

Berea College

Fact Book 2013-2014



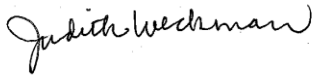
To Our Readers:

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 an entirely new section this year entitled Sustainability. Starting on page 140, you will see data related to the College's greenhouse gas emissions. **Also, the Faculty section is now Faculty and Staff. It includes detailed data related to staff employees. Finally, look for new data in the Student Labor section regarding the assessment of student learning.**

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.



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

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

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

A WORD TO THE FACULTY AND STAFF OF BEREA COLLEGE

From the President

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

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

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

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

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

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

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

As the 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 2014

General Information

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

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 in its awarding of baccalaureate degrees by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur GA 30033-4097; phone (404) 679-4500; www.sacscoc.org. The College also is accredited by the Commission on Collegiate Nursing Education for the preparation of nurses and is on conditional approval status with the Kentucky Board of Nursing. In addition, the College is 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 Academy of Family Physicians (AAFP)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW) (Alumnae are eligible for membership.)
- American Automobile Association (AAA)
- American Chestnut Foundation
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- Amigos Library Services
- Annapolis Group
- Appalachian College Association (ACA)
- Asian Network
- 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 Energy Engineers
- Association of Governing Boards of Universities (AGB)
- Association of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
- Association of Physical Plant Administrators (APPA)
- Berea Chamber of Commerce
- College and University Mail Services Association (CUMSA)
- College and University Professional Association for Human Resources (CUPA-HR)
- Commonwealth of Kentucky (KY Virtual Library)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- Council on Accreditation of Education Preparation
- Council on Library and Information Services
- Craft Organization Development Association
- CraftNet Association

Source: [Berea College Catalog and Student Handbook, 2013-2014](#)
<<http://webapps.berea.edu/cataloghandbook/college/accreditation.asp>>
Office of the President, January 2014

Institutional Memberships, continued

- Forest Guild
- Green Hotel Association
- Higher Education Data Sharing (HEDS) Consortium
- Historical Hotels of America
- In-Plant Printing and Mailing Association (IPMA)
- International Association of Campus Law Enforcement Administration (IACLEA)
- International Rotary Club Of Berea
- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Chapter – American Academy of Family Physicians (KAFFP)
- Kentucky College Health Association
- 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 Intercollegiate Athletic Conference (KIAC)
- Kentucky League for Nursing
- Kentucky Restaurant Association
- Kentucky Society of Association Executives
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- LOEX (Eastern Michigan University)
- Lyrasis (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association for Intercollegiate Athletics (NAIA)
- 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 Fire Protection Association (NFPA)
- National Intramural Recreation Sports Administration (NIRSA)
- National Student Employment Administrators (NSEA)
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Second Nature
- Smith Travel Research
- Society of American Foresters
- Society of College and University Planners (SCUP)
- Southern Association of Colleges and Schools (SACS)
- Southern Highland Craft Guild
- Southern University Conference (SUC)
- Tennessee Motor Coach Association
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- United States Green Building Council (USGBC)
- University Leaders for a Sustainable Future (ULSF)
- University Risk Management and Insurance Association (URMIA)
- Work Colleges Consortium (WCC)

Source: Office of the President, January 2014

ACADEMIC INFORMATION

Programs of Study

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

Most degree programs require a minimum of 32 earned course credits; the Nursing Program typically requires a minimum of 34 earned course credits, with at least 20 courses taken outside the major discipline.

Bachelor of Arts Degree Programs:

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

Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Applied Design

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

Teacher Preparation:

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

Minor Programs Offered:

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

Source: Berea College Catalog and Student Handbook, 2013-2014

<<http://www.berea.edu/academics/majors-minors/>>

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:

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

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

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

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

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

For a complete list of all labor departments in which students work, see pages 102 and 103.

Source: [Berea College Catalog and Student Handbook, 2013-2014](http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Student-Regulations/Student-Rights-and-Responsibilities/The-Labor-Program)
<<http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Student-Regulations/Student-Rights-and-Responsibilities/The-Labor-Program>>

THE CONVOCATION SERIES

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

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

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

Source: Berea College Catalog and Student Handbook, 2013-2014
<<http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Academics/The-Academic-Program/Convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2013 - 2014

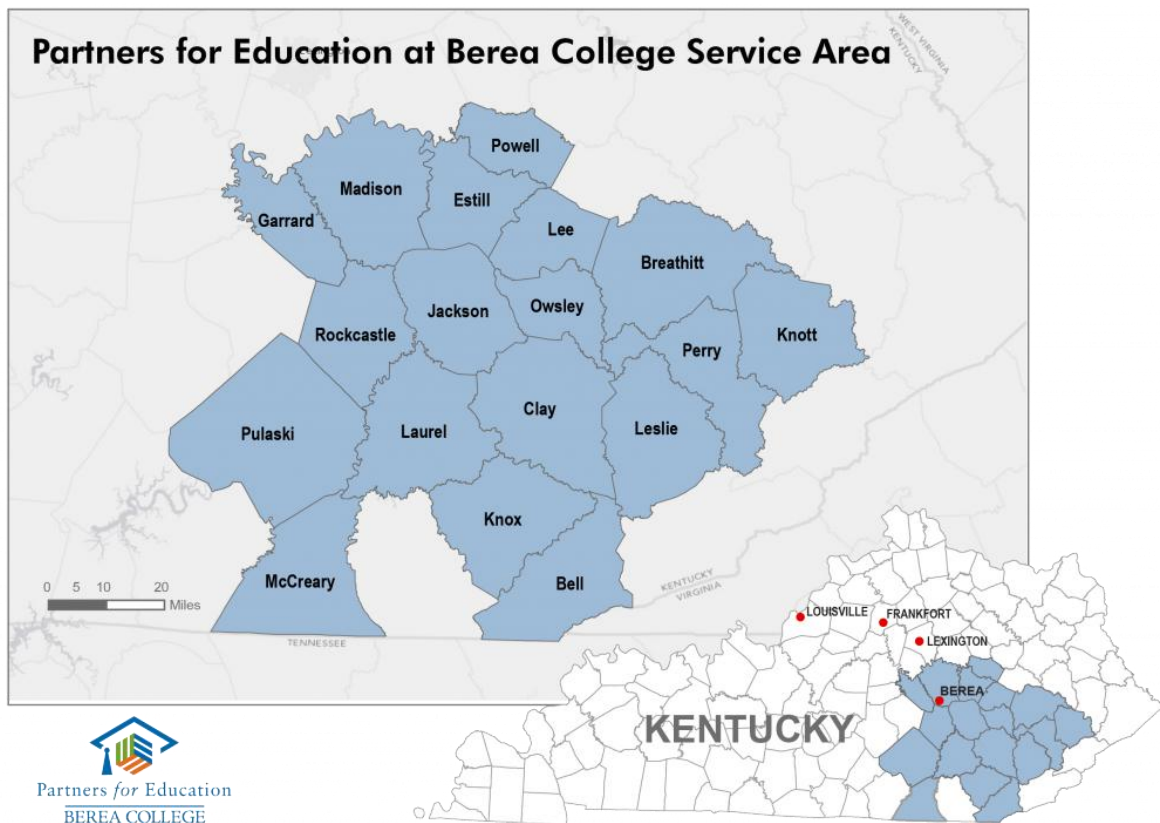
African Students Association (ASA)	English Club
Agricultural Union (AU)	Episcopal Canterbury Fellowship
Alpha Psi Omega	E.Y.C.E. (pep club)
Appalachian Center	Fine, Young, and Hypnotic (FYAH) Dance Team
Asian Student Union (ASU)	German Club
Baptist Campus Ministry	Intersivity
Berea College..	Intramurals
Anime and Manga Club	Latin American Student Association
Association of Student Nurses (BCASN)	Modern Dance Troupe
Concert Choir	Mortar Board Honor Society
Republicans	Muslim Student Association (MSA)
Women's Chorus	Newman Club
Berea Middle Eastern Dance (BMED)	Oxfam America at Berea College
Berea Ultimate Frisbee	Pagan Coalition
Bereans for Appalachia (BFA)	Phi Kappa Phi
Black Cultural Center (BCC)	Physical Education Majors (PEM) Club
Black Music Ensemble (BME)	Physics Club
Black Student Union (BSU)	Pre-Med/ Dental Club
Buddhist Student Association (BSA)	Pride, Unity, Love and Social Equality (PULSE!)
Campus Activities Board (CAB)	Psychology Club/Psi Chi
Campus Crusade for Christ (CRU)	Sigma Tau Delta
Center for Excellence in Learning through Service (CELTS)	Students Affiliates of the American Chemical Society (SAACS)
First Book-Madison County	Student Government Association (SGA)
Habitat for Humanity	Freshman Class
HEAL	Sophomore Class
Hispanic Outreach Program (HOP)	Junior Class
People Who Care	Senior Class
Chi Alpha	Students for a Free Tibet
Cosmopolitan Club	Swing Club
Country Dancers	Technology Club
Danish Gymnastics Club	Young Americans for Liberty
Delta Tau Alpha	Young Democrats
Enactus	

Source: Berea College Campus Life Website, as of September 2013
<<http://www.berea.edu/campus-life/student-organizations-2/>>

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 are able to 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 our 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 \$18 million annually to serve more than 15,000 young people in their families. Our partners in this work are schools and community organizations located within our 18 county footprint as highlighted in the map below.



Source: Partners for Education, November 2013
<<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.

Berea College Promise Neighborhood Initiative (2012-2016)

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

Gear UP Appalachia (2011-2018)

This grant follows a cohort of students from 6th grade to their freshman year in college and emphasizes academic success, career preparation, and building a college-going culture in schools. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; and Families and Schools Together (FAST) programs.

Investing in Innovation/i3 (2012-2016)

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

Office of Violence against Women (OVW)/ STEP (2011-2014)

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

PartnerCorps AmeriCorps School Turnaround Program (2013-2016)

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

Promise Neighborhood GEAR UP (2011-2018)

This grant follows a cohort of students from 6th grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture and includes services for elementary students. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; Families and Schools Together (FAST) programs, and elementary-aged programming. Promise Neighborhood GEAR UP serves 7,793 students.

Source: Partners for Education, November 2013
<<http://partners.berea.edu/programs>>

Federally-Funded Educational Outreach Programs, continued

TRIO – Talent Search (2012-2017)

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

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

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

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

This program provides high quality college preparatory experiences for 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. Upward Bound Math and Science focuses on low-income and first-generation students in select counties with an aptitude for math and science and serves 50 students per year.

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

Brushy Fork Institute (BFI) – Appalachian Regional Commission

Appalachian Rural Development Philanthropy Initiative

This grant funds a collaborative effort of BFI and four additional organizations to support structures and sustainability of philanthropic development in distressed Kentucky communities. This 3½ year grant provides \$171,750 in federal funds and \$43,160 in non-federal matching funds.

Flex-E-Grants and Training for Distressed Kentucky Communities

This grant provides support planning for community-based economic development to build sustainable local economies. Three separate grants span 2-year periods between July 2010 and March 2014 and provide a total of \$1,629,350 in federal funds and \$455,025 in non-federal matching funds.

Faculty Grants

Four faculty members have also secured four federal grants:

- National Endowment for the Humanities “Enduring Questions” (\$25,000 through May 2015) – 2 faculty members.
- National Science Foundation
 - Grant duration from May 2010 – April 2014 (\$96,600)
 - Grant duration from September 2011 – August 2014 (\$208,482)
 - Grant duration from December 2013 – November 2016 (\$296,388)

Source: Partners for Education, November 2013
<<http://partners.berea.edu/programs>>

Governance and Administration

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

BOARD OF TRUSTEES*

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

Honorary Trustees

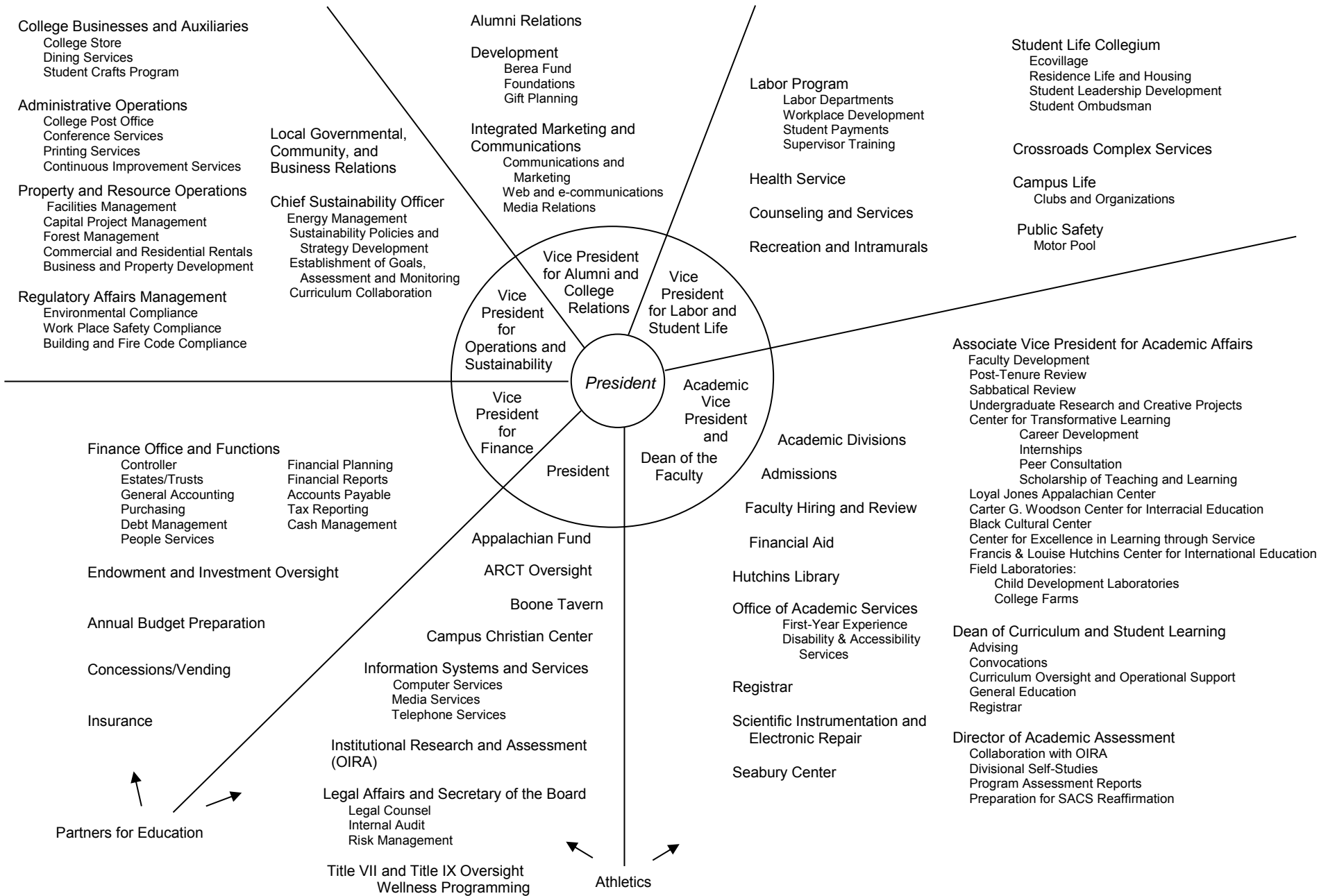
John Alden Auxier <i>Tennessee</i>	Alice R. Manicur <i>Maryland</i>	David O. Welch <i>Kentucky</i>
James T. Bartlett <i>Massachusetts</i>	Elissa May-Plattner <i>Kentucky</i>	R. Elton White <i>Florida</i>
Martin A. Coyle <i>California</i>	Thomas H. Oliver <i>South Carolina</i>	Dawneda F. Williams <i>Virginia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

*Current as of January 2014. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/fact-books/>>.

**President of the College

Source: Office of the President

ADMINISTRATIVE ORGANIZATION



CENTRAL ADMINISTRATIVE OFFICERS

Lyle D. Roelofs

President

Chad Berry

Academic Vice President and Dean of the Faculty

Jeff Amburgey

Vice President for Finance

Virgil Burnside/Gail Wolford

Interim Vice President for Labor and Student Life, Spring 2014/Vice President for Labor and Student Life, Fall 2013

Michelle Janssen

Vice President for Alumni and College Relations

Derrick Singleton

Vice President for Operations and Sustainability

Judge B. Wilson II

General Counsel and Secretary of the College

ACADEMIC DIVISION CHAIRPERSONS, PROGRAM CHAIRPERSONS, AND DIRECTORS ACADEMIC YEAR 2013 - 2014

Division I

Chairperson: Ron Rosen

Program

Biology
Chemistry
Mathematics
Nursing
Physics

Chairperson

Dawn Anderson
Matt Saderholm
James Blackburn-Lynch
Carol Kirby
Tracy Hodge

Director

Division II

Chairperson: Jan Pearce

Program

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

Chairperson

Mike Panciera
Mario Nakazawa
Ed McCormack
Nancy Gift
Alan Mills

Director

Farm: Sean Clark

Division III

Chairperson: Janice Blythe

Program

Child and Family Studies

Physical Education and Health
Psychology
Sociology

Chairperson

Katrina Rivers Thompson

Kelly Ambrose
Wayne Messer
Jackie Burnside

Director

Child Development
Lab: Wilma Chambers

Division IV

Chairperson: Rick Meadows

Program

Communication
English

Foreign Languages
Music
Theatre

Chairperson

Billy Wooten
Steve Pulsford (Fall Term);
Kate Egerton (Spring Term)
Jeanne Hoch
Steve Bolster
Shan Ayers

Directors

Music: Mark Calkins
Theatre: Shan Ayers

Division V

Chairperson: Bob Hoag

Program

Art and Art History
Asian Studies
History
Philosophy

Political Science
Religion

Chairperson

Eileen McKiernan Gonzalez
Jeff Richey
Rebecca Bates
Jim Butler (Fall Term)
Eric Pearson (Spring Term)
John Heyrman
Jeff Pool

Director

Visual Arts: Lisa Kriner

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
Penelope Wong
Meta Mendel-Reyes (Fall Term)
Michelle Tooley (Spring Term)
Linda Strong-Leek (Fall Term)
Peggy Rivage-Seul (Spring Term)

Director

CAMPUS GOVERNANCE

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

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

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

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

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

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

General Faculty Assembly and College Faculty Assembly Memberships

Academic Year 2013-2014

Memberships

General Faculty Assembly	271 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	142 members
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Source: *Berea College Faculty Manual*, August 2013
<<http://bera.smartcatalogiq.com/en/2013-2014/Faculty-Manual>>
Executive Council, October 2013

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 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.

Campus Environmental Policy Committee (CEPC)

The Campus Environmental Policy Committee monitors the progress of Berea College toward ecological sustainability and recommends policies and actions that will promote progress toward sustainability.

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.

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.

Source: *Berea College Faculty Manual*, August 2013

< <http://bera.smartcatalogiq.com/en/2013-2014/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure> >

Faculty Council and Committee Structure (continued)

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.

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

Administrative Committee

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

Budget Committee

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

Source: *Berea College Faculty Manual*, August 2013
<<http://bera.smartcatalogiq.com/en/2013-2014/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure>>

Faculty Council and Committee Structure (continued)

Campus Conduct Hearing Board (CCHB)

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

Division Council

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

Faculty Advisors to the Student Government Association

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

Faculty Appeals Committee

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

Faculty Liaison to the Board of Trustees

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

Enrollment Policies Committee (EPC)

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

Safety Committee

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

Source: *Berea College Faculty Manual*, August 2013

<<http://bera.smartcatalogiq.com/en/2013-2014/Faculty-Manual/Campus-Governance/Faculty-Council-and-Committee-Structure>>

Faculty and Staff

- Teaching Faculty by Rank and Status and Student/Faculty Ratio
- Faculty by Length of Service by Gender; Full-Time Teaching Faculty by Alumni Status
- Full-Time Teaching Faculty by Ethnic and Racial Breakdowns
- Full-Time Teaching Faculty by 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
- 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

	<u>Academic Year 2012 - 2013</u>	<u>Academic Year 2013 - 2014</u>
Tenure Appointments*	111	113
Unfilled Tenure Positions	<u>7</u>	<u>6</u>
Total Allocated Tenure Track Positions	118	119
Full-time Teaching Appointments**	129	133
Professor	(36)	(35)
Associate	(45)	(48)
Assistant	(41)	(43)
Instructor	(7)	(7)
Part-Time	29	19
Full-Time Employees Teaching Part-Time	17	16
Full-Time Equated (FTE)	150	151
Student/Faculty Ratio*** (FTE)	11/1	11/1

*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time, one faculty on unpaid leave, and eight administrators in 2013-2014 and two individuals teaching less than full-time, one faculty on unpaid leave, and eight administrators in 2012-2013.

**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 full-time Faculty.

**FULL-TIME TEACHING FACULTY* LENGTH OF SERVICE AT BEREA
BY GENDER
ACADEMIC YEAR 2013 – 2014**

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	21	24	45
6 to 10 years	12	12	24
11 to 20 years	22	9	31
21 to 30 years	12	12	24
Over 30 years	<u>6</u>	<u>3</u>	<u>9</u>
TOTAL	73	60	133

FULL-TIME TEACHING FACULTY* BY ALUMNI STATUS

	<u>Academic Year 2012 - 2013</u>	<u>Academic Year 2013 - 2014</u>
Full-Time Teaching Faculty	129	133
Number of Alumni**	17	19
Graduated from Berea College	(13)	(16)
Attended Berea	(2)	(1)
Honorary Alumni***	(2)	(2)

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2013

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2012</u>		<u>Fall 2013</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	4	3.1%	4	3.0%
Not Hispanic or Latino or Spanish Origin	105	81.4%	101	75.9%
Chose not to respond	20	15.5%	28	21.1%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	0	0.0%	0	0.0%
Chose not to respond (race unknown)	1	0.8%	3	2.3%
American Indian or Alaska Native	1	0.8%	1	0.8%
Asian	4	3.1%	4	3.0%
Black or African American	11	8.5%	10	7.5%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	110	85.3%	113	85.0%
Two or more races indicated	2	1.6%	2	1.5%
American Indian/Alaska Native and White	(2)		(2)	
	129	100.0%	133	100.0%

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

*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 2013.

FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 2004 - 2005 THROUGH 2013 - 2014

Age**	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	0	(0%)	1	(1%)	1	(1%)	1	(1%)
30-39 years old	22	(17%)	25	(19%)	21	(16%)	21	(16%)	23	(18%)
40-49 years old	38	(29%)	30	(23%)	30	(23%)	35	(27%)	33	(25%)
50-59 years old	42	(32%)	48	(37%)	52	(41%)	51	(40%)	49	(37%)
60-69 years old	25	(19%)	25	(19%)	22	(17%)	18	(14%)	22	(17%)
Greater than 69 years old	2	(2%)	2	(2%)	2	(2%)	2	(2%)	3	(2%)
TOTAL	131	(100%)	130	(100%)	128	(100%)	128	(100%)	131	(100%)
Average:	50		50		51		50		51	

Age**	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	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%)	2	(2%)	4	(3%)	0	(0%)	5	(4%)
30-39 years old	17	(13%)	19	(16%)	16	(13%)	23	(17%)	26	(20%)
40-49 years old	36	(28%)	32	(27%)	33	(27%)	32	(25%)	33	(25%)
50-59 years old	48	(37%)	49	(41%)	42	(34%)	46	(36%)	38	(29%)
60-69 years old	22	(17%)	17	(14%)	29	(23%)	28	(22%)	23	(18%)
Greater than 69 years old	3	(2%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
TOTAL	131	(100%)	119	(100%)	124	(100%)	129	(100%)	133	(100%)
Average:	51		50		50		51		49	

*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 2013

FULL-TIME FACULTY* BASE SALARIES BY RANK AND GENDER

ACADEMIC YEAR 2013 - 2014

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	19	\$84,200	\$86,500	16	\$83,300	\$72,800	35	\$83,300	\$86,150
Associate Prof.	30	\$68,800	\$68,600	18	\$67,100	\$64,700	48	\$68,100	\$66,700
Assistant Prof.	22	\$55,600	\$54,600	21	\$56,300	\$54,800	43	\$55,900	\$54,600
Instructor**	<u>2</u>			<u>5</u>			<u>7</u>	\$50,800	\$48,000
ALL RANKS	73	\$68,400	\$66,000	60	\$66,200	\$62,800	133	\$67,400	\$64,500

*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 2013

**CHARACTERISTICS OF FULL-TIME FACULTY* BY DIVISION AND PROGRAM:
GENDER, TERMINAL DEGREE, AND TENURE STATUS
Academic Year 2013 - 2014**

<u>Division/Program</u>	<u>Gender</u>			<u>Terminal</u>	<u>Tenured</u>
	<u>M</u>	<u>F</u>	<u>T</u>	<u>Degree</u> <u>N (%)</u>	
Biology	4	3	7	7 (100%)	5 (71%)
Chemistry	5	1	6	6 (100%)	4 (67%)
Mathematics	3	3	6	4 (67%)	4 (67%)
Nursing	0	6	6	6 (100%)	2 (33%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3 (100%)</u>	<u>2 (67%)</u>
DIVISION I TOTAL	14	14	28	26 (93%)	17 (61%)
Agriculture and Natural Resources	3	1	4	4 (100%)	2 (50%)
Business Administration	6	0	6	3 (50%)	2 (33%)
Computer and Information Science	2	1	3	3 (100%)	2 (67%)
Economics	2	1	3	3 (100%)	1 (33%)
Sustainability and Environmental Studies	1	1	2	2 (100%)	1 (50%)
Technology and Applied Design	4	0	4	3 (75%)	2 (50%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1 (100%)</u>	<u>1 (100%)</u>
DIVISION II TOTAL	19	4	23	19 (83%)	11 (48%)
Child and Family Studies	1	4	5	4 (80%)	3 (60%)
Physical Education and Health	3	4	7	4 (57%)	2 (29%)
Psychology	2	3	5	5 (100%)	2 (40%)
Sociology	0	3	3	3 (100%)	2 (67%)
Appointed to Division; no Program	<u>0</u>	<u>1</u>	<u>1</u>	<u>0 (0%)</u>	<u>0 (0%)</u>
DIVISION III TOTAL	6	15	21	16 (76%)	9 (43%)
Communication	1	2	3	3 (100%)	3 (100%)
English	2	3	5	5 (100%)	4 (80%)
Foreign Languages	3	4	7	7 (100%)	6 (86%)
Music	5	2	7	6 (86%)	2 (29%)
Theatre	1	2	3	3 (100%)	2 (67%)
Appointed to Division; no Program	<u>2</u>	<u>1</u>	<u>3</u>	<u>2 (67%)</u>	<u>0 (0%)</u>
DIVISION IV TOTAL	14	14	28	26 (93%)	17 (61%)
Art	3	3	6	6 (100%)	3 (50%)
Asian Studies**					
History	3	2	5	5 (100%)	4 (80%)
Philosophy	3	0	3	3 (100%)	3 (100%)
Political Science	2	0	2	2 (100%)	2 (100%)
Religion	3	1	4	4 (100%)	4 (100%)
Appointed to Division; no Program	<u>3</u>	<u>0</u>	<u>3</u>	<u>3 (100%)</u>	<u>0 (0%)</u>
DIVISION V TOTAL	17	6	23	23 (100%)	16 (70%)
African and African American Studies	2	0	2	1 (50%)	1 (50%)
Appalachian Studies**					
Education Studies	1	5	6	5 (83%)	2 (33%)
Peace and Social Justice Studies**					
Women's and Gender Studies	0	1	1	1 (100%)	0 (0%)
Appointed to Division; no Program	<u>0</u>	<u>1</u>	<u>1</u>	<u>1 (100%)</u>	<u>1 (100%)</u>
DIVISION VI TOTAL	3	7	10	8 (80%)	4 (40%)
TOTAL	73	60	133	118 (89%)	74 (56%)

*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 2013

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

	<u>Fiscal Year 2008-2009</u>	<u>Fiscal Year 2009-2010</u>	<u>Fiscal Year 2010-2011</u>	<u>Fiscal Year 2011-2012</u>	<u>Fiscal Year 2012-2013</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$247,935	\$160,263	\$404,862	\$360,891	\$267,052
Number of Faculty Receiving Funds	131	130	119	124	129
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$2,017	\$1,276	\$3,402	\$2,910	\$2,070
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$543,730	\$641,737	\$452,455	\$749,897	\$666,984
Number of Faculty on Paid Sabbatical	9	13	9	11	8
Average Total Dollars Per Faculty on Sabbatical	\$60,414	\$49,364	\$50,273	\$71,255	\$83,383
Percent of Total Full-Time Faculty	6.9%	10.0%	7.6%	8.9%	7.0%
Number of Total Full-Time Faculty	131	130	119	124	129

Source: Office of the Academic Vice President and Dean of the Faculty, October 2013

THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

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

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

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

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

Recipients of the Seabury Award for Excellence in Teaching

Names of current Berea College faculty members are italicized.

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

Source: Office of the Academic Vice President and Dean of Faculty, September 2013

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
<i>Michael Panciera</i>	2006
<i>David Porter</i>	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
<i>Billy Wooten</i>	2011
<i>Wayne Tolliver</i>	2012
<i>Paul Smithson</i>	2013

Source: Office of the Academic Vice President and Dean of the Faculty, September 2013

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

	As of November 1, 2012			As of November 1, 2013		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	97	163	260	103	177	280
6 to 10 years	25	36	61	26	35	61
11 to 20 years	33	40	73	36	39	75
21 to 30 years	4	14	18	3	15	18
Over 30 years	<u>8</u>	<u>10</u>	<u>18</u>	<u>8</u>	<u>9</u>	<u>17</u>
TOTAL	167	263	430	176	275	451

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

	As of November 1, 2012			As of November 1, 2013		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Less than 25 years old	12	21	33	12	19	31
25-29 years old	20	35	55	16	35	51
30-39 years old	33	46	79	37	54	91
40-49 years old	34	57	91	44	60	104
50-59 years old	49	77	126	45	76	121
60-69 years old	13	26	39	19	30	49
More than 69 years old	<u>6</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>1</u>	<u>4</u>
TOTAL	167	263	430	176	275	451

*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2012-13: 5; 2013-14: 5) and tenure-track faculty members (2012-13: 3; 2013-14: 3) who are currently holding administrative positions, and professional librarians with faculty status (2012-13: 7; 2013-14: 6).

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

Compiled by the Office of Institutional Research and Assessment, December 2013

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, 2012</u>	<u>As of Nov 1, 2013</u>	
Hispanic or Latino or Spanish Origin	5 (1.2%)	4 (0.9%)	NOTE: All employees are asked to provide ethnic breakdown (Hispanic or not) AND then to choose one or more races.
American Indian or Alaskan Native	1 (0.2%)	1 (0.2%)	
Black or African American	25 (5.8%)	32 (7.1%)	
Two or more races	9 (2.1%)	8 (1.8%)	
White	392 (91.2%)	408 (90.5%)	
Unknown	3 (0.7%)	2 (0.4%)	

*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2012-13: 5; 2013-14: 5) and tenure-track faculty members (2012-13: 3; 2013-14: 3) who are currently holding administrative positions, and professional librarians with faculty status (2012-13: 7; 2013-14: 6).

**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, 2012</u>	<u>As of Nov. 1, 2013</u>
Number of Staff	430	451
Number of Alumni**	128	131
Graduated from Berea College	(115)	(120)
Attended Berea	(11)	(10)
Honorary Alumni***	(2)	(1)

*Includes all staff; both internally and externally funded. Also includes tenured faculty members (2012-13: 5; 2013-14: 5) and tenure-track faculty members (2012-13: 3; 2013-14: 3) who are currently holding administrative positions, and professional librarians with faculty status (2012-13: 7; 2013-14: 6).

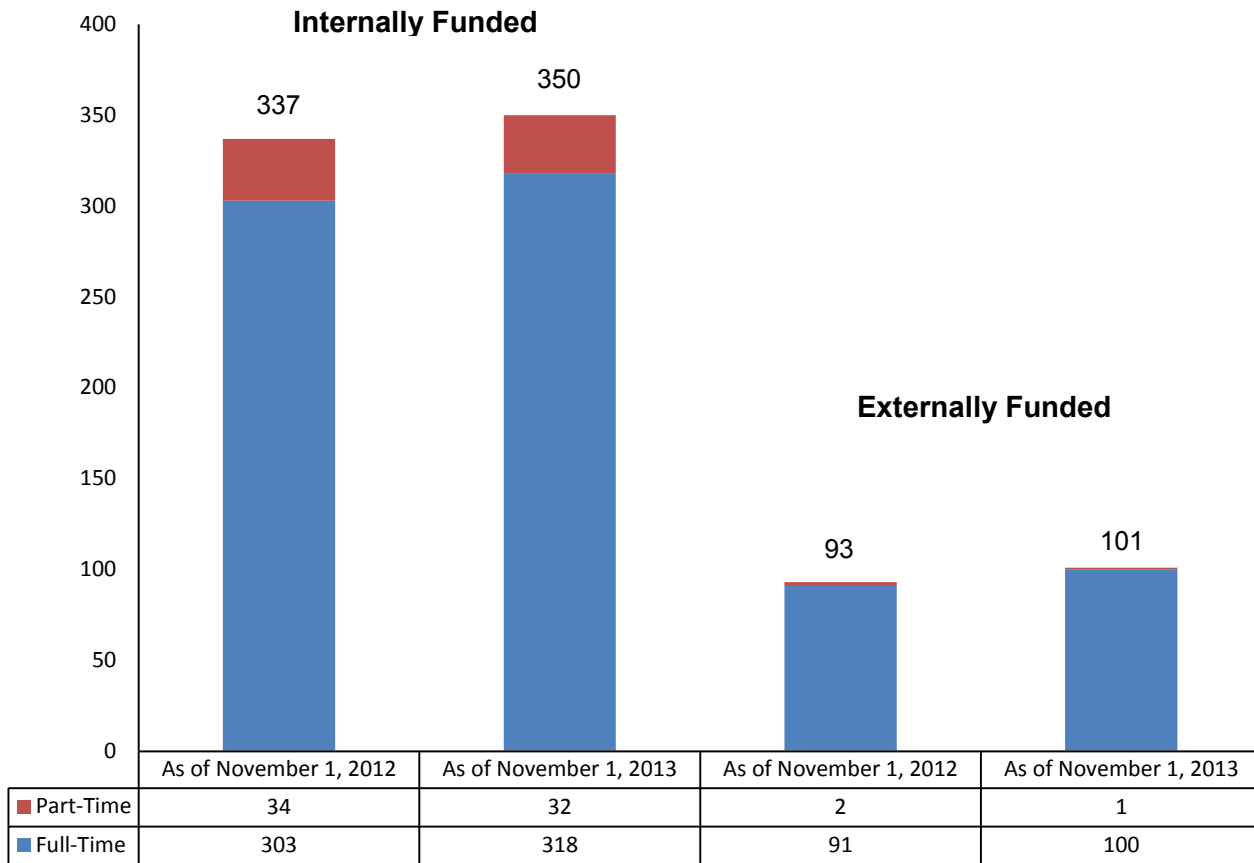
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

***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, December 2013

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



*Includes tenured faculty members (2012-13: 5; 2013-14: 5) and tenure-track faculty members (2012-13: 3; 2013-14: 3) who are currently holding administrative positions, and professional librarians with faculty status (2012-13: 7; 2013-14: 6).

** 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, December 2013

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
<i>Deloris Coleman</i>	2006
<i>Linda Reynolds</i>	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

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
<i>Nancy Ryan</i>	2007
<i>Theresa Lowder</i>	2008
<i>Mary Ann Shupe</i>	2009
Melissa Osborne	2010
<i>Miriam David</i>	2011
Joe Bagnoli	2012
Cheyenne Olson	2013
<i>Richard Olson</i>	2013

Source: Office of the Academic Vice President and Dean of the Faculty, September 2013

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
- 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, 2004-2013
 - by Gender
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Gender
- Fall Term Transfer Student Enrollment Trends, 2004 - 2013
 - 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.
- *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.



ADMISSIONS TERRITORY

ALABAMA

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

GEORGIA

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

Jessamine*
Johnson
Kenton**
Knott
Knox
Larue**
Laurel
Lawrence
Lee
Leslie
Letcher
Lewis
Lincoln
Livingston**
Logan**
Lyon**
McCracken**
McCreary
McLean**
Madison
Magoffin
Marion*
Marshall**
Martin
Mason*
Meade**
Menifee
Mercer*
Metcalf*
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)

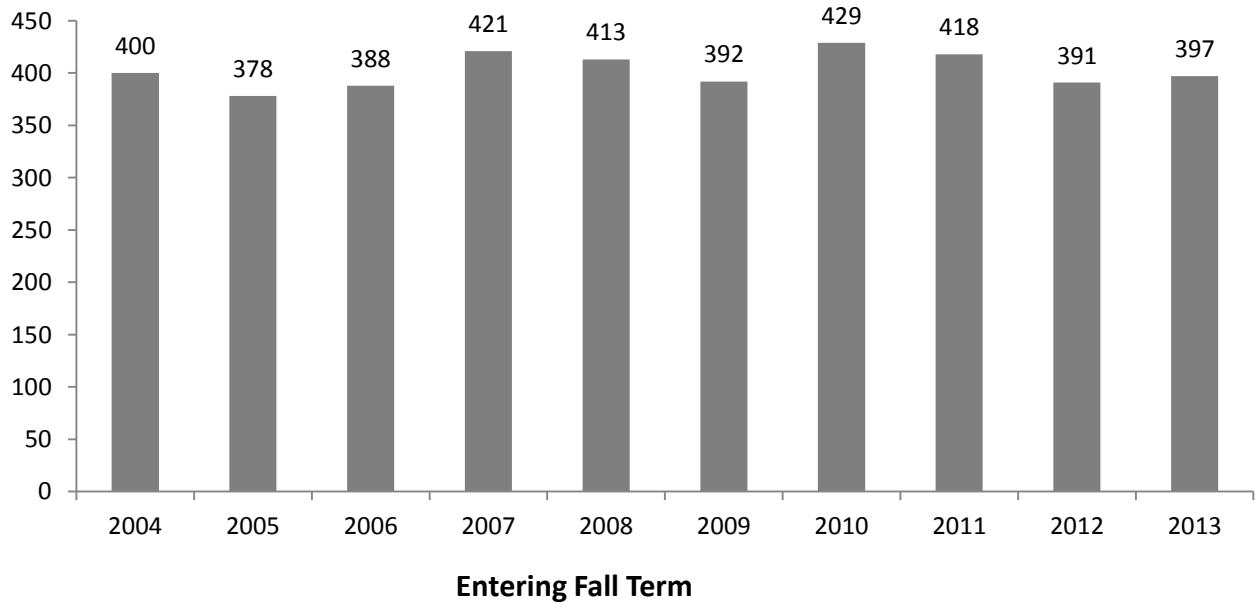
Source: Admissions Office

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

FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS*</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2004	2,107	n/a	561	n/a	400	71%
2005	1,908	n/a	511	n/a	378	74
2006	1,818	n/a	532	n/a	388	73
2007	2,083	n/a	597	n/a	421	71
2008	2,468	n/a	531	n/a	413	78
2009	2,745	1,362	516	38%	392	76
2010	3,264	1,542	564	37	429	76
2011	4,707	1,603	586	37	418	71
2012	4,423	1,694	538	32	391	73
2013	4,287	1,620	551	34	397	72

*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:
APPLICATIONS, ACCEPTED AND ENROLLED
BY GENDER**

Males

<u>FALL TERM</u>	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2004	868	n/a	254	n/a	191	75%
2005	861	n/a	218	n/a	159	73
2006	817	n/a	222	n/a	168	76
2007	892	n/a	236	n/a	169	72
2008	1,015	n/a	220	n/a	172	78
2009	1,017	588	216	37%	171	79
2010	1,284	690	261	38	199	76
2011	1,813	716	277	39	205	74
2012	1,695	711	229	32	173	76
2013	1,564	679	249	37	181	73

Females

<u>FALL TERM</u>	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2004	1,242	n/a	310	n/a	209	67%
2005	1,047	n/a	293	n/a	219	71
2006	1,001	n/a	310	n/a	220	71
2007	1,191	n/a	361	n/a	252	70
2008	1,453	n/a	311	n/a	241	78
2009	1,638	774	300	39%	221	74
2010	1,980	852	303	36	230	76
2011	2,894	887	309	35	213	69
2012	2,728	983	310	32	218	70
2013	2,694	927	302	33	216	72

Note: Gender was unknown for 29 submitted applications and 14 completed applications.

