

September 2020

Prepared by the
Office of Institutional Research and Assessment

COVID-19 Pandemic

When the COVID-19 pandemic hit the U.S. in the spring of 2020, Berea College shut down on-campus operations in March and moved all classes to a remote learning mode. Classes in the summer of 2020 remained remote. For Fall Term 2020, the semester was divided into two 7-week terms with no breaks. Faculty were given the option to teach in-person or remote. Students were given the option to return to campus to take in-person classes (with agreed-upon restrictions), to take remote classes only, or to take a leave of absence. Students new to Berea were given the option to come to campus or to defer enrollment.

To: Enrollment Policies Committee (EPC) Members
Sylvia Asante Theresa Lowder Judy Ginter Chris Lakes
Luke Hodson Scott Steele Channell Barbour Judith Weckman

From: Clara Chapman

Date: September 21, 2020

Re: Enrollment, Retention, and Graduation Report

I have prepared the following tables and charts for your review. Please note that there are highlights pages at the beginning of each section. There are several new pages which are **highlighted in yellow** in the list below.

Definitions and Descriptions

Enrollment

Fall Term Total Headcount (Full and Part-Time) and Academic Year Graduates
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment, First-Year Students, Transfer Students, and Graduates
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment by Classification and Academic Year Graduates
Fall Term 2020 Enrollment Report
2020 First-Year Students' Class Profile
2020 Transfer Students' Class Profile

Retention

First-to-Second Year

First-Year Student Retention/Attrition (Breakdown of Withdrawal Status: Suspensions vs. Voluntary Departures)

First-Year Students

All Students, 1959 – 2019

by Sex

by Territory

by Cohort Type

by Cohort Type by Sex

Hispanic Students

by Sex

By County Designation

Males

Females

from At-Risk and Distressed Appalachian Counties by Sex

White Males from At-Risk and Distressed Appalachian Counties

from Kentucky

First-Generation Students

Non-Traditional Students

by Developmental Mathematics Requirements

by High School Rank in Class Categories

by Recalculated High School GPA Quintiles

by ACT Composite Categories

by Residence Hall

Dependent Students by EFC (Expected Family Contribution) at Entry

Bridge Program Students

by Sex

Emerging Scholars Program (ESP) Students

by Sex

by First Semester College GPA Categories

by First Year College GPA Categories

by Choice of Berea College According to Survey Responses

by Miles from Home According to Survey Responses

First-Year and Transfer Students

by Labor Department Categories

Athlete Status in First Year

Retention, continued:

First-to-Second Year, continued:

Transfer Students

All Transfer Students, 1993 – 2019

by Sex

from Kentucky Community and Technical College System (KCTCS) Institutions

by Transfer Institution Category (2-Year Community Colleges vs. 4-Year Colleges)

by Classification at Entry (Freshman/Sophomore vs. Junior/Senior)

First-to-Second Year Retention, Six-Year Graduation Rates, and Academic Qualifications at Entry
for Fall Term First-Year Students, 2005 – 2019

Fall-to-Fall Term

Number and Percent of Withdrawals/Dismissals by Term for First-Year Students

Monthly Retention of Fall Term 2019 Enrollees Tracked through to Fall Term 2020 (First-Year and Transfer Students)

Enrollment History (Retention) of First-Year Students' Cohorts

Enrollment History (Retention) of Transfer Students' Cohorts

Graduation

Graduation Rates for First-Year Students, Entering Fall Terms 2007 – 2016 (4, 5, and 6-year rates in graph form)

All First-Year Students

by Sex

by Territory

by Cohort Type

African American Students by Sex

Other Domestic Students by Sex

F-1 International Students by Sex

Hispanic Students

by sex

by County Designation

Males

Females

from At-Risk and Distressed Appalachian Counties by Sex

White Males from At-Risk and Distressed Appalachian Counties

from Kentucky

First-Generation Students

Non-Traditional Students

by Developmental Mathematics Requirements

by Developmental Mathematics Requirement Categories

by High School Rank in Class Categories

by ACT Composite Categories

Dependent Students by Expected Family Contribution (EFC) Categories at Entry

Emerging Scholars Program (ESP) Students

Bridge Program Students

Athletes During First-Year

Graduation Rates for Transfer Students, Entering Fall Terms 2007 – 2017 (3, 4, 5, and 6-year rates in graph form)

All Transfer Students

Transfer Students by Sex

From Kentucky Community and Technical College System (KCTCS) Institutions

by Transfer Institution Category (2-Year Community Colleges vs. 4-Year Colleges)

by Classification at Entry (Freshman/Sophomore vs. Junior/Senior)

Graduation Status for Fall Term 2014 First-Year Students (Terms to Graduate Details)

Graduation Status for Fall Term 2015 First-Year Students (Terms to Graduate Details)

cc: Samantha Cole
Rob Smith
Administrative Committee Members

DEFINITIONS AND DESCRIPTIONS

African-American Students

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

Athlete Status during First Year

Students are considered athletes during their first year if they are certified as eligible and added to an intercollegiate team roster. Intercollegiate teams for males are: baseball, basketball, cross country, golf, soccer, swimming (team disbanded after academic year 2012-13), tennis, and track and field. Intercollegiate teams for females are: basketball, cross country, soccer, softball, swimming (team disbanded after academic year 2012-13), tennis, track and field, and volleyball. In Fall Term 2015, the College became a member of the NCAA, Division III (USA South Conference). Prior to 2015-16, the College was a member of the NAIA.

At-Risk and 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. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

Berea Bridge Program

Berea Bridge is a four-week program for approximately 60 incoming students. Participants engage in two academically rigorous courses which introduce them to the academic skills, attitudes, and behaviors that will help them prepare for the Berea College experience. Students are also provided with an introduction to the College's Labor Program, and participate in workshops and activities aimed at helping ease their transition to Berea.

Students are notified about the Berea Bridge program by a letter in the information packet they receive from the Office of First-Year Initiatives after they have committed to the College. Interested students submit their name into a lottery by completing an online survey sent via email. Students are selected randomly, but in numbers that mirror the overall demographic of Berea's population in terms of sex, race/ethnicity, and territory.

Emerging Scholars Program (ESP)

The Emerging Scholars Program (ESP) is a TRiO Support Services grant-funded program that enrolls roughly 70 students in each incoming class and works with them for two years. Each ESP student works one-on-one with an Academic Counselor who provides mentorship, guidance, resources, and supplemental advising to help students achieve their academic, financial, personal, and career goals. Students are enrolled in a quarter credit GST 101: Strategies for Academic Success course in their first-term.

ESP primarily targets students from Appalachian Distressed Counties and students from inner-city urban areas, but considers any student who is low-income, first-generation, or has a documented disability (2/3 of ESP students have to meet two of those criteria). Qualifying students are contacted via email and a mailing about the program throughout the spring, and the ESP staff have a recruitment booth at the Summer Orientation. Students submit an application for the program and are selected in June with priority being given to students who were recruited or have been part of a TRiO program in the past.

DEFINITIONS AND DESCRIPTIONS

First Generation Students

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

GST 101 – Strategies for Academic Success, Non-ESP Sections

GST 101 – Strategies for Academic Success is a course for first-year students aimed at supporting their transition to Berea and become active participants in the academic community. Students receive hands-on support in learning college systems and environments, reflect on themselves as learners and establish personal goals for their time at Berea College, and connect with classmates who are also transitioning and develop skills and strategies that will support their success in college. The class meets once a week for fifty-minutes and is a quarter credit.

When completing the Online Orientation in May, students are provided with the course description for GST 101 and asked if they would be interested in taking the course. Students who respond “yes” are placed in a section of the course on a space available basis. Students who are enrolled in Berea Bridge-In or admitted into the Emerging Scholars Program (ESP) are typically not enrolled in the course, though some exceptions do exist.

Hispanic Students

Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

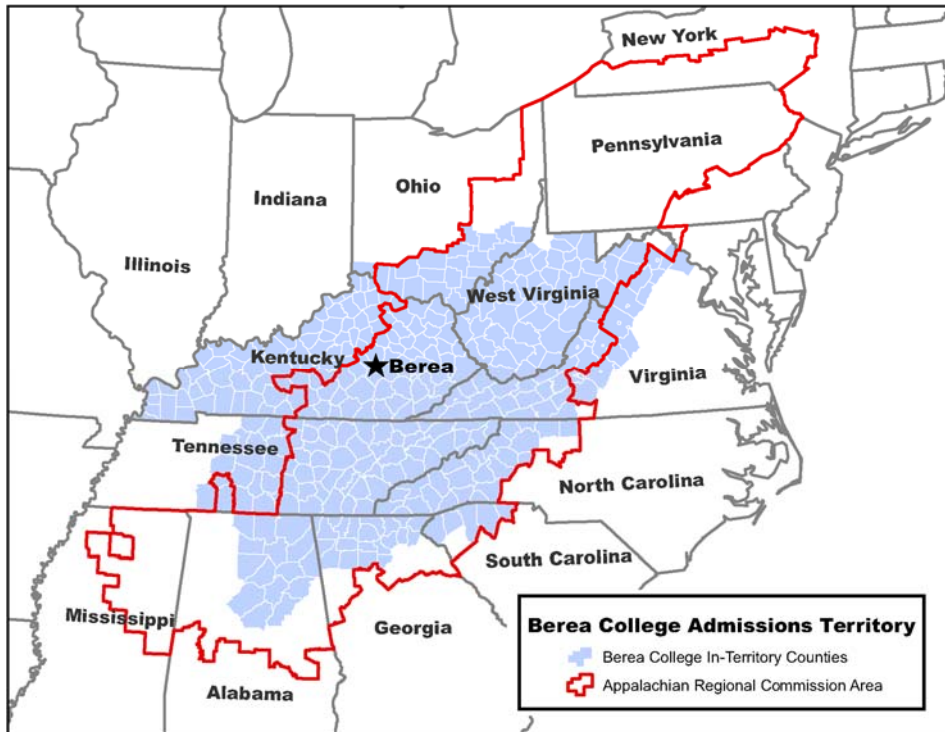
In-Territory Designations

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. Twenty-two counties in Tennessee were added in January 2017. The entering class of 2018 will be the first class to be recruited from the new territory. **Students from these counties who entered prior to Fall Term 2018 will be counted/reported as Out-of-Territory.**

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

F-1 International: Students who are not U.S. Citizens, permanent residents, or refugees, and are attending the college under an F-1 visa issued by the U.S. Department of State.

DEFINITIONS AND DESCRIPTIONS



Male Initiative Courses

Berea College offers three Male Initiative courses which focus on supporting the college transition of males from three distinct populations – African-American males, Latino males, and males from Appalachian At-Risk or Distressed Counties. These courses weave college readiness and success discussions with conversations about culture, race, and identity aimed at helping students gain a better understanding of how their unique heritage contributes to who they are today and providing them with support throughout their first year on campus.

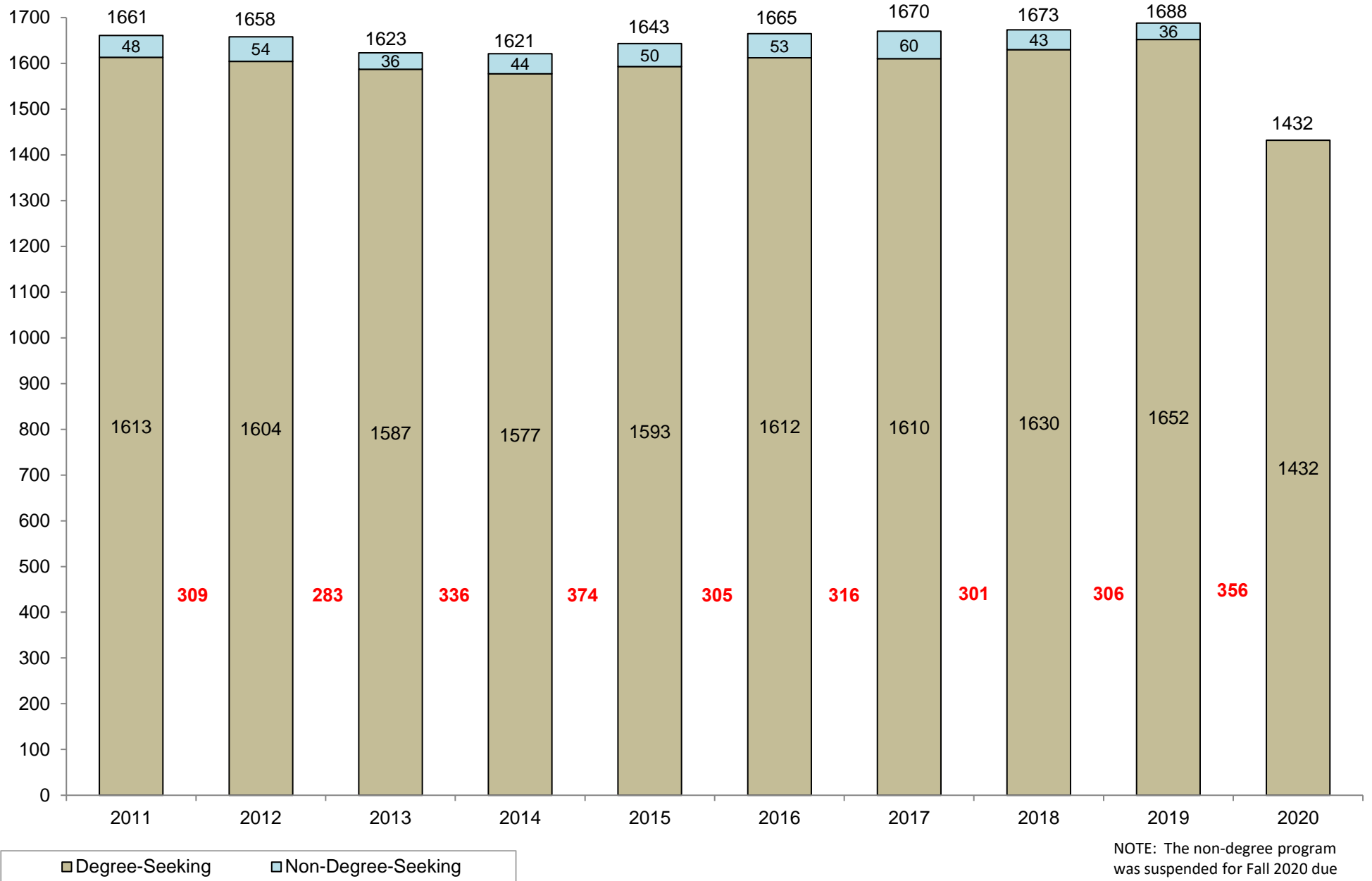
Students from these target groups are enrolled in one of three courses – AFR 186: Models and Mentors for Success for our African-American students, APS 121: Appalachian Cultures for males from Appalachian At-Risk or Distressed Counties, and GST 186: Latino Males in Higher Education. Students are enrolled in the courses automatically based on their self-identified demographics, but have the option of dropping the course once on campus and after a conversation with their academic advisor.

Non-Traditional Students

A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in the non-traditional student counts.

Enrollment

FALL TERM TOTAL HEADCOUNT (FULL AND PART-TIME) AND ACADEMIC YEAR GRADUATES



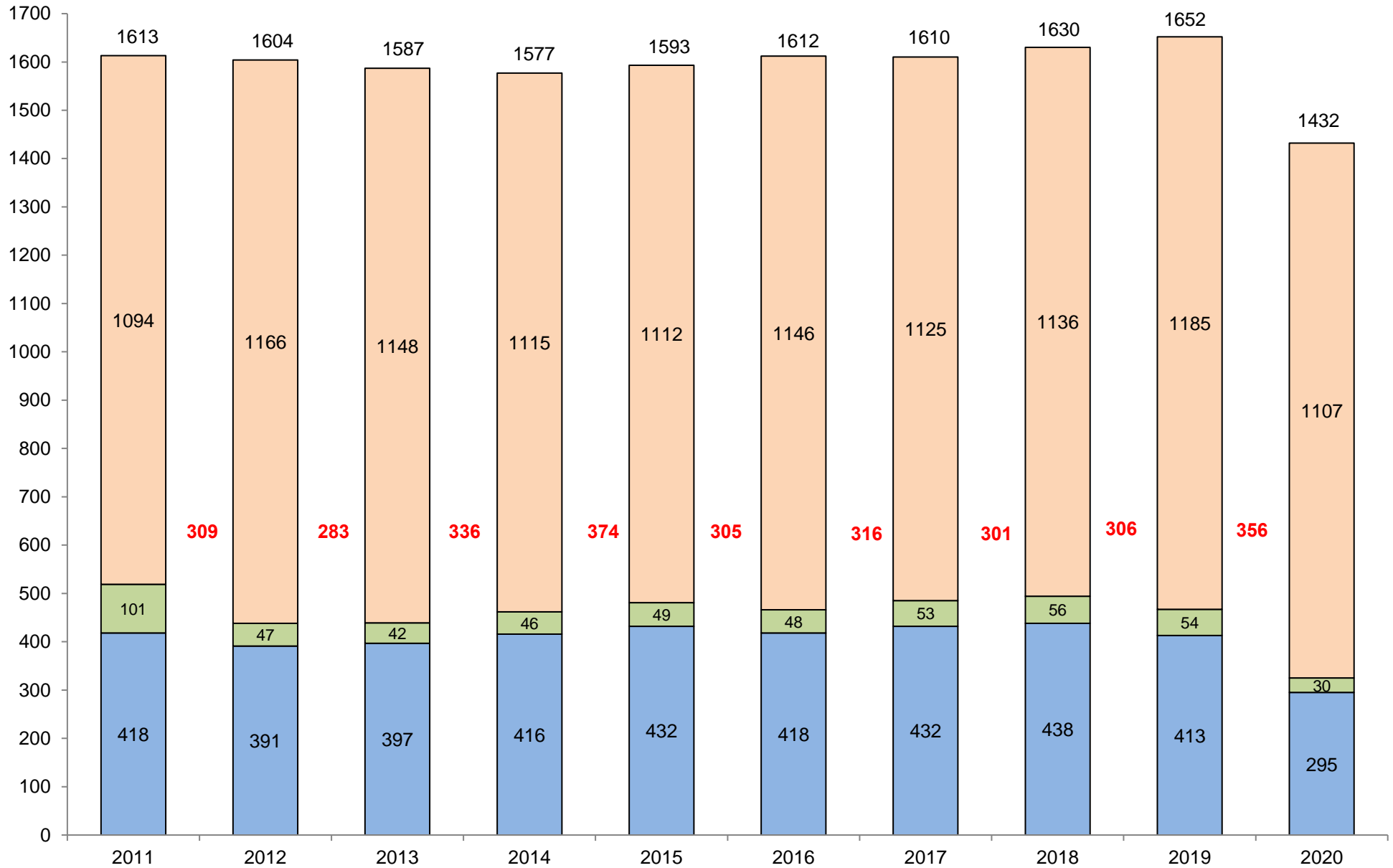
The number of Academic Year Graduates are in **RED** between the bars.

NOTE: The non-degree program was suspended for Fall 2020 due to the COVID-19 Pandemic.

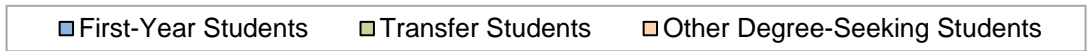
NOTE: Non-degree students are those who are auditors, still in high school, college employees, community, post graduate, EKU exchange or transient/exchange students.

Compiled by the Office of Institutional Research and Assessment, September 2020

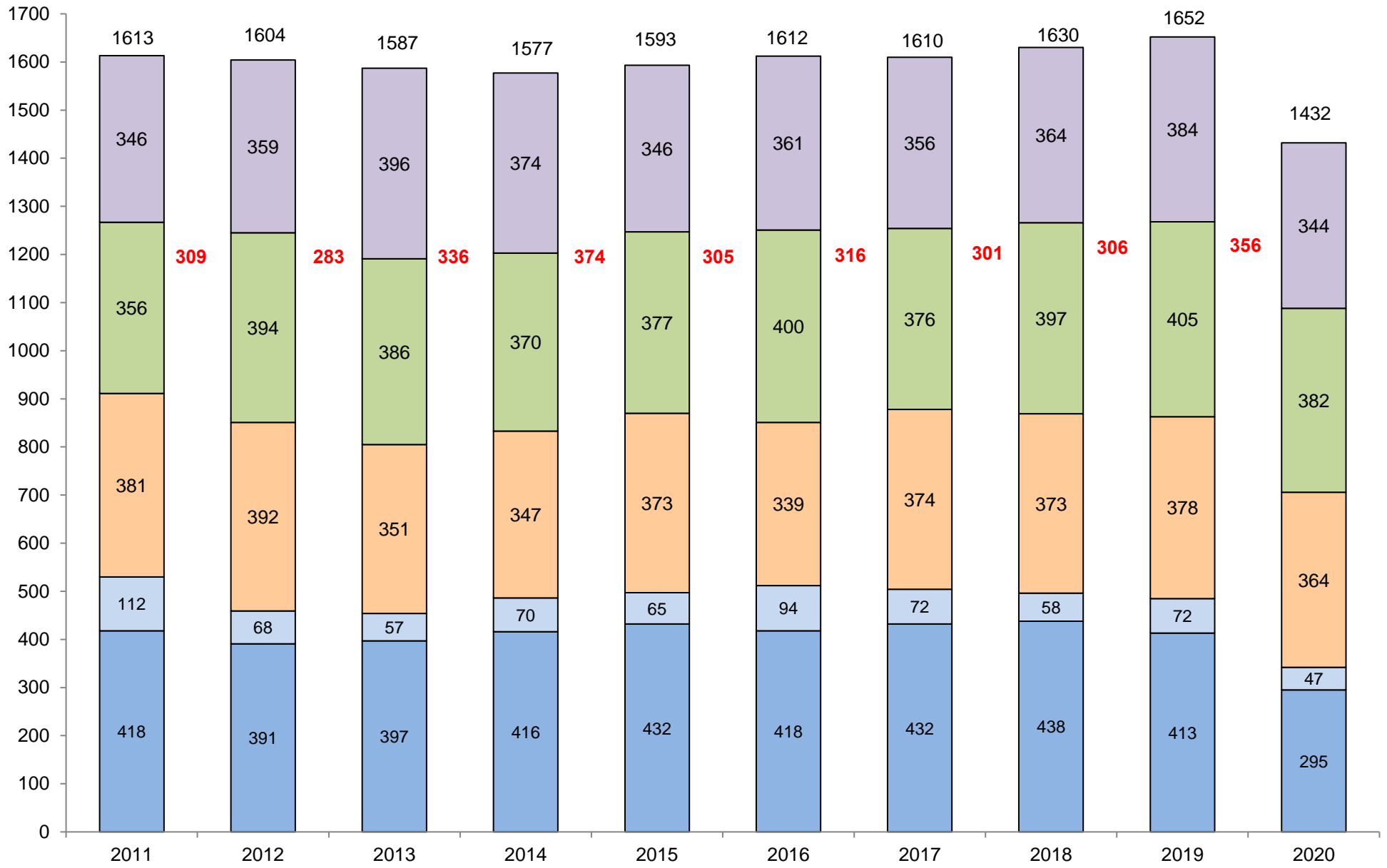
TOTAL FALL TERM (FULL AND PART-TIME) DEGREE-SEEKING ENROLLMENT, FIRST-YEAR STUDENTS, TRANSFER STUDENTS, AND GRADUATES



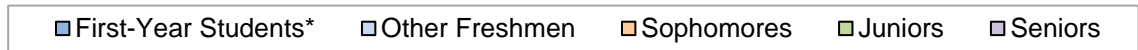
The number of Academic Year Graduates are in **RED** between the bars.



TOTAL (FULL AND PART-TIME) FALL TERM DEGREE-SEEKING ENROLLMENT BY CLASSIFICATION AND ACADEMIC YEAR GRADUATES



The number of Academic Year Graduates are in **RED** between the bars.



*All First-Year students are included in this category even though some students are classified higher than a "freshman."

Fall Term 2020 Student Enrollment Report

Full-Time

Degree-Seeking

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Freshmen	127	197	324
New	106	171	
Transfer	1	2	
Returning	0	0	
Returning from Leave of Absence	1	1	
Continuing	19	23	
Sophomore	162	216	378
New	3	12	
Transfer	4	15	
Returning	0	0	
Returning from Leave of Absence	1	3	
Continuing	154	186	
Junior	158	222	380
New	0	3	
Transfer	3	4	
Returning	1	0	
Returning from Leave of Absence	1	3	
Continuing	153	212	
Senior	128	213	341
Transfer	0	1	
Returning	0	2	
Returning from Leave of Absence	1	0	
Continuing	127	210	
<u>Total Degree-Seeking Full-Time</u>	<u>575</u>	<u>848</u>	<u>1423</u>

First-Year students
(includes all the new.
non-transfer students):
295

Transfer students
(includes all the
transfer students): 30

Non-Degree-Seeking

Auditing	0	0	
Berea Community High School	0	0	
Community (Special)	0	0	
EKU Exchange	0	0	
Employee	0	0	
Home School Student	0	0	
Madison Southern High School	0	0	
Post-Graduate	0	0	
Transient/Exchange	0	0	
<u>Total Non-Degree-Seeking Full-Time</u>	<u>0</u>	<u>0</u>	<u>0</u>

NOTE: The non-degree program was suspended for Fall 2020 due to the COVID-19 Pandemic.

TOTAL FULL-TIME 575 848 1423

Fall Term 2020 Student Enrollment Report

Part-Time

Degree-Seeking

	Male	Female	Total	FTE*
Freshmen	0	0	0	0.00
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
Sophomore	0	1	1	0.66
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	1		
Junior	3	2	5	3.25
New	0	0		
Transfer	0	0		
Returning	0	1		
Returning from Leave of Absence	0	0		
Continuing	3	1		
Senior	0	3	3	1.83
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	1		
Continuing	0	2		
Total Degree-Seeking Part-Time	<u>3</u>	<u>6</u>	<u>9</u>	<u>5.74</u>

Non-Degree-Seeking

Auditing	0	0		
Berea Community High School	0	0		
Community (Special)	0	0		
EKU Exchange	0	0		
Employee	0	0		
Home School Student	0	0		
Madison Southern High School	0	0		
Post-Graduate	0	0		
Transient/Exchange	0	0		
Total Non-Degree-Seeking Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.00</u>

NOTE: The non-degree program was suspended for Fall 2020 due to the COVID-19 Pandemic.

TOTAL PART-TIME 3 6 9 5.74

*Full-Time Equivalent (FTE) is calculated by dividing the total number of courses taken by a part-time student by 3. At Berea, a student must be enrolled in at least 3 courses to be considered full-time.

Fall Term 2020 Student Enrollment Report

Full-Time and Part-Time

Degree-Seeking

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Freshmen	127	197	324
New	106	171	277
Transfer	1	2	3
Returning	0	0	0
Returning from Leave of Absence	1	1	2
Continuing	19	23	42
Sophomore	162	217	379
New	3	12	15
Transfer	4	15	19
Returning	0	0	0
Returning from Leave of Absence	1	3	4
Continuing	154	187	341
Junior	161	224	385
New	0	3	3
Transfer	3	4	7
Returning	1	1	2
Returning from Leave of Absence	1	3	4
Continuing	156	213	369
Senior	128	216	344
Transfer	0	1	1
Returning	0	2	2
Returning from Leave of Absence	1	1	2
Continuing	127	212	339
Total Degree-Seeking Full/Part-Time	578	854	1432

Non-Degree-Seeking

Auditing	0	0
Berea Community High School	0	0
Community (Special)	0	0
EKU Exchange	0	0
Employee	0	0
Home School Student	0	0
Madison Southern High School	0	0
Post-Graduate	0	0
Transient/Exchange	0	0

NOTE: The non-degree program was suspended for Fall 2020 due to the COVID-19 Pandemic.

Total Non-Degree-Seeking Full/Part-Time	0	0	0
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TOTAL HEADCOUNT	578	854	1,432
TOTAL FTE Enrollment*			1,429

The Student/Faculty Ratio (FTE) for this term is 9/1.

*Full-Time Equivalent (FTE) is calculated by dividing the total number of courses taken by a part-time student by 3 and then that number is added to the full-time enrollment. At Berea, a student must be enrolled in at least 3 courses to be considered full-time.

Berea College 2020 Enrolled First-Year Students' Class Profile

1. Overall Statistics:

Applications completed:	1,857
Applicants accepted:	612 (33.0% of applications completed)
All First-Year Students:	414 (295 enrolled (71%) and 119 (29%) who deferred enrollment due to the COVID-19 Pandemic)
Enrolled First-Year Students:	295 (48.2% of those accepted; 109 males (37% of enrolled class), 186 females (63% of enrolled class))

2. Scholastic Assessment Test (SAT):

Score Range	Males		Females	
	Math	Reading & Writing	Math	Reading & Writing
750-800	0	1	0	1
700-749	1	0	1	1
650-699	3	3	3	1
600-649	2	4	3	5
550-599	6	8	6	9
500-549	5	0	6	2
450-499	0	1	2	2
400-449	0	0	0	0
350-399	0	0	0	0
300-349	0	0	0	0
250-299	0	0	0	0
200-249	0	0	0	0
TOTAL	17	17	21	21

SAT Mean Scores:	Reading & Writing		
	Math	& Writing	Total
Males	588	598	1186
Females	579	589	1168
Combined	583	593	1176
National Mean	528	531	1059
Kentucky Mean	612	620	1232

Note: Some international students submitted scores from the TOEFL or IELTS in lieu of an ACT or SAT report.

American College Test (ACT):

Composite Score	Males	Females		
27 - 36	24	33	Mean Composite Males	24.4
25 - 26	20	39	Mean Composite Females	24.3
22 - 24	29	61	Mean Composite Combined	24.3
18 - 21	19	32		
TOTAL	92	165	National Mean	20.7
Minimum: 18	Maximum: 36		Kentucky Mean	19.8
75th Percentile - 26.0; 25th Percentile - 22.0				

ACT Score (including converted SATs)	
Mean Composite Males	24.4
Mean Composite Females	24.3
Mean Composite Combined	24.3
75th Percentile	26.0
25th Percentile	22.0

3. Recalculated* High School GPA (at the point at which admission was offered):

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	26	24.1%	92	50.0%	118	40.4%
3.50 - 3.74	30	27.8%	43	23.4%	73	25.0%
3.25 - 3.49	24	22.2%	28	15.2%	52	17.8%
3.00 - 3.24	25	23.1%	19	10.3%	44	15.1%
2.75 - 2.99	2	1.9%	2	1.1%	4	1.4%
2.50 - 2.74	1	0.9%	0	0.0%	1	0.3%
2.25 - 2.49	0	0.0%	0	0.0%	0	0.0%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
1.25 - 1.49	0	0.0%	0	0.0%	0	0.0%
Total	108	100%	184	100%	292	100%

Recalculated GPA Mean Scores:

Males	3.50
Females	3.67
Combined	3.61

Recalculated GPA

75th Percentile	3.86
25th Percentile	3.42

*Recalculated GPA is derived from college preparatory classes only and is computed in the Office of Admissions.

Note: Recalculated GPA is unavailable for 3 (1%) students, including 1 international student.

Berea College 2020 Enrolled First-Year Students' Class Profile, page 2

4. Developmental Mathematics Requirements (based on actual enrollment in courses):

All Three Courses Required	17 (5.8%)
Mathematics 011 and 012 Required	52 (17.6%)
Mathematics 012 Required	11 (3.7%)
TOTAL Required	80 (27.1%)

5. Most recently calculated high school class rank:

	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Top fifth	34	42.0%	93	63.3%	127	55.7%
Second fifth	33	40.7%	48	32.7%	81	35.5%
Third fifth	14	17.3%	6	4.1%	20	8.8%
Fourth fifth	0	0.0%	0	0.0%	0	0.0%
Bottom fifth	0	0.0%	0	0.0%	0	0.0%
	81	100%	147	100%	228	100%

High school graduation:

In 2020	289 (98.0%)
Prior to 2020	5 (1.7%)
International	1 (0.3%)
TOTAL:	295 (100%)
Of the 295,	
Homeschool	6 (2%)
GED	0 (0%)

Note: Rank not available for 67 (22.7%) students, including 1 international, 5 homeschooled, and no GED students.

6. Territory Distribution (as established at point of application to Berea College):

- 247 (83.7%) - In-Territory (U.S. citizens and permanent residents and/or refugees originating from within Berea's 361-county territory)
- 47 (15.9%) - Out-of Territory (U.S. citizens and permanent residents and/or refugees originating from outside Berea's 361-county territory)
- 1 (0.3%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

7. Geographical Distribution*:

25 States and 1 U.S. Territory	Alabama	19	New Jersey	1
	Alaska	1	New York	1
	Arkansas	1	North Carolina	15
	California	2	Ohio	14
	Colorado	1	Pennsylvania	1
	Florida	1	<i>Puerto Rico</i>	1
	Georgia	8	South Carolina	2
	Illinois	3	Tennessee	25
	Indiana	5	Texas	4
	Kentucky	162	Utah	1
	Michigan	1	Virginia	9
	Mississippi	1	West Virginia	11
	Montana	1	Wisconsin	1
			Total	292

3 Countries			
Germany	1	Phillipines	1
Latvia	1		
		Total	3

*There are 69 (23.5%) students from Appalachian counties designated as At-Risk (38) and Distressed (31) (out of 294 Domestic students).

8. First-Generation Status (Neither parent/guardian has completed a college degree)*:

Neither parent/guardian has completed a college degree: 165 (56.1%)

*Based on information gathered from the Admissions Application, FAFSA, and the Entering Student Survey. Information was known for 294 (99.7%) first-year students.

9. Emerging Scholars Program (ESP) and Summer Bridge Participants

ESP Participants: 70 (23.7%)

Summer Bridge Participants: None; program was suspended due to the COVID-19 Pandemic.

Berea College 2020 Enrolled First-Year Students' Class Profile, page 3

10. Ethnic and Racial Breakdown (as requested and reported to the federal government through IPEDS)

<u>Ethnicity Breakdown for All Students (N = 295)</u>		
Hispanic or Latino or Spanish Origin	54	18.3%
Not Hispanic or Latino or Spanish Origin	238	80.7%
Chose not to respond (N = 2) and International Students (N = 1)	3	1.0%
<u>Racial Breakdown</u>		
F-1 International (racial breakdown not collected)	1	0.3%
Chose not to respond (race unknown)	15	5.1%
American Indian or Alaska Native	3	1.0%
Asian	9	3.1%
Black or African American	45	15.3%
Native Hawaiian or Other Pacific Islander	1	0.3%
White	188	63.7%
Two or more races indicated	33	11.2%
American Indian/Alaska Native & Asian & Black/African American & Native Hawaiian/Other Pacific Islander & White	(1)	
American Indian/Alaska Native and Black/African American	(1)	
American Indian/Alaska Native and Black/African American and White	(2)	
American Indian/Alaska Native and White	(6)	
Asian and Black/African American and White	(2)	
Asian and White	(2)	
Black/African American and White	(18)	
Native Hawaiian/Other Pacific Islander and White	(1)	
TOTAL	295	100%

NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 69 (23.4%).

11. Financial Eligibility:

<u>Dependent Students (N = 276)</u>		
Parental contribution that met financial guidelines (includes no tuition-exchange and 1 faculty/staff dependent):	267	90.5%
Parental contribution that exceeded Berea's limit		
Tuition-Exchange students:	2	0.7%
Faculty/staff dependent:	5	1.7%
Special circumstances*:	2	0.7%
<u>Independent Students (N = 18)</u>		
Student contribution that met financial guidelines (includes no tuition-exchange or faculty/staff dependents):	18	6.1%
Student contribution that exceeded Berea's limit		
Tuition-Exchange students:	0	0.0%
Special circumstances*:	0	0.0%
<u>International Students (N = 1) (All meet financial guidelines)</u>		
	1	0.3%
TOTAL	295	100%

*Special circumstances include cases such as one-time disbursement of income, extraordinary medical expenses, change in job situation, etc.

Expected Family Contribution (EFC):

Domestic Students who have an EFC of \$0	139/294 (47.3%)	Mean EFC: \$1,397	Median EFC: \$88
International Students who have an EFC of \$0	1/1 (100%)		

Pell Grant Recipients:

96% of Domestic First-Year Students received a Pell Grant

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

NOTE: This profile does not include information about the 30 Transfer or the 16 Re-Admitted students (including 12 returning from leaves of absences). There are not any F-1 International students enrolled as exchange students (non-degree-seeking) this fall.

Berea College 2020 Enrolled Transfer Students' Class Profile

1. Overall Statistics:

Applications completed:	108
Applicants accepted:	53 (49.1% of applications completed)
All Transfer Students:	43 (30 enrolled (70%) and 13 (30%) who deferred enrollment due to the COVID-19 Pandemic)
Enrolled Transfer Students:	30 (56.6% of those accepted; 8 males (27% of enrolled class), 22 females (73% of enrolled class))

2. Classification for the Fall Term 2020:

Classification is derived from the number of transfer hours accepted by Berea.

	Males	Females	Total
Freshman (0 - 27.99 hours)	1	2	3
Sophomore (28 - 59.99 hours)	4	15	19
Junior (60 - 95.996 hours)	3	4	7
Senior (96 or more hours)	0	1	1
TOTAL:	8	22	30

Age (as of August 12 - first day of classes):

	Males		Females		Total	
18 - 20	2	25.0%	12	54.5%	14	46.7%
21 - 25	6	75.0%	8	36.4%	14	46.7%
26 - 30	0	0.0%	2	9.1%	2	6.7%
31 - 35	0	0.0%	0	0.0%	0	0.0%
36 +	0	0.0%	0	0.0%	0	0.0%
	8	100%	22	100%	30	100%

Transfer Semester Hours Accepted at Berea:

	Number	Percentage
0 - 28.90 hours	3	10.0%
28.91 - 30.80 hours	3	10.0%
30.81 - 33.70 hours	3	10.0%
33.70 - 41.60 hours	3	10.0%
41.61 - 47.75 hours	3	10.0%
47.76 - 56.40 hours	3	10.0%
56.41 - 59.20 hours	3	10.0%
59.21 - 63.20 hours	3	10.0%
63.21 or more hours	6	20.0%
	30	100.0%

3. Developmental Mathematics Requirements (based on actual enrollment in courses):

All Three Courses Required	5 (16.7%)
Mathematics 011 and 012 Required	10 (33.3%)
Mathematics 012 Required	1 (3.3%)
TOTAL Required	16 (53.3%)

4. Emerging Scholars Program (ESP) Participants:

ESP Participants: 9 (30%)

5. American College Test (ACT) or Equivalent (SAT converted to ACT) - for those who transferred few High school graduation:

NOTE: Test scores not required from those who transfer 24 or more hours.

Composite Score	Males	Females
27 - 36		
25 - 26	Only one student transferred less than 24 hours; in order to protect privacy, the ACT Composite score will not be posted.	
22 - 24		
19 - 21		
Below 19		
Total # tested	0	0

NOTE: SAT scores were converted to ACT Equivalent for 2 of the 6 transfer students who transferred fewer than 24 semester hours.

In 2019	9	30.0%
In 2018	4	13.3%
Between 2003 - 2017	16	53.3%
Prior to 2003	0	0.0%
International	1	3.3%
TOTAL:	30	100.0%
Of the 30,		
Homeschool	1	3.3%
GED	0	0.0%
Homeschool/GED	0	0.0%

6. Transfer GPA (at most recent transfer institution)

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	1	12.5%	10	45.5%	11	36.7%
3.50 - 3.74	1	12.5%	7	31.8%	8	26.7%
3.25 - 3.49	2	25.0%	0	0.0%	2	6.7%
3.00 - 3.24	4	50.0%	4	18.2%	8	26.7%
2.75 - 2.99	0	0.0%	0	0.0%	0	0.0%
2.50 - 2.74	0	0.0%	0	0.0%	0	0.0%
2.25 - 2.49	0	0.0%	0	0.0%	0	0.0%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
0.00 - 1.49	0	0.0%	0	0.0%	0	0.0%
No GPA	0	0.0%	1	4.5%	1	3.3%
Total	8	100.0%	22	100.0%	30	100.0%

Mean GPA Scores:

Males 3.29
 Females 3.66
 Combined 3.56

75th Percentile . . . 3.87
 25th Percentile . . . 3.23

Berea College 2020 Enrolled Transfer Students' Class Profile, page 2

7. **Territory Distribution** (as established at point of application to Berea College):

16 (53.3%) - In-Territory (U.S. citizens, permanent residents and/or refugees originating from within Berea's 361-county territory)
13 (43.3%) - Out-of-Territory (U.S. citizens, permanent residents and/or refugees originating from outside Berea's territory)
1 (3.3%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

8. **Geographical Distribution:**

15 States & 1 U.S. Territory	Georgia	1	Pennsylvania	2
	Illinois	1	Puerto Rico	1
	Kentucky	8	South Carolina	1
	Massachusetts	1	Tennessee	2
	Michigan	1	Texas	1
	New York	1	Vermont	1
	North Carolina	1	Virginia	2
	Ohio	4	West Virginia	1
			Total	29

1 Country	
Burundi	1

*There are 7 (24.1%) students from Appalachian counties designated as At-Risk (3) and Distressed (4) (out of 29 Domestic students).

9. **Ethnic and Racial Breakdown** (as requested and reported to the federal government through IPEDS)

<i>Ethnicity Breakdown for All Students (N = 30)</i>		
Hispanic or Latino or Spanish Origin	4	13.3%
Not Hispanic or Latino or Spanish Origin	25	83.3%
Chose not to respond (N = 0) and International Students (N = 1)	1	3.3%
<i>Racial Breakdown</i>		
F-1 International (racial breakdown not collected)	1	3.3%
Chose not to respond (race unknown)	1	3.3%
American Indian or Alaska Native	1	3.3%
Asian	2	6.7%
Black or African American	5	16.7%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	18	60.0%
Two or more races indicated	2	6.7%
Asian and Black/African American	(1)	
Black/African American and White	(1)	
TOTAL	30	100.0%

NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 7 (23.3%).

10. **Financial Eligibility:**

<i>Dependent Students (N = 21)</i>		
Parental contribution that met financial guidelines (includes 1 tuition-exchange and no faculty/staff dependents):	20	66.7%
Parental contribution that exceeded Berea's limit		
Tuition-Exchange students:	1	3.3%
Faculty/staff dependents:	0	0.0%
Special circumstances*:	0	0.0%
<i>Independent Students (N = 8)</i>		
Student contribution that met financial guidelines (includes no faculty/staff dependents or tuition-exchange):	8	26.7%
Student contribution that exceeded Berea's limit		
Faculty/staff dependents:	0	0.0%
Special circumstances*:	0	0.0%
<i>International Students (N = 1) (All meet financial guidelines)</i>	1	3.3%
TOTAL	30	100.0%

*Special circumstances include cases such as one-time disbursement of income, extraordinary medical expenses, change in job situation, etc.

Expected Family Contribution (EFC):			
Domestic Students who have an EFC of \$0	14/29 (48.3%)	Mean EFC: \$2,117	Median EFC: \$110
International Students who have an EFC of \$0	1/1(100%)		

Pell Grant Recipients:
93% of Domestic Transfer Students received a Pell Grant
<i>F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included; they are not eligible to receive Pell Grants.</i>

Berea College 2020 Enrolled Transfer Students' Class Profile, page 3

11. First-Generation Status (Neither parent/guardian has completed a college degree)*:

Neither parent/guardian has completed a college degree 14 (53.8%)

**Based on information gathered from the Admissions Application, FAFSA, and the Entering Student Survey. Information was known for 26 (86.7%) transfer students.*

12. Most Recent Transfer Institution:

Kentucky Community and Technical College System Institutions (N = 8/30 or 26.7%):			
Ashland Community and Technical College	0	Jefferson Community and Technical College	3
Big Sandy Community and Technical College	0	Madisonville Community College	0
Bluegrass Community and Technical College	3	Maysville Community and Technical College	1
Elizabethtown Community and Technical College	0	Owensboro Community and Technical College	0
Gateway Community and Technical College	0	Somerset Community College	0
Hazard Community and Technical College	0	Southcentral Kentucky Community/Technical College	0
Henderson Community College	0	Southeast Community and Technical College	1
Hopkinsville Community College	0	West Kentucky Community and Technical College	0

Other Kentucky Institutions (N = 0/30 or 0%)

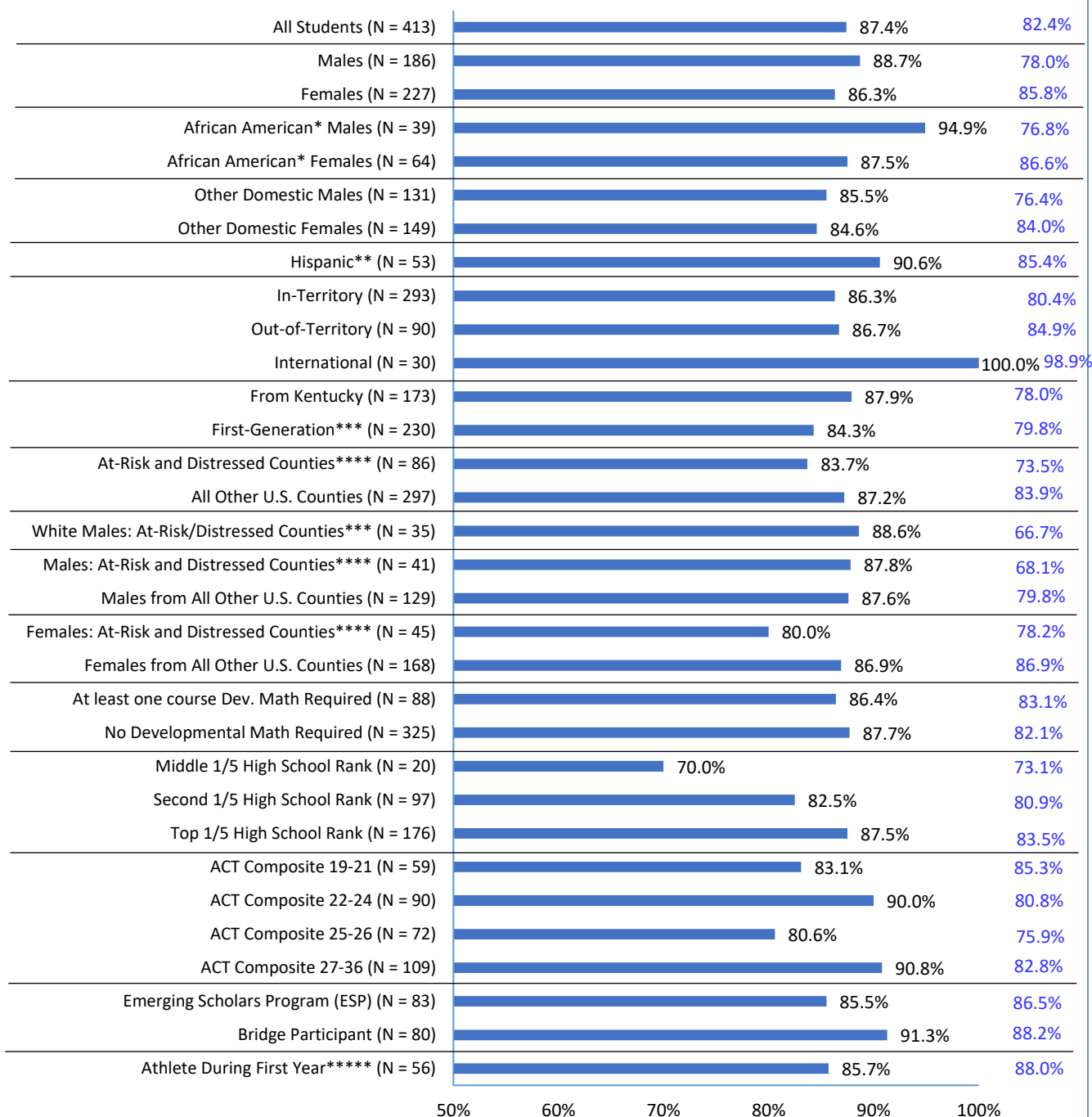
Other Transfer Institutions by State/U.S. Territory (N = 22/30 or 73.3%):

Georgia (N = 1) Georgia State University	Pennsylvania (N = 2) Greenville Technical College
Illinois (N = 1) Oakton Community College	University of Pittsburgh
Kansas (N = 2) Barton Community College	South Carolina (N = 1) Trident Technical College
Coffeyville Community College	Tennessee (N = 2) Pellissippi State Community College
Maine (N = 1) Bunker Hill Community College	Roane State Community College
Michigan (N = 1) Muskegon Community College	Vermont (N = 1) Marlboro College
Minnesota (N = 1) Inver hills Community College	Wisconsin (N = 1) University of Wisconsin Oshkosh
North Carolina (N = 1) Tri-County Community College	West Virginia (N = 1) Southern West Virginia Community and Technical College
New York (N = 2) Borough Manhattan Community College	
State University of New York at New Paltz	
Ohio (N = 4) Shawnee State University	
Sinclair Community College	
University of Cincinnati	
University of Rio Grande	

Retention

Retention Highlights

First-to-Second Year Retention for Fall 2019 First-Year Students (Prior Three-Year Average - 2016, 2017, and 2018 First-Year Students)



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

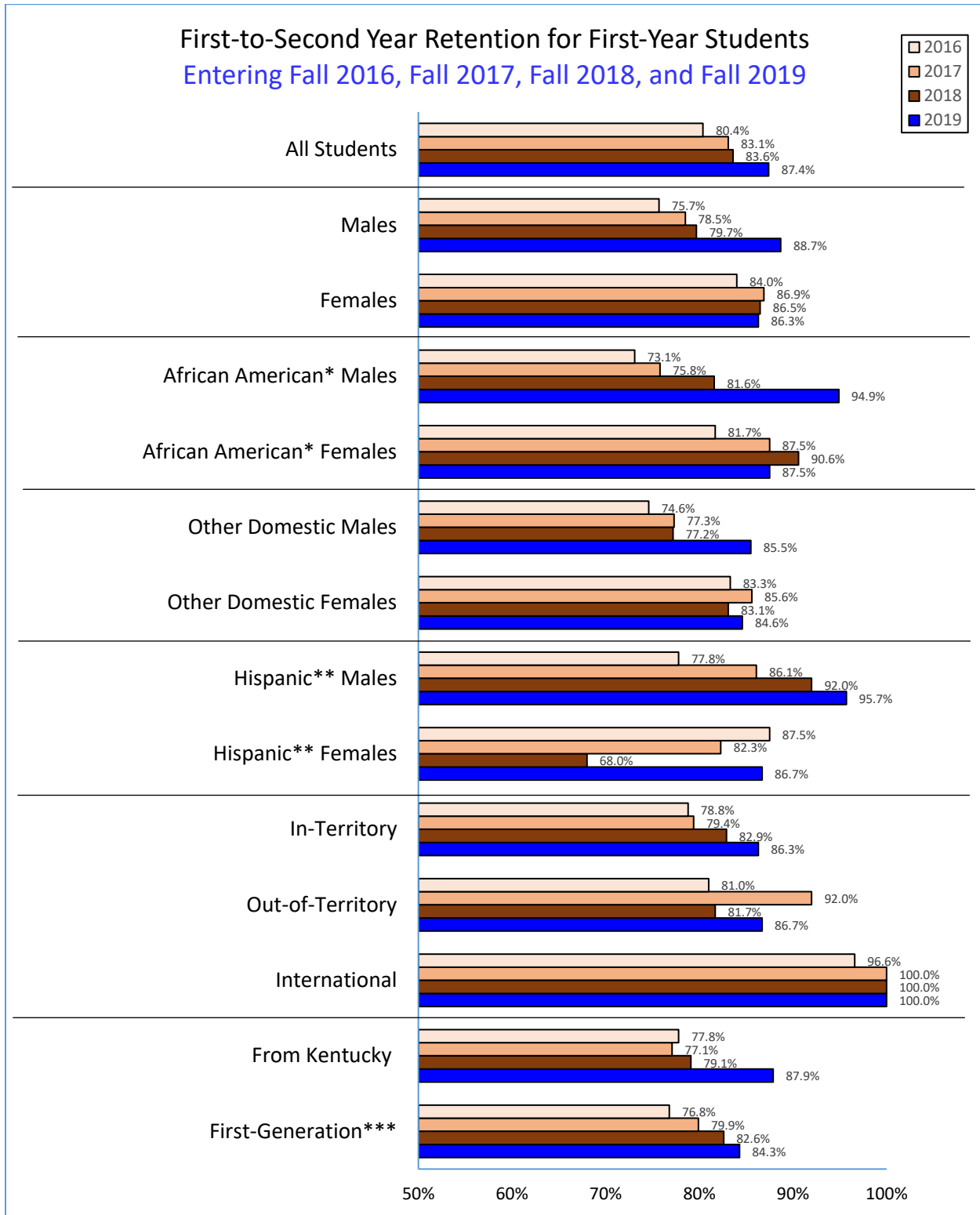
**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

***First Generation is defined as, "neither parent/guardian has completed a college degree."

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

*****Because of the COVID-19 Pandemic, baseball and track and field were cancelled in the Spring. Those student-athletes are not in the total.

