

The background of the cover is a photograph of the Berea College clock tower. The tower is a prominent white structure with a green dome on top, featuring two clock faces. It is built on a brick base. The foreground shows the red brick facade of the building with arched windows and a decorative cornice.

2016-2017 FACT BOOK

Compiled by the Office of Institutional Research and Assessment

www.berea.edu/ira/datareports/

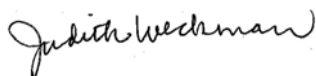
To Our Readers:

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

Much 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.

This year, we have included highlights for many of the sections.

We hope that you find these new pages both informative and useful. Please let us know how we can improve it. For more details and other reports, visit our website at www.berea.edu/ira/datareports.



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

Clara Labus Chapman, Assistant Director (Labor Team Supervisor)
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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 structure. Berea's motto, included in the original catalog from 1866 and still proclaimed today is reflective of the Christian values that inspired our founding and determined our mission and identity, "God has made of one blood all peoples of the earth" (Acts 17:26).

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

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

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

A WORD TO THE FACULTY AND STAFF OF BEREA COLLEGE

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

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

Lyle D. Roelofs
President
February 2017

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General Information

- The Great Commitments of Berea College (Mission of the College)
- Accreditation
- Institutional Memberships
- Academic Information (Programs of Study)
- The Student Labor Program
- The Convocation Series
- Clubs and Organizations, Academic Year 2016-2017

THE GREAT COMMITMENTS OF BEREA COLLEGE

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

To achieve this purpose, Berea College commits itself:

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

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

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

ACCREDITATION

Berea College is accredited by the Southern Association of Colleges and Schools Commission (SACS-COC) on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <http://www.sacscoc.org> for questions about the accreditation of Berea College.

The institutional policy of Berea College is to conform to all policy requirements of the Southern Association of Colleges and Schools Commission on Colleges.

The baccalaureate degree in nursing program at Berea College is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The Kentucky Board of Nursing has granted the Nursing program Full Approval status.

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

Source: *2016-2017 College Catalog*
<<http://catalog.berea.edu/en/Current/Catalog/Accreditation-and-Memberships>>

INSTITUTIONAL MEMBERSHIPS

Berea College is an institutional member of:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW)
- American Automobile Association (AAA)
- American Chestnut Foundation
- American College Personnel Association (ACPA)
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- American Society of Industrial Security
- Amigos Library Services
- Annapolis Group
- Appalachian College Association (ACA)
- AsiaNetwork
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African American Life and History (ASAALH)
- Association for University and College Counseling Center Directors (AUCCCD)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Auditors (ACUA)
- Association of College and University Printers (ACUP)
- Association of Collegiate Conference and Events Directors International (ACCED-I)
- Association of Governing Boards of Universities (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
- Association of Physical Plant Administrators (APPA)
- Berea Chamber of Commerce
- Campus Safety, Health and Environmental Association (CSHEMA)
- 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)
- 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 Society of Arboriculture

Source: Office of the President, November 2016

Institutional Memberships, continued

- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council on Postsecondary Education
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky League for Nursing
- Kentucky Restaurant Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Library Orientation Exchange Service (LOEX)(Eastern Michigan University)
- Lyrisis (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of College Auxiliary Stores (NACAS)
- National Association of College and University Attorneys (NACUA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Stores
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Employment Administrators (NASEA)
- National Collegiate Athletic Association (NCAA)
- National Consortium for Continuous Improvement (NCCI)
- National Fire Protection Association (NFPA)
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Second Nature
- Smith Travel Research
- Society of American Foresters
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Southern Highland Craft Guild
- Southern University Conference (SUC)
- Tennessee Motor Coach Association
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- United States Green Building Council (USGBC)
- University Leaders for a Sustainable Future (ULSF)
- University Risk Management and Insurance Association (URMIA)
- US Collegiate Athletic Association (USCAA)
- USA South Athletic Conference
- Work Colleges Consortium (WCC)

Source: Office of the President, November 2016

ACADEMIC INFORMATION

Programs of Study

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

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

Bachelor of Arts Degree Programs:

African and African American Studies	Computer and Information Science	Philosophy
Applied Science and Mathematics	Economics	Physics
Art History	Education Studies	Political Science
Art: Studio	English	Psychology
Asian Studies	French	Religion
Biology	German	Sociology
Chemistry	Health and Human Performance	Spanish
Child and Family Studies	History	Theatre
Classical Languages (not currently offered)	Mathematics	Women's and Gender Studies
Communication	Music	
	Peace and Social Justice 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, and Sustainable Community Development.

Teacher Preparation:

Berea College offers certification programs in **Elementary Education** (primary – grade 5); **Middle Grades Education** with Teacher Certification in Science or Mathematics (grades 5-9); **Teaching and Curriculum with Certification** (grades 8-12) programs in Biology, Chemistry, English, History, Mathematics, Physics, and Social Studies (with majors in History, 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	Dance	Music
Agriculture and Natural Resources	Economics	Peace and Social Justice Studies
Appalachian Studies	English	Philosophy
Art History	Forest Resource Management	Physics
Art: Studio	Film	Political Science
Asian Studies	French	Religion
Biology	German	Sociology
Broadcast Journalism	Health Studies	Spanish
Business Administration	Health Teaching	Sustainability and Environmental Studies
Chemistry	History	Theatre
Child and Family Studies	Latin	Women's and Gender Studies
Communication	Law, Ethics, and Society	
Computer Science		

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. The Labor Program provides economic, educational, social, personal, and spiritual benefits to students and those served by their work.

The Labor Program is designed to serve the following purposes:

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

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

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

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

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

For a complete list of all labor departments in which students work, see pages 104 and 105.

Source: *2016-2017 College Catalog*
<<http://catalog.berea.edu/en/Current/Catalog/Admissions-and-Financial-Aid/Copy-of-The-Labor-Program>>

THE CONVOCATION PROGRAM

A significant part of a student's educational experience at Berea College is offered through lectures, symposia, concerts, and the performing arts. These events present outstanding personalities who enliven the intellectual, aesthetic, and religious life, and perform an important educational role. These convocations also provide common intellectual experiences for students, faculty, and staff leading toward establishment of a unified academic community.

Convocations are designed as a supplement to the curriculum, augmenting general education in regular classes, bringing ideas of wide interest to all students, regardless of their focus of studies, and bringing contemporary issues and personalities into the curriculum. The breadth of convocations offered during a student's academic career at Berea College provides a sampling of thoughts and personalities from the wide spectrum of academic fields and the performing arts.

All students are expected to attend convocations each term of attendance at Berea minus one (usually the last term of attendance). A grade of CA (Convocation 'A') is recorded for all students who attend at least seven convocations. No more than eight CA grades may count toward the student's cumulative GPA. Convocation credit is only GPA credit and does not count toward total credits required for graduation.

NOTE: Participation in the Convocation Program is technically not a degree requirement. Students are expected to participate. A grade of CF (Convocation Fail) is recorded and averaged into a student's GPA each term a student is expected to participate and does not attend at least seven convocations.

Source: Convocation Program <<https://www.berea.edu/convocations/about>>
2016-2017 College Catalog
<<http://catalog.berea.edu/en/Current/Catalog/Academic-Policies/Degree-Requirements>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2016-2017

African Students Association (ASA)	Cosmopolitan Club
Alpha Psi Omega	CRU
American Choral Directors Association Student Chapter (ACDA)	Diversity Peer Education Team
Arab Student Association Al Maqam	Entrepreneurship for the Public Good (EPG)
Artist in Modern Motion	Episcopal Canterbury Fellowship
Asian Student Union (ASU)	E.Y.C.E. Step Team
Banana Run Club	Fierce Young and Hype (FYAH) Dance
Baptist Campus Ministry	Fighting for Equal Education
Berea College...	French Club
Anime and Manga Club (BAM)	German Club
Association of Student Nurses	Harvey Milk Society
Bereans for Life	Health and Human Performance Club
Campus Recreation	Health Occupants Students of America
Concert Choir	Intervarsity Christian Fellowship
Country Dancers	Iota Iota Iota (Triota)
Honor Society of Nursing	Judicial Team
Political Science Club	Kappa Omicron Nu
Republicans	Latin American Student Association
Saxophone Quartet and Saxophone Choir	Martial Arts Club
Speech and Debate (Forensics)	Meditation Assembly
Swim Club	Men Against Sexual Assault and Rape (MARS)
Yearbook (CHIMES)	Mortar Board Honor Society – Alpha Sigma Chi
Young Americans for Liberty	Muslim Student Association
Berea Economics Association	National Society of Collegiate Scholars
Berea Gaming Club	Newman Club
Berea Innovation Studios	Non-Traditional Student Association
Berea Middle Eastern Club	Oxfam America at Berea College
Bereans for Appalachia	Pagan Coalition
Biology Club	Phi Epsilon Kappa
Black Cultural Center (BCC)	Phi Kappa Phi
Black Music Ensemble (BME)	Pi Mu Epsilon and Math Club
Black Student Union (BSU)	Pinnacle (Student Newspaper)
Blue Crew	Pre-Health Professions Club
Campus Activities Board (CAB)	Pre-Med/ Dental Club
Catholic Newman Club	Presidential Running and Walking Club
Center for Excellence in Learning through Service (CELTS)	Pride, Unity, Love and Social Equality (PULSE!)
Adopt-a-Grandparent	Psi Chi, Psychology Honor Society
Berea Buddies	Psychology Club
Berea Teen Mentoring	Sazon Latino
Berea Tutoring Program	Secular Students of Berea College
Bonner Scholars	Society of Physics Students
Habitat for Humanity	South Asian Fusion Dance Team
Hispanic Outreach Program	Sigma Tau Delta
People Who Care	Student Government Association (SGA)
Service Learning	Student Judicial Board (J-Board)
Center for International Education (CIE)	Students for a Free Tibet
Center for Transformative Learning (CTL)	Swing Dance Club
Chemistry Club	Technology Club
Chi Alpha Christian Fellowship	Tri-Beta National Honor Society
Child and Family Studies Club	Ultimate Frisbee
College Democrats	WBEB TV and Radio

Source: Berea College Campus Life “B-Linked” website, as of October 2016
<<https://bera.collegiatelink.net/Organizations>>

Governance and Administration

- Board of Trustees
- Administrative Organization Chart
- Administrative Committee Members
- 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>	Thomas W. Phillips <i>Tennessee</i>
Celeste P. Armstrong <i>Alabama</i>	Michael D. Flowers <i>West Virginia</i>	William B. Richardson <i>Kentucky</i>
Charlotte F. Beason <i>Kentucky</i>	Donna S. Hall <i>Kentucky</i>	Lyle D. Roelofs** <i>Kentucky</i>
Vance Blade <i>Kentucky</i>	Bob Hawks <i>Georgia</i>	Dennis R. Roop <i>Colorado</i>
Nancy E. Blair <i>Connecticut</i>	Scott M. Jenkins <i>Pennsylvania</i>	Charles Ward Seabury, II <i>California</i>
Anne Berry Bonnyman <i>North Carolina</i>	Glenn R. Jennings <i>Kentucky</i>	David E. Shelton <i>North Carolina</i>
Joseph John Bridy <i>New York</i>	Shawn C.D. Johnson <i>Massachusetts</i>	David B. Sloan <i>Kentucky</i>
Scott Caldwell <i>Georgia</i>	Nancy "Nana" Lampton <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
David H. Chow <i>Connecticut</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Rocky S. Tuan <i>Pennsylvania</i>
Charles D. Crowe <i>Tennessee</i>	Harold L. Moses <i>Tennessee</i>	Robert T. Yahng <i>California</i>
M. Elizabeth Culbreth <i>North Carolina</i>	Betty H. Olinger <i>Kentucky</i>	Stephanie B. Zeigler <i>Connecticut</i>
	Douglas M. Orr <i>North Carolina</i>	

Honorary Trustees

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

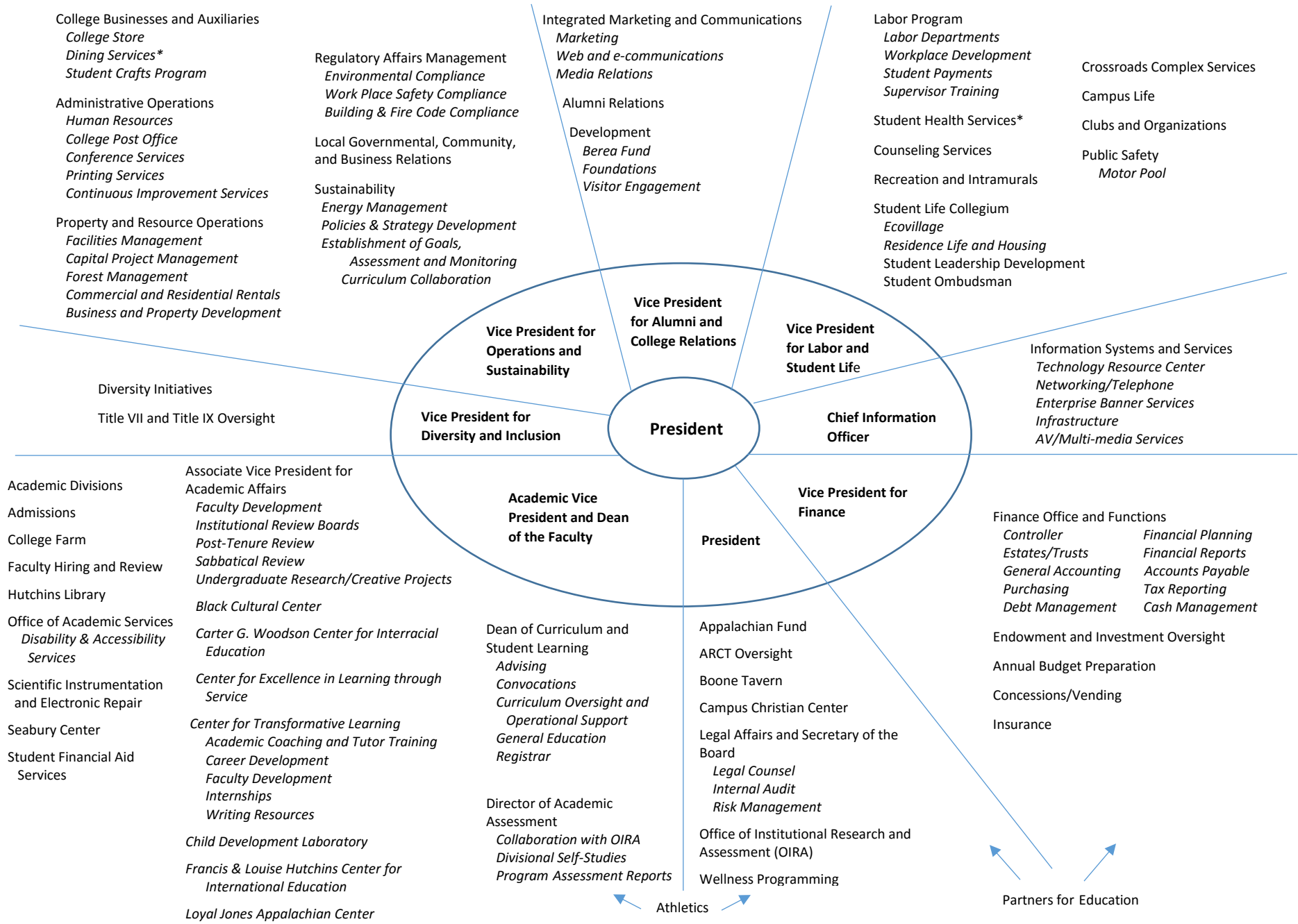
*Current as of January 2017

**President of the College

Source: Office of the President, January 2017

ADMINISTRATIVE ORGANIZATION

10



Source: The Office of the President (Revised August 2016)

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

*External Provider

ADMINISTRATIVE COMMITTEE MEMBERS

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. Members of the committee oversee all instructional and operating departments of the institution.

Lyle D. Roelofs

President

Jeff Amburgey

Vice President for Finance

Chad Berry

Academic Vice President and Dean of the Faculty

Virgil Burnside

Vice President for Labor and Student Life

Huapei Chen

Chief Information Officer

Bernadine Douglas

Vice President for Alumni and College Relations

Derrick Singleton

Vice President for Operations and Sustainability

Linda Strong-Leek

Vice President for Diversity and Inclusion

David Tipton

Dean of Labor

Judge B. Wilson II

General Counsel and Secretary of the College

Source: Office of the President website, January 2017
<<https://www.berea.edu/president/administrative-committee/>>

**ACADEMIC DIVISION CHAIRS, PROGRAM CHAIRS, AND DIRECTORS
ACADEMIC YEAR 2016-2017**

Division I

Chairperson: Matt Saderholm

Program

Biology

Chemistry

Mathematics

Nursing

Physics

Chairperson

Roy Scudder-Davis (Fall Term)

Megan Hoffman (Spring Term)

Anes Kovacevic

James Blackburn-Lynch

Monica Kennison

Martin Veillette (Fall Term)

Tracy Hodge (Spring Term)

Division II

Chairperson: Nancy Gift

Program

Agriculture and Natural Resources

Computer Science

Economics and Business

Sustainability and Environmental Studies

Technology and Applied Design

Chairperson

Sarah Hall

Mario Nakazawa

Ed McCormack

Paul Smithson (Fall Term)

Nancy Gift (Spring Term)

Mark Mahoney

Directors

Farm: Sean Clark

Division III

Chairperson: Jackie Burnside

Program

Child and Family Studies

Health and Human Performance

Psychology

Sociology

Chairperson

Katrina Rivers Thompson

Melody Srsic, Co-chair

Stephanie Woodie, Co-chair

Wayne Messer

Jill Bouma

Directors

Child Development Lab:

Wilma Chambers

Division IV

Chairperson: Billy Wooten

Program

Communication

English

Foreign Languages

Music

Theatre

Chairperson

Kennaria Brown

Steve Pulsford

Jeanne Hoch

Kathy Bullock

Shan Ayers

Directors

Theatre: Ami Shupe

Division V

Chairperson: Steve Gowler

Program

Art and Art History

Asian Studies

History

Philosophy

Political Science

Religion

Chairperson

Eileen McKiernan Gonzalez

Robert Foster

Rebecca Bates

Eric Pearson

John Heyrman

Duane Smith

Directors

Visual Arts: Eileen McKiernan
Gonzalez

Division VI

Chairperson: Meta Mendel-Reyes

Program

African and African American Studies

Appalachian Studies

Education Studies

Peace and Social Justice Studies

Women's and Gender Studies

Chairperson

Andrew Baskin (Fall Term)

Jose Pimienta-Bey (Spring Term)

Chris Green

Yolanda Carter

Jason Strange

Peggy Rivage-Seul

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

CAMPUS GOVERNANCE

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

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

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

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

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

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

General Faculty Assembly and College Faculty Assembly Memberships

Academic Year 2016-2017

Memberships

General Faculty Assembly	291 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	154 members
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Source: *Faculty Manual*, August 2016
<<http://catalog.berea.edu/en/current/Faculty-Manual/Campus-Governance>>
Executive Council, September 2016

FACULTY COUNCIL AND COMMITTEE STRUCTURE

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

EXECUTIVE COUNCIL (EC)

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

Faculty Assemblies Chair

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

Faculty Secretary

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

Awards Committee

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

Committee for Socially Responsible Investing

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

Sustainability Committee

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

ACADEMIC PROGRAM COUNCIL (APC)

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

Athletic Affairs Committee

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

Committee on General Education (COGE)

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

Source: *Faculty Manual*, August 2016

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

Faculty Council and Committee Structure (continued)

Convocation Committee

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

Student Admissions and Academic Standing Committee (SAAS)

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

Teacher Education Committee (TEC)

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

FACULTY STATUS COUNCIL (FSC)

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

LABOR PROGRAM COUNCIL (LPC)

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

STRATEGIC PLANNING COUNCIL (SPC)

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

STUDENT LIFE COUNCIL (SLC)

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

Source: *Faculty Manual*, August 2016

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

Faculty Council and Committee Structure (continued)

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

Administrative Committee (see page 11 for a list of members)

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

Benefits Committee

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

Budget Committee

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

Campus Conduct Hearing Board (CCHB)

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

Division Council

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

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.

Staff Liaison to the Board of Trustees

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

Source: *Faculty Manual*, August 2016

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

Faculty and Staff

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

Faculty and Staff Highlights

Fall 2016

Full-Time Faculty 138

Average Age
51

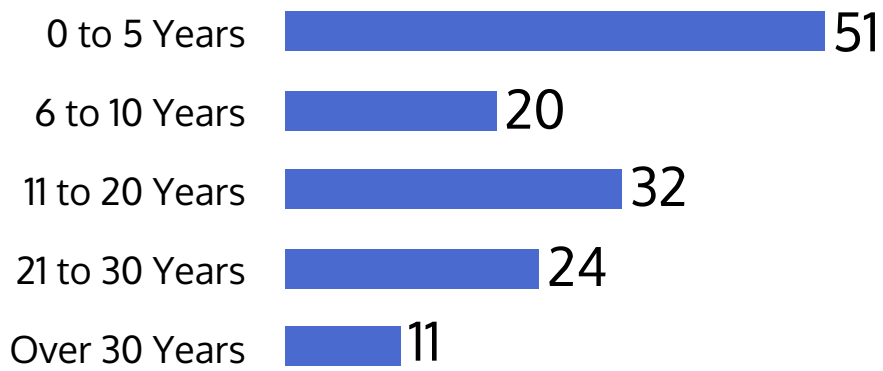
Alumni
14%

17% Minority
(8% African American)

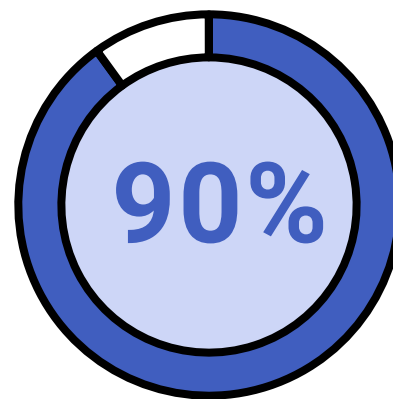
Female
47%

Male
53%

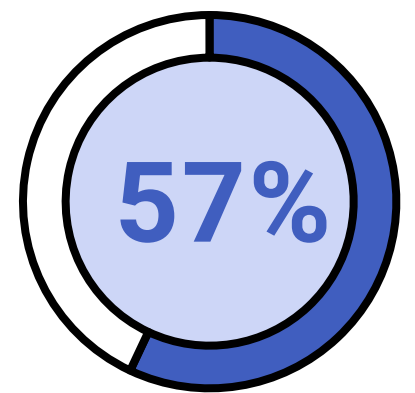
Number of Faculty by Length of Service



Terminal Degree



Tenured



Student-to-Faculty Ratio (11/1)



Total Staff 511

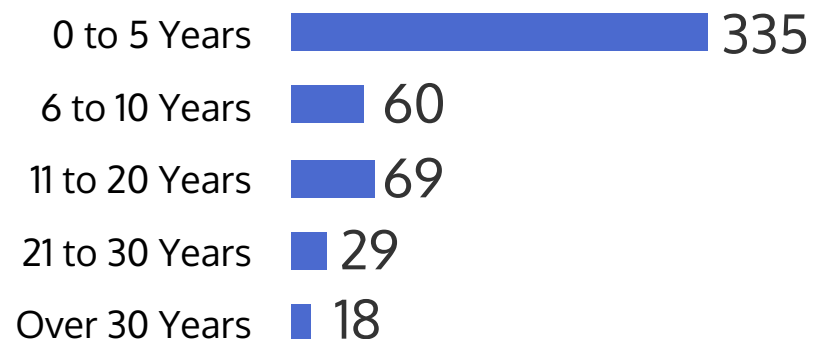
Female
64%

Male
36%

Alumni
31%

Minority
14%
(African American)
(8%)

Number of Staff by Length of Service



NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2015 – 2016</u>	Academic Year <u>2016 - 2017</u>
Tenure Appointments*	118	120
Full-time Teaching Appointments**	133	138
Professor	(32)	(36)
Associate	(55)	(56)
Assistant	(40)	(37)
Instructor	(6)	(9)
Full-time employees with faculty status who teach part time	12	10
Part-time faculty on a continuing appointment	9	6
Full-time employees without faculty status who teach part time	13	6
Adjunct faculty	16	19
Full-Time Equated (FTE)	158	160
Student/Faculty Ratio*** (FTE)	10/1	11/1

*Includes all tenure-track and tenured faculty, including three individuals teaching less than full-time, and nine administrators in 2015-2016, and two individuals teaching less than full-time, and eight administrators in 2016-2017.

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

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

Definitions as codified by the Academic Vice President and Dean of the Faculty, October 2015:

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

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

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

Academic Year 2016 – 2017

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	22	29	51
6 to 10 years	12	8	20
11 to 20 years	20	12	32
21 to 30 years	12	12	24
Over 30 years	<u>7</u>	<u>4</u>	<u>11</u>
TOTAL	73	65	138

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

	<u>Academic Year 2015 – 2016</u>	<u>Academic Year 2016 – 2017</u>
Full-Time Teaching Faculty	133	138
Number of Alumni**	19	19
Graduated from Berea College	(15)	(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, December 2016
Alumni Office, October 2016

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2015</u>		<u>Fall 2016</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	4	3.0%	4	2.9%
Not Hispanic or Latino or Spanish Origin	106	79.7%	113	81.9%
Chose not to respond	23	17.3%	21	15.2%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	2	1.5%	7	5.1%
Chose not to respond (race unknown)	1	0.8%	0	0.0%
American Indian or Alaska Native	1	0.8%	1	0.7%
Asian	2	1.5%	2	1.4%
Black or African American	12	9.0%	11	8.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	113	85.0%	115	83.3%
Two or more races indicated	2	1.5%	2	1.4%
American Indian/Alaska Native and White	(2)		(2)	
	133	100.0%	138	100.0%

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

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

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

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

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	4	(3%)	2	(2%)	4	(3%)
30-39 years old	21	(16%)	23	(18%)	17	(13%)	19	(16%)	16	(13%)
40-49 years old	35	(27%)	33	(25%)	36	(28%)	32	(27%)	33	(27%)
50-59 years old	51	(40%)	49	(37%)	48	(37%)	49	(41%)	42	(34%)
60-69 years old	18	(14%)	22	(17%)	22	(17%)	17	(14%)	29	(23%)
Older than 69 years old	2	(2%)	3	(2%)	3	(2%)	0	(0%)	0	(0%)
TOTAL	128	(100%)	131	(100%)	131	(100%)	119	(100%)	124	(100%)
Average:	50		51		51		50		50	

Age**	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	0	(0%)	3	(2%)	1	(1%)	1	(1%)	1	(1%)
30-39 years old	23	(17%)	26	(20%)	27	(20%)	24	(18%)	24	(17%)
40-49 years old	32	(25%)	31	(23%)	34	(26%)	41	(31%)	45	(33%)
50-59 years old	46	(36%)	38	(29%)	35	(27%)	31	(23%)	31	(22%)
60-69 years old	28	(22%)	33	(25%)	32	(24%)	33	(25%)	34	(25%)
Older than 69 years old	0	(0%)	2	(2%)	3	(2%)	3	(2%)	3	(2%)
TOTAL	129	(100%)	133	(100%)	132	(100%)	133	(100%)	138	(100%)
Average:	51		50		51		50		51	

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

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

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

FULL-TIME FACULTY* BASE SALARIES BY RANK AND SEX

Academic Year 2016-2017

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	19	\$88,400	\$85,600	17	\$87,000	\$85,600	36	\$87,800	\$85,600
Associate Prof.	34	\$70,600	\$70,900	22	\$70,100	\$67,600	56	\$70,400	\$70,400
Assistant Prof.	17	\$59,100	\$58,900	20	\$57,200	\$54,900	37	\$58,200	\$56,300
Instructor**	<u>3</u>			<u>6</u>			<u>9</u>	\$49,700	\$48,000
ALL RANKS	73	\$71,800	\$70,700	65	\$68,600	\$66,600	138	\$70,300	\$69,000

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

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

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

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

Academic Year 2016 – 2017

<u>Division/Program</u>	<u>Sex</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Biology	4	3	7	7	(100%)	5	(71%)
Chemistry	4	2	6	6	(100%)	5	(83%)
Mathematics	2	5	7	4	(57%)	3	(43%)
Nursing	0	5	5	5	(100%)	1	(20%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>2</u>	<u>(67%)</u>
DIVISION I TOTAL	12	16	28	25	(89%)	16	(57%)
Agriculture and Natural Resources	2	2	4	4	(100%)	1	(25%)
Business Administration	5	1	6	4	(67%)	1	(17%)
Computer and Information Science	3	1	4	4	(100%)	3	(75%)
Economics	2	1	3	3	(100%)	1	(33%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Technology and Applied Design	4	0	4	4	(100%)	3	(75%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	17	6	23	21	(91%)	11	(48%)
Child and Family Studies	2	3	5	4	(80%)	3	(60%)
Health and Human Performance	3	7	10	5	(50%)	2	(20%)
Psychology	2	3	5	5	(100%)	3	(60%)
Sociology	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>2</u>	<u>(67%)</u>
DIVISION III TOTAL	7	16	23	17	(74%)	10	(43%)
Communication	2	2	4	4	(100%)	3	(75%)
English	3	2	5	4	(80%)	3	(60%)
Foreign Languages	4	5	9	9	(100%)	6	(67%)
Music	5	2	7	6	(86%)	3	(43%)
Theatre	1	2	3	3	(100%)	3	(100%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION IV TOTAL	16	13	29	27	(93%)	18	(62%)
Art	2	4	6	6	(100%)	3	(50%)
Asian Studies**							
History	3	2	5	5	(100%)	5	(100%)
Philosophy	3	0	3	3	(100%)	3	(100%)
Political Science	2	1	3	3	(100%)	2	(67%)
Religion	3	0	3	3	(100%)	3	(100%)
Appointed to Division; no Program	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>1</u>	<u>(33%)</u>
DIVISION V TOTAL	16	7	23	23	(100%)	17	(74%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies	1	1	2	2	(100%)	1	(50%)
Education Studies	1	3	4	4	(100%)	2	(50%)
Peace and Social Justice Studies	1	1	2	2	(100%)	1	(50%)
Women's and Gender Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	5	7	12	11	(92%)	6	(50%)
TOTAL	73	65	138	124	(90%)	78	(57%)

*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 this program have a full-time faculty appointment in another program; faculty are only counted in one program so headcount is not duplicated.

NOTE: Under the Sex 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, December 2016

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

	<u>Fiscal Year 2011-2012</u>	<u>Fiscal Year 2012-2013</u>	<u>Fiscal Year 2013-2014</u>	<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2015-2016</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$360,891	\$267,052	\$292,614	\$347,496	\$276,925
Number of Faculty Receiving Funds	124	129	133	132	133
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$2,910	\$2,070	\$2,220	\$2,633	\$2,082
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$749,897	\$666,984	\$881,928	\$822,645	\$439,835
Number of Faculty on Paid Sabbatical	11	8	14	12	5
Average Total Dollars Per Faculty on Sabbatical	\$71,255	\$83,383	\$69,995	\$68,554	\$87,967
Percent of Total Full-Time Faculty	8.9%	7.0%	10.5%	9.1%	3.8%
Number of Total Full-Time Faculty	124	129	133	132	133

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

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

	Academic Years				
	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016**</u>
<u>PROFESSOR</u>					
Berea's mean	79.8	81.7	83.8	85.1	89.0
Benchmark group mean (excludes Berea)	91.1	92.7	93.9	96.0	97.3
Benchmark group median (includes Berea)	85.9	89.2	88.9	91.1	92.0
Berea's rank among its benchmarks	19/27	18/27(tie)	19/27	19/27	16/26
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	65.8	67.0	68.1	68.7	70.1
Benchmark group mean (excludes Berea)	68.8	70.4	72.1	73.5	74.7
Benchmark group median (includes Berea)	68.8	69.8	71.7	72.5	72.4
Berea's rank among its benchmarks	16/27(tie)	17/27	17/27	18/27(tie)	17/26
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	53.4	55.0	55.9	56.9	58.6
Benchmark group mean (excludes Berea)	57.1	58.5	59.4	60.6	62.7
Benchmark group median (includes Berea)	56.0	58.0	57.8	58.4	59.7
Berea's rank among its benchmarks	18/27	18/27	20/27	18/27	17/26

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

**For 2015-2016, data for Kalamazoo College were not available.

Definitions:

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2016
Academe, Annual March-April Issues

THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

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

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

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

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

Recipients of the Seabury Award for Excellence in Teaching

Names of current Berea College faculty members are italicized.

Dorothy Weeden Tredennick	1962	Richard Barnes	1984
Gerrit Levey	1962	Marlene Waller	1985
Marian Kingman	1963	Smith T. Powell	1986
Robert Gordon Menefee	1963	John Wallhausser	1987
Charlotte P. Ludlum	1964	<i>Stephen C. Bolster</i>	1988
William E. Newbolt	1964	Robert J. Schneider	1989
Virginia Ruth Woods	1965	Ralph Stinebrickner	1990
George Gilbert Roberts	1965	<i>Jeanne M. Hoch</i>	1991
Maureen Faulkner	1966	Dean Warren Lambert	1992
Kristjan Sulev Kogerma	1966	Ralph L. Thompson	1993
Herschel Lester Hull	1967	Eugene T. Chao	1994
Frank Junior Wray	1967	John E. Courter	1995
Jerome William Hughes	1968	Paul David Nelson	1996
Thomas Reed Beebe	1968	L. Eugene Startzman	1997
Louise Moore Scrivner	1969	Donald Hudson	1998
John Douglas Chrisman	1969	Dorothy Hopkins Schnare	1999
Cornelius Gregory Di Teresa	1970	Thomas A. Boyd	2000
Franklin Bryan Gailey	1970	Richard D. Sears	2001
Thomas McRoberts Kreider	1971	Laura A. Crawford	2002
William John Schafer	1971	Walter E. Hyleck	2003
Robert Jerry Lewis	1972	<i>Andrew Baskin</i>	2004
Stephen Scott Boyce	1972	Amer Lahamer	2005
Thomas David Strickler	1973	<i>Dawn Anderson</i>	2006
Martha Wylie Pride	1974	<i>Gary Mahoney</i>	2007
Glen H. Stassen	1975	<i>Ron Rosen</i>	2008
John Fletcher White	1976	<i>Janice Blythe</i>	2009
Mary Louise Pross	1977	Barbara Wade	2010
Robert Ward Pearson	1978	Robert Suder	2011
John Seelye Bolin	1979	<i>Ed McCormack</i>	2012
Dennis Michael Rivage-Seul	1980	<i>Sandra Bolster</i>	2013
Jonas Patterson Shugars	1981	Kathryn Akural	2014
Philip Schmidt	1982	<i>Jill Bouma</i>	2015
Larry K. Blair	1983	<i>Kathy Bullock</i>	2016

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

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

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

Recipients of the Paul C. Hager Excellence in Advising Award

Names of current Berea College faculty members are italicized.

James Gage	1993
Oliver Keels	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
Martie Kazura	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
Don Hudson	2001
Barbara Wade	2002
<i>Dawn Anderson</i>	2003
<i>Janice Blythe</i>	2004
Patricia Isaacs	2005
Michael Panciera	2006
<i>David Porter</i>	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
<i>Billy Wooten</i>	2011
<i>Wayne Tolliver</i>	2012
<i>Paul Smithson</i>	2013
<i>Robert Foster</i>	2014
<i>Mary Robert Garrett</i>	2015
<i>Andrew Baskin</i>	2016

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

	As of November 1, 2015			As of November 1, 2016		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	106	197	303	111	224	335
6 to 10 years	21	34	55	22	38	60
11 to 20 years	35	38	73	33	36	69
21 to 30 years	8	17	25	11	18	29
Over 30 years	<u>8</u>	<u>10</u>	<u>18</u>	<u>8</u>	<u>10</u>	<u>18</u>
TOTAL	178	296	474	185	326	511

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

	As of November 1, 2015			As of November 1, 2016		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	9	11	20	11	17	27
25-29 years old	24	42	66	27	51	78
30-39 years old	34	69	103	32	68	100
40-49 years old	40	69	109	42	69	111
50-59 years old	43	72	115	41	76	117
60-69 years old	26	32	58	30	44	74
Older than 69 years old	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>4</u>
TOTAL	178	296	474	185	326	511

*Includes all staff; both internally and externally funded (see page 31 for definitions of funding statuses). Also includes tenured faculty members (2015-16: 6; 2016-17: 6) and tenure-track faculty members (2015-16: 2; 2016-17: 2) who are currently holding administrative positions, and professional librarians with faculty status (2015-16: 9; 2016-17: 9).

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2016

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, 2015</u>		<u>As of Nov. 1, 2016</u>	
Hispanic or Latino or Spanish Origin	8	(1.7%)	11	(2.2%)
<hr style="border-top: 1px dashed black;"/>				
American Indian or Alaska Native	1	(0.2%)	1	(0.2%)
Asian	4	(0.8%)	5	(1.0%)
Black or African American	33	(7.0%)	42	(8.2%)
Two or more races	12	(2.5%)	13	(2.5%)
White	421	(88.8%)	439	(85.9%)
Chose not to respond (race unknown)	2	(0.4%)	7	(1.4%)
International	1	(0.2%)	4	(0.8%)
Total	474	(100.0%)	511	(100.0%)

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

*Includes all staff; both internally and externally funded (see page 31 for definitions of funding statuses). Also includes tenured faculty members (2015-16: 6; 2016-17: 6) and tenure-track faculty members (2015-16: 2; 2016-17: 2) who are currently holding administrative positions, and professional librarians with faculty status (2015-16: 9; 2016-17: 9).

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

FULL- AND PART-TIME STAFF* BY ALUMNI STATUS

	<u>As of Nov. 1, 2015</u>	<u>As of Nov. 1, 2016</u>
Number of Staff	474	511
Number of Alumni**	153	158
Graduated from Berea College	(130)	(146)
Attended Berea	(22)	(11)
Honorary Alumni***	(1)	(1)

*Includes all staff; both internally and externally funded (see page 31 for definitions of funding statuses). Also includes tenured faculty members (2015-16: 6; 2016-17: 6) and tenure-track faculty members (2015-16: 2; 2016-17: 2) who are currently holding administrative positions, and professional librarians with faculty status (2015-16: 9; 2016-17: 9).

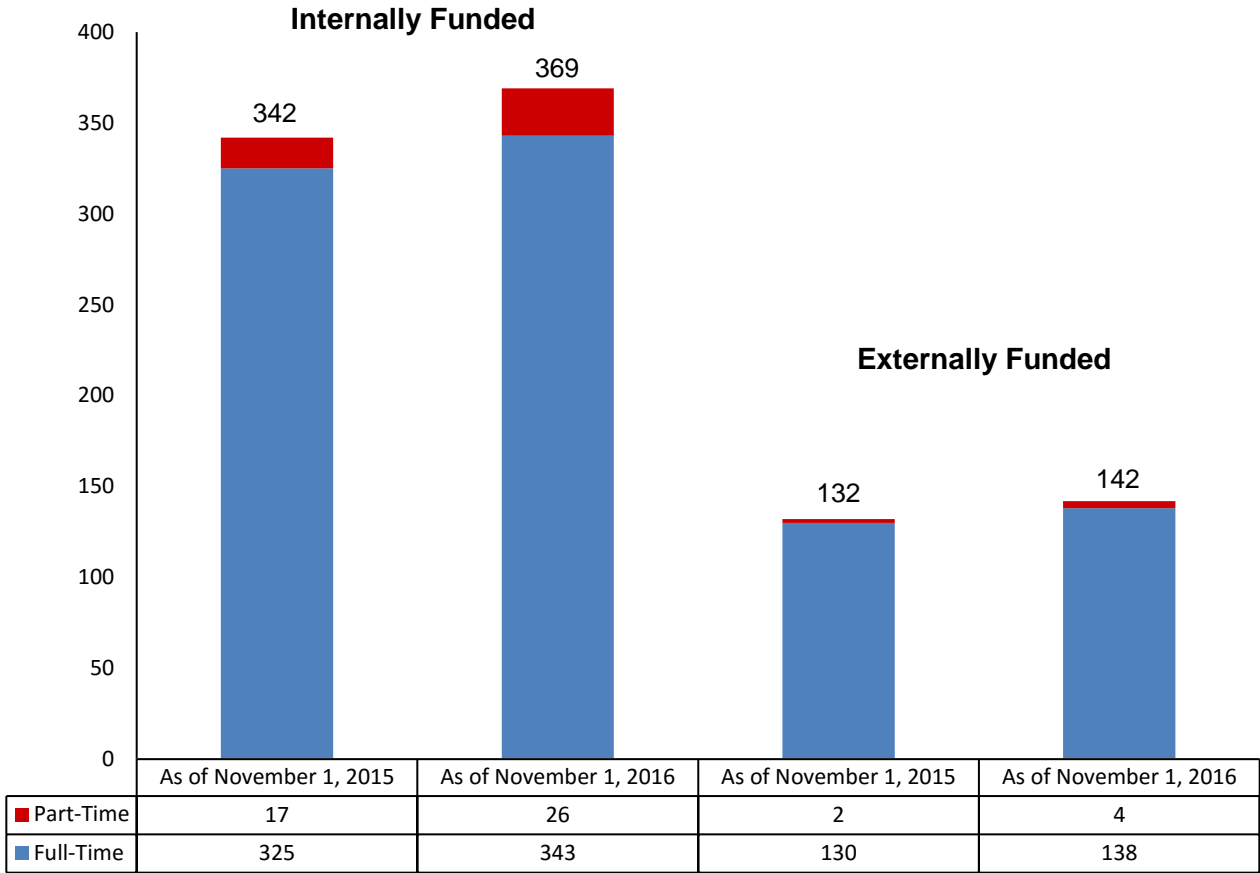
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

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

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources and the Alumni Office, November 2016

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



*Includes tenured faculty members (2015-16: 6; 2016-17: 6) and tenure-track faculty members (2015-16: 2; 2016-17: 2) who are currently holding administrative positions, and professional librarians with faculty status (2015-16: 9; 2016-17: 9).

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

Definitions of Funding Status:

External: Positions that are funded by external sources such as federal grants and external trusts.

Internal: Positions that are funded by College resources (e.g. endowment spendable return, Berea Fund, and other unrestricted sources).

