

FACT BOOK

2020 - 2021

During
COVID-19
Pandemic

Compiled by the Office of Institutional Research and Assessment
www.berea.edu/ira/institutional-data-reports/

COVID-19 Information: Changes at Berea

To Our Readers:

The COVID-19 pandemic has created a unique year in higher education. Much of the data contained in this year's Fact Book will look different. In March of 2020, the campus was closed to in-person teaching. We have included a COVID-19 stamp on every page of the Fact Book in which the numbers were affected.

Following are the major changes that affected the data:

- Spring 2020 semester was completed on-line/remotely after mid-March.
- In-person commencement was cancelled and replaced with a remote celebration.
- Summer 2020 courses were all on-line/remote.
- Education Abroad summer travel was cancelled.
- Summer 2020 Internships were cancelled with only 9 exceptions granted.
- Summer 2020 Undergraduate Research and Creative Projects Program (URCPP) was only able to proceed with four of the thirteen approved projects. The remaining nine projects were deferred to Summer 2021.

In Fall 2020, the terms were divided into two seven-week terms and students were given the option to return in person in the Fall (with restrictions) or to take classes online. All first-year and transfer students were required to either live on campus or defer admission; 119 first-year and 13 transfer students deferred their enrollment. Only 795 students lived on campus in Fall 2020. The non-degree program was suspended.

Only 59% of students had an on-campus labor position and no labor positions involved community partners. Thirteen percent worked in remote labor positions.

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

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

Judith Weckman, Director of the Office of Institutional Research and Assessment
Clara Labus Chapman, Assistant Director (Labor Team Supervisor)
Addie McDonald, Student Coordinator of the Fact Book

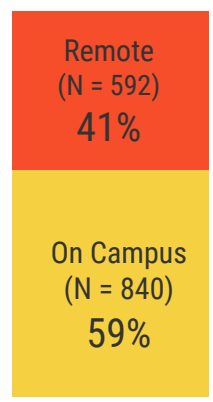
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Fall 2020 Highlights: COVID-19 and Berea College Our Mission Continues

Because of the global pandemic of COVID-19, Fall 2020 at Berea College looks quite different. This semester has been divided into two seven-week academic terms.

Students (N = 1,432)

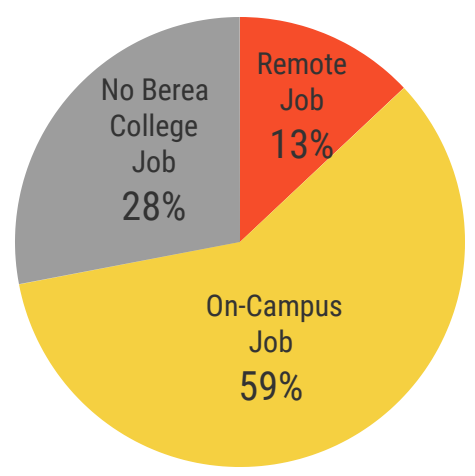
↓ 220 Fewer Students than Fall 2019



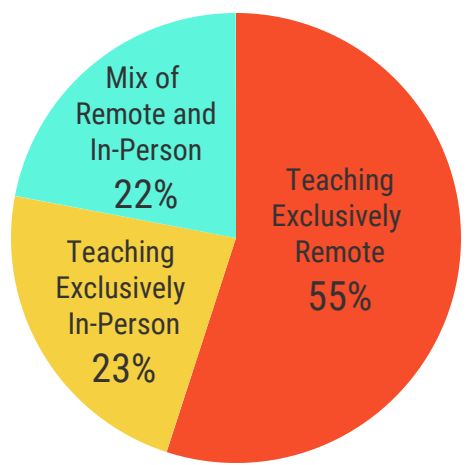
NOTES: Sixty-six (66) students took a leave of absence prior to the start of Fall 2020. At the start of Fall 2019, that number was only 5.

There are 295 First-Year Students (Fall 2019 = 413) and 30 New Transfer Students (Fall 2019 = 54) -- all are on campus. Students new to Berea were given the option to defer their enrollment but not to be remote.

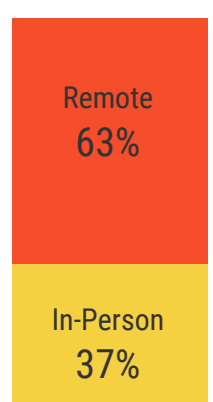
Student Labor



Faculty (N = 181)



Courses (N = 542)



Course Rubric by Division	Percent of Courses Taught in Person
One	59%
Two	14%
Three	33%
Four	44%
Five	41%
Six	20%
GST/R	23%

Course Rubrics by Division:

One: Biology, Chemistry, Mathematics, Nursing, Physics

Two: Agriculture and Natural Resources, Computer Science, Economics and Business, SENS, Technology and Applied Design

Three: Child and Family Studies, Health and Human Performance, Psychology, Sociology

Four: Communication, English, Foreign Languages, Music, Theatre

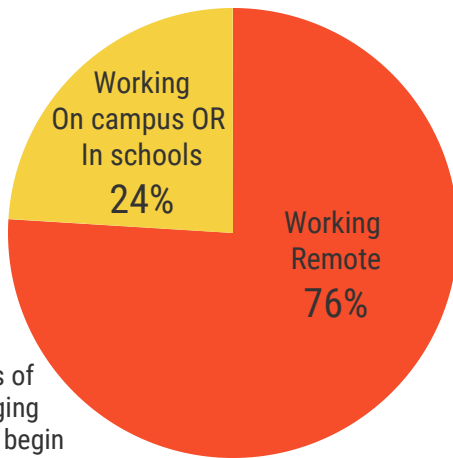
Five: Art, Asian Studies, History, Philosophy, Political Science

Six: African and African American Studies, Appalachian Studies, Education Studies, Peace and Social Justice Studies, Religion, Women's and Gender Studies

Fall 2020 Highlights: COVID-19 and Berea College Our Mission Continues

Because of the global pandemic of COVID-19, Fall 2020 at Berea College looks quite different. This semester has been divided into two seven-week academic terms.

Partners for Education (PFE) Staff (N = 323)



NOTE: The status of PFE staff is changing as public schools begin in-person classes.

All Other Berea College Staff (N = 429)

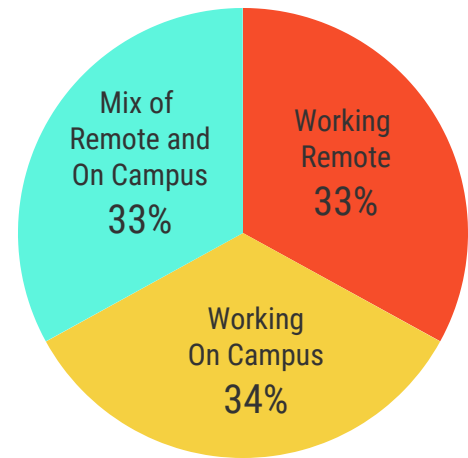


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General Information

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

THE GREAT COMMITMENTS OF BEREA COLLEGE

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose “to promote the cause of Christ.” Adherence to the College’s scriptural foundation, “God has made of one blood all peoples of the earth” (Acts 17:26), shapes the College’s culture and programs so that students and staff alike can work toward both personal goals and a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action.

To achieve this purpose, Berea College commits itself:

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

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

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

ACCREDITATION

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

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

The baccalaureate degree in the nursing department at Berea College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The Kentucky Board of Nursing has granted the Nursing program Approval status.

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

INSTITUTIONAL MEMBERSHIPS

Berea College is an institutional member of:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW)
- American Automobile Association (AAA)
- American Bus Association
- American Chestnut Foundation
- American Council on Education (ACE)
- American Council on Gift Annuities
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- American Society of Industrial Security
- American Suffolk Horse Association
- Amigos Library Services
- Annapolis Group
- Appalachia Funders Network
- Appalachian College Association (ACA)
- AsiaNetwork
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for University and College Counseling Center Directors (AUCCCD)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Auditors (ACUA)
- Association of Governing Boards of Universities (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Physical Plant Administrators (APPA)
- Association of Title IX Administrators (ATIXA)
- Audiovisual and Integrated Experience Association (AVIXA)
- Berea Chamber of Commerce
- Biomedical Research Alliance of New York (BRINY)
- BuildingGreen
- Campus Safety, Health and Environmental Association (CSHEMA)
- College and University Professional Association for Human Resources (CUPA-HR)
- Commonwealth of Kentucky (KY Virtual Library)
- Council for Accreditation of Educator Preparation
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council for Opportunity in Education (COE)
- Council of Independent Colleges (CIC)
- Council on Library and Information Services
- CraftNet Association
- Ebsco Subscriptions (Digital Library)
- Educause
- Elsevier (Digital Library)
- Forest Guild
- Grant Resource Center (GRC)
- Guest Relations Association
- Historic Hotels of America/Preferred Hotel Group

Source: Office of the President, October 2020

Institutional Memberships, continued

- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council of Postsecondary Education (CPE)
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Institute for International Studies (KIIS)
- Kentucky Travel Industry Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Knox County Chamber of Commerce
- Liberal Arts Diversity Officers (LADO) Consortium
- Library Orientation Exchange Service (LOEX) (Eastern Michigan University)
- Lyris (Online Computer Library Center – Solinet)
- Midwest Association for Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of College and University Attorneys (NACUA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Auxiliary Stores (NACAS)
- National Association of College Stores (NACS)
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National Athletic Trainers Association (NATA)
- National Collegiate Athletic Association (NCAA)
- National Consortium for Continuous Improvement (NCCI)
- National Council for Community and Education Partnerships (NCCEP)
- National Fire Protection Association (NFPA)
- National Student Employment Administrators (NSEA)
- National Women’s Studies Association
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Smith Travel Research
- Society of American Foresters
- Society of Human Resource Management (SHRM)
- Southeast/South-Central Educational Cooperative (SESC)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Southern Highland Craft Guild
- Southern Kentucky Chamber of Commerce
- Southern Regional Education Board
- Southern University Conference (SUC)
- STS Travel South
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- University Risk Management and Insurance Association (URMIA)
- USA South Athletic Conference
- Work Colleges Consortium (WCC)

Source: Office of the President, October 2020

ACADEMIC INFORMATION

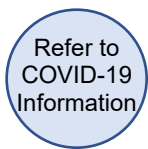
Programs of Study

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

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

Bachelor of Arts Degree Programs:

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



Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Applied Design

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

Teacher Preparation:

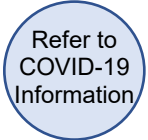
Berea College offers certification programs in **Elementary Education** (primary – grade 5); **Middle Grades Education** with Teacher Certification in Science or Mathematics (grades 5-9); **Secondary Education** (grades 8-12) programs in Biology, Chemistry, English, Mathematics, Physics, and Social Studies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

Minor Programs Offered:

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

THE STUDENT LABOR PROGRAM

The Student Labor Program originated in its earliest form at Berea College in 1859 and expanded to become one of the College's Great Commitments. The Labor Program provides economic, educational, social, personal, and spiritual benefits to students and those served by their work.



The Labor Program is designed to serve the following purposes:

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

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

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

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

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

Source: *2020-2021 College Catalog*

THE CONVOCATION PROGRAM

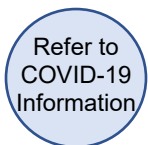
A significant part of a student's educational experience at Berea College is offered through lectures, symposia, concerts, and the performing arts. These events present outstanding personalities who enliven the intellectual, aesthetic, and religious life, and perform an important educational role. These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

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

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

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

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



Source: 2020-2021 College Catalog
Office of Convocations Website <<https://www.berea.edu/convocations/>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2020-2021

<p>African Students' Association (ASA) Alpha Psi Omega (APO) (Theatre Honor Society) American Choral Directors Association-Student Chapter American Sign Language (ASL) Club Appalachian Student Union Arab Student Association Al Maqam Artists in Modern Motion Asian Student Union (ASU) Awakening Ministries Banana Run Club Baptist Campus Ministry Berea College... Accounting Club Association of Student Nurses Concert Choir Country Dancers Feminist Coalition (BCFC) Folk Roots Ensemble Generation Action Honor Society of Nursing Intramural Sports Kentucky Educ. Assoc. (KEA)-Student Program League of Legends Club National Association for Music Education Collegiate Chapter Outdoor Adventures Political Science Association Saxophone Quartet and Saxophone Choir Speech and Debate Team Students of Sustainability Berea Creative Writing and Publishing Club Berea Economics Association Berea Middle Eastern Dance Ensemble Berea Patrons Bereans for Life Bereans for Free Speech Biology Club Black Music Ensemble (BME) Black Student Union (BSU) Brushy Fork Nature Coalition Building Revolution, Anti-Imperialism, and Democracy Campus Activities Board (CAB) Catholic Newman Club Center for Excellence in Learning through Service (CELTS) Adopt-a-Grandparent Berea Buddies Berea Teen Mentoring Berea Tutoring Program Habitat for Humanity Hispanic Outreach Program (HOP) People Who Care Chemistry Club Chess Club Child and Family Studies Club Cosmopolitan Club CRU (Campus Crusades for Christ) [Interdenominational] Developer Student Club (DSC) Berea</p>	<p>Episcopal Canterbury Fellowship Equal Minds E.Y.C.E. (Exceeding Your Crunk Expectations) Step Team Fierce Young and Hype (FYAH) Hip Hop Dance Team Fighting for Equal Education French Club FRESH Start Frost Cottage Non-traditional Student Center German Club Girls Who Code Berea College Loop/ Association of Machinery Computing (ACM-W) Green Dot Harvey Milk Society Health and Human Performance (HHP) Club Health Education Advocacy Resource Team Infinity Math Club InterClub Council (ICC) InterVarsity Christian Fellowship Iota Iota Iota (Triota) Kappa Omicron Nu (Honor Society) Latin American Student Association Martial Arts Club Mortar Board Honor Society – Alpha Sigma Chi Muslim Students Association National Society of Collegiate Scholars Non-Traditional Student Association Orientation Team (O-Team) Orthodox Christian Fellowship Oxfam America at Berea College Pagan Coalition Phi Epsilon Kappa Phi Kappa Phi Honor Society Pi Mu Epsilon and Math Club +1 Club Pre-Health Professions Club Pre-Veterinary Club Presidential Running and Walking Club Pride, Unity, Love and Social Equality (PULSE!) Psi Chi (Psychology Honor Society) Psychology Club R.I.S.E (Resilience, Intellect, Self-Love, Empowerment) Rotaract Save the Children Action Network Sazon Latino Secular Students of Berea College Socialists of Berea Society of Physics Students Sociology Club South Asian Fusion Dance Team Speak French Club Student Alumni Council Student Government Association (SGA) Technology Club The Plant-Based Society Tri-Beta National Honor Society Ultimate Frisbee WBER TV and Radio Young Americans for Liberty Berea College</p>
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Source: Berea College Campus Life "B-Linked" website, as of September 2020

Governance and Administration

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

BOARD OF TRUSTEES

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

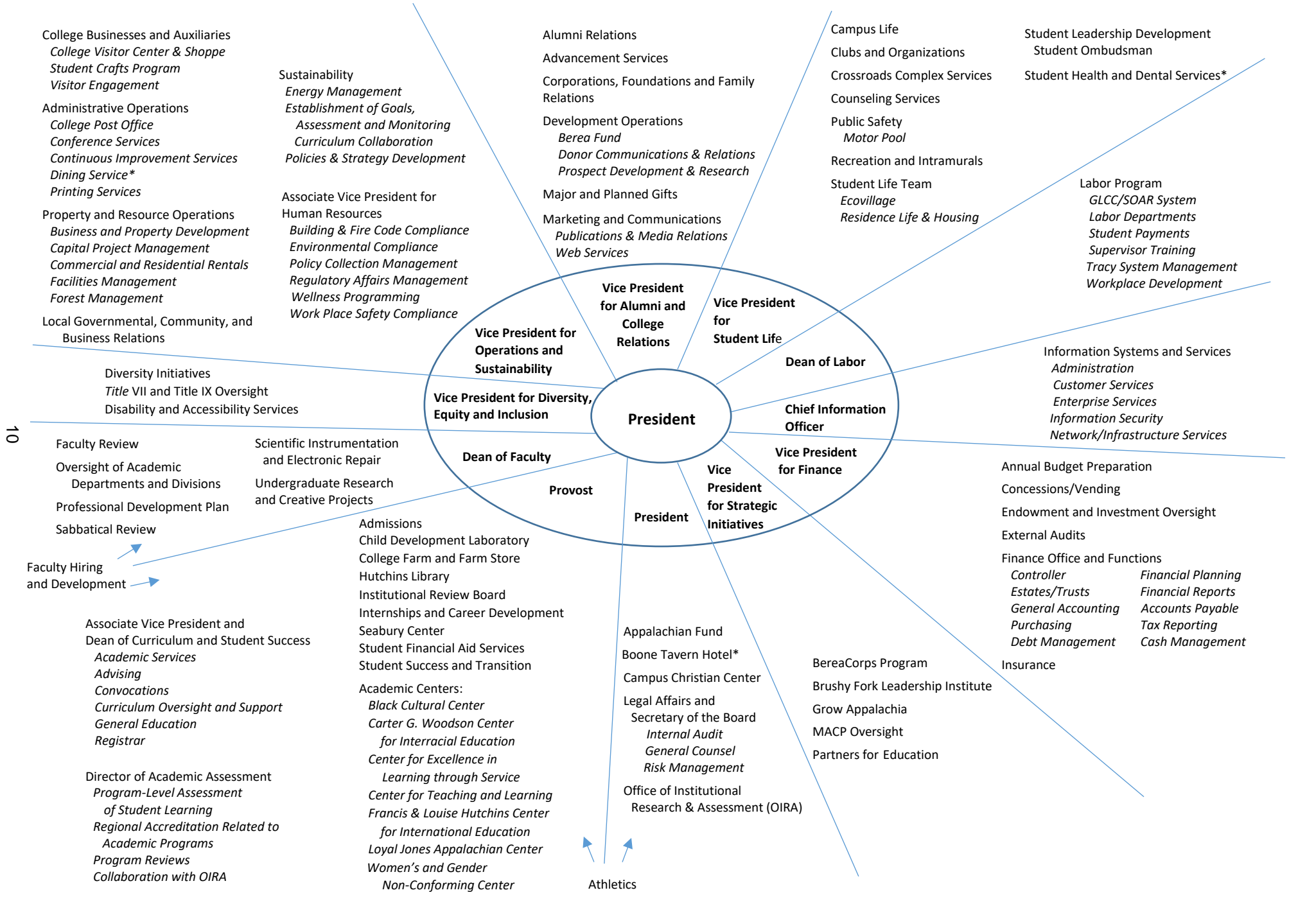
Honorary Trustees

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

*President of the College

Source: Office of the President, March 2021

Berea College Administrative Organization



*External Provider

ADMINISTRATIVE COMMITTEE MEMBERS

The Administrative Committee is responsible to the Board of Trustees and the President of the College for matters of finance, physical properties, and internal management of the College. Members of the committee oversee all instructional and operating departments of the institution.

Lyle D. Roelofs

President

Jeff Amburgey

Vice President for Finance

Sylvia Asante

Dean of Labor

Channell Barbour

Vice President for Student Life

Chad Berry

Vice President for Alumni, Communications and Philanthropy

Steve Gowler

Interim Associate Provost

Phillip Logsdon

Chief Information Officer

Dwayne Mack

Vice President for Diversity, Equity and Inclusion

Matt Saderholm

Dean of the Faculty

Derrick Singleton

Vice President for Operations and Sustainability

Scott Steele

Interim Provost/Dean of Curriculum and Student Success

Teri Thompson

Vice President for Strategic Initiatives

Source: Office of the President, November 2020

**ACADEMIC DIVISION CHAIRS, DEPARTMENT CHAIRS, AND DIRECTORS
ACADEMIC YEAR 2020-2021**

Division I

Chairperson: Tracy Hodge

Department

Biology
Chemistry
Mathematics

Nursing
Physics

Chairperson

Roy Scudder-Davis
Mary Robert Garrett
Larry Gratton (Fall Term)
James Blackburn-Lynch (Spring Term)
Monica Kennison
Troy Messina

Director

Planetarium: Tracy Hodge

Division II

Chairperson: Nancy Gift

Department

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

Chairperson

Sarah Hall
Jan Pearce
Ed McCormack
Paul Smithson
Mark Mahoney

Director

Farm: Andrew Oles

Division III

Chairperson: Jackie Burnside

Department

Child and Family Studies
Health and Human Performance
Psychology
Sociology

Chairperson

Neil Mecham
Sandy Williams
Wendy Williams
Andrea Woodward

Director

Child Development Lab:
Amanda Messer

Division IV

Chairperson: Verlaine McDonald

Department

Communication
English
Foreign Languages
Music
Theatre

Chairperson

Kennaria Brown
Anne Bruder
Jeanne Hoch
Javier Clavere
Deborah Martin

Director

Theatre: Ami Shupe

Division V

Chairperson: Lisa Kriner

Department

Art and Art History
Asian Studies
History
Philosophy
Political Science

Chairperson

Eileen McKiernan Gonzalez
Jeff Richey
Rob Foster
Jim Butler
Mike Berheide

Director

Visual Arts: TBA

Division VI

Chairperson: Althea Webb

Department

African and African American Studies
Appalachian Studies
Education Studies
Peace and Social Justice Studies

Religion
Women's and Gender Studies

Chairperson

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

Source: Office of Academic Affairs, November 2020

CAMPUS GOVERNANCE

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

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

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

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

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

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

General Faculty Assembly and College Faculty Assembly Memberships

Academic Year 2020-2021

Memberships

General Faculty Assembly	309 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	158 members
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Source: *Faculty Manual*, August 2020
Executive Council, October 2020

FACULTY COUNCIL AND COMMITTEE STRUCTURE

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

EXECUTIVE COUNCIL (EC)

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

Faculty Assemblies Chair

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

Faculty Secretary

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

Awards Committee

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

Committee for Socially Responsible Investing

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

Sustainability Committee

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

ACADEMIC PROGRAM COUNCIL (APC)

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

Athletic Affairs Committee

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

Committee on General Education (COGE)

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

Source: *Faculty Manual*, August 2020

Faculty Council and Committee Structure (continued)

Academic Program Council (APC), continued

Convocation Committee

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

Student Admissions and Academic Standing Committee (SAAS)

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

Teacher Preparation Accountability Committee (TPAC)

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

FACULTY STATUS COUNCIL (FSC)

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

LABOR PROGRAM COUNCIL (LPC)

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

STRATEGIC PLANNING COUNCIL (SPC)

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

STUDENT LIFE COUNCIL (SLC)

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

Faculty Council and Committee Structure (continued)

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

Accessibility Advisory Committee

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

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

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

Benefits Committee

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

Budget Committee

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

Campus Conduct Hearing Board (CCHB)

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

Division Council

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

Enrollment Policies Committee (EPC)

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

Faculty Advisors to the Student Government Association

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

Faculty Appeals Committee

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

Faculty Liaison to the Board of Trustees

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

Safety Committee

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

Staff Liaison to the Board of Trustees

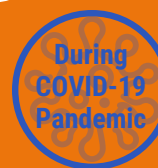
The Staff Liaison to the Board of Trustees attends the meetings of the full Board, participating with voice but not vote. The Staff Liaison reports on the Board meetings to the Staff Forum and General Faculty Assembly.

Source: *Faculty Manual*, August 2020

Faculty and Staff

- Highlights
- Teaching Faculty by:
 - Rank, Status, and Student-to-Faculty Ratio
 - Length of Service at Berea by Sex
 - Alumni Status
 - Ethnic and Racial Breakdowns
 - Age
- Full-Time Faculty Average Salaries by Rank and Sex
- Characteristics of Full-Time Faculty by Division and Department: Sex, Terminal Degree, and Tenure Status
- Average Dollars for Faculty Development per Full-Time Faculty Member
- Comparative Data for Berea College's Benchmark Schools
- Average Faculty Salaries for Berea College's Benchmarks
- Average Faculty Salaries for Berea College and Its Benchmarks: Five-Year History
- Seabury Award for Excellence in Teaching
- Paul C. Hager Excellence in Advising Award
- Number of Berea College Employees
- Full- and Part-Time Staff by:
 - Length of Service by Sex
 - Age by Sex
 - Ethnic and Racial Breakdowns
 - Alumni Status
- Number of Full- and Part-Time Staff as Reported to IPEDS by Funding Status (Internal vs. External)
- Labor Supervisor of the Year Award
- Elizabeth Perry Miles Award for Community Service

Faculty and Staff Highlights Fall 2020



Full-Time Faculty 138

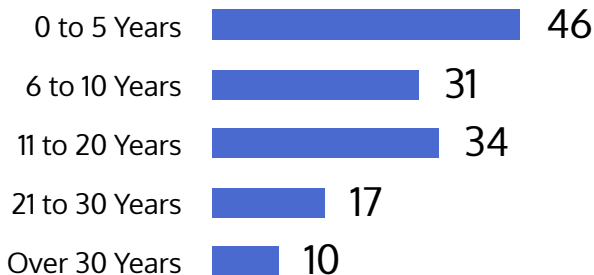
Average Age
 51

Alumni
 8%

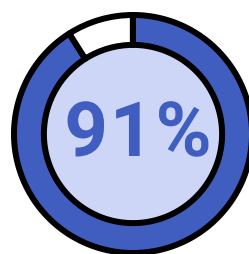
5% Hispanic/Latino/Spanish Origin
 10% Black or African American

Female 51%
 Male 49%

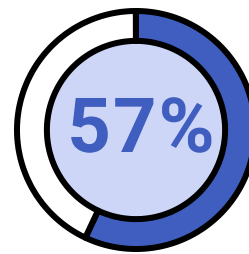
Number of Faculty by Length of Service



Terminal Degree



Tenured



Student-to-Faculty Ratio (9/1)



Total Staff 705

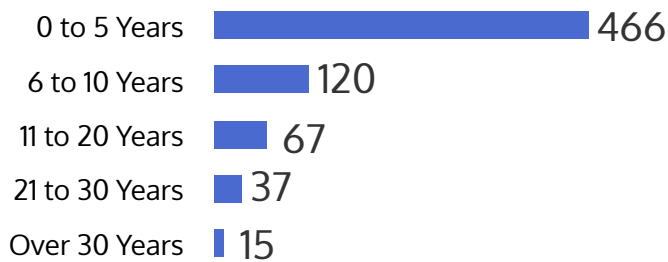
Female 64%
 Male 36%

Alumni
 24%

Average Age
 43

Hispanic/Latino/Spanish Origin
 3%
 Black or African American
 8%

Number of Staff by Length of Service



NOTE: 241/705 staff members work for Partners for Education (PFE).

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2019 – 2020</u>	Academic Year <u>2020 - 2021</u>
Tenure Appointments*	122	125
Full-time Teaching Appointments**	139	138
Professor	(33)	(32)
Associate	(59)	(66)
Assistant	(42)	(36)
Instructor	(5)	(4)
Full-time employees with faculty status who teach part time	10	7
Part-time faculty on a continuing appointment	8	5
Full-time employees without faculty status who teach part time	14	11
Adjunct faculty	19	20
Full-Time Equated (FTE)	164	156
Student/Faculty Ratio*** (FTE)	10/1	9/1

*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time, and eight administrators for both 2019-2020 and eleven administrators in 2020-2021.

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

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

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

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

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

Academic Year 2020 – 2021

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	17	29	46
6 to 10 years	17	14	31
11 to 20 years	19	15	34
21 to 30 years	9	8	17
Over 30 years	<u>6</u>	<u>4</u>	<u>10</u>
TOTAL	68	70	138

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

	<u>Academic Year 2019 – 2020</u>	<u>Academic Year 2020 – 2021</u>
Full-Time Teaching Faculty	139	138
Number of Alumni**	15	11
Graduated from Berea College	(12)	(9)
Attended Berea	(1)	(1)
Honorary Alumni***	(2)	(1)

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

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

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

Source: Office of Academic Affairs, October 2020
Advancement Services Office, October 2020

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2019</u>		<u>Fall 2020</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	6	4.3%	7	5.1%
Not Hispanic or Latino or Spanish Origin	118	84.9%	116	84.1%
Chose not to respond	15	10.8%	15	10.9%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	7	5.0%	3	2.2%
Chose not to respond (race unknown)	3	2.2%	4	2.9%
American Indian or Alaska Native	1	0.7%	1	0.7%
Asian	4	2.9%	5	3.6%
Black or African American	14	10.1%	13	9.4%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	107	77.0%	109	79.0%
Two or more races indicated	3	2.2%	3	2.2%
Black/African American and White	(1)		(1)	
American Indian/Alaska Native and White	(2)		(2)	
	139	100%	138	100%

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

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

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

Source: Office of Academic Affairs, October 2020

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2011-2012		2012-13		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	4	(3%)	0	(0%)	3	(2%)	1	(1%)	1	(1%)
30-39 years old	16	(13%)	23	(17%)	26	(20%)	27	(20%)	24	(18%)
40-49 years old	33	(27%)	32	(25%)	31	(23%)	34	(26%)	41	(31%)
50-59 years old	42	(34%)	46	(36%)	38	(29%)	35	(27%)	31	(23%)
60-69 years old	29	(23%)	28	(22%)	33	(25%)	32	(24%)	33	(25%)
Older than 69 years old	0	(0%)	0	(0%)	2	(1%)	3	(2%)	3	(2%)
TOTAL	124	(100%)	129	(100%)	133	(100%)	132	(100%)	133	(100%)
Average:	50		51		50		51		50	

Age**	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	0	(0%)	1	(1%)	1	(1%)	2	(1%)
30-39 years old	24	(18%)	22	(16%)	26	(19%)	24	(17%)	21	(15%)
40-49 years old	45	(31%)	41	(30%)	38	(28%)	40	(29%)	41	(30%)
50-59 years old	31	(23%)	38	(28%)	41	(30%)	42	(30%)	42	(30%)
60-69 years old	34	(25%)	31	(23%)	26	(19%)	27	(19%)	27	(20%)
Older than 69 years old	3	(2%)	4	(3%)	5	(4%)	5	(4%)	5	(4%)
TOTAL	138	(100%)	136	(100%)	137	(100%)	139	(100%)	138	(100%)
Average:	51		51		51		51		51	

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

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

Source: Office of Academic Affairs, October 2020

FULL-TIME FACULTY* AVERAGE SALARIES BY RANK AND SEX

Academic Year 2020-2021

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	15	\$95,600	\$95,400	17	\$91,800	\$92,700	32	\$93,600	\$93,000
Associate Prof.	37	\$74,500	\$72,300	29	\$73,800	\$71,100	66	\$74,200	\$71,500
Assistant Prof.	14	\$61,900	\$60,100	22	\$62,300	\$61,900	36	\$62,200	\$61,200
Instructor**	<u>2</u>			<u>2</u>			<u>4</u>	\$54,100	\$52,300
ALL RANKS	68	\$76,100	\$72,100	70	\$73,900	\$70,800	138	\$75,000	\$71,400

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

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

Source: Office of Academic Affairs, October 2020

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

Academic Year 2020 – 2021

<u>Division/Department</u>	<u>Sex</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Biology	4	3	7	7	(100%)	7	(100%)
Chemistry	3	3	6	6	(100%)	4	(67%)
Mathematics	5	3	8	4	(50%)	2	(25%)
Nursing	0	4	4	4	(100%)	3	(75%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>3</u>	<u>(100%)</u>
DIVISION I TOTAL	14	14	28	24	(86%)	19	(68%)
Agriculture and Natural Resources	2	2	4	4	(100%)	4	(100%)
Business Administration	5	2	7	5	(71%)	2	(29%)
Computer and Information Science	3	2	5	4	(80%)	3	(60%)
Economics	1	1	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Technology and Applied Design	4	0	4	4	(100%)	3	(75%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	16	8	24	21	(88%)	16	(67%)
Child and Family Studies	3	2	5	5	(100%)	2	(40%)
Health and Human Performance	2	7	9	6	(67%)	1	(11%)
Psychology	0	3	3	3	(100%)	2	(67%)
Sociology	0	3	3	3	(100%)	3	(100%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION III TOTAL	6	15	21	18	(86%)	9	(43%)
Communication	1	3	4	4	(100%)	2	(50%)
English	1	4	5	4	(80%)	3	(60%)
Foreign Languages	4	4	8	7	(88%)	5	(63%)
Music	5	3	8	7	(88%)	1	(13%)
Theatre	1	2	3	3	(100%)	2	(67%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION IV TOTAL	13	16	29	26	(90%)	14	(48%)
Art	1	4	5	5	(100%)	4	(80%)
Asian Studies**	1	0	1	1	(100%)	1	(100%)
History	2	2	4	4	(100%)	3	(75%)
Philosophy	3	0	3	3	(100%)	2	(67%)
Political Science	2	1	3	3	(100%)	2	(67%)
Appointed to Division; no Department	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	11	7	18	18	(100%)	12	(67%)
African and African American Studies	1	1	2	2	(100%)	1	(50%)
Appalachian Studies	2	1	3	3	(100%)	1	(33%)
Education Studies	1	3	4	4	(100%)	3	(75%)
Peace and Social Justice Studies	1	2	3	3	(100%)	1	(33%)
Religion	2	1	3	3	(100%)	2	(67%)
Women's and Gender Studies	0	2	2	2	(100%)	0	(0%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION VI TOTAL	8	10	18	18	(100%)	9	(50%)
TOTAL	68	70	138	125	(91%)	79	(57%)

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

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

NOTE: Under the Sex column, the following abbreviations are used: M = Male, F = Female, and T = Total of Males and Females.

Source: Office of Academic Affairs, October 2020

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

	<u>Fiscal Year 2015-2016</u>	<u>Fiscal Year 2016-2017</u>	<u>Fiscal Year 2017-2018</u>	<u>Fiscal Year 2018-2019</u>	<u>Fiscal Year 2019-2020</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$276,925	\$445,723	\$394,193	\$425,304	\$369,915
Number of Faculty Receiving Funds	133	138	136	137	139
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars per Full-Time Faculty	\$2,082	\$3,230	\$2,898	\$3,104	\$2,661
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$439,835	\$897,604	\$1,329,087	\$969,731	\$783,096
Number of Faculty on Paid Sabbatical	5	17	17	15	12
Average Total Dollars per Faculty on Sabbatical	\$87,967	\$52,800	\$78,182	\$64,649	\$65,258
Percent of Total Full-Time Faculty	3.8%	12.3%	12.5%	10.5%	8.6%
TOTAL Number of Full-Time Faculty	133	138	136	137	139

Source: Office of Academic Affairs, October 2020

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

	Academic Years				
	<u>2015-16</u>	<u>2016-17**</u>	<u>2017-18**</u>	<u>2018-19</u>	<u>2019-20</u>
<u>PROFESSOR</u>					
Berea's mean	89.0	87.8	91.8	92.6	92.8
Benchmark group mean (excludes Berea)	97.3	98.2	99.2	100.3	100.9
Benchmark group median (includes Berea)	92.0	92.7	94.5	94.6	96.2
Berea's rank among its benchmarks	16/26	18/26	15/27	15/27	18/27
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	70.1	70.4	73.5	74.1	74.9
Benchmark group mean (excludes Berea)	74.7	76.1	77.5	78.8	79.9
Benchmark group median (includes Berea)	72.4	72.8	74.7	75.4	76.9
Berea's rank among its benchmarks	17/26	17/26	16/27	17/27	17/27
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	58.6	58.2	60.5	60.0	62.0
Benchmark group mean (excludes Berea)	62.7	64.0	64.7	65.6	66.7
Benchmark group median (includes Berea)	59.7	61.8	61.7	62.2	62.7
Berea's rank among its benchmarks	17/26	19/26	17/27	17/27	17/27

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

**Data for Kalamazoo College were not available.

Definitions:

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

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

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

Source: Office of the Academic Affairs, October 2020
American Association of University Professors (AAUP)

THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

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

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

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

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

Recipients of the Seabury Award for Excellence in Teaching

Names of current Berea College faculty members are italicized.

Dorothy Weeden Tredennick	1962	Smith T. Powell	1986
Gerrit Levey	1962	John Wallhausser	1987
Marian Kingman	1963	Stephen C. Bolster	1988
Robert Gordon Menefee	1963	Robert J. Schneider	1989
Charlotte P. Ludlum	1964	Ralph Stinebrickner	1990
William E. Newbolt	1964	<i>Jeanne M. Hoch</i>	1991
Virginia Ruth Woods	1965	Dean Warren Lambert	1992
George Gilbert Roberts	1965	Ralph L. Thompson	1993
Maureen Faulkner	1966	Eugene T. Chao	1994
Kristjan Sulev Kogerma	1966	John E. Courter	1995
Herschel Lester Hull	1967	Paul David Nelson	1996
Frank Junior Wray	1967	L. Eugene Startzman	1997
Jerome William Hughes	1968	Donald Hudson	1998
Thomas Reed Beebe	1968	Dorothy Hopkins Schnare	1999
Louise Moore Scrivner	1969	Thomas A. Boyd	2000
John Douglas Chrisman	1969	Richard D. Sears	2001
Cornelius Gregory Di Teresa	1970	Laura A. Crawford	2002
Franklin Bryan Gailey	1970	Walter E. Hyleck	2003
Thomas McRoberts Kreider	1971	Andrew Baskin	2004
William John Schafer	1971	Amer Lahamer	2005
Robert Jerry Lewis	1972	<i>Dawn Anderson</i>	2006
Stephen Scott Boyce	1972	<i>Gary Mahoney</i>	2007
Thomas David Strickler	1973	<i>Ron Rosen</i>	2008
Martha Wylie Pride	1974	Janice Blythe	2009
Glen H. Stassen	1975	Barbara Wade	2010
John Fletcher White	1976	Robert Suder	2011
Mary Louise Pross	1977	<i>Ed McCormack</i>	2012
Robert Ward Pearson	1978	Sandra Bolster	2013
John Seelye Bolin	1979	Kathryn Akural	2014
Dennis Michael Rivage-Seul	1980	<i>Jill Bouma</i>	2015
Jonas Patterson Shugars	1981	Kathy Bullock	2016
Philip Schmidt	1982	<i>Michael Berheide</i>	2017
Larry K. Blair	1983	<i>Megan Hoffman</i>	2018
Richard Barnes	1984	Robert Hoag	2019
Marlene Waller	1985	<i>Sarah Blank</i>	2020

Source: Office of Academic Affairs, September 2020

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

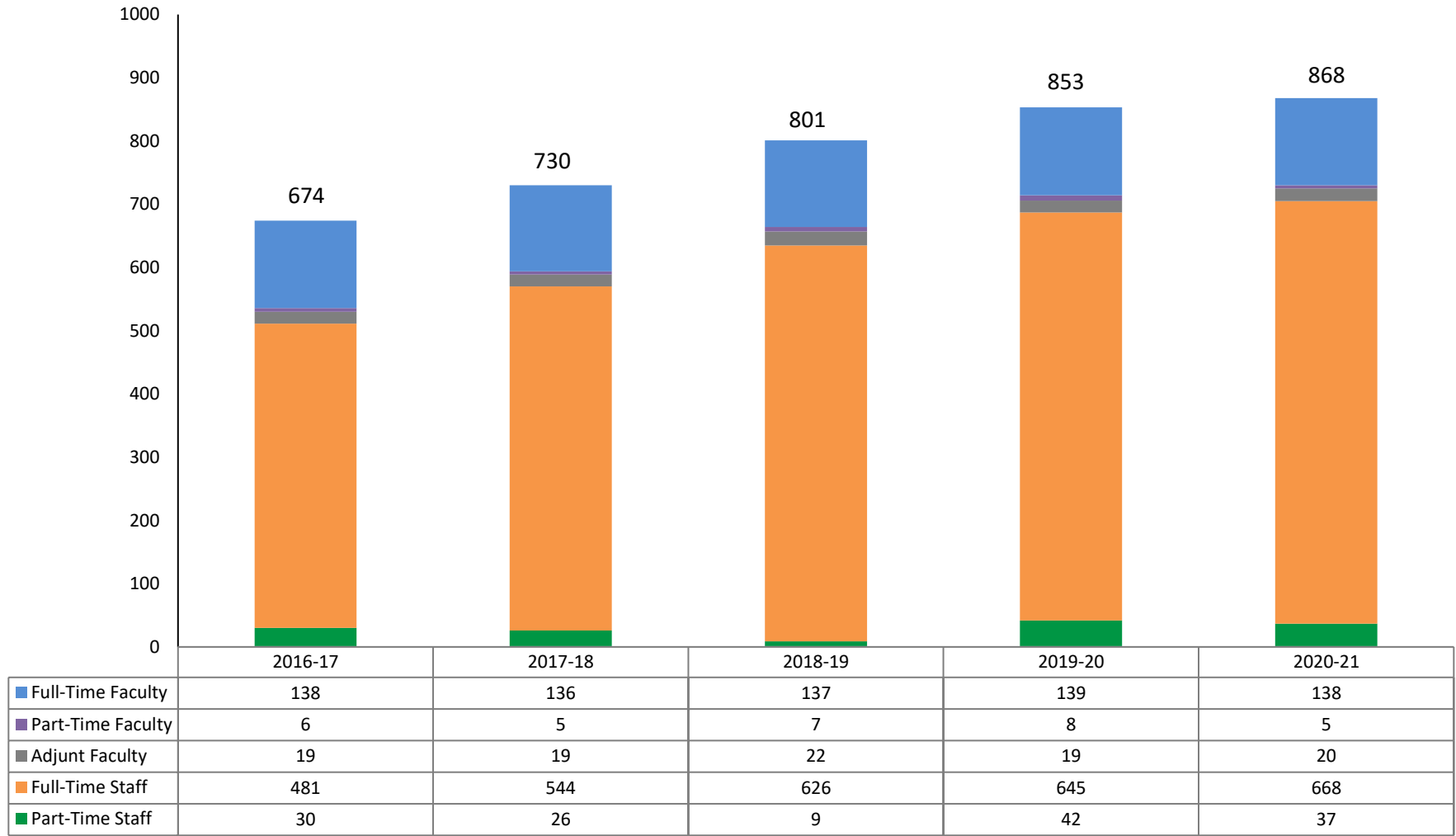
The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the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

Recipients of the Paul C. Hager Excellence in Advising Award

Names of current Berea College faculty members are italicized.

James Gage	1993
Oliver Keels	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
Martie Kazura	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
Don Hudson	2001
Barbara Wade	2002
<i>Dawn Anderson</i>	2003
Janice Blythe	2004
Patricia Isaacs	2005
Michael Panciera	2006
David Porter	2007
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010
Billy Wooten	2011
Wayne Tolliver	2012
<i>Paul Smithson</i>	2013
<i>Robert Foster</i>	2014
<i>Mary Robert Garrett</i>	2015
Andrew Baskin	2016
<i>Sarah Blank</i>	2017
<i>Sandy Williams</i>	2018
<i>Chris Green</i>	2019
<i>Lisa Kriner</i>	2020

NUMBER OF BEREA COLLEGE EMPLOYEES ACADEMIC YEARS 2016-17 THROUGH 2020-21



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

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

	As of November 1, 2019			As of November 1, 2020		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	159	309	468	158	308	466
6 to 10 years	35	70	105	38	82	120
11 to 20 years	29	35	64	29	38	67
21 to 30 years	16	19	35	20	17	37
Over 30 years	<u>6</u>	<u>9</u>	<u>15</u>	<u>6</u>	<u>9</u>	<u>15</u>
TOTAL	245	442	687	251	454	705

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

	As of November 1, 2019			As of November 1, 2020		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	19	28	47	16	31	47
25-29 years old	44	49	93	39	54	93
30-39 years old	61	117	178	66	125	191
40-49 years old	36	79	115	35	75	110
50-59 years old	48	111	159	51	102	153
60-69 years old	34	53	87	40	62	102
Older than 69 years	<u>3</u>	<u>5</u>	<u>8</u>	<u>4</u>	<u>5</u>	<u>9</u>
TOTAL	245	442	687	251	454	705

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2019-20: 8; 2020-21: 10) and tenure-track faculty members (2019-20: 3; 2020-21: 2) who are currently holding administrative positions, and professional librarians with faculty status (2019-20: 7; 2020-21: 8).

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2020

**FULL- AND PART-TIME STAFF*
BY ETHNIC AND RACIAL BREAKDOWNS**

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

	<u>As of Nov. 1, 2019</u>		<u>As of Nov. 1, 2020</u>	
Hispanic or Latino or Spanish Origin	13	(1.9%)	20	(2.8%)
American Indian or Alaska Native	2	(0.3%)	2	(0.3%)
Asian	7	(1.0%)	10	(1.4%)
Black or African American	57	(8.3%)	56	(7.9%)
Two or more races	9	(1.3%)	13	(1.8%)
White	598	(87.0%)	614	(87.1%)
Chose not to respond (race unknown)	14	(2.0%)	10	(1.4%)
International	0	(0.0%)	0	(0.0%)
Total	687	(100.0%)	705	(100.0%)

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

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2019-20: 8; 2020-21: 10) and tenure-track faculty members (2019-20: 3; 2020-21: 2) who are currently holding administrative positions, and professional librarians with faculty status (2019-20: 7; 2020-21: 8).

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

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

	<u>As of Nov. 1, 2019</u>	<u>As of Nov. 1, 2020</u>
Number of Staff	687	705
Number of Alumni**	196	171
Graduated from Berea College	(179)	(155)
Attended Berea	(14)	(10)
Honorary Alumni***	(3)	(6)

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2019-20: 8; 2020-21: 10) and tenure-track faculty members (2019-20: 3; 2020-21: 2) who are currently holding administrative positions, and professional librarians with faculty status (2019-20: 7; 2020-21: 8).

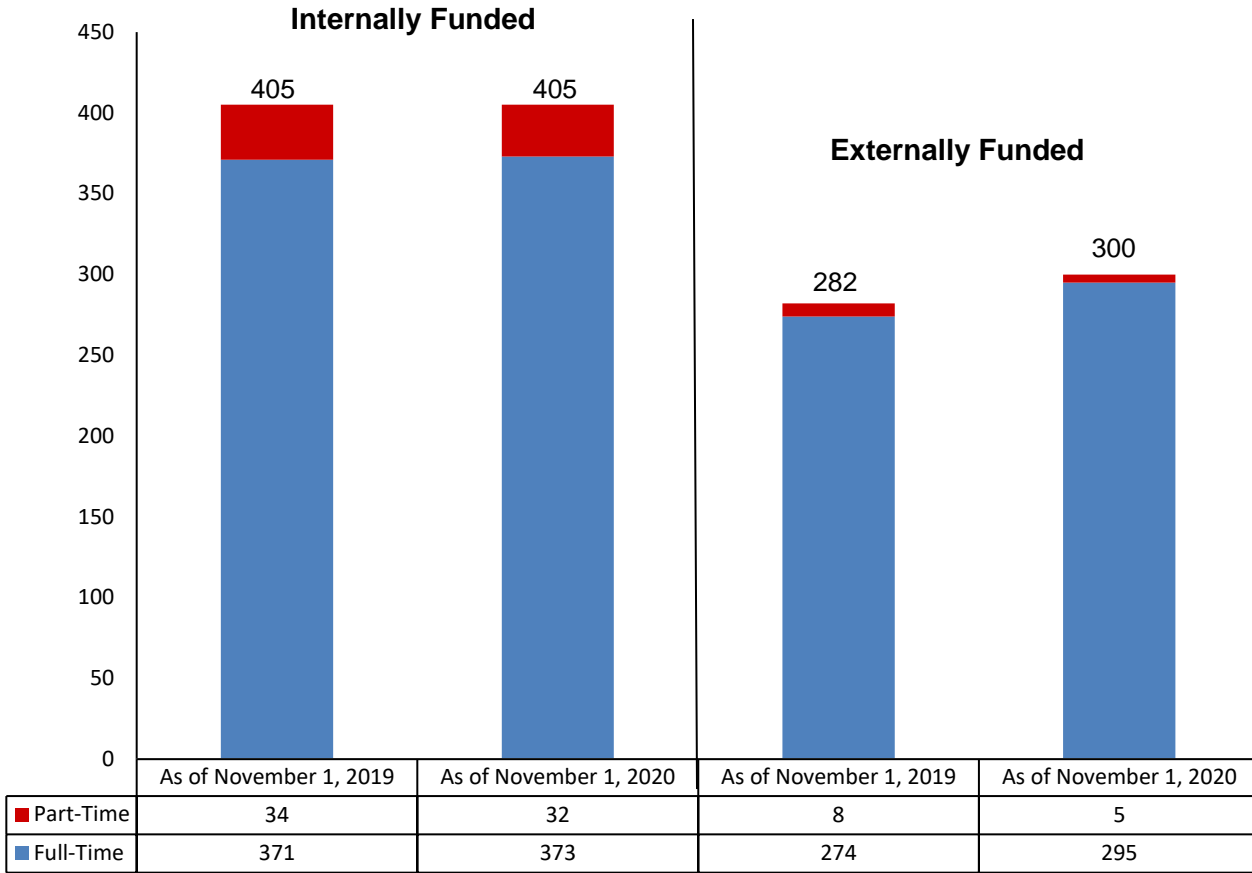
**Alumni includes graduates as well as anyone who received academic credit from Berea College.

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

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources and the Advancement Services Office, November 2020

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



*Includes tenured faculty members (2019-20: 8; 2020-21: 10) and tenure-track faculty members (2019-20: 3; 2020-21: 2) who are currently holding administrative positions, and professional librarians with faculty status (2019-20: 7; 2020-21: 8).
 **IPEDS (Integrated Postsecondary Education Data System), which is the core federal government postsecondary education data collection system.