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

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

FALL TERM	IN-TERRITORY					
	<u>SUBMITTED</u> APPLICATIONS	<u>COMPLETED</u> APPLICATIONS	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2004	1,060	n/a	422	n/a	298	71%
2005	928	n/a	390	n/a	295	76
2006	994	n/a	410	n/a	294	72
2007	1,172	n/a	470	n/a	333	71
2008	1,339	n/a	382	n/a	303	79
2009	1,468	644	367	57%	282	77
2010	1,661	736	413	56	315	76
2011	2,716	843	419	50	306	73
2012	2,558	855	413	48	303	73
2013	2,492	848	429	51	315	73

FALL TERM	OUT-OF-TERRITORY					
	<u>SUBMITTED</u> APPLICATIONS	<u>COMPLETED</u> APPLICATIONS	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2004	425	n/a	110	n/a	75	68%
2005	295	n/a	89	n/a	63	71
2006	282	n/a	87	n/a	63	72
2007	344	n/a	97	n/a	66	68
2008	490	n/a	110	n/a	84	76
2009	627	218	112	51%	86	77
2010	749	275	121	44	91	75
2011	1,200	301	130	43	86	66
2012	1,104	303	94	31	62	66
2013	1,008	262	83	32	54	65

FALL TERM	F-1 INTERNATIONAL*					
	<u>SUBMITTED</u> APPLICATIONS	<u>COMPLETED</u> APPLICATIONS	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2004	625	n/a	32	n/a	27	84%
2005	685	n/a	32	n/a	20	63
2006	542	n/a	35	n/a	31	89
2007	567	n/a	30	n/a	22	73
2008	639	n/a	39	n/a	26	68
2009	650	500	37	7%	24	65
2010	854	531	30	6	23	77
2011	791	459	37	8	26	70
2012	761	536	32	6	26	81
2013	787	510	39	8	28	72

*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
FALL TERMS 2004 – 2013**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
2004	400	159	39.8%
2005	378	146	38.6
2006	388	163	42.0
2007	421	196	46.6
2008	413	169	40.9
2009	392	169	43.1
2010	429	189	44.1
2011	418	185	44.3
2012	391	175	44.8
2013	397	165	41.6

**AFRICAN-AMERICAN* FIRST-YEAR STUDENTS
FALL TERMS 2004 - 2013**

<u>Year</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
2004	400	85	21.3%
2005	378	75	19.8
2006	388	74	19.1
2007	421	75	17.8
2008	413	63	15.0
2009	392	81	20.7
2010	429	71	16.6
2011	418	94	22.5
2012	391	78	19.9
2013	397	78	19.6

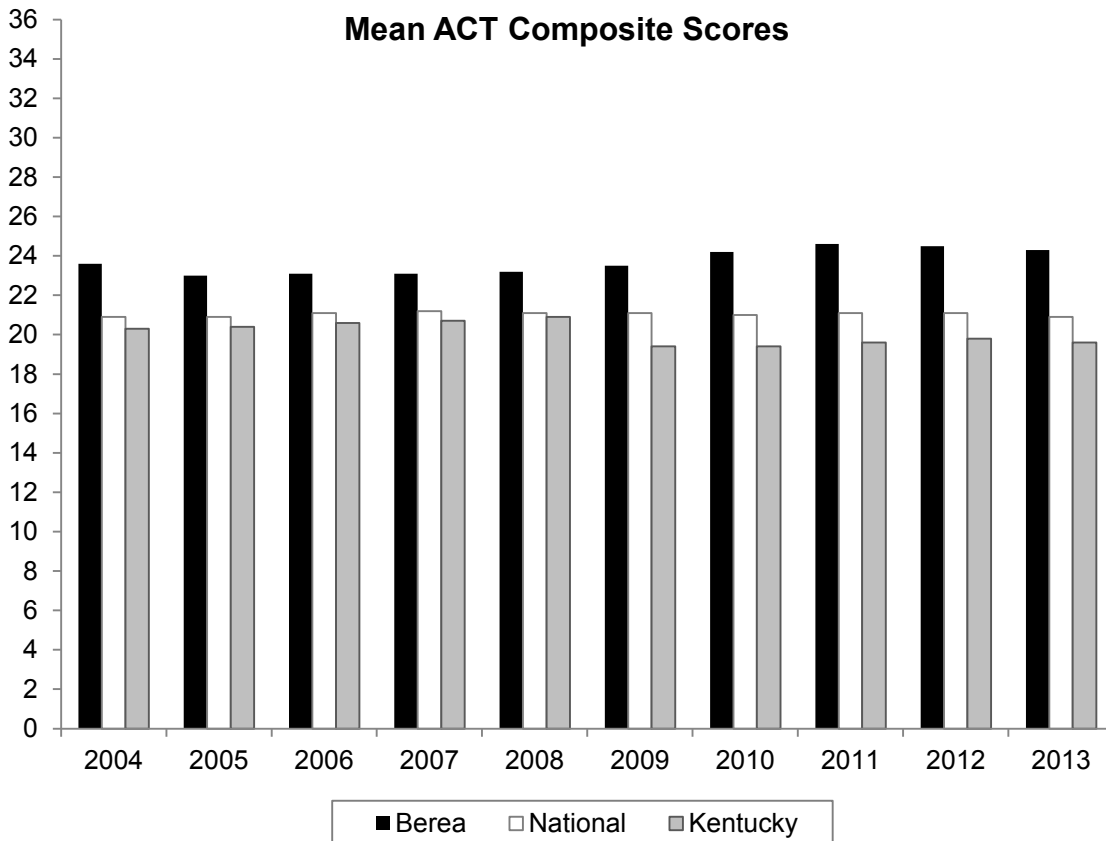
*Based on the number of students who identified themselves as “Black or African American” alone or in combination with another race.

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

MEAN ACT COMPOSITE SCORES 2004 - 2013

<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>		
2004	297	23.6	23.4	23.8	20.9	20.3
2005	276	23.0	22.6	23.3	20.9	20.4
2006	290	23.1	22.7	23.4	21.1	20.6
2007	331	23.1	22.7	23.3	21.2	20.7
2008	322	23.2	22.6	23.6	21.1	20.9
2009	305	23.5	23.0	23.9	21.1	19.4
2010	336	24.1	23.8	24.4	21.0	19.4
2011	331	24.6	24.4	24.9	21.1	19.6
2012	310	24.5	23.8	25.0	21.1	19.8
2013	318	24.3	24.0	24.6	20.9	19.6

*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
2004 - 2013**

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
2004	120	551	554	not applicable	508	559	518	557	not applicable	
2005	94	576	562	not applicable	508	561	520	559	not applicable	
2006*	84	563	576	not available	503	562	518	562	497	555
2007	80**	539	542	528	502	567	515	565	494	553
2008	65**	562	538	531	502	568	515	570	494	554
2009	63	564	534	546	501	573	515	573	493	561
2010	71	583	556	546	501	575	516	575	492	563
2011	74	573	545	563	497	576	514	572	489	563
2012	67**	586	579	552	496	579	514	575	488	566
2013	58	560	565	544	496	585	514	584	488	572

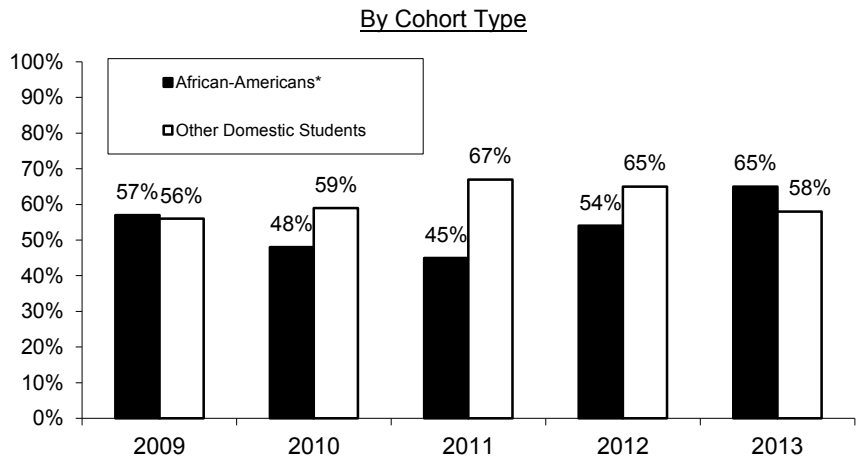
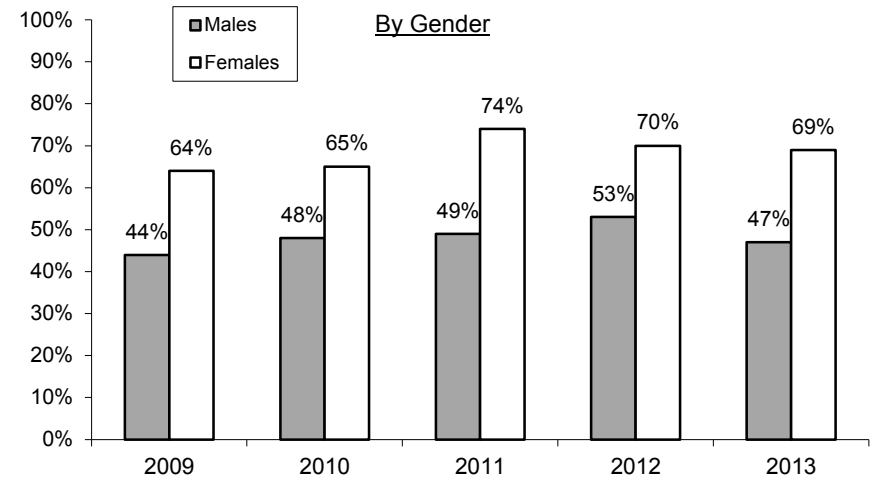
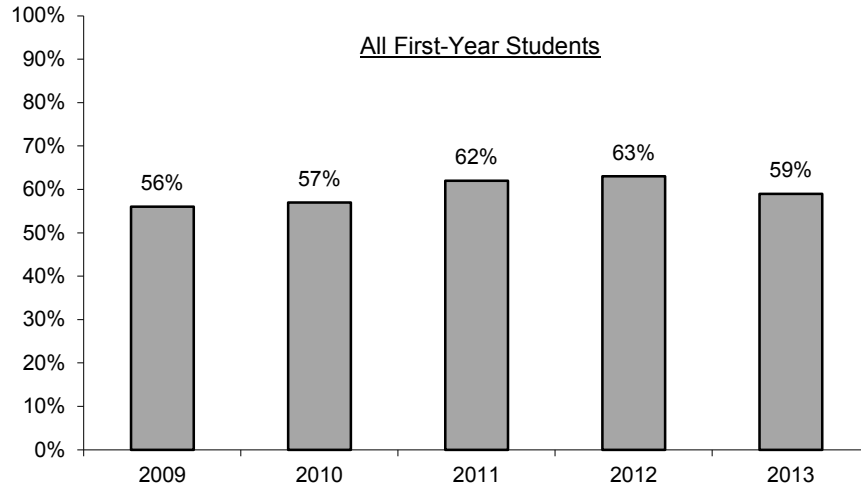
*SAT changed the exam to add a writing section and re-vamped the verbal section and re-named it "Critical Reading" (first administered in March 2005).

**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
2009 - 2013**

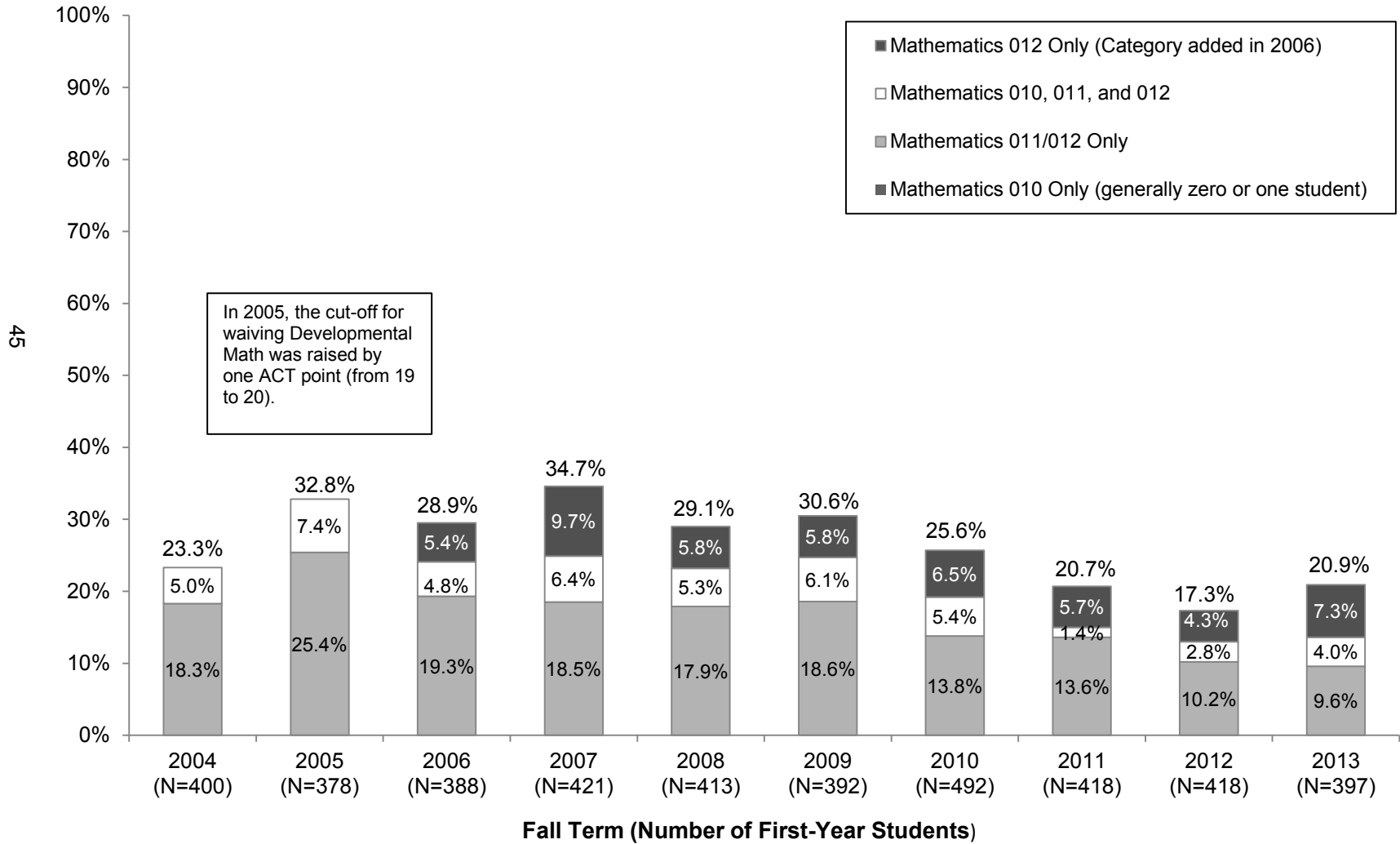


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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

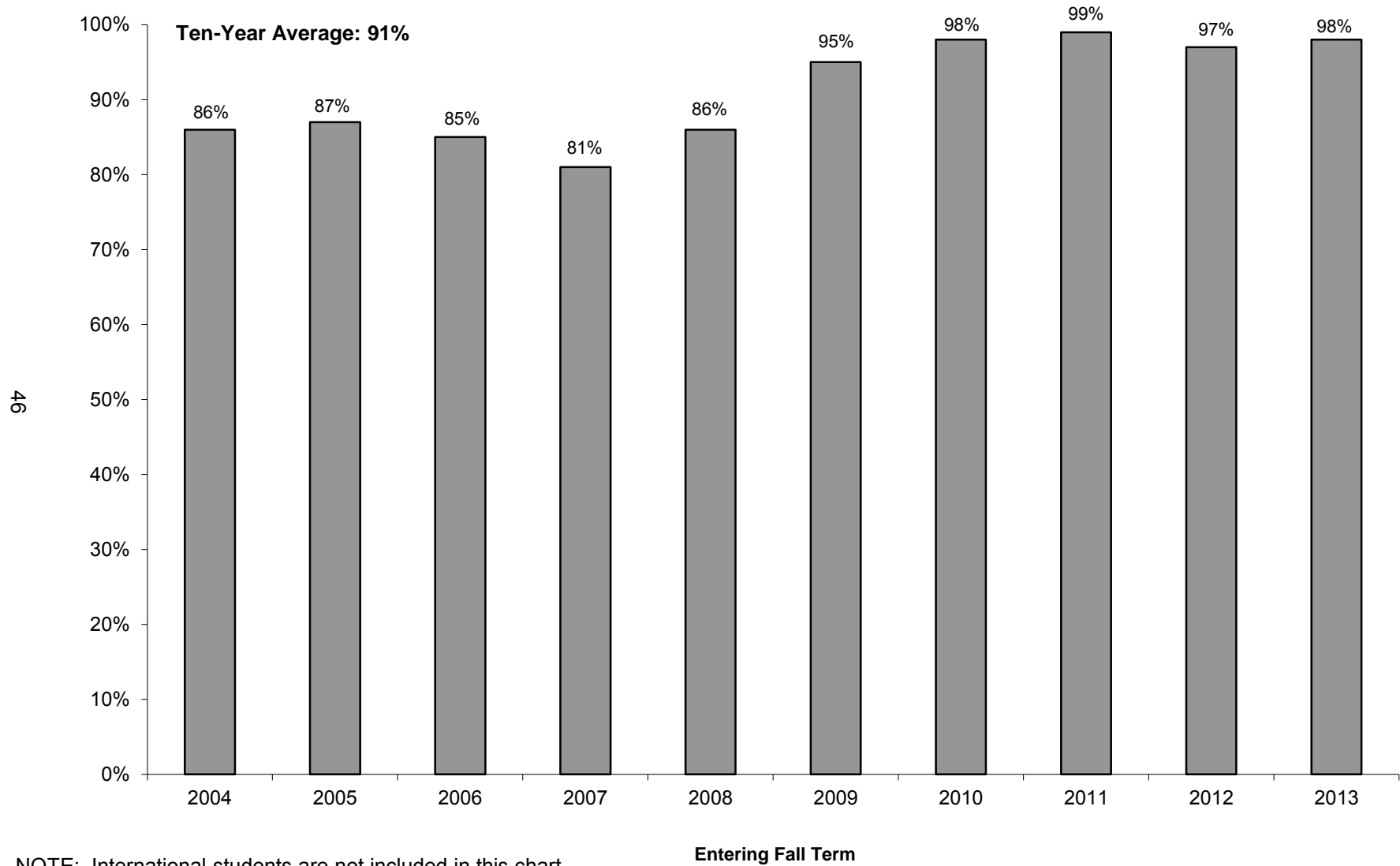
FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 2004 - 2013



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

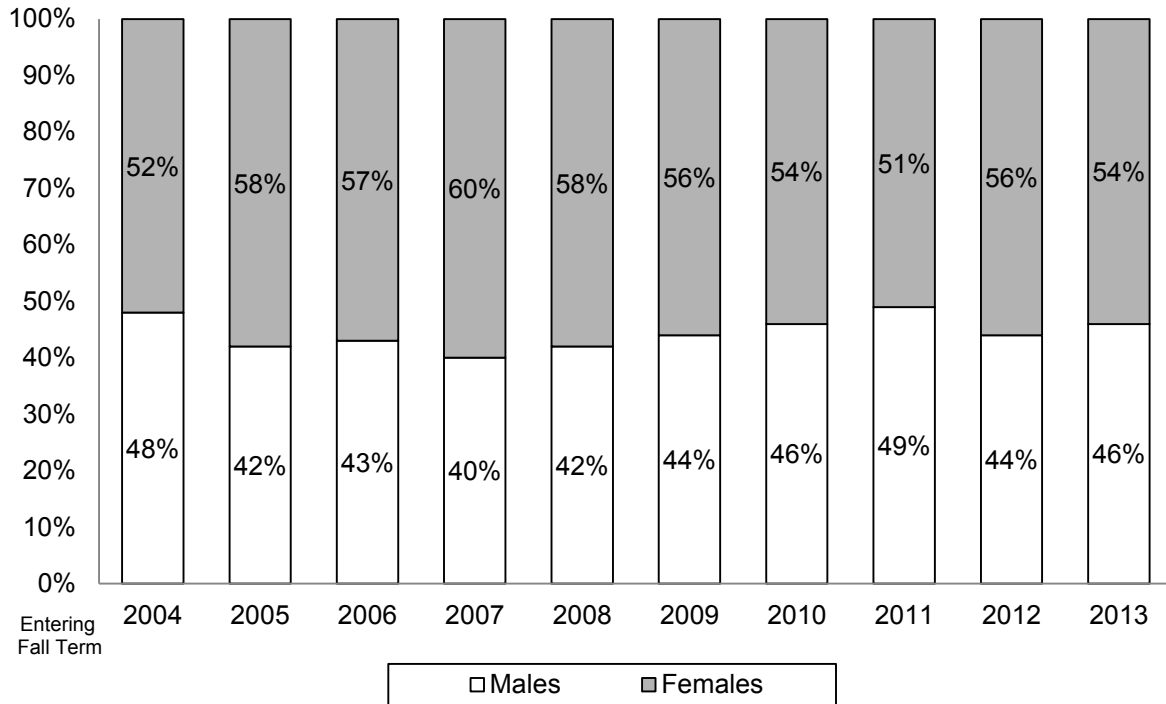
Source: Academic Services, October 2013

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

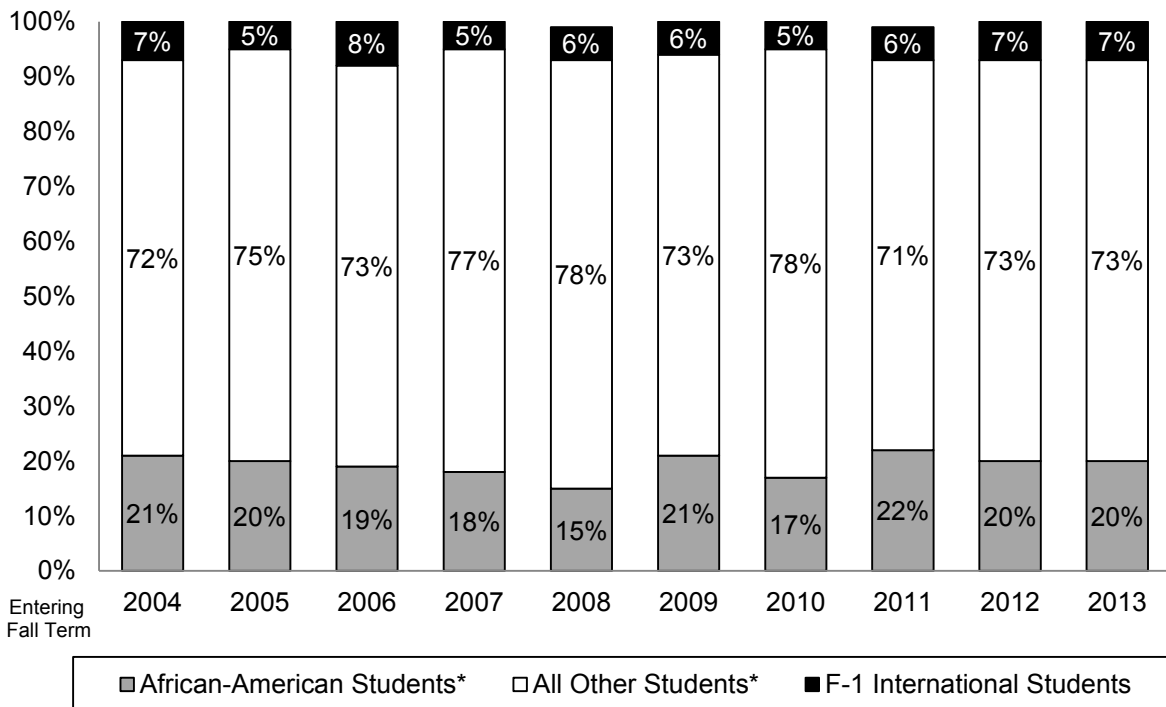


FIRST-YEAR STUDENT ENROLLMENT TRENDS

First-Year Students by Gender



First-Year Students by Cohort Type

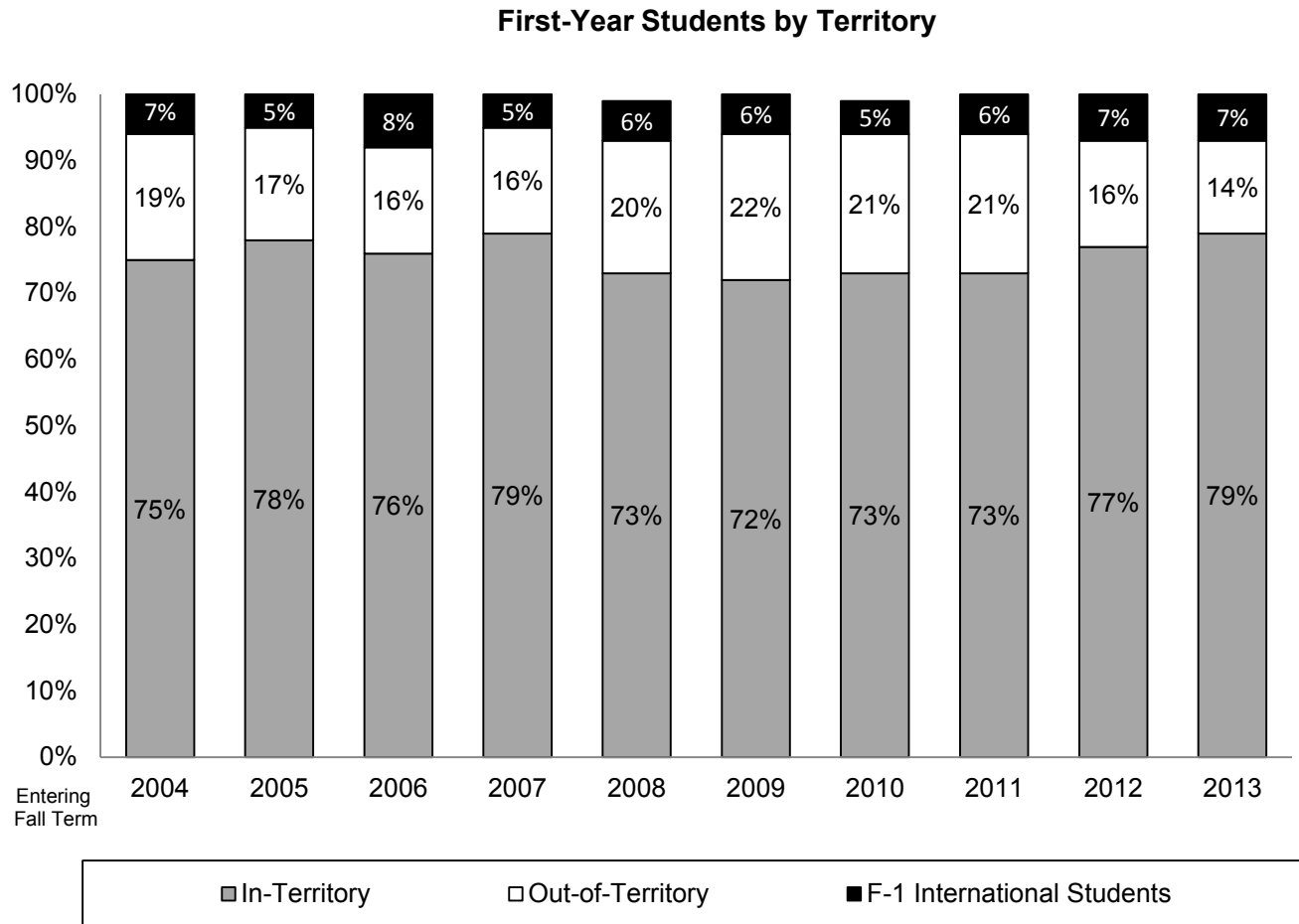


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2013

First-Year Student Enrollment Trends, continued

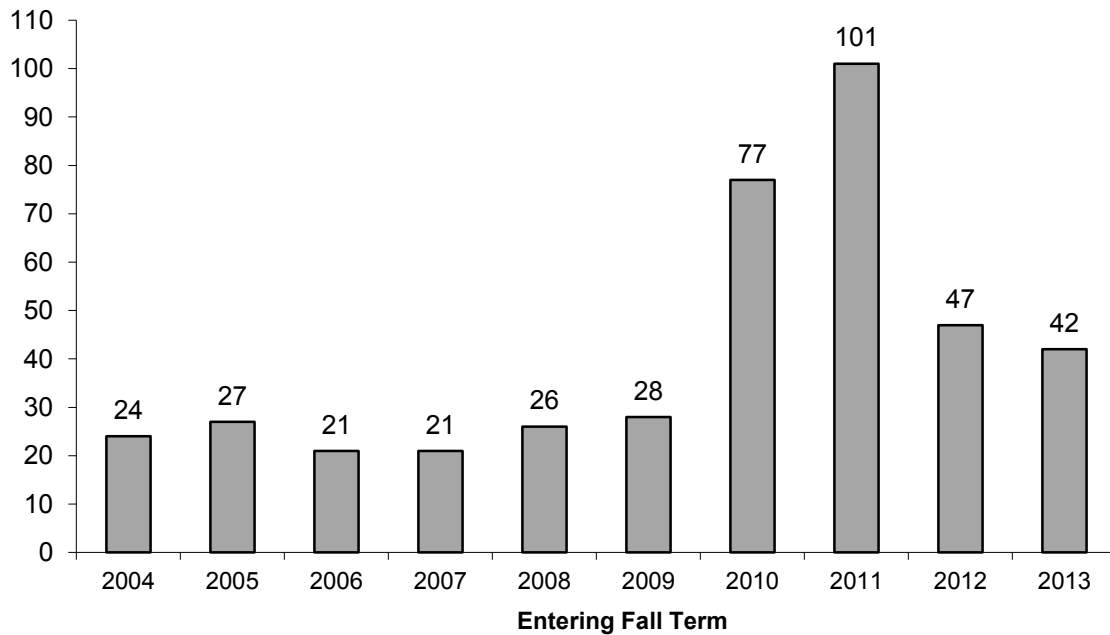


Source: Office of Institutional Research and Assessment, October 2013.

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
2004	289	n/a	32	n/a	24	75%
2005	120	n/a	32	n/a	27	84
2006	154	n/a	27	n/a	21	78
2007	140	n/a	30	n/a	21	70
2008	266	n/a	29	n/a	26	90
2009	364	90	38	42%	28	74
2010	428	132	92	70	77	84
2011	625	188	115	61	101	88
2012	618	201	55	27	47	85
2013	600	145	51	35	42	82

NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

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

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>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2004	141	n/a	16	n/a	12	75%
2005	56	n/a	17	n/a	15	88
2006	65	n/a	15	n/a	12	80
2007	65	n/a	12	n/a	8	67
2008	121	n/a	12	n/a	10	83
2009	146	45	21	47%	15	71
2010	165	56	37	66	33	89
2011	254	78	49	63	43	88
2012	223	82	24	29	20	83
2013	228	53	21	40	18	86

Women

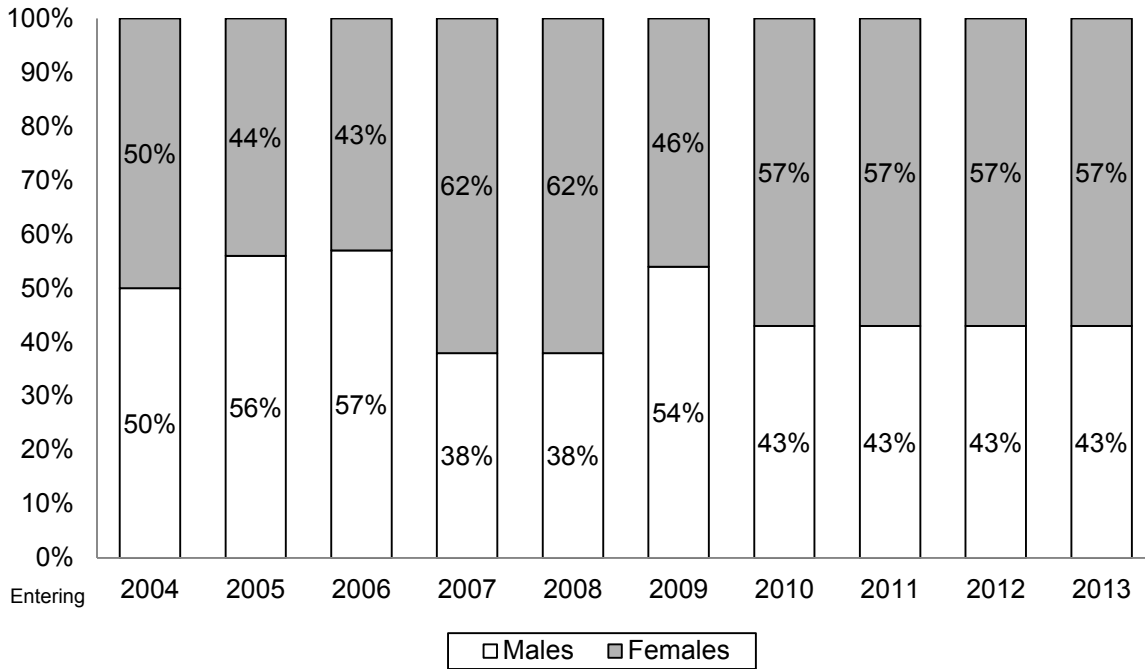
FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2004	148	n/a	16	n/a	12	75%
2005	64	n/a	15	n/a	12	80
2006	89	n/a	12	n/a	9	75
2007	75	n/a	18	n/a	13	72
2008	145	n/a	17	n/a	16	94
2009	218	45	17	38%	13	76
2010	263	76	55	72	44	80
2011	371	110	66	60	58	88
2012	395	119	31	26	27	87
2013	371	92	30	33	24	80

Note: Gender was unknown for one submitted application.

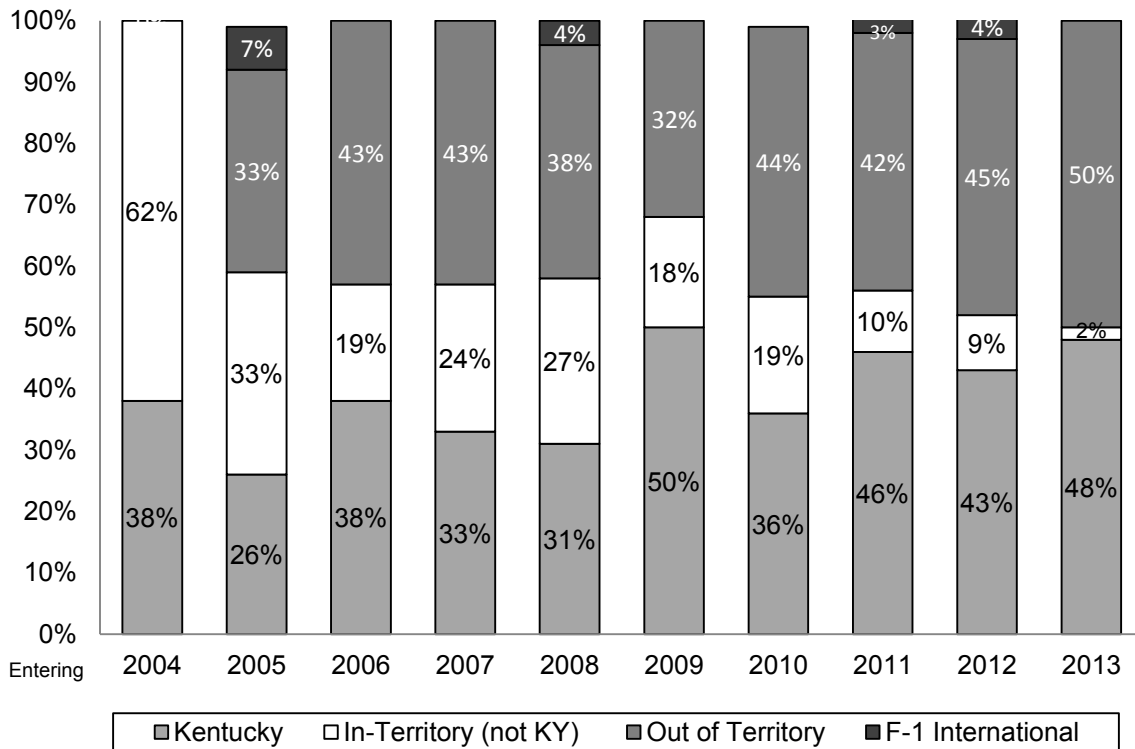
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

Transfer Students by Gender



Transfer Students by Territory



Source: Office of Institutional Research and Assessment, October 2013

Student Enrollment and Characteristics

- Fall 2013 Enrollment Category Highlights
- First Generation College Students: Trend Graphs
 - Entering Student Data
 - Graduating Student (Exit) Data
- 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
- Fall 2013 Enrollment by State and U. S. Territories (Map)
- Fall 2013 Enrollment by Country (Map)
- Fall 2013 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by Territory
- Enrollment of Degree-Seeking Students
 - by Ethnic and Racial Breakdowns
- Fall Enrollments of Degree-Seeking Students by Age
- Fall 2013 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2004-2013
 - by Gender
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

FALL 2013 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,587	First-Year Students N = 397	Transfer Students N = 42
Gender			
Male	679 43%	181 46%	18 43%
Female	908 57%	216 54%	24 57%
Territory			
In-Territory	1,125 71%	315 79%	21 50%
Out-of-Territory	342 22%	54 14%	21 50%
F-1 International	120 8%	28 7%	0 0%
Students with International Experience	153 10%	38 10%	3 7%

NOTE: There were also four (4) F-1 International students enrolled as exchange students (non-degree-seeking) this Fall Term.

Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	69 4%	20 5%	2 5%
Black or African American	295 19%	78 20%	8 19%
Other minorities	69 4%	14 4%	4 10%
White	1,060 67%	271 68%	29 69%
Unknown and International	163 10%	34 9%	1 2%
Non-Traditional	197 12%	6 2%	12 29%

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.

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.

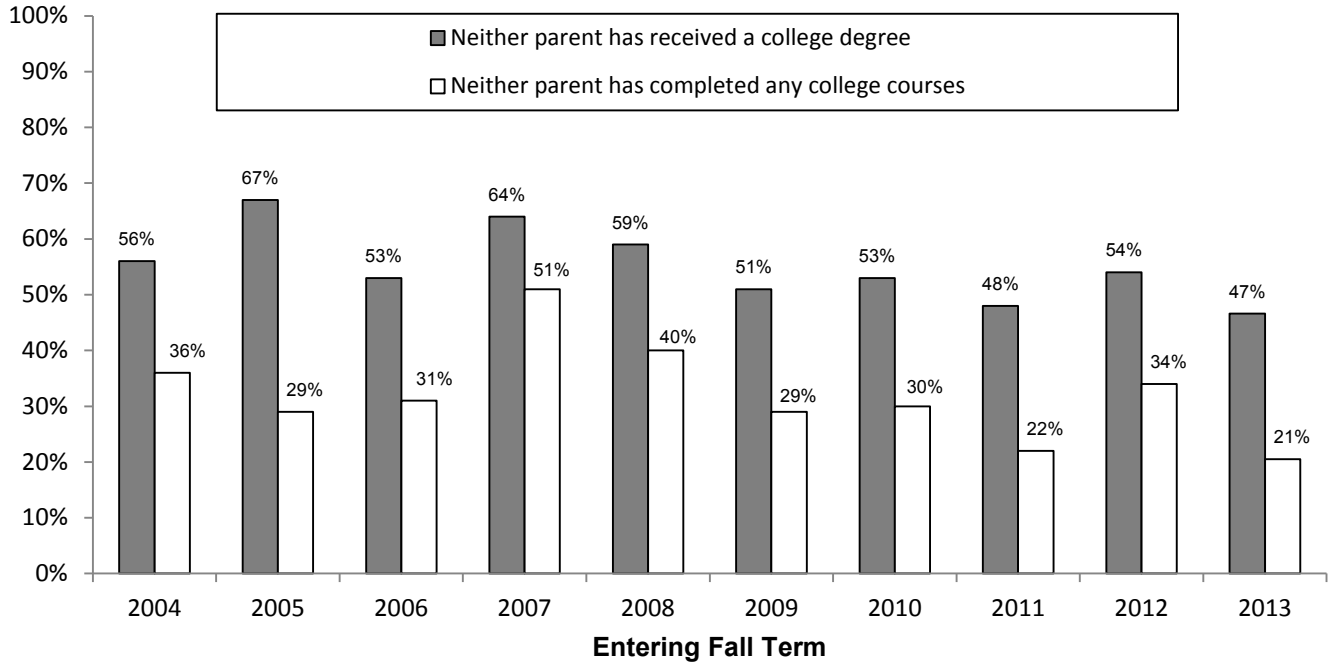
Other Minorities: Students (not F-1 International students) who identified themselves as "American Indian or Alaskan Native," "Asian," or "Native Hawaiian or Other Pacific Islander" alone or in combination with each other.

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.

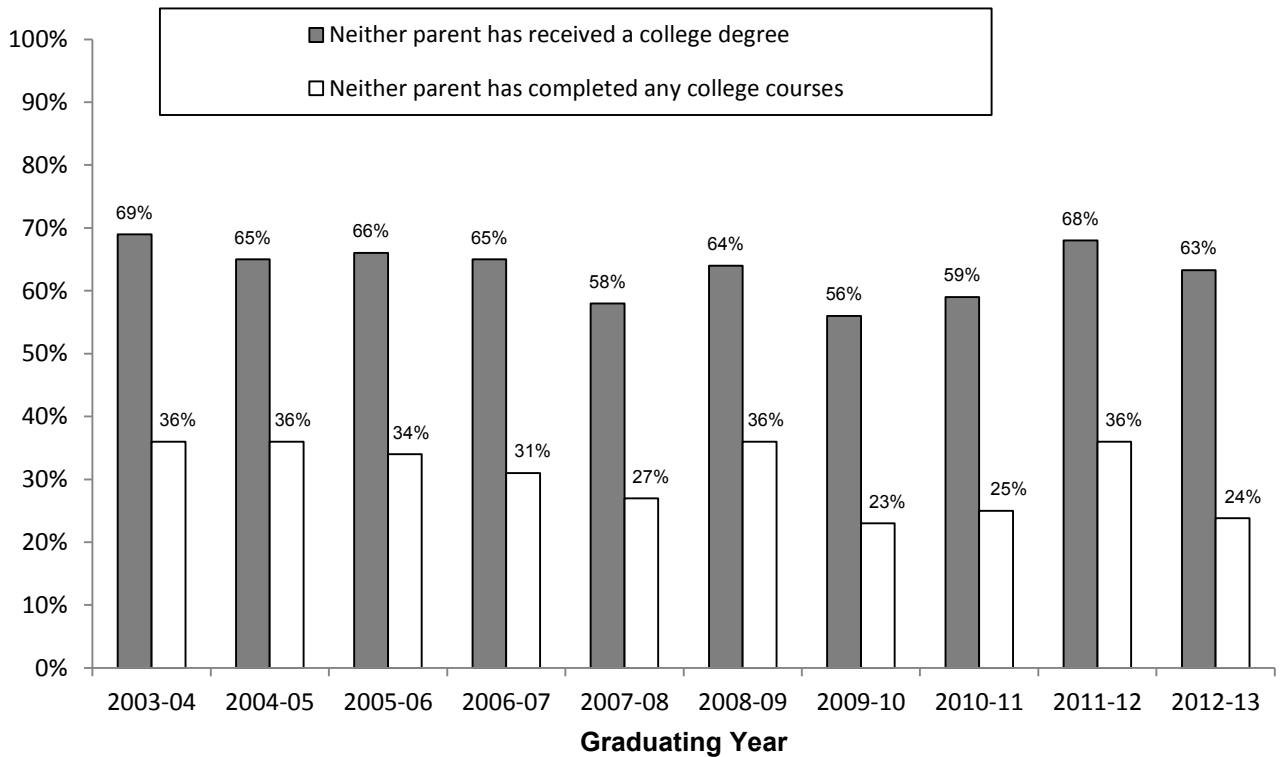
Non-Traditional: All students who are 24 years of age or older and/or married and/or have a child/children.

FIRST-GENERATION COLLEGE STUDENTS

Entering Student Data

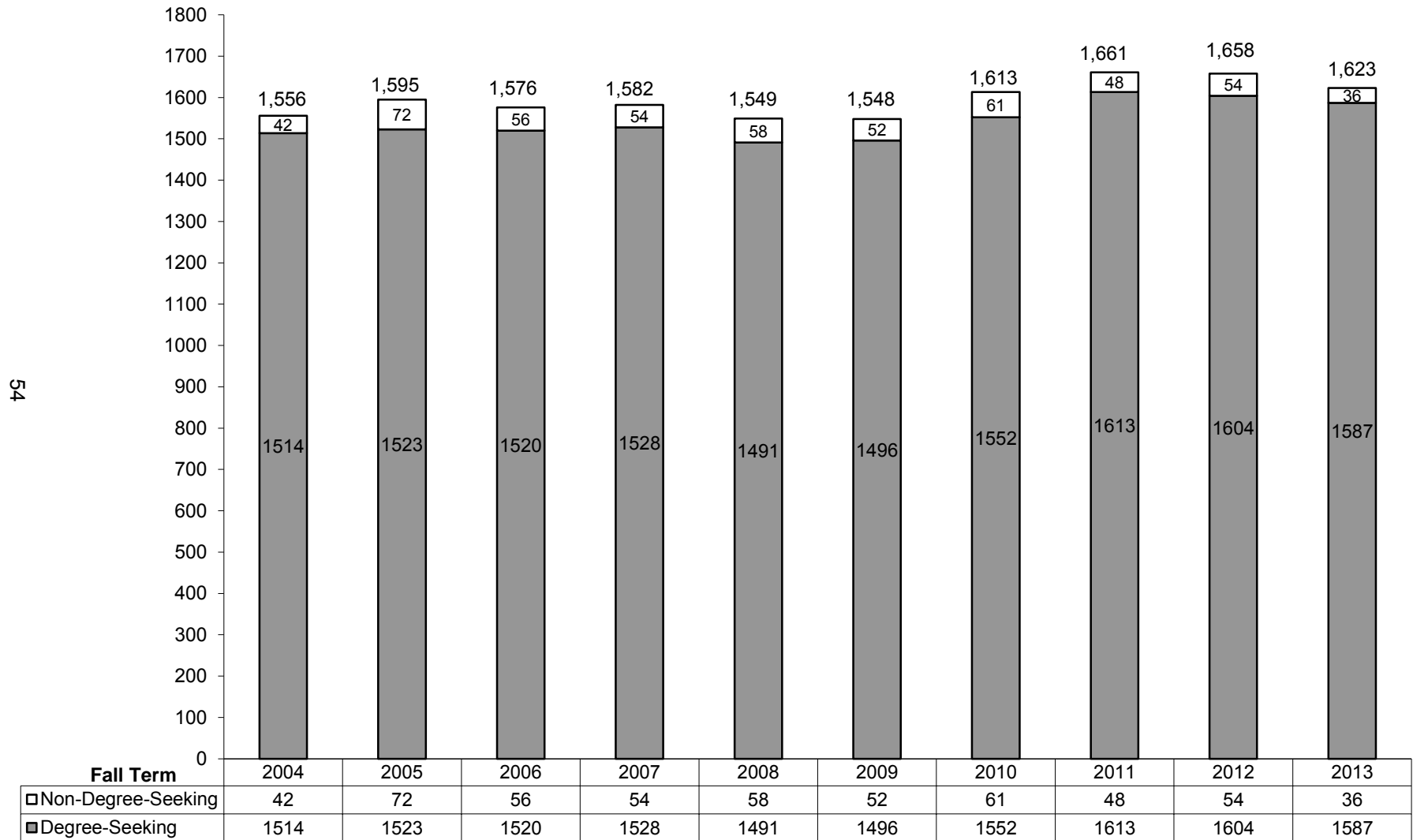


Graduating Student Data



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

FALL HEADCOUNT ENROLLMENT*



*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2013

**FALL ENROLLMENTS BY CLASSIFICATION
2009 - 2013**

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	458	506	530	459	454
First-Year Students	(392)	(429)	(418)	(391)	(397)
Other Freshmen**	(66)	(77)	(112)	(68)	(57)
Sophomore	356	346	381	392	351
Junior	320	336	356	394	386
Senior	<u>362</u>	<u>364</u>	<u>346</u>	<u>359</u>	<u>396</u>
TOTAL DEGREE-SEEKING STUDENTS	1,496	1,552	1,613	1,604	1,587
Berea Community School	20	23	21	34	17
Madison Southern High School	11	9	1	0	0
College Employee	3	1	2	2	5
Community (Special)	8	16	18	15	10
Post Graduate	0	0	0	0	0
Transient/Exchange	10	11	6	3	4
EKU Exchange	<u>n/a</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	52	61	48	54	36
TOTAL HEADCOUNT	1,548	1,613	1,661	1,658	1,623

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

NOTE: For Fall 2013, there were fifteen first-year students "officially" classified as sophomores, and three first-year students "officially" classified as juniors. For Fall 2012, there were sixteen first-year students "officially" classified as sophomores. Fall 2011, there were twelve first-year students "officially" classified as sophomores, and three first-year students "officially" classified as juniors. For fall 2010, there were eleven first-year students "officially" classified as sophomores. For Fall 2009, there were four first-year students "officially" classified as sophomores.

Definitions:

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.

Non-Degree-Seeking Classifications:

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 Associate Provost.

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.

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

Source: Annual editions of the Fall Term Student Enrollment Report

Fall Enrollments by Classification, continued

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<u>Full-Time Students</u>					
Freshman	458	506	530	458	454
First-Year Students	(392)	(429)	(418)	(391)	(397)
Other Freshmen**	(66)	(77)	(112)	(67)	(57)
Sophomore	355	345	381	392	351
Junior***	320	336	356	394	386
Senior	<u>362</u>	<u>364</u>	<u>345</u>	<u>352</u>	<u>390</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,495	1,551	1,612	1,596	1,581
Berea Community School	0	2	0	1	1
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	1	1	1
Post Graduate	0	0	0	0	0
Transient/Exchange	6	11	6	3	4
EKU Exchange	<u>n/a</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	13	7	5	6
TOTAL FULL-TIME STUDENTS	1,501	1,564	1,619	1,601	1,587
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(1)	(0)
Sophomore	1	1	0	0	0
Junior***	0	0	0	0	0
Senior	<u>0</u>	<u>0</u>	<u>1</u>	<u>7</u>	<u>6</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	1	1	8	6
Berea Community School	20	21	21	33	16
Madison Southern High School	11	9	1	0	0
College Employee	3	1	2	2	5
Community (Special)	8	16	17	14	9
Post Graduate	0	0	0	0	0
Transient/Exchange	4	0	0	0	0
EKU Exchange	<u>n/a</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	46	48	41	49	30
TOTAL PART-TIME STUDENTS	47	49	42	57	36
FTE ENROLLMENT	1,517	1,585	1,639	1,623	1,602

**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 36 students has a FTE of 14.84.

Source: Annual editions of the Fall Term Student Enrollment Report

**DEGREE-SEEKING STUDENTS:
F-1 INTERNATIONAL AND THOSE WITH INTERNATIONAL EXPERIENCE*
FALL TERMS 2004 – 2013**

Year	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
2004	1,514	110	7.3%	157	10.0%
2005	1,523	109	7.2	149	10.0
2006	1,520	121	8.0	162	11.0
2007	1,528	106	6.9	146	10.0
2008	1,491	111	7.4	146	9.8
2009	1,496	112	7.5	141	9.4
2010	1,552	103	6.6	137	8.8
2011	1,613	114	7.1	144	8.9
2012	1,604	114	7.1	136	8.5
2013	1,587	120	7.6	153	9.6

*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 4 F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2013.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS
FALL TERMS 2004 – 2013**

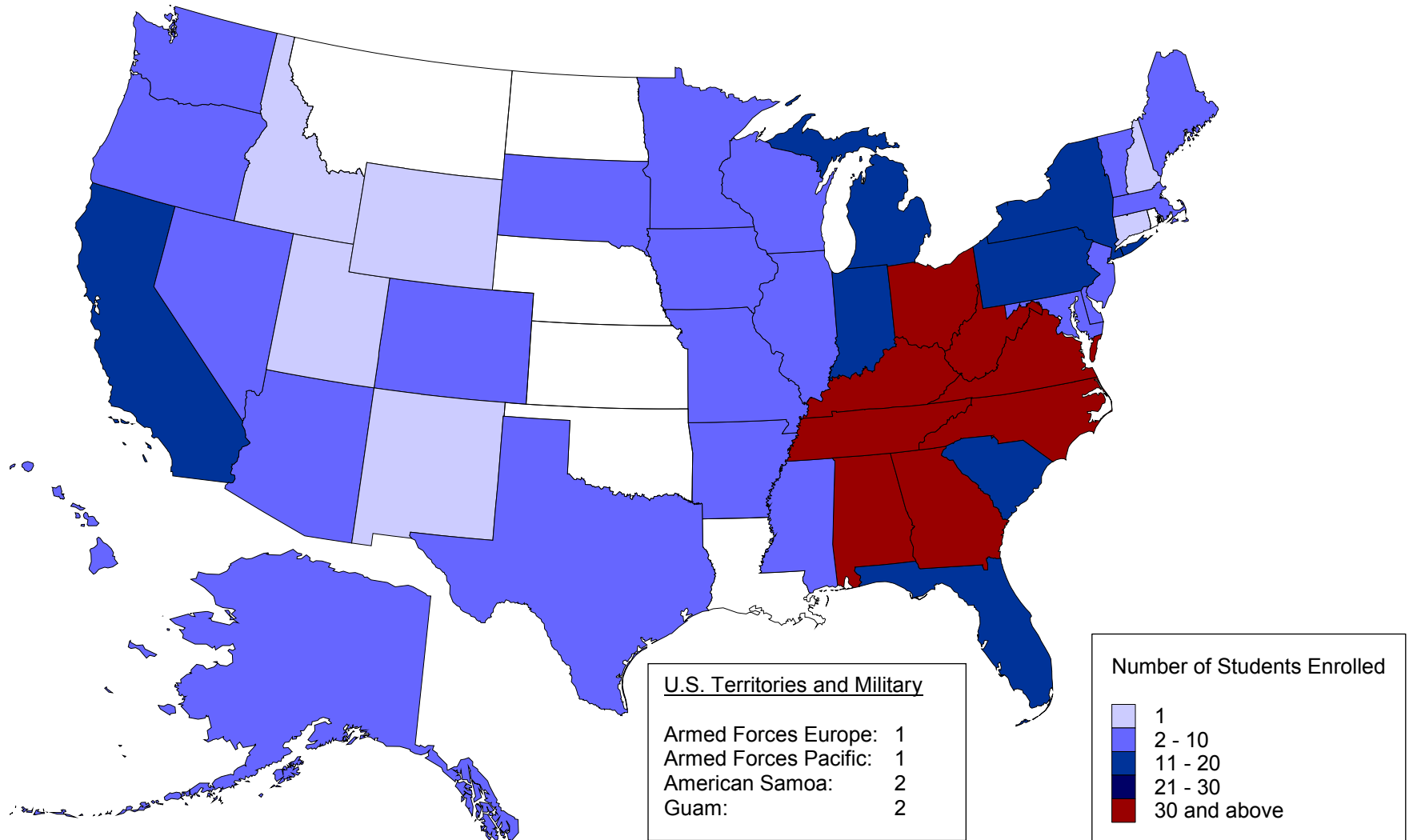
Year	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
2004	1,514	283	19.0%
2005	1,523	283	19.0
2006	1,520	278	18.0
2007	1,528	273	18.0
2008	1,491	253	17.0
2009	1,496	273	18.2
2010	1,552	266	17.1
2011	1,613	293	18.2
2012	1,604	289	18.0
2013	1,587	295	18.6

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

Source: Office of Institutional Research and Assessment, October 2013

FALL 2013 ENROLLMENT BY STATE AND U.S. TERRITORIES

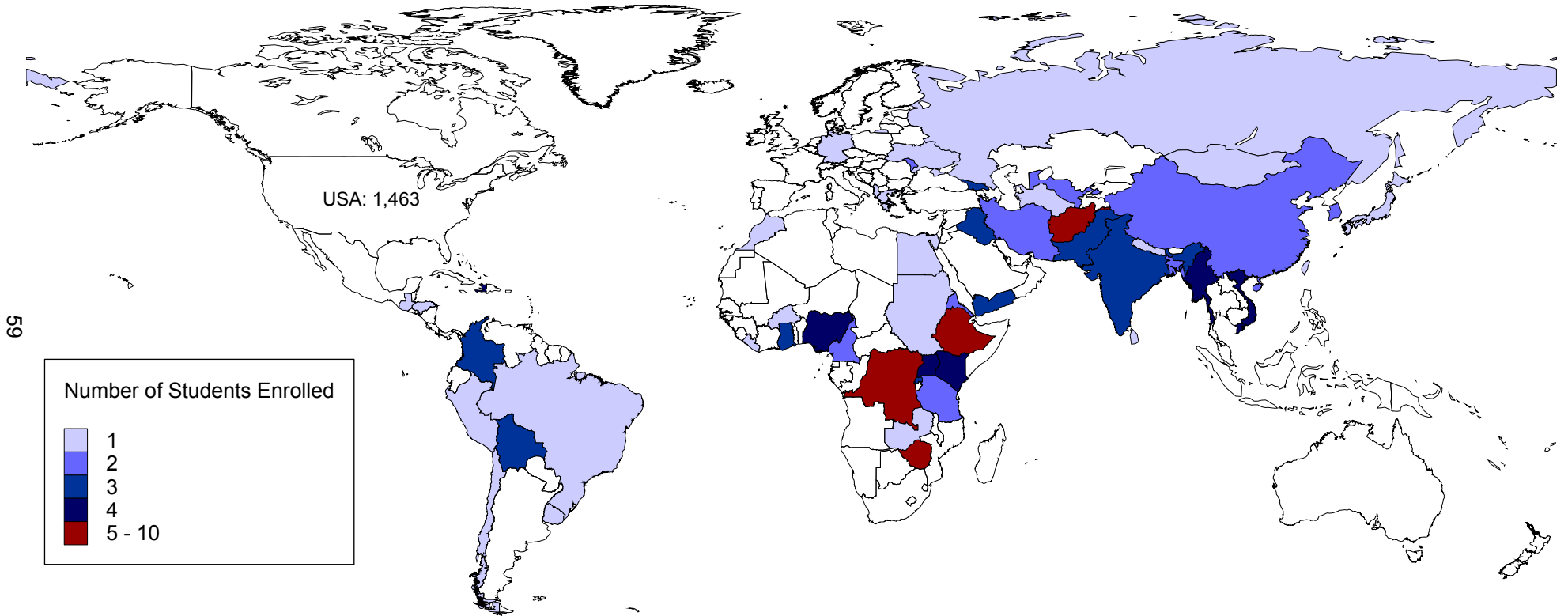
58



NOTE: The states and U.S. territories are determined by the address given at the time of acceptance to the College.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2013.
 For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

FALL 2013 ENROLLMENT BY COUNTRY



NOTE: The countries are determined by the address given at the time of acceptance to the College. There are also 5 students enrolled from Tibet.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2013.
For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

**FALL 2013 ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Degree-Seeking Students:

Africa (18 countries)

Burkina Faso	1	(1%)
Cameroon	2	(2%)
Dem. Rep. of the Congo	5	(4%)
Egypt	1	(1%)
Eritrea	2	(2%)
Ethiopia	5	(4%)
Ghana	3	(2%)
Kenya	4	(3%)
Liberia	1	(1%)
Morocco	1	(1%)
Nigeria	4	(3%)
Rwanda	3	(2%)
Sudan	1	(1%)
Tanzania	2	(2%)
The Gambia	1	(1%)
Uganda	4	(3%)
Zambia	1	(1%)
Zimbabwe	5	(4%)
Africa Total	46	(37%)

Asia (20 countries)

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

Asia, continued

Taiwan	1	(1%)
Tibet, The Former	5	(4%)
Turkmenistan	1	(1%)
Uzbekistan	2	(2%)
Vietnam	4	(3%)
Yemen	3	(2%)
Asia Total	49	(40%)

Europe (8 countries)

Albania	1	(1%)
Georgia	3	(2%)
Germany	1	(1%)
Greece	1	(1%)
Kosovo	2	(2%)
Moldova	2	(2%)
Slovak Republic	1	(1%)
Ukraine	1	(1%)
Europe Total	12	(10%)

North America (4 countries)

Guatemala	1	(1%)
Haiti	4	(3%)
Honduras	1	(1%)
St. Lucia	1	(1%)
North America Total	7	(6%)

South America (6 countries)

Bolivia	3	(2%)
Brazil	1	(1%)
Chile	1	(1%)
Columbia	3	(2%)
Peru	1	(1%)
Uruguay	1	(1%)
South America Total	10	(8%)

(56 Countries represented)

TOTAL OF ALL COUNTRIES 124 (100%)

NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred twenty-four (124) students above include more students than those classified as "F-1 International" and represent approximately 8% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2013.
For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY TERRITORY
2009 - 2013**

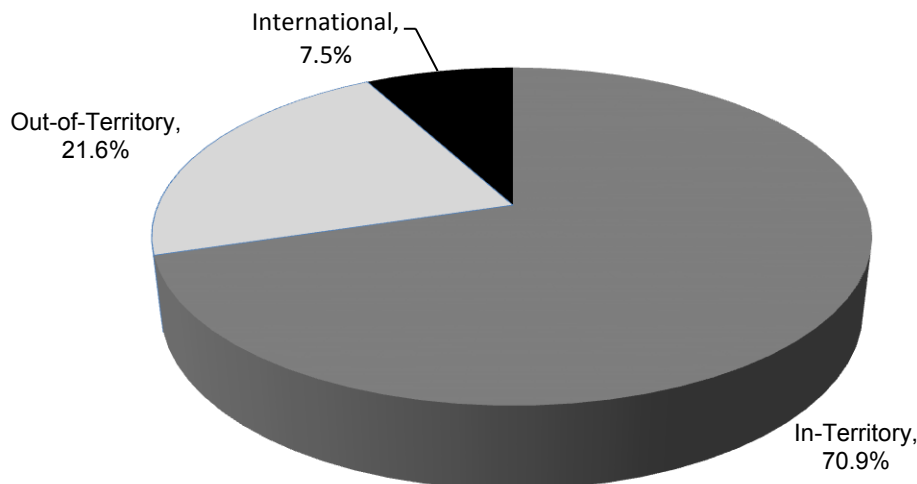
	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Berea's Territory*	1,067	1,092	1,113	1,106	1,125
Prior to 1976 expansion	69%	65%	65%	56%	63%
Counties Added in 1976 & 1978	29%	32%	32%	41%	34%
Hamilton Co, Ohio added in 1996	3%	3%	3%	3%	3%
Out-of-Territory**	317	357	386	384	342
F-1 International***	<u>112</u>	<u>103</u>	<u>114</u>	<u>114</u>	<u>120</u>
TOTAL	1,496	1,552	1,613	1,604	1,587

*For a complete description of Berea's Territory and its changes, please see pages 35 - 37. 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 2013, thirty- three (33) 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, EKV exchange students, Berea Community School students, or Madison Southern High School students.



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

ENROLLMENT OF DEGREE-SEEKING STUDENTS BY ETHNIC AND RACIAL BREAKDOWNS

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

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2010</u>		<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>	
Hispanic or Latino or Spanish Origin	26	1.7%	50	3.1%	62	3.9%	67	4.2%
Not Hispanic or Latino or Spanish Origin	1,224	80.2%	1,318	81.7%	1,323	82.5%	1,327	83.6%
Chose not to respond	179	11.5%	131	8.1%	105	6.5%	73	4.6%
International Students	103	6.6%	114	7.1%	114	7.1%	120	7.6%
<hr/>								
<u>Racial Breakdown for All Students</u>								
F-1 International (racial breakdown not collected by IPEDS or Admissions)	103	6.6%	114	7.1%	114	7.1%	120	7.6%
Chose not to respond (race unknown)	73	4.7%	69	4.3%	67	4.2%	43	2.7%
American Indian or Alaska Native	7	0.5%	6	0.4%	6	0.4%	6	0.4%
Asian	16	1.0%	20	1.2%	20	1.2%	24	1.5%
Black or African American	228	14.7%	249	15.4%	238	14.8%	246	15.5%
Native Hawaiian or Other Pacific Islander	1	0.1%	1	0.1%	0	0.0%	3	0.2%
White	1,038	66.9%	1,062	65.8%	1,062	66.2%	1,060	66.8%
Two or more races indicated	86	5.5%	92	5.7%	97	6.0%	85	5.4%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(4)		(3)		(3)		(2)	
American Indian/Alaska Native and Asian	(0)		(0)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(0)		(0)		(1)	
American Indian/Alaska Native and Asian and White	(3)		(3)		(2)		(0)	
American Indian/Alaska Native and Black/African American	(1)		(0)		(0)		(3)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(0)		(0)	
American Indian/Alaska Native and Black/African American and White	(9)		(13)		(12)		(11)	
American Indian/Alaska Native and White	(31)		(33)		(30)		(22)	
Asian and Black/African American	(2)		(1)		(1)		(0)	
Asian and Black/African American and White	(1)		(2)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(0)		(0)		(1)	
Asian and White	(11)		(10)		(11)		(9)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(0)		(0)	
Black/African American and White	(18)		(24)		(34)		(31)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(2)	
	1,552	100.0%	1,613	100.0%	1,604	100.0%	1,587	100%
Black or African American Domestic Students (alone or in combination with another race)	266	17.1%	293	18.2%	289	18.0%	295	18.6%

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2009 – 2013**

<u>Age*</u>	2009		2010		2011		2012		2013	
	<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	16	(1%)	43	(3%)	39	(2%)	33	(2%)	40	(3%)
18 – 19 years old	622	(42%)	662	(43%)	689	(43%)	647	(40%)	638	(40%)
20 – 21 years old	575	(38%)	563	(36%)	566	(35%)	604	(38%)	588	(37%)
22 – 24 years old	201	(13%)	184	(12%)	191	(12%)	198	(12%)	209	(13%)
25 – 29 years old	50	(3%)	63	(4%)	75	(5%)	75	(5%)	60	(4%)
30 – 34 years old	15	(1%)	18	(1%)	23	(1%)	20	(1%)	28	(2%)
35 – 39 years old	6	(**)	7	(**)	14	(1%)	14	(1%)	16	(1%)
40 – 49 years old	7	(**)	11	(1%)	13	(1%)	12	(1%)	6	(**)
50 – 64 years old	4	(**)	1	(**)	3	(**)	1	(**)	2	(**)
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	1,496	(100%)	1,552	(100%)	1,613	(100%)	1,604	(100%)	1,587	(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 2013

**FALL 2013 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	0	(0%)	35	(5%)	1	(1%)	36	(4%)
Applied Science and Mathematics	1	(1%)	3	(**)	0	(0%)	4	(**)
Art and Art History	2	(1%)	21	(3%)	2	(3%)	25	(3%)
Asian Studies	2	(1%)	5	(1%)	1	(1%)	8	(1%)
Biology	16	(11%)	65	(10%)	5	(6%)	86	(10%)
Business Administration	11	(8%)	31	(5%)	7	(9%)	49	(6%)
Chemistry	8	(6%)	14	(2%)	6	(8%)	28	(3%)
Child and Family Studies	11	(8%)	31	(5%)	0	(0%)	42	(5%)
Communication	8	(6%)	20	(3%)	1	(1%)	29	(3%)
Computer and Information Science	3	(2%)	17	(3%)	6	(8%)	26	(3%)
Economics	2	(1%)	6	(1%)	7	(9%)	15	(2%)
Education Studies – Elementary Education	3	(2%)	26	(4%)	0	(0%)	29	(3%)
Education Studies – General	1	(1%)	5	(1%)	1	(1%)	7	(1%)
Education Studies – Middle Grades 5-9	0	(0%)	11	(2%)	0	(0%)	11	(1%)
Education Studies – Teaching and Curriculum with Certification	5	(4%)	18	(3%)	0	(0%)	23	(3%)
English	2	(1%)	42	(7%)	1	(1%)	45	(5%)
Foreign Languages								
French	1	(1%)	2	(**)	2	(3%)	5	(1%)
German	0	(0%)	2	(**)	2	(3%)	4	(**)
Spanish	2	(1%)	9	(1%)	1	(1%)	12	(1%)
History	3	(2%)	22	(3%)	1	(1%)	26	(3%)
Independent	2	(1%)	16	(3%)	2	(3%)	20	(2%)
Mathematics	4	(3%)	13	(2%)	7	(9%)	24	(3%)
Music	5	(4%)	18	(3%)	0	(0%)	23	(3%)
Nursing	4	(3%)	27	(4%)	6	(8%)	37	(4%)
Philosophy	1	(1%)	6	(1%)	0	(0%)	7	(1%)
Physical Education	5	(4%)	19	(3%)	2	(3%)	26	(3%)
Physics	1	(1%)	8	(1%)	3	(4%)	12	(1%)
Political Science	1	(1%)	12	(2%)	3	(4%)	16	(2%)
Psychology	6	(4%)	42	(7%)	4	(5%)	52	(6%)
Religion	0	(0%)	4	(1%)	0	(0%)	4	(**)
Sociology	7	(5%)	15	(2%)	1	(1%)	23	(3%)
Technology and Applied Design	6	(4%)	36	(6%)	4	(5%)	46	(5%)
Theatre	7	(5%)	20	(3%)	0	(0%)	27	(3%)
Women's and Gender Studies	3	(2%)	9	(1%)	1	(1%)	13	(2%)
<i>Undecided</i>	3	(2%)	8	(1%)	0	(0%)	11	(1%)
TOTAL	141	(100%)	638	(100%)	77	(100%)	856	(100%)

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

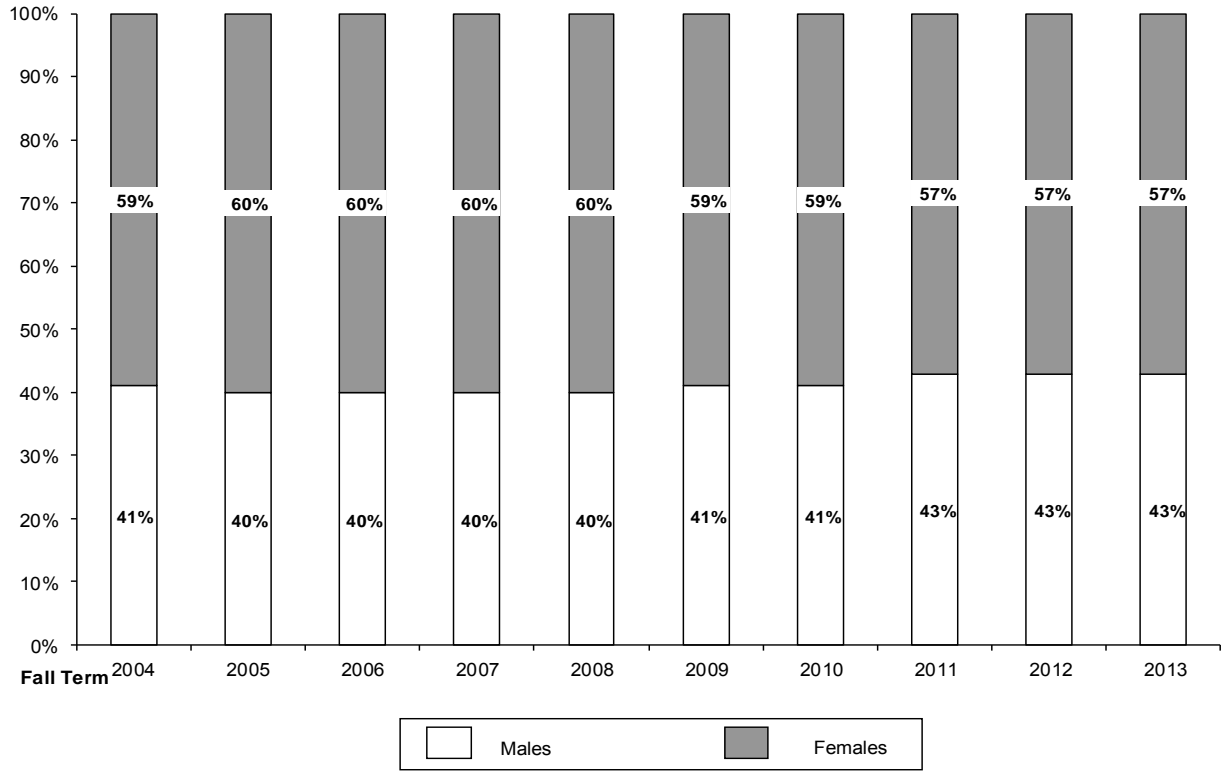
**Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 856 majors represent 785 junior and senior students enrolled in Fall 2013.

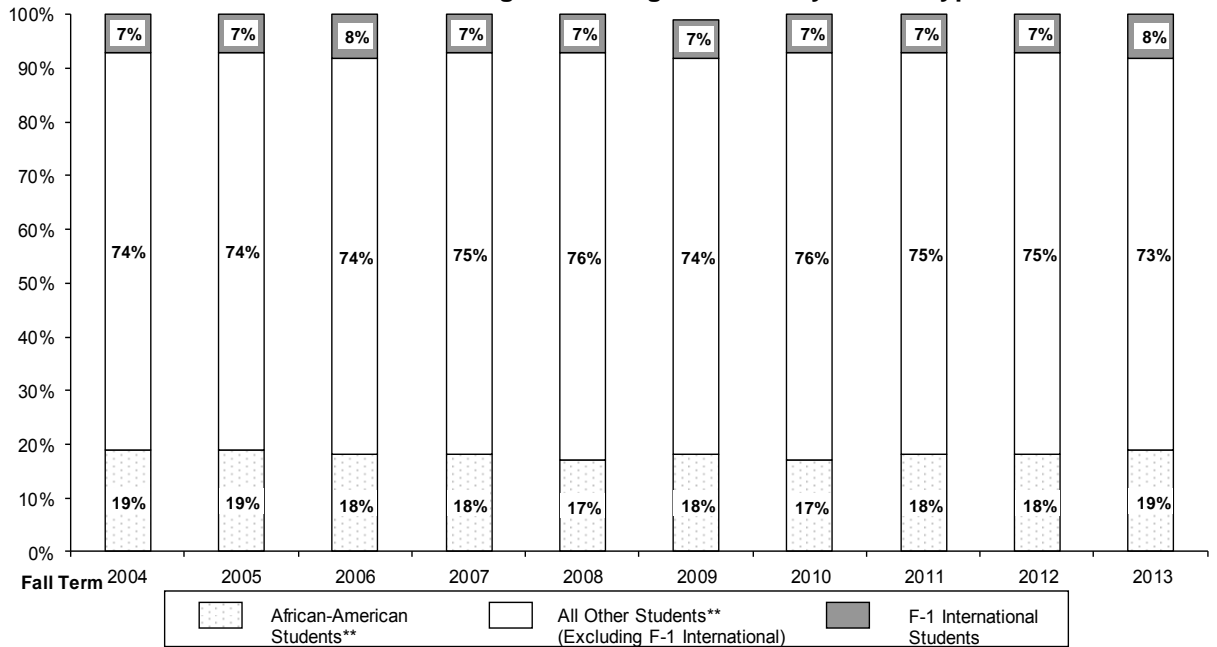
Compiled by: Office of Institutional Research and Assessment, September 2013.