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2016

THE LABOR SUPERVISOR OF THE YEAR AWARD

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

Recipients of the Labor Supervisor of the Year Award

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

Janet Tronc	2005
Deloris Coleman	2006
Linda Reynolds	2006
<i>Loretta Reynolds</i>	2007
<i>Dave Porter</i>	2008
<i>Larky Kim Crawford</i>	2008
<i>Sandy Wells</i>	2009
<i>Leslie Kaylor</i>	2009
<i>Anthony Basham</i>	2010 (Supervising 1-15 students)
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)
<i>Jeanette Davidson</i>	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011
<i>David Slinker</i>	2012
<i>Clara Chapman</i>	2013
<i>Adam Mullikin</i>	2014
<i>Larky Kim Crawford</i>	2015
<i>Amanda Peach</i>	2016

ELIZABETH PERRY MILES AWARD FOR COMMUNITY SERVICE

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

The following are guidelines for the award:

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

Recipients of the Elizabeth Perry Miles Award for Community Service

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

Tom Boyd	1991
Betty Olinger	1992
Carol Lamm	1993
William Stolte	1994
Joan Moore	1995
Peter Hille	1996
John Cook	1997
Randy Osborne	1998
Lee Morris	1999
<i>Virgil Burnside</i>	2000
Brenda Hosley	2001
<i>Andrew Baskin</i>	2002
Betty Hibler	2003
Barbara Power	2004
<i>Fred de Rosset</i>	2005
John Courter	2006
Nancy Ryan	2007
<i>Theresa Lowder</i>	2008
Mary Ann Shupe	2009
Melissa Osborne	2010
Miriam David	2011
Joe Bagnoli	2012
Cheyenne Olson	2013
<i>Richard Olson</i>	2013
Michelle Tooley	2014
<i>Ellen Burke</i>	2015
<i>Meta Mendel-Reyes</i>	2016

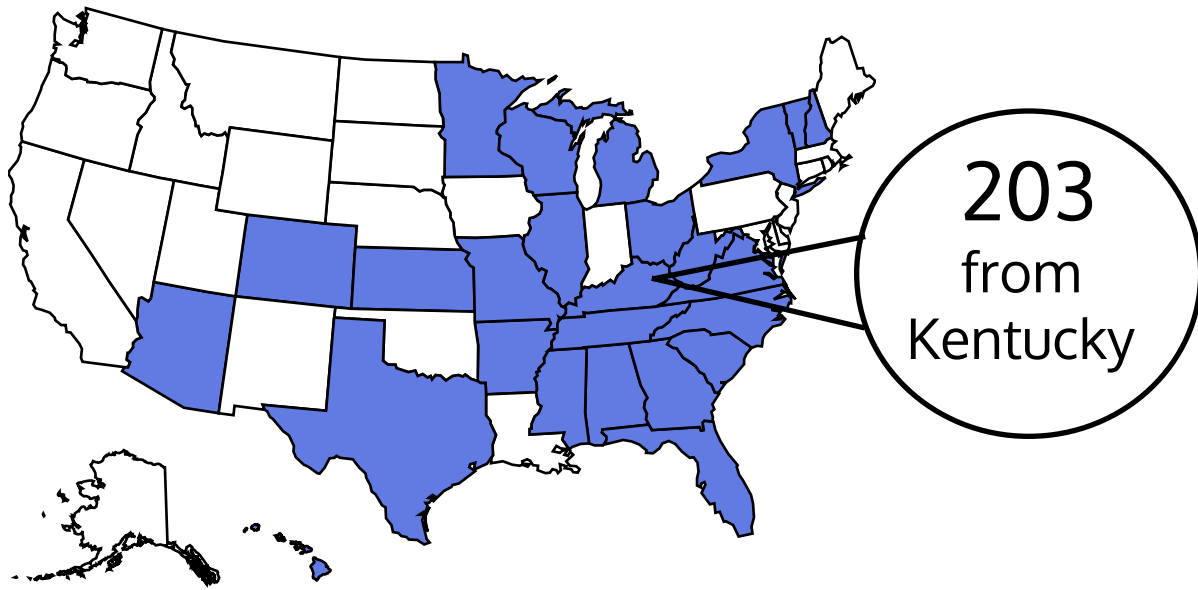
Source: Office of the Academic Vice President and Dean of the Faculty, October 2016

Admissions

- Highlights
 - First-Year Students
 - Transfer Students
- Admissions Territory Categories (Map and Explanation)
- Admissions Territory (List of Counties)
- First-Year Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
 - by Territory
- First-Year Students from Kentucky
- African-American First-Year Students
- First-Year Students from At-Risk and Distressed Appalachian Counties
- Mean ACT Composite Scores (includes National and Kentucky comparisons)
- Mean SAT Scores (includes National and Kentucky comparisons)
- First-Year Students Ranked in the Top One-Fifth of their High School Class:
 - All, by Sex, 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, 2007-2016
 - by Sex
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
- Fall Term Transfer Student Enrollment Trends, 2007-2016
 - by Sex
 - by Territory

First-Year Student Highlights

Fall 2016



418 Students enrolled from...

25 States
28 Countries

78% In-Territory
27% At-Risk and Distressed Counties

Academic Preparation

Mean ACT

24.5

Required at least one course of developmental math

23%

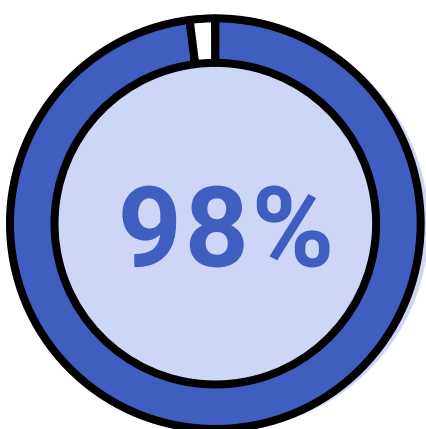
High School Percentile Rank

Second Fifth 39%

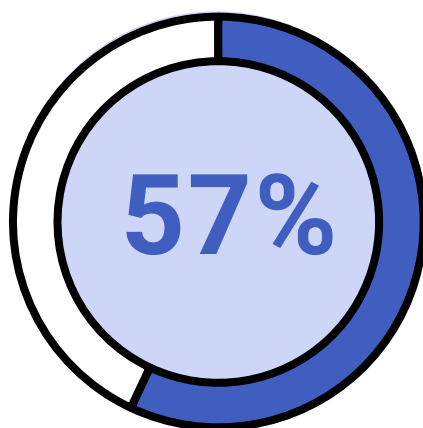
Third Fifth 9%

Top Fifth 51%

Financial Qualifications



Pell Grant Recipients



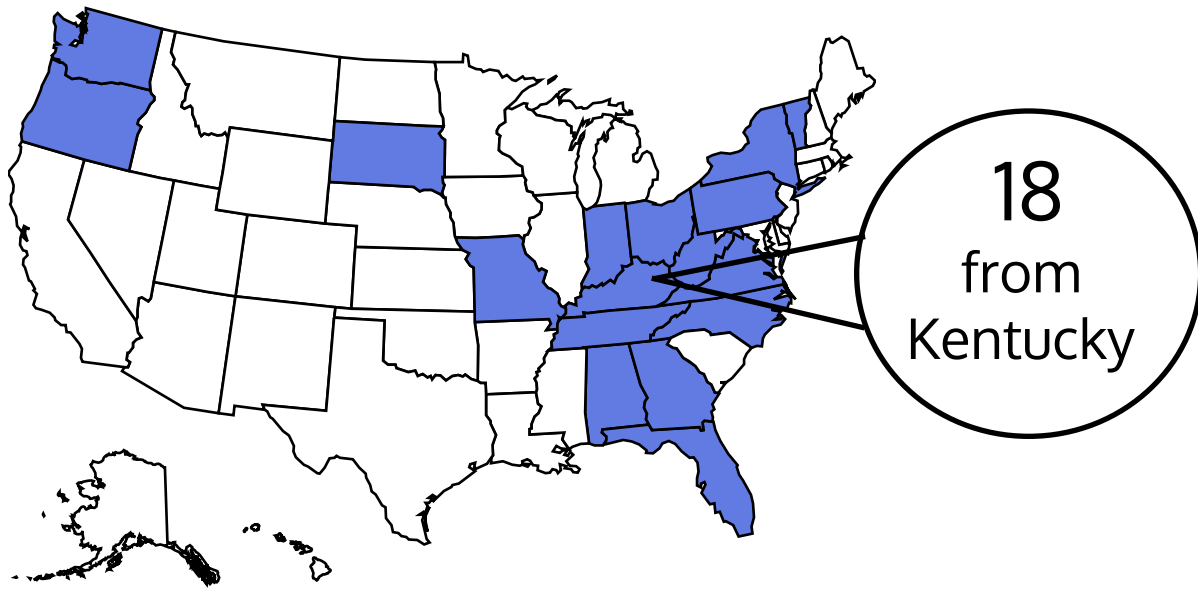
Domestic Students with an EFC of \$0 (Expected Family Contribution)

Enrollment Characteristics

57% Female
23% African-American
7% F-1 International
12% Hispanic
62% First Generation
3% Homeschooled

Transfer Student Highlights

Fall 2016



48 Students enrolled from...

16 States
2 Countries

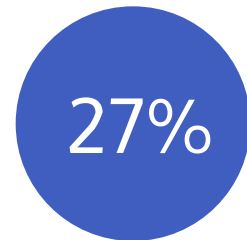
63% In-Territory
20% At-Risk and Distressed Counties

Academic Preparation

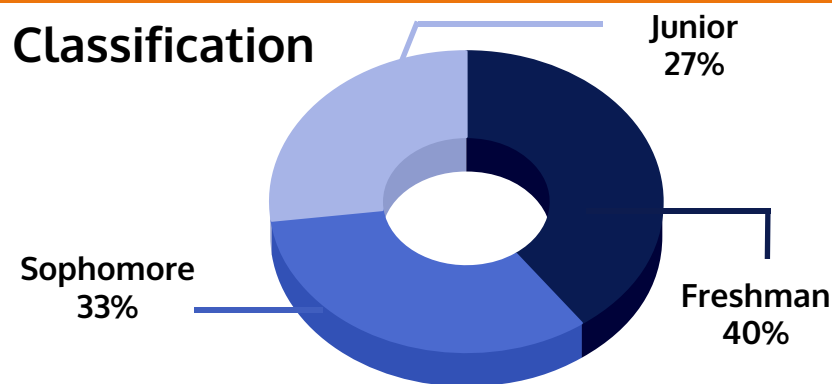
Mean Transfer GPA



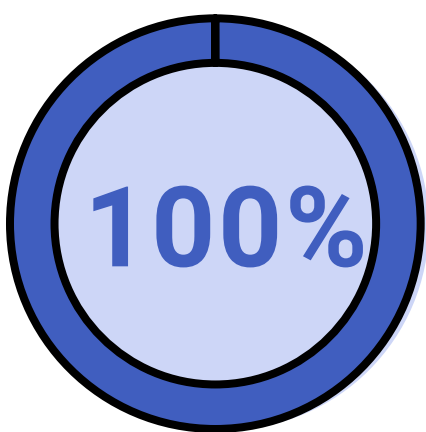
Required at least one course of developmental math



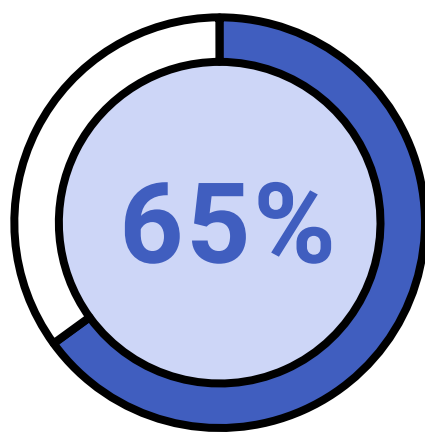
Classification



Financial Qualifications



Pell Grant Recipients



Domestic Students with an EFC of \$0 (Expected Family Contribution)

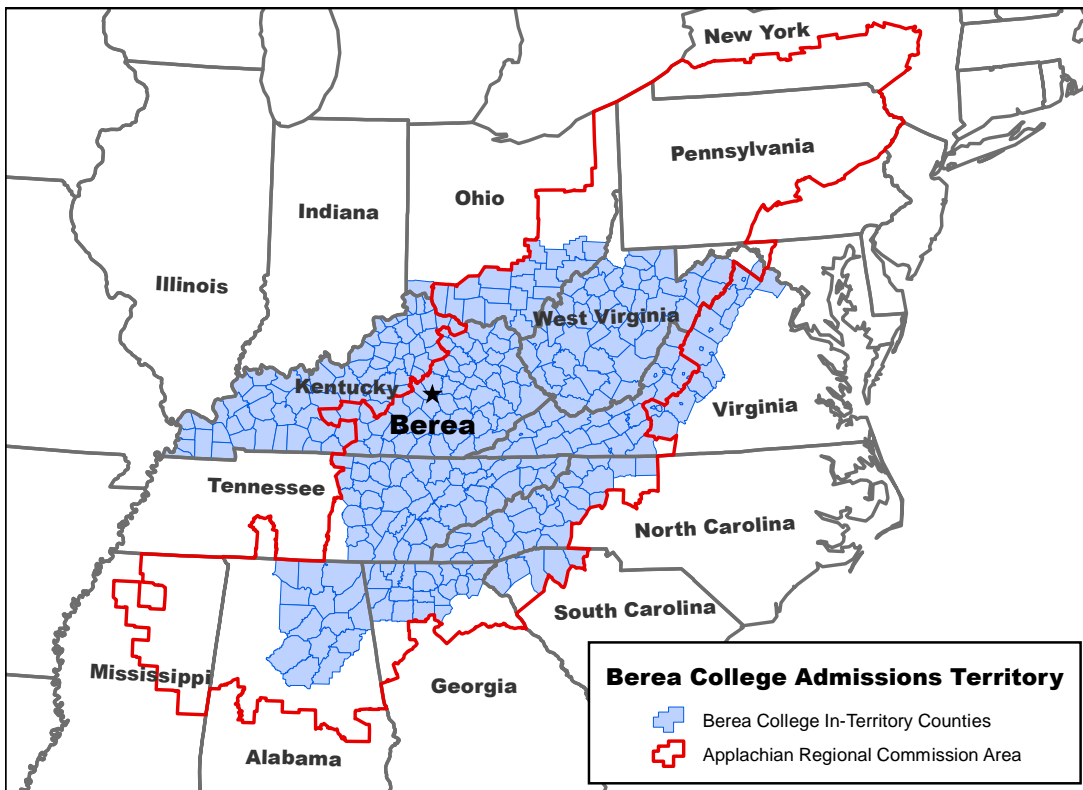
Enrollment Characteristics

- 50%** Female
- 10%** African-American
- 4%** F-1 International
- 13%** Hispanic
- 55%** First Generation
- 31%** KCTCS Transfer
(Kentucky Community and Technical College System)

ADMISSIONS TERRITORY CATEGORIES

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

- *In-Territory*: Students who come from much of the Appalachian region and all of Kentucky within the white area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. (See pages 35-36 for a list of counties by state).
- *Out-of-Territory*: Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.
- *F-1 International*: Students who are not U.S. Citizens, permanent residents, or refugees, and are attending the college under an F-1 visa issued by the U.S. Department of State.



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

ADMISSIONS TERRITORY

ALABAMA

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

GEORGIA

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

NORTH CAROLINA

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

Admissions Territory (continued)

OHIO

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

SOUTH CAROLINA

Cherokee
Greenville
Oconee
Pickens
Spartanburg

TENNESSEE

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

TENNESSEE

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

VIRGINIA

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

VIRGINIA

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

WEST VIRGINIA

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

WEST VIRGINIA

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

TAKEN OUT
OF TERRITORY
IN 1976

Alabama

Clay
Cleburne
Fayette
Franklin
Marion
Walker
Winston

Virginia

Greene
Madison
Rappahannock

*Counties added in 1976

**Counties added in 1978

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

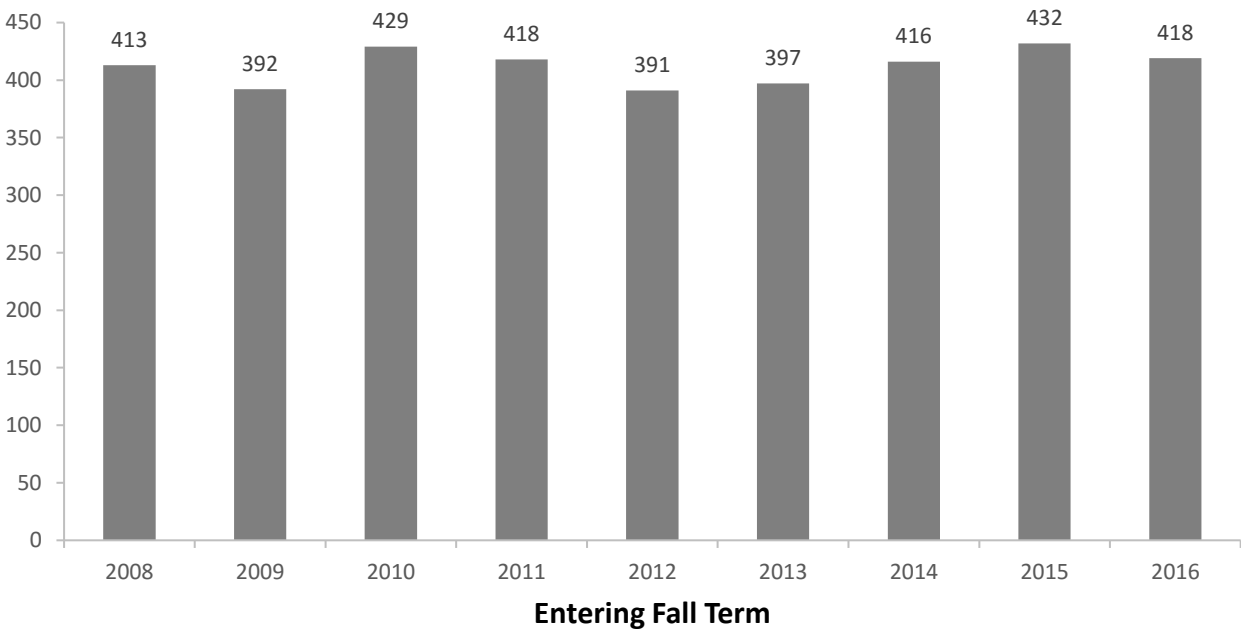
Source: Admissions Office

FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications*</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2007	2,083	n/a	597	n/a	421	71%
2008	2,468	n/a	531	n/a	413	78
2009	2,745	1,362	516	38%	392	76
2010	3,264	1,542	564	37	429	76
2011	4,707	1,603	586	37	418	71
2012	4,423	1,694	538	32	391	73
2013	4,287	1,620	551	34	397	72
2014	4,060	1,649	555	34	416	75
2015	3,953	1,637	597	37	432	72
2016	4,130	1,744	572	33	418	73

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

NUMBER OF FIRST-YEAR STUDENTS



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

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

Males

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2007	892	n/a	236	n/a	169	72%
2008	1,015	n/a	220	n/a	172	78
2009	1,017	588	216	37%	171	79
2010	1,284	690	261	38	199	76
2011	1,813	716	277	39	205	74
2012	1,695	711	229	32	173	76
2013	1,564	679	249	37	181	73
2014	1,571	695	239	34	179	75
2015	1,461	694	268	39	195	73
2016	1,414	690	240	35	181	75

Females

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2007	1,191	n/a	361	n/a	252	70%
2008	1,453	n/a	311	n/a	241	78
2009	1,638	774	300	39%	221	74
2010	1,980	852	303	36	230	76
2011	2,894	887	309	35	213	69
2012	2,728	983	310	32	218	70
2013	2,694	927	302	33	216	72
2014	2,492	953	316	33	237	75
2015	2,482	941	329	35	237	72
2016	2,712	1,051	332	32	257	77

NOTES: For 2013, sex was unknown for 29 submitted applications and 14 completed applications.
 For 2014, sex was unknown for 7 submitted applications and 1 completed application.
 For 2015, sex was unknown for 10 submitted applications and 2 completed applications.
 For 2016, sex was unknown for 4 submitted applications and 3 completed applications.

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

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

IN-TERRITORY						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	Applications		
2007	1,172	n/a	470	n/a	333	71%
2008	1,339	n/a	382	n/a	303	79
2009	1,468	644	367	57%	282	77
2010	1,661	736	413	56	315	76
2011	2,716	843	419	50	306	73
2012	2,558	855	413	48	303	73
2013	2,492	848	429	51	315	73
2014	2,289	833	407	49	321	79
2015	2,301	839	447	53	336	75
2016	2,697	932	435	47	326	75

OUT-OF-TERRITORY						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	Applications		
2007	344	n/a	97	n/a	66	68%
2008	490	n/a	110	n/a	84	76
2009	627	218	112	51%	86	77
2010	749	275	121	44	91	75
2011	1,200	301	130	43	86	66
2012	1,104	303	94	31	62	66
2013	1,008	262	83	32	54	65
2014	1,059	336	108	32	68	63
2015	995	294	112	38	65	58
2016	861	243	102	42	63	62

F-1 INTERNATIONAL*						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	Applications		
2007	567	n/a	30	n/a	22	73%
2008	639	n/a	39	n/a	26	68
2009	650	500	37	7%	24	65
2010	854	531	30	6	23	77
2011	791	459	37	8	26	70
2012	761	536	32	6	26	81
2013	787	510	39	8	28	72
2014	709	480	40	8	27	68
2015	697	504	38	8	31	82
2016	572	569	35	6	29	83

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

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

FIRST-YEAR STUDENTS FROM KENTUCKY

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
2007	421	196	46.6%
2008	413	169	40.9
2009	392	169	43.1
2010	429	189	44.1
2011	418	185	44.3
2012	391	175	44.8
2013	397	165	41.6
2014	416	195	46.8
2015	432	194	44.9
2016	418	203	48.6

AFRICAN-AMERICAN* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
2007	421	75	17.8%
2008	413	63	15.0
2009	392	81	20.7
2010	429	71	16.6
2011	418	94	22.5
2012	391	78	19.9
2013	397	78	19.6
2014	416	96	23.1
2015	432	90	20.8
2016	418	97	23.2

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

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

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

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>
2007	421	95	22.6%	32	7.6%
2008	413	113	27.4	44	10.7
2009	392	97	24.7	40	10.2
2010	429	98	22.8	43	10.0
2011	418	101	24.2	45	10.8
2012	391	98	25.1	38	9.7
2013	397	95	23.9	33	8.3
2014	416	98	23.6	38	9.1
2015	432	108	25.0	40	9.3
2016	418	103	24.6	49	11.7

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

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

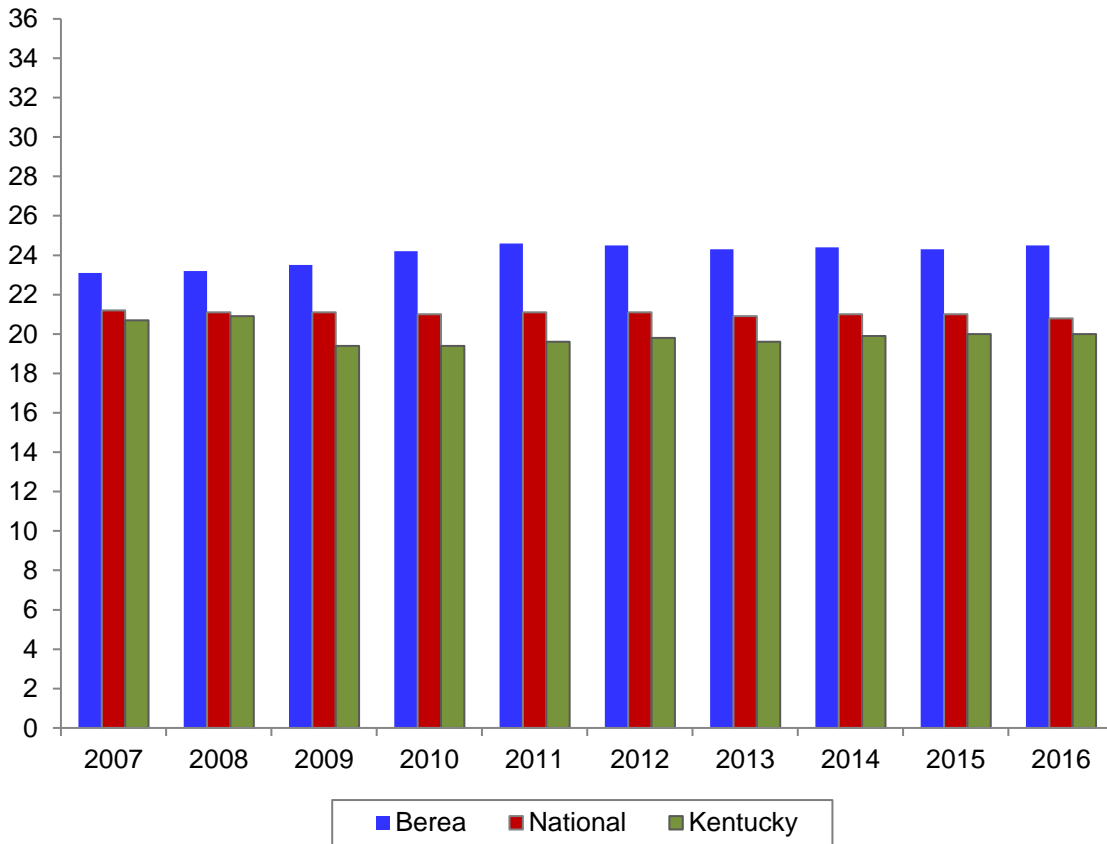
To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

Source: Office of Institutional Research and Assessment, October 2016

MEAN ACT COMPOSITE SCORES

Fall Term	Number of Students who Submitted ACT	Percent of Berea's First-Year Students*	Berea		National Mean	Kentucky Mean
			Males	Females		
2007	331	23.1%	22.7	23.3	21.2	20.7
2008	322	23.2	22.6	23.6	21.1	20.9
2009	305	23.5	23.0	23.9	21.1	19.4
2010	336	24.1	23.8	24.4	21.0	19.4
2011	331	24.6	24.4	24.9	21.1	19.6
2012	310	24.5	23.8	25.0	21.1	19.8
2013	318	24.3	24.0	24.6	20.9	19.6
2014	344	24.4	24.4	24.4	21.0	19.9
2015	360	24.3	24.9	23.9	21.0	20.0
2016	365	24.5	24.5	24.6	20.8	20.0

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



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

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

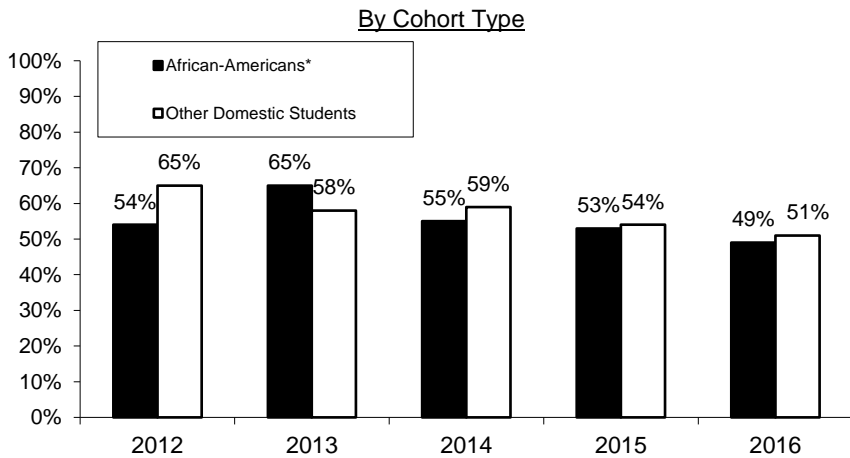
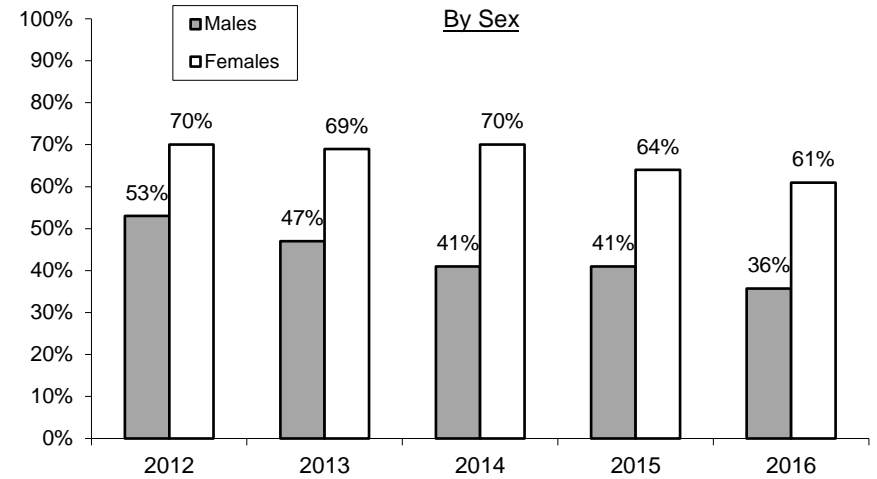
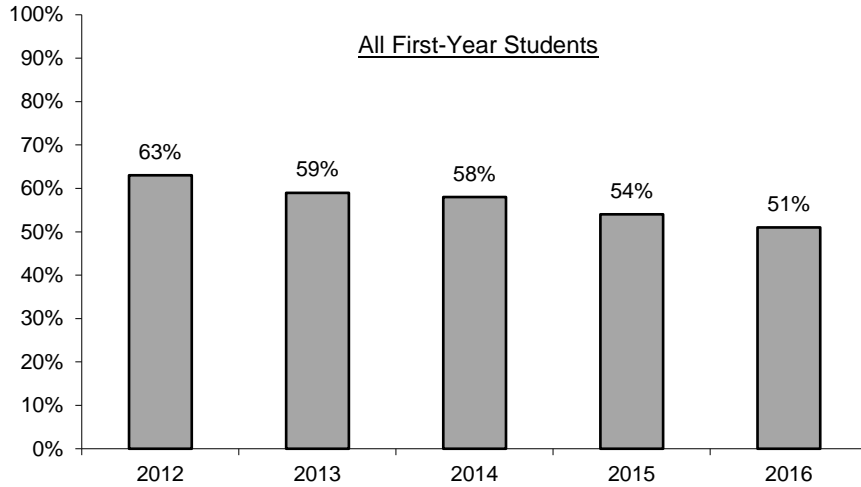
Fall Term	Number of Students who Submitted SAT	Berea's First-Year Students			National and Kentucky Comparisons					
		Critical Reading	Mathematics	Writing	Critical Reading		Mathematics		Writing	
					National	KY	National	KY	National	KY
2007	80*	539	542	528	501	567	514	565	493	553
2008	65*	562	538	531	500	568	514	570	493	554
2009	63	564	534	546	499	573	514	573	492	561
2010	71	583	556	546	500	575	515	575	491	563
2011	74	573	545	563	497	576	514	572	489	563
2012	67*	586	579	552	496	579	514	575	488	566
2013	58	560	565	544	496	585	514	584	488	572
2014	56	554	571	548	497	585	513	584	487	572
2015	59	590	565	559	495	588	511	587	484	574
2016	41	546	562	553	494	604	508	599	482	586

* Score reports include one student who submitted the SAT exam without the writing component (which was added in March 2005).

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 SEX AND COHORT TYPE

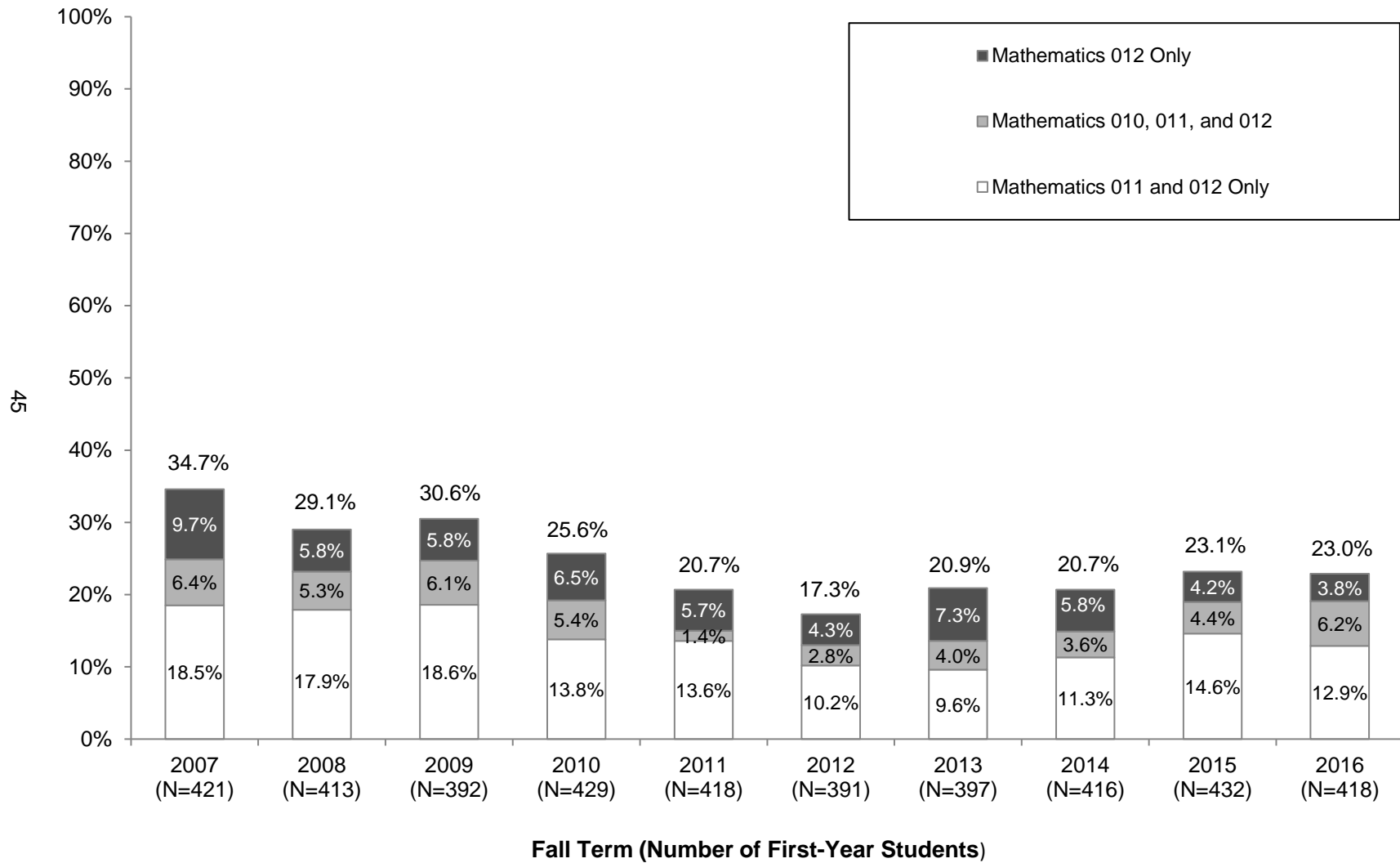


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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

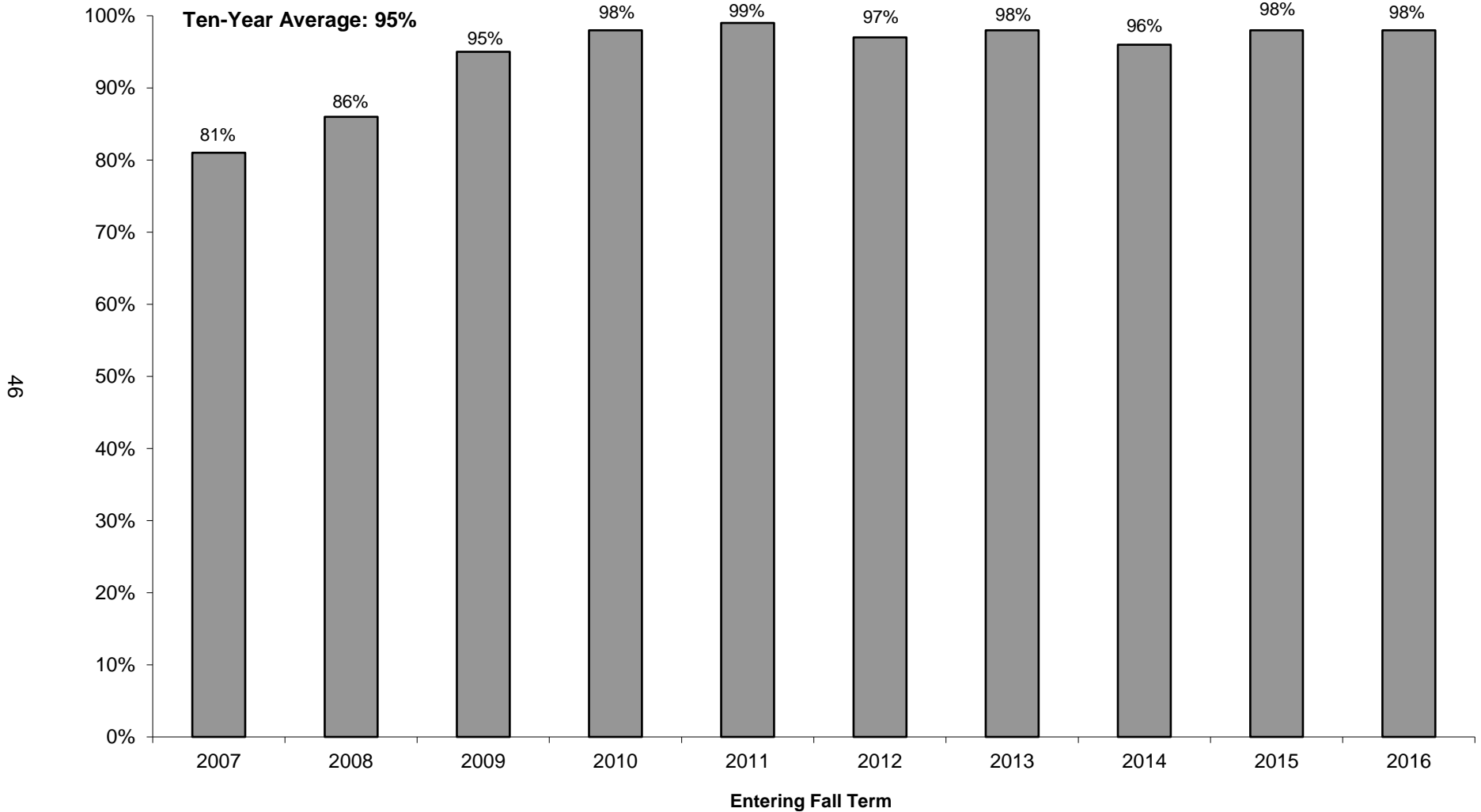
Source: Annual editions of First-Year Students' Class Profile

FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES



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

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

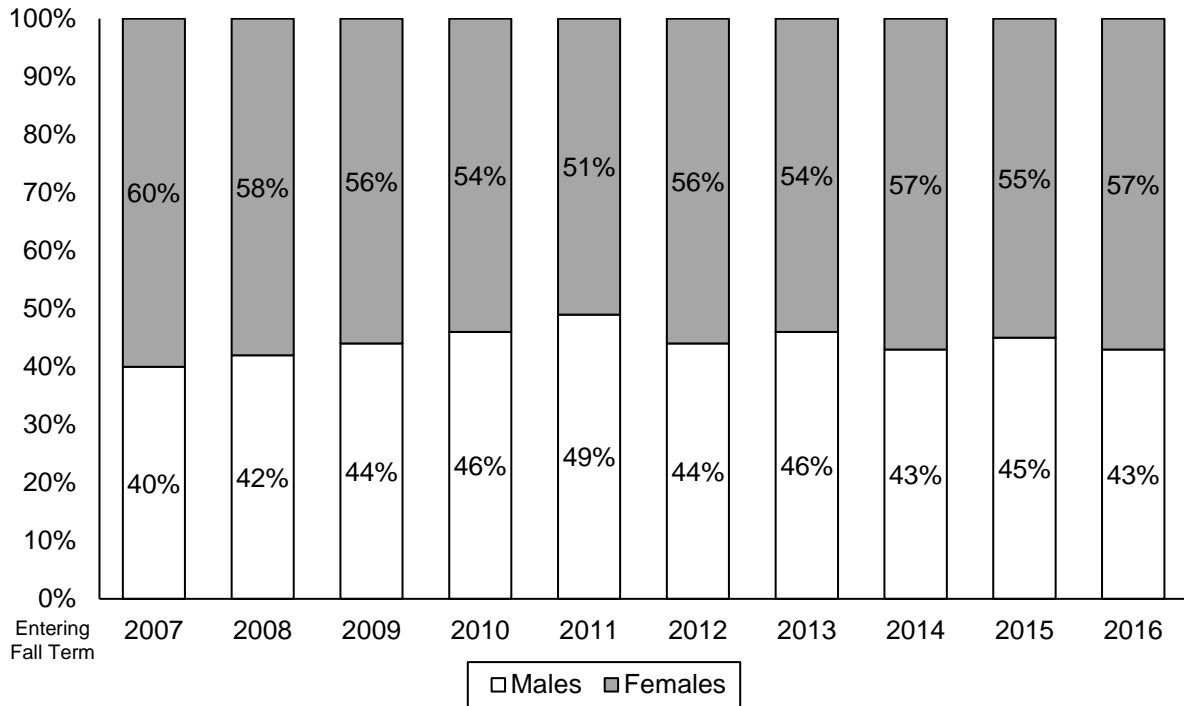


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

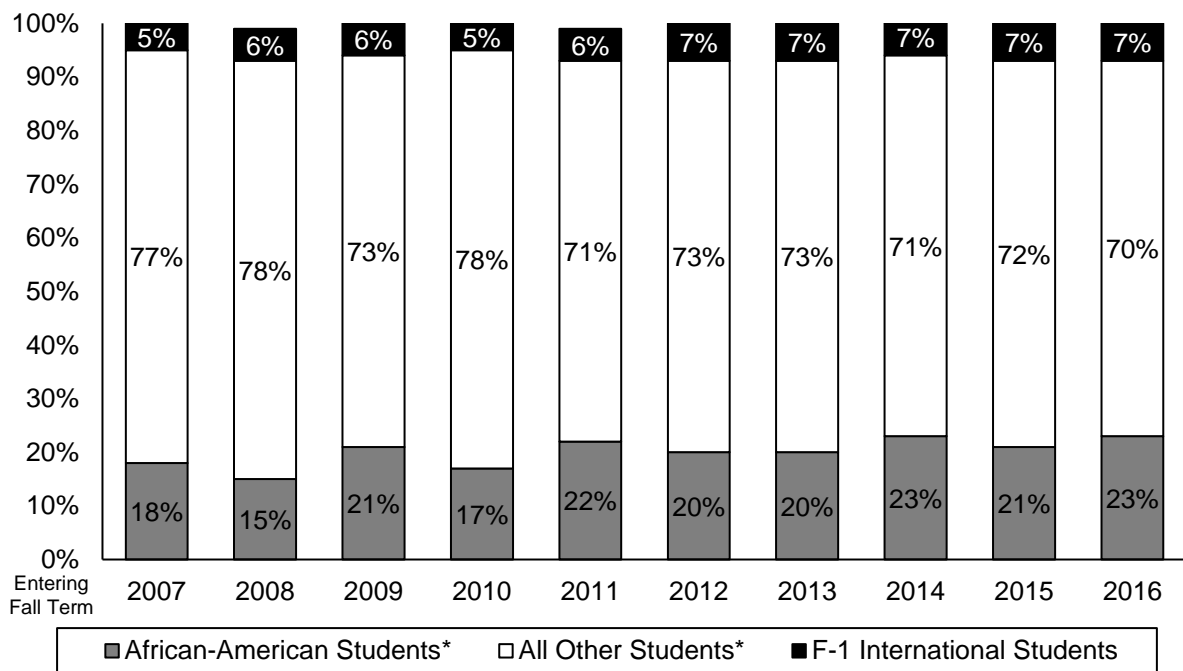
Source: Office of Institutional Research and Assessment, September 2016

FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Sex



By Cohort Type

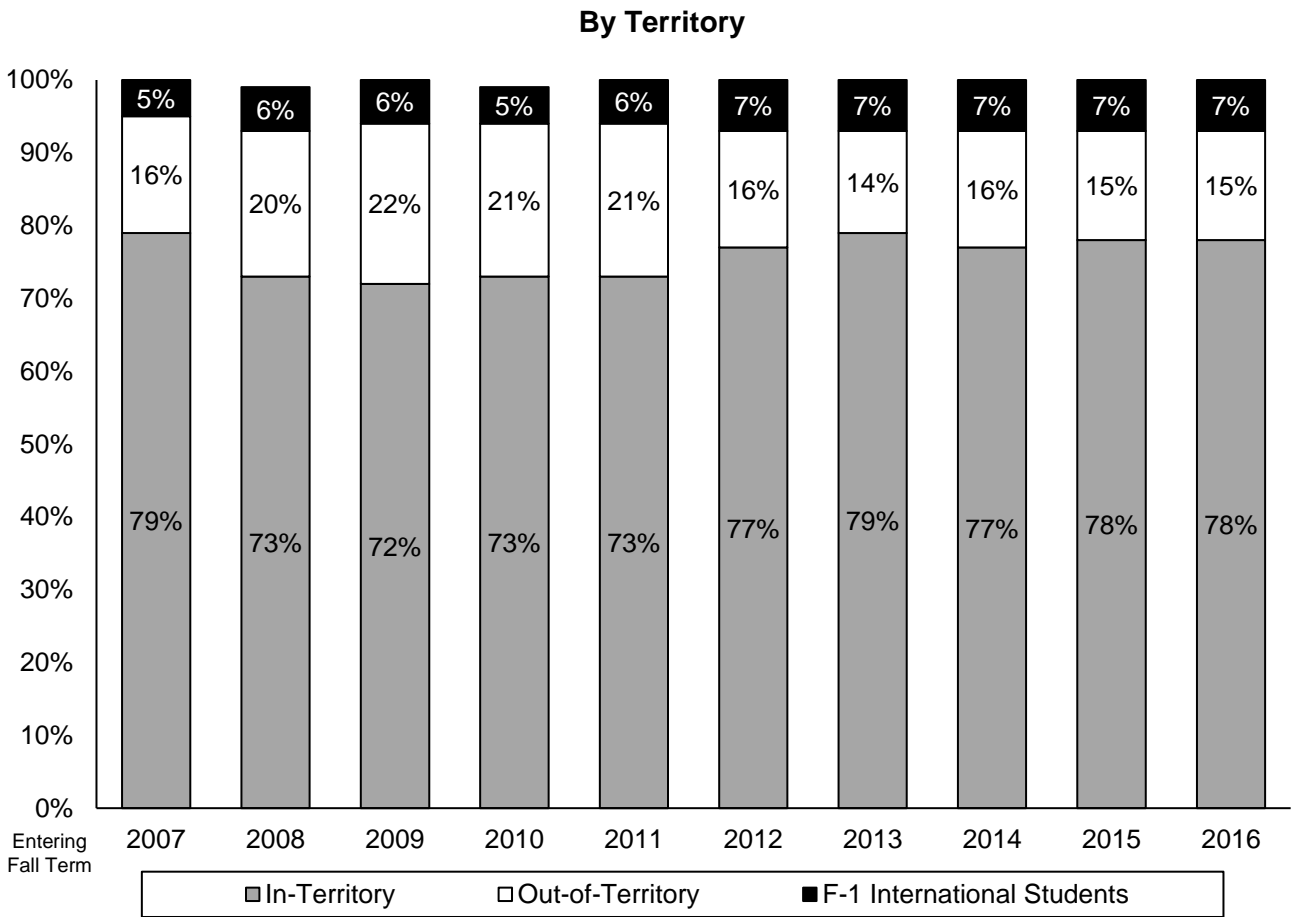


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2016

First-Year Student Enrollment Trends, continued

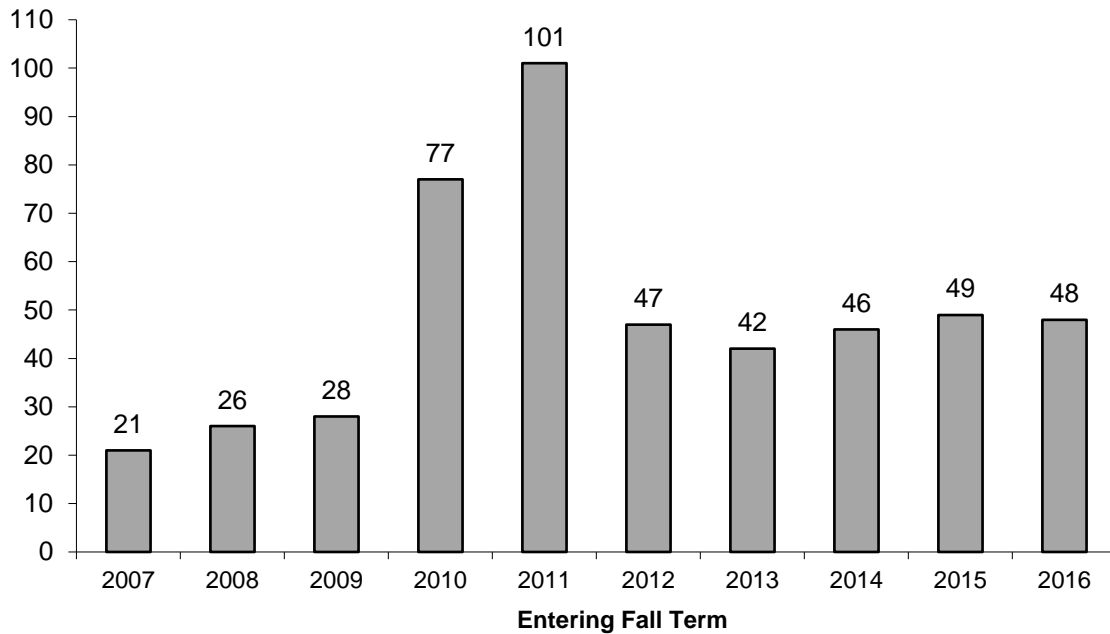


Source: Office of Institutional Research and Assessment, October 2016.

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
2007	140	n/a	30	n/a	21	70%
2008	266	n/a	29	n/a	26	90
2009	364	90	38	42%	28	74
2010	428	132	92	70	77	84
2011	625	188	115	61	101	88
2012	618	201	55	27	47	85
2013	600	145	51	35	42	82
2014	368	140	55	39	46	84
2015	334	131	55	42	49	89
2016	286	102	58	57	48	83

NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

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

Males

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2007	65	n/a	12	n/a	8	67%
2008	121	n/a	12	n/a	10	83
2009	146	45	21	47%	15	71
2010	165	56	37	66	33	89
2011	254	78	49	63	43	88
2012	223	82	24	29	20	83
2013	228	53	21	40	18	86
2014	147	56	28	50	22	79
2015	150	54	21	39	20	95
2016	110	45	25	56	24	96

Females

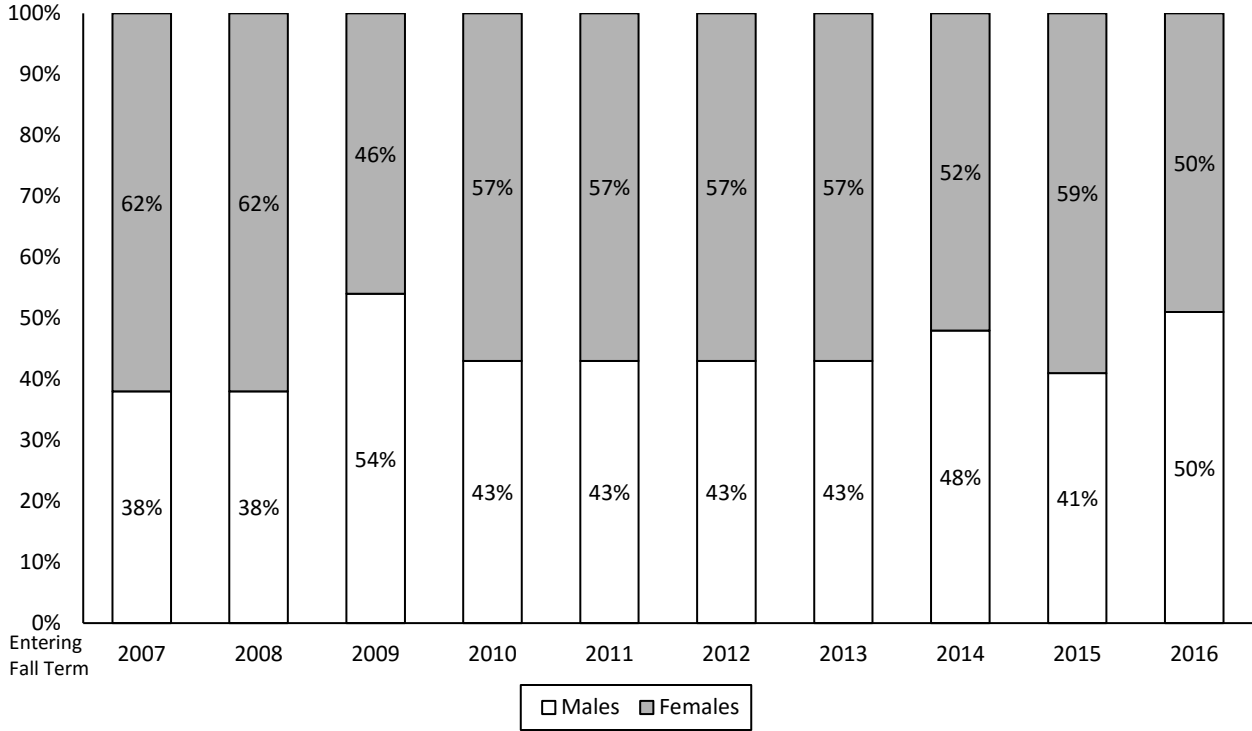
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2007	75	n/a	18	n/a	13	72%
2008	145	n/a	17	n/a	16	94
2009	218	45	17	38%	13	76
2010	263	76	55	72	44	80
2011	371	110	66	60	58	88
2012	395	119	31	26	27	87
2013	371	92	30	33	24	80
2014	220	84	27	32	24	89
2015	184	77	34	48	29	85
2016	176	57	32	56	24	75

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

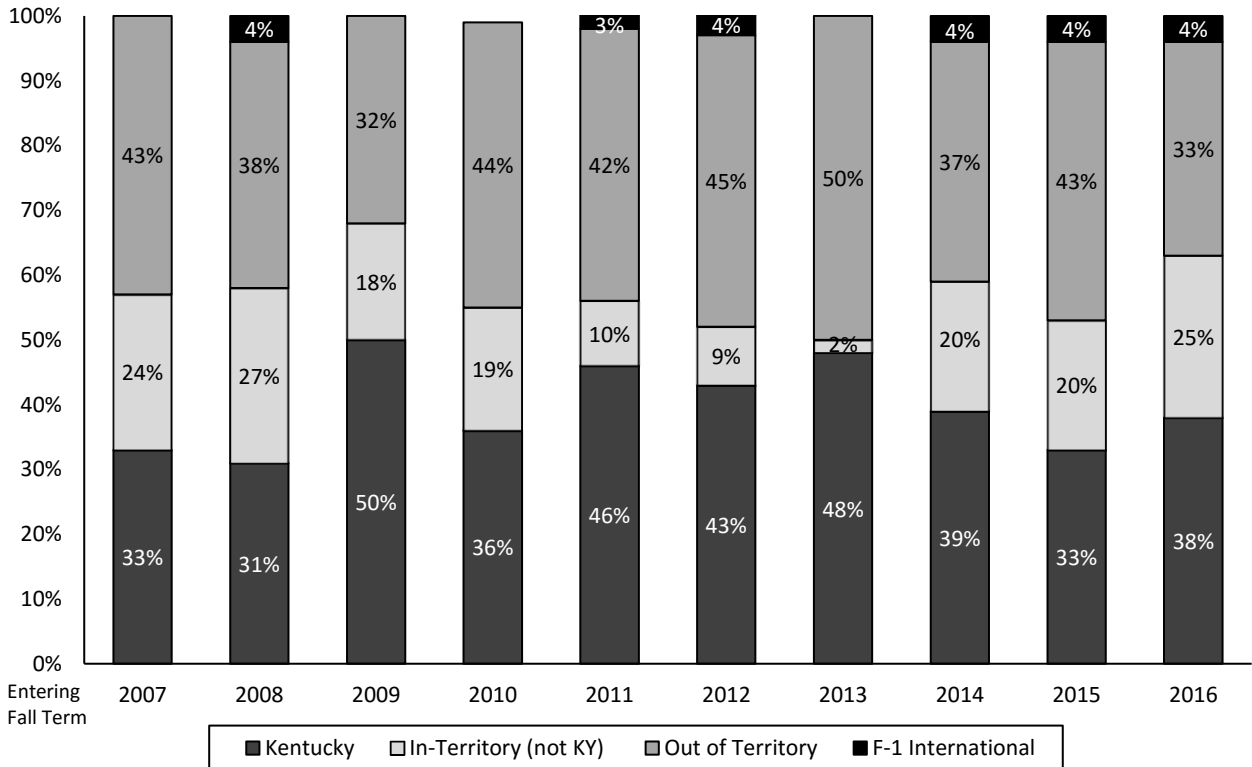
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Sex



By Territory



Source: Office of Institutional Research and Assessment, September 2016

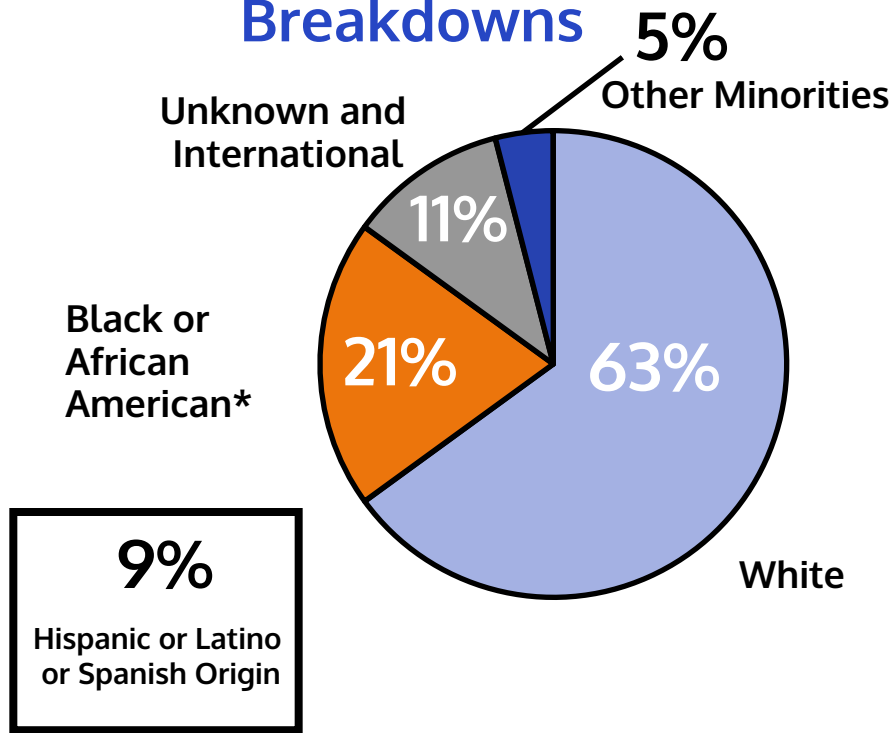
Student Enrollment and Characteristics

- Highlights
- Fall 2016 Enrollment Category Highlights
- First-Generation College Students: Trend Graphs
 - Entering Fall Term Students
 - Graduating Senior Students
- Fall Headcount Enrollment
- Fall Enrollments by Classification
 - By Full-Time and Part-Time Status
- Degree-Seeking Students with International Experience
- African-American Degree-Seeking Students
- Degree-Seeking Students from At-Risk and Distressed Appalachian Counties
- Fall 2016 Enrollment by State and U. S. Territories (Map)
- Fall 2016 Enrollment by Country (Map)
- Fall 2016 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by Territory
- Fall Enrollments of Degree-Seeking Students by
 - Ethnic and Racial Breakdowns
 - Age
- Fall 2016 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2007-2016
 - by Sex
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

Enrollment Highlights

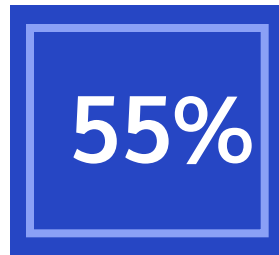
Fall 2016

Ethnic and Racial Breakdowns



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

First Generation



Non-Traditional



From At-Risk and Distressed Appalachian Counties

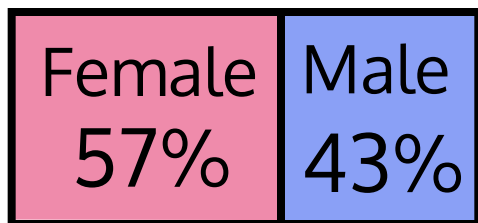


Students with International Experience*



*All students who are classified as "F-1 International" and other students who are classified as "Permanent Residents" (students who may be asylees or refugees).

