



2015-2016

FACT BOOK

Compiled by the Office of Institutional Research and Assessment

www.berea.edu/ira/datareports/

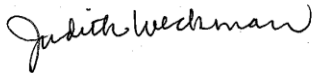
To Our Readers:

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 retention of our transfer students (page 76).

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/datareports.



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

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A MESSAGE FROM THE PRESIDENT OF BEREA COLLEGE

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 structure. 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.

continued on next page..

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 appreciate and 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 9th 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 2016

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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

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 to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <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 Kentucky Board of Nursing has granted the Nursing program Full Approval status.

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 College Personnel Association (ACPA)
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- American Society of Industrial Security
- 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)
- Campus Safety, Health and Environmental Association (CSHEMA)
- 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 (CAEP) {formerly NCATE – National Council for Accreditation of Teacher Education}
- Council on Library and Information Services
- CraftNet Association
- Forest Guild
- Green Hotel Association
- Higher Education Data Sharing (HEDS) Consortium
- Historical Hotels of America
- In-Plant Printing and Mailing Association (IPMA)

Source: Office of the President, December 2015

Institutional Memberships, continued

- 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 Auxiliary Stores (NACAS)
- 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 Consortium for Continuous Improvement (NCCI)
- 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 Commission on Colleges (SACSCOC)
- 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, December 2015

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

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); **Teaching and Curriculum with Certification** (grades 8-12) programs in Biology, Chemistry, English, History, Mathematics, Physics, and Social Studies (with majors in History and Sociology); primary through grade 12 programs in Art, Instrumental Music, Vocal Music, and Physical Education and Health; 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	

Source: *2015-2016 College Catalog* <<http://catalog.berea.edu/en/Current/Catalog/About-Academics>>
<<http://catalog.berea.edu/en/Current/Catalog/Programs-of-Study/Education-Studies/Teacher-Preparation>>

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, [click here](#).

Source: *2015-2016 College Catalog*

<<http://catalog.berea.edu/en/Current/Catalog/Admissions-and-Financial-Aid/Copy-of-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: *2015-2016 College Catalog*
<<http://catalog.berea.edu/en/Current/Catalog/About-Academics/Convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2015-2016

African Students Association (ASA)	Cosmopolitan Club
Alpha Psi Omega	Cru {formerly Campus Crusade for Christ}
American Choral Directors Association Student Chapter (ACDA)	Diversity Peer Education Team
Americans for a Just Peace in the Middle East (AJPME)	Entrepreneurship for the Public Good (EPG)
Appalachian Center	Episcopal Canterbury Fellowship
Artist in Modern Motion	E.Y.C.E. Step Team
Asian Student Union (ASU)	Fierce, Young, and Hypnotic (FYAH) Dance
Baha'i Campus Association	French Club
Baptist Campus Ministry	Fresh Start
Berea College..	German Club
Anime and Manga Club (BAM)	Green Dot
Association of Student Nurses	Health and Human Performance Club
Bereans for Life	Health Occupants Students of America
Campus Recreation	Intervarsity Christian Fellowship
Concert Choir	Iota Iota Iota (Triota)
Country Dancers	Intramurals
Honor Society of Nursing	Kappa Omicron Nu
Outdoor Adventures	Latin American Student Association
Republicans	Martial Arts Club
Saxophone Quartet and Saxophone Choir	Meditation Assembly
Speech and Debate (Forensics)	Mortar Board Honor Society – Alpha Sigma Chi
Swim Club	Muslim Student Association
Yearbook (CHIMES)	National Society of Collegiate Scholars
Young Americans for Liberty	Newman Club
Berea Economics Association	Non-Traditional Student Association
Berea Innovation Studios	Pagan Coalition
Berea Gaming Club	Phi Epsilon Kappa
Berea Middle Eastern Dance (BMED)	Phi Kappa Phi
Bereans for Appalachia	Pi Mu Epsilon and Math Club
Biology Club	Pre-Health Professions Club
Black Cultural Center (BCC)	Pre-Med/ Dental Club
Black Music Ensemble (BME)	Presidential Running and Walking Club
Black Student Union (BSU)	Pride, Unity, Love and Social Equality (PULSE!)
Blue Crew	Psychology Club
Campus Activities Board (CAB)	Psychology Honor Society (Psi Chi)
Campus Christian Center	Sazon Latino
Carter G. Woodson Center	Secular Students of Berea College
Catholic Newman Club	Society of Physics Students
Center for Excellence in Learning through Service (CELTS)	South Asian Fusion Dance Team
Adopt-a-Grandparent	Sigma Tau Delta
Berea Buddies	Student Government Association (SGA)
Berea Teen Mentoring	Freshman Class
Bonner Scholars	Sophomore Class
Habitat for Humanity	Junior Class
Hispanic Outreach Program (HOP)	Senior Class
One-on-One Tutoring	Student Judicial Board (J-Board)
People Who Care	Students for a Free Tibet
Child and Family Studies Club	Swing Dance Club
Chi Alpha Christian Fellowship	Technology Club
College Fellowship	The Chemistry Club
	Tri-Beta National Honor Society
	Ultimate Frisbee
	WBEB TV and Radio

Source: Berea College Campus Life "B-Linked" website, as of October 2015
<<https://bera.collegiatelink.net/Organizations>>

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*

Vicki E. Allums <i>Virginia</i>	John E. Fleming <i>Ohio</i>	Douglas M. Orr <i>North Carolina</i>
Celeste P. Armstrong <i>Alabama</i>	Jerry B. Hale <i>Tennessee</i>	Thomas W. Phillips <i>Tennessee</i>
Charlotte F. Beason <i>Kentucky</i>	Donna S. Hall <i>Kentucky</i>	William B. Richardson <i>Kentucky</i>
Vance Blade <i>Kentucky</i>	Robert F. Hawks <i>Georgia</i>	Lyle D. Roelofs** <i>Kentucky</i>
Nancy E. Blair <i>Connecticut</i>	Scott M. Jenkins <i>Pennsylvania</i>	Dennis R. Roop <i>Colorado</i>
Anne Berry Bonnyman <i>North Carolina</i>	Glenn R. Jennings <i>Kentucky</i>	Charles Ward Seabury, II <i>California</i>
Joseph John Bridy <i>New York</i>	Shawn C.D. Johnson <i>Massachusetts</i>	David E. Shelton <i>North Carolina</i>
Scott Caldwell <i>Georgia</i>	Nancy "Nana" Lampton <i>Kentucky</i>	David B. Sloan <i>Kentucky</i>
David H. Chow <i>Connecticut</i>	Brenda Todd Larsen <i>South Carolina</i>	Tyler S. Thompson <i>Kentucky</i>
Charles D. Crowe <i>Tennessee</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Robert T. Yahng <i>California</i>
M. Elizabeth Culbreth <i>North Carolina</i>	Harold L. Moses <i>Tennessee</i>	Stephanie B. Zeigler <i>Connecticut</i>

Honorary Trustees

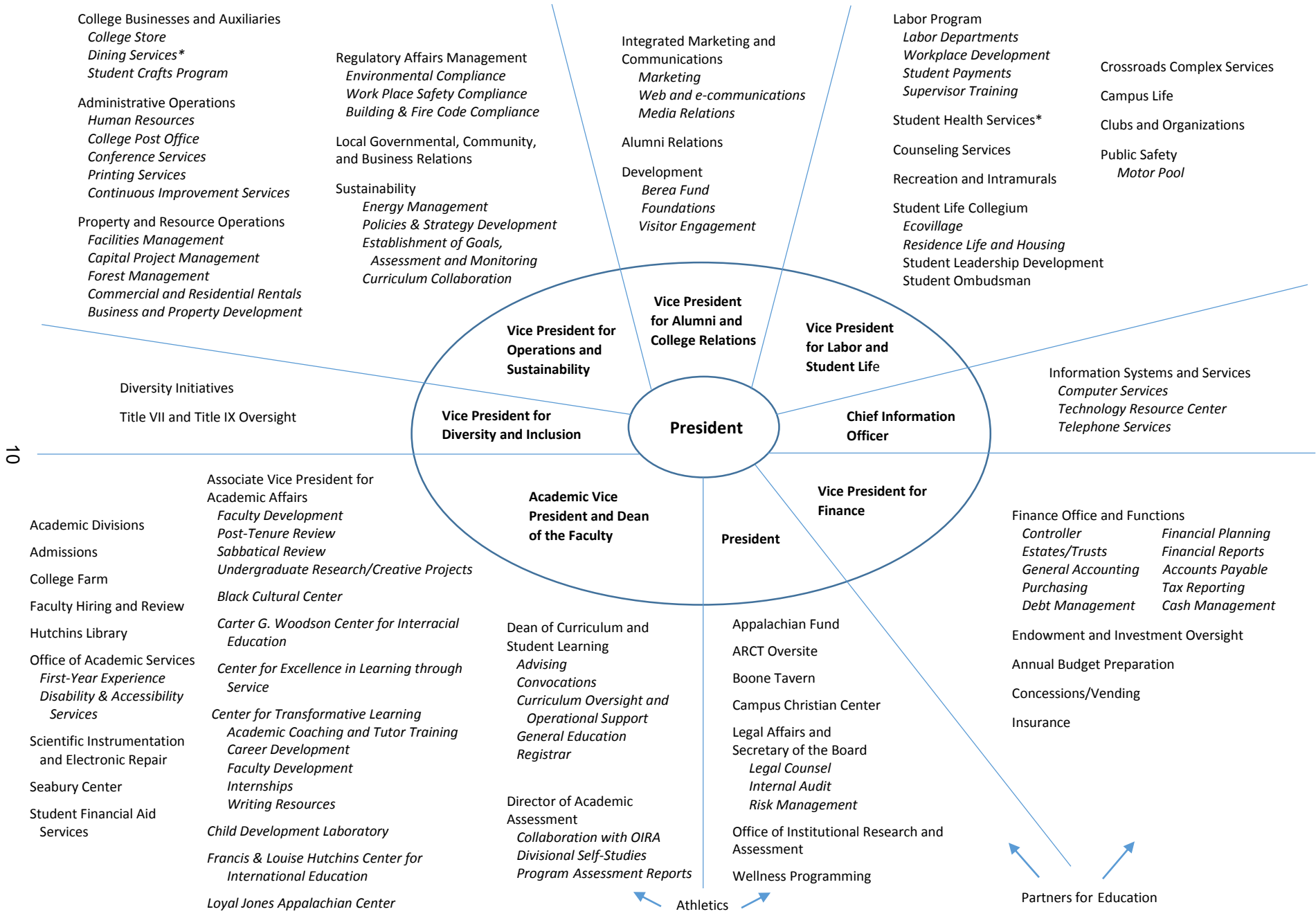
John Alden Auxier <i>Tennessee</i>	Alice R. Manicur <i>Maryland</i>	David O. Welch <i>Kentucky</i>
James T. Bartlett <i>Massachusetts</i>	Elissa May-Plattner <i>Kentucky</i>	R. Elton White <i>Florida</i>
Martin A. Coyle <i>California</i>	Thomas H. Oliver <i>South Carolina</i>	Dawneda E. Williams <i>Virginia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

*Current as of January 2016.

**President of the College

Source: Office of the President, January 2016

ADMINISTRATIVE ORGANIZATION



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Source: The Office of the President, August 2015

<<http://catalog.berea.edu/en/Current/Faculty-Manual/Administration-and-Organization-of-the-College/Administrative-Organization-Chart>>

*External Provider

CENTRAL ADMINISTRATIVE OFFICERS

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.

Lyle D. Roelofs

President

Jeff Amburgey

Vice President for Finance

Chad Berry

Academic Vice President and Dean of the Faculty

Virgil Burnside

Vice President for Labor and Student Life

Huapei Chen

Chief Information Officer

Bernadine Douglas

Vice President for Alumni and College Relations

Derrick Singleton

Vice President for Operations and Sustainability

Linda Strong-Leek

Vice President for Diversity and Inclusion

David Tipton

Dean of Labor

Judge B. Wilson II

General Counsel and Secretary of the College

**ACADEMIC DIVISION CHAIRS, PROGRAM CHAIRS, AND DIRECTORS
ACADEMIC YEAR 2015-2016**

Division I

Chairperson: Matt Saderholm

Program

Biology
Chemistry
Mathematics
Nursing
Physics

Chairperson

Megan Hoffman
Anes Kovacevic
James Blackburn-Lynch
Monica Kennison
Tracy Hodge (Fall Term)
Martin Veillette (Spring Term)

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
Mark Mahoney

Directors

Farm: Sean Clark

Division III

Chairperson: Janice Blythe

Program

Child and Family Studies

Health and Human Performance

Psychology
Sociology

Chairperson

Katrina Rivers Thompson

Stephanie Woodie (Fall Term)
Melody Srsic (Spring Term)
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
Kate Egerton
Jeanne Hoch
Kathy Bullock
Deborah Martin

Directors

Theatre: Ami Shupe

Division V

Chairperson: Steve Gowler

Program

Art and Art History

Asian Studies
History
Philosophy
Political Science
Religion

Chairperson

Eileen McKiernan Gonzalez
Rob Foster
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
Jason Strange
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, and 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 2015-2016

Memberships

General Faculty Assembly	283 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	151 members
--------------------------	-------------

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

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: *Faculty Manual, August 2015*

<<http://catalog.berea.edu/current/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: *Faculty Manual, August 2015*

<<http://catalog.berea.edu/current/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.

Benefits Committee

The Benefits Committee serves as an advisory body to the Administrative Committee and the Budget Committee in the matter of employee benefits plans.

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.

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.

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.

Safety Committee

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

Staff Liaison to the Board of Trustees

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

Source: *Faculty Manual, August 2015*

<<http://catalog.berea.edu/current/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>2014 – 2015</u>	Academic Year <u>2015 - 2016</u>
Tenure Appointments*	112	118
Full-time Teaching Appointments**	132	133
Professor	(34)	(32)
Associate	(53)	(55)
Assistant	(39)	(40)
Instructor	(6)	(6)
Full-time employees with faculty status who teach part time	12	12
Part-time faculty on a continuing appointment	6	9
Full-time employees without faculty status who teach part time	14	13
Adjunct faculty	23	16
Full-Time Equated (FTE)	157	158
Student/Faculty Ratio*** (FTE)	10/1	10/1

*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time, and nine administrators in 2014-2015, and three individuals teaching less than full-time, and nine administrators in 2015-2016.

**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 2015:

- 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 2015

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

Academic Year 2015 – 2016

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	22	26	48
6 to 10 years	10	9	19
11 to 20 years	23	13	36
21 to 30 years	9	11	20
Over 30 years	<u>7</u>	<u>3</u>	<u>10</u>
TOTAL	71	63	133

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

	<u>Academic Year 2014 – 2015</u>	<u>Academic Year 2015 – 2016</u>
Full-Time Teaching Faculty	132	133
Number of Alumni**	18	19
Graduated from Berea College	(15)	(15)
Attended Berea	(1)	(2)
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 2015
Alumni Office, October 2015

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2014</u>		<u>Fall 2015</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	104	78.8%	106	79.7%
Chose not to respond	24	18.2%	23	17.3%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	0	0.0%	2	1.5%
Chose not to respond (race unknown)	2	1.5%	1	0.8%
American Indian or Alaska Native	1	0.8%	1	0.8%
Asian	3	2.3%	2	1.5%
Black or African American	11	8.3%	12	9.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	113	85.6%	113	85.0%
Two or more races indicated	2	1.5%	2	1.5%
American Indian/Alaska Native and White	(2)		(2)	
	132	100.0%	133	100.0%

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 2015

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	1	(1%)	4	(3%)	2	(2%)
30-39 years old	21	(16%)	21	(16%)	23	(18%)	17	(13%)	19	(16%)
40-49 years old	30	(23%)	35	(27%)	33	(25%)	36	(28%)	32	(27%)
50-59 years old	52	(41%)	51	(40%)	49	(37%)	48	(37%)	49	(41%)
60-69 years old	22	(17%)	18	(14%)	22	(17%)	22	(17%)	17	(14%)
Greater than 69 years old	2	(2%)	2	(2%)	3	(2%)	3	(2%)	0	(0%)
TOTAL	128	(100%)	128	(100%)	131	(100%)	131	(100%)	119	(100%)
Average:	51		50		51		51		50	

Age**	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	4	(3%)	0	(0%)	3	(2%)	1	(1%)	1	(1%)
30-39 years old	16	(13%)	23	(17%)	26	(20%)	27	(20%)	24	(18%)
40-49 years old	33	(27%)	32	(25%)	31	(23%)	34	(26%)	41	(31%)
50-59 years old	42	(34%)	46	(36%)	38	(29%)	35	(27%)	31	(23%)
60-69 years old	29	(23%)	28	(22%)	33	(25%)	32	(24%)	33	(25%)
Greater than 69 years old	0	(0%)	0	(0%)	2	(2%)	3	(2%)	3	(2%)
TOTAL	124	(100%)	129	(100%)	133	(100%)	132	(100%)	133	(100%)
Average:	50		51		50		51		50	

*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 2015

FULL-TIME FACULTY* BASE SALARIES BY RANK AND GENDER

Academic Year 2015-2016

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	16	\$89,100	\$89,500	16	\$86,600	\$85,000	32	\$87,800	\$85,900
Associate Prof.	33	\$70,400	\$69,900	22	\$69,600	\$66,400	55	\$70,100	\$69,200
Assistant Prof.	21	\$58,700	\$58,00	19	\$57,700	\$55,300	40	\$58,200	\$56,200
Instructor**	<u>1</u>			<u>5</u>			<u>6</u>	\$50,200	\$48,100
ALL RANKS	71	\$70,800	\$68,800	62	\$68,800	\$65,800	133	\$69,900	\$68,000

*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 2015

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

Academic Year 2015 – 2016

<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%)	5	(83%)
Mathematics	2	4	6	4	(67%)	3	(50%)
Nursing	0	5	5	5	(100%)	1	(20%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>2</u>	<u>(67%)</u>
DIVISION I TOTAL	14	14	28	26	(93%)	16	(57%)
Agriculture and Natural Resources	2	2	4	4	(100%)	1	(25%)
Business Administration	5	1	6	4	(67%)	1	(17%)
Computer and Information Science	2	1	3	3	(100%)	2	(67%)
Economics	1	1	2	2	(100%)	1	(50%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	0	(0%)
Technology and Applied Design	4	0	4	4	(100%)	3	(75%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION II TOTAL	15	6	21	19	(90%)	8	(38%)
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%)	3	(60%)
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%)	10	(50%)
Communication	2	2	4	4	(100%)	3	(75%)
English	2	3	5	5	(100%)	3	(60%)
Foreign Languages	3	4	7	7	(100%)	6	(86%)
Music	5	3	8	7	(88%)	2	(25%)
Theatre	1	2	3	3	(100%)	3	(100%)
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	15	14	29	27	(93%)	17	(59%)
Art	2	4	6	6	(100%)	2	(33%)
Asian Studies**							
History	3	2	5	5	(100%)	5	(100%)
Philosophy	3	0	3	3	(100%)	3	(100%)
Political Science	2	1	3	3	(100%)	2	(67%)
Religion	3	0	3	3	(100%)	3	(100%)
Appointed to Division; no Program	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>1</u>	<u>(33%)</u>
DIVISION V TOTAL	16	7	23	23	(100%)	16	(70%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies**	1	1	2	2	(100%)	1	(50%)
Education Studies	1	3	4	4	(100%)	2	(50%)
Peace and Social Justice Studies**	1	1	2	2	(100%)	1	(50%)
Women's and Gender Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	5	7	12	11	(92%)	6	(50%)
TOTAL	71	62	133	122	(92%)	73	(55%)

*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 2015

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

	<u>Fiscal Year 2010-2011</u>	<u>Fiscal Year 2011-2012</u>	<u>Fiscal Year 2012-2013</u>	<u>Fiscal Year 2013-2014</u>	<u>Fiscal Year 2014-2015</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$404,862	\$360,891	\$267,052	\$292,614	\$347,496
Number of Faculty Receiving Funds	119	124	129	133	132
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$3,402	\$2,910	\$2,070	\$2,220	\$2,633
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$452,455	\$749,897	\$666,984	\$881,928	\$822,645
Number of Faculty on Paid Sabbatical	9	11	8	14	12
Average Total Dollars Per Faculty on Sabbatical	\$50,273	\$71,255	\$83,383	\$69,995	\$68,554
Percent of Total Full-Time Faculty	7.6%	8.9%	7.0%	10.5%	9.1%
Number of Total Full-Time Faculty	119	124	129	133	132

Source: Office of the Academic Vice President and Dean of the Faculty, October 2015

AVERAGE FACULTY SALARIES¹ FOR BEREA COLLEGE AND ITS BENCHMARKS
(Salary in thousands of dollars)

	Academic Years				
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
<u>PROFESSOR</u>					
Berea's mean	77.3	79.8	81.7	83.8	85.1
Benchmark group mean ²	89.7	91.1	92.7	93.9	96.0
Benchmark group median ³	84.4	85.9	89.2	88.9	91.1
Berea's rank among its benchmarks ⁴	22/27	19/27	18/27(tie)	19/27	19/27
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	63.9	65.8	67.0	68.1	68.7
Benchmark group mean	67.6	68.8	70.4	72.1	73.5
Benchmark group median	65.8	68.8	69.8	71.7	72.5
Berea's rank among its benchmarks	16/27(tie)	16/27(tie)	17/27	17/27	18/27(tie)
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	51.2	53.4	55.0	55.9	56.9
Benchmark group mean	55.8	57.1	58.5	59.4	60.6
Benchmark group median	54.5	56.0	58.0	57.8	58.4
Berea's rank among its benchmarks	22/27(tie)	18/27	18/27	20/27	18/27

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

² Benchmark group mean – Represents the group mean *excluding* Berea College. See page 24 for a list of Berea's Benchmark institutions.

³ Benchmark group median – Represents the group median *including* Berea College. See page 24 for a list of Berea's Benchmark institutions.

⁴ 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, October 2015
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	Richard Barnes	1984
Gerrit Levey	1962	Marlene Waller	1985
Marian Kingman	1963	Smith T. Powell	1986
Robert Gordon Menefee	1963	John Wallhausser	1987
Charlotte P. Ludlum	1964	<i>Stephen C. Bolster</i>	1988
William E. Newbolt	1964	Robert J. Schneider	1989
Virginia Ruth Woods	1965	Ralph Stinebrickner	1990
George Gilbert Roberts	1965	<i>Jeanne M. Hoch</i>	1991
Maureen Faulkner	1966	Dean Warren Lambert	1992
Kristjan Sulev Kogerma	1966	Ralph L. Thompson	1993
Herschel Lester Hull	1967	Eugene T. Chao	1994
Frank Junior Wray	1967	John E. Courter	1995
Jerome William Hughes	1968	Paul David Nelson	1996
Thomas Reed Beebe	1968	L. Eugene Startzman	1997
Louise Moore Scrivner	1969	Donald Hudson	1998
John Douglas Chrisman	1969	Dorothy Hopkins Schnare	1999
Cornelius Gregory Di Teresa	1970	Thomas A. Boyd	2000
Franklin Bryan Gailey	1970	Richard D. Sears	2001
Thomas McRoberts Kreider	1971	Laura A. Crawford	2002
William John Schafer	1971	Walter E. Hyleck	2003
Robert Jerry Lewis	1972	<i>Andrew Baskin</i>	2004
Stephen Scott Boyce	1972	Amer Lahamer	2005
Thomas David Strickler	1973	<i>Dawn Anderson</i>	2006
Martha Wylie Pride	1974	<i>Gary Mahoney</i>	2007
Glen H. Stassen	1975	<i>Ron Rosen</i>	2008
John Fletcher White	1976	<i>Janice Blythe</i>	2009
Mary Louise Pross	1977	Barbara Wade	2010
Robert Ward Pearson	1978	Robert Suder	2011
John Seelye Bolin	1979	<i>Ed McCormack</i>	2012
Dennis Michael Rivage-Seul	1980	<i>Sandra Bolster</i>	2013
Jonas Patterson Shugars	1981	Kathryn Akural	2014
Philip Schmidt	1982	<i>Jill Bouma</i>	2015
Larry K. Blair	1983		

Source: Office of the Academic Vice President and Dean of Faculty, October 2015

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
Wayne Tolliver	2012
<i>Paul Smithson</i>	2013
<i>Robert Foster</i>	2014
<i>Mary Robert Garrett</i>	2015

Source: Office of the Academic Vice President and Dean of the Faculty, January 2016

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

	As of November 1, 2014			As of November 1, 2015		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	128	235	363	106	197	303
6 to 10 years	24	37	61	21	34	55
11 to 20 years	37	35	72	35	38	73
21 to 30 years	5	16	21	8	17	25
Over 30 years	<u>8</u>	<u>9</u>	<u>17</u>	<u>8</u>	<u>10</u>	<u>18</u>
TOTAL	202	332	534	178	296	474

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

	As of November 1, 2014			As of November 1, 2015		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Less than 25 years old	20	31	51	9	11	20
25-29 years old	31	51	82	24	42	66
30-39 years old	35	73	108	34	69	103
40-49 years old	45	69	114	40	69	109
50-59 years old	42	77	119	43	72	115
60-69 years old	25	29	54	26	32	58
More than 69 years old	<u>4</u>	<u>2</u>	<u>6</u>	<u>2</u>	<u>1</u>	<u>3</u>
TOTAL	202	332	534	178	296	474

*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2014-15: 5; 2015-16: 6) and tenure-track faculty members (2014-15: 3; 2015-16: 2) who are currently holding administrative positions, and professional librarians with faculty status (2014-15: 7; 2015-16: 9).

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 Human Resources, November 2015

**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, 2014</u>		<u>As of Nov. 1, 2015</u>	
Hispanic or Latino or Spanish Origin	9	(1.7%)	8	(1.7%)
American Indian or Alaska Native	1	(0.2%)	1	(0.2%)
Asian	1	(0.2%)	4	(0.8%)
Black or African American	40	(7.5%)	33	(7.0%)
Two or more races	10	(1.9%)	12	(2.5%)
White	478	(89.5%)	421	(88.8%)
Chose not to respond (race unknown)	4	(0.7%)	2	(0.4%)
International	0	(0.0%)	1	(0.2%)
Total	534	(100.0%)	474	(100.0%)

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 (2014-15: 5; 2015-16: 6) and tenure-track faculty members (2014-15: 3; 2015-16: 2) who are currently holding administrative positions, and professional librarians with faculty status (2014-15: 7; 2015-16: 9).

**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, 2014</u>	<u>As of Nov. 1, 2015</u>
Number of Staff	534	474
Number of Alumni**	149	153
Graduated from Berea College	(138)	(130)
Attended Berea	(10)	(22)
Honorary Alumni***	(1)	(1)

*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2014-15: 5; 2015-16: 6) and tenure-track faculty members (2014-15: 3; 2015-16: 2) who are currently holding administrative positions, and professional librarians with faculty status (2014-15: 7; 2015-16: 9).

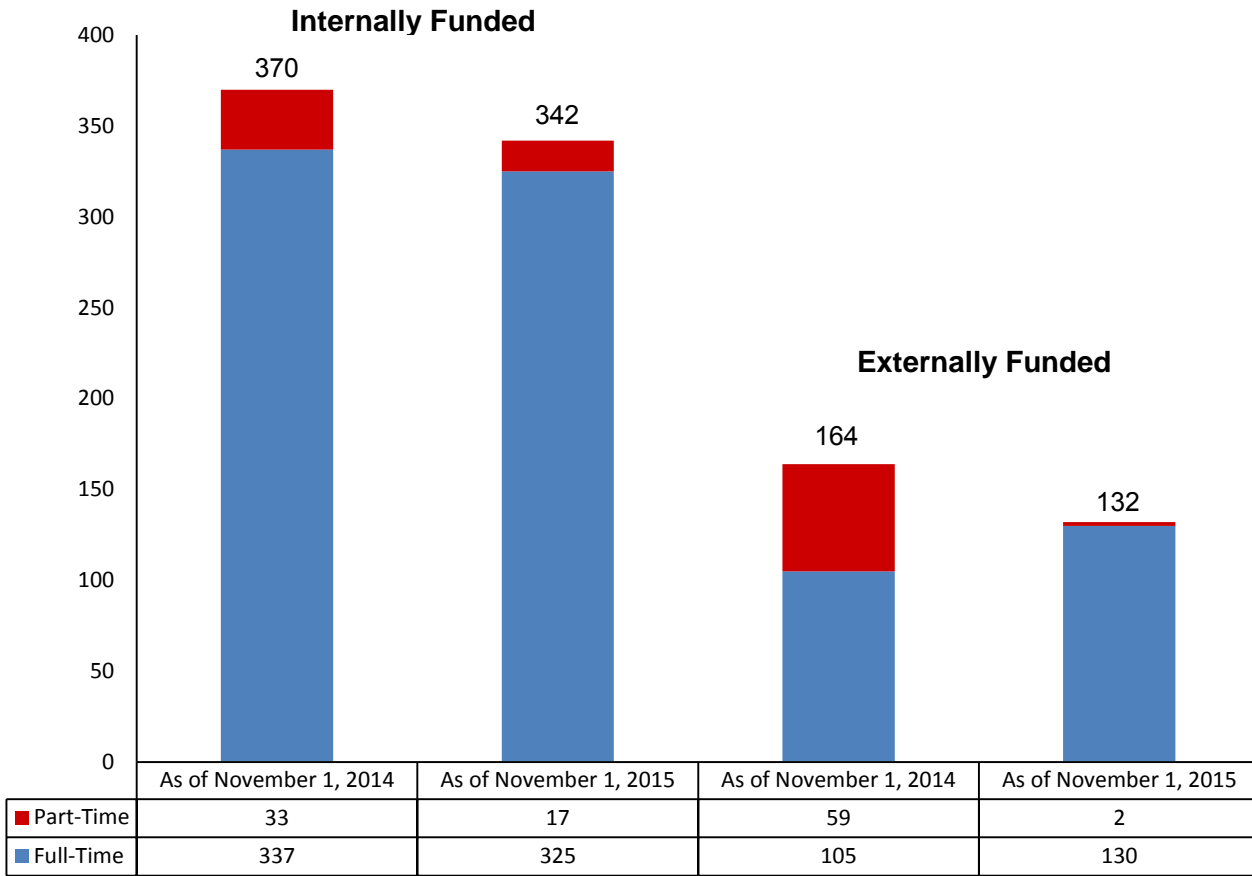
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

***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 Human Resources and the Alumni Office, November 2015

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



*Includes tenured faculty members (2014-15: 5; 2015-16: 6) and tenure-track faculty members (2014-15: 3; 2015-16: 2) who are currently holding administrative positions, and professional librarians with faculty status (2014-15: 7; 2015-16: 9).

**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.

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 Human Resources, November 2015

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)
<i>Jeanette Davidson</i>	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011
<i>David Slinker</i>	2012
<i>Clara Chapman</i>	2013
<i>Adam Mullikin</i>	2014
<i>Larky Kim Crawford</i>	2015

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
Michelle Tooley	2014
<i>Ellen Burke</i>	2015

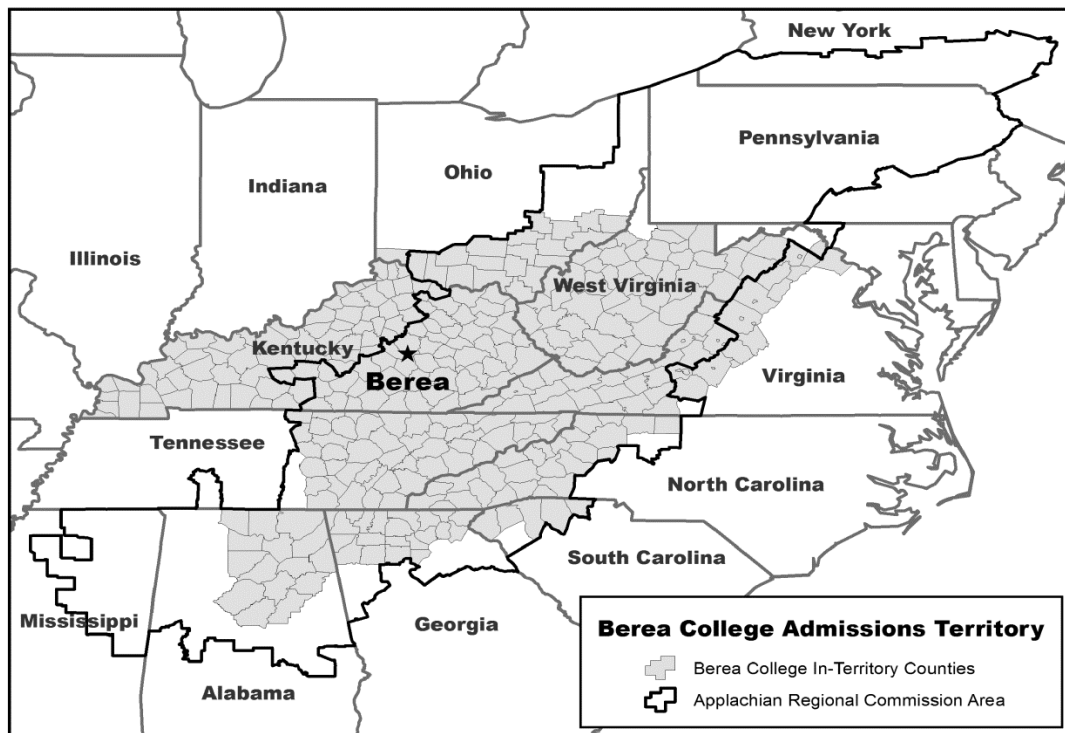
Admissions

- 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, 2006-2015
 - by Gender
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Gender
- Fall Term Transfer Student Enrollment Trends, 2006-2015
 - 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, and are attending the college under an F-1 visa issued by the U.S. Department of State.



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
Davies**
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)

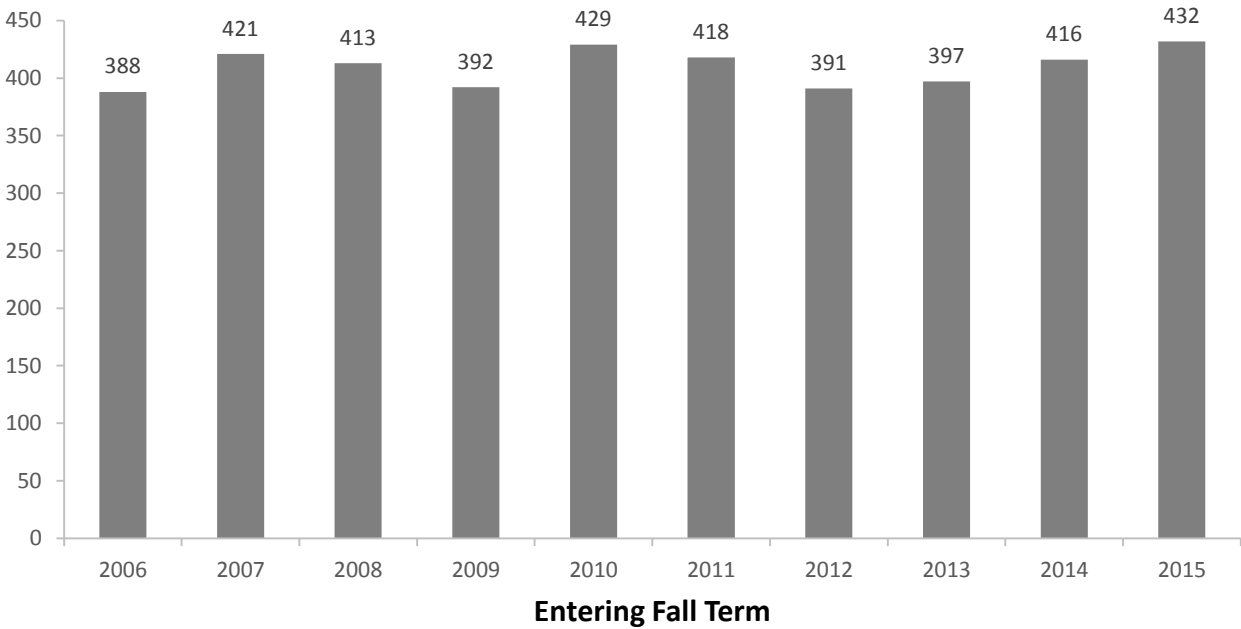
Source: Admissions Office

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
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
2015	3,953	1,637	597	37	432	72

*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>
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
2015	1,461	694	268	39	195	73

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>
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
2015	2,482	941	329	35	237	72

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.

For 2015, gender was unknown for 10 submitted applications and 2 completed applications.

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	N	% of Completed	N	% of
				<u>Applications</u>		<u>Accepted</u>
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
2015	2,301	839	447	53	336	75

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	N	% of Completed	N	% of
				<u>Applications</u>		<u>Accepted</u>
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
2015	995	294	112	38	65	58

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	N	% of Completed	N	% of
				<u>Applications</u>		<u>Accepted</u>
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
2015	697	504	38	8	31	82

*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>
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
2015	432	194	44.9

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>
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
2015	432	90	20.8

*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>
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
2015	432	108	25.0	40	9.3

*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.

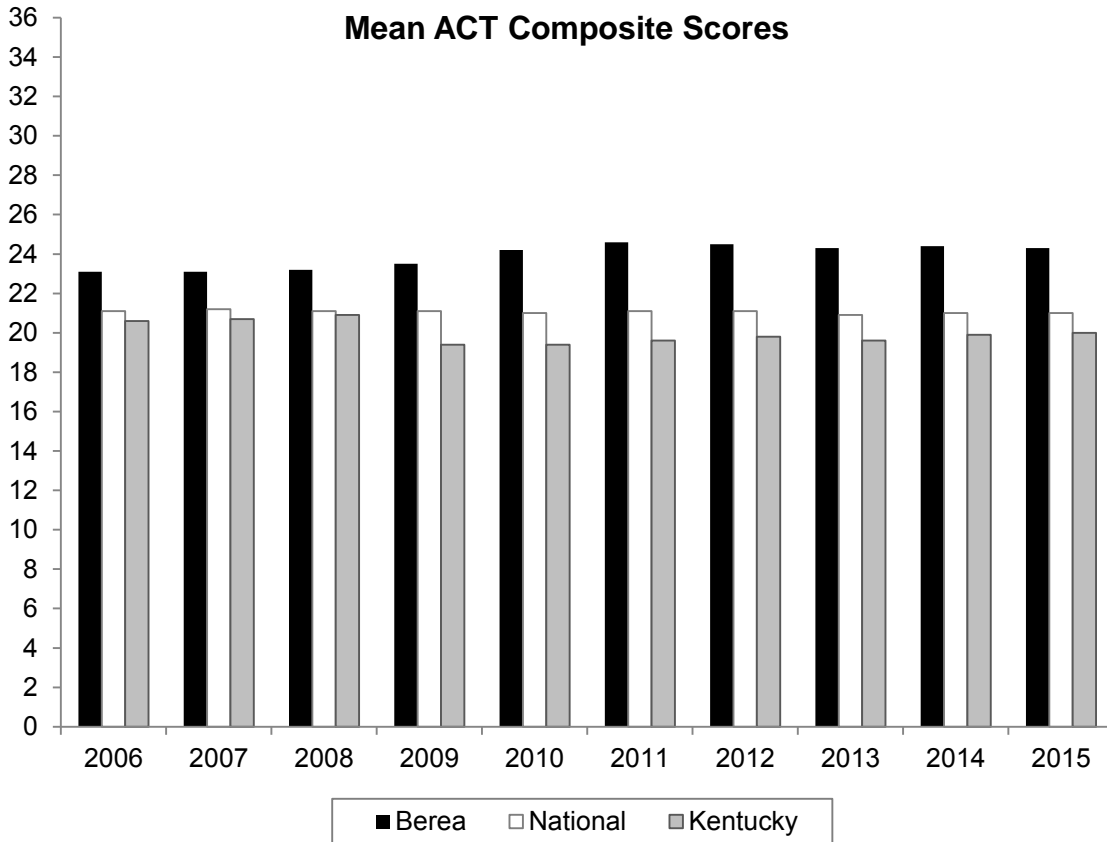
NOTE: The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, 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

<u>Fall Term</u>	<u>Number of Students who Submitted ACT</u>	<u>Berea's First-Year Students*</u>	<u>Berea</u>		<u>National Mean</u>	<u>Kentucky Mean</u>
			<u>Men</u>	<u>Women</u>		
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
2015	360	24.3	24.9	23.9	21.0	20.0

*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
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
2015	59	590	565	559	495	588	511	587	484	574

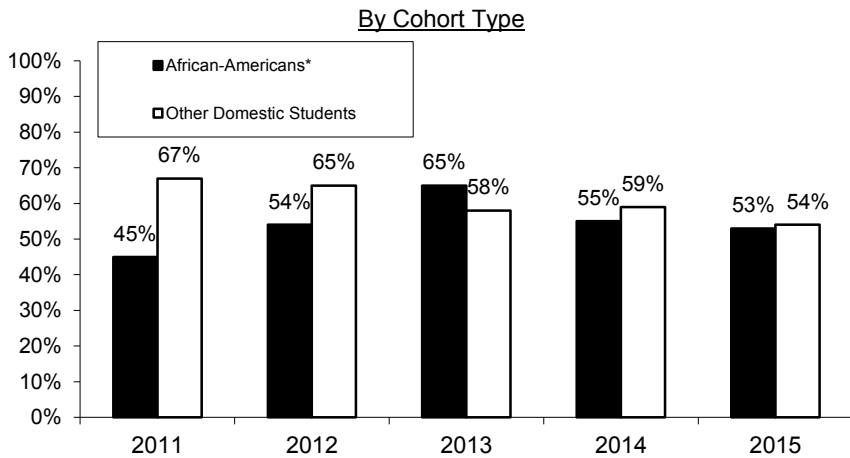
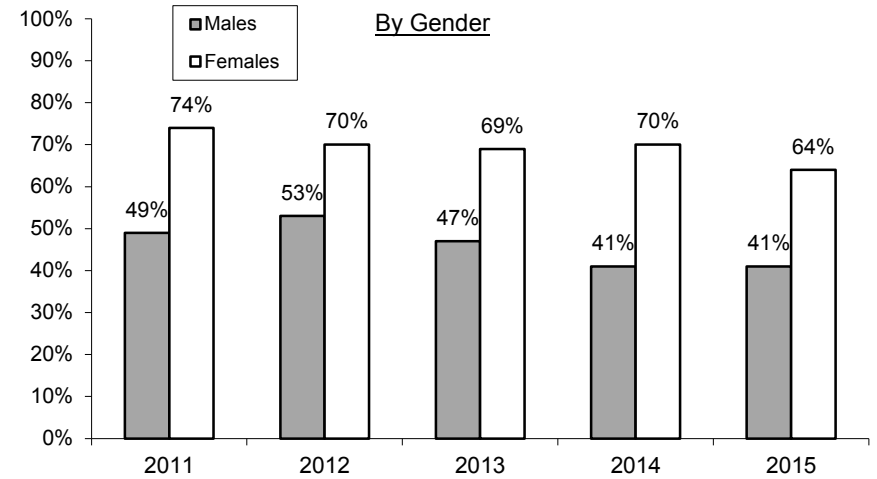
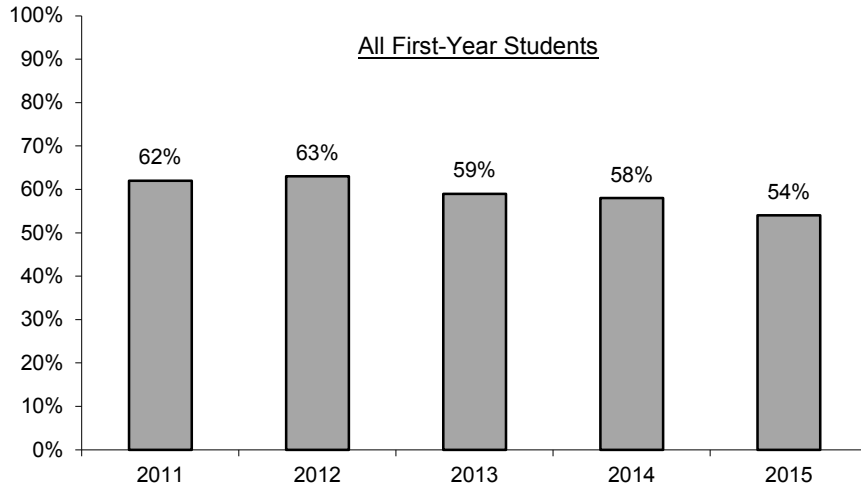
*SAT changed the exam to add a writing section and re-vamped the verbal section and re-named it "Critical Reading" (first administered in March 2005).

