	161	Judiciary	9
Advertising	20	Labor/Human Resources	14
Agriculture/Ranching	92	Landscaping	11
Animal Science/Veterinary Medicine	17	Law/Legal Services	156
Architecture/Urban Planning	14	Library Science	104
Art	45	Management	325
Arts-Fine	29	Manufacturing	130
Arts-Performing/Creative	47	Marketing	40
Aviation/Aerospace	9	Mathematics/Statistics	5
Banking	71	Mechanical	7
Biological Sciences	2	Media	9
Brokerage/Securities/Investments	20	Medical/Health (not M.D., RN, Dentist, Pharmacy)	196
Business-Administration	77	Merchandising/Sales/Marketing	26
Business-Entrepreneur/Owner	177	Military	31
Business-Management	106	Ministry	133
Business-Owner	46	Missionary	6
Childcare	24	Musician	1
City Service Officer	2	Nonprofit	17
Civil Service	14	Nursing	462
Clergy	12	Nutrition	28
Communications	25	Personal Services	5
Computing/High Technology	226	Personnel/Human Resources	41
Construction/Contracting	51	Pharmacology	5
Consulting	50	Pharmacy	15
Cosmetology	1	Physical Sciences/Math	9
Counseling	108	Physician	107
Crafts	8	Public Relations	8
Dentistry	22	Public Service: Firefighter, Police, Sanitation	33
Economics	1	Publishing	35
Education – Administrative	369	Radio/TV/Film	5
Education – Student Affairs	44	Real Estate	43
Education – Teaching	1,435	Recreation/Leisure Services	13
Energy Resources (Oil, etc.)	20	Research/Development	70
Engineering	127	Restaurant	9
Entertainment	10	Retired	2,037
Environmental Science	33	Sales	126
Estate Planning/Trusts/Taxation	1	Science	72
Extension Work	21	Self-Employed	12
Fashion/Beauty	2	Social Science	16
Financial Services	70	Social Work	208
Foreign Service	3	Sports	12
Foundations	1	Sports/Recreation	3
Fund Raising	29	Student	9
Funeral Services	4	Support Staff/Secretarial/Clerical	27
Government – Elected	41	Trade/Craft	34
Government – Non-elected	169	Transportation	33
Graphic Design	15	Travel Industry	8
Health	67	Utilities	20
Homemaking	229	Veterinarian	7
Hotel/Restaurant/Catering	34	Volunteerism	33
Import/Export	2	Writing	29
Insurance	73		
Interior Decorating/Design	8		
		<i>Unknown (includes other)</i>	<u>8,829</u>
		<b>TOTAL</b>	<b>18,073</b>

\*Alumni include graduates as well as anyone who received academic credit from Berea College.

NOTE: Updates from news items sent by alumni are used. Of the 18,073 alumni on record, information on occupations is known for 51%.

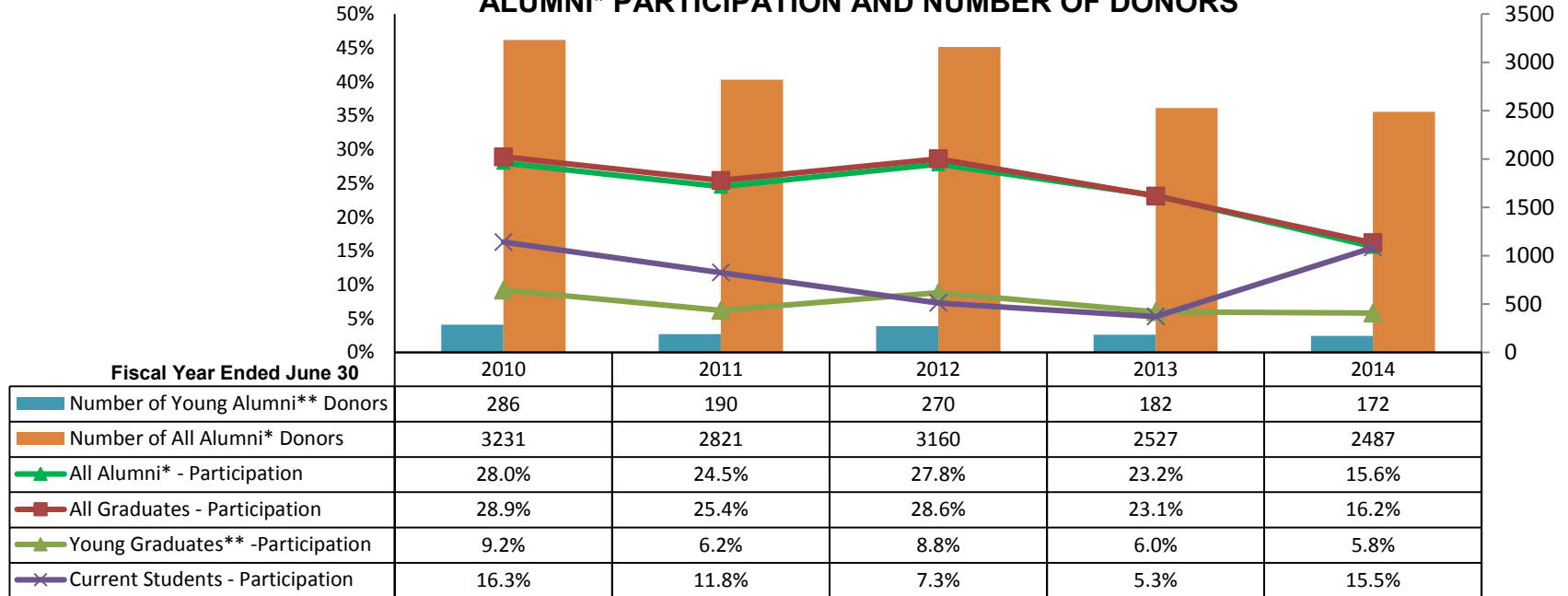
Source: Alumni Office, October 2014

## ALUMNI\* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Alumni Berea Fund - Goal	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00
Alumni Berea Fund - Received	\$ 911,698.87	\$ 923,215.18	\$ 1,015,127.46	\$ 1,100,694.03	\$ 1,029,108.84
Other Gifts (includes gift-in-kind)	\$ 4,101,064.75	<u>\$ 3,593,667.19</u>	<u>\$ 1,962,032.14</u>	<u>\$ 2,156,408.24</u>	<u>\$ 3,159,832.11</u>
<b>TOTAL</b>	<b>\$ 5,012,763.62</b>	<b>\$ 4,516,882.37</b>	<b>\$ 2,977,159.60</b>	<b>\$ 3,257,102.27</b>	<b>\$ 4,188,940.95</b>

## ALUMNI\* PARTICIPATION AND NUMBER OF DONORS

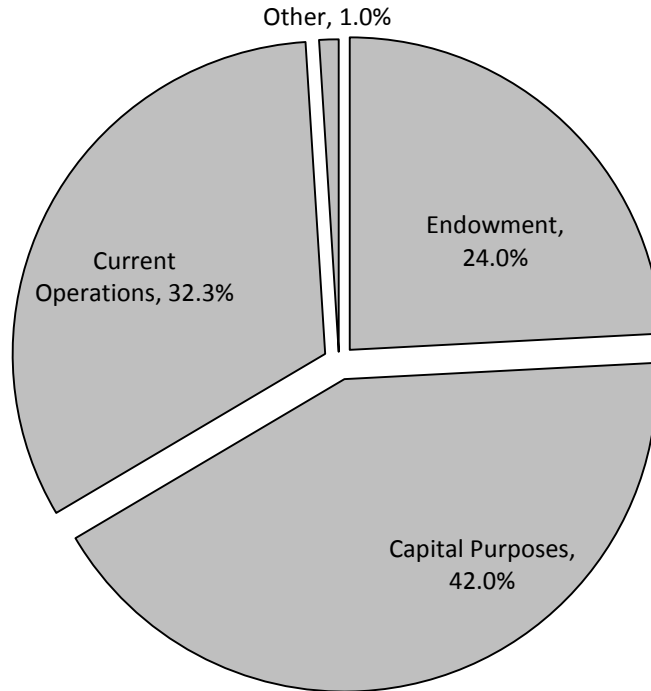


\*Alumni include graduates as well as anyone who received academic credit from Berea College.

\*\*Young alumni are defined as "those who would have graduated in the last 10 years" and young graduates are defined as "those who have graduated in the last 10 years."

NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed from the Berea Fund Goals and Amount Received.