Sex



Headcount



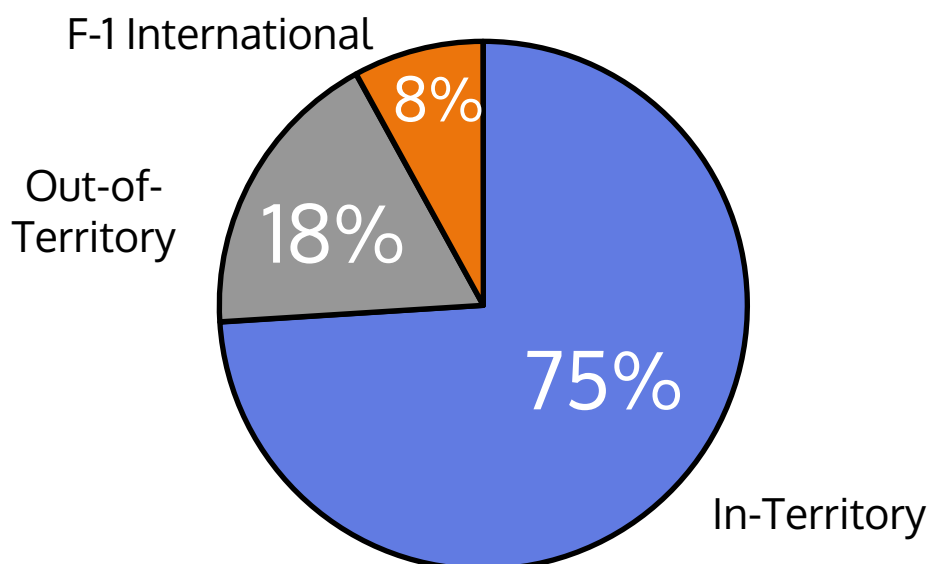
Degree-Seeking



Non-Degree-Seeking



Territory



Students represent:

- 40** States
- District of Columbia
- 1** U.S. Territory: American Samoa (2)
- 1** Armed Forces Europe
- 70** Countries other than the United States

FALL 2016 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,612	First-Year Students N = 418	Transfer Students N = 48
Sex			
Male	698 43%	181 43%	24 50%
Female	914 57%	237 57%	24 50%
Territory			
In-Territory	1,202 75%	326 78%	30 63%
Out-of-Territory	288 18%	63 15%	16 33%
F-1 International	122 8%	29 7%	2 4%
From At-Risk/Distressed Appalachian Counties	374 23%	103 25%	9 19%
Students with International Experience	181 11%	37 9%	2 4%
Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	153 9%	50 12%	6 13%
Black or African American	331 21%	97 23%	5 10%
Other minorities	84 5%	25 6%	7 21%
White	1,021 63%	248 59%	32 67%
Unknown and International	176 11%	48 11%	4 8%
Non-Traditional	150 9%	6 1%	15 31%
First Generation (based on those with known info)	751/1360 55%	254/412 62%	26/47 55%

Definitions:

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

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

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

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

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

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

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

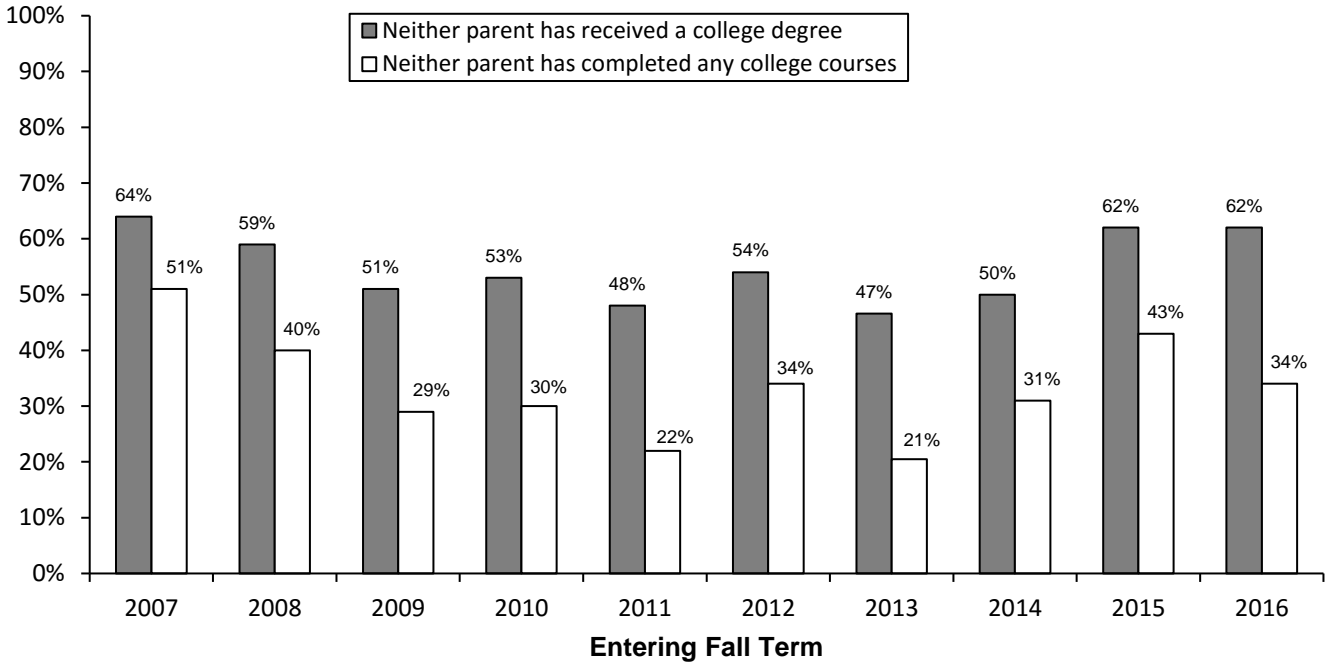
Unknown - Students who chose not to identify their race on their admissions application and all F-1 International students because they are not coded on the basis of race/ethnicity.

Non-Traditional - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age. Twenty-five (2%) international students are 24 or older.

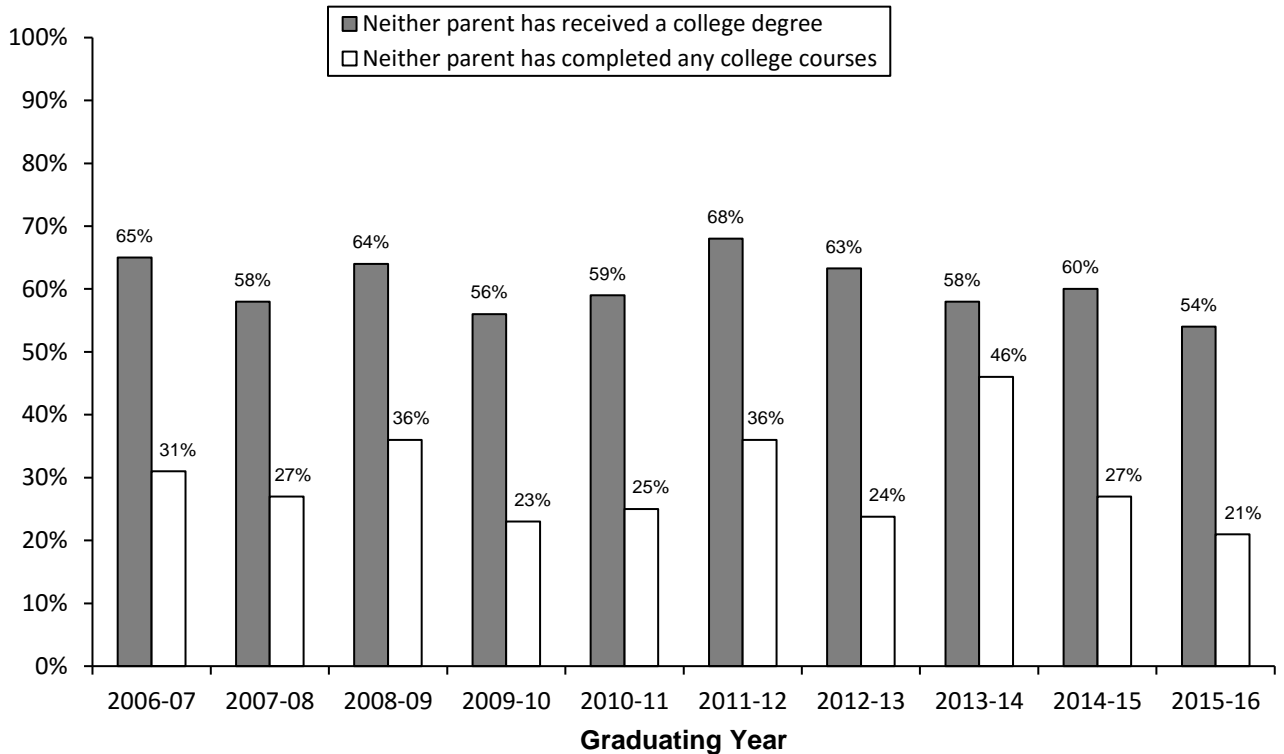
First Generation - Students who indicated on application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.

FIRST-GENERATION COLLEGE STUDENTS

Entering First-Year Student Data

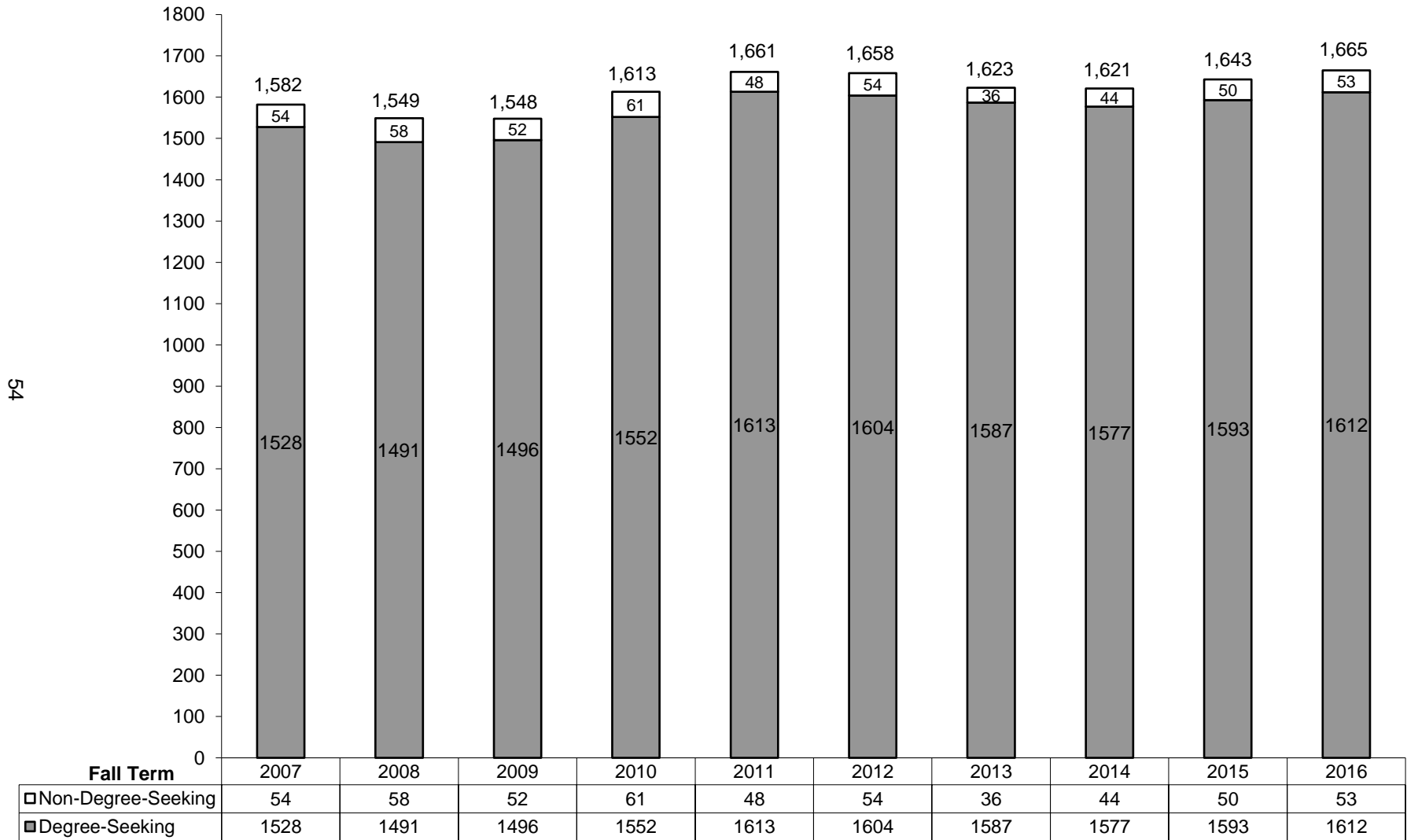


Graduating Student Data



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

FALL HEADCOUNT ENROLLMENT*



*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2016

FALL ENROLLMENTS BY CLASSIFICATION 2012 - 2016

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	459	454	486	497	512
First-Year Students	(391)	(397)	(416)	(432)	(418)
Other Freshmen**	(68)	(57)	(70)	(65)	(94)
Sophomore	392	351	347	373	339
Junior	394	386	370	377	400
Senior	<u>359</u>	<u>396</u>	<u>374</u>	<u>346</u>	<u>361</u>
TOTAL DEGREE-SEEKING STUDENTS	1,604	1,587	1,577	1,593	1,612
Auditing Student	Auditing students not recorded prior to 2016.				4
Berea Community School	34	17	21	30	33
College Employee	2	5	4	3	0
Community (Special)	15	10	10	13	8
EKU Exchange	0	0	2	0	3
Madison Southern High School	0	0	2	2	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>3</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	36	44	50	53
TOTAL HEADCOUNT	1,658	1,623	1,621	1,643	1,665

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

NOTE: Many First-Year Students enter Berea officially classified as sophomores or juniors.

Definitions for Degree-Seeking Students:

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

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

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

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

Definitions for Non-Degree-Seeking Students:

Auditing - An individual who attends a class informally and not for academic credit. No transcript record is kept of audited courses.

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

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

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.

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.

Source: Annual editions of the Fall Term Student Enrollment Report

Fall Enrollments by Classification, continued

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Full-Time Students</u>					
Freshman	458	454	485	497	512
First-Year Students	(391)	(397)	(416)	(432)	(418)
Other Freshmen*	(67)	(57)	(69)	(65)	(94)
Sophomore	392	351	346	373	339
Junior	394	386	370	377	399
Senior	<u>352</u>	<u>390</u>	<u>371</u>	<u>343</u>	<u>360</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,596	1,581	1,572	1,590	1,610
Auditing Student	Auditing students not recorded prior to 2016.				0
Berea Community School	1	1	1	0	1
College Employee	0	0	0	0	0
Community (Special)	1	1	0	0	0
EKU Exchange	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>3</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	6	6	2	6
TOTAL FULL-TIME STUDENTS	1,601	1,587	1,578	1,592	1,616
<hr/>					
<u>Part-Time Students</u>					
Freshman	1	0	1	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(1)	(0)	(1)	(0)	(0)
Sophomore	0	0	1	0	0
Junior	0	0	0	0	1
Senior	<u>7</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	8	6	5	3	2
Auditing Student	Auditing students not recorded prior to 2016.				4
Berea Community School	33	16	20	30	32
College Employee	2	5	4	3	0
Community (Special)	14	9	10	13	8
EKU Exchange	0	0	2	0	3
Madison Southern High School	0	0	2	2	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	30	38	48	47
TOTAL PART-TIME STUDENTS	57	36	43	51	49
FTE ENROLLMENT	1,623	1,602	1,595	1,612	1,638

*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. Those FTEs per student are summed and then added to the total number of full-time students. Our current part-time enrollment of 49 students has a FTE of 21.84.

Source: Annual editions of the Fall Term Student Enrollment Report

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

Fall Term	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
2007	1,528	106	6.9%	146	10.0%
2008	1,491	111	7.4	146	9.8
2009	1,496	112	7.5	141	9.4
2010	1,552	103	6.6	137	8.8
2011	1,613	114	7.1	144	8.9
2012	1,604	114	7.1	136	8.5
2013	1,587	120	7.6	153	9.6
2014	1,577	120	7.6	162	10.3
2015	1,593	124	7.8	189	11.9
2016	1,612	122	7.6	181	11.2

*Students who are classified as “F-1 international” and other students who are classified as “permanent residents” (students who may be asylees or refugees). In addition, there were five F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2016.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
2007	1,528	273	18.0%
2008	1,491	253	17.0
2009	1,496	273	18.2
2010	1,552	266	17.1
2011	1,613	293	18.2
2012	1,604	289	18.0
2013	1,587	295	18.6
2014	1,577	312	19.8
2015	1,593	324	20.3
2016	1,612	331	20.5

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

Source: Office of Institutional Research and Assessment, October 2016

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

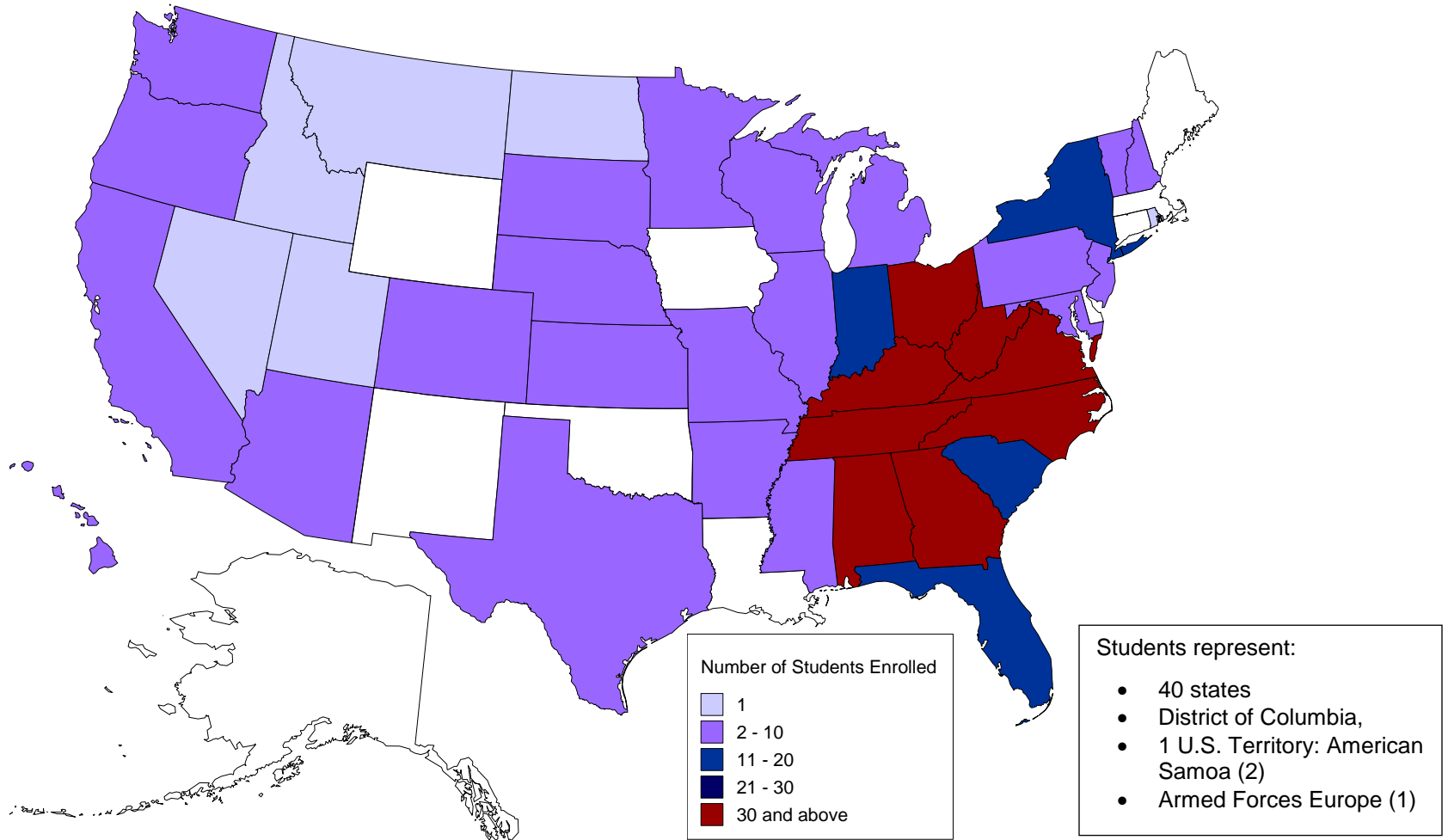
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
2010	1,552	332	21.4%	118	7.6%
2011	1,613	339	21.0	131	8.1
2012	1,604	346	21.6	130	8.1
2013	1,587	351	22.1	133	8.4
2014	1,577	373	23.7	139	8.8
2015	1,593	372	23.4	132	8.3
2016	1,612	374	23.2	140	8.7

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

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

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

FALL 2016 ENROLLMENT BY STATE AND U.S. TERRITORIES

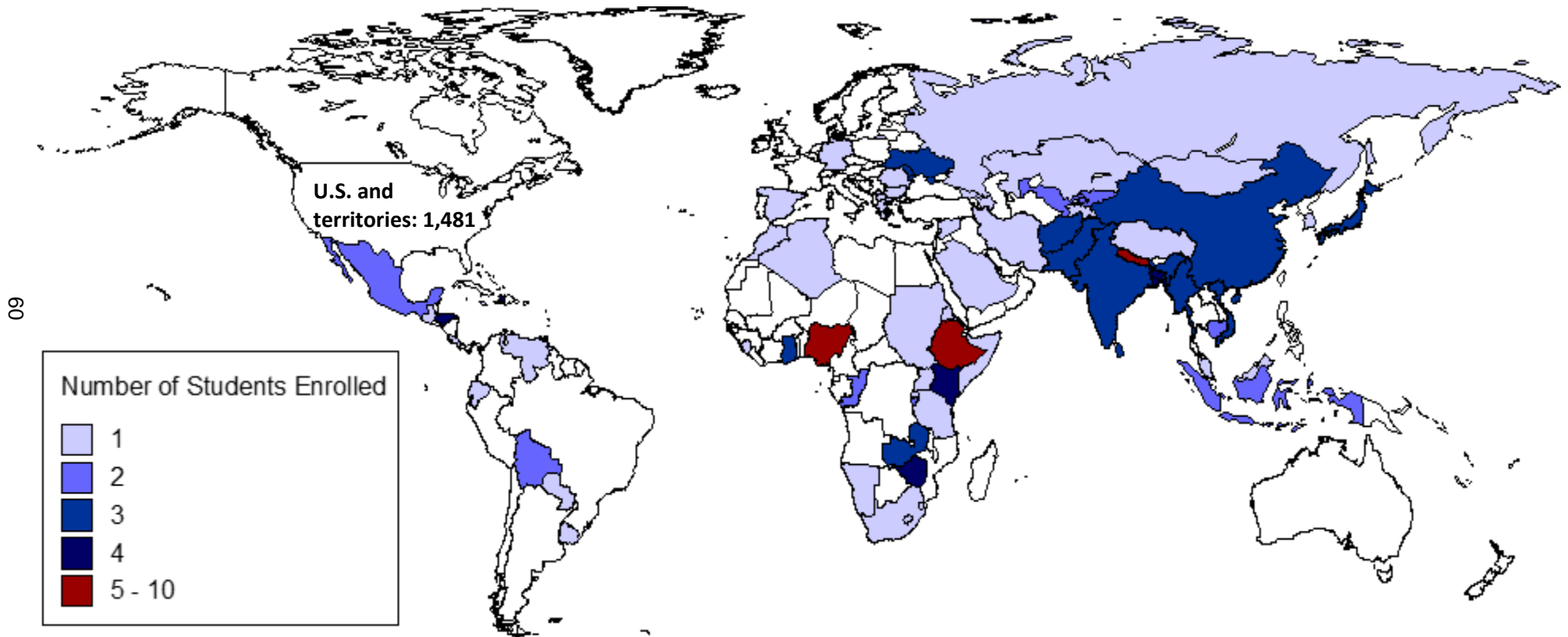


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NOTES: The states and U.S. territories are determined by the address given at the time of acceptance to the College.
For more details visit <<http://www.berea.edu/ira/datareports/>> and <<http://www.worldatlas.com/cntycont.htm>>.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2016.

FALL 2016 ENROLLMENT BY COUNTRY



Students represent a total of 70 countries other than the United States and its territories.

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

Source: Office of Institutional Research and Assessment, Geographical Report, November 2016.

**FALL 2016 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (24 countries)

Algeria	1
Burundi	2
Congo	2
Eritrea	1
Ethiopia	5
Gambia	3
Ghana	3
Kenya	4
Lesotho	1
Mauritius	1
Morocco	1
Namibia	1
Nigeria	5
Rwanda	1
Sierra Leone	1
Somalia	1
South Africa	1
Sudan	1
Swaziland	1
Tanzania	1
Tunisia	1
Uganda	1
Zambia	3
Zimbabwe	4
Total	46 (35.1%)

Asia (25 countries)

Afghanistan	3
Bangladesh	4
Burma	3
Cambodia	2
China	3
India	3
Indonesia	2
Iran	1
Japan	3
Kazakhstan	1
Kyrgyzstan	2
Lebanon	1
Malaysia	1
Mongolia	1
Nepal	5
Pakistan	3
Russia	1

Asia, continued

Saudi Arabia	1
South Korea	1
Sri Lanka	3
Syria	1
Tajikistan	1
Tibet	1
Uzbekistan	2
Vietnam	3
Total	52 (39.7%)

Europe (10 countries)

Azerbaijan	1
Bulgaria	1
Germany	1
Greece	1
Kosovo	1
Macedonia	1
Moldova	3
Romania	1
Spain	1
Ukraine	3
Total	14 (10.7%)

North America (6 countries)

Costa Rica	1
Guatemala	1
Haiti	4
Honduras	4
Jamaica	1
Mexico	2
Total	13 (9.9%)

South America (5 countries)

Bolivia	2
Ecuador	1
Paraguay	1
Uruguay	1
Venezuela	1
Total	6 (4.6%)

(70 countries represented)

TOTAL OF ALL COUNTRIES 131 (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 thirty-one (131) 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 2016

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Berea's Territory*	1,106	1,125	1,137	1,175	1,202
Prior to 1976 expansion	56%	63%	63%	62%	61%
Counties Added in 1976 & 1978	41%	34%	34%	34%	36%
Hamilton Co, Ohio added in 1996	3%	3%	3%	4%	3%
Out-of-Territory**	384	342	320	294	288
F-1 International***	<u>114</u>	<u>120</u>	<u>120</u>	<u>124</u>	<u>122</u>
TOTAL	1,604	1,587	1,577	1,593	1,612

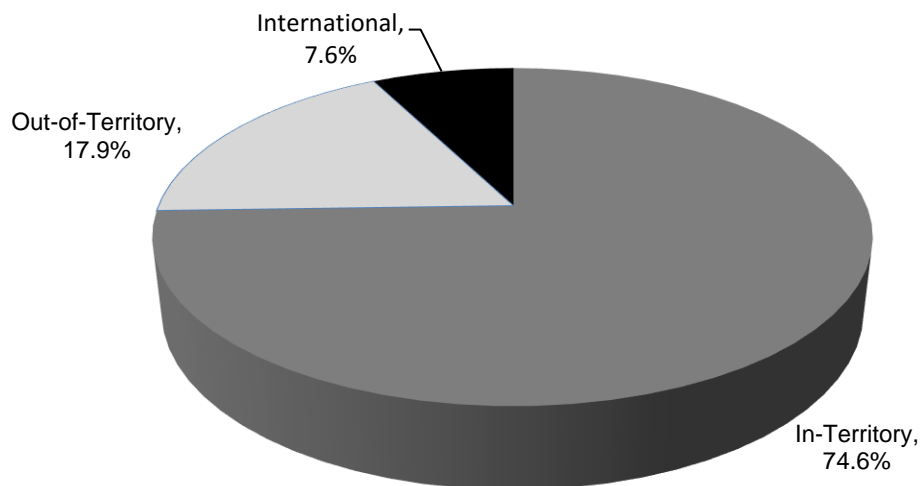
*For a complete description of Berea's Territory and its changes, please see pages 34 - 36. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

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

***The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2016, fifty-nine (59) Berea College students were designated as "permanent residents."

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

FALL 2016 TERRITORY DESIGNATIONS



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

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

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

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>	
Hispanic or Latino or Spanish Origin	62	3.9%	67	4.2%	93	5.9%	128	8.0%	153	9.5%
Not Hispanic or Latino or Spanish Origin	1,323	82.5%	1,327	83.6%	1,320	83.7%	1,308	82.1%	1,314	81.5%
Chose not to respond	105	6.5%	73	4.6%	44	2.8%	33	2.3	23	1.4%
International Students	114	7.1%	120	7.6%	120	7.6%	124	7.8%	122	7.6%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	114	7.1%	120	7.6%	120	7.6%	124	7.8%	122	7.6%
Chose not to respond (race unknown)	67	4.2%	43	2.7%	36	2.3%	47	3.0%	54	3.3%
American Indian or Alaska Native	6	0.4%	6	0.4%	6	0.4%	12	0.8%	16	1.0%
Asian	20	1.2%	24	1.5%	26	1.6%	25	1.6%	32	2.0%
Black or African American	238	14.8%	246	15.5%	253	16.0%	263	16.5%	253	15.7%
Native Hawaiian or Other Pacific Islander	0	0.0%	3	0.2%	3	0.2%	3	1.9%	3	0.2%
White	1,062	66.2%	1,060	66.8%	1,037	65.8%	1,028	64.5%	1,021	63.3%
Two or more races indicated	97	6.0%	85	5.4%	96	6.1%	91	5.7%	111	6.9%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(3)		(2)		(2)		(1)		(2)	
American Indian/Alaska Native and Asian	(1)		(1)		(1)		(1)		(0)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(1)		(1)		(1)		(0)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(0)		(0)		(1)		(0)	
American Indian/Alaska Native and Asian and White	(2)		(0)		(0)		(0)		(0)	
American Indian/Alaska Native and Black/African American	(0)		(3)		(3)		(3)		(3)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(1)		(2)		(2)	
American Indian/Alaska Native and Black/African American and White	(12)		(11)		(10)		(8)		(13)	
American Indian/Alaska Native and White	(30)		(22)		(22)		(18)		(19)	
Asian and Black/African American	(1)		(0)		(0)		(0)		(0)	
Asian and Black/African American and White	(1)		(1)		(1)		(0)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(2)		(2)		(3)	
Asian and Native Hawaiian/Other Pacific Islander	(0)		(1)		(1)		(1)		(1)	
Asian and White	(11)		(9)		(10)		(7)		(9)	
Black/Native Hawaiian/Other Pacific Islander	(0)		(0)		(0)		(1)		(0)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(34)		(31)		(41)		(44)		(57)	
Native Hawaiian/Other Pacific Islander and White	(1)		(2)		(2)		(1)		(1)	
	1,604	100%	1,587	100%	1,577	100%	1,593	100%	1,612	100%
Black or African American Domestic Students (alone or in combination with another race)	289	18.0%	295	18.6%	312	19.8%	324	20.3%	331	20.5%

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2012		2013		2014		2015		2016	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	33	(2%)	40	(3%)	38	(2%)	49	(3%)	41	(3%)
18 – 19 years old	647	(40%)	638	(40%)	664	(42%)	709	(45%)	704	(44%)
20 – 21 years old	604	(38%)	588	(37%)	577	(37%)	571	(36%)	608	(38%)
22 – 24 years old	198	(12%)	209	(13%)	196	(12%)	182	(11%)	181	(11%)
25 – 29 years old	75	(5%)	60	(4%)	62	(4%)	50	(3%)	58	(4%)
30 – 34 years old	20	(1%)	28	(2%)	24	(2%)	17	(1%)	10	(1%)
35 – 39 years old	14	(1%)	16	(1%)	8	(1%)	8	(1%)	6	(**)
40 – 49 years old	12	(1%)	6	(**)	7	(**)	6	(**)	4	(**)
50 – 64 years old	1	(**)	2	(**)	1	(**)	1	(**)	0	(0%)
Older 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	1,604	(100%)	1,587	(100%)	1,577	(100%)	1,593	(100%)	1,612	(100%)
Average:	20.6		20.6		20.4		20.2		20.2	

*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 2016

**FALL 2016 JUNIOR AND SENIOR ENROLLMENT
BY MAJOR AND COHORT TYPE**

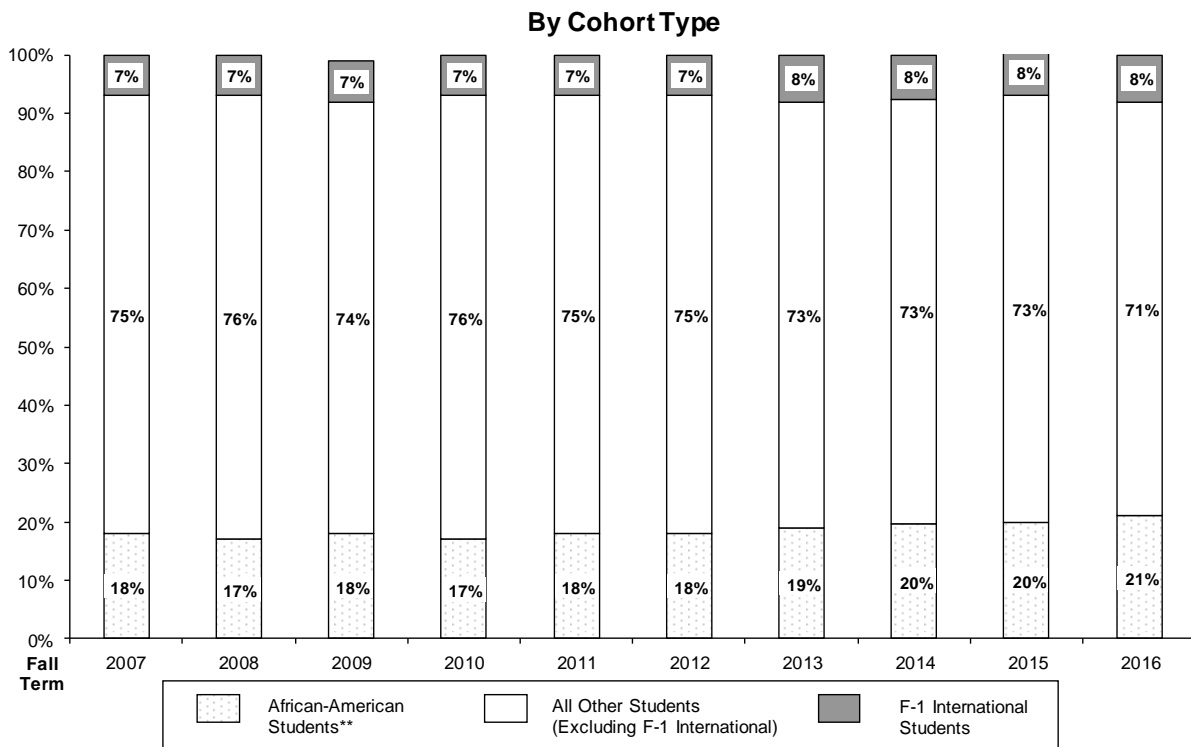
	African-American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	4	(3%)	0	(0%)	0	(0%)	4	(**)
Agriculture and Natural Resources	1	(1%)	19	(3%)	0	(0%)	20	(2%)
Applied Science and Mathematics	2	(1%)	7	(1%)	0	(0%)	9	(1%)
Art and Art History	3	(2%)	27	(5%)	0	(0%)	30	(4%)
Asian Studies	7	(4%)	17	(3%)	0	(0%)	24	(3%)
Biology	14	(9%)	56	(9%)	5	(7%)	75	(9%)
Business Administration	13	(8%)	40	(7%)	8	(11%)	61	(7%)
Chemistry	7	(4%)	25	(4%)	6	(8%)	38	(5%)
Child and Family Studies	12	(8%)	22	(4%)	0	(0%)	34	(4%)
Communication	7	(4%)	22	(4%)	7	(9%)	36	(4%)
Computer and Information Science	8	(5%)	45	(8%)	11	(15%)	64	(8%)
Economics	2	(1%)	9	(2%)	9	(12%)	20	(2%)
Education Studies								
General	2	(1%)	10	(2%)	0	(0%)	12	(1%)
Elementary Education	1	(1%)	19	(3%)	0	(0%)	20	(2%)
Middle Grades 5-9	0	(0%)	2	(**)	0	(0%)	2	(**)
Teaching and Curriculum with Certification	0	(0%)	8	(1%)	0	(0%)	8	(1%)
English	4	(3%)	25	(4%)	0	(0%)	29	(4%)
Foreign Languages								
French	0	(0%)	3	(1%)	0	(0%)	3	(**)
German	0	(0%)	0	(0%)	4	(5%)	4	(**)
Spanish	3	(2%)	8	(1%)	1	(1%)	12	(1%)
Health and Human Performance	5	(3%)	23	(4%)	1	(1%)	29	(4%)
History	0	(0%)	15	(3%)	0	(0%)	15	(2%)
Independent	4	(3%)	13	(2%)	1	(1%)	18	(2%)
Mathematics	0	(0%)	14	(2%)	10	(13%)	24	(3%)
Music	4	(3%)	17	(3%)	0	(0%)	21	(3%)
Nursing	9	(6%)	28	(5%)	3	(4%)	40	(5%)
Philosophy	0	(0%)	4	(1%)	0	(0%)	4	(**)
Physics	1	(1%)	7	(1%)	4	(5%)	12	(1%)
Political Science	5	(3%)	13	(2%)	3	(4%)	21	(3%)
Peace and Social Justice Studies	0	(0%)	1	(**)	0	(0%)	1	(**)
Psychology	10	(6%)	34	(6%)	2	(3%)	46	(6%)
Religion	1	(1%)	1	(**)	0	(0%)	2	(**)
Sociology	5	(3%)	12	(2%)	0	(0%)	17	(2%)
Technology and Applied Design	9	(6%)	24	(4%)	0	(0%)	33	(4%)
Theatre	6	(4%)	10	(2%)	0	(0%)	16	(2%)
Women's and Gender Studies	3	(2%)	5	(1%)	0	(0%)	8	(1%)
Undecided	4	(3%)	8	(1%)	0	(0%)	12	(1%)
TOTAL	156	(100%)	593	(100%)	75	(100%)	824	(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 824 majors represent 762 junior and senior students enrolled in Fall 2016.

FALL TERM DEGREE-SEEKING STUDENT* TRENDS

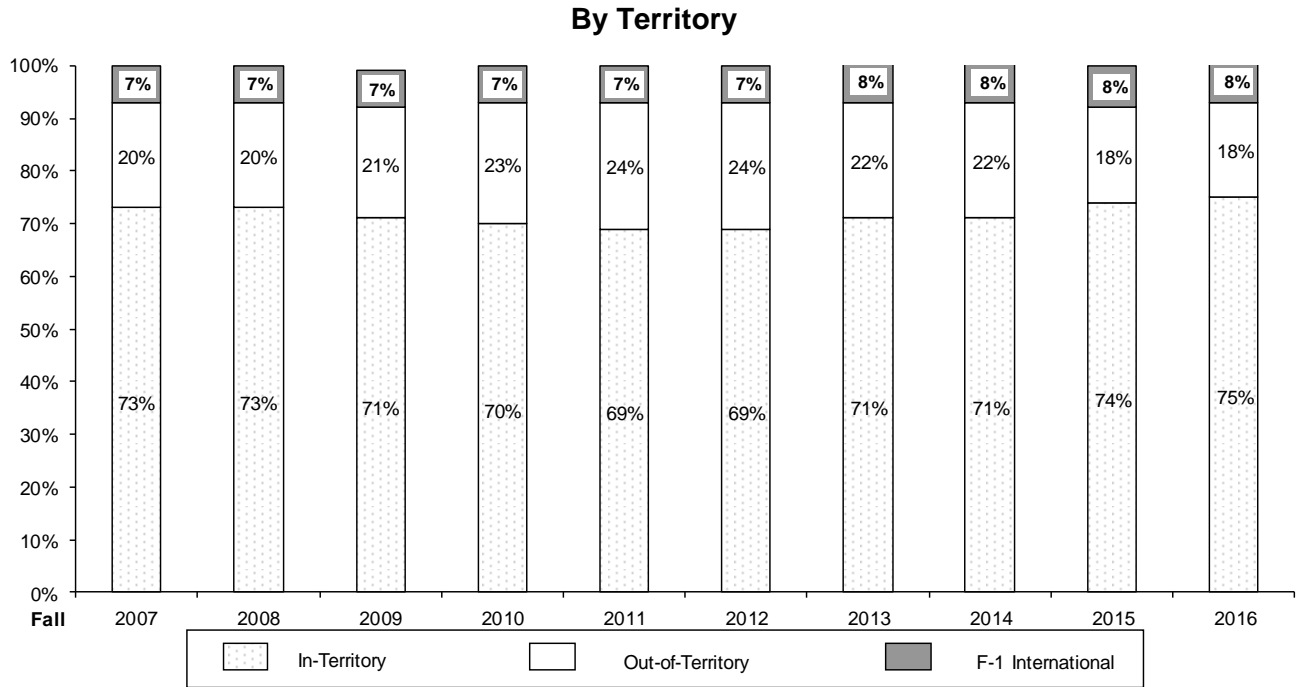


*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, September 2016

Fall Term Degree-Seeking Student* Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2016

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	334	306	299	302	327
First-Year Students	(1)	(1)	(0)	(1)	(1)
Other Freshmen**	(333)	(305)	(299)	(301)	(326)
Sophomore	380	360	333	366	361
Junior	361	396	369	339	380
Senior	<u>404</u>	<u>405</u>	<u>448</u>	<u>444</u>	<u>393</u>
TOTAL DEGREE-SEEKING STUDENTS	1,479	1,467	1,449	1,451	1,461
Auditing Student	Auditing students not recorded prior to 2016.				5
Berea Community School	25	23	11	17	21
College Employee	0	3	6	2	1
Community (Special)	17	12	16	15	14
EKU Exchange	0	0	0	1	1
Madison Southern High School	2	0	0	2	0
Transient/Exchange	<u>8</u>	<u>4</u>	<u>2</u>	<u>5</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	52	42	35	42	44
TOTAL HEADCOUNT	1,531	1,509	1,484	1,493	1,505

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

Definitions for Degree-Seeking Students:

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

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

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

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

Definitions for Non-Degree-Seeking Students:

Auditing Student - An individual who attends a class informally and not for academic credit. No transcript record is kept of audited courses.

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

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

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

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.

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	
Freshman	334	305	299	302	326	
First-Year Students	(1)	(1)	(0)	(1)	(1)	
Other Freshmen**	(333)	(304)	(299)	(301)	(325)	
Sophomore	379	358	333	365	360	
Junior	359	396	369	339	379	
Senior	<u>402</u>	<u>402</u>	<u>445</u>	<u>440</u>	<u>390</u>	
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,474	1,461	1,446	1,446	1,455	
Auditing Student		Auditing students not recorded prior to 2016.				0
Berea Community School	0	0	0	1	0	
College Employee	0	0	0	0	0	
Community (Special)	2	0	0	0	0	
EKU Exchange	7	3	2	5	2	
Madison Southern High School	0	0	0	0	0	
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	9	3	2	6	2	
TOTAL FULL-TIME STUDENTS	1,483	1,464	1,448	1,452	1,457	
<hr/>						
<u>Part-Time Students</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	
Freshman	0	1	0	0	1	
First-Year Students	(0)	(0)	(0)	(0)	(0)	
Other Freshmen**	(0)	(0)	(0)	(0)	(1)	
Sophomore	1	2	0	1	1	
Junior	2	0	0	0	1	
Senior	<u>2</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>3</u>	
TOTAL DEGREE-SEEKING PART-TIME STUDENT	5	6	3	5	6	
Auditing student		Auditing students not recorded prior to 2016.				5
Berea Community School	25	23	11	16	21	
College Employee	0	3	6	2	1	
Community (Special)	15	12	16	15	14	
EKU Exchange	0	0	0	1	1	
Madison Southern High School	2	0	0	2	0	
Transient/Exchange	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	43	39	33	36	42	
TOTAL PART-TIME STUDENTS	48	45	36	41	48	
FTE Enrollment	1,504	1,484	1,463	1,468	1,475	

**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. Those FTEs per student are summed and then added to the total number of full-time students. The 2016 part-time enrollment of 48 students has an FTE of 17.3.

