

FACT BOOK

2019 - 2020

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.

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)
Nancy Kimanuka, Student Coordinator of the Fact Book

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General Information

- The Great Commitments of Berea College (Mission of the College)
- Accreditation
- Institutional Memberships
- Academic Information (Programs of Study)
- The Student Labor Program
- The Convocation 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)
- 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 Governing Boards of Universities (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Physical Plant Administrators (APPA)
- Audiovisual and Integrated Experience Association (AVIXA)
- 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)
- Guest Relations Association

Source: Office of the President, September 2019

Institutional Memberships, continued

- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council of Postsecondary Education (CPE)
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Institute for International Studies (KIIS)
- Kentucky League for Nursing
- Kentucky Travel Industry Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Knox County Chamber of Commerce
- Library Orientation Exchange Service (LOEX) (Eastern Michigan University)
- Lyris (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Auxiliary Stores (NACAS)
- National Association of College Stores (NACS)
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National Athletic Trainers Association (NATA)
- 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
- University Risk Management and Insurance Association (URMIA)
- Work Colleges Consortium (WCC)

Source: Office of the President, October 2019

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	Peace and Social Justice Studies
Applied Science and Mathematics	Education Studies	Philosophy
Art: History	English	Physics
Art: Studio	French	Political Science
Asian Studies	German	Psychology
Biology	Health and Human Performance	Religion
Chemistry	Health Studies	Sociology
Child and Family Studies	History	Spanish
Communication	Mathematics	Theatre
Computer and Information Science	Music	Women's and Gender Studies

Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Applied Design

Independent majors are also available. These majors are designed by students who wish to pursue a field of study that cannot be met through an established Berea College major program. See page 90 for recent independent majors earned by graduates.

Teacher Preparation:

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

Minor Programs Offered:

African and African American Studies	Computer Science	Mathematics
Agriculture and Natural Resources	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; and
- on some occasions originate suggestions for improvement of College operations.

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: *2019-2020 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: 2019-2020 College Catalog

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2019-2020

African Students' Association (ASA)	Cosmopolitan Club
Alpha Psi Omega (APO) (Theatre Honor Society)	CRU
American Choral Directors Association Student Chapter	Developer Student Club (DSC) Berea
American Sign Language (ASL) Club	Episcopal Canterbury Fellowship
Appalachian Student Union	Equal Minds
Arab Student Association Al Maqam	E.Y.C.E. Step Team
Artists in Modern Motion	Fierce Young and Hype (FYAH) Dance Team
Asian Student Union (ASU)	Fighting for Equal Education
Awakening Ministries	French Club
Banana Run Club	Fresh Start
Baptist Campus Ministry	Frost Cottage Non-traditional Student Center
Berea College...	German Club
Accounting Club	Green Dot
Association of Student Nurses	Harvey Milk Society
Chess Club	Health and Human Performance (HHP) Club
Concert Choir	Health Education Advocacy Resource Team
Country Dancers	Infinity Math Club
Feminist Coalition (BCFC)	InterClub Council (ICC)
Folk Roots Ensemble	InterVarsity Christian Fellowship
Generation Action	Iota Iota Iota (Triota)
Honor Society of Nursing	Just Dance Club
Intramural Sports	Kappa Omicron Nu (Honor Society)
Kentucky Educ. Assoc. (KEA)-Student Program	Latin American Student Association
League of Legends Club	Martial Arts Club
National Association for Music Education	Mortar Board Honor Society – Alpha Sigma Chi
Collegiate Chapter	Muslim Students Association
Newspaper (Pinnacle)	National Society of Collegiate Scholars
Outdoor Adventures	Non-Traditional Student Association
Political Science Association	Orientation Team (O-Team)
Pre-Law Society	Orthodox Christian Fellowship
Saxophone Quartet and Saxophone Choir	Oxfam America at Berea College
Speech and Debate Team	Pagan Coalition
Students of Sustainability	Phi Epsilon Kappa
Yearbook (CHIMES)	Phi Kappa Phi Honor Society
Young Americans for Liberty	Pi Mu Epsilon and Math Club
Berea Creative Writing and Publishing Club	+1 Club
Berea Economics Association	Pre-Health Professions Club
Berea Middle Eastern Dance Ensemble	Pre-Veterinary Club
Berea Patrons	Presidential Running and Walking Club
Bereans for Life	Pride, Unity, Love and Social Equality (PULSE!)
Bereans for Free Speech	Psi Chi (Psychology Honor Society)
Biology Club	Psychology Club
Black Music Ensemble (BME)	Rotaract
Black Student Union (BSU)	Sazon Latino
Brushy Fork Nature Coalition	Save the Children Action Network
Building Revolution, Anti-Imperialism and Democracy	Secular Students of Berea College
Campus Activities Board (CAB)	Socialists of Berea
Catholic Newman Club	Society of Physics Students
Center for Excellence in Learning	Sociology Club
through Service (CELTs)	South Asian Fusion Dance Team
Adopt-a-Grandparent	Speak French Club
Berea Buddies	Student Alumni Council
Berea Teen Mentoring	Student Government Association (SGA)
Berea Tutoring Program	Technology Club
Habitat for Humanity	The Plant Based Society
Hispanic Outreach Program (HOP)	Tri-Beta National Honor Society
People Who Care	Ultimate Frisbee
Chemistry Club	WBEB TV and Radio
Child and Family Studies Club	

Source: Berea College Campus Life "B-Linked" website, as of January 2020

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>	Lyle D. Roelofs* <i>Kentucky</i>
Celeste P. Armstrong <i>Alabama</i>	Donna S. Hall <i>Kentucky</i>	Dennis R. Roop <i>Colorado</i>
Charlotte F. Beason <i>Kentucky</i>	Scott M. Jenkins <i>Pennsylvania</i>	Charles Ward Seabury, II <i>California</i>
Vance Blade <i>Kentucky</i>	Glenn R. Jennings <i>Kentucky</i>	David E. Shelton <i>North Carolina</i>
Anne Berry Bonnyman <i>North Carolina</i>	Shawn C.D. Johnson <i>Massachusetts</i>	David B. Sloan <i>Kentucky</i>
Joseph John Bridy <i>New York</i>	Ken Koh <i>Singapore</i>	Tyler S. Thompson <i>Kentucky</i>
Stephen Campbell <i>Kentucky</i>	Nancy "Nana" Lampton <i>Kentucky</i>	Rocky S. Tuan <i>Hong Kong, China</i>
David H. Chow <i>Texas</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Emmanuel A. Tuffuor <i>New York</i>
Charles D. Crowe <i>Tennessee</i>	Betty H. Olinger <i>Kentucky</i>	Diane Artist Wallace <i>Kentucky</i>
M. Elizabeth Culbreth <i>North Carolina</i>	Thomas W. Phillips <i>Tennessee</i>	Robert T. Yahng <i>California</i>
Samantha Earp <i>Massachusetts</i>	Miriam "Mim" Pride <i>Kentucky</i>	Stephanie B. Zeigler <i>Connecticut</i>
John E. Fleming <i>Ohio</i>	William B. Richardson <i>Kentucky</i>	

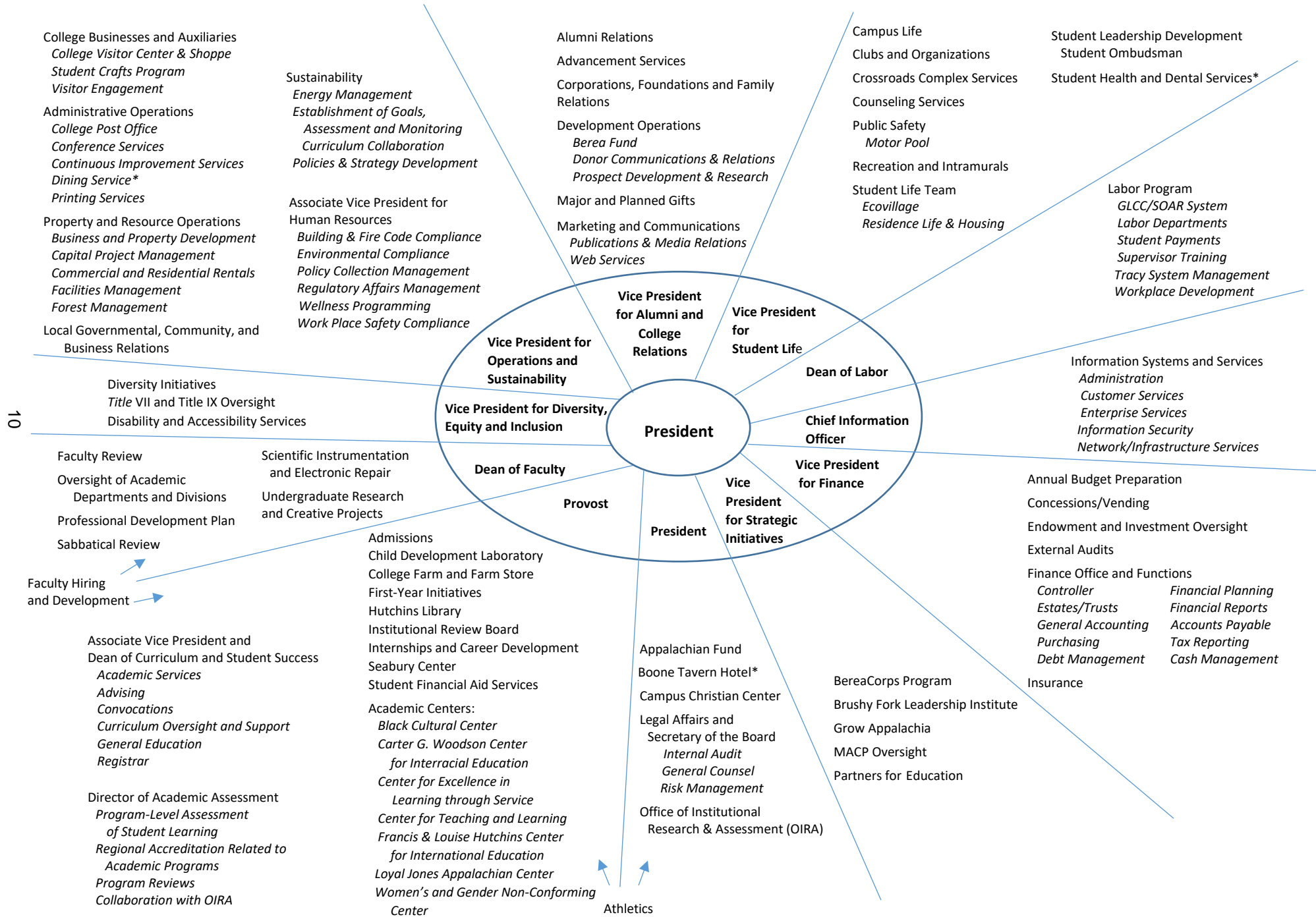
Honorary Trustees

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, March 2020

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

Channell Barbour

Vice President for Student Life

Chad Berry

Vice President for Alumni and College Relations

Phillip Logsdon

Chief Information Officer

Matt Saderholm

Dean of the Faculty

Derrick Singleton

Vice President for Operations and Sustainability

Linda Strong-Leek

Provost; Vice President for Diversity and Inclusion

Teri Thompson

Vice President for Strategic Initiatives

**ACADEMIC DIVISION CHAIRS, DEPARTMENT CHAIRS, AND DIRECTORS
ACADEMIC YEAR 2019-2020**

Division I

Chairperson: Tracy Hodge

Department

Biology
Chemistry
Mathematics
Nursing
Physics

Chairperson

Megan Hoffman
Anes Kovacevic
Larry Gratton
Monica Kennison
Troy Messina

Director

Planetarium: Tracy Hodge

Division II

Chairperson: Nancy Gift

Department

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

Chairperson

Sarah Hall
Jan Pearce
Ed McCormack
Paul Smithson
Gary Mahoney

Director

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

Director

Child Development Lab:
Amanda Messer

Division IV

Chairperson: Carol deRosset

Department

Communication
English
Foreign Languages
Music
Theatre

Chairperson

Kennaria Brown
Beth Crachiolo
Jeanne Hoch
Javier Clavere
Deborah Martin

Director

Theatre: Ami Shupe

Division V

Chairperson: Lisa Kriner

Department

Art and Art History
Asian Studies
History
Philosophy
Political Science

Chairperson

Ashley Elston
Jeff Richey
Joshua Guthman
Eric Pearson
Mike Berheide (Fall Term)
John Heyrman (Spring Term)

Director

Visual Arts: Ashley Elston

Division VI

Chairperson: Althea Webb

Department

African and African American Studies
Appalachian Studies

Education Studies
Peace and Social Justice Studies

Religion

Women's and Gender Studies

Chairperson

Jakeya Caruthers
Scott Steele (Fall Term)
Chris Green (Spring Term)
Nicholas Hartlep
Jason Strange (Fall Term)
Meta Mendel-Reyes (Spring Term)
Duane Smith (Fall Term)
Jeff Pool (Spring Term)
M. Shadee Malaklou

Source: Office of Academic Affairs, January 2020

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 2019-2020

Memberships

General Faculty Assembly	306 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	157 members
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Source: *Faculty Manual*, August 2019
Executive Council, September 2019

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 2019

Faculty Council and Committee Structure (continued)

Academic Program Council (APC), 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.

Faculty Council and Committee Structure (continued)

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.

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 Division Council serves as an advisory body to assist the Dean of Faculty on all matters pertaining to the academic division. The Council meets regularly with the Dean of Faculty to discuss, identify, inform, and recommend policies and decisions.

Enrollment Policies Committee (EPC)

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

Faculty Advisors to the Student Government Association

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

Faculty Appeals Committee

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

Faculty Liaison to the Board of Trustees

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

Safety Committee

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

Staff Liaison to the Board of Trustees

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

Source: *Faculty Manual*, August 2019

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 2019

Full-Time Faculty 139

Average Age
51

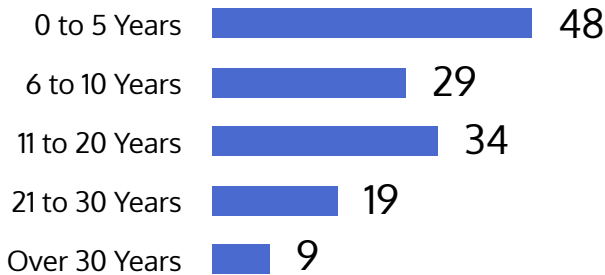
Alumni
11%

3% Hispanic/Latino/
Spanish Origin
11% Black or African
American

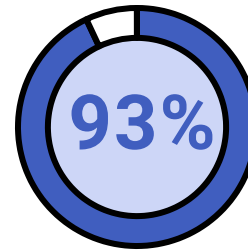
Female
51%

Male
49%

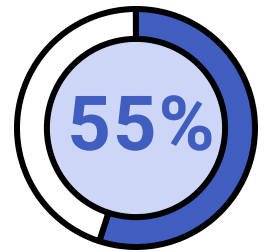
Number of Faculty by Length of Service



Terminal Degree



Tenured



Student-to-Faculty Ratio (10/1)



Total Staff 687

Female
64%

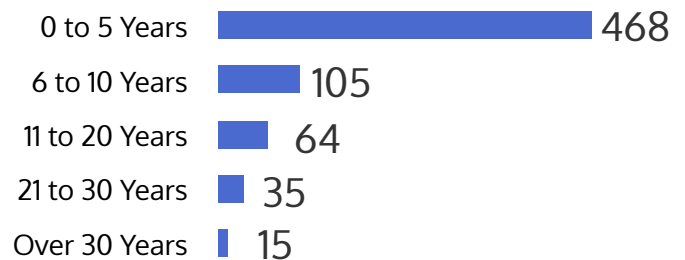
Male
36%

Alumni
29%

Average Age
43

Hispanic/Latino/
Spanish Origin
2%
Black or African
American
9%

Number of Staff by Length of Service



NOTE: 235/687 staff members work for Partners for Education (PFE).

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2018 – 2019</u>	Academic Year <u>2019 - 2020</u>
Tenure Appointments*	118	122
Full-time Teaching Appointments**	137	139
Professor	(34)	(33)
Associate	(58)	(59)
Assistant	(39)	(42)
Instructor	(6)	(5)
Full-time employees with faculty status who teach part time	11	10
Part-time faculty on a continuing appointment	7	8
Full-time employees without faculty status who teach part time	14	14
Adjunct faculty	22	19
Full-Time Equated (FTE)	165	164
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 2018-2019. It also includes one individual teaching less than full time and eight administrators in 2019-2020.

**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.*

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

Academic Year 2019 – 2020

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	18	30	48
6 to 10 years	14	15	29
11 to 20 years	19	15	34
21 to 30 years	13	6	19
Over 30 years	<u>4</u>	<u>5</u>	<u>9</u>
TOTAL	68	71	139

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

	<u>Academic Year 2018 – 2019</u>	<u>Academic Year 2019 – 2020</u>
Full-Time Teaching Faculty	137	139
Number of Alumni**	16	15
Graduated from Berea College	(12)	(12)
Attended Berea	(1)	(1)
Honorary Alumni***	(3)	(2)

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

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

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

Source: Office of Academic Affairs, October 2019
Advancement Services Office, October 2019

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2018</u>		<u>Fall 2019</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	4	2.9%	6	4.3%
Not Hispanic or Latino or Spanish Origin	117	85.4%	118	84.9%
Chose not to respond	16	11.7%	15	10.8%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	7	5.1%	7	5.0%
Chose not to respond (race unknown)	1	0.7%	3	2.2%
American Indian or Alaska Native	1	0.7%	1	0.7%
Asian	3	2.2%	4	2.9%
Black or African American	14	10.2%	14	10.1%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	108	78.8%	107	77.0%
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)	
	137	100%	139	100%

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 Academic Affairs, October 2019

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	4	(3%)	0	(0%)	3	(2%)	1	(1%)
30-39 years old	19	(16%)	16	(13%)	23	(17%)	26	(20%)	27	(20%)
40-49 years old	32	(27%)	33	(27%)	32	(25%)	31	(23%)	34	(26%)
50-59 years old	49	(41%)	42	(34%)	46	(36%)	38	(29%)	35	(27%)
60-69 years old	17	(14%)	29	(23%)	28	(22%)	33	(25%)	32	(25%)
Older than 69 years old	0	(0%)	0	(0%)	0	(0%)	2	(2%)	3	(2%)
TOTAL	119	(100%)	124	(100%)	129	(100%)	133	(100%)	132	(100%)
Average:	50		50		51		50		51	

Age**	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	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%)	0	(1%)	1	(1%)	1	(1%)
30-39 years old	24	(18%)	24	(18%)	22	(16%)	26	(19%)	24	(17%)
40-49 years old	41	(31%)	45	(31%)	41	(30%)	38	(28%)	40	(29%)
50-59 years old	31	(23%)	31	(23%)	38	(28%)	41	(30%)	42	(30%)
60-69 years old	33	(25%)	34	(25%)	31	(23%)	26	(19%)	27	(19%)
Older than 69 years old	3	(2%)	3	(2%)	4	(3%)	5	(4%)	5	(4%)
TOTAL	133	(100%)	138	(100%)	136	(100%)	137	(100%)	139	(100%)
Average:	50		51		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.

FULL-TIME FACULTY* AVERAGE SALARIES BY RANK AND SEX

Academic Year 2019-2020

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	16	\$94,600	\$93,300	17	\$91,100	\$91,800	33	\$92,800	\$92,000
Associate Prof.	33	\$75,600	\$74,600	26	\$74,100	\$71,600	59	\$74,900	\$73,300
Assistant Prof.	17	\$61,500	\$59,500	25	\$62,300	\$61,900	42	\$62,000	\$60,900
Instructor**	<u>2</u>			<u>3</u>			<u>5</u>	\$57,300	\$54,000
ALL RANKS	68	\$76,000	\$72,500	71	\$73,300	\$70,000	139	\$74,600	\$70,700

*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 Academic Affairs, October 2019

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

Academic Year 2019 – 2020

<u>Division/Department</u>	<u>Sex</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Biology	4	3	7	7	(100%)	6	(86%)
Chemistry	3	2	5	5	(100%)	4	(80%)
Mathematics	4	4	8	5	(63%)	2	(25%)
Nursing	0	4	4	4	(100%)	3	(75%)
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	14	27	24	(89%)	18	(67%)
Agriculture and Natural Resources	2	2	4	4	(100%)	3	(73%)
Business Administration	5	1	6	5	(83%)	2	(33%)
Computer and Information Science	2	2	4	4	(100%)	2	(50%)
Economics	1	1	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Technology and Applied Design	4	0	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%)	13	(59%)
Child and Family Studies	3	2	5	5	(100%)	2	(40%)
Health and Human Performance	2	7	9	6	(67%)	0	(0%)
Psychology	1	4	5	5	(100%)	3	(60%)
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	3	4	3	(75%)	2	(50%)
English	2	4	6	6	(100%)	3	(50%)
Foreign Languages	4	5	9	8	(89%)	6	(67%)
Music	5	2	7	6	(86%)	1	(14%)
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	13	17	30	27	(90%)	15	(50%)
Art	2	4	6	6	(100%)	4	(67%)
Asian Studies**	1	0	1	1	(100%)	1	(100%)
History	3	1	4	4	(100%)	4	(100%)
Philosophy	3	0	3	3	(100%)	2	(67%)
Political Science	2	1	3	3	(100%)	2	(67%)
Appointed to Division; no Department	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	13	6	19	19	(100%)	13	(68%)
African and African American Studies	1	2	3	3	(100%)	1	(33%)
Appalachian Studies	2	1	3	3	(100%)	1	(33%)
Education Studies	1	3	4	4	(100%)	3	(75%)
Peace and Social Justice Studies	1	2	3	3	(100%)	1	(33%)
Religion	2	1	3	3	(100%)	2	(67%)
Women's and Gender Studies	0	2	2	2	(100%)	0	(0%)
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 VI TOTAL	8	11	19	19	(100%)	9	(47%)
TOTAL	68	71	139	129	(93%)	76	(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 Academic Affairs, October 2019

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

	<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2015-2016</u>	<u>Fiscal Year 2016-2017</u>	<u>Fiscal Year 2017-2018</u>	<u>Fiscal Year 2018-2019</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$347,496	\$276,925	\$445,723	\$394,193	\$425,304
Number of Faculty Receiving Funds	132	133	138	136	137
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars per Full-Time Faculty	\$2,633	\$2,082	\$3,230	\$2,898	\$3,104
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$822,645	\$439,835	\$897,604	\$1,329,087	\$969,731
Number of Faculty on Paid Sabbatical	12	5	17	17	15
Average Total Dollars per Faculty on Sabbatical	\$68,554	\$87,967	\$52,800	\$78,182	\$64,649
Percent of Total Full-Time Faculty	9.1%	3.8%	12.3%	12.5%	10.5%
TOTAL Number of Full-Time Faculty	132	133	138	136	137

Source: Office of Academic Affairs, October 2019

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

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17**</u>	<u>2017-18**</u>	<u>2018-19</u>
<u>PROFESSOR</u>					
Berea's mean	85.1	89.0	87.8	91.8	92.6
Benchmark group mean (excludes Berea)	96.0	97.3	98.2	99.2	100.3
Benchmark group median (includes Berea)	91.1	92.0	92.7	94.5	94.6
Berea's rank among its benchmarks	19/27	16/26	18/26	15/27	15/27
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	68.7	70.1	70.4	73.5	74.1
Benchmark group mean (excludes Berea)	73.5	74.7	76.1	77.5	78.8
Benchmark group median (includes Berea)	72.5	72.4	72.8	74.7	75.4
Berea's rank among its benchmarks	18/27(tie)	17/26	17/26	16/27	17/27
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	56.9	58.6	58.2	60.5	60.0
Benchmark group mean (excludes Berea)	60.6	62.7	64.0	64.7	65.6
Benchmark group median (includes Berea)	58.4	59.7	61.8	61.7	62.2
Berea's rank among its benchmarks	18/27	17/26	19/26	17/27	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 Affairs, October 2019
American Association of University Professors (AAUP)

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	Smith T. Powell	1986
Gerrit Levey	1962	John Wallhausser	1987
Marian Kingman	1963	Stephen C. Bolster	1988
Robert Gordon Menefee	1963	Robert J. Schneider	1989
Charlotte P. Ludlum	1964	Ralph Stinebrickner	1990
William E. Newbolt	1964	<i>Jeanne M. Hoch</i>	1991
Virginia Ruth Woods	1965	Dean Warren Lambert	1992
George Gilbert Roberts	1965	Ralph L. Thompson	1993
Maureen Faulkner	1966	Eugene T. Chao	1994
Kristjan Sulev Kogerma	1966	John E. Courter	1995
Herschel Lester Hull	1967	Paul David Nelson	1996
Frank Junior Wray	1967	L. Eugene Startzman	1997
Jerome William Hughes	1968	Donald Hudson	1998
Thomas Reed Beebe	1968	Dorothy Hopkins Schnare	1999
Louise Moore Scrivner	1969	Thomas A. Boyd	2000
John Douglas Chrisman	1969	Richard D. Sears	2001
Cornelius Gregory Di Teresa	1970	Laura A. Crawford	2002
Franklin Bryan Gailey	1970	Walter E. Hyleck	2003
Thomas McRoberts Kreider	1971	Andrew Baskin	2004
William John Schafer	1971	Amer Lahamer	2005
Robert Jerry Lewis	1972	<i>Dawn Anderson</i>	2006
Stephen Scott Boyce	1972	<i>Gary Mahoney</i>	2007
Thomas David Strickler	1973	<i>Ron Rosen</i>	2008
Martha Wylie Pride	1974	Janice Blythe	2009
Glen H. Stassen	1975	Barbara Wade	2010
John Fletcher White	1976	Robert Suder	2011
Mary Louise Pross	1977	<i>Ed McCormack</i>	2012
Robert Ward Pearson	1978	<i>Sandra Bolster</i>	2013
John Seelye Bolin	1979	Kathryn Akural	2014
Dennis Michael Rivage-Seul	1980	<i>Jill Bouma</i>	2015
Jonas Patterson Shugars	1981	<i>Kathy Bullock</i>	2016
Philip Schmidt	1982	<i>Michael Berheide</i>	2017
Larry K. Blair	1983	<i>Megan Hoffman</i>	2018
Richard Barnes	1984	Robert Hoag	2019
Marlene Waller	1985		

Source: Office of Academic Affairs, September 2019

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

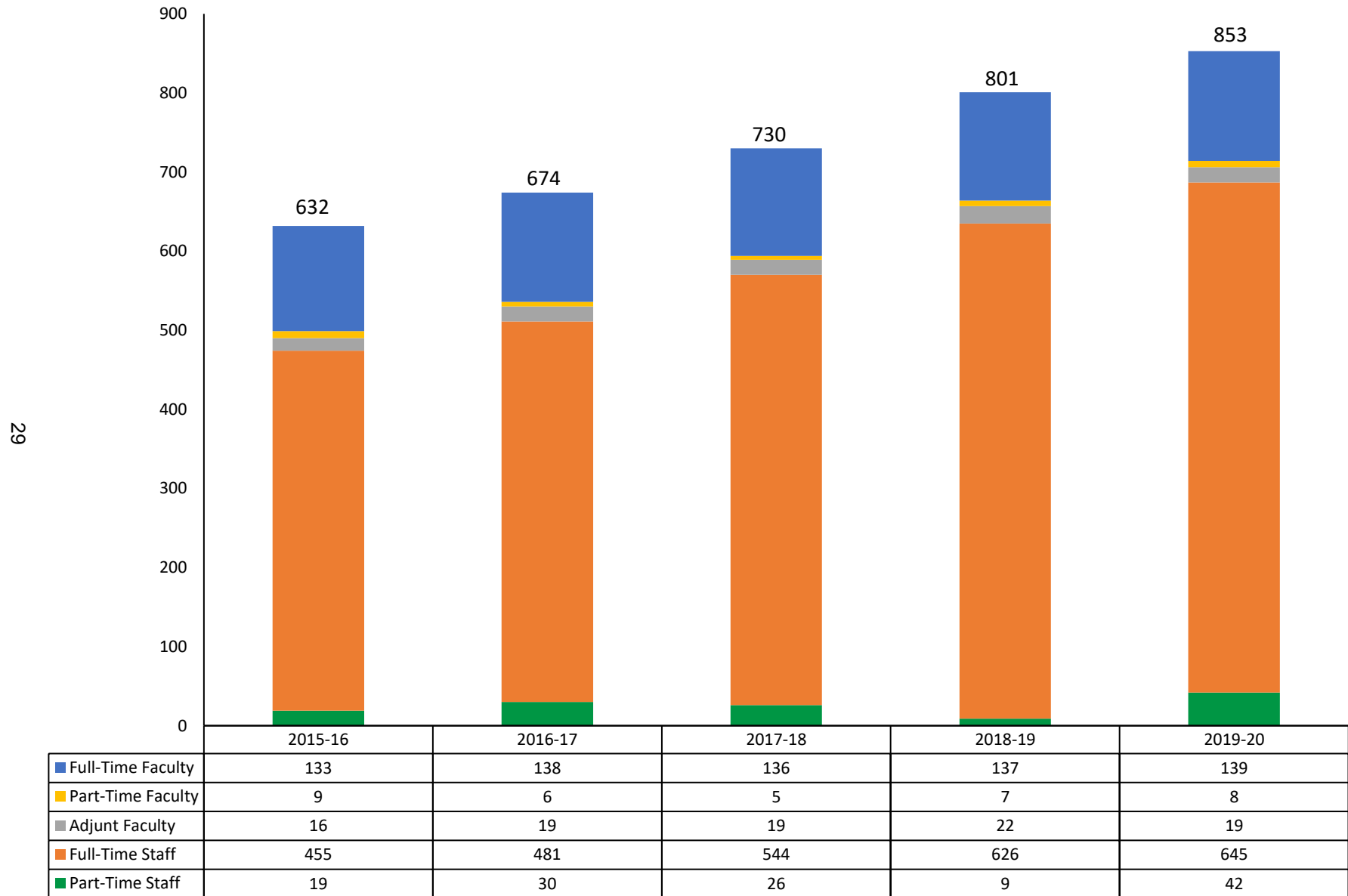
The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the 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
Janice Blythe	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
Andrew Baskin	2016
<i>Sarah Blank</i>	2017
<i>Sandy Williams</i>	2018
<i>Chris Green</i>	2019

**NUMBER OF BEREA COLLEGE EMPLOYEES
ACADEMIC YEARS 2015-16 THROUGH 2019-20**



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, 2018			As of November 1, 2019		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	135	281	417	159	309	468
6 to 10 years	34	68	102	35	70	105
11 to 20 years	32	40	72	29	35	64
21 to 30 years	12	14	26	16	19	35
Over 30 years	<u>7</u>	<u>11</u>	<u>18</u>	<u>6</u>	<u>9</u>	<u>15</u>
TOTAL	220	415	635	245	442	687

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

	As of November 1, 2018			As of November 1, 2019		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	11	20	31	19	28	47
25-29 years old	48	57	105	44	49	93
30-39 years old	46	105	151	61	117	178
40-49 years old	34	76	110	36	79	115
50-59 years old	48	97	145	48	111	159
60-69 years old	31	55	86	34	53	87
Older than 69 years	<u>2</u>	<u>5</u>	<u>7</u>	<u>3</u>	<u>5</u>	<u>8</u>
TOTAL	220	415	635	245	442	687

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2018-19: 8; 2019-20: 8) and tenure-track faculty members (2018-19: 2; 2019-20: 3) who are currently holding administrative positions, and professional librarians with faculty status (2018-19: 7; 2019-20: 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 2019

**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, 2018</u>		<u>As of Nov. 1, 2019</u>	
Hispanic or Latino or Spanish Origin	11	(1.7%)	13	(1.9%)
American Indian or Alaska Native	3	(0.5%)	2	(0.3%)
Asian	4	(0.6%)	7	(1.0%)
Black or African American	52	(8.2%)	57	(8.3%)
Two or more races	10	(1.6%)	9	(1.3%)
White	560	(88.2%)	598	(87.0%)
Chose not to respond (race unknown)	5	(0.8%)	14	(2.0%)
International	1	(0.2%)	0	(0.0%)
Total	635	(100.0%)	687	(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 (2018-19: 8; 2019-20: 8) and tenure-track faculty members (2018-19: 2; 2019-20: 3) who are currently holding administrative positions, and professional librarians with faculty status (2018-19: 7; 2019-20: 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, 2018</u>	<u>As of Nov. 1, 2019</u>
Number of Staff	635	687
Number of Alumni**	177	196
Graduated from Berea College	(161)	(179)
Attended Berea	(13)	(14)
Honorary Alumni***	(3)	(3)

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2018-19: 8; 2019-20: 8) and tenure-track faculty members (2018-19: 2; 2019-20: 3) who are currently holding administrative positions, and professional librarians with faculty status (2018-19: 7; 2019-20: 7).

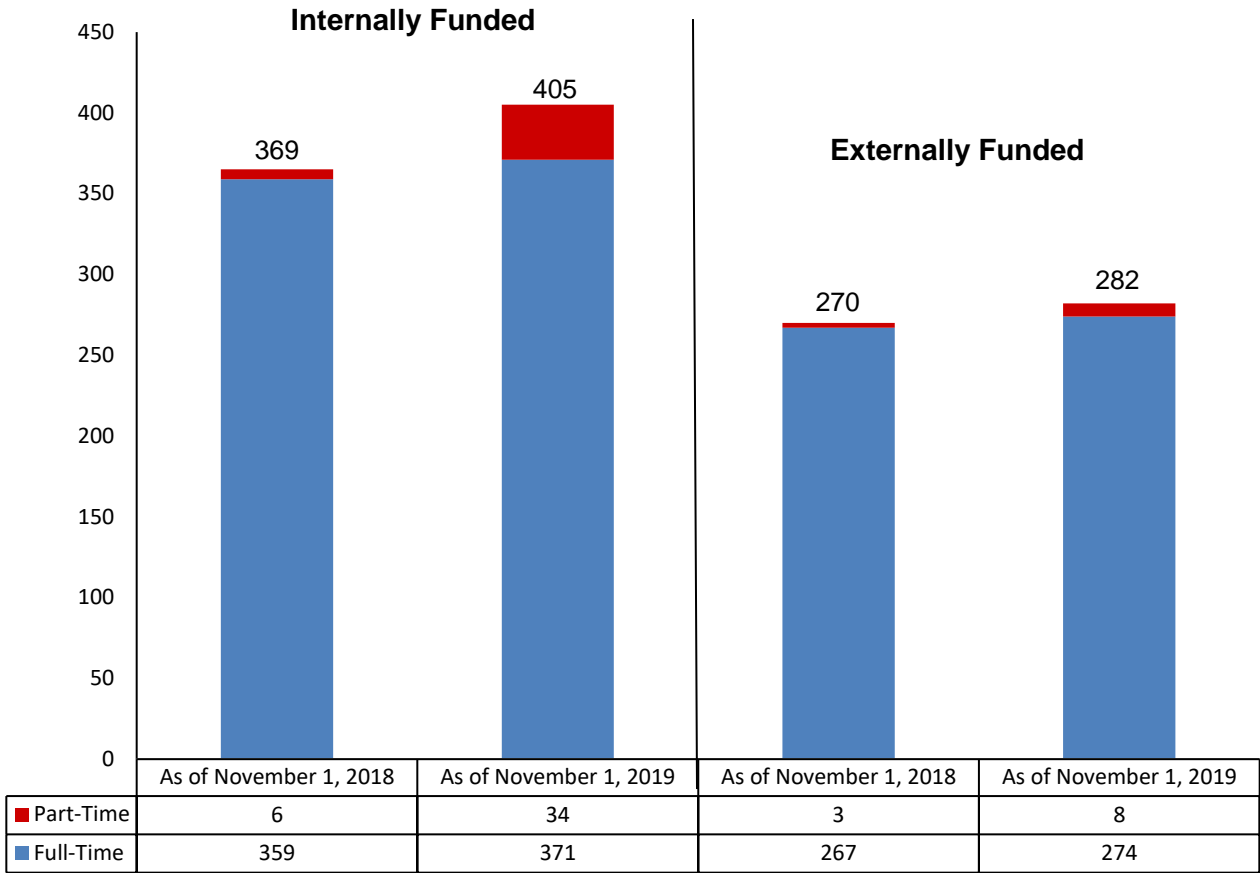
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

***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 Advancement Services Office, November 2019

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



*Includes tenured faculty members (2018-19: 8; 2019-20: 8) and tenure-track faculty members (2018-19: 2; 2019-20: 3) who are currently holding administrative positions, and professional librarians with faculty status (2018-19: 7; 2019-20: 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 2019

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
Anthony Basham	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
<i>Kye Anderson</i>	2019

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.

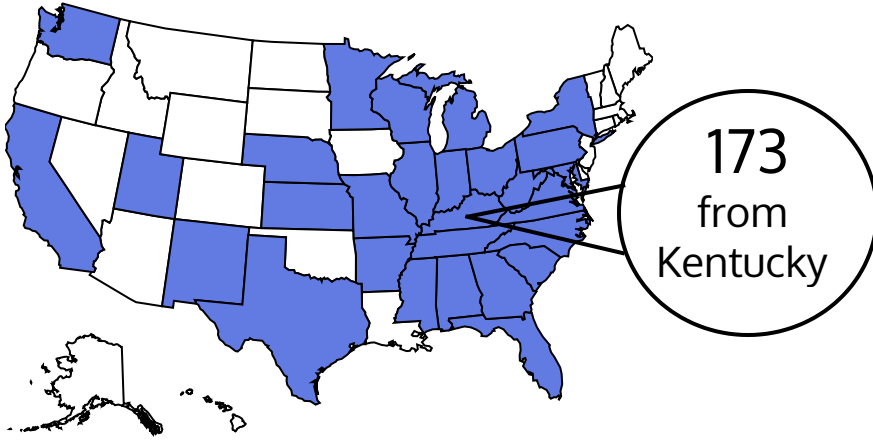
Tom Boyd	1991
Betty Olinger	1992
Carol Lamm	1993
William Stolte	1994
Joan Moore	1995
Peter Hille	1996
John Cook	1997
Randy Osborne	1998
Lee Morris	1999
Virgil Burnside	2000
Brenda Hosley	2001
Andrew Baskin	2002
Betty Hibler	2003
Barbara Power	2004
<i>Fred de Rosset</i>	2005
John Courter	2006
Nancy Ryan	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
Ellen Burke	2015
<i>Meta Mendel-Reyes</i>	2016
<i>Michael Morris</i>	2017
Yolanda Carter	2018
<i>Jackie Burnside</i>	2019

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, 2010-2019
 - by Sex
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
- Fall Term Transfer Student Enrollment Trends, 2010-2019
 - by Sex
 - by Territory

First-Year Student Highlights

Fall 2019



413 Students enrolled from...

28 States

29 Countries

71% In-Territory

23% At-Risk and Distressed Counties

Academic Preparation

Mean ACT

25.1

Required at least one course of developmental math

21%

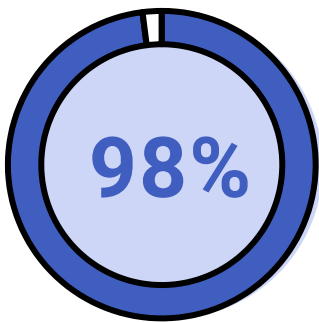
High School Percentile Rank

Second Fifth
33%

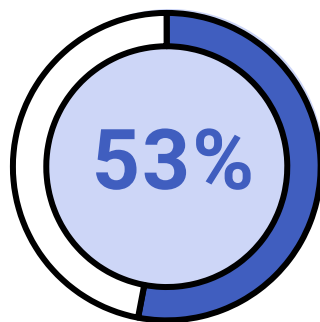
Third Fifth
7%

Top Fifth
59%

Financial Qualifications



Pell Grant Recipients



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

Enrollment Characteristics

55% Female

25% African-American

7% F-1 International

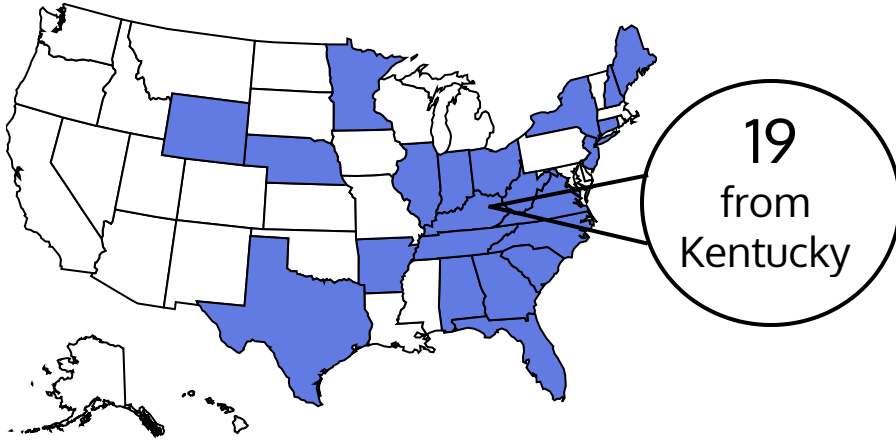
13% Hispanic

60% First Generation

6% Homeschooled

Transfer Student Highlights

Fall 2019



54 Students enrolled from...

22 States
2 Countries

61% In-Territory
29% At-Risk and Distressed Counties

Academic Preparation

Mean Transfer GPA

3.57

Required at least one course of developmental math

11%

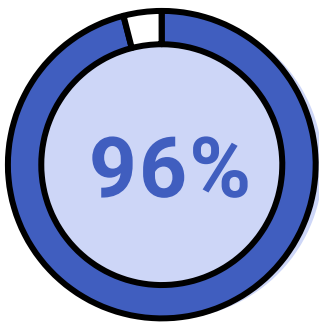
Classification

Junior
30%

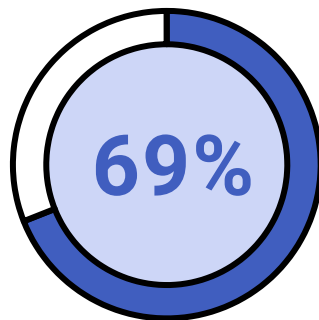
Freshman
17%

Sophomore
54%

Financial Qualifications



Pell Grant Recipients



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

Enrollment Characteristics

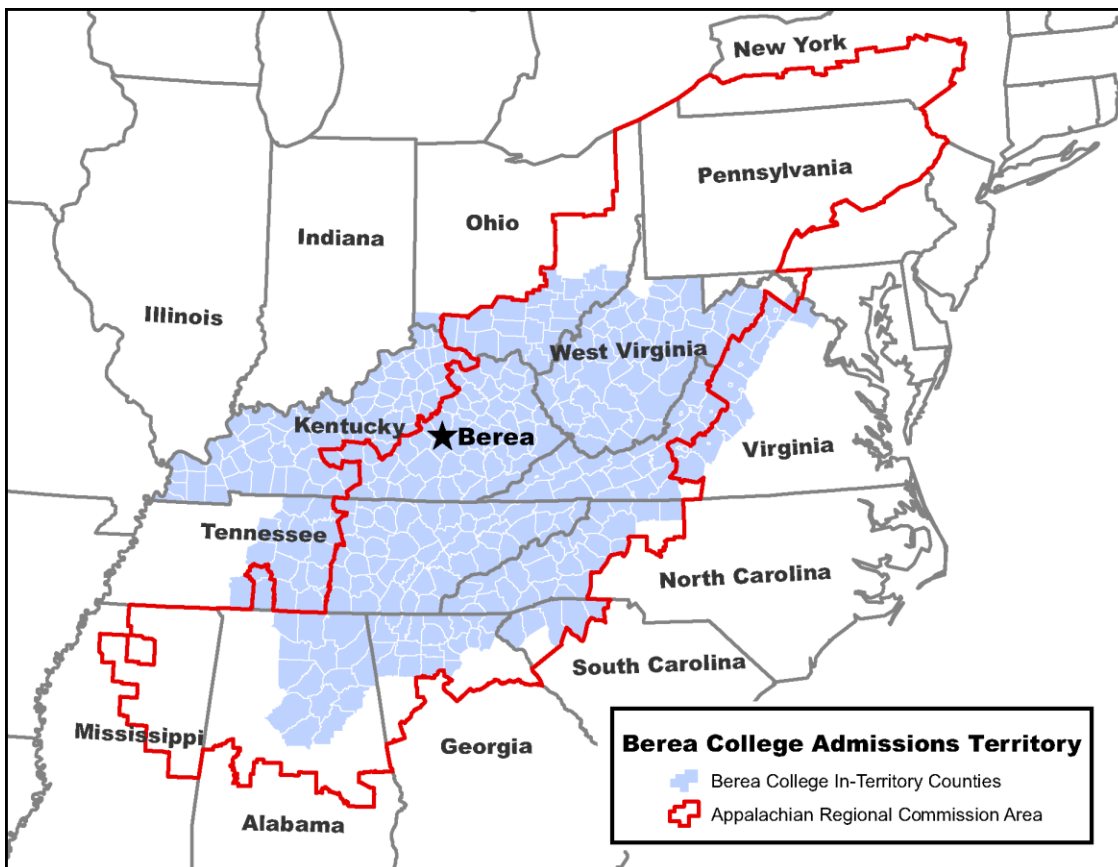
- 57%** Female
- 22%** African-American
- 4%** F-1 International
- 13%** Hispanic
- 69%** First Generation
- 17%** KCTCS Transfer

(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)

<u>TENNESSEE</u>	<u>TENNESSEE</u>	<u>VIRGINIA</u>	<u>WEST VIRGINIA</u>
Anderson	Putnam	Roanoke	Raleigh
Bedford****	Rhea	Rockbridge	Randolph
Bledsoe	Roane	Rockingham	Ritchie*
Blount	Robertson****	Russell	Roane*
Bradley	Rutherford****	Scott	Summers
Campbell	Scott	Shenandoah	Taylor*
Cannon****	Sequatchie	Smyth	Tucker
Carter	Sevier	Tazewell	Tyler*
Cheatham****	Smith	Warren	Upshur*
Claiborne	Sullivan	Washington	Wayne
Clay	Sumner****	Wise	Webster
Cocke	Trousdale****	Wythe	Wirt*
Coffee****	Unicoi		Wood*
Cumberland	Union	<u>WEST VIRGINIA</u>	Wyoming
Davidson****	VanBuren	Barbour*	
DeKalb	Warren	Boone	
Dickson****	Washington	Braxton*	
Fentress	Wayne****	Cabell*	
Franklin****	White	Calhoun*	
Giles****	Williamson****	Clay*	
Grainger	Wilson****	Doddridge*	
Greene		Fayette	
Grundy	<u>VIRGINIA</u>	Gilmer*	
Hamblen	Alleghany	Grant	TAKEN OUT
Hamilton	Amherst	Greenbrier	OF TERRITORY
Hancock	Augusta	Hampshire	<u>IN 1976</u>
Hawkins	Bath	Hardy	
Hickman****	Bedford	Harrison*	
Jackson	Bland	Jackson*	<u>Alabama</u>
Jefferson	Botetourt	Jefferson	Clay
Johnson	Buchanan	Kanawha*	Cleburne
Knox	Carroll	Lewis*	Fayette
Lawrence****	Clarke	Lincoln	Franklin
Lewis****	Craig	Logan	Marion
Lincoln****	Dickenson	McDowell	Walker
Loudoun	Floyd	Marion*	Winston
McMinn	Franklin	Mason*	
Macon	Frederick	Mercer	
Marion	Giles	Mineral	<u>Virginia</u>
Marshall****	Grayson	Mingo	Greene
Maury****	Highland	Monongalia*	Madison
Meigs	Lee	Monroe	Rappahannock
Monroe	Loudoun**	Nicholas	
Moore****	Montgomery	Pendleton	
Morgan	Nelson	Pleasants*	
Overton	Page	Pocahontas	
Pickett	Patrick	Preston*	
Polk	Pulaski	Putnam	

*Counties added in 1976

**Counties added in 1978

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

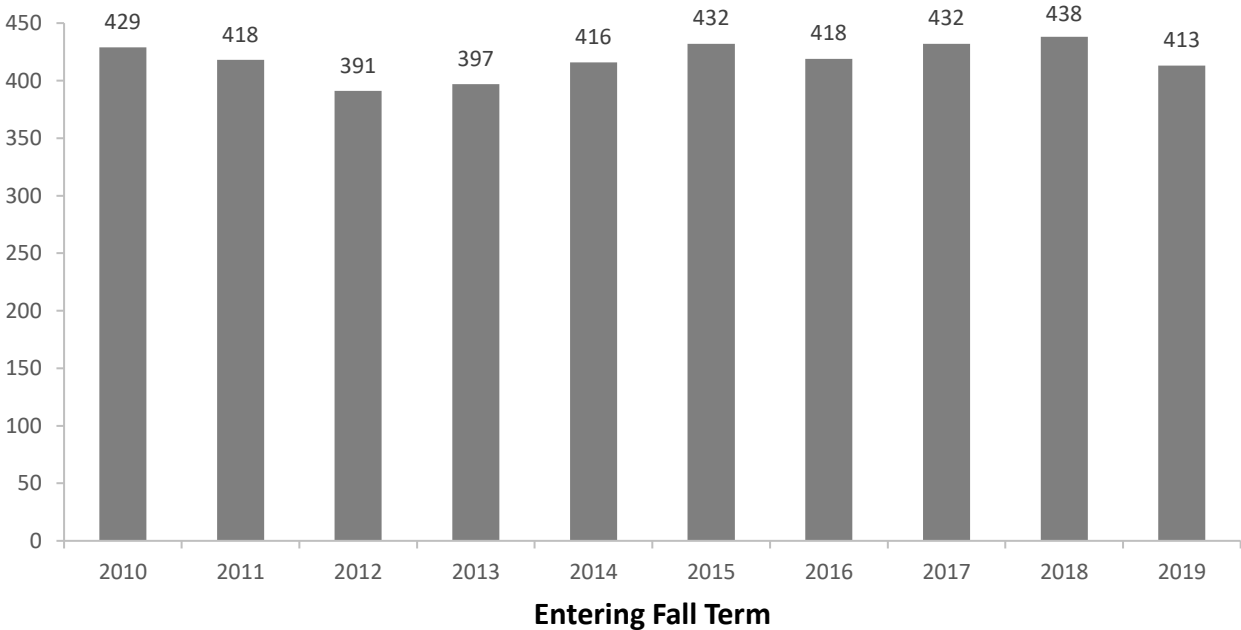
****Counties added (Tennessee) in 2017 (entering class of 2018 was the first class recruited from these counties)

Source: Admissions Office

FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2019	5,183	1,966	595	30	413	69

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>
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
2019	1,792	802	250	31	186	74

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>
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	257	68
2018	3,345	949	356	38	251	71
2019	3,390	1,163	345	30	227	66

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; 2019:1/1.