**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

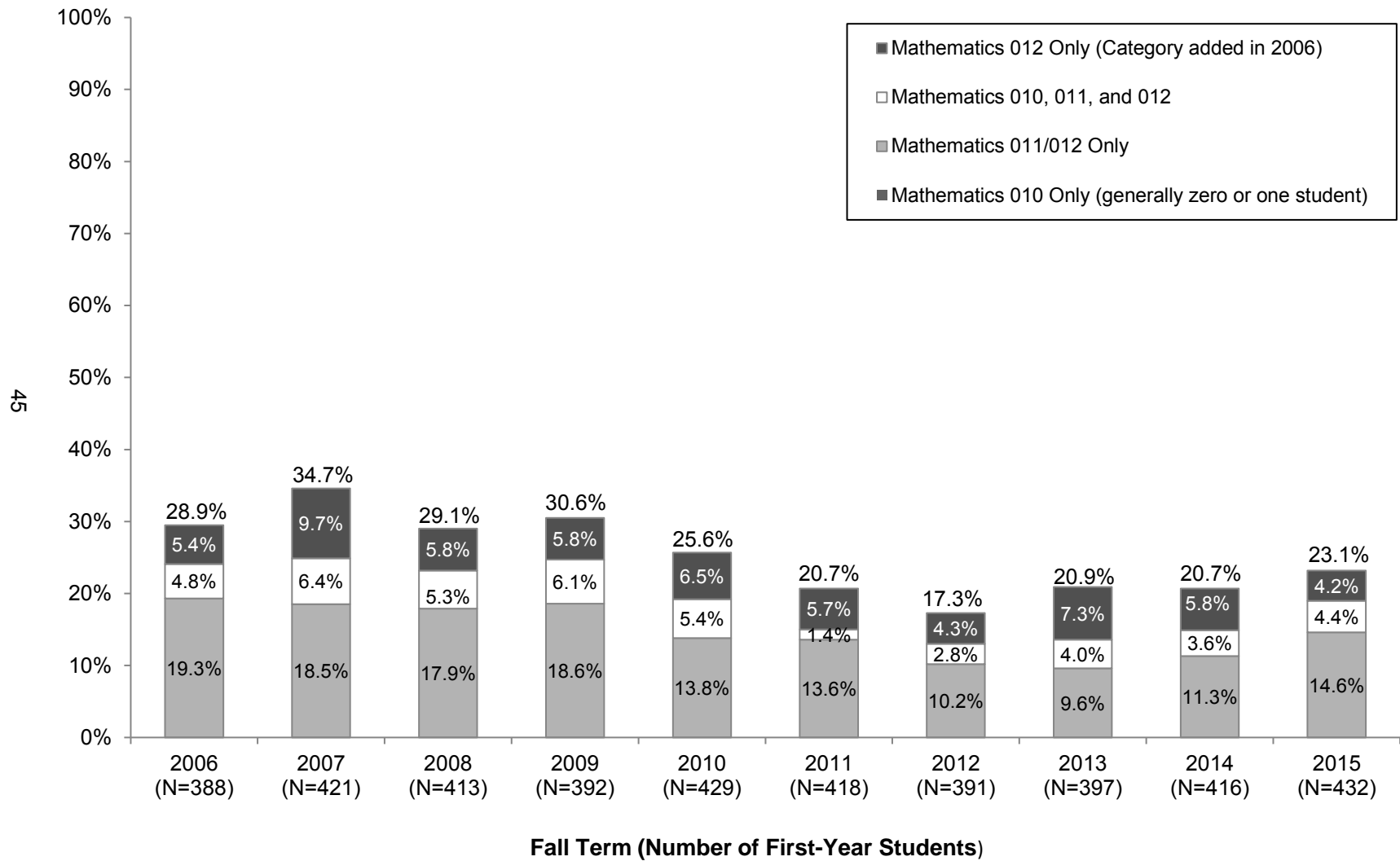


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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.

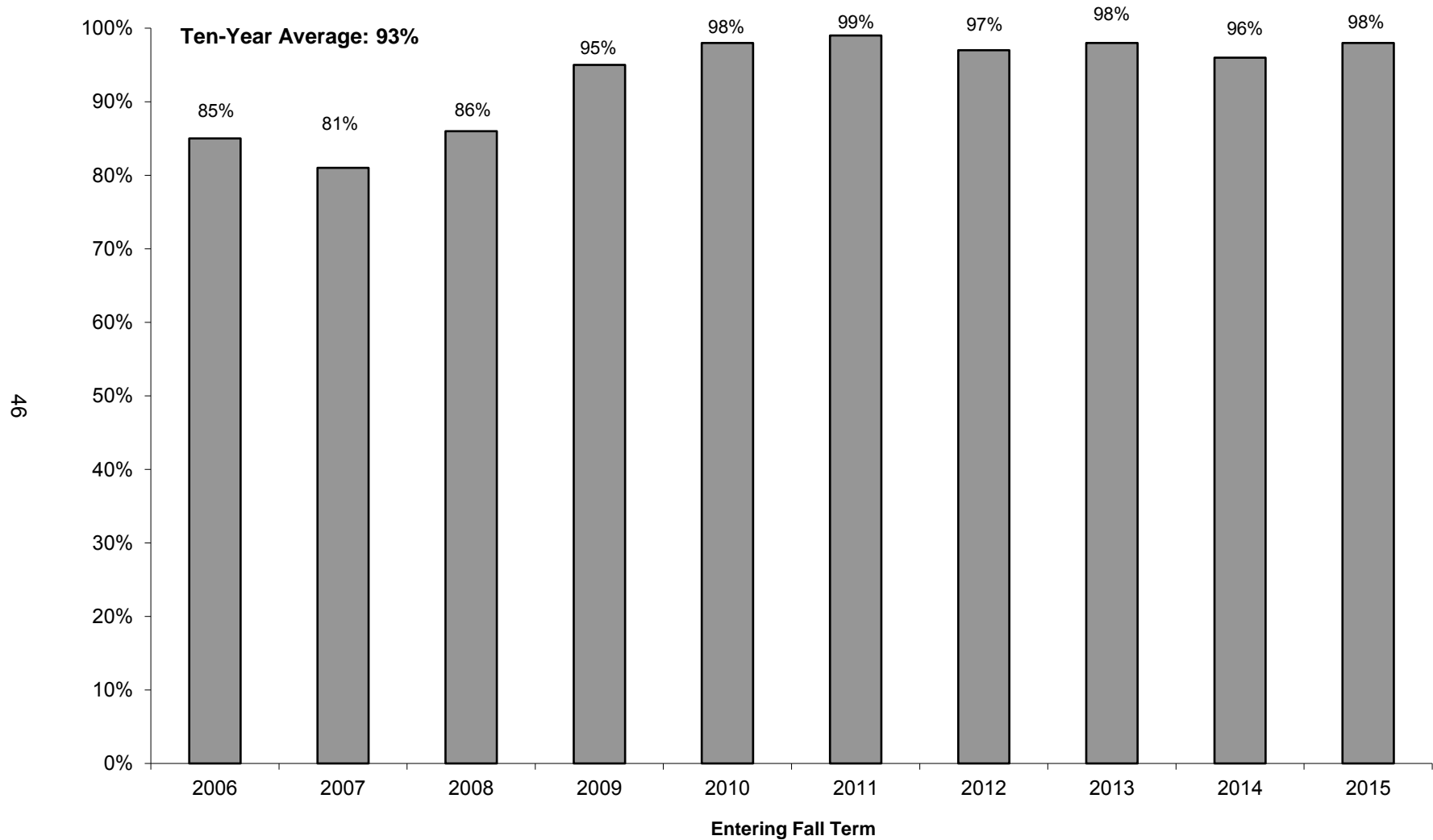
Source: Annual editions of First-Year Students' Class Profile

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.

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

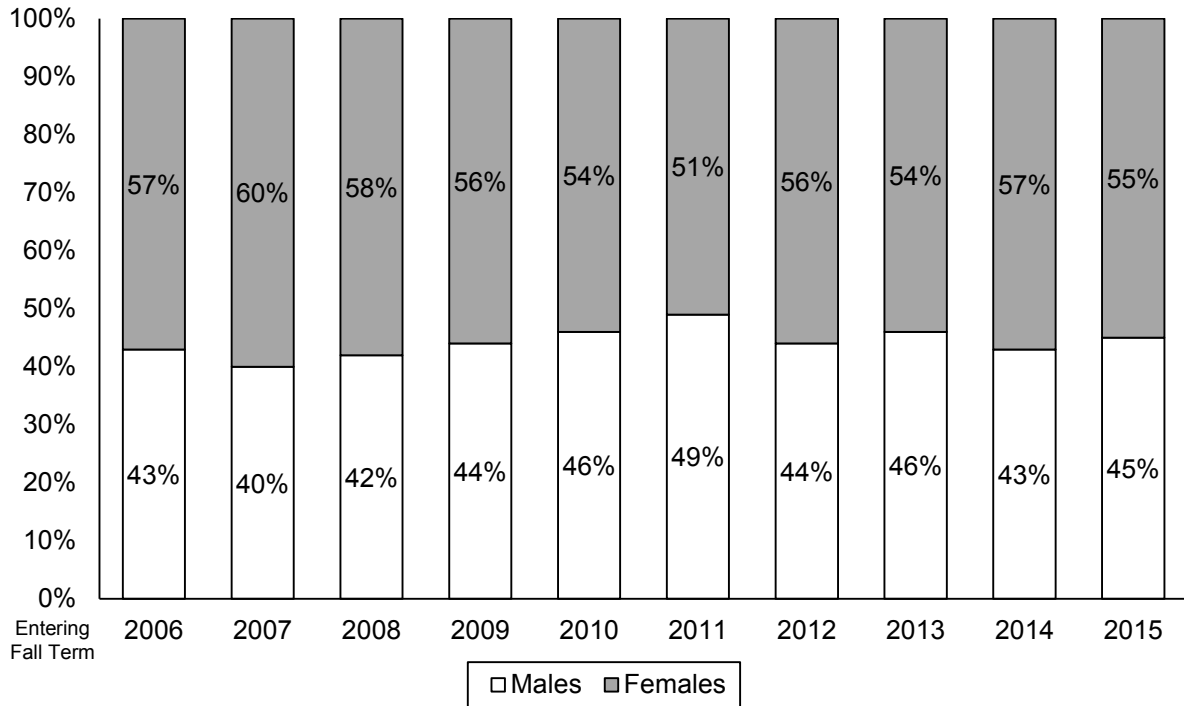


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants

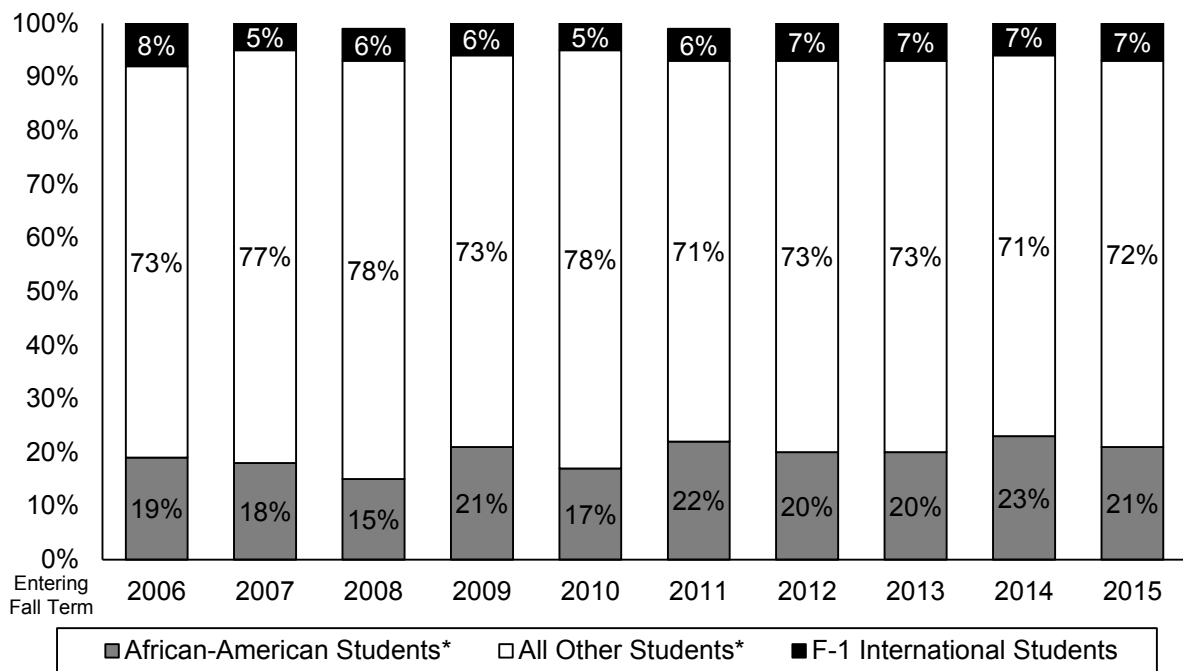
Source: Office of Institutional Research and Assessment, September 2015

FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Gender



By Cohort Type

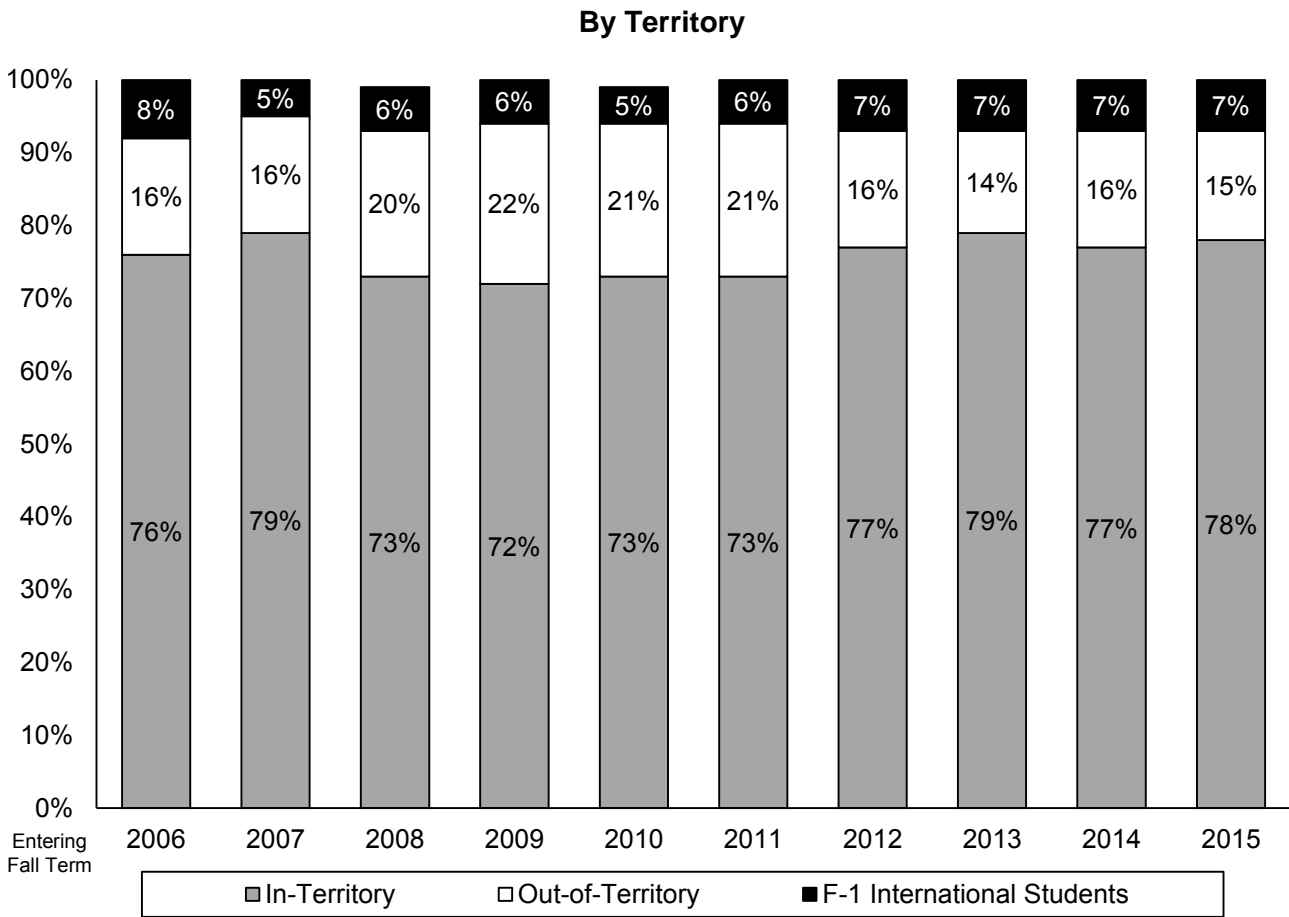


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2015

First-Year Student Enrollment Trends, continued

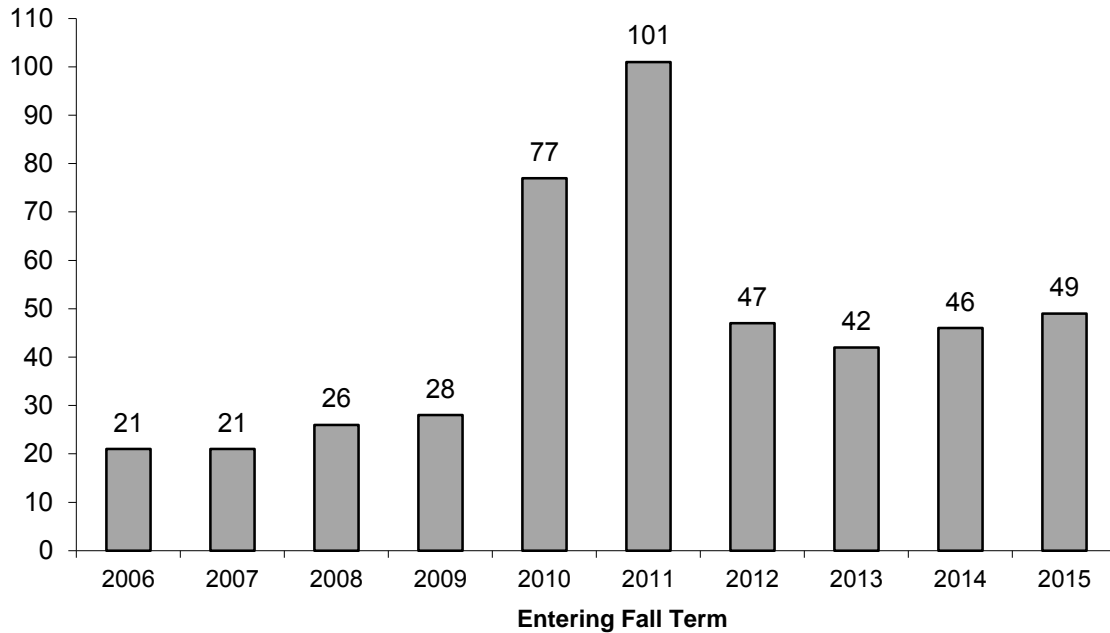


Source: Office of Institutional Research and Assessment, October 2015.

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
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
2015	334	131	55	42	49	89

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>
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
2015	150	54	21	39	20	95

Women

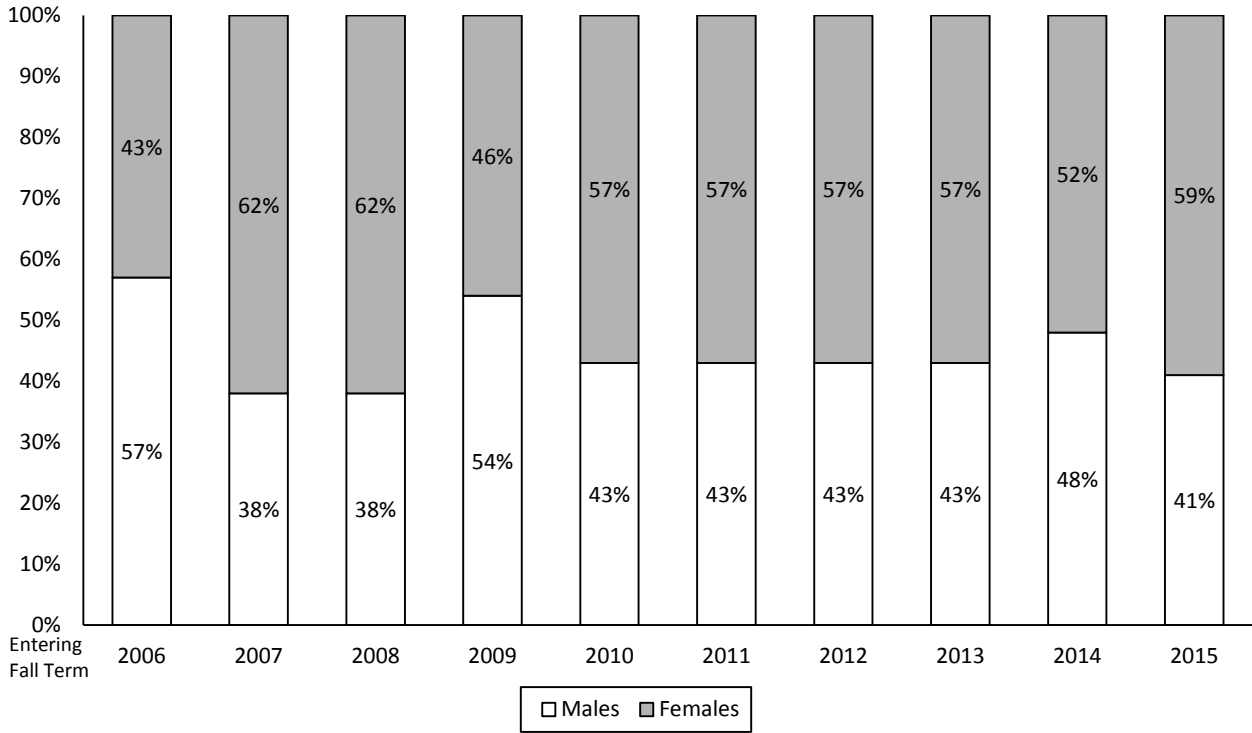
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2006	89	n/a	12	n/a	9	75%
2007	75	n/a	18	n/a	13	72
2008	145	n/a	17	n/a	16	94
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
2015	184	77	34	48	29	85

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

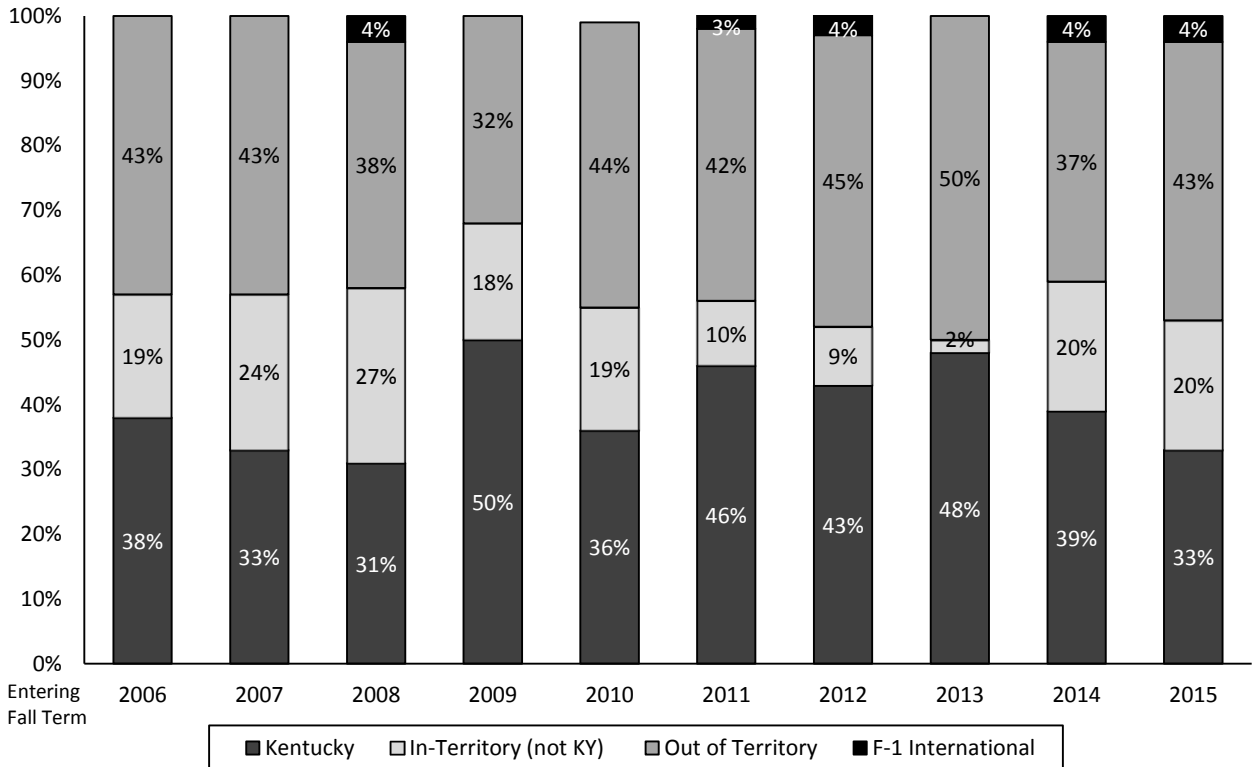
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Gender



By Territory



Source: Office of Institutional Research and Assessment, September 2015

Student Enrollment and Characteristics

- Fall 2015 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 2015 Enrollment by State and U. S. Territories (Map)
- Fall 2015 Enrollment by Country (Map)
- Fall 2015 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 2015 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2006-2015
 - by Gender
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

FALL 2015 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,593	First-Year Students N = 432	Transfer Students N = 49
Gender			
Male	673 42%	195 45%	20 41%
Female	920 58%	237 55%	29 59%
Territory			
In-Territory	1,175 74%	336 78%	26 53%
Out-of-Territory	294 18%	65 15%	21 43%
F-1 International	124 8%	31 7%	2 4%
At-Risk/Distressed Appalachian Counties	372 23%	108 25%	5 10%
Students with International Experience	189 12%	61 14%	6 12%
Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	128 8%	49 11%	5 10%
Black or African American	324 20%	90 21%	9 18%
Other minorities	70 4%	18 4%	4 8%
White	1,028 65%	275 64%	34 69%
Unknown and International	171 11%	49 11%	2 4%
Non-Traditional	146 9%	9 2%	11 22%
First Generation (based on those with known info)	622/1224 51%	244/394 62%	14/43 33%

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.

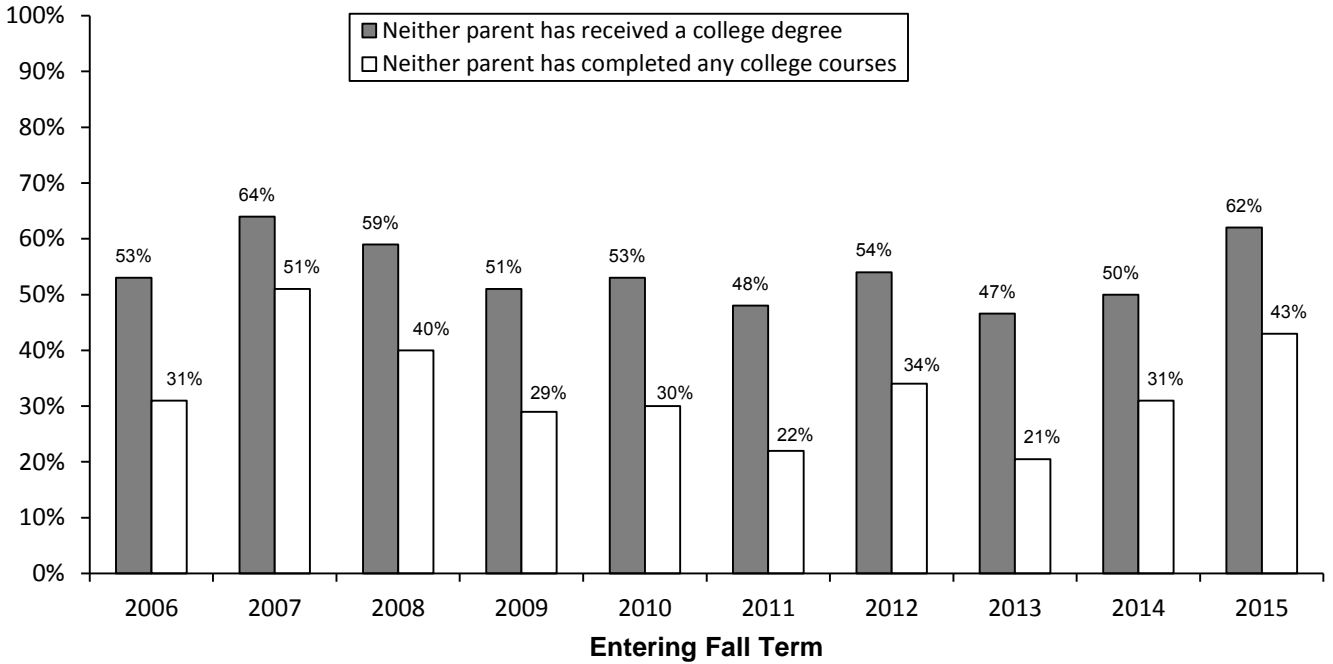
Unknown - Students who chose not to identify their race on their admissions application and all F-1 International students because they are not coded on the basis of race/ethnicity.

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. Thirty (2%) international students are 24 or older.

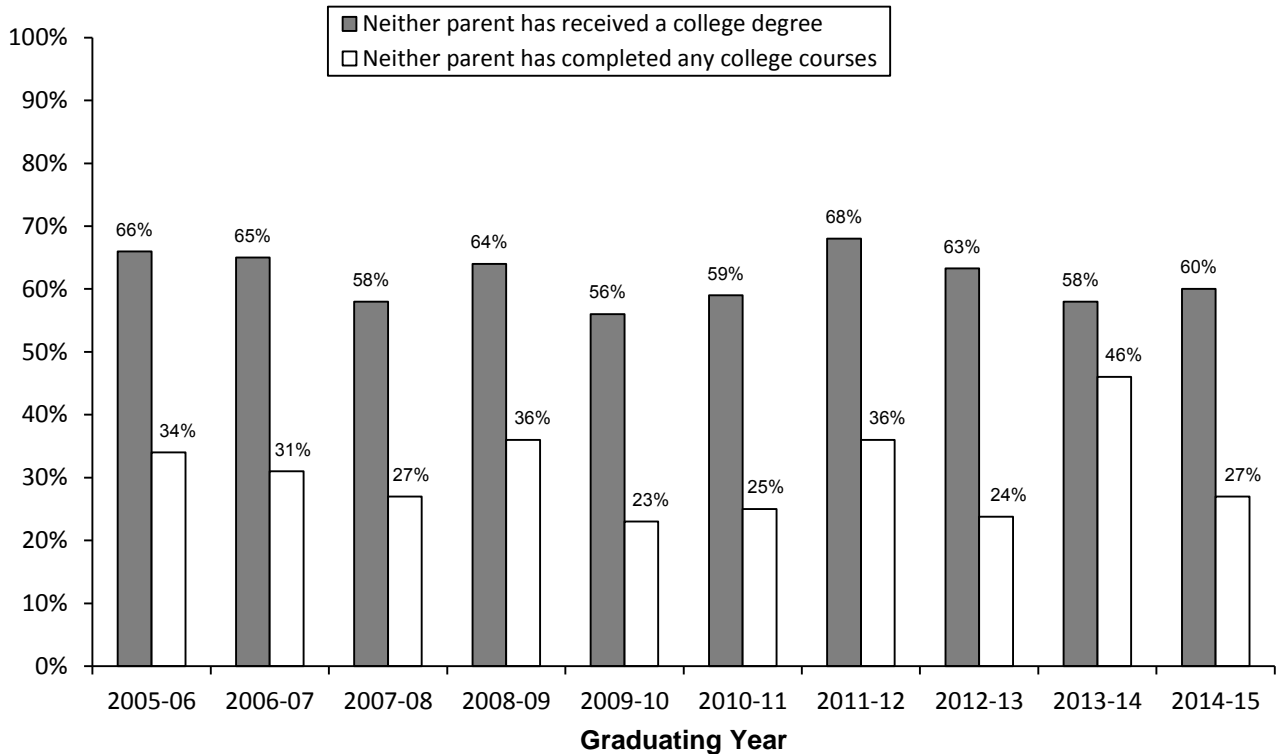
First Generation - Students who indicated on application, the FAFSA (Free Application for Federal Student Aid), or Entering Student Survey that neither parent has received a college degree.

FIRST-GENERATION COLLEGE STUDENTS

Entering First-Year Student Data

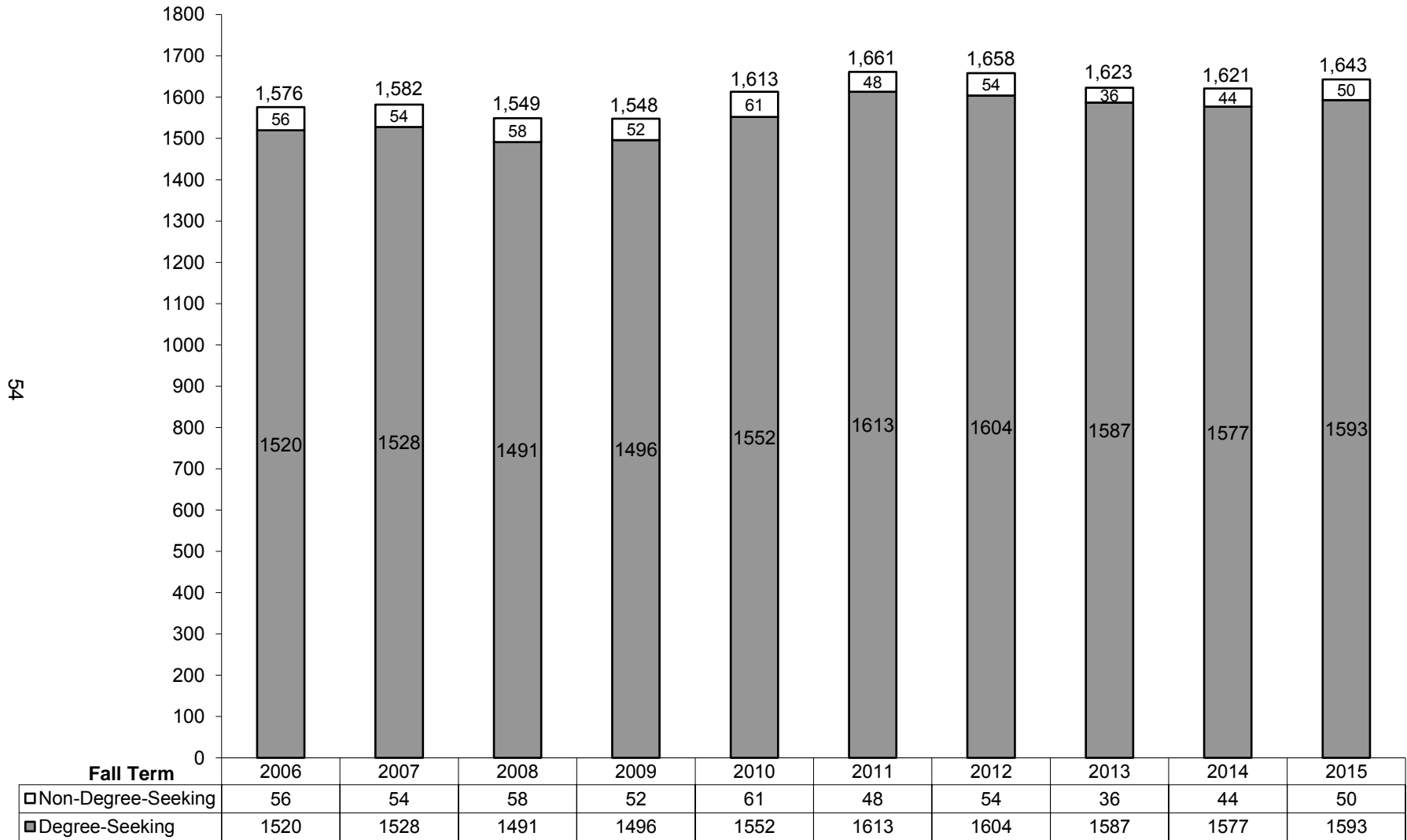


Graduating Student Data



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 2015

**FALL ENROLLMENTS BY CLASSIFICATION
2011 - 2015**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	530	459	454	486	497
First-Year Students	(418)	(391)	(397)	(416)	(432)
Other Freshmen**	(112)	(68)	(57)	(70)	(65)
Sophomore	381	392	351	347	373
Junior	356	394	386	370	377
Senior	<u>346</u>	<u>359</u>	<u>396</u>	<u>374</u>	<u>346</u>
TOTAL DEGREE-SEEKING STUDENTS	1,613	1,604	1,587	1,577	1,593
Berea Community School	21	34	17	21	30
Madison Southern High School	1	0	0	2	2
College Employee	2	2	5	4	3
Community (Special)	18	15	10	10	13
Post Graduate	0	0	0	0	0
Transient/Exchange	6	3	4	5	2
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	48	54	36	44	50
TOTAL HEADCOUNT	1,661	1,658	1,623	1,621	1,643

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

NOTE: In Fall 2015, there were sixteen first-year students officially classified as sophomores, and three first-year students officially classified as juniors. 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.

