

2017-2018

# FACT BOOK

**To Our Readers:**

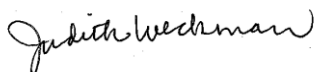
We are pleased to present this year's Berea College Fact Book. Its purpose is to provide current and accurate information pertaining to the College, its students, faculty and staff, programs, facilities, and activities.

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, I would like to draw your attention to a few changes including:**

- On page 29, a new graph that tracks the number of all Berea College employees over five years.
- The section previously entitled *Special Academic Opportunities* has been changed to *Special Learning Opportunities* and now includes the number and percent of graduates who participated in Education Abroad, CELTS volunteer opportunities, service-learning courses, and academic internships.

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](http://www.berea.edu/ira).



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

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

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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 Program
- Clubs and Organizations, Academic Year 2017-18

## 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," (Acts 17:26), 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 for students of all races, primarily from Appalachia, who have great promise and limited economic resources.
- To offer a high-quality liberal arts education that engages students as they pursue their personal, academic, and professional goals.
- 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 promote learning and serving in community through the student Labor Program, honoring the dignity and utility of all work, mental and manual, and taking pride in work well done.
- To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites as a foundation for building community among all peoples of the earth.
- To create a democratic community dedicated to education and gender equality.
- To maintain a residential campus and to encourage in all community members a way of life characterized by mindful and sustainable living, health and wellness, zest for learning, high personal standards, and a concern for the welfare of others.
- To engage Appalachian communities, families, and students in partnership for mutual learning, growth, and service.

For more details, please visit: [www.berea.edu/about/mission/](http://www.berea.edu/about/mission/)

First articulated in 1962, the Great Commitments represent the historic aims and purposes of Berea College since its founding in 1855. The Great Commitments were originally adopted by the General Faculty and the Board of Trustees in 1969; they were revised and similarly approved in 1993 and most recently in 2017.



## ACCREDITATION

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

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

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

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

## INSTITUTIONAL MEMBERSHIPS

*Berea College is an institutional member of:*

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW)
- American Automobile Association (AAA)
- American Chestnut Foundation
- American Council on Education (ACE)
- American Council on Gift Annuities
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- American Society of Industrial Security
- American Suffolk Horse Association
- Amigos Library Services
- Annapolis Group
- Appalachia Funders Network
- Appalachian College Association (ACA)
- AsiaNetwork
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African American Life and History (ASAALH)
- Association for University and College Counseling Center Directors (AUCCCD)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Auditors (ACUA)
- Association of College and University Printers (ACUP)
- Association of Collegiate Conference and Events Directors International (ACCED-I)
- Association of Governing Boards of Universities (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Physical Plant Administrators (APPA)
- Berea Chamber of Commerce
- Bluegrass Hospitality Association
- 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 Accreditation of Educator Preparation
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council for Opportunity in Education (COE)
- Council of Independent Colleges (CIC)
- Council on Library and Information Services
- CraftNet Association
- East Kentucky Technical Assistance Providers
- Educational Advisory Board (EAB)
- Educause
- Forest Guild
- Grant Resource Center (GRC)

Source: Office of the President, November 2017

## Institutional Memberships, continued

- Green Hotel Association
- Historical Hotels of America
- In-Plant Printing and Mailing Association (IPMA)
- International Association of Campus Law Enforcement Administration (IACLEA)
- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council of Postsecondary Education
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky League for Nursing
- Kentucky Travel Industry Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Knox County Chamber of Commerce
- Library Orientation Exchange Service (LOEX) (Eastern Michigan University)
- Lyris (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Auxiliary Stores (NACAS)
- National Association of College Stores
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National College Access Network (NCAN)
- National Collegiate Athletic Association (NCAA)
- National Consortium for Continuous Improvement (NCCI)
- National Council for Community and Education Partnerships (NCCEP)
- National Fire Protection Association (NFPA)
- National Student Employment Administrators (NSEA)
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Smith Travel Research
- Society of American Foresters
- Society of Human Resource Management (SHRM)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Southern Highland Craft Guild
- Southern Kentucky Chamber of Commerce
- Southern University Conference (SUC)
- Tennessee Motor Coach Association
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- United States Green Building Council (USGBC)
- University Leaders for a Sustainable Future (ULSF)
- University Risk Management and Insurance Association (URMIA)
- Work Colleges Consortium (WCC)

Source: Office of the President, November 2017

# 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	Economics	Philosophy
Applied Science and Mathematics	Education Studies	Physics
Art History	English	Political Science
Art	French	Psychology
Asian Studies	German	Religion
Biology	Health and Human Performance	Sociology
Chemistry	History	Spanish
Child and Family Studies	Mathematics	Theatre
Computer and Information Science	Music	Women's and Gender Studies
Communication	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. See page 90 for recent independent majors.

### Teacher Preparation:

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

### Minor Programs Offered:

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

## 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 106 and 107.

Source: *2017-2018 College Catalog*

## 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 the 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 seven convocations each term except during the term of graduation. 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  
*2017-2018 College Catalog*

## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2017-2018

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

Source: Berea College Campus Life “B-Linked” website, as of November 2017

# Governance and Administration

- Board of Trustees
- Administrative Organization Chart
- Administrative Committee Members
- Academic Division Chairpersons, Department Chairpersons, and Directors
- Campus Governance
- Faculty Council and Committee Structure



## BOARD OF TRUSTEES

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

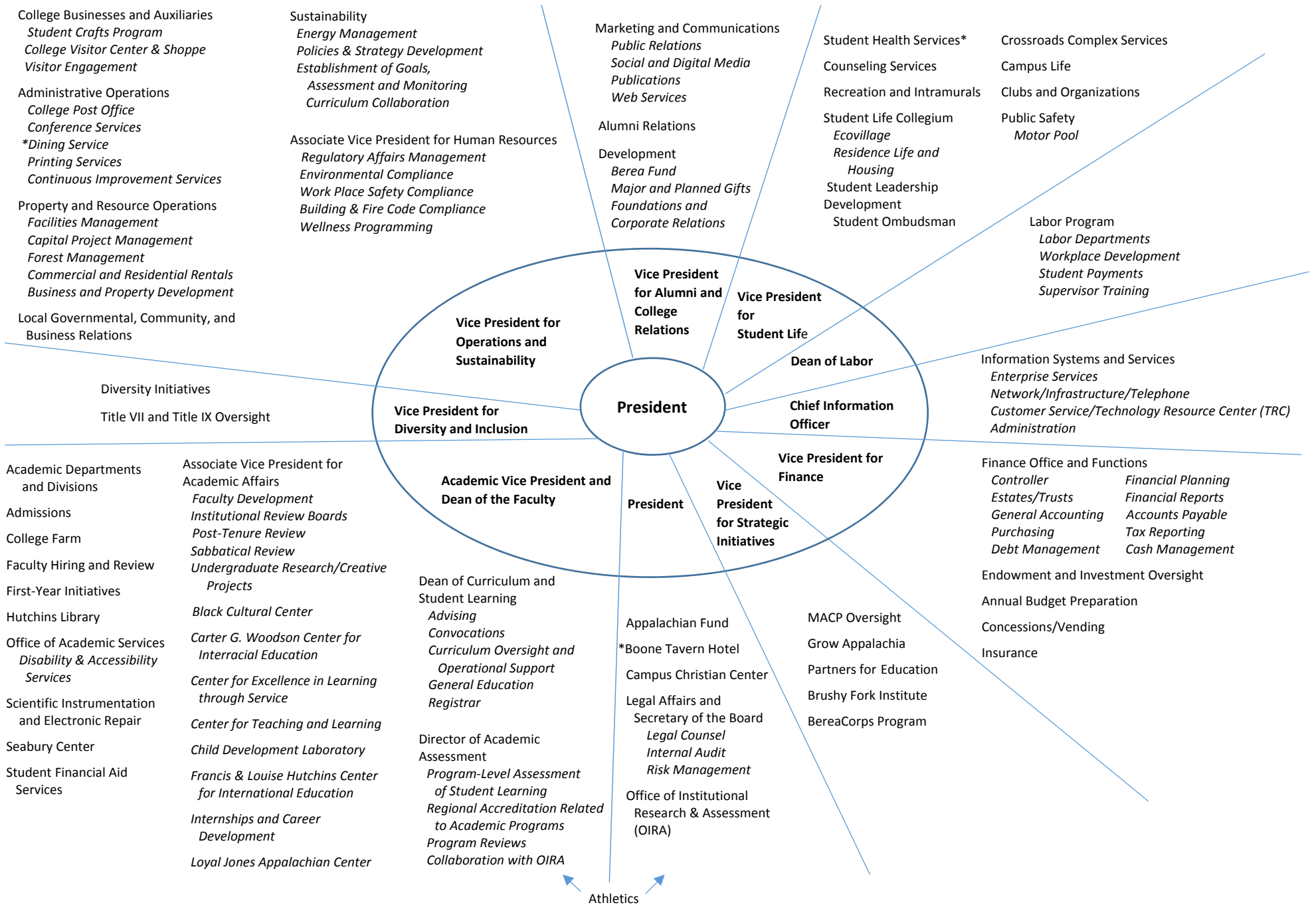
### Honorary Trustees

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>	

\*President of the College

Source: Office of the President, March 2018

# Berea College Administrative Organization



\*External Provider

Source: The Office of the President (Revised July 2017)

## **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

**Sylvia Asante**

Dean of Labor

**Chad Berry**

Academic Vice President and Dean of the Faculty

**Virgil Burnside**

Vice President for 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

**Teri Thompson**

Vice President for Strategic Initiatives

**ACADEMIC DIVISION CHAIRS, DEPARTMENT CHAIRS, AND DIRECTORS  
ACADEMIC YEAR 2017-2018**

**Division I**

**Chairperson: Matt Saderholm**

Department

Biology  
Chemistry  
Mathematics  
Nursing  
Physics

Chairperson

Megan Hoffman  
Anes Kovacevic  
Larry Gratton  
Monica Kennison  
Tracy Hodge

**Division II**

**Chairperson: Nancy Gift**

Department

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  
Gary Mahoney (Fall Term)  
Mark Mahoney (Spring Term)

Directors

Farm: Sean Clark

**Division III**

**Chairperson: Jackie Burnside**

Department

Child and Family Studies  
  
Health and Human Performance  
Psychology  
Sociology

Chairperson

Neil Mecham  
  
Melody Srsic  
Jackie Burnside (Acting)  
Jill Bouma

Directors

Child Development Lab:  
Ellen Burke (Interim)

**Division IV**

**Chairperson: Billy Wooten**

Department

Communication  
English  
Foreign Languages  
Music  
Theatre

Chairperson

Kennaria Brown  
Steve Pulsford  
Jeanne Hoch  
Kathy Bullock  
Deborah Martin

Directors

Theatre: Ami Shupe

**Division V**

**Chairperson: Steve Gowler**

Department

Art and Art History  
Asian Studies  
History  
Philosophy  
Political Science  
Religion

Chairperson

Lisa Kriner  
Robert Foster  
Joshua Guthman  
Eric Pearson  
Mike Berheide  
Duane Smith

Directors

Visual Arts: Lisa Kriner

**Division VI**

**Chairperson: Althea Webb**

Department

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

Chairperson

Andrew Baskin  
Chris Green  
Yolanda Carter  
Jason Strange  
Peggy Rivage-Seul

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

## 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 2017-2018**

#### **Memberships**

General Faculty Assembly	290 members
--------------------------	-------------

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

College Faculty Assembly	153 members
--------------------------	-------------

Source: *Faculty Manual*, August 2017  
Executive Council, October 2017

## 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 2017

## **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.

## 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.



# 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
- Comparative Data for Berea College's Benchmark Schools
- Average Faculty Salaries for Berea College's Benchmarks
- 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
- Number of Berea College Employees
- 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 Funding Status (Internal vs. External)
- Labor Supervisor of the Year Award
- Elizabeth Perry Miles Award for Community Service

# Faculty and Staff Highlights

## Fall 2017

### Full-Time Faculty 136

Average Age  
51

Alumni

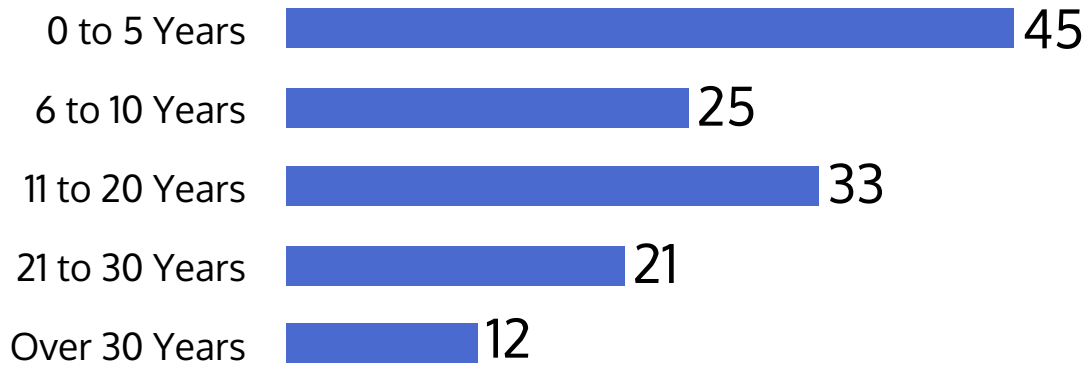
13%

20% Minority  
(10% African American)

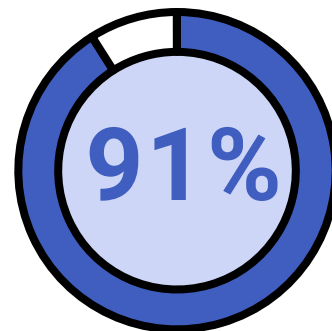
Female  
49%

Male  
51%

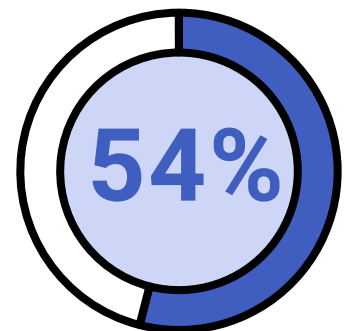
#### Number of Faculty by Length of Service



#### Terminal Degree



#### Tenured



#### Student-to-Faculty Ratio (10/1)



### Total Staff 570

Female  
66%

Male  
34%

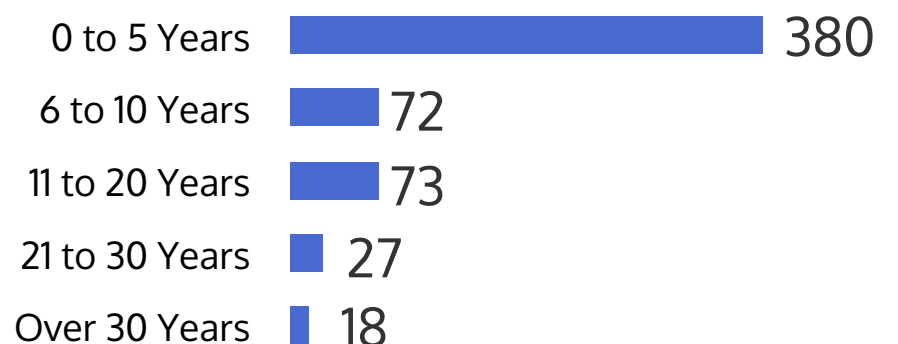
Alumni

28%

Minority  
12%

(African American)  
(8%)

#### Number of Staff by Length of Service



## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2016 – 2017</u>	Academic Year <u>2017 - 2018</u>
Tenure Appointments*	120	119
Full-time Teaching Appointments**	138	136
Professor	( 36 )	( 37 )
Associate	( 56 )	( 58 )
Assistant	( 37 )	( 33 )
Instructor	( 9 )	( 8 )
Full-time employees with faculty status who teach part time	10	12
Part-time faculty on a continuing appointment	6	5
Full-time employees without faculty status who teach part time	6	12
Adjunct faculty	19	19
Full-Time Equated (FTE)	160	158
Student/Faculty Ratio*** (FTE)	11/1	10/1

\*Includes all tenure-track and tenured faculty, including two individuals teaching less than full-time, and eight administrators in 2016-2017, and two individuals teaching less than full-time, and eight administrators in 2017-2018.

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

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

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

**Academic Year 2017 – 2018**

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	19	26	45
6 to 10 years	14	11	25
11 to 20 years	19	14	33
21 to 30 years	12	9	21
Over 30 years	<u>6</u>	<u>6</u>	<u>12</u>
<b>TOTAL</b>	<b>70</b>	<b>66</b>	<b>136</b>

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

	<u>Academic Year 2016 – 2017</u>	<u>Academic Year 2017 – 2018</u>
Full-Time Teaching Faculty	138	136
Number of Alumni**	19	18
Graduated from Berea College	( 16 )	( 15 )
Attended Berea	( 1 )	( 1 )
Honorary Alumni***	( 2 )	( 2 )

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017  
Alumni Office, October 2017

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

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

	<u>Fall 2016</u>		<u>Fall 2017</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	4	2.9%	4	2.9%
Not Hispanic or Latino or Spanish Origin	113	81.9%	115	84.6%
Chose not to respond	21	15.2%	17	12.5%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	7	5.1%	8	5.9%
Chose not to respond (race unknown)	0	0.0%	0	0.0%
American Indian or Alaska Native	1	0.7%	1	0.7%
Asian	2	1.4%	2	1.5%
Black or African American	11	8.0%	13	9.6%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	115	83.3%	109	80.1%
Two or more races indicated	2	1.4%	3	2.2%
Black/African American and White	(0)		(1)	
American Indian/Alaska Native and White	(2)		(2)	
	<b>138</b>	<b>100.0%</b>	<b>136</b>	<b>100.0%</b>

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

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

Age**	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	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%)	4	(3%)	2	(2%)	4	(3%)	0	(0%)
30-39 years old	23	(18%)	17	(13%)	19	(16%)	16	(13%)	23	(17%)
40-49 years old	33	(25%)	36	(28%)	32	(27%)	33	(27%)	32	(25%)
50-59 years old	49	(37%)	48	(37%)	49	(41%)	42	(34%)	46	(36%)
60-69 years old	22	(17%)	22	(17%)	17	(14%)	29	(23%)	28	(22%)
Older than 69 years old	3	(2%)	3	(2%)	0	(0%)	0	(0%)	0	(0%)
<b>TOTAL</b>	<b>131</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>119</b>	<b>(100%)</b>	<b>124</b>	<b>(100%)</b>	<b>129</b>	<b>(100%)</b>
Average:	51		51		50		50		51	

Age**	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	3	(2%)	1	(1%)	1	(1%)	1	(1%)	0	(0%)
30-39 years old	26	(20%)	27	(20%)	24	(18%)	24	(17%)	22	(16%)
40-49 years old	31	(23%)	34	(26%)	41	(31%)	45	(33%)	41	(30%)
50-59 years old	38	(29%)	35	(27%)	31	(23%)	31	(22%)	38	(28%)
60-69 years old	33	(25%)	32	(24%)	33	(25%)	34	(25%)	31	(23%)
Older than 69 years old	2	(2%)	3	(2%)	3	(2%)	3	(2%)	4	(3%)
<b>TOTAL</b>	<b>133</b>	<b>(100%)</b>	<b>132</b>	<b>(100%)</b>	<b>133</b>	<b>(100%)</b>	<b>138</b>	<b>(100%)</b>	<b>136</b>	<b>(100%)</b>
Average:	50		51		50		51		51	

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

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

### Academic Year 2017-2018

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	19	\$91,700	\$91,800	18	\$91,000	\$92,700	37	\$91,500	\$91,800
Associate Prof.	33	\$74,000	\$73,800	25	\$72,900	\$70,600	58	\$73,500	\$72,000
Assistant Prof.	14	\$61,300	\$59,000	19	\$60,000	\$58,010	33	\$60,500	\$58,200
Instructor**	<u>4</u>			<u>4</u>			<u>8</u>	\$52,100	\$49,000
ALL RANKS	70	\$75,000	\$73,900	66	\$72,900	\$69,700	136	\$74,000	\$72,000

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

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

**Academic Year 2017 – 2018**

<u>Division/Department</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	4	4	4	(100%)	1	(25%)
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	15	27	24	(89%)	16	(59%)
Agriculture and Natural Resources	2	2	4	4	(100%)	1	(25%)
Business Administration	6	1	7	6	(86%)	1	(14%)
Computer and Information Science	2	1	3	3	(100%)	2	(67%)
Economics	1	1	2	2	(100%)	1	(50%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Technology and Applied Design	4	1	5	5	(100%)	3	(60%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	16	7	23	22	(96%)	10	(43%)
Child and Family Studies	2	3	5	5	(100%)	3	(60%)
Health and Human Performance	4	7	11	6	(55%)	1	(9%)
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	8	16	24	19	(79%)	9	(38%)
Communication	2	2	4	4	(100%)	3	(75%)
English	2	3	5	5	(100%)	3	(60%)
Foreign Languages	4	5	9	8	(89%)	6	(67%)
Music	6	2	8	7	(88%)	3	(38%)
Theatre	0	2	2	2	(100%)	2	(100%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION IV TOTAL	15	14	29	27	(93%)	17	(59%)
Art	1	4	5	5	(100%)	3	(60%)
Asian Studies**							
History	3	2	5	5	(100%)	5	(100%)
Philosophy	2	0	2	2	(100%)	2	(100%)
Political Science	2	1	3	3	(100%)	2	(67%)
Religion	3	0	3	3	(100%)	3	(100%)
Appointed to Division; no Department	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>1</u>	<u>(33%)</u>
DIVISION V TOTAL	14	7	21	21	(100%)	16	(76%)
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%)
<b>TOTAL</b>	70	66	136	124	(91%)	74	(54%)

\*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 department have a full-time faculty appointment in another department; faculty are only counted in one department 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, October 2017; online version updated April 2018



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

	<u>Fiscal Year 2012-2013</u>	<u>Fiscal Year 2013-2014</u>	<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2015-2016</u>	<u>Fiscal Year 2016-2017</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$267,052	\$292,614	\$347,496	\$276,925	\$445,723
Number of Faculty Receiving Funds	129	133	132	133	138
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$2,070	\$2,220	\$2,633	\$2,082	\$3,230
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$666,984	\$881,928	\$822,645	\$439,835	\$897,604
Number of Faculty on Paid Sabbatical	8	14	12	5	17
Average Total Dollars Per Faculty on Sabbatical	\$83,383	\$69,995	\$68,554	\$87,967	\$52,800
Percent of Total Full-Time Faculty	7.0%	10.5%	9.1%	3.8%	12.3%
TOTAL Number of Full-Time Faculty	129	133	132	133	138

Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

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

	<b>Academic Years</b>				
	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16**</u>	<u>2016-17**</u>
<b><u>PROFESSOR</u></b>					
Berea's mean	81.7	83.8	85.1	89.0	87.8
Benchmark group mean (excludes Berea)	92.7	93.9	96.0	97.3	98.2
Benchmark group median (includes Berea)	89.2	88.9	91.1	92.0	92.7
Berea's rank among its benchmarks	18/27(tie)	19/27	19/27	16/26	18/26
<b><u>ASSOCIATE PROFESSOR</u></b>					
Berea's mean	67.0	68.1	68.7	70.1	70.4
Benchmark group mean (excludes Berea)	70.4	72.1	73.5	74.7	76.1
Benchmark group median (includes Berea)	69.8	71.7	72.5	72.4	72.8
Berea's rank among its benchmarks	17/27	17/27	18/27(tie)	17/26	17/26
<b><u>ASSISTANT PROFESSOR</u></b>					
Berea's mean	55.0	55.9	56.9	58.6	58.2
Benchmark group mean (excludes Berea)	58.5	59.4	60.6	62.7	64.0
Benchmark group median (includes Berea)	58.0	57.8	58.4	59.7	61.8
Berea's rank among its benchmarks	18/27	20/27	18/27	17/26	19/26

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

\*\*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 2017  
*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	Marlene Waller	1985
Gerrit Levey	1962	Smith T. Powell	1986
Marian Kingman	1963	John Wallhausser	1987
Robert Gordon Menefee	1963	<i>Stephen C. Bolster</i>	1988
Charlotte P. Ludlum	1964	Robert J. Schneider	1989
William E. Newbolt	1964	Ralph Stinebrickner	1990
Virginia Ruth Woods	1965	<i>Jeanne M. Hoch</i>	1991
George Gilbert Roberts	1965	Dean Warren Lambert	1992
Maureen Faulkner	1966	Ralph L. Thompson	1993
Kristjan Sulev Kogerma	1966	Eugene T. Chao	1994
Herschel Lester Hull	1967	John E. Courter	1995
Frank Junior Wray	1967	Paul David Nelson	1996
Jerome William Hughes	1968	L. Eugene Startzman	1997
Thomas Reed Beebe	1968	Donald Hudson	1998
Louise Moore Scrivner	1969	Dorothy Hopkins Schnare	1999
John Douglas Chrisman	1969	Thomas A. Boyd	2000
Cornelius Gregory Di Teresa	1970	Richard D. Sears	2001
Franklin Bryan Gailey	1970	Laura A. Crawford	2002
Thomas McRoberts Kreider	1971	Walter E. Hyleck	2003
William John Schafer	1971	<i>Andrew Baskin</i>	2004
Robert Jerry Lewis	1972	Amer Lahamer	2005
Stephen Scott Boyce	1972	<i>Dawn Anderson</i>	2006
Thomas David Strickler	1973	<i>Gary Mahoney</i>	2007
Martha Wylie Pride	1974	<i>Ron Rosen</i>	2008
Glen H. Stassen	1975	<i>Janice Blythe</i>	2009
John Fletcher White	1976	Barbara Wade	2010
Mary Louise Pross	1977	Robert Suder	2011
Robert Ward Pearson	1978	<i>Ed McCormack</i>	2012
John Seelye Bolin	1979	<i>Sandra Bolster</i>	2013
Dennis Michael Rivage-Seul	1980	Kathryn Akural	2014
Jonas Patterson Shugars	1981	<i>Jill Bouma</i>	2015
Philip Schmidt	1982	<i>Kathy Bullock</i>	2016
Larry K. Blair	1983	<i>Michael Berheide</i>	2017
Richard Barnes	1984		

Source: Office of the Academic Vice President and Dean of Faculty, October 2017

## THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

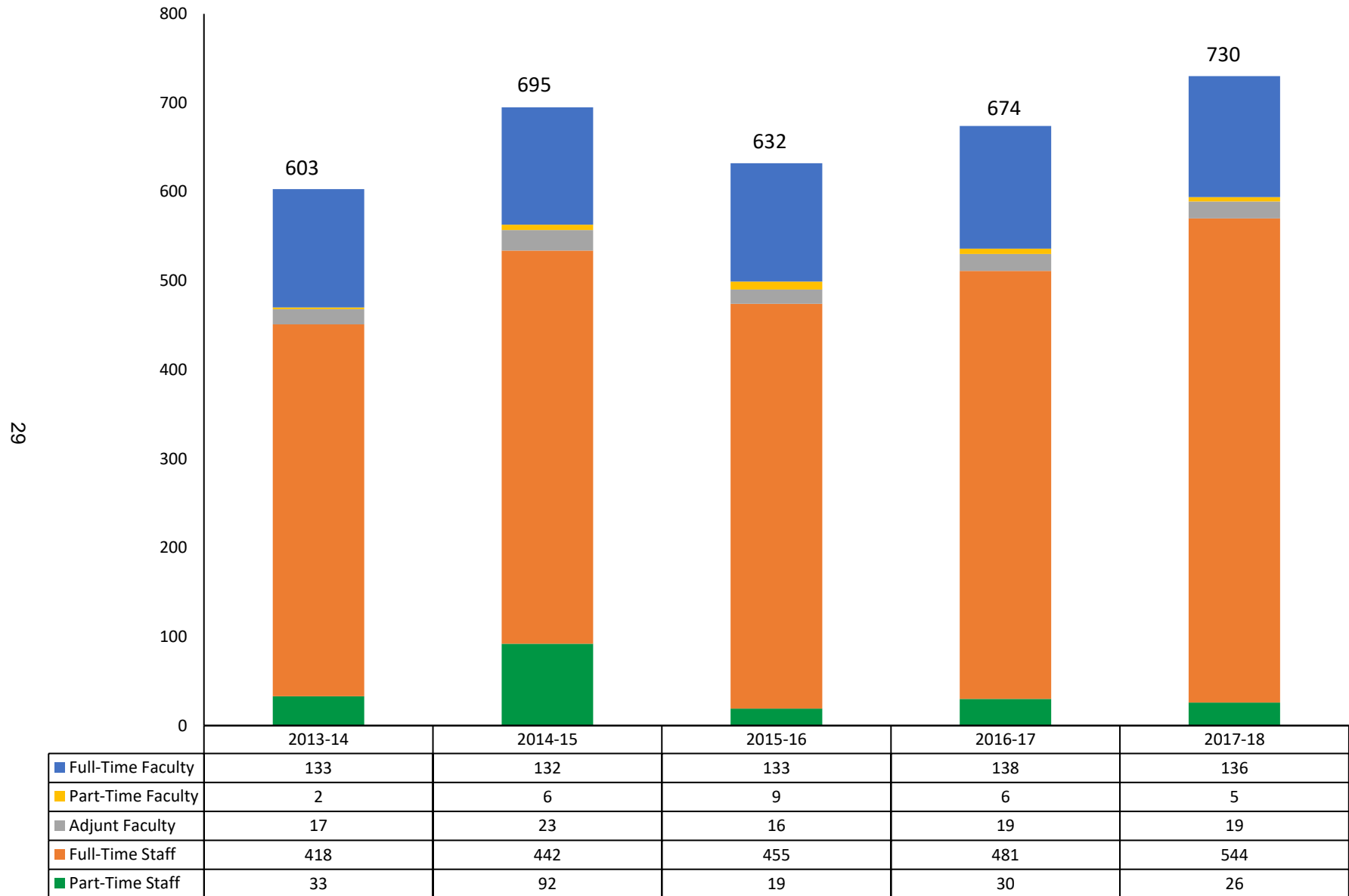
The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the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

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

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

James Gage	1993
Oliver Keels	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
Martie Kazura	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
Don Hudson	2001
Barbara Wade	2002
<i>Dawn Anderson</i>	2003
<i>Janice Blythe</i>	2004
Patricia Isaacs	2005
Michael Panciera	2006
<i>David Porter</i>	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
<i>Billy Wooten</i>	2011
Wayne Tolliver	2012
<i>Paul Smithson</i>	2013
<i>Robert Foster</i>	2014
<i>Mary Robert Garrett</i>	2015
<i>Andrew Baskin</i>	2016
<i>Sarah Blank</i>	2017

**NUMBER OF BEREA COLLEGE EMPLOYEES  
ACADEMIC YEARS 2013-14 THROUGH 2017-18**



NOTE: Part-time faculty are those on a continuing appointment. Staff includes internally and externally funded; also included are tenured faculty members and tenure-track faculty members who are currently holding administrative positions and professional librarians with faculty status.

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

	As of November 1, 2016			As of November 1, 2017		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	111	224	335	119	261	380
6 to 10 years	22	38	60	24	48	72
11 to 20 years	33	36	69	35	38	73
21 to 30 years	11	18	29	10	17	27
Over 30 years	<u>8</u>	<u>10</u>	<u>18</u>	<u>8</u>	<u>10</u>	<u>18</u>
TOTAL	185	326	511	196	374	570

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

	As of November 1, 2016			As of November 1, 2017		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	11	17	27	12	23	35
25-29 years old	27	51	78	36	51	87
30-39 years old	32	68	100	41	93	134
40-49 years old	42	69	111	37	67	104
50-59 years old	41	76	117	38	89	127
60-69 years old	30	44	74	30	49	79
Older than 69 years	<u>3</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>4</u>
TOTAL	185	326	511	196	374	570

\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2016-17: 8; 2017-18: 8) and tenure-track faculty members (2016-17: 2; 2017-18: 2) who are currently holding administrative positions, and professional librarians with faculty status (2016-17: 9; 2017-18: 10).

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 2017

**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, 2016</u>		<u>As of Nov. 1, 2017</u>	
Hispanic or Latino or Spanish Origin	11	(2.2%)	11	(1.9%)
American Indian or Alaska Native	1	(0.2%)	2	(0.4%)
Asian	5	(1.0%)	3	(0.5%)
Black or African American	42	(8.2%)	46	(8.1%)
Two or more races	13	(2.5%)	12	(2.1%)
White	439	(85.9%)	501	(87.9%)
Chose not to respond (race unknown)	7	(1.4%)	6	(1.1%)
International	4	(0.8%)	0	(0.0%)
Total	511	(100.0%)	570	(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 32 for definitions of funding statuses). Also includes tenured faculty members (2016-17: 8; 2017-18: 8) and tenure-track faculty members (2016-17: 2; 2017-18: 2) who are currently holding administrative positions, and professional librarians with faculty status (2016-17: 9; 2017-18: 10).

\*\*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, 2016</u>	<u>As of Nov. 1, 2017</u>
Number of Staff	511	570
Number of Alumni**	158	162
Graduated from Berea College	( 146 )	( 149 )
Attended Berea	( 11 )	( 11 )
Honorary Alumni***	( 1 )	( 2 )

\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2016-17: 8; 2017-18: 8) and tenure-track faculty members (2016-17: 2; 2017-18: 2) who are currently holding administrative positions, and professional librarians with faculty status (2016-17: 9; 2017-18: 10).

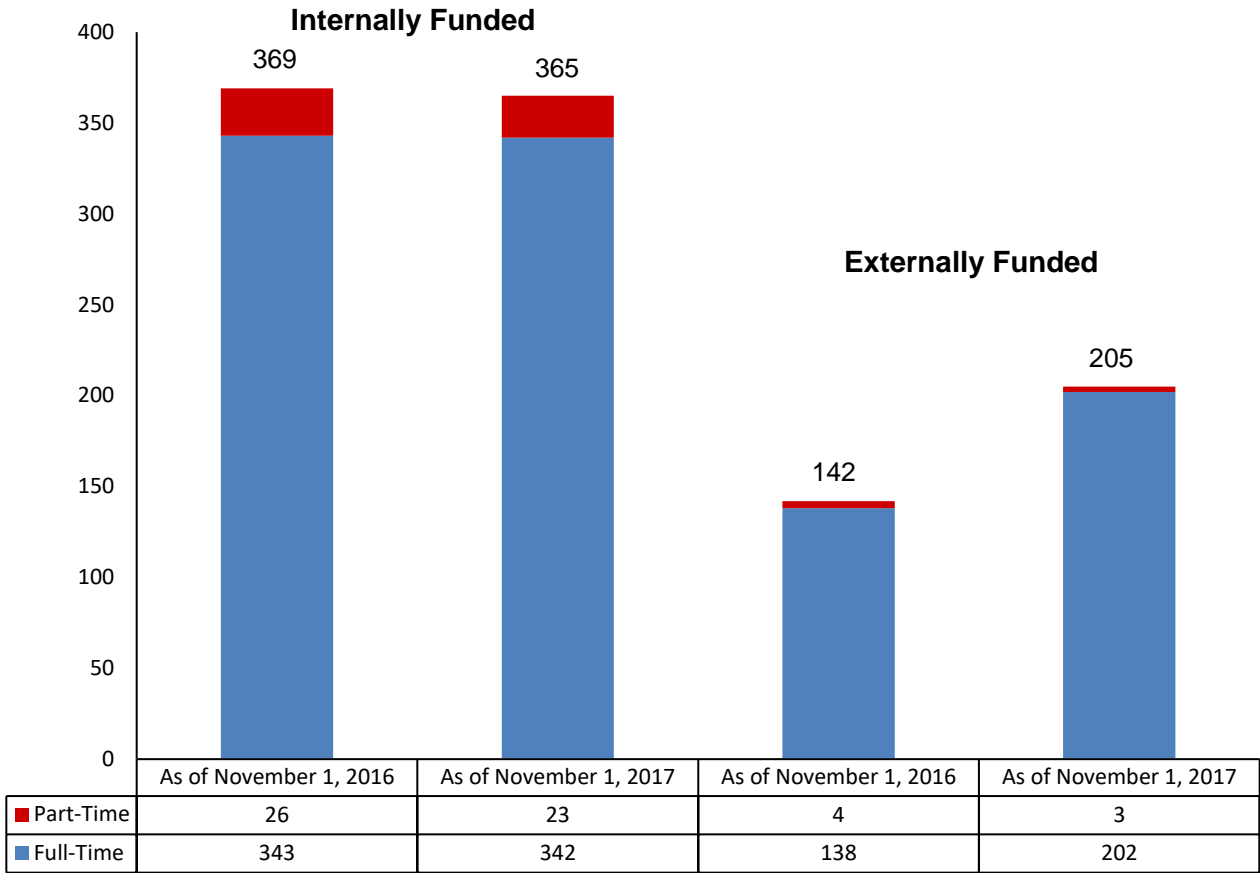
\*\*Alumni includes graduates as well as anyone who received academic credit from Berea College.

\*\*\*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 2017

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



\*Includes tenured faculty members (2016-17: 8; 2017-18: 8) and tenure-track faculty members (2016-17: 2; 2017-18: 2) who are currently holding administrative positions, and professional librarians with faculty status (2016-17: 9; 2017-18: 10).  
 \*\*IPEDS (Integrated Postsecondary Education Data System), which is the core federal government postsecondary education data collection system.

**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 2017



## 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. Provided there are enough nominations submitted, 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(s) 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
Adam Mullikin	2014
<i>Larky Kim Crawford</i>	2015
<i>Amanda Peach</i>	2016
<i>Joan Pauly</i>	2017

## 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
Richard Olson	2013
Michelle Tooley	2014
<i>Ellen Burke</i>	2015
<i>Meta Mendel-Reyes</i>	2016
<i>Michael Morris</i>	2017

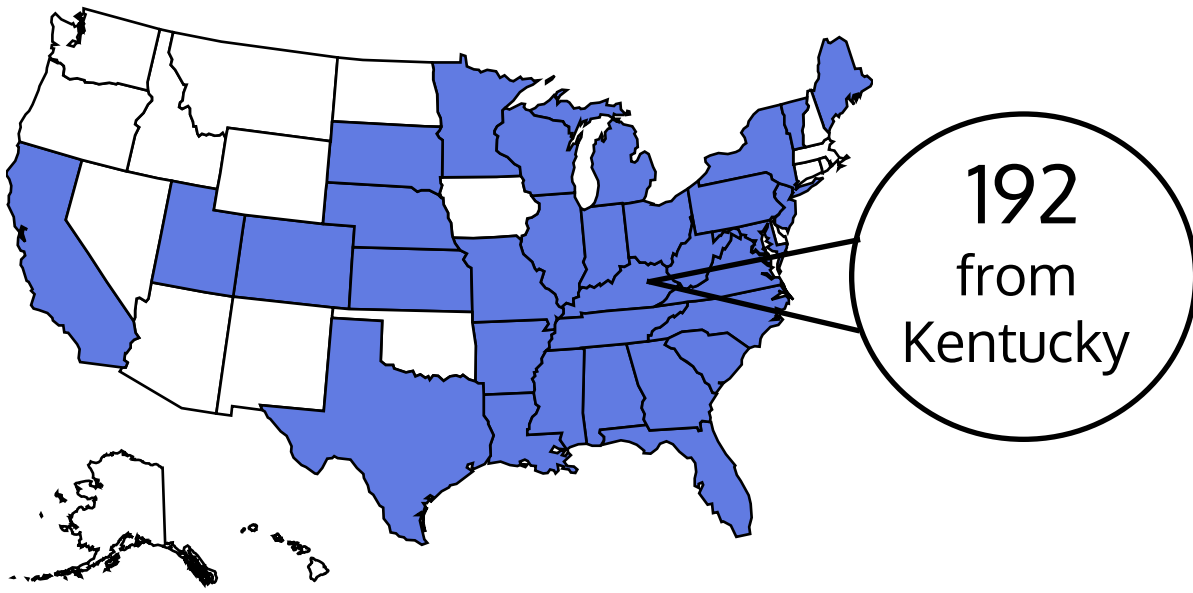
Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

# Admissions

- Highlights
  - First-Year Student
  - Transfer Student
- 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, 2008-2017
  - by Sex
  - by Cohort Type
  - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
  - All Students
  - by Sex
- Fall Term Transfer Student Enrollment Trends, 2008-2017
  - by Sex
  - by Territory

# First-Year Student Highlights

## Fall 2017



### 432 Students enrolled from...

32 States  
26 Countries

74% In-Territory  
25% At-Risk and Distressed Counties

### Academic Preparation

Mean ACT

24.4

Required at least one course of developmental math

25%

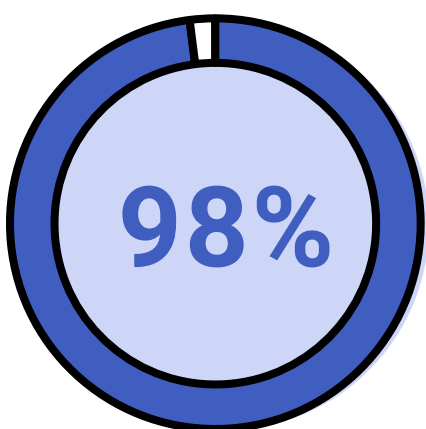
High School Percentile Rank

Second Fifth 36%

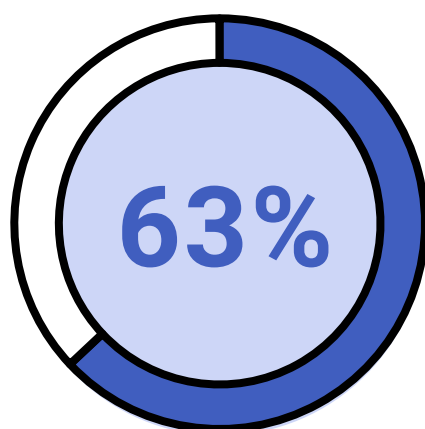
Third Fifth 13%

Top Fifth 49%

### Financial Qualifications



Pell Grant Recipients



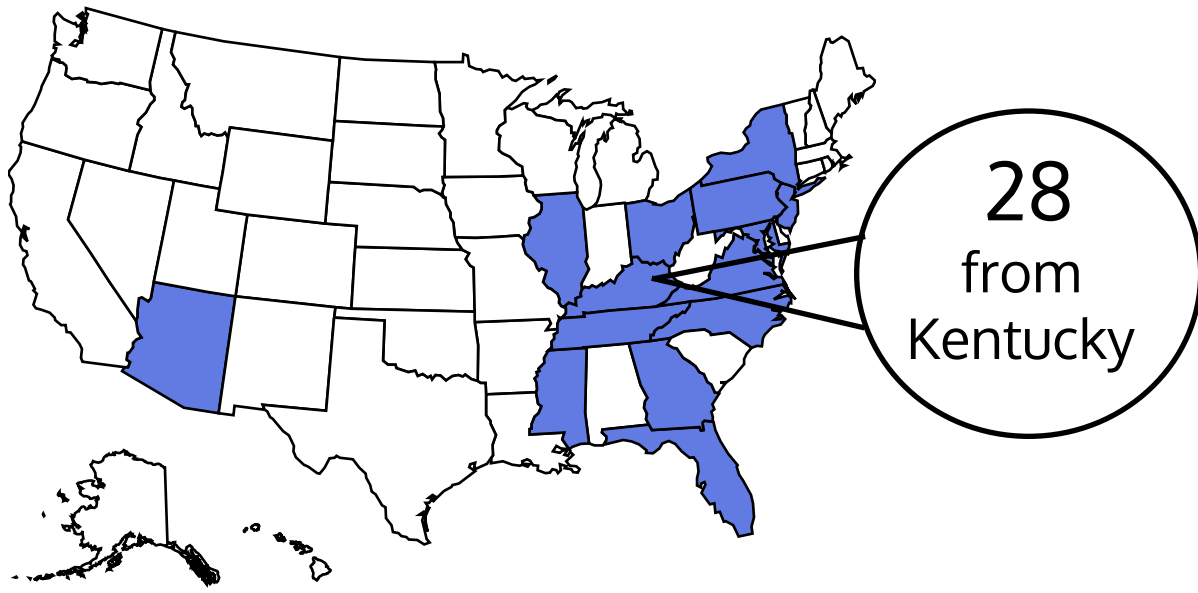
Domestic Students with an EFC of \$0 (Expected Family Contribution)

### Enrollment Characteristics

55% Female  
24% African-American  
6% F-1 International  
12% Hispanic  
62% First Generation  
4% Homeschooled