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



Fall Enrollment of Degree-Seeking Students* by Cohort Type

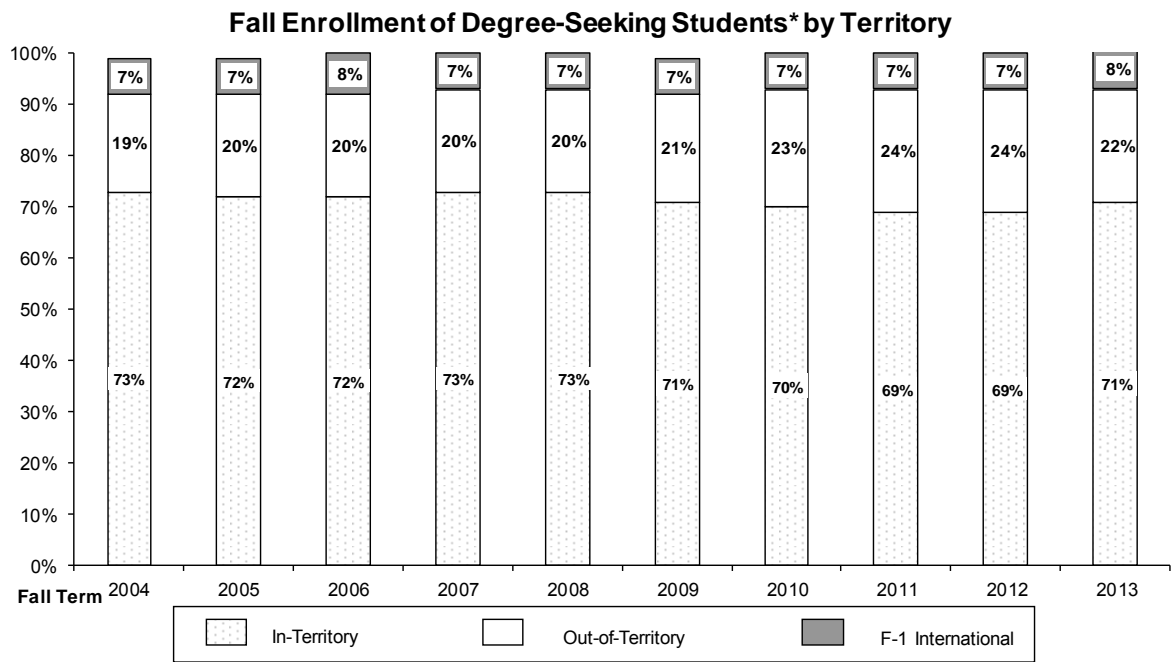


*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, October 2013

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2013

**SPRING ENROLLMENTS BY CLASSIFICATION
2009 - 2013**

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	338	319	350	334	306
First-Year Students	(3)	(1)	(4)	(1)	(1)
Other Freshmen**	(335)	(318)	(346)	(333)	(305)
Sophomore	324	287	342	380	360
Junior	291	322	318	361	396
Senior	<u>400</u>	<u>408</u>	<u>405</u>	<u>404</u>	<u>405</u>
TOTAL DEGREE-SEEKING STUDENTS	1,353	1,336	1,415	1,479	1,467
Berea Community School	27	24	17	25	23
Madison Southern High School	4	10	8	2	0
College Employee	4	3	3	0	3
Community (Special)	12	11	20	17	12
Transient/Exchange	<u>9</u>	<u>9</u>	<u>11</u>	<u>8</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	56	57	59	52	42
TOTAL HEADCOUNT	1,409	1,393	1,474	1,531	1,509

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

Definitions:

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.

Non-Degree-Seeking Classifications:

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 Associate Provost.

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

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

Source: Academic Services, October 2013

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Freshman	338	319	350	334	305
First-Year Students	(3)	(1)	(4)	(1)	(1)
Other Freshmen**	(335)	(318)	(346)	(333)	(304)
Sophomore	324	287	342	379	358
Junior	290	322	318	359	396
Senior	<u>398</u>	<u>408</u>	<u>401</u>	<u>402</u>	<u>402</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,350	1,336	1,411	1,474	1,461
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	2	0
Transient/Exchange	<u>7</u>	<u>8</u>	<u>11</u>	<u>7</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	7	8	11	9	3
TOTAL FULL-TIME STUDENTS	1,357	1,344	1,422	1,483	1,464
<hr/>					
<u>Part-Time Students</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Freshman	0	0	0	0	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	1	2
Junior	1	0	0	2	0
Senior	<u>2</u>	<u>0</u>	<u>4</u>	<u>2</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	3	0	4	5	6
Berea Community School	27	24	17	25	23
Madison Southern High School	4	10	8	2	0
College Employee	4	3	3	0	3
Community (Special)	12	11	20	15	12
Transient/Exchange	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	49	48	43	39
TOTAL PART-TIME STUDENTS	52	49	52	48	45
FTE Enrollment	1,379	1,362	1,443	1,504	1,484

**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.

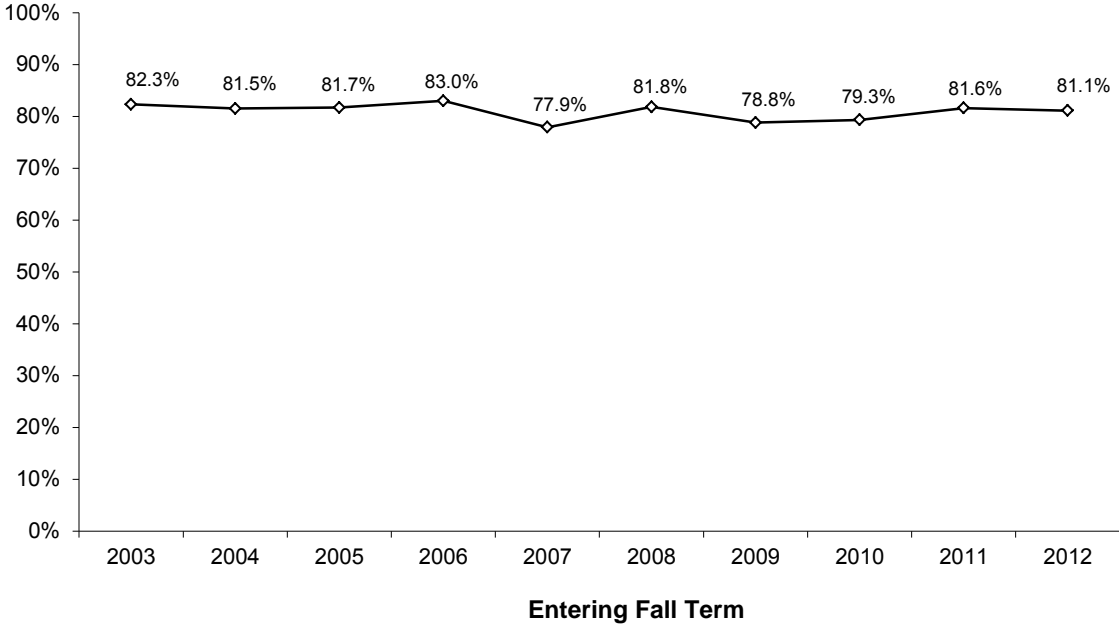
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. Our part-time enrollment of 45 students has an FTE of 19.5.

Student Retention and Graduation

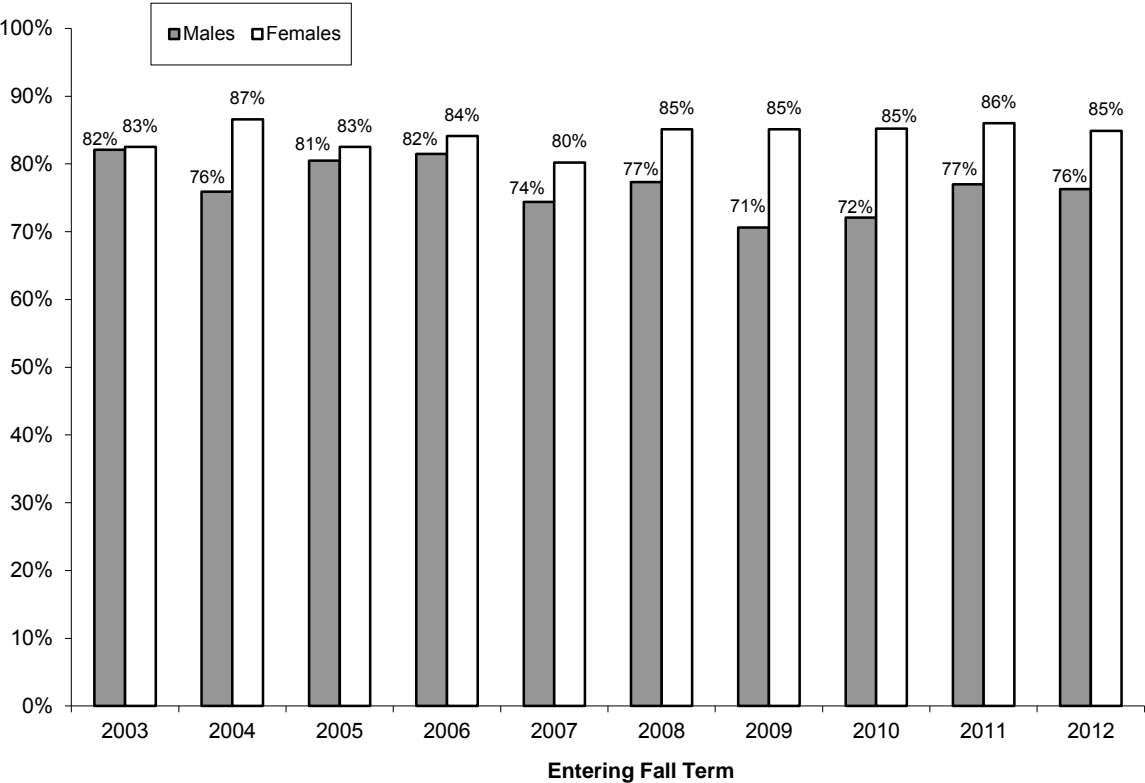
- First-to-Second Year Retention
 - All First-Year Students
 - by Gender
 - by Cohort Type
 - by Territory
 - by Cohort Type by Gender
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall-Term First-Year Students
- Graduation Rates for First-Year Students: 4, 5, and 6-year Trend Graphs
 - All First-Year Students
 - by Gender
 - by Cohort Type
 - by Territory
 - 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, Majors, and Minors
- Number of Majors Awarded to Graduates by Program
- Independent Majors
- Summary of Graduates' Majors with Concentrations
- Teacher Preparation; Number of Students Certified in Education
- 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)
- Majors Awarded to Graduates by Gender (Five-Year Summary)
- Majors Awarded to Graduates by Cohort Type
- Majors Awarded to Graduates by Gender (Five-Year History)
- Graduate Trends, 2003-2004 through 2012-2013
 - by Gender
 - by Cohort Type
 - by Territory

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



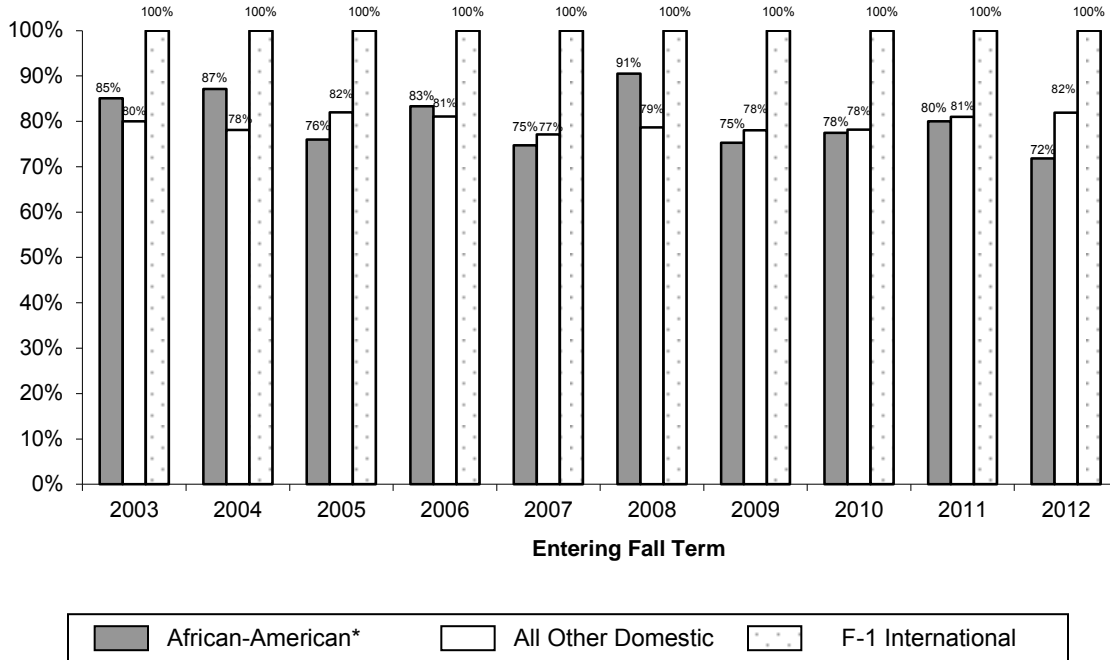
By Gender



Source: Office of Institutional Research and Assessment, October 2013

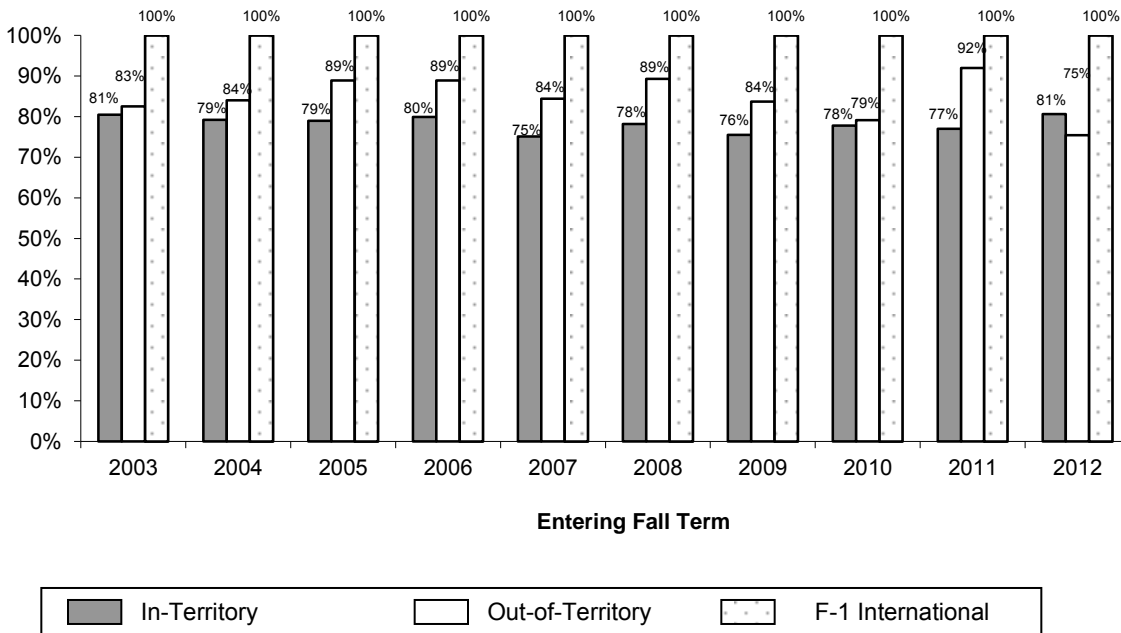
FIRST-TO-SECOND YEAR RETENTION, First-Year Students, continued

By Cohort Type



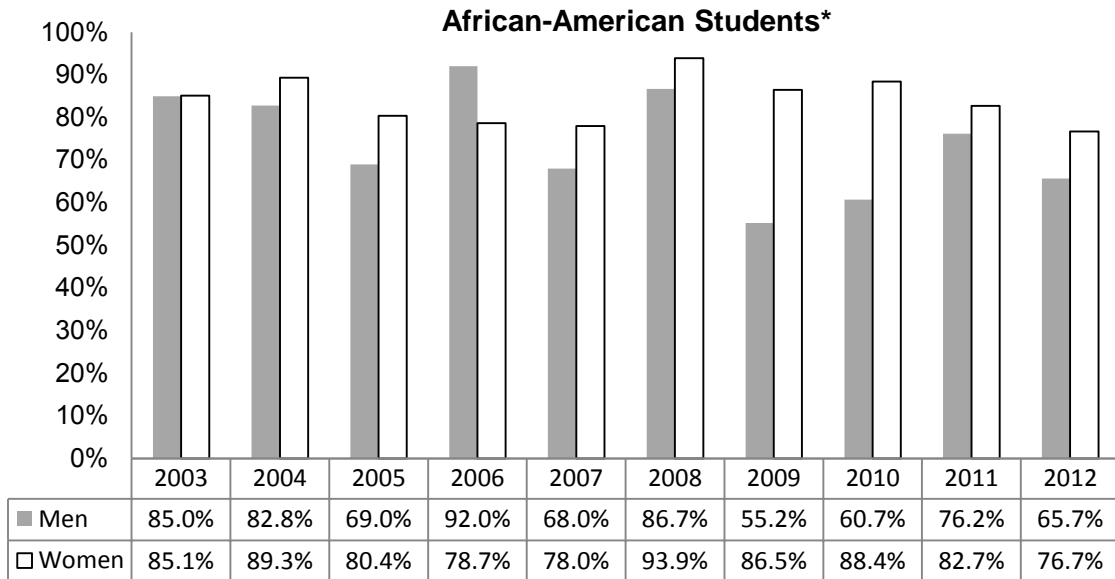
*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

By Territory

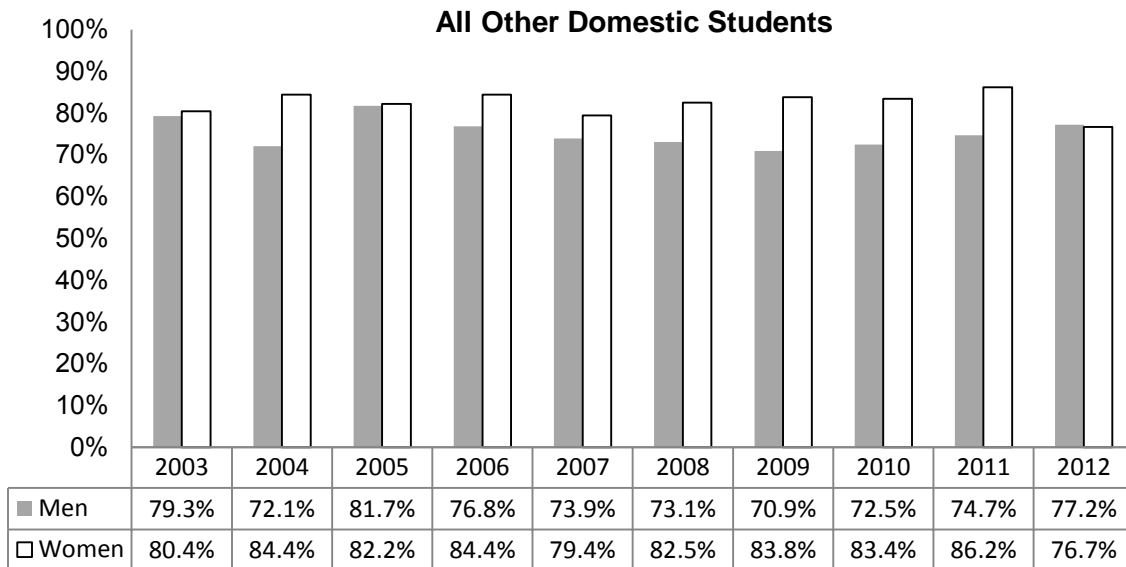


Source: Office of Institutional Research and Assessment, October 2013

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



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



NOTE: All International Students retained to the second year for years 2003 through 2012.

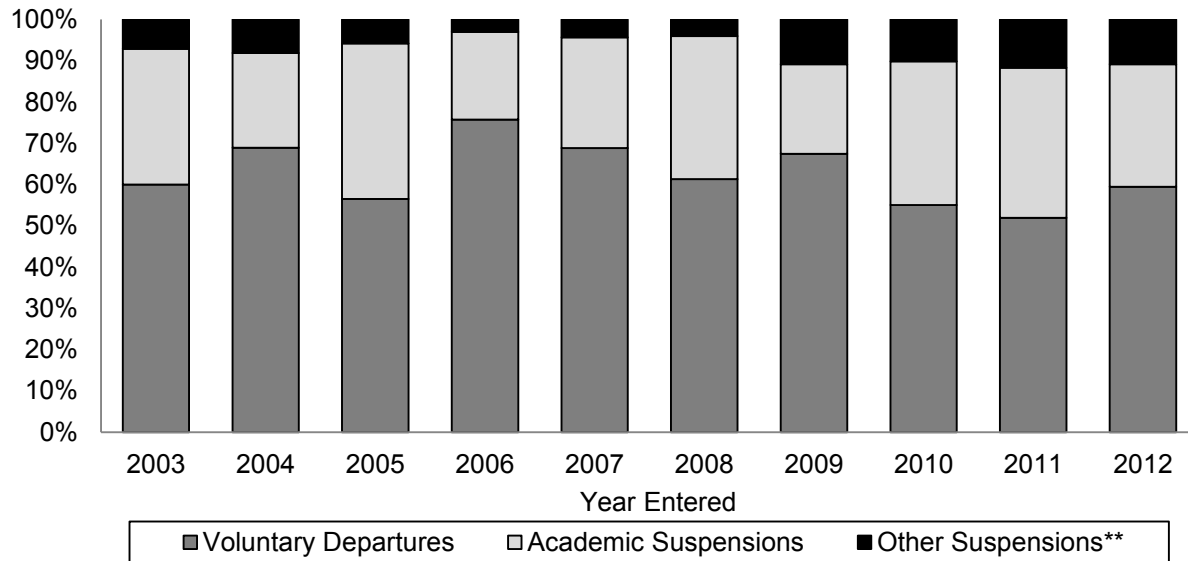
Source: Office of Institutional Research and Assessment, October 2013

FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2003-2012

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
2003	396	82.3%	70	23	5	42
2004	400	81.5	74	17	6	51
2005	378	81.7	69	26	4	39
2006	388	83.0	66	14	2	50
2007	420*	77.9	93	25	4	64
2008	413	81.8	75	26	3	46
2009	392	78.8	83	18	9	56
2010	429	79.3	89	31	9	49
2011	417*	81.6	77	28	9	40
2012	391	81.1	74	22	8	44

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

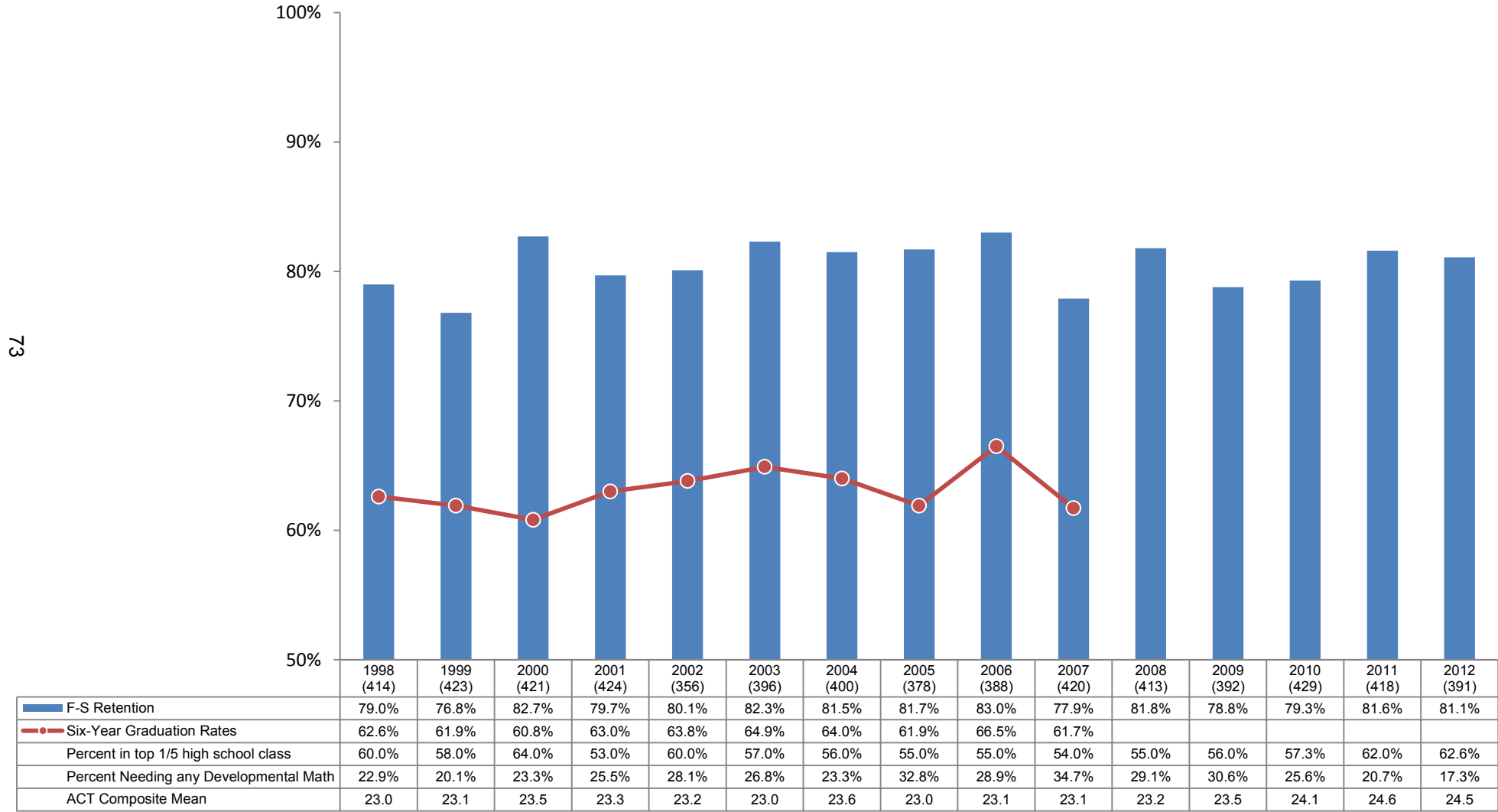


*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

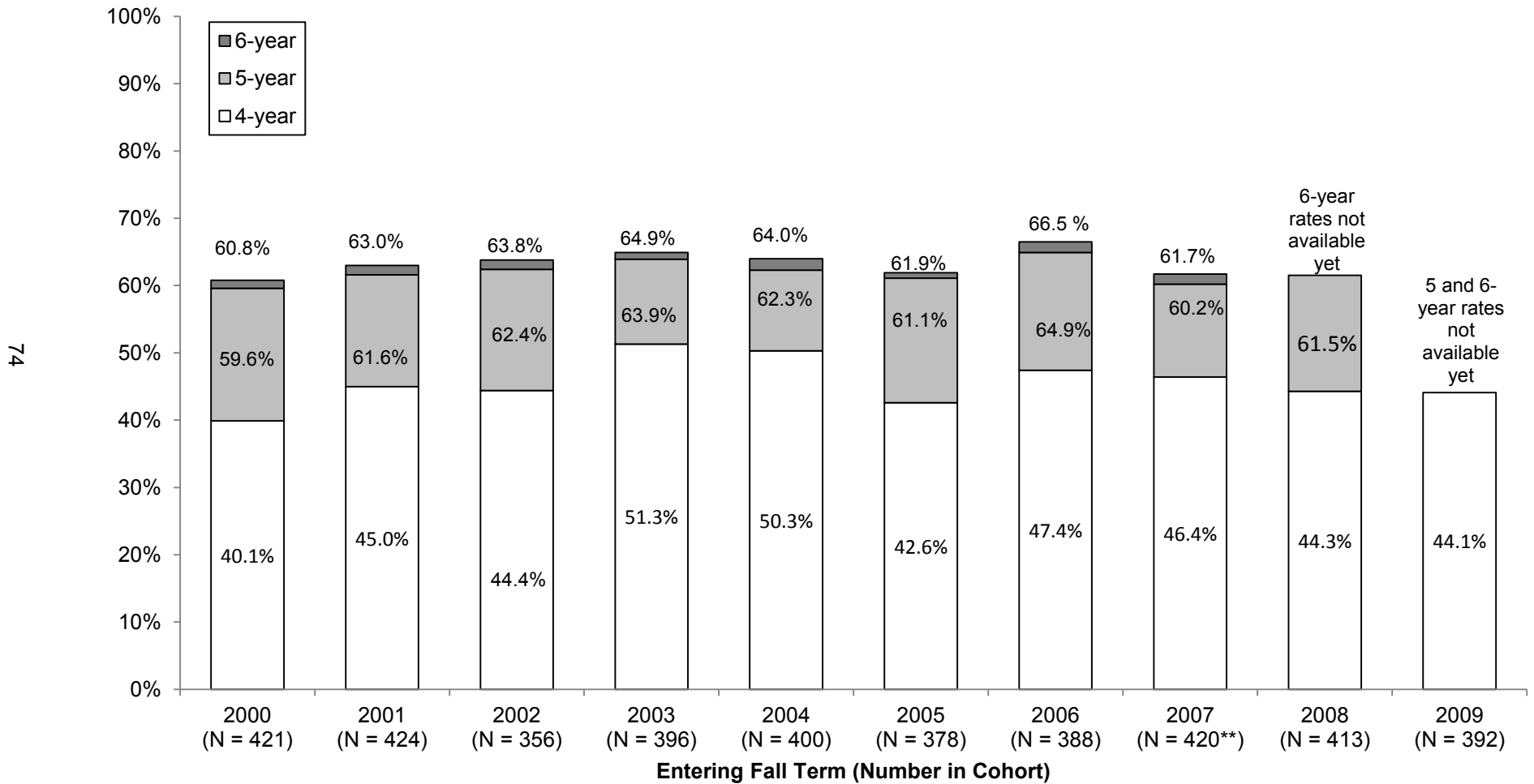
Source: Office of Institutional Research and Assessment, October 2013

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



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

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

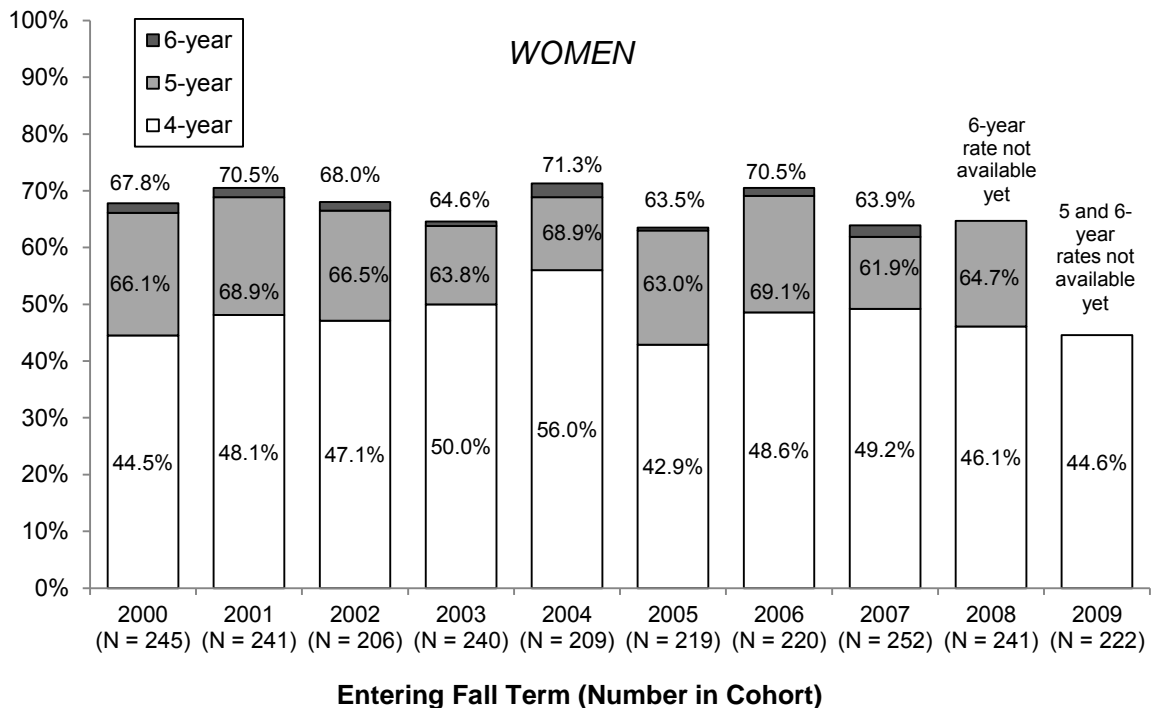
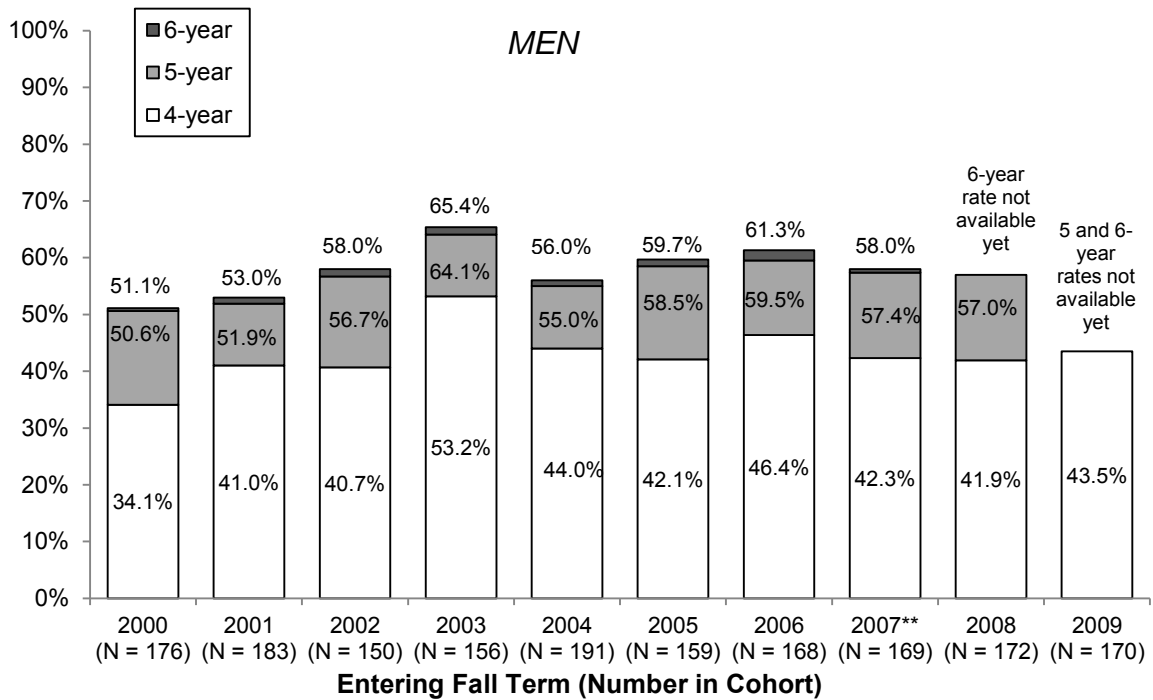


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2013.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY GENDER

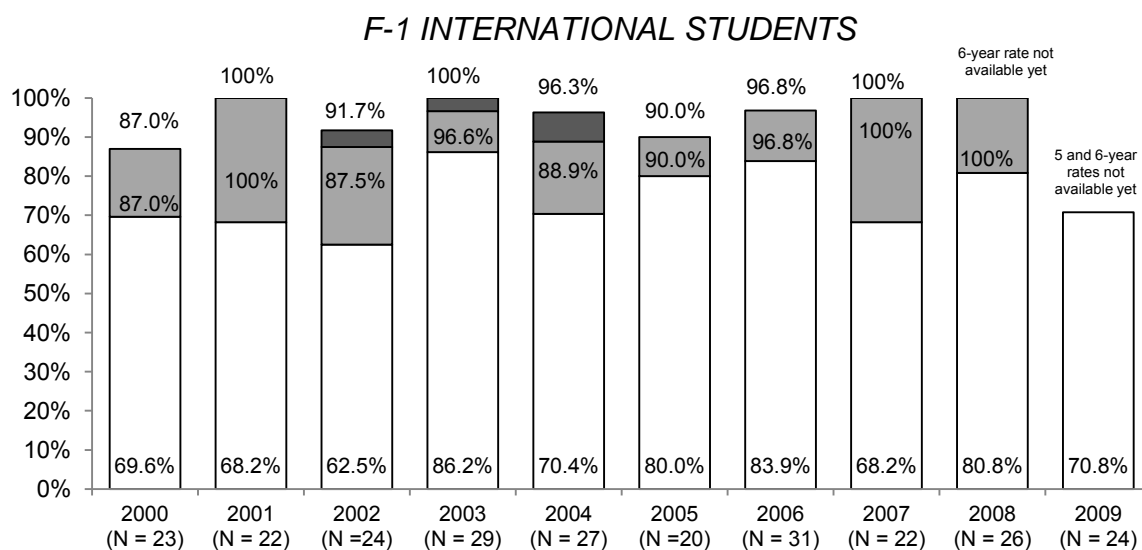
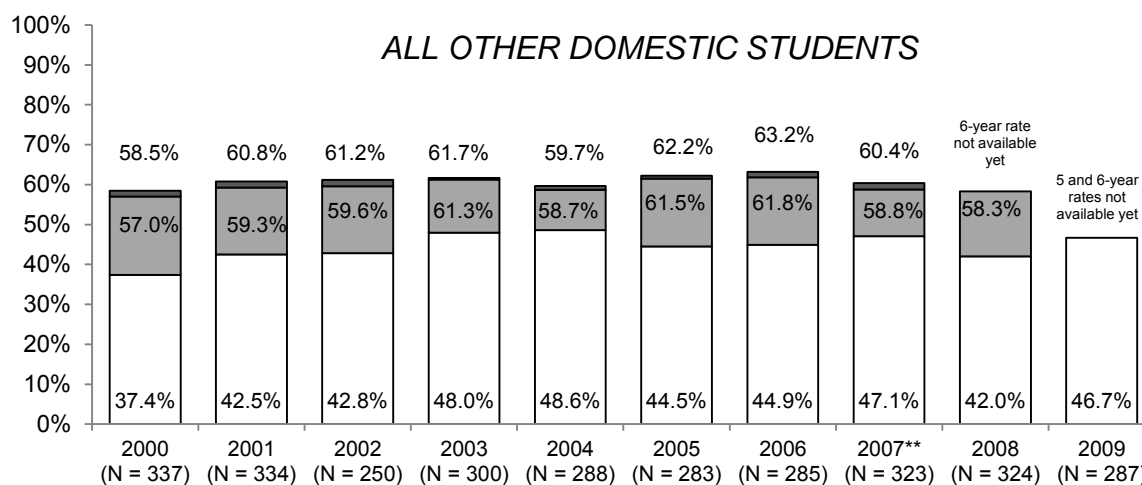
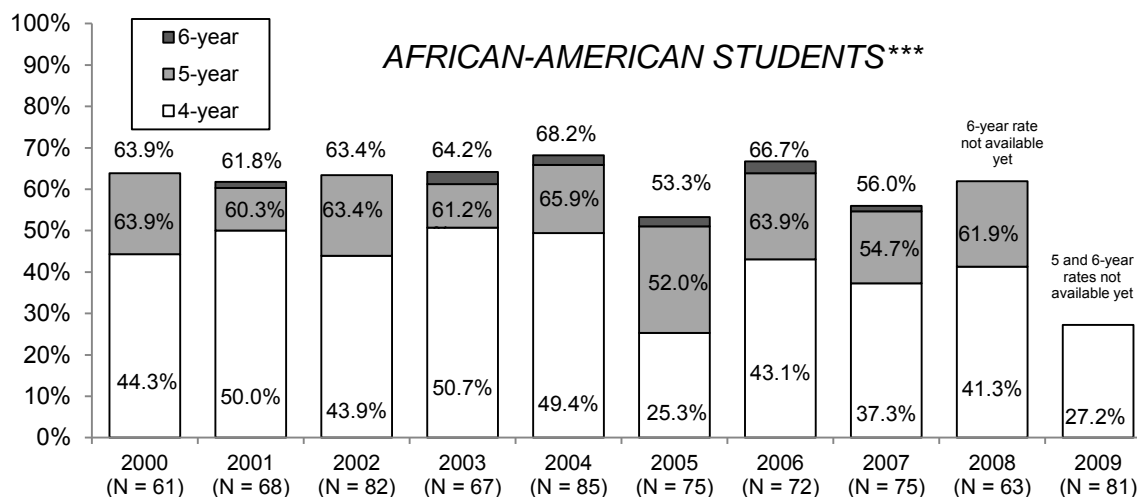