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>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Full-Time Students</u>					
Freshman	530	458	454	485	497
First-Year Students	(418)	(391)	(397)	(416)	(432)
Other Freshmen**	(112)	(67)	(57)	(69)	(65)
Sophomore	381	392	351	346	373
Junior***	356	394	386	370	377
Senior	<u>345</u>	<u>352</u>	<u>390</u>	<u>371</u>	<u>343</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,612	1,596	1,581	1,572	1,590
Berea Community School	0	1	1	1	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	1	1	1	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	6	3	4	5	2
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	7	5	6	6	2
TOTAL FULL-TIME STUDENTS	1,619	1,601	1,587	1,578	1,592
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	1	0	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(1)	(0)	(1)	(0)
Sophomore	0	0	0	1	0
Junior***	0	0	0	0	0
Senior	<u>1</u>	<u>7</u>	<u>6</u>	<u>3</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	8	6	5	3
Berea Community School	21	33	16	20	30
Madison Southern High School	1	0	0	2	2
College Employee	2	2	5	4	3
Community (Special)	17	14	9	10	13
Post Graduate	0	0	0	0	0
Transient/Exchange	0	0	0	0	0
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	41	49	30	38	48
TOTAL PART-TIME STUDENTS	42	57	36	43	51
FTE ENROLLMENT	1,639	1,623	1,602	1,595	1,612

**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 51 students has a FTE of 19.83.

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
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
2015	1,593	124	7.8	189	11.9

*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 two F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2015.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2015	1,593	324	20.3

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

Source: Office of Institutional Research and Assessment, October 2015

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

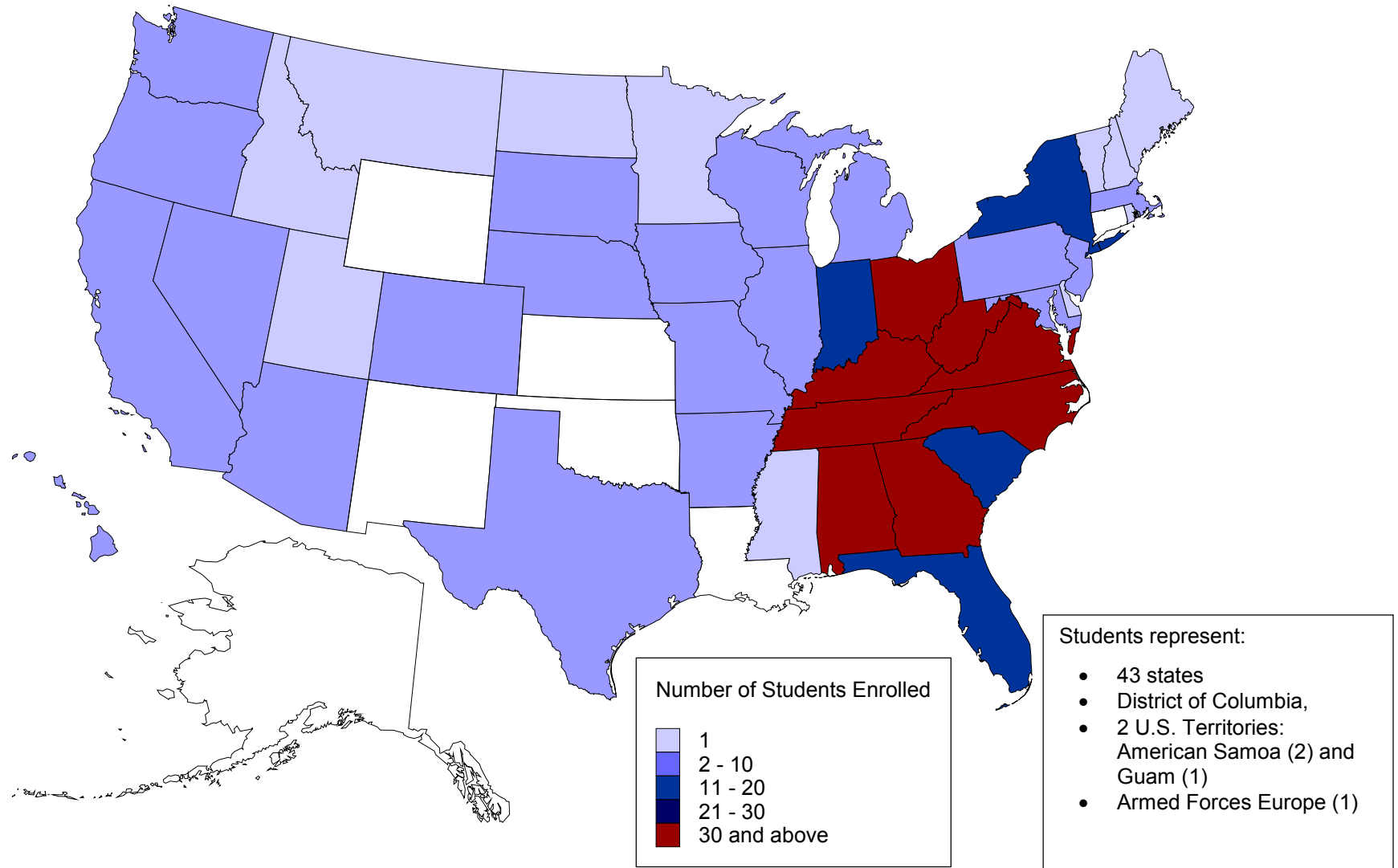
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Men from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent White Men of Total Degree-Seeking Students</u>
2010	1,552	332	21.4%	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
2015	1,593	372	23.4	132	8.3

*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.

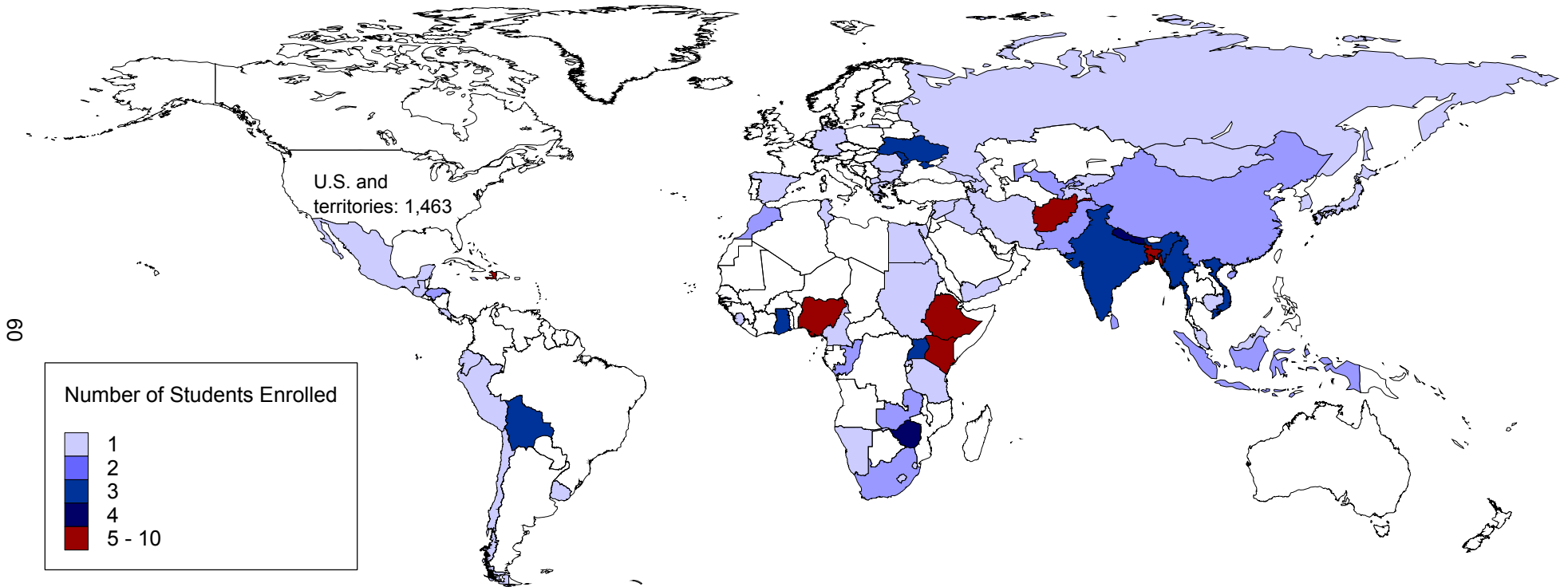
To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

FALL 2015 ENROLLMENT BY STATE AND U.S. TERRITORIES



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>>.

FALL 2015 ENROLLMENT BY COUNTRY



NOTES: The countries are determined by the address given at the time of acceptance to the College. There are also 2 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 2015.

**FALL 2015 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (22 countries)

Cameroon	1	(1%)
Congo	2	(2%)
Egypt	1	(1%)
Ethiopia	6	(5%)
Gambia	2	(2%)
Ghana	3	(2%)
Kenya	5	(4%)
Lesotho	1	(1%)
Mauritius	1	(1%)
Morocco	2	(2%)
Namibia	1	(1%)
Nigeria	5	(4%)
Rwanda	1	(1%)
Sierra Leone	1	(1%)
South Africa	2	(2%)
Sudan	1	(1%)
Swaziland	1	(1%)
Tanzania	1	(1%)
Tunisia	1	(1%)
Uganda	3	(2%)
Zambia	2	(2%)
Zimbabwe	4	(3%)
Africa Total	47	(36%)

Asia (25 countries)

Afghanistan	5	(4%)
Bangladesh	5	(4%)
Burma	3	(2%)
Cambodia	1	(1%)
China	2	(2%)
India	3	(2%)
Indonesia	2	(2%)
Iran	1	(1%)
Iraq	1	(1%)
Japan	1	(1%)
Kyrgyzstan	1	(1%)
Lebanon	1	(1%)
Malaysia	1	(1%)
Mongolia	1	(1%)
Nepal	4	(3%)
Pakistan	2	(2%)
Russia	1	(1%)
South Korea	1	(1%)
Sri Lanka	2	(2%)

Asia, continued

Syria	1	(1%)
Tajikistan	1	(1%)
Tibet	2	(2%)
Uzbekistan	2	(2%)
Vietnam	3	(2%)
Yemen	1	(1%)
Asia Total	48	(37%)

Europe (11 countries)

Azerbaijan	1	(1%)
Bulgaria	1	(1%)
Georgia	1	(1%)
Germany	1	(1%)
Greece	1	(1%)
Kosovo	1	(1%)
Macedonia	1	(1%)
Moldova	3	(2%)
Romania	1	(1%)
Spain	1	(1%)
Ukraine	3	(2%)
Europe Total	15	(12%)

North America (7 countries)

Costa Rica	1	(1%)
Guatemala	1	(1%)
Haiti	6	(5%)
Honduras	2	(2%)
Jamaica	1	(1%)
Mexico	1	(1%)
St. Lucia	1	(1%)
North America Total	13	(10%)

South America (5 countries)

Bolivia	3	(2%)
Chile	1	(1%)
Ecuador	1	(1%)
Peru	1	(1%)
Uruguay	1	(1%)
South America Total	7	(5%)

(70 countries represented)

TOTAL OF ALL COUNTRIES 130 (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 thirty (130) 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/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2015

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Berea's Territory*	1,113	1,106	1,125	1,137	1,175
Prior to 1976 expansion	65%	56%	63%	63%	62%
Counties Added in 1976 & 1978	32%	41%	34%	34%	34%
Hamilton Co, Ohio added in 1996	3%	3%	3%	3%	4%
Out-of-Territory**	386	384	342	320	294
F-1 International***	<u>114</u>	<u>114</u>	<u>120</u>	<u>120</u>	<u>124</u>
TOTAL	1,613	1,604	1,587	1,577	1,593

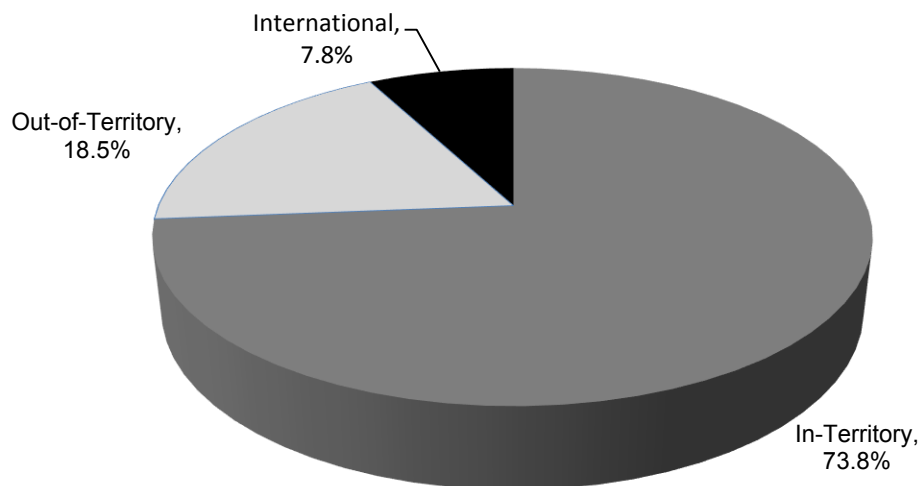
*For a complete description of Berea's Territory and its changes, please see pages 34 - 36. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

**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 2015, sixty-five (65) 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 2015 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 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>	
Hispanic or Latino or Spanish Origin	50	3.1%	62	3.9%	67	4.2%	93	5.9%	128	8.0%
Not Hispanic or Latino or Spanish Origin	1,318	81.7%	1,323	82.5%	1,327	83.6%	1,320	83.7%	1,308	82.1%
Chose not to respond	131	8.1%	105	6.5%	73	4.6%	44	2.8%	33	2.1%
International Students	114	7.1%	114	7.1%	120	7.6%	120	7.6%	124	7.8%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	114	7.1%	114	7.1%	120	7.6%	120	7.6%	124	7.8%
Chose not to respond (race unknown)	69	4.3%	67	4.2%	43	2.7%	36	2.3%	47	3.0%
American Indian or Alaska Native	6	0.4%	6	0.4%	6	0.4%	6	0.4%	12	0.8%
Asian	20	1.2%	20	1.2%	24	1.5%	26	1.6%	25	1.6%
Black or African American	249	15.4%	238	14.8%	246	15.5%	253	16.0%	263	16.5%
Native Hawaiian or Other Pacific Islander	1	0.1%	0	0.0%	3	0.2%	3	0.2%	3	1.9%
White	1,062	65.8%	1,062	66.2%	1,060	66.8%	1,037	65.8%	1,028	64.5%
Two or more races indicated	92	5.7%	97	6.0%	85	5.4%	96	6.1%	91	5.7%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(3)		(3)		(2)		(2)		(1)	
American Indian/Alaska Native and Asian	(0)		(1)		(1)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(0)		(1)		(1)		(1)	
American Indian/Asian/Black/White	(0)		(0)		(0)		(0)		(1)	
American Indian/Alaska Native and Asian and White	(3)		(2)		(0)		(0)		(0)	
American Indian/Alaska Native and Black/African American	(0)		(0)		(3)		(3)		(3)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(0)		(1)		(2)	
American Indian/Alaska Native and Black/African American and White	(13)		(12)		(11)		(10)		(8)	
American Indian/Alaska Native and White	(33)		(30)		(22)		(22)		(18)	
Asian and Black/African American	(1)		(1)		(0)		(0)		(0)	
Asian and Black/African American and White	(2)		(1)		(1)		(1)		(0)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(2)		(2)	
Asian and Native Hawaiian/Other Pacific Islander	(0)		(0)		(1)		(1)		(1)	
Asian and White	(10)		(11)		(9)		(10)		(7)	
Black/Native Hawaiian/Other Pacific Islander	(0)		(0)		(0)		(0)		(1)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(24)		(34)		(31)		(41)		(44)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(2)		(2)		(1)	
	1,613	100%	1,604	100%	1,587	100%	1,577	100%	1,593	100%
Black or African American Domestic Students (alone or in combination with another race)	293	18.2%	289	18.0%	295	18.6%	312	19.8%	324	20.3%

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2011		2012		2013		2014		2015	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	39	(2%)	33	(2%)	40	(3%)	38	(2%)	49	(3%)
18 – 19 years old	689	(43%)	647	(40%)	638	(40%)	664	(42%)	709	(45%)
20 – 21 years old	566	(35%)	604	(38%)	588	(37%)	577	(37%)	571	(36%)
22 – 24 years old	191	(12%)	198	(12%)	209	(13%)	196	(12%)	182	(11%)
25 – 29 years old	75	(5%)	75	(5%)	60	(4%)	62	(4%)	50	(3%)
30 – 34 years old	23	(1%)	20	(1%)	28	(2%)	24	(2%)	17	(1%)
35 – 39 years old	14	(1%)	14	(1%)	16	(1%)	8	(1%)	8	(1%)
40 – 49 years old	13	(1%)	12	(1%)	6	(**)	7	(**)	6	(**)
50 – 64 years old	3	(**)	1	(**)	2	(**)	1	(**)	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	1,613	(100%)	1,604	(100%)	1,587	(100%)	1,577	(100%)	1,593	(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 2015

**FALL 2015 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	5	(4%)	0	(0%)	0	(0%)	5	(1%)
Agriculture and Natural Resources	1	(1%)	23	(4%)	0	(0%)	24	(3%)
Applied Science and Mathematics	1	(1%)	5	(1%)	1	(1%)	7	(1%)
Art and Art History	3	(2%)	23	(4%)	0	(0%)	26	(3%)
Asian Studies	5	(4%)	9	(2%)	0	(0%)	14	(2%)
Biology	5	(4%)	42	(7%)	5	(7%)	52	(7%)
Business Administration	7	(5%)	41	(7%)	14	(19%)	62	(8%)
Chemistry	10	(7%)	15	(3%)	4	(6%)	29	(4%)
Child and Family Studies	13	(9%)	28	(5%)	1	(1%)	42	(5%)
Communication	10	(7%)	29	(5%)	3	(4%)	42	(5%)
Computer and Information Science	7	(5%)	29	(5%)	10	(14%)	46	(6%)
Economics	5	(4%)	9	(2%)	7	(10%)	21	(3%)
Education Studies – Elementary Education	4	(3%)	19	(3%)	0	(0%)	23	(3%)
Education Studies – General	1	(1%)	4	(1%)	1	(1%)	6	(1%)
Education Studies – Middle Grades 5-9	2	(1%)	4	(1%)	0	(0%)	6	(1%)
Education Studies – Teaching and Curriculum with Certification	1	(1%)	14	(2%)	0	(0%)	15	(2%)
English	5	(4%)	32	(6%)	1	(1%)	38	(5%)
Foreign Languages								
French	0	(0%)	4	(1%)	2	(3%)	6	(1%)
German	0	(0%)	2	(**)	0	(0%)	2	(**)
Spanish	3	(2%)	15	(3%)	4	(6%)	22	(3%)
Health and Human Performance	5	(4%)	16	(3%)	0	(0%)	21	(3%)
History	0	(0%)	11	(2%)	0	(0%)	11	(1%)
Independent	3	(2%)	9	(2%)	1	(1%)	13	(2%)
Mathematics	1	(1%)	15	(3%)	4	(6%)	20	(3%)
Music	4	(3%)	20	(3%)	0	(0%)	24	(3%)
Nursing	9	(6%)	26	(5%)	5	(7%)	40	(5%)
Philosophy	0	(0%)	6	(1%)	0	(0%)	6	(1%)
Physics	2	(1%)	6	(1%)	4	(6%)	12	(2%)
Political Science	2	(1%)	12	(2%)	0	(0%)	14	(2%)
Psychology	7	(5%)	29	(5%)	1	(1%)	37	(5%)
Religion	1	(1%)	3	(1%)	0	(0%)	4	(1%)
Sociology	2	(1%)	10	(2%)	0	(0%)	12	(2%)
Technology and Applied Design	8	(6%)	31	(5%)	2	(3%)	41	(5%)
Theatre	5	(4%)	18	(3%)	1	(1%)	24	(3%)
Women's and Gender Studies	3	(2%)	7	(1%)	0	(0%)	10	(1%)
<i>Undecided</i>	1	(1%)	11	(2%)	1	(1%)	13	(2%)
TOTAL	141	(100%)	577	(100%)	72	(100%)	790	(100%)

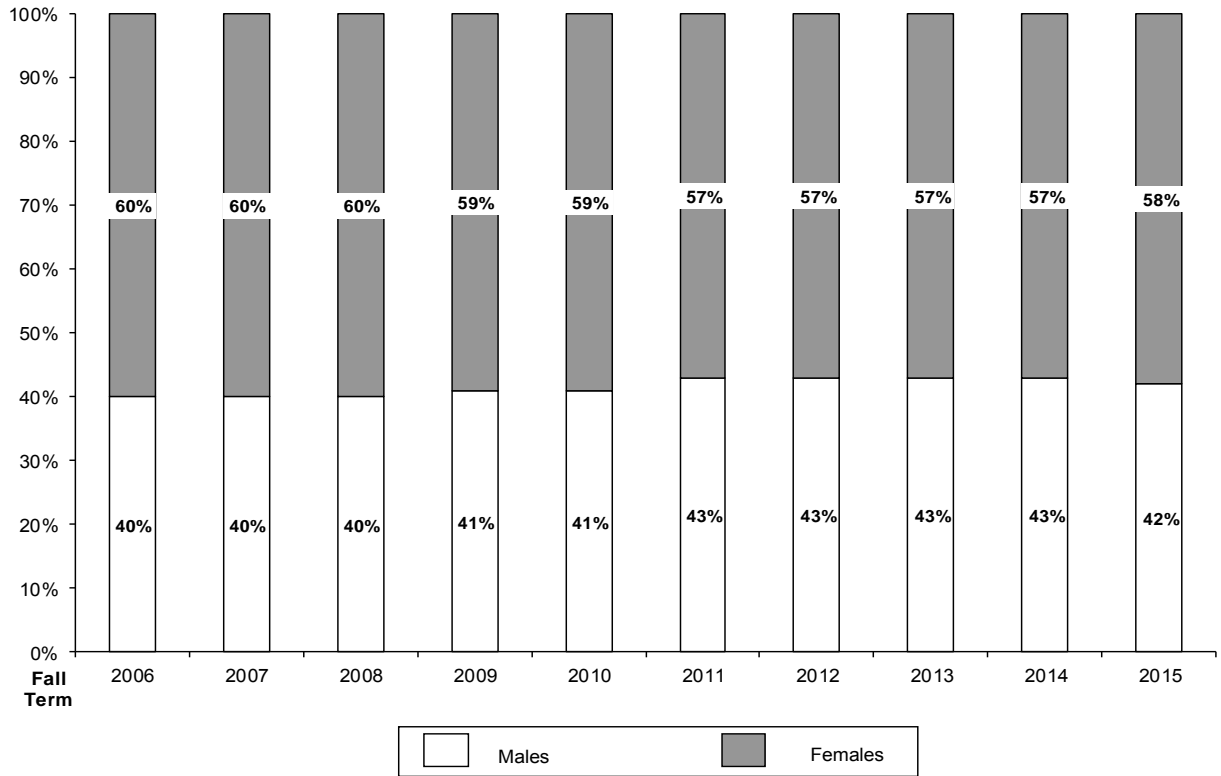
*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

**Denotes percentages less than 1.

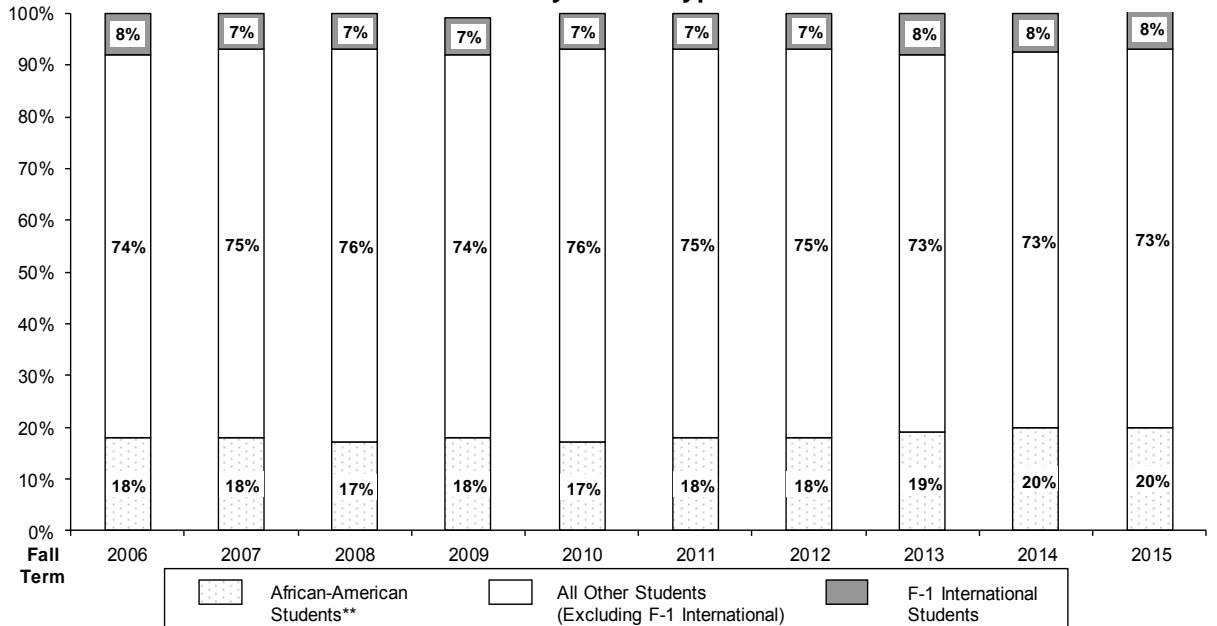
Note: These are duplicate headcounts that include double degrees and double majors. The 790 majors represent 726 junior and senior students enrolled in Fall 2015.

FALL TERM DEGREE-SEEKING STUDENT* TRENDS

By Gender



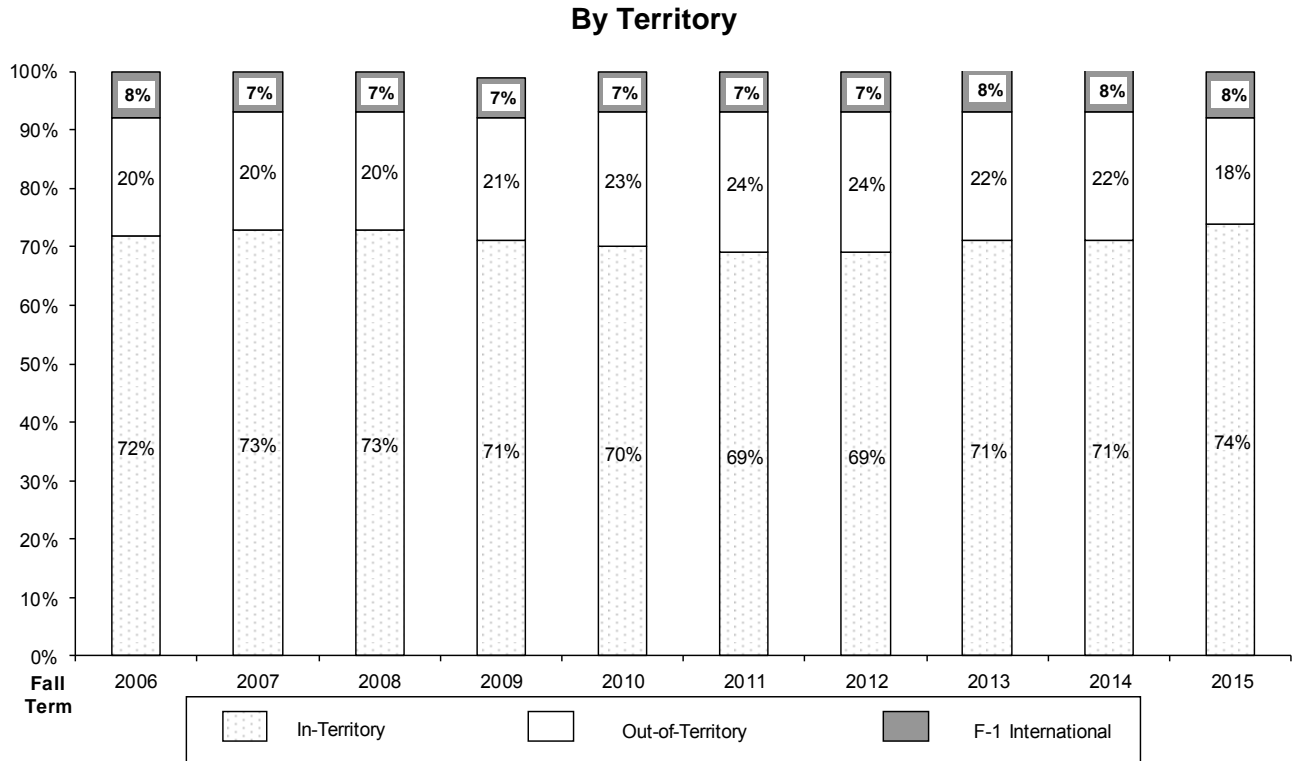
By Cohort Type



*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.

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	350	334	306	299	302
First-Year Students	(4)	(1)	(1)	(0)	(1)
Other Freshmen**	(346)	(333)	(305)	(299)	(301)
Sophomore	342	380	360	333	366
Junior	318	361	396	369	339
Senior	<u>405</u>	<u>404</u>	<u>405</u>	<u>448</u>	<u>444</u>
TOTAL DEGREE-SEEKING STUDENTS	1,415	1,479	1,467	1,449	1,451
Berea Community School	17	25	23	11	17
Madison Southern High School	8	2	0	0	2
College Employee	3	0	3	6	2
Community (Special)	20	17	12	16	15
Transient/Exchange	11	8	4	2	5
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	59	52	42	35	42
TOTAL HEADCOUNT	1,474	1,531	1,509	1,484	1,493

*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.

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

Source: Academic Services, October 2015

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Freshman	350	334	305	299	302
First-Year Students	(4)	(1)	(1)	(0)	(1)
Other Freshmen**	(346)	(333)	(304)	(299)	(301)
Sophomore	342	379	358	333	365
Junior	318	359	396	369	339
Senior	<u>401</u>	<u>402</u>	<u>402</u>	<u>445</u>	<u>440</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,411	1,474	1,461	1,446	1,446
Berea Community School	0	0	0	0	1
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	2	0	0	0
Transient/Exchange	11	7	3	2	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	11	9	3	2	6
TOTAL FULL-TIME STUDENTS	1,422	1,483	1,464	1,448	1,452

<u>Part-Time Students</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Freshman	0	0	1	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(0)
Sophomore	0	1	2	0	1
Junior	0	2	0	0	0
Senior	<u>4</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>4</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	4	5	6	3	5
Berea Community School	17	25	23	11	16
Madison Southern High School	8	2	0	0	2
College Employee	3	0	3	6	2
Community (Special)	20	15	12	16	15
Transient/Exchange	0	1	1	0	0
EKU Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	48	43	39	33	36
TOTAL PART-TIME STUDENTS	52	48	45	36	41
FTE Enrollment	1,443	1,504	1,484	1,463	1,468

**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.

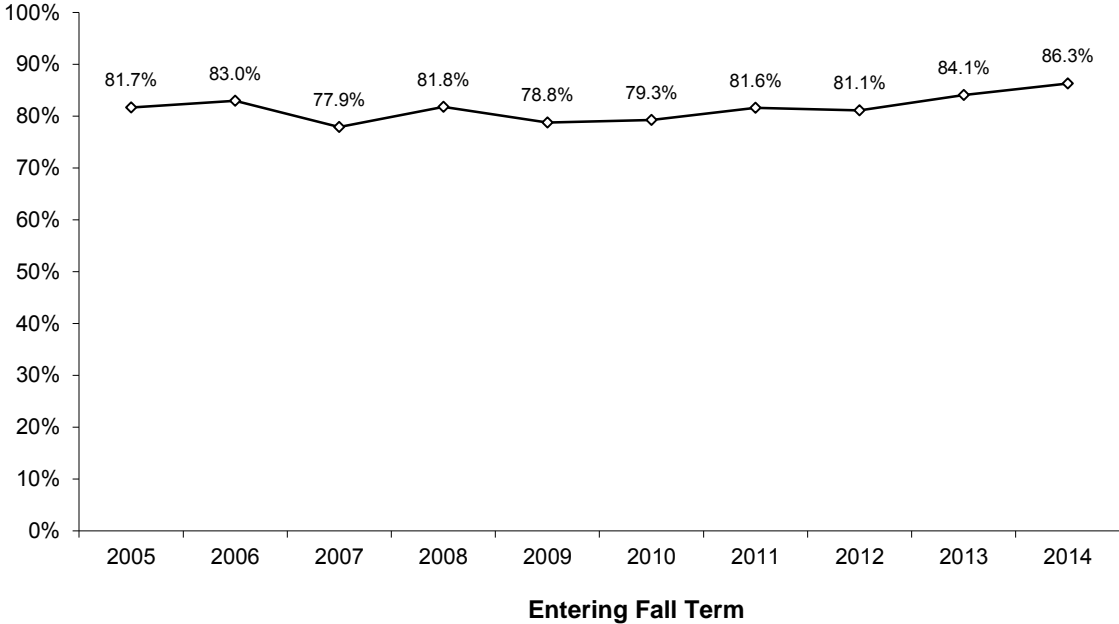
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. The 2015 part-time enrollment of 41 students has an FTE of 16.3.

Student Retention and Graduation

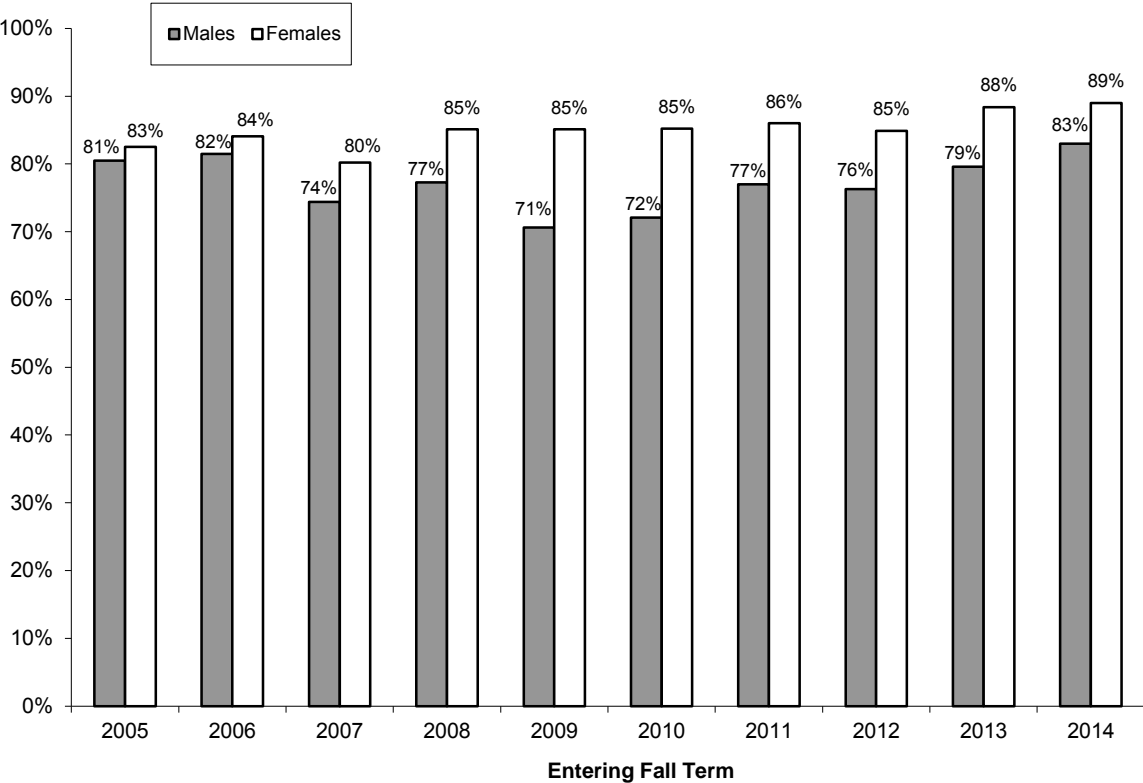
- First-to-Second Year Retention
 - All First-Year Students
 - by Gender
 - by Territory
 - by At-Risk and Distressed Appalachian Counties
 - by Cohort Type
 - by Cohort Type by Gender
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall-Term First-Year Students
- First-to-Second Year Retention for Transfer Students
 - All First-Year Transfer Students
 - by Gender
- 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, 2005-2006 through 2014-2015
 - by Gender
 - by Cohort Type
 - by Territory

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



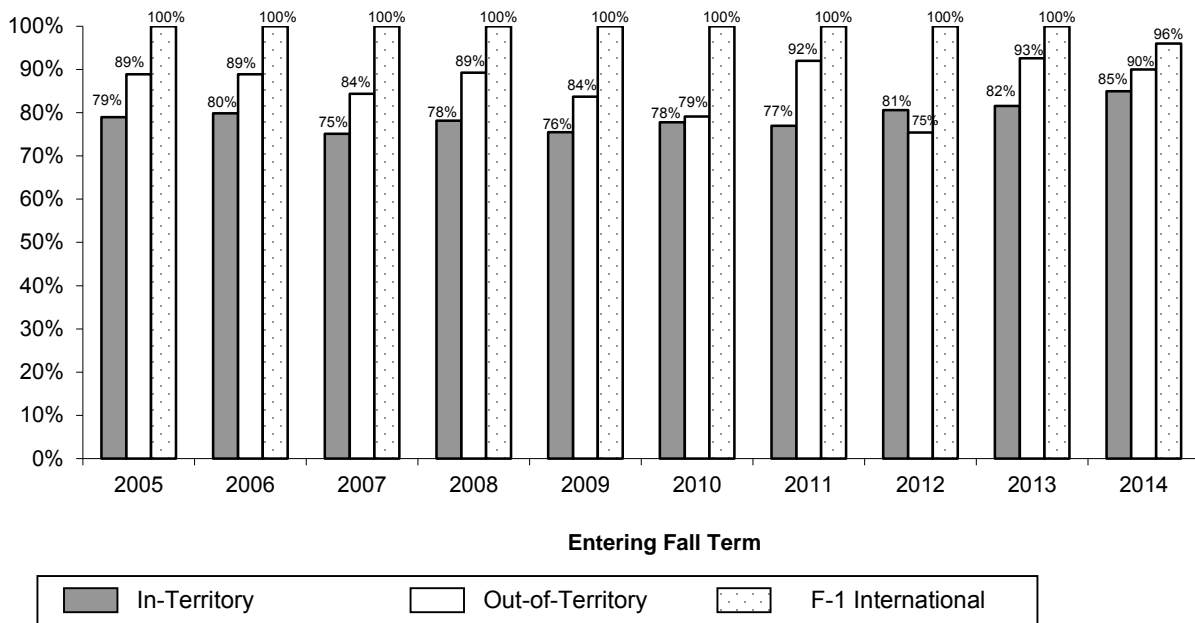
By Gender



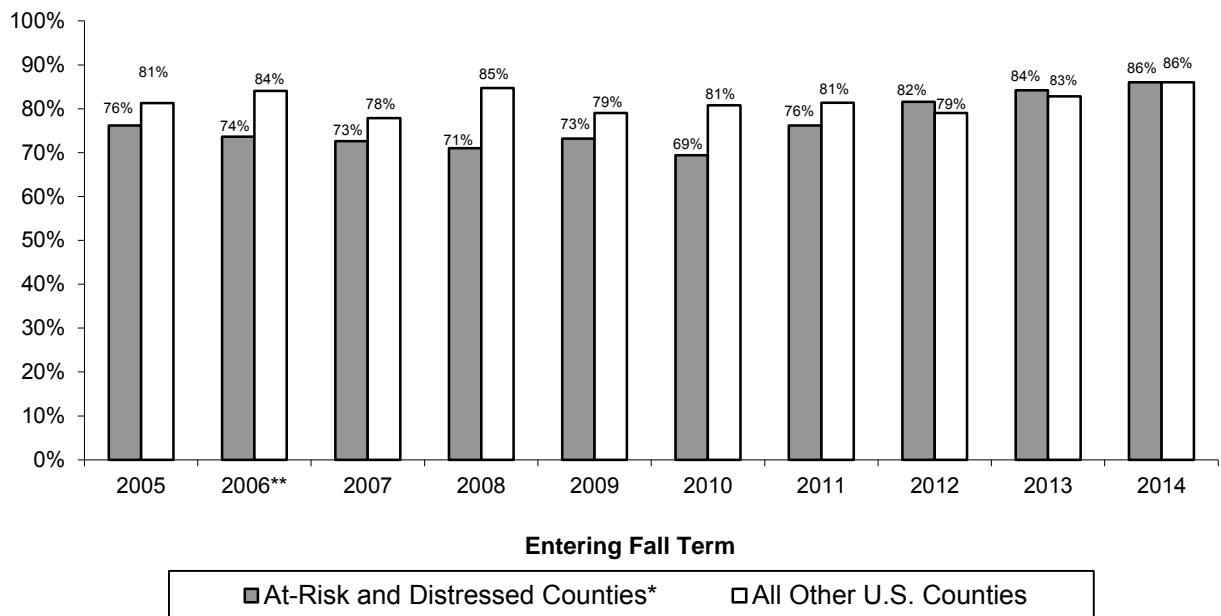
Source: Office of Institutional Research and Assessment, October 2015

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

By Territory



By At-Risk and Distressed County Designation*



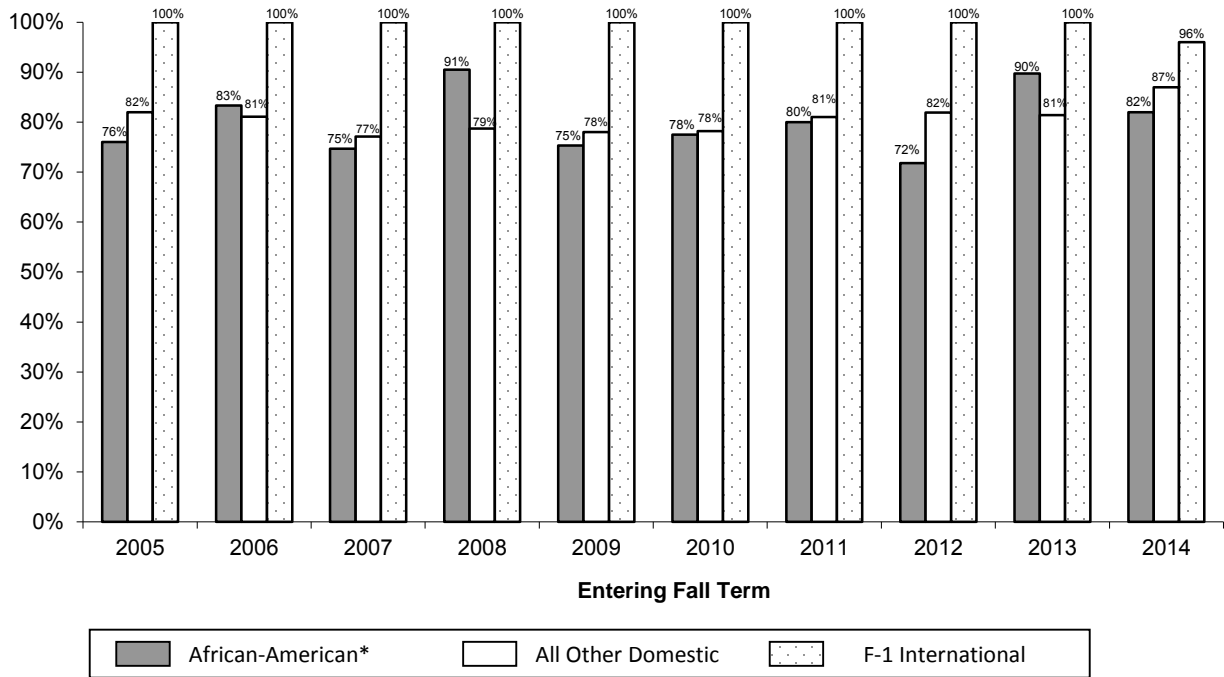
*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank 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 2015

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

By Cohort Type

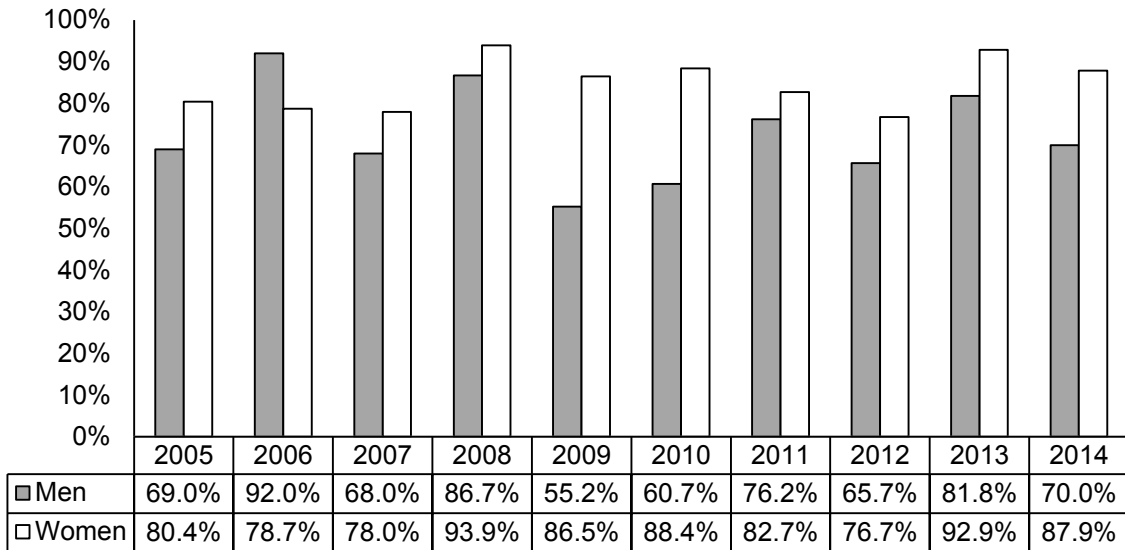


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2015

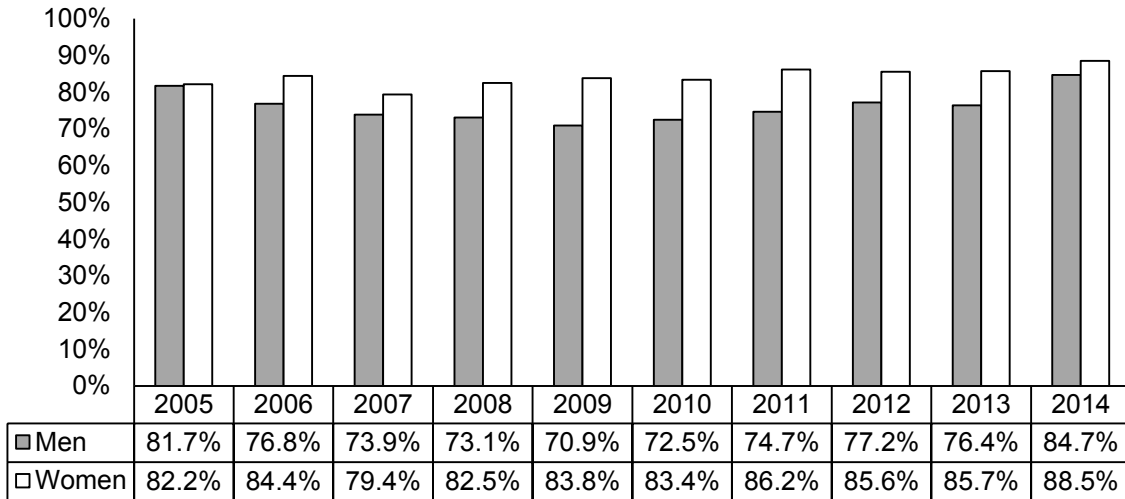
**FIRST-TO-SECOND YEAR RETENTION
BY COHORT TYPE BY GENDER**

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 2005 through 2013. In 2014, one International male did not retain.