# Transfer Student Highlights

## Fall 2017



### 53 Students enrolled from...

14 **States**  
3 **Countries**

68% In-Territory  
34% At-Risk and  
Distressed  
Counties

### Academic Preparation

Mean Transfer GPA

3.50

Required at least one course of  
developmental math

6%

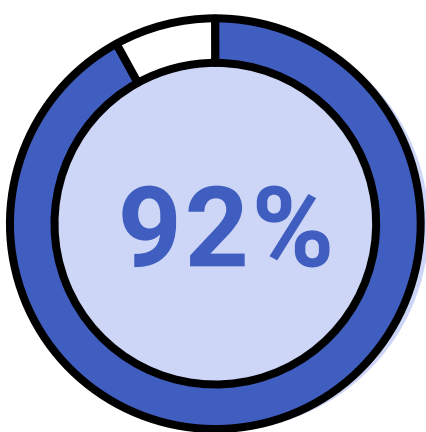
### Classification

Junior  
34%

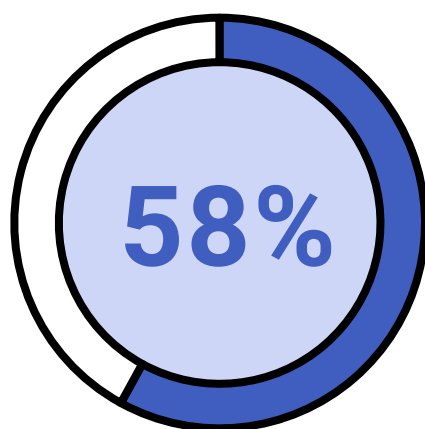
Freshman  
25%

Sophomore  
42%

### Financial Qualifications



Pell Grant  
Recipients



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

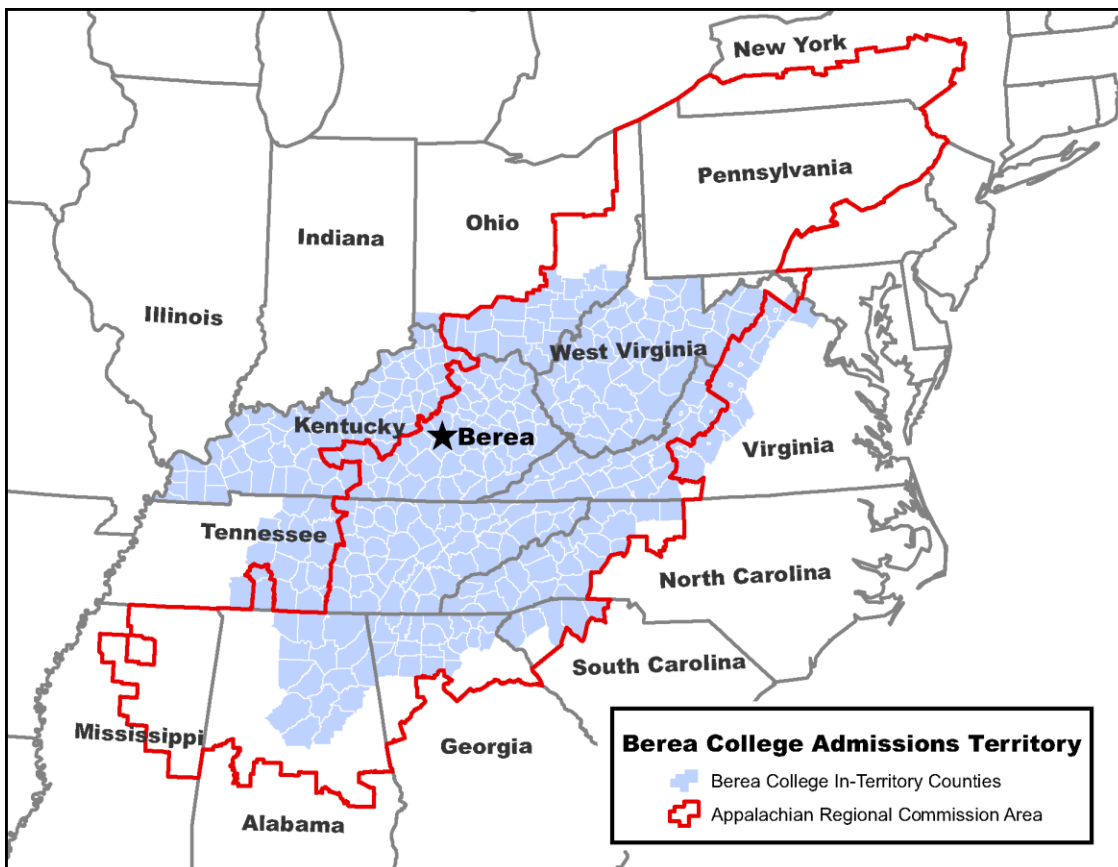
### Enrollment Characteristics

58% Female  
8% African-American  
6% F-1 International  
13% Hispanic  
58% First Generation  
43% 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 blue 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 36-37 for a list of counties by state). **Twenty-two counties in Tennessee were added in January 2017 (on page 37). The entering class of 2018 will be the first class to be recruited from the new 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, 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  
Towns  
Union  
Walker  
White  
Whitfield

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### NORTH CAROLINA

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

### 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

\*Counties added in 1976

\*\*Counties added in 1978

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

\*\*\*\*Counties added in 2017 (entering class of 2018 will be the first class recruited from these counties)

## Admissions Territory (continued)

### TENNESSEE

Anderson  
Bedford\*\*\*\*  
Bledsoe  
Blount  
Bradley  
Campbell  
Cannon\*\*\*\*  
Carter  
Cheatham\*\*\*\*  
Claiborne  
Clay  
Cocke  
Coffee\*\*\*\*  
Cumberland  
Davidson\*\*\*\*  
DeKalb  
Dickson\*\*\*\*  
Fentress  
Franklin\*\*\*\*  
Giles\*\*\*\*  
Grainger  
Greene  
Grundy  
Hamblen  
Hamilton  
Hancock  
Hawkins  
Hickman\*\*\*\*  
Jackson  
Jefferson  
Johnson  
Knox  
Lawrence\*\*\*\*  
Lewis\*\*\*\*  
Lincoln\*\*\*\*  
Loudon  
McMinn  
Macon  
Marion  
Marshall\*\*\*\*  
Maury\*\*\*\*  
Meigs  
Monroe  
Moore\*\*\*\*  
Morgan  
Overton  
Pickett  
Polk

### TENNESSEE

Putnam  
Rhea  
Roane  
Robertson\*\*\*\*  
Rutherford\*\*\*\*  
Scott  
Sequatchie  
Sevier  
Smith  
Sullivan  
Sumner\*\*\*\*  
Trousdale\*\*\*\*  
Unicoi  
Union  
VanBuren  
Warren  
Washington  
Wayne\*\*\*\*  
White  
Williamson\*\*\*\*  
Wilson\*\*\*\*  
  
VIRGINIA  
Alleghany  
Amherst  
Augusta  
Bath  
Bedford  
Bland  
Botetourt  
Buchanan  
Carroll  
Clarke  
Craig  
Dickenson  
Floyd  
Franklin  
Frederick  
Giles  
Grayson  
Highland  
Lee  
Loudon\*\*  
Montgomery  
Nelson  
Page  
Patrick  
Pulaski

### VIRGINIA

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\*  
Monroe  
Nicholas  
Pendleton  
Pleasants\*  
Pocahontas  
Preston\*  
Putnam

### WEST VIRGINIA

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)

\*\*\*\*Counties added in 2017 (entering class of 2018 will be the first class recruited from these counties)

Source: Admissions Office

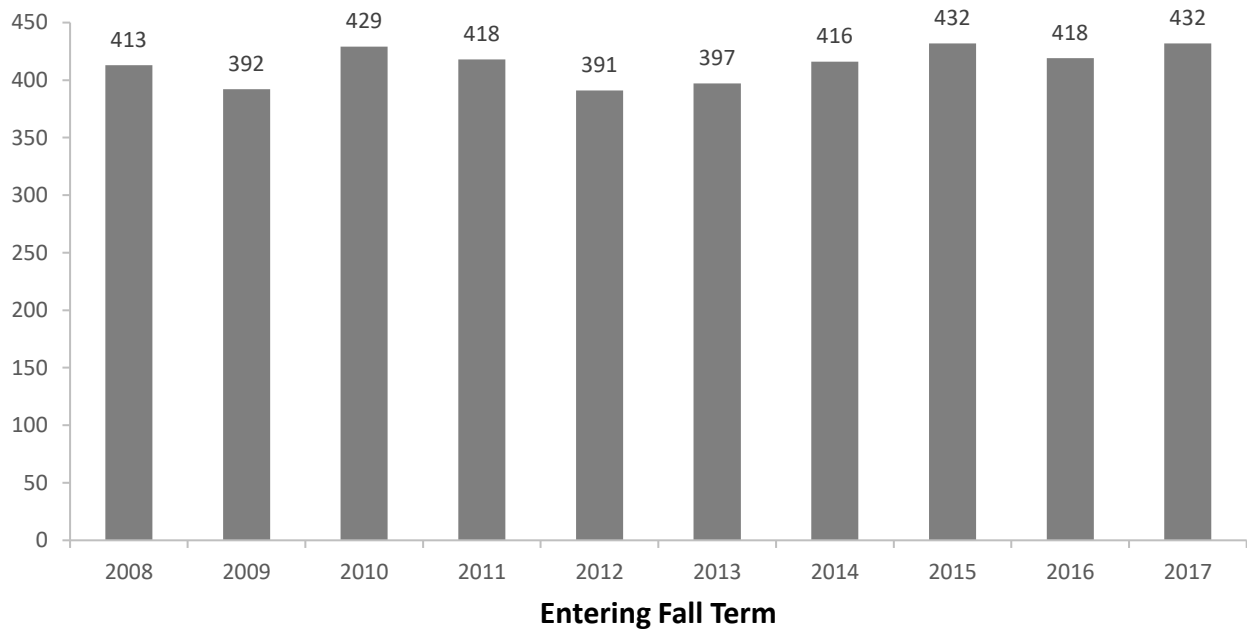


## FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

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>
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
2017	4,961	1,712	600	35	432	72

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

### NUMBER OF FIRST-YEAR STUDENTS



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

**FIRST-YEAR STUDENTS BY 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>
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
2017	1,697	666	252	38	195	77

**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>
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
2017	3,256	1,044	348	33	237	68

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.  
 For 2017, sex was unknown for 8 submitted applications and 2 completed applications.

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

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

IN-TERRITORY						
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	% of Completed		N	% of Accepted
			N	Applications		
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
2017	3,075	929	446	48	320	72

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		
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
2017	1,215	269	125	46	88	70

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		
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
2017	671	514	29	6	24	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>
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
2017	432	192	44.4

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## AFRICAN-AMERICAN\* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
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
2017	432	105	24.3

\*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>
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
2017	432	102	23.6	44	10.2

\*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/>

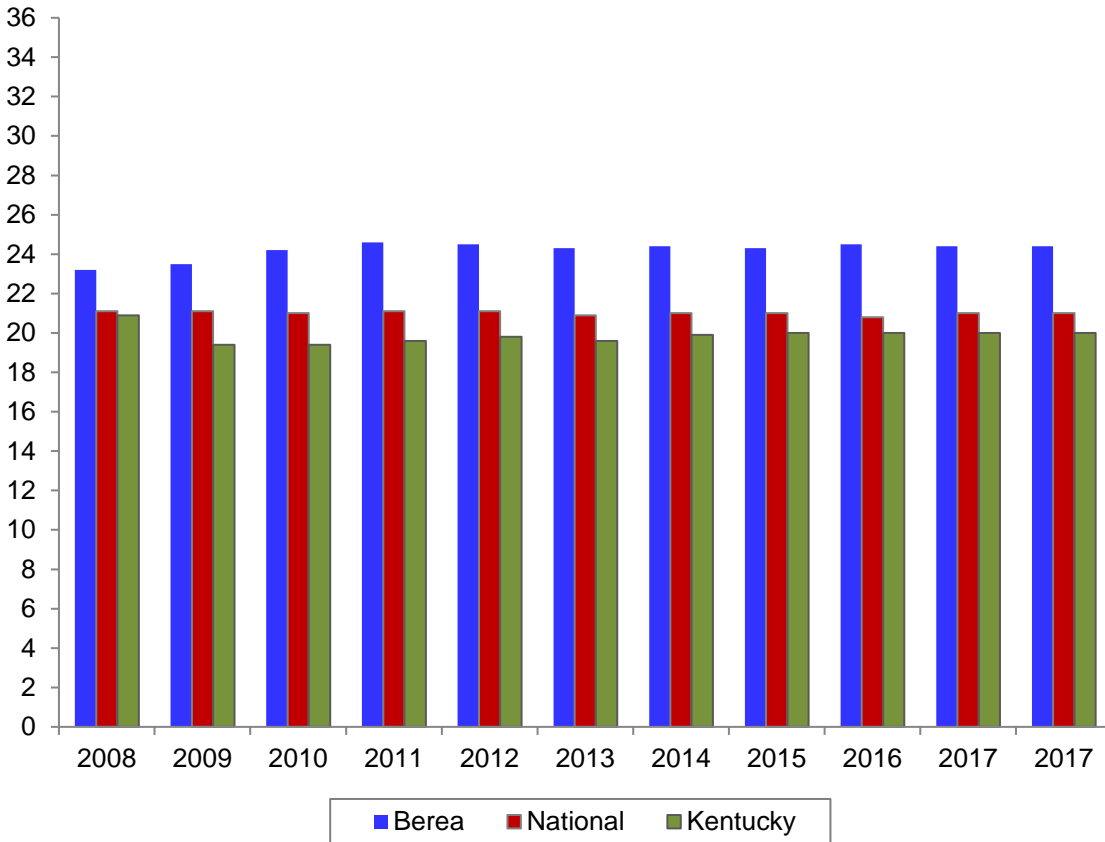
Source: Office of Institutional Research and Assessment, October 2017

## MEAN ACT COMPOSITE SCORES

Fall Term	Number of First-Year Students* who Submitted ACT	All First-Year Students*	Berea		National Mean	Kentucky Mean
			Males	Females		
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
2017	380	24.4	24.3	24.5	21.0	20.0

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

### MEAN ACT COMPOSITE SCORES: Berea College, National, and Kentucky



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

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

Fall Term	Number of First-Year Students* who Submitted SAT	Berea's First-Year Students Mean Scores			National and Kentucky Comparisons Mean Scores					
		Critical Reading	Mathematics	Writing	Critical Reading		Mathematics		Writing	
					National	KY	National	KY	National	KY
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
2017	44	547	554	530	494	604	508	599	482	586

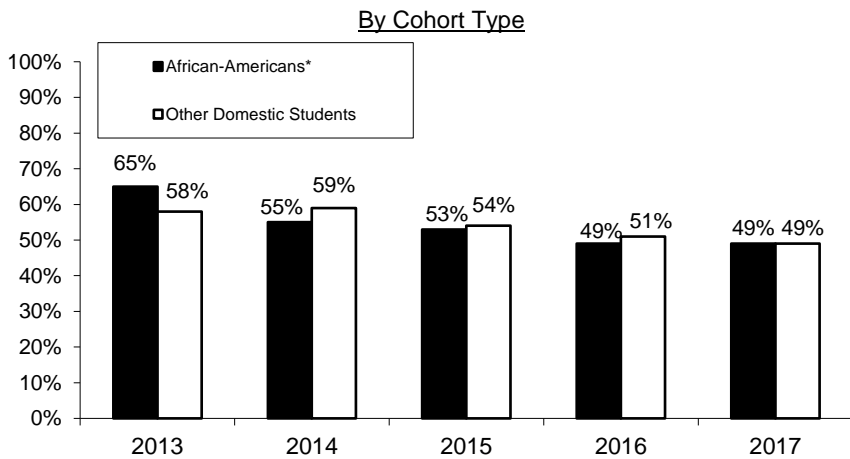
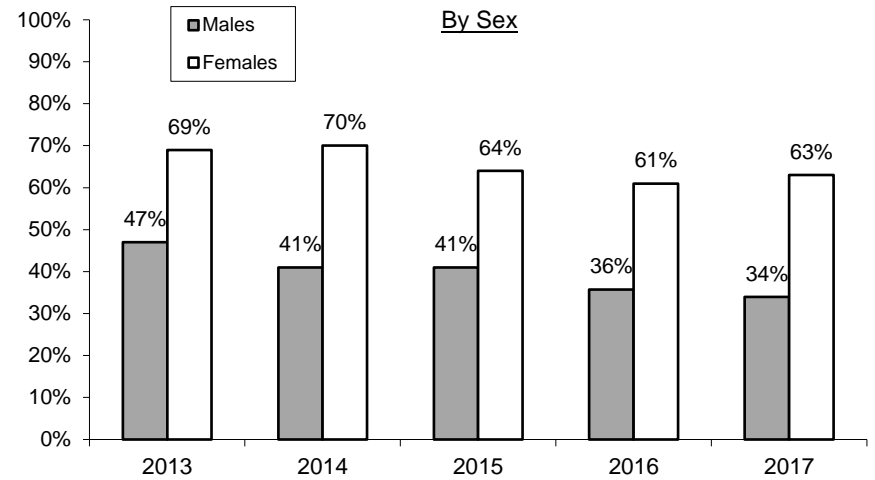
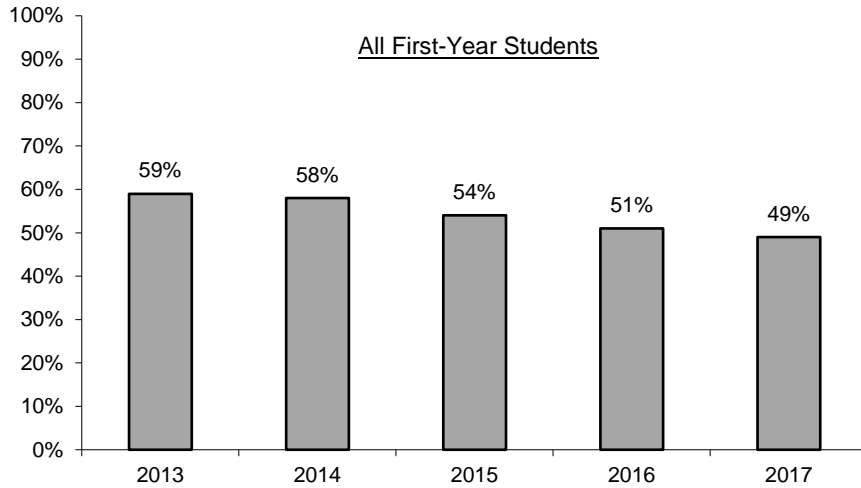
\*Approximately 5 – 10 % of Berea College first-year students submit SAT scores.

\*\*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



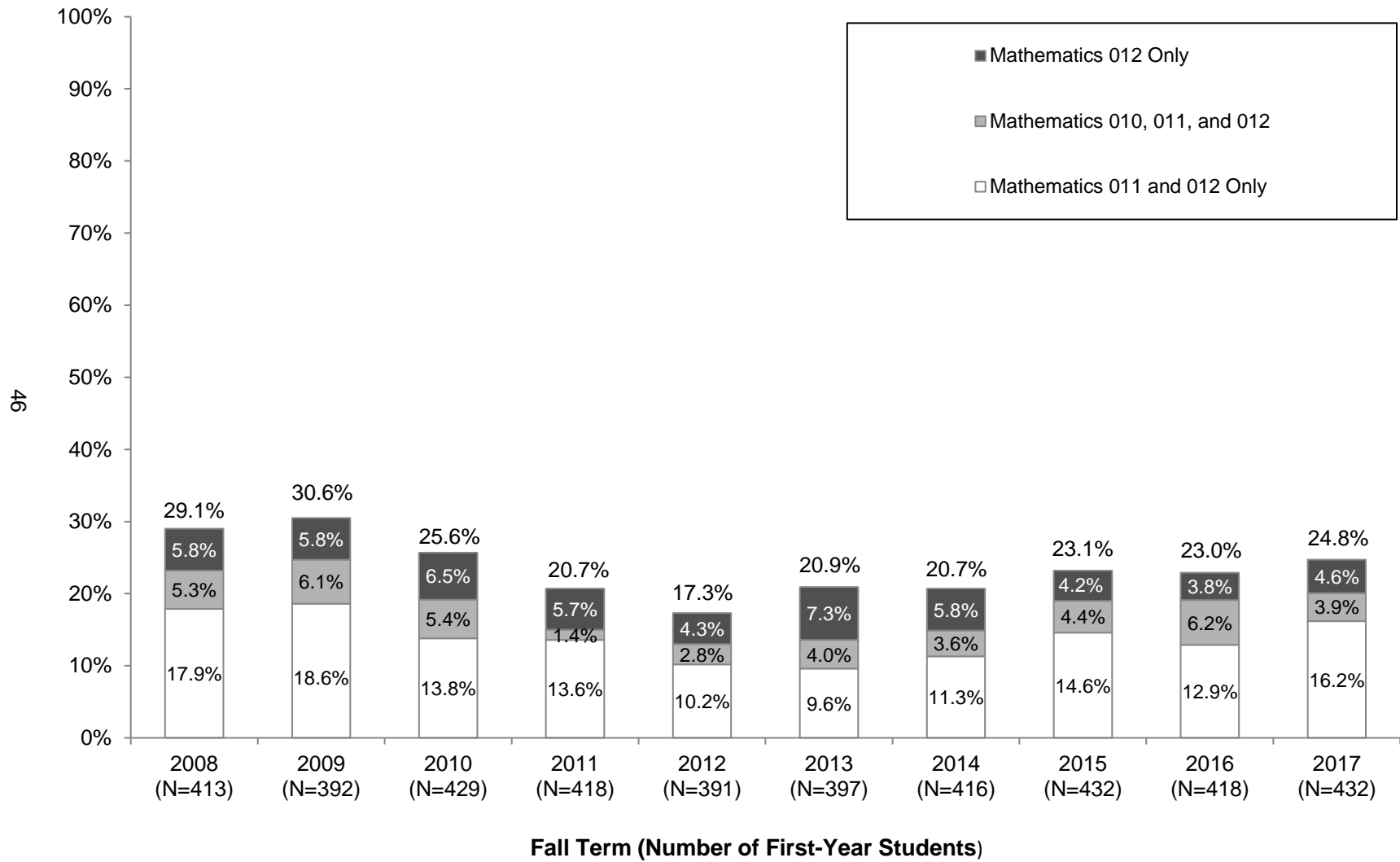
\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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

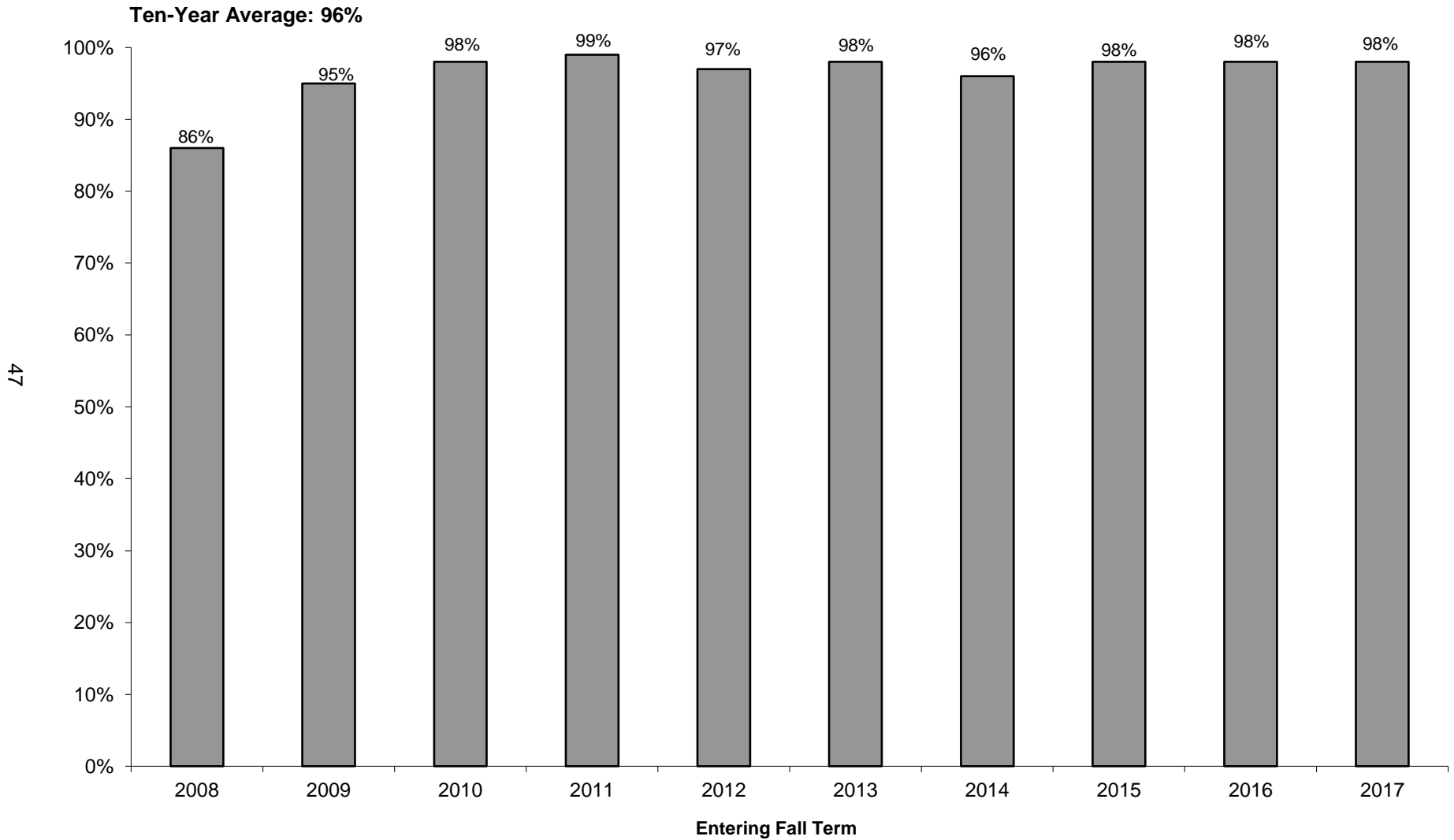


## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES



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

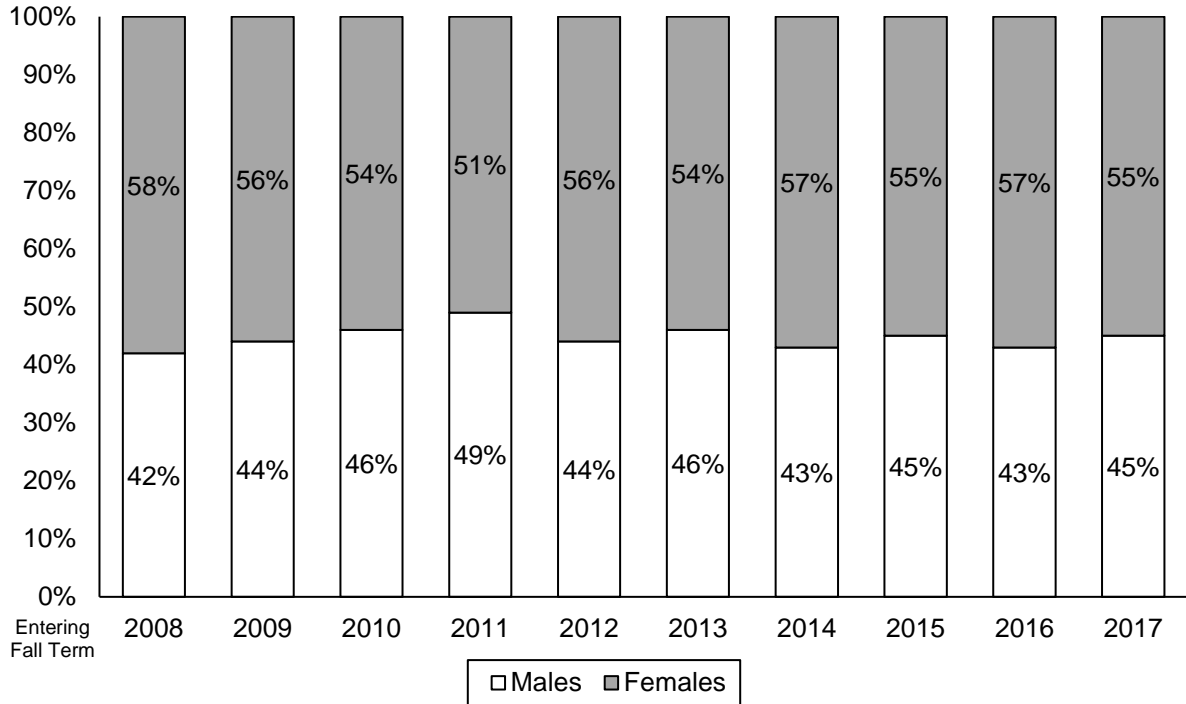


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

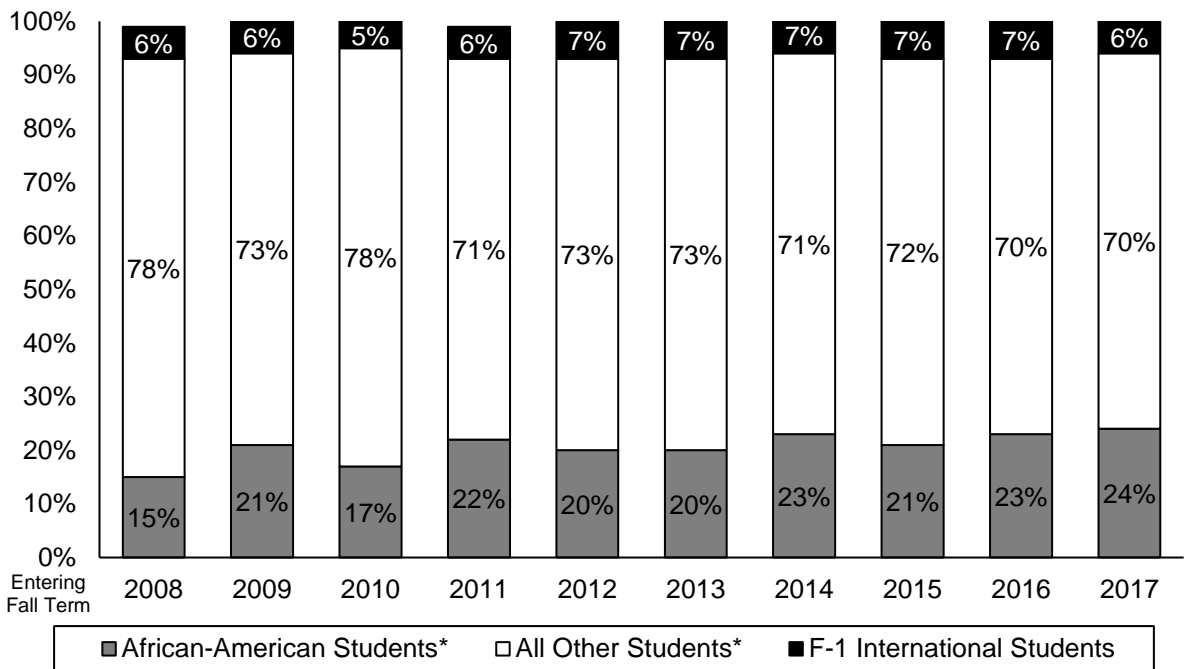
Source: Office of Institutional Research and Assessment, September 2017

# FIRST-YEAR STUDENT ENROLLMENT TRENDS

## By Sex



## By Cohort Type

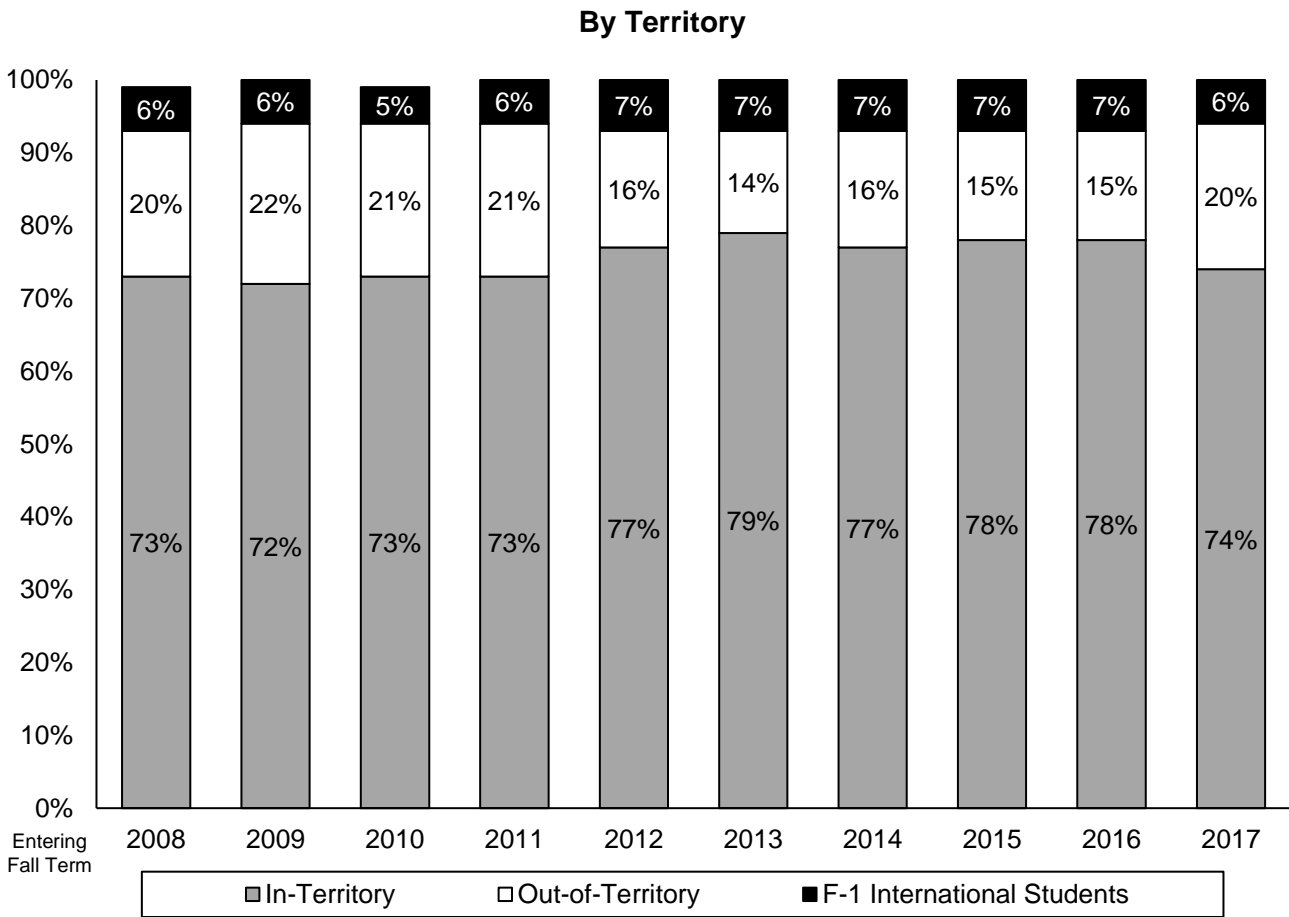


\*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2017

## First-Year Student Enrollment Trends, continued

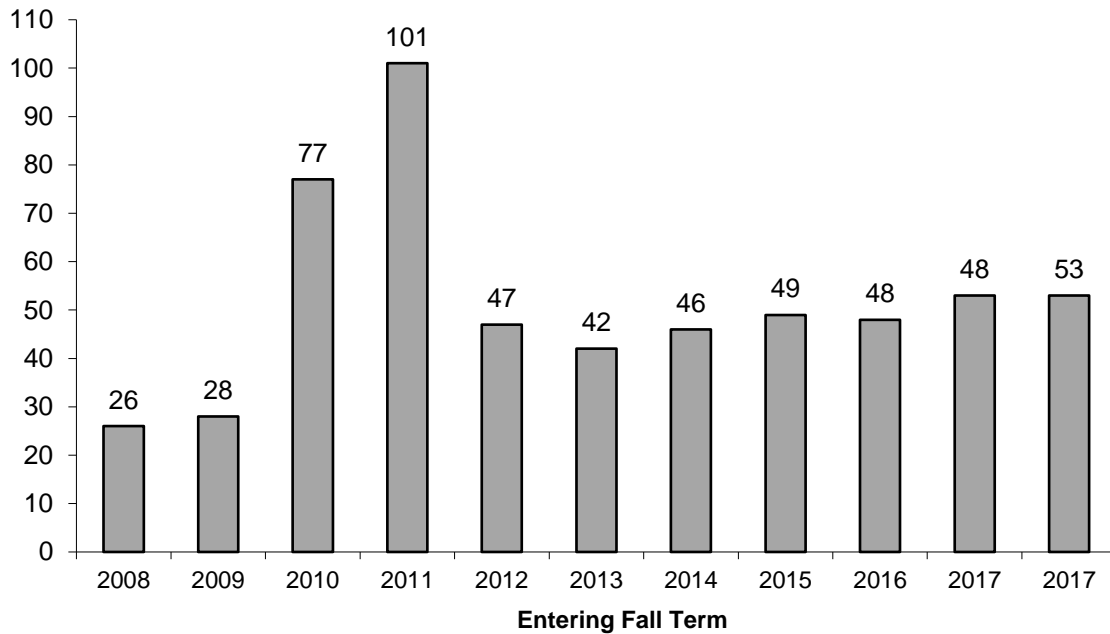


Source: Office of Institutional Research and Assessment, October 2017.

## 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
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
2017	245	159	71	45	53	75

## 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>
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
2017	82	52	30	58	22	73

**Females**

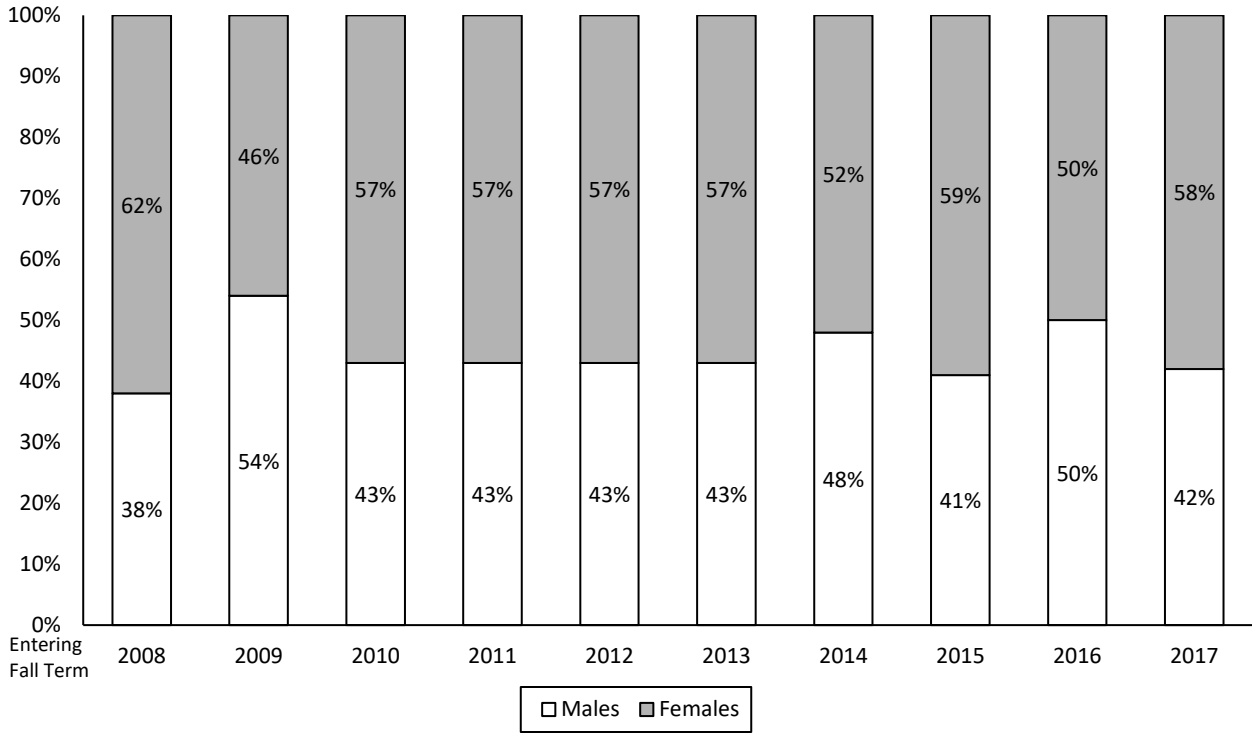
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2008	145	n/a	17	n/a	16	94%
2009	218	45	17	38%	13	76
2010	263	76	55	72	44	80
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
2017	163	107	41	38	31	76

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

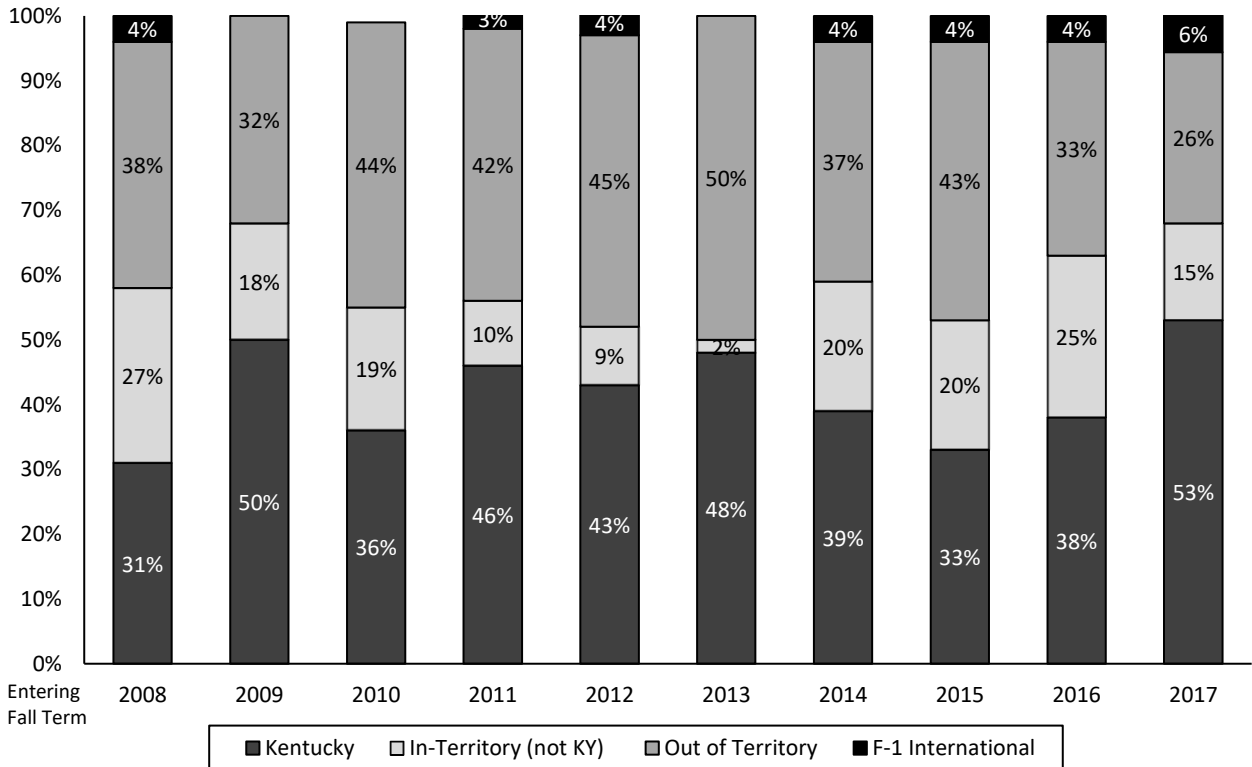
Source: Annual editions of the Transfer Students' Class Profile

# FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

## By Sex



## By Territory



Source: Office of Institutional Research and Assessment, September 2017

# Student Enrollment and Characteristics

- Highlights
- Fall 2017 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 2017 Enrollment by State and U. S. Territories (Map)
- Fall 2017 Enrollment by Country (Map)
- Fall 2017 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 2017 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2008-2017
  - by Sex
  - by Cohort Type
  - by Territory
- Spring Enrollments by Classification
  - By Full-Time and Part-Time Status

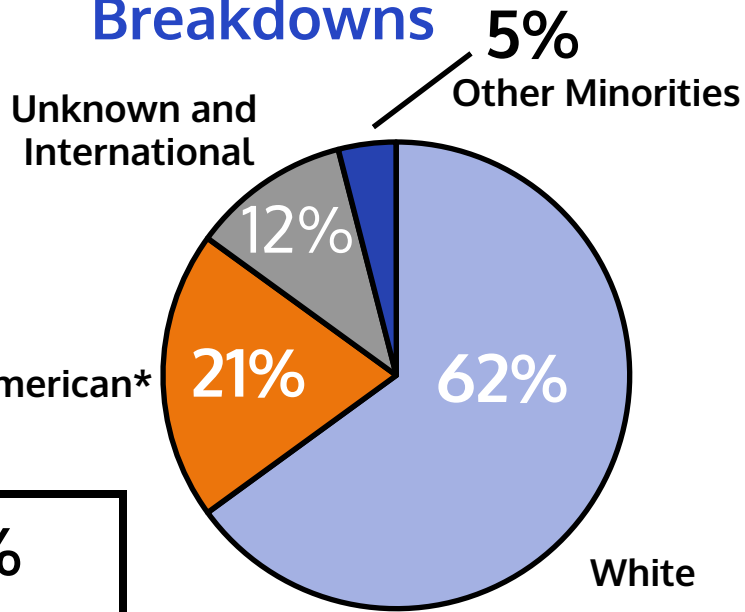




# Enrollment Highlights

## Fall 2017

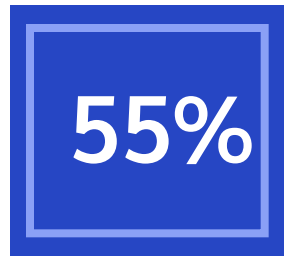
### Ethnic and Racial Breakdowns



**11%**  
Hispanic or Latino or Spanish Origin

\*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

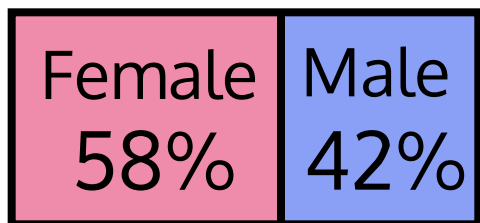


### Students with International Experience\*



\*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



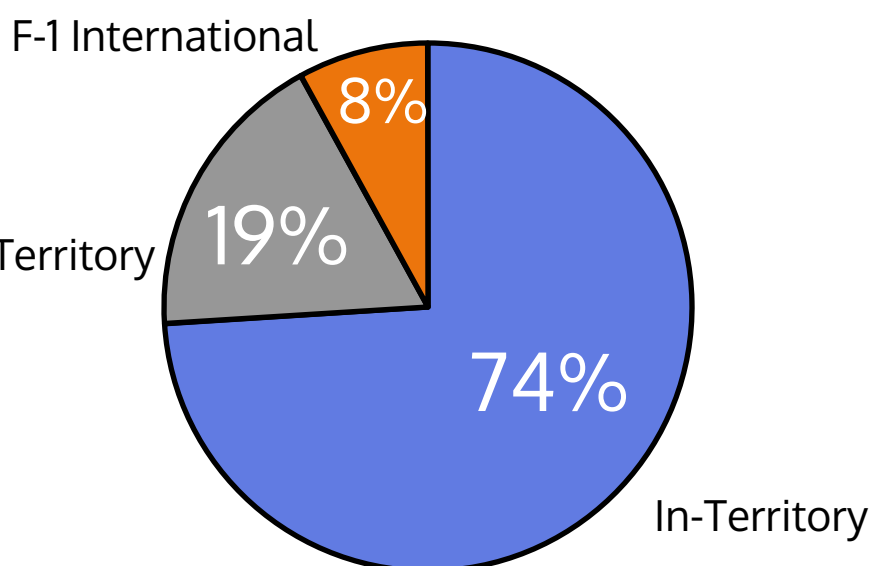
### Degree-Seeking



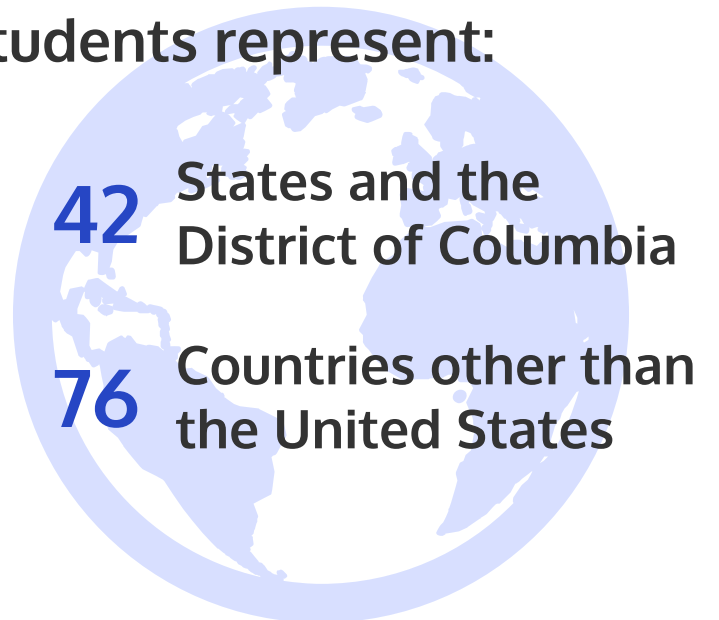
### Non-Degree-Seeking



### Territory



### Students represent:



## FALL 2017 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,610	First-Year Students N = 432	Transfer Students N = 53
<b>Sex</b>			
Male	680 42%	195 45%	22 42%
Female	930 58%	237 55%	31 58%
<b>Territory</b>			
In-Territory	1,188 74%	320 74%	36 68%
Out-of-Territory	300 19%	88 20%	14 26%
F-1 International	122 8%	24 6%	3 6%
<b>From At-Risk/Distressed Appalachian Counties</b>	378 23%	102 24%	17 32%
<b>Students with International Experience</b>	179 11%	33 8%	6 11%
<b>Ethnic and Racial Breakdowns</b>			
Hispanic or Latino or Spanish Origin	183 11%	52 12%	7 13%
Black or African American	343 21%	105 24%	4 8%
Other minorities	86 5%	24 6%	4 8%
White	994 62%	262 61%	34 64%
Unknown and International	187 12%	41 9%	11 21%
<b>Non-Traditional</b>	144 9%	8 2%	14 26%
<b>First Generation</b> (based on those with known info)	844/1531 55%	268/432 62%	31/53 58%

### 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.

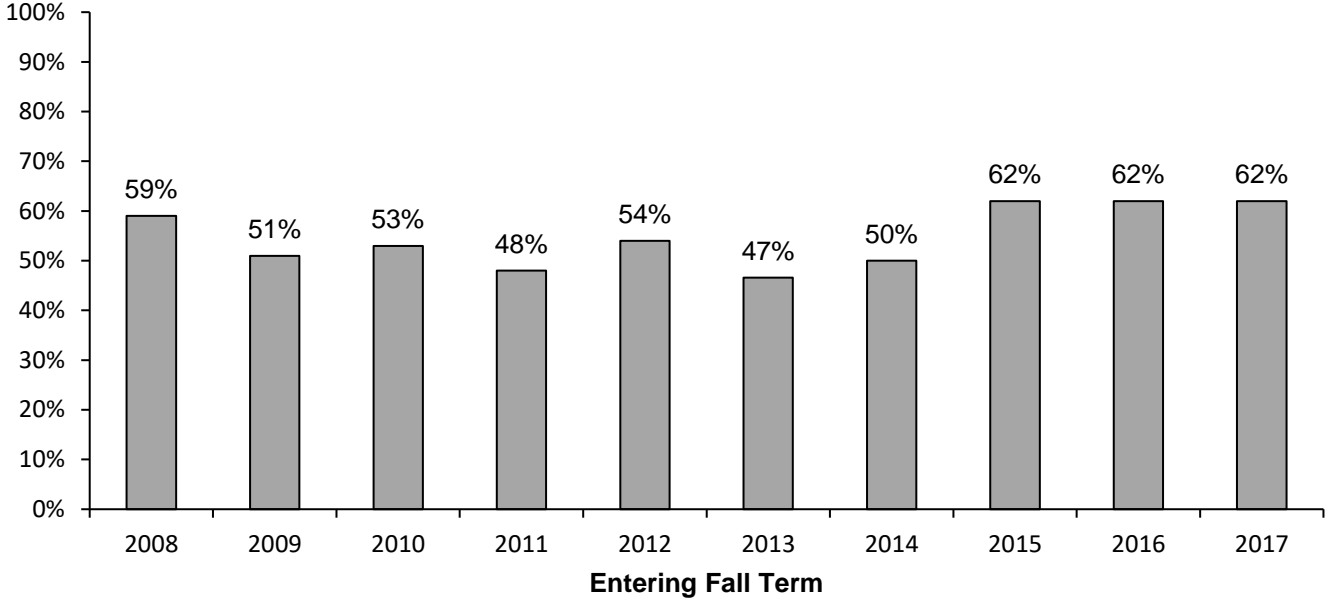
**Non-Traditional** - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age. Twenty (1%) international students are 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.