**BEREA COLLEGE  
DESIGNATION OF GIFTS  
For Fiscal Year Ended June 30, 2014**



**Current Operations**

Berea Fund – Unrestricted	\$4,150,910.20	
Perpetual Trusts – Unrestricted	\$607,338.17	
Student Aid – Restricted	\$64,399.53	
Other – Restricted	<u>\$5,670,210.51</u>	
<b>SUBTOTAL – CURRENT OPERATIONS</b>		<b>\$10,492,858.41</b>

**Capital Purposes**

**\$13,668,702.60**

**Endowment**

Restricted	\$614,517.22	
Unrestricted	<u>\$7,414,488.87</u>	
<b>SUBTOTAL – ENDOWMENT</b>		<b>\$8,029,006.09</b>

**Other**

Student Loan Fund	\$225.00	
Gift Value of Life Income Agreements	\$264,111.31	
Gifts-In-Kind	<u>\$59,409.49</u>	
<b>SUBTOTAL – OTHER</b>		<b>\$323,745.80</b>

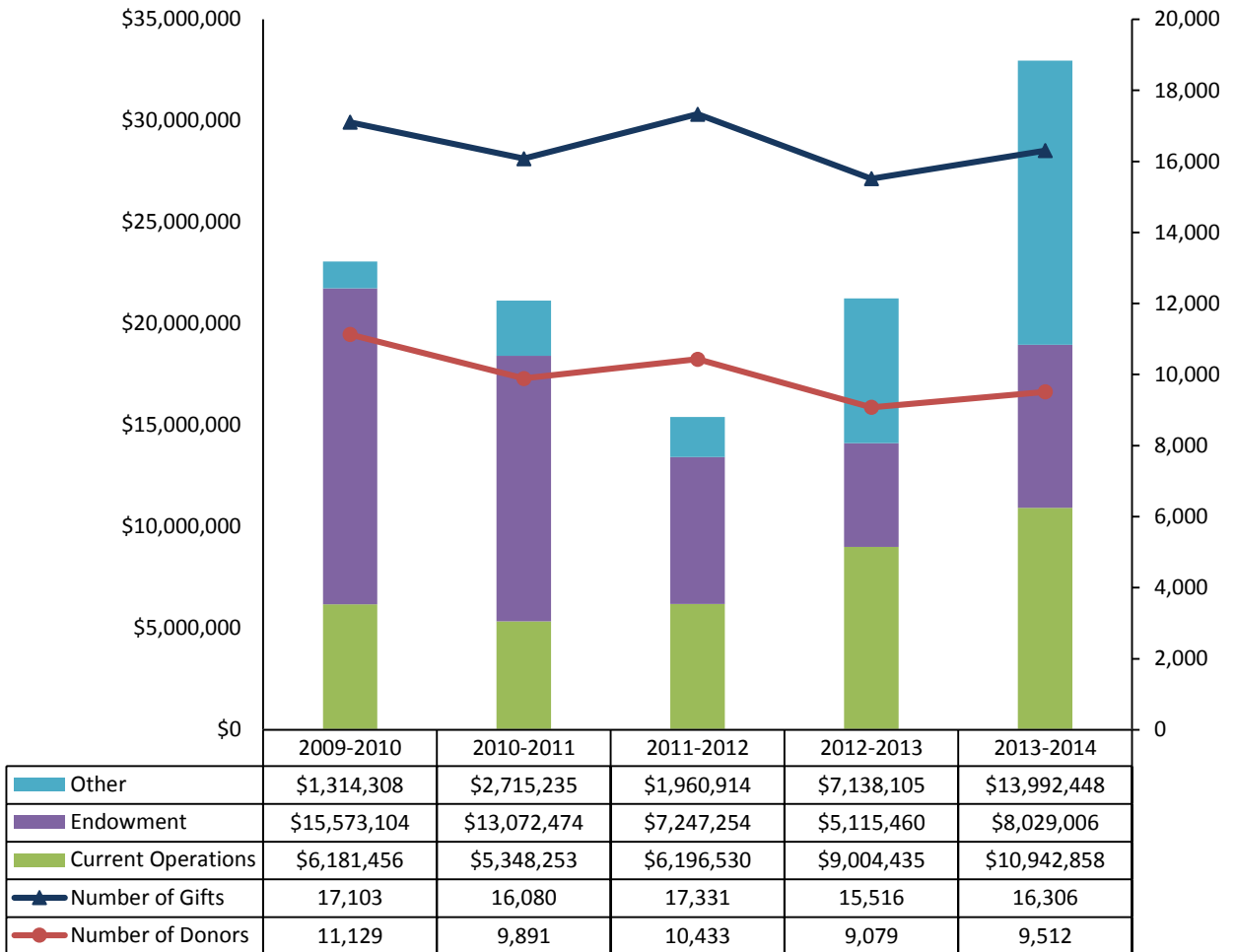
**GRAND TOTAL**

**\$32,514,312.90**

Source: College Relations, October 2014



## DESIGNATION OF GIFTS Fiscal Years 2009 - 2010 through 2013 - 2014



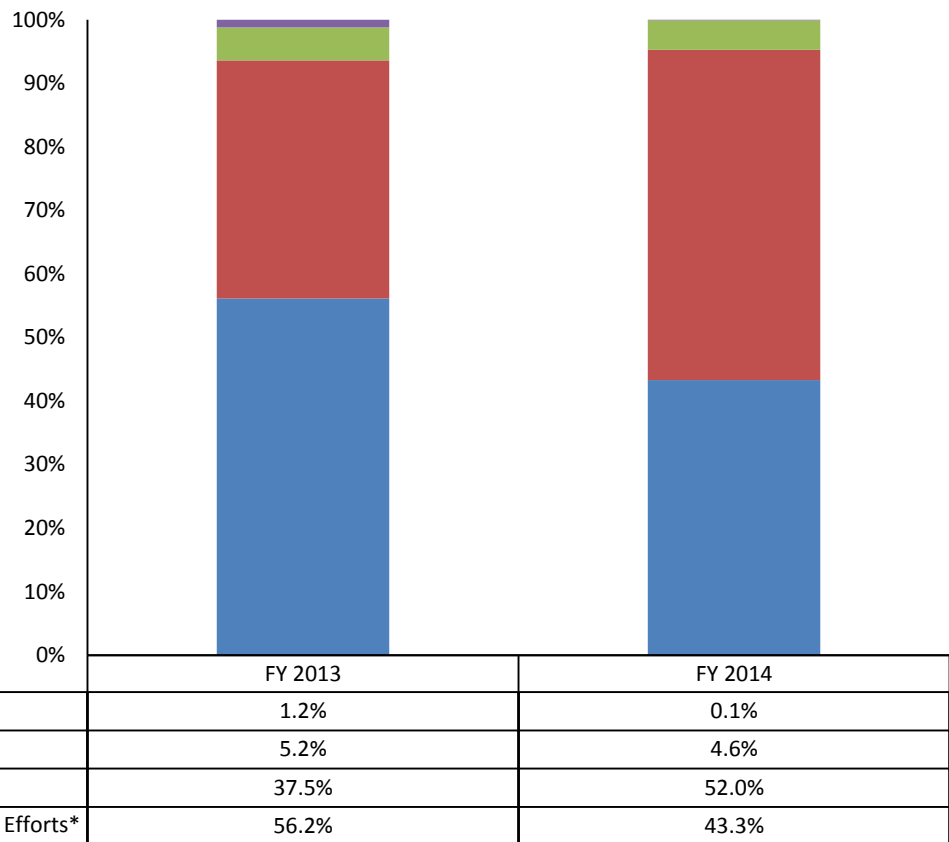
NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2014

**SOURCE OF GIFTS  
TO BEREA COLLEGE**  
For Fiscal Years Ended June 30, 2013 and 2014

Fiscal Year Ended June 30

	<u>2013</u>	<u>2014</u>
Berea College Advancement Efforts*	\$ 11,940,686.55	\$ 14,067,533.90
Charitable Trust	\$ 7,962,269.00	\$ 16,920,569.00
Grow Appalachia**	\$ 1,105,044.16	\$ 1,507,210.00
Partners for Education**	<u>\$ 250,000.00</u>	<u>\$ 19,000.00</u>
<b>TOTAL</b>	<b>\$ 21,257,999.71</b>	<b>\$ 32,514,312.90</b>



\*Includes funds raised from foundations, corporations, organizations, religious groups, fund-raising consortia, alumni, individuals other than alumni, and bequests.

\*\*Funds raised by departments outside of College Relations.

