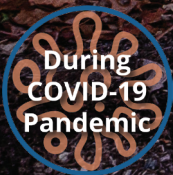




Danforth
Technology Building

Tobacco-Free Campus



FACT BOOK

2021 - 2022

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

Note to Readers and COVID-19 Information: Changes at Berea

To Our Readers:

For two years, the COVID-19 pandemic has created unique challenges in higher education. Much of the data contained in this year's Fact Book continues to be affected by COVID-19. 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/policies:

Academic Year 2021-22

- In Fall 2021, students, faculty, and staff returned to campus with restrictions in place. These restrictions included wearing masks indoors, monthly testing for vaccinated employees and students, weekly testing for those not vaccinated.
- The Spring 2022 semester's in-person start was delayed by a week for students. Classes were online for that week.
- Employees who could work effectively from home were permitted to do so beginning in January 2022 until February 14.

Academic Year 2020-21

- 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 for Fall 2020.
- Only 59% of students had an on-campus labor position and no labor positions involved community partners. Thirteen percent worked in remote labor positions.
- For Summer 2021, the Undergraduate Research and Creative Projects Program (URCPP) projects consisted of five newly-approved projects and seven projects that were deferred from the Summer of 2020.
- Travel (for the College) was not allowed for college employees and students.
- Off-campus activities of students were significantly limited, and, as a result, CELTS programs were significantly altered. For example, students were limited from interacting with community members, and community members were limited from coming onto campus. Traditional CELTS programs and service-learning courses were adapted and, in most cases, reduced; community-engaged service and service-learning through CELTS occurred almost entirely remotely and on-line. Some examples of adapted programs include: an on-line version of the Berea Tutoring program was developed, the Berea Buddies program mailed dozens of Buddies' Boxes to program participants and hosted zoom-based programs; Adopt-a-Grandparent developed a pen-pal program with residents of long-term care facilities; the Hispanic Outreach Program translated materials into Spanish for nonprofit organizations; service-learning courses developed webpages, voter engagement materials for social media, informational videos for community organizations, and more. CELTS was not able to provide co-curricular volunteer opportunities for students. Instead, community-based service and service-learning programming were conducted by CELTS labor students and students in service-learning courses.

Spring - Summer 2020

- 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.

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. You can also find definitions for categories used in the report on our website.

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

Berea College
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- 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 BERIA 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. Questions about the accreditation of Berea College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The Kentucky Board of Nursing has granted the Nursing program Full Approval status.

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

INSTITUTIONAL MEMBERSHIPS

Berea College is an institutional member of:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of University Women (AAUW)
- American Automobile Association (AAA)
- American 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 for Rural and Small Libraries (ARSL)
- 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)
- Community Farm Alliance (CFA)
- 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

Source: Office of the President, October 2021

Institutional Memberships, continued

- Historic Hotels of America/Preferred Hotel Group
- 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)
- Lyrasis (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)
- Organic Association of Kentucky (OAK)
- Project Pericles, Inc.
- Shaping Our Appalachian Region (SOAR)
- 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 2021

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	Sociology
Chemistry	Health Studies	Spanish
Child and Family Studies	History	Studies of Religions and Spirituality
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	Engineering Technologies and Applied Design
Business Administration	Nursing

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 Physical Education and Health, Instrumental and/or Vocal Music; 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	Sociology
Business Administration	Forest Resource Management	Spanish
Chemistry	French	Studies of Religions and Spirituality
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: *2021-2022 College Catalog*

THE CONVOCATION PROGRAM

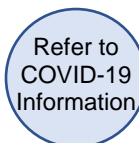
A significant part of a student's educational experience at Berea College is offered through lectures, symposia, concerts, and the performing arts. These events present outstanding personalities who enliven the intellectual, aesthetic, and religious life, and perform an important educational role. These 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: 2021-2022 College Catalog
Office of Convocations Website <<https://www.berea.edu/convocations/>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2021-2022

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

Source: Berea College Campus Life "B-Linked" website, as of September 2021

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
Virginia

Donna J. Dean
Maryland

William L. Robbins
California

Cassie Chambers Armstrong
Kentucky

Samantha Earp
Massachusetts

Lyle D. Roelofs*
Kentucky

Celeste P. Armstrong
Alabama

John E. Fleming
Ohio

Dennis R. Roop
Colorado

Charlotte F. Beason
Kentucky

Michael D. Flowers
West Virginia

Charles Ward Seabury, II
California

Vance Blade
Kentucky

Glenn R. Jennings
Kentucky

David E. Shelton
North Carolina

Anne Berry Bonnyman
North Carolina

Scott M. Jenkins
Pennsylvania

David B. Sloan
Kentucky

Joseph J. Bridy
New York

Shawn C.D. Johnson
Massachusetts

Tyler S. Thompson
Kentucky

Stephen Campbell
Kentucky

Eugene Y. Lowe, Jr.
Illinois

Megan Torres
Virginia

David H. Chow
Texas

Betty H. Olinger
Kentucky

Rocky S. Tuan
Pennsylvania

Charles D. Crowe
Tennessee

Miriam Pride
Kentucky

Emmanuel A. Tuffuor
New Jersey

Bill Daugherty
Kentucky

William B. Richardson
Kentucky

Stephanie B. Zeigler
Connecticut

Honorary Trustees

James E. Bartlett
Massachusetts

Elissa May-Plattner
Kentucky

David S. Swanson
Maine

Martin Coyle
California

Harold L. Moses
Tennessee

R. Elton White
Florida

Donna S. Hall
Kentucky

Thomas A. Oliver
South Carolina

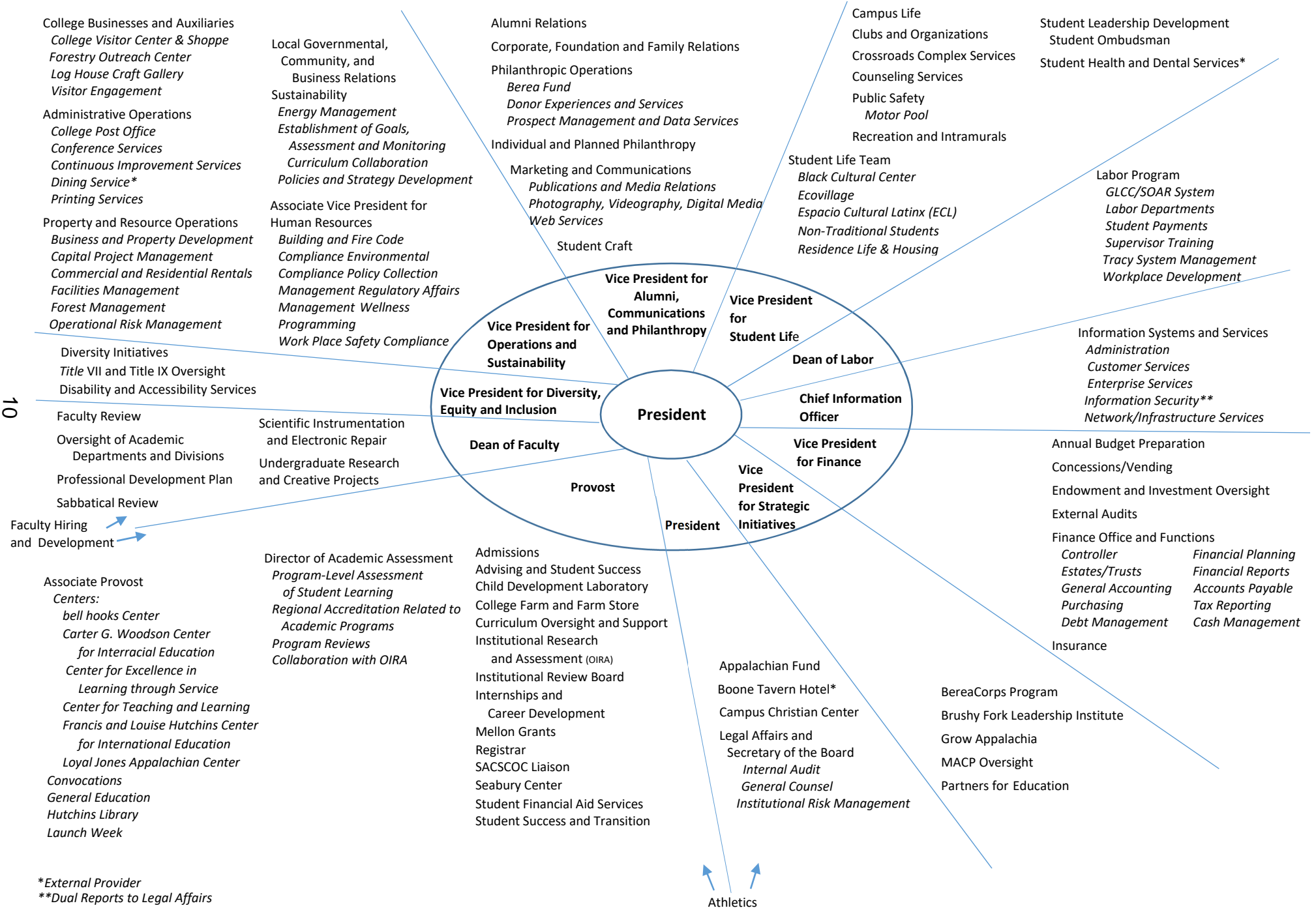
Dawneda Williams
Tennessee

Douglas M. Orr
North Carolina

*President of the College

Source: Office of the President, February 2022

Berea College Administrative Organization



*External Provider
 **Dual Reports to Legal Affairs

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

Scott Steele

Provost

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

Phillip Logsdon

Chief Information Officer

Dwayne Mack

Vice President for Diversity, Equity, and Inclusion

Matt Saderholm

Dean of Faculty

Derrick Singleton

Vice President for Operations and Sustainability

Teri Thompson

Vice President for Strategic Initiatives

**ACADEMIC DIVISION CHAIRS, DEPARTMENT CHAIRS, AND DIRECTORS
ACADEMIC YEAR 2021-2022**

Division I

Chairperson: Tracy Hodge

Department

Biology
Chemistry
Mathematics
Nursing
Physics

Chairperson

Roy Scudder-Davis
Mary Robert Garrett
Larry Gratton
Monica Kennison
Martin Veillette

Director

Planetarium: Tracy Hodge

Division II

Chairperson: Sarah Hall

Department

Agriculture and Natural Resources

Computer Science
Economics and Business
Engineering Technologies and Applied Design
Sustainability and Environmental Studies

Chairperson

Mary Parr (Fall 2021)
Quinn Baptiste (Spring 2022)
Jan Pearce
Caryn Vazzana

Mark Mahoney
Nancy Gift

Director

Farm: Andrew Oles

Division III

Chairperson: Neil Mecham

Department

Child and Family Studies
Health and Human Performance
Psychology
Sociology

Chairperson

Katrina Rivers Thompson
Sandy Williams
Amanda Wyrick
Andrea Woodward

Director

Child Development Lab:
Cindy McGaha, Interim

Division IV

Chairperson: Verlaine McDonald

Department

Communication
English
Foreign Languages
Music
Theatre

Chairperson

Jacob Dickerson
Anne Bruder
Rick Meadows
Javier Clavere
Adanma Barton

Director

Theatre: Daniel Chapman

Division V

Chairperson: Lisa Kriner

Department

Art and Art History
Asian Studies
History
Philosophy
Political Science

Chairperson

Ashley Elston
Gordon Gray
Josh Guthman
Jim Butler
Mike Berheide

Director

Visual Arts: Ashley Elston

Division VI

Chairperson: Dan Huck

Department

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

Chairperson

José Pimienta-Bey
Chris Green
Nicholas Hartlep
Jason Strange
Jeff Pool
M. Shadee Malaklou

Source: Office of Academic Affairs, January 2022

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 2021-2022

Memberships

General Faculty Assembly	305 members
--------------------------	-------------

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

College Faculty Assembly	159 members
--------------------------	-------------

Source: *Faculty Manual*, August 2021
Executive Council, September 2021

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 2021

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.

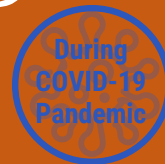
Source: *Faculty Manual*, August 2021

Faculty and Staff

- Highlights
- Teaching Faculty by:
 - Rank, Status, and Student-to-Faculty Ratio
 - Length of Service at Berea by Birth Sex
 - Alumni Status
 - Ethnic and Racial Breakdowns
 - Age
- Full-Time Faculty Average Salaries by Rank and Birth Sex
- Characteristics of Full-Time Faculty by Division and Department: Birth Sex, Terminal Degree, and Tenure Status
- Average Dollars for Faculty Development per Full-Time Faculty Member
- Comparative Data for Berea College's Benchmark Schools (not included in online version)
- Average Faculty Salaries for Berea College's Benchmarks (not included in online version)
- 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 Birth Sex
 - Age by Birth 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
- Anna Murch Hutchins Award for Staff Excellence

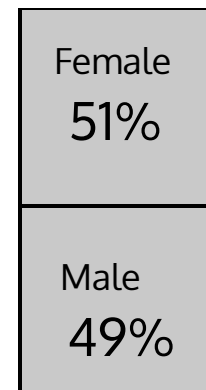
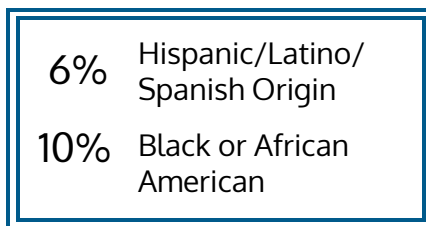
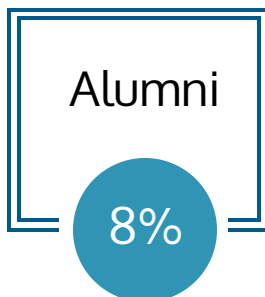
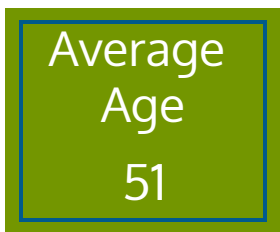
Faculty and Staff Highlights

Fall 2021



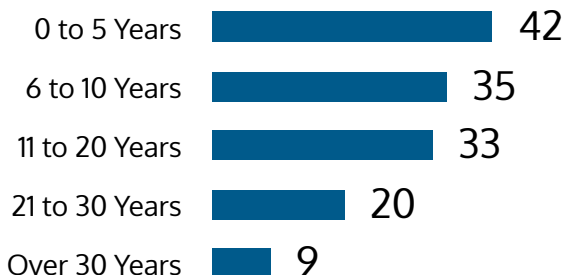
NOTE: Definitions of all categories can be found [here](#).

Full-Time Faculty 139

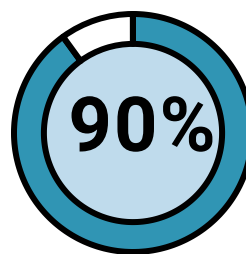


Based on birth sex.

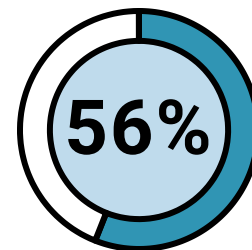
Number of Faculty by Length of Service



Terminal Degree



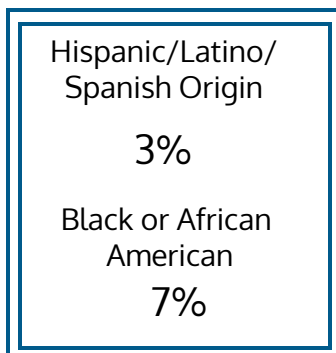
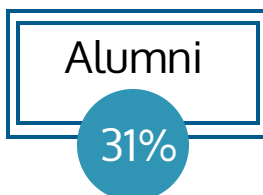
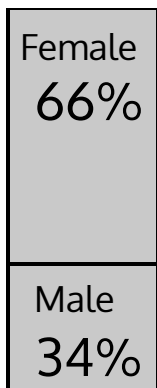
Tenured



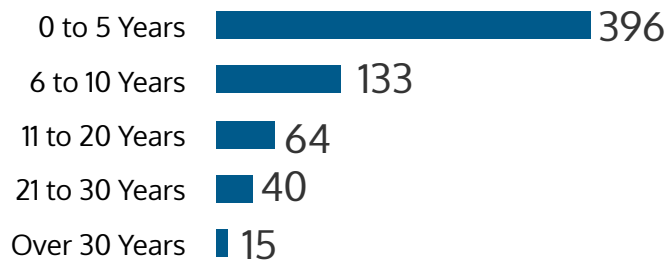
Student-to-Faculty Ratio (9/1)



Total Staff 648



Number of Staff by Length of Service



NOTE: 207/648 staff members work for Partners for Education (PFE).

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2020 - 2021</u>	Academic Year <u>2021 - 2022</u>
Tenure Appointments*	125	126
Full-time Teaching Appointments**	138	139
Professor	(32)	(33)
Associate	(66)	(63)
Assistant	(36)	(39)
Instructor	(4)	(4)
Full-time employees with faculty status who teach part time	7	14
Part-time faculty on a continuing appointment	5	5
Full-time employees without faculty status who teach part time	11	13
Adjunct faculty	20	22
Full-Time Equated (FTE)	156	165
Student/Faculty Ratio*** (FTE)	9/1	9/1

*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time in 2020-2021, and eleven administrators in 2020-2021; there are thirteen administrators in 2021-2022.

**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 BIRTH SEX**

Academic Year 2021 – 2022

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	15	27	42
6 to 10 years	16	19	35
11 to 20 years	21	12	33
21 to 30 years	10	10	20
Over 30 years	<u>6</u>	<u>3</u>	<u>9</u>
TOTAL	68	71	139

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

	<u>Academic Year 2020 – 2021</u>	<u>Academic Year 2021 – 2022</u>
Full-Time Teaching Faculty	138	139
Number of Alumni**	11	11
Graduated from Berea College	(9)	(9)
Attended Berea	(1)	(1)
Honorary Alumni***	(1)	(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.

FULL-TIME TEACHING FACULTY* BY ETHNIC AND RACIAL BREAKDOWNS

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

	<u>Fall 2020</u>		<u>Fall 2021</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	7	5.1%	8	5.8%
Not Hispanic or Latino or Spanish Origin	116	84.1%	115	82.7%
Chose not to respond	15	10.9%	16	11.5%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
International	3	2.2%	5	3.6%
Chose not to respond (race unknown)	4	2.9%	3	2.2%
American Indian or Alaska Native	1	0.7%	1	0.7%
Asian	5	3.6%	7	5.0%
Black or African American	13	9.4%	13	9.4%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	109	79.0%	107	77.0%
Two or more races indicated	3	2.2%	3	2.2%
Black/African American and White	(1)		(1)	
American Indian/Alaska Native and White	(2)		(2)	
	138	100%	139	100%

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

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

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

Source: Office of Academic Affairs, October 2021

FULL-TIME TEACHING FACULTY* BY AGE

Age**	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	0	(0%)	3	(2%)	1	(1%)	1	(1%)	1	(1%)
30-39 years old	23	(17%)	26	(20%)	27	(20%)	24	(18%)	24	(18%)
40-49 years old	32	(25%)	31	(23%)	34	(26%)	41	(31%)	45	(31%)
50-59 years old	46	(36%)	38	(29%)	35	(27%)	31	(23%)	31	(23%)
60-69 years old	28	(22%)	33	(25%)	32	(24%)	33	(25%)	34	(25%)
Older than 69 years old	0	(0%)	2	(1%)	3	(2%)	3	(2%)	3	(2%)
TOTAL	129	(100%)	133	(100%)	132	(100%)	133	(100%)	138	(100%)
Average:	51		50		51		50		51	

Age**	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	0	(0%)	1	(1%)	1	(1%)	2	(1%)	3	(2%)
30-39 years old	22	(16%)	26	(19%)	24	(17%)	21	(15%)	16	(12%)
40-49 years old	41	(30%)	38	(28%)	40	(29%)	41	(30%)	41	(29%)
50-59 years old	38	(28%)	41	(30%)	42	(30%)	42	(30%)	43	(31%)
60-69 years old	31	(23%)	26	(19%)	27	(19%)	27	(20%)	29	(21%)
Older than 69 years old	4	(3%)	5	(4%)	5	(4%)	5	(4%)	7	(5%)
TOTAL	136	(100%)	137	(100%)	139	(100%)	138	(100%)	139	(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 2021

FULL-TIME FACULTY* AVERAGE SALARIES BY RANK AND BIRTH SEX

Academic Year 2021-2022

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	17	\$97,900	\$96,700	16	\$95,400	\$96,400	33	\$96,700	\$96,500
Associate Prof.	36	\$76,000	\$73,400	27	\$72,800	\$72,500	63	\$74,600	\$72,500
Assistant Prof.	13	\$61,600	\$60,500	26	\$62,300	\$62,100	39	\$62,200	\$61,500
Instructor**	<u>2</u>			<u>2</u>			<u>4</u>	\$57,500	\$58,000
ALL RANKS	68	\$78,300	\$74,300	71	\$73,600	\$69,400	139	\$75,900	\$71,800

*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 by birth sex to ensure privacy; however, they are included in the "All Ranks" salary averages.