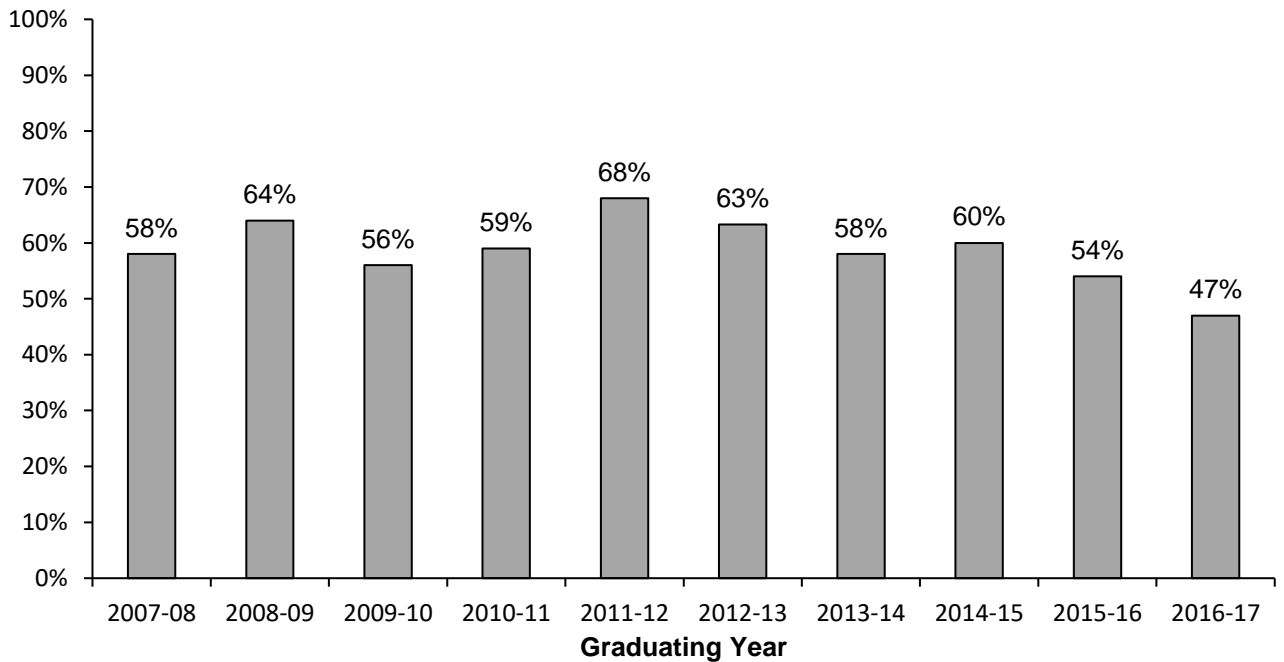
## PERCENT OF FIRST-GENERATION STUDENTS (At Entry and at Graduation)

**First Generation** – Students who indicated that neither parent has received a college degree via responses on admissions application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student survey.

### First-Year Students

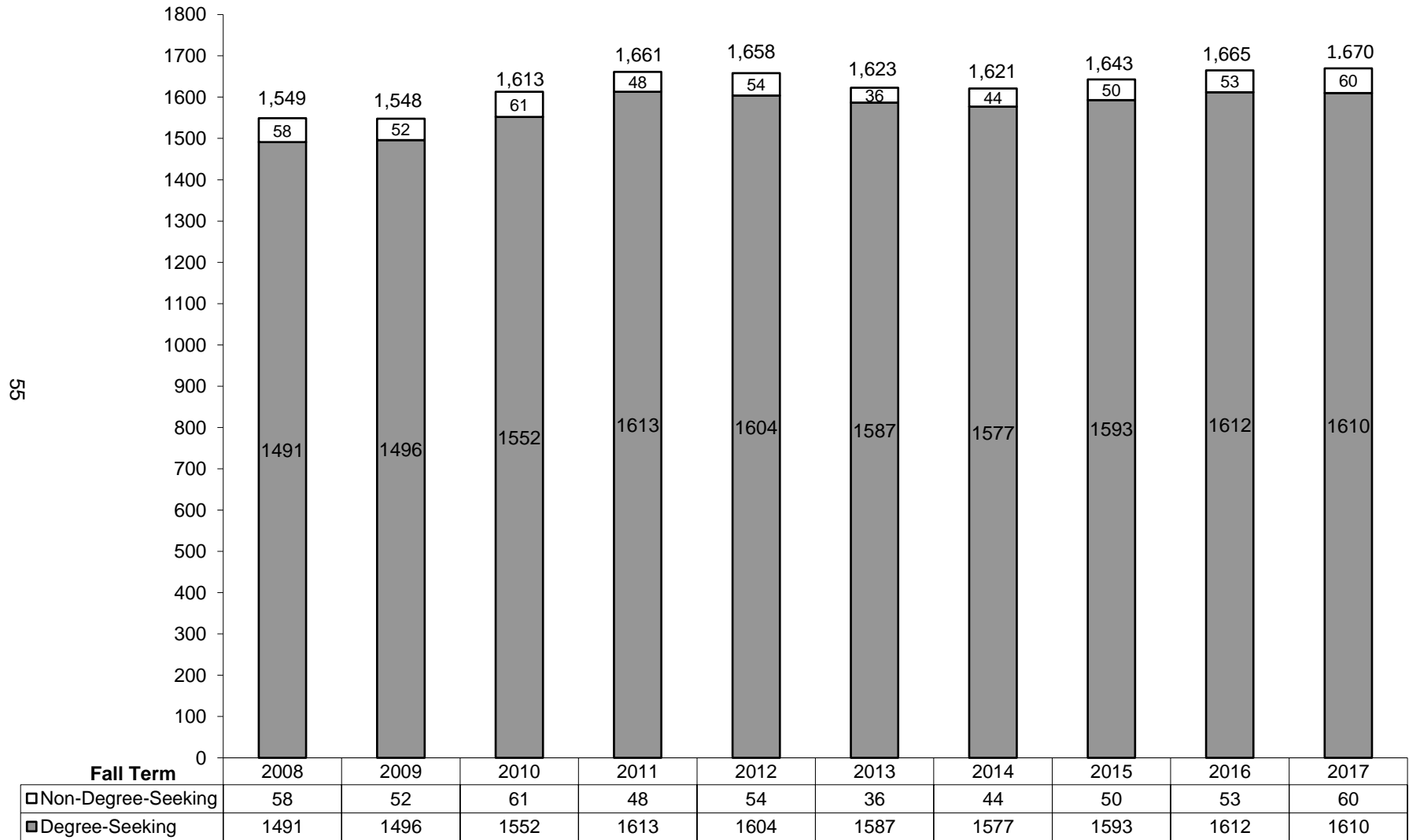


### Graduating Seniors



Source: Office of Institutional Research and Assessment, annual surveys:  
 First-Year (Entering) Student Surveys (Response rates range from 85% to 97%)  
 Graduating Senior 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 2017

**FALL ENROLLMENTS BY CLASSIFICATION  
2013 - 2017**

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	454	486	497	512	504
First-Year Students	(397)	(416)	(432)	(418)	(432)
Other Freshmen**	(57)	(70)	(65)	(94)	(72)
Sophomore	351	347	373	339	374
Junior	386	370	377	400	376
Senior	<u>396</u>	<u>374</u>	<u>346</u>	<u>361</u>	<u>356</u>
TOTAL DEGREE-SEEKING STUDENTS	1,587	1,577	1,593	1,612	1,610
Auditing Student	Auditing students not recorded prior to 2016.			4	3
Berea Community School	17	21	30	33	45
College Employee	5	4	3	0	0
Community (Special)	10	10	13	8	5
EKU Exchange	0	2	0	3	0
Madison Southern High School	0	2	2	0	1
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>4</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>6</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	36	44	50	53	60
<b>TOTAL HEADCOUNT</b>	<b>1,623</b>	<b>1,621</b>	<b>1,643</b>	<b>1,665</b>	<b>1,670</b>

\*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>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b><u>Full-Time Students</u></b>					
Freshman	454	485	497	512	504
First-Year Students	(397)	(416)	(432)	(418)	(432)
Other Freshmen*	(57)	(69)	(65)	(94)	(72)
Sophomore	351	346	373	339	374
Junior	386	370	377	399	376
Senior	<u>390</u>	<u>371</u>	<u>343</u>	<u>360</u>	<u>355</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,581	1,572	1,590	1,610	1,609
Auditing Student	Auditing students not recorded prior to 2016.			0	0
Berea Community School	1	1	0	1	0
College Employee	0	0	0	0	0
Community (Special)	1	0	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>4</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>6</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	6	2	6	6
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,587</b>	<b>1,578</b>	<b>1,592</b>	<b>1,616</b>	<b>1,615</b>
<hr/>					
<b><u>Part-Time Students</u></b>					
Freshman	0	1	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(0)	(1)	(0)	(0)	(0)
Sophomore	0	1	0	0	0
Junior	0	0	0	1	0
Senior	<u>6</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	6	5	3	2	1
Auditing Student	Auditing students not recorded prior to 2016.			4	3
Berea Community School	16	20	30	32	45
College Employee	5	4	3	0	0
Community (Special)	9	10	13	8	5
EKU Exchange	0	2	0	3	0
Madison Southern High School	0	2	2	0	1
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	30	38	48	47	54
<b>TOTAL PART-TIME STUDENTS</b>	<b>36</b>	<b>43</b>	<b>51</b>	<b>49</b>	<b>55</b>
<b>FTE ENROLLMENT</b>	<b>1,602</b>	<b>1,595</b>	<b>1,612</b>	<b>1,638</b>	<b>1,637</b>

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. Our current part-time enrollment of 55 students has a FTE of 21.59.

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
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
2017	1,610	122	7.6	179	11.1

\*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 six F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2017.

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

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2017	1,610	343	21.3

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

Source: Office of Institutional Research and Assessment, October 2017

**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
2017	1,610	378	23.5	149	9.3

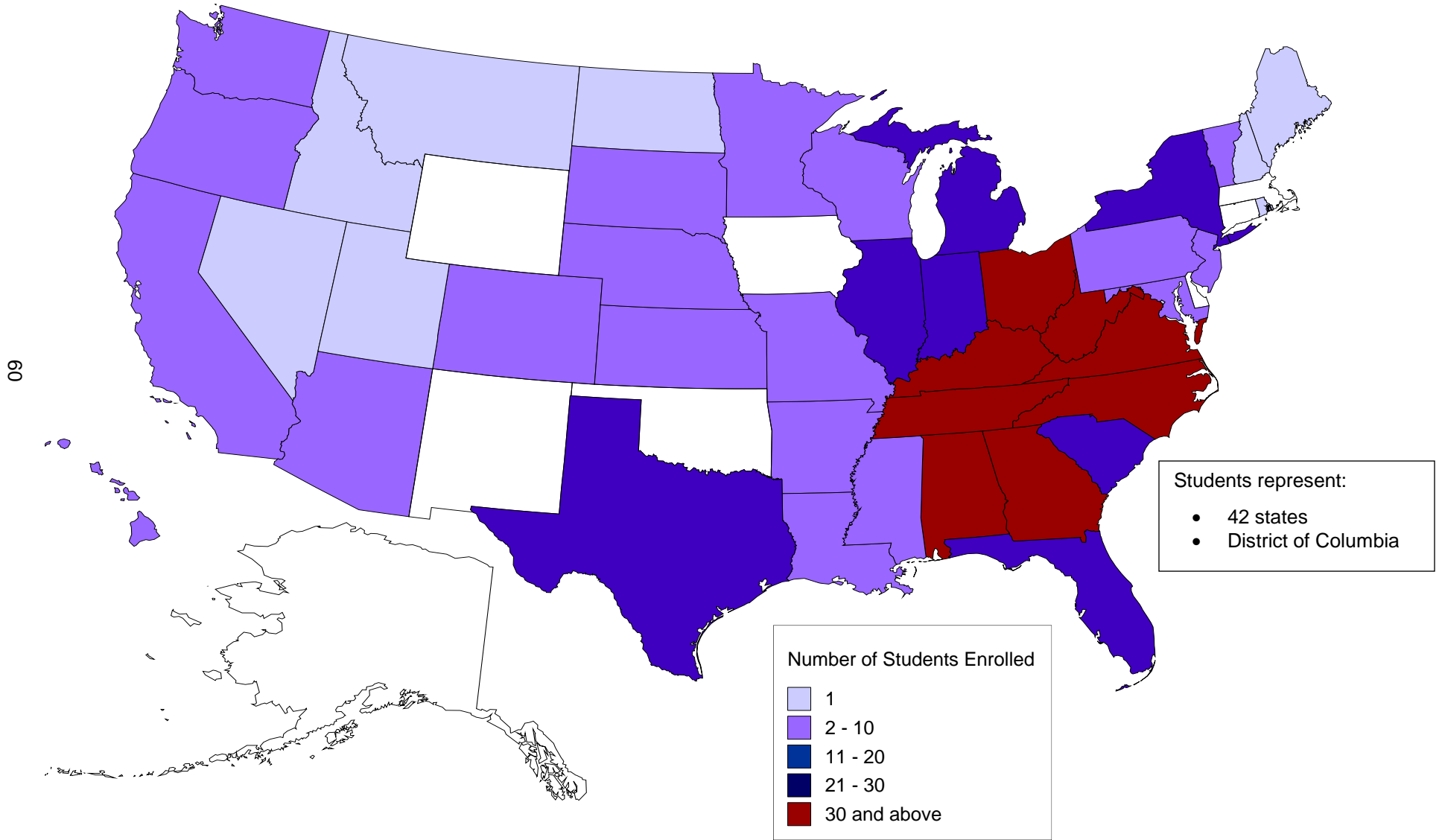
\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

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/>



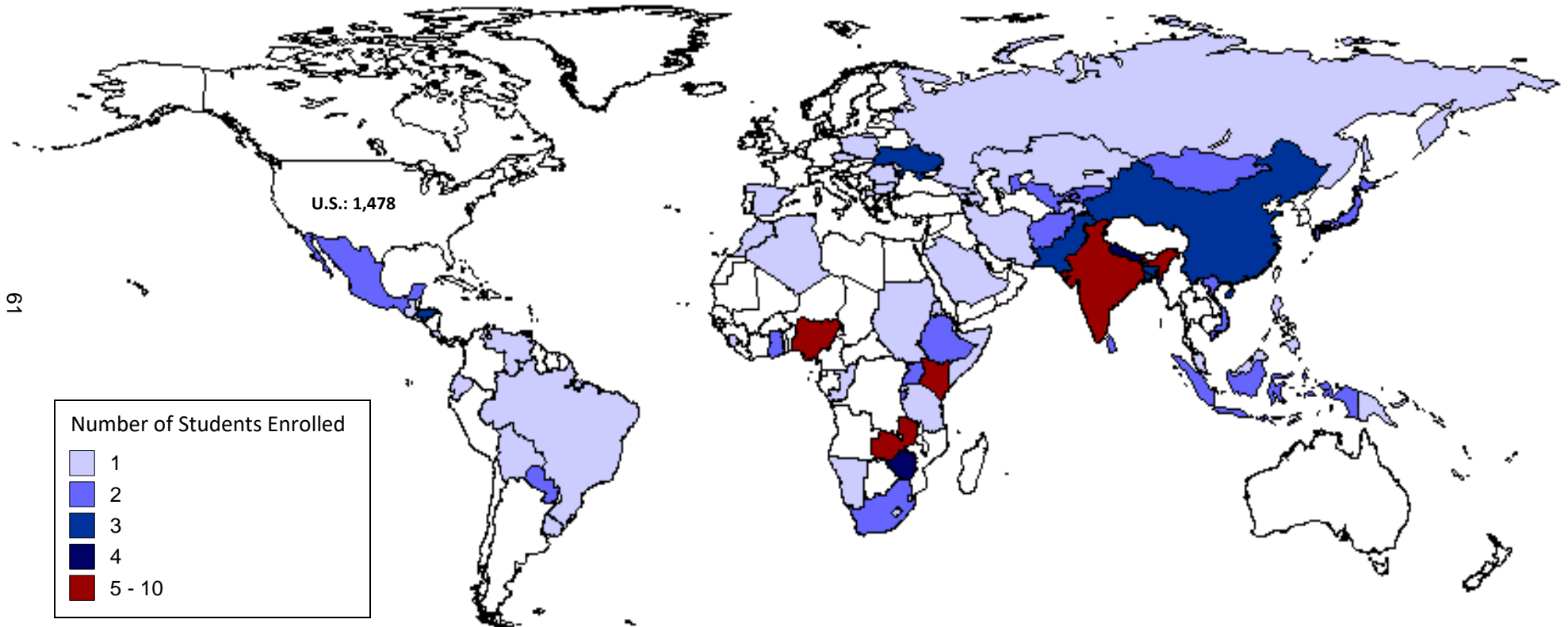
# FALL 2017 ENROLLMENT BY STATE



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

Source: Office of Institutional Research and Assessment, Geographical Report, October 2017.

## FALL 2017 ENROLLMENT BY COUNTRY



Students represent a total of 76 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 the State of Palestine.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2017.

**FALL 2017 DEGREE-SEEKING ENROLLMENT BY COUNTRY  
ORGANIZED BY CONTINENT**

**Africa (24 countries)**

Algeria	1
Burundi	2
Congo	1
Eritrea	1
Ethiopia	2
Gambia	4
Ghana	2
Kenya	5
Lesotho	1
Mauritius	1
Morocco	1
Namibia	1
Nigeria	5
Rwanda	1
Sierra Leone	1
Somalia	1
South Africa	2
Sudan	1
Swaziland	1
Tanzania	1
Tunisia	2
Uganda	2
Zambia	5
Zimbabwe	4
<b>Total</b>	<b>48 (36.4%)</b>

**Asia (26 countries)**

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

**Asia, continued**

Saudi Arabia	1
Sri Lanka	2
Syria	1
Tajikistan	1
Turkmenistan	1
Uzbekistan	2
Vietnam	2
<b>Total</b>	<b>50 (37.9%)</b>

**Europe (11 countries)**

Armenia	1
Azerbaijan	1
Bulgaria	1
Czech Republic	1
Georgia	1
Macedonia	1
Moldova	1
Poland	1
Romania	1
Spain	1
Ukraine	3
<b>Total</b>	<b>13 (9.8%)</b>

**Oceania (1 country)**

Papua New Guinea	1 (0.8%)
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**Western Hemisphere (The Americas)  
(14 countries)**

Bolivia	1
Brazil	1
Columbia	1
Costa Rica	1
Ecuador	1
El Salvador	1
Guatemala	1
Guyana	1
Haiti	3
Honduras	3
Jamaica	1
Mexico	2
Paraguay	2
Venezuela	1
<b>Total</b>	<b>20 (15.2%)</b>

**(76 countries represented)**

<b>TOTAL OF ALL COUNTRIES</b>	<b>132</b>	<b>100%</b>
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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-two (132) 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 2017

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Berea's Territory*	1,125	1,137	1,175	1,202	1,188
Prior to 1976 expansion	63%	63%	62%	61%	57%
Counties Added in 1976 & 1978	34%	34%	34%	36%	39%
Hamilton Co, Ohio added in 1996	3%	3%	4%	3%	4%
Out-of-Territory**	342	320	294	288	300
F-1 International***	<u>120</u>	<u>120</u>	<u>124</u>	<u>122</u>	<u>122</u>
TOTAL	1,587	1,577	1,593	1,612	1,610

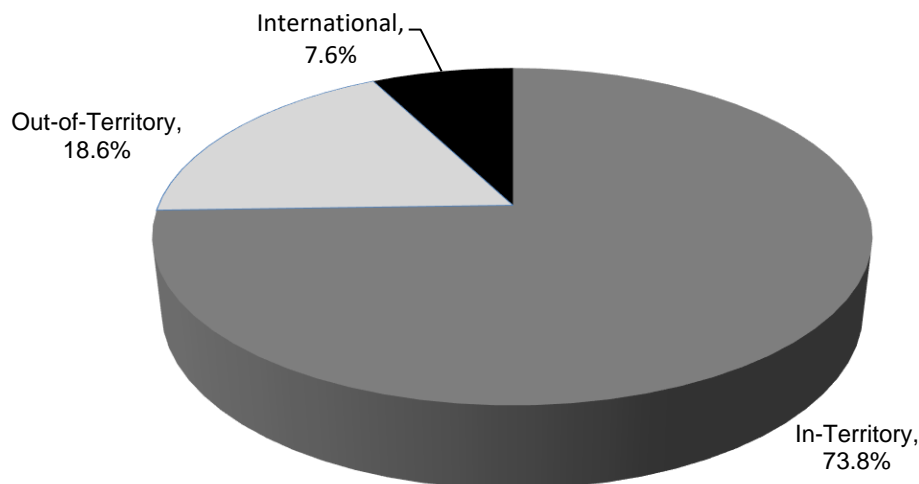
\*For a complete description of Berea's Territory and its changes, please see pages 35 - 37. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

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

\*\*\*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2017, 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 2017 TERRITORY DESIGNATIONS



Source: Office of Institutional Research and Assessment, annual editions of The Geographical Report.

## 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 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>Fall 2017</u>	
Hispanic or Latino or Spanish Origin	67	4.2%	93	5.9%	128	8.0%	153	9.5%	183	11.4%
Not Hispanic or Latino or Spanish Origin	1,327	83.6%	1,320	83.7%	1,308	82.1%	1,314	81.5%	1,287	79.9%
Chose not to respond	73	4.6%	44	2.8%	33	2.3%	23	1.4%	18	1.1%
International Students	120	7.6%	120	7.6%	124	7.8%	122	7.6%	122	7.6%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	120	7.6%	120	7.6%	124	7.8%	122	7.6%	122	7.6%
Chose not to respond (race unknown)	43	2.7%	36	2.3%	47	3.0%	54	3.3%	65	4.0%
American Indian or Alaska Native	6	0.4%	6	0.4%	12	0.8%	16	1.0%	15	0.9%
Asian	24	1.5%	26	1.6%	25	1.6%	32	2.0%	33	2.0%
Black or African American	246	15.5%	253	16.0%	263	16.5%	253	15.7%	261	16.2%
Native Hawaiian or Other Pacific Islander	3	0.2%	3	0.2%	3	1.9%	3	0.2%	1	0.6%
White	1,060	66.8%	1,037	65.8%	1,028	64.5%	1,021	63.3%	994	61.7%
Two or more races indicated	85	5.4%	96	6.1%	91	5.7%	111	6.9%	119	7.4%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(2)		(1)		(2)		(1)	
American Indian/Alaska Native and Asian	(1)		(1)		(1)		(0)		(0)	
American Indian/Alaska Native and Asian and Black/African American	(1)		(1)		(1)		(0)		(0)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(0)		(1)		(0)		(0)	
American Indian/Alaska Native and Asian and White	(0)		(0)		(0)		(0)		(0)	
American Indian/Alaska Native and Black/African American	(3)		(3)		(3)		(3)		(3)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(1)		(2)		(2)		(2)	
American Indian/Alaska Native and Black/African American and White	(11)		(10)		(8)		(13)		(15)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(1)	
American Indian/Alaska Native and White	(22)		(22)		(18)		(19)		(18)	
Asian and Black/African American	(0)		(0)		(0)		(0)		(2)	
Asian and Black/African American and White	(1)		(1)		(0)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(2)		(2)		(3)		(3)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(1)		(1)		(1)		(0)	
Asian and White	(9)		(10)		(7)		(9)		(13)	
Black/African American and Native Hawaiian/Other Pacific Islander	(0)		(0)		(1)		(0)		(1)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(31)		(41)		(44)		(57)		(57)	
Native Hawaiian/Other Pacific Islander and White	(2)		(2)		(1)		(1)		(2)	
	<b>1,587</b>	<b>100%</b>	<b>1,577</b>	<b>100%</b>	<b>1,593</b>	<b>100%</b>	<b>1,612</b>	<b>100%</b>	<b>1,610</b>	<b>100%</b>
Black or African American Domestic Students (alone or in combination with another race)	295	18.6%	312	19.8%	324	20.3%	331	20.5%	343	21.3%

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

Age*	2013		2014		2015		2016		2017	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	40	(3%)	38	(2%)	49	(3%)	41	(3%)	39	(2%)
18 – 19 years old	638	(40%)	664	(42%)	709	(45%)	704	(44%)	689	(43%)
20 – 21 years old	588	(37%)	577	(37%)	571	(36%)	608	(38%)	641	(40%)
22 – 24 years old	209	(13%)	196	(12%)	182	(11%)	181	(11%)	173	(11%)
25 – 29 years old	60	(4%)	62	(4%)	50	(3%)	58	(4%)	52	(3%)
30 – 34 years old	28	(2%)	24	(2%)	17	(1%)	10	(1%)	6	(**)
35 – 39 years old	16	(1%)	8	(1%)	8	(1%)	6	(**)	6	(**)
40 – 49 years old	6	(**)	7	(**)	6	(**)	4	(**)	4	(**)
50 – 64 years old	2	(**)	1	(**)	1	(**)	0	(0%)	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	1,587	(100%)	1,577	(100%)	1,593	(100%)	1,612	(100%)	1,610	(100%)
Average:	20.6		20.4		20.2		20.2		20.1	

\*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 2017

**FALL 2017 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	6	(4%)	1	(**)	0	(0%)	7	(1%)
Agriculture and Natural Resources	1	(1%)	26	(4%)	0	(0%)	27	(3%)
Applied Science and Mathematics	0	(0%)	7	(1%)	0	(0%)	7	(1%)
Art and Art History	2	(1%)	23	(4%)	0	(0%)	25	(3%)
Asian Studies	4	(3%)	18	(3%)	0	(0%)	22	(3%)
Biology	11	(8%)	45	(8%)	3	(4%)	59	(7%)
Business Administration	16	(11%)	33	(6%)	13	(16%)	62	(8%)
Chemistry	5	(3%)	30	(5%)	5	(6%)	40	(5%)
Child and Family Studies	6	(4%)	30	(5%)	1	(1%)	37	(5%)
Communication	13	(9%)	24	(4%)	4	(5%)	41	(5%)
Computer and Information Science	5	(3%)	42	(7%)	17	(21%)	64	(8%)
Economics	2	(1%)	6	(1%)	11	(13%)	19	(2%)
Education Studies								
General	3	(2%)	14	(2%)	0	(0%)	17	(2%)
Elementary Education	1	(1%)	18	(3%)	0	(0%)	19	(2%)
Teaching and Curriculum with Certification	0	(0%)	3	(1%)	0	(0%)	3	(**)
English	5	(3%)	29	(5%)	0	(0%)	34	(4%)
Foreign Languages								
French	0	(0%)	3	(1%)	0	(0%)	3	(**)
German	0	(0%)	2	(**)	3	(4%)	5	(1%)
Spanish	2	(1%)	11	(2%)	1	(1%)	14	(2%)
Health and Human Performance	5	(3%)	28	(5%)	0	(0%)	33	(4%)
History	1	(1%)	17	(3%)	2	(2%)	20	(2%)
Independent	1	(1%)	5	(1%)	0	(0%)	6	(1%)
Mathematics	0	(0%)	12	(2%)	6	(7%)	18	(2%)
Music	3	(2%)	19	(3%)	1	(1%)	23	(3%)
Nursing	5	(3%)	29	(5%)	5	(6%)	39	(5%)
Peace and Social Justice Studies	3	(2%)	6	(1%)	0	(0%)	9	(1%)
Philosophy	1	(1%)	4	(1%)	0	(0%)	5	(1%)
Physics	0	(0%)	5	(1%)	2	(2%)	7	(1%)
Political Science	6	(4%)	12	(2%)	4	(5%)	22	(3%)
Psychology	13	(9%)	26	(4%)	2	(2%)	41	(5%)
Religion	1	(1%)	2	(**)	0	(0%)	3	(**)
Sociology	7	(5%)	12	(2%)	0	(0%)	19	(2%)
Technology and Applied Design	8	(6%)	27	(5%)	0	(0%)	35	(4%)
Theatre	5	(3%)	10	(2%)	1	(1%)	16	(2%)
Women's and Gender Studies	2	(1%)	10	(2%)	0	(0%)	12	(1%)
Undecided	0	(0%)	3	(1%)	1	(1%)	4	(**)
<b>TOTAL</b>	<b>143</b>	<b>(100%)</b>	<b>592</b>	<b>(100%)</b>	<b>82</b>	<b>(100%)</b>	<b>817</b>	<b>(100%)</b>

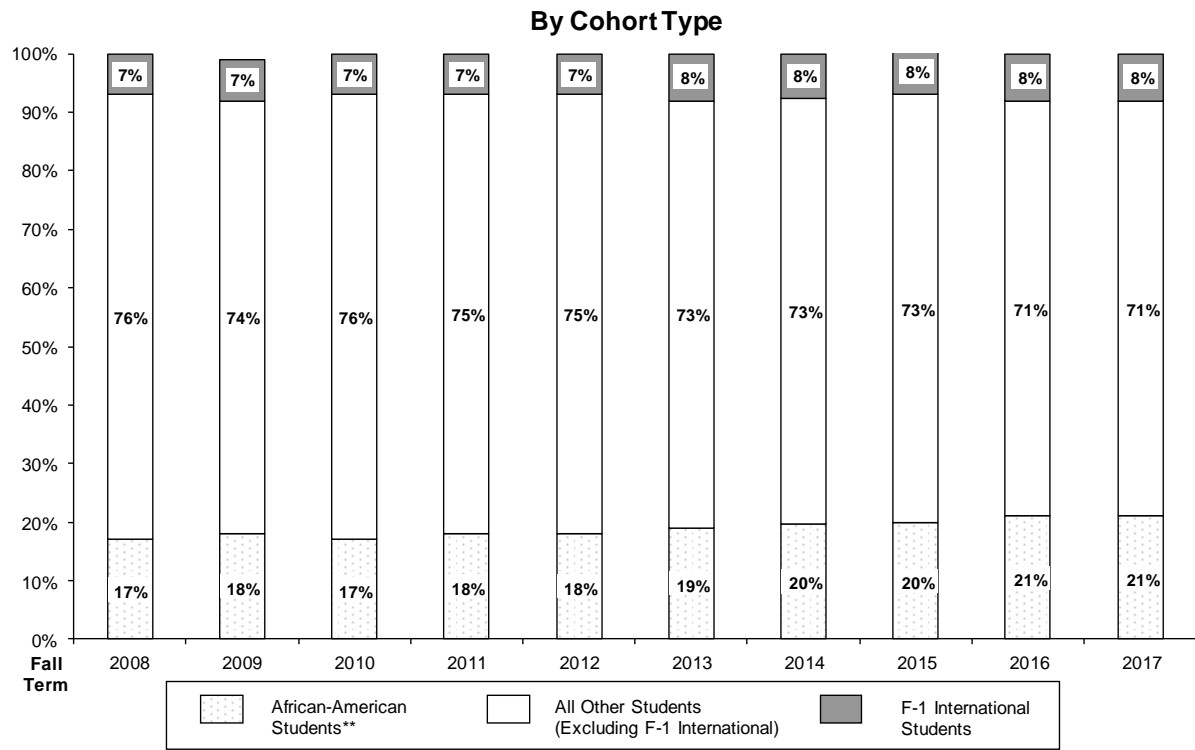
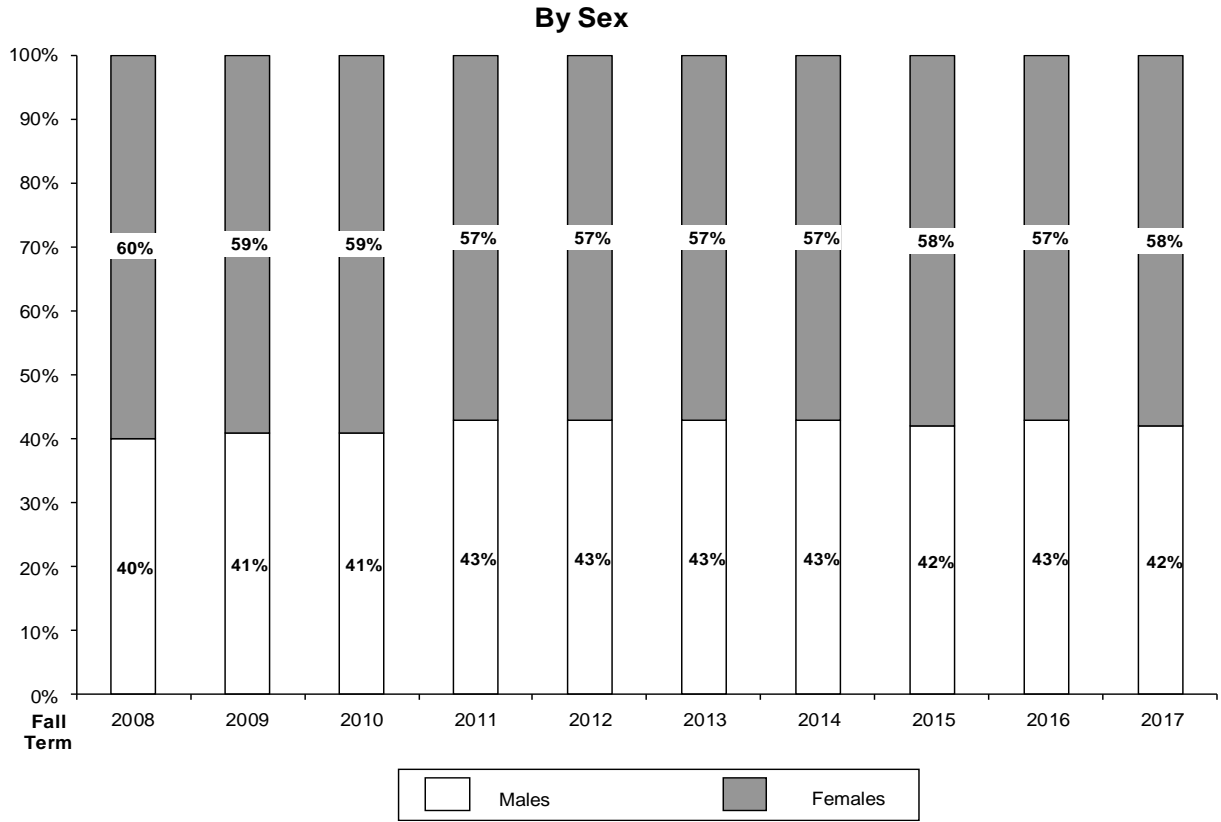
\*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 817 majors represent 737 junior and senior students enrolled in Fall 2017.

Compiled by: Office of Institutional Research and Assessment, October 2017.

# FALL TERM DEGREE-SEEKING STUDENT\* TRENDS

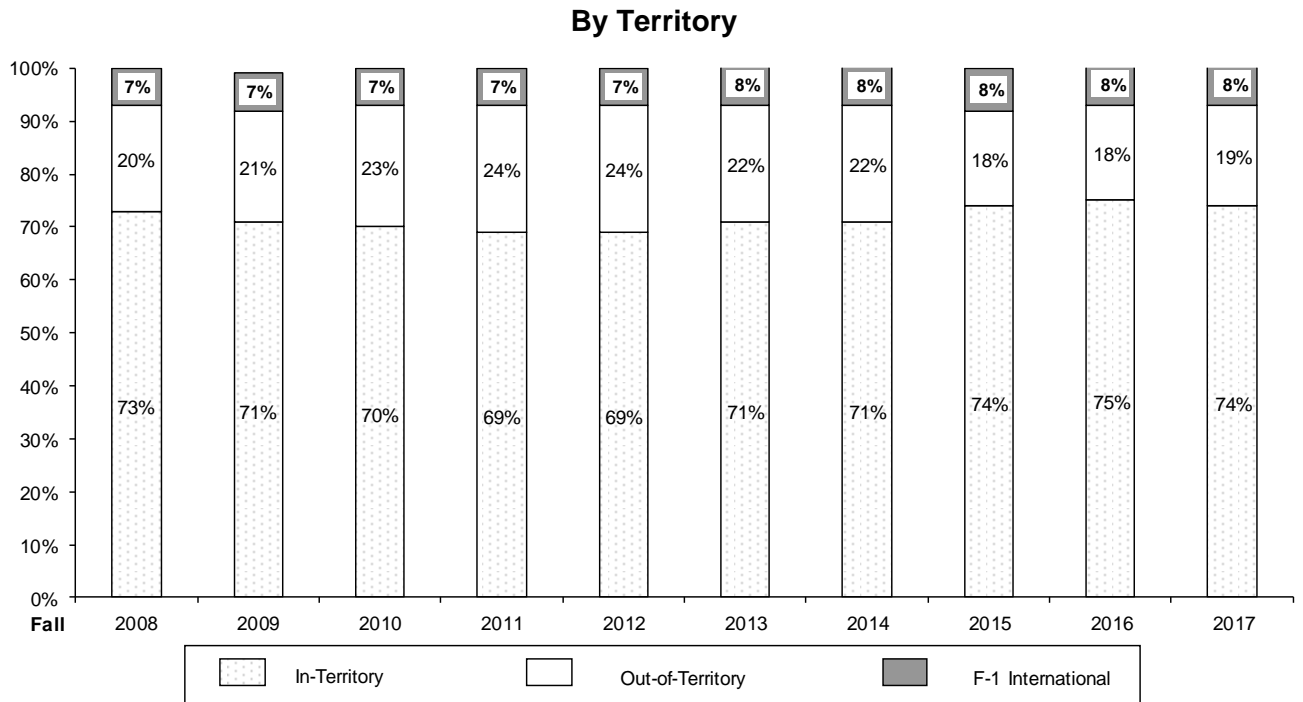


\*Includes full and part-time students.