Four-Year Retention Trends, Page 1 of 2

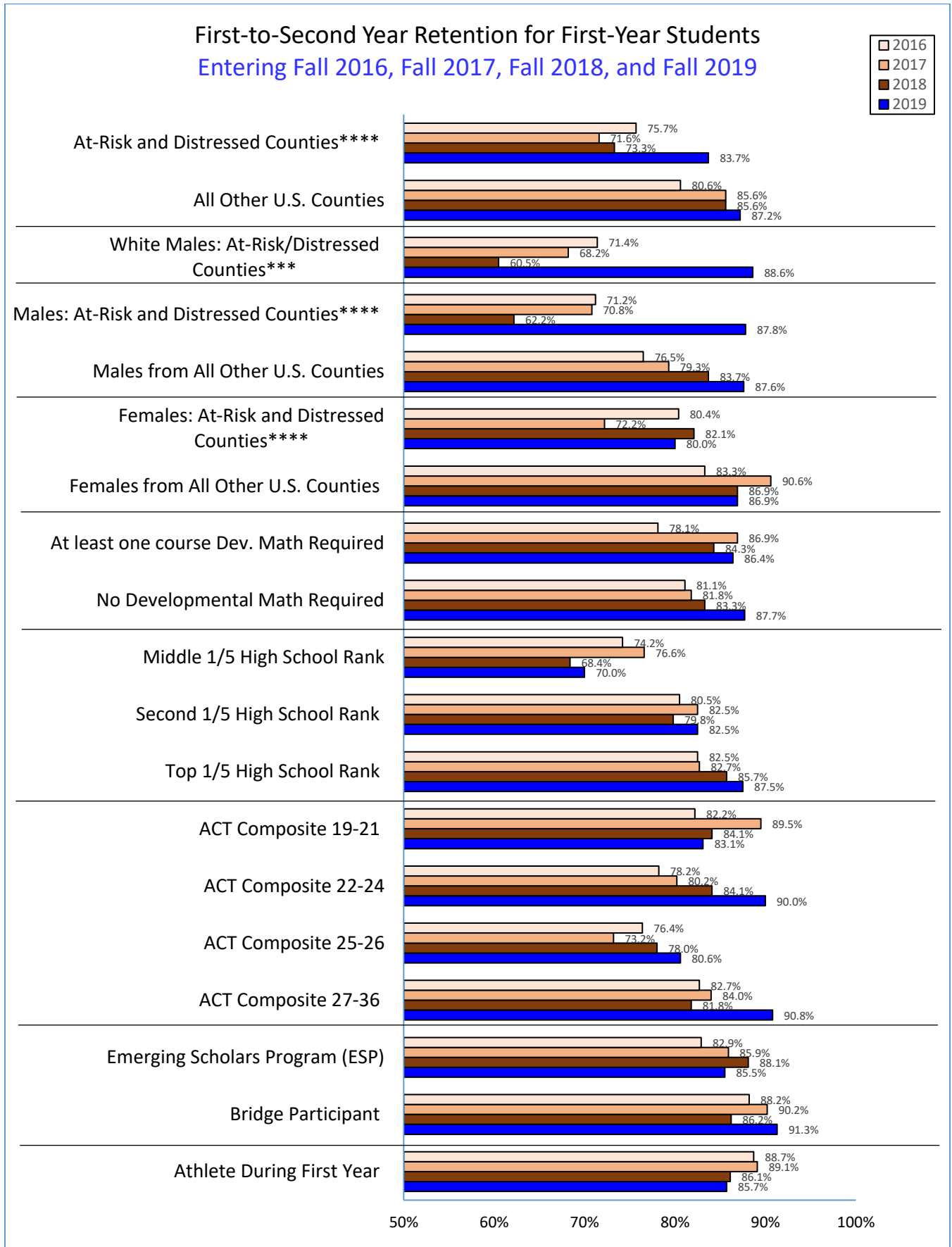


*Students who identified themselves as "Black or African American" alone or in combination with another race.

**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

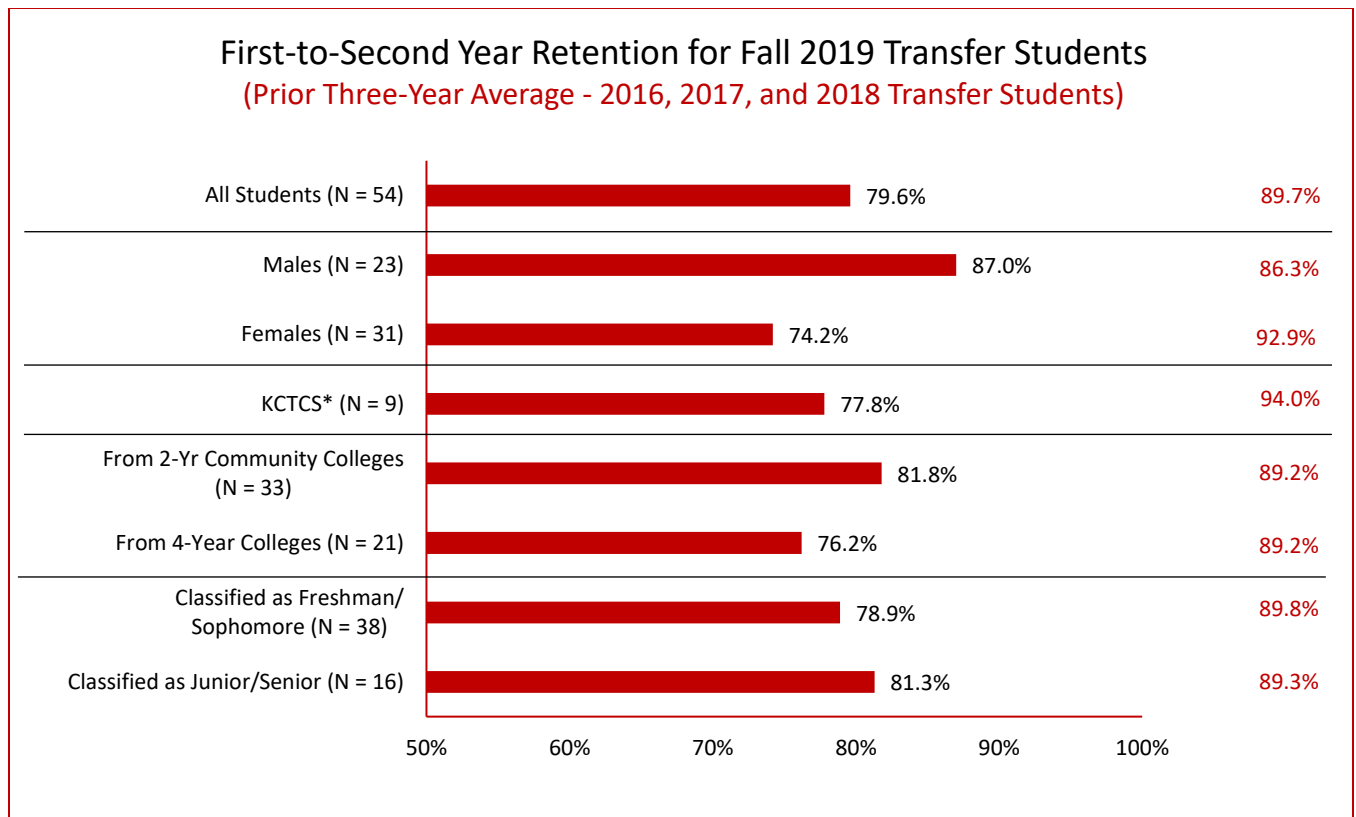
***First Generation is defined as, "neither parent/guardian has completed a college degree."

Four-Year Retention Trends, Page 2 of 2



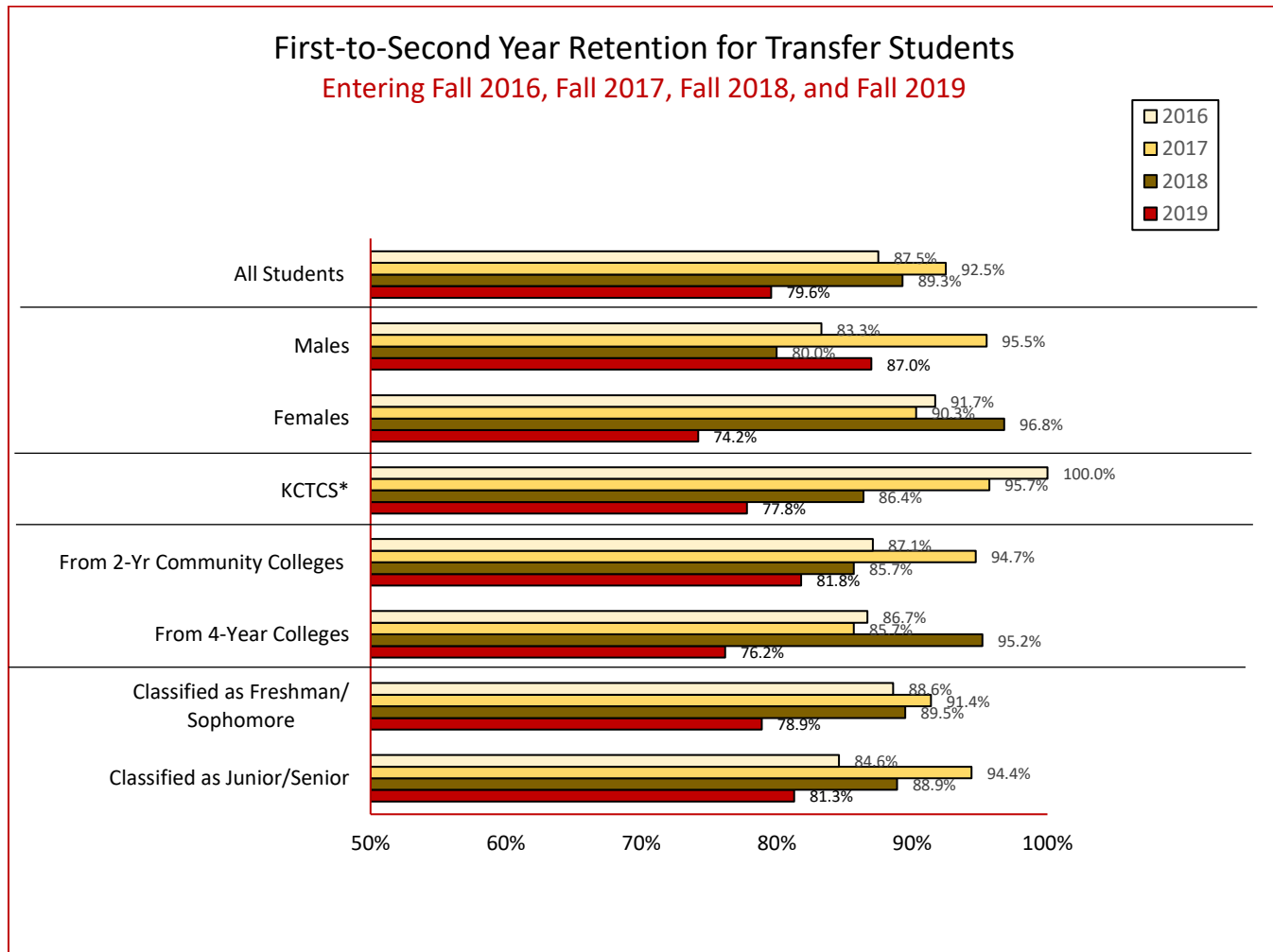
****These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

Retention Highlights – Transfer Students



*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

Four-Year Retention Trends



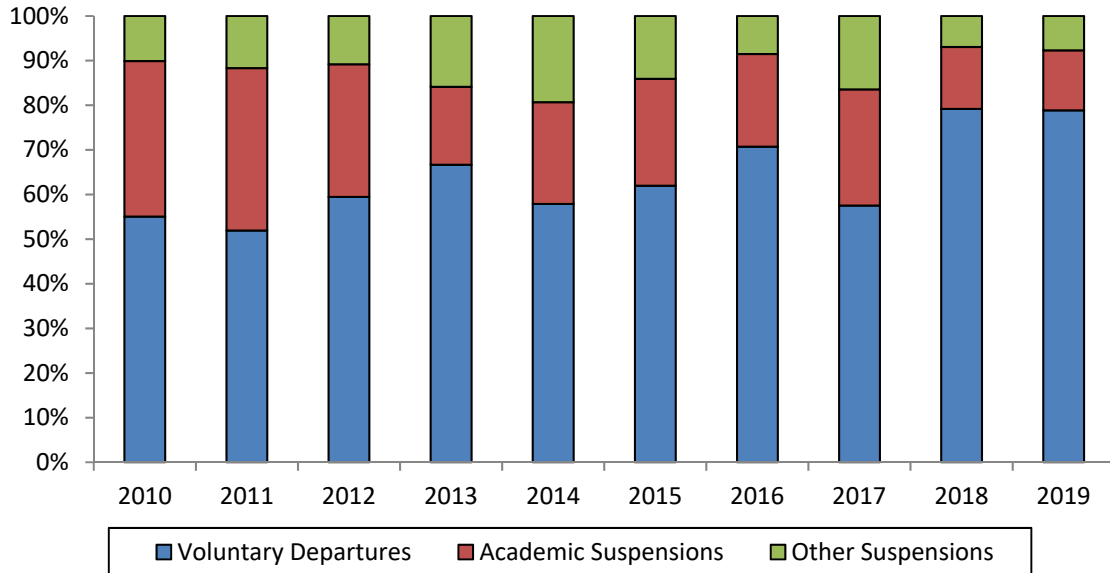
*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2010 - 2019

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
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
2019	413	87.4	52	7	4	41

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

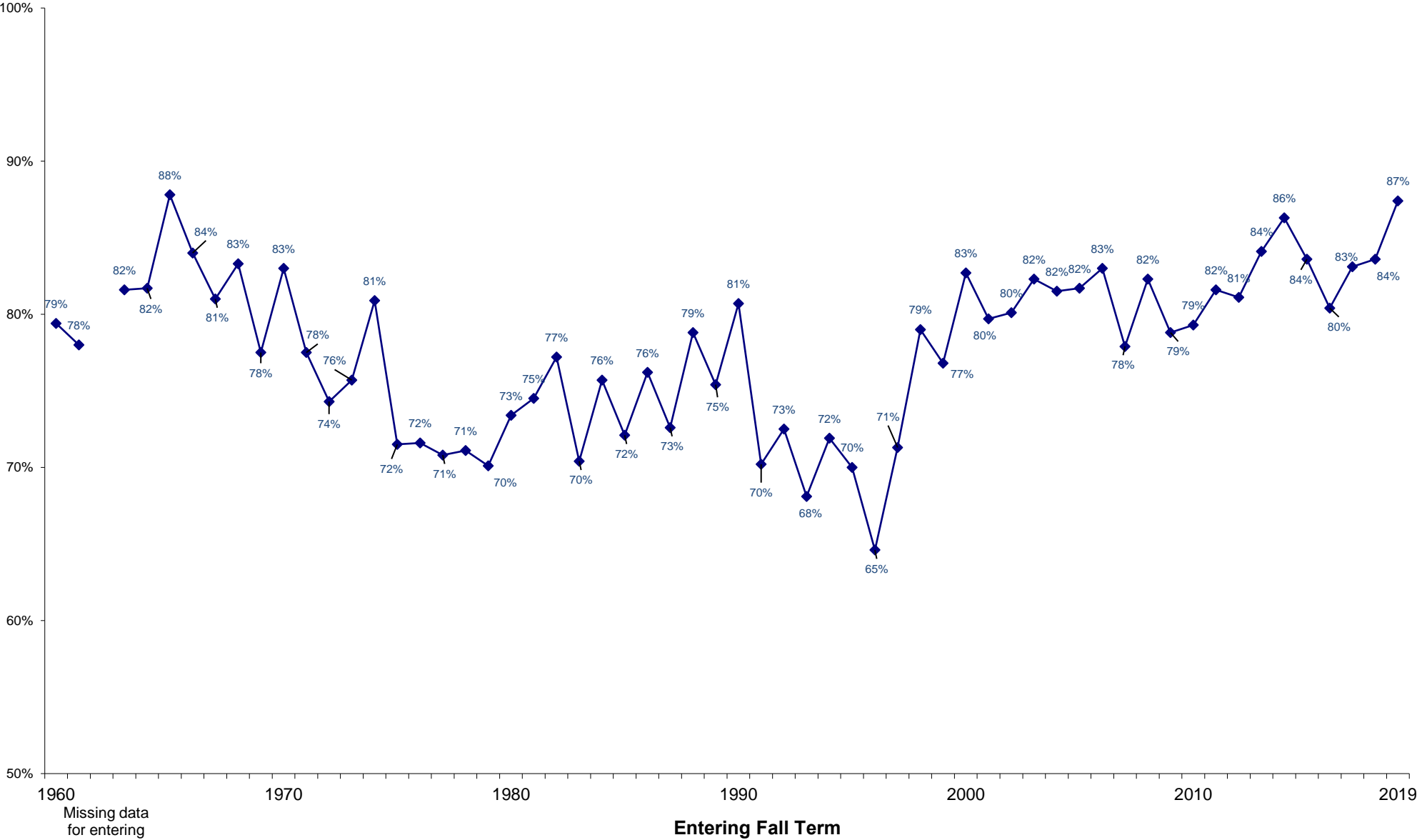


*Denotes cohort number that has been adjusted due to the death of a student

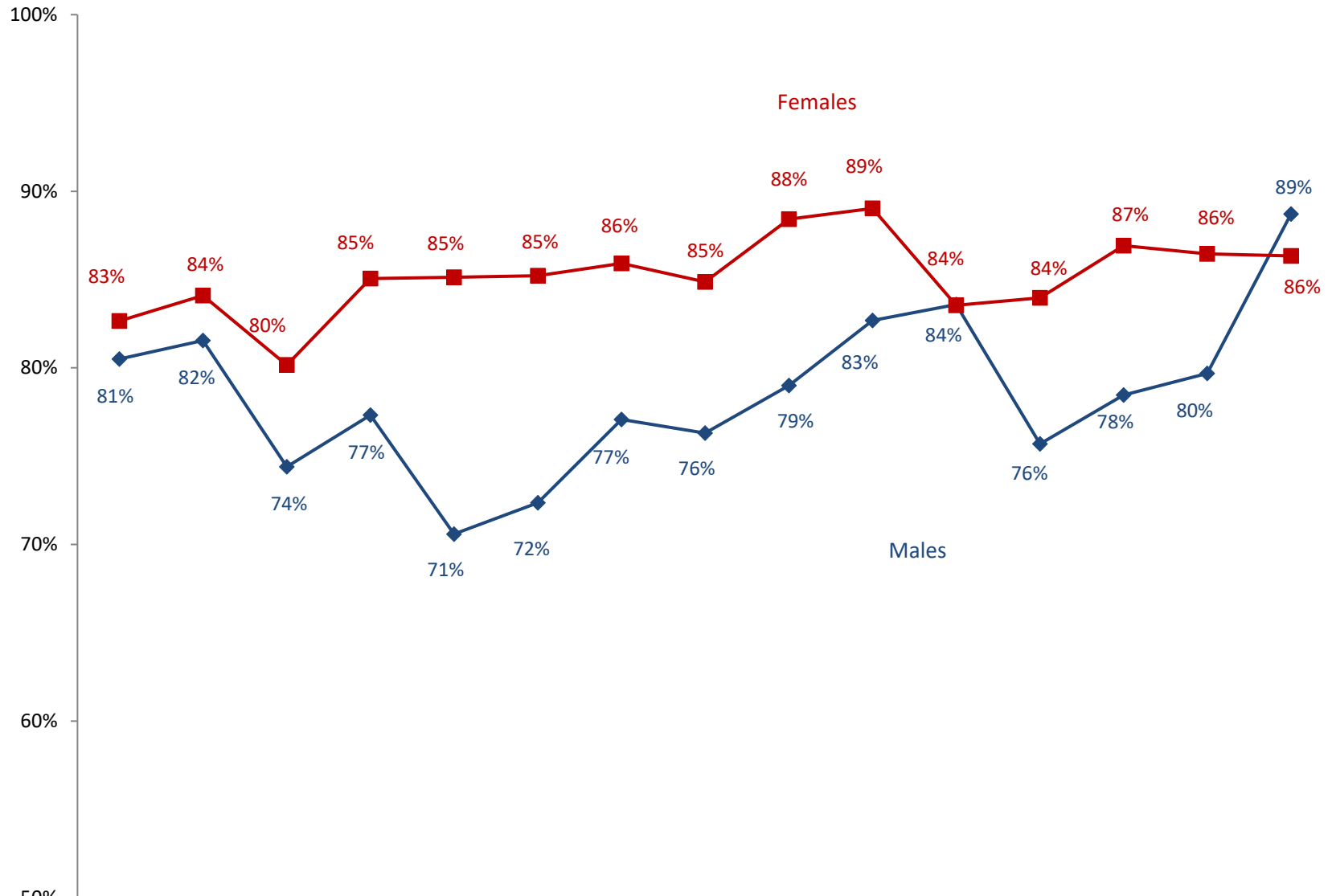
**Includes expulsion, disciplinary, labor, convocation, and administrative dismissals.

Source: Office of Institutional Research and Assessment, September 2020

FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS

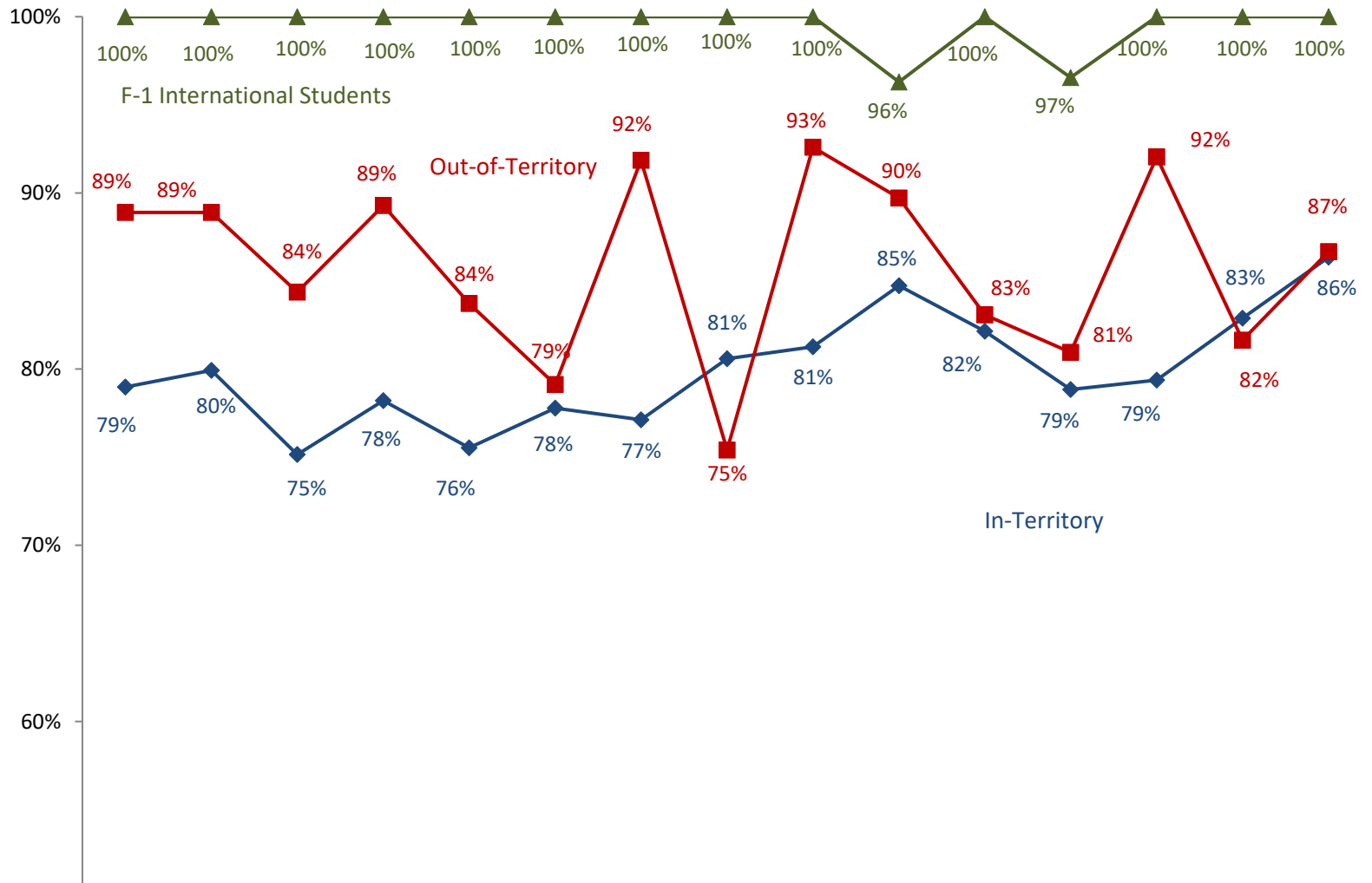


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY SEX



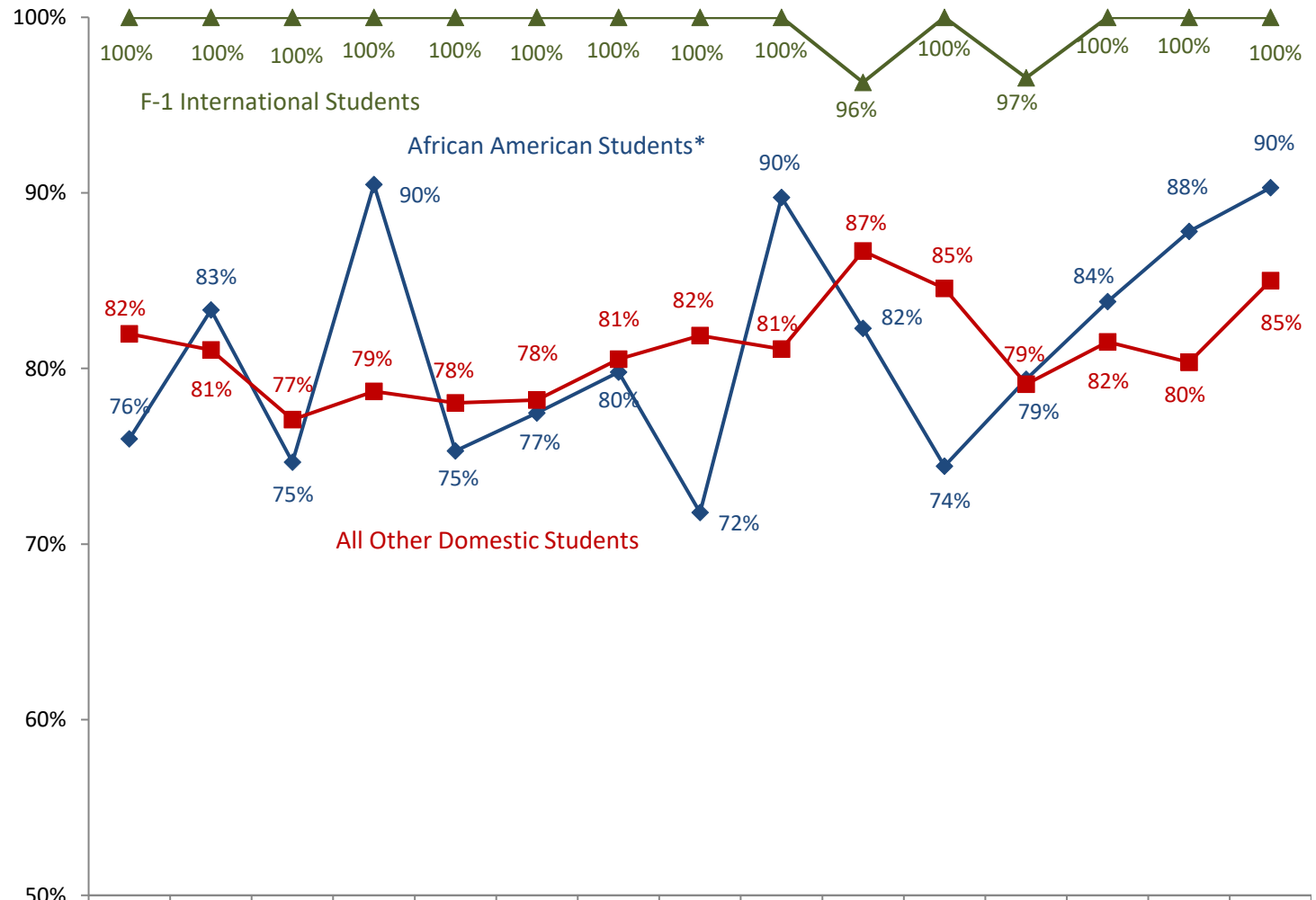
Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Males N =	159	168	168	172	170	199	205	173	181	179	195	181	195	187	186
Females N =	219	220	252	241	222	230	213	218	216	237	237	237	237	251	227
◆ Males	80.5%	81.5%	74.4%	77.3%	70.6%	72.4%	77.1%	76.3%	79.0%	82.7%	83.6%	75.7%	78.5%	79.7%	88.7%
■ Females	82.6%	84.1%	80.2%	85.1%	85.1%	85.2%	85.9%	84.9%	88.4%	89.0%	83.5%	84.0%	86.9%	86.5%	86.3%

FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY TERRITORY



Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
In-Territory N =	295	294	334	303	282	315	306	304	315	321	336	326	320	304	293
Out-of-Territory N =	63	63	64	84	86	91	86	61	54	68	65	63	88	109	90
F-1 International N =	20	31	22	26	24	23	26	26	28	27	31	29	24	25	30
◆ In-Territory	79.0%	79.9%	75.1%	78.2%	75.5%	77.8%	77.1%	80.6%	81.3%	84.7%	82.1%	78.8%	79.4%	82.9%	86.3%
■ Out-of-Territory	88.9%	88.9%	84.4%	89.3%	83.7%	79.1%	91.9%	75.4%	92.6%	89.7%	83.1%	81.0%	92.0%	81.7%	86.7%
▲ F-1 International	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%	100.0%

FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY COHORT TYPE

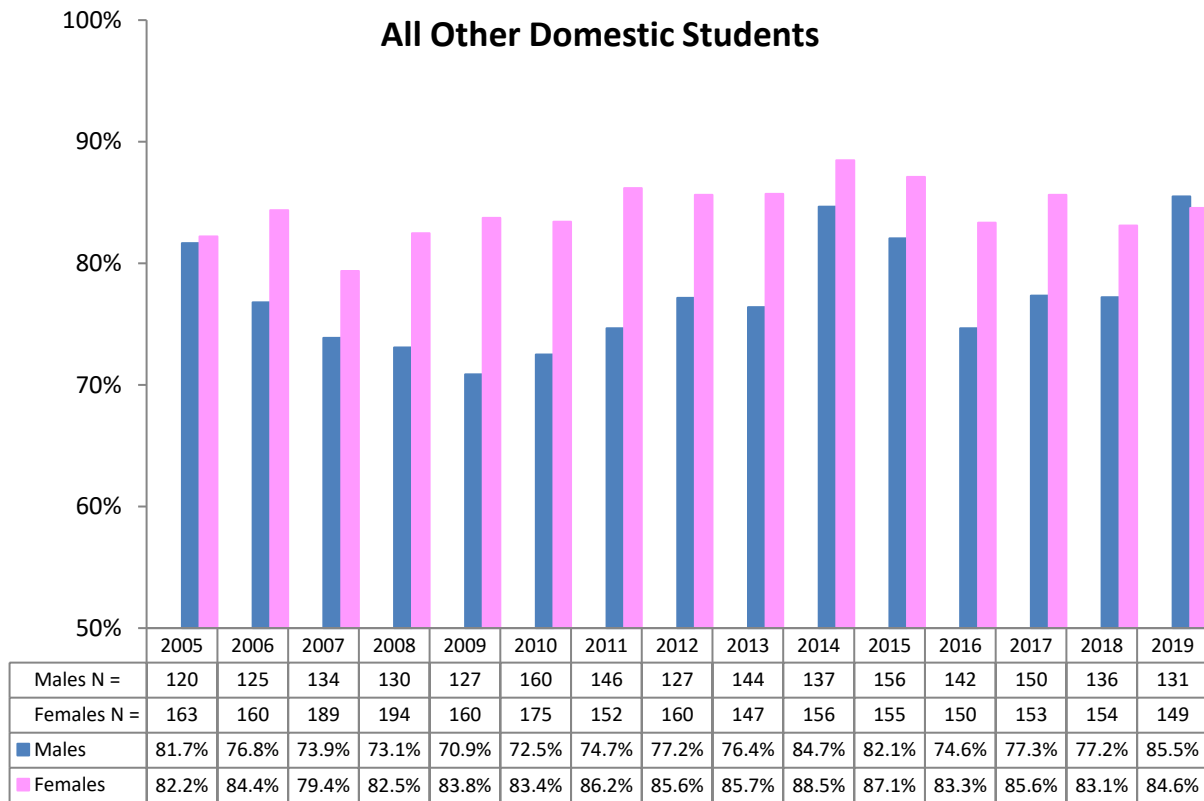
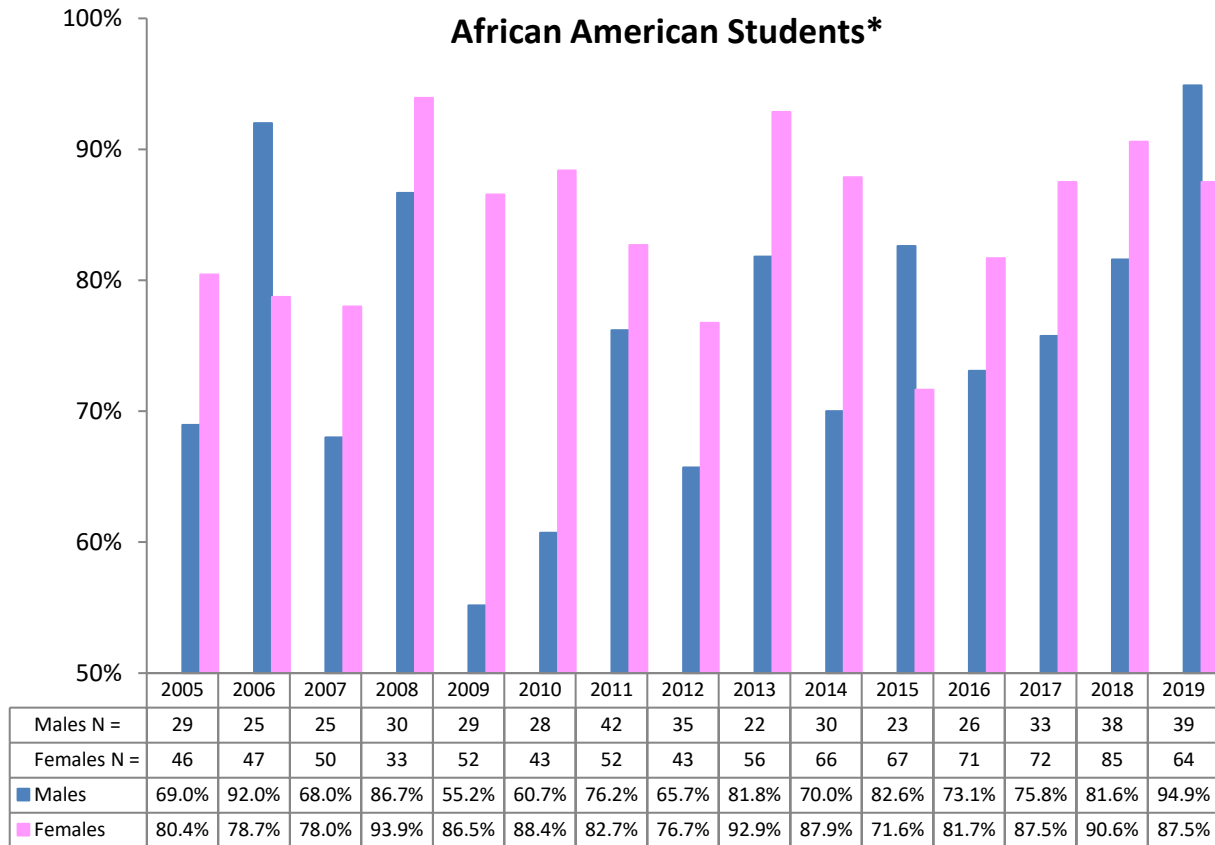


Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
African American Students* N =	75	72	75	63	81	71	94	78	78	96	90	97	105	123	103
All Other Domestic Students N =	283	285	323	324	287	335	298	287	291	293	311	292	303	290	280
F-1 International Students N =	20	31	22	26	24	23	26	26	28	27	31	29	24	25	30
◆ African American Students*	76.0%	83.3%	74.7%	90.5%	75.3%	77.5%	79.8%	71.8%	89.7%	82.3%	74.4%	79.4%	83.8%	87.8%	90.3%
■ All Other Domestic Students	82.0%	81.1%	77.1%	78.7%	78.0%	78.2%	80.5%	81.9%	81.1%	86.7%	84.6%	79.1%	81.5%	80.3%	85.0%
▲ F-1 International Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%	100.0%

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

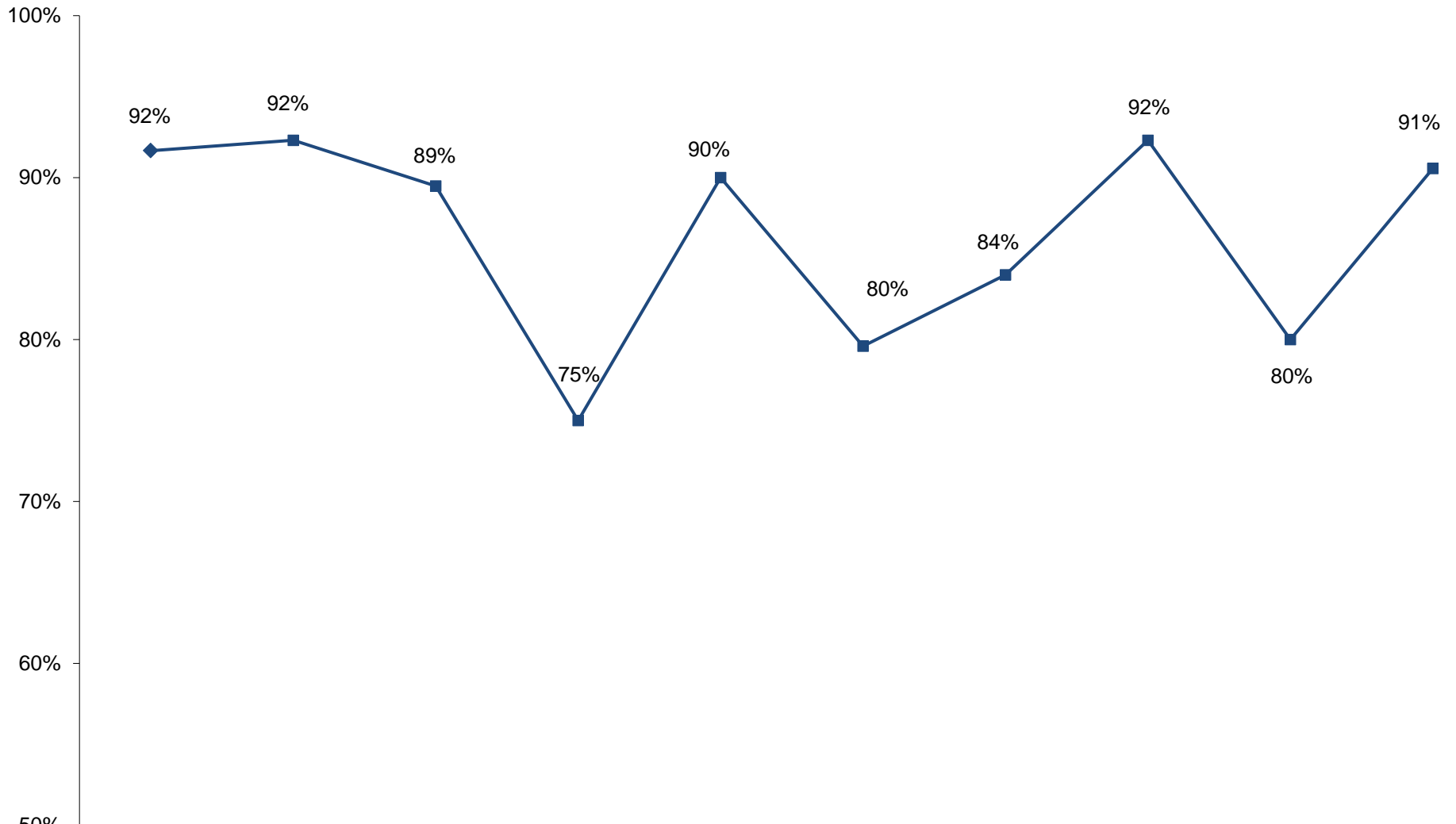
Source: Office of Institutional Research and Assessment, September 2020

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY COHORT TYPE BY SEX**



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

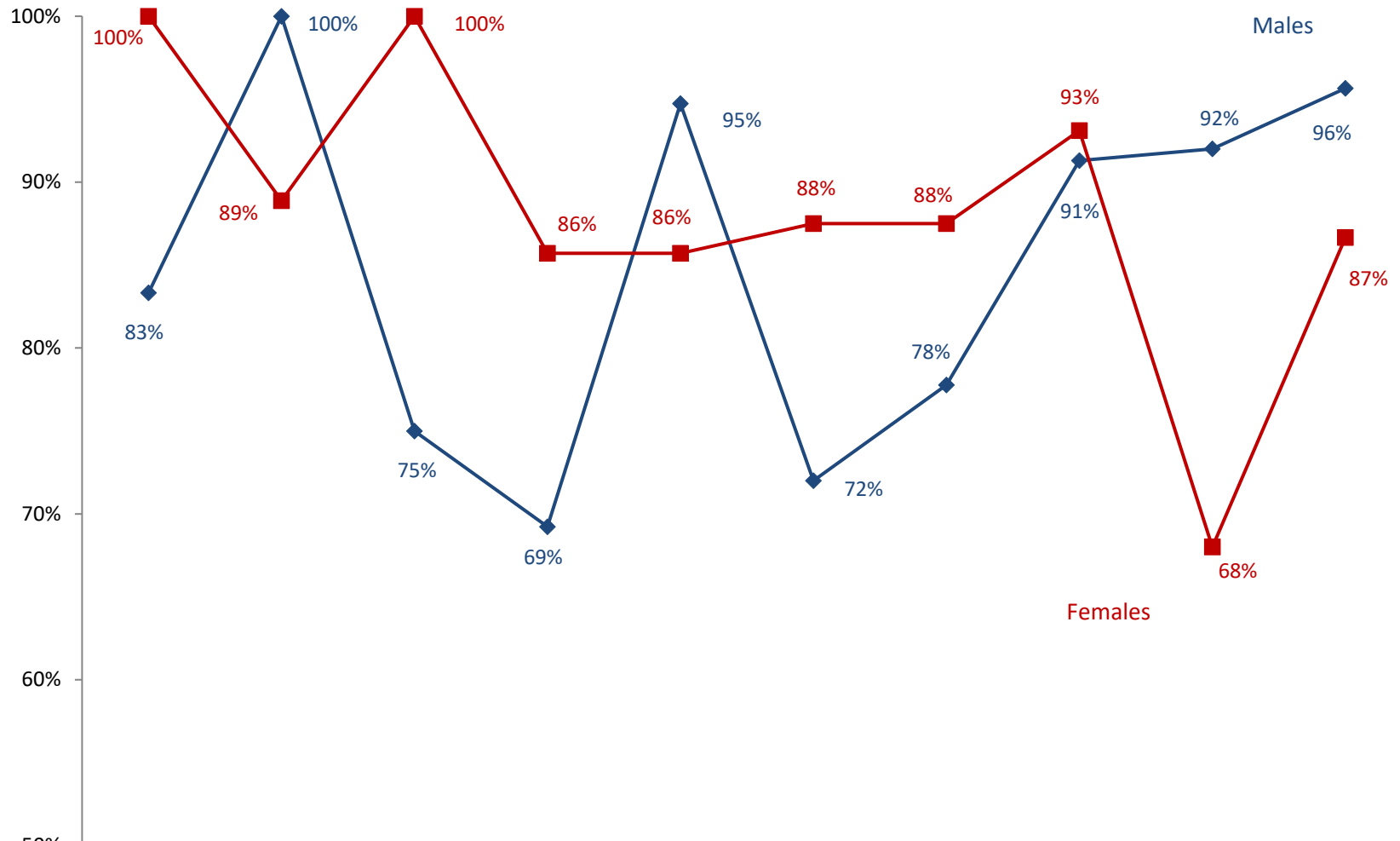
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **HISPANIC*** STUDENTS



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N =	12	13	19	20	40	49	50	52	50	53
■ Hispanic*	91.7%	92.3%	89.5%	75.0%	90.0%	79.6%	84.0%	92.3%	80.0%	90.6%

*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR HISPANIC* STUDENTS BY SEX

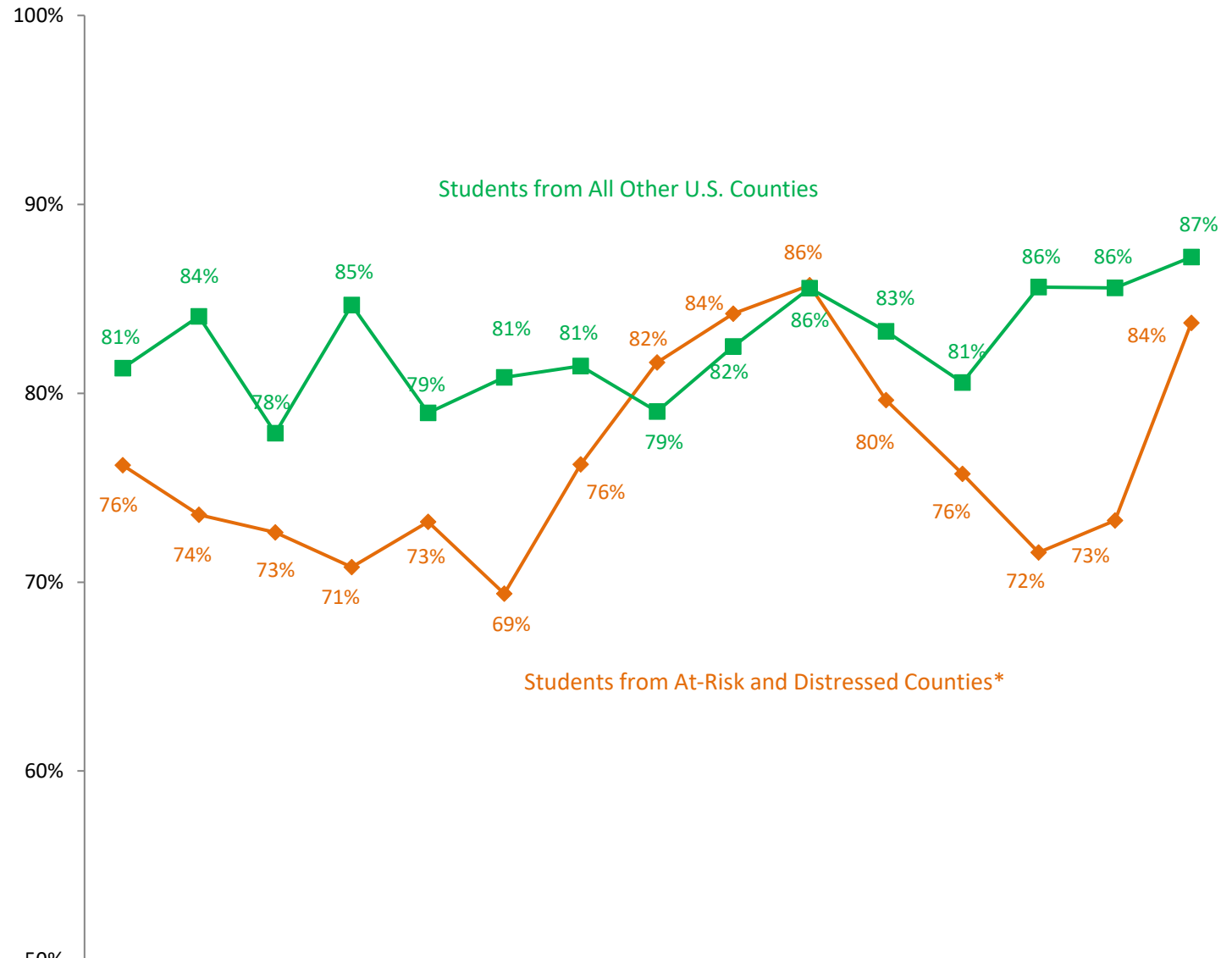


Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Males N =	6	4	8	13	19	25	18	23	25	23
Females N =	6	9	11	7	21	24	32	29	25	30
◆ Males	83.3%	100.0%	75.0%	69.2%	94.7%	72.0%	77.8%	91.3%	92.0%	95.7%
■ Females	100.0%	88.9%	100.0%	85.7%	85.7%	87.5%	87.5%	93.1%	68.0%	86.7%

