



2018 - 2019

FACT BOOK

Compiled by the Office of Institutional Research and Assessment

www.berea.edu/ira/institutional-data-reports/

To Our Readers:

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

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

This year, we would like to draw your attention to a few changes including:

- There are now "Highlights pages" for the following sections:
 - Facilities, Library and Technology Resources
 - Sustainability

Please let us know how we can improve it. For more details and other reports, visit our website at www.berea.edu/ira.

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

Clara Labus Chapman, Assistant Director (Labor Team Supervisor)

Collin Brown, Student Coordinator of the Fact Book

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

General Information

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

THE GREAT COMMITMENTS OF BEREA COLLEGE

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose “to promote the cause of Christ.” Adherence to the College’s scriptural foundation, “God has made of one blood all peoples of the earth” (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/

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 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 the nursing department at Berea College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The Kentucky Board of Nursing has granted the Nursing program 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)
- Green Hotel Association
- Historical Hotels of America
- In-Plant Printing and Mailing Association (IPMA)
- International Association of Campus Law Enforcement Administration (IACLEA)

Source: Office of the President, September 2018

Institutional Memberships, continued

- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council on Postsecondary Education
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky League for Nursing
- Kentucky Travel Industry Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Knox County Chamber of Commerce
- Library Orientation Exchange Service (LOEX) (Eastern Michigan University)
- Lyrasis (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association 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)
- National Women’s Studies Association
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Smith Travel Research
- Society of American Foresters
- Society of Human Resource Management (SHRM)
- Southeast/South-Central Educational Cooperative (SESC)
- 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, September 2018

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: Studio	French	Psychology
Asian Studies	German	Religion
Biology	Health and Human Performance	Sociology
Chemistry	History	Spanish
Child and Family Studies	Mathematics	Theatre
Communication	Music	Women's and Gender Studies
Computer and Information Science	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 Physical Education and Health, Instrumental and Vocal Music; 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	Creative Writing	Music
Appalachian Studies	Dance	Peace and Social Justice Studies
Art History	Digital Media	Philosophy
Art: Studio	Economics	Physics
Asian Studies	English	Political Science
Biology	Film Production	Religion
Broadcast Journalism	Forest Resource Management	Sociology
Business Administration	French	Spanish
Chemistry	German	Sustainability and Environmental Studies
Child and Family Studies	Health Studies	Theatre
Classical Studies	History	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, and serving 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 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:

- develop good work habits and attitudes;
- gain an understanding of personal interests, skills, and limitations; and
- exercise creativity, problem-solving, and responsibility. Students also may 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.

Source: *2018-2019 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 full-time and part-time students are expected to attend Convocations each term of attendance at Berea minus one (usually the last term of attendance). A grade of CA (Convocation 'A') is recorded for all students who are marked as attending 7 Convocations by the Convocations program. No more than 8 CA (Convocation 'A') grades may count towards the student's cumulative GPA. Convocation credit is only GPA credit and does not count towards the total credits required for graduation. Exceptions are detailed below:

1. Students doing a Study Abroad term are exempt from the Convocation requirement during that term.
2. Students engaged in student teaching are exempt from the Convocation requirement during that term as well as during the preceding term (generally the student's 8th term).

NOTE: *Participation in the Convocations program is not technically a degree requirement. Students are expected to participate. A grade of CF (Convocations Fail) is recorded and averaged in to a student's GPA each term a student is expected to participate and is not marked in attendance for 7 or more Convocation events. A grade of CA (Convocations 'A') is recorded otherwise and averaged into the GPA.*

Source: 2018-2019 College Catalog

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2018-2019

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
Berea College...	Fierce Young and Hype (FYAH) Dance Team
Accounting Club	French Club
Association of Student Nurses	Frost Cottage Nontraditional Student Center
Campus Recreation	German Club
Concert Choir	Harvey Milk Society
Country Dancers	Health and Human Performance Club
Honor Society of Nursing	Health Occupants Students of America
Kentucky Education Association-Student Program	InterVarsity Christian Fellowship
National Association for Music Education Collegiate Chapter	Iota Iota Iota (Triota)
Political Science Club	Kappa Omicron Nu
Pre-Law Society	Latin American Student Association
Saxophone Quartet and Saxophone Choir	Martial Arts Club
Sociology Club	Mortar Board Honor Society – Alpha Sigma Chi
Speech and Debate Team (Forensics)	Muslim Students Association
Swim Club	National Society of Collegiate Scholars
Yearbook (CHIMES)	Newman Club
Young Americans for Liberty	Non-Traditional Student Association
Berea Economics Association	Pagan Coalition
Berea Innovation Studio	Phi Epsilon Kappa
Berea Middle Eastern Club	Phi Kappa Phi Honor Society
Bereans for Life	Pi Mu Epsilon and Math Club
Bereans for Free Speech	Pinnacle (Student Newspaper)
Biology Club	Pre-Health Professions Club
Black Cultural Center (BCC)	Presidential Running and Walking Club
Black Music Ensemble (BME)	Pride, Unity, Love and Social Equality (PULSE!)
Black Student Union (BSU)	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	Tri-Beta National Honor Society
Hispanic Outreach Program	Ultimate Frisbee
People Who Care	WBER TV and Radio

Source: Berea College Campus Life “B-Linked” website, as of November 2018

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>	Michael D. Flowers <i>West Virginia</i>	William B. Richardson <i>Kentucky</i>
Celeste P. Armstrong <i>Alabama</i>	Donna S. Hall <i>Kentucky</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>	Ken Koh <i>Singapore</i>	David B. Sloan <i>Kentucky</i>
Stephen Campbell <i>Kentucky</i>	Nancy "Nana" Lampton <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
David H. Chow <i>Texas</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Rocky S. Tuan <i>Hong Kong, China</i>
Charles D. Crowe <i>Tennessee</i>	Kristian Nammack <i>New York</i>	Diane Artist Wallace <i>Kentucky</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>	Thomas W. Phillips <i>Tennessee</i>	Stephanie B. Zeigler <i>Connecticut</i>
	Miriam "Mim" Pride <i>Kentucky</i>	

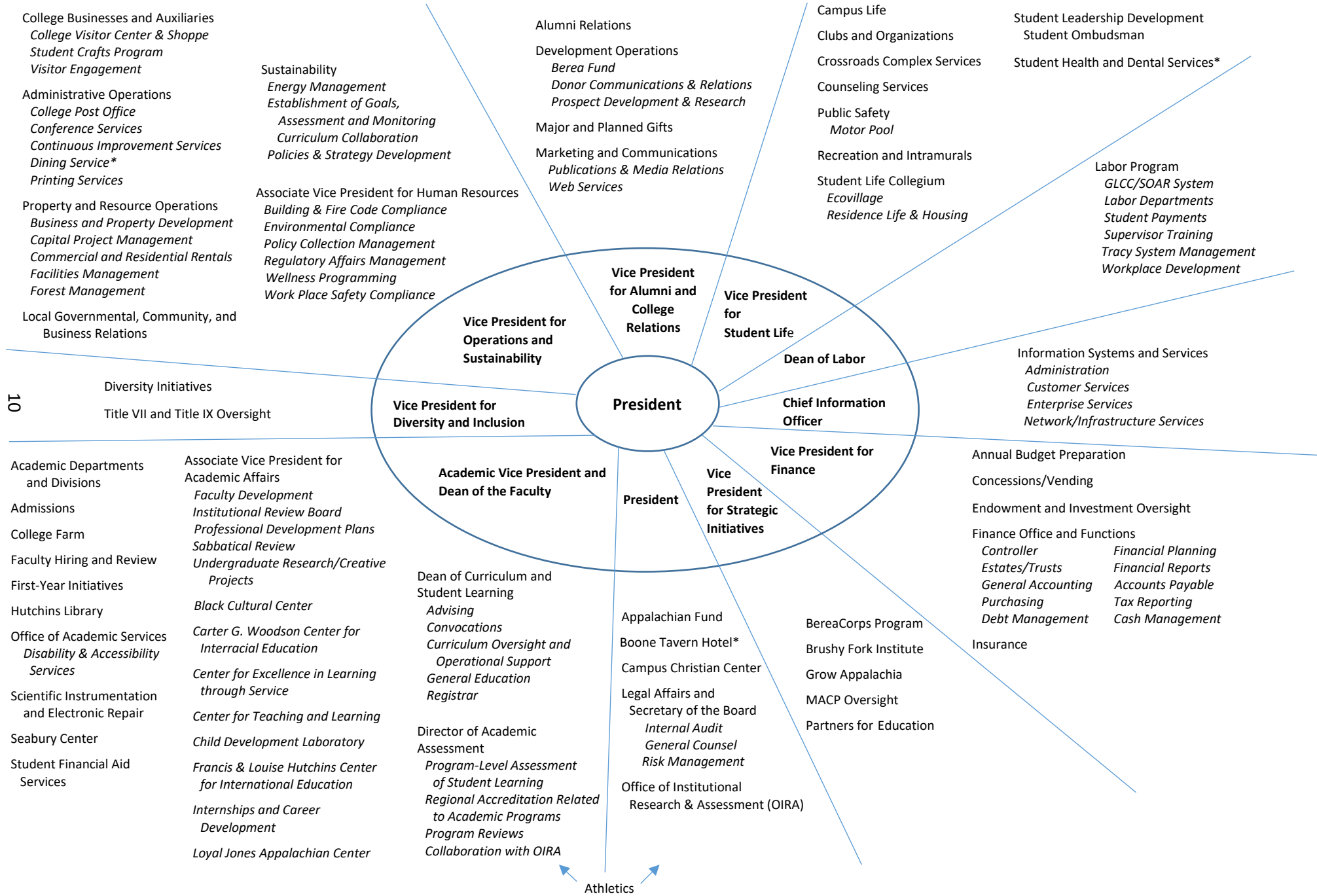
Honorary Trustees

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

*President of the College

Source: Office of the President, January 2019

BEREA COLLEGE ADMINISTRATIVE ORGANIZATION



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 2018-2019**

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 and Information Science
Economics and Business
Sustainability and Environmental Studies
Technology and Applied Design

Chairperson

Mary Parr
Jan Pearce
Ed McCormack
Paul Smithson
Mark Mahoney (Fall 2018)
Gary Mahoney (Spring 2019)

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
Ian Norris
Jill Bouma

Directors

Child Development Lab:
Ellen Burke

Division IV

Chairperson: Carol deRosset

Department

Communication
English
Foreign Languages
Music
Theatre

Chairperson

Kennaria Brown
Anne Bruder
Jeanne Hoch
Javier Clavere
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
Jeff Richey
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
Linda Strong-Leek

Source: Office of the Academic Vice President and Dean of the Faculty, September 2018

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 2018-2019

Memberships

General Faculty Assembly	299 members
College Faculty Assembly	154 members

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

Source: *Faculty Manual*, August 2018
Executive Council, October 2018

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 2018

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 Preparation Accountability Committee (TPAC)

The Teacher Preparation Accountability Committee engages in curriculum development, reviews applications for the teacher education program and student teaching, and serves as liaison between the teacher education program, the college community, and school partners.

FACULTY STATUS COUNCIL (FSC)

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

LABOR PROGRAM COUNCIL (LPC)

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

STRATEGIC PLANNING COUNCIL (SPC)

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

STUDENT LIFE COUNCIL (SLC)

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

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

Accessibility Advisory Committee

The Accessibility Advisory Committee advises the President and the Administrative Committee on accessibility-related issues, analyzes campus policies and procedures pertaining to compliance with applicable federal and state mandates, and promotes the awareness of accessibility issues across the campus.

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.

Source: *Faculty Manual*, August 2018

Faculty Council and Committee Structure (continued)

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 serves as an advisory body to assist the Academic Vice President and Dean of the Faculty on all matters pertaining to the academic division. It discusses, identifies, informs, and recommends policies and decisions and also serves as a venue for sharing ideas and best practices within and across divisions.

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, Status, and Student to Faculty Ratio
 - Length of Service at Berea by Sex
 - Alumni Status
 - Ethnic and Racial Breakdowns
 - Age
- Full-Time Faculty Average Salaries by Rank and Sex
- Characteristics of Full-Time Faculty by Division and Department: 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 2018

Full-Time Faculty 137

Average Age
51

Alumni

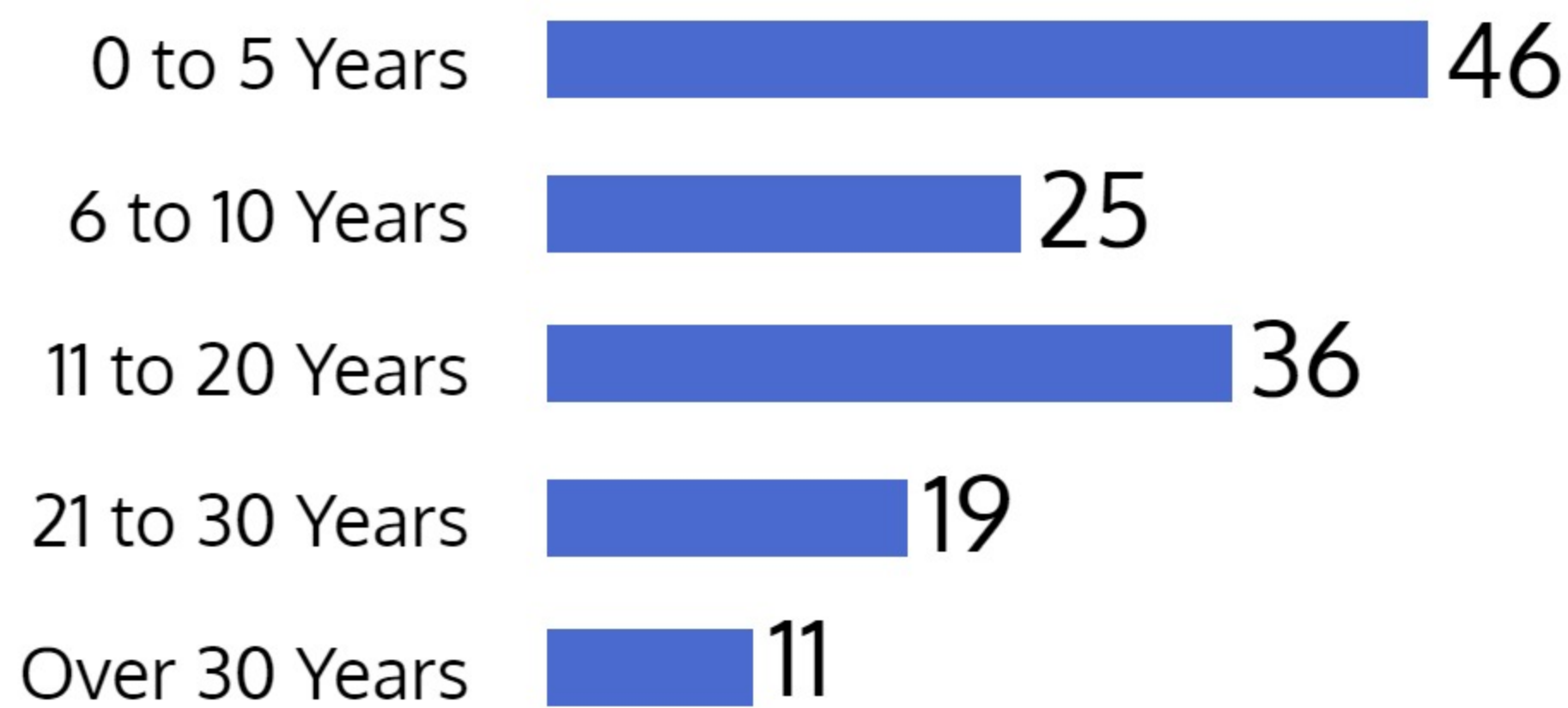
12%

21% Minority
(11% Black or African American)

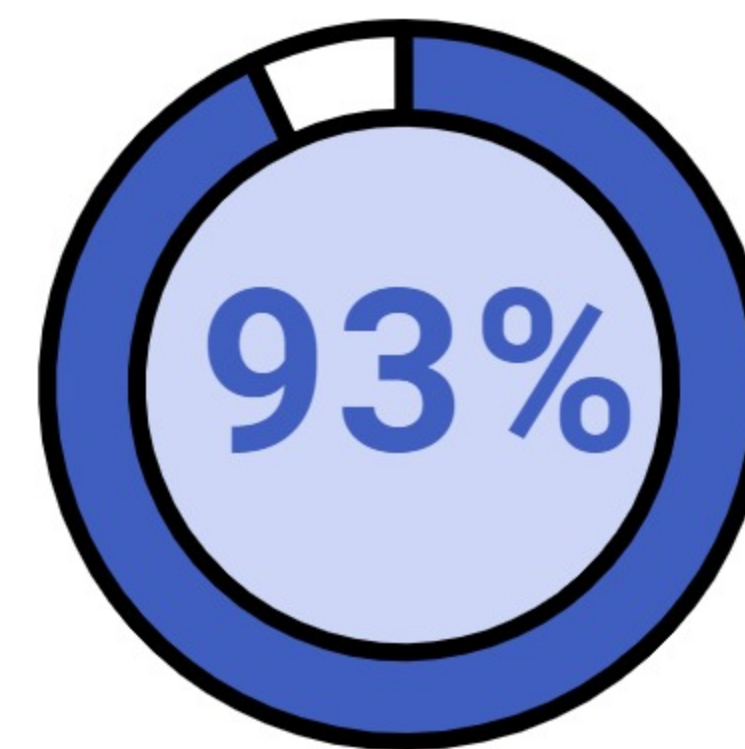
Female
50%

Male
50%

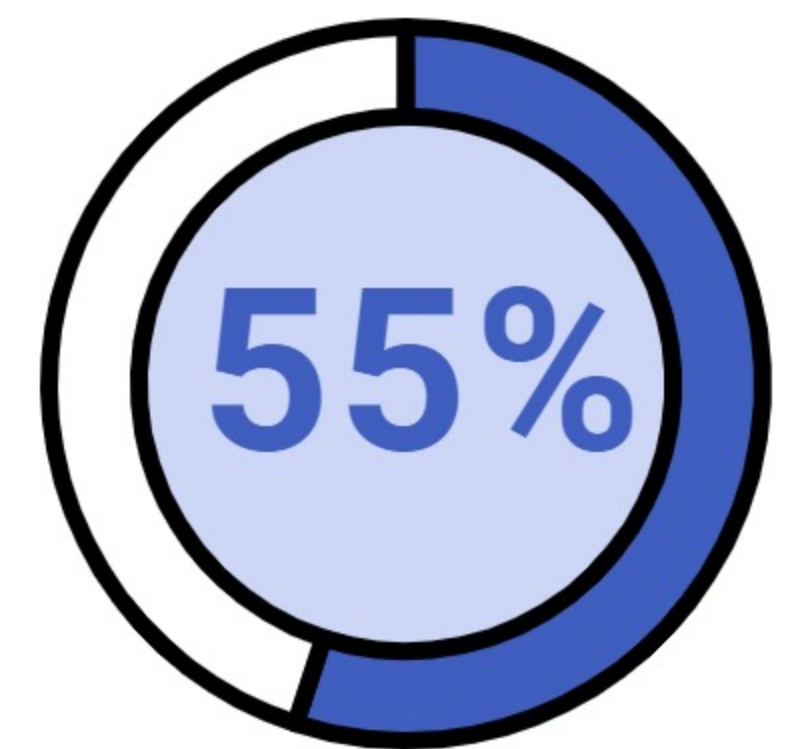
Number of Faculty by Length of Service



Terminal Degree



Tenured



Student-to-Faculty Ratio (10/1)



Total Staff 635

Female
65%

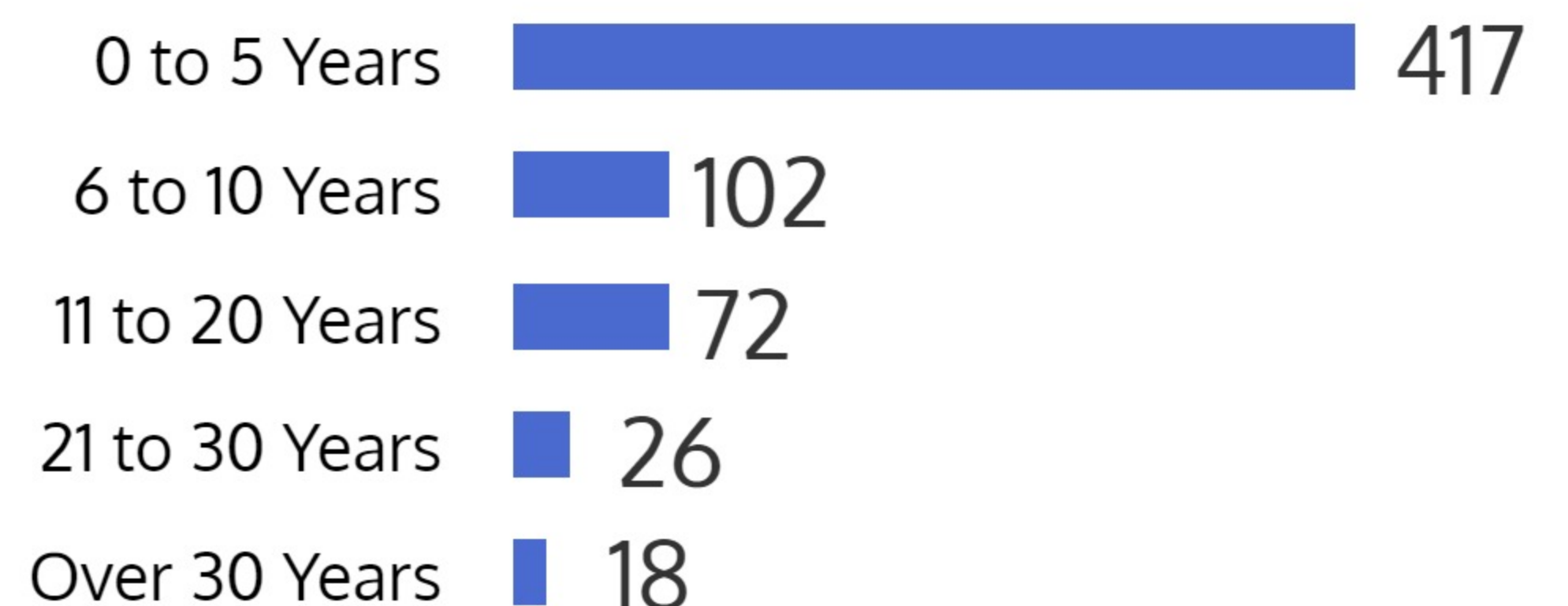
Male
35%

Alumni

28%

Minority
12%
(Black or African American)
(9%)

Number of Staff by Length of Service



NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2017 – 2018</u>	Academic Year <u>2018 - 2019</u>
Tenure Appointments*	119	118
Full-time Teaching Appointments**	136	137
Professor	(37)	(34)
Associate	(58)	(58)
Assistant	(33)	(39)
Instructor	(8)	(6)
Full-time employees with faculty status who teach part time	12	11
Part-time faculty on a continuing appointment	5	7
Full-time employees without faculty status who teach part time	12	14
Adjunct faculty	19	22
Full-Time Equated (FTE)	158	165
Student/Faculty Ratio*** (FTE)	10/1	10/1

*Includes all tenure-track and tenured faculty, including two individuals teaching less than full-time, and eight administrators for both 2017-2018 and 2018-2019.

**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 2018

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

Academic Year 2018 – 2019

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	20	26	46
6 to 10 years	12	13	25
11 to 20 years	20	16	36
21 to 30 years	12	7	19
Over 30 years	<u>5</u>	<u>6</u>	<u>11</u>
TOTAL	69	68	137

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

	<u>Academic Year 2017 – 2018</u>	<u>Academic Year 2018 – 2019</u>
Full-Time Teaching Faculty	136	137
Number of Alumni**	18	16
Graduated from Berea College	(15)	(12)
Attended Berea	(1)	(1)
Honorary Alumni***	(2)	(3)

*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 2018
Alumni Office, October 2018

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2017</u>		<u>Fall 2018</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	115	84.6%	117	85.4%
Chose not to respond	17	12.5%	16	11.7%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	8	5.9%	7	5.1%
Chose not to respond (race unknown)	0	0.0%	1	0.7%
American Indian or Alaska Native	1	0.7%	1	0.7%
Asian	2	1.5%	3	2.2%
Black or African American	13	9.6%	14	10.2%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	109	80.1%	108	78.8%
Two or more races indicated	3	2.2%	3	2.2%
Black/African American and White	(1)		(1)	
American Indian/Alaska Native and White	(2)		(2)	
	136	100.0%	137	100.0%

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

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2018

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	4	(3%)	2	(2%)	4	(3%)	0	(0%)	3	(2%)
30-39 years old	17	(13%)	19	(16%)	16	(13%)	23	(17%)	26	(20%)
40-49 years old	36	(28%)	32	(27%)	33	(27%)	32	(25%)	31	(23%)
50-59 years old	48	(37%)	49	(41%)	42	(34%)	46	(36%)	38	(29%)
60-69 years old	22	(17%)	17	(14%)	29	(23%)	28	(22%)	33	(25%)
Older than 69 years old	3	(2%)	0	(0%)	0	(0%)	0	(0%)	2	(2%)
TOTAL	131	(100%)	119	(100%)	124	(100%)	129	(100%)	133	(100%)
Average:	51		50		50		51		50	

Age**	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	1	(1%)	0	(0%)	1	(1%)
30-39 years old	27	(20%)	24	(18%)	24	(17%)	22	(16%)	26	(19%)
40-49 years old	34	(26%)	41	(31%)	45	(33%)	41	(30%)	38	(28%)
50-59 years old	35	(27%)	31	(23%)	31	(22%)	38	(28%)	41	(30%)
60-69 years old	32	(24%)	33	(25%)	34	(25%)	31	(23%)	26	(19%)
Older than 69 years old	3	(2%)	3	(2%)	3	(2%)	4	(3%)	5	(4%)
TOTAL	132	(100%)	133	(100%)	138	(100%)	136	(100%)	137	(100%)
Average:	51		50		51		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 2018

FULL-TIME FACULTY* AVERAGE SALARIES BY RANK AND SEX

Academic Year 2018-2019

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	16	\$93,290	\$92,800	18	\$92,000	\$92,600	34	\$92,600	\$92,800
Associate Prof.	34	\$74,300	\$73,300	24	\$73,700	\$71,700	58	\$74,100	\$72,700
Assistant Prof.	17	\$59,600	\$58,100	22	\$60,400	\$59,800	39	\$60,000	\$59,400
Instructor**	<u>2</u>			<u>4</u>			<u>6</u>	\$54,800	\$51,300
ALL RANKS	69	\$74,400	\$73,300	68	\$73,100	\$69,500	137	\$73,800	\$70,900

*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 2018

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

Academic Year 2018 – 2019

<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	4	8	8	(100%)	6	(75%)
Chemistry	5	2	7	7	(100%)	5	(71%)
Mathematics	2	5	7	5	(71%)	3	(43%)
Nursing	0	4	4	4	(100%)	2	(50%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>3</u>	<u>(100%)</u>
DIVISION I TOTAL	13	16	29	27	(93%)	19	(66%)
Agriculture and Natural Resources	2	2	4	4	(100%)	2	(50%)
Business Administration	6	1	7	6	(86%)	2	(29%)
Computer and Information Science	2	1	3	3	(100%)	2	(67%)
Economics	1	1	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Technology and Applied Design	3	1	4	4	(100%)	2	(50%)
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	15	7	22	21	(95%)	12	(55%)
Child and Family Studies	3	3	6	6	(100%)	3	(50%)
Health and Human Performance	2	7	9	6	(67%)	0	(0%)
Psychology	1	3	4	4	(100%)	2	(50%)
Sociology	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>3</u>	<u>(100%)</u>
DIVISION III TOTAL	6	16	22	19	(86%)	8	(36%)
Communication	1	2	3	3	(100%)	2	(67%)
English	3	3	6	6	(100%)	3	(50%)
Foreign Languages	4	5	9	8	(89%)	6	(67%)
Music	6	1	7	6	(86%)	2	(29%)
Theatre	0	3	3	3	(100%)	2	(67%)
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 IV TOTAL	15	14	29	27	(93%)	16	(55%)
Art	2	4	6	5	(83%)	3	(50%)
Asian Studies**	1	0	1	1	(100%)	1	(100%)
History	2	2	4	4	(100%)	3	(75%)
Philosophy	2	0	2	2	(100%)	2	(100%)
Political Science	2	1	3	3	(100%)	2	(67%)
Religion	2	1	3	3	(100%)	2	(67%)
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	8	22	21	(95%)	14	(64%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies	1	2	3	3	(100%)	1	(33%)
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>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	6	7	13	12	(92%)	6	(46%)
TOTAL	69	68	137	127	(93%)	75	(55%)

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

**Faculty in 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 2018

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

	<u>Fiscal Year 2013-2014</u>	<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2015-2016</u>	<u>Fiscal Year 2016-2017</u>	<u>Fiscal Year 2017-2018</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$292,614	\$347,496	\$276,925	\$445,723	\$394,193
Number of Faculty Receiving Funds	133	132	133	138	136
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars per Full-Time Faculty	\$2,220	\$2,633	\$2,082	\$3,230	\$2,898
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$881,928	\$822,645	\$439,835	\$897,604	\$1,329,087
Number of Faculty on Paid Sabbatical	14	12	5	17	17
Average Total Dollars per Faculty on Sabbatical	\$69,995	\$68,554	\$87,967	\$52,800	\$78,182
Percent of Total Full-Time Faculty	10.5%	9.1%	3.8%	12.3%	12.5%
TOTAL Number of Full-Time Faculty	133	132	133	138	136

Source: Office of the Academic Vice President and Dean of the Faculty, October 2018

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

	Academic Years				
	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16**</u>	<u>2016-17**</u>	<u>2017-18</u>
<u>PROFESSOR</u>					
Berea's mean	83.8	85.1	89.0	87.8	91.8
Benchmark group mean (excludes Berea)	93.9	96.0	97.3	98.2	99.2
Benchmark group median (includes Berea)	88.9	91.1	92.0	92.7	94.5
Berea's rank among its benchmarks	19/27	19/27	16/26	18/26	15/27
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	68.1	68.7	70.1	70.4	73.5
Benchmark group mean (excludes Berea)	72.1	73.5	74.7	76.1	77.5
Benchmark group median (includes Berea)	71.7	72.5	72.4	72.8	74.7
Berea's rank among its benchmarks	17/27	18/27(tie)	17/26	17/26	16/27
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	55.9	56.9	58.6	58.2	60.5
Benchmark group mean (excludes Berea)	59.4	60.6	62.7	64.0	64.7
Benchmark group median (includes Berea)	57.8	58.4	59.7	61.8	61.7
Berea's rank among its benchmarks	20/27	18/27	17/26	19/26	17/27

*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 2018
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	<i>Megan Hoffman</i>	2018

Source: Office of the Academic Vice President and Dean of Faculty, September 2018

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

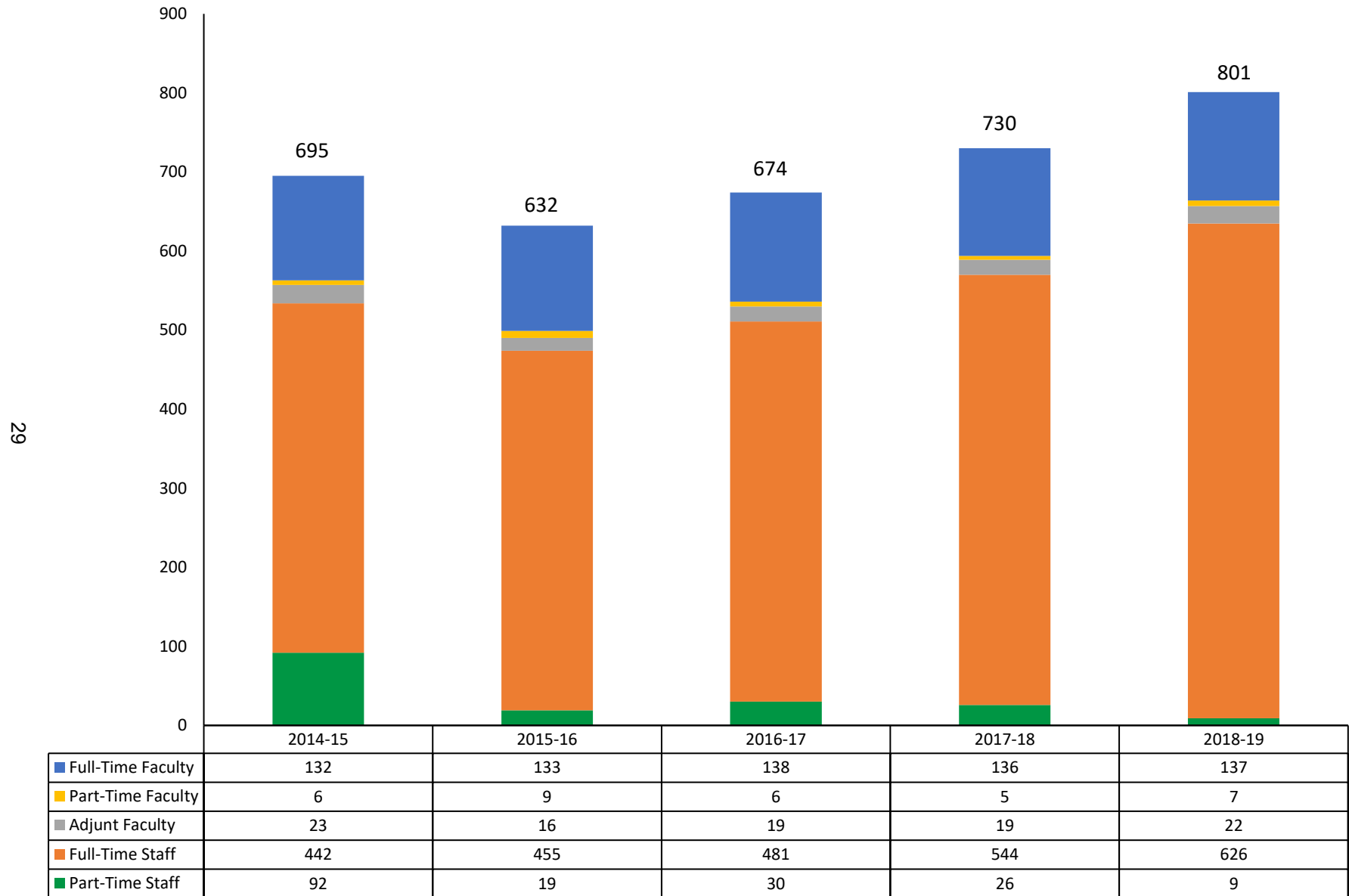
The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the 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
David Porter	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
Billy Wooten	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
<i>Sandy Williams</i>	2018

**NUMBER OF BEREA COLLEGE EMPLOYEES
ACADEMIC YEARS 2014-15 THROUGH 2018-19**



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, 2017			As of November 1, 2018		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	119	261	380	135	282	417
6 to 10 years	24	48	72	34	68	102
11 to 20 years	35	38	73	32	40	72
21 to 30 years	10	17	27	12	14	26
Over 30 years	<u>8</u>	<u>10</u>	<u>18</u>	<u>7</u>	<u>11</u>	<u>18</u>
TOTAL	196	374	570	220	415	635

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

	As of November 1, 2017			As of November 1, 2018		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	12	23	35	11	20	31
25-29 years old	36	51	87	48	57	105
30-39 years old	41	93	134	46	105	151
40-49 years old	37	67	104	34	76	110
50-59 years old	38	89	127	48	97	145
60-69 years old	30	49	79	31	55	86
Older than 69 years	<u>2</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>5</u>	<u>7</u>
TOTAL	196	374	570	220	415	635

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2017-18: 8; 2018-19: 8) and tenure-track faculty members (2017-18: 2; 2018-19: 2) who are currently holding administrative positions, and professional librarians with faculty status (2017-18: 10; 2018-19: 7).

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2018

**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, 2017</u>		<u>As of Nov. 1, 2018</u>	
Hispanic or Latino or Spanish Origin	11	(1.9%)	11	(1.7%)
American Indian or Alaska Native	2	(0.4%)	3	(0.5%)
Asian	3	(0.5%)	4	(0.6%)
Black or African American	46	(8.1%)	52	(8.2%)
Two or more races	12	(2.1%)	10	(1.6%)
White	501	(87.9%)	560	(88.2%)
Chose not to respond (race unknown)	6	(1.1%)	5	(0.8%)
International	0	(0.0%)	1	(0.2%)
Total	570	(100.0%)	635	(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 (2017-18: 8; 2018-19: 8) and tenure-track faculty members (2017-18: 2; 2018-19: 2) who are currently holding administrative positions, and professional librarians with faculty status (2017-18: 10; 2018-19: 7).

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

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

	<u>As of Nov. 1, 2017</u>	<u>As of Nov. 1, 2018</u>
Number of Staff	570	635
Number of Alumni**	162	177
Graduated from Berea College	(149)	(161)
Attended Berea	(11)	(13)
Honorary Alumni***	(2)	(3)

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2017-18: 8; 2018-19: 8) and tenure-track faculty members (2017-18: 2; 2018-19: 2) who are currently holding administrative positions, and professional librarians with faculty status (2017-18: 10; 2018-19: 7).

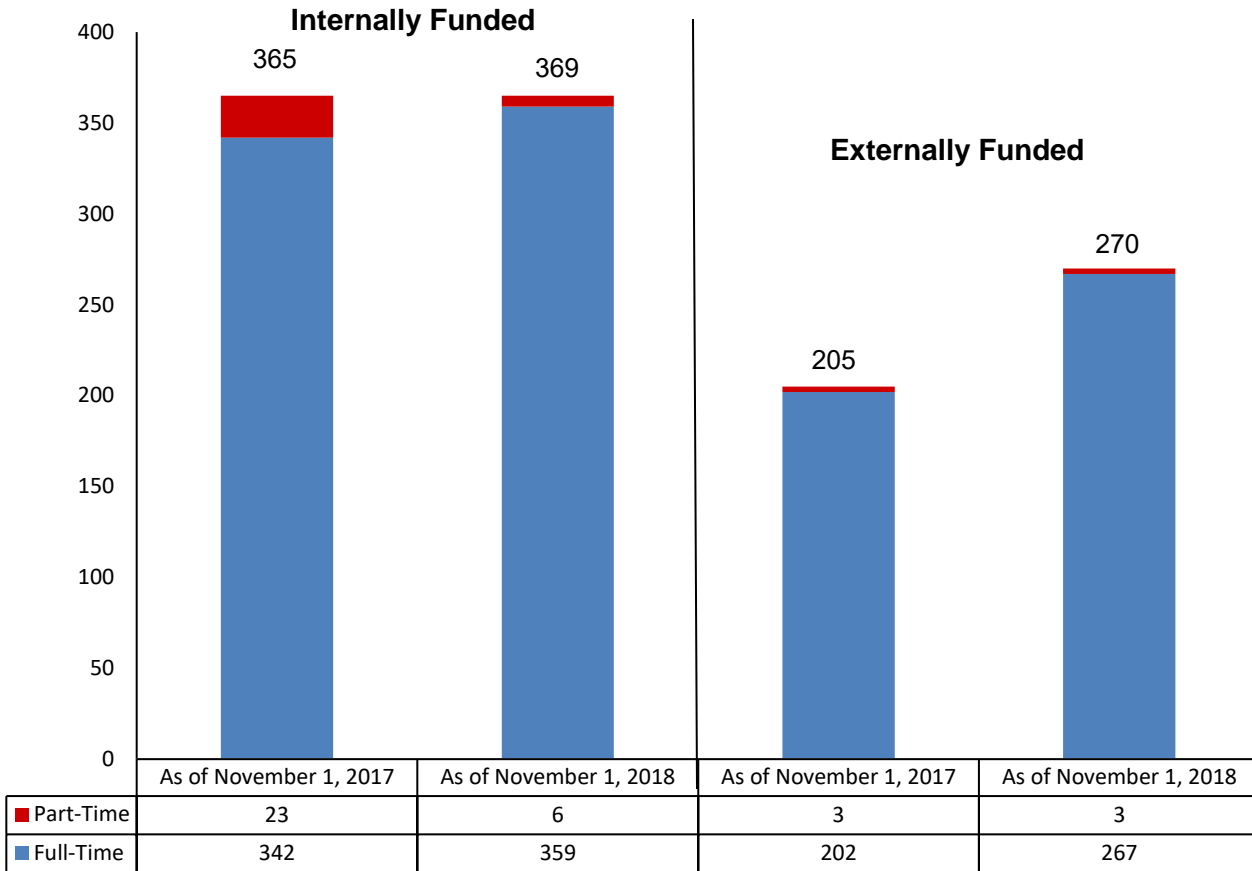
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

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

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources and the Alumni Office, November 2018

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



*Includes tenured faculty members (2017-18: 8; 2018-19: 8) and tenure-track faculty members (2017-18: 2; 2018-19: 2) who are currently holding administrative positions, and professional librarians with faculty status (2017-18: 10; 2018-19: 7).
 **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 2018

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
Dave Porter	2008
<i>Larky Kim Crawford</i>	2008
Sandy Wells	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
David Slinker	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
<i>Bob Harned</i>	2018

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
<i>Yolanda Carter</i>	2018

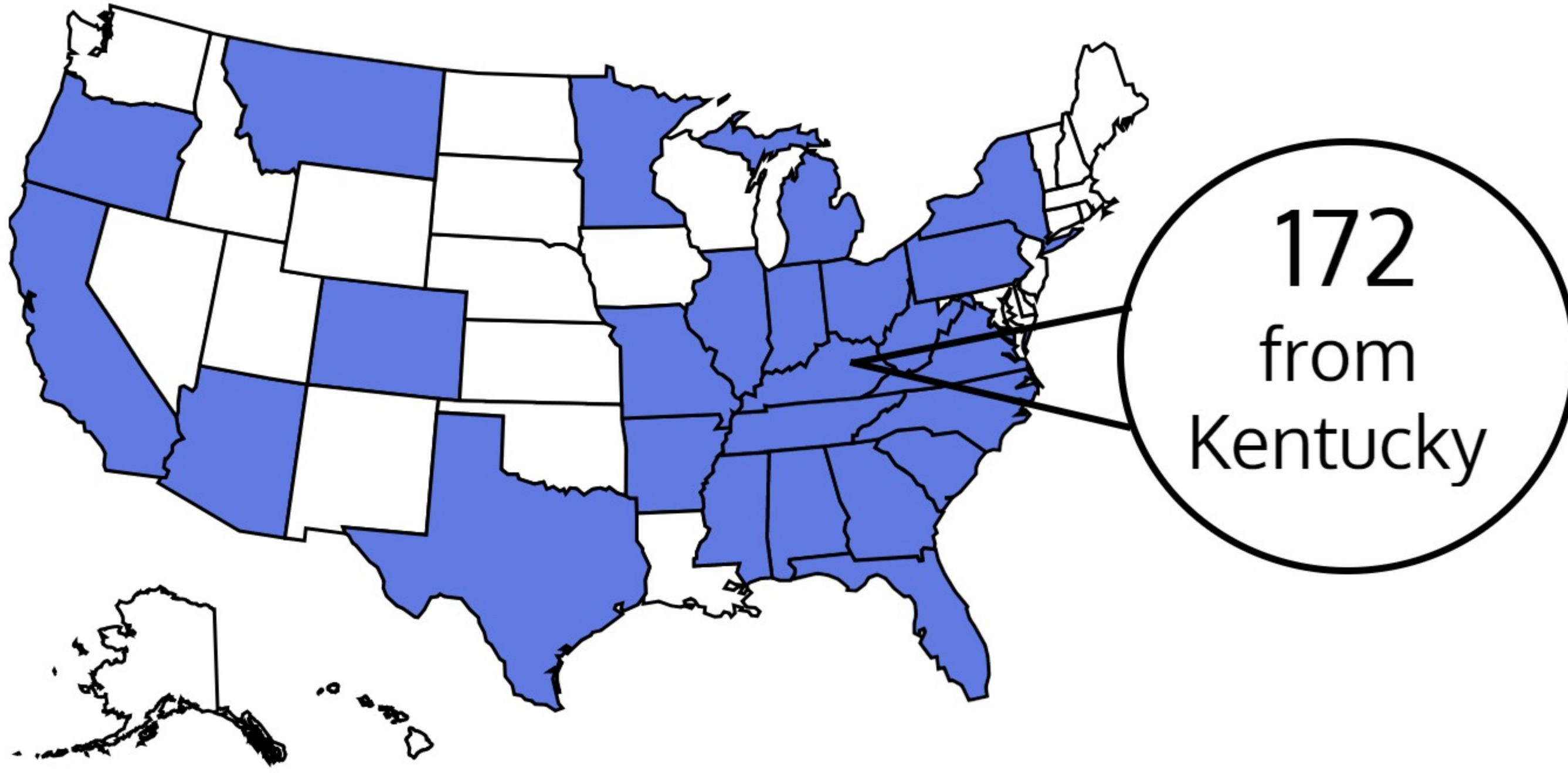
Source: Office of the Academic Vice President and Dean of the Faculty, September 2018

Admissions

- First-Year Student Highlights
- Transfer Student Highlights
- 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, 2009-2018
 - by Sex
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
- Fall Term Transfer Student Enrollment Trends, 2009-2018
 - by Sex
 - by Territory

First-Year Student Highlights

Fall 2018



438 Students enrolled from...

- 25 States
- 2 Territories
- 24 Countries

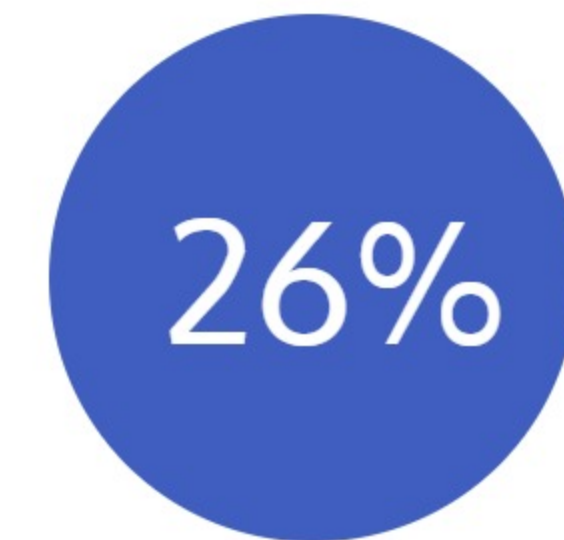


Academic Preparation

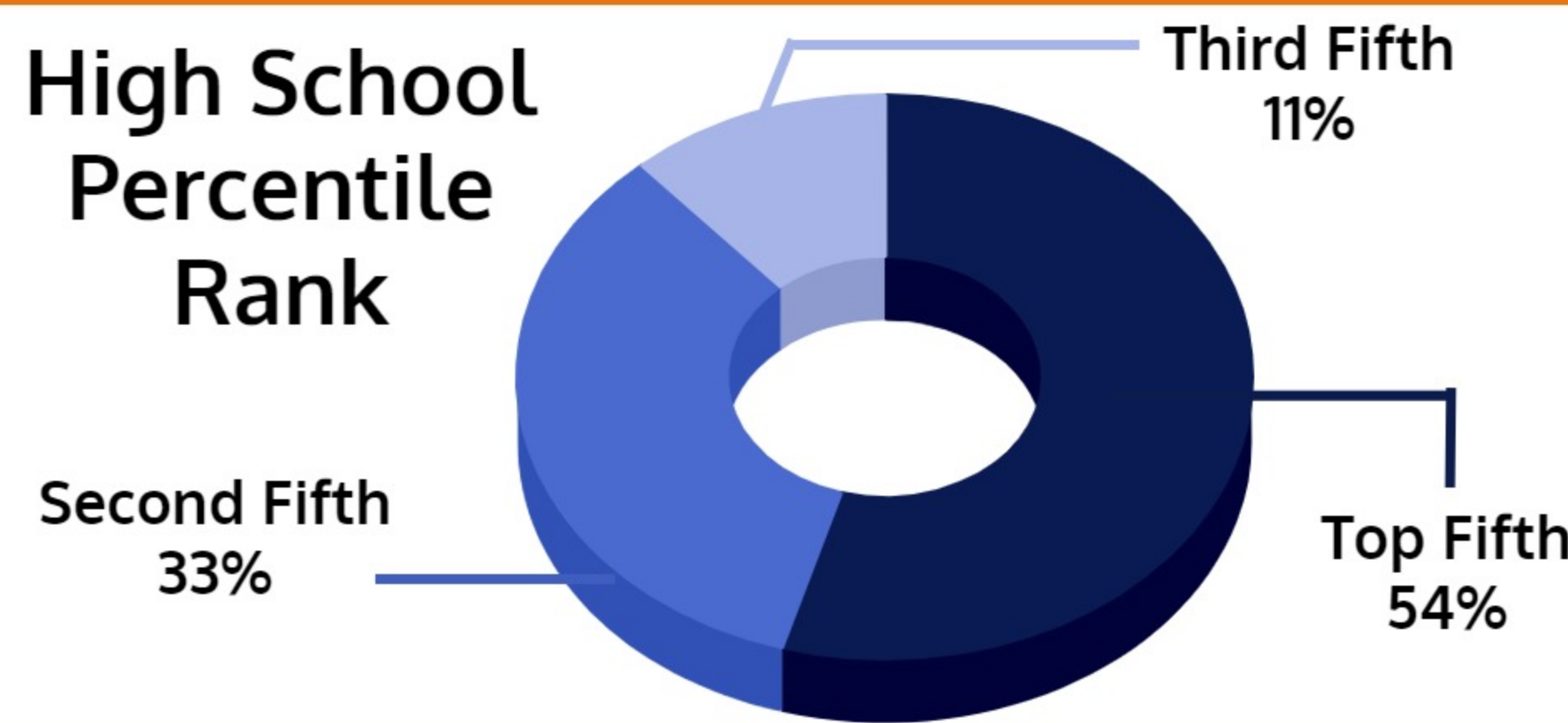
Mean ACT



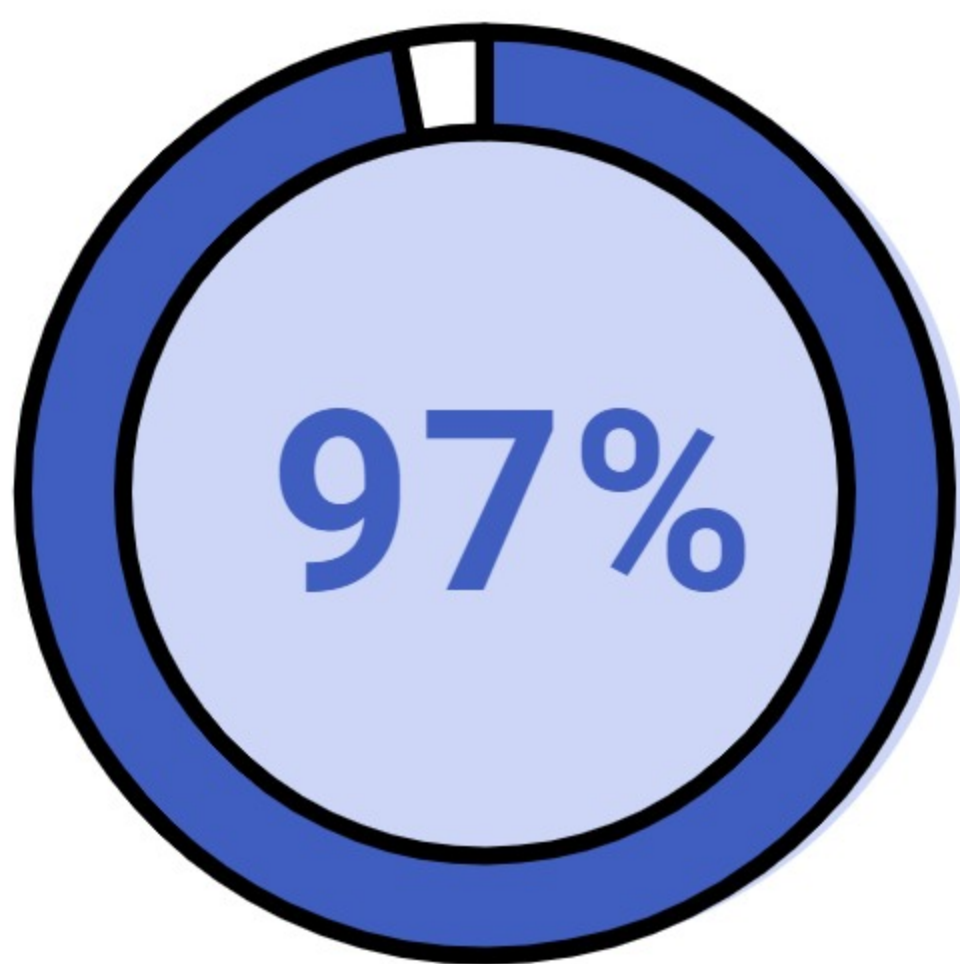
Required at least one course of developmental math