Student Retention and Graduation

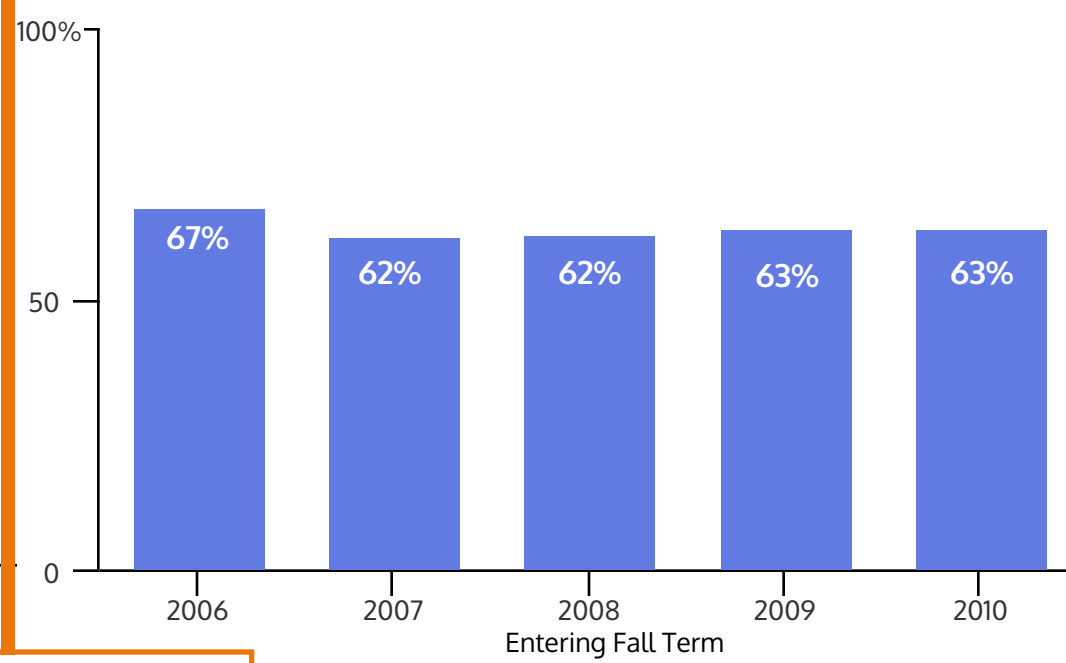
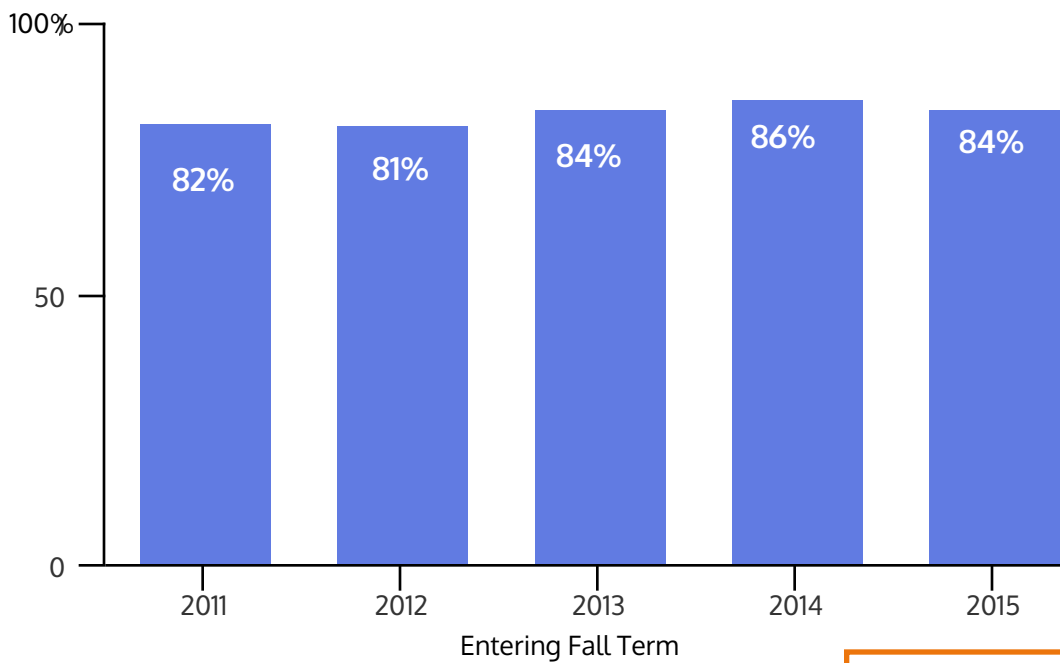
- Highlights
 - Retention and Graduation Rates
 - Graduates
- First-to-Second Year Retention
 - All First-Year Students
 - by Sex
 - by Territory
 - by At-Risk and Distressed Appalachian Counties
 - by Cohort Type
 - by Cohort Type by Sex
- First-Year Student Retention/Attrition
- First-to-Second Year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

Retention and Graduation Rates by Entering Fall Terms

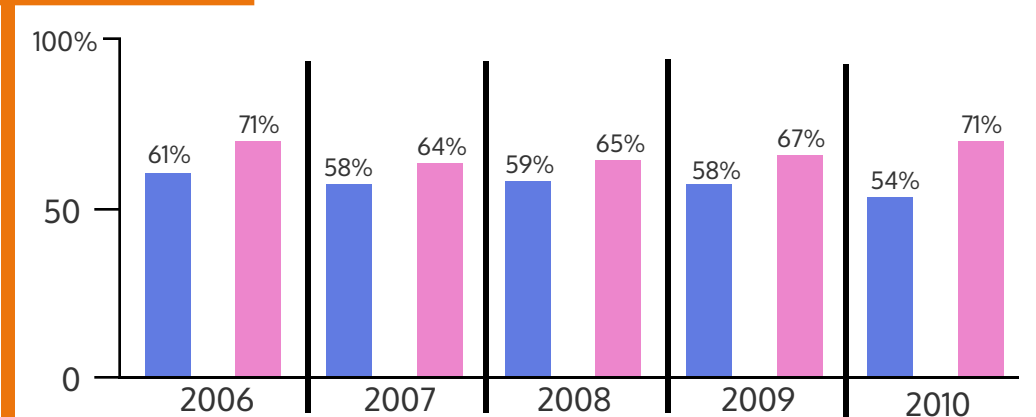
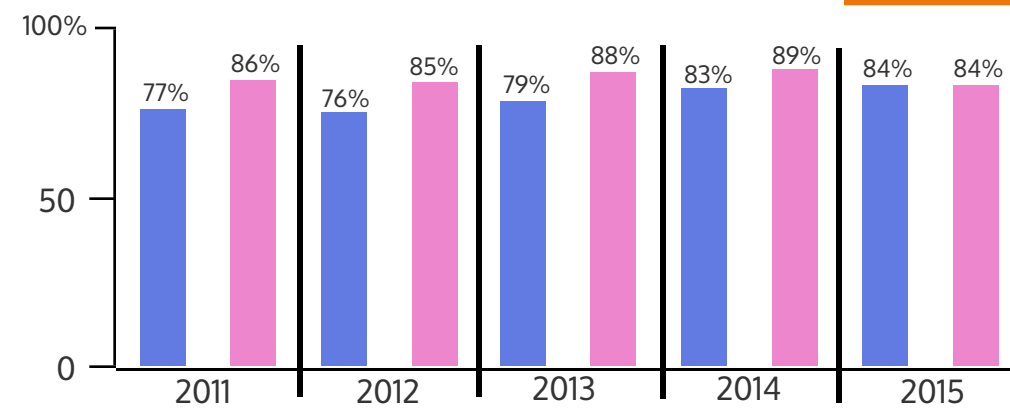
Retention Rates

Six-Year Graduation Rates

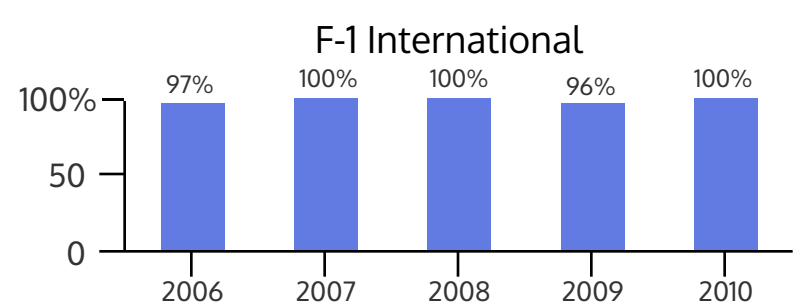
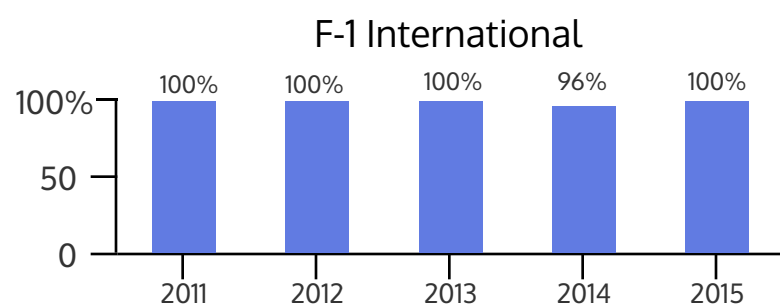
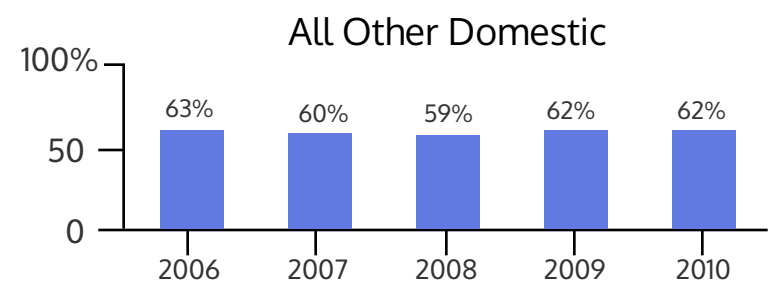
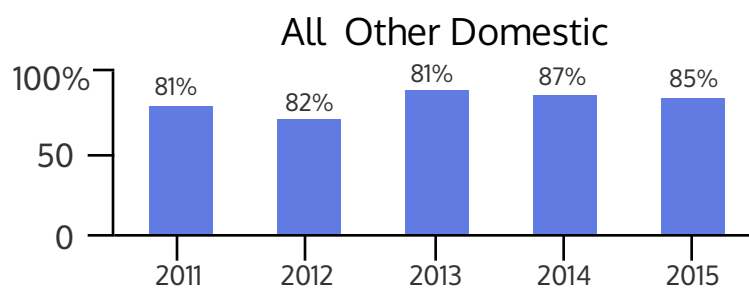
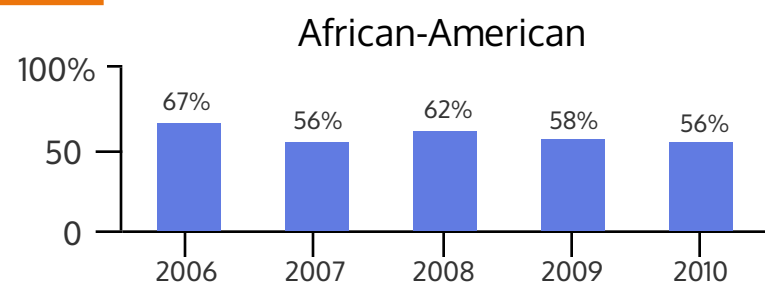
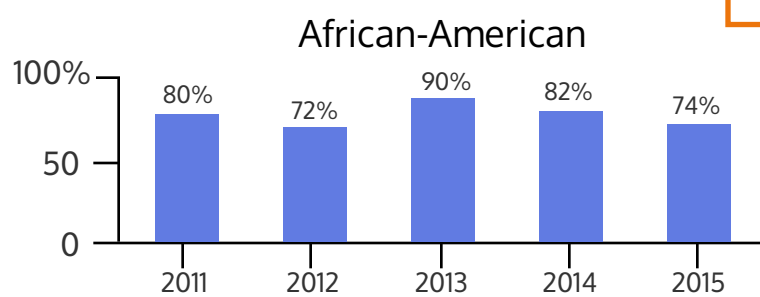
All First-Year Students



By Sex



By Cohort Type



Graduate Highlights

Five Academic Years 2011-2012 through 2015-2016

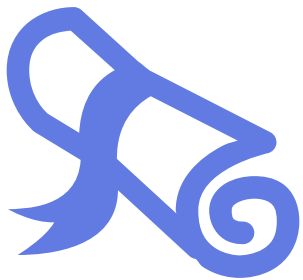
1,606 Graduates

1,775 Majors

480 Minors



Degrees Conferred



22% B.S. (4 majors)

78% B.A. (28 majors)

Most Majors Awarded

1	Business Administration
2	Biology
3	Child and Family Studies
4	English
5	Psychology

Increase in Number of Majors

Steady increases have occurred over the past five years in:

- Computer and Information Science (7 → 20)
- Communication (7 → 22)
- Economics (3 → 10)

Graduating Senior Survey

I'm proud of my accomplishments at this college

4.4

Quality of program of study

4.1

This college in general

4.1

In choosing a college again, I would choose this one

4.2

Note: Items are asked of graduating seniors; responses are on a five point scale.

x2

The number of minors awarded to graduates has doubled in the past five years.

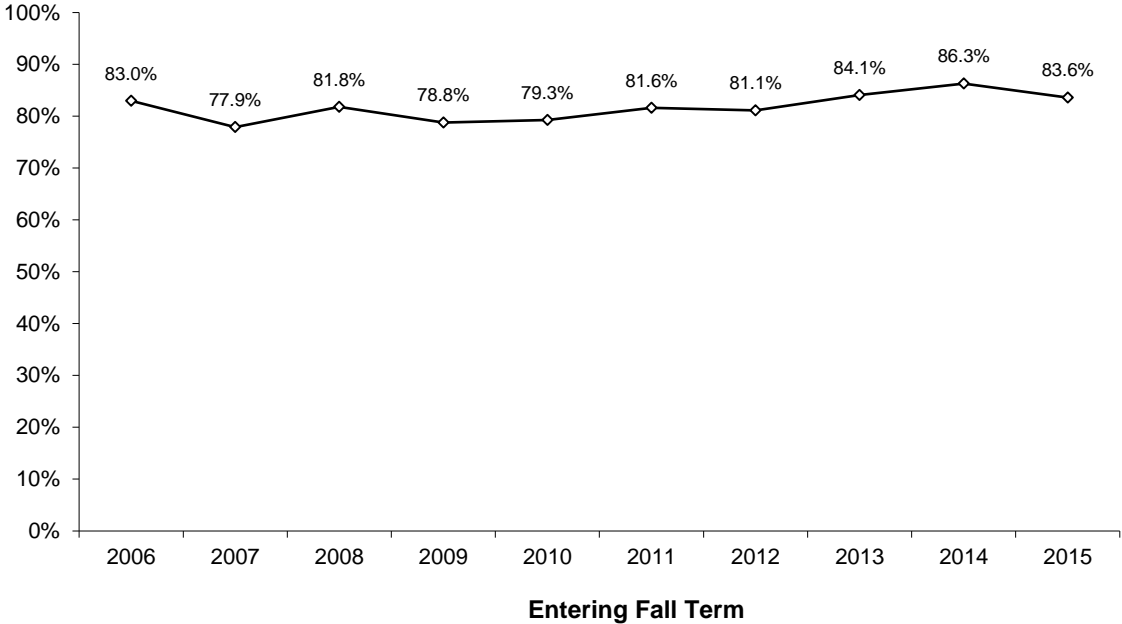
9 minors added over the last 5 years

total minors now available: **36**

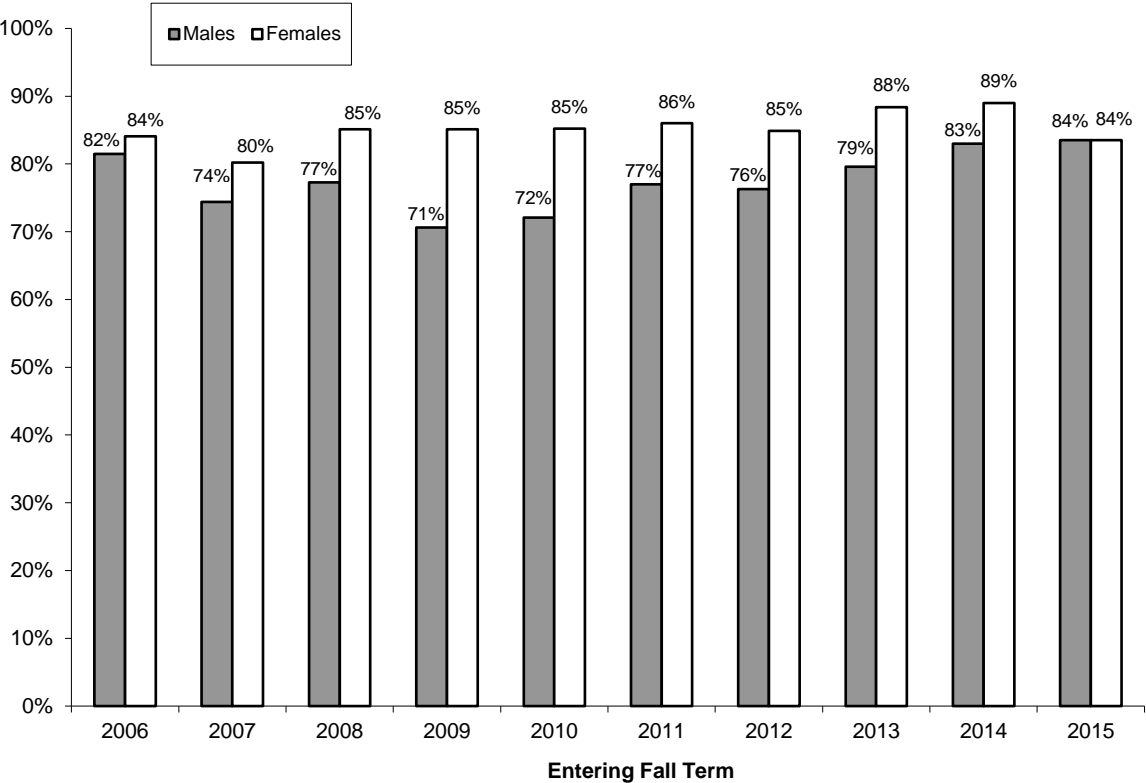


FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



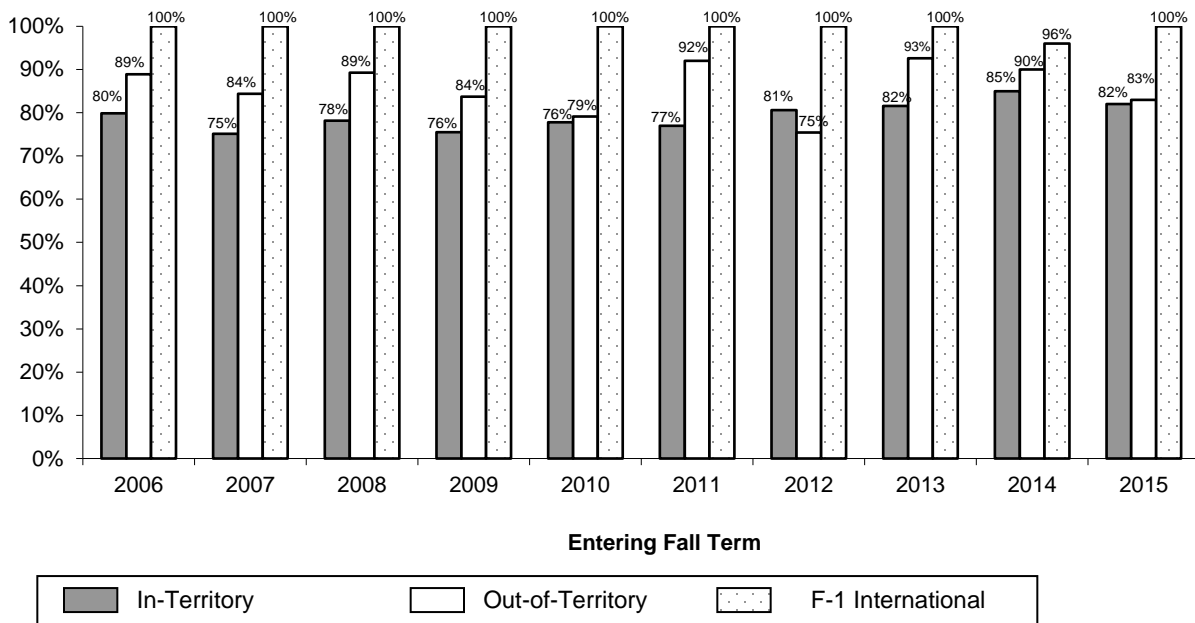
By Sex



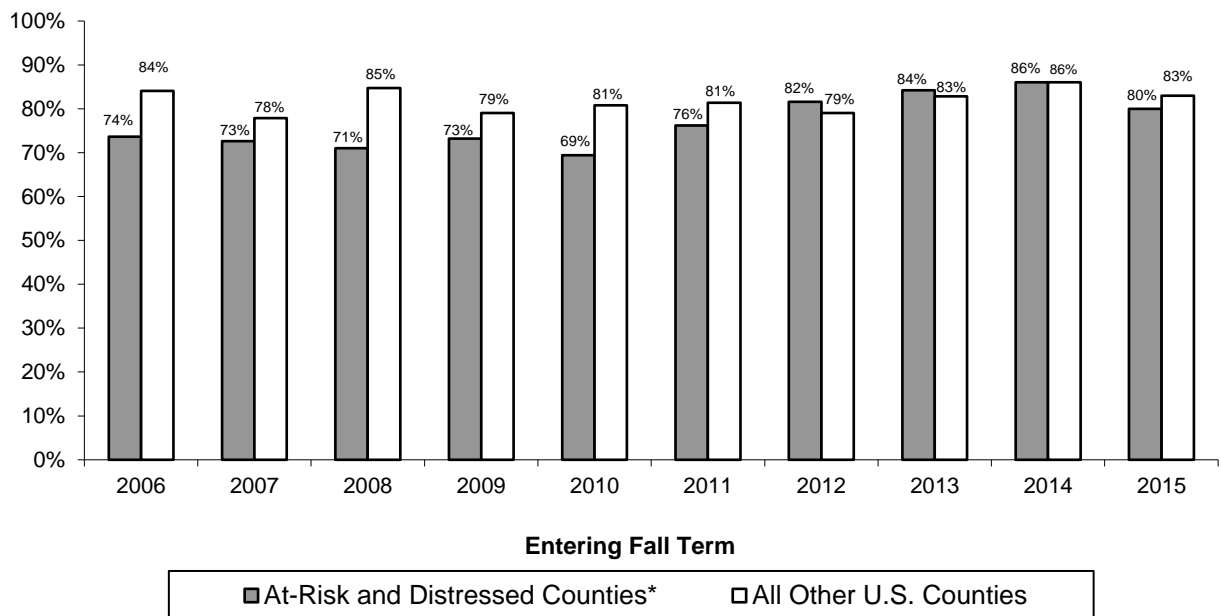
Source: Office of Institutional Research and Assessment, September 2016

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

By Territory



By At-Risk and Distressed County Designation

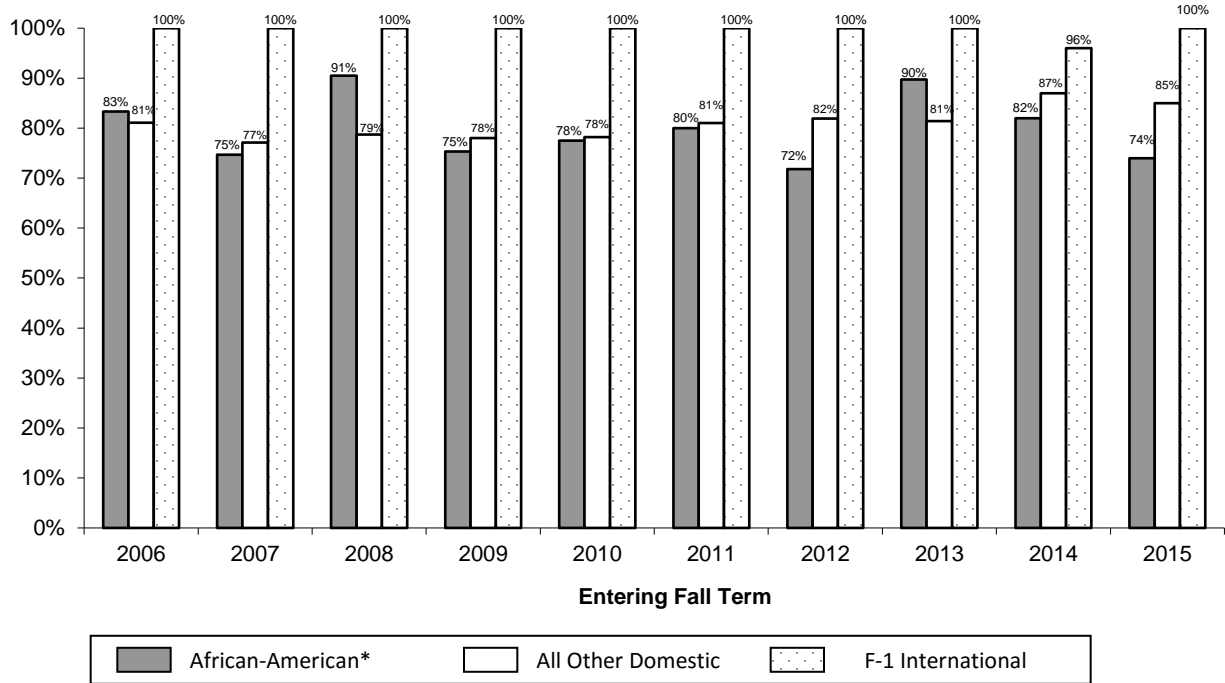


*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2016

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

By Cohort Type

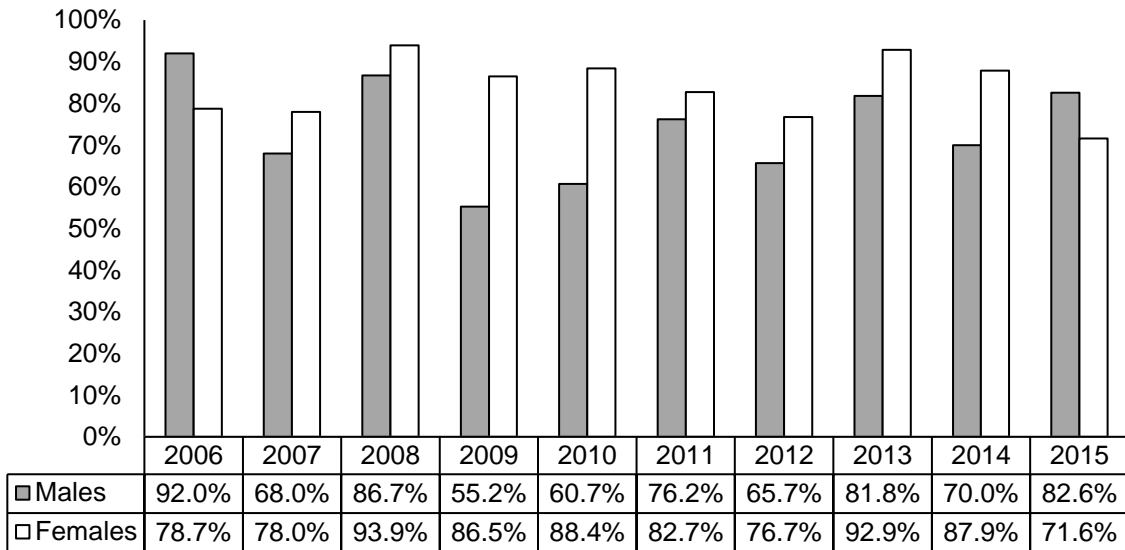


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2016

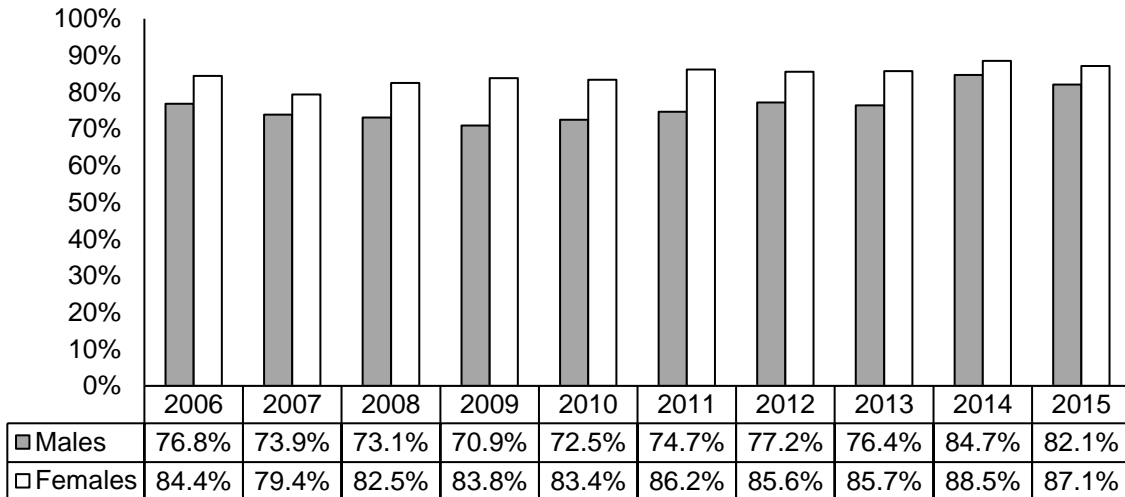
FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY SEX

African American Students*



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

All Other Domestic Students



NOTE: All International Students retained to the second year for years 2006 through 2013, and year 2015. In 2014, one International male did not retain.

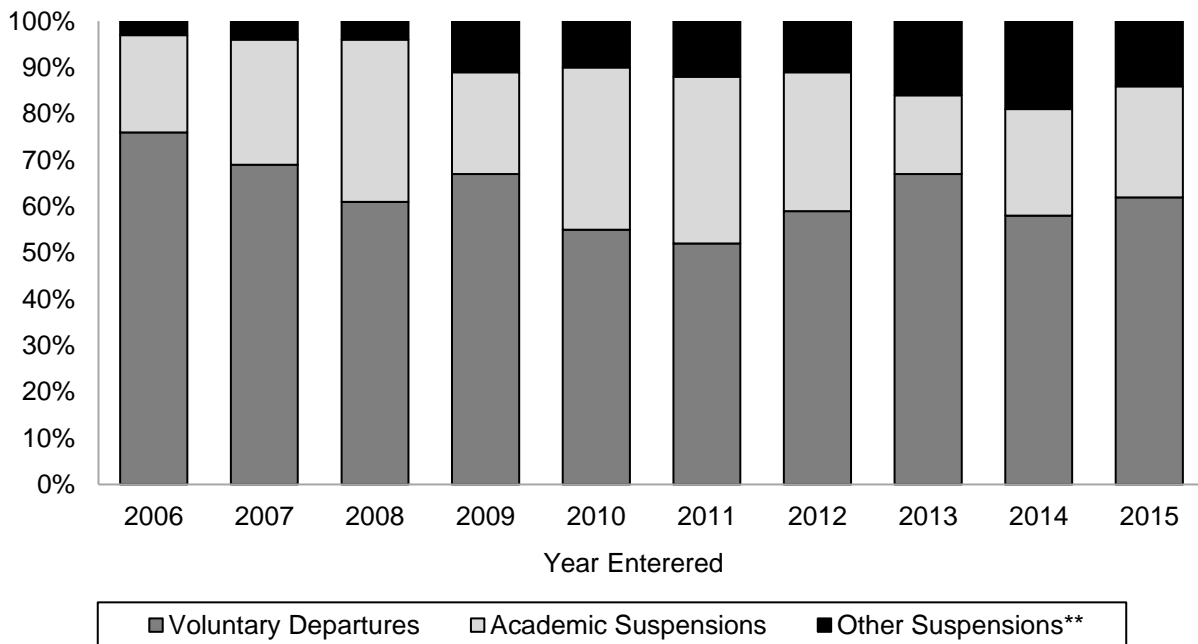
Source: Office of Institutional Research and Assessment, October 2015

FIRST-YEAR STUDENT RETENTION/ATTRITION

Fall Term	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
2006	388	83.0%	66	14	2	50
2007	420*	77.9	93	25	4	64
2008	413	81.8	75	26	3	46
2009	392	78.8	83	18	9	56
2010	429	79.3	89	31	9	49
2011	417*	81.6	77	28	9	40
2012	391	81.1	74	22	8	44
2013	397	84.1	63	11	10	42
2014	416	86.3	57	13	11	33
2015	432	83.6	71	17	10	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



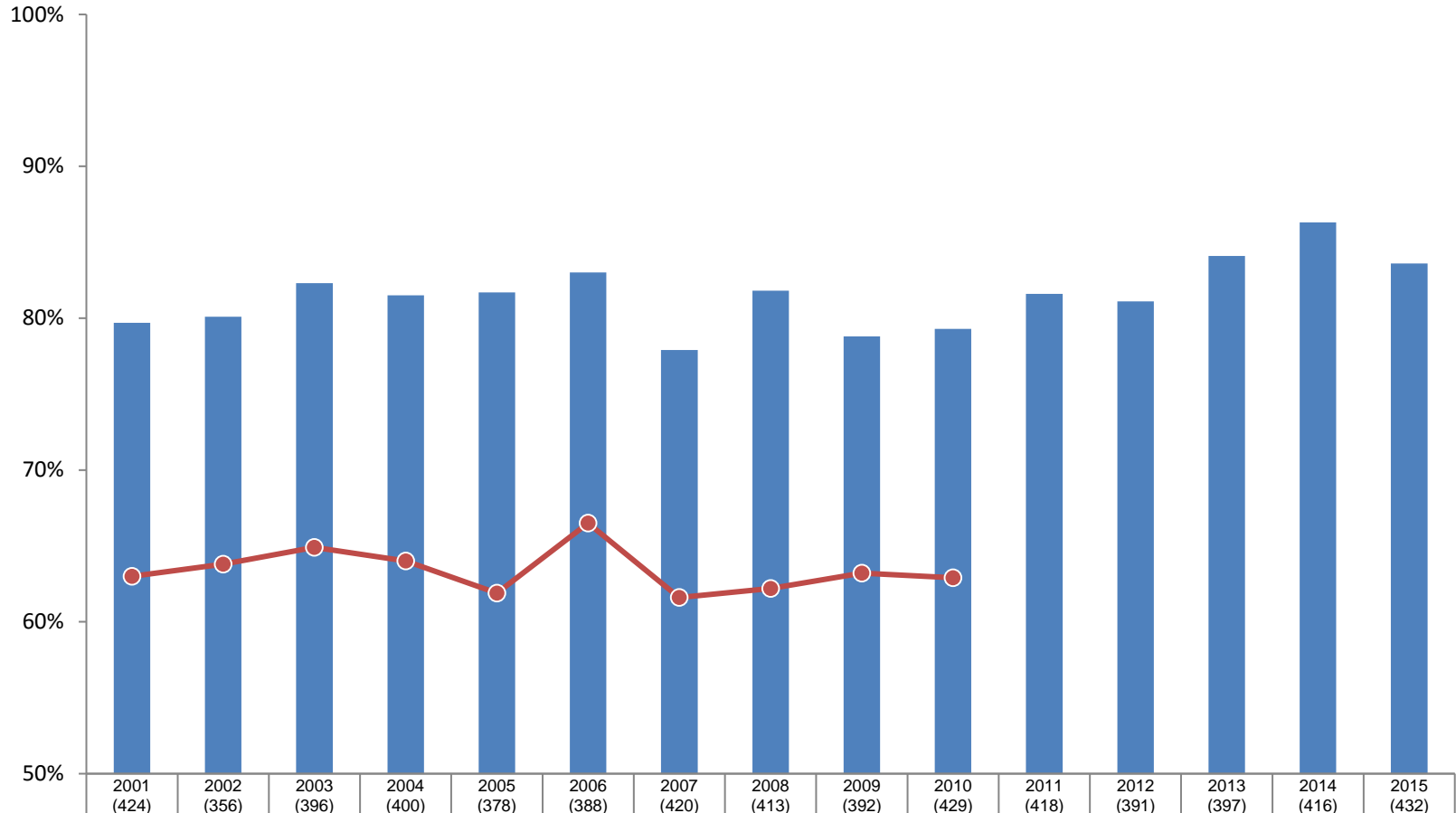
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, September 2016

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

75

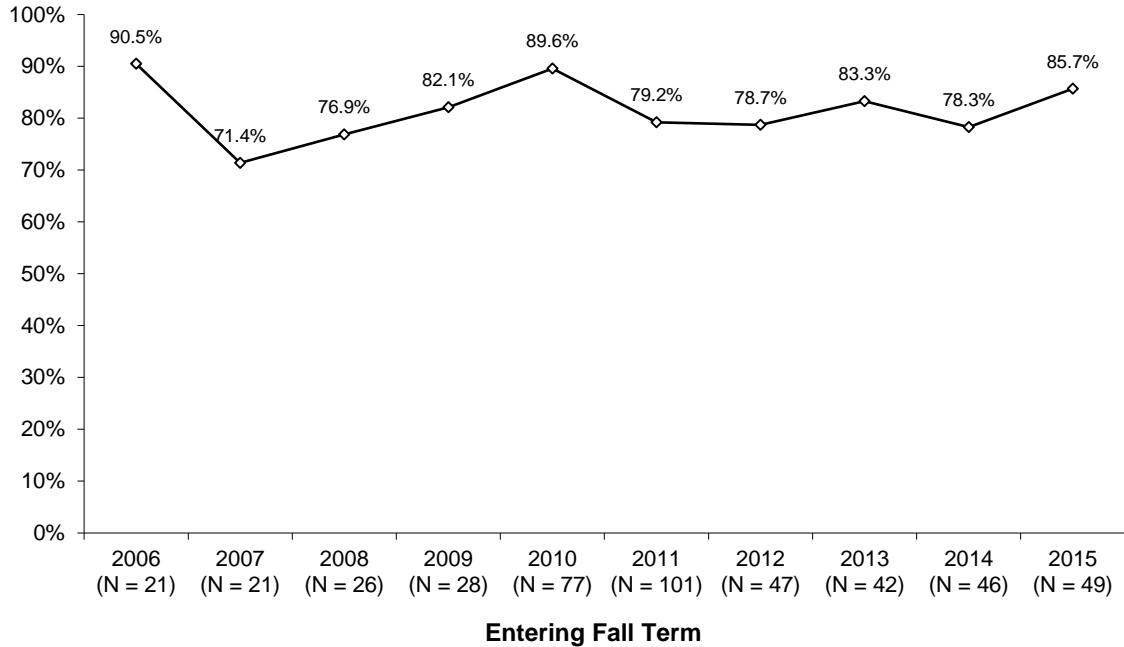


	2001 (424)	2002 (356)	2003 (396)	2004 (400)	2005 (378)	2006 (388)	2007 (420)	2008 (413)	2009 (392)	2010 (429)	2011 (418)	2012 (391)	2013 (397)	2014 (416)	2015 (432)
■ F-S Retention	79.7%	80.1%	82.3%	81.5%	81.7%	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%	83.6%
● Six-Year Graduation Rates	63.0%	63.8%	64.9%	64.0%	61.9%	66.5%	61.6%	62.2%	63.2%	62.9%					
Percent in top 1/5 high school class	53.0%	60.0%	57.0%	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%	62.6%	59.2%	57.6%	53.9%
Percent Needing any Developmental Math	25.5%	28.1%	26.8%	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%	17.3%	20.9%	20.7%	23.1%
ACT Composite Mean	23.3	23.2	23.0	23.6	23.0	23.1	23.1	23.2	23.5	24.1	24.6	24.5	24.3	24.4	24.3

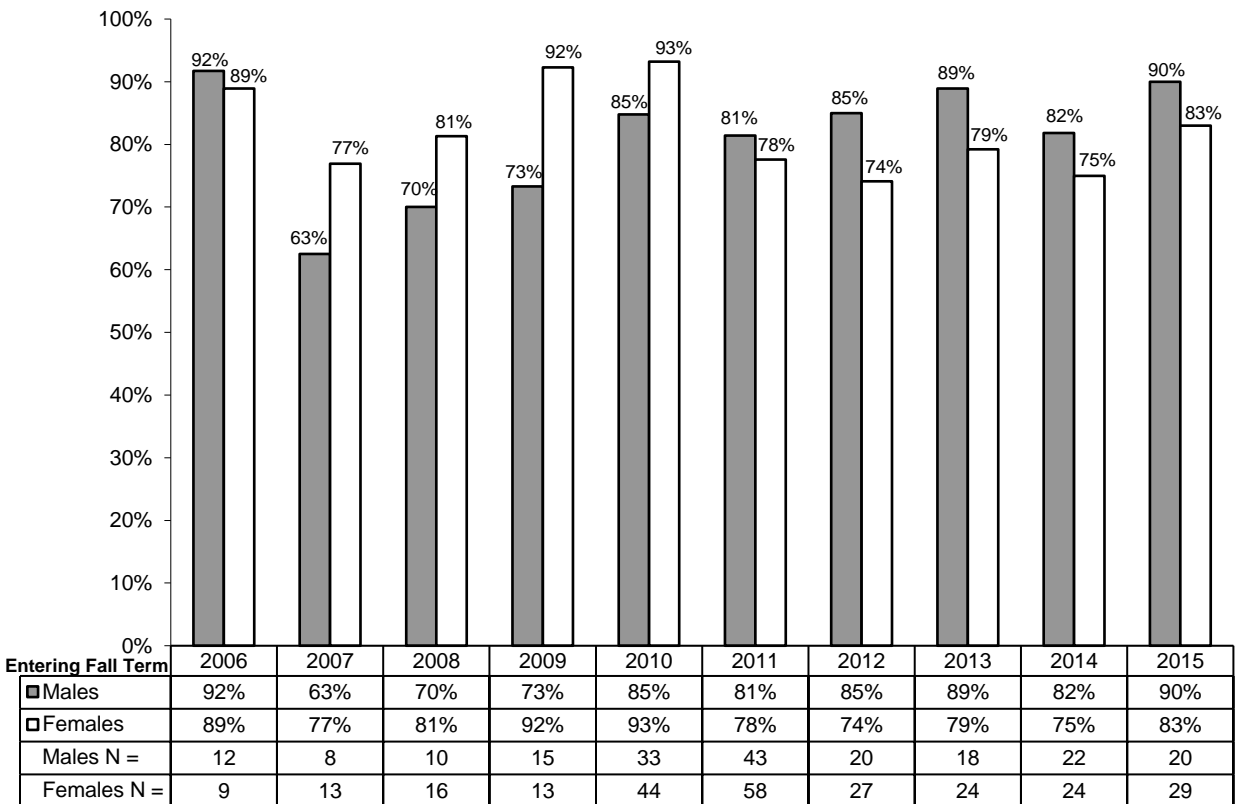
NOTE: In 2005, the cut-off for waiving Developmental Math was raised by one ACT point (from 19 to 20).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students

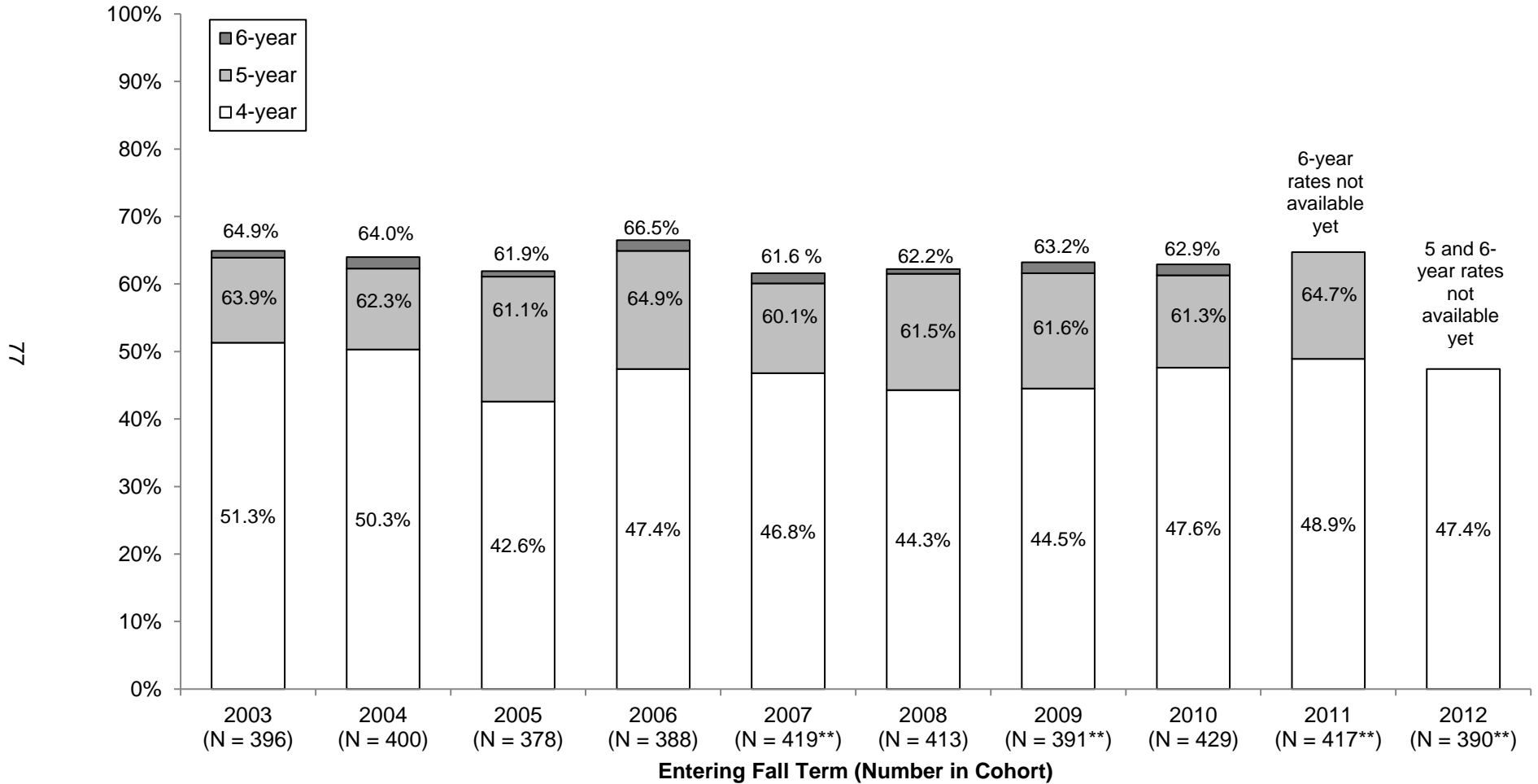


By Sex



Source: Office of Institutional Research and Assessment, September 2016

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

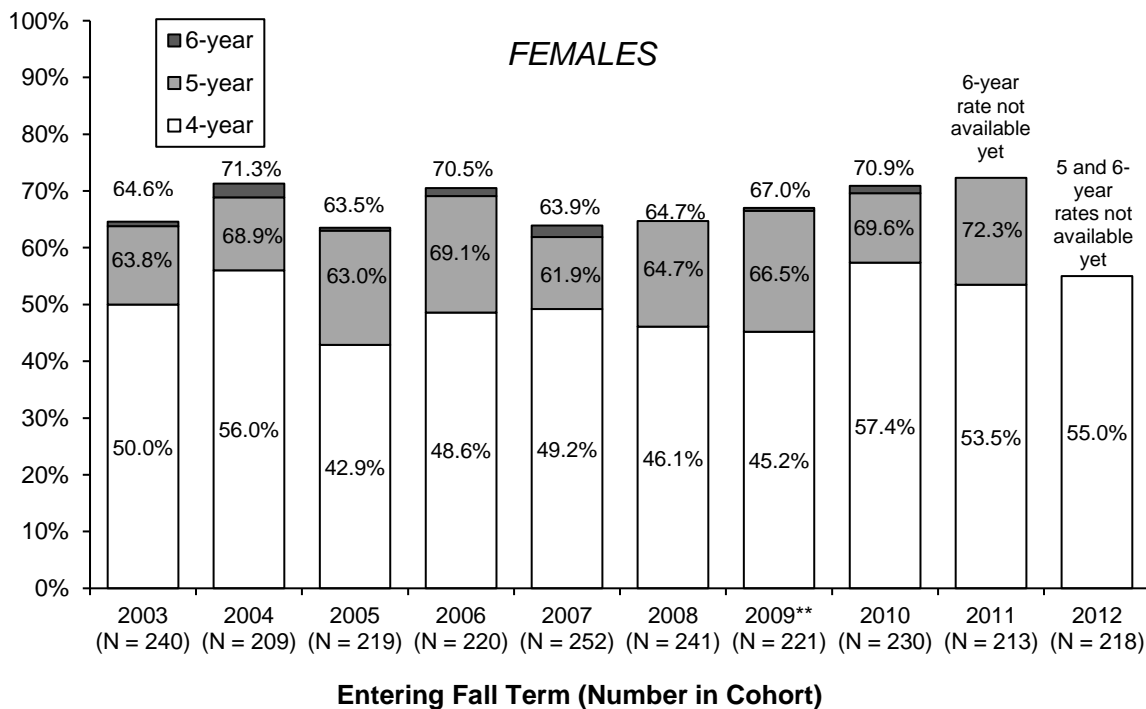
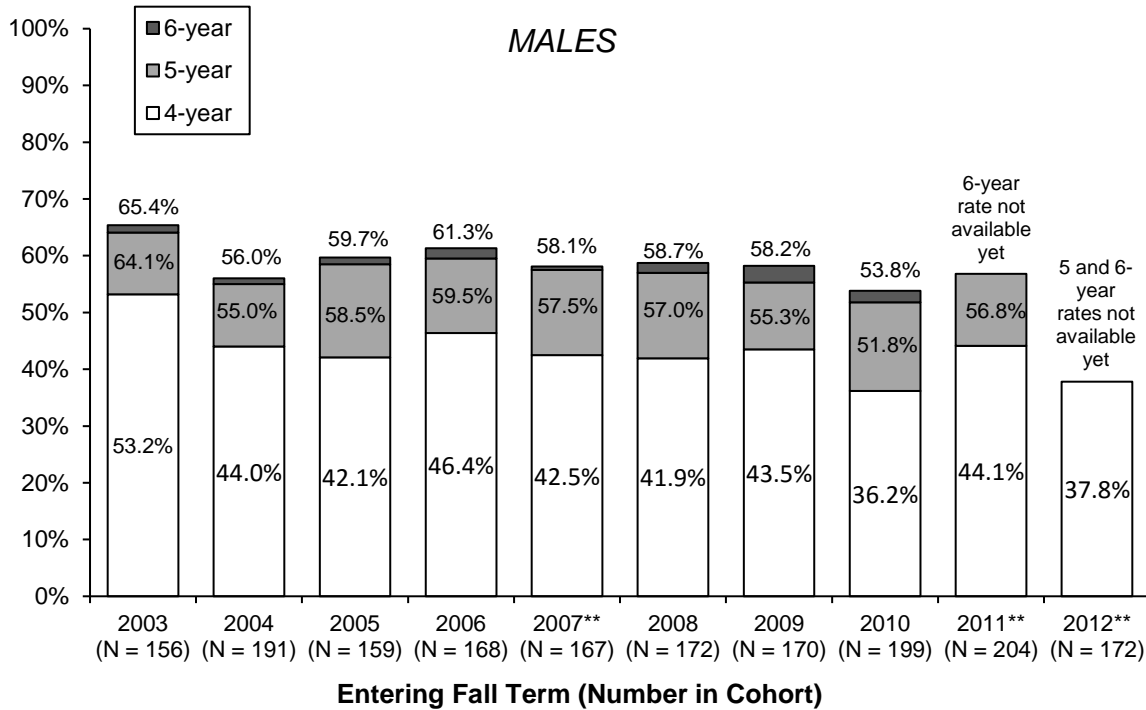