Source: Office of Academic Affairs, October 2021

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

Academic Year 2021 – 2022

<u>Division/Department</u>	<u>Birth 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	2	4	6	6	(100%)	3	(50%)
Mathematics	3	5	8	5	(63%)	2	(25%)
Nursing	0	2	2	2	(100%)	2	(100%)
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	11	15	26	23	(88%)	17	(65%)
Agriculture and Natural Resources	2	2	4	4	(100%)	4	(100%)
Business Administration	4	2	6	4	(67%)	3	(50%)
Computer and Information Science	2	3	5	4	(80%)	3	(60%)
Economics	2	1	3	3	(100%)	2	(67%)
Engineering Technologies and Applied Design	4	1	5	4	(80%)	3	(60%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(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 II TOTAL	15	10	25	21	(84%)	17	(68%)
Child and Family Studies	3	3	6	6	(100%)	2	(33%)
Health and Human Performance	2	7	9	6	(67%)	1	(11%)
Psychology	0	3	3	3	(100%)	3	(100%)
Sociology	0	3	3	3	(100%)	1	(33%)
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	16	22	19	(86%)	8	(36%)
Communication	1	3	4	3	(75%)	2	(50%)
English	1	5	6	5	(83%)	3	(50%)
Foreign Languages	5	3	8	7	(88%)	5	(63%)
Music	6	3	9	8	(89%)	1	(11%)
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	15	16	31	27	(87%)	14	(45%)
Art	2	3	5	5	(100%)	3	(60%)
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%)	3	(100%)
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	12	6	18	18	(100%)	12	(67%)
African and African American Studies	1	0	1	1	(100%)	1	(100%)
Appalachian Studies	2	1	3	3	(100%)	1	(33%)
Education Studies	1	3	4	4	(100%)	4	(100%)
Peace and Social Justice Studies	1	2	3	3	(100%)	1	(33%)
Studies of Religions and Spirituality	2	1	3	3	(100%)	2	(67%)
Women's and Gender Studies	0	1	1	1	(100%)	0	(0%)
Appointed to Division; no Department	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	9	8	17	17	(100%)	10	(59%)
TOTAL	68	71	139	125	(90%)	78	(56%)

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

Source: Office of Academic Affairs, October 2021

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

	<u>Fiscal Year 2016-2017</u>	<u>Fiscal Year 2017-2018</u>	<u>Fiscal Year 2018-2019</u>	<u>Fiscal Year 2019-2020</u>	<u>Fiscal Year 2020-2021</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$445,723	\$394,193	\$425,304	\$396,915	\$188,874
Number of Faculty Receiving Funds	138	136	137	139	138
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars per Full-Time Faculty	\$3,230	\$2,898	\$3,104	\$2,661	\$1,364
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$897,604	\$1,329,087	\$969,731	\$783,096	\$801,692
Number of Faculty on Paid Sabbatical	17	17	15	12	11
Average Total Dollars per Faculty on Sabbatical	\$52,800	\$78,182	\$64,649	\$65,258	\$72,881
Percent of Total Full-Time Faculty	12.3%	12.5%	10.5%	8.6%	8.0%
Total Number of Full-Time Faculty	138	136	137	139	138

Source: Office of Academic Affairs, October 2021

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

	Academic Years				
	<u>2016-17**</u>	<u>2017-18**</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
<u>PROFESSOR</u>					
Berea's mean	87.8	91.8	92.6	92.8	93.6
Benchmark group mean (excludes Berea)	98.2	99.2	100.3	100.9	99.8
Benchmark group median (includes Berea)	92.7	94.5	94.6	96.2	94.8
Berea's rank among its benchmarks	18/26	15/27	15/27	18/27	17/27
<u>ASSOCIATE PROFESSOR</u>					
Berea's mean	70.4	73.5	74.1	74.9	74.2
Benchmark group mean (excludes Berea)	76.1	77.5	78.8	79.9	78.7
Benchmark group median (includes Berea)	72.8	74.7	75.4	76.9	75.9
Berea's rank among its benchmarks	17/26	16/27	17/27	17/27	16/27
<u>ASSISTANT PROFESSOR</u>					
Berea's mean	58.2	60.5	60.0	62.0	62.1
Benchmark group mean (excludes Berea)	64.0	64.7	65.6	66.7	66.8
Benchmark group median (includes Berea)	61.8	61.7	62.2	62.7	62.9
Berea's rank among its benchmarks	19/26	17/27	17/27	17/27	15/27

*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 2021
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	John Wallhausser	1987
Gerrit Levey	1962	Stephen C. Bolster	1988
Marian Kingman	1963	Robert J. Schneider	1989
Robert Gordon Menefee	1963	Ralph Stinebrickner	1990
Charlotte P. Ludlum	1964	<i>Jeanne M. Hoch</i>	1991
William E. Newbolt	1964	Dean Warren Lambert	1992
Virginia Ruth Woods	1965	Ralph L. Thompson	1993
George Gilbert Roberts	1965	Eugene T. Chao	1994
Maureen Faulkner	1966	John E. Courter	1995
Kristjan Sulev Kogerma	1966	Paul David Nelson	1996
Herschel Lester Hull	1967	L. Eugene Startzman	1997
Frank Junior Wray	1967	Donald Hudson	1998
Jerome William Hughes	1968	Dorothy Hopkins Schnare	1999
Thomas Reed Beebe	1968	Thomas A. Boyd	2000
Louise Moore Scrivner	1969	Richard D. Sears	2001
John Douglas Chrisman	1969	Laura A. Crawford	2002
Cornelius Gregory Di Teresa	1970	Walter E. Hyleck	2003
Franklin Bryan Gailey	1970	Andrew Baskin	2004
Thomas McRoberts Kreider	1971	Amer Lahamer	2005
William John Schafer	1971	<i>Dawn Anderson</i>	2006
Robert Jerry Lewis	1972	<i>Gary Mahoney</i>	2007
Stephen Scott Boyce	1972	<i>Ron Rosen</i>	2008
Thomas David Strickler	1973	Janice Blythe	2009
Martha Wylie Pride	1974	Barbara Wade	2010
Glen H. Stassen	1975	Robert Suder	2011
John Fletcher White	1976	<i>Ed McCormack</i>	2012
Mary Louise Pross	1977	Sandra Bolster	2013
Robert Ward Pearson	1978	Kathryn Akural	2014
John Seelye Bolin	1979	<i>Jill Bouma</i>	2015
Dennis Michael Rivage-Seul	1980	Kathy Bullock	2016
Jonas Patterson Shugars	1981	<i>Michael Berheide</i>	2017
Philip Schmidt	1982	<i>Megan Hoffman</i>	2018
Larry K. Blair	1983	Robert Hoag	2019
Richard Barnes	1984	<i>Sarah Blank</i>	2020
Marlene Waller	1985	<i>Fred de Rosset</i>	2021
Smith T. Powell	1986		

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 Provost.

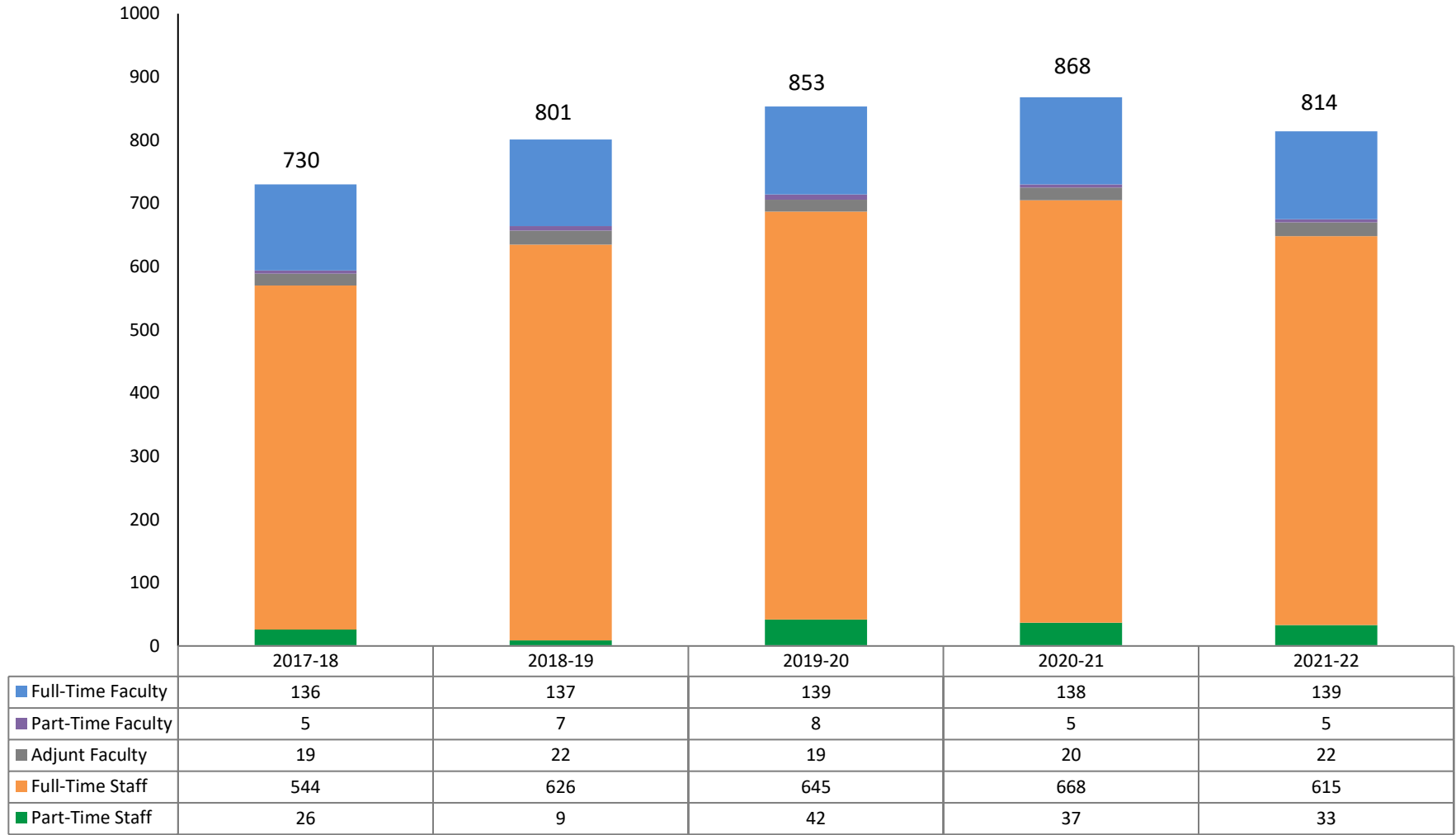
Recipients of the Paul C. Hager Excellence in Advising Award

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
Paul Smithson	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
<i>Kennaria Brown</i>	2021

Source: Office of Academic Affairs, August 2021

NUMBER OF BEREA COLLEGE EMPLOYEES ACADEMIC YEARS 2017-18 THROUGH 2021-22



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 BIRTH SEX**

	As of November 1, 2020			As of November 1, 2021		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	158	308	466	130	266	396
6 to 10 years	38	82	120	40	93	133
11 to 20 years	29	38	67	25	39	64
21 to 30 years	20	17	37	20	20	40
Over 30 years	<u>6</u>	<u>9</u>	<u>15</u>	<u>5</u>	<u>10</u>	<u>15</u>
TOTAL	251	454	705	220	428	648

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

	As of November 1, 2020			As of November 1, 2021		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	16	31	47	11	31	42
25-29 years old	39	54	93	28	46	74
30-39 years old	66	125	191	61	110	171
40-49 years old	35	75	110	37	68	105
50-59 years old	51	102	153	48	106	154
60-69 years old	40	62	102	32	63	95
Older than 69 years	<u>4</u>	<u>5</u>	<u>9</u>	<u>3</u>	<u>4</u>	<u>7</u>
TOTAL	251	454	705	220	428	648
Average Age:		43			44	

*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2020-21: 10; 2021-22: 10) and tenure-track faculty members (2020-21: 2; 2021-22: 3) who are currently holding administrative positions, and professional librarians with faculty status (2020-21: 8; 2021-22: 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 2021

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

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

	As of Nov. 1, 2020		As of Nov. 1, 2021	
Hispanic or Latino or Spanish Origin	20	(2.8%)	17	(2.6%)
American Indian or Alaska Native	2	(0.3%)	2	(0.3%)
Asian	10	(1.4%)	9	(1.4%)
Black or African American	56	(7.9%)	44	(6.8%)
Two or more races	13	(1.8%)	15	(2.3%)
White	614	(87.1%)	567	(87.5%)
Chose not to respond (race unknown)	10	(1.4%)	11	(1.7%)
International	0	(0.0%)	0	(0.0%)
TOTAL	705	(100.0%)	648	(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 (2020-21: 10; 2021-22: 10) and tenure-track faculty members (2020-21: 2; 2021-22: 3) who are currently holding administrative positions, and professional librarians with faculty status (2020-21: 8; 2021-22: 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

	As of Nov. 1, 2020	As of Nov. 1, 2021
Number of Staff*	705	648
Number of Alumni**	171	199
Graduated from Berea College	(155)	(184)
Attended Berea	(10)	(11)
Honorary Alumni***	(6)	(4)

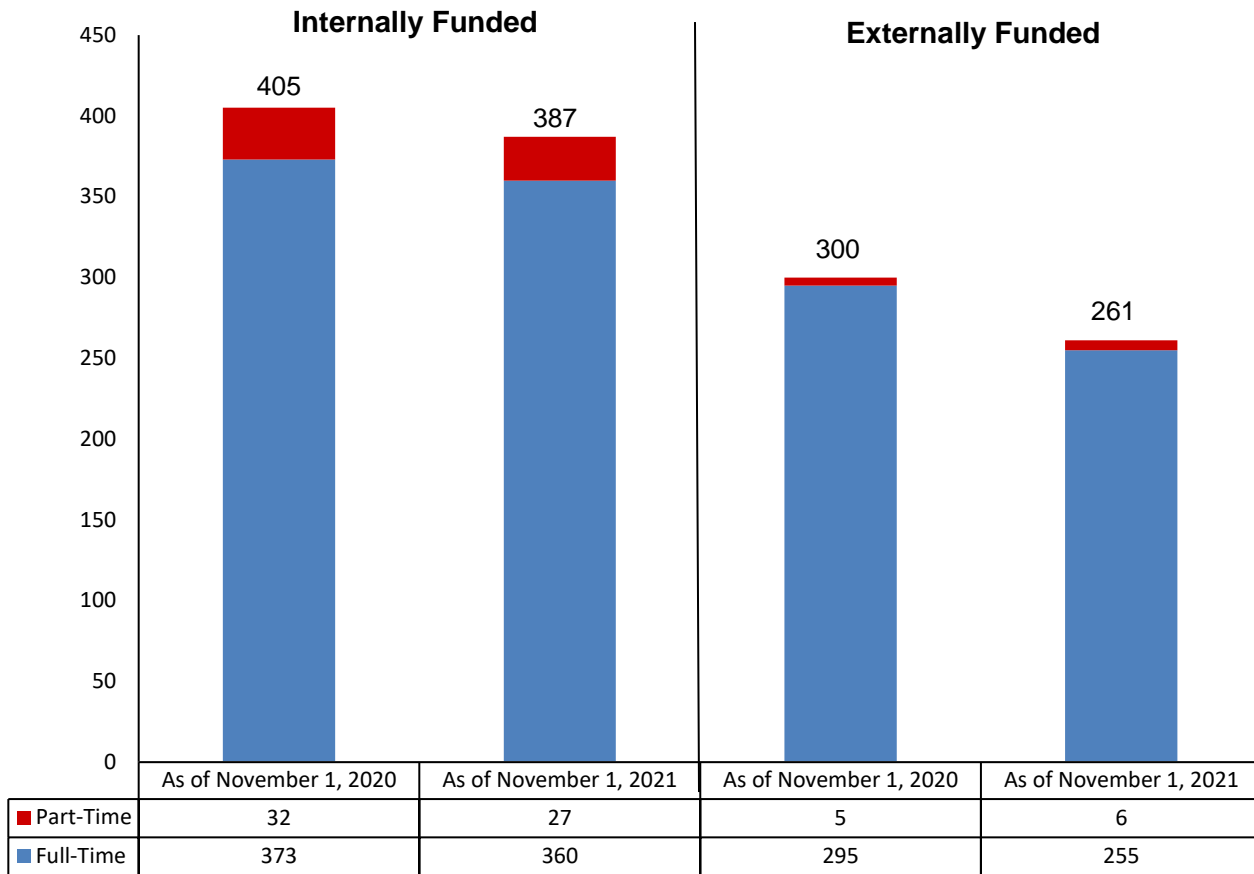
*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2020-21: 10; 2021-22: 10) and tenure-track faculty members (2020-21: 2; 2021-22: 3) who are currently holding administrative positions, and professional librarians with faculty status (2020-21: 8; 2021-22: 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.

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



*Includes tenured faculty members (2020-21: 10; 2021-22: 10) and tenure-track faculty members (2020-21: 2; 2021-22: 3) who are currently holding administrative positions, and professional librarians with faculty status (2020-21: 8; 2021-22: 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 2021

THE LABOR SUPERVISOR OF THE YEAR AWARD

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

Recipients of the Labor Supervisor of the Year Award

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

Janet Tronc	2005
Deloris Coleman	2006
Linda Reynolds	2006
<i>Loretta Reynolds</i>	2007
Dave Porter	2008
<i>Larky Kim Crawford</i>	2008
Sandy Wells	2009
<i>Leslie Kaylor</i>	2009
<i>Anthony Basham</i>	2010 (Supervising 1-15 students)
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)
<i>Jeanette Davidson</i>	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011
David Slinker	2012
<i>Clara Chapman</i>	2013
Adam Mullikin	2014
<i>Larky Kim Crawford</i>	2015
<i>Amanda Peach</i>	2016
Joan Pauly	2017
<i>Bob Harned</i>	2018
<i>Kye Anderson</i>	2019
Joan Pauly	2020
<i>Erin Miller</i>	2021

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	Nancy Ryan	2007
Betty Olinger	1992	<i>Theresa Lowder</i>	2008
Carol Lamm	1993	Mary Ann Shupe	2009
William Stolte	1994	Melissa Osborne	2010
Joan Moore	1995	Miriam David	2011
Peter Hille	1996	Joe Bagnoli	2012
John Cook	1997	Cheyenne Olson	2013
Randy Osborne	1998	Richard Olson	2013
Lee Morris	1999	Michelle Tooley	2014
Virgil Burnside	2000	Ellen Burke	2015
Brenda Hosley	2001	Meta Mendel Reyes	2016
Andrew Baskin	2002	<i>Michael Morris</i>	2017
Betty Hibler	2003	Yolanda Carter	2018
Barbara Power	2004	<i>Jackie Burnside</i>	2019
<i>Fred de Rosset</i>	2005	<i>Andrea Woodward</i>	2020
John Courter	2006	<i>Ashley Cochrane</i>	2021

ANNA MURCH HUTCHINS AWARD FOR STAFF EXCELLENCE

The Anna Murch Hutchins Award for Staff Excellence is named in honor of Anna Murch Hutchins, the wife of the fifth President of Berea College. Mrs. Hutchins' reputation at the College was one of quiet devotion and service. Alongside her husband, she served the community selflessly from 1920 to 1938. In her own way, Anna prioritized the needs of college staff. She was known for her thoughtfulness, impeccable character, and generosity as the First Lady of Berea College and, later, as the mother of President Francis Hutchins. She committed to regular acts of kindness across campus, often seeking out the overlooked members of the College community to offer flowers or a homecooked meal. The warmth she extended to all members of the Berea community reflected the egalitarian ideals of Berea's motto, "God has made of one blood all peoples of the earth." This award honors staff members who best exemplify the values held dear by Mrs. Hutchins.

The recipient, who must be a permanent staff employee, is selected by the Staff Forum Advisory Committee from nominees submitted by faculty and staff. The award will consist of a suitable plaque and a monetary award.

Recipients of the Anna Murch Hutchins Award for Staff Excellence

Names of current staff members are italicized.

Anthony Basham

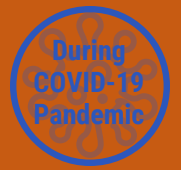
2021

Admissions

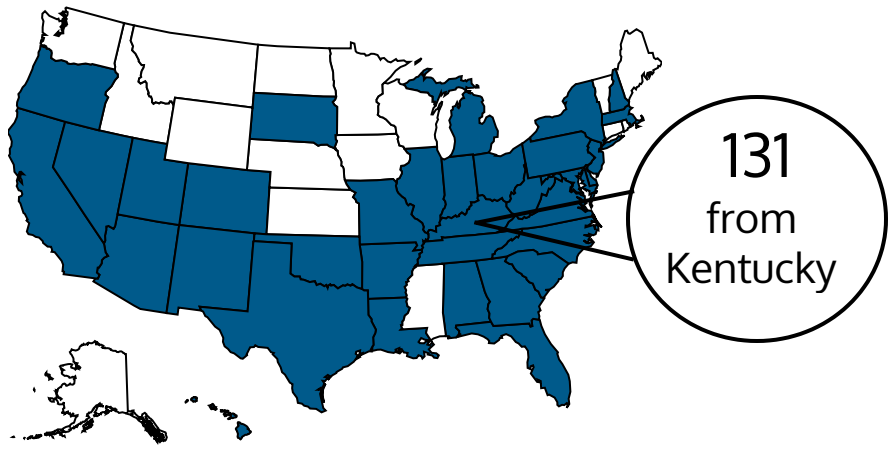
- First-Year Student Highlights
- Transfer Student Highlights
- Admissions Territory Categories (Map and Explanation)
- Admissions Territory (List of Counties)
- First-Year Students: Applied, Accepted, and Enrolled
 - All Students
 - by Birth Sex
 - by Territory
- First-Year Students from Kentucky
- African-American First-Year Students
- Hispanic 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 Birth 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, 2012-2021
 - by Birth Sex
 - by Cohort Type
 - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
 - All Students
 - by Birth Sex
- Fall Term Transfer Student Enrollment Trends, 2012-2021
 - by Birth Sex
 - by Territory

First-Year Student Highlights

Fall 2021
 (N = 338)



NOTE: Definitions of all categories can be found [here](#).



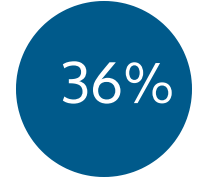
338 Students enrolled from...

- 35 States
- 1 U.S. Territory
- 20 Countries

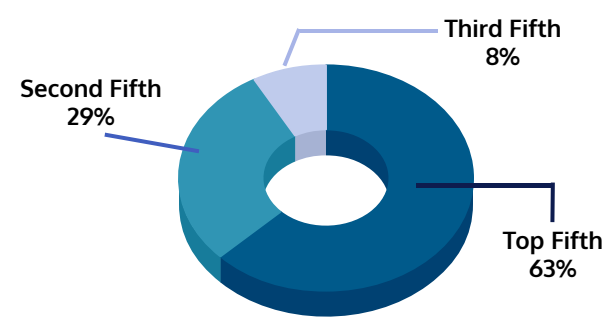
- 64% In-Territory
- 43% Appalachian Regional Commission (ARC) Counties
- 20% At-Risk and Distressed ARC Counties

Academic Preparation

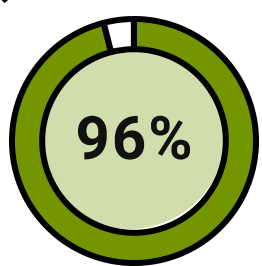
Required at least one developmental mathematics course



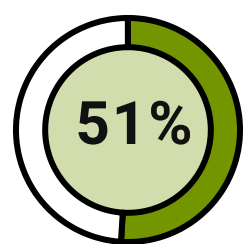
High School Percentile Rank



Financial Qualifications



Pell Grant Recipients



Domestic Students with \$0 Expected Family Contribution

Enrollment Characteristics

- 59% Female (Based on birth sex response on application)
- 29% African-American
- 5% F-1 International
- 14% Hispanic
- 58% First Generation
- 3% Homeschooled

Gender Identity

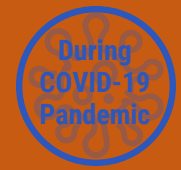
(Based on student responses on the admissions application)

Female	145 (42.9%)
Male	96 (28.4%)
No Response	85 (25.1%)
Genderqueer/Non-Binary	6 (1.8%)
Transgender (Female to Male)	4 (1.2%)
Transgender (Male to Female)	1 (0.3%)
Gender nonconforming	1 (0.3%)
Self-prescribed gender identity	0 (0%)

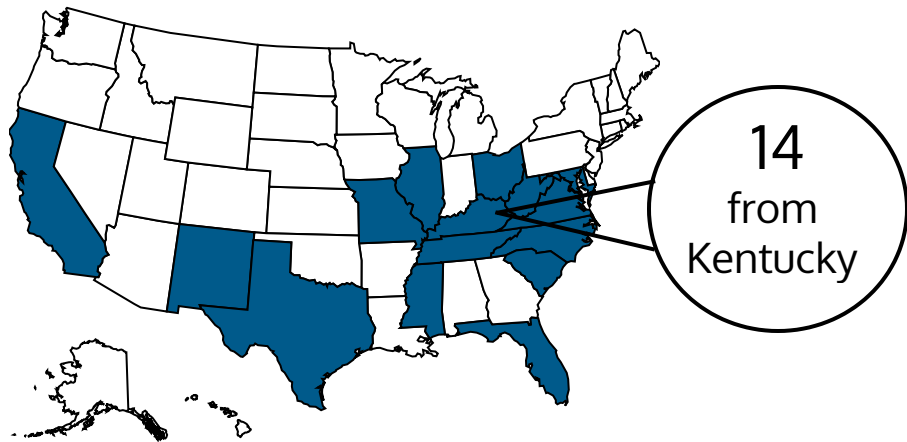
Transfer Student Highlights

Fall 2021

(N = 40)



NOTE: Definitions of all categories can be found [here](#).