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> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of Completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2019	3,012	960	397	41	293	74

OUT-OF-TERRITORY						
Fall <u>Term</u>	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of Completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2019	1,459	431	162	38	90	56

F-1 INTERNATIONAL**						
Fall <u>Term</u>	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of Completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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	82
2017	671	514	29	6	24	83
2018	618	472	28	6	25	89
2019	712	575	36	6	30	83

*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>
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
2019	413	173	41.9

AFRICAN-AMERICAN* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
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
2019	413	103	24.9

*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>
2010	429	98	22.8%	40	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
2019	413	86	20.8	35	8.5

*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.

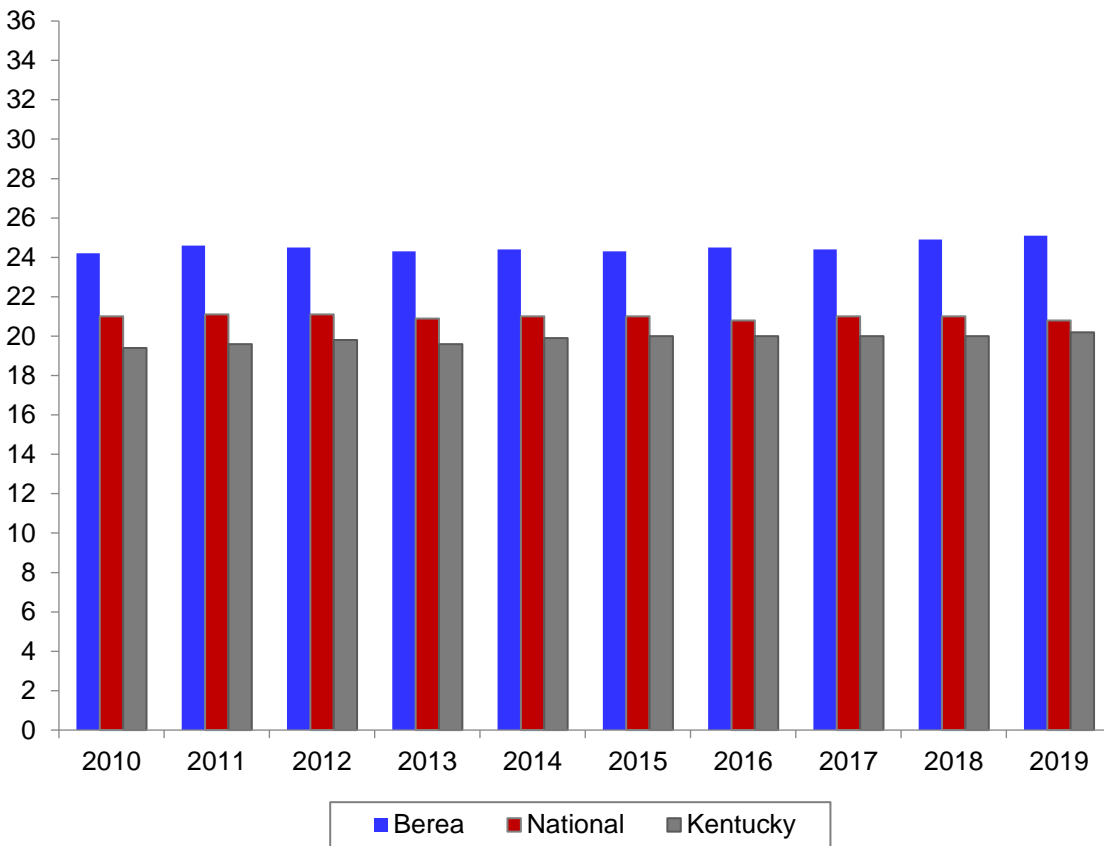
To learn more about how Berea serves Appalachian students, please visit the Loyal Jones Appalachian Center website at: <http://www.berea.edu/appalachian-center/>

MEAN ACT COMPOSITE SCORES

Fall Term	Number of First-Year Students* who Submitted ACT	Berea's First-Year Students Mean Scores			National/Kentucky Comparisons Mean Scores	
		All Students*	Males	Females	National	Kentucky
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
2019	329	25.1	25.1	25.1	20.8	20.2

*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
STARTING IN 2019: READING AND WRITING; MATHEMATICS**

Fall Term	Number of First-Year Students* who Submitted SAT	Berea's First-Year Students Mean Scores			National and Kentucky Comparisons Mean Scores					
		Reading and Writing**	Mathematics	Writing and Language	Reading and Writing** National	Writing** KY	Mathematics National	Mathematics KY	Writing and Language National	Writing and Language KY
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	not available	
2019	62	606	590	not applicable	536	630	531	618	not applicable	

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

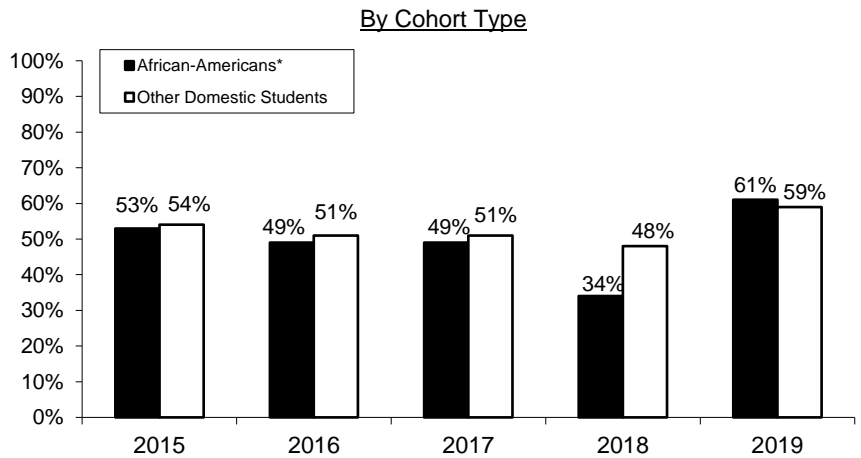
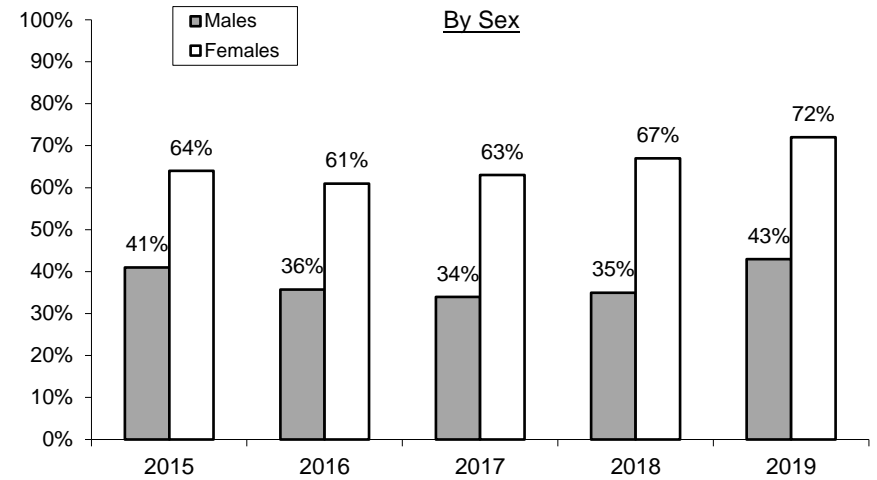
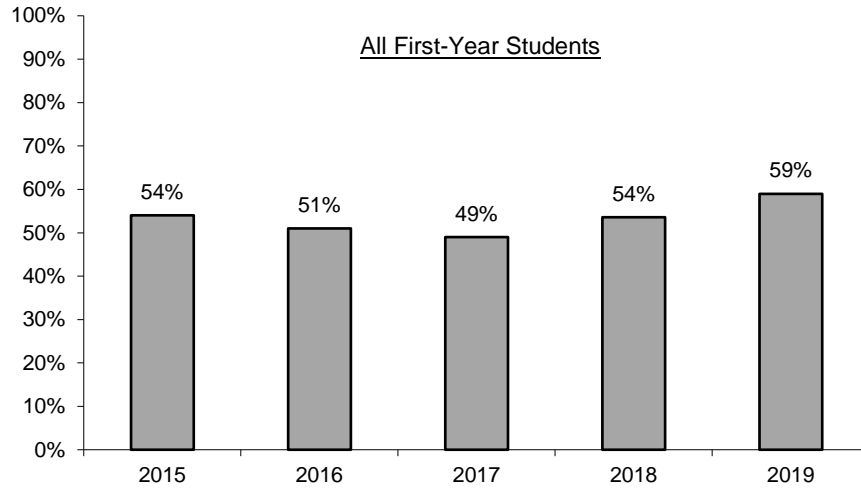
**Prior to 2019, the category was "Critical Reading."

***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

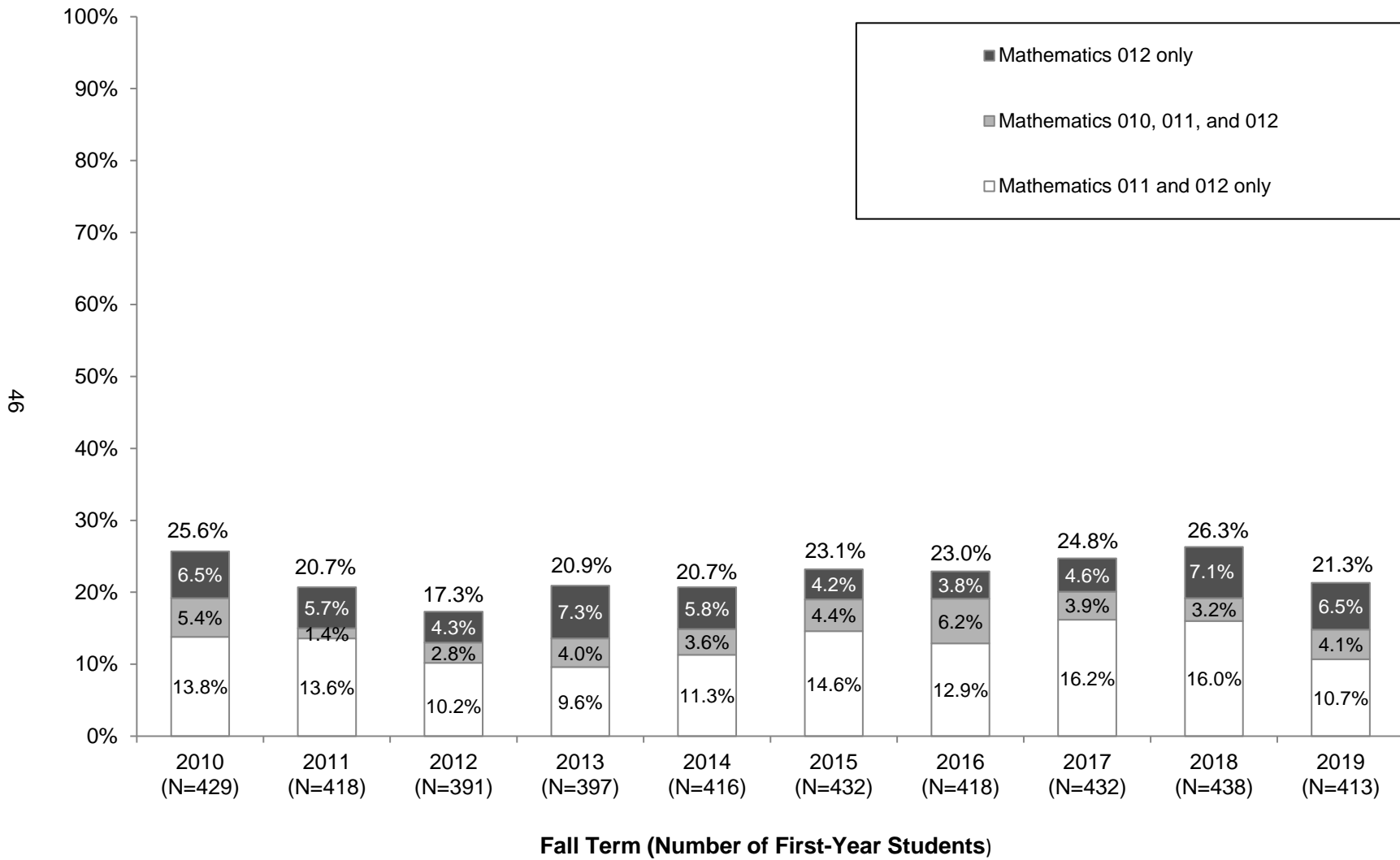


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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](#)

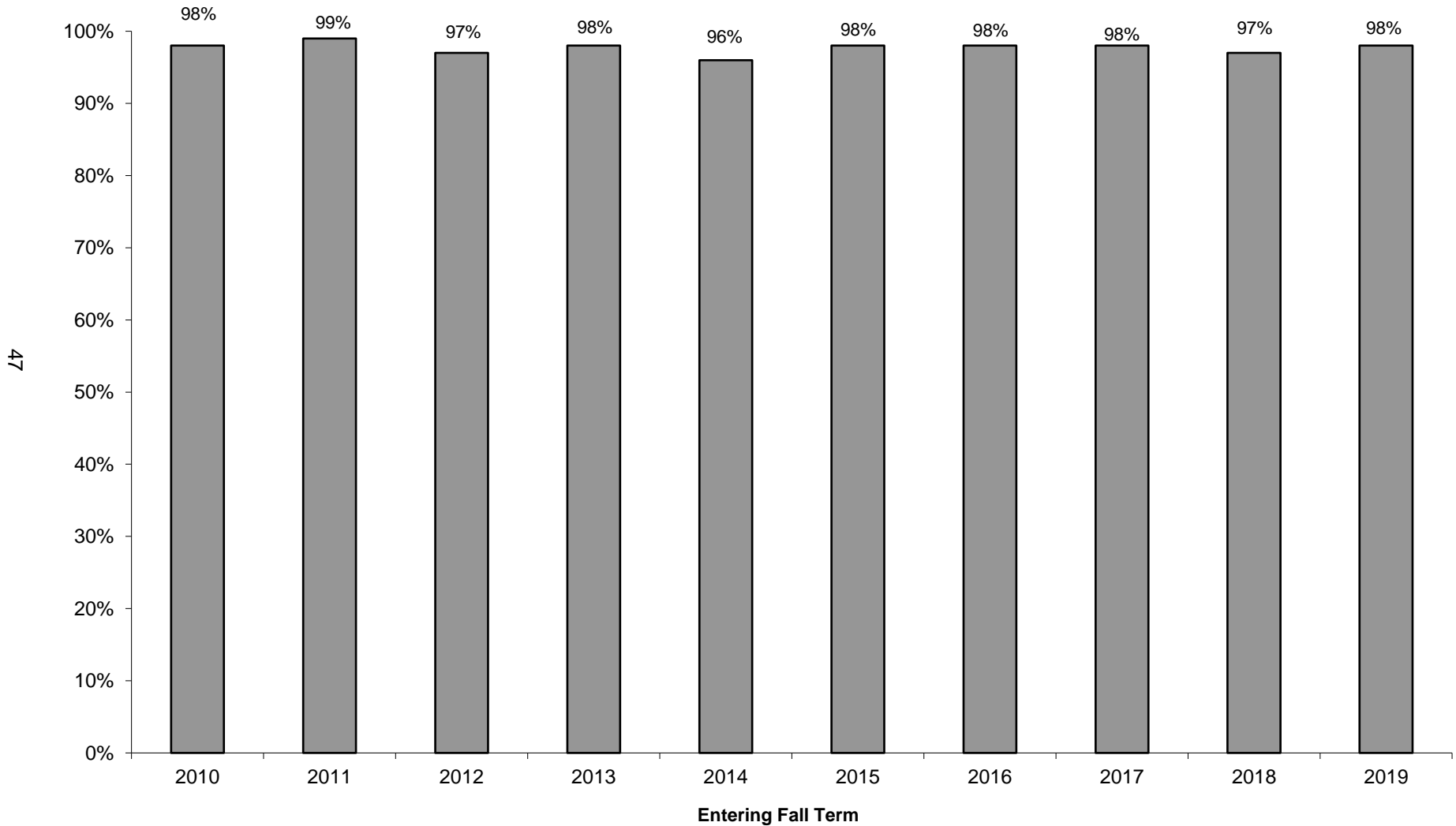
FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES



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

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

Ten-Year Average: 98%

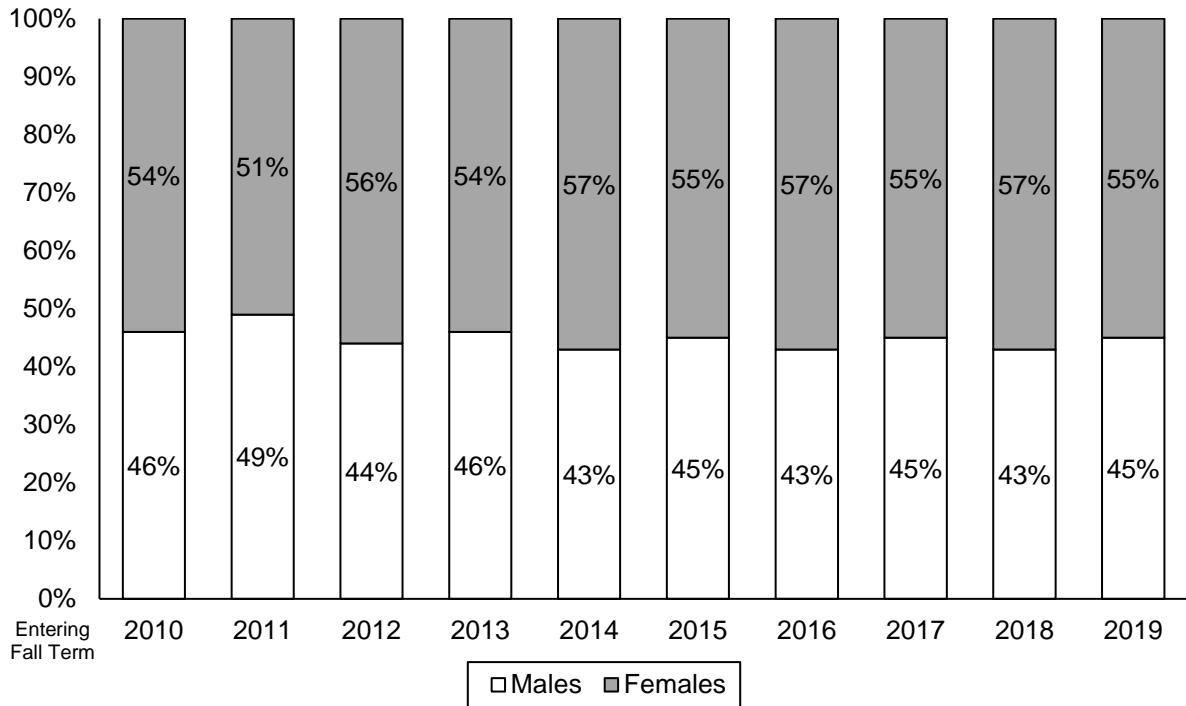


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

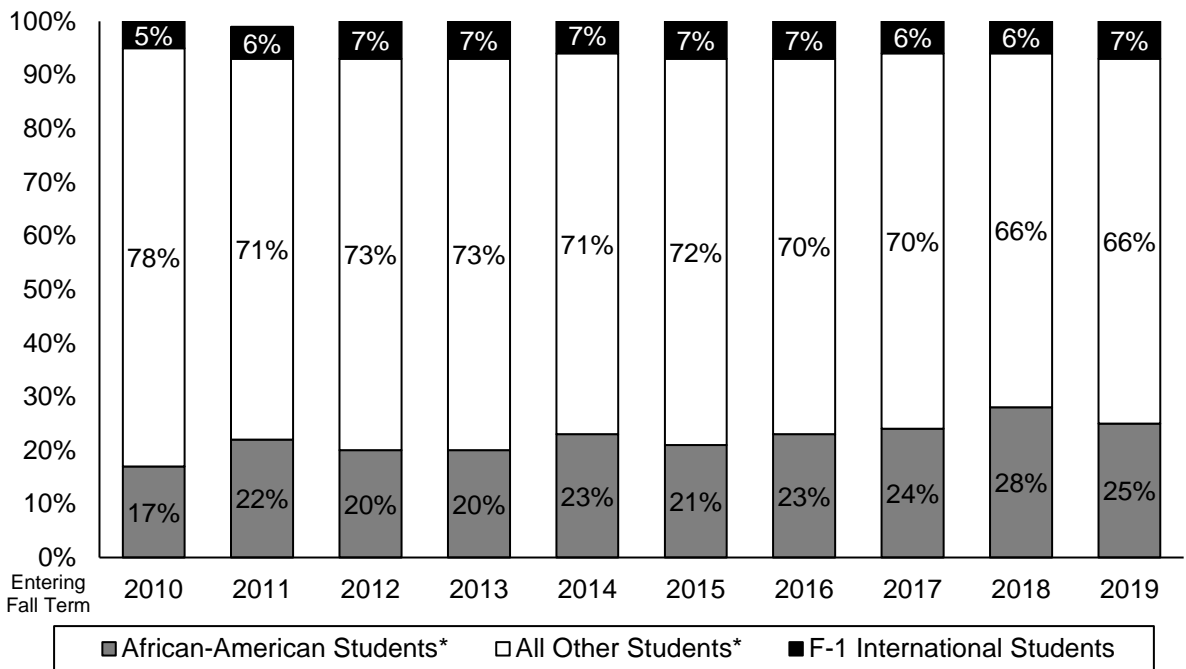
Source: Annual editions of the [First-Year Students' Class Profile](#)

FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Sex



By Cohort Type

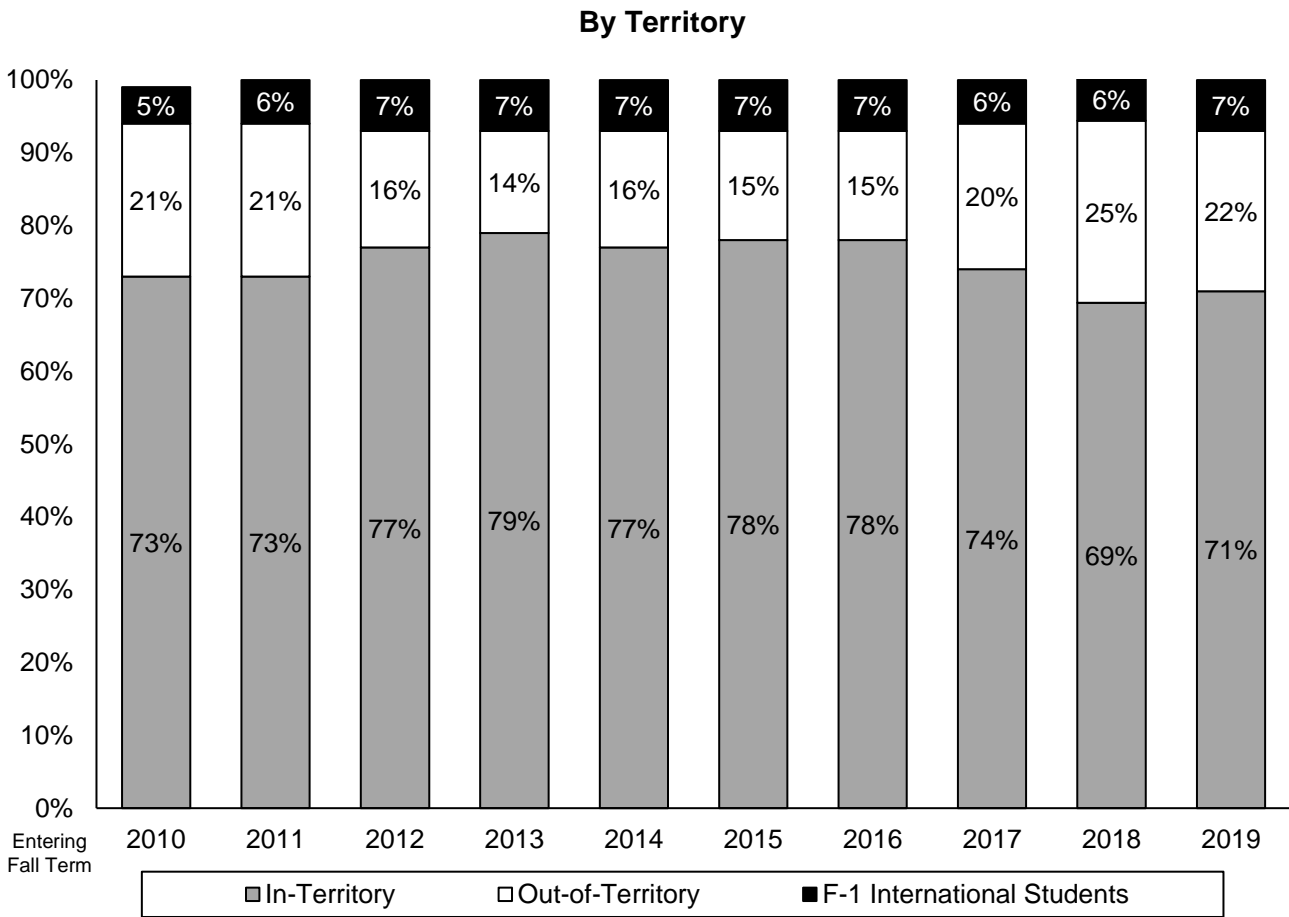


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2019

First-Year Student Enrollment Trends, continued

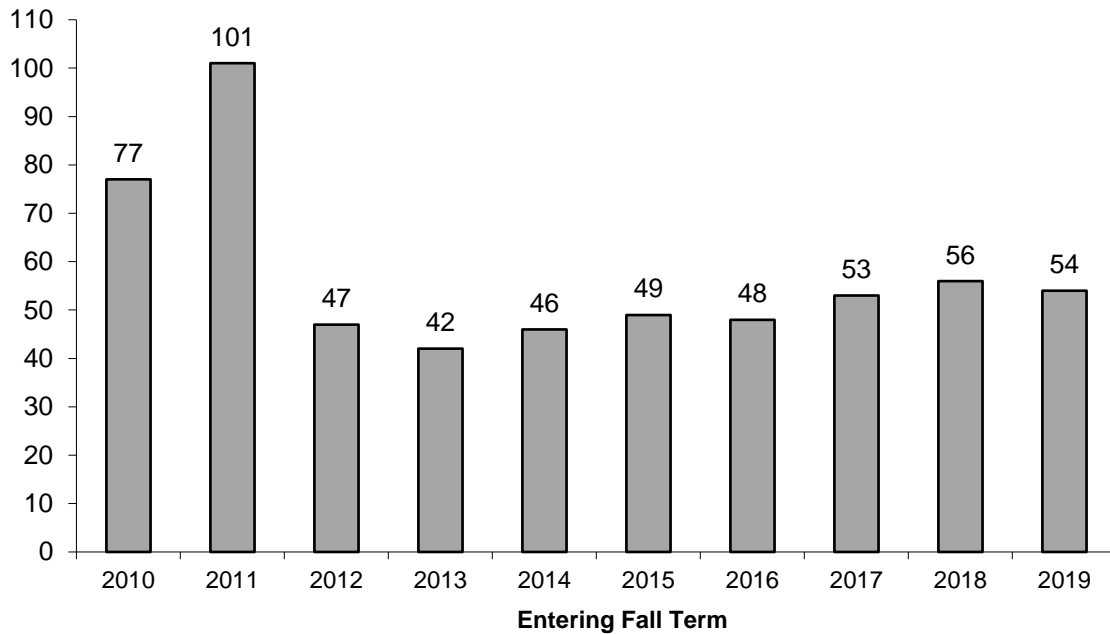


Source: Office of Institutional Research and Assessment, October 2019.

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
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
2019	619	150	74	49	54	73

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>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2019	212	58	31	53	23	74

Females

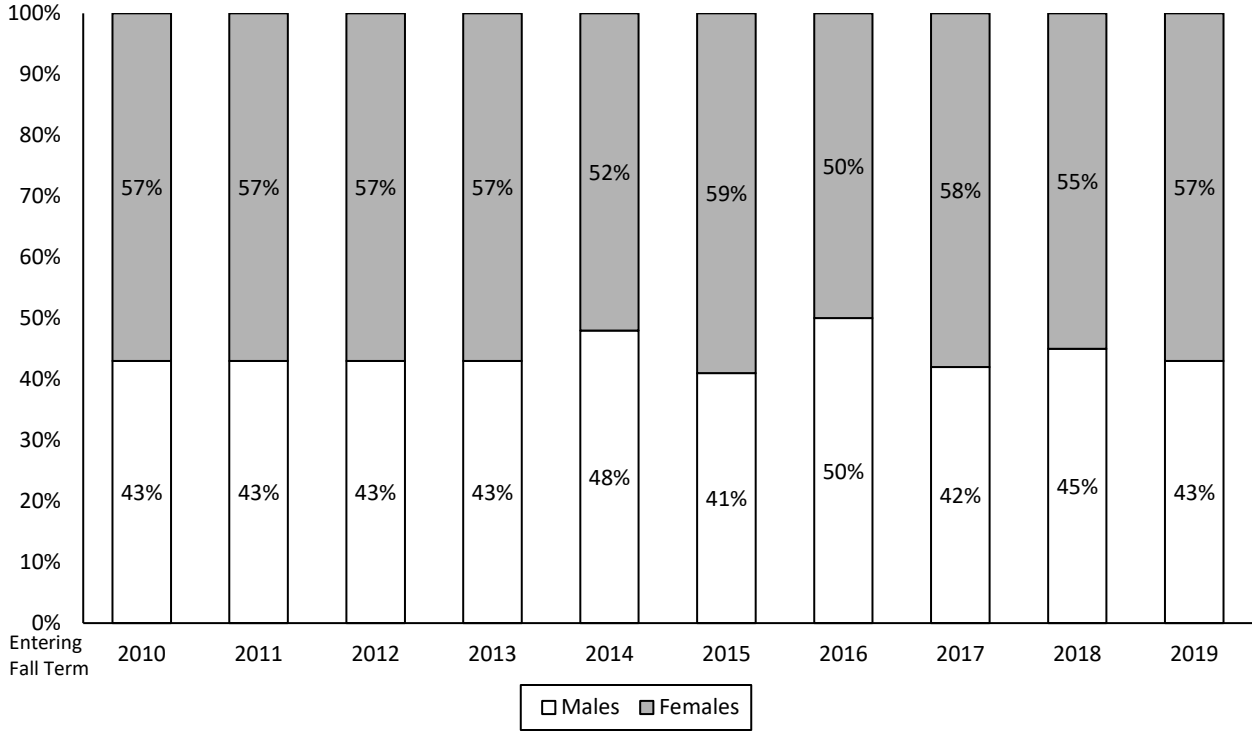
Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2010	263	76	55	72%	44	80%
2011	371	110	66	60	58	88
2012	395	119	31	26	27	87
2013	371	92	30	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
2019	407	92	43	47	31	72

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

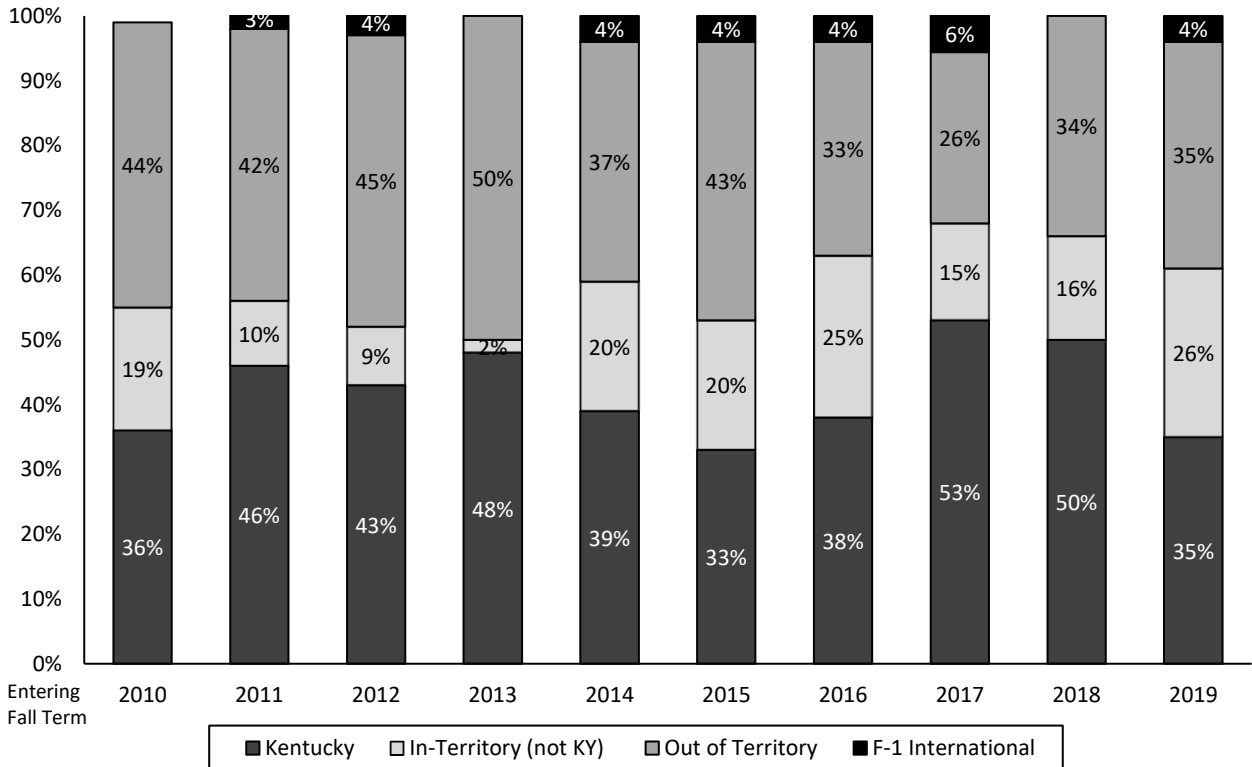
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Sex



By Territory



Source: Office of Institutional Research and Assessment, September 2019

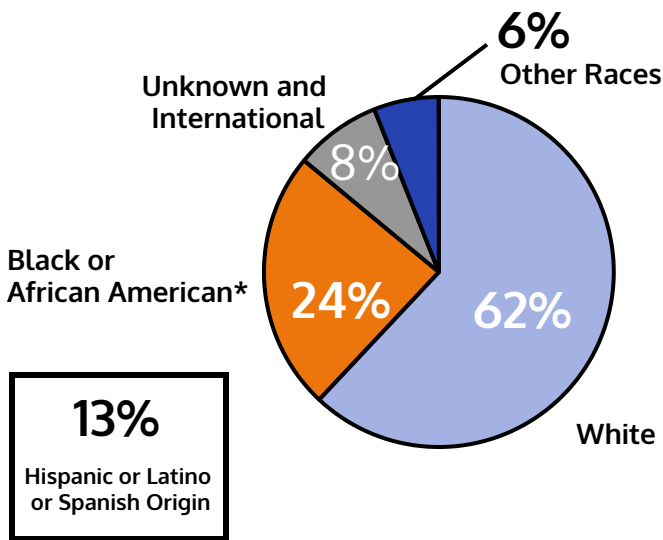
Student Enrollment and Characteristics

- Highlights
- Fall 2019 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 2019 Enrollment by State and U. S. Territories (Map)
- Fall 2019 Enrollment by Country (Map)
- Fall 2019 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by
 - Territory
 - Ethnic and Racial Breakdowns
 - Age
- Fall 2019 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2010-2019
 - by Sex
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

Enrollment Highlights

Fall 2019

Ethnic and Racial Breakdowns

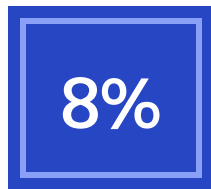


*Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

First Generation



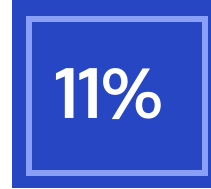
Non-Traditional



From At-Risk and Distressed Appalachian Counties

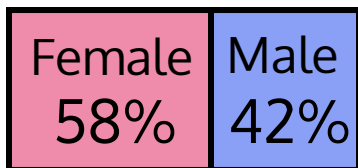


Students with International Experience*



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

Sex



Headcount



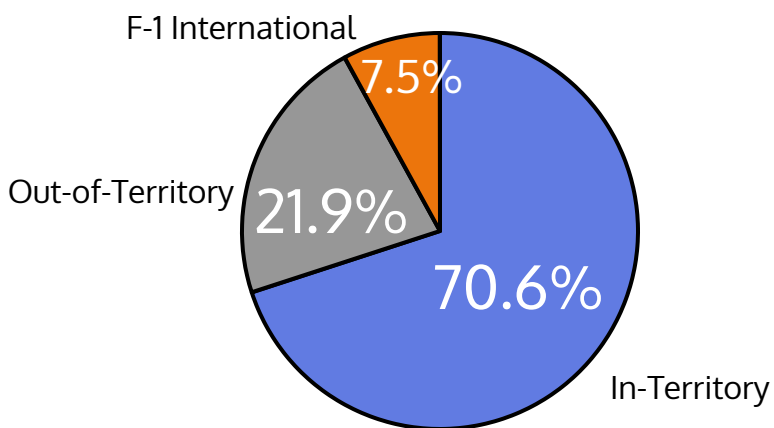
Degree-Seeking



Non-Degree-Seeking



Territory



Students represent:

41 States

2 U.S. Territories

76 Countries other than the United States

FALL 2019 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,652	First-Year Students N = 413	Transfer Students N = 54
Sex			
Male	693 42%	186 45%	23 45%
Female	959 58%	227 55%	31 57%
Territory			
In-Territory	1,166 71%	293 71%	33 61%
Out-of-Territory	362 22%	90 22%	19 35%
F-1 International	124 8%	30 7%	2 4%
From At-Risk/Distressed Appalachian Counties	357 22%	86 21%	15 28%
Students with International Experience	173 11%	42 10%	5 9%
Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	214 13%	53 13%	7 13%
Black or African American	393 24%	103 25%	12 22%
Other races	105 6%	30 7%	0 0%
White	1,026 62%	238 58%	40 74%
Unknown and International	128 8%	42 10%	2 4%
Non-Traditional	131 8%	3 1%	11 20%
First Generation (based on those with known info)	938/1595 59%	230/383 60%	35/51 69%

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 Races - 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.