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



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



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2017

## SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	299	302	327	304	338
First-Year Students	(0)	(1)	(1)	(0)	(1)
Other Freshmen**	(299)	(301)	(326)	(304)	(337)
Sophomore	333	366	361	346	328
Junior	369	339	380	361	371
Senior	<u>448</u>	<u>444</u>	<u>393</u>	<u>423</u>	<u>434</u>
TOTAL DEGREE-SEEKING STUDENTS	1,449	1,451	1,461	1,434	1,471
Auditing Student	Not recorded prior to 2016.		5	4	4
Berea Community School	11	17	21	34	32
College Employee	6	2	1	0	0
Community (Special)	16	15	14	8	9
EKU Exchange	0	1	1	1	0
Madison Southern High School	0	2	0	0	1
Transient/Exchange	<u>2</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	35	42	44	54	48
<b>TOTAL HEADCOUNT</b>	<b>1,484</b>	<b>1,493</b>	<b>1,505</b>	<b>1,488</b>	<b>1,519</b>

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

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

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

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

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

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

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

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>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Freshman	299	302	326	302	337
First-Year Students	(0)	(1)	(1)	(0)	(1)
Other Freshmen**	(299)	(301)	(325)	(302)	(336)
Sophomore	333	365	360	343	327
Junior	369	339	379	361	370
Senior	<u>445</u>	<u>440</u>	<u>390</u>	<u>422</u>	<u>429</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,446	1,446	1,455	1,428	1,463
Auditing Student	Not recorded prior to 2016.		0	0	0
Berea Community School	0	1	0	1	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	2	5	2	0	0
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	6	2	8	2
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,448</b>	<b>1,452</b>	<b>1,457</b>	<b>1,436</b>	<b>1,465</b>
<hr/>					
<u>Part-Time Students</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Freshman	0	0	1	2	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(1)	(2)	(1)
Sophomore	0	1	1	3	1
Junior	0	0	1	0	1
Senior	<u>3</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>5</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	3	5	6	6	8
Auditing student	Not recorded prior to 2016.		5	4	4
Berea Community School	11	16	21	33	32
College Employee	6	2	1	0	0
Community (Special)	16	15	14	8	9
EKU Exchange	0	1	1	1	0
Madison Southern High School	0	2	0	0	1
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	33	36	42	46	46
<b>TOTAL PART-TIME STUDENTS</b>	<b>36</b>	<b>41</b>	<b>48</b>	<b>52</b>	<b>54</b>
<b>FTE Enrollment</b>	<b>1,463</b>	<b>1,468</b>	<b>1,475</b>	<b>1,458</b>	<b>1,485</b>

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

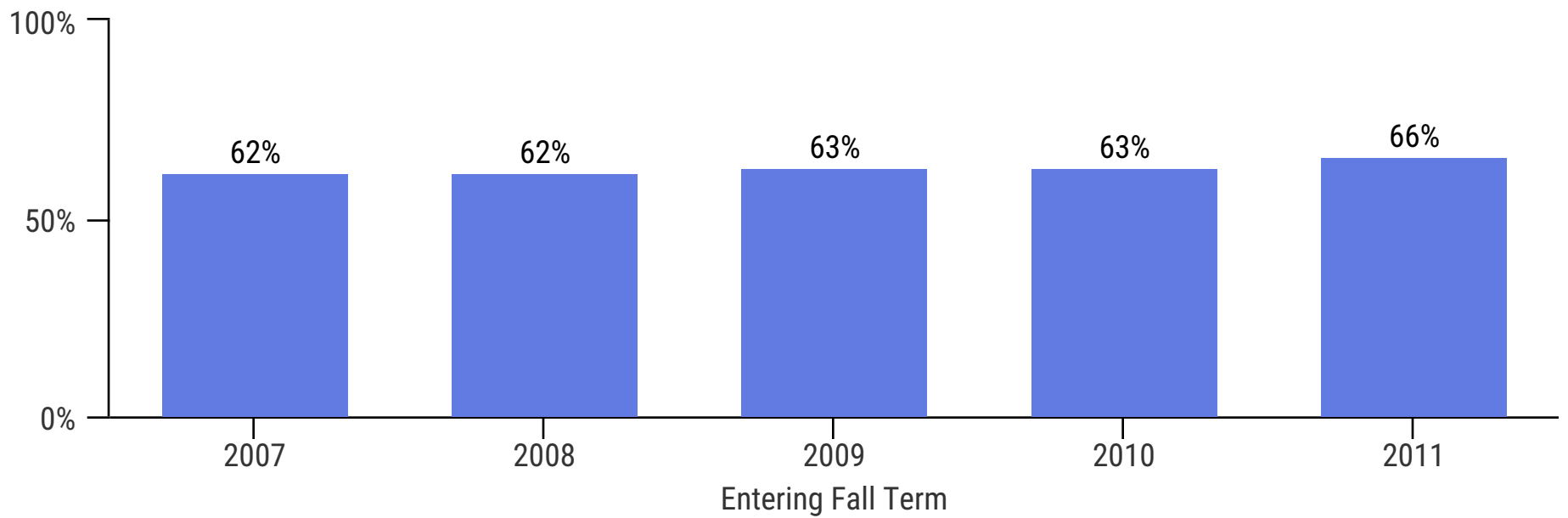
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. The 2018 part-time enrollment of 54 students has an FTE of 20.1.

# Student Retention and Graduation

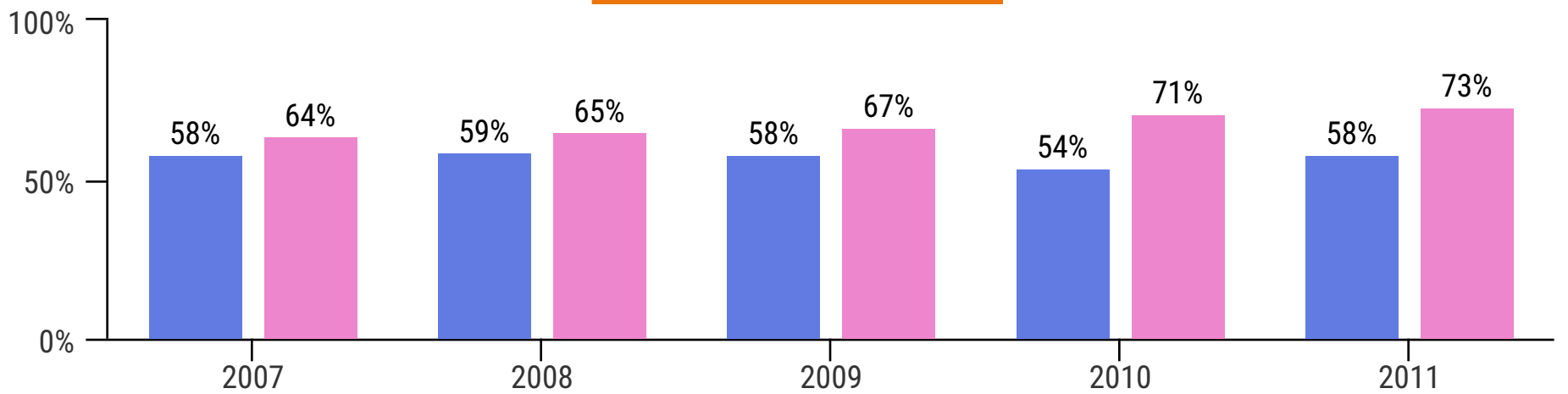
- Highlights
  - Six-Year Graduation Rates
  - Graduate
- First-to-Second Year Retention
  - All First-Year Students
  - by Sex
  - by Territory
  - by At-Risk and Distressed Appalachian Counties
  - by Cohort Type
  - by Cohort Type by Sex
- First-Year Student Retention/Attrition
- First-to-Second Year 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)

# Six-Year Graduation Rates for First-Year Students

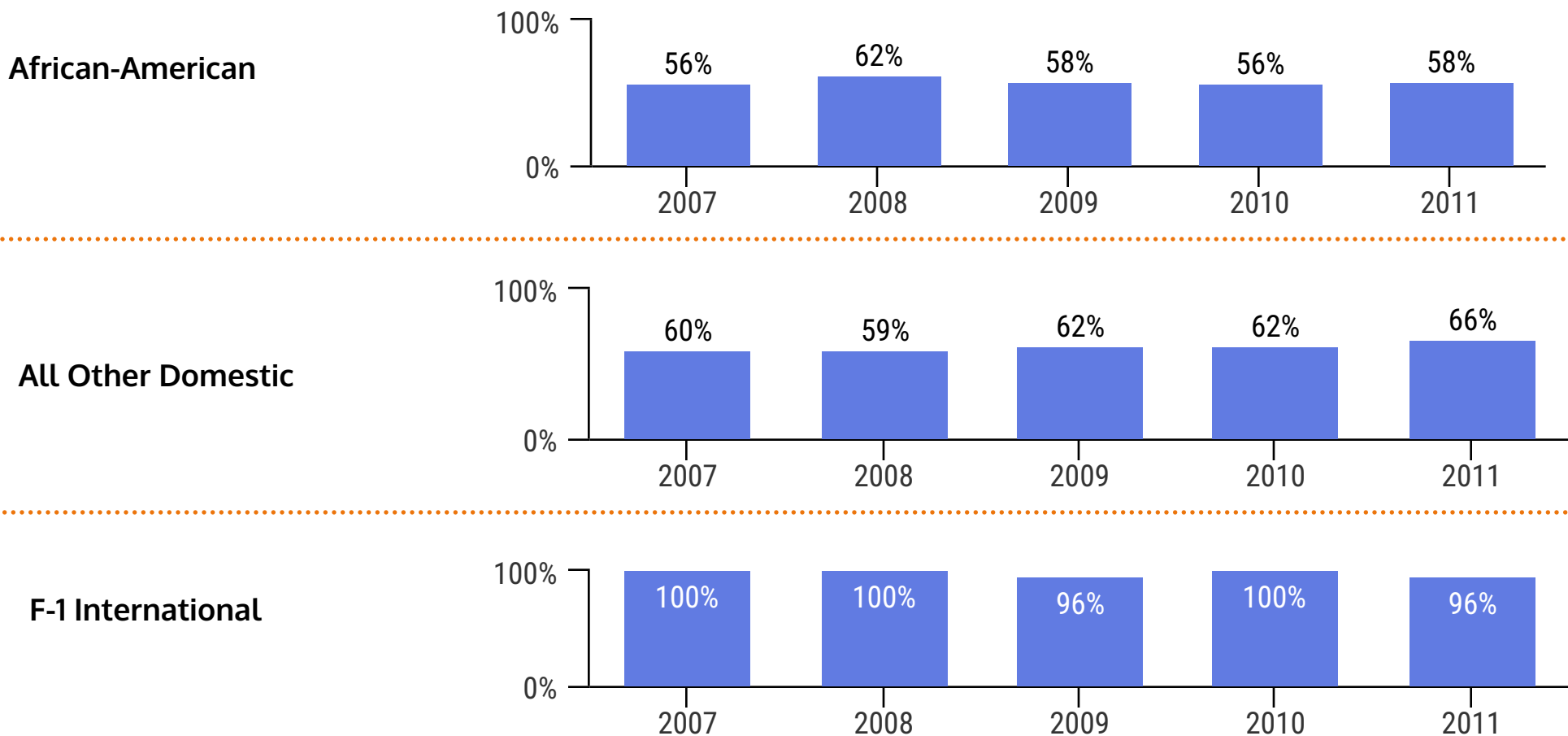
## All



## By Sex



## By Cohort Type





# Graduate Highlights

Five Academic Years

2012–2013 through 2016–2017

1,615

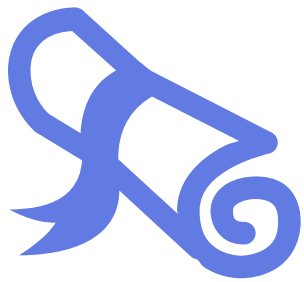
Graduates

1,785

Majors

493

Minors



## Degrees Conferred

21% B.S. (4 majors)

79% B.A. (28 majors)

## Most Majors Awarded

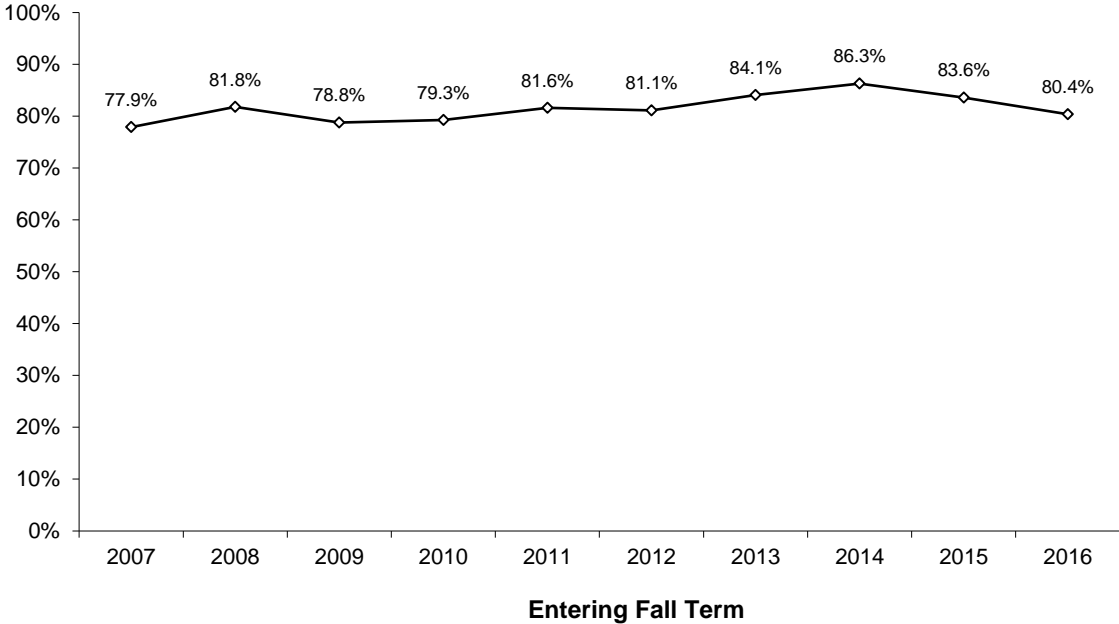
	All Graduates	Males	Females
1	Biology	Technology and Applied Design	Child and Family Studies
2	Business Administration	Business Administration	Biology
3	Child and Family Studies	Computer and Information Science	Psychology
4	Psychology	Biology	Business Administration
5	English	Health and Human Performance	English

## Most Minors Awarded

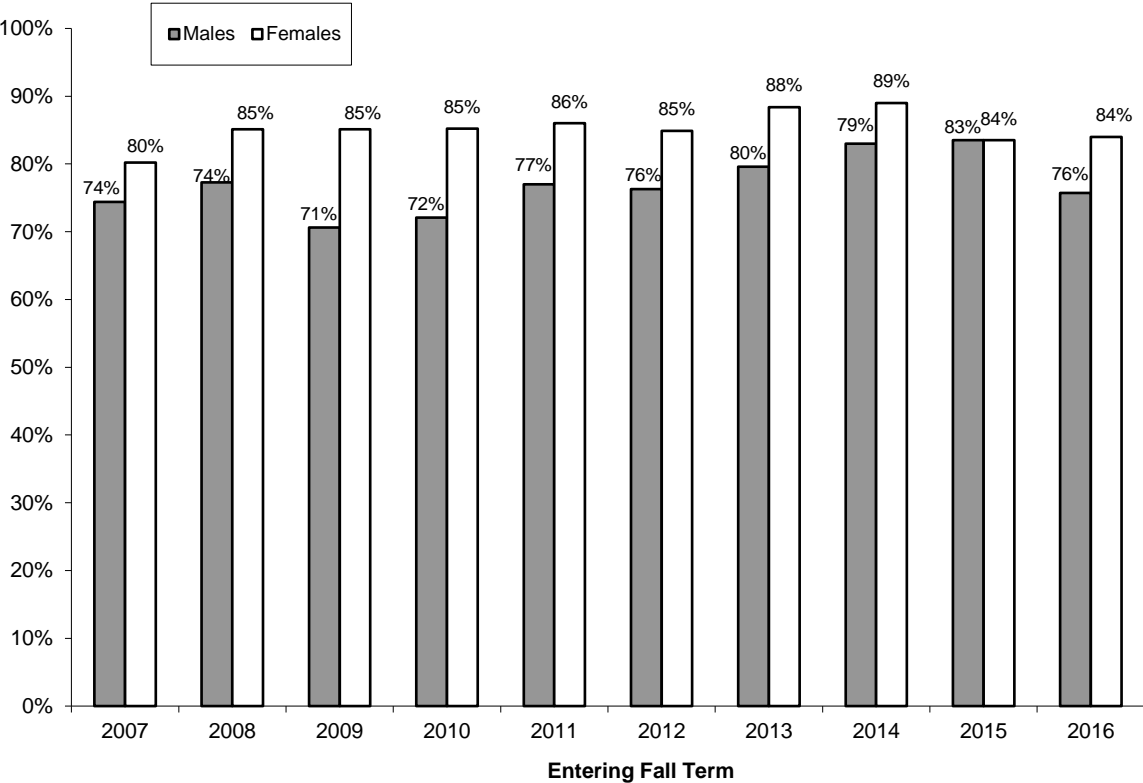
	All Graduates
1	Business Administration
2	Economics
3	Broadcast Journalism Spanish
4	Health Studies History Women's and Gender Studies

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

All First-Year Students



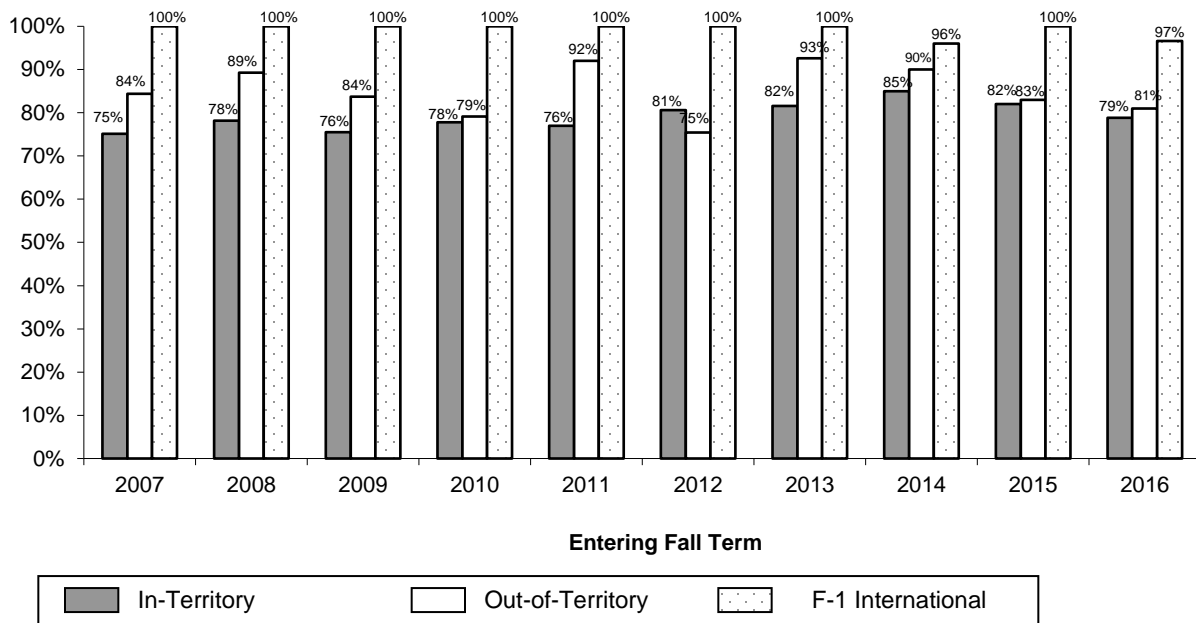
By Sex



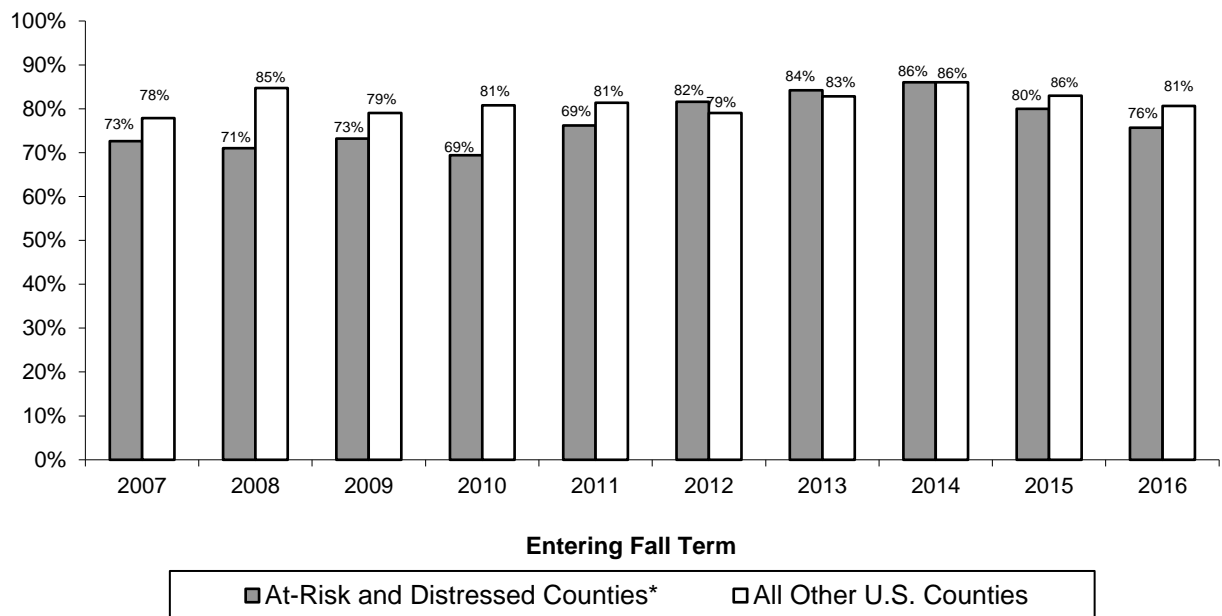
Source: Office of Institutional Research and Assessment, September 2017

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

## By Territory



## By At-Risk and Distressed County Designation



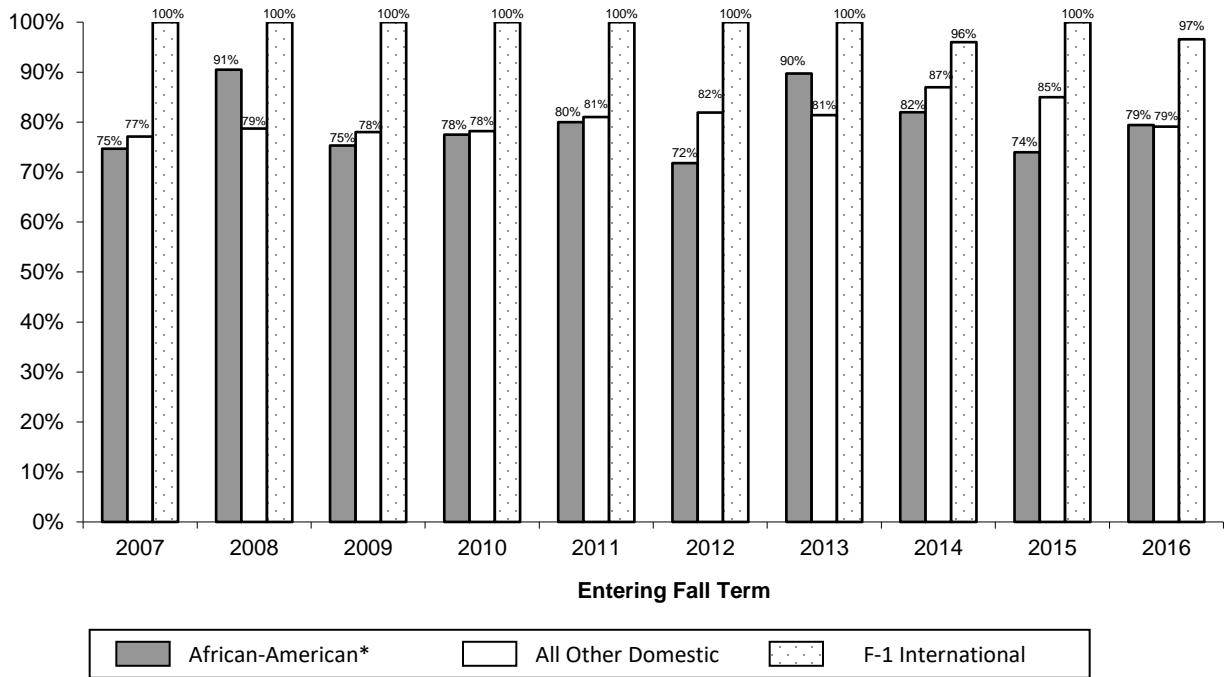
\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2017



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

## By Cohort Type

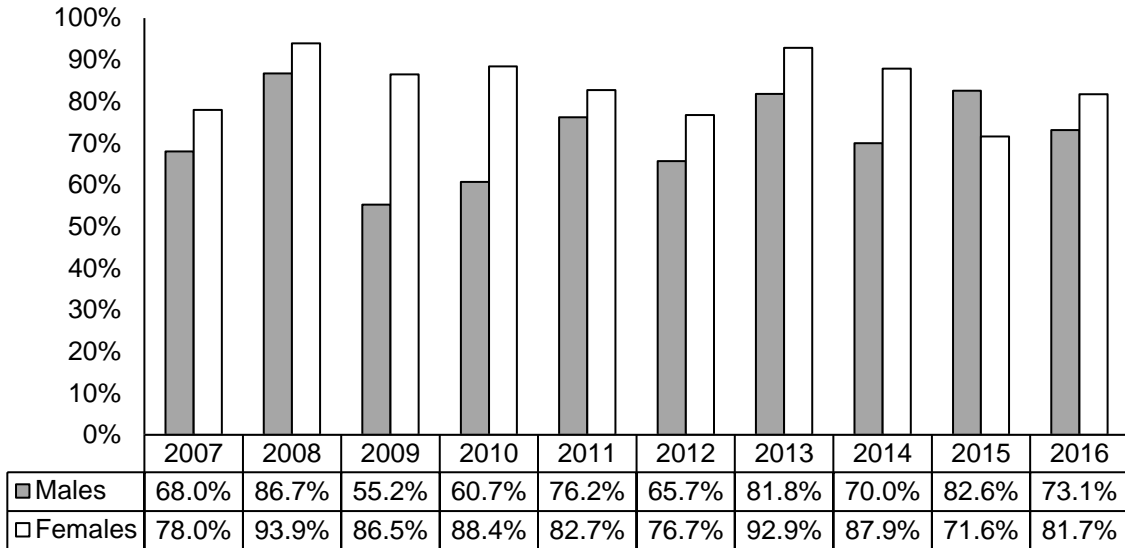


\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2017

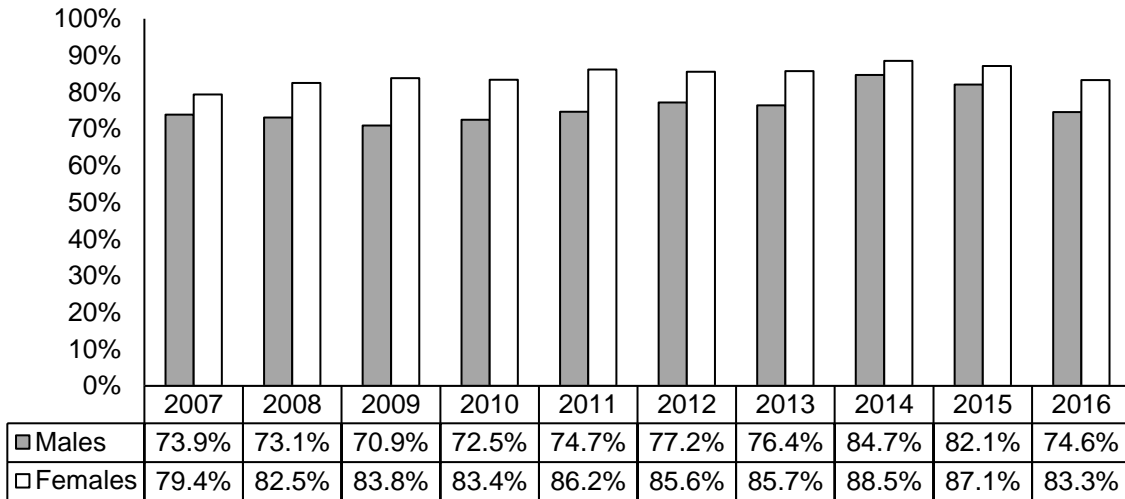
## FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY SEX

### 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 2007 through 2013, and year 2015. In 2014 and in 2016, one International male did not retain.

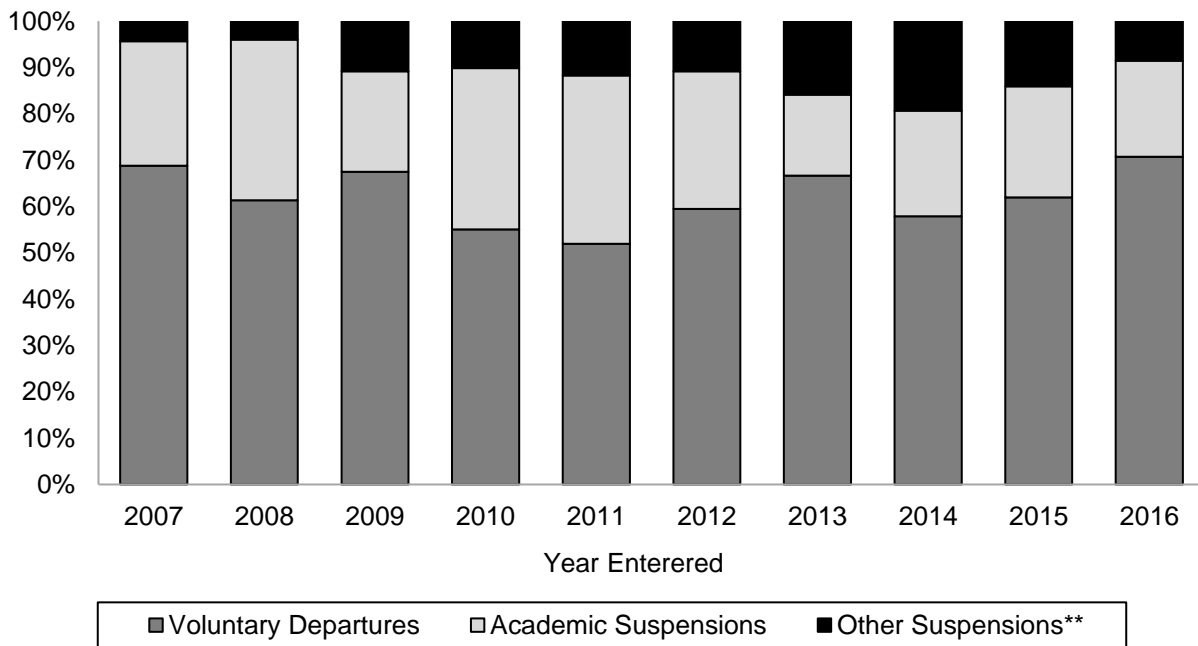
Source: Office of Institutional Research and Assessment, October 2017

## 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
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
2016	418	80.4	82	17	7	58

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

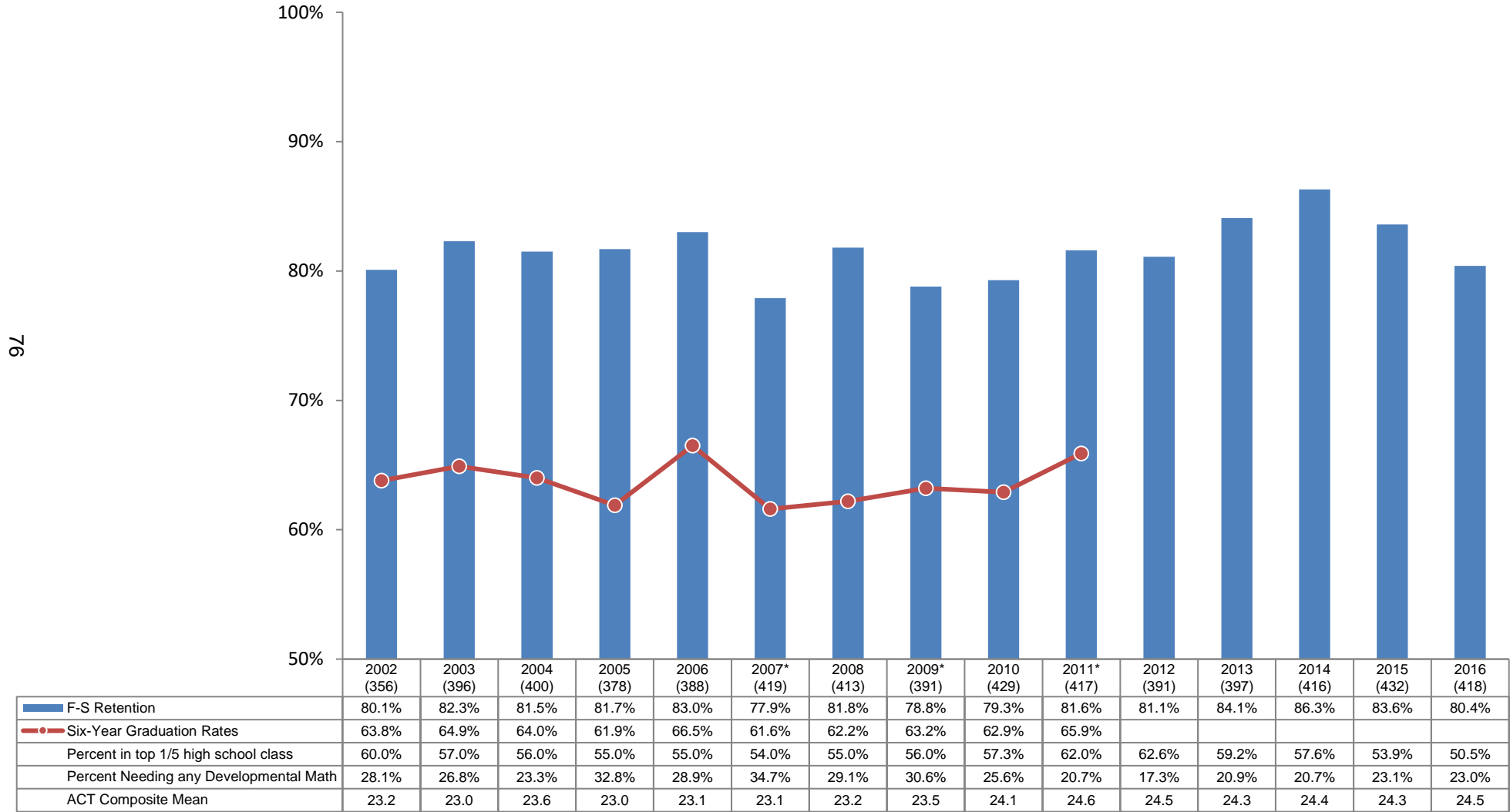


\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, September 2017

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

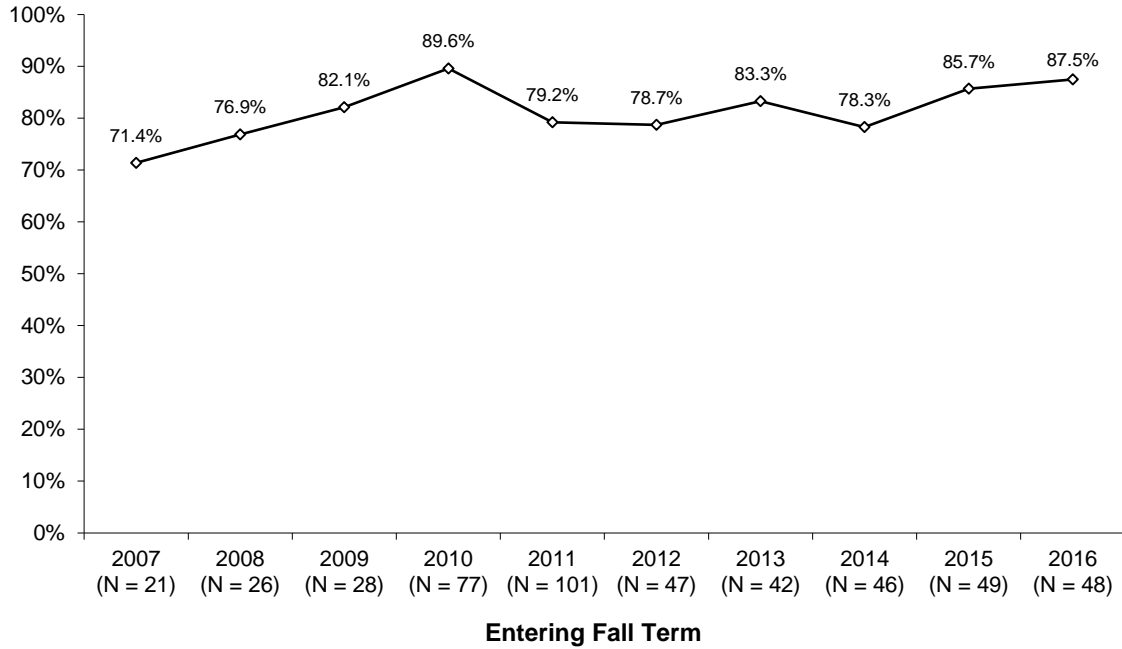


NOTE: In 2005, the cut-off for waiving Developmental Math was raised by one ACT point (from 19 to 20).

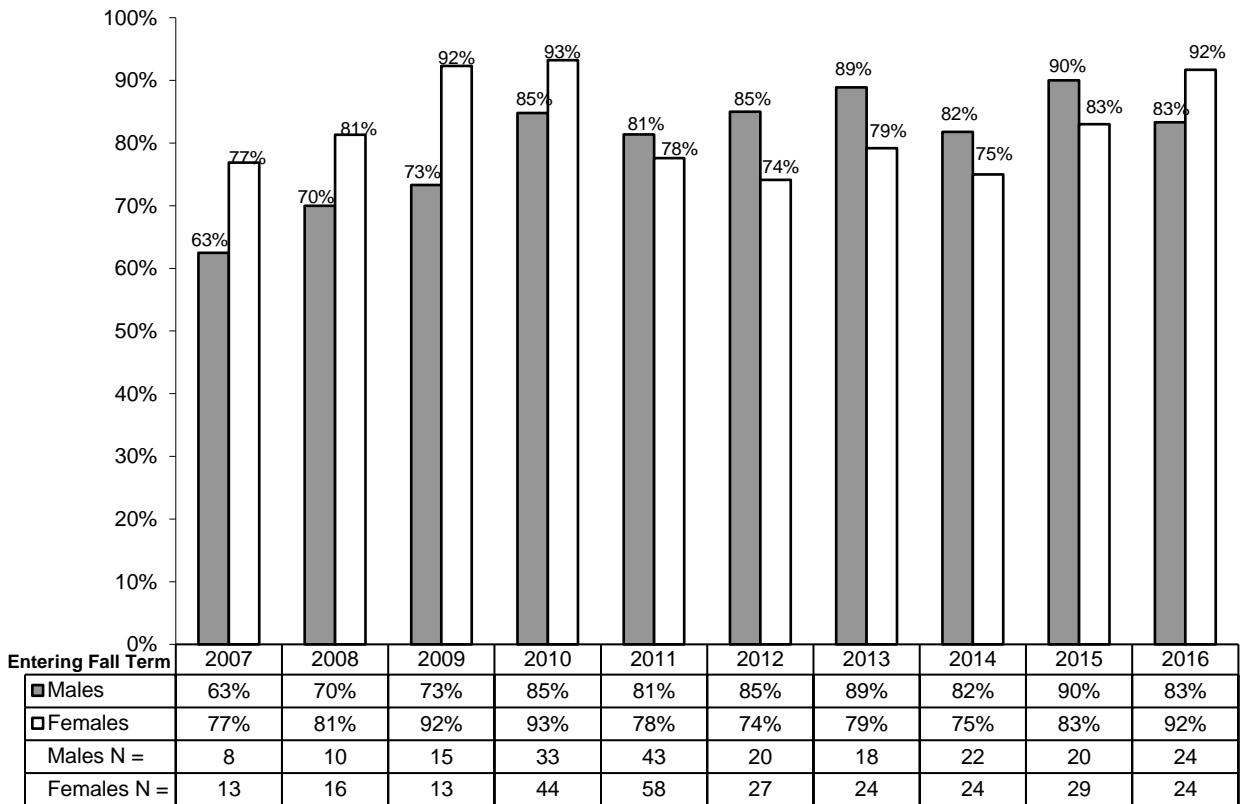
\*Denotes cohort numbers that have been reduced by one due to the death of a student.

## FIRST-TO-SECOND YEAR RETENTION Transfer Students

### All First-Year Transfer Students

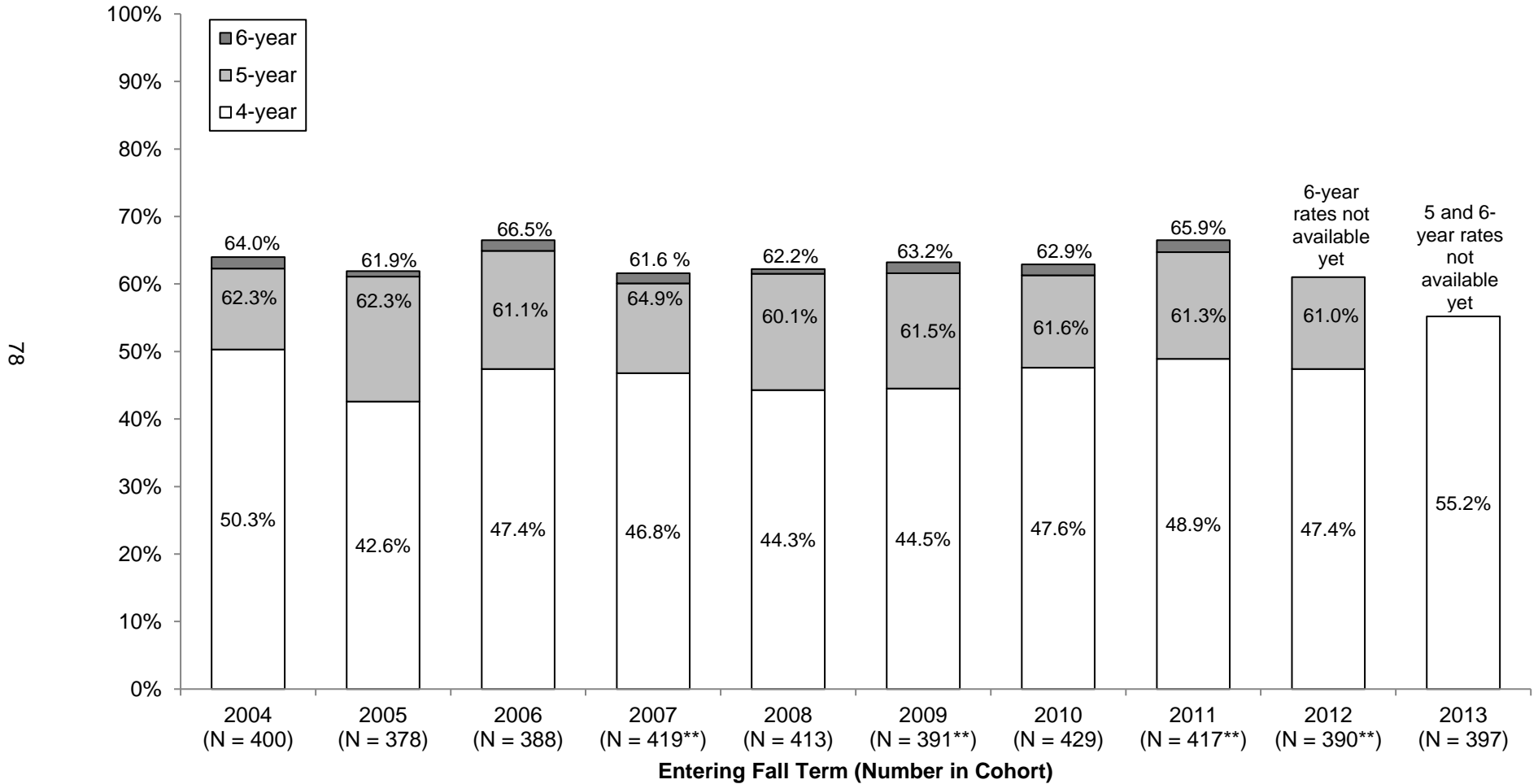


### By Sex



Source: Office of Institutional Research and Assessment, September 2017

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS

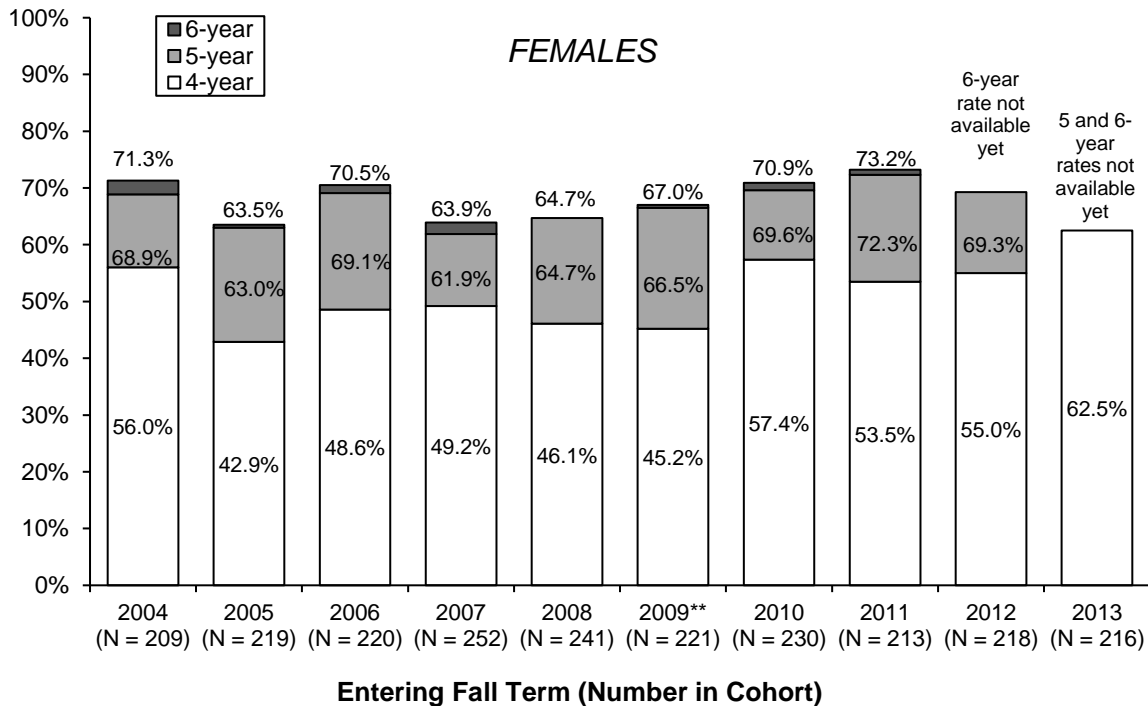
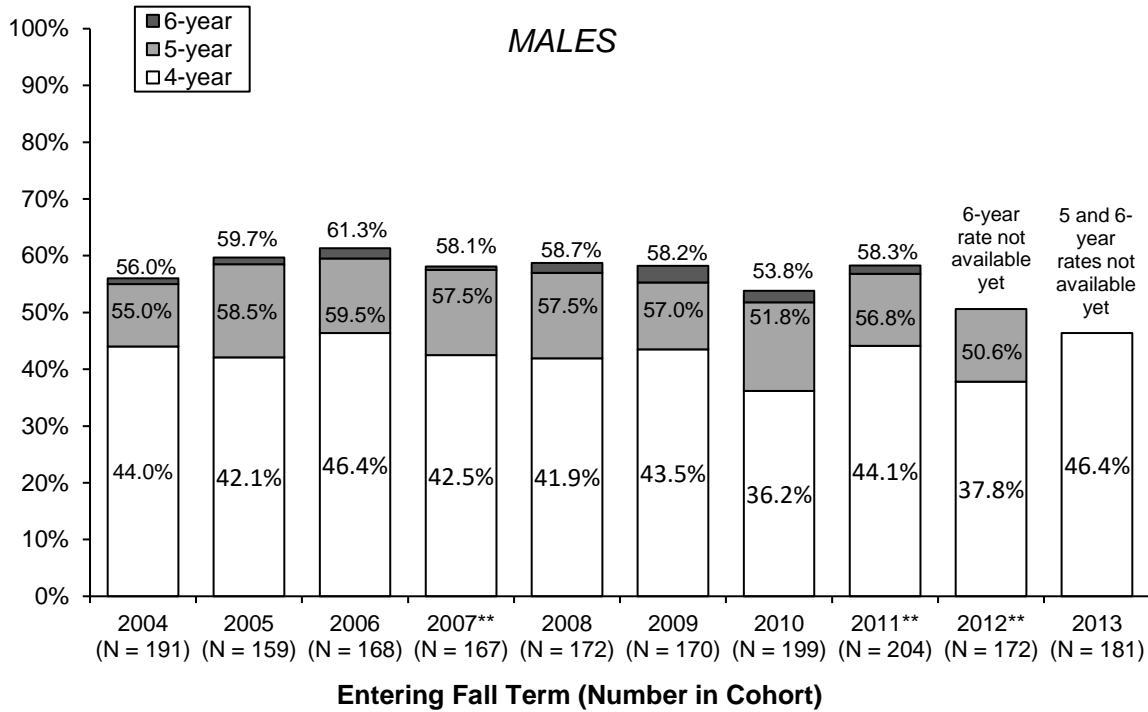


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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 2017.