40 Students enrolled from...

15 States
1 U.S. Territory

60% In-Territory
38% Appalachian Regional Commission (ARC) Counties
13% At-Risk and Distressed ARC Counties

Academic Preparation

Mean Transfer GPA

3.53

Required at least one course of developmental math

58%

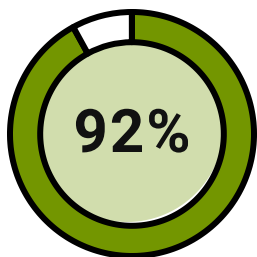
Classification

Junior/Senior
30%

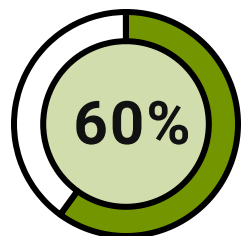
Freshman
28%

Sophomore
43%

Financial Qualifications



Pell Grant Recipients



Domestic Students with \$0 Expected Family Contribution

Enrollment Characteristics

63% Female (Based on birth sex response on application)

10% Hispanic

28% African-American

49% First Generation

0% F-1 International

18% KCTCS Transfer

(Kentucky Community and Technical College System)

Gender Identity

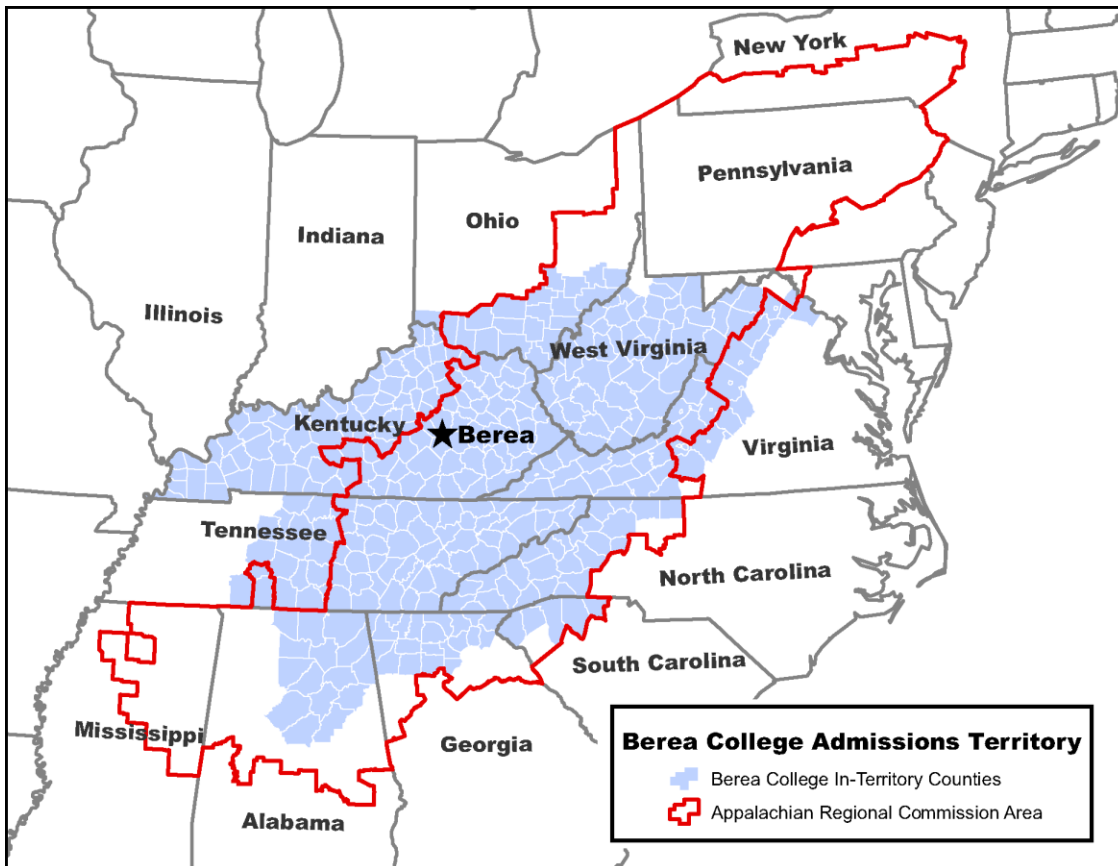
(Based on student responses on the admissions application)

Female	18 (45.0%)
Male	11 (27.5%)
No Response	10 (25.0%)
Genderqueer/Non-Binary	1 (2.5%)
Transgender (Female to Male)	0 (0%)
Transgender (Male to Female)	0 (0%)
Gender nonconforming	0 (0%)
Self-prescribed gender identity	0 (0%)

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.)

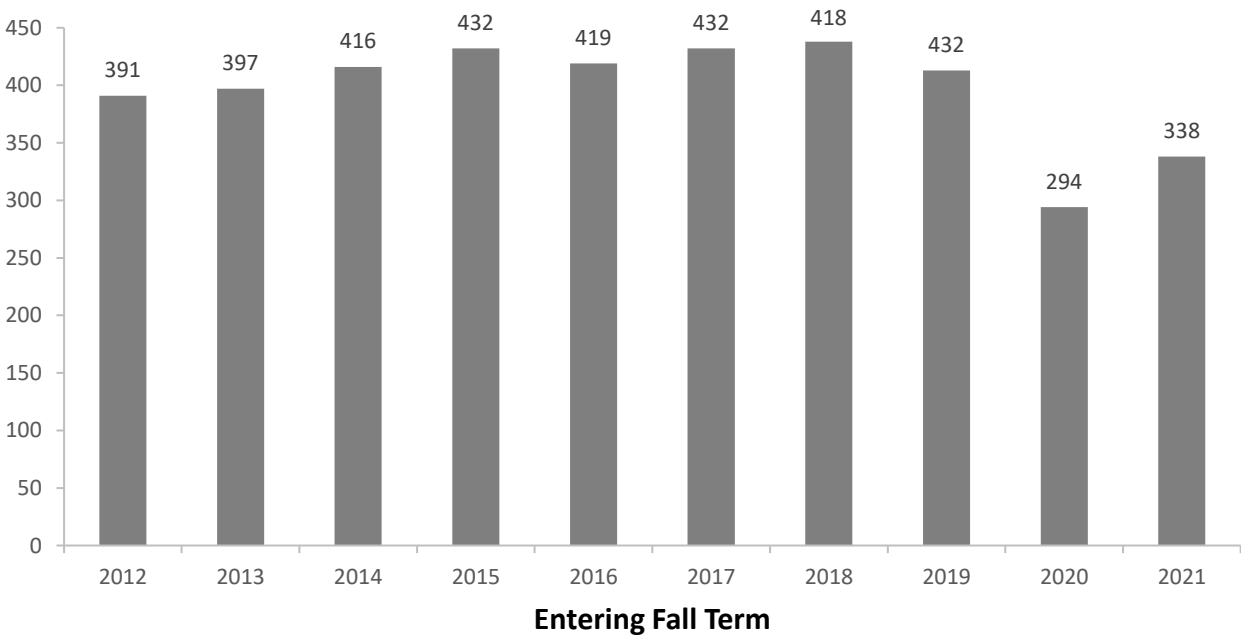
Source: Admissions Office

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
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	294	48
2021	3,753	1,736	577	33	338	59

Refer to
COVID-19
Information

NUMBER OF FIRST-YEAR STUDENTS



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

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

Males

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
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
2021	1,365	727	237	33	137	58

Refer to
COVID-19
Information

Females

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
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	185	50
2021	2,387	1,009	340	34	201	59

NOTE: Birth 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 2021:1/0

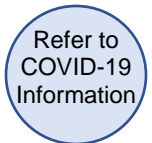
Source: Annual editions of the First-Year Students' Class Profile

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

IN-TERRITORY*						
Fall Term	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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	246	55
2021	2,003	765	362	47	215	59

OUT-OF-TERRITORY						
Fall Term	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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
2021	1,057	424	194	46	107	55

F-1 INTERNATIONAL**						
Fall Term	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
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
2021	693	547	21	4	16	76



*Beginning in 2018, In-Territory includes an additional 22 counties in Tennessee. See page 38 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>
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	294	161	54.8
2021	338	131	38.8

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* First-Year Students of Total</u>
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	294	69	23.5
2021	338	97	28.7

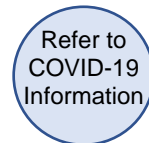
*Based on the number of domestic students who identified themselves as “Black or African American” alone or in combination with another race.

HISPANIC** FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Hispanic** First-Year Students</u>	<u>Percent Hispanic** of Total First-Year Students</u>
2012	391	19	4.9%
2013	397	20	5.0
2014	416	40	9.6
2015	432	49	11.3
2016	418	50	12.0
2017	432	52	12.0
2018	438	50	11.4
2019	413	53	12.8
2020	294	54	18.4
2021	338	47	13.9

**Based on the number of domestic students who identified themselves as “Hispanic or Latino or of Spanish Origin.”

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



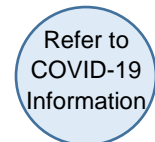
**FIRST-YEAR STUDENTS
FROM APPALACHIAN REGIONAL COMMISSION (ARC) COUNTIES AND
AT-RISK AND DISTRESSED APPALACHIAN COUNTIES***

<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>
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	294	147	50.0	69	23.5	17	5.8
2021	338	140	41.4	63	18.6	24	7.1

*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/>



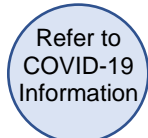
Source: Office of Institutional Research and Assessment, October 2021

MEAN ACT COMPOSITE SCORES

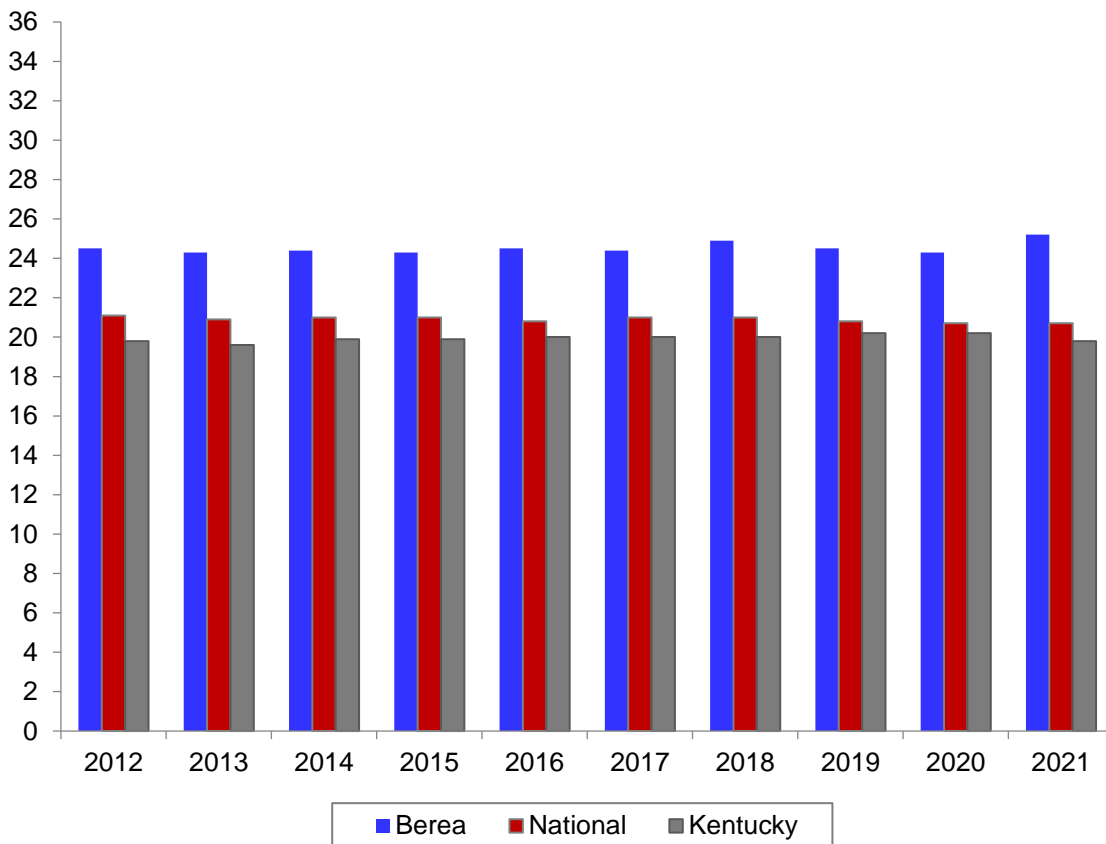
Fall Term	Number of First-Year Students* who Submitted ACT**	Berea's First-Year Students Mean Scores			National/Kentucky Comparisons Mean Scores	
		All Students	Birth Sex Males Females		National	Kentucky
2012	310	24.5	23.8	25.0	21.1	19.8
2013	318	24.3	24.0	24.6	20.9	19.6
2014	344	24.4	24.4	24.4	21.0	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	256	24.3	24.4	24.3	20.7	19.8
2021	157	25.2	25.4	25.1	20.7	19.8

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

**Submitting ACT scores was optional for Fall term 2021. Data on this page are for those students whose test scores were used in the Admissions decision.



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



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

MEAN SAT SCORES: READING AND WRITING; MATHEMATICS

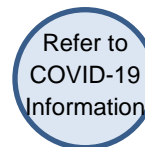
Fall Term	Number of First-Year Students who Submitted SAT***	Berea's First-Year Students Mean Scores			National and Kentucky Comparisons Mean Scores					
		Reading and Writing*	Mathematics	Writing and Language*	Reading and Writing*		Mathematics		Writing and Language*	
					National	KY	National	KY	National	KY
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	
2021	26	607	605	not applicable	523	609	528	598	not applicable	

*Prior to 2019, the SAT categories were "Critical Reading," "Mathematics," and "Writing and Language."

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

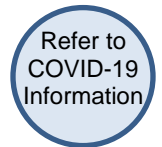
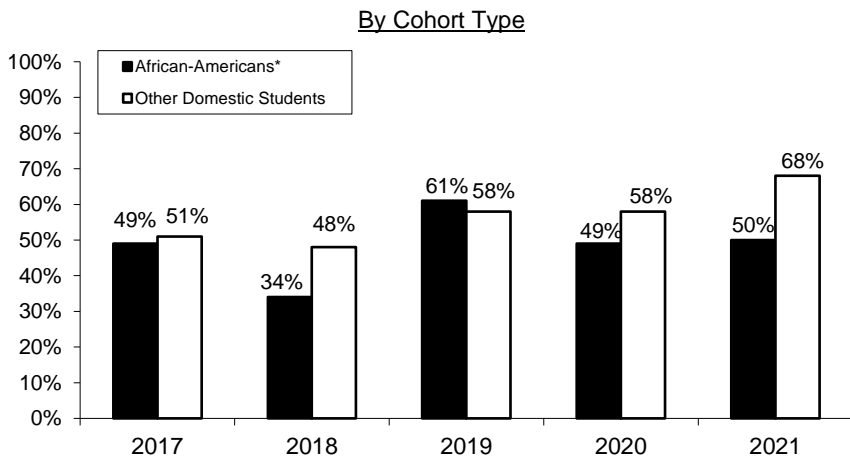
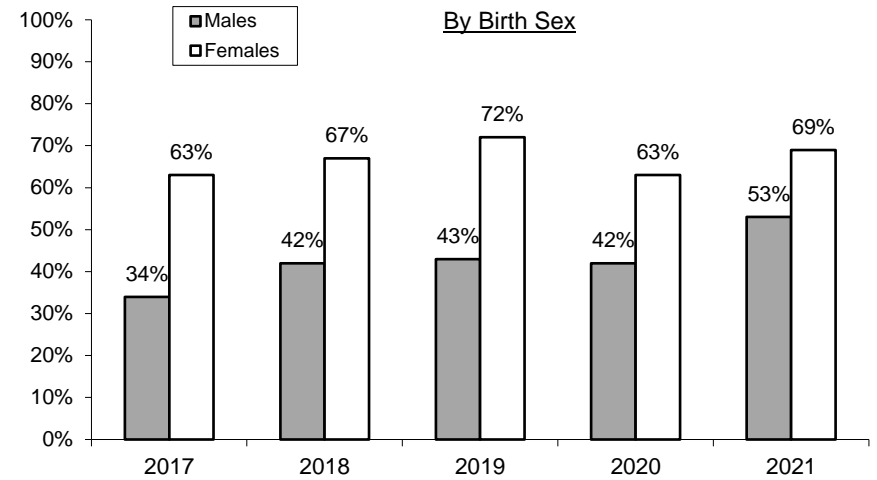
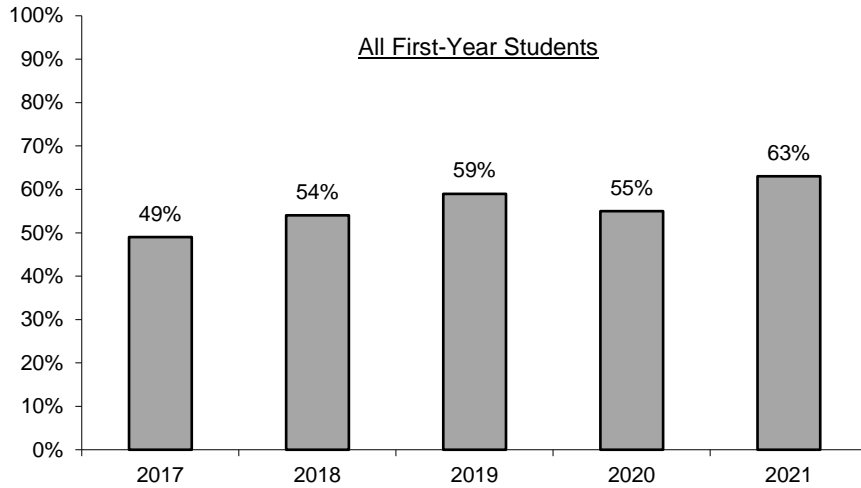
***Submitting SAT scores was optional for Fall term 2021. Data on this page are for those students whose test scores were used in the Admissions decision.

NOTES: Approximately 5 – 10% of Berea College first-year students submit SAT scores.
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 BIRTH SEX AND COHORT TYPE

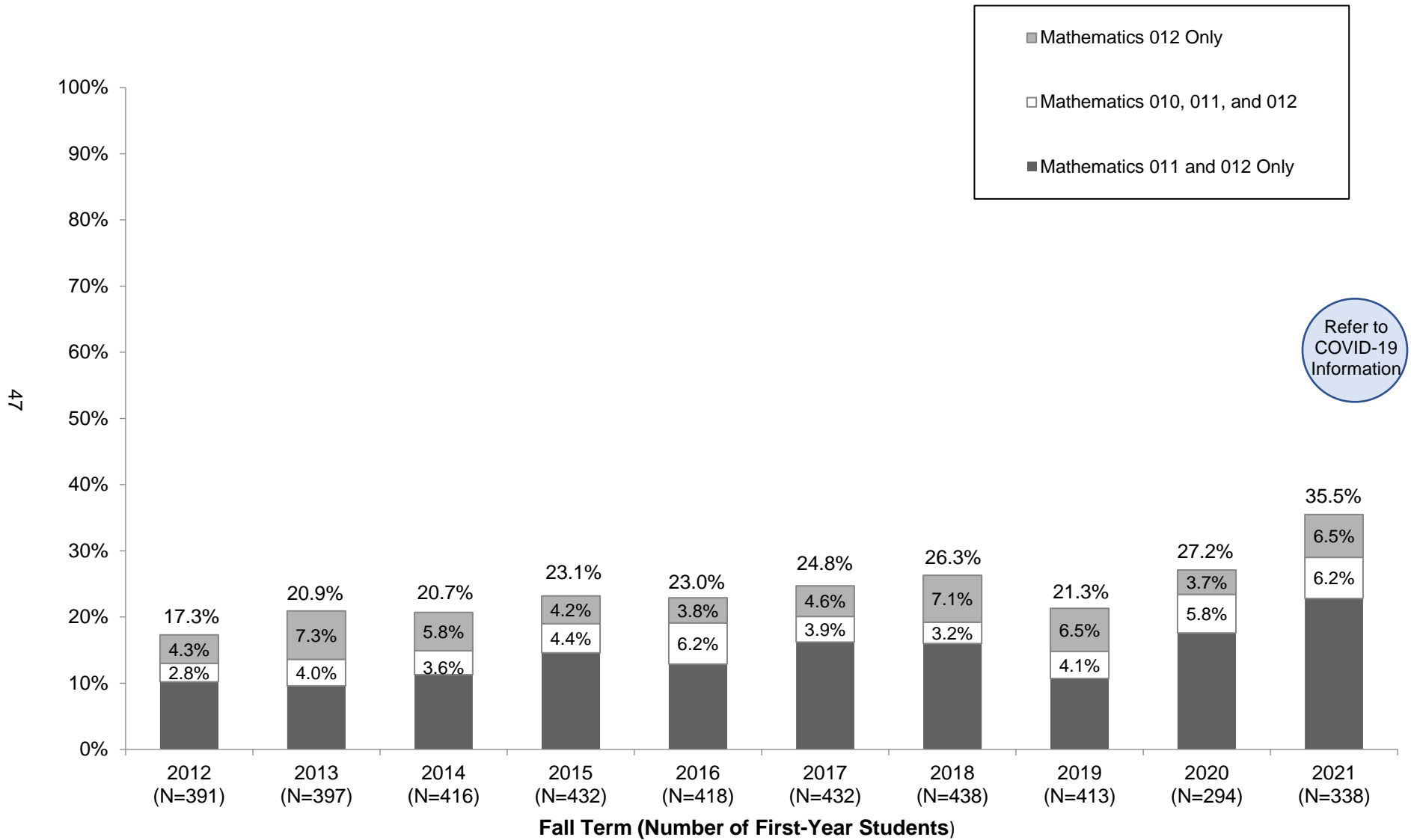


*Based on domestic students who identified themselves as “Black or African American” alone or in combination with another race.