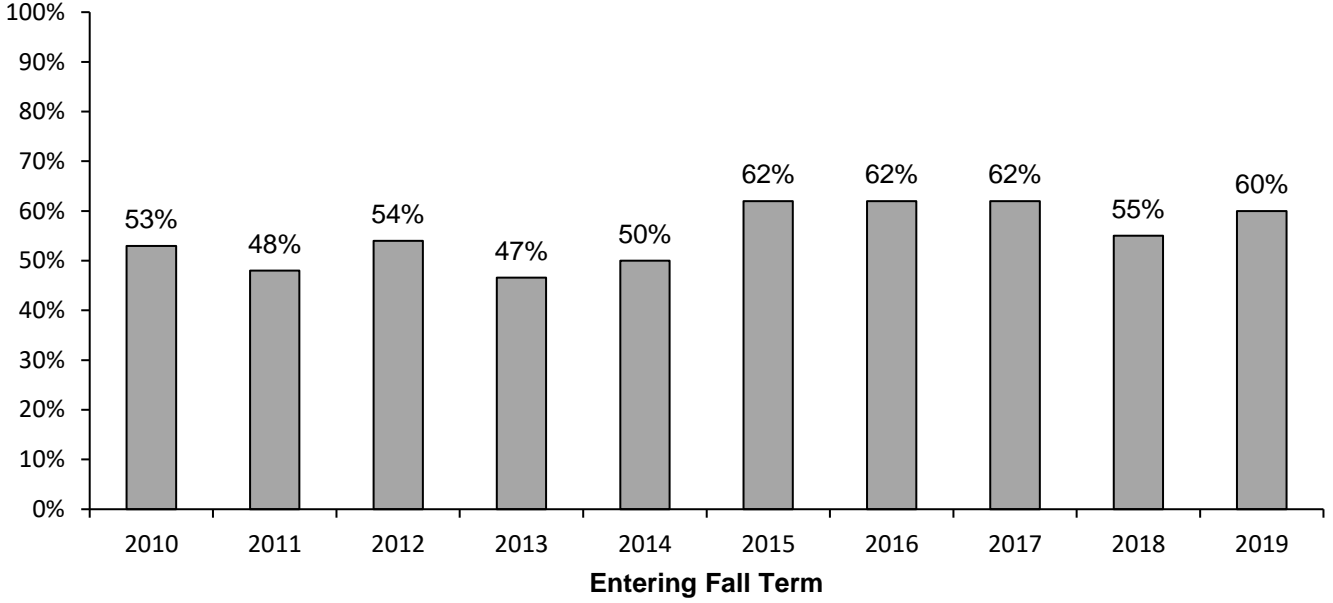
Non-Traditional - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age.

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.

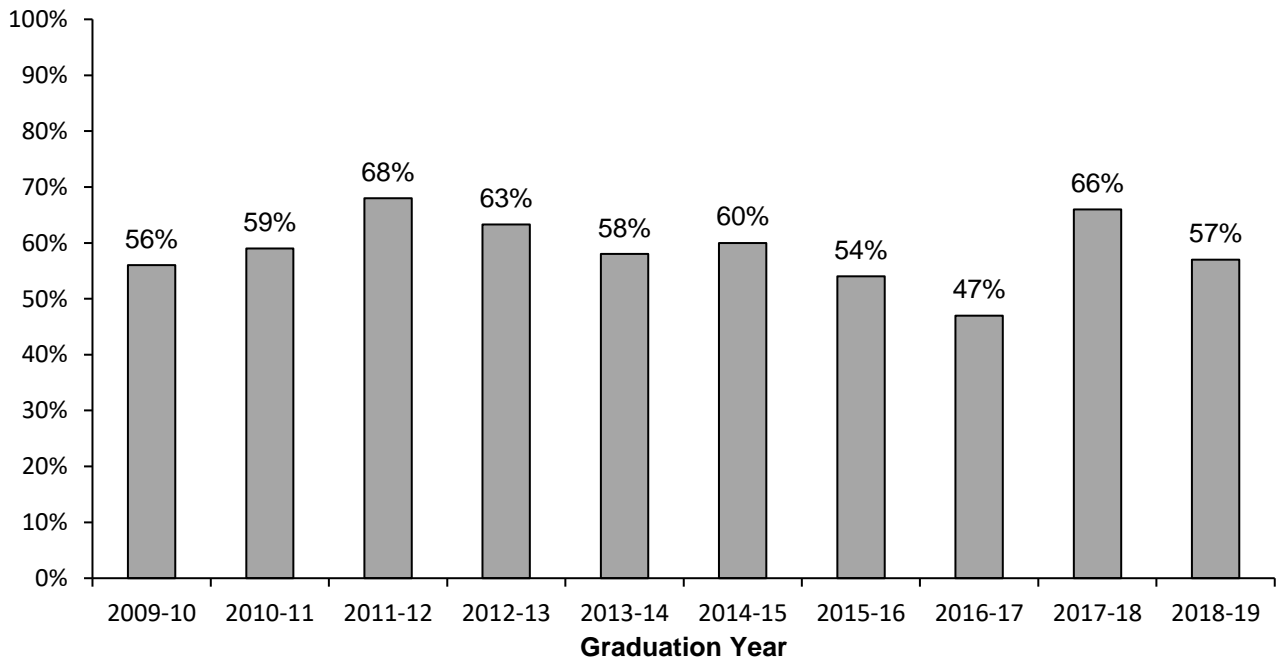
PERCENT OF FIRST-GENERATION STUDENTS (At Entry and At Graduation)

First Generation – Students who indicated that neither parent has received a college degree via responses on the admissions application, the FAFSA (Free Application for Federal Student Aid), or annual entering and graduating seniors' surveys.

First-Year Students

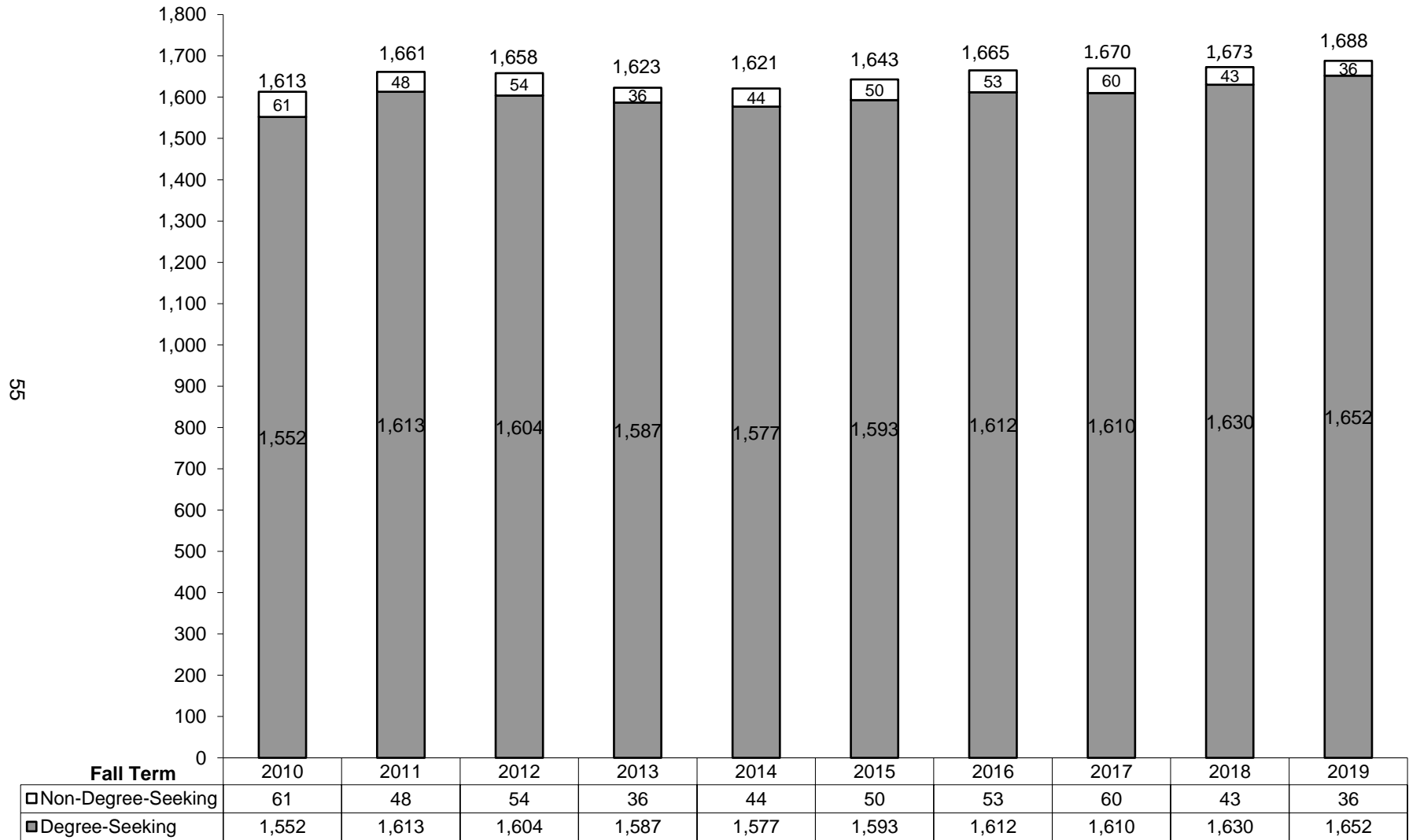


Graduating Seniors



Source: Office of Institutional Research and Assessment, annual surveys, FAFSA Information, and the Admissions Application.

FALL HEADCOUNT ENROLLMENT*



*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2019

**FALL ENROLLMENTS BY CLASSIFICATION
2015 - 2019**

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	497	512	504	496	485
First-Year Students	(432)	(418)	(432)	(438)	(413)
Other Freshmen**	(65)	(94)	(72)	(58)	(72)
Sophomore	373	339	374	373	378
Junior	377	400	376	397	405
Senior	<u>346</u>	<u>361</u>	<u>356</u>	<u>364</u>	<u>384</u>
TOTAL DEGREE-SEEKING STUDENTS	1,593	1,612	1,610	1,630	1,652
Auditing Student	n/a	4	3	4	2
Berea Community School	30	33	45	22	15
College Employee	3	0	0	1	1
Community (Special)	13	8	5	9	10
EKU Exchange	0	3	0	2	2
Home-Schooled Student	Not recorded prior to 2019.				3
Madison Southern High School	2	0	1	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	50	53	60	43	36
TOTAL HEADCOUNT	1,643	1,665	1,670	1,673	1,688

*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 course load of three or more credits.

Part-time Student - A student who has a course load of less than 3 credits.

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, Madison Southern High School or Home-Schooled Student- Junior and senior high school students who take no more than two courses per term at Berea College based upon the record of their academic work or the 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>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>Full-Time Students</u>					
Freshman	497	512	504	496	485
First-Year Students	(432)	(418)	(432)	(438)	(413)
Other Freshmen*	(65)	(94)	(72)	(58)	(72)
Sophomore	373	339	374	373	378
Junior	377	399	376	397	405
Senior	<u>343</u>	<u>360</u>	<u>355</u>	<u>360</u>	<u>381</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,590	1,610	1,609	1,626	1,649
Auditing Student	n/a	0	0	0	0
Berea Community School	0	1	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	0	0	0	0	0
Home-Schooled Student	Not recorded prior to 2019.				0
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	6	6	5	3
TOTAL FULL-TIME STUDENTS	1,592	1,616	1,615	1,631	1,652
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	0	1	0	0	0
Senior	<u>3</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3	2	1	4	3
Auditing Student	n/a	4	3	4	2
Berea Community School	30	32	45	22	15
College Employee	3	0	0	1	1
Community (Special)	13	8	5	9	10
EKU Exchange	0	3	0	2	2
Home-Schooled Student	Not recorded prior to 2019.				3
Madison Southern High School	2	0	1	0	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	48	47	54	38	33
TOTAL PART-TIME STUDENTS	51	49	55	42	36
FTE ENROLLMENT	1,612	1,638	1,637	1,645	1,702

*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 36 students has a FTE of 13.92.

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
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
2019	1,652	124	7.5	173	10.5

*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 three F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2019.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2019	1,652	393	23.7

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

Source: Office of Institutional Research and Assessment, October 2019

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

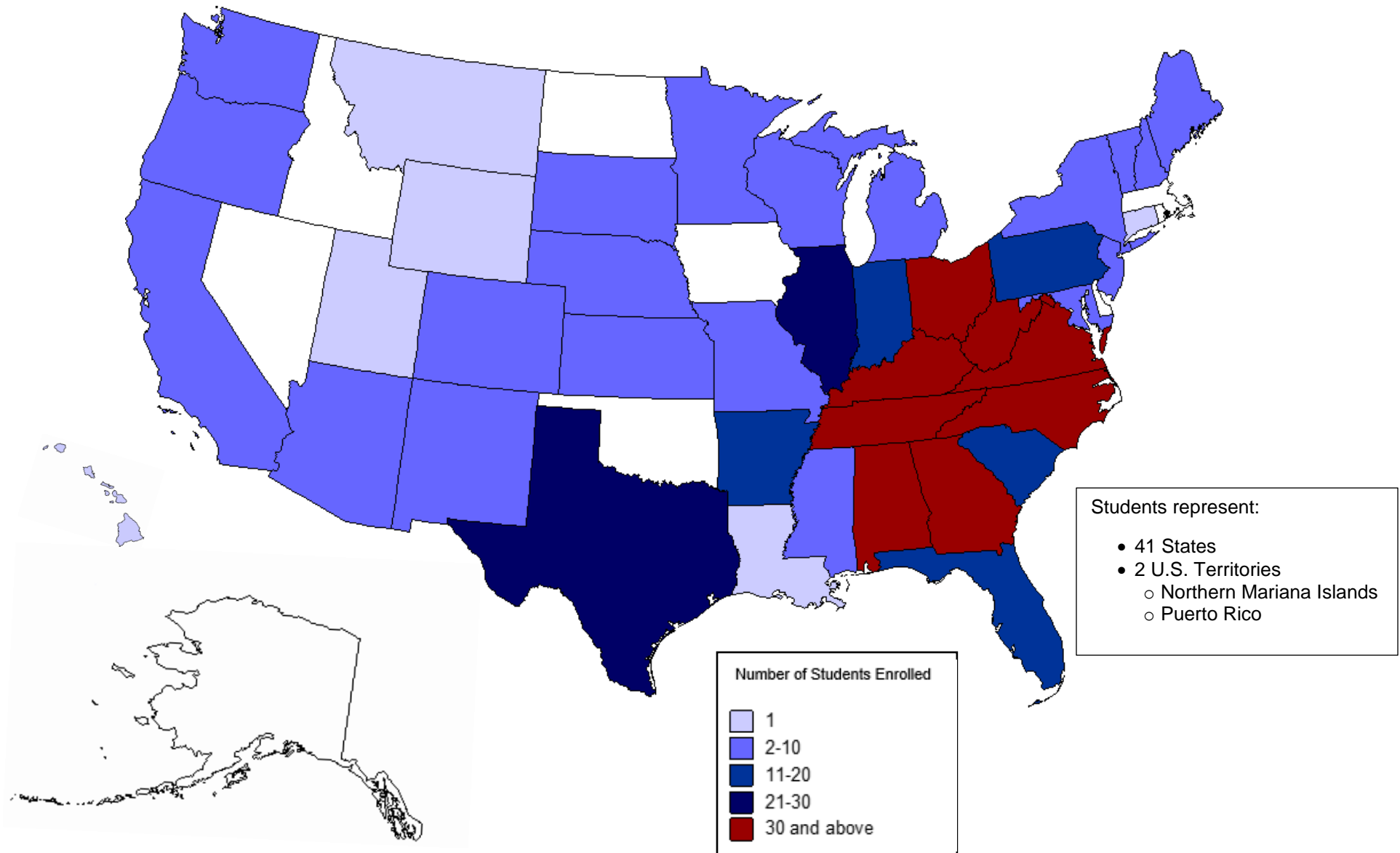
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
2010	1,552	332	21.4%	118	7.6%
2011	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
2019	1,652	357	21.6	138	8.4

*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/>

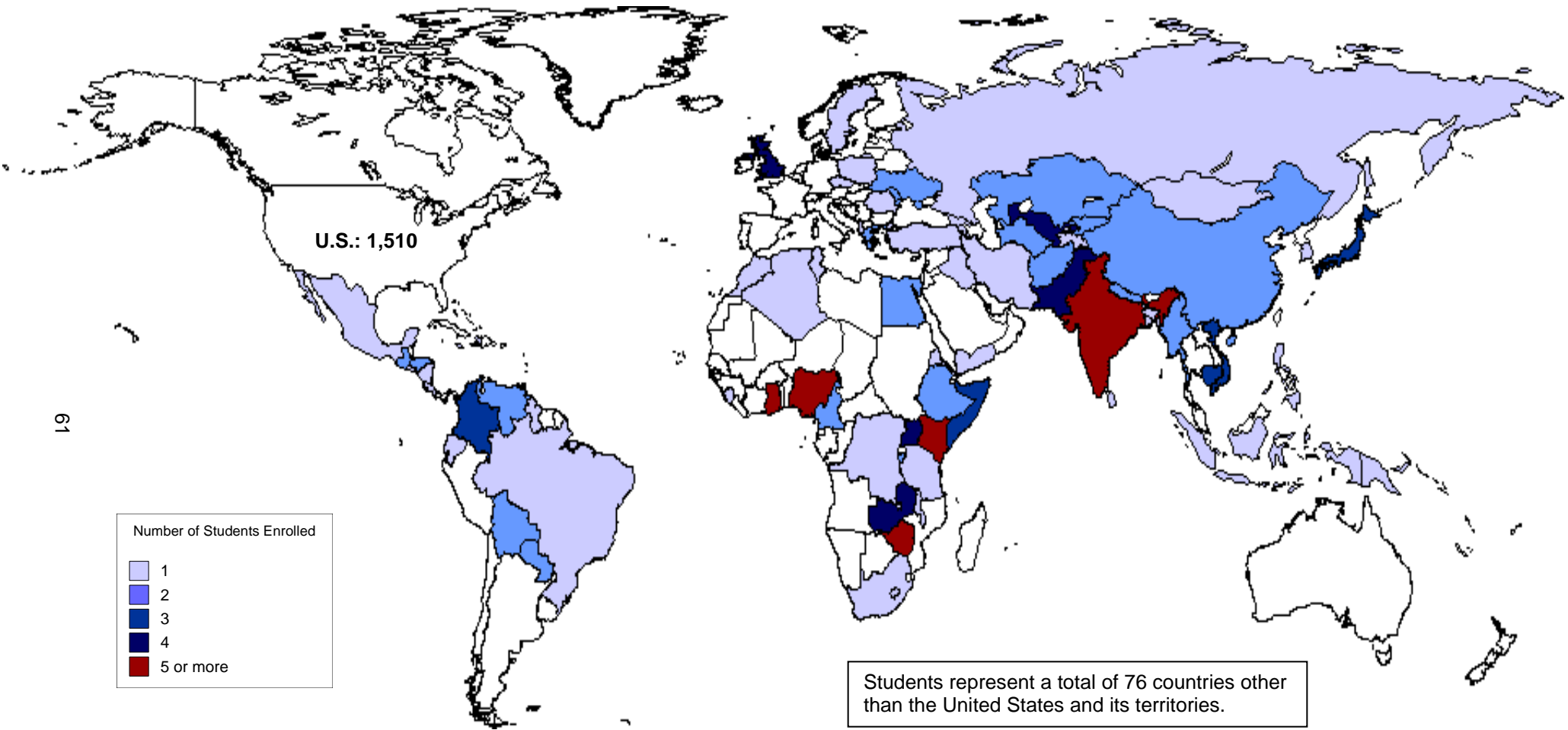
FALL 2019 ENROLLMENT BY STATE AND U.S. TERRITORIES



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 2019.

Fall 2019 ENROLLMENT BY COUNTRY



NOTES: The countries are determined by the address given at the time of acceptance to the College. There is also one student enrolled from the State of Palestine and one student enrolled from the former Tibet.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2019.

**FALL 2019 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (22 countries)

Algeria	1
Burundi	2
Cameroon	2
Congo	1
Egypt	2
Eritrea	1
Ethiopia	2
Gambia	3
Ghana	5
Kenya	5
Lesotho	1
Malawi	1
Morocco	1
Nigeria	7
Sierra Leone	1
Somalia	3
South Africa	1
Tanzania	1
Tunisia	1
Uganda	4
Zambia	4
Zimbabwe	6
TOTAL	55 (38.7%)

Asia (27 countries)

Afghanistan	2
Bangladesh	1
Burma	2
Cambodia	3
China	2
India	5
Indonesia	1
Iran	1
Iraq	1
Japan	3
Kazakhstan	2
Kyrgyzstan	2
Mongolia	1
Nepal	2
Pakistan	4
Palestine	1
Philippines	1
Russia	1
South Korea	1
Sri Lanka	1
Tajikistan	1
Tibet	1

Asia, continued

Turkey	1
Turkmenistan	2
Uzbekistan	4
Vietnam	3
Yemen	1
TOTAL	50 (35.2%)

Europe (10 countries)

Albania	1
Armenia	1
Czech Republic	1
Georgia	1
Greece	2
Moldova	2
Poland	1
Romania	1
Sweden	1
Ukraine	2
TOTAL	13 (9.2%)

Oceania (1 country)

Papua New Guinea	1 (0.7%)
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**Western Hemisphere (The Americas)
(16 countries)**

Antigua & Barbuda	1
Bolivia	2
Brazil	1
Colombia	3
Costa Rica	1
Ecuador	1
El Salvador	1
Guatemala	2
Guyana	1
Haiti	1
Honduras	2
Jamaica	1
Mexico	1
Nicaragua	1
Paraguay	2
Venezuela	2
TOTAL	23 (16.2%)

(76 countries represented)

TOTAL OF ALL COUNTRIES 142 100%

NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred forty-two (142) students above include more students than those classified as "F-1 International" and represent approximately 9% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2019

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Berea's Territory*	1,175	1,202	1,188	1,157	1,166
Prior to 1976 expansion	62%	61%	57%	59%	56%
Counties Added in 1976 & 1978	34%	36%	39%	38%	40%
Hamilton Co, Ohio added in 1996	4%	3%	4%	3%	3%
Counties added in 2018	n/a	n/a	n/a	1%	1%
Out-of-Territory**	294	298	300	350	362
F-1 International***	<u>124</u>	<u>122</u>	<u>122</u>	<u>123</u>	<u>124</u>
TOTAL	1,593	1,612	1,610	1,630	1,652

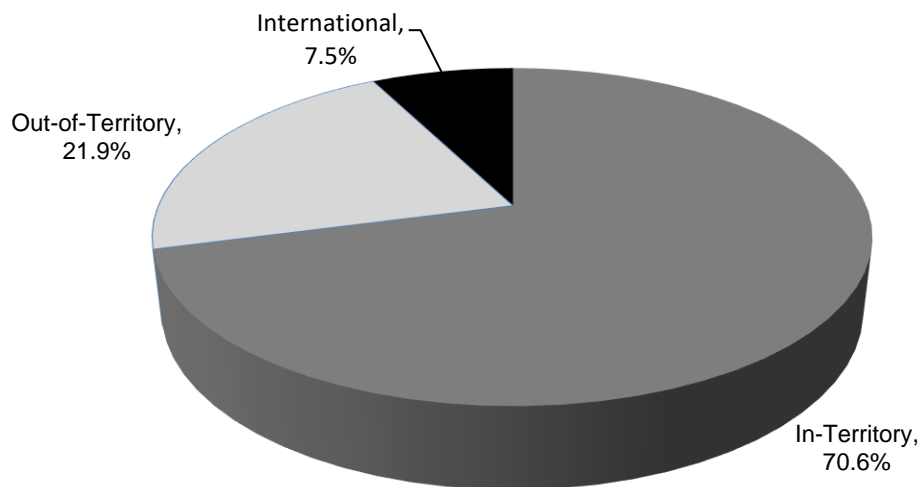
*For a complete description of Berea's Territory and its changes, please see pages 35 - 37. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

**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 2019, forty-nine (49) Berea College students were designated as "permanent residents."

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

FALL 2019 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 2015</u>		<u>Fall 2016</u>		<u>Fall 2017</u>		<u>Fall 2018</u>		<u>Fall 2019</u>	
Hispanic or Latino or Spanish Origin	128	8.0%	152	9.5%	183	11.4%	196	12.0%	214	13.0%
Not Hispanic or Latino or Spanish Origin	1,308	82.1%	1,314	81.4%	1,287	79.9%	1,290	79.1%	1,291	78.1%
Chose not to respond	33	2.3%	23	1.4%	18	1.1%	21	1.3%	23	1.4%
International Students	124	7.8%	122	7.6%	122	7.6%	123	7.5%	124	7.5%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	124	7.8%	122	7.6%	122	7.6%	123	7.5%	124	7.5%
Chose not to respond (race unknown)	47	3.0%	54	3.3%	65	4.0%	79	4.8%	4	0.2%
American Indian or Alaska Native	12	0.8%	16	1.0%	15	0.9%	13	0.8%	13	0.8%
Asian	25	1.6%	32	2.0%	33	2.0%	44	2.7%	48	2.9%
Black or African American	263	16.5%	253	15.7%	261	16.2%	275	16.9%	287	17.4%
Native Hawaiian or Other Pacific Islander	3	1.9%	3	0.2%	1	0.6%	3	0.2%	5	0.3%
White	1,028	64.5%	1,021	63.3%	994	61.7%	963	59.0%	1,026	62.1%
Two or more races indicated	91	5.7%	111	6.9%	119	7.4%	130	8.0%	145	8.8%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(2)		(1)		(0)		(1)	
American Indian/Alaska Native and Asian	(1)		(0)		(0)		(0)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(1)		(0)		(0)		(0)		(5)	
American Indian/Alaska Native and Asian and Black/African American and White	(1)		(0)		(0)		(0)		(11)	
American Indian/Alaska Native and Asian and White	(0)		(0)		(0)		(1)		(1)	
American Indian/Alaska Native and Black/African American	(3)		(3)		(3)		(5)		(0)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(2)		(2)		(1)		(0)	
American Indian/Alaska Native and Black/African American and White	(8)		(13)		(15)		(9)		(0)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(1)		(1)		(1)	
American Indian/Alaska Native and White	(18)		(19)		(18)		(22)		(24)	
Asian and Black/African American	(0)		(0)		(2)		(2)		(3)	
Asian and Black/African American and White	(0)		(1)		(1)		(1)		(0)	
Asian and Native Hawaiian/Other Pacific Islander and White	(2)		(3)		(3)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(1)		(0)		(0)		(0)	
Asian and White	(7)		(9)		(13)		(11)		(11)	
Black/African American and Native Hawaiian/Other Pacific Islander	(1)		(0)		(1)		(2)		(2)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(44)		(57)		(57)		(73)		(84)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(1)		(0)	
	1,593	100%	1,612	100%	1,610	100%	1,630	100%	1,652	100%
Black or African-American Domestic Students (alone or in combination with another race)	324	20.3%	331	20.5%	343	21.3%	368	22.6%	393	23.8%

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2015		2016		2017		2018		2019	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	49	(3%)	41	(3%)	39	(3%)	54	(3%)	34	(2%)
18 – 19 years old	709	(45%)	704	(44%)	689	(43%)	708	(43%)	729	(44%)
20 – 21 years old	572	(36%)	608	(38%)	641	(40%)	601	(37%)	605	(37%)
22 – 24 years old	182	(11%)	181	(11%)	173	(11%)	197	(12%)	226	(14%)
25 – 29 years old	50	(3%)	58	(4%)	52	(3%)	45	(3%)	39	(2%)
30 – 34 years old	17	(1%)	10	(1%)	6	(**)	13	(1%)	11	(1%)
35 – 39 years old	8	(1%)	6	(**)	6	(**)	6	(**)	4	(**)
40 – 49 years old	6	(**)	4	(**)	4	(**)	6	(**)	4	(**)
50 – 64 years old	1	(**)	0	(0%)	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	1,593	(100%)	1,612	(100%)	1,610	(100%)	1,630	(100%)	1,652	(100%)
Average:	20.2		20.2		20.1		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 2019

**FALL 2019 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	9	(100%)	0	(0%)	0	(0%)	9	(1%)
Agriculture and Natural Resources	0	(0%)	28	(93%)	2	(7%)	30	(3%)
Applied Science and Mathematics	0	(0%)	3	(100%)	0	(0%)	3	(**)
Art and Art History	1	(4%)	26	(93%)	1	(4%)	28	(3%)
Asian Studies	4	(33%)	7	(58%)	1	(8%)	12	(1%)
Biology	18	(25%)	49	(69%)	4	(6%)	71	(8%)
Business Administration	14	(21%)	43	(63%)	11	16%	68	(8%)
Chemistry	3	(10%)	20	(67%)	7	(23%)	30	(3%)
Child and Family Studies	6	(18%)	27	(82%)	0	(0%)	33	(4%)
Communication	10	(21%)	34	(72%)	3	(6%)	47	(5%)
Computer and Information Science	8	(12%)	39	(58%)	20	(30%)	67	(8%)
Economics	5	(29%)	7	(41%)	5	(29%)	17	(2%)
Education Studies								
Elementary Education	2	(10%)	18	(90%)	0	(0%)	20	(2%)
General	4	(15%)	21	(81%)	1	(4%)	26	(3%)
Middle Grades	1	(33%)	2	(67%)	0	(0%)	3	(**)
English	2	(7%)	28	(93%)	0	(0%)	30	(3%)
Foreign Languages								
French	0	(0%)	2	(100%)	0	(0%)	2	(**)
German	1	(33%)	2	(67%)	0	(0%)	3	(**)
Spanish	3	(14%)	17	(77%)	2	(9%)	22	(3%)
Health and Human Performance	11	(28%)	28	(70%)	1	(3%)	40	(5%)
Health Studies	2	(33%)	4	(67%)	0	(0%)	6	(1%)
History	3	(23%)	10	(77%)	0	(0%)	13	(2%)
Independent	2	(29%)	5	(71%)	0	(0%)	7	(1%)
Mathematics	3	(12%)	11	(44%)	11	(44%)	25	(3%)
Music	8	(40%)	10	(50%)	2	(10%)	20	(2%)
Nursing	8	(22%)	24	(67%)	4	(11%)	36	(4%)
Peace and Social Justice Studies	5	(38%)	8	(62%)	0	(0%)	13	(2%)
Philosophy	1	(11%)	8	(89%)	0	(0%)	9	(1%)
Physics	0	(0%)	10	(67%)	5	(33%)	15	(2%)
Political Science	4	(14%)	22	(79%)	2	(7%)	28	(3%)
Psychology	12	(26%)	33	(72%)	1	(2%)	46	(5%)
Religion	0	(0%)	3	(100%)	0	(0%)	3	(**)
Sociology	7	(39%)	11	(61%)	0	(0%)	18	(2%)
Technology and Applied Design	5	(14%)	27	(77%)	3	(9%)	35	(4%)
Theatre	6	(33%)	12	(67%)	0	(0%)	18	(2%)
Women's and Gender Studies	0	(0%)	1	(100%)	0	(0%)	1	(**)
<i>Undecided</i>	<u>2</u>	(50%)	<u>2</u>	(50%)	<u>0</u>	(0%)	<u>4</u>	(**)
TOTAL	170	(20%)	602	(70%)	86	(10%)	858	(100%)

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

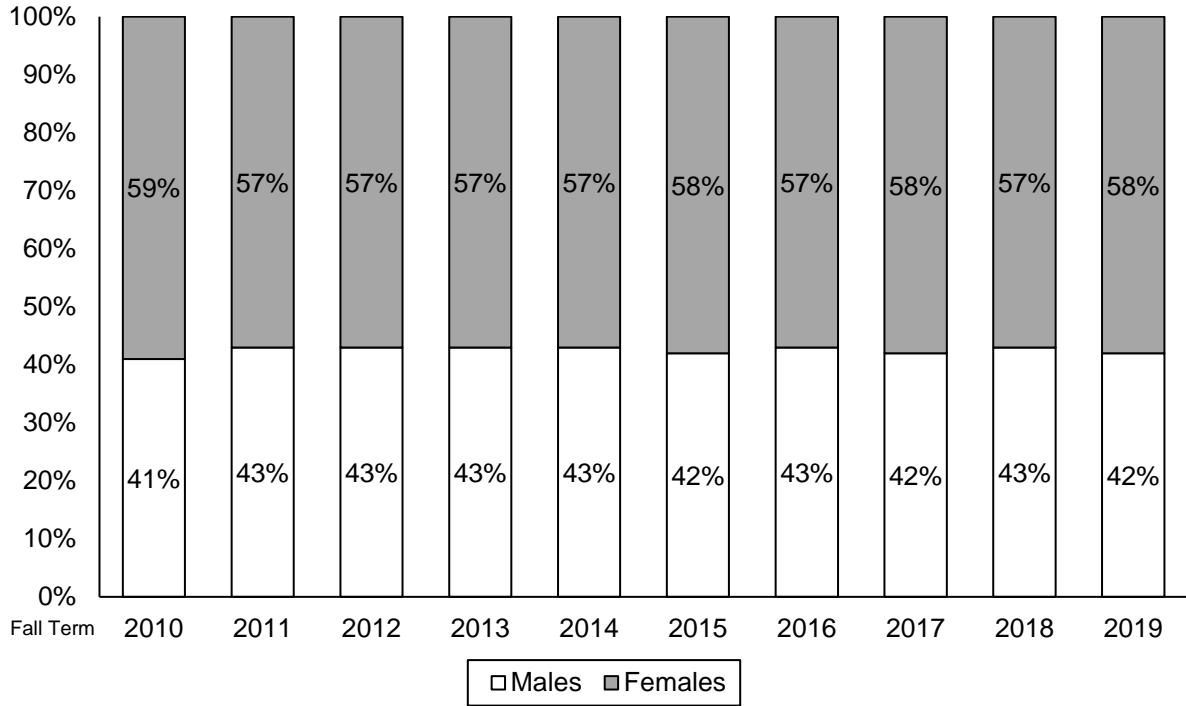
**Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 858 majors represent 793 junior and senior students enrolled in Fall 2019.

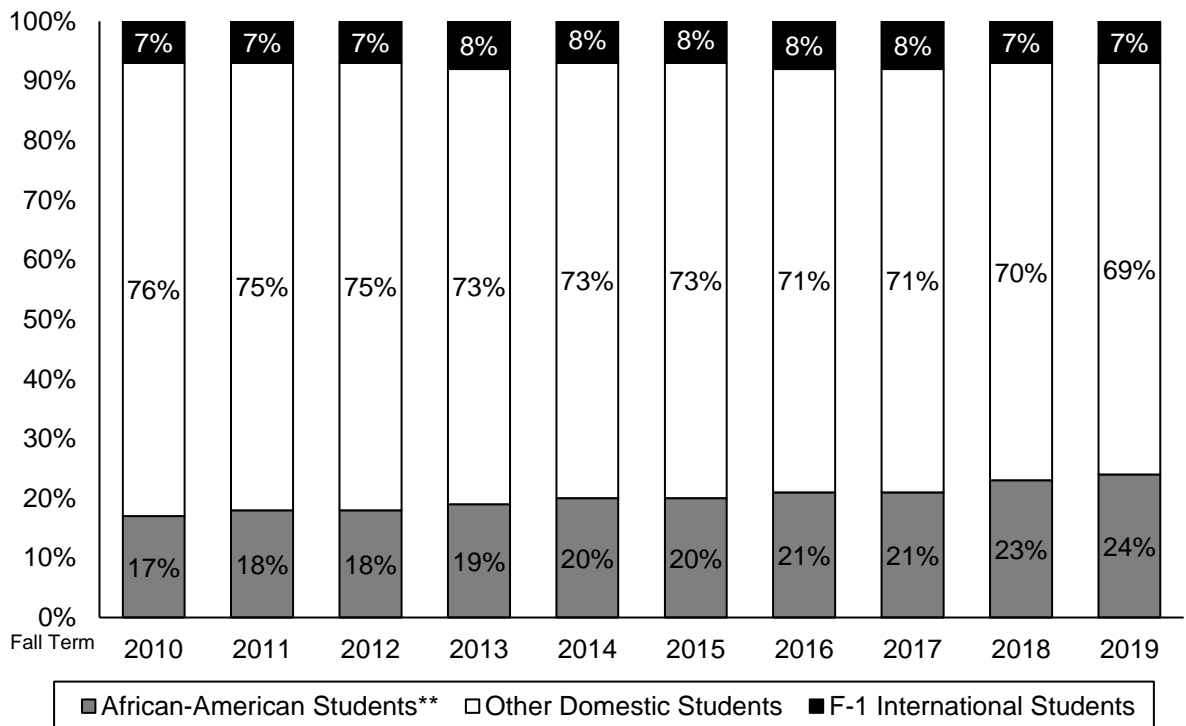
Compiled by: Office of Institutional Research and Assessment, October 2019.

FALL TERM DEGREE-SEEKING STUDENT* ENROLLMENT TRENDS

By Sex



By Cohort Type

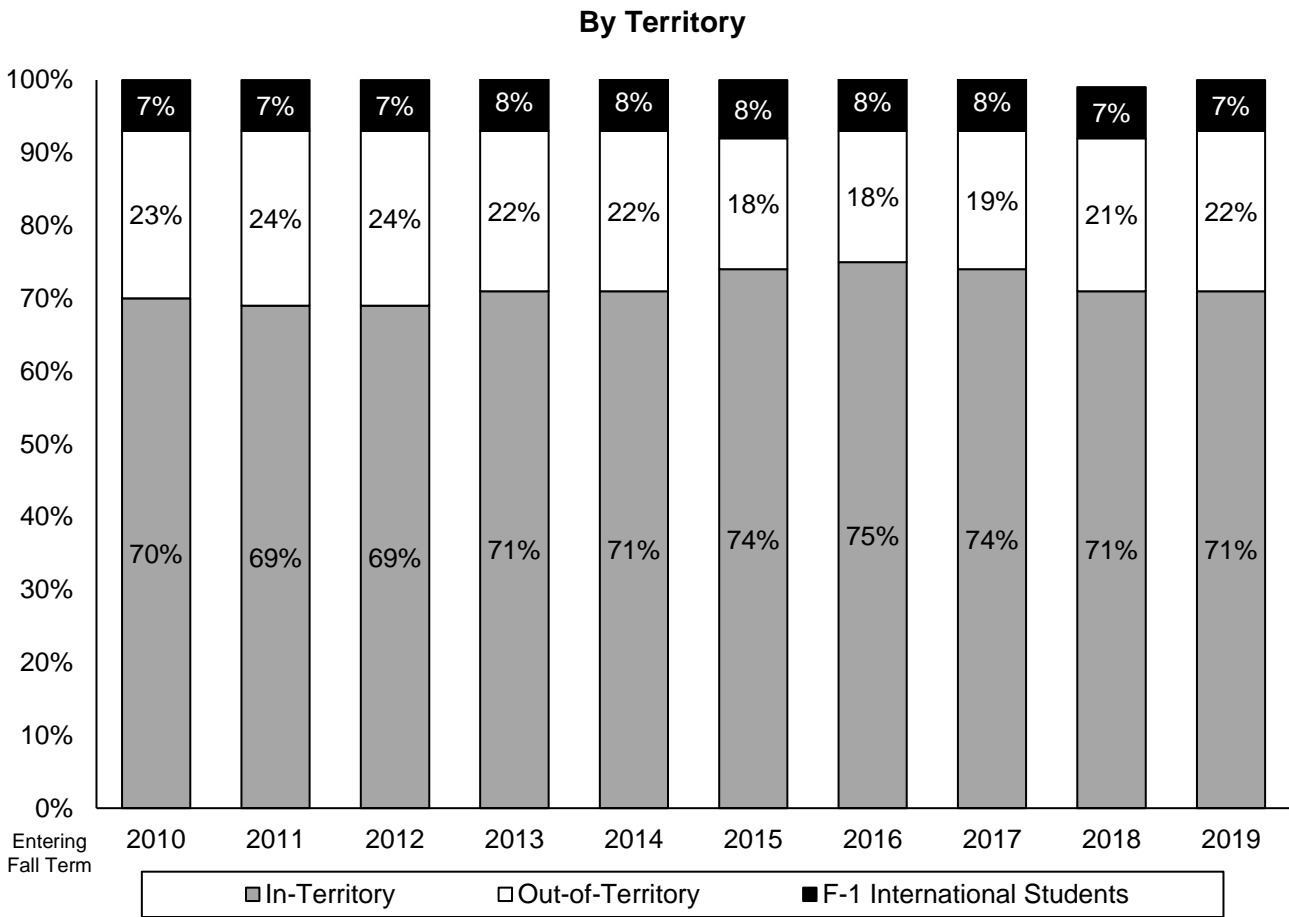


*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, September 2019

Fall Term Degree-Seeking Student* Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2019.

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	327	304	338	312	299
First-Year Students	(1)	(0)	(1)	(4)	(2)
Other Freshmen**	(326)	(304)	(337)	(308)	(297)
Sophomore	361	346	328	374	366
Junior	380	361	371	441	393
Senior	<u>393</u>	<u>423</u>	<u>434</u>	<u>367</u>	<u>436</u>
TOTAL DEGREE-SEEKING STUDENTS	1,461	1,434	1,471	1,494	1,494
Auditing Student	5	4	4	1	4
Berea Community School	21	34	32	13	8
College Employee	1	0	0	0	3
Community (Special)	14	8	9	9	5
EKU Exchange	1	1	1	3	1
Home-Schooled Student		Not recorded prior to 2019.		1	1
Madison Southern High School	0	0	1	0	0
Transient/Exchange	<u>2</u>	<u>7</u>	<u>2</u>	<u>5</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	44	54	48	32	23
TOTAL HEADCOUNT	1,505	1,488	1,519	1,526	1,517

*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 course load of three or more credits.

Part-time Student - A student who has a course load of less than 3 credits.

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, Madison Southern High School or Home-Schooled Student - Junior and senior high school students who take no more than two courses per term at Berea College based upon the record of their academic work or the concurrence of the Registrar.