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2013

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

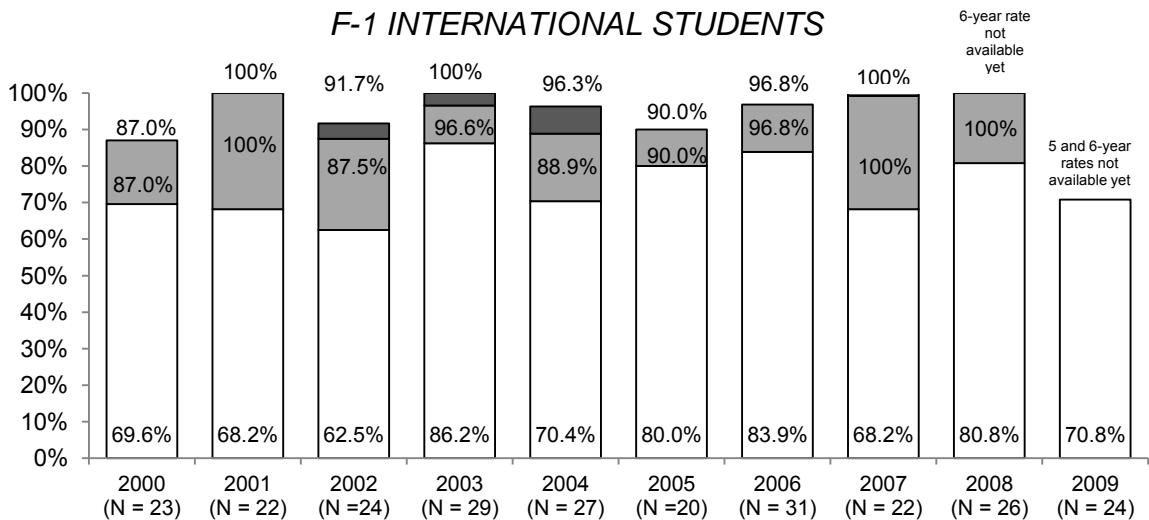
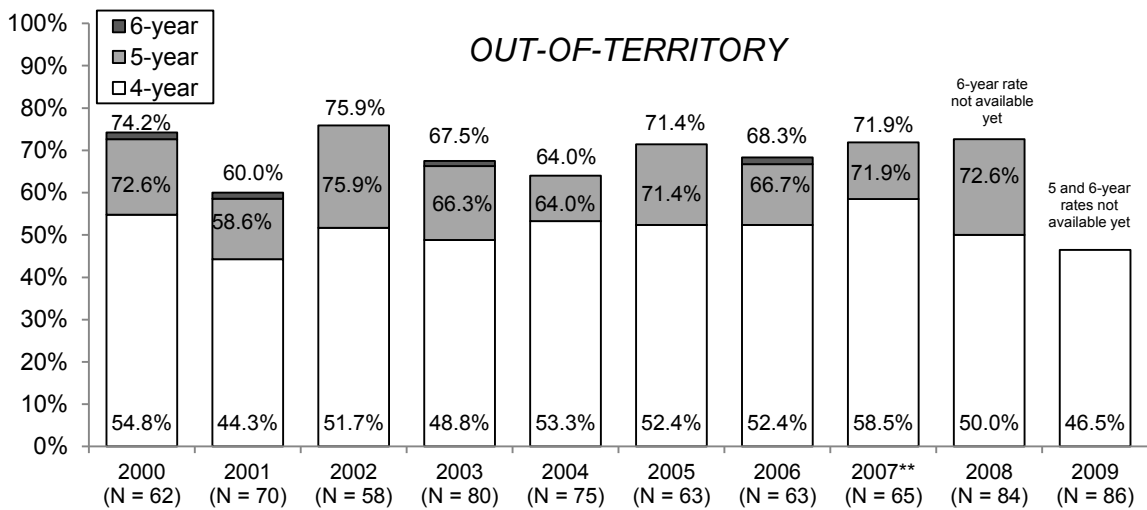
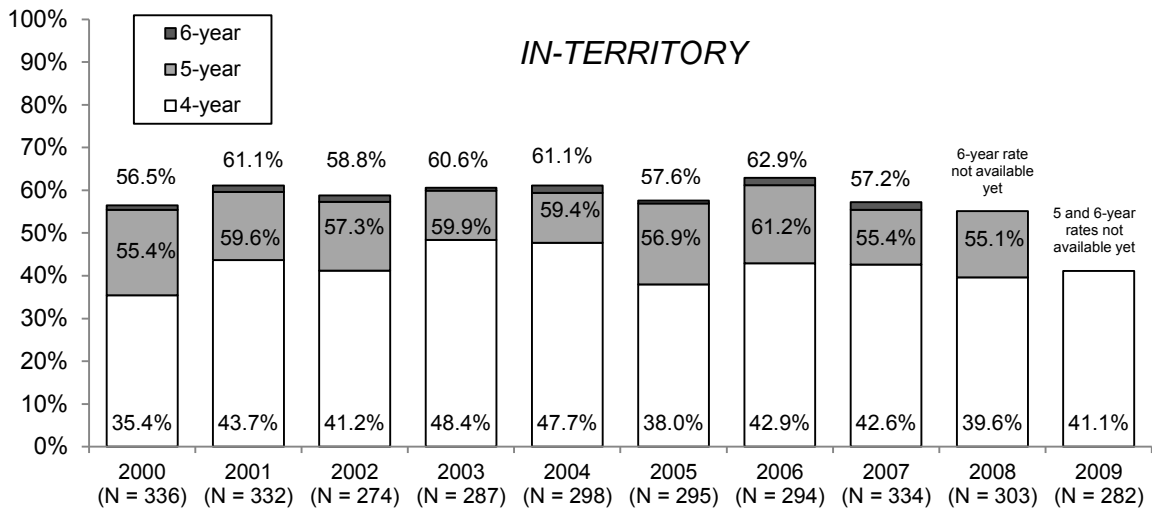


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

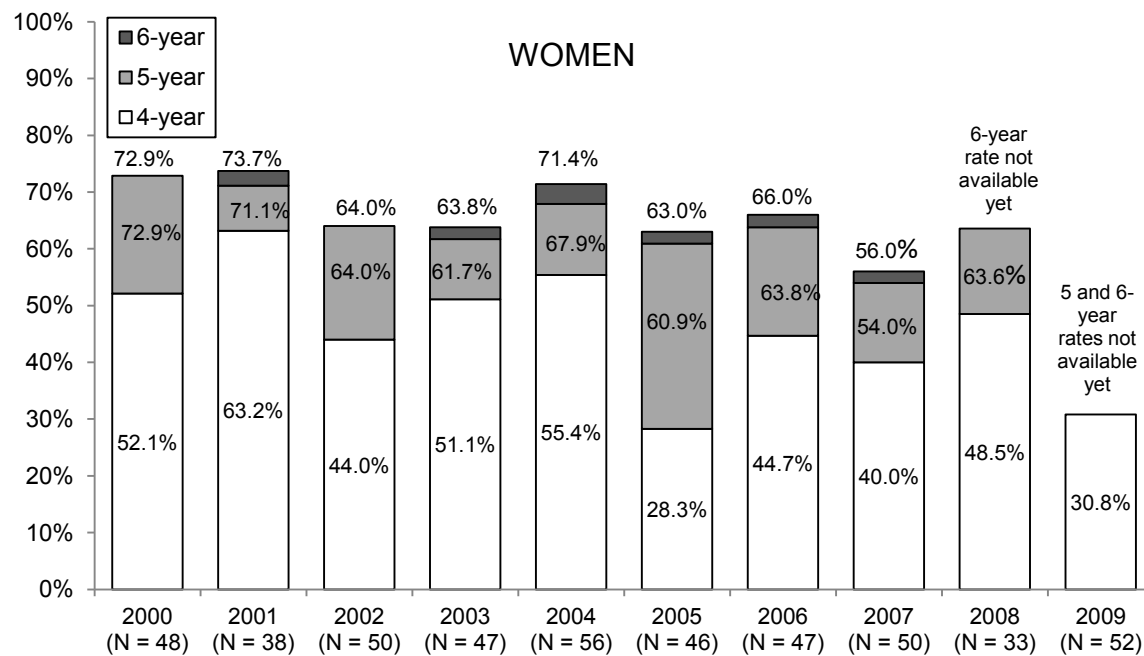
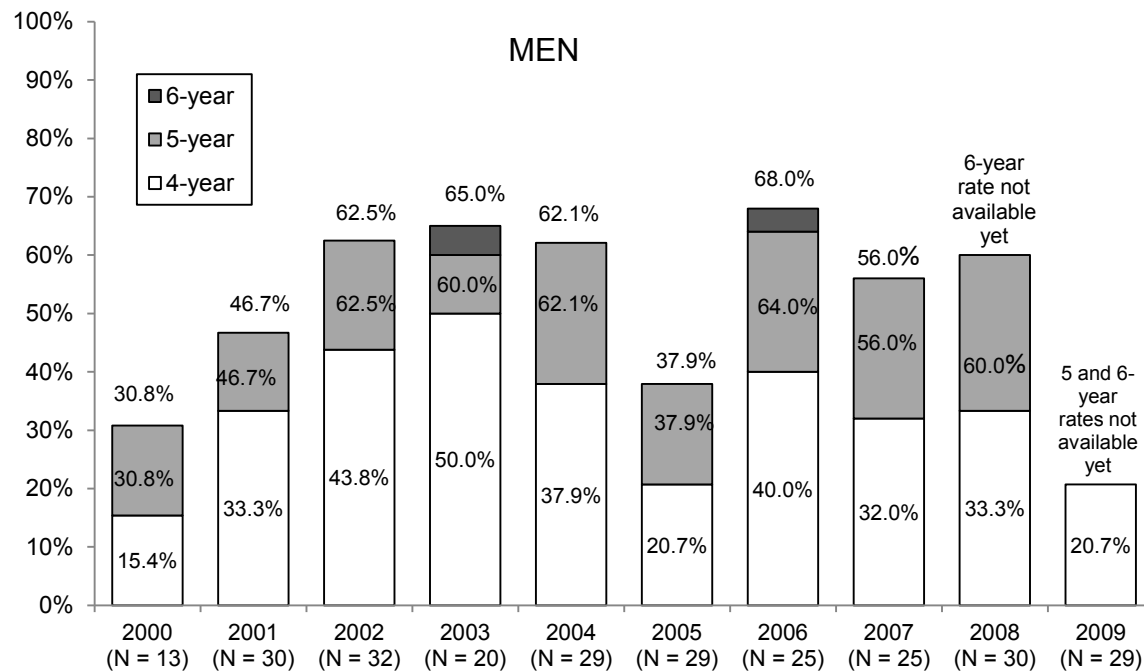


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2013

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



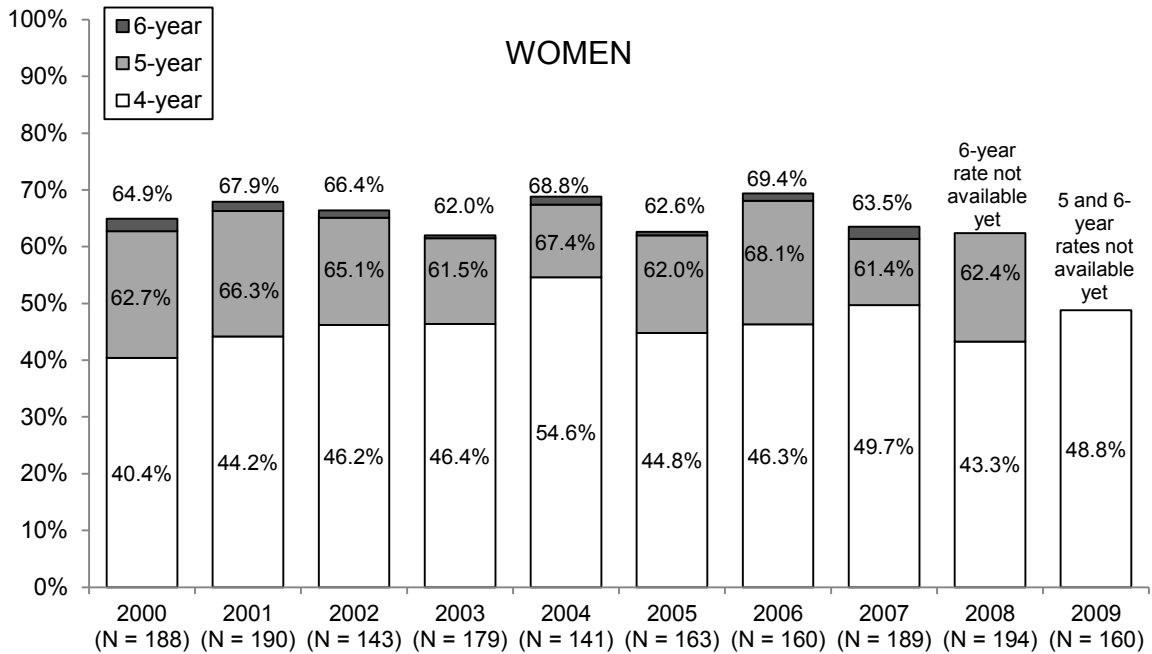
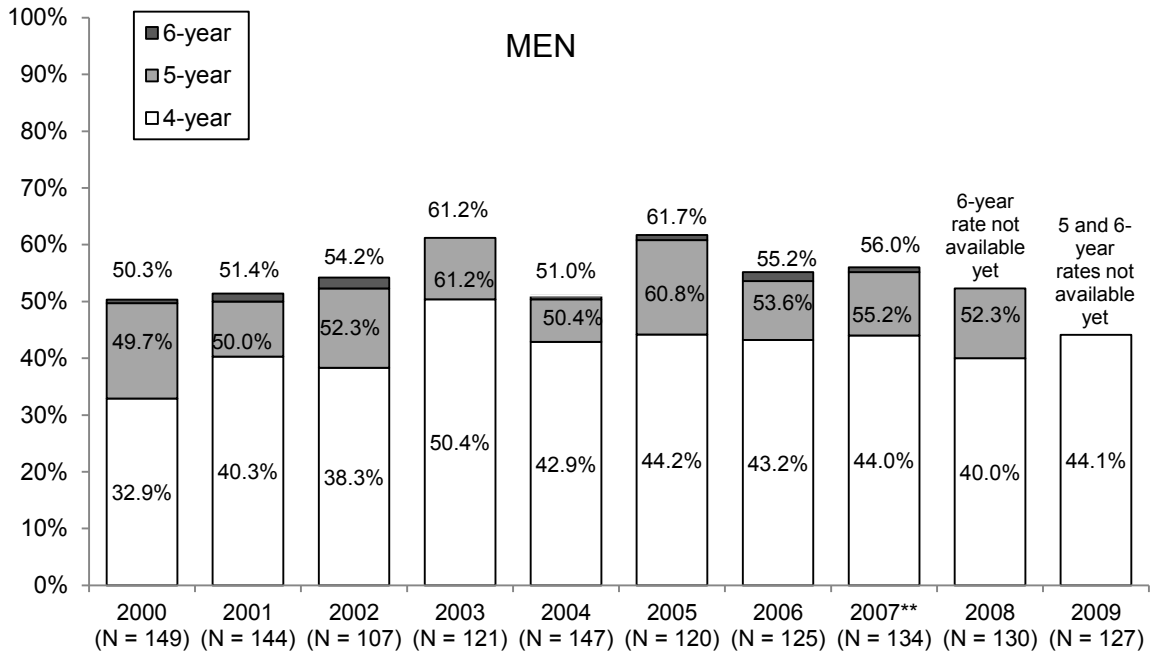
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2013

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

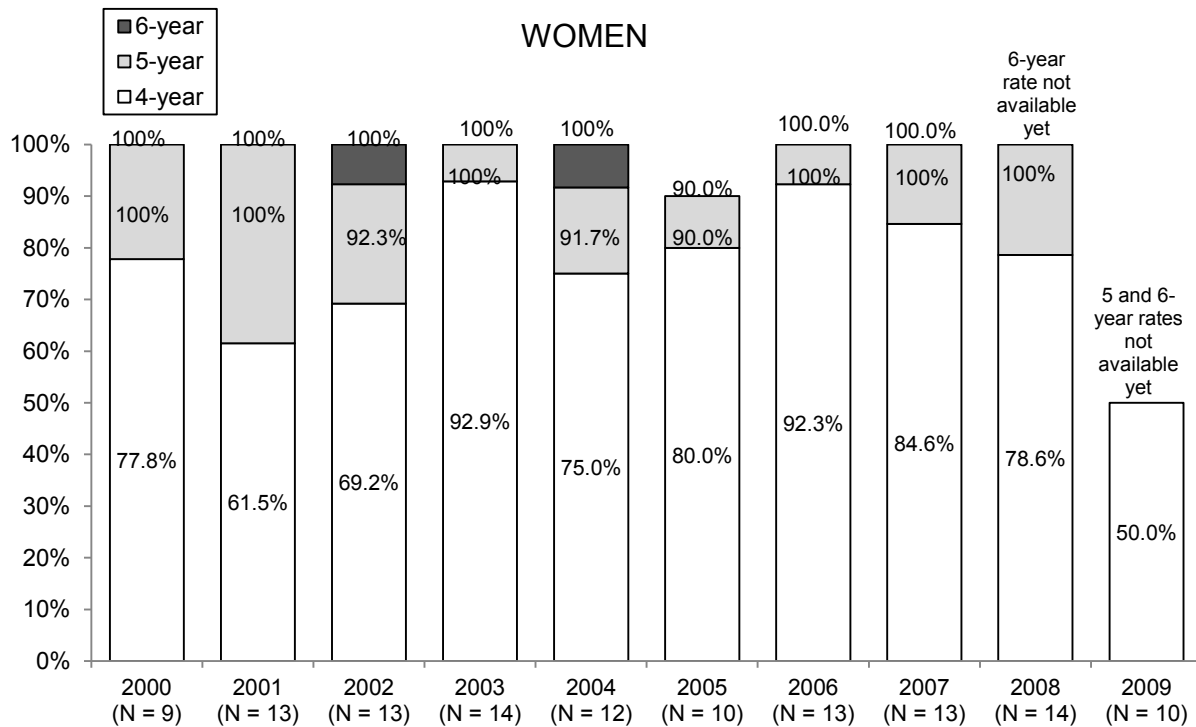
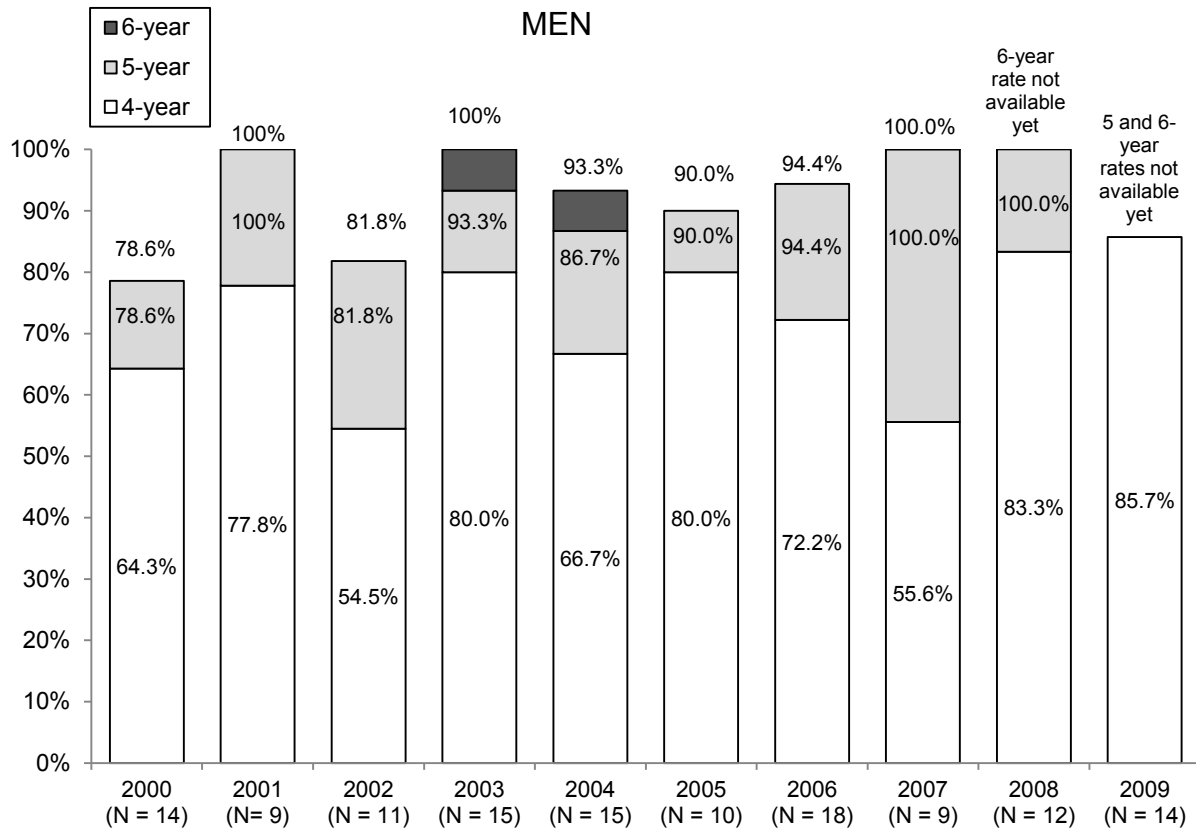


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2013

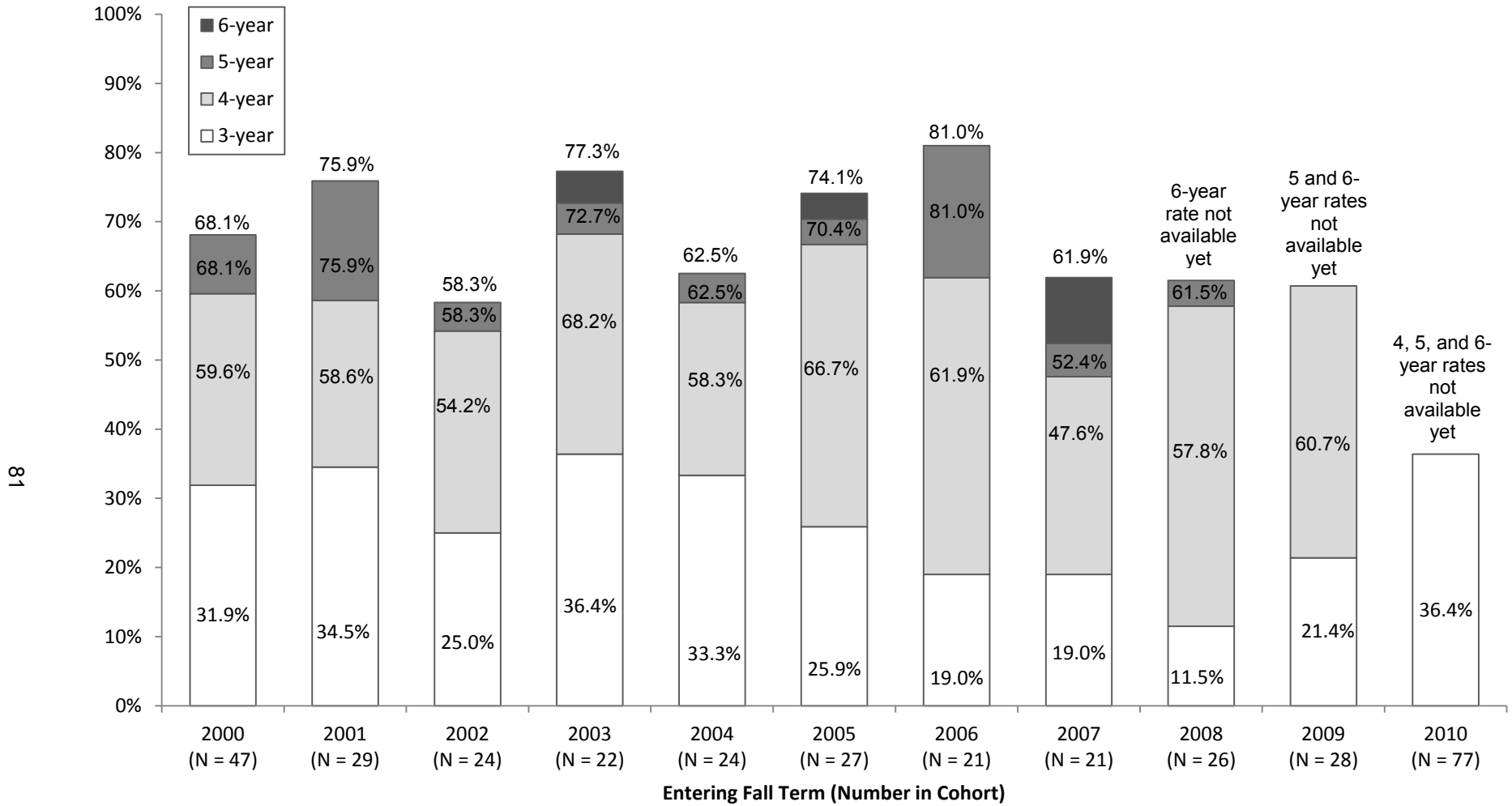
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY GENDER



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

Source: Office of Institutional Research and Assessment, September 2013

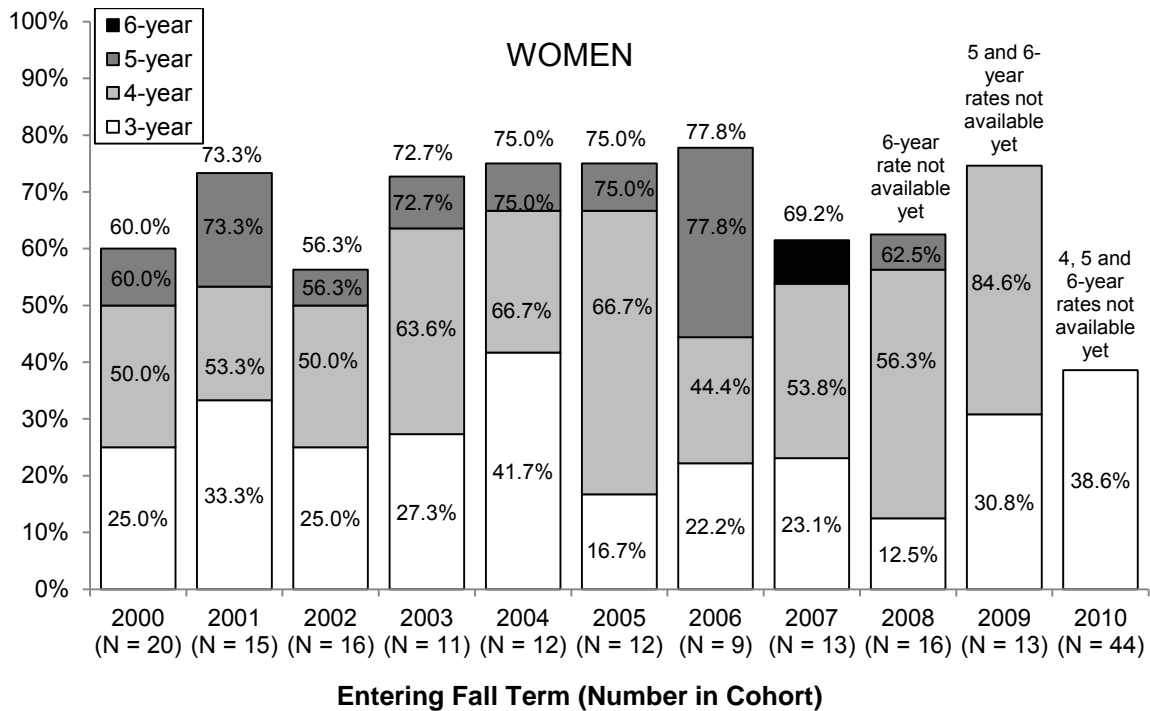
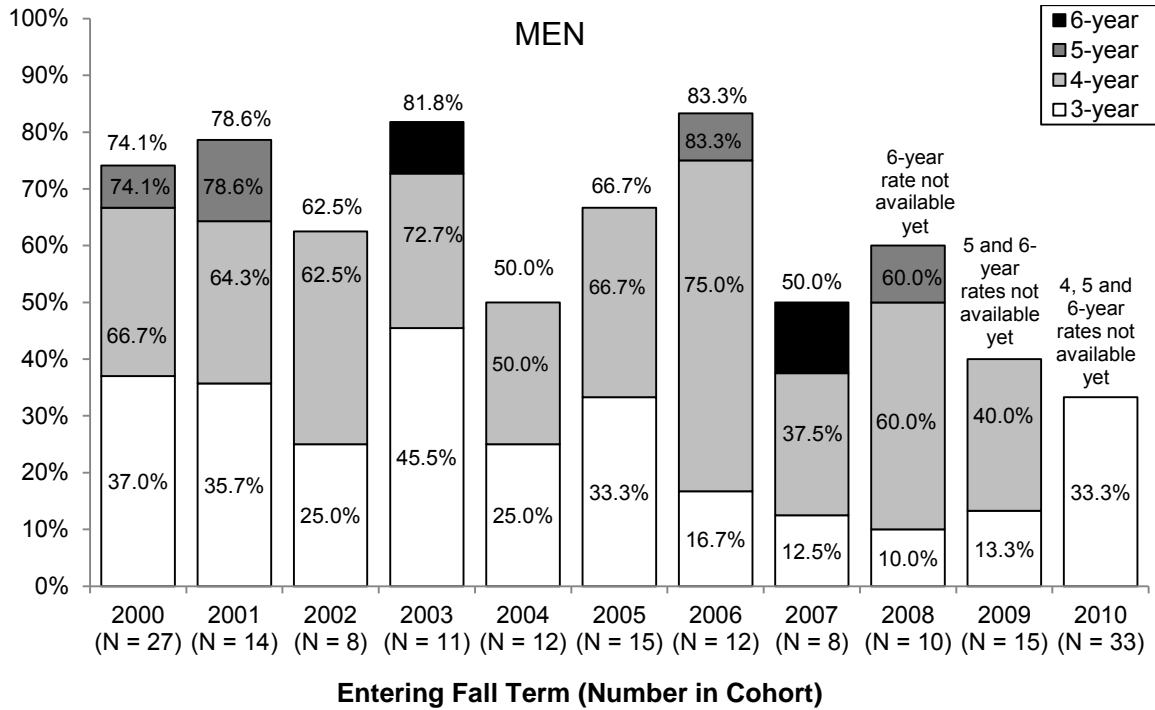
GRADUATION RATES* FOR TRANSFER STUDENTS



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

Source: Office of Institutional Research and Assessment, September 2013.

GRADUATION RATES* FOR TRANSFER STUDENTS BY GENDER



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

Source: Office of Institutional Research and Assessment, September 2013

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>Total</u>
Graduates (unduplicated headcount)	267	289	270	309	283	1,418
Degrees Conferred						
B.A.	197	225	213	231	225	1,091
B.S.	<u>70</u>	<u>69</u>	<u>60</u>	<u>82</u>	<u>59</u>	<u>340</u>
TOTAL	267	294	273	313	284	1,431
Majors (includes double degrees and double majors)	279	327	288	338	312	1,544
Minors (includes double minors)	73	64	73	85	61	356

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year. The 2012-2013 graduates can be broken down by:

September 2012 (26),
December 2012 (69), and
May 2013 (188).

Compiled by the Office of Institutional Research and Assessment, September 2013

NUMBER OF MAJORS* AWARDED TO GRADUATES Five-Year History

<u>Major Programs</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
African and African American Studies	3	2	3	3	4
Agriculture and Natural Resources	9	11	9	8	15
Applied Science and Mathematics	Available only as an independent major				
Art	18	9	10	18	11
Asian Studies	4	4	3	6	2
Biology	20	21	25	18	18
Business Administration	26	23	18	41	20
Chemistry	4	9	6	8	11
Child and Family Studies	18	19	20	22	22
Communication (formerly Speech Communication)	6	15	19	7	16
Computer and Information Science	3	9	6	7	6
Economics	4	7	0	3	5
Education Studies - General	6	5	7	9	11
Education – Middle Grades	0	2	1	5	3
Elementary Education	7	12	11	7	10
English	11	14	14	16	25
Foreign Languages	12	10	5	11	13
French	(2)	(1)	(0)	(1)	(2)
German	(4)	(2)	(3)	(3)	(2)
Spanish	(6)	(7)	(2)	(7)	(9)
History	12	9	7	11	14
Independent Major**	17	25	7	11	6
Mathematics	7	11	8	9	7
Music	4	11	10	7	4
Nursing	13	8	15	12	12
Philosophy	3	5	2	6	2
Physical Education	10	9	12	15	10
Physics	2	4	4	2	4
Political Science	8	5	7	11	6
Psychology	11	13	17	19	17
Religion	4	3	3	3	3
Sociology	5	7	5	11	11
Technology and Applied Design (formerly Technology and Industrial Arts)	22	27	18	21	12
Theatre	8	11	10	7	9
Women's and Gender Studies (formerly Women's Studies)	<u>2</u>	<u>7</u>	<u>5</u>	<u>3</u>	<u>2</u>
TOTALS*	279	327	288	338	312

*These are duplicative headcounts that include double degrees and double majors. Please see page 83 for an unduplicated headcount of graduates.

**See page 85 for a more complete description of independent majors.

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

Compiled by the Office of Institutional Research and Assessment, October 2013.

INDEPENDENT MAJORS* AWARDED TO GRADUATES

Academic Years 2008 - 2009 through 2012 - 2013

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 and Student Handbook'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.

2008 - 2009: 17 majors

Appalachian Studies (2)
 Child Care Management
 Classical Civilization
 Computer and Information Science
 Creative Expressions in Health Studies
 Ecological Building Design
 Gerontology Studies
 Graphic Design
 Health Promotion
 International Studies
 Middle Grades ED. With Certification in Science
 Peace and Social Justice Studies (4)
 Wilderness Leadership and Emergency Care

2009 - 2010: 25 majors

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

2010 - 2011: 7 majors

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

2011 - 2012: 11 majors

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

2012 - 2013: 6 majors

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

*Includes double degrees and double majors

Notes: These totals reflect majors from September 1 through July 1 of each academic year. The following major became a regular major and is no longer an independent major: Computer and Information Science.

Source: Office of Institutional Research and Assessment, September 2013

<http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Academics/The-Academic-Program/Majors-and-Minors/Independent-Major>

**SUMMARY OF GRADUATES' MAJORS*
WITH CONCENTRATIONS**

5 Year Summary: Academic Years 2008–09 through 2012–13

African and African American Studies.....	15		Foreign Languages, continued		
Agriculture and Natural Resources.....	52		German Education	1	
<i>General</i>	37		Spanish	30	
Sustainable Systems	15		Spanish Education	1	
Applied Science and Mathematics	3		History	53	
Art	66		<i>General</i>	49	
<i>General</i>	4	Included in concentration list is 1 additional concentration for a total of 67	Education	4	
Education	3		Independent**	66	
History	9		Mathematics	42	
Studio	51		<i>General</i>	40	
Asian Studies.....	19		Education	2	
Biology.....	102		Music	36	
<i>General</i>	65	Included in concentration list is 1 additional concentration for a total of 103	<i>General</i>	26	
Biomolecular, Cellular, and Systems	25		Education	1	
Education	1		Included in concentration list is 1 additional concentration for a total of 37	Edu - Instrumental	4
Field and Organismal	12			Edu - Vocal	2
Business Administration	128	Instrumental		3	
Accounting	52	Included in concentration list are 38 additional concentrations for a total of 166	Voice Performance	1	
Finance	47		Nursing	60	
Management	43		Philosophy.....	18	
Marketing	24		Physical Education	56	
Chemistry.....	38		<i>General</i>	38	
Child and Family Studies	101		Education	6	
Child Development	36	Included in concentration list are 10 additional concentrations for a total of 111	Exercise Science/ Sports Medicine	9	
Early Childhood Educ.	6		Wellness/Health Promotion	3	
Family and Consumer Sciences Education	1		Physics.....	16	
Family Studies	55		Political Science	37	
Food, Nutrition, and Culinary Science	3		Psychology	77	
Nutrition/Food Studies	10		Religion.....	16	
Communication (formerly Speech Communication)	63		<i>General</i>	2	
Computer and Information Science.....	31		Biblical Studies	9	
<i>General</i>	26		Religious Thought and Ethics	2	
Computer Science	5		World Religions	3	
Economics.....	19		Sociology.....	39	
<i>General</i>	13		<i>General</i>	38	
International Politics and Policy	3		Education	1	
Methods and Models	3		Technology and Applied Design (formerly Technology and Industrial Arts).....	105	
Education Studies.....	96		Artisan Studies	1	
<i>General</i>	38		Education	4	
Elementary P-5	47		Management	95	
Middle Grades 5-9	38		Theatre	45	
Elementary P-5	47		Women's and Gender Studies (formerly Women's Studies).....	19	
English	80		ALL MAJORS	1,544	
Education	9	Included in concentration list are 2 additional concentrations for a total of 82	(awarded to 1,418 graduates)		
Literature	28				
Writing	45				
Foreign Languages.....	51				
French	6				
German	13				

NOTE: In six of the majors with concentrations, there were 53 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.