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

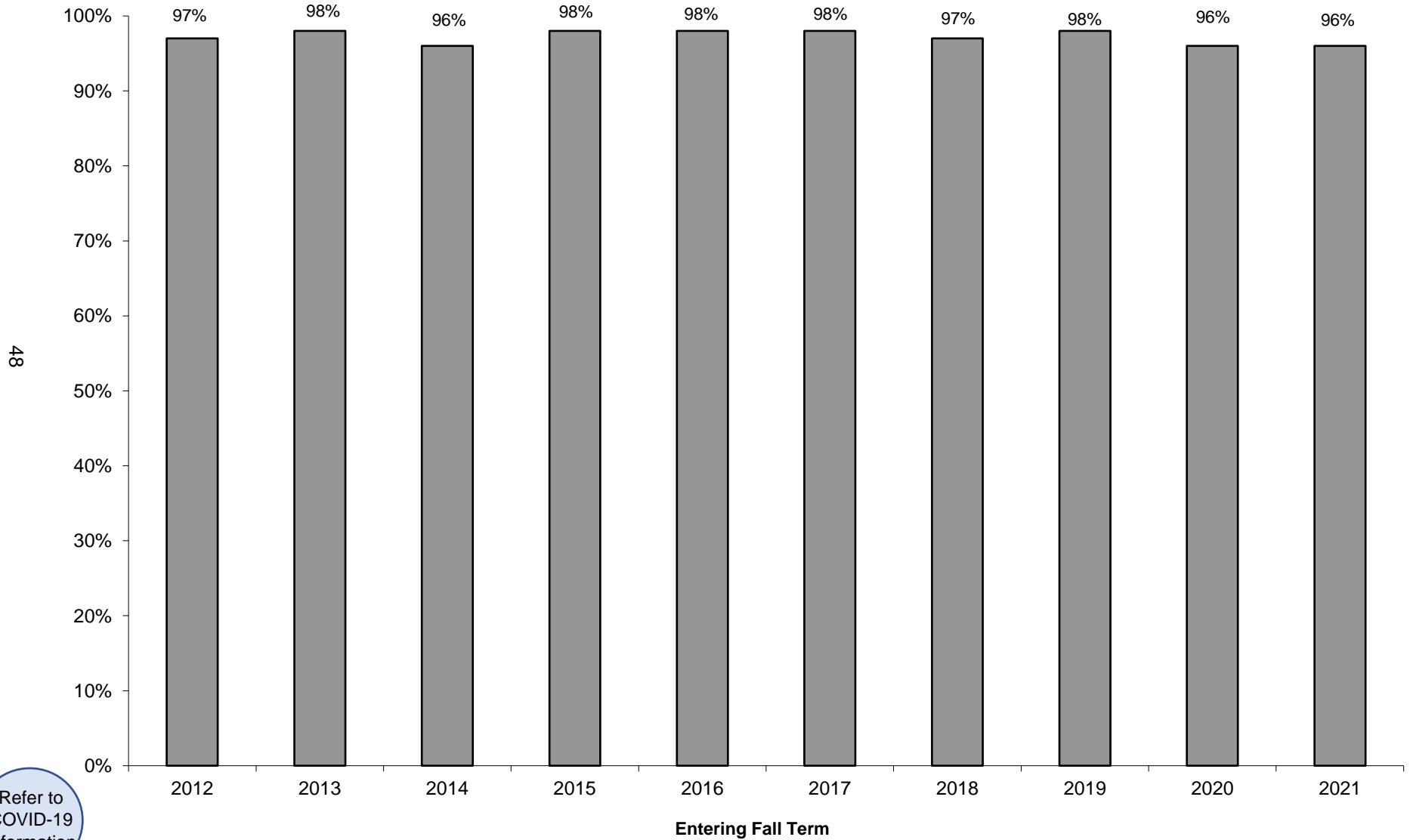


NOTE: The number on the top of the bars indicates the percentage of first-year students who need at least one course of developmental mathematics.

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

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

Ten-Year Average: 98%

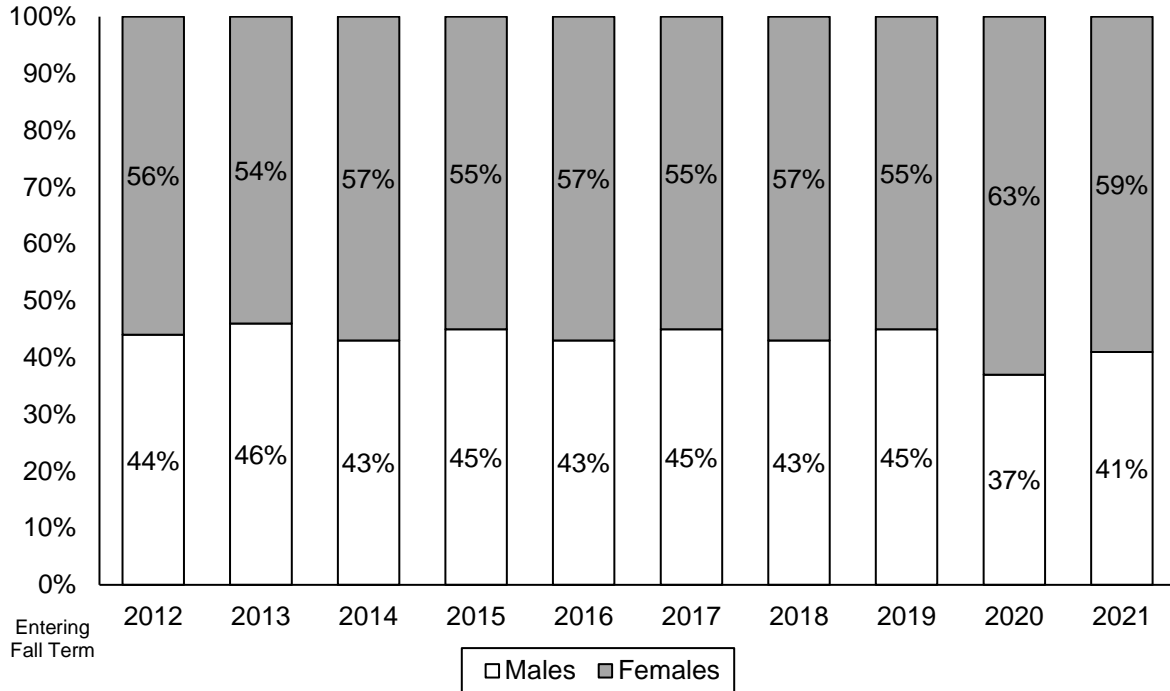


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

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

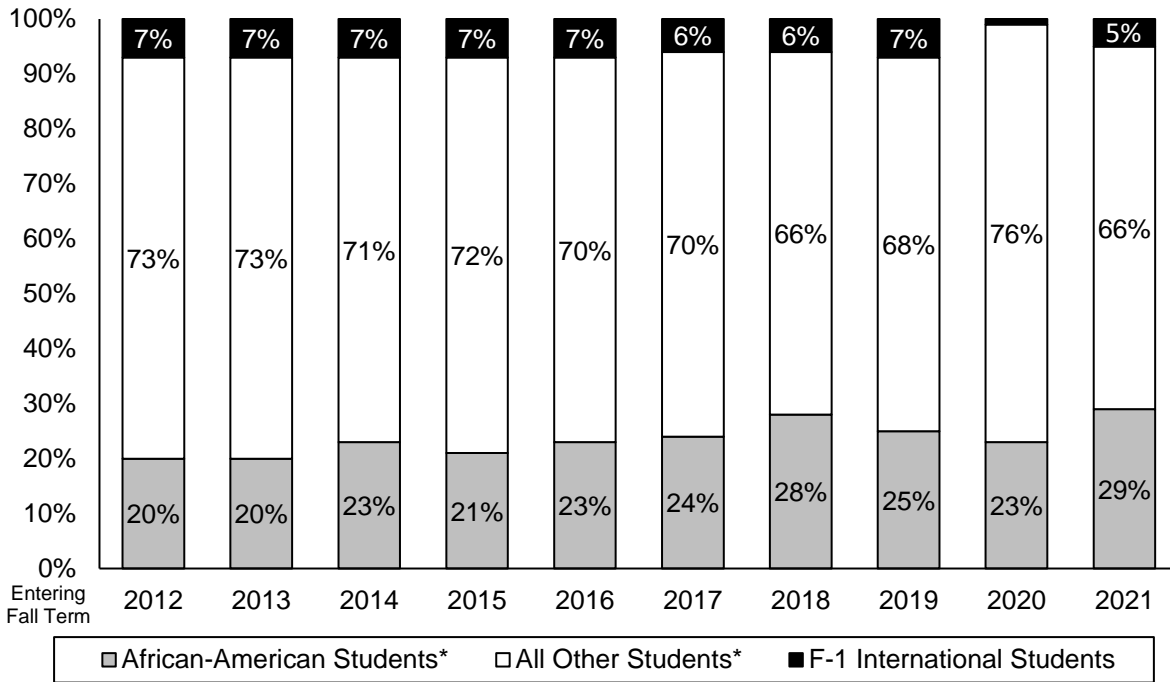
FIRST-YEAR STUDENT ENROLLMENT TRENDS

By Birth Sex



Refer to COVID-19 Information

By Cohort Type

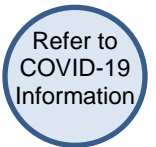
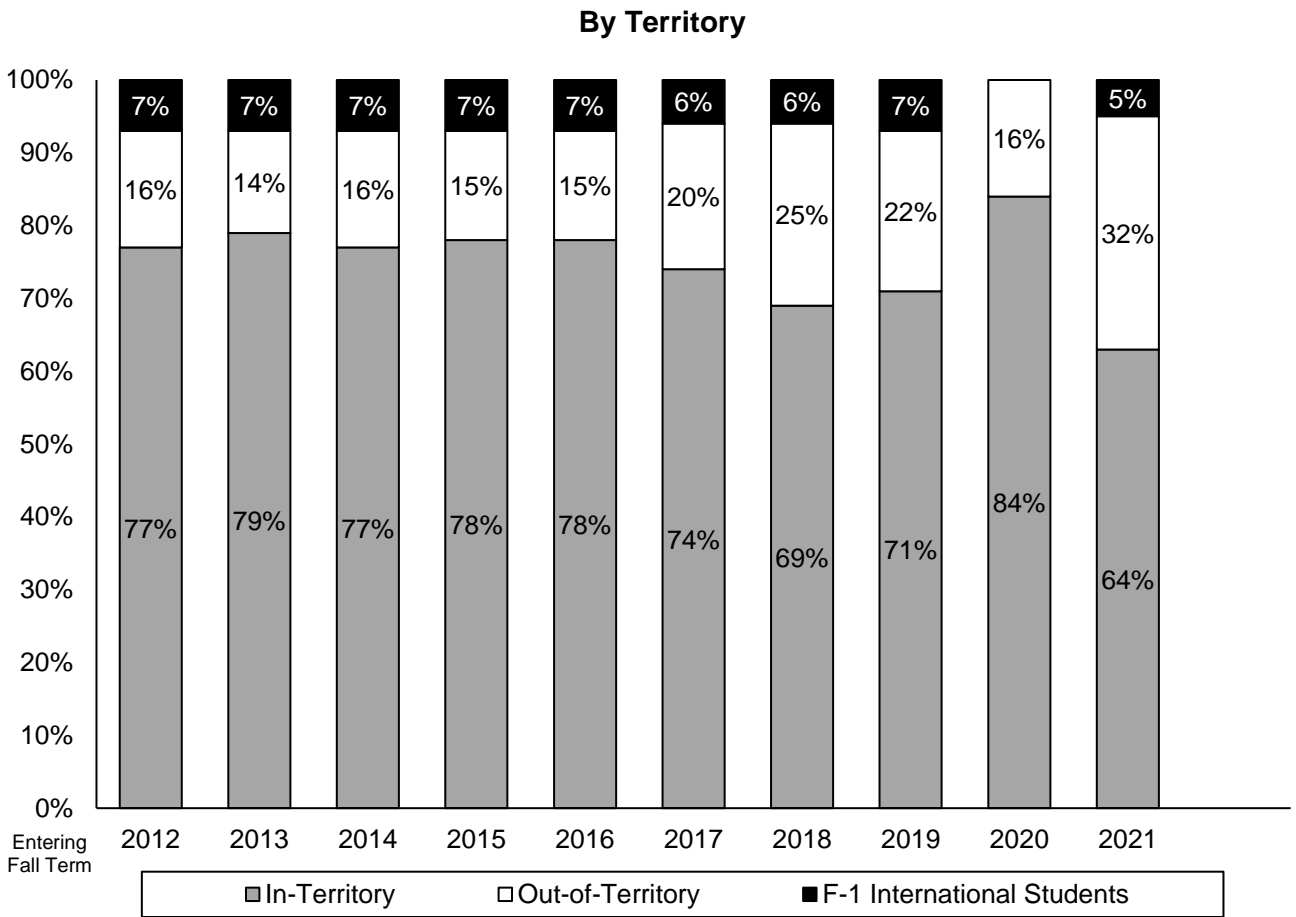


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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

Source: Office of Institutional Research and Assessment, October 2021

First-Year Student Enrollment Trends, continued



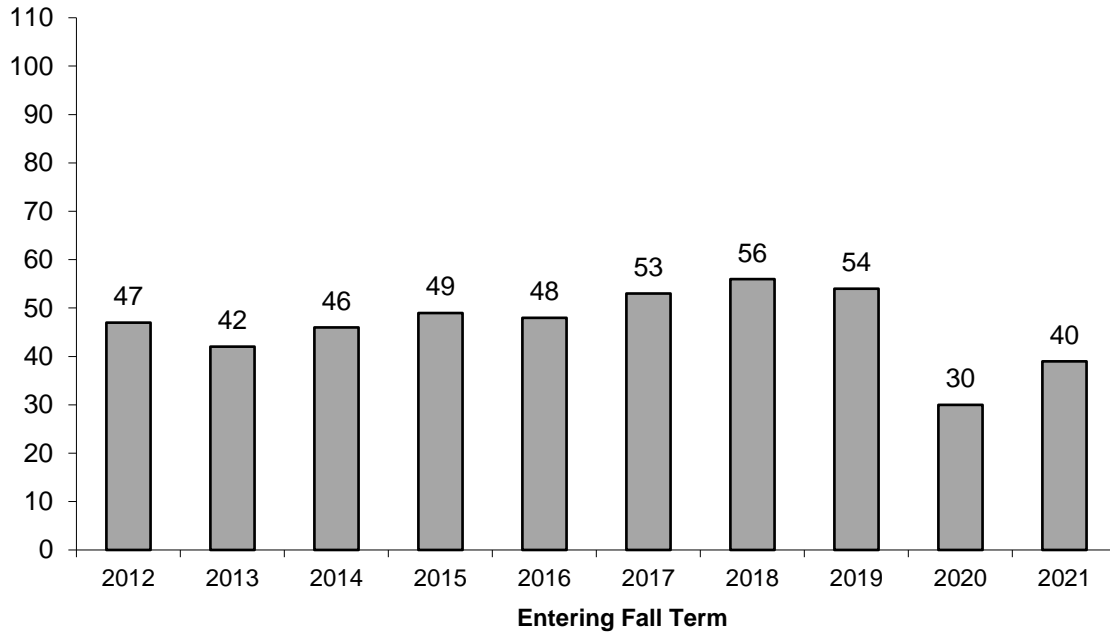
Source: Office of Institutional Research and Assessment, October 2021.

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
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
2021	382	91	51	56	40	78

NUMBER OF TRANSFER STUDENTS

Refer to
COVID-19
Information



Source: Annual editions of the Transfer Students' Class Profile

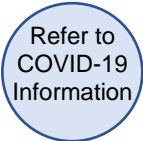
**TRANSFER STUDENTS BY BIRTH SEX:
APPLICATIONS, ACCEPTED, AND ENROLLED**

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>
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
2021	140	36	20	56	15	75

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>
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
2021	242	55	31	56	25	81

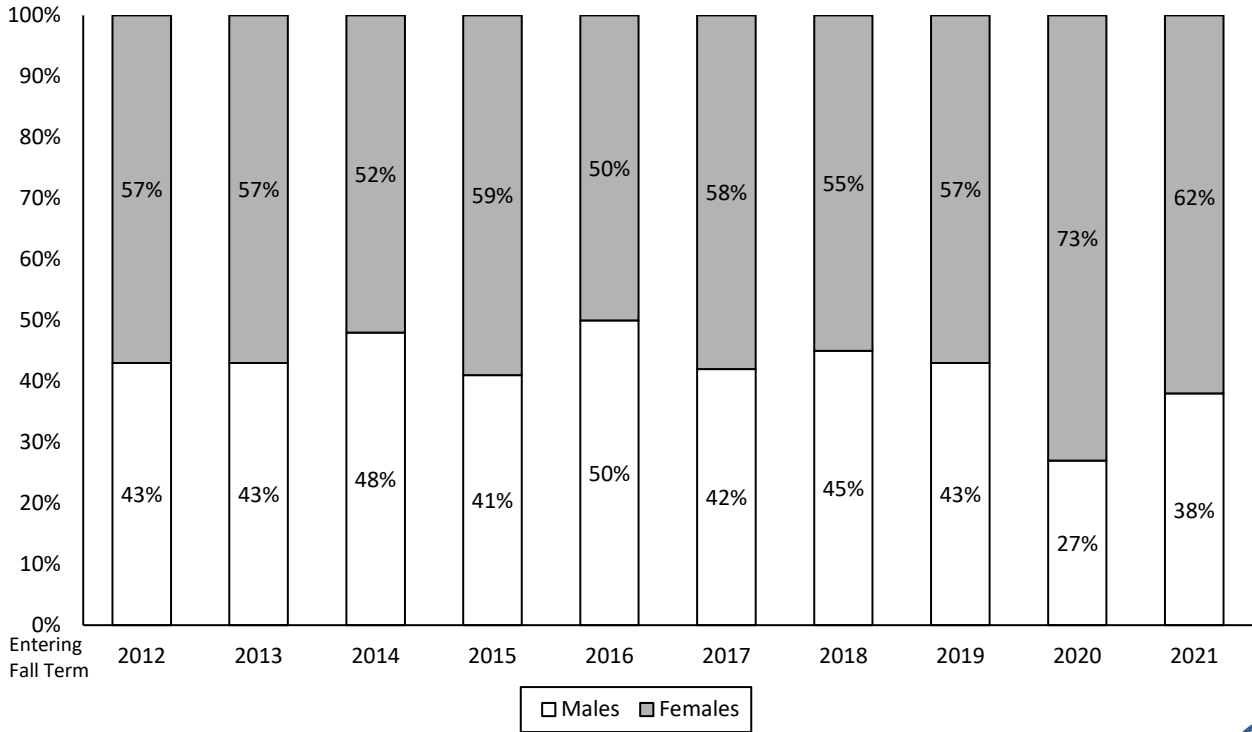


NOTE: In 2013 and in 2014, birth sex was unknown for one submitted application.

Source: Annual editions of the Transfer Students' Class Profile

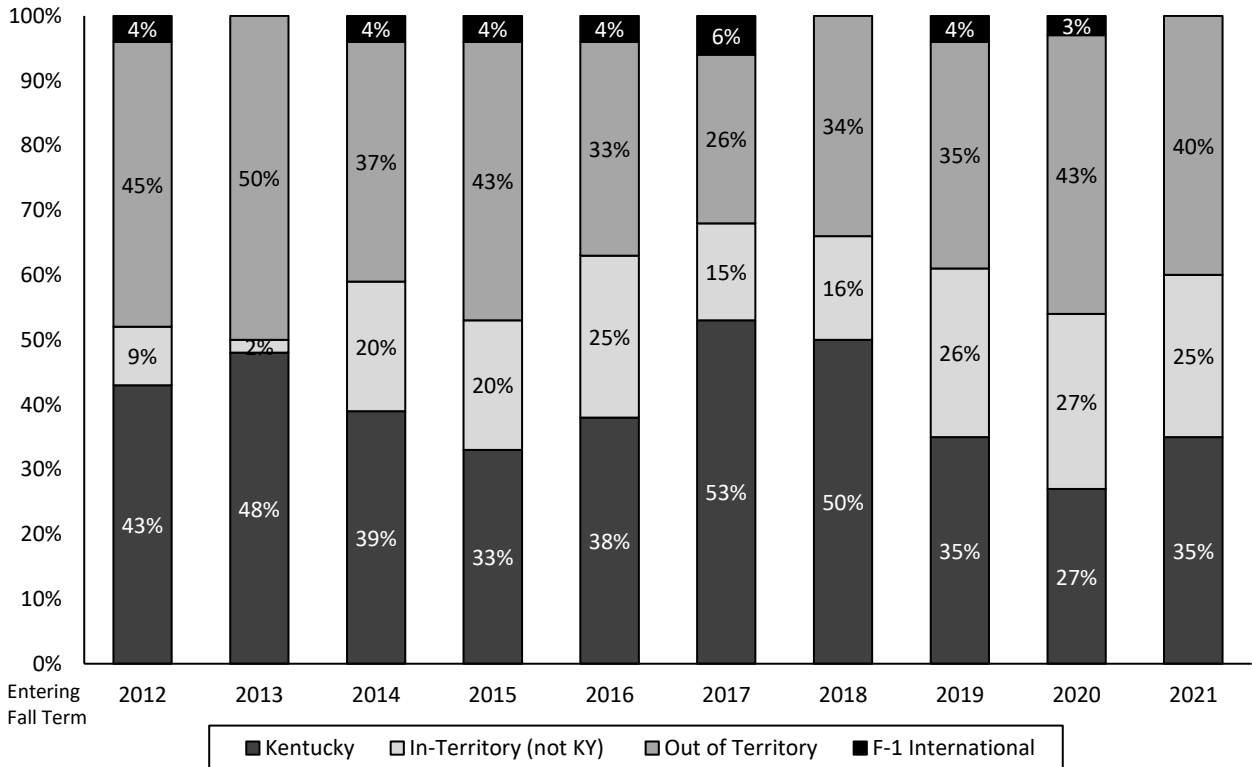
FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

By Birth Sex



Refer to
COVID-19
Information

By Territory



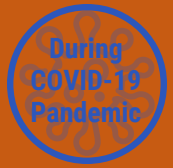
Source: Office of Institutional Research and Assessment, September 2021

Student Enrollment and Characteristics

- Highlights
- Fall 2021 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
- F-1 International Degree-Seeking Students
- African-American Degree-Seeking Students
- Hispanic Degree-Seeking Students
- Degree-Seeking Students from Appalachian Regional Commission (ARC) Counties and At-Risk and Distressed Appalachian Counties
- Fall 2021 Enrollment by State and U. S. Territories (Map)
- Fall 2021 Enrollment by Country (Map)
- Fall 2021 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by
 - Territory
 - Ethnic and Racial Breakdowns
 - Age
- Fall 2021 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2012-2021
 - by Birth Sex
 - by Cohort Type
 - by Territory
- Spring Enrollments by Classification
 - By Full-Time and Part-Time Status

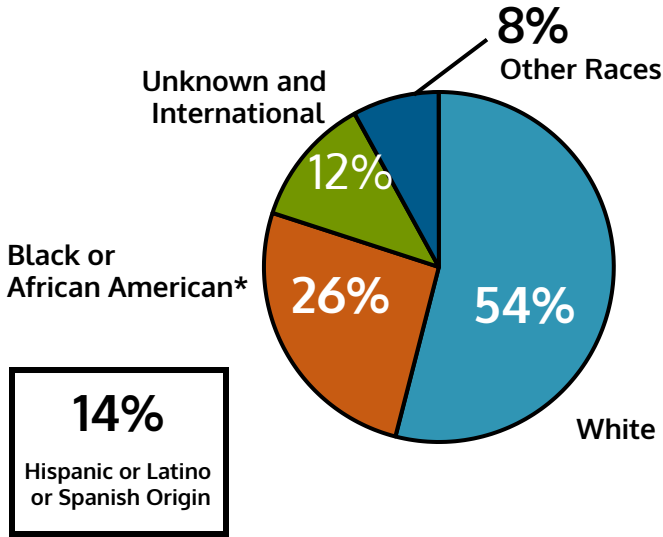
Enrollment Highlights

Fall 2021



NOTE: Definitions of all categories can be found [here](#).