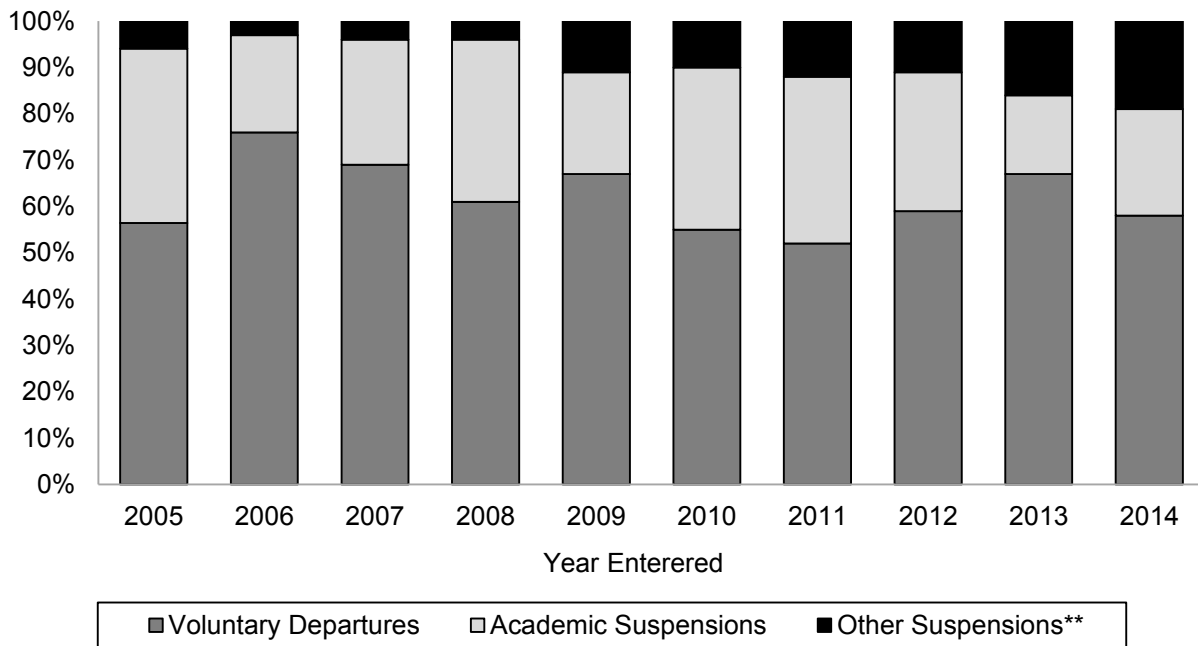
Source: Office of Institutional Research and Assessment, October 2015

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
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
2014	416	86.3	57	13	11	33

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



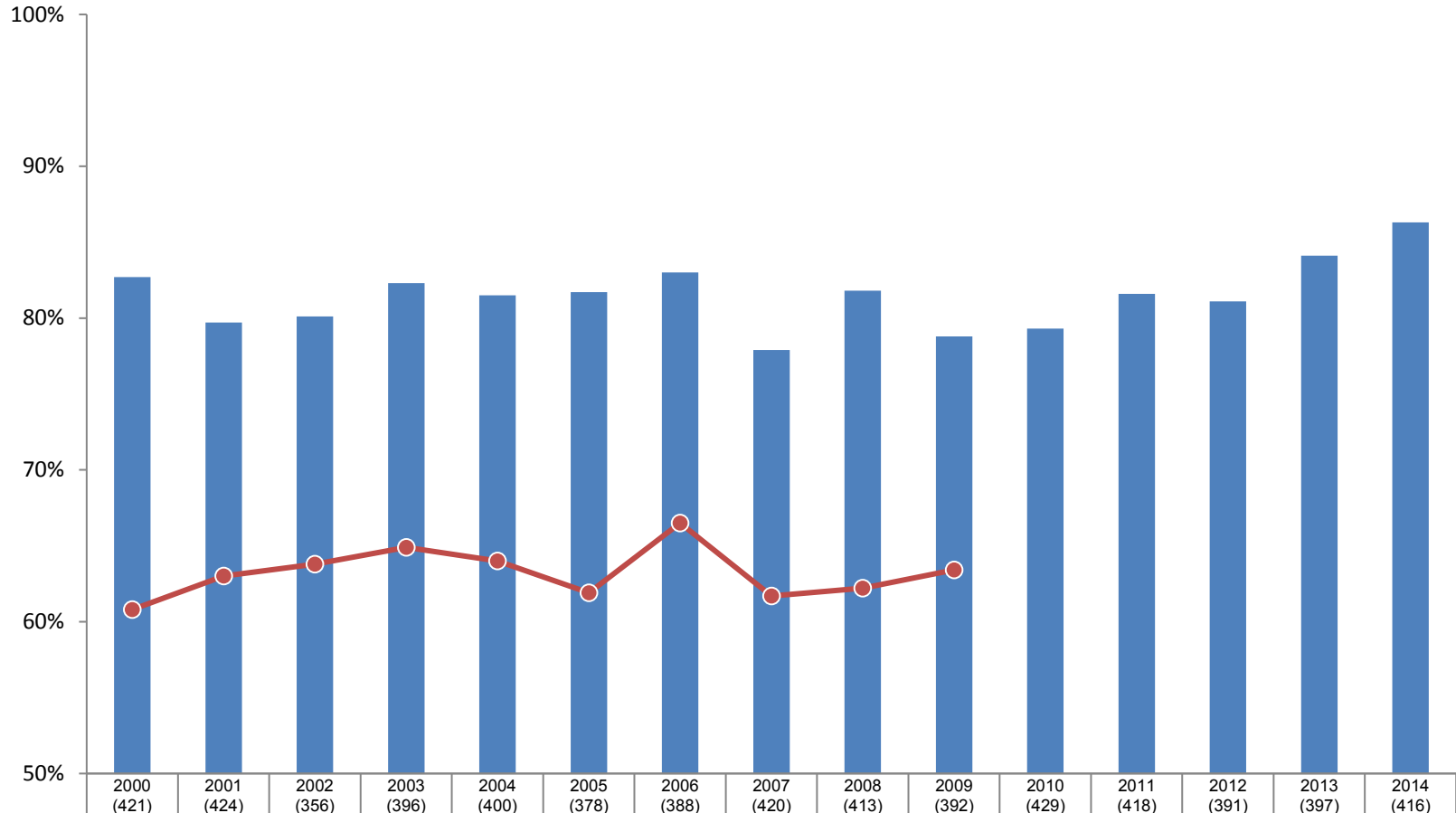
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, October 2015

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

75

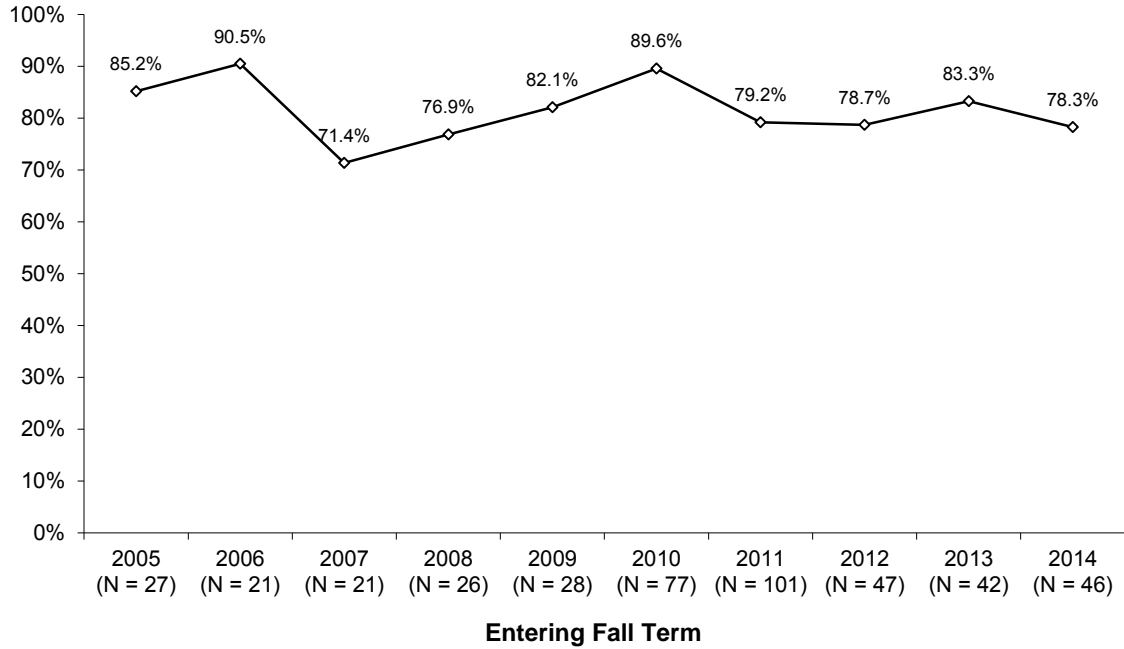


	2000 (421)	2001 (424)	2002 (356)	2003 (396)	2004 (400)	2005 (378)	2006 (388)	2007 (420)	2008 (413)	2009 (392)	2010 (429)	2011 (418)	2012 (391)	2013 (397)	2014 (416)
F-S Retention	82.7%	79.7%	80.1%	82.3%	81.5%	81.7%	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%
Six-Year Graduation Rates	60.8%	63.0%	63.8%	64.9%	64.0%	61.9%	66.5%	61.7%	62.2%	63.4%					
Percent in top 1/5 high school class	64.0%	53.0%	60.0%	57.0%	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%	62.6%	59.2%	57.6%
Percent Needing any Developmental Math	23.3%	25.5%	28.1%	26.8%	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%	17.3%	20.9%	20.7%
ACT Composite Mean	23.5	23.3	23.2	23.0	23.6	23.0	23.1	23.1	23.2	23.5	24.1	24.6	24.5	24.3	24.4

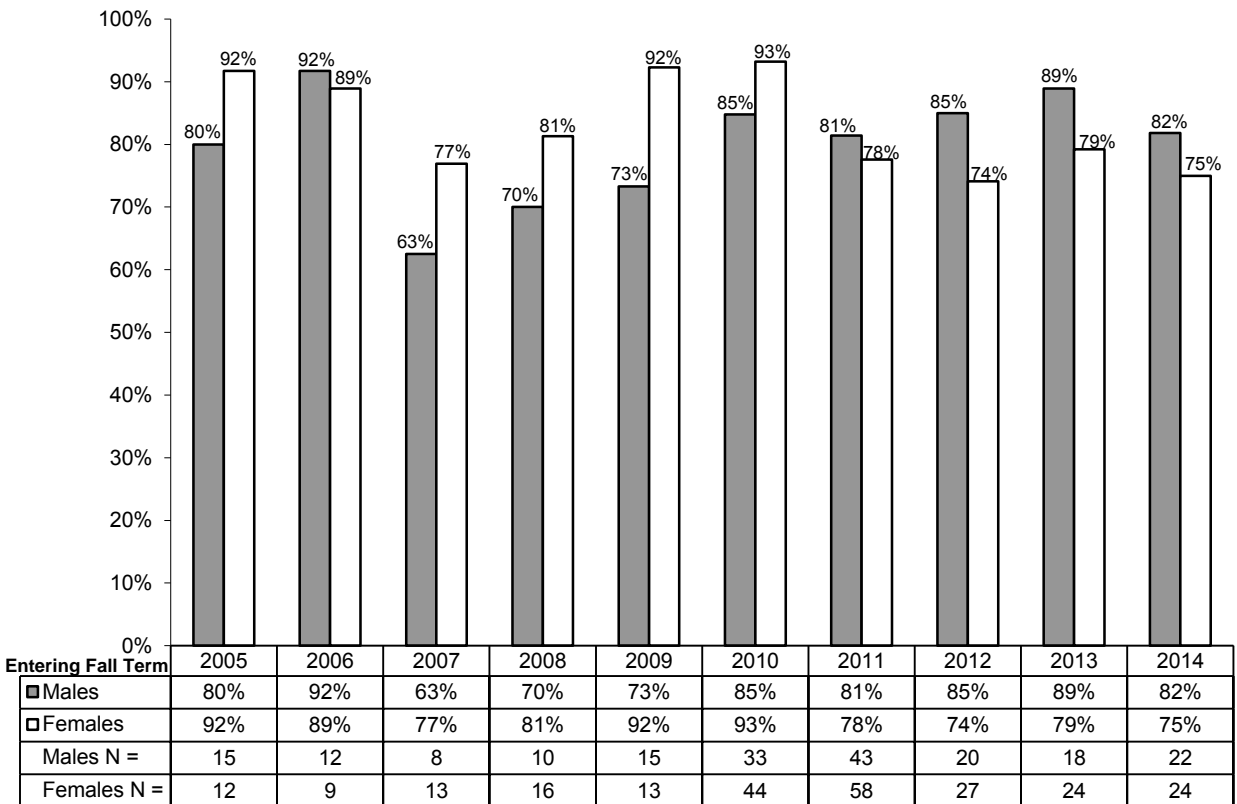
NOTE: In 2005, the cut-off for waiving Developmental Math was raised by one ACT point (from 19 to 20).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students

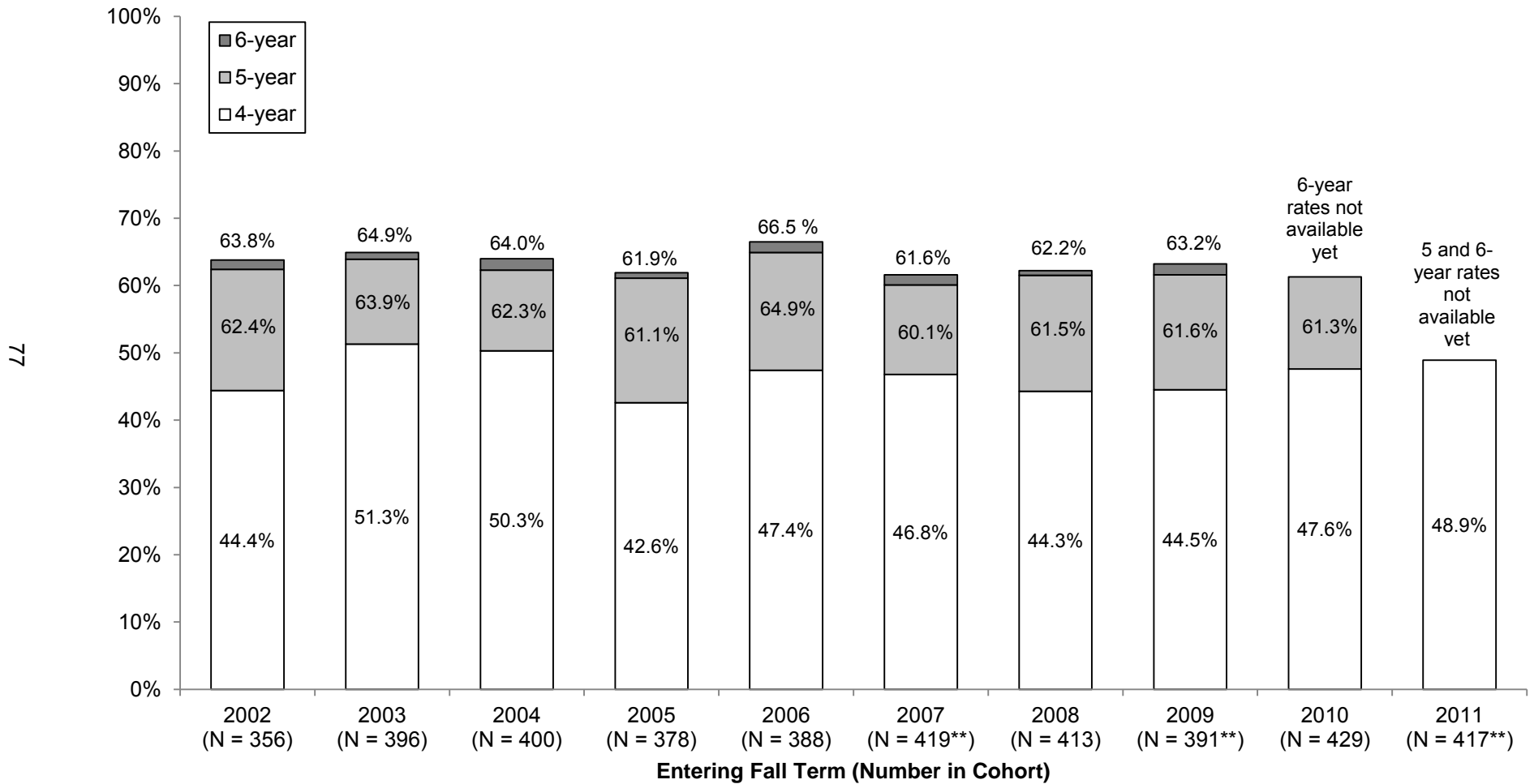


By Gender



Source: Office of Institutional Research and Assessment, October 2015

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

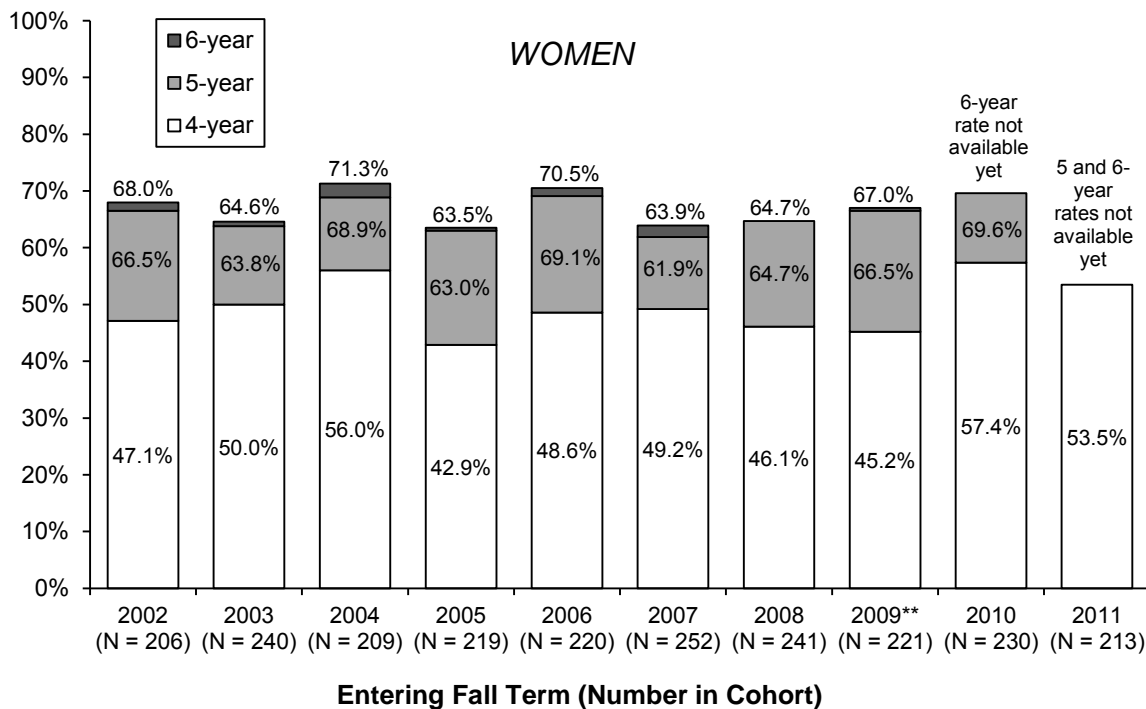
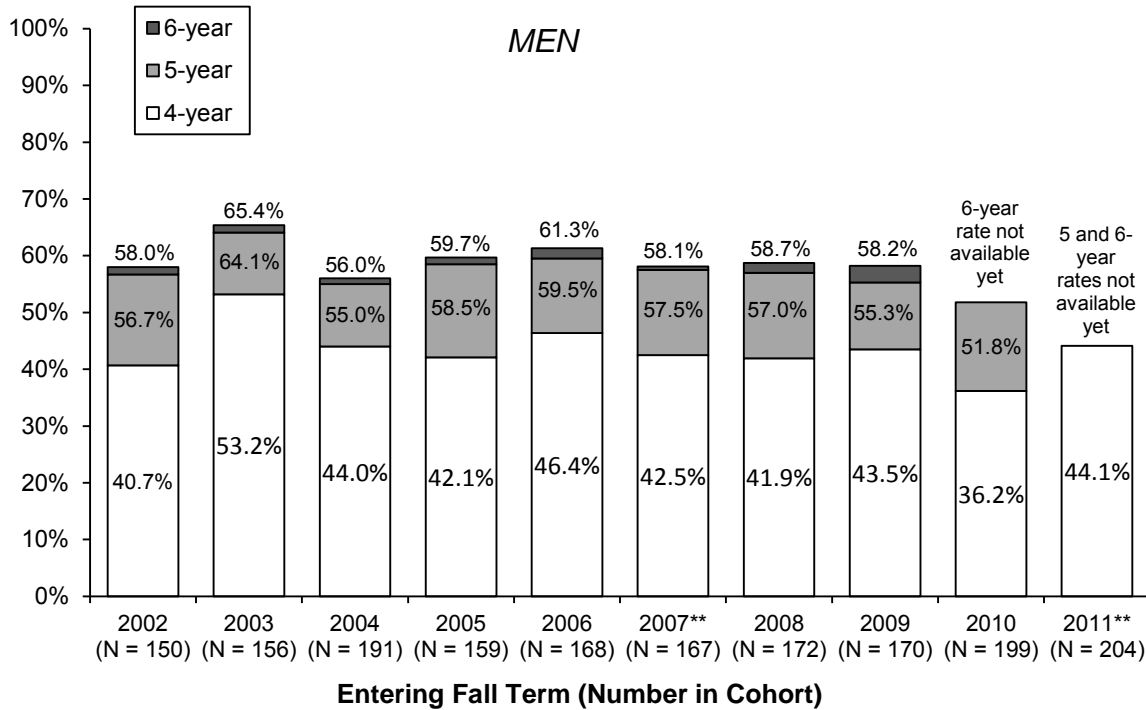


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort numbers that have been reduced by one due to the death of a student (2007 was reduced by two).

Source: Office of Institutional Research and Assessment, September 2015.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY GENDER

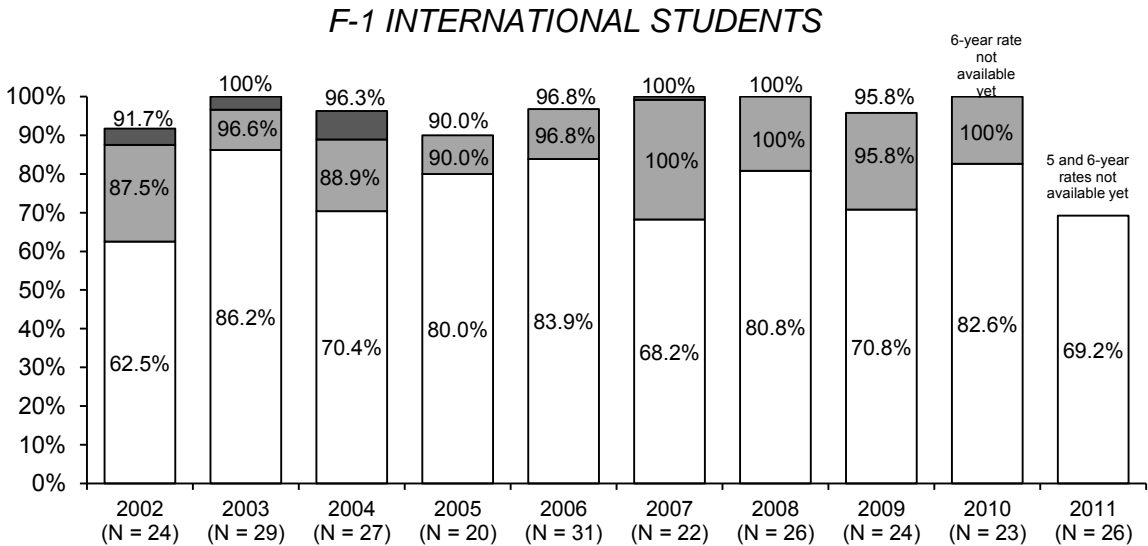
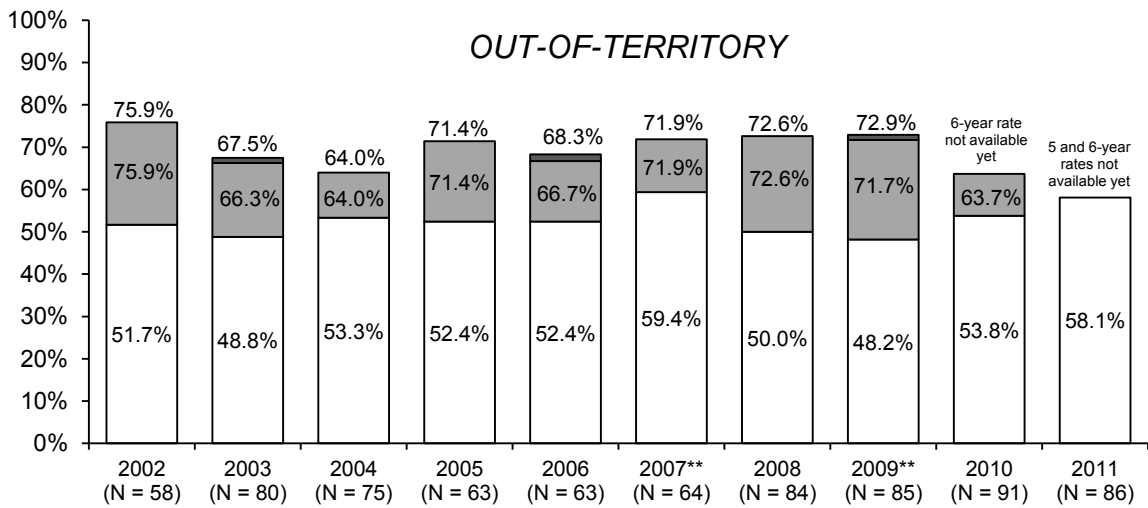
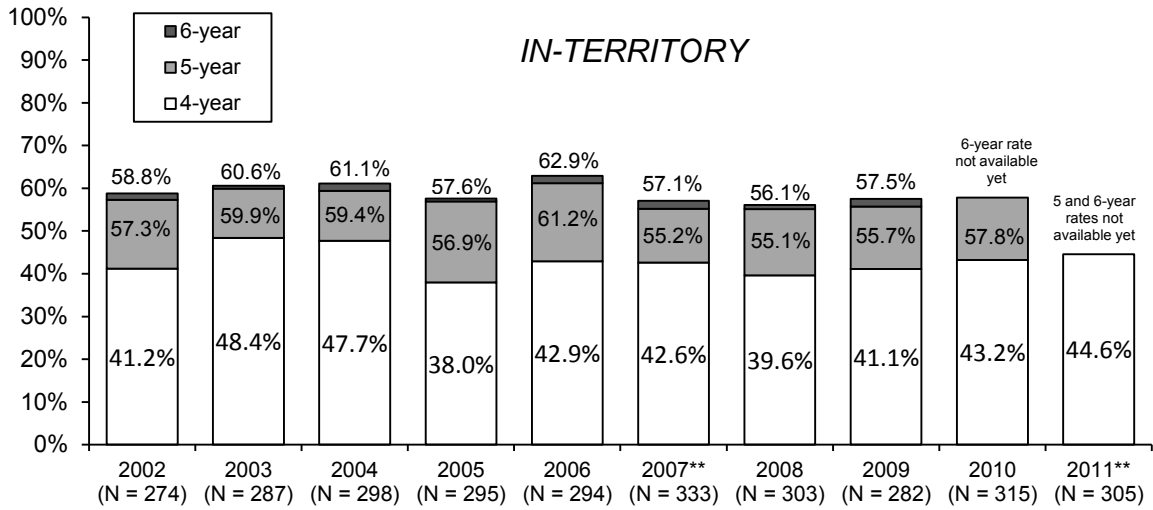


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort numbers that have been reduced by one due to the death of a student (2007 was reduced by two).

Source: Office of Institutional Research and Assessment, October 2015

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

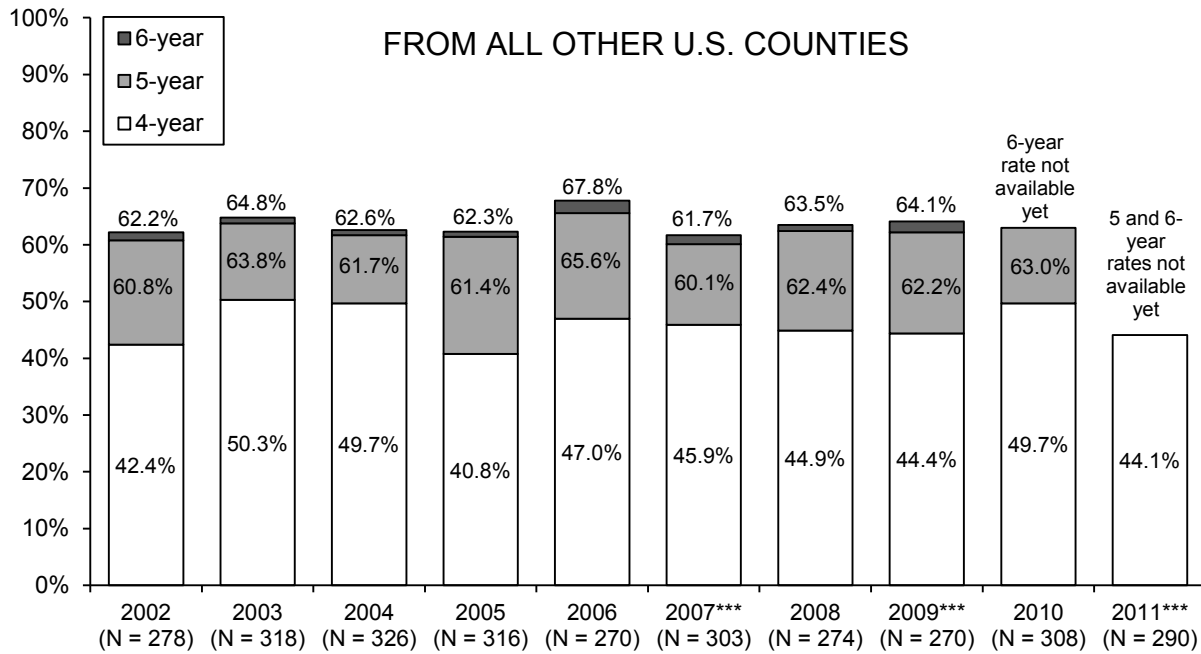
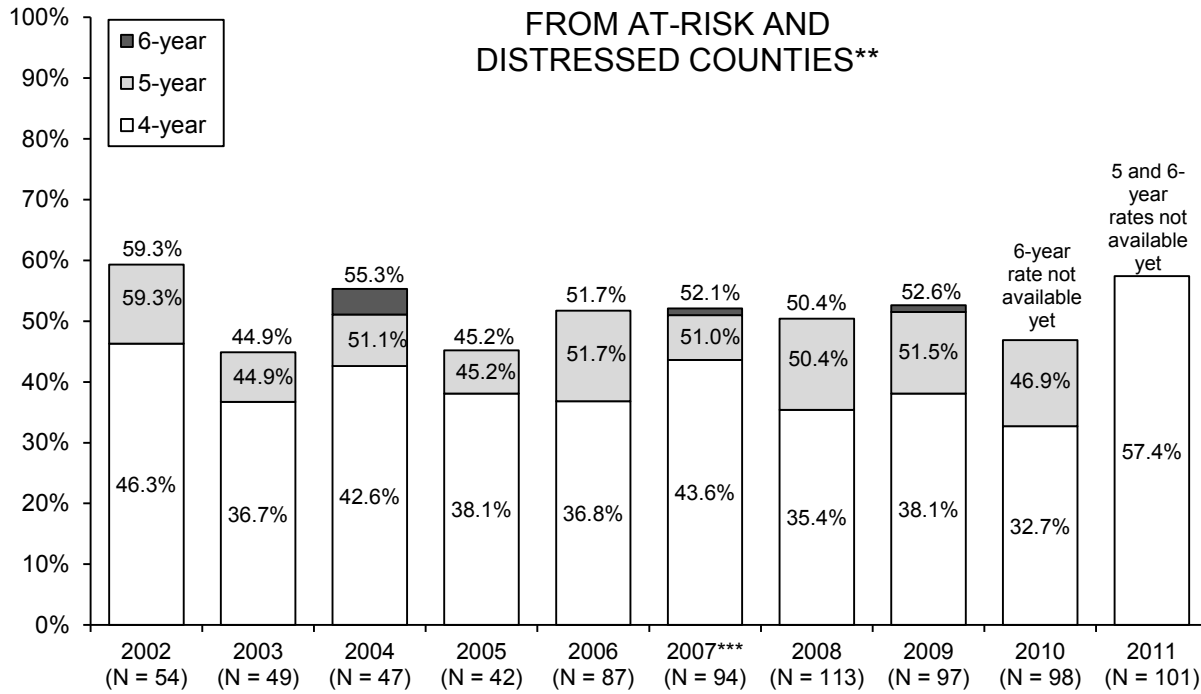


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, October 2015

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



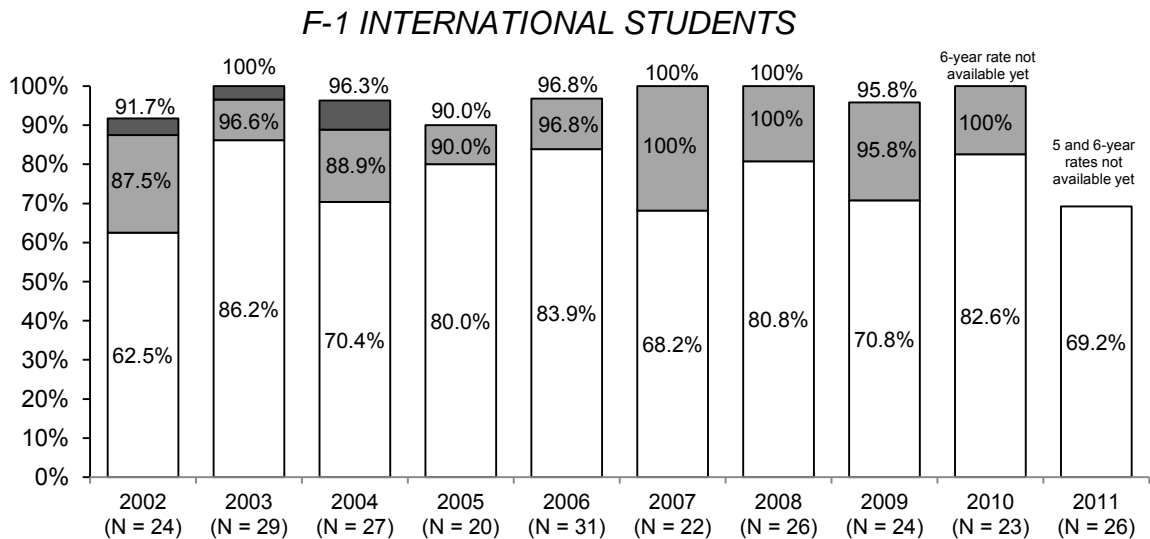
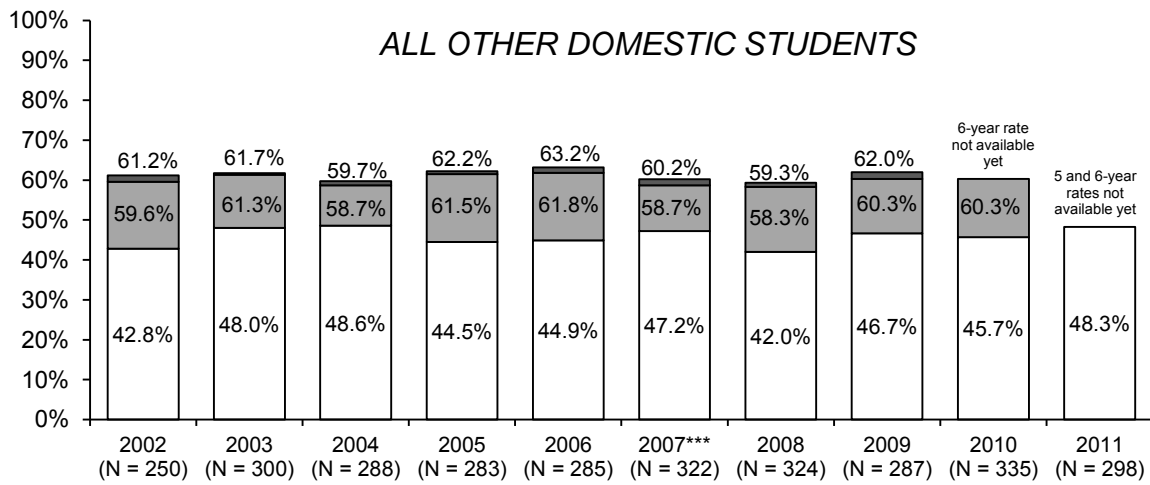
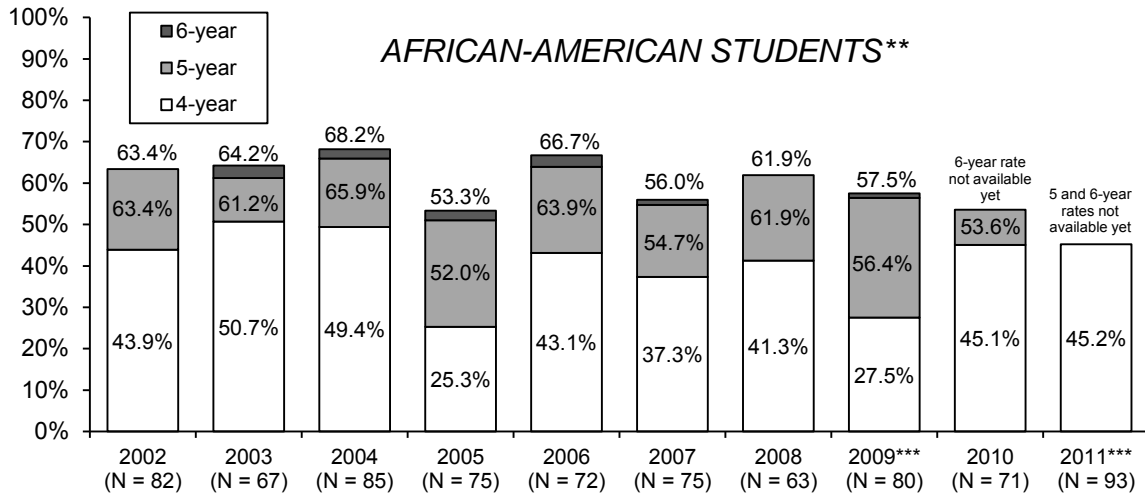
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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. The 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, October 2015.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