**BEREA COLLEGE ALUMNI AND FRIENDS GIVING\***  
**BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES**  
**For Fiscal Year Ended June 30, 2014**

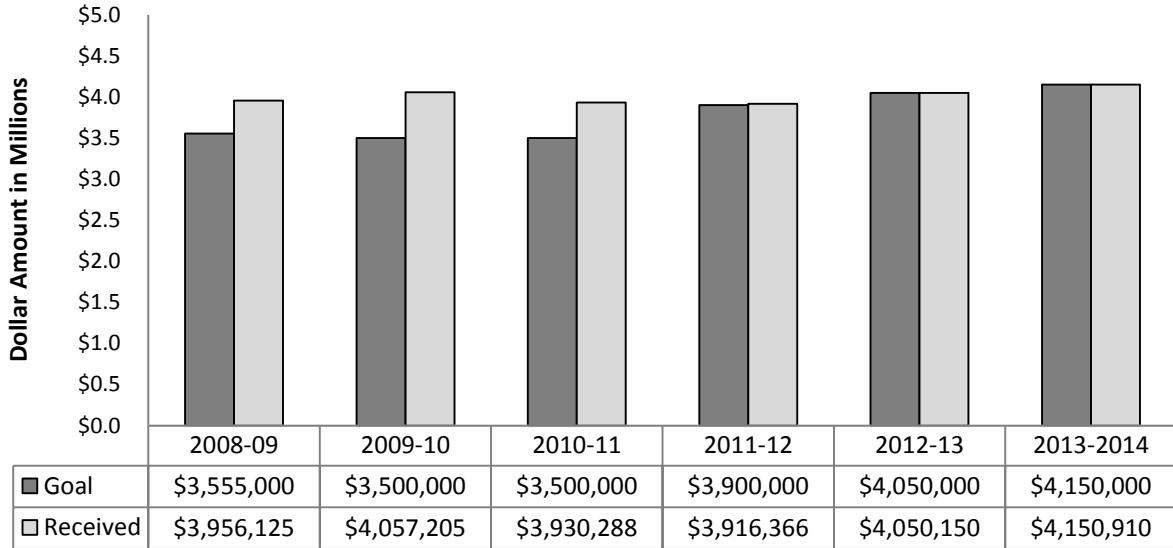
	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	227	\$ 171,623.04	Montana	25	\$ 1,751.10
Alaska	18	16,299.25	Nebraska	15	3,100.00
Arizona	155	16,398.44	Nevada	16	136,164.09
Arkansas	45	56,505.00	New Hampshire	59	128,149.50
Armed Forces	2	235.00	New Jersey	322	293,746.54
California	1,212	1,278,982.71	New Mexico	79	355,887.44
Colorado	176	166,942.64	New York	725	872,775.78
Connecticut	279	774,268.46	North Carolina	840	289,440.21
D.C.	137	30,996.83	North Dakota	9	595.00
Delaware	55	45,746.60	Ohio	964	1,562,323.93
Florida	657	903,081.70	Oklahoma	34	2,798.75
Georgia	330	83,950.50	Oregon	112	23,087.51
Hawaii	24	1,877.75	Pennsylvania	478	364,281.87
Idaho	25	27,265.00	Puerto Rico	5	95.00
Illinois	520	523,366.83	Rhode Island	44	61,323.28
Indiana	347	176,217.15	South Carolina	226	435,166.66
Iowa	73	33,467.75	South Dakota	4	1,565.00
Kansas	62	13,122.75	Tennessee	473	1,447,344.96
Kentucky	3,865	751,125.96	Texas	445	1,664,453.47
Louisiana	67	56,738.35	Utah	38	46,673.41
Maine	74	185,963.75	Vermont	60	15,500.44
Maryland	375	93,394.98	Virgin Islands	12	600.00
Massachusetts	425	259,623.36	Virginia	668	949,609.96
Michigan	452	415,431.40	Washington	199	92,086.54
Minnesota	211	17,400,186.05	West Virginia	163	30,847.75
Mississippi	23	3,535.00	Wisconsin	227	113,311.73
Missouri	145	114,479.82	Wyoming	11	6,380.30
<b>STATE AND U.S. TERRITORIES TOTAL</b>			<b>16,234</b>	<b>\$32,499,886.29</b>	
<b>Other Countries:</b>					
Belgium	1	\$ 1,000.00	Pakistan	2	\$ 40.00
Canada	16	2,775.06	Sudan	2	2.00
Georgia	9	18.00	Taiwan	3	15.00
Italy	1	150.00	United Kingdom	1	2,000.00
Japan	2	110.00			
			<b>OTHER COUNTRY TOTAL</b>	37	\$ 6,110.06
			Anonymous	<u>35</u>	<u>8,316.55</u>
			<b>TOTAL*</b>	<u>16,306</u>	<u>\$32,514,312.90</u>

\*Includes gifts-in-kind and bequests.

Source: College Relations, October, 2014

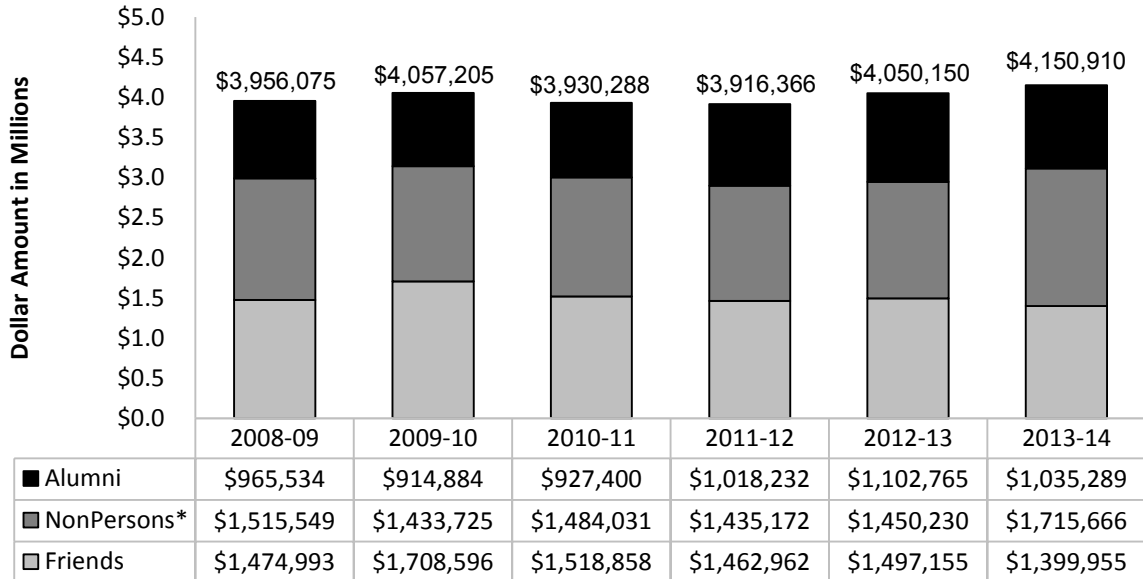
**BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE**  
**FISCAL YEARS 2008-2009 THROUGH 2013-2014**

**Berea Fund Goals and Amount Received**



NOTE: Numbers will differ from prior year's fact books because perpetual trusts were removed from the BerEA Fund Goals and Amount Received.

**Berea Fund Gifts by Source**



\*Funds raised from foundations, corporations, organizations, religious groups, and fund-raising consortia.

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2014**

<u>Dollar Range</u>	<u>Number of Donors*</u>	<u>Percent of Total Donors</u>	<u>Dollar Amount**</u>	<u>Percent of Total \$ Amount</u>
Less than 10	297	3.31%	1,122.06	0.00%
10 – 24	833	9.29%	12,886.86	0.04%
25 – 49	1,634	18.22%	47,320.38	0.15%
50 – 99	1,802	20.09%	98,854.86	0.30%
100 – 199	1,853	20.66%	204,109.50	0.63%
200 – 499	1,205	13.44%	318,723.89	0.98%
500 – 749	406	4.53%	215,657.64	0.66%
750 – 999	56	0.62%	46,276.41	0.14%
1,000 – 2,499	414	4.62%	521,092.11	1.60%
2,500 – 4,999	147	1.64%	441,011.39	1.36%
5,000 – 7,499	89	0.99%	471,069.08	1.45%
7,500 – 9,999	33	0.37%	282,578.12	0.87%
10,000 – 19,999	85	0.95%	1,091,601.15	3.36%
20,000 – 29,999	43	0.48%	1,022,497.56	3.14%
30,000 – 49,999	28	0.31%	1,033,554.32	3.18%
50,000 – 69,999	16	0.18%	930,219.68	2.86%
70,000 – 99,999	3	0.03%	225,000.00	0.69%
100,000 – 149,999	9	0.10%	1,051,248.56	3.23%
150,000 – 249,999	5	0.06%	872,848.96	2.68%
250,000 – 499,999	4	0.04%	1,495,203.69	4.60%
500,000 – 999,999	4	0.04%	2,410,867.68	7.41%
1,000,000 – 2,499,999	2	0.02%	2,500,000.00	7.69%
2,500,000 and up	1	0.01%	17,220,569.00	52.96%
<b>TOTALS</b>	<b><u>8,969</u></b>	<b>100.00%</b>	<b><u>\$32,514,312.90</u></b>	<b>100.00%</b>

The 8,969 donors gave 16,306 gifts in FY 2014 for a total of \$32,514,312.90.

Average (Mean) \$3,625.19  
 Median \$75.00  
 Mode \$50.00

NOTE: Please see page 129 for a breakdown of gifts by the Number of Gifts.