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2016.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY SEX

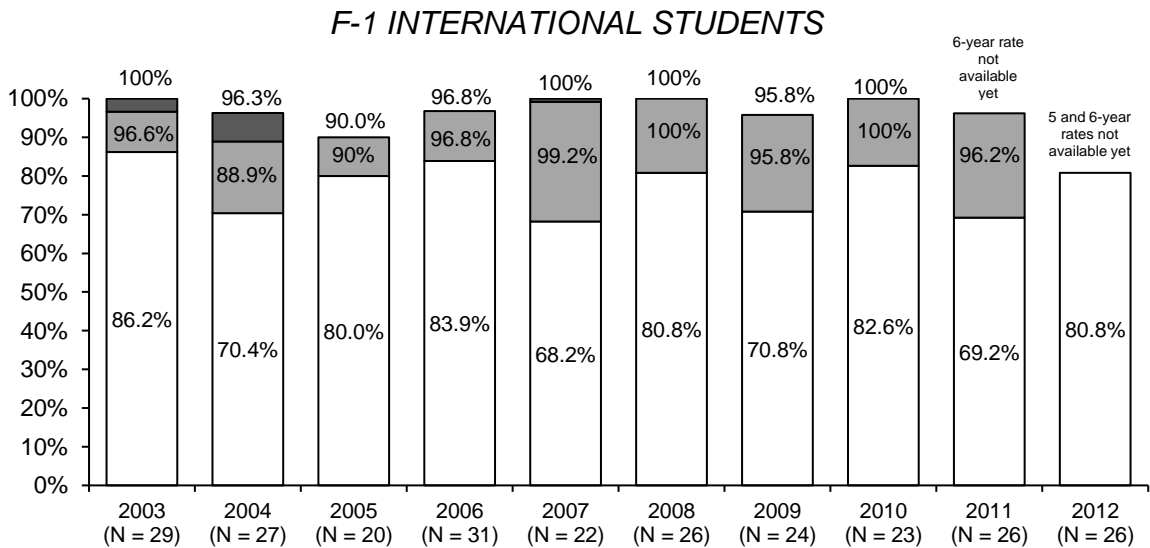
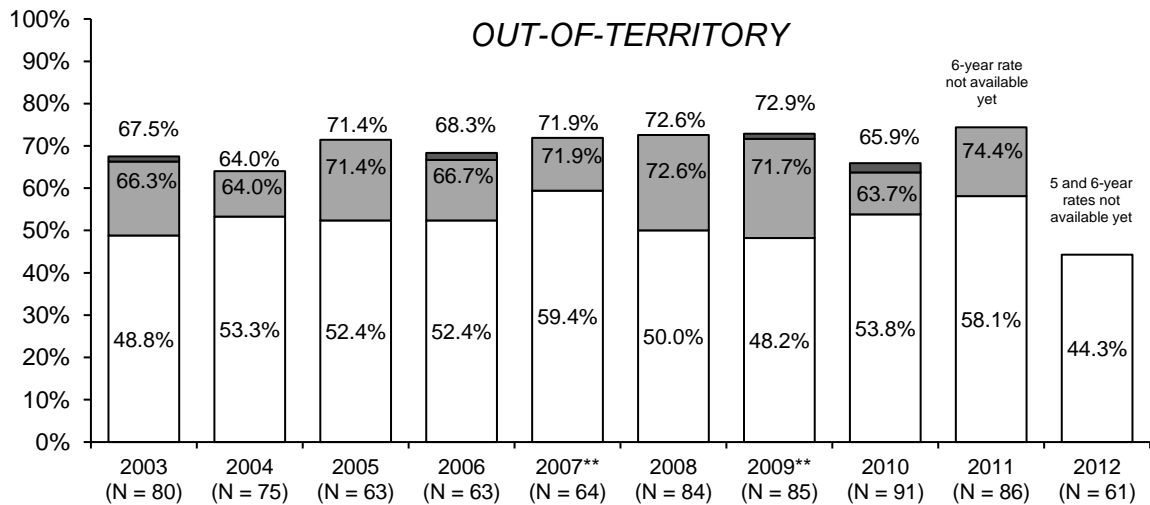
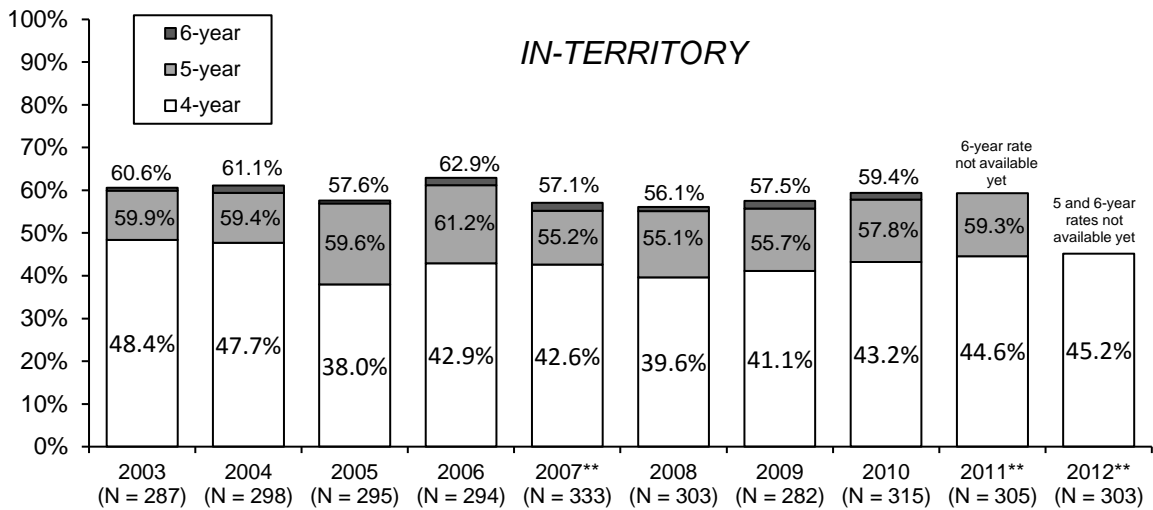


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2016

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

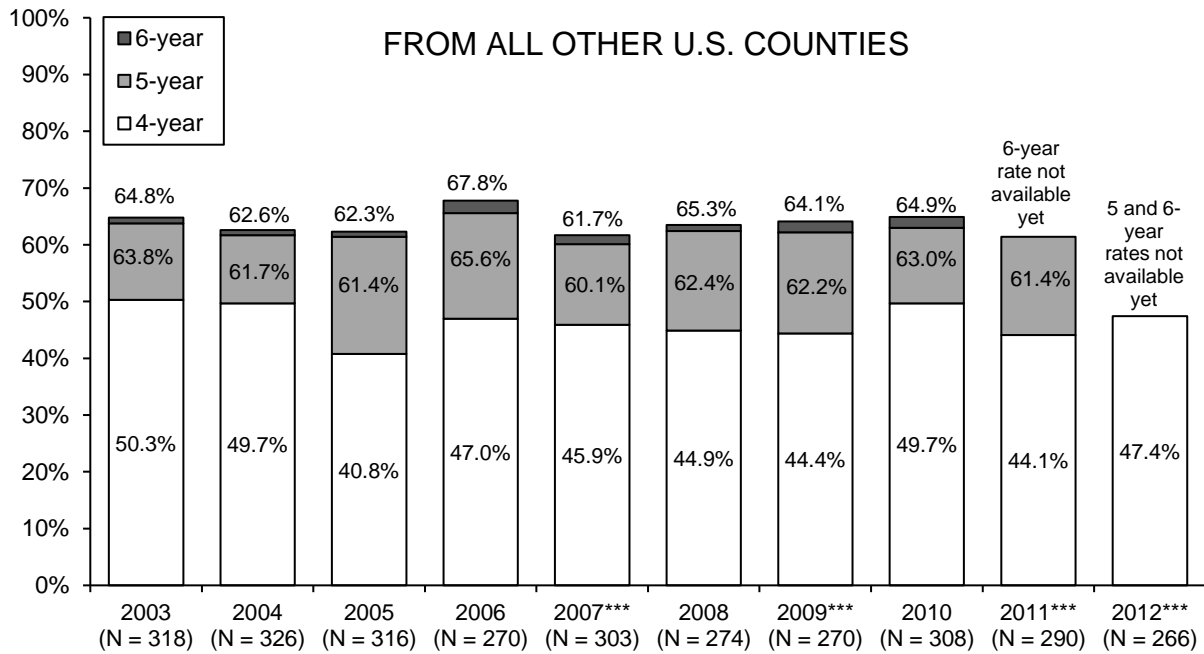
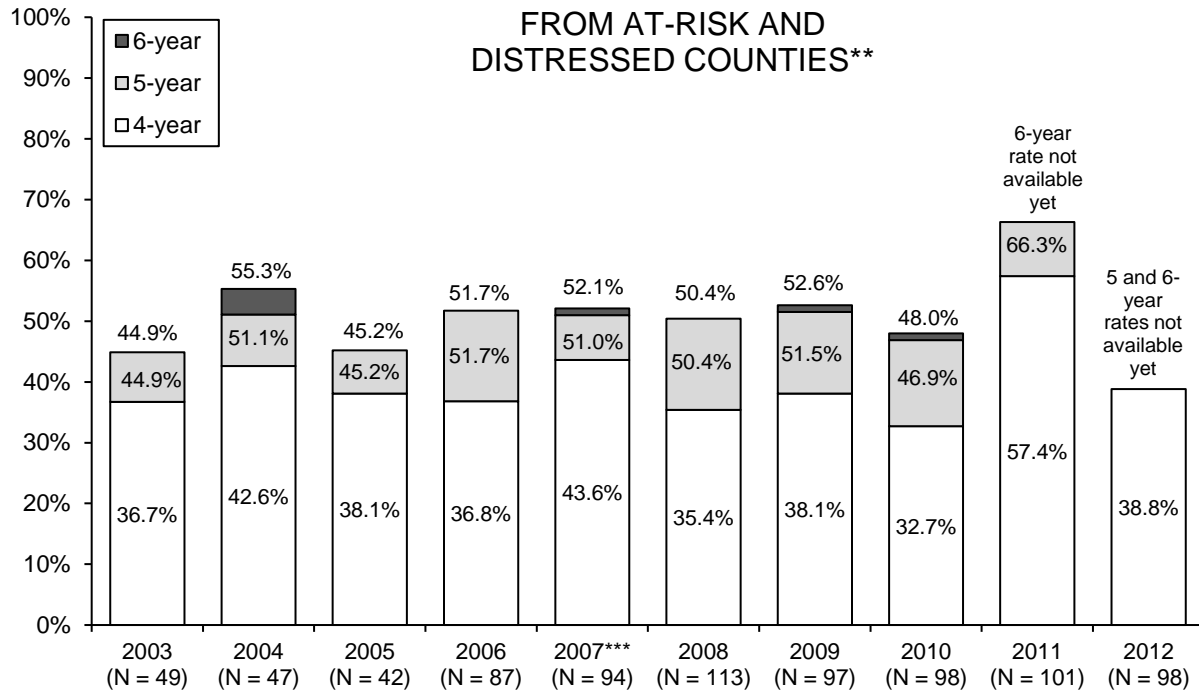


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2016

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



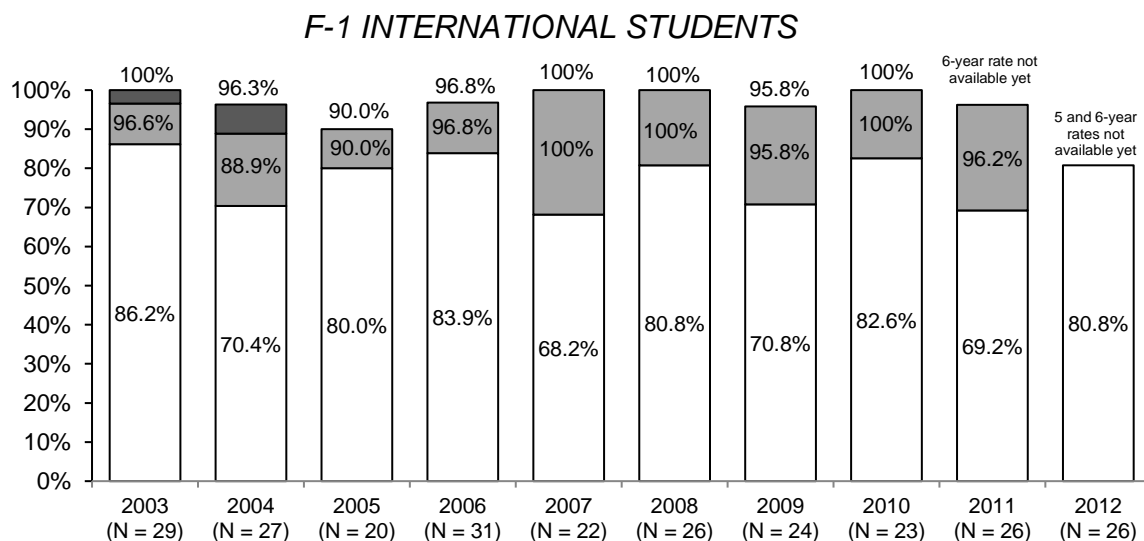
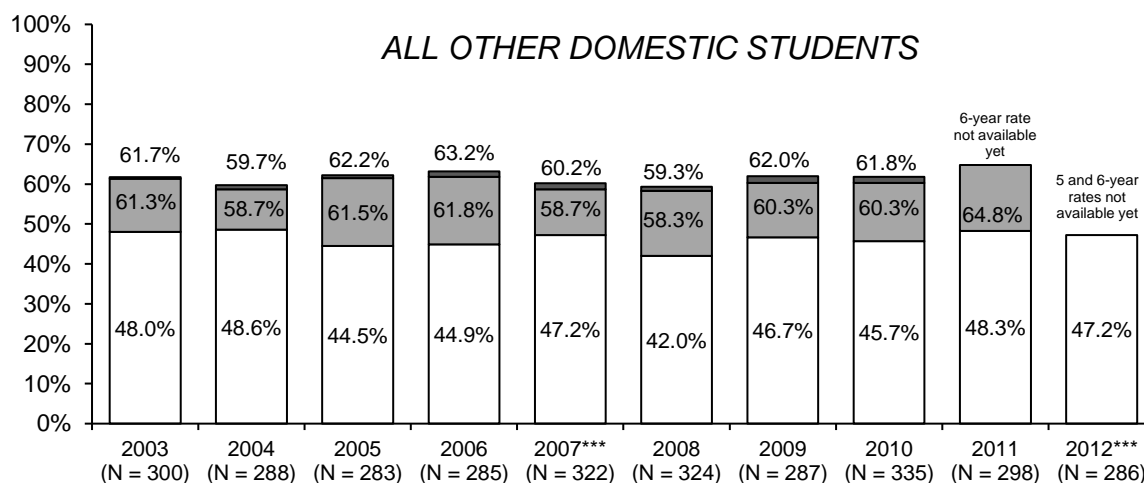
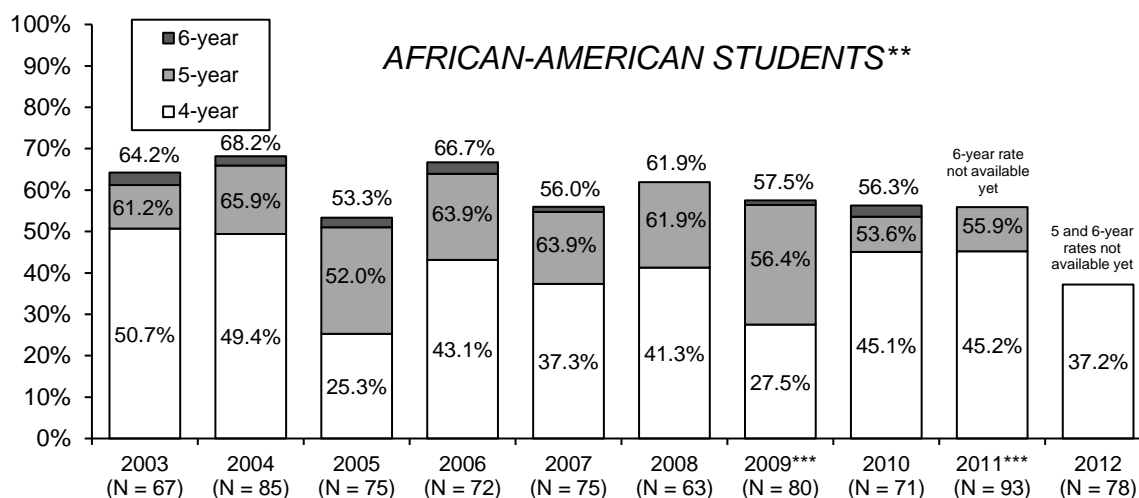
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The At-Risk designation was added in fiscal year 2006.

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

Source: Office of Institutional Research and Assessment, September 2016.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

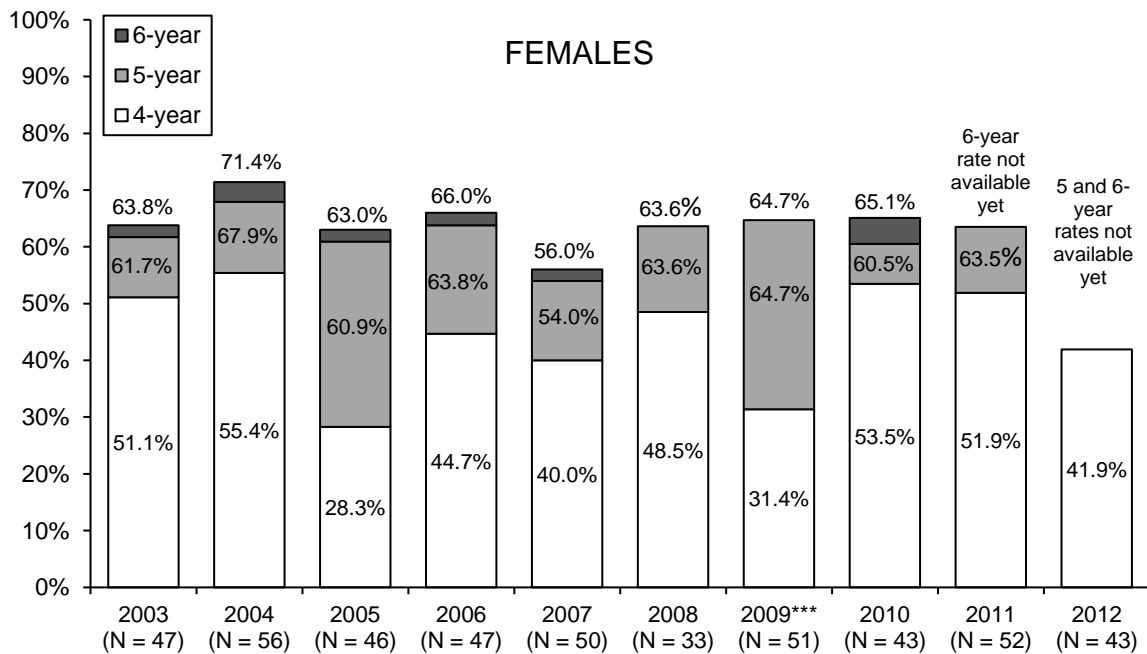
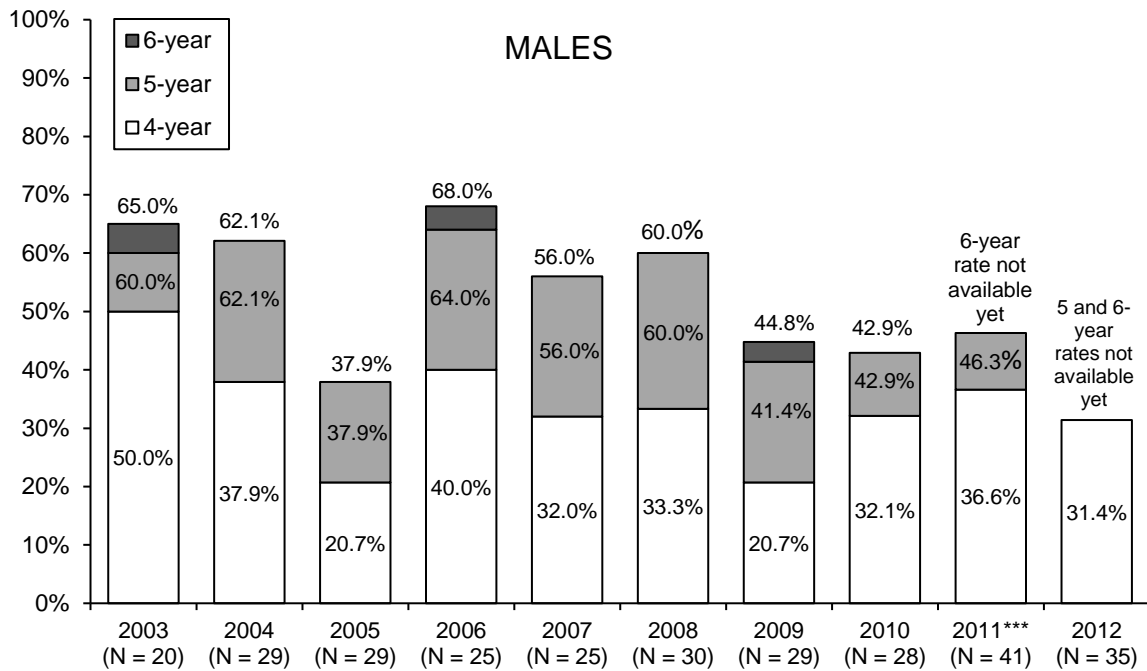


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

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

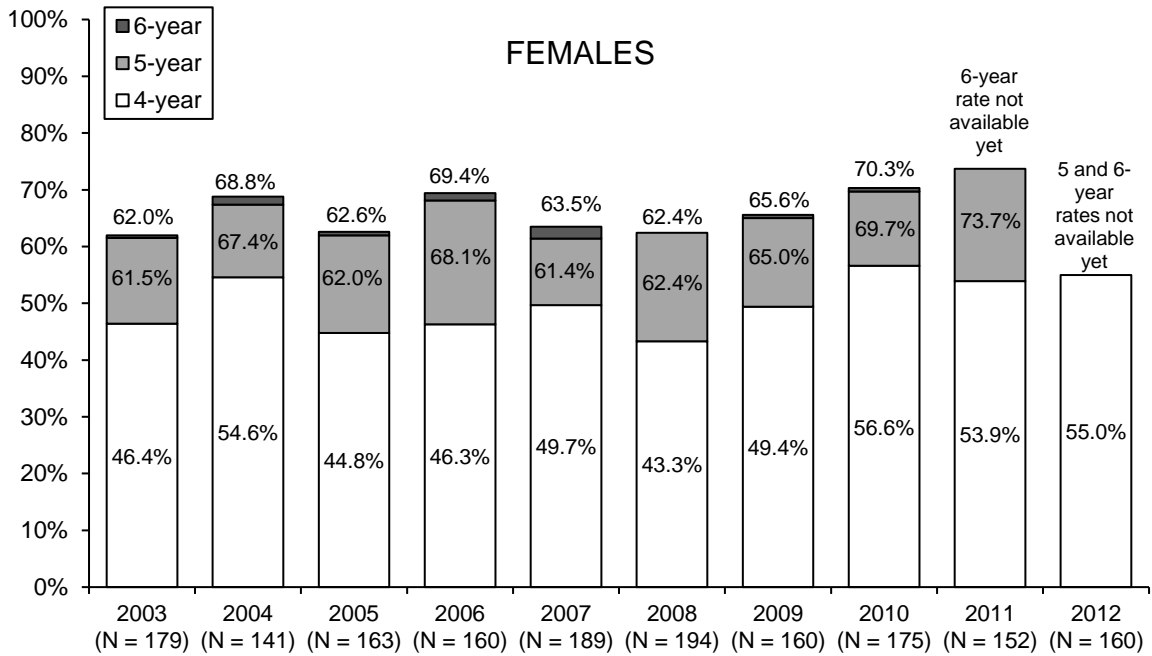
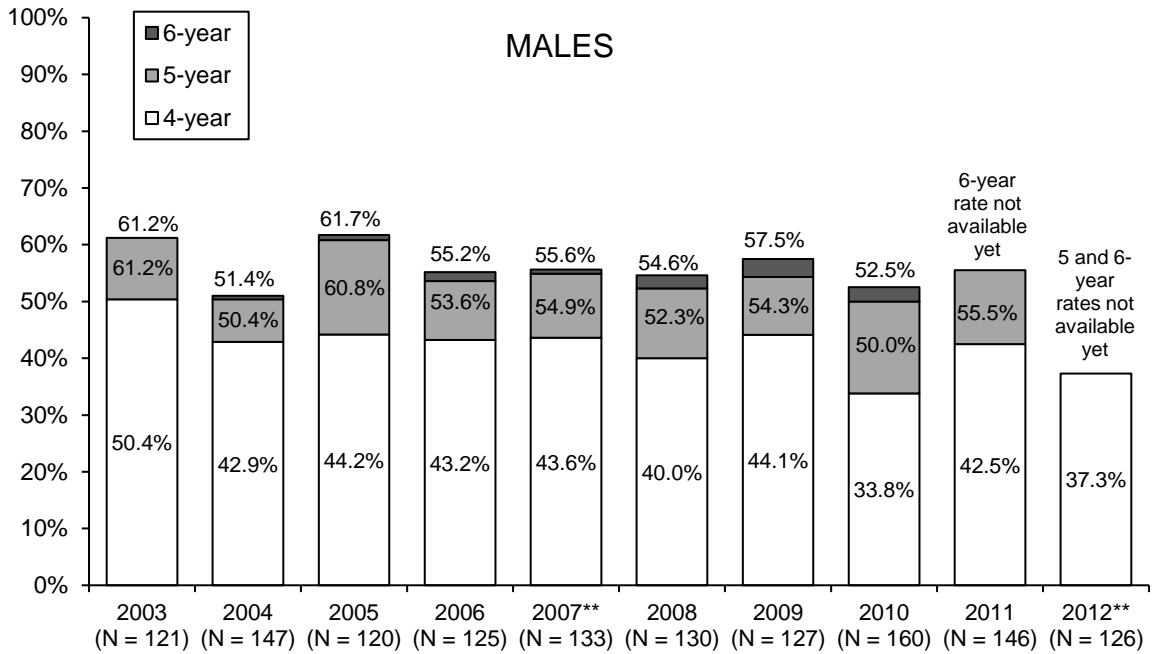


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

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

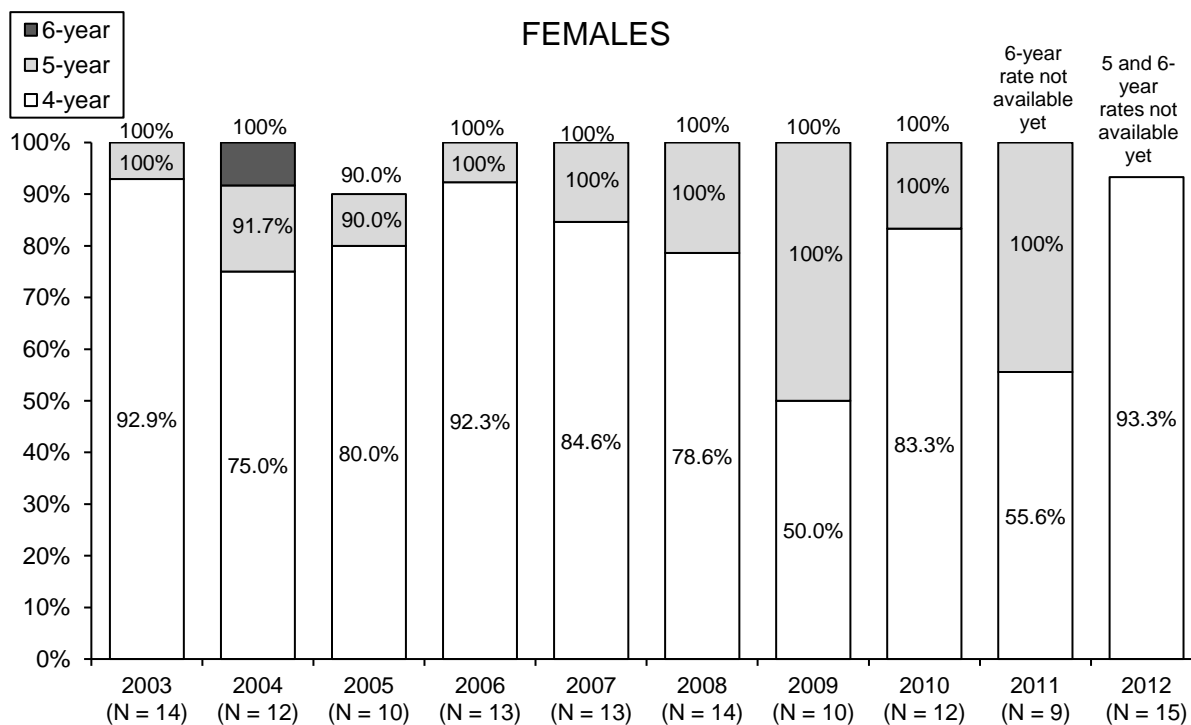
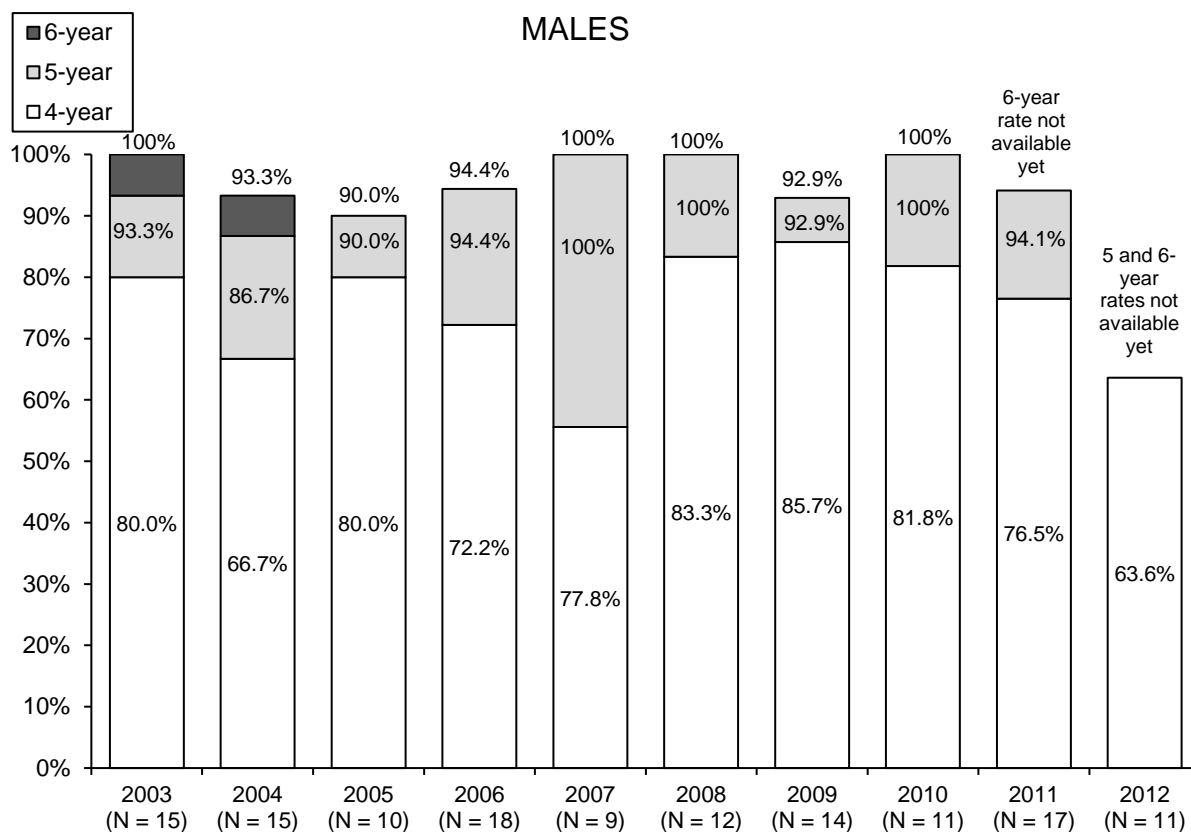


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2016

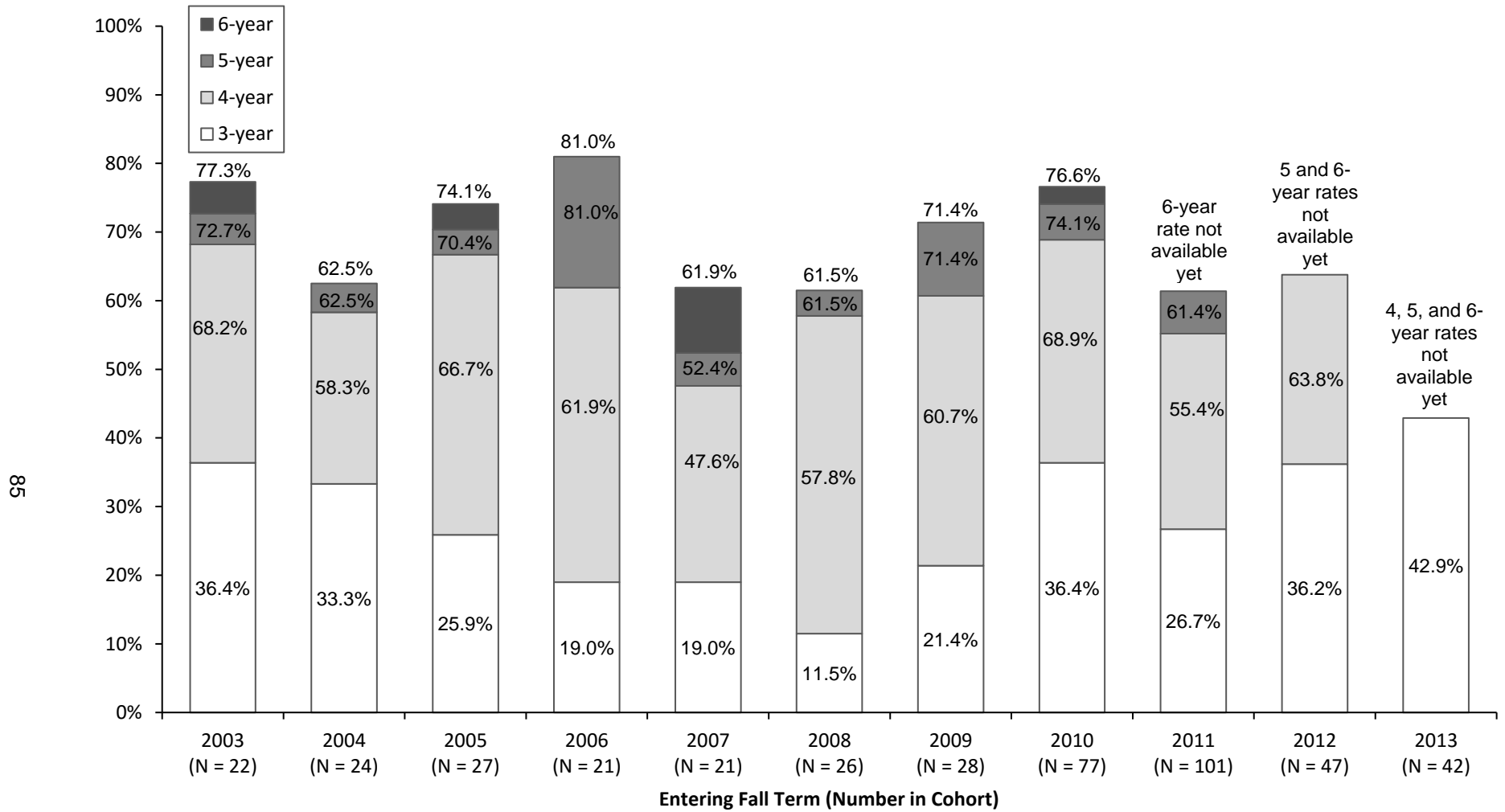
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY SEX



*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 2016

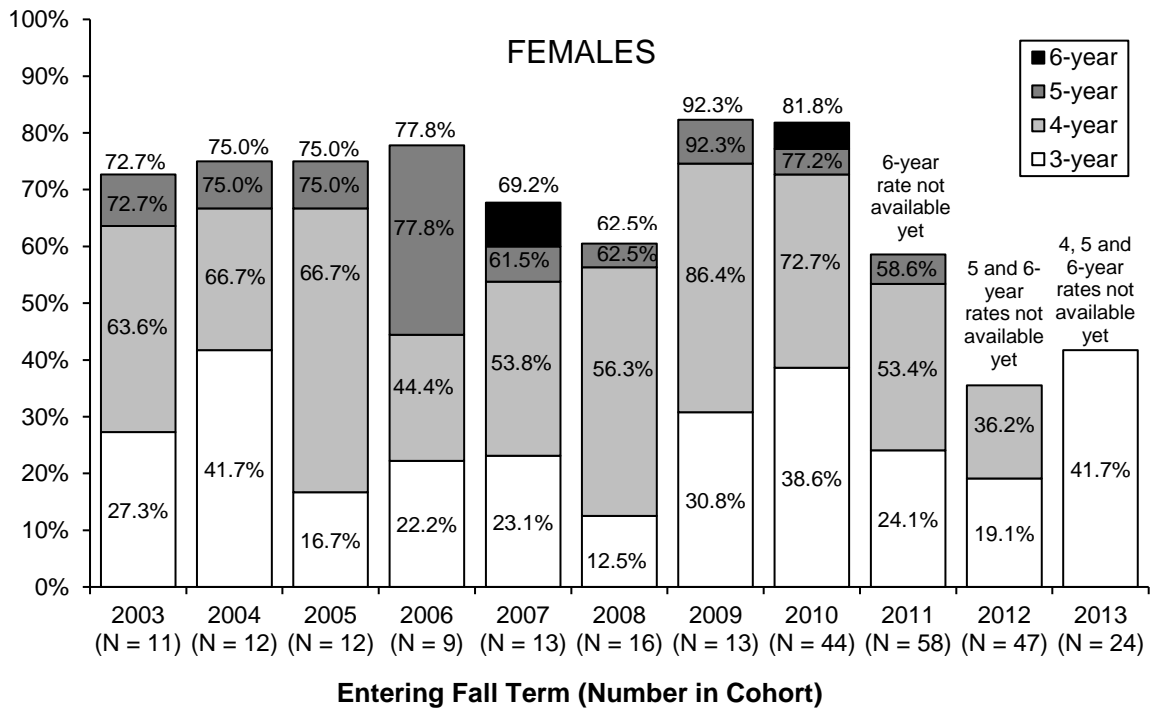
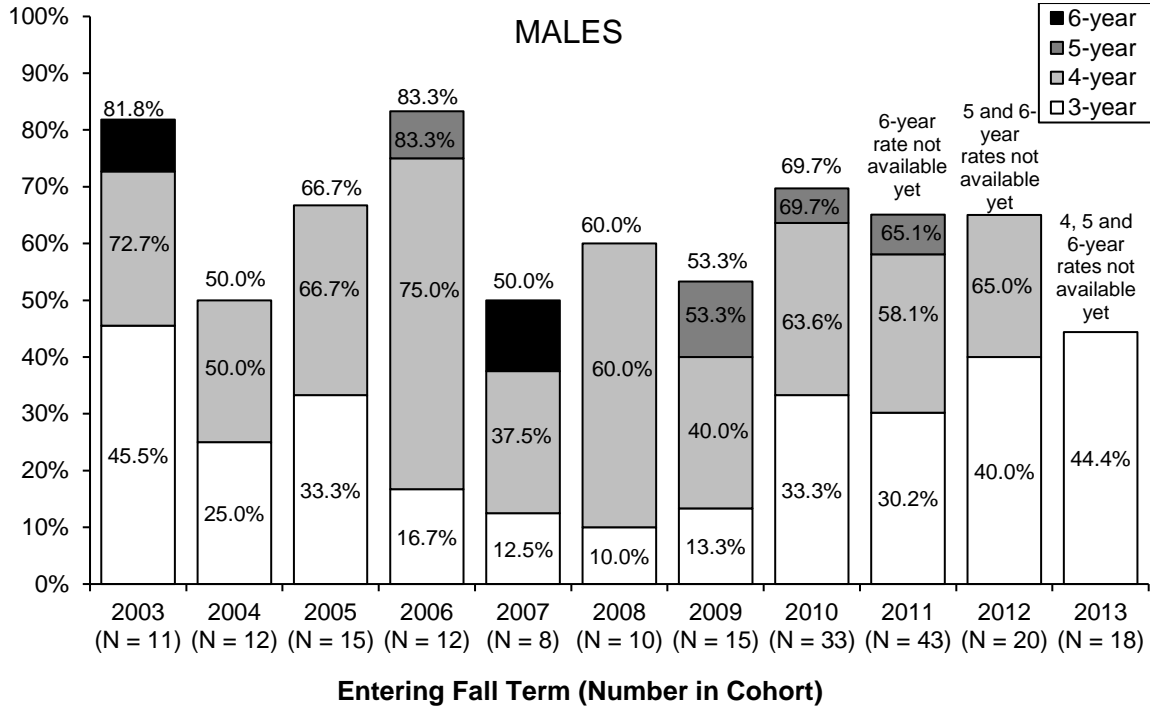
GRADUATION RATES* FOR TRANSFER STUDENTS



*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 2016

GRADUATION RATES* FOR TRANSFER STUDENTS BY SEX



*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 2016

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>Total</u>
Graduates (unduplicated headcount)	309	283	336	373	305	1,606
Degrees Conferred						
B.A.	231	225	266	297	239	1,258
B.S.	<u>82</u>	<u>59</u>	<u>72</u>	<u>78</u>	<u>73</u>	<u>364</u>
TOTAL	313	284	338	375	312	1,622
Majors (includes double degrees and double majors)						
	338	312	372	407	346	1,775
Minors (includes double minors)						
	85	61	83	129	122	480

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2015-2016 graduates can be broken down by:

December 2015 (67),
May 2016 (207), and
August 2016 (31).

Compiled by the Office of Institutional Research and Assessment, September 2016

NUMBER OF MAJORS* AWARDED TO GRADUATES
Five-Year History

<u>Major Programs</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
African and African					
American Studies	3	4	3	6	4
Agriculture/Natural Resources	8	15	23	14	13
Applied Science/Mathematics	1	1	1	2	1
Art	18	11	14	8	8
Asian Studies	6	2	2	11	5
Biology	18	18	33	33	16
Business Administration	41	20	21	30	34
Chemistry	8	11	11	11	8
Child and Family Studies	22	22	28	18	25
Communication	7	16	12	19	22
Computer and					
Information Science	7	6	10	13	20
Economics	3	5	8	9	10
Education Studies - General	9	11	12	14	6
Education – Middle Grades	5	3	2	4	2
Education Studies – Teaching and					
Curriculum w/Certification	n/a	n/a	6	3	8
Elementary Education	7	10	11	4	6
English	16	25	11	23	25
Foreign Languages					
French	(1)	(2)	(3)	(2)	(3)
German	(3)	(2)	(1)	(3)	(2)
Spanish	(7)	(9)	(10)	(4)	(14)
Health and Human Performance					
(formerly Physical Education)	15	10	16	13	11
History	11	14	6	15	4
Independent (see page 89)	11	6	19	16	8
Mathematics	9	7	14	10	9
Music	7	4	5	11	11
Nursing	12	12	11	9	7
Philosophy	6	2	1	6	2
Physics	2	4	4	4	2
Political Science	11	6	7	8	3
Psychology	19	17	21	24	15
Religion	3	3	1	2	3
Sociology	11	11	10	13	5
Technology and Applied Design					
(formerly Technology and					
Industrial Arts)	21	12	17	25	19
Theatre	7	9	13	12	9
Women's and Gender Studies	<u>3</u>	<u>2</u>	<u>5</u>	<u>8</u>	<u>6</u>
TOTALS*	338	312	372	407	346

*These are duplicative headcounts that include double degrees and double majors. Please see page 87 for an unduplicated headcount of graduates.

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

Compiled by the Office of Institutional Research and Assessment, September 2016.

INDEPENDENT MAJORS* AWARDED TO GRADUATES

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

2011 - 2012: 11 majors

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

2012 - 2013: 6 majors

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

2013 - 2014: 19 majors

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

2014 - 2015: 16 majors

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

2015-2016: 8 majors

Appalachian Studies
Community Health Education
Dance
Film and Media Production
Health Science
Health Sciences
Health Studies
Neuroscience

*Includes double degrees and double majors

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

Source: *2016-2017 College Catalog* <<http://catalog.berea.edu/en/Current/Catalog/Academic-Policies/Degree-Requirements/Majors-and-Minors/Independent-Major>>
Office of Institutional Research and Assessment, October 2016

TEACHER PREPARATION

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

Berea College offers certification programs in:

- Elementary Education (primary-grade 5);
- Middle Grades Education with Teacher Certification in Science or Mathematics (grades 5-9);
- Teaching and Curriculum with Certification (grades 8-12) programs in Biology, Chemistry, 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 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 Kentucky Education Professional Standards Board.

NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Education Studies - General (no certification)	9	11	12	14	6
Teaching and Curriculum with Certification*					
English	n/a	n/a	3	1	3
History	n/a	n/a	0	2	0
Mathematics	n/a	n/a	2	0	4
Technology/Applied Design	n/a	n/a	1	0	1
Middle Grades Certification	5	3	2	4	2
Elementary Education	7	10	11	4	6

Certifications Under the Previous Curriculum (prior to the Teaching and Curriculum with Certification)

Art	1	0	0	0	0
Child and Family Studies					
Early Childhood	1	2	0	0	0
Family Consumer Science	0	1	0	0	0
English	1	5	0	0	0
Health and Human Performance (formerly Physical Education)	0	2	1	1	1
History	1	1	0	0	0
Mathematics	1	0	1	0	0
Music	3	1	0	3	1
Technology/Applied Design (formerly Technology and Industrial Arts)	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	30	36	33	29	24

*Graduates with the Teaching and Curriculum with Certification are included in the total only once; certification is given in both the program (e.g. history) and the Education Studies program.

Source: 2016-2017 College Catalog <<http://catalog.berea.edu/en/Current/Catalog/Programs-of-Study/Education-Studies/Teacher-Preparation>>

Office of Institutional Research and Assessment, September 2016

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2011–12 through 2015–16

African and African American Studies.....20	English.....100
Agriculture and Natural Resources.....73	Education 6
<i>General</i> 72	Literature 46
Sustainable Systems 1	Writing 55
Applied Science and Mathematics6	Foreign Languages66
Art59	French 11
<i>General</i> 3	German 11
Education 1	Spanish 44
History 9	Health and Human Performance
Studio 47	(formerly Physical Education)65
Asian Studies.....26	<i>General</i> 60
Biology118	Education 5
<i>General</i> 75	History50
Biomolecular, Cellular, and Systems 26	<i>General</i> 47
Field and Organismal 18	Education 3
Business Administration146	Independent (see page 89)60
Accounting 39	Mathematics49
Finance 55	<i>General</i> 47
Management 55	Education 2
Marketing 38	Music38
Chemistry.....49	<i>General</i> 30
<i>General</i> 37	Edu - Instrumental 5
Biochemistry 1	Edu - Vocal 3
Professional 11	Nursing51
Child and Family Studies115	Philosophy17
Child Development 46	Physics16
Early Childhood Educ. 3	Political Science35
Family and Consumer Sciences Education 1	Psychology96
Family Studies 60	Religion.....12
Food, Nutrition, and Culinary Science 2	<i>General</i> 6
Nutrition/Food Studies 17	Biblical Studies 5
Communication.....76	World Religions 1
Computer and Information Science56	Sociology50
<i>General</i> 44	Technology and Applied Design (formerly Technology and Industrial Arts)94
Computer Science 7	<i>General</i> 20
Computational Mathematics 5	Artisan Studies 6
Economics.....35	Education 1
<i>General</i> 1	Engineering and Tech. Education 1
International Politics and Policy 14	Management 66
Methods and Models 21	Theatre50
Education Studies.....123	Women's and Gender Studies24
<i>General</i> 52	
Elementary P-5 38	
Middle Grades 5-9 16	
Teaching and Curriculum with Certification 17	

Included in concentration list are 7 additional concentrations for a total of 107

Included in concentration list is 1 additional concentration for a total of 60

Included in concentration list is 1 additional concentration for a total of 119

Included in concentration list are 40 additional concentrations for a total of 147

Included in concentration list are 12 additional concentrations for a total of 127

Included in concentration list is 1 additional concentration for a total of 36

ALL MAJORS1,775
(awarded to 1,606 graduates)

NOTE: In six of the majors with concentrations, there were 62 students who completed more than one concentration within that major. See details above in boxes.

*This is a duplicative headcount that includes double degrees and double majors.
Note: These totals reflect majors from September 1 through August 31 of each academic year.

MAJORS* AWARDED TO GRADUATES BY SEX Five-Year Summary

Academic Years
2011-2012 through 2015-2016

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	7	35%	13	65%	20	1.1%
Agriculture and Natural Resources	29	40%	44	60%	73	4.1%
Applied Science and Mathematics	5	83%	1	17%	6	0.3%
Art	16	27%	43	73%	59	3.3%
Asian Studies	9	35%	17	65%	26	1.5%
Biology	38	32%	80	68%	118	6.6%
Business Administration	73	50%	73	50%	146	8.2%
Chemistry	20	41%	29	59%	49	2.8%
Child and Family Studies	7	6%	108	94%	115	6.5%
Communication	28	37%	48	63%	76	4.3%
Computer and Information Science	44	79%	12	21%	56	3.2%
Economics	21	60%	14	40%	35	2.0%
Education Studies						
General	16	31%	36	69%	52	2.9%
Elementary Education	4	11%	34	89%	38	2.1%
Middle Grades Education	7	44%	9	56%	16	0.9%
Teaching and Curriculum with Certification (13-14)	7	41%	10	59%	17	1.0%
English	34	34%	66	66%	100	5.6%
Foreign Languages						
French	3	27%	8	73%	11	0.6%
German	3	27%	8	73%	11	0.6%
Spanish	10	23%	34	77%	44	2.5%
Health & Human Performance (14-15) /Physical Education	42	65%	23	35%	65	3.7%
History	24	48%	26	52%	50	2.8%
Independent (see page 89)	19	32%	41	68%	60	3.4%
Mathematics	32	65%	17	35%	49	2.8%
Music	20	53%	18	47%	38	2.1%
Nursing	7	14%	44	86%	51	2.9%
Philosophy	11	65%	6	35%	17	1.0%
Physics	14	88%	2	13%	16	0.9%
Political Science	21	60%	14	40%	35	2.0%
Psychology	18	19%	78	81%	96	5.4%
Religion	11	92%	1	8%	12	0.7%
Sociology	12	24%	38	76%	50	2.8%
Technology and Applied Design (12-13) / Technology and Industrial Arts	77	82%	17	18%	94	5.3%
Theatre	20	40%	30	60%	50	2.8%
Women's and Gender Studies	<u>2</u>	<u>8%</u>	<u>22</u>	<u>92%</u>	<u>24</u>	<u>1.4%</u>
GRAND TOTAL*	711	40%	1,064	60%	1,775	100%

*These are duplicative headcounts that include double degrees and double majors. The 1,775 majors represent 1,606 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, September 2016

MAJORS* AWARDED TO GRADUATES BY SEX Five-Year History

Major Programs	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	1	2	3	1	3	4	1	2	3	4	2	6	0	4	4
Agriculture and Natural Resources	3	5	8	8	7	15	7	16	23	6	8	14	5	8	13
Applied Science/Mathematics	1	0	1	0	1	1	1	0	1	2	0	2	1	0	1
Art	7	11	18	5	6	11	2	12	14	2	6	8	0	8	8
Asian Studies	3	3	6	2	0	2	0	2	2	3	8	11	1	4	5
Biology	6	12	18	7	11	18	8	25	33	13	20	33	4	12	16
Business Administration	21	20	41	12	8	20	7	14	21	17	13	30	16	18	34
Chemistry	1	7	8	6	5	11	3	8	11	6	5	11	4	4	8
Child and Family Studies	2	20	22	0	22	22	2	26	28	0	18	18	3	22	25
Communication	3	4	7	5	11	16	3	9	12	7	12	19	10	12	22
Computer and Information Science	7	0	7	6	0	6	7	3	10	12	1	13	12	8	20
Economics	2	1	3	2	3	5	7	1	8	9	0	9	1	9	10
Education Studies															
General	3	6	9	3	8	11	6	6	12	3	11	14	1	5	6
Elementary	0	7	7	1	9	10	3	8	11	0	4	4	0	6	6
Middle	2	3	5	2	1	3	0	2	2	2	2	4	1	1	2
Teaching and Curriculum with Certification	n/a	n/a	n/a	n/a	n/a	n/a	3	3	6	2	1	3	2	6	8
English	5	11	16	9	16	25	5	6	11	5	18	23	10	15	25
Foreign Languages	1	10	11	1	12	13	6	8	14	5	4	9	3	16	19
Health and Human Performance**	13	2	15	4	6	10	10	6	16	9	4	13	6	5	11
History	3	8	11	9	5	14	2	4	6	9	6	15	1	3	4
Independent (see page 89)	3	8	11	0	6	6	9	10	19	5	11	16	2	6	8
Mathematics	7	2	9	5	2	7	9	5	14	8	2	10	3	6	9
Music	4	3	7	2	2	4	2	3	5	7	4	11	5	6	11
Nursing	0	12	12	2	10	12	2	9	11	1	8	9	2	5	7
Philosophy	4	2	6	1	1	2	0	1	1	4	2	6	2	0	2
Physics	2	0	2	4	0	4	2	2	4	4	0	4	2	0	2
Political Science	7	4	11	3	3	6	4	3	7	6	2	8	1	2	3
Psychology	6	13	19	2	15	17	4	17	21	5	19	24	1	14	15
Religion	3	0	3	3	0	3	1	0	1	1	1	2	3	0	3
Sociology	1	10	11	3	8	11	2	8	10	6	7	13	0	5	5
Technology and Applied Design**	15	6	21	12	0	12	14	3	17	20	5	25	16	3	19
Theatre	2	5	7	7	2	9	4	9	13	5	7	12	2	7	9
Women's and Gender Studies	0	3	3	0	2	2	1	4	5	0	8	8	1	5	6
TOTAL*			<u>338</u>			<u>312</u>			<u>372</u>			<u>407</u>			<u>346</u>

*These are duplicative headcounts that include double degrees and double majors. Please see page 87 for an unduplicated headcount.

**Change in majors' name: Physical Education to Health and Human Performance, and Technology and Industrial Arts to Technology and Applied Design.

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

Compiled by: Office of Institutional Research and Assessment, September 2016.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2011 - 2012 through 2015 - 2016

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	20	(100%)	0	(0%)	0	(0%)	20	(1.1%)
Agriculture and Natural Resources	0	(0%)	72	(99%)	1	(1%)	73	(4.1%)
Applied Science and Mathematics	2	(33%)	4	(67%)	0	(0%)	6	(0.3%)
Art	3	(5%)	54	(92%)	2	(3%)	59	(3.3%)
Asian Studies	6	(23%)	18	(69%)	2	(8%)	26	(1.5%)
Biology	21	(18%)	91	(77%)	6	(5%)	118	(6.6%)
Business Administration	18	(12%)	91	(62%)	37	(25%)	146	(8.2%)
Chemistry	12	(24%)	24	(49%)	13	(27%)	49	(2.8%)
Child and Family Studies	27	(23%)	87	(76%)	1	(1%)	115	(6.5%)
Communication	28	(37%)	44	(58%)	4	(5%)	76	(4.3%)
Computer and Information Science	4	(7%)	39	(70%)	13	(23%)	56	(3.2%)
Economics	5	(14%)	11	(31%)	19	(54%)	35	(2.0%)
Education Studies								
General	16	(31%)	33	(63%)	3	(6%)	52	(2.9%)
Elementary Education Certification	3	(8%)	34	(89%)	1	(3%)	38	(2.1%)
Middle Grades Education Certification	1	(6%)	15	(94%)	0	(0%)	16	(0.9%)
Teaching and Curriculum with Certification (13-14)	1	(6%)	16	(94%)	0	(0%)	17	(1.0%)
English	11	(11%)	88	(88%)	1	(1%)	100	(5.6%)
Foreign Languages								
French	1	(9%)	5	(45%)	5	(45%)	11	(0.6%)
German	0	(0%)	6	(55%)	5	(45%)	11	(0.6%)
Spanish	6	(14%)	34	(77%)	4	(9%)	44	(2.5%)
Health and Human Performance (14-15) /Physical Education	16	(25%)	47	(72%)	2	(3%)	65	(3.7%)
History	2	(4%)	47	(94%)	1	(2%)	50	(2.8%)
Independent (see page 89)	9	(15%)	46	(77%)	5	(8%)	60	(3.4%)
Mathematics	5	(10%)	30	(61%)	14	(29%)	49	(2.8%)
Music	9	(24%)	29	(76%)	0	(0%)	38	(2.1%)
Nursing	5	(10%)	38	(75%)	8	(16%)	51	(2.9%)
Philosophy	3	(18%)	14	(82%)	0	(0%)	17	(1.0%)
Physics	2	(13%)	9	(56%)	5	(31%)	16	(0.9%)
Political Science	5	(14%)	26	(74%)	4	(11%)	35	(2.0%)
Psychology	16	(17%)	71	(74%)	9	(9%)	96	(5.4%)
Religion	1	(8%)	11	(92%)	0	(0%)	12	(0.7%)
Sociology	10	(20%)	38	(76%)	2	(4%)	50	(2.8%)
Technology and Applied Design (12-13)/ Technology and Industrial Arts	15	(16%)	73	(78%)	6	(6%)	94	(5.3%)
Theatre	11	(22%)	37	(74%)	2	(4%)	50	(2.8%)
Women's and Gender Studies	5	(21%)	18	(75%)	1	(4%)	24	(1.4%)
TOTAL*	299	(17%)	1,300	(73%)	176	(10%)	1,775	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,775 majors represent 1,606 graduates during this five-year time period.

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

Note: These totals reflect graduates from September 1 through August 31 of each year. Percentages may not total 100% due to rounding.

Compiled by: Office of Institutional Research and Assessment, September 2016.

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2011 – 12 through 2015 – 16

African and African American Studies	12	(2.5%)
Agriculture and Natural Resources	20	(4.2%)
Appalachian Studies	9	(1.9%)
Art History	17	(3.5%)
Art Studio (first awarded 2013-14)	7	(1.5%)
Asian Studies	10	(2.1%)
Biology (first awarded 2015-16)	1	(0.2%)
Broadcast Journalism (first awarded 2012-13)	21	(4.4%)
Business Administration	66	(13.8%)
Chemistry (first awarded 2013-14)	5	(1.0%)
Child and Family Studies (first awarded 2015-16)	1	(0.2%)
Communication	13	(2.7%)
Computer Science	13	(2.7%)
Dance	14	(2.9%)
Economics	40	(8.3%)
English (first awarded 2013-14)	8	(1.7%)
Film Production (first awarded 2013-14)	4	(0.8%)
Forest Resource Management (first awarded 2014-15)	1	(0.2%)
French	10	(2.1%)
German	5	(1.0%)
Health	18	(3.8%)
Health Teaching	5	(1.0%)
History	22	(4.6%)
Latin	7	(1.5%)
Music	10	(2.1%)
Peace and Social Justice Studies	18	(3.8%)
Philosophy	18	(3.8%)
Physics	9	(1.9%)
Political Science	10	(2.1%)
Religion	4	(0.8%)
Sociology	3	(0.6%)
Spanish	35	(7.3%)
Sustainability and Environmental Studies	18	(3.8%)
Theatre (first awarded 2014-15)	9	(1.9%)
Women's and Gender Studies	<u>17</u>	<u>(3.5%)</u>
TOTAL	480	(100%)

*This is a duplicative headcount that includes double minors. The 480 minors were awarded to 427 graduates. The 427 graduates who received a minor represent 27% of the 1,606 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, September 2016

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

<u>Minors</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
African and African American Studies	0	3	0	6	3
Agriculture and Natural Resources	5	5	3	3	4
Appalachian Studies	2	1	1	1	4
Art History	7	2	1	5	0
Art Studio	n/a	n/a	1	0	6
Asian Studies	0	2	0	4	4
Biology	n/a	n/a	n/a	n/a	1
Broadcast Journalism	n/a	3	1	5	12
Business Administration	14	9	17	13	13
Chemistry	n/a	n/a	2	2	1
Child and Family Studies	n/a	n/a	n/a	n/a	1
Communication	2	2	0	6	3
Computer Science	1	4	2	5	1
Dance	2	0	4	6	2
Economics	14	6	1	8	11
English	n/a	n/a	1	5	2
Film Production	n/a	n/a	1	0	3
Forest Resource Management	n/a	n/a	n/a	1	0
French	3	0	3	2	2
German	0	1	2	1	1
Health	1	4	0	8	5
Health Teaching	0	1	2	0	2
History	5	3	2	8	4
Latin	3	1	1	1	1
Music	2	1	0	6	1
Peace and Social Justice Studies	4	3	1	4	6
Philosophy	2	1	9	5	1
Physics	1	0	1	3	4
Political Science	2	1	1	5	1
Religion	0	0	2	0	2
Sociology	0	0	3	0	0
Spanish	8	6	9	4	8
Sustainability and Environmental Studies	4	2	5	1	6
Theatre	n/a	n/a	n/a	3	6
Women's & Gender Studies	<u>3</u>	<u>0</u>	<u>5</u>	<u>8</u>	<u>1</u>
TOTAL	85	61	83	129	122

*These are duplicative headcounts that include double minors.

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

Compiled by the Office of Institutional Research and Assessment, September 2016

MINORS* AWARDED TO GRADUATES BY SEX Five-Year History

Minors	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	0	0	2	1	3	0	0	0	1	5	6	0	3	3
Agriculture and Natural Resources	3	2	5	3	2	5	1	2	3	0	3	3	2	2	4
Appalachian Studies	1	1	2	0	1	1	0	1	1	0	1	1	1	3	4
Art History	2	5	7	0	2	2	0	3	3	2	3	5	0	0	0
Art Studio	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	0	0	0	0	6	6
Asian Studies	0	0	0	1	1	2	0	0	0	2	2	4	3	1	4
Biology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
Broadcast Journalism	n/a	n/a	n/a	1	2	3	0	1	1	1	4	5	6	6	12
Business Administration	8	6	14	7	2	9	6	11	17	11	2	13	5	8	13
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	1	1	2	1	1	2	1	0	1
Child and Family Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1
Communication	2	0	2	1	1	2	0	0	0	3	3	6	2	1	3
Computer Science	1	0	1	3	1	4	2	0	2	5	0	5	1	0	1
Dance	0	2	2	0	0	0	1	3	4	2	4	6	1	1	2
Economics	12	2	14	3	3	6	0	1	1	3	5	8	6	5	11
English	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	1	4	5	0	2	2
Film Production	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	0	0	0	2	1	3
Forest Resource Mgmt.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	0	0	0
French	1	2	3	0	0	0	2	1	3	1	1	2	1	1	2
German	0	0	0	1	0	1	1	1	2	1	0	1	0	1	1
Health	1	0	1	0	4	4	0	0	0	1	7	8	1	4	5
Health Teaching	0	0	0	0	1	1	0	2	2	0	0	0	0	2	2
History	3	2	5	1	2	3	0	2	2	1	7	8	3	1	4
Latin	0	3	3	0	1	1	1	0	1	1	0	1	0	1	1
Music	0	2	2	0	1	1	0	0	0	4	2	6	0	1	1
Peace and Social Justice Studies	1	3	4	0	3	3	0	1	1	3	1	4	0	6	6
Philosophy	2	0	2	1	0	1	4	5	9	4	1	5	1	0	1
Physics	0	1	1	0	0	0	1	0	1	2	1	3	4	0	4
Political Science	0	2	2	0	1	1	0	1	1	4	1	5	0	1	1
Religion	0	0	0	0	0	0	1	1	2	0	0	0	2	0	2
Sociology	0	0	0	0	0	0	1	2	3	0	0	0	0	0	0
Spanish	2	6	8	1	5	6	2	7	9	1	3	4	2	6	8
Sustainability and Environmental Studies	1	3	4	1	1	2	0	5	5	0	1	1	3	3	6
Theatre	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	3	3	2	4	6
Women's & Gender Studies	0	3	3	0	0	0	1	4	5	1	7	8	0	1	1
TOTAL	40	45	85	26	35	61	25	58	83	57	72	129	50	72	122

* These are duplicate headcounts that include double minors.

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

Compiled by: Office of Institutional Research and Assessment, September 2016.

Special Academic Opportunities

- Highlights
- Education Abroad (Description and Summary of Participants)
- Education Abroad Participants by Program/Sponsor and Country, Academic Year 2015-2016
- Academic Internships
- Service-Learning
- Undergraduate Research and Creative Projects Program

Special Academic Opportunities Highlights

Academic Year 2015-2016

Study Abroad

14% of students studied abroad...

in **36** countries

as a part of **10** programs/sponsors



Internships



53% of graduates participated

Participation has increased by **17%** over the past five years

Undergraduate Research

49 students participated

in **17** projects with **18** faculty members

Participation has increased over the past five years



Service-Learning



18% of students enrolled in service-learning courses

representing **15** academic programs and **16** community partner organizations

EDUCATION ABROAD

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

EDUCATION ABROAD PARTICIPANTS

Number of Participants for Academic Year

<u>Period of Time Spent Abroad</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Full Academic Year	0	2	2	3	2
Full Semester	18	21	34	44	32
Less than a Full Semester	<u>115</u>	<u>137</u>	<u>195</u>	<u>122</u>	<u>124</u>
TOTAL	133	160	231	169	158
Percent of Students who Participated*:	12%	14%	20%	15%	14%

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

Source: 2016 – 2017 College Catalog
 <<http://catalog.berea.edu/en/Current/Catalog/The-Campus-Community/International-Education-Here-and-There/Education-Abroad>>

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

Academic Year 2015-2016

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Full Academic Year (2)</u>		<u>Summer (117)</u>	
Exchanges		Ballard-McConnell-Willis (BMW)	
Japan	2	Mathematics Scholarship	
		Hungary	1
<u>Full Semester (32)</u>		Caux Scholars	
Center for International Education (CIE)		Switzerland	1
Scholarships (18)		Faculty-Led Berea Courses (85)	
Australia	1	Argentina	18
Brazil	1	Ghana	28
Central America	1	Honduras	18
Costa Rica	2	Ireland	21
Cyprus	1	Internships for Credit (5)	
Czech Republic	2	Gambia	2
England	1	Guatemala	1
Germany	1	Japan	1
India	2	Tunisia	1
Mexico	1	Kentucky Institute for International Studies	
Multi (Chile, Jordan, Nepal)	1	(KIIS) (16)	
Multi (India, Nepal, South Africa)	1	Barcelona	2
Netherlands	1	Costa Rica	3
Norway	1	Denmark	1
Turkey	1	Greece	1
Department of Foreign Languages (7)		Japan	7
France	2	Mexico	1
Mexico	2	Tanzania	1
Spain	3	Non-Berea/Non KIIS (5)	
Exchanges (7)		Costa Rica	1
Ireland	4	Ireland	1
Japan	1	Italy	2
South Korea	1	Netherlands	1
Thailand	1	Non-Credit Service Bonner (4)	
<u>Less than a Full Semester (124)</u>		Gambia	1
<u>Winter (7)</u>		Germany	1
Kentucky Institute for International Studies		Ireland	1
(KIIS) (7)		Spain	1
Italy	7		

Source: Center for International Education, October 2016

ACADEMIC INTERNSHIPS

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

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

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

Number of Internships Completed during Academic Years

<u>Term</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Fall	3	2	2	4	3
Spring	3	5	10	6	7
Summer	<u>125</u>	<u>201</u>	<u>202</u>	<u>225</u>	<u>230</u>
Total	131	208	214	235	240

Highlights Based on the Fall/Spring/Summer 2015-2016 Internship Survey (98% response rate)

- 95% report that they are better prepared to enter the professional world as a result of their internship
- 95% reported that they achieved the learning goals specified in their internship proposals
- 94% rated their overall internship experience as excellent, very good, or good (47%, 37%, and 10% respectively)
- 20% of Berea students reported that they received a full-time job offer from the organization
- 78% received full or partial funding from Berea to cover expenses related to the internship
- 4% participated in internships in international settings
- 240 students representing 29 majors participated in internships in 33 states, 4 countries, and 1 U.S. territory

Graduates Who Participated in an Internship* While Attending Berea College

Graduated in Academic Years:

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Total number of graduates	309	283	335	372	305
Number of graduates who participated in an internship*	112	88	152	173	161
Number of internships in which graduates participated	142	99	182	216	196
Percent of graduates who participated:	36%	31%	35%	47%	53%

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

Source: Center for Transformative Learning: Office of Internships, November 2016
<https://www.berea.edu/ctl/for-students/internship-basics/>
 Office of Institutional Research and Assessment

SERVICE-LEARNING

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

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

Co-curricular Community Service

Berea College students serve through the Bonner Scholars Program, and volunteer through eight different service programs, engaging in activities including tutoring children, mentoring at-risk teens, visiting elders at long-term care facilities, helping to build houses for low-income families, organizing the annual community-wide Hunger Hurts Food Drive, and taking on environmental and social-justice issues. These community service programs are coordinated by teams of student leaders who, through their labor positions and in collaboration with community-based organizations, recruit, train, and manage the student volunteers. During the 2015-2016 year, 200 students volunteered outside of required coursework or labor assignments.

Academic Service-Learning

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

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

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

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

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Courses	15	16	17	16	19
Academic Programs Represented	15	13	14	13	15
Faculty Teaching Service-Learning Courses	14	13	14	14	15
Students Enrolled in Service-Learning Courses	318	283	267	241	287

<u>Academic Programs Represented in 2015 – 16</u>	<u>Recent Community Partner Organizations</u>
African and African American Studies	Appalachian Federal Credit Union
Appalachian Studies	Berea Community School and FRYSC
Art and Art History	Berea Faith Community Outreach (Berea Community Food bank)
Business	Berea Urban Farm
Child and Family Studies	Bluegrass Rape Crisis Center
Communication	City of Berea
Computer and Information Science	Eastern Kentucky Childcare Coalition
Education Studies	Habitat for Humanity of Madison and Clark Counties
Foreign Languages (Spanish)	Jackson County High School
Peace and Social Justice Studies	Kentuckians for the Commonwealth
Psychology	Madison County Public Library
Sociology	New Opportunity School for Women
Technology and Applied Design	PeaceCraft
Theatre	Save the Children
Women's and Gender Studies	Trust for Life
	White House Clinic

Source: Center for Excellence in Learning through Service (CELTS), November 2016
<<http://www.berea.edu/celts/service-learning/>>

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

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

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

The goals of the program include:

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

Number of Undergraduate Research and Creative Projects and Participants

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students*</u>
2012	15	19	38
2013	14	16	36
2014	18	18	48
2015	17	19	43
2016	17	18	49

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

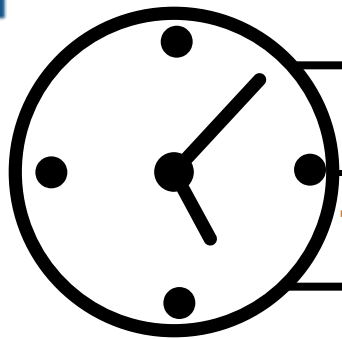
Source: Office of the Academic Vice President and Dean of the Faculty, October 2016
<<http://www.berea.edu/academic-services/study-opportunities/>>

Student Labor

- Highlights
- 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

Student Labor Highlights

Academic Year 2015-2016



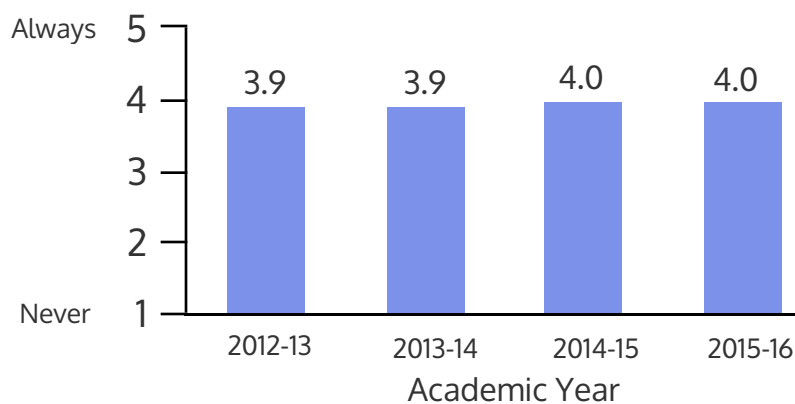
13.4 Average Hours Worked Per Week

18,794 Total Hours Contracted Per Week

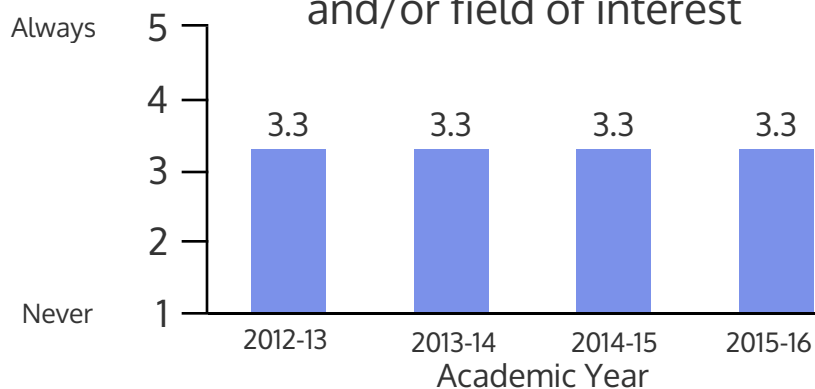
Based on the Labor Experience Evaluation (LEE)

Relationship between Work and Academics

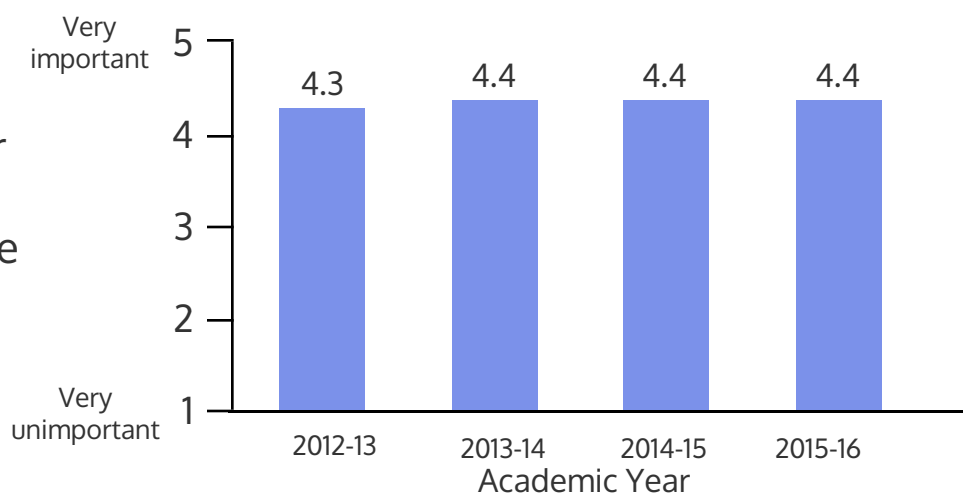
Skills I'm learning at work are supporting my academic development



My work provides experiences that directly relate to my academic major and/or field of interest



I consider my labor experience to be...



Overall Student Labor Evaluation (SLE) Score Spring 2016

Given by Labor Supervisors (Primary Positions Only)

Exceptional labor performance

30%

Exceeds expectations

39%

Meets expectations

23%

Needs improvement

6%

Not meeting expectations

2%

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2016**

(As of September 7, 2016)

Departmental Categories	Entering Students		All Students			
	Primary Positions Only		All Degree-Seeking Students*		Total Hours Contracted Per Week	Mean Hours Contracted Per Week
	First-Year Students	Transfer Students	Primary	Secondary		
Academic Support	10	1	131	64	1,783	9.14
Alumni and College Relations	6	0	42	13	532	9.17
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	127	9	217	5	2,346	10.71
College Community Service	21	0	78	14	920	10.00
College Farms	17	3	51	8	631	10.69
College Related	0	0	2	0	20	10.00
Community Partnerships	0	0	6	0	67	11.17
Facilities Operations	80	7	154	6	1,640	10.25
General and Administrative	42	10	160	10	1,812	10.66
Instruction	34	4	324	116	4,091	9.30
Student Industries: Crafts	29	4	104	5	1,124	10.31
Student Industries: Services	9	2	23	0	241	10.48
Student Services	43	8	289	43	3,587	10.80
No Labor**	<u>0</u>	<u>0</u>	<u>31</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	418	48	1,612	284	-	-
No Status Form***	<u>0</u>	<u>0</u>	<u>0</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	418	48	1,612	284	18,794	10.08

336 Extended *primary* position for more than ten hours per week and did not have a secondary position
76 Extended *primary* position for more than ten hours per week with a secondary position.
192 Contracted in both a primary and at least one secondary position.
604 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 for a total of 160 hours
3. Pay Ranges, 2016 – 2017: \$ 4.65 - \$ 6.55; Unclassified \$ 6.80; Labor Pool: \$5.45

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

Compiled by: Office of Institutional Research and Assessment, October 2016

LABOR DEPARTMENTS

Academic Support (N = 17 Departments)

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

Alumni and College Relations (N = 3 Departments)

Alumni Relations	Integrated Marketing and Communication
College Relations	

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

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

Dining Services

College Community Service (N = 12 Departments)

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

Partners for Education (Externally Sponsored Programs)

College Farms (N = 3 Departments)

Administrative Staff	Farms
Farm Store	

College Related (N = 1 Department)

Brushy Fork Institute

Community Partnerships (N = 3 Departments)

MACED (Mountain Association for Community Economic Development)
Peacecraft
Save the Children

Facilities Operations (N = 7 Departments)

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

Labor Departments, continued

General and Administrative (N = 13 Departments)

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

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

Instruction (N = 32 Departments)

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

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

Student Industries: Crafts (N = 8 Departments)

Broom Making
Ceramics
Crafts Education Outreach Program
Log House Craft Gallery

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

Student Industries: Services (N = 2 Departments)

Boone Tavern Hotel
College Bookstore

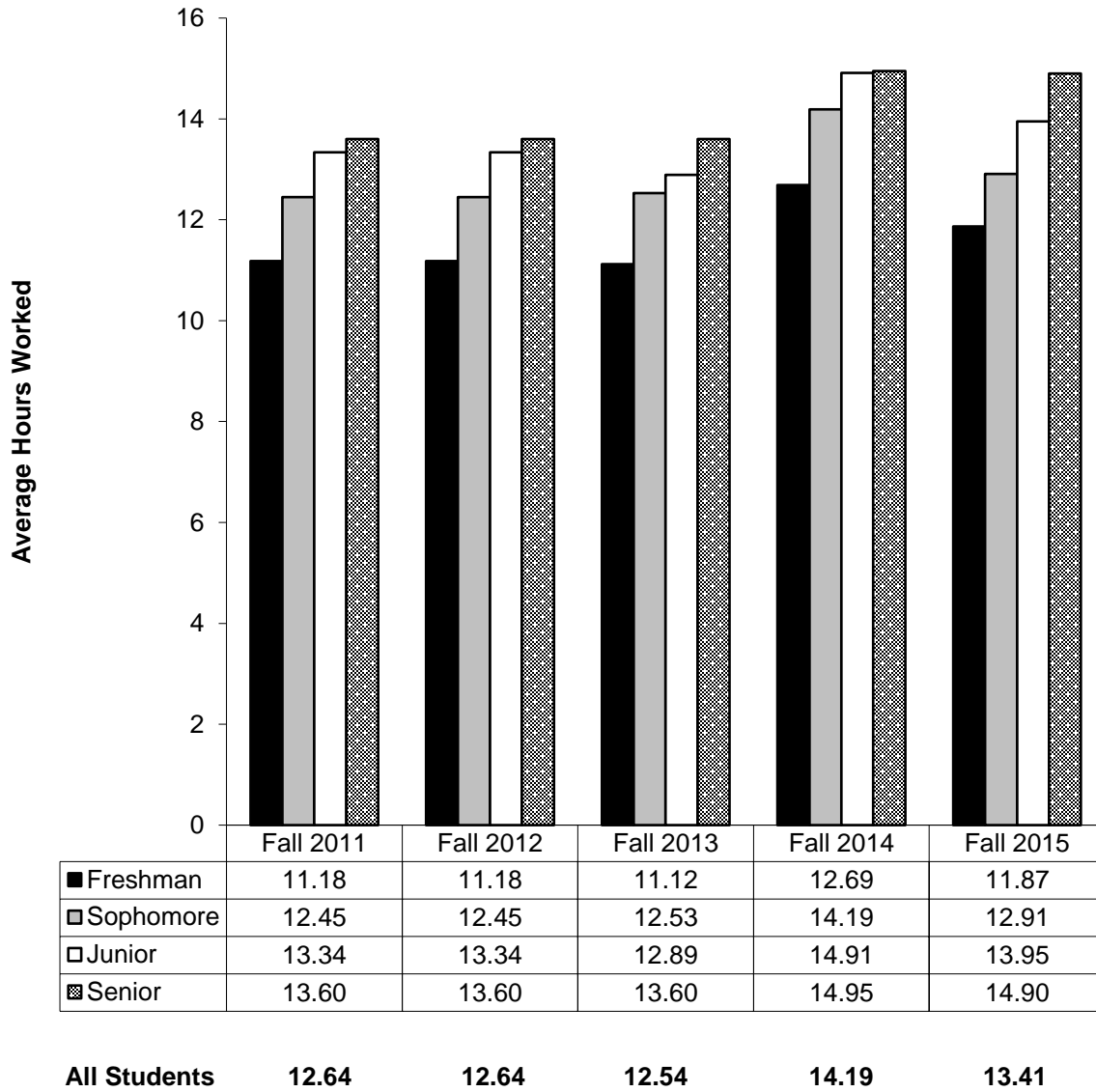
Student Services (N = 19 Departments)

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

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

Complied by the Office of Institutional Research and Assessment, October 2016

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, November 2016

THE STUDENT LABOR PROGRAM: A PRACTICAL EDUCATION PROGRAM

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

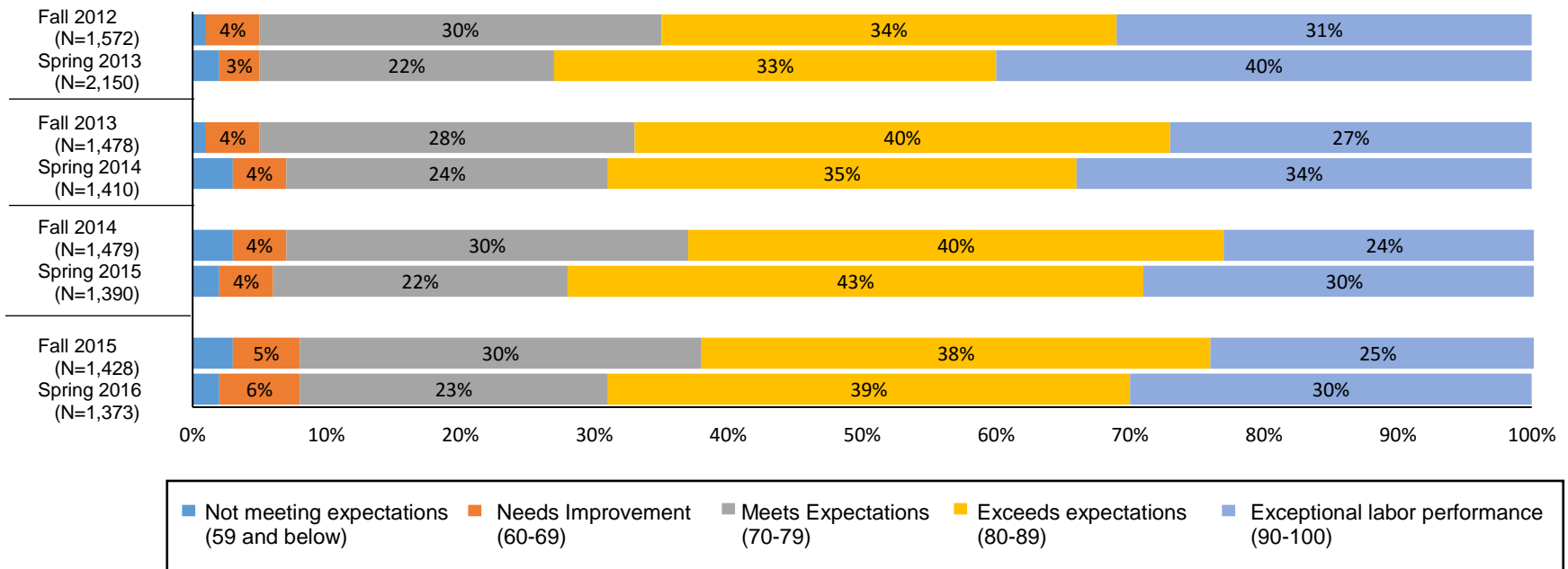
Labor Supervisor/Practical Instructor

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

Student Labor Evaluation (SLE)

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

**Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors for Primary Positions Only
Academic Years 2012-2013 through 2015-2016**



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

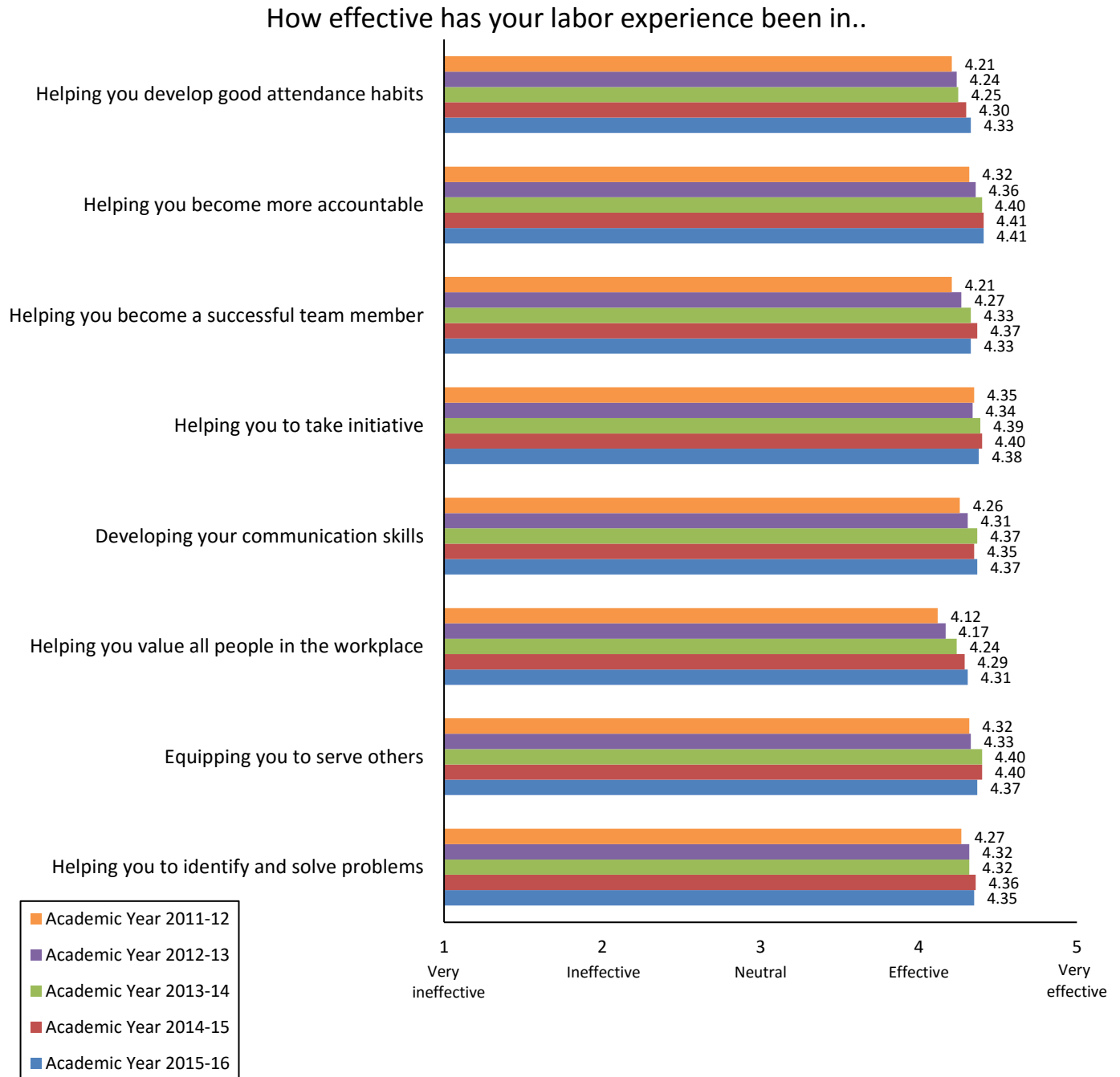
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2016

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.