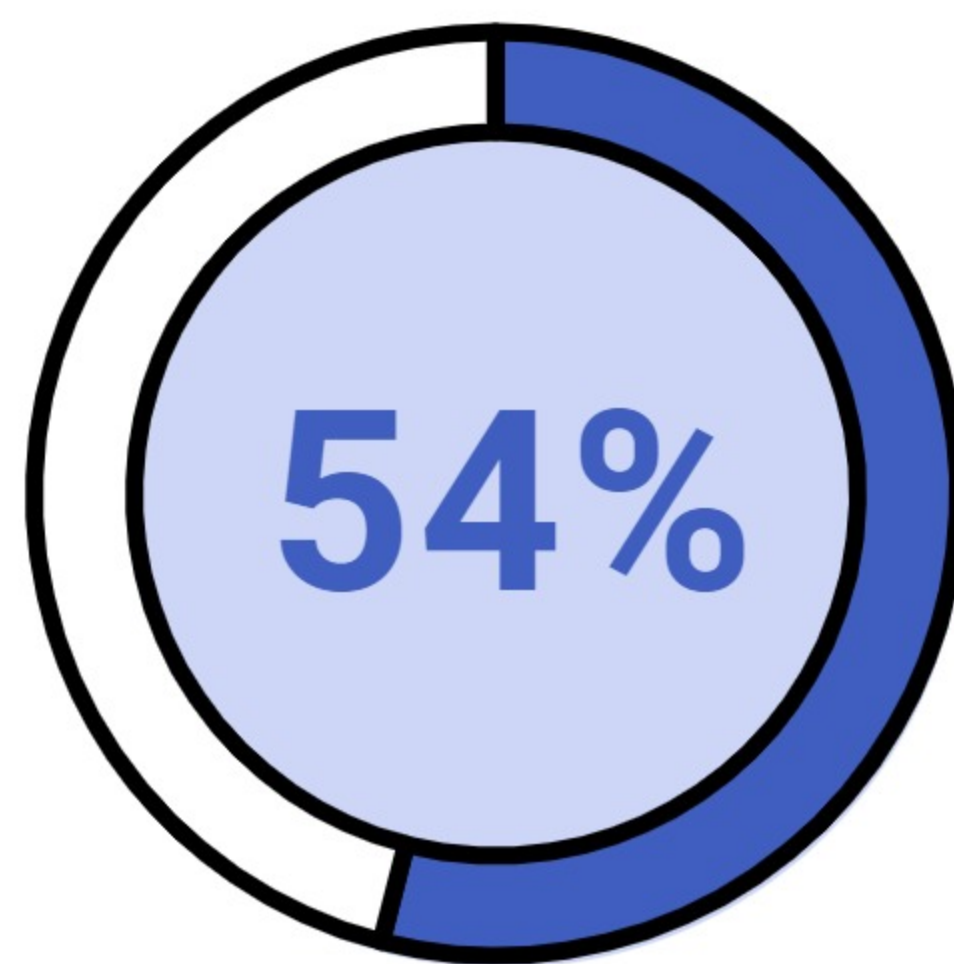
High School Percentile Rank



Financial Qualifications



Pell Grant Recipients



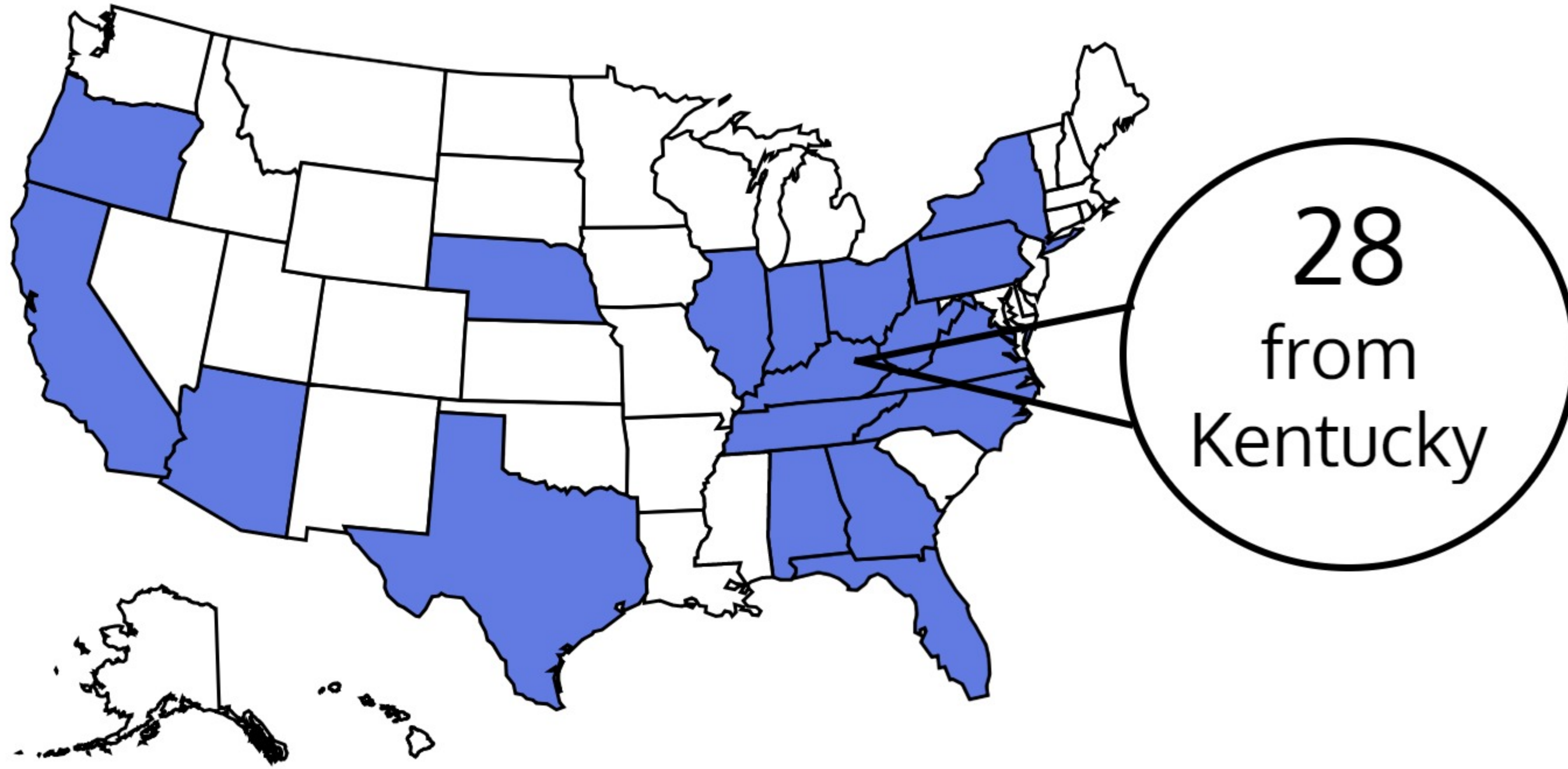
Domestic Students with an EFC of \$0 (Expected Family Contribution)

Enrollment Characteristics

- 57% Female
- 28% African-American
- 6% F-1 International
- 11% Hispanic
- 55% First Generation
- 4% Homeschooled

Transfer Student Highlights

Fall 2018



56 Students enrolled from...

18 States
1 Territory
0 Countries

66% In-Territory
32% At-Risk and Distressed Counties

Academic Preparation

Mean Transfer GPA

3.63

Required at least one course of developmental math

11%

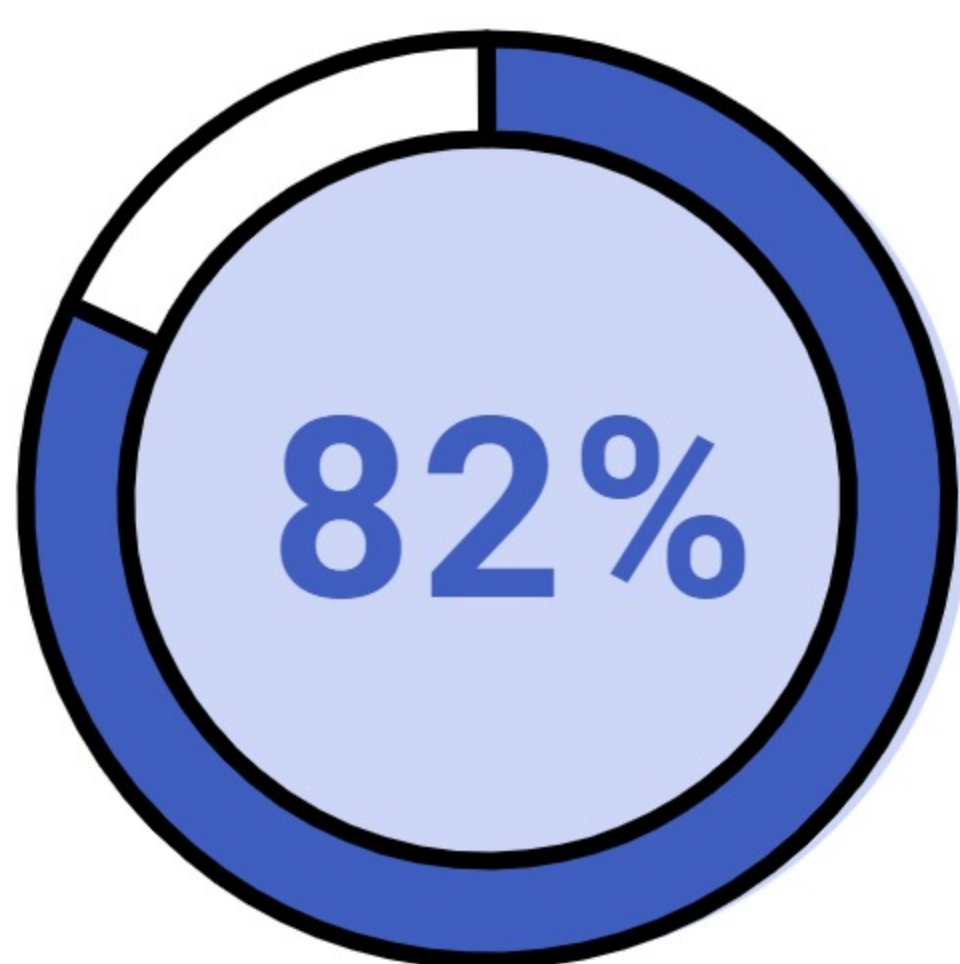
Classification

Junior
32%

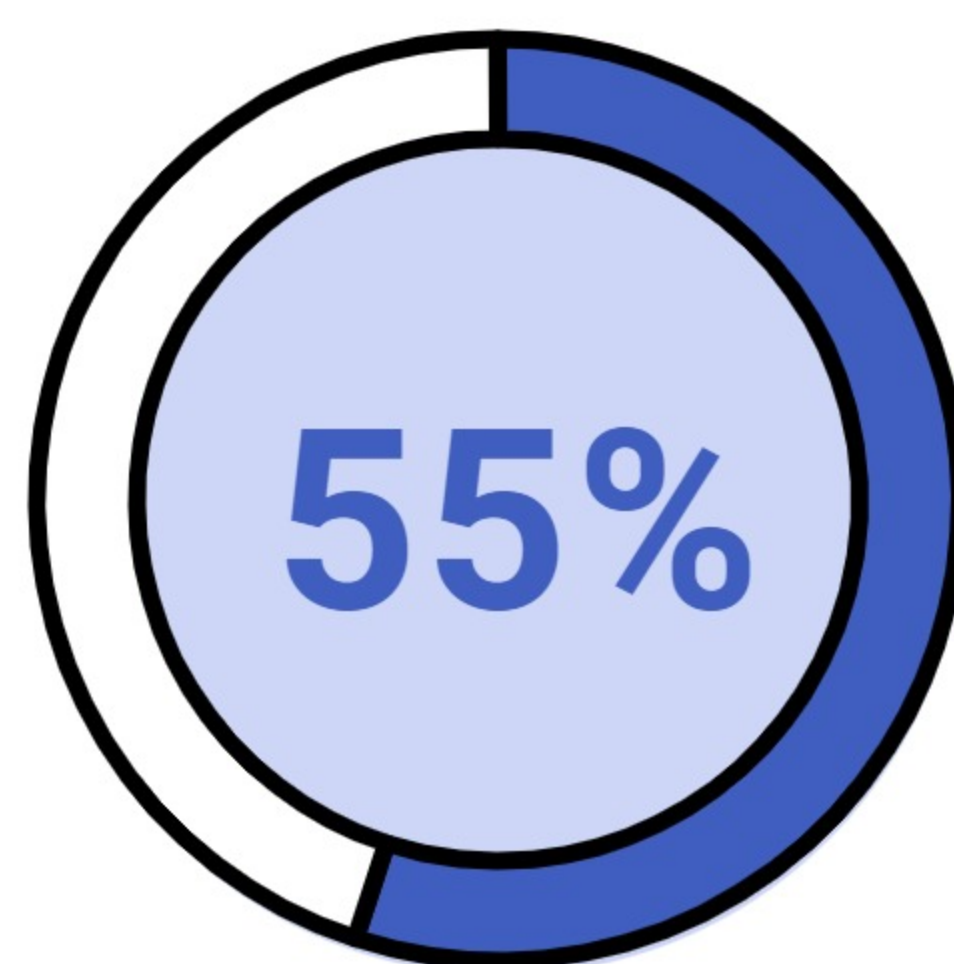
Freshman
9%

Sophomore
59%

Financial Qualifications



Pell Grant Recipients



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

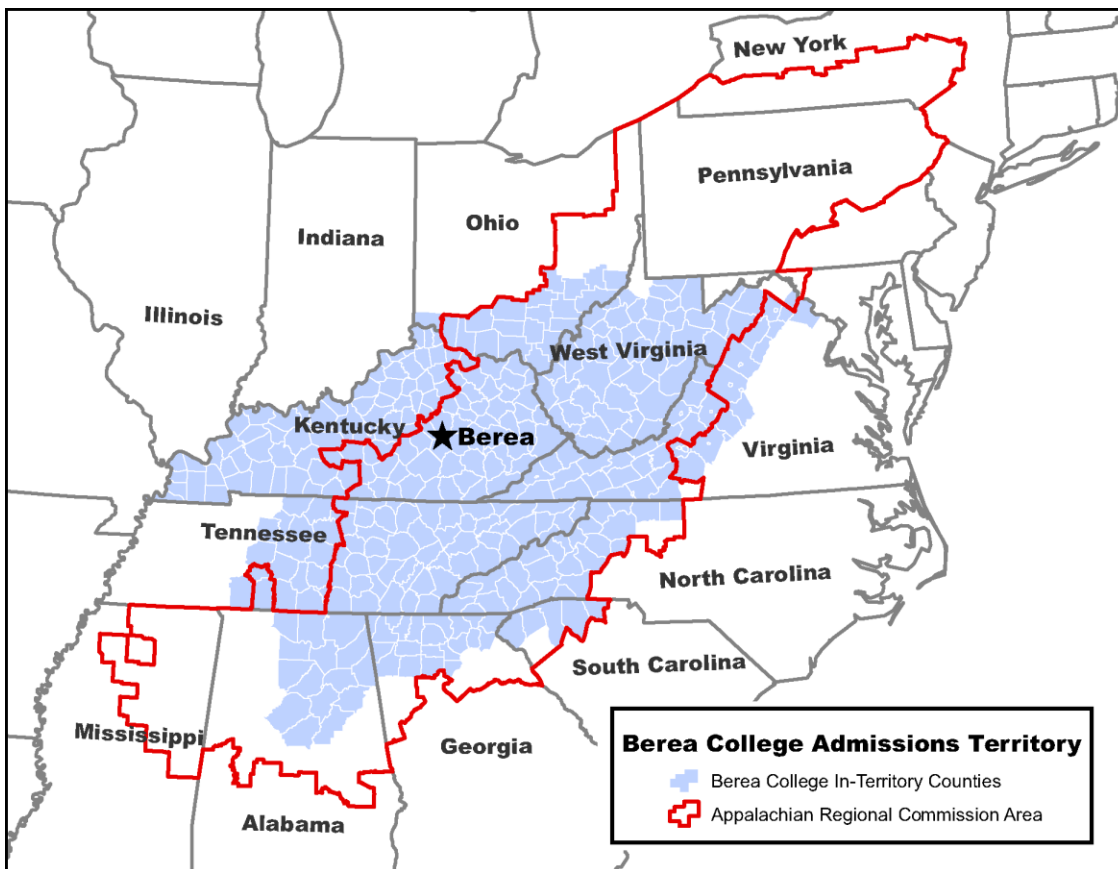
Enrollment Characteristics

55% Female
14% African-American
0% F-1 International
21% Hispanic
57% First Generation
39% 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 (see page 37). The entering class of 2018 was the first class to be recruited from these counties.
- *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)

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****
Loudoun
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
Loudoun**
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 (Tennessee) in 2017 (entering class of 2018 was the first class recruited from these counties)

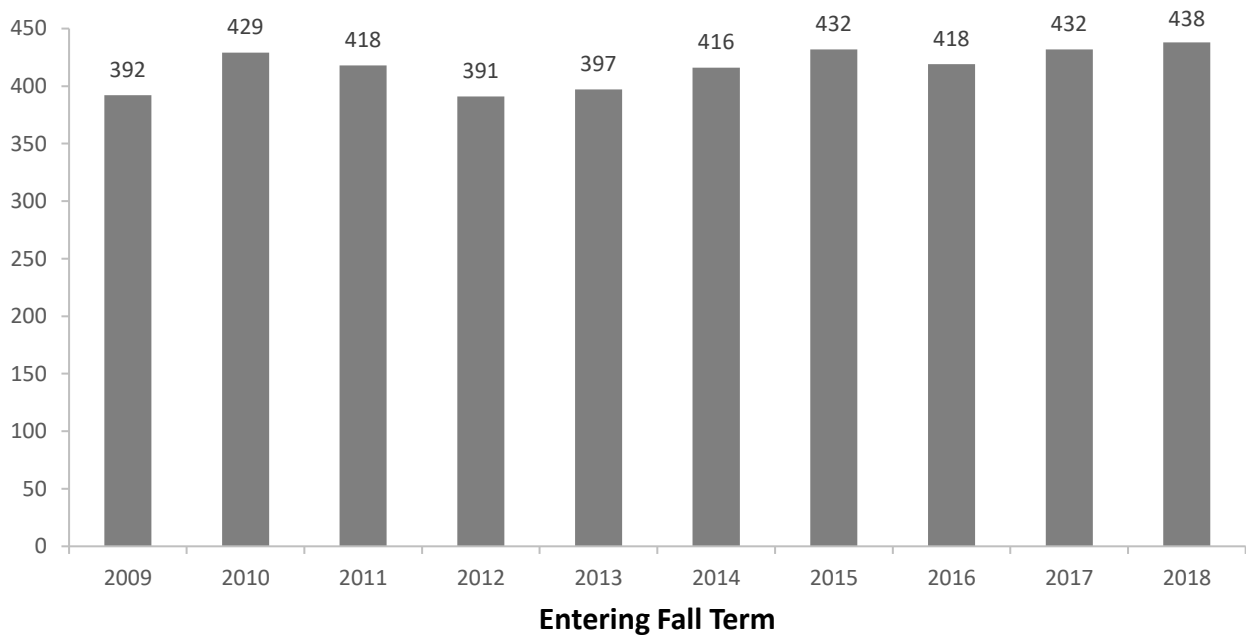
Source: Admissions Office

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>
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
2018	4,967	1,576	602	38	438	73

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

NUMBER OF FIRST-YEAR STUDENTS



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

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

Males

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
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
2018	1,617	626	246	39	187	76

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>
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
2018	3,345	949	356	38	251	71

NOTE: Sex was unknown for submitted/completed applications as indicated here; 2013: 29/14; 2014: 7/1; 2015: 10/2; 2016:4/3; 2017: 8/2; 2018: 5/1.

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

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

IN-TERRITORY*						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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
2018	3,124	848	425	50	304	72

OUT-OF-TERRITORY						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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
2018	1,225	256	149	58	109	73

F-1 INTERNATIONAL**						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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
2018	618	472	28	6	25	89

*Beginning in 2018, In-Territory includes an additional 22 counties in Tennessee. See page 37 for details.

**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>
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
2018	438	172	39.3

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>
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
2018	438	123	28.1

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

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

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

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>
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
2018	438	101	23.1	43	9.8

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

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

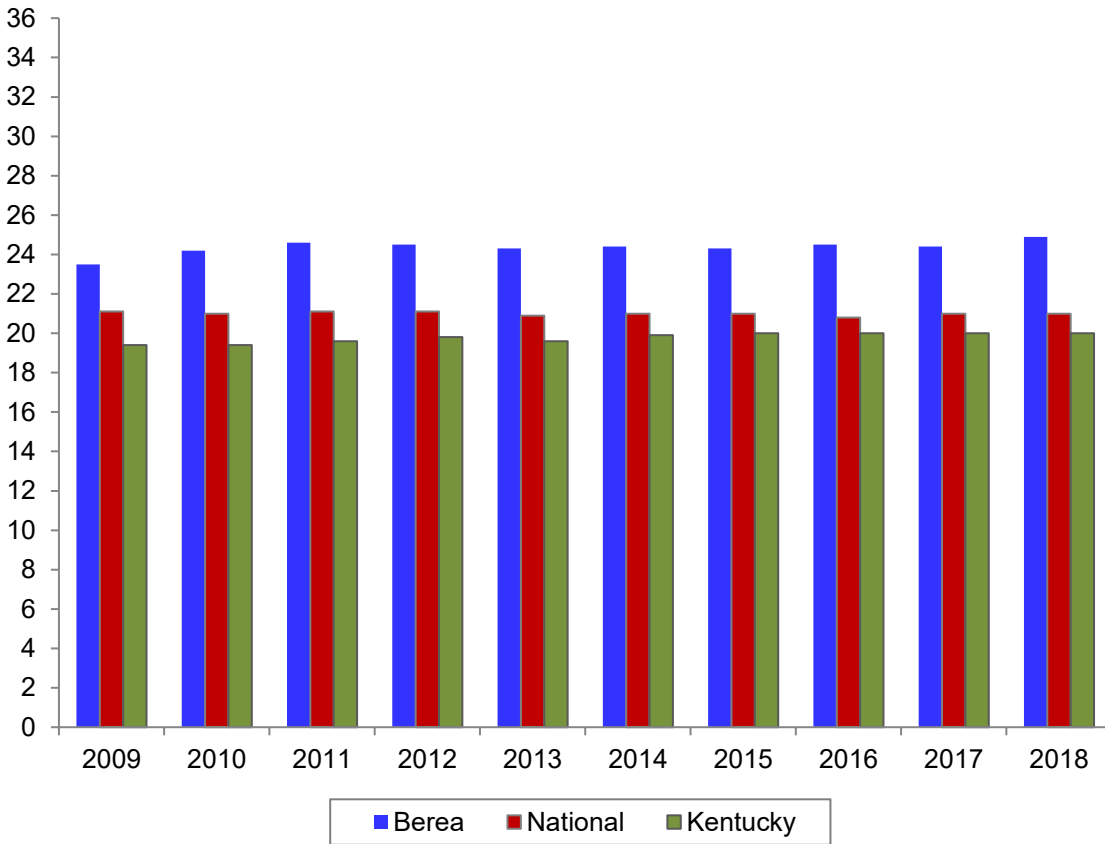
To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

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		
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
2018	362	24.9	24.8	25.0	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 and Language	Critical Reading		Mathematics		Writing and Language	
					National	KY	National	KY	National	KY
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
2018	68	553	570	538	533	631	527	616	n/a	n/a

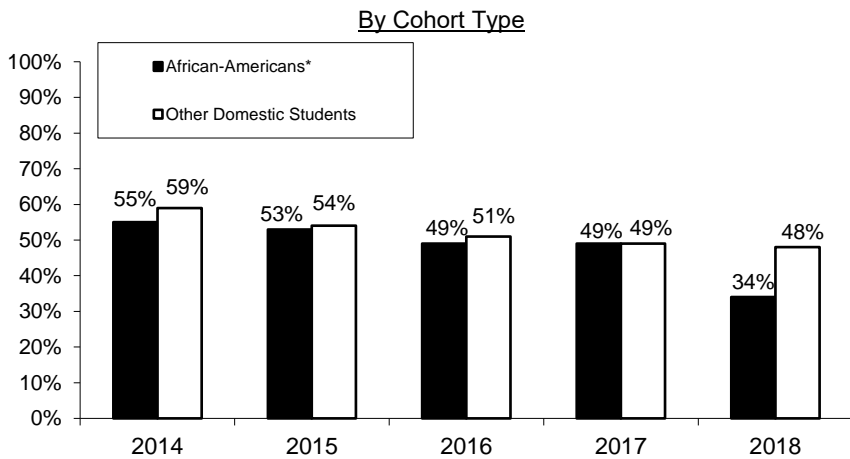
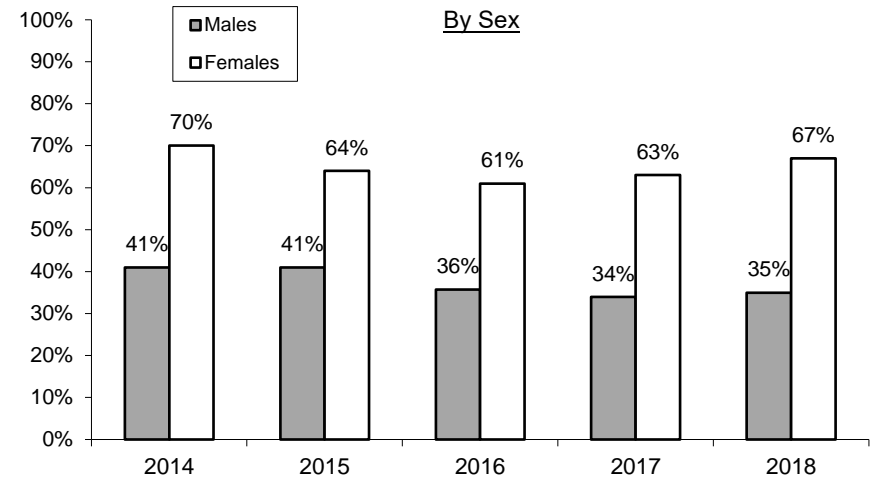
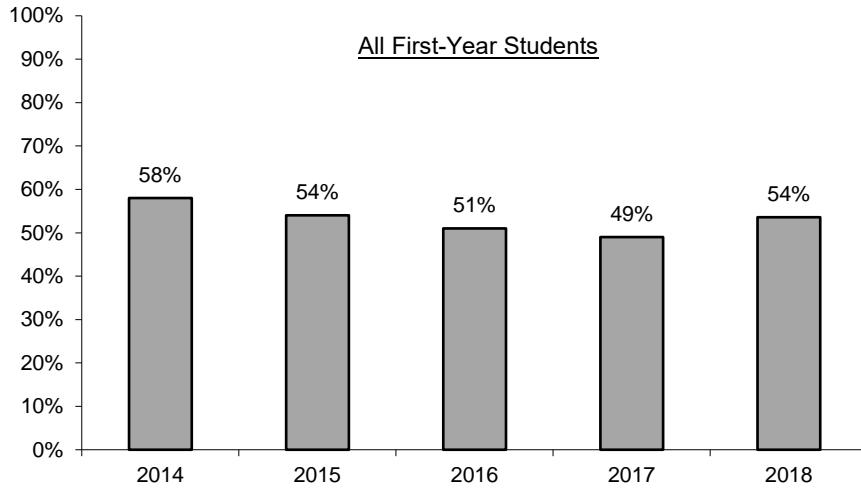
*Approximately 5 – 10 % of Berea College first-year students submit SAT scores.

**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

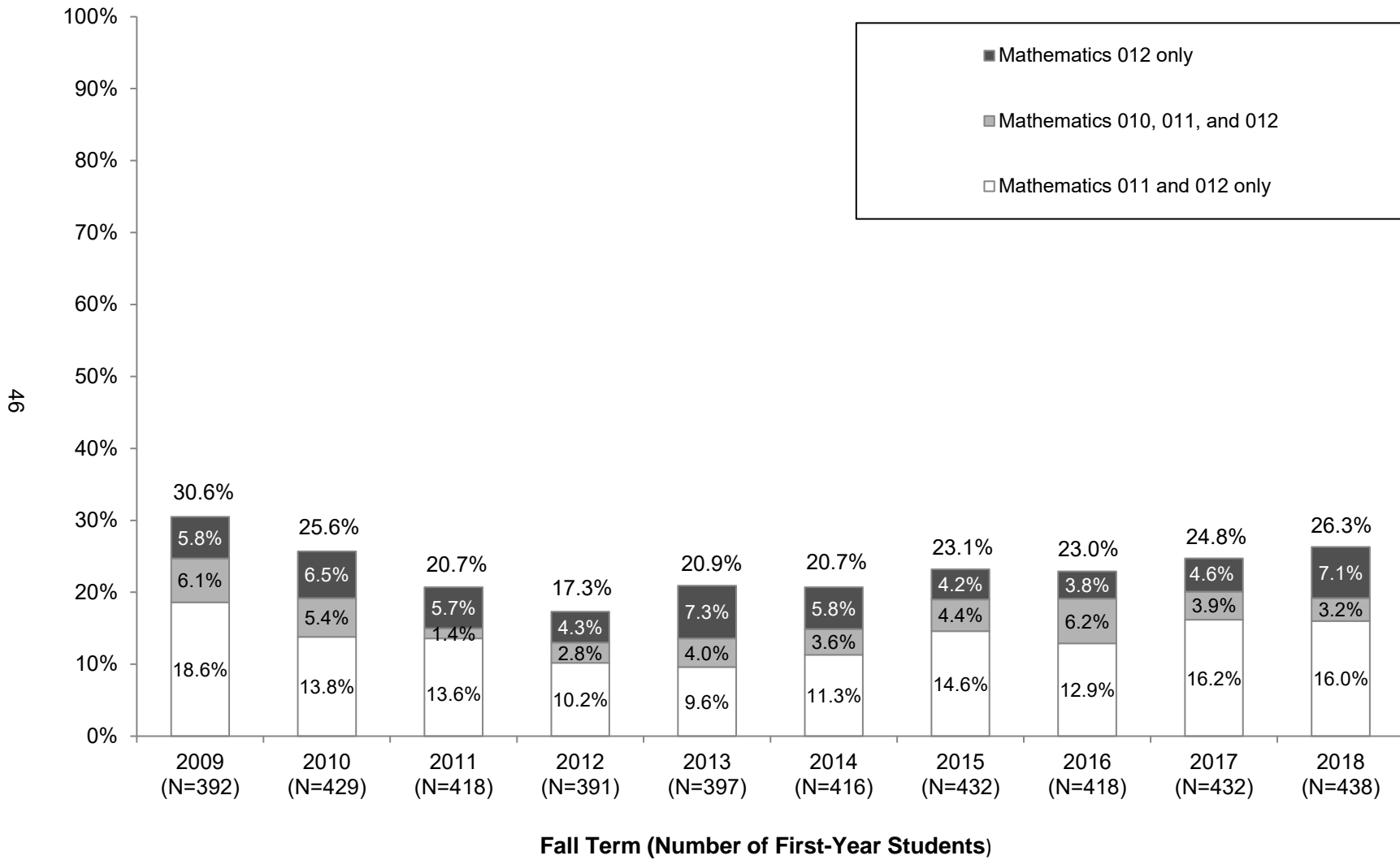


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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.

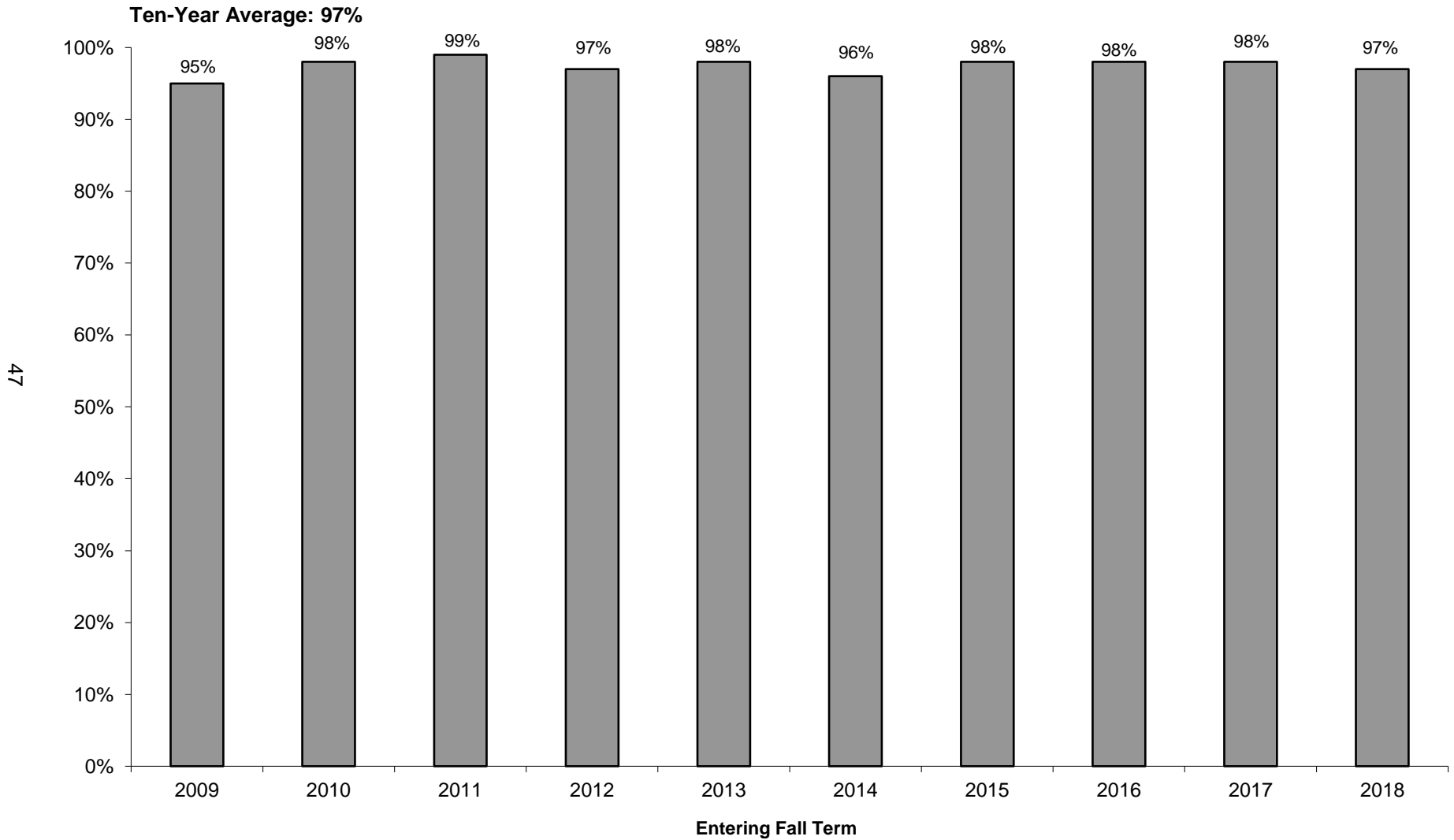
Source: Annual editions of First-Year Students' Class Profile

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

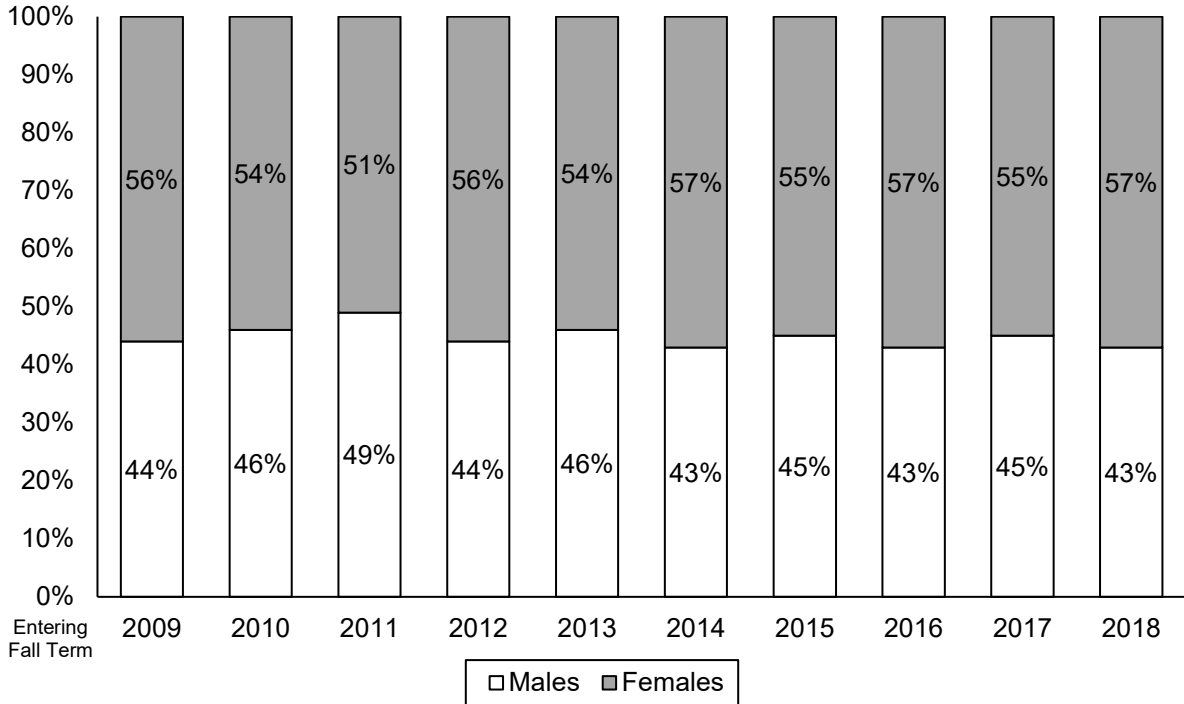


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

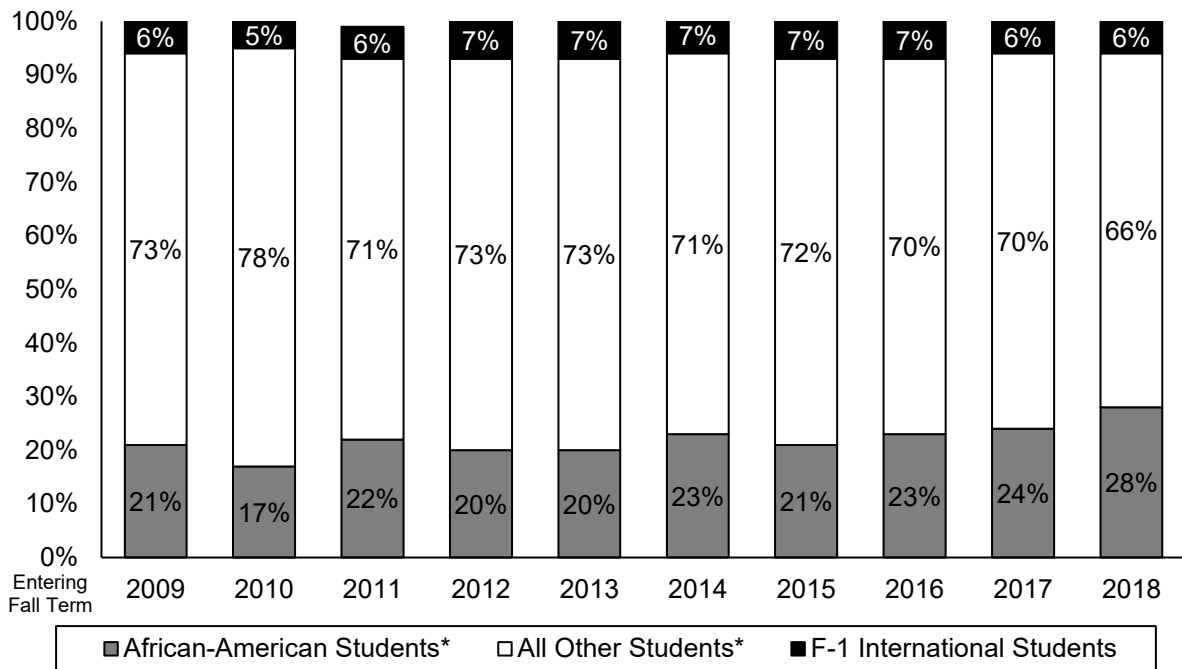
Source: Office of Institutional Research and Assessment, September 2018

FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Sex



By Cohort Type

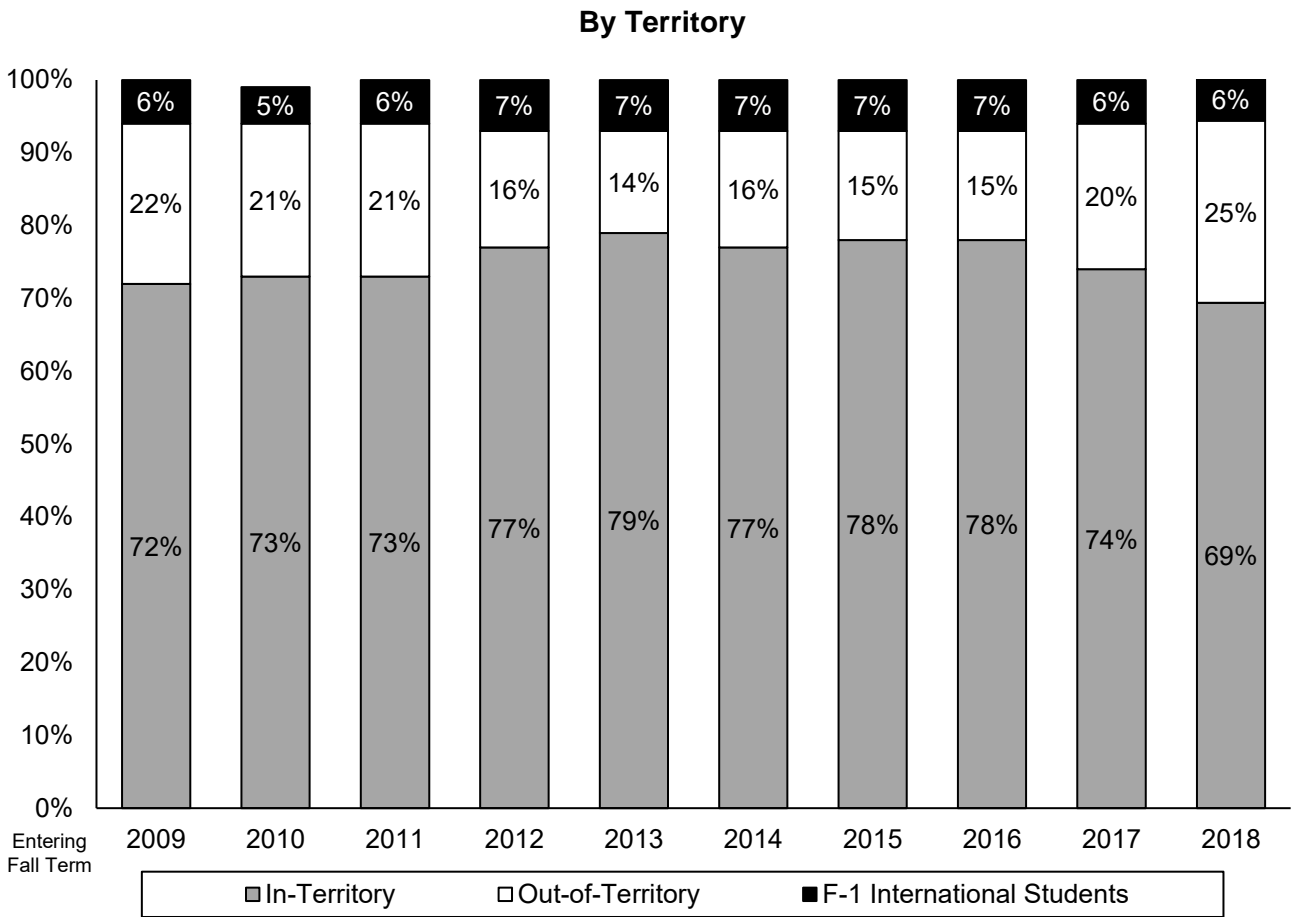


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2018

First-Year Student Enrollment Trends, continued

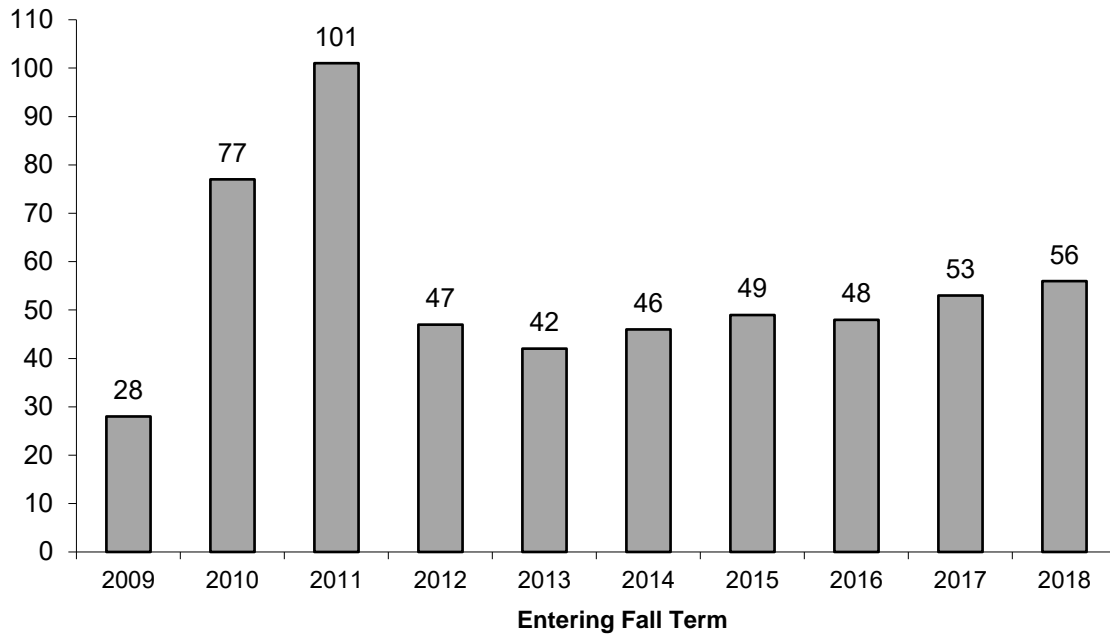


Source: Office of Institutional Research and Assessment, October 2018.