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

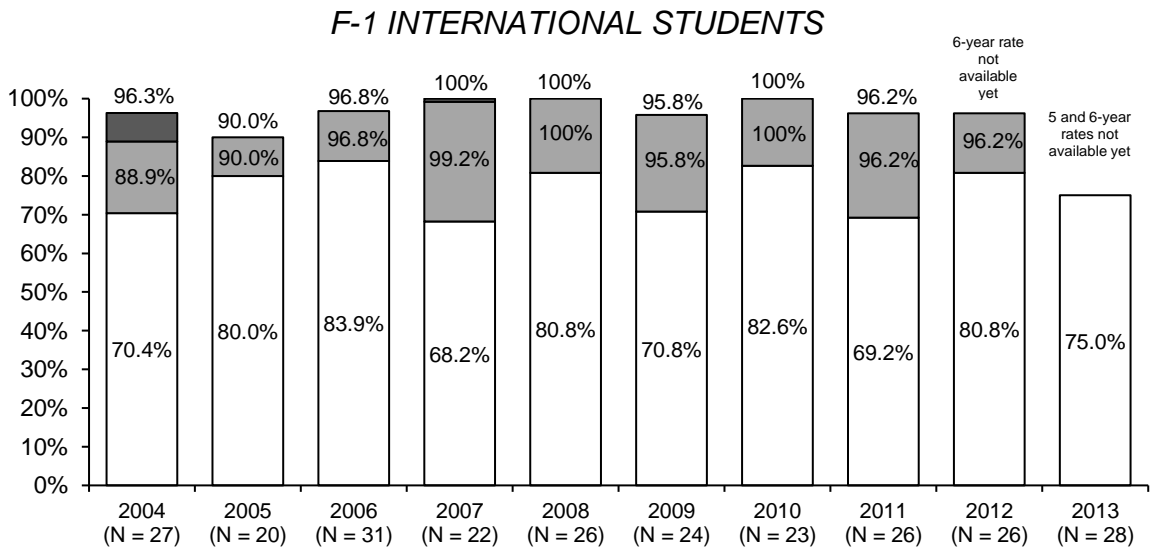
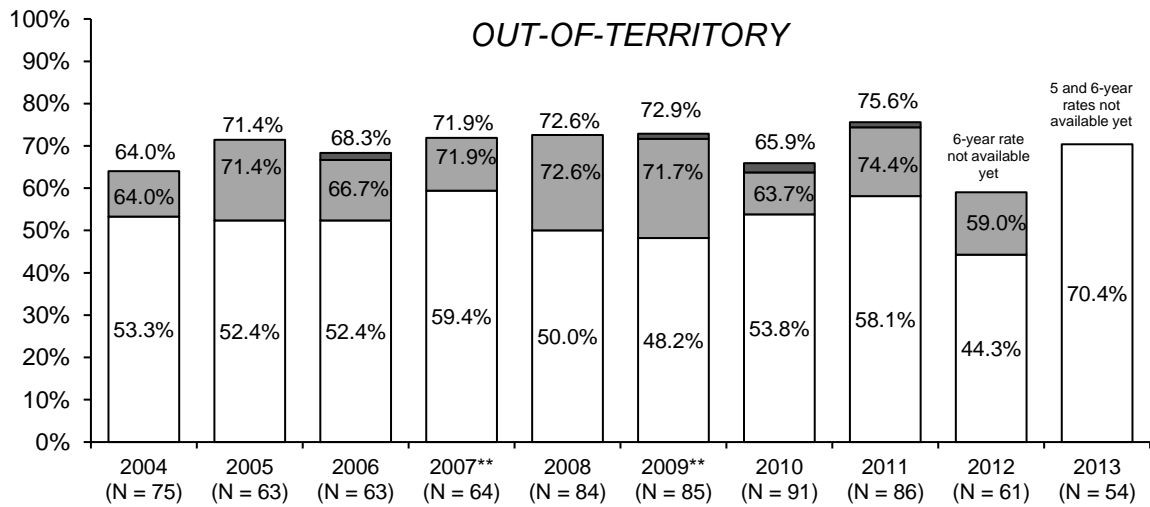
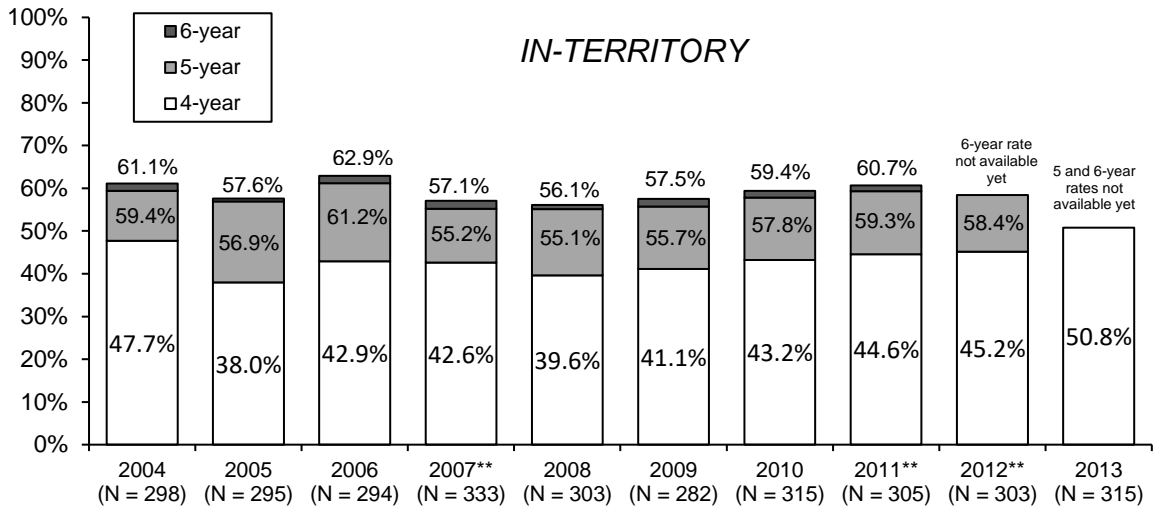


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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 2017

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



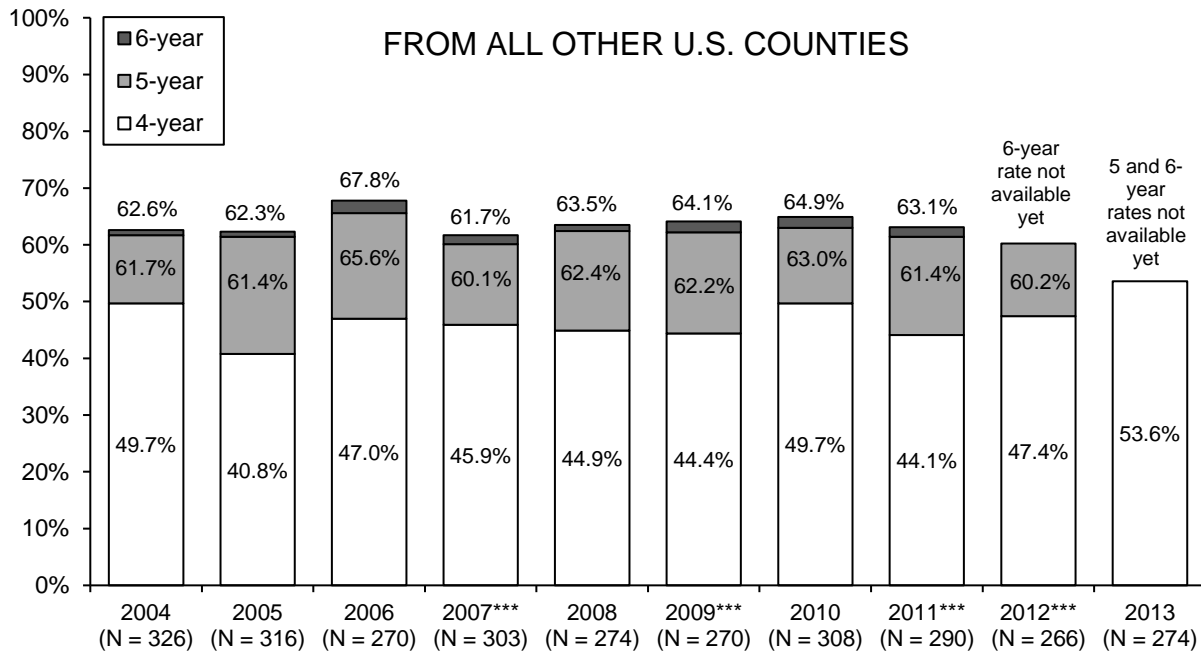
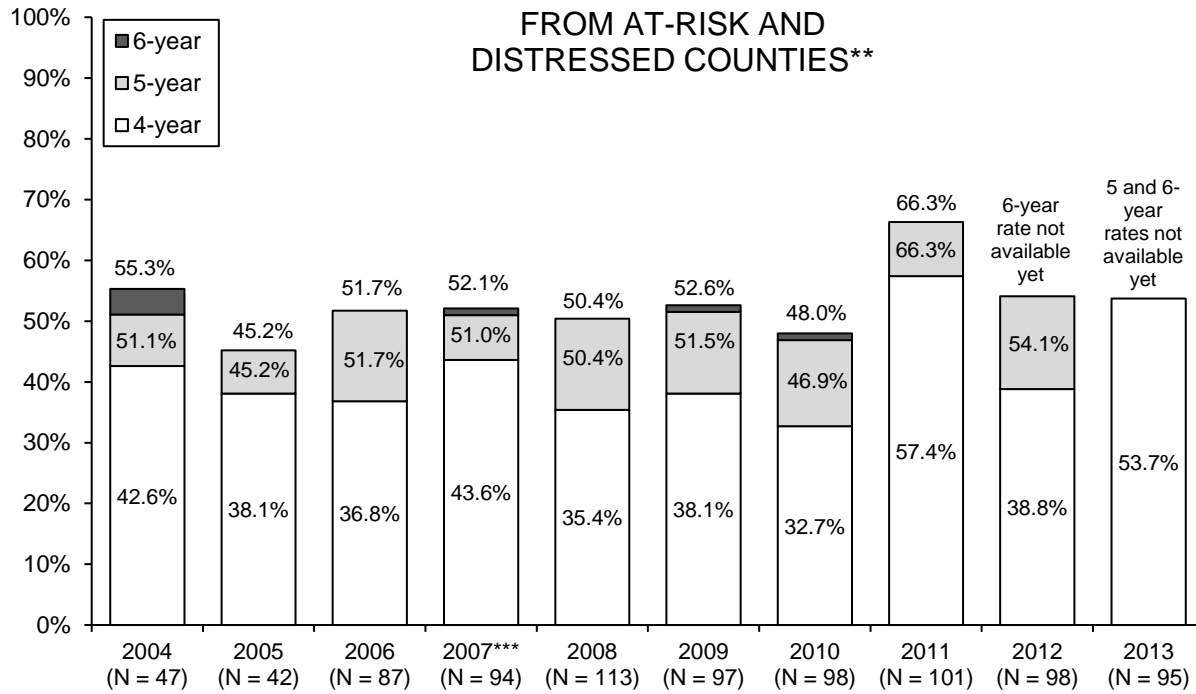
\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2017



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



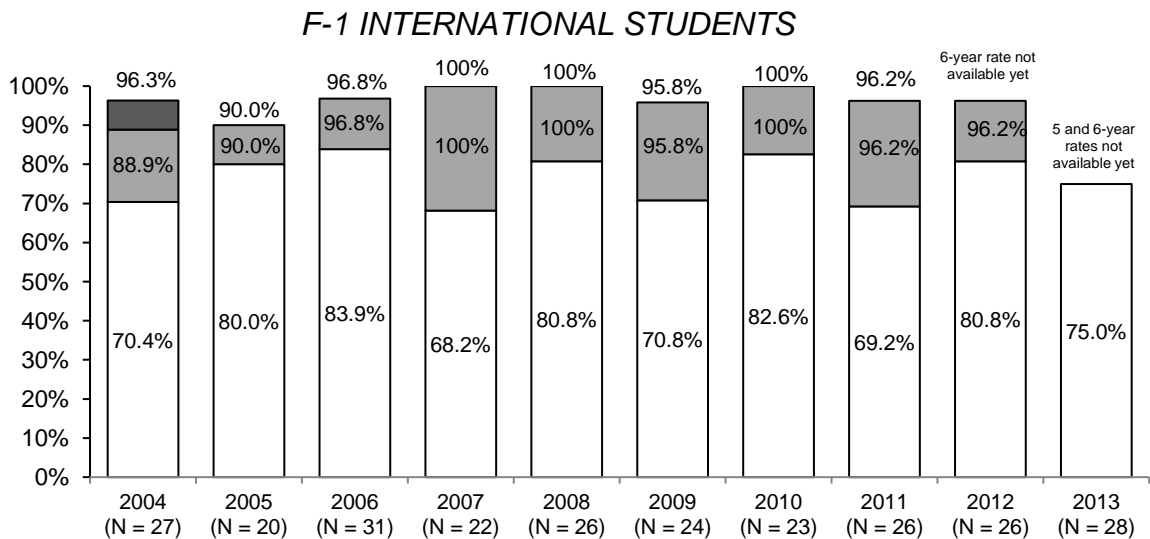
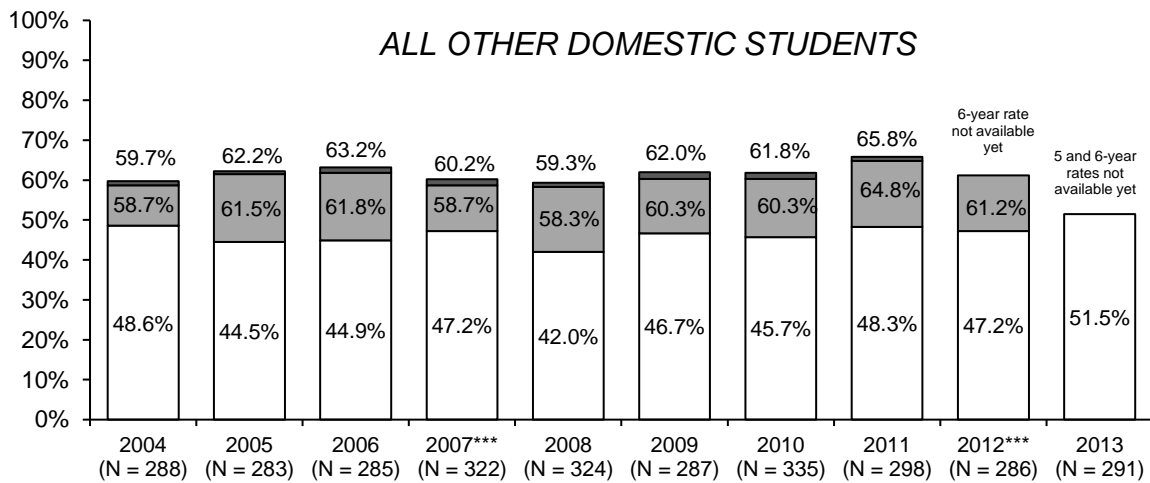
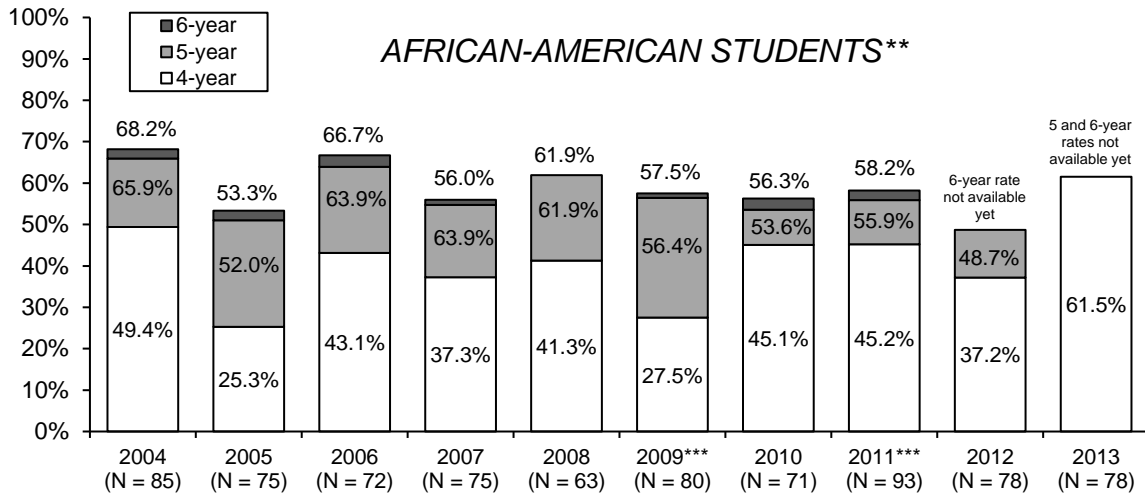
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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 2017.

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

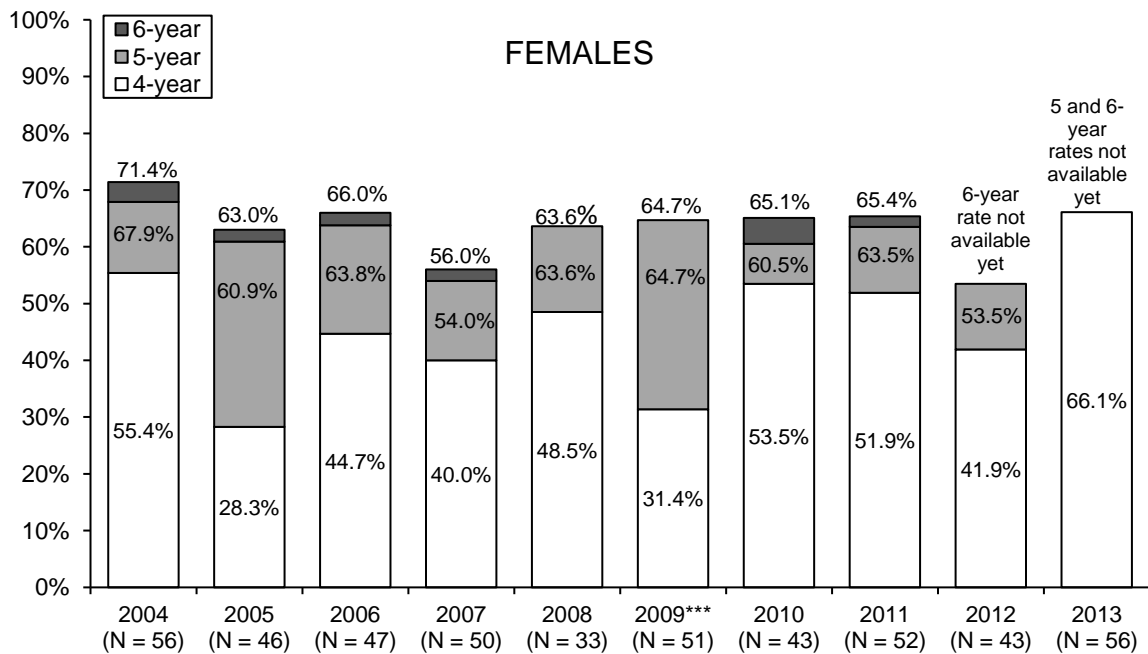
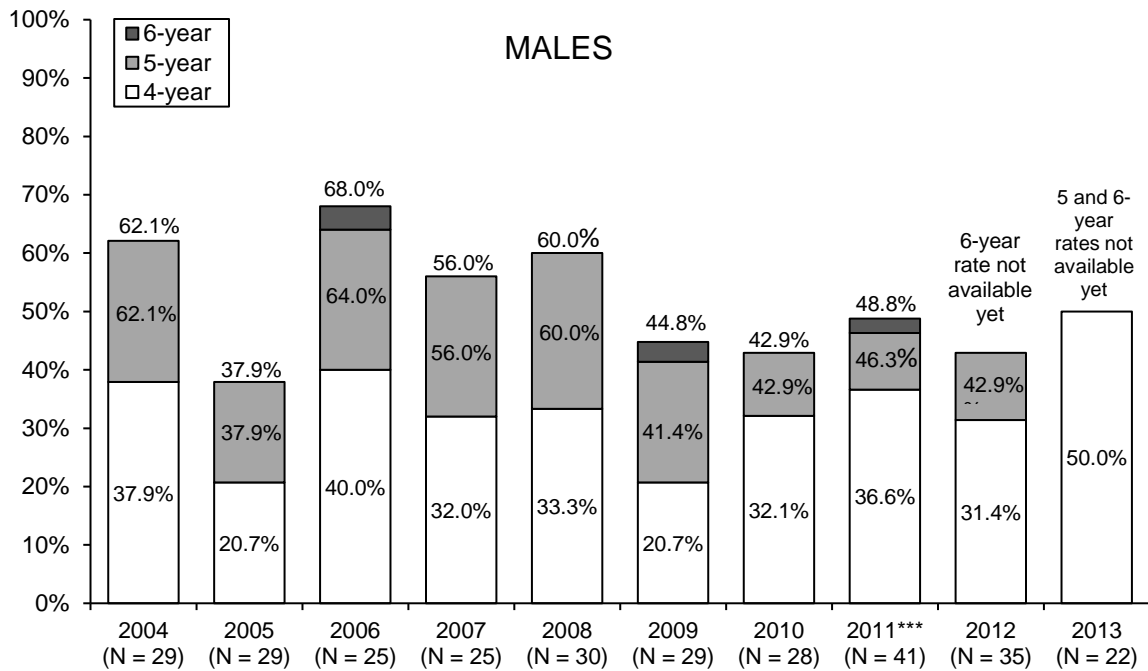


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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



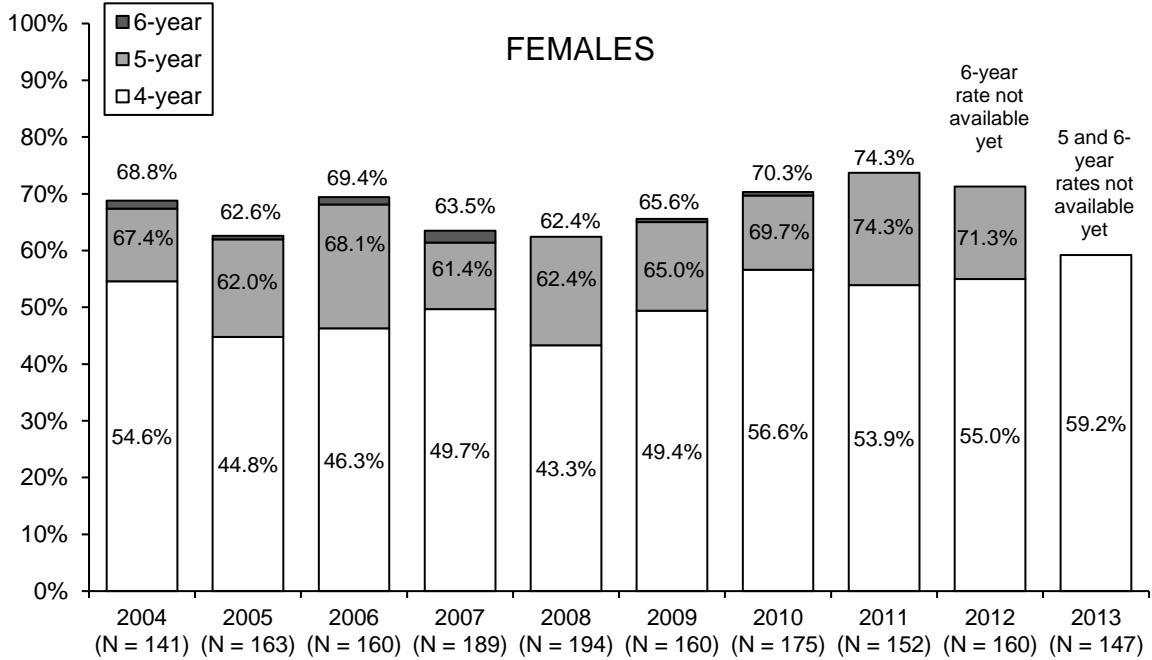
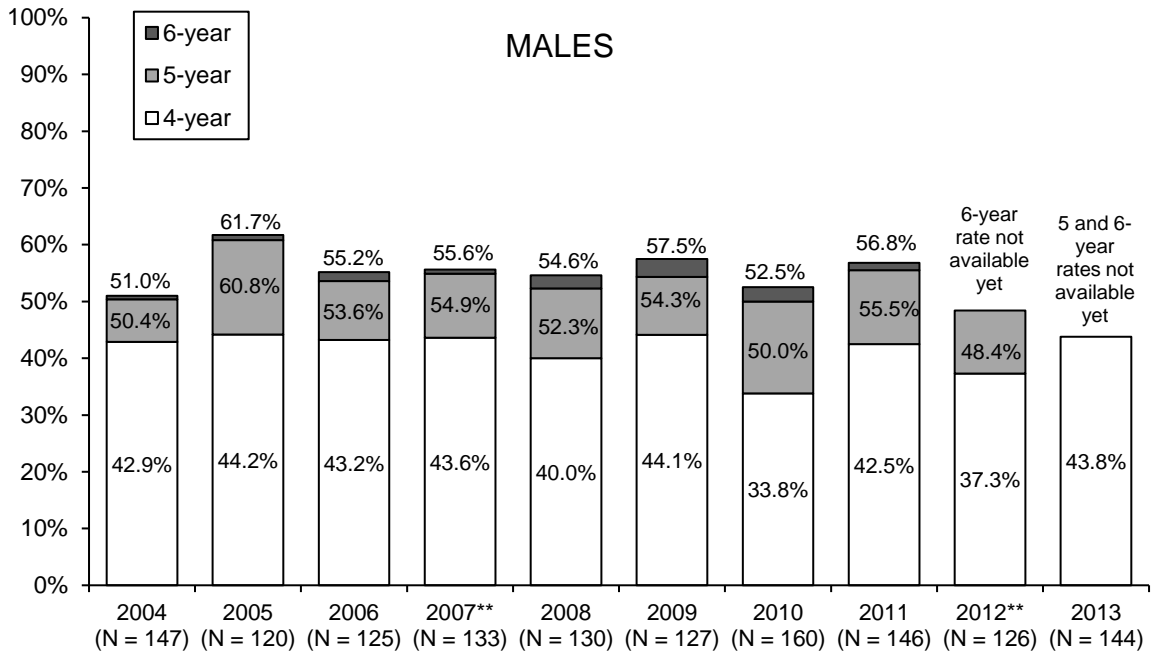
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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.

Source: Office of Institutional Research and Assessment, September 2017

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

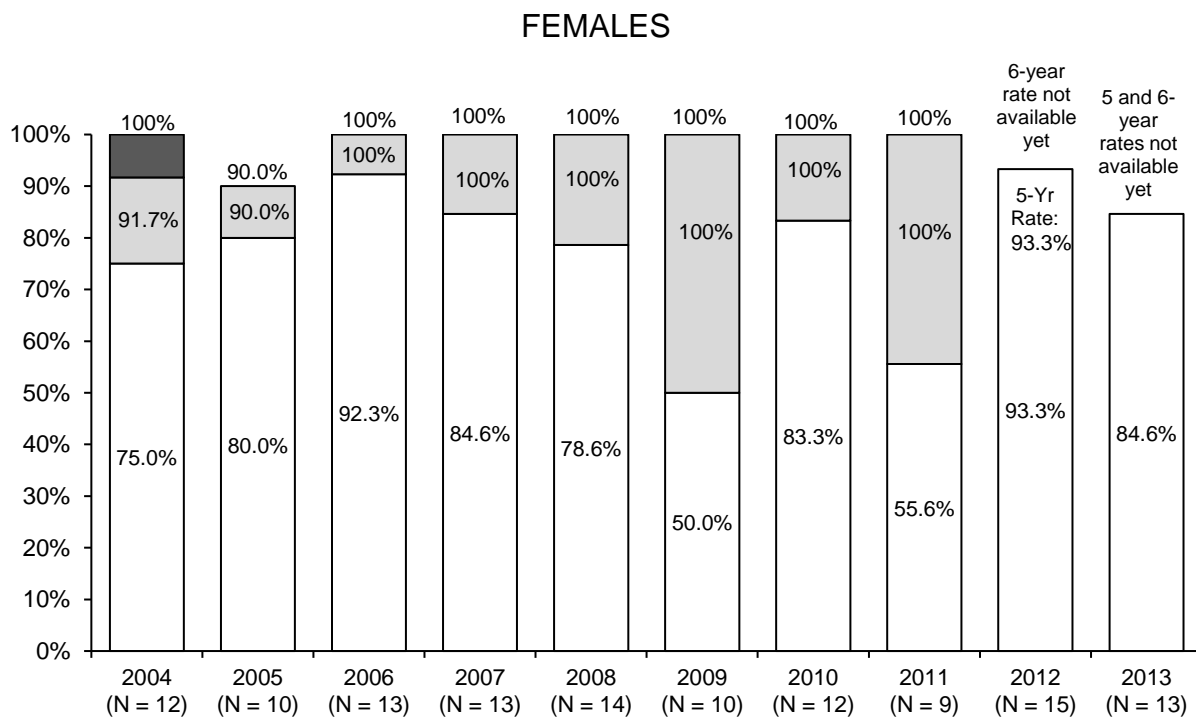
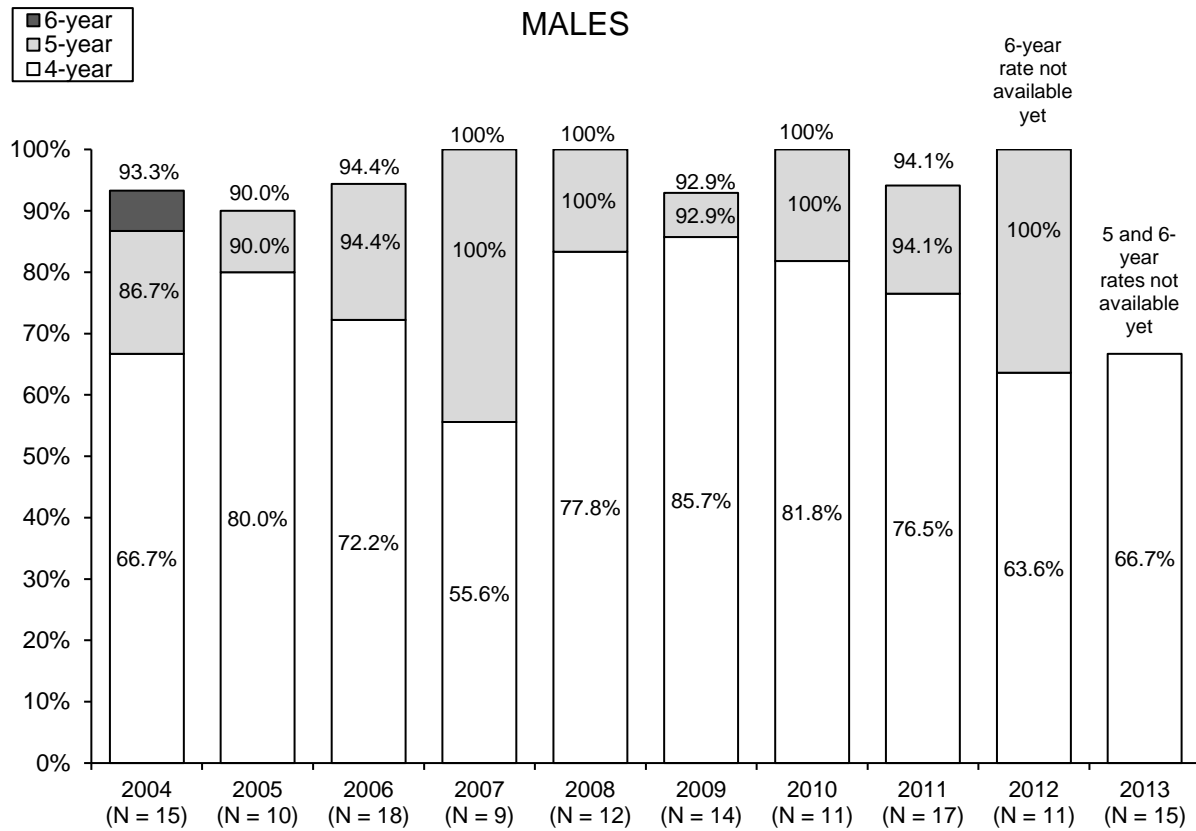


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2017

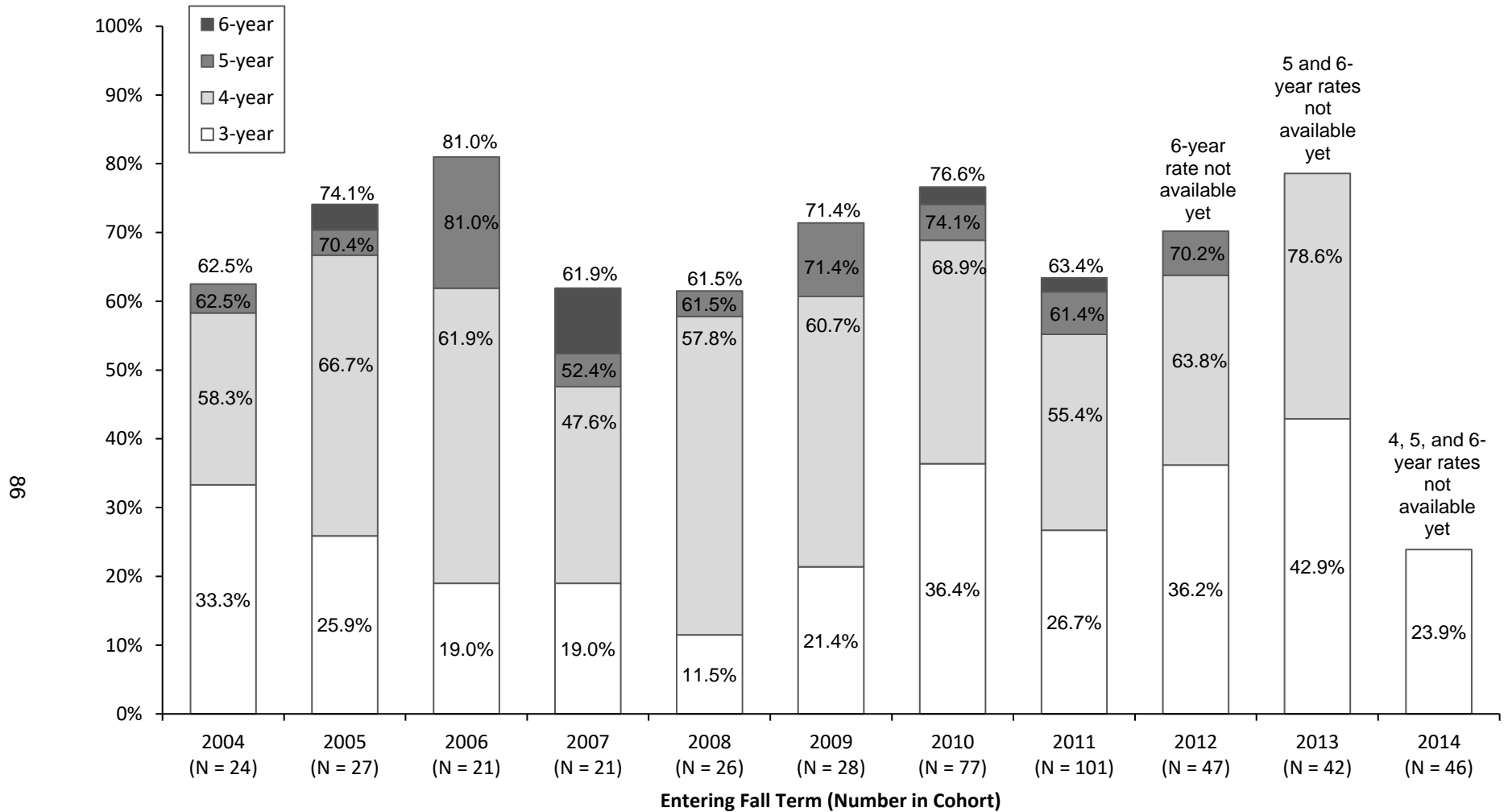
## GRADUATION RATES\* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY SEX



\*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 2017

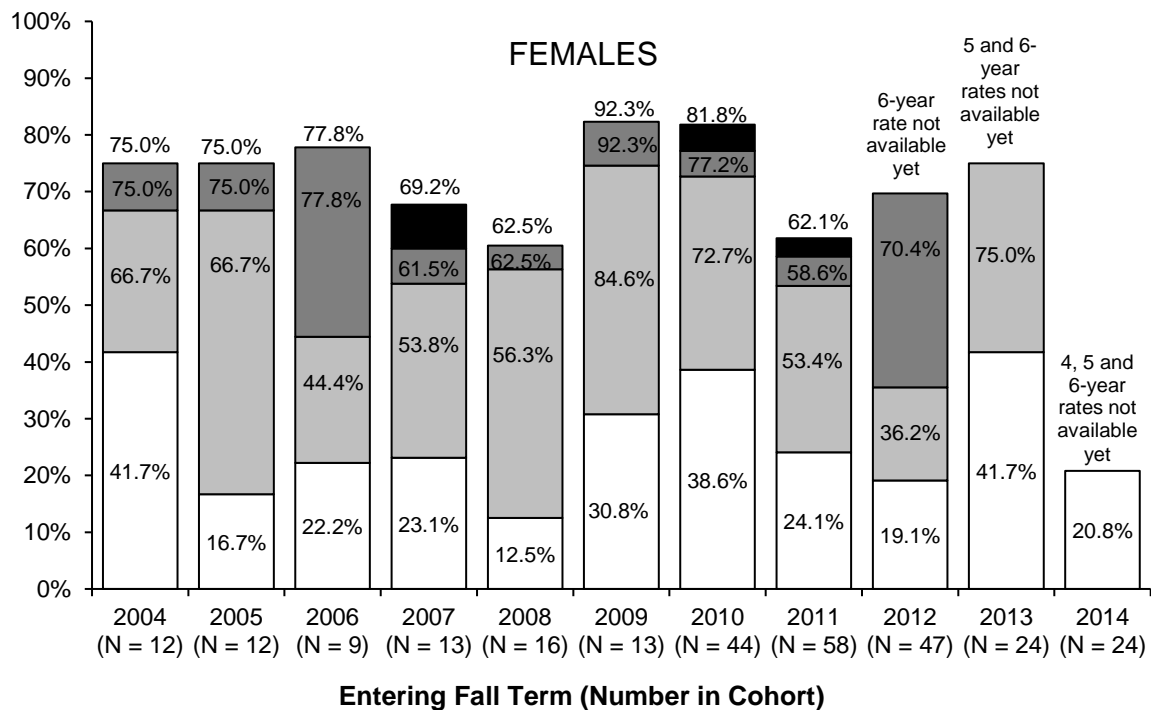
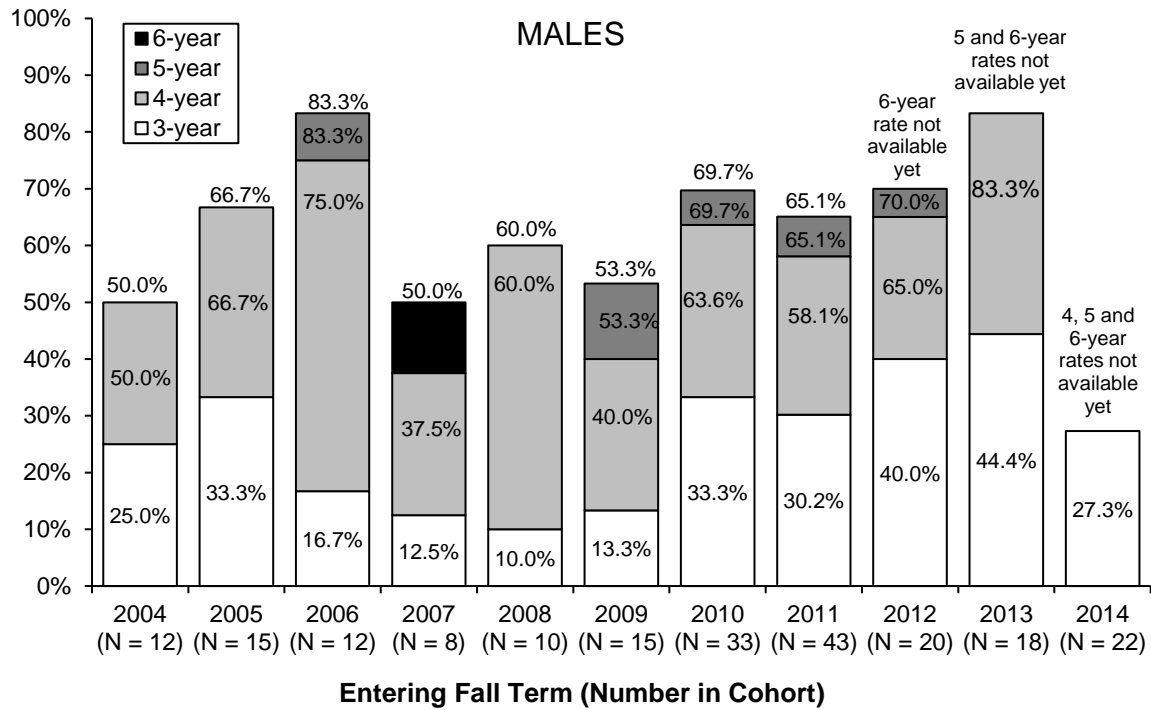
## GRADUATION RATES\* FOR TRANSFER STUDENTS



\*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 2017

## 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 2017

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

### Academic Years

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	283	336	374	305	317	<b>1,615</b>
<b>Degrees Conferred</b>						
B.A.	225	266	298	239	262	1,290
B.S.	<u>59</u>	<u>72</u>	<u>78</u>	<u>73</u>	<u>58</u>	<u>340</u>
TOTAL	284	338	376	312	320	<b>1,630</b>
<b>Majors</b> (includes double degrees and double majors)						
	312	372	408	346	347	<b>1,785</b>
<b>Minors</b> (includes double minors)						
	61	83	130	121	98	<b>493</b>

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2016-2017 graduates can be broken down by:

December 2016 (64),  
May 2017 (213), and  
August 2017 (40).