Definitions of Funding Status:

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

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

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2020

THE LABOR SUPERVISOR OF THE YEAR AWARD

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

Recipients of the Labor Supervisor of the Year Award

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

Janet Tronc	2005
Deloris Coleman	2006
Linda Reynolds	2006
<i>Loretta Reynolds</i>	2007
Dave Porter	2008
<i>Larky Kim Crawford</i>	2008
Sandy Wells	2009
<i>Leslie Kaylor</i>	2009
Anthony Basham	2010 (Supervising 1-15 students)
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)
<i>Jeanette Davidson</i>	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011
David Slinker	2012
<i>Clara Chapman</i>	2013
Adam Mullikin	2014
<i>Larky Kim Crawford</i>	2015
<i>Amanda Peach</i>	2016
<i>Joan Pauly</i>	2017
<i>Bob Harned</i>	2018
<i>Kye Anderson</i>	2019
<i>Joan Pauly</i>	2020

ELIZABETH PERRY MILES AWARD FOR COMMUNITY SERVICE

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

The following are guidelines for the award:

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

Recipients of the Elizabeth Perry Miles Award for Community Service

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

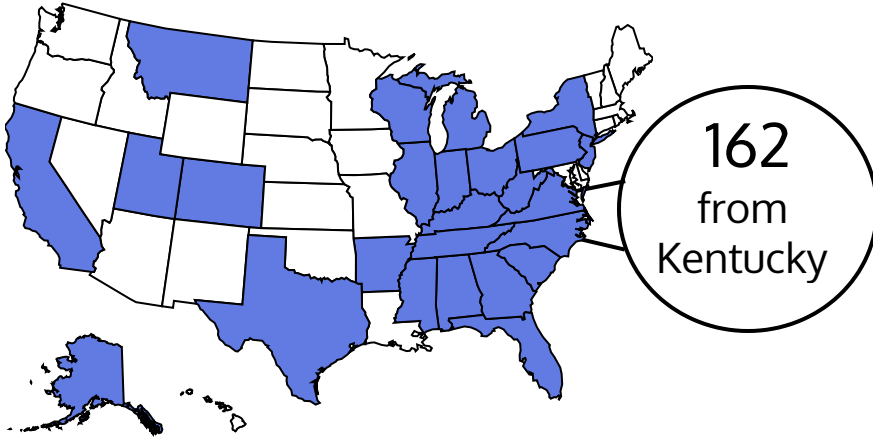
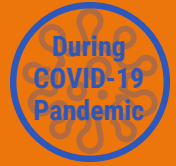
Tom Boyd	1991
Betty Olinger	1992
Carol Lamm	1993
William Stolte	1994
Joan Moore	1995
Peter Hille	1996
John Cook	1997
Randy Osborne	1998
Lee Morris	1999
Virgil Burnside	2000
Brenda Hosley	2001
Andrew Baskin	2002
Betty Hibler	2003
Barbara Power	2004
<i>Fred de Rosset</i>	2005
John Courter	2006
Nancy Ryan	2007
<i>Theresa Lowder</i>	2008
Mary Ann Shupe	2009
Melissa Osborne	2010
Miriam David	2011
Joe Bagnoli	2012
Cheyenne Olson	2013
Richard Olson	2013
Michelle Tooley	2014
Ellen Burke	2015
<i>Meta Mendel-Reyes</i>	2016
<i>Michael Morris</i>	2017
Yolanda Carter	2018
<i>Jackie Burnside</i>	2019
<i>Andrea Woodward</i>	2020

Admissions

- First-Year Student Highlights
- Transfer Student Highlights
- Admissions Territory Categories (Map and Explanation)
- Admissions Territory (List of Counties)
- First-Year Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
 - by Territory
- First-Year Students from Kentucky
- African-American First-Year Students
- First-Year Students from Appalachian Regional Commission (ARC) Counties and from At-Risk and Distressed Appalachian Counties
- Mean ACT Composite Scores (includes National and Kentucky comparisons)
- Mean SAT Scores (includes National and Kentucky comparisons)
- First-Year Students Ranked in the Top One-Fifth of their High School Class:
 - All, by Sex, by Cohort Type
- First-Year Students Assigned to Developmental Mathematics Courses
- Financial Need of Entering First-Year Students (Federal Pell Grant Recipients)
- First-Year Student Enrollment Trends, 2011-2020
 - by Sex
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Sex
- Fall Term Transfer Student Enrollment Trends, 2011-2020
 - by Sex
 - by Territory

First-Year Student Highlights

Fall 2020



295 Students enrolled from...

- 25 States
- 1 U.S. Territory
- 3 Countries

84%	In-Territory
50%	Appalachian Regional Commission (ARC) Counties
23%	At-Risk and Distressed ARC Counties

Academic Preparation

Mean ACT

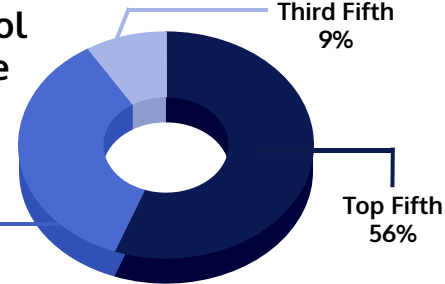
24.3

Required at least one course of developmental math

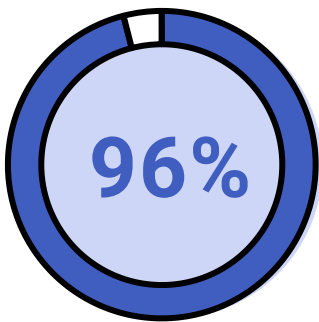
27%

High School Percentile Rank

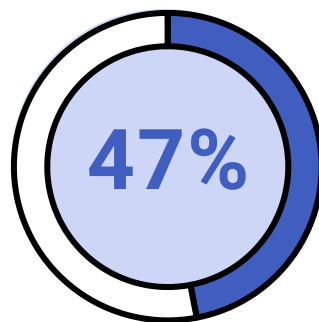
Second Fifth 36%



Financial Qualifications



Pell Grant Recipients



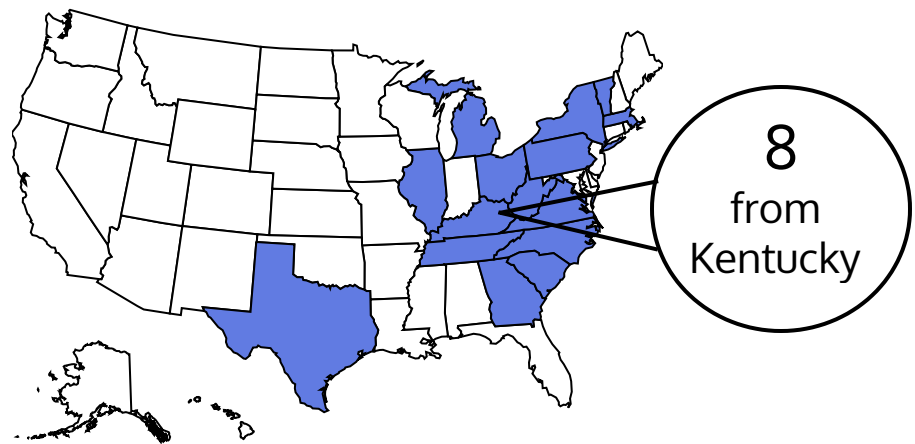
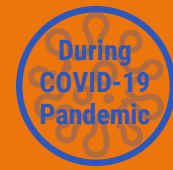
Domestic Students with an EFC of \$0 (Expected Family Contribution)

Enrollment Characteristics

- 63% Female
- 23% African-American
- 0.3% F-1 International
- 18% Hispanic
- 56% First Generation
- 2% Homeschooled

Transfer Student Highlights

Fall 2020



30 Students enrolled from...

- 15 States**
- 1 U.S. Territory**
- 1 Country**

57%	In-Territory
43%	Appalachian Regional Commission (ARC) Counties
23%	At-Risk and Distressed ARC Counties

Academic Preparation

Mean Transfer GPA

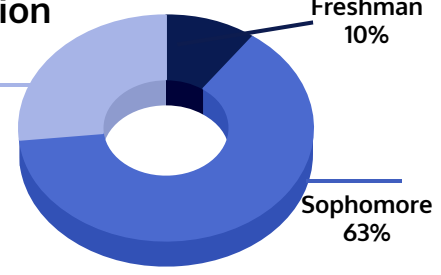


Required at least one course of developmental math

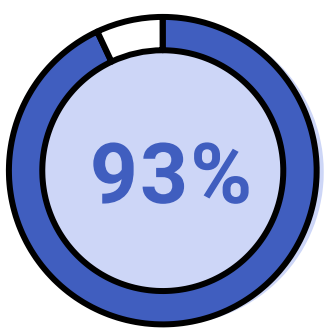


Classification

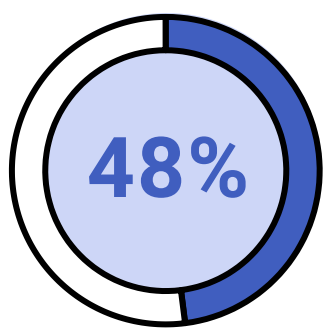
Junior/Senior
27%



Financial Qualifications



Pell Grant Recipients



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

Enrollment Characteristics

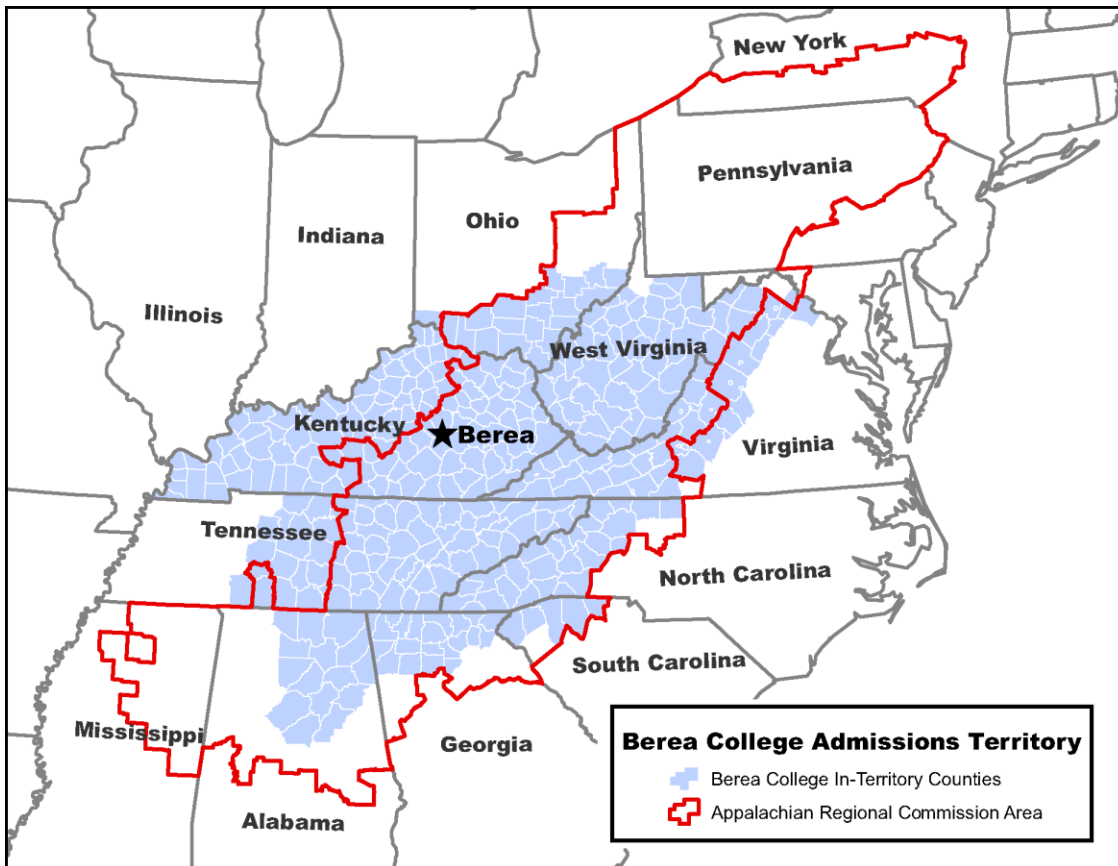
- 73%** Female
- 23%** African-American
- 3%** F-1 International
- 13%** Hispanic
- 54%** First Generation
- 27%** KCTCS Transfer

(Kentucky Community and Technical College System)

ADMISSIONS TERRITORY CATEGORIES

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

- *In-Territory*: Students who come from much of the Appalachian region and all of Kentucky within the blue area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. (See pages 36-37 for a list of counties by state).
- *Out-of-Territory*: Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.
- *F-1 International*: Students who are not U.S. Citizens, permanent residents, or refugees, and are attending the college under an F-1 visa issued by the U.S. Department of State.



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

ADMISSIONS TERRITORY

ALABAMA

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

GEORGIA

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

NORTH CAROLINA

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

OHIO

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

SOUTH CAROLINA

Cherokee
Greenville
Oconee
Pickens
Spartanburg

*Counties added in 1976

**Counties added in 1978

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

Admissions Territory (continued)

TENNESSEE

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

TENNESSEE

Putnam
 Rhea
 Roane
 Robertson****
 Rutherford****
 Scott
 Sequatchie
 Sevier
 Smith
 Sullivan
 Sumner****
 Trousdale****
 Unicoi
 Union
 VanBuren
 Warren
 Washington
 Wayne****
 White
 Williamson****
 Wilson****

VIRGINIA

Alleghany
 Amherst
 Augusta
 Bath
 Bedford
 Bland
 Botetourt
 Buchanan
 Carroll
 Clarke
 Craig
 Dickenson
 Floyd
 Franklin
 Frederick
 Giles
 Grayson
 Highland
 Lee
 Loudoun**
 Montgomery
 Nelson
 Page
 Patrick
 Pulaski

VIRGINIA

Roanoke
 Rockbridge
 Rockingham
 Russell
 Scott
 Shenandoah
 Smyth
 Tazewell
 Warren
 Washington
 Wise
 Wythe

WEST VIRGINIA

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

WEST VIRGINIA

Raleigh
 Randolph
 Ritchie*
 Roane*
 Summers
 Taylor*
 Tucker
 Tyler*
 Upshur*
 Wayne
 Webster
 Wirt*
 Wood*
 Wyoming

TAKEN OUT
 OF TERRITORY
IN 1976

Alabama

Clay
 Cleburne
 Fayette
 Franklin
 Marion
 Walker
 Winston

Virginia

Greene
 Madison
 Rappahannock

*Counties added in 1976

**Counties added in 1978

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

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

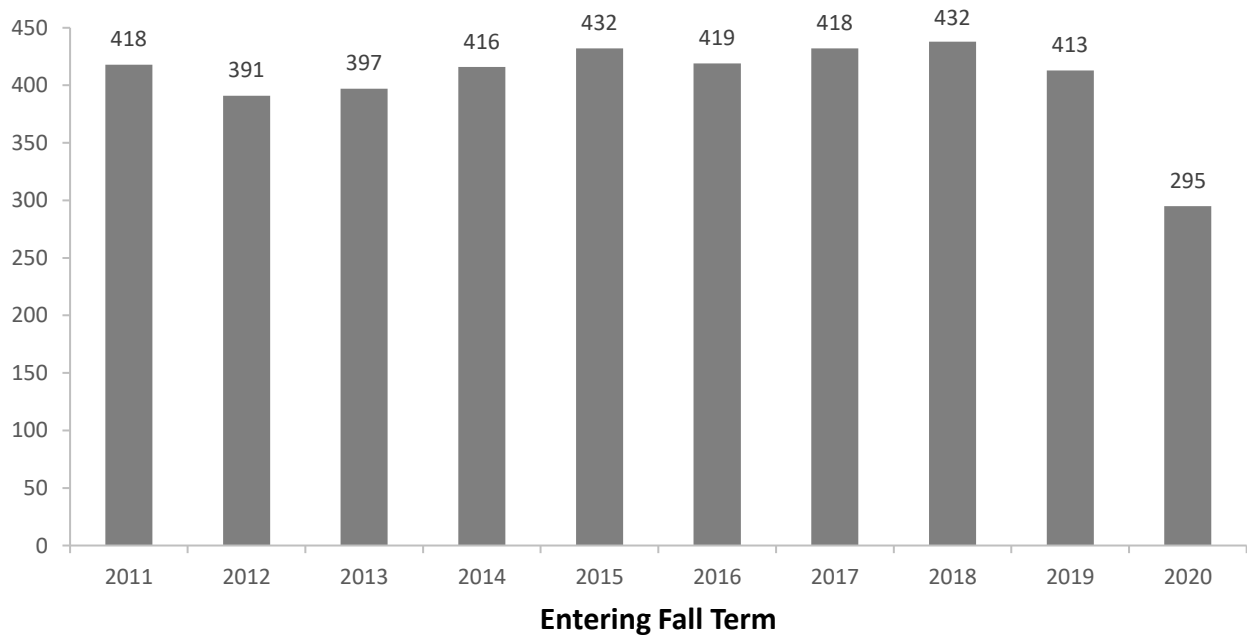
Source: Admissions Office

FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2011	4,707	1,603	586	37%	418	71%
2012	4,423	1,694	538	32	391	73
2013	4,287	1,620	551	34	397	72
2014	4,060	1,649	555	34	416	75
2015	3,953	1,637	597	37	432	72
2016	4,130	1,744	572	33	418	73
2017	4,961	1,712	600	35	432	72
2018	4,967	1,576	602	38	438	73
2019	5,183	1,966	595	30	413	69
2020	5,010	1,857	612	33	295	48

Refer to
COVID-19
Information

NUMBER OF FIRST-YEAR STUDENTS



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

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

Males

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2011	1,813	716	277	39%	205	74%
2012	1,695	711	229	32	173	76
2013	1,564	679	249	37	181	73
2014	1,571	695	239	34	179	75
2015	1,461	694	268	39	195	73
2016	1,414	690	240	35	181	75
2017	1,697	666	252	38	195	77
2018	1,617	626	246	39	187	76
2019	1,792	802	250	31	186	74
2020	1,643	716	243	34	109	45

Refer to
COVID-19
Information

Females

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2011	2,894	887	309	35%	213	69%
2012	2,728	983	310	32	218	70
2013	2,694	927	302	33	216	72
2014	2,492	953	316	33	237	75
2015	2,482	941	329	35	237	72
2016	2,712	1,051	332	32	257	77
2017	3,256	1,044	348	33	257	68
2018	3,345	949	356	38	251	71
2019	3,390	1,163	345	30	227	66
2020	3,365	1,141	369	32	186	50

NOTE: Sex was unknown for submitted/completed applications as indicated here; 2013: 29/14; 2014: 7/1; 2015: 10/2; 2016:4/3; 2017: 8/2; 2018: 5/1; 2019:1/1; 2020: 2/0

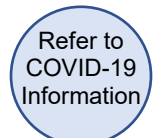
Source: Annual editions of the First-Year Students' Class Profile

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

IN-TERRITORY*						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2011	2,716	843	419	50%	306	73%
2012	2,558	855	413	48	303	73
2013	2,492	848	429	51	315	73
2014	2,289	833	407	49	321	79
2015	2,301	839	447	53	336	75
2016	2,697	932	435	47	326	75
2017	3,075	929	446	48	320	72
2018	3,124	848	425	50	304	72
2019	3,012	960	397	41	293	74
2020	2,960	959	448	47	247	55

OUT-OF-TERRITORY						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2011	1,200	301	130	43%	86	66%
2012	1,104	303	94	31	62	66
2013	1,008	262	83	32	54	65
2014	1,059	336	108	32	68	63
2015	995	294	112	38	65	58
2016	861	243	102	42	63	62
2017	1,215	269	125	46	88	70
2018	1,225	256	149	58	109	73
2019	1,459	431	162	38	90	56
2020	1,363	327	123	38	47	38

F-1 INTERNATIONAL**						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2011	791	459	37	8%	26	70%
2012	761	536	32	6	26	81
2013	787	510	39	8	28	72
2014	709	480	40	8	27	68
2015	697	504	38	8	31	82
2016	572	569	35	6	29	82
2017	671	514	29	6	24	83
2018	618	472	28	6	25	89
2019	712	575	36	6	30	83
2020	687	571	41	7	1	2



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

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

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

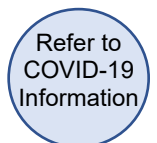
FIRST-YEAR STUDENTS FROM KENTUCKY

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
2011	418	185	44.3%
2012	391	175	44.8
2013	397	165	41.6
2014	416	195	46.8
2015	432	194	44.9
2016	418	203	48.6
2017	432	192	44.4
2018	438	172	39.3
2019	413	173	41.9
2020	295	162	54.9

AFRICAN-AMERICAN* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* of Total First-Year Students</u>
2011	418	94	22.5%
2012	391	78	19.9
2013	397	78	19.6
2014	416	96	23.1
2015	432	90	20.8
2016	418	97	23.2
2017	432	105	24.3
2018	438	123	28.1
2019	413	103	24.9
2020	295	69	23.4

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



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

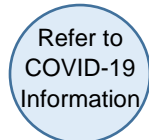
**FIRST-YEAR STUDENTS
FROM APPALACHIAN REGIONAL COMMISSION (ARC) COUNTIES AND
AT-RISK AND DISTRESSED APPALACHIAN COUNTIES***

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Students from ARC Counties</u>	<u>Percent of Total First-Year Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>
2011	418	221	52.9%	101	24.2 %	45	10.8 %
2012	391	194	49.6	98	25.1	38	9.7
2013	397	224	56.4	95	23.9	33	8.3
2014	416	204	49.0	98	23.6	38	9.1
2015	432	224	51.9	108	25.0	40	9.3
2016	418	210	50.2	103	24.6	49	11.7
2017	432	212	49.1	102	23.6	44	10.2
2018	438	203	46.3	101	23.1	43	9.8
2019	413	184	44.6	86	20.8	35	8.5
2020	295	147	49.8	69	23.4	17	5.8

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

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

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



Source: Office of Institutional Research and Assessment, October 2020

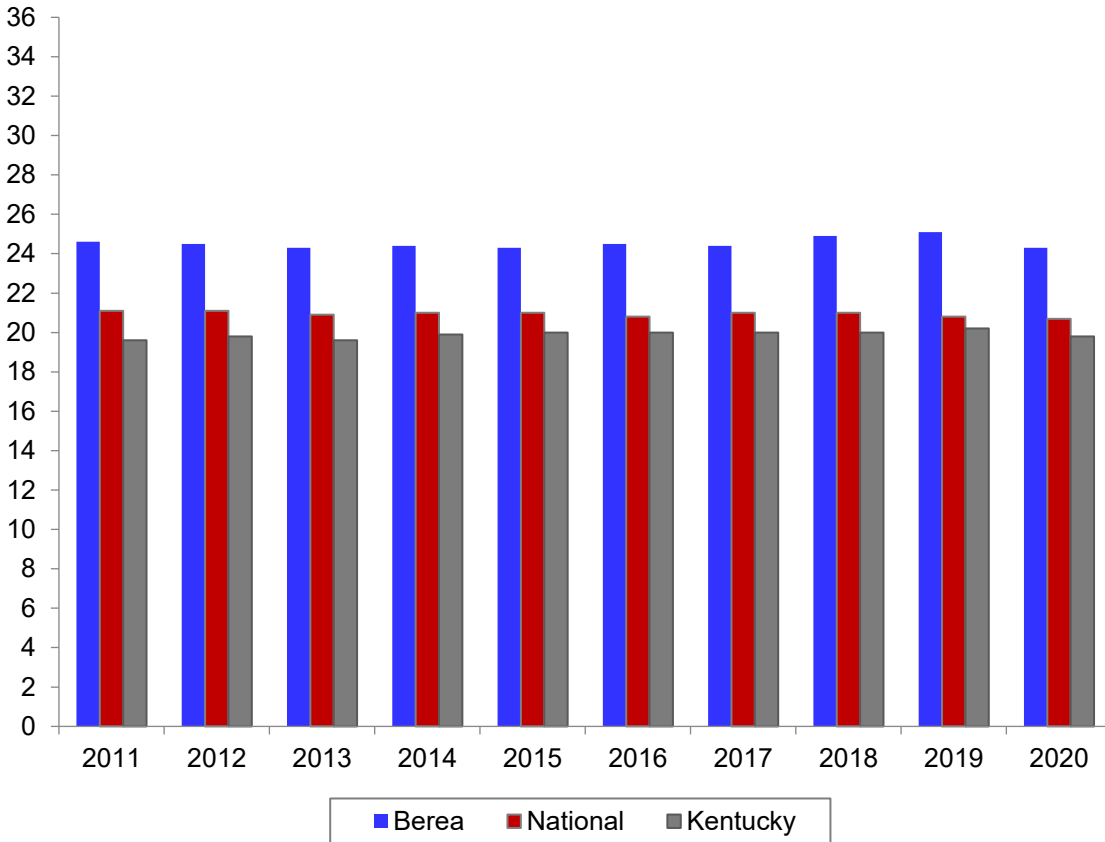
MEAN ACT COMPOSITE SCORES

Fall Term	Number of First-Year Students* who Submitted ACT	Berea's First-Year Students Mean Scores			National/Kentucky Comparisons Mean Scores	
		All Students	Males	Females	National	Kentucky
2011	331	24.6	24.4	24.9	21.1	19.6
2012	310	24.5	23.8	25.0	21.1	19.8
2013	318	24.3	24.0	24.6	20.9	19.6
2014	344	24.4	24.4	24.4	21.0	19.9
2015	360	24.3	24.9	23.9	21.0	20.0
2016	365	24.5	24.5	24.6	20.8	20.0
2017	380	24.4	24.3	24.5	21.0	20.0
2018	362	24.9	24.8	25.0	21.0	20.0
2019	329	25.1	25.1	25.1	20.8	20.2
2020	257	24.3	24.4	24.3	20.7	19.8

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

Refer to COVID-19 Information

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



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

**MEAN SAT SCORES:
CRITICAL READING, MATHEMATICS, AND WRITING
STARTING IN 2019: READING AND WRITING; MATHEMATICS**

Fall Term	Number of First-Year Students* who Submitted SAT	Berea's First-Year Students Mean Scores			National and Kentucky Comparisons Mean Scores					
		Reading and Writing**	Mathematics	Writing and Language	Reading and Writing** National	Writing** KY	Mathematics National	Mathematics KY	Writing and Language National	Writing and Language KY
2011	74	573	545	563	497	576	514	572	489	563
2012	67***	586	579	552	496	579	514	575	488	566
2013	58	560	565	544	496	585	514	584	488	572
2014	56	554	571	548	497	585	513	584	487	572
2015	59	590	565	559	495	588	511	587	484	574
2016	41	546	562	553	494	604	508	599	482	586
2017	44	547	554	530	494	604	508	599	482	586
2018	68	553	570	538	533	631	527	616	not available	
2019	62	606	590	not applicable	536	630	531	618	not applicable	
2020	38	593	583	not applicable	531	620	528	612	not applicable	

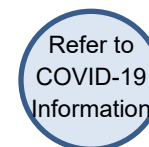
*Approximately 5 – 10 % of Berea College first-year students submit SAT scores.

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

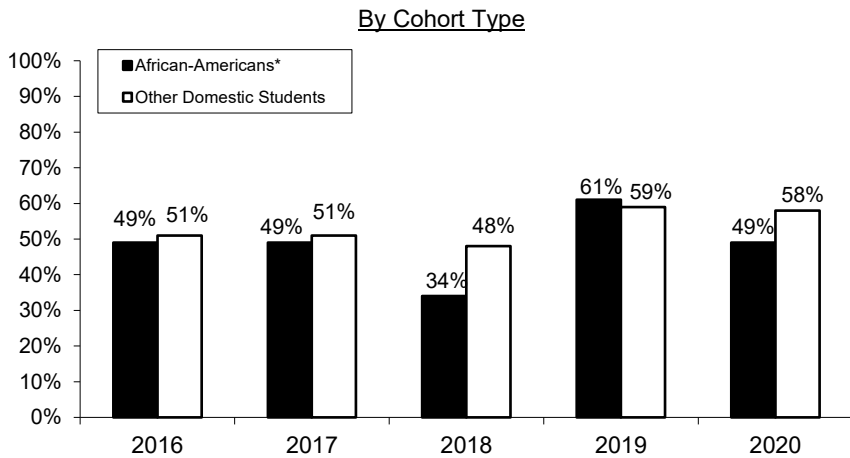
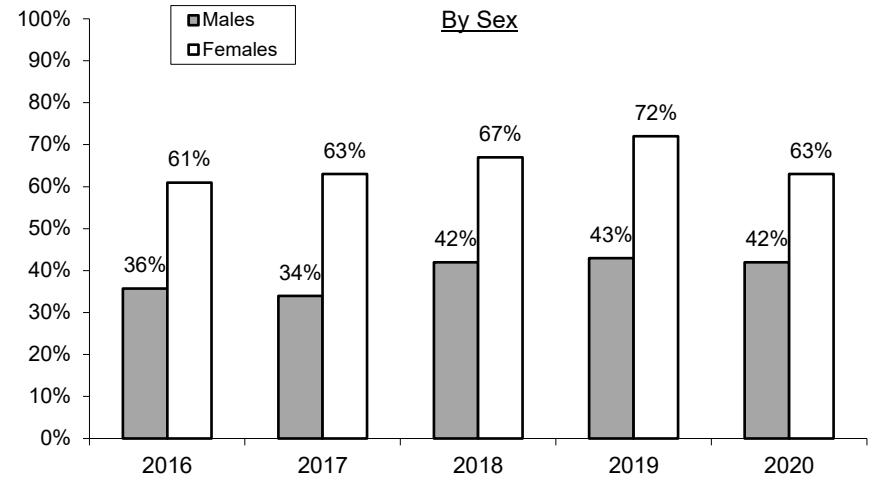
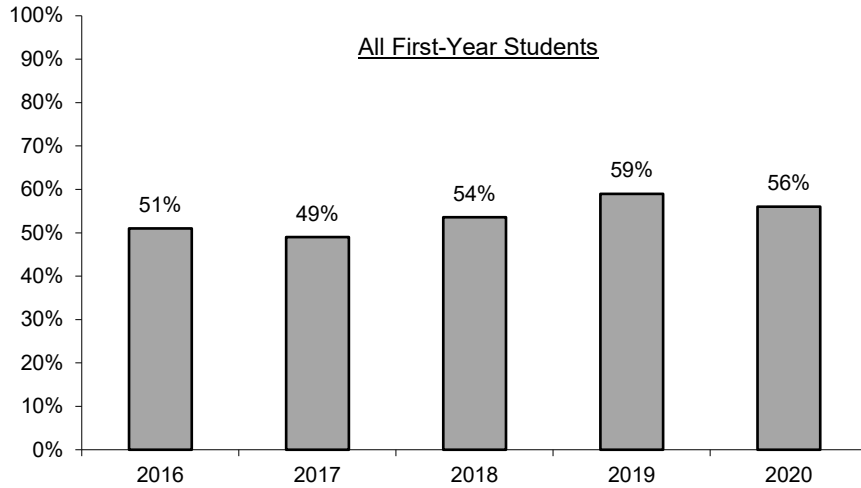
***Score reports include one student who submitted the SAT exam without the writing component (which was added in March 2005).

NOTE: SAT section means are on a scale from 200 to 800.

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



FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS BY SEX AND COHORT TYPE



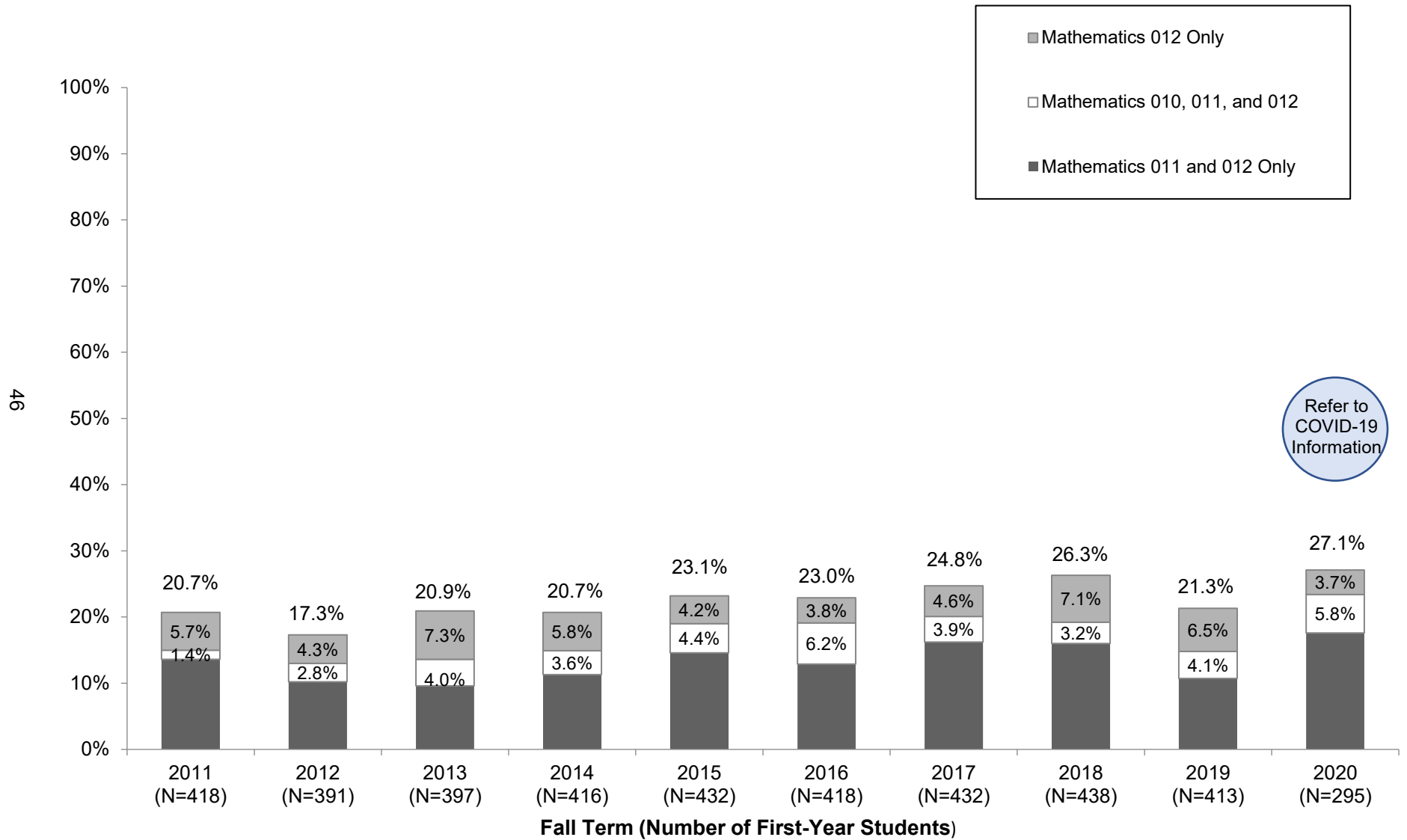
Refer to
COVID-19
Information

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

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

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

FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES

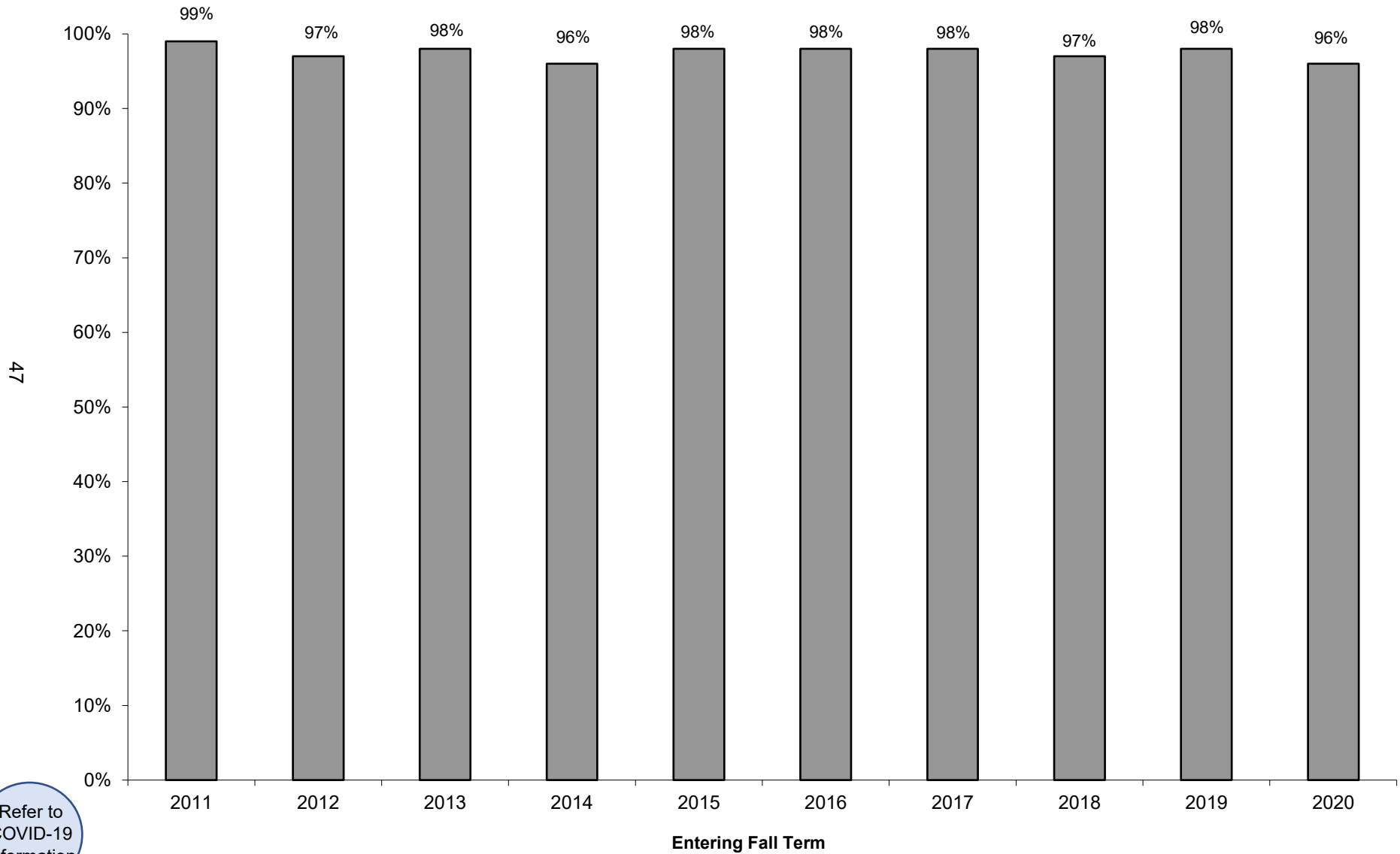


NOTE: The number on the top of the bars indicates the percentage of first-year students who need at least one course of developmental mathematics.

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

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

Ten-Year Average: 98%



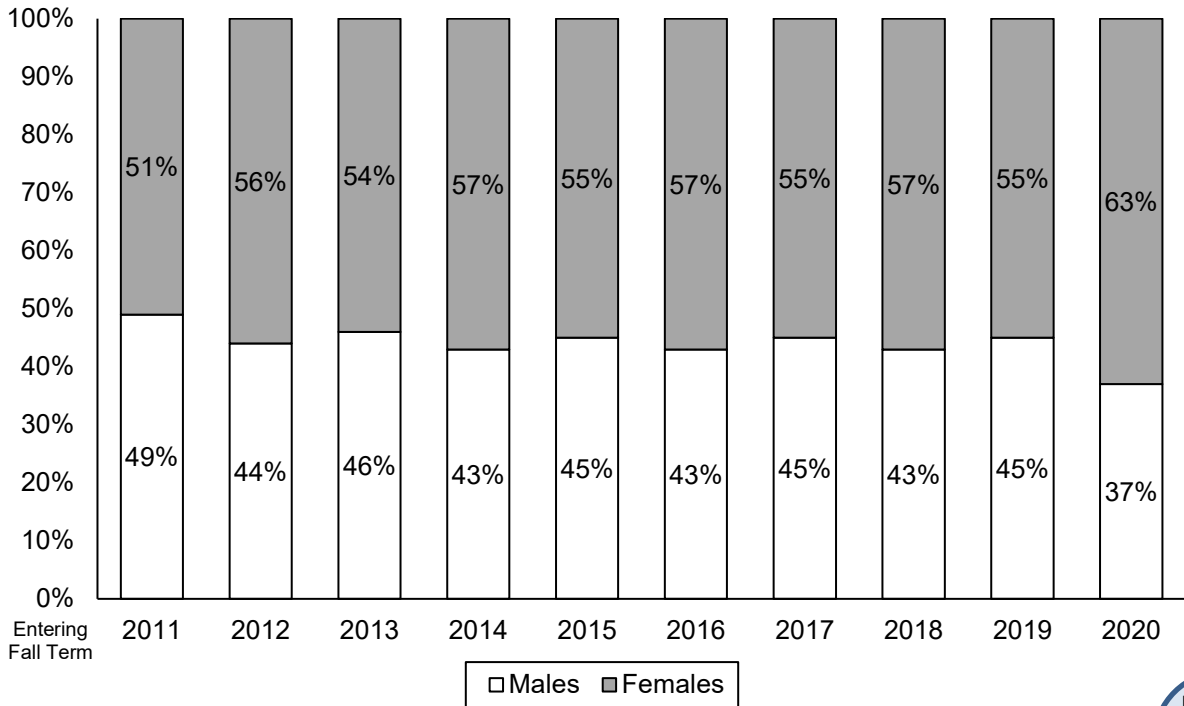
Refer to
COVID-19
Information

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

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

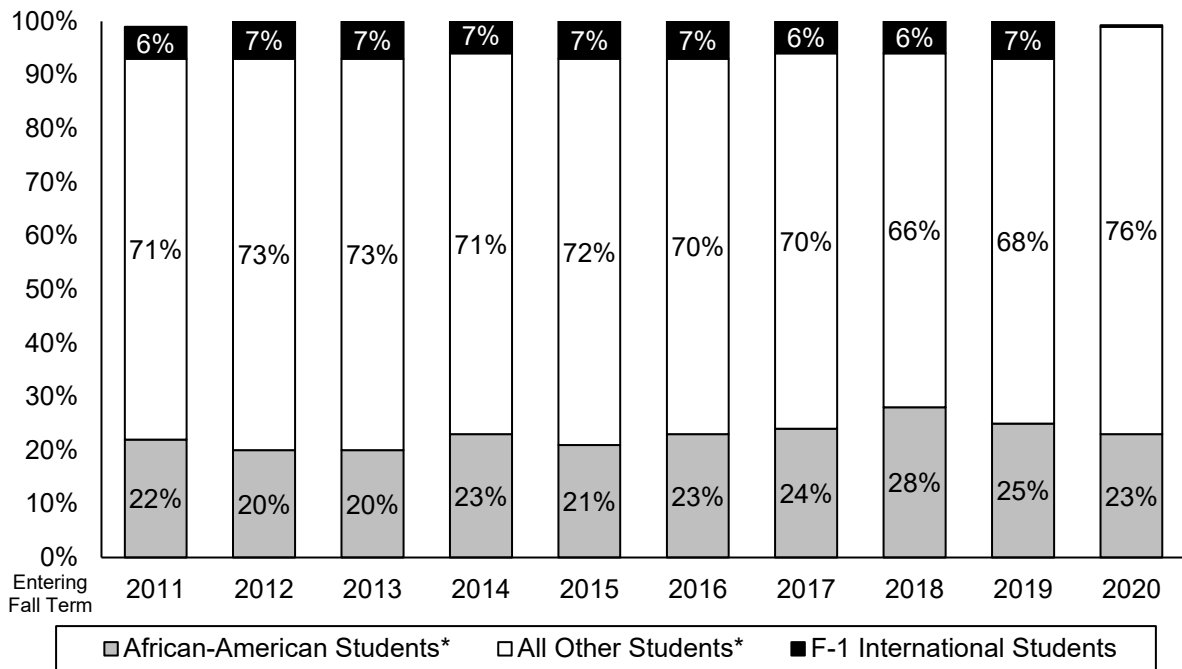
FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Sex



Refer to COVID-19 Information

By Cohort Type

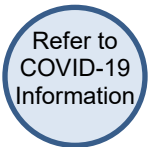
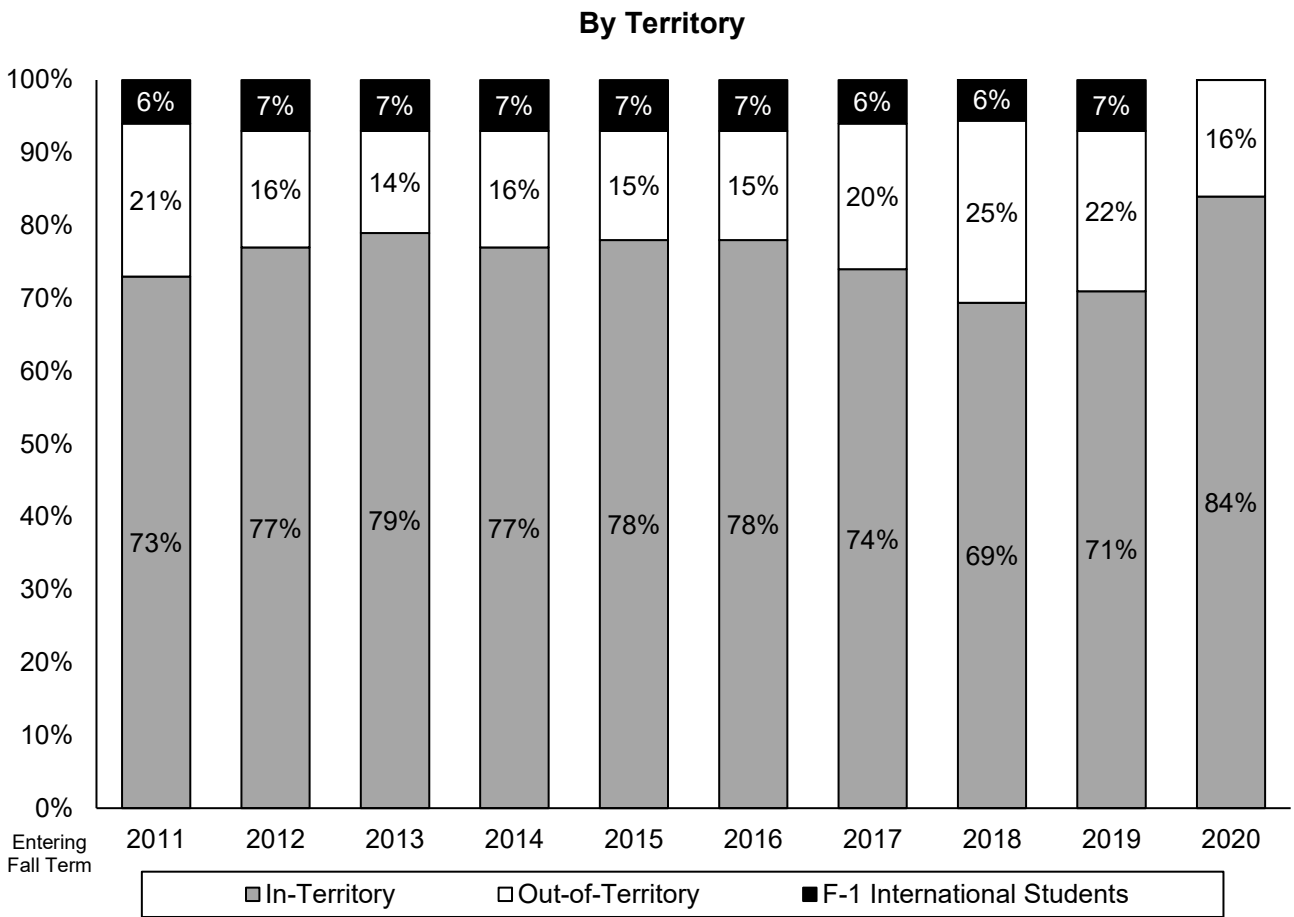


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

NOTE: African-American students are based on those students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2019

First-Year Student Enrollment Trends, continued



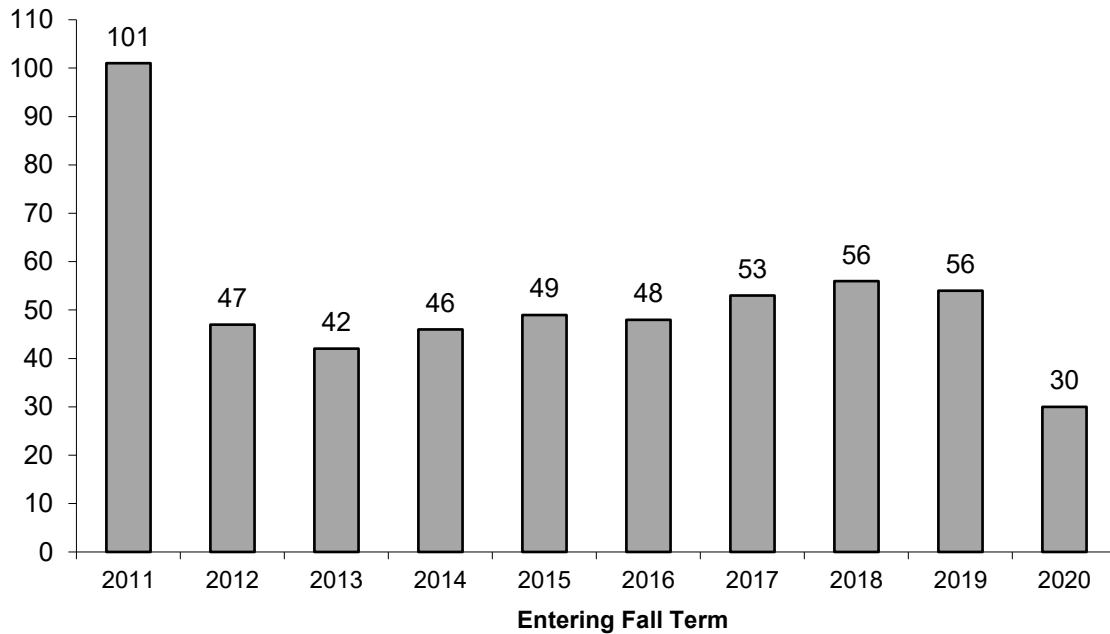
Source: Office of Institutional Research and Assessment, October 2019.