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
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
2018	551	160	66	41	56	85

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>
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
2018	193	55	26	47	25	96

Females

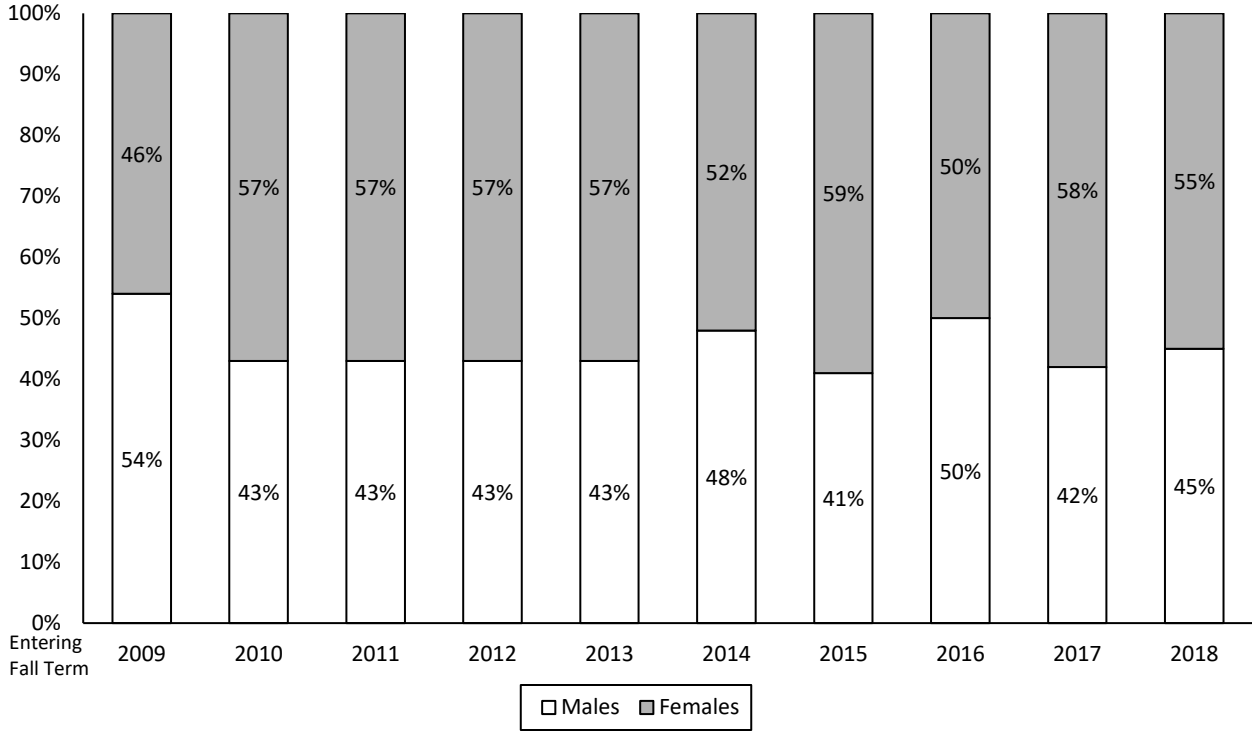
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2009	218	45	17	38%	13	76%
2010	263	76	55	72	44	80
2011	371	110	66	60	58	88
2012	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
2018	358	105	40	38	31	78

NOTE: In 2013 and in 2014, sex was unknown for one submitted application.

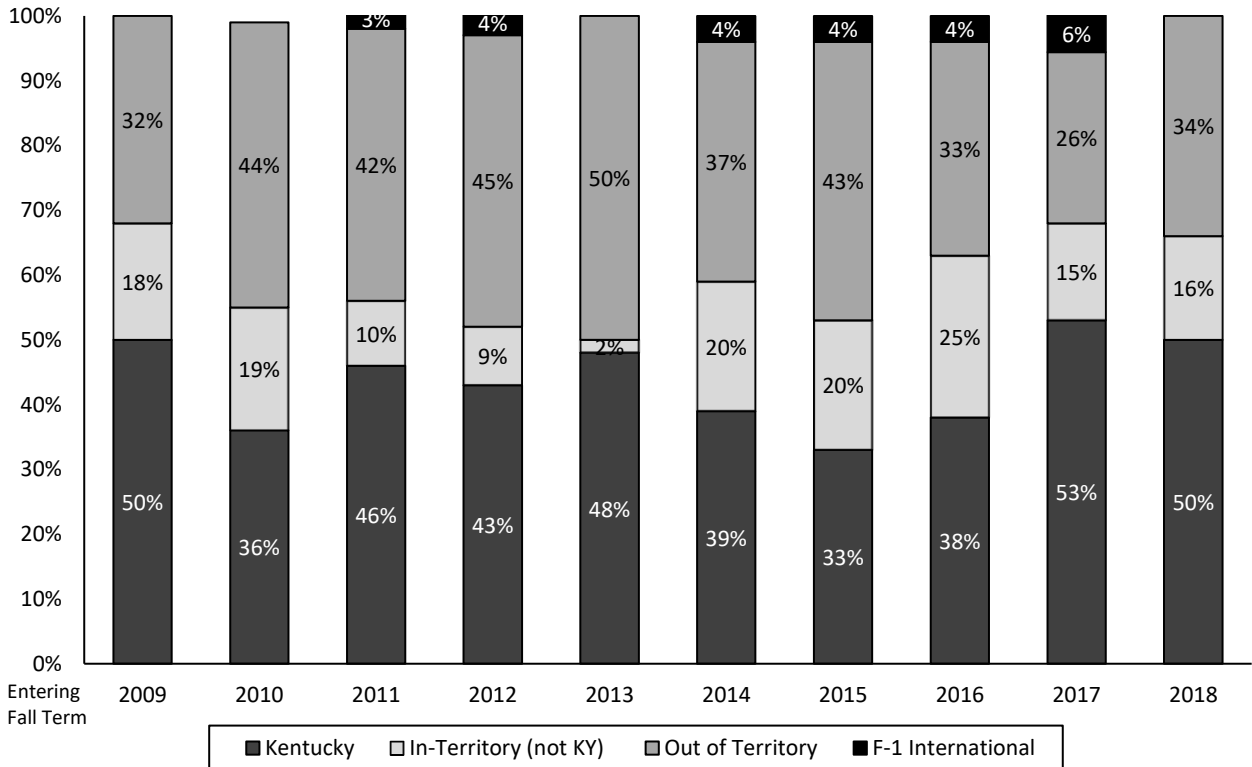
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Sex



By Territory



Source: Office of Institutional Research and Assessment, September 2018

Student Enrollment and Characteristics

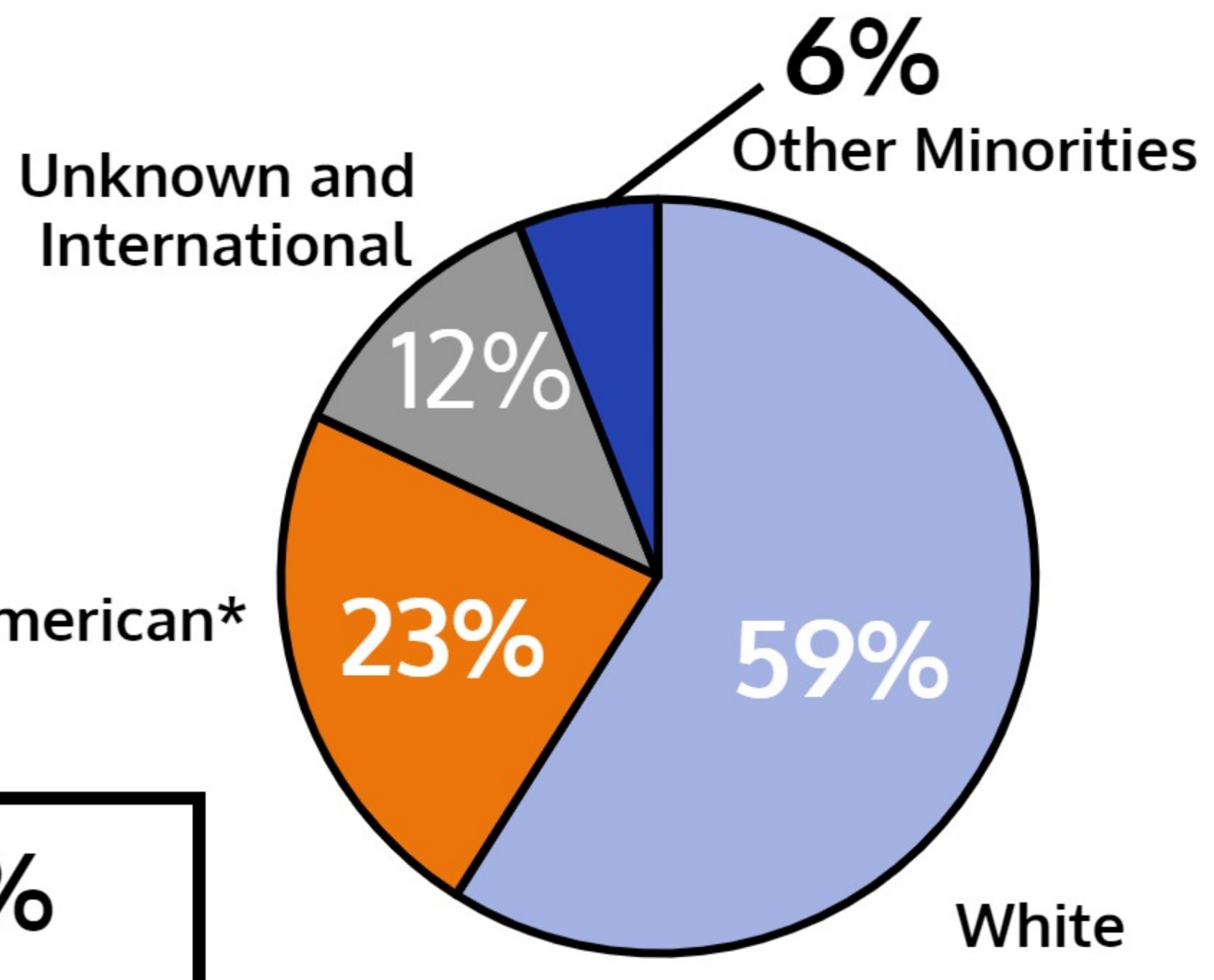
- Highlights
- Fall 2018 Enrollment Category Highlights
- First-Generation College Students: Trend Graphs
 - Entering First-Year Students
 - Graduating Senior Students
- Fall Headcount Enrollment
- Fall Enrollments by Classification
 - By Full-Time and Part-Time Status
- Degree-Seeking Students: F-1 International and those with International Experience
- African-American Degree-Seeking Students
- Degree-Seeking Students from At-Risk and Distressed Appalachian Counties
- Fall 2018 Enrollment by State and U. S. Territories (Map)
- Fall 2018 Enrollment by Country (Map)
- Fall 2018 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by
 - Territory
 - Ethnic and Racial Breakdowns
 - Age
- Fall 2018 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2009-2018
 - by Sex
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status



Enrollment Highlights

Fall 2018

Ethnic and Racial Breakdowns



12%
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

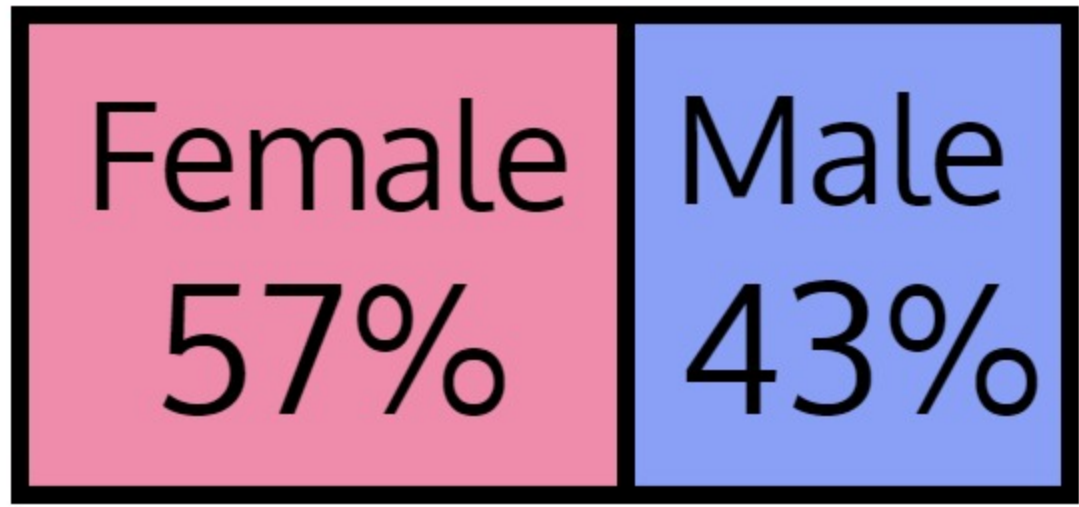


Students with International Experience*



*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



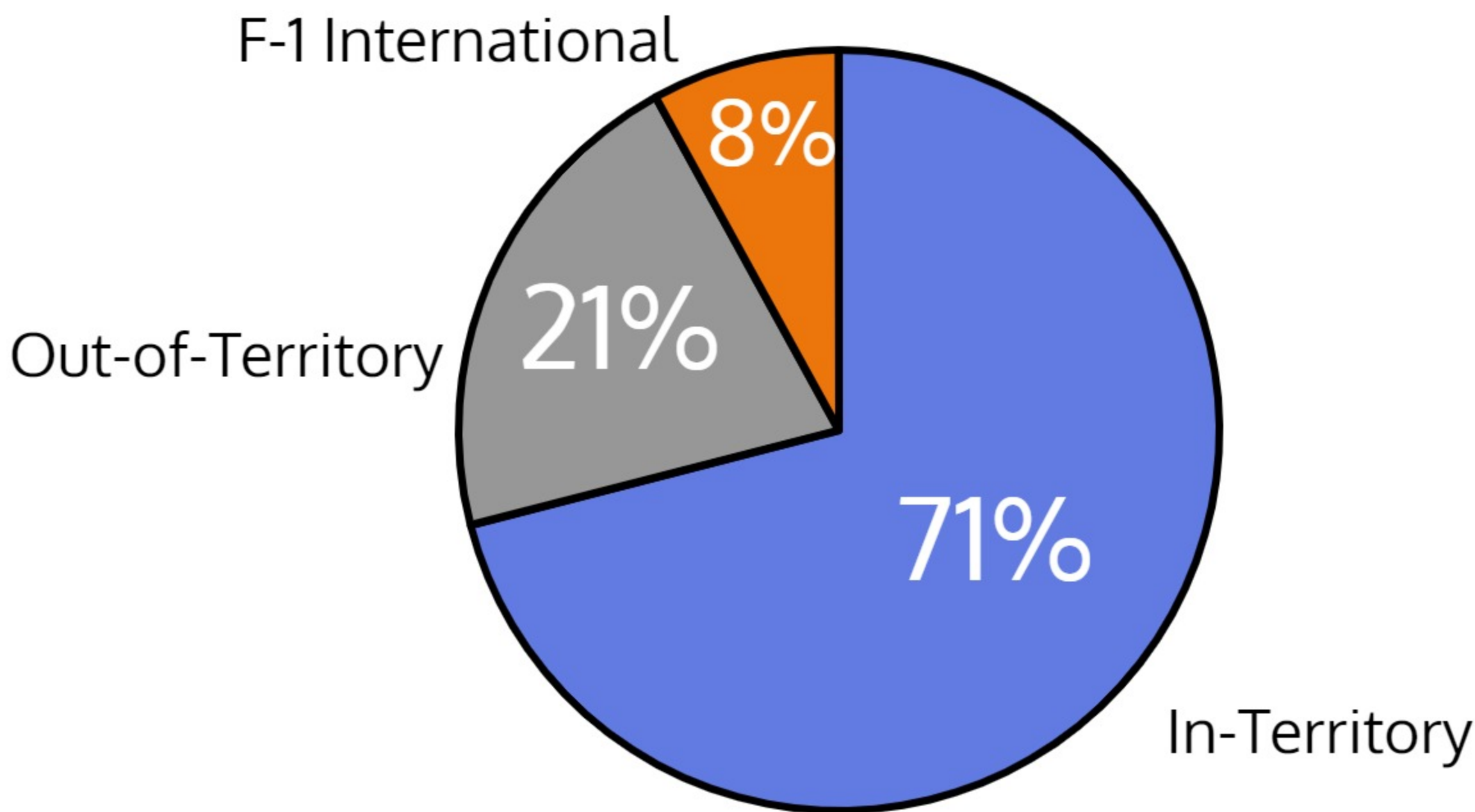
Degree-Seeking



Non-Degree-Seeking



Territory



Students represent:



FALL 2018 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,630	First-Year Students N = 438	Transfer Students N = 56
Sex			
Male	693 43%	187 43%	25 45%
Female	937 57%	251 57%	31 55%
Territory			
In-Territory	1,156 71%	304 69%	37 66%
Out-of-Territory	351 21%	109 25%	19 34%
F-1 International	123 8%	25 6%	0 0%
From At-Risk/Distressed Appalachian Counties	376 23%	101 23%	18 32%
Students with International Experience	175 11%	32 7%	1 2%
Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	196 12%	50 11%	12 21%
Black or African American	368 23%	123 28%	8 14%
Other minorities	97 6%	23 5%	4 7%
White	963 59%	250 57%	36 64%
Unknown and International	202 12%	42 10%	8 14%
Non-Traditional	141 9%	3 1%	12 21%
First Generation (based on those with known info)	921/1578 58%	235/426 55%	32/56 57%

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.

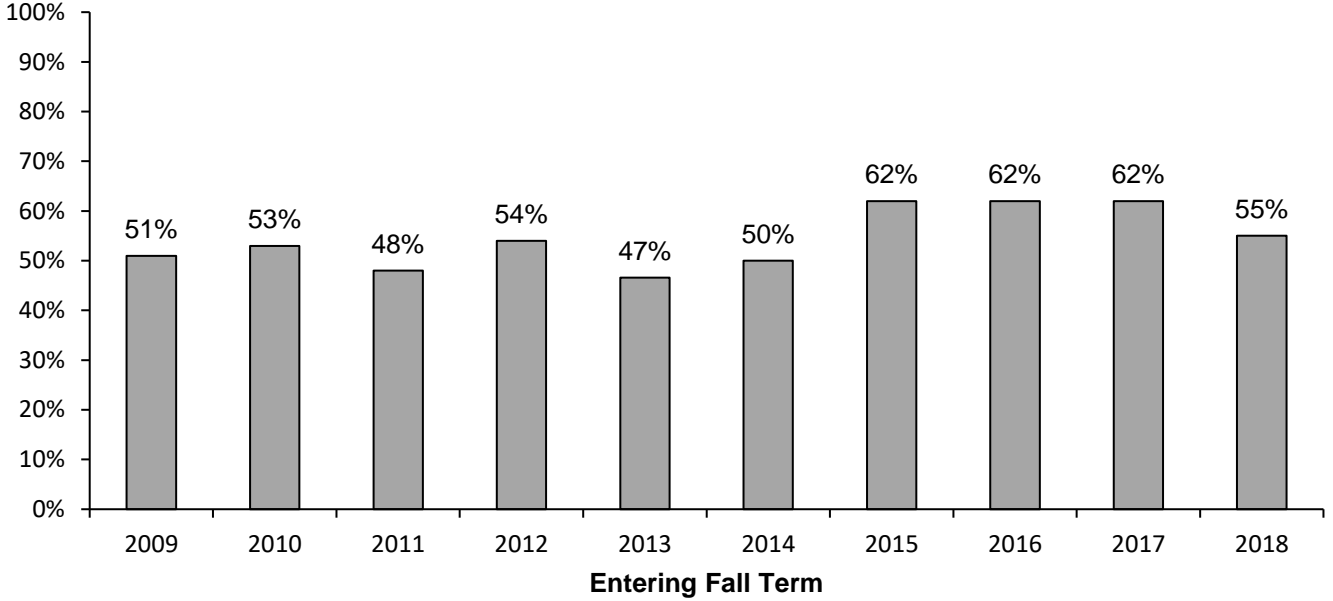
Non-Traditional - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age. Twenty-three (1%) international students are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

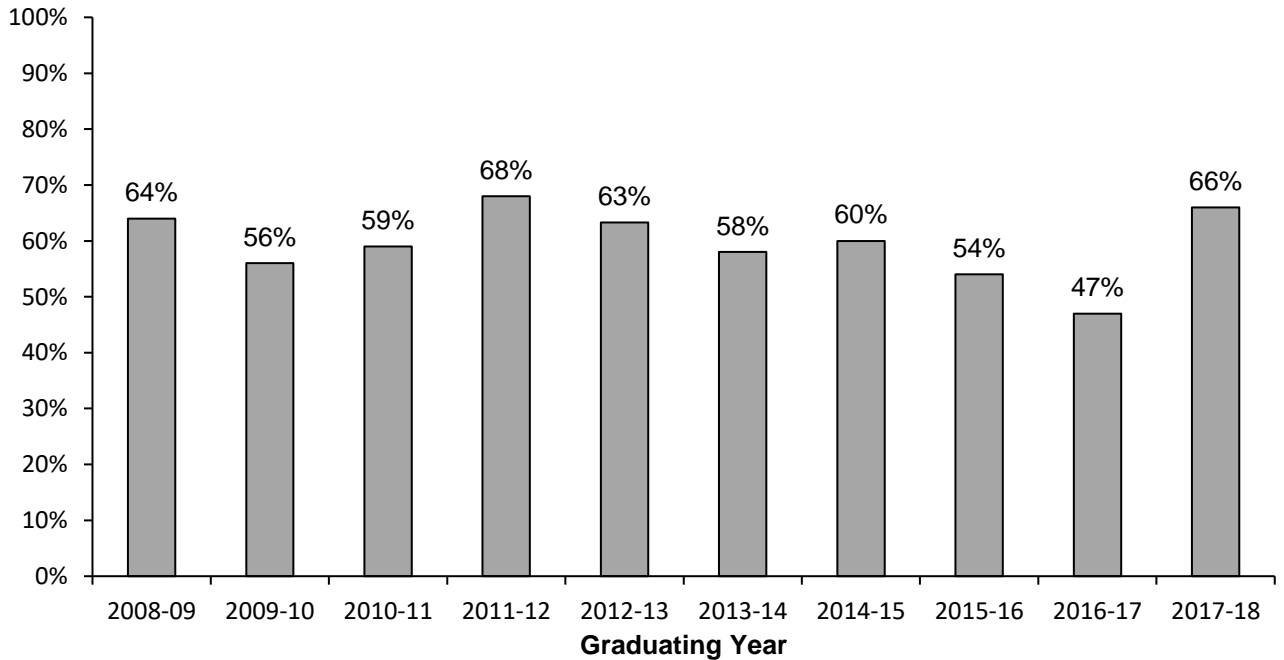
PERCENT OF FIRST-GENERATION STUDENTS (At Entry and At Graduation)

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

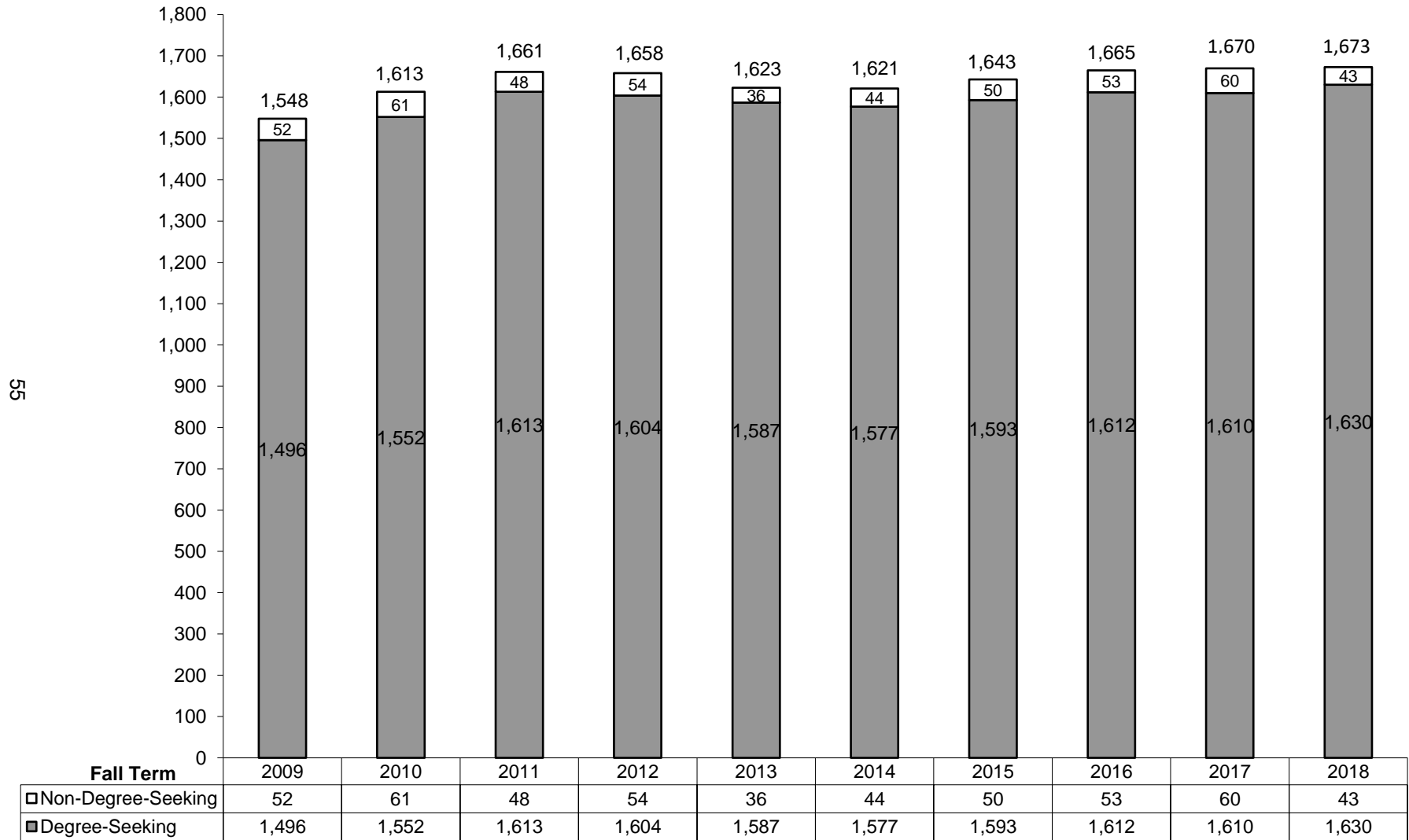


Graduating Seniors



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 2018

**FALL ENROLLMENTS BY CLASSIFICATION
2014 - 2018**

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	486	497	512	504	496
First-Year Students	(416)	(432)	(418)	(432)	(438)
Other Freshmen**	(70)	(65)	(94)	(72)	(58)
Sophomore	347	373	339	374	373
Junior	370	377	400	376	397
Senior	<u>374</u>	<u>346</u>	<u>361</u>	<u>356</u>	<u>364</u>
TOTAL DEGREE-SEEKING STUDENTS	1,577	1,593	1,612	1,610	1,630
Auditing Student	Not recorded prior to 2016.		4	3	4
Berea Community School	21	30	33	45	22
College Employee	4	3	0	0	1
Community (Special)	10	13	8	5	9
EKU Exchange	2	0	3	0	2
Madison Southern High School	2	2	0	1	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	44	50	53	60	43
TOTAL HEADCOUNT	1,621	1,643	1,665	1,670	1,673

*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>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<u>Full-Time Students</u>					
Freshman	485	497	512	504	496
First-Year Students	(416)	(432)	(418)	(432)	(438)
Other Freshmen*	(69)	(65)	(94)	(72)	(58)
Sophomore	346	373	339	374	373
Junior	370	377	399	376	397
Senior	<u>371</u>	<u>343</u>	<u>360</u>	<u>355</u>	<u>360</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,572	1,590	1,610	1,609	1,626
Auditing Student	Not recorded prior to 2016.		0	0	0
Berea Community School	1	0	1	0	0
College Employee	0	0	0	0	0
Community (Special)	0	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>5</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	2	6	6	5
TOTAL FULL-TIME STUDENTS	1,578	1,592	1,616	1,615	1,631
<hr/>					
<u>Part-Time Students</u>					
Freshman	1	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(1)	(0)	(0)	(0)	(0)
Sophomore	1	0	0	0	0
Junior	0	0	1	0	0
Senior	<u>3</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>4</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	5	3	2	1	4
Auditing Student	Not recorded prior to 2016.		4	3	4
Berea Community School	20	30	32	45	22
College Employee	4	3	0	0	1
Community (Special)	10	13	8	5	9
EKU Exchange	2	0	3	0	2
Madison Southern High School	2	2	0	1	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	38	48	47	54	38
TOTAL PART-TIME STUDENTS	43	51	49	55	42
FTE ENROLLMENT	1,595	1,612	1,638	1,637	1,645

*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 42 students has a FTE of 15.40.

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
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
2018	1,630	123	7.5	175	10.7

*Students who are classified as “F-1 international” and other students who are classified as “permanent residents” (students who may be asylees or refugees). In addition, there were five F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2018.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2018	1,630	368	22.6

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

Source: Office of Institutional Research and Assessment, October 2018

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

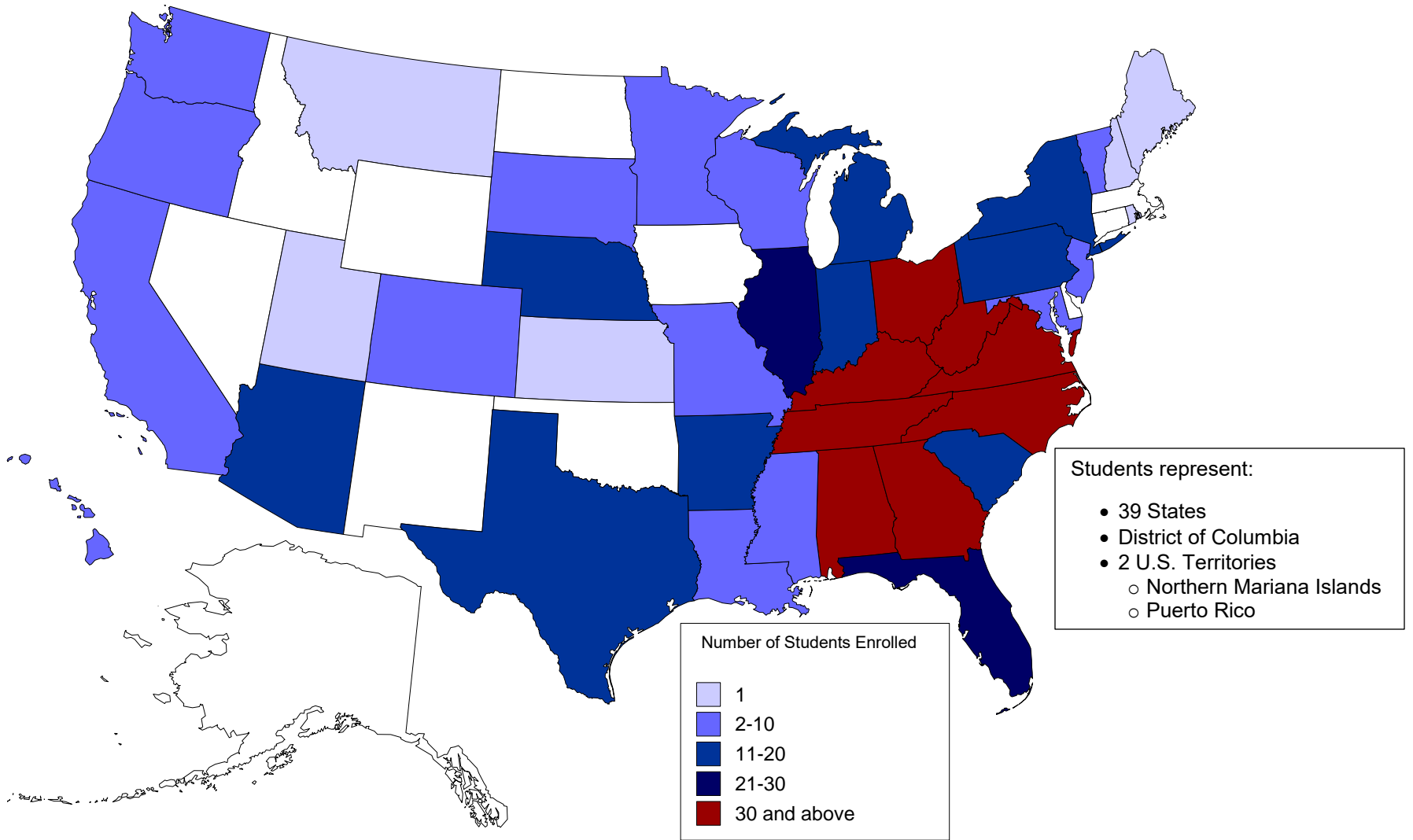
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
2010	1,552	332	21.4%	118	7.6%
2011	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
2018	1,630	376	23.1	152	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/>

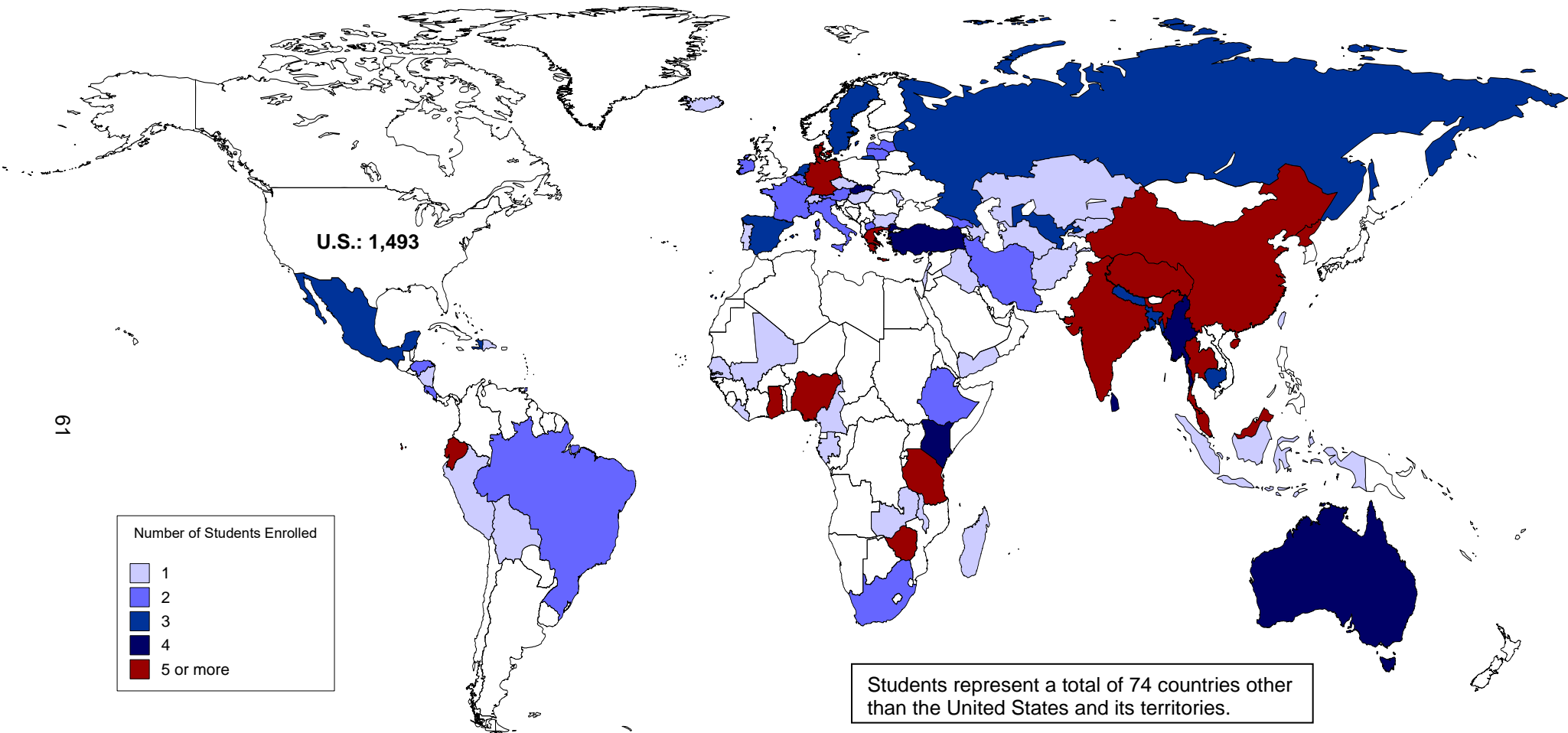
FALL 2018 ENROLLMENT BY STATE AND U.S. TERRITORIES



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 2018.

Fall 2018 ENROLLMENT BY COUNTRY



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NOTES: The counties 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 2018.

**FALL 2018 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (24 countries)

Algeria	1
Burundi	2
Congo	1
Egypt	1
Eritrea	1
Ethiopia	1
Gambia	3
Ghana	4
Kenya	6
Lesotho	1
Malawi	1
Morocco	1
Namibia	1
Nigeria	7
Rwanda	1
Sierra Leone	1
Somalia	2
South Africa	2
Swaziland	1
Tanzania	1
Tunisia	1
Uganda	2
Zambia	4
Zimbabwe	4
Total	50 (36.5%)

Asia, continued

Saudi Arabia	1
Sri Lanka	3
Syria	1
Tajikistan	1
Turkmenistan	2
Uzbekistan	2
Vietnam	4
Total	51 (37.2%)

Europe (10 countries)

Armenia	1
Azerbaijan	1
Czech Republic	1
Georgia	1
Greece	2
Macedonia	1
Poland	1
Romania	1
Spain	1
Ukraine	3
Total	13 (9.5%)

Oceania (1 country)

Papua New Guinea	1 (0.7%)
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Asia (25 countries)

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

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

Bolivia	2
Brazil	1
Colombia	2
Ecuador	2
El Salvador	1
Guatemala	1
Guyana	1
Haiti	3
Honduras	2
Jamaica	1
Mexico	2
Nicaragua	1
Paraguay	2
Venezuela	1
Total	22 (16.1%)

(74 countries represented)

TOTAL OF ALL COUNTRIES	137	100%
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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-seven (137) 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 2018

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Berea's Territory*	1,137	1,175	1,202	1,188	1,157
Prior to 1976 expansion	63%	62%	61%	57%	59%
Counties Added in 1976 & 1978	34%	34%	36%	39%	38%
Hamilton Co, Ohio added in 1996	3%	4%	3%	4%	3%
Counties added in 2018	n/a	n/a	n/a	n/a	1%
Out-of-Territory**	320	294	288	300	350
F-1 International***	<u>120</u>	<u>124</u>	<u>122</u>	<u>122</u>	<u>123</u>
TOTAL	1,577	1,593	1,612	1,610	1,630

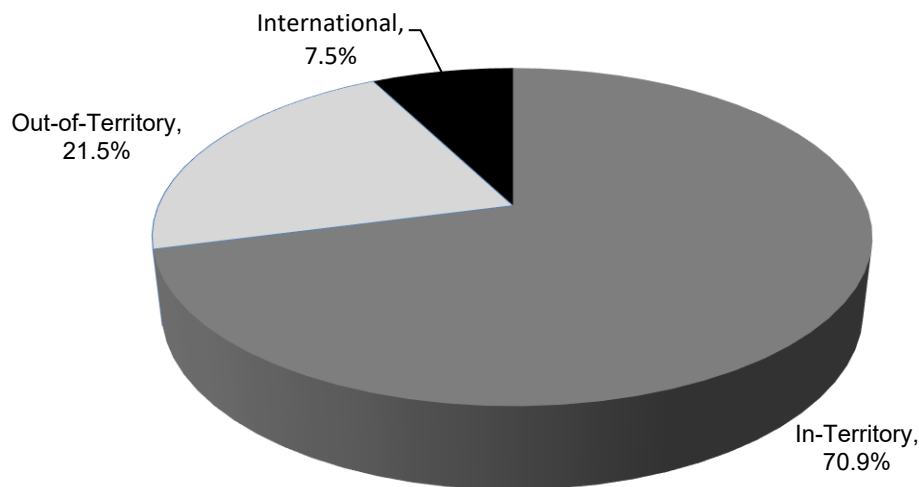
*For a complete description of Berea's Territory and its changes, please see pages 35 - 37. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

**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 2018, fifty-two (52) 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, EKU exchange students, Berea Community School students, or Madison Southern High School students.

FALL 2018 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 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>Fall 2017</u>		<u>Fall 2018</u>	
Hispanic or Latino or Spanish Origin	93	5.9%	128	8.0%	152	9.5%	183	11.4%	196	12.0%
Not Hispanic or Latino or Spanish Origin	1,320	83.7%	1,308	82.1%	1,314	81.5%	1,287	79.9%	1,290	79.1%
Chose not to respond	44	2.8%	33	2.3%	23	1.4%	18	1.1%	21	1.3%
International Students	120	7.6%	124	7.8%	122	7.6%	122	7.6%	123	7.5%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	120	7.6%	124	7.8%	122	7.6%	122	7.6%	123	7.5%
Chose not to respond (race unknown)	36	2.3%	47	3.0%	54	3.3%	65	4.0%	79	4.8%
American Indian or Alaska Native	6	0.4%	12	0.8%	16	1.0%	15	0.9%	13	0.8%
Asian	26	1.6%	25	1.6%	32	2.0%	33	2.0%	44	2.7%
Black or African American	253	16.0%	263	16.5%	253	15.7%	261	16.2%	275	16.9%
Native Hawaiian or Other Pacific Islander	3	0.2%	3	1.9%	3	0.2%	1	0.6%	3	0.2%
White	1,037	65.8%	1,028	64.5%	1,021	63.3%	994	61.7%	963	59.0%
Two or more races indicated	96	6.1%	91	5.7%	111	6.9%	119	7.4%	130	8.0%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(2)		(1)		(0)	
American Indian/Alaska Native and Asian	(1)		(1)		(0)		(0)		(0)	
American Indian/Alaska Native and Asian and Black/African American	(1)		(1)		(0)		(0)		(0)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(1)		(0)		(0)		(0)	
American Indian/Alaska Native and Asian and White	(0)		(0)		(0)		(0)		(1)	
American Indian/Alaska Native and Black/African American	(3)		(3)		(3)		(3)		(5)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(2)		(2)		(2)		(1)	
American Indian/Alaska Native and Black/African American and White	(10)		(8)		(13)		(15)		(9)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(1)		(1)	
American Indian/Alaska Native and White	(22)		(18)		(19)		(18)		(22)	
Asian and Black/African American	(0)		(0)		(0)		(2)		(2)	
Asian and Black/African American and White	(1)		(0)		(1)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(2)		(2)		(3)		(3)		(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(1)		(1)		(0)		(0)	
Asian and White	(10)		(7)		(9)		(13)		(11)	
Black/African American and Native Hawaiian/Other Pacific Islander	(0)		(1)		(0)		(1)		(2)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(41)		(44)		(57)		(57)		(73)	
Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(1)		(2)		(1)	
	1,577	100%	1,593	100%	1,612	100%	1,610	100%	1,630	100%
Black or African-American Domestic Students (alone or in combination with another race)	312	19.8%	324	20.3%	331	20.5%	343	21.3%	368	22.6%

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2014		2015		2016		2017		2018	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	38	(2%)	49	(3%)	41	(3%)	39	(2%)	54	(3%)
18 – 19 years old	664	(42%)	709	(45%)	704	(44%)	689	(43%)	708	(43%)
20 – 21 years old	577	(37%)	572	(36%)	608	(38%)	641	(40%)	601	(37%)
22 – 24 years old	196	(12%)	182	(11%)	181	(11%)	173	(11%)	197	(12%)
25 – 29 years old	62	(4%)	50	(3%)	58	(4%)	52	(3%)	45	(3%)
30 – 34 years old	24	(2%)	17	(1%)	10	(1%)	6	(**)	13	(1%)
35 – 39 years old	8	(1%)	8	(1%)	6	(**)	6	(**)	6	(**)
40 – 49 years old	7	(**)	6	(**)	4	(**)	4	(**)	6	(**)
50 – 64 years old	1	(**)	1	(**)	0	(0%)	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	1,577	(100%)	1,593	(100%)	1,612	(100%)	1,610	(100%)	1,630	(100%)
Average:	20.4		20.2		20.2		20.1		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 2018

**FALL 2018 JUNIOR AND SENIOR ENROLLMENT
BY MAJOR AND COHORT TYPE**

	Black or African American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	10	(7%)	1	(**)	0	(0%)	11	(1%)
Agriculture and Natural Resources	1	(1%)	24	(4%)	0	(0%)	25	(3%)
Applied Science and Mathematics	1	(1%)	5	(1%)	0	(0%)	6	(1%)
Art and Art History	2	(1%)	23	(4%)	2	(2%)	27	(3%)
Asian Studies	1	(1%)	12	(2%)	0	(0%)	13	(2%)
Biology	11	(7%)	42	(7%)	3	(3%)	56	(7%)
Business Administration	17	(11%)	34	(6%)	14	(15%)	65	(8%)
Chemistry	6	(4%)	26	(4%)	8	(9%)	40	(5%)
Child and Family Studies	6	(4%)	30	(5%)	1	(1%)	37	(4%)
Communication	13	(9%)	28	(5%)	2	(2%)	43	(5%)
Computer and Information Science	6	(4%)	38	(6%)	20	(22%)	64	(8%)
Economics	3	(2%)	7	(1%)	12	(13%)	22	(3%)
Education Studies								
Elementary Education	2	(1%)	21	(4%)	0	(0%)	23	(3%)
General	4	(3%)	19	(3%)	1	(1%)	24	(3%)
Middle Grades	0	(0%)	1	(**)	0	(0%)	1	(**)
Teaching and Curriculum with Certification	0	(0%)	1	(**)	0	(0%)	1	(**)
English	2	(1%)	27	(5%)	0	(0%)	29	(3%)
Foreign Languages								
French	0	(0%)	1	(**)	2	(2%)	3	(**)
German	0	(0%)	2	(**)	0	(0%)	2	(**)
Spanish	0	(0%)	18	(3%)	3	(3%)	21	(2%)
Health and Human Performance	7	(5%)	30	(5%)	1	(1%)	38	(5%)
History	2	(1%)	18	(3%)	0	(0%)	20	(2%)
Independent	2	(1%)	4	(1%)	0	(0%)	6	(1%)
Mathematics	1	(1%)	11	(2%)	7	(8%)	19	(2%)
Music	5	(3%)	16	(3%)	3	(3%)	24	(3%)
Nursing	5	(3%)	29	(5%)	3	(3%)	37	(4%)
Peace and Social Justice Studies	2	(1%)	10	(2%)	1	(1%)	13	(2%)
Philosophy	1	(1%)	4	(1%)	0	(0%)	5	(1%)
Physics	0	(0%)	5	(1%)	4	(4%)	9	(1%)
Political Science	3	(2%)	16	(3%)	3	(3%)	22	(3%)
Psychology	15	(10%)	30	(5%)	1	(1%)	46	(5%)
Religion	0	(0%)	3	(1%)	0	(0%)	3	(0%)
Sociology	7	(5%)	14	(2%)	0	(0%)	21	(2%)
Technology and Applied Design	7	(5%)	27	(5%)	1	(1%)	35	(4%)
Theatre	5	(3%)	9	(2%)	1	(1%)	15	(2%)
Women's and Gender Studies	3	(2%)	7	(1%)	0	(0%)	10	(1%)
<i>Undecided</i>	2	(1%)	3	(1%)	0	(0%)	5	(1%)
TOTAL	152	(100%)	596	(100%)	93	(100%)	841	(100%)

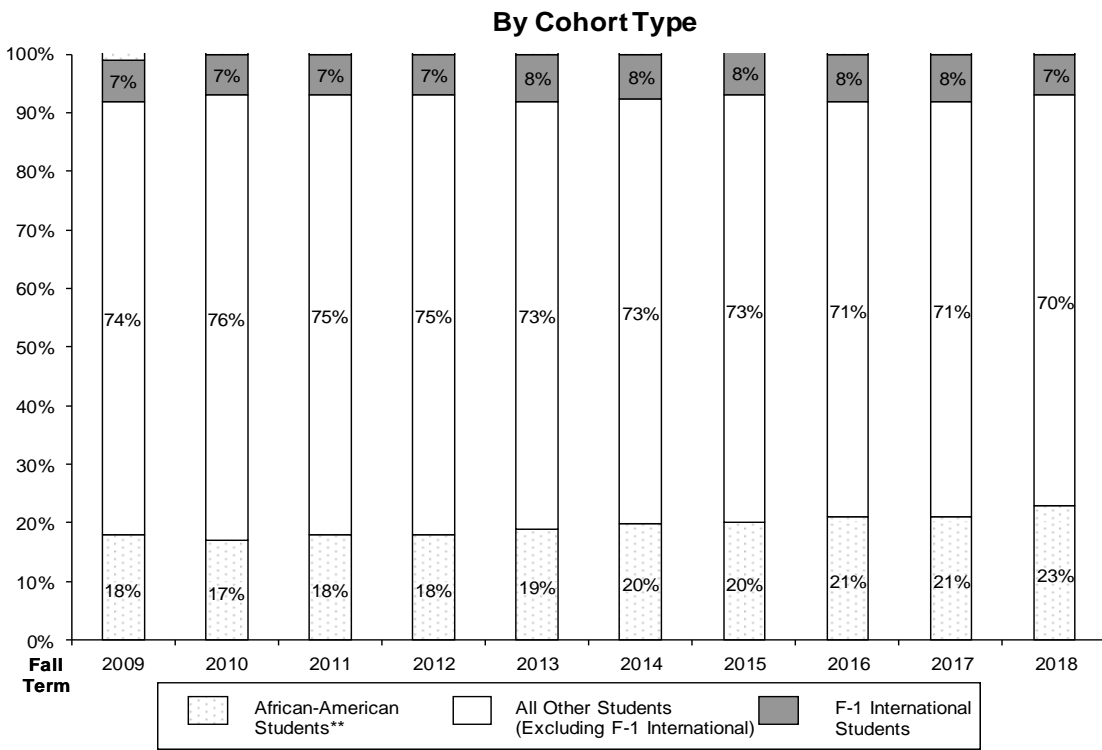
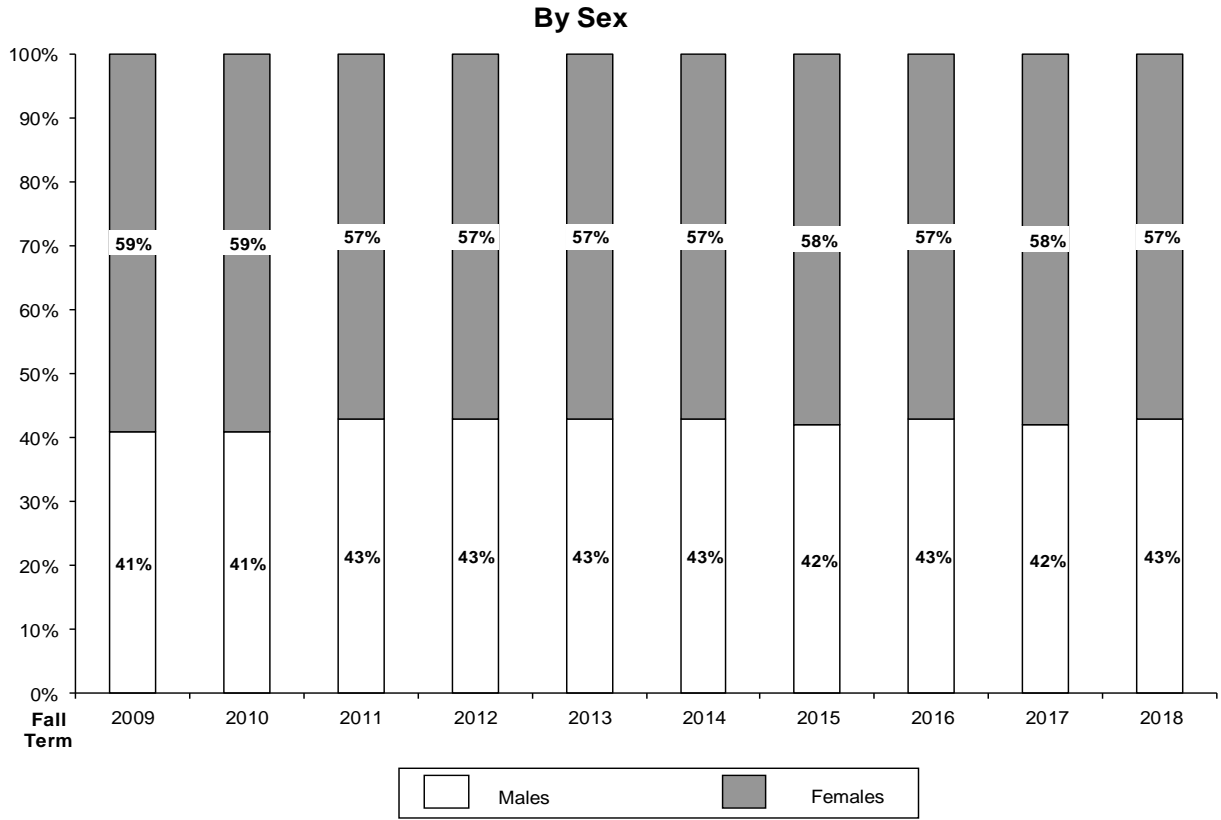
*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

**Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 841 majors represent 764 junior and senior students enrolled in Fall 2018.