**Please see page 85 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, October 2013

TEACHER PREPARATION

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

Berea College offers certification programs in:

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

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

NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Education Studies - General (no certification)	6	5	7	9	11
Education – Middle Grades	0	2	1	5	3
Elementary Education	7	12	11	7	10
<u>Teaching Certifications</u>					
Art	2	0	0	1	0
Biology	0	0	1	0	0
Child and Family Studies					
Early Childhood	2	1	0	1	2
Family Consumer Science	0	0	0	0	1
English	2	0	1	1	5
German	1	0	0	0	0
History	1	0	0	1	1
Mathematics	1	0	0	1	0
Music	1	1	0	3	1
Physical Education	0	1	3	0	2
Sociology	0	1	0	0	0
Spanish	1	0	0	0	0
Technology and Applied					
Design (formerly Technology and Industrial Arts)	<u>1</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>0</u>
TOTAL	25	23	26	30	36

Source: Berea College Catalog and Student Handbook, 2013-2014

<<http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Academics/Academic-Programs-and-Courses/Programs-of-Study/Education-Studies/Teacher-Preparation>>

Office of Institutional Research and Assessment, October 2013

SUMMARY OF MINORS* AWARDED TO GRADUATES
5 Year Summary: Academic Years 2008 – 09 through 2012 – 13

African and African American Studies	10	(2.8%)
Agriculture and Natural Resources	14	(3.9%)
Appalachian Studies	6	(1.7%)
Art History (added 2010 – 11)	10	(2.8%)
Asian Studies	11	(3.1%)
Broadcast Journalism (added 2012 – 13)	3	(0.8%)
Business Administration	71	(19.9%)
Communication/Speech Communication	9	(2.5%)
Computer Science	11	(3.1%)
Dance	10	(2.8%)
Economics	49	(13.8%)
French	12	(3.4%)
German	8	(2.2%)
Health	20	(5.6%)
Health Teaching Minor	2	(0.6%)
History	18	(5.1%)
Latin	6	(1.7%)
Music	5	(1.4%)
Peace and Social Justice Studies	14	(3.9%)
Philosophy	11	(3.1%)
Physics	1	(0.3%)
Political Science	6	(1.7%)
Religion	3	(0.8%)
Sociology	2	(0.6%)
Spanish	21	(5.9%)
Sustainability and Environmental Studies	12	(3.4%)
Women's and Gender Studies/Women's Studies	<u>11</u>	<u>(3.1%)</u>
TOTAL	356	(100.0%)

*This is a duplicative headcount that includes double minors. The 356 minors were awarded to 334 graduates. The 334 graduates who received a minor represent 24% of the 1,418 graduates during this five-year time period.

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

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

<u>Minors</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
African and African American Studies	1	1	5	0	3
Agriculture and Natural Resources	0	1	3	5	5
Appalachian Studies	3	0	0	2	1
Art History	n/a	n/a	1	7	2
Asian Studies	3	2	4	0	2
Broadcast Journalism	n/a	n/a	n/a	n/a	3
Business Administration	17	17	14	14	9
Communication/Speech Communication	0	2	2	2	2
Computer Science	1	3	3	1	4
Dance	3	3	2	2	0
Economics	11	9	9	14	6
French	2	3	4	3	0
German	6	0	1	0	1
Health	5	5	5	1	4
Health Teaching	0	0	1	0	1
History	6	1	3	5	3
Latin	0	1	1	3	1
Music	0	1	1	2	1
Peace and Social Justice Studies	1	2	4	4	3
Philosophy	5	0	3	2	1
Physics	0	0	0	1	0
Political Science	0	2	1	2	1
Religion	1	1	1	0	0
Sociology	0	2	0	0	0
Spanish	1	4	2	8	6
Sustainability and Environmental Studies	5	1	0	4	2
Women's Studies	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>0</u>
TOTAL	73	64	73	85	61

*These are duplicative headcounts that include double minors.

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

Compiled by the Office of Institutional Research and Assessment, October 2013

MINORS* AWARDED TO GRADUATES BY GENDER 5 Year History

Minors	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	1	1	0	1	1	2	3	5	0	0	0	2	1	3
Agriculture and Natural Resources	0	0	0	1	0	1	0	3	3	3	2	5	3	2	5
Appalachian Studies	0	3	3	0	0	0	0	0	0	1	1	2	0	1	1
Art History	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	2	5	7	0	2	2
Asian Studies	2	1	3	1	1	2	1	3	4	0	0	0	1	1	2
Broadcast Journalism	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	2	3
Business Administration	12	5	17	13	4	17	9	5	14	8	6	14	7	2	9
Communication/Speech Communication	0	0	0	2	1	3	0	2	2	2	0	2	1	1	2
Computer Science	0	1	1	1	1	2	2	1	3	1	0	1	3	1	4
Dance	1	2	3	0	3	3	0	2	2	0	2	2	0	0	0
Economics	8	3	11	4	5	9	3	6	9	12	2	14	3	3	6
French	1	1	2	0	3	3	0	4	4	1	2	3	0	0	0
German	2	4	6	0	0	0	0	1	1	0	0	0	1	0	1
Health	0	5	5	0	5	5	3	2	5	1	0	1	0	4	4
Health Teaching	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1
History	4	2	6	1	0	1	0	3	3	3	2	5	1	2	3
Latin	0	0	0	0	1	1	0	1	1	0	3	3	0	1	1
Music	0	0	0	1	0	1	0	1	1	0	2	2	0	1	1
Peace and Social Justice Studies	1	0	1	0	2	2	0	4	4	1	3	4	0	3	3
Philosophy	2	3	5	0	0	0	0	3	3	2	0	2	1	0	1
Physics	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Political Science	0	0	0	0	2	2	1	0	1	0	2	2	0	1	1
Religion	1	0	1	1	0	1	1	0	1	0	0	0	0	0	0
Sociology	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0
Spanish	0	1	1	2	2	4	0	2	2	2	6	8	1	5	6
Sustainability and Environmental Studies	3	2	5	0	1	1	0	0	0	1	3	4	1	1	2
Women's Studies	0	2	2	1	2	3	0	3	3	0	3	3	0	0	0
TOTAL	37	36	73	28	36	64	23	50	73	40	45	85	26	35	61

* These are duplicate headcounts that include double minors.

NOTE: These totals reflect minors from September 1 through July 1 of each year.

MAJORS* AWARDED TO GRADUATES BY GENDER 5 Year Summary

Academic Years
2008-2009 through 2012-2013

	Males		Females		Total	
	N	%	N	%	N	% of Grand Total
African and African American Studies	5	33%	10	67%	15	1.0%
Agriculture and Natural Resources	24	46%	28	54%	52	3.4%
Applied Science and Mathematics (first grad: 2010-11)	2	67%	1	33%	3	0.2%
Art	18	27%	48	73%	66	4.3%
Asian Studies	11	58%	8	42%	19	1.2%
Biology	27	26%	75	74%	102	6.6%
Business Administration	65	51%	63	49%	128	8.3%
Chemistry	18	47%	20	53%	38	2.5%
Child and Family Studies	11	11%	90	89%	101	6.5%
Communication (2011-12)/ Speech Communication	26	41%	37	59%	63	4.1%
Computer and Information Science	30	97%	1	3%	31	2.0%
Economics	9	47%	10	53%	19	1.2%
Education Studies						
General	11	29%	27	71%	38	2.5%
Elementary Education	4	9%	43	91%	47	3.0%
Middle Grades Education	5	45%	6	55%	11	0.7%
English	27	34%	53	66%	80	5.2%
Foreign Languages						
French	0	0%	6	100%	6	0.4%
German	5	36%	9	64%	14	0.9%
Spanish	5	16%	26	84%	31	2.0%
History	26	49%	27	51%	53	3.4%
Independent**	21	32%	45	68%	66	4.3%
Mathematics	27	64%	15	36%	42	2.7%
Music	18	50%	18	50%	36	2.3%
Nursing	8	13%	52	87%	60	3.9%
Philosophy	12	67%	6	33%	18	1.2%
Physical Education	28	50%	28	50%	56	3.6%
Physics	14	88%	2	13%	16	1.0%
Political Science	22	59%	15	41%	37	2.4%
Psychology	18	23%	59	77%	77	5.0%
Religion	12	75%	4	25%	16	1.0%
Sociology	7	18%	32	82%	39	2.5%
Technology and Applied Design (2012-13) / Technology and Industrial Arts	79	79%	21	21%	100	6.5%
Theatre	17	38%	28	62%	45	2.9%
Women's and Gender Studies (2011-12)/ Women's studies	<u>0</u>	0%	<u>19</u>	100%	<u>19</u>	<u>1.2%</u>
GRAND TOTAL*	612	40%	932	60%	1,544	100.0%

* These are duplicative headcounts that include double degrees and double majors. The 1,544 majors represent 1,418 graduates during this five-year time period.

**Please see page 85 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, September 2013

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
5 Year Summary: Academic Years 2008 - 2009 through 2012 - 2013

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	14	(93%)	1	(7%)	0	(0%)	15	(1.0%)
Agriculture and Natural Resources	0	(0%)	52	(100%)	0	(0%)	52	(3.4%)
Applied Science and Mathematics (first grad: 10 - 11)	1	(33%)	1	(33%)	1	(33%)	3	(0.2%)
Art	4	(6%)	60	(91%)	2	(3%)	66	(4.3%)
Asian Studies	2	(11%)	17	(89%)	0	(0%)	19	(1.2%)
Biology	20	(20%)	75	(74%)	7	(7%)	102	(6.6%)
Business Administration	16	(13%)	72	(56%)	40	(31%)	128	(8.3%)
Chemistry	4	(11%)	23	(61%)	11	(29%)	38	(2.5%)
Child and Family Studies	18	(18%)	81	(80%)	2	(2%)	101	(6.5%)
Communication (11-12)/Speech Communication	23	(37%)	38	(60%)	2	(3%)	63	(4.1%)
Computer and Information Science	0	(0%)	25	(81%)	6	(19%)	31	(2.0%)
Economics	1	(5%)	4	(21%)	14	(74%)	19	(1.2%)
Education Studies								
General	11	(29%)	25	(66%)	2	(5%)	38	(2.5%)
Elementary Education Certification	8	(17%)	38	(81%)	1	(2%)	47	(3.0%)
Middle Grades Education Certification	1	(9%)	10	(91%)	0	(0%)	11	(0.7%)
English	10	(13%)	70	(88%)	0	(0%)	80	(5.2%)
Foreign Languages								
French	0	(0%)	5	(83%)	1	(17%)	6	(0.4%)
German	1	(7%)	10	(71%)	3	(21%)	14	(0.9%)
Spanish	5	(16%)	26	(84%)	0	(0%)	31	(2.0%)
History	5	(9%)	48	(91%)	0	(0%)	53	(3.4%)
Independent***	6	(9%)	56	(85%)	4	(6%)	66	(4.3%)
Mathematics	2	(5%)	18	(43%)	22	(52%)	42	(2.7%)
Music	5	(14%)	30	(83%)	1	(3%)	36	(2.3%)
Nursing	8	(13%)	41	(68%)	11	(18%)	60	(3.9%)
Philosophy	3	(17%)	15	(83%)	0	(0%)	18	(1.2%)
Physical Education	13	(23%)	42	(75%)	1	(2%)	56	(3.6%)
Physics	2	(13%)	7	(44%)	7	(44%)	16	(1.0%)
Political Science	5	(14%)	25	(68%)	7	(19%)	37	(2.4%)
Psychology	9	(12%)	61	(79%)	7	(9%)	77	(5.0%)
Religion	1	(6%)	15	(94%)	0	(0%)	16	(1.0%)
Sociology	8	(21%)	30	(77%)	1	(3%)	39	(2.5%)
Technology and Applied Design (12-13)/								
Technology and Industrial Arts	23	(23%)	75	(75%)	2	(2%)	100	(6.5%)
Theatre	15	(33%)	29	(64%)	1	(2%)	45	(2.9%)
Women's and General Studies (11-12)/Women's Std.	5	(26%)	14	(74%)	0	(0%)	19	(1.2%)
TOTAL*	249	(16%)	1,139	(74%)	156	(10%)	1,544	(100%)

* These are duplicative headcounts that include double degrees and double majors. The 1,544 majors represent 1,418 graduates during this five-year time period.

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

***Please see page 85 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, September 2013.

MAJORS* AWARDED TO GRADUATES BY GENDER 5 Year History

Major Programs	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	3	3	1	1	2	2	1	3	1	2	3	1	3	4
Agriculture and Natural Resources	4	5	9	5	6	11	4	5	9	3	5	8	8	7	15
Applied Science/Mathematics							1	0	1	1	0	1	0	1	1
Art	3	15	18	1	8	9	2	8	10	7	11	18	5	6	11
Asian Studies	4	0	4	1	3	4	1	2	3	3	3	6	2	0	2
Biology	5	15	20	2	19	21	7	18	25	6	12	18	7	11	18
Business Administration	13	13	26	11	12	23	8	10	18	21	20	41	12	8	20
Chemistry	2	2	4	5	4	9	4	2	6	1	7	8	6	5	11
Child and Family Studies	2	16	18	2	17	19	5	15	20	2	20	22	0	22	22
Communication**	2	4	6	7	8	15	9	10	19	3	4	7	5	11	16
Computer and Information Science	3	0	3	9	0	9	5	1	6	7	0	7	6	0	6
Economics	1	3	4	4	3	7	0	0	0	2	1	3	2	3	5
Education Studies															
General	3	3	6	2	3	5	0	7	7	3	6	9	3	8	11
Elementary	0	7	7	2	10	12	1	10	11	0	7	7	1	9	10
Middle	0	0	0	1	1	2	0	1	1	2	3	5	2	1	3
English	5	6	11	4	10	14	4	10	14	5	11	16	9	16	25
Foreign Languages	4	8	12	2	8	10	2	3	5	1	10	11	1	12	13
History	8	4	12	3	6	9	3	4	7	3	8	11	9	5	14
Independent***	6	11	17	11	14	25	1	6	7	3	8	11	0	6	6
Mathematics	4	3	7	7	4	11	4	4	8	7	2	9	5	2	7
Music	2	2	4	5	6	11	5	5	10	4	3	7	2	2	4
Nursing	3	10	13	2	6	8	1	14	15	0	12	12	2	10	12
Philosophy	1	2	3	4	1	5	2	0	2	4	2	6	1	1	2
Physical Education	3	7	10	3	6	9	5	7	12	13	2	15	4	6	10
Physics	2	0	2	4	0	4	2	2	4	2	0	2	4	0	4
Political Science	6	2	8	2	3	5	4	3	7	7	4	11	3	3	6
Psychology	3	8	11	5	8	13	2	15	17	6	13	19	2	15	17
Religion	2	2	4	3	0	3	1	2	3	3	0	3	3	0	3
Sociology	0	5	5	2	5	7	1	4	5	1	10	11	3	8	11
Technology and Applied Design**	16	6	22	22	5	27	14	4	18	15	6	21	12	0	12
Theatre	1	7	8	4	7	11	3	7	10	2	5	7	7	2	9
Women's and Gender Studies**	0	2	<u>2</u>	0	7	<u>7</u>	0	5	<u>5</u>	0	3	<u>3</u>	0	2	<u>2</u>
TOTAL*			279			327			288			338			312

*These are duplicative headcounts that include double degrees and double majors. Please see page 83 for an unduplicated headcount.

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

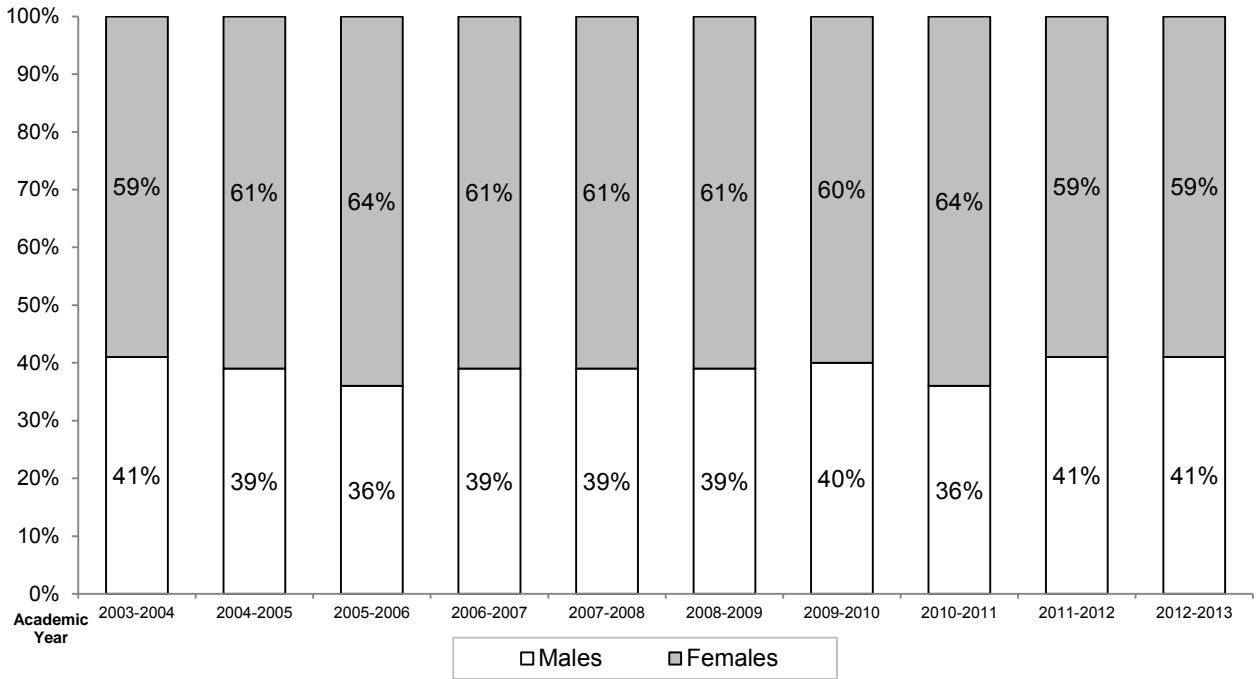
**Please see page 85 for a more complete description of independent majors.

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

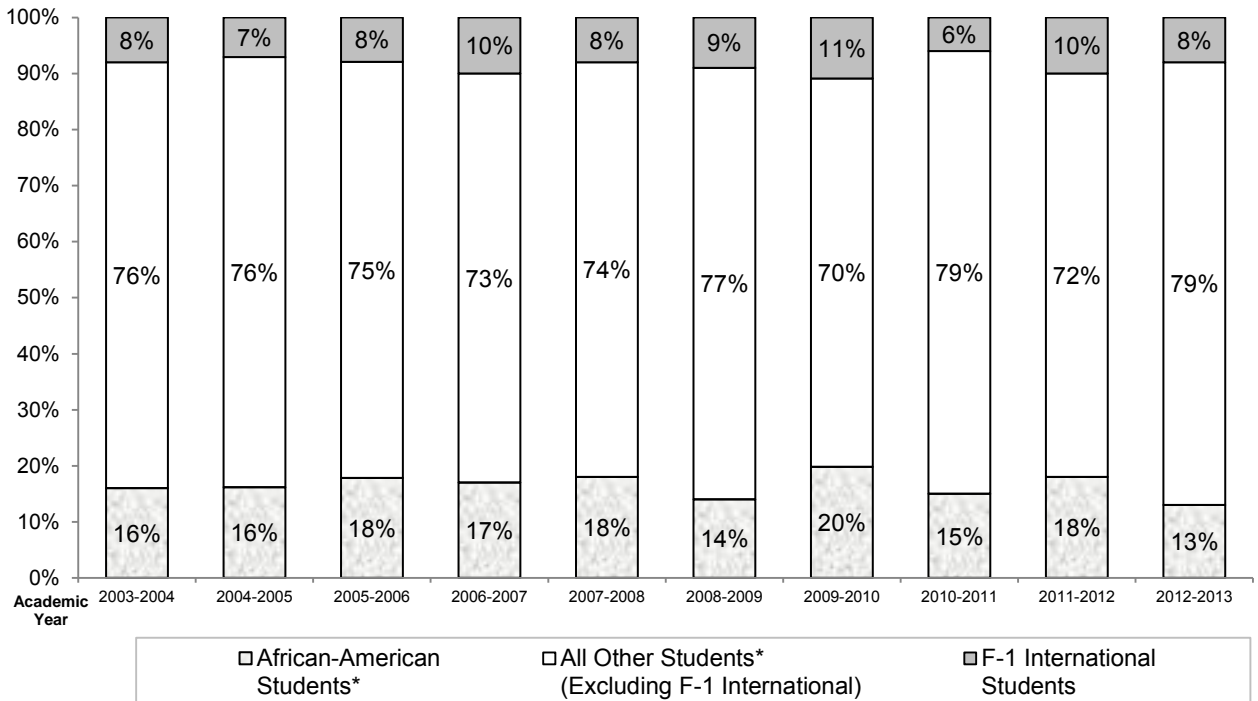
Compiled by: Office of Institutional Research and Assessment, September 2013.

GRADUATE TRENDS

Graduates by Gender



Graduates by Cohort Type

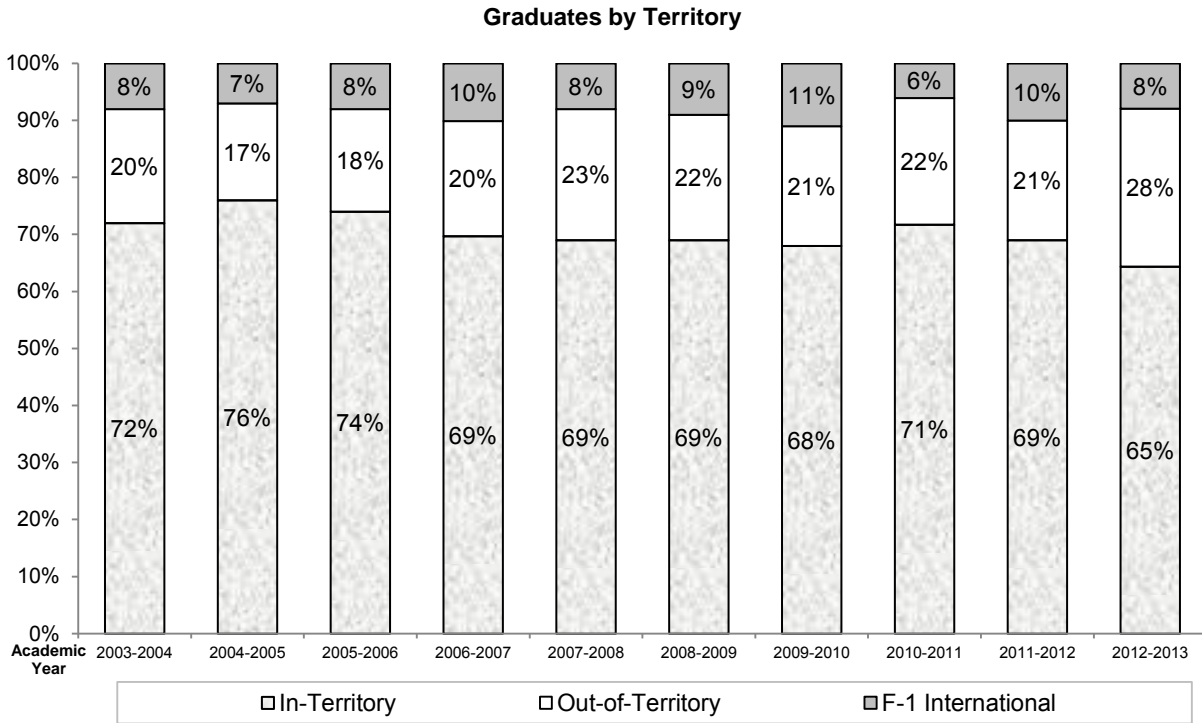


NOTE: African-American students include students who identified themselves as "Black or African American" alone or in combination with another race.

*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.

Source: Office of Institutional Research and Assessment, October 2013

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2013

Special Academic Opportunities

- Education Abroad (Description and Summary of Participants)
- Education Abroad Participants by Program/Sponsor and Country, Academic Year 2012-13
- Academic Credit Internships
- Service-Learning
- Undergraduate Research and Creative Projects Program

EDUCATION ABROAD

From the Berea College Catalog and Student Handbook, 2013-2014:

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.

BEREA COLLEGE EDUCATION ABROAD PARTICIPANTS ACADEMIC YEARS 2008 - 2009 THROUGH 2012 - 2013

Number of Participants for Academic Year

<u>Length of Time Spent Abroad</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Full Year	0	0	0	0	2
Semester	23	18	26	18	21
Short/Summer**	<u>195</u>	<u>104</u>	<u>111</u>	<u>115</u>	<u>137</u>
TOTAL	218	122	137	133	160

Percent of Students who Participated*:	22%	12%	13%	12%	14%
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* The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time upperclassmen (sophomores, juniors, and seniors) degree-seeking student enrollment. The percentages above differ from prior Fact Books.

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

Source: Berea College Catalog, 2013 – 2014
<<http://berea.smartcatalogiq.com/en/2013-2014/Catalog/The-College/The-Campus-Community/International-Education-Here-and-There>>

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

Academic Year 2012 – 2013

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Full Academic Year (2)</u>		<u>Summer, continued:</u>	
Exchanges		Kentucky Institute for International Studies	
Japan	2	(KIIS), continued:	
		Germany	1
<u>Semester (21)</u>		Greece	3
GEO Scholarship		Italy	12
Argentina	1	Japan	4
Central America	1	Mexico	1
Ecuador	1	Spain	4
England	1		
Italy	2	Internships for Credit	
Kyrgyzstan	1	Dominican Republic	1
Morocco	1	Ethiopia	2
N. Ireland	2	Ghana	2
Scotland	1	Kenya	1
Spain	1	Nigeria	1
Thailand	1	Palestine	1
UK	2	Panama	1
Department of Foreign Languages		Tanzania	1
Costa Rica	1		
France	2	Non-Berea/Non-KIIS	
Spain	1	Brazil	2
Exchanges		China	1
Japan	1	Costa Rica	1
Independent		Cyprus	1
Mexico	1	France	1
		Germany	2
<u>Summer (137)</u>		Kenya	1
CAUX Scholars		Multi-Country	2
Switzerland	1	Peru	1
		Spain	1
Exchanges		United Kingdom	1
Greece	1		
Faculty-Led Berea Courses		Non-Credit Service Bonner Scholars	
France	19	Brazil	1
Honduras	22	Canada	1
Ireland	20	United Kingdom	1
		Yemen	1
Kentucky Institute for International Studies			
(KIIS)		Non-Credit Service Campus Christian	
Austria	13	Center	
Chile	1	Ghana	2
Costa Rica	2	Mexico	2
France	1		

Source: Center for International Education, September 2013

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 2010 – 2011 through 2012 – 2013

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

Highlights Based on the Summer 2013 Internship Survey (97% response rate)

- 29% of Berea students who did an internship in the summer of 2013 reported that they received a full-time job offer from the organization
- 26% were in internships fully or partially paid by the organization
- 81% received full or partial funding from Berea
- 5% participated in internships in international settings
- 86% report that they are better prepared to enter the professional world as a result of their internship experience
- 83% reported that the internship experience provided a realistic view of their career field
- 88% reported that they achieved the learning goals specified in their internship proposals
- 95% rated their overall internship experience as excellent, very good, or good (54%, 30%, and 11% respectively)

GRADUATES WHO PARTICIPATED IN AN INTERNSHIP WHILE ATTENDING BERIA COLLEGE

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

Source: Center for Transformative Learning: Office of Internships, January 2014
< www.berea.edu/ctl/internships/>

SERVICE-LEARNING

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

The Center for Excellence in Learning through Service (CELTS) coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program. The work of CELTS builds upon Berea's commitment 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.

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 AND PROJECTS, ACADEMIC PROGRAMS AND COMMUNITY PARTNER ORGANIZATIONS

	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Courses and Projects	19	23	19	15	16
Academic Programs Represented	13	16	17	15	13
Community Partner Organizations	25	31	19	16	18

Recent Community Partner Organizations, 2008 - 2013:

AIDS Volunteers of Lexington (AVOL)	Kentucky Association of Food Banks
Berea Community Food Bank	Kentucky Environmental Foundation (KEF)
Berea Community School	League of Women Voters of Berea and Madison County
Berea Faith Community Outreach	Madison County Cooperative Extension Agency
Clearfork Community Institute	Madison County Health Department
Eastern Kentucky Child Care Coalition	Madison Southern High School
Farristown Middle School Youth Service Center	MACED (Mountain Association for
Foley Middle School Youth Service Center	Community and Economic Development)
Habitat for Humanity of Madison and Clark Counties	New Opportunity School for Women
Head Start of Madison County	PeaceCraft
Highlander Research and Education Center	Project Read
Home Energy Partners	Save the Children
Hope's Wings Domestic Violence Shelter	South Madison County Family Resource Center
Hospice Care Plus	Sustainable Berea
Kentuckians for the Commonwealth (KFTC)	

Source: Center for Excellence in Learning through Service (CELTS), October 2013
 <<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, high-impact learning opportunities 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>
2009	8	8	19**
2010	14	14	35
2011	15	15	33
2012	15	19	38
2013	14	16	36

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

**One project with one faculty member and one student was discontinued mid-summer when the student transferred.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2013
<<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 2013**

(As of August 2013)

<u>Departmental Categories</u>	<u>Primary Positions Only</u>		<u>All Degree-Seeking Students*</u>		<u>Total Hours Contracted Per Week</u>	<u>Mean Hours Contracted Per Week</u>
	<u>First-Year Students</u>	<u>Transfer Students</u>	<u>Primary</u>	<u>Secondary</u>		
Academic Support	16	4	124	40	1,583	9.65
Alumni and College Relations	15	0	59	6	654	10.06
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	106	10	210	3	2,312	10.85
College Community Service	21	0	85	6	952	10.46
College Farms	2	4	7	0	72	10.29
College Related	0	0	4	0	40	10.00
Community Partnerships	0	0	11	0	137	12.45
Facilities Operations	66	6	132	4	1,433	10.54
General and Administrative	38	4	142	9	1,616	10.70
Instruction	44	6	378	64	4,567	10.33
Student Industries: Crafts	25	4	92	1	964	10.37
Student Industries: Services	14	0	39	1	425	10.63
Student Services	49	4	265	18	3,316	11.72
No Labor**	<u>0</u>	<u>0</u>	<u>33</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	396	42	1,581	152	-	-
No Status Form***	<u>1</u>	<u>0</u>	<u>6</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	397	42	1,587	152	18,071	10.63

- 420 - Extended *primary* position for more than ten hours per week.
- 19 - Extended *primary* position for more than ten hours per week with a secondary position.
- 118 - Contracted in both a primary and at least one secondary position.
- 557 - 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, 2013 – 2014: \$ 4.10 - \$ 6.55; Unclassified \$ 6.75

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

Compiled by: Office of Institutional Research and Assessment, November 2013

LABOR DEPARTMENTS

Academic Support (N = 15 Departments)

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

Alumni and College Relations (N = 3 Departments)

Alumni Relations	Integrated Marketing and Communications
College Relations	

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

Bingham	Fairchild
Blue Ridge	James
Dana	Kentucky
Danforth	Kettering
Deep Green	Pearsons
Ecovillage	Seabury Residence Hall
Edwards	Talcott
Elizabeth Rogers	

Dining Services

College Community Service (N = 15 Departments)

CELTS (Center for Excellence in Learning through Service)

Adopt-a-Grandparent	HEAL	People Who Care
Berea Buddies	Hispanic Outreach Project (HOP)	Service Learning
Bonner Scholars Program	Office Staff	Teen Mentoring
Habitat for Humanity	One-on-One Tutoring	

Partners for Education (Externally Sponsored Programs)

Educational Talent Search	GEAR UP Promise Neighborhood	Upward Bound Math and Science
GEAR UP Appalachia	Office Staff	

College Farms (N = 2 Departments)

Administrative Staff	Farms
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College Related (N = 2 Departments)

Brushy Fork Institute	Conference Services
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Community Partnerships (N = 5 Departments)

City of Berea	Peacecraft
Consultwebs	Save the Children
MACED	

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 = 10 Departments)

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

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

Instruction (N = 32 Departments)

African and African American Studies
Agriculture and Natural Resources
Art
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

History
Mathematics
Music
Nursing
Peace and Social Justice Studies
Philosophy
Physical Education and Health
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 = 7 Departments)

Broomcraft
Ceramics
Log House Craft Gallery
Student Crafts Distribution Center

Student Crafts on the Square (SCOTS)
Weaving
Woodcraft

Student Industries: Services (N = 2 Departments)

Boone Tavern Hotel
College Bookstore

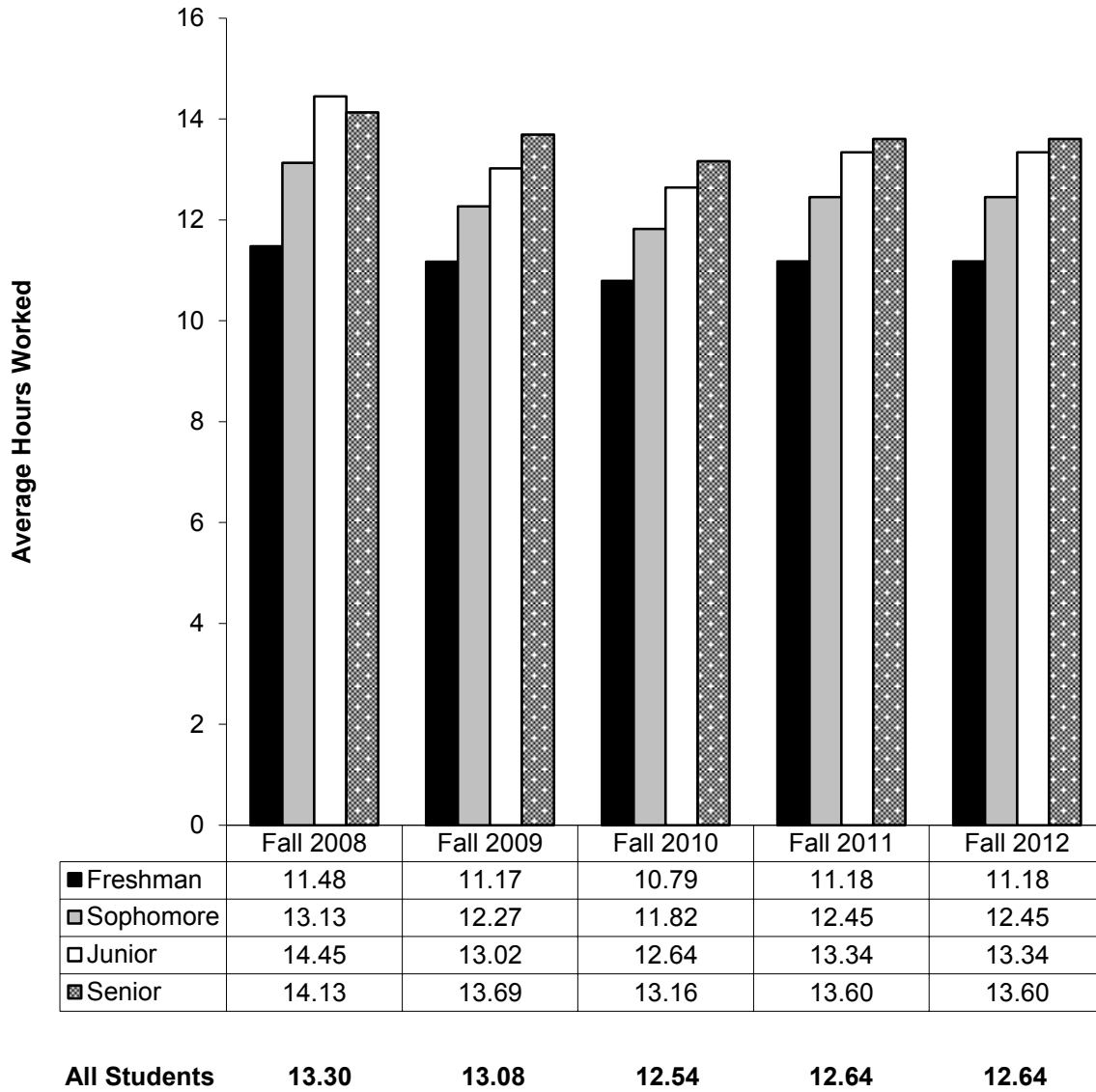
Student Services (N = 17 Departments)

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

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

Compiled by the Office of Institutional Research and Assessment, November 2013

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2013

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.