TRANSFER STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of completed Applications	N	% of Accepted
2011	625	188	115	61%	101	88%
2012	618	201	55	27	47	85
2013	600	145	51	35	42	82
2014	368	140	55	39	46	84
2015	334	131	55	42	49	89
2016	286	102	58	57	48	83
2017	245	159	71	45	53	75
2018	551	160	66	41	56	85
2019	619	150	74	49	54	73
2020	668	108	53	49	30	57

NUMBER OF TRANSFER STUDENTS

Refer to
COVID-19
Information



Source: Annual editions of the Transfer Students' Class Profile

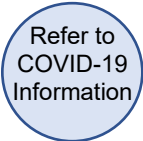
**TRANSFER STUDENTS BY SEX:
APPLICATIONS, ACCEPTED, AND ENROLLED**

Males

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2011	254	78	49	63%	43	88%
2012	223	82	24	29	20	83
2013	228	53	21	40	18	86
2014	147	56	28	50	22	79
2015	150	54	21	39	20	95
2016	110	45	25	56	24	96
2017	82	52	30	58	22	73
2018	193	55	26	47	25	96
2019	212	58	31	53	23	74
2020	223	41	20	49	8	40

Females

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2011	371	110	66	60%	58	88%
2012	395	119	31	26	27	87
2013	371	92	30	33	24	80
2014	220	84	27	32	24	89
2015	184	77	34	48	29	85
2016	176	57	32	56	24	75
2017	163	107	41	38	31	76
2018	358	105	40	38	31	78
2019	407	92	43	47	31	72
2020	445	67	33	49	22	67

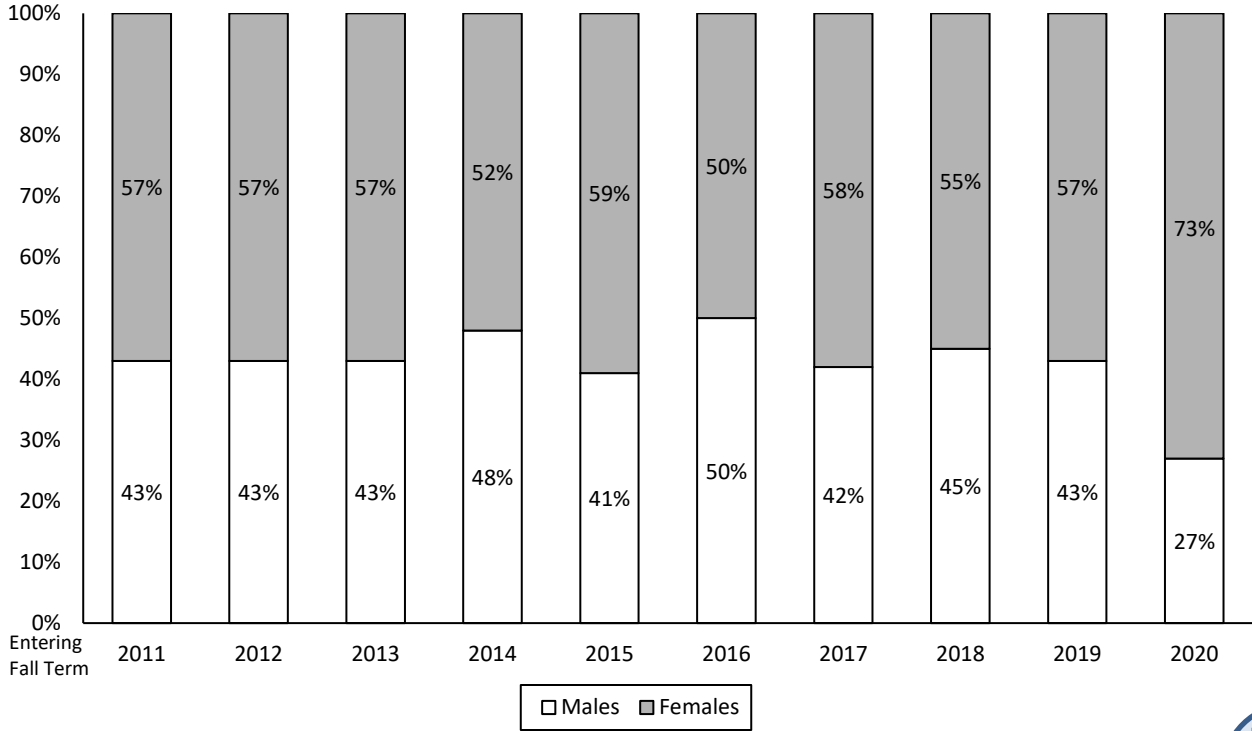


NOTE: In 2013 and in 2014, sex was unknown for one submitted application.

Source: Annual editions of the Transfer Students' Class Profile

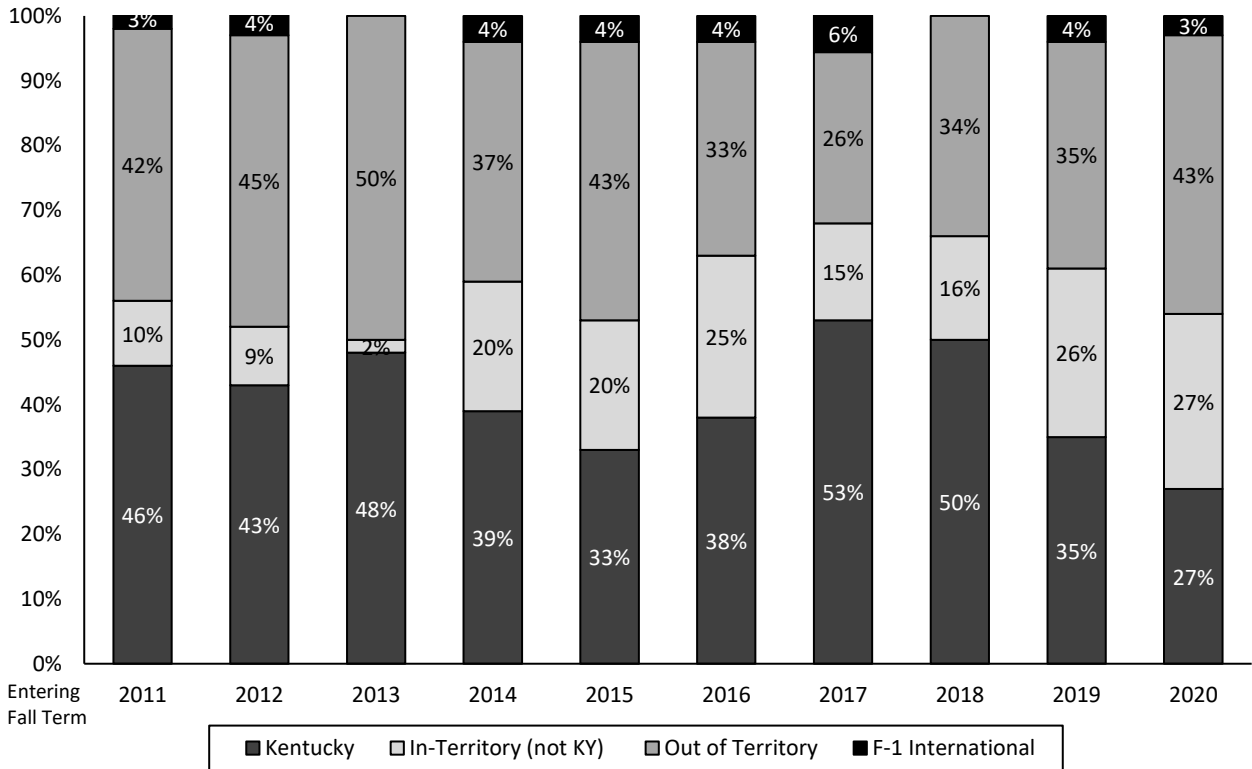
FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Sex



Refer to
COVID-19
Information

By Territory



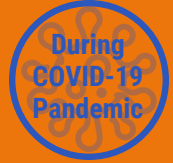
Source: Office of Institutional Research and Assessment, September 2020

Student Enrollment and Characteristics

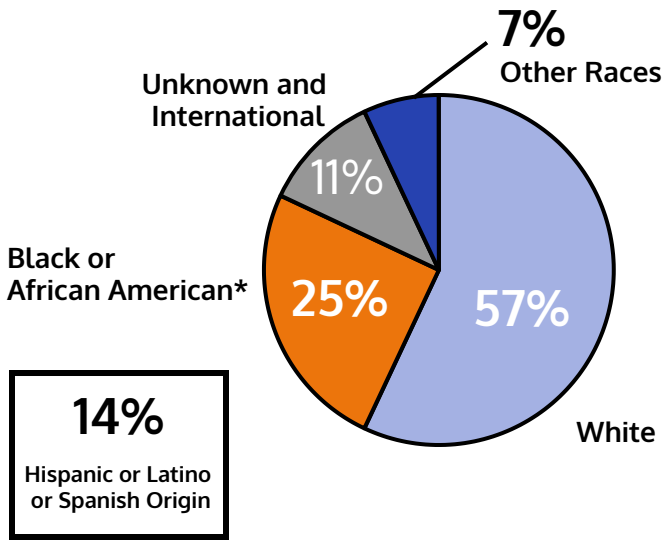
- Highlights
- Fall 2020 Enrollment Category Highlights
- First-Generation College Students: Trend Graphs
 - Entering First-Year Students
 - Graduating Senior Students
- Fall Headcount Enrollment
- Fall Enrollments by Classification
 - By Full-Time and Part-Time Status
- Degree-Seeking Students: F-1 International and those with International Experience
- African-American Degree-Seeking Students
- Degree-Seeking Students from Appalachian Regional Commission (ARC) Counties and At-Risk and Distressed Appalachian Counties
- Fall 2020 Enrollment by State and U. S. Territories (Map)
- Fall 2020 Enrollment by Country (Map)
- Fall 2020 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by
 - Territory
 - Ethnic and Racial Breakdowns
 - Age
- Fall 2020 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2011-2020
 - by Sex
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

Enrollment Highlights

Fall 2020



Ethnic and Racial Breakdowns

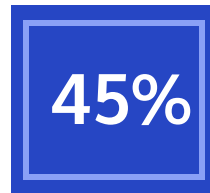


*Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

First Generation



From Appalachian Regional Commission (ARC) Appalachian Counties

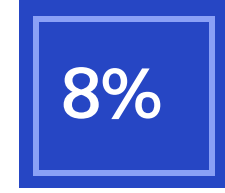


NOTE: Twenty percent (20%) are from At-Risk and Distressed Appalachian Counties.

Non-Traditional

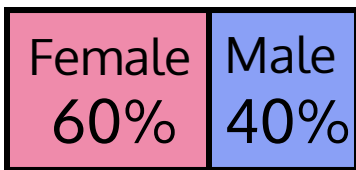


Students with International Experience*



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

Sex



Headcount



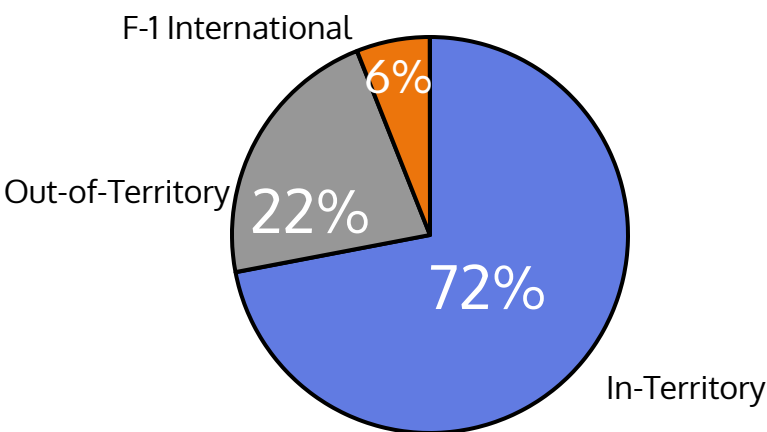
Degree-Seeking



Non-Degree-Seeking*

*The non-degree program was suspended for Fall 2020 due to the COVID-19 pandemic.

Territory



Students represent:

- 41 States
- 2 U.S. Territories
- 64 Countries other than the United States

FALL 2020 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,432	First-Year Students N = 295	Transfer Students N = 30
Sex			
Male	578 40%	109 37%	8 27%
Female	854 60%	186 63%	22 73%
Territory			
In-Territory	1,027 72%	247 84%	16 53%
Out-of-Territory	314 22%	47 16%	13 43%
F-1 International	91 6%	1 <1%	1 3%
From ARC Appalachian Counties	646 45%	147 50%	13 43%
Students with International Experience	131 9%	9 3%	3 10%
Ethnic and Racial Breakdowns			
Hispanic or Latino or Spanish Origin	202 14%	54 18%	4 13%
Black or African American	364 25%	69 23%	7 23%
Other races	98 7%	22 7%	3 10%
White	811 57%	188 64%	18 60%
Unknown and International	159 11%	16 5%	2 7%
Non-Traditional	84 6%	1 <1%	8 27%
First Generation (based on those with known info)	785/1339 59%	165/294 56%	14/26 54%

Definitions:

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

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

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

From Appalachian Regional Commission (ARC) Counties – A 205,000-square-mile region that follows the spine of the Appalachian Mountains. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, South Carolina, Tennessee, and Virginia.

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

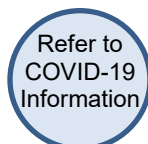
Black or African American - Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

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

Unknown - Students who chose not to identify their race on their admissions application.

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

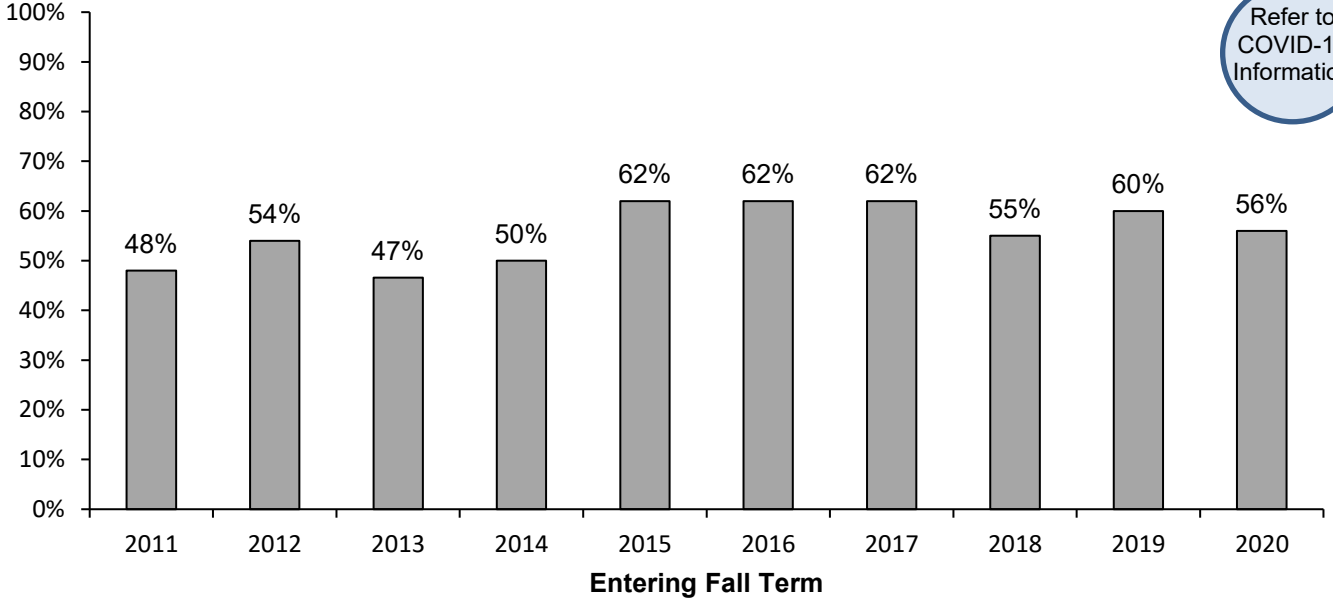
First Generation – Students who indicated on application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.



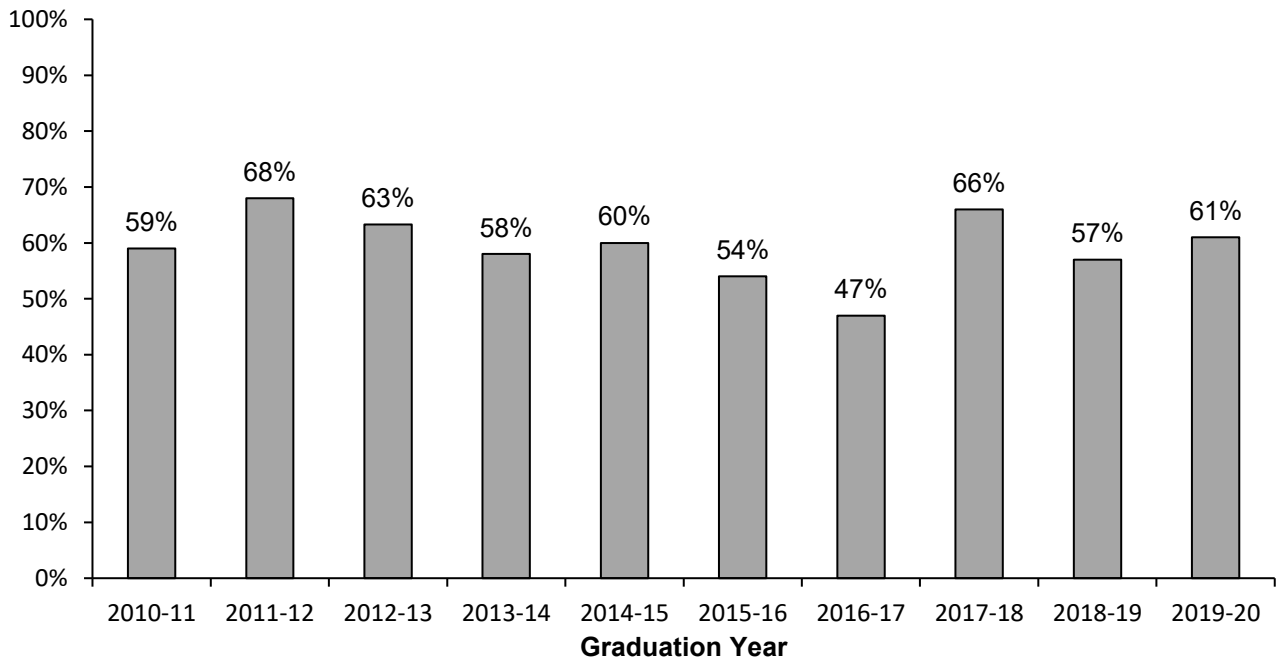
PERCENT OF FIRST-GENERATION STUDENTS (At Entry and At Graduation)

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

First-Year Students

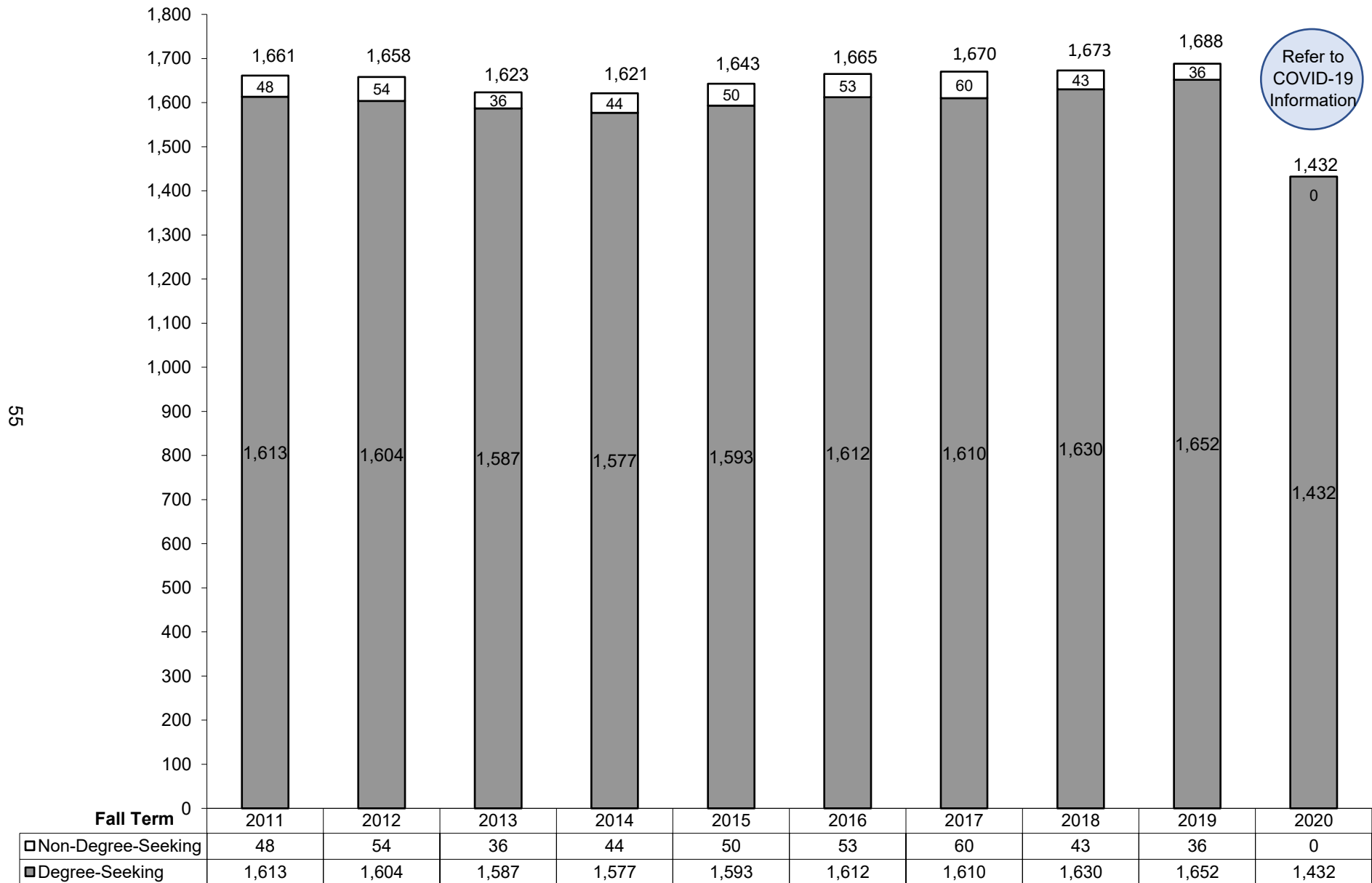


Graduating Seniors



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

FALL HEADCOUNT ENROLLMENT*



*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2020

FALL ENROLLMENTS BY CLASSIFICATION 2016 – 2020

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	512	504	496	485	342
First-Year Students	(418)	(432)	(438)	(413)	(295)
Other Freshmen**	(94)	(72)	(58)	(72)	(47)
Sophomore	339	374	373	378	364
Junior	400	376	397	405	382
Senior	<u>361</u>	<u>356</u>	<u>364</u>	<u>384</u>	<u>344</u>
TOTAL DEGREE-SEEKING STUDENTS	1,612	1,610	1,630	1,652	1,432
Auditing Student	4	3	4	2	0
Berea Community School	33	45	22	15	0
College Employee	0	0	1	1	0
Community (Special)	8	5	9	10	0
EKU Exchange	3	0	2	2	0
Home-Schooled Student	Not recorded prior to 2019.			3	0
Madison Southern High School	0	1	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	53	60	43	36	0
TOTAL HEADCOUNT	1,665	1,670	1,673	1,688	1,432

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

NOTE: Many first-year students enter Berea officially classified as sophomores or juniors.

Definitions for Degree-Seeking Students:

Full-time Student - A student who has a course load of three or more credits.

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

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

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

Definitions for Non-Degree-Seeking Students:

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

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

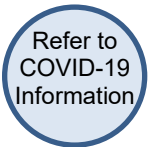
Community (Special) - Non-degree-seeking students who wish to take courses for personal enrichment or for limited educational gain.

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

Post Graduate - A student attending Berea College full-time after earning a baccalaureate degree who is not seeking an additional degree.

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

Source: Annual editions of the Fall Term Student Enrollment Report



Fall Enrollments by Classification, continued

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<u>Full-Time Students</u>					
Freshman	512	504	496	485	342
First-Year Students	(418)	(432)	(438)	(413)	(295)
Other Freshmen*	(94)	(72)	(58)	(72)	(47)
Sophomore	339	374	373	378	363
Junior	399	376	397	405	377
Senior	<u>360</u>	<u>355</u>	<u>360</u>	<u>381</u>	<u>341</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,610	1,609	1,626	1,649	1,423
Auditing Student	0	0	0	0	0
Berea Community School	1	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	0	0	0	0	0
Home-Schooled Student	Not recorded prior to 2019.			0	0
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	6	5	3	0
TOTAL FULL-TIME STUDENTS	1,616	1,615	1,631	1,652	1,423
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	1
Junior	1	0	0	0	5
Senior	<u>1</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	2	1	4	3	9
Auditing Student	4	3	4	2	0
Berea Community School	32	45	22	15	0
College Employee	0	0	1	1	0
Community (Special)	8	5	9	10	0
EKU Exchange	3	0	2	2	0
Home-Schooled Student	Not recorded prior to 2019.			3	0
Madison Southern High School	0	1	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	47	54	38	33	0
TOTAL PART-TIME STUDENTS	49	55	42	36	9
FTE ENROLLMENT	1,638	1,637	1,645	1,666	1,429

Refer to
COVID-19
Information

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

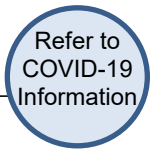
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. Our current part-time enrollment of 9 students has a FTE of 5.74.

Source: Annual editions of the Fall Term Student Enrollment Report

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

Fall Term	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (includes F-1 International)	
		N	% of Total	N	% of Total
2011	1,613	114	7.1%	144	8.9%
2012	1,604	114	7.1	136	8.5
2013	1,587	120	7.6	153	9.6
2014	1,577	120	7.6	162	10.3
2015	1,593	124	7.8	189	11.9
2016	1,612	122	7.6	181	11.2
2017	1,610	122	7.6	179	11.1
2018	1,630	123	7.5	175	10.7
2019	1,652	124	7.5	173	10.5
2020	1,432	91	6.4	131	9.1

*Students who are classified as “F-1 international” and other students who are classified as “permanent residents” (students who may be asylees or refugees).



AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS**

Fall Term	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
2011	1,613	293	18.2%
2012	1,604	289	18.0
2013	1,587	295	18.6
2014	1,577	312	19.8
2015	1,593	324	20.3
2016	1,612	331	20.5
2017	1,610	343	21.3
2018	1,630	368	22.6
2019	1,652	393	23.7
2020	1,432	364	25.4

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

Source: Office of Institutional Research and Assessment, October 2020

**DEGREE-SEEKING STUDENTS
FROM APPALACHIAN REGIONAL COMMISSION (ARC) COUNTIES AND
AT-RISK AND DISTRESSED APPALACHIAN COUNTIES***

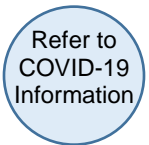
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from ARC Counties</u>	<u>Percent of Total Degree-Seeking</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
2011	1,613	832	51.6%	339	21.0%	131	8.1%
2012	1,604	750	46.8	346	21.6	130	8.1
2013	1,587	759	47.8	351	22.1	133	8.4
2014	1,577	765	48.5	373	23.7	139	8.8
2015	1,593	785	49.3	372	23.4	132	8.3
2016	1,612	801	49.7	374	23.2	140	8.7
2017	1,610	778	48.3	378	23.5	149	9.3
2018	1,630	771	47.3	376	23.1	152	9.3
2019	1,652	765	46.1	357	21.6	138	8.4
2020	1,432	646	45.1	291	20.3	91	6.4

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

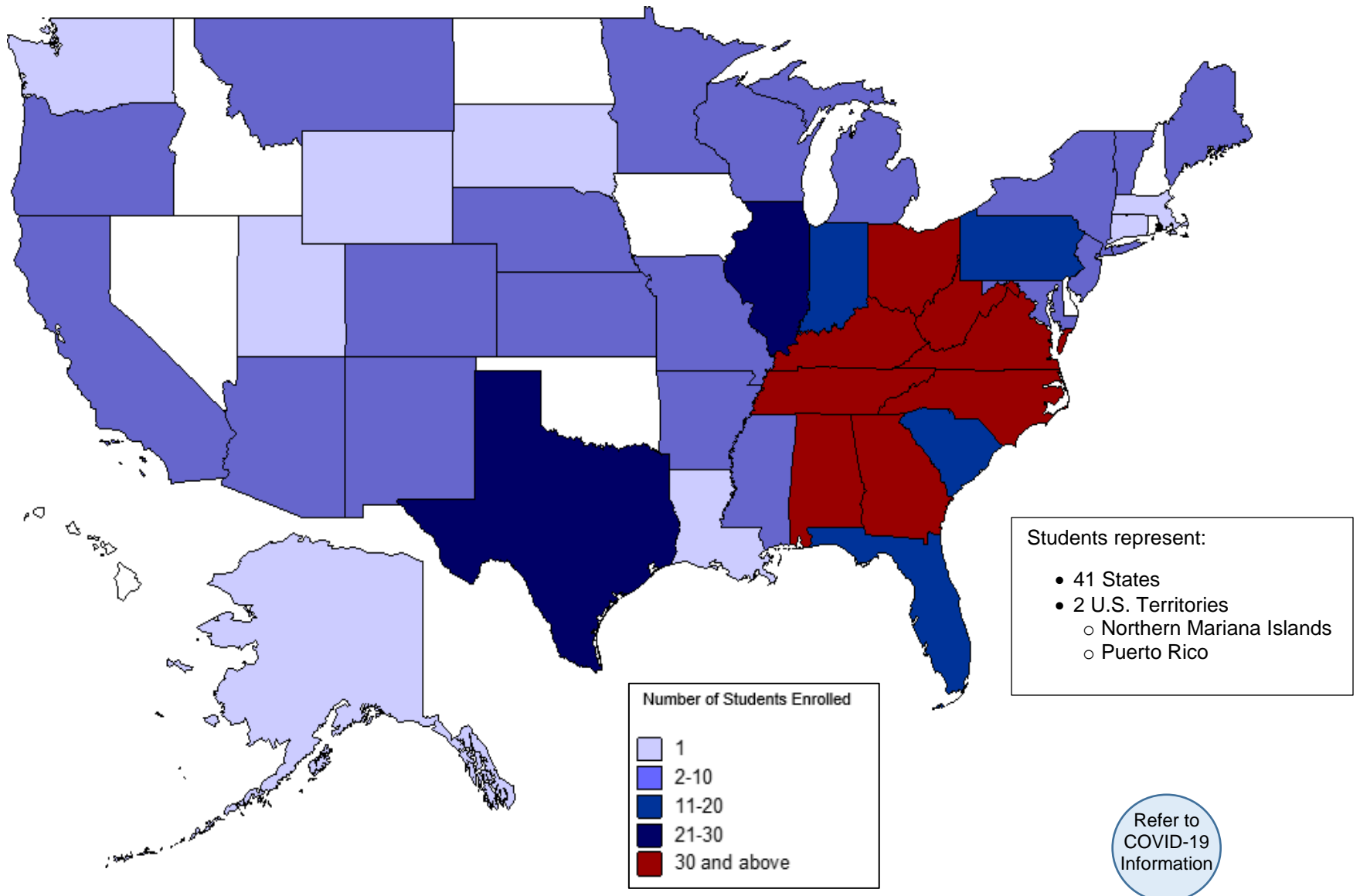
NOTE: The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama,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

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

Source: Office of Institutional Research and Assessment, October 2020



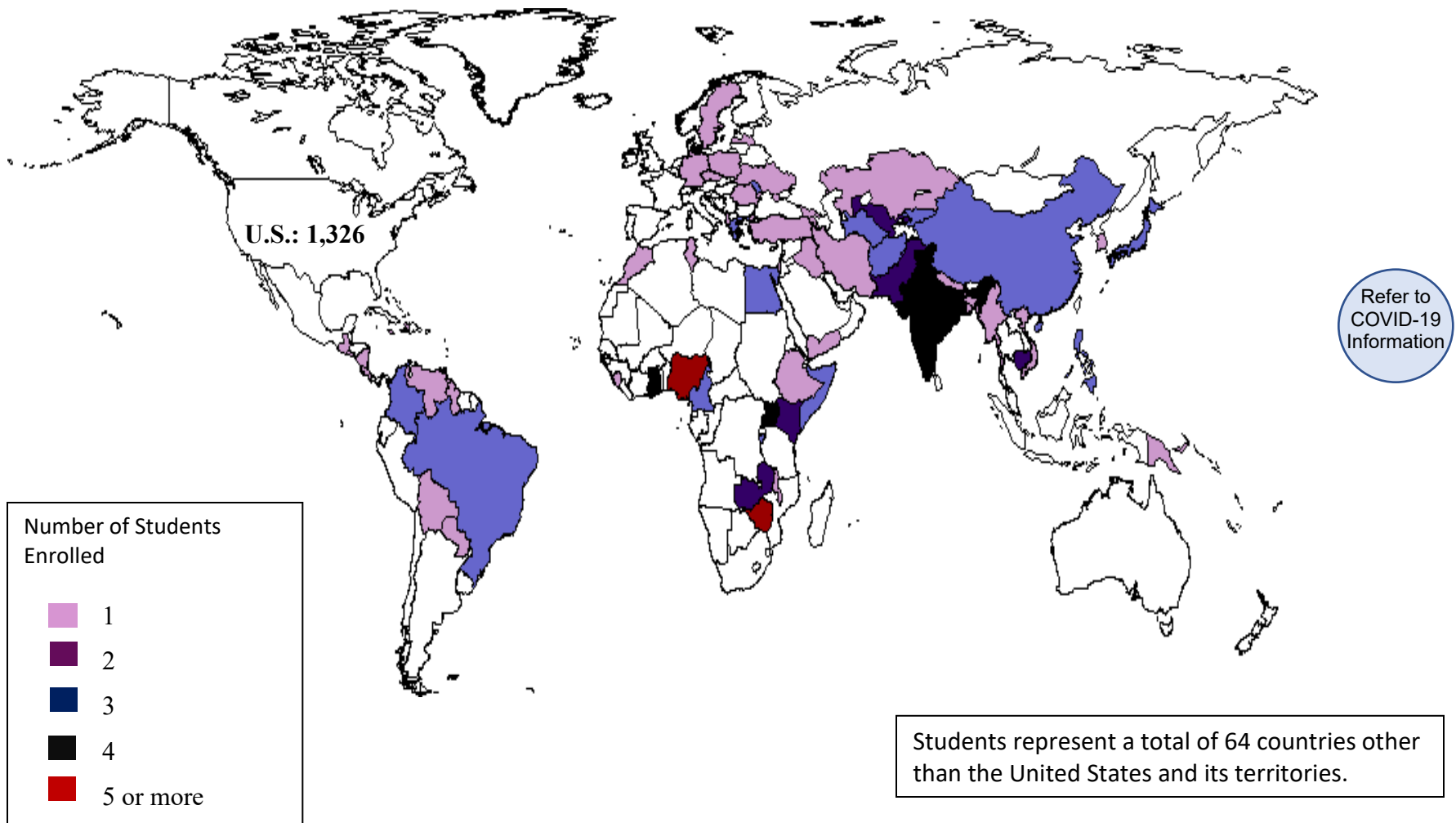
FALL 2020 ENROLLMENT BY STATE AND U.S. TERRITORIES



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

Source: Office of Institutional Research and Assessment, [Geographical Report](#), October 2020.

FALL 2020 ENROLLMENT BY COUNTRY



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

Source: Office of Institutional Research and Assessment, Geographical Report, November 2020

**FALL 2020 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (16 countries)

Burundi	2		
Cameroon	2		
Egypt	2		
Ethiopia	1		
Gambia	2		
Ghana	4		
Kenya	3		
Malawi	1		
Morocco	1		
Nigeria	6		
Sierra Leone	1		
Somalia	2		
Tunisia	1		
Uganda	4		
Zambia	3		
Zimbabwe	5		
	<hr/>		
TOTAL	40	(37.7%)	

Asia (22 countries)

Afghanistan	2		
Bangladesh	1		
Burma	1		
Cambodia	3		
China	1		
India	4		
Iran	1		
Iraq	1		
Japan	2		
Kazakhstan	1		
Kyrgyzstan	2		
Nepal	1		
Pakistan	3		
Palestine	1		
Philippines	2		
South Korea	1		
Tibet	1		
Turkey	1		
Turkmenistan	2		
Uzbekistan	3		
Vietnam	1		
Yemen	1		
	<hr/>		
TOTAL	36	(34.0%)	

Europe (12 countries)

Albania	1		
Armenia	1		
Czech Republic	1		
Georgia	1		
Germany	1		
Greece	2		
Latvia	1		
Moldova	2		
Poland	1		
Romania	1		
Sweden	1		
Ukraine	1		
	<hr/>		
TOTAL	14	(13.2%)	

Oceania (1 country)

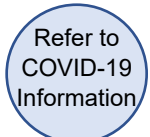
Papua New Guinea	1	(0.9%)	
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**Western Hemisphere (The Americas)
(13 countries)**

Antigua & Barbuda	1		
Bolivia	1		
Brazil	2		
Colombia	2		
Costa Rica	1		
El Salvador	1		
Guatemala	1		
Guyana	1		
Haiti	1		
Jamaica	1		
Nicaragua	1		
Paraguay	1		
Venezuela	1		
	<hr/>		
TOTAL	15	(14.2%)	

(64 countries represented)

TOTAL OF ALL COUNTRIES	106	100%	
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NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred six (106) students above include more students than those classified as "F-1 International" and represent approximately 7% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2020

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

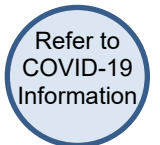
	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Berea's Territory*	1,202	1,188	1,157	1,166	1,027
Prior to 1976 expansion	61%	57%	59%	56%	54%
Counties Added in 1976 & 1978	36%	39%	38%	40%	41%
Hamilton Co, Ohio added in 1996	3%	4%	3%	3%	3%
Counties added in 2018	n/a	n/a	1%	1%	2%
Out-of-Territory**	298	300	350	362	314
F-1 International***	<u>122</u>	<u>122</u>	<u>123</u>	<u>124</u>	<u>91</u>
TOTAL	1,612	1,610	1,630	1,652	1,432

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

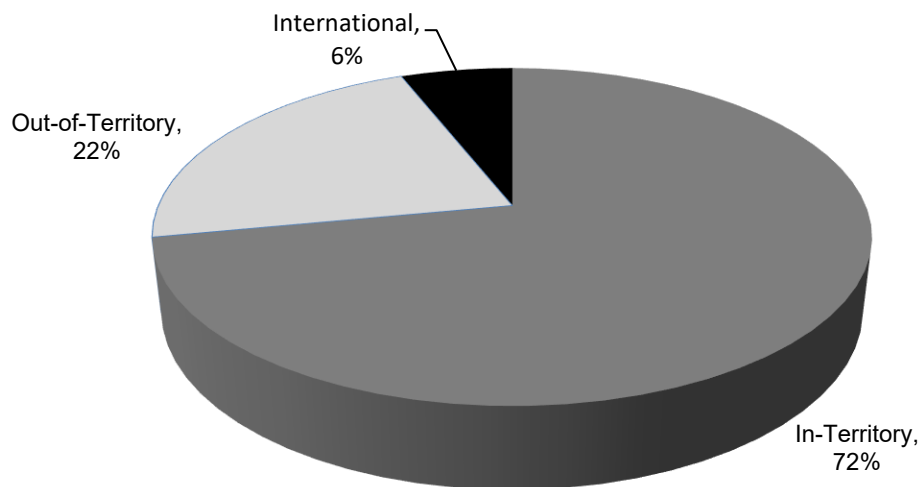
**The "Out-of-Territory" classification includes students who come from outside Berea's Territory, including U.S. citizens living in foreign countries. "Out-of-Territory" also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside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

***The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2020, forty (40) Berea College students were designated as "permanent residents."

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



FALL 2020 TERRITORY DESIGNATIONS

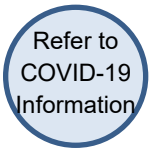


Source: Office of Institutional Research and Assessment, annual editions of The Geographical Report.

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

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

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2016</u>		<u>Fall 2017</u>		<u>Fall 2018</u>		<u>Fall 2019</u>		<u>Fall 2020</u>	
Hispanic or Latino or Spanish Origin	152	9.5%	183	11.4%	196	12.0%	214	13.0%	202	14.1%
Not Hispanic or Latino or Spanish Origin	1,314	81.4%	1,287	79.9%	1,290	79.1%	1,291	78.1%	1,138	79.5%
Chose not to respond	23	1.4%	18	1.1%	21	1.3%	23	1.4%	1	0.1%
International Students	122	7.6%	122	7.6%	123	7.5%	124	7.5%	91	6.4%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	122	7.6%	122	7.6%	123	7.5%	124	7.5%	9	6.4%
Chose not to respond (race unknown)	54	3.3%	65	4.0%	79	4.8%	4	0.2%	68	4.7%
American Indian or Alaska Native	16	1.0%	15	0.9%	13	0.8%	13	0.8%	14	1.0%
Asian	32	2.0%	33	2.0%	44	2.7%	48	2.9%	43	3.0%
Black or African American	253	15.7%	261	16.2%	275	16.9%	287	17.4%	262	18.3%
Native Hawaiian or Other Pacific Islander	3	0.2%	1	0.6%	3	0.2%	5	0.3%	6	0.4%
White	1,021	63.3%	994	61.7%	963	59.0%	1,026	62.1%	811	56.6%
Two or more races indicated	111	6.9%	119	7.4%	130	8.0%	145	8.8%	137	9.6%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(0)		(1)		(0)	
American Indian/Alaska Native and Asian	(0)		(0)		(0)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(0)		(0)		(5)		(1)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(0)		(0)		(11)		(0)	
American Indian/Alaska Native and Asian and White	(0)		(0)		(1)		(1)		(2)	
American Indian/Alaska Native and Black/African American	(3)		(3)		(5)		(0)		(4)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(2)		(1)		(0)		(0)	
American Indian/Alaska Native and Black/African American and White	(13)		(15)		(9)		(0)		(6)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(0)		(1)		(1)		(1)		(1)	
American Indian/Alaska Native and White	(19)		(18)		(22)		(24)		(20)	
Asian and Black/African American	(0)		(2)		(2)		(3)		(4)	
Asian and Black/African American and White	(1)		(1)		(1)		(0)		(2)	
Asian and Native Hawaiian/Other Pacific Islander and White	(3)		(3)		(1)		(1)		(0)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(0)		(0)		(0)		(0)	
Asian and White	(9)		(13)		(11)		(11)		(10)	
Black/African American and Native Hawaiian/Other Pacific Islander	(0)		(1)		(2)		(2)		(2)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(0)		(0)		(0)		(0)	
Black/African American and White	(57)		(57)		(73)		(84)		(83)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(0)		(1)	
	1,612	100%	1,610	100%	1,630	100%	1,652	100%	1,432	100%
Black or African-American Domestic Students (alone or in combination with another race)	331	20.5%	343	20.5%	368	22.6%	393	23.8%	364	25.4%



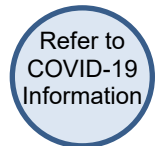
FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2016		2017		2018		2019		2020	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	41	(3%)	39	(3%)	54	(3%)	34	(2%)	39	(3%)
18 – 19 years old	704	(44%)	689	(43%)	708	(43%)	729	(44%)	598	(42%)
20 – 21 years old	608	(38%)	641	(40%)	601	(37%)	605	(37%)	589	(41%)
22 – 24 years old	181	(11%)	173	(11%)	197	(12%)	226	(14%)	169	(12%)
25 – 29 years old	58	(4%)	52	(3%)	45	(3%)	39	(2%)	27	(2%)
30 – 34 years old	10	(1%)	6	(**)	13	(1%)	11	(1%)	7	(**)
35 – 39 years old	6	(**)	6	(**)	6	(**)	4	(**)	1	(**)
40 – 49 years old	4	(**)	4	(**)	6	(**)	4	(**)	2	(**)
50 – 64 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Older than 64 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,612	(100%)	1,610	(100%)	1,630	(100%)	1,652	(100%)	1,432	(100%)
Average:	20.2		20.1		20.1		20.1		20.0	

*Age is as of the first day of classes in the fall.

**Denotes percentages less than 1.

NOTE: Percentages may not equal 100% due to rounding.



Source: Office of Institutional Research and Assessment, October 2020

**FALL 2020 JUNIOR AND SENIOR ENROLLMENT
BY MAJOR AND COHORT TYPE**

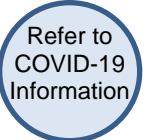
	Black or African American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	8	(100%)	0	(0%)	0	(0%)	8	(1%)
Agriculture and Natural Resources	0	(0%)	17	(81%)	4	(19%)	21	(3%)
Applied Science and Mathematics	0	(0%)	1	(100%)	0	(0%)	1	(**)
Art	3	(15%)	17	(85%)	0	(0%)	20	(3%)
Asian Studies	4	(24%)	12	(71%)	1	(6%)	17	(2%)
Biology	11	(24%)	30	(67%)	4	(9%)	45	(6%)
Business Administration	15	(23%)	40	(62%)	10	(15%)	65	(8%)
Chemistry	5	(29%)	9	(53%)	3	(18%)	17	(2%)
Child and Family Studies	11	(28%)	28	(72%)	0	(0%)	39	(5%)
Communication	7	(23%)	21	(70%)	2	(7%)	30	(4%)
Computer and Information Science	6	(12%)	31	(62%)	13	(26%)	50	(6%)
Economics	4	(40%)	4	(40%)	2	(20%)	10	(1%)
Education Studies								
Elementary Education	2	(13%)	13	(87%)	0	(0%)	15	(2%)
General	0	(0%)	6	(100%)	0	(0%)	6	(1%)
Middle Grades	1	(33%)	2	(67%)	0	(0%)	3	(**)
English	2	(11%)	17	(89%)	0	(0%)	19	(2%)
Foreign Languages								
French	0	(0%)	2	(67%)	1	(33%)	3	(**)
German	1	(33%)	2	(67%)	0	(0%)	3	(**)
Spanish	3	(21%)	9	(64%)	2	(14%)	14	(2%)
Health and Human Performance	11	(42%)	15	(58%)	0	(0%)	26	(3%)
History	2	(17%)	10	(83%)	0	(0%)	12	(2%)
Independent	2	(17%)	9	(75%)	1	(8%)	12	(2%)
Mathematics	2	(11%)	10	(53%)	7	(37%)	19	(2%)
Music	9	(56%)	6	(38%)	1	(6%)	16	(2%)
Nursing	7	(26%)	17	(63%)	3	(11%)	27	(3%)
Peace and Social Justice Studies	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Philosophy	1	(14%)	6	(86%)	0	(0%)	7	(1%)
Physics	0	(0%)	7	(64%)	4	(36%)	11	(1%)
Political Science	9	(24%)	25	(68%)	3	(8%)	37	(5%)
Psychology	12	(34%)	22	(63%)	1	(3%)	35	(4%)
Religion	0	(0%)	3	(100%)	0	(0%)	3	(**)
Sociology	4	(36%)	7	(64%)	0	(0%)	11	(1%)
Technology and Applied Design	10	(29%)	22	(65%)	2	(6%)	34	(4%)
Theatre	4	(31%)	9	(69%)	0	(0%)	13	(2%)
Women's and Gender Studies	0	(0%)	2	(100%)	0	(0%)	2	(**)
<i>Undecided</i>	<u>35</u>	<u>(25%)</u>	<u>97</u>	<u>(70%)</u>	<u>6</u>	<u>(4%)</u>	<u>138</u>	<u>(17%)</u>
TOTAL	191	(24%)	528	(67%)	70	(9%)	789	(100%)

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

**Denotes percentages less than 1.

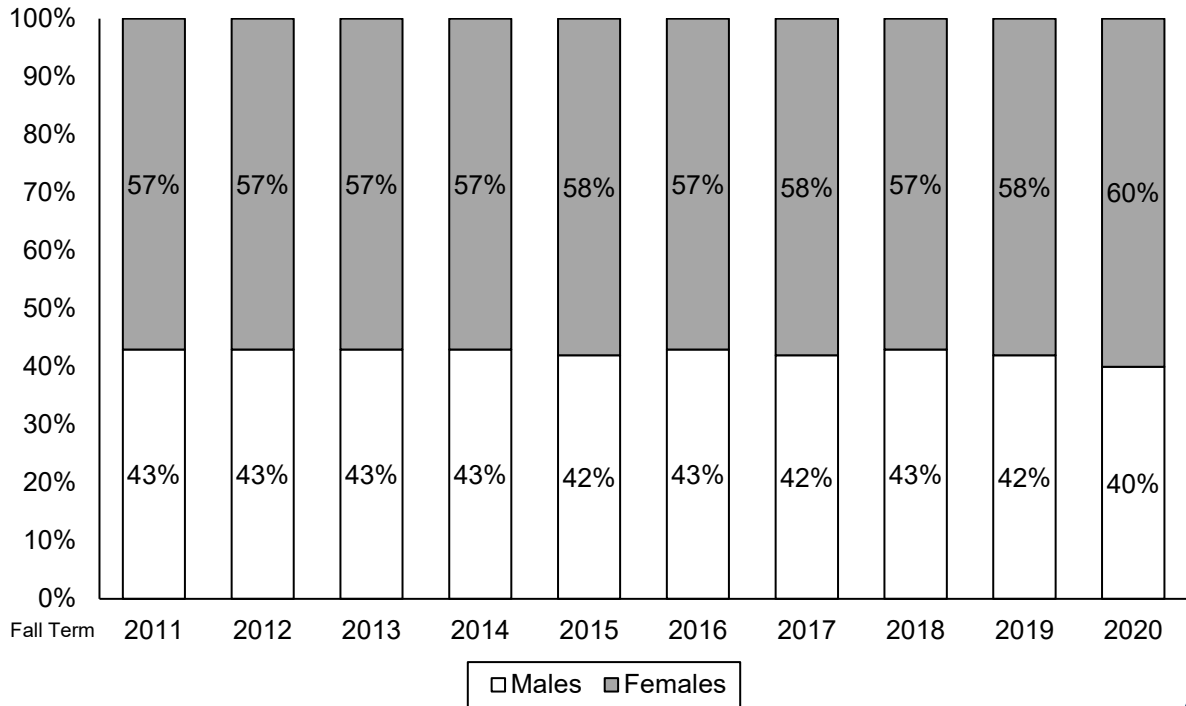
Note: These are duplicate headcounts that include double degrees and double majors. The 789 majors represent 729 junior and senior students enrolled in Fall 2020.

Compiled by: Office of Institutional Research and Assessment, October 2020.