Compiled by: Office of Institutional Research and Assessment, October 2018.

FALL TERM DEGREE-SEEKING STUDENT* TRENDS

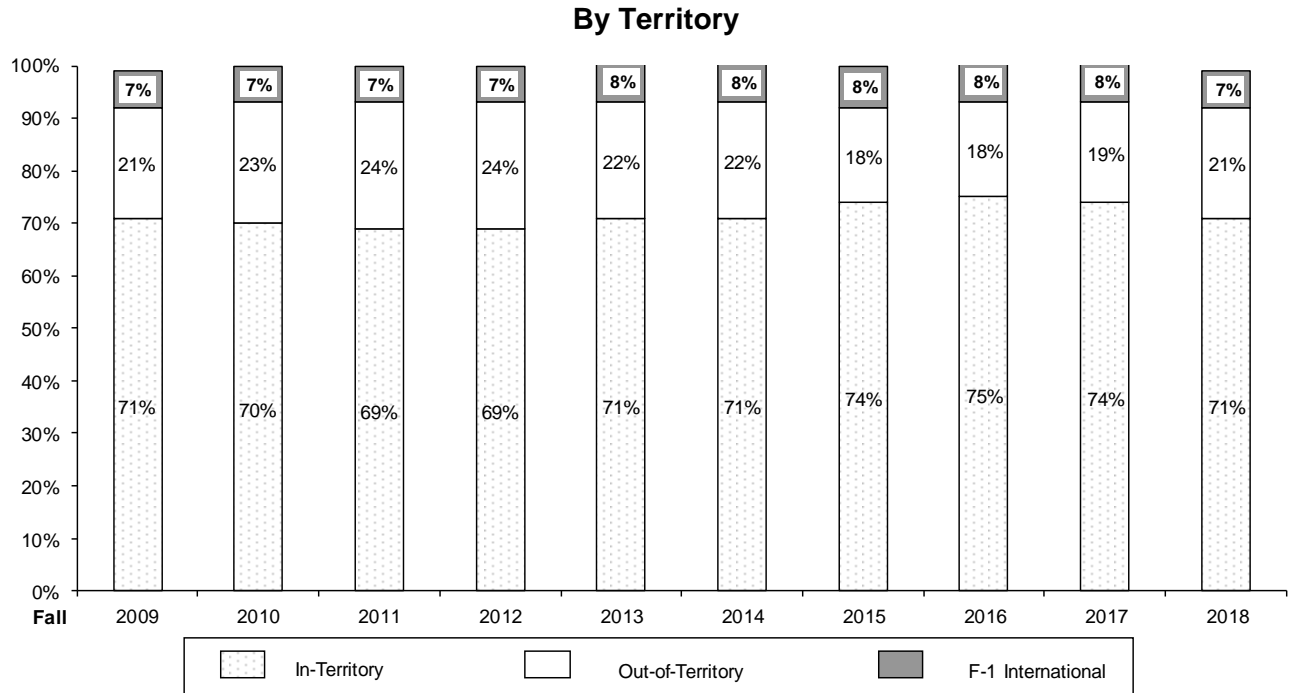


*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, September 2018

Fall Term Degree-Seeking Student* Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2018

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	302	327	304	338	312
First-Year Students	(1)	(1)	(0)	(1)	(4)
Other Freshmen**	(301)	(326)	(304)	(337)	(308)
Sophomore	366	361	346	328	374
Junior	339	380	361	371	441
Senior	<u>444</u>	<u>393</u>	<u>423</u>	<u>434</u>	<u>367</u>
TOTAL DEGREE-SEEKING STUDENTS	1,451	1,461	1,434	1,471	1,494
Auditing Student	Not recorded.	5	4	4	1
Berea Community School	17	21	34	32	13
College Employee	2	1	0	0	0
Community (Special)	15	14	8	9	9
EKU Exchange	1	1	1	0	3
Homeschool		Not recorded prior to 2019.			1
Madison Southern High School	2	0	0	1	0
Transient/Exchange	<u>5</u>	<u>2</u>	<u>7</u>	<u>2</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	42	44	54	48	32
TOTAL HEADCOUNT	1,493	1,505	1,488	1,519	1,526

*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.

Homeschool - Junior and senior high school students who take no more than two courses per term at Berea College upon a recommendation of someone other than a parent and concurrence of the Registrar.

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>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Freshman	302	326	302	337	312
First-Year Students	(1)	(1)	(0)	(1)	(4)
Other Freshmen**	(301)	(325)	(302)	(336)	(308)
Sophomore	365	360	343	327	374
Junior	339	379	361	370	440
Senior	<u>440</u>	<u>390</u>	<u>422</u>	<u>429</u>	<u>366</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,446	1,455	1,428	1,463	1,492
Auditing Student	Not recorded.	0	0	0	0
Berea Community School	1	0	1	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	5	2	0	0	0
Homeschool		Not recorded prior to 2019.			0
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>7</u>	<u>2</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	2	8	2	5
TOTAL FULL-TIME STUDENTS	1,452	1,457	1,436	1,465	1,497
<hr/>					
<u>Part-Time Students</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Freshman	0	1	2	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(1)	(2)	(1)	(0)
Sophomore	1	1	3	1	0
Junior	0	1	0	1	1
Senior	<u>4</u>	<u>3</u>	<u>1</u>	<u>5</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	5	6	6	8	2
Auditing student	Not recorded.	5	4	4	1
Berea Community School	16	21	33	32	13
College Employee	2	1	0	0	0
Community (Special)	15	14	8	9	9
EKU Exchange	1	1	1	0	3
Homeschool		Not recorded prior to 2019.			1
Madison Southern High School	2	0	0	1	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	36	42	46	46	27
TOTAL PART-TIME STUDENTS	41	48	52	54	29
FTE Enrollment	1,468	1,475	1,458	1,485	1,507

**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.

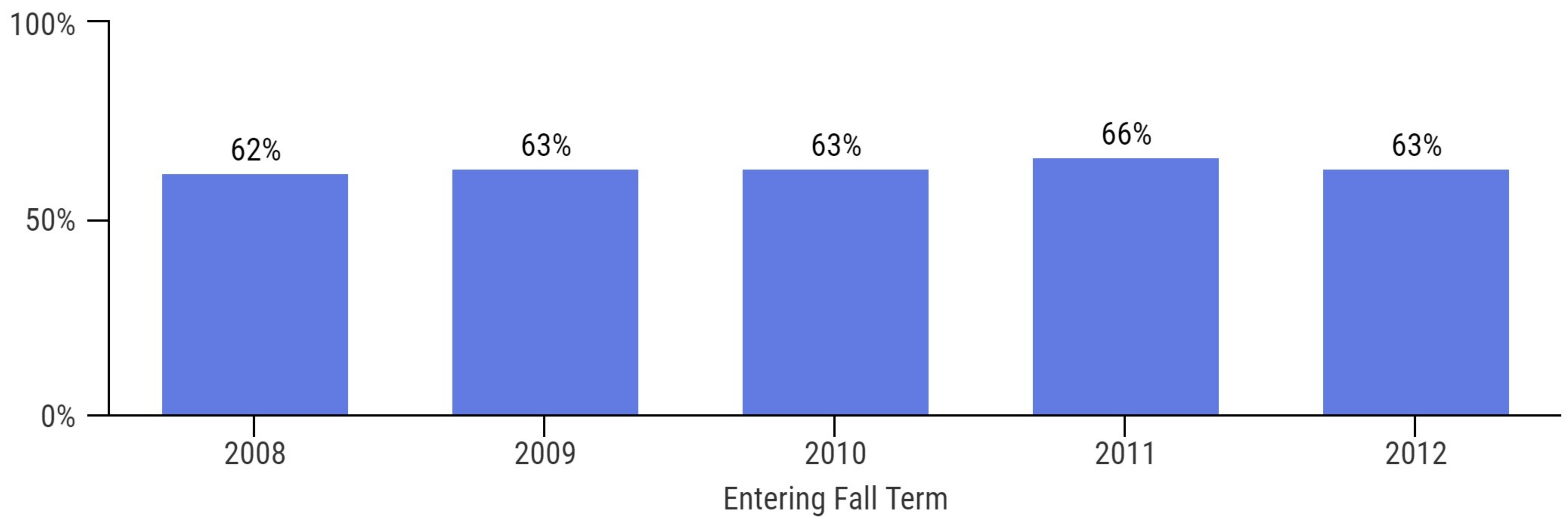
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. The 2019 part-time enrollment of 29 students has an FTE of 10.3.

Student Retention and Graduation

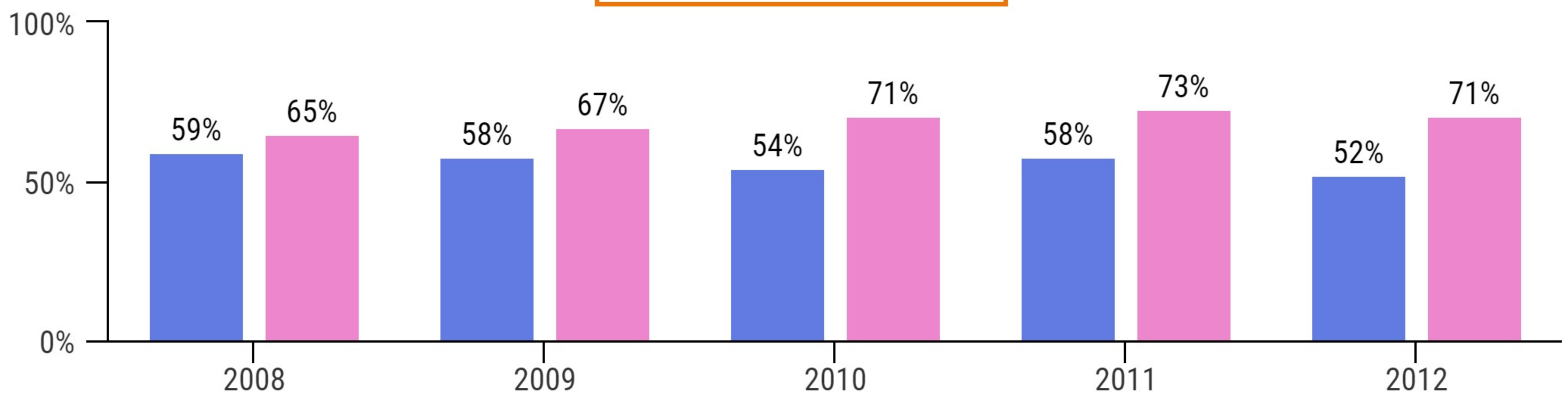
- Highlights – Six-Year Graduation Rates
- Graduate Highlights
- First-to-Second Year Retention
 - All First-Year Students
 - by Sex
 - by Territory
 - by County Designation
 - by Cohort Type
 - by Cohort Type by Sex
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year 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 (Five-Year Summary)
- 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 (Five-Year Summary)
- 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

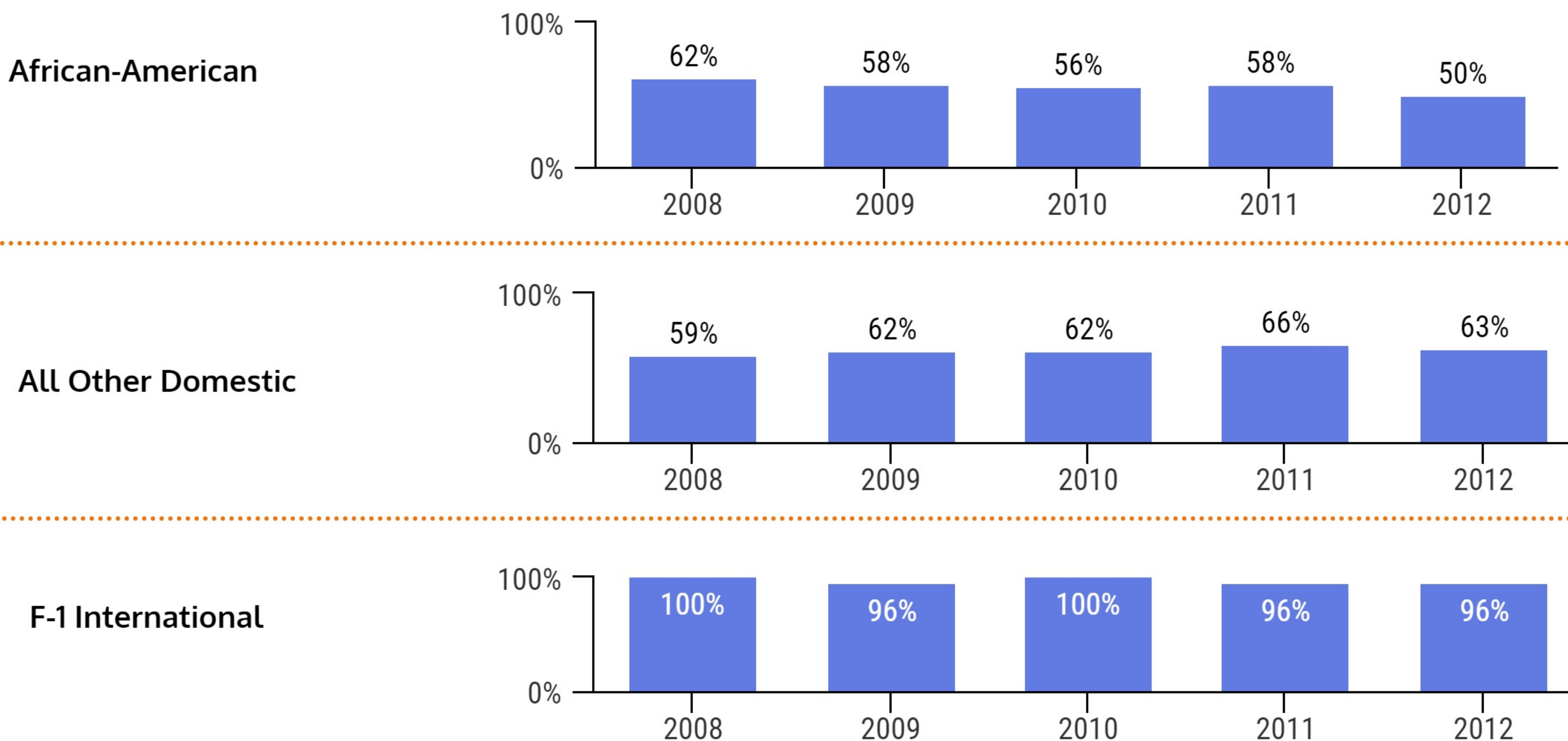
All



By Sex



By Cohort Type





Graduate Highlights

Five Academic Years

2013-2014 through 2017-2018

1,633

Graduates

1,803

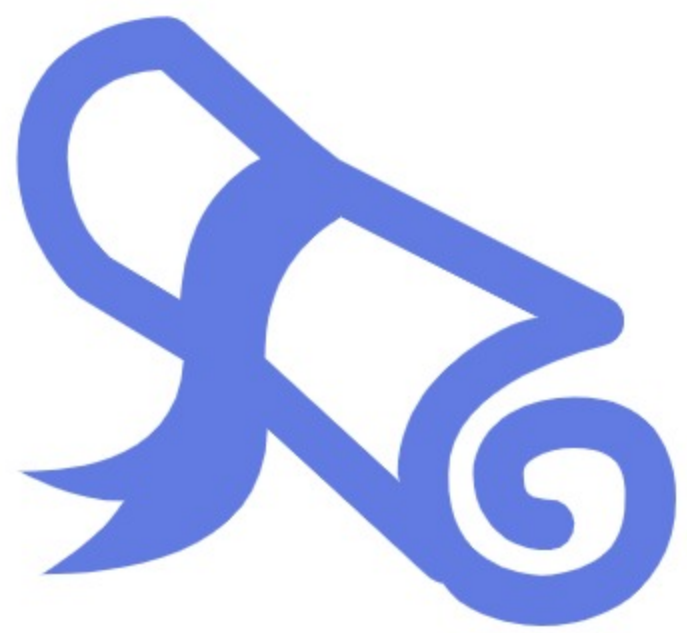
Majors

531

Minors



Degrees Conferred



21% B.S. (4 majors)

79% B.A. (28 majors)

Most Majors Awarded

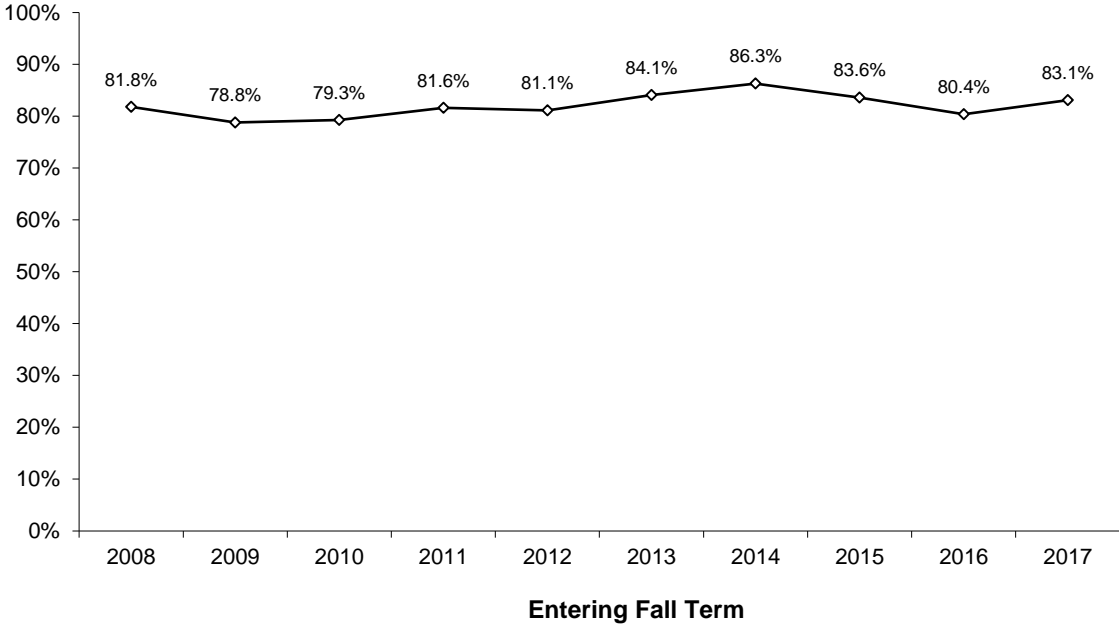
	All Graduates	Males	Females
1	Biology	Computer & Information Science	Biology
2	Business Administration	Technology and Applied Design	Child and Family Studies
3	Child and Family Studies	Business Administration	Psychology
4	Psychology	Biology	Business Administration
5	Computer & Information Science	Health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

Most Minors Awarded

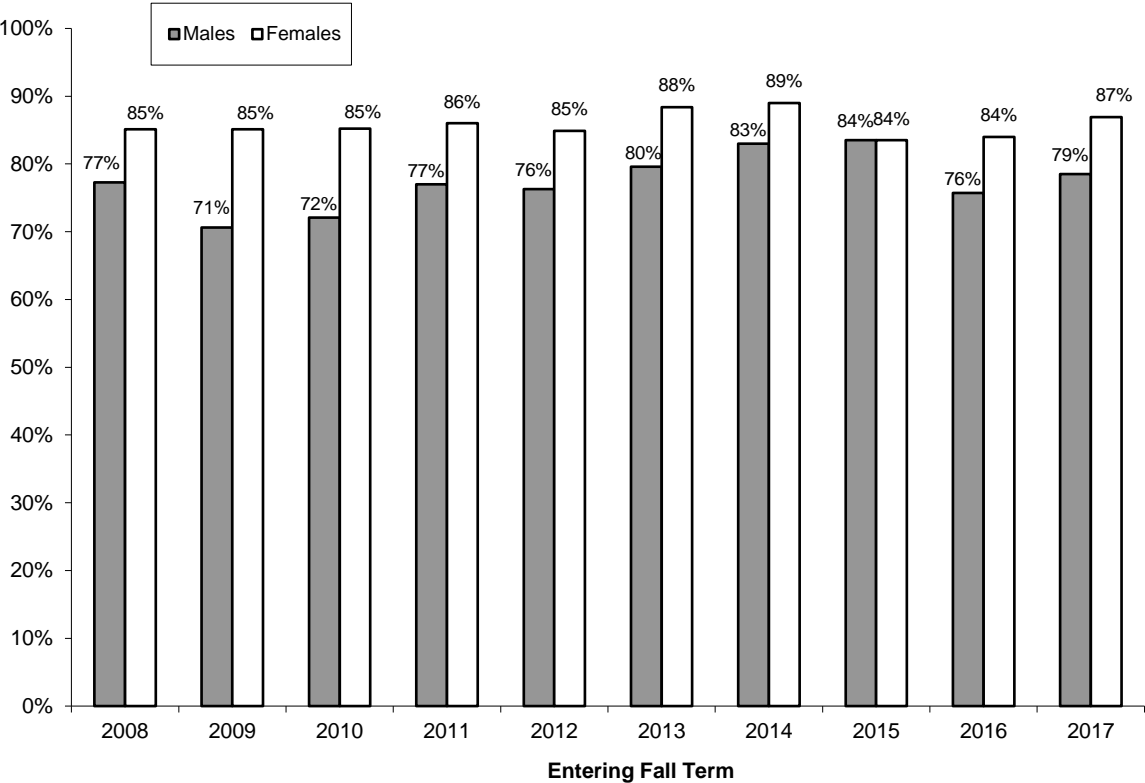
	All Graduates
1	Business Administration
2	Economics
3	Broadcast Journalism
4	Health Studies Spanish

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



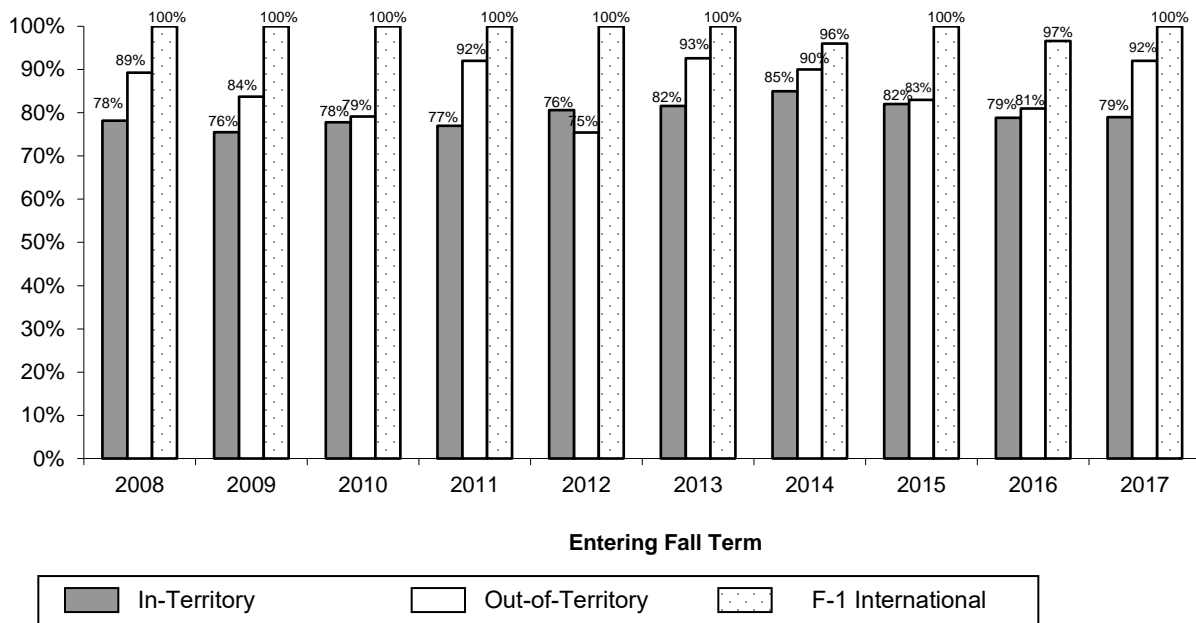
By Sex



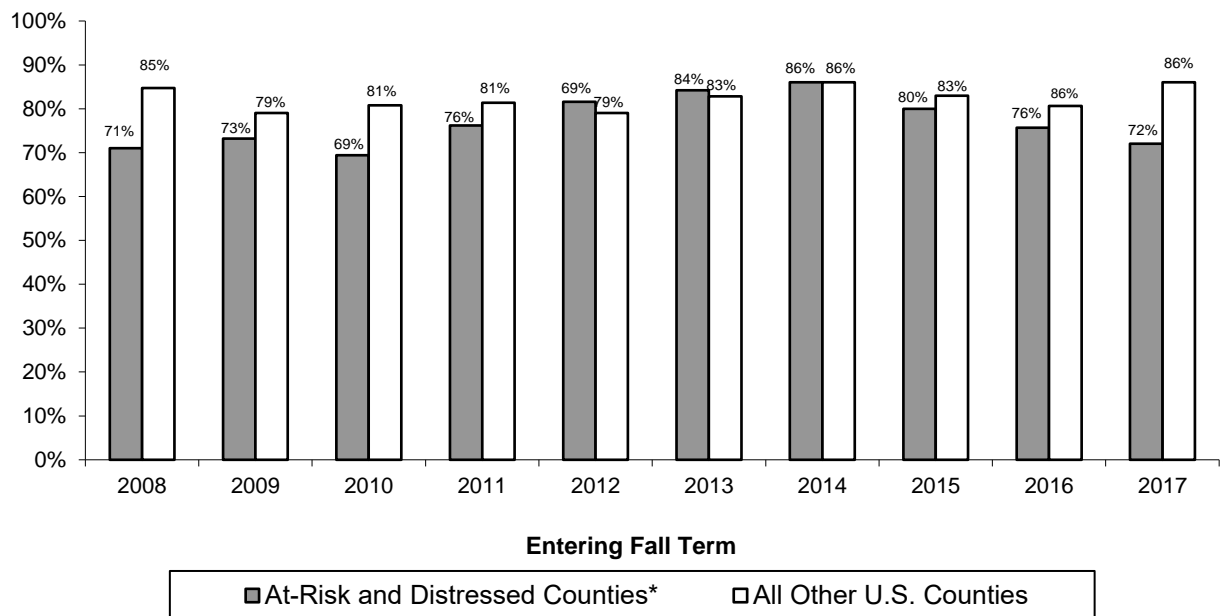
Source: Office of Institutional Research and Assessment, September 2018

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

By Territory



By County Designation

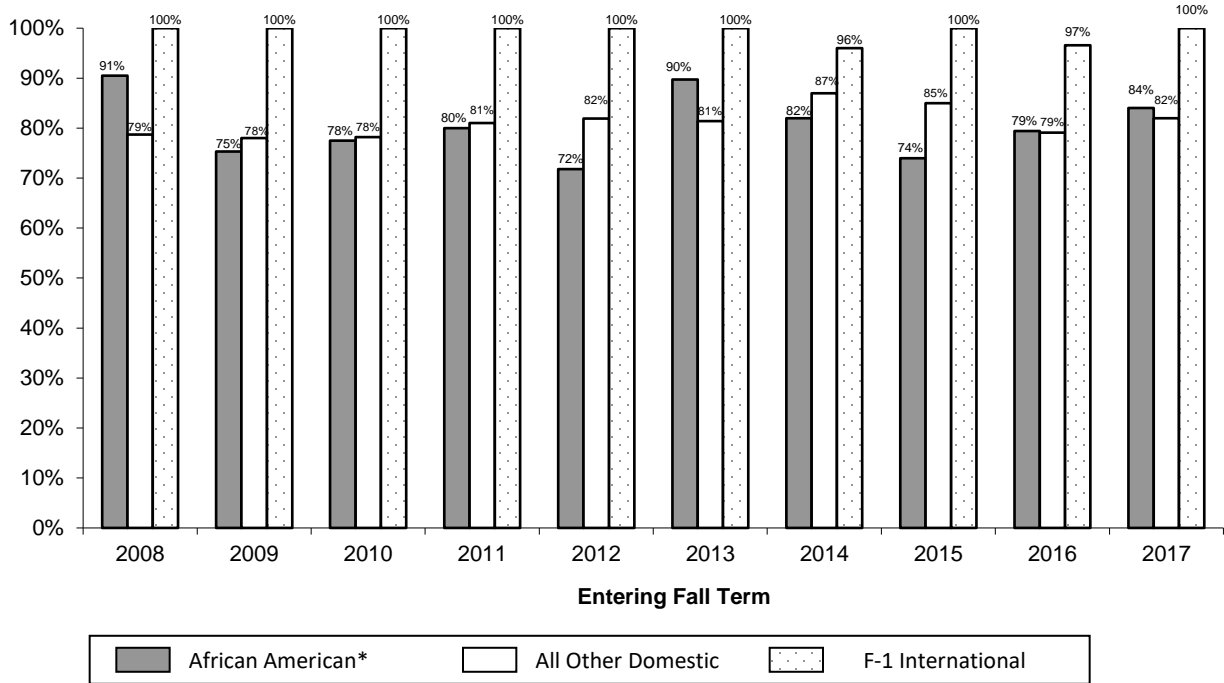


*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2018

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

By Cohort Type

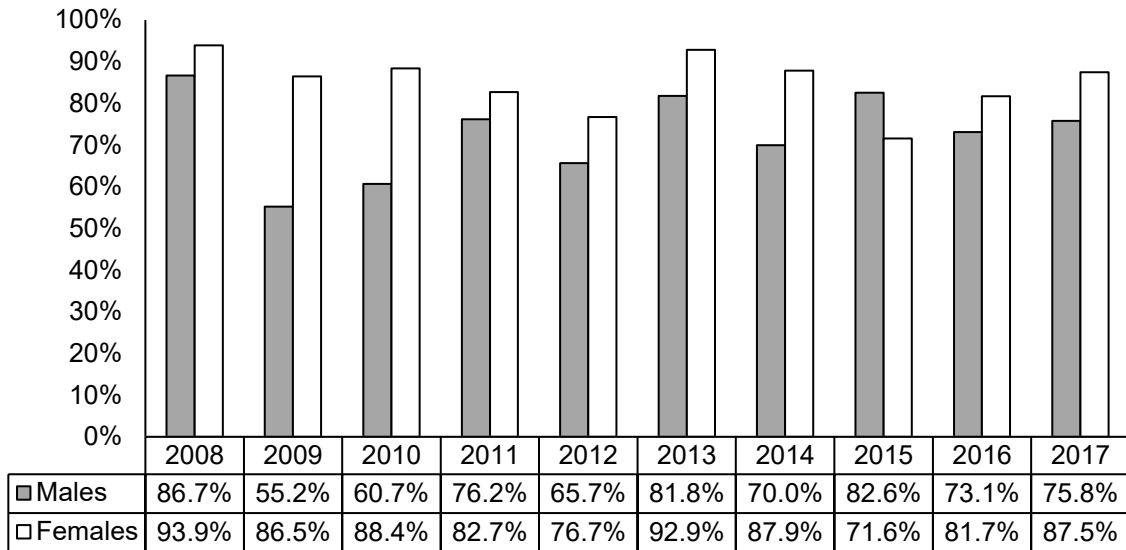


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2018

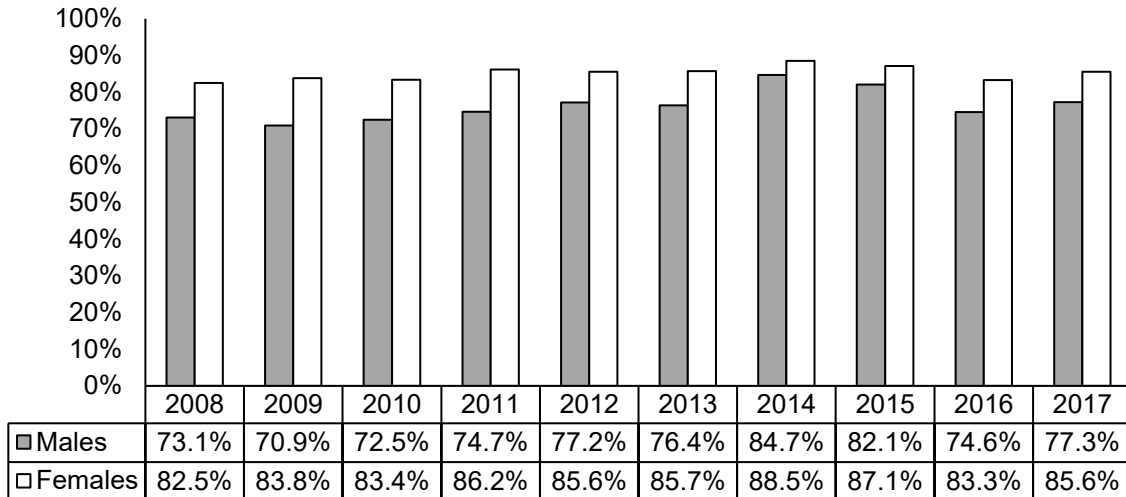
FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY SEX

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 2008 through 2013, and years 2015 and 2017. In 2014 and in 2016, one International male did not retain.

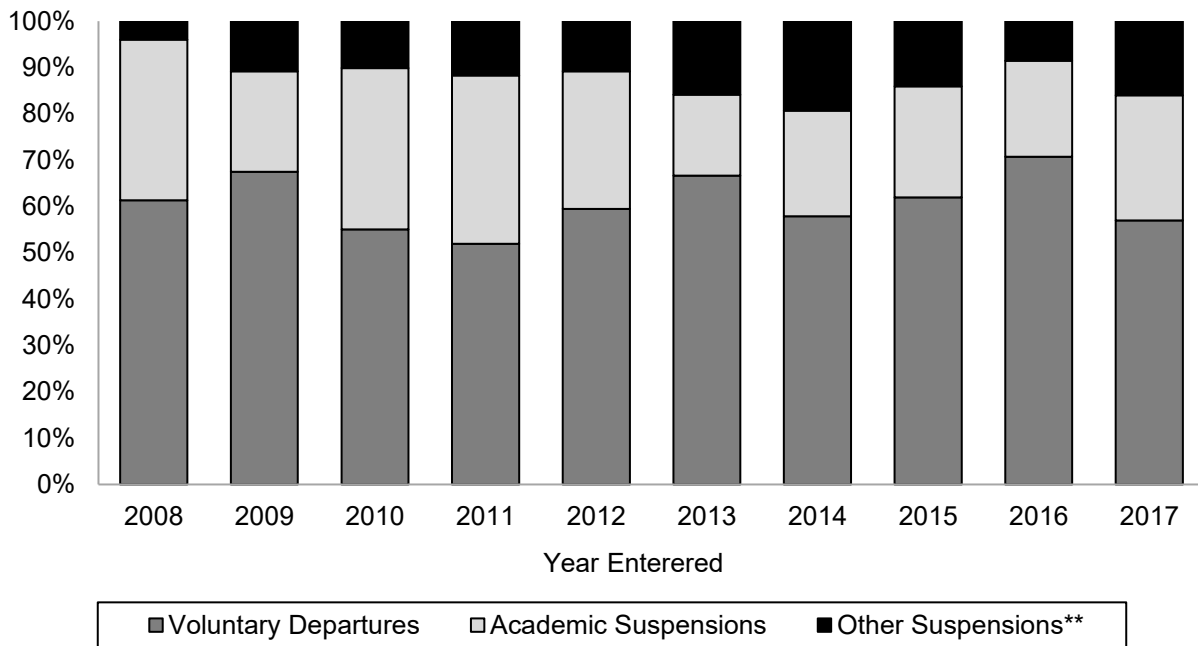
Source: Office of Institutional Research and Assessment, October 2018

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
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
2017	432	83.1	73	19	12	42

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

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



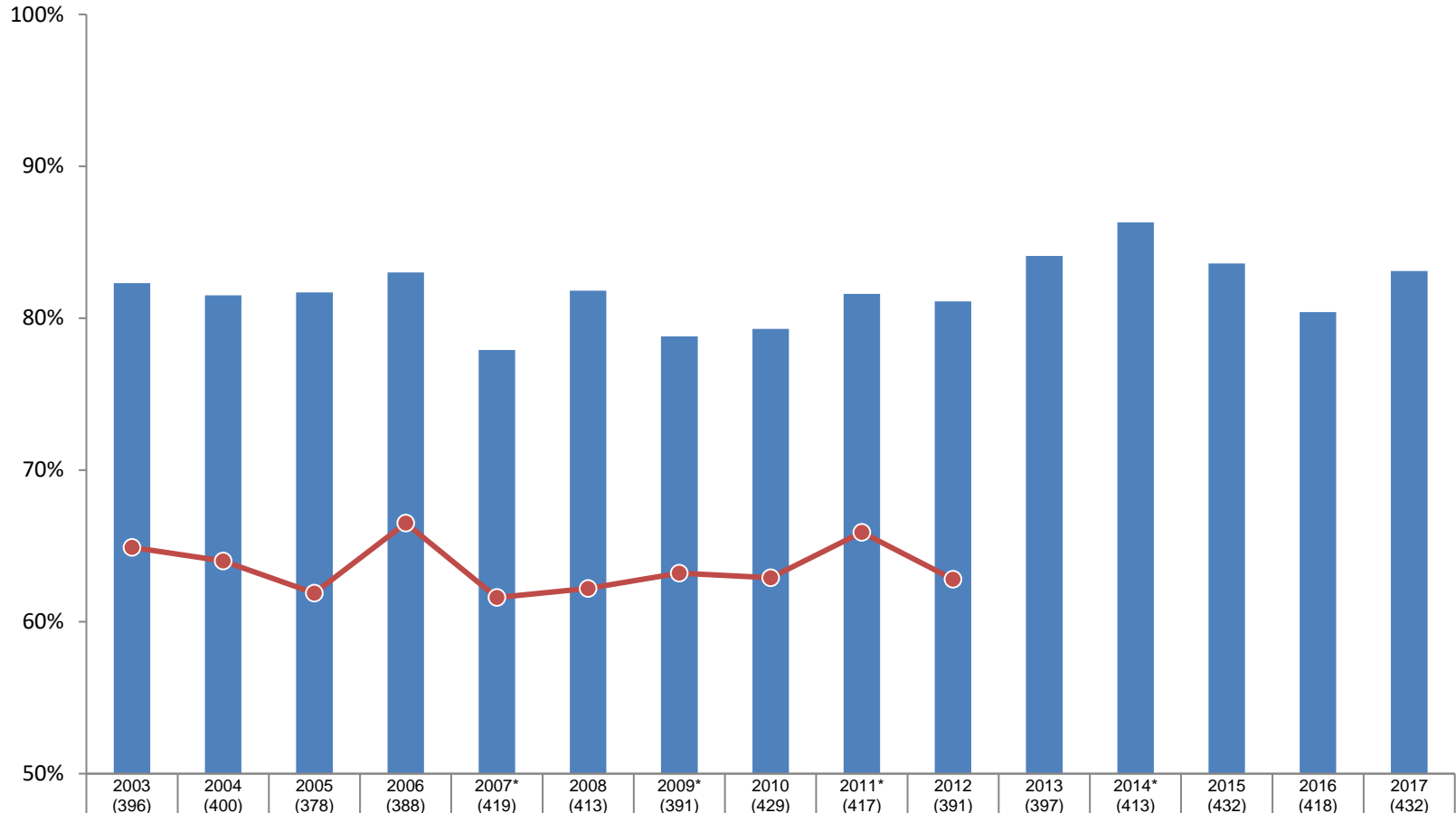
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, September 2018

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

76



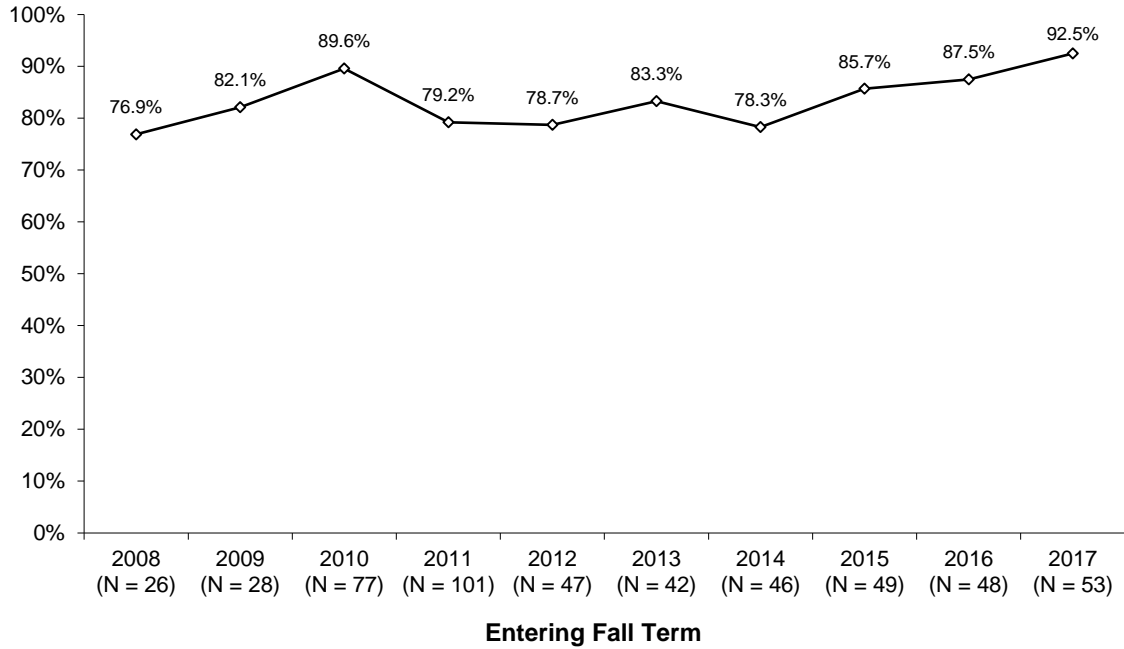
	2003 (396)	2004 (400)	2005 (378)	2006 (388)	2007* (419)	2008 (413)	2009* (391)	2010 (429)	2011* (417)	2012 (391)	2013 (397)	2014* (413)	2015 (432)	2016 (418)	2017 (432)
F-S Retention	82.3%	81.5%	81.7%	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%	83.6%	80.4%	83.1%
Six-Year Graduation Rates	64.9%	64.0%	61.9%	66.5%	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%					
Percent in top 1/5 high school class	57.0%	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%	62.6%	59.2%	57.6%	53.9%	50.5%	49.4%
Percent Needing any Developmental Math	26.8%	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%	17.3%	20.9%	20.7%	23.1%	23.0%	24.8%
ACT Composite Mean	23.0	23.6	23.0	23.1	23.1	23.2	23.5	24.1	24.6	24.5	24.3	24.4	24.3	24.5	24.4

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

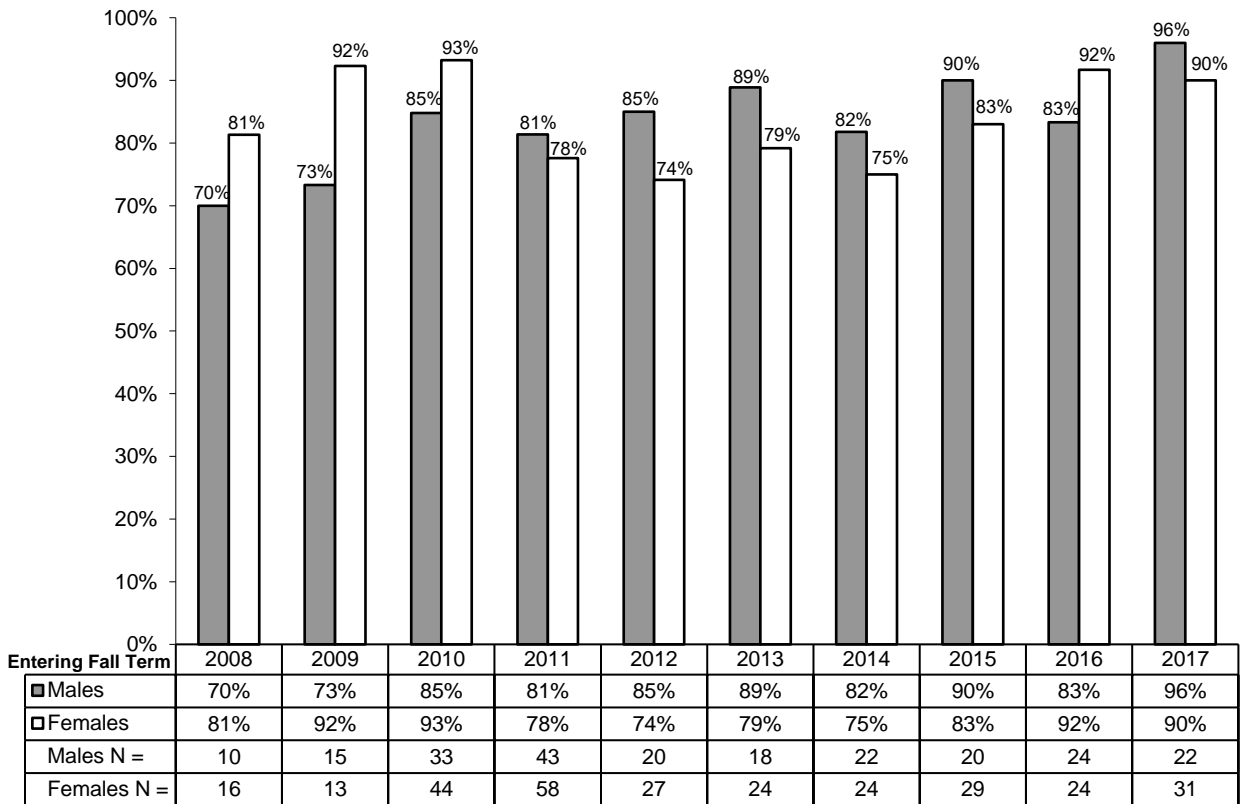
*Denotes cohort numbers that have been reduced by one due to the death of a student (2007 by 2 and 2014 by 3).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students



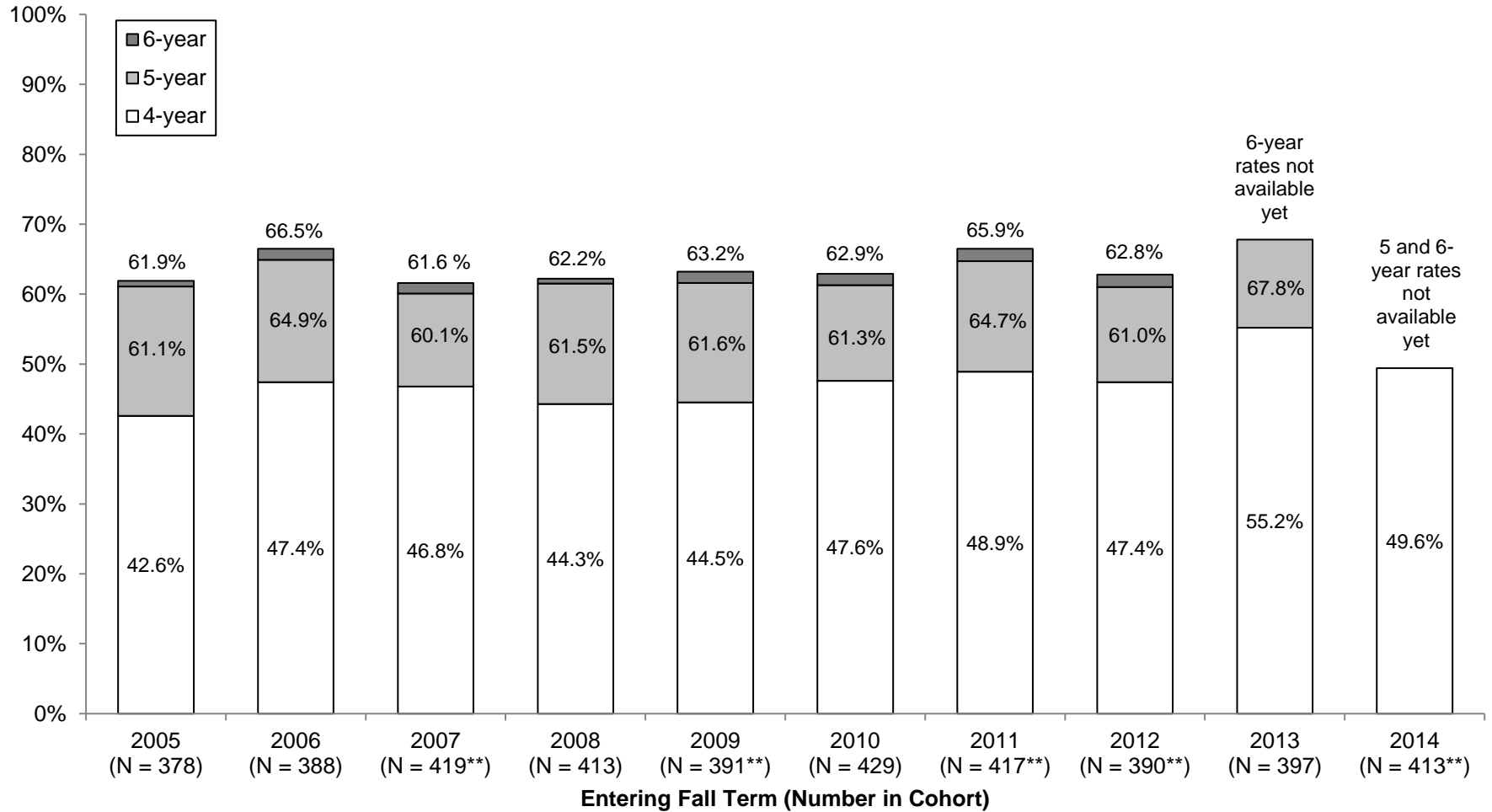
By Sex



Source: Office of Institutional Research and Assessment, September 2018

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

78

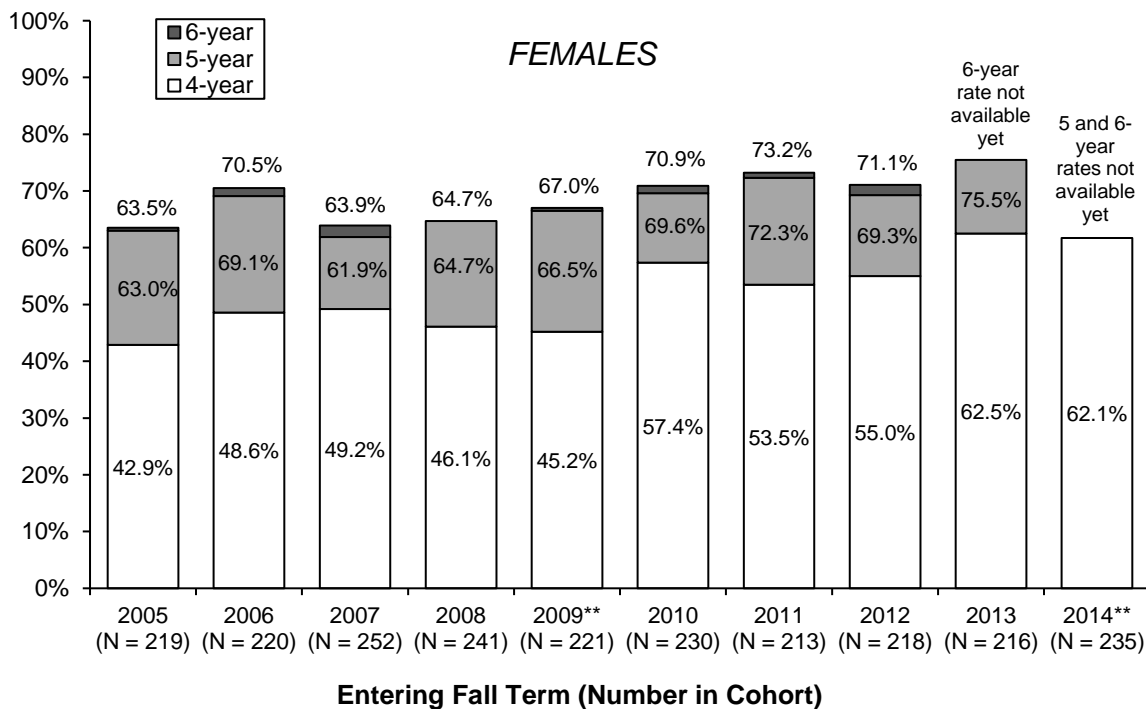
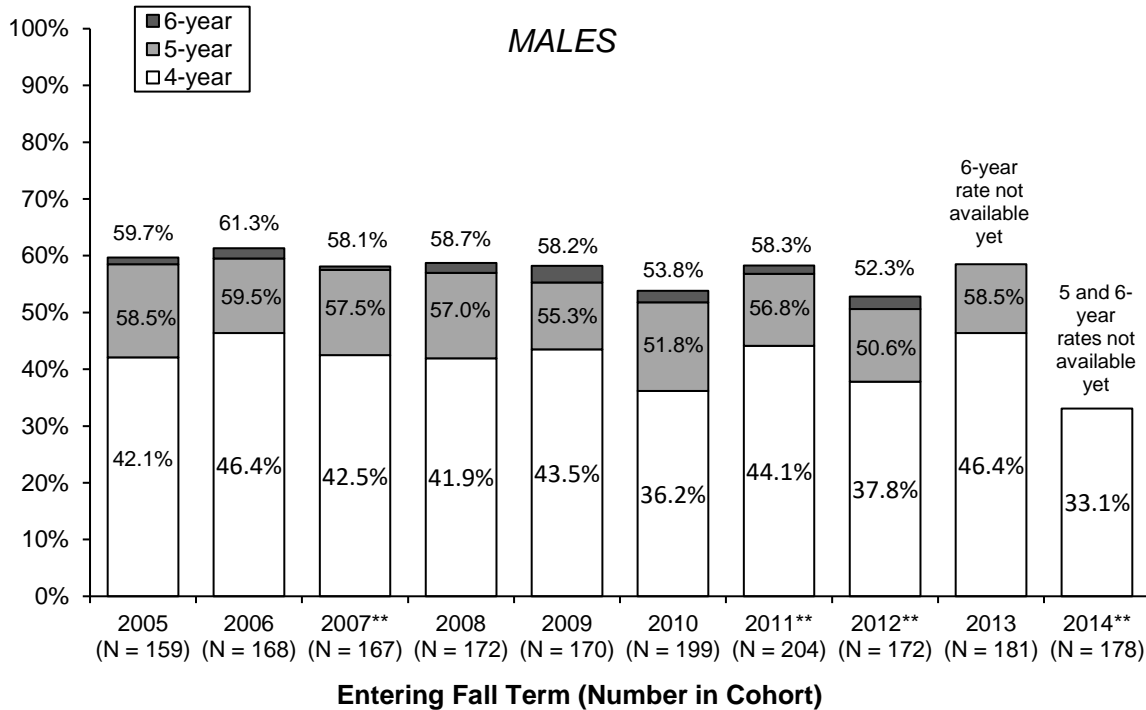


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort numbers that have been reduced by one due to the death of a student (2007 was reduced by two; 2014 reduced by 3).