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

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

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

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Freshman	326	302	337	312	299
First-Year Students	(1)	(0)	(1)	(4)	(2)
Other Freshmen**	(325)	(302)	(336)	(308)	(297)
Sophomore	360	343	327	374	366
Junior	379	361	370	440	392
Senior	<u>390</u>	<u>422</u>	<u>429</u>	<u>366</u>	<u>433</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,455	1,428	1,463	1,492	1,490
Auditing Student	0	0	0	0	0
Berea Community School	0	1	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	2	0	0	0	0
Home-Schooled Student		Not recorded prior to 2019.			0
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>7</u>	<u>2</u>	<u>5</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	8	2	2	1
TOTAL FULL-TIME STUDENTS	1,457	1,436	1,465	1,497	1,491
<hr/>					
<u>Part-Time Students</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Freshman	1	2	1	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(1)	(2)	(1)	(0)	(0)
Sophomore	1	3	1	0	0
Junior	1	0	1	1	1
Senior	<u>3</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	6	6	8	2	4
Auditing Student	5	4	4	1	4
Berea Community School	21	33	32	13	8
College Employee	1	0	0	0	3
Community (Special)	14	8	9	9	5
EKU Exchange	1	1	0	3	1
Home-Schooled Student		Not recorded prior to 2019.			1
Madison Southern High School	0	0	1	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	42	46	46	27	22
TOTAL PART-TIME STUDENTS	48	52	54	29	26
FTE Enrollment	1,475	1,458	1,485	1,507	1,501

**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 2020 part-time enrollment of 26 students has a FTE of 9.8.

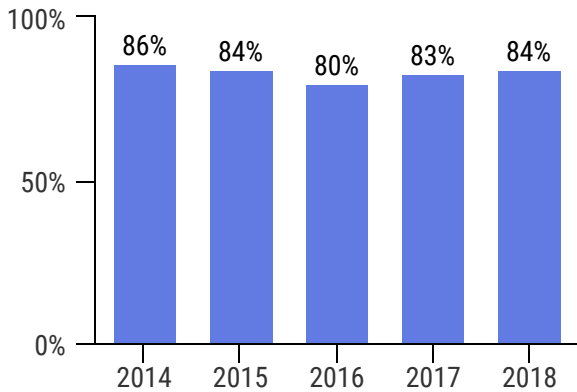
Student Retention and Graduation

- Highlights – First-to-Second Year Retention Rates for First-Year and Transfer Students
- Highlights -- Six-Year Graduation Rates for First-Year Students
- 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)

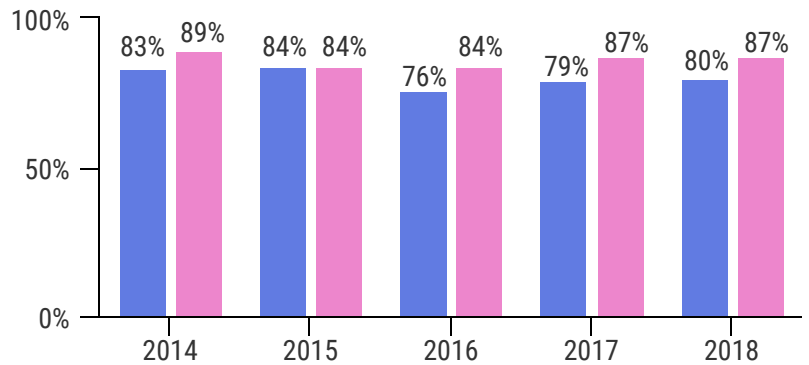
First-to-Second Year Retention Rates for First-Year and Transfer Students

FIRST-YEAR STUDENTS

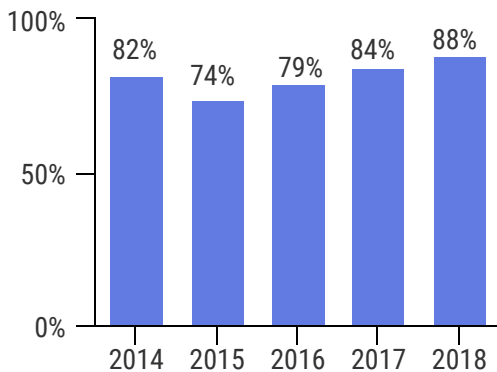
All



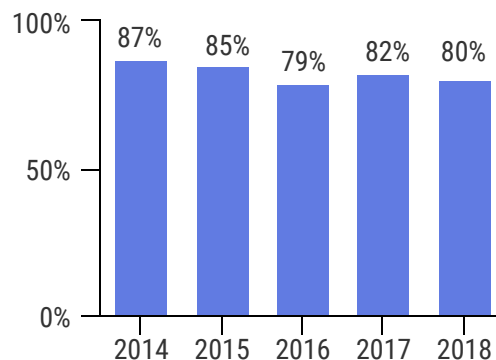
By Sex



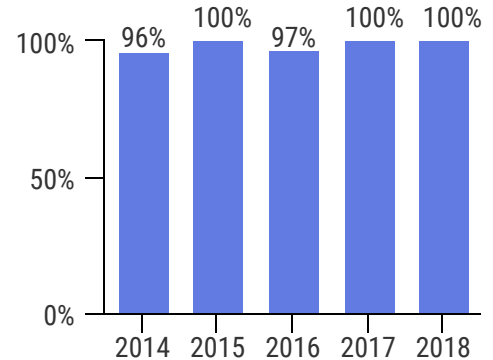
African-American



All Other Domestic

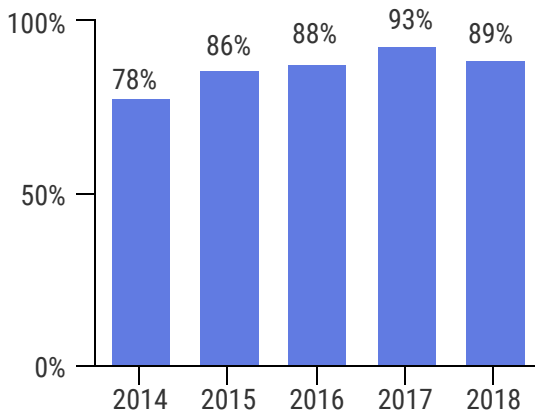


F-1 International

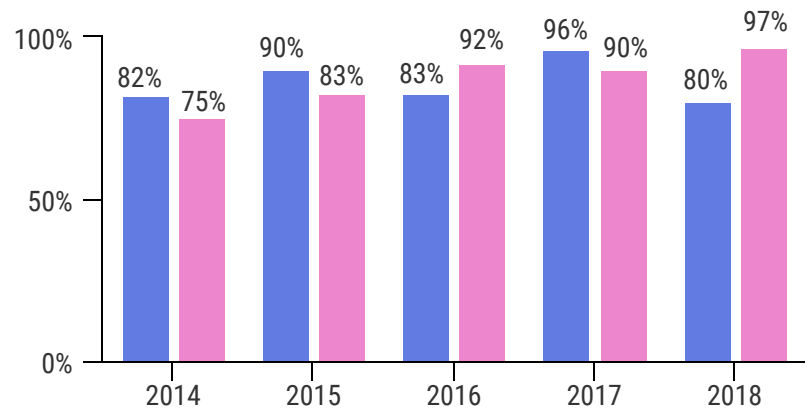


TRANSFER STUDENTS

All

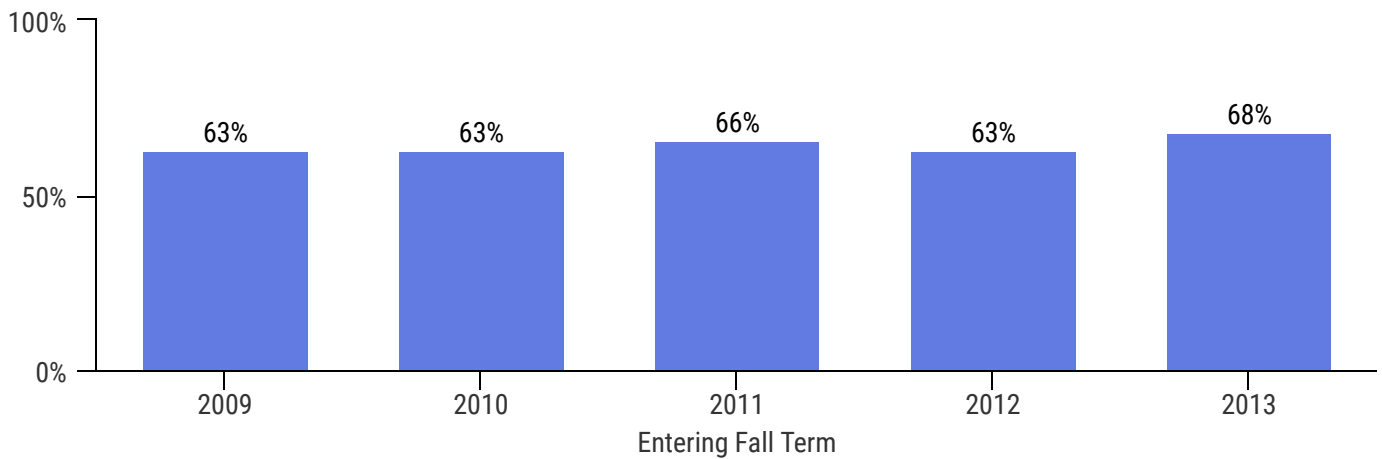


By Sex

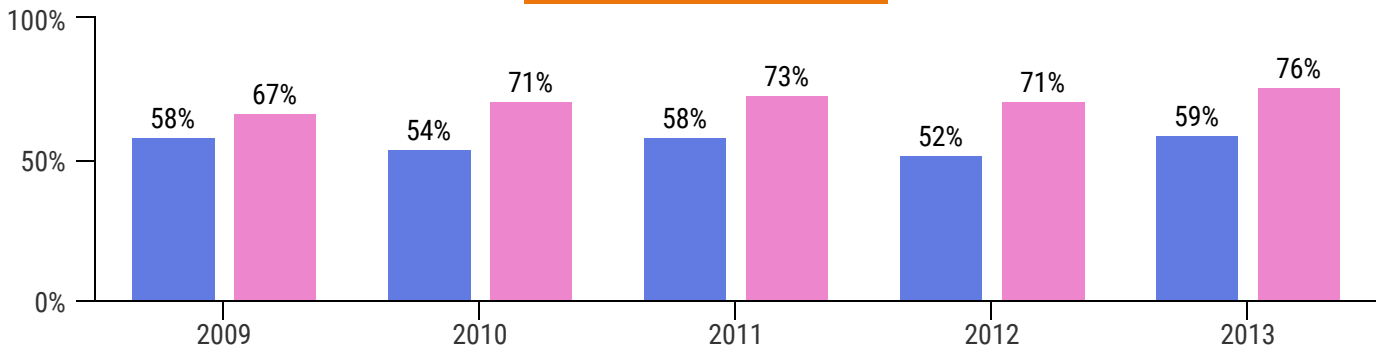


Six-Year Graduation Rates for First-Year Students

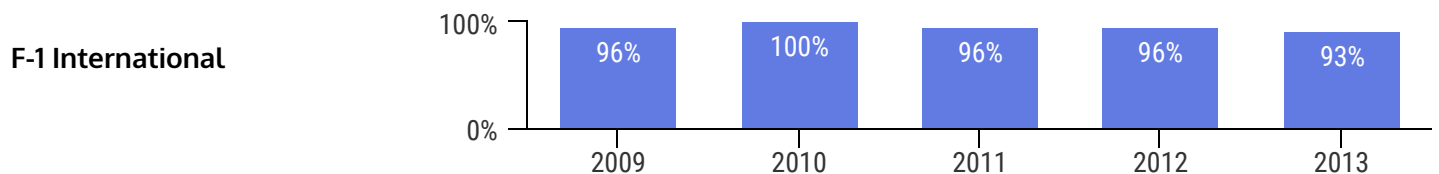
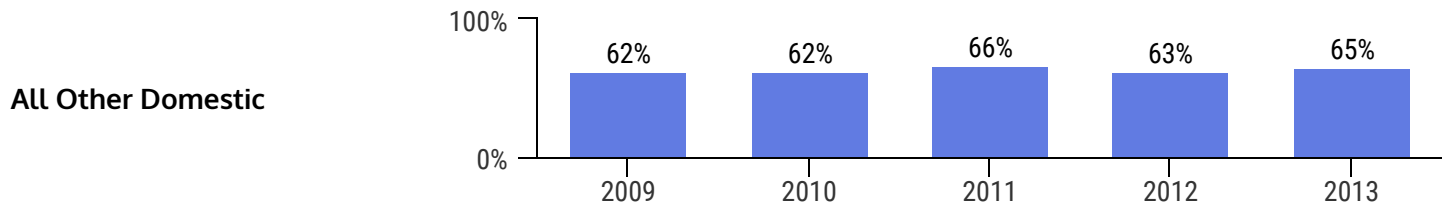
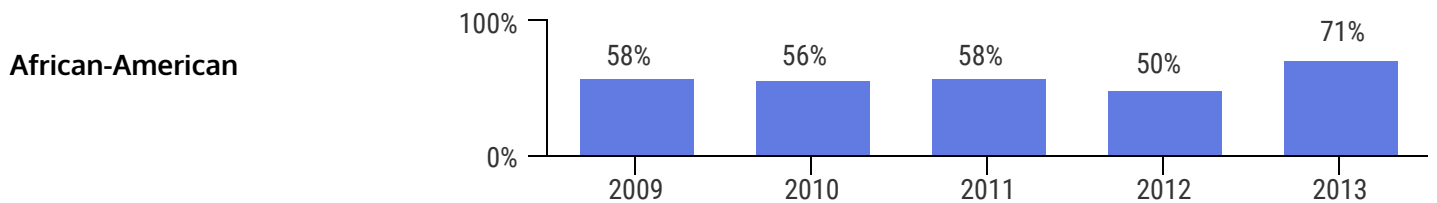
All



By Sex



By Cohort Type





Graduate Highlights

Five Academic Years

2014–2015 through 2018–2019

1,603

Graduates

1,780

Majors

566

Minors



Degrees Conferred



21% B.S. (4 majors)

79% B.A. (28 majors)

Of the 1,603 Graduates,

52% First Generation

59% Female

19% African American

21% Athletes

6% Hispanic

9% International

Top Majors Awarded in Five Years

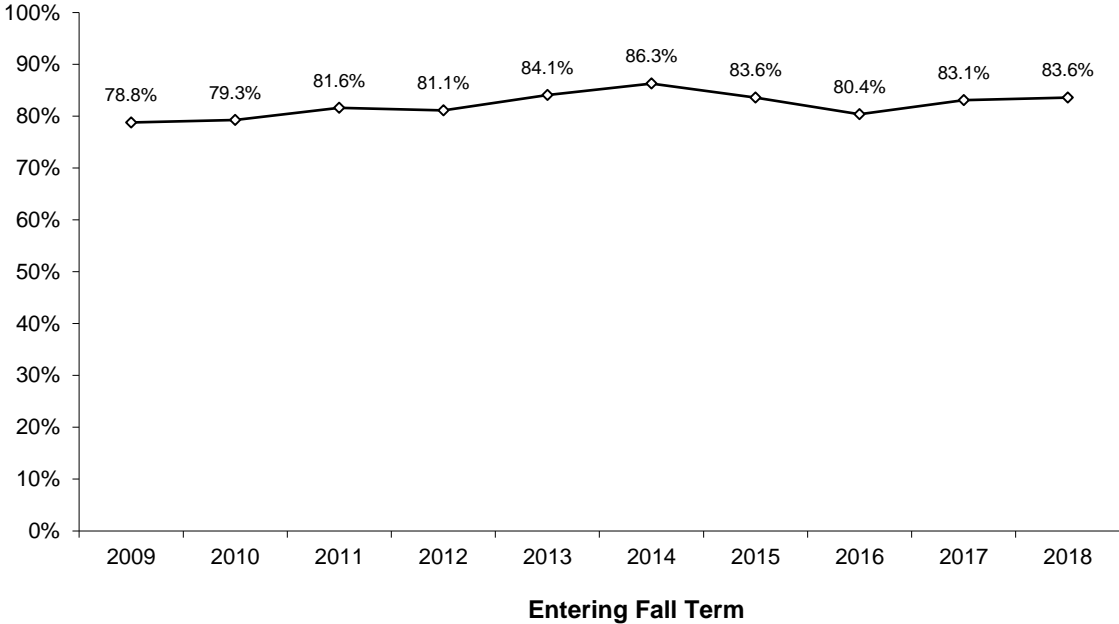
All Graduates	Males	Females
Business Administration (145)	Computer & Information Science (89)	Child & Family Studies (90)
Biology (130)	Business Administration (72)	Biology (89)
Computer & Information Science (116)	Technology & Applied Design (70)	Psychology (77)
Child and Family Studies (100)	Biology (41)	Business Administration (73)
Communication (99)	Communication (39)	English (66)

Top Minors Awarded in Five Years

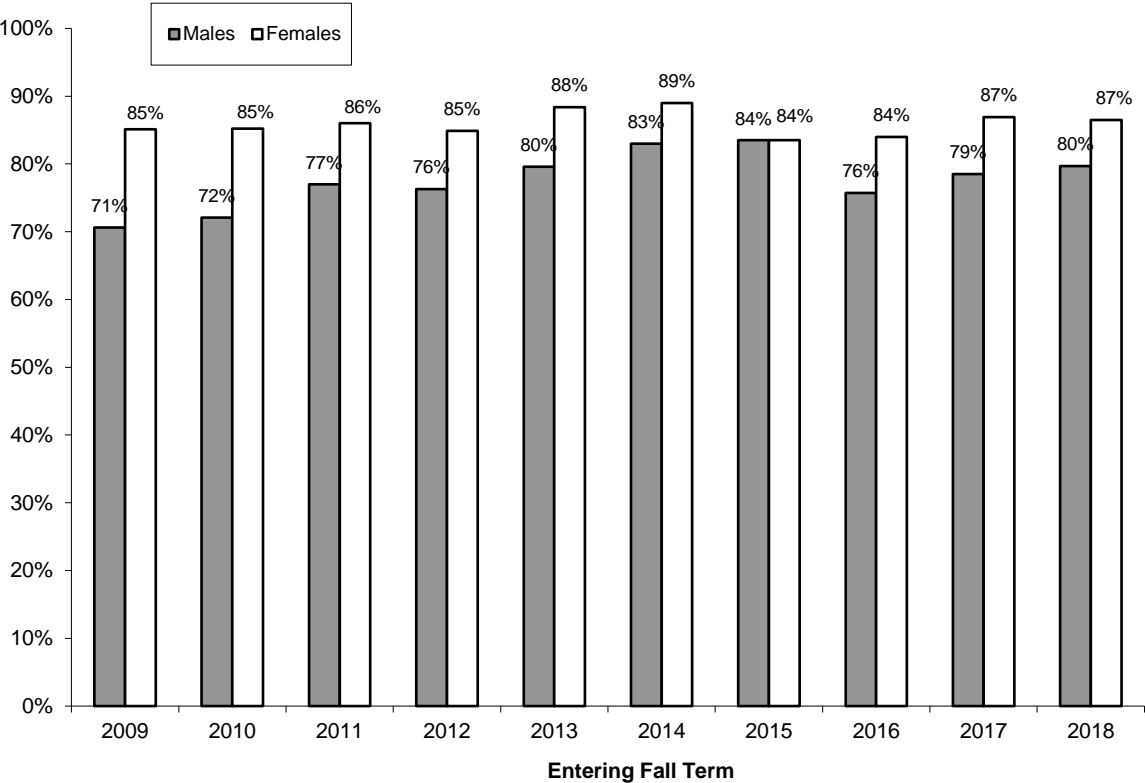
All Graduates	Males	Females
Business Administration (59)	Business Administration (36)	Health Studies (24)
Economics (43)	Economics (21)	Business Administration (23)
Broadcast Journalism (32)	Broadcast Journalism (16)	Economics (22)
Health Studies (31)	Computer Science (15)	Women's & Gender Studies (21)
Women's & Gender Studies (24)	Asian Studies (10) Philosophy (10) Physics (10)	Spanish (20)

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



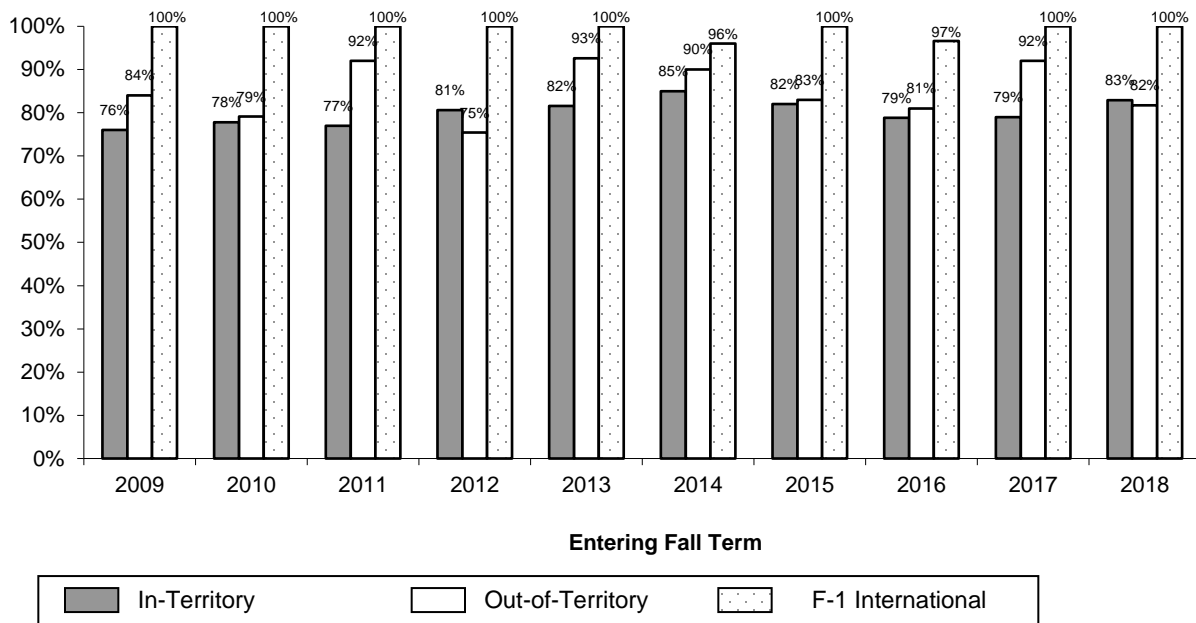
By Sex



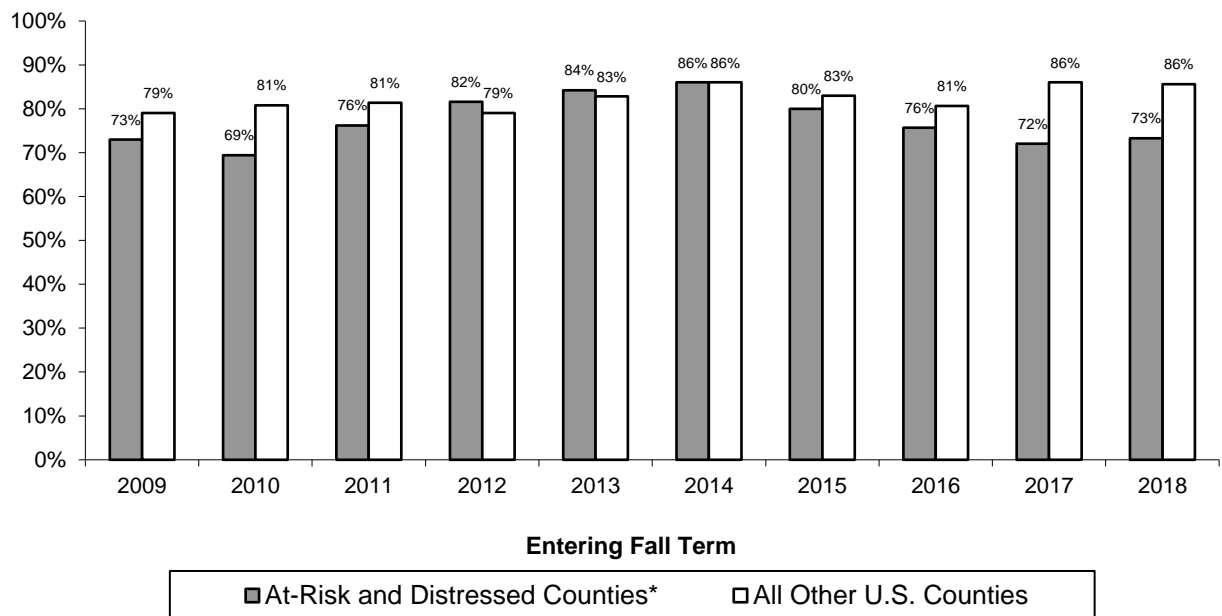
Source: Office of Institutional Research and Assessment, September 2019

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

By Territory



By County Designation

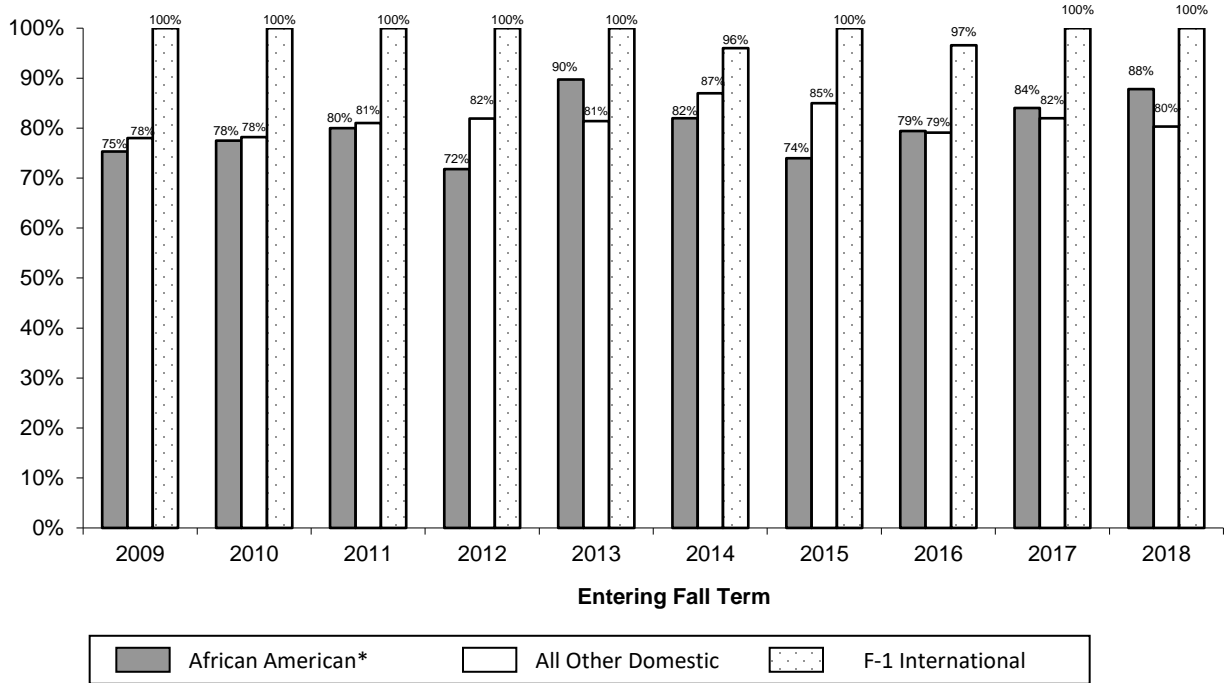


*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2019

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

By Cohort Type

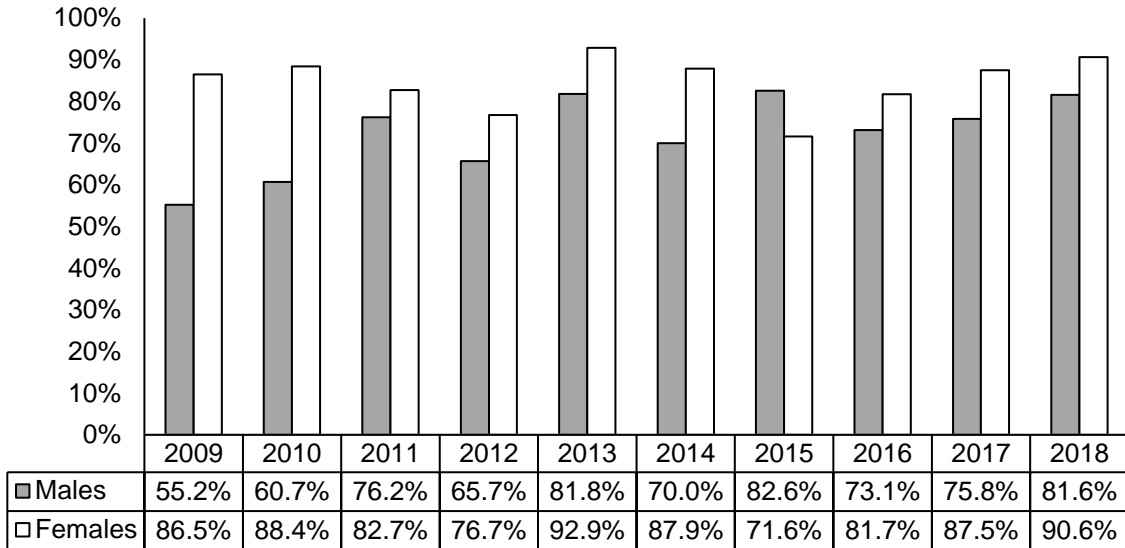


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2019

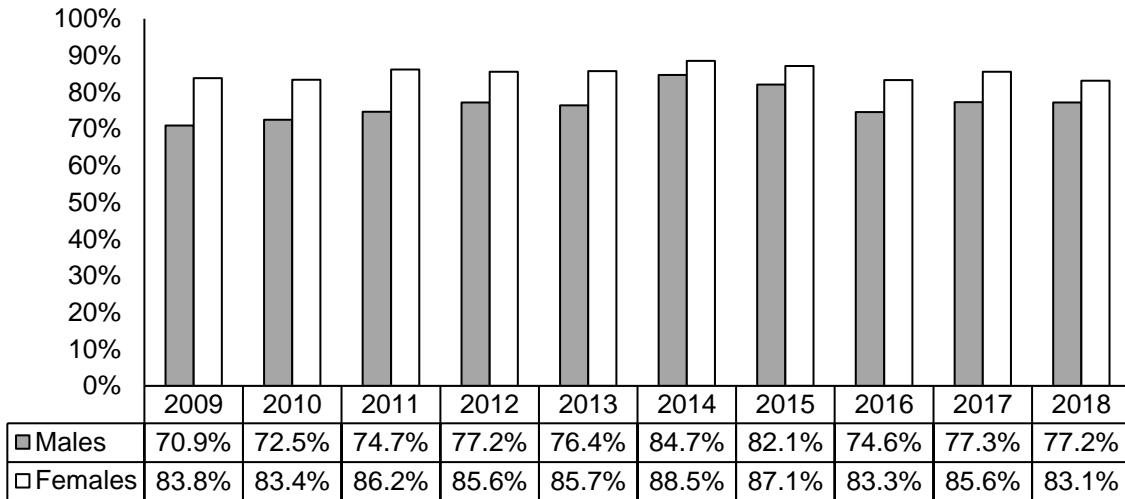
FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY SEX

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 2009 through 2013, and years 2015, 2017, and 2018. In 2014 and in 2016, one International male did not retain.

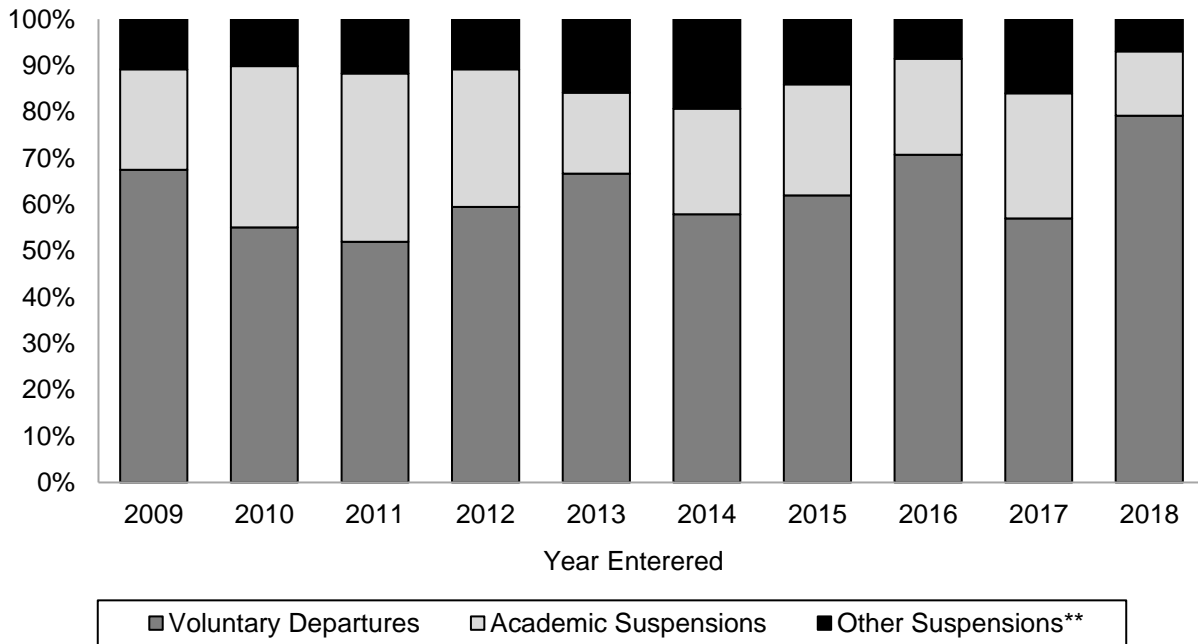
Source: Office of Institutional Research and Assessment, October 2019

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
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
2018	438	83.6	72	10	5	57

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



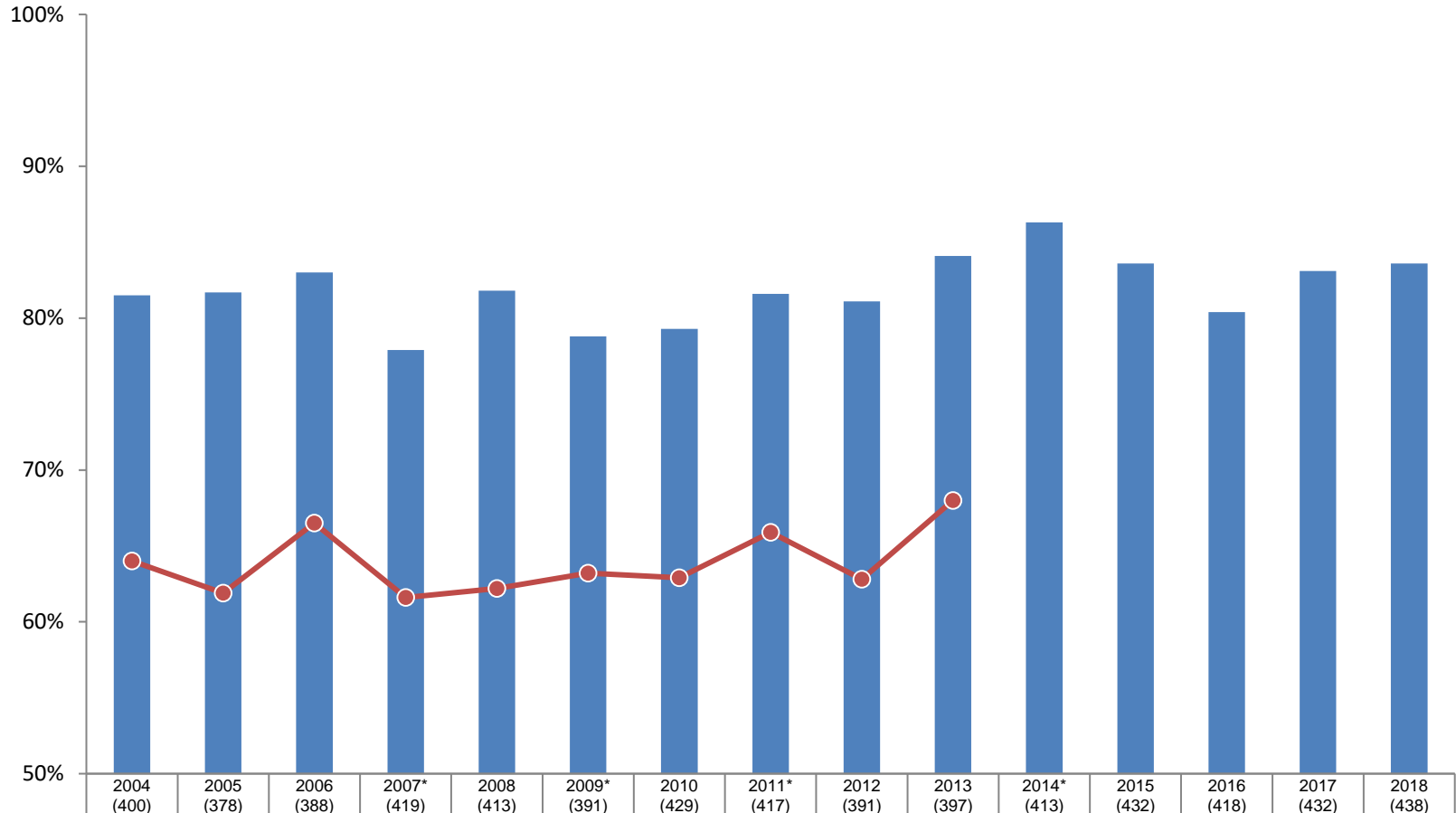
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, September 2019

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

76



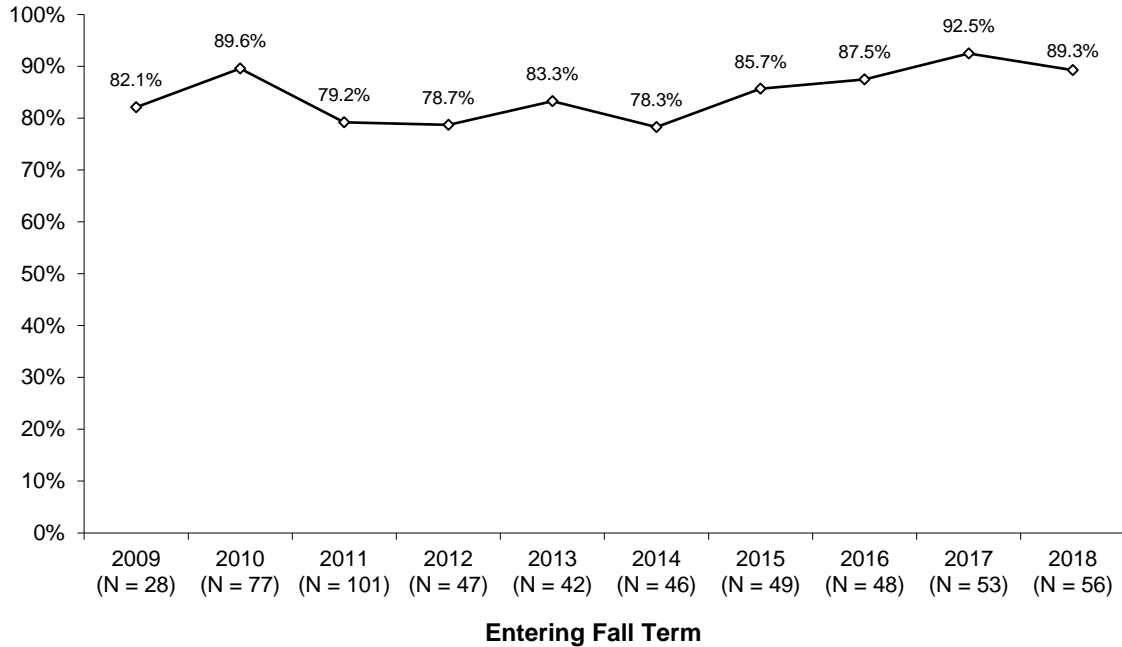
	2004 (400)	2005 (378)	2006 (388)	2007* (419)	2008 (413)	2009* (391)	2010 (429)	2011* (417)	2012 (391)	2013 (397)	2014* (413)	2015 (432)	2016 (418)	2017 (432)	2018 (438)
F-S Retention	81.5%	81.7%	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%	83.6%	80.4%	83.1%	83.6%
Six-Year Graduation Rates	64.0%	61.9%	66.5%	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%	68.0%					
Percent in top 1/5 high school class	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%	53.6%
Percent Needing any Developmental Math	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%	26.3%
ACT Composite Mean	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	24.9

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

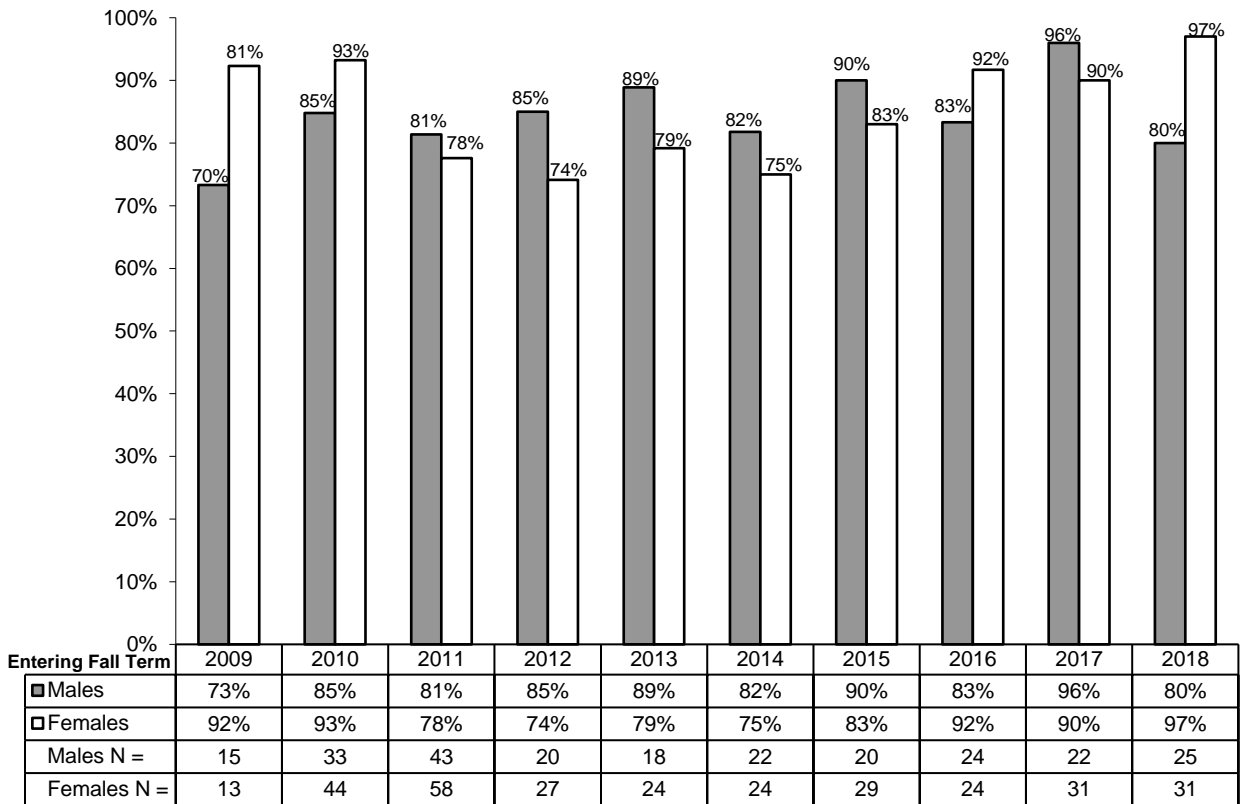
*Denotes cohort numbers that have been reduced by one due to the death of a student (2007 by 2 and 2014 by 3).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students



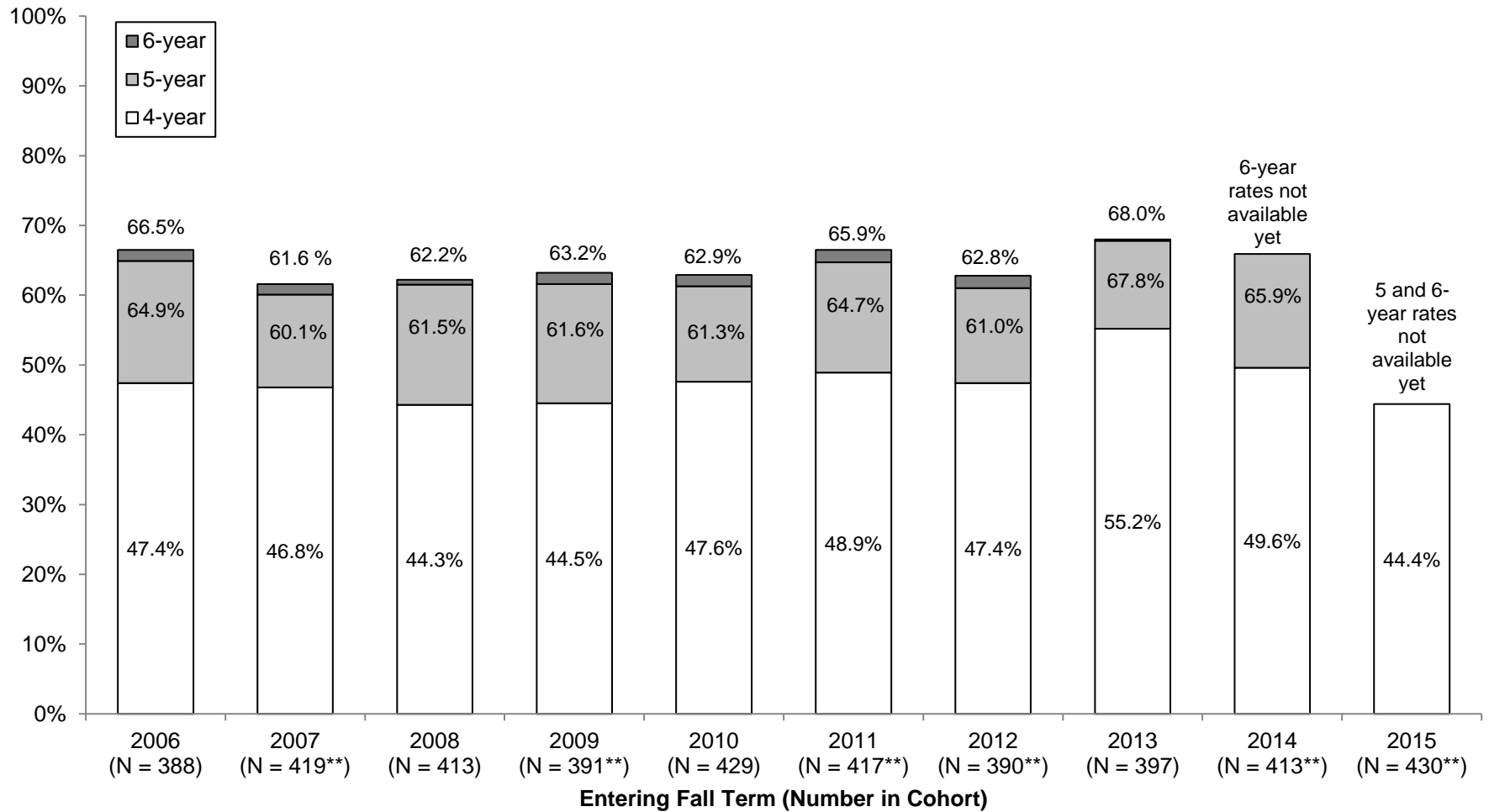
By Sex



Source: Office of Institutional Research and Assessment, September 2019

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

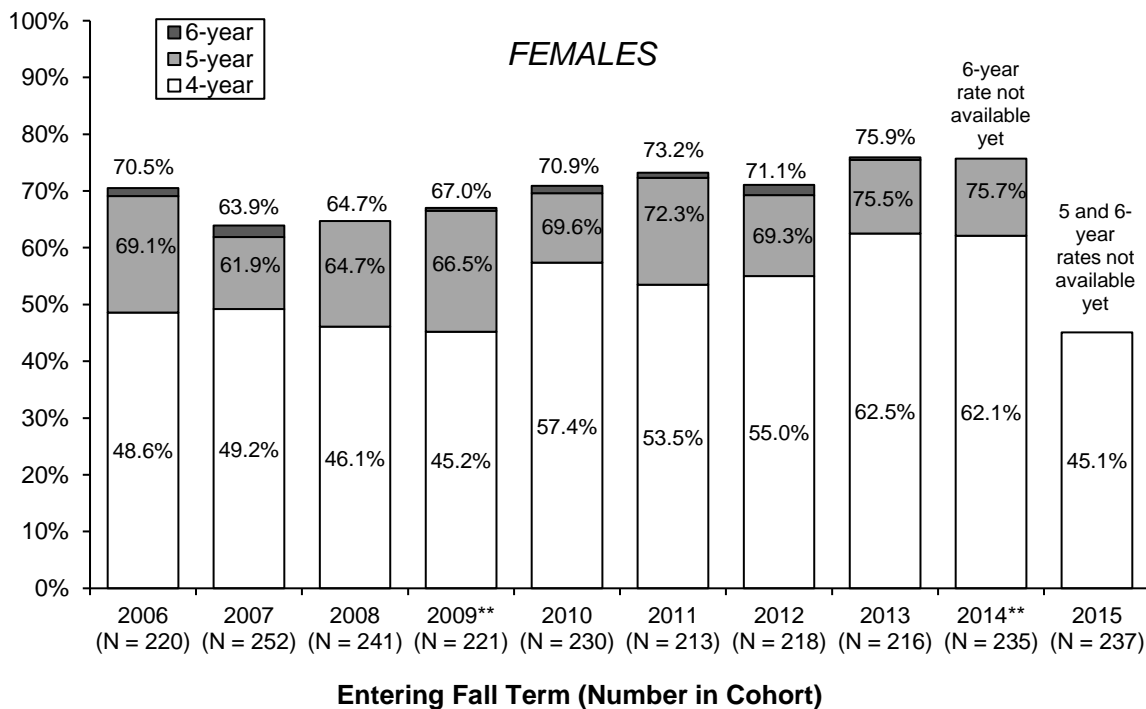
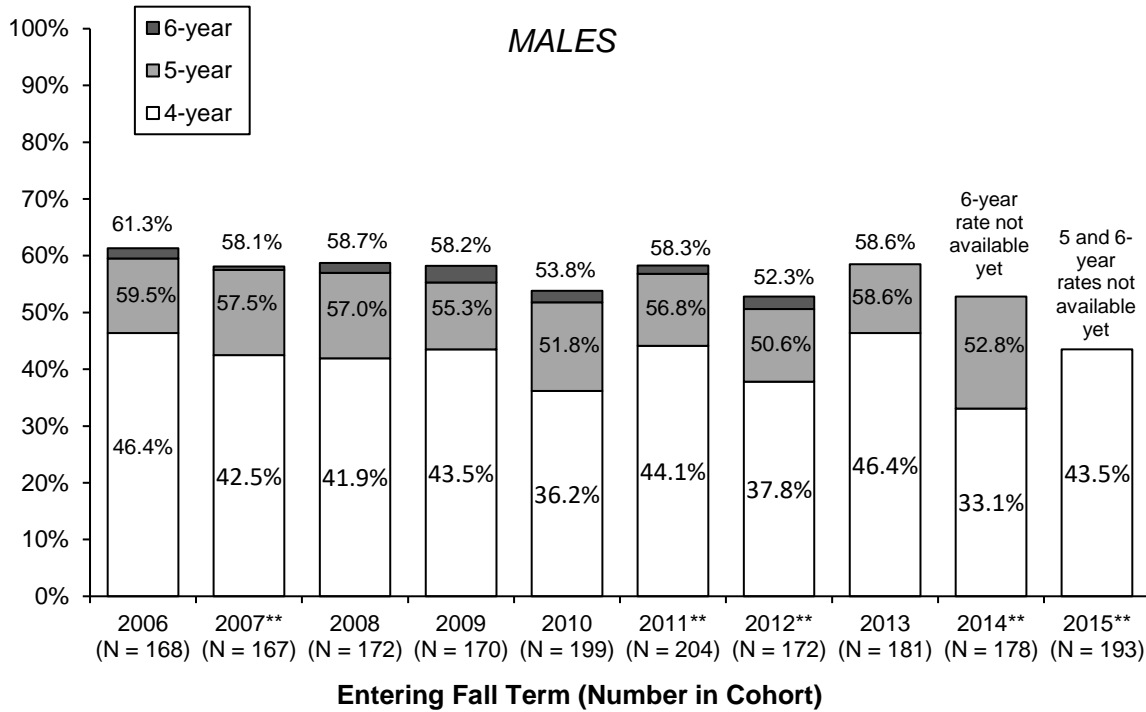
78



*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 and 2015 reduced by two; 2014 reduced by 3).