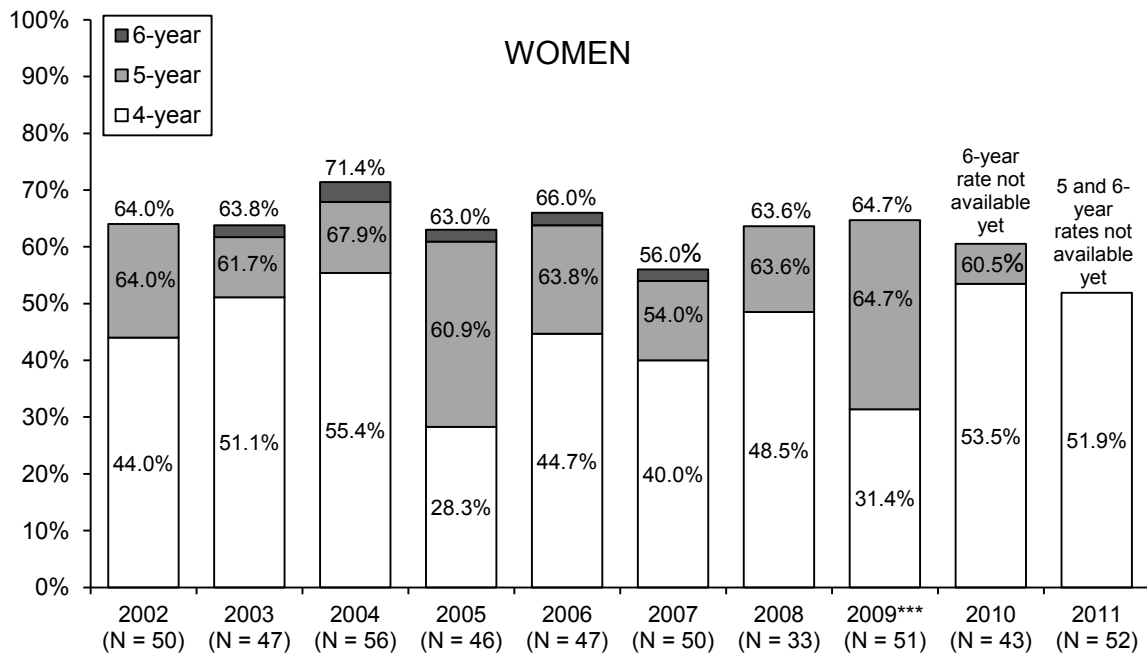
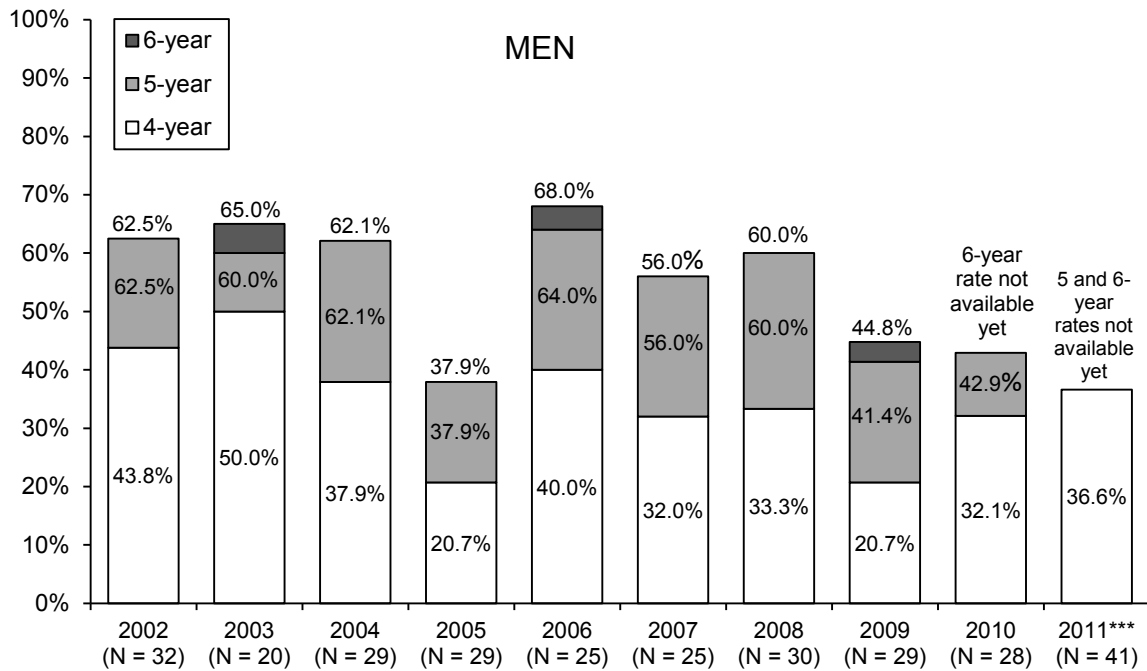


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 (2007 was reduced by two)

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



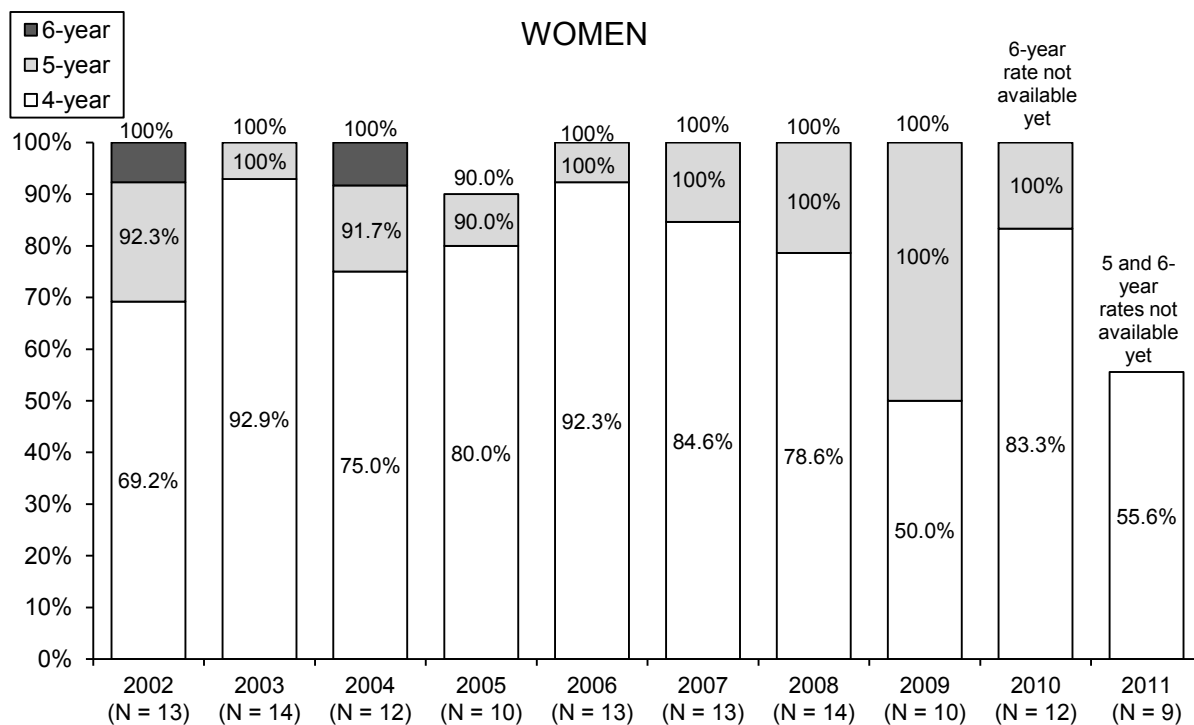
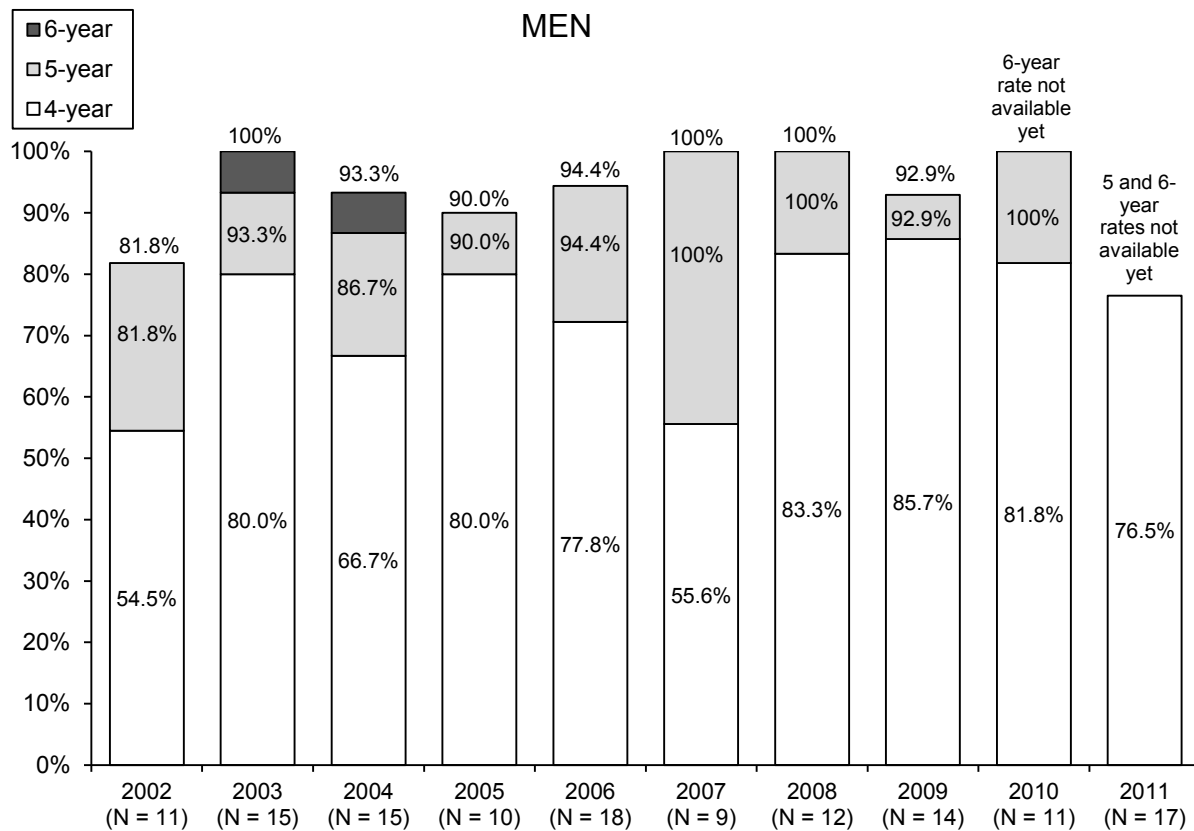
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, October 2015

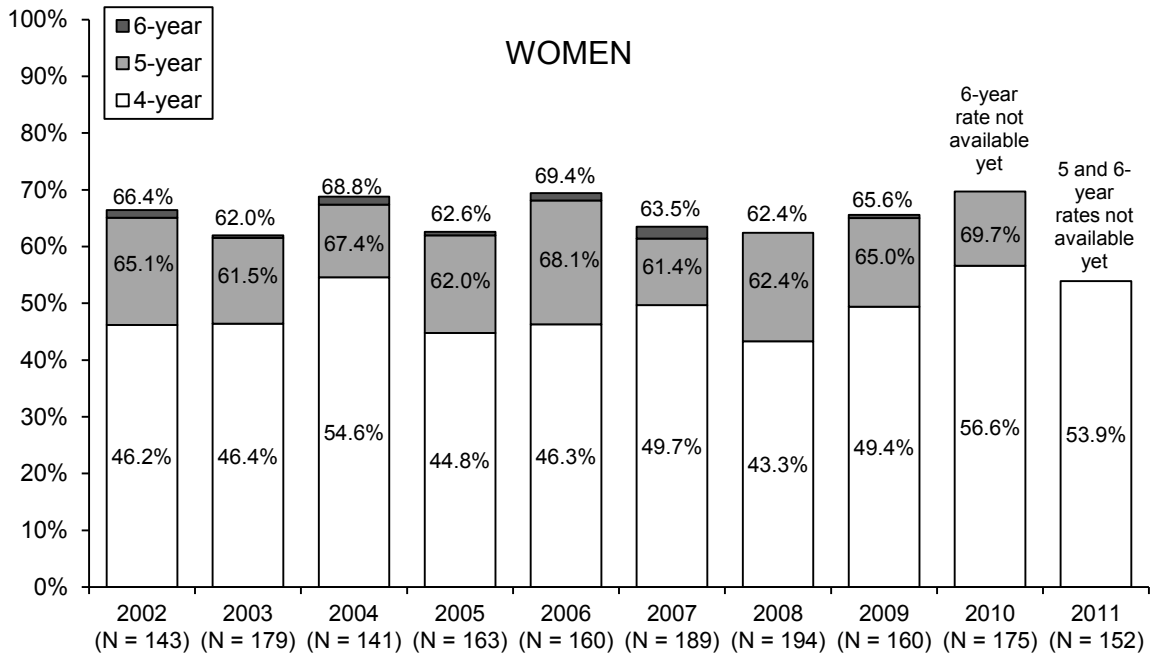
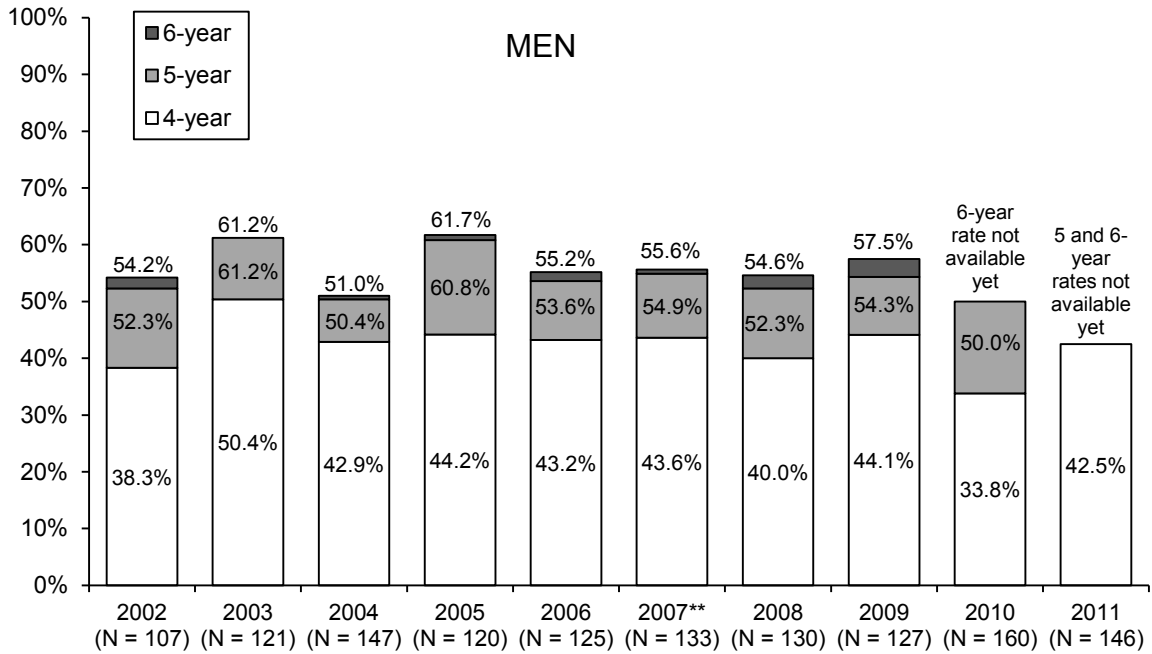
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY GENDER



*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, October 2015

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

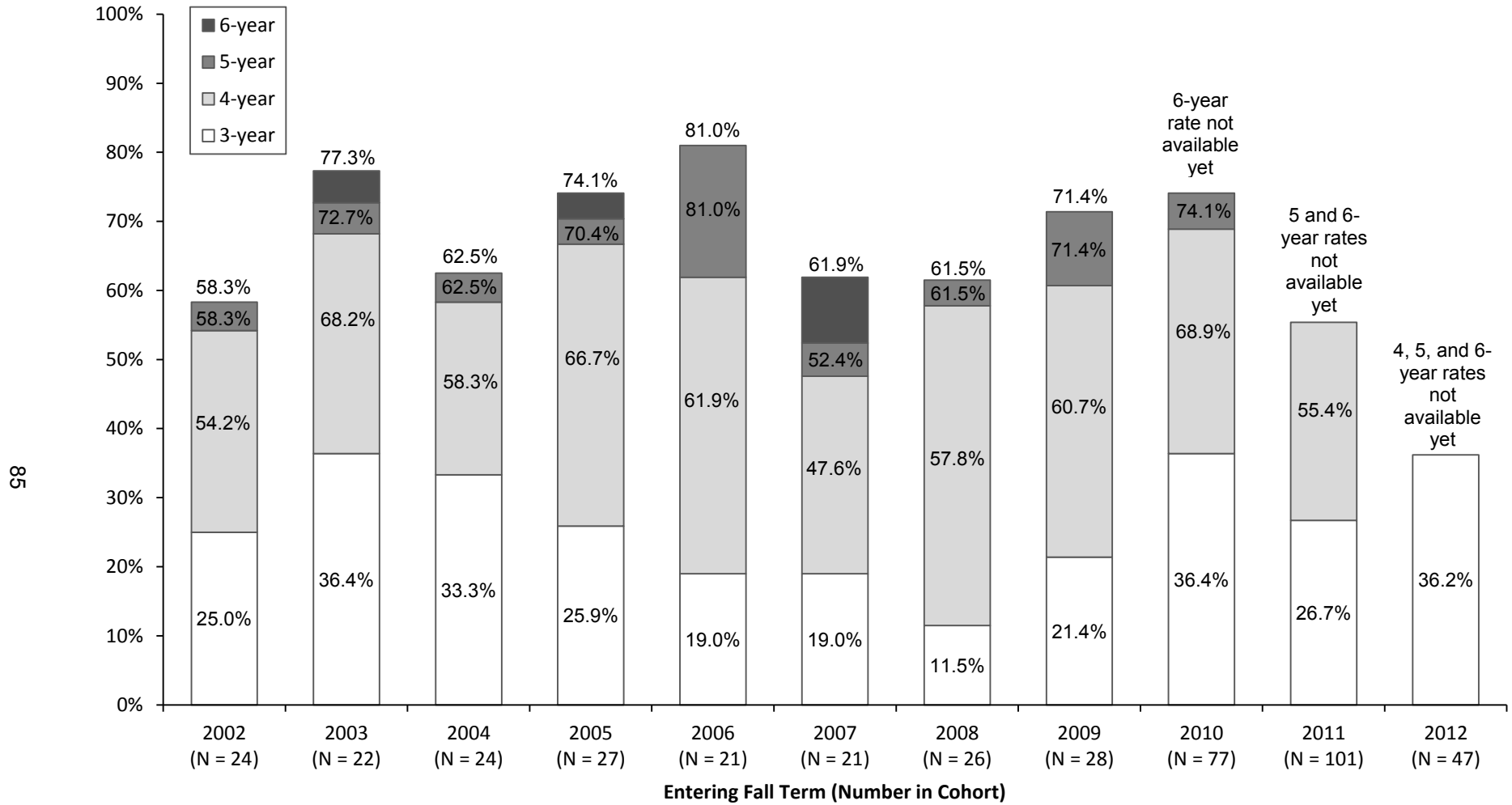


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort numbers that have been reduced by two due to the deaths of students.

Source: Office of Institutional Research and Assessment, October 2015

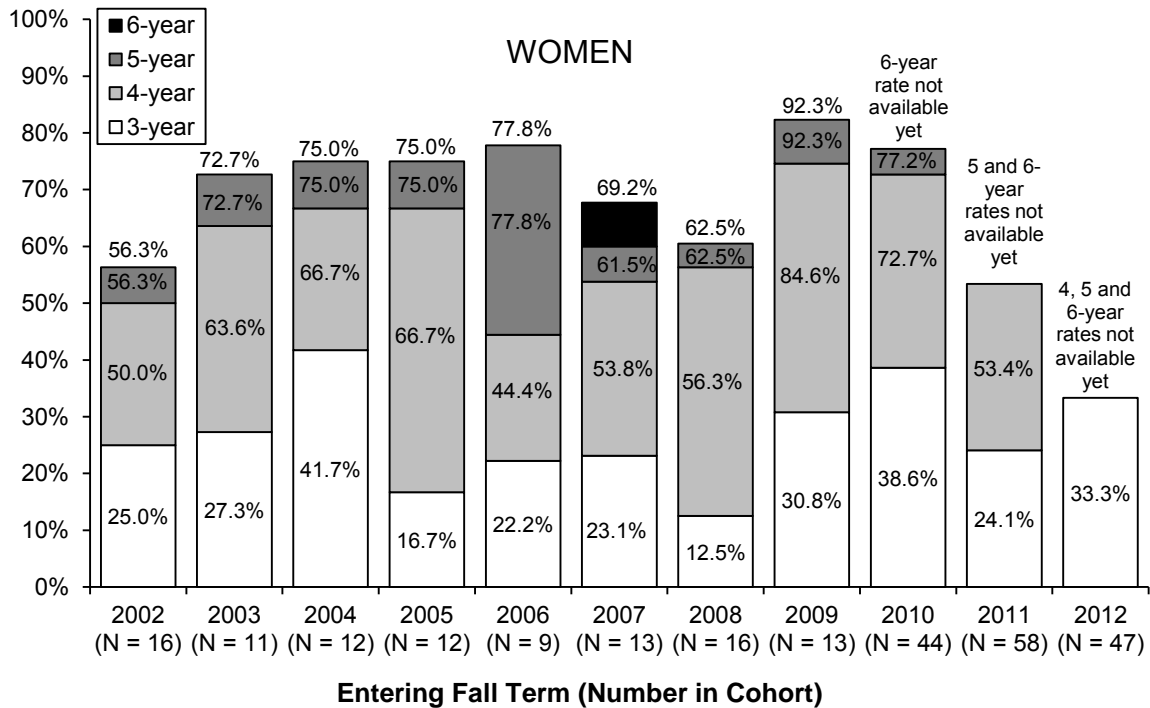
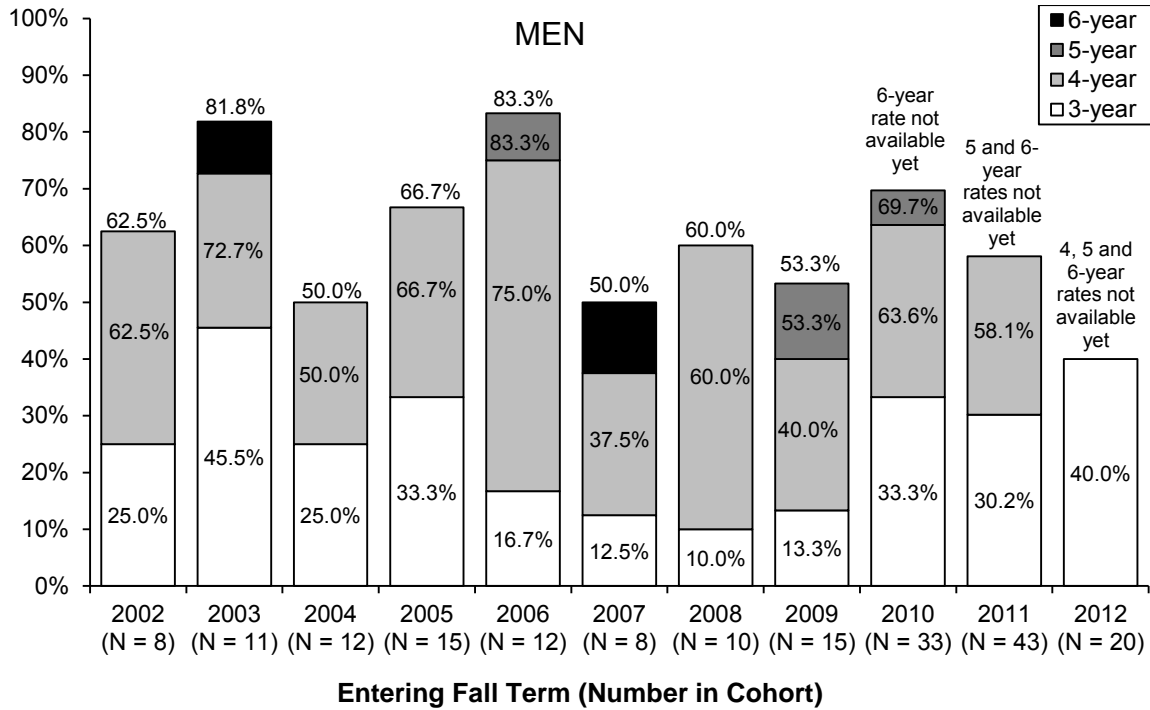
GRADUATION RATES* FOR TRANSFER STUDENTS



*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, October 2015

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, October 2015

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>Total</u>
Graduates (unduplicated headcount)	270	309	283	336	372	1,570
Degrees Conferred						
B.A.	213	231	225	266	295	1,230
B.S.	<u>60</u>	<u>82</u>	<u>59</u>	<u>72</u>	<u>77</u>	<u>350</u>
TOTAL	273	313	284	338	372	1,580
Majors (includes double degrees and double majors)						
	288	338	312	372	404	1,714
Minors (includes double minors)						
	73	85	61	83	129	431

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2014-2015 graduates can be broken down by:

September 2014 (42),
December 2014 (59),
May 2015 (215), and
August 2015 (56).

Compiled by the Office of Institutional Research and Assessment, September 2015

NUMBER OF MAJORS* AWARDED TO GRADUATES
Five-Year History

<u>Major Programs</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
African and African					
American Studies	3	3	4	3	6
Agriculture/Natural Resources	9	8	15	23	14
Applied Science/Mathematics	1	1	1	1	2
Art	10	18	11	14	8
Asian Studies	3	6	2	2	11
Biology	25	18	18	33	33
Business Administration	18	41	20	21	29
Chemistry	6	8	11	11	11
Child and Family Studies	20	22	22	28	18
Communication (formerly Speech					
Communication)	19	7	16	12	19
Computer and					
Information Science	6	7	6	10	12
Economics	0	3	5	8	9
Education Studies - General	7	9	11	12	14
Education – Middle Grades	1	5	3	2	4
Education Studies – Teaching and					
Curriculum w/Certification	n/a	n/a	n/a	6	3
Elementary Education	11	7	10	11	4
English	14	16	25	11	23
Foreign Languages					
French	(0)	(1)	(2)	(3)	(2)
German	(3)	(3)	(2)	(1)	(3)
Spanish	(2)	(7)	(9)	(10)	(4)
Health and Human Performance					
(formerly Physical Education)	12	15	10	16	13
History	7	11	14	6	15
Independent (see page 89)	7	11	6	19	16
Mathematics	8	9	7	14	10
Music	10	7	4	5	11
Nursing	15	12	12	11	9
Philosophy	2	6	2	1	6
Physics	4	2	4	4	4
Political Science	7	11	6	7	8
Psychology	17	19	17	21	23
Religion	3	3	3	1	2
Sociology	5	11	11	10	13
Technology and Applied Design					
(formerly Technology and					
Industrial Arts)	18	21	12	17	25
Theatre	10	7	9	13	12
Women's and Gender Studies					
(formerly Women's Studies)	<u>5</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>8</u>
TOTALS*	288	338	312	372	404

*These are duplicative headcounts that include double degrees and double majors. Click here for an unduplicated headcount of graduates.

Note: These totals reflect majors from September 1 through August 31 of each year.

Compiled by the Office of Institutional Research and Assessment, September 2015.

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.

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

2012 - 2013: 6 majors

Appalachian Studies
Ecological Architecture
Health Sciences
Peace and Social Justice Studies
Public Health
Public Health Studies
Peace and Social Justice Studies (3)
SENS and Building Design
Sustainable Community Development

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

2014 - 2015: 16 majors

Appalachian Studies
Applied Health Sciences
Classical Civilization
Environmental Health Science
Film and Media Production
Film Studies
Health Science (3)
Health Sciences
Peace and Social Justice Studies (3)
Popular Culture Studies
Public Health (2)

*Includes double degrees and double majors

Notes: These totals reflect majors from September 1 through August 31 of each academic year.

Source: *2015-2016 College Catalog* <<http://catalog.berea.edu/en/Current/Catalog/About-Academics/Majors-and-Minors/Independent-Major>>
Office of Institutional Research and Assessment, September 2015

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);
- Teaching and Curriculum with Certification (grades 8-12) programs in Biology, Chemistry, History, English, Mathematics, Physics, and Social Studies (with majors in History and Sociology); primary through grade 12 programs in Art, Instrumental Music, Vocal Music, and Physical Education and Health; 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>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Education Studies - General (no certification)	7	9	11	12	14
Teaching and Curriculum with Certification*	n/a	n/a	n/a	6	3
Education – Middle Grades	1	5	3	2	4
Elementary Education	11	7	10	11	4
<u>Teaching Certifications</u>					
Art	0	1	0	0	0
Biology	1	0	0	0	0
Child and Family Studies					
Early Childhood	0	1	2	0	0
Family Consumer Science	0	0	1	0	0
English	1	1	5	0	0
German	0	0	0	0	0
Health and Human Performance (formerly Physical Education)	3	0	2	1	1
History	0	1	1	0	0
Mathematics	0	1	0	1	0
Music	0	3	1	0	3
Sociology	0	0	0	0	0
Spanish	0	0	0	0	0
Technology and Applied Design (formerly Technology and Industrial Arts)	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	26	30	36	33	29

*Graduates with the Teaching and Curriculum with Certification are included in the total only once; certification is given in both the program (e.g. history) and the Education Studies program. (The six Teaching and Curriculum with Certification graduates in 2013-14 are English (3), Mathematics (2) and Technology and Applied Design (1); for 2014-15: English (1) and History (2)).

Source: 2015-2016 College Catalog <<http://catalog.berea.edu/en/Current/Catalog/Programs-of-Study/Education-Studies/Teacher-Preparation>>

Office of Institutional Research and Assessment, September 2015

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2010–11 through 2014–15

African and African American Studies..... 19	English..... 89
Agriculture and Natural Resources..... 69	Education 7
<i>General</i> 64	Literature 36
Sustainable Systems 5	Writing 51
Applied Science and Mathematics 6	Foreign Languages 52
Art 61	French 8
<i>General</i> 4	German 12
Education 1	Spanish 32
History 7	Health and Human Performance
Studio 50	(formerly Physical Education)..... 66
Asian Studies..... 24	<i>General</i> 59
Biology..... 127	Education 7
<i>General</i> 79	History 53
Biomolecular, Cellular, and Systems 32	<i>General</i> 50
Education 1	Education 3
Field and Organismal 16	Independent (see page 89) 59
Business Administration 129	Mathematics 48
Accounting 39	<i>General</i> 46
Finance 46	Education 2
Management 51	Music 37
Marketing 30	<i>General</i> 29
Chemistry..... 47	Edu - Instrumental 6
<i>General</i> 39	Edu - Vocal 2
Professional 8	Nursing 59
Child and Family Studies 110	Philosophy 17
Child Development 45	Physics 18
Early Childhood Educ. 3	Political Science 39
Family and Consumer Sciences Education 1	Psychology 97
Family Studies 58	Religion..... 12
Food, Nutrition, and Culinary Science 2	<i>General</i> 3
Nutrition/Food Studies 15	Biblical Studies 6
Communication..... 73	Religious Thought and Ethics 1
Computer and Information Science 41	World Religions 2
<i>General</i> 30	Sociology 50
Computer Science 6	Technology and Applied Design (formerly Technology and Industrial Arts)..... 93
Computational Mathematics 5	<i>General</i> 12
Economics..... 25	Artisan Studies 4
<i>General</i> 1	Education 3
International Politics and Policy 9	Management 74
Methods and Models 16	Theatre 51
Education Studies..... 120	Women's and Gender Studies
<i>General</i> 53	(formerly Women's Studies)..... 23
Elementary P-5 43	ALL MAJORS 1,714
Middle Grades 5-9 15	(awarded to 1,570 graduates)
Teaching and Curriculum with Certification 9	

Included in concentration list are 5 additional concentrations for a total of 94

Included in concentration list is 1 additional concentration for a total of 62

Included in concentration list is 1 additional concentration for a total of 128

Included in concentration list are 37 additional concentrations for a total of 166

Included in concentration list are 14 additional concentrations for a total of 124

Included in concentration list is 1 additional concentration for a total of 26

NOTE: In six of the majors with concentrations, there were 59 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 August 31 of each academic year.

Compiled by: Office of Institutional Research and Assessment, September 2015

MAJORS* AWARDED TO GRADUATES BY GENDER
Five-Year Summary

Academic Years
2010-2011 through 2014-2015

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	9	47%	10	53%	19	1.1%
Agriculture and Natural Resources	28	41%	41	59%	69	4.0%
Applied Science and Mathematics (10-11)	5	83%	1	17%	6	0.4%
Art	18	30%	43	70%	61	3.6%
Asian Studies	9	38%	15	63%	24	1.4%
Biology	41	32%	86	68%	127	7.4%
Business Administration	64	50%	65	50%	129	7.5%
Chemistry	20	43%	27	57%	47	2.7%
Child and Family Studies	9	8%	101	92%	110	6.4%
Communication (11-12)/ Speech Communication	27	37%	46	63%	73	4.3%
Computer and Information Science	37	90%	4	10%	41	2.4%
Economics	20	80%	5	20%	25	1.5%
Education Studies						
General	15	28%	38	72%	53	3.1%
Elementary Education	5	12%	38	88%	43	2.5%
Middle Grades Education	6	40%	9	60%	15	0.9%
Teaching and Curriculum with Certification (13-14)	5	56%	4	44%	9	0.5%
English	28	31%	61	69%	89	5.2%
Foreign Languages						
French	2	25%	6	75%	8	0.5%
German	3	25%	9	75%	12	0.7%
Spanish	10	31%	22	69%	32	1.9%
Health & Human Performance (14-15) /Physical Education	41	62%	25	38%	66	3.9%
History	26	49%	27	51%	53	3.1%
Independent (see page 89)	18	31%	41	69%	59	3.4%
Mathematics	33	69%	15	31%	48	2.8%
Music	20	54%	17	46%	37	2.2%
Nursing	6	10%	53	90%	59	3.4%
Philosophy	11	65%	6	35%	17	1.0%
Physics	14	78%	4	22%	18	1.1%
Political Science	24	62%	15	38%	39	2.3%
Psychology	19	20%	78	80%	97	5.7%
Religion	9	75%	3	25%	12	0.7%
Sociology	13	26%	37	74%	50	2.9%
Technology and Applied Design (12-13) / Technology and Industrial Arts	75	81%	18	19%	93	5.4%
Theatre	21	41%	30	59%	51	3.0%
Women's and Gender Studies (11-12)/ Women's studies	<u>1</u>	4%	<u>22</u>	96%	<u>23</u>	<u>1.3%</u>
GRAND TOTAL*	692	40%	1,022	60%	1,714	100%

*These are duplicative headcounts that include double degrees and double majors. The 1,714 majors represent 1,570 graduates during this five-year time period.

Note: These totals reflect majors from September 1 through August 31 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2015

MAJORS* AWARDED TO GRADUATES BY GENDER Five-Year History

Major Programs	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	2	1	3	1	2	3	1	3	4	1	2	3	4	2	6
Agriculture and Natural Resources	4	5	9	3	5	8	8	7	15	7	16	23	6	8	14
Applied Science/Mathematics	1	0	1	1	0	1	0	1	1	1	0	1	2	0	2
Art	2	8	10	7	11	18	5	6	11	2	12	14	2	6	8
Asian Studies	1	2	3	3	3	6	2	0	2	0	2	2	3	8	11
Biology	7	18	25	6	12	18	7	11	18	8	25	33	13	20	33
Business Administration	8	10	18	21	20	41	12	8	20	7	14	21	16	13	29
Chemistry	4	2	6	1	7	8	6	5	11	3	8	11	6	5	11
Child and Family Studies	5	15	20	2	20	22	0	22	22	2	26	28	0	18	18
Communication**	9	10	19	3	4	7	5	11	16	3	9	12	7	12	19
Computer and Information Science	5	1	6	7	0	7	6	0	6	7	3	10	12	0	12
Economics	0	0	0	2	1	3	2	3	5	7	1	8	9	0	9
Education Studies															
General	0	7	7	3	6	9	3	8	11	6	6	12	3	11	14
Elementary	1	10	11	0	7	7	1	9	10	3	8	11	0	4	4
Middle	0	1	1	2	3	5	2	1	3	0	2	2	2	2	4
Teaching and Curriculum with Certification	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	6	2	1	3
English	4	10	14	5	11	16	9	16	25	5	6	11	5	18	23
Foreign Languages	2	3	5	1	10	11	1	12	13	6	8	14	5	4	9
Health and Human Performance**	5	7	12	13	2	15	4	6	10	10	6	16	9	4	13
History	3	4	7	3	8	11	9	5	14	2	4	6	9	6	15
Independent (see page 89)	1	6	7	3	8	11	0	6	6	9	10	19	5	11	16
Mathematics	4	4	8	7	2	9	5	2	7	9	5	14	8	2	10
Music	5	5	10	4	3	7	2	2	4	2	3	5	7	4	11
Nursing	1	14	15	0	12	12	2	10	12	2	9	11	1	8	9
Philosophy	2	0	2	4	2	6	1	1	2	0	1	1	4	2	6
Physics	2	2	4	2	0	2	4	0	4	2	2	4	4	0	4
Political Science	4	3	7	7	4	11	3	3	6	4	3	7	6	2	8
Psychology	2	15	17	6	13	19	2	15	17	4	17	21	5	18	23
Religion	1	2	3	3	0	3	3	0	3	1	0	1	1	1	2
Sociology	1	4	5	1	10	11	3	8	11	2	8	10	6	7	13
Technology and Applied Design**	14	4	18	15	6	21	12	0	12	14	3	17	20	5	25
Theatre	3	7	10	2	5	7	7	2	9	4	9	13	5	7	12
Women's and Gender Studies**	0	5	5	0	3	3	0	2	2	1	4	5	0	8	8
TOTAL*			<u>288</u>			<u>338</u>			<u>312</u>			<u>372</u>			<u>404</u>

*These are duplicative headcounts that include double degrees and double majors. Click here for an unduplicated headcount.

**Change in majors' name: Speech Communication to Communication, Physical Education to Health and Human Performance, 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 August 31 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2015.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2010 - 2011 through 2014 - 2015

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	19	(100%)	0	(0%)	0	(0%)	19	(1.1%)
Agriculture and Natural Resources	0	(0%)	68	(99%)	1	(1%)	69	(4.0%)
Applied Science and Mathematics (10-11)	1	(17%)	4	(67%)	1	(17%)	6	(0.4%)
Art	3	(5%)	55	(90%)	3	(5%)	61	(3.6%)
Asian Studies	5	(21%)	18	(75%)	1	(4%)	24	(1.4%)
Biology	22	(17%)	100	(79%)	5	(4%)	127	(7.4%)
Business Administration	18	(14%)	84	(65%)	27	(21%)	129	(7.5%)
Chemistry	10	(21%)	23	(49%)	14	(30%)	47	(2.7%)
Child and Family Studies	23	(21%)	87	(79%)	0	(0%)	110	(6.4%)
Communication (11-12)/Speech Communication	29	(40%)	41	(56%)	3	(4%)	73	(4.3%)
Computer and Information Science	1	(2%)	32	(78%)	8	(20%)	41	(2.4%)
Economics	3	(12%)	7	(28%)	15	(60%)	25	(1.5%)
Education Studies								
General	14	(26%)	35	(66%)	4	(8%)	53	(3.1%)
Elementary Education Certification	4	(9%)	38	(88%)	1	(2%)	43	(2.5%)
Middle Grades Education Certification	1	(7%)	14	(93%)	0	(0%)	15	(0.9%)
Teaching and Curriculum with Certification (13-14)	1	(11%)	8	(89%)	0	(0%)	9	(0.5%)
English	10	(11%)	79	(89%)	0	(0%)	89	(5.2%)
Foreign Languages								
French	1	(13%)	4	(50%)	3	(38%)	8	(0.5%)
German	0	(0%)	7	(58%)	5	(42%)	12	(0.7%)
Spanish	4	(13%)	27	(84%)	1	(3%)	32	(1.9%)
Health and Human Performance (14-15) /Physical Education	16	(24%)	48	(73%)	2	(3%)	66	(3.9%)
History	3	(6%)	49	(92%)	1	(2%)	53	(3.1%)
Independent (see page 89)	7	(12%)	47	(80%)	5	(8%)	59	(3.4%)
Mathematics	6	(13%)	24	(50%)	18	(38%)	48	(2.8%)
Music	8	(22%)	29	(78%)	0	(0%)	37	(2.2%)
Nursing	7	(12%)	44	(75%)	8	(14%)	59	(3.4%)
Philosophy	4	(24%)	13	(76%)	0	(0%)	17	(1.0%)
Physics	3	(17%)	7	(39%)	8	(44%)	18	(1.1%)
Political Science	4	(10%)	28	(72%)	7	(18%)	39	(2.3%)
Psychology	12	(12%)	76	(78%)	9	(9%)	97	(5.7%)
Religion	0	(0%)	12	(100%)	0	(0%)	12	(0.7%)
Sociology	10	(20%)	38	(76%)	2	(4%)	50	(2.9%)
Technology and Applied Design (12-13) Technology and Industrial Arts	18	(19%)	71	(76%)	4	(4%)	93	(5.4%)
Theatre	13	(25%)	37	(73%)	1	(2%)	51	(3.0%)
Women's and General Studies (11-12)/Women's Std.	4	(17%)	18	(78%)	1	(4%)	23	(1.3%)
TOTAL*	284	(17%)	1,272	(74%)	158	(9%)	1,714	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,714 majors represent 1,570 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 August 31 of each year. Percentages may not total 100% due to rounding.