Source: Office of Institutional Research and Assessment, September 2018

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY SEX

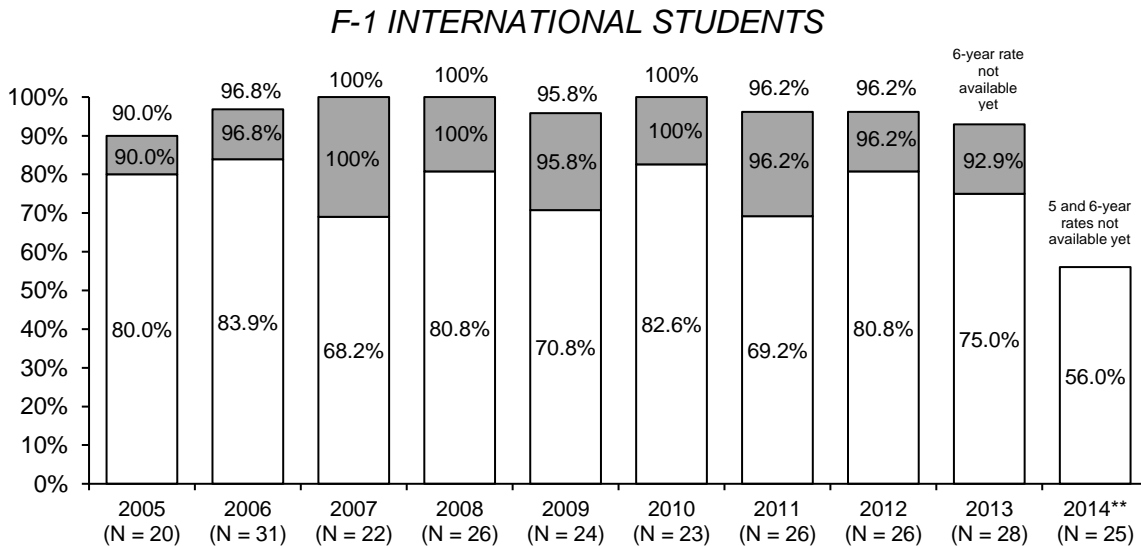
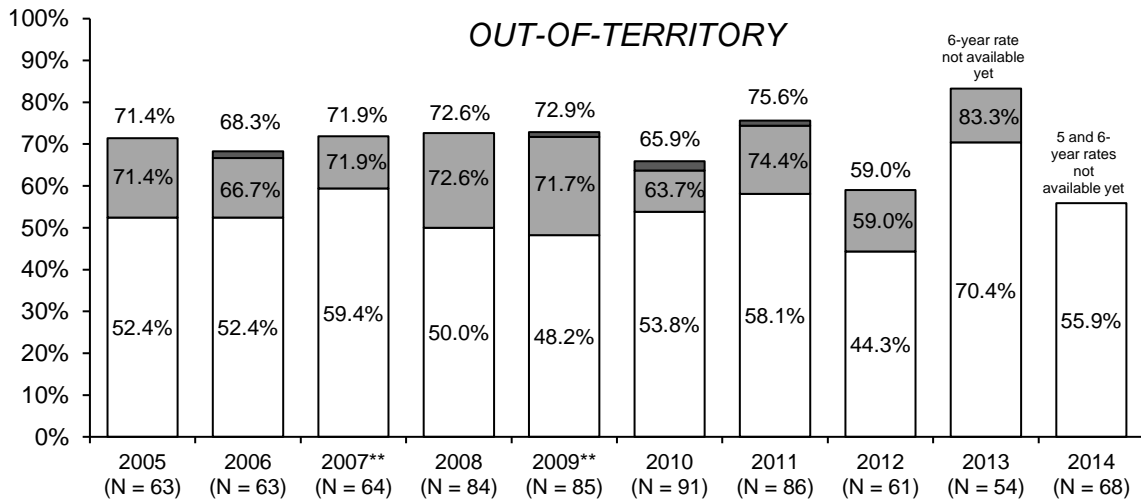
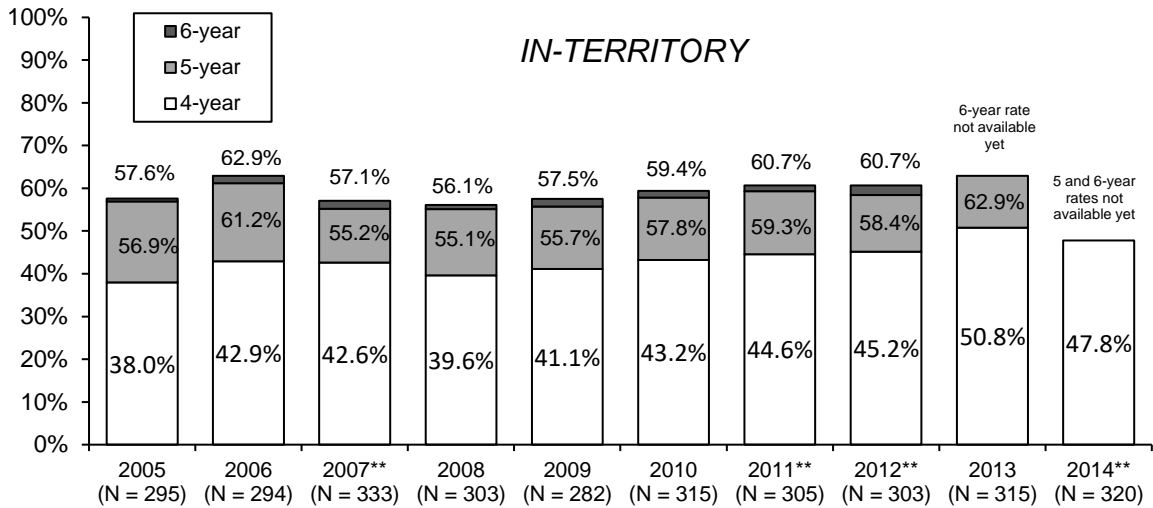


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort numbers that have been reduced by one due to the death of a student (2007 has been reduced by two; 2014 females have been reduced by two).

Source: Office of Institutional Research and Assessment, September 2018

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

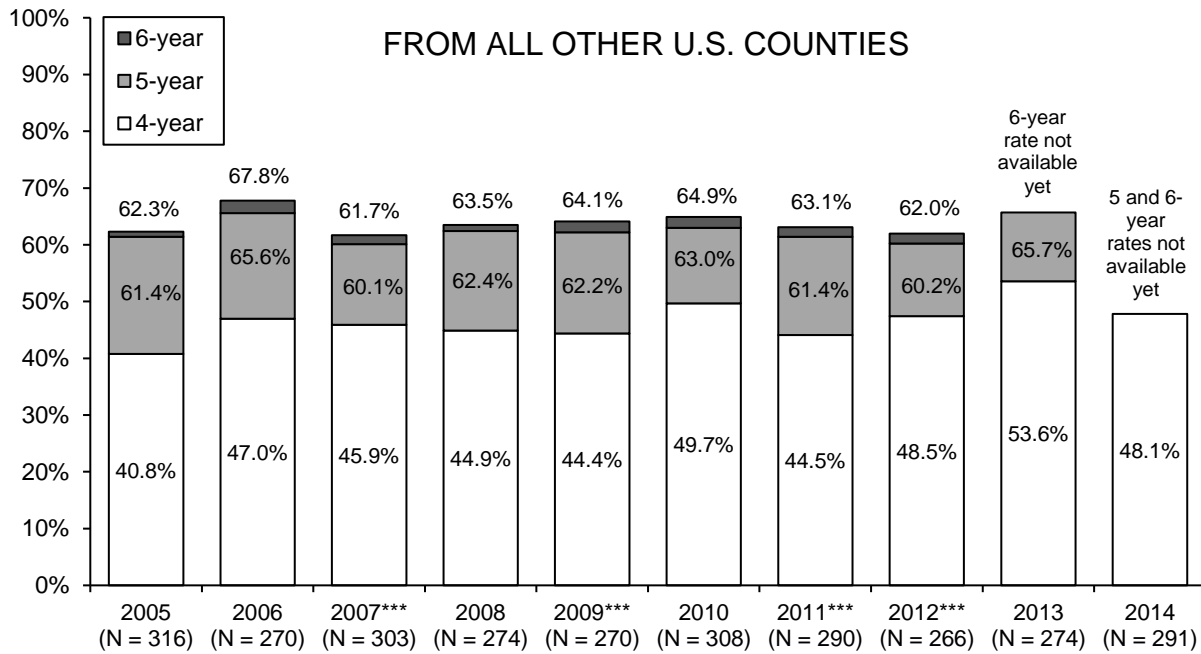
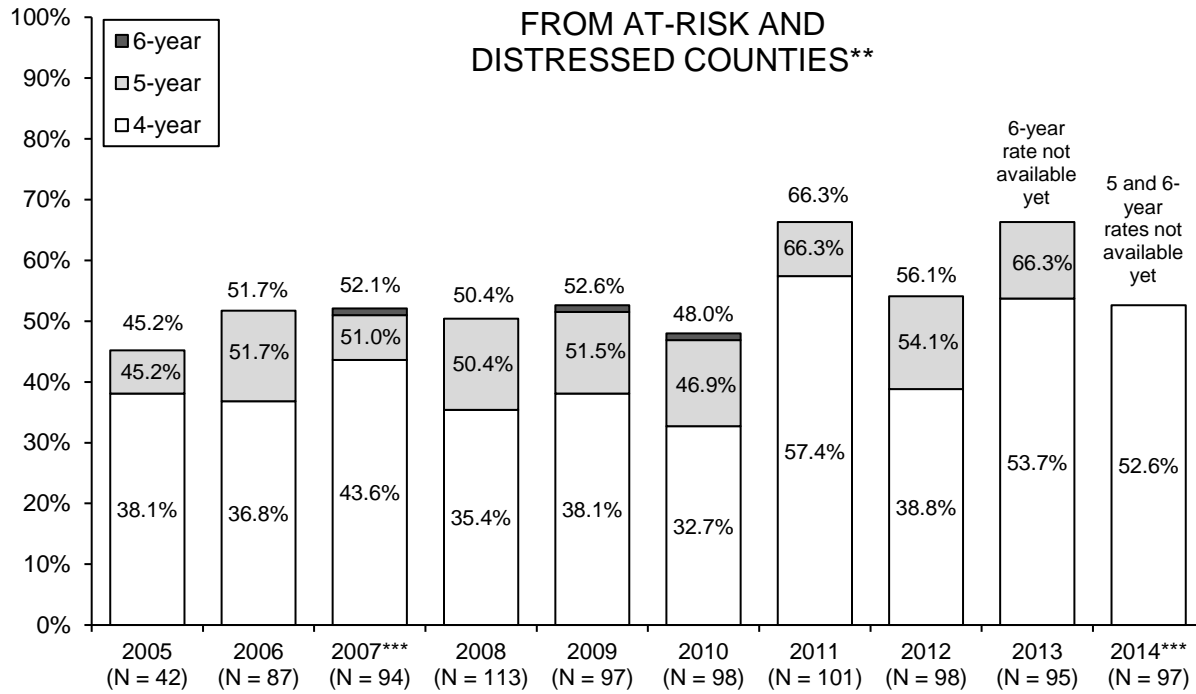


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort number that has been reduced by one due to the death of a student (2014 international has been reduced by two).

Source: Office of Institutional Research and Assessment, September 2018

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



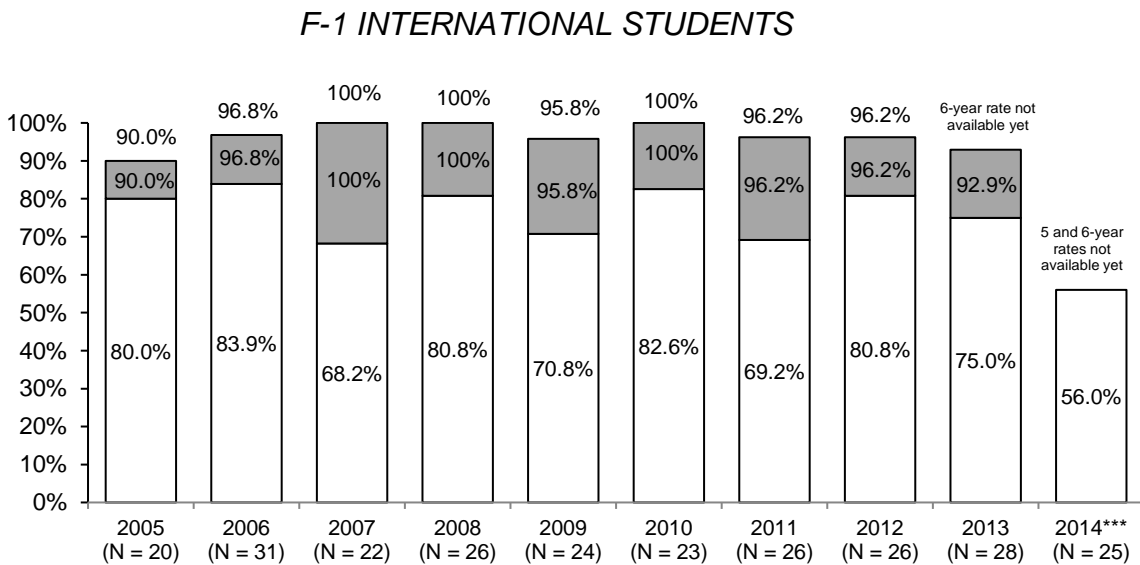
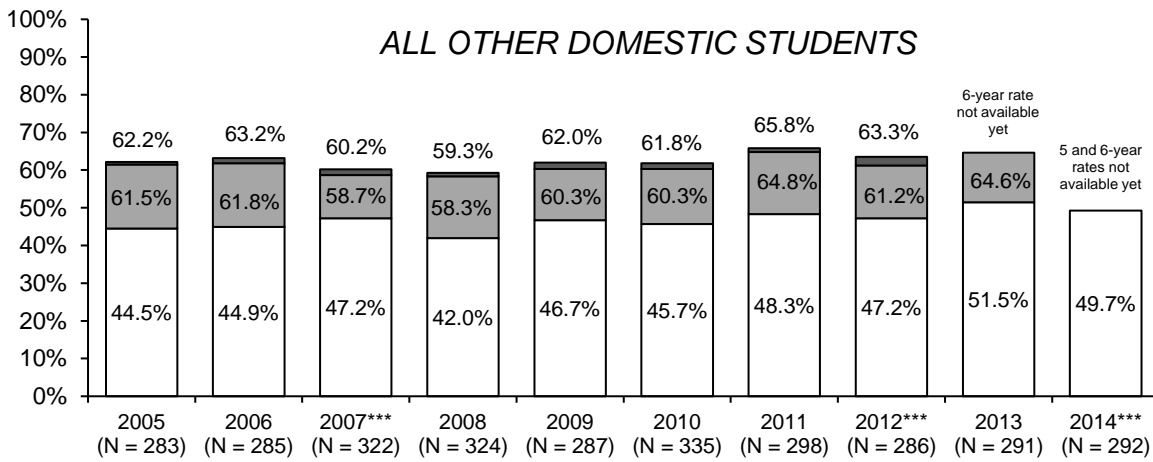
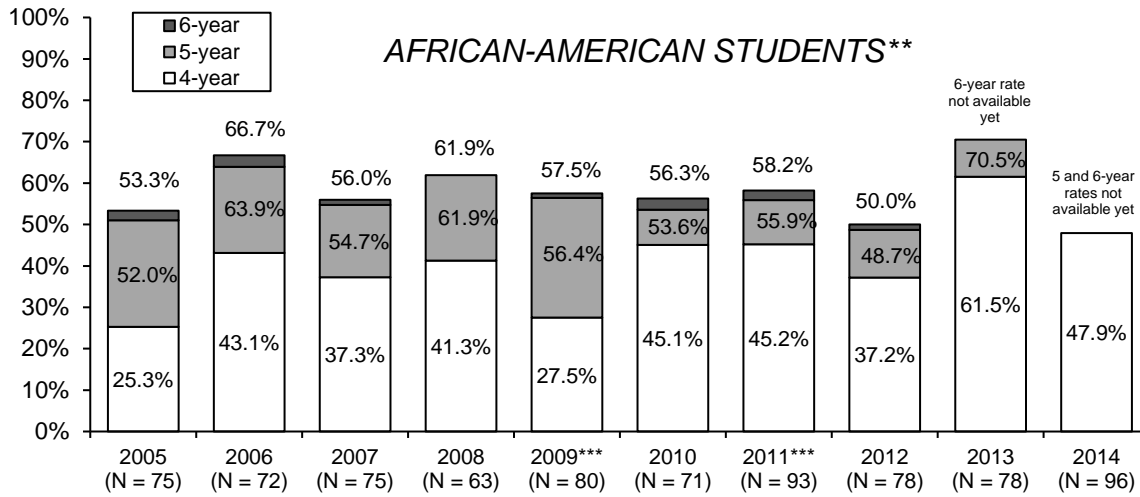
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 2018.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

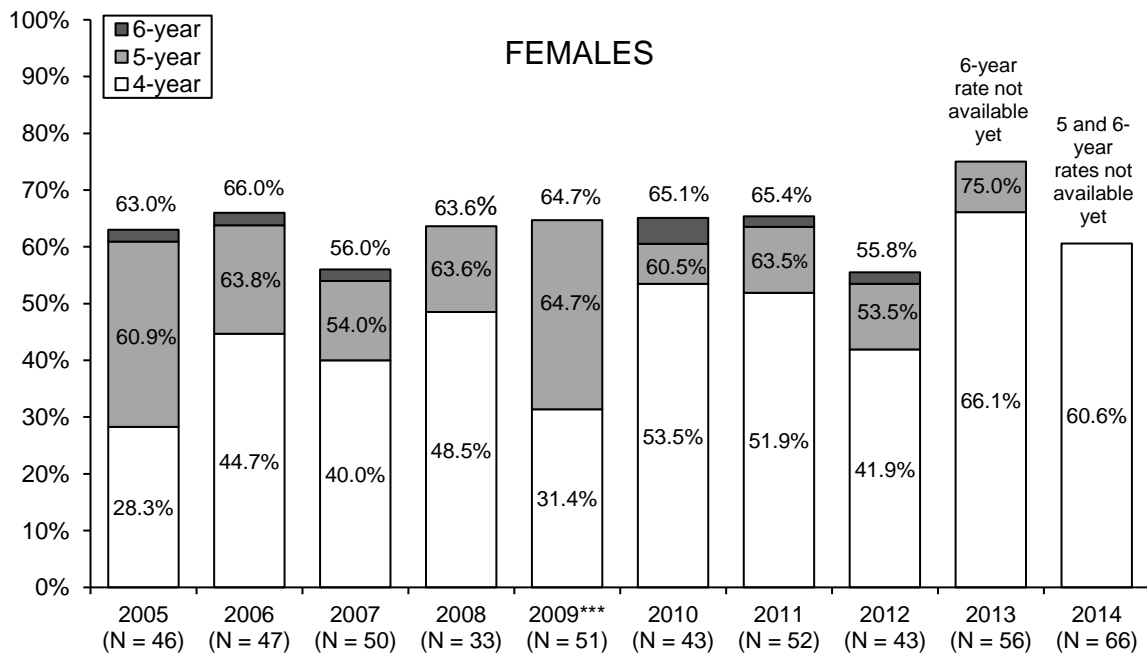
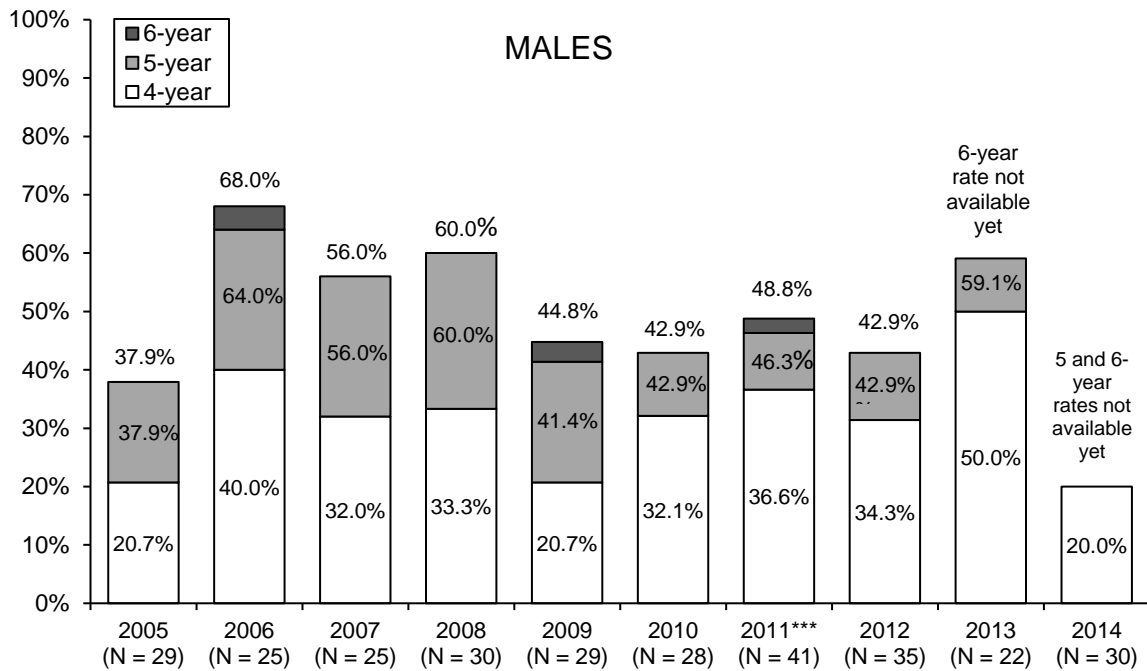


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

***Denotes cohort number that has been reduced by one due to the death of a student (2007 and 2014 international have been reduced by two)

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



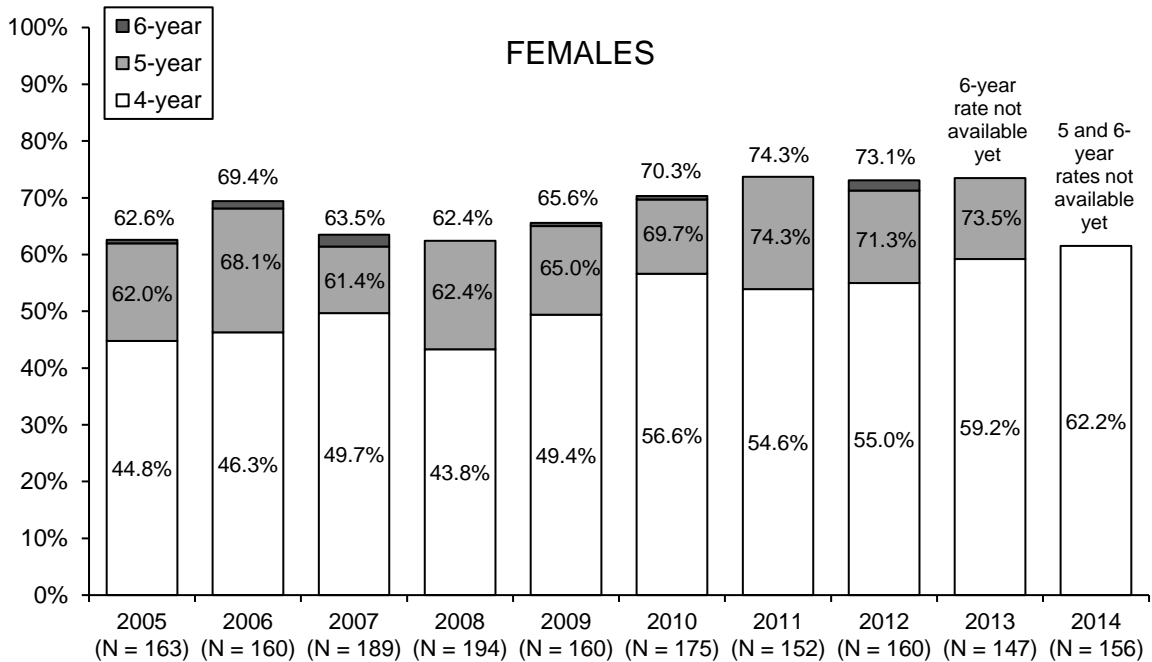
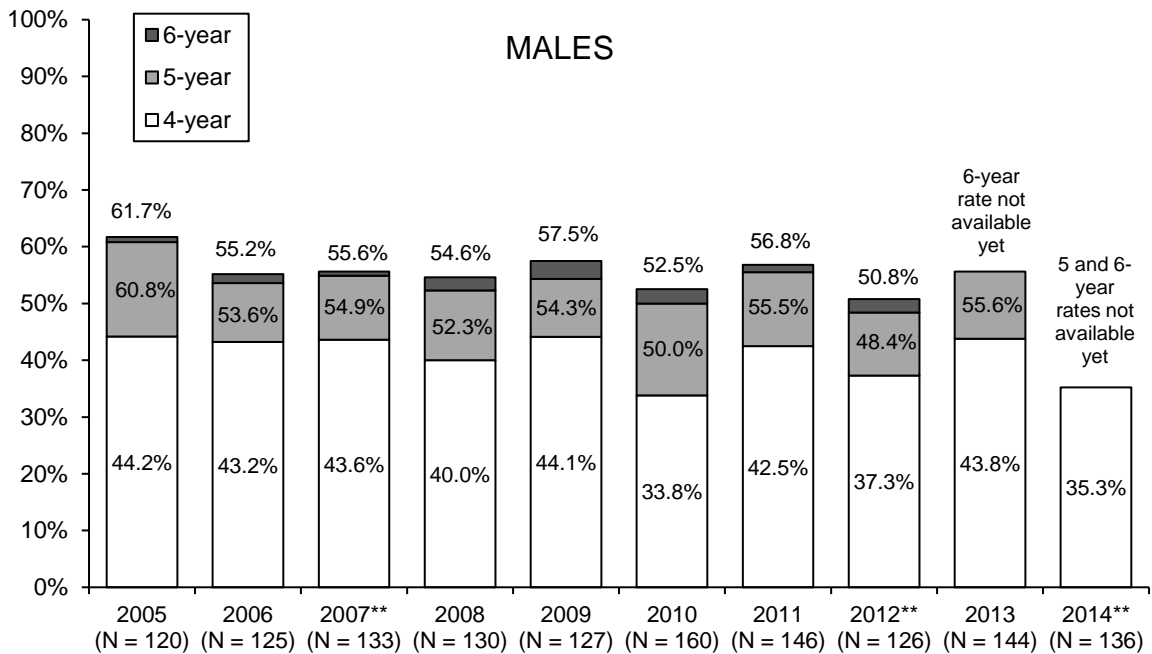
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2018

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

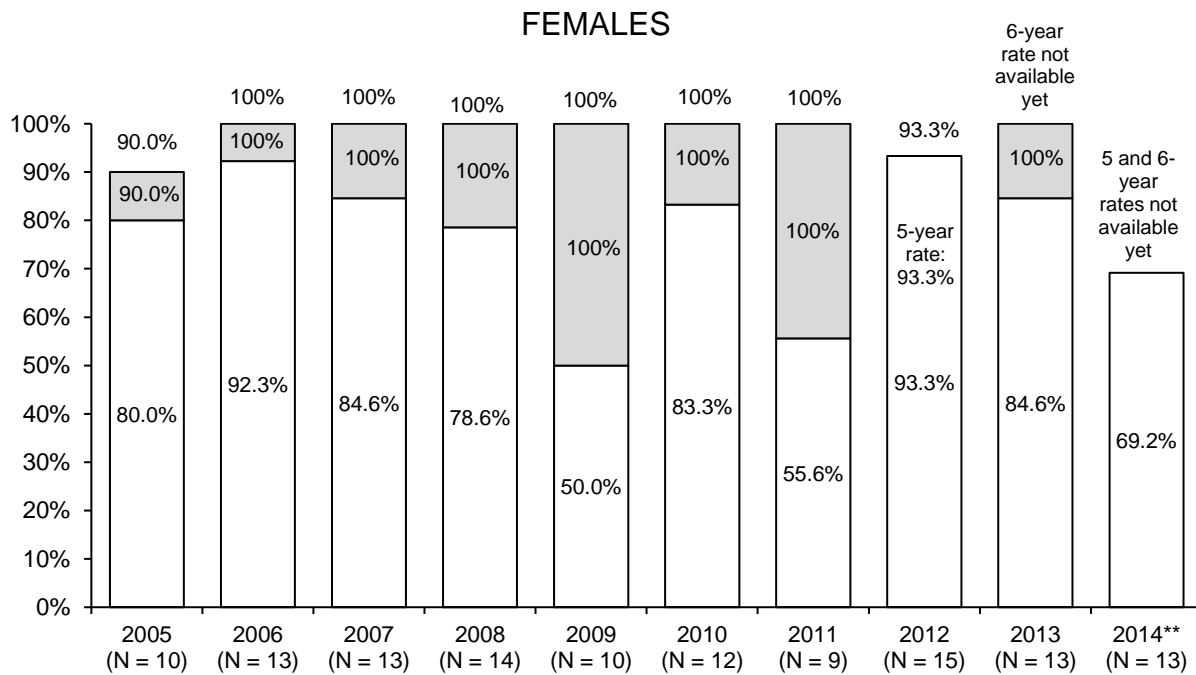
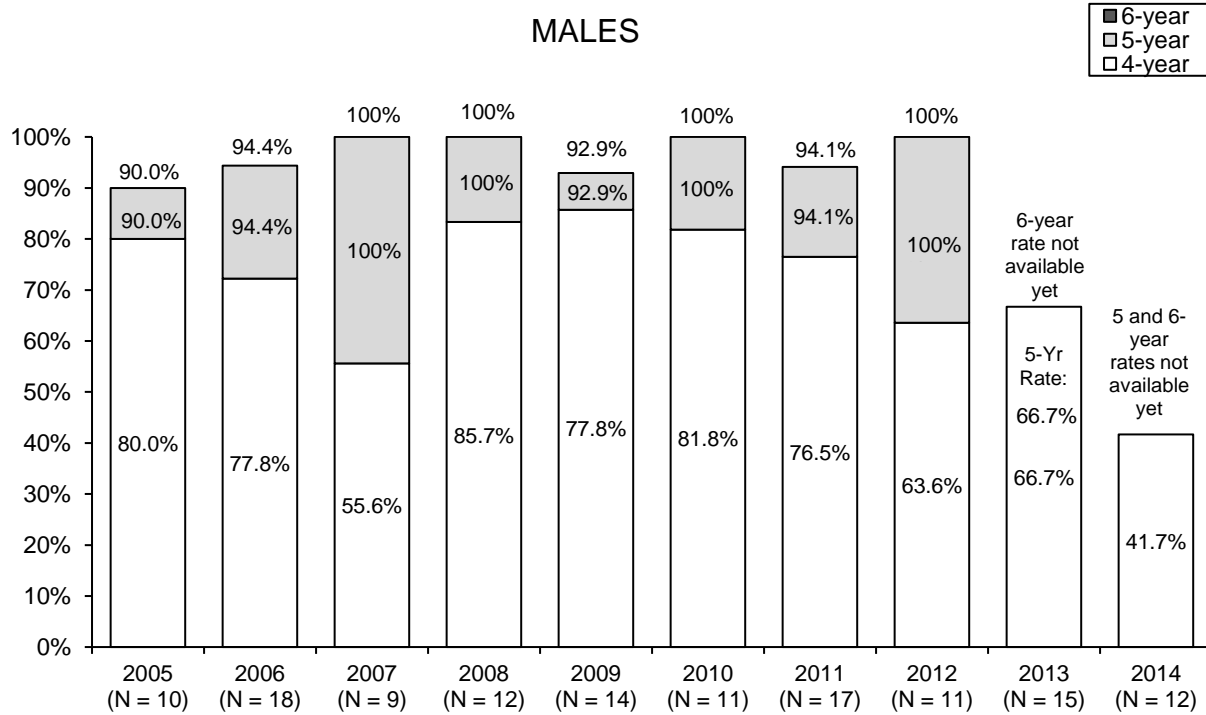


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort number that has been reduced by one due to the death of a student (2007 and 2012 have been reduced by 2).

Source: Office of Institutional Research and Assessment, September 2018

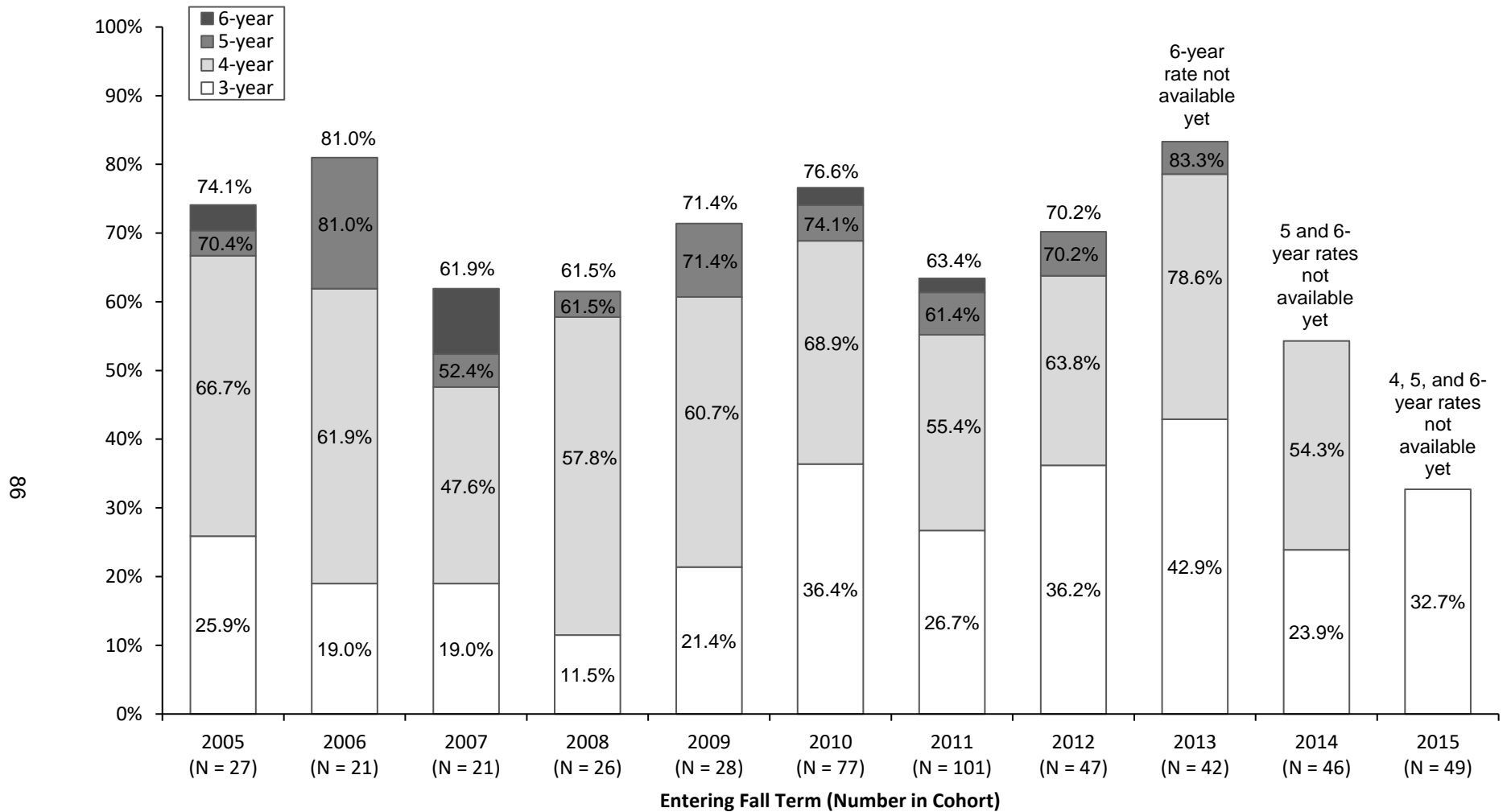
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY SEX



*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.

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

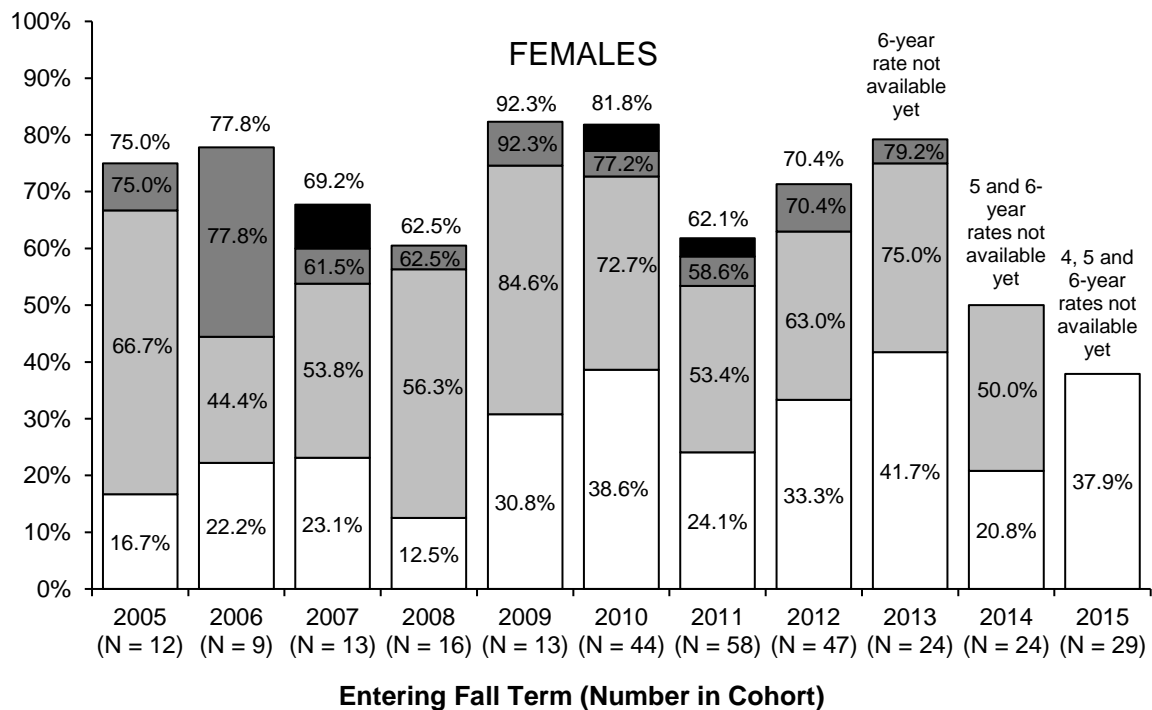
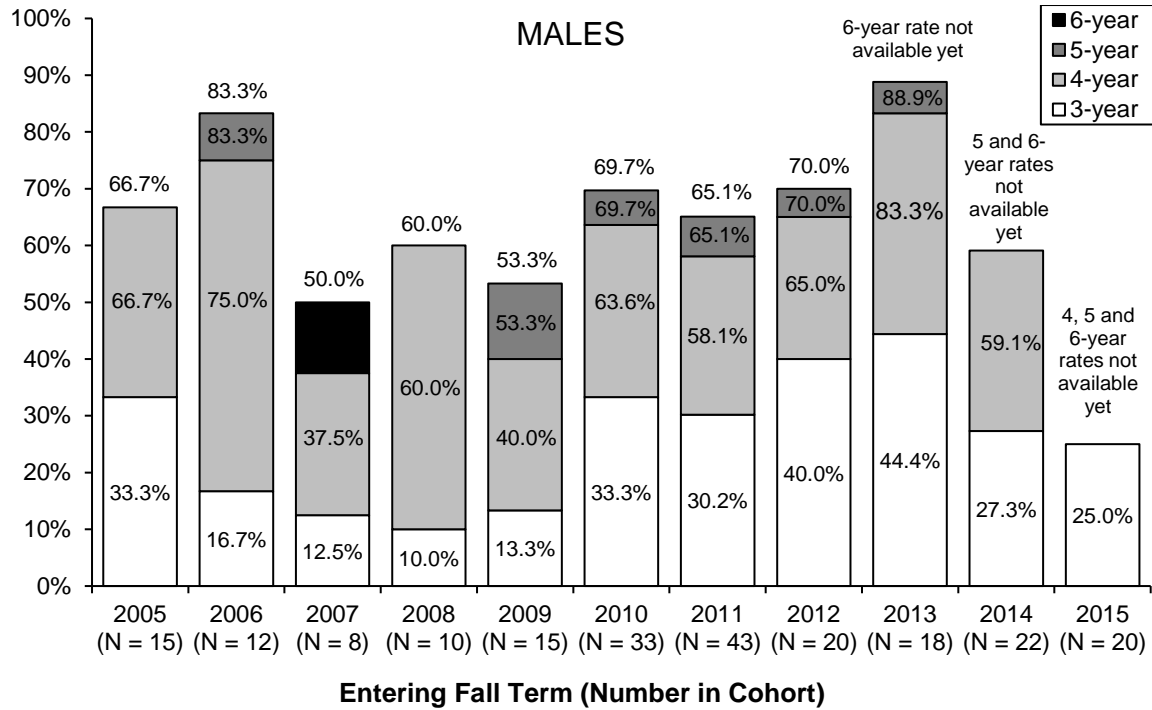
GRADUATION RATES* FOR TRANSFER STUDENTS



*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 2018

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 2018

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>Total</u>
Graduates* (unduplicated headcount)	336	374	305	317	301	1,633
Degrees Conferred						
B.A.	266	298	239	262	238	1,303
B.S.	<u>72</u>	<u>78</u>	<u>73</u>	<u>58</u>	<u>67</u>	<u>348</u>
TOTAL	338	376	312	320	305	1,651
Majors (includes double degrees and double majors)						
	372	408	346	347	330	1,803
Minors (includes double minors)						
	83	130	121	98	99	531

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2017-2018 graduates can be broken down by:

December 2017 (48),
May 2018 (210), and
August 2018 (43).

*One student received a degree in both 2016-2017 and in 2017-2018; that graduate is counted in each year and duplicated in the total.

Compiled by the Office of Institutional Research and Assessment, September 2018

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

<u>Major Programs</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
African and African					
American Studies	3	6	4	1	1
Agriculture & Natural Resources	23	14	13	8	10
Applied Science & Mathematics	1	2	2	3	0
Art	14	8	8	11	14
Asian Studies	2	11	5	6	12
Biology	33	33	16	36	30
Business Administration	21	30	34	26	26
Chemistry	11	11	8	14	7
Child and Family Studies	28	18	25	20	17
Communication	12	20	22	17	18
Computer and					
Information Science	10	13	20	30	23
Economics	8	9	10	10	5
Education Studies - General	12	14	6	10	13
Education – Middle Grades	2	4	2	2	0
Education Studies – Teaching and					
Curriculum w/Certification	6	3	8	1	0
Elementary Education	11	4	6	6	1
English	11	23	25	9	18
Foreign Languages	14	9	19	7	10
French	(3)	(2)	(3)	(1)	(2)
German	(1)	(3)	(2)	(1)	(3)
Spanish	(10)	(4)	(14)	(5)	(5)
Health and Human Performance					
(formerly Physical Education)	16	13	12	11	10
History	6	15	4	7	4
Independent (see page 90)	19	16	8	18	7
Mathematics	14	10	9	8	9
Music	5	11	11	6	7
Nursing	11	9	7	12	11
Peace & Social Justice Studies	Students pursued major as an independent major.			1	3
Philosophy	1	6	2	2	3
Physics	4	4	2	8	3
Political Science	7	8	3	7	10
Psychology	21	24	15	21	19
Religion	1	2	3	0	1
Sociology	10	13	5	7	10
Technology and Applied Design	17	25	19	12	20
Theatre	13	12	9	8	5
Women's and Gender Studies	<u>5</u>	<u>8</u>	<u>6</u>	<u>2</u>	<u>3</u>
TOTALS*	372	408	346	347	330

*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, October 2018.