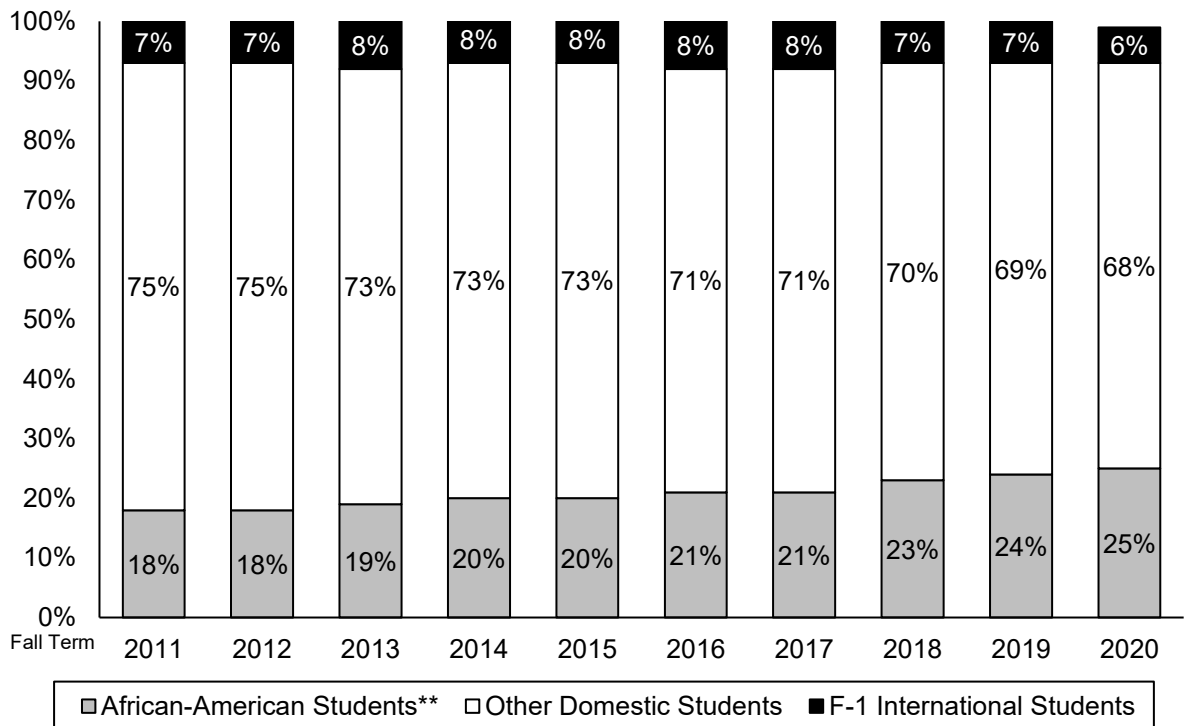
FALL TERM DEGREE-SEEKING STUDENT* ENROLLMENT TRENDS

By Sex



Refer to COVID-19 Information

By Cohort Type

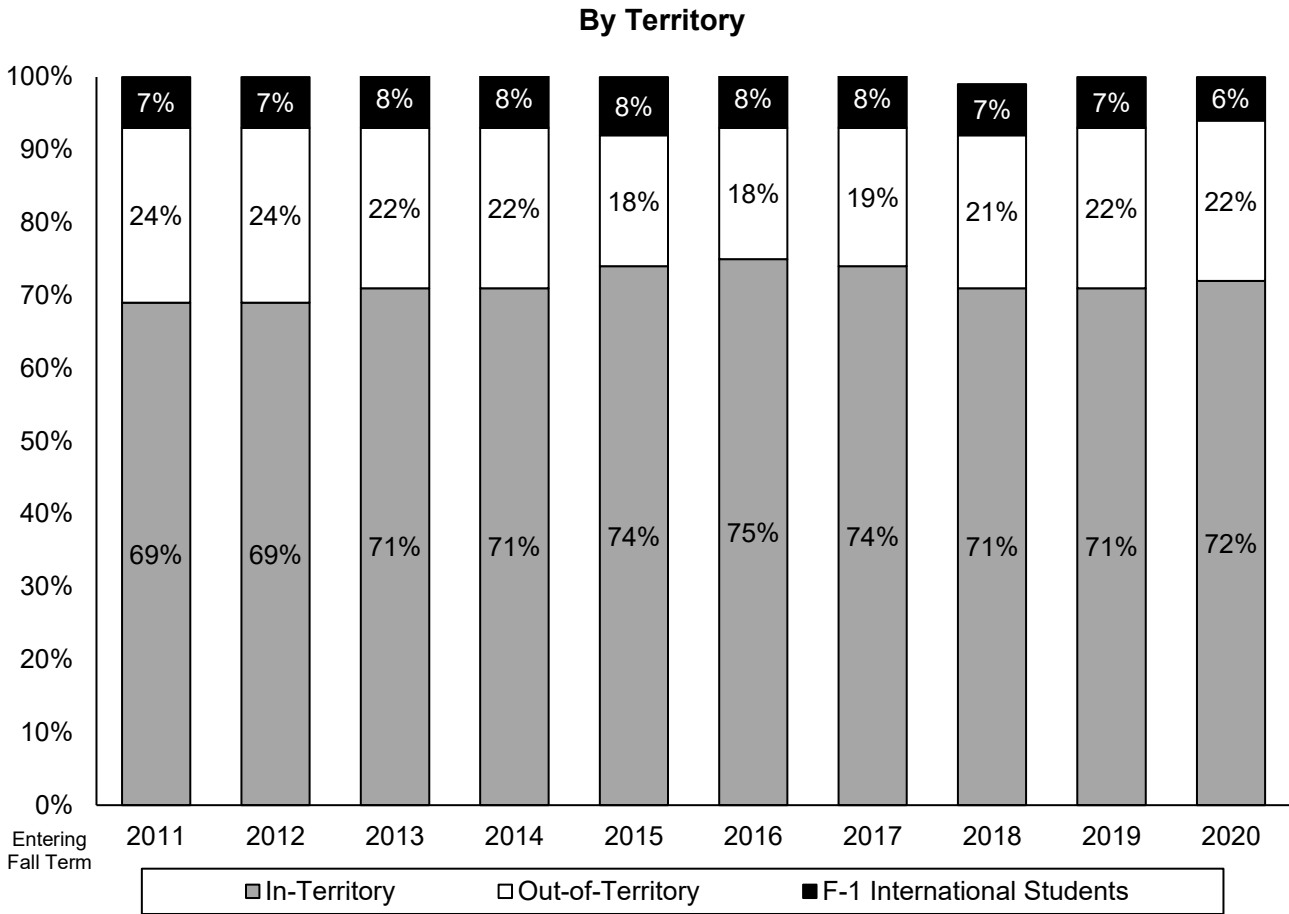


*Includes full and part-time students.

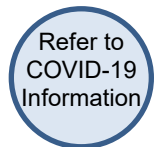
**Based on students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2020

Fall Term Degree-Seeking Student* Enrollment Trends, continued



*Includes full and part-time students.



Source: Office of Institutional Research and Assessment, September 2020.

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	304	338	312	299	284
First-Year Students	(0)	(1)	(4)	(2)	(74)
Other Freshmen**	(304)	(337)	(308)	(297)	(210)
Sophomore	346	328	374	366	306
Junior	361	371	441	393	373
Senior	<u>423</u>	<u>434</u>	<u>367</u>	<u>436</u>	<u>426</u>
TOTAL DEGREE-SEEKING STUDENTS	1,434	1,471	1,494	1,494	1,389
Auditing Student	4	4	1	4	0
Berea Community School	34	32	13	8	5
College Employee	0	0	0	3	0
Community (Special)	8	9	9	5	2
EKU Exchange	1	1	3	1	0
Home-Schooled Student	Not recorded prior to 2019.		1	1	0
Madison Southern High School	0	1	0	0	0
Transient/Exchange	<u>7</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	48	32	23	7
TOTAL HEADCOUNT	1,488	1,519	1,526	1,517	1,396

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

Definitions for Degree-Seeking Students:

Full-time Student - A student who has a course load of three or more credits.

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

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

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

Definitions for Non-Degree-Seeking Students:

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

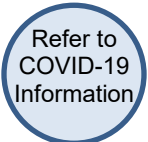
Berea Community School, Madison Southern High School or Home-Schooled Student - Junior and senior high school students who take no more than two courses per term at Berea College based upon the record of their academic work or the concurrence of the Registrar.

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

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

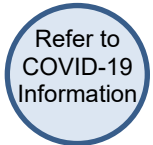
Transient/Exchange - Transient students are students who take courses at Berea College to transfer back to their home institution. Exchange students are enrolled at Berea full-time under an exchange agreement with another institution.

Source: Office of the Registrar, February 2021



SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Freshman	302	337	312	299	283
First-Year Students	(0)	(1)	(4)	(2)	(74)
Other Freshmen**	(302)	(336)	(308)	(297)	(209)
Sophomore	343	327	374	366	305
Junior	361	370	440	392	370
Senior	<u>422</u>	<u>429</u>	<u>366</u>	<u>433</u>	<u>416</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,428	1,463	1,492	1,490	1,374
Auditing Student	0	0	0	0	0
Berea Community School	1	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	0	0	0	0	0
Home-Schooled Student	Not recorded prior to 2019.				
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>7</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	8	2	2	1	0
TOTAL FULL-TIME STUDENTS	1,436	1,465	1,497	1,491	1,374
<hr/>					
<u>Part-Time Students</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Freshman	2	1	0	0	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(2)	(1)	(0)	(0)	(1)
Sophomore	3	1	0	0	1
Junior	0	1	1	1	3
Senior	<u>1</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>10</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	6	8	2	4	15
Auditing Student	4	4	1	4	0
Berea Community School	33	32	13	8	5
College Employee	0	0	0	3	0
Community (Special)	8	9	9	5	2
EKU Exchange	1	0	3	1	0
Home-Schooled Student	Not recorded prior to 2019.				
Madison Southern High School	0	1	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	46	46	27	22	7
TOTAL PART-TIME STUDENTS	52	54	29	26	22
FTE Enrollment	1,458	1,485	1,507	1,501	1,385



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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. The 2021 part-time enrollment of 22 students has a FTE of 11.2.

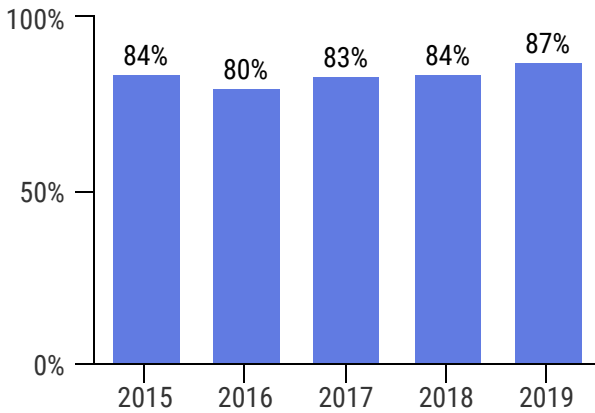
Student Retention and Graduation

- Highlights – First-to-Second Year Retention Rates for First-Year and Transfer Students
- Highlights – Six-Year Graduation Rates
- Highlights – Graduates: Five Academic Years 2015-16 through 2019-20
- First-to-Second Year Retention
 - All First-Year Students
 - by Sex
 - by Territory
 - by County Designation
 - by Cohort Type
 - by Cohort Type by Sex
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall-Term First-Year Students
- First-to-Second Year Retention for Transfer Students
 - All First-Year Transfer Students
 - by Sex
- Graduation Rates for First-Year Students: 4, 5, and 6-year Trend Graphs
 - All First-Year Students
 - by Sex
 - by Territory
 - by County Designation (At-Risk and Distressed versus All Other U.S. Counties)
 - by Cohort Type
 - by African-American Students by Sex
 - by Other Domestic Students by Sex
 - by F-1 International Students by Sex
- Graduation Rates for Transfer Students: 3, 4, 5, and 6-year Trend Graphs
 - All Transfer Students
 - by Sex
- Number of Graduates, Degrees Conferred, Majors, and Minors
- Number of Majors Awarded to Graduates by Program
- Independent Majors
- Teacher Preparation; Number of Students Certified in Education
- Summary of Graduates' Majors with Concentrations (Five-Year Summary)
- Majors Awarded to Graduates by Sex (Five-Year Summary)
- Majors Awarded to Graduates by Sex (Five-Year History)
- Majors Awarded to Graduates by Cohort Type (Five-Year Summary)
- Summary of Minors Awarded to Graduates (Five-Year Summary)
- Number of Minors Awarded to Graduates (Five-Year History)
- Minors Awarded to Graduates by Sex (Five-Year History)

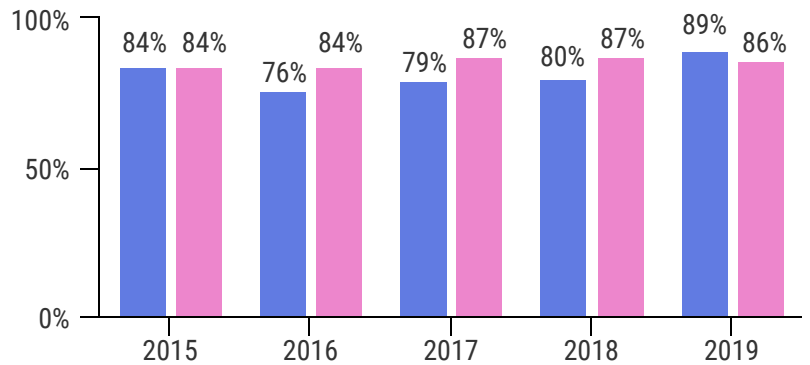
First-to-Second Year Retention Rates for First-Year and Transfer Students

FIRST-YEAR STUDENTS

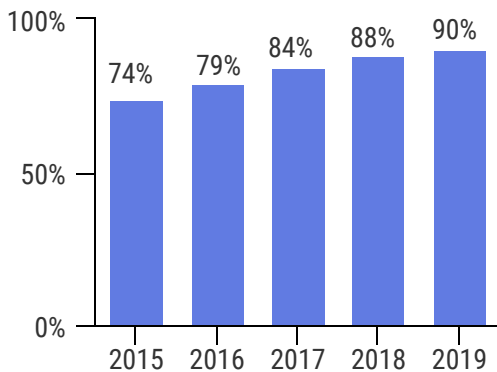
All



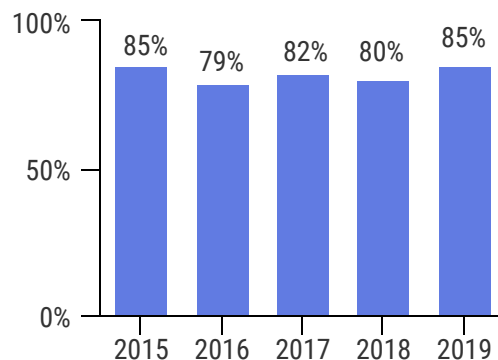
By Sex



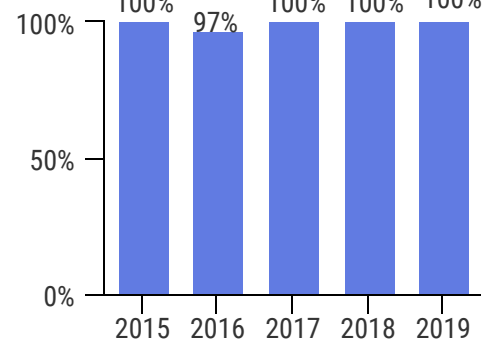
African-American



All Other Domestic

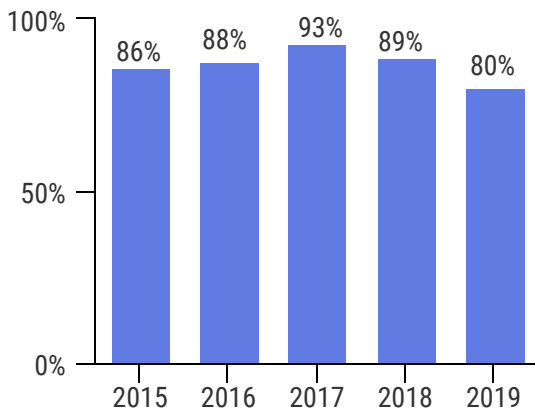


F-1 International

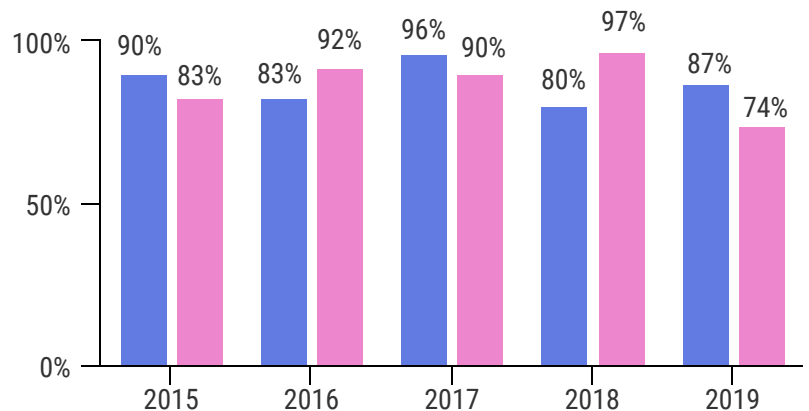


TRANSFER STUDENTS

All

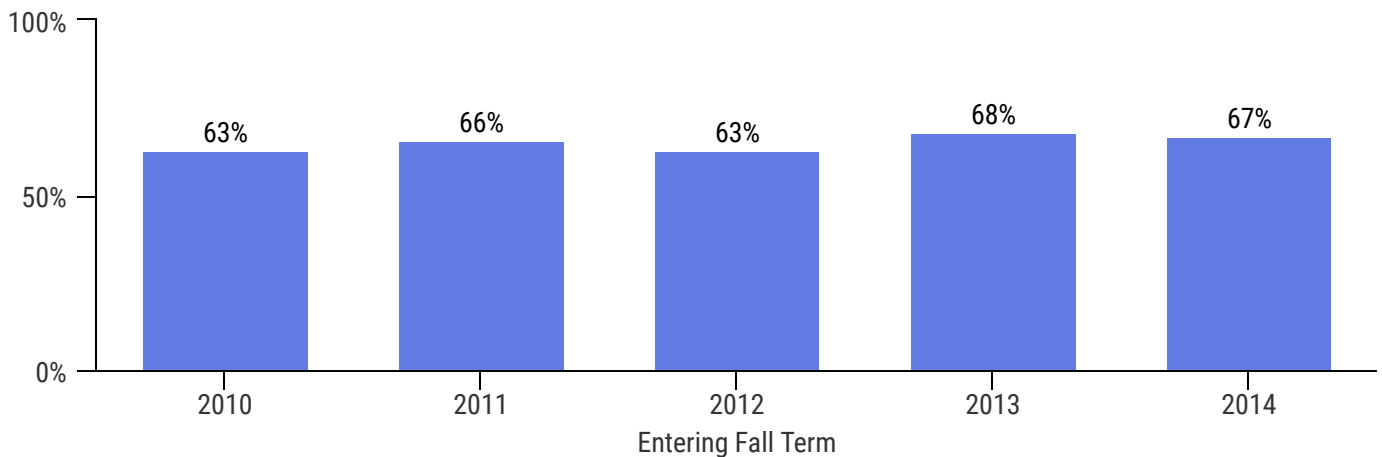


By Sex

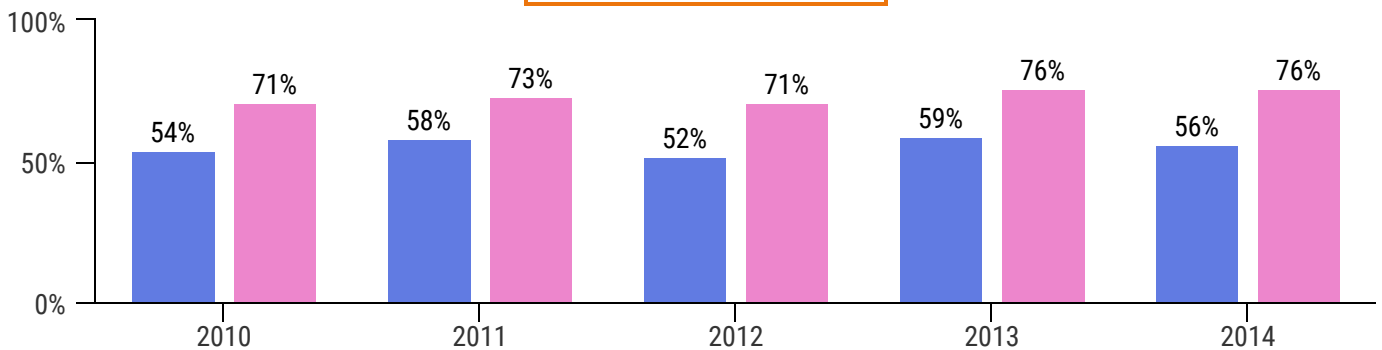


Six-Year Graduation Rates for First-Year Students

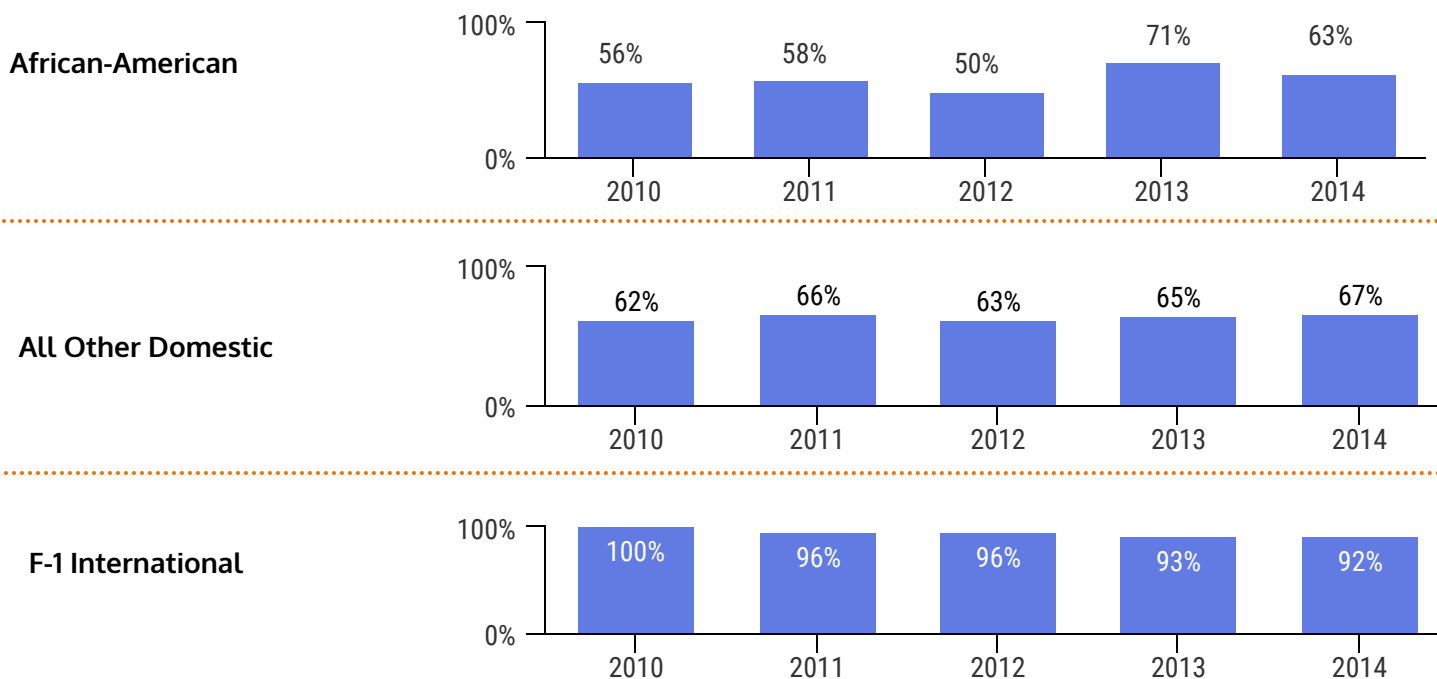
All



By Sex



By Cohort Type





Graduate Highlights

Five Academic Years
2015-16 through 2019-20

1,585

Graduates

1,773

Majors

557

Minors



Degrees Conferred



20% B.S. (4 majors)

80% B.A. (28 majors)

Of the 1,585 Graduates,

87% First Generation

61% Female

19% African American

20% Athletes

9% Hispanic

9% International

Top Majors Awarded in Five Years

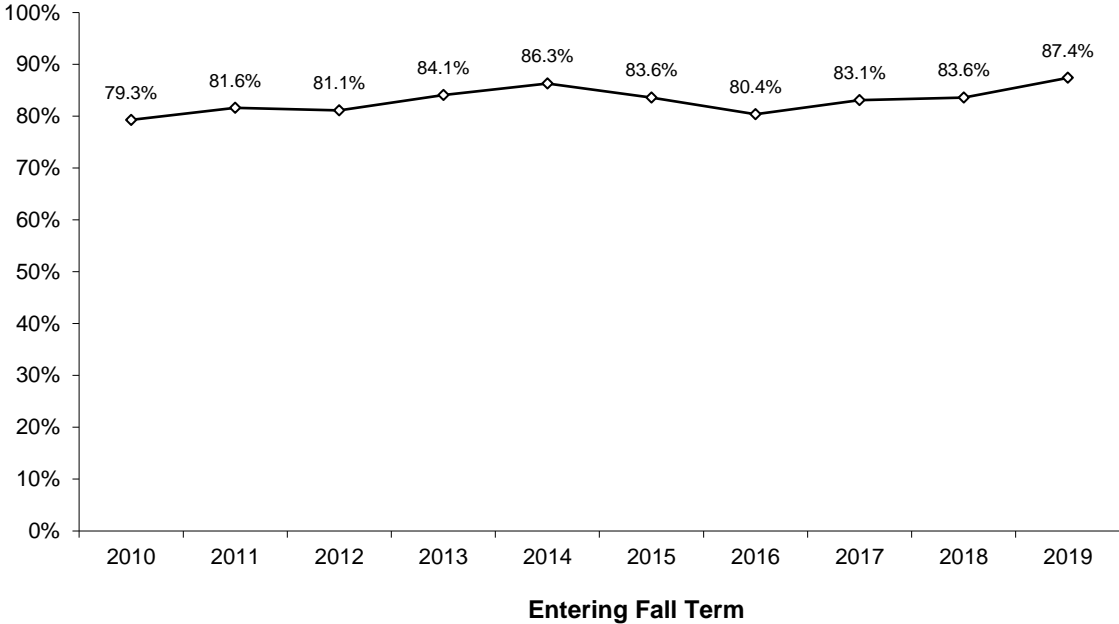
All Graduates	Males	Females
Business Administration (137)	Computer & Information Science (101)	Biology (89) Child and Family Studies (89)
Computer & Information Science (134)	Business Administration (69)	Psychology (70)
Biology (124)	Technology & Applied Design (61)	Business Administration (68)
Communication (103)	Communication (42)	Communication (61)
Child and Family Studies (99)	Biology (35)	English (59)

Top Minors Awarded in Five Years

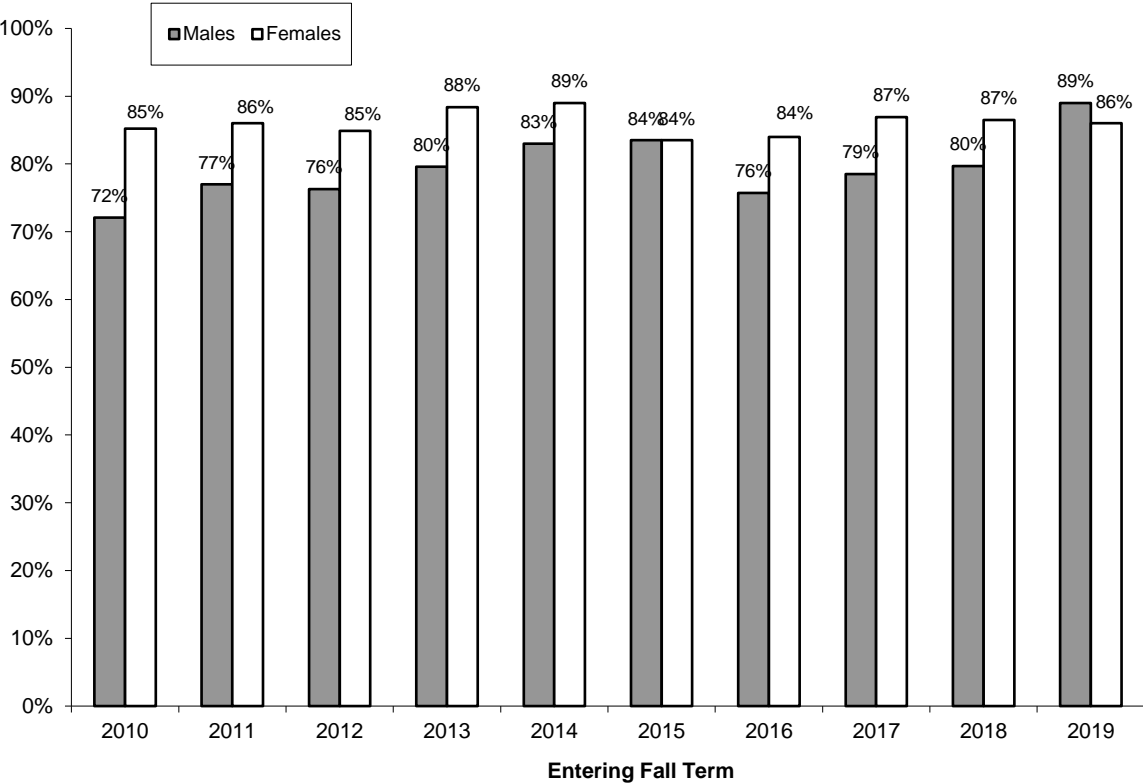
All Graduates	Males	Females
Business Administration (64)	Business Administration (37)	Business Administration (27)
Economics (40)	Economics (21)	SENS (23)
SENS (32)	Broadcast Journalism (17)	Health Studies (20)
Broadcast Journalism (30)	Computer Science (11)	Economics (19) Spanish (19)
Health Studies (26)	Asian Studies (10) History (10)	Peace & Social Justice Studies (18) Women's and Gender Studies (18)

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



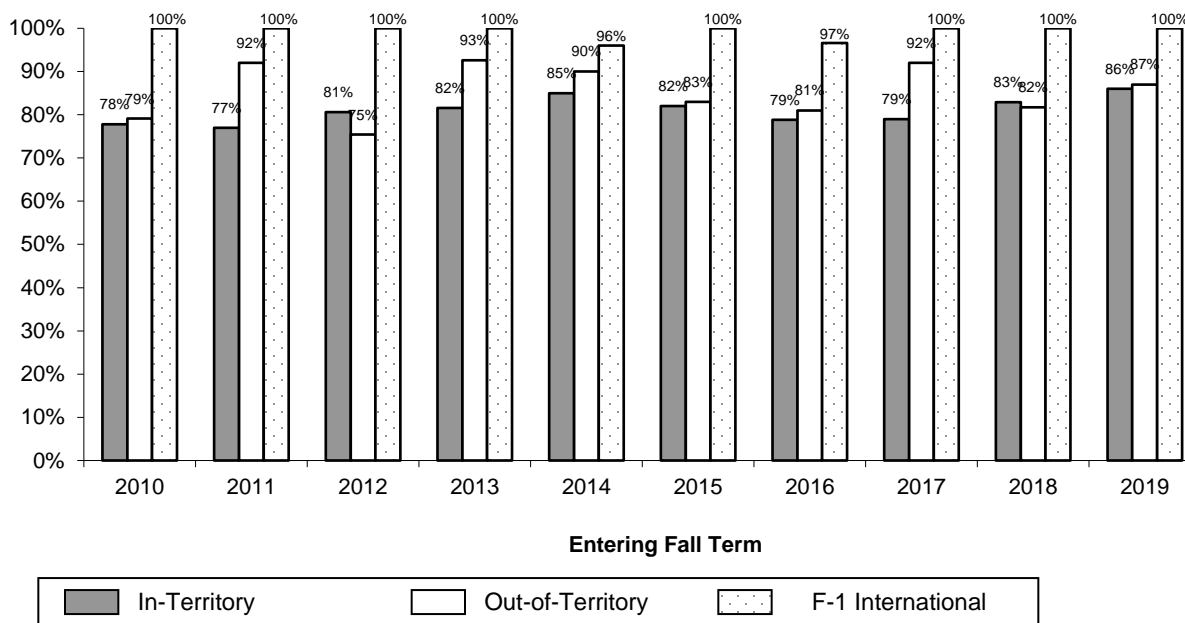
By Sex



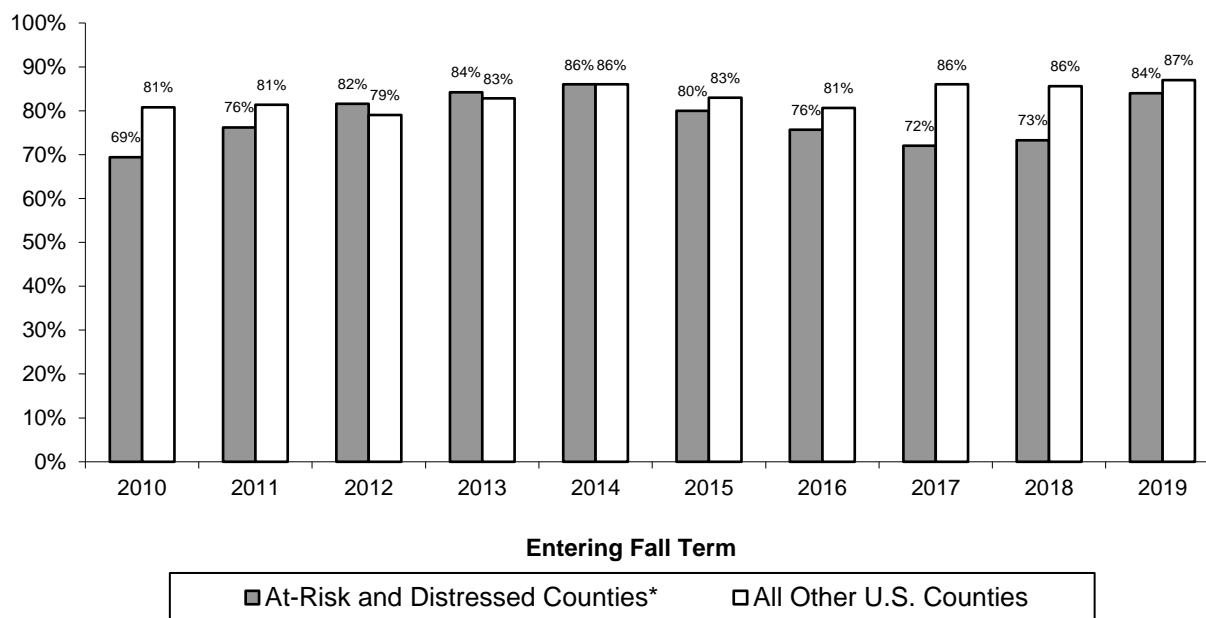
Source: Office of Institutional Research and Assessment, September 2020

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

By Territory



By County Designation

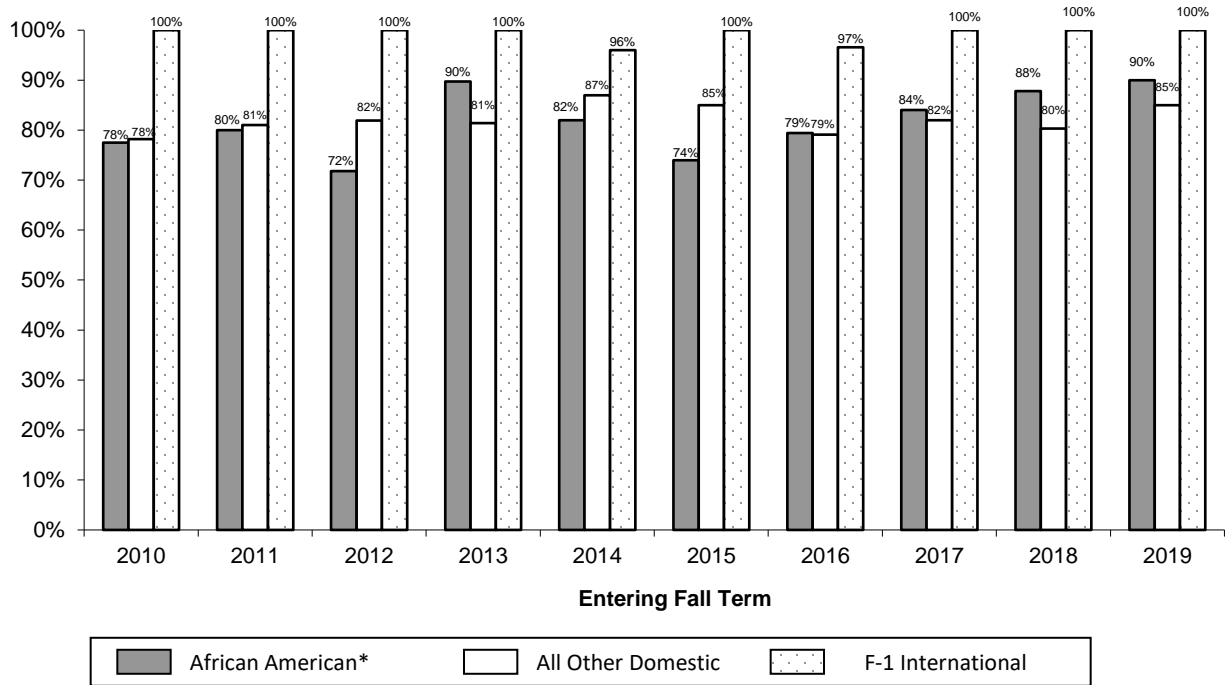


*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2020

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

By Cohort Type

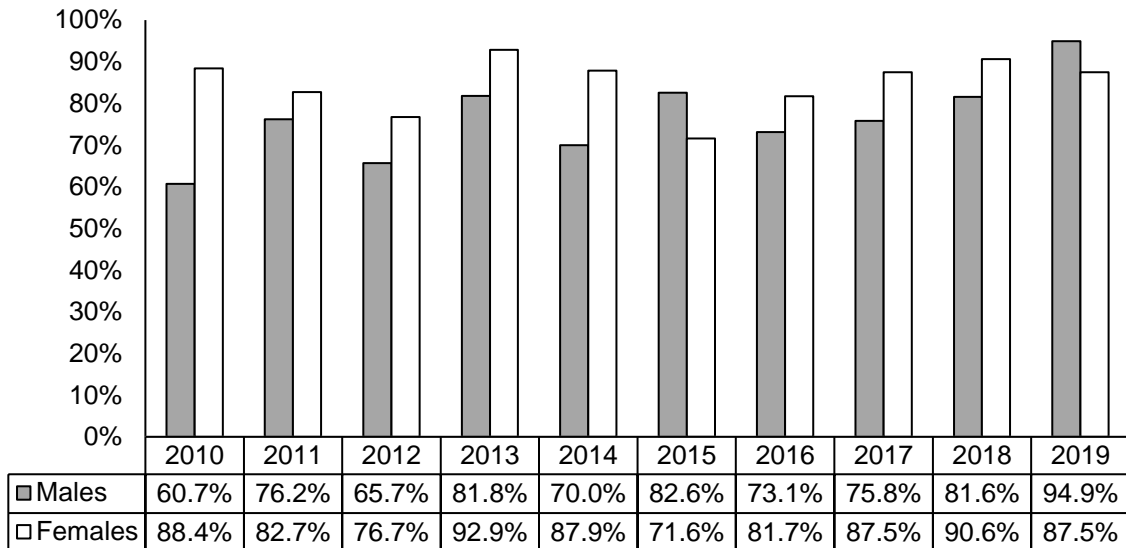


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2020

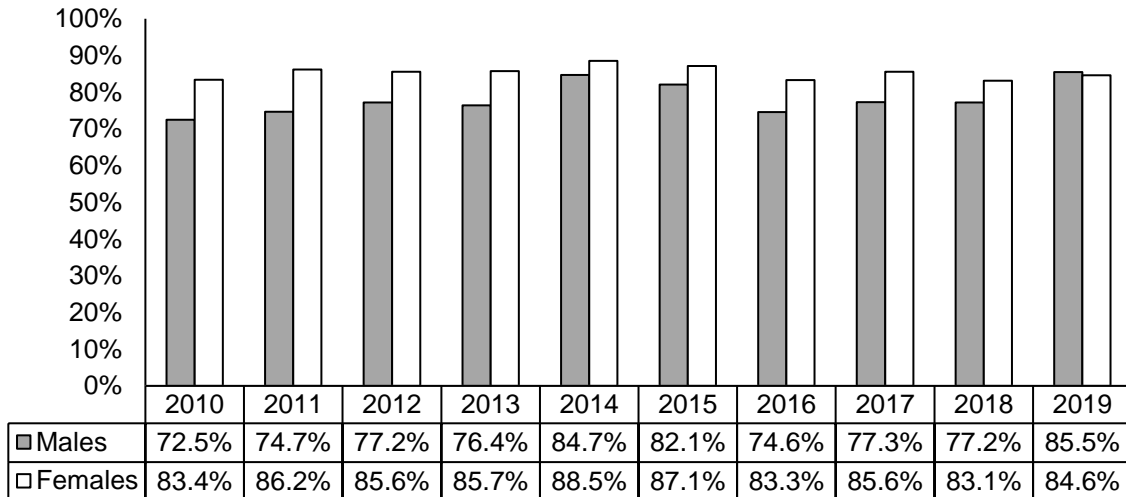
FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY SEX

African-American Students*



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

All Other Domestic Students



NOTE: All International Students retained to the second year for years 2010 through 2013, and years 2015, 2017, 2018, and 2019. In 2014 and in 2016, one International male did not retain.

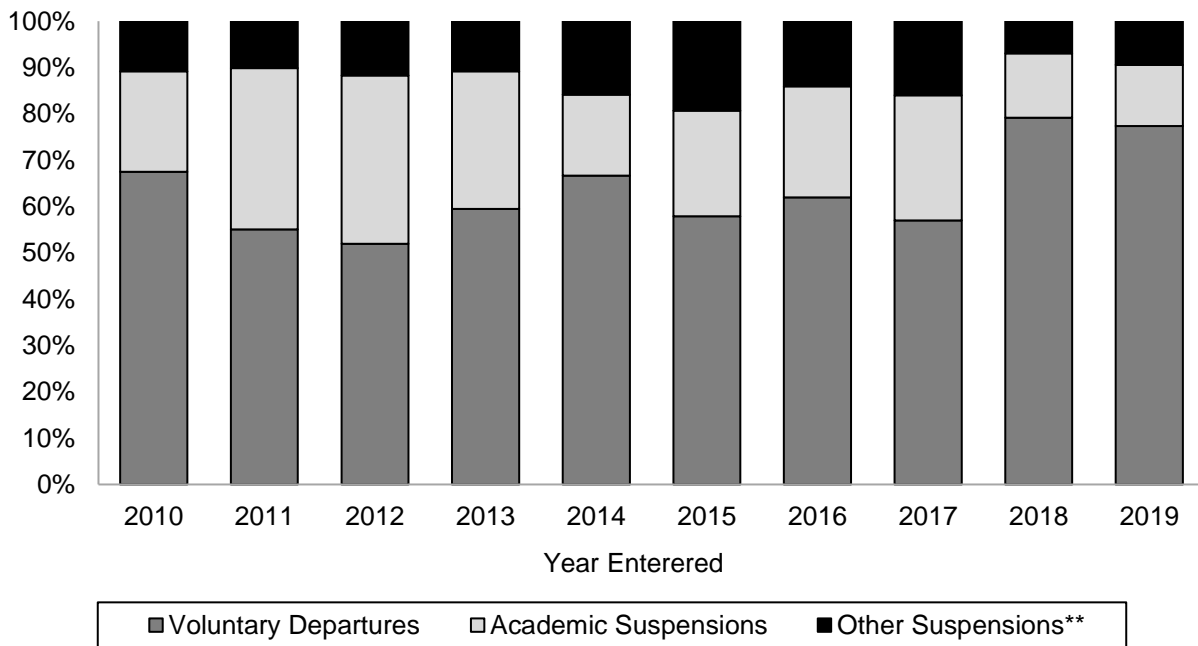
Source: Office of Institutional Research and Assessment, October 2020

FIRST-YEAR STUDENT RETENTION/ATTRITION

Fall Term	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
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

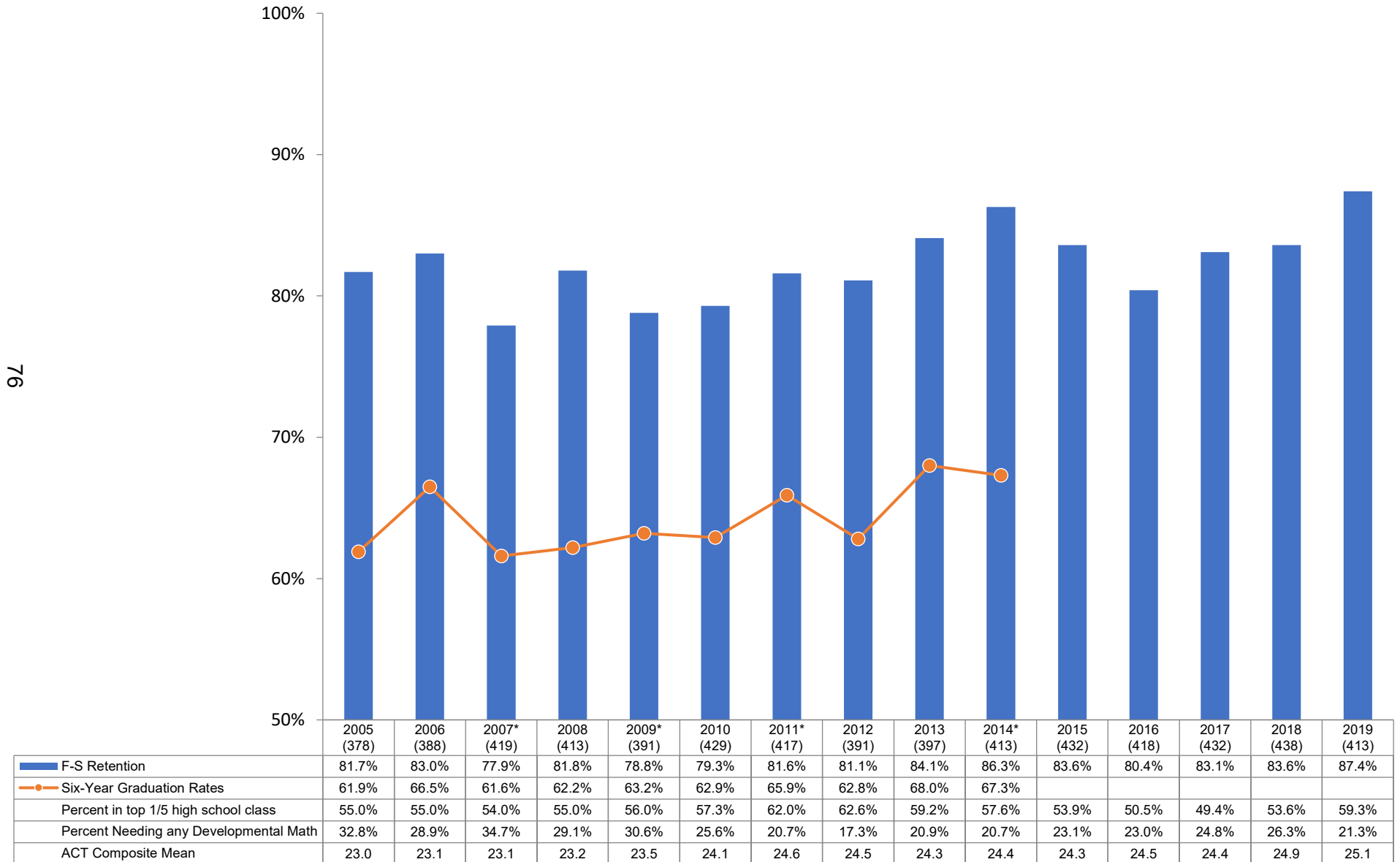


*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, September 2020

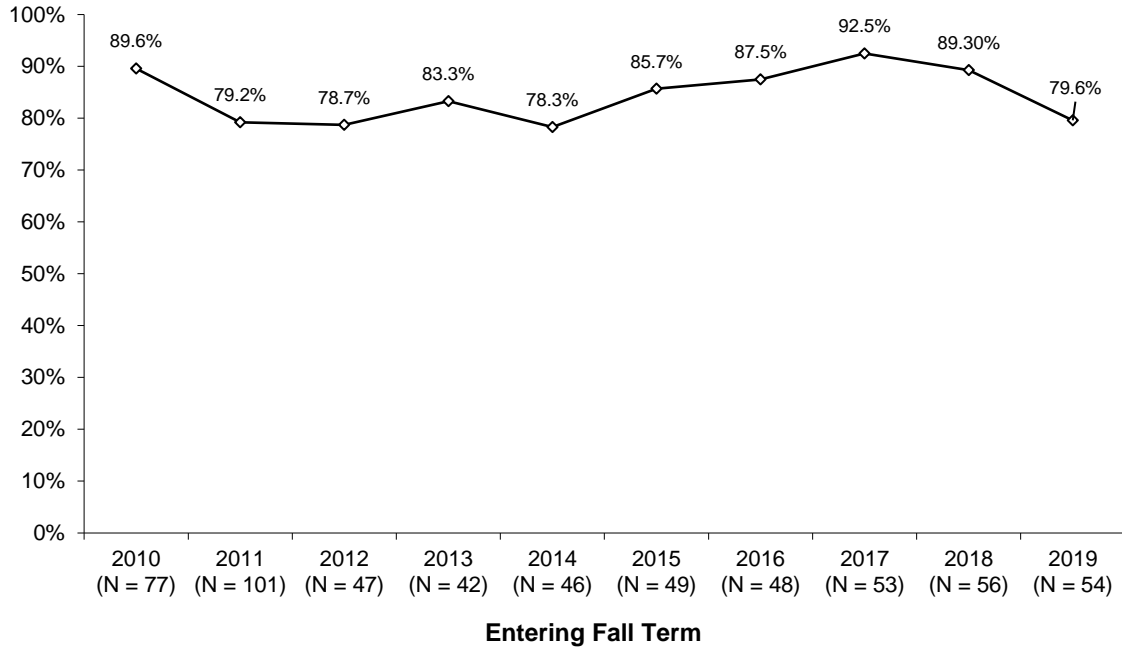
FIRST-TO-SECOND YEAR RETENTION, SIX-YEAR GRADUATION RATES, AND ACADEMIC QUALIFICATIONS AT ENTRY FOR FIRST-YEAR STUDENTS



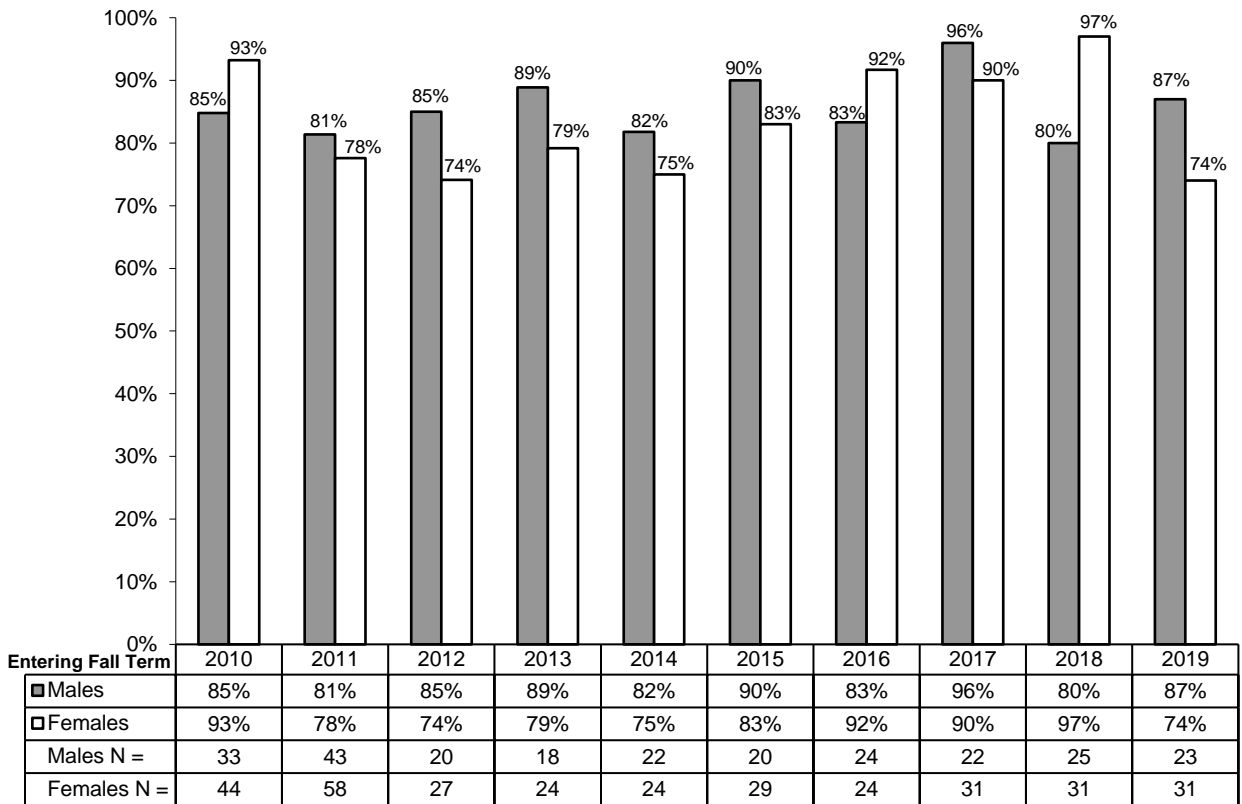
*Denotes cohort numbers that have been reduced by one due to the death of a student (2007 by 2 and 2014 by 3).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students