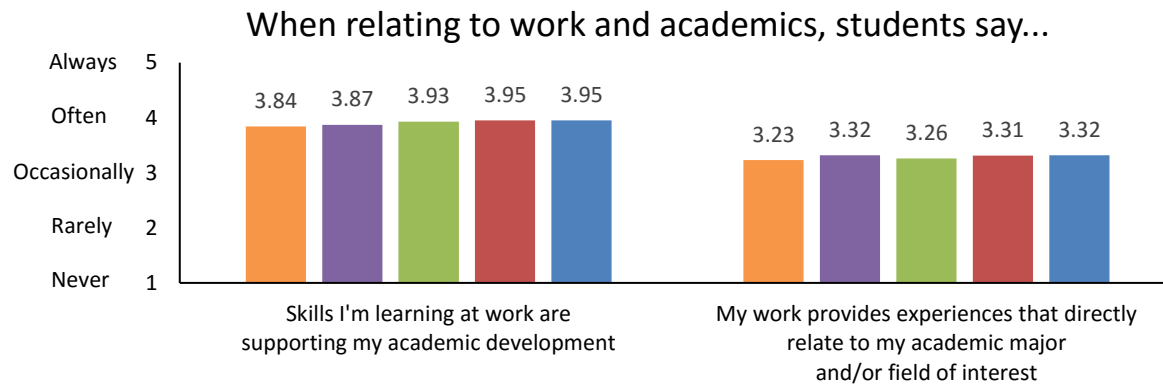
Learning through Work Experiences



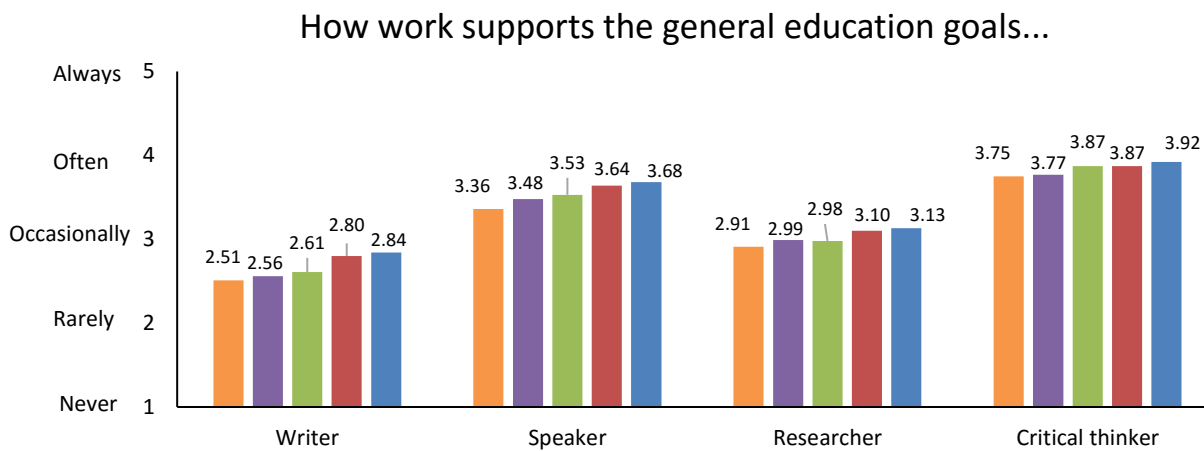
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2016

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

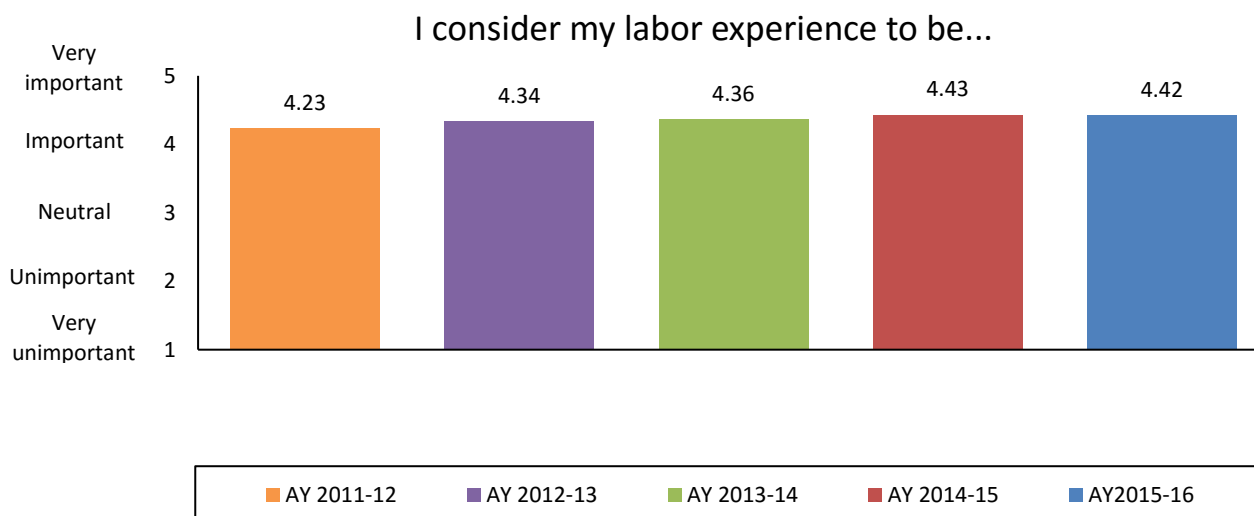
Relationship between Work and Academics



Supporting the Four Core General Education Goals



Evaluating the Importance of the Labor Experience



Student Costs

- Tuition and Other Student Costs
- Total Student Cost

TUITION* AND OTHER STUDENT COSTS

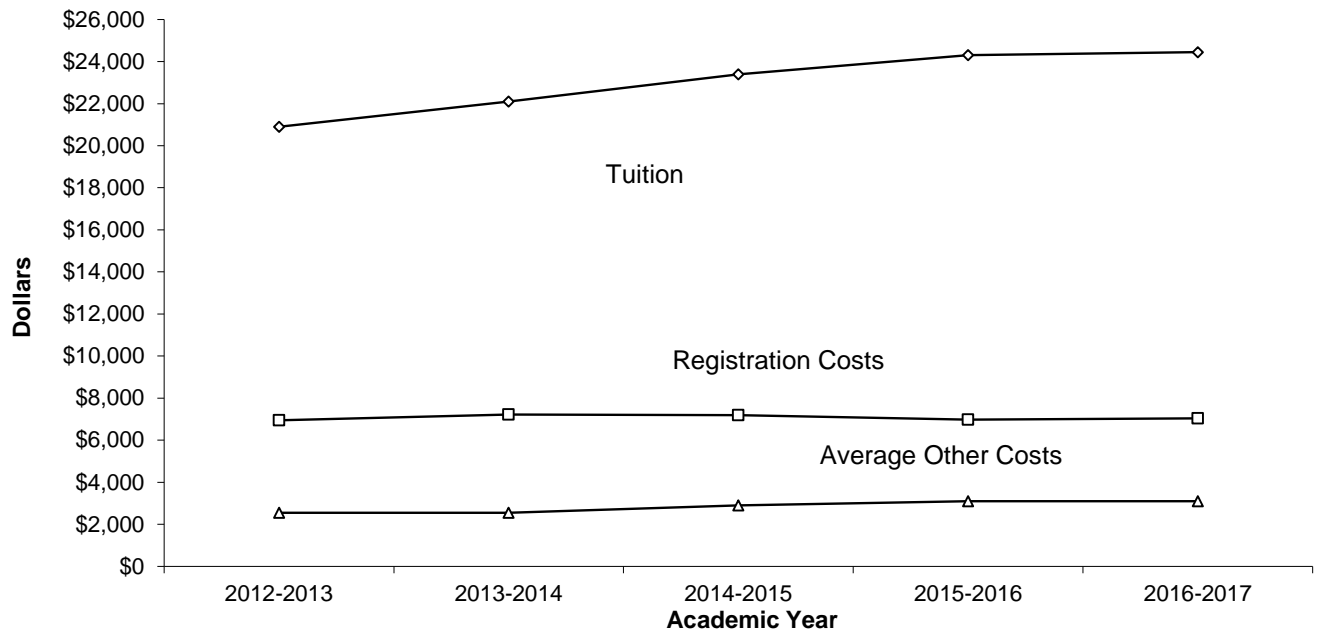
	Academic Year <u>2012-2013</u>	Academic Year <u>2013-2014</u>	Academic Year <u>2014-2015</u>	Academic Year <u>2015-2016</u>	Academic Year <u>2016-2017</u>
Tuition*	\$ 20,900	\$ 22,100	\$ 23,400	\$ 24,300	\$ 24,900
Registration Costs:					
Room (Housing)	3,102	3,240	3,322	3,322	3,322
Board (Meals)	2,864	2,910	3,000	3,088	3,150
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	104	104	104	104
Health Insurance	414	500	300	0	0
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	10	10
Technology Fee**	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>
SUBTOTAL	\$ 6,946	\$ 7,220	\$ 7,192	\$ 6,980	\$ 7,042
 Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,400	1,400	1,600	1,600	1,600
Transportation	<u>450</u>	<u>450</u>	<u>600</u>	<u>800</u>	<u>800</u>
SUBTOTAL	\$ 2,550	\$ 2,550	\$ 2,900	\$ 3,100	\$ 3,100
 TOTAL STUDENT EXPENSE BUDGET	 \$ 9,496	 \$ 9,770	 \$ 10,092	 \$ 10,080	 \$ 10,142

*Tuition is paid by the College (no student pays tuition) from the endowment, gifts, scholarships, and grants brought by students. Tuition covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

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

Source: Office of Student Financial Aid Services, September 2016.
<<https://www.berea.edu/student-financial-aid/cost-of-attendance/>>

TOTAL STUDENT COST



Legend

Tuition is paid by the College (no student pays tuition) from the endowment, gifts, scholarships and grants brought by students. Tuition covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

Registration Costs include room (housing), board (meals), accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school newspaper), technology fee, health insurance and student government association fees. For more details, please see page 110.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 110.

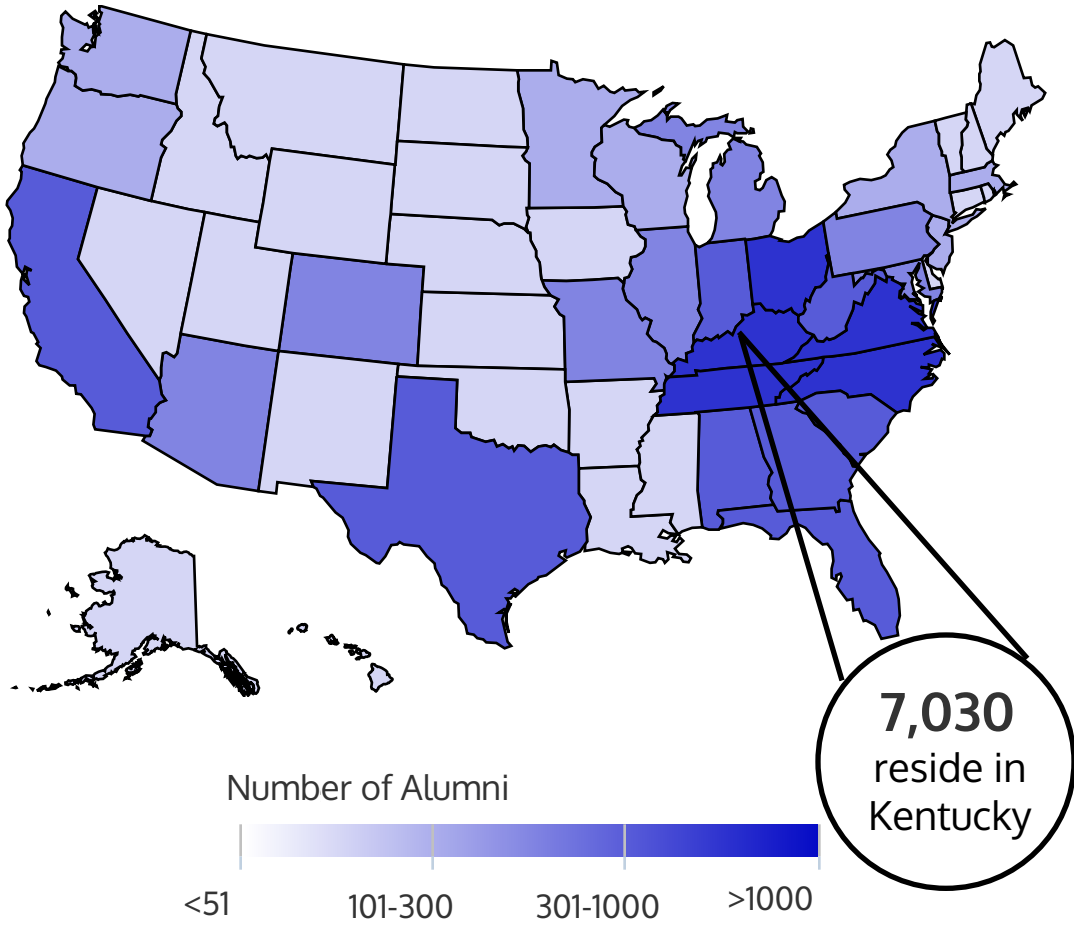
Source: Office of Student Financial Aid Services, September 2016.
<http://www.berea.edu/student-financial-aid/cost-of-attendance/>

Alumni and College Relations

- Highlights
- Alumni Association Executive Council
- Young Alumni Advisory Council
- Alumni by State and U.S. Territories (map)
- Alumni by Countries (Map)
- Alumni by Countries Organized by Continent
- Alumni by Occupation
- Alumni Giving Summary
- Alumni Participation and Number of Donors
- Berea College Designation of Gifts, Fiscal Year Ended June 30, 2016
- Designation of Gifts, Fiscal Years 2011-2012 through 2015-2016
- 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 Highlights

Residence by State



Note: About 65% of alumni reside in the In-Territory region.

Number of Alumni by Continent

● Africa	40	● Europe	71
● Asia	82	● Oceania	3
● North America*	35	● South America	11

*Not including U.S.

Alumni reside in **82** countries

Giving

Fiscal Year 2015-2016



Top 8 Occupations

(more than 200 alumni in each category)

- 1 Education - Teaching
- 2 Nursing
- 3 Education - Administration
- 4 Management
- 5 Computing/High Technology
- 6 Homemaking
- 7 Social Work
- 8 Medical/Health (not MD, RN, Dentist, Pharmacy)

Note: Categories based on responses given by 49% of the 19,072 alumni on record. A total of 1,825 alumni are retired.

ALUMNI ASSOCIATION EXECUTIVE COUNCIL ACADEMIC YEAR 2016-2017

The Alumni Executive Council should...

- represent and promote the best interest of Berea College, its mission, and the Great Commitments,
- support alumni fundraising efforts,
- promote fellowship and social activity among alumni, and
- promote communication and provide information among alumni and develop opportunities for dialogue between the membership and other segments of the Berea College Community.

Members are listed below in alphabetical order; their class year and current state of residence are also included.

Executive Committee

President

Patricia Campbell Estep '77 (Virginia)

President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

President-Elect

Jennifer Hale Stafford '92 (Kentucky)

Associate Vice President for Alumni Relations

Jackie Collier '80 (Kentucky)

Past President

Andrew Hamilton '96 (Texas)

Vice President for Alumni and College Relations

Bernadine Douglas (Kentucky)

Alumni Trustees

Celeste Patton Armstrong '90 (Alabama)

Charles D. Crowe '70 (Tennessee)

Robert F. Hawks '77 (Georgia)

Dr. Betty Hyatt Olinger '69 (Kentucky)

Members-At-Large

Beverly Clay Crabtree '81 (Ohio)

Betty Jean Hall '68 (Virginia)

Adam Hardin '97 (Ohio)

Amy Burkhardt Harmon '99 (California)

Destiny Harper-Lane '06 (Texas)

David G. Harrison '00 (Kentucky)

Katherine Silver Kelly '91 (Ohio)

Tedd Masiongale '88 (Missouri)

Frank Polion '90 (Kentucky)

Elizabeth Mullins Robinette '82 (Indiana)

Evan Robinson '08 (North Carolina)

Deborah Byrd Thomas '80 (Alabama)

Peter S. Thoms '55 (Michigan)

Tamika Weaver '97 (Georgia)

Ballard Wright '59 (Kentucky)

Source: Alumni Relations website, January 2017

< <http://www.alumni.berea.edu/s/925/16/interior.aspx?sid=925&gid=1&pgid=586>>

YOUNG ALUMNI ADVISORY COUNCIL ACADEMIC YEAR 2016-2017

The Young Alumni Advisory Council should...

- support the development and continued sustainability of Berea College,
- encourage fellowship and social activity among the young alumni of the College,
- promote communication and provide information among young alumni while developing opportunities for dialogue between young alumni and other segments of the College community,
- assist the College's development efforts with the young alumni and promote fundraising within the Council, and
- support the College's mission and the Great Commitments of Berea College and other governing documents of the institution.

Members are listed below in alphabetical order; their class year and current state of residence are also included.

Executive Committee

President

Missy Naseman Rivera '05 (Ohio)

Executive Vice President

Martina Jackson-Haynes '11 (Kentucky)

Past President

Luke Sulfridge '03 (Ohio)

President-Elect

Joe Saleem, II '08 (Kentucky)

Coordinator of Student, Young Alumni, and Volunteer Engagement Programs

Lisa Colletti-Jones (Kentucky)

Members-At-Large

Ehis Akhetuamhen '11 (New York)

Jacob Burdette '15 (Kentucky)

William E. Cook, III '06 (Ohio)

Susan Jones '02 (North Carolina)

Wayne Jones '15 (Massachusetts)

Justin Kindler '05 (Florida)

David Kretzmann '14 (Virginia)

Emily LaDouceur '04 (Kentucky)

Ashley Miller '05 (Kentucky)

Jamie Nunnery '13 (Kentucky)

Cory Payton '15 (Kentucky)

Brittany Suits '14 (Georgia)

Katy Jones Sulfridge '03 (Ohio)

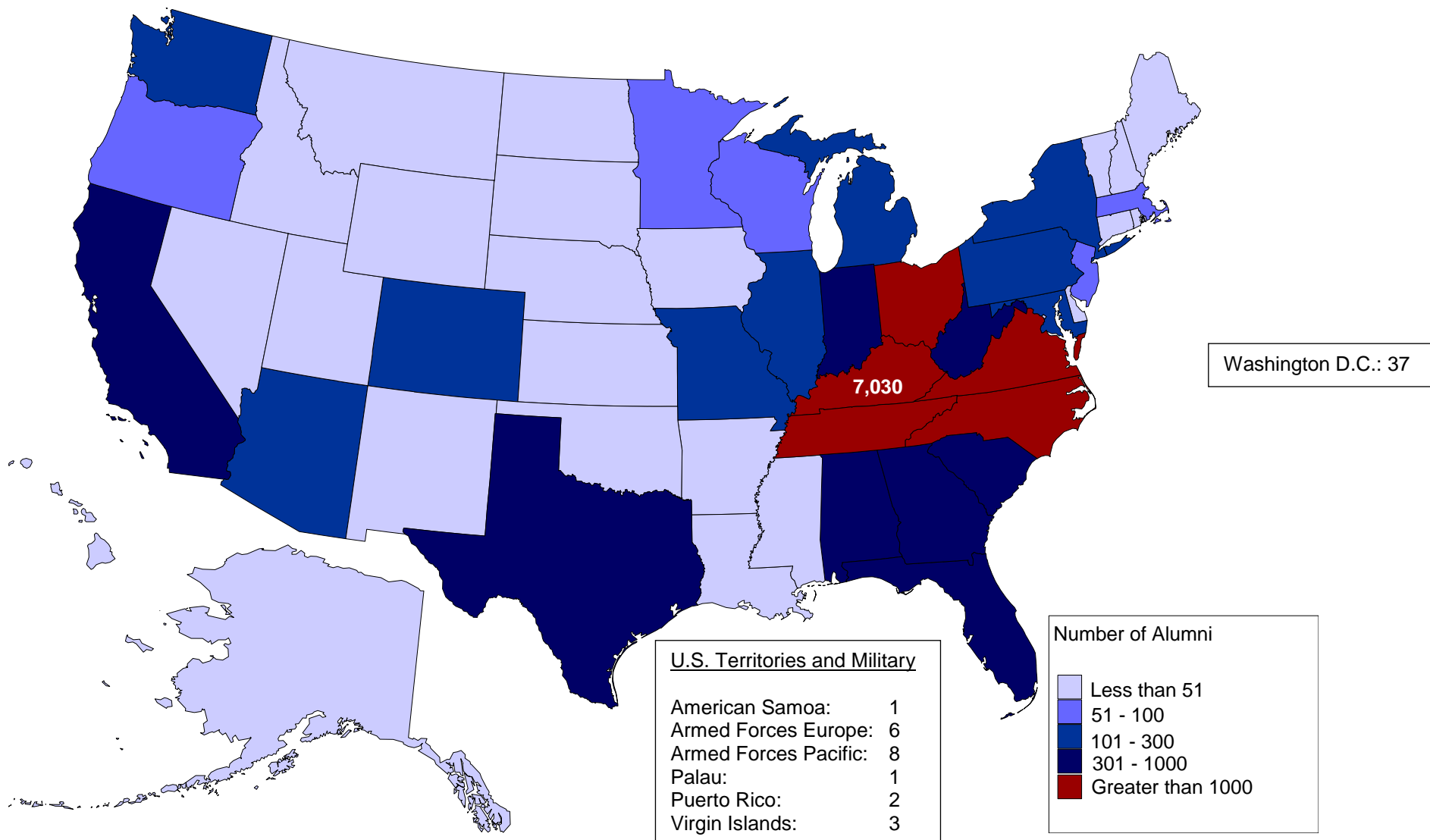
Djuan Trent '10 (New York)

Lara Zavalza-Neeson '13 (Kentucky)

Source: Alumni Relations website, January 2017

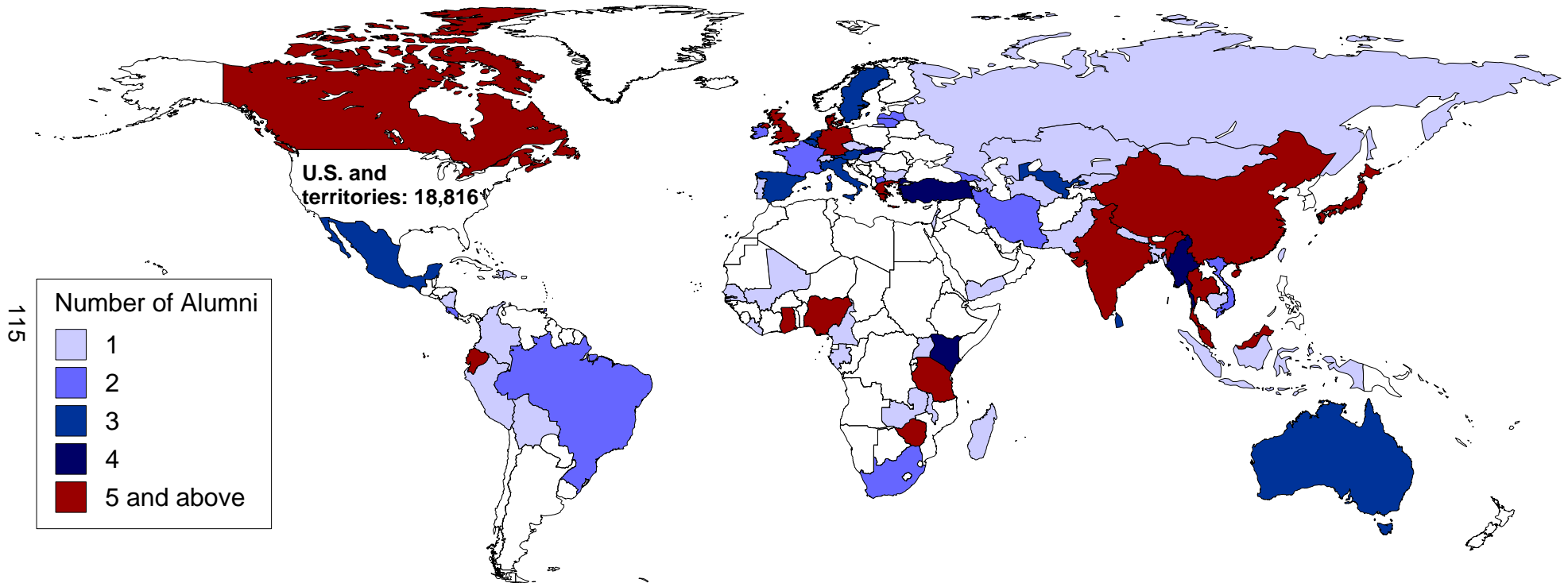
< <http://www.alumni.berea.edu/s/925/16/interior.aspx?sid=925&gid=1&pgid=542>>

ALUMNI* BY STATE AND U.S. TERRITORIES As of October 2016



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

ALUMNI* BY COUNTRY** As of October 2016



Alumni, including military personnel, reside in a total of 82 countries other than the United States and its territories.

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

**For more details about countries and continents, please see page 116.

NOTE: For more information about the United States, please see page 114.

Source: Alumni Office, October 2016.

ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of November 2016

Africa (16 countries)

Cameroon	1
Gabon	1
Gambia	1
Ghana	5
Kenya	4
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Nigeria	9
Senegal	1
South Africa	2
Tanzania	5
Uganda	1
Zambia	1
Zimbabwe	5
Africa TOTAL	40

Asia (29 countries)

Bangladesh	1
Burma	4
Cambodia	1
China	8
Hong Kong	5
India	7
Indonesia	1
Iran	2
Israel	1
Japan	10
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Mongolia	1
Nepal	1
Pakistan	1
Russia	1
Singapore	1
South Korea	6
Sri Lanka	3
Taiwan	1
Thailand	6
Turkey	4
Turkmenistan	1
Uzbekistan	3
Vietnam	2
Yemen	1
Asia TOTAL	82

Europe (23 countries)

Austria	3
Azerbaijan	1
Belgium	3
Bulgaria	1
Czech Republic	1
Denmark	5
France	2
Georgia	2
Germany	5
Greece	8
Hungary	1
Ireland	2
Italy	3
Latvia	2
Lithuania	2
Macedonia	2
Netherlands	3
Portugal	1
Slovak Republic	4
Spain	3
Sweden	3
Switzerland	1
United Kingdom	13
Europe TOTAL	71

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

Canada	23
Cayman Islands	2
Costa Rica	2
Dominican Republic	1
Haiti	1
Mexico	3
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	35

Oceania (1 country)

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

South America (5 countries)

Bolivia	1
Brazil	2
Colombia	1
Ecuador	6
Peru	1
South America TOTAL	11

Countries Outside the U.S.	242
United States (see page 114)	18,809
U.S. Territories (see page 114)	7
Armed Forces-Europe/Pacific	14
TOTAL	19,072

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

ALUMNI* BY OCCUPATION

Accounting	164	Journalism	10
Administrative/Clerical/Secretarial	161	Judiciary	9
Advertising	18	Labor/Human Resources	13
Agriculture/Ranching	96	Landscaping	9
Animal Science/Veterinary Medicine	17	Law/Legal Services	155
Architecture/Urban Planning	13	Library Science	99
Art	45	Management	328
Arts-Fine	29	Manufacturing	130
Arts-Performing/Creative	48	Marketing	39
Aviation/Aerospace	9	Mathematics/Statistics	5
Banking	71	Mechanical	7
Biological Sciences	6	Media	10
Brokerage/Securities/Investments	20	Medical/Health (not M.D., RN, Dentist, Pharmacy)	205
Business-Administration	86	Merchandising/Sales/Marketing	27
Business-Entrepreneur/Owner	170	Military	34
Business-Management	117	Ministry	134
Business-Owner	48	Missionary	6
Childcare	26	Musician	1
City Service Officer	2	Nonprofit	16
Civil Service	14	Nursing	506
Clergy	14	Nutrition	26
Communications	26	Personal Services	5
Computing/High Technology	236	Personnel/Human Resources	41
Construction/Contracting	49	Pharmacology	6
Consulting	50	Pharmacy	16
Counseling	109	Physical Sciences/Math	11
Crafts	7	Physician	112
Dentistry	23	Public Relations	10
Economics	1	Public Service: Firefighter, Police, Sanitation	36
Education – Administrative	432	Publishing	31
Education – Student Affairs	48	Radio/TV/Film	5
Education – Teaching	1,488	Real Estate	44
Energy Resources (Oil, etc.)	20	Recreation/Leisure Services	14
Engineering	135	Research/Development	82
Entertainment	13	Restaurant	9
Environmental Science	34	Retired	1,825
Estate Planning/Trusts/Taxation	1	Sales	128
Extension Work	21	Science	81
Fashion/Beauty	2	Self-Employed	13
Financial Services	75	Social Science	17
Foreign Service	3	Social Work	208
Fund Raising	32	Sports	13
Funeral Services	4	Sports/Recreation	4
Government – Elected	39	Student	9
Government – Non-elected	172	Support Staff/Secretarial/Clerical	26
Graphic Design	15	Trade/Craft	34
Health	73	Transportation	32
Homemaking	225	Travel Industry	8
Hotel/Restaurant/Catering	35	Utilities	18
Import/Export	2	Veterinarian	7
Insurance	73	Volunteerism	32
Interior Decorating/Design	9	Writing	31
		<i>Unknown (includes other)</i>	<u>9,769</u>
		TOTAL	19,072

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

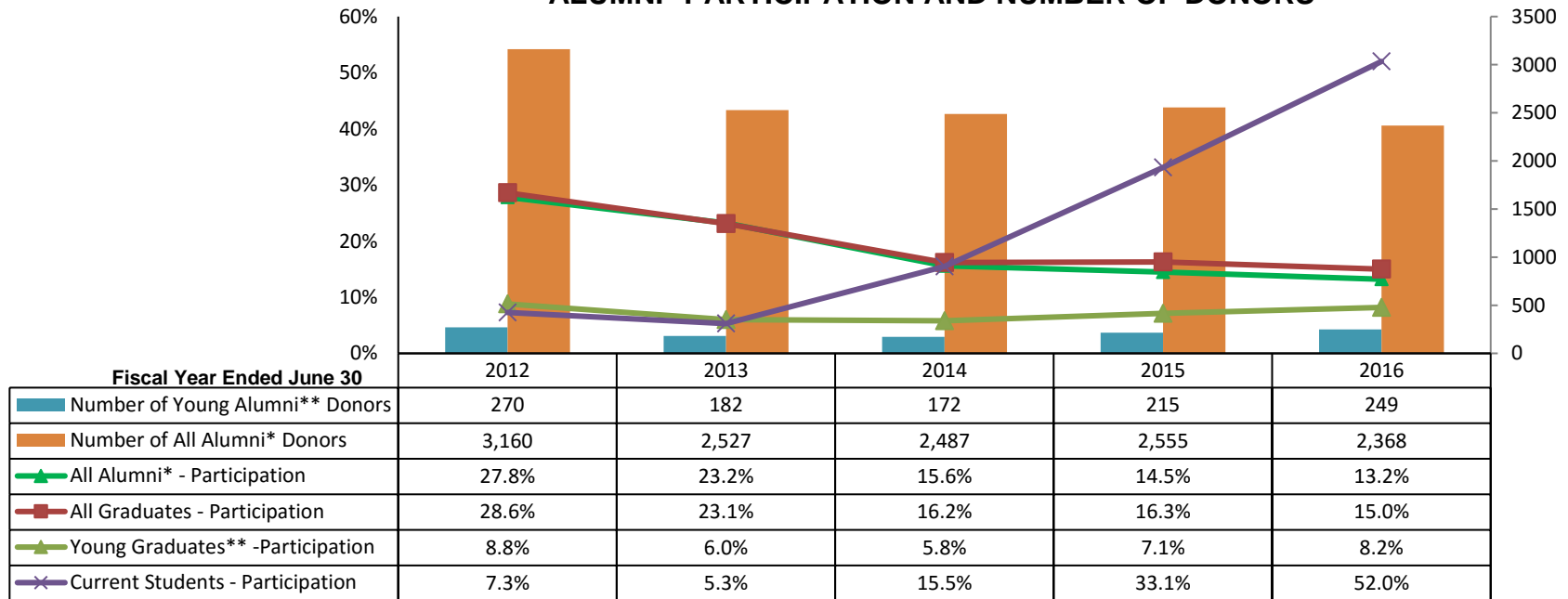
NOTE: Updates from news items sent by alumni are used. Of the 19,072 alumni on record, information on occupations is known for 49%.

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Alumni Berea Fund - Goal	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,050,000.00	\$ 1,050,000.00
Alumni Berea Fund - Received	\$ 1,015,127.46	\$ 1,100,694.03	\$ 1,029,108.84	\$ 1,084,811.77	\$ 1,366,173.04
Other Gifts (includes gift-in-kind)	<u>\$ 1,962,032.14</u>	<u>\$ 2,156,408.24</u>	<u>\$ 3,159,832.11</u>	<u>\$ 3,086,352.75</u>	<u>\$ 3,962,442.35</u>
TOTAL	\$ 2,977,159.60	\$ 3,257,102.27	\$ 4,188,940.95	\$ 4,171,164.52	\$ 5,328,615.39

ALUMNI* PARTICIPATION AND NUMBER OF DONORS

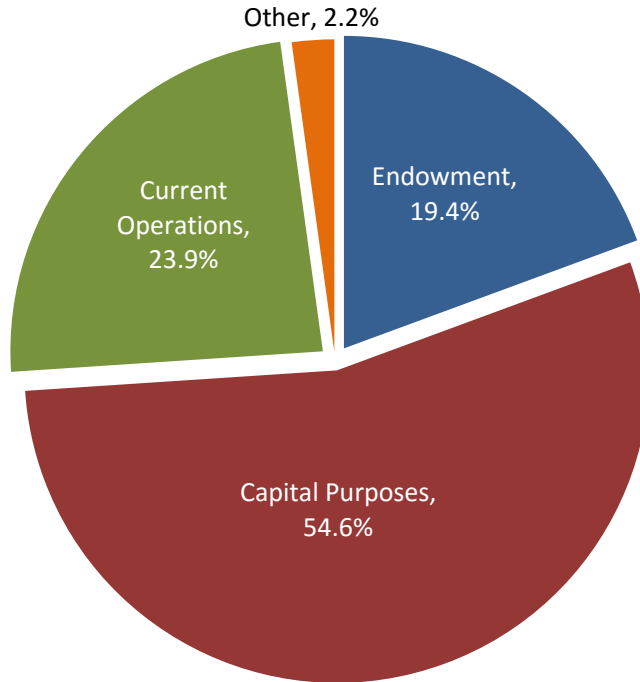


*Alumni include graduates as well as anyone who received academic credit from Berea College.

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

NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed from the Berea Fund Goals and Amount Received. Also, beginning FY15, data does not include bequestors or students.

**BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2016**



Current Operations

Berea Fund – Unrestricted	\$4,355,288.87	
Perpetual Trusts – Unrestricted	\$917,469.88	
Student Aid – Restricted	\$57,658.56	
Other – Restricted	<u>\$8,783,666.79</u>	
SUBTOTAL – CURRENT OPERATIONS		\$14,114,084.10

Capital Purposes

\$32,279,298.45

Endowment

Restricted	\$11,056,626.29	
Unrestricted	<u>\$407,182.77</u>	
SUBTOTAL – ENDOWMENT		\$11,463,809.06

Other

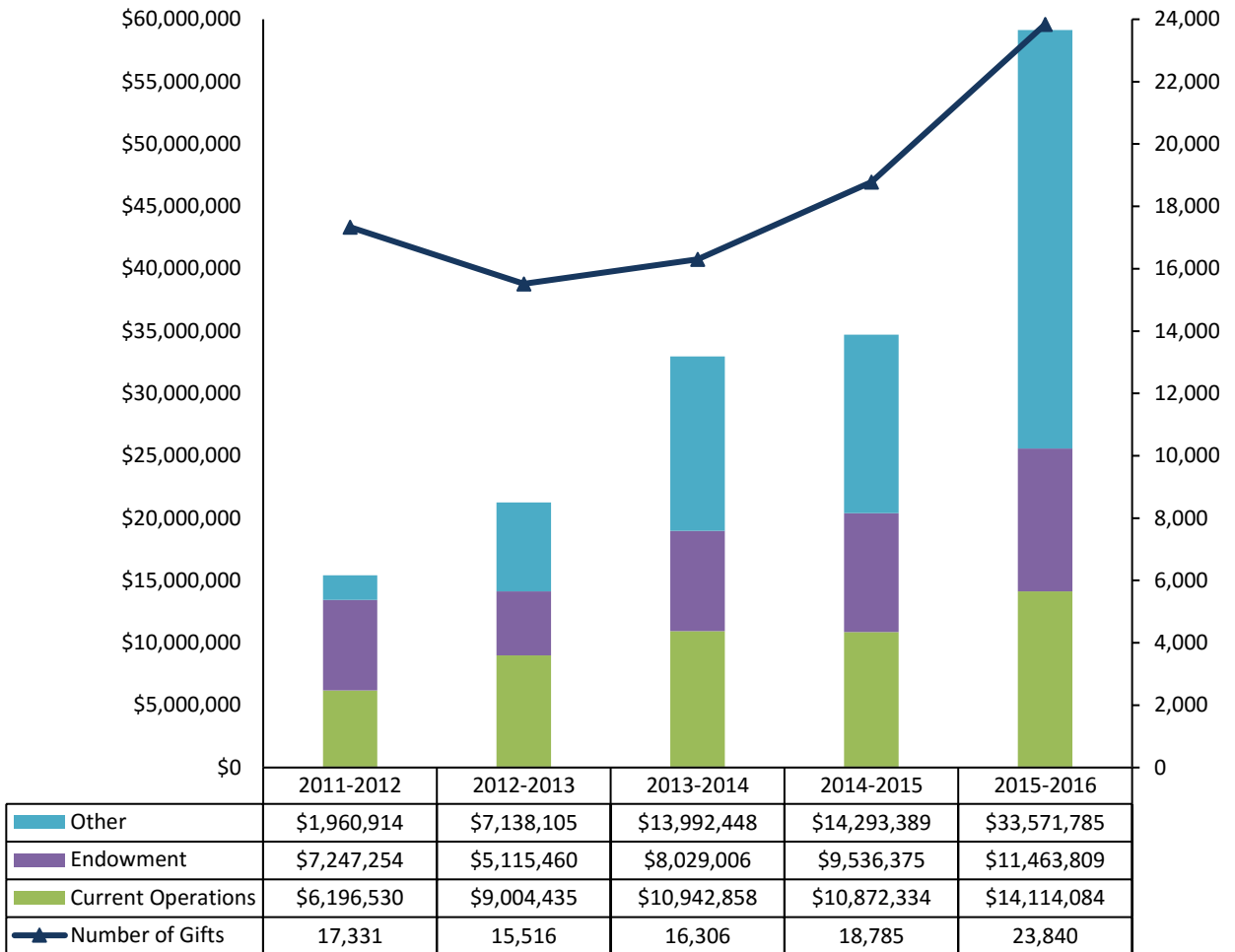
Student Loan Fund	\$300.00	
Gift Value of Life Income Agreements	\$582,887.30	
Gifts-In-Kind	<u>\$709,299.64</u>	
SUBTOTAL – OTHER		\$1,292,486.94

GRAND TOTAL

\$59,149,678.55

Source: College Relations, October 2016

DESIGNATION OF GIFTS Fiscal Years 2011 - 2012 through 2015 - 2016



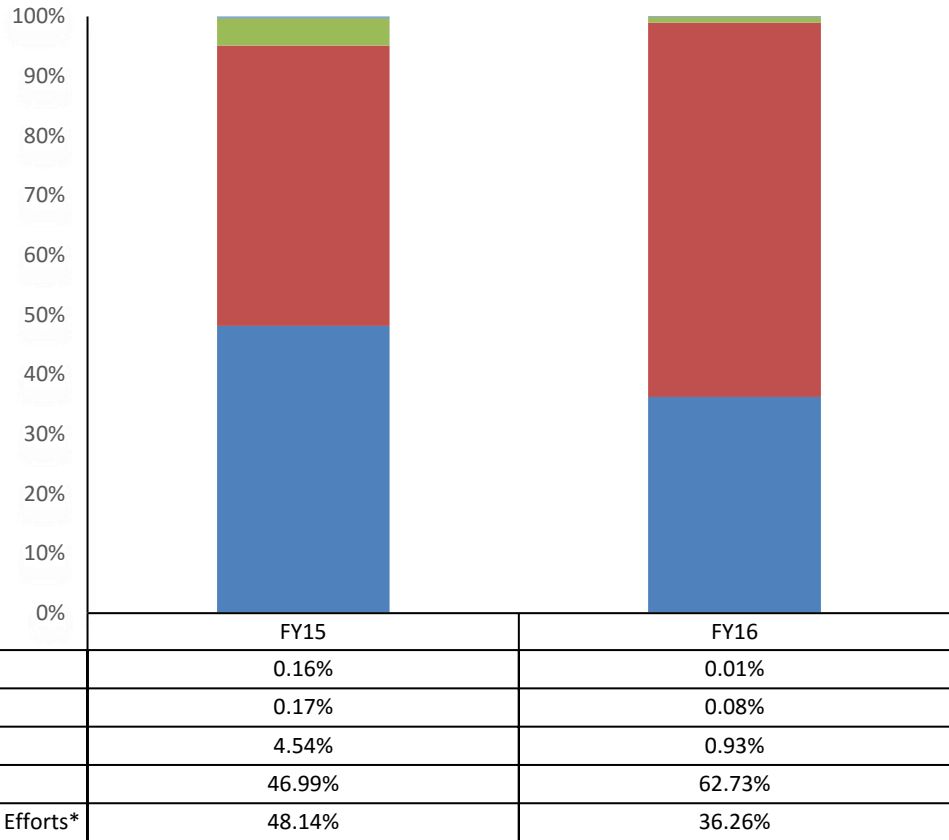
NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2016

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2015 and 2016

Fiscal Year Ended June 30

	<u>2015</u>	<u>2016</u>
Berea College Advancement Efforts*	\$ 16,705,842.30	\$ 21,445,143.55
Charitable Trust	\$ 16,306,700.00	\$ 37,102,100.00
Grow Appalachia**	\$ 1,576,005.79	\$ 552,285.00
Partners for Education**	\$ 58,550.00	\$ 45,000.00
Brushy Fork**	<u>\$ 55,000.00</u>	<u>\$ 5,150.00</u>
TOTAL	\$ 34,702,098.09	\$ 59,149,678.55



*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.

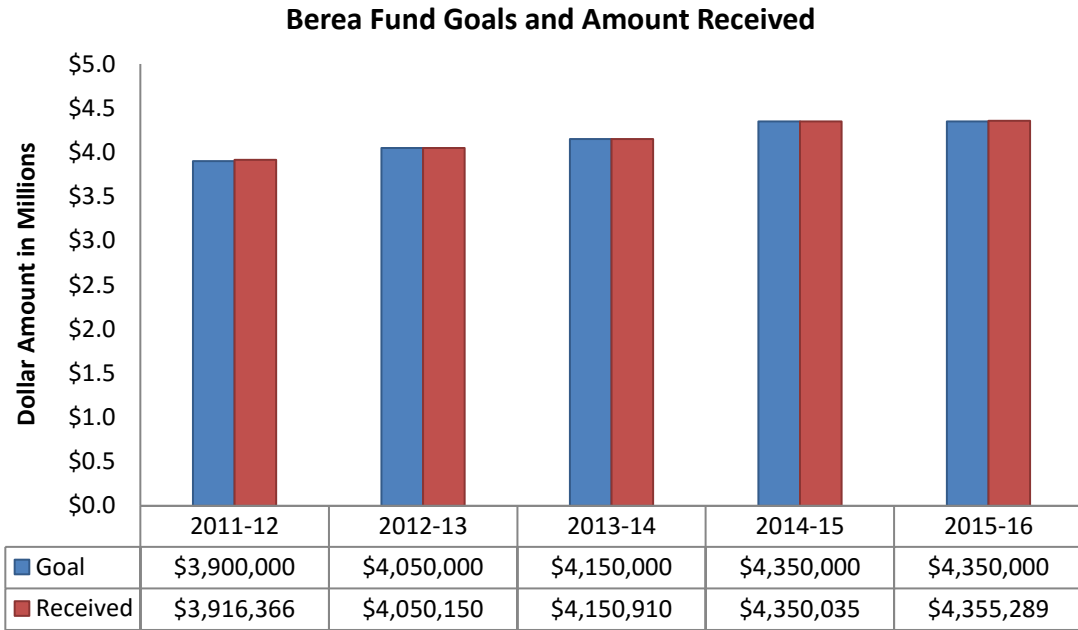
BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, U.S. TERRITORIES, MILITARY AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2016

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	259	\$ 333,178.13	Montana	20	\$ 1,557.00
Alaska	18	3,679.00	Nebraska	22	1,555.00
Arizona	176	44,983.28	Nevada	28	1,820.00
Arkansas	40	502,576.00	New Hampshire	73	70,466.99
Armed Forces	3	590.00	New Jersey	337	340,544.07
California	1,257	1,312,121.15	New Mexico	82	43,037.06
Colorado	165	550,925.79	New York	854	556,252.09
Connecticut	283	1,362,543.16	North Carolina	894	436,292.75
D.C.	167	42,155.38	North Dakota	7	4,499.95
Delaware	94	505,184.04	Ohio	1,016	2,522,605.17
Florida	735	870,517.25	Oklahoma	49	4,614.43
Georgia	328	83,498.59	Oregon	156	220,786.71
Hawaii	34	2,480.00	Pennsylvania	557	274,517.31
Idaho	36	3,290.00	Puerto Rico	4	100.00
Illinois	579	593,661.01	Rhode Island	40	28,604.20
Indiana	385	122,820.98	South Carolina	214	173,556.30
Iowa	70	104,653.25	South Dakota	4	110.00
Kansas	86	7,716.35	Tennessee	558	1,818,053.58
Kentucky	10,049	1,958,912.75	Texas	505	907,122.23
Louisiana	63	24,077.41	Utah	47	52,894.15
Maine	89	13,285.00	Vermont	60	87,676.43
Maryland	420	424,836.62	Virgin Islands	3	10,100.00
Massachusetts	400	409,108.24	Virginia	760	1,269,125.80
Michigan	550	2,523,937.36	Washington	232	295,422.98
Minnesota	218	37,704,444.17	West Virginia	180	95,839.70
Mississippi	33	23,747.89	Wisconsin	266	148,860.30
Missouri	231	211,162.76	Wyoming	9	4,442.00
			STATE, U.S. TERRITORIES, AND MILITARY TOTAL	23,745	\$59,110,541.76
Other Countries					
Austria	1	\$ 200.00	Japan	1	\$ 100.00
Bangladesh	3	3.00	Latvia	1	500.00
Brazil	2	4.00	New Zealand	1	50.00
Burma	3	6.00	Sweden	1	40.00
Canada	27	37,578.79	Tanzania	5	13.00
Ethiopia	3	9.00	United Kingdom	1	100.00
Indonesia	1	100.00	Zimbabwe	2	4.00
			COUNTRIES OUTSIDE THE U.S. TOTAL	52	\$38,707.79
			Anonymous	<u>43</u>	<u>429.00</u>
			TOTAL*	<u>23,840</u>	<u>\$59,149,678.55</u>

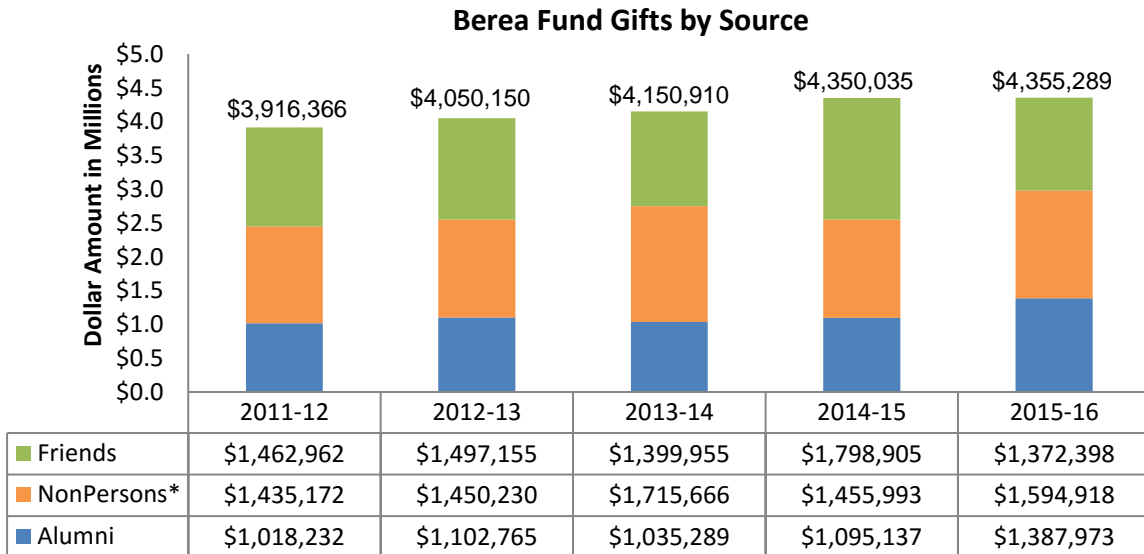
*Includes gifts-in-kind and bequests.

Source: College Relations, October, 2016

BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2011-12 THROUGH 2015-16



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



*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, 2016

<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	453	4.62%	1,988.89	0.00%
10 – 24	1,098	11.19%	17,103.41	0.03%
25 – 49	1,936	19.73%	56,292.21	0.10%
50 – 99	1,828	18.63%	101,670.93	0.17%
100 – 199	1,908	19.44%	208,479.04	0.35%
200 – 499	1,174	11.96%	309,153.65	0.52%
500 – 749	405	4.13%	215,406.35	0.36%
750 – 999	63	0.64%	51,968.41	0.09%
1,000 – 2,499	426	4.34%	547,975.77	0.93%
2,500 – 4,999	146	1.49%	454,274.47	0.77%
5,000 – 7,499	92	0.94%	511,059.38	0.86%
7,500 – 9,999	25	0.25%	211,649.95	0.36%
10,000 – 19,999	95	0.97%	1,220,791.41	2.06%
20,000 – 29,999	47	0.48%	1,120,536.89	1.89%
30,000 – 49,999	38	0.39%	1,416,379.34	2.39%
50,000 – 69,999	27	0.28%	1,454,153.82	2.46%
70,000 – 99,999	13	0.13%	1,072,381.92	1.81%
100,000 – 149,999	10	0.10%	1,048,318.16	1.77%
150,000 – 249,999	12	0.12%	2,150,158.07	3.64%
250,000 – 499,999	10	0.10%	3,453,930.50	5.84%
500,000 – 999,999	5	0.05%	3,199,640.23	5.41%
1,000,000 – 2,499,999	2	0.02%	2,824,265.75	4.77%
2,500,000 and up	1	0.01%	37,502,100.00	63.40%
TOTALS	<u>9,814</u>	100.00%	<u>\$59,149,678.55</u>	100.00%

The 9,814 donors gave 23,840 gifts in FY 2016 for a total of \$59,149,678.55.

Average (Mean) \$6,027.07
 Median \$60.00
 Mode \$100.00

NOTE: Please see page 125 for a breakdown of gifts by the Number of Gifts.

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

Source: College Relations, October 2016

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS
For Fiscal Year Ended June 30, 2016

<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	8,541	35.83%	24,745.23	0.04%
10 – 24	3,417	14.33%	48,953.39	0.08%
25 – 49	3,787	15.89%	103,728.29	0.18%
50 – 99	2,621	10.99%	143,659.59	0.24%
100 – 199	2,630	11.03%	275,459.66	0.47%
200 – 499	1,189	4.99%	296,513.61	0.50%
500 – 749	492	2.06%	253,807.25	0.43%
750 – 999	33	0.14%	27,181.69	0.05%
1,000 – 2,499	496	2.08%	635,022.28	1.07%
2,500 – 4,999	165	0.69%	522,676.32	0.88%
5,000 – 7,499	145	0.61%	800,451.81	1.35%
7,500 – 9,999	38	0.16%	316,756.62	0.54%
10,000 – 19,999	117	0.49%	1,458,901.31	2.47%
20,000 – 29,999	51	0.21%	1,195,067.02	2.02%
30,000 – 49,999	36	0.15%	1,354,320.38	2.29%
50,000 – 69,999	25	0.10%	1,339,311.61	2.26%
70,000 – 99,999	14	0.06%	1,140,536.70	1.93%
100,000 – 149,999	11	0.05%	1,187,387.72	2.01%
150,000 – 249,999	10	0.04%	1,938,867.65	3.28%
250,000 – 499,999	10	0.04%	3,368,118.80	5.69%
500,000 – 999,999	7	0.03%	4,216,111.62	7.13%
1,000,000 – 2,499,999	1	0.00%	1,000,000.00	1.69%
2,500,000 and up	4	0.02%	37,502,100.00	63.40%
TOTALS	<u>23,840</u>	100.00%	<u>\$59,149,678.55</u>	100.00%

The 9,814 donors gave 23,840 gifts in FY 2016 for a total of \$59,149,678.55.