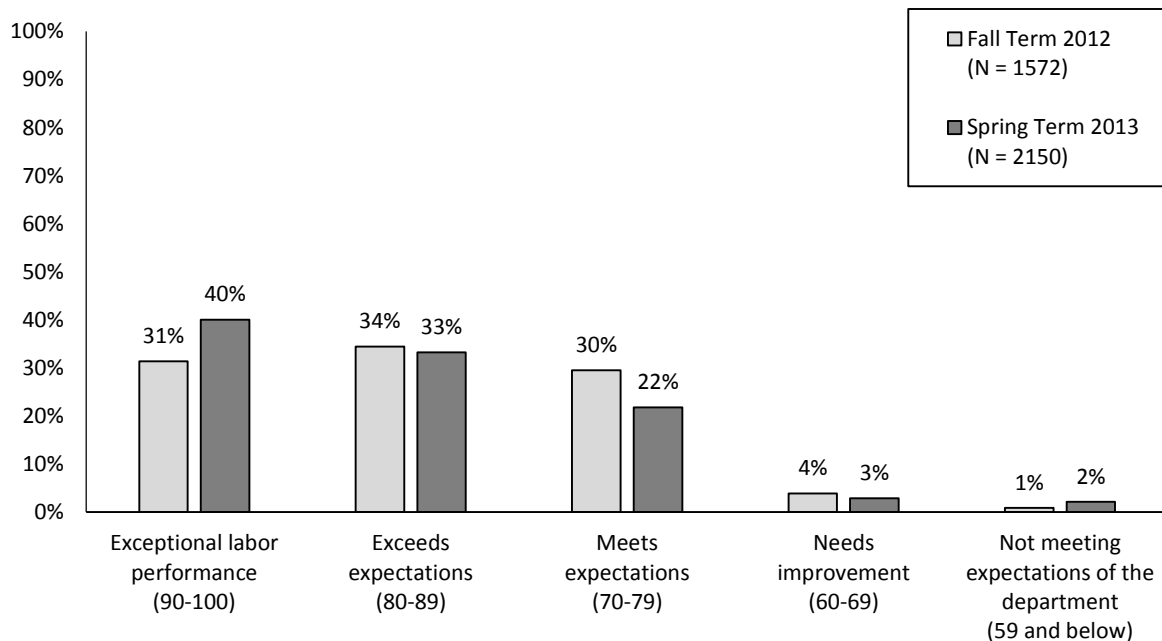
Labor Supervisor/Practical Instructor

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



NOTE: Most of the Fall Term 2012 scores are based on mid-year reviews and the Spring Term 2013 scores are based on final evaluations. The exception are jobs that ended at the conclusion of one term (e.g. student graduated, withdrawal, left job, etc.).

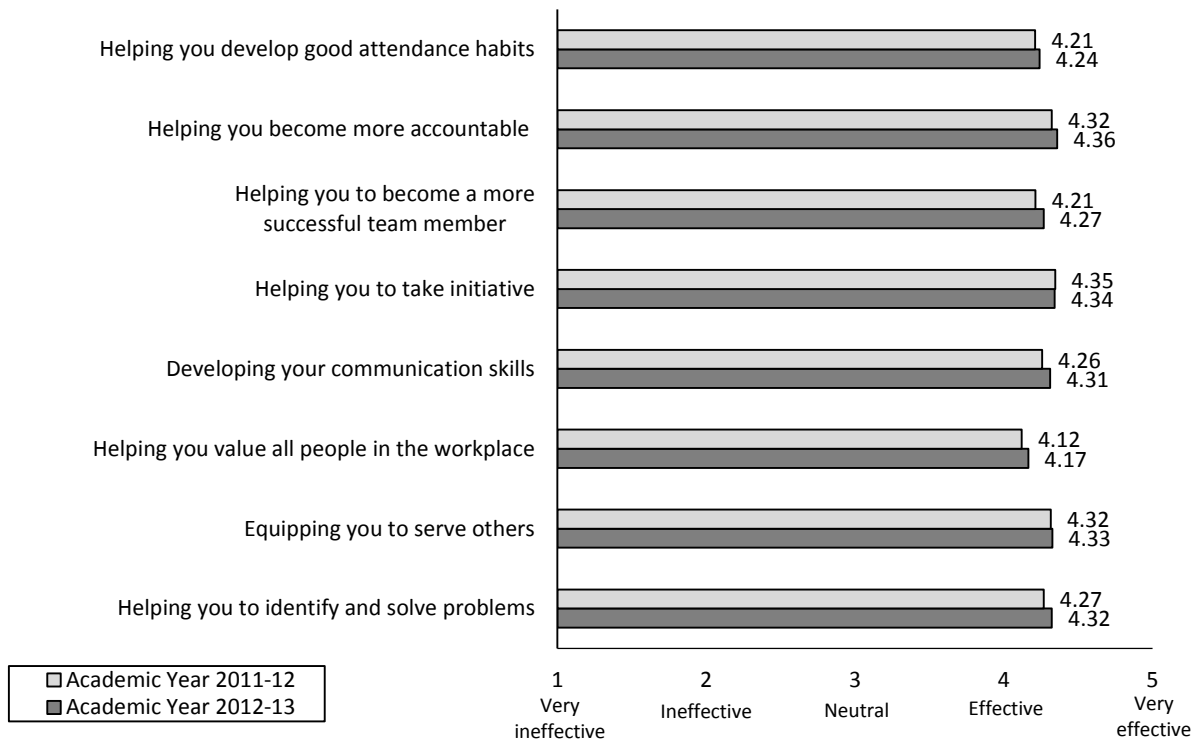
The Student Labor Program, continued:

Labor Experience Evaluation (LEE)

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

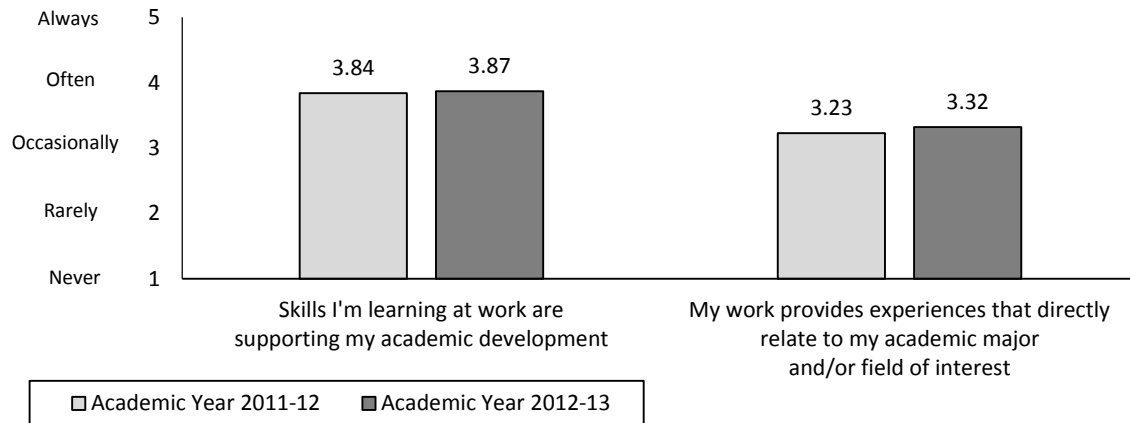
Learning through Work Experiences

How effective has your labor experience been in...



Relationship between Work and Academics

When relating work and academics, students say...

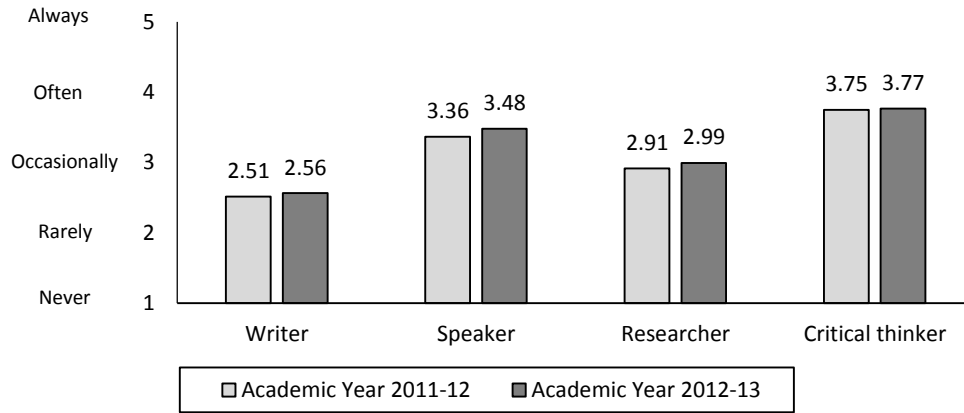


Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2013

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

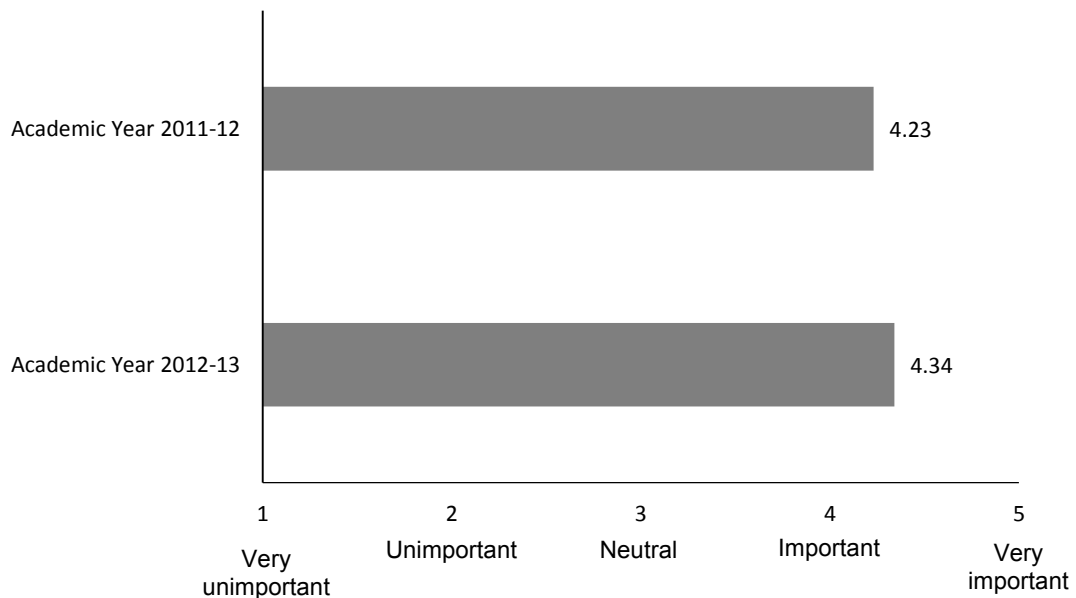
Supporting the Four Core General Education Goals

How work supports the general education goals...



Evaluating the Importance of the Labor Experience

Please rate the overall value of your labor experience



Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2013

Student Costs

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

COST OF EDUCATION AND OTHER STUDENT COSTS

	<u>Academic Year 2009-2010</u>	<u>Academic Year 2010-2011</u>	<u>Academic Year 2011-2012</u>	<u>Academic Year 2012-2013</u>	<u>Academic Year 2013-2014</u>
Cost Of Education (COE)*	\$ 25,500	\$ 24,100	\$ 21,300	\$ 20,900	\$ 22,100
Registration Costs:					
Room	3,082	2,910	3,012	3,102	3,240
Board (Meals)	2,686	2,664	2,780	2,864	2,910
Accident Fund	20	20	20	20	20
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	34	34
Health Fee	100	100	100	100	104
Health Insurance	350	384	384	414	500
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	10	10
Technology Fee**	<u>300</u>	<u>300</u>	<u>300</u>	<u>340</u>	<u>340</u>
SUBTOTAL	\$ 6,644	\$ 6,484	\$ 6,702	\$ 6,946	\$ 7,220
Average other Costs:					
Books and Supplies	750	750	700	700	700
Personal	1,376	1,376	1,376	1,400	1,400
Transportation	<u>426</u>	<u>426</u>	<u>426</u>	<u>450</u>	<u>450</u>
SUBTOTAL	\$ 2,552	\$ 2,502	\$ 2,502	\$ 2,550	\$ 2,550
TOTAL STUDENT EXPENSE BUDGET	\$ 9,196	\$ 8,986	\$ 9,204	\$ 9,496	\$ 9,770

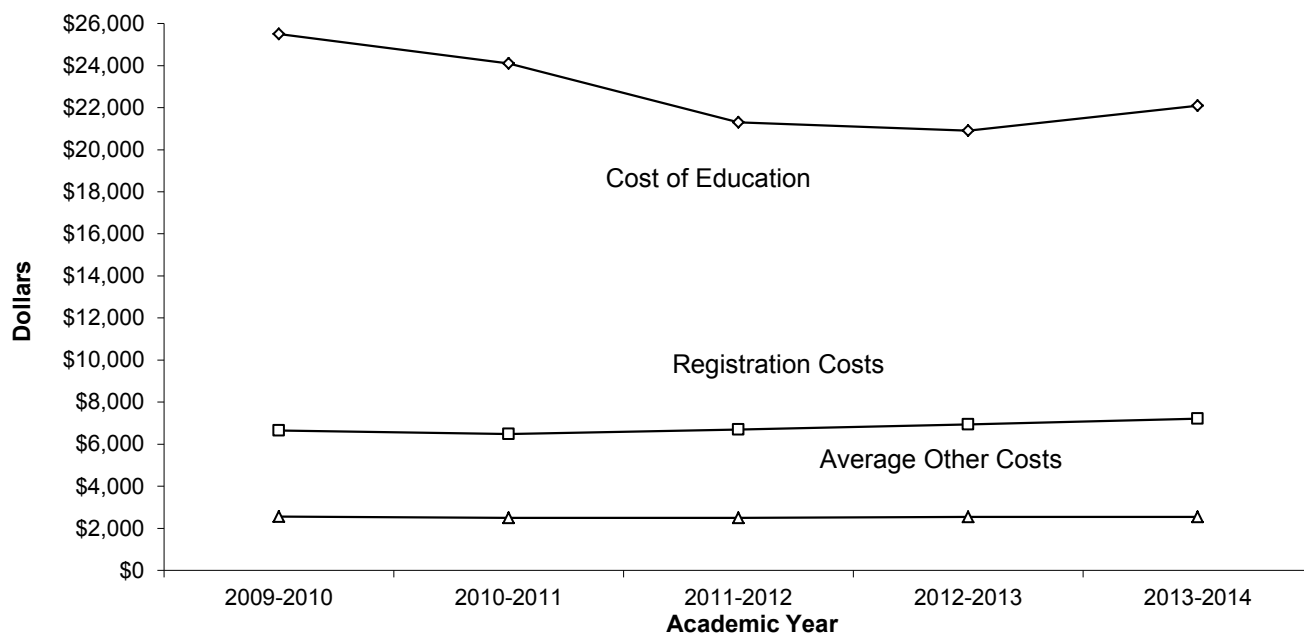
*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

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

Source: Office of Student Financial Aid Services, October 2013.

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

TOTAL STUDENT COST



Legend

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

Registration Costs include room, board (meals), accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school newspaper), technology fee, health insurance and student government association fees. For more details, please see page 108.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 108.

Source: Office of Student Financial Aid Services, October, 2013.
<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 20, 201
- Designation of Gifts, Fiscal Years 2008-09 through 2012-13
- 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 2013-2014**

Executive Committee

President

Timothy B. Jones, '94
Kentucky

President of Berea College

Dr. Lyle D. Roelofs
Kentucky

President Elect

David Cook, '85
Kentucky

Director of Alumni Relations

Diane Kerby, '75
Kentucky

Past President

Lowell Hamilton, '61
Alabama

VP for Alumni and College Relations

Michelle Janssen
Kentucky

Trustees, including year his/her term ends

2014: Vicki Allums, '79
Virginia

2015: Lynne Blankenship Caldwell, '78
Virginia

2016: Jerry Hale, '73
Tennessee

2017: Bob Hawks, '77
Georgia

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

2014: Cheryl Ferguson, '97
Ohio

Crystal Baldwin, '04
Vermont

Ronnie Nolan, '95
Kentucky

2015: Wally Campbell, '66
Kentucky

Betina Conley Gardner, '94
Kentucky

Andrew Hamilton, '96
Texas

Diane Artist Wallace, '80
Kentucky

2016: Eric Crowden, '84
Kentucky

Patricia Campbell Estepp, '77
Virginia

Jack S. Marinelli, '85
Illinois

Jennifer Hale Stafford, '92
Kentucky

2016: Beverly Clay Crabtree, '81
Ohio

David G. Harrison, '00
Kentucky

Deborah Byrd Thomas, '80
Alabama

Peter S. Thoms, '55
Michigan

Source: Alumni Office, January 2014

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

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2013-2014**

Rashaad Abdur-Rahman, '03
Kentucky

Ashley Miller, '05
Kentucky

April Aldeen, '07
Kentucky

Christian Motley, '09
Alabama

Kirk Amick, '03
Oregon

Jamie Nunnery, '13
South Carolina

Charles Badger, '11 (President)
New Jersey

Missy Naseman Rivera, '05
Ohio

Wayne Centers, '05
Kentucky

Jared Rowley, '09
Massachusetts

Marc Crenshaw, '02
Alabama

Joe Saleem, '08
Kentucky

Amber Davis-Prince, '06
Louisiana

Julie Stewart, '04 (Executive Vice President)
Kentucky

Susan Jones, '02
North Carolina

Luke Sulfridge, '03
Ohio

Justin Kindler, '05
North Carolina

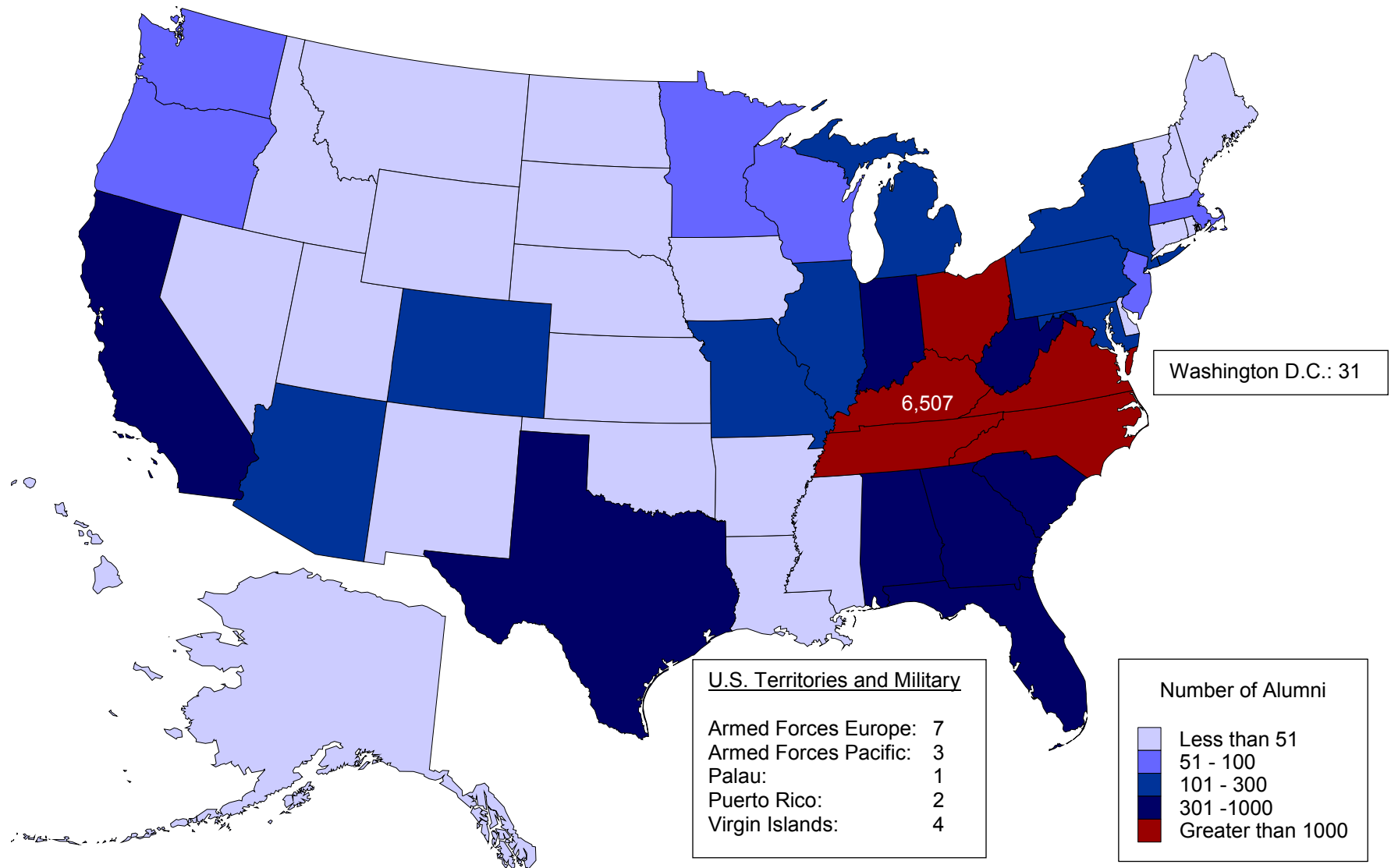
Lederrick Wesley, '07
Kentucky

Markesha Flagg McCants, '03 (Past President)
Alabama

Hussene Youssouf, '05 (President-Elect)
Georgia

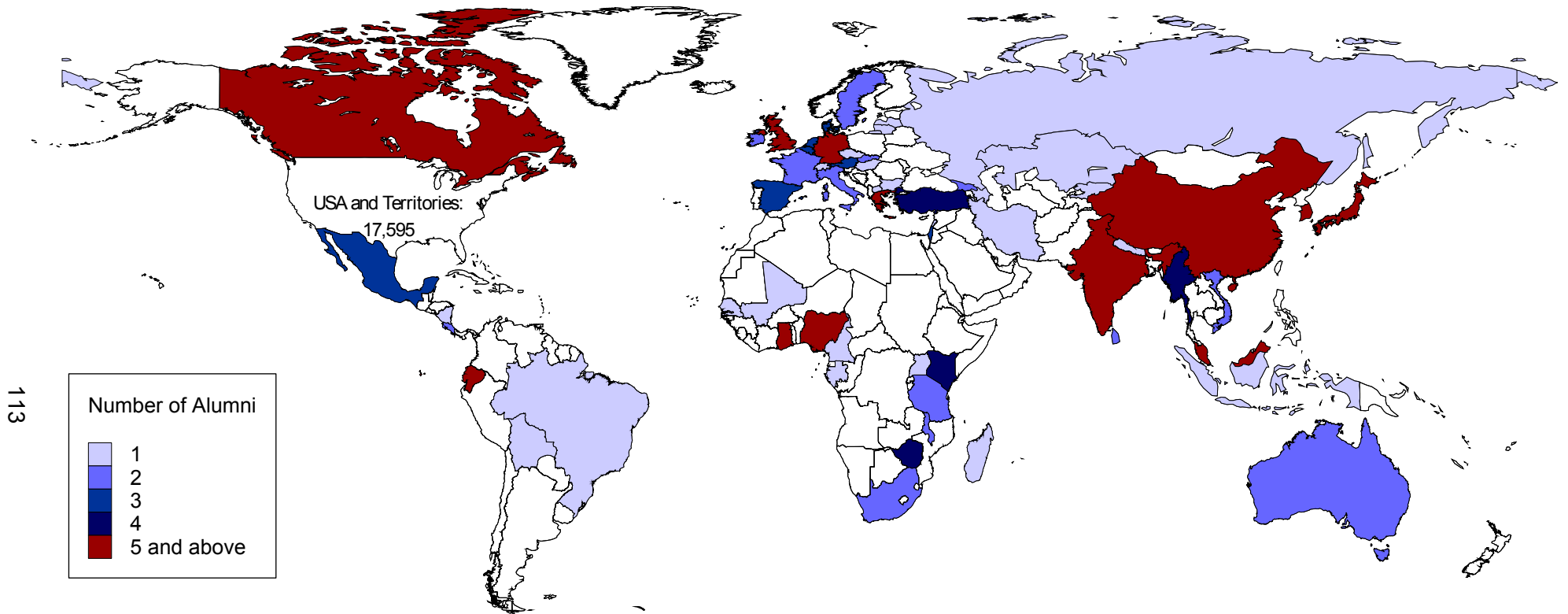
Source: Alumni Office, January 2014
<<http://www.bereacollegealumni.com/s/925/index.aspx?sid=925&gid=1&pgid=814>>

ALUMNI* BY STATE AND U.S. TERRITORIES As of October 2013



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

ALUMNI* BY COUNTRIES** As of October 2013



113

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

**For more details about countries and continents, please see page 114.

NOTE: For more information about the United States, please see page 112.

Source: Alumni Office, October 2013.

**ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of October 2013**

Africa (15 countries)

Cameroon	1
Gabon	1
Gambia	1
Ghana	5
Kenya	4
Liberia	1
Madagascar	1
Malawi	2
Mali	1
Nigeria	8
Senegal	1
South Africa	2
Tanzania	2
Uganda	1
Zimbabwe	4
Africa TOTAL	35

Asia (22 countries)

Burma	4
Cambodia	1
China	6
Hong Kong	7
India	6
Indonesia	1
Iran	1
Israel	3
Japan	10
Kazakhstan	1
Korea	6
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Nepal	1
Russia	1
Singapore	1
Sri Lanka	2
Thailand	6
Turkey	4
Vietnam	2
Asia TOTAL	72

Oceania (1 country)

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

Europe (22 countries)

Austria	3
Azerbaijan	1
Belgium	3
Bulgaria	1
Czech Republic	1
Denmark	3
France	2
Georgia	2
Germany	5
Greece	8
Hungary	1
Ireland	2
Italy	2
Latvia	1
Lithuania	1
Macedonia	1
Netherlands	3
Slovak Republic	2
Spain	3
Sweden	2
Switzerland	1
United Kingdom	15
Europe TOTAL	63

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

Canada	25
Cayman Islands	2
Costa Rica	2
Dominica	1
Mexico	3
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	36

South America (3 countries)

Bolivia	1
Brazil	1
Ecuador	5
South America TOTAL	7

United States**	17, 578
Armed Forces-Europe	7
Armed Forces-Pacific	3
Palau	1
Puerto Rico	2
Virgin Islands	4
TOTAL	17,810

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

**For more information about the United States, please see page 112.

ALUMNI* BY OCCUPATION

Accounting	160	Journalism	10
Administrative/Clerical/Secretarial	162	Judiciary	9
Advertising	20	Labor/Human Resources	14
Agriculture/Ranching	91	Landscaping	11
Animal Science/Veterinary Medicine	17	Law/Legal Services	155
Architecture/Urban Planning	13	Library Science	105
Art	45	Management	329
Arts-Fine	29	Manufacturing	130
Arts-Performing/Creative	46	Marketing	42
Aviation/Aerospace	10	Mathematics/Statistics	5
Banking	71	Mechanical	6
Biological Sciences	1	Media	9
Brokerage/Securities/Investments	20	Medical/Health (not M.D., RN, Dentist, Pharmacy)	196
Business-Administration	77	Merchandising/Sales/Marketing	25
Business-Entrepreneur/Owner	179	Military	32
Business-Management	105	Ministry	135
Business-Owner	46	Missionary	5
Childcare	25	Musician	1
City Service Officer	2	Nonprofit	17
Civil Service	15	Nursing	459
Clergy	11	Nutrition	26
Communications	24	Personal Services	5
Computing/High Technology	226	Personnel/Human Resources	42
Construction/Contracting	51	Pharmacology	5
Consulting	49	Pharmacology	5
Cosmetology	1	Pharmacy	15
Counseling	108	Physical Sciences/Math	9
Crafts	8	Physician	101
Dentistry	21	Public Relations	8
Economics	1	Public Service: Firefighter, Police, Sanitation	33
Education – Administrative	353	Publishing	34
Education – Student Affairs	43	Radio/TV/Film	4
Education – Teaching	1,450	Real Estate	44
Energy Resources (Oil, etc.)	20	Recreation/Leisure Services	14
Engineering	128	Research/Development	72
Entertainment	9	Restaurant	9
Environmental Science	33	Retired	2,107
Estate Planning/Trusts/Taxation	1	Sales	127
Extension Work	21	Science	71
Fashion/Beauty	2	Self-Employed	11
Financial Services	68	Social Science	16
Foreign Service	3	Social Work	206
Foundations	1	Sports	12
Fund Raising	25	Sports/Recreation	3
Funeral Services	4	Student	9
Government – Elected	41	Support Staff/Secretarial/Clerical	27
Government – Non-elected	170	Trade/Craft	34
Graphic Design	14	Transportation	33
Health	65	Travel Industry	8
Homemaking	238	Utilities	19
Hotel/Restaurant/Catering	35	Veterinarian	7
Import/Export	2	Volunteerism	33
Insurance	73	Writing	30
Interior Decorating/Design	9		
		<i>Unknown (includes other)</i>	<u>8,499</u>
		TOTAL	17,810

*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 17,810 alumni on record, information on occupations is known for 52%.

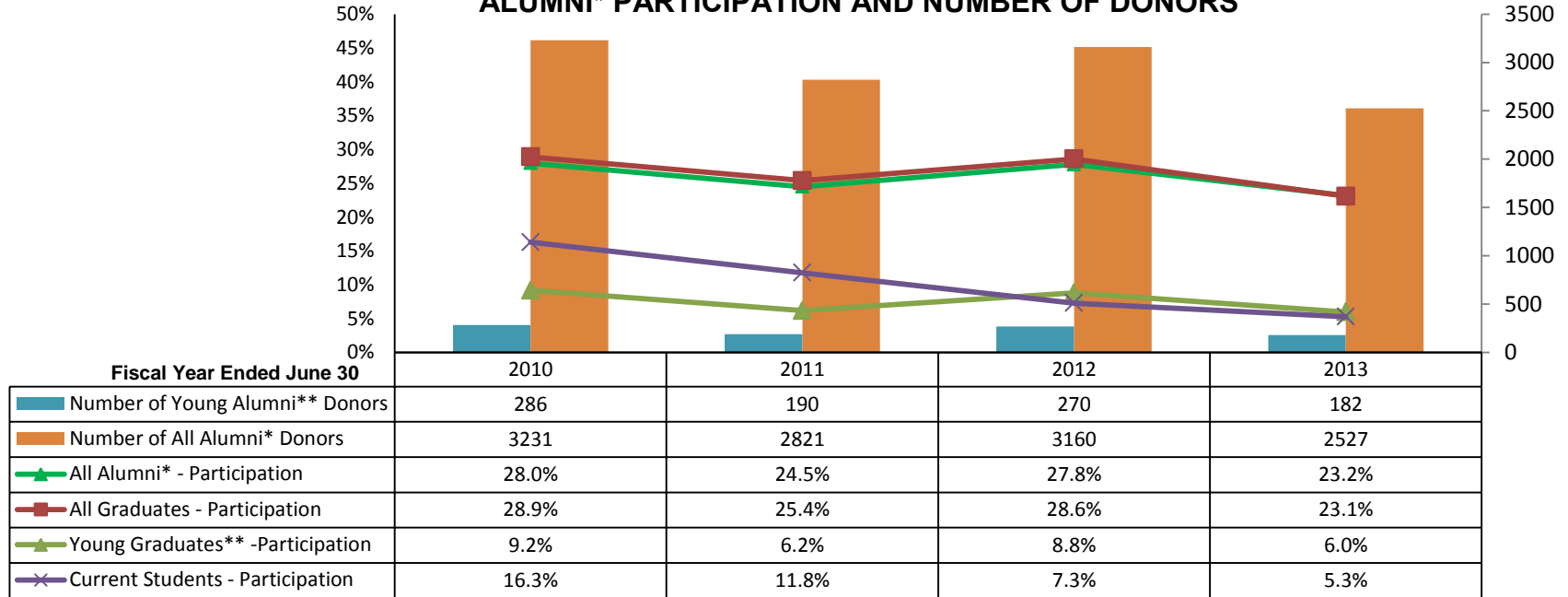
Source: Alumni Office, October 2013

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

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

ALUMNI* PARTICIPATION AND NUMBER OF DONORS



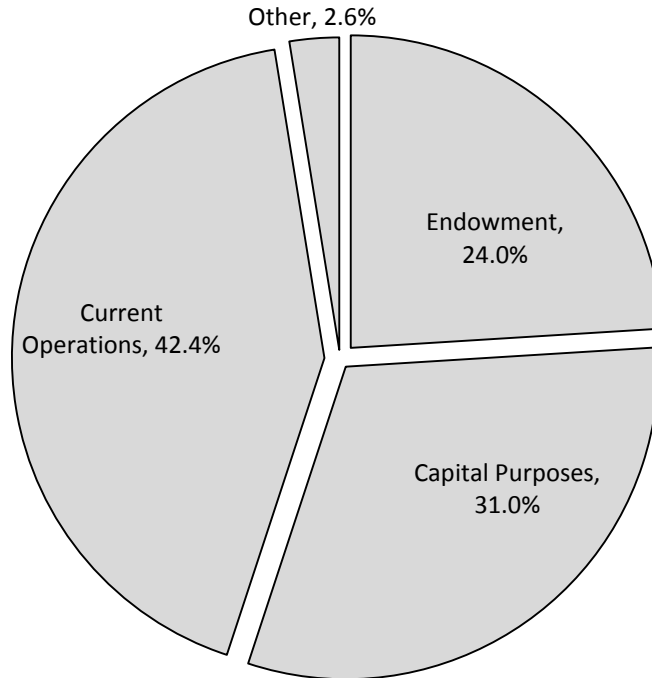
*Alumni include graduates as well as anyone who received academic credit from Berea College.

**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.

Source: College Relations, October 2013

**BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2013**



Current Operations

Berea Fund – Unrestricted	\$4,050,150.00	
Perpetual Trusts – Unrestricted	\$622,368.61	
Student Aid – Restricted	\$67,033.53	
Other – Restricted	<u>\$4,264,882.98</u>	
SUBTOTAL – CURRENT OPERATIONS		\$9,004,435.12

Capital Purposes

\$6,594,753.18

Endowment

Restricted	\$496,840.39	
Unrestricted	<u>\$4,618,619.17</u>	
SUBTOTAL – ENDOWMENT		\$5,115,459.56

Other

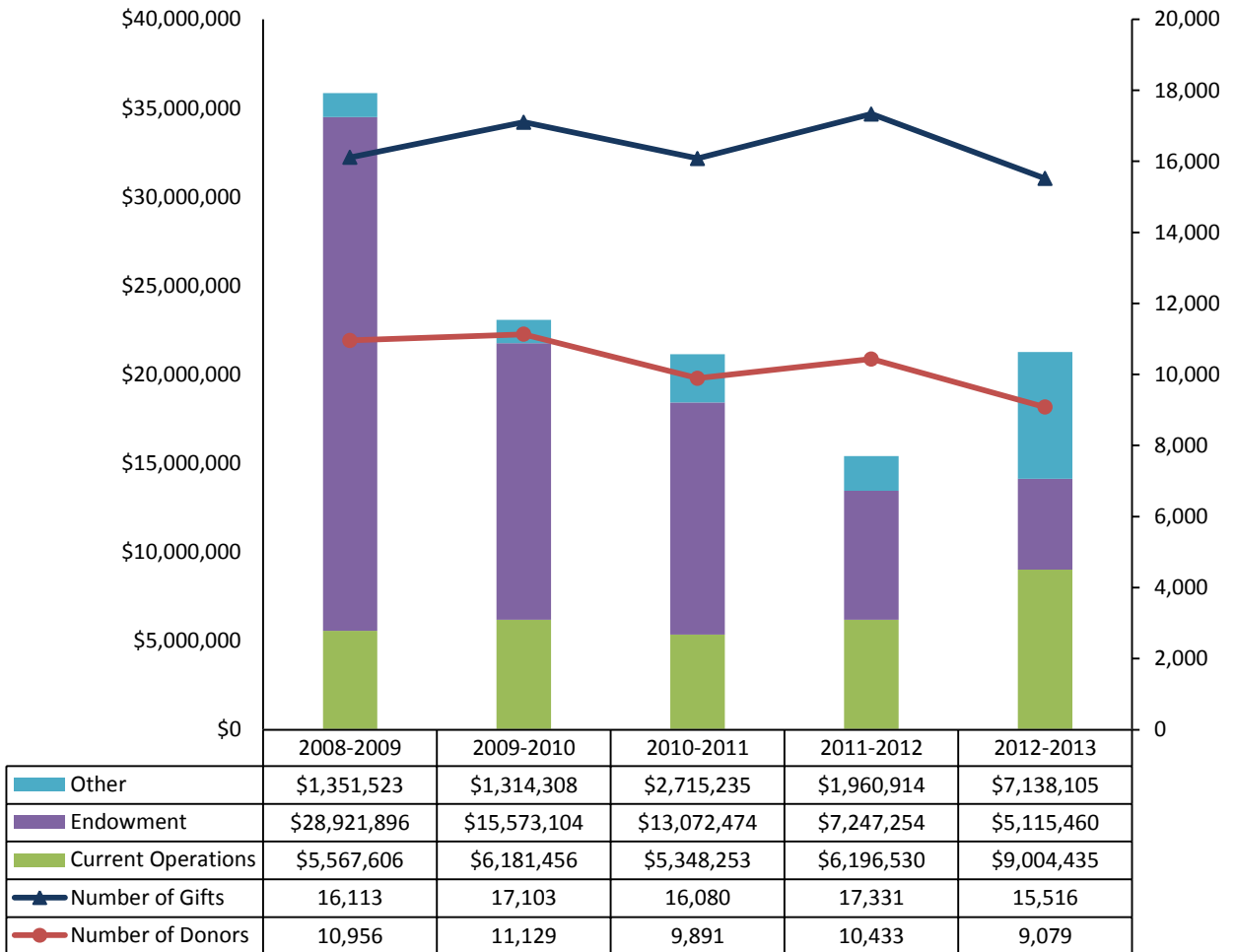
Student Loan Fund	\$400.00	
Gift Value of Life Income Agreements	\$524,447.82	
Gifts-In-Kind	<u>\$18,504.03</u>	
SUBTOTAL – OTHER		\$543,351.85