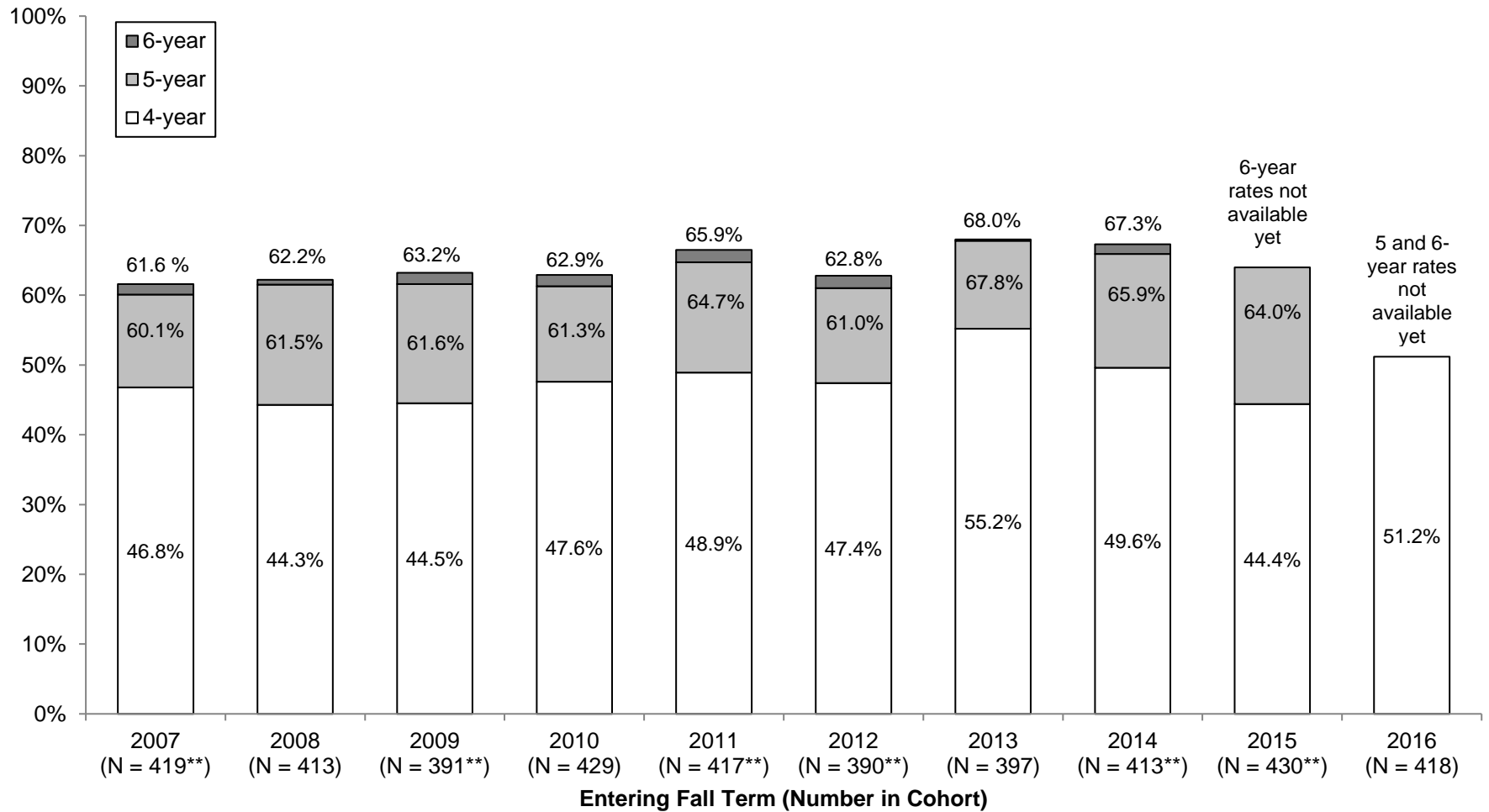
By Sex



Source: Office of Institutional Research and Assessment, September 2020

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

78

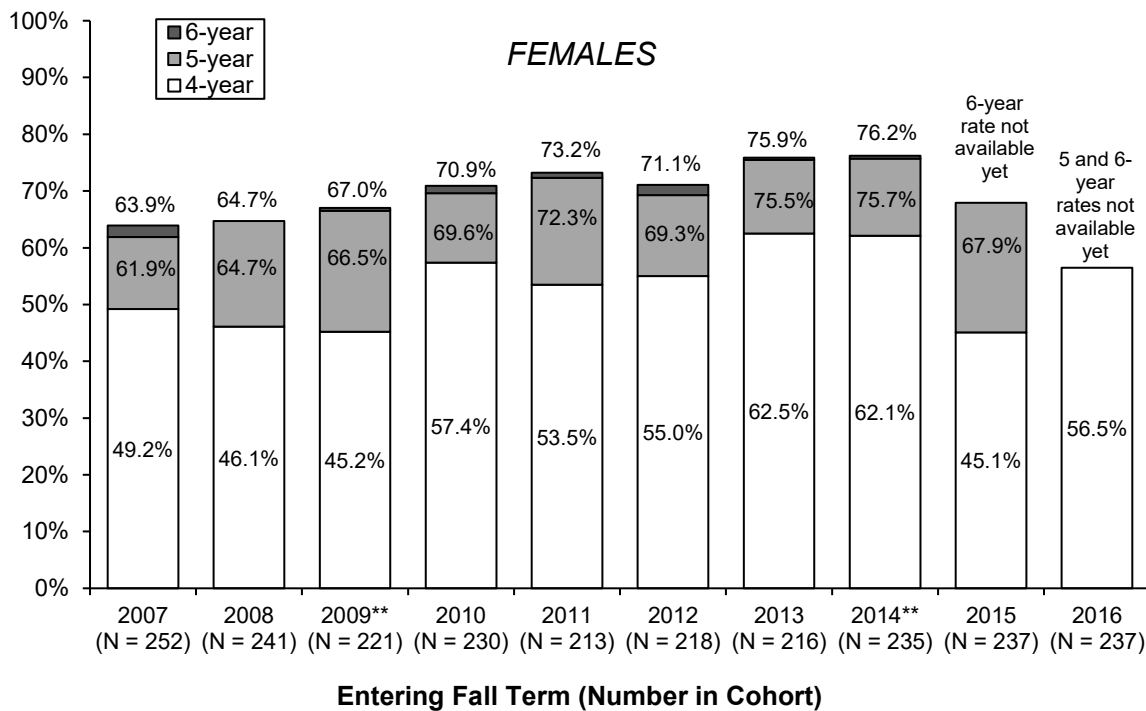
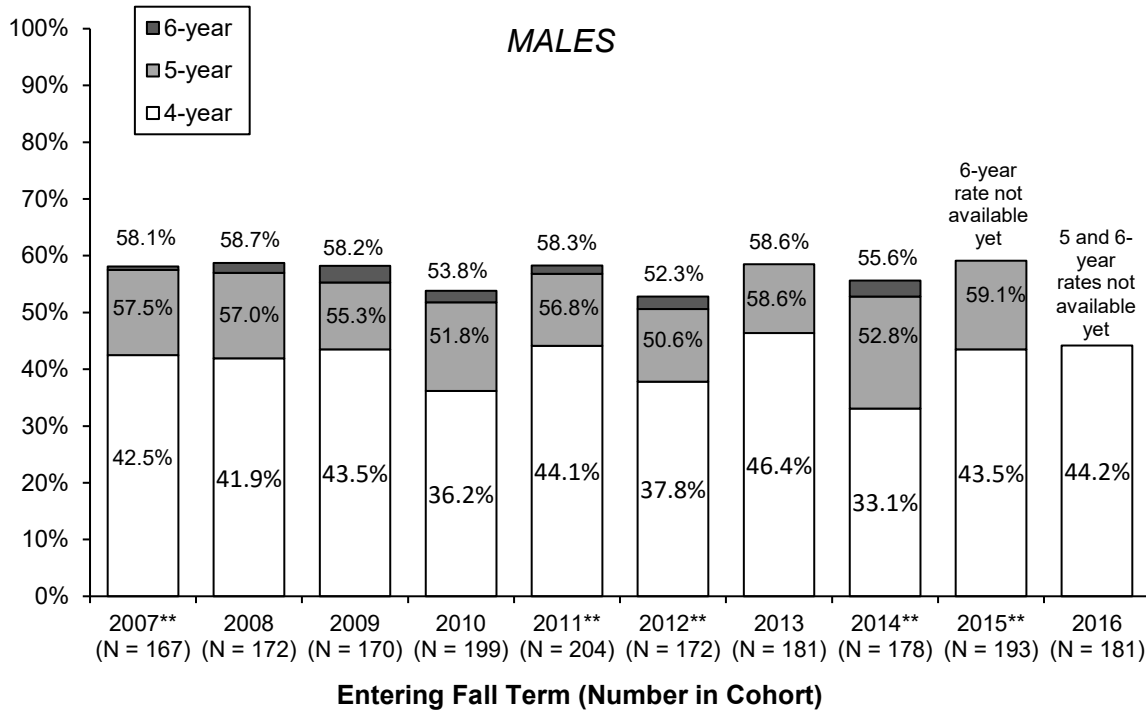


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

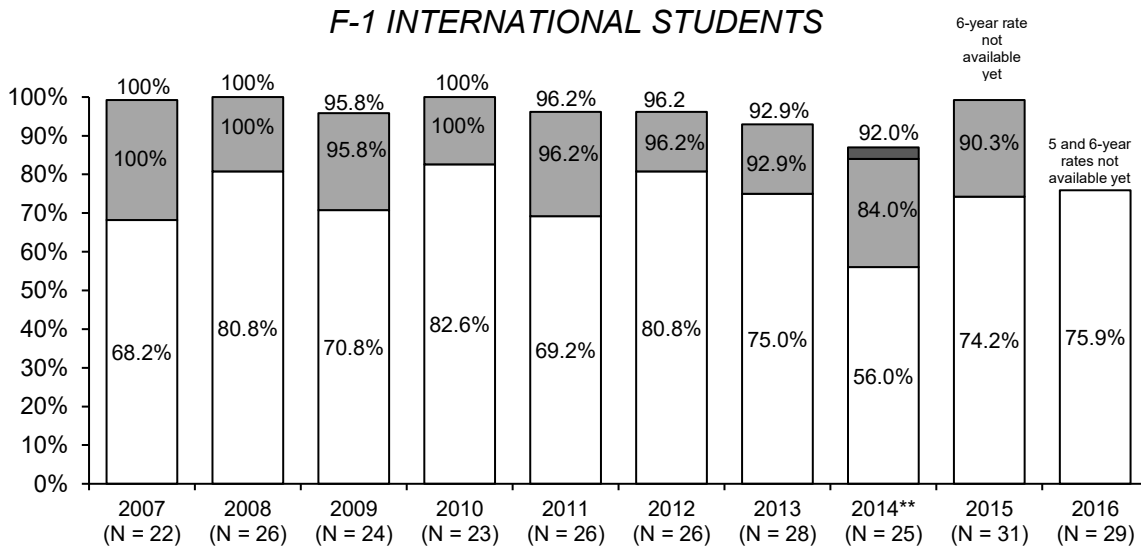
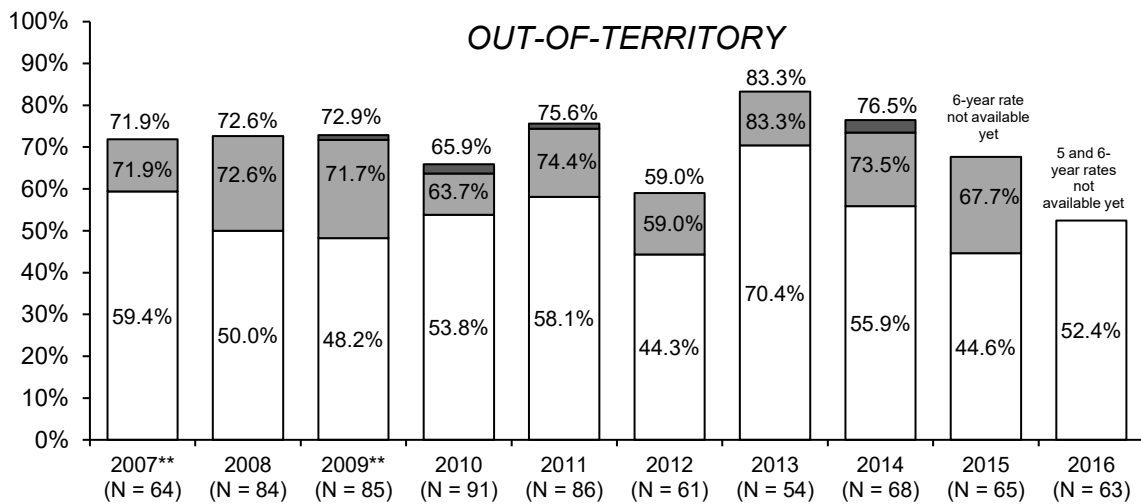
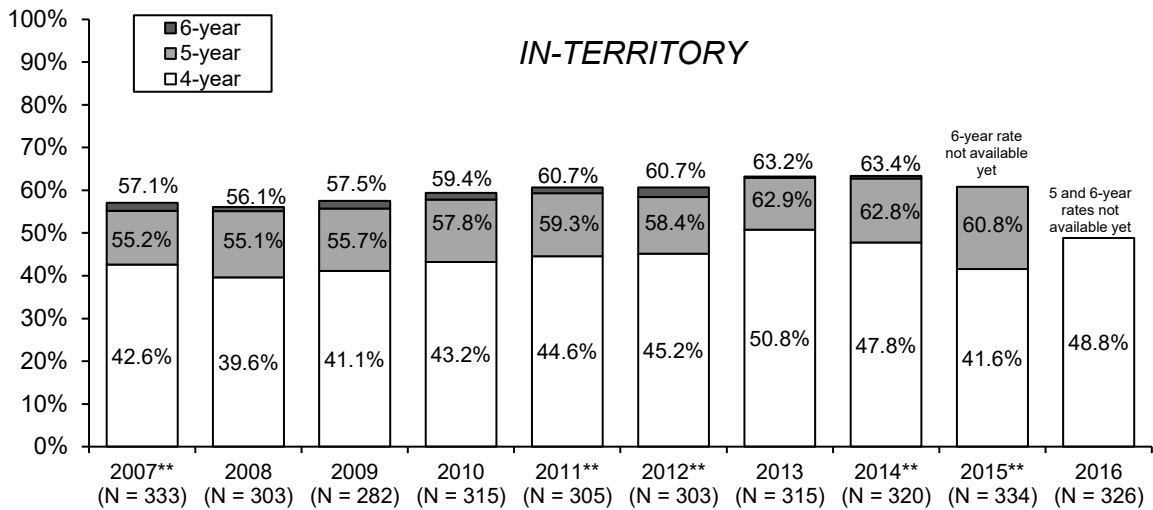
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY SEX



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

**Denotes cohort numbers that have been reduced by one due to the death of a student (2007 has been reduced by two; 2014 females and 2015 males have been reduced by two).

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

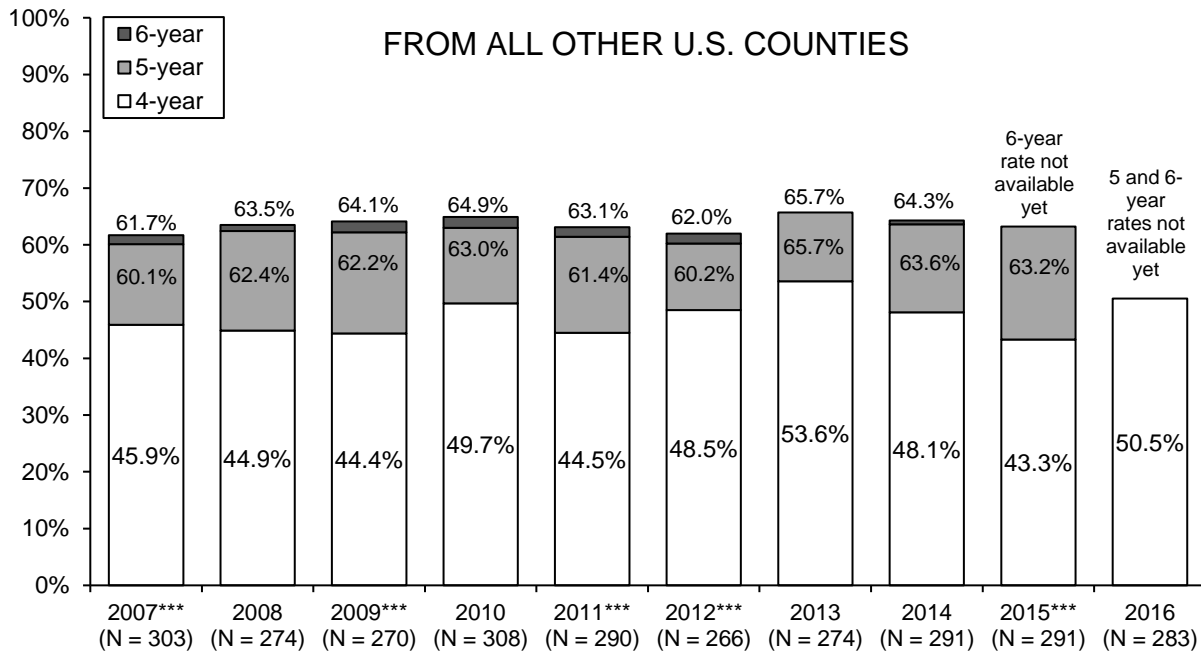
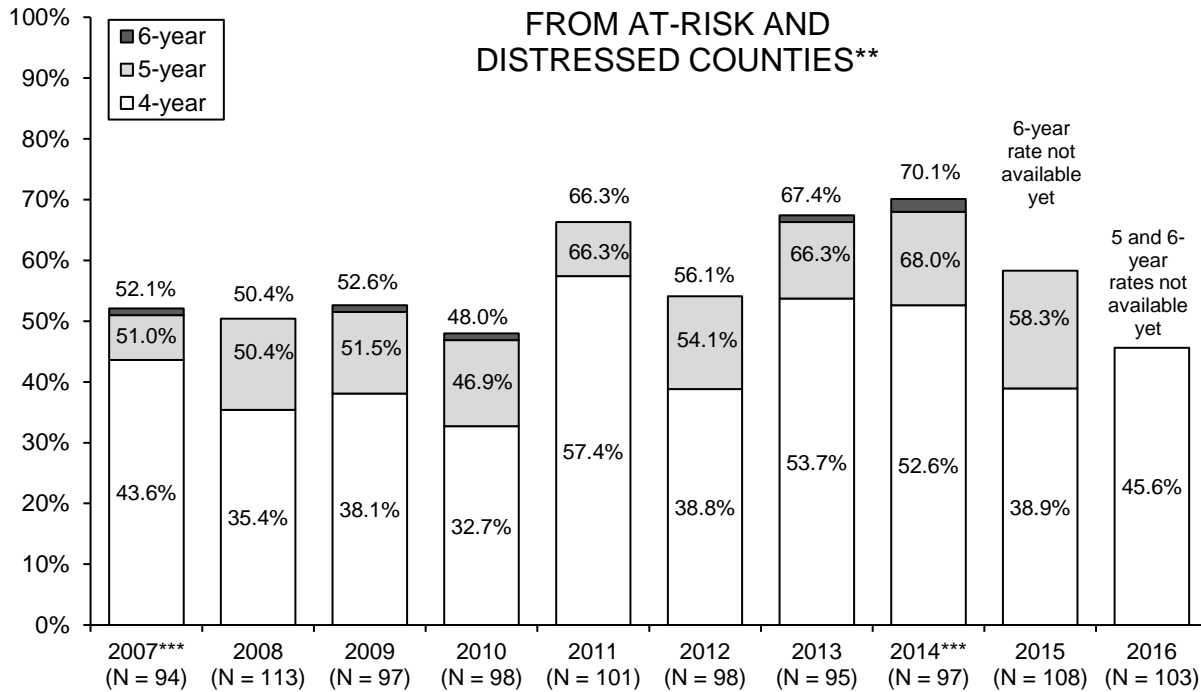


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

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



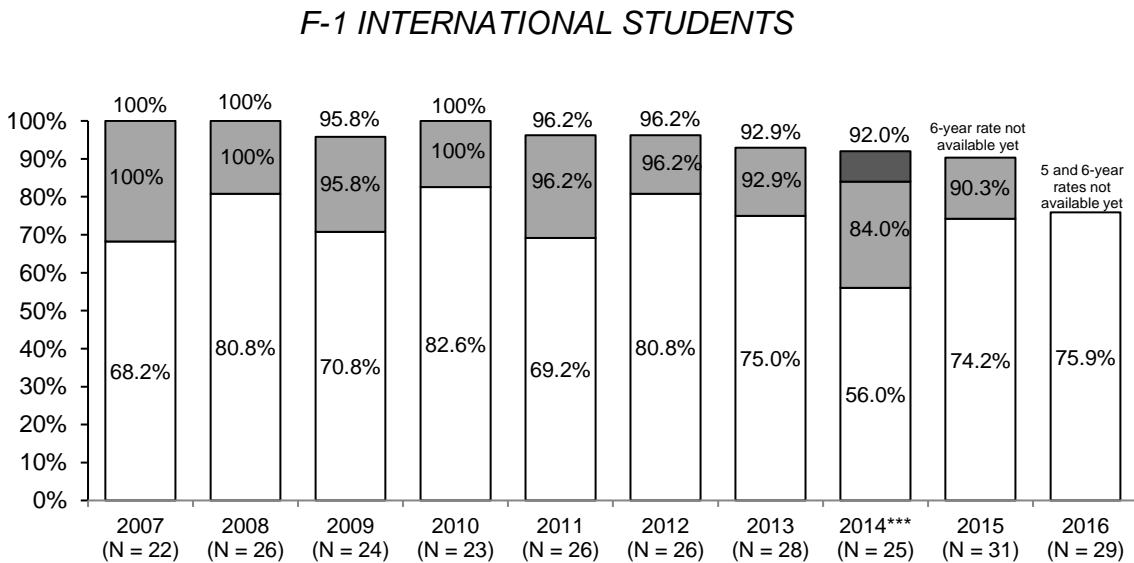
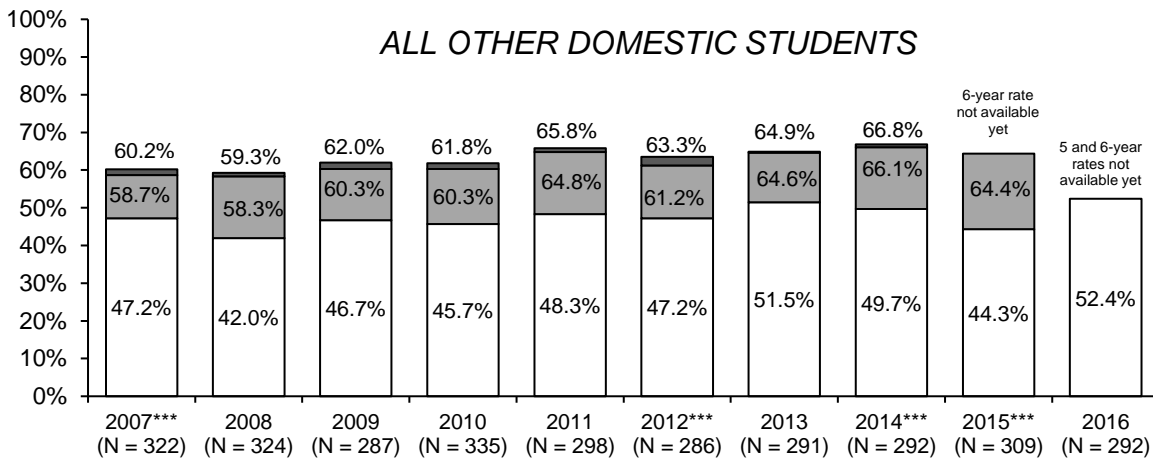
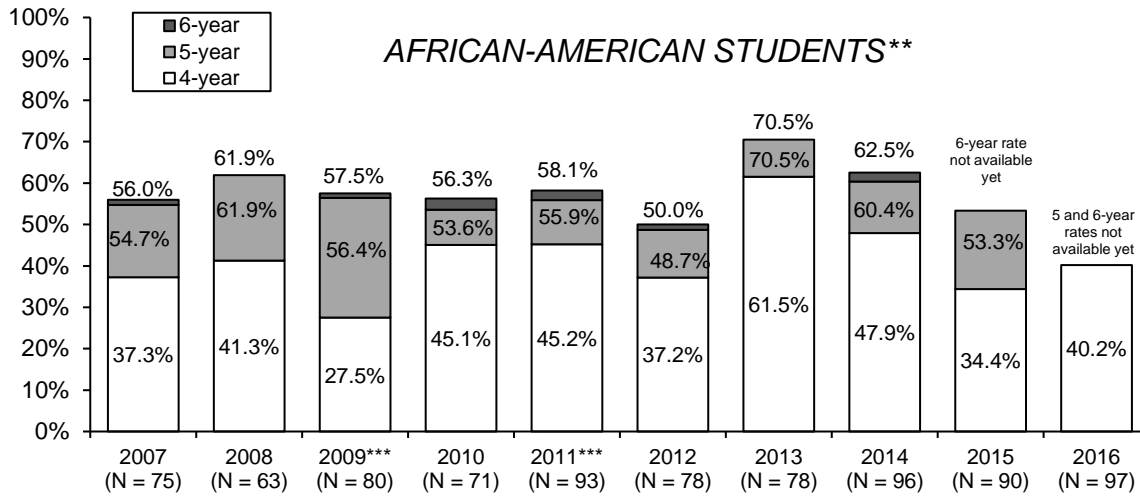
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2020.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

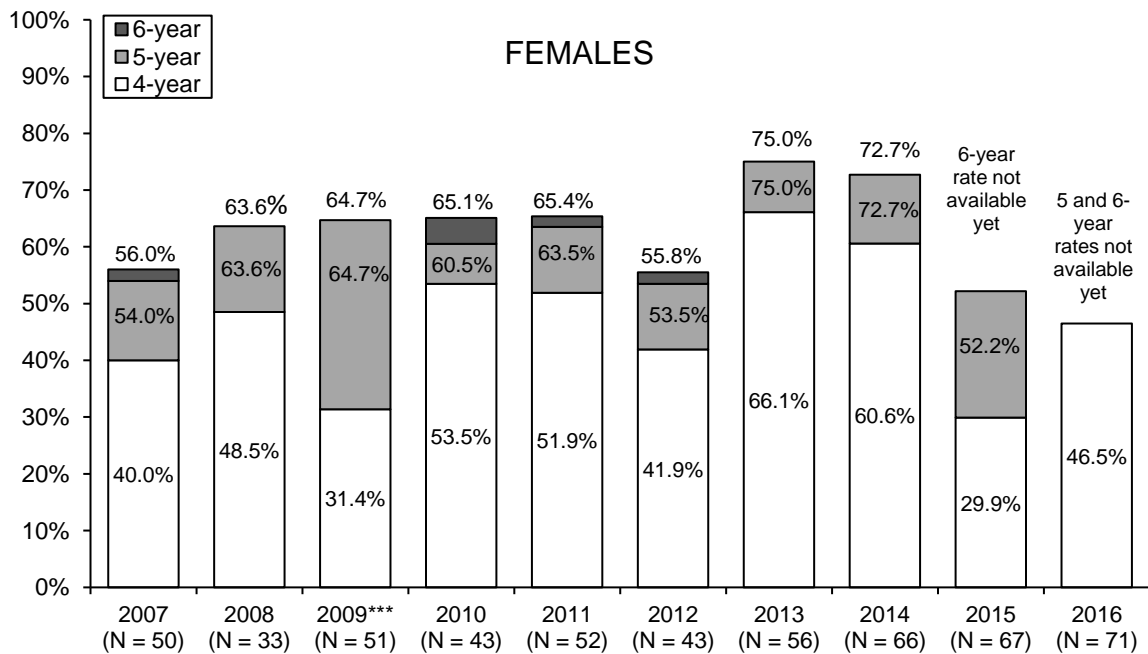
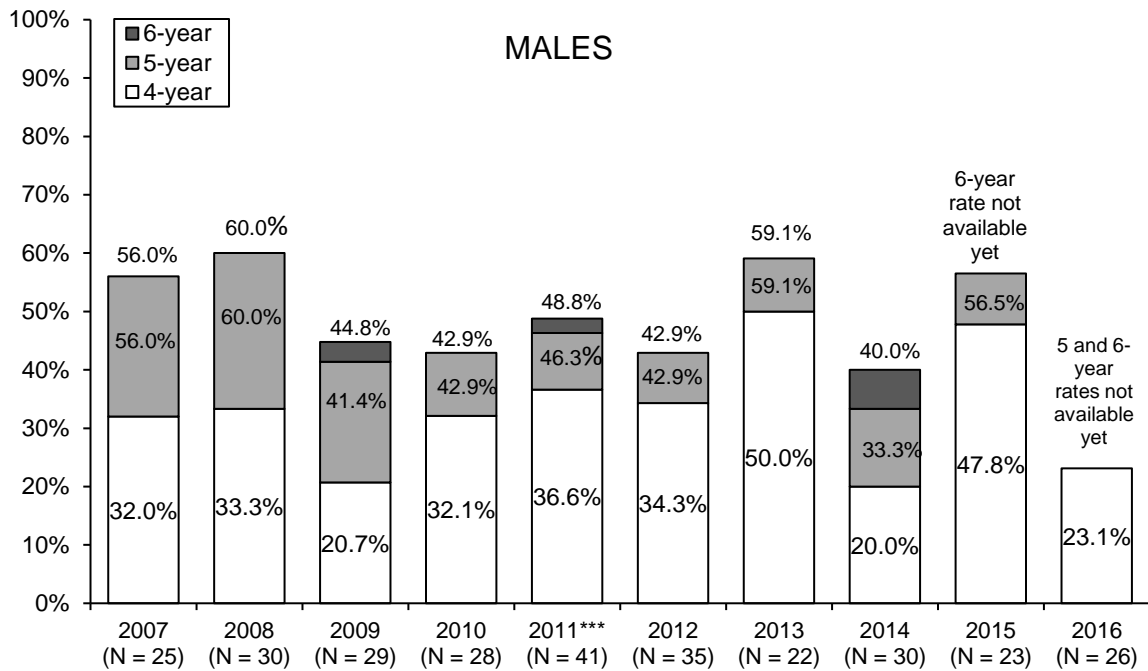


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

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



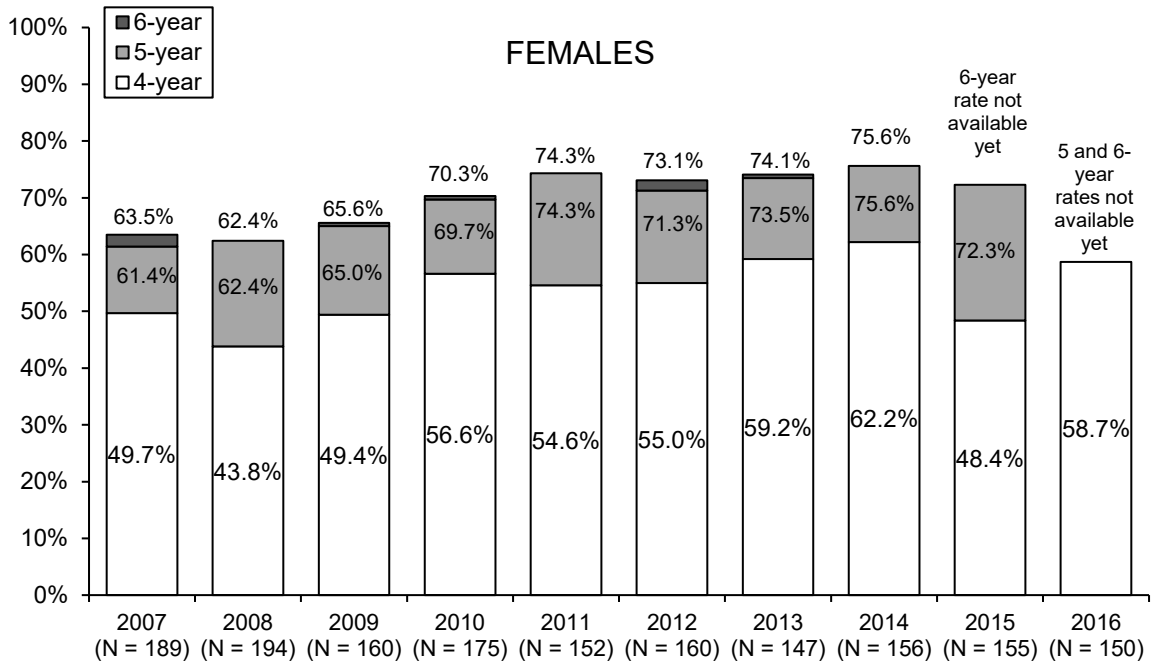
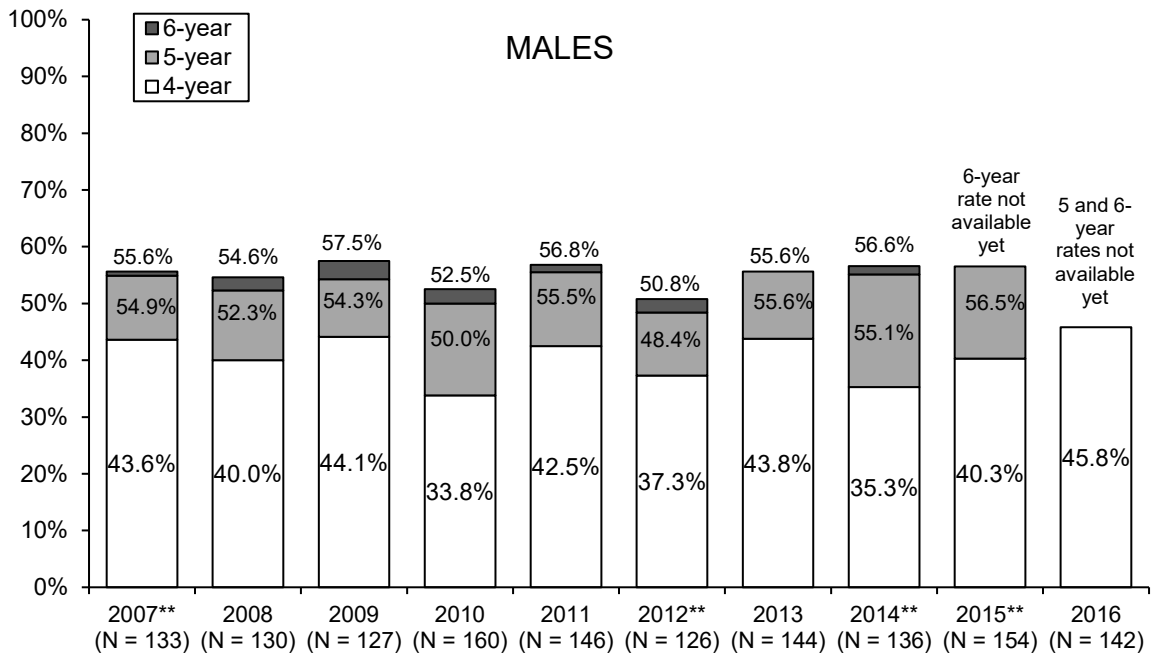
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2020

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

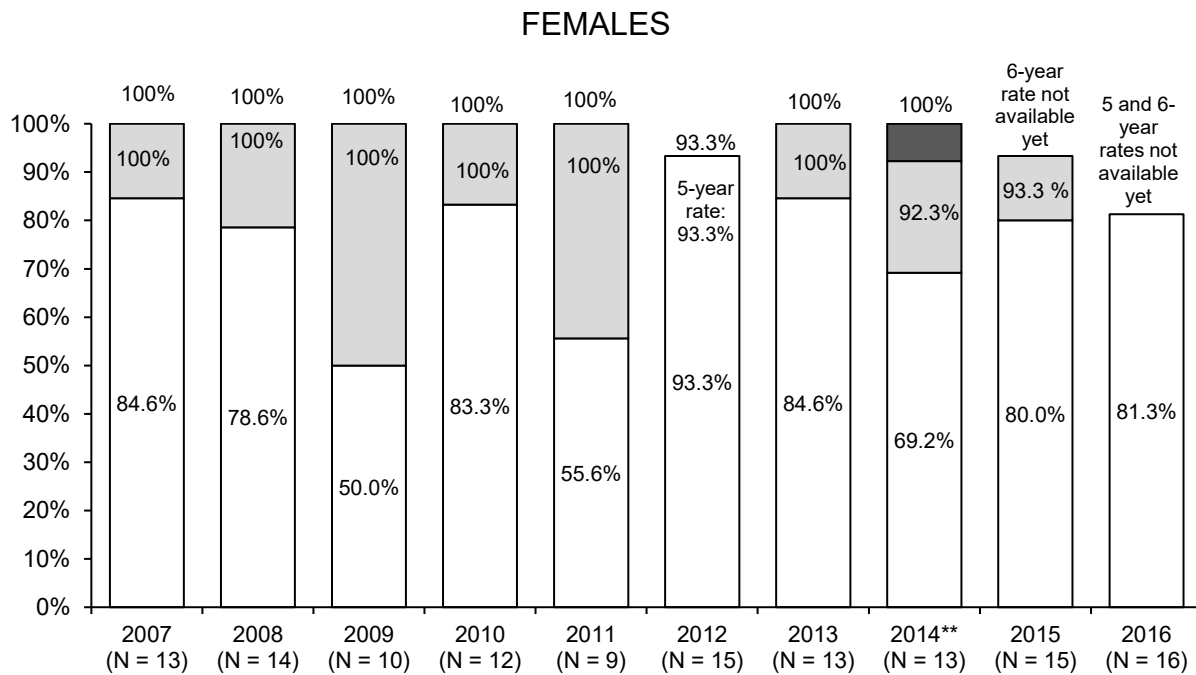
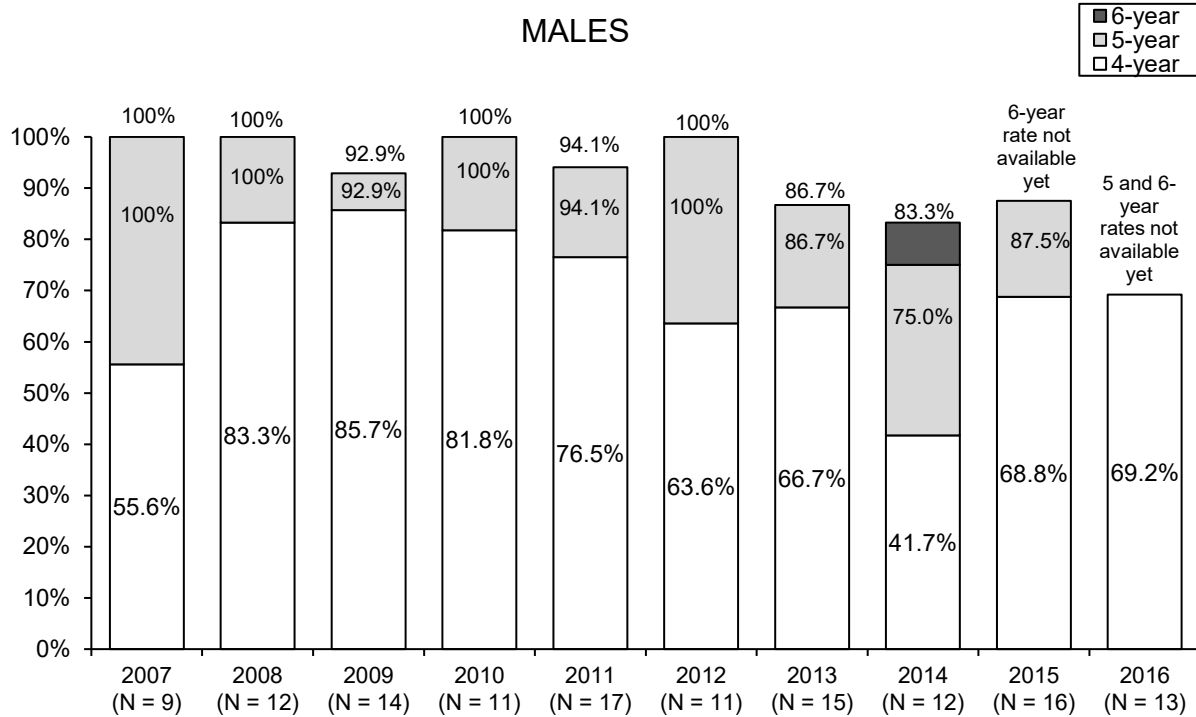


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

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

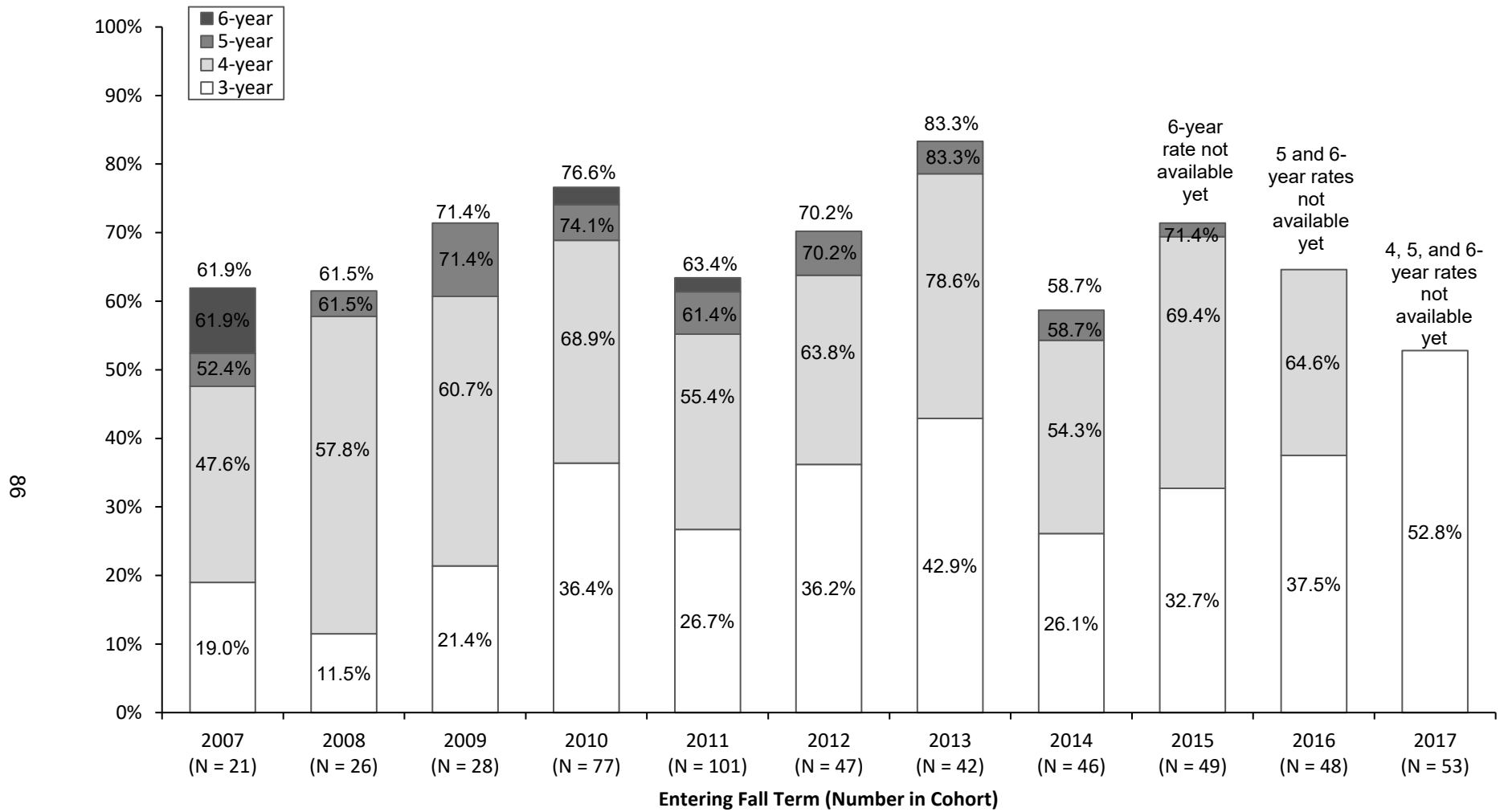


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2020

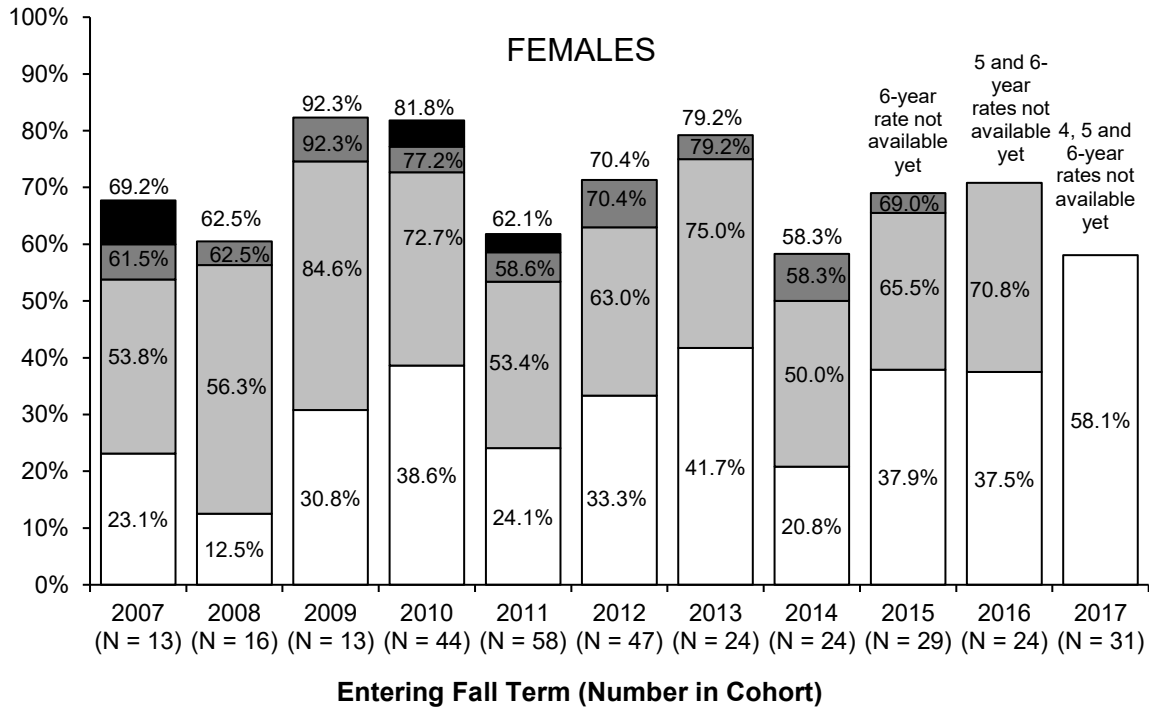
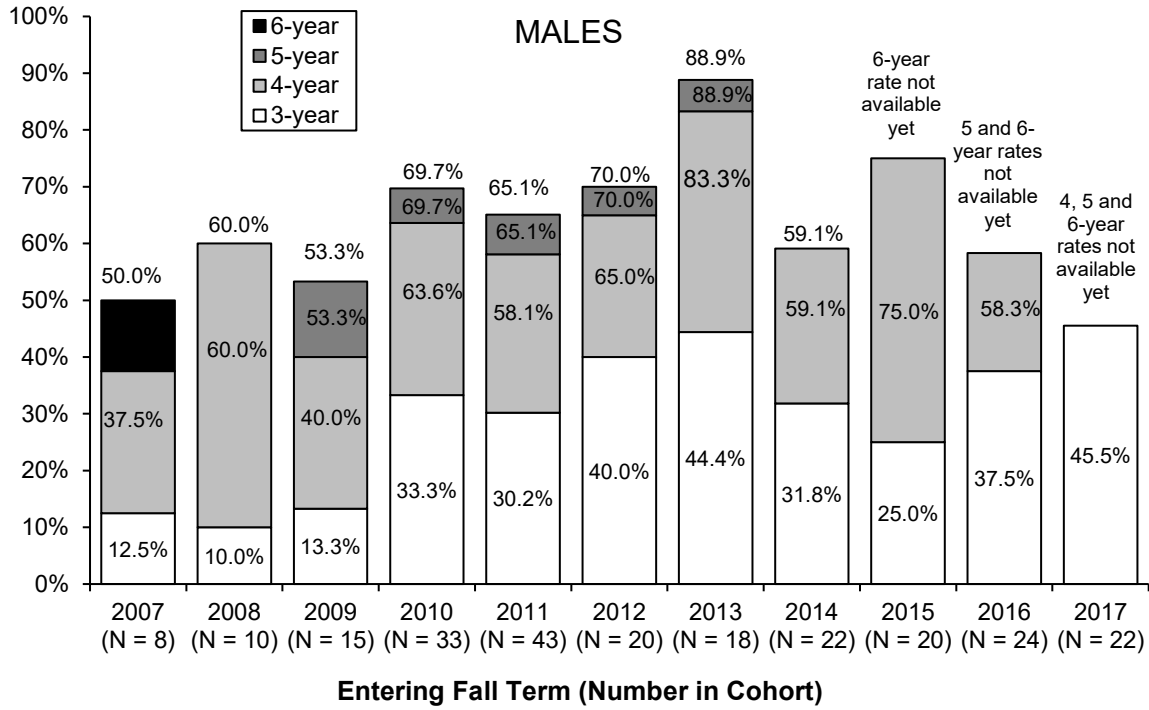
GRADUATION RATES* FOR TRANSFER STUDENTS



*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



*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

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>Total</u>
Graduates* (unduplicated headcount)	305	317	301	306	356	1,585
Degrees Conferred						
B.A.	239	262	238	253	297	1,289
B.S.	<u>73</u>	<u>58</u>	<u>67</u>	<u>64</u>	<u>64</u>	<u>326</u>
TOTAL	312	320	305	317	361	1,615
Majors (includes double degrees and double majors)						
	346	350	330	350	397	1,773
Minors (includes double minors)						
	122	98	99	119	119	557

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2019-2020 graduates can be broken down by:

December 2019 (83),
May 2020 (207), and
August 2020 (66).