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.

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/Archaeology 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)

2017 - 2018: 7 majors

Community Health
Experimental Psychology
Health Science
Health Studies
Neuroscience (2)
Philosophy, Neuroscience, and Psychology

*Includes double degrees and double majors

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

Source: 2018-2019 College Catalog

Office of Institutional Research and Assessment, October 2018

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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Education Studies - General (no certification)	12	14	6	10	13
Teaching and Curriculum with Certification*					
Art	0	0	0	1	0
English	3	1	3	0	0
History	0	2	0	0	0
Mathematics	2	0	4	0	0
Technology/Applied Design	1	0	1	0	0
Middle Grades Certification	2	4	2	2	0
Elementary Education	11	4	6	6	1

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

*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: 2018-2019 College Catalog

Office of Institutional Research and Assessment, September 2018

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2013–14 through 2017–18

African and African-American Studies.....15	English.....86	Included in concentration list are 7 additional concentrations for a total of 93
Agriculture and Natural Resources.....68	Literature 46	
Applied Science and Mathematics.....7	Writing 47	
Art.....55	Foreign Languages.....59	
<i>General</i> 1	French 11	
History 8	German 10	
Studio 47	Spanish 38	
Asian Studies.....36	Health and Human Performance	
Biology.....148	(formerly Physical Education).....61	
<i>General</i> 111	<i>General</i> 58	
Biomolecular, Cellular and Systems 23	Education 3	
Field and Organismal 14	History.....36	
Business Administration.....137	Independent.....68	
Accounting 41	Mathematics.....50	
Finance 47	<i>General</i> 49	
International 1	Education 1	
Management 46	Music.....40	
Management Information Systems 2	<i>General</i> 32	Included in concentration list is 1 additional concentration for a total of 41
Marketing 39	Edu. – Instrumental 6	
Chemistry.....51	Edu. –Vocal 3	
<i>General</i> 26	Nursing.....50	
Biochemistry 9	Peace and Social Justice Studies.....4	
Professional 17	Philosophy.....14	
Child and Family Studies.....108	Physics.....21	
Child Development 52	Political Science.....35	
Family Studies 59	Psychology.....100	
Nutrition and Food Studies 12	Religion.....7	
Communication.....89	<i>General</i> 5	
Computer and Information Science.....96	Biblical Studies 2	
<i>General</i> 76	Sociology.....45	
Computer Science 11	Technology and Applied Design.....93	
Computational Mathematics 9	<i>General</i> 29	
Economics.....42	Artisan Studies 17	Included in concentration list is 1 additional one for a total of 94
Finance 1	Engineering and Tech. Education 1	
International Politics and Policy 22	Management 47	
Methods and Models 21	Theatre.....47	
Education Studies.....101	Women's and Gender Studies.....24	
<i>General</i> 55		
Elementary P-5 28		
Middle Grades 5-9 10		
Teaching and Curriculum with Certification 18		
	ALL MAJORS.....1,803	
	(awarded to 1,633 graduates)	

NOTE: In eight of the majors with concentrations, there were 67 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 2018

MAJORS* AWARDED TO GRADUATES BY SEX
Five-Year Summary

Academic Years
2013-2014 through 2017-2018

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	5	33%	10	67%	15	0.8%
Agriculture and Natural Resources	23	34%	45	66%	68	3.8%
Applied Science and Mathematics	7	100%	0	0%	7	0.4%
Art	10	18%	45	82%	55	3.1%
Asian Studies	8	22%	28	78%	36	2.0%
Biology	45	30%	103	70%	148	8.2%
Business Administration	65	47%	72	53%	137	7.6%
Chemistry	24	47%	27	53%	51	2.8%
Child and Family Studies	10	9%	98	91%	108	6.0%
Communication	32	36%	57	64%	89	4.9%
Computer and Information Science	72	75%	24	25%	96	5.3%
Economics	25	60%	17	40%	42	2.3%
Education Studies						
General	14	25%	41	75%	55	3.1%
Elementary Education	3	11%	25	89%	28	1.6%
Middle Grades Education	3	30%	7	70%	10	0.6%
Teaching and Curriculum with Certification	7	39%	11	61%	18	1.0%
English	22	26%	64	74%	86	4.8%
Foreign Languages						
French	5	45%	6	55%	11	0.6%
German	4	40%	6	60%	10	0.6%
Spanish	11	29%	27	71%	38	2.1%
Health & Human Performance (14-15) /Physical Education	39	64%	22	36%	61	3.4%
History	19	53%	17	47%	36	2.0%
Independent (see page 90)	22	32%	46	68%	68	3.8%
Mathematics	30	60%	20	40%	50	2.8%
Music	16	40%	24	60%	40	2.2%
Nursing	9	18%	41	82%	50	2.8%
Peace and Social Justice Studies (16-17)	1	25%	3	75%	4	0.2%
Philosophy	9	64%	5	36%	14	0.8%
Physics	19	90%	2	10%	21	1.2%
Political Science	20	57%	15	43%	35	1.9%
Psychology	18	18%	82	82%	100	5.5%
Religion	5	71%	2	29%	7	0.4%
Sociology	12	27%	33	73%	45	2.5%
Technology and Applied Design	71	76%	22	24%	93	5.2%
Theatre	15	32%	32	68%	47	2.6%
Women's and Gender Studies	<u>2</u>	8%	<u>22</u>	92%	<u>24</u>	<u>1.3%</u>
GRAND TOTAL*	702	39%	1,101	61%	1,803	100%

*These are duplicative headcounts that include double degrees and double majors. The 1,803 majors represent 1,633 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, October 2018

MAJORS* AWARDED TO GRADUATES BY SEX Five-Year History

Major Programs	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	1	2	3	4	2	6	0	4	4	0	1	1	0	1	1
Agriculture and Natural Resources	7	16	23	6	8	14	5	8	13	4	4	8	1	9	10
Applied Science&Mathematics	2	0	1	2	0	2	1	0	1	3	0	3	0	0	0
Art	2	12	14	2	6	8	0	8	8	3	8	11	3	11	14
Asian Studies	0	2	2	3	8	11	1	4	5	1	5	6	3	9	12
Biology	8	25	33	13	20	33	4	12	16	11	25	36	9	21	30
Business Administration	7	14	21	17	13	30	16	18	34	14	12	26	11	15	26
Chemistry	3	8	11	6	5	11	4	4	8	7	7	14	4	3	7
Child and Family Studies	2	26	28	0	18	18	3	22	25	3	17	20	2	15	17
Communication	3	9	12	7	13	20	10	12	22	8	9	17	4	14	18
Computer and Information Science	7	3	10	12	1	13	12	8	20	22	8	30	19	4	23
Economics	7	1	8	9	0	9	1	9	10	7	3	10	1	4	5
Education Studies															
General	6	6	12	3	11	14	1	5	6	2	8	10	2	11	13
Elementary	3	8	11	0	4	4	0	6	6	0	6	6	0	1	1
Middle	0	2	2	2	2	4	1	1	2	0	2	2	0	0	0
Teaching and Curriculum with Certification	3	3	6	2	1	3	2	6	8	0	1	1	0	0	0
English	5	6	11	5	18	23	10	15	25	1	8	9	1	17	18
Foreign Languages	6	8	14	6	4	9	3	16	19	1	6	7	5	5	10
Health and Human Performance	10	6	16	9	4	13	6	5	11	10	1	11	4	6	10
History	2	4	6	9	6	15	1	3	4	5	2	7	2	2	4
Independent (see page 90)	9	10	19	5	11	16	2	6	8	6	12	18	0	7	7
Mathematics	9	5	14	8	2	10	3	6	9	6	2	8	4	5	9
Music	2	3	5	7	4	11	5	6	11	0	6	6	2	5	7
Nursing	2	9	11	1	8	9	2	5	7	3	9	12	1	10	11
Peace&Social Justice Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	1	2	3
Philosophy	0	1	1	4	2	6	2	0	2	0	2	2	3	0	3
Physics	2	2	4	4	0	4	2	0	2	8	0	8	3	0	3
Political Science	4	3	7	6	2	8	1	2	3	5	2	7	4	6	10
Psychology	3	17	21	5	19	24	1	14	15	5	16	21	3	16	19
Religion	1	0	1	1	1	2	3	0	3	0	0	0	0	1	1
Sociology	2	8	10	6	7	13	0	5	5	2	5	7	2	8	10
Technology and Applied Design	14	3	17	20	5	25	16	3	19	8	4	12	13	7	20
Theatre	4	9	13	5	7	12	2	7	9	2	6	8	2	3	5
Women's and Gender Studies	1	4	5	0	8	8	1	5	6	0	2	2	0	3	3
TOTAL*			<u>372</u>			<u>408</u>			<u>346</u>			<u>347</u>			<u>330</u>

94

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

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

Compiled by: Office of Institutional Research and Assessment, October 2018.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2013 - 2014 through 2017 - 2018

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	15	(100%)	0	(0%)	0	(0%)	15	(0.8%)
Agriculture and Natural Resources	1	(1%)	66	(97%)	1	(1%)	68	(3.8%)
Applied Science and Mathematics	2	(29%)	5	(71%)	0	(0%)	7	(0.4%)
Art	3	(5%)	50	(91%)	2	(4%)	55	(3.1%)
Asian Studies	12	(33%)	22	(61%)	2	(6%)	36	(2.0%)
Biology	27	(18%)	112	(76%)	9	(6%)	148	(8.2%)
Business Administration	23	(17%)	88	(64%)	26	(19%)	137	(7.6%)
Chemistry	13	(25%)	29	(57%)	9	(18%)	51	(2.8%)
Child and Family Studies	30	(28%)	77	(71%)	1	(1%)	108	(6.0%)
Communication	26	(29%)	55	(62%)	8	(9%)	89	(4.9%)
Computer and Information Science	12	(13%)	64	(67%)	20	(21%)	96	(5.3%)
Economics	6	(14%)	15	(36%)	21	(50%)	42	(2.3%)
Education Studies								
General	13	(24%)	39	(71%)	3	(5%)	55	(3.1%)
Elementary Education Certification	1	(4%)	27	(96%)	0	(0%)	28	(1.6%)
Middle Grades Education Certification	0	(0%)	10	(100%)	0	(0%)	10	(0.6%)
Teaching and Curriculum with Certification	1	(6%)	17	(94%)	0	(0%)	18	(1.0%)
English	12	(14%)	73	(85%)	1	(1%)	86	(4.8%)
Foreign Languages								
French	1	(9%)	5	(45%)	5	(45%)	11	(0.6%)
German	0	(0%)	3	(30%)	7	(70%)	10	(0.6%)
Spanish	6	(16%)	27	(71%)	5	(13%)	38	(2.1%)
Health and Human Performance (14-15) /Physical Education	14	(23%)	46	(75%)	1	(2%)	61	(3.4%)
History	2	(6%)	33	(92%)	1	(3%)	36	(2.0%)
Independent (see page 90)	10	(15%)	51	(75%)	7	(10%)	68	(3.8%)
Mathematics	4	(8%)	32	(64%)	14	(28%)	50	(2.8%)
Music	8	(20%)	32	(80%)	0	(0%)	40	(2.2%)
Nursing	7	(14%)	37	(74%)	6	(12%)	50	(2.8%)
Peace and Social Justice Studies (16-17)	1	(25%)	3	(75%)	0	(0%)	4	(0.2%)
Philosophy	1	(7%)	13	(93%)	0	(0%)	14	(0.8%)
Physics	2	(10%)	11	(52%)	8	(38%)	21	(1.2%)
Political Science	5	(14%)	23	(66%)	7	(20%)	35	(1.9%)
Psychology	18	(18%)	74	(74%)	8	(8%)	100	(5.5%)
Religion	2	(29%)	5	(71%)	0	(0%)	7	(0.4%)
Sociology	13	(29%)	31	(69%)	1	(2%)	45	(2.5%)
Technology and Applied Design	18	(19%)	70	(75%)	5	(5%)	93	(5.2%)
Theatre	12	(26%)	34	(72%)	1	(2%)	47	(2.6%)
Women's and Gender Studies	6	(25%)	17	(71%)	1	(4%)	24	(1.3%)
TOTAL*	327	(18%)	1,296	(72%)	180	(10%)	1,803	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,803 majors represent 1,633 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, October 2018

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2013 – 14 through 2017 – 18

African and African American Studies	17	(3.2%)
Agriculture and Natural Resources	11	(2.1%)
Appalachian Studies	8	(1.5%)
Art History	15	(2.8%)
Art Studio	11	(2.1%)
Asian Studies	14	(2.6%)
Biology (first awarded 2015-16)	11	(2.1%)
Broadcast Journalism	30	(5.6%)
Business Administration	64	(12.1%)
Chemistry	7	(1.3%)
Child and Family Studies (first awarded 2015-16)	3	(0.6%)
Communication	12	(2.3%)
Computer Science	13	(2.4%)
Dance	15	(2.8%)
Economics	36	(6.8%)
English	16	(3.0%)
Film Production	8	(1.5%)
Forest Resource Management (first awarded 2015-16)	4	(0.8%)
French	8	(1.5%)
German	8	(1.5%)
Health Studies	27	(5.1%)
Health Teaching	4	(0.8%)
History	20	(3.8%)
Latin	3	(0.6%)
Law, Ethics, and Society (first awarded 2017-18)	1	(0.2%)
Mathematics (first awarded 2017-18)	1	(0.2%)
Music	10	(1.9%)
Peace and Social Justice Studies	16	(3.0%)
Philosophy	23	(4.3%)
Physics	12	(2.3%)
Political Science	11	(2.1%)
Religion	4	(0.8%)
Sociology	6	(1.1%)
Spanish	27	(5.1%)
Sustainability and Environmental Studies	18	(3.4%)
Theatre (first awarded 2014-15)	14	(2.6%)
Women's and Gender Studies	<u>23</u>	<u>(4.3%)</u>
 TOTAL	 531	 (100%)

*This is a duplicative headcount that includes double minors. The 531 minors were awarded to 478 graduates. The 478 graduates who received a minor represent 29% of the 1,633 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, October 2018

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

<u>Minors</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
African and African American Studies	0	6	3	2	6
Agriculture and Natural Resources	3	3	4	1	0
Appalachian Studies	1	1	4	2	0
Art History	1	5	0	3	4
Art Studio	1	1	6	6	3
Asian Studies	0	4	4	3	3
Biology	n/a	n/a	1	5	5
Broadcast Journalism	1	5	12	8	4
Business Administration	17	13	13	12	9
Chemistry	2	2	1	0	2
Child and Family Studies	n/a	n/a	1	1	1
Communication	0	6	3	2	1
Computer Science	2	5	1	2	3
Dance	4	6	2	3	0
Economics	1	8	11	10	6
English	1	5	2	4	4
Film Production	1	0	3	3	1
Forest Resource Management	n/a	1	0	2	1
French	3	2	2	1	0
German	2	1	1	1	3
Health Studies	0	8	5	4	10
Health Teaching	2	0	2	0	0
History	2	8	4	4	2
Latin	1	1	1	0	0
Law, Ethics, and Society	n/a	n/a	n/a	n/a	1
Mathematics	n/a	n/a	n/a	n/a	1
Music	0	6	1	2	1
Peace and Social Justice Studies	1	4	6	1	4
Philosophy	9	5	1	3	5
Physics	1	3	4	1	3
Political Science	1	5	1	2	2
Religion	2	0	2	0	0
Sociology	3	0	0	2	1
Spanish	9	4	7	3	4
Sustainability and Environmental Studies	5	1	6	3	3
Theatre	n/a	3	6	1	4
Women's & Gender Studies	<u>5</u>	<u>8</u>	<u>1</u>	<u>7</u>	<u>2</u>
TOTAL	83	130	121	98	99

*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, October 2018

MINORS* AWARDED TO GRADUATES BY SEX Five-Year History

Minors	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	0	0	1	5	6	0	3	3	0	2	2	0	6	6
Agriculture and Natural Resources	1	2	3	0	3	3	2	2	4	0	1	1	0	0	0
Appalachian Studies	0	1	1	0	1	1	1	3	4	0	2	2	0	0	0
Art History	0	3	3	2	3	5	0	0	0	0	3	3	1	3	4
Art Studio	0	1	1	0	1	1	0	6	6	0	0	6	0	3	3
Asian Studies	0	0	0	2	2	4	3	1	4	2	1	3	1	2	3
Biology	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	2	3	5	1	4	5
Broadcast Journalism	0	1	1	1	4	5	6	6	12	5	3	8	1	3	4
Business Administration	6	11	17	11	2	13	5	8	13	6	6	12	4	5	9
Chemistry	1	1	2	1	1	2	1	0	1	0	0	0	1	1	2
Child and Family Studies	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	1	0	1	0	1	1
Communication	0	0	0	3	3	6	2	1	3	0	2	2	0	1	1
Computer Science	2	0	2	5	0	5	1	0	1	2	0	2	3	0	3
Dance	1	3	4	2	4	6	1	1	2	1	2	3	0	0	0
Economics	0	1	1	3	5	8	6	5	11	7	3	10	3	3	6
English	0	1	1	1	4	5	0	2	2	1	3	4	1	3	4
Film Production	0	1	1	0	0	0	2	1	3	1	2	3	0	1	1
Forest Resource Mgmt.	n/a	n/a	n/a	1	0	2	0	0	0	0	2	2	0	1	1
French	2	1	3	1	1	3	1	1	2	0	1	1	0	0	0
German	1	1	2	1	0	2	0	1	1	0	1	1	2	1	3
Health Studies	0	0	0	1	7	8	1	4	5	2	2	4	2	8	10
Health Teaching	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0
History	0	2	2	1	7	8	3	1	4	3	1	4	0	2	2
Latin	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0
Law, Ethics, and Society	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
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1
Music	0	0	0	4	2	6	0	1	1	0	2	2	0	1	1
Peace and Social Justice Studies	0	1	1	3	1	4	0	6	6	0	1	1	1	3	4
Philosophy	4	5	9	4	1	5	1	0	1	2	1	3	3	2	5
Physics	1	0	1	2	1	3	4	0	4	1	0	1	3	0	3
Political Science	0	1	1	4	1	5	0	1	1	1	1	2	0	2	2
Religion	1	1	2	0	0	0	2	0	2	0	0	0	0	0	0
Sociology	1	2	3	0	0	0	0	0	0	2	0	2	0	1	1
Spanish	2	7	9	1	3	4	2	5	9	0	3	3	0	4	4
Sustainability and Environmental Studies	0	5	5	0	1	1	3	3	6	1	2	3	1	2	3
Theatre	n/a	n/a	n/a	0	3	3	2	4	6	0	1	1	0	4	4
Women's & Gender Studies	<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>	<u>0</u>	<u>2</u>	<u>2</u>
TOTAL	25	58	83	57	73	130	50	71	131	40	58	98	29	70	99

* 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, October 2018.

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 2017-2018 Graduates

94%

of 2017-2018 graduates participated in at least one of these opportunities

Education Abroad

44% of graduates participated
an increase of 7% since 2013-2014
students traveled to 67 countries over last 5 years



Internships

54% of graduates participated
32 majors represented
located in 33 states and 5 countries



Service-Learning

57% of graduates took a service-learning course
33% of graduates volunteered through CELTS



Undergraduate Research

38 students participated
in 14 projects with 14 faculty members



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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Full academic year	2	3	2	3	3
Full semester	34	44	32	48	39
Less than a full semester	<u>195</u>	<u>122</u>	<u>124</u>	<u>96</u>	<u>239</u>
TOTAL	231	169	158	147	281

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

Graduated in Academic Years

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Total number of graduates	336	374	305	317	301
Number of graduates who participated in Education Abroad while a student	125	161	139	140	132
Percent of graduates who participated:	37%	43%	46%	44%	44%

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

**EDUCATION ABROAD:
COUNTRIES ORGANIZED BY CONTINENT
5-Year Summary: Academic Years 2013-14 through 2017-18**

Berea College students have participated in education abroad programs in **67** 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 – 10 Countries

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

Asia – 13 Countries

Bhutan
Cambodia
China
India
Indonesia
Japan
Lebanon
Nepal
Malaysia
Russia
South Korea
Thailand
Turkey

Europe – 26 Countries

Austria
Balkans
Belgium
Bulgaria
Cyprus
Czech Republic
Denmark
England
France
Germany
Greece

Europe, continued

Hungary
Iceland
Ireland
Italy
Netherlands
Norway
Poland
Portugal
Romania
Scotland
Spain
Sweden
Switzerland
Ukraine
United Kingdom

Oceania – 2 Countries

Australia
New Zealand

**Western Hemisphere (The Americas) -
16 Countries**

Argentina
Bolivia
Brazil
Chile
Costa Rica
Cuba
Dominican Republic
Ecuador
Guatemala
Honduras
Jamaica
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, many 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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Fall	2	4	3	0	6
Spring	10	6	7	6	1
Summer	<u>202</u>	<u>225</u>	<u>230</u>	<u>254</u>	<u>240</u>
TOTAL	214	235	240	260	247

Highlights Based on the 2017-2018 Internship Survey (98% response rate)

- 247 students representing 32 majors participated in internships in 33 states and 5 countries
- 96% reported that they are better prepared to enter the professional world as a result of their internship
- 96% reported that they achieved the learning goals specified in their internship proposals
- 97% rated their overall internship experience as excellent, very good, or good
- 75% received funding from Berea to cover expenses related to the internship
- 3% participated in internships in international settings
- 13% 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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Total number of graduates:	336	374	305	317	301
Number of graduates who participated in an internship:	152	173	161	165	163
Number of internships in which graduates participated:	182	216	196	204	215
Percent of graduates who participated in an internship:	45%	46%	53%	52%	54%

*The numbers reflect internships and off-campus undergraduate research experiences funded by BC Internships.

Source: Office of Internships, September 2018
Office of Institutional Research and Assessment, October 2018

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>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Volunteers	222	225	200	256	229

NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS

	Graduated in Academic Years				
	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Total number of graduates	336	374	305	317	301
Number of graduates who volunteered through CELTS	102	84	72	106	99
Percent of graduates who volunteered:	30%	22%	24%	33%	33%

Source: Center for Excellence in Learning through Service (CELTS), November 2018
Office of Institutional Research and Assessment, October 2018

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>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Service-Learning Courses	17	16	19	17	16
Academic Departments Represented	14	13	15	15	13
Faculty Teaching Service-Learning Courses	14	14	15	16	13
Students Enrolled in Service-Learning Courses	267	241	287	264	238

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

	Graduated in Academic Years				
	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Total number of graduates	336	374	305	317	301
Number of graduates who participated in at least one service-learning course	209	201	198	192	173
Percent of graduates who participate:	62%	54%	65%	61%	57%

Source: Center for Excellence in Learning through Service (CELTS), November 2018
Office of Institutional Research and Assessment, October 2018

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>
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
2018	14	14	38

*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.

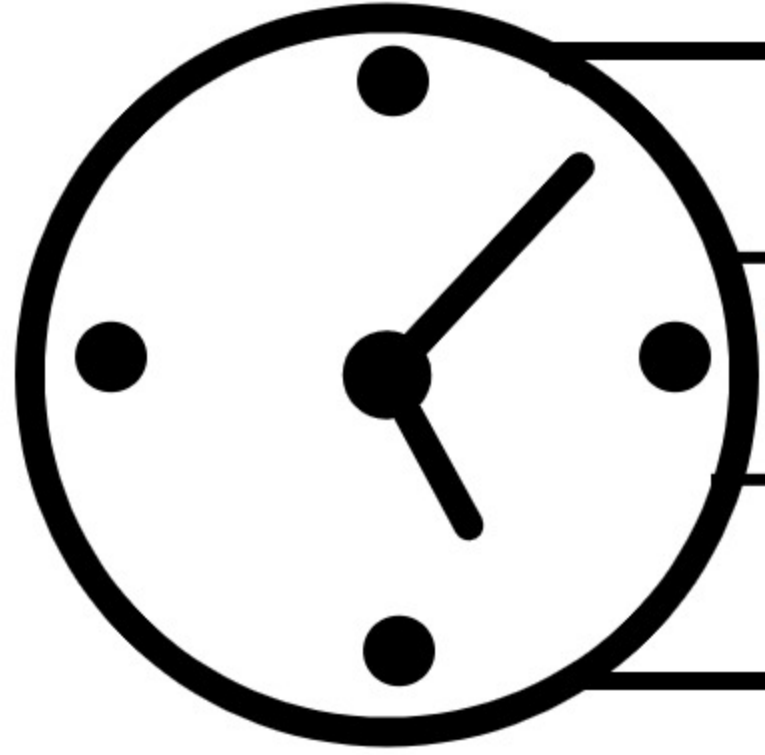
Source: Office of the Academic Vice President and Dean of the Faculty, October 2018

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
2017-18

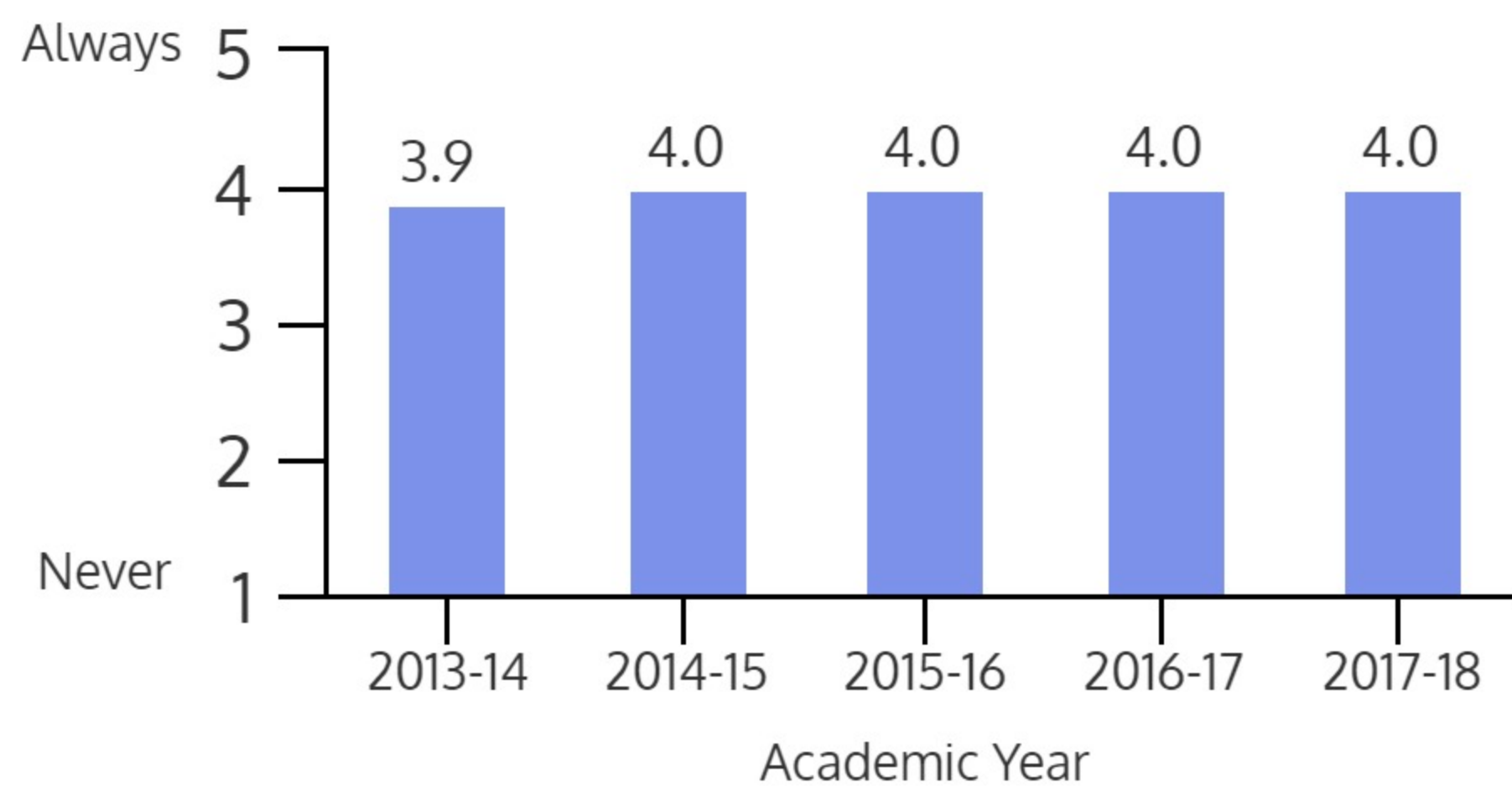


11.9	Average Hours Worked per Week
19,037	Total Hours Contracted per Week
38%	Contracted for More than 10 Hours/Week

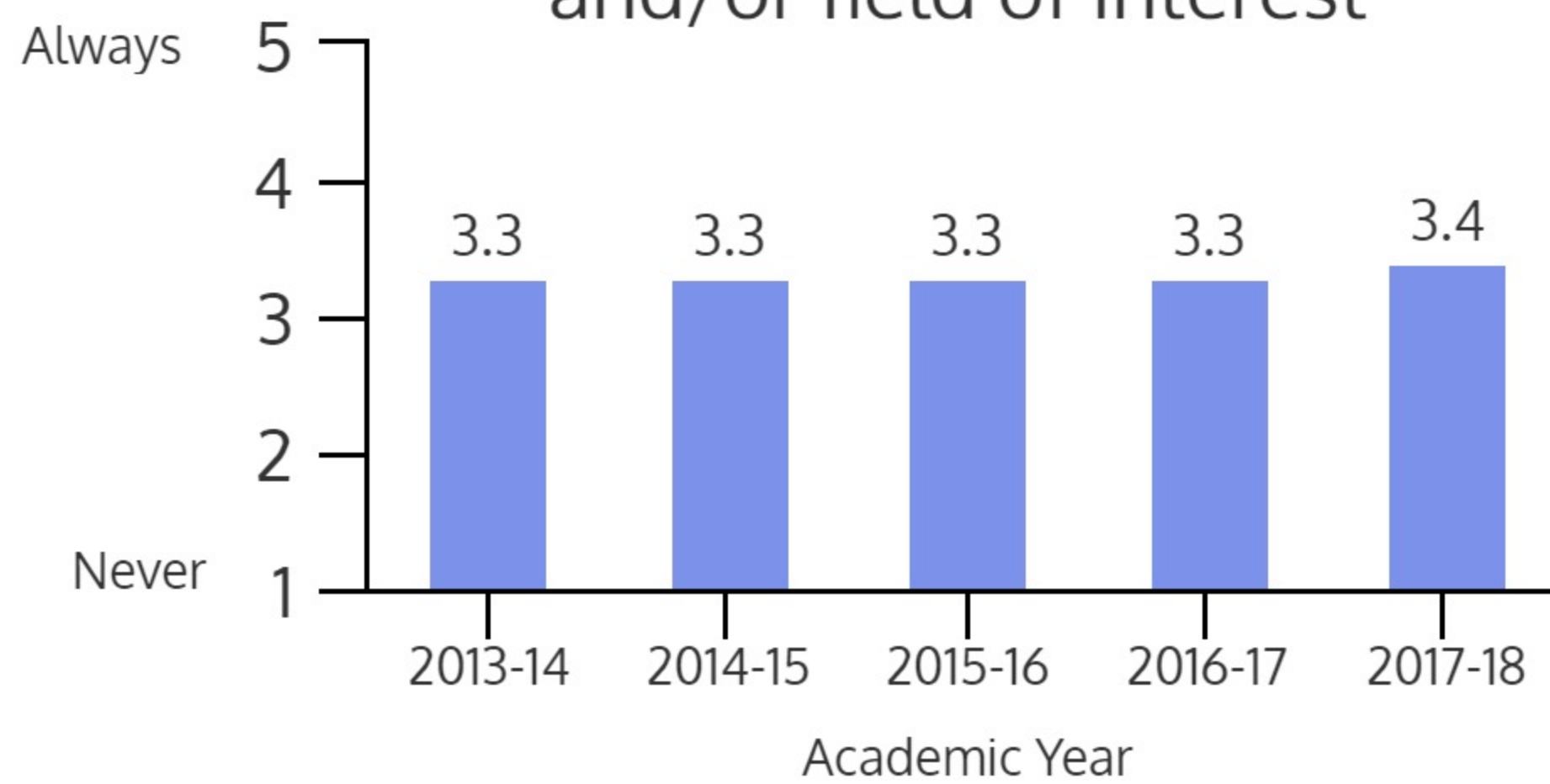
Based on the Labor Experience Evaluation (LEE)

Relationship between Work and Academics

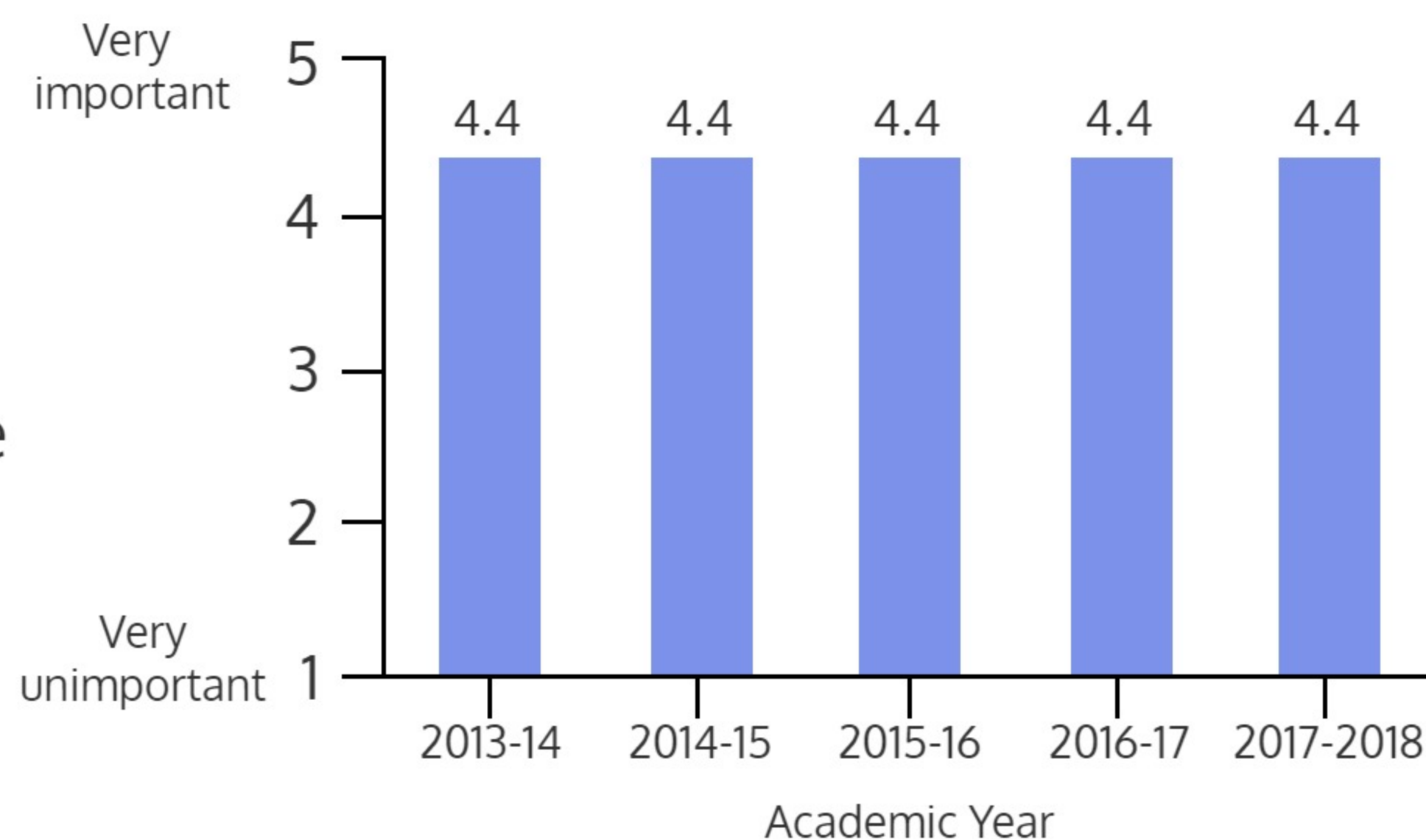
Skills I'm learning at work are supporting my academic development



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

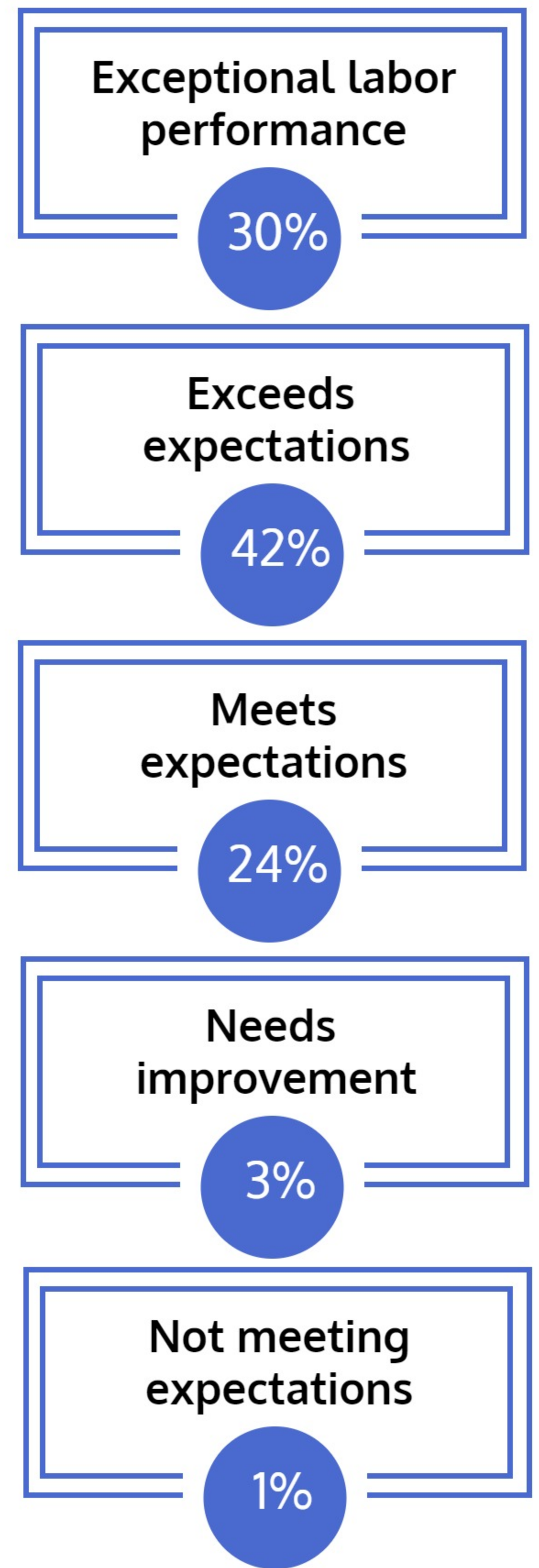


I consider my labor experience to be...



Overall Student Labor Evaluation (SLE) Score Spring 2018

Given by Labor Supervisors (Primary Positions Only)



**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2018**

(As of September 7, 2018)

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	6	2	130	39	1,659	9.82
Alumni and College Relations	5	0	42	5	498	10.60
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	129	13	210	4	2,258	10.55
College Community Service	17	0	70	3	780	10.68
College Farms	9	3	55	8	701	11.13
College Related	0	0	2	0	20	10.00
Community Partnerships	0	0	3	1	35	8.75
Facilities Operations	90	10	160	4	1,719	10.36
General and Administrative	32	6	152	8	1,764	11.03
Instruction	45	8	339	78	4,145	9.85
Student Industries: Crafts/Services	40	7	147	9	1,605	10.29
Student Services	64	7	293	23	3,853	12.15
No Labor**	<u>0</u>	<u>0</u>	<u>24</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	437	56	1,627	182	-	-
No Status Form***	<u>1</u>	<u>0</u>	<u>3</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	438	56	1,630	182	19,037	10.62

- 439 Extended *primary* position for more than ten hours per week and did not have a secondary position
- 45 Extended *primary* position for more than ten hours per week with a secondary position.
- 134 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, 2018 – 2019: \$ 5.55 - \$ 6.75; Unclassified \$ 6.95; Labor Pool: \$7.25; Break rate: (Thanksgiving, Christmas, and Spring): \$7.50

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 (offline this year)	Kettering
Deep Green	Pearsons
Ecovillage	Seabury Residence Hall
Edwards	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

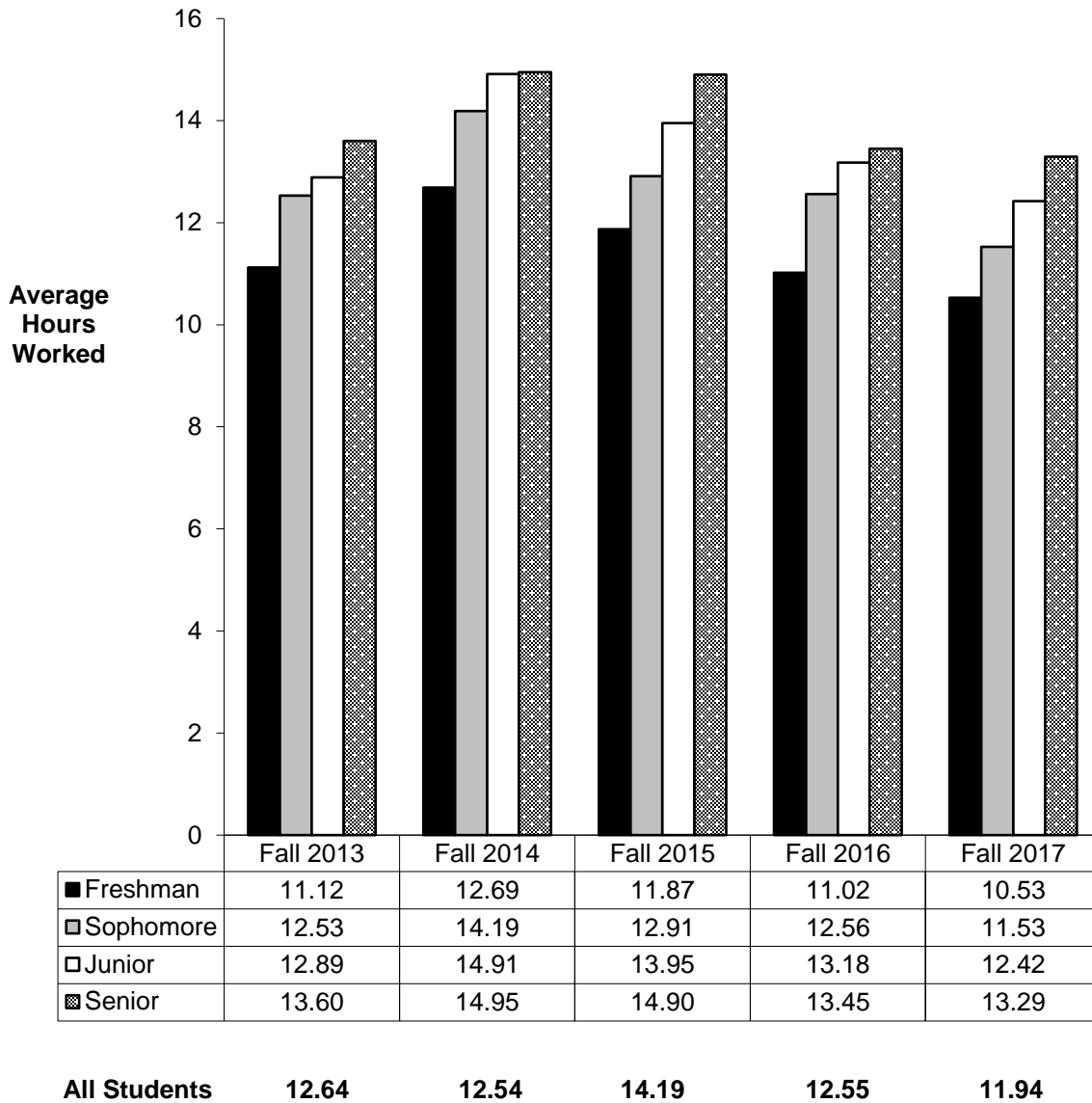
Student Services (N = 19 Departments)

Admissions
Athletic Department
Campus Christian Center
Campus Life
Berea College Express Shuttle
Campus Activities Board (CAB)
Chimes
Intramurals
Office Staff (Artists, Event, Facilities, Media)
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 2018

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2018

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.

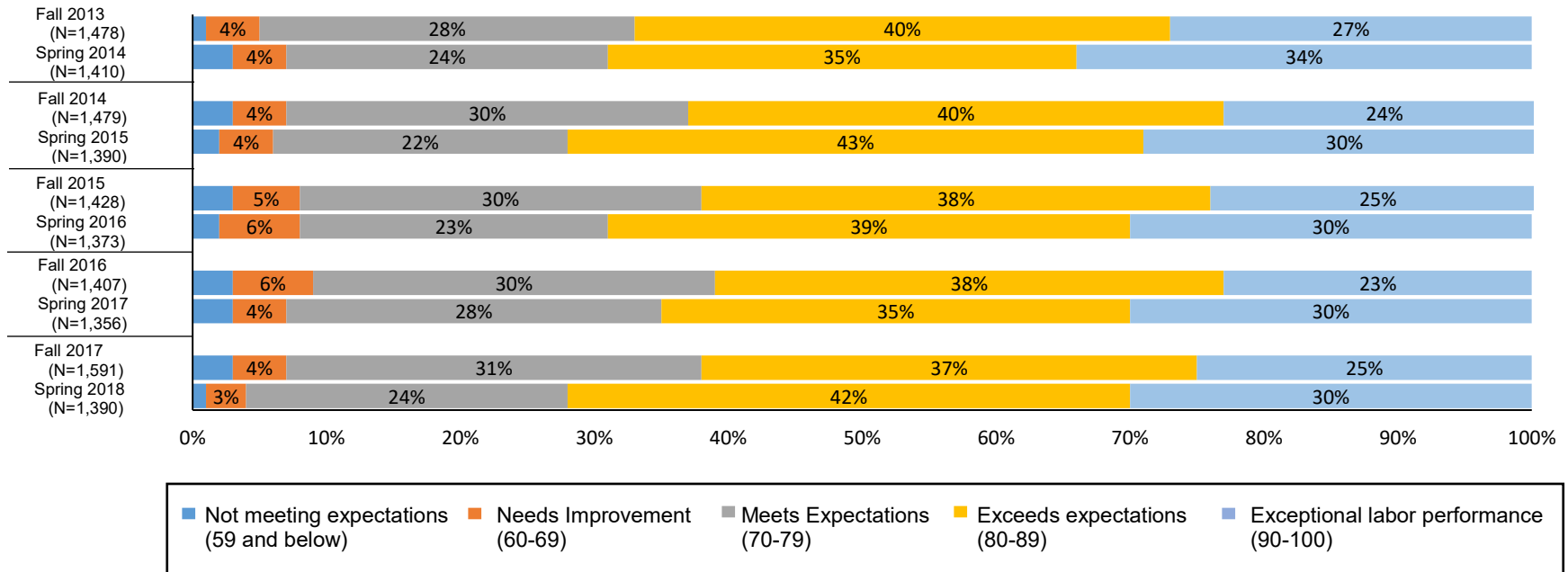
Labor Supervisor/Practical Instructor

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 2013-2014 through 2017-2018**



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 2018

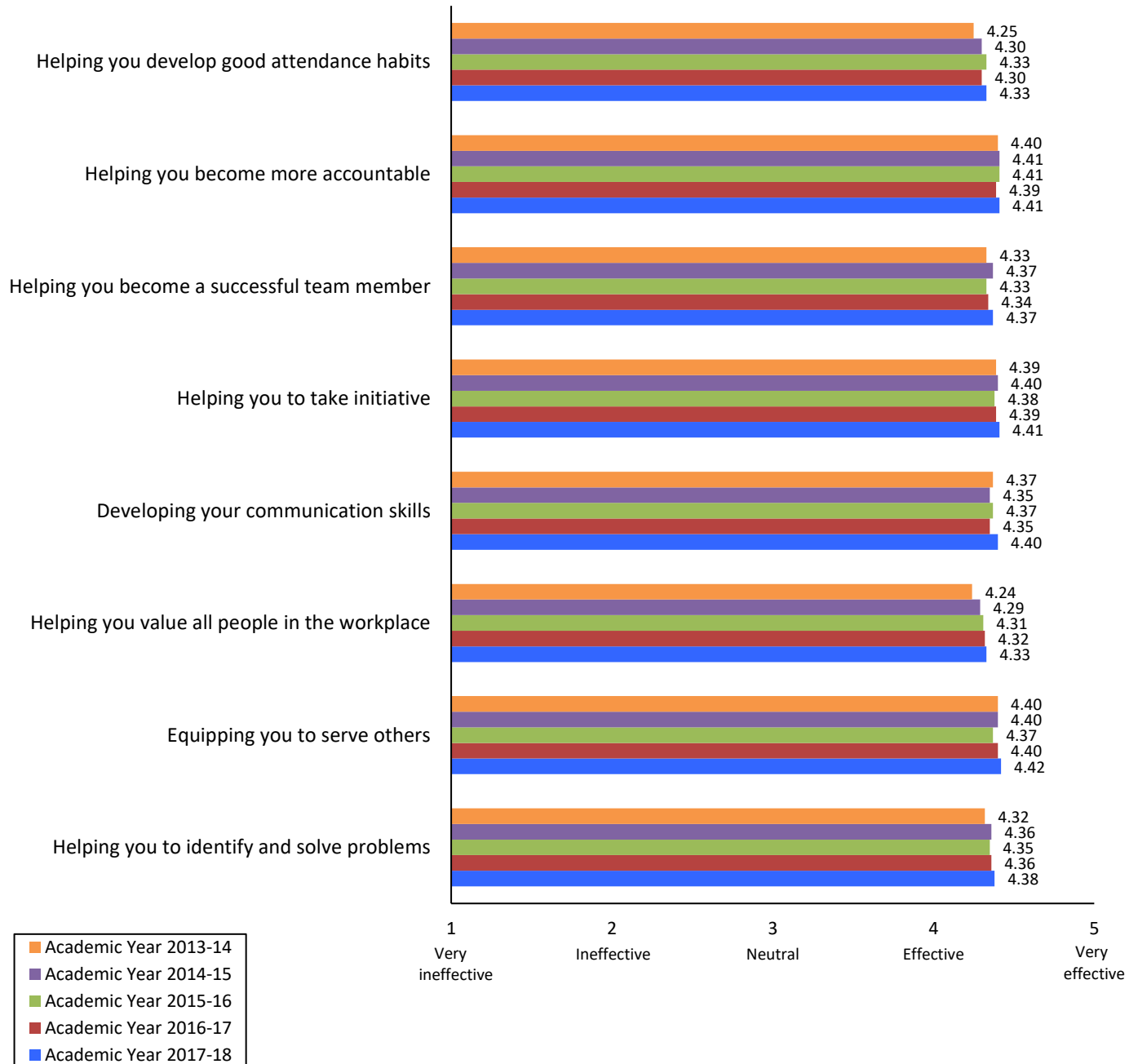
The Student Labor Program, continued:

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

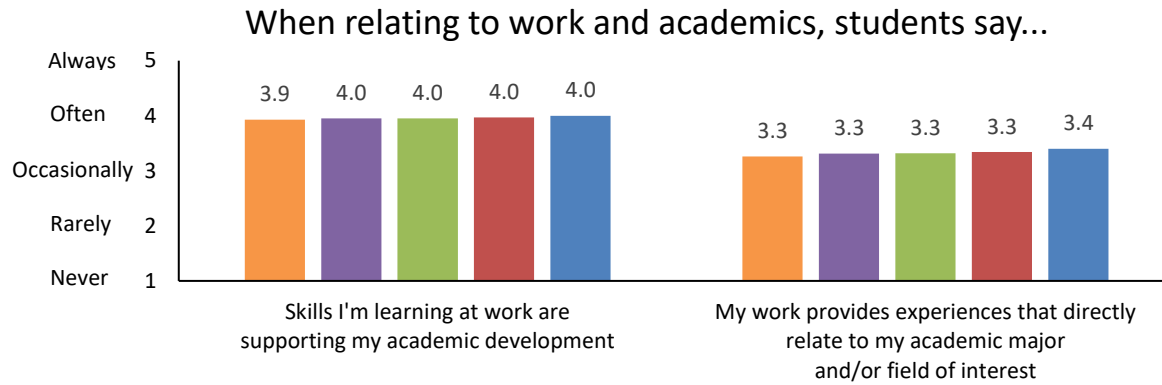
How effective has your labor experience been in..