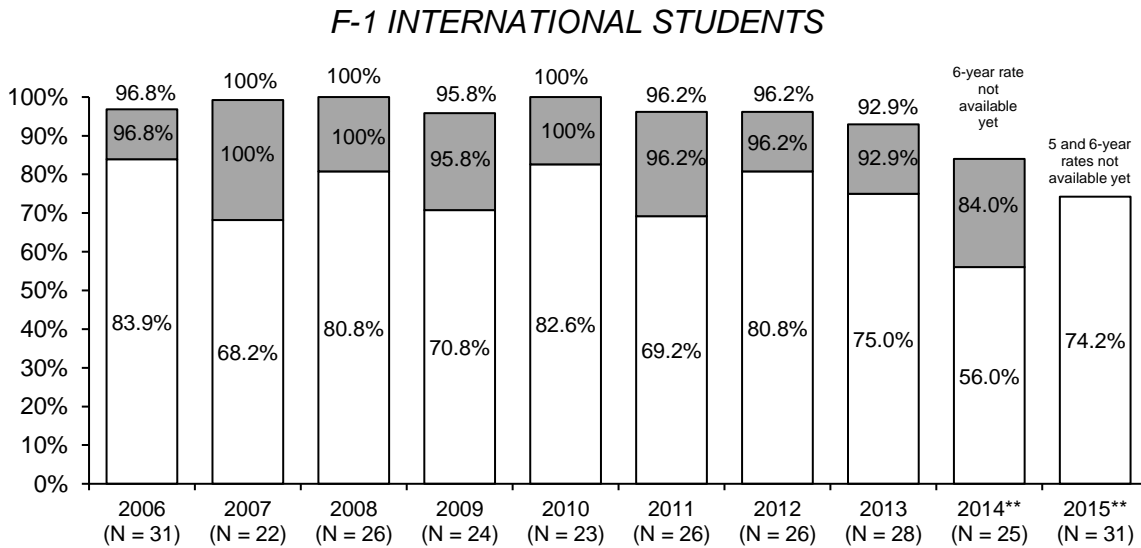
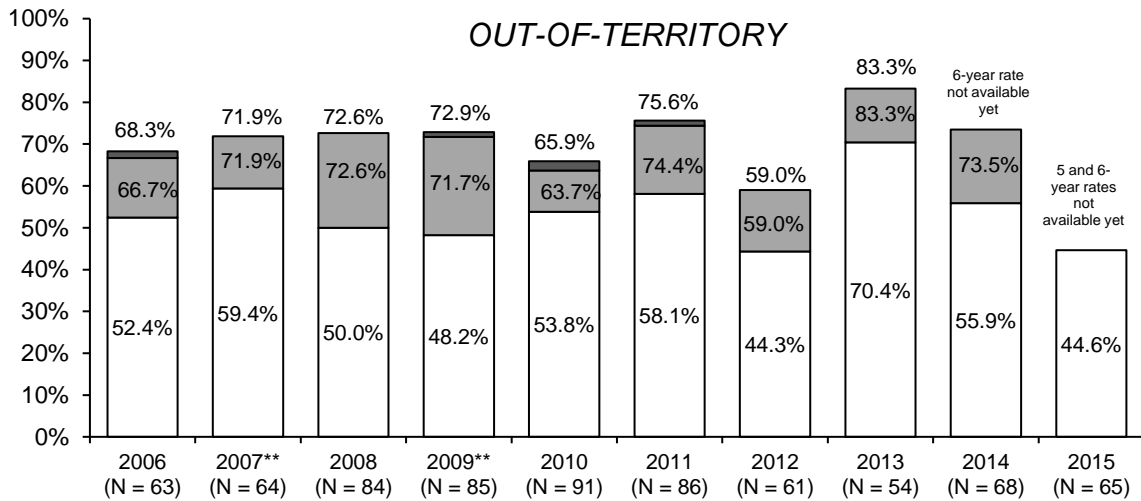
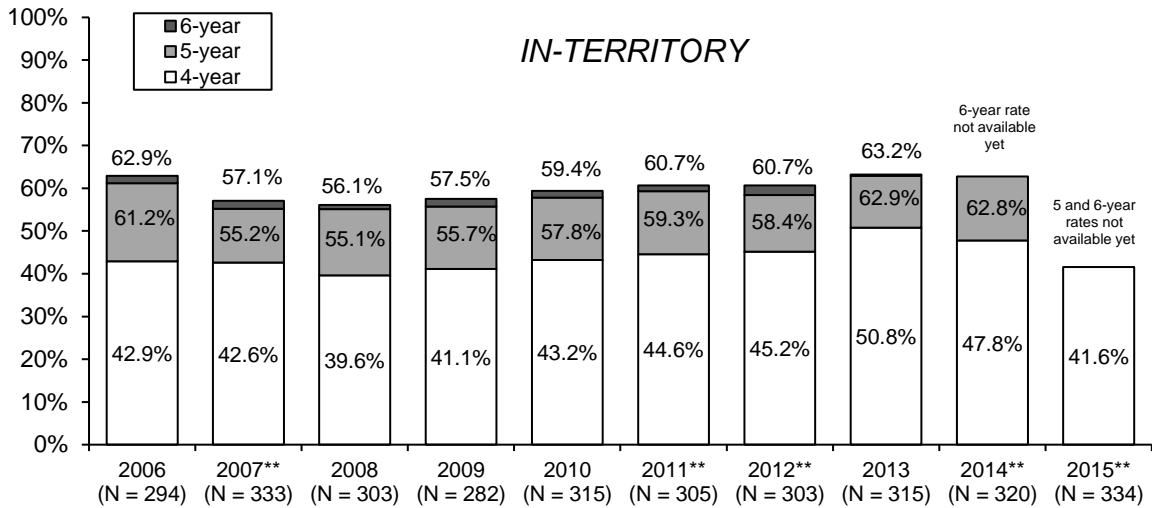
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY SEX



*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 and 2015 males have been reduced by two).

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

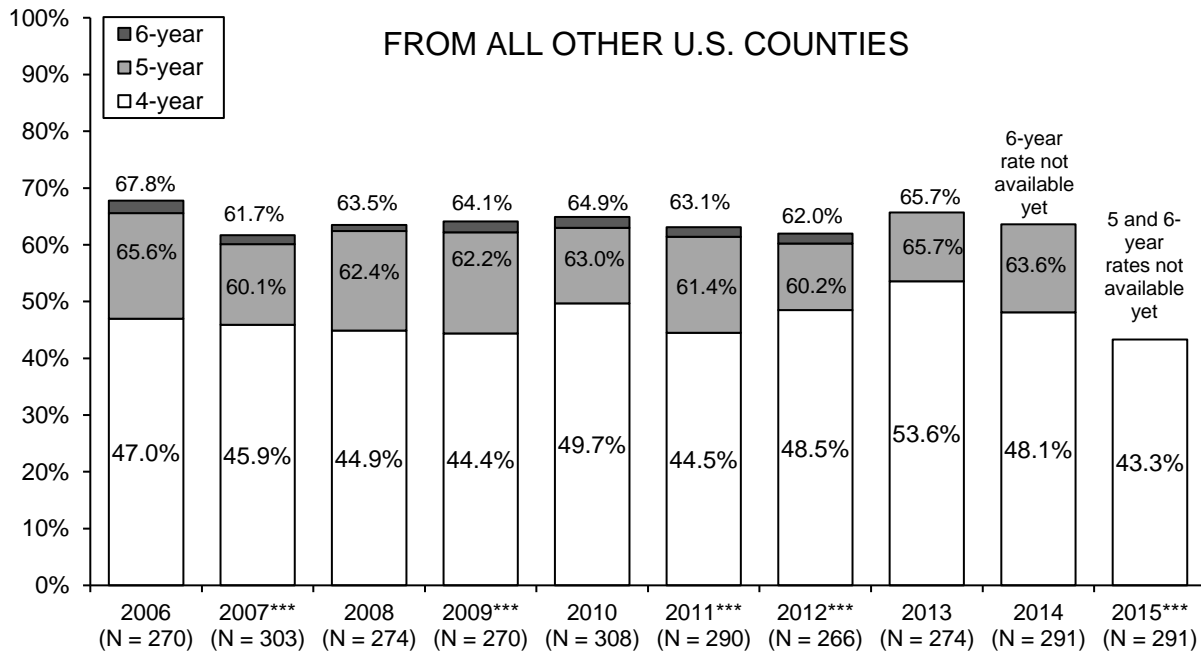
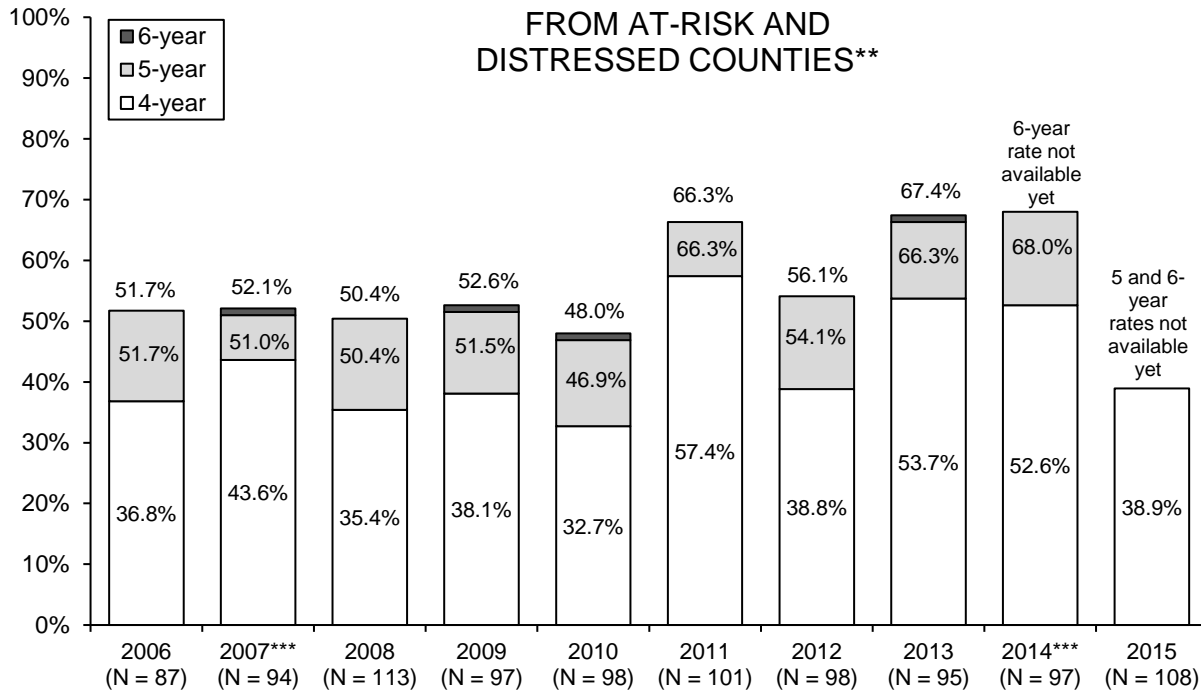


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort number that has been reduced by one due to the death of a student (2014 international and 2015 in-territory have been reduced by two).

Source: Office of Institutional Research and Assessment, September 2019

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



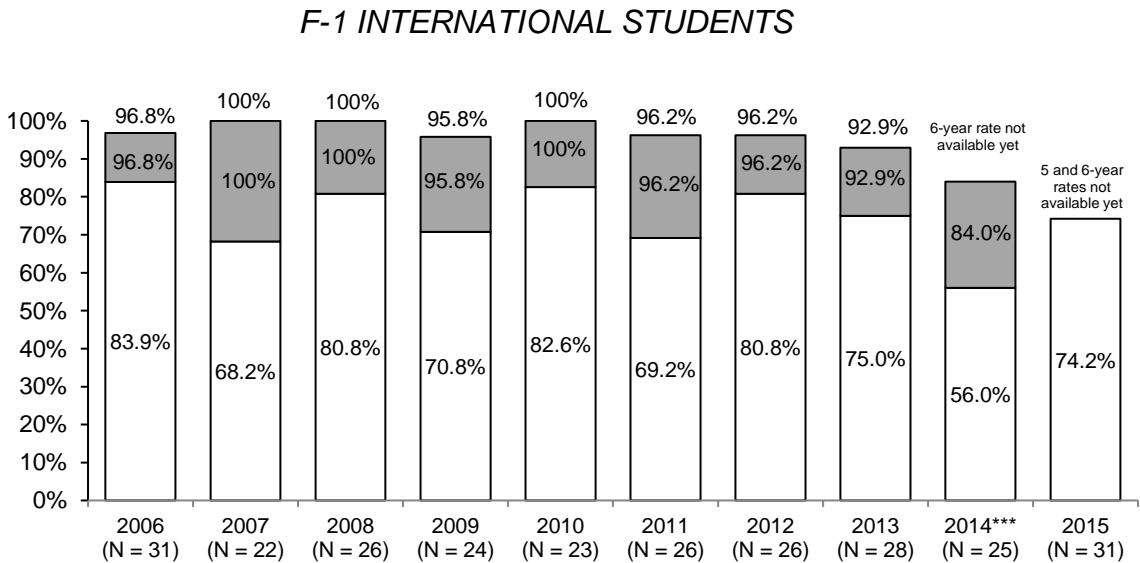
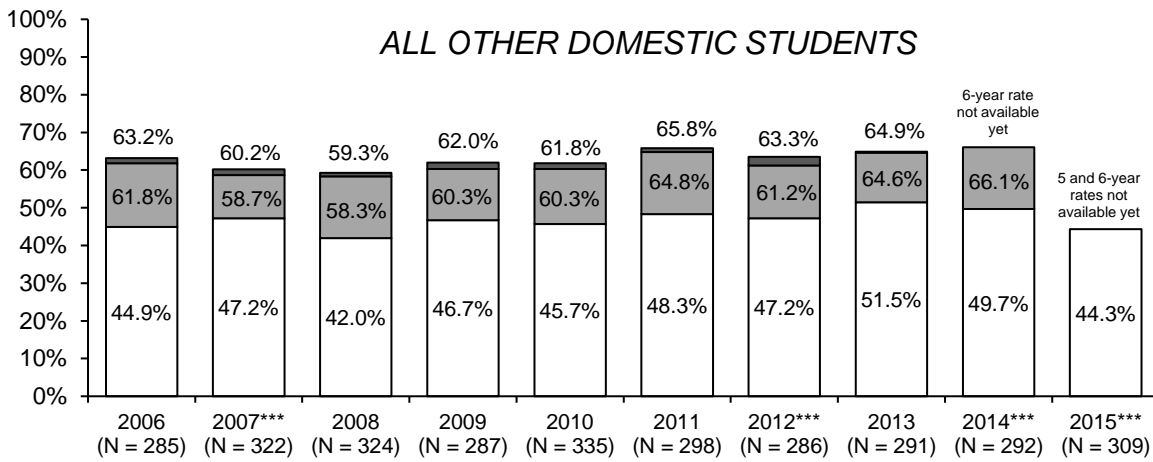
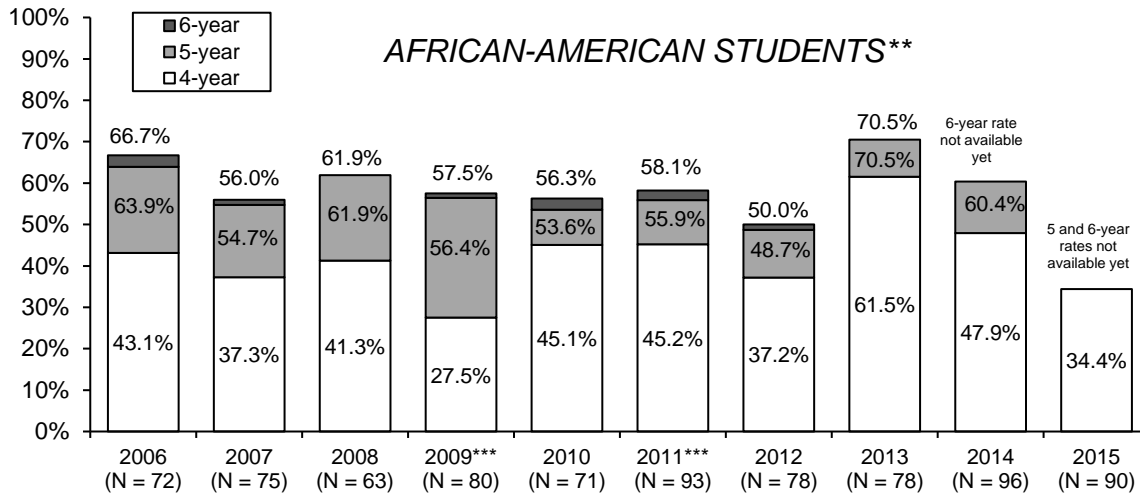
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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.

***Denotes cohort numbers that have been reduced by one due to the death of a student (2015 by 2).

Source: Office of Institutional Research and Assessment, September 2019.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

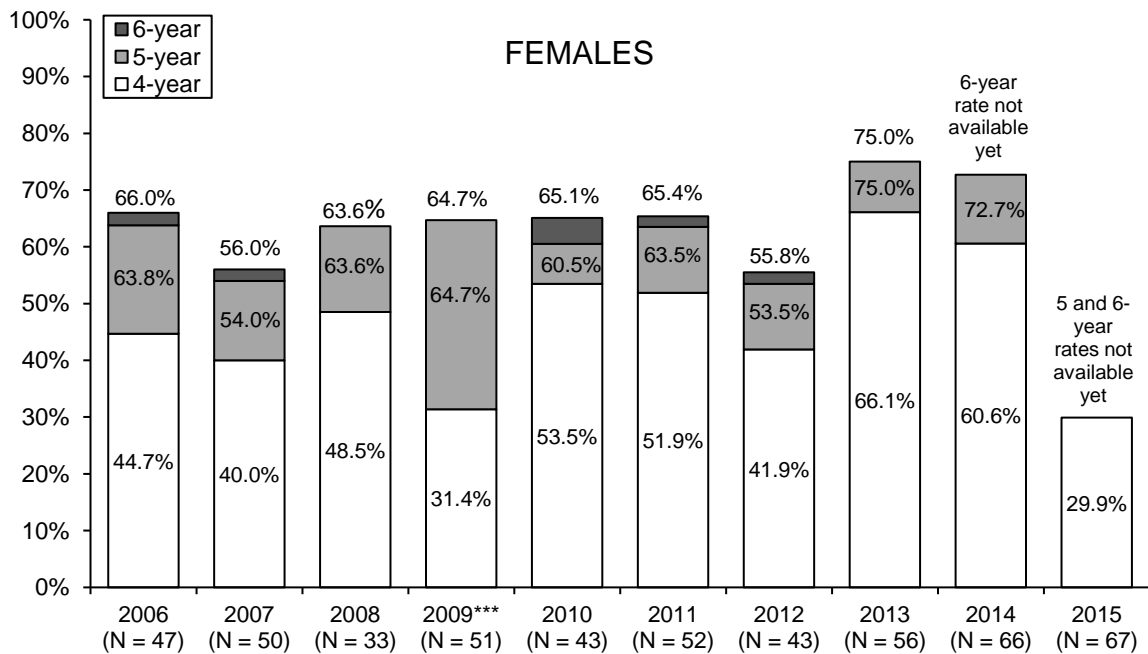
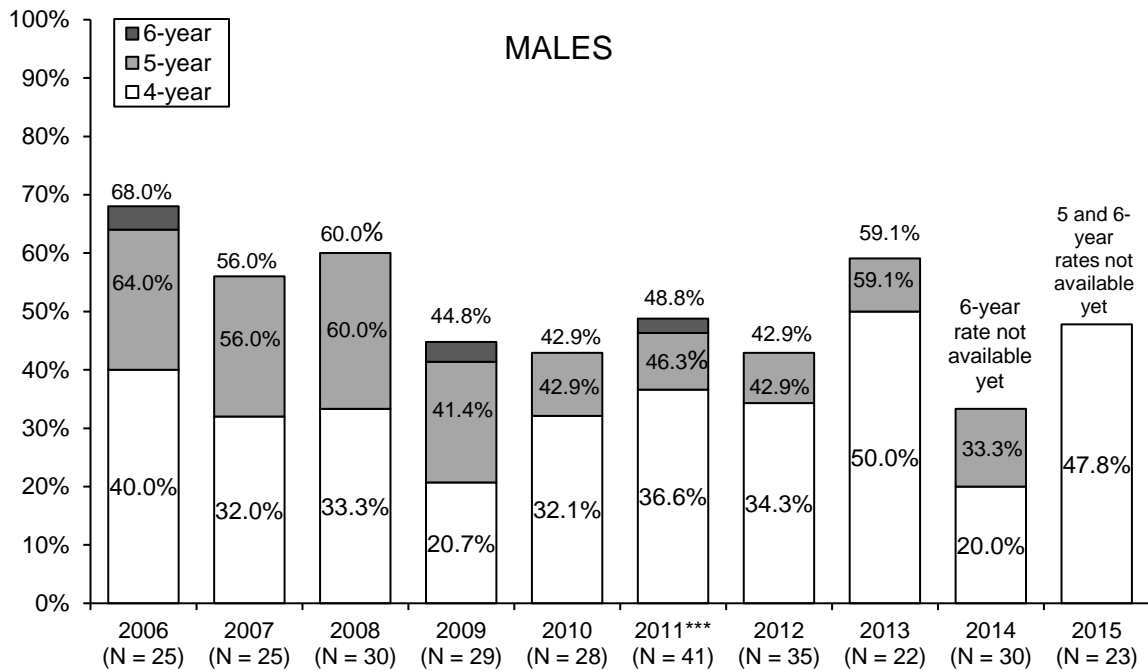


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 other domestic, 2014 international, and 2015 other domestic have been reduced by two)

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



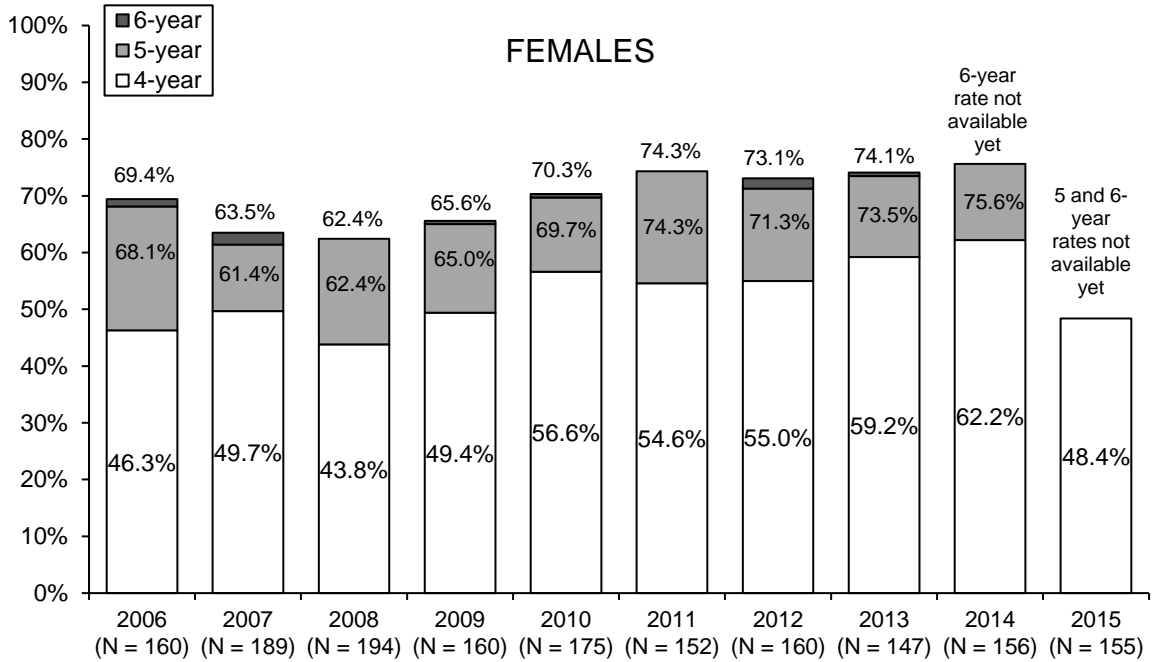
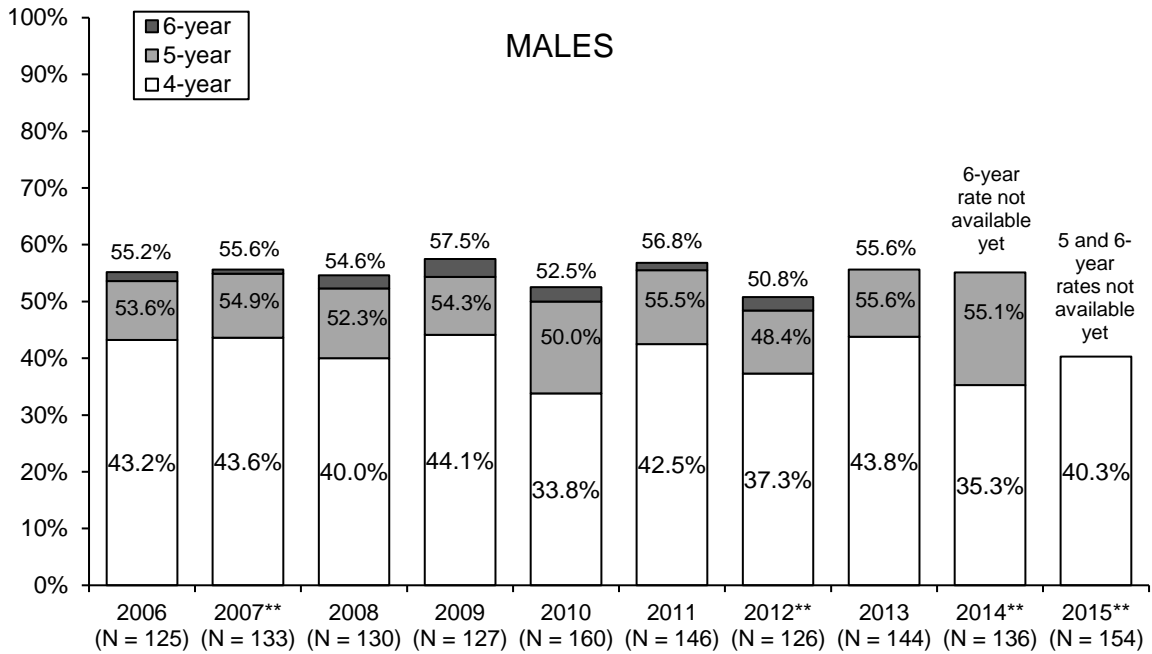
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 2019

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

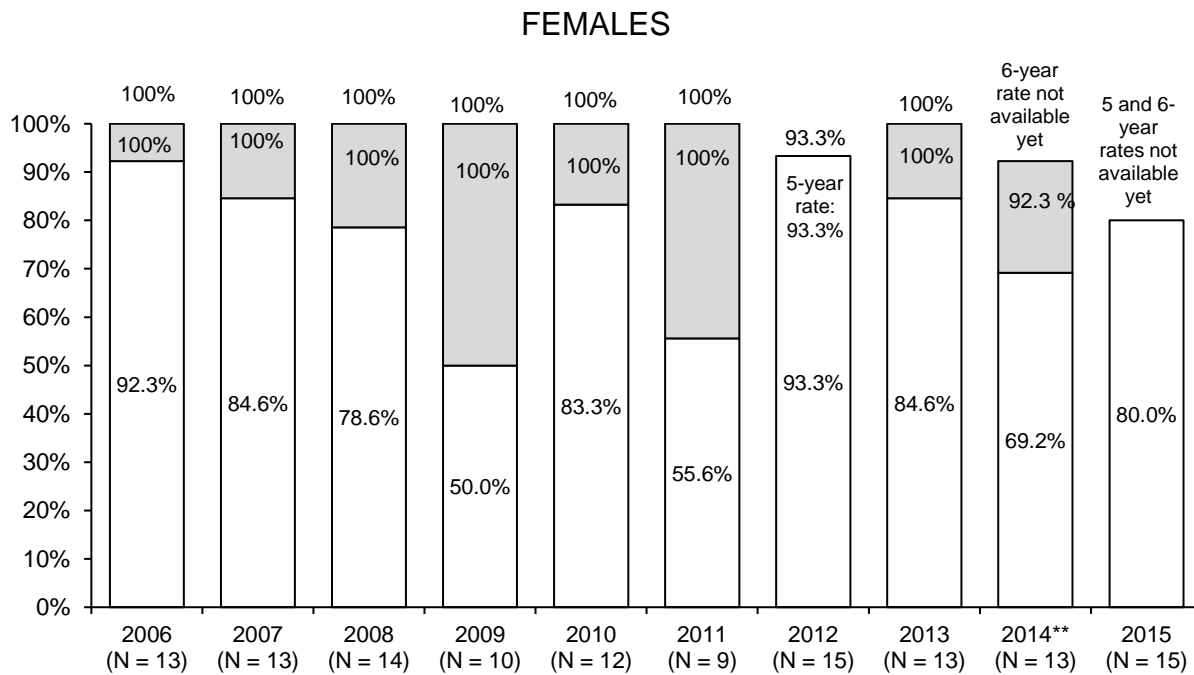
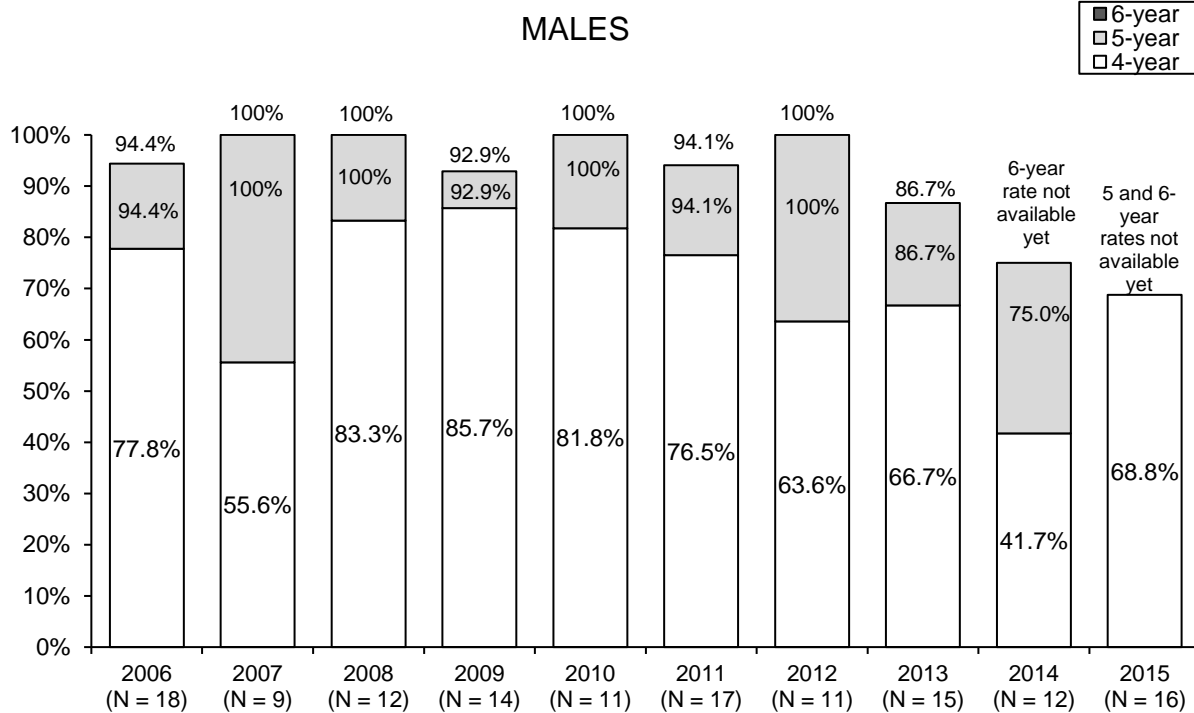


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort number that has been reduced by one due to the death of a student (2007, 2012, and 2015 have been reduced by 2).

Source: Office of Institutional Research and Assessment, September 2019

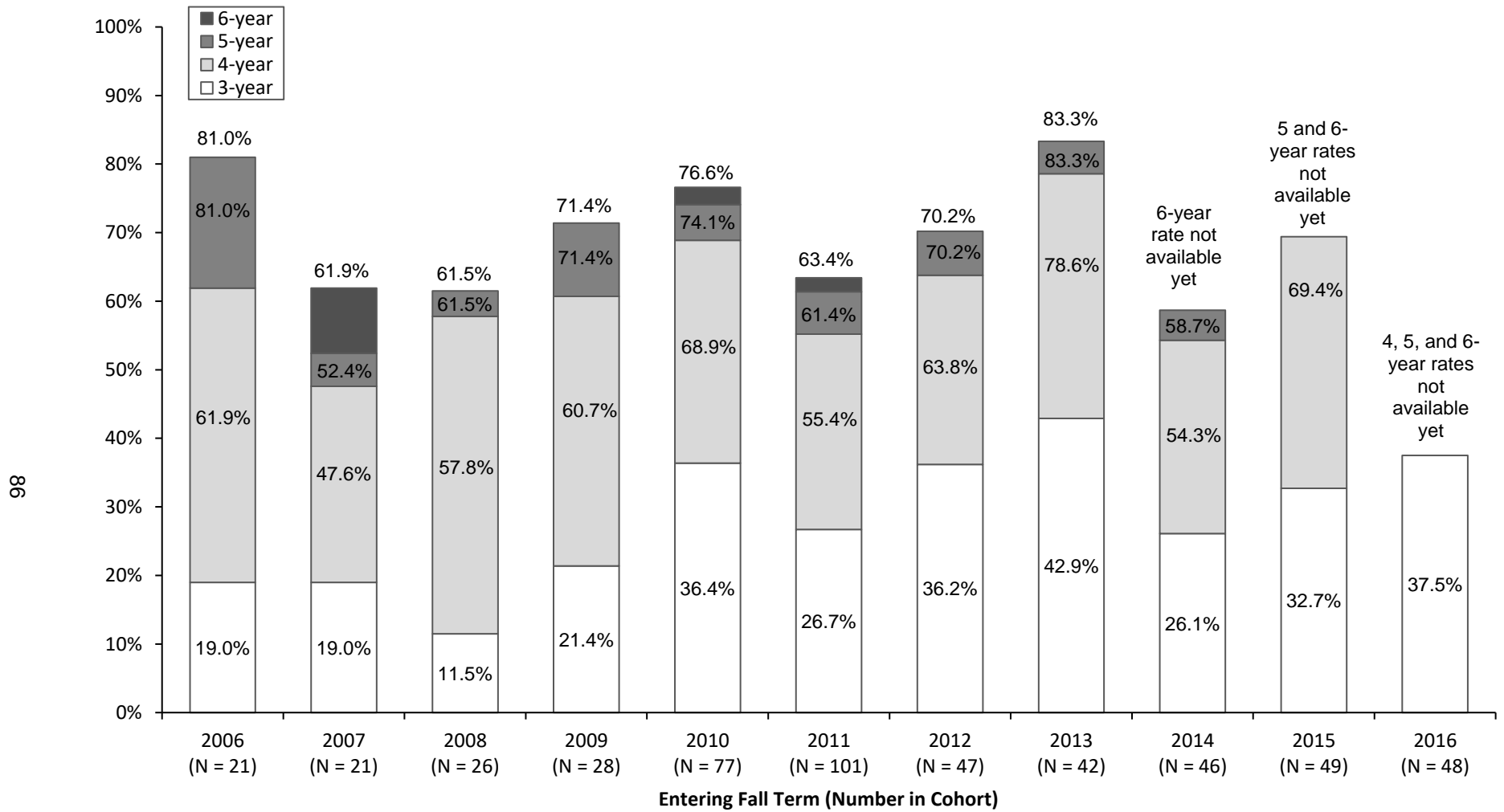
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY SEX



*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.

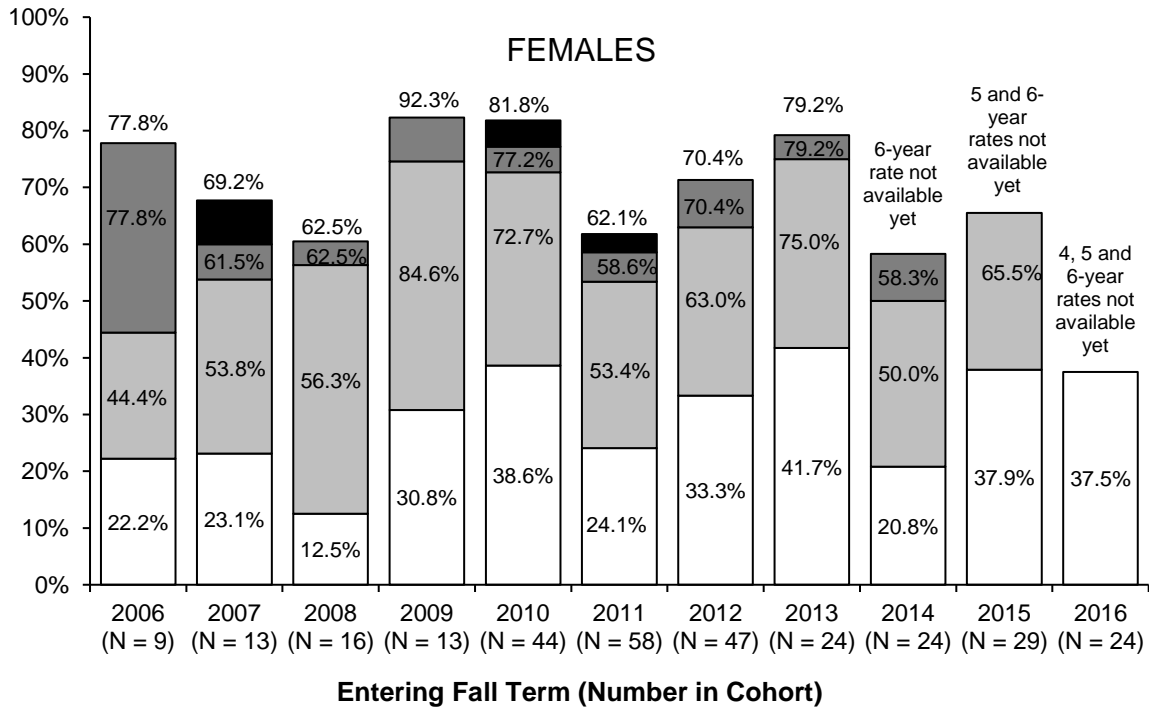
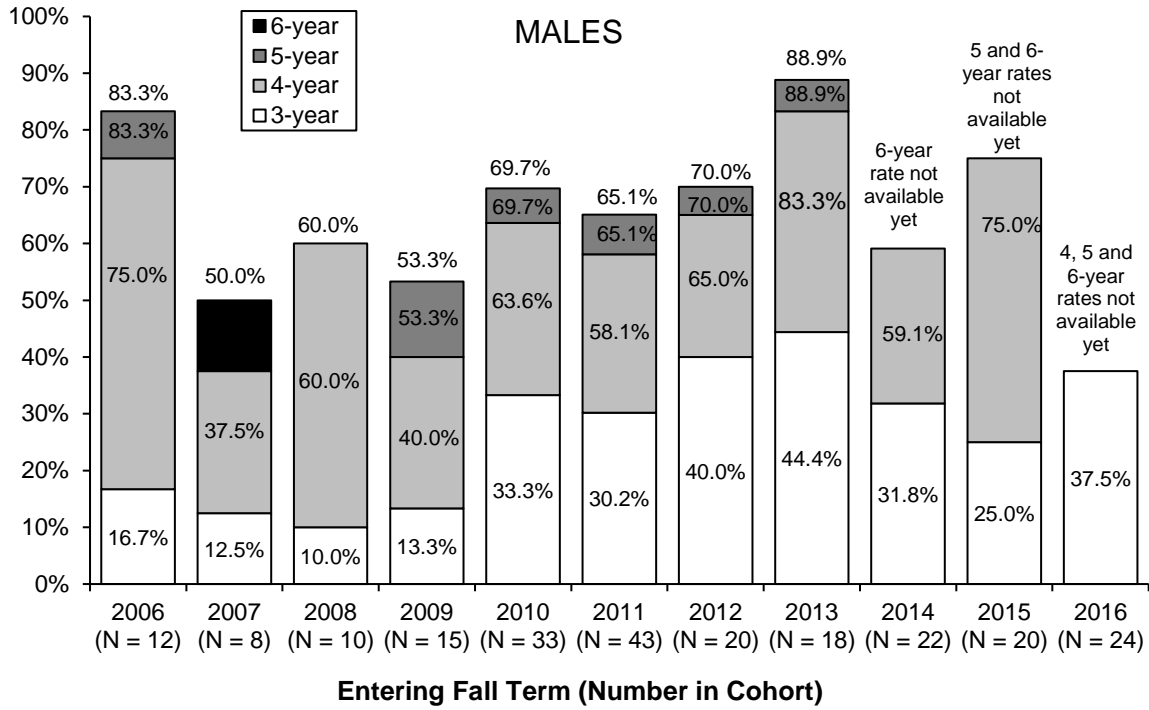
GRADUATION RATES* FOR TRANSFER STUDENTS



*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 2019

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 2019

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Total</u>
Graduates* (unduplicated headcount)	374	305	317	301	306	1,603
Degrees Conferred						
B.A.	298	239	262	238	253	1,290
B.S.	<u>78</u>	<u>73</u>	<u>58</u>	<u>67</u>	<u>64</u>	<u>340</u>
TOTAL	376	312	320	305	317	1,630
Majors (includes double degrees and double majors)	408	346	347	330	349	1,780
Minors (includes double minors)	130	121	98	99	118	566

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2018-2019 graduates can be broken down by:

December 2018 (64),
May 2019 (203), and
August 2019 (39).