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

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

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

<u>Major Programs</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
African and African					
American Studies	4	1	1	7	5
Agriculture & Natural Resources	13	8	10	12	13
Applied Science & Mathematics	1	3	0	0	3
Art	8	11	14	11	17
Asian Studies	5	6	12	8	6
Biology	16	36	30	15	27
Business Administration	34	26	26	29	22
Chemistry	8	14	7	17	14
Child and Family Studies	25	20	17	20	17
Communication	22	17	18	22	24
Computer and					
Information Science	20	32	23	30	29
Economics	10	10	5	11	6
Education Studies - General	6	11	13	11	15
Education – Middle Grades	2	2	0	0	1
Education Studies – Teaching and					
Curriculum w/Certification	8	1	0	0	0
Elementary Education	6	6	1	8	9
English	25	9	18	10	16
Foreign Language	19	7	10	8	13
French	(3)	(1)	(2)	(0)	(0)
German	(2)	(1)	(3)	(1)	(2)
Spanish	(14)	(5)	(5)	(7)	(11)
Health and Human Performance	12	11	10	8	24
Health Studies	**	**	**	**	3
History	4	7	4	12	7
Independent (see page 90)	8	18	7	5	5
Mathematics	9	8	9	9	15
Music	11	6	7	9	8
Nursing	7	12	11	8	13
Peace & Social Justice Studies	**	1	3	9	9
Philosophy	2	2	3	2	4
Physics	2	8	3	2	5
Political Science	3	7	10	6	12
Psychology	15	21	19	19	17
Religion	3	0	1	2	1
Sociology	5	7	10	9	11
Technology and Applied Design	19	12	20	15	16
Theatre	9	8	5	7	9
Women's and Gender Studies	<u>6</u>	<u>2</u>	<u>3</u>	<u>9</u>	<u>1</u>
TOTALS*	346	350	330	350	397

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

** Awarded as an independent major.

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

Compiled by the Office of Institutional Research and Assessment, October 2020.

INDEPENDENT MAJORS* AWARDED TO GRADUATES

Independent majors are an option available to students who wish to pursue a field of study that cannot be met through an established Berea College major program. Students are free to propose majors, provided they meet the criteria in the *Catalog's* definition of a major. The student must secure independent major advisors (primary and secondary). Completed proposals with all required signatures are submitted to the Associate Vice President and Dean of Curriculum and Student Learning, liaison to the Academic Program Council.

2015 - 2016: 8 majors

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

2016 - 2017: 18 majors

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

2017 - 2018: 7 majors

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

2018 - 2019: 5 majors

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

2019 - 2020: 5 majors

Environmental Policy
Film and Media Production
Health
Health Sciences
Neuroscience

*Includes double degrees and double majors

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

Source: *2020-2021 College Catalog*

Office of Institutional Research and Assessment, October 2020

TEACHER PREPARATION

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

Berea College offers certification programs in:

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

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

NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Education Studies - General (no certification)	6	10	13	11	15
Teaching and Curriculum with Certification*					
Art	0	1	0	0	0
English	3	0	0	0	0
History	0	0	0	0	0
Mathematics	4	0	0	0	0
Technology/Applied Design	1	0	0	0	0
Middle Grades Certification	2	2	0	0	1
Elementary Education	6	6	1	8	9

Certifications

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
English	0	0	0	0	0
Health and Human Performance	1	0	0	0	3
History	0	0	0	0	0
Mathematics	0	0	0	0	0
Music	1	2	2	3	1
Technology/Applied Design	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CERTIFIED	18	11	3	11	14

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

Source: 2020-2021 College Catalog
Office of Institutional Research and Assessment, September 2020

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2015–16 through 2019–20

African and African-American Studies.....18	English.....78
Agriculture and Natural Resources.....56	<i>General</i> 3
Applied Science and Mathematics.....7	Literature 41
Art.....61	Writing 42
History 11	Foreign Languages57
Studio 51	French 6
Asian Studies.....37	German 9
Biology.....124	Spanish 42
<i>General</i> 112	Health and Human Performance.....64
Biomolecular, Cellular and Systems 7	<i>General</i> 60
Field and Organismal 4	Education 4
Teacher Certification 1	Health Studies3
Business Administration.....137	History34
Accounting 51	Independent43
Finance 48	Mathematics51
International 2	Music41
International Business 1	<i>General</i> 32
Management 39	Edu. – Instrumental 6
Management Info. Systems 6	Edu. – Vocal 4
Marketing 36	Nursing51
Chemistry.....60	Peace and Social Justice Studies22
<i>General</i> 16	Philosophy13
Biochemistry 26	Physics20
Professional 19	Political Science38
Child and Family Studies99	Psychology91
Child Development 48	Religion.....7
Family Studies 53	Sociology42
Nutrition and Food Studies 12	Technology and Applied Design82
Communication103	<i>General</i> 25
Computer and Information Science.....134	Artisan Studies 26
<i>General</i> 113	Engineering and Tech. Education 1
Computational Mathematics 8	Management 33
Computer Science 11	Theatre38
Information Systems 2	Women's and Gender Studies21
Economics.....42
Finance 1	
International Politics & Policy 25	
Methods and Models 18	
Education Studies.....99	
<i>General</i> 55	
Elementary P-5 30	
Middle Grades 5-9 5	
Teaching and Curriculum with Certification 9	
	ALL MAJORS1,773
	(awarded to 1,585 graduates)

NOTE: In eight of the majors with concentrations, there were 76 students who completed more than one concentration within that major. See details above in boxes.

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

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

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

MAJORS* AWARDED TO GRADUATES BY SEX
Five-Year Summary

Academic Years
2015-2016 through 2019-2020

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	1	6%	17	94%	18	1.0%
Agriculture and Natural Resources	19	34%	37	66%	56	3.2%
Applied Science and Mathematics	6	86%	1	14%	7	0.4%
Art	18	30%	43	70%	61	3.4%
Asian Studies	10	27%	27	73%	37	2.1%
Biology	35	28%	89	72%	124	7.0%
Business Administration	69	50%	68	50%	137	7.7%
Chemistry	34	57%	26	43%	60	3.4%
Child and Family Studies	10	10%	89	90%	99	5.6%
Communication	42	41%	61	59%	103	5.8%
Computer and Information Science	101	75%	33	25%	134	7.6%
Economics	19	45%	23	55%	42	2.4%
Education Studies						
General	14	25%	41	75%	55	3.1%
Elementary Education	1	3%	29	97%	30	1.7%
Middle Grades Education	2	40%	3	60%	5	0.3%
Teaching and Curriculum with Certification	2	22%	7	78%	9	0.5%
English	19	24%	59	76%	78	4.4%
Foreign Languages						
French	3	50%	3	50%	6	0.3%
German	2	22%	7	78%	9	0.5%
Spanish	9	21%	33	79%	42	2.4%
Health & Human Performance	34	56%	27	44%	61	3.4%
Health Studies (first awarded 19-20)	0	0%	3	100%	3	0.2%
History	17	50%	17	50%	34	1.9%
Independent (see page 90)	12	28%	31	72%	43	2.4%
Mathematics	30	59%	21	41%	51	2.9%
Music	15	37%	26	63%	41	2.3%
Nursing	7	14%	44	86%	51	2.9%
Peace and Social Justice Studies (first awarded 16-17)	4	18%	18	82%	22	1.2%
Philosophy	9	69%	4	31%	13	0.7%
Physical Education	1	33%	2	67%	3	0.2%
Physics	18	90%	2	10%	20	1.1%
Political Science	15	39%	23	61%	38	2.1%
Psychology	21	23%	70	77%	91	5.1%
Religion	6	86%	1	14%	7	0.4%
Sociology	9	21%	33	79%	42	2.4%
Technology and Applied Design	61	74%	21	26%	82	4.6%
Theatre	12	32%	26	68%	38	2.1%
Women's and Gender Studies	<u>1</u>	5%	<u>20</u>	95%	<u>21</u>	<u>1.2%</u>
GRAND TOTAL*	688	39%	1,085	61%	1,773	100.0%

*These are duplicative headcounts that include double degrees and double majors. The 1,773 majors represent 1,585 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, October 2020

MAJORS* AWARDED TO GRADUATES BY SEX Five-Year History

Major Programs	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	4	4	0	1	1	0	1	1	1	5	6	0	5	5
Agriculture and Natural Resources	5	8	13	4	4	8	1	9	10	4	8	12	5	8	13
Applied Science&Mathematics	1	0	1	3	0	3	0	0	0	0	0	0	2	1	3
Art	2	6	8	0	8	8	3	8	11	3	11	14	5	12	17
Asian Studies	1	4	5	1	5	6	3	9	12	2	6	8	3	3	6
Biology	4	12	16	11	25	36	9	21	30	4	11	15	7	20	27
Business Administration	16	18	34	14	12	26	11	15	26	14	15	29	14	8	22
Chemistry	4	4	8	7	7	14	4	3	7	10	7	17	9	5	14
Child and Family Studies	3	22	25	3	17	20	2	15	27	2	18	20	0	17	17
Communication	10	12	22	8	9	17	4	14	18	10	12	22	10	14	24
Computer and Information Science	12	8	20	22	8	30	19	4	23	24	6	30	22	7	29
Economics	1	9	10	7	3	10	1	4	5	8	3	11	2	4	6
Education Studies															
General	1	5	6	2	8	10	2	11	13	5	6	11	4	11	15
Elementary	0	6	6	0	6	6	0	1	1	1	7	8	0	9	9
Middle	1	1	2	0	2	2	0	0	0	0	0	0	1	0	1
Teaching and Curriculum with Certification	2	6	8	0	1	1	0	0	0	0	0	0	0	0	0
English	10	15	25	1	8	9	1	17	18	2	8	10	5	11	16
Foreign Languages	3	16	19	1	6	7	5	5	10	4	4	8	1	12	13
Health and Human Performance	6	5	11	10	1	11	4	6	10	5	3	8	10	14	24
Health Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
History	1	3	4	5	2	7	2	2	4	6	6	12	3	4	7
Independent (see page 90)	2	6	8	6	12	18	0	7	7	3	2	5	1	4	5
Mathematics	3	6	9	6	2	8	4	5	9	7	2	9	9	6	15
Music	5	6	11	0	6	6	2	5	7	4	5	9	4	4	8
Nursing	2	5	7	3	9	12	1	10	11	1	7	8	0	13	13
Peace&Social Justice Studies	n/a	n/a	n/a	0	1	1	1	2	3	2	7	9	1	8	9
Philosophy	2	0	2	0	2	2	3	0	3	1	1	2	3	1	4
Physics	2	0	2	8	0	8	3	0	3	2	0	2	3	2	5
Political Science	1	2	3	5	2	7	4	6	10	4	2	6	1	11	12
Psychology	1	14	15	5	16	21	3	16	19	7	12	19	5	12	17
Religion	1	1	2	3	0	3	0	0	0	2	0	2	1	0	1
Sociology	0	5	5	2	5	7	2	8	10	4	5	9	1	10	11
Technology and Applied Design	16	3	19	8	4	12	13	7	20	13	2	15	11	5	16
Theatre	2	7	9	2	6	8	2	3	5	2	5	7	4	5	9
Women's and Gender Studies	1	5	6	0	2	2	0	3	3	0	9	9	0	1	1
TOTAL*			<u>346</u>			<u>347</u>			<u>330</u>			<u>349</u>			<u>397</u>

94

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

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

Compiled by: Office of Institutional Research and Assessment, October 2020.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2015 – 2016 through 2019 - 2020

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	17	(94%)	1	(6%)	0	(0%)	18	(1.0%)
Agriculture and Natural Resources	2	(4%)	54	(96%)	0	(0%)	56	(3.2%)
Applied Science and Mathematics	2	(29%)	5	(71%)	0	(0%)	7	(0.4%)
Art	5	(8%)	54	(89%)	2	(3%)	61	(3.4%)
Asian Studies	11	(30%)	25	(68%)	1	(3%)	37	(2.1%)
Biology	24	(19%)	89	(72%)	11	(9%)	124	(7.0%)
Business Administration	27	(20%)	79	(58%)	31	(23%)	137	(7.7%)
Chemistry	10	(17%)	38	(63%)	12	(20%)	60	(3.4%)
Child and Family Studies	21	(21%)	76	(77%)	2	(2%)	99	(5.6%)
Communication	29	(28%)	66	(64%)	8	(8%)	103	(5.8%)
Computer and Information Science	14	(10%)	83	(62%)	37	(28%)	134	(7.6%)
Economics	6	(14%)	15	(36%)	21	(50%)	42	(2.4%)
Education Studies								
General	11	(20%)	42	(76%)	2	(4%)	55	(3.1%)
Elementary Education Certification	1	(3%)	29	(97%)	0	(0%)	30	(1.7%)
Middle Grades Certification	0	(0%)	5	(100%)	0	(0%)	5	(0.3%)
Teaching and Curriculum with Certification	0	(0%)	9	(100%)	0	(0%)	9	(0.5%)
English	10	(13%)	67	(86%)	1	(1%)	78	(4.4%)
Foreign Languages								
French	0	(0%)	4	(67%)	2	(33%)	6	(0.3%)
German	0	(0%)	5	(56%)	4	(44%)	9	(0.5%)
Spanish	4	(10%)	32	(76%)	6	(14%)	42	(2.4%)
Health and Human Performance	12	(19%)	51	(80%)	1	(2%)	64	(3.6%)
Health Studies (first awarded 19-20)	1	(33%)	2	(67%)	0	(0%)	3	(0.2%)
History	2	(6%)	32	(94%)	0	(0%)	34	(1.9%)
Independent (see page 90)	8	(19%)	32	(74%)	3	(7%)	43	(2.4%)
Mathematics	1	(2%)	30	(59%)	20	(39%)	51	(2.9%)
Music	8	(20%)	30	(73%)	3	(7%)	41	(2.3%)
Nursing	7	(14%)	37	(73%)	7	(14%)	51	(2.9%)
Peace and Social Justice Studies (first awarded 16-17)	6	(27%)	15	(68%)	1	(5%)	22	(1.2%)
Philosophy	1	(8%)	12	(92%)	0	(0%)	13	(0.7%)
Physics	1	(5%)	10	(50%)	9	(45%)	20	(1.1%)
Political Science	7	(18%)	25	(66%)	6	(16%)	38	(2.1%)
Psychology	25	(27%)	61	(67%)	5	(5%)	91	(5.1%)
Religion	2	(29%)	5	(71%)	0	(0%)	7	(0.4%)
Sociology	16	(38%)	26	(62%)	0	(0%)	42	(2.4%)
Technology and Applied Design	17	(21%)	62	(76%)	3	(4%)	82	(4.6%)
Theatre	10	(26%)	26	(68%)	2	(5%)	38	(2.1%)
Women's and Gender Studies	6	(29%)	15	(71%)	0	(0%)	21	(1.2%)
TOTAL*	324	(18%)	1,249	(70%)	200	(11%)	1,773	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,773 majors represent 1,585 graduates during this five-year time period.

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

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

Compiled by: Office of Institutional Research and Assessment, October 2020

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2015 – 16 through 2019 – 20

African and African American Studies	15	(2.7%)
Agriculture and Natural Resources	7	(1.3%)
Appalachian Studies	9	(1.6%)
Art History	9	(1.6%)
Art Studio	15	(2.7%)
Asian Studies	20	(3.6%)
Biology	22	(3.9%)
Broadcast Journalism	30	(5.4%)
Business Administration	64	(11.5%)
Chemistry	4	(0.7%)
Child and Family Studies	6	(1.1%)
Communication	15	(2.7%)
Computer Science	13	(2.3%)
Dance	8	(1.4%)
Economics	40	(7.2%)
English	13	(2.3%)
Film Production	10	(1.8%)
Forest Resource Management	9	(1.6%)
French	7	(1.3%)
German	9	(1.6%)
Health Studies	26	(4.7%)
Health Teaching	3	(0.5%)
History	18	(3.2%)
Latin	2	(0.4%)
Law, Ethics, and Society (first awarded 2017-18)	9	(1.6%)
Mathematics (first awarded 2017-18)	9	(1.6%)
Music	6	(1.1%)
Peace and Social Justice Studies	21	(3.8%)
Philosophy	13	(2.3%)
Physics	9	(1.6%)
Political Science	13	(2.3%)
Religion	6	(1.1%)
Sociology	6	(1.1%)
Spanish	21	(3.8%)
Sustainability and Environmental Studies	32	(5.7%)
Theatre	16	(2.9%)
Women's and Gender Studies	<u>22</u>	<u>(3.9%)</u>
 TOTAL	 557	 (100.0%)

*This is a duplicative headcount that includes double minors. The 557 minors were awarded to 506 graduates. The 506 graduates who received a minor represent 32% of the 1,585 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, October 2020

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

<u>Minors</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
African and African American Studies	3	2	6	1	3
Agriculture and Natural Resources	4	1	0	1	1
Appalachian Studies	4	2	0	0	3
Art History	0	3	4	0	2
Art Studio	6	6	3	5	1
Asian Studies	4	3	3	4	6
Biology	1	5	5	6	5
Broadcast Journalism	12	8	4	3	3
Business Administration	13	12	9	12	18
Chemistry	1	0	2	1	0
Child and Family Studies	1	1	1	1	2
Communication	3	2	1	2	7
Computer Science	1	2	3	4	3
Dance	2	3	0	2	1
Economics	11	10	6	8	5
English	2	4	4	1	2
Environmental Science	n/a	n/a	n/a	n/a	0
Film Production	3	3	1	1	2
Forest Resource Management	0	2	1	5	1
French	2	1	0	2	2
German	1	1	3	3	1
Health Studies	5	4	0	4	3
Health Teaching	2	0	0	1	0
History	5	4	2	2	5
Latin	1	0	0	1	0
Law, Ethics, and Society	n/a	n/a	1	2	6
Mathematics	n/a	n/a	1	5	3
Music	1	2	1	0	2
Peace and Social Justice Studies	6	1	4	8	2
Philosophy	1	3	5	3	1
Physics	4	1	3	1	0
Political Science	1	2	2	5	3
Religion	2	0	0	1	3
Sociology	0	2	1	2	1
Spanish	7	3	4	5	2
Sustainability and Environmental Studies	6	3	3	9	11
Theatre	6	1	4	2	3
Women's & Gender Studies	<u>1</u>	<u>7</u>	<u>2</u>	<u>6</u>	<u>6</u>
TOTAL	122	98	99	119	119

*These are duplicative headcounts that include double minors.

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

MINORS* AWARDED TO GRADUATES BY SEX Five-Year History

Minors	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	3	3	0	2	2	0	6	6	0	1	1	2	1	3
Agriculture and Natural Resources	2	2	4	0	1	1	0	0	0	0	1	1	0	1	1
Appalachian Studies	1	3	4	0	2	2	0	0	0	0	0	0	0	3	3
Art History	0	0	0	0	3	3	1	3	4	0	0	0	2	0	2
Art Studio	0	0	6	0	3	3	3	2	5	3	2	5	0	1	1
Asian Studies	3	1	4	2	1	3	1	2	3	2	2	4	2	4	6
Biology	0	1	1	2	3	5	1	4	5	4	2	6	2	3	5
Broadcast Journalism	6	6	12	5	3	8	1	3	4	3	0	3	2	1	3
Business Administration	5	8	13	6	6	12	4	5	9	10	2	12	12	6	18
Chemistry	1	1	2	1	0	1	0	0	0	1	0	1	0	0	0
Child and Family Studies	n/a	n/a	n/a	1	0	1	0	1	1	0	1	1	0	2	2
Communication	2	1	3	0	2	2	0	1	1	0	2	2	1	6	7
Computer Science	1	0	1	2	0	2	3	0	3	4	0	4	1	2	3
Dance	1	1	2	1	2	3	0	0	0	0	2	2	0	1	1
Economics	6	5	11	7	3	10	3	3	6	2	6	8	3	2	5
English	0	2	2	1	3	4	1	3	4	1	0	1	0	2	2
Film Production	2	1	3	1	2	3	0	1	1	0	1	1	1	1	2
Forest Resource Mgmt.	0	0	0	0	2	2	0	1	1	3	2	5	0	1	1
French	1	1	2	0	1	1	0	0	0	1	1	2	0	2	2
German	0	1	1	0	1	1	2	1	3	2	1	3	0	1	1
Health Studies	1	4	5	2	2	4	2	8	10	1	3	4	0	3	3
Health Teaching	0	0	0	0	2	2	0	0	0	0	1	1	0	0	0
History	4	1	5	3	1	4	0	2	2	0	2	2	3	2	5
Latin	0	0	0	0	0	0	0	2	2	0	1	1	0	0	0
Law, Ethics, and Society	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	2	2	1	5	6
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	0	5	2	1	3
Music	0	1	1	0	2	2	0	1	1	0	0	0	1	1	2
Peace and Social Justice Studies	0	6	6	0	1	1	1	3	4	2	6	8	0	2	2
Philosophy	1	0	1	2	1	3	3	2	5	0	3	3	1	0	1
Physics	4	0	4	1	0	1	3	0	3	0	1	1	0	0	0
Political Science	0	1	1	1	1	2	0	2	2	4	1	5	1	2	3
Religion	2	0	2	0	0	0	0	0	0	1	0	1	0	3	3
Sociology	0	0	0	2	0	2	0	1	1	0	2	2	0	1	1
Spanish	2	5	9	0	3	3	0	4	4	0	5	5	0	2	2
Sustainability and Environmental Studies	3	3	6	1	2	3	1	2	3	0	9	9	4	7	11
Theatre	2	4	6	0	1	1	0	4	4	0	2	2	1	2	3
Women's & Gender Studies	0	1	1	0	7	7	0	2	2	2	4	6	2	4	6
TOTAL	51	71	122	40	58	98	29	70	99	51	68	119	44	75	119

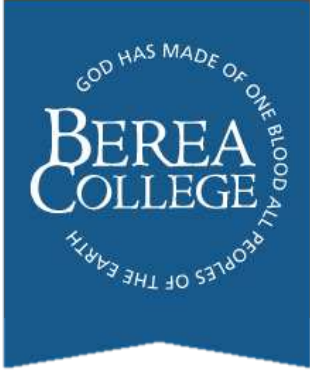
* These are duplicate headcounts that include double minors.

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

Compiled by: Office of Institutional Research and Assessment, October 2020.

Special Learning Opportunities

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



Special Learning Opportunities Highlights

Academic Year 2019-20 Graduates

94%
of 2019-20 graduates participated in at least one of these opportunities

Education Abroad

47% of graduates participated



Internships



55% of graduates participated

Service-Learning

56% took a service-learning course
33% volunteered through CELTS



Undergraduate Research



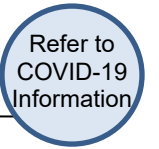
12% of graduates participated

EDUCATION ABROAD

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

EDUCATION ABROAD PARTICIPANTS

Period of Time Spent Abroad	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Full academic year	2	3	3	1	0
Full semester	32	48	39	28	26
Less than a full semester	<u>124</u>	<u>96</u>	<u>239</u>	<u>148</u>	<u>16</u>
TOTAL	158	147	281	177	42



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

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Total number of graduates	305	317	301	306	356
Number of graduates who participated in Education Abroad while a student	139	140	132	143	166
Percent of graduates who participated:	46%	44%	44%	47%	47%

Source: *2020 – 2021 College Catalog*
 Center for International Education, October 2020
 Office of Institutional Research and Assessment, October 2020

**EDUCATION ABROAD:
COUNTRIES ORGANIZED BY CONTINENT
5-Year Summary: Academic Years 2015-16 through 2019-20**

Berea College students have participated in education abroad programs in **63** countries. Campus sponsors of these experiences include the Center for International Education (CIE), the Foreign Languages Department, the Mathematics Department, the Campus Christian Center (CCC), the Center for Excellence in Learning through Service (CELTS), Internship and Career Development Office, and the Entrepreneurship for the Public Good (EPG) Office.

Africa – 9 Countries

Egypt
Gambia
Ghana
Morocco
Rwanda
Senegal
South Africa
Tanzania
Tunisia

Asia – 15 Countries

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

Europe – 22 Countries

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

Europe, continued

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

Oceania – 2 Countries

Australia
New Zealand

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

Argentina
Brazil
Canada
Chile
Costa Rica
Cuba
Ecuador
Guatemala
Honduras
Jamaica
Mexico
Nicaragua
Panama
Peru
Uruguay

ACADEMIC INTERNSHIPS

Internships is an experiential education program designed to allow students to earn academic credit while gaining practical, professional experience in the workplace. Rising sophomores, juniors, and seniors in good standing are eligible, although typically it is rising juniors and seniors who participate.

Although employers are encouraged to offer paid positions, many internships are unpaid by the organization. As a result, the College provides financial support to help make it possible for eligible students to participate in unpaid internships.

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

Number of Internships Completed

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Fall	3	0	6	1	1
Spring	7	6	1	3	1
Summer	<u>230</u>	<u>254</u>	<u>240</u>	<u>277</u>	<u>9</u>
TOTAL	240	260	247	281	11

Refer to
COVID-19
Information

Highlights Based on Internship Survey from previous 2018-2019 survey (99% response rate)

- 281 students representing 32 majors participated in internships in 32 states and 8 countries
- 96% reported that they are better prepared to enter the professional world as a result of their internship
- 96% reported that they achieved the learning goals specified in their internship proposals
- 97% rated their overall internship experience as excellent, very good, or good
- 82% received full or partial funding from Berea to cover expenses related to the internship
- 3% participated in internships in international settings
- 15% of Berea students reported that they received a full-time job offer from the organization

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

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Total number of graduates:	305	317	301	306	356
Number of graduates who participated in an internship:	161	165	163	172	196
Number of internships in which graduates participated:	196	204	215	221	257
Percent of graduates who participated in an internship:	53%	52%	54%	56%	55%

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

Source: Office of Internships, September 2020
Office of Institutional Research and Assessment, October 2020

CENTER FOR EXCELLENCE IN LEARNING THROUGH SERVICE (CELTS) AND THE SERVICE-LEARNING PROGRAM

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

Co-curricular Community Service

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

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

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Volunteers	200	256	229	115	211

Refer to
COVID-19
Information

NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Total number of graduates	305	317	301	306	356
Number of graduates who volunteered through CELTS	72	106	99	79	117
Percent of graduates who volunteered:	24%	33%	33%	26%	33%

Source: Center for Excellence in Learning through Service (CELTS), October 2020
Office of Institutional Research and Assessment, October 2020

CELTS and the Service-Learning Program, continued

Academic Service-Learning

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

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

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

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

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Service-Learning Courses	19	18	16	12	19
Academic Departments Represented	15	15	13	6	13
Faculty Teaching Service-Learning Courses	15	17	13	9	18
Students Enrolled in Service-Learning Courses	287	264	238	170	289

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

	Academic Years				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Total number of graduates	305	317	301	306	356
Number of graduates who participated in at least one service-learning course	198	193	177	167	201
Percent of graduates who participated:	65%	61%	59%	55%	56%

Source: Center for Excellence in Learning through Service (CELTS), October 2020
Office of Institutional Research and Assessment, October 2020

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

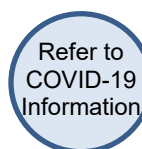
The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors a high-impact learning opportunity not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor engage a project for eight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

The goals of the program include:

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

Number of Undergraduate Research and Creative Projects and Participants

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students*</u>
2011	15	15	33
2012	15	19	38
2013	14	16	36
2014	18	18	48
2015	17	19	43
2016	17	18	49
2017	15	17	49
2018	14	14	38
2019	17	18	42
2020	4	5	10



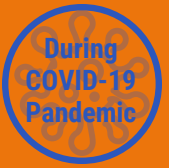
*Other students may have participated in the program but were funded by sources other than the URCPP budget. Additional program-approved undergraduate research experiences take place on and off campus, as well.

Source: Office of Academic Affairs, September 2020

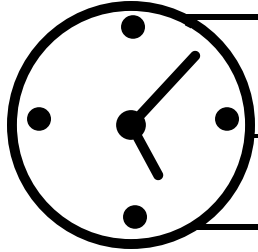
Student Labor

- Highlights
- Summary of Labor Contract Assignments by Departmental Categories
- Labor Departments
- Average Hours Worked Per Week by Student Classification
- The Student Labor Program: A Practical Education Program
 - Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors
 - Labor Experience Evaluation (LEE) Results
 - Learning through Work Experiences
 - Relationship between Work and Academics
 - Supporting the Four Core General Education Goals
 - Evaluating the Importance of the Labor Experience

Student Labor Highlights



Fall 2020



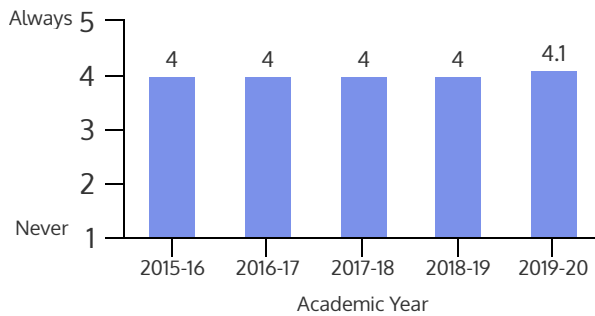
11,792 Total Hours Contracted (includes both remote and in-person) per Week (a decrease of 7,620 hours from Fall 2019)

23% Contracted for More than 10 Hours/Week (Fall 2019 was 40%)

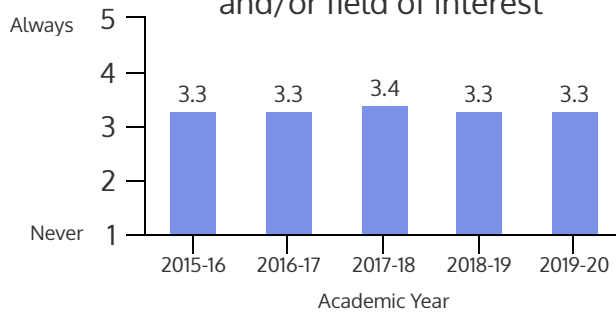
Based on the Labor Experience Evaluation (LEE)

Relationship between Work and Academics

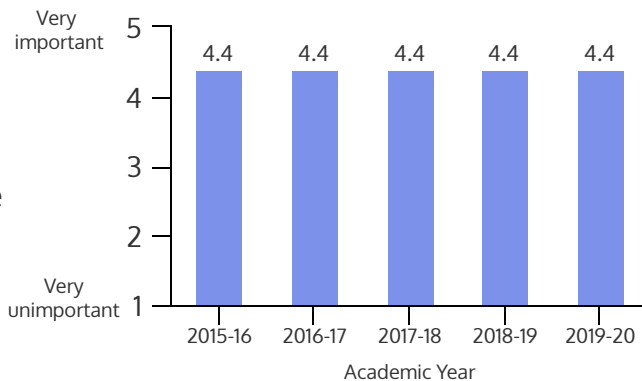
Skills I'm learning at work are supporting my academic development



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



I consider my labor experience to be...



Overall Student Labor Evaluation (SLE) Score Spring 2020

Given by Labor Supervisors (Primary Positions Only)

Exceptional labor performance

35%

Exceeds expectations

44%

Meets expectations

19%

Needs improvement

1%

Not meeting expectations

<1%

SUMMARY OF LABOR CONTRACT ASSIGNMENTS BY DEPARTMENTAL CATEGORIES FALL 2020

(As of August 18, 2020)

Departmental Categories	Entering Students		All Students			
	Primary Positions Only		All Degree-Seeking Students*		Total Hours Contracted Per Week	Mean Hours Contracted Per Week
	First-Year Students	Transfer Students	Primary	Secondary		
Academic Support	5	2	70	4	794	11.03
Alumni and College Relations	1	0	19	3	234	10.64
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	63	6	86	0	899	10.45
College Community Service	12	0	47	0	515	10.96
College Farms	12	4	42	3	521	11.58
College Related	0	0	2	0	20	10.00
Community Partnerships	0	0	0	0	0	0
Facilities Operations	109	8	160	0	1,631	10.26
General and Administrative	12	1	82	2	926	11.02
Instruction	6	0	247	40	2,895	10.12
Student Industries: Crafts/Services	37	1	97	3	1,044	10.55
Student Services	38	8	184	10	2,313	11.92
No Berea College Job**	n/a	n/a	396	n/a	-	-
No Labor***	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>-</u>	<u>-</u>
TOTAL	295	30	1,432	65	11,792	10.76

NOTE: Includes all students working in the Labor Program (on campus and remotely).

Refer to
COVID-19
Information

- 263 Extended *primary* position for more than ten hours per week and did not have a secondary position
- 9 Extended *primary* position for more than ten hours per week with a secondary position.
- 56 Contracted in both a primary and at least one secondary position.
- 328 Contracted for more than ten hours a week. (23% of all degree-seeking students)

*Includes first-year and transfer students.

**Students who were taking classes remotely and did not have a Berea College labor position.

***Includes degree-seeking students who are excused from labor for various reasons such as off-campus opportunities and student teaching.

- NOTES: 1. For a breakdown of departments within the various categories, please see the next two pages.
2. Minimum Labor Requirements: 10 hours per week for the full term for a total of 160 hours
3. Pay Ranges, 2020 – 2021: \$ 5.60 - \$ 6.80; Unclassified \$ 6.95; Labor Pool: \$7.25; Break rate: (Thanksgiving, Christmas, and Spring): \$7.50; Break Rate (summer): \$8.75

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

Compiled by: Office of Institutional Research and Assessment, October 2020

LABOR DEPARTMENTS

Academic Support (N = 17 Departments)

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

Alumni and College Relations (N = 3 Departments)

Alumni Relations
College Relations
Marketing and Communication

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

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

Dining Services

College Community Service (N = 12 Departments)

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

College Farms (N = 3 Departments)

Administrative Staff
Farm Store
Farms

College Related (N = 1 Department)

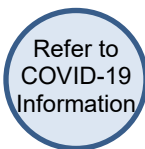
Brushy Fork Institute

Community Partnerships (N = 0 Departments)

Due to COVID-19, there were no labor positions approved with our community partners for Academic Year 2020-21.

Facilities Operations (N = 7 Departments)

Facilities Management Office	Maintenance
Forestry (including Forest Outreach Center)	Storeroom
Groundskeeping	Waste and Recycling
Housekeeping for Public Buildings	



Labor Departments, continued

General and Administrative (N = 13 Departments)

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

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

Instruction (N = 32 Departments)

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

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

Student Industries: Crafts and Services (N = 10 Departments)

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

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

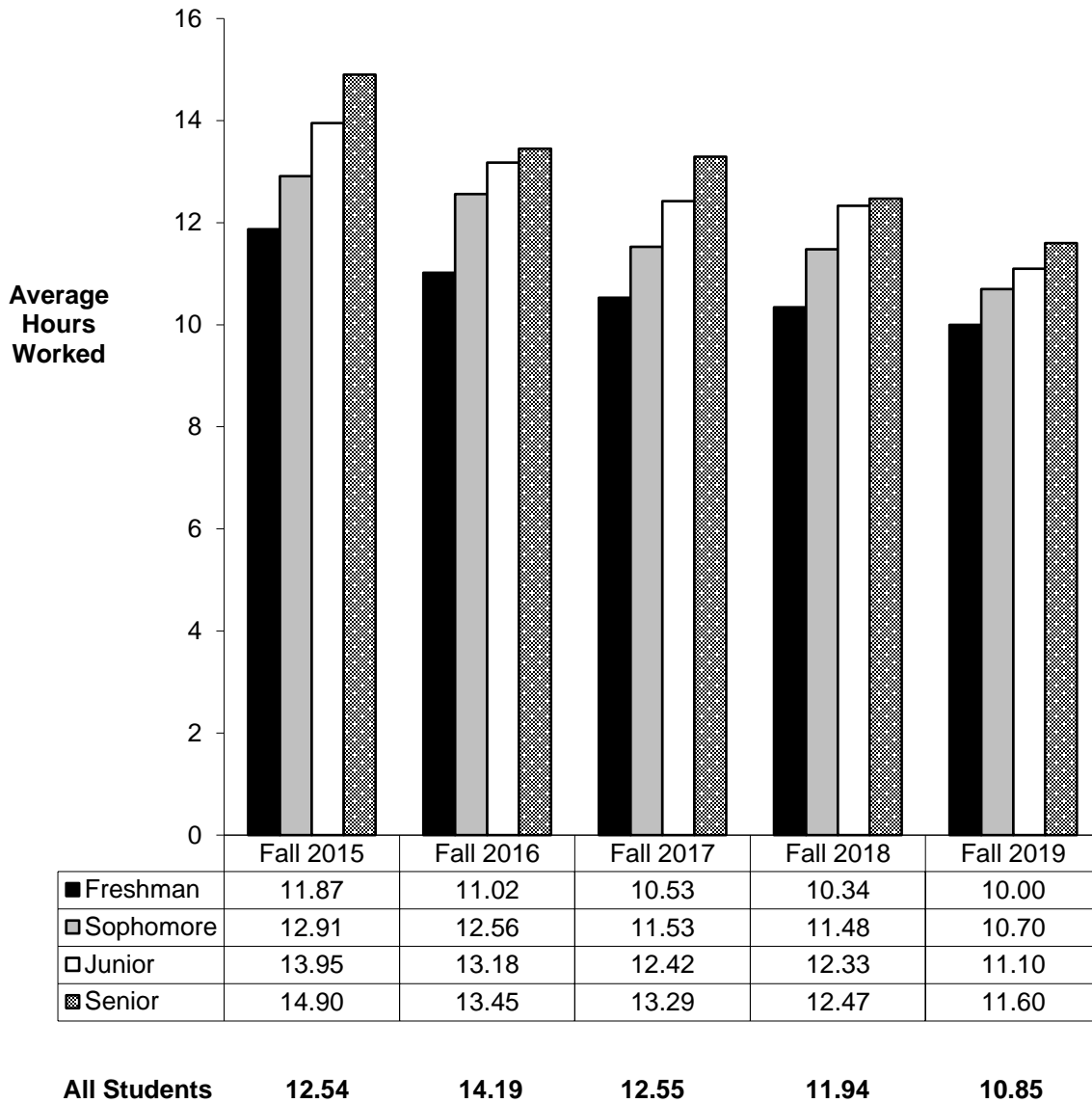
Student Services (N = 19 Departments)

Admissions
Athletic Department
Campus Christian Center
Campus Life
Berea College Express Shuttle
Campus Activities Board (CAB)
Chimes
Intramurals
Office Staff (Artists, Event, Facilities, Media)
Pinnacle
Recreation and Wellness
Student Government Association (SGA)

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

Complied by the Office of Institutional Research and Assessment, October 2020

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2020

THE STUDENT LABOR PROGRAM: A PRACTICAL EDUCATION PROGRAM

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

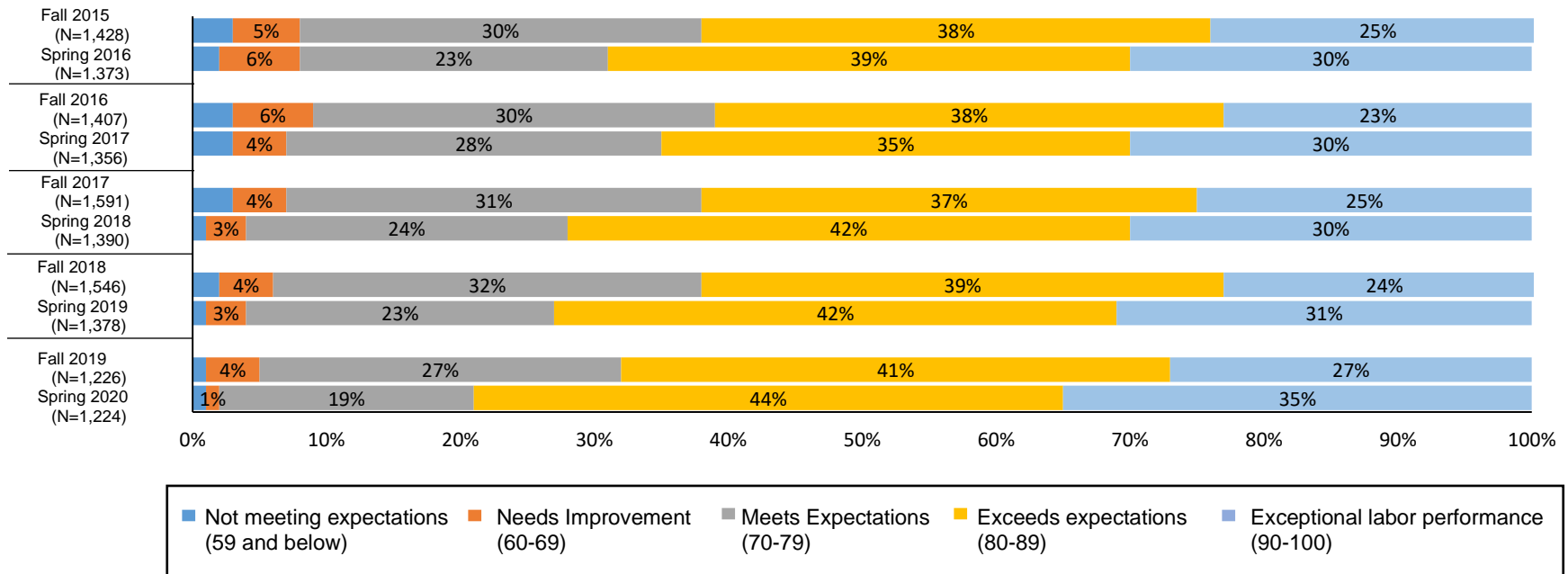
Labor Supervisor/Practical Instructor

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

Student Labor Evaluation (SLE)

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

**Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors for Primary Positions Only
Academic Years 2015-2016 through 2019-2020**



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

Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, October 2020

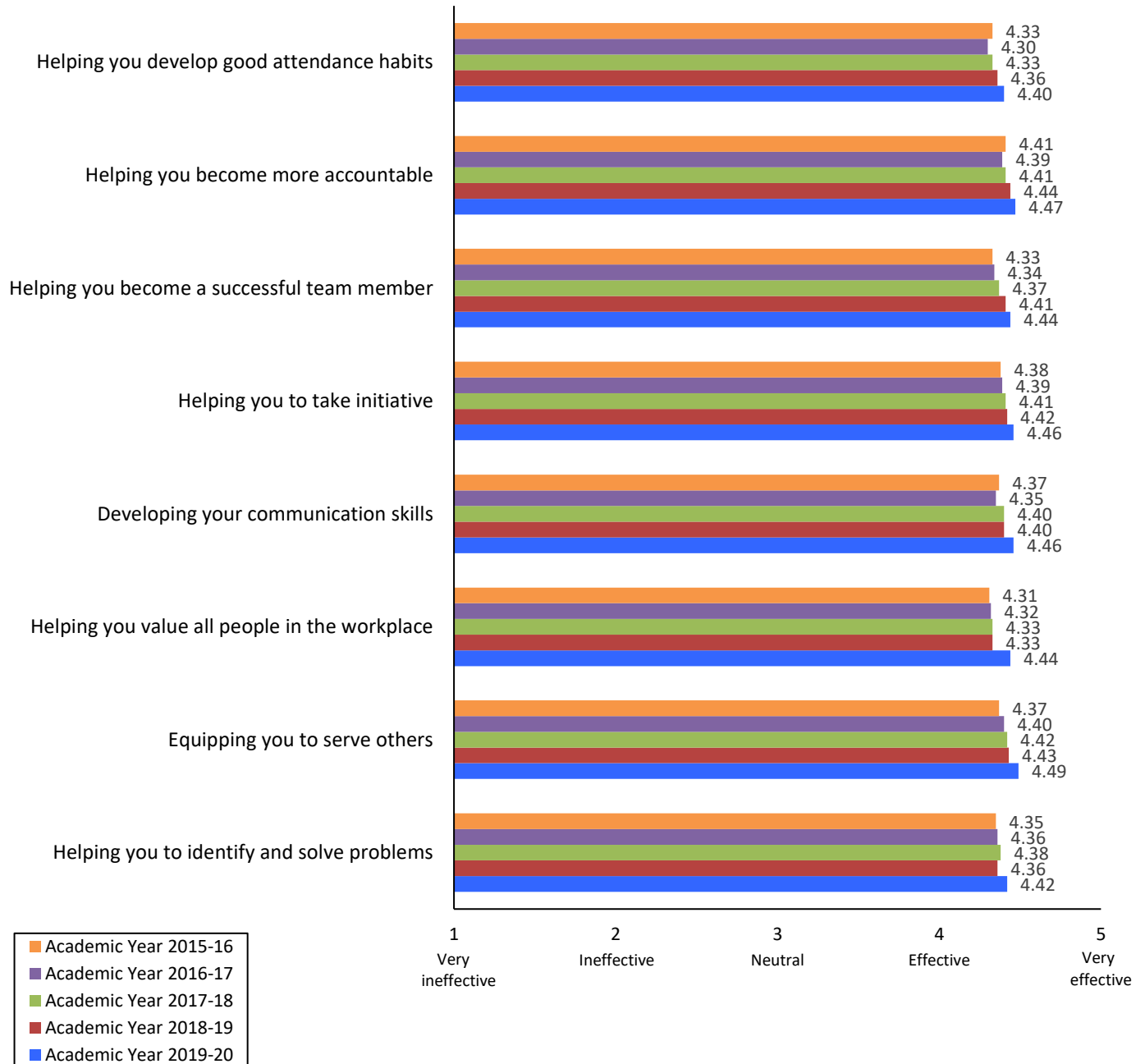
The Student Labor Program, continued:

Labor Experience Evaluation (LEE)

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

Learning through Work Experiences

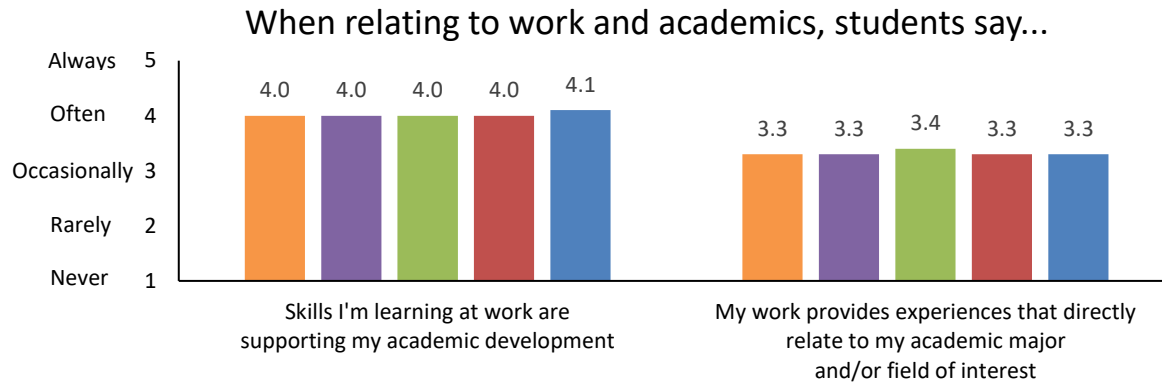
How effective has your labor experience been in..