Compiled by: Office of Institutional Research and Assessment, September 2015.

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2010 – 11 through 2014 – 15

African and African American Studies	14	(3.2%)
Agriculture and Natural Resources	19	(4.4%)
Appalachian Studies	5	(1.2%)
Art History	18	(4.2%)
Art Studio (first awarded 2013-14)	1	(0.2%)
Asian Studies	10	(2.3%)
Broadcast Journalism (first awarded 2012-13)	9	(2.1%)
Business Administration	67	(15.5%)
Chemistry (first awarded 2013-14)	4	(0.9%)
Communication (11-12)/Speech Communication	12	(2.8%)
Computer Science	15	(3.5%)
Dance	14	(3.2%)
Economics	38	(8.8%)
English	6	(1.4%)
Film Production (first awarded 2013-14)	1	(0.2%)
Forest Resource Management (first awarded 2014-15)	1	(0.2%)
French	12	(2.8%)
German	5	(1.2%)
Health	18	(4.2%)
Health Teaching	4	(0.9%)
History	21	(4.9%)
Latin	7	(1.6%)
Music	10	(2.3%)
Peace and Social Justice Studies	16	(3.7%)
Philosophy	20	(4.6%)
Physics	5	(1.2%)
Political Science	10	(2.3%)
Religion	3	(0.7%)
Sociology	3	(0.7%)
Spanish	29	(6.7%)
Sustainability and Environmental Studies	12	(2.8%)
Theatre (first awarded 2014-15)	3	(0.7%)
Women's and Gender Studies (11-12)/Women's Studies	<u>19</u>	<u>(4.4%)</u>
 TOTAL	 431	 (100.0%)

*This is a duplicative headcount that includes double minors. The 431 minors were awarded to 390 graduates. The 390 graduates who received a minor represent 25% of the 1,570 graduates during this five-year time period.

Note: These totals reflect majors from September 1 through August 31 of each year.

Compiled by: Office of Institutional Research and Assessment, September 2015

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

<u>Minors</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
African and African American Studies	5	0	3	0	6
Agriculture and Natural Resources	3	5	5	3	3
Appalachian Studies	0	2	1	1	1
Art History	1	7	2	1	5
Art Studio	n/a	n/a	n/a	1	0
Asian Studies	4	0	2	0	4
Broadcast Journalism	n/a	n/a	3	1	5
Business Administration	14	14	9	17	13
Chemistry	n/a	n/a	n/a	2	2
Communication/Speech Communication (10-11)	2	2	2	0	6
Computer Science	3	1	4	2	5
Dance	2	2	0	4	6
Economics	9	14	6	1	8
English	n/a	n/a	n/a	1	5
Film Production	n/a	n/a	n/a	1	0
Forest Resource Management	n/a	n/a	n/a	n/a	1
French	4	3	0	3	2
German	1	0	1	2	1
Health	5	1	4	0	8
Health Teaching	1	0	1	2	0
History	3	5	3	2	8
Latin	1	3	1	1	1
Music	1	2	1	0	6
Peace and Social Justice Studies	4	4	3	1	4
Philosophy	3	2	1	9	5
Physics	0	1	0	1	3
Political Science	1	2	1	1	5
Religion	1	0	0	2	0
Sociology	0	0	0	3	0
Spanish	2	8	6	9	4
Sustainability and Environmental Studies	0	4	2	5	1
Theatre	n/a	n/a	n/a	n/a	3
Women's & Gender Studies/ Women's Studies (10-11)	<u>3</u>	<u>3</u>	<u>0</u>	<u>5</u>	<u>8</u>
TOTAL	73	85	61	83	129

*These are duplicative headcounts that include double minors.

Note: These totals reflect majors from September 1 through August 31 of each year.

Compiled by the Office of Institutional Research and Assessment, September 2015

MINORS* AWARDED TO GRADUATES BY GENDER Five-Year History

Minors	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	2	3	5	0	0	0	2	1	3	0	0	0	1	5	6
Agriculture and Natural Resources	0	3	3	3	2	5	3	2	5	1	2	3	0	3	3
Appalachian Studies	0	0	0	1	1	2	0	1	1	0	1	1	0	1	1
Art History	0	1	1	2	5	7	0	2	2	0	3	3	2	3	5
Art Studio	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	0	0	0
Asian Studies	1	3	4	0	0	0	1	1	2	0	0	0	2	2	4
Broadcast Journalism	n/a	n/a	n/a	n/a	n/a	n/a	1	2	3	0	1	1	1	4	5
Business Administration	9	5	14	8	6	14	7	2	9	6	11	17	11	2	13
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	2	1	1	2
Communication/Speech Communication	0	2	2	2	0	2	1	1	2	0	0	0	3	3	6
Computer Science	2	1	3	1	0	1	3	1	4	2	0	2	5	0	5
Dance	0	2	2	0	2	2	0	0	0	1	3	4	2	4	6
Economics	3	6	9	12	2	14	3	3	6	0	1	1	3	5	8
English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	1	4	5
Film Production	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	0	0	0
Forest Resource Mgmt.	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	0	1
French	0	4	4	1	2	3	0	0	0	2	1	3	1	1	2
German	0	1	1	0	0	0	1	0	1	1	1	2	1	0	1
Health	3	2	5	1	0	1	0	4	4	0	0	0	1	7	8
Health Teaching	1	0	1	0	0	0	0	1	1	0	2	2	0	0	0
History	0	3	3	3	2	5	1	2	3	0	2	2	1	7	8
Latin	0	1	1	0	3	3	0	1	1	1	0	1	1	0	1
Music	0	1	1	0	2	2	0	1	1	0	0	0	4	2	6
Peace and Social Justice Studies	0	4	4	1	3	4	0	3	3	0	1	1	3	1	4
Philosophy	0	3	3	2	0	2	1	0	1	4	5	9	4	1	5
Physics	0	0	0	0	1	1	0	0	0	1	0	1	2	1	3
Political Science	1	0	1	0	2	2	0	1	1	0	1	1	4	1	5
Religion	1	0	1	0	0	0	0	0	0	1	1	2	0	0	0
Sociology	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0
Spanish	0	2	2	2	6	8	1	5	6	2	7	9	1	3	4
Sustainability and Environmental Studies	0	0	0	1	3	4	1	1	2	0	5	5	0	1	1
Theatre	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	3	3
Women's and Gender Studies/Women's Studies	0	3	3	0	3	3	0	0	0	1	4	5	1	7	8
TOTAL	<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>	<u>57</u>	<u>72</u>	<u>129</u>

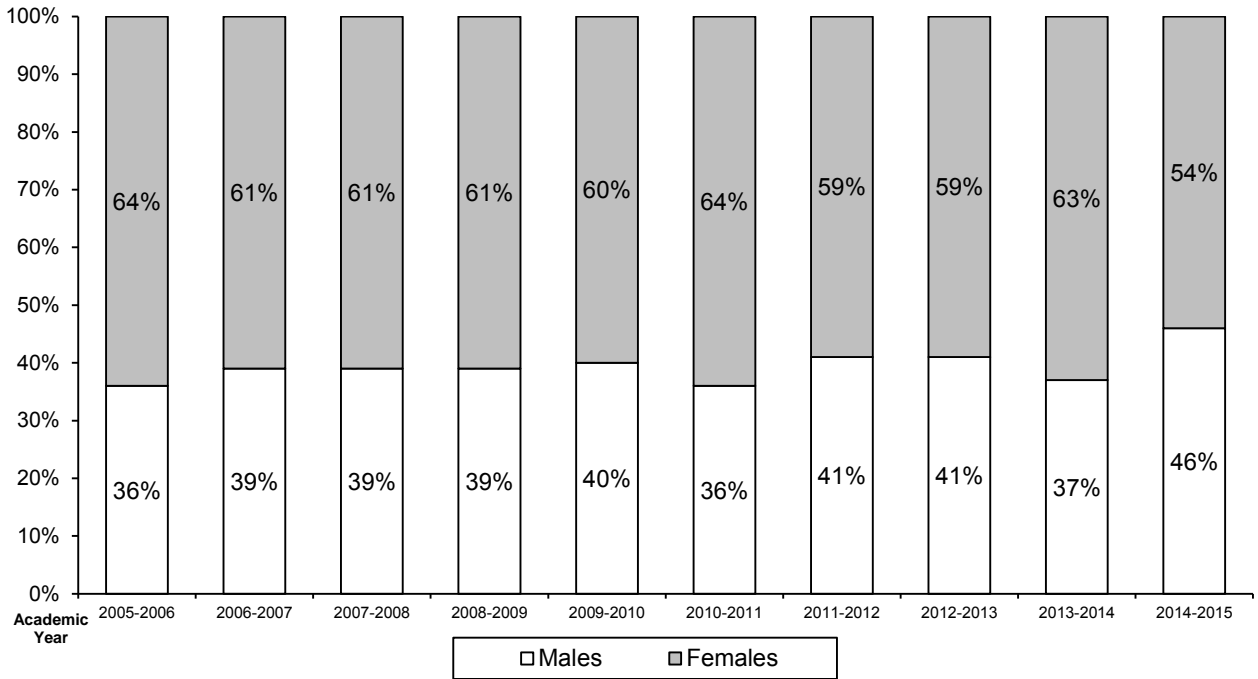
* These are duplicate headcounts that include double minors.

NOTE: These totals reflect minors from September 1 through August 31 each year.

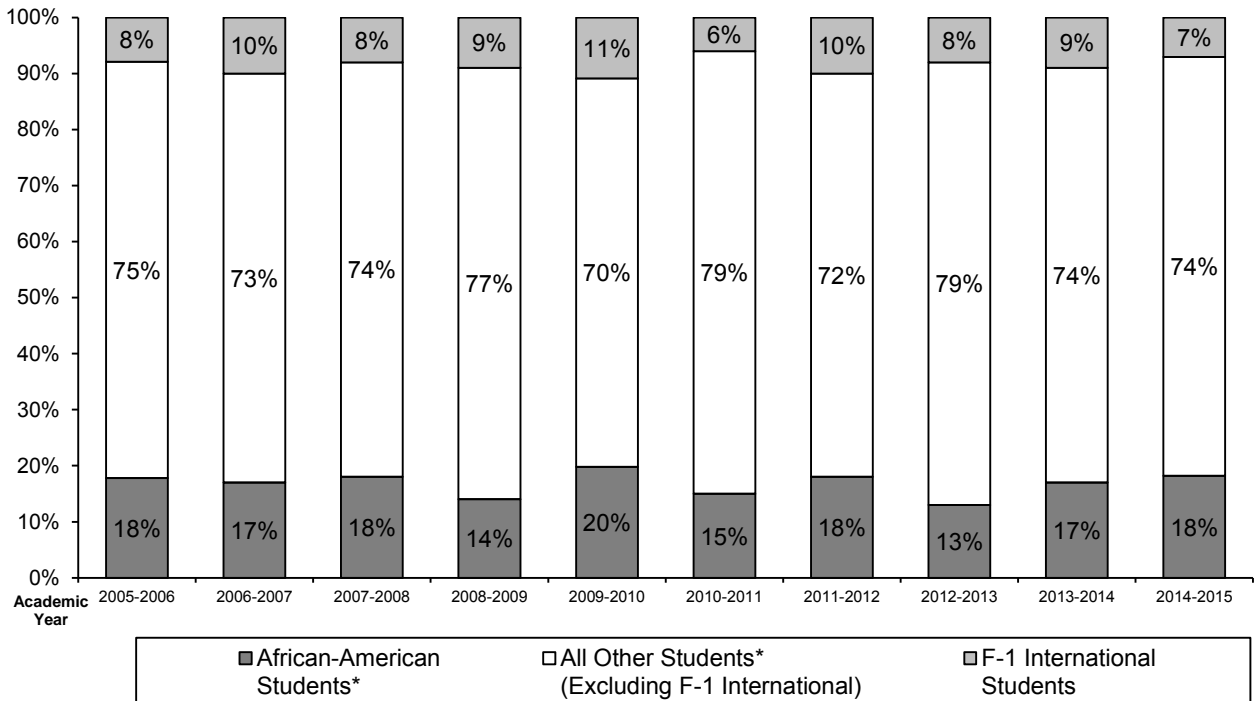
Compiled by: Office of Institutional Research and Assessment, September 2015.

GRADUATE TRENDS

By Gender



By Cohort Type

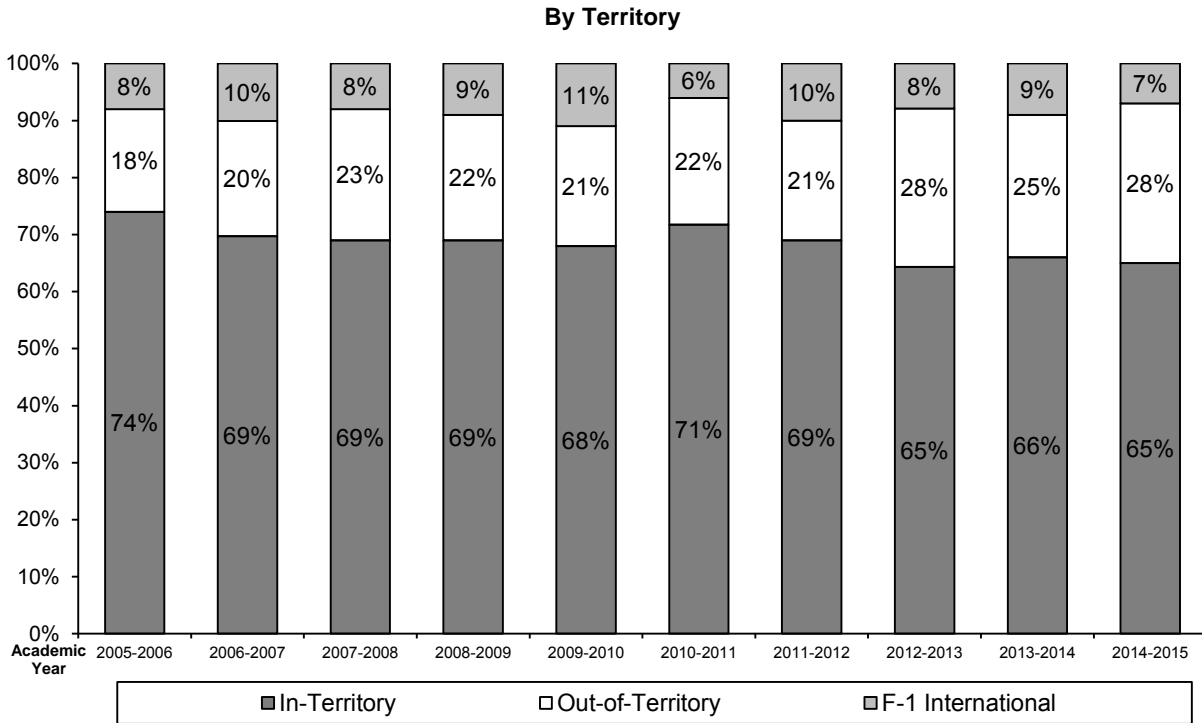


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries.

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 2015.

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, September 2015.

Special Academic Opportunities

- Education Abroad (Description and Summary of Participants)
- Education Abroad Participants by Program/Sponsor and Country, Academic Year 2014-2015
- Academic Internships
- Service-Learning
- Undergraduate Research and Creative Projects Program

EDUCATION ABROAD

From the 2015-2016 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>Period of Time Spent Abroad</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Full Academic Year	0	0	2	2	3
Full Semester	26	18	21	34	44
Less than a Full Semester	<u>111</u>	<u>115</u>	<u>137</u>	<u>195</u>	<u>122</u>
TOTAL	137	133	160	231	169
Percent of Students who Participated*:	13%	12%	14%	20%	15%

*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.

Source: *2015 – 2016 College Catalog*
<<http://catalog.berea.edu/en/Current/Catalog/The-Campus-Community/International-Education-Here-and-There/Education-Abroad>>

EDUCATION ABROAD PARTICIPANTS BY PROGRAM/SPONSOR AND COUNTRY

Academic Year 2014 – 2015

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Full Academic Year (3)</u>		<u>Summer, continued:</u>	
Department of Foreign Languages		Faculty-Led Berea Courses (61)	
Germany	1	Turkey	20
Exchanges		Multi (Sweden, Norway, Denmark)	19
Japan	2	Multi (Germany, Poland, Netherlands)	22
<u>Full Semester (44)</u>		Internships for Credit (10)	
CIE Scholarships (31)		Bolivia	1
Australia	4	Dominican Republic	1
Austria	1	Germany	1
Chile	1	Japan	2
China	1	Kenya	1
Costa Rica	1	Romania	2
Denmark	1	Spain	1
France	1	Trinidad	1
Germany	1	Kentucky Institute for International Studies (KIIS) (32)	
Greece	1	Austria	9
Italy	1	China	1
Mexico	1	Greece	3
Netherlands	2	Japan	8
South Africa	2	Mexico	1
South Korea	1	Spain	10
Spain	6	Non-Berea/Non KIIS (6)	
Thailand	1	Costa Rica	1
United Kingdom	5	Cyprus	1
Department of Foreign Languages (9)		Ecuador	1
France	2	France	1
Germany	1	Scotland	1
Mexico	1	South Korea	1
Spain	5	Non-Credit Service Bonner (1)	
Exchanges (4)		Ukraine	1
Japan	2	<u>Winter Programs (10)</u>	
South Korea	2	Kentucky Institute for International Studies (KIIS)	
<u>Less than a Full Semester (122)</u>		Italy	10
<u>Summer (112)</u>			
Ballard-McConnell-Willis (BMW)			
Mathematics Scholarship			
Hungary	1		
CAUX Scholars			
Switzerland	1		

Source: Center for International Education, October 2015

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>	<u>2014-2015</u>
Fall	4	3	2	2	4
Spring	6	3	5	10	6
Summer	<u>99</u>	<u>125</u>	<u>201</u>	<u>202</u>	<u>225</u>
Total	109	131	208	214	235

Highlights Based on the Fall/Spring/Summer 2014-2015 Internship Survey (96% response rate)

- 21% of Berea students reported that they received a full-time job offer from the organization
- 31% were in internships fully or partially paid by the organization
- 77% received full or partial funding from Berea
- 6% participated in internships in international settings
- 86% report that they are better prepared to enter the professional world as a result of their internship
- 81% reported that the internship experience gave them a more realistic view of their career field
- 86% reported that they achieved the learning goals specified in their internship proposals
- 97% rated their overall internship experience as excellent, very good, or good (59%, 31%, and 7% 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>	<u>2014-2015</u>
Total number of graduates	270	309	283	335	372
Number of graduates who participated in an internship*	85	112	88	152	173
Number of internships in which graduates participated	105	142	99	182	216
Percent of graduates who participated:	31.5%	36.2%	31.1%	45.4%	46.5%

*The numbers reflect internships and off-campus undergraduate research experiences.

Source: Center for Transformative Learning: Office of Internships, November 2015
<https://www.berea.edu/ctl/for-students/internship-basics/>
 Office of Institutional Research and Assessment

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 2014-2015 year, 225 students volunteered 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>	<u>2014-2015</u>
Courses	15	16	17	16
Academic Programs Represented	15	13	14	13
Faculty Teaching Service-Learning Courses	14	13	14	14
Students Enrolled in Service-Learning Courses	318	283	267	241

<u>Academic Programs Represented in 2014 – 15</u>	<u>Recent Community Partner Organizations</u>
Agriculture and Natural Resources	Berea Community Food Bank
Child and Family Studies	Berea Community School
Communication	Berea Parks and Recreation
Education Studies	Berea Faith Community Outreach
Foreign Languages (Spanish)	Farristown and Foley Middle Schools
General Studies	Habitat for Humanity of Madison and Clark Counties
Health and Human Performance	Kentuckians for the Commonwealth
Nursing	Kentucky Foothills Therapeutic Horsemanship Center
Peace and Social Justice Studies	Kingston, Silver Creek, and Shannon Johnson Elementary Schools
Psychology	Madison County Cooperative Extension Agency
Religion	Madison County Health Department
Technology and Applied Design	Madison Southern High School
Women's and Gender Studies	New Opportunity School for Women
	PeaceCraft
	Save the Children

Source: Center for Excellence in Learning through Service (CELTS), December 2015
<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>
2011	15	15	33
2012	15	19	38
2013	14	16	36
2014	18	18	48
2015	17	19	43

*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 2015
<<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 2015**

(As of August 2015)

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	16	5	136	51	1,752	9.37
Alumni and College Relations	9	1	41	8	476	9.71
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	124	11	198	0	2,169	10.95
College Community Service	16	1	75	3	850	10.90
College Farms	23	1	46	5	553	10.84
College Related	0	1	2	0	20	10.00
Community Partnerships	1	0	7	0	82	11.71
Facilities Operations	77	11	147	5	1,564	10.29
General and Administrative	37	4	154	6	1,704	10.65
Instruction	31	3	348	80	4,191	9.75
Student Industries: Crafts	27	6	111	9	1,204	10.03
Student Industries: Services	10	0	18	0	187	10.39
Student Services	60	6	287	13	3,344	11.15
No Labor**	<u>0</u>	<u>0</u>	<u>19</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	431	49	1,589	176	-	-
No Status Form***	<u>1</u>	<u>0</u>	<u>4</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	432	49	1,593	176	18,076	10.33

- 337 - Extended *primary* position for more than ten hours per week.
- 45 - Extended *primary* position for more than ten hours per week with a secondary position.
- 131 - Contracted in both a primary and at least one secondary position.
- 513 - 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, 2015 – 2016: \$ 4.65 - \$ 6.55; Unclassified \$ 6.80; Labor Pool: \$5.45

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

Compiled by: Office of Institutional Research and Assessment, October 2015

LABOR DEPARTMENTS

Academic Support (N = 17 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	Educational Technology
Career Development	Loyal Jones Appalachian Center
Internships	Office of the Registrar
Writing Resources	Science Library

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

Dining Services

College Community Service (N = 12 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)

College Farms (N = 3 Departments)

Administrative Staff	Farms
Farm Store	

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 = 13 Departments)

Child Development Lab
College Post Office
Ecovillage
Financial Affairs
Human Resources
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
Continuous Improvement
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)

Broom Making
Ceramics
Crafts Education Outreach Program
Log House Craft Gallery

Student Crafts Distribution Center
Visitor's Center and Shoppe
Weaving
Woodcraft

Student Industries: Services (N = 2 Departments)

Boone Tavern Hotel
College Bookstore

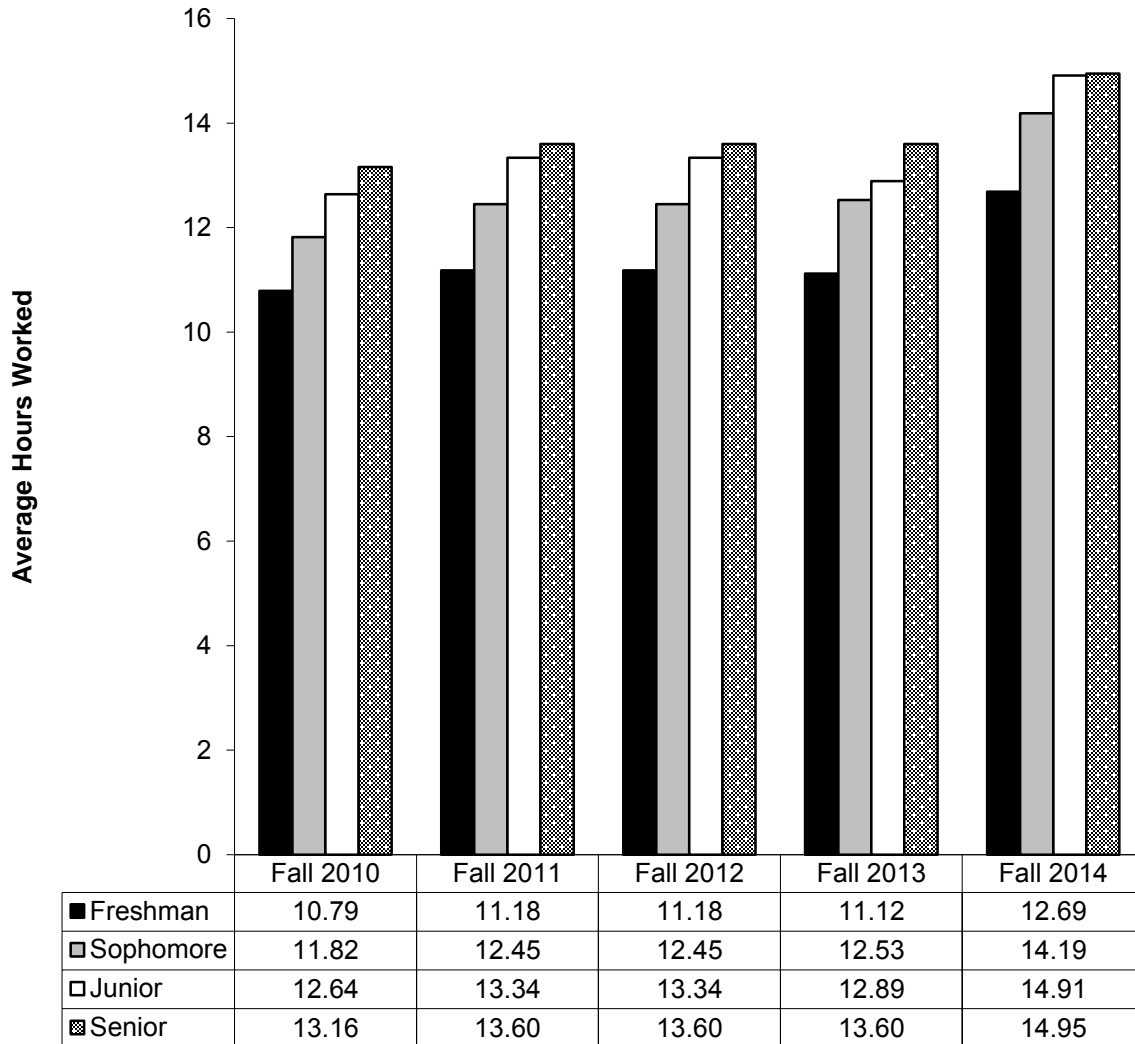
Student Services (N = 19 Departments)

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 Programs
Counseling Services
Labor Program Office
Office of the Vice President for Labor and
Student Life
Public Safety
Seabury Center
Student Financial Aid
Student Life- Residence Halls/Family Housing
Advisors
Student Payroll Office

Complied by the Office of Institutional Research and Assessment, October 2015

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



All Students	12.54	12.64	12.64	12.54	14.19
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Source: Office of Student Financial Aid Services, September 2015

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.

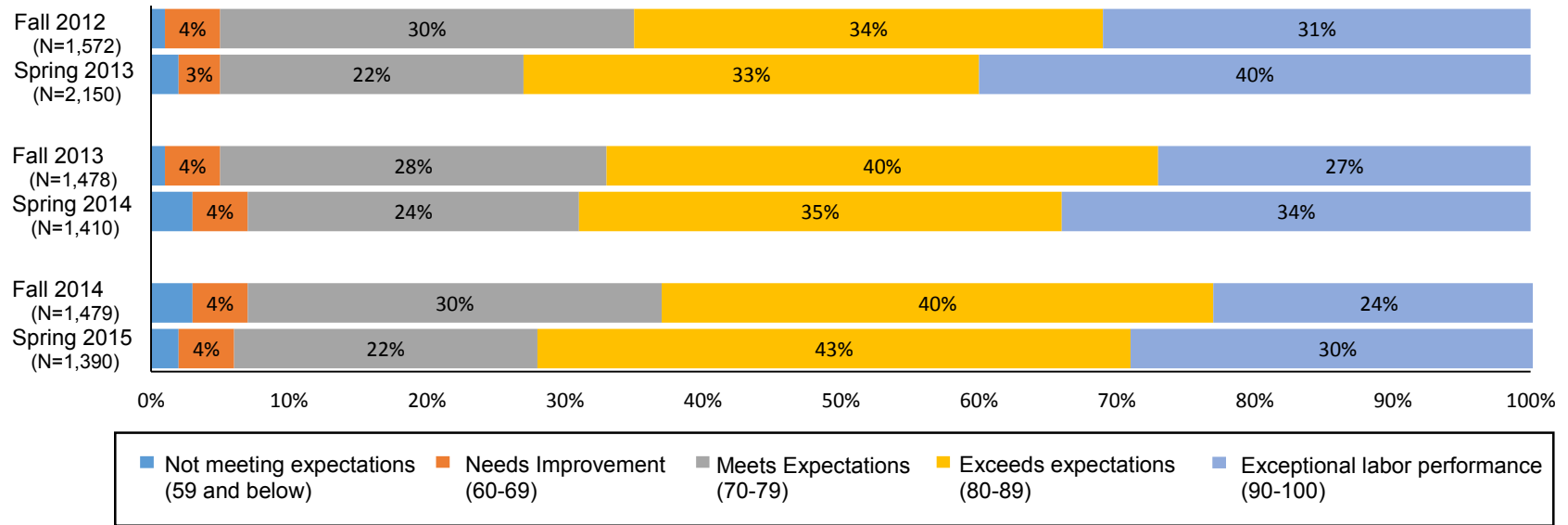
Labor Supervisor/Practical Instructor

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.

**Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors for Primary Positions Only
Academic Years 2012-2013 through 2014-2015**



NOTE: Most of the Fall Term scores are based on mid-year reviews and the Spring Term scores are based on final evaluations. The exceptions 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 2015

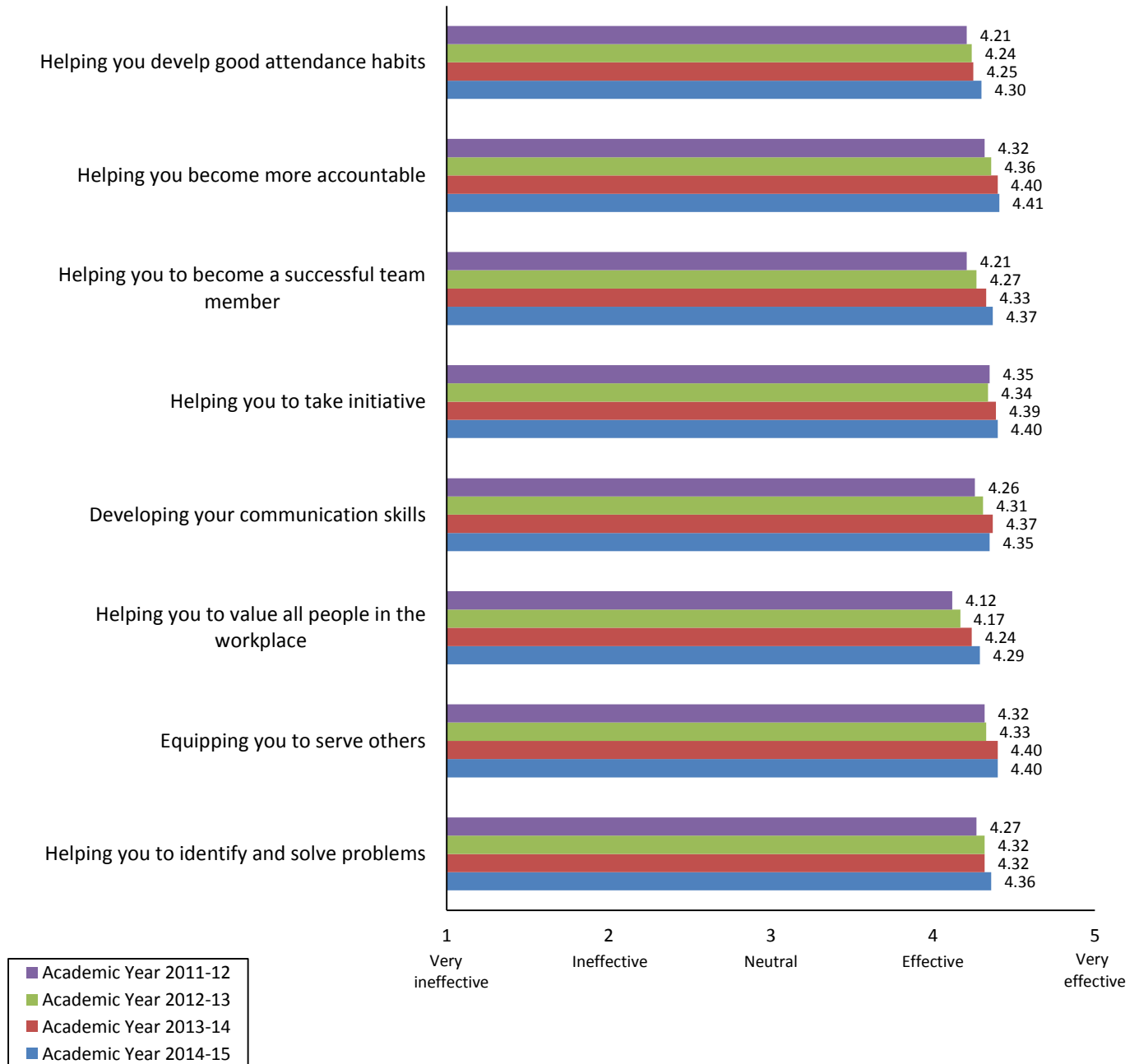
The Student Labor Program, continued:

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

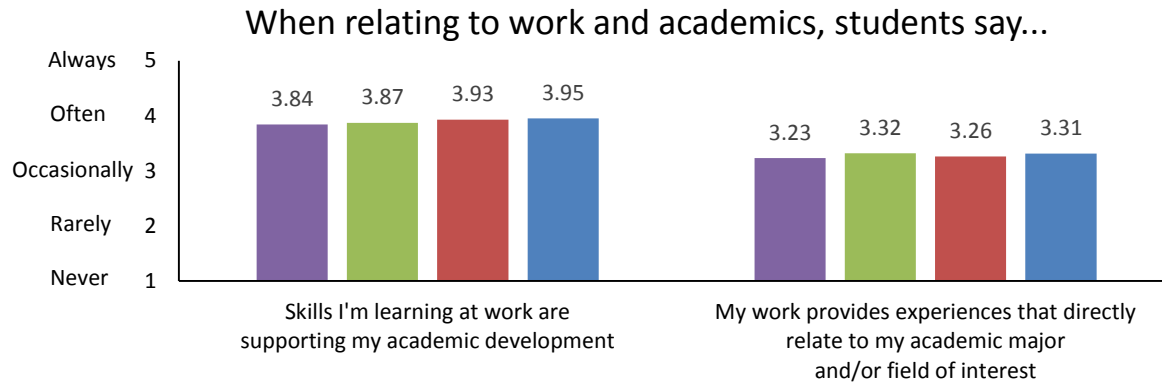
How effective has your labor experience been in..



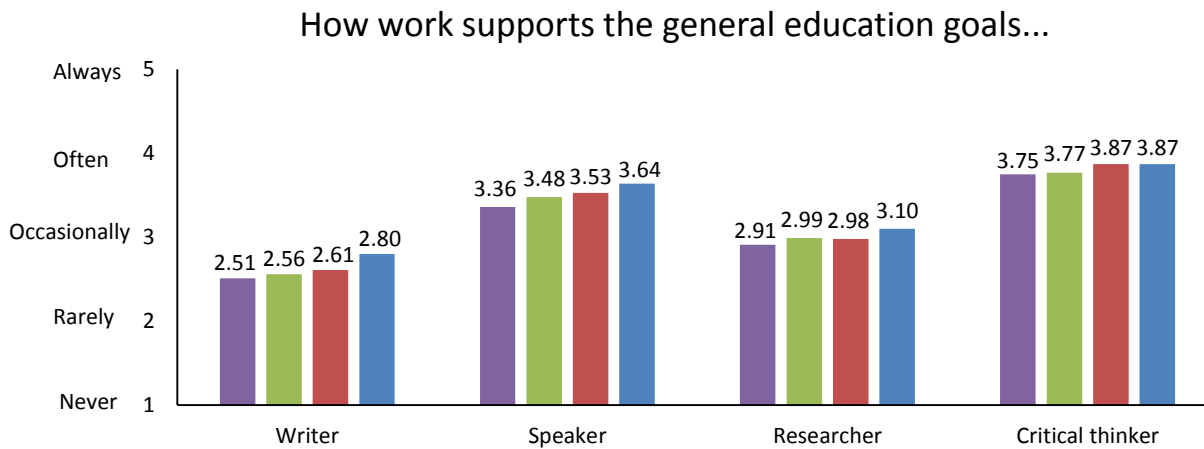
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2015

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

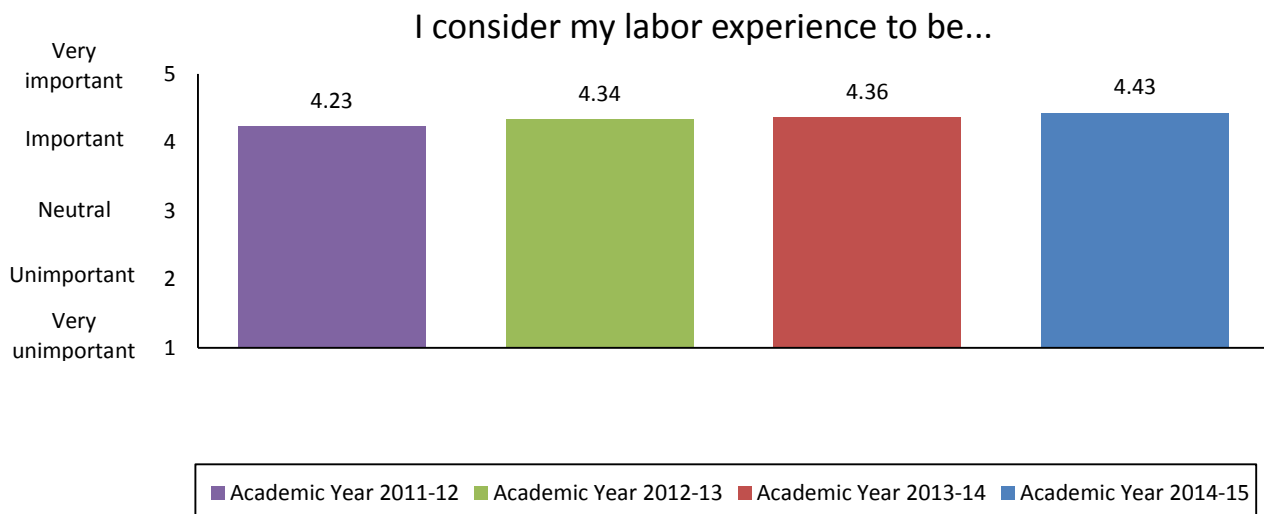
Relationship between Work and Academics



Supporting the Four Core General Education Goals



Evaluating the Importance of the Labor Experience



Student Costs

- Tuition and Other Student Costs
- Total Student Cost

TUITION* AND OTHER STUDENT COSTS

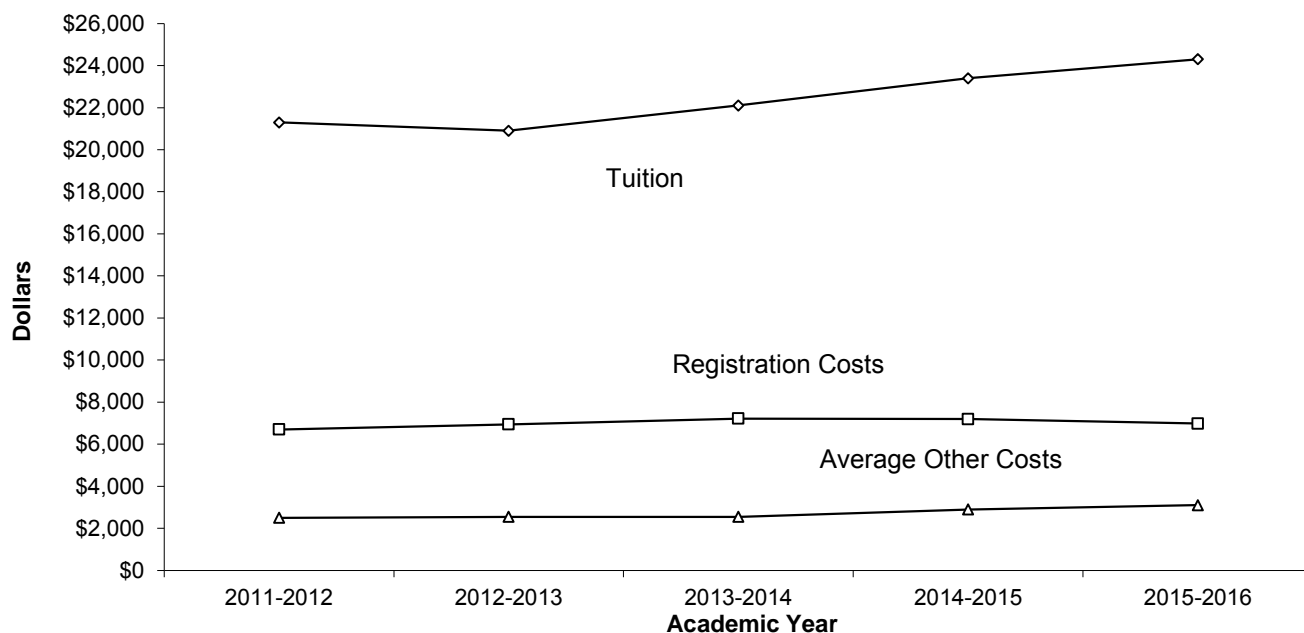
	<u>Academic Year 2011-2012</u>	<u>Academic Year 2012-2013</u>	<u>Academic Year 2013-2014</u>	<u>Academic Year 2014-2015</u>	<u>Academic Year 2015-2016</u>
Tuition*	\$ 21,300	\$ 20,900	\$ 22,100	\$ 23,400	\$24,300
Registration Costs:					
Room (Housing)	3,012	3,102	3,240	3,322	3,322
Board (Meals)	2,780	2,864	2,910	3,000	3,088
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	104	104	104
Health Insurance	384	414	500	300	0
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	10	10
Technology Fee**	<u>300</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>
SUBTOTAL	\$ 6,702	\$ 6,946	\$ 7,220	\$ 7,192	\$ 6,980
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,376	1,400	1,400	1,600	1,600
Transportation	<u>426</u>	<u>450</u>	<u>450</u>	<u>600</u>	<u>800</u>
SUBTOTAL	\$ 2,502	\$ 2,550	\$ 2,550	\$ 2,900	\$3,100
TOTAL STUDENT EXPENSE BUDGET	\$ 9,204	\$ 9,496	\$ 9,770	\$ 10,092	\$10,080

*Tuition is paid by the College (no student pays tuition) from the endowment, gifts, scholarships, and grants brought by students. Tuition 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 2015.
<https://www.berea.edu/student-financial-aid/cost-of-attendance/>

TOTAL STUDENT COST



Legend

Tuition is paid by the College (no student pays tuition) from the endowment, gifts, scholarships and grants brought by students. Tuition 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 (housing), 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 112.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, click [here](#).