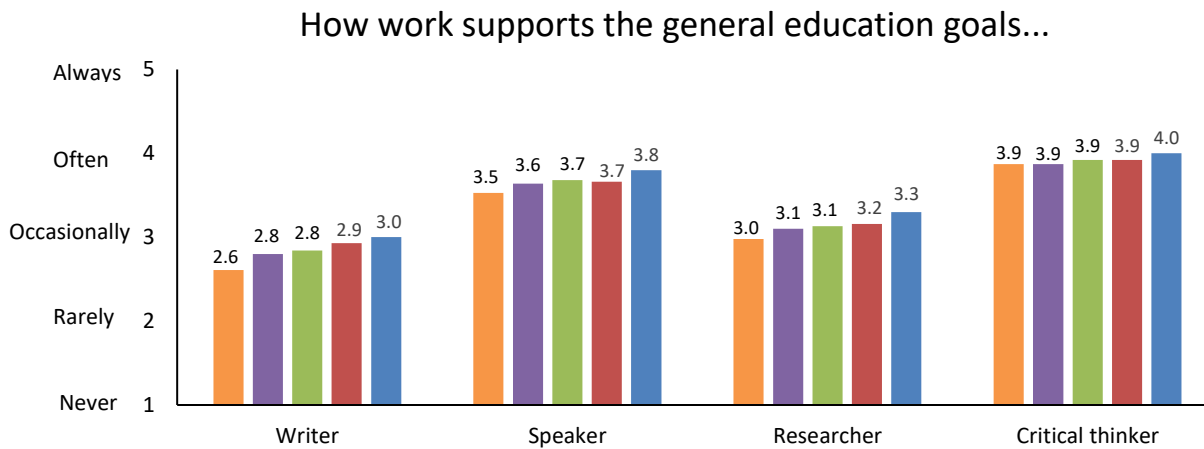
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2018

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

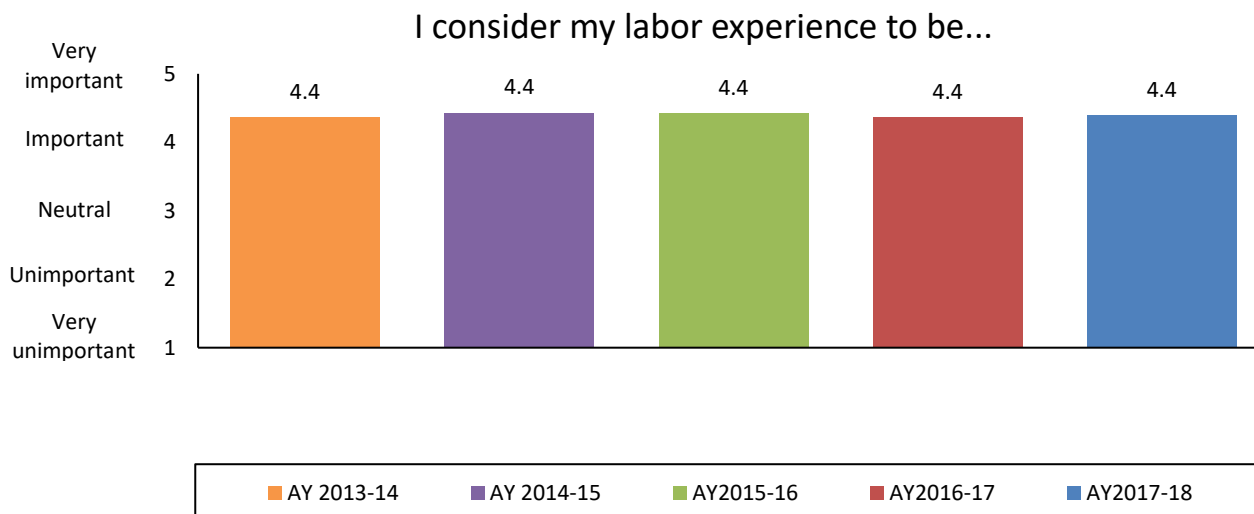
Relationship between Work and Academics



Supporting the Four Core General Education Goals



Evaluating the Importance of the Labor Experience



Student Costs

- Cost of Attendance and Other Student Expenses
- Total Student Costs

COST OF ATTENDANCE* AND OTHER STUDENT EXPENSES

	Academic Year <u>2014-2015</u>	Academic Year <u>2015-2016</u>	Academic Year <u>2016-2017</u>	Academic Year <u>2017-2018</u>	Academic Year <u>2018-2019</u>
Cost of Attendance*	\$ 23,400	\$ 24,300	\$ 24,900	\$25,200	\$39,400
Registration Costs:					
Room (Housing)	3,222	3,322	3,322	3,322	3,488
Board (Meals)	3,000	3,088	3,150	3,212	3,276
Accident Fund	20	20	20	2	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	300	0	0	0	0
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	10	18	18
Technology Fee**	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>370</u>
SUBTOTAL	\$ 7,192	\$ 6,980	\$ 7,042	\$ 7,094	\$7,354
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,600	1,600	1,600	1,600	1,600
Transportation	<u>600</u>	<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>
SUBTOTAL	\$ 2,900	\$ 3,100	\$ 3,100	\$ 3,100	\$3,100
TOTAL STUDENT EXPENSE BUDGET	\$ 10,092	\$ 10,080	\$ 10,142	\$10,194	\$10,454

*The College changed the calculation of the Cost of Attendance (tuition at other schools) in order to better reflect total expenses incurred, excluding room and board, to provide a Berea College education. The prior calculation only included unrestricted educational and general operating expenses. The new formula includes expenses incurred regardless of the funding source and non-cash expenses such as depreciation.

Definitions

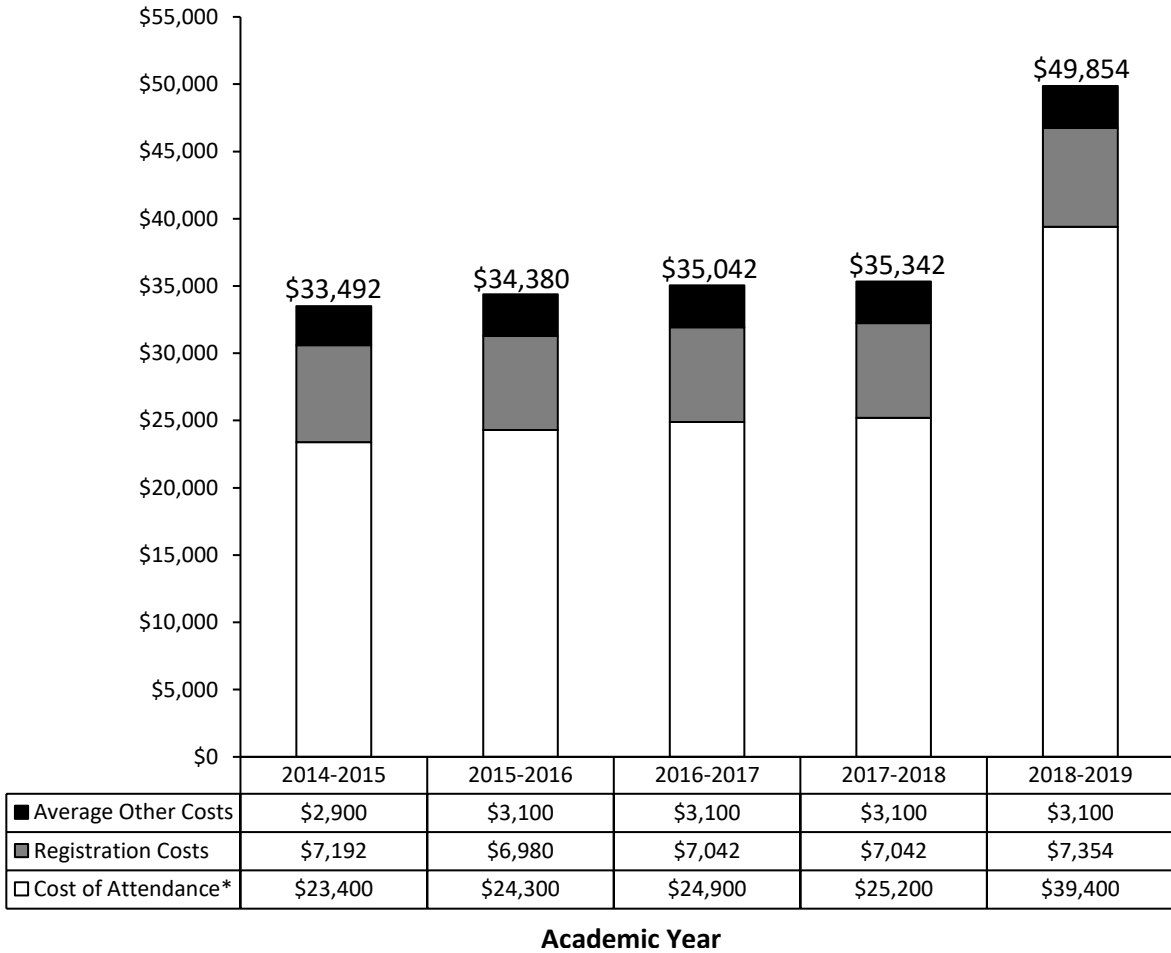
Cost of attendance is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni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

Average Other Costs include books and supplies, personal expenses, and transportation costs.

Source: Office of Student Financial Aid Services, September 2018.

TOTAL STUDENT COSTS



*The College changed the calculation of the Cost of Attendance (tuition at other schools) in order to better reflect total expenses incurred, excluding room and board, to provide a Berea College education. The prior calculation only included unrestricted educational and general operating expenses. The new formula includes expenses incurred regardless of the funding source and non-cash expenses such as depreciation.

Definitions

Cost of attendance is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance 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.

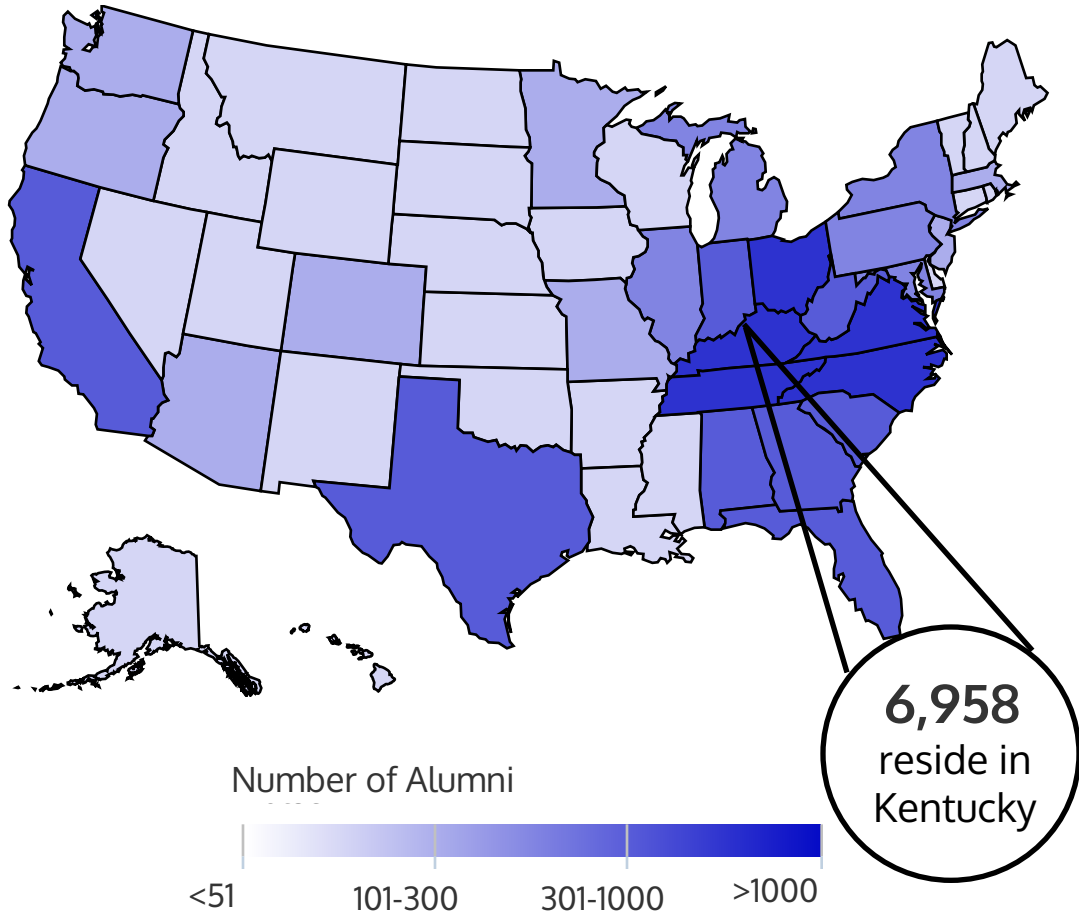
Source: Office of Student Financial Aid Services, September 2018.

Alumni and College Relations

- Highlights
- Alumni Association Executive 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, 2018
- Designation of Gifts, Fiscal Years 2013-2014 through 2017-2018
- 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 by 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	44	● Europe	72
● Asia	90	● Oceania	4
● Western Hemisphere (Americas)*	52		

*Not including U.S.

Alumni reside in **84** countries.

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

Giving

Fiscal Year 2017-2018



14% 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 18,904 alumni on record. A total of 1,739 alumni are retired.

ALUMNI ASSOCIATION EXECUTIVE COUNCIL ACADEMIC YEAR 2018-2019

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

Deborah Byrd Thomas '80 (Alabama)

President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

President-Elect

Joe Saleem '08 (Kentucky)

Associate Vice President of Alumni Relations

Jackie Collier '80 (Kentucky)

Past President

Jennifer Hale Stafford '92 (Kentucky)

Vice President of Alumni and College Relations

Bernadine Douglas (Kentucky)

Alumni Trustees

Celeste Patton Armstrong '90 (Alabama)

Dr. Betty Hyatt Olinger '69 (Kentucky)

Charles D. Crowe '70 (Tennessee)

Diane Artist Wallace '80 (Kentucky)

Members-At-Large

Emmanuel Ampofo-Tuffour '88 (New Jersey)

Monica Manns '96 (Virginia)

V. Eldon Ball '70 (Virginia)

Sherry McCulley-Hall '81 (North Carolina)

Dwayne Compton '01 (Kentucky)

Cory Payton '15 (Kentucky)

Bernard "Barney" Davis '56 (Kentucky)

Robert Phillips '90 (Texas)

Betty Jean Hall '68 (Virginia)

Frank Polion '90 (Kentucky)

Adam Hardin '97 (Ohio)

Elizabeth Mullins Robinette '82 (Indiana)

Destiny Harper-Lane '06 (Texas)

Evan Robinson '08 (North Carolina)

Don Hodges '00 (Ohio)

Ashley Long Seals '08 (Virginia)

Jane Miller Hutchens '71 (Kentucky)

Tamika Weaver '97 (Georgia)

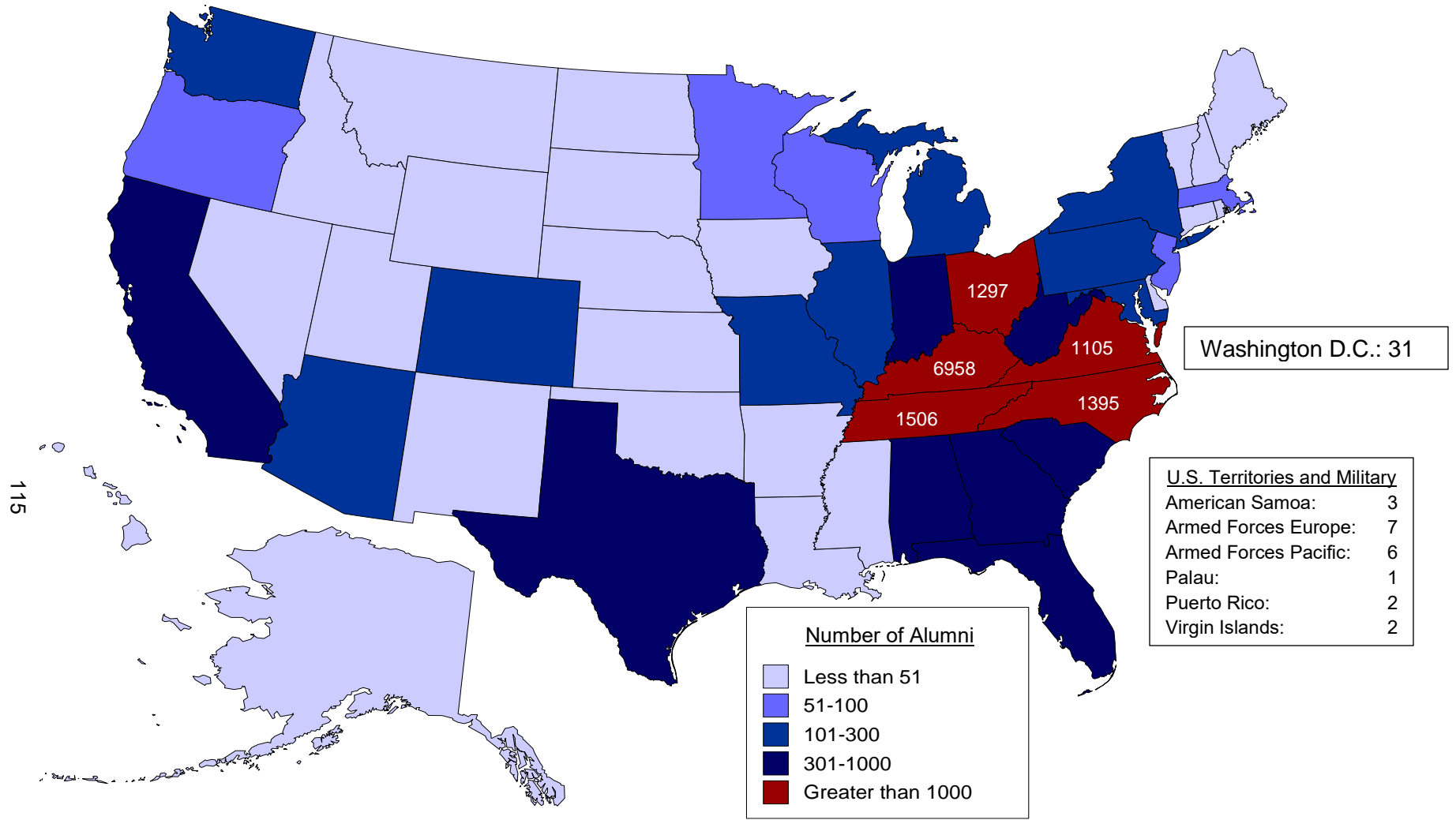
Martina Jackson '11 (Kentucky)

Lara Zavalza-Neeson '13 (Kentucky)

David Kretzmann '14 (Virginia)

Source: Alumni Relations website, January 2019

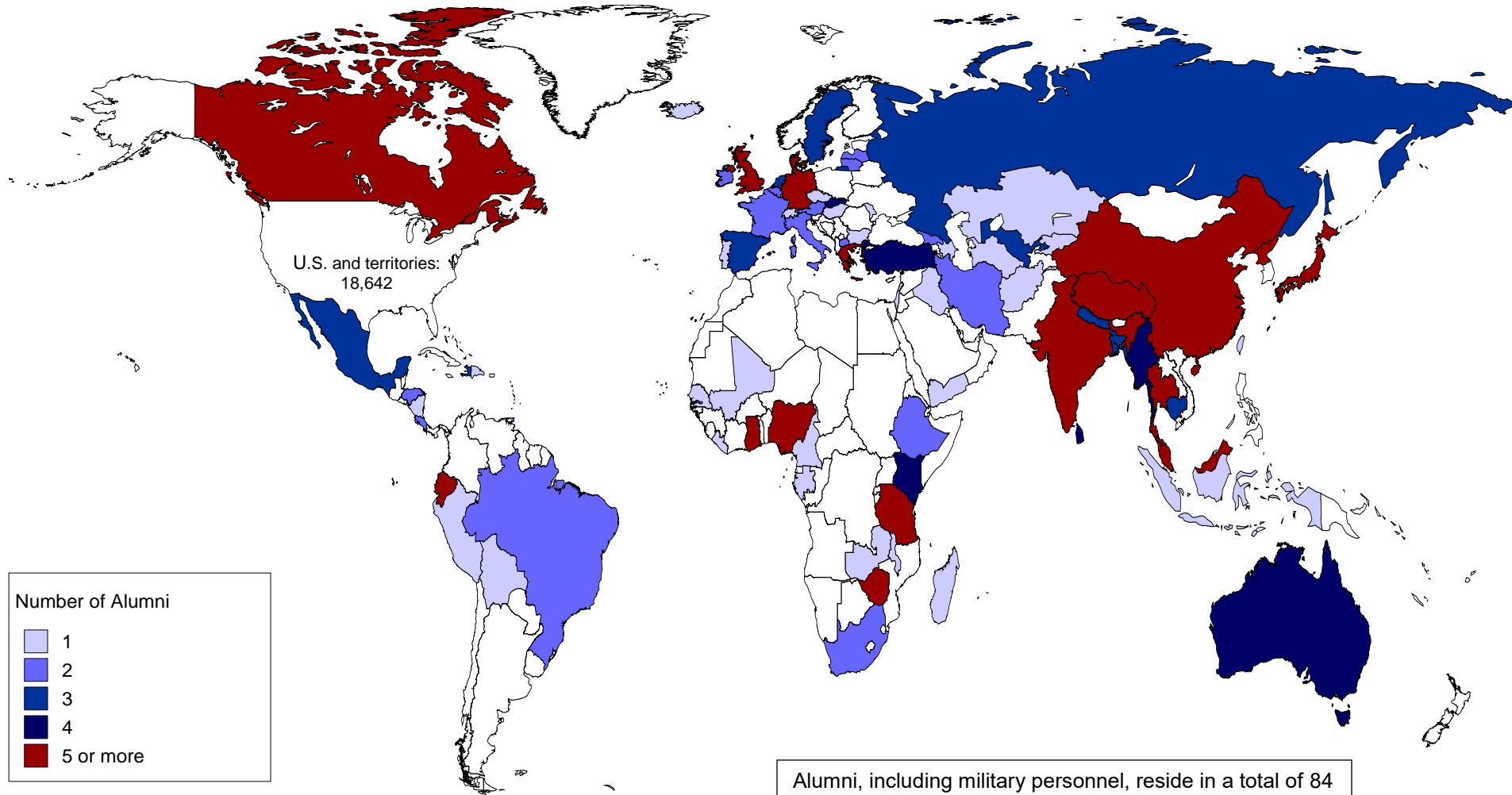
ALUMNI* BY STATE (50 STATES), U.S. TERRITORIES (4), AND WASHINGTON D.C.
 As of October 2018



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

Source: Advancement Services Office, October 2018

ALUMNI* BY COUNTRY **
As of October 2018



116

*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 117.

NOTE: For more details about U.S. state residency, please see page 115.

Source: Advancement Services Office, October 2018.

ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of November 2018

Africa (17 countries)

Cameroon	1
Ethiopia	2
Gabon	1
Gambia	1
Ghana	6
Kenya	4
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Nigeria	9
Senegal	1
Seychelles	1
South Africa	2
Tanzania	5
Zambia	1
Zimbabwe	<u>6</u>
Africa TOTAL	44

Asia (27 countries)

Afghanistan	1
Bangladesh	3
China	8
Hong Kong	6
India	8
Indonesia	1
Iran	2
Iraq	1
Israel	1
Japan	11
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Myanmar	4
Nepal	3
Russia	3
Singapore	2
South Korea	6
Sri Lanka	4
Taiwan	1
Thailand	6
Turkey	4
Turkmenistan	1
Uzbekistan	3
Yemen	<u>1</u>
Asia TOTAL	90

Europe (25 countries)

Austria	2
Azerbaijan	1
Belgium	2
Bulgaria	1
Czech Republic	1
Denmark	6
France	2
Georgia	2
Germany	5
Greece	9
Hungary	1
Iceland	1
Ireland	2
Italy	2
Latvia	2
Lithuania	2
Macedonia	2
Moldova	1
Netherlands	3
Portugal	1
Slovak Republic	4
Spain	3
Sweden	3
Switzerland	1
United Kingdom	<u>13</u>
Europe TOTAL	72

Oceania (1 country)

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

Western Hemisphere (The Americas)
(14 countries)

Bolivia	1
Brazil	2
Canada	26
Cayman Islands	2
Colombia	1
Costa Rica	2
Dominican Republic	1
Ecuador	5
Haiti	3
Honduras	2
Mexico	3
Nicaragua	1
Peru	1
Trinidad and Tobago	<u>2</u>
Western Hemisphere TOTAL	52

Countries Outside the U.S.	262
United States (see page 115)	18,621
U.S. Territories (see page 115)	8
Armed Forces-Europe/Pacific	<u>13</u>
TOTAL	18,904

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

ALUMNI* BY OCCUPATION

Accounting	159	Journalism	9
Administrative/Clerical/Secretarial	161	Judiciary	9
Advertising	19	Labor/Human Resources	13
Agriculture/Ranching	99	Landscaping	9
Animal Science/Veterinary Medicine	17	Law/Legal Services	149
Architecture/Urban Planning	13	Library Science	100
Art	42	Management	327
Arts-Fine	30	Manufacturing	128
Arts-Performing/Creative	46	Marketing	39
Aviation/Aerospace	11	Mathematics/Statistics	5
Banking	75	Mechanical	6
Biological Sciences	6	Media	11
Brokerage/Securities/Investments	19	Medical/Health (not M.D., RN, Dentist, Pharmacy)	202
Business-Administration	99	Merchandising/Sales/Marketing	26
Business-Entrepreneur/Owner	169	Military	33
Business-Management	115	Ministry	131
Business-Owner	48	Missionary	5
Childcare	26	Musician	2
City Service Officer	3	Nonprofit	16
Civil Service	14	Nursing	499
Clergy	13	Nutrition	27
Communications	30	Personal Services	5
Computing/High Technology	239	Personnel/Human Resources	41
Construction/Contracting	49	Pharmacology	5
Consulting	50	Pharmacy	16
Counseling	109	Physical Sciences/Math	11
Crafts	8	Physician	109
Dentistry	22	Public Relations	10
Economics	1	Public Service: Firefighter, Police, Sanitation	39
Education – Administrative	494	Publishing	32
Education – Student Affairs	50	Radio/TV/Film	4
Education – Teaching	1,532	Real Estate	43
Energy Resources (oil, etc.)	21	Recreation/Leisure Services	14
Engineering	134	Research/Development	81
Entertainment	13	Restaurant	7
Environmental Science	33	Retired	1,739
Estate Planning/Trusts/Taxation	1	Sales	129
Extension Work	21	Science	77
Fashion/Beauty	3	Self-Employed	14
Financial Services	76	Social Science	16
Foreign Service	3	Social Work	207
Fund Raising	31	Sports	17
Funeral Services	4	Sports/Recreation	7
Government – Elected	41	Student	10
Government – Non-elected	174	Support Staff/Secretarial/Clerical	27
Graphic Design	14	Trade/Craft	35
Health	78	Transportation	33
Homemaking	216	Travel Industry	8
Hotel/Restaurant/Catering	31	Utilities	17
Import/Export	2	Veterinarian	8
Insurance	75	Volunteerism	25
Interior Decorating/Design	8	Writing	27
		<i>Unknown (includes other)</i>	<u>9,598</u>
		TOTAL	18,904

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

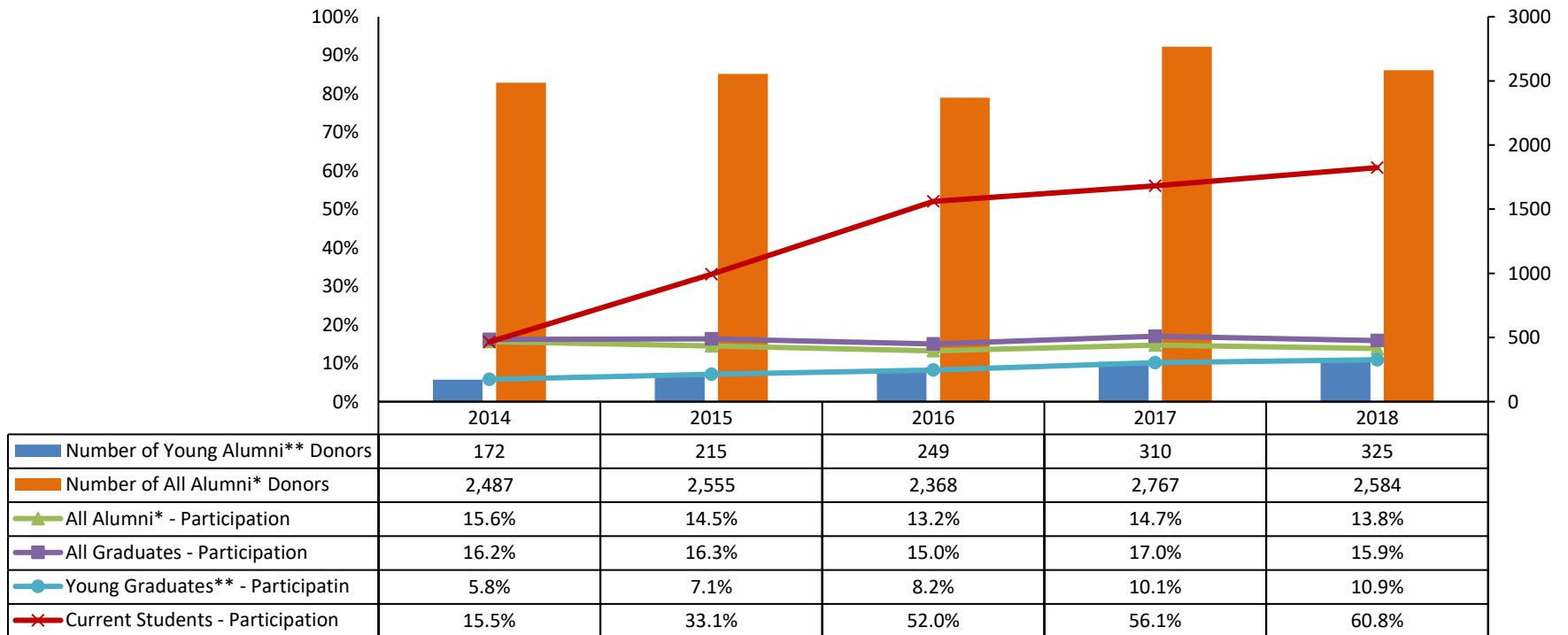
NOTE: Updates from news items sent by alumni are used. Of the 18,904 alumni on record, information on occupations is known for 49%.

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Alumni Berea Fund - Goal	\$ 1,000,000.00	\$ 1,050,000.00	\$ 1,050,000.00	\$ 1,050,000.00	***
Alumni Berea Fund - Received	1,029,108.84	1,084,811.77	1,366,173.04	1,358,665.81	1,060,038.97
Other Gifts (includes gift-in-kind)	<u>3,159,832.11</u>	<u>3,086,352.75</u>	<u>3,962,442.35</u>	<u>6,969,543.34</u>	<u>3,869,984.73</u>
TOTAL	\$ 4,188,940.95	\$ 4,171,164.52	\$ 5,328,615.39	\$ 8,328,209.15	\$ 4,930,023.70

ALUMNI* PARTICIPATION AND NUMBER OF DONORS



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

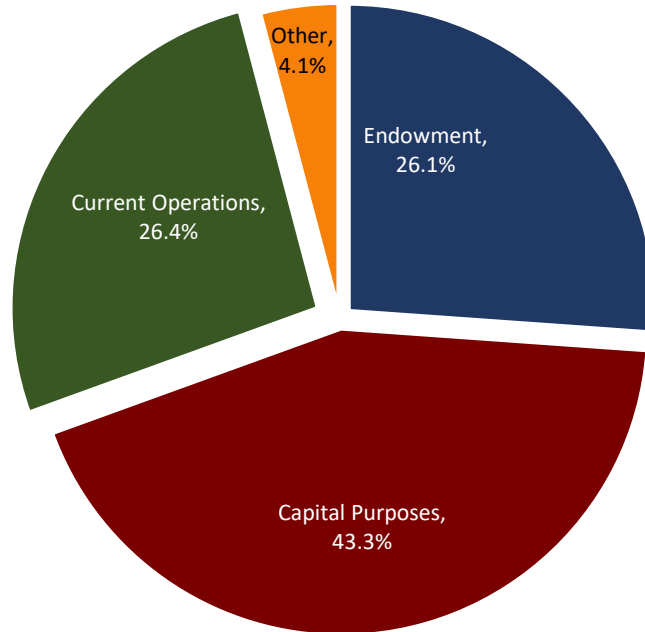
**Young alumni are defined as "those who would have graduated in the last 10 years" and young graduates are defined as "those who have graduated in the last 10 years."

***There was no Alumni Berea Fund goal in Fiscal Year 2018.

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

Source: College Relations, October 2018

BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2018



Current Operations

Berea Fund – Unrestricted	4,520,888.59	
Perpetual Trusts – Unrestricted	761,327.35	
Student Aid – Restricted	84,116.89	
Other – Restricted	<u>6,578,392.11</u>	
SUBTOTAL – CURRENT OPERATIONS		\$11,944,724.94

Capital Purposes

\$19,585,137.19

Endowment

Restricted	1,285,543.25	
Unrestricted	<u>10,541,095.20</u>	
SUBTOTAL – ENDOWMENT		\$11,826,638.45

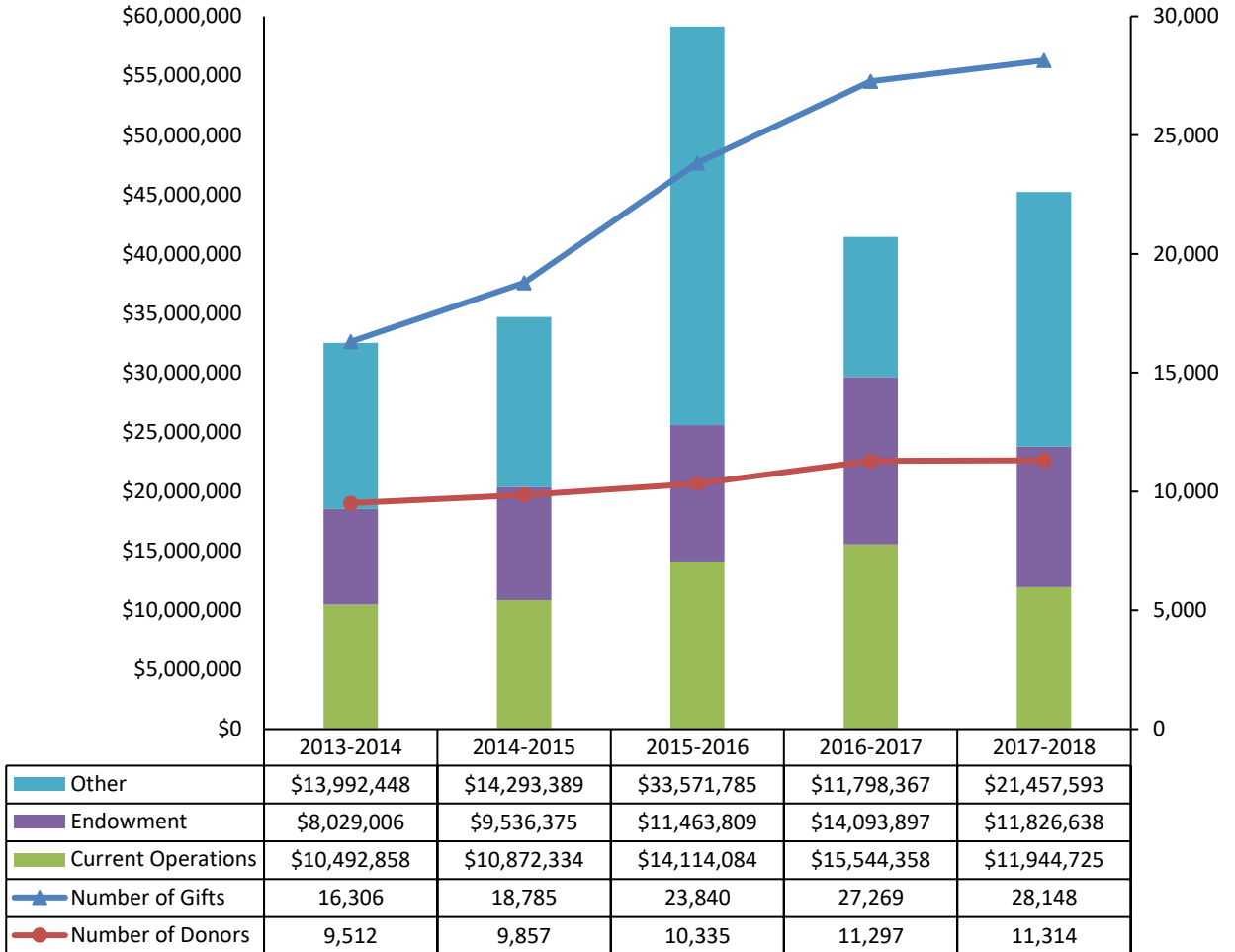
Other

Student Loan Fund	300.00	
Gift Value of Life Income Agreements	1,730,686.99	
Gifts-In-Kind	<u>141,469.21</u>	
SUBTOTAL – OTHER		\$1,872,456.20

GRAND TOTAL

\$45,228,956.78

DESIGNATION OF GIFTS Fiscal Years 2013 - 2014 through 2017 - 2018



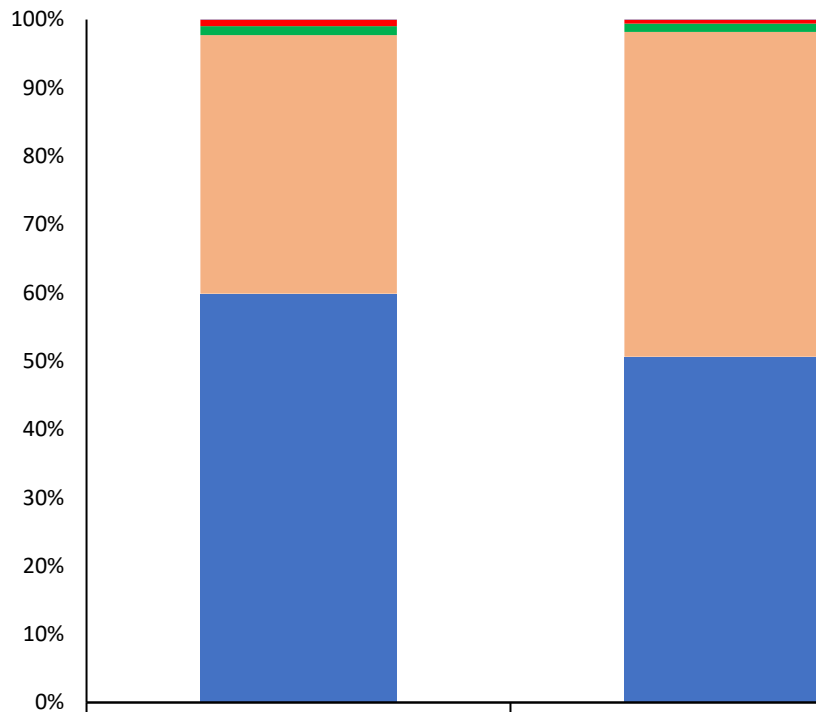
NOTE: Numbers will differ from prior year's Fact Books because perpetual trusts were removed.

Source: College Relations, October 2018

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2017 and 2018

Fiscal Year Ended June 30

	<u>2017</u>	<u>2018</u>
Berea College Advancement Efforts*	\$ 24,803,778.65	\$ 22,895,915.30
Charitable Trust	\$ 15,692,490.00	\$ 21,517,282.00
Grow Appalachia**	\$ 546,355.00	\$ 541,177.48
Partners for Education**	\$ 380,998.00	\$ 269,882.00
Brushy Fork**	<u>\$ 13,000.00</u>	<u>\$ 4,700.00</u>
TOTAL	\$ 41,436,621.65	\$ 45,228,956.78



	FY17	FY18
■ Brushy Fork**	\$13,000.00	\$4,700.00
■ Partners for Education**	\$380,998.00	\$269,882.00
■ Grow Appalachia**	\$546,355.00	\$541,177.48
■ Charitable Trust	\$15,692,490.00	\$21,517,272.00
■ Berea College Advancement Efforts*	\$24,803,778.65	\$22,895,915.30

*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, DISTRICT OF COLUMBIA, U.S. TERRITORIES,
MILITARY AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2018

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	503	\$ 85,692	Nevada	38	\$ 1,671
Alaska	12	2,391	New Hampshire	83	1,581,140
Arizona	232	59,502	New Jersey	357	506,658
Arkansas	57	4,472	New Mexico	98	56,581
California	1,401	1,288,469	New York	941	333,584
Colorado	204	217,691	North Carolina	963	599,388
Connecticut	292	442,589	North Dakota	18	305
Delaware	73	233,192	Ohio	1,213	1,832,192
Florida	865	2,068,180	Oklahoma	31	3,621
Georgia	454	112,118	Oregon	198	23,513
Hawaii	39	12,380	Pennsylvania	556	515,966
Idaho	37	4,085	Rhode Island	31	39,445
Illinois	611	927,635	South Carolina	270	377,140
Indiana	490	147,466	South Dakota	5	165
Iowa	59	7,673	Tennessee	677	865,269
Kansas	80	12,021	Texas	582	701,438
Kentucky	12,600	2,024,670	Utah	52	53,302
Louisiana	56	36,002	Vermont	75	99,069
Maine	132	317,219	Virginia	832	696,211
Maryland	394	1,172,813	Washington	228	136,935
Massachusetts	471	193,658	West Virginia	247	80,040
Michigan	480	372,630	Wisconsin	271	285,316
Minnesota	273	24,247,654	Wyoming	8	3,459
Mississippi	28	21,365			
Missouri	184	119,668	District of Columbia	170	2,122,185
Montana	21	3,970	Puerto Rico	5	185
Nebraska	39	2,910	Armed Forces Pacific	3	760

STATE, D.C., U.S. TERRITORIES, AND MILITARY TOTAL 28,039 \$45,053,656

Other Countries

Afghanistan	1	\$ 5	Japan	2	\$ 400
Australia	2	42,249	Nepal	23	46
Bangladesh	15	31	Netherlands	1	2,000
Belgium	1	1,590	Sri Lanka	5	5
Canada	35	124,640	Tunisia	5	10
Honduras	15	75	United Kingdom	3	2,250
Hong Kong	1	2,000			

COUNTRIES OUTSIDE THE U.S. TOTAL 109 \$175,301

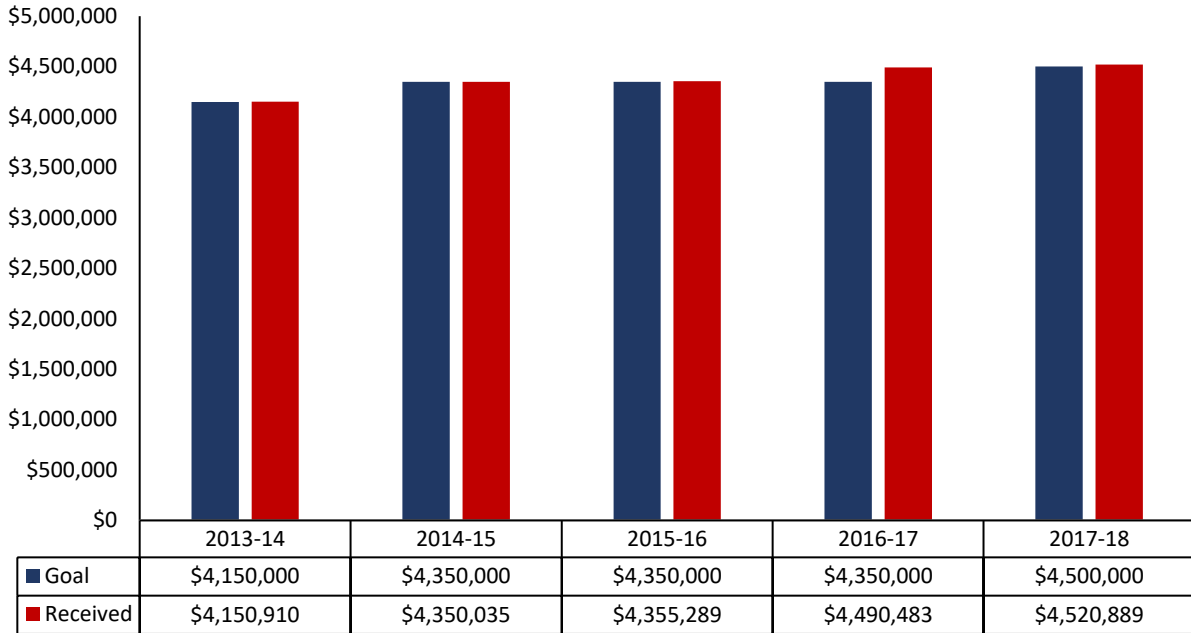
TOTAL* 28,148 \$45,228,957

*Includes gifts-in-kind and bequests.