GRAND TOTAL

\$21,257,999.71

Source: College Relations, October 2013

DESIGNATION OF GIFTS Fiscal Years 2008 - 2009 through 2012 - 2013

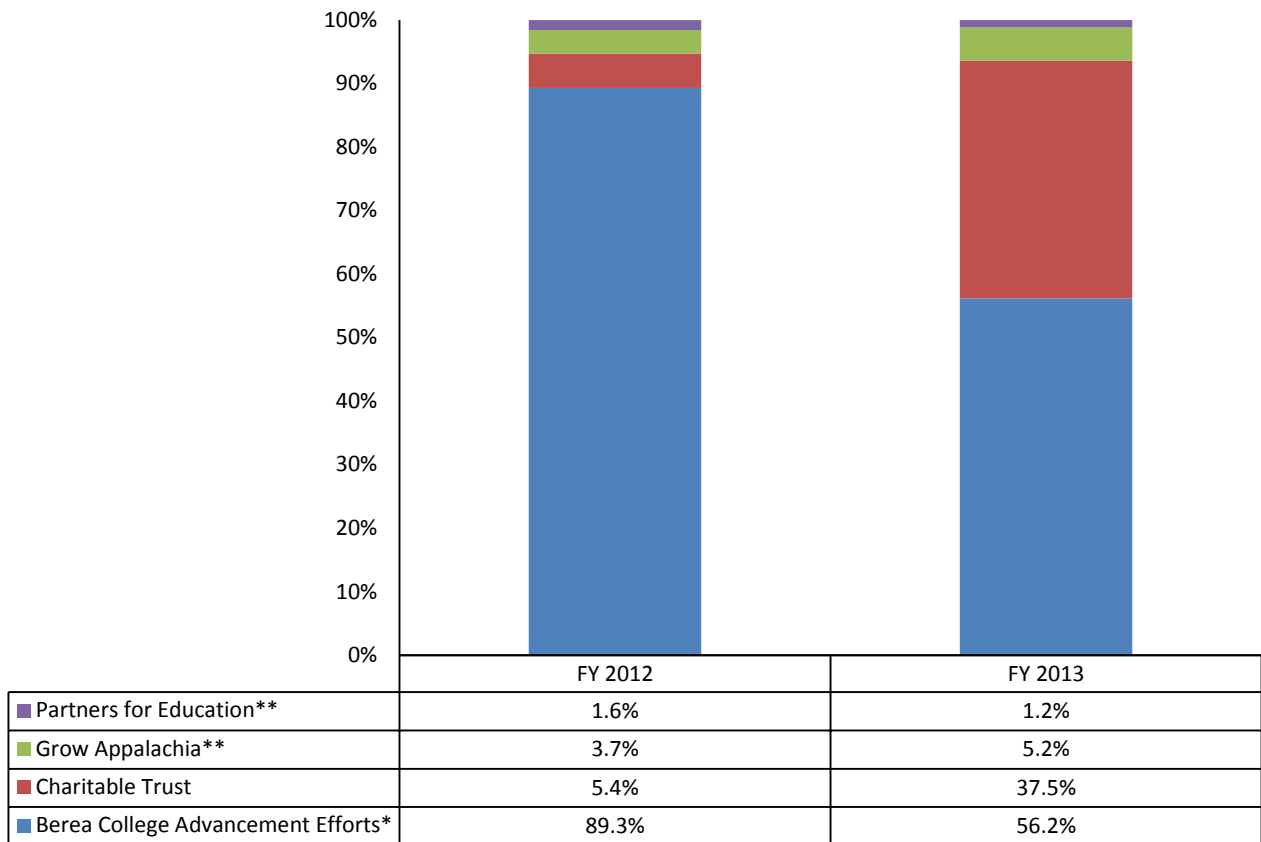


NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2013

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2012 and 2013

	Fiscal Year Ended June 30	
	<u>2012</u>	<u>2013</u>
Berea College Advancement Efforts*	\$ 13,754,672.89	\$ 11,940,688.55
Charitable Trust	\$ 830,000.00	\$ 7,962,269.00
Grow Appalachia**	\$ 570,025.00	\$ 1,105,044.16
Partners for Education**	<u>\$ 250,000.00</u>	<u>\$ 250,000.00</u>
TOTAL	\$ 15,404,697.89	\$ 21,257,999.71



*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, 2013

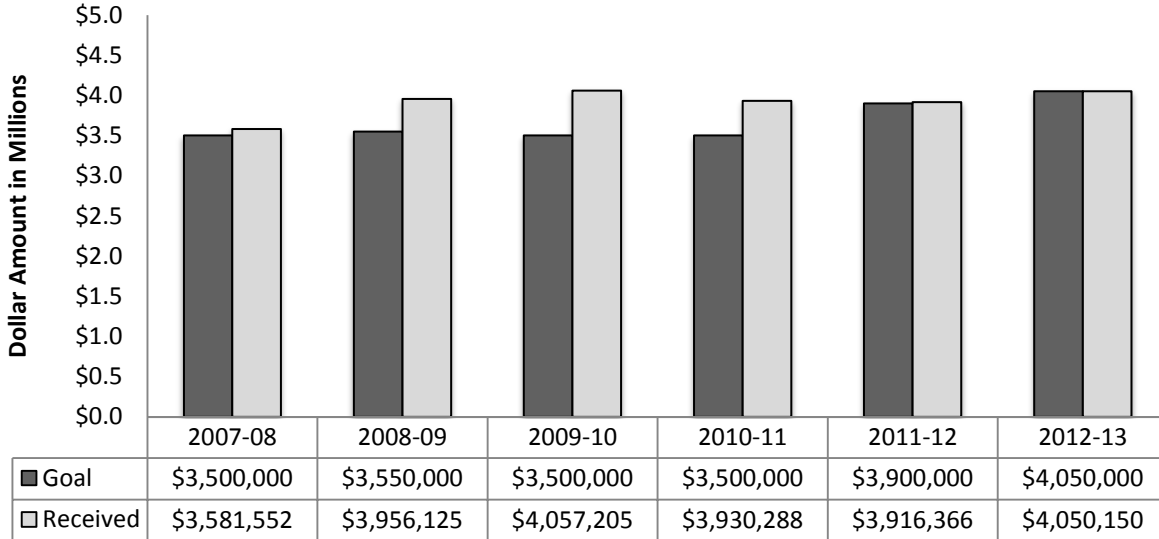
	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	180	\$ 79,055.88	Montana	15	\$ 3,180.00
Alaska	18	16,450.00	Nebraska	31	2,016.00
Arizona	162	65,435.02	Nevada	18	203,895.00
Arkansas	39	3,289.00	New Hampshire	58	7,266.25
Armed Forces	4	32,717.01	New Jersey	382	269,970.10
California	1,118	603,644.36	New Mexico	68	45,365.50
Colorado	164	117,031.55	New York	785	1,377,404.41
Connecticut	248	119,124.89	North Carolina	873	678,773.79
D.C.	132	138,925.13	North Dakota	8	295.00
Delaware	45	30,561.30	Ohio	898	910,999.39
Florida	646	1,453,997.91	Oklahoma	41	4,255.00
Georgia	317	89,094.42	Oregon	104	14,332.25
Hawaii	30	3,298.00	Pennsylvania	489	346,351.47
Idaho	17	1,420.00	Puerto Rico	9	185.00
Illinois	567	452,148.07	Rhode Island	45	52,646.00
Indiana	299	328,416.21	South Carolina	215	94,780.53
Iowa	61	10,506.00	South Dakota	8	11,086.54
Kansas	48	76,431.00	Tennessee	459	635,056.91
Kentucky	3,128	1,162,136.56	Texas	424	1,360,086.66
Louisiana	60	53,797.27	Utah	40	8,947.30
Maine	83	131,771.27	Vermont	87	11,953.50
Maryland	418	82,729.57	Virgin Islands	16	1,150.00
Massachusetts	401	123,738.44	Virginia	689	758,795.16
Michigan	468	375,979.53	Washington	202	61,959.28
Minnesota	210	8,528,978.87	West Virginia	165	58,005.10
Mississippi	25	14,695.00	Wisconsin	247	79,154.50
Missouri	159	145,214.00	Wyoming	12	4,925.86
				<u>15,435</u>	<u>\$21,243,422.76</u>
STATE AND U.S. TERRITORIES TOTAL					
Other Countries:					
Austria	1	\$ 200.00	Hong Kong	2	\$ 396.97
Belgium	1	1,000.00	Japan	1	100.00
Canada	4	2,900.00	Myanmar (Burma)	16	48.00
Federated States of Micronesia	1	12.72	Nigeria	11	11.00
France	1	100.00	Sri Lanka	2	20.00
Germany	7	147.00	Switzerland	1	200.00
Ghana	1	20.00	United Kingdom	2	3,000.00
				<u>51</u>	<u>\$ 8,155.69</u>
			OTHER COUNTRIES TOTAL		
			Anonymous	<u>30</u>	<u>6,421.26</u>
			TOTAL*	<u><u>15,516</u></u>	<u><u>\$21,257,999.71</u></u>

*Includes gifts-in-kind and bequests.

Source: College Relations, October, 2013

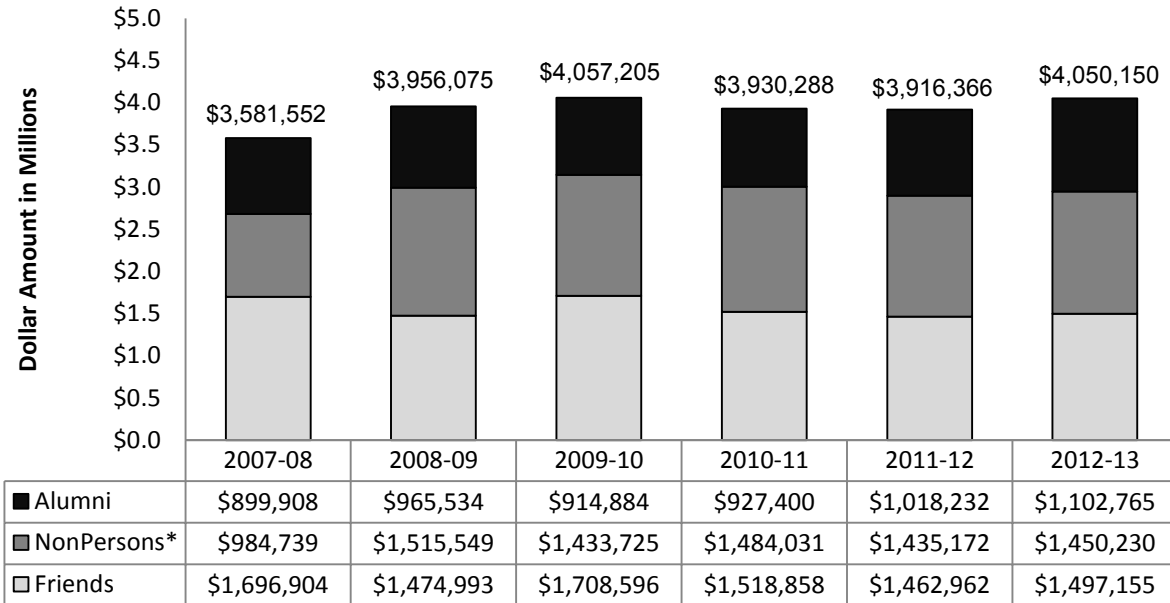
BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2007-2008 THROUGH 2012-2013

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, 2013

<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	253	2.98%	936.60	0.00%
10 – 24	753	8.86%	11,548.58	0.05%
25 – 49	1,475	17.36%	41,307.25	0.19%
50 – 99	1,643	19.34%	90,341.82	0.42%
100 – 199	1,766	20.79%	192,928.98	0.91%
200 – 499	1,271	14.96%	329,310.78	1.55%
500 – 749	398	4.69%	210,630.46	0.99%
750 – 999	62	0.73%	50,676.49	0.24%
1,000 – 2,499	439	5.17%	565,194.78	2.66%
2,500 – 4,999	126	1.48%	383,013.91	1.80%
5,000 – 7,499	88	1.04%	479,055.78	2.25%
7,500 – 9,999	17	0.20%	137,055.85	0.64%
10,000 – 19,999	81	0.95%	1,007,763.16	4.74%
20,000 – 29,999	48	0.57%	1,156,479.92	5.44%
30,000 – 49,999	23	0.27%	821,181.15	3.86%
50,000 – 69,999	17	0.20%	953,426.77	4.49%
70,000 – 99,999	9	0.11%	755,796.23	3.56%
100,000 – 149,999	11	0.13%	1,299,942.49	6.12%
150,000 – 249,999	8	0.09%	1,578,042.46	7.42%
250,000 – 499,999	4	0.05%	1,276,097.25	5.96%
500,000 – 999,999	1	0.01%	600,000.00	2.82%
1,000,000 – 2,499,999	1	0.01%	1,064,000.00	5.01%
2,500,000 and up	1	0.01%	8,262,269.00	38.87%
TOTALS	<u>8,495</u>	100.00%	<u>\$21,257,999.71</u>	100.00%

The 8,495 donors gave 15,516 gifts in FY 2013 for a total of \$21,257,999.71

Average (Mean)	\$2,502.71
Median	\$100.00
Mode	\$100.00

NOTE: Please see page 123 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 donors received credit.

**Includes gifts-in-kind.

Source: College Relations, October 2013

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS
For Fiscal Year Ended June 30, 2013

<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	1,784	11.50%	5,295.85	0.02%
10 – 24	2,713	17.49%	38,674.13	0.18%
25 – 49	3,330	21.46%	89,952.74	0.42%
50 – 99	2,434	15.69%	131,089.28	0.62%
100 – 199	2,516	16.22%	265,827.36	1.25%
200 – 499	1,240	7.99%	311,022.83	1.46%
500 – 749	447	2.88%	231,936.97	1.09%
750 – 999	50	0.32%	41,207.81	0.19%
1,000 – 2,499	489	3.15%	634,271.28	2.98%
2,500 – 4,999	159	1.02%	510,074.50	2.40%
5,000 – 7,499	108	0.70%	577,554.03	2.72%
7,500 – 9,999	31	0.20%	259,835.97	1.22%
10,000 – 19,999	93	0.60%	1,150,114.90	5.41%
20,000 – 29,999	48	0.31%	1,145,998.07	5.39%
30,000 – 49,999	24	0.15%	917,148.28	4.31%
50,000 – 69,999	15	0.10%	832,427.50	3.92%
70,000 – 99,999	8	0.05%	645,234.17	3.04%
100,000 – 149,999	10	0.06%	1,134,179.47	5.34%
150,000 – 249,999	8	0.05%	1,508,153.97	7.09%
250,000 – 499,999	4	0.03%	1,408,077.60	6.62%
500,000 – 999,999	1	0.01%	600,000.00	2.82%
1,000,000 – 2,499,999	2	0.01%	2,651,460.00	12.47%
2,500,000 and up	2	0.01%	6,168,473.00	29.02%
TOTALS	<u>15,516</u>	100.00%	<u>\$ 21,257,999.71</u>	100.00%

The 8,495 donors gave 15,516 gifts in FY 2013 for a total of \$21,257,999.71

Average (Mean)	\$1,370.07
Median	\$40.00
Mode	\$25.00

NOTE: Please see page 122 for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, October 2013

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 2013-2014 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 (5 Year History)

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
OPERATING REVENUE	\$ 99,924,077	\$ 81,303,103
OPERATING EXPENSES	\$ 93,626,781	\$ 78,976,085
OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS	\$ 6,297,296	\$ 2,327,018
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 18,494,889	\$ 4,573,022
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 450,938,884	\$ 444,416,884
Investments at market	\$ 1,012,401,100	\$ 942,618,000
Interest and dividends, net	\$ 20,272,987	\$ 15,986,973
Return	2.2%	1.6%
Market price increase (decrease)	\$ 87,909,956	\$ (19,034,205)
Return	9.3%	-1.9%
Total return	\$ 108,182,943	\$ (3,047,232)
Percent – time weighted	11.5%	-0.3%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 16,409,256	\$ 8,908,499
Bequests	<u>4,830,240</u>	<u>6,460,395</u>
Total cash gifts	21,239,496	15,368,894
Gifts-in-kind	<u>18,504</u>	<u>35,804</u>
Total	<u>\$ 21,258,000</u>	<u>\$ 15,404,698</u>

Source: Office of Financial Affairs, October 2013

STATEMENTS OF FINANCIAL POSITION
June 30, 2013 and 2012

	2013	2012
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 57,668,611	\$ 50,417,011
Accrued interest on investments	1,270,160	785,315
Accounts and notes receivable	6,869,840	5,565,477
Inventories	1,322,703	1,283,401
Prepaid expenses and other assets	71,950	144,388
Contributions receivable and bequests in probate	12,825,938	12,850,478
Total current assets	80,029,202	71,046,070
PREPAID EXPENSES AND OTHER ASSETS	930,297	964,656
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	7,494,630	5,935,874
LONG-TERM RECEIVABLES	1,044,093	5,731,712
LONG-TERM INVESTMENTS		
Donor-restricted endowment	564,354,100	526,468,200
Tuition replacement	448,047,000	416,149,800
Annuity and life income	26,790,500	25,613,200
Funds held in trust by others	25,347,000	23,708,800
Total long-term investments	1,064,538,600	991,940,000
PROPERTY, PLANT AND EQUIPMENT (net)	152,502,852	140,965,563
Total assets	\$ 1,306,539,674	\$ 1,216,583,875
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 9,860,032	\$ 8,840,491
Accrued salaries and wages	3,099,511	2,728,112
Deposits and agency funds	553,618	502,421
Deferred income	122,600	198,518
Current maturities of long-term debt	3,119,441	2,187,069
Total current liabilities	16,755,202	14,456,611
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	17,211,870	20,179,991
Long-term debt	55,600,997	53,099,642
Total long-term liabilities	72,812,867	73,279,633
Total liabilities	89,568,069	87,736,244
NET ASSETS		
Unrestricted	546,261,917	501,766,649
Temporarily restricted	393,167,548	356,849,577
Permanently restricted	277,542,140	270,231,405
Total net assets	1,216,971,605	1,128,847,631
Total liabilities and net assets	\$ 1,306,539,674	\$ 1,216,583,875

Source: Office of Financial Affairs, October 2013

STATEMENT OF ACTIVITIES
YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
OPERATING REVENUE		
Spendable return from long-term investments	\$ 40,317,730	\$ 37,401,970
Gifts and donations	5,920,232	5,197,022
Federal grants	27,153,326	14,015,203
Cost of education fees paid by federal and state scholarships	3,900,000	3,850,000
Fees paid by students	1,653,580	1,599,296
Other income	3,078,371	2,800,526
Residence halls and dining service	8,007,489	7,998,618
Student industries and rentals	4,569,593	4,427,429
Net assets released from restrictions	9,295,944	7,775,772
Gross operating revenue	103,896,265	85,065,836
Less: Student aid	(3,972,188)	(3,762,733)
Net operating revenue	99,924,077	81,303,103
OPERATING EXPENSES		
Program Services --		
Educational and general	66,292,189	52,144,472
Residence halls and dining service	8,348,819	7,926,822
Student industries and rentals	5,153,910	5,156,052
Total program services	79,794,918	65,227,346
Support services	13,831,863	13,748,739
Total operating expenses	93,626,781	78,976,085
Operating revenue in excess of operating expenses from continuing operations	6,297,296	2,327,018
OTHER CHANGES IN NET ASSETS		
(Loss) gain on sale of property, plant, and equipment	(45,961)	64,939
Gain (loss) on valuation of interest rate swaps	3,038,600	(4,403,500)
Investment return more (less) than amounts designated for current operations	64,899,299	(46,776,380)
Gifts and bequests restricted or designated for long- term investments	7,506,163	5,030,842
Restricted gifts for property, plant and equipment and other specific purposes	9,365,821	16,194,131
Restricted spendable return on endowment investments	4,604,114	5,611,978
Reclassification of net assets released from restrictions	(9,295,944)	(7,775,772)
Net adjustment of annuity payment and deferred giving liability	1,754,586	(453,953)
Total change in net assets	\$ 88,123,974	\$ (30,180,697)

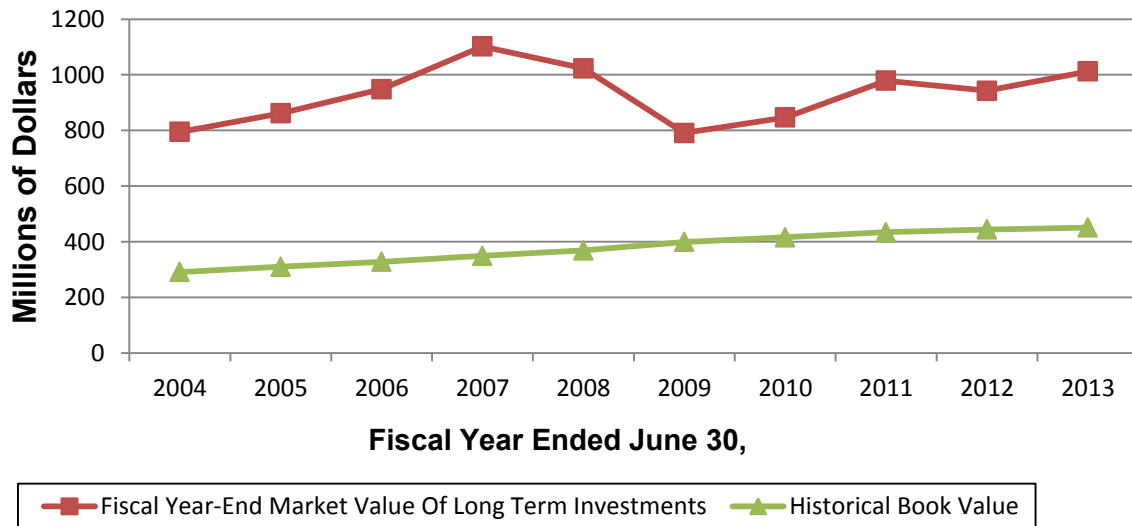
Source: Office of Financial Affairs, October 2013

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	<u>Fiscal Year-End Market Value Of Long-Term Investments</u>	<u>Historical Book Value*</u>
2004	794,962,600	291,178,337
2005	861,678,500	310,184,731
2006	948,737,700	328,194,014
2007	1,102,272,000	349,235,652
2008	1,023,254,700	368,689,457
2009	791,209,800	399,186,430
2010	846,776,300	420,641,907
2011	978,734,900	434,472,604
2012	942,618,000	444,416,884
2013	1,012,401,100	450,938,884

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

GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, October 2013

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2013 AND 2012**

	2013	2012
Endowment and Tuition Replacement:		
Pooled Investments -		
U.S. equities	\$ 218,977,400	\$ 225,550,600
International equities	293,918,000	253,397,000
Corporate notes and bonds	59,408,800	60,445,700
U.S. Government securities	81,689,100	63,819,100
Private equity – venture capital	2,828,600	4,660,500
Private equity – buy out	48,967,700	40,547,300
Private equity – debt funds	6,339,700	9,061,300
Private equity – fund of funds	18,927,400	24,467,000
Hedge funds	164,998,600	149,575,300
Special opportunities	2,796,900	-
Commodities	54,506,400	49,878,900
Real estate	40,700	12,026,900
Short-term investments and cash	54,368,400	44,399,000
Total	1,007,767,700	937,828,600
Non Pooled Investments -		
U.S. equities	74,100	38,000
Corporate notes and bonds	7,200	5,100
Real estate	2,707,300	2,876,900
Short-term investments and cash	1,844,800	1,869,400
Total	4,633,400	4,789,400
 Total endowment and tuition replacement	 1,012,401,100	 942,618,000
 Annuity and Life Income:		
U.S. equities	9,441,300	8,724,900
International equities	5,162,600	4,961,500
Corporate notes and bonds	3,558,200	3,487,100
U.S. Government securities	3,401,500	3,336,100
International bonds	1,311,800	1,280,400
Real estate	3,391,100	3,329,000
Insurance policies	107,100	79,600
Short-term investments and cash	416,900	414,600
Total annuity and life income	26,790,500	25,613,200
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	25,347,000	23,708,000
Total long-term investments	\$ 1,064,538,600	\$ 991,940,000

Source: Office of Financial Affairs, October 2013

**FISCAL YEAR 2013 - 2014
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 30,067,000 73.5%
Gifts for Current Operations	\$ 4,700,000 11.5%
Federal and State Sources	\$ 4,830,000 11.8%
Other Miscellaneous Income	\$ 1,203,000 2.9%
Net Income from Student Industries and Rentals	\$ 110,000 0.3%
	<u>\$ 40,910,000</u>

Source: Office of Financial Affairs, October 2013

CURRENT OPERATING BUDGET

	2013-14 Budget	2012-13 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 40,070,160	\$ 38,471,459	\$ 1,598,701	4.16%
Less: Capital and Plant Fund	(4,766,079)	(4,610,022)	(156,057)	3.39%
TCERF	(5,237,081)	(5,017,637)	(219,444)	4.37%
Net Endowment Income	<u>30,067,000</u>	<u>28,843,800</u>	1,223,200	4.24%
Gifts for Current Operations	4,700,000	4,550,000	150,000	3.30%
Cost of Education Fees	3,900,000	3,900,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	718,000	10,000	1.39%
Other Income	475,000	425,000	50,000	11.76%
TOTAL	<u>40,800,000</u>	<u>39,366,800</u>	1,433,200	3.64%
Student Industries and Rentals	5,250,800	5,062,400	188,400	3.72%
Residence Halls and Food Service	<u>8,128,300</u>	<u>8,020,300</u>	108,000	1.35%
TOTAL REVENUES	<u>54,179,100</u>	<u>52,449,500</u>	1,729,600	3.30%
EXPENDITURES				
Educational and General	40,910,000	39,469,000	1,441,000	3.65%
Student Industries and Rentals	5,140,800	4,960,200	180,600	3.64%
Residence Halls and Food Service	<u>8,128,300</u>	<u>8,020,300</u>	108,000	1.35%
TOTAL EXPENDITURES	<u>54,179,100</u>	<u>52,449,500</u>	1,729,600	3.30%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, October 2013

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2013-14 Budget	2012-13 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 40,070,160	\$ 38,471,459	\$ 1,598,701	4.16%
Less: Capital and Plant Fund	(4,766,079)	(4,610,022)	(156,057)	3.39%
TCERF	(5,237,081)	(5,017,637)	(219,444)	4.37%
Net Endowment Income	30,067,000	28,843,800	1,223,200	4.24%
Gifts for Current Operations	4,700,000	4,550,000	150,000	3.30%
Cost of Education Fees	3,900,000	3,900,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	718,000	10,000	1.39%
Other Income	475,000	425,000	50,000	11.76%
Student Industries and Rentals	110,000	102,200	7,800	7.63%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	40,910,000	39,469,000	1,441,000	3.65%
EXPENDITURES				
Salaries and Wages	23,491,500	22,468,700	1,022,800	4.55%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	23,191,500	22,168,700	1,022,800	4.61%
Fringe Benefits	5,797,900	5,655,300	142,600	2.52%
Student Payroll	3,425,000	3,375,000	50,000	1.48%
Net Controllable Expense	7,998,600	7,773,000	225,600	2.90%
Computer Capital Fund	395,000	395,000	-	-
Equipment Reserve	102,000	102,000	-	-
TOTAL EXPENDITURES	40,910,000	39,469,000	1,441,000	3.65%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, October 2013

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2008-09	% of	2009-10	% of	2010-11	% of	2011-12	% of	2012-13	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 14,573,495	36.1%	\$ 13,595,840	35.3%	\$ 12,401,997	33.6%	\$13,413,747	34.1%	\$14,122,462	34.5%
Public Service	672,540	1.7%	655,061	1.7%	494,790	1.3%	486,516	1.2%	535,237	1.3%
Academic Support	4,327,149	10.7%	4,327,826	11.2%	3,946,424	10.7%	4,165,640	10.6%	4,738,003	11.6%
Student Services and Activities	5,011,224	12.4%	5,013,100	13.0%	4,947,199	13.4%	4,970,564	12.6%	5,464,625	13.3%
General and Administrative	6,900,806	17.1%	6,644,302	17.2%	6,825,037	18.5%	7,334,472	18.6%	7,394,326	18.0%
Development and Alumni	3,500,017	8.7%	3,102,891	8.0%	3,170,958	8.6%	3,655,037	9.3%	3,276,333	8.0%
Plant Operations	4,594,491	11.4%	4,459,959	11.6%	4,452,636	12.1%	4,788,669	12.2%	4,942,310	12.1%
Capital and Special Projects	753,000	1.9%	753,000	2.0%	653,000	1.8%	572,000	1.4%	497,000	1.2%
TOTAL	\$ 40,332,722	100.0%	\$ 38,551,979	100.0%	\$ 36,892,041	100.0%	\$ 39,386,645	100.0%	\$ 40,970,296	100.0%

Facilities, Library, and Technology Resources

- Residence Living
- Capital Construction Projects, 1980-2013
- Hutchins Library (Library Collections, Expenditures, and Services)
- Information Systems and Services

RESIDENCE LIVING Academic Year 2013-2014

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

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

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

NOTE: Capacity by gender does not include Ecovillage.

Source: Residential Life Services and Collegium, September 2013
<<http://www.berea.edu/residential-life-collegium/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2013

New Construction

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

Renovations

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

Source: Facilities Management, November 2013

HUTCHINS LIBRARY
(Fiscal Year 2013)

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)	(3,580)	377,794
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	(276)	13,728
Electronic Collection		
E-books and cataloged websites need	0	72,974
Digitized audio (hours)	1,008	4,907
Berea Digital (pages/images)	4,199	17,940
Microforms (books, journals and newspapers) Physical units	403	149,004
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	0	447
Electronic titles: journals and serials	0	983
Full-text journals available through databases	7186	70,623
Manuscripts and Archives (in linear feet)	0	5,328
Library Expenditures	<u>Dollar Amount</u>	
Books – paper and microforms	\$ 77,528	
Periodicals– paper and microforms	110,765	
Serials – paper and microforms	11,195	
Electronic resources	226,590	
Media	12,140	
Microform	12,017	
Preservation	<u>2,758</u>	
 TOTAL ACQUISITIONS EXPENDITURES	 \$ 452,993	
Acquisitions Expenditures per Student	\$ 282.59	

Source: Hutchins Library, October 2013
<<http://community.berea.edu/hutchinslibrary/>>

Hutchins Library, continued
(Fiscal Year 2013)

Library Services

Main Library hours open per week	94.25
Special Collections hours open per week	22.00

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>
GSTR 110 and 210 (first year)	63
Other General Studies Courses	14
Other Courses	25
Special Collections	23
Outside Groups	1
TOTAL	<u>126</u>

Percentage of GSTR First-Year courses with library sessions	
GSTR 110 and 210	100%

9100

<u>Reference and Research Assistance</u>	
Library Reference Desk Transactions Total	3,418
Research Consultations	74
Special Collections Reading Room Visits Total	n/a
Special Collections Reference Requests (non-visits)	n/a

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

<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	5,873	
Print and media collections – students	15,030	9.37
Print collections – town	<u>1,221</u>	
TOTAL	<u>22,124</u>	
Reserve materials	1,177	
Equipment (bikes, tech accessories, etc.) uses	1,195	
Classrooms and study rooms uses	8,511	
Special Collections uses	n/a	
Berea Digital searches	n/a	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	3,092
Received from other libraries	1,861

Source: Hutchins Library, October 2013
<http://community.berea.edu/hutchinslibrary/>

INFORMATION SYSTEMS AND SERVICES

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

Technology Infrastructure:

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

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

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

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

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

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

Source: Information Systems and Services, October 2013
<<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. 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, Health Clinic appointment scheduling 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>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Technology Infrastructure:				
Internet Connection Speed (megabits/second)	100	200	200	400
Network Backbone Speed (megabits/second)	20,000	20,000	20,000	20,000
Network Ports	7,000	7,000	7,000	7,000
Campus phone extensions	2,180	2,180	2,200	650
Personal computers	2,850	2,982	2,512	2,500
Networked printers	124	117	114	114
Networked MFD/copiers	61	62	63	64
Supporting Student Success:				
Student laptop computers	1,700	1,700	1,627	1,600
Computers in Campus labs	74	74	68	60
Computers in departmental labs	105	115	152	170
Classrooms with 1 wired network port per seat	37	37	34	34
Classrooms with Wireless Network	117	117	117	117
Classrooms with projector and multimedia input	73	73	n/a	65
Other meeting rooms with projectors and multimedia input	20	20	21	21
Course sections utilizing Learning Management System	443	557	694	745
Supporting Institutional Effectiveness:				
Staff and Faculty				
Computers	722	844	886	900
Campus Phones	705	705	705	400
Mobile Phones	72	90	92	98

Source: Information Systems and Services, October 2013
 <<http://www.berea.edu/iss>>

Information Systems and Services, continued

Supporting Student Success:

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

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

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

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

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

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

Source: Information Systems and Services, October 2013
<<http://www.berea.edu/iss>>

Sustainability

- Percentage Breakdown of Berea College Greenhouse Gas (GHG) Emissions, Fiscal Year 2011-2012
- Berea College Greenhouse Gas Emissions by General Category/Scope, 5-Year Trend
- Greenhouse Gas Emissions per Student FTE and per 1,000 Square Feet: Berea College compared to Other Baccalaureate Colleges, Fiscal Year 2011-2012

SUSTAINABILITY

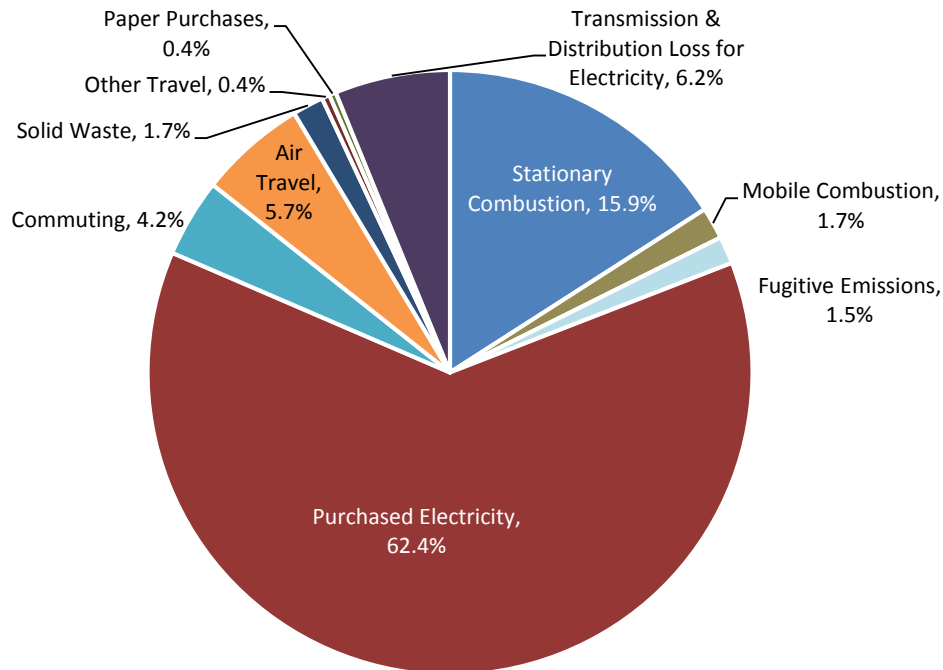
President Roelofs (and past President Larry Shinn) signed the American College and University Presidents' Climate Commitment (ACUPCC) on behalf of Berea College joining over 600 presidents and chancellors from universities and colleges from across the country.

The Presidents' Climate Commitment states in part:

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

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

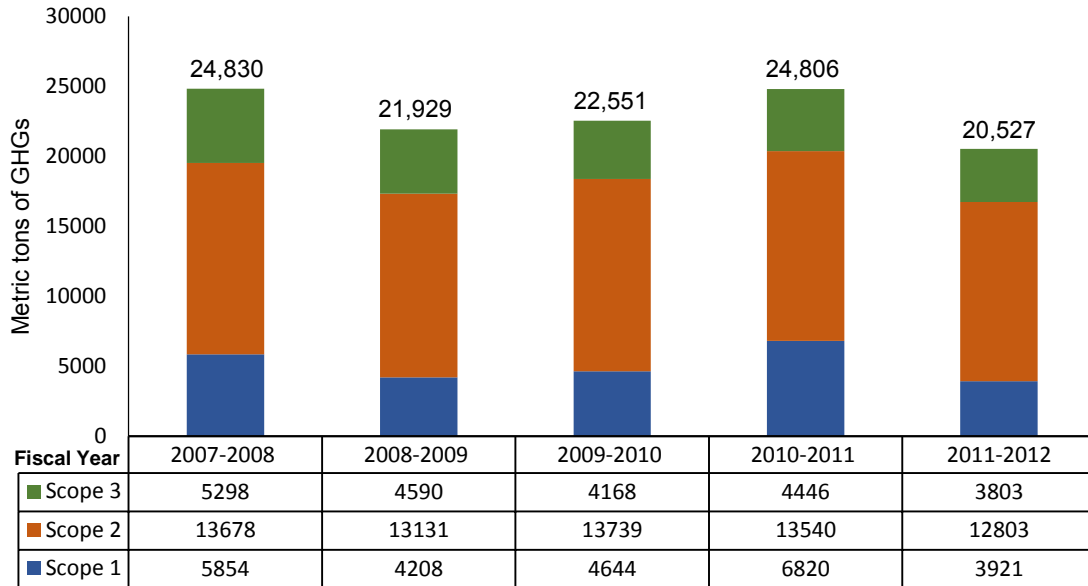
PERCENTAGE BREAKDOWN OF BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS FISCAL YEAR 2011-2012



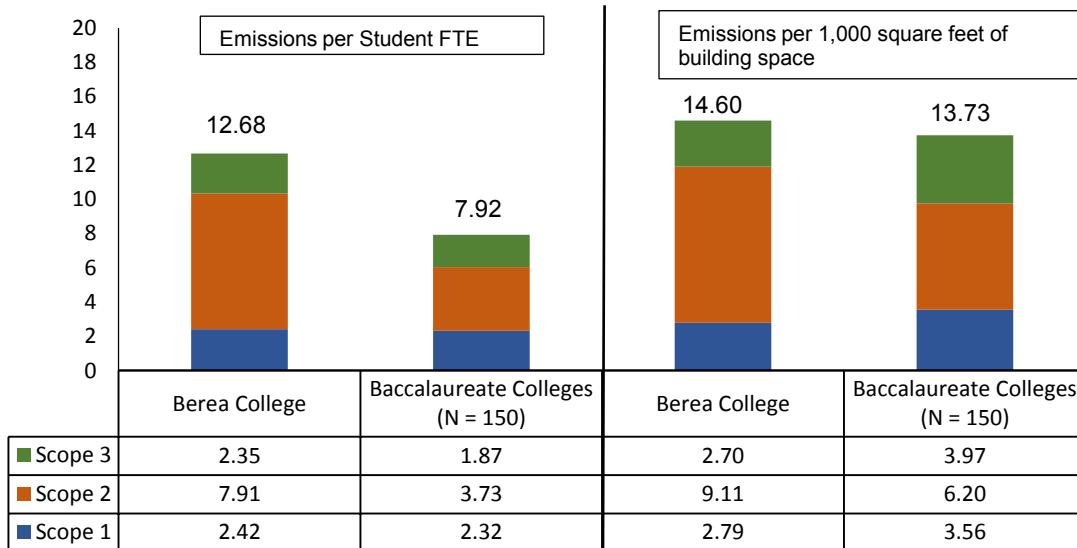
NOTES: Berea College owns and maintains over 8,000 acres of forested land which has been calculated to provide 27,192 metric tons of carbon emissions sequestration. Fiscal year 2012-2013 data are not yet available.

Compiled by the Office of Institutional Research and Assessment from data provided by the Office of Operations and Sustainability, December 2013

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
BY GENERAL CATEGORY/SCOPE
FIVE-YEAR TREND**



**GREENHOUSE GAS EMISSIONS
PER FULL-TIME STUDENT ENROLLMENT (FTE) AND PER 1,000 SQUARE FEET:
BEREA COLLEGE COMPARED TO OTHER BACCALAUREATE COLLEGES
FISCAL YEAR 2011-2012**



General Category/Scope Definitions (according to ACUPCC):

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

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

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

NOTES: Berea College owns and maintains over 8,000 acres of forested land which has been calculated to provide 27,192 metric tons of carbon emissions sequestration. Fiscal year 2012-2013 data are not yet available.