Source: Office of Student Financial Aid Services, September 2015.
<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, 2015
- Designation of Gifts, Fiscal Years 2010-2011 through 2014-2015
- 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 2015-2016**

Executive Committee

President

Andrew Hamilton, '96
Texas

President of Berea College

Dr. Lyle D. Roelofs
Kentucky

President Elect

Patricia Campbell Estepp, '77
Virginia

Associate Vice President for Alumni Relations

Jackie Collier, '80
Kentucky

Past President

David Cook, '85
Kentucky

Vice President for Alumni and College Relations

Bernadine Douglas
Kentucky

Trustees, including year his/her term ends

2016: Jerry Hale, '73
Tennessee

2018: Robert F. Hawks, '77
Georgia

2020: Charles D. Crowe, '70
Tennessee

2021: Celeste Patton Armstrong, '90
Alabama

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

2016: Eric Crowden, '84
Kentucky

Jack S. Marinelli, '85
Illinois

Jennifer Hale Stafford, '92
Kentucky

Diane Artist Wallace, '80
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 Masiogale, '88
Georgia

Ballard Wright, '59
Kentucky

2019: Betty Jean Hall, '68
Virginia

Adam Hardin, '97
Ohio

Betty Hyatt Olinger, '69
Kentucky

Tamika Weaver, '97
Georgia

Source: Alumni Office, January 2016

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

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2015-2016**

Executive Committee

President

Luke Sulfridge, '03
Ohio

Executive Vice President

Susan Jones, '02
North Carolina

Past President

Hussene Youssef, '05
Georgia

President Elect

Missy Naseman Rivera, '05
Ohio

**Coordinator of Student, Young Alumni,
and Volunteer Engagement Programs**

Lisa Colletti-Jones
Kentucky

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

2016: Rashaad Abdur-Rahman, '03
Kentucky

2017: Justin Kindler, '05
Florida

Jamie Nunnery, '13
Kentucky

2018: Beth Bissmeyer, '09
Kentucky

David Kretzmann, '14
Virginia

Katy Jones Sulfridge, '03
Ohio

2019: Ehis Akhetuamhen, '11
New York

Martina Jackson-Haynes, '11
South Carolina

Brittany Suits, '14
Georgia

Ashley Miller, '05
Kentucky

Joe Saleem, II, '08
Kentucky

William E. Cook, III, '06
Ohio

Emily LaDouceur, '04
Kentucky

Djuan Trent, '10
Kentucky

Jacob Burdette, '15
Kentucky

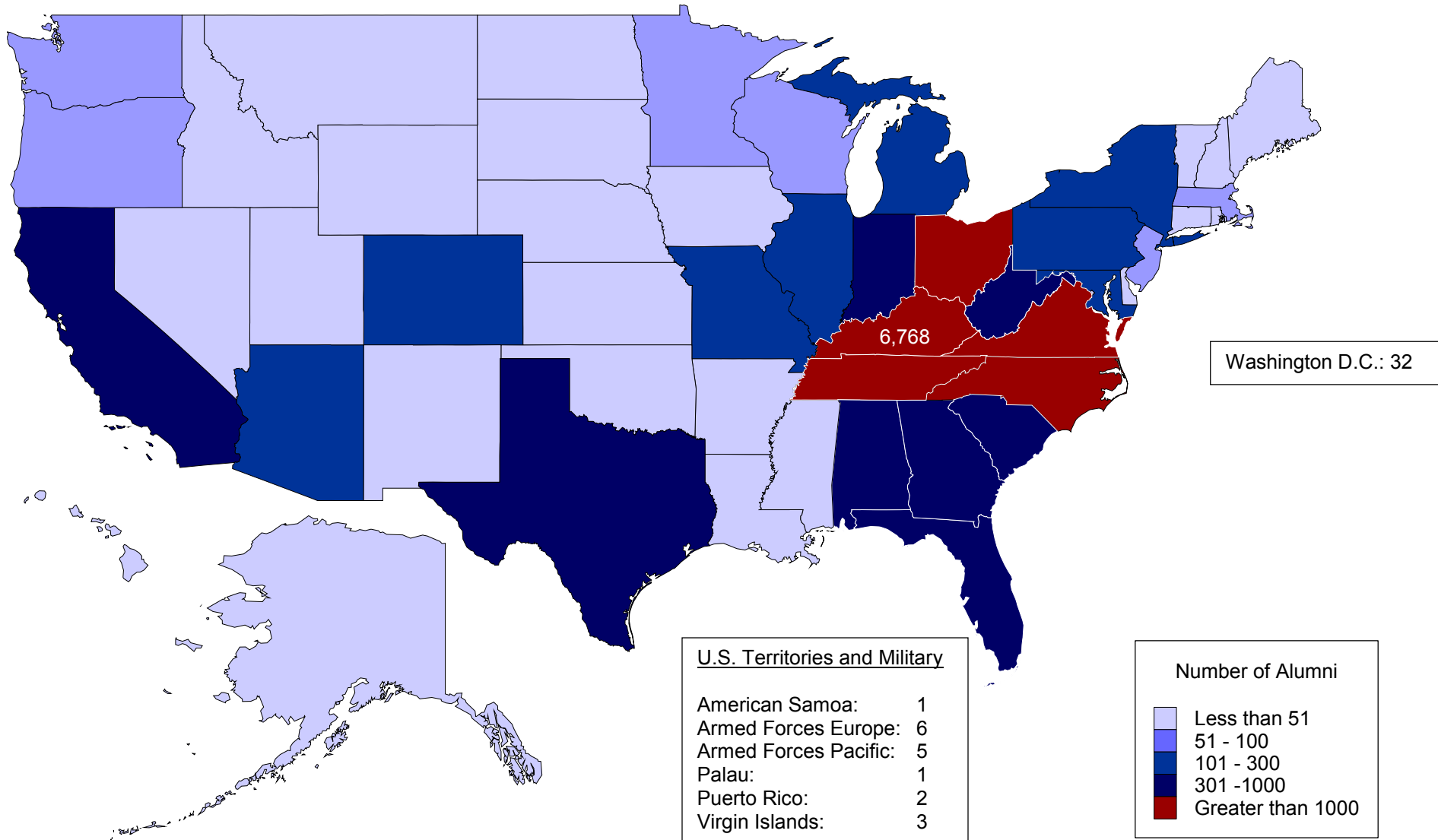
Cory Payton, '15
Kentucky

Source: Alumni Office, January 2016

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

ALUMNI* BY STATE AND U.S. TERRITORIES As of October 2015

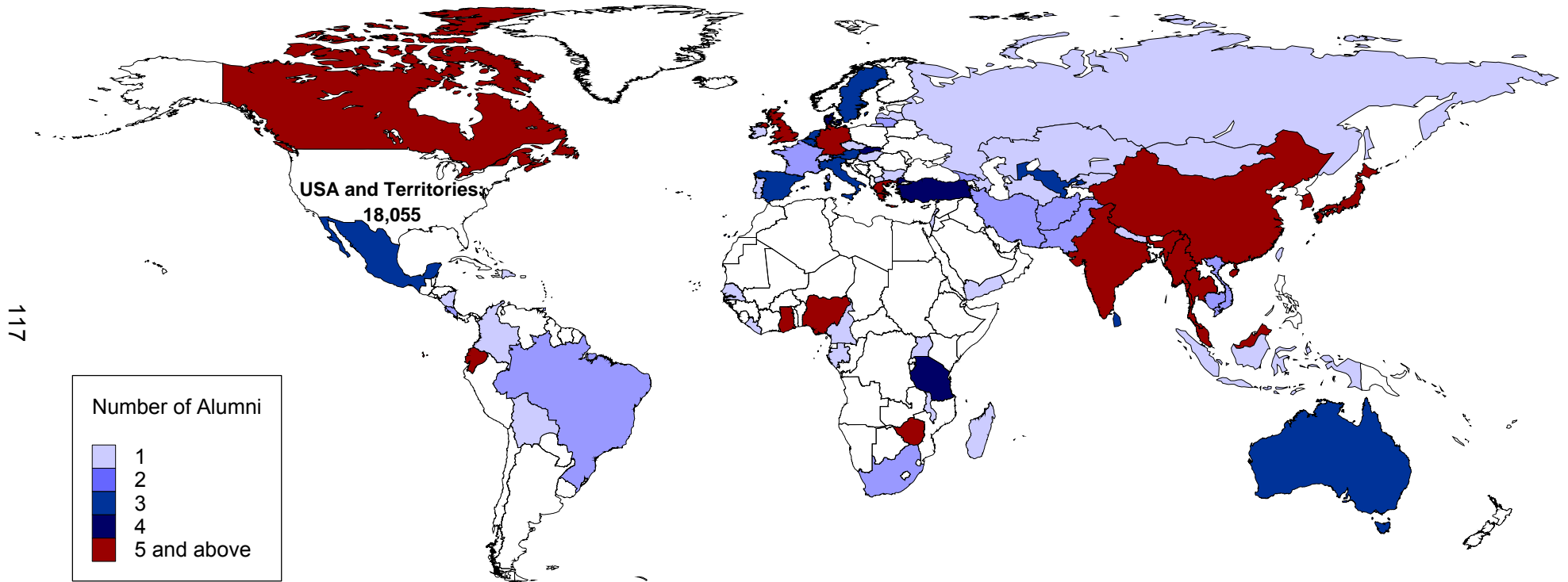
116



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

Source: Alumni Office, October 2015

ALUMNI* BY COUNTRY** As of October 2015



117

Alumni, including military personnel, reside in a total of 80 countries other than the United States and its territories.

*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, click here.

NOTE: For more information about the United States, click here.

Source: Alumni Office, October 2015.

ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of October 2015

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	4
Uganda	1
Zimbabwe	5
Africa TOTAL	38

Asia (29 countries)

Afghanistan	2
Burma	5
Cambodia	2
China	6
Hong Kong	7
India	7
Indonesia	1
Iran	2
Israel	1
Japan	10
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Mongolia	1
Nepal	1
Pakistan	2
Russia	1
Singapore	1
South Korea	6
Sri Lanka	3
Taiwan	1
Thailand	6
Turkey	4
Turkmenistan	1
Uzbekistan	3
Vietnam	2
Yemen	1
Asia TOTAL	86

Europe (23 countries)

Austria	3
Azerbaijan	1
Belgium	3
Bulgaria	1
Czech Republic	1
Denmark	4
France	2
Georgia	2
Germany	5
Greece	8
Hungary	1
Ireland	1
Italy	3
Latvia	1
Lithuania	2
Macedonia	1
Netherlands	3
Portugal	1
Slovak Republic	4
Spain	3
Sweden	3
Switzerland	1
United Kingdom	12
Europe TOTAL	66

North America (not including U.S.) (8 countries)

Canada	24
Cayman Islands	2
Costa Rica	2
Dominica	1
Dominican Republic	1
Mexico	3
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	36

Oceania (1 country)

Australia	3
-----------	---

South America (4 countries)

Bolivia	1
Brazil	2
Colombia	1
Ecuador	5
South America TOTAL	9

Countries Outside the U.S.	238
United States (see page 116)	18,048
U.S. Territories (see page 116)	7
Armed Forces-Europe/Pacific	11
TOTAL	18,304

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

ALUMNI* BY OCCUPATION

Accounting	157	Journalism	10
Administrative/Clerical/Secretarial	160	Judiciary	9
Advertising	20	Labor/Human Resources	14
Agriculture/Ranching	91	Landscaping	10
Animal Science/Veterinary Medicine	17	Law/Legal Services	158
Architecture/Urban Planning	13	Library Science	102
Art	44	Management	324
Arts-Fine	29	Manufacturing	128
Arts-Performing/Creative	47	Marketing	40
Aviation/Aerospace	9	Mathematics/Statistics	5
Banking	70	Mechanical	7
Biological Sciences	6	Media	9
Brokerage/Securities/Investments	20	Medical/Health (not M.D., RN, Dentist, Pharmacy)	198
Business-Administration	79	Merchandising/Sales/Marketing	26
Business-Entrepreneur/Owner	175	Military	32
Business-Management	109	Ministry	134
Business-Owner	49	Missionary	6
Childcare	25	Musician	1
City Service Officer	2	Nonprofit	17
Civil Service	14	Nursing	475
Clergy	13	Nutrition	26
Communications	25	Personal Services	5
Computing/High Technology	226	Personnel/Human Resources	40
Construction/Contracting	51	Pharmacology	5
Consulting	51	Pharmacy	15
Cosmetology	1	Physical Sciences/Math	10
Counseling	107	Physician	112
Crafts	7	Public Relations	8
Dentistry	22	Public Service: Firefighter, Police, Sanitation	33
Economics	1	Publishing	33
Education – Administrative	402	Radio/TV/Film	5
Education – Student Affairs	45	Real Estate	44
Education – Teaching	1,455	Recreation/Leisure Services	13
Energy Resources (Oil, etc.)	20	Research/Development	74
Engineering	133	Restaurant	9
Entertainment	10	Retired	1,934
Environmental Science	33	Sales	126
Estate Planning/Trusts/Taxation	1	Science	80
Extension Work	21	Self-Employed	13
Fashion/Beauty	2	Social Science	16
Financial Services	71	Social Work	207
Foreign Service	3	Sports	12
Foundations	1	Sports/Recreation	3
Fund Raising	30	Student	9
Funeral Services	4	Support Staff/Secretarial/Clerical	27
Government – Elected	40	Trade/Craft	33
Government – Non-elected	171	Transportation	32
Graphic Design	15	Travel Industry	8
Health	68	Utilities	18
Homemaking	224	Veterinarian	6
Hotel/Restaurant/Catering	35	Volunteerism	32
Import/Export	2	Writing	30
Insurance	72		
Interior Decorating/Design	9		
		<i>Unknown (includes other)</i>	<u>9,074</u>
		TOTAL	18,304

*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 18,304 alumni on record, information on occupations is known for 50%.

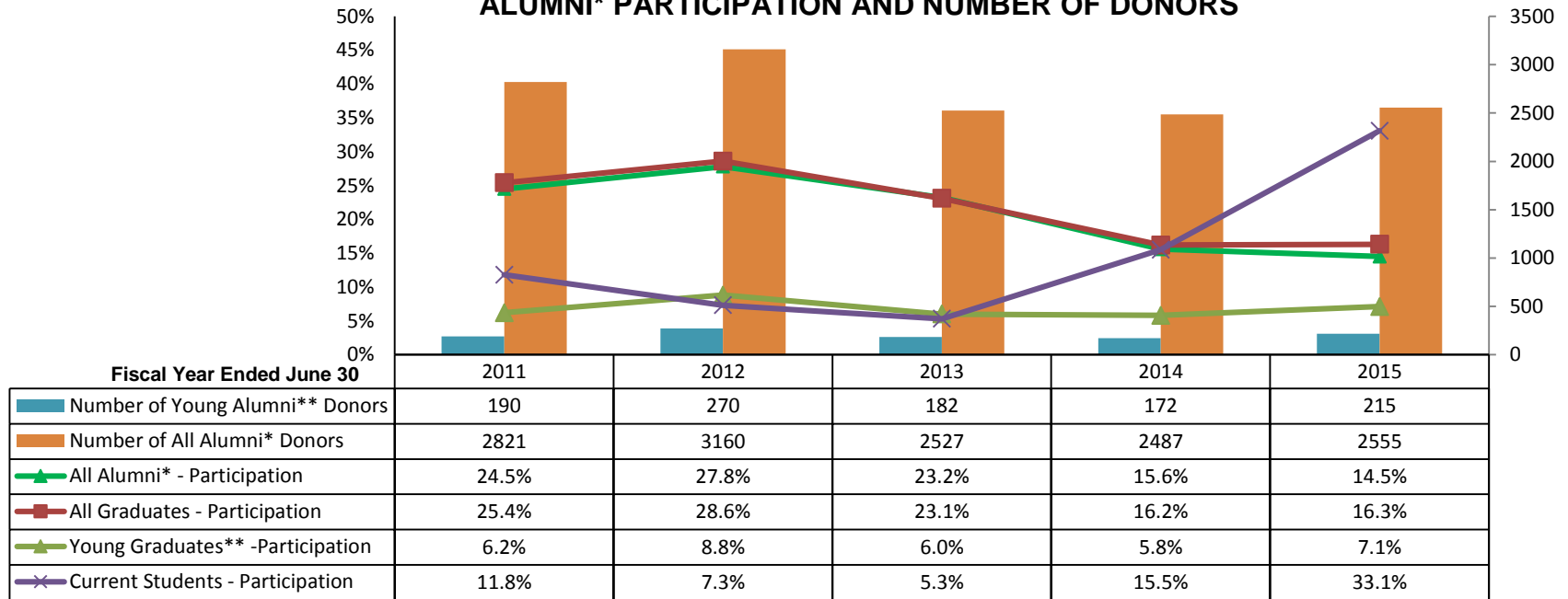
Source: Alumni Office, October 2015

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Alumni Berea Fund - Goal	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,050,000.00
Alumni Berea Fund - Received	\$ 923,215.18	\$ 1,015,127.46	\$ 1,100,694.03	\$ 1,029,108.84	\$ 1,084,811.77
Other Gifts (includes gift-in-kind)	<u>\$ 3,593,667.19</u>	<u>\$ 1,962,032.14</u>	<u>\$ 2,156,408.24</u>	<u>\$ 3,159,832.11</u>	<u>\$ 3,086,352.75</u>
TOTAL	\$ 4,516,882.37	\$ 2,977,159.60	\$ 3,257,102.27	\$ 4,188,940.95	\$ 4,171,164.52

ALUMNI* PARTICIPATION AND NUMBER OF DONORS

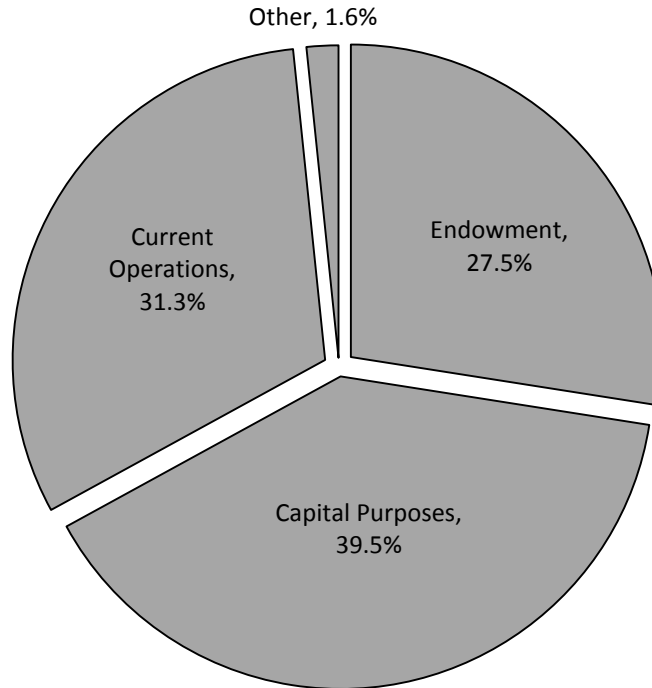


*Alumni include graduates as well as anyone who received academic credit from Berea College.

**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. Also, beginning FY15, does not include bequestors or students.

**BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2015**



Current Operations

Berea Fund – Unrestricted	\$4,350,035.00	
Perpetual Trusts – Unrestricted	\$855,660.63	
Student Aid – Restricted	\$55,047.75	
Other – Restricted	<u>\$5,611,590.86</u>	
SUBTOTAL – CURRENT OPERATIONS		\$10,872,334.24

Capital Purposes

\$13,724,261.59

Endowment

Restricted	\$746,910.21	
Unrestricted	<u>\$8,789,464.49</u>	
SUBTOTAL – ENDOWMENT		\$9,536,374.70

Other

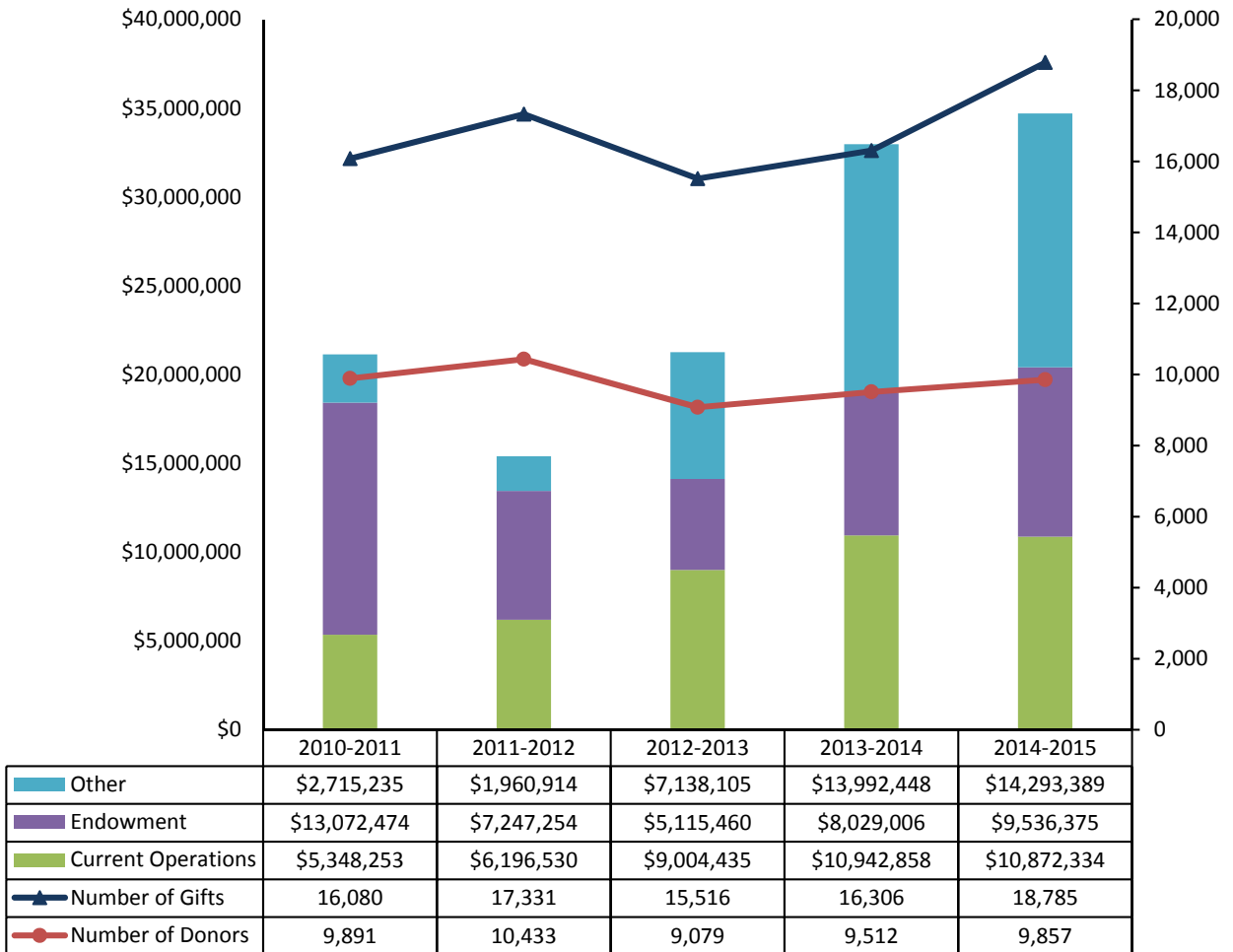
Student Loan Fund	\$200.00	
Gift Value of Life Income Agreements	\$462,065.67	
Gifts-In-Kind	<u>\$106,861.89</u>	
SUBTOTAL – OTHER		\$569,127.56

GRAND TOTAL

\$34,702,098.09

Source: College Relations, October 2015

DESIGNATION OF GIFTS Fiscal Years 2010 - 2011 through 2014 - 2015



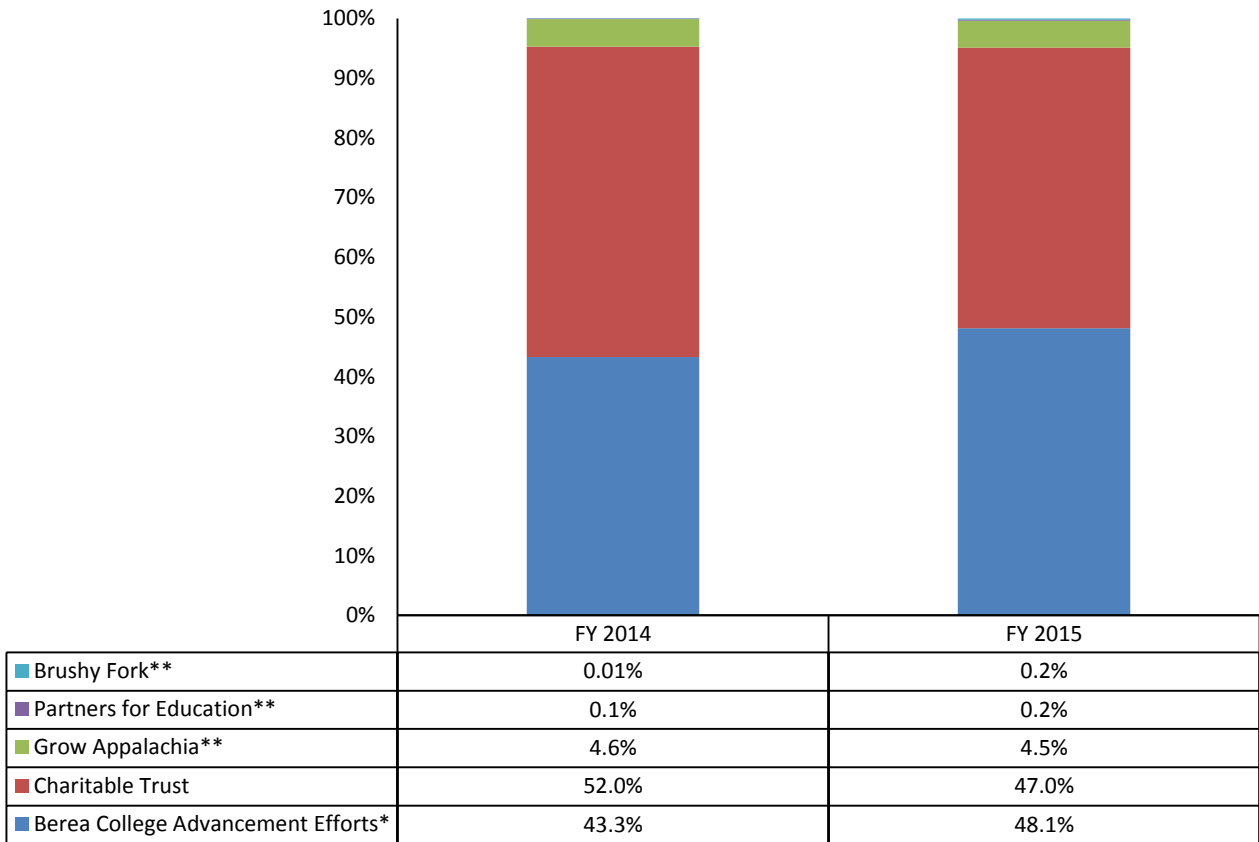
NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2015

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2014 and 2015

Fiscal Year Ended June 30

	<u>2014</u>	<u>2015</u>
Berea College Advancement Efforts*	\$ 14,062,533.90	\$ 16,705,842.30
Charitable Trust	\$ 16,920,569.00	\$ 16,306,700.00
Grow Appalachia**	\$ 1,507,210.00	\$ 1,576,005.79
Partners for Education**	\$ 19,000.00	\$ 58,550.00
Brushy Fork**	<u>\$ 5,000.00</u>	<u>\$ 55,000.00</u>
TOTAL	\$ 32,514,312.90	\$ 34,702,098.09



*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, 2015

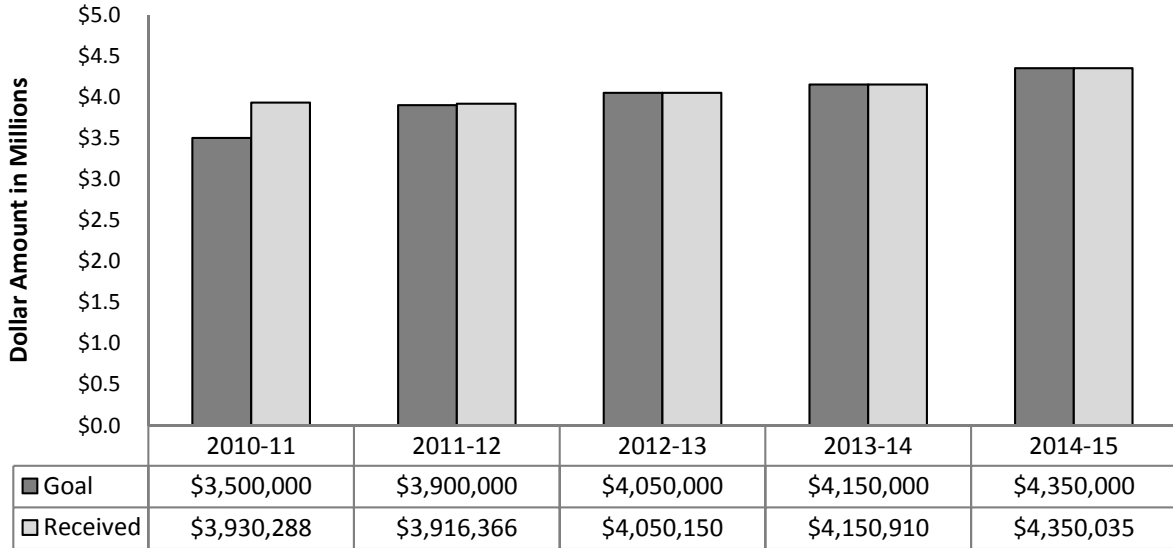
	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	174	\$ 73,460.97	Montana	20	\$ 15,567.20
Alaska	23	46,795.00	Nebraska	17	7,685.42
Arizona	167	106,108.78	Nevada	27	1,598.48
Arkansas	55	206,607.85	New Hampshire	69	59,725.00
Armed Forces	2	560.00	New Jersey	346	673,144.20
California	1,213	646,182.18	New Mexico	63	43,511.00
Colorado	156	137,127.20	New York	765	1,612,080.89
Connecticut	261	579,533.92	North Carolina	855	1,085,099.03
D.C.	145	272,619.10	North Dakota	6	370.00
Delaware	66	205,597.41	Ohio	935	1,016,261.31
Florida	704	683,818.22	Oklahoma	33	4,351.00
Georgia	333	63,217.72	Oregon	133	24,627.01
Hawaii	32	1,152.02	Pennsylvania	509	1,012,140.06
Idaho	41	46,976.72	Puerto Rico	12	350.00
Illinois	539	1,072,614.45	Rhode Island	47	59,513.10
Indiana	334	228,696.20	South Carolina	265	131,059.86
Iowa	87	25,058.81	South Dakota	3	1,545.03
Kansas	55	6,820.25	Tennessee	500	1,362,156.74
Kentucky	6,028	814,468.65	Texas	428	1,681,296.07
Louisiana	48	45,007.84	Utah	24	8,060.06
Maine	84	178,381.35	Vermont	64	12,097.69
Maryland	402	198,617.91	Virgin Islands	12	600.00
Massachusetts	366	110,892.66	Virginia	715	2,418,078.46
Michigan	458	310,325.53	Washington	208	156,288.17
Minnesota	215	16,890,436.77	West Virginia	190	57,577.13
Mississippi	30	15,465.00	Wisconsin	240	79,920.17
Missouri	162	193,886.41	Wyoming	10	7,850.00
			STATE AND U.S. TERRITORIES TOTAL	18,676	\$34,692,982.00
Other Countries:					
Afghanistan	11	\$ 330.00	Mongolia	8	\$ 8.00
Australia	1	1.00	Turkmenistan	8	50.00
Austria	1	200.00	Vietnam	10	50.00
Canada	33	6,181.04	United Kingdom	1	1,000.00
Columbia	2	10.00	Zimbabwe	2	10.00
Japan	1	100.00			
			OTHER COUNTRY TOTAL	78	\$ 7,940.04
			Anonymous	<u>31</u>	<u>1,176.05</u>
			TOTAL*	<u>18,785</u>	<u>\$34,702,098.09</u>

*Includes gifts-in-kind and bequests.

Source: College Relations, October, 2015

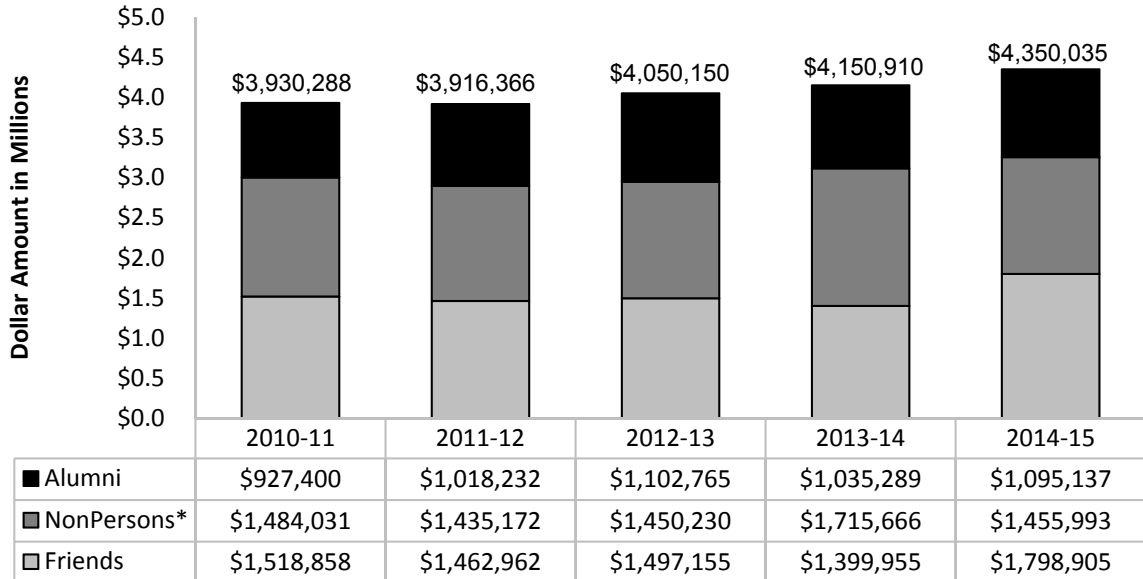
BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2010-2011 THROUGH 2014-2015

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, 2015

<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	390	4.20%	1,643.35	0.00%
10 – 24	1,036	11.17%	15,286.11	0.04%
25 – 49	1,710	18.43%	48,417.43	0.14%
50 – 99	1,740	18.75%	95,373.10	0.27%
100 – 199	1,852	19.96%	201,914.66	0.58%
200 – 499	1,155	12.45%	302,649.56	0.87%
500 – 749	433	4.67%	228,693.74	0.66%
750 – 999	58	0.63%	47,592.87	0.14%
1,000 – 2,499	417	4.49%	541,535.20	1.56%
2,500 – 4,999	142	1.53%	444,446.40	1.28%
5,000 – 7,499	99	1.07%	538,126.55	1.55%
7,500 – 9,999	31	0.33%	257,885.34	0.74%
10,000 – 19,999	91	0.98%	1,103,030.11	3.18%
20,000 – 29,999	40	0.43%	983,967.89	2.84%
30,000 – 49,999	29	0.31%	1,142,723.70	3.29%
50,000 – 69,999	15	0.16%	831,861.31	2.40%
70,000 – 99,999	11	0.12%	885,800.62	2.55%
100,000 – 149,999	11	0.12%	1,304,829.53	3.76%
150,000 – 249,999	6	0.06%	1,129,509.42	3.25%
250,000 – 499,999	7	0.08%	2,569,434.83	7.40%
500,000 – 999,999	1	0.01%	676,407.36	1.95%
1,000,000 – 2,499,999	3	0.03%	4,734,269.01	13.64%
2,500,000 and up	1	0.01%	16,616,700.00	47.88%
TOTALS	<u>9,278</u>	100.00%	<u>\$34,702,098.09</u>	100.00%

The 9,278 donors gave 18,785 gifts in FY 2015 for a total of \$34,702,098.09.

Average (Mean) \$3,740.26
 Median \$75.00
 Mode \$100.00

NOTE: Click here 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 2015

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS
For Fiscal Year Ended June 30, 2015

<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	4,469	23.79%	12,746.96	0.04%
10 – 24	2,925	15.57%	41,507.75	0.12%
25 – 49	3,598	19.15%	98,716.93	0.28%
50 – 99	2,547	13.56%	138,603.84	0.40%
100 – 199	2,532	13.48%	266,038.91	0.77%
200 – 499	1,121	5.97%	283,207.63	0.82%
500 – 749	472	2.51%	242,569.84	0.70%
750 – 999	44	0.23%	36,507.50	0.11%
1,000 – 2,499	491	2.61%	615,560.23	1.77%
2,500 – 4,999	181	0.96%	567,631.94	1.64%
5,000 – 7,499	140	0.75%	758,136.92	2.18%
7,500 – 9,999	46	0.24%	383,988.34	1.11%
10,000 – 19,999	93	0.50%	1,129,859.29	3.26%
20,000 – 29,999	49	0.26%	1,181,775.57	3.41%
30,000 – 49,999	21	0.11%	839,198.47	2.42%
50,000 – 69,999	16	0.09%	886,438.03	2.55%
70,000 – 99,999	8	0.04%	636,863.88	1.84%
100,000 – 149,999	13	0.07%	1,616,381.83	4.66%
150,000 – 249,999	6	0.03%	1,222,422.31	3.52%
250,000 – 499,999	5	0.03%	1,861,565.55	5.36%
500,000 – 999,999	3	0.02%	1,784,367.36	5.14%
1,000,000 – 2,499,999	3	0.02%	4,099,269.01	11.81%
2,500,000 and up	2	0.01%	15,998,740.00	46.10%
TOTALS	<u>18,785</u>	100.00%	<u>\$34,702,098.09</u>	100.00%

The 9,278 donors gave 18,785 gifts in FY 2015 for a total of \$34,702,098.09.