Compiled by the Office of Institutional Research and Assessment, September 2017



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

<u>Major Programs</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	
African and African						
American Studies	4	3	6	4	1	
Agriculture & Natural Resources	15	23	14	13	8	
Applied Science & Mathematics	1	1	2	1	3	
Art	11	14	8	8	11	
Asian Studies	2	2	11	5	6	
Biology	18	33	33	16	36	
Business Administration	20	21	30	34	26	
Chemistry	11	11	11	8	14	
Child and Family Studies	22	28	18	25	20	
Communication	16	12	20	22	17	
Computer and						
Information Science	6	10	13	20	30	
Economics	5	8	9	10	10	
Education Studies - General	11	12	14	6	10	
Education – Middle Grades	3	2	4	2	2	
Education Studies – Teaching and						
Curriculum w/Certification	n/a	6	3	8	1	
Elementary Education	10	11	4	6	6	
English	25	11	23	25	9	
Foreign Languages	13	14	9	19	7	
French	(2)	(3)	(2)	(3)	(1)	
German	(2)	(1)	(3)	(2)	(1)	
Spanish	(9)	(10)	(4)	(14)	(5)	
Health and Human Performance						
(formerly Physical Education)	10	16	13	11	11	
History	14	6	15	4	7	
Independent (see page 90)	6	19	16	8	18	
Mathematics	7	14	10	9	8	
Music	4	5	11	11	6	
Nursing	12	11	9	7	12	
Peace & Social Justice Studies		Students pursued major as an independent major.				1
Philosophy	2	1	6	2	2	
Physics	4	4	4	2	8	
Political Science	6	7	8	3	7	
Psychology	17	21	24	15	21	
Religion	3	1	2	3	0	
Sociology	11	10	13	5	7	
Technology and Applied Design	12	17	25	19	12	
Theatre	9	13	12	9	8	
Women's and Gender Studies	<u>2</u>	<u>5</u>	<u>8</u>	<u>6</u>	<u>2</u>	
<b>TOTALS*</b>	<b>312</b>	<b>372</b>	<b>408</b>	<b>346</b>	<b>347</b>	

\*These are duplicative headcounts that include double degrees and double majors. Please see page 88 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 2017.

## 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). Completed proposals with all required signatures are submitted to the Dean of Curriculum and Student Learning, liaison to the Academic Program Council.

### 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

### 2016 - 2017: 18 majors

Anthro/Archeology in Appalachia  
Appalachian Studies  
Behavioral and Biological Science  
Biological Anthropology  
Community Health  
Community Health Education (2)  
Community Health Studies  
Ecological Design  
Film and Media Production  
Health Science  
Health Studies  
Neuroscience  
Peace and Social Justice Studies (2)  
Public Policy  
Sustainable Community Development (2)

\*Includes double degrees and double majors

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

Source: *2017-2018 College Catalog*

Office of Institutional Research and Assessment, October 2017

## 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>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Education Studies - General (no certification)	11	12	14	6	10
Teaching and Curriculum with Certification*					
Art	n/a	0	0	0	1
English	n/a	3	1	3	0
History	n/a	0	2	0	0
Mathematics	n/a	2	0	4	0
Technology/Applied Design	n/a	1	0	1	0
Middle Grades Certification	3	2	4	2	2
Elementary Education	10	11	4	6	6

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

Art	0	0	0	0	0
Child and Family Studies					
Early Childhood	2	0	0	0	0
Family Consumer Science	1	0	0	0	0
English	5	0	0	0	0
Health and Human Performance (formerly Physical Education)	2	1	1	1	0
History	1	0	0	0	0
Mathematics	0	1	0	0	0
Music	1	0	3	1	2
Technology/Applied Design (formerly Technology and Industrial Arts)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL CERTIFIED</b>	25	21	15	18	11

\*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: [2017-2018 College Catalog](#)

Office of Institutional Research and Assessment, September 2017

# SUMMARY OF GRADUATES' MAJORS\* INCLUDING CONCENTRATIONS

## 5 Year Summary: Academic Years 2012–13 through 2016–17

African and African American Studies..... 18	English.....93
Agriculture and Natural Resources..... 73	Education                  5
Applied Science and Mathematics ..... 8	Literature                  44
Art ..... 52	Writing                      52
<i>General</i> 2	Included in concentration list are 8 additional concentration for a total of 101
History                      6	Foreign Languages .....62
Studio                       44	French                      11
Asian Studies.....26	German                      9
Biology ..... 136	Spanish                     42
<i>General</i> 94	Health and Human Performance
Biomolecular, Cellular, and Systems          25	(formerly Physical Education).....61
Field and Organismal          18	<i>General</i> 56
Included in concentration list is 1 additional concentration for a total of 137	Education                  5
Business Administration ..... 131	History .....46
Accounting                  37	<i>General</i> 45
Finance                      48	Education                  1
Management                  43	Independent (see page 90) .....67
Marketing                     36	Mathematics .....48
Included in concentration list are 33 additional concentrations for a total of 164	<i>General</i> 47
Chemistry.....55	Education                  1
<i>General</i> 37	Music .....37
Biochemistry                  5	<i>General</i> 30
Professional                  14	Edu - Instrumental          6
Included in concentration list is 1 additional one for a total of 56	Edu - Vocal                  1
Child and Family Studies ..... 113	Nursing .....51
Child Development          54	Peace and Social Justice Studies ..... 1
Early Childhood Educ.          2	Philosophy .....13
Family and Consumer Sciences Education          1	Physics .....22
Family Studies              59	Political Science .....31
Nutrition/Food Studies         14	Psychology .....98
Included in concentration list are 17 additional concentrations for a total of 130	Religion.....9
Communication.....87	<i>General</i> 6
Computer and Information Science .....79	Biblical Studies             3
<i>General</i> 64	Sociology .....46
Computer Science              8	Technology and Applied Design .....85
Computational Mathematics          7	<i>General</i> 26
Economics.....42	Artisan Studies             10
International Politics and Policy          22	Engineering and Tech. Education          1
Methods and Models          21	Management                  49
Included in concentration list is 1 additional one for a total of 43	Included in concentration list is 1 additional concentration for a total of 86
Education Studies.....121	Theatre .....51
<i>General</i> 53	Women's and Gender Studies .....23
Elementary P-5              37	
Middle Grades 5-9          13	
Teaching and Curriculum with Certification          18	
	<b>ALL MAJORS .....1,785</b>
	(awarded to 1,615 graduates)

NOTE: In seven 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.

Compiled by: Office of Institutional Research and Assessment, September 2017

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

	Academic Years 2012-2013 through 2016-2017					
	Males		Females		Total	
	N	%	N	%	N	% of Grand Total
African and African American Studies	6	33%	12	67%	18	1.0%
Agriculture and Natural Resources	30	41%	43	59%	73	4.1%
Applied Science and Mathematics	7	88%	1	13%	8	0.4%
Art	12	23%	40	77%	52	2.9%
Asian Studies	7	27%	19	73%	26	1.5%
Biology	43	32%	93	68%	136	7.6%
Business Administration	66	50%	65	50%	131	7.3%
Chemistry	26	47%	29	53%	55	3.1%
Child and Family Studies	8	7%	105	93%	113	6.3%
Communication	33	38%	54	62%	87	4.9%
Computer and Information Science	59	75%	20	25%	79	4.4%
Economics	26	62%	16	38%	42	2.4%
Education Studies						
General	15	28%	38	72%	53	3.0%
Elementary Education	4	11%	33	89%	37	2.1%
Middle Grades Education	5	38%	8	62%	13	0.7%
Teaching and Curriculum with Certification (13-14)	7	39%	11	61%	18	1.0%
English	30	32%	63	68%	93	5.2%
Foreign Languages						
French	4	36%	7	64%	11	0.6%
German	3	33%	6	67%	9	0.5%
Spanish	9	21%	33	79%	42	2.4%
Health & Human Performance (14-15)						
/Physical Education	39	64%	22	36%	61	3.4%
History	26	57%	20	43%	46	2.6%
Independent (see page 90)	22	33%	45	67%	67	3.8%
Mathematics	31	65%	17	35%	48	2.7%
Music	16	43%	21	57%	37	2.1%
Nursing	10	20%	41	80%	51	2.9%
Peace and Social Justice Studies (16-17)	0	0%	1	100%	1	0.1%
Philosophy	7	54%	6	46%	13	0.7%
Physics	20	91%	2	9%	22	1.2%
Political Science	19	61%	12	39%	31	1.7%
Psychology	17	17%	81	83%	98	5.5%
Religion	8	89%	1	11%	9	0.5%
Sociology	13	28%	33	72%	46	2.6%
Technology and Applied Design	70	82%	15	18%	85	4.8%
Theatre	20	39%	31	61%	51	2.9%
Women's and Gender Studies	<u>2</u>	<u>9%</u>	<u>21</u>	<u>91%</u>	<u>23</u>	<u>1.3%</u>
<b>GRAND TOTAL*</b>	720	40%	1,065	60%	1,785	100%

\*These are duplicative headcounts that include double degrees and double majors. The 1,785 majors represent 1,615 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 2017

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

Major Programs	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	1	3	4	1	2	3	4	2	6	0	4	4	0	1	1
Agriculture and Natural Resources	8	7	15	7	16	23	6	8	14	5	8	13	4	4	8
Applied Science&Mathematics	0	1	1	1	0	1	2	0	2	1	0	1	3	0	3
Art	5	6	11	2	12	14	2	6	8	0	8	8	3	8	11
Asian Studies	2	0	2	0	2	2	3	8	11	1	4	5	1	5	6
Biology	7	11	18	8	25	33	13	20	33	4	12	16	11	25	36
Business Administration	12	8	20	7	14	21	17	13	30	16	18	34	14	12	26
Chemistry	6	5	11	3	8	11	6	5	11	4	4	8	7	7	14
Child and Family Studies	0	22	22	2	26	28	0	18	18	3	22	25	3	17	20
Communication	5	11	16	3	9	12	7	13	20	10	12	22	8	9	17
Computer and Information Science	6	0	6	7	3	10	12	1	13	12	8	20	22	8	30
Economics	2	3	5	7	1	8	9	0	9	1	9	10	7	3	10
Education Studies															
General	3	8	11	6	6	12	3	11	14	1	5	6	2	8	10
Elementary	1	9	10	3	8	11	0	4	4	0	6	6	0	6	6
Middle	2	1	3	0	2	2	2	2	4	1	1	2	0	2	2
Teaching and Curriculum with Certification	n/a	n/a	n/a	3	3	6	2	1	3	2	6	8	0	1	1
English	9	16	25	5	6	11	5	18	23	10	15	25	1	8	9
Foreign Languages	1	12	13	6	8	14	5	4	9	3	16	19	1	6	7
Health and Human Performance**	4	6	10	10	6	16	9	4	13	6	5	11	10	1	11
History	9	5	14	2	4	6	9	6	15	1	3	4	5	2	7
Independent (see page 90)	0	6	6	9	10	19	5	11	16	2	6	8	6	12	18
Mathematics	5	2	7	9	5	14	8	2	10	3	6	9	6	2	8
Music	2	2	4	2	3	5	7	4	11	5	6	11	0	6	6
Nursing	2	10	12	2	9	11	1	8	9	2	5	7	3	9	12
Peace&Social Justice 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	0	1	1
Philosophy	1	1	2	0	1	1	4	2	6	2	0	2	0	2	2
Physics	4	0	4	2	2	4	4	0	4	2	0	2	8	0	8
Political Science	3	3	6	4	3	7	6	2	8	1	2	3	5	2	7
Psychology	2	15	17	4	17	21	5	19	24	1	14	15	5	16	21
Religion	3	0	3	1	0	1	1	1	2	3	0	3	0	0	0
Sociology	3	8	11	2	8	10	6	7	13	0	5	5	2	5	7
Technology and Applied Design	12	0	12	14	3	17	20	5	25	16	3	19	8	4	12
Theatre	7	2	9	4	9	13	5	7	12	2	7	9	2	6	8
Women's and Gender Studies	0	2	2	1	4	5	0	8	8	1	5	6	0	2	2
<b>TOTAL*</b>			<u>312</u>			<u>372</u>			<u>408</u>			<u>346</u>			<u>347</u>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 88 for an unduplicated headcount.

\*\*Change in major name: Physical Education to Health and Human Performance.

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

Compiled by: Office of Institutional Research and Assessment, September 2017.

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**Five-Year Summary: Academic Years 2012 - 2013 through 2016 - 2017**

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	18	(100%)	0	(0%)	0	(0%)	18	(1.0%)
Agriculture and Natural Resources	0	(0%)	72	(99%)	1	(1%)	73	(4.1%)
Applied Science and Mathematics	3	(38%)	5	(63%)	0	(0%)	8	(0.4%)
Art	3	(6%)	47	(90%)	2	(4%)	52	(2.9%)
Asian Studies	10	(38%)	14	(54%)	2	(8%)	26	(1.5%)
Biology	24	(18%)	104	(76%)	8	(6%)	136	(7.6%)
Business Administration	19	(15%)	82	(63%)	30	(23%)	131	(7.3%)
Chemistry	14	(25%)	30	(55%)	11	(20%)	55	(3.1%)
Child and Family Studies	29	(26%)	83	(73%)	1	(1%)	113	(6.3%)
Communication	28	(32%)	54	(62%)	5	(6%)	87	(4.9%)
Computer and Information Science	9	(11%)	53	(67%)	17	(22%)	79	(4.4%)
Economics	5	(12%)	15	(36%)	22	(52%)	42	(2.4%)
Education Studies								
General	14	(26%)	36	(68%)	3	(6%)	53	(3.0%)
Elementary Education Certification	3	(8%)	33	(89%)	1	(3%)	37	(2.1%)
Middle Grades Education Certification	0	(0%)	13	(100%)	0	(0%)	13	(0.7%)
Teaching and Curriculum with Certification (13-14)	1	(6%)	17	(94%)	0	(0%)	18	(1.0%)
English	11	(12%)	81	(87%)	1	(1%)	93	(5.2%)
Foreign Languages								
French	1	(9%)	5	(45%)	5	(45%)	11	(0.6%)
German	0	(0%)	4	(44%)	5	(56%)	9	(0.5%)
Spanish	6	(14%)	31	(74%)	5	(12%)	42	(2.4%)
Health and Human Performance (14-15) /Physical Education	13	(21%)	47	(77%)	1	(2%)	61	(3.4%)
History	2	(4%)	43	(93%)	1	(2%)	46	(2.6%)
Independent (see page 90)	9	(13%)	52	(78%)	6	(9%)	67	(3.8%)
Mathematics	4	(8%)	30	(63%)	14	(29%)	48	(2.7%)
Music	8	(22%)	29	(78%)	0	(0%)	37	(2.1%)
Nursing	7	(14%)	38	(75%)	6	(12%)	51	(2.9%)
Peace and Social Justice Studies (16-17)	0	(0%)	1	(100%)	0	(0%)	1	(0.1%)
Philosophy	1	(8%)	12	(92%)	0	(0%)	13	(0.7%)
Physics	3	(14%)	10	(45%)	9	(41%)	22	(1.2%)
Political Science	3	(10%)	24	(77%)	4	(13%)	31	(1.7%)
Psychology	14	(14%)	76	(78%)	8	(8%)	98	(5.5%)
Religion	1	(11%)	8	(89%)	0	(0%)	9	(0.5%)
Sociology	10	(22%)	35	(76%)	1	(2%)	46	(2.6%)
Technology and Applied Design	16	(19%)	63	(74%)	6	(7%)	85	(4.8%)
Theatre	10	(20%)	39	(76%)	2	(4%)	51	(2.9%)
Women's and Gender Studies	5	(22%)	17	(74%)	1	(4%)	23	(1.3%)
<b>TOTAL*</b>	<b>304</b>	<b>(17%)</b>	<b>1,303</b>	<b>(73%)</b>	<b>178</b>	<b>(10%)</b>	<b>1,785</b>	<b>(100%)</b>

\*These are duplicative headcounts that include double degrees and double majors. The 1,785 majors represent 1,615 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 2017.

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**Five-Year Summary: Academic Years 2012 – 13 through 2016 – 17**

African and African American Studies	14	(2.8%)
Agriculture and Natural Resources	16	(3.2%)
Appalachian Studies	9	(1.8%)
Art History	13	(2.6%)
Art Studio (first awarded 2013-14)	8	(1.6%)
Asian Studies	13	(2.6%)
Biology (first awarded 2015-16)	6	(1.2%)
Broadcast Journalism	29	(5.9%)
Business Administration	64	(13.0%)
Chemistry (first awarded 2013-14)	5	(1.0%)
Child and Family Studies (first awarded 2015-16)	2	(0.4%)
Communication	13	(2.6%)
Computer Science	14	(2.8%)
Dance	15	(3.0%)
Economics	36	(7.3%)
English (first awarded 2013-14)	12	(2.4%)
Film Production (first awarded 2013-14)	7	(1.4%)
Forest Resource Management (first awarded 2014-15)	3	(0.6%)
French	8	(1.6%)
German	6	(1.2%)
Health Studies	21	(4.3%)
Health Teaching	5	(1.0%)
History	21	(4.3%)
Latin	4	(0.8%)
Music	10	(2.0%)
Peace and Social Justice Studies	15	(3.0%)
Philosophy	19	(3.9%)
Physics	9	(1.8%)
Political Science	10	(2.0%)
Religion	4	(0.8%)
Sociology	5	(1.0%)
Spanish	29	(5.9%)
Sustainability and Environmental Studies	17	(3.4%)
Theatre (first awarded 2014-15)	10	(2.0%)
Women's and Gender Studies	<u>21</u>	<u>(4.3%)</u>
TOTAL	493	(100%)

\*This is a duplicative headcount that includes double minors. The 493 minors were awarded to 445 graduates. The 445 graduates who received a minor represent 28% of the 1,615 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 2017



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

<u>Minors</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
African and African American Studies	3	0	6	3	2
Agriculture and Natural Resources	5	3	3	4	1
Appalachian Studies	1	1	1	4	2
Art History	2	1	5	0	3
Art Studio	n/a	1	1	6	0
Asian Studies	2	0	4	4	3
Biology	n/a	n/a	n/a	1	5
Broadcast Journalism	3	1	5	12	8
Business Administration	9	17	13	13	12
Chemistry	n/a	2	2	1	0
Child and Family Studies	n/a	n/a	n/a	1	1
Communication	2	0	6	3	2
Computer Science	4	2	5	1	2
Dance	0	4	6	2	3
Economics	6	1	8	11	10
English	n/a	1	5	2	4
Film Production	n/a	1	0	3	3
Forest Resource Management	n/a	n/a	1	0	2
French	0	3	2	2	1
German	1	2	1	1	1
Health Studies	4	0	8	5	4
Health Teaching	1	2	0	2	0
History	3	2	8	4	4
Latin	1	1	1	1	0
Music	1	0	6	1	2
Peace and Social Justice Studies	3	1	4	6	1
Philosophy	1	9	5	1	3
Physics	0	1	3	4	1
Political Science	1	1	5	1	2
Religion	0	2	0	2	0
Sociology	0	3	0	0	2
Spanish	6	9	4	7	3
Sustainability and Environmental Studies	2	5	1	6	3
Theatre	n/a	n/a	3	6	1
Women's & Gender Studies	<u>0</u>	<u>5</u>	<u>8</u>	<u>1</u>	<u>7</u>
<b>TOTAL</b>	<b>61</b>	<b>83</b>	<b>130</b>	<b>121</b>	<b>98</b>

\*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 2017

## MINORS\* AWARDED TO GRADUATES BY SEX Five-Year History

Minors	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	2	1	3	0	0	0	1	5	6	0	3	3	0	2	2
Agriculture and Natural Resources	3	2	5	1	2	3	0	3	3	2	2	4	0	1	1
Appalachian Studies	0	1	1	0	1	1	0	1	1	1	3	4	0	2	2
Art History	0	2	2	0	3	3	2	3	5	0	0	0	0	3	3
Art Studio	n/a	n/a	n/a	0	1	1	0	1	1	0	6	6	0	0	0
Asian Studies	1	1	2	0	0	0	2	2	4	3	1	4	2	1	3
Biology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	2	3	5
Broadcast Journalism	1	2	3	0	1	1	1	4	5	6	6	12	5	3	8
Business Administration	7	2	9	6	11	17	11	2	13	5	8	13	6	6	12
Chemistry	n/a	n/a	n/a	1	1	2	1	1	2	1	0	1	0	0	0
Child and Family Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	1	0	1
Communication	1	1	2	0	0	0	3	3	6	2	1	3	0	2	2
Computer Science	3	1	4	2	0	2	5	0	5	1	0	1	2	0	2
Dance	0	0	0	1	3	4	2	4	6	1	1	2	1	2	3
Economics	3	3	6	0	1	1	3	5	8	6	5	11	7	3	10
English	n/a	n/a	n/a	0	1	1	1	4	5	0	2	2	1	3	4
Film Production	n/a	n/a	n/a	0	1	1	0	0	0	2	1	3	1	2	3
Forest Resource Mgmt.	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	0	0	0	0	2	2
French	0	0	0	2	1	3	1	1	2	1	1	2	0	1	1
German	1	0	1	1	1	2	1	0	1	0	1	1	0	1	1
Health Studies	0	4	4	0	0	0	1	7	8	1	4	5	2	2	4
Health Teaching	0	1	1	0	2	2	0	0	0	0	2	2	0	0	0
History	1	2	3	0	2	2	1	7	8	3	1	4	3	1	4
Latin	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0
Music	0	1	1	0	0	0	4	2	6	0	1	1	0	2	2
Peace and Social Justice Studies	0	3	3	0	1	1	3	1	4	0	6	6	0	1	1
Philosophy	1	0	1	4	5	9	4	1	5	1	0	1	2	1	3
Physics	0	0	0	1	0	1	2	1	3	4	0	4	1	0	1
Political Science	0	1	1	0	1	1	4	1	5	0	1	1	1	1	2
Religion	0	0	0	1	1	2	0	0	0	2	0	2	0	0	0
Sociology	0	0	0	1	2	3	0	0	0	0	0	0	2	0	2
Spanish	1	5	6	2	7	9	1	3	4	2	5	7	0	3	3
Sustainability and Environmental Studies	1	1	2	0	5	5	0	1	1	3	3	6	1	2	3
Theatre	n/a	n/a	n/a	n/a	n/a	n/a	0	3	3	2	4	6	0	1	1
Women's & Gender Studies	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>8</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>7</u>	<u>7</u>
<b>TOTAL</b>	<b>26</b>	<b>35</b>	<b>61</b>	<b>25</b>	<b>58</b>	<b>83</b>	<b>57</b>	<b>73</b>	<b>130</b>	<b>50</b>	<b>71</b>	<b>121</b>	<b>40</b>	<b>58</b>	<b>98</b>

\* 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 2017.

# Special Learning Opportunities

- Highlights
- Education Abroad (Description and Summary of Participants)
- Education Abroad: Countries organized by Continents: 5-year Summary
- Academic Internships
- Center for Excellence in Learning through Service and the Service-Learning Program
- Undergraduate Research and Creative Projects Program

# Special Learning Opportunities Highlights

## Academic Year 2016-2017

### Education Abroad

44% of graduates participated  
an increase of **11%** since 2012-13

students traveled to **66** countries over last 5 years



### Internships

52% of graduates participated

**30** majors represented

located in **31** states and **4** countries



### Service-Learning

61% of graduates took a service-learning course

33% of graduates volunteered through CELTS



### Undergraduate Research

49 students participated

in **15** projects with **17** faculty members  
participation increased **36%** over last five years



## 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 During Academic Year

Period of Time Spent Abroad	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Full academic year	2	2	3	2	3
Full semester	21	34	44	32	48
Less than a full semester	<u>137</u>	<u>195</u>	<u>122</u>	<u>124</u>	<u>96</u>
TOTAL	160	231	169	158	147

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#### Number and Percent of Graduates Who Participated in an Education Abroad Opportunity While Attending Berea College

##### Graduated in Academic Years

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Total number of graduates	283	336	374	305	317
Number of graduates who participated in Education Abroad while a student	92	125	161	139	140
Percent of graduates who participated:	33%	37%	43%	46%	44%

Source: *2017 – 2018 College Catalog*  
 Center for International Education, October 2017  
 Office of Institutional Research and Assessment.

**EDUCATION ABROAD:  
COUNTRIES ORGANIZED BY CONTINENT  
5-Year Summary: Academic Years 2012-13 through 2016-17**

Berea College students have participated in education abroad programs in **66** countries. Campus sponsors of these experiences include the Center for International Education (CIE), the Foreign Languages Department, the Mathematics Department, the Campus Christian Center (CCC), the Center for Excellence in Learning Through Service (CELTs), Internship and Career Development Office, and the Entrepreneurship for the Public Good (EPG) Office.

**Africa (12 countries)**

Burkina Faso  
Ethiopia  
Gambia  
Ghana  
Kenya  
Madagascar  
Morocco  
Nigeria  
Senegal  
South Africa  
Tanzania  
Tunisia

**Asia (14 countries)**

Cambodia  
China  
India  
Japan  
Jordan  
Kyrgyzstan  
Lebanon  
Nepal  
Palestine  
Russia  
South Korea  
Thailand  
Turkey  
Yemen

**Europe (22 countries)**

Austria  
Belgium  
Cyprus  
Czech Republic  
Denmark  
England  
France  
Germany

**Europe, continued**

Greece  
Hungary  
Ireland  
Italy  
Netherlands  
Norway  
Poland  
Portugal  
Romania  
Scotland  
Spain  
Sweden  
Switzerland  
Ukraine

**Oceania (2 countries)**

Australia  
New Zealand

**Western Hemisphere (The Americas)  
(16 countries)**

Argentina  
Bolivia  
Brazil  
Canada  
Chile  
Costa Rica  
Cuba  
Dominican Republic  
Ecuador  
Guatemala  
Honduras  
Mexico  
Nicaragua  
Panama  
Peru  
Trinidad

## ACADEMIC INTERNSHIPS

Internships is an experiential education program designed to allow students to 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.

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.

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>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Fall	2	2	4	3	0
Spring	5	10	6	7	6
Summer	<u>201</u>	<u>202</u>	<u>225</u>	<u>230</u>	<u>254</u>
TOTAL	208	214	235	240	260

### Highlights Based on the 2016-2017 Internship Survey (98% response rate)

- 260 students representing 30 majors participated in internships in 31 states and 4 countries
- 98% reported that they are better prepared to enter the professional world as a result of their internship
- 98% reported that they achieved the learning goals specified in their internship proposals
- 96% rated their overall internship experience as excellent, very good, or good
- 66% received full funding from Berea to cover expenses related to the internship
- 3% participated in internships in international settings
- 17% of Berea students reported that they received a full-time job offer from the organization

### Number and Percent of Graduates Who Participated in an Internship\* While Attending Berea College

	Graduated in Academic Years				
	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Total number of graduates	283	336	374	305	317
Number of graduates who participated in an internship*	88	152	173	161	165
Number of internships* in which graduates participated	99	182	216	196	204
Percent of graduates who participated:	31%	45%	46%	53%	52%

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

Source: Office of Internships, October 2017  
Office of Institutional Research and Assessment

## 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 long history of engagement with our community, including the great 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.

#### NUMBER OF STUDENTS WHO VOLUNTEERED OUTSIDE OF REQUIRED COURSEWORK OR LABOR ASSIGNMENTS

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Volunteers	202	222	225	200	256

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#### NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS

	Graduated in Academic Years				
	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Total number of graduates	283	336	374	305	317
Number of graduates who volunteered through CELTS	75	102	84	72	106
Percent of graduates who volunteered:	27%	30%	22%	24%	33%

Source: Center for Excellence in Learning through Service (CELTS), November 2017  
Office of Institutional Research and Assessment.



## CELTS and the Service-Learning Program, continued

### 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 DEPARTMENTS, FACULTY, AND STUDENTS**

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Service-Learning Courses	16	17	16	19	17
Academic Departments Represented	13	14	13	15	15
Faculty Teaching Service-Learning Courses	13	14	14	15	16
Students Enrolled in Service-Learning Courses	283	267	241	287	264

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#### **NUMBER AND PERCENT OF GRADUATES WHO PARTICIPATED IN AT LEAST ONE SERVICE-LEARNING COURSE**

	Graduated in Academic Years				
	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Total number of graduates	283	336	374	305	317
Number of graduates who participated in at least one service-learning course	178	209	201	198	192
Percent of graduates who participate:	63%	62%	54%	65%	61%

Source: Center for Excellence in Learning through Service (CELTS), November 2017  
Office of Institutional Research and Assessment.

## 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 engage a project for eight to ten weeks during the summer. The central purpose is 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 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>
2008	19	22	39
2009	8	8	19
2010	14	14	35
2011	15	15	33
2012	15	19	38
2013	14	16	36
2014	18	18	48
2015	17	19	43
2016	17	18	49
2017	15	17	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.

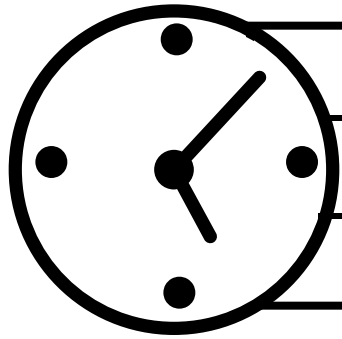
Source: Office of the Academic Vice President and Dean of the Faculty, October 2017

# 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  
2016-17



**12.6** Average Hours Worked per Week

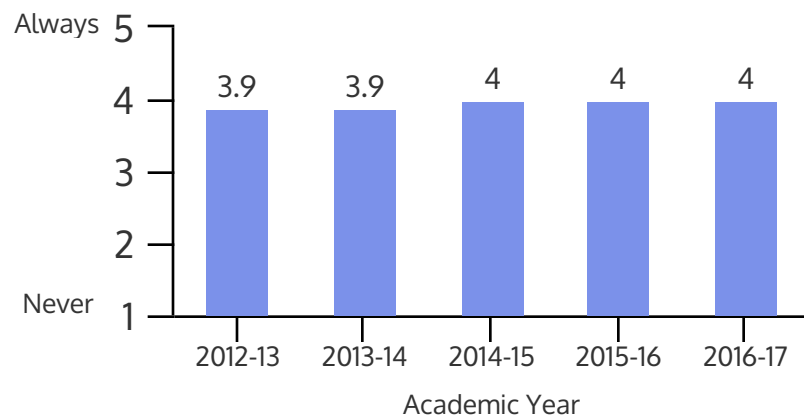
**18,794** Total Hours Contracted per Week

**37%** Contracted for More than 10 Hours/Week

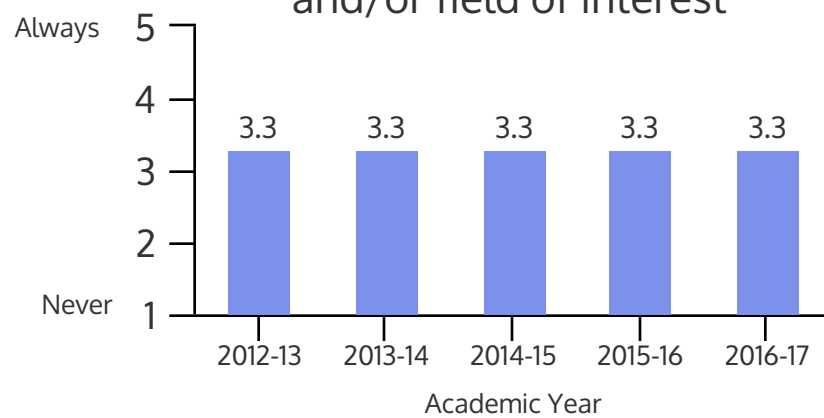
## Based on the Labor Experience Evaluation (LEE)

### Relationship between Work and Academics

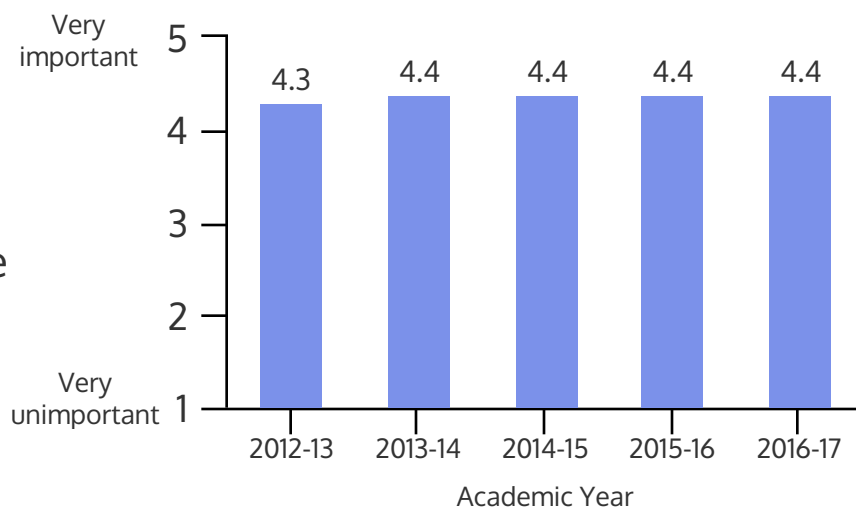
Skills I'm learning at work are supporting my academic development



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 2017

Given by Labor Supervisors (Primary Positions Only)

Exceptional labor performance

30%

Exceeds expectations

35%

Meets expectations

27%

Needs improvement

4%

Not meeting expectations

3%

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2017**

(As of September 5, 2017)

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	12	2	126	33	1,554	9.77
Alumni and College Relations	8	1	39	4	446	10.37
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	131	9	204	2	2,171	10.54
College Community Service	19	1	87	8	1,005	10.58
College Farms	13	4	59	10	761	11.03
College Related	0	0	2	0	20	10.00
Community Partnerships	1	0	5	0	57	11.40
Facilities Operations	77	7	139	2	1,464	10.38
General and Administrative	41	8	152	10	1,756	10.84
Instruction	31	5	339	82	4,176	9.92
Student Industries: Crafts/Services	38	6	144	12	1,586	10.17
Student Services	59	10	287	21	3,776	12.26
No Labor**	<u>0</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	430	53	1,608	184	-	-
No Status Form***	<u>2</u>	<u>0</u>	<u>2</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	432	53	1,610	184	18,982	10.62

- 439 Extended *primary* position for more than ten hours per week and did not have a secondary position
- 40 Extended *primary* position for more than ten hours per week with a secondary position.
- 139 Contracted in both a primary and at least one secondary position.
- 618 Contracted for more than ten hours a week. (38% of all degree-seeking students)

\*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, 2017 – 2018: \$ 5.55 - \$ 6.55; Unclassified \$ 6.75; Labor Pool: \$6.55; Break rate: (Thanksgiving, Christmas, and Spring): \$6.55

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

# LABOR DEPARTMENTS

## Academic Support (N = 16 Departments)

Academic Services	Environmental Health and Safety
Disability and Accessibility Services	First-Year Programs
Black Cultural Center	Hutchins Library
Carter G. Woodson Center for Interracial Education	Educational Technology
Center for International Education	Loyal Jones Appalachian Center
Center for Teaching and Learning	Office of Internships and Career Development
Writing Resources	Office of the Registrar
Convocations	Science Library
Draper Building Office Services	

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

Alumni Relations  
College Relations  
Marketing and Communication

## 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
Edwards (offline this year)	Talcott

Dining Services

## College Community Service (N = 13 Departments)

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

Partners for Education (Externally Sponsored Programs)

## College Farms (N = 3 Departments)

Administrative Staff  
Farm Store  
Farms

## 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 (including Forest Outreach Center)	Storeroom
Groundskeeping	Waste and Recycling
Housekeeping for Public Buildings	

## Labor Departments, continued

### General and Administrative (N = 14 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  
Conference Services  
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 and Services (N = 10 Departments)

Boone Tavern Hotel  
Broom Making  
Ceramics  
Crafts Education Center and Craft Outreach Program  
Log House Craft Gallery

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

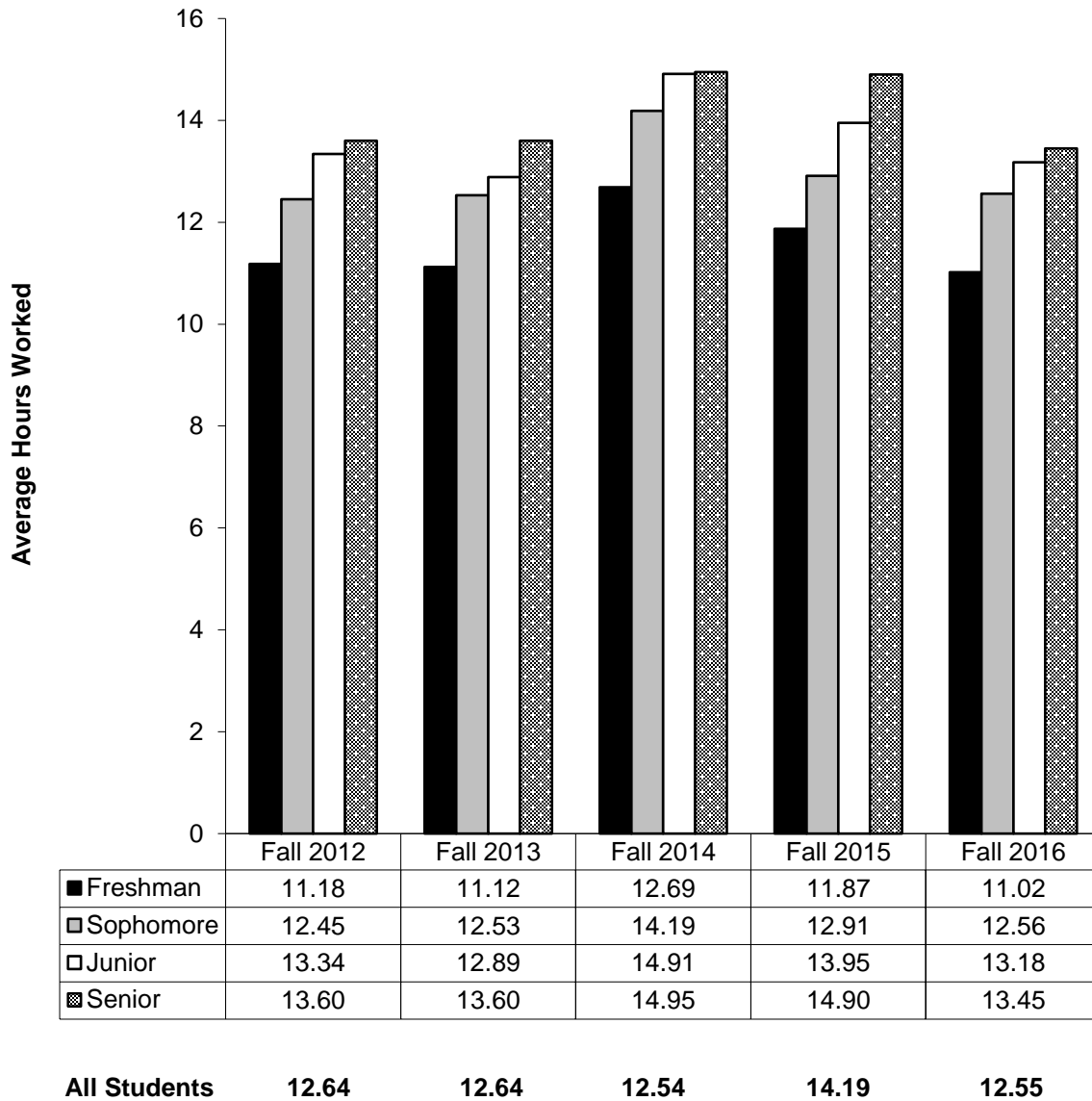
### Student Services (N = 19 Departments)

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

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

Complied by the Office of Institutional Research and Assessment, October 2017

## AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, November 2017



# 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.

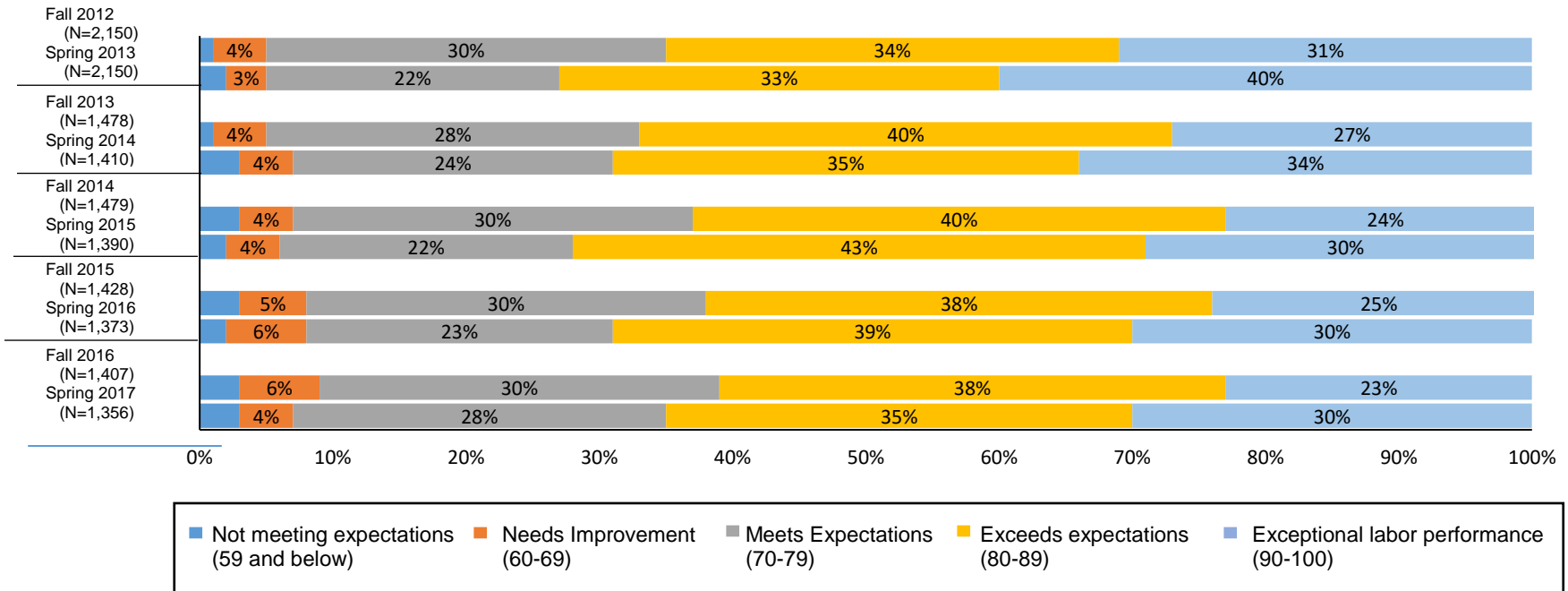
## Labor Supervisor/Practical Instructor

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 2016-2017**



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 2017

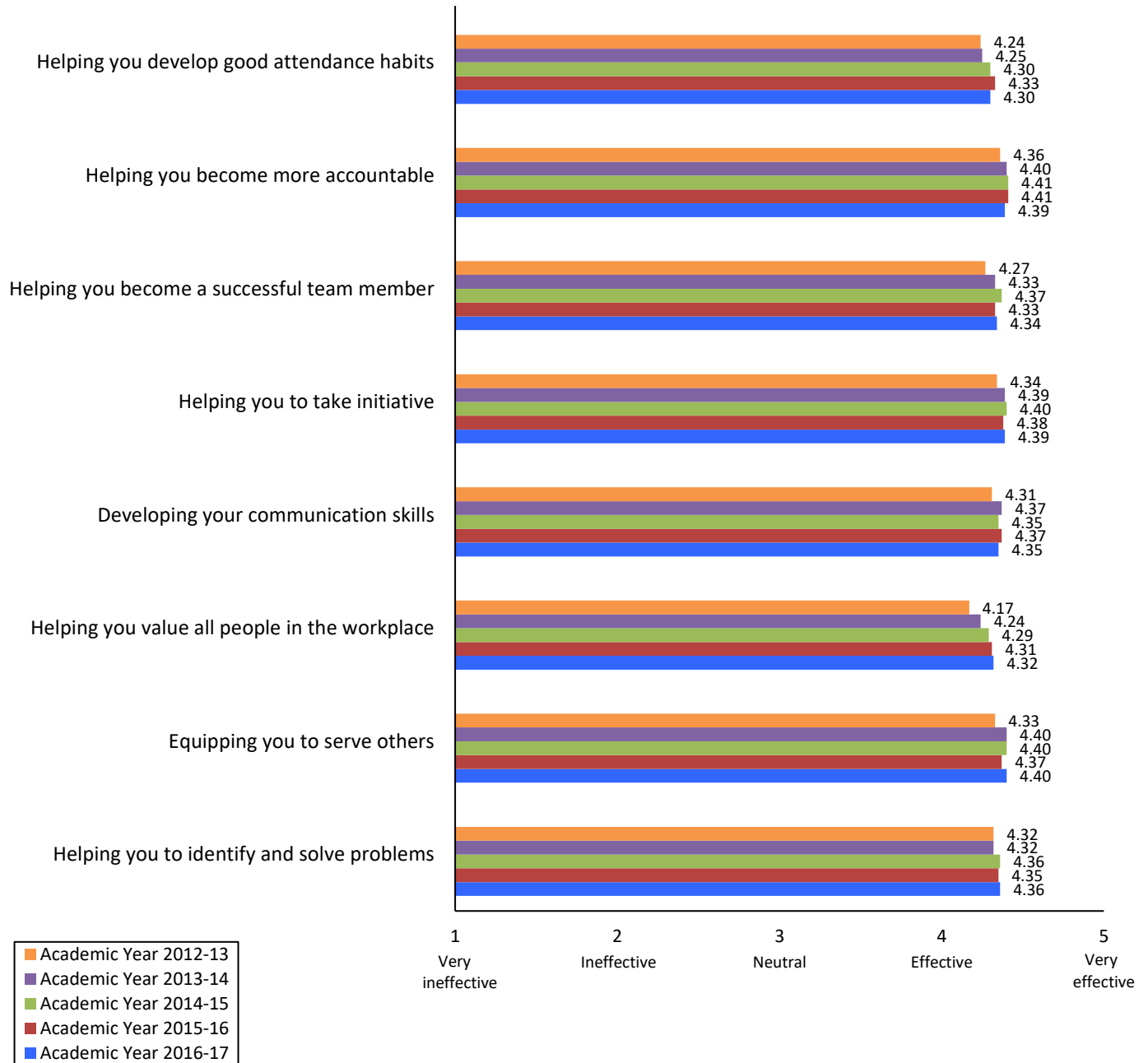
## The Student Labor Program, continued:

### Labor Experience Evaluation (LEE)

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

#### Learning through Work Experiences

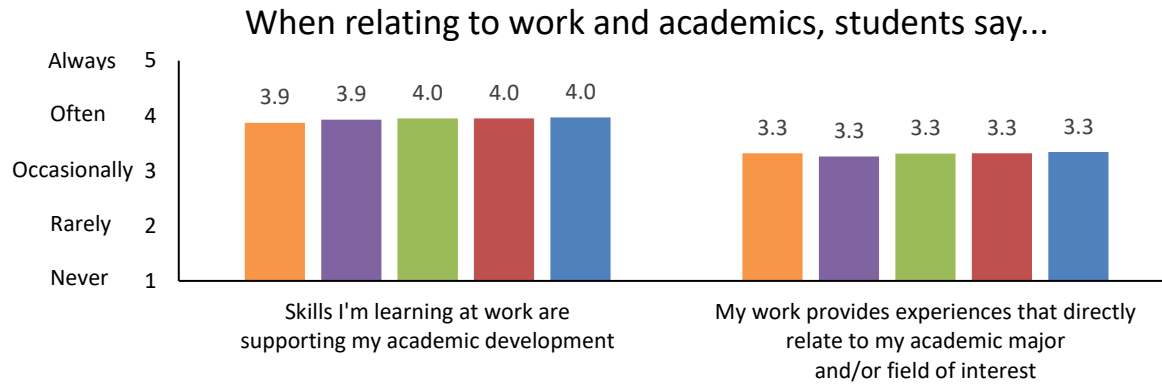
How effective has your labor experience been in..