\*Donor category is based on total giving for the fiscal year. Only one donor is counted per gift even if two received credit.  
 \*\*Includes gifts-in-kind.

Source: College Relations, October 2014

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS**  
**For Fiscal Year Ended June 30, 2014**

<u>Dollar Range</u>	<u>Number of Gifts*</u>	<u>Percent of Total # of Gifts</u>	<u>Dollar Amount*</u>	<u>Percent of Total \$ Amount</u>
Less than 10	2,223	13.63%	6,736.53	0.02%
10 – 24	2,856	17.52%	41,168.39	0.13%
25 – 49	3,382	20.74%	92,928.90	0.29%
50 – 99	2,637	16.17%	143,464.43	0.44%
100 – 199	2,496	15.31%	266,378.61	0.82%
200 – 499	1,194	7.32%	302,558.93	0.93%
500 – 749	450	2.76%	231,972.43	0.71%
750 – 999	52	0.32%	43,167.72	0.13%
1,000 – 2,499	466	2.86%	588,562.01	1.81%
2,500 – 4,999	164	1.01%	502,746.38	1.55%
5,000 – 7,499	136	0.83%	732,627.62	2.25%
7,500 – 9,999	36	0.22%	301,253.61	0.93%
10,000 – 19,999	103	0.63%	1,310,343.26	4.03%
20,000 – 29,999	45	0.28%	1,067,233.45	3.28%
30,000 – 49,999	25	0.15%	916,203.81	2.82%
50,000 – 69,999	9	0.06%	494,783.96	1.52%
70,000 – 99,999	4	0.02%	300,000.00	0.92%
100,000 – 149,999	10	0.06%	1,101,511.99	3.39%
150,000 – 249,999	4	0.02%	688,127.18	2.12%
250,000 – 499,999	5	0.03%	1,786,175.56	5.49%
500,000 – 999,999	3	0.02%	1,875,799.13	5.77%
1,000,000 – 2,499,999	3	0.02%	4,500,000.00	13.84%
2,500,000 and up	3	0.02%	15,220,569.00	46.81%
<b>TOTALS</b>	<b><u>16,306</u></b>	<b>100.00%</b>	<b><u>\$32,514,312.90</u></b>	<b>100.00%</b>

The 8,969 donors gave 16,306 gifts in FY 2014 for a total of \$32,514,312.90.

Average (Mean)	\$1,994.01
Median	\$35.00
Mode	\$25.00

NOTE: Please see page 128 for a breakdown of gifts by the Number of Donors.

\*Includes gifts-in-kind.

Source: College Relations, October 2014

# Finances

- Financial Highlights
- Statements of Financial Position
- Statements of Activities
- Ten-Year Summary of Market Values and Historical Book Values
- Asset Allocation of Long-Term Investments
- Fiscal Year 2014-2015 Operating Budget Highlights: Sources of Revenues Used for Educational and General Purposes
- Current Operating Budget: Revenues and Expenditures
- Educational and General Budget Summary: Revenues and Expenditures
- Educational and General Expenditures (Five-Year History)

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
<b>OPERATING REVENUE</b>	\$ 97,406,255	\$ 99,924,077
<b>OPERATING EXPENSES</b>	\$ 92,334,385	\$ 93,626,781
<b>OPERATING REVENUE IN EXCESS OF EXPENSES</b>	\$ 5,071,870	\$ 6,297,296
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 15,994,391	\$ 18,494,889
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS</b>		
Original gift value	\$ 465,009,294	\$ 450,938,884
Investments at market	\$ 1,137,222,000	\$ 1,012,401,100
Interest and dividends, net	\$ 20,012,150	\$ 20,272,987
Return	2.0%	2.2%
Market price increase	\$ 137,709,244	\$ 87,909,956
Return	13.7%	9.3%
Total return	\$ 157,721,394	\$ 108,182,943
Percent – time weighted	15.7%	11.5%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 25,770,719	\$ 16,409,256
Bequests	<u>6,684,185</u>	<u>4,830,240</u>
Total cash gifts	32,454,904	21,239,496
Gifts-in-kind	<u>59,409</u>	<u>18,504</u>
Total	<u>\$ 32,514,313</u>	<u>\$ 21,258,000</u>

Source: Office of Financial Affairs, September 2014



**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2014 and 2013**

	<b>2014</b>	<b>2013</b>
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 57,833,858	\$ 57,668,611
Accrued interest on investments	1,354,349	1,270,160
Accounts and notes receivable	5,256,484	6,869,840
Inventories	1,278,425	1,322,703
Prepaid expenses and other assets	405,260	71,950
Contributions receivable and bequests in probate	19,808,823	12,825,938
Total current assets	85,937,199	80,029,202
<b>PREPAID EXPENSES AND OTHER ASSETS</b>	905,317	930,297
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	11,511,121	7,494,630
<b>LONG-TERM RECEIVABLES</b>	1,181,350	1,044,093
<b>LONG-TERM INVESTMENTS</b>		
Donor-restricted endowment	629,978,200	564,354,100
Tuition replacement	507,243,800	448,047,000
Annuity and life income	28,832,700	26,790,500
Funds held in trust by others	28,378,000	25,347,000
Total long-term investments	1,194,432,700	1,064,538,600
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	160,952,695	152,502,852
Total assets	\$ 1,454,920,382	\$ 1,306,539,674
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 7,970,178	\$ 9,860,032
Accrued salaries and wages	3,441,131	3,099,511
Deposits and agency funds	592,563	553,618
Deferred income	139,648	122,600
Current portion of interest rate swap valuation	861,082	879,437
Current maturities of long-term debt	3,247,704	3,119,441
Total current liabilities	16,252,306	17,634,639
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	12,803,886	12,724,070
Interest rate swap valuation	3,808,718	3,608,363
Long-term debt	51,796,013	55,600,997
Total long-term liabilities	68,408,617	71,933,430
Total liabilities	84,660,923	89,568,069
<b>NET ASSETS</b>		
Unrestricted	612,733,472	546,261,917
Temporarily restricted	472,503,589	393,167,548
Permanently restricted	285,022,398	277,542,140
Total net assets	1,370,259,459	1,216,971,605
Total liabilities and net assets	\$ 1,454,920,382	\$ 1,306,539,674

Source: Office of Financial Affairs, September 2014

**STATEMENTS OF ACTIVITIES  
YEARS ENDED JUNE 30, 2014 AND 2013**

	<b>2014</b>	<b>2013</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 42,158,019	\$ 40,317,730
Gifts and donations	4,914,891	5,920,232
Federal grants	22,117,583	27,153,326
Cost of education fees paid by federal and state scholarships	3,900,000	3,900,000
Fees paid by students	1,834,000	1,653,580
Other income	2,785,402	3,078,371
Residence halls and dining service	8,099,401	8,007,489
Student industries and rentals	4,501,355	4,569,593
Net assets released from restrictions	11,340,438	9,295,944
Gross operating revenue	101,651,089	103,896,265
Less: Student aid	(4,244,834)	(3,972,188)
Net operating revenue	97,406,255	99,924,077
<b>OPERATING EXPENSES</b>		
Program Services --		
Educational and general	63,074,338	66,292,189
Residence halls and dining service	8,557,737	8,348,819
Student industries and rentals	5,437,084	5,153,910
Total program services	77,069,159	79,794,918
Support services	15,265,226	13,831,863
Total operating expenses	92,334,385	93,626,781
Operating revenue in excess of operating expenses from continuing operations	5,071,870	6,297,296
<b>OTHER CHANGES IN NET ASSETS</b>		
Gain (loss) on sale of property, plant, and equipment	49,813	(45,961)
(Loss) gain on valuation of interest rate swaps	(182,000)	3,038,600
Investment return more than amounts designated for current operations	113,781,490	64,899,299
Gifts and bequests restricted or designated for long- term investments	10,775,370	7,506,163
Restricted gifts for property, plant and equipment and other specific purposes	27,823,427	9,365,821
Restricted spendable return on endowment investments	4,812,885	4,604,114
Reclassification of net assets released from restrictions	(11,340,438)	(9,295,944)
Net adjustment of annuity payment and deferred giving liability	2,495,437	1,754,586
<b>Total change in net assets</b>	<b>\$ 153,287,854</b>	<b>\$ 88,123,974</b>