*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR STUDENTS FROM AT-RISK* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

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

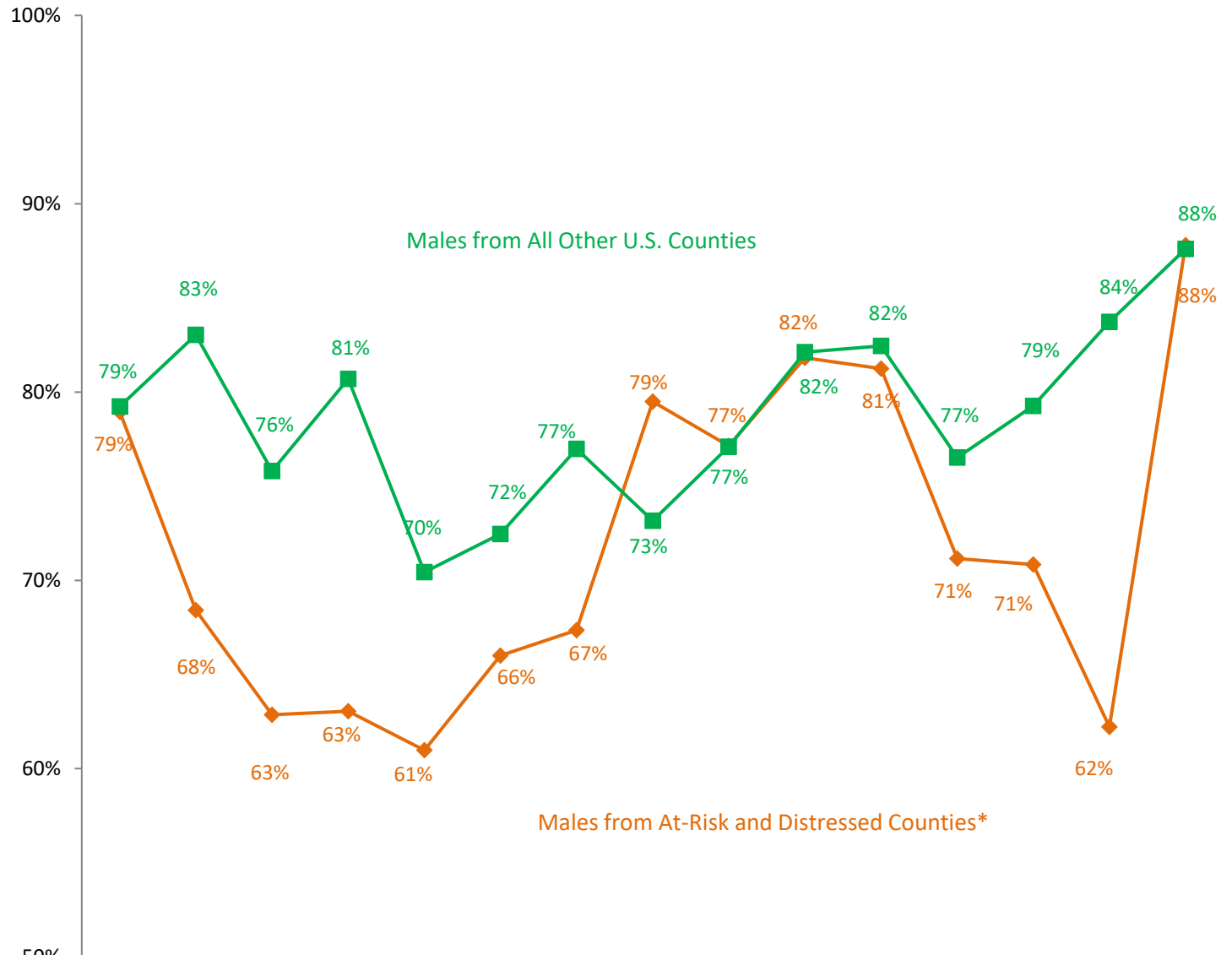


Entering Fall Term

Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
At-Risk and Distressed Counties* N =	42	87	95	113	97	98	101	98	95	98	108	103	102	101	86
All Other U.S. Counties N =	316	270	303	274	271	308	291	267	274	291	293	283	306	312	297
At-Risk and Distressed Counties*	76.2%	73.6%	72.6%	70.8%	73.2%	69.4%	76.2%	81.6%	84.2%	85.7%	79.6%	75.7%	71.6%	73.3%	83.7%
All Other U.S. Counties	81.3%	84.1%	77.9%	84.7%	79.0%	80.8%	81.4%	79.0%	82.5%	85.6%	83.3%	80.6%	85.6%	85.6%	87.2%

FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR MALES FROM AT-RISK* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

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

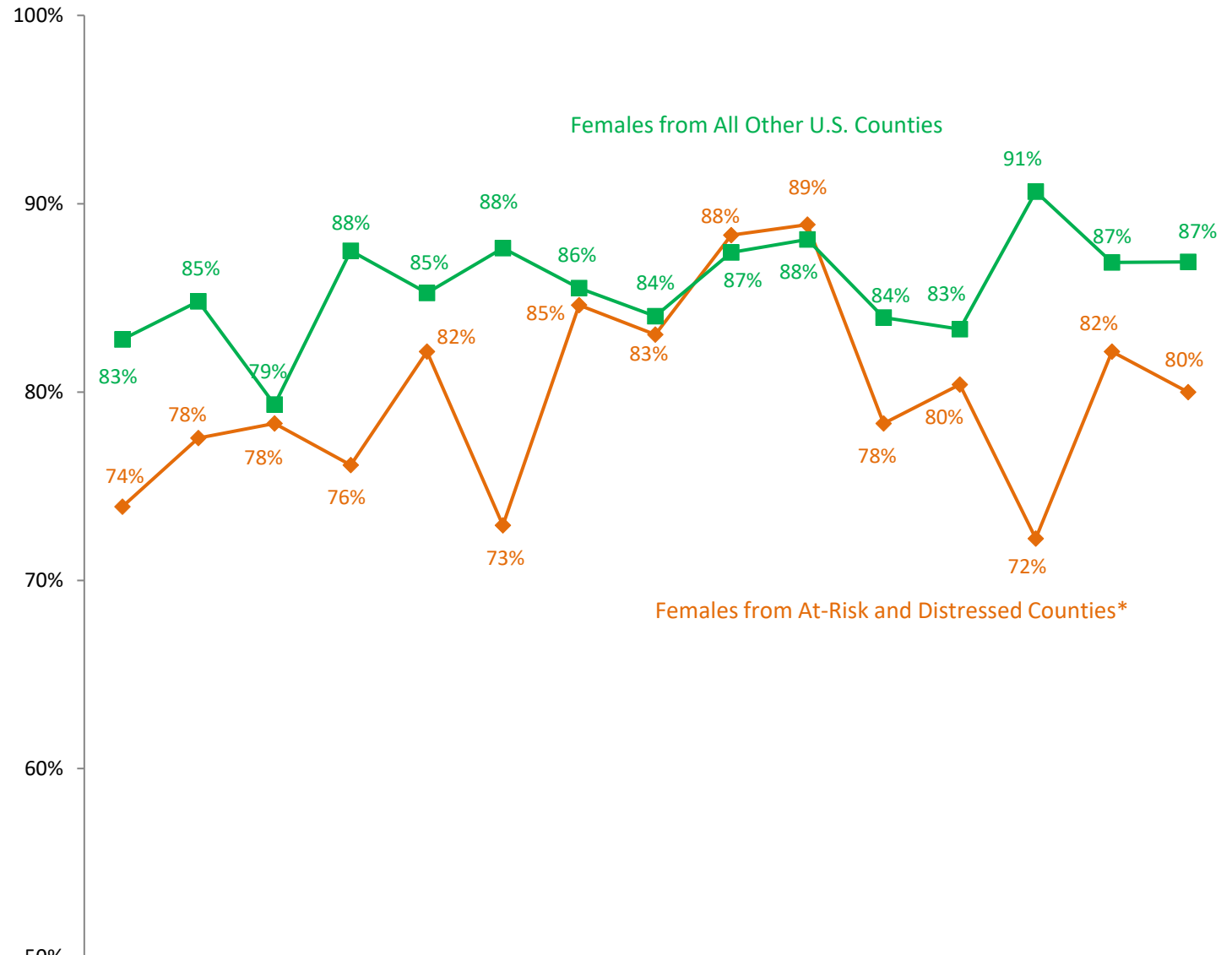


Entering Fall Term

Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
At-Risk and Distressed Counties* N =	19	38	35	46	41	50	49	39	35	44	48	52	48	45	41
All Other U.S. Counties N =	130	112	124	114	115	138	139	123	131	123	131	115	135	129	129
At-Risk and Distressed Counties*	78.9%	68.4%	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%	87.8%
All Other U.S. Counties	79.2%	83.0%	75.8%	80.7%	70.4%	72.5%	77.0%	73.2%	77.1%	82.1%	82.4%	76.5%	79.3%	83.7%	87.6%

FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR FEMALES FROM AT-RISK* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

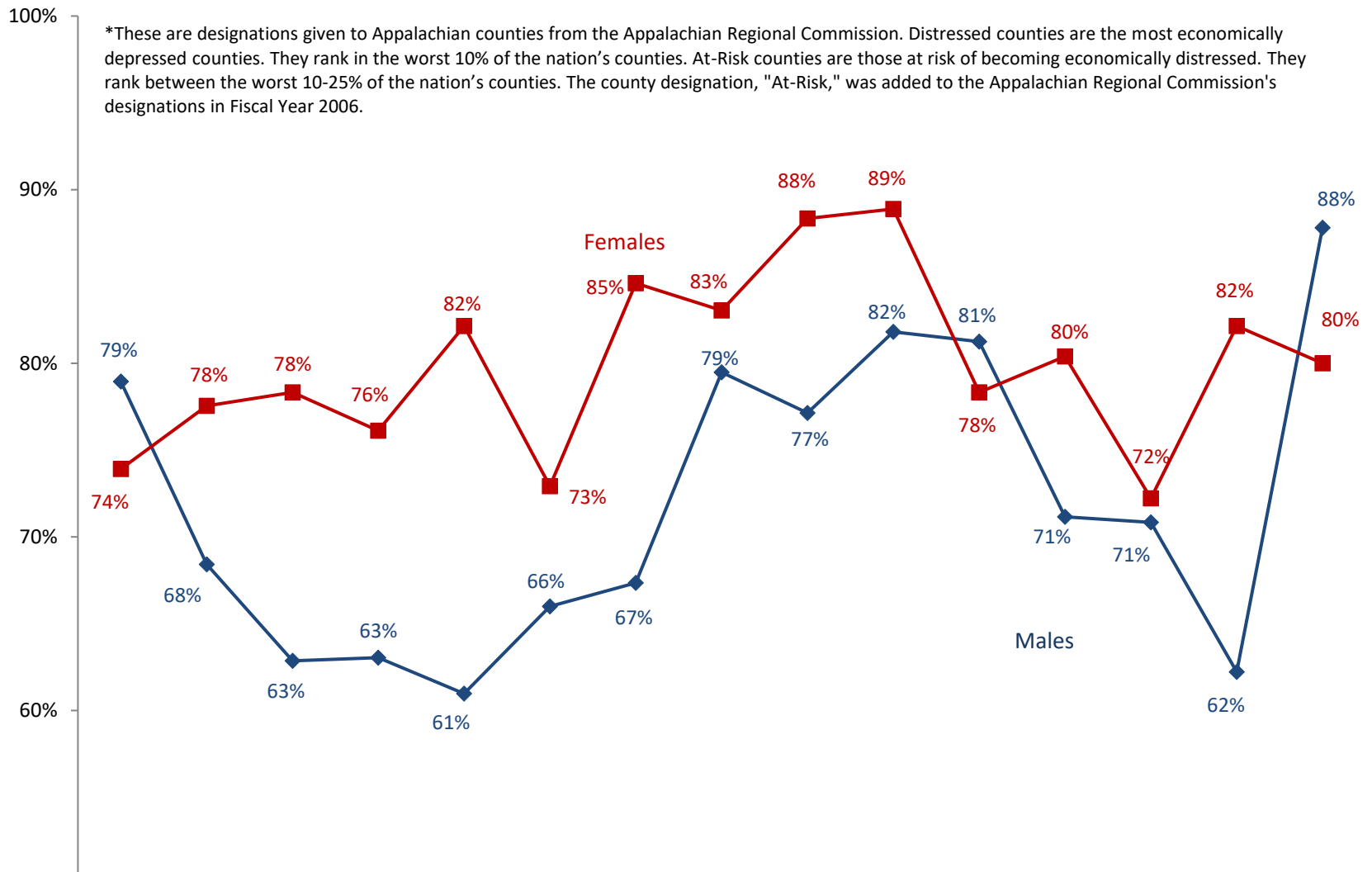
*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between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



Entering Fall Term

Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
At-Risk and Distressed Counties* N =	23	49	60	67	56	48	52	59	60	54	60	51	54	56	45
All Other U.S. Counties N =	186	158	179	160	156	170	152	144	143	168	162	168	171	183	168
At-Risk and Distressed* Counties	73.9%	77.6%	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%	80.0%
All Other U.S. Counties	82.8%	84.8%	79.3%	87.5%	85.3%	87.6%	85.5%	84.0%	87.4%	88.1%	84.0%	83.3%	90.6%	86.9%	86.9%

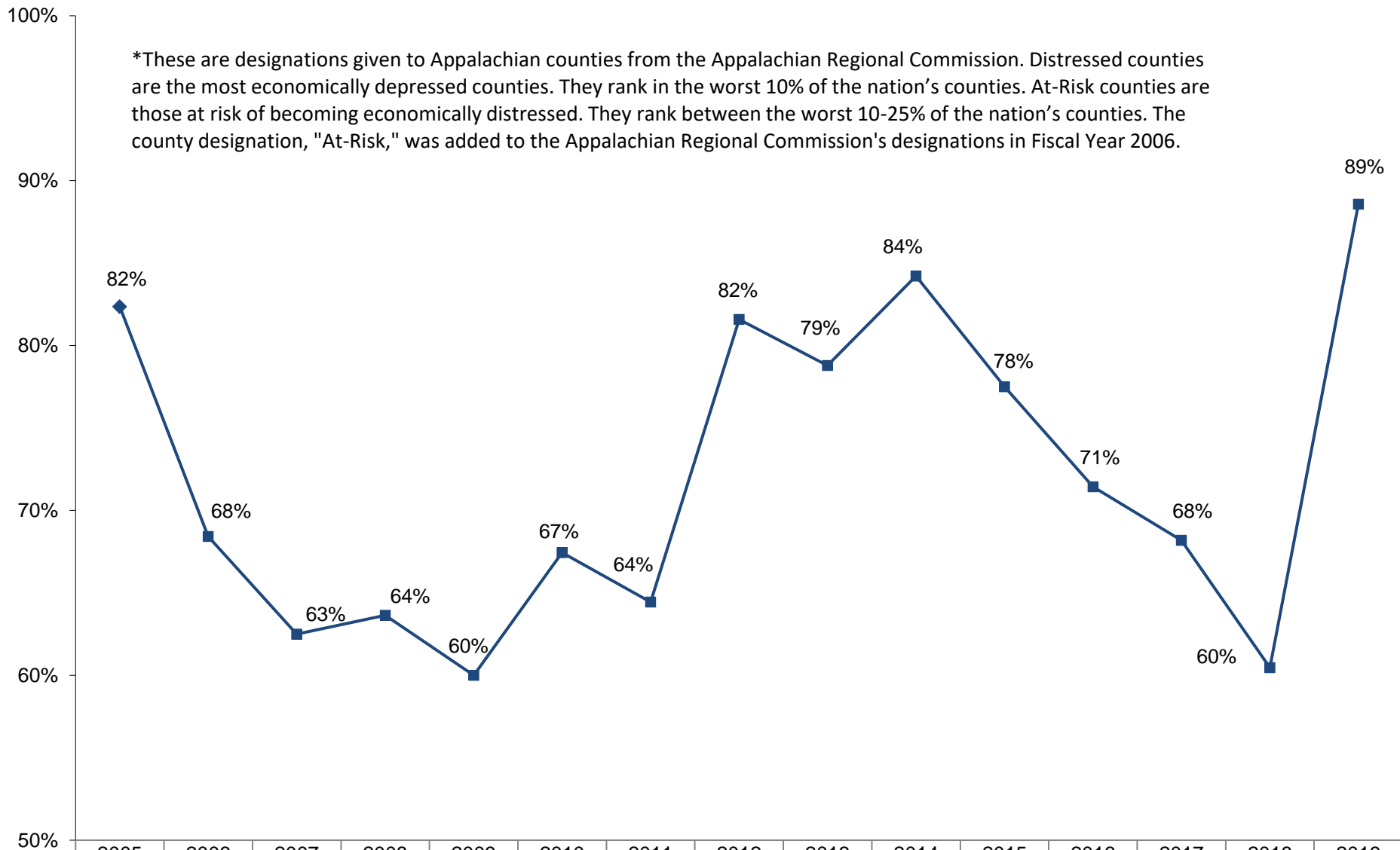
FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR STUDENTS FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES* BY SEX



Entering Fall Term	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Males N =	19	38	35	46	41	50	49	39	35	44	48	52	48	45	41
Females N =	23	49	60	67	56	48	52	59	60	54	60	51	54	56	45
◆ Males	78.9%	68.4%	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%	87.8%
■ Females	73.9%	77.6%	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%	80.0%

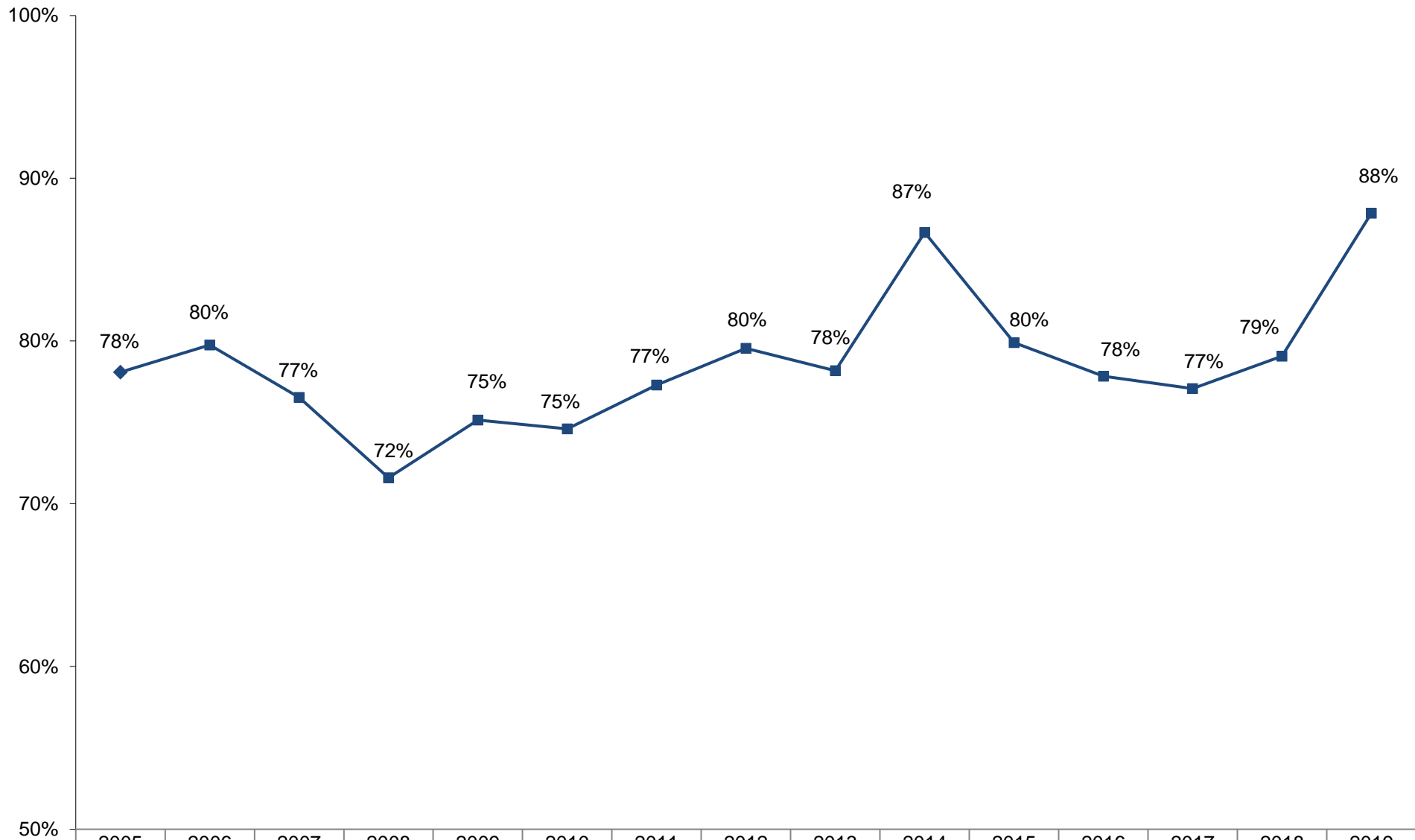
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES*

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



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N =	17	38	32	44	40	43	45	38	33	38	40	49	44	43	35
■ White Males	82.4%	68.4%	62.5%	63.6%	60.0%	67.4%	64.4%	81.6%	78.8%	84.2%	77.5%	71.4%	68.2%	60.5%	88.6%

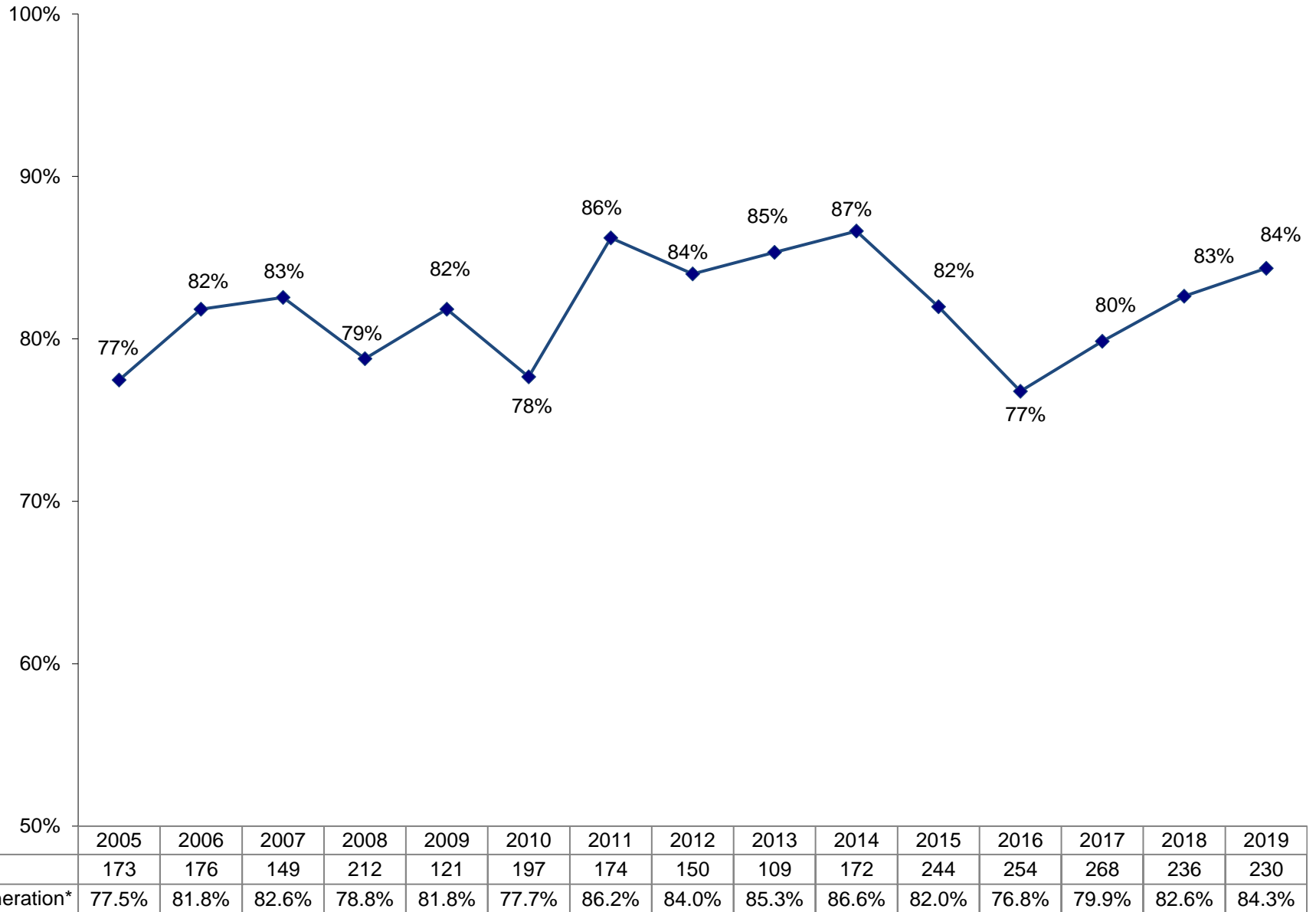
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **KENTUCKY** STUDENTS



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N =	146	163	196	169	169	189	185	176	165	195	194	203	192	172	173
■ From KY	78.1%	79.8%	76.5%	71.6%	75.1%	74.6%	77.3%	79.5%	78.2%	86.7%	79.9%	77.8%	77.1%	79.1%	87.9%

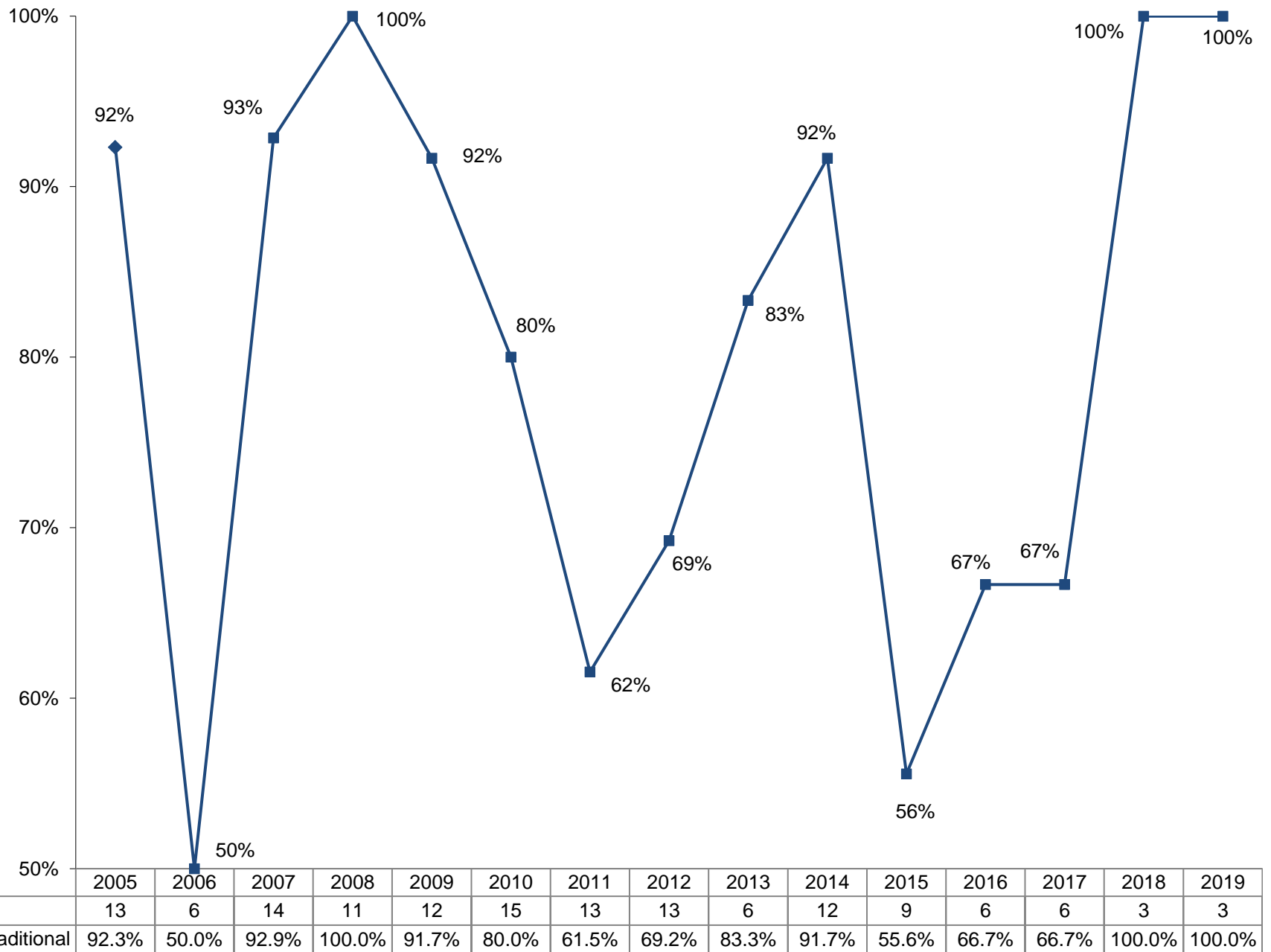
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **FIRST-GENERATION*** STUDENTS

*First Generation is a student who indicated on their Admissions Application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.

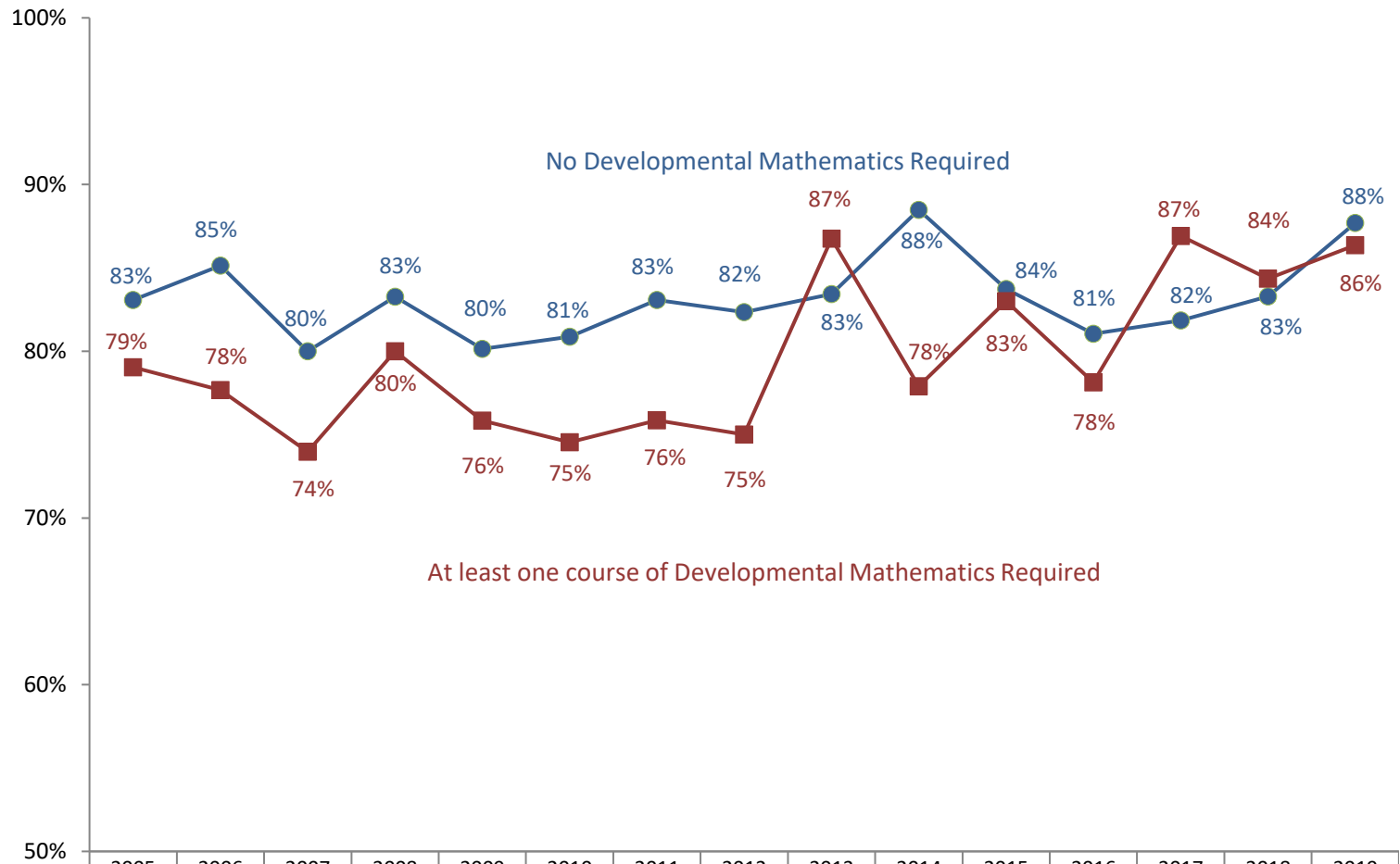


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **NON-TRADITIONAL*** STUDENTS

***For this chart, non-traditional status was determined at time of entry.** A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in this chart.



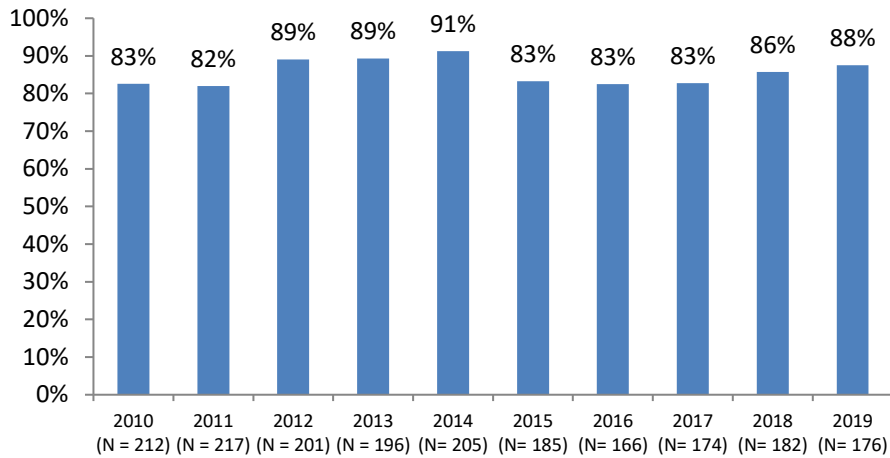
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY DEVELOPMENTAL MATHEMATICS REQUIREMENTS



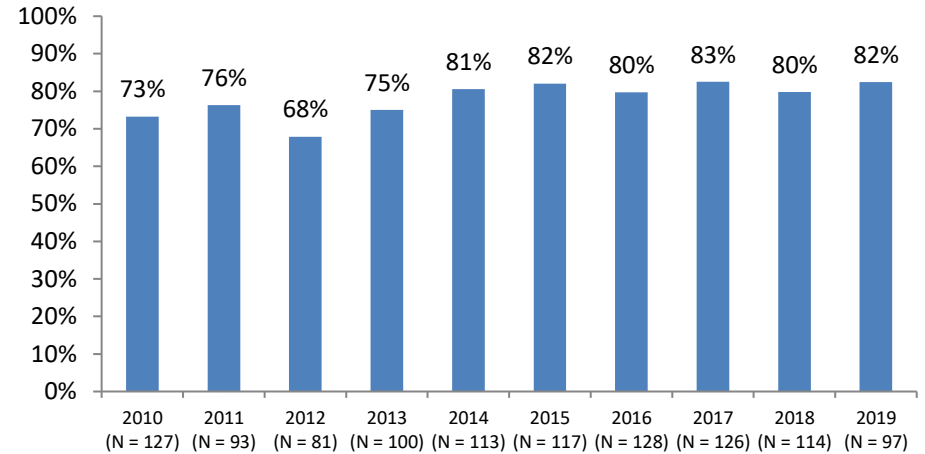
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
No Developmental Mathematics Required N =	254	276	275	293	272	319	331	323	314	330	332	322	325	323	325
At least one course of Developmental Mathematics Required N =	124	112	146	120	120	110	87	68	83	86	100	96	107	115	88
● No Developmental Math Required	83.1%	85.1%	80.0%	83.3%	80.1%	80.9%	83.1%	82.4%	83.4%	88.5%	83.7%	81.1%	81.8%	83.3%	87.7%
■ At least one course of Developmental Math Required	79.0%	77.7%	74.0%	80.0%	75.8%	74.5%	75.9%	75.0%	86.7%	77.9%	83.0%	78.1%	86.9%	84.3%	86.4%

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY HIGH SCHOOL RANK IN CLASS CATEGORIES**

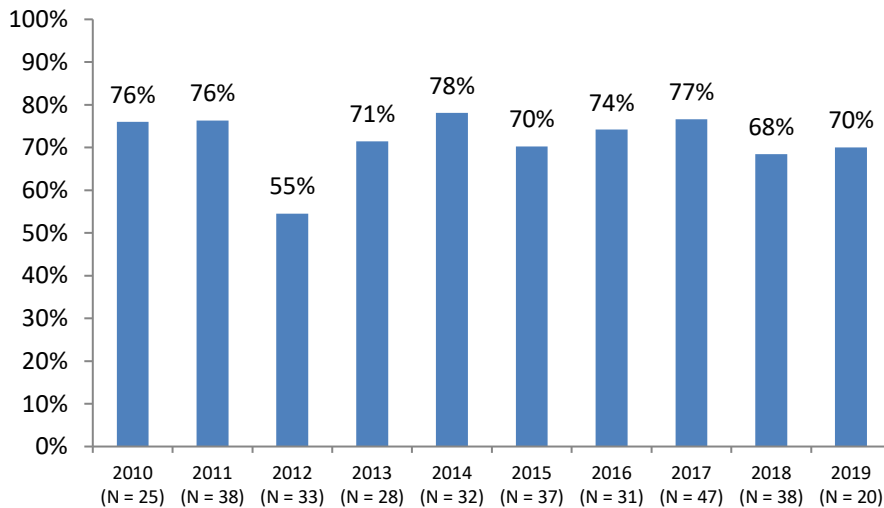
Top 1/5



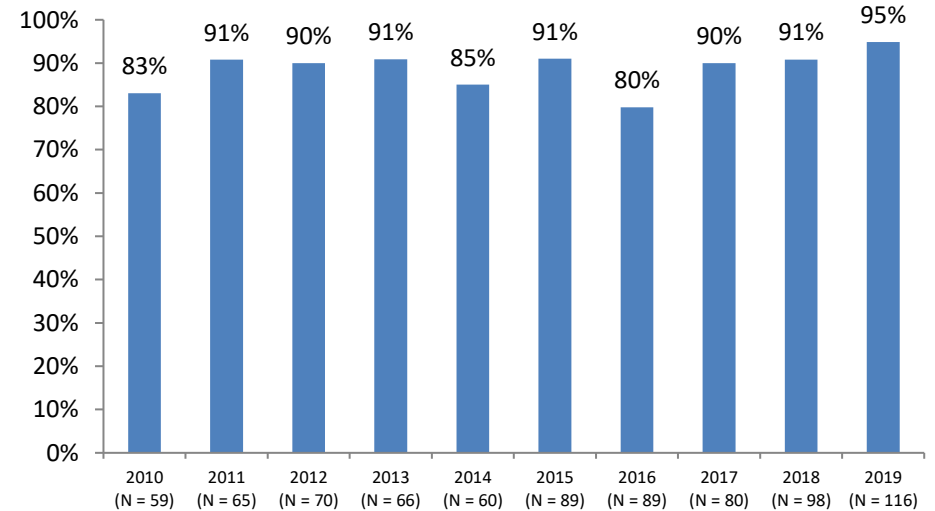
Second 1/5



Middle 1/5



No High School Rank*



*Includes international students.

NOTE: The fourth and bottom 1/5 categories do not have enough students for a meaningful retention rate.

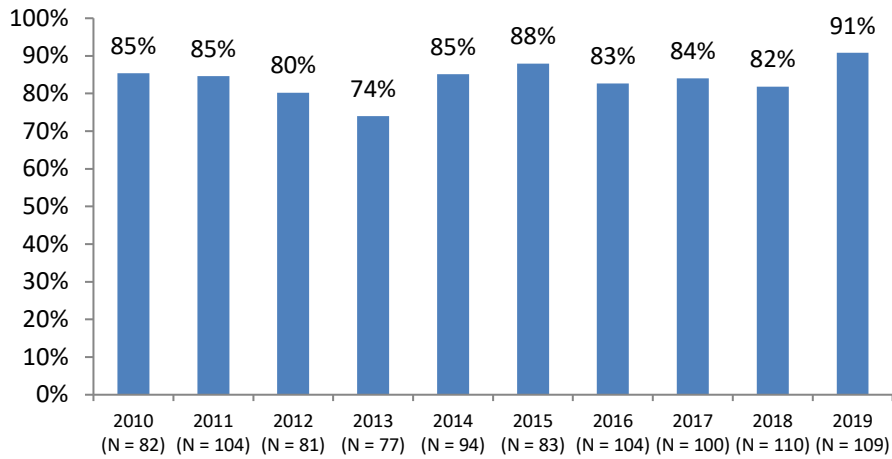
Source: Office of Institutional Research and Assessment, September 2020

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY RECALCULATED HIGH SCHOOL GPA QUINTILES**

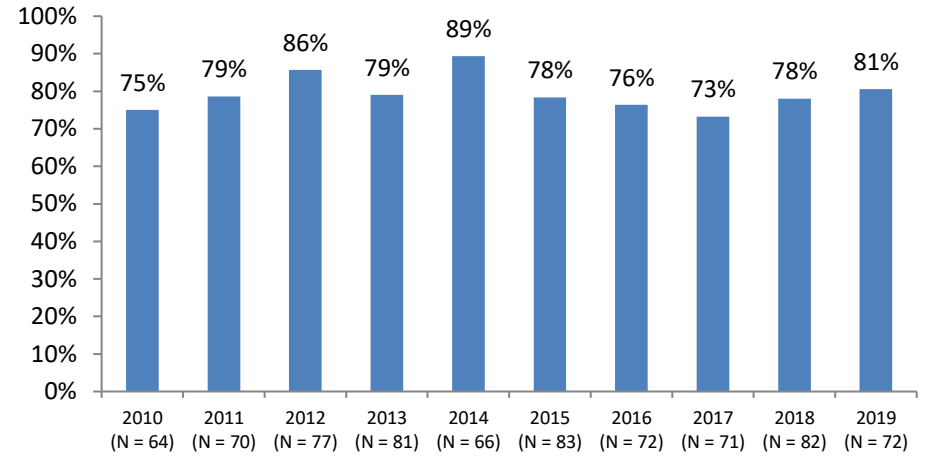
Entering Term	0 - 3.07			3.08 -3.37			3.38 - 3.61			3.62 - 3.84			3.85 - 4.00			No High School GPA available		
	# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)					
2010	58	79	73.4%	68	88	77.3%	53	69	76.8%	68	89	76.4%	62	70	88.6%	31	34	91.2%
2011	72	101	71.3%	38	54	70.4%	60	68	88.2%	69	82	84.1%	73	81	90.1%	28	31	90.3%
2012	43	73	58.9%	54	75	72.0%	55	65	84.6%	69	76	90.8%	67	70	95.7%	29	31	93.5%
2013	61	76	80.3%	51	73	69.9%	66	82	80.5%	55	60	91.7%	67	72	93.1%	34	34	100.0%
2014	52	70	74.3%	74	89	83.1%	63	75	84.0%	64	69	92.8%	76	81	93.8%	27	30	90.0%
2015	56	78	71.8%	79	94	84.0%	67	82	81.7%	64	76	84.2%	63	70	90.0%	31	31	100.0%
2016	47	65	72.3%	61	79	77.2%	66	80	82.5%	65	82	79.3%	70	83	84.3%	28	29	96.6%
2017	48	71	67.6%	64	76	84.2%	65	80	81.3%	77	92	83.7%	78	86	90.7%	27	27	100.0%
2018	32	45	71.1%	70	83	84.3%	76	99	76.8%	74	89	83.1%	86	94	91.5%	28	28	100.0%
2019	22	26	84.6%	48	56	85.7%	73	90	81.1%	102	111	91.9%	85	99	85.9%	31	31	100.0%
10-Year Average	72.6%			78.8%			81.7%			85.8%			90.4%			96.2%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY ACT COMPOSITE CATEGORIES**

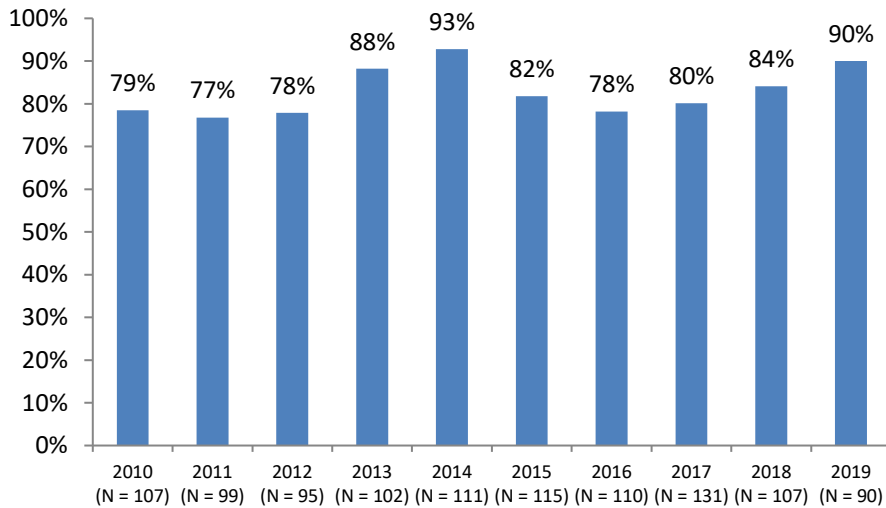
27 - 36



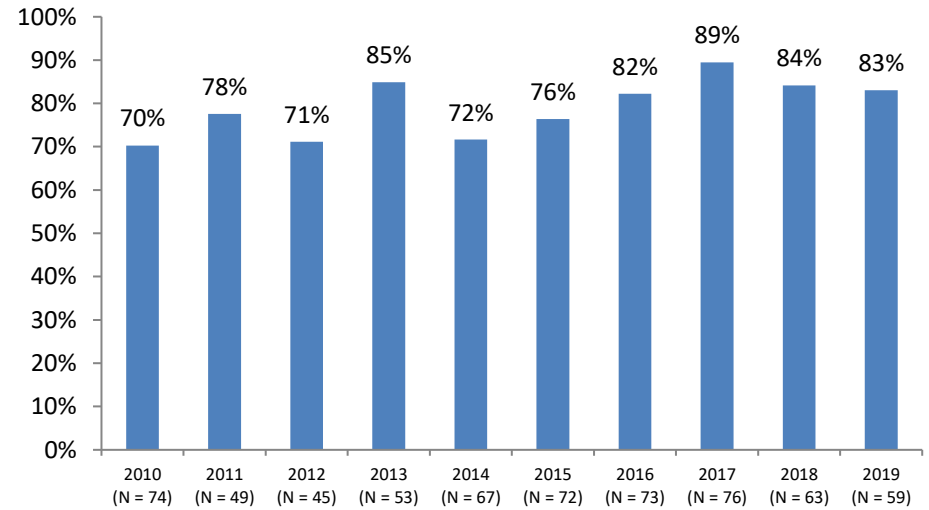
25 - 26



22 - 24



19 - 21

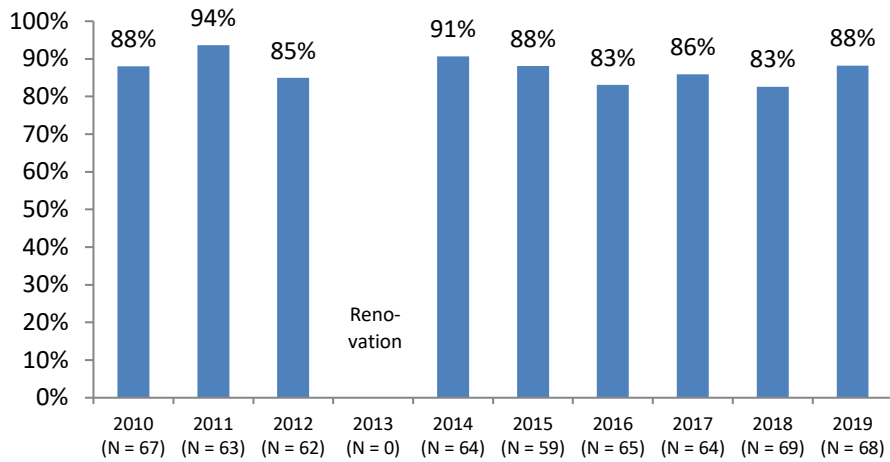


NOTE: The ACT category less than 19 does not have enough students for a meaningful retention rate.