Ethnic and Racial Breakdowns

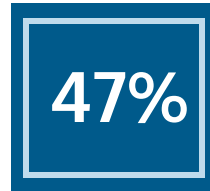


*Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

First Generation



From Appalachian Regional Commission (ARC)



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

Non-Traditional



Students Registered with the Disability and Accessibility (DAS) Office



Birth Sex

Female	Male
59%	41%

Headcount



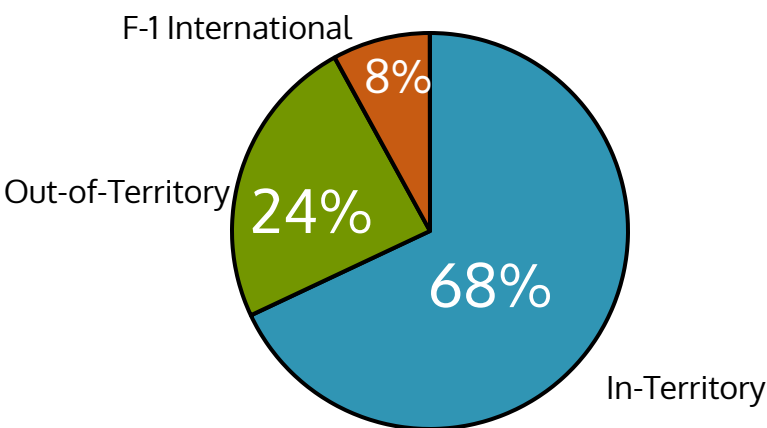
Degree-Seeking



Non-Degree-Seeking



Territory



Students represent:

45 States

1 U.S. Territory

70 Countries other than the United States

FALL 2021 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,454		First-Year Students N = 338		Transfer Students N = 40
Birth Sex					
Male	591	41%	137	41%	15
Female	863	59%	201	59%	25
					38%
					62%
Territory					
In-Territory	988	68%	215	64%	24
Out-of-Territory	351	24%	107	32%	16
F-1 International	115	8%	16	5%	0
					60%
					40%
					0%
From ARC					
Appalachian Counties	623	43%	140	41%	14
					35%
Ethnic and Racial Breakdowns					
Hispanic or Latino or					
Spanish Origin	207	14%	47	14%	4
					10%
Black or African American	378	26%	97	29%	11
Other races	115	8%	34	10%	4
White	781	54%	180	53%	25
Unknown and International	180	12%	27	8%	0
					28%
					10%
					63%
					0%
Non-Traditional					
	64	4%	1	<1%	7
					18%
First Generation (based on those with known info)					
	762/1346	57%	191/330	58%	17/35
					49%

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.

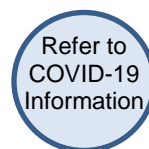
Black or African American – Domestic students (not F-1 International students) who identified themselves as “Black or African American” alone or in combination with another race.

Other Races – Domestic 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 – Domestic 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.

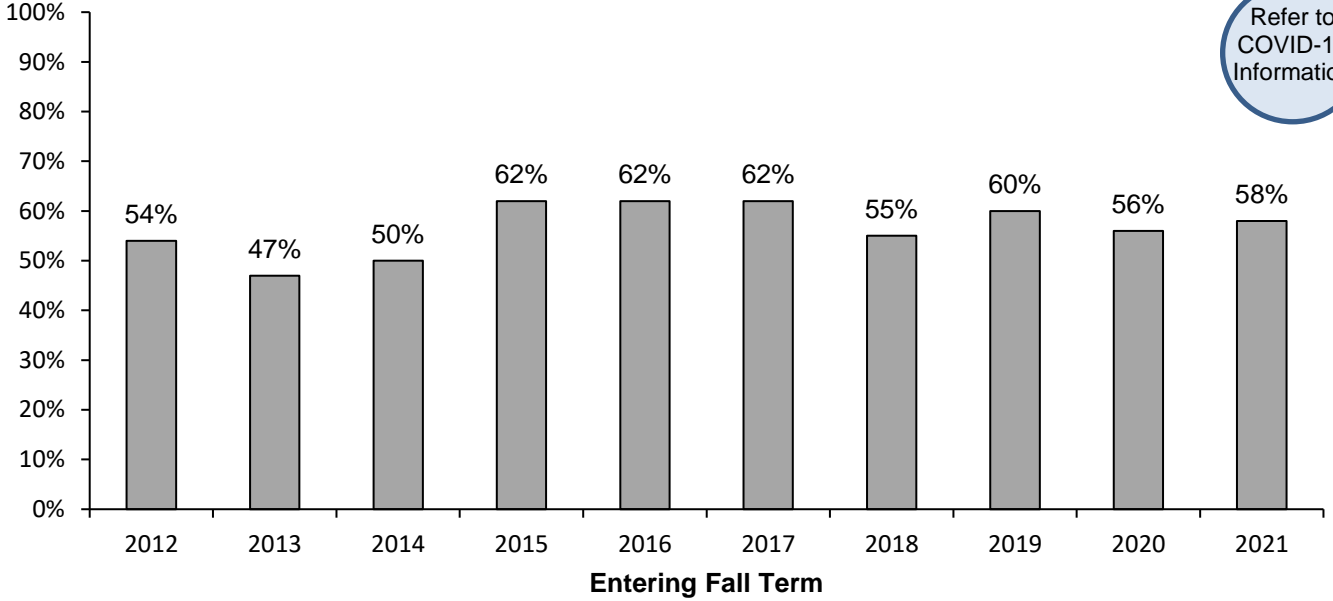
First Generation – Students who indicated on application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.



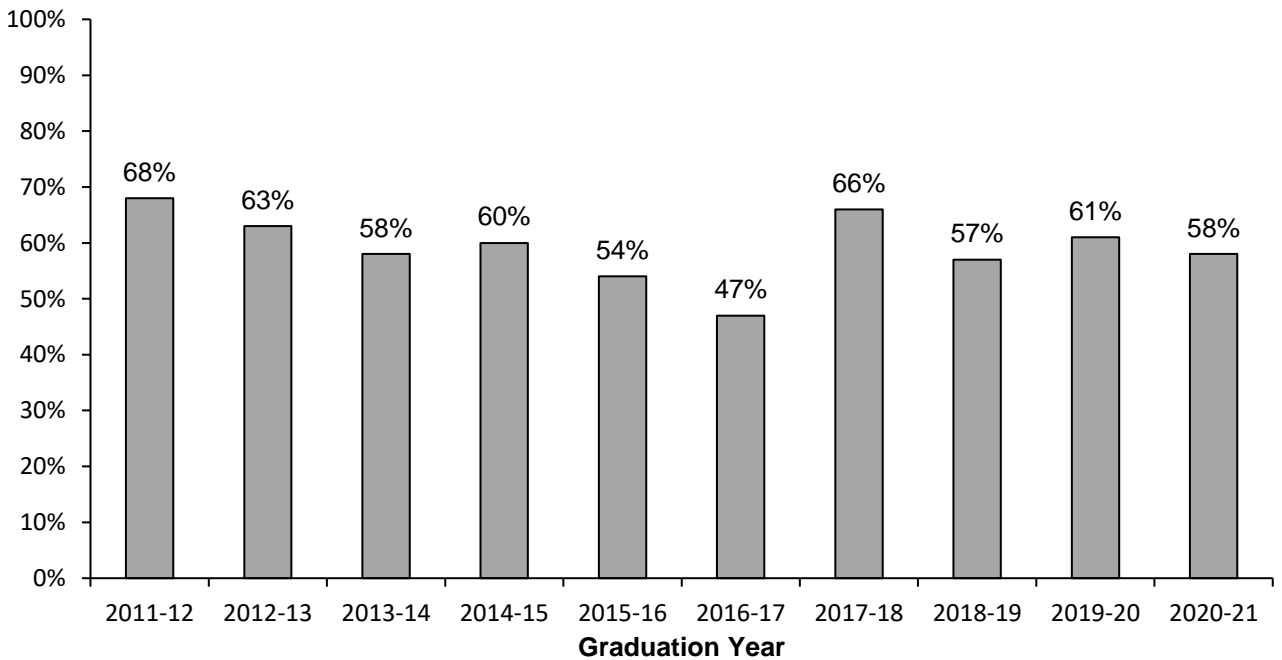
PERCENT OF FIRST-GENERATION STUDENTS (At Entry and At Graduation)

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

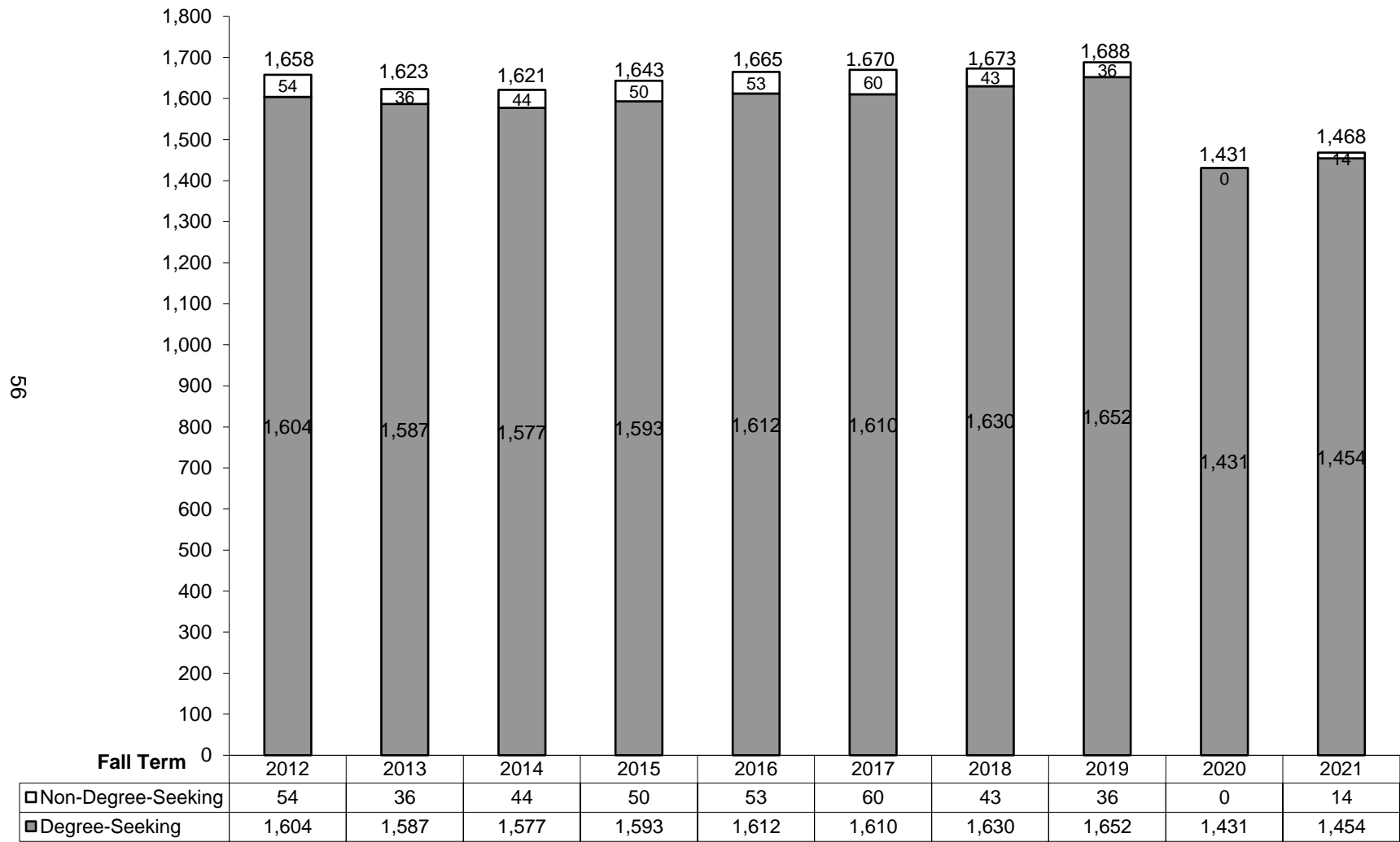


Graduating Seniors



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 2021

FALL ENROLLMENTS BY CLASSIFICATION 2017 – 2021

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<u>Total (Full-Time and Part-Time) *</u>					
Freshman	504	496	485	341	458
First-Year Students	(432)	(438)	(413)	(294)	(338)
Other Freshmen**	(72)	(58)	(72)	(47)	(120)
Sophomore	374	373	378	364	256
Junior	376	397	405	382	393
Senior	<u>356</u>	<u>364</u>	<u>384</u>	<u>344</u>	<u>347</u>
TOTAL DEGREE-SEEKING STUDENTS	1,610	1,630	1,652	1,431	1,454
Auditing Student	3	4	2	0	2
Berea Community School	45	22	15	0	8
College Employee	0	1	1	0	2
Community (Special)	5	9	10	0	2
EKU Exchange	0	2	2	0	0
Home-Schooled Student	Not recorded prior to 2019.		3	0	0
Madison Southern High School	1	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>6</u>	<u>5</u>	<u>3</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	60	43	36	0	14
TOTAL HEADCOUNT	1,670	1,673	1,688	1,431	1,468

*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.

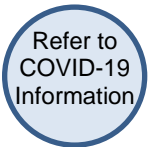
Community (Special) - Non-degree-seeking students who wish to take courses for personal enrichment or for limited educational gain.

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>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<u>Full-Time Students</u>					
Freshman	504	496	485	341	457
First-Year Students	(432)	(438)	(413)	(294)	(338)
Other Freshmen*	(72)	(58)	(72)	(47)	(119)
Sophomore	374	373	378	363	255
Junior	376	397	405	377	386
Senior	<u>355</u>	<u>360</u>	<u>381</u>	<u>341</u>	<u>334</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,609	1,626	1,649	1,422	1,432
Auditing Student	0	0	0	0	0
Berea Community School	0	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	0
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>6</u>	<u>5</u>	<u>3</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	5	3	0	0
TOTAL FULL-TIME STUDENTS	1,615	1,631	1,652	1,422	1,432
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	0	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	1	1
Junior	0	0	0	5	7
Senior	<u>1</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>13</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	4	3	9	22
Auditing Student	3	4	2	2	2
Berea Community School	45	22	15	8	8
College Employee	0	1	1	2	2
Community (Special)	5	9	10	2	2
EKU Exchange	0	2	2	0	0
Home-Schooled Student	Not recorded prior to 2019.		0	0	0
Madison Southern High School	1	0	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	54	38	33	0	14
TOTAL PART-TIME STUDENTS	55	42	36	9	36
FTE ENROLLMENT	1,637	1,645	1,666	1,428	1,450

Refer to
COVID-19
Information

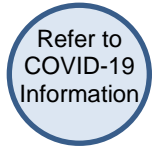
*Other freshmen includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another post-secondary institution) who are classified 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 36 students has a FTE of 18.34.

Source: Annual editions of the Fall Term Student Enrollment Report

F-1 INTERNATIONAL DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>F-1 International Students</u>	
		<u>N</u>	<u>% of Total</u>
2012	1,604	114	7.1%
2013	1,587	120	7.6
2014	1,577	120	7.6
2015	1,593	124	7.8
2016	1,612	122	7.6
2017	1,610	122	7.6
2018	1,630	123	7.5
2019	1,652	124	7.5
2020	1,431	91	6.4
2021	1,454	115	7.9



AFRICAN-AMERICAN* DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>African American* Students</u>	<u>Percent African American* Students of Total</u>
2012	1,604	289	18.2%
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	1,431	364	25.4
2021	1,454	378	26.0

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

HISPANIC** DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Hispanic** Students</u>	<u>Percent Hispanic** Students of Total</u>
2012	1,604	62	3.9%
2013	1,587	67	4.2
2014	1,577	93	5.9
2015	1,593	128	8.0
2016	1,612	152	9.4
2017	1,610	183	11.4
2018	1,630	196	12.0
2019	1,652	214	13.0
2020	1,431	202	14.1
2021	1,454	207	14.2

**Domestic students who identified themselves as "Hispanic or Latino or of Spanish Origin."

Source: Office of Institutional Research and Assessment, October 2021

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

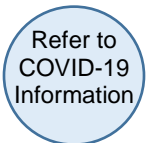
<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from ARC Counties</u>	<u>Percent of Total Degree-Seeking</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
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	23.6	138	8.4
2020	1,431	646	45.1	291	20.3	91	6.4
2021	1,454	623	42.8	272	18.7	89	6.1

*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.

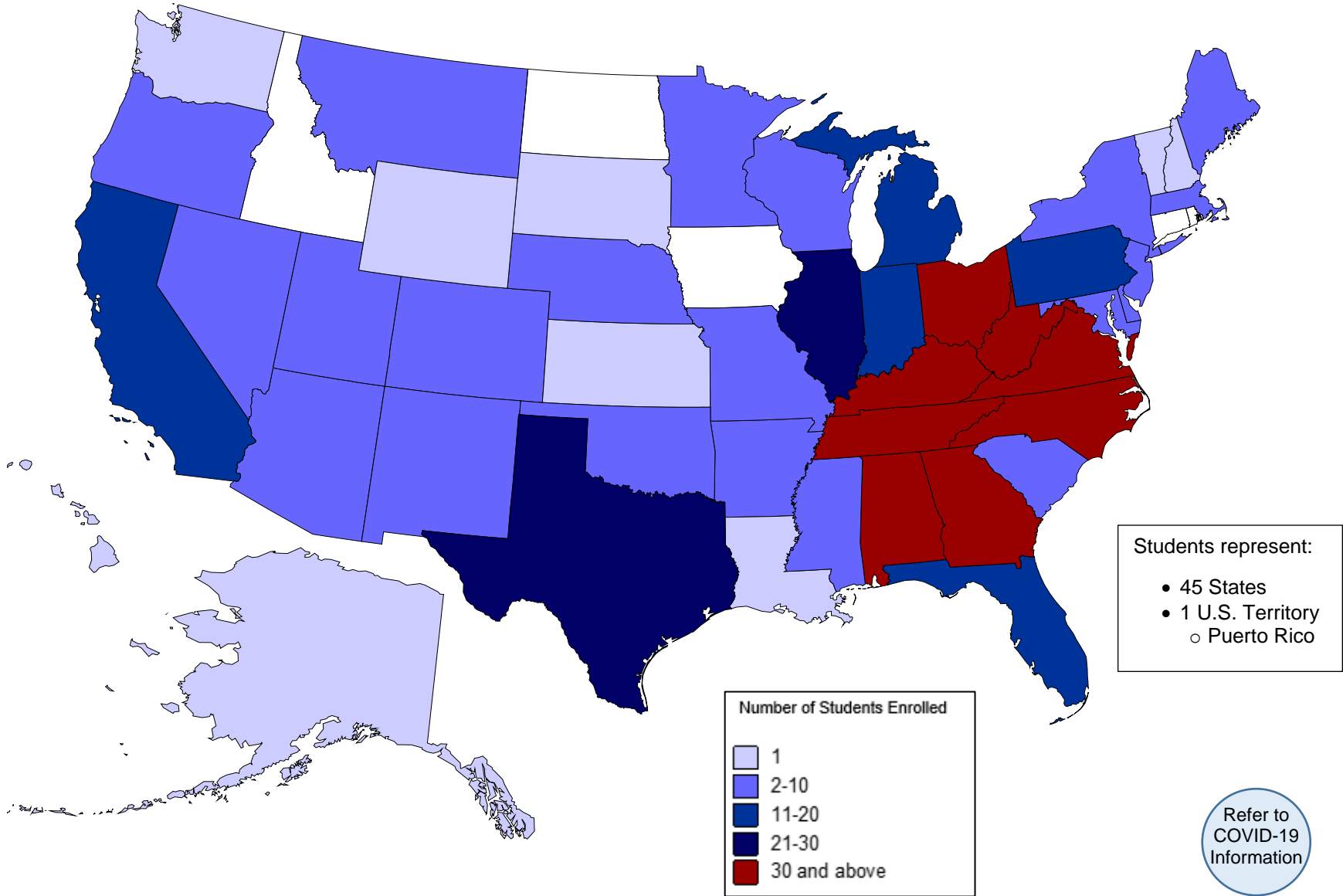
NOTE: The *Appalachian Regional Commission (ARC) Area*, as defined in ARC's authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, 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 2021



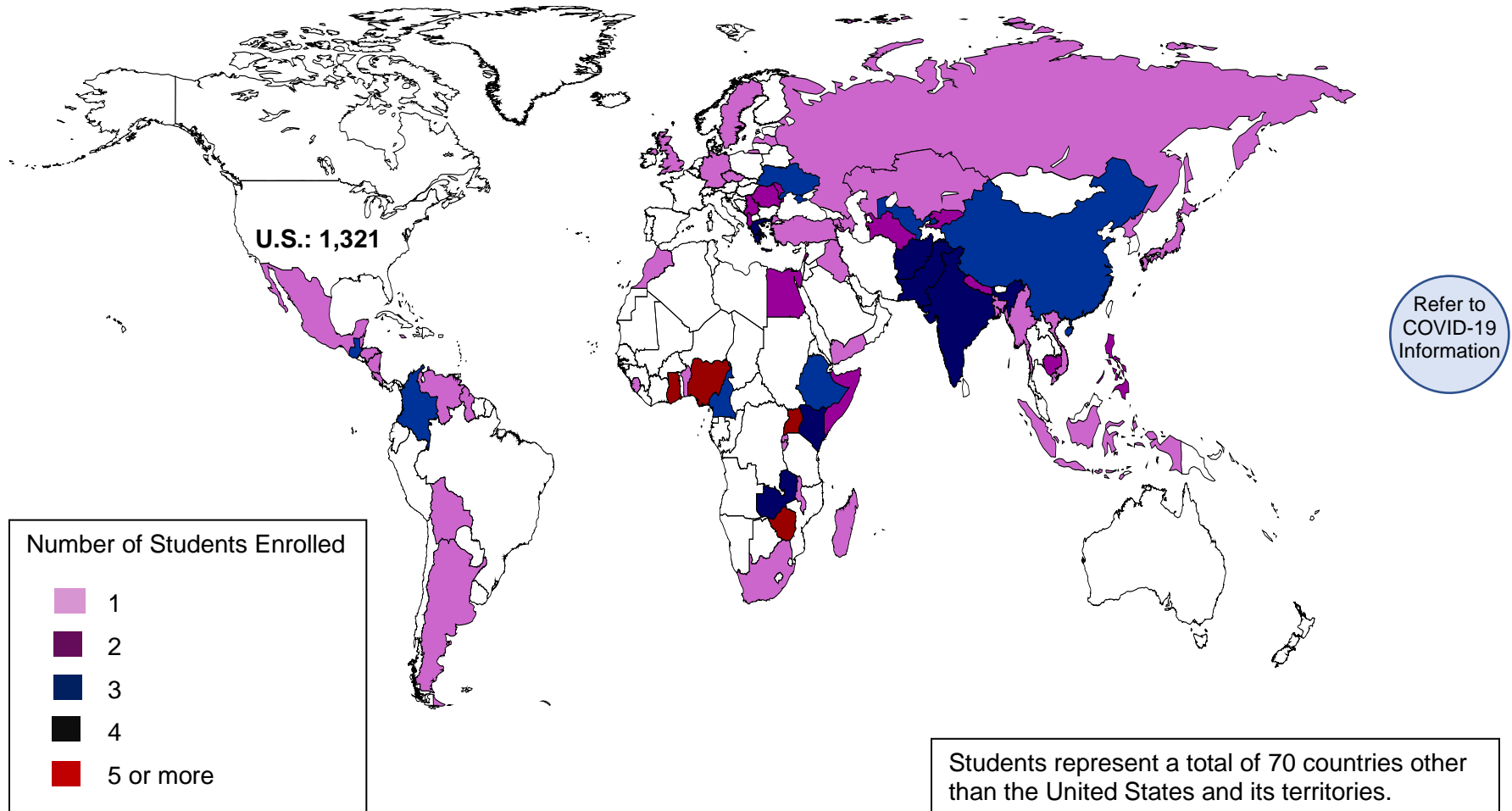
FALL 2021 ENROLLMENT BY STATE AND U.S. TERRITORIES



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 2021.