*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 2019

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

<u>Major Programs</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
African and African					
American Studies	6	4	1	1	6
Agriculture & Natural Resources	14	13	8	10	12
Applied Science & Mathematics	2	2	3	0	0
Art	8	8	11	14	11
Asian Studies	11	5	6	12	8
Biology	33	16	36	30	15
Business Administration	30	34	26	26	29
Chemistry	11	8	14	7	17
Child and Family Studies	18	25	20	17	20
Communication	20	22	17	18	22
Computer and					
Information Science	13	20	30	23	30
Economics	9	10	10	5	11
Education Studies - General	14	6	10	13	11
Education – Middle Grades	4	2	2	0	0
Education Studies – Teaching and					
Curriculum w/Certification	3	8	1	0	0
Elementary Education	4	6	6	1	8
English	23	25	9	18	10
Foreign Languages	9	19	7	10	8
French	(2)	(3)	(1)	(2)	(0)
German	(3)	(2)	(1)	(3)	(1)
Spanish	(4)	(14)	(5)	(5)	(7)
Health and Human Performance					
(formerly Physical Education)	13	12	11	10	8
History	15	4	7	4	12
Independent (see page 90)	16	8	18	7	5
Mathematics	10	9	8	9	9
Music	11	11	6	7	9
Nursing	9	7	12	11	8
Peace & Social Justice Studies	Awarded as independent major.		1	3	9
Philosophy	6	2	2	3	2
Physics	4	2	8	3	2
Political Science	8	3	7	10	6
Psychology	24	15	21	19	19
Religion	2	3	0	1	2
Sociology	13	5	7	10	9
Technology and Applied Design	25	19	12	20	15
Theatre	12	9	8	5	7
Women's and Gender Studies	<u>8</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>9</u>
TOTALS*	408	346	347	330	349

*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 2019.

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 Associate Vice President and Dean of Curriculum and Student Success, liaison to the Academic Program Council.

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

2018 - 2019: 5 majors

Appalachian Studies
Health Science
Health Studies
Public Health Education
Visual and Environmental Studies

*Includes double degrees and double majors

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

Source: *2019-2020 College Catalog*

Office of Institutional Research and Assessment, October 2019

TEACHER PREPARATION

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

Berea College offers certification programs in:

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

The teacher certification programs at Berea College are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Kentucky Education Professional Standards Board.

NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Education Studies - General <i>(no certification)</i>	14	6	10	13	11
Teaching and Curriculum with Certification*					
Art	0	0	1	0	0
English	1	3	0	0	0
History	2	0	0	0	0
Mathematics	0	4	0	0	0
Technology/Applied Design	0	1	0	0	0
Middle Grades Certification	4	2	2	0	0
Elementary Education	4	6	6	1	8

Certifications

English	0	0	0	0	0
Health and Human Performance	1	1	0	0	0
History	0	0	0	0	0
Mathematics	0	0	0	0	0
Music	3	1	2	2	3
Technology/Applied Design	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CERTIFIED	15	18	11	3	11

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

Source: 2019-2020 College Catalog
Office of Institutional Research and Assessment, September 2019

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2014–15 through 2018–19

African and African-American Studies.....18	English.....85
Agriculture and Natural Resources.....57	Literature 44
Applied Science and Mathematics.....6	Writing 52
Art.....52	Foreign Languages53
History 7	French 8
Studio 46	German 10
Asian Studies.....42	Spanish 35
Biology.....130	Health and Human Performance.....53
<i>General</i> 106	<i>General</i> 51
Biomolecular, Cellular and Systems 13	Education 2
Field and Organismal 10	History42
Teacher Certification 1	Independent54
Business Administration.....145	Mathematics45
Accounting 48	Music44
Finance 52	<i>General</i> 33
International 2	Edu. – Instrumental 9
Management 47	Edu. –Vocal 3
Management Information Systems 4	Nursing47
Marketing 39	Peace and Social Justice Studies13
Chemistry.....57	Philosophy15
<i>General</i> 19	Physics19
Biochemistry 18	Political Science34
Professional 21	Psychology98
Child and Family Studies.....100	Religion.....8
Child Development 48	<i>General</i> 7
Family Studies 54	Biblical Studies 1
Nutrition and Food Studies 12	Sociology44
Communication.....99	Technology and Applied Design91
Computer and Information Science.....116	<i>General</i> 32
<i>General</i> 96	Artisan Studies 23
Computer Science 11	Engineering and Tech. Education 1
Computational Mathematics 9	Management 37
Economics.....45	Theatre41
Finance 1	Women's and Gender Studies28
International Politics and Policy 23	
Methods and Models 23	
Education Studies.....99	
<i>General</i> 54	
Elementary P-5 25	
Middle Grades 5-9 8	
Teaching and Curriculum with Certification 12	
	ALL MAJORS1,780
	(awarded to 1,603 graduates)

Included in concentration list are 11 additional concentrations for a total of 96

Included in list is 1 additional concentration for a total of 53

Included in concentration list are 47 additional concentrations for a total of 192

Included in concentration list is 1 additional concentration for a total of 58

Included in concentration list are 12 additional concentrations for a total of 112

Included in concentration list is 1 additional concentration for a total of 45

Included in concentration list are 2 additional ones for a total of 93

NOTE: In eight of the majors with concentrations, there were 77 students who completed more than one concentration within that major. See details above in boxes.

*This is a duplicative headcount that includes double degrees and double majors.

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

MAJORS* AWARDED TO GRADUATES BY SEX
Five-Year Summary

Academic Years
2014-2015 through 2018-2019

	<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	28%	13	72%	18	1.0%
Agriculture and Natural Resources	20	35%	37	65%	57	3.2%
Applied Science and Mathematics	6	100%	0	0%	6	0.3%
Art	15	29%	37	71%	52	2.9%
Asian Studies	10	24%	32	76%	42	2.4%
Biology	41	32%	89	68%	130	7.3%
Business Administration	72	50%	73	50%	145	8.1%
Chemistry	31	54%	26	46%	57	3.2%
Child and Family Studies	10	10%	90	90%	100	5.6%
Communication	39	39%	60	61%	99	5.6%
Computer and Information Science	89	77%	27	23%	116	6.5%
Economics	26	58%	19	42%	45	2.5%
Education Studies						
General	13	24%	41	76%	54	3.0%
Elementary Education	1	4%	24	96%	25	1.4%
Middle Grades Education	3	38%	5	63%	8	0.4%
Teaching and Curriculum with Certification	4	33%	8	67%	12	0.7%
English	19	22%	66	78%	85	4.8%
Foreign Languages						
French	4	50%	4	50%	8	0.4%
German	3	30%	7	70%	10	0.6%
Spanish	11	31%	24	69%	35	2.0%
Health & Human Performance	34	64%	19	36%	53	3.0%
History	23	55%	19	45%	42	2.4%
Independent (see page 90)	16	30%	38	70%	54	3.0%
Mathematics	28	62%	17	38%	45	2.5%
Music	18	41%	26	59%	44	2.5%
Nursing	8	17%	39	83%	47	2.6%
Peace and Social Justice Studies (first awarded 16-17)	3	23%	10	77%	13	0.7%
Philosophy	10	67%	5	33%	15	0.8%
Physics	19	100%	0	0%	19	1.1%
Political Science	20	59%	14	41%	34	1.9%
Psychology	21	21%	77	79%	98	5.5%
Religion	6	75%	2	25%	8	0.4%
Sociology	14	32%	30	68%	44	2.5%
Technology and Applied Design	70	77%	21	23%	91	5.1%
Theatre	13	32%	28	68%	41	2.3%
Women's and Gender Studies	<u>1</u>	4%	<u>27</u>	96%	<u>28</u>	<u>1.6%</u>
GRAND TOTAL*	726	41%	1,054	59%	1,780	100.0%

*These are duplicative headcounts that include double degrees and double majors. The 1,780 majors represent 1,603 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 2019

MAJORS* AWARDED TO GRADUATES BY SEX Five-Year History

Major Programs	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	4	2	6	0	4	4	0	1	1	0	1	1	1	5	6
Agriculture and Natural Resources	6	8	14	5	8	13	4	4	8	1	9	10	4	8	12
Applied Science&Mathematics	2	0	2	1	0	1	3	0	3	3	0	3	0	0	0
Art	2	6	8	0	8	8	3	8	11	3	11	14	7	4	11
Asian Studies	3	8	11	1	4	5	1	5	6	3	9	12	2	6	8
Biology	13	20	33	4	12	16	11	25	36	9	21	30	4	11	15
Business Administration	17	13	30	16	18	34	14	12	26	11	15	26	14	15	29
Chemistry	6	5	11	4	4	8	7	7	14	4	3	7	10	7	17
Child and Family Studies	0	18	18	3	22	25	3	17	20	2	15	27	2	18	20
Communication	7	13	20	10	12	22	8	9	17	4	14	18	10	12	22
Computer and Information Science	12	1	13	12	8	20	22	8	30	19	4	23	24	6	30
Economics	9	0	9	1	9	10	7	3	10	1	4	5	8	3	11
Education Studies															
General	3	11	14	1	5	6	2	8	10	2	11	13	5	6	11
Elementary	0	4	4	0	6	6	0	6	6	0	1	1	1	7	8
Middle	2	2	4	1	1	2	0	2	2	0	0	0	0	0	0
Teaching and Curriculum with Certification	2	1	3	2	6	8	0	1	1	0	0	0	0	0	0
English	5	18	23	10	15	25	1	8	9	1	17	18	2	8	10
Foreign Languages	6	4	9	3	16	19	1	6	7	5	5	10	4	4	8
Health and Human Performance	9	4	13	6	5	11	10	1	11	4	6	10	5	3	8
History	9	6	15	1	3	4	5	2	7	2	2	4	6	6	12
Independent (see page 90)	5	11	16	2	6	8	6	12	18	0	7	7	3	2	5
Mathematics	8	2	10	3	6	9	6	2	8	4	5	9	7	2	9
Music	7	4	11	5	6	11	0	6	6	2	5	7	4	5	9
Nursing	1	8	9	2	5	7	3	9	12	1	10	11	1	7	8
Peace&Social Justice Studies	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1	1	2	3	2	7	9
Philosophy	4	2	6	2	0	2	0	2	2	3	0	3	1	1	2
Physics	4	0	4	2	0	2	8	0	8	3	0	3	2	0	2
Political Science	6	2	8	1	2	3	5	2	7	4	6	10	4	2	6
Psychology	5	19	24	1	14	15	5	16	21	3	16	19	7	12	19
Religion	1	0	1	1	1	2	3	0	3	0	0	0	2	0	2
Sociology	6	7	13	0	5	5	2	5	7	2	8	10	4	5	9
Technology and Applied Design	20	5	25	16	3	19	8	4	12	13	7	20	13	2	15
Theatre	5	7	12	2	7	9	2	6	8	2	3	5	2	5	7
Women's and Gender Studies	0	8	8	1	5	6	0	2	2	0	3	3	0	9	9
TOTAL*			<u>408</u>			<u>346</u>			<u>347</u>			<u>330</u>			<u>349</u>

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*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 2019.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2014 – 2015 through 2018 - 2019

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	17	(94%)	1	(6%)	0	(0%)	18	(1.0%)
Agriculture and Natural Resources	2	(4%)	54	(95%)	1	(2%)	57	(3.2%)
Applied Science and Mathematics	2	(33%)	4	(67%)	0	(0%)	6	(0.3%)
Art	4	(8%)	47	(90%)	1	(2%)	52	(2.9%)
Asian Studies	13	(31%)	27	(64%)	2	(5%)	42	(2.4%)
Biology	24	(18%)	96	(74%)	10	(8%)	130	(7.3%)
Business Administration	28	(19%)	87	(60%)	30	(21%)	145	(8.1%)
Chemistry	12	(21%)	36	(63%)	9	(16%)	57	(3.2%)
Child and Family Studies	23	(23%)	75	(75%)	2	(2%)	100	(5.6%)
Communication	31	(31%)	59	(60%)	9	(9%)	99	(5.6%)
Computer and Information Science	12	(10%)	78	(67%)	26	(22%)	116	(6.5%)
Economics	6	(13%)	16	(36%)	23	(51%)	45	(2.5%)
Education Studies								
General	12	(22%)	40	(74%)	2	(4%)	54	(3.0%)
Elementary Education Certification	1	(4%)	24	(96%)	0	(0%)	25	(1.4%)
Middle Grades Education Certification	0	(0%)	8	(100%)	0	(0%)	8	(0.4%)
Teaching and Curriculum with Certification	0	(0%)	12	(100%)	0	(0%)	12	(0.7%)
English	13	(15%)	71	(84%)	1	(1%)	85	(4.8%)
Foreign Languages								
French	1	(13%)	4	(50%)	3	(38%)	8	(0.4%)
German	0	(0%)	3	(30%)	7	(70%)	10	(0.6%)
Spanish	4	(11%)	26	(74%)	5	(14%)	35	(2.0%)
Health and Human Performance	11	(21%)	41	(77%)	1	(2%)	53	(3.0%)
History	2	(5%)	39	(93%)	1	(2%)	42	(2.4%)
Independent (see page 90)	8	(15%)	41	(76%)	5	(9%)	54	(3.0%)
Mathematics	1	(2%)	30	(67%)	14	(31%)	45	(2.5%)
Music	8	(18%)	35	(80%)	1	(2%)	44	(2.5%)
Nursing	6	(13%)	36	(77%)	5	(11%)	47	(2.6%)
Peace and Social Justice Studies (first awarded 16-17)	2	(15%)	10	(77%)	1	(8%)	13	(0.7%)
Philosophy	2	(13%)	13	(87%)	0	(0%)	15	(0.8%)
Physics	1	(5%)	10	(53%)	8	(42%)	19	(1.1%)
Political Science	5	(15%)	24	(71%)	5	(15%)	34	(1.9%)
Psychology	25	(26%)	67	(68%)	6	(6%)	98	(5.5%)
Religion	2	(25%)	6	(75%)	0	(0%)	8	(0.4%)
Sociology	13	(30%)	30	(68%)	1	(2%)	44	(2.5%)
Technology and Applied Design	17	(19%)	70	(77%)	4	(4%)	91	(5.1%)
Theatre	11	(27%)	28	(68%)	2	(5%)	41	(2.3%)
Women's and Gender Studies	7	(25%)	21	(75%)	0	(0%)	28	(1.6%)
TOTAL*	326	(18%)	1,269	(71%)	185	(10%)	1,780	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,780 majors represent 1,603 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 2019

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2014 – 15 through 2018 – 19

African and African American Studies	18	(3.2%)
Agriculture and Natural Resources	9	(1.6%)
Appalachian Studies	7	(1.2%)
Art History	12	(2.1%)
Art Studio	15	(2.7%)
Asian Studies	18	(3.2%)
Biology (first awarded 2015-16)	17	(3.0%)
Broadcast Journalism	32	(5.7%)
Business Administration	59	(10.4%)
Chemistry	6	(1.1%)
Child and Family Studies (first awarded 2015-16)	4	(0.7%)
Communication	14	(2.5%)
Computer Science	15	(2.7%)
Dance	13	(2.3%)
Economics	43	(7.6%)
English	16	(2.8%)
Film Production	8	(1.4%)
Forest Resource Management (first awarded 2015-16)	9	(1.6%)
French	7	(1.2%)
German	9	(1.6%)
Health Studies	31	(5.5%)
Health Teaching	3	(0.5%)
History	20	(3.5%)
Latin	3	(0.5%)
Law, Ethics, and Society (first awarded 2017-18)	3	(0.5%)
Mathematics (first awarded 2017-18)	6	(1.1%)
Music	10	(1.8%)
Peace and Social Justice Studies	22	(3.9%)
Philosophy	17	(3.0%)
Physics	12	(2.1%)
Political Science	15	(2.7%)
Religion	3	(0.5%)
Sociology	5	(0.9%)
Spanish	23	(4.1%)
Sustainability and Environmental Studies	22	(3.9%)
Theatre	16	(2.8%)
Women's and Gender Studies	<u>24</u>	<u>(4.2%)</u>
 TOTAL	 566	 (100.0%)

*This is a duplicative headcount that includes double minors. The 566 minors were awarded to 513 graduates. The 513 graduates who received a minor represent 32% of the 1,603 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 2019

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

<u>Minors</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
African and African American Studies	6	3	2	6	1
Agriculture and Natural Resources	3	4	1	0	1
Appalachian Studies	1	4	2	0	0
Art History	5	0	3	4	0
Art Studio	1	6	6	3	5
Asian Studies	4	4	3	3	4
Biology	n/a	1	5	5	6
Broadcast Journalism	5	12	8	4	3
Business Administration	13	13	12	9	12
Chemistry	2	1	0	2	1
Child and Family Studies	n/a	1	1	1	1
Communication	6	3	2	1	2
Computer Science	5	1	2	3	4
Dance	6	2	3	0	2
Economics	8	11	10	6	8
English	5	2	4	4	1
Film Production	0	3	3	1	1
Forest Resource Management	1	0	2	1	5
French	2	2	1	0	2
German	1	1	1	3	3
Health Studies	8	5	4	0	4
Health Teaching	0	2	0	0	1
History	8	4	4	2	2
Latin	1	1	0	0	1
Law, Ethics, and Society	n/a	n/a	n/a	1	2
Mathematics	n/a	n/a	n/a	1	5
Music	6	1	2	1	0
Peace and Social Justice Studies	4	6	1	4	7
Philosophy	5	1	3	5	3
Physics	3	4	1	3	1
Political Science	5	1	2	2	5
Religion	0	2	0	0	1
Sociology	0	0	2	1	2
Spanish	4	7	3	4	5
Sustainability and Environmental Studies	1	6	3	3	9
Theatre	3	6	1	4	2
Women's & Gender Studies	<u>8</u>	<u>1</u>	<u>7</u>	<u>2</u>	<u>6</u>
TOTAL	130	121	98	99	118

*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 2019

MINORS* AWARDED TO GRADUATES BY SEX Five-Year History

Minors	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	1	5	6	0	3	3	0	2	2	0	6	6	0	1	1
Agriculture and Natural Resources	0	3	3	2	2	4	0	1	1	0	0	0	0	1	1
Appalachian Studies	0	1	1	1	3	4	0	2	2	0	0	0	0	0	0
Art History	2	3	5	0	0	0	0	3	3	1	3	4	0	0	0
Art Studio	0	6	6	0	0	6	0	3	3	3	2	5	3	2	5
Asian Studies	2	2	4	3	1	4	2	1	3	1	2	3	2	2	4
Biology	n/a	n/a	n/a	0	1	1	2	3	5	1	4	5	4	2	6
Broadcast Journalism	1	4	5	6	6	12	5	3	8	1	3	4	3	0	3
Business Administration	11	2	13	5	8	13	6	6	12	4	5	9	10	2	12
Chemistry	1	1	2	1	1	2	1	0	1	0	0	0	1	0	1
Child and Family Studies	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	0	1	1	0	1	1
Communication	3	3	6	2	1	3	0	2	2	0	1	1	0	2	2
Computer Science	5	0	5	1	0	1	2	0	2	3	0	3	4	0	4
Dance	2	4	6	1	1	2	1	2	3	0	0	0	0	2	2
Economics	3	5	8	6	5	11	7	3	10	3	3	6	2	6	8
English	1	4	5	0	2	2	1	3	4	1	3	4	1	0	1
Film Production	0	0	0	2	1	3	1	2	3	0	1	1	0	1	1
Forest Resource Mgmt.	1	0	2	0	0	0	0	2	2	0	1	1	3	2	5
French	1	1	3	1	1	2	0	1	1	0	0	0	1	1	2
German	1	0	2	0	1	1	0	1	1	2	1	3	2	1	3
Health Studies	1	7	8	1	4	5	2	2	4	2	8	10	1	3	4
Health Teaching	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1
History	1	7	8	3	1	4	3	1	4	0	2	2	0	2	2
Latin	0	1	1	0	0	0	0	0	0	0	2	2	0	1	1
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	2	2
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	5	0	5
Music	4	2	6	0	1	1	0	2	2	0	1	1	0	0	0
Peace and Social Justice Studies	3	1	4	0	6	6	0	1	1	1	3	4	2	5	7
Philosophy	4	1	5	1	0	1	2	1	3	3	2	5	0	3	3
Physics	2	1	3	4	0	4	1	0	1	3	0	3	0	1	1
Political Science	4	1	5	0	1	1	1	1	2	0	2	2	4	1	5
Religion	0	0	0	2	0	2	0	0	0	0	0	0	1	0	1
Sociology	0	0	0	0	0	0	2	0	2	0	1	1	0	2	2
Spanish	1	3	4	2	5	9	0	3	3	0	4	4	0	5	5
Sustainability and Environmental Studies	0	1	1	3	3	6	1	2	3	1	2	3	0	9	9
Theatre	0	3	3	2	4	6	0	1	1	0	4	4	0	2	2
Women's & Gender Studies	1	7	8	0	1	1	0	7	7	0	2	2	2	4	6
TOTAL	57	73	130	50	71	131	40	58	98	51	67	118	51	67	118

* 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 2019.

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 2018-2019 Graduates

93%

of 2018-2019 graduates participated in at least one of these opportunities

Education Abroad

47% of graduates participated

students traveled to **70** countries over last 5 years



Internships



56% of graduates participated

32 majors represented

located in **32** states and **8** countries

Service-Learning

53% of graduates took a service-learning course

26% of graduates volunteered through CELTS



Undergraduate Research



8% of graduates participated

For summer 2019,

there were **17** projects with **18** 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

Academic Years					
Period of Time Spent Abroad	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Full academic year	3	2	3	3	1
Full semester	44	32	48	39	28
Less than a full semester	<u>122</u>	<u>124</u>	<u>96</u>	<u>239</u>	<u>148</u>
TOTAL	169	158	147	281	177

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

Academic Years					
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2016-17</u>	<u>2018-19</u>
Total number of graduates	374	305	317	301	306
Number of graduates who participated in Education Abroad while a student	161	139	140	132	143
Percent of graduates who participated:	43%	46%	44%	44%	47%

Source: *2019 – 2020 College Catalog*
 Center for International Education, November 2019
 Office of Institutional Research and Assessment, November 2019

**EDUCATION ABROAD:
COUNTRIES ORGANIZED BY CONTINENT
5-Year Summary: Academic Years 2014-15 through 2018-19**

Berea College students have participated in education abroad programs in **70** 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 (CE LTS), Internship and Career Development Office, and the Entrepreneurship for the Public Good (EPG) Office.

Africa – 9 Countries

Egypt
Gambia
Ghana
Kenya
Morocco
Senegal
South Africa
Tanzania
Tunisia

Asia – 15 Countries

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

Europe – 25 Countries

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

Europe, continued

Iceland
Ireland
Italy
Netherlands
Norway
Poland
Romania
Scotland
Slavic Europe
Spain
Sweden
Switzerland
Ukraine
United Kingdom

Oceania – 2 Countries

Australia
New Zealand

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

Argentina
Bolivia
Brazil
Canada
Chile
Central America
Costa Rica
Cuba
Dominican Republic
Ecuador
Guatemala
Honduras
Jamaica
Mexico
Nicaragua
Panama
Peru
Trinidad and Tobago
Uruguay

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

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Fall	4	3	0	6	1
Spring	6	7	6	1	3
Summer	<u>225</u>	<u>230</u>	<u>254</u>	<u>240</u>	<u>277</u>
TOTAL	235	240	260	247	281

Highlights Based on the 2018-2019 Internship Survey (99% response rate)

- 281 students representing 32 majors participated in internships in 32 states and 8 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
- 82% received full or partial funding from Berea to cover expenses related to the internship
- 3% participated in internships in international settings
- 15% 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

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Total number of graduates:	374	305	317	301	306
Number of graduates who participated in an internship:	173	161	165	163	172
Number of internships in which graduates participated:	216	196	204	215	221
Percent of graduates who participated in an internship:	46%	53%	52%	54%	56%

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

Source: Office of Internships, September 2019
Office of Institutional Research and Assessment, October 2019

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 seven different service programs, engaging in activities including tutoring children, mentoring 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

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Volunteers	225	200	256	229	115

NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Total number of graduates	374	305	317	301	306
Number of graduates who volunteered through CELTS	84	72	106	99	79
Percent of graduates who volunteered:	22%	24%	33%	33%	26%

Source: Center for Excellence in Learning through Service (CELTS), November 2019
Office of Institutional Research and Assessment, October 2019

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>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Service-Learning Courses	16	19	17	16	11
Academic Departments Represented	13	15	15	13	6
Faculty Teaching Service-Learning Courses	14	15	16	13	8
Students Enrolled in Service-Learning Courses	241	287	264	238	170

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

	Academic Years				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Total number of graduates	374	305	317	301	306
Number of graduates who participated in at least one service-learning course	201	198	192	173	163
Percent of graduates who participated:	54%	65%	61%	57%	53%

Source: Center for Excellence in Learning through Service (CELTS), November 2019
Office of Institutional Research and Assessment, October 2019

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>
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
2019	17	18	42

*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.

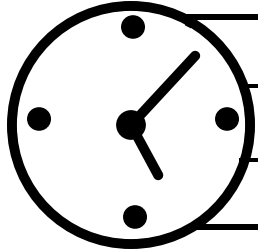
Source: Office of the Academic Affairs, September 2019

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

Fall 2019

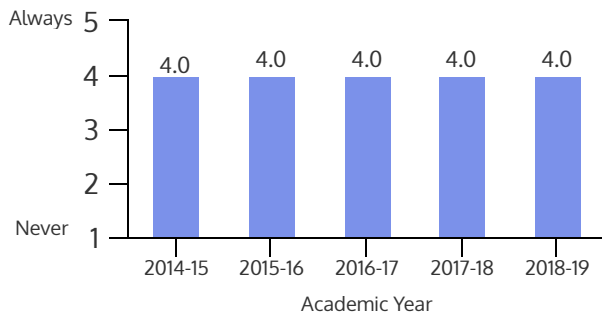


11.7	Average Hours Worked per Week
19,412	Total Hours Contracted per Week
40%	Contracted for More than 10 Hours/Week

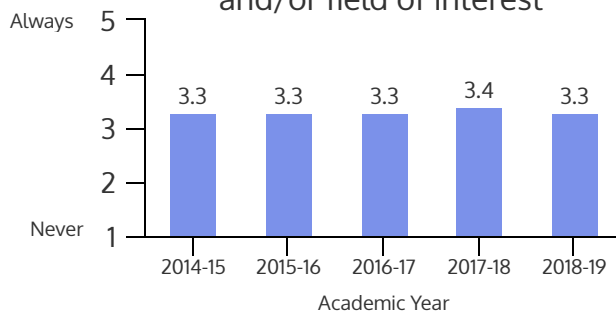
Based on the Labor Experience Evaluation (LEE)

Relationship between Work and Academics

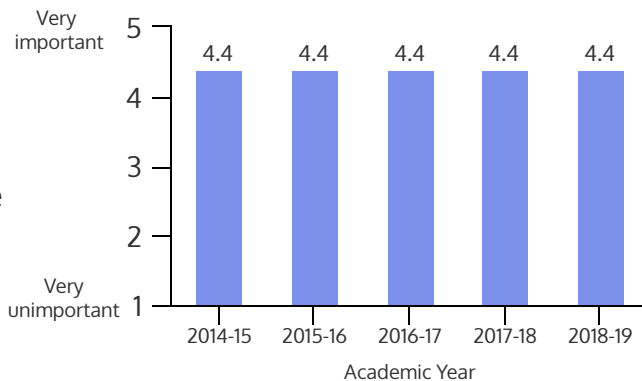
Skills I'm learning at work are supporting my academic development



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 2019

Given by Labor Supervisors (Primary Positions Only)

Exceptional labor performance

30%

Exceeds expectations

43%

Meets expectations

23%

Needs improvement

3%

Not meeting expectations

1%

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2019**

(As of September 9, 2019)

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	11	2	128	29	1,600	10.19
Alumni and College Relations	10	1	49	7	584	10.43
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	110	17	208	7	2,292	10.66
College Community Service	17	0	70	0	775	11.07
College Farms	14	0	54	5	695	11.78
College Related	0	0	2	0	20	10.00
Community Partnerships	0	0	4	0	44	11.00
Facilities Operations	90	9	177	5	1,888	10.37
General and Administrative	32	7	149	14	1,736	10.65
Instruction	25	3	332	84	4,047	9.73
Student Industries: Crafts/Services	48	9	158	15	1,762	10.18
Student Services	55	5	304	29	3,969	11.92
No Labor**	0	0	10	0	-	-
SUB-TOTAL	412	53	1,645	195	-	-
No Status Form***	1	1	7	n/a	-	-
TOTAL	413	54	1,652	195	19,412	10.61

471 Extended *primary* position for more than ten hours per week and did not have a secondary position
 28 Extended *primary* position for more than ten hours per week with a secondary position.
162 Contracted in both a primary and at least one secondary position.
 661 Contracted for more than ten hours a week. (40% 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, 2019 – 2020: \$ 5.60 - \$ 6.80; Unclassified \$ 6.95; Labor Pool: \$7.25; Break rate: (Thanksgiving, Christmas, and Spring): \$7.50; Break Rate (summer): \$8.60

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 (Risk Management)
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 = 12 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		

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 = 13 Departments)

Academic Affairs Office
Child Development Lab
College Post Office
Ecovillage
Financial Affairs
Human Resources
Information Systems and Services
Institutional Research and Assessment

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

Instruction (N = 32 Departments)

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

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

Student Industries: Crafts 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

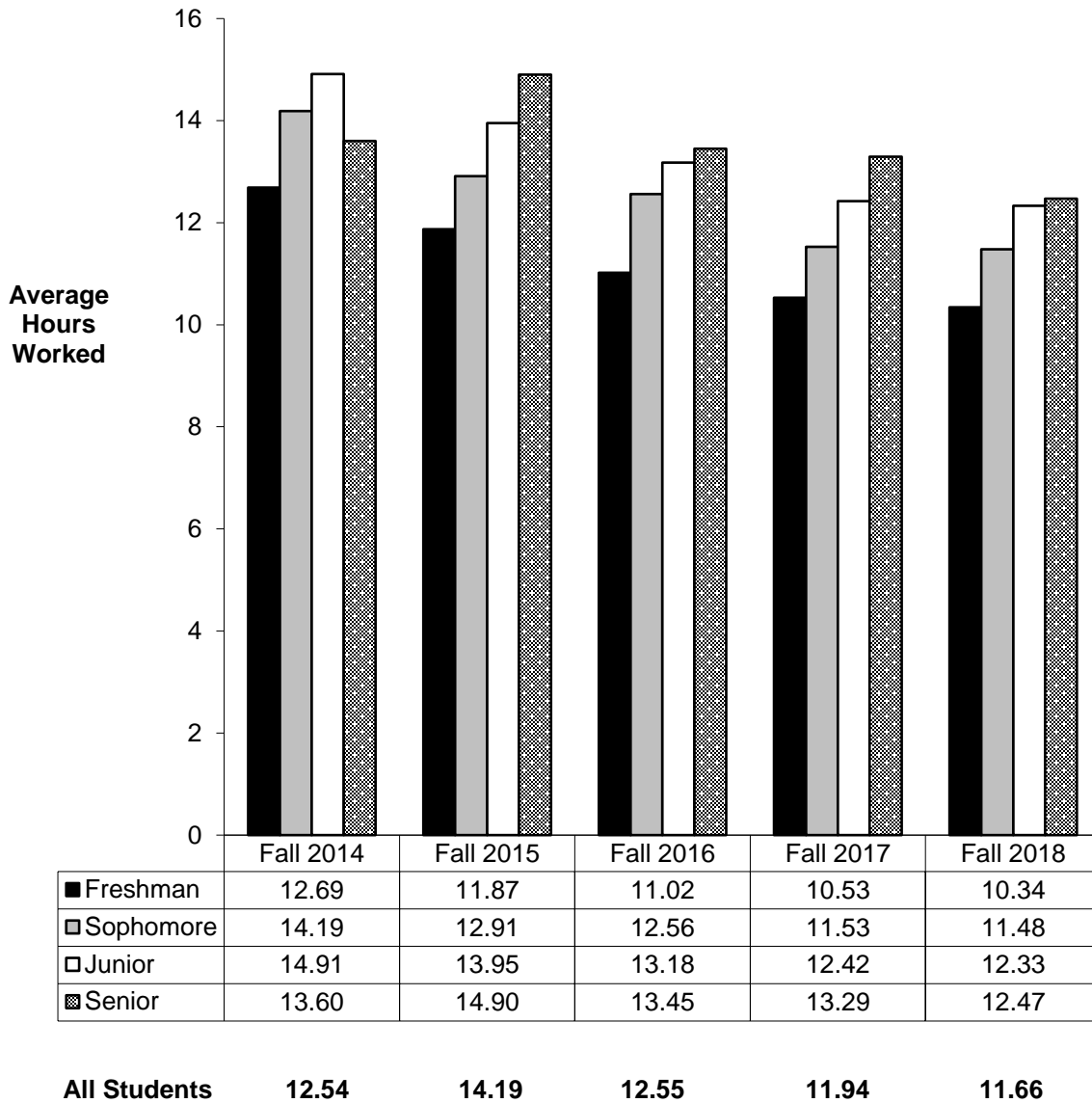
Student Services (N = 19 Departments)

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
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 2019

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2019

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.

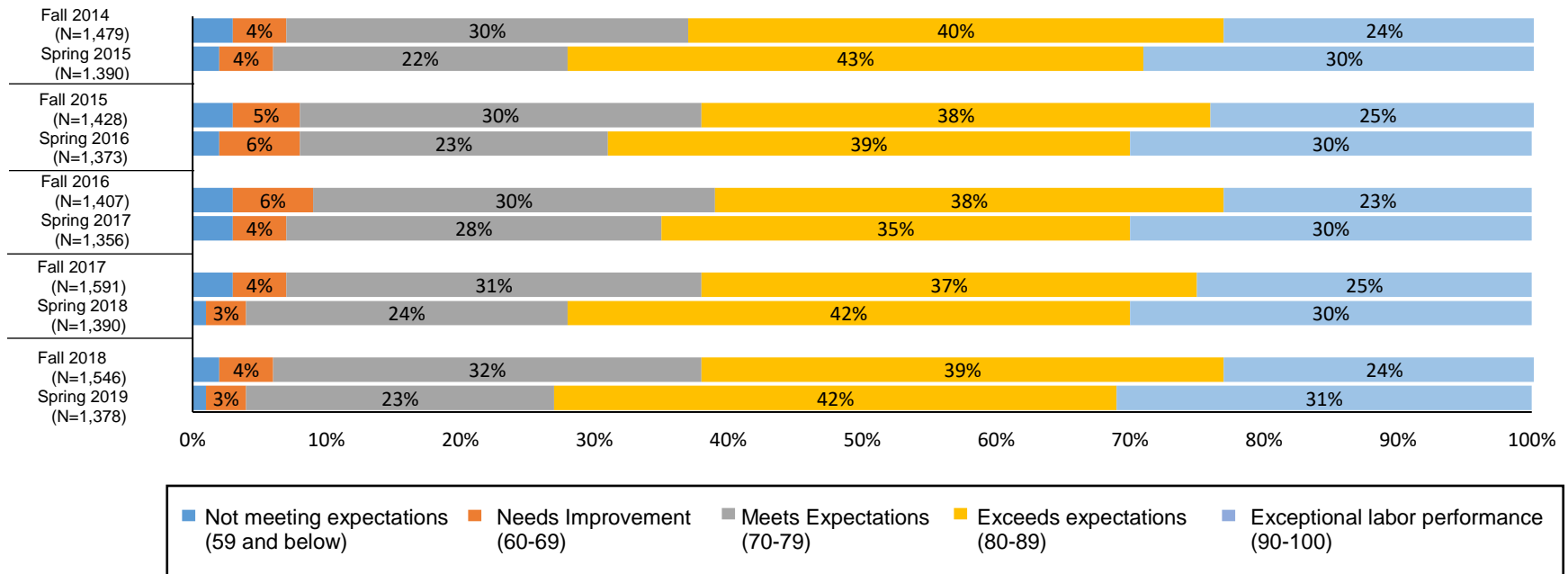
Labor Supervisor/Practical Instructor

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 2014-2015 through 2018-2019**



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 2019

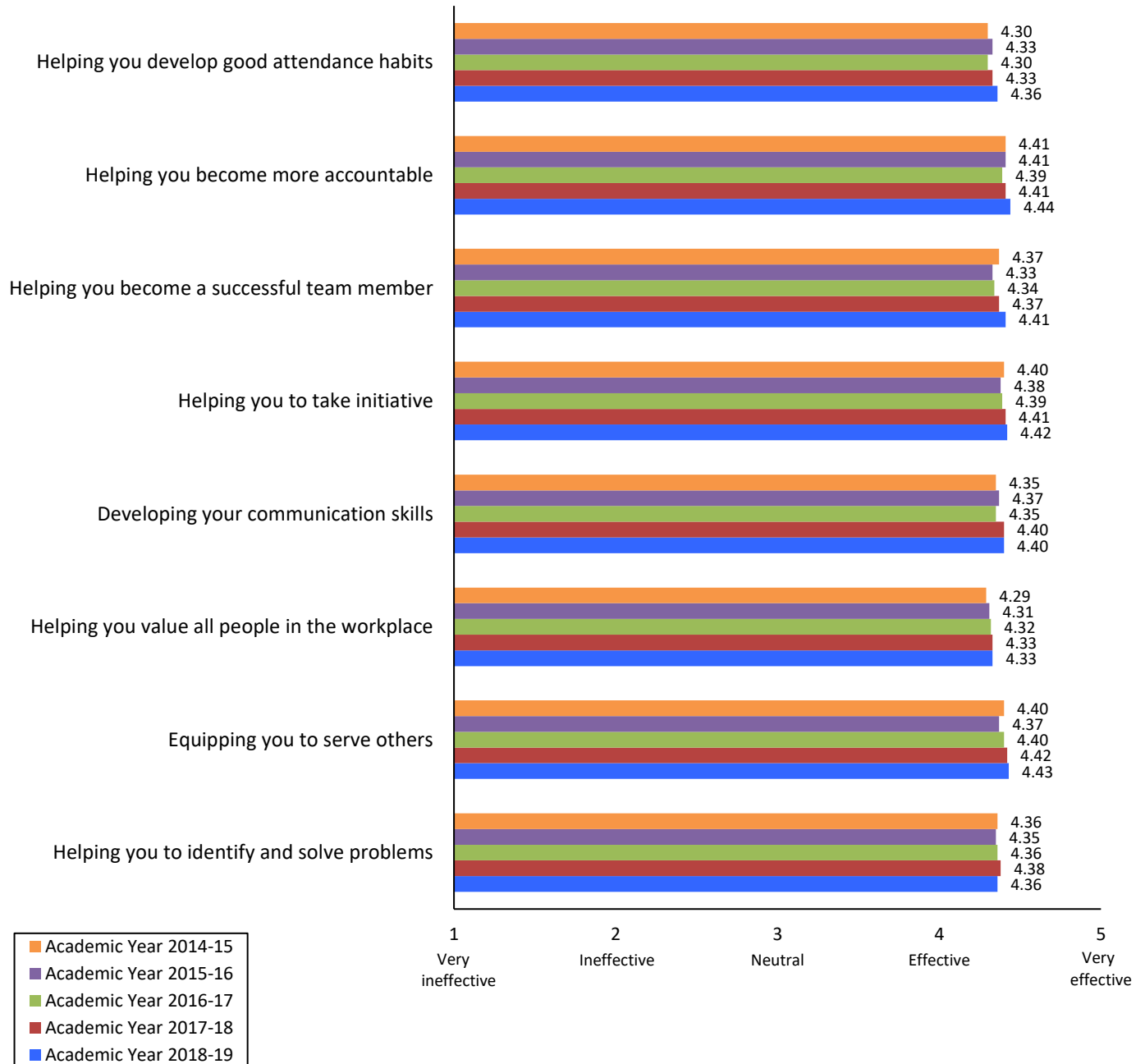
The Student Labor Program, continued:

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

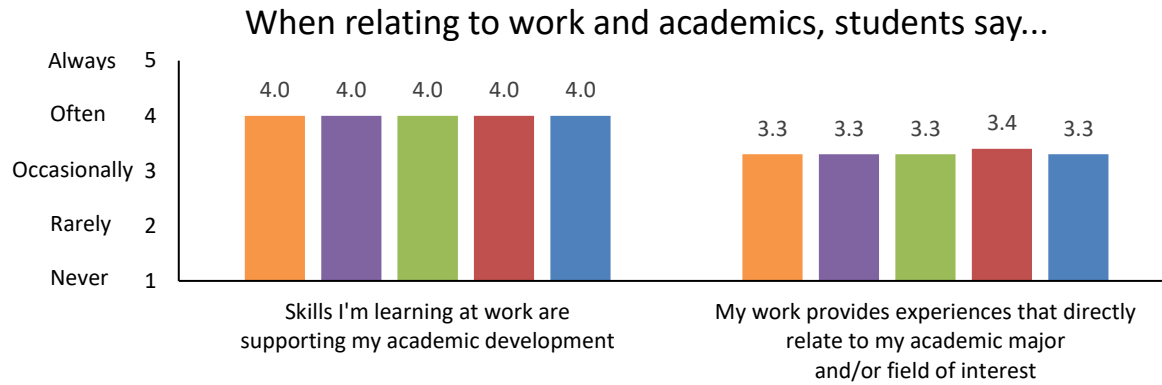
How effective has your labor experience been in..