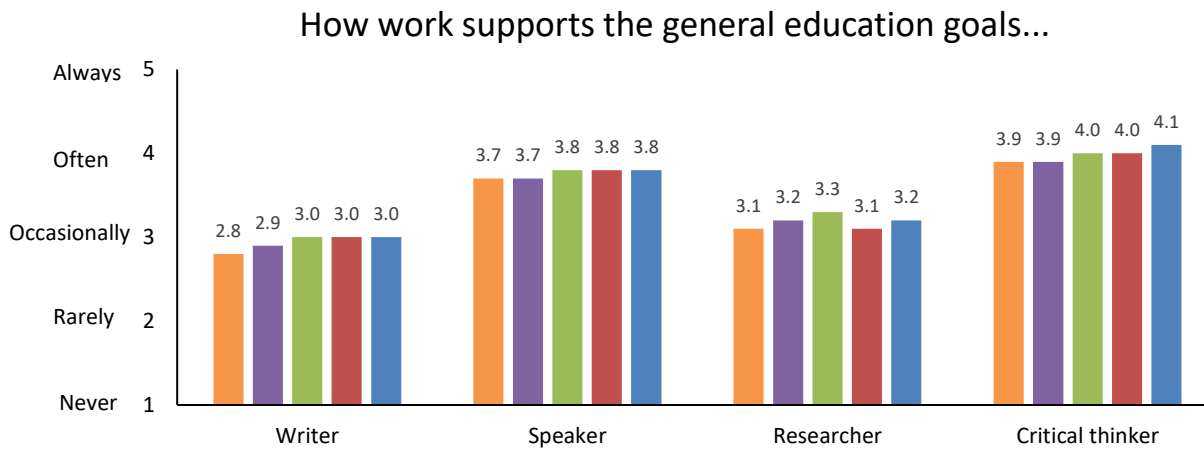
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2020

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

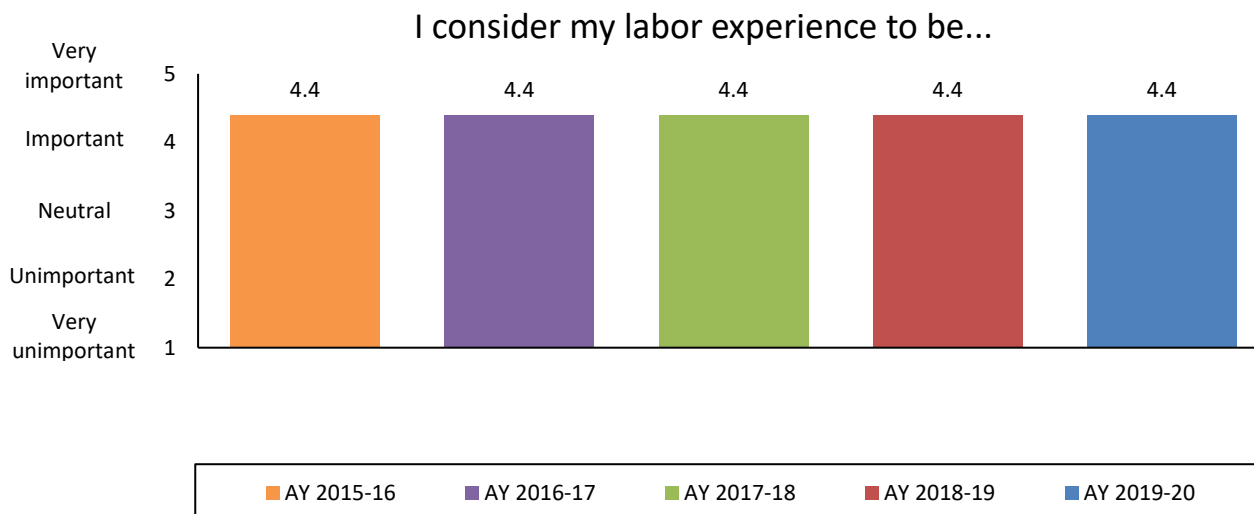
Relationship between Work and Academics



Supporting the Four Core General Education Goals



Evaluating the Importance of the Labor Experience



Student Costs

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

COST OF ATTENDANCE* AND OTHER STUDENT EXPENSES

	Academic Year <u>2016-2017</u>	Academic Year <u>2017-2018</u>	Academic Year <u>2018-2019</u>	Academic Year <u>2019-2020</u>	Academic Year <u>2020-2021</u>
Cost of Attendance*	\$ 24,900	\$ 25,200	\$39,400	\$44,100	\$44,400
Registration Costs:					
Room (Housing)	3,322	3,322	3,488	3,592	3,772
Board (Meals)	3,150	3,212	3,276	3,374	3,492
Accident Fund	20	2	2	2	2
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	34	0
Health and Dental** Fees	104	104	104	114	176
Pinnacle (School newspaper)	12	12	12	12	12
Student Engagement Fee***	n/a	n/a	n/a	n/a	34
Student Government Association	10	18	18	18	18
Technology Fee	<u>340</u>	<u>340</u>	<u>370</u>	<u>370</u>	<u>400</u>
SUBTOTAL	\$ 7,042	\$ 7,094	\$ 7,354	\$7,566	\$7,956
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,600	1,600	1,600	1,700	1,700
Transportation	<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>	<u>900</u>
SUBTOTAL	\$3,100	\$3,100	\$3,100	\$3,200	\$3,300
TOTAL STUDENT EXPENSE BUDGET	\$ 10,142	\$ 10,194	\$10,454	\$10,766	\$11,256

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

**Dental fee added in 2019-2020.

***Student Engagement fee added in 2020-21.

Definitions

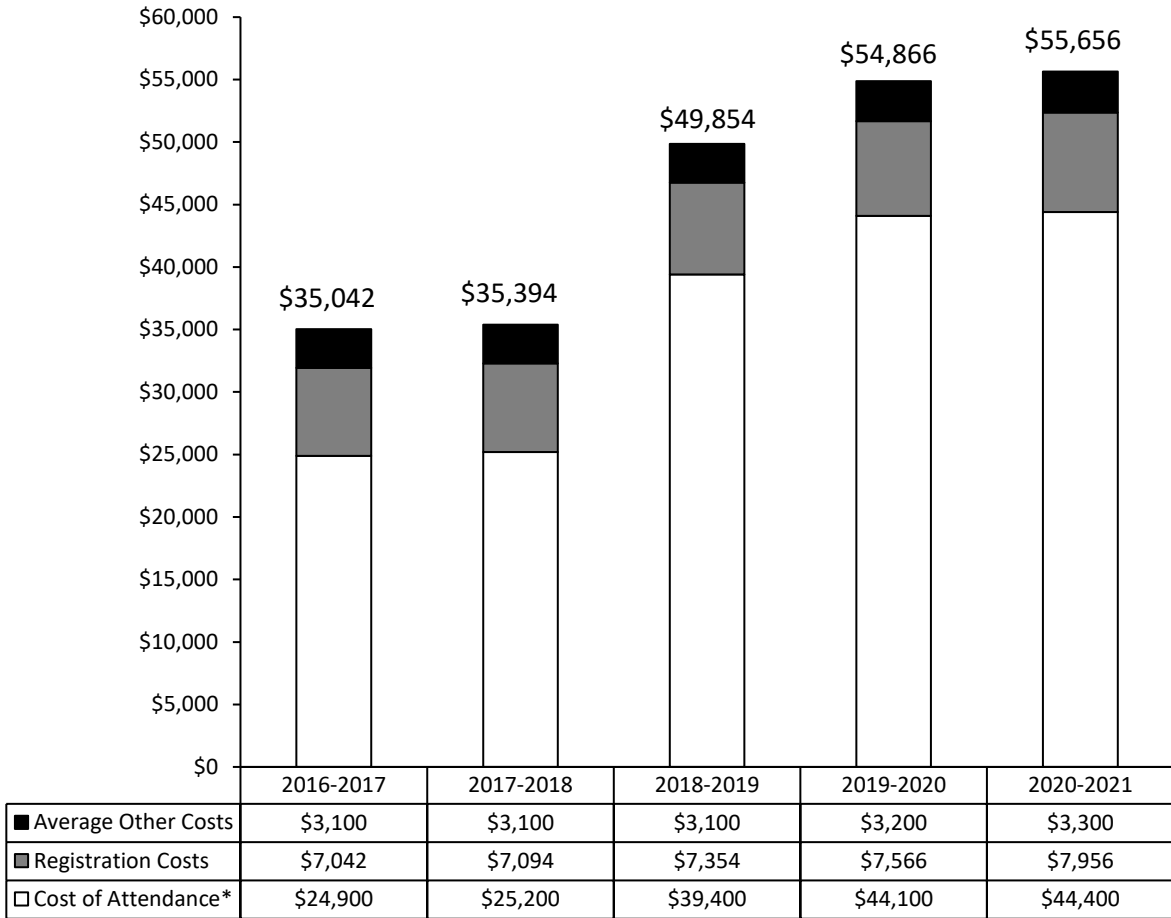
Cost of attendance is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni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

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

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

Source: Office of Student Financial Aid Services, September 2020.

TOTAL STUDENT COSTS



Academic Year

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

Definitions

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

Registration Costs include room (housing), board (meals), accident fund, campus activities fee, Chimes (school yearbook) [removed 20-21], health and dental (added in 2019-20) fees, Pinnacle (school newspaper), technology fee, student engagement fee (added 20-21) and student government association fees. For more details, please see page 112.

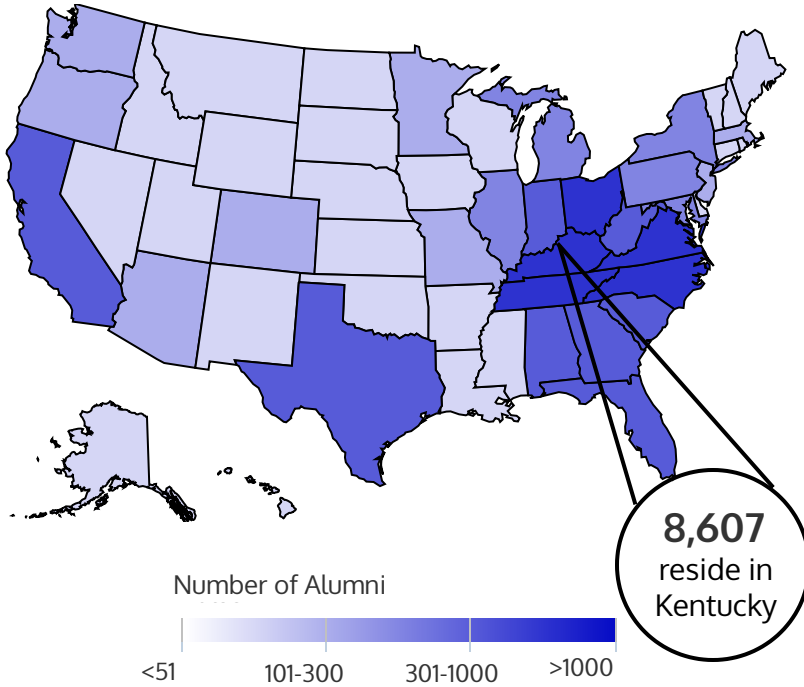
Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 112.

Source: Office of Student Financial Aid Services, September 2020.

Alumni and College Relations

- Highlights
- Alumni Executive Council
- Alumni by State and U.S. Territories (map)
- Alumni by Countries (Map)
- Alumni by Countries Organized by Continent
- Alumni by Occupation
- Alumni and Current Student Giving Summary
- Alumni Participation and Number of Donors
- Berea College Designation of Gifts, Fiscal Year Ended June 30, 2020
- Designation of Gifts, Fiscal Years 2015-2016 through 2019-2020
- Source of Gifts to Berea College
- Berea College Alumni and Friends Giving by State, U.S. Territories, and Other Countries
- Berea Fund Goals, Amount Received, and by Source
- Gifts from Alumni and Friends Organized by Number of Donors
- Gifts from Alumni and Friends Organized by Number of Gifts

Residence by State



Note: About 70% of alumni reside in the In-Territory region.

Number of Alumni by Continent

● Africa	49	● Europe	79
● Asia	91	● Oceania	4
● Western Hemisphere (Americas)*	59		

*Not including U.S.

Alumni reside in **94** countries.

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

Giving



Fiscal Year 2019-2020

13% of alumni donated to Berea

Note: COVID-19 hit the U.S. in March 2020; fiscal year ended June 30, 2020.

Top 8 Occupations

(more than 200 alumni in each category)

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

Note: Categories based on responses given by 47% of the 19,817 alumni on record. A total of 1,283 alumni are retired.

ALUMNI EXECUTIVE COUNCIL ACADEMIC YEAR 2020-2021

The Alumni Executive Council should...

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

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

Executive Committee

President

Sherry McCulley-Hall '81 (North Carolina)

President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

President-Elect

Dr. Dwayne Compton '01 (Kentucky)

Associate Vice President for Alumni Relations

Jackie Collier '80 (Kentucky)

Past President

Joe Saleem '08 (Kentucky)

Vice President of Alumni, Communications and Philanthropy

Dr. Chad Berry, Honorary '20 (Kentucky)

Alumni Trustees

Celeste Patton Armstrong '90 (Alabama)

Dr. Betty Hyatt Olinger '69 (Kentucky)

Bill Daugherty '76 (Kentucky)

Diane Artist Wallace '80 (Kentucky)

Members-At-Large

Alonzo (Lonnie) Allen, Jr '84 (Kentucky)

Zack Johnson '17 (Kentucky)

V. Eldon Ball '70 (Virginia)

Elle Keys '18 (Florida)

Dr. Geoffrey Bartlett '93 (New York)

Angie Li '16 (Tennessee)

Raymond Crenshaw '12 (DC)

Elizabeth (Libby) McCord '73 (Ohio)

Dr. Donna J. Dean '69 (West Virginia)

Tran Nguyen '17 (Indiana)

Ethan Hamblin '14 (North Carolina)

Robert Phillips '90 (Virginia)

Vallorie Henderson '79 (Kentucky)

Mahajabeen Rafiuddin '97 (Florida)

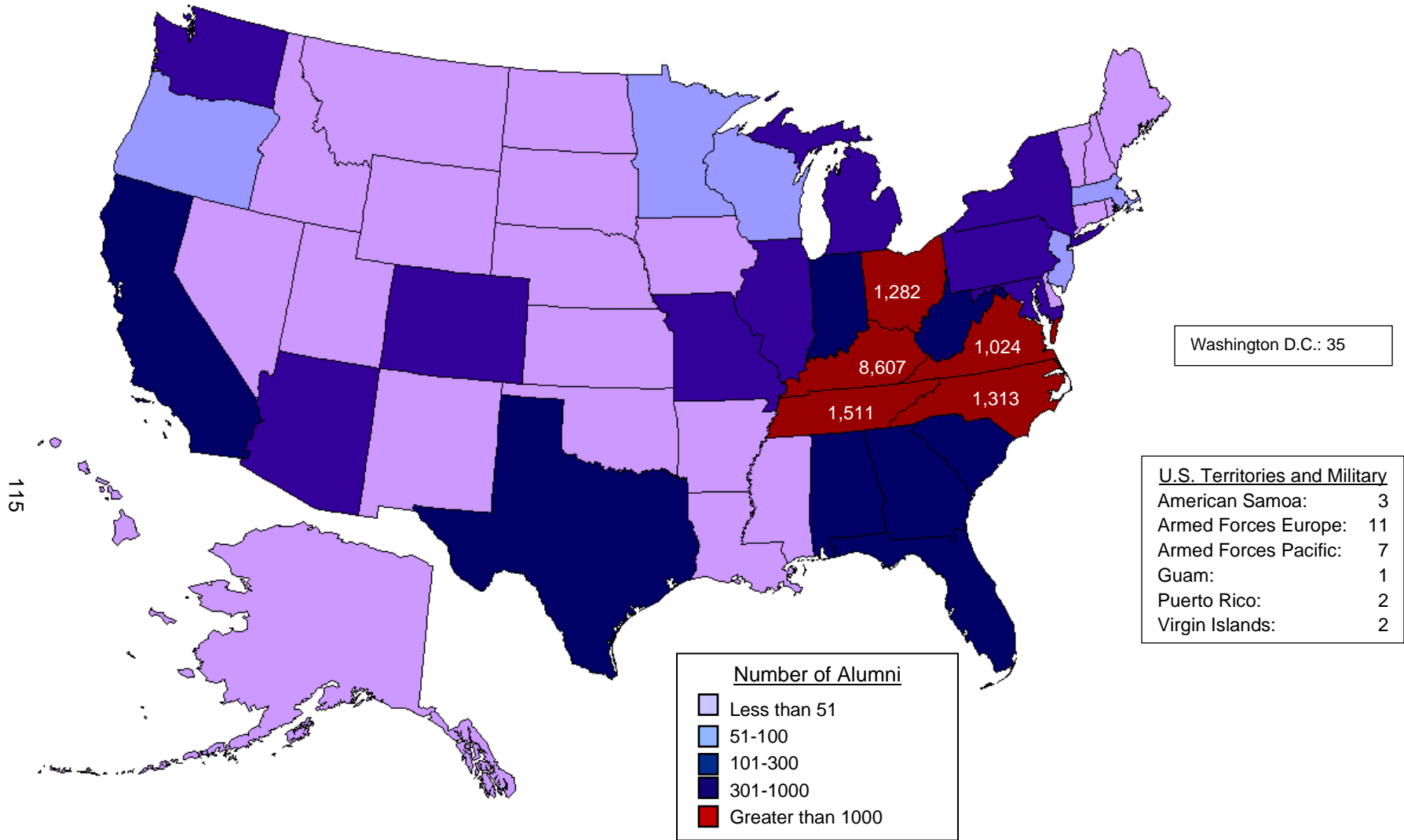
Jane Miller Hutchens '71 (Kentucky)

Carlos Verdecchia '91 (Kentucky)

Dr. Randy Johnson '91 (Kentucky)

Source: Alumni Relations website, March 2021

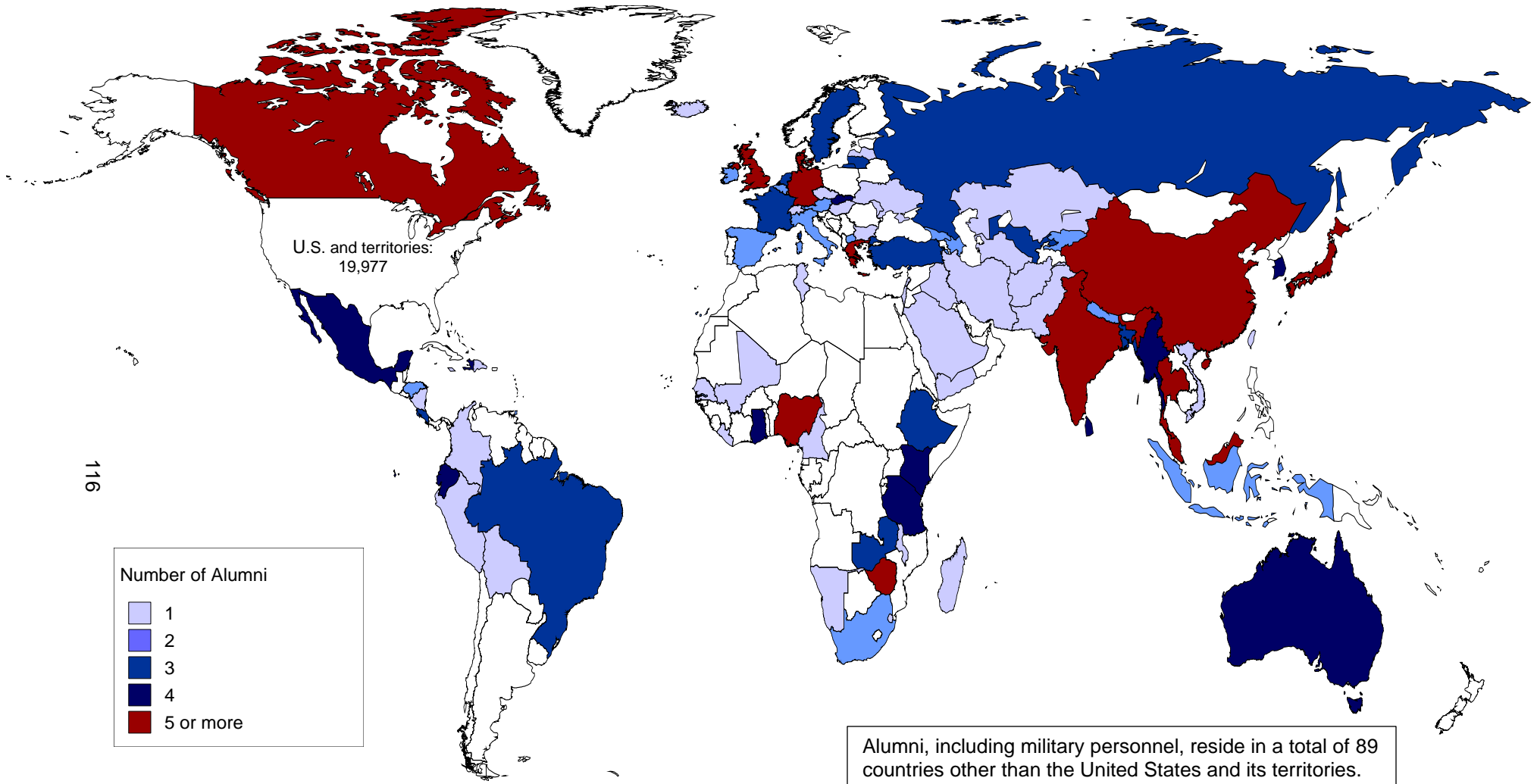
ALUMNI* BY STATE (50 STATES), U.S. TERRITORIES (4), AND WASHINGTON D.C.
As of October 2020



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

Source: Advancement Services Office, October 2020

ALUMNI* BY COUNTRY **
As of October 2020



116

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

**For more details about countries and continents, please see page 117.

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

Source: Advancement Services Office, October 2020.

**ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As of November 2020**

Africa (20 countries)

Algeria	1
Cameroon	1
Eritrea	1
Ethiopia	4
Gambia	2
Ghana	4
Kenya	5
Lesotho	1
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Nigeria	9
Senegal	1
South Africa	2
Swaziland	1
Tanzania	3
Tunisia	1
Zambia	3
Zimbabwe	6

Africa TOTAL 49

Asia (31 countries)

Afghanistan	1
Bangladesh	3
China	7
Hong Kong	3
India	10
Indonesia	3
Iran	1
Iraq	1
Israel	1
Japan	6
Kazakhstan	1
Kyrgyzstan	2
Lebanon	1
Macau	1
Malaysia	7
Myanmar	5
Nepal	3
Pakistan	2
Russia	4
Saudi Arabia	1
Singapore	3
South Korea	4
Sri Lanka	5
Taiwan	1
Tajikistan	1
Thailand	3
Turkey	3
Turkmenistan	1
Uzbekistan	4
Vietnam	2
Yemen	1

Asia TOTAL 91

Europe (25 countries)

Austria	2
Azerbaijan	2
Belgium	2
Bulgaria	1
Czech Republic	1
Denmark	6
France	3
Georgia	2
Germany	5
Greece	10
Hungary	1
Iceland	1
Ireland	2
Italy	2
Latvia	1
Lithuania	3
Macedonia	2
Moldova	1
Netherlands	3
Slovak Republic	4
Spain	2
Sweden	3
Switzerland	1
Ukraine	2
United Kingdom	17

Europe TOTAL 79

Oceania (1 country)

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

Western Hemisphere (The Americas)

(17 countries)

Bolivia	1
Brazil	3
Canada	26
Cayman Islands	1
Colombia	1
Costa Rica	3
Dominican Republic	1
Ecuador	4
Haiti	4
Honduras	2
Jamaica	1
Mexico	6
Nicaragua	1
Paraguay	1
Peru	1
Trinidad and Tobago	2
Uruguay	1

Western Hemisphere TOTAL 59

Countries Outside the U.S.	282
United States (see page 115)	19,969
U.S. Territories (see page 115)	8
Armed Forces-Europe/Pacific	18

TOTAL 20,277

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

ALUMNI* BY OCCUPATION

Accounting	161	Interior Decorating/Design	9
Administrative/Clerical/Secretarial	166	Journalism	10
Advertising	22	Judiciary	10
Agriculture/Ranching	107	Labor/Human Resources	12
Animal Science/Veterinary Medicine	14	Landscaping	13
Architecture/Urban Planning	13	Law/Legal Services	162
Art	47	Library Science	106
Arts-Fine	30	Management	338
Arts-Performing/Creative	51	Manufacturing	130
Aviation/Aerospace	12	Marketing	41
Banking	81	Mathematics/Statics	6
Biological Sciences	6	Mechanical	6
Brokerage/Securities/Investments	19	Media	11
Business-Administration	103	Medical/Health (not M.D., RN, Dentist, Pharmacy)	207
Business-Entrepreneur/Owner	174	Merchandising/Sales/Marketing	29
Business-Management	128	Military	40
Business-Owner	53	Ministry	132
Childcare	27	Missionary	4
City Service Officer	5	Musician	3
Civil Service	15	Nonprofit	15
Clergy	16	Nursing	507
Communications	36	Nutrition	31
Computing/High Technology	252	Personal Services	6
Construction/Contracting	53	Personnel/Human Resources	41
Consulting	55	Pharmacology	5
Cosmetology	1	Pharmacy	16
Counseling	119	Physical Sciences/Math	12
Crafts	12	Physician	114
Dentistry	21	Public Relations	11
Economics	4	Public Service: Firefighter, Police, Sanitation	45
Education-Administrative	546	Publishing	33
Education-Student Affairs	56	Radio/TV/Film	5
Education-Teaching	1,601	Real State	43
Energy Resources (oil, etc.)	22	Recreation/Leisure Services	14
Engineering	136	Research/Development	82
Entertainment	12	Restaurant	8
Environmental Science	31	Retired	1,283
Estate Planning/Trusts/Taxation	1	Sales	129
Extension Work	22	Science	75
Fashion/Beauty	3	Self-Employed	16
Financial Services	81	Social Science	15
Foreign Service	3	Social Work	213
Foundations	1	Sports	18
Fund Raising	35	Sports/Recreation	8
Funeral Services	4	Student	11
Government-Elected	46	Support Staff/Secretarial/Clerical	29
Government-Non-elected	176	Trade/Craft	41
Graphic Design	14	Transportation	36
Health	80	Travel Industry	8
Homemaking	218	Utilities	17
Hotel/Restaurant/Catering	34	Veterinarian	10
Import/Export	3	Volunteerism	27
Insurance	79	Writing	29
		<i>Unknown (includes other)</i>	<u>10,588</u>
		TOTAL	19,817

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

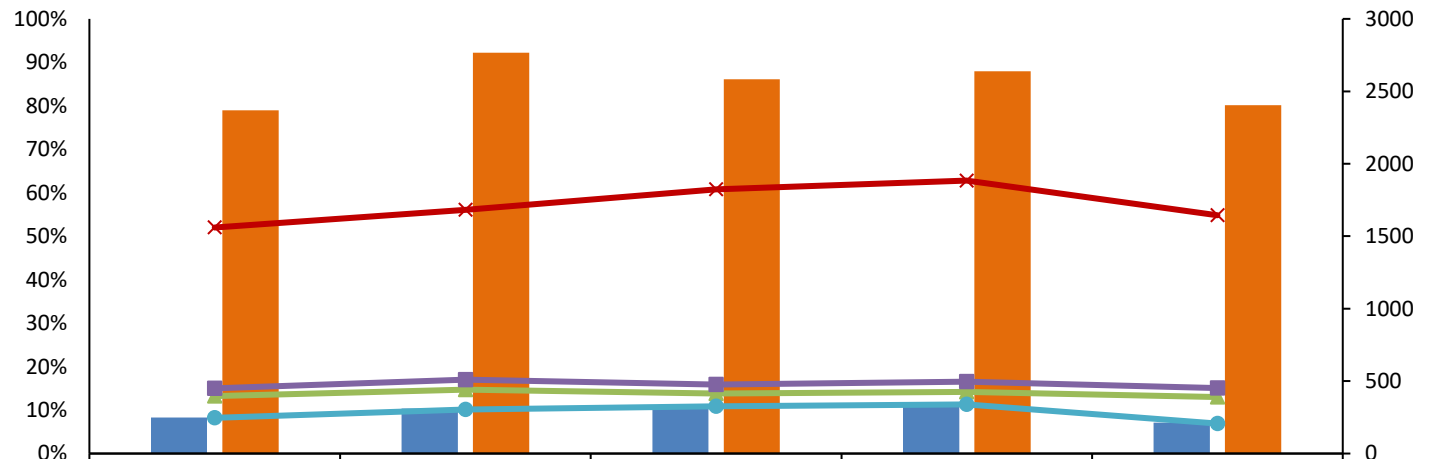
NOTE: Updates from news items sent by alumni are used. Of the 19,817 alumni on record, information on occupations is known for 47%.

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Alumni Berea Fund - Goal	\$ 1,050,000.00	\$ 1,050,000.00	***	***	***
Alumni Berea Fund - Received	1,366,173.04	1,358,665.81	1,060,038.97	1,130,540.56	1,307,849.65
Other Gifts (includes gift-in-kind)	<u>3,962,442.35</u>	<u>6,969,543.34</u>	<u>3,869,984.73</u>	<u>4,688,960.93</u>	<u>10,088,825.79</u>
TOTAL	\$ 5,328,615.39	\$ 8,328,209.15	\$ 4,930,023.70	\$ 5,819,501.49	\$ 11,396,675.44

ALUMNI* AND CURRENT STUDENT PARTICIPATION AND NUMBER OF DONORS



	2016	2017	2018	2019	2020
Number of Young Alumni** Donors	249	310	325	332	213
Number of All Alumni* Donors	2,368	2,767	2,584	2,639	2,405
All Alumni* - Participation	13.2%	14.7%	13.8%	14.2%	13.0%
All Graduates - Participation	15.0%	17.0%	15.9%	16.5%	15.1%
Young Graduates** - Participation	8.2%	10.1%	10.9%	11.3%	6.9%
Current Students - Participation	52.0%	56.1%	60.8%	62.8%	54.8%

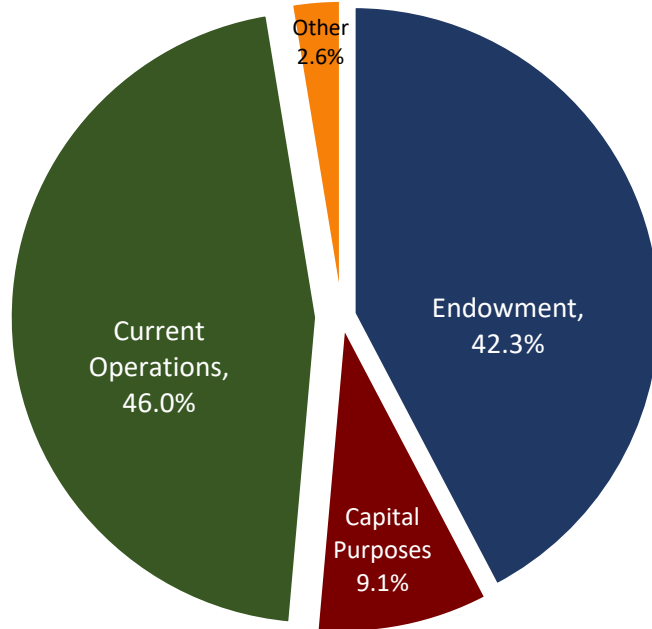
*Alumni includes graduates as well as anyone who received academic credit from Berea College.

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

***There was no Alumni Berea Fund goal in Fiscal Years 2018, 2019, and 2020.

Source: Advancement Services Office, October 2020

**BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2020**



Current Operations

Berea Fund – Unrestricted	4,848,203.71	
Perpetual Trusts – Unrestricted	931,878.12	
Student Aid – Restricted	108,162.21	
Other – Restricted	11,353,405.47	
SUBTOTAL – CURRENT OPERATIONS		\$17,241,649.51

Capital Purposes

\$3,428,949.60

Endowment

Restricted	6,167,853.39	
Unrestricted	9,704,154.80	
SUBTOTAL – ENDOWMENT		\$15,872,008.19

Other

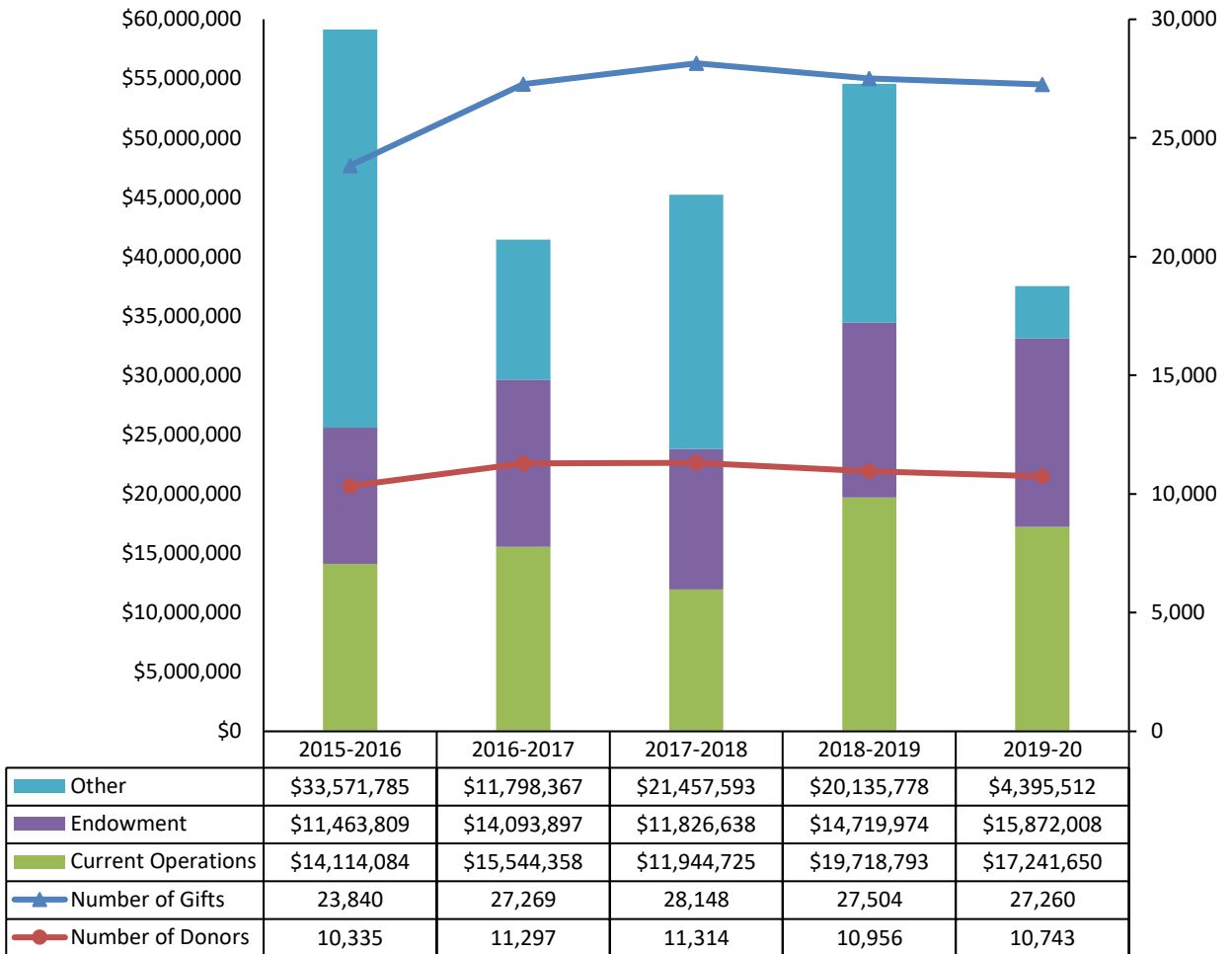
Student Loan Fund	200.00	
Gift Value of Life Income Agreements	601,809.30	
Gifts-In-Kind	364,553.00	
SUBTOTAL – OTHER		\$966,562.30

GRAND TOTAL

\$37,509,169.60

Source: Advancement Services Office, October 2020

DESIGNATION OF GIFTS Fiscal Years 2015 - 2016 through 2019 - 2020

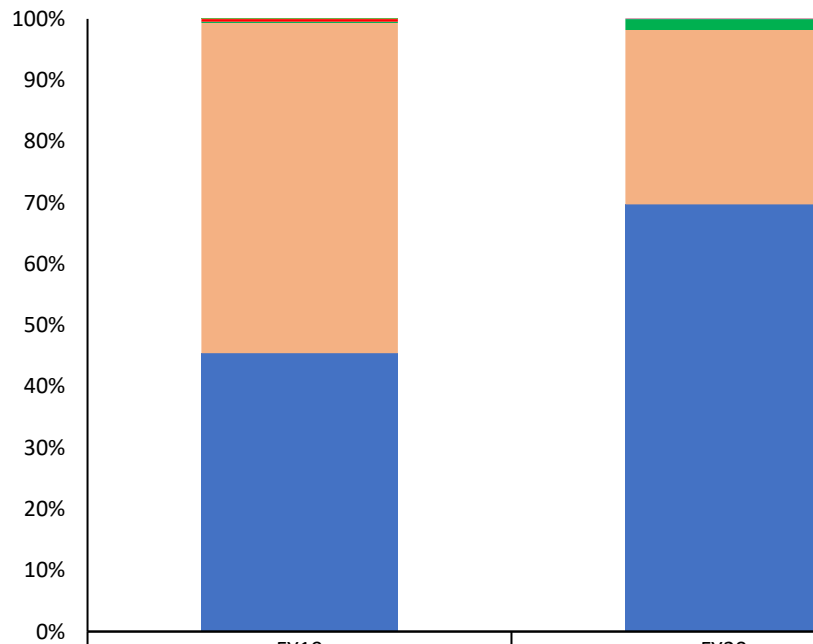


Source: Advancement Services Office, October 2020

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2019 and 2020

Fiscal Year Ended June 30

	<u>2019</u>	<u>2020</u>
Berea College Advancement Efforts*	\$ 24,801,495.90	\$ 26,155,217.60
Private Foundation**	\$ 29,401,329.00	\$ 10,666,976.00
Grow Appalachia**	\$ 127,200.00	\$ 679,344.00
Partners for Education**	\$ 236,220.00	\$ 632.00
Brushy Fork**	\$ 7,500.00	\$ 7,000.00
Forestry	\$ 800.00	\$ ----
TOTAL	\$ 54,574,544.90	\$ 37,509,169.60



	FY19	FY20
Forestry	\$800.00	\$0.00
Brushy Fork**	\$7,500.00	\$7,000.00
Partners for Education**	\$236,220.00	\$632.00
Grow Appalachia**	\$127,200.00	\$679,344.00
Private Foundation**	\$29,401,329.00	\$10,666,976.00
Berea College Advancement Efforts*	\$24,801,495.90	\$26,155,217.60

*Includes funds raised from foundations, corporations, organizations, religious groups, fund-raising consortia, alumni, individuals other than alumni, and bequests.

**Funds raised by departments outside of College Relations.

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, DISTRICT OF COLUMBIA, U.S. TERRITORIES,
MILITARY AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2020

	Number of Gifts	Dollar Amount		Number of Gifts	Dollar Amount
Alabama	344	\$ 335,617	Nevada	42	\$ 74,652
Alaska	15	2,170	New Hampshire	70	62,975
Arizona	209	170,990	New Jersey	332	136,295
Arkansas	71	6,294	New Mexico	95	154,075
California	1,382	2,504,613	New York	896	954,340
Colorado	209	179,655	North Carolina	1,017	549,013
Connecticut	257	263,442	North Dakota	5	190
Delaware	75	258,971	Ohio	1,124	1,607,586
Florida	869	873,864	Oklahoma	26	2,356
Georgia	475	345,372	Oregon	194	23,789
Hawaii	61	3,156	Pennsylvania	559	920,081
Idaho	17	2,665	Rhode Island	35	38,914
Illinois	591	2,464,276	South Carolina	248	326,116
Indiana	439	115,059	South Dakota	5	17,120
Iowa	88	169,596	Tennessee	800	1,581,507
Kansas	101	14,585	Texas	589	1,009,844
Kentucky	11,987	5,151,416	Utah	65	54,210
Louisiana	36	58,274	Vermont	87	13,691
Maine	141	62,702	Virginia	777	1,237,100
Maryland	409	368,282	Washington	252	131,819
Massachusetts	439	319,787	West Virginia	209	104,200
Michigan	411	2,594,707	Wisconsin	260	86,843
Minnesota	297	11,435,467	Wyoming	23	3,754
Mississippi	38	21,181	District of Columbia	161	298,987
Missouri	191	351,499	Puerto Rico	6	220
Montana	33	4,185	Virgin Islands	1	100
Nebraska	51	2,120	Armed Forces	0	0

STATES, D.C., U.S. TERRITORIES, AND MILITARY TOTAL 27,114 37,469,721.02

Countries Outside the United States

Algeria	5	\$ 5	Namibia	3	\$ 9
Belgium	2	2,362	Nepal	10	40
Canada	39	29,282	Sri Lanka	13	42
Greece	1	100	Tajikistan	5	15
Hong Kong	1	3,000	Ukraine	5	15
Indonesia	3	9	United Kingdom	1	2,000
Kenya	13	13	Uzbekistan	5	25
Lesotho	5	20	Vietnam	11	44
Mexico	1	2,414	Zimbabwe	10	10
Myanmar	10	40	Country not available	3	3

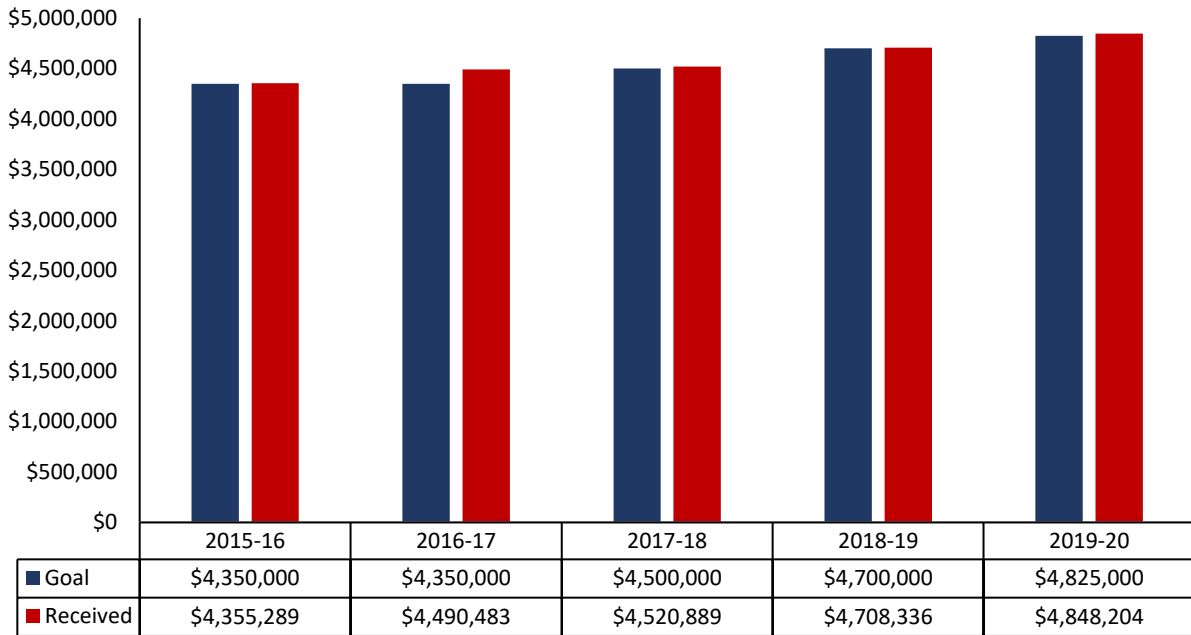
COUNTRIES OUTSIDE THE U.S. TOTAL 146 39,448.58

TOTAL* 27,260 \$37,509,169.60

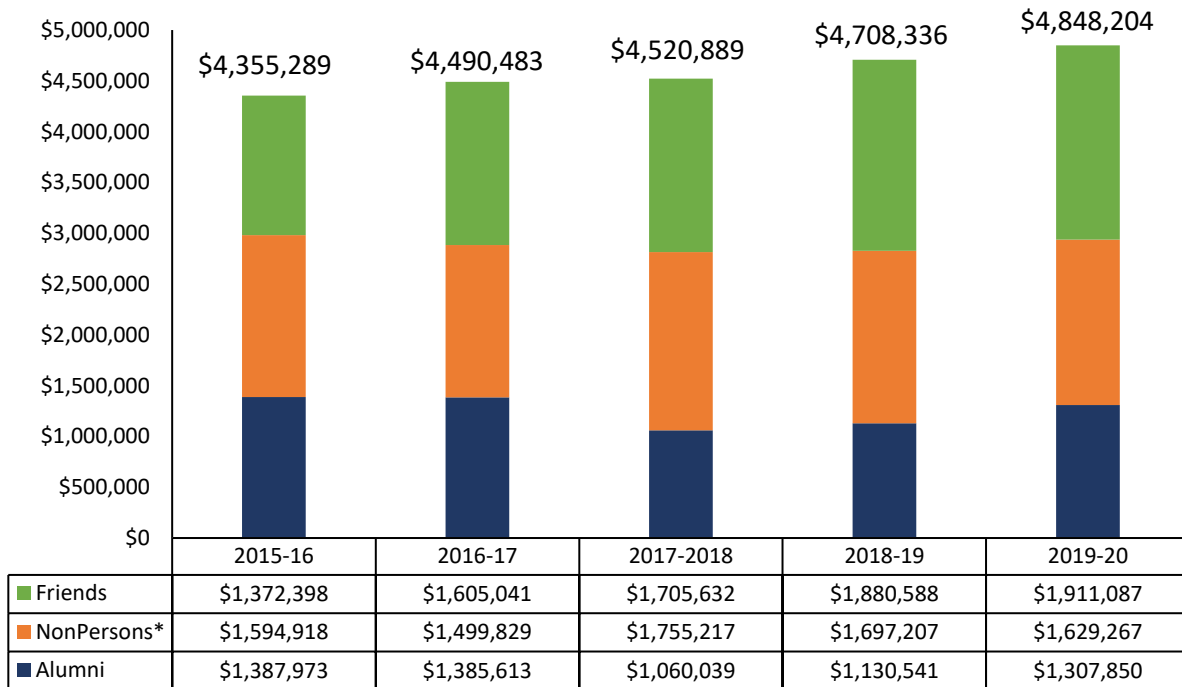
*Includes gifts-in-kind and bequests.

BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2015-16 THROUGH 2019-20

Berea Fund Goals and Amount Received



Berea Fund Gifts by Source



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

Source: Advancement Services Office, October 2020

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2020

<u>Dollar Range</u>	<u>Number of Donors*</u>	<u>Percent of Total Donors</u>	<u>Dollar Amount**</u>	<u>Percent of Total \$ Amount</u>
Less than 10	358	3.49%	1,554.83	0.00%
10-24	1,148	11.19%	17,564.19	0.05%
24-49	1,624	15.83%	48,603.17	0.13%
50-99	2,146	20.91%	117,383.67	0.31%
100-199	2,188	21.32%	240,445.67	0.64%
200-499	1,237	12.06%	330,409.19	0.88%
500-749	452	4.41%	243,390.34	0.65%
750-999	83	0.81%	68,872.71	0.18%
1,000--2,499	480	4.68%	644,355.92	1.72%
2,500--4,999	149	1.45%	472,614.26	1.26%
5,000--7,499	119	1.16%	653,343.84	1.74%
7,500--9,999	31	0.30%	264,246.84	0.70%
10,000--19,999	87	0.85%	1,125,331.22	3.00%
20,000--29,999	48	0.47%	1,109,314.01	2.96%
30,000--49,999	40	0.39%	1,467,179.96	3.91%
50,000--69,999	19	0.19%	1,055,388.39	2.81%
70,000--99,999	7	0.07%	549,074.68	1.46%
100,000--149,999	17	0.17%	1,885,707.22	5.03%
150,000--249,999	10	0.10%	1,984,806.68	5.29%
250,000--499,999	8	0.08%	2,417,609.73	6.45%
500,000--999,999	4	0.04%	2,808,117.48	7.49%
1,000,000--2,499,999	4	0.04%	5,953,971.78	15.87%
2,500,000 and up	2	0.02%	14,049,883.82	37.46%
TOTAL	<u>10,261</u>		<u>\$37,509,169.60</u>	

The 10,261 donors gave 27,260 gifts in FY 2020 for a total of \$37,509,169.60.

Average (Mean) \$3,108.99
 Median \$50.00
 Mode \$50.00

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

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

Source: Advancement Services Office, October 2020

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS*
For Fiscal Year Ended June 30, 2020

<u>Dollar Range</u>	<u>Number of Gifts*</u>	<u>Percent of Total # of Gifts</u>	<u>Dollar Amount*</u>	<u>Percent of Total \$ Amount</u>
Less than 10	10,364	38.02%	31,268.30	0.08%
10-24	3,504	12.85%	49,045.95	0.13%
25-49	3,671	13.47%	100,796.28	0.27%
50--99	3,344	12.27%	177,573.53	0.47%
100--199	3,242	11.89%	342,012.68	0.91%
200--499	1,290	4.73%	326,705.06	0.87%
500--749	572	2.10%	295,882.20	0.79%
750--999	59	0.22%	49,449.79	0.13%
1,000--2,499	531	1.95%	686,328.95	1.83%
2,500--4,999	185	0.68%	584,822.17	1.56%
5,000--7,499	168	0.62%	918,751.70	2.45%
7,500--9,999	48	0.18%	418,824.01	1.12%
10,000--19,999	108	0.40%	1,347,357.90	3.59%
20,000--29,999	56	0.21%	1,308,329.67	3.49%
30,000--49,999	36	0.13%	1,337,480.26	3.57%
50,000--69,999	23	0.08%	1,287,411.72	3.43%
70,000--99,999	9	0.03%	720,031.98	1.92%
100,000--149,999	18	0.07%	2,014,858.91	5.37%
150,000--249,999	11	0.04%	1,938,577.93	5.17%
250,000--499,999	7	0.03%	2,378,159.06	6.34%
500,000--999,999	8	0.03%	5,670,700.06	15.12%
1,000,000--2,499,999	4	0.01%	5,568,647.06	14.85%
2,500,000 and up	2	0.01%	9,956,154.43	26.54%
TOTALS	<u>27,260</u>		<u>\$37,509,169.60</u>	

The 10,261 donors gave 27,260 gifts in FY 2020 for a total of \$37,509,169.60.

Average (Mean)	\$1,339.80
Median	\$20.00
Mode	\$50.00

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

*Includes gifts-in-kind.