Average (Mean)	\$2,481.11
Median	\$21.00
Mode	\$25.00

NOTE: Please see page 124 for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, October 2016

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 2016-2017 Operating Budget Highlights: Sources of Revenues Used for Educational and General Purposes
- Current Operating Budget: Revenues and Expenditures
- Educational and General Budget Summary: Revenues and Expenditures
- Educational and General Expenditures (Five-Year History)

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2016 AND 2015**

	<u>2016</u>	<u>2015</u>
OPERATING REVENUE	\$ 114,135,168	\$ 107,351,944
OPERATING EXPENSES	\$ 102,374,199	\$ 97,171,488
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 11,760,969	\$ 10,180,456
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 18,251,377	\$ 15,841,807
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 492,794,608	\$ 478,116,120
Investments at market	\$ 1,050,679,900	\$ 1,101,475,900
Interest and dividends, net	\$ 20,257,993	\$ 20,084,852
Return	1.9%	1.8%
Market price change	\$ (33,985,025)	\$ (19,128,358)
Return	-3.0%	-1.7%
Total return	\$ (13,727,032)	\$ 956,494
Percent – time weighted	-1.1%	0.1%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 47,082,791	\$ 25,382,806
Bequests	11,357,588	9,212,430
Total cash gifts	<u>58,440,379</u>	<u>34,595,236</u>
Gifts-in-kind	<u>709,300</u>	<u>106,862</u>
Total	<u>\$ 59,149,679</u>	<u>\$ 34,702,098</u>

Source: Office of Financial Affairs, October 2016

STATEMENTS OF FINANCIAL POSITION
June 30, 2016 and 2015

	2016	2015
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 90,294,783	\$ 60,545,253
Accrued interest on investments	492,921	531,434
Accounts and notes receivable	7,223,924	6,821,808
Inventories	1,212,416	1,263,142
Prepaid expenses and other assets	744,220	1,076,287
Contributions receivable and bequests in probate	18,632,214	20,298,117
Total current assets	118,600,478	90,536,041
PREPAID EXPENSES AND OTHER ASSETS	1,067,475	998,794
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	10,248,455	10,246,213
LONG-TERM RECEIVABLES	1,180,271	1,206,103
LONG-TERM INVESTMENTS		
Donor restricted endowment	575,463,000	607,965,700
Board designated endowment	475,216,900	493,510,200
Annuity and life income	24,103,000	26,380,300
Funds held in trust by others	26,783,000	27,996,200
Other investments	4,662,500	4,985,966
Total long-term investments	1,106,228,400	1,160,838,366
PROPERTY, PLANT AND EQUIPMENT (net)	179,098,114	168,959,139
Total assets	\$ 1,416,423,193	\$ 1,432,784,656
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 10,662,210	\$ 10,473,493
Accrued salaries and wages	3,576,988	3,660,671
Deposits and agency funds	606,141	626,889
Deferred income	228,241	136,278
Current portion of interest rate swap valuation	718,943	819,688
Current maturities of long-term debt	3,713,815	3,612,425
Total current liabilities	19,506,338	19,329,444
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	11,674,212	12,145,818
Interest rate swap valuation	6,778,057	4,388,712
Long-term debt	43,319,772	47,613,587
Total long-term liabilities	61,772,041	64,148,117
Total liabilities	81,278,379	83,477,561
NET ASSETS		
Unrestricted	594,562,310	607,582,174
Temporarily restricted	449,506,737	451,602,061
Permanently restricted	291,075,767	290,122,860
Total net assets	1,335,144,814	1,349,307,095
Total liabilities and net assets	\$ 1,416,423,193	\$ 1,432,784,656

Source: Office of Financial Affairs, October 2016

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2016 AND 2015**

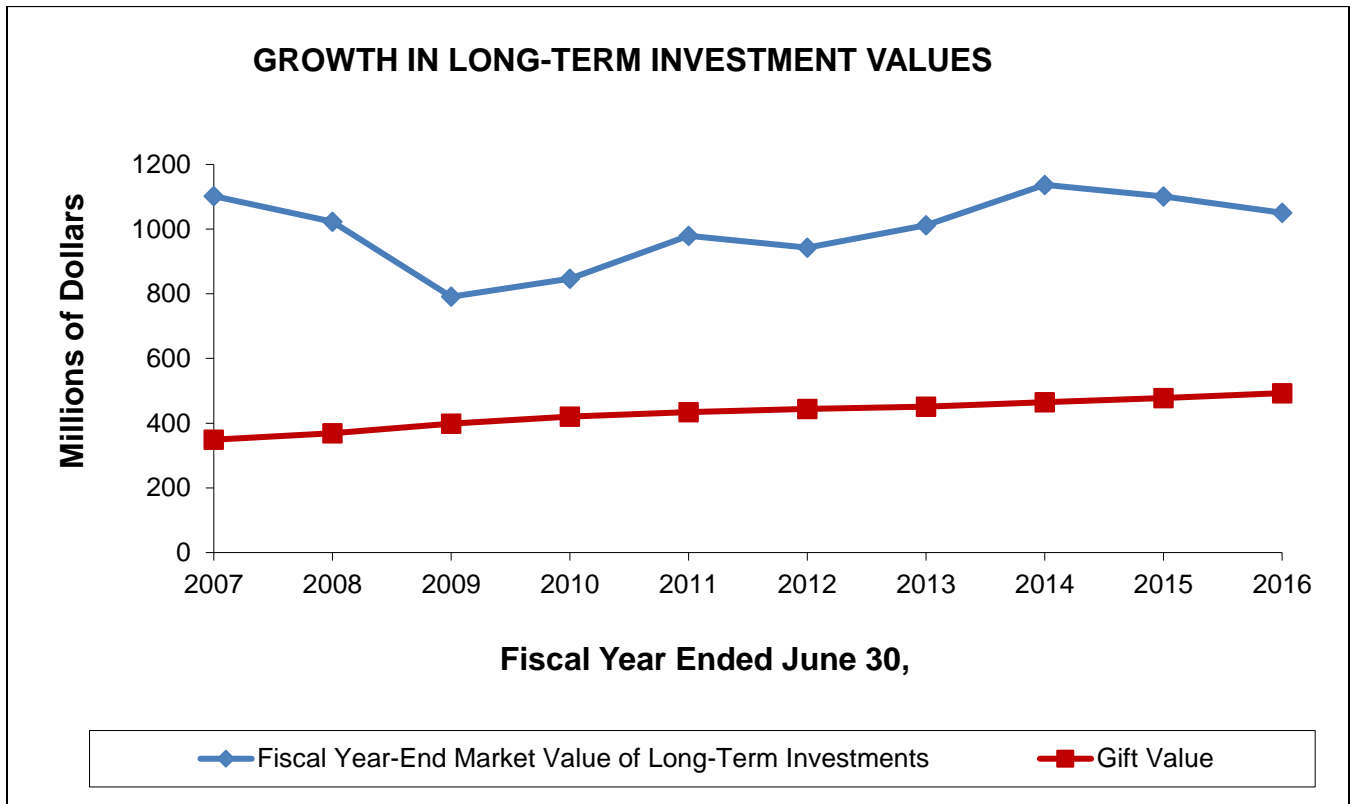
	2016	2015
OPERATING REVENUE		
Spendable return from long-term investments	\$ 46,518,168	\$ 44,688,003
Gifts and donations	5,982,880	6,225,640
Federal grants	31,103,217	25,695,644
Cost of education fees paid by federal and state scholarships	3,700,000	3,700,000
Fees paid by students	1,217,227	1,534,840
Other income	3,380,377	3,707,912
Residence halls and dining service	8,665,451	8,239,186
Student industries and rentals	4,419,676	4,297,454
Net assets released from restrictions	13,080,188	13,609,714
 Gross operating revenue	 118,067,184	 111,698,393
Less: Student aid	(3,932,016)	(4,346,449)
 Net operating revenue	 114,135,168	 107,351,944
OPERATING EXPENSES		
Program services –		
Educational and general	71,451,253	68,652,928
Residence halls and dining service	9,539,534	8,959,144
Student industries and rentals	5,405,061	5,060,026
 Total program services	 86,395,848	 82,672,098
 Support services	 15,978,351	 14,499,390
 Total operating expenses	 102,374,199	 97,171,488
 Operating revenue in excess of operating expenses from continuing operations	 11,760,969	 10,180,456
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	172,131	51,305
Loss on valuation of interest rate swaps	(2,288,600)	(538,600)
Investment return less than amounts designated for current operations	(66,687,687)	(49,234,726)
Gifts and bequests restricted or designated for long- term investments	11,081,706	13,186,902
Restricted gifts for property, plant and equipment and other specific purposes	40,421,432	14,513,942
Restricted spendable return on endowment investments	5,229,287	5,121,417
Reclassification of net assets released from restrictions	(13,080,188)	(13,609,714)
Net adjustment of annuity payment and deferred giving liability	(771,331)	(623,346)
 Total change in net assets	 \$ (14,162,281)	 \$ (20,952,364)

Source: Office of Financial Affairs, October 2016

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30</u>	Fiscal Year-End Market Value Of Long-Term <u>Investments</u>	Historical Book <u>Value*</u>
2007	\$ 1,102,272,000	\$ 349,235,652
2008	1,023,254,700	368,689,457
2009	791,209,800	399,186,430
2010	846,776,300	420,641,907
2011	978,734,900	434,472,604
2012	942,618,000	444,416,884
2013	1,012,401,100	450,938,884
2014	1,137,222,000	465,009,294
2015	1,101,475,900	478,116,120
2016	1,050,679,900	492,794,608

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



Source: Office of Financial Affairs, October 2016

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2016 AND 2015**

	2016	2015
Endowment:		
Pooled Investments -		
U.S. equities	\$ 236,630,600	\$ 243,715,300
International equities	295,442,300	317,151,200
Corporate notes and bonds	65,940,900	64,047,900
U.S. Government securities	67,617,700	75,666,900
Private equity – venture capital	549,900	1,089,700
Private equity – buy out	25,290,600	34,467,000
Private equity – debt funds	102,800	120,700
Private equity – fund of funds	18,849,600	16,278,500
Hedge funds	145,173,600	170,664,200
Special opportunities	68,520,600	32,650,600
Commodities	50,891,600	58,677,700
Short-term investments and cash	70,723,100	82,293,100
Total	1,045,733,200	1,096,822,800
Non Pooled Investments -		
U.S. equities	103,200	87,100
Corporate notes and bonds	16,300	15,700
Real estate	2,766,700	2,493,300
Short-term investments and cash	2,060,500	2,057,000
Total	4,946,700	4,653,100
 Total endowment	 1,050,679,900	 1,101,475,900
 Annuity and Life Income:		
U.S. equities	8,169,300	8,754,900
International equities	4,779,800	5,265,300
Corporate notes and bonds	3,779,000	4,110,000
U.S. Government securities	2,410,500	2,654,000
International bonds	1,384,800	1,507,000
Real estate	3,227,300	3,350,600
Insurance policies	95,700	121,000
Short-term investments and cash	256,600	617,500
 Total annuity and life income	 24,103,000	 26,380,300
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	26,783,000	27,996,200
 Other Investments	 4,662,500	 4,985,966
 Total long-term investments	 1,106,228,400	 \$ 1,160,838,366

Source: Office of Financial Affairs, October 2016

**FISCAL YEAR 2016-17
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 34,579,000 75.4%
Gifts for Current Operations	\$ 5,100,000 11.1%
Federal and State Sources	\$ 4,330,000 9.4%
Other Miscellaneous Income	\$ 1,768,000 3.9%
Net Income from Student Industries and Rentals	\$ 84,000 <u>0.2%</u>
	<u>\$ 45,861,000</u>

Source: Office of Financial Affairs, October 2016

CURRENT OPERATING BUDGET

	2016-17 Budget	2015-16 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 44,604,606	\$ 44,659,083	\$ (54,477)	-0.12%
Less: Capital and Plant Fund	(5,127,909)	(5,210,237)	82,328	-1.58%
TCERF	(4,897,697)	(6,386,846)	1,489,149	-23.32%
Net Endowment Income	34,579,000	33,062,000	1,517,000	4.59%
Gifts for Current Operations	5,100,000	5,000,000	100,000	2.00%
Cost of Education Fees	3,400,000	3,700,000	(300,000)	-8.11
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,040,000	1,025,000	(15,000)	-1.46%
TOTAL	45,777,000	44,445,000	1,332,000	3.00%
Student Industries and Rentals	5,183,600	5,096,000	87,600	1.72%
Residence Halls & Dining Service	8,456,500	8,378,900	77,600	0.93%
TOTAL REVENUES	59,417,100	57,919,900	1,497,200	2.58%
EXPENDITURES				
Educational and General	45,861,000	44,525,000	1,336,000	3.00%
Student Industries and Rentals	5,099,600	5,016,000	83,600	1.67%
Residence Halls & Dining Services	8,456,500	8,378,900	77,600	0.93%
TOTAL EXPENDITURES	59,417,100	57,919,900	1,497,200	2.58%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	-

Source: Office of Financial Affairs, October 2016

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2016-17 Budget	2015-16 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 44,604,606	\$ 44,659,083	\$ (54,477)	-0.12%
Less: Capital and Plant Fund	(5,127,909)	(5,210,237)	82,328	-1.58%
TCERF	(4,897,697)	(6,386,846)	1,489,149	-23.32%
Net Endowment Income	<u>34,579,000</u>	<u>33,062,000</u>	<u>1,517,000</u>	4.59%
Gifts for Current Operations	5,100,000	5,000,000	100,000	2.00%
Cost of Education Fees	3,400,000	3,700,000	(300,000)	-8.11%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,040,000	1,025,000	15,000	1.46%
Student Industries and Rentals	84,000	80,000	4,000	5.00%
Residence Halls and Dining Services	-	-	-	-
TOTAL REVENUES	<u>45,861,000</u>	<u>44,525,000</u>	<u>1,336,000</u>	3.00%
EXPENDITURES				
Salaries and Wages	26,307,000	25,381,000	926,000	3.65%
Salaries Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	<u>26,007,000</u>	<u>25,081,000</u>	<u>926,000</u>	3.69%
Fringe Benefits	6,814,000	6,571,000	243,000	3.70%
Student Payroll	3,706,000	3,598,000	108,000	3.00%
Net Controllable Expense	8,796,000	8,768,000	28,000	0.32%
Computer Capital Fund	434,000	403,000	31,000	7.69%
Equipment Reserve	104,000	104,000	-	-
TOTAL EXPENDITURES	<u>45,861,000</u>	<u>44,525,000</u>	<u>1,336,000</u>	3.00%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, October 2016

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

Classification by Function	2011-12	% of	2012-13	% of	2013-14	% of	2014-15	% of	2015-16	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 13,413,747	33.6%	\$14,122,462	34.1%	\$14,496,199	34.4%	\$15,379,957	35.0%	\$15,767,966	34.5%
Public Service	486,516	1.3%	535,237	1.2%	470,930	1.1%	592,193	1.3%	575,022	1.3%
Academic Support	4,165,640	10.7%	4,738,003	10.6%	5,049,747	12.0%	5,052,773	11.5%	5,545,728	12.1%
Student Services and Activities	4,970,564	13.4%	5,464,625	12.6%	5,319,842	12.6%	5,426,866	12.3%	5,426,781	11.9%
General and Administrative	7,334,472	18.5%	7,364,326	18.6%	7,602,881	18.0%	7,704,372	17.5%	8,201,481	17.9%
Development and Alumni	3,655,037	8.6%	3,276,333	9.3%	3,536,216	8.4%	3,784,342	8.6%	4,238,546	9.3%
Plant Operations	4,788,669	12.1%	4,942,310	12.2%	5,192,671	12.3%	5,535,782	12.6%	5,448,177	11.9%
Capital and Special Projects	572,000	1.8%	497,000	1.4%	497,000	1.2%	497,000	1.1%	507,000	1.1%
TOTAL	\$ 39,386,645	100.0%	\$ 40,940,296	100.0%	\$ 42,165,486	100.0%	\$ 43,973,285	100.0%	\$ 45,710,701	100.0%

Facilities, Library, and Technology Resources

- Residence Living
- Capital Construction Projects, 1980-2016
- Hutchins Library
 - Collections and Expenditures
 - Services
- Information Systems and Services
 - Technology Infrastructure
 - Supporting Institutional Effectiveness and Statistics
 - Supporting Student Success

RESIDENCE LIVING Academic Year 2015-2016

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

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

<u>Traditional Residence Halls</u>	<u>Capacity</u>
Anna Smith	82
Bingham	86
Blue Ridge	100
Dana	136
Danforth	146
Deep Green	132
Edwards	33
Elizabeth Rogers (ER)	89
Fairchild	74
James	104
Kentucky	94
Kettering	146
Pearsons	118
Seabury (offline this year)	n/a
Talcott	<u>88</u>
Subtotal	1,430
<u>Houses</u>	
Home Management House	12
Hunt Acres Farm House	4
SENS House	<u>4</u>
SUBTOTAL	1,450
Capacity for Women	(773)
Capacity for Men	(661)
<u>Family Housing</u>	
Ecovillage	50
TOTAL	1,500

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

Source: Residential Life Services and Collegium, October 2016
<<https://www.berea.edu/rlc/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2016

New Construction

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

Renovations

1980	Elizabeth Rogers Residence Hall	2001	Student Parking Lot
1981	Pearsons Hall Fire Escape	2002	Draper Building
1981	Kentucky Residence Hall	2002	Kentucky Residence Hall
1981	James Residence Hall	2002	Art Gallery
1983	Goldthwaite Agriculture Building and Addition	2002	Soccer Field Complex
1983	Science Hall Renovation and Addition	2002	College Bookstore
1985	President's Home	2002	Computer Center
1986	Talcott Residence Hall	2003	Talcott/Annex Residence Hall
1987	Frost Basement - Computer Lab	2003	Presser Building
1987	ARC House	2003	Lincoln Building
1991	Lincoln Building Basement	2003	EcoVillage Apartments
1987	Pearsons Residence Hall	2003	EcoVillage SENS House
1988	Boone Tavern	2003	Baseball/Softball Fields
1988	Blue Ridge Residence Hall	2004	James Residence Hall
1989	Kentucky Annex	2004	Boone Tavern Garage for:
1990	Hutchins Library		Public Relations Department
1990	Health Services		Visitor's Center at College Square
1991	Draper Building - Center for Effective Communication	2005	Central Plant
1992	Students for Appalachia – Trades	2006	Campus Building Retro Fits
1992	Duplicating Services Center	2006	Resurfacing of the Track
1992	Utilities/Laundry Building	2006	Sturt Cottage
1993	Alumni Building	2007	Haaga House
1993	Draper Classrooms	2007	Pearsons Residence Hall
1994	President's Home	2007	Middletown School
1994	Alumni Building	2008	Appalachian Center Gallery
1994	Boone Tavern	2008	Elizabeth Rogers Residence Hall
1996	Edwards Building First and Second floors (Administrative Offices)	2008	Edwards Third Floor (Residence Hall) —phase one
		2008	Seabury Center Gym Floor Replacement
1997	Resurfacing of Track	2009	Boone Tavern
1997	Systems upgraded in Dana Residence Hall	2009	Emery Building
1997	Phelps Stokes – Seating and Refinishing	2009	Edwards Third Floor (Residence Hall)—phase two
1998	Married Student Laundry	2010	Dining Services
1998	Frost Building	2012	Alumni Building:
1998	Food Service		Baird Lounge
1998	Science Laboratories		Hutchins Dining Room
1998	Computer Center		Woodson Center
1999	Craft Center	2012	Papaleno's (Dining Room Addition)
1999	Crossroads Complex	2013	Farm Store
1999	Fairchild Residence Hall	2014	Anna Smith Residence Hall
1999	Log House	2014	Knapp Hall
1999	Phelps-Stokes Air Conditioning	2014	Alumni Building:
1999	Alumni Building		Kitchen
1999	Appalachian Center/Bruce Building		First-Floor Entry
1999	Student House/Jackson Street (Knight House)	2015	Dana Residence Hall
1999	Danforth Residence Hall	2015	College Visitor Center and Shoppe
2000	Kettering Residence Hall	2015	Sculpture Building
2000	Bruce/Trades (phase one)	2015	Alumni Building Lower Level
2000	Draper Carillon	2016	Bingham Residence Hall
2001	Bruce/Trades (phase two)/Connector	2016	Boone Tavern Events Center
2001	Blue Ridge Residence Hall		

Source: Facilities Management, September 2016

HUTCHINS LIBRARY
Collections and Expenditures
(Fiscal Year 2016)

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)	7,684	346,053
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	4,056*	15,959
Electronic Collection		
E-books and cataloged web-sites	6,950	238,420
Streaming video (items in library catalog)	211	17,933
Digitized audio (hours)	0	6,795
Berea Digital (pages/images)	0	16,431
Microforms (books, journals and newspapers) Physical units	198	149,822
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	0	258
Full-text journals available through databases	(1,687)	68,520
Manuscripts and Archives (in linear feet)	116	8,938
Library Expenditures	<u>Dollar Amount</u>	
Books and Media– paper and microforms	\$ 41,831	
Periodicals– paper and microforms	107,583	
Serials – paper and microforms	10,415	
Electronic resources	247,282	
Microform	14,722	
Preservation	4,569	
TOTAL ACQUISITIONS EXPENDITURES	\$ 426,402	
Acquisitions Expenditures per Student	\$ 264.35	

*Beginning this year, this number includes Special Collections and Archives media.

Source: Hutchins Library, October 2016
<<http://libraryguides.berea.edu/>>

HUTCHINS LIBRARY
Services
(Fiscal Year 2016)

Library Services

Main Library hours open per week	94.25
Special Collections hours open per week	35.5

<u>Library Instruction Classes and Workshops</u>	<u>Sessions</u>
GSTR 110 and 210 (first year)	34
GSTR 110 Workshops	107
Other Courses	39
Special Collections	16
Outside Groups	<u>0</u>
TOTAL	196

Reference and Research Assistance

Library Reference Desk Transactions Total	4,389
Research Consultations	377
Special Collections Reading Room Visits Total	924
Special Collections Reference Requests (non-visits)	261

Computer Access

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

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	3,205	
Print and media collections – students	19,838	12.3
Print collections – town	<u>620</u>	
TOTAL	23,663	
Reserve materials	1,081	
Equipment (tech accessories, etc.) uses	1,208	
Classrooms and study rooms uses	8,368	
Special Collections uses	6,168	

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	2,715
Received from other libraries	1,383

Source: Hutchins Library, October 2016
 <<http://libraryguides.berea.edu/>>

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, enterprise services, 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 by a fiber optic network backbone which provides access to resources from every residence hall, administrative, and academic building. Wireless network connectivity is also available in all academic, administrative and residence hall buildings. The campus network is secured through layered firewalls, network account management and wireless device access control. The network is subdivided into VLAN's to allow appropriate restrictions on traffic between different areas of the campus.

Communications Capabilities: Faculty, staff, and students are provided with secure e-mail accounts that can be accessed at any time using any mainstream device platform from anywhere Internet connection is available. Campus offices have network-based VoIP phones, and emergency phones are available in residence halls. 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. Enterprise software and services are available to all campus users, such as Microsoft Office, Lynda training resources, Box Cloud Storage, Moodle Learning Management System, Qualtrics surveys and antimalware for Mac and Windows. Concurrent user licenses are available for many software packages used for teaching and student activities in various disciplines and for Adobe Creative Suite graphics and publishing and other applications used for both academic and administrative functions.

Internet Access: The campus is connected to the Internet via two local ISP's providing dual 500 Megabits per second bandwidth connections into and out of the campus for access to web sites and cloud services. Campus systems are protected from hackers, viruses, and other threats through the use of industry standard firewall, and enterprise-wide malware protection.

Network Resources: Berea's network connects users to various servers which provide specific applications and data resources. Local applications include the ID card and building access control system, the integrated administrative database system and the MyBerea web portal. The College 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 Monday, Wednesday, and Friday and 8-3 Tuesday and Thursday.

Source: Information Systems and Services, October 2016 <<https://www.berea.edu/iss/>>

Information Systems and Services, continued

Supporting Institutional Effectiveness

Enterprise Data Systems: The College uses a commercial integrated administrative system for financial, student records, financial aid, human resources/payroll, and alumni/development functions. The system allows students, employees and budget managers to access administrative information and functions through the MyBerea portal. The system is supplemented by a reporting and analysis system, a student degree program planning and audit system and a document image management system which stores electronic copies of applications for admission, financial aid statements, purchase orders, invoices, and other documents.

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

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

Statistics

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Technology Infrastructure					
Internet connection speed (megabits/second)	200	200	200	400	dual 500
Network backbone speed (megabits/second)	20,000	20,000	20,000	20,000	20,000
Network ports	7,000	7,000	7,000	7,000	7,000
Campus phone extensions	2,200	800	850	900	900
Personal computers	2,512	2,500	2,500	2,550	2,550
Network-connected printers	114	114	102	109	117
Network-connected MFD/copiers	62	64	65	66	66

Supporting Student Success

Student laptop computers	1,627	1,600	1,600	1,600	1,600
Computers in campus labs	68	60	60	60	60
Computers in departmental labs	152	90	90	90	90
Classrooms with one wired network port per seat	34	34	34	34	34
Classrooms with wireless network	117	117	117	117	117
Classrooms with projector and multimedia input	65	65	89	88	76
Other meeting rooms with projectors & multimedia input	21	21	27	18	19
Course sections utilizing Learning Management System	694	745	1,076	1,451	n/a

Supporting Institutional Effectiveness

Staff and Faculty					
Computers	886	886	900	950	950
Campus phones	705	800	850	900	900
Mobile phones	92	98	119	142	147

Source: Information Systems and Services, October 2016. <<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 IS&S Technology Resource Center is 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: Students and faculty can check out equipment for academic projects from the IS&S Technology Resource Center located in the Computer Center. Examples of available equipment include portable PA systems, cameras, audio recorders and portable projectors.

Source: Information Systems and Services, October 2016. <<http://www.berea.edu/iss/>>

Sustainability

- Climate Commitment
- Percentage Breakdown of Berea College Greenhouse Gas (GHG) Emissions, Fiscal Years 2011-2012 through 2015-2016
- Berea College Greenhouse Gas Emissions by General Category/Scope, Seven-Year Trend
- Greenhouse Gas Emissions per Student FTE and per 1,000 Square Feet:
Berea College compared to Other Baccalaureate Colleges, Five-Year Trends

SUSTAINABILITY

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

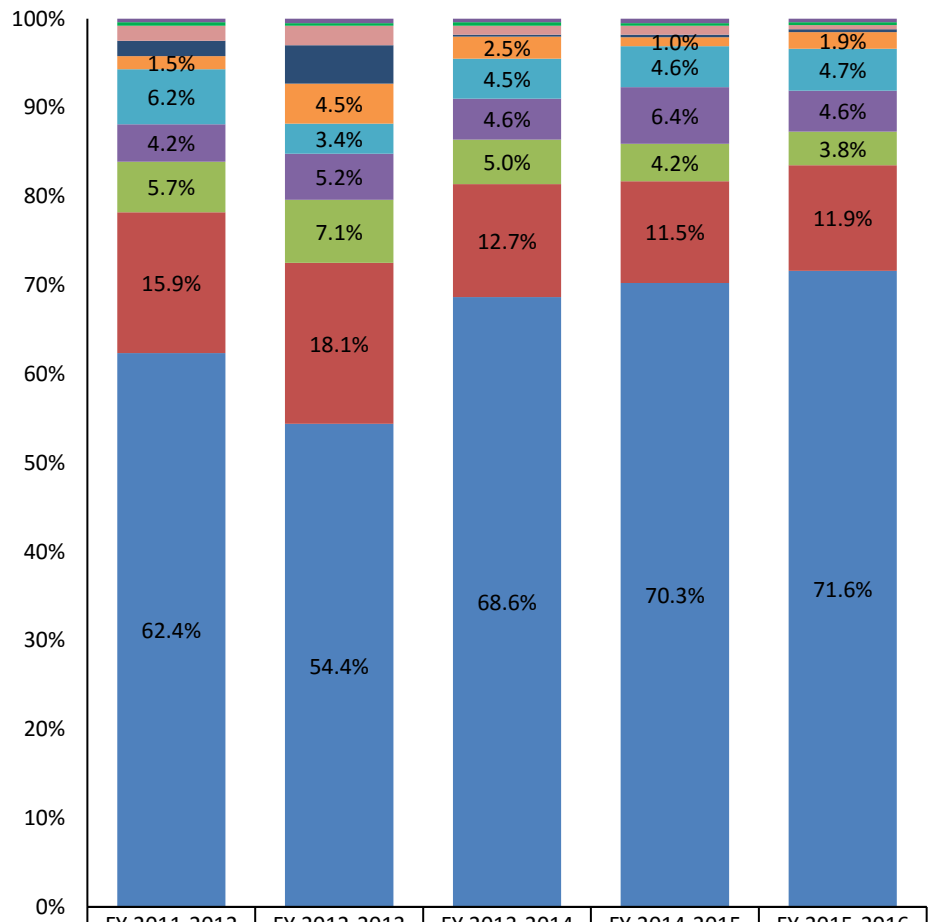
The Presidents' Climate Commitment states in part:

We, the undersigned presidents and chancellors of colleges and universities, believe firmly in the power, potential, and imperative of higher education's key role in shaping a sustainable society. Not only are we deeply concerned about the increasing pace and intensity of global climate change and the potential for unprecedented detrimental impacts, but we also understand that technology, infrastructure, global interconnectedness, and our greatest asset engaged, committed, smart students allow us to explore bold and innovative solutions and to lead in climate action and sustainable solutions.

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

Source: Office of Operations and Sustainability, January 2017
<<https://www.berea.edu/sustainability/>>

**PERCENTAGE BREAKDOWN OF
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS
FISCAL YEARS 2011-2012 THROUGH 2015-2016**

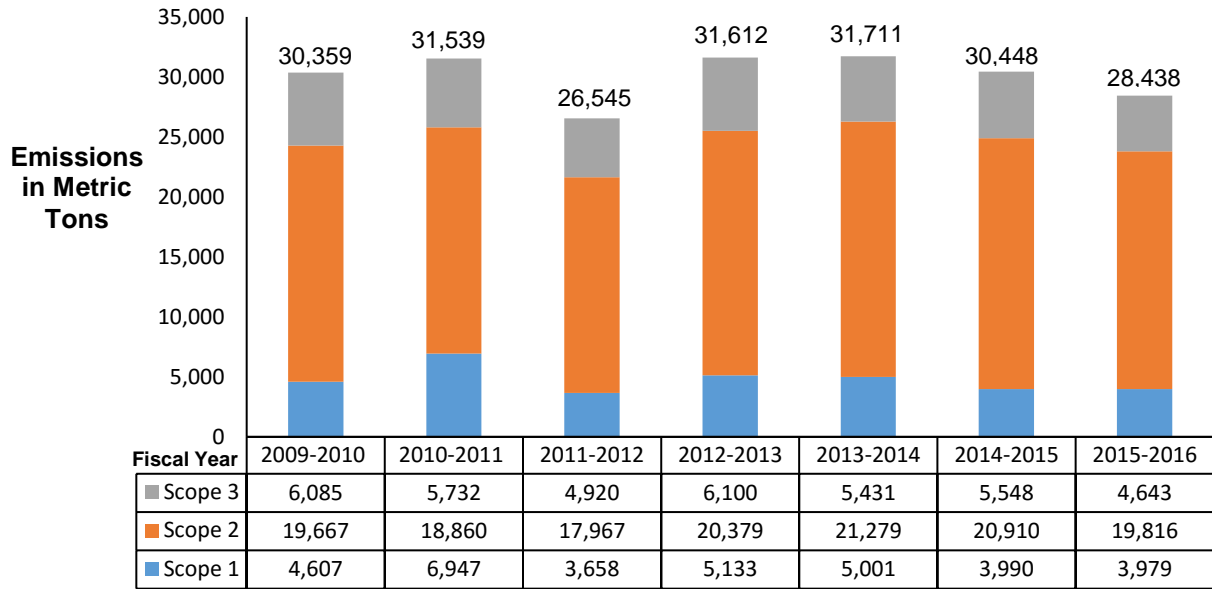


	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
Other Travel	0.4%	0.5%	0.4%	0.5%	0.4%
Paper Purchases	0.4%	0.3%	0.4%	0.3%	0.3%
Mobile Combustion	1.7%	2.2%	1.0%	1.0%	0.5%
Solid Waste	1.7%	4.3%	0.2%	0.3%	0.3%
Fugitive Emissions	1.5%	4.5%	2.5%	1.0%	1.9%
Transmission and Distribution Loss for Electricity	6.2%	3.4%	4.5%	4.6%	4.7%
Commuting	4.2%	5.2%	4.6%	6.4%	4.6%
Air Travel	5.7%	7.1%	5.0%	4.2%	3.8%
Stationary Combustion	15.9%	18.1%	12.7%	11.5%	11.9%
Purchased Electricity	62.4%	54.4%	68.6%	70.3%	71.6%

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

Source: Office of Operations and Sustainability, January 2017
<<https://www.berea.edu/sustainability/>>

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
BY GENERAL CATEGORY/SCOPE
FISCAL YEARS 2009-2010 THROUGH 2015-2016**



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 buses on campus), fugitive emissions (livestock, refrigerants emissions, leaks from gas pipes, etc.).

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

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

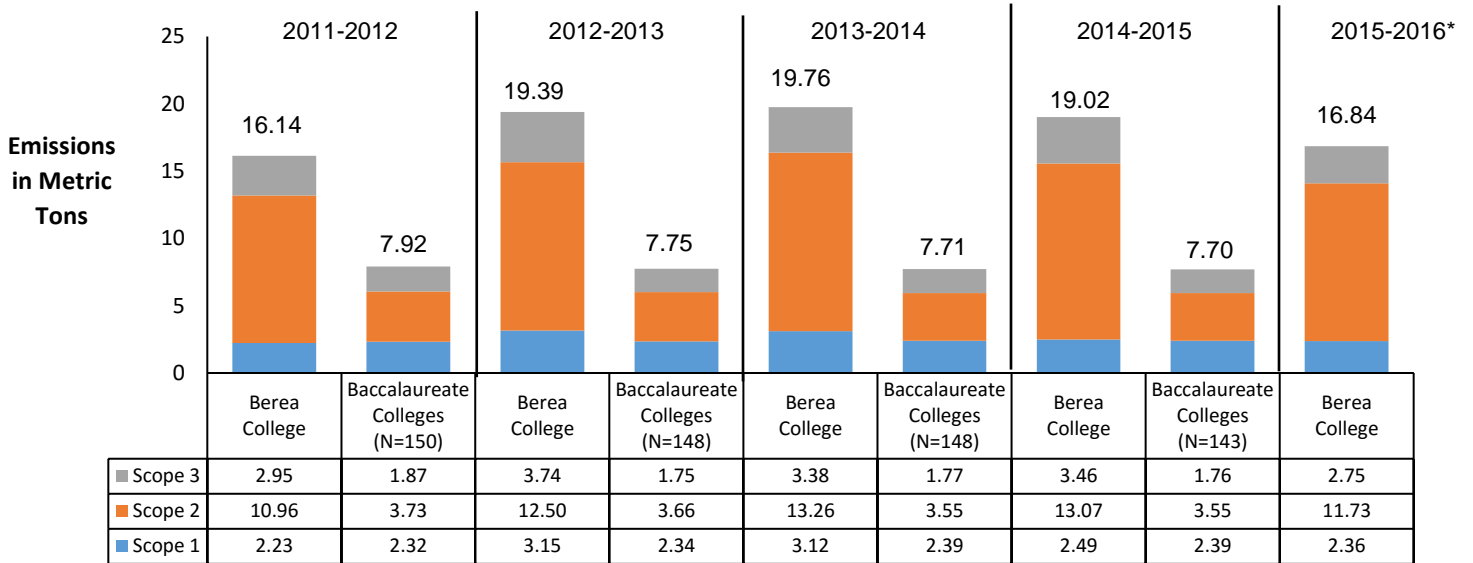
NOTES: Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration.

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

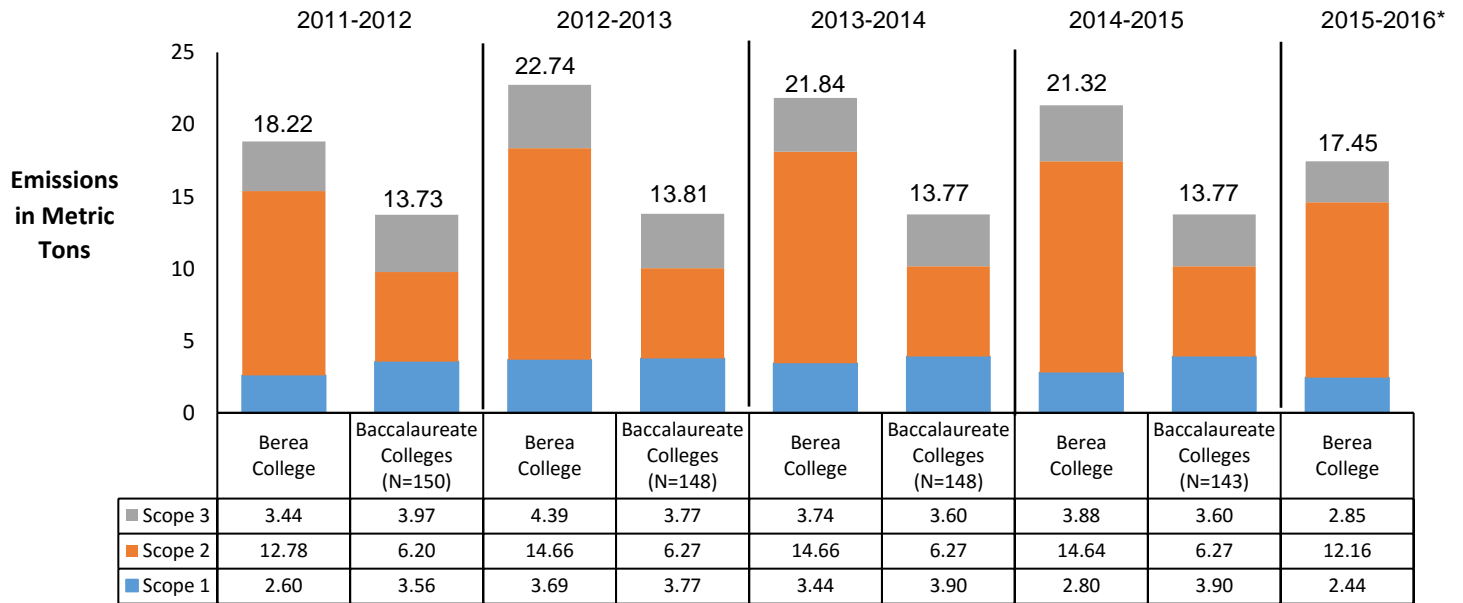
Source: Office of Operations and Sustainability, January 2017
<<https://www.berea.edu/sustainability/>>

**GREENHOUSE GAS EMISSIONS
BEREA COLLEGE COMPARED TO OTHER BACCALAUREATE COLLEGES TRENDS
FISCAL YEARS 2011-2012 THROUGH 2015-2016**

PER STUDENT FTE (FULL-TIME EQUIVALENT)



PER 1,000 SQUARE FEET OF BUILDING SPACE



*Comparisons to other Baccalaureate Colleges is no longer provided by Second Nature (formerly the ACUPCC).

NOTES: See previous page for scope definitions.

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

Source: Office of Operations and Sustainability, January 2017
<<https://www.berea.edu/sustainability/>>

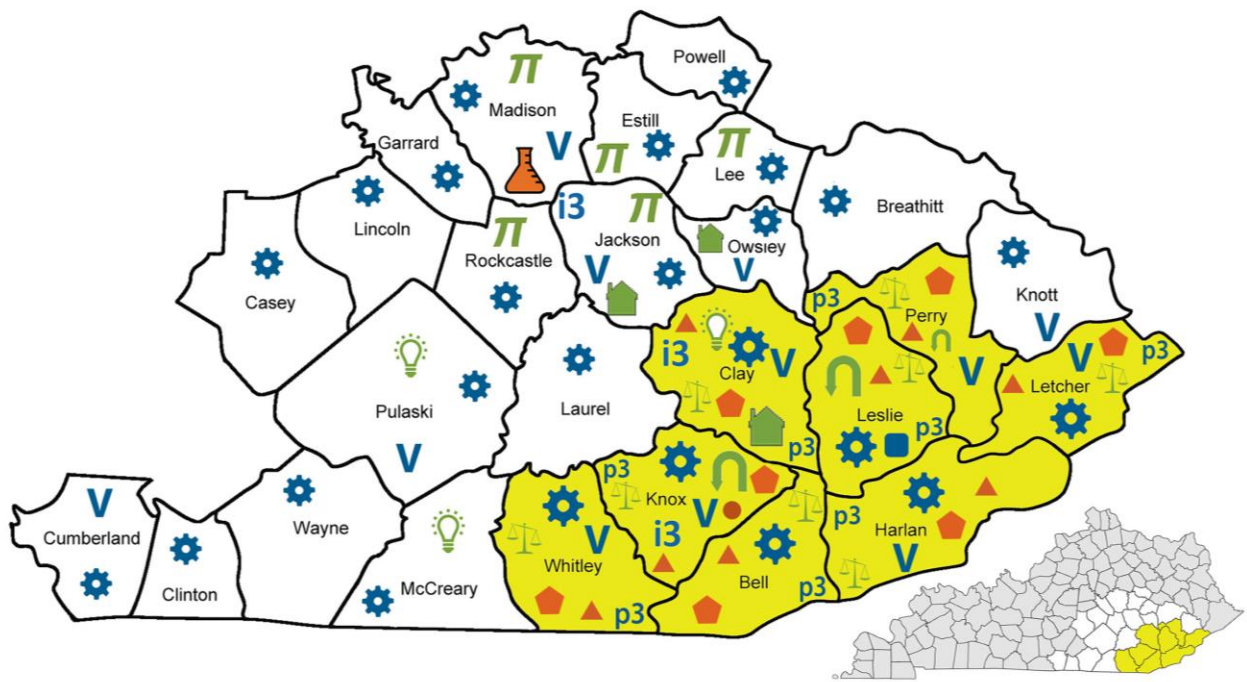
Partners for Education

- Description and Map of Region
- Federally-Funded Educational Outreach Program Descriptions
- Federal Grant Programs
 - Brushy Fork Institute – Appalachian Regional Commission
 - Faculty and Staff Grants

PARTNERS FOR EDUCATION

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

Partners for Education at Berea College utilizes a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. We braid services and align funding streams to optimize results. Through a suite of programs, including GEAR UP, i3 and the first rural Promise Neighborhood, we leverage \$25.8 million annually to serve more than 36,000 young people and their families. Our partners in this work are schools and community organizations located within our 26-county footprint as highlighted in the map below.



<ul style="list-style-type: none"> AmeriCorps: School Turnaround AmeriCorps: SOAR AmeriCorps: STEM AmeriCorps: VISTA Byrne Criminal Justice Innovation Full Service Community Schools GEAR UP 	<ul style="list-style-type: none"> i3 Investing in Innovation NEA Artworks NEA Our Town p3 Performance Partnership Pilot Promise Neighborhood Talent Search Upward Bound Math & Science
The Southeastern Kentucky Promise Zone	

NOTE: For more information about these programs, please see pages 147-148.

Source: Partners for Education, September 2016
<https://www.berea.edu/pfe/programs>

FEDERALLY-FUNDED EDUCATIONAL OUTREACH PROGRAMS

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

AmeriCorps: School Turnaround

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

AmeriCorps: SOAR

AmeriCorps: SOAR places twenty-four AmeriCorps members in Leslie County High School to serve as mentors to increase student attendance, improve behavior and help positively impact course completion. Members will also serve the feeder 8th grade students to ensure they and their families are prepared to transition to high school.

AmeriCorps: STEM

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

AmeriCorps: VISTA

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

Byrne Criminal Justice Innovation (BCJI)

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

Connecting High School Student to Career

Supports Lee County Connecting High School Student to Career program activities by providing stipends to participating youth for training, job shadowing, and community/technical school visits.

Full-Service Community Schools

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

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

GEAR UP follows a cohort of students from sixth grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture. Services include in-school tutoring; summer academies; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; and family engagement activities.

Source: Partners for Education, October 2016
<<https://www.berea.edu/pfe/programs>>

Federally-Funded Educational Outreach Programs, continued

Investing in Innovation (i3)

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

National Endowment for the Arts: Artworks

This funding supports a collective impact project in rural Southeastern Kentucky Promise Zone to build on cultural asset mapping in Appalachia.

National Endowment for the Arts: Our Town

The Our Town program supports creative place-making projects that help to transform communities into lively, beautiful, and resilient places with the arts at their core. The program will preserve the arts and cultural heritage of Appalachia by mapping assets of artists and creatives within the Promise Zone.

Performance Partnership Pilot (P3)

P3 is committed to focusing efforts to improve educational outcomes and leveraging identified community strengths to overcome barriers for the following youth subgroups: (1) at-risk youth ages 14 through 18 who are enrolled in school, centering efforts on former dropouts who are returning to school and those at risk of dropping out a first time; (2) adolescent parents; and (3) youth ages 19 through 24 who are neither enrolled in school, nor working. Our goal is to ensure all youth in the Promise Zone enter middle class society as well-rounded, self-sustaining, and civic-minded citizens.

Promise Neighborhood

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

Readiness Bus

This project will provide a mobile classroom called "Readiness Bus" which will bring adult and early childhood development to low-income families living in remote communities of Clay County, Kentucky. The Readiness Bus will deliver early education for school readiness and family coaching for economic mobility.

Rural IMPACT Support

Funding to support our Rural IMPACT site in Knox County Kentucky in their two-generation work. Rural IMPACT is a demonstration that will focus on providing technical support for rural and tribal communities to incorporate a two-generation approach, with the goal of reducing child poverty.

Talent Search

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

Upward Bound Math and Science

Upward Bound Math and Science provides high-quality college preparatory experiences for 50 low-income, first-generation students from 9th-12th grades with an aptitude for math and science. Services provided include: intensive academic summer programs at Berea College; college visits; cultural field trips; ACT preparation; financial aid, and college application assistance.

FEDERAL GRANT PROGRAMS

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

Brushy Fork Institute (BFI) – Appalachian Regional Commission

Flex-E-Grants and Training for Distressed Kentucky Communities

Since 2008, Brushy Fork Institute has worked with and through the Department for Local Government within the Office of the Kentucky Governor and the Appalachian Regional Commission to administer project awards for the Kentucky ARC Flex-E-Grant program. The Flex-E-Grant program provides small, high-impact investments of up to \$10,000 in 6-month projects that build community capacity. Grantees use funds to build infrastructure, create strategic plans, design and implement community programming, advance economic development, or grow local leadership. These citizen-led local efforts often lay foundations for more intensive investments and interventions within Kentucky's economically distressed counties.

As of 2016, Brushy Fork has administered 286 Flex-E-Grant project awards. These direct grants to communities total more than \$2 million in ARC investments and have attracted more than \$1.3 million in local matching contributions. Community impacts include stronger community institutions and networks, a deeper pool of resident regional leaders, more civically engaged and better educated citizens, and broader and more balanced development across constituent communities.

In addition to providing mini-grants, this program supports technical assistance, training events, and professional development workshops for community members and regional organizations, with a goal of increasing economic development readiness. Six separate continuation grants span 18-month to 2-year periods between July 2010 and December 2017 and provide a total of \$2,425,760 in federal funds and \$702,700 in non-federal matching contributions.

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

This planning grant focuses on developing a comprehensive plan for connecting Opportunity Youth to jobs within emerging economic sectors in Appalachian Kentucky. Project goals include identifying and engaging partners from workforce development, business, government, education, and other sectors in data collection and analysis and strategy development. Ongoing and regular work includes conducting research and gathering information on population level data and best workforce development practices employed in other rural and regional locations.

The grant provides \$100,000 over an 18-month period between October 2015 and March 2017 and includes \$33,353 in non-federal matching funds.

Source: Partners for Education, September 2016
<<http://berea.edu/pfe/>>

Federal Grant Programs, continued

Faculty and Staff Grants

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

- Department of Education
 - *Student Support Services* from September 2015 – August 2020 (\$220,000 per year; Principal Investigator: Jamie Boggs, Director, Emerging Scholars Program)
- National Historical Publications and Records Commission (NHPRC)
 - *Archives Leadership Institute* from August 2015 – July 2018 (\$321,542; Principal Investigator: Rachel Vagts, Head of Special Collections and Archives)
- National Science Foundation (NSF)
 - *Scaling-up the Introductory Undergraduate STEM Courses at Berea College* from December 2013 – November 2016 (\$296,388; Principal Investigator: Tracy Hodge, Assistant Professor, Physics Program)
- USDA (United States Department of Agriculture)
 - *Community Foods Program* from September 2016 – August 2019 (\$375,000; Principal Investigator: David Cooke, Director, Grow Appalachia)
 - *Delivery of Soil Health Innovations to Historically underserved-served producers in Appalachia Kentucky* from September 2014 – August 2017 (\$142,970; Principal Investigator: David Cooke, Director, Grow Appalachia)
 - *Promote conservation planning and implementation of Seasonal High Tunnels in Eastern Kentucky* from August 2016 – September 2019 (\$120,330; Principal Investigator: Mark Walden, Technical Director, Grow Appalachia)
 - *Rural Energy for America Program* from March 2016 – March 2018 (\$40,000; Principal Investigator: Joan Pauly, Sustainability Coordinator)

Source: Partners for Education, September 2016
<<http://berea.edu/pfe/>>