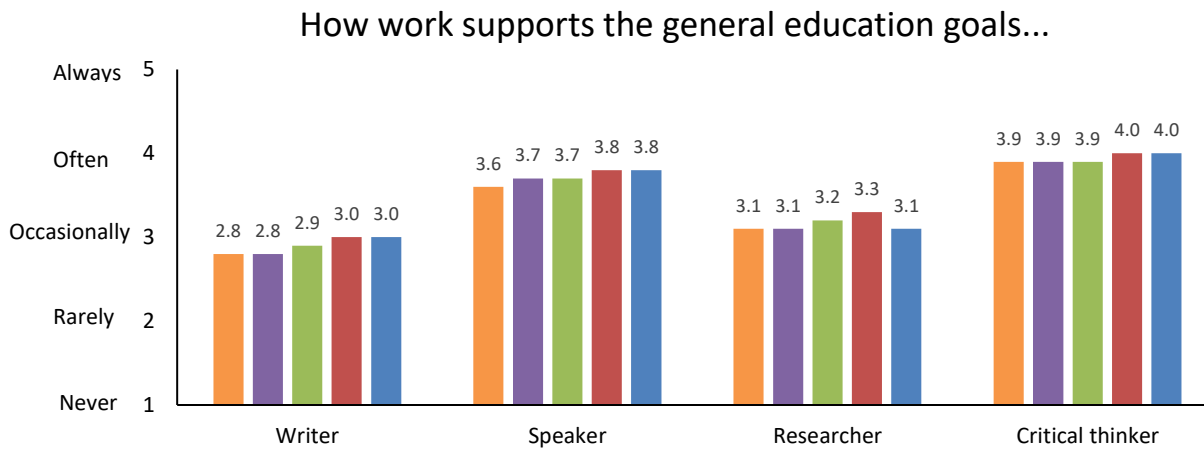
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2019

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

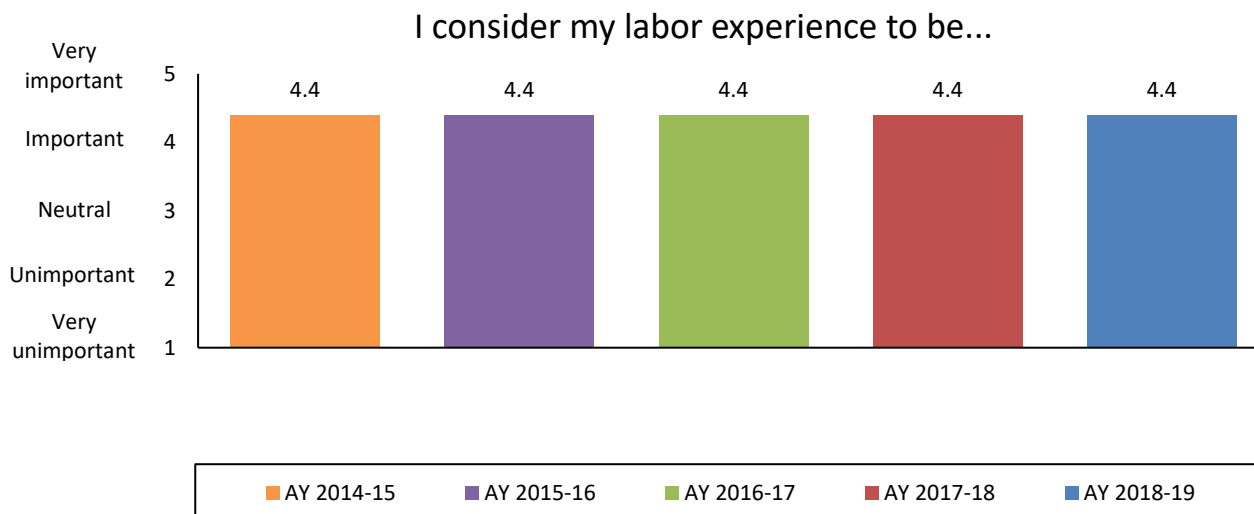
Relationship between Work and Academics



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>2015-2016</u>	Academic Year <u>2016-2017</u>	Academic Year <u>2017-2018</u>	Academic Year <u>2018-2019</u>	Academic Year <u>2019-2020</u>
Cost of Attendance*	\$ 24,300	\$ 24,900	\$ 25,200	\$39,400	\$44,100
Registration Costs:					
Room (Housing)	3,322	3,322	3,322	3,488	3,592
Board (Meals)	3,088	3,150	3,212	3,276	3,374
Accident Fund	20	20	2	2	2
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	34	34
Health and Dental** Fees	104	104	104	104	114
Pinnacle (School newspaper)	12	12	12	12	12
Student Government Association	10	10	18	18	18
Technology Fee	<u>340</u>	<u>340</u>	<u>340</u>	<u>370</u>	<u>370</u>
SUBTOTAL	\$ 6,980	\$ 7,042	\$ 7,094	\$ 7,354	\$7,566
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,600	1,600	1,600	1,600	1,700
Transportation	<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>
SUBTOTAL	\$ 3,100	\$3,100	\$3,100	\$3,100	\$3,200
TOTAL STUDENT EXPENSE BUDGET	\$ 10,080	\$ 10,142	\$ 10,194	\$10,454	\$10,766

*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.

**Dental fee added in 2019-2020.

Definitions

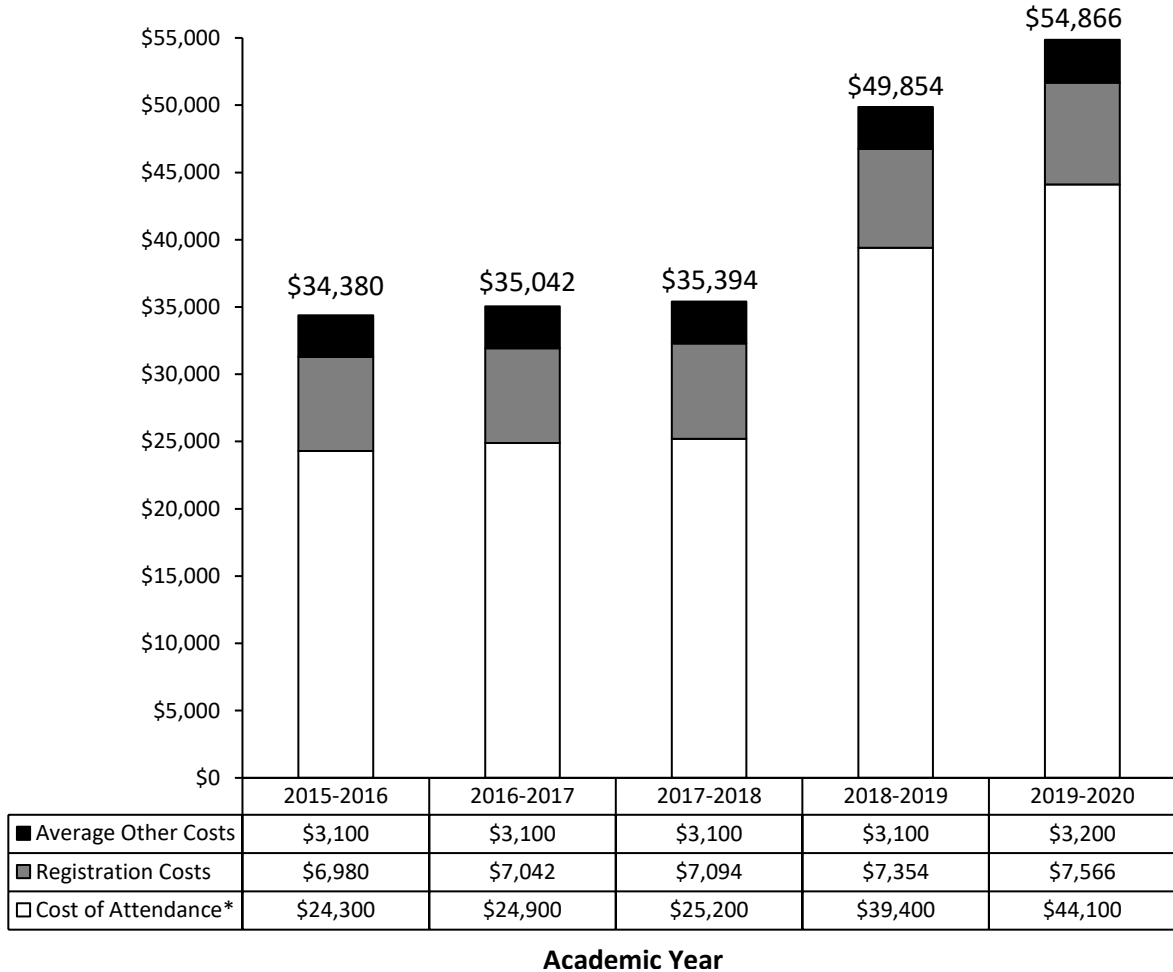
Cost of attendance is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni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

Registration Costs include room (housing), board (meals), accident fund, campus activities fee, Chimes (school yearbook), health and dental fees, Pinnacle (school newspaper), technology fee, 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 2019.

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 and dental (added in 2019-20), fees, Pinnacle (school newspaper), technology fee, 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.

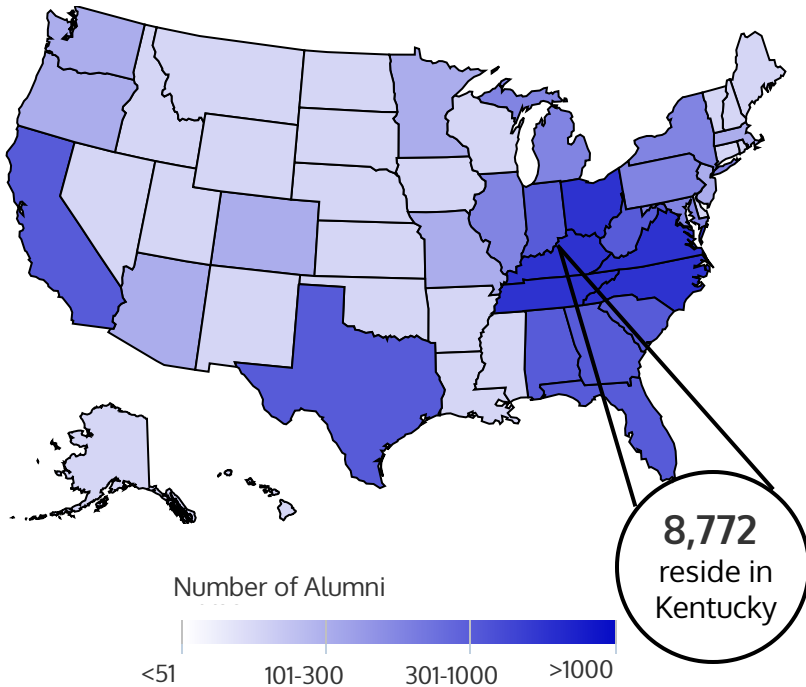
Source: Office of Student Financial Aid Services, September 2019.

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 and Current Student Participation and Number of Donors
- Berea College Designation of Gifts, Fiscal Year Ended June 30, 2019
- Designation of Gifts, Fiscal Years 2014-2015 through 2018-2019
- 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	77
● Asia	82	● Oceania	4
● Western Hemisphere (Americas)*	54		

*Not including U.S.

Alumni reside in **89** countries.

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

Giving

Fiscal Year 2018-2019



14% of alumni donated to Berea

Top 8 Occupations

(more than 200 alumni in each category)

- 1 Education - Teaching
- 2 Education - Administration
- 3 Nursing
- 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 20,271 alumni on record. A total of 1,459 alumni are retired.

ALUMNI ASSOCIATION EXECUTIVE COUNCIL ACADEMIC YEAR 2019-2020

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

Joe Saleem '08 (Kentucky)

President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

President-Elect

Sherry McCulley-Hall '81 (North Carolina)

Associate Vice President of Alumni Relations

Jackie Collier '80 (Kentucky)

Past President

Deborah Byrd Thomas '80 (Alabama)

Vice President of Alumni and College Relations

Dr. Chad Berry (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

V. Eldon Ball '70 (Virginia)

Randy Johnson '91 (Kentucky)

Dr. Geoffrey Bartlett '93 (New York)

Zack Johnson '17 (Alabama)

Dwayne Compton '01 (Kentucky)

Monica Manns '96 (Virginia)

Dr. Donna Dean '69 (West Virginia)

Tran Nguyen '17 (Indiana)

Ethan Hamblin '14 (North Carolina)

Robert Phillips '90 (Texas)

Destiny Harper-Lane '06 (Texas)

Frank Polion '90 (Kentucky)

Vallorie Henderson '79 (Kentucky)

Mahajabeen Rafiuddin '97 (Florida)

Don Hodges '00 (Ohio)

Elizabeth Mullins Robinette '82 (Indiana)

Jane Miller Hutchens '71 (Kentucky)

Ashley Long Seals '08 (Virginia)

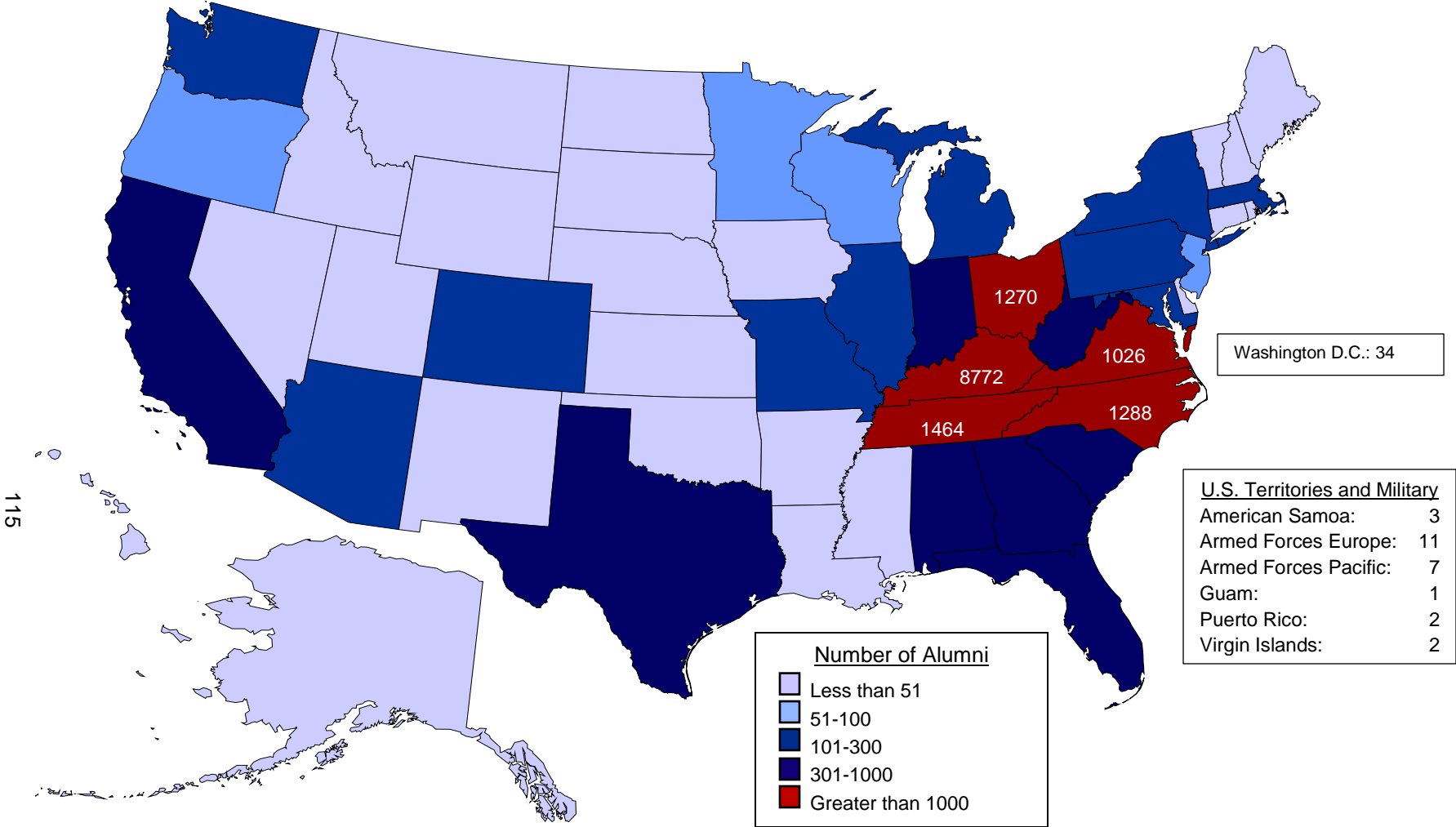
Martina Jackson '11 (Kentucky)

Lara Zavalza-Neeson '13 (Kentucky)

Source: Alumni Relations website, April 2020

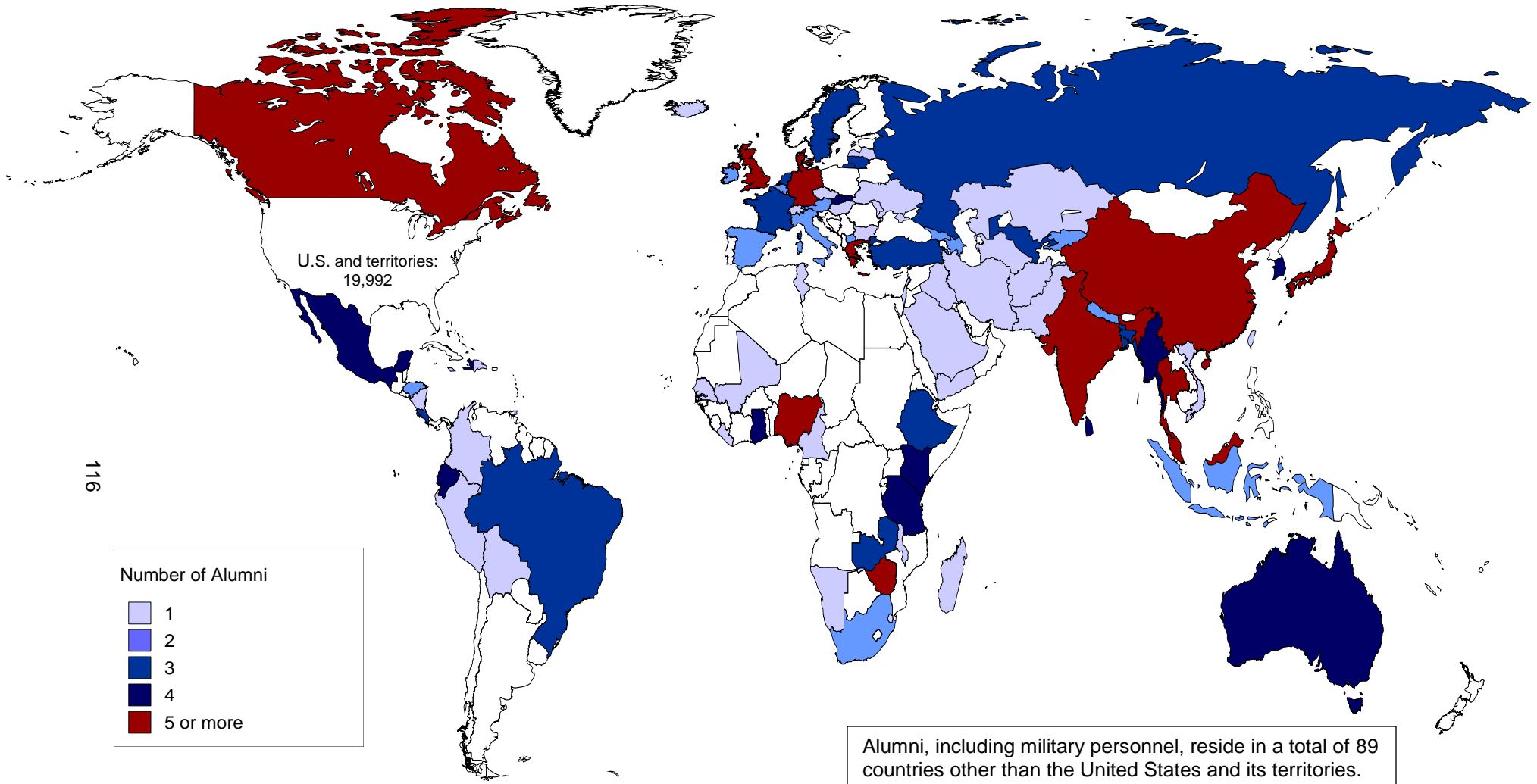
ALUMNI* BY STATE (50 STATES), U.S. TERRITORIES (4), AND WASHINGTON D.C.

As of October 2019



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

ALUMNI* BY COUNTRY **
As of October 2019



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 2019.

ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As of November 2019

Africa (18 countries)

Cameroon	1
Ethiopia	3
Gambia	2
Ghana	4
Kenya	4
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Namibia	1
Nigeria	8
Senegal	1
South Africa	2
Swaziland	1
Tanzania	4
Tunisia	1
Zambia	3
Zimbabwe	5
Africa TOTAL	44

Asia (30 countries)

Afghanistan	1
Bangladesh	3
China	7
Hong Kong	3
India	9
Indonesia	2
Iran	1
Iraq	1
Israel	1
Japan	5
Kazakhstan	1
Kyrgyzstan	2
Lebanon	1
Macau	1
Malaysia	7
Myanmar	4
Nepal	2
Pakistan	1
Russia	3
Saudi Arabia	1
Singapore	3
South Korea	4
Sri Lanka	4
Taiwan	1
Thailand	5
Turkey	3
Turkmenistan	1
Uzbekistan	3
Vietnam	1
Yemen	1
Asia TOTAL	82

Europe (25 countries)

Austria	2
Azerbaijan	2
Belgium	2
Bulgaria	1
Czech Republic	1
Denmark	6
France	3
Georgia	2
Germany	5
Greece	9
Hungary	1
Iceland	1
Ireland	2
Italy	2
Latvia	1
Lithuania	3
Macedonia	2
Moldova	1
Netherlands	3
Slovak Republic	4
Spain	2
Sweden	3
Switzerland	1
Ukraine	1
United Kingdom	17
Europe TOTAL	77

Oceania (1 country)

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

Western Hemisphere (The Americas)
(15 countries)

Bolivia	1
Brazil	3
Canada	25
Cayman Islands	1
Colombia	1
Costa Rica	3
Dominican Republic	1
Ecuador	4
Haiti	4
Honduras	2
Jamaica	1
Mexico	4
Nicaragua	1
Peru	1
Trinidad and Tobago	2
Western Hemisphere TOTAL	54

Countries Outside the U.S.	261
United States (see page 115)	19,984
U.S. Territories (see page 115)	8
Armed Forces-Europe/Pacific	18
TOTAL	20,271

*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	165	Journalism	10
Administrative/Clerical/Secretarial	170	Judiciary	9
Advertising	20	Labor/Human Resources	13
Agriculture/Ranching	130	Landscaping	10
Animal Science/Veterinary Medicine	17	Law/Legal Services	161
Architecture/Urban Planning	13	Library Science	108
Art	48	Management	353
Arts-Fine	31	Manufacturing	138
Arts-Performing/Creative	50	Marketing	41
Aviation/Aerospace	11	Mathematics/Statics	5
Banking	83	Mechanical	6
Biological Sciences	6	Media	12
Brokerage/Securities/Investments	21	Medical/Health (not M.D., RN, Dentist, Pharmacy)	210
Business-Administration	103	Merchandising/Sales/Marketing	28
Business-Entrepreneur/Owner	183	Military	42
Business-Management	121	Ministry	136
Business-Owner	50	Missionary	5
Childcare	27	Musician	2
City Service Officer	3	Nonprofit	16
Civil Service	14	Nursing	505,
Clergy	17	Nutrition	29
Communications	34	Personal Services	6
Computing/High Technology	249	Personnel/Human Resources	41
Construction/Contracting	51	Pharmacology	5
Consulting	50	Pharmacy	16
Cosmetology	1	Physical Sciences/Math	11
Counseling	118	Physician	111
Crafts	13	Public Relations	11
Dentistry	23	Public Service: Firefighter, Police, Sanitation	46
Economics	1	Publishing	34
Education-Administrative	514	Radio/TV/Film	4
Education-Student Affairs	54	Real State	44
Education-Teaching	1,588	Recreation/Leisure Services	15
Energy Resources (oil, etc.)	22	Research/Development	82
Engineering	139	Restaurant	10
Entertainment	13	Retired	1,459
Environmental Science	33	Sales	134
Estate Planning/Trusts/Taxation	1	Science	79
Extension Work	22	Self-Employed	14
Fashion/Beauty	3	Social Science	16
Financial Services	83	Social Work	215
Foreign Service	3	Sports	19
Fund Raising	35	Sports/Recreation	8
Funeral Services	4	Student	10
Government-Elected	43	Support Staff/Secretarial/Clerical	29
Government-Non-elected	179	Trade/Craft	41
Graphic Design	15	Transportation	34
Health	79	Travel Industry	9
Homemaking	227	Utilities	19
Hotel/Restaurant/Catering	33	Veterinarian	8
Import/Export	3	Volunteerism	28
Insurance	78	Writing	2
Interior Decorating/Design	9		
		<i>Unknown (includes other)</i>	<u>9,872</u>
		TOTAL	19,410

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

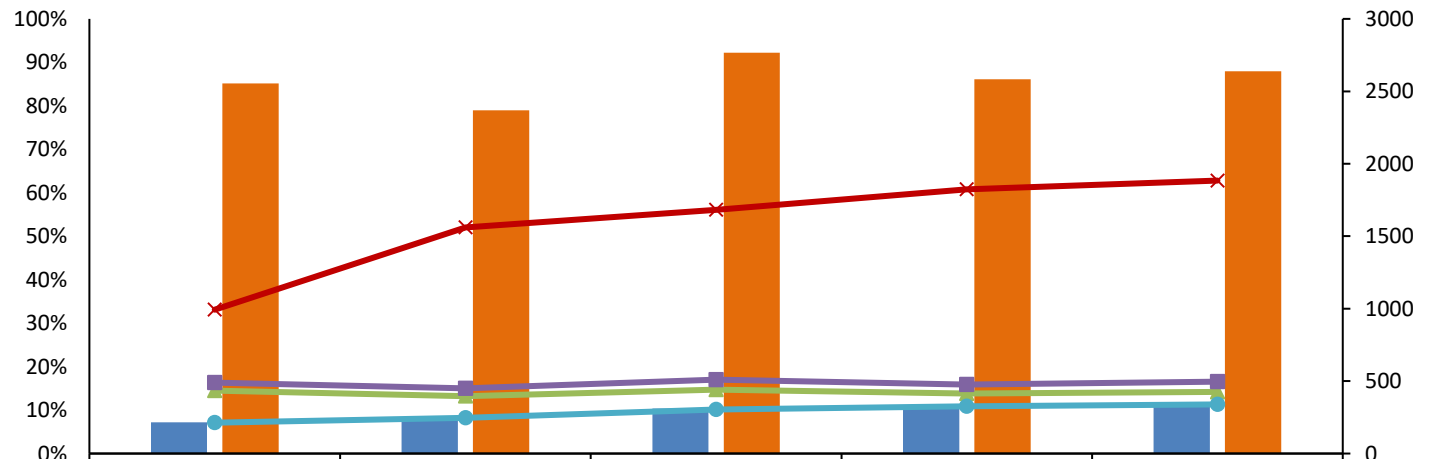
NOTE: Updates from news items sent by alumni are used. Of the 19,410 alumni on record, information on occupations is known for 49%.

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Alumni Berea Fund - Goal	\$ 1,050,000.00	\$ 1,050,000.00	\$ 1,050,000.00	***	***
Alumni Berea Fund - Received	1,084,811.77	1,366,173.04	1,358,665.81	1,060,038.97	1,130,540.56
Other Gifts (includes gift-in-kind)	<u>3,086,352.75</u>	<u>3,962,442.35</u>	<u>6,969,543.34</u>	<u>3,869,984.73</u>	<u>4,688,960.93</u>
TOTAL	\$ 4,171,164.52	\$ 5,328,615.39	\$ 8,328,209.15	\$ 4,930,023.70	\$ 5,819,501.49

ALUMNI* AND CURRENT STUDENT PARTICIPATION AND NUMBER OF DONORS



	2015	2016	2017	2018	2019
Number of Young Alumni** Donors	215	249	310	325	332
Number of All Alumni* Donors	2,555	2,368	2,767	2,584	2,639
All Alumni* - Participation	14.5%	13.2%	14.7%	13.8%	14.2%
All Graduates - Participation	16.3%	15.0%	17.0%	15.9%	16.5%
Young Graduates** - Participation	7.1%	8.2%	10.1%	10.9%	11.3%
Current Students - Participation	33.1%	52.0%	56.1%	60.8%	62.8%

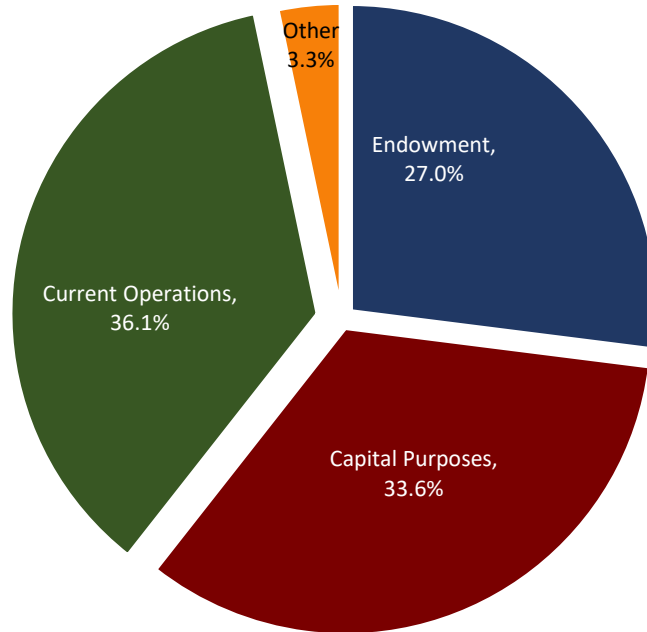
*Alumni includes graduates as well as anyone who received academic credit from Berea College.

**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 Years 2018 or 2019.

Source: Advancement Services Office, October 2019

BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2019



Current Operations

Berea Fund – Unrestricted	4,708,336.27	
Perpetual Trusts – Unrestricted	951,099.64	
Student Aid – Restricted	212,318.19	
Other – Restricted	<u>13,847,039.24</u>	
SUBTOTAL – CURRENT OPERATIONS		\$19,718,793.34

Capital Purposes

\$18,333,597.61

Endowment

Restricted	2,378,520.64	
Unrestricted	<u>12,341,453.30</u>	
SUBTOTAL – ENDOWMENT		\$14,719,973.94

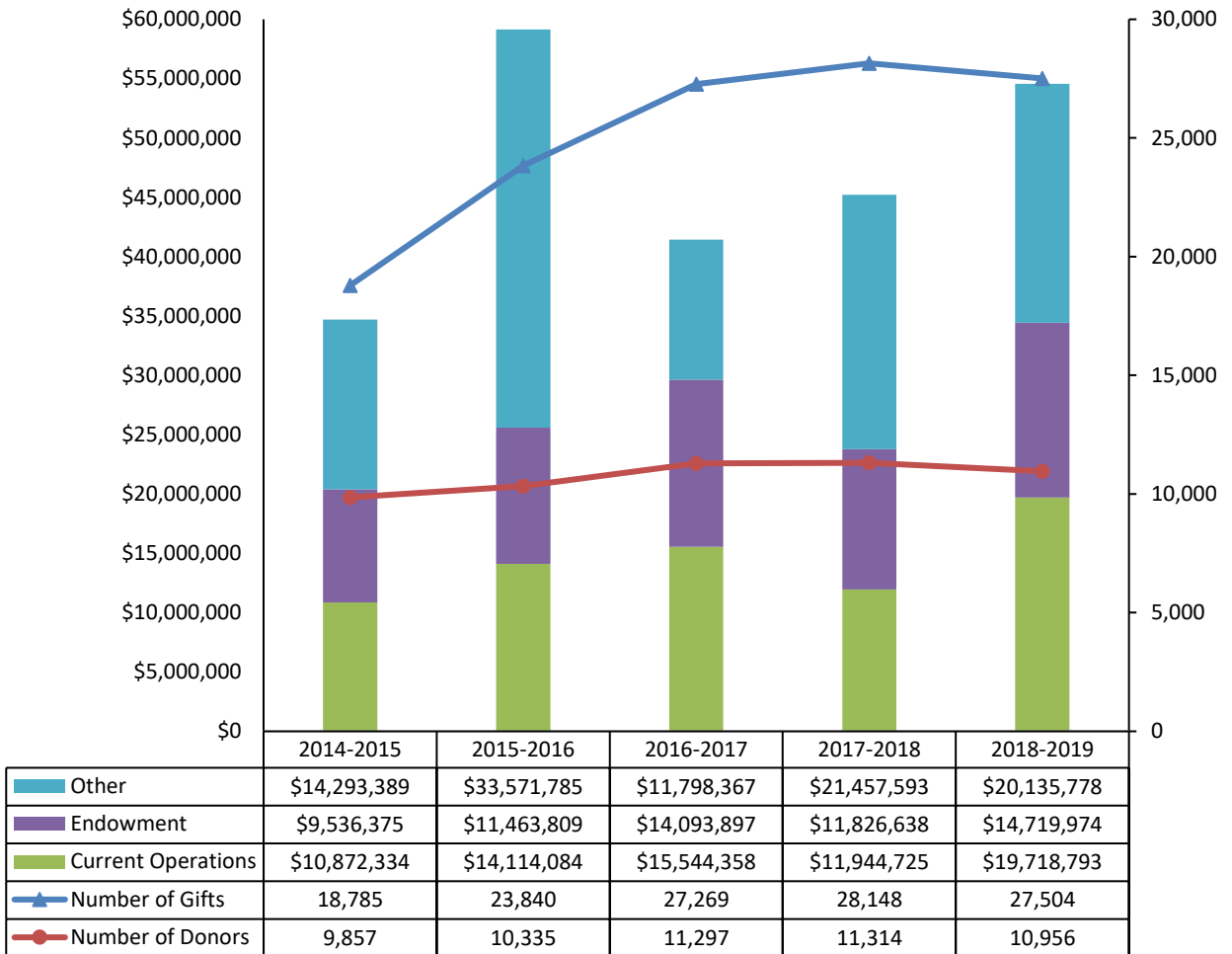
Other

Student Loan Fund	500.00	
Gift Value of Life Income Agreements	1,479,280.09	
Gifts-In-Kind	<u>322,399.92</u>	
SUBTOTAL – OTHER		\$1,808,180.01

GRAND TOTAL

\$54,574,544.90

DESIGNATION OF GIFTS Fiscal Years 2014 - 2015 through 2018 - 2019

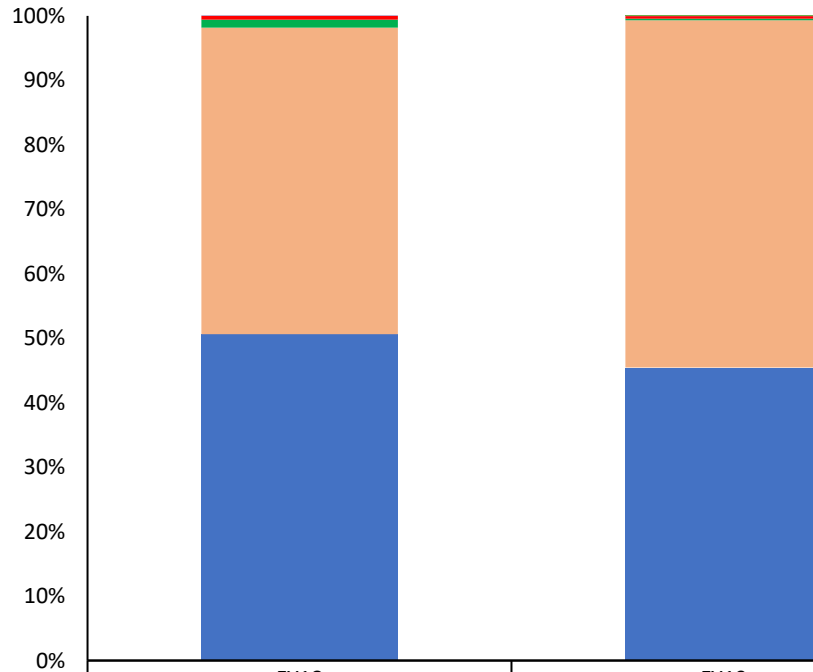


Source: Advancement Services Office, October 2019

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2018 and 2019

Fiscal Year Ended June 30

	<u>2018</u>	<u>2019</u>
Berea College Advancement Efforts*	\$ 22,895,915.30	\$ 24,801,495.90
Private Foundation**	\$ 21,517,282.00	\$ 29,401,329.00
Grow Appalachia**	\$ 541,177.48	\$ 127,200.00
Partners for Education**	\$ 269,882.00	\$ 236,220.00
Brushy Fork**	\$ 4,700.00	\$ 7,500.00
Forestry	\$ ----	\$ 800.00
TOTAL	\$ 45,228,956.78	\$ 54,574,544.90



	FY18	FY19
Forestry	---	\$800.00
Brushy Fork**	\$4,700.00	\$7,500.00
Partners for Education**	\$269,882.00	\$236,220.00
Grow Appalachia**	\$541,177.48	\$127,200.00
Private Foundation**	\$21,517,282.00	\$29,401,329.00
Berea College Advancement Efforts*	\$22,895,915.00	\$24,801,495.90

*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.

Source: Advancement Services Office, October 2019

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, DISTRICT OF COLUMBIA, U.S. TERRITORIES,
MILITARY AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2019

	Number of Gifts	Dollar Amount		Number of Gifts	Dollar Amount
Alabama	330	\$ 603,238	Nevada	38	\$ 7,065
Alaska	17	2,414	New Hampshire	71	61,265
Arizona	223	495,992	New Jersey	353	137,716
Arkansas	54	5,599	New Mexico	88	38,465
California	1,324	1,432,893	New York	828	958,598
Colorado	202	342,137	North Carolina	926	422,703
Connecticut	289	311,882	North Dakota	6	620
Delaware	64	248,706	Ohio	1,126	3,265,947
Florida	781	1,777,128	Oklahoma	33	2,905
Georgia	398	77,819	Oregon	197	21,887
Hawaii	51	2,923	Pennsylvania	555	1,031,374
Idaho	18	2,390	Rhode Island	38	233,395
Illinois	567	415,494	South Carolina	224	291,733
Indiana	445	306,356	South Dakota	18	12,245
Iowa	141	449,877	Tennessee	740	623,273
Kansas	88	12,069	Texas	549	300,088
Kentucky	12,680	2,033,041	Utah	57	54,710
Louisiana	44	27,701	Vermont	66	19,514
Maine	115	340,317	Virginia	818	1,206,888
Maryland	353	505,123	Washington	223	830,596
Massachusetts	437	1,762,837	West Virginia	259	96,034
Michigan	438	460,972	Wisconsin	262	149,975
Minnesota	258	30,572,273	Wyoming	12	3,975
Mississippi	33	16,550			
Missouri	144	100,790	District of Columbia	173	2,445,793
Montana	36	4,732	Puerto Rico	4	170
Nebraska	59	2,547	Armed Forces Pacific	1	800

STATES, D.C., U.S. TERRITORIES, AND MILITARY TOTAL 27,254 \$54,531,534

Countries Outside the United States

Azerbaijan	11	\$ 44	Nepal	10	\$ 30
Bangladesh	11	55	Nigeria	13	108
Belgium	1	990	Pakistan	10	30
Canada	34	39,026	Saudi Arabia	11	11
Ethiopia	3	15	Seychelles	1	50
France	1	100	Sierra Leone	10	20
Gabon	1	100	South Africa	15	60
Gambia	1	5	Sri Lanka	11	11
Ghana	10	40	Swaziland	10	30
Haiti	10	10	Ukraine	13	64
India	10	40	United Kingdom	1	2,000
Jamaica	10	30	Vietnam	10	10
Kyrgyzstan	11	22	Zambia	10	55
Morocco	11	55			

COUNTRIES OUTSIDE THE U.S. TOTAL 250 \$43,011

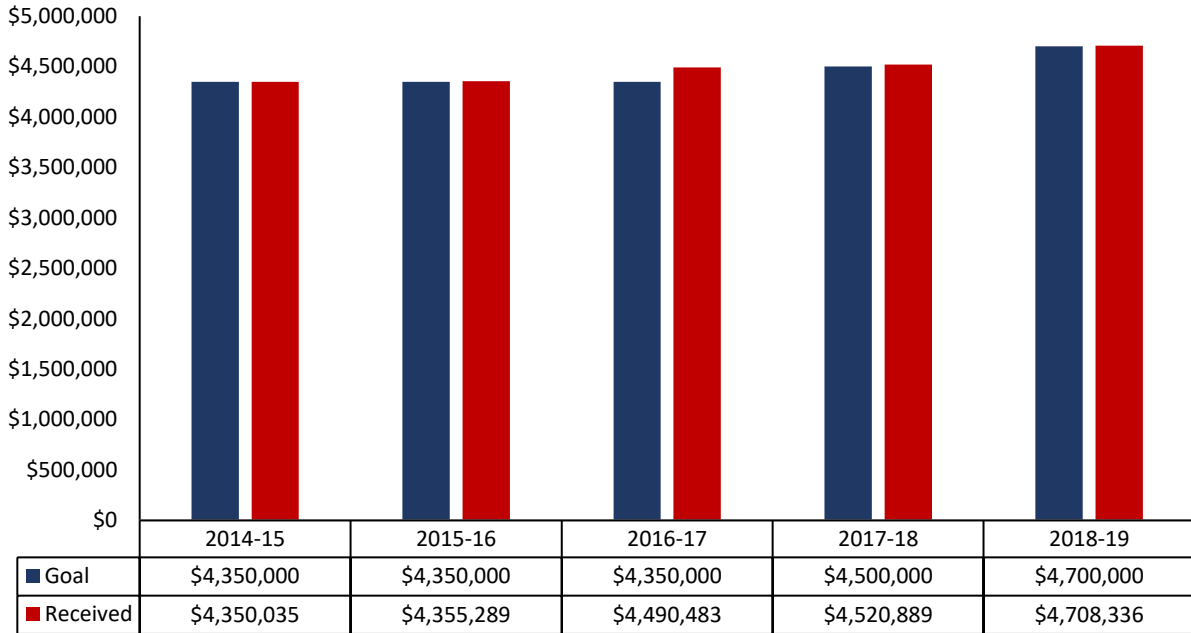
TOTAL* 27,504 \$54,574,545

*Includes gifts-in-kind and bequests.

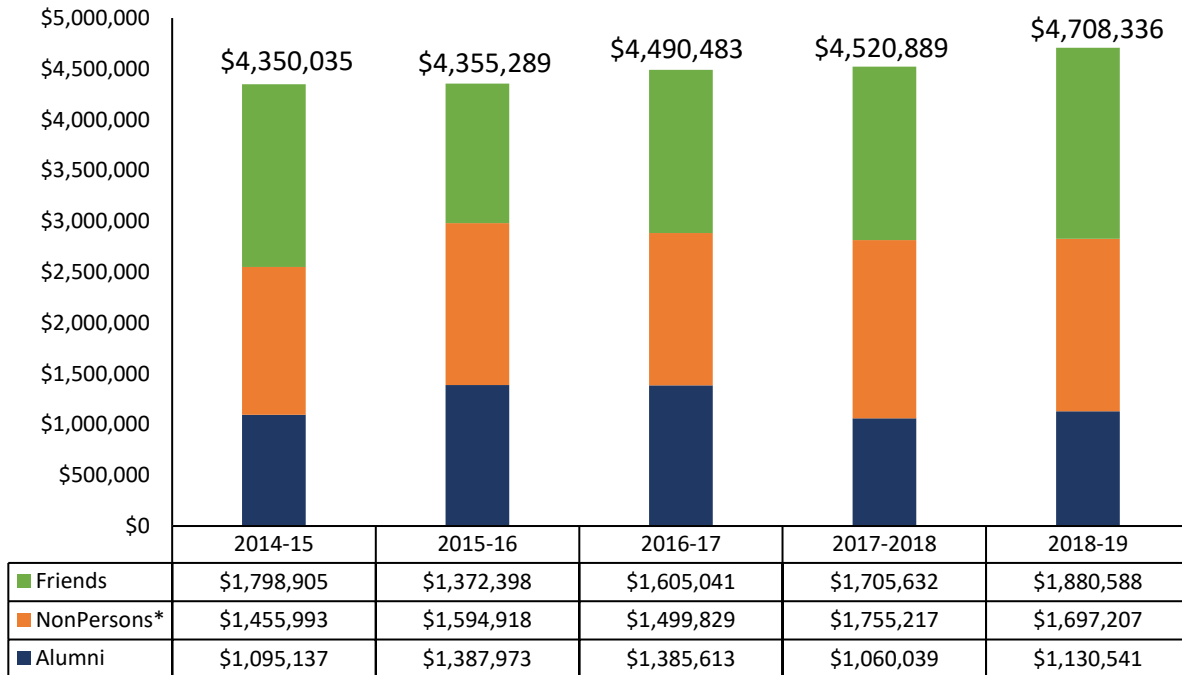
Source: Advancement Services Office, October, 2019

BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2014-15 THROUGH 2018-19

Berea Fund Goals and Amount Received



Berea Fund Gifts by Source



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

Source: Advancement Services Office, October 2019

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2019

<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	367	3.52%	1,542.30	<0.01%
10 – 24	1,141	10.95%	17,546.44	0.03%
24 – 49	1,704	16.35%	51,126.30	0.09%
50 – 99	2,076	19.92%	115,062.83	0.21%
100 – 199	2,288	21.95%	247,760.68	0.45%
200 – 499	1,258	12.07%	336,799.32	0.62%
500 – 749	500	4.08%	268,968.79	0.49%
750 – 999	81	0.78%	67,073.52	0.12%
1,000 – 2,499	449	4.31%	604,421.16	1.11%
2,500 – 4,999	158	1.52%	498,233.36	0.91%
5,000 – 7,499	111	1.06%	611,093.68	1.12%
7,500 – 9,999	23	0.22%	191,401.35	0.35%
10,000 – 19,999	101	0.97%	1,276,341.19	2.34%
20,000 – 29,999	48	0.46%	1,151,390.18	2.11%
30,000 – 49,999	38	0.36%	1,429,827.39	2.62%
50,000 – 69,999	23	0.22%	1,244,185.58	2.28%
70,000 – 99,999	10	0.10%	777,835.80	1.43%
100,000 – 149,999	19	0.18%	2,189,687.86	4.01%
150,000 – 249,999	10	0.10%	1,811,495.95	3.32%
250,000 – 499,999	9	0.09%	2,978,099.23	5.46%
500,000 – 999,999	5	0.05%	3,994,983.67	7.32%
1,000,000 – 2,499,999	3	0.03%	4,948,339.32	9.07%
2,500,000 and up	1	0.01%	29,761,329.00	54.53%
TOTAL	<u>10,423</u>		<u>\$54,574,544.90</u>	

The 10,423 donors gave 27,504 gifts in FY 2019 for a total of \$54,574,544.90.