FALL 2021 ENROLLMENT BY COUNTRY



NOTE: The countries are determined by the address given at the time of acceptance to the College. There are also two students enrolled from the former Tibet.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2021

**FALL 2021 DEGREE-SEEKING ENROLLMENT BY COUNTRY
ORGANIZED BY CONTINENT**

Africa (19 countries)

Benin	1	
Burundi	2	
Cameroon	3	
Egypt	2	
Ethiopia	3	
Gambia	1	
Ghana	5	
Kenya	4	
Madagascar	1	
Malawi	1	
Morocco	1	
Nigeria	6	
Rwanda	1	
Sierra Leone	1	
Somalia	2	
South Africa	1	
Uganda	6	
Zambia	4	
Zimbabwe	5	
TOTAL	50	(37.6%)

Asia (23 countries)

Afghanistan	4	
Bangladesh	1	
Burma	1	
Cambodia	2	
China	1	
India	4	
Indonesia	1	
Iraq	1	
Japan	1	
Kazakhstan	1	
Kyrgyzstan	2	
Lebanon	2	
Nepal	2	
Pakistan	4	
Philippines	2	
Russia	1	
South Korea	1	
Tibet	2	
Turkey	2	
Turkmenistan	2	
Uzbekistan	3	
Vietnam	1	
Yemen	1	
TOTAL	42	(31.6%)

Europe (14 countries)

Albania	2	
Armenia	1	
Azerbaijan	1	
Czech Republic	1	
Germany	1	
Greece	4	
Kosovo	1	
Latvia	1	
Moldova	2	
Romania	2	
Serbia	1	
Sweden	1	
Ukraine	3	
United Kingdom	1	
TOTAL	22	(16.5%)

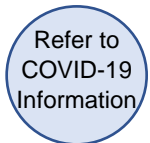
Western Hemisphere (The Americas)

(14 countries)

Antigua and Barbuda	1	
Argentina	1	
Bahamas	1	
Belize	1	
Bolivia	2	
Colombia	3	
Costa Rica	1	
Guatemala	3	
Guyana	1	
Honduras	1	
Jamaica	1	
Mexico	1	
Nicaragua	1	
Venezuela	1	
TOTAL	19	(14.3%)

(70 countries represented)

TOTAL OF ALL COUNTRIES 133 100%



NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred thirty-three (133) students above include more students than those classified as "F-1 International" and represent approximately 9% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2021

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

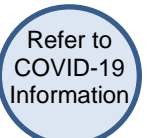
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Berea's Territory*	1,188	1,157	1,166	1,026	988
Prior to 1976 expansion	57%	59%	56%	54%	53%
Counties Added in 1976 & 1978	39%	38%	40%	41%	43%
Hamilton Co, Ohio added in 1996	4%	3%	3%	3%	2%
Counties added in 2018	n/a	1%	1%	2%	2%
Out-of-Territory**	300	350	362	314	351
F-1 International***	<u>122</u>	<u>123</u>	<u>124</u>	<u>91</u>	<u>115</u>
TOTAL	1,610	1,630	1,652	1,431	1,454

*For a complete description of Berea's Territory and its changes, please see pages 36 - 38. 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.

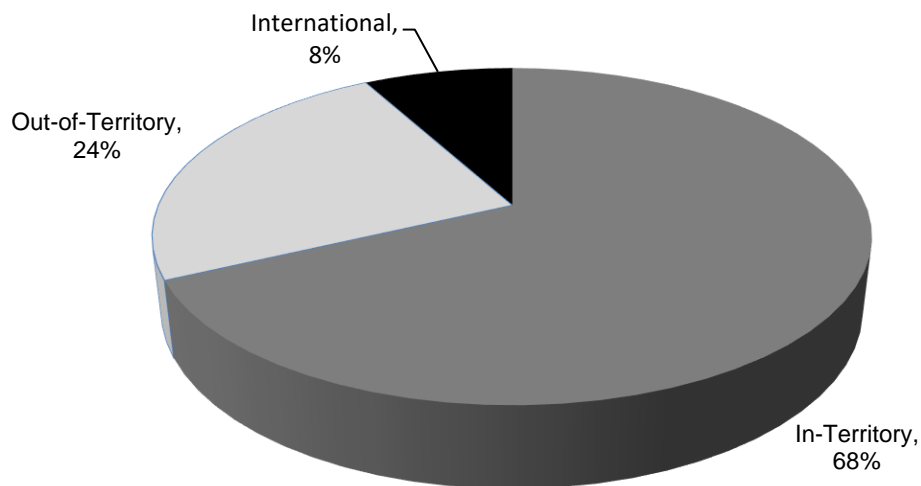
**The "Out-of-Territory" classification includes students who come from outside Berea's Territory, including U.S. citizens living in foreign countries. "Out-of-Territory" also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside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

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 2021 TERRITORY DESIGNATIONS

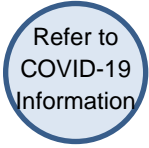


Source: Office of Institutional Research and Assessment, annual editions of [The Geographical Report](#).

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 2017</u>		<u>Fall 2018</u>		<u>Fall 2019</u>		<u>Fall 2020</u>		<u>Fall 2021</u>	
Hispanic or Latino or Spanish Origin	183	11.4%	196	12.0%	214	13.0%	202	14.1%	207	14.2%
Not Hispanic or Latino or Spanish Origin	1,287	79.9%	1,290	79.1%	1,291	78.1%	1,137	79.5%	1,115	76.7%
Chose not to respond	18	1.1%	21	1.3%	23	1.4%	1	0.1%	17	1.2%
International Students	122	7.6%	123	7.5%	124	7.5%	91	6.4%	115	7.9%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	122	7.6%	123	7.5%	124	7.5%	91	6.4%	115	7.9%
Chose not to respond (race unknown)	65	4.0%	79	4.8%	4	0.2%	68	4.8%	65	4.5%
American Indian or Alaska Native	15	0.9%	13	0.8%	13	0.8%	14	1.0%	14	1.0%
Asian	33	2.0%	44	2.7%	48	2.9%	43	3.0%	55	3.8%
Black or African American	261	16.2%	275	16.9%	287	17.4%	262	18.3%	278	19.1%
Native Hawaiian or Other Pacific Islander	1	0.6%	3	0.2%	3	0.3%	6	0.4%	6	0.4%
White	994	61.7%	963	59.0%	1,026	62.1%	810	56.6%	781	53.7%
Two or more races indicated	119	7.4%	130	8.0%	145	8.8%	137	9.6%	140	9.6%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(1)		(0)		(2)	
American Indian/Alaska Native and Asian	(0)		(0)		(1)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(0)		(5)		(1)		(0)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(0)		(11)		(0)		(0)	
American Indian/Alaska Native and Asian and White	(0)		(1)		(1)		(2)		(3)	
American Indian/Alaska Native and Black/African American	(3)		(5)		(0)		(4)		(5)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(0)		(0)		(0)	
American Indian/Alaska Native and Black/African American and White	(15)		(9)		(0)		(6)		(4)	
American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander	(0)		(0)		(0)		(0)		(1)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(1)		(1)	
American Indian/Alaska Native and White	(18)		(22)		(24)		(20)		(20)	
Asian and Black/African American	(2)		(2)		(3)		(4)		(5)	
Asian and Black/African American and White	(1)		(1)		(0)		(2)		(2)	
Asian and Native Hawaiian/Other Pacific Islander and White	(3)		(1)		(1)		(0)		(1)	
Asian and White	(13)		(11)		(11)		(10)		(11)	
Black/African American and Native Hawaiian/Other Pacific Islander	(1)		(2)		(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)		(73)		(84)		(83)		(80)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(0)		(1)		(2)	
	1,610	100%	1,630	100%	1,652	100%	1,431	100%	1,454	100%
Black or African-American Domestic Students (Alone or in combination with another race)	343	20.5%	368	22.6%	393	23.8%	364	25.4%	378	26.0%



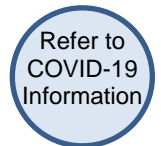
FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*

Age*	2017		2018		2019		2020		2021	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	39	(3%)	54	(3%)	34	(2%)	39	(3%)	38	(3%)
18 – 19 years old	689	(43%)	708	(43%)	729	(44%)	597	(42%)	592	(41%)
20 – 21 years old	641	(40%)	601	(37%)	605	(37%)	589	(41%)	584	(40%)
22 – 24 years old	173	(11%)	197	(12%)	226	(14%)	169	(12%)	203	(14%)
25 – 29 years old	52	(3%)	45	(3%)	39	(2%)	27	(2%)	31	(2%)
30 – 34 years old	6	(**)	13	(1%)	11	(1%)	7	(**)	5	(**)
35 – 39 years old	6	(**)	6	(**)	4	(**)	1	(**)	0	(0%)
40 – 49 years old	4	(**)	4	(**)	4	(**)	2	(**)	0	(0%)
50 – 64 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	1	(**)
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	1,610	(100%)	1,630	(100%)	1,652	(100%)	1,431	(100%)	1,454	(100%)
Average:	20.1		20.1		20.1		20.0		20.1	

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

**Denotes percentages less than 0.5%.

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



Source: Office of Institutional Research and Assessment, October 2021

**FALL 2021 JUNIOR AND SENIOR ENROLLMENT
BY MAJOR AND COHORT TYPE**

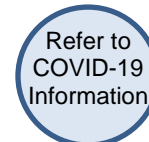
	Black or African American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	7	(100%)	0	(0%)	0	(0%)	7	(1%)
Agriculture and Natural Resources	2	(7%)	22	(81%)	3	(11%)	27	(3%)
Applied Science and Mathematics	1	(50%)	1	(50%)	0	(0%)	2	(**)
Art	2	(13%)	13	(87%)	0	(0%)	15	(2%)
Asian Studies	4	(33%)	8	(67%)	0	(0%)	12	(1%)
Biology	10	(21%)	31	(66%)	6	(13%)	47	(6%)
Business Administration	16	(25%)	41	(63%)	8	(12%)	65	(8%)
Chemistry	7	(37%)	9	(47%)	3	(16%)	19	(2%)
Child and Family Studies	9	(29%)	22	(71%)	0	(0%)	31	(4%)
Communication	11	(31%)	22	(63%)	2	(6%)	35	(4%)
Computer and Information Science	8	(14%)	25	(44%)	24	(42%)	57	(7%)
Economics	2	(17%)	5	(42%)	5	(42%)	12	(1%)
Education Studies								
Elementary Education	3	(19%)	13	(81%)	0	(0%)	16	(2%)
General	0	(0%)	7	(100%)	0	(0%)	7	(1%)
Middle Grades	0	(0%)	1	(100%)	0	(0%)	1	(**)
English	4	(15%)	23	(85%)	0	(0%)	27	(3%)
Engineering Technologies and Applied Design	8	(28%)	21	(72%)	0	(0%)	29	(4%)
Foreign Languages								
French	1	(33%)	1	(33%)	1	(33%)	3	(**)
German	0	(0%)	3	(100%)	0	(0%)	3	(**)
Spanish	1	(8%)	9	(75%)	2	(17%)	12	(1%)
Health and Human Performance	12	(38%)	20	(63%)	0	(0%)	32	(4%)
Health Studies	8	(67%)	3	(25%)	1	(8%)	12	(1%)
History	3	(23%)	10	(77%)	0	(0%)	13	(2%)
Independent	1	(11%)	7	(78%)	1	(11%)	9	(1%)
Mathematics	0	(0%)	8	(53%)	7	(47%)	15	(2%)
Music	6	(32%)	12	(63%)	1	(5%)	19	(2%)
Nursing	11	(42%)	13	(50%)	3	(11%)	26	(3%)
Peace and Social Justice Studies	3	(25%)	7	(58%)	2	(17%)	12	(1%)
Philosophy	2	(33%)	4	(67%)	0	(0%)	6	(1%)
Physics	0	(0%)	6	(75%)	2	(25%)	8	(1%)
Political Science	6	(27%)	12	(55%)	4	(18%)	22	(3%)
Psychology	8	(40%)	11	(55%)	1	(5%)	20	(2%)
Sociology	1	(14%)	6	(86%)	0	(0%)	7	(1%)
Studies of Religions and Spirituality	0	(0%)	1	(100%)	0	(0%)	1	(**)
Theatre	3	(25%)	9	(75%)	0	(0%)	12	(1%)
Women's and Gender Studies	1	(20%)	3	(60%)	1	(20%)	6	(1%)
<i>Undecided</i>	<u>41</u>	<u>(25%)</u>	<u>116</u>	<u>(70%)</u>	<u>9</u>	<u>(5%)</u>	<u>166</u>	<u>(20%)</u>
TOTAL	202	(25%)	525	(65%)	85	(10%)	812	(100%)

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

**Denotes percentages less than 0.5%.

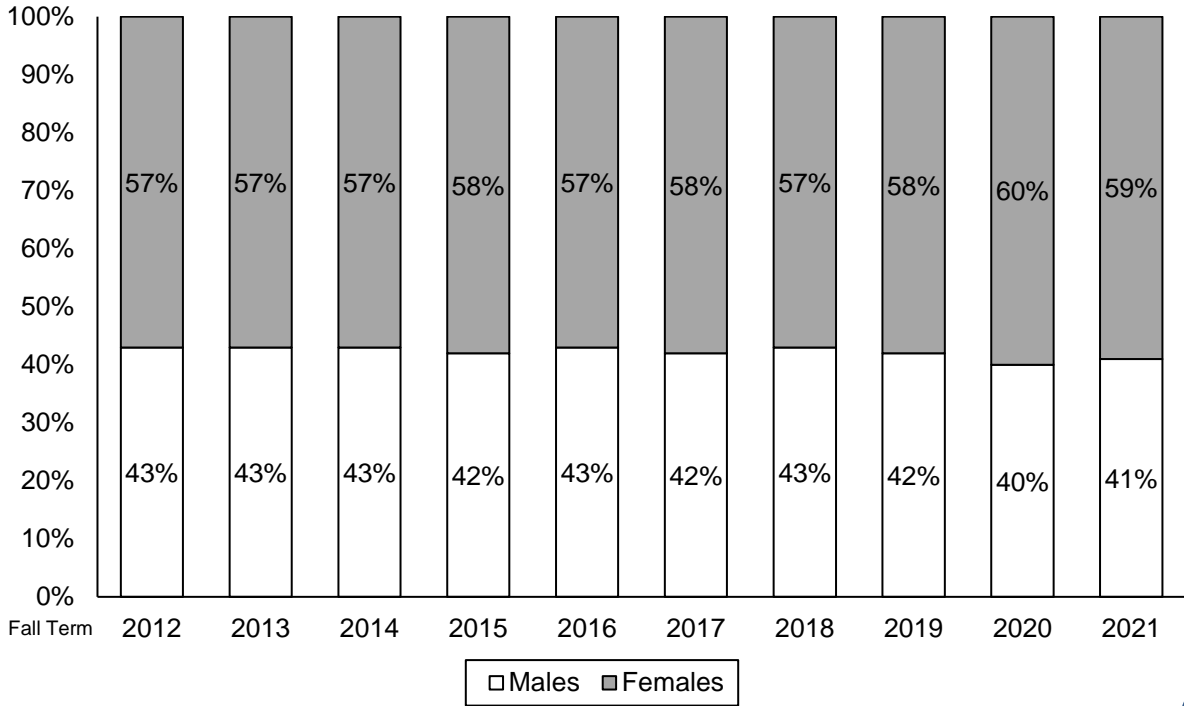
Note: These are duplicate headcounts that include double degrees and double majors. The 812 majors represent 745 junior and senior students enrolled in Fall 2021.

Compiled by: Office of Institutional Research and Assessment, October 2021.



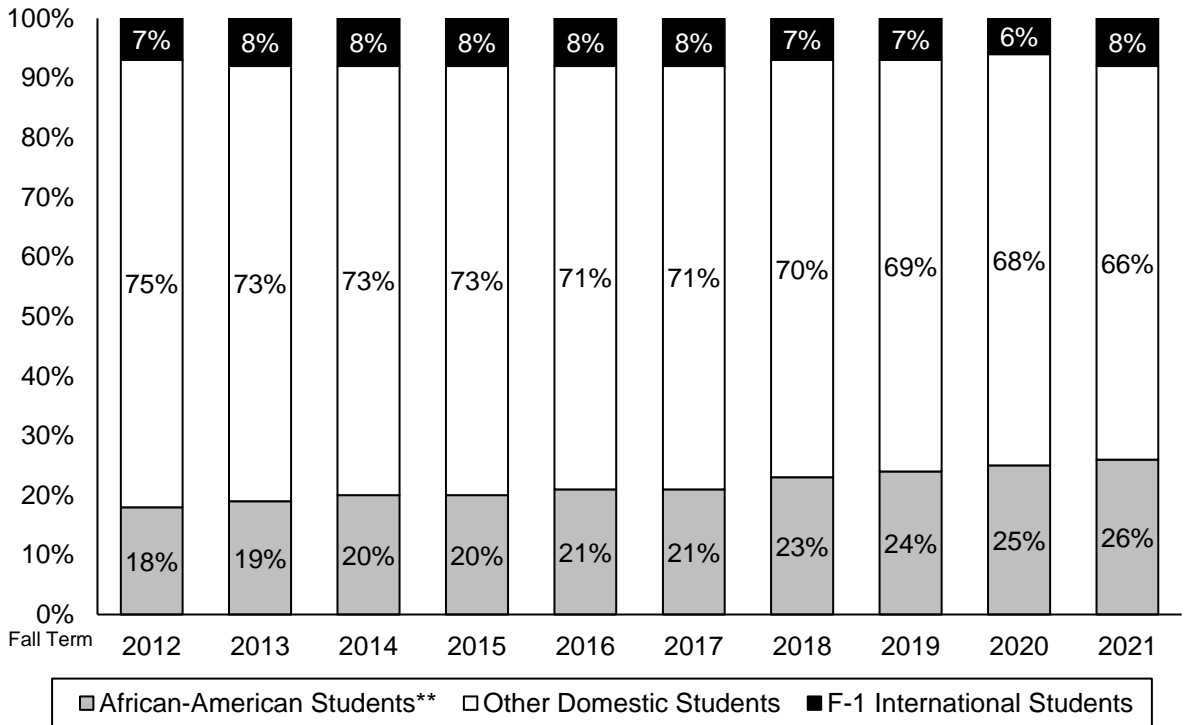
FALL TERM DEGREE-SEEKING STUDENT* ENROLLMENT TRENDS

By Birth Sex



Refer to COVID-19 Information

By Cohort Type

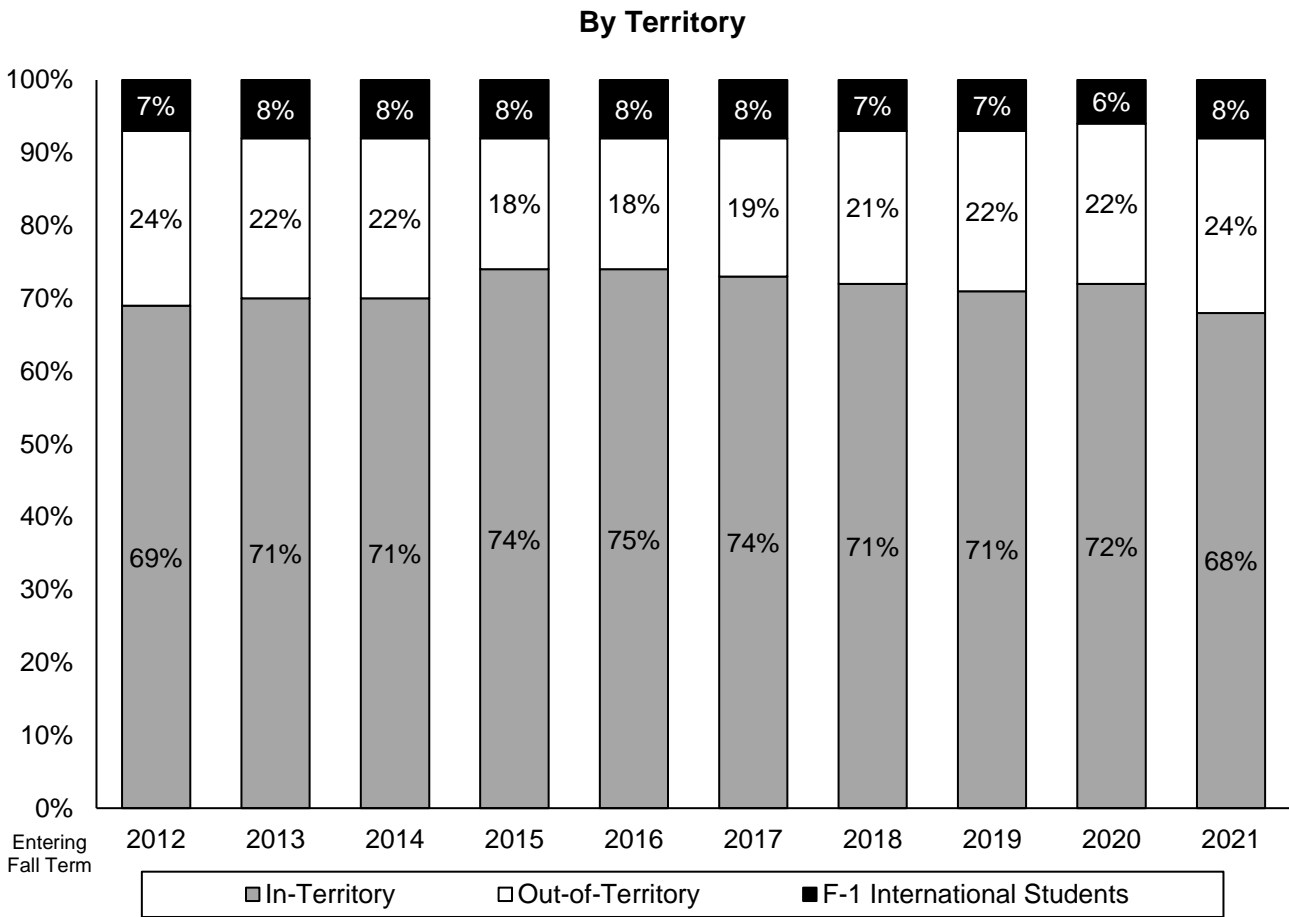


*Includes full and part-time students.