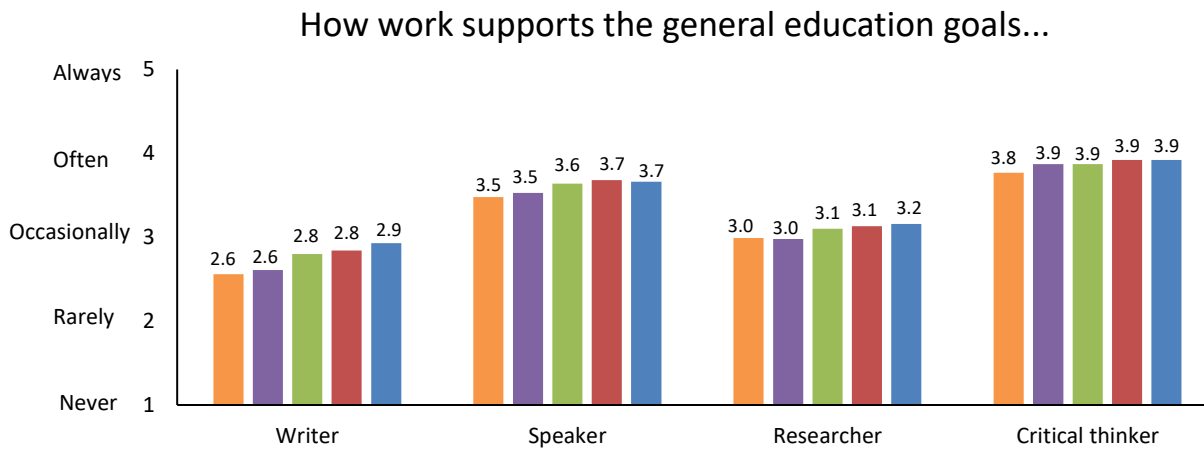
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2017

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

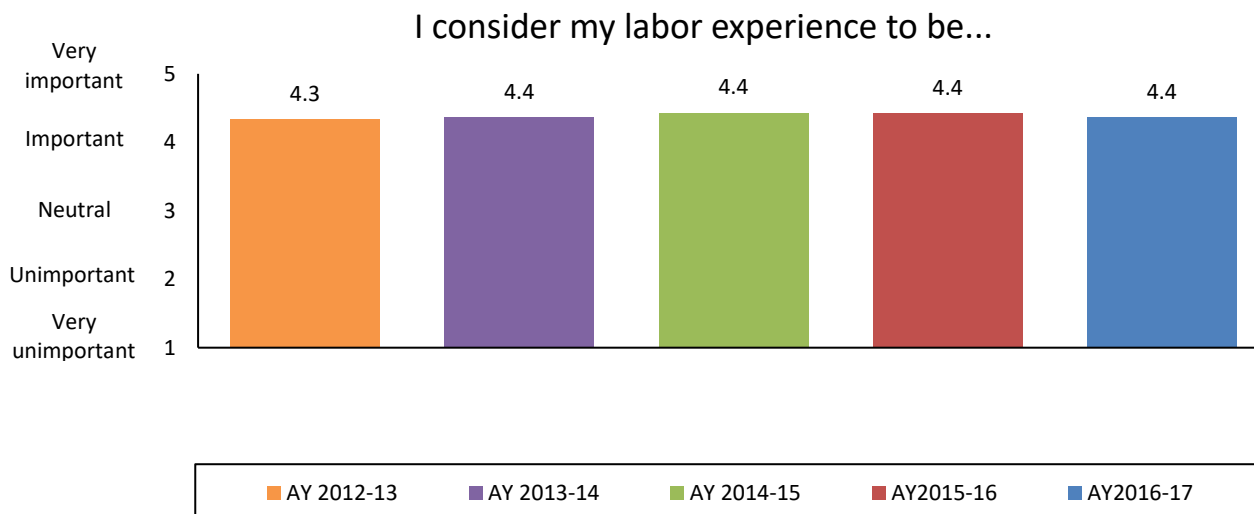
### Relationship between Work and Academics



### 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

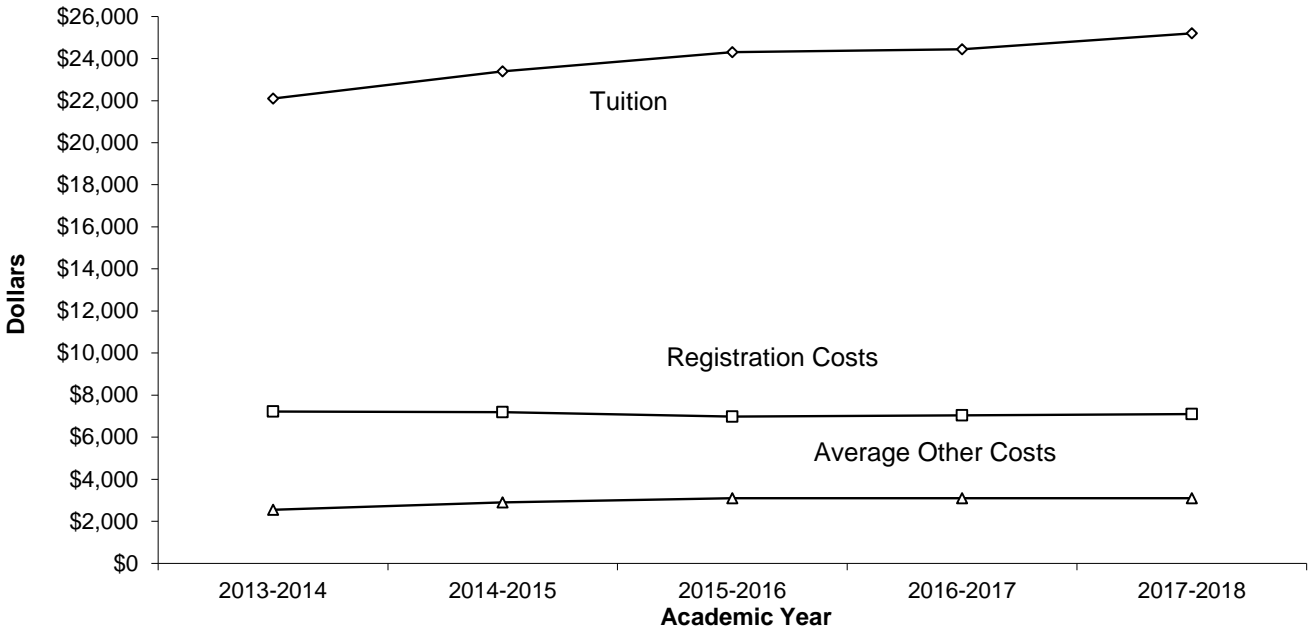
	Academic Year <u>2013-2014</u>	Academic Year <u>2014-2015</u>	Academic Year <u>2015-2016</u>	Academic Year <u>2016-2017</u>	Academic Year <u>2017-2018</u>
Tuition*	\$ 22,100	\$ 23,400	\$ 24,300	\$24,900	\$25,200
Registration Costs:					
Room (Housing)	3,240	3,322	3,322	3,322	3,322
Board (Meals)	2,910	3,000	3,088	3,150	3,212
Accident Fund	20	20	20	20	2
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	34	34
Health Fee	104	104	104	104	104
Health Insurance	500	300	0	0	0
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	10	18
Technology Fee**	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>
SUBTOTAL	\$ 7,220	\$ 7192	\$ 6,980	\$ 7,042	\$7,094
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,400	1,600	1,600	1,600	1,600
Transportation	<u>450</u>	<u>600</u>	<u>800</u>	<u>800</u>	<u>800</u>
SUBTOTAL	\$ 2,550	\$ 2,900	\$ 3,100	\$ 3,100	\$3,100
TOTAL STUDENT EXPENSE BUDGET	\$ 9,770	\$ 10,092	\$ 10,080	\$10,142	\$10,194

\*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 2017.

## TOTAL STUDENT COST



### **Legend**

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

*Registration Costs* include room (housing), board (meals), accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school newspaper), technology fee, health insurance and student government association fees. For more details, please see page 112.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 112.

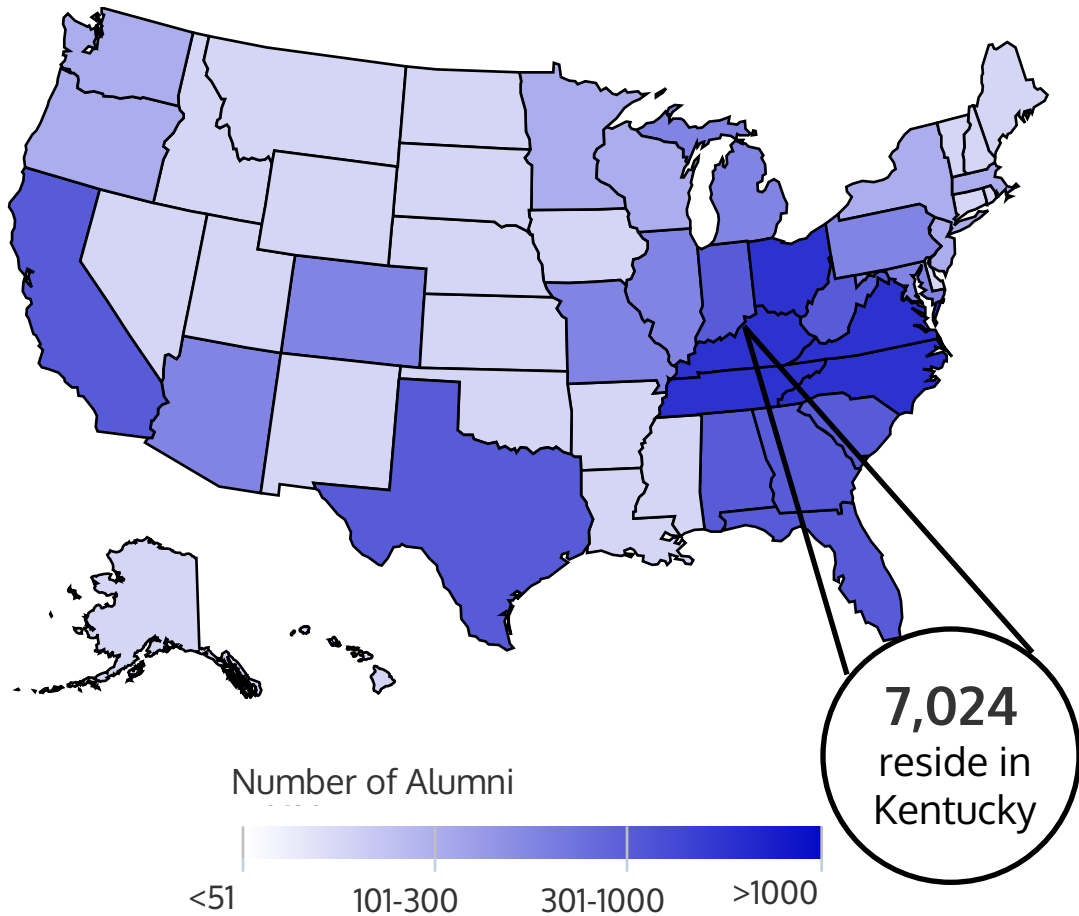
Source: Office of Student Financial Aid Services, September 2017.

# 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, 2017
- Designation of Gifts, Fiscal Years 2012-2013 through 2016-2017
- 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 70% of alumni reside in the In-Territory region.

## Number of Alumni by Continent

● Africa	40	● Europe	71
● Asia	87	● Oceania	4
● Western Hemisphere (Americas)*	49		

\*Not including U.S.

Alumni reside in **86** countries

Note: Alumni also reside in 4 U.S. Territories.

## Giving

Fiscal Year 2016-2017



**15%** of alumni donated to Berea

## 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 19,045 alumni on record. A total of 2,009 alumni are retired.



## ALUMNI ASSOCIATION EXECUTIVE COUNCIL ACADEMIC YEAR 2017-2018

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

Jennifer Hale Stafford '92 (Kentucky)

#### President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

#### President-Elect

Deborah Byrd Thomas '80 (Alabama)

#### Associate Vice President of Alumni Relations

Jackie Collier '80 (Kentucky)

#### Past President

Patricia Campbell Estep '77 (Virginia)

#### Vice President of Alumni and College Relations

Bernadine Douglas (Kentucky)

### **Alumni Trustees**

Celeste Patton Armstrong '90 (Alabama)

Robert F. Hawks '77 (Georgia)

Charles D. Crowe '70 (Tennessee)

Dr. Betty Hyatt Olinger '69 (Kentucky)

### **Members-At-Large**

V. Eldon Ball '70 (Virginia)

Katherine Silver Kelley '91 (Ohio)

Betty Jean Hall '68 (Virginia)

Robert Phillips '90 (Texas)

Adam Hardin '97 (Ohio)

Frank Polion '90 (Kentucky)

Amy Burkhardt Harmon '99 (California)

Elizabeth Mullins Robinette '82 (Indiana)

Destiny Harper-Lane '06 (Texas)

Evan Robinson '08 (North Carolina)

Don Hodges '00 (Ohio)

Ashley Long Seals '08 (Virginia)

Tedd Masiongale '88 (Missouri)

Tamika Weaver '97 (Georgia)

Sherry McCulley-Hall '81 (North Carolina)

Source: Alumni Relations website, December 2017

## YOUNG ALUMNI ADVISORY COUNCIL ACADEMIC YEAR 2017-2018

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 and 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 to promote fund raising 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

Joe Saleem II '08 (Kentucky)

#### Executive Vice President

David Kretzmann '14 (Virginia)

#### Past President

Missy Naseman Rivera '05 (Ohio)

#### President-Elect

Martina Jackson '11 (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)

Trinity Goodman '17 (Kentucky)

Wayne Jones '15 (Massachusetts)

Emily LaDouceur '04 (Kentucky)

Tran Nguyen '17 (Kentucky)

Cory Payton '15 (Kentucky)

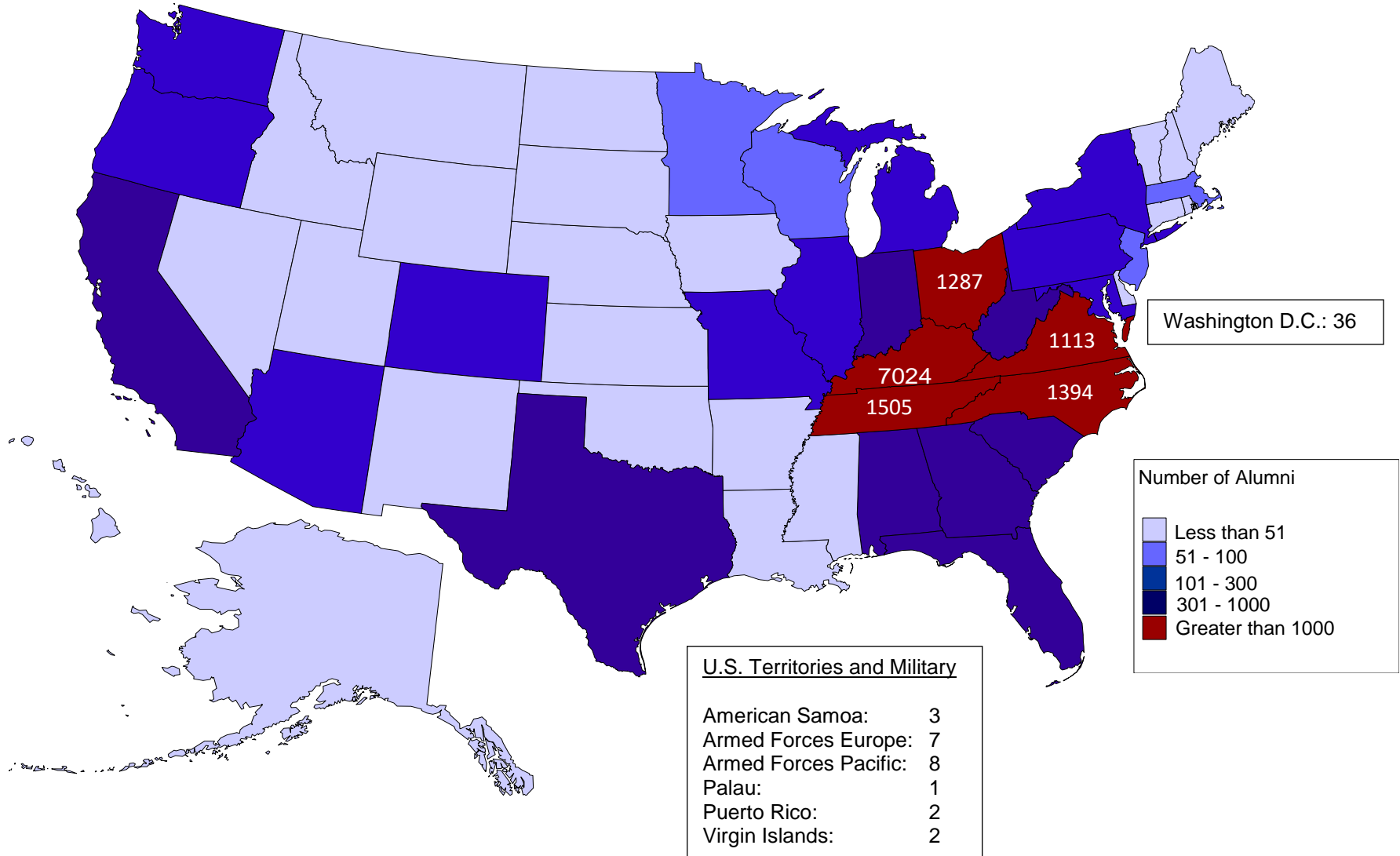
Katy Jones Sulfridge '03 (Ohio)

Djuan Trent '10 (New York)

Lara Zavalza-Neeson '13 (Kentucky)

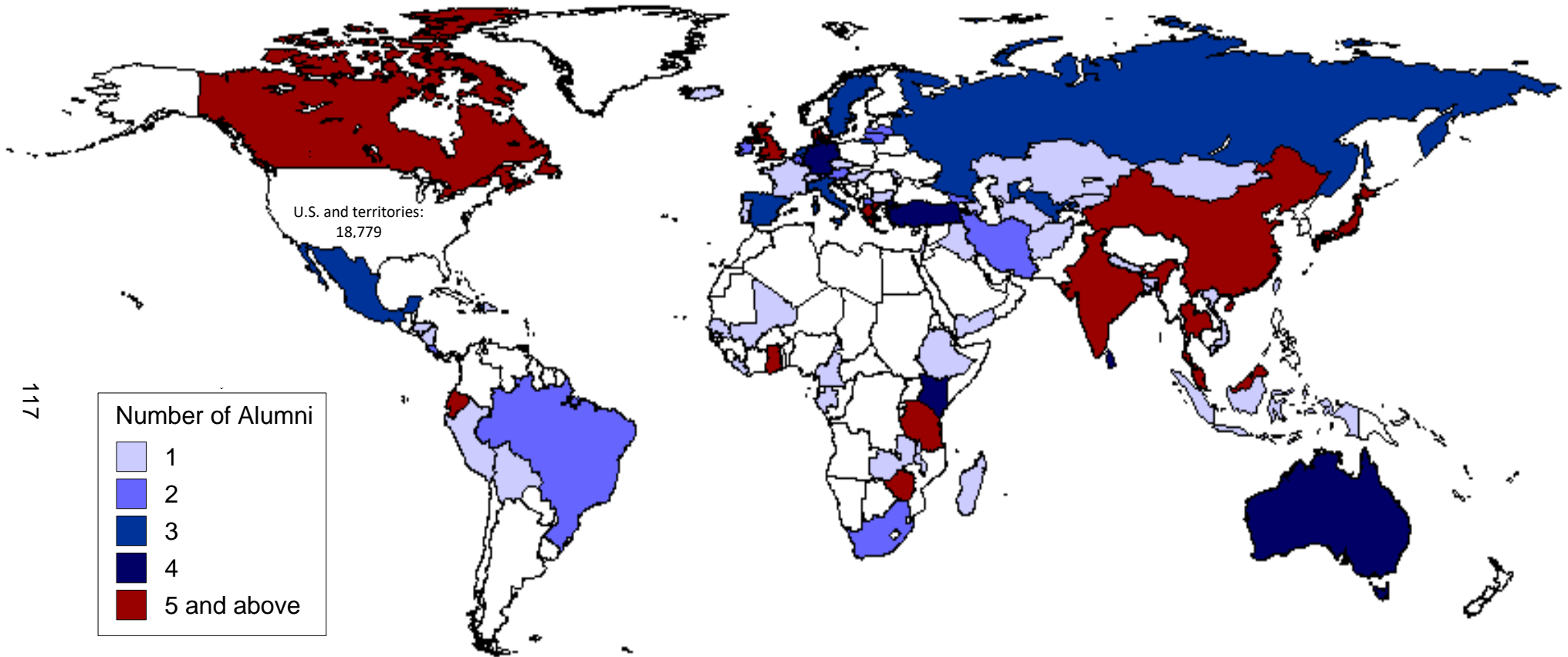
Source: Alumni Relations website, December 2017

## ALUMNI\* BY STATE AND U.S. TERRITORIES As of October 2017



\*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 2017



117

Alumni, including military personnel, reside in a total of 86 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 118.

NOTE: For details about U.S. state residency, please see page 116.

Source: Advancement Services Office, October 2017.

**ALUMNI\* BY COUNTRIES ORGANIZED BY CONTINENT  
As Of November 2017**

**Africa (16 countries)**

Cameroon	1
Ethiopia	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
Zambia	1
Zimbabwe	5
Africa TOTAL	40

**Asia (30 countries)**

Afghanistan	1
Bangladesh	1
Burma	4
Cambodia	1
China	8
Hong Kong	5
India	8
Indonesia	1
Iran	2
Iraq	1
Israel	1
Japan	11
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Mongolia	1
Nepal	1
Russia	3
Singapore	1
South Korea	6
Sri Lanka	4
Taiwan	1
Thailand	6
Turkey	4
Turkmenistan	1
Uzbekistan	3
Vietnam	1
Yemen	1
Asia TOTAL	87

**Europe (25 countries)**

Austria	2
Azerbaijan	1
Belgium	2
Bulgaria	1
Czech Republic	1
Denmark	5
France	1
Georgia	2
Germany	4
Greece	9
Hungary	1
Iceland	1
Ireland	2
Italy	3
Latvia	2
Lithuania	2
Macedonia	2
Moldova	1
Netherlands	3
Portugal	1
Slovak Republic	4
Spain	3
Sweden	3
Switzerland	1
United Kingdom	14
Europe TOTAL	71

**Oceania (1 country)**

Australia	4
-----------	---

**Western Hemisphere (The Americas)  
(14 countries)**

Bolivia	1
Brazil	2
Canada	24
Cayman Islands	2
Colombia	1
Costa Rica	2
Dominican Republic	1
Ecuador	5
Haiti	3
Honduras	1
Mexico	3
Nicaragua	1
Peru	1
Trinidad and Tobago	2
Western Hemisphere TOTAL	49

Countries Outside the U.S.	251
United States (see page 116)	18,771
U.S. Territories (see page 116)	8
Armed Forces-Europe/Pacific	15
<b>TOTAL</b>	<b>19,045</b>

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

Source: Advancement Services Office, October 2017

## ALUMNI\* BY OCCUPATION

Accounting	160	Journalism	9
Administrative/Clerical/Secretarial	163	Judiciary	9
Advertising	18	Labor/Human Resources	12
Agriculture/Ranching	94	Landscaping	9
Animal Science/Veterinary Medicine	18	Law/Legal Services	149
Architecture/Urban Planning	13	Library Science	98
Art	44	Management	322
Arts-Fine	29	Manufacturing	131
Arts-Performing/Creative	46	Marketing	38
Aviation/Aerospace	10	Mathematics/Statistics	5
Banking	70	Mechanical	6
Biological Sciences	5	Media	11
Brokerage/Securities/Investments	20	Medical/Health (not M.D., RN, Dentist, Pharmacy)	199
Business-Administration	89	Merchandising/Sales/Marketing	26
Business-Entrepreneur/Owner	166	Military	33
Business-Management	109	Ministry	131
Business-Owner	49	Missionary	6
Childcare	26	Musician	2
City Service Officer	2	Nonprofit	15
Civil Service	14	Nursing	492
Clergy	13	Nutrition	27
Communications	26	Personal Services	5
Computing/High Technology	239	Personnel/Human Resources	41
Construction/Contracting	50	Pharmacology	6
Consulting	49	Pharmacy	15
Counseling	110	Physical Sciences/Math	11
Crafts	8	Physician	105
Dentistry	21	Public Relations	10
Economics	1	Public Service: Firefighter, Police, Sanitation	39
Education – Administrative	457	Publishing	31
Education – Student Affairs	47	Radio/TV/Film	5
Education – Teaching	1,466	Real Estate	41
Energy Resources (Oil, etc.)	20	Recreation/Leisure Services	14
Engineering	133	Research/Development	81
Entertainment	13	Restaurant	6
Environmental Science	33	Retired	2,009
Estate Planning/Trusts/Taxation	1	Sales	129
Extension Work	21	Science	74
Fashion/Beauty	2	Self-Employed	14
Financial Services	73	Social Science	17
Foreign Service	3	Social Work	207
Fund Raising	33	Sports	18
Funeral Services	4	Sports/Recreation	5
Government – Elected	39	Student	10
Government – Non-elected	170	Support Staff/Secretarial/Clerical	26
Graphic Design	15	Trade/Craft	33
Health	76	Transportation	31
Homemaking	222	Travel Industry	8
Hotel/Restaurant/Catering	35	Utilities	18
Import/Export	2	Veterinarian	8
Insurance	74	Volunteerism	25
Interior Decorating/Design	8	Writing	30
		<i>Unknown (includes other)</i>	<u>9,634</u>
		<b>TOTAL</b>	<b>19,045</b>

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

NOTE: Updates from news items sent by alumni are used. Of the 19,045 alumni on record, information on occupations is known for 49%.

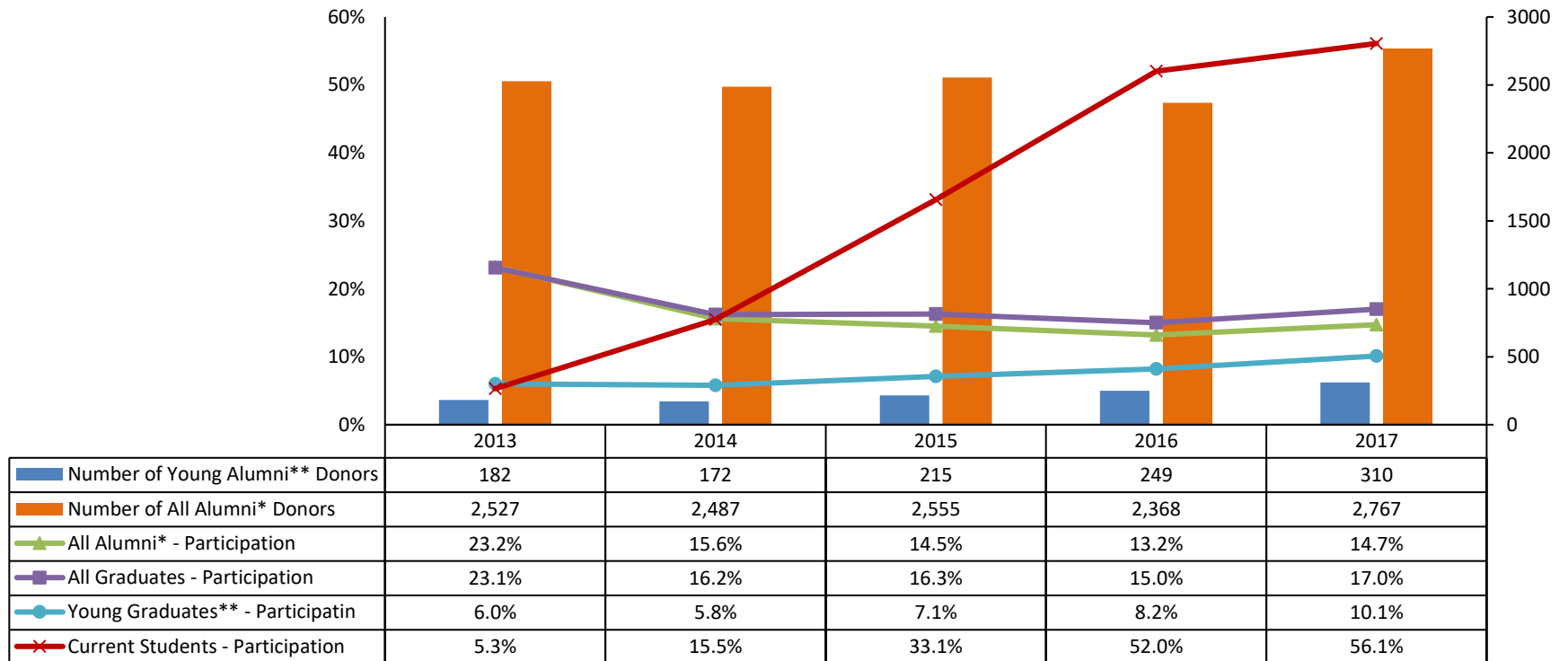
Source: Advancement Services Office, October 2017

## ALUMNI\* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Alumni Berea Fund - Goal	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,050,000.00	\$ 1,050,000.00	\$ 1,050,000.00
Alumni Berea Fund - Received	1,100,694.03	1,029,108.84	1,084,811.77	1,366,173.04	1,358,665.81
Other Gifts (includes gift-in-kind)	<u>2,156,408.24</u>	<u>3,159,832.11</u>	<u>3,086,352.75</u>	<u>3,962,442.35</u>	<u>6,969,543.34</u>
<b>TOTAL</b>	<b>\$ 3,257,102.27</b>	<b>\$ 4,188,940.95</b>	<b>\$ 4,171,164.52</b>	<b>\$ 5,328,615.39</b>	<b>\$ 8,328,209.15</b>

## ALUMNI\* PARTICIPATION AND NUMBER OF DONORS



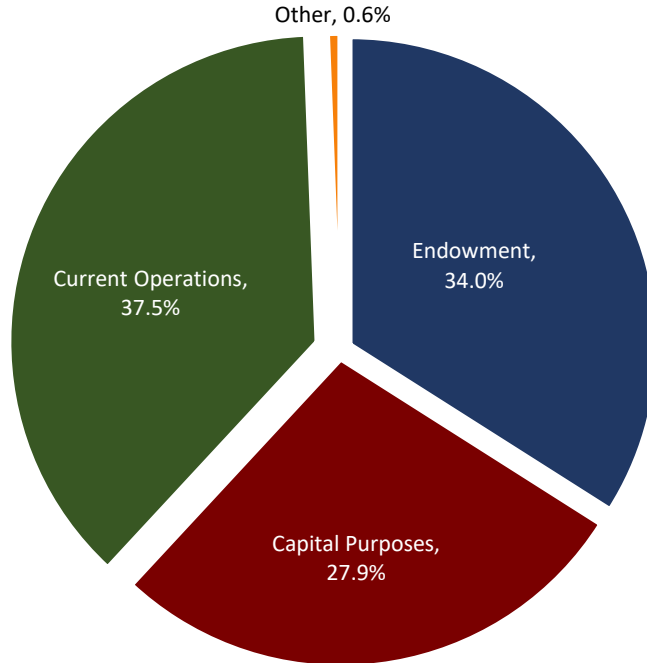
\*Alumni includes graduates as well as anyone who received academic credit from Berea College.

\*\*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: Beginning fiscal year ended 2015, data does not include bequestors or students.

Source: College Relations, October 2017

**BEREA COLLEGE  
DESIGNATION OF GIFTS  
For Fiscal Year Ended June 30, 2017**



**Current Operations**

Berea Fund – Unrestricted	4,490,483.47	
Perpetual Trusts – Unrestricted	730,767.32	
Student Aid – Restricted	94,995.17	
Other – Restricted	<u>10,228,111.79</u>	
<b>SUBTOTAL – CURRENT OPERATIONS</b>		<b>\$15,544,357.75</b>

**Capital Purposes**

**\$11,570,046.76**

**Endowment**

Restricted	2,519,434.69	
Unrestricted	<u>11,574,461.83</u>	
<b>SUBTOTAL – ENDOWMENT</b>		<b>\$14,093,896.52</b>

**Other**

Student Loan Fund	400.00	
Gift Value of Life Income Agreements	146,119.26	
Gifts-In-Kind	<u>81,801.36</u>	
<b>SUBTOTAL – OTHER</b>		<b>\$228,320.62</b>

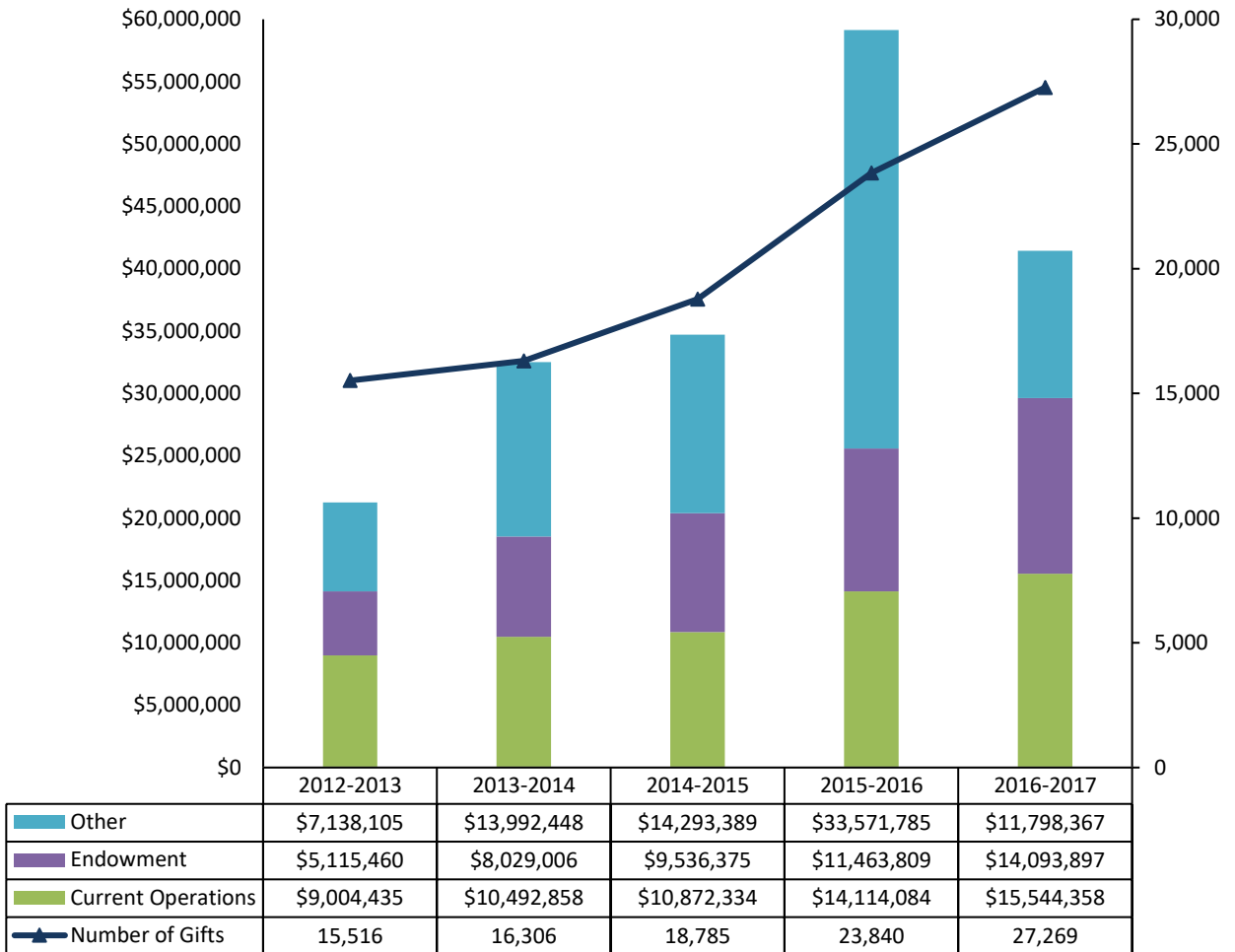
**GRAND TOTAL**

**\$41,436,621.65**

Source: College Relations, October 2017



## DESIGNATION OF GIFTS Fiscal Years 2012 - 2013 through 2016 - 2017



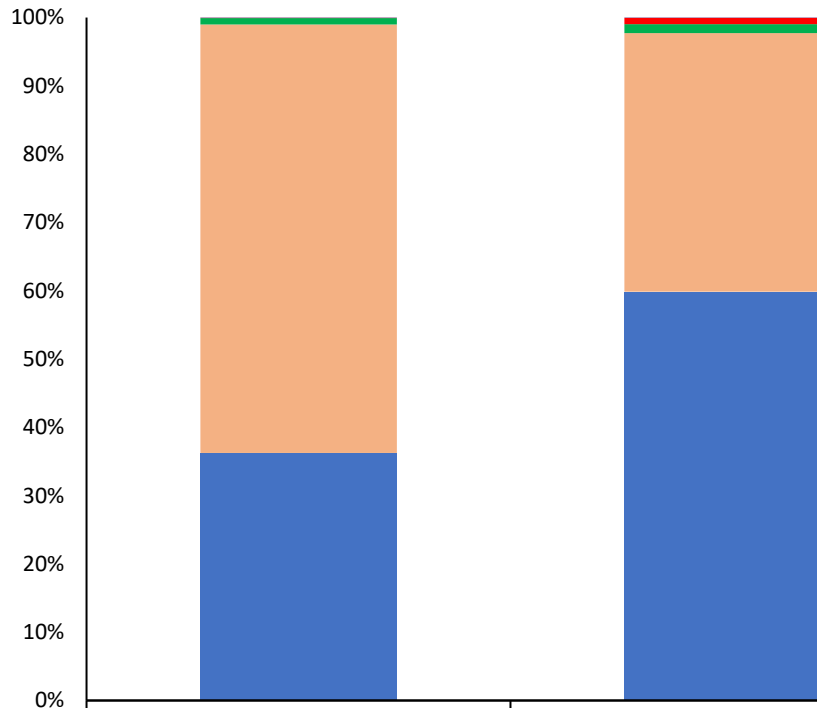
NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2017

**SOURCE OF GIFTS  
TO BEREA COLLEGE**  
For Fiscal Years Ended June 30, 2016 and 2017

Fiscal Year Ended June 30

	<u>2016</u>	<u>2017</u>
Berea College Advancement Efforts*	\$ 21,445,143.55	\$ 24,803,778.65
Charitable Trust	\$ 37,102,100.00	\$ 15,692,490.00
Grow Appalachia**	\$ 552,285.00	\$ 546,355.00
Partners for Education**	\$ 45,000.00	\$ 380,998.00
Brushy Fork**	<u>\$ 5,150.00</u>	<u>\$ 13,000.00</u>
<b>TOTAL</b>	<b>\$ 59,149,678.55</b>	<b>\$ 41,436,621.65</b>



	FY16	FY17
■ Brushy Fork**	\$5,150.00	\$13,000.00
■ Partners for Education**	\$45,000.00	\$380,998.00
■ Grow Appalachia**	\$552,285.00	\$546,355.00
■ Charitable Trust	\$37,102,100.00	\$15,692,490.00
■ Berea College Advancement Efforts*	\$21,445,143.55	\$24,803,778.65

\*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, 2017**

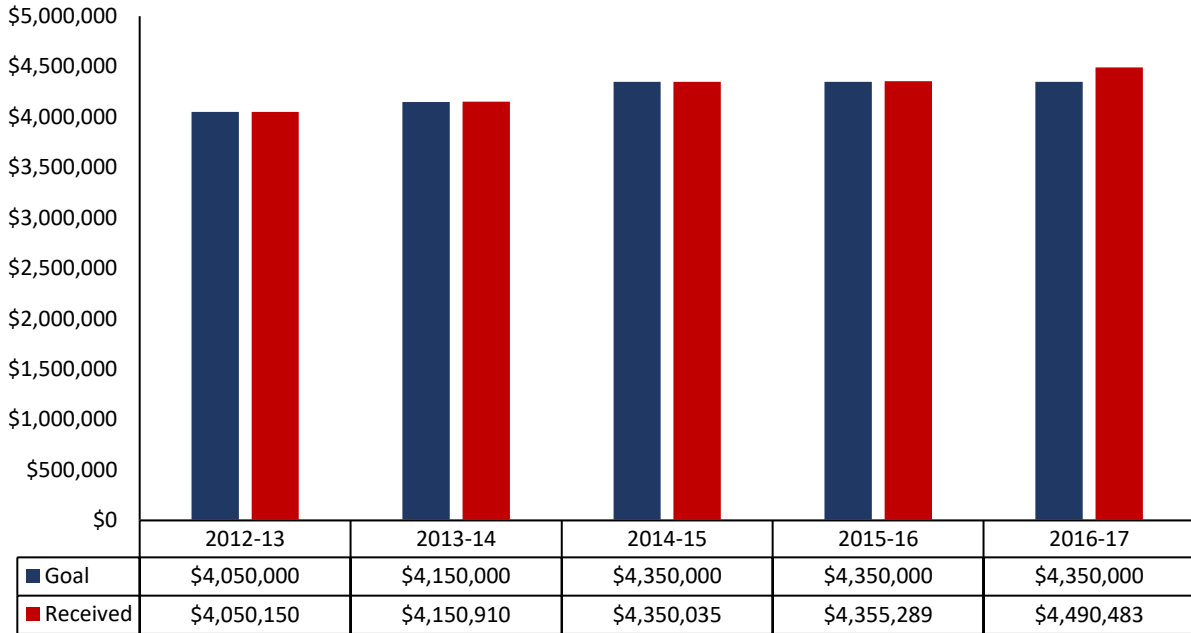
	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	345	\$ 110,688	Montana	27	\$ 4,754
Alaska	16	3,741	Nebraska	32	2,167
American Samoa	4	20	Nevada	47	13,686
Arizona	240	269,910	New Hampshire	95	74,216
Arkansas	56	6,320	New Jersey	362	417,397
Armed Forces	4	720	New Mexico	94	443,438
California	1,313	1,073,321	New York	864	795,077
Colorado	208	231,752	North Carolina	1,034	807,729
Connecticut	294	839,510	North Dakota	8	240
D.C.	159	49,755	Ohio	1,119	3,075,111
Delaware	71	146,268	Oklahoma	43	3,408
Florida	832	2,550,609	Oregon	178	27,940
Georgia	389	93,407	Pennsylvania	600	731,283
Hawaii	47	2,352	Puerto Rico	4	170
Idaho	24	1,905	Rhode Island	42	382,824
Illinois	626	673,465	South Carolina	230	271,524
Indiana	448	247,749	South Dakota	6	1,385
Iowa	91	8,028	Tennessee	660	2,665,827
Kansas	96	7,960	Texas	532	946,695
Kentucky	12,234	3,069,032	Utah	63	178,446
Louisiana	64	31,580	Vermont	72	9,468
Maine	95	320,602	Virgin Islands	1	200
Maryland	385	463,920	Virginia	858	670,767
Massachusetts	396	572,094	Washington	264	272,419
Michigan	499	1,718,850	West Virginia	265	98,619
Minnesota	239	16,234,929	Wisconsin	257	84,131
Mississippi	33	18,884	Wyoming	9	4,019
Missouri	213	259,660			
			<b>STATE, U.S. TERRITORIES, AND MILITARY TOTAL</b>	<b>27,187</b>	<b>\$40,989,972</b>
<b>Other Countries</b>					
Canada	36	\$ 335,527	Moldova	2	\$ 4
Ethiopia	5	15	New Zealand	1	100
Greece	2	2	Singapore	1	100,000
Haiti	2	2	Sri Lanka	7	7
Honduras	7	14	Switzerland	2	2,000
Hong Kong	1	300	United Kingdom	1	2,000
Iceland	9	45	Zimbabwe	2	10
Japan	2	1,100			
			<b>COUNTRIES OUTSIDE THE U.S. TOTAL</b>	<b>80</b>	<b>\$441,126</b>
			Anonymous	<u>59</u>	<u>5,523</u>
			<b>TOTAL*</b>	<b><u>27,326</u></b>	<b><u>\$41,436,622</u></b>

\*Includes gifts-in-kind and bequests.