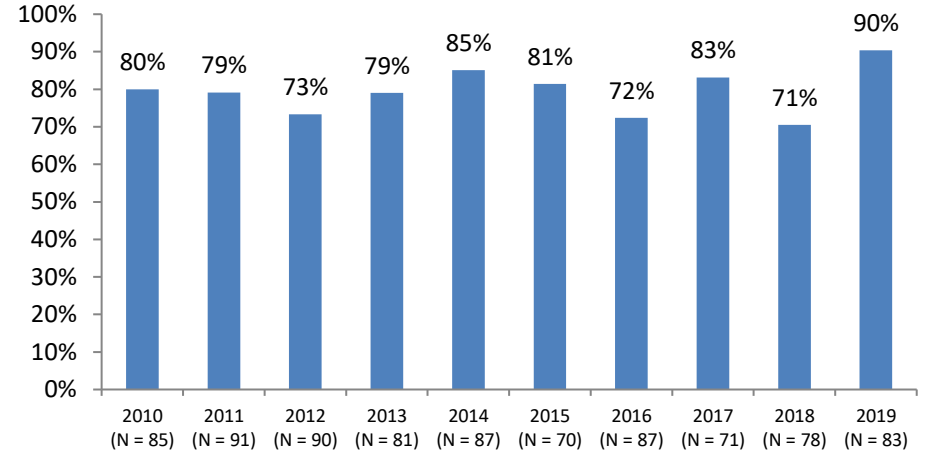
Source: Office of Institutional Research and Assessment, September 2020

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY RESIDENCE HALL**

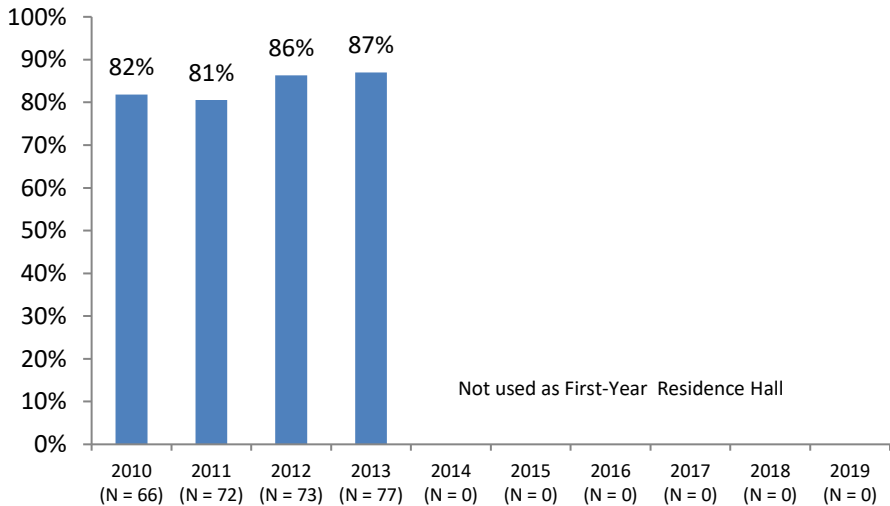
Anna Smith (Females)



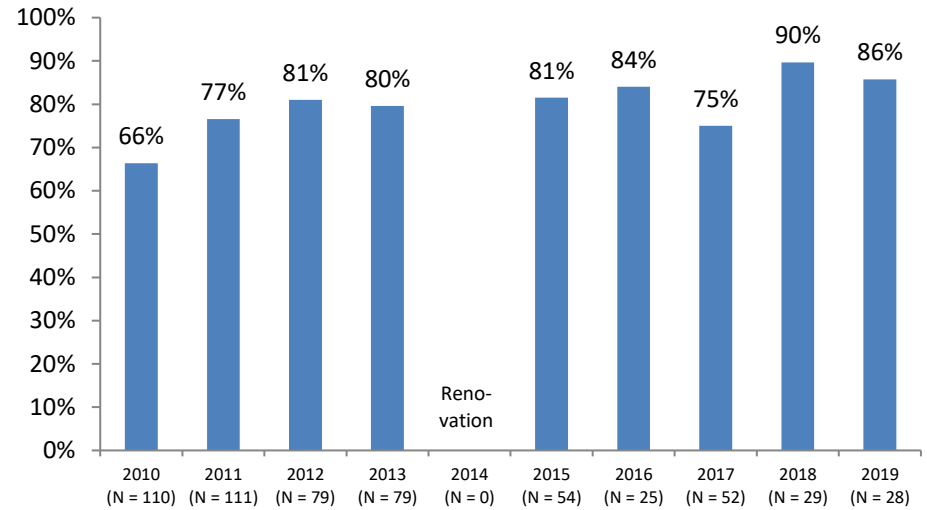
Blue Ridge (Males)



Elizabeth Rogers (Females)

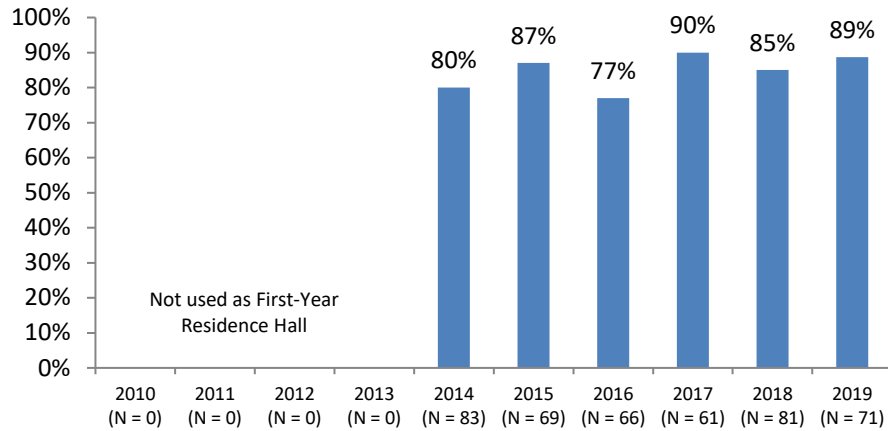


Dana (Males)

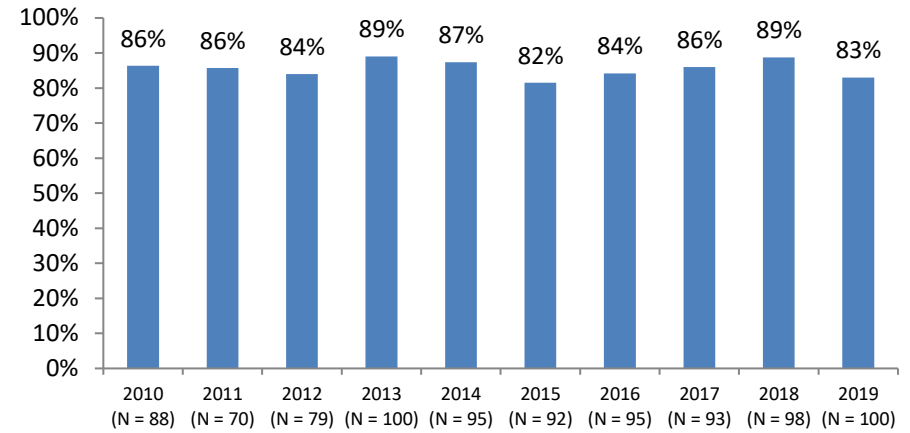


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY RESIDENCE HALL

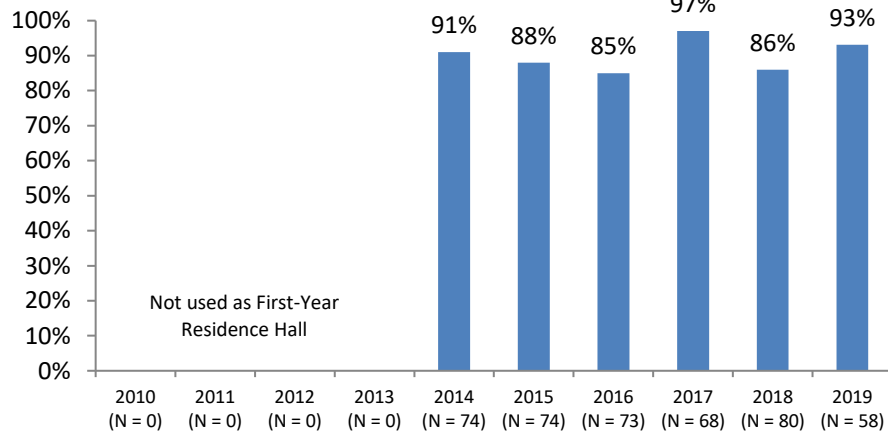
Kentucky (Males)



Pearsons (Females)

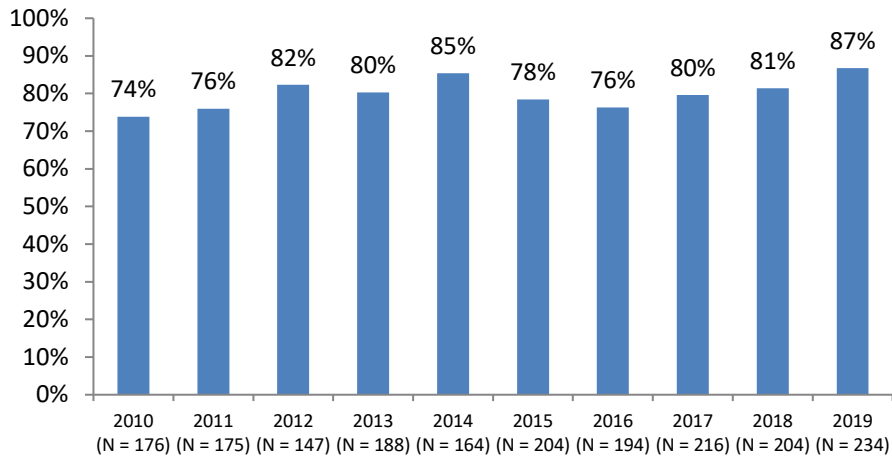


Talcott (Females)

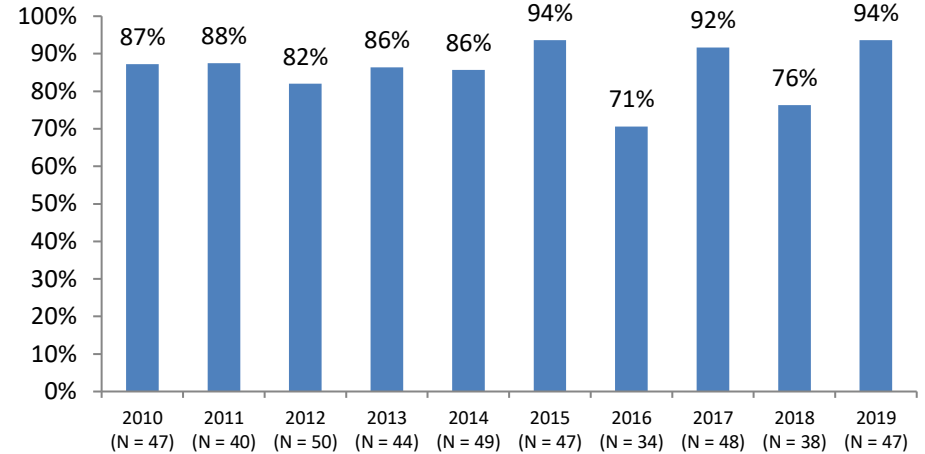


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES**

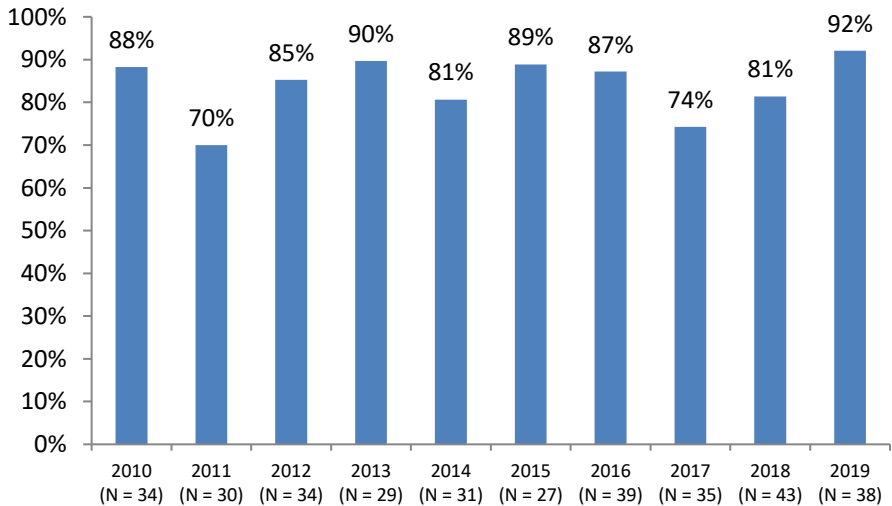
\$0 EFC



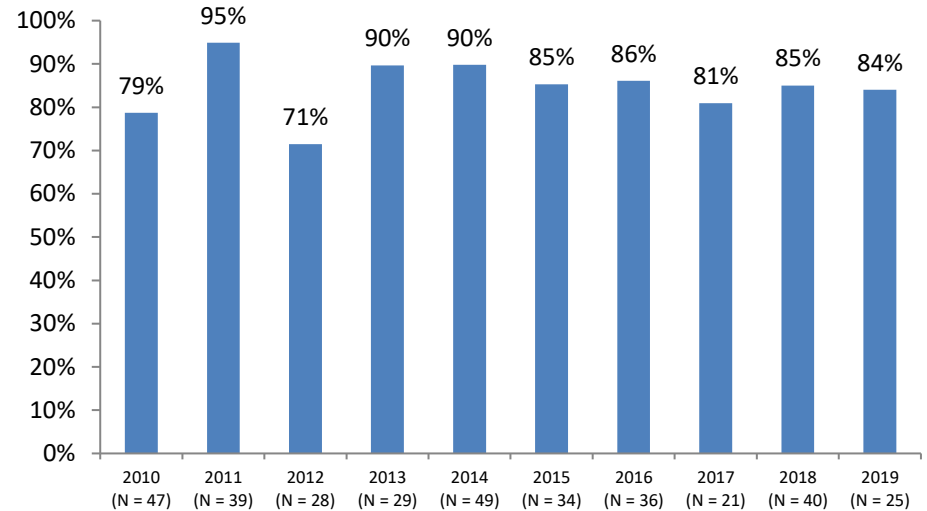
\$1 - \$1,000 EFC



\$1,001 - \$2,000 EFC

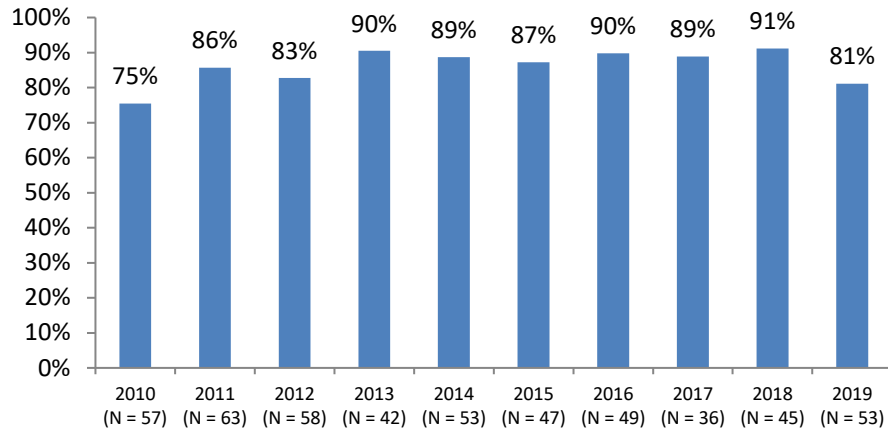


\$2,001 - \$3,000 EFC

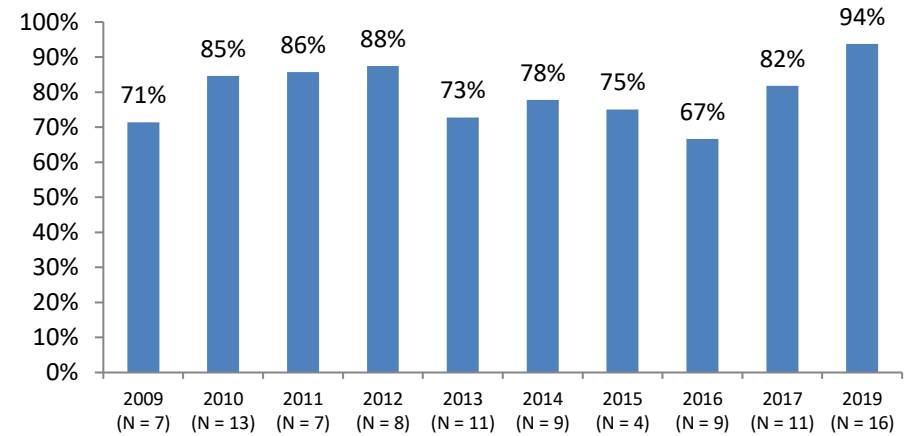


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES**

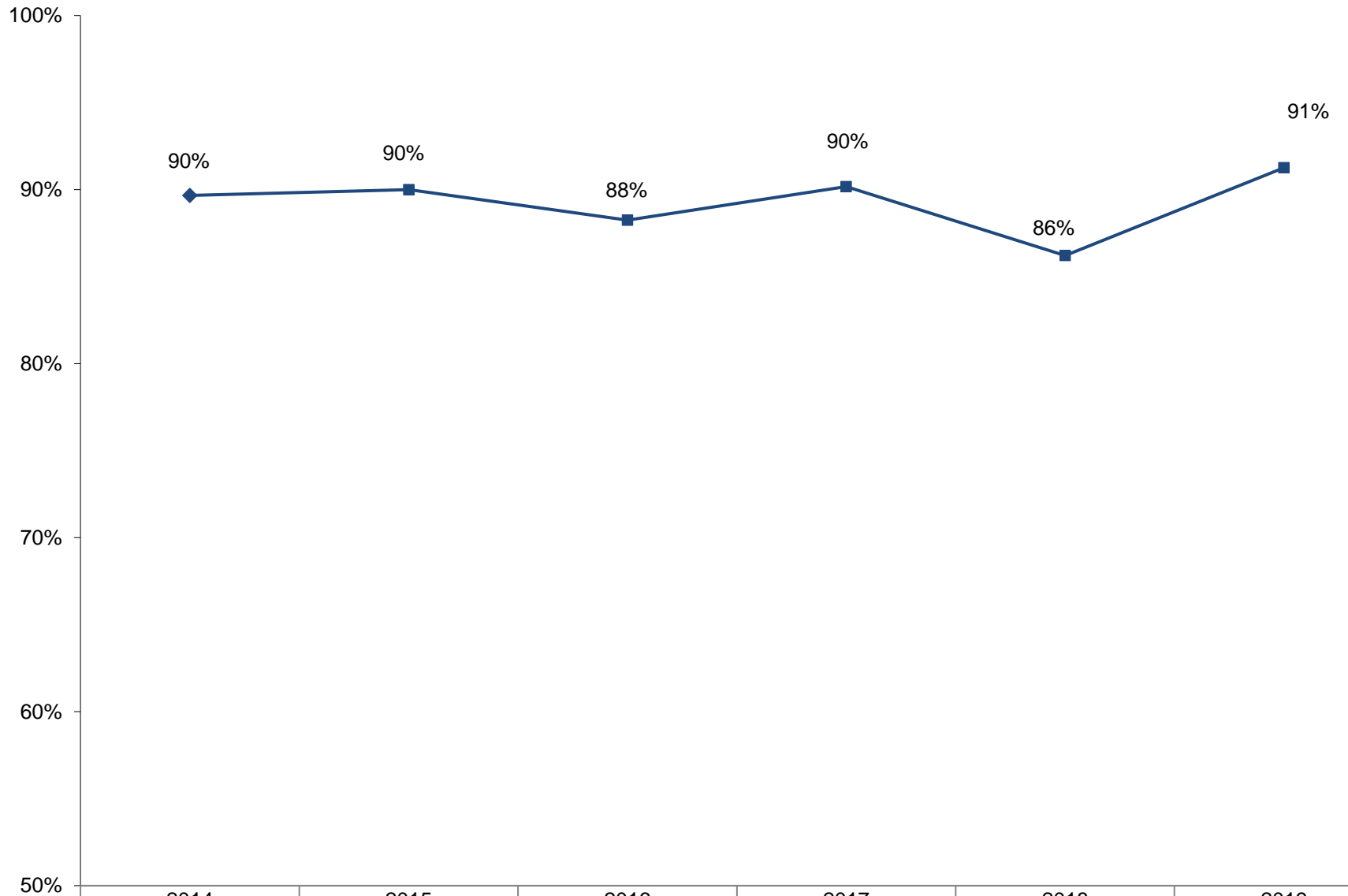
\$3,001 - \$5,000 EFC



More than \$5,000 EFC



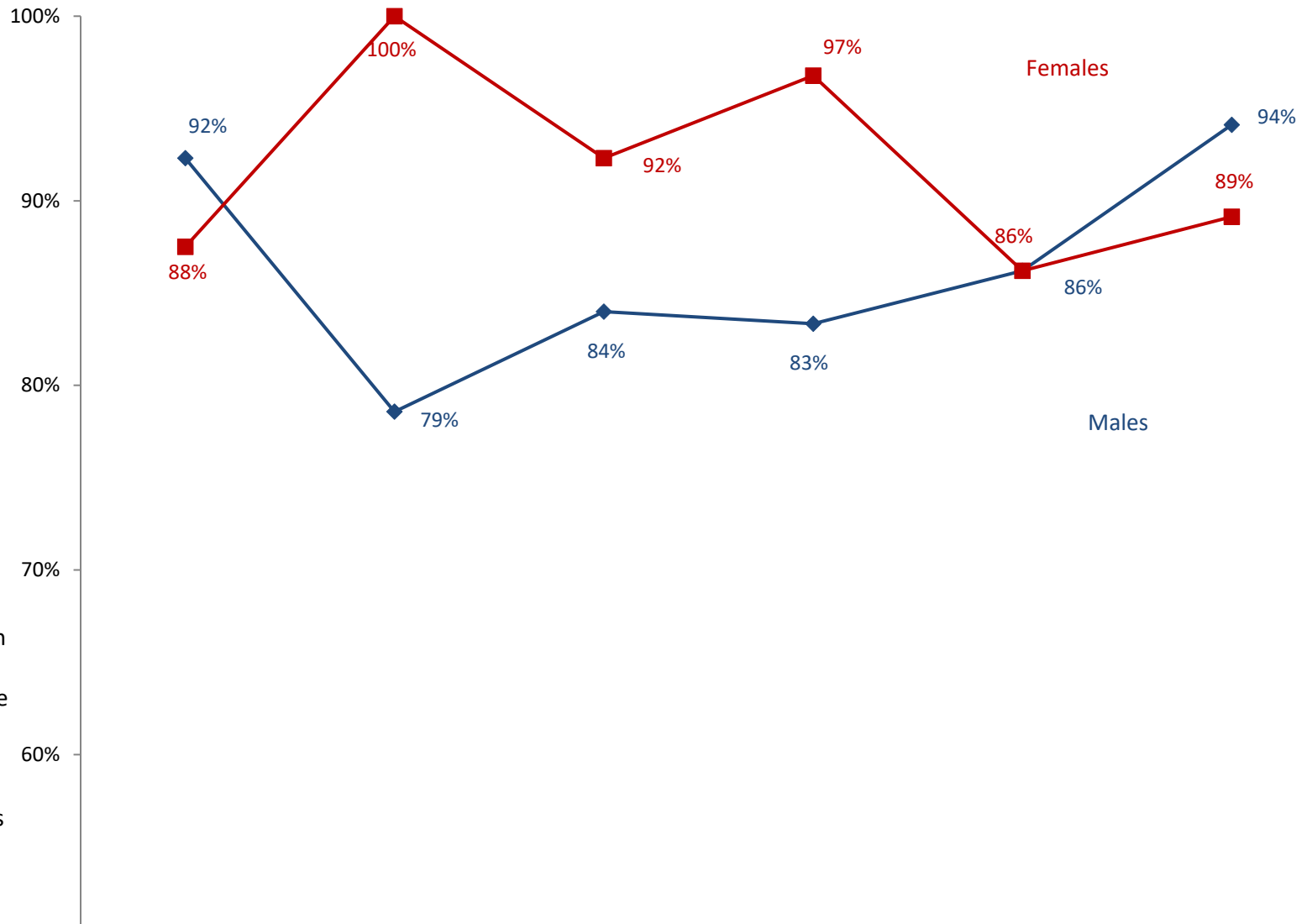
**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
ENROLLED IN THE BRIDGE PROGRAM**



For a description of the Bridge Program, see the "Definitions and Descriptions" page at the beginning of this report.

	2014	2015	2016	2017	2018	2019
N =	29	30	51	61	58	80
■ Bridge Student	89.7%	90.0%	88.2%	90.2%	86.2%	91.3%

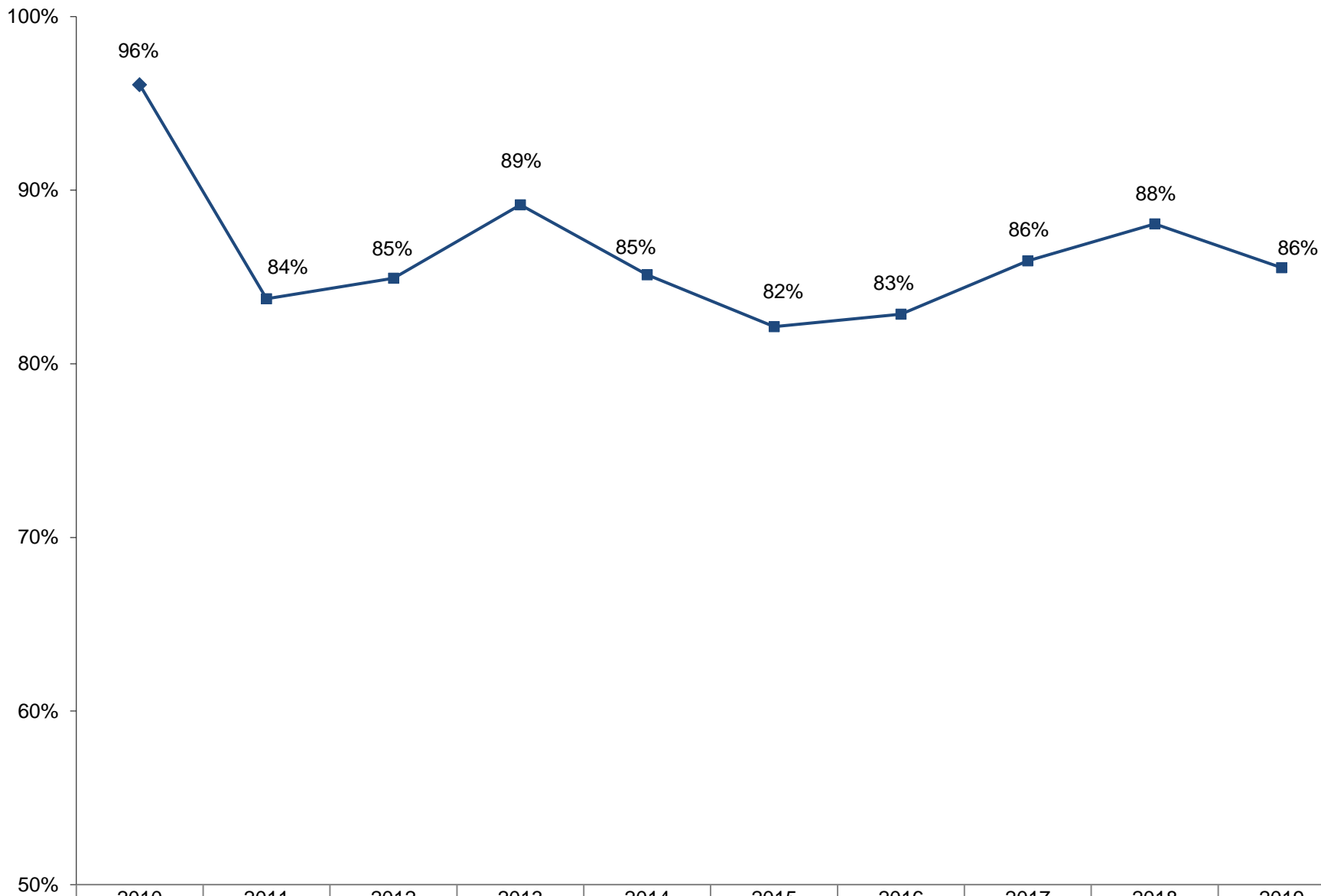
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR BRIDGE PROGRAM STUDENTS BY SEX



For a description of the Bridge Program, see the "Definitions and Descriptions" page at the beginning of this report.

Entering Fall Term	2014	2015	2016	2017	2018	2019
Males N =	13	14	25	30	29	34
Females N =	16	16	26	31	29	46
◆ Males	92.3%	78.6%	84.0%	83.3%	86.2%	94.1%
■ Females	87.5%	100.0%	92.3%	96.8%	86.2%	89.1%

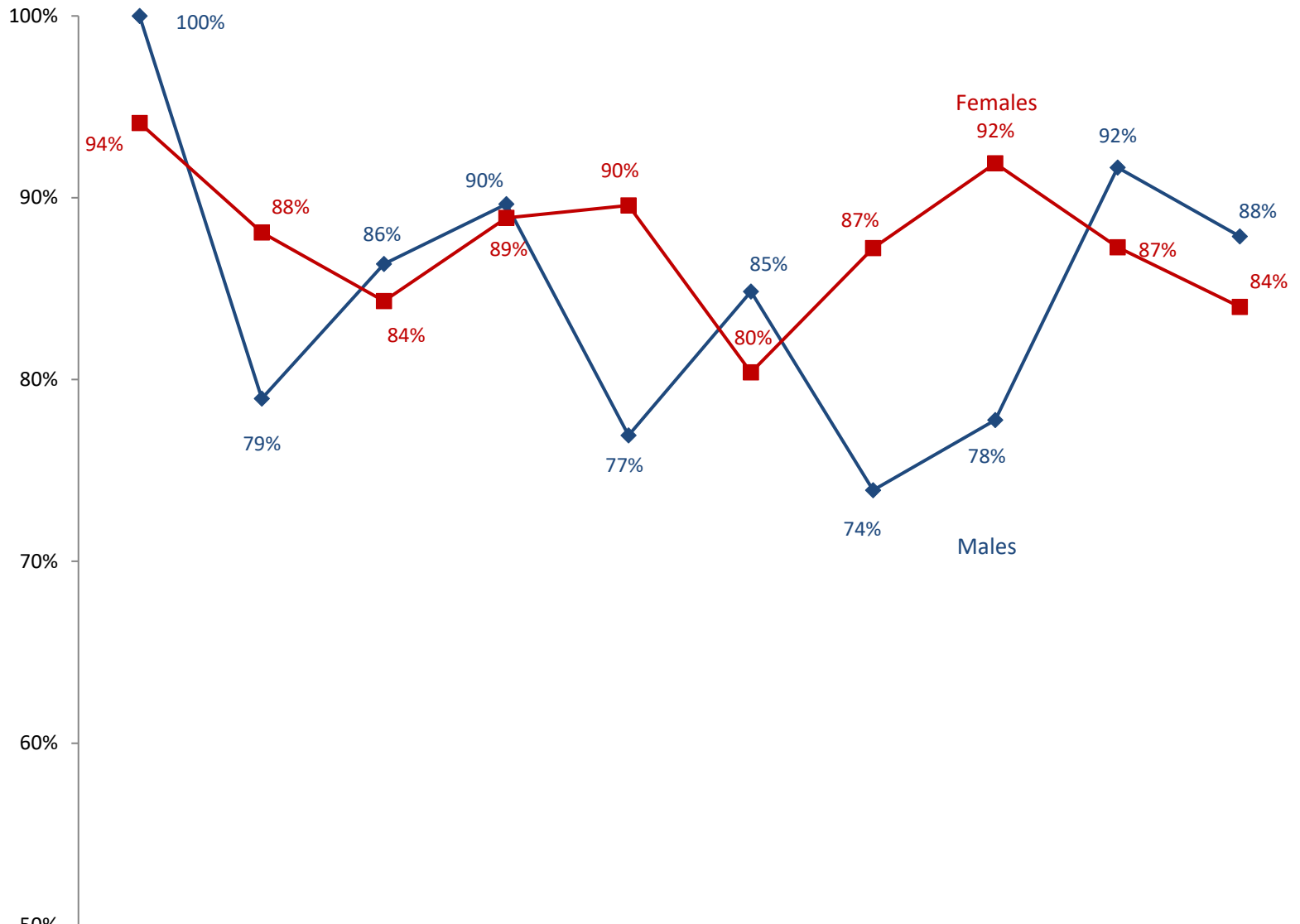
**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP)**



For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N =	51	80	73	83	74	84	70	64	67	83
■ ESP Student	96.1%	83.8%	84.9%	89.2%	85.1%	82.1%	82.9%	85.9%	88.1%	85.5%

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP) BY SEX**



For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Males N =	17	38	22	29	26	33	23	27	12	33
Females N =	34	42	51	54	48	51	47	37	55	50
◆ Males	100.0%	78.9%	86.4%	89.7%	76.9%	84.8%	73.9%	77.8%	91.7%	87.9%
■ Females	94.1%	88.1%	84.3%	88.9%	89.6%	80.4%	87.2%	91.9%	87.3%	84.0%

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY FIRST SEMESTER COLLEGE GPA CATEGORIES**

Entering Term	No GPA			Less than 2.00			2.00 - 2.38			2.39 - 2.93			2.94 - 3.30			3.31 - 3.66			3.67 - 4.00		
	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)
2010	2	23	8.7%	31	58	53.4%	40	56	71.4%	69	79	87.3%	65	70	92.9%	70	76	92.1%	63	67	94.0%
2011	0	21	0.0%	26	51	51.0%	23	26	88.5%	70	86	81.4%	72	78	92.3%	63	66	95.5%	86	89	96.6%
2012	0	18	0.0%	28	55	50.9%	18	25	72.0%	81	89	91.0%	69	79	87.3%	75	76	98.7%	46	48	95.8%
2013	1	19	5.3%	13	35	37.1%	32	36	88.9%	88	92	95.7%	64	70	91.4%	68	74	91.9%	68	71	95.8%
2014	0	8	0.0%	24	51	47.1%	28	30	93.3%	63	76	82.9%	85	88	96.6%	80	81	98.8%	76	79	96.2%
2015	0	18	0.0%	18	47	38.3%	24	30	80.0%	69	77	89.6%	84	90	93.3%	83	84	98.8%	82	85	96.5%
2016	2	28	7.1%	24	42	57.1%	23	31	74.2%	78	84	92.9%	67	77	87.0%	85	93	91.4%	58	63	92.1%
2017	0	17	0.0%	14	36	38.9%	22	27	81.5%	62	69	89.9%	70	78	89.7%	93	102	91.2%	98	103	95.1%
2018	2	15	13.3%	15	30	50.0%	15	23	65.2%	52	57	91.2%	71	79	89.9%	104	114	91.2%	107	120	89.2%
2019	0	11	0.0%	15	28	53.6%	17	22	77.3%	55	61	90.2%	58	61	95.1%	113	123	91.9%	103	107	96.3%
10-Year Average	3.4%			47.7%			79.2%			89.2%			91.6%			94.1%			94.8%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY FIRST YEAR COLLEGE GPA CATEGORIES**

Entering Term	No GPA			Less than 2.00			2.00 - 2.39			2.40 - 2.91			2.92 - 3.27			3.28 - 3.60			3.61 - 4.00		
	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)
2010	2	39	5.1%	25	61	41.0%	41	43	95.3%	74	75	98.7%	71	78	91.0%	64	68	94.1%	63	65	96.9%
2011	0	38	0.0%	20	41	48.8%	31	35	88.6%	82	89	92.1%	68	72	94.4%	67	69	97.1%	72	73	98.6%
2012	0	29	0.0%	17	37	45.9%	29	37	78.4%	82	89	92.1%	73	80	91.3%	65	66	98.5%	51	52	98.1%
2013	1	27	3.7%	15	33	45.5%	40	45	88.9%	70	74	94.6%	73	75	97.3%	69	74	93.2%	66	69	95.7%
2014	1	23	4.3%	11	33	33.3%	33	34	97.1%	71	78	91.0%	75	78	96.2%	79	80	98.8%	86	87	98.9%
2015	0	31	0.0%	19	41	46.3%	37	44	84.1%	61	66	92.4%	80	84	95.2%	81	82	98.8%	82	83	98.8%
2016	1	43	2.3%	23	43	53.5%	24	48	50.0%	68	72	94.4%	74	75	98.7%	75	82	91.5%	72	75	96.0%
2017	0	31	0.0%	18	37	48.6%	27	33	81.8%	60	66	90.9%	71	72	98.6%	91	96	94.8%	92	97	94.8%
2018	1	31	3.2%	19	31	61.3%	17	24	70.8%	63	67	94.0%	80	85	94.1%	90	96	93.8%	96	104	92.3%
2019	0	29	0.0%	12	18	66.7%	10	13	76.9%	46	48	95.8%	70	73	95.9%	101	104	97.1%	122	128	95.3%
10-Year Average	1.9%			49.1%			81.2%			93.6%			95.3%			95.8%			96.5%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY CHOICE OF BEREA COLLEGE ACCORDING TO ENTERING SURVEY RESPONSES**

Entering Term	First Choice # out of total retained (%)			Second Choice # out of total retained (%)			Third Choice # out of total retained (%)			Less than third choice # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2010	229	286	80.1%	57	71	80.3%	15	16	93.8%	7	9	77.8%	32	47	68.1%
2011	194	232	83.6%	69	81	85.2%	21	24	87.5%	12	16	75.0%	44	63	69.8%
2012	193	229	84.3%	45	50	90.0%	6	10	60.0%	6	7	85.7%	67	93	72.0%
2013	154	175	88.0%	29	34	85.3%	13	13	100.0%	12	14	85.7%	126	161	78.3%
2014	241	271	88.9%	50	57	87.7%	18	23	78.3%	5	5	100.0%	42	54	77.8%
2015	229	262	87.4%	56	70	80.0%	11	13	84.6%	10	13	76.9%	54	72	75.0%
2016	191	230	83.0%	51	61	83.6%	11	14	78.6%	9	10	90.0%	75	103	72.8%
2017	243	283	85.9%	60	73	82.2%	13	15	86.7%	7	10	70.0%	36	51	70.6%
2018	179	211	84.8%	41	49	83.7%	10	12	83.3%	6	7	85.7%	130	159	81.8%
2019	117	131	89.3%	36	41	87.8%	9	13	69.2%	2	3	66.7%	197	225	87.6%
10-Year Average	85.5%			84.6%			82.2%			81.4%			75.4%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
BY MILES FROM HOME ACCORDING TO ENTERING SURVEY RESPONSES**

Entering Term	10 or Less # out of total retained (%)			11 to 50 # out of total retained (%)			51 to 100 # out of total retained (%)			More than 100 # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2010	9	15	60.0%	31	45	68.9%	39	56	69.6%	207	244	84.8%	31	46	67.4%
2011	15	17	88.2%	26	33	78.8%	44	56	78.6%	189	226	83.6%	40	58	69.0%
2012	13	16	81.3%	26	29	89.7%	43	51	84.3%	142	174	81.6%	67	93	72.0%
2013	8	11	72.7%	25	29	86.2%	14	18	77.8%	139	156	89.1%	120	155	77.4%
2014	18	22	81.8%	31	38	81.6%	68	74	91.9%	172	196	87.8%	43	57	75.4%
2015	13	16	81.3%	29	38	76.3%	40	51	78.4%	196	225	87.1%	51	70	72.9%
2016	8	10	80.0%	29	37	78.4%	32	43	74.4%	161	192	83.9%	79	107	73.8%
2017	not available - wasn't asked														
2018	10	14	71.4%	21	24	87.5%	41	52	78.8%	160	184	87.0%	134	164	81.7%
2019	not available - wasn't asked														
8-Year Average	77.1%			80.9%			79.2%			85.6%			73.7%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR AND TRANSFER STUDENTS
BY LABOR DEPARTMENT CATEGORIES**

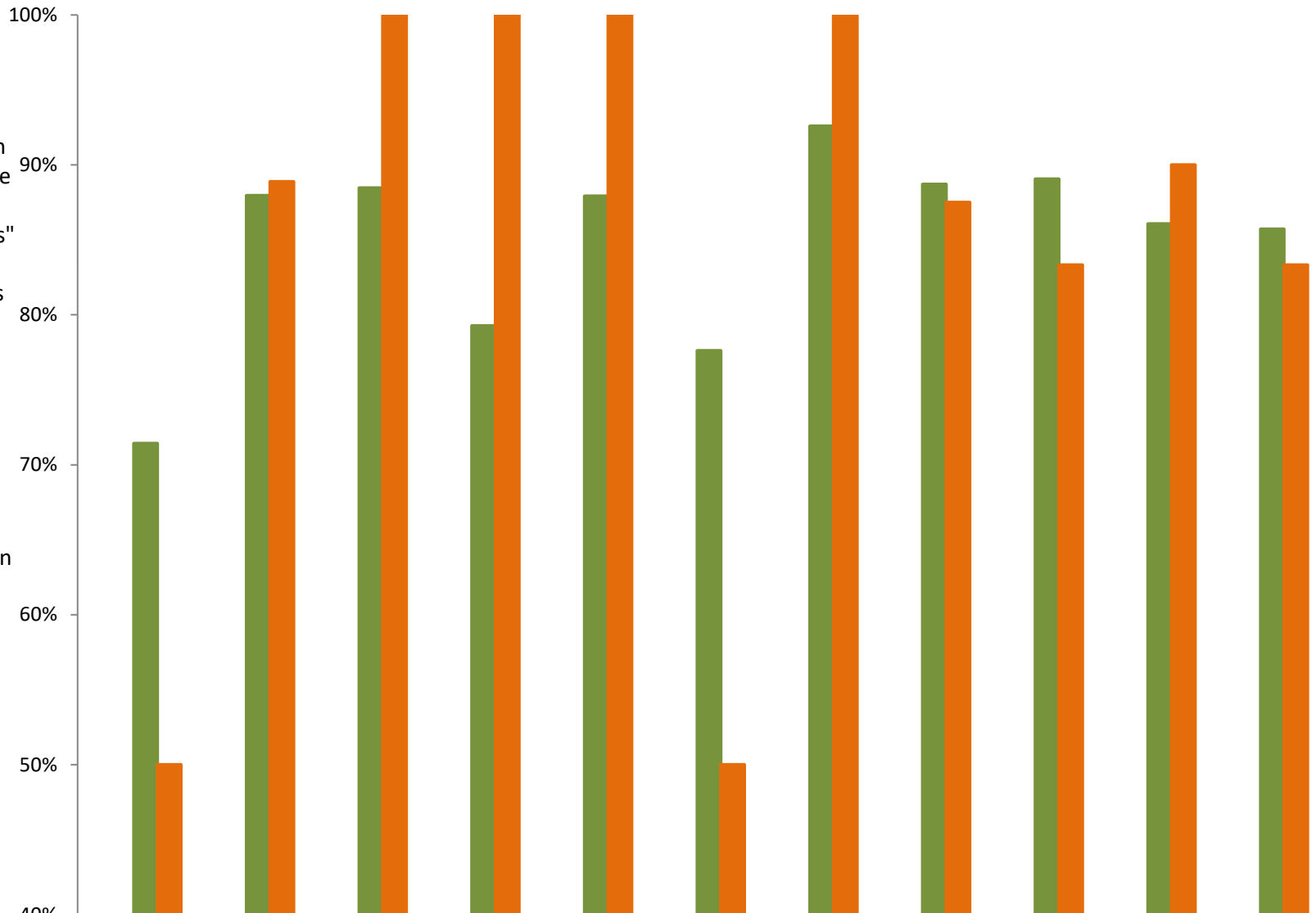
Labor Department Categories	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Five-Year Summary		
	N	(%)		N	(%)		N	(%)		N	(%)		N	(%)		N	(%)	
Academic Support	18	19	94.7%	8	11	72.7%	11	14	78.6%	7	8	87.5%	12	13	92.3%	56	65	86.2%
Alumni and College Relations	7	9	77.8%	5	6	83.3%	9	9	100.0%	3	5	60.0%	9	11	81.8%	33	40	82.5%
Auxiliary Enterprises																		
Dining Services	67	81	82.7%	60	78	76.9%	75	88	85.2%	83	94	88.3%	67	78	85.9%	352	419	84.0%
Residence Hall Maintenance	47	54	87.0%	48	58	82.8%	43	52	82.7%	37	48	77.1%	40	49	81.6%	215	261	82.4%
College Community Service	15	17	88.2%	19	21	90.5%	17	20	85.0%	16	17	94.1%	17	17	100.0%	84	92	91.3%
College Related	1	1	100.0%	none assigned			none assigned			none assigned			none assigned			1	1	100.0%
Community Partnerships	1	1	100.0%	none assigned			0	1	0.0%	none assigned			none assigned			1	2	50.0%
Facilities Operations	69	88	78.4%	67	87	77.0%	67	84	79.8%	79	100	79.0%	82	99	82.8%	364	458	79.5%
Farms	17	24	70.8%	16	20	80.0%	16	17	94.1%	10	12	83.3%	11	14	78.6%	70	87	80.5%
General and Administrative	35	41	85.4%	45	52	86.5%	42	49	85.7%	33	38	86.8%	36	39	92.3%	191	219	87.2%
Instruction	29	34	85.3%	31	38	81.6%	30	36	83.3%	47	53	88.7%	27	28	96.4%	164	189	86.8%
Student Industries:																		
Crafts and Services	37	43	86.0%	38	44	86.4%	37	44	84.1%	38	47	80.9%	48	57	84.2%	198	235	84.3%
Student Services	58	66	87.9%	63	80	78.8%	59	69	85.5%	62	71	87.3%	53	60	88.3%	295	346	85.3%

NOTE: To see the list of Labor Departments in each category, please refer to the [Fact Book](#).

FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR VS. TRANSFER STUDENTS BY ATHLETE STATUS IN FIRST YEAR

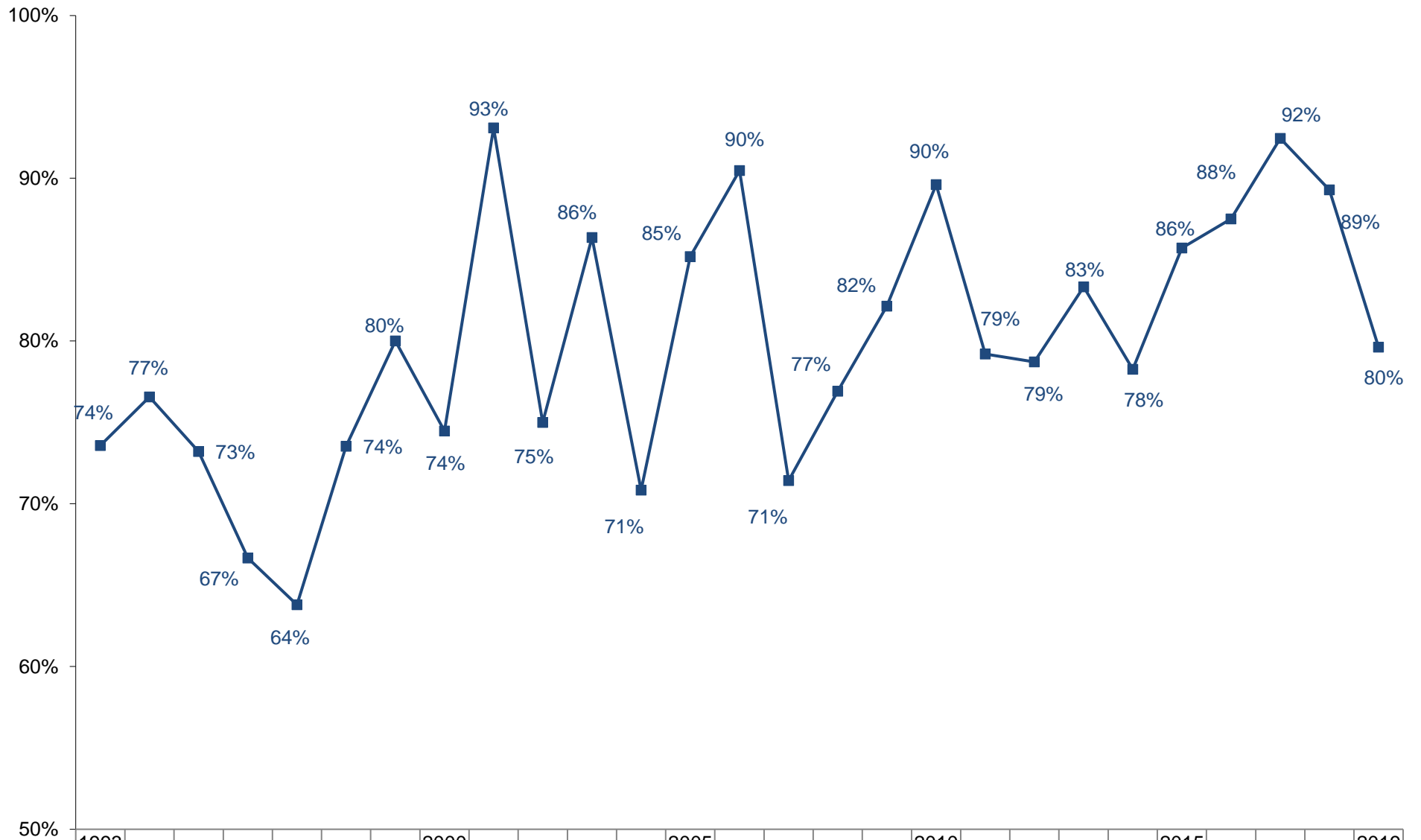
For a description of an athlete, see the "Definitions and Descriptions" page at the beginning of this report.

NOTE: Because of the COVID-19 Pandemic, baseball and track and field were cancelled in the Spring. Those student-athletes are not in the totals.