Average (Mean)	\$1,847.33
Median	\$25.00
Mode	\$25.00

NOTE: Click here for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, October 2015

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 2015-2016 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, 2015 AND 2014**

	<u>2015</u>	<u>2014</u>
OPERATING REVENUE	\$ 107,351,944	\$ 97,406,255
OPERATING EXPENSES	\$ 97,171,488	\$ 92,334,385
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 10,180,456	\$ 5,071,870
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 15,841,807	\$ 15,994,391
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 478,116,120	\$ 465,009,294
Investments at market	\$ 1,101,475,900	\$ 1,137,222,000
Interest and dividends, net	\$ 20,084,852	\$ 20,012,150
Return	1.8%	2.0%
Market price change	\$ (19,128,358)	\$ 137,709,244
Return	-1.7%	13.7%
Total return	\$ 956,494	\$ 157,721,394
Percent – time weighted	0.1%	15.7%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 25,382,806	\$ 25,770,719
Bequests	<u>9,212,430</u>	<u>6,684,185</u>
Total cash gifts	34,595,236	32,454,904
Gifts-in-kind	<u>106,862</u>	<u>59,409</u>
Total	<u>\$ 34,702,098</u>	<u>\$ 32,514,313</u>

Source: Office of Financial Affairs, September 2015

STATEMENTS OF FINANCIAL POSITION
June 30, 2015 and 2014

	2015	2014
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 60,545,253	\$ 57,833,858
Accrued interest on investments	531,434	1,354,349
Accounts and notes receivable	6,821,808	5,256,484
Inventories	1,263,142	1,278,425
Prepaid expenses and other assets	1,076,287	405,260
Contributions receivable and bequests in probate	20,298,117	19,808,823
Total current assets	90,536,041	85,937,199
PREPAID EXPENSES AND OTHER ASSETS	998,794	905,317
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	10,246,213	11,511,121
LONG-TERM RECEIVABLES	1,206,103	1,181,350
LONG-TERM INVESTMENTS		
Donor restricted endowment	607,965,700	629,978,200
Board designated endowment	493,510,200	507,243,800
Annuity and life income	26,380,300	28,832,700
Funds held in trust by others	27,996,200	28,378,000
Other investments	4,985,966	-
Total long-term investments	1,160,838,366	1,194,432,700
PROPERTY, PLANT AND EQUIPMENT (net)	168,959,139	160,952,695
Total assets	\$ 1,432,784,656	\$ 1,454,920,382
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 10,473,493	\$ 7,970,178
Accrued salaries and wages	3,660,671	3,441,131
Deposits and agency funds	626,889	592,563
Deferred income	136,278	139,648
Current portion of interest rate swap valuation	819,688	861,082
Current maturities of long-term debt	3,612,425	3,247,704
Total current liabilities	19,329,444	16,252,306
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	12,145,818	12,803,886
Interest rate swap valuation	4,388,712	3,808,718
Long-term debt	47,613,587	51,796,013
Total long-term liabilities	64,148,117	68,408,617
Total liabilities	83,477,561	84,660,923
NET ASSETS		
Unrestricted	607,582,174	612,733,472
Temporarily restricted	451,602,061	472,503,589
Permanently restricted	290,122,860	285,022,398
Total net assets	1,349,307,095	1,370,259,459
Total liabilities and net assets	\$ 1,432,784,656	\$ 1,454,920,382

Source: Office of Financial Affairs, September 2015

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2015 AND 2014**

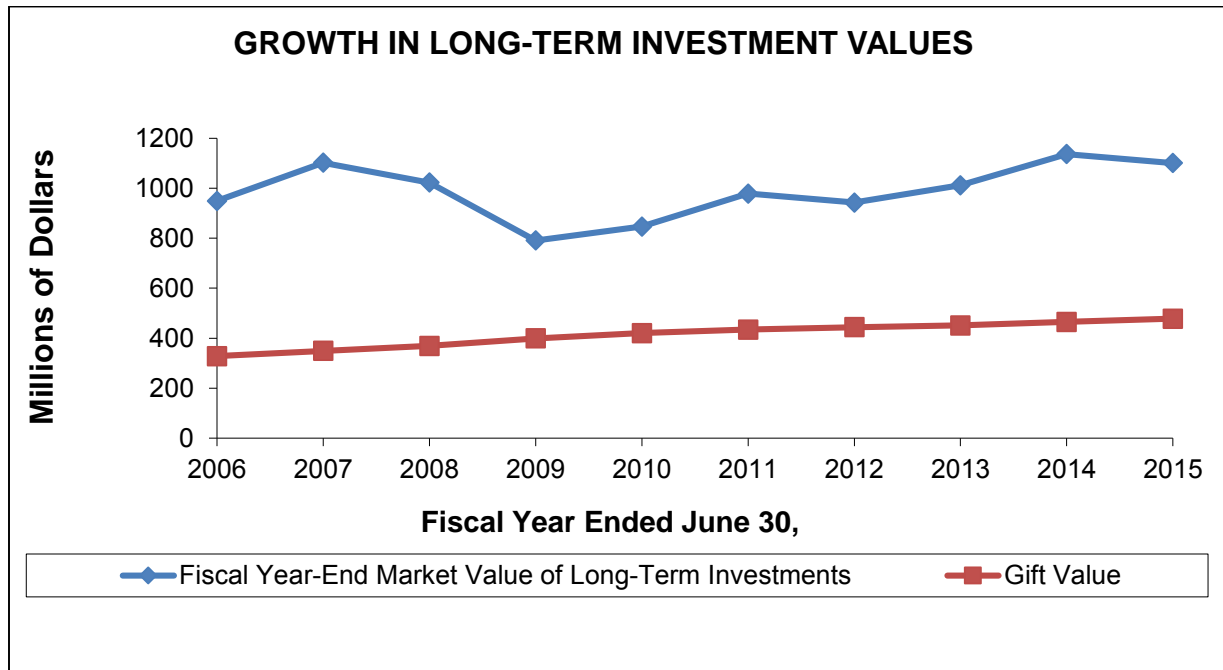
	2015	2014
OPERATING REVENUE		
Spendable return from long-term investments	\$ 44,688,003	\$ 42,158,019
Gifts and donations	6,225,640	4,914,891
Federal grants	25,695,644	22,117,583
Cost of education fees paid by federal and state scholarships	3,700,000	3,900,000
Fees paid by students	1,534,840	1,834,000
Other income	3,707,912	2,785,402
Residence halls and dining service	8,239,186	8,099,401
Student industries and rentals	4,297,454	4,501,355
Net assets released from restrictions	13,609,714	11,340,438
Gross operating revenue	111,698,393	101,651,089
Less: Student aid	(4,346,449)	(4,244,834)
Net operating revenue	107,351,944	97,406,255
OPERATING EXPENSES		
Program services --		
Educational and general	68,652,928	63,074,338
Residence halls and dining service	8,959,144	8,557,737
Student industries and rentals	5,060,026	5,437,084
Total program services	82,672,098	77,069,159
Support services	14,499,390	15,265,226
Total operating expenses	97,171,488	92,334,385
Operating revenue in excess of operating expenses from continuing operations	10,180,456	5,071,870
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	51,305	49,813
Loss on valuation of interest rate swaps	(538,600)	(182,000)
Investment return (less) more than amounts designated for current operations	(49,234,726)	113,781,490
Gifts and bequests restricted or designated for long- term investments	13,186,902	10,775,370
Restricted gifts for property, plant and equipment and other specific purposes	14,513,942	27,823,427
Restricted spendable return on endowment investments	5,121,417	4,812,885
Reclassification of net assets released from restrictions	(13,609,714)	(11,340,438)
Net adjustment of annuity payment and deferred giving liability	(623,346)	2,495,437
Total change in net assets	\$ (20,952,364)	\$ 153,287,854

Source: Office of Financial Affairs, September 2015

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30</u>	Fiscal Year-End Market Value Of Long-Term <u>Investments</u>	Historical Book Value*
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
2015	1,101,475,900	478,116,120

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



Source: Office of Financial Affairs, September 2015

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2015 AND 2014**

	2015	2014
Endowment:		
Pooled Investments -		
U.S. equities	\$ 243,715,300	\$ 252,453,200
International equities	317,151,200	323,783,300
Corporate notes and bonds	64,047,900	66,183,900
U.S. Government securities	75,666,900	76,266,100
Private equity – venture capital	1,089,700	1,514,100
Private equity – buy out	34,467,000	41,802,800
Private equity – debt funds	120,700	4,952,700
Private equity – fund of funds	16,278,500	17,449,400
Hedge funds	170,664,200	175,747,000
Special opportunities	32,650,600	16,944,000
Commodities	58,677,700	64,608,400
Real estate	-	42,300
Short-term investments and cash	82,293,100	90,825,800
Total	1,096,822,800	1,132,573,000
Non Pooled Investments -		
U.S. equities	87,100	84,000
Corporate notes and bonds	15,700	12,400
Real estate	2,493,300	2,493,300
Short-term investments and cash	2,057,000	2,059,300
Total	4,653,100	4,649,000
 Total endowment	 1,101,475,900	 1,137,222,000
 Annuity and Life Income:		
U.S. equities	8,754,900	9,845,000
International equities	5,265,300	5,749,600
Corporate notes and bonds	4,110,000	4,415,700
U.S. Government securities	2,654,000	2,850,400
International bonds	1,507,000	1,597,900
Real estate	3,350,600	3,814,100
Insurance policies	121,000	129,100
Short-term investments and cash	617,500	430,900
 Total annuity and life income	 26,380,300	 28,832,700
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	27,996,200	28,378,000
 Other Investments	 4,985,966	 -
 Total long-term investments	 1,160,838,366	 \$ 1,194,432,700

Source: Office of Financial Affairs, September 2015

**FISCAL YEAR 2015-2016
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 33,062,000 74.3%
Gifts for Current Operations	\$ 5,000,000 11.2%
Federal and State Sources	\$ 4,630,000 10.4%
Other Miscellaneous Income	\$ 1,753,000 3.9%
Net Income from Student Industries and Rentals	\$ 80,000 0.2%
	<u>\$ 44,525,000</u>

Source: Office of Financial Affairs, September 2015

CURRENT OPERATING BUDGET

	2015-16 Budget	2014-15 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 44,659,083	\$ 42,382,410	\$ 2,276,673	5.37%
Less: Capital and Plant Fund	(5,210,237)	(5,011,609)	(198,628)	3.96%
TCERF	(6,386,846)	(6,020,801)	(366,045)	6.08%
Net Endowment Income	<u>33,062,000</u>	<u>31,350,000</u>	<u>1,712,000</u>	5.46%
Gifts for Current Operations	5,000,000	4,950,000	50,000	1.01%
Cost of Education Fees	3,700,000	3,700,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,025,000	1,075,000	(50,000)	-4.65%
TOTAL	<u>44,445,000</u>	<u>42,733,000</u>	<u>1,712,000</u>	4.01%
Student Industries and Rentals	5,096,000	4,703,400	392,600	8.35%
Residence Halls and Food Service	<u>8,378,900</u>	<u>8,261,800</u>	<u>117,100</u>	1.42%
TOTAL REVENUES	<u>57,919,900</u>	<u>55,698,200</u>	<u>2,221,700</u>	3.99%
EXPENDITURES				
Educational and General	44,525,000	42,812,000	1,713,000	4.00%
Student Industries and Rentals	5,016,000	4,624,400	391,600	8.47%
Residence Halls and Food Service	<u>8,378,900</u>	<u>8,261,800</u>	<u>117,100</u>	1.42%
TOTAL EXPENDITURES	<u>57,919,900</u>	<u>55,698,200</u>	<u>2,221,700</u>	3.99%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2015

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2015-16 Budget	2014-15 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 44,659,083	\$ 42,382,410	\$ 2,276,673	5.37%
Less: Capital and Plant Fund	(5,210,237)	(5,011,609)	(198,628)	3.96%
TCERF	(6,386,846)	(6,020,801)	(366,045)	6.08%
Net Endowment Income	33,062,000	31,350,000	1,712,000	5.46%
Gifts for Current Operations	5,000,000	4,950,000	50,000	1.01%
Cost of Education Fees	3,700,000	3,700,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,025,000	1,075,000	(50,000)	-4.65%
Student Industries and Rentals	80,000	79,000	1,000	1.27%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	44,525,000	42,812,000	1,713,000	4.00%
EXPENDITURES				
Salaries and Wages	25,381,000	24,406,000	975,000	3.99%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	25,081,000	24,106,000	975,000	4.04%
Fringe Benefits	6,571,000	6,168,000	403,000	6.53%
Student Payroll	3,598,000	3,511,000	87,000	2.48%
Net Controllable Expense	8,768,000	8,530,000	238,000	2.79%
Computer Capital Fund	403,000	395,000	8,000	2.03%
Equipment Reserve	104,000	102,000	2,000	1.96%
TOTAL EXPENDITURES	44,525,000	42,812,000	1,713,000	4.00%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, September 2015

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

Classification by Function	2010-11 Actual	% of Total	2011-12 Actual	% of Total	2012-13 Actual	% of Total	2013-14 Actual	% of Total	2014-15 Actual	% of Total
Instruction	\$ 12,401,997	33.6%	\$13,413,747	34.1%	\$14,122,462	34.5%	\$14,496,199	34.4%	\$15,379,957	35.0%
Public Service	494,790	1.3%	486,516	1.2%	535,237	1.3%	470,930	1.1%	592,193	1.3%
Academic Support	3,946,424	10.7%	4,165,640	10.6%	4,738,003	11.6%	5,049,747	12.0%	5,052,773	11.5%
Student Services and Activities	4,947,199	13.4%	4,970,564	12.6%	5,464,625	13.3%	5,319,842	12.6%	5,426,866	12.3%
General and Administrative	6,825,037	18.5%	7,334,472	18.6%	7,364,326	18.0%	7,602,881	18.0%	7,704,372	17.5%
Development and Alumni	3,170,958	8.6%	3,655,037	9.3%	3,276,333	8.0%	3,536,216	8.4%	3,784,342	8.6%
Plant Operations	4,452,636	12.1%	4,788,669	12.2%	4,942,310	12.1%	5,192,671	12.3%	5,535,782	12.6%
Capital and Special Projects	653,000	1.8%	572,000	1.4%	497,000	1.2%	497,000	1.2%	497,000	1.1%
TOTAL	\$ 36,892,041	100.0%	\$ 39,386,645	100.0%	\$ 40,940,296	100.0%	\$ 42,165,486	100.0%	\$ 43,973,285	100.0%

Facilities, Library, and Technology Resources

- Residence Living
- Capital Construction Projects, 1980-2015
- Hutchins Library (Library Collections, Expenditures, and Services)
- Information Systems and Services

RESIDENCE LIVING Academic Year 2015-2016

The fifteen 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>
Anna Smith	84
Bingham (offline this year)	n/a
Blue Ridge	100
Dana	136
Danforth	146
Deep Green	132
Edwards	33
Elizabeth Rogers (ER)	89
Fairchild	74
James	104
Kentucky	94
Kettering	146
Pearsons	118
Seabury	36
Talcott	<u>88</u>
Subtotal	1,380
<u>Houses</u>	
Home Management House	12
Hunt Acres Farm House	4
SENS House	<u>4</u>
SUBTOTAL	1,400
Capacity for Women	(883)
Capacity for Men	(509)
<u>Family Housing</u>	
Ecovillage	50
TOTAL	1,450

NOTE: Capacity by gender does not include Ecovillage, Hunt Acres Farm House, or the SENS House.

Source: Residential Life Services and Collegium, October 2015
<<https://www.berea.edu/residential-life-collegium/welcome-to-your-living-space/> />

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2015

New Construction

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		

Renovations

1980	Elizabeth Rogers Residence Hall	2001	Blue Ridge Residence Hall
1981	Pearsons Hall Fire Escape	2001	Student Parking Lot
1981	Kentucky Residence Hall	2002	Draper Building
1981	James Residence Hall	2002	Kentucky Residence Hall
1983	Goldthwaite Agriculture Building and Addition	2002	Art Gallery
1983	Science Hall Renovation and Addition	2002	Soccer Field Complex
1985	President's Home	2002	College Bookstore
1986	Talcott Residence Hall	2002	Computer Center
1987	Frost Basement - Computer Lab	2003	Talcott/Annex Residence Hall
1987	ARC House	2003	Presser Building
1991	Lincoln Building Basement	2003	Lincoln Building
1987	Pearsons Residence Hall	2003	EcoVillage Apartments
1988	Boone Tavern	2003	EcoVillage SENS House
1988	Blue Ridge Residence Hall	2003	Baseball/Softball Fields
1989	Kentucky Annex	2004	James Residence Hall
1990	Hutchins Library	2004	Boone Tavern Garage for:
1990	Health Services		Public Relations Department
1991	Draper Building - Center for Effective Communication		Visitor's Center at College Square
1992	Students for Appalachia – Trades	2005	Central Plant
1992	Duplicating Services Center	2006	Campus Building Retro Fits
1992	Utilities/Laundry Building	2006	Resurfacing of the Track
1993	Alumni Building	2006	Sturt Cottage
1993	Draper Classrooms	2007	Haaga House
1994	President's Home	2007	Pearsons Residence Hall
1994	Alumni Building	2007	Middletown School
1994	Boone Tavern	2008	Appalachian Center Gallery
1996	Edwards Building First and Second floors (Administrative Offices)	2008	Elizabeth Rogers
		2008	Edwards Third Floor (Residence Hall) (phase one)
1997	Resurfacing of Track		
1997	Systems upgraded in Dana Residence Hall	2008	Seabury Center Gym Floor Replacement
1997	Phelps Stokes – Seating and Refinishing	2009	Boone Tavern
1998	Married Student Laundry	2009	Emery Building
1998	Frost Building	2009	Edwards Third Floor (Residence Hall) (phase two)
1998	Food Service		
1998	Science Laboratories	2010	Dining Services
1998	Computer Center	2012	Alumni Building:
1999	Craft Center		Baird Lounge
1999	Crossroads Complex		Hutchins Dining Room
1999	Fairchild Residence Hall		Woodson Center
1999	Log House	2012	Papaleno's (Dining Room Addition)
1999	Phelps-Stokes Air Conditioning	2013	Farm Store
1999	Alumni Building	2014	Anna Smith Residence Hall
1999	Appalachian Center/Bruce Building	2014	Knapp Hall
1999	Student House/Jackson Street (Knight House)	2014	Alumni Building – Kitchen
1999	Danforth Residence Hall	2014	Alumni Building – First Floor Entry
2000	Kettering Residence Hall	2015	Dana Residence Hall
2000	Bruce/Trades (phase one)	2015	College Visitor Center and Shoppe
2000	Draper Carillon	2015	Sculpture Building
2001	Bruce/Trades (phase two)/Connector	2015	Alumni Building Lower Level

Source: Facilities Management, September 2015

HUTCHINS LIBRARY
(Fiscal Year 2015)

Library Collections	<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)	(35,951)	338,369
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	3	11,903
Electronic Collection		
E-books and cataloged web-sites	33,313	231,470
Streaming video (items in library catalog)	2,102	17,722
Digitized audio (hours)	768	6,795
Berea Digital (pages/images)	1,747	16,431
Microforms (books, journals and newspapers) Physical units	168	149,624
Serials (journals and serials)		
Print & microform subscriptions: journals & serials		258
Full-text journals available through databases		70,207
Manuscripts and Archives (in linear feet)		8,822
Library Expenditures	<u>Dollar Amount</u>	
Books – paper and microforms	\$ 37,910	
Periodicals– paper and microforms	133,633	
Serials – paper and microforms	10,593	
Electronic resources	216,999	
Media	9,290	
Microform	13,933	
Preservation	1,476	
TOTAL ACQUISITIONS EXPENDITURES	\$ 423,834	
Acquisitions Expenditures per Student	\$ 265.39	
Library Services		
Main Library hours open per week	94.25	
Special Collections hours open per week	35.5	

Source: Hutchins Library, October 2015
<<http://community.berea.edu/hutchinslibrary/>>

**HUTCHINS LIBRARY, continued
(Fiscal Year 2015)**

Library Services, continued

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>
GSTR 110 & 210 (first year)	29
Other General Studies Courses	26
Other Courses	30
Special Collections	12
Outside Groups	0
TOTAL	97

Percentage of GSTR First-Year courses with library session	
GSTR 110 & 210	93%

Reference and Research Assistance

Library Reference Desk Transactions Total	4,446
Research Consultations	230
Special Collections Reading Room Visits Total	571
Special Collections Reference Requests (non-visits)	361

Computer Access

Public Access Workstations	17
Public Network Connections	102
Wireless Network Connections	Yes

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	3,359	
Print and media collections – students	10,051	6.29
Print collections – town	1,250	
TOTAL	14,660	
Reserve materials	858	
Equipment (tech accessories, etc.) uses	1,343	
Classrooms and study rooms uses	7.593	
Special Collections uses	5,349	

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	2,917
Received from other libraries	1,456

Source: Hutchins Library, October 2015
<<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 network account management and by 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 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. Desk phones for residence hall rooms are available upon request, though most students prefer using personal mobile phones for voice communication. A wall 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, 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 learning 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 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 Monday, Wednesday, and Friday and 8-3 Tuesday and Thursday.

Source: Information Systems and Services, October 2015
<<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>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Technology Infrastructure:			
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	800	850	900
Personal computers	2,500	2,500	2,550
Networked printers	114	102	109
Networked MFD/copiers	64	65	66
Supporting Student Success:			
Student laptop computers	1,600	1,600	1,600
Computers in Campus labs	60	60	60
Computers in departmental labs	90	90	90
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	89	88
Other meeting rooms with projectors and multimedia input	21	27	18
Course sections utilizing Learning Management System	745	1,076	1,451
Supporting Institutional Effectiveness:			
Staff and Faculty			
Computers	886	900	950
Campus Phones	800	850	900
Mobile Phones	98	119	142

Source: Information Systems and Services, October 2015
 <<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 located in Hutchins Library, 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.

Source: Information Systems and Services, October 2015
<<http://www.berea.edu/iss/>>

Sustainability

- Climate Commitment
- Percentage Breakdown of Berea College Greenhouse Gas (GHG) Emissions, Fiscal Years 2011-2012 through 2014-2015
- Berea College Greenhouse Gas Emissions by General Category/Scope, Six-Year Trend
- Greenhouse Gas Emissions per Student FTE and per 1,000 Square Feet: Berea College compared to Other Baccalaureate Colleges, Four-Year Trends

SUSTAINABILITY

President Roelofs 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.

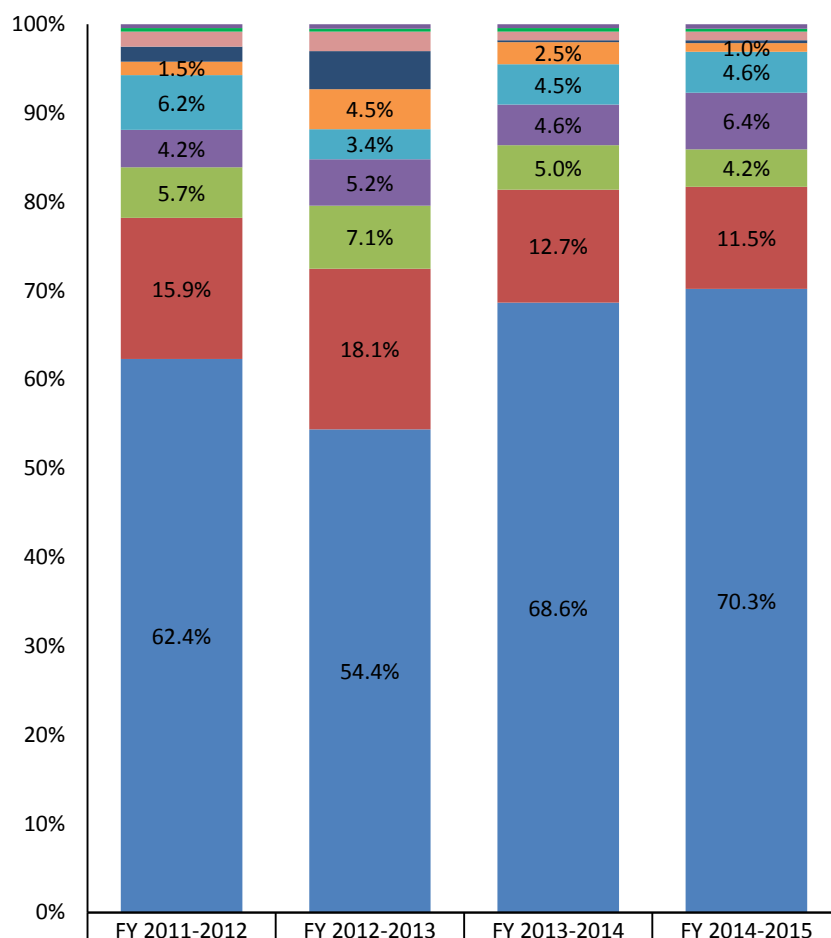
The Presidents' Climate Commitment states in part:

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 graphs on the following pages illustrate selected data based on Berea College's greenhouse gas emission inventory submitted to ACUPCC.

Source: Office of Operations and Sustainability, October 2015
<<https://www.berea.edu/sustainability/>>

PERCENTAGE BREAKDOWN OF BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS FISCAL YEARS 2011-2012 THROUGH 2014-2015

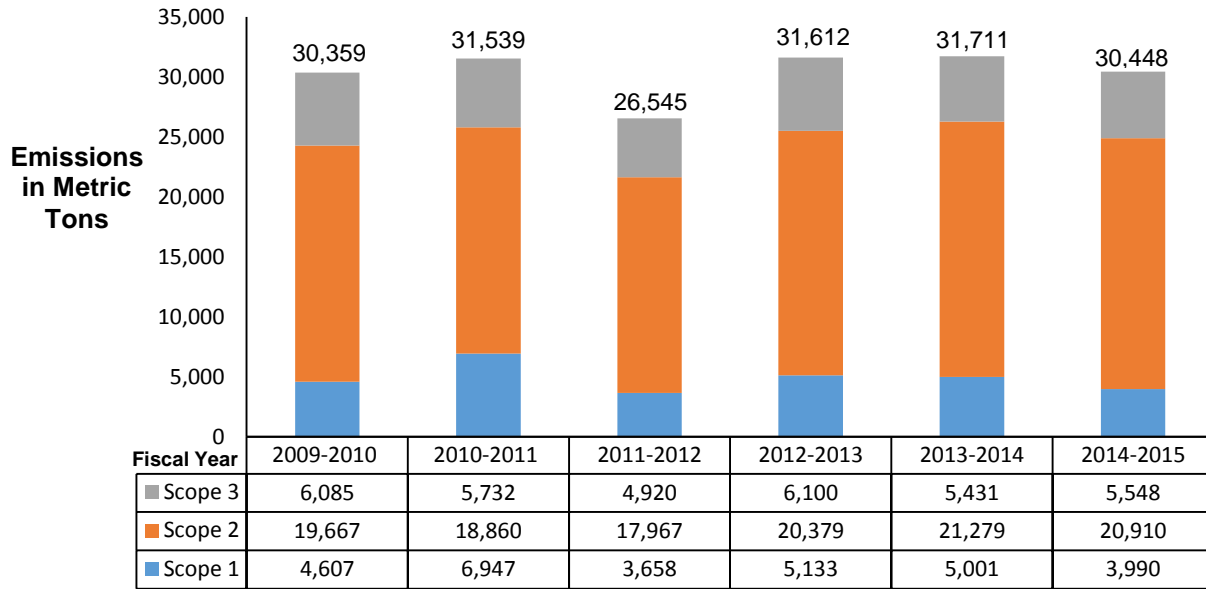


	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
Other Travel	0.4%	0.5%	0.4%	0.5%
Paper Purchases	0.4%	0.3%	0.4%	0.3%
Mobile Combustion	1.7%	2.2%	1.0%	1.0%
Solid Waste	1.7%	4.3%	0.2%	0.3%
Fugitive Emissions	1.5%	4.5%	2.5%	1.0%
Transmission and Distribution Loss for Electricity	6.2%	3.4%	4.5%	4.6%
Commuting	4.2%	5.2%	4.6%	6.4%
Air Travel	5.7%	7.1%	5.0%	4.2%
Stationary Combustion	15.9%	18.1%	12.7%	11.5%
Purchased Electricity	62.4%	54.4%	68.6%	70.3%

NOTE: Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration.

Source: Office of Operations and Sustainability, October 2015
<<https://www.berea.edu/sustainability/>>

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
BY GENERAL CATEGORY/SCOPE
FISCAL YEARS 2009-2010 THROUGH 2014-2015**



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.

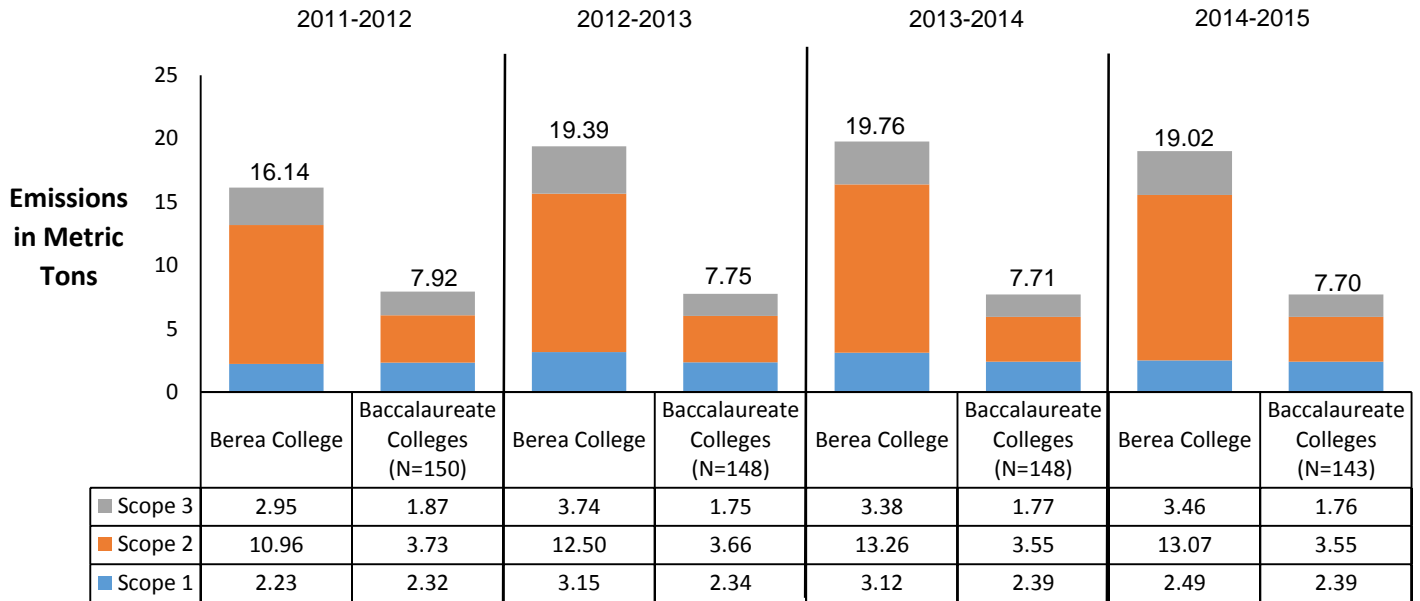
NOTES: Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration.

Data differs from prior fact books due to the implementation of a new standardized GHG emission calculator.

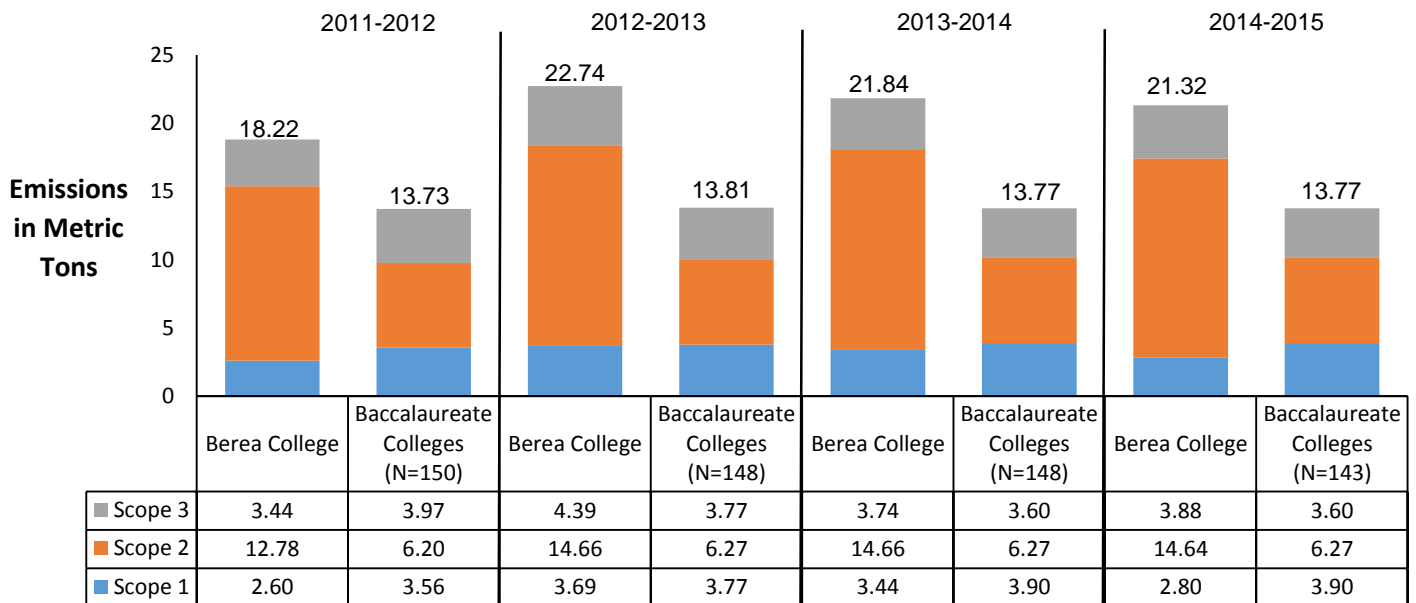
Source: Office of Operations and Sustainability, October 2015
<<https://www.berea.edu/sustainability/>>

**GREENHOUSE GAS EMISSIONS
BEREA COLLEGE COMPARED TO OTHER BACCALAUREATE COLLEGES TRENDS
FISCAL YEARS 2011-2012 THROUGH 2014-2015**

PER STUDENT FTE (FULL-TIME EQUIVALENT)



PER 1,000 SQUARE FEET OF BUILDING SPACE



NOTES: See previous page for scope definitions.

Data differs from prior fact books due to the implementation of a new standardized GHG emission calculator.

Source: Office of Operations and Sustainability, October 2015
<<https://www.berea.edu/sustainability/>>

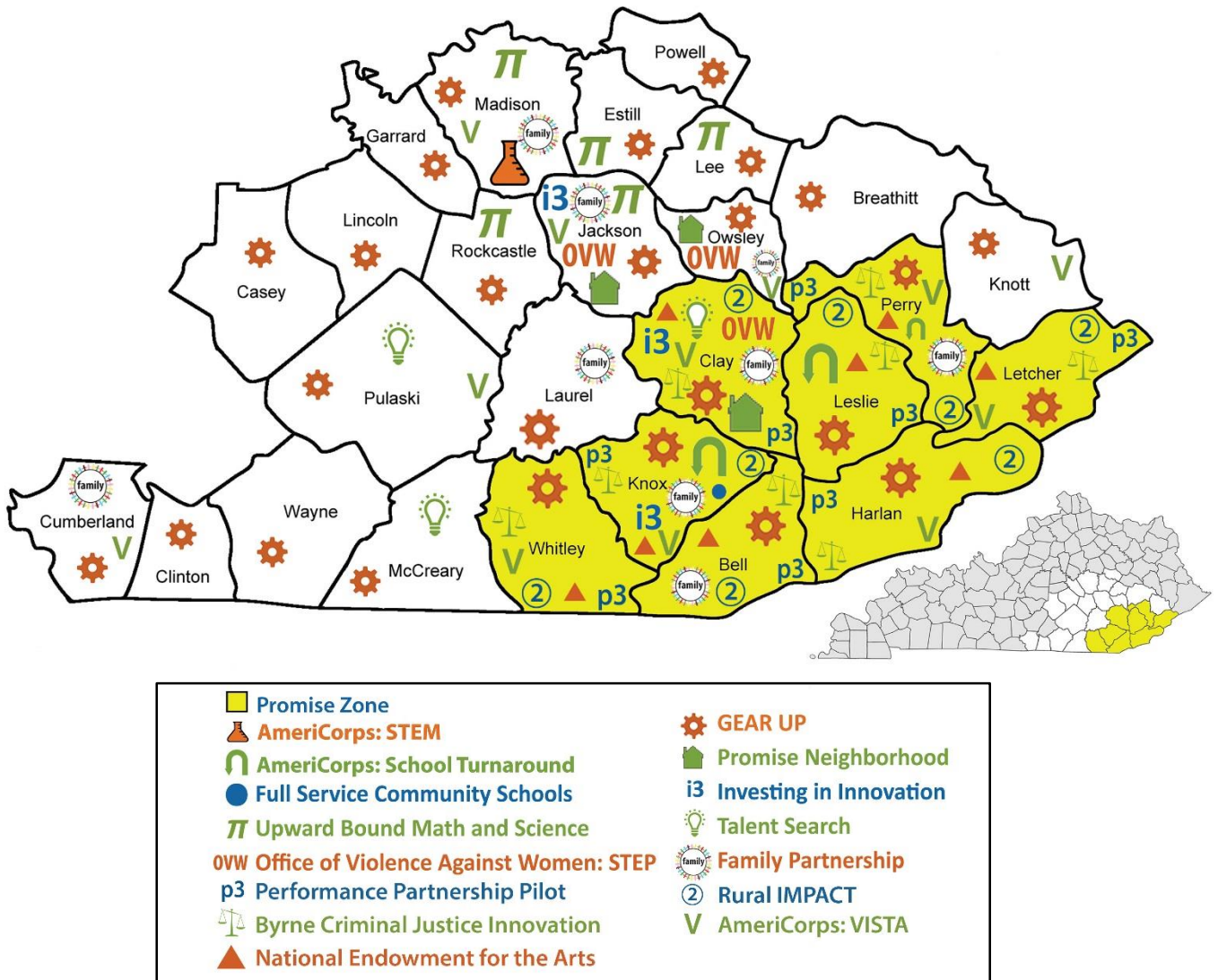
Partners for Education

- Description and Map of Region
- Federally-Funded Educational Outreach Programs
- Federal Grant Programs

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 \$25.8 million annually to serve more than 35,000 young people and their families. Our partners in this work are schools and community organizations located within our 26-county footprint as highlighted in the map below.



NOTE: For more information about these programs click [here](#).

Source: Partners for Education, October 2015
<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.

AmeriCorps: School Turnaround

AmeriCorps: School Turnaround places sixty AmeriCorps members in three persistently low achieving high schools. Members serve for one year as mentors, college advisors, and family connectors to high school students.

AmeriCorps: STEM

AmeriCorps: STEM places twenty individuals as AmeriCorps members in Madison County high schools to provide tutoring and homework assistance in Algebra while connecting mathematics to STEM (Science, Technology, Engineering, and Mathematics) career pathways.

AmeriCorps: VISTA

AmeriCorps: VISTA seeks to build the capacity of non-profit and community based organizations in Appalachian Kentucky. Twenty-five VISTA members build capacity through fundraising, grant writing, resource and partnership development, volunteer recruitment, marketing and communications, program coordination and monitoring in the areas of education and healthy futures.

Byrne Criminal Justice Innovation (BCJI)

BCJI works to reduce crime and improve community safety as part of a comprehensive strategy to advance children and families within the Promise Zone. BCJI targets areas within the Promise Zone identified as hot spots of youth crime and delinquency and employs data-driven, cross-sector strategies to reduce youth crime and delinquency within the Promise Zone.

Family Partnership

Families are central and critical to a child's educational performance. Family Partnership at Partners for Education has a strong engagement team that provides training, support and resources to families through a suite of programs including Families and Schools Together, Governor's Commonwealth Institute for Parent Leadership, and Financial and Educational Asset Building Workshops.

Full-Service Community Schools

Full-Service Community Schools provides students in Knox County with comprehensive services and interventions including tutoring, service learning opportunities, job training, and career counseling services. Family services that improve access to and use of social service programs and programs that promote family financial stability are provided to the families of students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

GEAR UP 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. Services include in-school tutoring; summer academies; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; and family engagement activities.

Source: Partners for Education, October 2015
<<http://partners.berea.edu/programs>>

Federally-Funded Educational Outreach Programs, continued

Investing in Innovation (i3)

A U.S. Department of Education research grant, i3 supports increased classroom rigor through teacher training and expansion of Advanced Placement (AP) enrollment. Services provided include: professional development for AP and pre-AP teachers; AP test preparation and academic counseling for students and financial aid and college planning for families.

Performance Partnership Pilot (P3)

The Performance Partnership Pilot for Disconnected Youth offers a unique opportunity to test innovative, cost-effective, and outcome-focused strategies for improving results for disconnected youth, individuals between the ages of 14 and 24 who are low income, unemployed, and not enrolled, or at risk of dropping out of an educational institution. P3 will focus on providing comprehensive education and workforce services to disconnected youth who are parents, those youth age 18 – 24 who are not in school or working, and youth in high school who are at risk of dropping out.

Promise Neighborhood

Promise Neighborhood supports a continuum of services for youth from cradle-to-career. Promise Neighborhood partners with schools and community-based organizations to provide workshops; public health initiatives; community safety programs; and educational support for all children within the Neighborhood - early childhood to age 24.

Promise Zone

In his 2013 State of the Union Address, President Obama laid out an initiative to designate a number of high-poverty urban, rural and tribal communities as Promise Zones, where the federal government will partner with and invest in communities to accomplish the following goals: Create jobs, leverage private investment, increase economic activity, expand educational opportunities, and reduce violent crime. The Southeastern Kentucky Promise Zone is the first rural Promise Zone.

Rural Integration Models for Parents and Children to Thrive (Rural IMPACT)

Rural IMPACT is a demonstration project with Knox County that will focus on incorporating a two-generation approach to serving children and families, with the goal of reducing child poverty. The Rural IMPACT Demonstration will provide technical assistance and supports.

Services, Training, Education and Policies to Reduce Dating Violence in Secondary Schools (STEP)

STEP supports middle and high schools with the development and implementation of effective training, services, prevention strategies, policies, and coordinated community responses for student victims of sexual assault, domestic violence, dating violence and stalking. STEP works in partnership with schools to address specific non-academic risk factors for students and to increase youth safety.

Talent Search

Talent Search provides school-based academic counseling and career exploration activities and focuses on college preparatory support for 800 low-income and first-generation 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.

Upward Bound Math and Science

Upward Bound Math and Science provides high-quality college preparatory experiences for 50 low-income, first-generation students from 9th-12th 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.

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)

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. Between July 2014 and June 2015, a continuation grant that built onto a previous grant provided \$12,968 in federal funds and \$6,238 in non-federal matching funds. This grant will continue through June 2016 and is expected to approximately double the grant and match amounts.

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. Six separate grants span 18-month to 2-year periods between July 2010 and December 2017 and provide a total of \$2,425,760 in federal funds and \$702,700 in non-federal matching funds.

National Endowment for Arts Our Town Grant: Asset Mapping in the Kentucky Counties of Promise

This grant will support asset mapping around the arts in the Kentucky Promise Zone counties of Bell, Clay, Harlan, Knox, Leslie, Letcher, Perry and Whitley, and two Promise Neighborhood Counties of Jackson and Owsley. The process will connect assets and efforts around community development and the arts by engaging teams of residents to undertake exploring and strengthening their assets. The grant will provide \$100,000 over a two-year period that begins October 1, 2015, and will include \$100,000 in matching funds.

Economic Development Authority POWER Initiative Funding: Connecting Promise Zone Opportunity Youth to Economic Opportunity

This grant focuses on development a strategic plan to connect Appalachian Opportunity Youth in the Promise Zone with resources to prepare them for high quality jobs. The work will be done in partnership with a variety of agencies, including Pine Mountain Settlement School and Hindman Settlement School. The grant will provide \$100,000 over a one-year period beginning October 2015 and will include \$33,353 in non-federal matching funds.

Source: Partners for Education, October 2015
<<http://partners.berea.edu/programs>>

Federal Grant Programs, continued

Faculty and Staff Grants

Berea College faculty and staff members have secured the following federal grants:

- National Aeronautical Space (NASA)
 - *National Space Grant College and Fellowship Program* from January 2015 – December 2015 (\$3,000; Principle Investigator Troy Messina, Associate Professor, Physics Program)
- National Endowment for the Humanities (NEH)
 - *Enduring Questions Course on “What is a Neighbor?”* from June 2012 – October 2015 (\$25,000; Principle Investigator Jason E. Cohen, Assistant Professor, English Program)
- National Historical Publications and Records Commission (NHPRC)
 - *Archives Leadership Institute* from November 2014 – November 2015 (\$76,080; Principle Investigator Rachel Vagts, Head of Special Collections and Archives)
 - *Archives Leadership Institute* from August 2015 – July 2018 (\$321,542; Principle Investigator Rachel Vagts, Head of Special Collections and Archives)
- National Science Foundation (NSF)
 - *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 (United States Department of Agriculture)
 - *Delivery of Soil Health Innovations to Historically underserved-served producers in Appalachia Kentucky* from September 2014 – August 2017 (\$142,970; Principle Investigator David Cooke, Program Coordinator, Entrepreneurship for the Public Good (EPG) Program and Director of the Berea College Appalachian Fund)

Source: Partners for Education, October 2015
<<http://partners.berea.edu/programs>>