Average (Mean) \$5,235.97
 Median \$80.00
 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: Advancement Services Office, October 2019

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS*
For Fiscal Year Ended June 30, 2019

<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	11,063	40.22%	33,783.23	0.06%
10 – 24	3,395	12.34%	47,980.49	0.09%
25 – 49	3,529	12.83%	96,573.06	0.18%
50 – 99	3,103	11.28%	166,525.51	0.31%
100 – 199	3,207	11.66%	336,654.52	0.62%
200 – 499	1,334	4.85%	343,041.33	0.63%
500 – 749	597	2.17%	310,426.18	0.57%
750 – 999	48	0.17%	39,212.82	0.07%
1,000 – 2,499	534	1.94%	693,761.63	1.27%
2,500 – 4,999	208	0.76%	648,859.11	1.19%
5,000 – 7,499	167	0.61%	905,125.44	1.66%
7,500 – 9,999	43	0.16%	361,163.40	0.66%
10,000 – 19,999	104	0.38%	1,289,833.14	2.36%
20,000 – 29,999	49	0.18%	1,167,097.01	2.14%
30,000 – 49,999	39	0.14%	1,408,818.04	2.58%
50,000 – 69,999	22	0.08%	1,169,911.61	2.14%
70,000 – 99,999	8	0.03%	655,822.80	1.20%
100,000 – 149,999	20	0.07%	2,285,893.55	4.19%
150,000 – 249,999	10	0.04%	1,813,263.79	3.32%
250,000 – 499,999	7	0.03%	2,169,861.36	3.98%
500,000 – 999,999	7	0.03%	5,200,942.67	9.53%
1,000,000 – 2,499,999	6	0.02%	7,656,954.21	14.03%
2,500,000 and up	4	0.01%	25,773,040.00	47.23%
TOTALS	<u>27,504</u>		<u>\$54,574,544.90</u>	

The 10,423 donors gave 27,504 gifts in FY 2019 for a total of \$54,574,544.90.

Average (Mean)	\$1,984.24
Median	\$20.00
Mode	\$100.00

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

*Includes gifts-in-kind.

Source: Advancement Services Office, October 2019

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 2019-2020 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, 2019 AND 2018**

	<u>2019</u>	<u>2018</u>
OPERATING REVENUE	\$ 139,951,611	\$ 123,398,582
OPERATING EXPENSES	\$ 131,978,461	\$ 118,584,587
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 7,973,150	\$ 4,813,995
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 21,694,090	\$ 36,645,553
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 546,872,110	\$ 528,668,693
Investments at market	\$ 1,218,740,000	\$ 1,192,078,100
Interest and dividends, net	\$ 28,306,195	\$ 27,472,362
Return	2.5%	2.4%
Market price change	\$ 36,986,916	\$ 49,019,454
Return	3.1%	4.3%
Total return	\$ 65,293,111	\$ 76,491,816
Percent – time weighted	5.6%	6.7%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 40,572,294	\$ 33,293,250
Bequests	13,679,851	11,790,622
Total cash gifts	54,252,145	45,083,872
Gifts-in-kind	322,400	141,469
Total College gifts	54,574,545	45,225,341
Agency gifts	--	3,616
Total	<u>\$ 54,574,545</u>	<u>\$ 45,228,957</u>

Source: Office of Financial Affairs, September 2019

STATEMENTS OF FINANCIAL POSITION
June 30, 2019 and 2018

	2019	2018
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 76,893,484	\$ 58,462,357
Accrued interest on investments	911,614	1,173,653
Accounts and notes receivable	14,894,943	10,154,180
Inventories	1,167,028	1,267,481
Prepaid expenses and other assets	881,139	1,315,995
Contributions receivable and bequests in probate	15,090,929	27,624,049
Total current assets	109,839,137	99,997,715
PREPAID EXPENSES AND OTHER ASSETS	912,559	1,135,066
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	12,354,282	12,108,881
LONG-TERM RECEIVABLES	703,068	695,043
LONG-TERM INVESTMENTS		
Donor restricted endowment	658,194,000	646,528,200
Board designated endowment	560,546,000	545,549,900
Annuity and life income	25,391,400	26,058,900
Funds held in trust by others	31,014,000	30,549,000
Other investments	4,748,500	4,924,700
Total long-term investments	1,279,893,900	1,253,610,700
PROPERTY, PLANT AND EQUIPMENT (net)	248,643,545	237,393,342
Total assets	\$ 1,652,346,491	\$ 1,604,940,747
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 13,775,856	\$ 12,440,045
Accrued salaries and wages	3,325,890	3,096,967
Current portion of interest rate swap valuation	471,918	403,353
Current maturities of long-term debt	3,085,328	3,016,804
Other current liabilities	881,257	931,232
Total current liabilities	21,540,249	19,888,401
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	14,505,797	15,067,422
Deferred financing expense	(1,449,055)	(1,327,869)
Interest rate swap valuation	4,605,082	3,220,647
Long-term debt	43,092,758	41,452,086
Total long-term liabilities	60,754,582	58,412,286
Total liabilities	82,294,831	78,300,687
NET ASSETS		
Without donor restrictions	812,590,400	743,169,802
With donor restrictions	757,461,260	783,470,258
Total net assets	1,570,051,660	1,526,640,060
Total liabilities and net assets	\$ 1,652,346,491	\$ 1,604,940,747

Source: Office of Financial Affairs, September 2019

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2019 AND 2018**

	2019	2018
OPERATING REVENUE		
Spendable return from long-term investments	\$ 51,450,536	\$ 48,731,355
Gifts and donations	5,929,382	5,391,277
Federal grants	45,874,491	32,900,949
Cost of education fees paid by federal and state scholarships	3,200,000	3,100,000
Fees paid by students	1,339,595	1,385,929
Other income	6,481,311	4,872,332
Residence halls and dining service	9,472,182	8,868,478
Student industries and rentals	4,465,679	4,728,586
Net assets released from restrictions	14,717,396	16,711,516
Gross operating revenue	142,930,572	126,690,422
Less: Student aid	(2,978,961)	(3,291,840)
Net operating revenue	139,951,611	123,398,582
OPERATING EXPENSES		
Program services --		
Educational and general	95,810,788	82,523,558
Residence halls and dining service	9,976,495	9,822,179
Student industries and rentals	6,173,474	5,734,504
Total program services	111,960,757	98,080,241
Support services	20,017,704	20,504,346
Total operating expenses	131,978,461	118,584,587
Operating revenue in excess of operating expenses from continuing operations	7,973,150	4,813,995
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	320	4,345
Loss (gain) on valuation of interest rate swaps	(1,453,000)	1,459,000
Investment return more than amounts designated for current operations	8,763,589	23,547,790
Change in underwater endowment funds	159,893	433,858
Gifts and bequests restricted or designated for long- term investments	12,625,360	9,953,457
Restricted gifts and donations	23,732,084	33,043,300
Restricted spendable return on endowment investments	5,384,093	5,310,813
Reclassification of net assets	(60,000)	-
Reclassification of net assets released from restrictions	(14,657,396)	(16,711,516)
Net adjustment of annuity payment and deferred giving liability	943,507	643,029
Total change in net assets	\$ 43,411,600	\$ 62,498,071

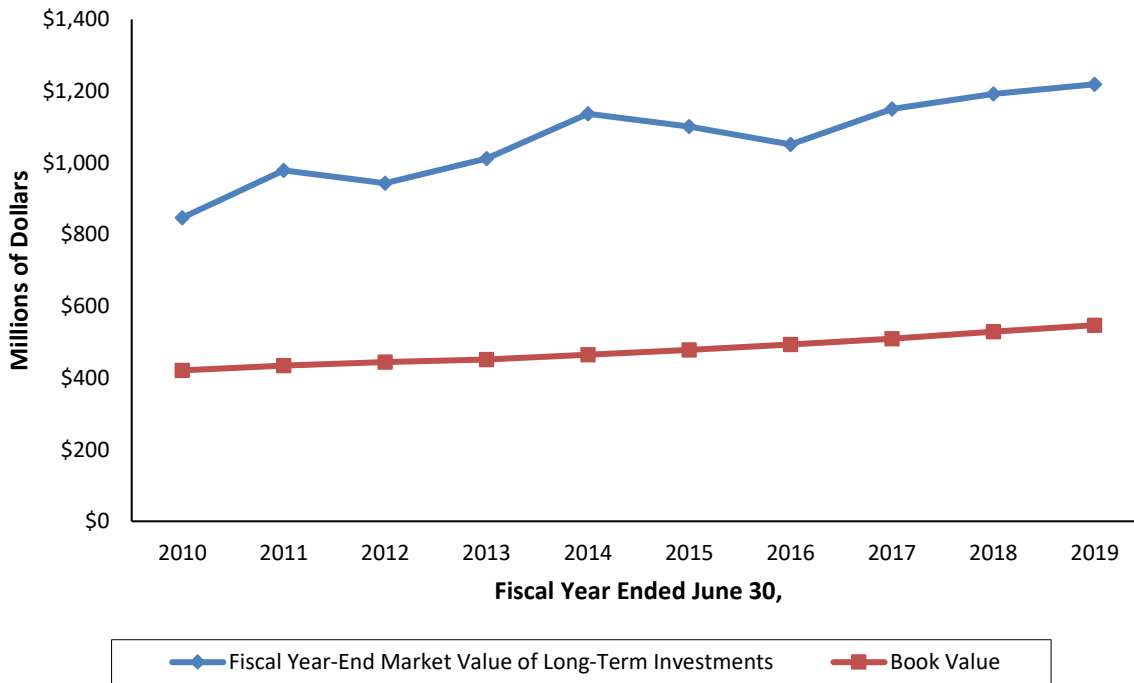
Source: Office of Financial Affairs, September 2019

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	Fiscal Year-End Market Value Of Long-Term Investments	Historical Book Value*
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	1,193,078,100	528,668,693
2019	1,218,740,000	546,872,110

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

GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, September 2019

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2019 AND 2018**

	2019	2018
Endowment:		
Pooled Investments -		
U.S. equities	\$ 465,489,400	\$ 288,117,300
International equities	323,084,600	349,949,800
Corporate notes and bonds	60,153,000	99,568,000
U.S. Government securities	71,190,600	69,138,200
Private equity – venture capital	205,600	327,300
Private equity – buy out	7,415,100	14,088,100
Private equity – fund of funds	60,349,400	41,564,700
Hedge funds	143,902,600	142,135,300
Special opportunities	41,610,900	29,922,200
Commodities	-	62,748,600
Short-term investments and cash	40,446,200	89,623,300
Total	1,213,847,400	1,187,182,800
Non Pooled Investments -		
U.S. equities	35,600	44,600
Corporate notes and bonds	28,300	22,000
Real estate	2,766,700	2,766,700
Short-term investments and cash	2,062,000	2,062,000
Total	4,892,600	4,895,300
 Total endowment	 1,218,740,000	 1,192,078,100
 Annuity and Life Income:		
U.S. equities	8,113,000	8,775,800
International equities	5,250,200	5,159,700
Corporate notes and bonds	3,767,100	4,007,500
U.S. Government securities	2,496,100	2,651,700
International bonds	1,387,100	1,491,000
Real estate	3,668,700	3,502,500
Insurance policies	68,200	70,900
Short-term investments and cash	641,000	399,800
 Total annuity and life income	 25,391,400	 26,058,900
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	31,014,000	30,549,000
 Other Investments		
	4,748,500	4,924,700
 Total long-term investments	 \$ 1,279,893,900	 \$ 1,253,610,700

Source: Office of Financial Affairs, September 2019

**FISCAL YEAR 2019-20
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 37,297,000 73.0%
Gifts for Current Operations	\$ 5,575,000 10.9%
Federal and State Sources	\$ 5,330,000 10.4%
Other Miscellaneous Income	\$ 2,955,000 5.8%
Net Income from Student Industries and Rentals	\$ (33,000) -0.1%
	<u>\$ 51,124,000</u>

Source: Office of Financial Affairs, September 2019

CURRENT OPERATING BUDGET

	2019-20 Budget	2018-19 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 49,684,669	\$ 48,026,540	\$ 1,658,129	3.45%
Less: Capital and Plant Fund	(5,426,310)	(5,342,300)	(84,010)	1.57%
TCERF	<u>(6,961,359)</u>	<u>(5,894,240)</u>	<u>(1,067,119)</u>	18.10%
Net Endowment Income	37,297,000	36,790,000	507,000	1.38%
Gifts for Current Operations	5,575,000	5,450,000	125,000	2.29%
Cost of Education Fees	3,400,000	3,200,000	200,000	6.25%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	780,000	780,000	-	-
Other Income	<u>2,175,000</u>	<u>1,420,000</u>	<u>755,000</u>	53.17%
TOTAL	51,157,000	49,570,000	1,587,000	3.20%
Student Industries and Rentals	5,963,900	5,314,300	649,600	12.22%
Residence Halls and Food Service	<u>9,189,800</u>	<u>8,889,900</u>	<u>299,900</u>	3.37%
TOTAL REVENUES	<u>66,310,700</u>	<u>63,774,200</u>	<u>2,536,500</u>	3.98%
EXPENDITURES				
Educational and General	51,124,000	49,603,000	1,521,000	3.07%
Student Industries and Rentals	5,996,900	5,281,300	715,600	13.55%
Residence Halls and Food Service	<u>9,189,800</u>	<u>8,889,900</u>	<u>299,900</u>	3.37%
TOTAL EXPENDITURES	<u>66,310,700</u>	<u>63,774,200</u>	<u>2,536,500</u>	3.98%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2019

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2019-20 Budget	2018-19 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 49,684,669	\$ 48,026,540	\$ 1,658,129	3.45%
Less: Capital and Plant Fund	(5,426,310)	(5,342,300)	(84,010)	1.57%
TCERF	<u>(6,961,359)</u>	<u>(5,894,240)</u>	<u>(1,067,119)</u>	18.10%
Net Endowment Income	37,297,000	36,790,000	507,000	1.38%
Gifts for Current Operations	5,575,000	5,450,000	125,000	2.29%
Cost of Education Fees	3,400,000	3,200,000	200,000	6.25%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	780,000	780,000	-	-
Other Income	2,175,000	1,420,000	755,000	53.17%
Student Industries and Rentals	(33,000)	33,000	(66,000)	-200.00%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	<u>51,124,000</u>	<u>49,603,000</u>	<u>1,521,000</u>	3.07%
EXPENDITURES				
Salaries and Wages	29,386,700	28,546,000	840,700	2.95%
Salary Churn	<u>(350,000)</u>	<u>(300,000)</u>	<u>(50,000)</u>	16.67%
Net Salaries and Wages	29,036,700	28,246,000	790,700	2.80%
Fringe Benefits	7,891,000	7,400,000	491,000	6.64%
Student Labor	4,053,000	3,935,000	118,000	3.00%
Net Controllable Expense	10,031,000	9,917,000	114,000	1.15%
Equipment Reserve	<u>105,000</u>	<u>105,000</u>	-	-
TOTAL EXPENDITURES	<u>51,124,000</u>	<u>49,603,000</u>	<u>1,513,700</u>	3.05%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2019

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

Classification by Function	2014-15	% of	2015-16	% of	2016-17	% of	2017-18	% of	2018-19	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$15,379,957	33.6%	\$15,767,966	34.1%	\$16,110,396	34.5%	\$17,580,249	35.2%	\$16,995,049	33.1%
Public Service	592,193	1.3%	575,022	1.2%	619,943	1.3%	785,846	1.6%	790,611	1.5%
Academic Support	5,052,773	10.7%	5,545,728	10.6%	4,989,776	10.7%	5,472,125	10.9%	5,410,176	10.6%
Student Services and Activities	5,426,866	13.4%	5,426,781	12.6%	5,551,522	11.9%	5,916,324	11.8%	6,365,847	12.4%
General and Administrative	7,704,372	18.5%	8,201,481	18.6%	8,983,984	19.2%	9,679,394	19.4%	10,170,714	19.8%
Development and Alumni	3,784,342	8.6%	4,238,546	9.3%	4,187,762	9.0%	4,451,630	8.9%	5,056,990	9.9%
Plant Operations	5,535,782	12.1%	5,448,177	12.2%	5,740,243	12.3%	6,002,653	12.0%	6,377,354	12.4%
Capital and Special Projects	497,000	1.8%	507,000	1.4%	538,000	1.2%	105,000	0.2%	105,000	0.1%
TOTAL	\$ 43,973,285	100.0%	\$ 45,710,701	100.0%	\$ 46,721,626	100.0%	\$ 49,993,221	100.0%	\$ 51,271,741	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

Student Residence Living

- 15** Traditional Residence Halls (one offline this year)
- 7** Houses/Hotel
- 1** Ecovillage

1,418
Total Capacity

Technology

2,925
Computers/laptops supported

135
Rooms with projector and multimedia

8

Renovation Projects in the Last 5 Years

- ★ **2** Residence Halls
- ★ **1** Classroom Building
- ★ **5** Other Buildings/Areas



New Buildings in the Last 5 Years

3

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



Library Expenditures and Services

94.3
Hours Open Per Week



14.0
Average Circulation Transactions per Student FTE

\$204
Collections Expenditure per Student

Library Instruction Classes and Workshops	Sessions
GSTR 110 and 210 (First-Year)	39
GSTR 110 Workshops	141
Other Courses	52
Research Consultations	463
Special Collections	40
TOTAL	735

RESIDENCE LIVING Academic Year 2019-2020

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 fall semester)	n/a
Deep Green	129
Edwards	33
Elizabeth Rogers (ER)	89
Fairchild	76
James	104
Kentucky (offline spring semester)	98
Kettering	146
Pearsons	117
Seabury	52
Talcott	<u>93</u>
Subtotal	1,341
<u>Houses</u>	
Hotel	15
Hillside (3 separate houses)	17
Home Management House	12
Hunt Acres Farm House	3
SENS House	<u>4</u>
Subtotal	51
<u>Family Housing</u>	
Ecovillage	<u>26</u>
TOTAL	1,418

NOTE: For Fall Term 2019, 1,398 students are living in college housing which means that we are at 99% capacity.

Source: Student Life Services, September 2019

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2019

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 2019

HUTCHINS LIBRARY
Collections and Expenditures
(Fiscal Year 2019)

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)	2,586	343,041
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	305	6,854
Electronic Collection		
E-books	13,944	224,191
Streaming video (items in library catalog)	13,550	31,068
Berea Sound Archives digitized audio (hours)	1,351	8,146
Berea Digital Collections (pages/images)	4,731	21,162
Microforms (Physical units)	24	99,400
Serials (journals and serials)		
Print, electronic, and microform subscriptions	1	99,400
E-journals (number of unique titles)		30,731
Manuscripts and Archives (in cubic feet)	144	9,308
Collections Expenditures	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media– physical	\$ 40,290	24
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collection	23,987	
E-Books	4,721	
E-Document Collections	2,678	
Online Indexes and Reference Sources	89,855	
Journals (print, electronic, microform)	161,347	
Serials (print)	7,599	
Streaming Video/Music	11,251	
TOTAL	\$ 341,728	204

Source: Hutchins Library, October 2019

HUTCHINS LIBRARY
Services
(Fiscal Year 2019)

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 students)	39
GSTR 110 Workshops	141
Other Courses	52
Research Consultations	463
Special Collections	<u>40</u>
TOTAL	735

Reference and Research Assistance

Library Reference Desk Transactions Total	2,998
Library Tech Help Desk Transactions Total	930
Research Consultations	463
Special Collections Reading Room Visits Total	1,110
Special Collections Reference Requests (non-visits)	262

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	3,787	
Print and media collections – students	24,199	14
Print collections – town	<u>632</u>	
TOTAL	28,618	

Streaming media (film / audio) usage	2,227
Reserve materials	393
Special Collections materials	2,880
Berea Digital Collections searches	50,399
Equipment (tech accessories, etc.)	1,057
Classrooms and study rooms	9,254

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	2,187
Received from other libraries	1,384

Source: Hutchins Library, October 2019

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. Areas of support include 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 that 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 redundant 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 secure e-mail accounts that can be accessed anytime there is an available internet connection. Campus offices have 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.

Laptop Computers and Software: IS&S supports a large inventory of 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 Dell computers so nearly 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 gigabit connections into and out of the campus for access to web sites and cloud services. Campus computers are protected from hackers, viruses, and other threats through the use of industry-standard firewalls, and malware protection.

Network Resources: Berea's network connects users to various servers that 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 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 hours of operation are 8 am to 5 pm every business day, except for Tuesdays when the area closes at 3 pm for student labor training.

Source: Information Systems and Services, September 2019

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>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Technology Infrastructure					
Internet connection speed (megabits/second)	400	dual 500	dual 500	dual 500+	dual 1gb
Network backbone speed (megabits/second)	20,000	20,000	20,000	20,000	20,000
Network ports	7,000	7,000	11,000	11,500	11,950
Campus phones	900	900	900	1,200	1,200
Personal computers	2,700	2,700	2,775	N/A	N/A
Network-connected printers	109	117	117	150	155
Network-connected MFD/copiers	66	66	66	66	71

Supporting Student Success

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

Supporting Institutional Effectiveness

Staff and Faculty					
Computers	950	950	1,025	1,125	1,125
Campus phones	900	900	950	1,100	1,150
Mobile phones	142	147	167	210	275

Source: Information Systems and Services, September 2019

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 2019

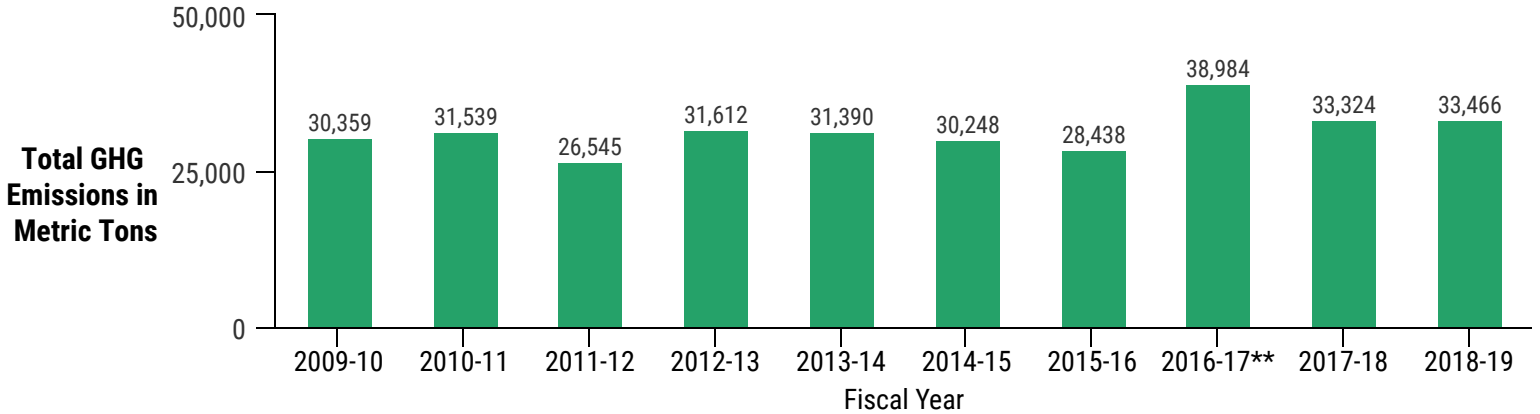
Sustainability

- 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 Total Greenhouse Gas (GHG) Emissions

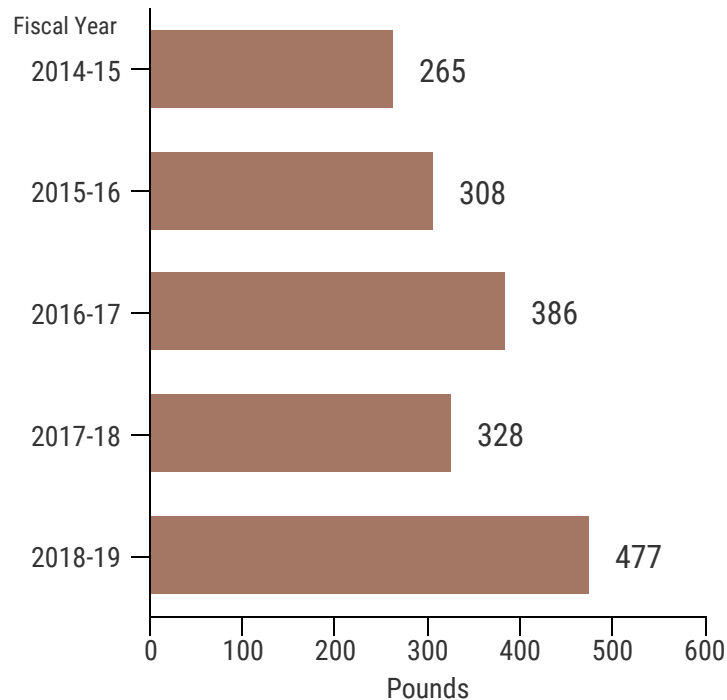


*Beginning in Fiscal Year 2016-17, Partners for Education travel was included in the breakdowns above.

Breakdown of Berea College Greenhouse Gas Emissions

TOTAL of 33,466 Metric Tons Greenhouse Gas Emissions	Fiscal Year 2018-19
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	71.2%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	10.2%
Air Travel	5.4%
Transmission and Distributions Loss for Electricity	4.8%
Employee Commuting (to/from work)	4.0%
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	1.1%
Paper Purchases	0.2%
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, January 2020

**PERCENTAGE BREAKDOWN OF
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS
FISCAL YEARS 2013-2014 THROUGH 2018-2019**

Category	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17*	FY 2017-18	FY 2018-19
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%	71.2%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	12.7%	11.5%	11.9%		10.0%	10.2%
Air Travel	5.0%	4.2%	3.8%		5.3%	5.4%
Transmission and Distribution Loss for Electricity	4.5%	4.6%	4.7%		4.8%	4.8%
Employee Commuting (to/from work)	4.6%	6.4%	4.6%		4.2%	4.0%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.5%	1.0%	1.9%		2.1%	2.1%
Mobile Combustion (trucks, tractors, college vehicle travel – includes motor pool, and buses on campus)	1.0%	1.0%	0.5%		0.7%	0.7%
Other	0.4%	0.5%	0.4%		0.5%	1.1%
Paper Purchases	0.4%	0.5%	0.4%		0.5%	0.2%
Solid Waste	0.2%	0.3%	0.3%		0.2%	0.2%
TOTAL GHG Emissions (in metric tons)	31,390	30,248	28,438	38,984	33,324	33,466

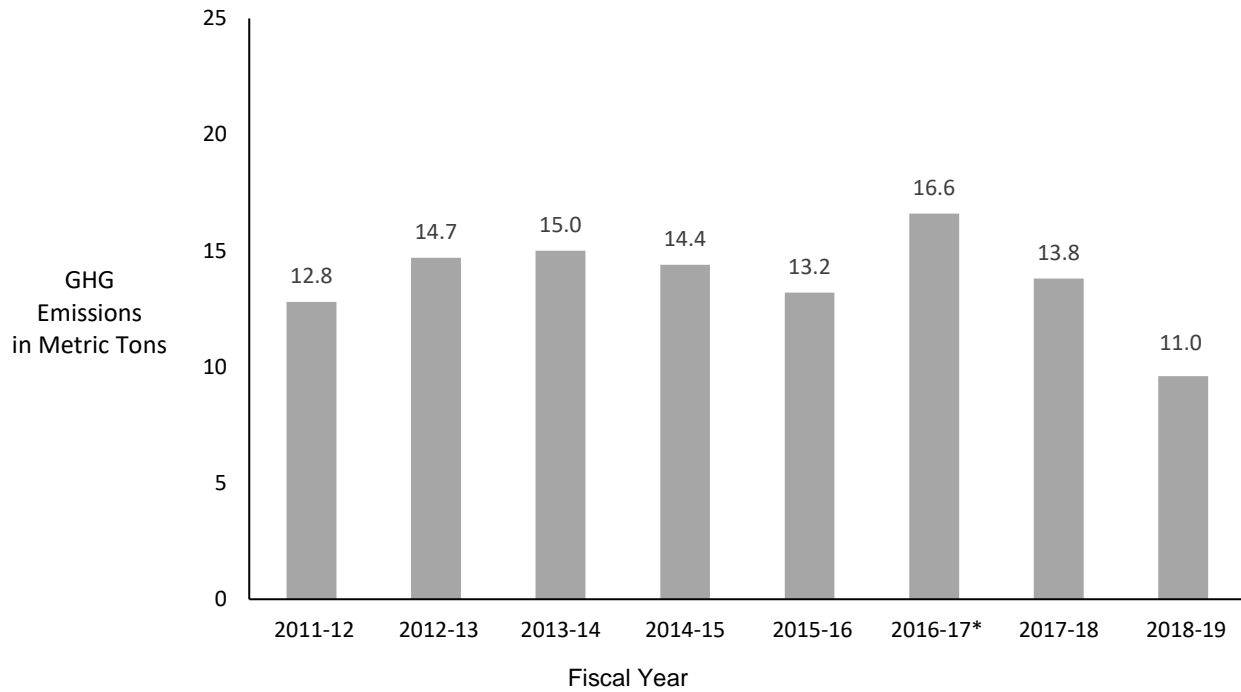
*Starting in Fiscal Year 2016-17, Partners for Education travel was included in the breakdowns above.

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.

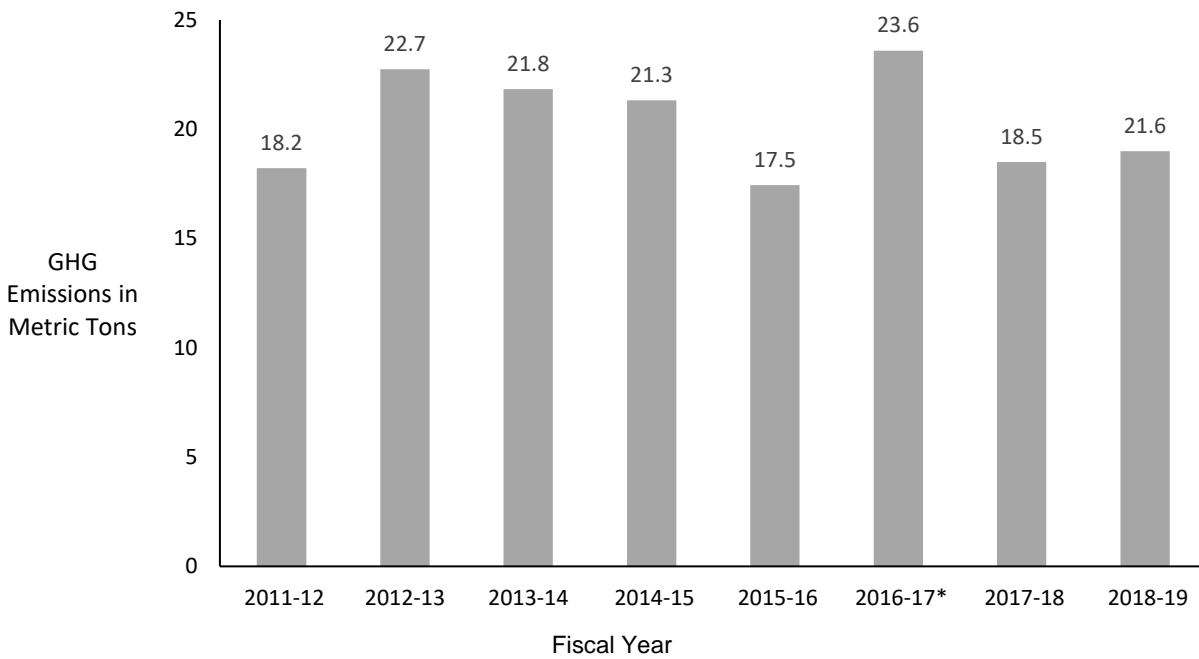
Source: Office of Operations and Sustainability, January 2020

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
FISCAL YEARS 2011-2012 THROUGH 2018-2019**

**PER PERSON
(FULL-TIME EQUIVALENT [FTE] EMPLOYEES AND STUDENTS)**



PER 1,000 SQUARE FEET OF BUILDING SPACE



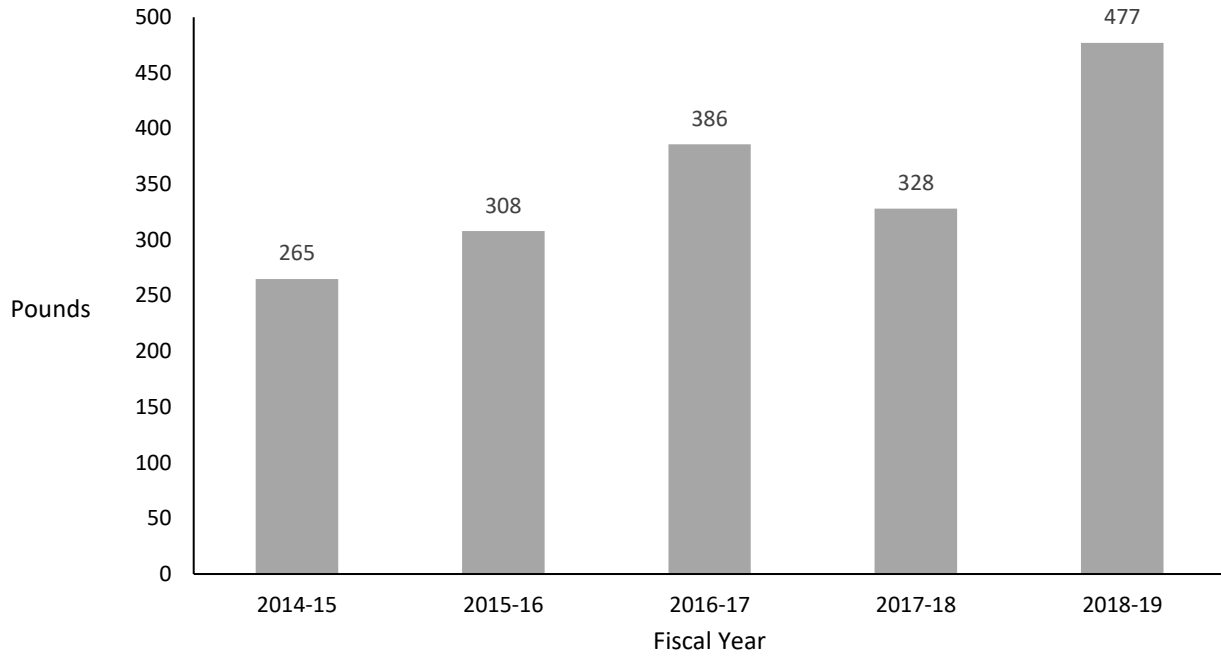
*Beginning in Fiscal Year 2016-17, Partners for Education is included in the information presented.

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

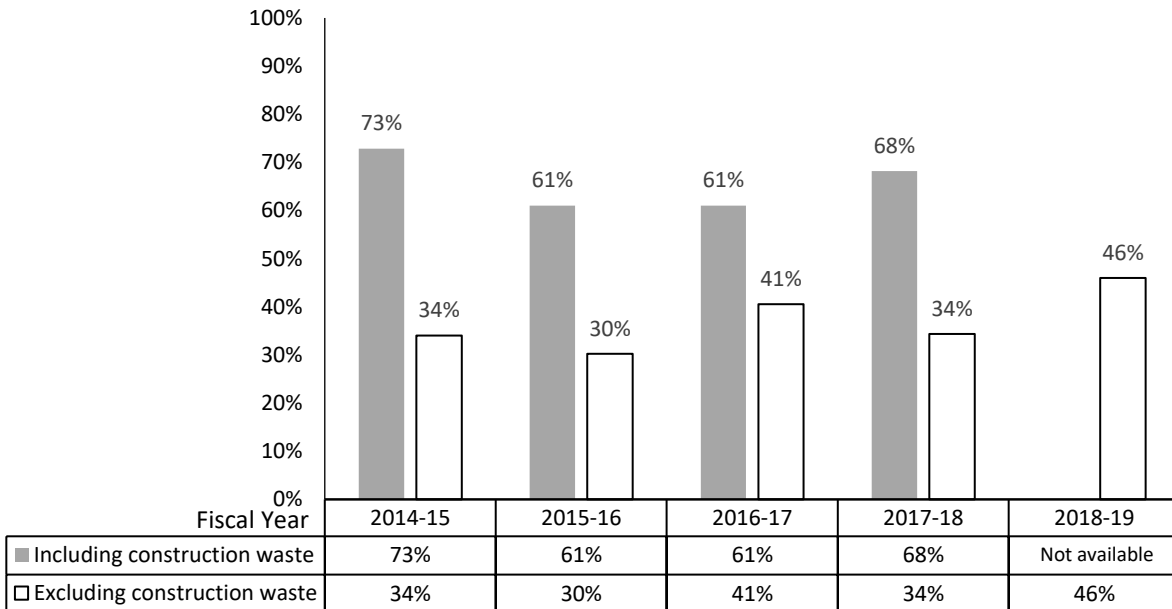
Source: Office of Operations and Sustainability, January 2020

FISCAL YEARS 2014-15 THROUGH 2018-2019

**POUNDS OF WASTE SENT TO THE LANDFILL PER PERSON
(FULL-TIME EQUIVALENT [FTE] EMPLOYEES AND STUDENTS)
(EXCLUDING CONSTRUCTION AND DEMOLITION WASTE)**



PERCENT OF SOLID WASTE DIVERTED FROM THE LANDFILL



Source: Office of Operations and Sustainability, January 2020

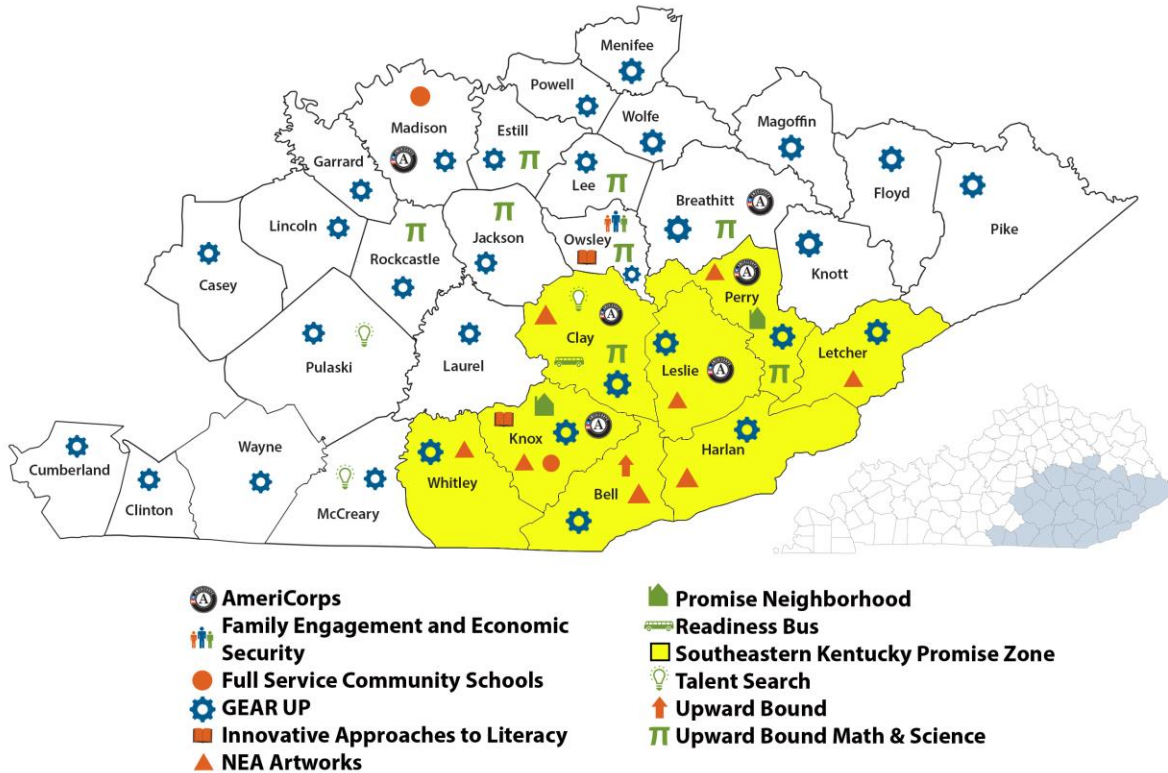
Partners for Education

- 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.



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

Source: Partners for Education, October 2019

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: Partners for Education

AmeriCorps: PFE places 80 AmeriCorps members in four high schools. Members serve for one year as mentors, college advisors, and family connectors to high school students.

AmeriCorps: STEM (Science, Technology, Engineering, and Mathematics)

AmeriCorps: STEM places twenty individuals as AmeriCorps members in four 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 in Owsley County.

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 in the Knox County and Berea Independent School systems.

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. Students in 31 counties across Appalachian Kentucky are served by GEAR UP.

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. It provides high quality early literacy programs to ensure all children enter kindergarten ready to learn and engages 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 working in Promise Zones on the competencies needed for libraries to act as community anchor institutions. This program will result in a framework that can be shared with rural practitioners and replicated by rural libraries across the country.

National Endowment for the Arts Artworks

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

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.

South Eastern Kentucky Promise Zone

Designed to serve high-poverty urban, rural and tribal communities, 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 for students in the Clay, McCreary, and Pulaski county school systems.

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 in 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. There are two grants. One serves Clay, Estill, Jackson, Lee, Owsley and Rockcastle counties, while the other served Breathitt and Perry counties.

FEDERAL GRANT PROGRAMS

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

Faculty and Staff Grants

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

- Appalachian Regional Commission (ARC)
 - *Growing Food System Capacity and Scaling Economic Impact in Central Appalachia*. From October 2017 – December 2019 (\$13,000 over 2 years; Lead: David Cooke, Director, Grow Appalachia)
- Department of Education
 - *Berea College Child Development Laboratory Expansion and Improvement*. From October 2018 – September 2022 (\$63,094 per year; Lead: Cindy McGaha, Professor of Child Development)
 - *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)
- National Science Foundation (NSF)
 - *Synthesis of Electron-Deficient Tetracenes as an Effort to Access Renewable Energy (EPSCoR)*. From February 2019 – June 2019 (\$14,154; Lead: Mary Robert Garrett, Associate Professor of Chemistry)

Source: Partners for Education, October 2019

Federal Grant Programs, continued

- USDA (United States Department of Agriculture)
 - *Community Foods Program*. From September 2016 – August 2019 (\$375,000; Lead: David Cooke, Director, Grow Appalachia)
 - *Grow Appalachia – Beginning Farmer Development Program*. From September 2019 – August 2022 (\$547,298; Lead: Mark Walden, Production Efficiency Advisor)
 - *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)