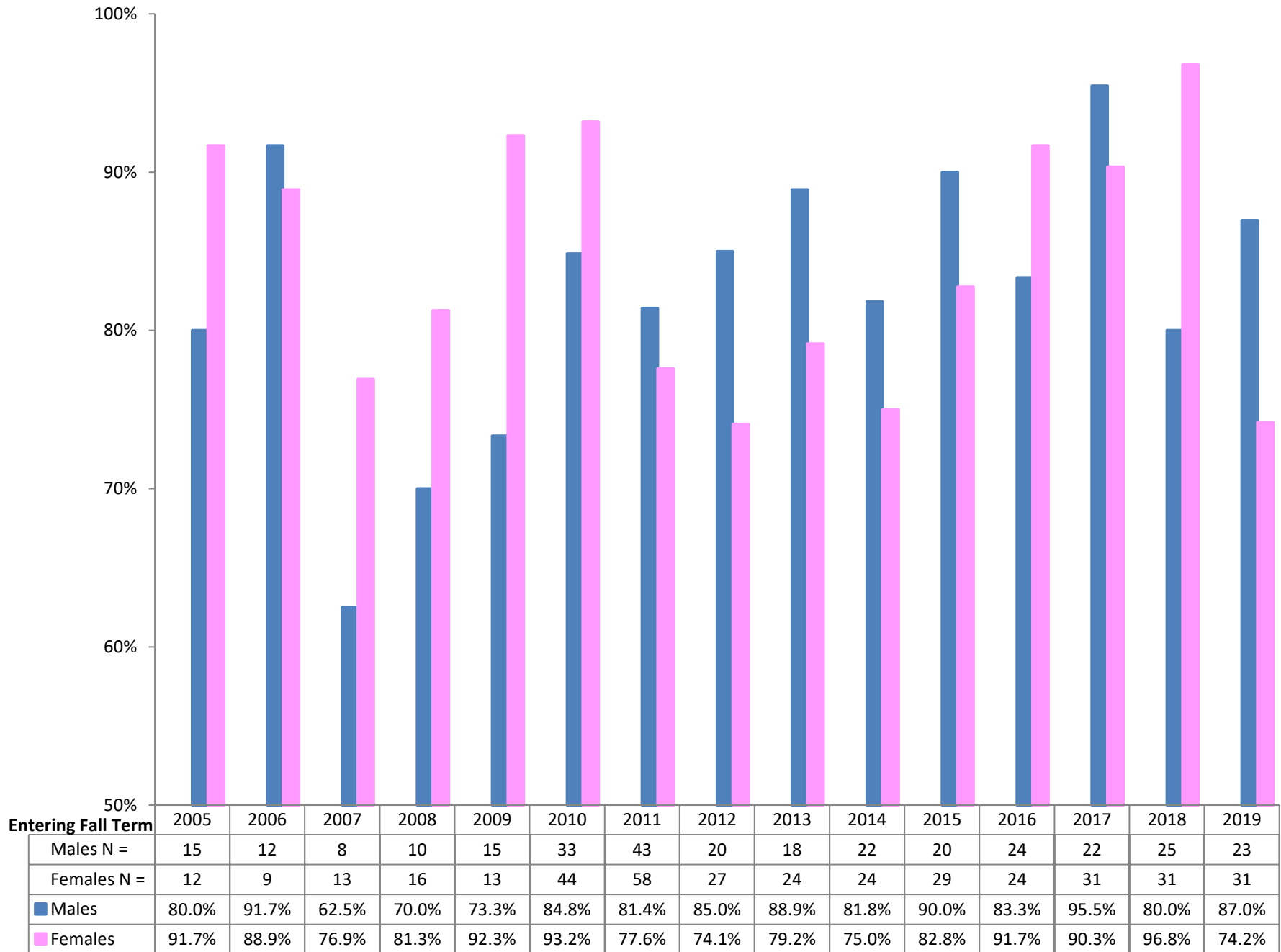
Entering Fall Term	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
First-Year Athlete N =	70	83	78	82	58	67	54	62	64	79	56
Transfer Athlete N =	2	9	14	10	7	6	5	8	6	10	6
■ First-Year Athlete	71.4%	88.0%	88.5%	79.3%	87.9%	77.6%	92.6%	88.7%	89.1%	86.1%	85.7%
■ Transfer Athlete	50.0%	88.9%	100.0%	100.0%	100.0%	50.0%	100.0%	87.5%	83.3%	90.0%	83.3%

FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS

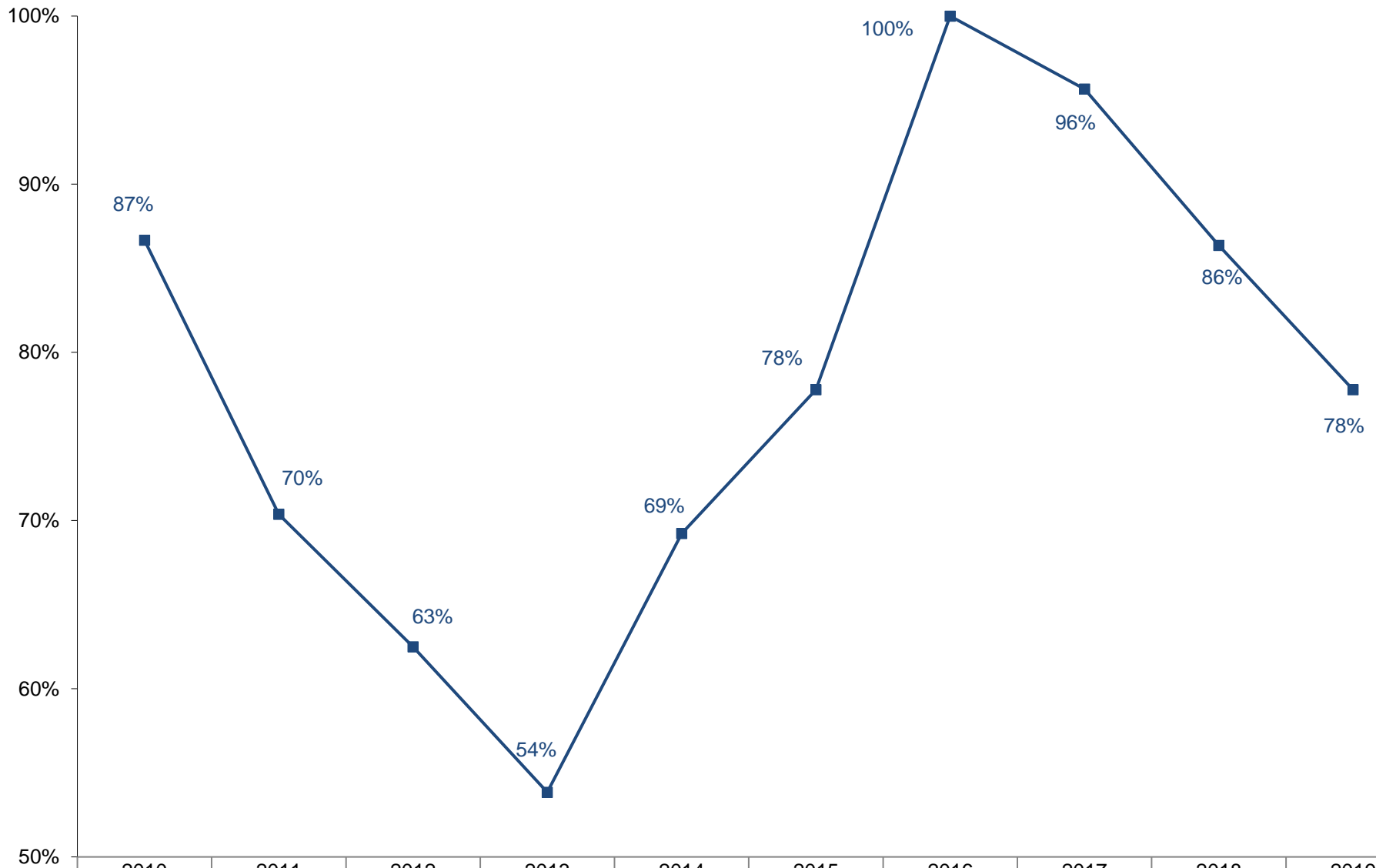


	1993							2000						2005					2010								2015						2019
N =	53	64	56	57	58	34	55	47	29	24	22	24	27	21	21	26	28	77	101	47	42	46	49	48	53	56	54						
Retention	74%	77%	73%	67%	64%	74%	80%	74%	93%	75%	86%	71%	85%	90%	71%	77%	82%	90%	79%	79%	83%	78%	86%	88%	92%	89%	80%						

FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS BY SEX

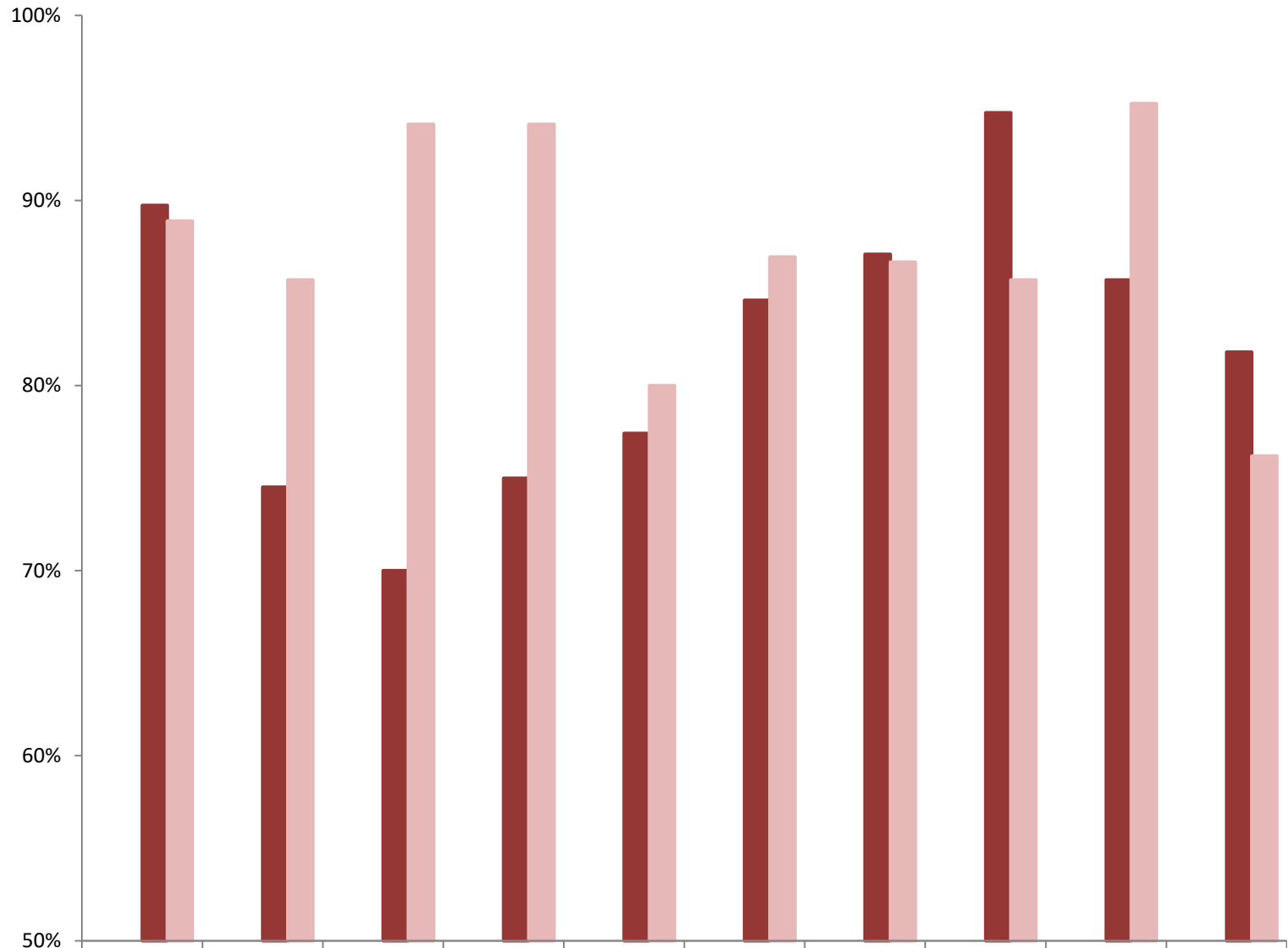


**FIRST-TO-SECOND YEAR RETENTION FOR TRANSFER STUDENTS FROM
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM (KCTCS) INSTITUTIONS**



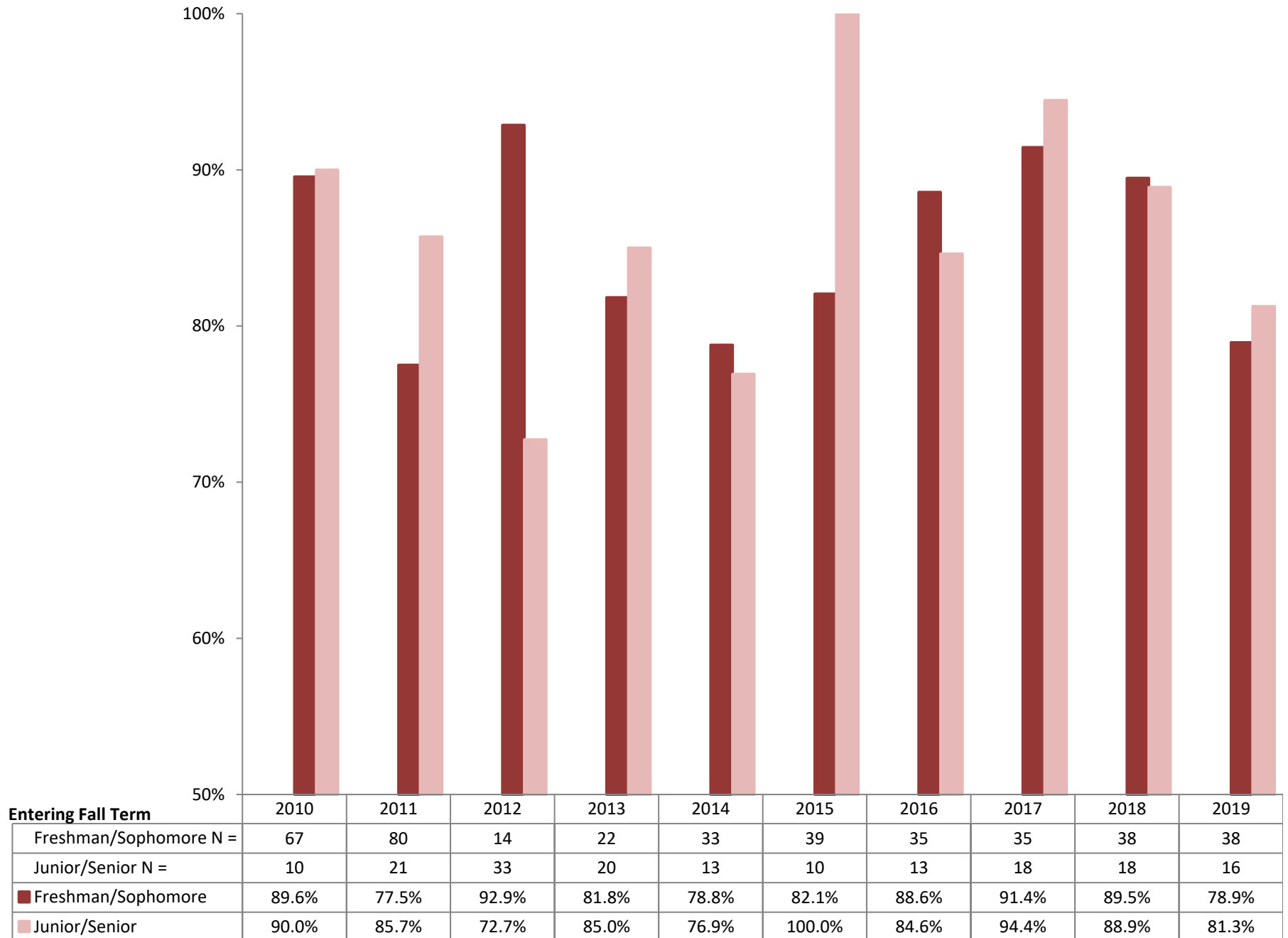
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
N =	15	27	16	13	13	9	15	23	22	9
From KCTCS	86.7%	70.4%	62.5%	53.8%	69.2%	77.8%	100.0%	95.7%	86.4%	77.8%

**FIRST-TO-SECOND YEAR RETENTION FOR TRANSFER STUDENTS
BY TRANSFER INSTITUTION CATEGORY**

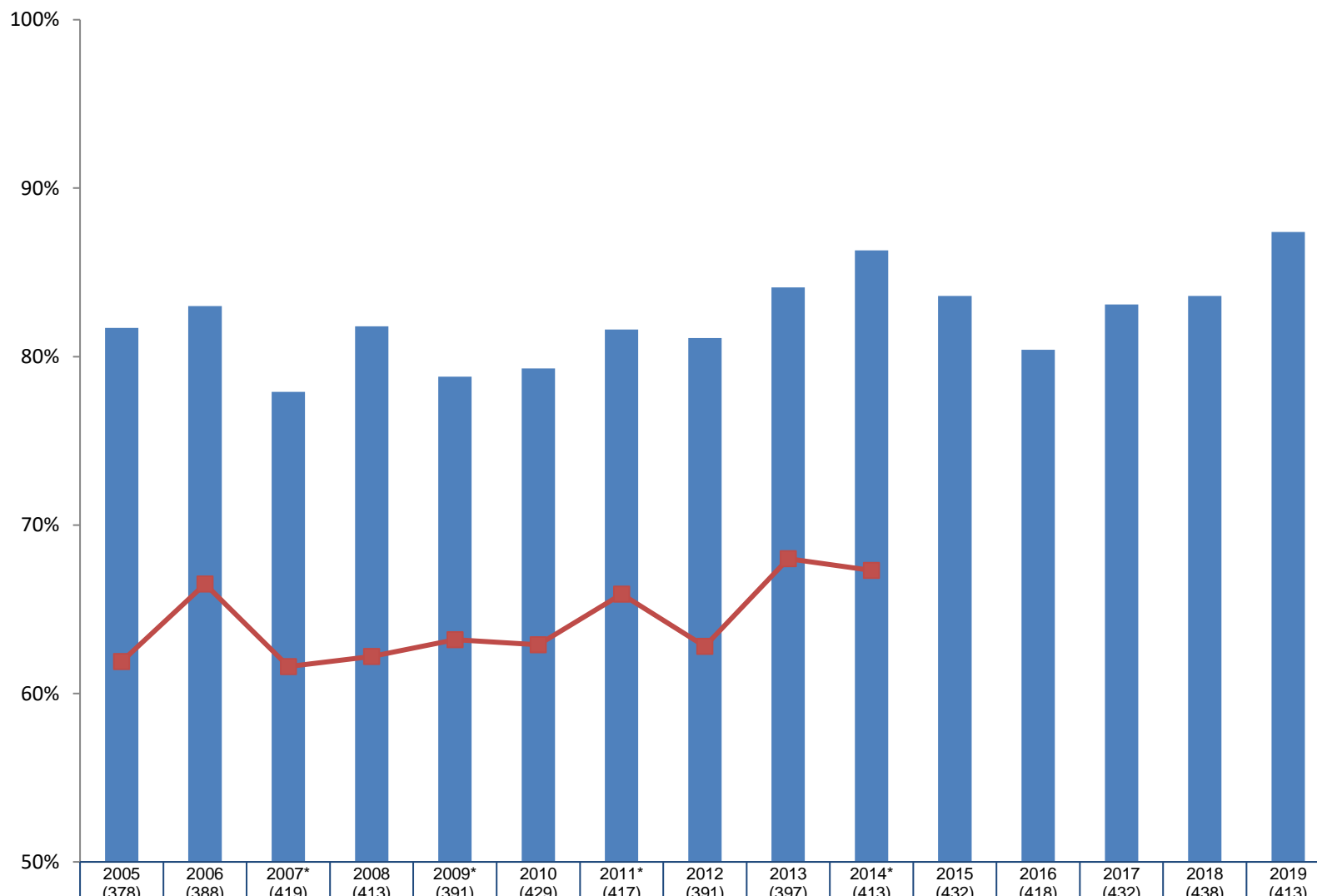


Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
2 year community college N =	39	51	30	24	31	26	31	38	35	33
4 year college N =	36	49	17	17	15	23	15	14	21	21
■ 2 year community college	89.7%	74.5%	70.0%	75.0%	77.4%	84.6%	87.1%	94.7%	85.7%	81.8%
■ 4 year college	88.9%	85.7%	94.1%	94.1%	80.0%	87.0%	86.7%	85.7%	95.2%	76.2%

**FIRST-TO-SECOND YEAR RETENTION FOR TRANSFER STUDENTS
BY CLASSIFICATION AT ENTRY**



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



F-S Retention	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%	87.4%
Six-Year Graduation Rates	61.9%	66.5%	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%	68.0%	67.3%					
Percent in top 1/5 high school class	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%	59.3%
Percent Needing any Developmental Math	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%	21.3%
ACT Composite Mean	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	25.1

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

NUMBER AND PERCENT OF WITHDRAWALS/DISMISSALS BY TERM FOR FIRST-YEAR STUDENTS

	Number of First-Year Students	Total Withdrawals/Dismissals		The following N (%) is based on the total withdrawals/dismissals of the first-year students.		Withdrawn/Dismissed in Spring Term		Withdrawn/Dismissed in Summer Term	
		N	%	Withdrawn/Dismissed in Fall and/or Short Term* N	%	N	%	N	%
Fall 2009	392	83	21.2%	32	38.6%	44	53.0%	7	8.4%
Fall 2010	429	89	20.7%	39	43.8%	16	18.0%	34	38.2%
Fall 2011	418	77	18.4%	37	48.1%	10	13.0%	30	39.0%
Fall 2012	391	74	18.9%	25	33.8%	35	47.3%	14	18.9%
Fall 2013	397	63	15.9%	26	41.3%	24	38.1%	13	20.6%
Fall 2014	416	57	13.7%	13	22.8%	28	49.1%	16	28.1%
Fall 2015	432	71	16.4%	28	39.4%	23	32.4%	20	28.2%
Fall 2016	418	82	19.6%	40	48.8%	18**	22.0%	24	29.3%
Fall 2017	432	73	16.9%	28	38.4%	27	37.0%	18	24.7%
Fall 2018	438	72	16.4%	26	36.1%	24	33.3%	22	30.6%
Fall 2019	413	52	12.6%	28	53.8%	11	21.2%	13	25.0%

EXPLANATION: In Fall 2019, 53.8% (28 students) of the total withdrawals/dismissals for the year were in the Fall Term; an additional 21.2% (11 students) withdrew/were dismissed in Spring Term.

*In academic year 2009-2010, Short Term (in January) was still in place.

**There was another withdrawal in the Spring Term, but the student returned in Fall 2017, so they retained and therefore not included in the total withdrawals/dismissals.

**MONTHLY RETENTION OF FALL TERM 2019 ENROLLEES
TRACKED THROUGH TO FALL TERM 2020**

	Number Enrolled	Aug 21 - Sept			October			November			December - Jan 6			
		VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
Fall 2019														
All Degree-Seeking Students**	1,652	9	2	1	9	1	5	7	0	1	30	19	4	77
2019 First-Year Students	413	3	0	0	4	0	1	2	0	0	11	8	0	n/a
2019 Transfer Students	54	1	0	0	1	0	0	2	0	0	1	1	0	n/a

	RET	CON LV	Number Still Enrolled	January 7 - 31			February			March			April			May 1 - May 10			
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
Spring 2020*																			
All Degree-Seeking Students	0	0	1,498	5	2	6	6	1	3	5	0	5	6	0	13	5	0	0	206
2019 First-Year Students	0	0	385	1	0	0	4	0	0	1	0	1	3	0	6	2	0	0	n/a
2019 Transfer Students	0	0	48	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	n/a

	RET	CON LV	Number Still Enrolled	May 11 - June			July			August 1 - 11					Fall 2020			
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad	RET	Enrolled	On a Leave of Absence		
Summer 2020*																		
All Degree-Seeking Students	0	0	1,262	3	7	0	16	0	0	10	5	0	66	2			1,091	66
2019 First-Year Students	0	0	374	1	2	0	9	0	0	0	1	0	n/a	0			349	12
2019 Transfer Students	0	0	45	0	1	0	0	0	0	0	1	0	n/a	0			40	3

*The enrollment reported above for Spring 2020 and Summer 2020 does not reflect the actual enrollment for these terms; this chart follows only the students originally enrolled in Fall Term 2019 and tracks them according to withdrawal status. Students who first entered in Spring Term 2020 are not included. Students who returned in Spring or Summer 2020 but were not enrolled in Fall Term 2019 are not included.

NOTE: VOL = Voluntary leaves; INV = Involuntary Leaves (Expulsion, academic, disciplinary, labor, and administrative dismissals); LV = Leave of Absence; CONT LV = Continued on a leaver of absence; GRAD = Graduates; RET = Returned to School

HISTORY OF FALL TERM ENTRANTS

Enrollment History (Retention) of **First-Year Student Cohorts**

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad (2 yr) #	%	Enrolled #	%	Grad (3 yr) #	%	Enrolled #	%	Grad (4 yr) #	%	Enrolled #	%	Grad (5 yr) #	%	Enrolled #	%	Grad (6 yr) #	%	Enrolled #	%
1999	423	325	76.8%	0	0.0%	295	69.7%	1	0.2%	273	64.5%	150	35.5%	115	27.2%	257	60.8%	7	1.7%	262	61.9%	2	0.5%
2000	421	348	82.7%	0	0.0%	303	72.0%	2	0.5%	279	66.3%	168	39.9%	94	22.3%	251	59.6%	10	2.4%	256	60.8%	5	1.2%
2001	424	338	79.7%	0	0.0%	298	70.3%	1	0.2%	278	65.6%	191	45.0%	78	18.4%	261	61.6%	8	1.9%	267	63.0%	3	0.7%
2002	356	285	80.1%	0	0.0%	254	71.3%	0	0.0%	236	66.3%	158	44.4%	72	20.2%	222	62.4%	8	2.2%	227	63.8%	2	0.6%
2003	396	326	82.3%	0	0.0%	288	72.7%	2	0.5%	265	66.9%	203	51.3%	56	14.1%	253	63.9%	5	1.3%	257	64.9%	1	0.3%
2004	400	326	81.5%	0	0.0%	284	71.0%	2	0.5%	268	67.0%	201	50.3%	54	13.5%	249	62.3%	11	2.8%	256	64.0%	5	1.3%
2005	378	309	81.7%	0	0.0%	274	72.5%	1	0.3%	256	67.7%	161	42.6%	77	20.4%	231	61.1%	6	1.6%	234	61.9%	2	0.5%
2006	388	322	83.0%	1	0.3%	290	74.7%	4	1.0%	270	69.6%	184	47.4%	79	20.4%	252	64.9%	6	1.5%	258	66.5%	5	1.3%
*2007	419	326	77.8%	0	0.0%	285	68.0%	2	0.5%	269	64.2%	196	46.8%	66	15.8%	252	60.1%	7	1.7%	258	61.6%	0	0.0%
2008	413	338	81.8%	1	0.2%	293	70.9%	1	0.2%	272	65.9%	183	44.3%	74	17.9%	254	61.5%	6	1.5%	257	62.2%	3	0.7%
*2009	391	308	78.8%	0	0.0%	284	72.6%	1	0.3%	266	68.0%	174	44.5%	81	20.7%	241	61.6%	9	2.3%	247	63.2%	8	2.0%
2010	429	340	79.3%	0	0.0%	309	72.0%	2	0.5%	284	66.2%	204	47.6%	73	17.0%	263	61.3%	8	1.9%	270	62.9%	3	0.7%
*2011	417	340	81.5%	1	0.2%	313	75.1%	2	0.5%	286	68.6%	205	49.2%	74	17.7%	271	65.0%	10	2.4%	275	65.9%	8	1.9%
*2012	390	317	81.3%	1	0.3%	285	73.1%	3	0.8%	260	66.7%	185	47.4%	66	16.9%	238	61.0%	7	1.8%	245	62.8%	1	0.3%
*2013	395	334	84.6%	0	0.0%	302	76.5%	3	0.8%	286	72.4%	219	55.4%	58	14.7%	268	67.8%	5	1.3%	269	68.1%	2	0.5%
*2014	413	359	86.3%	0	0.0%	318	77.0%	2	0.5%	295	71.4%	205	49.6%	76	18.4%	272	65.9%	8	1.9%	278	67.3%	2	0.5%
*2015	430	360	83.7%	0	0.0%	319	74.2%	3	0.7%	292	67.9%	191	44.4%	94	21.9%	275	64.0%	12	2.8%				
2016	418	337	80.6%	0	0.0%	295	70.6%	4	1.0%	276	66.0%	214	51.2%	53	12.7%								
2017	432	359	83.1%	0	0.0%	316	73.1%	5	1.2%	297	68.8%												
2018	438	366	83.6%	1	0.2%	325	74.2%																
2019	413	361	87.4%																				
TOTAL	8584	7024	81.8%	5	0.1%	5930	72.6%	41	0.5%	5208	67.3%	3392	46.5%	1340	18.4%	4310	62.6%	133	1.9%	4116	63.8%	52	0.8%

*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 (2007, 2013, & 2015 by 2; 2014 by 3).

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

HISTORY OF FALL TERM ENTRANTS

Enrollment History (Retention) of **Transfer** Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad(2 yr)	%	Enrolled	%	Grad (3 yr)	%	Enrolled	%	Grad (4 yr)	%	Enrolled	%	Grad (5 yr)	%	Enrolled	%	Grad (6 yr)	%	Enrolled	%
1998	34	25	73.5%	2	5.9%	21	61.8%	9	26.5%	11	32.4%	17	50.0%	1	2.9%	18	52.9%	0	0.0%	18	52.9%	0	0.0%
1999	55	44	80.0%	3	5.5%	35	63.6%	13	23.6%	24	43.6%	30	54.5%	6	10.9%	32	58.2%	2	3.6%	34	61.8%	0	0.0%
2000	47	35	74.5%	4	8.5%	30	63.8%	15	31.9%	17	36.2%	28	59.6%	4	8.5%	32	68.1%	0	0.0%	32	68.1%	0	0.0%
2001	29	27	93.1%	2	6.9%	23	79.3%	10	34.5%	13	44.8%	17	58.6%	5	17.2%	22	75.9%	0	0.0%	22	75.9%	0	0.0%
2002	24	18	75.0%	1	4.2%	16	66.7%	6	25.0%	9	37.5%	13	54.2%	0	0.0%	14	58.3%	0	0.0%	14	58.3%	0	0.0%
2003	22	19	86.4%	1	4.5%	18	81.8%	8	36.4%	9	40.9%	15	68.2%	2	9.1%	16	72.7%	1	4.5%	17	77.3%	0	0.0%
2004	24	17	70.8%	2	8.3%	14	58.3%	8	33.3%	8	33.3%	14	58.3%	1	4.2%	15	62.5%	0	0.0%	15	62.5%	0	0.0%
2005	27	23	85.2%	0	0.0%	22	81.5%	7	25.9%	14	51.9%	18	66.7%	3	11.1%	19	70.4%	2	7.4%	20	74.1%	1	3.7%
2006	21	19	90.5%	1	4.8%	17	81.0%	4	19.0%	13	61.9%	13	61.9%	4	19.0%	17	81.0%	0	0.0%	17	81.0%	0	0.0%
2007	21	15	71.4%	0	0.0%	14	66.7%	4	19.0%	11	52.4%	10	47.6%	2	9.5%	11	52.4%	2	9.5%	13	61.9%	0	0.0%
**2008	26	20	76.9%	1	3.8%	17	65.4%	3	11.5%	15	57.7%	15	57.7%	3	11.5%	16	61.5%	1	3.8%	20	76.9%	0	0.0%
2009	28	23	82.1%	0	0.0%	21	75.0%	6	21.4%	15	53.6%	17	60.7%	3	10.7%	20	71.4%	0	0.0%	20	71.4%	0	0.0%
2010	77	69	89.6%	5	6.5%	56	72.7%	28	36.4%	30	39.0%	53	68.8%	7	9.1%	57	74.0%	2	2.6%	59	76.6%	0	0.0%
2011	101	80	79.2%	4	4.0%	69	68.3%	27	26.7%	40	39.6%	56	55.4%	5	5.0%	62	61.4%	2	2.0%	64	63.4%	0	0.0%
2012	47	37	78.7%	2	4.3%	33	70.2%	17	36.2%	16	34.0%	30	63.8%	3	6.4%	33	70.2%	0	0.0%	33	70.2%	0	0.0%
2013	42	35	83.3%	5	11.9%	30	71.4%	18	42.9%	17	40.5%	33	78.6%	2	4.8%	35	83.3%	0	0.0%	35	83.3%	0	0.0%
2014	46	36	78.3%	2	4.3%	29	63.0%	12	26.1%	18	39.1%	25	54.3%	3	6.5%	27	58.7%	0	0.0%	27	58.7%	0	0.0%
2015	49	42	85.7%	1	2.0%	38	77.6%	16	32.7%	21	42.9%	34	69.4%	2	4.1%	35	71.4%	0	0.0%				
2016	48	42	87.5%	1	2.1%	36	75.0%	18	37.5%	19	39.6%	31	64.6%	4	8.3%								
2017	53	49	92.5%	1	1.9%	46	86.8%	28	52.8%	17	32.1%												
2018	56	50	89.3%	2	3.6%	47	83.9%																
2019	54	43	79.6%																				
TOTAL	931	768	82.5%	40	4.6%	632	72.1%	257	31.3%	337	41.0%	469	61.1%	60	7.8%	481	66.8%	12	1.7%	460	68.6%	1	0.1%

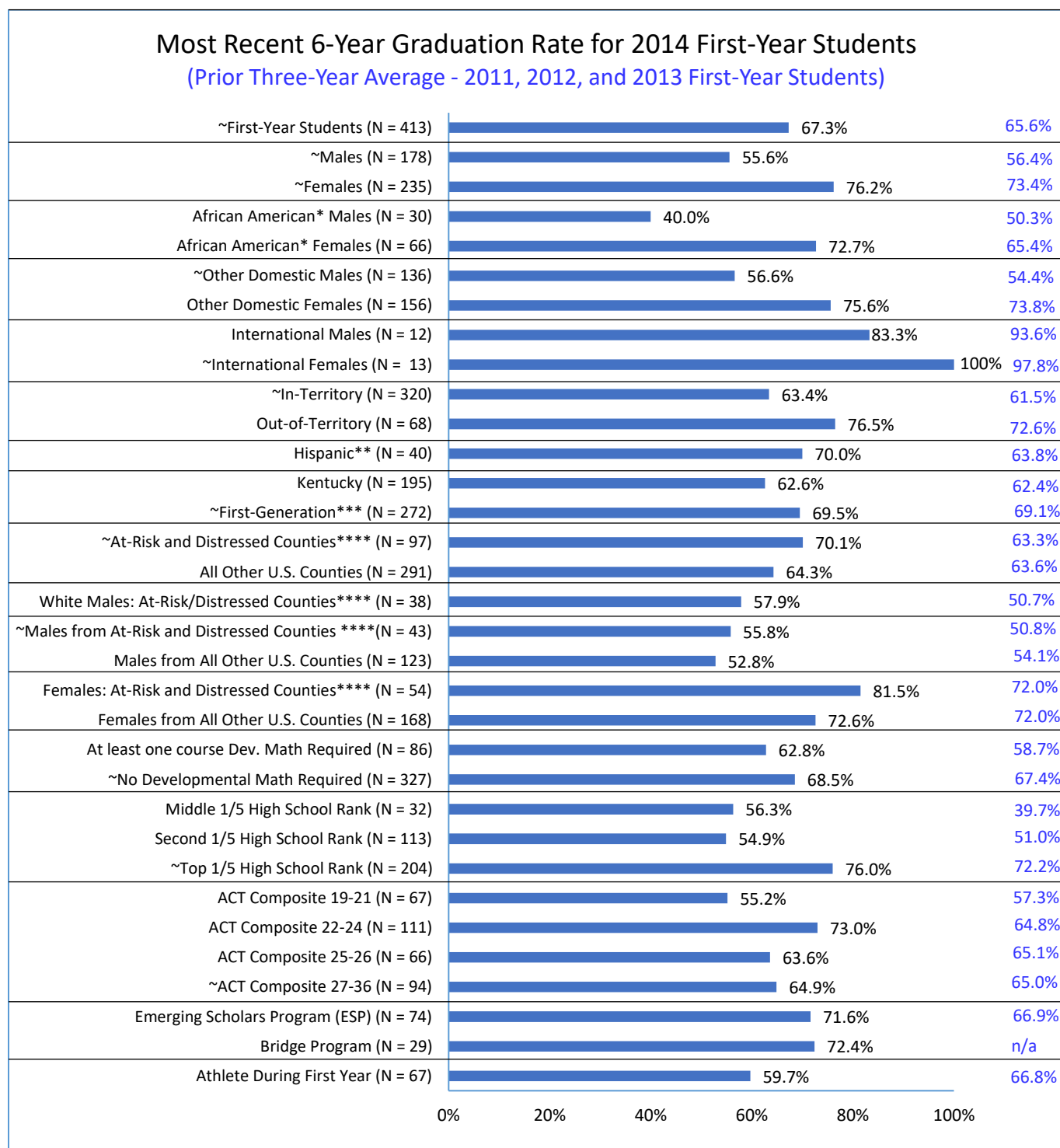
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

**One student graduated in May of their first year.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

Graduation

Graduation Highlights



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

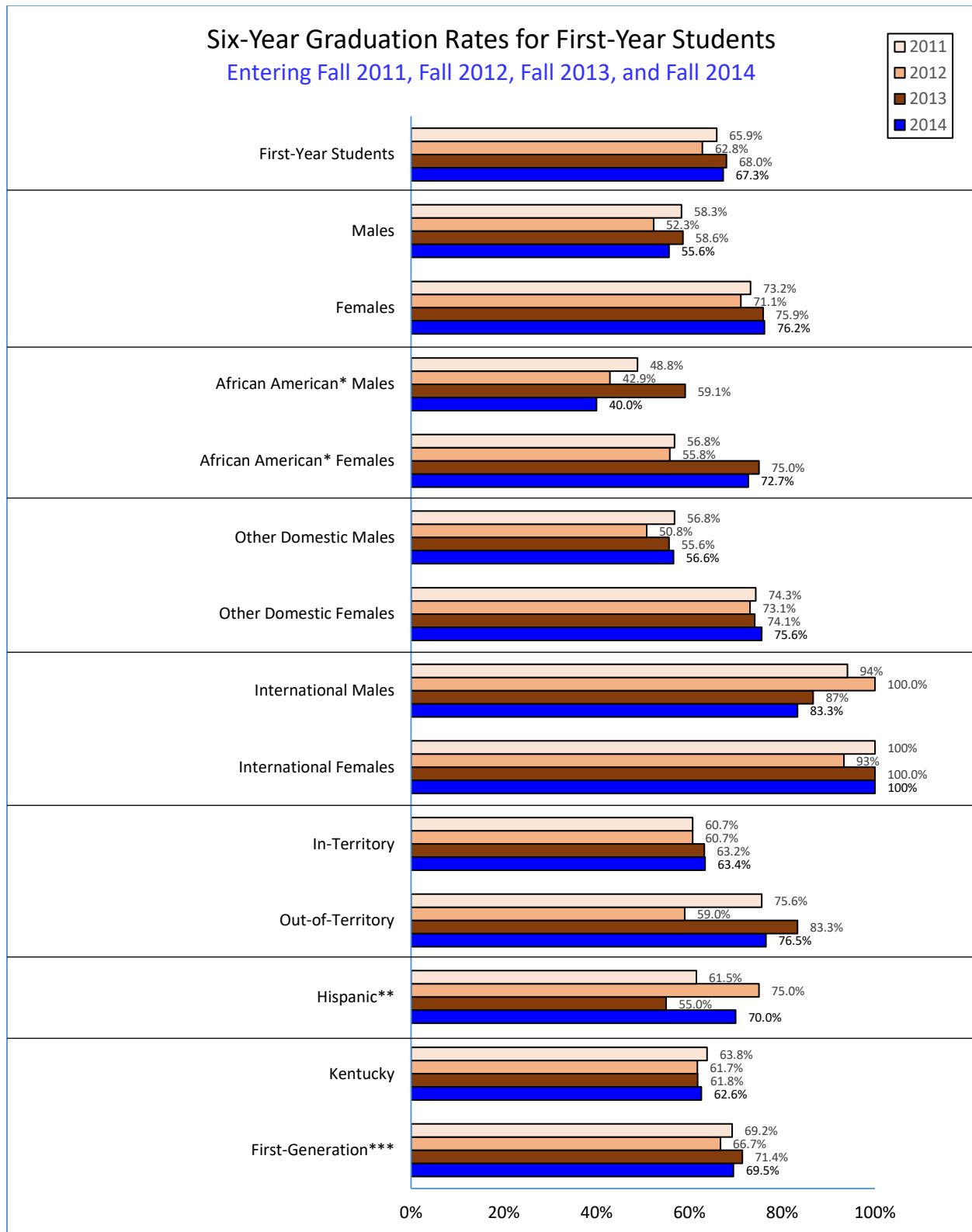
**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

***First Generation is defined as, "neither parent/guardian has completed a college degree."

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

~Denotes cohort numbers that have been reduced by at least one due to the death of three students total.

Four-Year Graduation Trends, Page 1 of 2

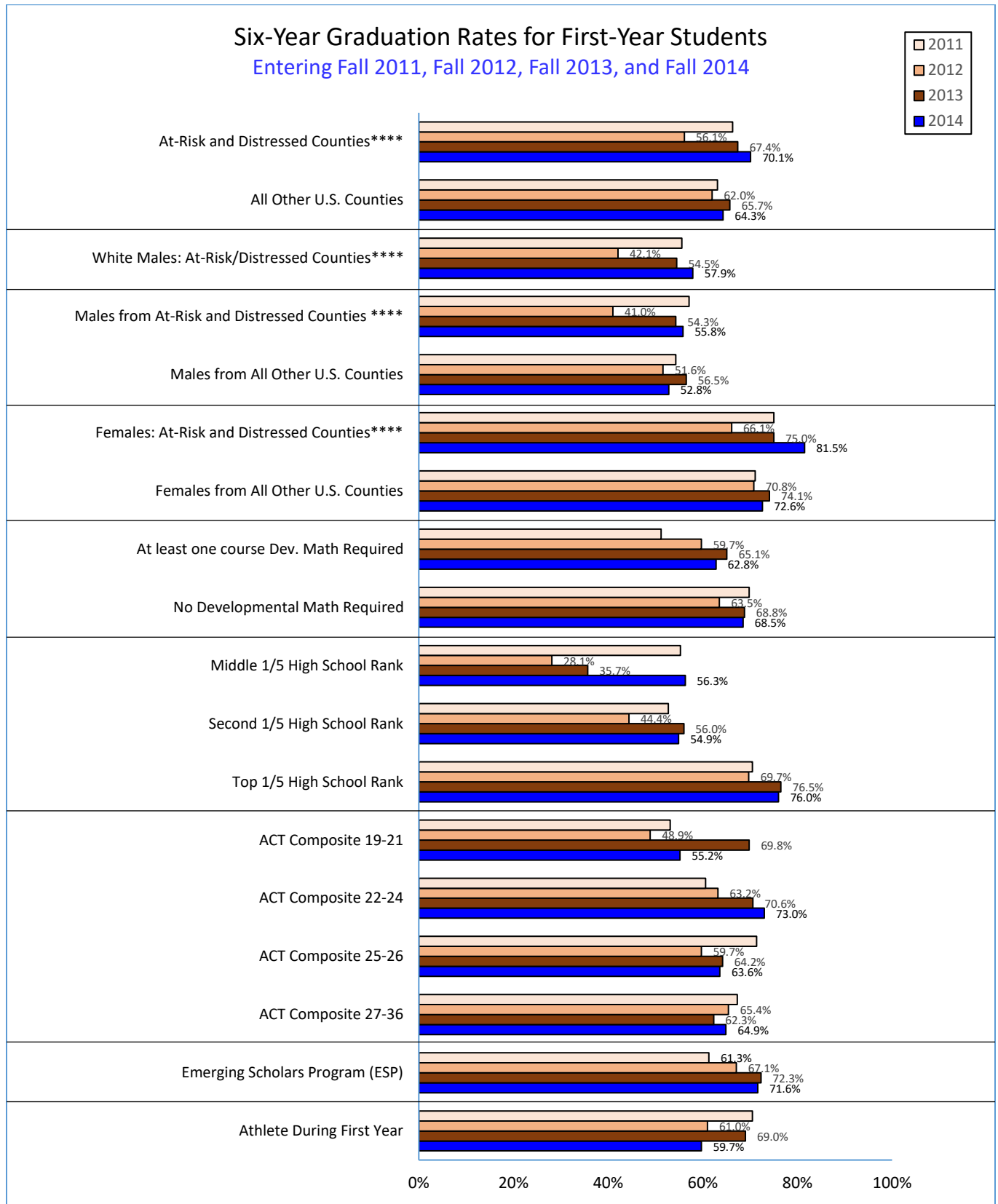


*Students who identified themselves as "Black or African American" alone or in combination with another race.

**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

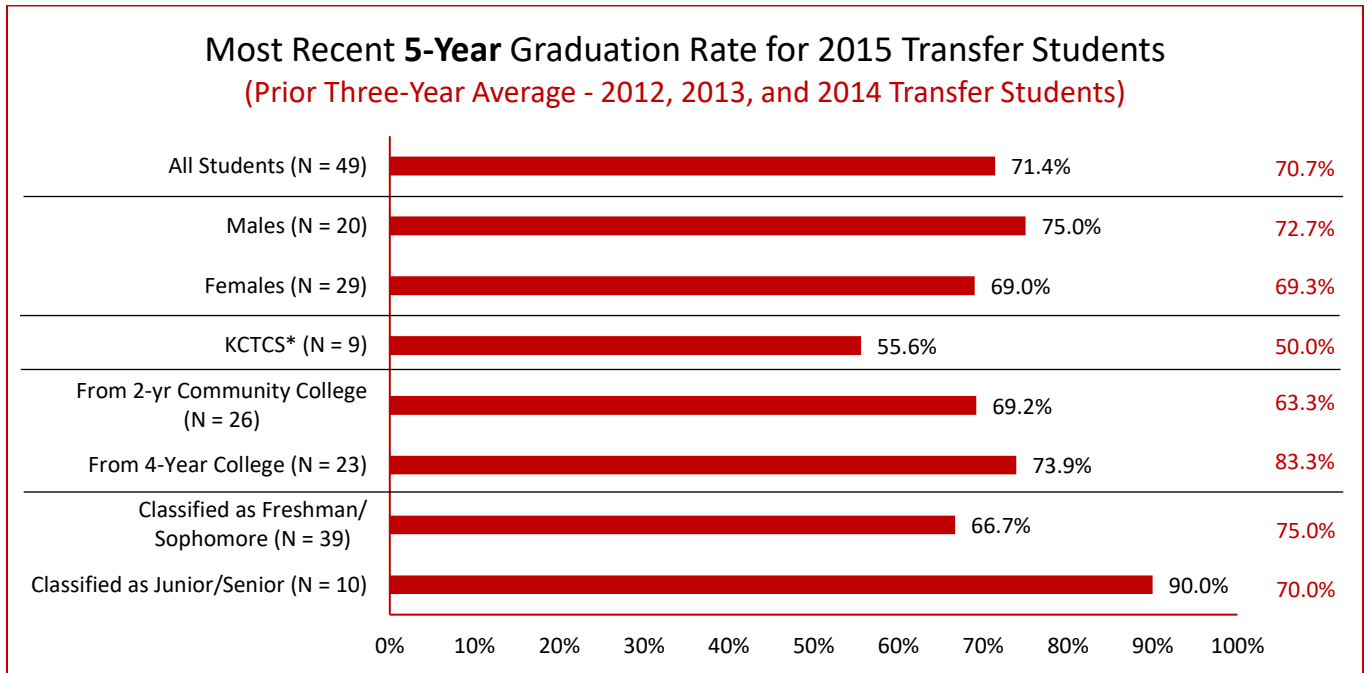
***First Generation is defined as, "neither parent/guardian has completed a college degree."