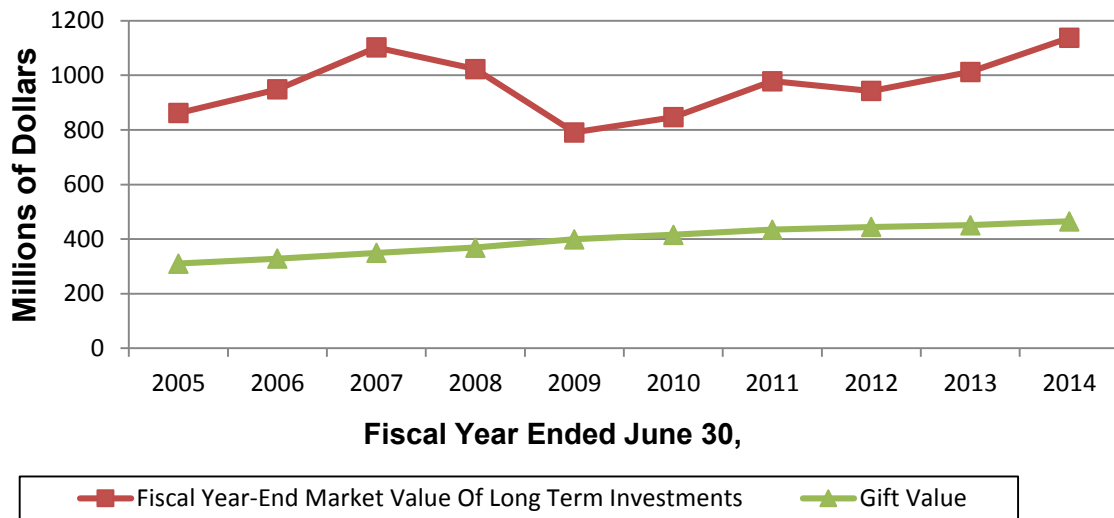
Source: Office of Financial Affairs, September 2014

## TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	<u>Fiscal Year-End Market Value Of Long-Term Investments</u>	<u>Historical Book Value*</u>
2005	861,678,500	310,184,731
2006	948,737,700	328,194,014
2007	1,102,272,000	349,235,652
2008	1,023,254,700	368,689,457
2009	791,209,800	399,186,430
2010	846,776,300	420,641,907
2011	978,734,900	434,472,604
2012	942,618,000	444,416,884
2013	1,012,401,100	450,938,884
2014	1,137,222,000	465,009,294

\*Historical Book Value represents the accumulated value of all additions to long-term investments from inception.

### GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, September 2014

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
JUNE 30, 2014 AND 2013**

	2014	2013
<b>Endowment and Tuition Replacement:</b>		
Pooled Investments -		
U.S. equities	\$ 252,453,200	\$ 218,977,400
International equities	323,783,300	293,918,000
Corporate notes and bonds	66,183,900	59,408,800
U.S. Government securities	76,266,100	81,689,100
Private equity – venture capital	1,514,100	2,828,600
Private equity – buy out	41,802,800	48,967,700
Private equity – debt funds	4,952,700	6,339,700
Private equity – fund of funds	17,449,400	18,927,400
Hedge funds	175,747,000	164,998,600
Special opportunities	16,944,000	2,796,900
Commodities	64,608,400	54,506,400
Real estate	42,300	40,700
Short-term investments and cash	90,825,800	54,368,400
Total	1,132,573,000	1,007,767,700
Non Pooled Investments -		
U.S. equities	84,000	74,100
Corporate notes and bonds	12,400	7,200
Real estate	2,493,300	2,707,300
Short-term investments and cash	2,059,300	1,844,800
Total	4,649,000	4,633,400
Total endowment and tuition replacement	1,137,222,000	1,012,401,100
<b>Annuity and Life Income:</b>		
U.S. equities	9,845,000	9,441,300
International equities	5,749,600	5,162,600
Corporate notes and bonds	4,415,700	3,558,200
U.S. Government securities	2,850,400	3,401,500
International bonds	1,597,900	1,311,800
Real estate	3,814,100	3,391,100
Insurance policies	129,100	107,100
Short-term investments and cash	430,900	416,900
Total annuity and life income	28,832,700	26,790,500
<b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	28,378,000	25,347,000
Total long-term investments	\$ 1,194,432,700	\$ 1,064,538,600

Source: Office of Financial Affairs, September 2014

**FISCAL YEAR 2014 - 2015  
OPERATING BUDGET HIGHLIGHTS**

**SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES**

Endowment Spendable Return	\$ 31,350,000 73.2%
Gifts for Current Operations	\$ 4,950,000 11.6%
Federal and State Sources	\$ 4,630,000 10.8%
Other Miscellaneous Income	\$ 1,803,000 4.2%
Net Income from Student Industries and Rentals	\$ 79,000 0.2%
	<u>\$ 42,812,000</u>

Source: Office of Financial Affairs, September 2014

**CURRENT OPERATING BUDGET**

	2014-15 Budget	2013-14 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 42,382,410	\$ 40,070,160	\$ 2,312,250	5.77%
Less: Capital and Plant Fund	(5,011,609)	(4,766,079)	(245,530)	5.15%
TCERF	(6,020,801)	(5,237,081)	(783,720)	14.96%
Net Endowment Income	<u>31,350,000</u>	<u>30,067,000</u>	1,283,000	4.27%
Gifts for Current Operations	4,950,000	4,700,000	250,000	5.32%
Cost of Education Fees	3,700,000	3,900,000	(200,000)	-5.13%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,075,000	475,000	600,000	126.32%
TOTAL	<u>42,733,000</u>	<u>40,800,000</u>	1,933,000	4.74%
Student Industries and Rentals	4,703,400	5,250,800	(547,400)	-10.43%
Residence Halls and Food Service	<u>8,261,800</u>	<u>8,128,300</u>	133,500	1.64%
TOTAL REVENUES	<u>55,698,200</u>	<u>54,179,100</u>	1,519,100	2.80%
<b>EXPENDITURES</b>				
Educational and General	42,812,000	40,910,000	1,902,000	4.65%
Student Industries and Rentals	4,624,400	5,140,800	(516,400)	-10.05%
Residence Halls and Food Service	<u>8,261,800</u>	<u>8,128,300</u>	133,500	1.64%
TOTAL EXPENDITURES	<u>55,698,200</u>	<u>54,179,100</u>	1,519,100	2.80%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2014

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2014-15 Budget	2013-14 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 42,382,410	\$ 40,070,160	\$ 2,312,250	5.77%
Less: Capital and Plant Fund	(5,011,609)	(4,766,079)	(245,530)	5.15%
TCERF	(6,020,801)	(5,237,081)	(783,720)	14.96%
Net Endowment Income	<u>31,350,000</u>	<u>30,067,000</u>	1,283,000	4.27%
Gifts for Current Operations	4,950,000	4,700,000	250,000	5.32%
Cost of Education Fees	3,700,000	3,900,000	(200,000)	-5.13%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,075,000	475,000	600,000	126.32%
Student Industries and Rentals	79,000	110,000	(31,000)	-28.18%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<u>42,812,000</u>	<u>40,910,000</u>	1,902,000	4.65%
<b>EXPENDITURES</b>				
Salaries and Wages	24,404,000	23,469,000	935,000	3.98%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	<u>24,104,000</u>	<u>23,169,000</u>	935,000	4.04%
Fringe Benefits	6,168,000	5,797,900	370,100	6.38%
Student Payroll	3,511,000	3,425,000	86,000	2.51%
Net Controllable Expense	8,532,000	8,021,100	510,900	6.37%
Computer Capital Fund	395,000	395,000	-	-
Equipment Reserve	102,000	102,000	-	-
<b>TOTAL EXPENDITURES</b>	<u>42,812,000</u>	<u>40,910,000</u>	1,902,000	4.65%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2014

**CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES**  
**5-Year History**

<b>Classification by Function</b>	2009-10	% of	2010-11	% of	2011-12	% of	2012-13	% of	2013-14	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 13,595,840	35.3%	\$ 12,401,997	33.6%	\$13,413,747	34.1%	\$14,122,462	34.5%	\$14,496,199	34.4%
Public Service	655,061	1.7%	494,790	1.3%	486,516	1.2%	535,237	1.3%	470,930	1.1%
Academic Support	4,327,826	11.2%	3,946,424	10.7%	4,165,640	10.6%	4,738,003	11.6%	5,049,747	12.0%
Student Services and Activities	5,013,100	13.0%	4,947,199	13.4%	4,970,564	12.6%	5,464,625	13.3%	5,319,842	12.6%
General and Administrative	6,644,302	17.2%	6,825,037	18.5%	7,334,472	18.6%	7,364,326	18.0%	7,602,881	18.0%
Development and Alumni	3,102,891	8.0%	3,170,958	8.6%	3,655,037	9.3%	3,276,333	8.0%	3,536,216	8.4%
Plant Operations	4,459,959	11.6%	4,452,636	12.1%	4,788,669	12.2%	4,942,310	12.1%	5,192,671	12.3%
Capital and Special Projects	753,000	2.0%	653,000	1.8%	572,000	1.4%	497,000	1.2%	497,000	1.2%
<b>TOTAL</b>	<b>\$ 38,551,979</b>	<b>100.0%</b>	<b>\$ 36,892,041</b>	<b>100.0%</b>	<b>\$ 39,386,645</b>	<b>100.0%</b>	<b>\$ 40,940,296</b>	<b>100.0%</b>	<b>\$ 42,165,486</b>	<b>100.0%</b>



# Facilities, Library and Technology Resources

- Residence Living
- Capital Construction Projects, 1980-2014
- Hutchins Library (Library Collections, Expenditures, and Services)
- Information Systems and Services

## RESIDENCE LIVING Academic Year 2014-2015

The fourteen traditional residence halls comprise an important component of a Berea College education. Varying in architecture, size, room arrangement and traditions, the residential experience is based on a shared sense of common good, something students should learn to value and seek to create throughout their lives. Via student staff and residents, a sense of community is fostered within each hall to provide an environment that is conducive to both academics and friendships. Both first-year and upperclassmen students live in the traditional residence halls.