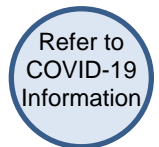
**Based on domestic students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2021

Fall Term Degree-Seeking Student* Enrollment Trends, continued



*Includes full and part-time students.



Source: Office of Institutional Research and Assessment, September 2021

SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	338	312	299	284	284
First-Year Students	(1)	(4)	(2)	(74)	(22)
Other Freshmen**	(337)	(308)	(297)	(210)	(262)
Sophomore	328	374	366	306	279
Junior	371	441	393	373	343
Senior	<u>434</u>	<u>367</u>	<u>436</u>	<u>426</u>	<u>413</u>
TOTAL DEGREE-SEEKING STUDENTS	1,471	1,494	1,494	1,389	1,319
Auditing Student	4	1	4	0	2
Berea Community School	32	13	8	5	13
College Employee	0	0	3	0	4
Community (Special)	9	9	5	2	1
EKU Exchange	1	3	1	0	0
Home-Schooled Student	Not recorded.	1	1	0	2
Madison Southern High School	1	0	0	0	1
Transient/Exchange	<u>2</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	48	32	23	7	23
TOTAL HEADCOUNT	1,519	1,526	1,517	1,396	1,342

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

Definitions for Degree-Seeking Students:

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

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

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

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

Definitions for Non-Degree-Seeking Students:

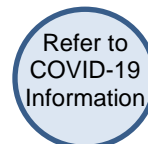
Auditing Student- An individual who attends a class informally and not for academic credit. No transcript record is kept of audited courses.

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

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

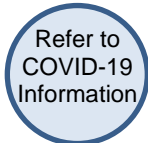
EKU Exchange – Exchange students are enrolled at Berea part-time under an exchange agreement with Eastern Kentucky University (EKU) in Richmond, KY.

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



SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Freshman	337	312	299	283	283
First-Year Students	(1)	(4)	(2)	(74)	(22)
Other Freshmen**	(336)	(308)	(297)	(209)	(261)
Sophomore	327	374	366	305	279
Junior	370	440	392	370	342
Senior	<u>429</u>	<u>366</u>	<u>433</u>	<u>416</u>	<u>403</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,463	1,492	1,490	1,374	1,307
Auditing Student	0	0	0	0	0
Berea Community School	0	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.	0	0	0	0
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	2	1	0	0
TOTAL FULL-TIME STUDENTS	1,465	1,497	1,491	1,374	1,307
<hr/>					
<u>Part-Time Students</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Freshman	1	0	0	1	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(1)	(0)	(0)	(1)	(1)
Sophomore	1	0	0	1	0
Junior	1	1	1	3	1
Senior	<u>5</u>	<u>1</u>	<u>3</u>	<u>10</u>	<u>10</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	8	2	4	15	12
Auditing Student	4	1	4	0	2
Berea Community School	32	13	8	5	13
College Employee	0	0	3	0	4
Community (Special)	9	9	5	2	1
EKU Exchange	0	3	1	0	0
Home-Schooled Student	Not recorded.	1	1	0	2
Madison Southern High School	1	0	0	0	1
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	46	27	22	7	23
TOTAL PART-TIME STUDENTS	54	29	26	22	35
FTE Enrollment	1,485	1,507	1,501	1,385	1,323



**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 2022 part-time enrollment of 35 students has a FTE of 16.

Student Retention and Graduation

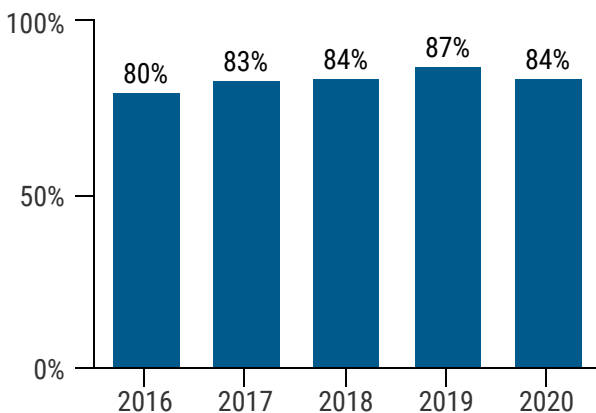
- Highlights – First-to-Second Year Retention Rates for First-Year and Transfer Students
- Highlights – Six-Year Graduation Rates
- Highlights – Graduates: Five Academic Years 2016-17 through 2020-21
- First-to-Second Year Retention
 - All First-Year Students
 - by Birth Sex
 - by Territory
 - by County Designation
 - by Cohort Type
 - by Cohort Type by Birth Sex
 - Hispanic Students: All and by Birth 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 Birth Sex
- Graduation Rates for First-Year Students: 4, 5, and 6-year Trend Graphs
 - All First-Year Students
 - by Birth Sex
 - by Territory
 - by County Designation (At-Risk and Distressed versus All Other U.S. Counties)
 - by Cohort Type
 - by African-American Students by Birth Sex
 - by Other Domestic Students by Birth Sex
 - by F-1 International Students by Birth Sex
 - Hispanic Students
- Graduation Rates for Transfer Students: 3, 4, 5, and 6-year Trend Graphs
 - All Transfer Students
 - by Birth 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 Birth Sex (Five-Year Summary)
- Majors Awarded to Graduates by Birth 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 Birth Sex (Five-Year History)

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

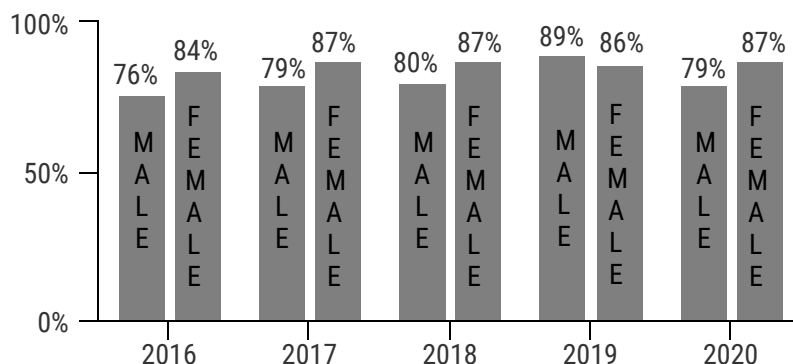
NOTE: Definitions of all categories can be found [here](#).

FIRST-YEAR STUDENTS

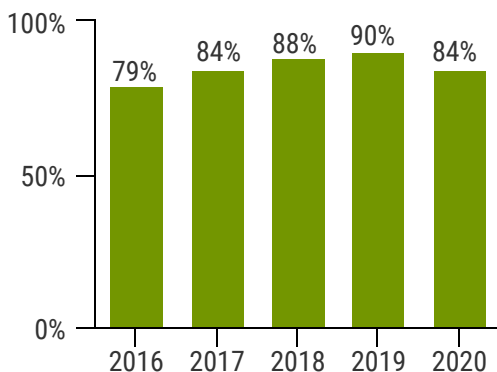
All



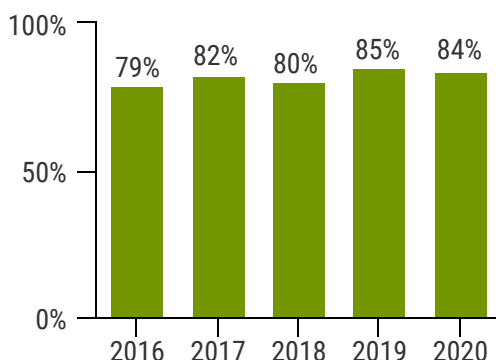
By Birth Sex



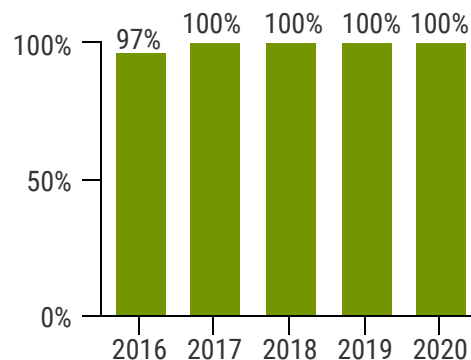
African-American



All Other Domestic

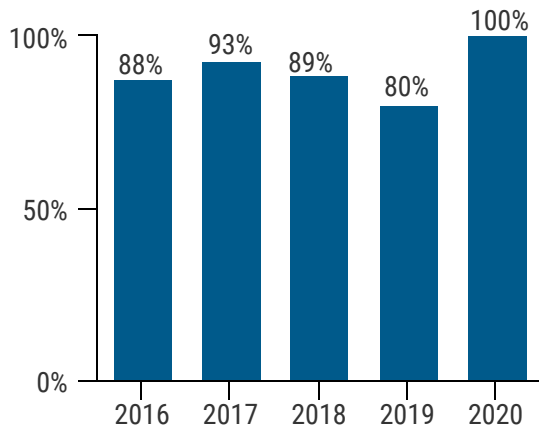


F-1 International

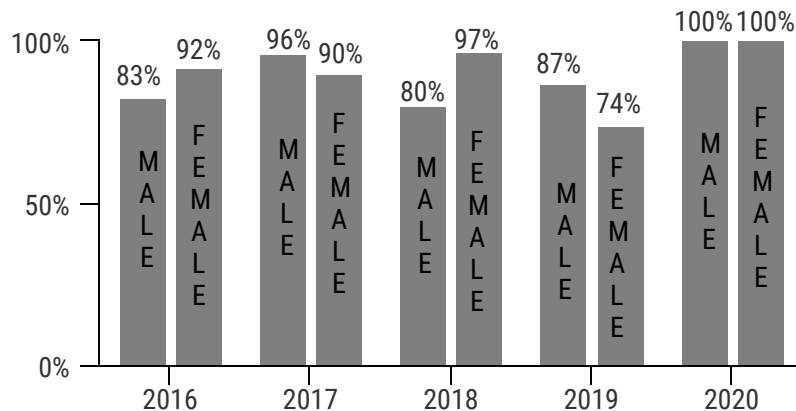


TRANSFER STUDENTS

All



By Birth Sex

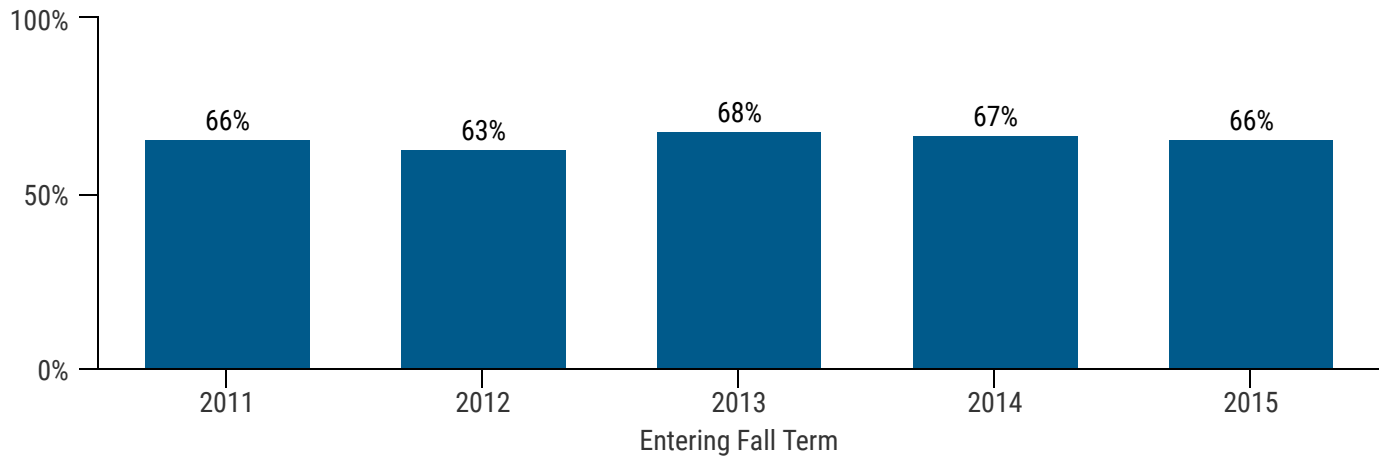




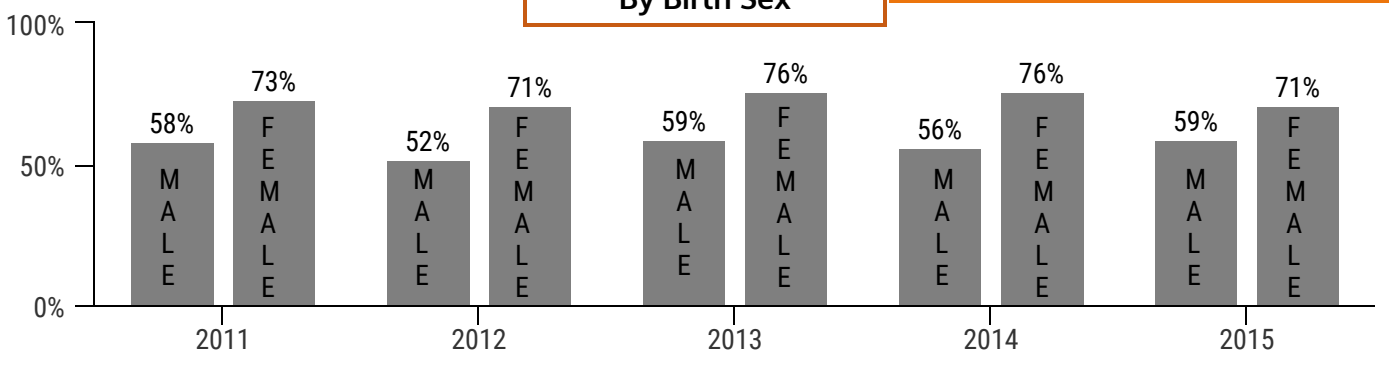
Six-Year Graduation Rates for First-Year Students Entering Fall Terms 2011-2015

All

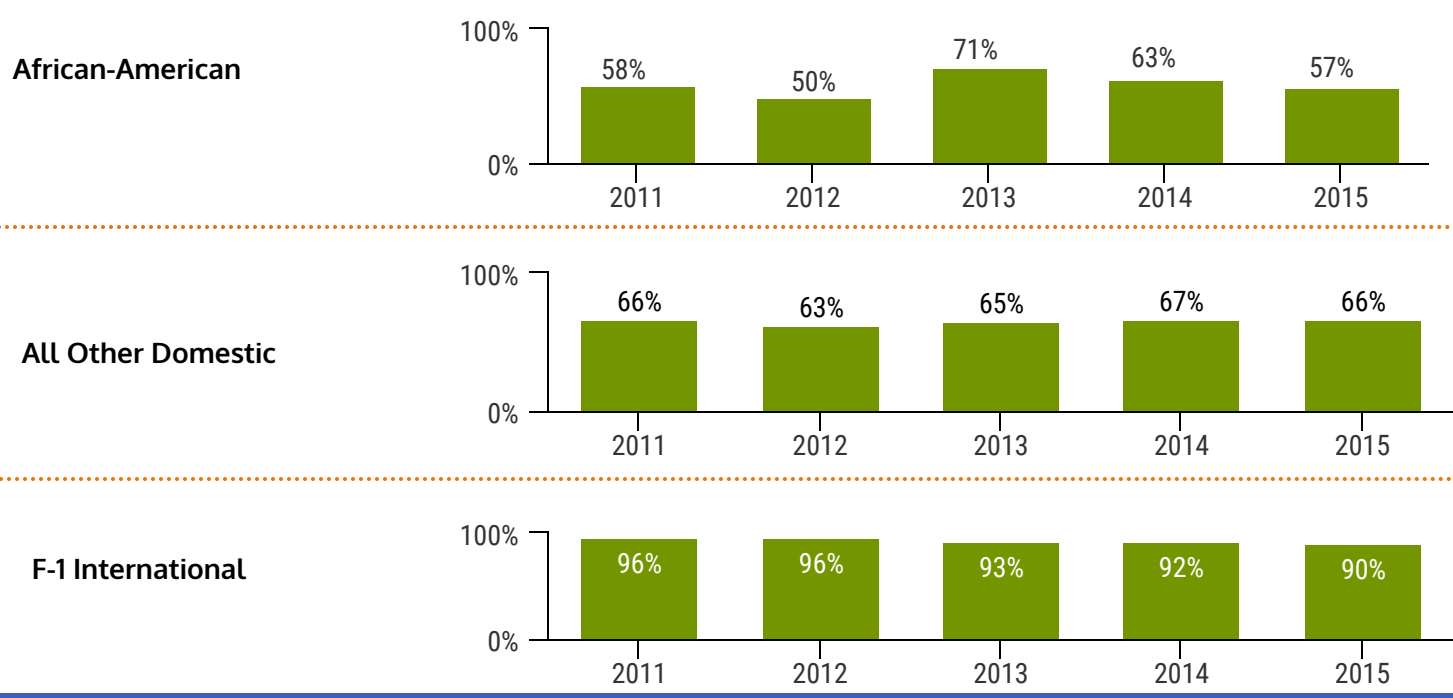
NOTE: Definitions of all categories can be found [here](#).



By Birth Sex



By Cohort Type





Graduate Highlights

Five Academic Years
2016-17 through 2020-21

NOTE: Definitions of all categories can be found [here](#).