Four-Year Graduation Trends, Page 2 of 2



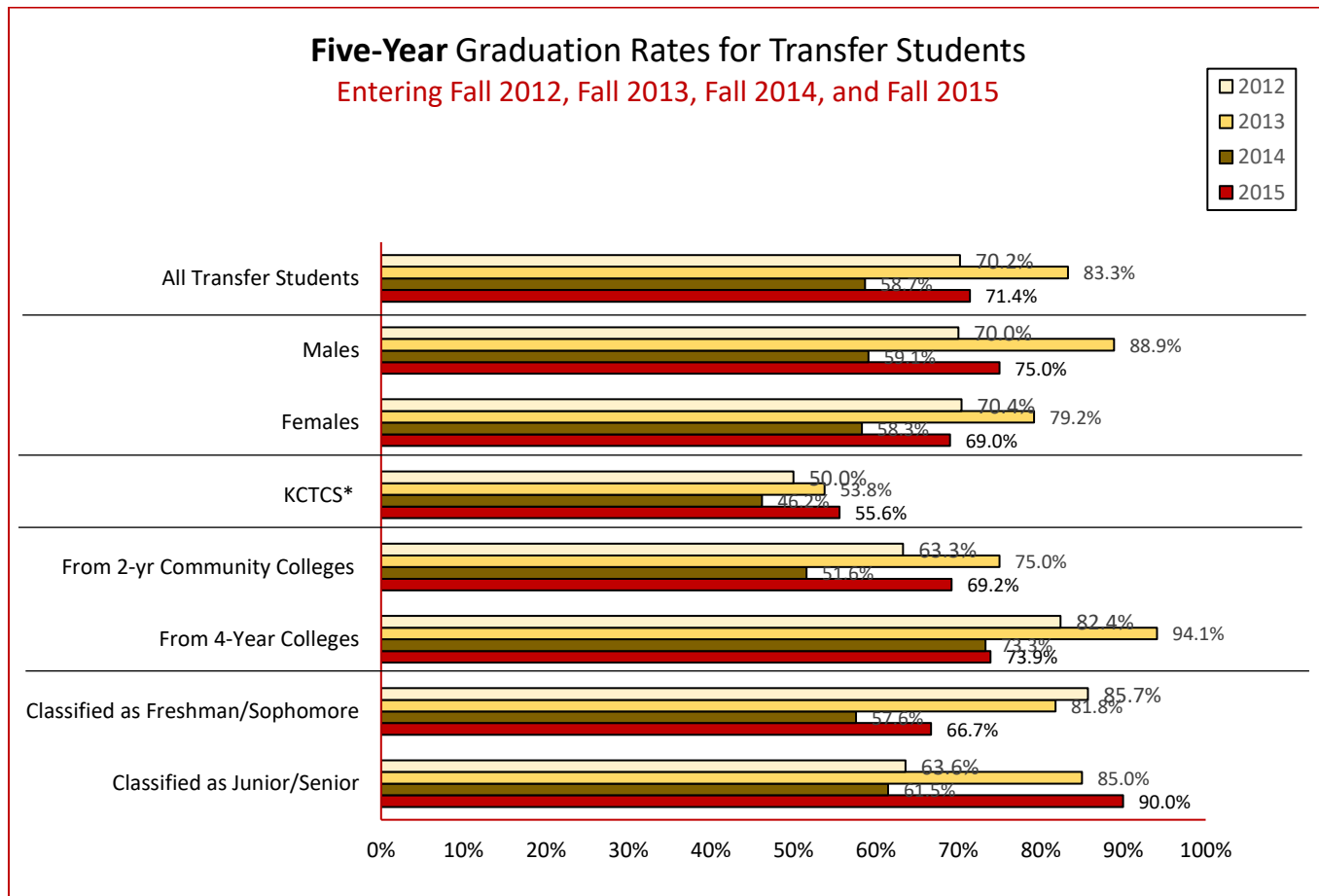
****These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

Graduation Highlights: Transfer Students



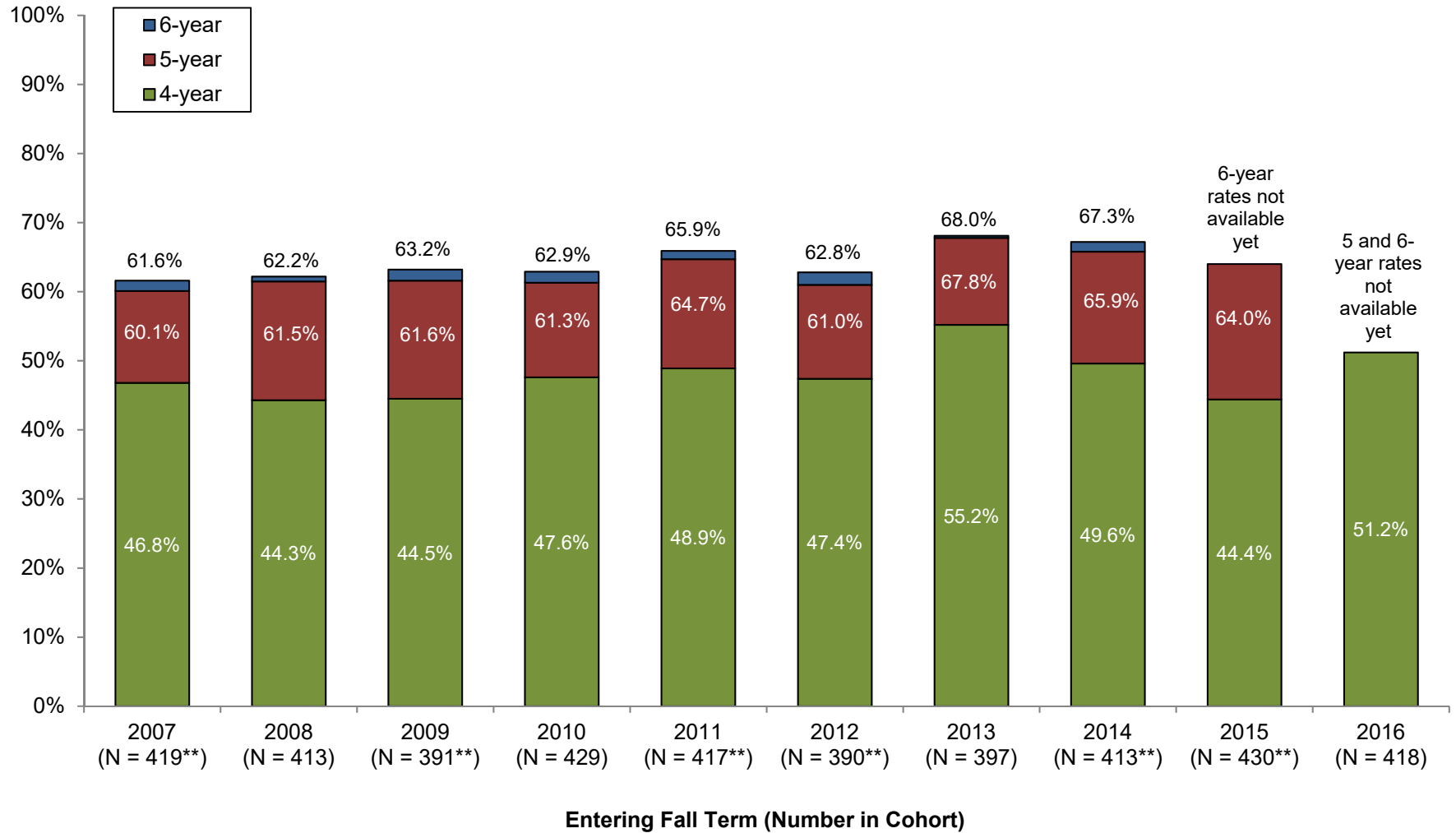
*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

Four-Year Graduation Trends



*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

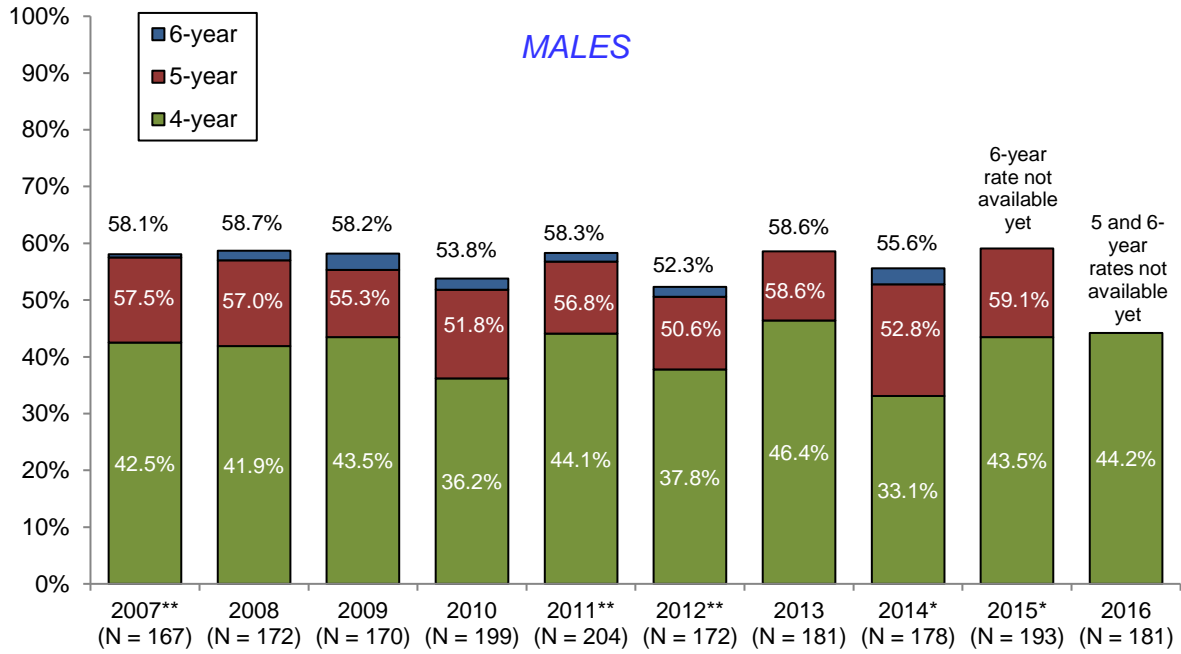


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

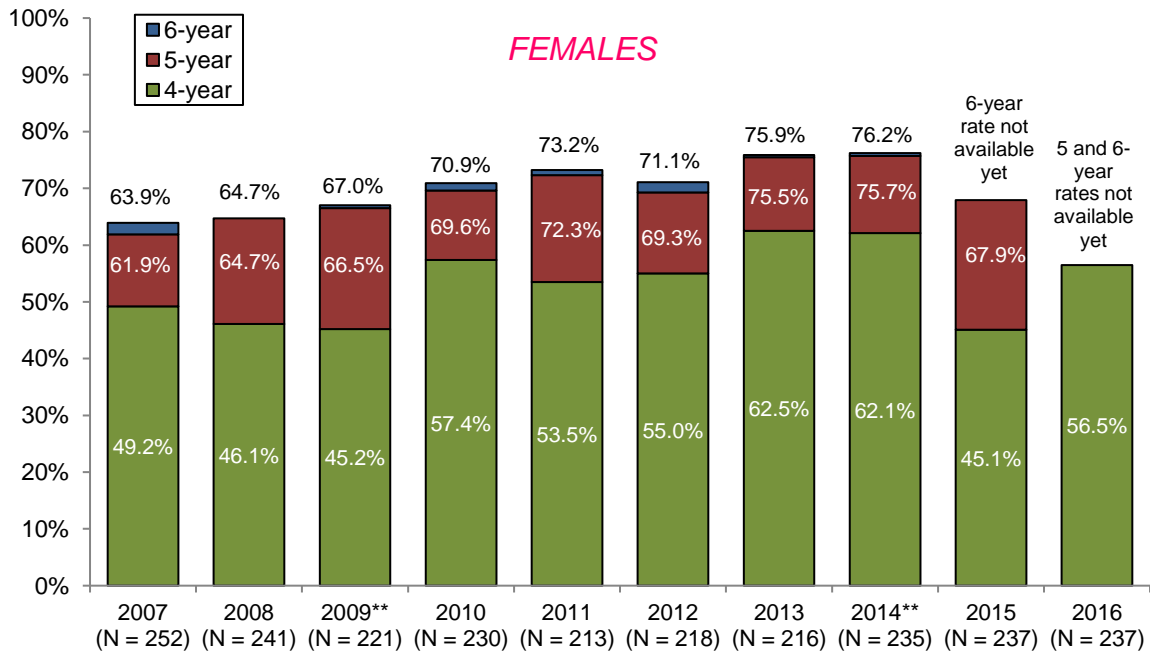
**Denotes cohort numbers that have been reduced by one due to the death of a student. (2007 and 2015 were reduced by 2; 2014 reduced by 3.)

Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY SEX



Entering Fall Term (Number in Cohort)

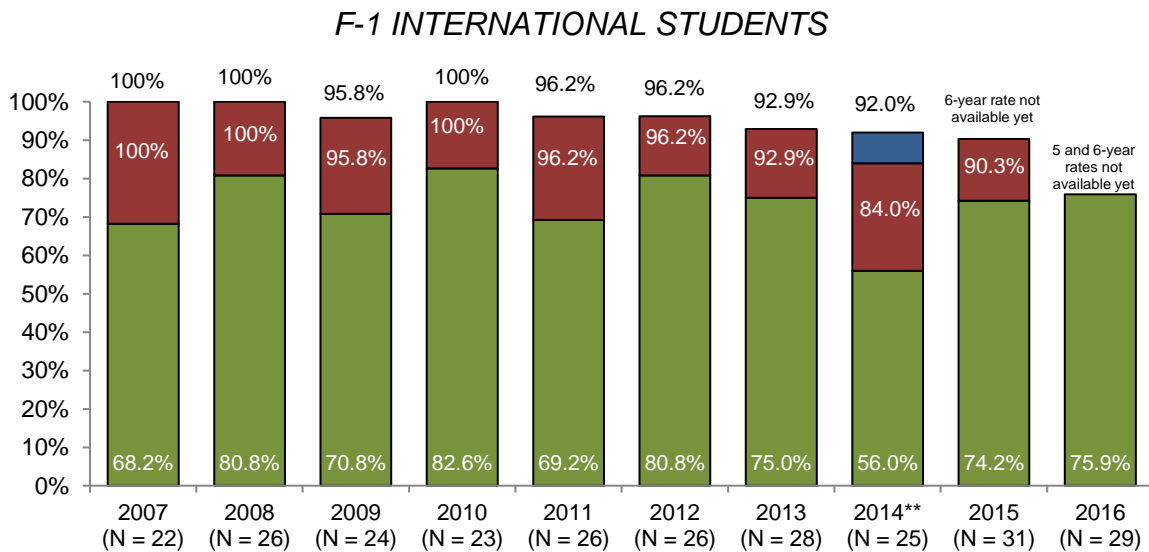
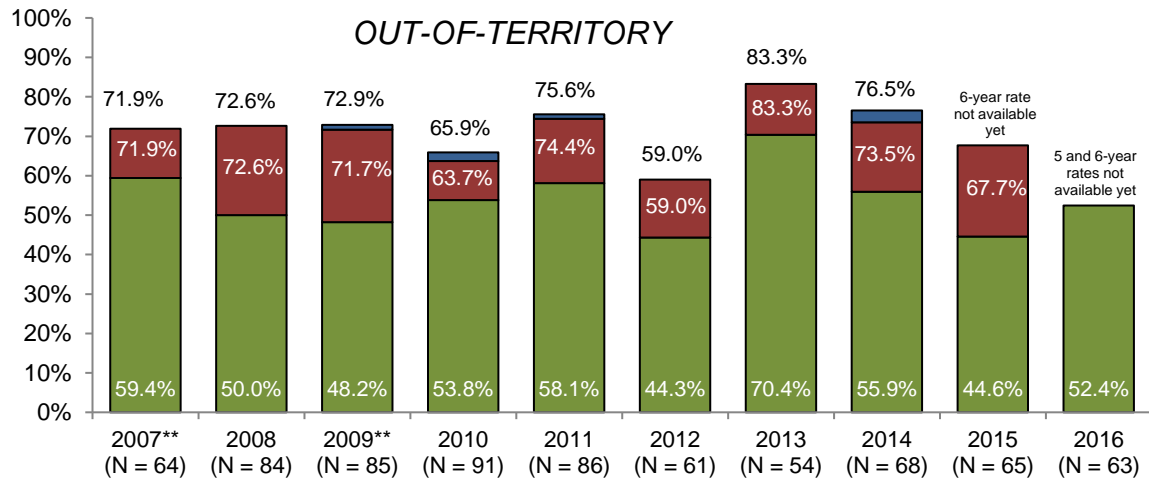
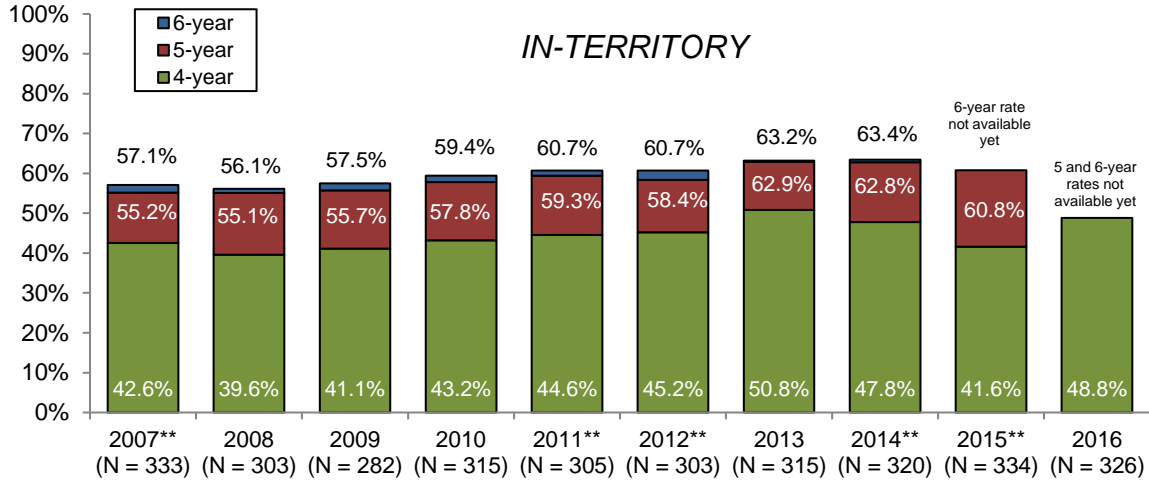


Entering Fall Term (Number in Cohort)

*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 has been reduced by two; 2014 females and 2015 males have been reduced by two)

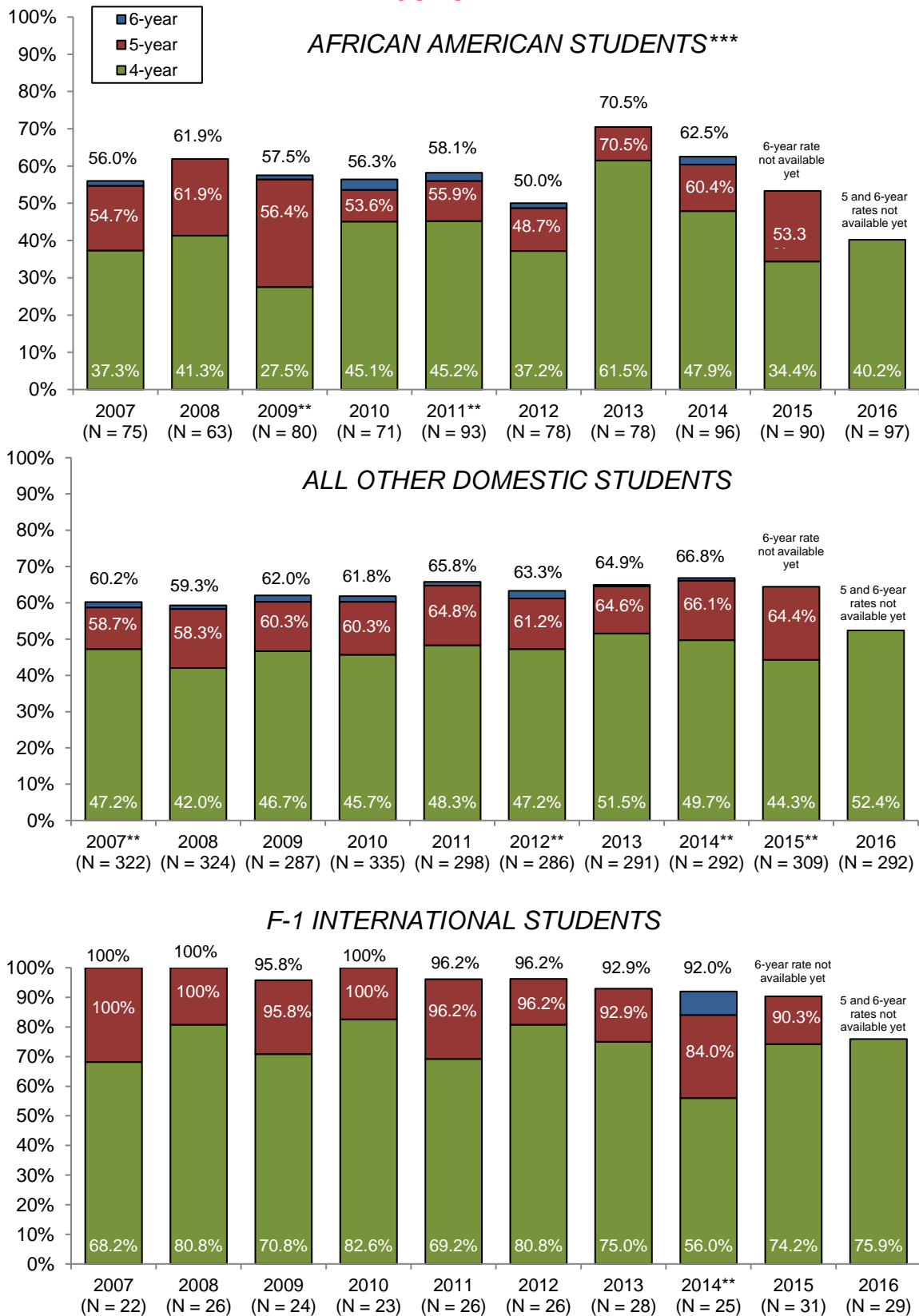
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY



*Students who withdraw and return 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 (2014 international and 2015 in-territory by 2.)

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

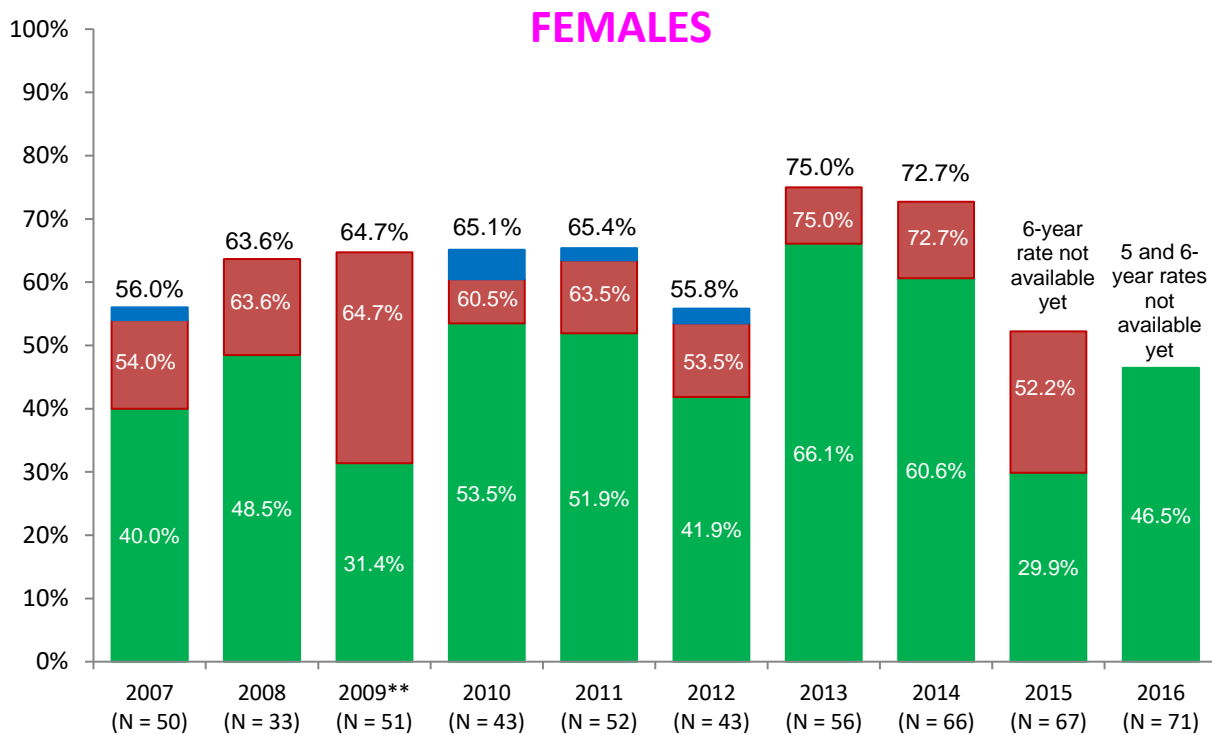
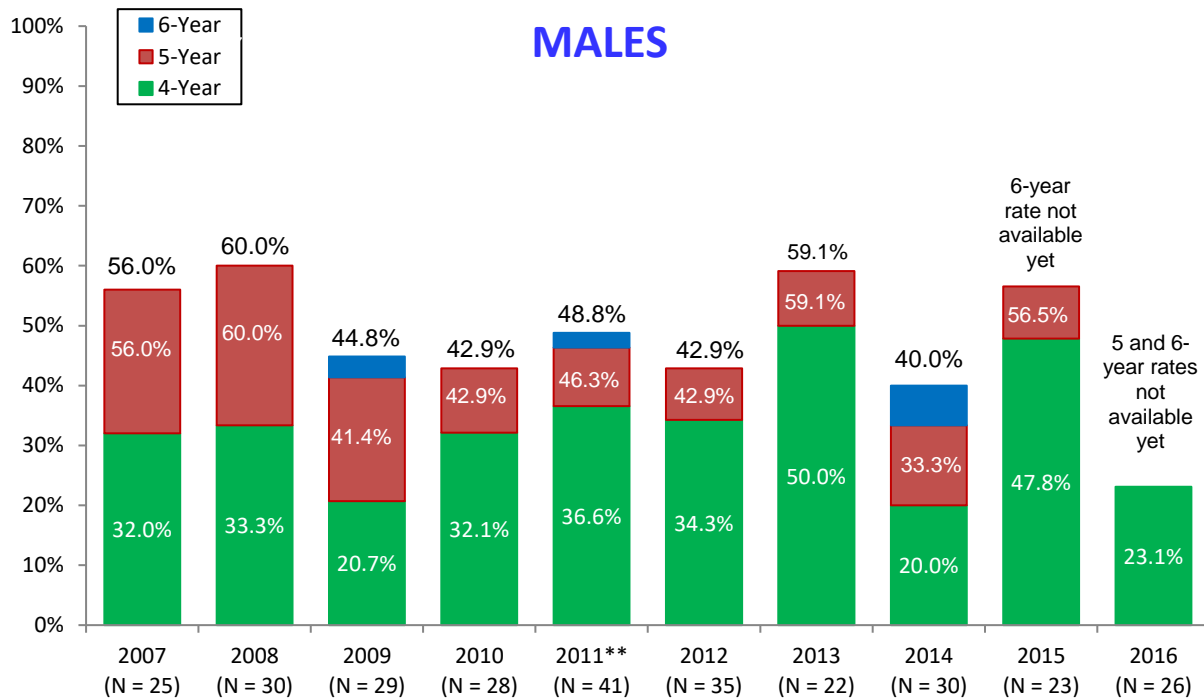


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Denotes cohort number that has been reduced by one due to the death of a student (2007 other domestic, 2014 international, and 2015 other domestic by two.)

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

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

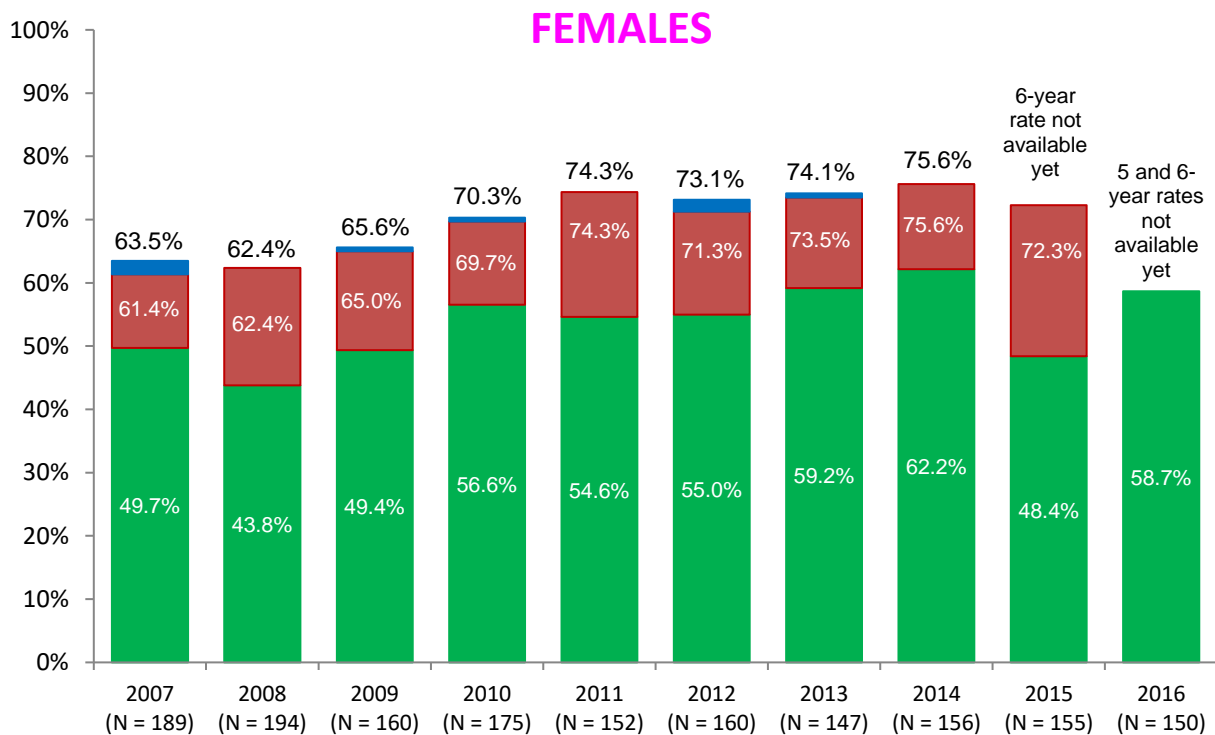
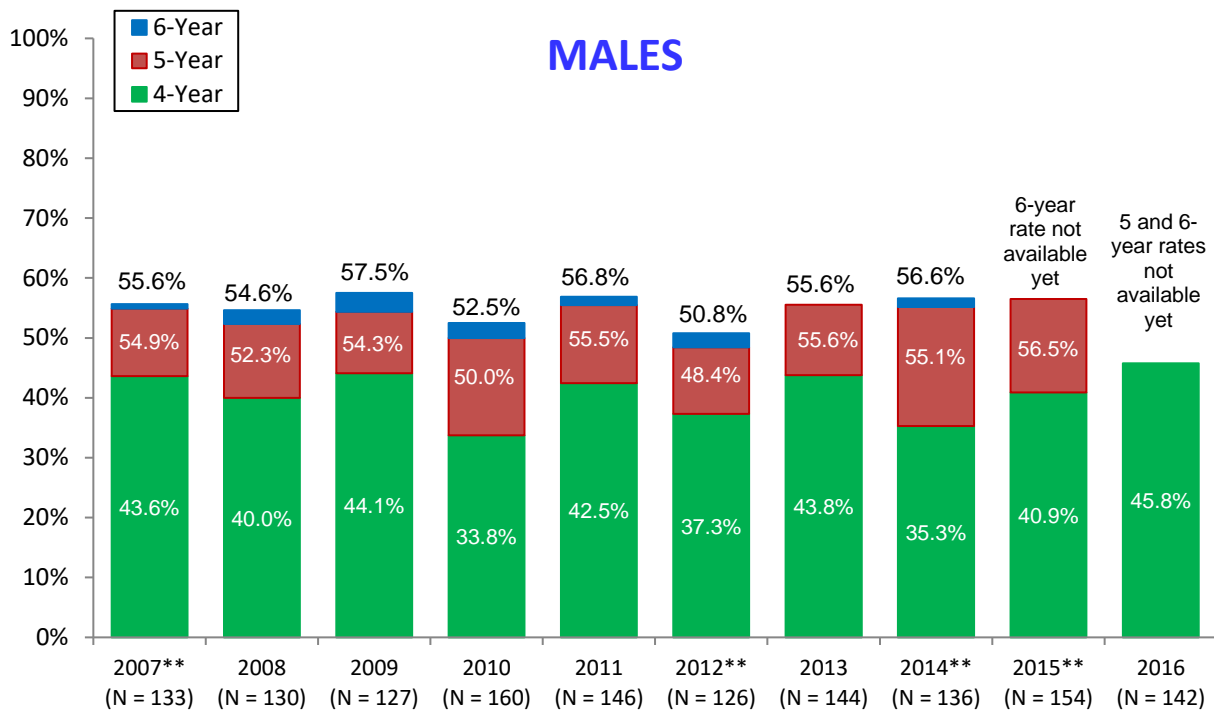


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

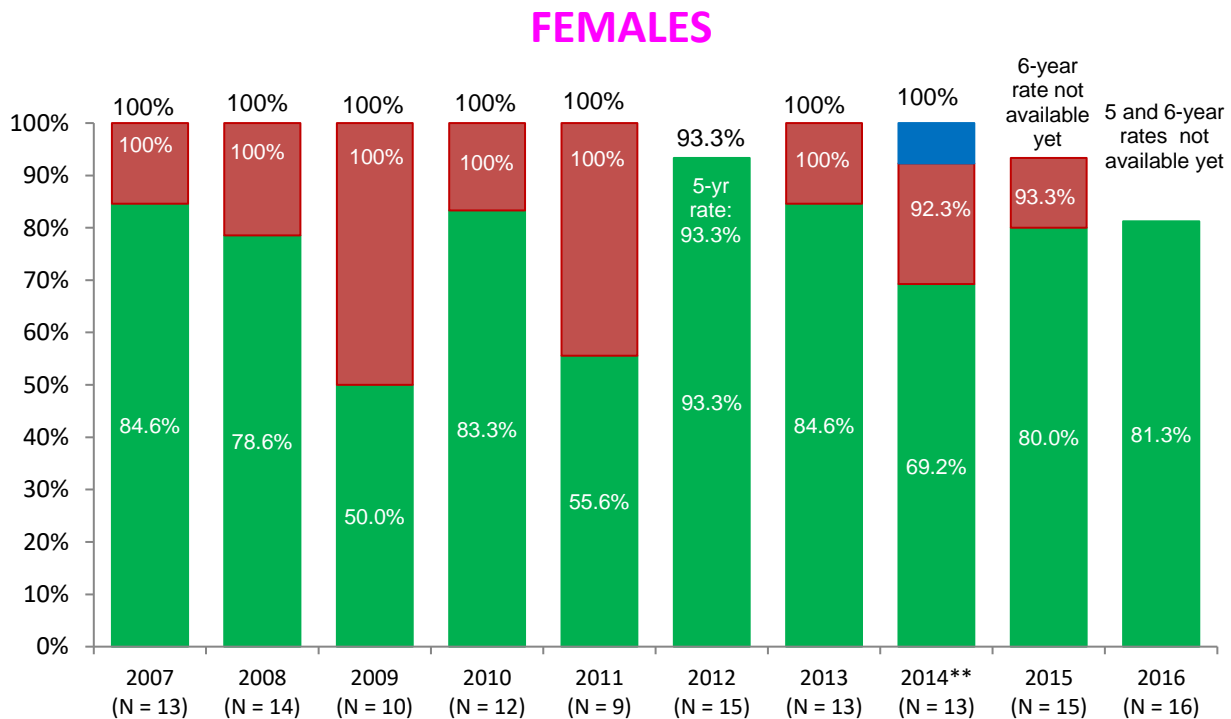
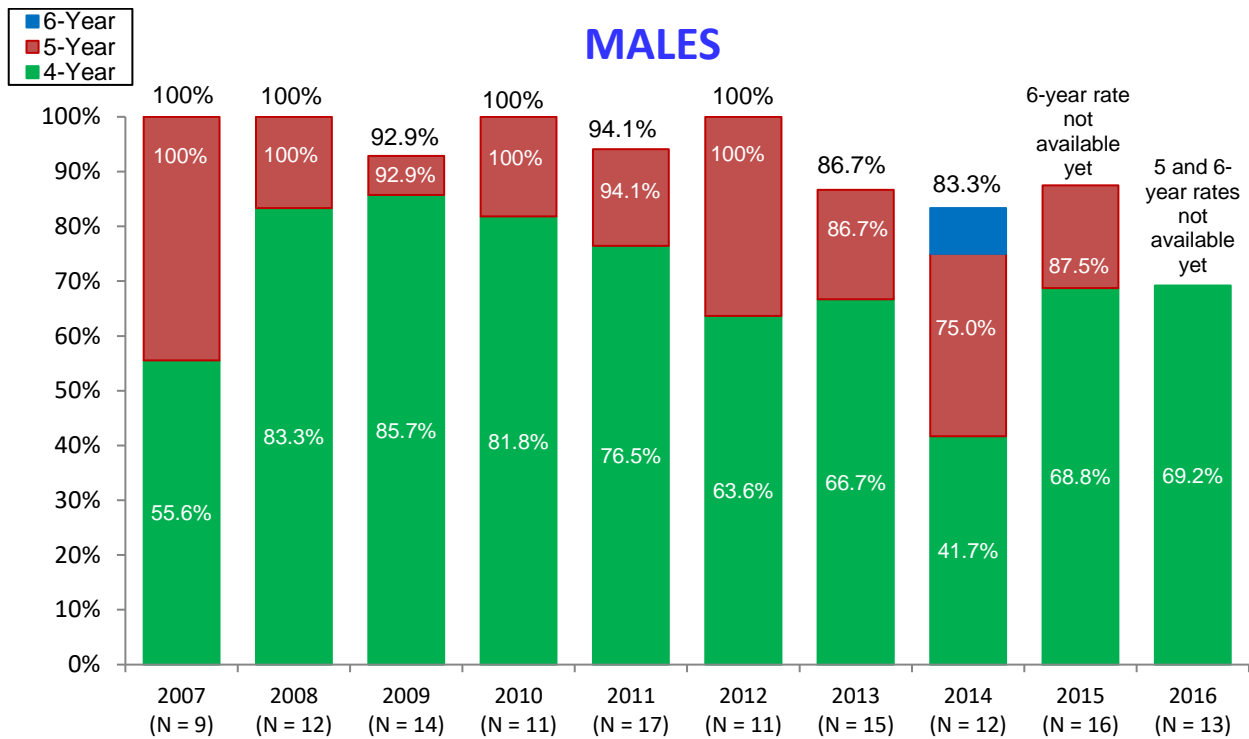
GRADUATION RATES* FOR FIRST-YEAR OTHER DOMESTIC STUDENTS BY SEX



*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 reduced by 2).

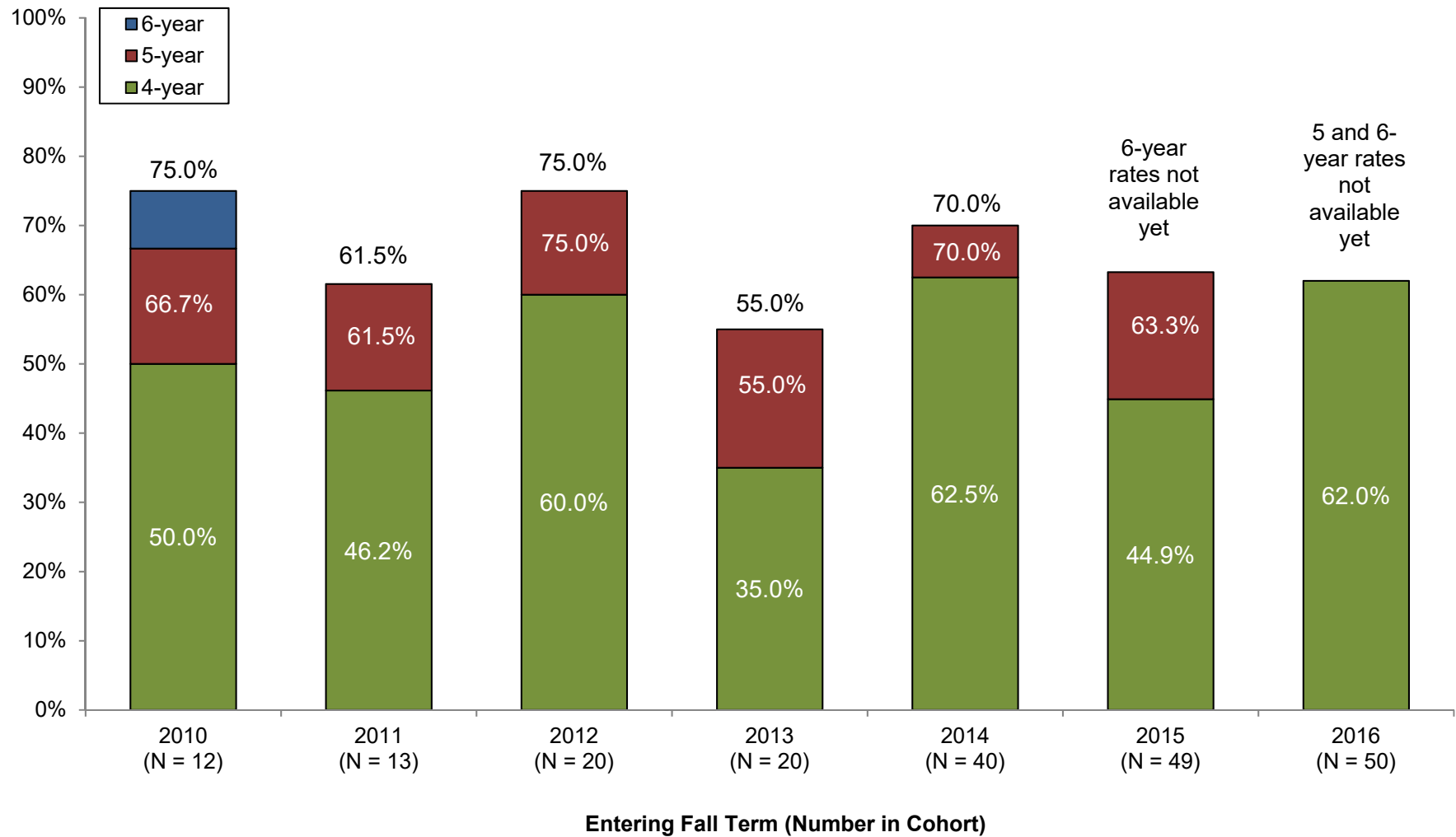
GRADUATION RATES* FOR FIRST-YEAR F-1 INTERNATIONAL STUDENTS BY SEX



*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.

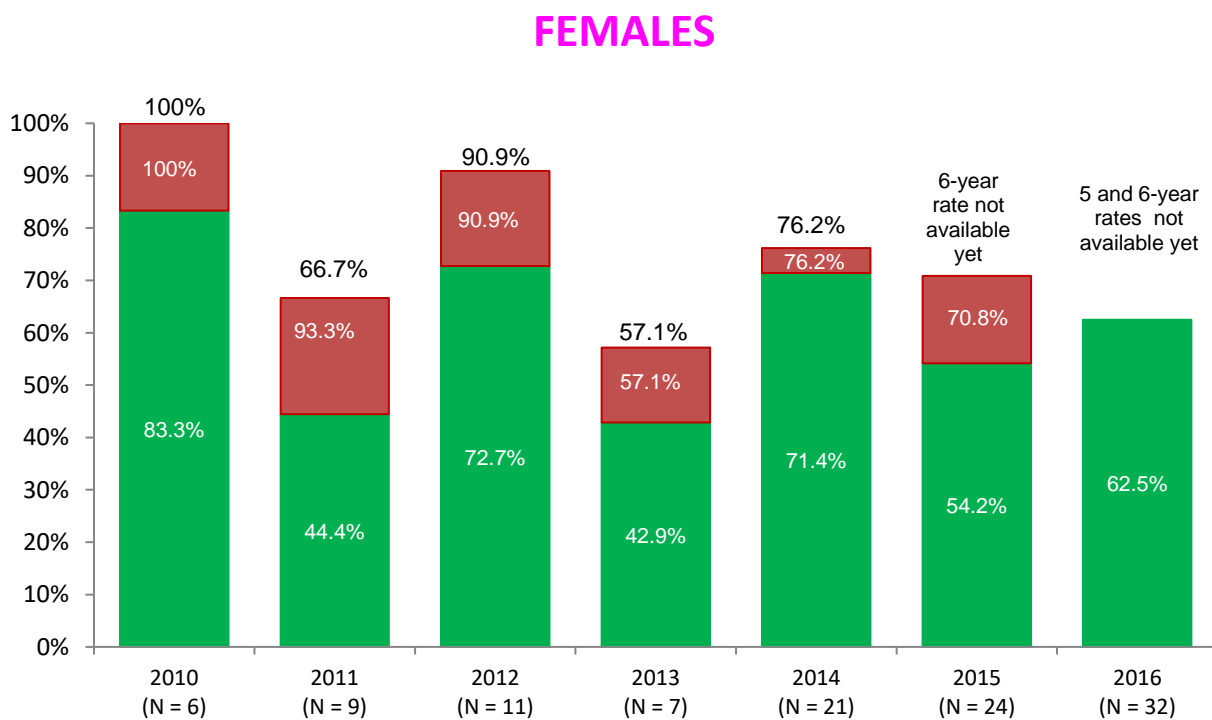
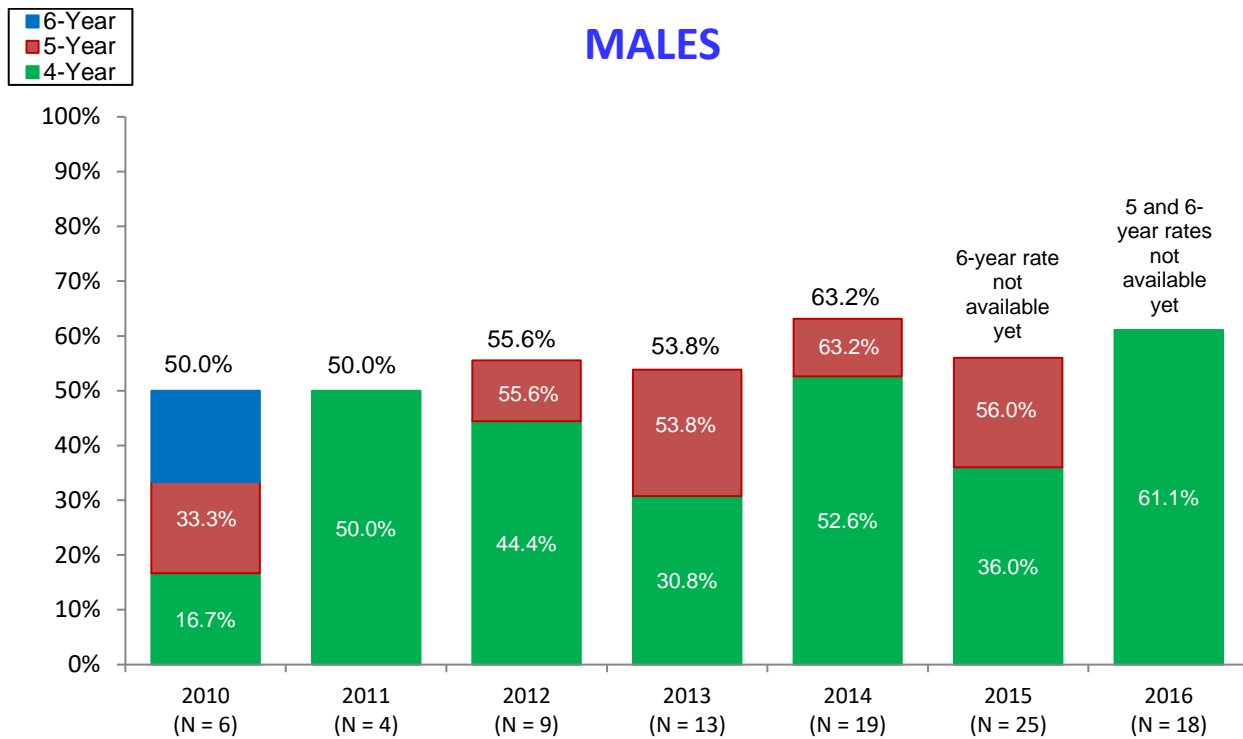
GRADUATION RATES* FOR FIRST-YEAR **HISPANIC**** STUDENTS



*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.

**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

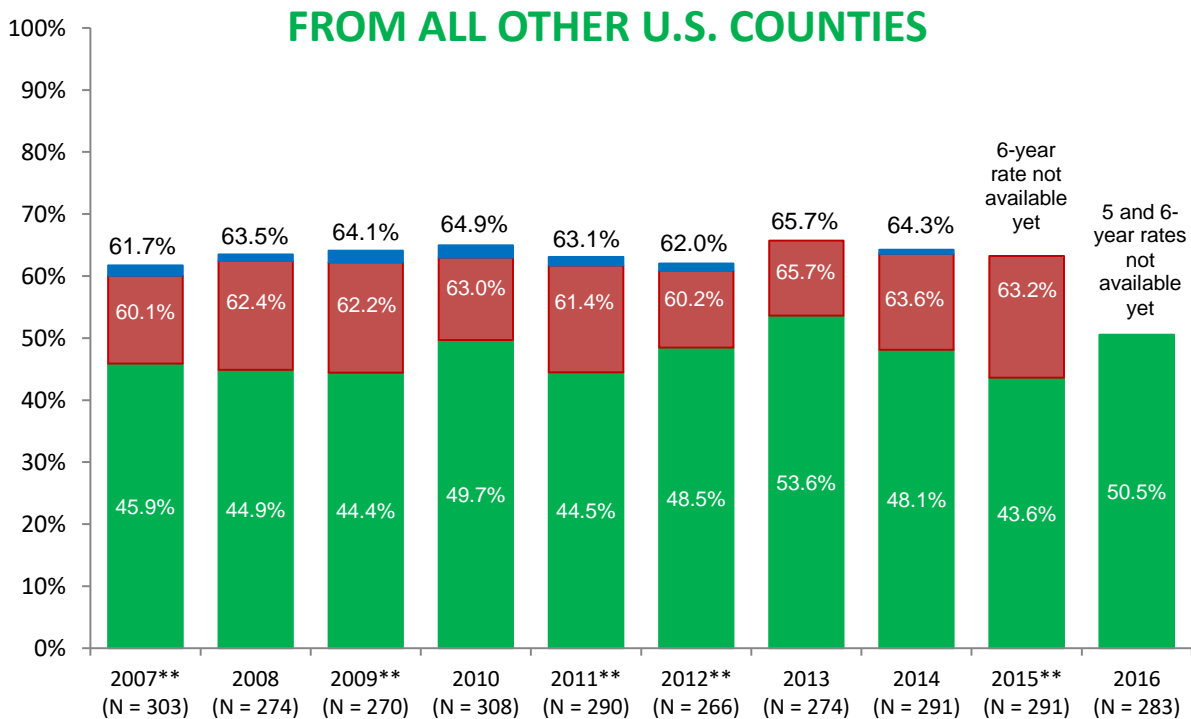
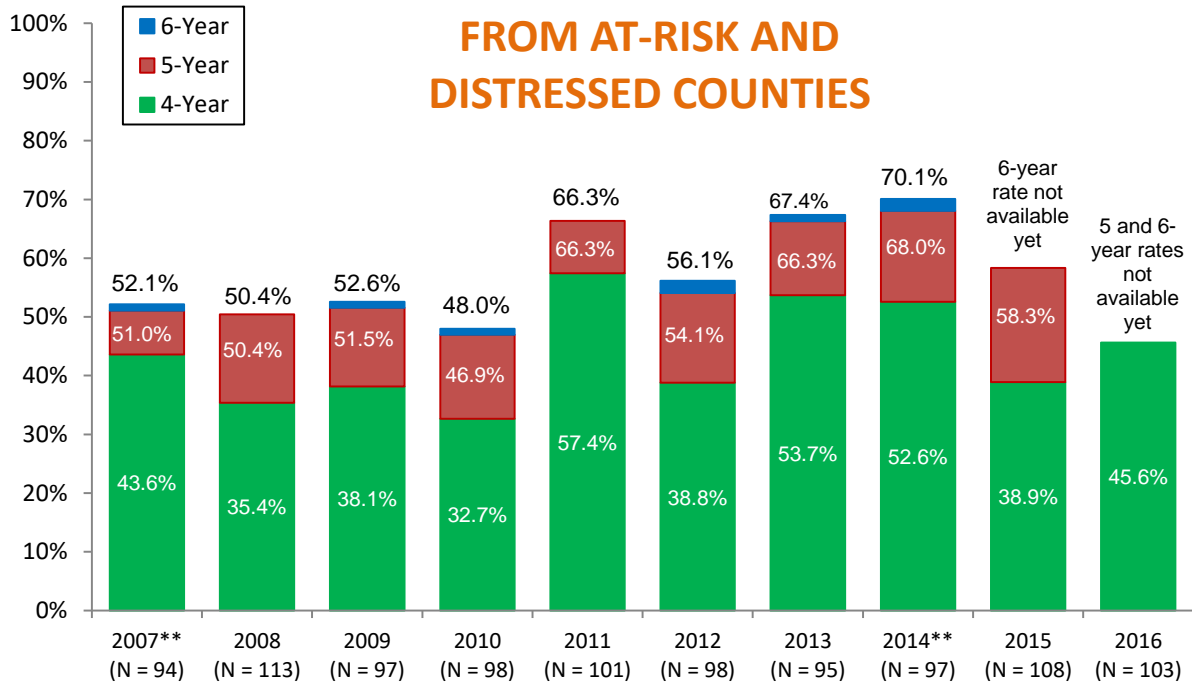
GRADUATION RATES* FOR FIRST-YEAR **HISPANIC**** STUDENTS BY SEX



*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.

**Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

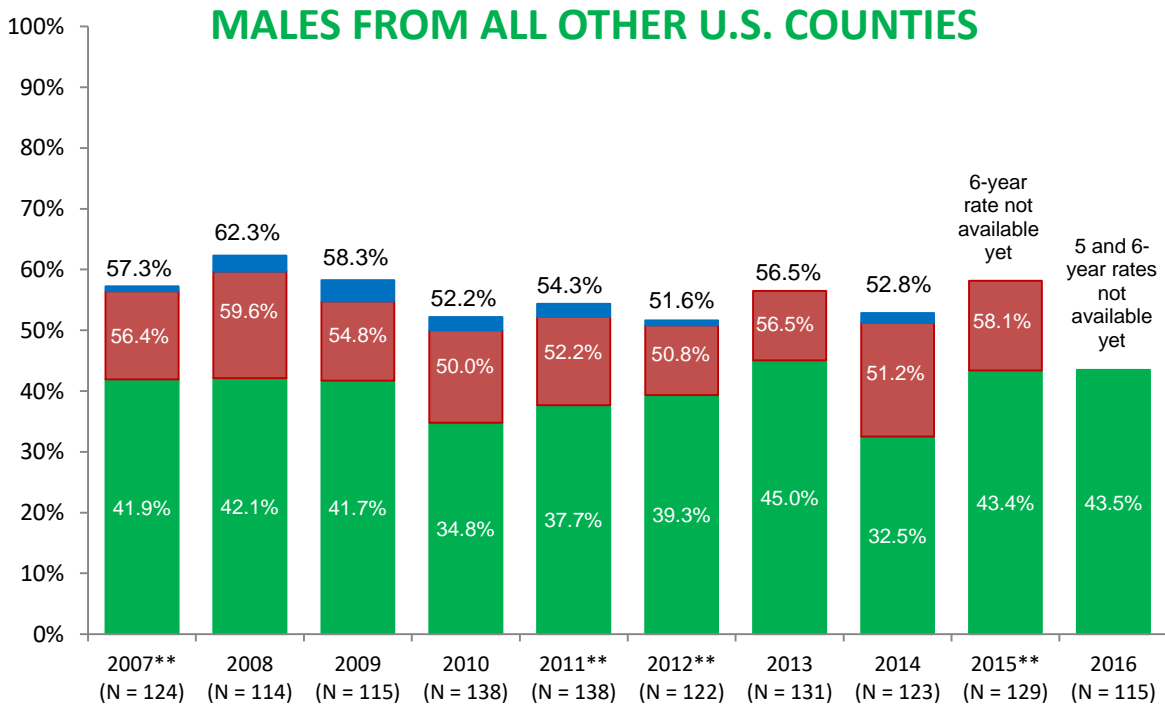
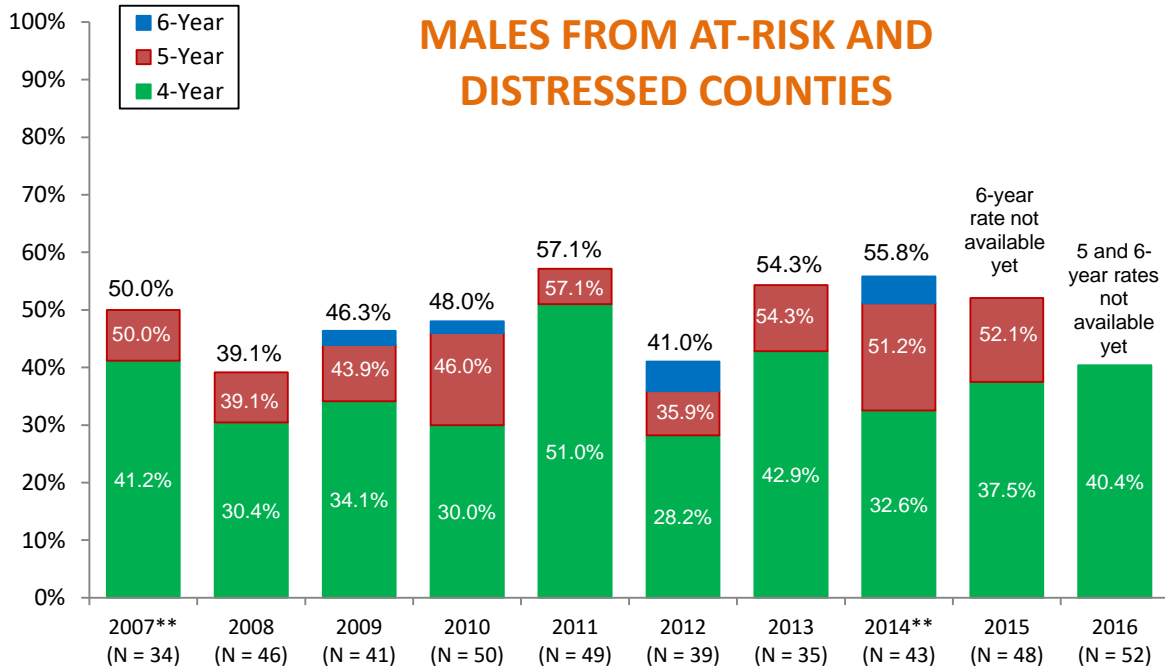
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR STUDENTS
BY COUNTY DESIGNATION**



*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.

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

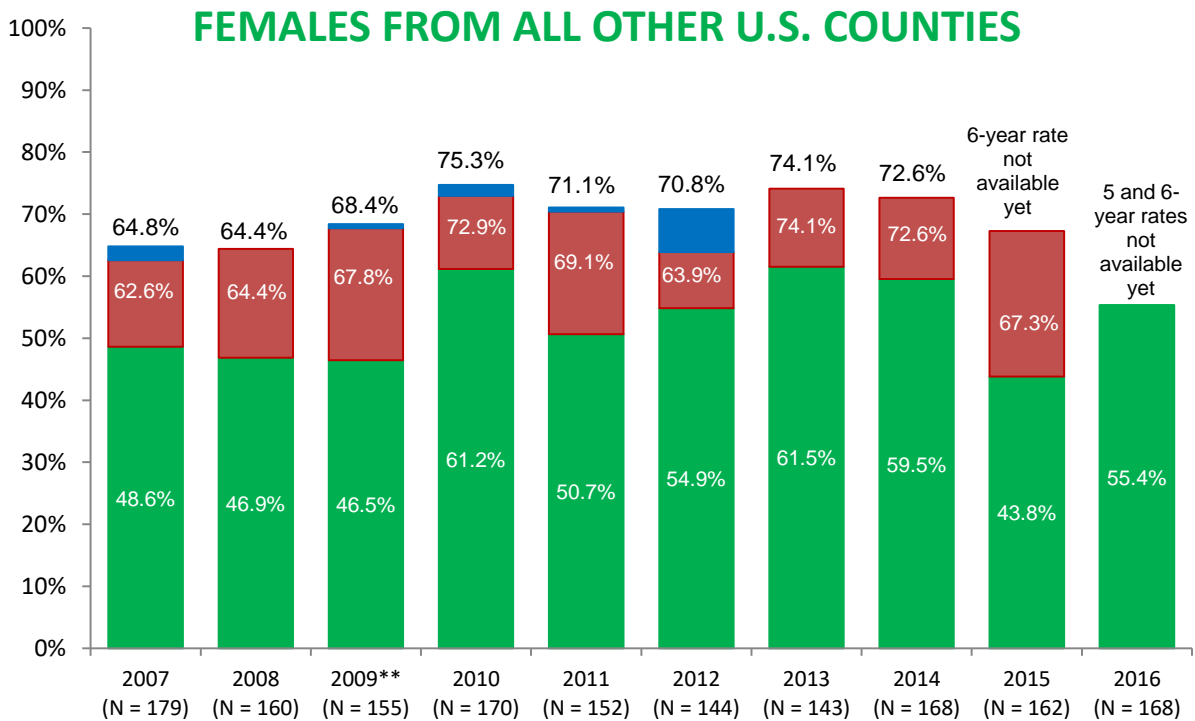
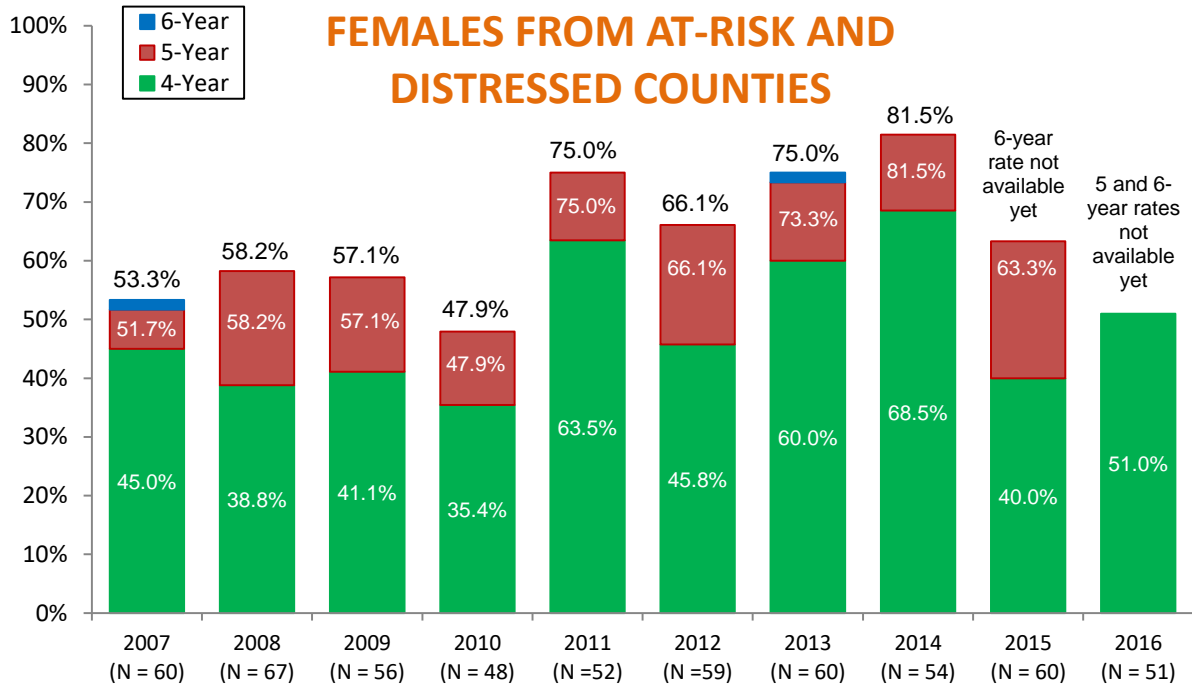
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR MALES
BY COUNTY DESIGNATION**



*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.

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

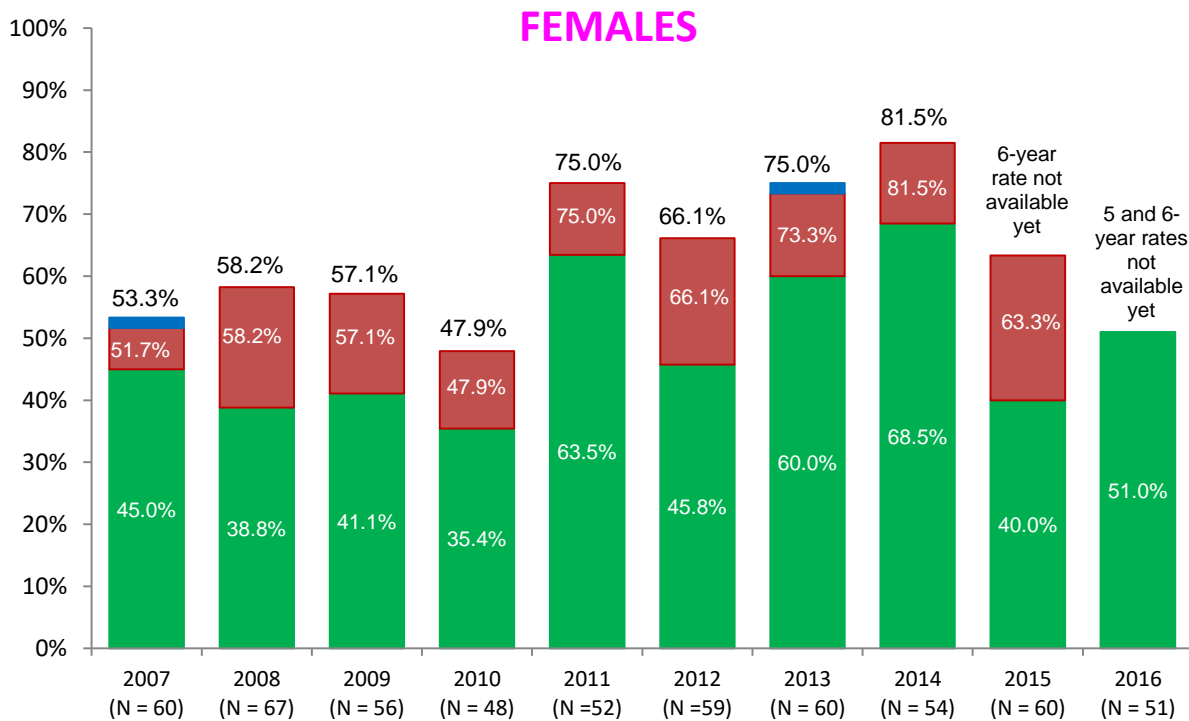
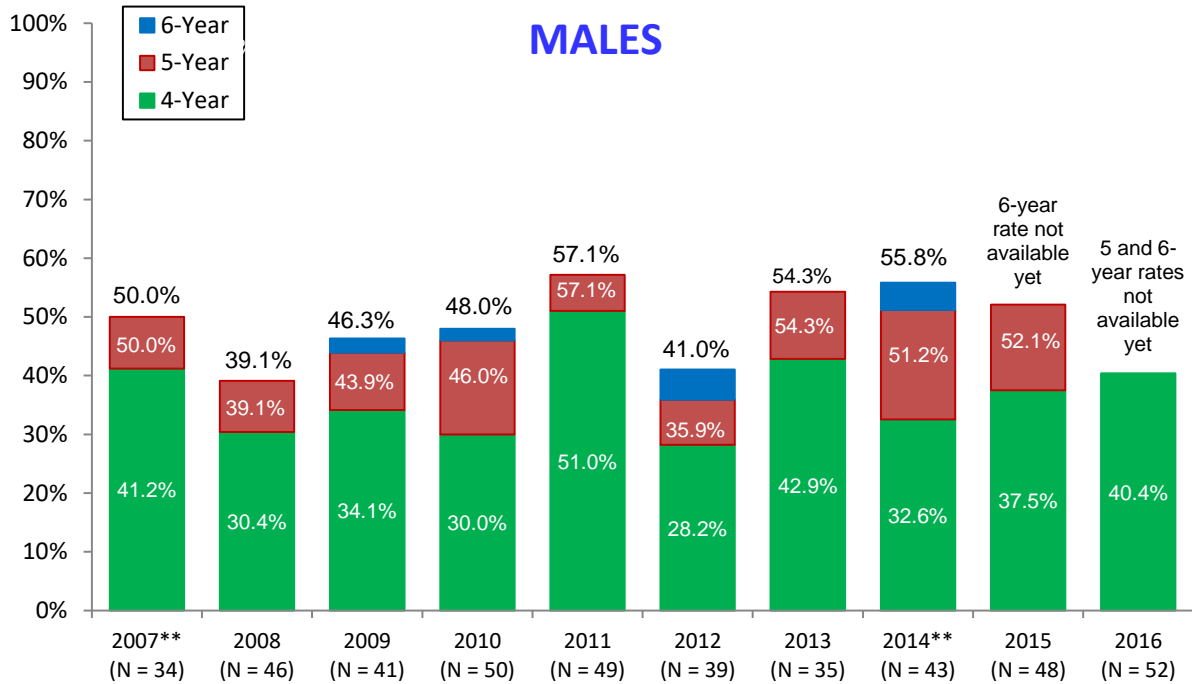
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR FEMALES
BY COUNTY DESIGNATION**



*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.

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

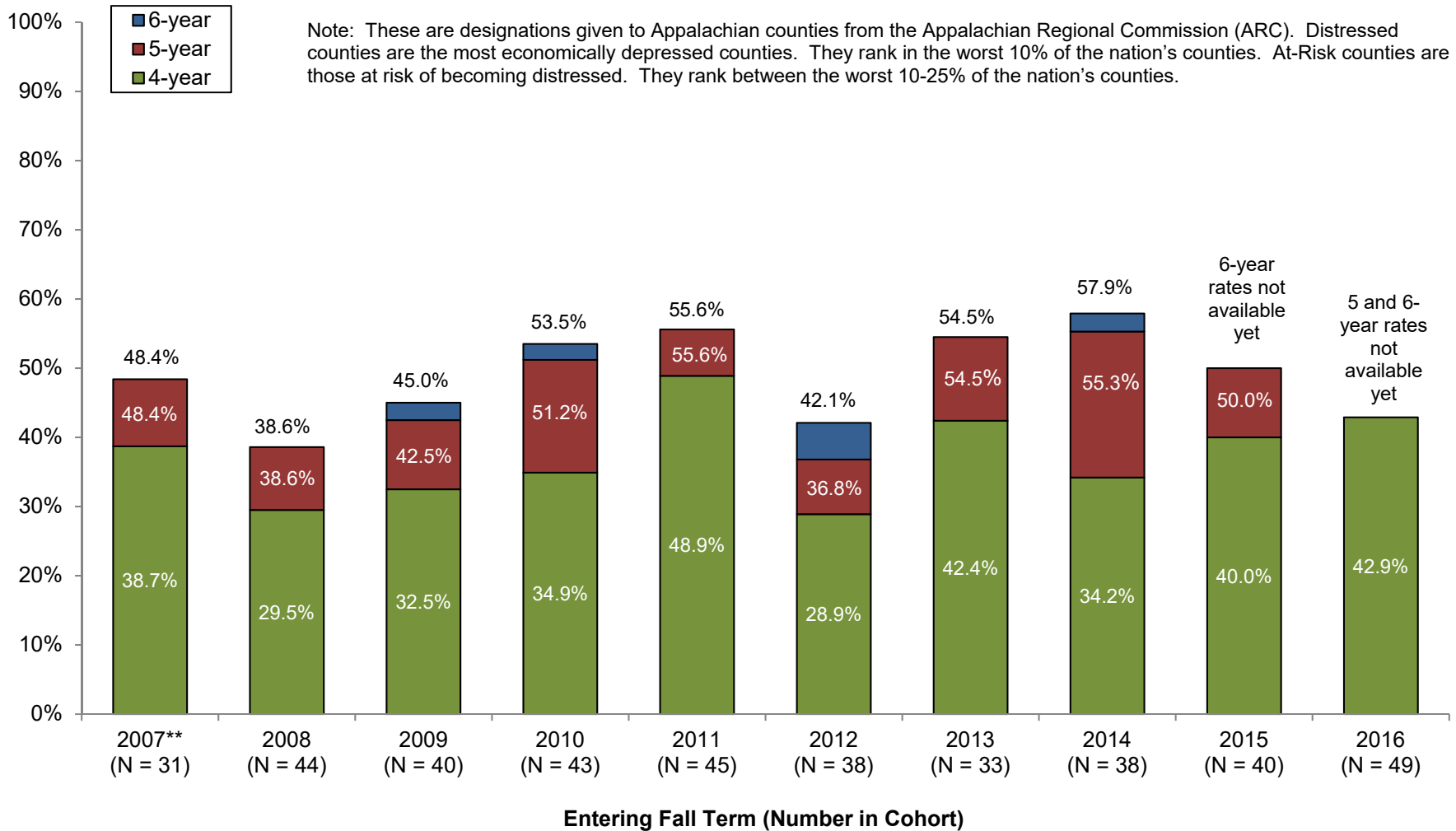
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR STUDENTS
FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES BY SEX**



*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.

GRADUATION RATES* FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES

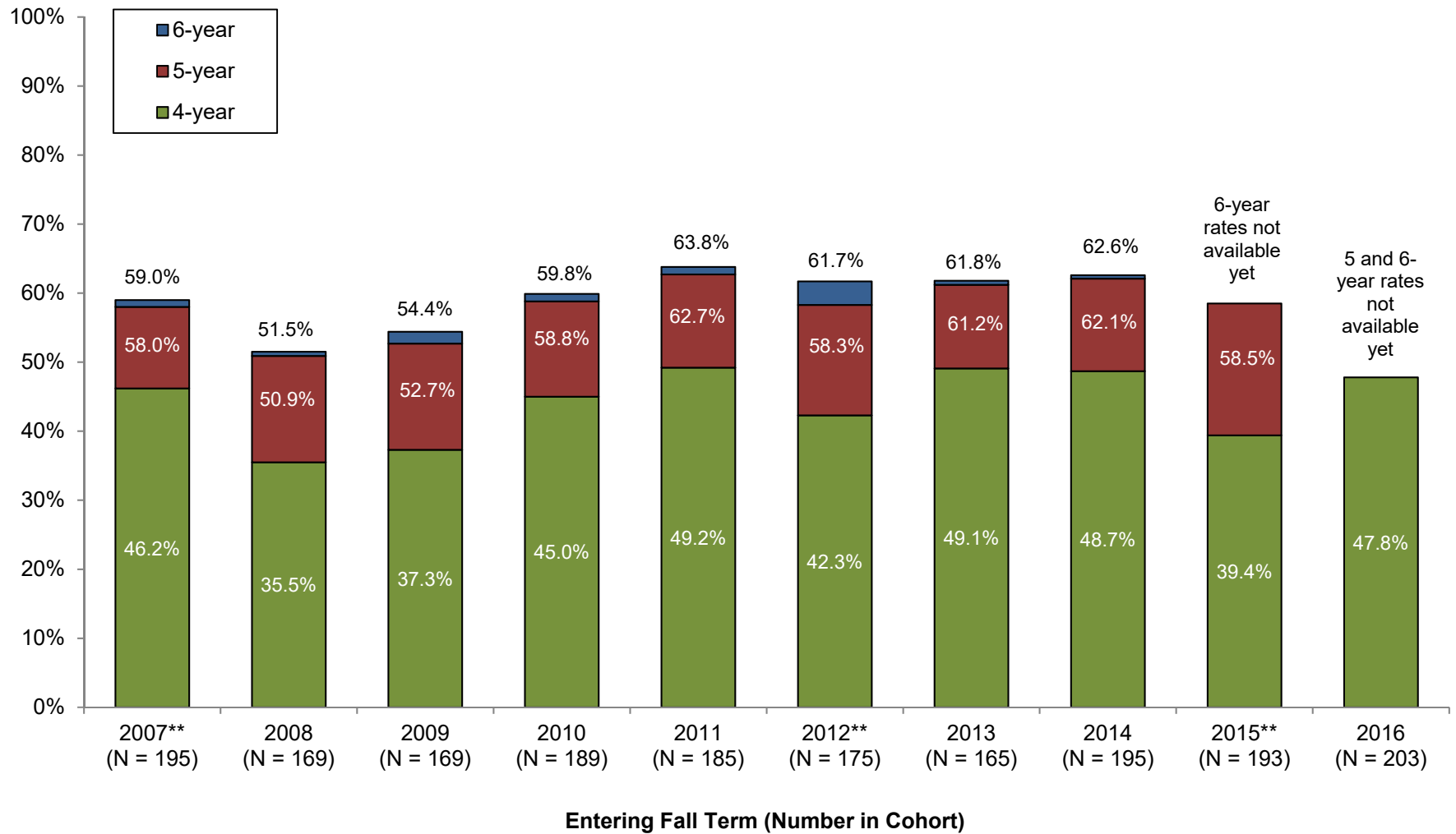


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR FIRST-YEAR **KENTUCKY** STUDENTS

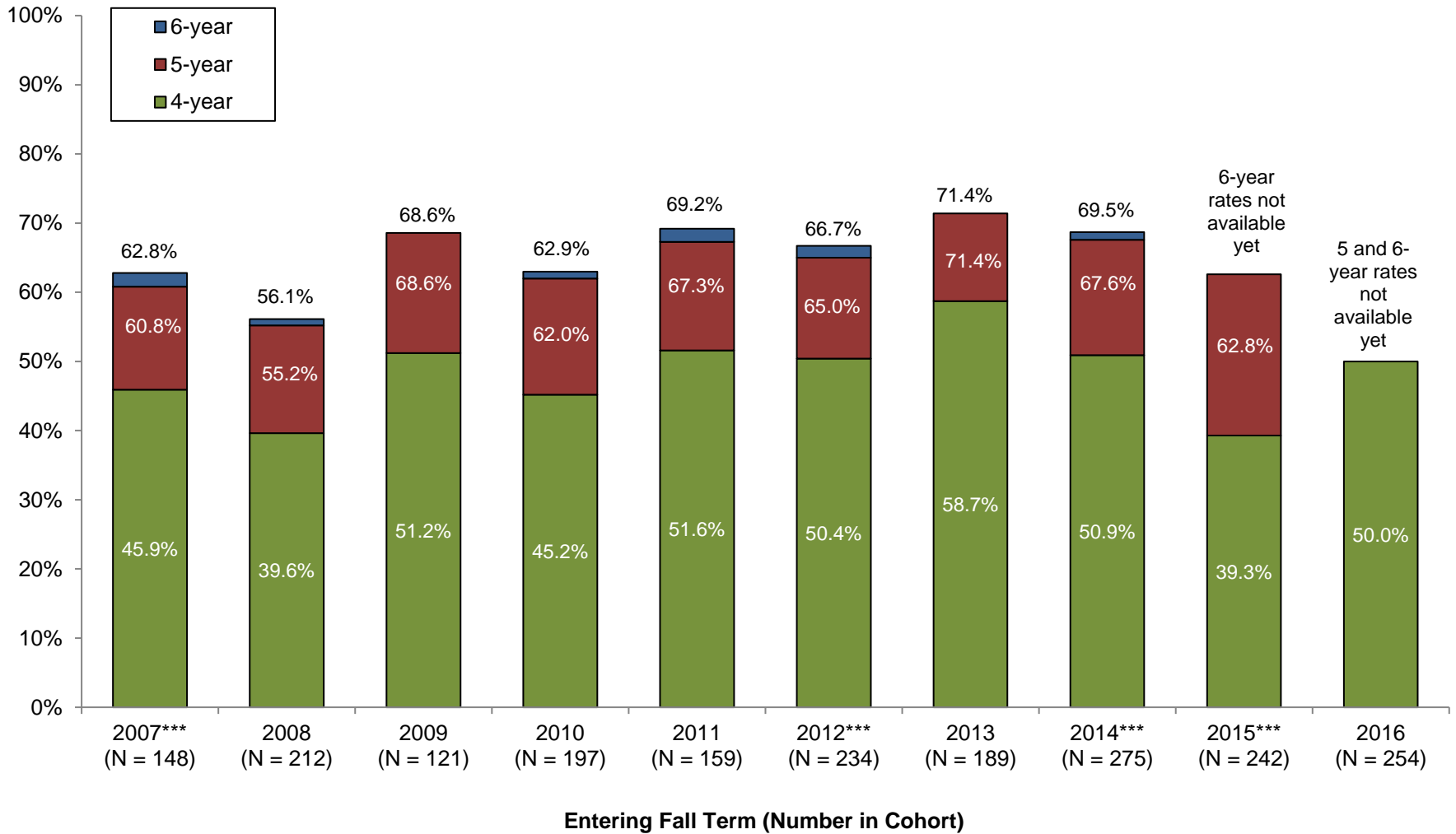


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR FIRST-YEAR **FIRST-GENERATION**** STUDENTS

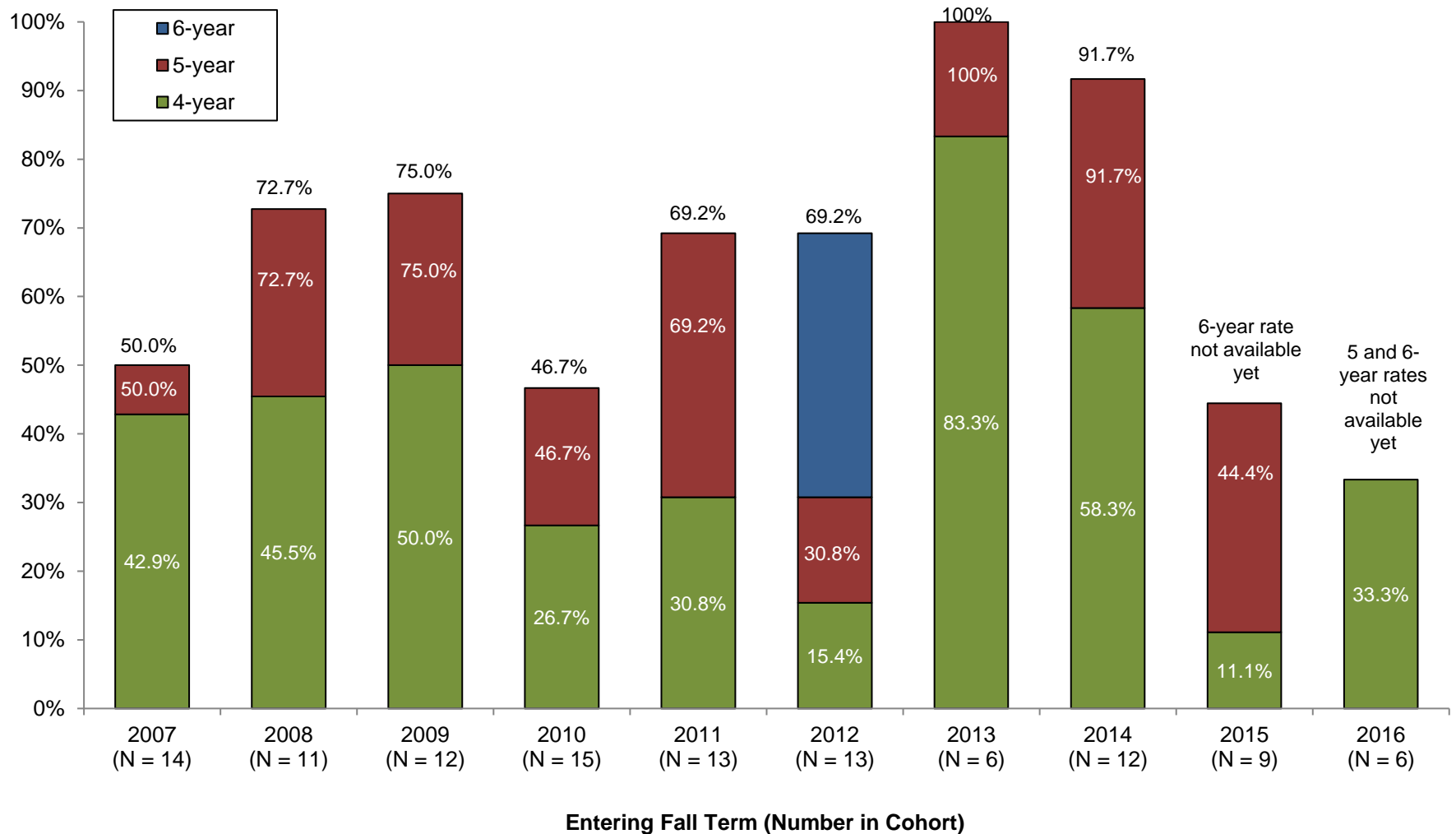


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

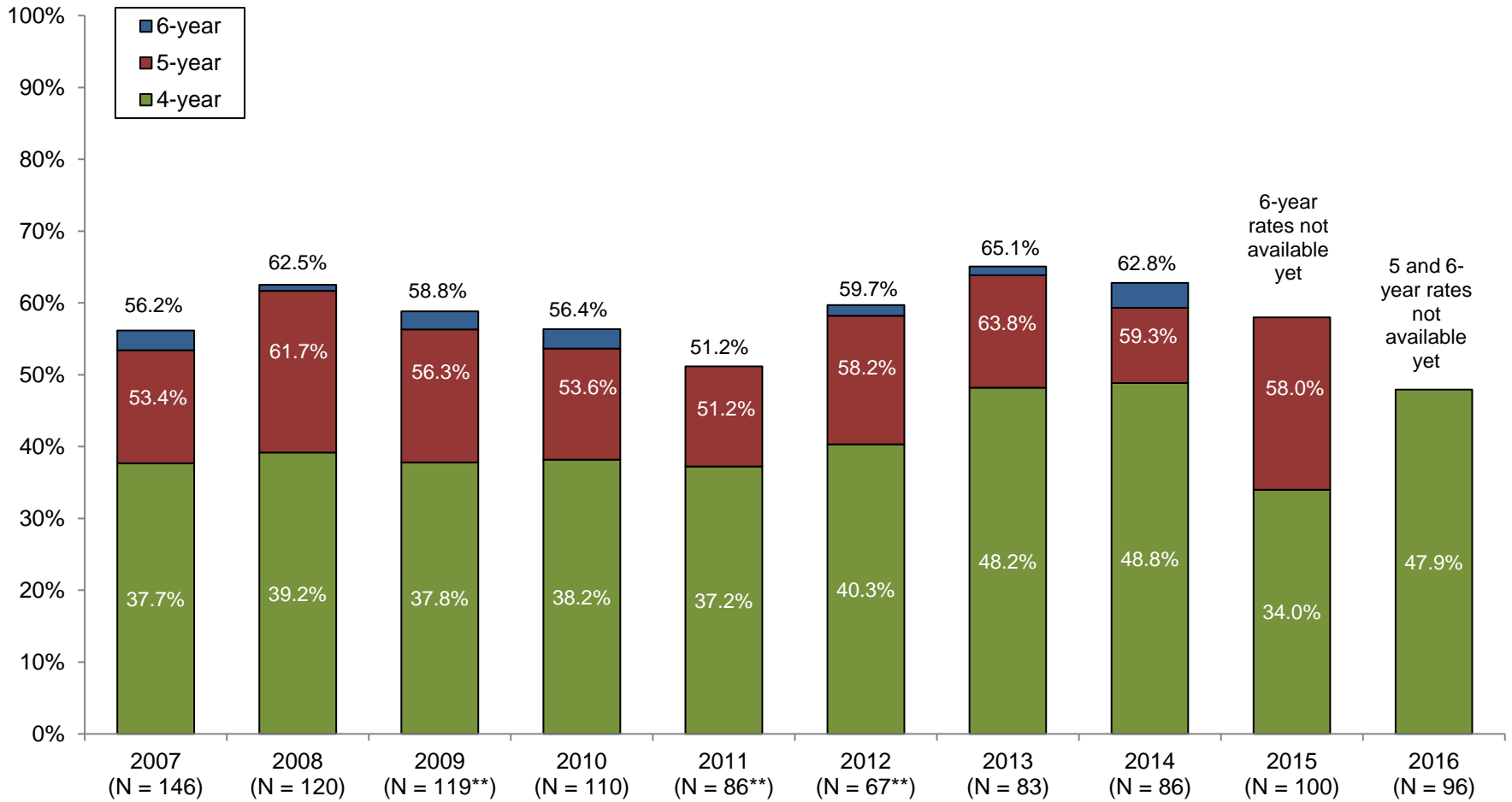
GRADUATION RATES* FOR **NON-TRADITIONAL**** FIRST-YEAR STUDENTS



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

**For this chart, non-traditional status was determined at time of entry. A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in this chart.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS WHO NEEDED ANY DEVELOPMENTAL MATHEMATICS



Grad rates for students who did not need any developmental math

64.5%	62.1%	65.4%	65.2%	69.8%	63.5%	68.8%	68.5%	65.8%	52.2%
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Entering Fall Term (Number in Cohort)

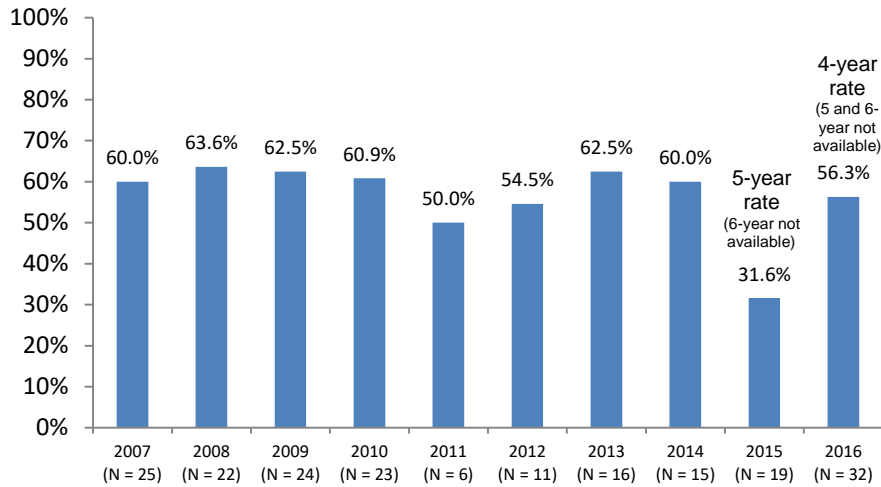
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

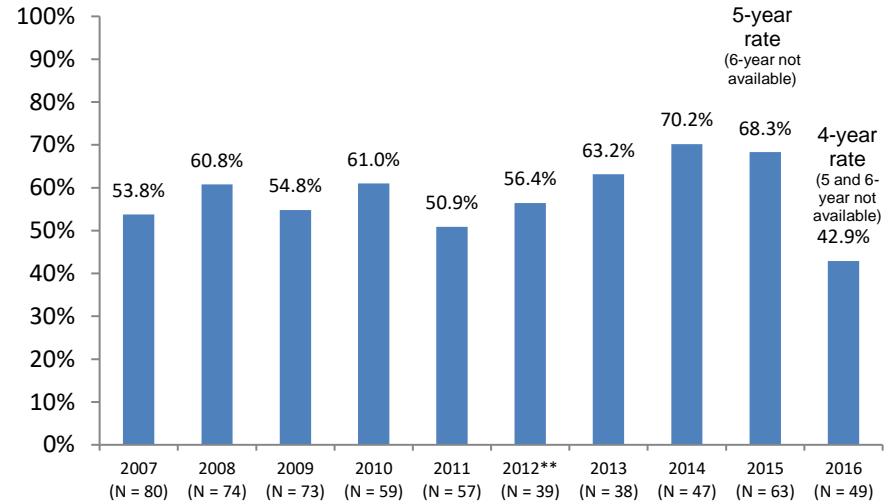
Source: Office of Institutional Research and Assessment, September 2020

**SIX-YEAR GRADUATION RATES* FOR FIRST-YEAR STUDENTS
BY DEVELOPMENTAL MATHEMATICS CATEGORIES**

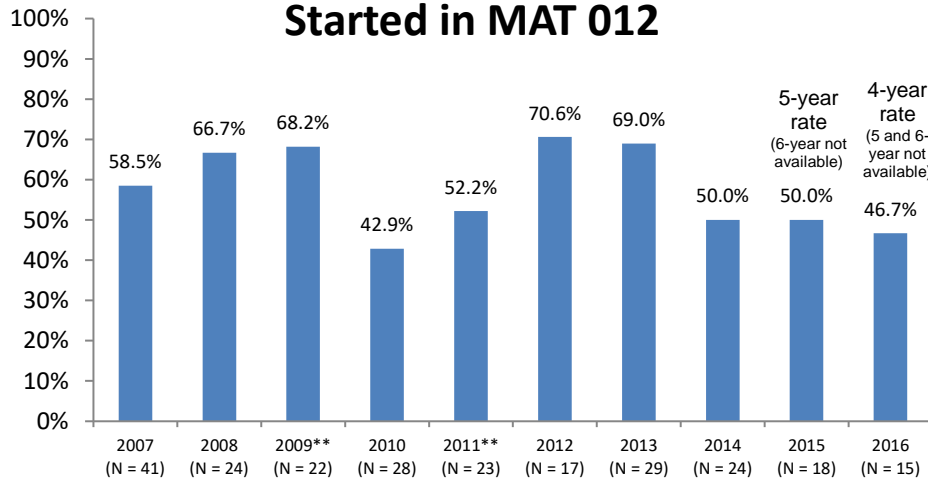
Started in MAT 010



Started in MAT 011



Started in MAT 012

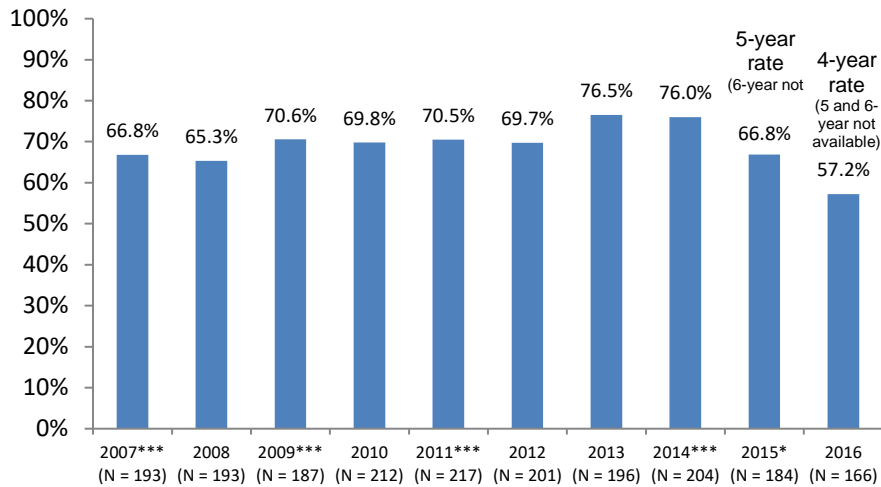


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

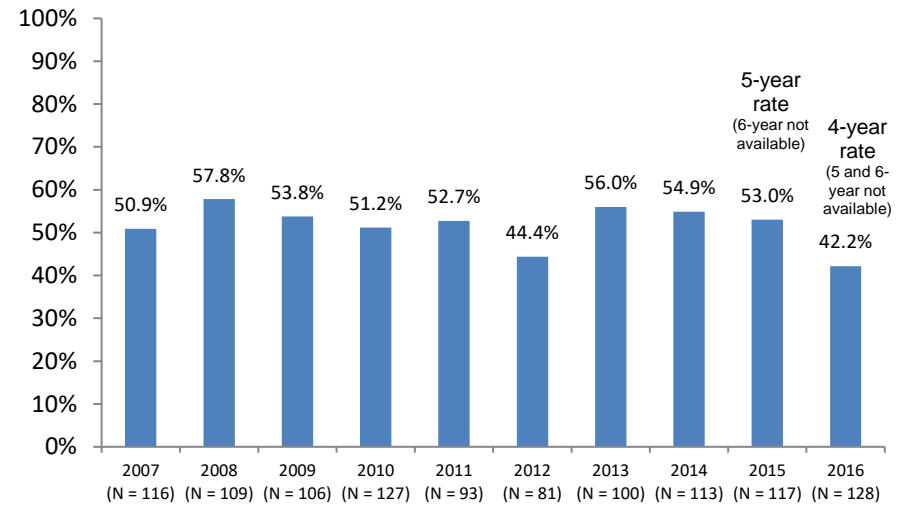
**Denotes cohort numbers that have been reduced by one due to the death of a student.

SIX-YEAR GRADUATION RATES* FOR FIRST-YEAR STUDENTS** BY HIGH SCHOOL RANK IN CLASS

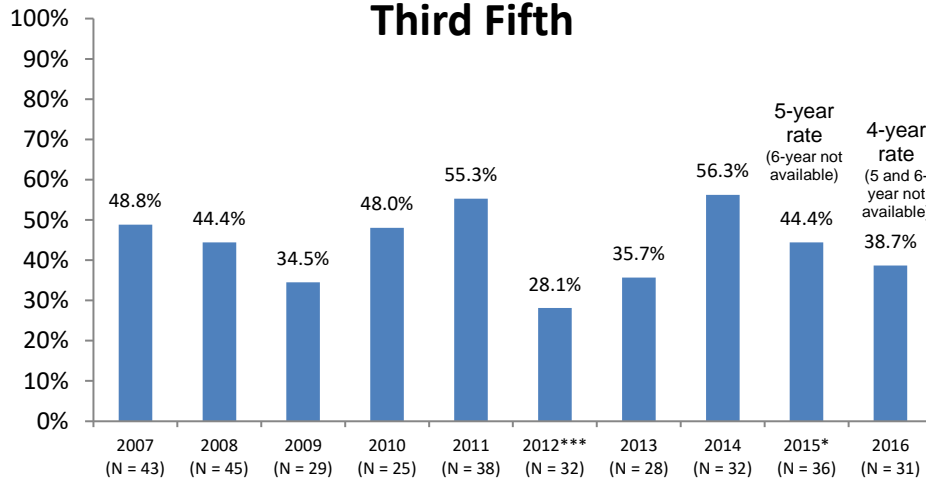
Top Fifth



Second Fifth



Third Fifth



NOTE: The Fourth Fifth and the Bottom Fifth do not have enough students in the categories for a meaningful graduation rate.

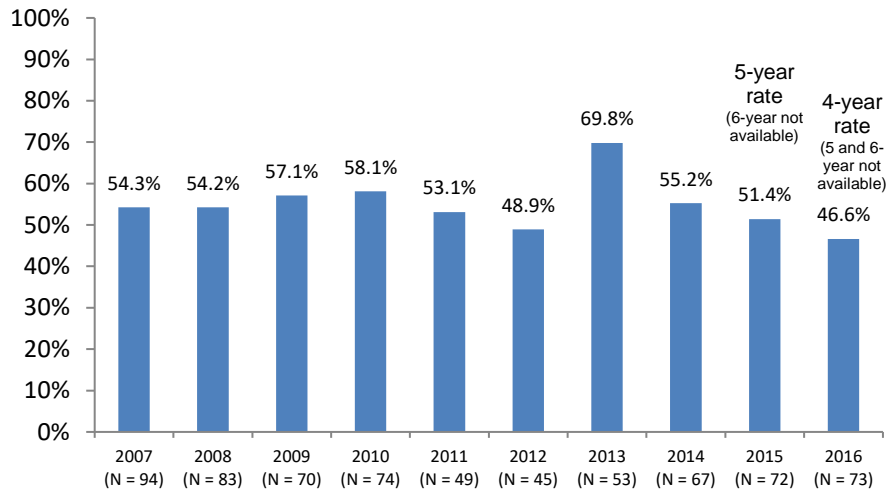
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Does not include F-1 International Students.

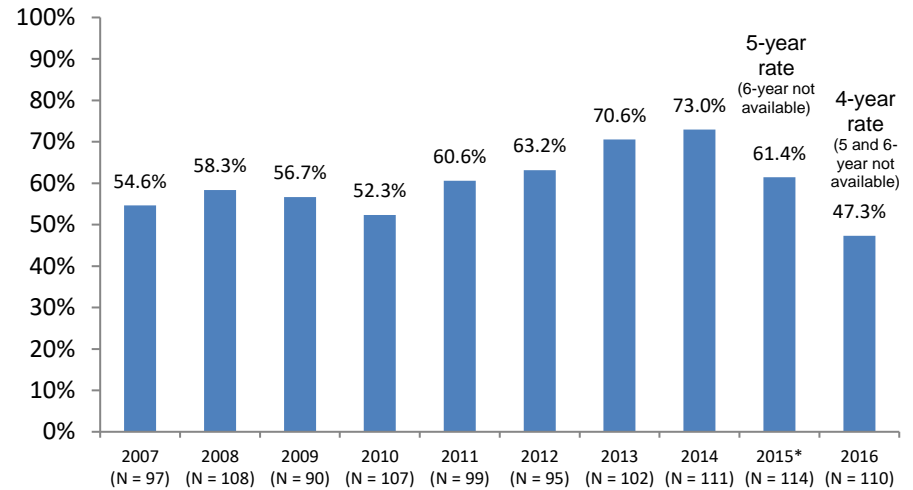
***Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES* FOR FIRST-YEAR STUDENTS
BY ACT COMPOSITE CATEGORIES**

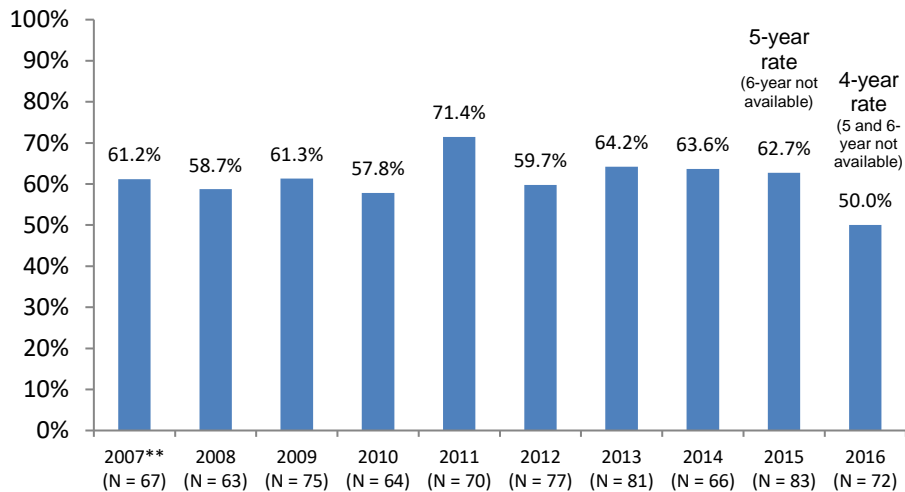
ACT Composite Category: 19 - 21



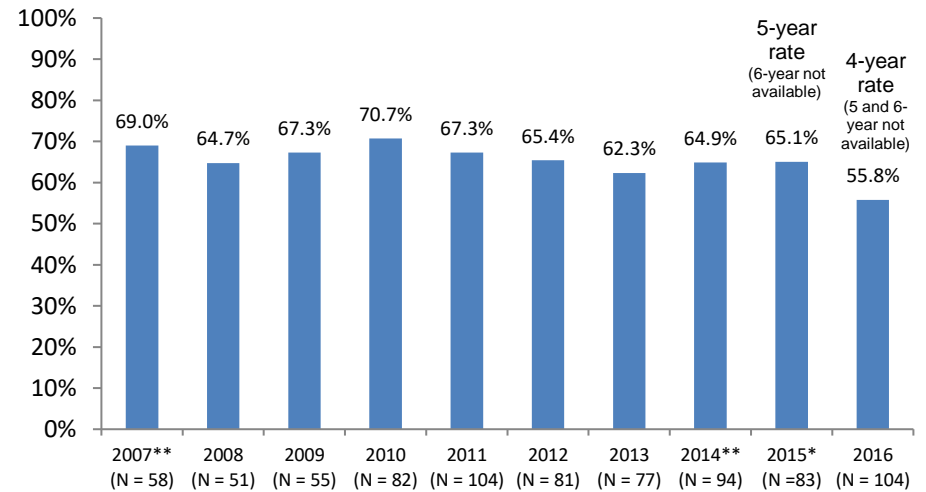
ACT Composite Category: 22 - 24



ACT Composite Category: 25 - 26



ACT Composite Category: 27 - 36

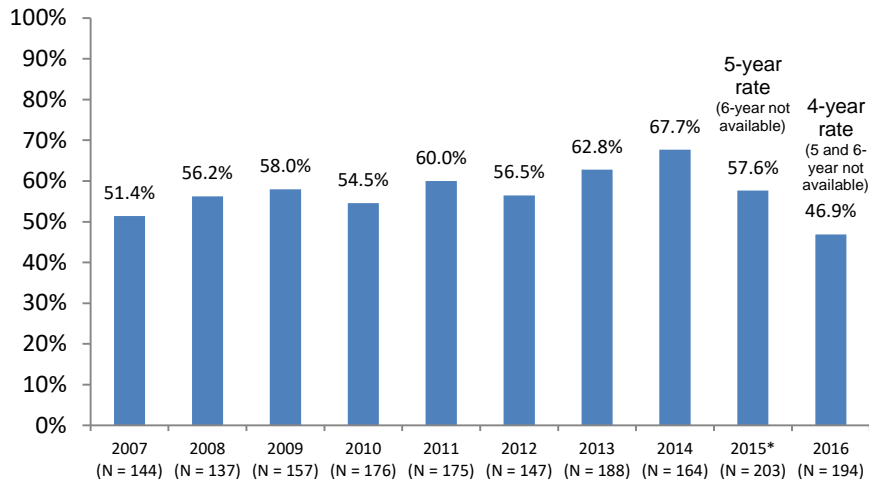


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

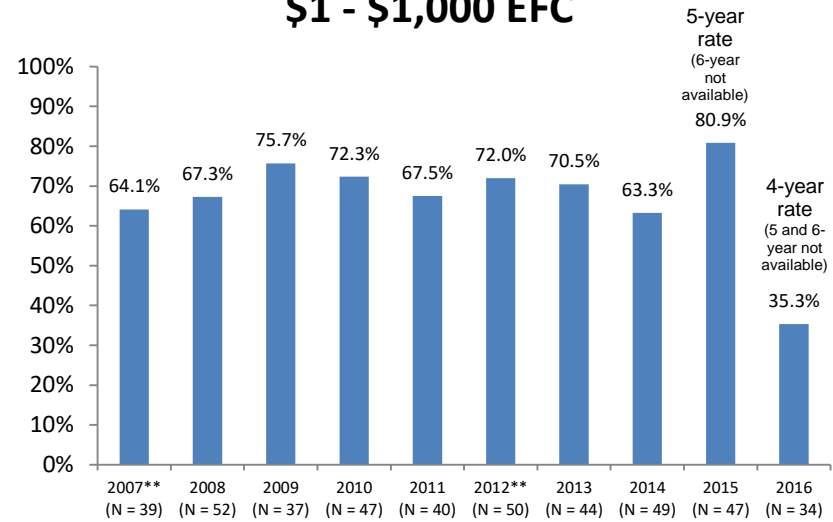
**Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES* FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES AT ENTRY**

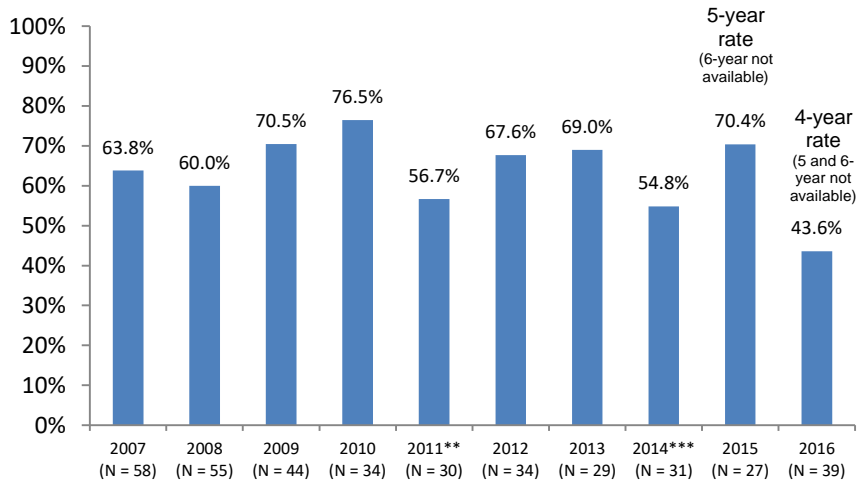
\$0 EFC



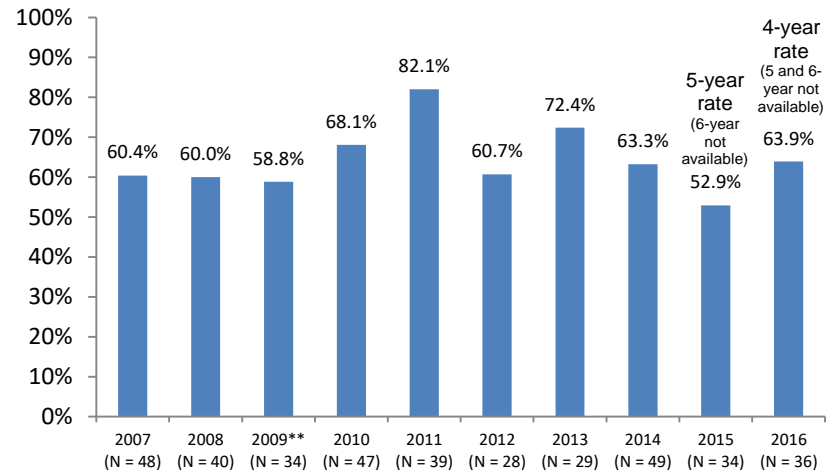
\$1 - \$1,000 EFC



\$1,001 - \$2,000 EFC



\$2,001 - \$3,000 EFC



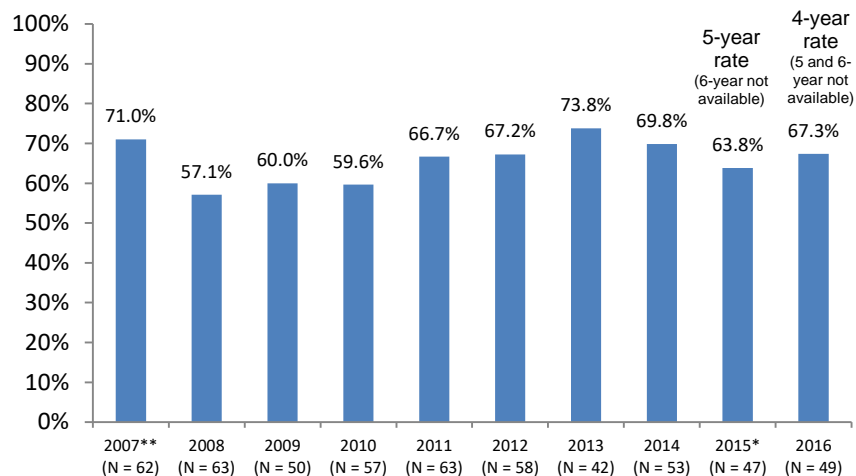
NOTE: Does not include F-1 International Students or Independent Students.