The Ecovillage is an ecologically-sustainable residential and learning complex designed to meet housing needs for student families, childcare for campus children, and provide a living/labor opportunity for students interested in sustainability. The Harrison-McLain Home Management House is utilized for the family resource management practicum and serves as an upper-level female residence hall for selected majors.

<u>Traditional Residence Halls</u>	<u>Capacity</u>
Bingham	67
Blue Ridge	100
Dana	132
Danforth	146
Deep Green	119
Edwards	33
Elizabeth Rogers (ER)	89
Fairchild	74
James	104
Kentucky	94
Kettering	146
Pearsons	118
Seabury	38
Talcott	<u>88</u>
Subtotal	1,348
<u>Houses</u>	
Home Management House	12
Hunt Acres Farm House	<u>3</u>
SUBTOTAL	1,363
Capacity for Women	(791)
Capacity for Men	(572)
<u>Family Housing</u>	
Ecovillage	49
<b>TOTAL</b>	<b>1,412</b>

NOTE: Capacity by gender does not include Ecovillage.

Source: Residential Life Services and Collegium, September 2014  
<<http://www.berea.edu/residential-life-collegium/>>

# CAPITAL CONSTRUCTION PROJECTS, 1980 - 2014

## New Construction

<u>Date</u>	<u>Project</u>		
1980	Racquetball Courts	1994	Seabury Center
1980	Ross Jelkyl Drama Building	1995	Farrowing House – College Farms
1982	Farm Mix Mill and Hog Feeding Floor	1995	Tennis Courts
1982	Athletic Track	1996	Tennis Pavilion
1983	Mueller Woodcraft Building Track	2004	EcoVillage Child Development Laboratory
1988	Married Student Housing	2006	Central Plant Building/Distribution
1990	Hutchins Library Addition	2009	Fee Glade
1990	Computer Center Addition	2013	Deep Green Residence Hall
1993	Married Student Housing	2013	Middletown School Annex
1993	Campus Child Care Program		

## Renovations

<u>Date</u>	<u>Project</u>		
1980	Elizabeth Rogers Residence Hall	1999	Danforth Residence Hall
1981	Pearsons Hall Fire Escape	2000	Kettering Residence Hall
1981	Kentucky Residence Hall	2000	Bruce/Trades (phase one)
1981	James Residence Hall	2000	Draper Carillon
1983	Goldthwaite Agriculture Building and Addition	2001	Bruce/Trades (phase two)/Connector
1983	Science Hall Renovation and Addition	2001	Blue Ridge Residence Hall
1985	President's Home	2001	Student Parking Lot Improvements
1986	Talcott Residence Hall	2002	Draper Building
1987	Frost Basement - Computer Lab	2002	Kentucky Residence Hall
1987	ARC House Renovation	2002	Art Gallery Addition
1991	Lincoln Hall Basement -	2002	Soccer Field Complex
1987	Pearson Residence Hall	2002	College Bookstore Renovation
1988	Boone Tavern	2002	Computer Center Renovation
1988	Blue Ridge Residence Hall	2003	Talcott/Annex Residence Hall Renovation
1989	Kentucky Annex	2003	Presser Hall Renovation
1990	Hutchins Library Renovation	2003	Lincoln Hall Renovation
1990	Berea College Health Service	2003	EcoVillage Apartments
1991	Draper Building - Center for Effective Communication	2003	EcoVillage SENS House
1992	Students for Appalachia – Trades Duplicating Services Center	2003	Baseball/Softball Fields
1992	Utilities/Laundry Building	2003	James Hall Renovation
1993	Alumni Building	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1993	Draper Classrooms	2005	Central Plant
1994	President's Home	2006	Campus Building Retro Fits
1994	Alumni Building	2006	Resurfacing of the Track
1994	Boone Tavern	2006	Sturt Cottage
1996	Edwards 1 <sup>st</sup> & 2 <sup>nd</sup> floors (Administrative Offices)	2007	Haaga House
1997	Resurfacing of Track	2007	Pearsons Residence Hall
1997	Systems upgraded in Dana Residence Hall	2007	Middletown School
1997	Phelps Stokes – Seating and Refinishing	2007	Appalachian Center Gallery Renovation
1998	Married Student Laundry	2008	Elizabeth Rogers Renovation
1998	Frost Renovation	2008	Edwards 3 <sup>rd</sup> Floor(Residence Hall)Renovation
1998	Food Service Renovation	2008	Seabury Center Gym Floor Replacement
1998	Science Laboratories	2008	Emery Building
1998	Computer Center	2009	Boone Tavern
1999	Craft Center	2009	Edwards 3 <sup>rd</sup> Floor(Residence Hall) (phasetwo)
1999	Crossroads Complex	2009	Berea Dining (Renovation)
1999	Fairchild Residence Hall	2010	Alumni (Baird Lounge Renovation)
1999	Log House Remodel	2012	Alumni (Hutchins Dining Room)
1999	Phelps-Stokes Air Conditioning	2012	Alumni (New Woodson Center)
1999	Alumni Building Remodel	2012	Papaleno's (Dining Room Addition)
1999	Appalachian Center/Bruce Building	2012	Farm Store
1999	Student House/Jackson Street (Knight House)	2013	Anna Smith Residence Hall
		2014	Knapp Hall
		2014	Alumni (Kitchen)
		2014	Alumni (1 <sup>st</sup> Floor Entry)

Source: Facilities Management, September 2014

**HUTCHINS LIBRARY**  
(Fiscal Year 2014)

<b>Library Collections</b>	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	(3,474)	374,320
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	(1,828)	11,900
Electronic Collection		
E-books and cataloged web-sites		198,160
Streaming video (items in library catalog)		15,610
Digitized audio (hours)	1,120	6,027
Berea Digital (pages/images)		14,684
Microforms (books, journals and newspapers) Physical units	513	149,517
Serials (journals and serials)		
Print & microform subscriptions: journals & serials		535
Full-text journals available through databases		70,207
Manuscripts and Archives (in linear feet)		8,694
<b>Library Expenditures</b>	<b><u>Dollar Amount</u></b>	
Books – paper and microforms	\$ 55,404	
Periodicals– paper and microforms	114,466	
Serials – paper and microforms	12,795	
Electronic resources	233,445	
Media	13,106	
Microform	6,677	
Preservation	6,136	
TOTAL ACQUISITIONS EXPENDITURES	\$ 442,029	
Acquisitions Expenditures per Student	\$ 279	
<b>Library Services</b>		
Main Library hours open per week	94.25	
Special Collections hours open per week	35.5	

Source: Hutchins Library, October 2014  
<<http://community.berea.edu/hutchinslibrary/>>

**HUTCHINS LIBRARY, continued  
(Fiscal Year 2014)**

**Library Services, continued**

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>
GSTR 110 & 210 (first year)	59
Other General Studies Courses	5
Other Courses	21
Special Collections	13
Outside Groups	2
TOTAL	<u>100</u>

Percentage of GSTR First-Year courses with library session  
GSTR 110 & 210 95%

<u>Reference and Research Assistance</u>	
Library Reference Desk Transactions Total	3,682
Research Consultations	112
Special Collections Reading Room Visits Total	710
Special Collections Reference Requests (non-visits)	960

<u>Computer Access</u>	
Public Access Workstations	12
Public Network Connections	102
Wireless Network Connections	Yes

<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	4,529	
Print and media collections – students	18,487	11.5
Print collections – town	<u>1,123</u>	
TOTAL	<u>24,139</u>	
Reserve materials	505	
Equipment (tech accessories, etc.) uses	840	
Classrooms and study rooms uses	8,627	
Special Collections uses	2,158	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	3,127
Received from other libraries	1,659

Source: Hutchins Library, October 2014  
<<http://community.berea.edu/hutchinslibrary/>>

## INFORMATION SYSTEMS AND SERVICES

Information Systems and Services (IS&S) manages the campus information and communications infrastructure in support of student success and institutional effectiveness. This includes instructional and media technologies, administrative systems, analytical tools, web/portal applications, wireless, VoIP and much more. IS&S serves the College's mission by maintaining a robust technology infrastructure designed to address current needs and future growth.