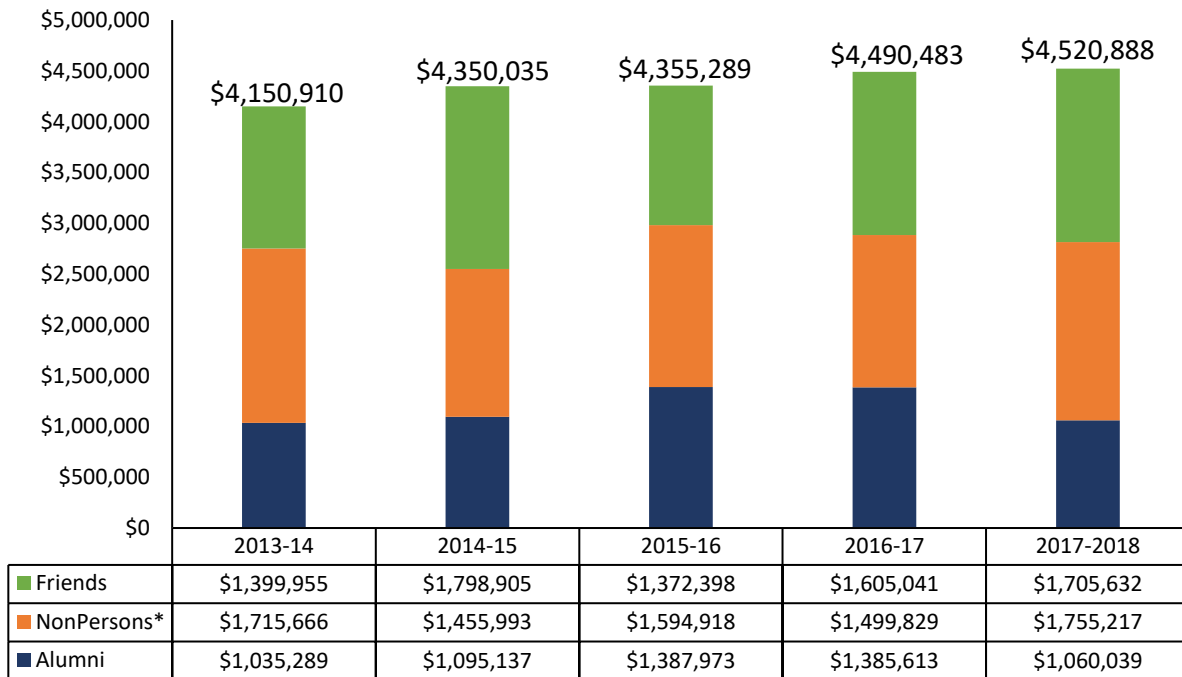
Source: College Relations, October, 2018

BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2013-14 THROUGH 2017-18

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 2018

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2018

<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	474	4.39%	2,110.56	<0.01%
10 – 24	1,302	12.06%	20,544.72	0.05%
25 – 49	1,956	18.12%	57,867.17	0.13%
50 – 99	2,011	18.63%	114,466.91	0.25%
100 – 199	2,129	19.72%	232,375.76	0.51%
200 – 499	1,344	12.45%	353,784.86	0.78%
500 – 749	440	4.08%	235,178.94	0.52%
750 – 999	60	0.56%	49,944.85	0.11%
1,000 – 2,499	503	4.66%	666,905.28	1.47%
2,500 – 4,999	158	1.46%	495,908.54	1.10%
5,000 – 7,499	120	1.11%	655,326.17	1.45%
7,500 – 9,999	26	0.24%	214,712.58	0.47%
10,000 – 19,999	96	0.89%	1,216,480.75	2.69%
20,000 – 29,999	58	0.54%	1,384,795.28	3.06%
30,000 – 49,999	41	0.38%	1,510,122.48	3.34%
50,000 – 69,999	23	0.21%	1,310,579.32	2.90%
70,000 – 99,999	14	0.13%	1,095,128.34	2.42%
100,000 – 149,999	13	0.12%	1,521,947.44	3.36%
150,000 – 249,999	12	0.11%	2,415,855.05	5.34%
250,000 – 499,999	7	0.06%	2,301,805.80	5.09%
500,000 – 999,999	2	0.02%	1,155,420.31	2.55%
1,000,000 – 2,499,999	4	0.04%	6,325,413.67	13.99%
2,500,000 and up	1	0.01%	21,892,282.00	48.40%
TOTAL	<u>10,794</u>	100.00%	<u>\$45,228,956.78</u>	100.00%

The 10,794 donors gave 28,148 gifts in FY 2018 for a total of \$45,228,956.78.

Average (Mean) \$4,190.19
 Median \$75.00
 Mode \$100.00

NOTE: Please see page 126 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 2018

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS*
For Fiscal Year Ended June 30, 2018

<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	10,785	38.32%	32,411.39	0.07%
10 – 24	3,996	14.20%	56,893.01	0.13%
25 – 49	4,059	14.42%	110,793.28	0.24%
50 – 99	2,894	10.28%	160,569.61	0.36%
100 – 199	3,235	11.49%	339,797.76	0.75%
200 – 499	1,329	4.72%	335,483.31	0.74%
500 – 749	539	1.91%	277,696.51	0.61%
750 – 999	42	0.15%	35,901.87	0.08%
1,000 – 2,499	565	2.01%	719,184.06	1.59%
2,500 – 4,999	216	0.77%	668,993.19	1.48%
5,000 – 7,499	161	0.57%	869,148.99	1.92%
7,500 – 9,999	39	0.14%	317,537.94	0.70%
10,000 – 19,999	110	0.39%	1,369,659.46	3.03%
20,000 – 29,999	61	0.22%	1,438,517.17	3.18%
30,000 – 49,999	42	0.15%	1,522,996.18	3.37%
50,000 – 69,999	21	0.07%	1,153,992.18	2.55%
70,000 – 99,999	16	0.06%	1,342,743.50	2.97%
100,000 – 149,999	13	0.05%	1,477,731.38	3.27%
150,000 – 249,999	8	0.03%	1,653,641.83	3.66%
250,000 – 499,999	6	0.02%	2,048,280.87	4.53%
500,000 – 999,999	3	0.01%	1,872,112.31	4.14%
1,000,000 – 2,499,999	5	0.02%	7,824,280.97	17.30%
2,500,000 and up	3	0.01%	19,600,590.00	43.34%
TOTALS	<u>28,148</u>	100.00%	<u>\$45,228,956.78</u>	100.00%

The 10,794 donors gave 28,148 gifts in FY 2018 for a total of \$45,228,956.78.

Average (Mean)	\$1,606.83
Median	\$20.00
Mode	\$25.00

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

*Includes gifts-in-kind.

Source: College Relations, October 2018

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 2018-2019 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, 2018 AND 2017**

	<u>2018</u>	<u>2017</u>
OPERATING REVENUE	\$ 126,706,594	\$ 116,334,643
OPERATING EXPENSES	\$ 118,584,587	\$ 104,699,869
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 8,122,007	\$ 11,634,774
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 36,645,553	\$ 38,387,123
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 528,668,693	\$ 509,400,542
Investments at market	\$ 1,192,078,100	\$ 1,150,360,300
Interest and dividends, net	\$ 27,472,362	\$ 22,655,705
Return	2.4%	2.2%
Market price change	\$ 49,019,454	\$ 113,107,660
Return	4.3%	10.9%
Total return	\$ 76,491,816	\$ 135,763,365
Percent – time weighted	6.7%	13.1%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 33,293,250	\$ 28,970,867
Bequests	<u>11,790,622</u>	<u>12,368,004</u>
Total cash gifts	45,083,872	41,338,871
Gifts-in-kind	<u>141,469</u>	<u>81,801</u>
Total College gifts	<u>45,225,341</u>	<u>41,420,672</u>
Agency gifts	3,616	15,950
Total	<u>\$ 45,228,957</u>	<u>\$ 41,436,622</u>

Source: Office of Financial Affairs, September 2018

STATEMENTS OF FINANCIAL POSITION
June 30, 2018 and 2017

	2018	2017
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 58,462,357	\$ 77,870,619
Accrued interest on investments	1,173,653	506,593
Accounts and notes receivable	10,154,180	7,016,958
Inventories	1,267,481	1,207,698
Prepaid expenses and other assets	1,315,995	1,066,758
Contributions receivable and bequests in probate	27,624,049	19,898,012
Total current assets	99,997,715	107,566,638
PREPAID EXPENSES AND OTHER ASSETS	1,135,066	853,141
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	12,108,881	16,672,225
LONG-TERM RECEIVABLES	695,043	813,867
LONG-TERM INVESTMENTS		
Donor restricted endowment	646,528,200	629,421,300
Board designated endowment	545,549,900	520,939,000
Annuity and life income	26,058,900	24,533,700
Funds held in trust by others	30,549,000	29,017,000
Other investments	4,924,700	4,954,000
Total long-term investments	1,253,610,700	1,208,865,000
PROPERTY, PLANT AND EQUIPMENT (net)	237,393,342	209,194,467
Total assets	\$ 1,604,940,747	\$ 1,543,965,338
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 12,440,045	\$ 13,722,640
Accrued salaries and wages	3,096,967	3,695,135
Current portion of interest rate swap valuation	403,353	568,414
Current maturities of long-term debt	3,016,804	3,577,966
Other current liabilities	931,232	811,615
Total current liabilities	19,888,401	22,375,770
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	15,067,422	14,216,648
Deferred financing expense	(1,327,869)	(430,462)
Interest rate swap valuation	3,220,647	4,514,586
Long-term debt	41,452,086	39,146,807
Total long-term liabilities	58,412,286	57,447,579
Total liabilities	78,300,687	79,823,349
NET ASSETS		
Unrestricted	685,977,278	655,286,392
Temporarily restricted	534,022,354	509,531,257
Permanently restricted	306,640,428	299,324,340
Total net assets	1,526,640,060	1,464,141,989
Total liabilities and net assets	\$ 1,604,940,747	\$ 1,543,965,338

Source: Office of Financial Affairs, September 2018

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2018 AND 2017

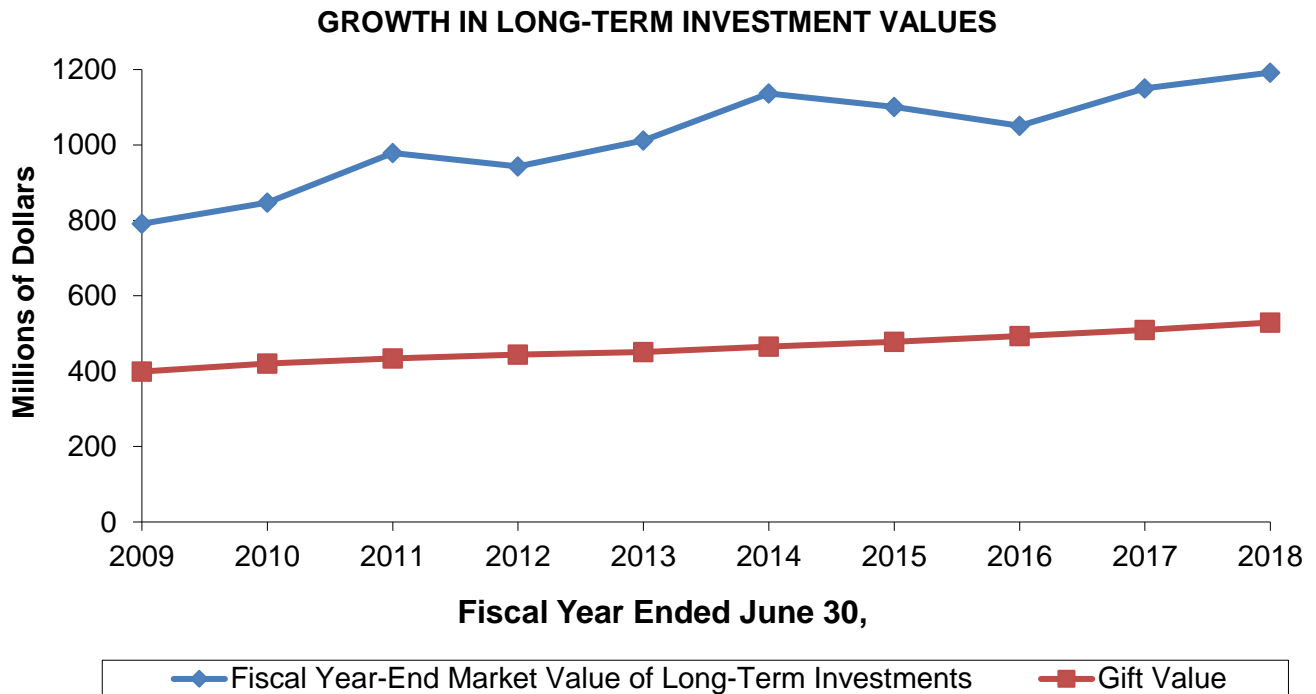
	2018	2017
OPERATING REVENUE		
Spendable return from long-term investments	\$ 48,731,355	\$ 47,250,668
Gifts and donations	5,391,277	6,952,098
Federal grants	32,900,949	27,162,529
Cost of education fees paid by federal and state scholarships	3,100,000	3,400,000
Fees paid by students	1,385,929	1,325,111
Other income	4,872,332	4,220,999
Residence halls and dining service	8,868,478	8,648,486
Student industries and rentals	4,728,586	4,465,037
Net assets released from restrictions	20,019,528	16,586,449
Gross operating revenue	129,998,434	120,011,377
Less: Student aid	(3,291,840)	(3,676,734)
Net operating revenue	126,706,594	116,334,643
OPERATING EXPENSES		
Program services		
Educational and general	82,523,558	71,246,533
Residence halls and dining service	9,822,179	9,850,044
Student industries and rentals	5,734,504	5,457,895
Total program services	98,080,241	86,554,472
Support services	20,504,346	18,145,397
Total operating expenses	118,584,587	104,699,869
Operating revenue in excess of operating expenses from continuing operations	8,122,007	11,634,774
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	4,345	40,738
Gain on valuation of interest rate swaps	1,459,000	2,414,000
Investment return more than amounts designated for current operations	23,981,648	85,308,467
Gifts and bequests restricted or designated for long-term investments	15,152,624	12,456,048
Restricted gifts for property, plant and equipment and other specific purposes	27,844,133	29,702,093
Restricted spendable return on endowment investments	5,310,813	5,438,231
Reclassification of net assets released from restrictions	(20,019,528)	(16,586,449)
Net adjustment of annuity payment and deferred giving liability	643,029	(1,410,727)
Total change in net assets	\$ 62,498,071	\$ 128,997,175

Source: Office of Financial Affairs, September 2018

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>
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
2018	1,192,078,100	528,668,693

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



Source: Office of Financial Affairs, September 2018

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2018 AND 2017**

	2018	2017
Endowment:		
Pooled Investments		
U.S. equities	\$ 288,117,300	\$ 256,191,400
International equities	349,949,800	351,148,200
Corporate notes and bonds	99,568,000	67,662,500
U.S. Government securities	69,138,200	70,289,100
Private equity – venture capital	327,300	464,300
Private equity – buy out	14,088,100	20,252,200
Private equity – debt funds	-	18,900
Private equity – fund of funds	41,564,700	27,193,700
Hedge funds	142,135,300	143,645,500
Special opportunities	29,922,200	58,276,200
Commodities	62,748,600	54,519,300
Short-term investments and cash	89,623,300	95,764,100
Total	1,187,182,800	1,145,425,400
Non Pooled Investments		
U.S. equities	44,600	88,500
Corporate notes and bonds	22,000	19,200
Real estate	2,766,700	2,766,700
Short-term investments and cash	2,062,000	2,060,500
Total	4,895,300	4,934,900
Total endowment	1,192,078,100	1,150,360,300
Annuity and Life Income:		
U.S. equities	8,775,800	8,219,200
International equities	5,159,700	5,000,900
Corporate notes and bonds	4,007,500	3,772,000
U.S. Government securities	2,651,700	2,418,700
International bonds	1,491,000	1,374,400
Real estate	3,502,500	3,165,900
Insurance policies	70,900	101,900
Short-term investments and cash	399,800	480,700
Total annuity and life income	26,058,900	24,533,700
Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	30,549,000	29,017,000
Other Investments	4,924,700	4,954,000
Total long-term investments	\$ 1,253,610,700	\$ 1,208,865,000

Source: Office of Financial Affairs, September 2018

**FISCAL YEAR 2018-19
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 36,790,000 74.2%
Gifts for Current Operations	\$ 5,450,000 11.0%
Federal and State Sources	\$ 5,130,000 10.3%
Other Miscellaneous Income	\$ 2,200,000 4.4%
Net Income from Student Industries and Rentals	\$ 33,000 <u>0.1%</u>
	<u>\$ 49,603,000</u>

Source: Office of Financial Affairs, September 2018

CURRENT OPERATING BUDGET

	2018-19 Budget	2017-18 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 48,026,540	\$ 45,881,874	\$ 2,144,666	4.67%
Less: Capital and Plant Fund TCERF	(5,342,300) (5,894,240)	(5,178,654) (5,203,220)	(163,646) (691,020)	3.16% 13.28%
Net Endowment Income	36,790,000	35,500,000	1,290,000	3.63%
Gifts for Current Operations	5,450,000	5,250,000	200,000	3.81%
Cost of Education Fees	3,200,000	3,100,000	(100,000)	3.23%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	780,000	728,000	52,000	7.14%
Other Income	1,420,000	1,120,000	300,000	26.79%
TOTAL	49,570,000	47,628,000	1,942,000	4.08%
Student Industries and Rentals	5,314,300	5,406,600	(92,000)	-1.71%
Residence Halls and Dining Service	8,889,900	8,624,500	265,000	3.07%
TOTAL REVENUES	63,774,200	61,659,500	2,114,700	3.43%
EXPENDITURES				
Educational and General	49,603,000	47,695,000	1,908,000	4.00%
Student Industries and Rentals	5,281,300	5,339,600	(58,300)	-1.09%
Residence Halls and Dining Service	8,889,900	8,624,900	265,000	3.07%
TOTAL EXPENDITURES	63,774,500	61,659,500	2,114,700	3.43%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	-

Source: Office of Financial Affairs, September 2018

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2018-19 Budget	2017-18 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 48,026,540	\$ 45,881,874	\$ 2,144,666	4.67%
Less: Capital and Plant Fund	(5,342,300)	(5,178,654)	(163,646)	3.16%
TCERF	<u>(5,894,240)</u>	<u>(5,203,220)</u>	<u>(691,020)</u>	13.28%
Net Endowment Income	36,790,000	35,500,000	1,290,000	3.63%
Gifts for Current Operations	5,450,000	5,250,000	200,000	3.81%
Cost of Education Fees	3,200,000	3,100,000	100,000	3.23%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	780,000	728,000	52,000	7.14%
Other Income	1,420,000	1,120,000	300,000	26.79%
Student Industries and Rentals	33,000	67,000	(34,000)	-50.75%
Residence Halls and Dining Service	-	-	-	-
TOTAL REVENUE	<u>49,603,000</u>	<u>47,695,000</u>	<u>1,908,000</u>	4.00%
EXPENDITURES				
Salaries and Wages	28,546,000	27,597,000	949,000	3.44%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	<u>28,246,000</u>	<u>27,297,000</u>	<u>949,000</u>	3.48%
Fringe Benefits	7,400,000	7,152,000	248,000	3.47%
Student Labor	3,935,000	3,820,000	115,000	3.01%
Net Controllable Expense	9,917,000	9,321,000	596,000	6.39%
Equipment Reserve	<u>105,000</u>	<u>105,000</u>	-	-
TOTAL EXPENDITURES	<u>49,603,000</u>	<u>47,695,000</u>	<u>1,908,000</u>	4.00%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2018

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

Classification by Function	2013-14	% of	2014-15	% of	2015-16	% of	2016-17	% of	2017-18	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$14,496,199	34.4%	\$15,379,957	35.0%	\$15,767,966	34.5%	\$16,110,396	34.5%	\$17,580,249	35.2%
Public Service	470,930	1.1%	592,193	1.3%	575,022	1.3%	619,943	1.3%	785,846	1.6%
Academic Support	5,049,747	12.0%	5,052,773	11.5%	5,545,728	12.1%	4,989,776	10.7%	5,472,125	10.9%
Student Services and Activities	5,319,842	12.6%	5,426,866	12.3%	5,426,781	11.9%	5,551,522	11.9%	5,916,324	11.8%
General and Administrative	7,602,881	18.0%	7,704,372	17.5%	8,201,481	17.9%	8,983,984	19.2%	9,679,394	19.4%
Development and Alumni	3,536,216	8.4%	3,784,342	8.6%	4,238,546	9.3%	4,187,762	9.0%	4,451,630	8.9%
Plant Operations	5,192,671	12.3%	5,535,782	12.6%	5,448,177	11.9%	5,740,243	12.3%	6,002,653	12.0%
Capital and Special Projects	497,000	1.2%	497,000	1.1%	507,000	1.1%	538,000	1.2%	105,000	0.2%
TOTAL	\$ 42,165,486	100.0%	\$ 43,973,285	100.0%	\$ 45,710,701	100.0%	\$ 46,721,626	100.0%	\$ 49,993,221	100.0%

Facilities, Library and Technology Resources

- Highlights
- Residence Living
- Capital Construction Projects, 1980-2018
- Hutchins Library
 - Collections and Expenditures
 - Services
- Information Systems and Services
 - Technology Infrastructure
 - Supporting Institutional Effectiveness and Statistics
 - Supporting Student Success

Facilities, Library, and Technology Resources

Academic Year 2018–2019

Student Residence Living

- 15** Traditional Residence Halls (one offline this year)
- 6** Houses
- 1** Ecovillage



Technology



Renovation Projects in the Last 5 Years

- ★ **3** Residence Halls
- ★ **1** Classroom Building
- ★ **7** Other Buildings/Areas



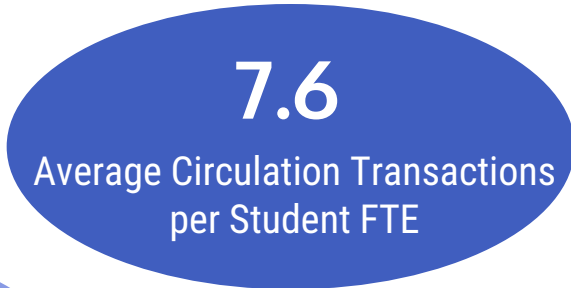
New Buildings in the Last 5 Years



- Forestry Outreach Center ★
- Middletown School House Annex II ★
- Margaret A. Cargill Natural Science and Health Building ★



Library Expenditures and Services



Library Instruction Classes and Workshops	Sessions
GSTR 110 and 210 (First-Year)	34
GSTR 110 Workshops	149
Other Courses	34
Research Consultations	376
Special Collections	31
TOTAL	629

RESIDENCE LIVING Academic Year 2018-2019

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 (offline this year)	n/a
Deep Green	128
Edwards	32
Elizabeth Rogers (ER)	89
Fairchild	76
James	104
Kentucky	98
Kettering	146
Pearsons	118
Seabury	52
Talcott	<u>93</u>
Subtotal	1,340
<u>Houses</u>	
Hillside (3 separate houses)	14
Home Management House	12
Hunt Acres Farm House	3
SENS House	<u>4</u>
Subtotal	33
<u>Family Housing</u>	
Ecovillage	<u>17</u>
TOTAL	1,390

NOTE: For Fall Term 2018, 1,363 students are living in college housing which means that we are at 98% capacity.

Source: Student Life Services, October 2018

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2018

New Construction

1980	Racquetball Courts	1995	Farrowing House – College Farms
1980	Ross Jelkyl Drama Building	1995	Tennis Courts
1982	Farm Mix Mill and Hog Feeding Floor	1996	Tennis Pavilion
1982	Athletic Track	2004	EcoVillage Child Development Laboratory
1983	Mueller Woodcraft Building Track	2006	Central Plant Building/Distribution
1988	Married Student Housing	2009	Fee Glade
1990	Hutchins Library Addition	2013	Deep Green Residence Hall
1990	Computer Center Addition	2013	Middletown School Annex
1993	Married Student Housing	2017	Forestry Outreach Center
1993	Campus Child Care	2018	Middletown School House Annex II
1994	Seabury Center	2018	Margaret A. Cargill Natural Science and Health Building

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	2018	Athletics Parking Lot
		2018	Indian Fort/Pinnacles Parking Lot

Source: Facilities Management, September 2018

HUTCHINS LIBRARY
Collections and Expenditures
(Fiscal Year 2018)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	3,527	325,660
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	486	16,445
Electronic Collection		
E-books	4,850	242,958
Streaming video (items in library catalog)	1,477	18,995
Berea Sound Archives digitized audio (hours)	1,313	8,108
Berea Digital Collections (pages/images)	1,684	18,115
Microforms (Physical units)	27	99,454
Serials (journals and serials)		
Print, electronic, and microform subscriptions	3	99,454
E-journals (number of unique titles)		8,958
Manuscripts and Archives (in linear feet)	141	9,164
Collections Expenditures	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media– physical	\$ 37,543	
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collection	24,650	
E-Books	3,805	
E-Document Collections	2,579	
Online Indexes and Reference Sources	70,412	
Journals (print, electronic, microform)	204,908	
Serials (print)	14,542	
Streaming Video/Music	12,910	
TOTAL	\$ 333,806	\$208.63

Source: Hutchins Library, October 2018

HUTCHINS LIBRARY

Services (Fiscal Year 2018)

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)	34
GSTR 110 Workshops	149
Other Courses	34
Research Consultations	376
Special Collections	31
Outside Groups	<u>0</u>
TOTAL	629

Reference and Research Assistance

Library Reference Desk Transactions Total	2,638
Library Tech Help Desk Transactions Total	1,155
Research Consultations	739
Special Collections Reading Room Visits Total	873
Special Collections Reference Requests (non-visits)	283

Computer Access

Public Access Workstations	18
Public Network Connections	102
Wireless Network Connections	Yes

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	2,702	
Print and media collections – students	8,935	7.59
Print collections – town	<u>505</u>	
TOTAL	12,142	

E-Book usage	42,111
E-Journal articles usage	78,005
Streaming media (film / audio) usage	7,028

Reserve materials	371
Special Collections materials	3,893
Berea Digital Collections searches	150,805

Equipment (tech accessories, etc.)	781
Classrooms and study rooms	9,255

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	2,424
Received from other libraries	1,247

Source: Hutchins Library, October 2018

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 various external areas across the campus. 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 IS&S 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 IS&S Help Desk area is open 8 am to 5 pm every workday and 8 am to 3 pm Tuesdays due to labor meetings.

Source: Information Systems and Services, September 2018

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>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Technology Infrastructure					
Internet connection speed (megabits/second)	200	400	dual 500	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	11,000	11,500
Campus phones	850	900	900	900	1,200
Personal computers	2,650	2,700	2,700	2,775	N/A
Network-connected printers	102	109	117	117	150
Network-connected MFD/copiers	65	66	66	66	N/A

Supporting Student Success

Student laptop computers	1,600	1,600	1,600	1,600	1,700
Computers in campus labs	60	60	60	60	100
Computers in departmental labs	90	90	90	90	N/A
Classrooms with one wired network port per seat	34	34	34	34	N/A
Classrooms with wireless network	117	117	117	117	N/A
Classrooms with projector and multimedia input	89	89	76	76	110
Other meeting rooms with projectors & multimedia input	27	18	19	19	25

Supporting Institutional Effectiveness

Staff and Faculty					
Computers	900	950	950	1,025	1,125
Campus phones	850	900	900	950	N/A
Mobile phones	119	142	147	167	210

Source: Information Systems and Services, September 2018

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 Services Team. Examples of available equipment include portable PA systems, cameras, audio recorders and portable projectors.

Source: Information Systems and Services, September 2018

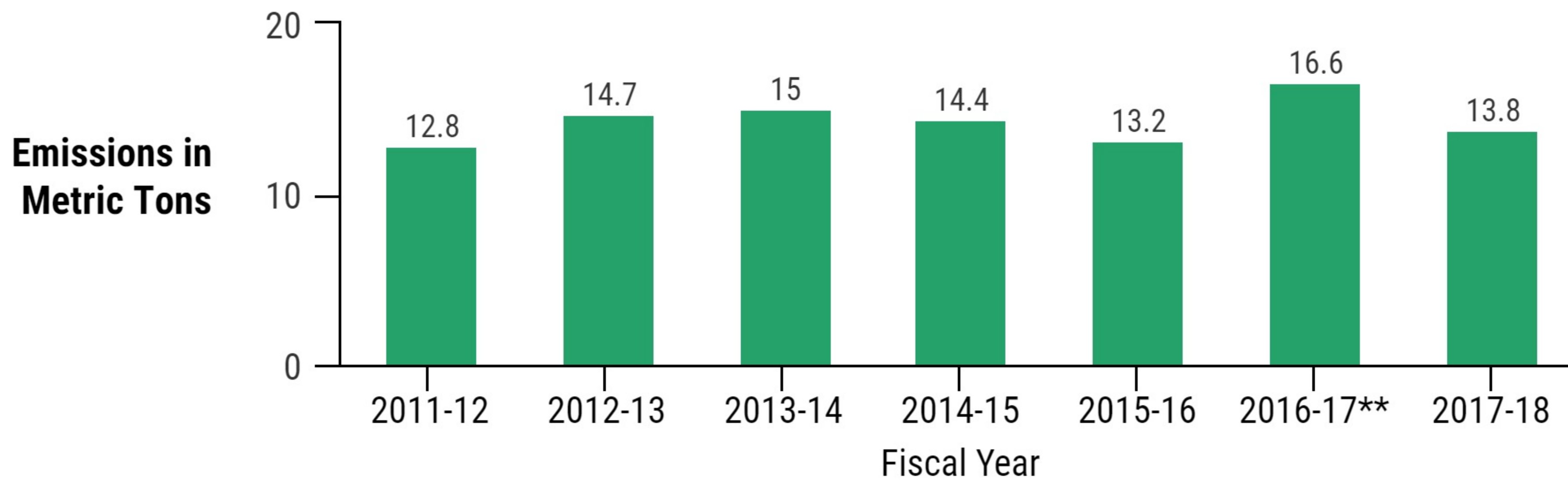
Sustainability

- Highlights
- Climate Commitment
- Berea College Greenhouse Gas (GHG) Emissions,
 - Percentage Breakdowns by Category
 - Per Person (Employees and Students) FTE
 - Per 1,000 Square Feet of Building Space
- Pounds of Waste Sent to the Landfill per Person (Employees and Students)
- Percent of Solid Waste Diverted from the Landfill

Sustainability Highlights

Sustainability is the capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today and for future generations.

Berea College Greenhouse Gas (GHG) Emissions Per Person* (Employees and Students)

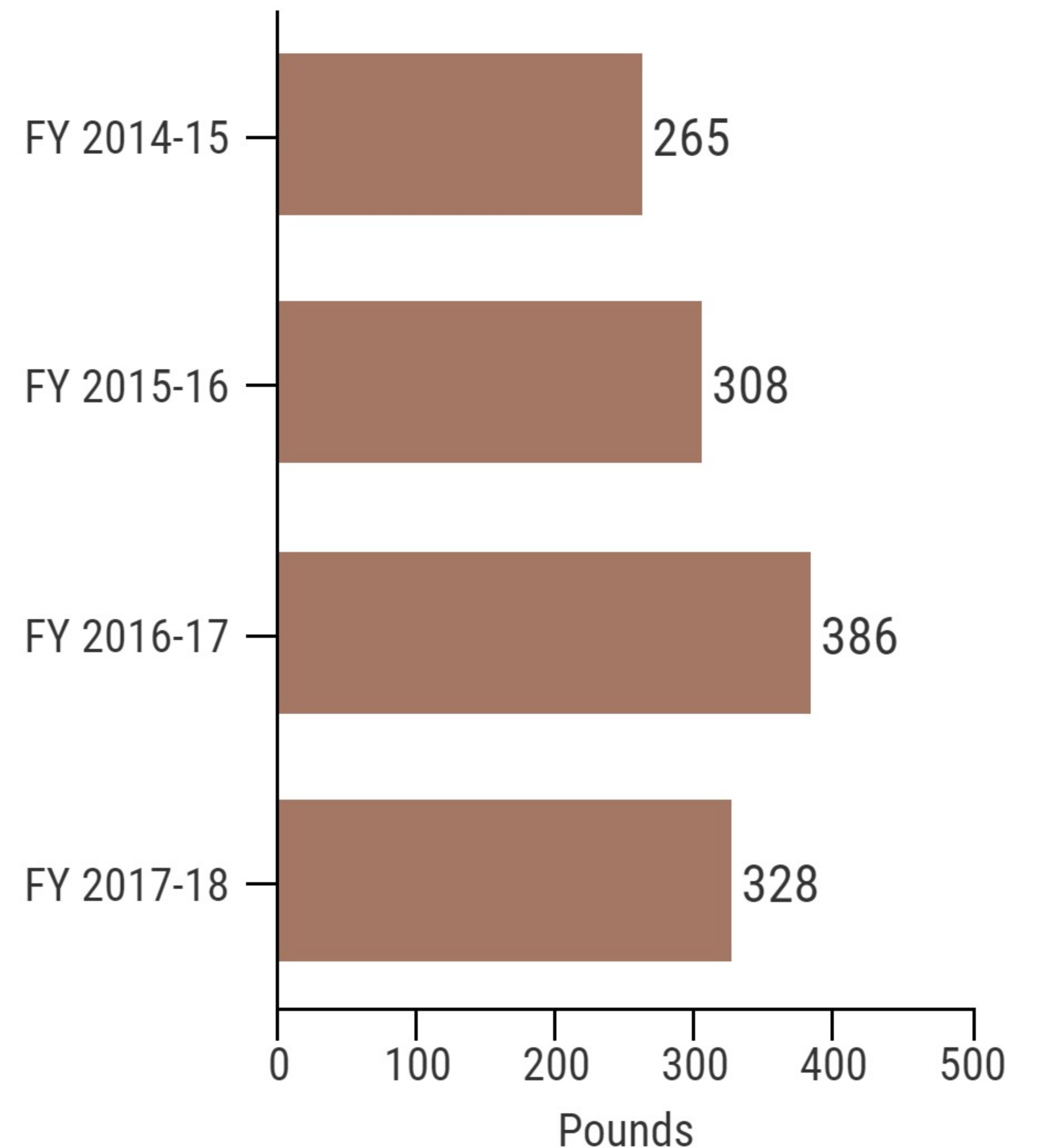


*Number of employees and students are in FTE (Full-Time Equivalent).
 **Beginning in Fiscal Year 2016-17, Partners for Education is included.

Breakdown of Berea College Greenhouse Gas Emissions

TOTAL of 33,324 Metric Tons Greenhouse Gas Emissions	Fiscal Year 2017-18
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	72.2%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	10.0%
Air Travel	5.3%
Transmission and Distributions Loss for Electricity	4.8%
Employee Commuting (to/from work)	4.2%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.1%
Mobile Combustion (trucks, tractors, college vehicle travel - includes motor pool, and buses on campus)	0.7%
Other	0.5%
Paper Purchases	0.5%
Solid Waste	0.2%

Pounds of Waste Per Person Sent to the Landfill (Excluding Construction and Demolition Waste)



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.

Berea College Definition of Sustainability: The capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today and for future generations.

Source: Office of Operations and Sustainability, February 2019

**PERCENTAGE BREAKDOWN OF
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS
FISCAL YEARS 2013-2014 THROUGH 2017-2018**

Category	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17*	FY 2017-18
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	68.6%	70.3%	71.6%	Percentage breakdowns not available due to reporting issues.	72.2%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	12.7%	11.5%	11.9%		10.0%
Air Travel	5.0%	4.2%	3.8%		5.3%
Transmission and Distribution Loss for Electricity	4.5%	4.6%	4.7%		4.8%
Employee Commuting (to/from work)	4.6%	6.4%	4.6%		4.2%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.5%	1.0%	1.9%		2.1%
Mobile Combustion (trucks, tractors, college vehicle travel – includes motor pool, and buses on campus)	1.0%	1.0%	0.5%		0.7%
Other	0.4%	0.5%	0.4%		0.5%
Paper Purchases	0.4%	0.5%	0.4%		0.5%
Solid Waste	0.2%	0.3%	0.3%		0.2%
TOTAL GHG Emissions (in metric tons)	31,390	30,248	28,438	38,984	33,324

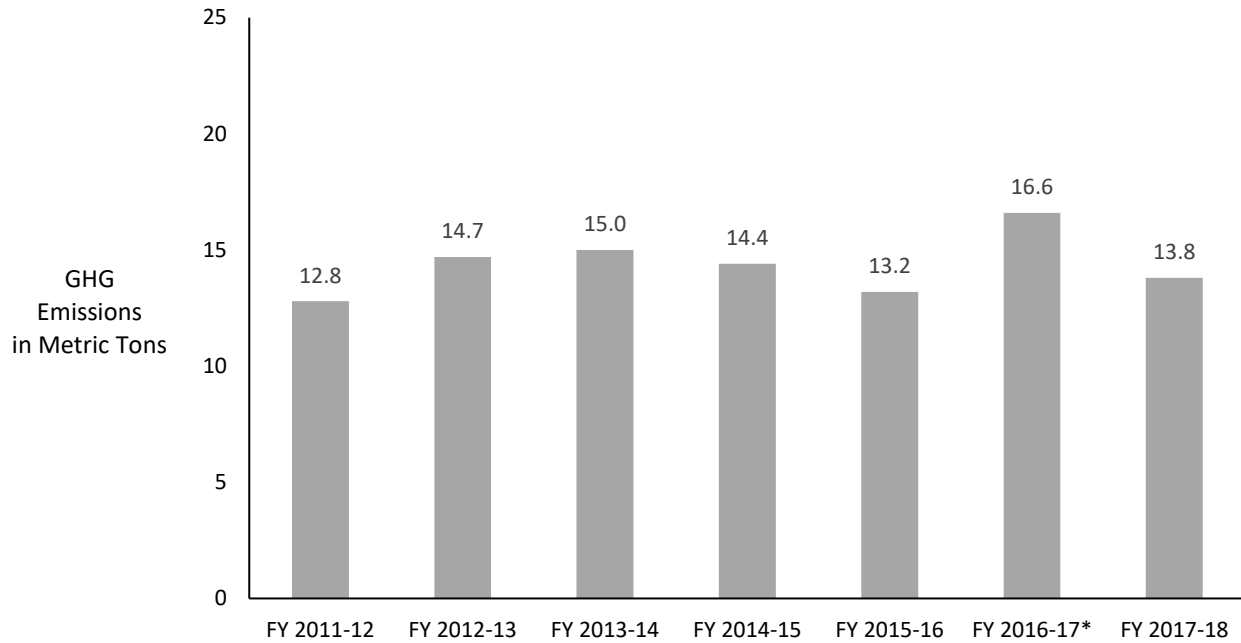
*Starting in Fiscal Year 2016-17, Partners for Education travel was included in the breakdowns above.

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, February 2019

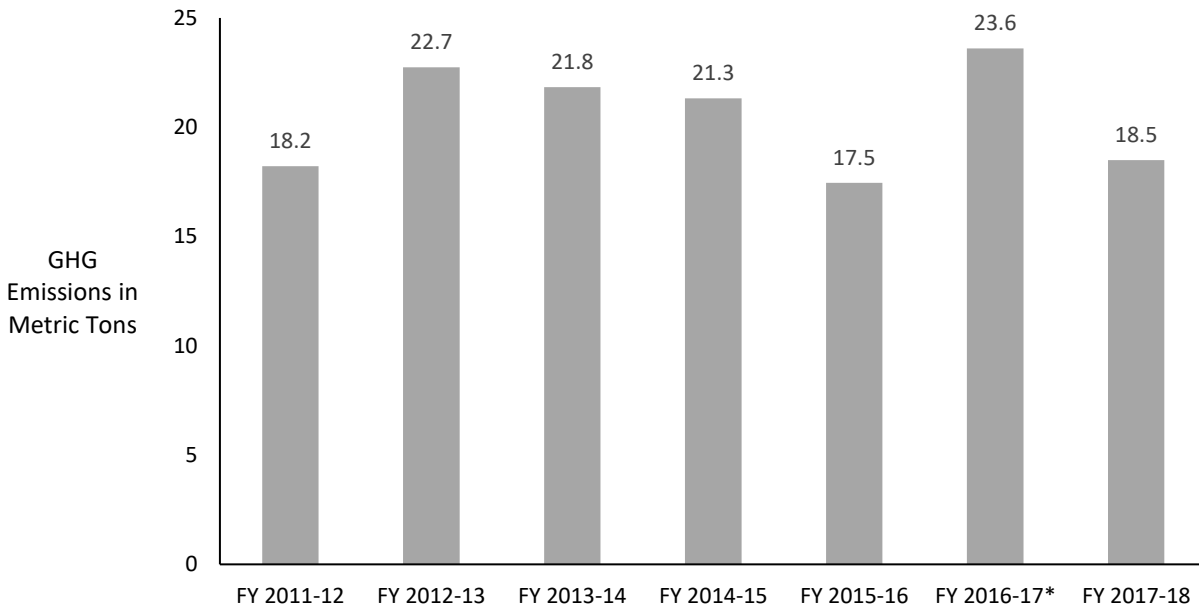
**BEREA COLLEGE GREENHOUSE GAS EMISSIONS
FISCAL YEARS 2011-2012 THROUGH 2017-2018**

PER PERSON* (EMPLOYEES AND STUDENTS)



*Number of employees and students are in FTE (Full-Time Equivalent).

PER 1,000 SQUARE FEET OF BUILDING SPACE



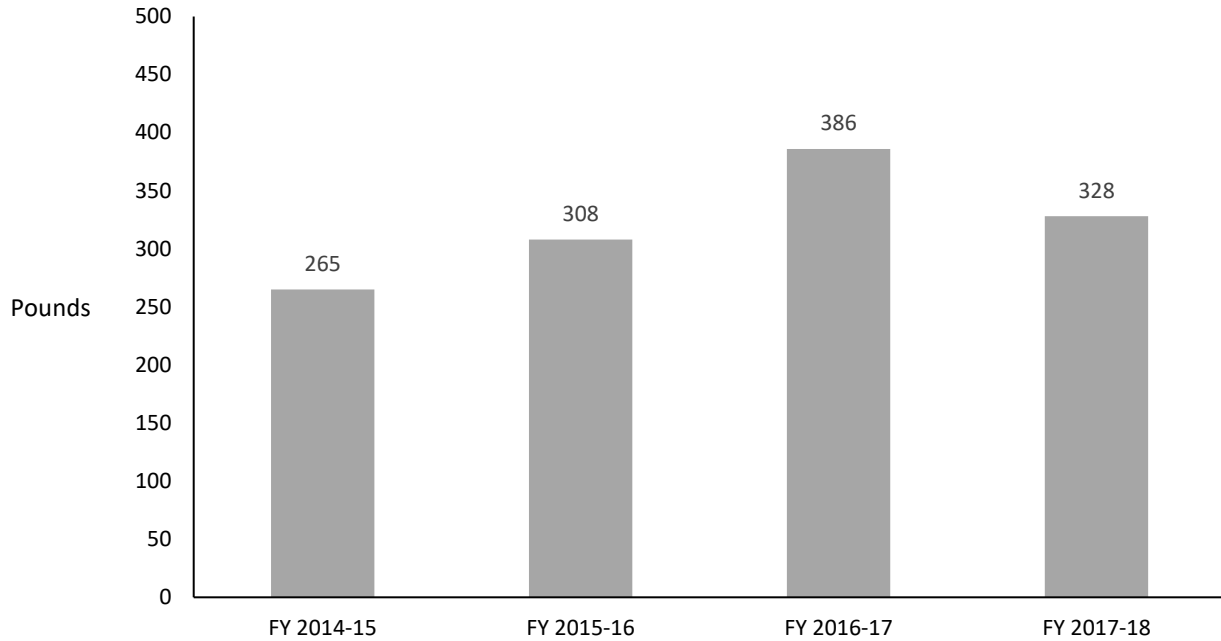
*Beginning in Fiscal Year 2016-17, Partners for Education is included in the information presented.

NOTE: See previous page for a list of greenhouse gas emissions.

Source: Office of Operations and Sustainability, February 2019

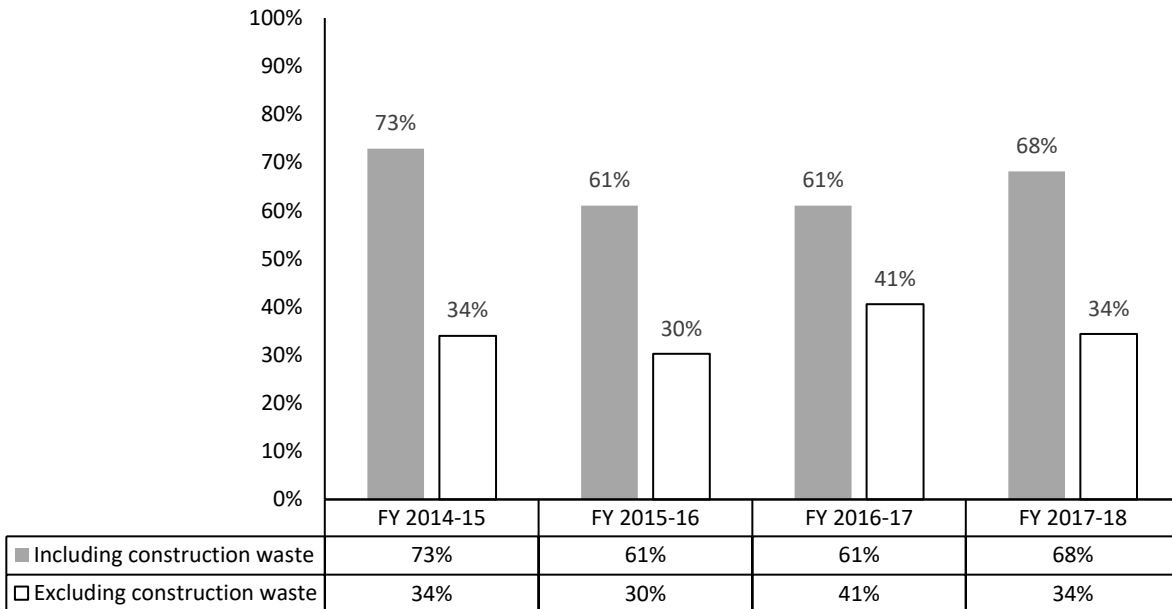
FISCAL YEARS 2014-15 THROUGH 2017-2018

**POUNDS OF WASTE SENT TO THE LANDFILL PER PERSON* (EMPLOYEES AND STUDENTS)
(EXCLUDING CONSTRUCTION AND DEMOLITION WASTE)**



*Number of employees and students are in FTE (Full-Time Equivalent).

PERCENT OF SOLID WASTE DIVERTED FROM THE LANDFILL



Source: Office of Operations and Sustainability, February 2019

Partners for Education

- Description and Map of Region
- Educational Outreach Program Descriptions
- Federal Grant Programs
 - Faculty and Staff Grants

PARTNERS FOR EDUCATION

Since the 1870s, Berea College has served the Appalachian region by providing outreach services to mountain communities as well as college educations for young people. We address regional needs that fall within the College's Great Commitments by engaging "Appalachian communities, families, and students in partnership for mutual learning, growth, and service." 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, AmeriCorps, and Promise Neighborhoods, we leverage \$56 million annually to serve more than 41,000 young people and their families. Our partners in this work are schools and community organizations located within our 31-county footprint as highlighted in the map below.



AmeriCorps/AmeriCorps VISTA	NEA Our Town
Family Engagement and Economic Security	Performance Partnership Pilot
Full Service Community Schools	Promise Neighborhood
GEAR UP	Readiness Bus
HUD Youth Homeless Demonstration	Smart, Secure Children
Innovative Approaches to Literacy	South Eastern Kentucky Promise Zone
Innovations in Community Based Crime Reduction	Talent Search
KAC Pilot	Upward Bound
NEA Artworks	Upward Bound Math & Science
	Vroom

NOTE: For more information about these programs, please see pages 148-150.

Source: Partners for Education, October 2018

EDUCATIONAL OUTREACH PROGRAMS

Partners for Education implements educational outreach programs funded primarily through federal grants. 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 (Science, Technology, Engineering, and Mathematics)

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 career pathways.

AmeriCorps: VISTA (Volunteers in Service to America)

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.

Family Engagement and Economic Security

Families are central and critical to a child's educational performance. Family Partnership at Partners for Education has a strong engagement team that provides training, support and resources to families.

Full-Service Community Schools

Full-Service Community Schools provides students 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.

HUD (US Department of Housing and Urban Development) Youth Homeless Demonstration

The program creates a coordinated community approach to prevent and end youth homelessness.

Innovations in Community Based Crime Reduction (CBCR)

CBCR works to reduce crime and improve community safety as part of a comprehensive strategy to advance children and families within the Promise Zone. CBCR 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.

Educational Outreach Programs, continued

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.

Institute of Museum and Library Services National Leadership Grant (IMLS)

The IMLS National Leadership Program supports the design of a curriculum to train rural librarians on the competencies needed to act as a community anchor. This program will result in a framework that can be shared with rural practitioners and replicated by rural libraries across the country.

KAC (Kentucky Arts Council) Pilot

Kentucky Arts Council Pilot Partnership is a statewide pilot program that provides and supports arts education services to 15 public schools, of which Berea College will select five, for after school, school break and/or summer programs serving Kentucky public school students outside of the standard school schedule.

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 parent's 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.

Readiness Bus

The Readiness Bus project serves 60 families in the Big Creek, Oneida and Red Bird areas of Clay County over the course of the three-year pilot through two mobile classrooms that prepare parents and children to enter kindergarten ready to learn.

Smart and Secure Children

The Smart and Secure Children project is designed with parents, through a community participatory study, to increase quality parenting as a way to strengthen vulnerable families raising children 0-5 years old. Research has shown that quality parenting can help to lessen up to 50% of the negative impact of poverty on children's development.

Educational Outreach Programs, continued

South Eastern Kentucky Promise Zone

Designed to serve high-poverty urban, rural and tribal communities, the Promise Zones enable the federal government to partner with and invest in communities to accomplish the following goals: create jobs, leverage private investment, increase economic activity, expand educational opportunities, and reduce violent crime.

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.

USDA (U.S. Department of Agriculture) Teleconferencing Grant

The USDA Teleconferencing project primarily serves remote areas of southeast Kentucky in 15 rural counties. Berea College will establish a learning hub at the Partners for Education Office in Berea and will establish learning sites at 19 rural sites in southeast Kentucky. Through the establishment of the learning network the project will expand workforce training and continuing education opportunities, increase educational opportunities for K-12 schools, and expand our AmeriCorps training opportunities.

Vroom

Vroom shares the science of early brain development in new ways so that all children have the chance to become thriving adults. Partners for Education is working on “Vroom surround strategy” to saturate Appalachian Kentucky with Vroom messages and tools to build awareness of developing brains and to increase the incidence of brain building moments.

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; Lead: Jamie Boggs, Director, Emerging Scholars Program)
- National Aeronautics and Space Administration (NASA)
 - *Land-cover/land-use change in southern Vietnam through the lenses of conflict, religion, and politics, 1980s to present* from February 2018 – January 2021 (\$152,685; Lead: Jarrod Brown, Assistant Professor of Philosophy)
- 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 October 2017 – August 2019 (\$18,903; Lead: Clint Patterson, College Forester)
- National Historical Publications and Records Commission (NHPRC)
 - *Archives Leadership Institute* from August 2015 – July 2019 (\$243,954; Lead: Rachel Vagts, Head of Special Collections and Archives)
- USDA (United States Department of Agriculture)
 - *Community Foods Program* from September 2016 – August 2019 (\$375,000; Lead: David Cooke, Director, Grow Appalachia)
 - *Promote conservation planning and implementation of Seasonal High Tunnels in Eastern Kentucky* from August 2016 – September 2019 (\$120,330; Lead: Mark Walden, Technical Director, Grow Appalachia)
 - *Rural Energy for America Program* from March 2018 – March 2020 (\$75,000; Lead: Joan Pauly, Sustainability Coordinator)
 - *Season Extension for Eastern Kentucky* from September 2017 – September 2020 (\$48,000; Lead: Mark Walden, Technical Director, Grow Appalachia)

Source: Partners for Education, October 2018