Source: Advancement Services Office, October 2020

Finances

- Financial Highlights
- Statements of Financial Position
- Statements of Activities
- Ten-Year Summary of Market Values and Historical Book Values
- Asset Allocation of Long-Term Investments
- Fiscal Year 2020-2021 Operating Budget Highlights: Sources of Revenues Used for Educational and General Purposes
- Current Operating Budget: Revenues and Expenditures
- Educational and General Budget Summary: Revenues and Expenditures
- Educational and General Expenditures (Five-Year History)

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2020 AND 2019**

	<u>2020</u>	<u>2019</u>
OPERATING REVENUE	\$ 151,007,755	\$ 139,951,611
OPERATING EXPENSES	\$ 139,121,807	\$ 131,978,461
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 11,885,948	\$ 7,973,150
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 10,902,046	\$ 21,694,090
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 573,062,561	\$ 546,872,110
Investments at market	\$ 1,222,167,100	\$ 1,218,740,000
Interest and dividends, net	\$ 22,883,951	\$ 28,306,195
Return	1.9%	2.5%
Market price change	\$ 12,899,161	\$ 36,986,916
Return	1.1%	3.1%
Total return	\$ 35,783,112	\$ 65,293,111
Percent – time weighted	3.0%	5.6%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 30,614,954	\$ 40,572,294
Bequests	<u>6,529,663</u>	<u>13,679,851</u>
Total cash gifts	37,144,617	54,252,145
Gifts-in-kind	<u>364,553</u>	<u>322,400</u>
Total College gifts	<u>37,509,170</u>	<u>54,574,545</u>
Total	<u>\$ 37,509,170</u>	<u>\$ 54,574,545</u>

Source: Office of Financial Affairs, September 2020

STATEMENTS OF FINANCIAL POSITION
June 30, 2020 and 2019

	2020	2019
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 82,831,045	\$ 76,893,484
Accrued interest on investments	704,065	911,614
Accounts and notes receivable	13,548,016	14,894,943
Inventories	1,084,675	1,167,028
Prepaid expenses and other assets	788,291	881,139
Contributions receivable and bequests in probate	18,564,596	15,090,929
Total current assets	117,520,688	109,839,137
PREPAID EXPENSES AND OTHER ASSETS	2,011,384	912,559
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	22,505,154	12,354,282
LONG-TERM RECEIVABLES	596,051	703,068
LONG-TERM INVESTMENTS		
Donor restricted endowment	654,248,100	658,194,000
Board designated endowment	567,919,000	560,546,000
Annuity and life income	23,993,400	25,391,400
Funds held in trust by others	30,818,000	31,014,000
Other investments	4,094,200	4,748,500
Total long-term investments	1,281,072,700	1,279,893,900
PROPERTY, PLANT AND EQUIPMENT (net)	248,195,854	248,643,545
Total assets	\$ 1,671,901,831	\$ 1,652,346,491
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 11,770,099	\$ 13,775,856
Accrued salaries and wages	3,705,160	3,325,890
Current portion of interest rate swap valuation	719,052	471,918
Current maturities of long-term debt	2,942,539	3,085,328
Other current liabilities	1,206,578	881,257
Total current liabilities	20,343,428	21,540,249
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	14,917,141	14,505,797
Deferred financing expense	(1,221,673)	(1,449,055)
Interest rate swap valuation	6,483,948	4,605,082
Long-term debt	40,260,219	43,092,758
Total long-term liabilities	60,439,635	60,754,582
Total liabilities	80,783,063	82,294,831
NET ASSETS		
Without donor restrictions	838,182,358	812,590,400
With donor restrictions	752,936,410	757,461,260
Total net assets	1,591,118,768	1,570,051,660
Total liabilities and net assets	\$ 1,671,901,831	\$ 1,652,346,491

Source: Office of Financial Affairs, September 2020

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2020 AND 2019

	2020	2019
OPERATING REVENUE		
Spendable return from long-term investments	\$ 52,994,574	\$ 51,450,536
Gifts and donations	6,448,140	5,929,382
Federal grants	57,518,226	45,874,491
Cost of education fees paid by federal and state scholarships	3,400,000	3,200,000
Fees paid by students	957,861	1,339,595
Other income	8,454,359	6,481,311
Residence halls and dining service	8,937,077	9,472,182
Student industries and rentals	3,560,157	4,465,679
Net assets released from restrictions	14,986,528	14,717,396
Gross operating revenue	157,256,922	142,930,572
Less: Student aid	(6,249,167)	(2,978,961)
Net operating revenue	151,007,755	139,951,611
OPERATING EXPENSES		
Program services --		
Educational and general	101,708,240	95,810,788
Residence halls and dining service	10,911,288	9,976,495
Student industries and rentals	5,651,283	6,173,474
Total program services	118,270,811	111,960,757
Support services	20,850,996	20,017,704
Total operating expenses	139,121,807	131,978,461
Operating revenue in excess of operating expenses from continuing operations	11,885,948	7,973,150
OTHER CHANGES IN NET ASSETS		
Loss (gain) on sale of property, plant, and equipment	(115,649)	320
Loss on valuation of interest rate swaps	(2,126,000)	(1,453,000)
Investment return (less) more than amounts designated for current operations	(22,350,947)	8,763,589
Change in underwater endowment funds	(608,404)	159,893
Gifts and bequests restricted or designated for long- term investments	7,384,850	12,625,360
Restricted gifts and donations	37,300,720	23,732,084
Restricted spendable return on endowment investments	5,551,889	5,384,093
Reclassification of net assets	-	(60,000)
Reclassification of net assets released from restrictions	(14,986,528)	(14,657,396)
Net adjustment of annuity payment and deferred giving liability	(868,771)	943,507
Total change in net assets	\$ 21,067,108	\$ 43,411,600

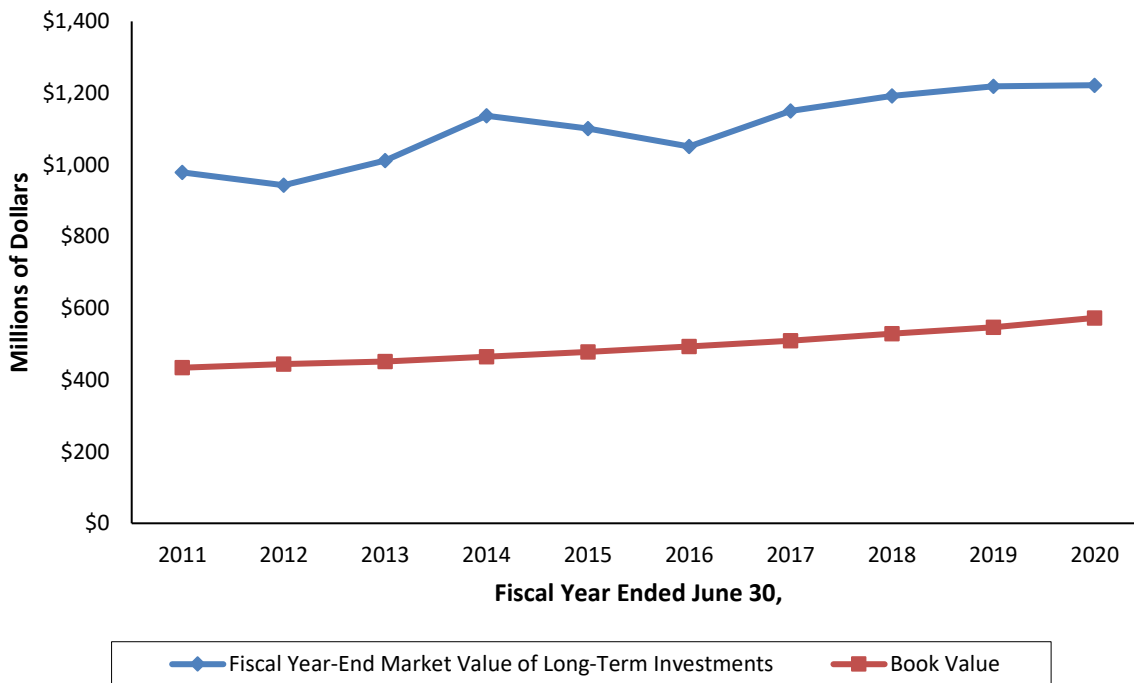
Source: Office of Financial Affairs, September 2020

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	Fiscal Year-End Market Value Of Long-Term Investments	Historical Book Value*
2011	\$ 978,734,900	\$ 434,472,604
2012	942,618,000	444,416,884
2013	1,012,401,100	450,938,884
2014	1,137,222,000	465,009,294
2015	1,101,475,900	478,116,120
2016	1,050,679,900	492,794,608
2017	1,150,360,300	509,400,542
2018	1,193,078,100	528,668,693
2019	1,218,740,000	546,872,110
2020	1,222,167,100	573,062,561

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

GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, September 2020

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2020 AND 2019**

	2020	2019
Endowment:		
Pooled Investments -		
U.S. equities	\$ 465,327,500	\$ 465,489,400
International equities	334,784,000	323,084,600
Corporate notes and bonds	99,349,500	60,153,000
U.S. Government securities	153,310,200	71,190,600
Private equity – venture capital	95,900	205,600
Private equity – buy out	2,470,000	7,415,100
Private equity – fund of funds	87,116,300	60,349,400
Hedge funds	44,334,400	143,902,600
Special opportunities	25,517,100	41,610,900
Short-term investments and cash	4,974,800	40,446,200
Total	1,217,279,700	1,213,847,400
Non Pooled Investments -		
U.S. equities	23,300	35,600
Corporate notes and bonds	40,400	28,300
Real estate	2,766,700	2,766,700
Short-term investments and cash	2,057,000	2,062,000
Total	4,887,400	4,892,600
Total endowment	1,222,167,100	1,218,740,000
 Annuity and Life Income:		
U.S. equities	7,477,000	8,113,000
International equities	4,860,100	5,250,200
Corporate notes and bonds	3,561,100	3,767,100
U.S. Government securities	2,383,800	2,496,100
International bonds	1,323,200	1,387,100
Real estate	3,462,400	3,668,700
Insurance policies	74,000	68,200
Short-term investments and cash	851,800	641,000
Total annuity and life income	23,993,400	25,391,400
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	30,818,000	31,014,000
Other Investments	4,094,200	4,748,500
Total long-term investments	\$ 1,281,072,700	\$ 1,279,893,900

Source: Office of Financial Affairs, September 2020

**FISCAL YEAR 2020-21
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 37,983,000 73.6%
Berea Fund	\$ 4,600,000 8.9%
Perpetual Trusts	\$ 800,000 1.5%
Federal and State Sources	\$ 5,430,000 10.5%
Other Miscellaneous Income	\$ 3,157,000 6.1%
Net Expense from Student Industries and Rentals	\$ (335,000) -0.6%
	<u>\$ 51,635,000</u>

Source: Office of Financial Affairs, September 2020

CURRENT OPERATING BUDGET

	2020-21 Budget	2019-20 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 50,611,059	\$ 49,684,669	\$ 926,390	1.86%
Less: Capital and Plant Fund	(5,427,370)	(5,426,310)	(1,060)	0.02%
TCERF	(7,200,689)	(6,961,359)	(239,330)	3.44%
Net Endowment Income	<u>37,983,000</u>	<u>37,297,000</u>	686,000	1.84%
Gifts for Current Operations	5,400,000	5,575,000	(175,000)	-3.14%
Cost of Education Fees	3,500,000	3,400,000	100,000	2.94%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	782,000	780,000	2,000	0.26%
Other Income	2,375,000	2,175,000	200,000	9.20%
TOTAL	<u>51,970,000</u>	<u>51,157,000</u>	813,000	1.59%
Student Industries and Rentals	4,844,600	5,963,900	(1,119,300)	-18.77%
Residence Halls and Food Service	<u>9,591,500</u>	<u>9,189,800</u>	401,700	4.37%
TOTAL REVENUES	<u>66,406,100</u>	<u>66,310,700</u>	95,400	0.14%
EXPENDITURES				
Educational and General	51,635,000	51,124,000	511,000	1.00%
Student Industries and Rentals	5,179,600	5,996,900	(817,300)	-13.63%
Residence Halls and Food Service	<u>9,591,500</u>	<u>9,189,800</u>	401,700	4.37%
TOTAL EXPENDITURES	<u>66,406,100</u>	<u>66,310,700</u>	95,400	0.14%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2020

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2020-21 Budget	2019-20 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 50,611,059	\$ 49,684,669	\$ 926,390	1.86%
Less: Capital and Plant Fund	(5,427,370)	(5,426,310)	(1,060)	0.02%
TCERF	(7,200,689)	(6,961,359)	(239,330)	3.44%
Net Endowment Income	<u>37,983,000</u>	<u>37,297,000</u>	686,000	1.84%
Gifts for Current Operations	5,400,000	5,575,000	(175,000)	-3.14%
Cost of Education Fees	3,500,000	3,400,000	100,000	2.94%
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	782,000	780,000	2,000	0.26%
Other Income	2,375,000	2,175,000	200,000	9.20%
Student Industries and Rentals	(335,000)	(33,000)	(302,000)	915.15%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	<u>51,635,000</u>	<u>51,124,000</u>	511,000	1.00%
EXPENDITURES				
Salaries and Wages	29,749,000	29,386,700	362,300	1.23%
Salary Churn	(350,000)	(350,000)	-	0.00%
Net Salaries and Wages	<u>29,399,000</u>	<u>29,036,700</u>	362,300	1.25%
Fringe Benefits	7,908,000	7,898,300	9,700	0.12%
Student Labor	4,094,000	4,053,000	41,000	1.01%
Net Controllable Expense	9,979,000	9,881,000	98,000	0.99%
EDGE Reserve	50,000	50,000	-	-
Computer Equipment Reserve	100,000	100,000	-	-
Academic Equipment Reserve	105,000	105,000	-	-
TOTAL EXPENDITURES	<u>51,635,000</u>	<u>51,124,000</u>	511,000	1.00%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2020

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

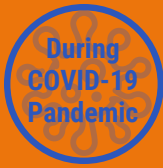
Classification by Function	2015-16 Actual	% of Total	2016-17 Actual	% of Total	2017-18 Actual	% of Total	2018-19 Actual	% of Total	2019-20 Actual	% of Total
Instruction	\$15,767,966	33.6%	\$16,110,396	34.1%	\$17,580,249	35.2%	\$16,995,049	33.1%	\$17,085,335	33.0%
Public Service	575,022	1.3%	619,943	1.2%	785,846	1.6%	790,611	1.5%	736,653	1.4%
Academic Support	5,545,728	10.7%	4,989,776	10.6%	5,472,125	10.9%	5,410,176	10.6%	5,571,976	10.7%
Student Services and Activities	5,426,781	13.4%	5,551,522	12.6%	5,916,324	11.8%	6,365,847	12.4%	6,500,098	12.5%
General and Administrative	8,201,481	18.5%	8,983,984	18.6%	9,679,394	19.4%	10,170,714	19.8%	10,210,477	19.7%
Development and Alumni	4,238,546	8.6%	4,187,762	9.3%	4,451,630	8.9%	5,056,990	9.9%	5,005,489	9.7%
Plant Operations	5,448,177	12.1%	5,740,243	12.2%	6,002,653	12.0%	6,377,354	12.4%	6,467,832	12.5%
Capital and Special Projects	507,000	1.8%	538,000	1.4%	105,000	0.2%	105,000	0.2%	255,000	0.4%
TOTAL	\$ 45,710,701	100.0%	\$ 46,721,626	100.0%	\$ 49,993,221	100.0%	\$ 51,271,741	100.0%	\$ 51,832,860	100.0%

Source: Office of Financial Affairs, September 2020

Facilities, Library and Technology Resources

- Highlights
- Residence Living
- Capital Construction Projects, 1980-2020
- Hutchins Library
 - Collections and Expenditures
 - Services
- Information Systems and Services
 - Technology Infrastructure
 - Supporting Institutional Effectiveness and Statistics
 - Supporting Student Success

Facilities, Library, and Technology Resources



Student Residence Living

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

1,653
Total Capacity

60% Occupancy rate due to COVID-19 Pandemic.

Technology

2,925
Computers/laptops supported

135
Rooms with projector and multimedia

10

Renovation Projects in the Last 5 Years

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



New Buildings in the Last 5 Years

4

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



Library Expenditures and Services

94.3
Hours Open Per Week



6.8
Average Circulation Transactions per Student FTE

\$258
Collections Expenditure per Student

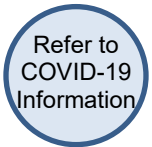
Library Instruction Classes and Workshops	Sessions
GSTR 110 and 210 (First-Year)	47
GSTR 110 Workshops	61
Other Courses	46
Research Consultations	438
Special Collections	17
TOTAL	609

RESIDENCE LIVING Academic Year 2019-2020

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

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

<u>Traditional Residence Halls</u>	<u>Capacity</u>
Anna Smith	82
Bingham	86
Blue Ridge	100
Dana	136
Danforth	174
Deep Green	130
Edwards (offline b/c pandemic)	34
Elizabeth Rogers (ER)	89
Fairchild	76
James (offline b/c pandemic)	104
Kentucky	98
Kettering (offline)	146
Pearsons	117
Seabury	52
Talcott	95
Subtotal	1,519
<u>Houses</u>	
Hillside (offline b/c pandemic)	17
Home Management House (offline b/c pandemic)	12
Hunt Acres Farm House	3
SENS House	4
Subtotal	36
<u>Apartments</u>	
Ecovillage	98
TOTAL	1,653



NOTE: For Fall Term 2020, 795 students chose to return to campus. This resulted in an occupancy rate of 59.5%. As part of Housing's COVID-19 response, residents were physically distanced so that 99.9% of traditional online rooms were occupied.

Source: Student Life Services, September 2020

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2020

New Construction

1980	Racquetball Courts	1995	Tennis Courts
1980	Ross Jelkyl Drama Building	1996	Tennis Pavilion
1982	Farm Mix Mill and Hog Feeding Floor	2004	EcoVillage Child Development Laboratory
1982	Athletic Track	2006	Central Plant Building/Distribution
1983	Mueller Woodcraft Building Track	2009	Fee Glade
1988	Married Student Housing	2013	Deep Green Residence Hall
1990	Hutchins Library Addition	2013	Middletown School Annex
1990	Computer Center Addition	2017	Forestry Outreach Center
1993	Married Student Housing	2018	Middletown School House Annex II
1993	Campus Child Care	2018	Margaret A. Cargill Natural Science and Health Building
1994	Seabury Center		
1995	Farrowing House – College Farms	2019	Danforth Residence Hall

Renovations

1980	Elizabeth Rogers Residence Hall	2002	Kentucky Residence Hall
1981	Pearsons Hall Fire Escape	2002	Art Gallery
1981	Kentucky Residence Hall	2002	Soccer Field
1981	James Residence Hall	2002	College Bookstore
1983	Goldthwaite Agriculture Building and Addition	2002	Computer Center
1983	Science Hall Renovation and Addition	2003	Talcott/Annex Residence Hall
1985	President's Home	2003	Presser Building
1986	Talcott Residence Hall	2003	Lincoln Building
1987	Frost Basement - Computer Lab	2003	EcoVillage Apartments
1987	ARC House	2003	EcoVillage SENS House
1991	Lincoln Building Basement	2003	Baseball/Softball Fields
1987	Pearsons Residence Hall	2004	James Residence Hall
1988	Boone Tavern	2003	Boone Tavern Garage for: Public Relations Department Visitors Center at College Square
1988	Blue Ridge Residence Hall		
1989	Kentucky Annex		
1990	Hutchins Library	2005	Central Plant
1990	Health Services	2006	Campus Building Retro Fits
1991	Draper Building - Center for Effective Communication	2006	Resurfacing of the Track
1992	Students for Appalachia – Trades	2006	Sturt Cottage
1992	Duplicating Services Center	2007	Haaga House
1992	Utilities/Laundry Building	2007	Pearsons Residence Hall
1993	Alumni Building	2007	Middletown School
1993	Draper Classrooms	2008	Appalachian Center Gallery
1994	President's Home	2008	Elizabeth Rogers Residence Hall
1994	Alumni Building	2008	Edwards Third Floor (Residence Hall) —phase one
1994	Boone Tavern	2008	Seabury Center Gym Floor Replacement
1996	Edwards Building First and Second floors (Administrative Offices)	2009	Boone Tavern
		2009	Emery Building
1997	Resurfacing of Track	2009	Edwards Third Floor (Residence Hall) -phase two
1997	Systems upgraded in Dana Residence Hall	2010	Dining Services
1997	Phelps Stokes – Seating and Refinishing	2012	Alumni Building: Baird Lounge Hutchins Dining Room Woodson Center
1998	Married Student Laundry		
1998	Frost Building		
1998	Food Service		
1998	Science Laboratories	2012	Papaleno's (Dining Room Addition)
1998	Computer Center	2013	Farm Store
1999	Craft Center	2014	Anna Smith Residence Hall
1999	Crossroads Complex	2014	Knapp Hall
1999	Fairchild Residence Hall	2014	Alumni Building Kitchen First-Floor Entry
1999	Log House		
1999	Phelps-Stokes Air Conditioning		
1999	Alumni Building	2015	Dana Residence Hall
1999	Appalachian Center/Bruce Building	2015	College Visitor Center and Shoppe
1999	Student House/Jackson Street (Knight House)	2015	Sculpture Building
1999	Danforth Residence Hall	2015	Alumni Building Lower Level
2000	Kettering Residence Hall	2016	Bingham Residence Hall
2000	Bruce/Trades (phase one)	2016	Boone Tavern Events Center Level
2000	Draper Carillon	2018	Athletics Parking Lot
2001	Bruce/Trades (phase two)/Connector	2018	Indian Fort/Pinnacles Parking Lot
2001	Blue Ridge Residence Hall	2019	Hafer-Gibson
2001	Student Parking Lot	2019	Goldthwait Agriculture Building
2002	Draper Building		

Source: Facilities Management, September 2020

HUTCHINS LIBRARY
Collections and Expenditures
(Fiscal Year 2020)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	1,833	30,2628
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	98	6,854
Electronic Collection		
E-books	7,734	294,921
Streaming video (items in library catalog)	7,475	35,658
Berea Sound Archives digitized audio (hours)	1,693	37,613
Berea Digital Collections (pages/images)	1,029	102,626
Microforms (Physical units)		99,400
Serials (journals and serials)		
Print, electronic, and microform subscriptions		99,400
E-journals (number of unique titles)		30,731
Manuscripts and Archives (in cubic feet)	70.3	6,325
Collections Expenditures	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media – physical	\$ 35,781	\$ 21.28
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collections	26,547	15.93
E-Books	3,546	2.93
Online Indexes and Reference Sources	162,440	97.50
Electronic Journals	180,690	108.45
Serials (print)	8,831	5.30
Streaming Video/Music	11,793	7.07
TOTAL	\$ 429,628	\$ 257.85

Source: Hutchins Library, October 2020

HUTCHINS LIBRARY
Services
(Fiscal Year 2020)

Library Services

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

<u>Library Instruction Classes and Workshops</u>	<u>Sessions</u>
GSTR 110 and 210 (first-year students)	47
GSTR 110 Workshops	61
Other Courses	46
Research Consultations	438
Special Collections	<u>17</u>
TOTAL	609

<u>Reference and Research Assistance</u>	
Library Reference Desk Transactions Total	2,105
Special Collections Reading Room Visits Total	534
Special Collections Reference Requests (non-visits)	395

<u>Computer Access</u>	
Public Access Workstations	18
Public Network Connections	102
Wireless Network Connections	Yes

<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	1731	
Print and media collections – students	11,244	6.75
Print collections – town	<u>157</u>	
TOTAL	13,132	
Streaming media (film / audio) usage	6,055	
Reserve materials	248	
Preservica/Archon Searches	102,262	
Equipment (tech accessories, etc.)	634	
Classrooms and study rooms	6544	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	7,404
Received from other libraries	1,091

Source: Hutchins Library, October 2020

INFORMATION SYSTEMS AND SERVICES

Information Systems and Services (IS&S) manages the campus information and communications infrastructure in support of student success and institutional effectiveness. Areas of support include instructional and media technologies, administrative systems, enterprise services, web/portal applications, wireless, VoIP and much more. IS&S serves the College's mission by maintaining a robust technology infrastructure designed to address current needs and future growth.

Technology Infrastructure

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

Communications Capabilities: Faculty, staff, and students are provided secure e-mail accounts that can be accessed anytime there is an available internet connection. Campus offices have VoIP phones, and emergency phones are available in various external areas across the campus. Mobile devices are provided to staff who need mobile communication for their jobs.

Laptop Computers and Software: IS&S supports a large inventory of laptop computers for use by students, faculty, and staff. Dell computers are the standard system, though some faculty and staff use Apple computers due to the requirements of their discipline. IS&S is qualified as a self-maintainer for Dell computers so nearly all computer repairs can be accomplished quickly on site. Enterprise software and services are available to all campus users, such as Microsoft Office, LinkedIn Learning training resources, Box Cloud Storage, Moodle Learning Management System, Qualtrics surveys and antimalware for Mac and Windows. Concurrent user licenses are available for many software packages used for teaching and student activities in various disciplines.

Internet Access: The campus is connected to the Internet via two local ISP's providing dual gigabit connections into and out of the campus for access to web sites and cloud services. Campus computers are protected from hackers, viruses, and other threats through the use of industry-standard firewalls, and malware protection.

Network Resources: Berea's network connects users to various servers that provide specific applications and data resources. Local applications include the ID card and building access control system, the integrated administrative database system and the MyBerea web portal. The College Printing Services department manages all network-connected laser printers and copiers. All campus copiers are multi-function devices that can also be used as scanners or printers.

Technical Support: IS&S operates a Help Desk providing phone and e-mail support for faculty, staff and students who have computer, phone or media equipment problems or who need instruction in using computers, phones, media equipment or core software. Laptop computer users can also bring their computer to the IS&S Help Desk area for assistance or repair service. IS&S student and staff technicians can come to staff and faculty offices or classrooms when needed to troubleshoot and repair computers or to provide support for projectors and other classroom audio-visual equipment. The IS&S Help Desk hours of operation are 8 am to 5 pm every business day, except for Tuesdays when the area closes at 3 pm for student labor training.

Source: Information Systems and Services, September 2020

Information Systems and Services, continued

Supporting Institutional Effectiveness

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

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

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

Statistics

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Technology Infrastructure					
Internet connection speed (megabits/second)	dual 500	dual 500	dual 500+	dual 1gb	dual 1gb
Network backbone speed (megabits/second)	20,000	20,000	20,000	20,000	20,000
Network ports	7,000	11,000	11,000	11,950	12,448
Campus phones	900	900	1,200	1,200	1,075
Personal computers	2,700	2,775	N/A	N/A	N/A
Network-connected printers	117	117	150	155	155
Network-connected MFD/copiers	66	66	66	71	71

Supporting Student Success

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

Supporting Institutional Effectiveness

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

Source: Information Systems and Services, September 2020

Information Systems and Services, continued

Supporting Student Success

Academic Software: Students have access to a wide range of software applicable to various academic disciplines. Examples include Maple for mathematics and physics students, Autodesk and Chief Architect products for CAD, ChemDraw for chemistry classes, Sibelius for music scoring, and Final Cut Express for video editing. Most software will run on the EDGE laptop computers, though some are available only in specialized computer labs.

Course Management System: The Moodle Learning Management System (LMS) allows faculty to manage courses online, to post course information and syllabus documents, to communicate with students, to facilitate student discussion and collaboration, and to receive paperless assignment documents. The Respondus plugin adds robust on-line testing features. Students and faculty are able to access their Moodle account from the MyBerea portal via the campus network or over the Internet.

EDGE Laptop Program: The EDGE (Empowering a Dynamic Generation in Education) program provides a laptop computer for each student. The program is primarily funded through a special endowment. The laptop computers are able to run most of the software used in teaching, allowing students to gain much more experience with the software than was available in traditional computer labs. Computer labs remain for specialized software packages that require an Apple computer, cannot be licensed for shared network usage, or require hardware capacity or features not practical to provide on laptop computers.

Faculty Support: Faculty are provided with technology tools for their teaching based on their particular discipline's best practices and their personal style. Each professor has a laptop computer comparable to those in use by students, allowing him or her to develop electronic activities for students to engage in. Most classrooms are equipped with digital projectors and multi-media input systems providing a range of media resource options.

MyBerea Portal: MyBerea brings together many information resources and self-service features utilized by students. It provides web-browser-based access to the Moodle learning management system and many units of information that will be helpful to students navigating college life without requiring them to have special knowledge to find or access the resources. The portal interface to our Banner administrative system allows easy viewing of course schedules, grades, student financial accounts, and payroll information, and provides for self-service course registration and emergency contact updates. MyBerea also offers features to faculty and advisors that allow them to communicate with students and monitor their status.

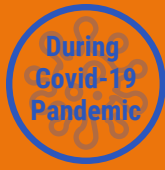
Media Equipment Access: Students and faculty can check out audio-visual equipment for academic projects from the IS&S Event Services Team. Examples of available equipment include portable PA systems, cameras, audio recorders and portable projectors.

Source: Information Systems and Services, September 2020

Sustainability

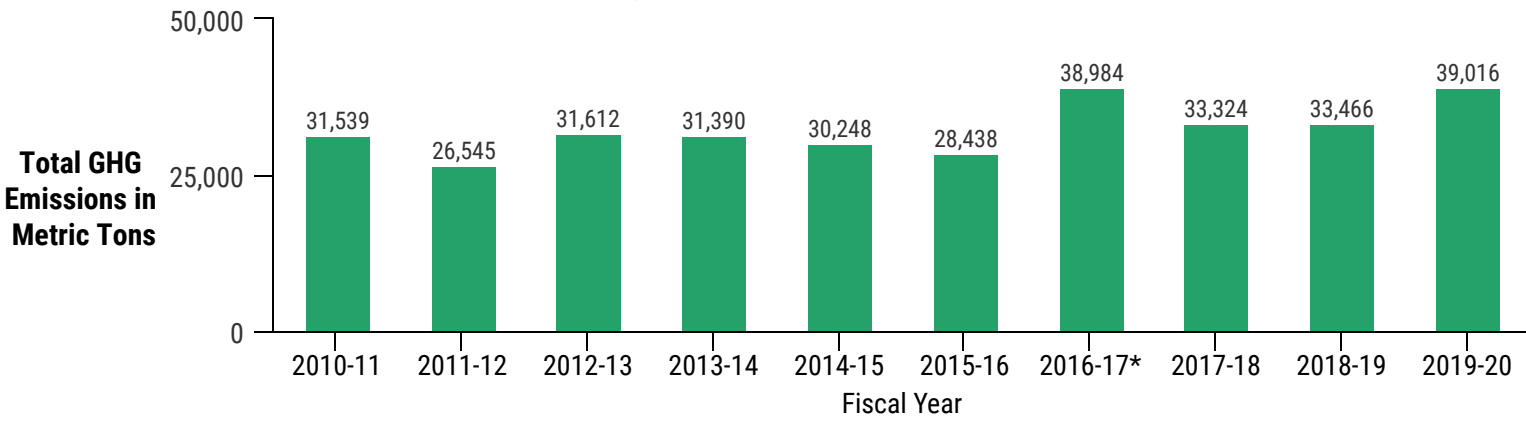
- Highlights
- Climate Commitment
- Berea College Greenhouse Gas (GHG) Emissions,
 - Percentage Breakdowns by Category
 - Per Person (Employees and Students) FTE
 - Per 1,000 Square Feet of Building Space
- Pounds of Waste Sent to the Landfill per Person (Employees and Students)
- Percent of Solid Waste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

Sustainability Highlights



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

Berea College Total Greenhouse Gas (GHG) Emissions

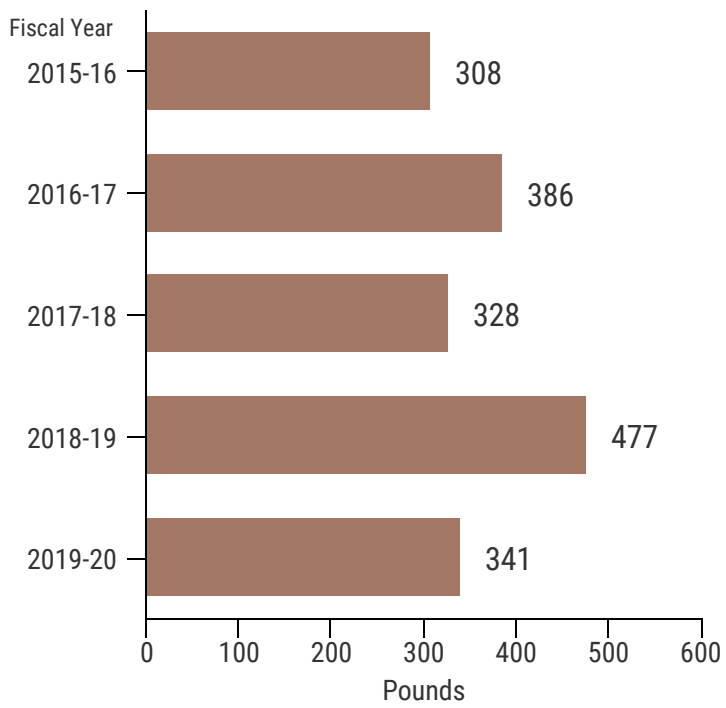


*Beginning in Fiscal Year 2016-17, Partners for Education travel was included in the breakdowns above.

Breakdown of Berea College Greenhouse Gas Emissions

TOTAL of 39,016 Metric Tons Greenhouse Gas Emissions	Fiscal Year 2019-20
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	77.5%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	6.4%
Air Travel	3.4%
Transmission and Distributions Loss for Electricity	5.1%
Employee Commuting (to/from work)	4.4%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	1.9%
Mobile Combustion (trucks, tractors, college vehicle travel - includes motor pool, and buses on campus)	0.8%
Other	0.3%
Paper Purchases	0.2%
Solid Waste	0.2%

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



N OTE: On March 13, 2020, normal operations were suspended for the remainder of the fiscal year 19-20 due to the COVID-19 pandemic.

SUSTAINABILITY

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

The Presidents' Climate Commitment states in part:

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

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

Source: Office of Operations and Sustainability, February 2021

**PERCENTAGE BREAKDOWN OF
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS
FISCAL YEARS 2013-2014 THROUGH 2019-2020**

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Category	Fiscal Years						
	2013-14	2014-15	2015-16	2016-17*	2017-18	2018-19	2019-20**
Purchased electricity (to run chillers lights, heat pumps, and other equipment)	68.6%	70.3%	71.6%	60.5%	72.2%	71.2%	77.5%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	12.7%	11.5%	11.9%	8.8%	10.0%	10.2%	6.4%
Air Travel	5.0%	4.2%	3.8%	3.0%	5.3%	5.4%	3.4%
Transmission and Distribution Loss for Electricity	4.5%	4.6%	4.7%	3.9%	4.8%	4.8%	5.1%
Employee Commuting (to/from work)	4.6%	6.4%	4.6%	3.4%	4.2%	4.0%	4.4%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.5%	1.0%	1.9%	1.5%	2.1%	2.1%	1.9%
Mobile Combustion (trucks, tractors, college vehicle travel – includes motor pool, and buses on campus)	1.0%	1.0%	0.5%	18.2%	0.7%	0.7%	0.8%
Other	0.4%	0.5%	0.4%	0.2%	0.5%	1.1%	0.3%
Paper Purchases	0.4%	0.5%	0.4%	0.2%	0.5%	0.2%	0.2%
Solid Waste	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
TOTAL GHG Emissions (in metric tons)	31,390	30,248	28,438	38,984	33,324	33,466	39,016

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

** On March 13, 2020, normal operations for Berea College were suspended for the remainder of the fiscal year.

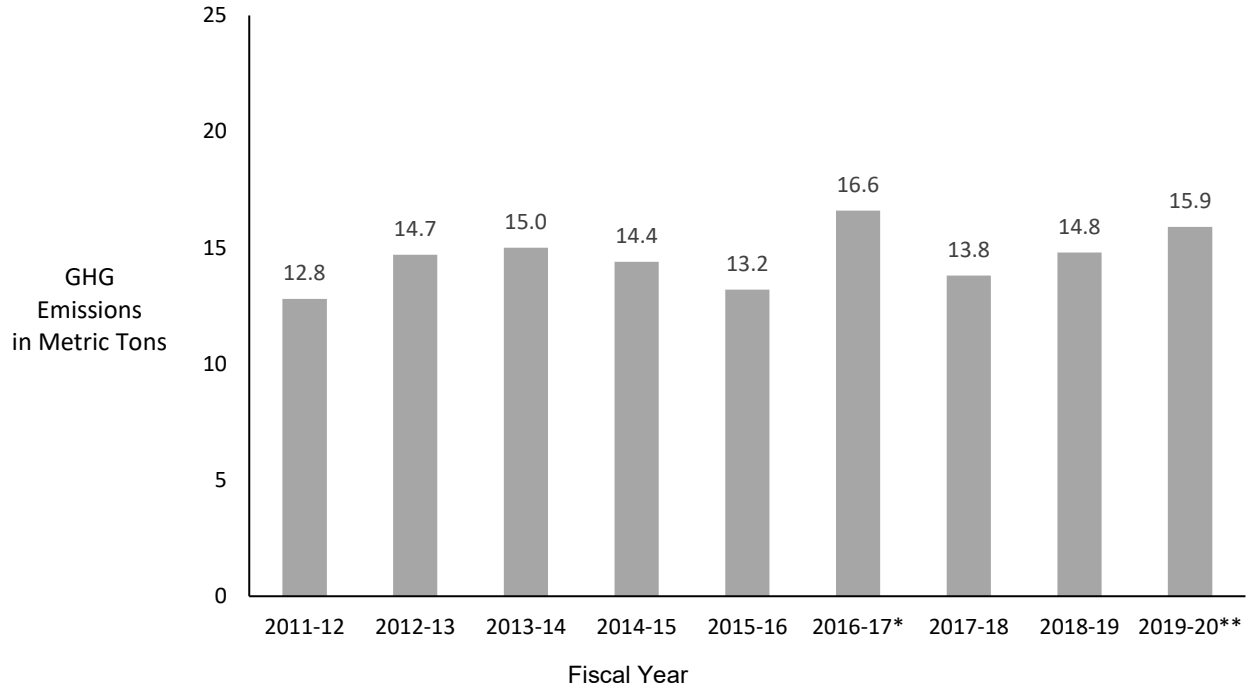
NOTE: Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration. This offset was sold on the California Carbon market and is no longer available as an offset to the college as of Fiscal Year 2019-20.

Source: Office of Operations and Sustainability, February 2021

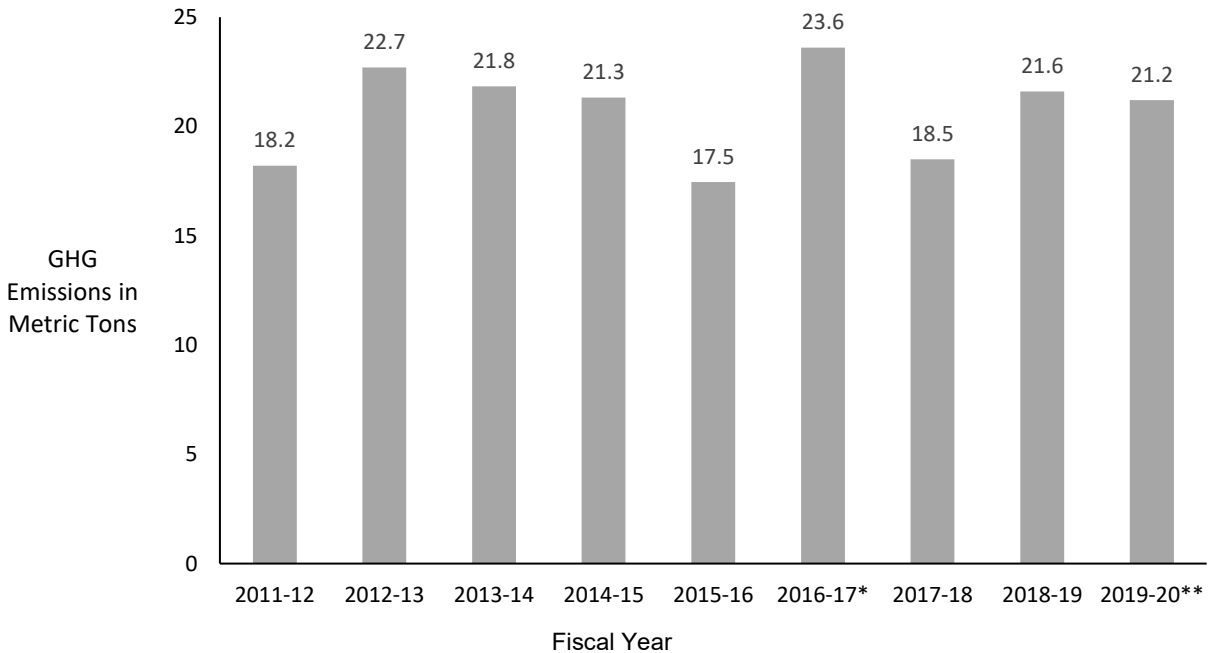
Refer to
COVID-19
Information

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
FISCAL YEARS 2011-2012 THROUGH 2019-2020**

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



PER 1,000 SQUARE FEET OF BUILDING SPACE



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

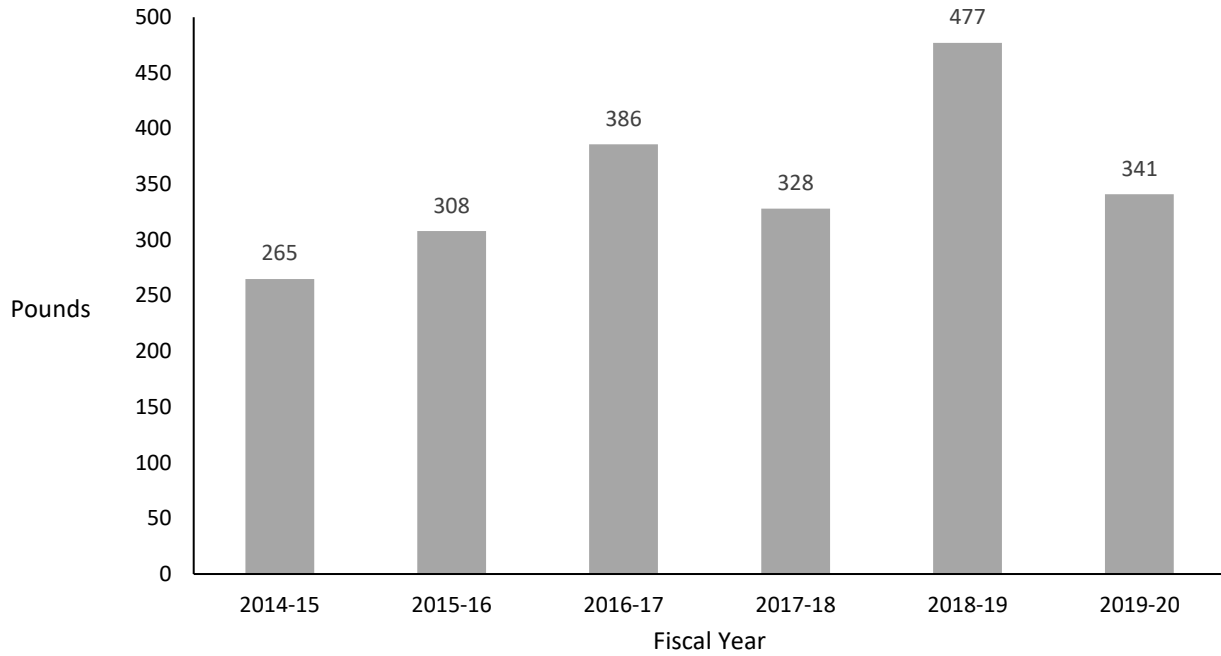
**Beginning in Fiscal Year 2019-20, a new academic building (MAC-P Science) went online increasing both building and research space.

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

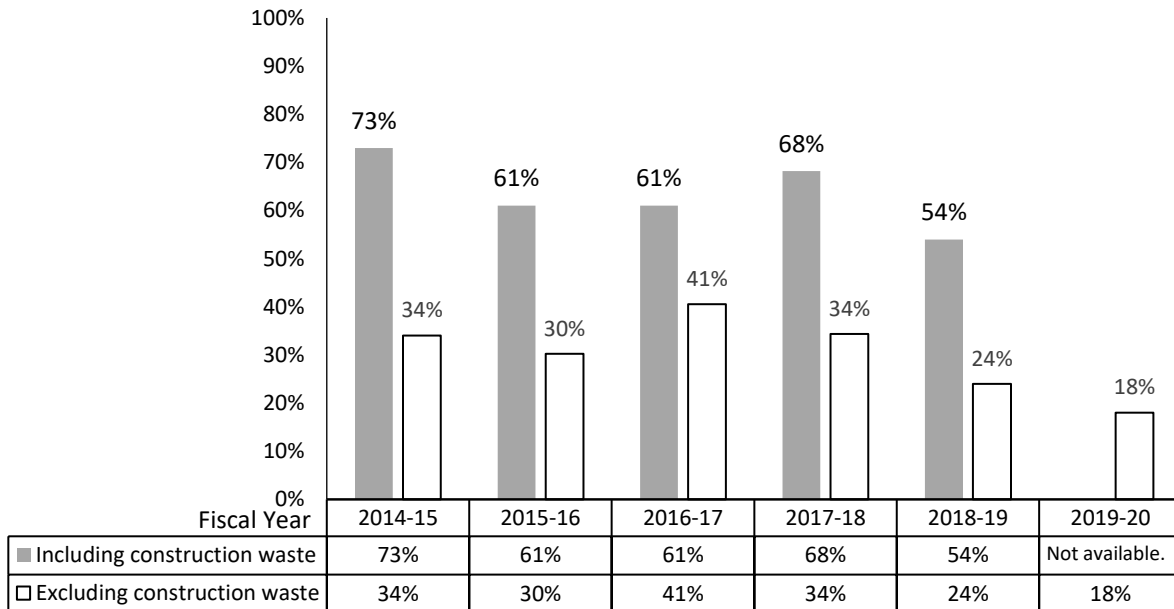
Source: Office of Operations and Sustainability, February 2021

FISCAL YEARS 2014-15 THROUGH 2019-2020

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



PERCENT OF SOLID WASTE DIVERTED FROM THE LANDFILL



Note: The fiscal year for construction waste is not the same as the College and is not yet available for 2019-20.

Source: Office of Operations and Sustainability, February 2021

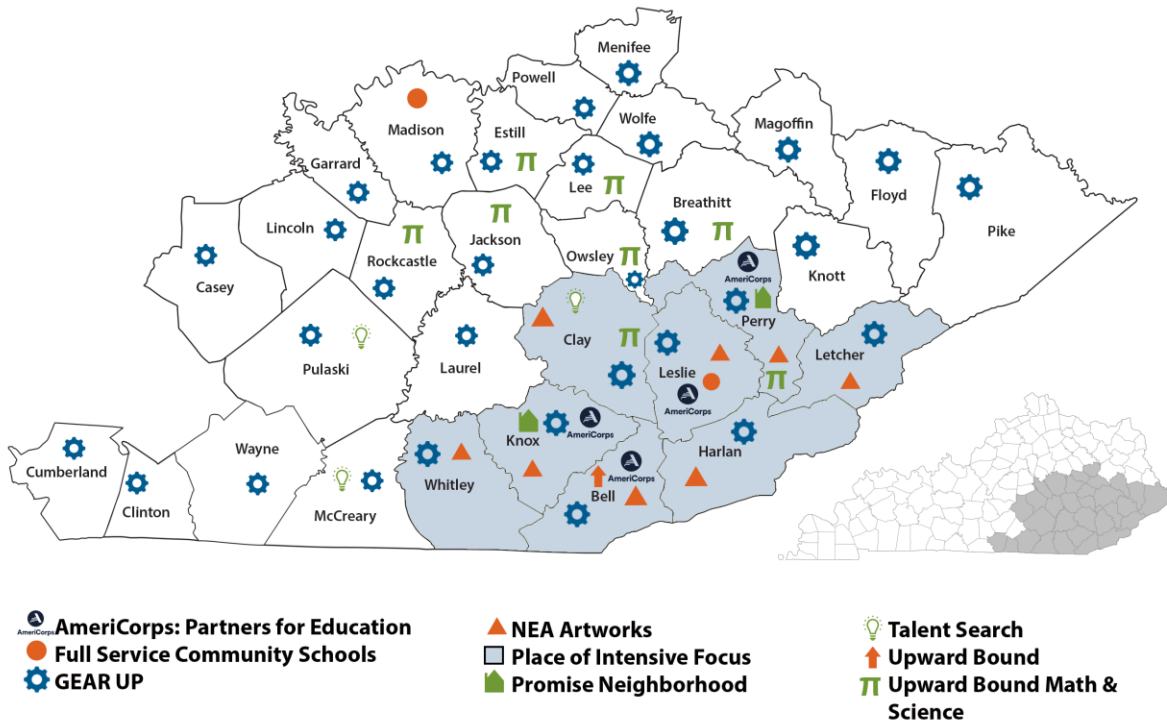
Partners for Education

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

PARTNERS FOR EDUCATION

Since the 1870s, Berea College has served the Appalachian region by providing outreach services to mountain communities as well as college educations for young people. We address regional needs that fall within the College's Great Commitments by engaging "Appalachian communities, families, and students in partnership for mutual learning, growth, and service." Through Partners for Education, the College has been able to deepen educational outreach work in Appalachian Kentucky.

Partners for Education at Berea College utilizes a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. We braid services and align funding streams to optimize results. Through a suite of programs, including GEAR UP, AmeriCorps, and Promise Neighborhoods, we leverage \$56 million annually to serve more than 41,000 young people and their families. Our partners in this work are schools and community organizations located within our 31-county footprint as highlighted in the map below.



NOTE: For more information about these programs, please see pages 148-149.

Source: Partners for Education, October 2020

EDUCATIONAL OUTREACH PROGRAMS

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

AmeriCorps: Partners for Education

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

Full-Service Community Schools

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

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

GEAR UP follows a cohort of students from sixth grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture. Services include in-school tutoring; summer academies; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; and family engagement activities. Students in 31 counties across Appalachian Kentucky are served by GEAR UP.

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

The IMLS National Leadership Program will enhance collaboration between rural libraries and community stakeholders by building libraries' capacity to 1) identify community needs, 2) activate and align partners in addressing needs and 3) leverage existing resources to address needs.

National Endowment for the Arts Artworks

The Artworks program supports the Appalachian Teaching Artist Fellowship, which will further efforts to provide professional development opportunities for teaching artists in the Appalachian region.

Promise Neighborhood

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

South Eastern Kentucky Promise Zone

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

Educational Outreach Programs, continued

Talent Search

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

Upward Bound

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

Upward Bound Math and Science

Upward Bound Math and Science provides high-quality college preparatory experiences for 128 low-income first-generation students in grades 9-12 who have an aptitude for math and science. Services provided include intensive academic summer programs at Berea College, college visits, cultural field trips, ACT preparation, financial aid counseling, and college application assistance. There are two grants. One serves Clay, Estill, Jackson, Lee, Owsley and Rockcastle counties, while the other serves Breathitt and Perry counties.

FEDERAL GRANT PROGRAMS

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

Faculty and Staff Grants

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

- Department of Education
 - *Berea College Child Development Laboratory Expansion and Improvement*. From October 2018 – September 2022 (\$63,094 per year; Lead: Cindy McGaha, Professor of Child Development)
 - *Student Support Services*. From September 2020 – August 2025 (\$261,888 per year; Lead: Shalamar Sandifer, Director, Emerging Scholars Program)
- National Aeronautics and Space Administration (NASA)
 - *Land-Cover/Land-Use Change in Southern Vietnam through the Lenses of Conflict, Religion, and Politics, 1980s to Present*. From February 2018 – January 2021 (\$152,685; Lead: Jarrod Brown, Assistant Professor of Philosophy)
- National Endowment for the Humanities
 - *Humanities Engaged across Appalachia: Institutions Collaborating for Cultural Outreach*. From September 2017 – August 2021 (\$99,998; Lead: Jason E. Cohen, Associate Professor of English)
- National Fish and Wildlife Foundation (NFWF)
 - *Restoring Pine-Oak Forests in the Cumberland Plateau*. From October 2017 – August 2020 (\$18,903; Lead: Clint Patterson, College Forester)
- National Science Foundation (NSF)
 - *Collaborative Research: Transforming Undergraduate Mathematics Teacher Preparation Programs using the Professional Development: Research, Implementation, and Evaluation Framework*. From July 2020 – June 2024 (\$251,045; Lead: Jon Saderholm, Associate Professor of Education Studies)
- USDA (United States Department of Agriculture)
 - *Community Foods Program*. From September 2016 – August 2020 (\$375,000; Lead: David Cooke, Director, Grow Appalachia)
 - *Grow Appalachia – Beginning Farmer Development Program*. From September 2019 – August 2022 (\$547,298; Lead: Mark Walden, Production Efficiency Advisor)
 - *Promote Conservation Planning and Implementation of Seasonal High Tunnels in Eastern Kentucky*. From August 2016 – September 2020 (\$120,330; Lead: Mark Walden, Technical Director, Grow Appalachia)
 - *Rural Energy for America Program (EA Grant)*. From March 2020 – March 2022 (\$50,000; Lead: Joan Pauly, Sustainability Coordinator)
 - *Rural Energy for America Program (REDA Grant)*. From March 2020 – March 2022 (\$50,000; Lead: Joan Pauly, Sustainability Coordinator)
 - *Season Extension for Eastern Kentucky*. From September 2017 – September 2020 (\$48,000; Lead: Mark Walden, Technical Director, Grow Appalachia)