### Technology Infrastructure:

**Campus Network:** The campus is connected electronically by a fiber optic network backbone which provides access to resources from every residence hall, administrative, and academic building. Wireless network connectivity is provided in all academic, administrative and residence hall buildings as well as the Quad, Crossroads, and Fee Glade outdoor spaces. The campus network is secured by Microsoft Active Directory account management and by Bradford Network Sentry wireless access control. The network is subdivided into VLAN's to allow appropriate restrictions on traffic between different areas of the campus.

**Communications Capabilities:** All faculty and staff have e-mail accounts using Microsoft Exchange 2013 Server and Microsoft Outlook, available both on campus and via the Internet. E-mail accounts are also offered to retirees. Student e-mail accounts are provided by Microsoft's Office 365 service accessed via the Internet. All faculty and staff offices have network-based VoIP phones managed by a Cisco Call Manager server. Phones for residence hall rooms are available upon request. A VoIP phone for general and emergency use is located on each residence hall floor. Mobile devices are provided to staff who need mobile communication for their jobs.

**Desktop Computers and Software:** IS&S supports a large inventory of desktop and laptop computers for use by students, faculty, and staff. Dell computers are the standard system, though some faculty and staff use Apple computers due to the requirements of their discipline. IS&S is qualified as a self-maintainer for both Dell and Apple computers so all computer repairs can be accomplished quickly on site. Software site licenses are provided for Microsoft Office, FileMaker Pro, EndNote, and Microsoft Security Essentials Antivirus, making these functions available to all faculty, staff, and students. Concurrent user licenses are available for many software packages used for teaching and student activities in various disciplines and for Adobe Creative Suite graphics and publishing and other applications used for both academic and administrative functions.

**Internet Access:** The campus is connected to the Internet via a local ISP which provides 400 Megabits/second bandwidth into and out of the campus. Campus systems are protected from hackers, viruses, and other threats by industry standard firewall, enterprise-wide virus protection and web-filtering devices. Bandwidth is managed by a packet-shaping device to give priority to teaching and learning over recreational use.

**Network Resources:** In addition to e-mail, the network connects users to various servers which provide file storage space or specific applications. Applications include the Moodle course management system, the ID card and building access control system, FileMaker database servers, the BANNER administrative database system, the MyBerea web portal, and the [www.berea.edu](http://www.berea.edu) website. The Equitrac Express print management system operated by the Printing Services department manages all network-connected laser printers and copiers. All campus copiers are multi-function devices that can also be used as scanners or printers.

**Technical Support:** IS&S operates a Help Desk providing phone and e-mail support for faculty, staff and students who have computer, phone or media equipment problems or who need instruction in using computers, phones, media equipment or core software. Laptop computer users can also bring their computer to the IS&S Technology Resource Center for assistance or for repair service. IS&S Technology Resource Center student and staff technicians are available to come to offices or classrooms to troubleshoot and repair computers or to provide support for projectors and other audio-visual equipment. The IS&S Technology Resource Center is open 8-5 on weekdays.

Source: Information Systems and Services, October 2014  
For more information visit <<http://www.berea.edu/iss/>>

## Information Systems and Services, continued

### Supporting Institutional Effectiveness:

**Enterprise Data Systems:** The College uses the Banner software from Ellucian, an integrated administrative system for financial, student records, financial aid, human resources/payroll, and alumni/development functions. The Student, Finance, and Employee self-service modules of Banner allow for access to Banner information and functions through the MyBerea portal. BANNER is supplemented by NOLIJ, a document image management system which stores electronic copies of applications for admission, financial aid statements, purchase orders, invoices, and other documents.

**MyBerea Portal:** The MyBerea portal brings together a wide range of information, functions, and links to make faculty and staff work life easier and more efficient. Faculty can view their class schedules, class lists, advisees' transcripts and grades, and manage their advisees' registration process using self-service functions. Faculty and staff can view e-mail as well as personal employment and payroll information. The Moodle learning management system and Banner administrative system can be accessed via the portal when applicable.

**Personal Computers and Phones:** All faculty and most staff are provided with a personal laptop or desktop computer for personal productivity and for access to e-mail and other campus network resources and the Internet. Faculty and staff offices are equipped with telephones for communication on and off campus, and mobile phones are provided to staff who need mobile communication for their job function.

**Specialized Applications:** Specialized applications support various administrative functions across campus including Chemical Inventory, Electronic Lock Building Access Management, ID card production, Printer/Copier control/payment, Residence Hall room assignments, employee evaluations and others. IS&S assists departments with selecting software to be sure it will function well on the network and standard computing equipment. IS&S will also establish and refine operational and support structures as appropriate to support new and emerging technologies. Functional support for specialized software is typically obtained directly from software providers.

### Statistics:

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
<b>Technology Infrastructure:</b>			
Internet Connection Speed (megabits/second)	200	200	400
Network Backbone Speed (megabits/second)	20,000	20,000	20,000
Network Ports	7,000	7,000	7,000
Campus phone extensions	2,200	650	650
Personal computers	2,512	2,500	2,500
Networked printers	114	114	102
Networked MFD/copiers	62	64	65
<b>Supporting Student Success:</b>			
Student laptop computers	1,627	1,600	1,600
Computers in Campus labs	68	60	60
Computers in departmental labs	152	170	170
Classrooms with 1 wired network port per seat	34	34	34
Classrooms with Wireless Network	117	117	117
Classrooms with projector and multimedia input	65	65	89
Other meeting rooms with projectors and multimedia input	21	21	27
Course sections utilizing Learning Management System	694	745	1,320
<b>Supporting Institutional Effectiveness:</b>			
Staff and Faculty			
Computers	886	900	900
Campus Phones	705	400	400
Mobile Phones	92	98	119

Source: Information Systems and Services, October 2014  
For more information visit <<http://www.berea.edu/iss/>>

## Information Systems and Services, continued

### Supporting Student Success:

**Academic Software:** Students have access to a wide range of software applicable to various academic disciplines. Examples include Maple for mathematics and physics students, Autodesk and Chief Architect products for CAD, ChemDraw for chemistry classes, Sibelius for music scoring, and Final Cut Express for video editing. Most software will run on the EDGE laptop computers, though some are available only in specialized computer labs.

**Course Management System:** The Moodle Learning Management System (LMS) allows faculty to manage courses online, to post course information and syllabus documents, to communicate with students, to facilitate student discussion and collaboration, and to receive paperless assignment documents. The Respondus plugin adds robust on-line testing features. Students and faculty are able to access their Moodle account from the MyBerea portal via the campus network or over the Internet.

**EDGE Laptop Program:** The EDGE (Empowering a Dynamic Generation in Education) program provides a laptop computer for each student. The program is primarily funded through a special endowment. The laptop computers are able to run most of the software used in teaching, allowing students to gain much more experience with the software than was available in traditional computer labs. Computer labs remain for specialized software packages that require an Apple computer, cannot be licensed for shared network usage, or require hardware capacity or features not practical to provide on laptop computers.

**Faculty Support:** Faculty are provided with technology tools for their teaching based on their particular discipline's best practices and their personal style. Each professor has a laptop computer comparable to those in use by students, allowing him or her to develop electronic activities for students to engage in. Most classrooms are equipped with digital projectors and multi-media input systems providing a range of media resource options. The Applied Technology Faculty Studio in the Hutchins Library is available to assist faculty with technology usage and to support students whose assignments require specialized software or equipment. The IS&S Technology Resource Center is also available to faculty for checkout of audio-visual equipment and for media production services such as audio and video editing, poster and banner printing, media conversions and copying, and lamination.

**MyBerea Portal:** MyBerea brings together many information resources and self-service features utilized by students. It provides web-browser-based access to e-mail, the course management system, and many units of information that will be helpful to students navigating college life without requiring them to have special knowledge to find or access the resources. The portal interface to our Banner administrative system allows easy viewing of course schedules, grades, student financial accounts, and payroll information, and provides for self-service course registration and emergency contact updates. MyBerea also offers features to faculty and advisors that allow them to communicate with students and monitor their status.

**Specialized Equipment Access:** Through the Applied Technology Faculty Studio, faculty can utilize technology that is not yet widely available in classrooms or labs. Examples have included high end digital audio and video editing software, smartboards, ipads, and classroom feedback clicker devices. IS&S staff and student technicians are available at the Applied Technology Faculty Studio to assist faculty and students with projects. Students and faculty can also check out equipment for academic projects from the IS&S Technology Resource Center located in the Computer Center. Examples of available equipment include portable PA systems, cameras, audio recorders and portable projectors. The Assistive Technology Studio in Hutchins Library makes equipment, expertise and techniques available that will be particularly helpful to students dealing with various disabilities and to faculty who are working with those students. Other students are also welcome to take advantage of Assistive Technology Studio resources when needed.