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

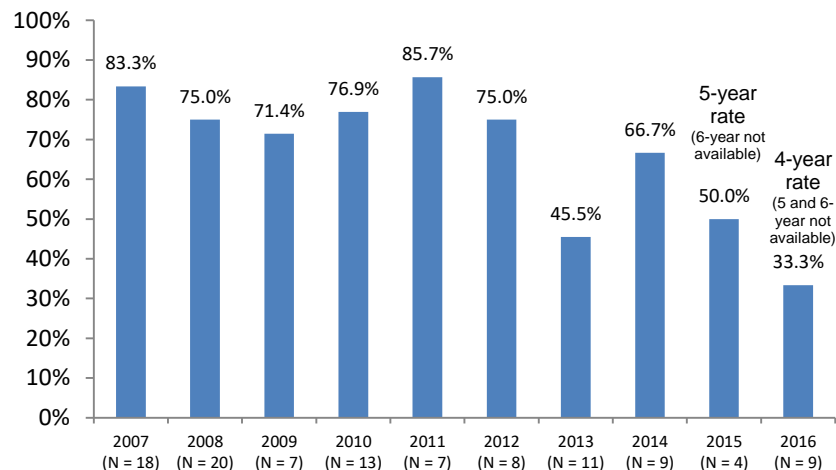
**Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES* FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES AT ENTRY**

\$3,001 - \$5,000 EFC



More than \$5,000 EFC

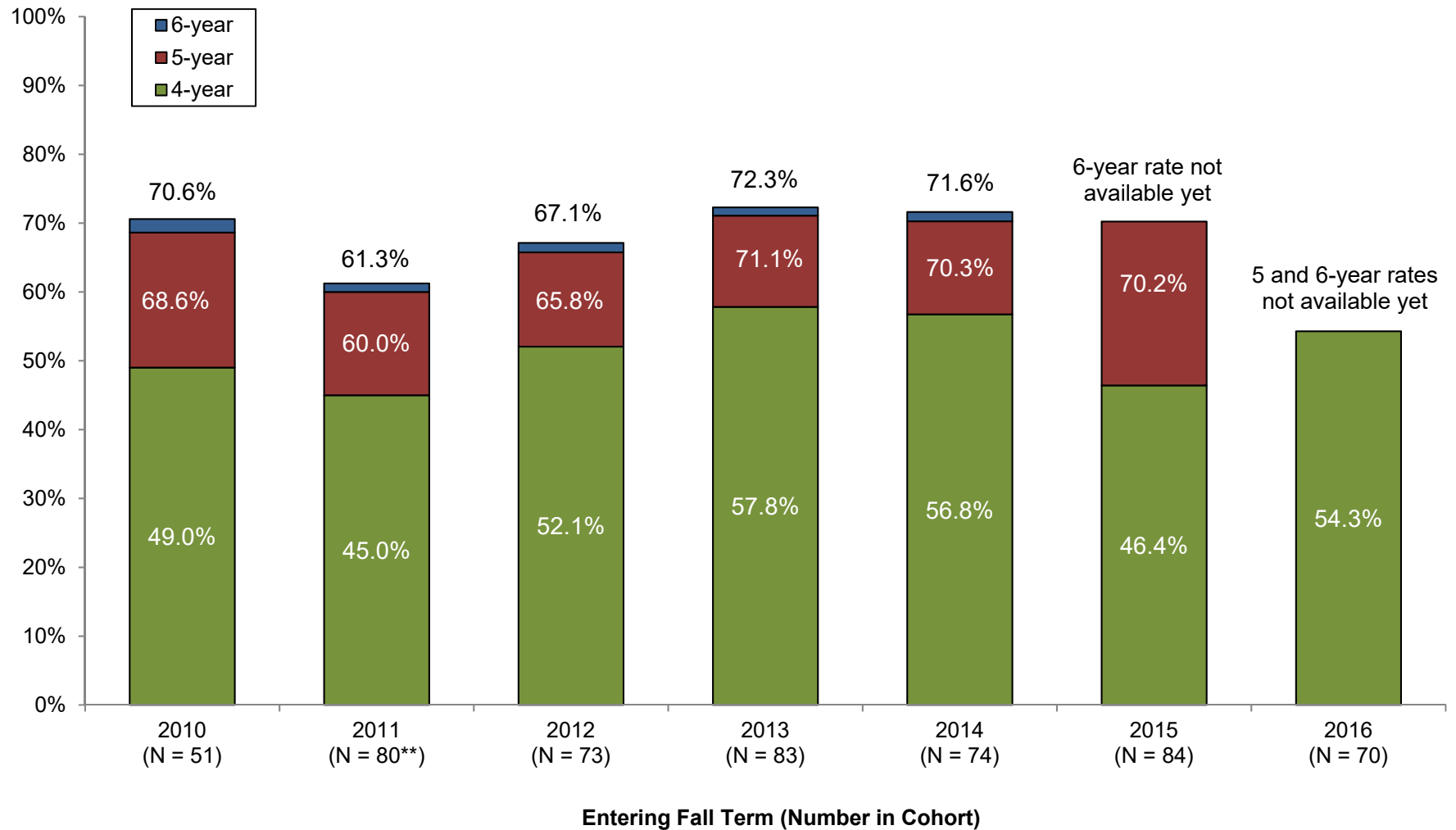


NOTE: Does not include F-1 International Students or Independent Students.

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

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

**GRADUATION RATES* FOR FIRST-YEAR STUDENTS
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP)**



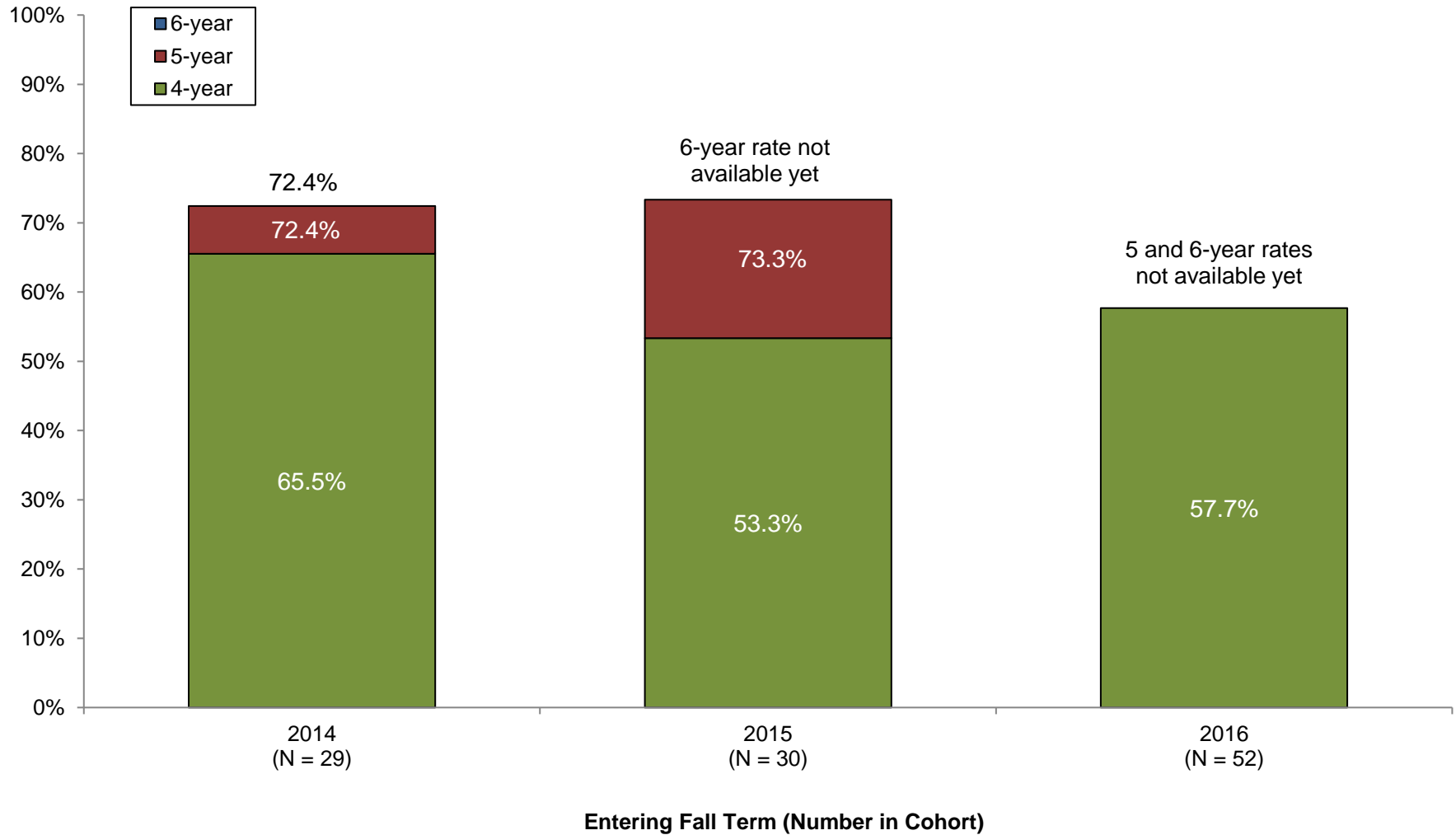
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

**GRADUATION RATES* FOR FIRST-YEAR STUDENTS
WHO PARTICIPATED IN THE BRIDGE PROGRAM**



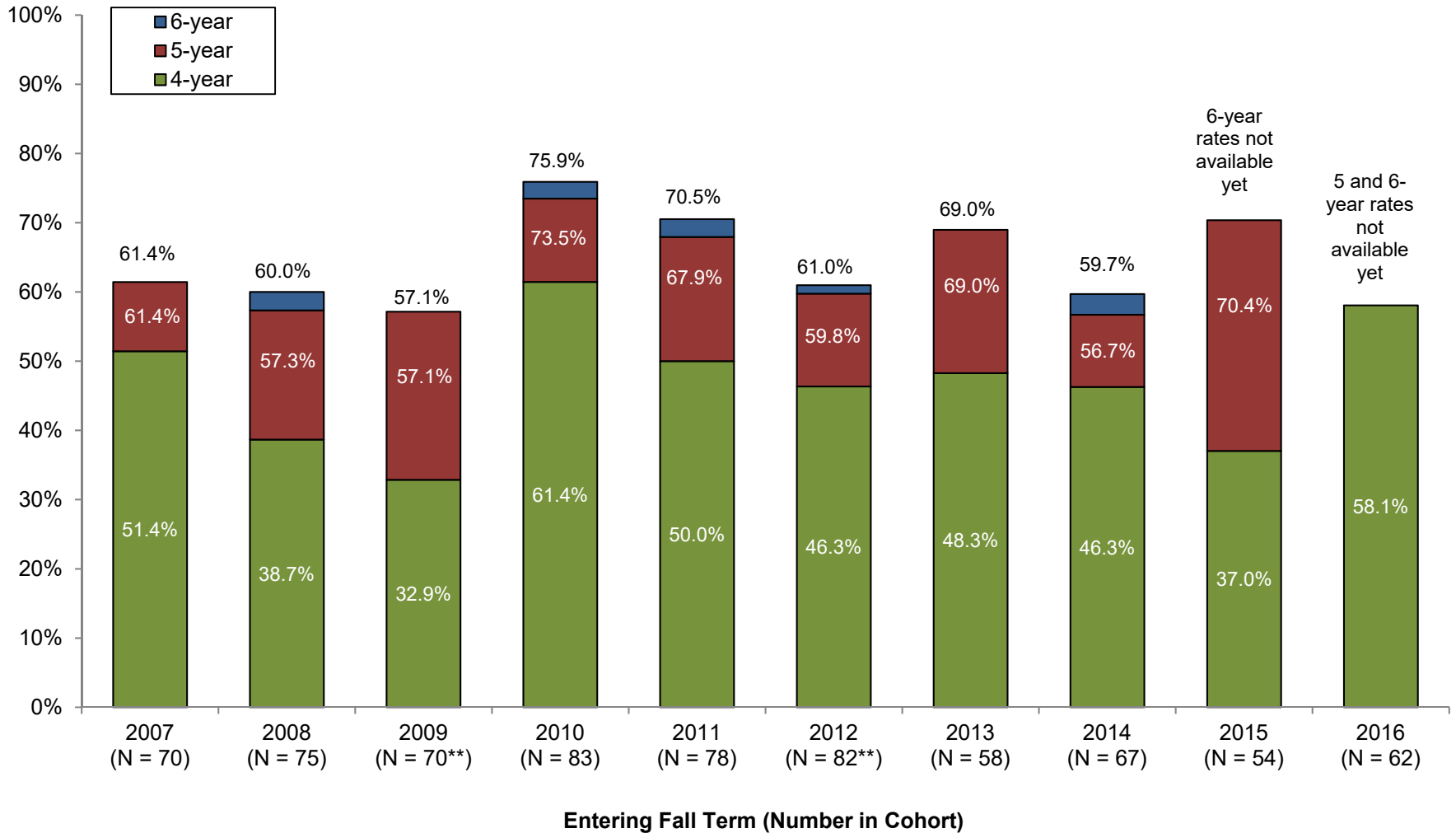
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

For a description of the Bridge Program, see the "Definitions and Descriptions" page at the beginning of this report.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS ATHLETES DURING THEIR FIRST YEAR



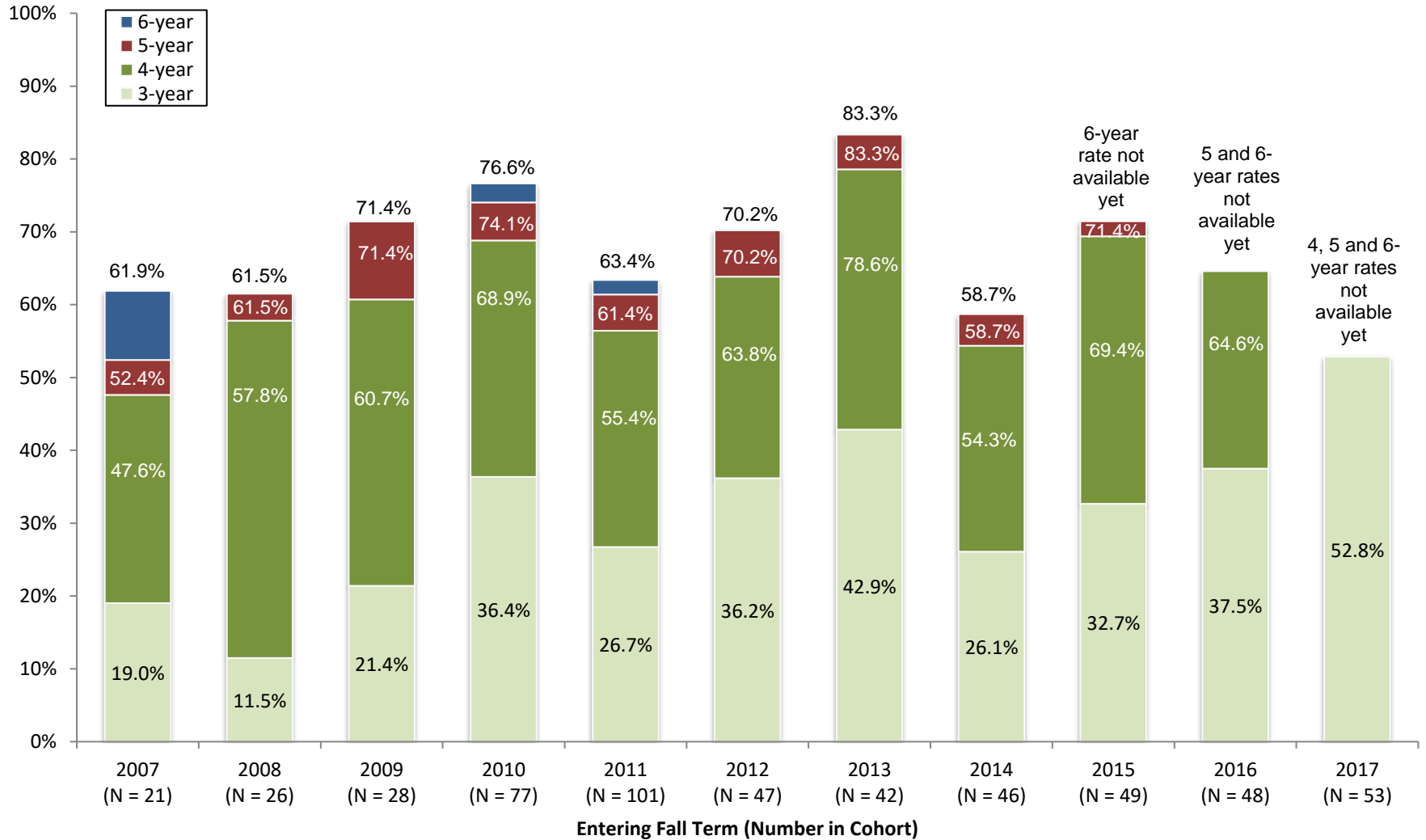
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

For a description of an athlete, see the "Definitions and Descriptions" page at the beginning of this report.

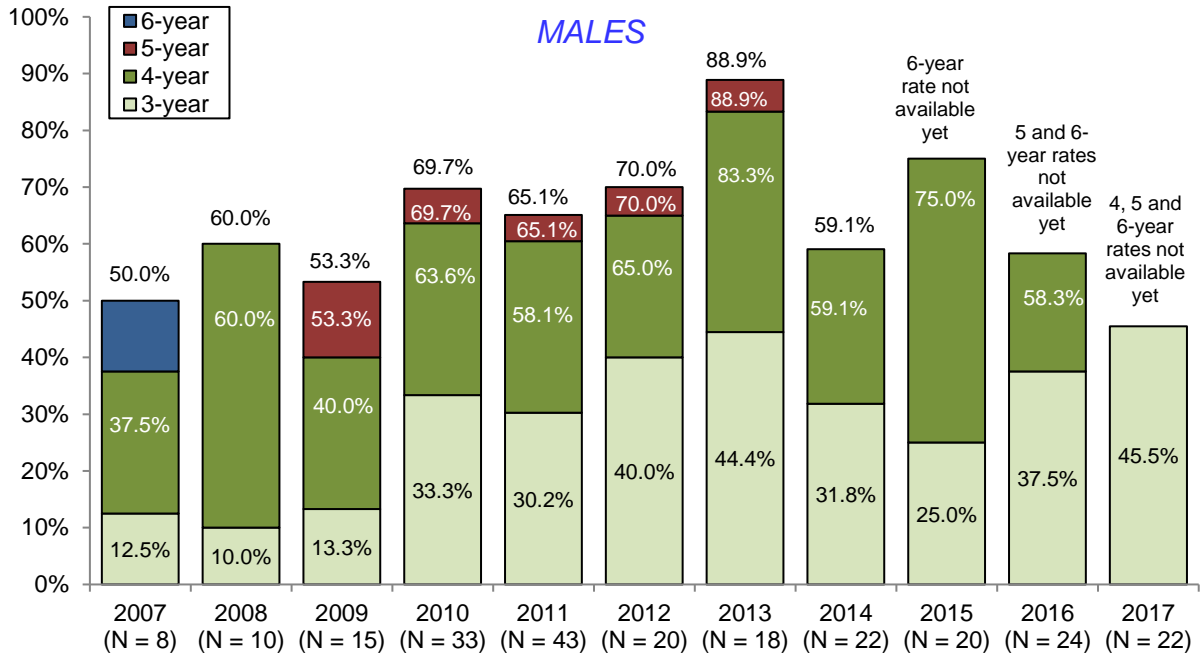
GRADUATION RATES* FOR **TRANSFER** STUDENTS



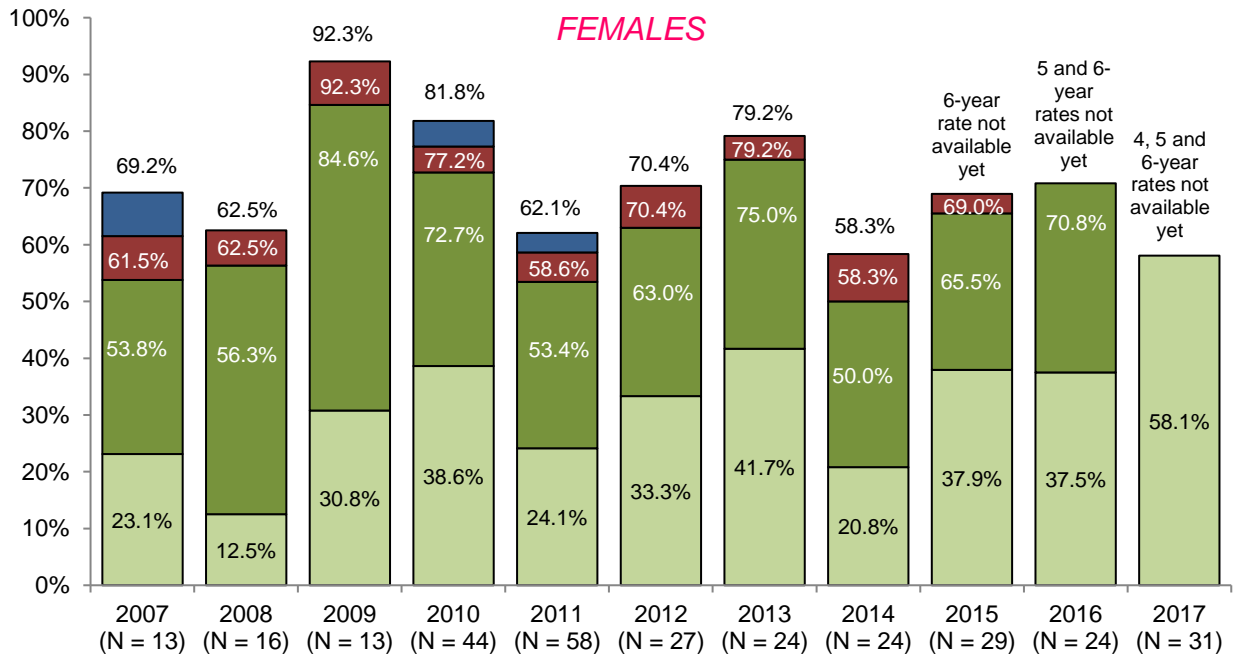
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR TRANSFER STUDENTS BY SEX



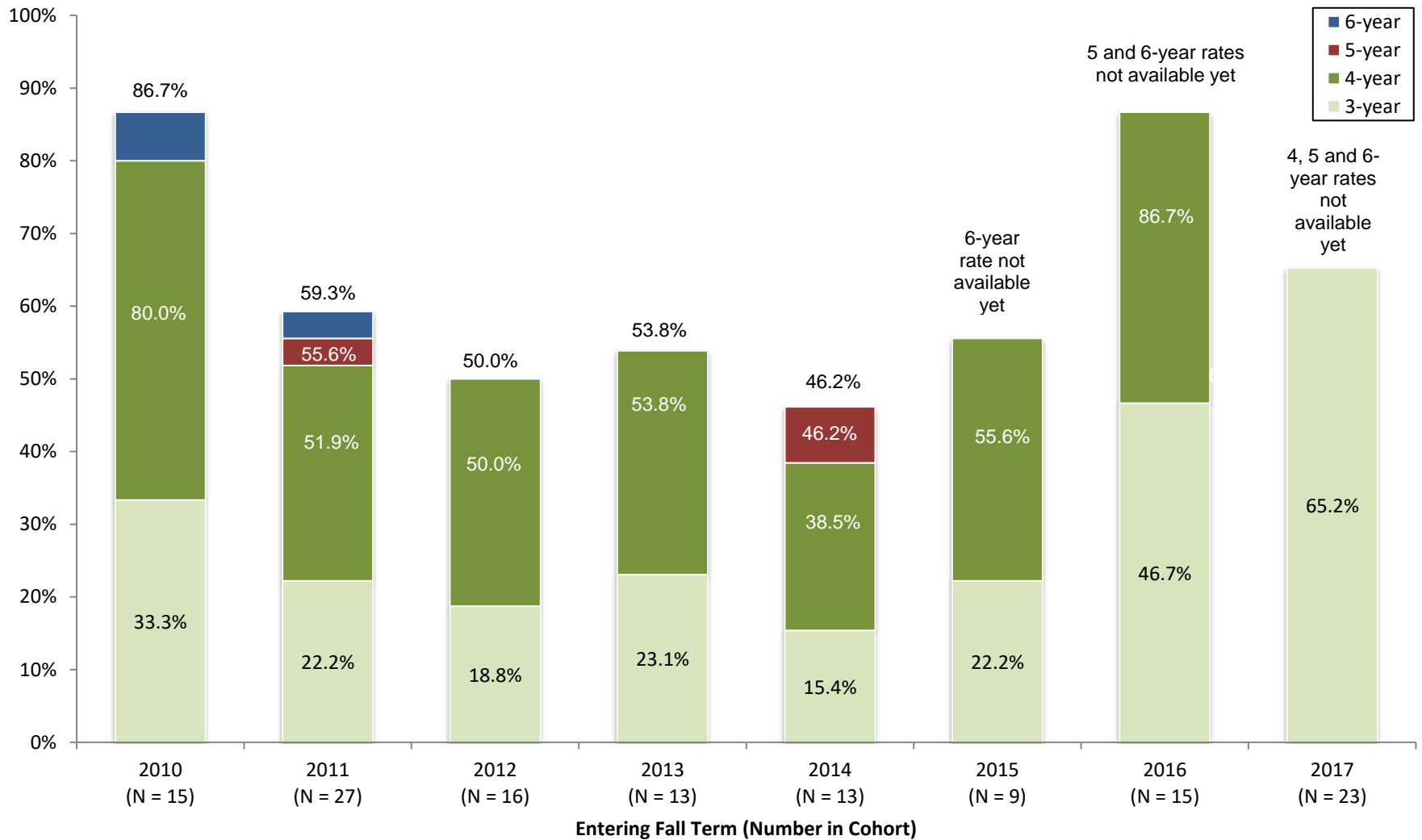
Entering Fall Term (Number in Cohort)



Entering Fall Term (Number in Cohort)

*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.

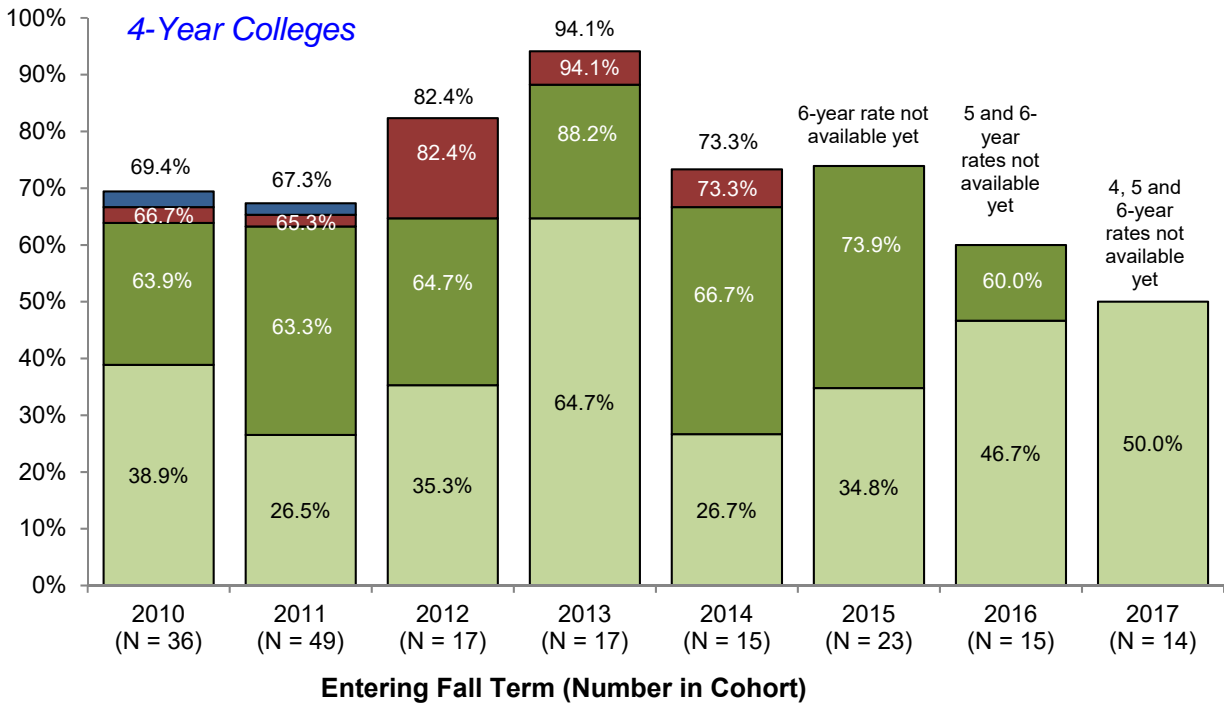
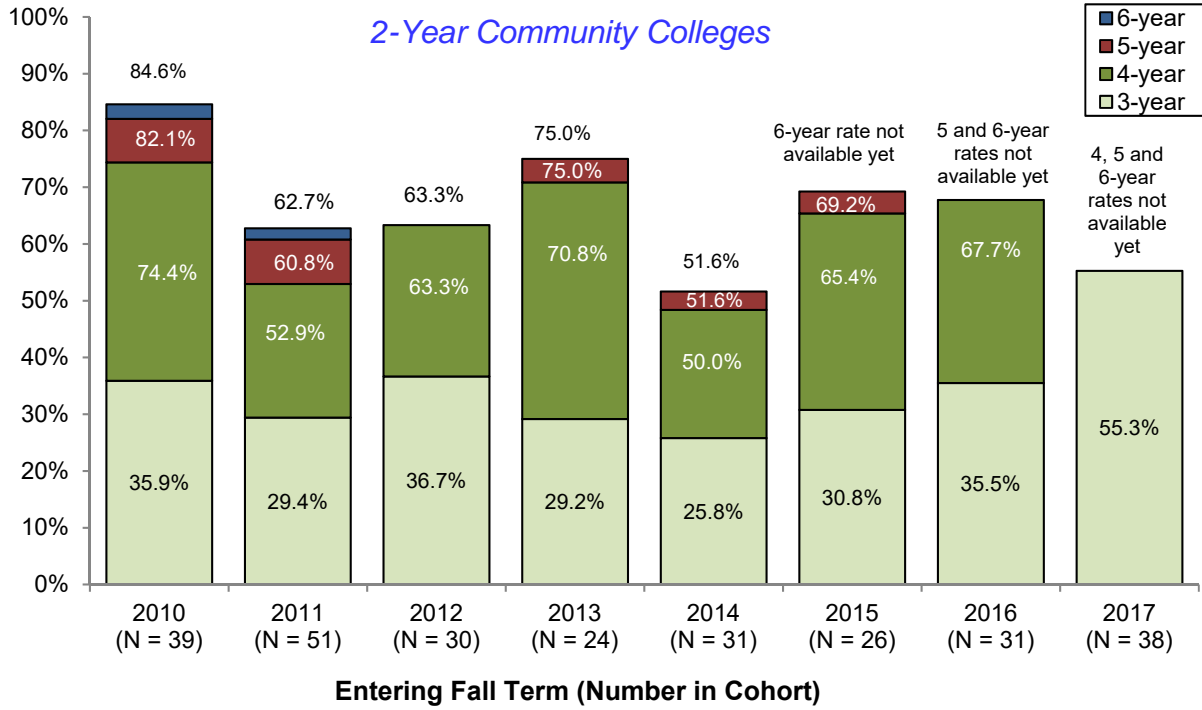
GRADUATION RATES* FOR TRANSFER STUDENTS FROM KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM (KCTCS) INSTITUTIONS



*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.

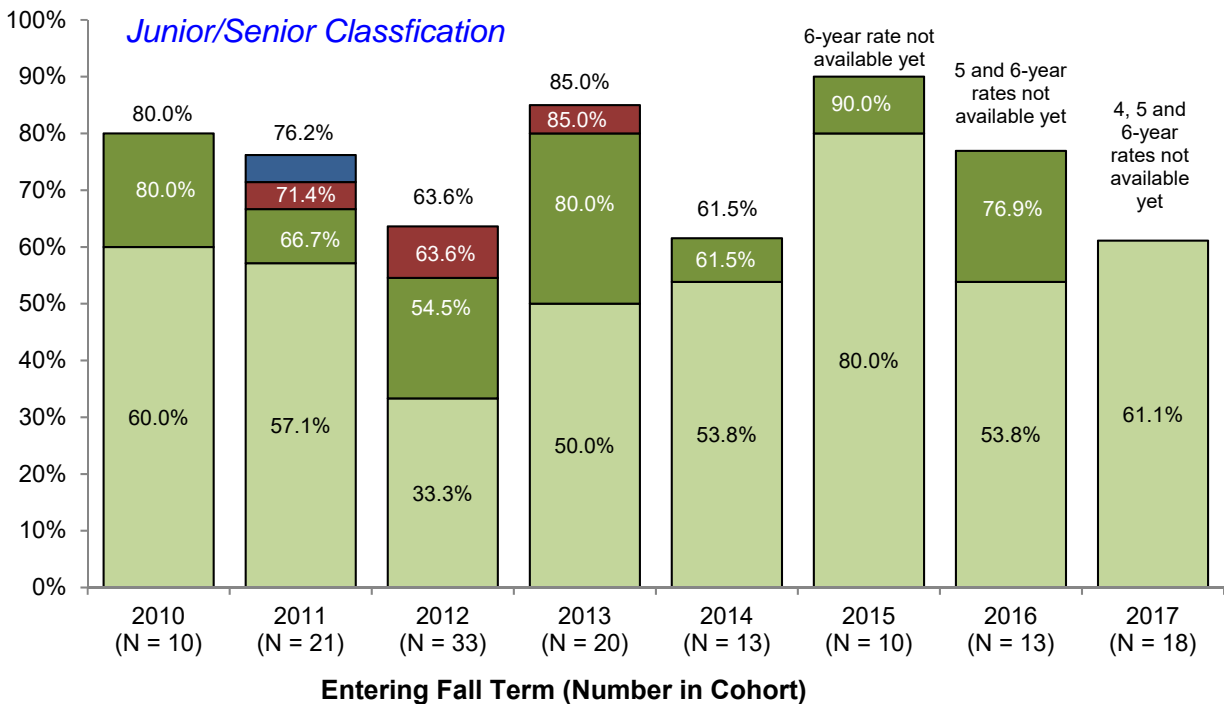
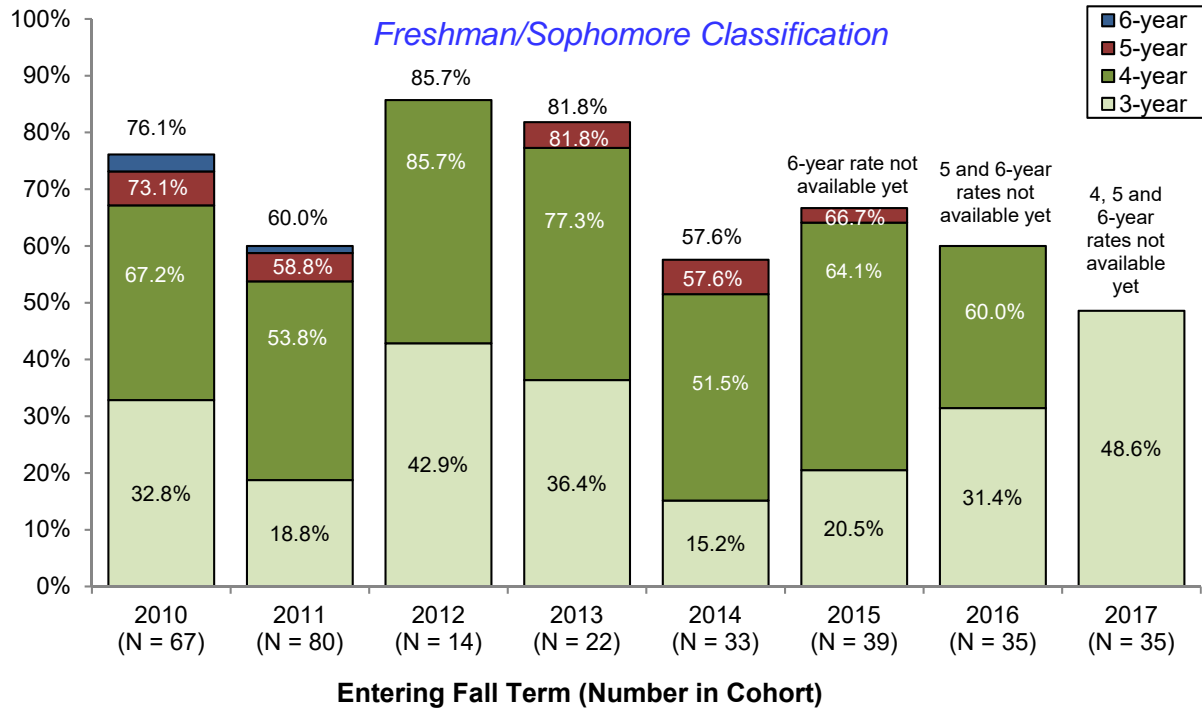
Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR TRANSFER STUDENTS BY TRANSFER INSTITUTION CATEGORY



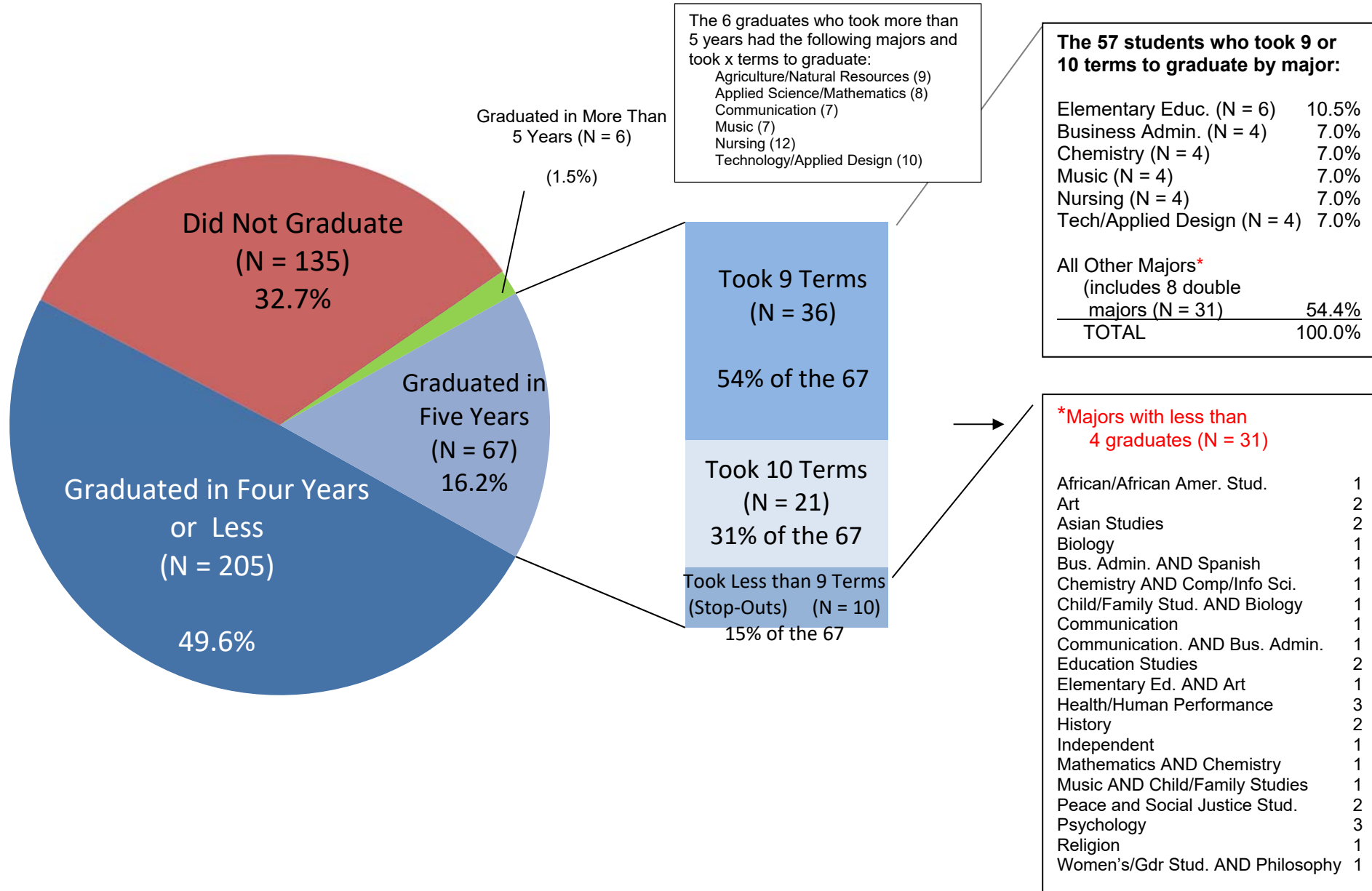
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

GRADUATION RATES* FOR TRANSFER STUDENTS BY CLASSIFICATION AT ENTRY



*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.

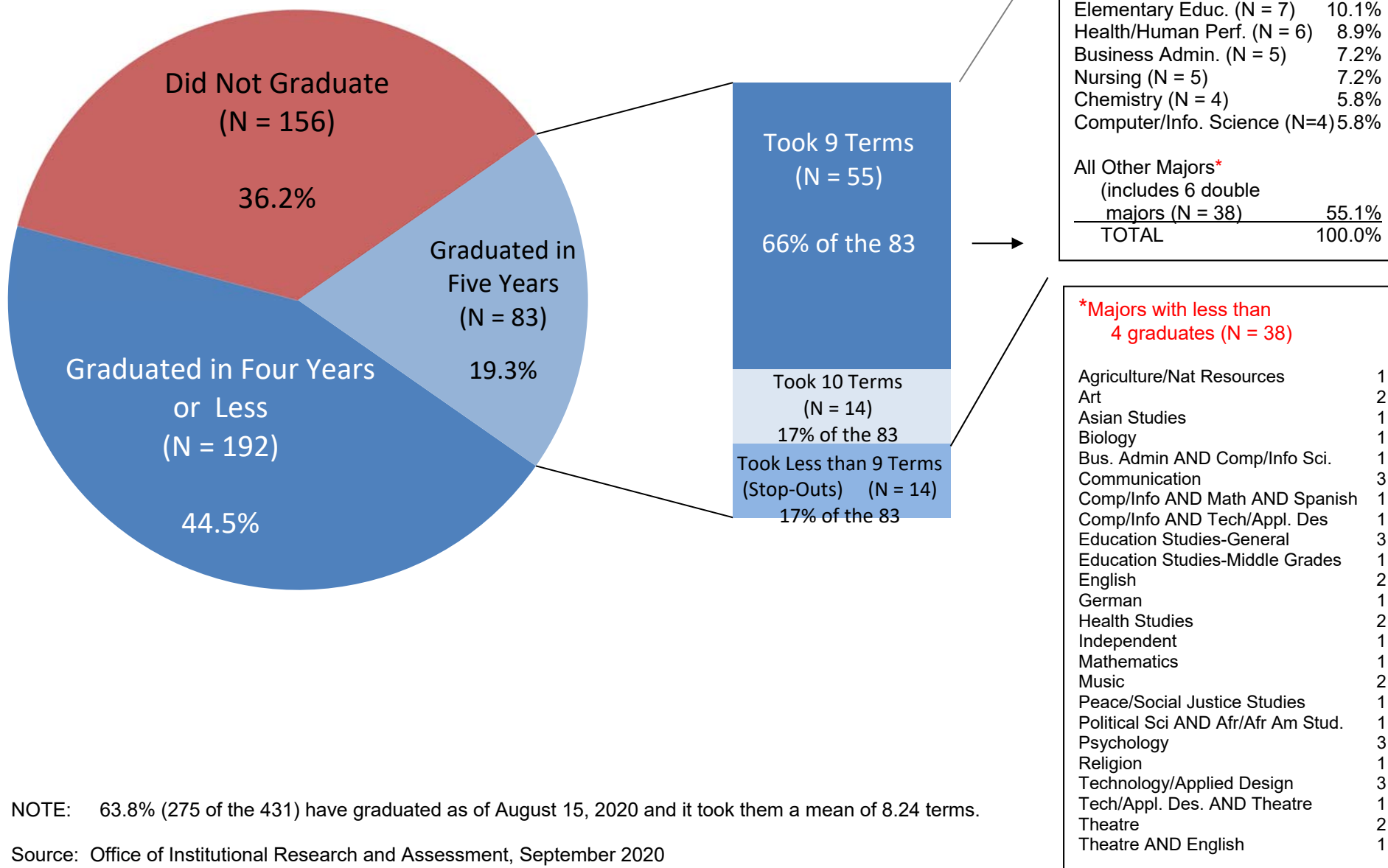
Graduation Status of Entering First-Year Students (N = 413), Cohort Year 2014 (does not include Transfer Students)



NOTES: 67.3% (278 of the 413) have graduated as of August 15, 2020 and it took them a mean of 8.25 terms. Cohort number has been reduced by three due to the deaths of three students.

Source: Office of Institutional Research and Assessment, September 2020

Graduation Status of Entering First-Year Students (N = 431), Cohort Year 2015 (does not include Transfer Students)



NOTE: 63.8% (275 of the 431) have graduated as of August 15, 2020 and it took them a mean of 8.24 terms.

Source: Office of Institutional Research and Assessment, September 2020