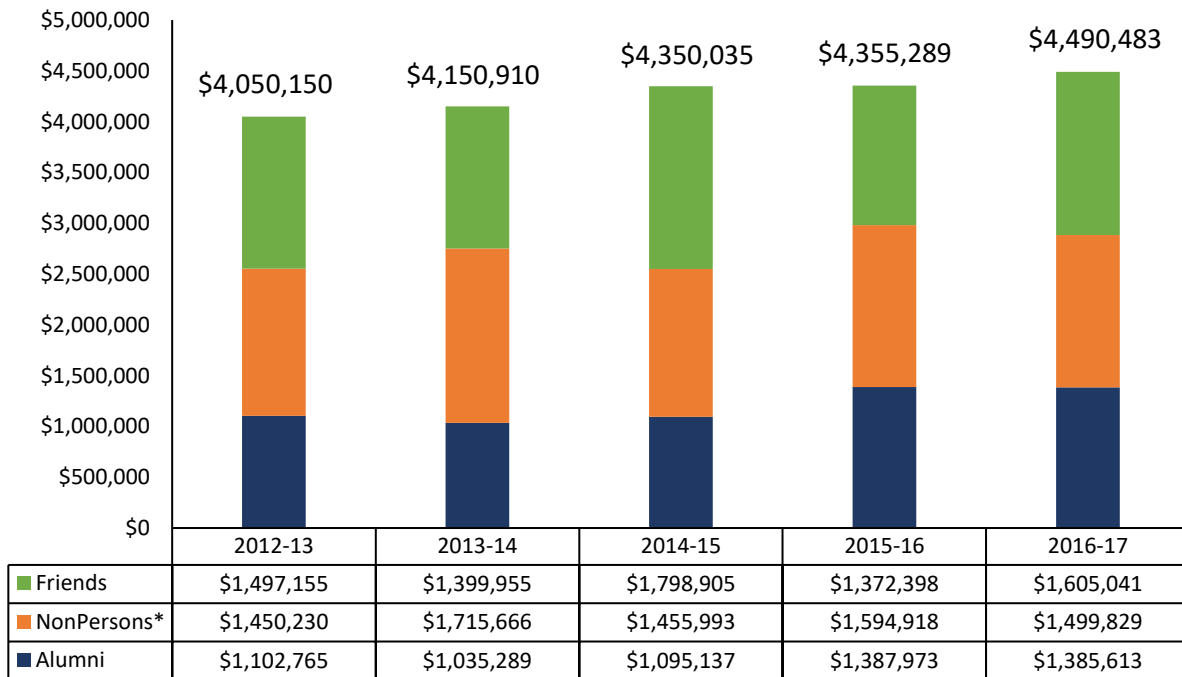
Source: College Relations, October, 2017

**BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE**  
**FISCAL YEARS 2012-13 THROUGH 2016-17**

**Berea Fund Goals and Amount Received**



**Berea Fund Gifts by Source**



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

Source: College Relations, October 2017

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2017**

<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	427	4.02%	1,809.43	0.00%
10 – 24	1,336	12.57%	21,551.54	0.05%
25 – 49	1,935	18.21%	57,614.49	0.14%
50 – 99	2,066	19.44%	118,224.26	0.29%
100 – 199	1,992	18.75%	219,021.81	0.53%
200 – 499	1,292	12.16%	343,772.63	0.83%
500 – 749	462	4.35%	246,029.44	0.59%
750 – 999	71	0.67%	57,364.18	0.14%
1,000 – 2,499	490	4.61%	631,160.59	1.52%
2,500 – 4,999	151	1.42%	455,147.63	1.10%
5,000 – 7,499	96	0.90%	521,781.73	1.26%
7,500 – 9,999	27	0.25%	226,453.19	0.55%
10,000 – 19,999	103	0.97%	1,235,643.74	2.98%
20,000 – 29,999	53	0.50%	1,293,020.38	3.12%
30,000 – 49,999	36	0.34%	1,323,312.08	3.19%
50,000 – 69,999	22	0.21%	1,194,350.45	2.88%
70,000 – 99,999	13	0.12%	1,110,718.70	2.68%
100,000 – 149,999	18	0.17%	1,973,067.92	4.76%
150,000 – 249,999	13	0.12%	2,386,612.29	5.76%
250,000 – 499,999	13	0.12%	4,254,457.91	10.27%
500,000 – 999,999	6	0.06%	3,775,716.10	9.11%
1,000,000 – 2,499,999	3	0.03%	3,897,301.16	9.41%
2,500,000 and up	1	0.01%	16,092,490.00	38.84%
<b>TOTAL</b>	<b><u>10,626</u></b>	<b>100.00%</b>	<b><u>\$41,436,621.65</u></b>	<b>100.00%</b>

The 10,626 donors gave 27,269 gifts in FY 2017 for a total of \$41,436,621.65.

Average (Mean) \$3,899.55  
 Median \$70.00  
 Mode \$100.00

NOTE: Please see page 127 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 2017

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS\***  
**For Fiscal Year Ended June 30, 2017**

<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	10,361	38.00%	30,047.48	0.07%
10 – 24	3,994	14.65%	57,456.15	0.14%
25 – 49	3,925	14.39%	107,760.94	0.26%
50 – 99	2,843	10.43%	158,931.68	0.38%
100 – 199	3,010	11.04%	317,338.23	0.77%
200 – 499	1,339	4.91%	333,945.48	0.81%
500 – 749	531	1.95%	272,388.92	0.66%
750 – 999	40	0.15%	33,001.61	0.08%
1,000 – 2,499	545	2.00%	688,164.81	1.66%
2,500 – 4,999	182	0.67%	558,135.24	1.35%
5,000 – 7,499	146	0.54%	785,119.21	1.89%
7,500 – 9,999	48	0.18%	402,098.75	0.97%
10,000 – 19,999	127	0.47%	1,545,721.51	3.73%
20,000 – 29,999	59	0.22%	1,394,222.72	3.36%
30,000 – 49,999	27	0.10%	985,655.88	2.38%
50,000 – 69,999	22	0.08%	1,190,785.89	2.87%
70,000 – 99,999	15	0.06%	1,236,097.94	2.98%
100,000 – 149,999	21	0.08%	2,298,263.13	5.55%
150,000 – 249,999	10	0.04%	1,949,858.12	4.71%
250,000 – 499,999	13	0.05%	4,193,635.74	10.12%
500,000 – 999,999	5	0.02%	3,172,201.06	7.66%
1,000,000 – 2,499,999	3	0.01%	3,897,301.16	9.41%
2,500,000 and up	3	0.01%	15,828,490.00	38.20%
<b>TOTALS</b>	<b><u>27,269</u></b>	<b>100.00%</b>	<b><u>\$41,436,621.65</u></b>	<b>100.00%</b>

The 10,626 donors gave 27,269 gifts in FY 2017 for a total of \$41,436,621.65.

Average (Mean)	\$1,519.55
Median	\$20.00
Mode	\$25.00

NOTE: Please see page 126 for a breakdown of gifts by the Number of Donors.

\*Includes gifts-in-kind.

Source: College Relations, October 2017

# 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 2017-2018 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, 2017 AND 2016**

	<u>2017</u>	<u>2016</u>
<b>OPERATING REVENUE</b>	\$ 116,334,643	\$ 114,135,168
<b>OPERATING EXPENSES</b>	\$ 104,699,869	\$ 102,374,199
<b>OPERATING REVENUE IN EXCESS OF EXPENSES</b>	\$ 11,634,774	\$ 11,760,969
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 38,387,123	\$ 18,251,377
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT</b>		
Original gift value	\$ 509,400,542	\$ 492,794,608
Investments at market	\$ 1,150,360,300	\$ 1,050,679,900
Interest and dividends, net	\$ 22,655,705	\$ 20,257,993
Return	2.2%	1.9%
Market price change	\$ 113,107,660	\$ (33,985,025)
Return	10.9%	-3.0%
Total return	\$ 135,763,365	\$ (13,727,032)
Percent – time weighted	13.1%	-1.1%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 28,970,867	\$ 47,082,791
Bequests	12,368,004	11,357,588
Total cash gifts	41,338,871	58,440,379
Gifts-in-kind	81,801	709,300
Total College gifts	41,420,672	59,149,679
Agency gifts	15,950	-
Total	<u>\$ 41,436,622</u>	<u>\$ 59,149,679</u>

Source: Office of Financial Affairs, September 2017



**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2017 and 2016**

<b>ASSETS</b>	<b>2017</b>	<b>2016</b>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 77,870,619	\$ 90,294,783
Accrued interest on investments	506,593	492,921
Accounts and notes receivable	7,016,958	7,223,924
Inventories	1,207,698	1,212,416
Prepaid expenses and other assets	1,066,758	744,220
Contributions receivable and bequests in probate	19,898,012	18,632,214
Total current assets	107,566,638	118,600,478
<b>PREPAID EXPENSES AND OTHER ASSETS</b>	853,141	673,131
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	16,672,225	10,248,455
<b>LONG-TERM RECEIVABLES</b>	813,867	1,180,271
<b>LONG-TERM INVESTMENTS</b>		
Donor restricted endowment	629,421,300	575,463,000
Board designated endowment	520,939,000	475,216,900
Annuity and life income	24,533,700	24,103,000
Funds held in trust by others	29,017,000	26,783,000
Other investments	4,954,000	4,662,500
Total long-term investments	1,208,865,000	1,106,228,400
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	209,194,467	179,098,114
Total assets	<b>\$ 1,543,965,338</b>	<b>\$ 1,416,028,849</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 13,722,640	\$ 10,662,210
Accrued salaries and wages	3,695,135	3,576,988
Deposits and agency funds	660,872	606,141
Deferred income	150,743	228,241
Current portion of interest rate swap valuation	568,414	718,943
Current maturities of long-term debt	3,577,966	3,713,815
Total current liabilities	22,375,770	19,506,338
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	14,216,648	11,674,212
Deferred financing expense	(430,462)	(394,344)
Interest rate swap valuation	4,514,586	6,778,057
Long-term debt	39,146,807	43,319,772
Total long-term liabilities	57,447,579	61,377,697
Total liabilities	79,823,349	80,884,035
<b>NET ASSETS</b>		
Unrestricted	655,286,392	594,562,310
Temporarily restricted	509,531,257	449,506,737
Permanently restricted	299,324,340	291,075,767
Total net assets	1,464,141,989	1,335,144,814
Total liabilities and net assets	<b>\$ 1,543,965,338</b>	<b>\$ 1,416,028,849</b>

Source: Office of Financial Affairs, September 2017

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2017 AND 2016**

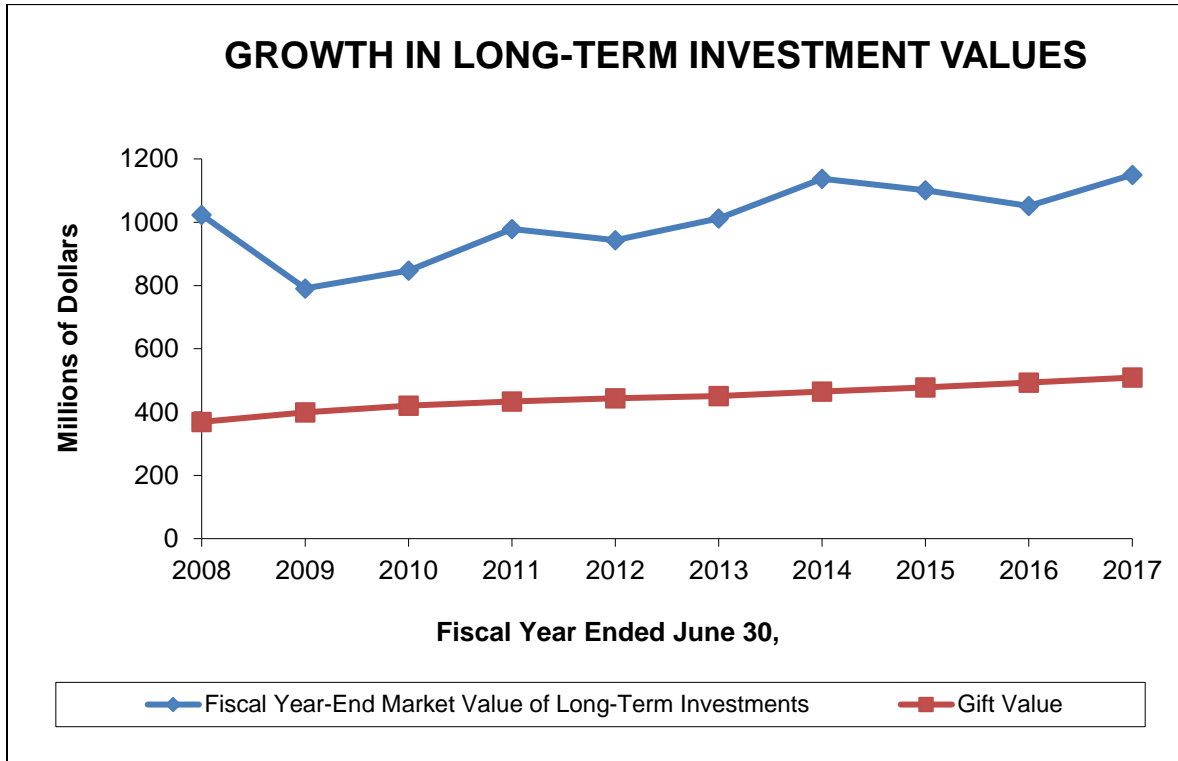
	<b>2017</b>	<b>2016</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 47,250,668	\$ 46,518,168
Gifts and donations	6,952,098	5,982,880
Federal grants	27,162,529	31,103,217
Cost of education fees paid by federal and state scholarships	3,400,000	3,700,000
Fees paid by students	1,325,111	1,217,227
Other income	4,220,999	3,380,377
Residence halls and dining service	8,648,486	8,665,451
Student industries and rentals	4,465,037	4,419,676
Net assets released from restrictions	16,586,449	13,080,188
Gross operating revenue	120,011,377	118,067,184
Less: Student aid	(3,676,734)	(3,932,016)
Net operating revenue	116,334,643	114,135,168
<b>OPERATING EXPENSES</b>		
Program services --		
Educational and general	71,246,533	71,451,253
Residence halls and dining service	9,850,044	9,539,534
Student industries and rentals	5,457,895	5,405,061
Total program services	86,554,472	86,395,848
Support services	18,145,397	15,978,351
Total operating expenses	104,699,869	102,374,199
Operating revenue in excess of operating expenses from continuing operations	11,634,774	11,760,969
<b>OTHER CHANGES IN NET ASSETS</b>		
Gain on sale of property, plant, and equipment	40,738	172,131
Gain (loss) on valuation of interest rate swaps	2,414,000	(2,288,600)
Investment return more (less) than amounts designated for current operations	85,308,467	(66,687,687)
Gifts and bequests restricted or designated for long- term investments	12,456,048	11,081,706
Restricted gifts for property, plant and equipment and other specific purposes	29,702,093	40,421,432
Restricted spendable return on endowment investments	5,438,231	5,229,287
Reclassification of net assets released from restrictions	(16,586,449)	(13,080,188)
Net adjustment of annuity payment and deferred giving liability	(1,410,727)	(771,331)
<b>Total change in net assets</b>	<b>\$ 128,997,175</b>	<b>\$ (14,162,281)</b>

Source: Office of Financial Affairs, September 2017

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

<u>June 30,</u>	<u>Fiscal Year-End Market Value Of Long-Term Investments</u>	<u>Historical Book Value*</u>
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
2017	1,150,360,300	509,400,542

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



Source: Office of Financial Affairs, September 2017

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
JUNE 30, 2017 AND 2016**

	2017	2016
<b>Endowment:</b>		
Pooled Investments -		
U.S. equities	\$ 256,191,400	\$ 236,630,600
International equities	351,148,200	295,442,300
Corporate notes and bonds	67,662,500	65,940,900
U.S. Government securities	70,289,100	67,617,700
Private equity – venture capital	464,300	549,900
Private equity – buy out	20,252,200	25,290,600
Private equity – debt funds	18,900	102,800
Private equity – fund of funds	27,193,700	18,849,600
Hedge funds	143,645,500	145,173,600
Special opportunities	58,276,200	68,520,500
Commodities	54,519,300	50,891,600
Short-term investments and cash	95,764,100	70,723,100
Total	1,145,425,400	1,045,733,200
Non Pooled Investments -		
U.S. equities	88,500	103,200
Corporate notes and bonds	19,200	16,300
Real estate	2,766,700	2,766,700
Short-term investments and cash	2,060,500	2,060,500
Total	4,934,900	4,946,700
 Total endowment	 1,150,360,300	 1,050,679,900
 <b>Annuity and Life Income:</b>		
U.S. equities	8,219,200	8,169,300
International equities	5,000,900	4,779,800
Corporate notes and bonds	3,772,000	3,779,000
U.S. Government securities	2,418,700	2,410,500
International bonds	1,374,400	1,384,800
Real estate	3,165,900	3,227,300
Insurance policies	101,900	95,700
Short-term investments and cash	480,700	256,600
 Total annuity and life income	 24,533,700	 24,103,000
 <b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	29,017,000	26,783,000
 <b>Other Investments</b>	 4,954,000	 4,662,500
 Total long-term investments	 \$ 1,208,865,000	 \$ 1,106,228,400

Source: Office of Financial Affairs, September 2017

**FISCAL YEAR 2017-18  
OPERATING BUDGET HIGHLIGHTS**

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

Endowment Spendable Return	\$ 35,500,000 74.5%
Gifts for Current Operations	\$ 5,250,000 11.0%
Federal and State Sources	\$ 5,030,000 10.5%
Other Miscellaneous Income	\$ 1,848,000 3.9%
Net Income from Student Industries and Rentals	\$ 67,000 <u>0.1%</u>
	<u>\$ 47,695,000</u>

Source: Office of Financial Affairs, September 2017

## CURRENT OPERATING BUDGET

	2017-18 Budget	2016-17 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 45,881,874	\$ 44,604,606	\$ 1,277,268	2.86%
Less: Capital and Plant Fund	(5,178,654)	(5,127,909)	(50,745)	0.99%
TCERF	(5,203,220)	(4,897,697)	(305,523)	6.24%
Net Endowment Income	35,500,000	34,579,000	921,000	2.66%
Gifts for Current Operations	5,250,000	5,100,000	150,000	2.94%
Cost of Education Fees	3,100,000	3,400,000	(300,000)	-8.82%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	-	1,000,000	n/a
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,120,000	1,040,000	80,000	7.69%
TOTAL	47,628,000	45,777,000	1,851,000	4.04%
Student Industries and Rentals	5,406,600	5,183,600	223,000	4.30%
Residence Halls & Food Service	8,624,900	8,456,500	168,400	1.99%
TOTAL REVENUES	61,659,500	59,417,100	2,242,400	3.77%
<b>EXPENDITURES</b>				
Educational and General	47,695,000	45,861,000	1,834,000	4.00%
Student Industries and Rentals	5,339,600	5,099,600	240,000	4.71%
Residence Halls & Food Service	8,624,900	8,456,500	168,400	1.99%
TOTAL EXPENDITURES	61,659,500	59,417,100	2,242,400	3.77%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	-

Source: Office of Financial Affairs, September 2017

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2017-18 Budget	2016-17 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 45,881,874	\$ 44,604,606	\$ 1,277,268	2.86%
Less: Capital and Plant Fund	(5,178,654)	(5,127,909)	(50,745)	0.99%
TCERF	(5,203,220)	(4,897,697)	(305,523)	6.24%
Net Endowment Income	35,500,000	34,579,000	921,000	2.66%
Gifts for Current Operations	5,250,000	5,100,000	150,000	2.94%
Cost of Education Fees	3,100,000	3,400,000	(300,000)	-8.82%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	-	1,000,000	n/a
Fees Paid by Students	728,000	728,000	-	-
Other Income	1,120,000	1,040,000	80,000	7.69%
Student Industries and Rentals	67,000	84,000	(17,000)	-20.24%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<b>47,695,000</b>	<b>45,861,000</b>	<b>1,834,000</b>	<b>4.00%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	27,597,000	26,307,000	1,290,000	4.90%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	27,297,000	26,007,000	1,290,000	4.96%
Fringe Benefits	7,152,000	6,814,000	338,000	4.96%
Student Labor	3,820,000	3,706,000	114,000	3.08%
Net Controllable Expense	8,883,000	8,796,000	87,000	0.99%
Computer Capital Fund	438,000	434,000	4,000	0.92%
Equipment Reserve	105,000	104,000	1,000	0.96%
<b>TOTAL EXPENDITURES</b>	<b>47,695,000</b>	<b>45,861,000</b>	<b>1,834,000</b>	<b>4.00%</b>
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, September 2017

## CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

<b>Classification by Function</b>	2012-13	% of	2013-14	% of	2014-15	% of	2015-16	% of	2016-17	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$14,122,462	34.1%	\$14,496,199	34.4%	\$15,379,957	35.0%	\$15,767,966	34.5%	\$16,110,396	34.5%
Public Service	535,237	1.2%	470,930	1.1%	592,193	1.3%	575,022	1.3%	619,943	1.3%
Academic Support	4,738,003	10.6%	5,049,747	12.0%	5,052,773	11.5%	5,545,728	12.1%	4,989,776	10.7%
Student Services and Activities	5,464,625	12.6%	5,319,842	12.6%	5,426,866	12.3%	5,426,781	11.9%	5,551,522	11.9%
General and Administrative	7,364,326	18.6%	7,602,881	18.0%	7,704,372	17.5%	8,201,481	17.9%	8,983,984	19.2%
Development and Alumni	3,276,333	9.3%	3,536,216	8.4%	3,784,342	8.6%	4,238,546	9.3%	4,187,762	9.0%
Plant Operations	4,942,310	12.2%	5,192,671	12.3%	5,535,782	12.6%	5,448,177	11.9%	5,740,243	12.3%
Capital and Special Projects	497,000	1.4%	497,000	1.2%	497,000	1.1%	507,000	1.1%	538,000	1.2%
<b>TOTAL</b>	<b>\$ 40,940,296</b>	<b>100.0%</b>	<b>\$ 42,165,486</b>	<b>100.0%</b>	<b>\$ 43,973,285</b>	<b>100.0%</b>	<b>\$ 45,710,701</b>	<b>100.0%</b>	<b>\$ 46,721,626</b>	<b>100.0%</b>



# Facilities, Library, and Technology Resources

- Residence Living
- Capital Construction Projects, 1980-2017
- Hutchins Library
  - Collections and Expenditures
  - Services
- Information Systems and Services
  - Technology Infrastructure
  - Supporting Institutional Effectiveness and Statistics
  - Supporting Student Success

## RESIDENCE LIVING Academic Year 2017-2018

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 (offline this year)	33
Elizabeth Rogers (ER)	89
Fairchild	74
James	104
Kentucky	94
Kettering	146
Pearsons	118
Seabury	56
Talcott	<u>88</u>
Subtotal	1,451
Capacity for Females	(792)
Capacity for Males	(659)
 <u>Houses</u>	
Home Management House	10
Hunt Acres Farm House	4
SENS House	4
 <u>Family Housing</u>	
Ecovillage	<u>50</u>
 <b>TOTAL</b>	 <b>1,519</b>

NOTE: Capacity by sex does not include the Houses or the Ecovillage.

Source: Student Life Services, October 2017

# CAPITAL CONSTRUCTION PROJECTS, 1980 - 2017

## 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	2017	Forestry Outreach Center

## 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: Public Relations Department Visitor's Center at College Square
1990	Hutchins Library		
1990	Health Services		
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: Baird Lounge Hutchins Dining Room Woodson Center
1998	Food Service		
1998	Science Laboratories		
1998	Computer 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: Kitchen First-Floor Entry
1999	Alumni Building		
1999	Appalachian Center/Bruce Building		
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 2017

**HUTCHINS LIBRARY**  
**Collections and Expenditures**  
(Fiscal Year 2017)

<b>Library Collections</b>	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	4,421	350,474
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	(2,817)	13,142
Electronic Collection		
E-books	(285)	238,135
Streaming video (items in library catalog)	(415)	17,518
Berea Sound Archives digitized audio (hours)	0	6,795
Berea Digital Collections (pages/images)	0	16,431
Microforms (Physical units)	78	149,900
Serials (journals and serials)		
Print, electronic, and microform subscriptions	3	261
E-journals (number of unique titles)		28,567
Manuscripts and Archives (in linear feet)	85	9,023
<b>Collections Expenditures</b>	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media– physical	35,565	
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collection	23,928	
E-Books	3,993	
E-Document Collections	3,377	
Online Indexes and Reference Sources	88,819	
Journals (print, electronic, microform)	245,355	
Serials (print)	14,548	
Streaming Video/Music	14,489	
TOTAL	\$ 430,074	\$266.80

Source: Hutchins Library, October 2017

**HUTCHINS LIBRARY**  
**Services**  
**(Fiscal Year 2017)**

**Library Services**

Main Library hours open per week	94.25
Special Collections hours open per week	39.50

<u>Library Instruction Classes and Workshops</u>	<u>Sessions</u>
GSTR 110 and 210 (first year)	37
GSTR 110 Workshops	177
Other Courses	31
Special Collections	30
Outside Groups	<u>0</u>
TOTAL	275

Reference and Research Assistance

Library Reference Desk Transactions Total	3,943
Library Tech Help Desk Transactions Total	1,033
Research Consultations	371
Special Collections Reading Room Visits Total	833
Special Collections Reference Requests (non-visits)	314

Computer Access

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

Circulation Transactions

<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	3,070	
Print and media collections – students	10,365	6.43
Print collections – town	<u>549</u>	
TOTAL	13,984	

E-Book usage	18,127
E-Journal articles usage	95,521
Streaming media (film / audio) usage	4,275

Reserve materials	310
Special Collections materials	3,486
Berea Digital Collections searches	105,424

Equipment (tech accessories, etc.)	1,245
Classrooms and study rooms	9,338

Interlibrary Loan

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	2,288
Received from other libraries	1,325

Source: Hutchins Library, October 2017

## 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 multiple 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.

**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 Computer Center Help Desk area for assistance or for repair service. IS&S student and staff technicians can come to staff and faculty offices or classrooms when needed to troubleshoot and repair computers or to provide support for projectors and other classroom audio-visual equipment. The Computer Center Help Desk area is open 8 am to 5 pm Monday, Wednesday, and Friday and 8 am to 3 pm Tuesday and Thursday.

Source: Information Systems and Services, October 2017

## 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 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>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
<b>Technology Infrastructure</b>					
Internet connection speed (megabits/second)	200	200	400	dual 500	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	11,000
Campus phone extensions	800	850	900	900	900
Personal computers	2,640	2,650	2,700	2,700	2,775
Network-connected printers	114	102	109	117	117
Network-connected MFD/copiers	64	65	66	66	66

### **Supporting Student Success**

Student laptop computers	1,600	1,600	1,600	1,600	1,600
Computers in campus labs	60	60	60	60	60
Computers in departmental labs	90	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	89	88	76	76
Other meeting rooms with projectors & multimedia input	21	27	18	19	19

### **Supporting Institutional Effectiveness**

Staff and Faculty					
Computers	890	900	950	950	1025
Campus phones	800	850	900	900	950
Mobile phones	98	119	142	147	167

Source: Information Systems and Services, October 2017.

## 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.

**MyBerea Portal:** MyBerea brings together many information resources and self-service features utilized by students. It provides web-browser-based access to the Moodle learning 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.

**Media Equipment Access:** Students and faculty can check out audio-visual equipment for academic projects from the IS&S Event Media Support Team 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 2017.



# 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:

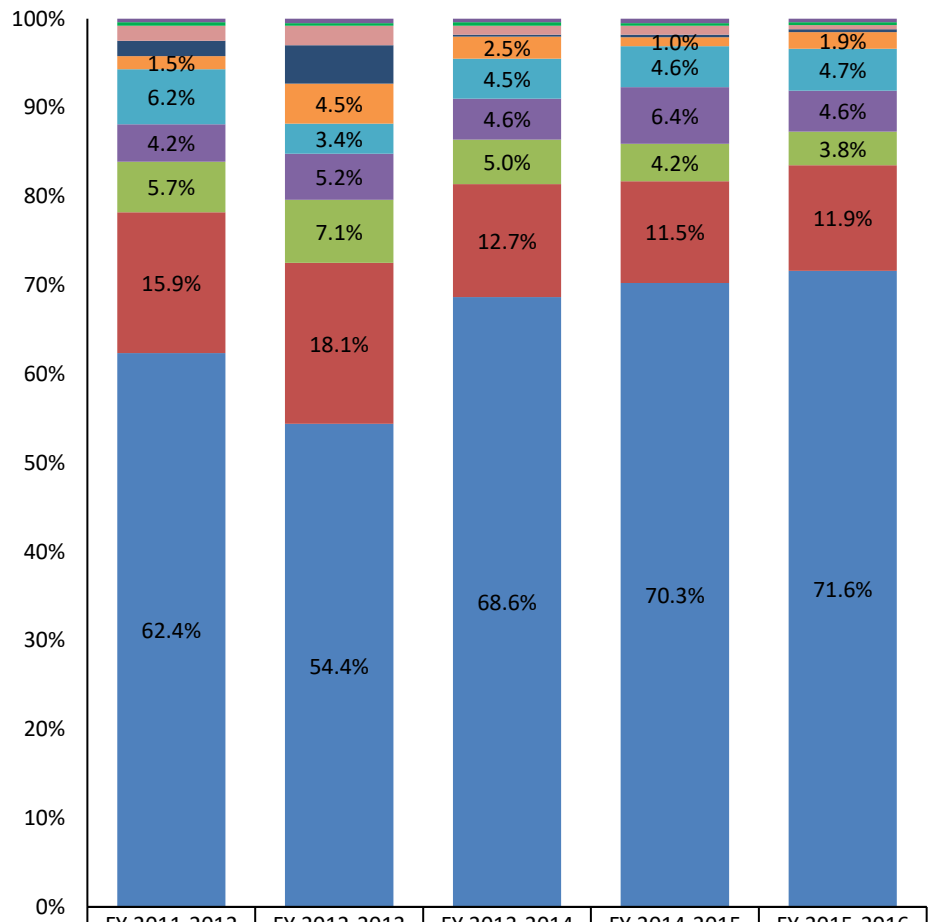
*We, the undersigned presidents and chancellors of colleges and universities, believe firmly in the power, potential, and imperative of higher education's key role in shaping a sustainable society. Not only are we deeply concerned about the increasing pace and intensity of global climate change and the 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. Data for Fiscal Year 2016-2017 not available at time of printing.

Source: Office of Operations and Sustainability, January 2017

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

Data for Fiscal Year 2016-2017  
not available at time of printing.

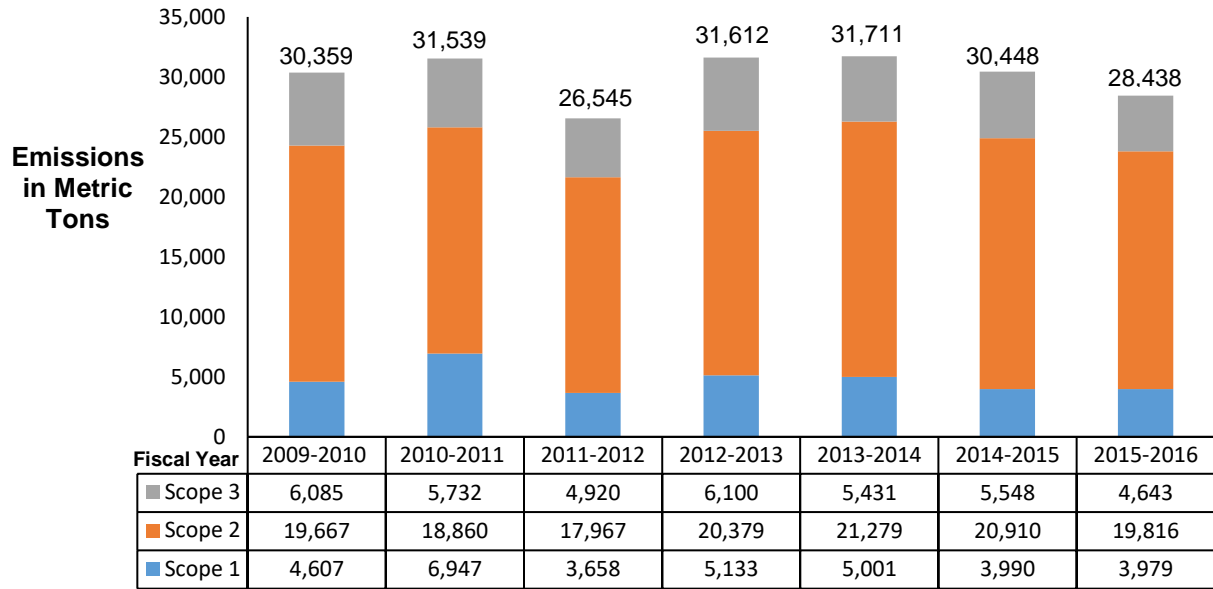


	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
Other Travel	0.4%	0.5%	0.4%	0.5%	0.4%
Paper Purchases	0.4%	0.3%	0.4%	0.3%	0.3%
Mobile Combustion	1.7%	2.2%	1.0%	1.0%	0.5%
Solid Waste	1.7%	4.3%	0.2%	0.3%	0.3%
Fugitive Emissions	1.5%	4.5%	2.5%	1.0%	1.9%
Transmission and Distribution Loss 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

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



Data for Fiscal Year 2016-2017  
not available at time of printing.

**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.

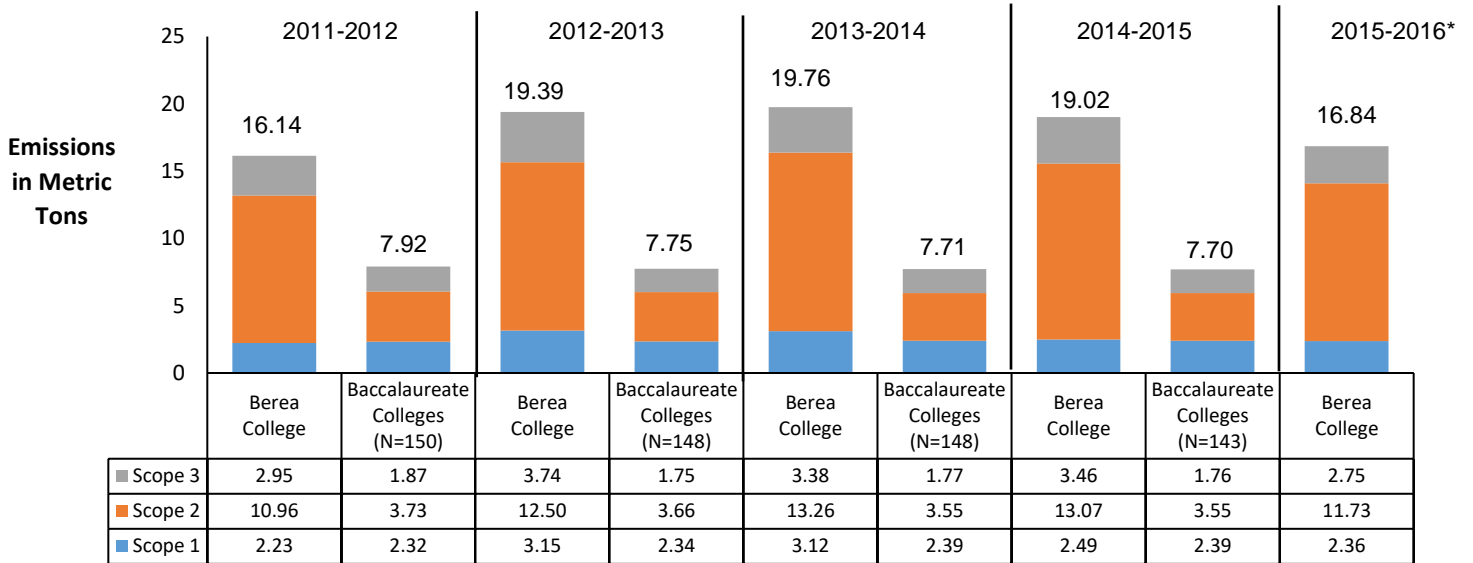
NOTES: Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration.

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

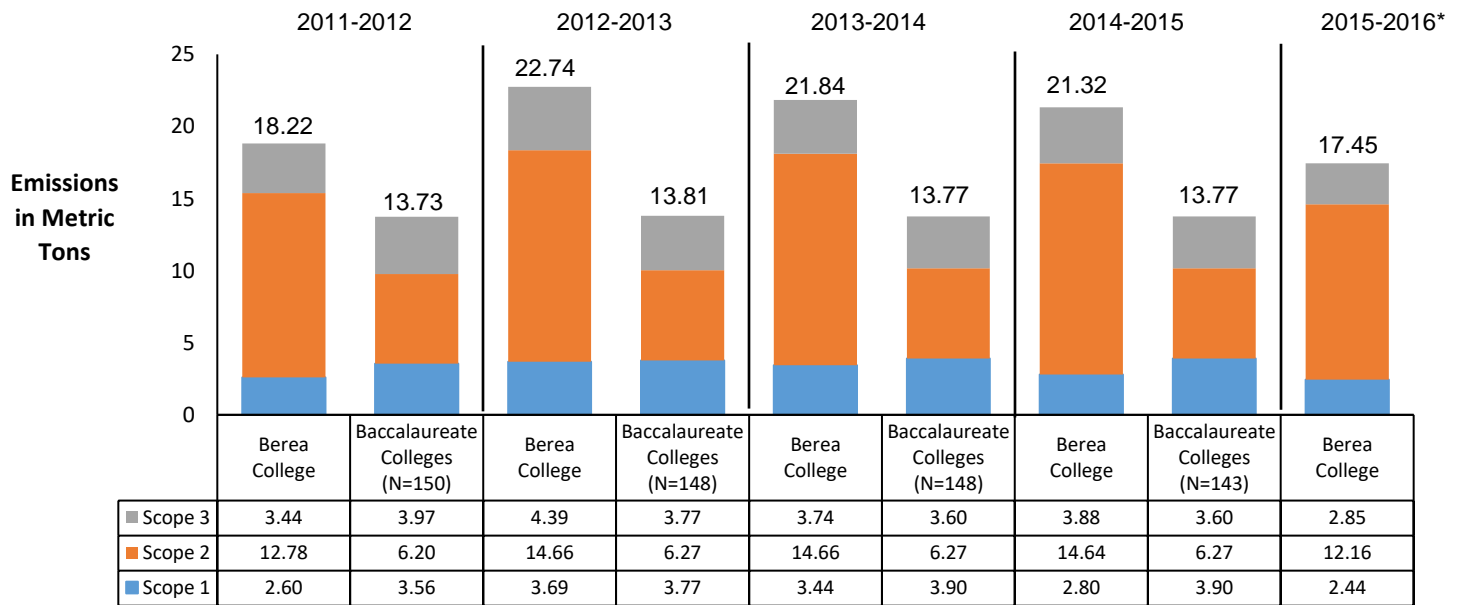
**GREENHOUSE GAS EMISSIONS  
BEREA COLLEGE COMPARED TO OTHER BACCALAUREATE COLLEGES TRENDS  
FISCAL YEARS 2011-2012 THROUGH 2015-2016**

**PER STUDENT FTE (FULL-TIME EQUIVALENT)**



Data for Fiscal Year 2016-2017 not available at time of printing.

**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

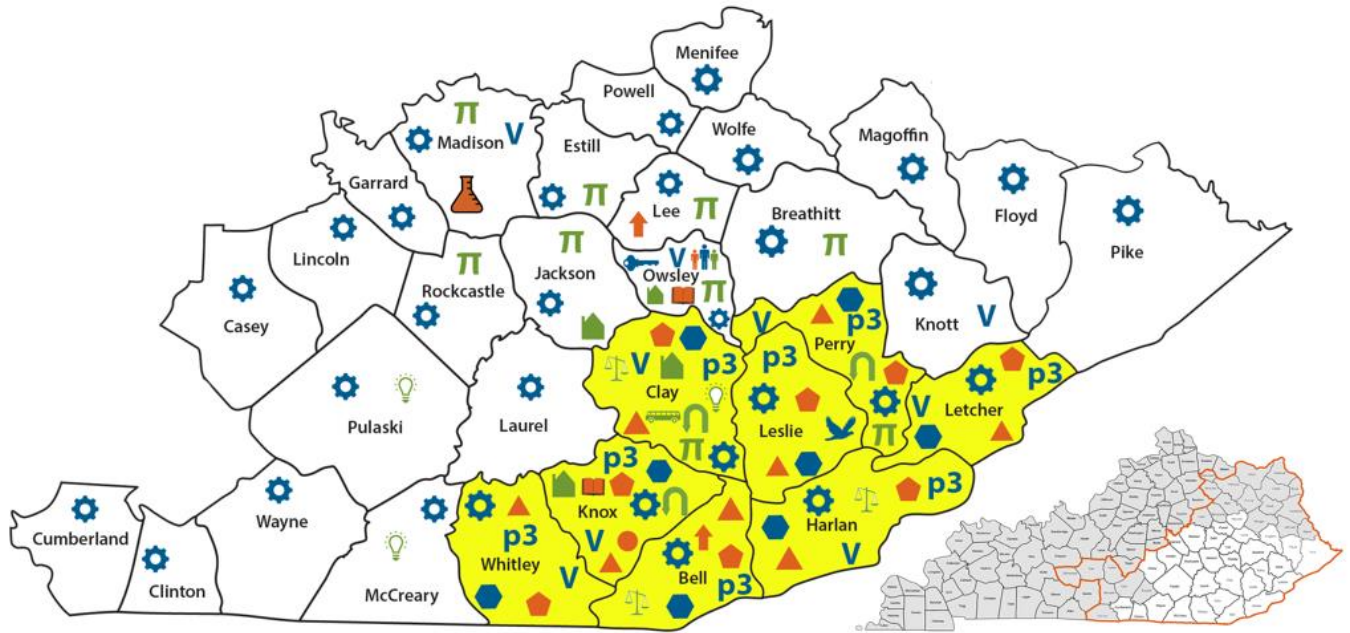
# Partners for Education

- Description and Map of Region
- Federally-Funded Educational Outreach Program Descriptions
- Federal Grant Programs
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## 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.



AmeriCorps: School Turnaround	NEA Artworks
AmeriCorps: SOAR	NEA Our Town
AmeriCorps: STEM	p3 Performance Partnership Pilot
AmeriCorps: VISTA	Promise Neighborhood
Byrne Criminal Justice Innovation	Readiness Bus
Family Engagement and Economic Security	Smart, Secure Children
Full Service Community Schools	South Eastern Kentucky Promise Zone
GEAR UP	Talent Search
HUD Youth Homeless Demonstration	Upward Bound
Innovative Approaches to Literacy	Upward Bound Math & Science
	Vroom

NOTE: For more information about these programs, please see pages 149-150.

Source: Partners for Education, October 2017

## 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.

### **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.

### **Innovative Approaches to Literacy**

Innovative Approaches to Literacy builds local capacity to provide high-quality school library projects that increase access to literacy resources, provide learning opportunities for all elementary school students, provide high quality early literacy programs to ensure all children enter Kindergarten ready to learn and engage families in their child's learning.

Source: Partners for Education, October 2017



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

### **National Endowment for the Arts Artworks**

The Artworks program provides early childhood educations with professional development through workshops to integrate art into math and language lessons at the preschool level.

### **National Endowment for the Arts Our Town**

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

### **Performance Partnership Pilot (P3)**

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

### **Promise Neighborhood**

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

### **Talent Search**

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

Berea College Upward Bound serves 60 participants from Bell County High School. Staff ensures students have access to tutoring, academic counseling and guidance. During the summer, students are provided a residential component at Berea College.

### **Upward Bound Math and Science**

Upward Bound Math and Science provides high-quality college preparatory experiences for 50 low-income first-generation students from grades 9-12 who have 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 counseling, and college application assistance.

Source: Partners for Education, October 2017

## FEDERAL GRANT PROGRAMS

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

### **Faculty and Staff Grants**

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

- Department of Education
  - *East-West Center-sub-award for undergraduate Chinese language and culture studies*. From January 2017 – September 2019 (\$25,300; Lead: Robert Foster, Professor of Asian Studies)
  - *Student Support Services* from September 2015 – August 2020 (\$220,000 per year; Principal Investigator: Jamie Boggs, Director, Emerging Scholars Program)
  
- National Endowment for the Humanities
  - *Humanities Engaged across Appalachia: Institutions Collaborating for Cultural Outreach* from September 2017 – August 2020 (\$99,998; Lead: Jason E. Cohen, Associate Professor of English)
  
- National Fish and Wildlife Foundation (NFWF)
  - *Restoring Pine-Oak Forests in the Cumberland Plateau* from September 2017 – August 2019 (\$18,903; Lead: Clint Patterson, College Forester)
  
- 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)
  
- USDA (United States Department of Agriculture)
  - *Community Foods Program* from September 2016 – August 2019 (\$375,000; 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, October 2017