Source: Information Systems and Services, October 2014  
For more information visit <<http://www.berea.edu/iss/>>



# Sustainability

- Percentage Breakdown of Berea College Greenhouse Gas (GHG) Emissions, Fiscal Year 2012-2013
- Berea College Greenhouse Gas Emissions by General Category/Scope, Five-Year Trend
- Greenhouse Gas Emissions per Student FTE and per 1,000 Square Feet:  
Berea College compared to Other Baccalaureate Colleges, Fiscal Year 2012-2013

## SUSTAINABILITY

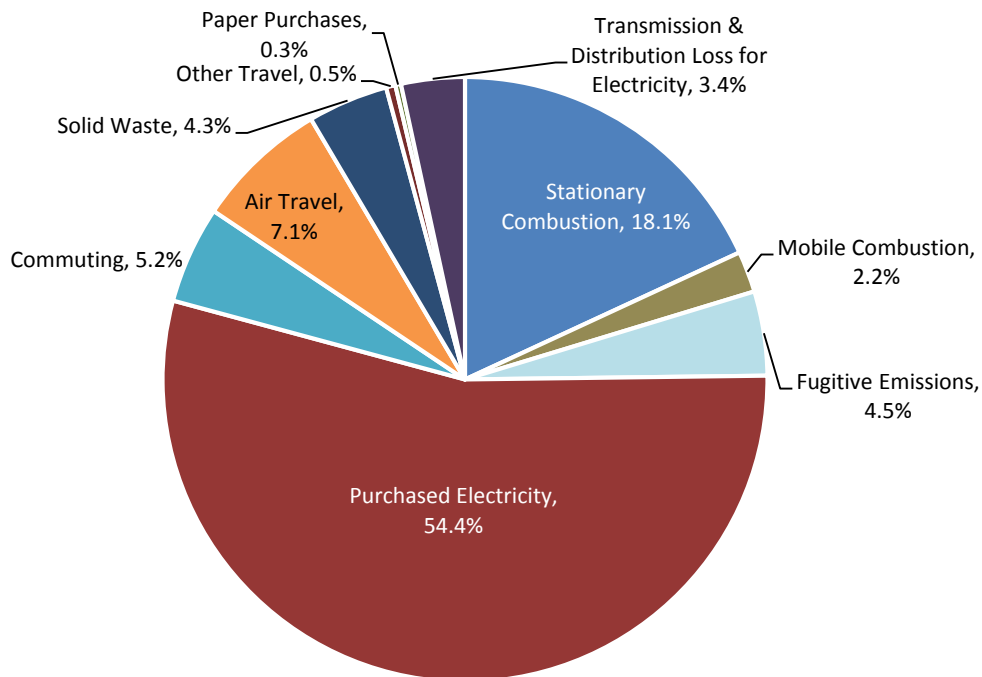
President Roelofs (and past President Larry Shinn) signed the American College and University Presidents' Climate Commitment (ACUPCC) on behalf of Berea College joining over 600 presidents and chancellors from universities and colleges from across the country.

The Presidents' Climate Commitment states in part:

*We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic, and ecological effects. We recognize the scientific consensus that global warming is real and largely caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.*

One part of the Climate Commitment requires a comprehensive inventory of all Berea College greenhouse gas emissions. The following graphs illustrate selected data based on Berea College's greenhouse gas emission inventory submitted to ACUPCC.

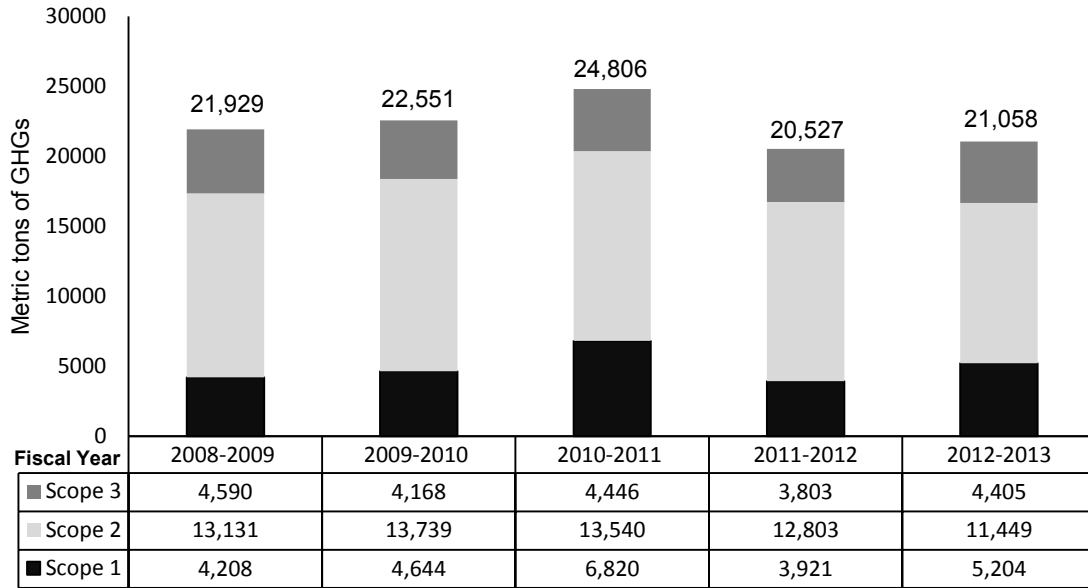
### PERCENTAGE BREAKDOWN OF BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS FISCAL YEAR 2012-2013



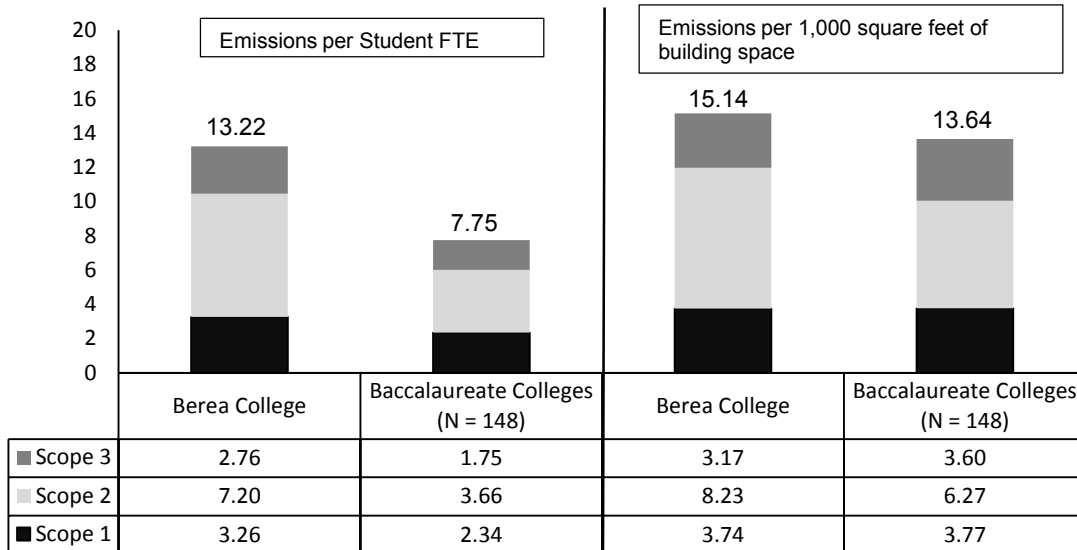
NOTES: Berea College owns and maintains over 8,000 acres of forested land which has been calculated to provide 16,355 metric tons of carbon emissions sequestration. Fiscal year 2013-2014 data are not yet available.

Compiled by the Office of Institutional Research and Assessment from data provided by the Office of Operations and Sustainability, January 2015

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS  
BY GENERAL CATEGORY/SCOPE  
FISCAL YEARS 2008-2009 THROUGH 2012-2013**



**GREENHOUSE GAS EMISSIONS  
PER FULL-TIME STUDENT ENROLLMENT (FTE) AND PER 1,000 SQUARE FEET:  
BEREA COLLEGE COMPARED TO OTHER BACCALAUREATE COLLEGES  
FISCAL YEAR 2012-2013**



**General Category/Scope Definitions (according to ACUPCC):**

**Scope 1:** Purchased gas to fuel boilers at Central Plant used to heat buildings, mobile combustion (trucks, tractors, and busses on campus), fugitive emissions (livestock, refrigerants emissions, leaks from gas pipes, etc.).

**Scope 2:** Purchased electricity to run chillers, lights, heat pumps, and other equipment.

**Scope 3:** Employee commuting, air and other travel, solid waste, and paper purchases.

NOTES: Berea College owns and maintains over 8,000 acres of forested land which has been calculated to provide 16,355 metric tons of carbon emissions sequestration. Fiscal year 2013-2014 data are not yet available.

Compiled by the Office of Institutional Research and Assessment from data provided by the Office of Operations and Sustainability, January 2015