1,558 Graduates

1,722 Majors

549 Minors



Degrees Conferred



20% B.S. (4 majors)

80% B.A. (28 majors)

Of the 1,558 Graduates,

79% First Generation

61% Female (based on birth sex)

20% African American

19% Athletes

10% Hispanic

9% International

Top Majors Awarded in Five Years

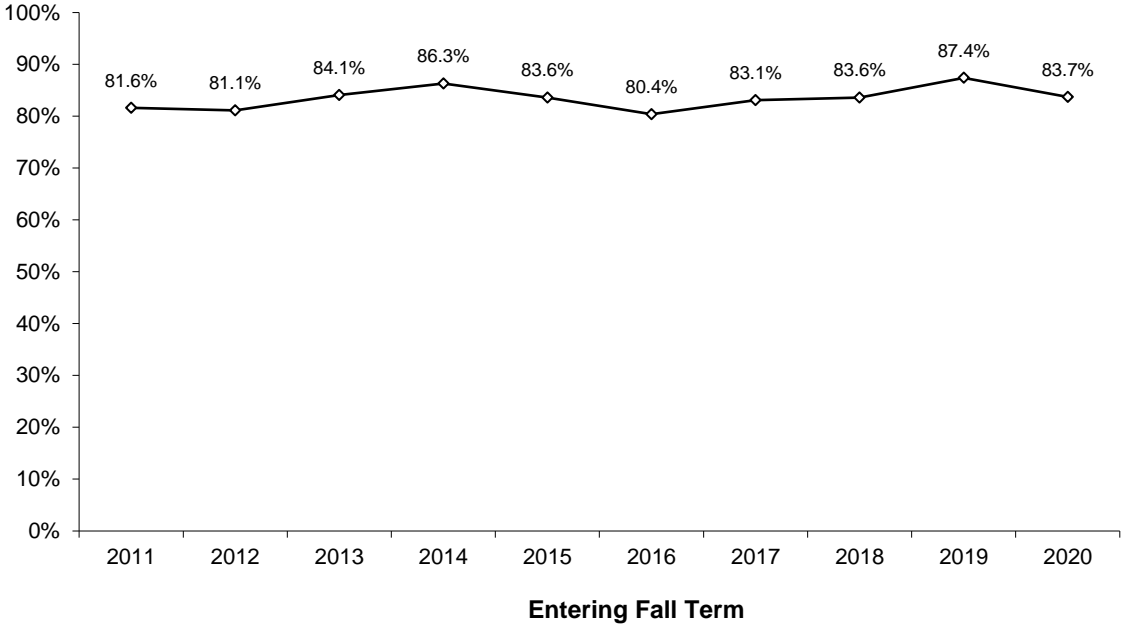
All Graduates	Males (based on birth sex)	Females (based on birth sex)
Computer and Information Science (141)	Computer and Information Science (108)	Biology (94)
Business Administration (133)	Business Administration (68)	Child and Family Studies (84)
Biology (129)	Technology and Applied Design (57)	Psychology (75)
Psychology (99)	Communication (37)	Business Administration (65)
Communication (98)	Biology (35)	Communication (61)

Top Minors Awarded in Five Years

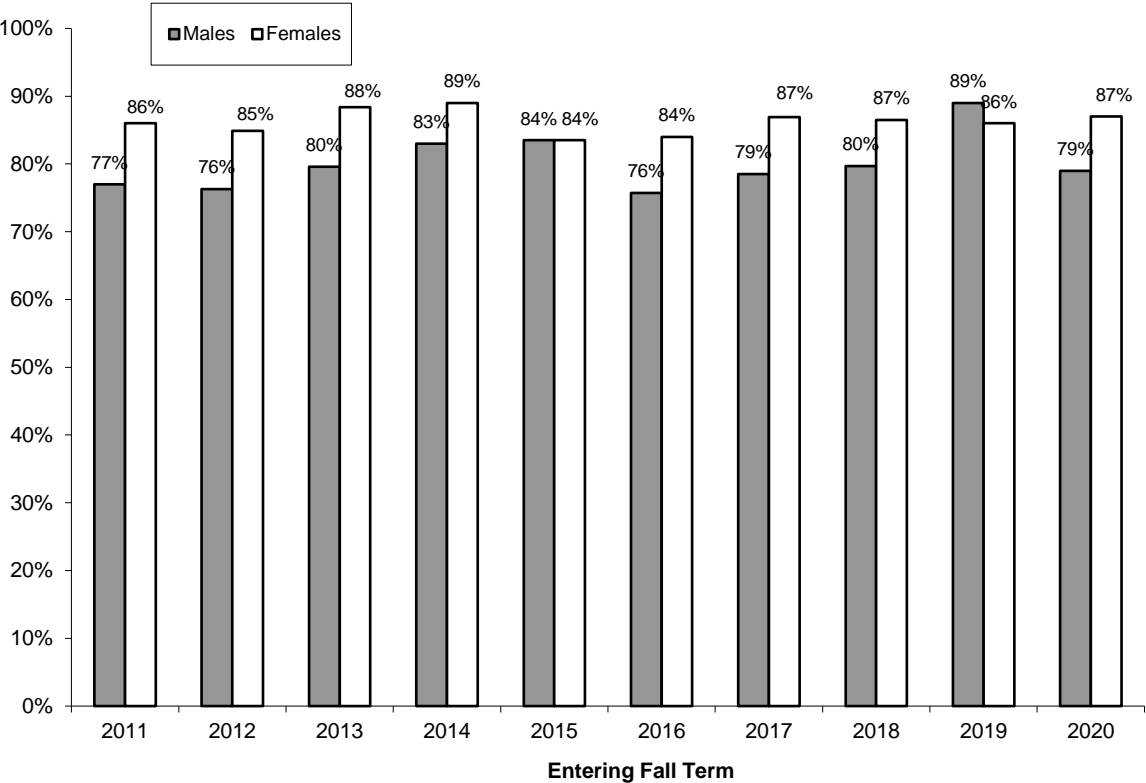
All Graduates	Males (based on birth sex)	Females (based on birth sex)
Business Administration (64)	Business Administration (41)	SENS (25)
Economics (40)	Economics (21)	Business Administration (23)
SENS (31)	Mathematics (14)	Women's and Gender Studies (22)
Biology (26) Women's and Gender Studies (26)	Broadcast Journalism (13)	Economics (19) Law, Ethics, and Society (19)
Health Studies (22) Law, Ethics, and Society (22)	Biology (11) Computer Science (11)	Spanish (18)

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



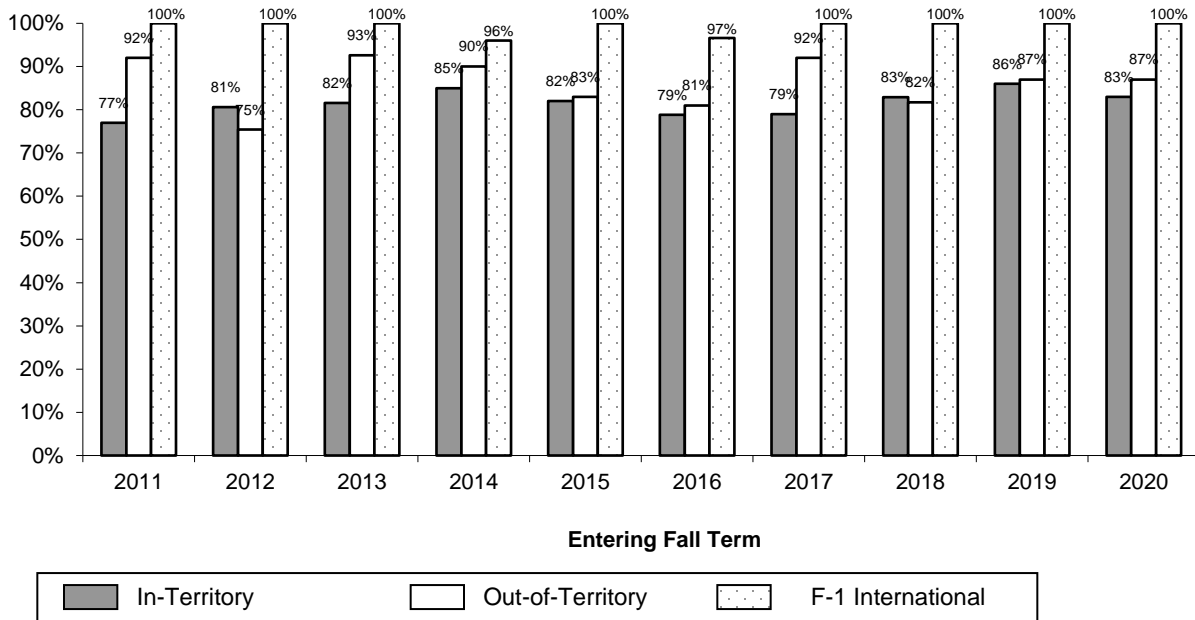
By Birth Sex



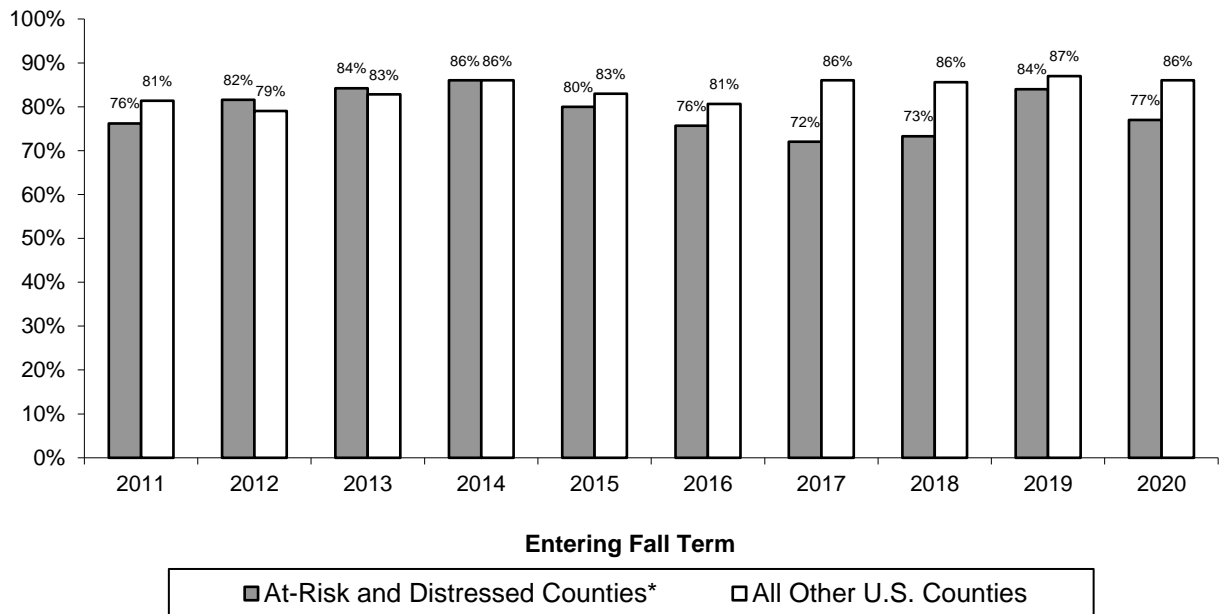
Source: Office of Institutional Research and Assessment, September 2021

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

By Territory



By County Designation

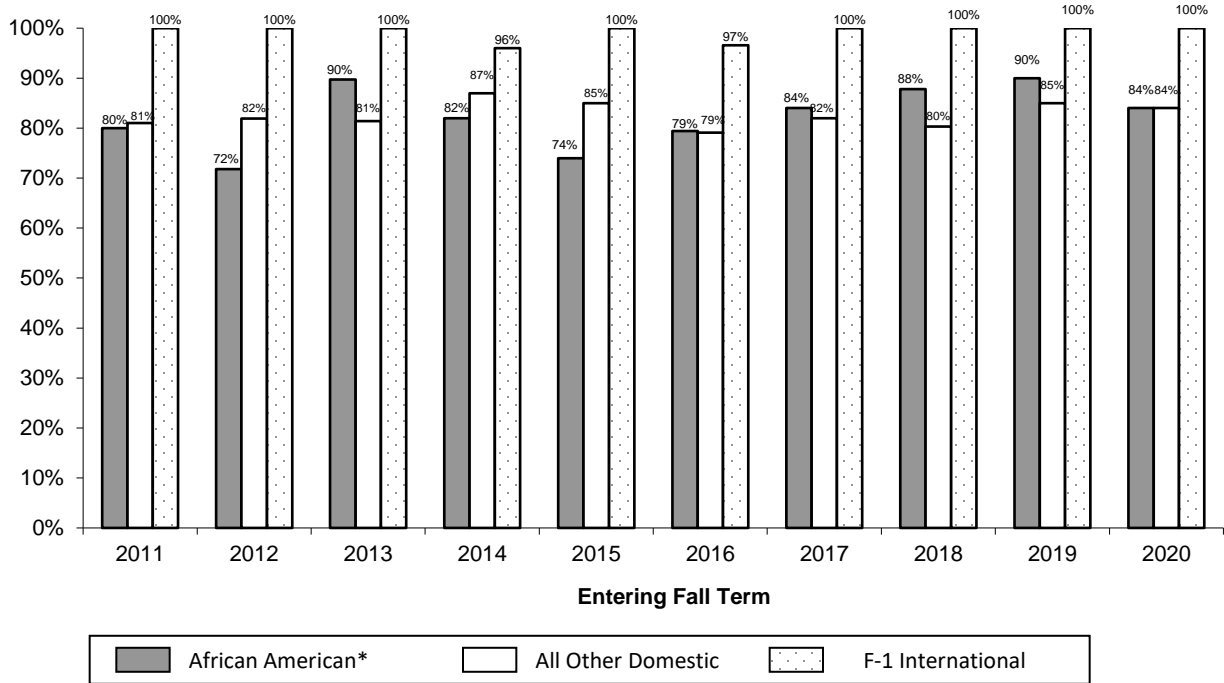


*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2021

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

By Cohort Type

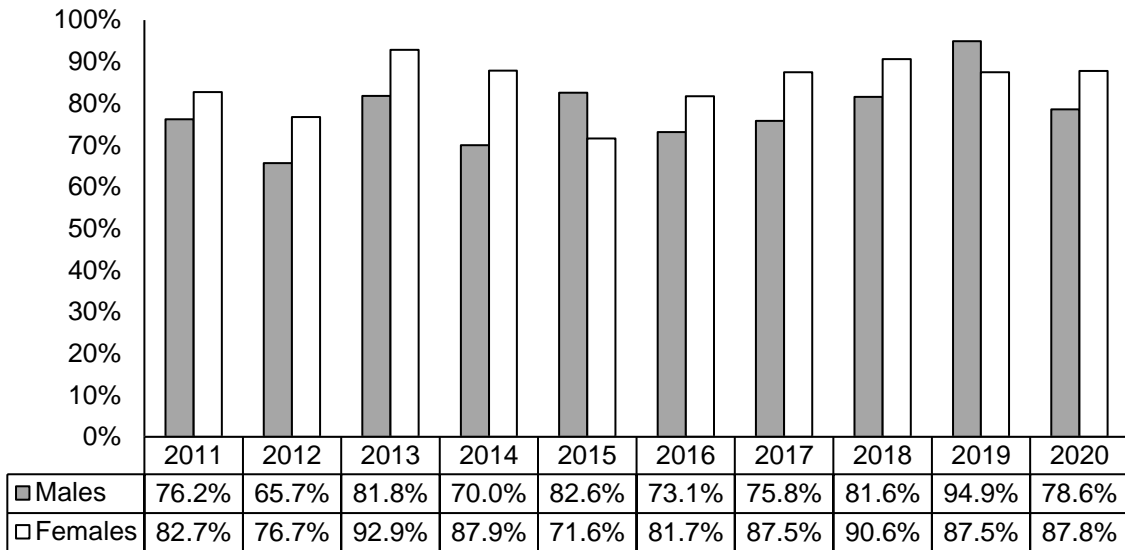


*Based on domestic students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2021

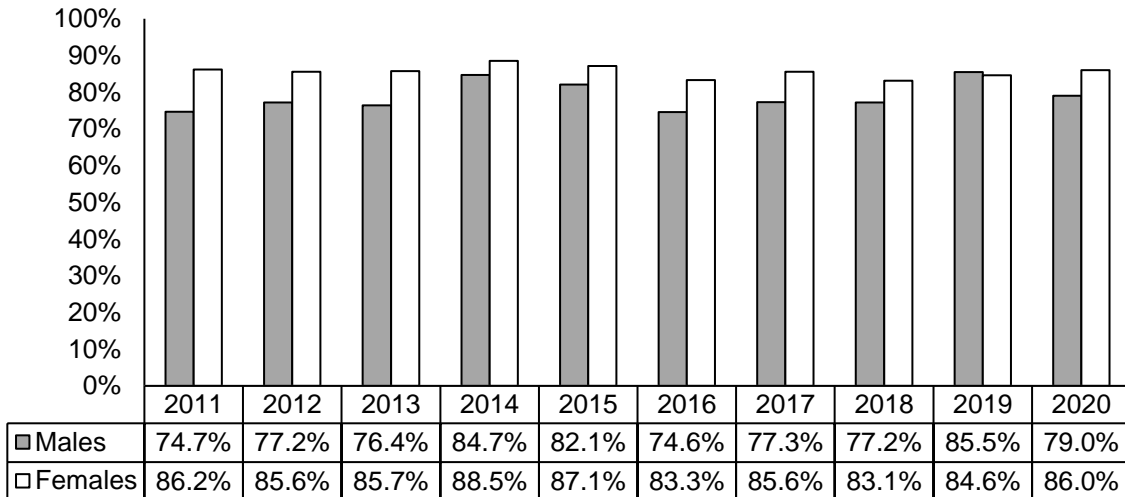
FIRST-TO-SECOND YEAR RETENTION BY COHORT TYPE BY BIRTH SEX

African-American Students*



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

All Other Domestic Students

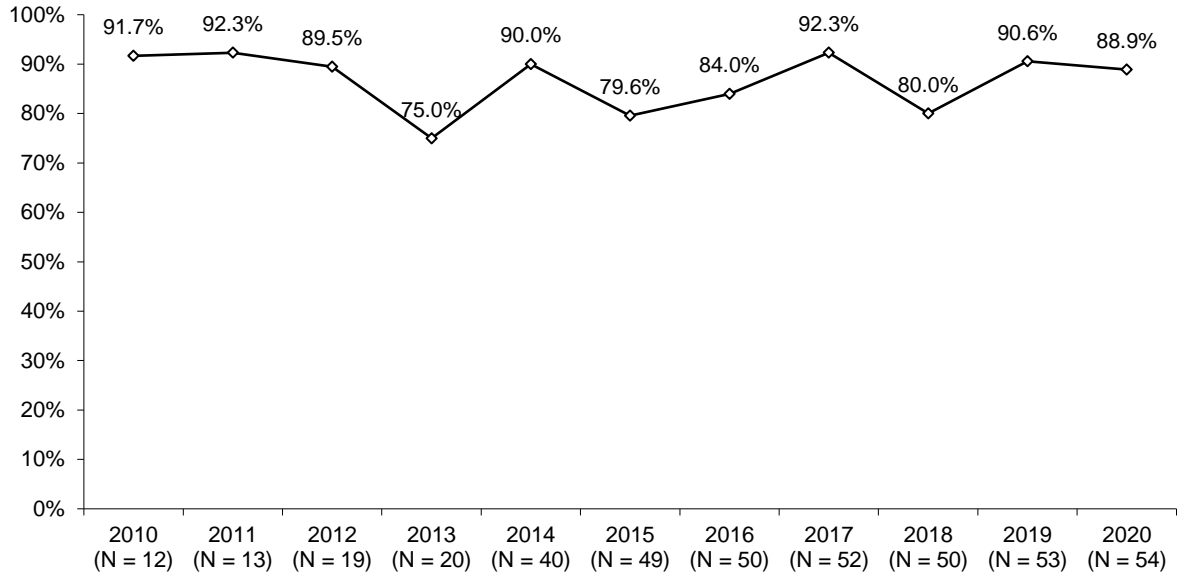


NOTE: All International Students retained to the second year for years 2011 through 2013, and years 2015, 2017, 2018, 2019, and 2020. In 2014 and in 2016, one International male did not retain.

Source: Office of Institutional Research and Assessment, October 2021

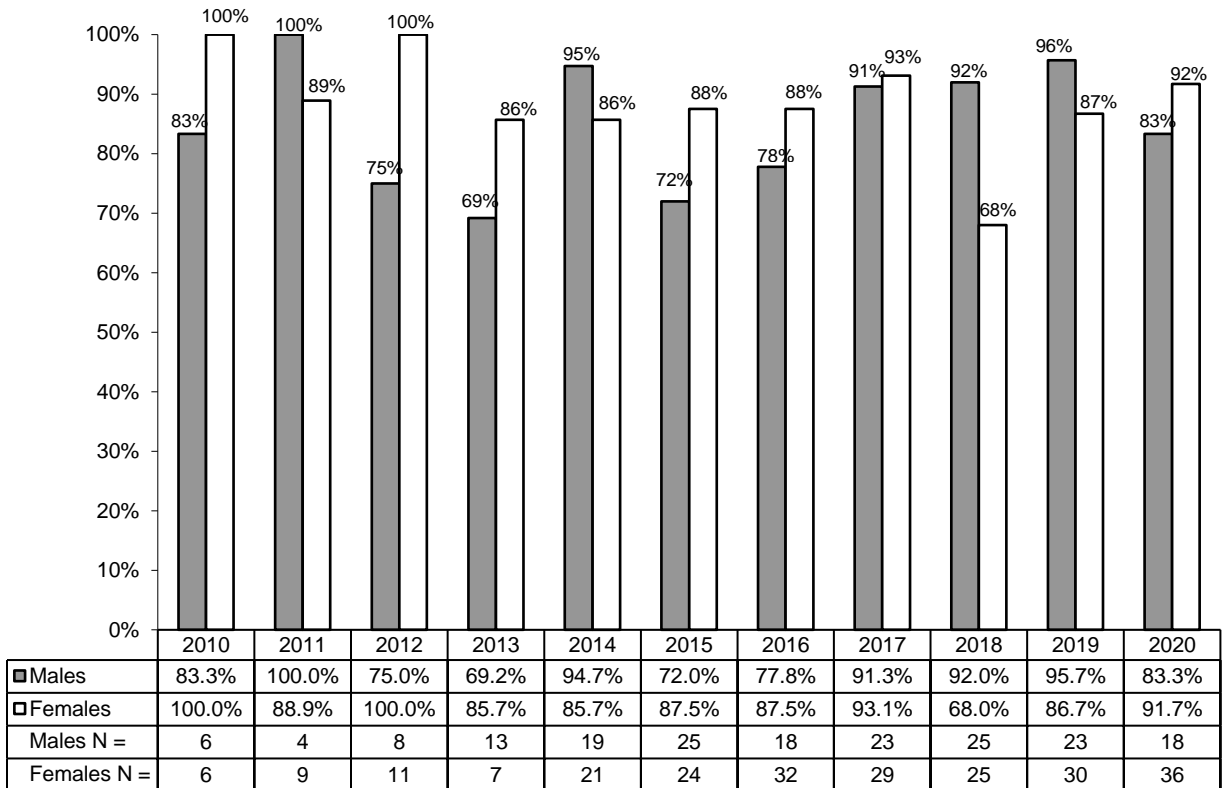
FIRST-TO-SECOND YEAR RETENTION HISPANIC* STUDENTS

All First-Year Hispanic* Students



Entering Fall Term

By Birth Sex



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

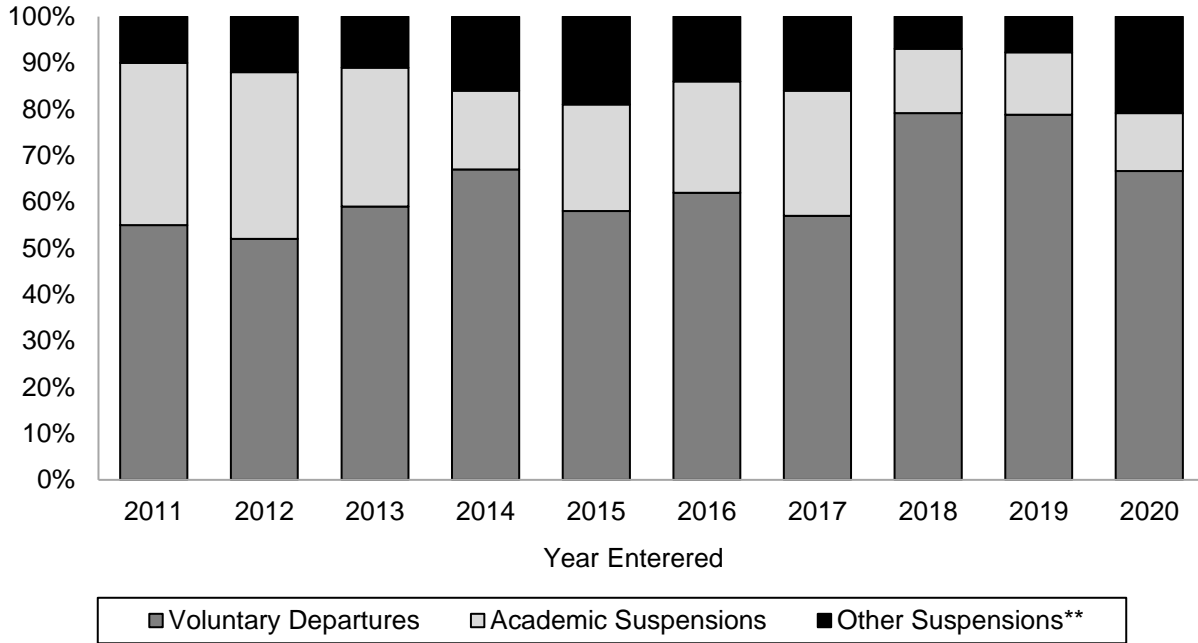
Source: Office of Institutional Research and Assessment, September 2021

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
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
2020***	294	83.7	48	6	10	32

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.

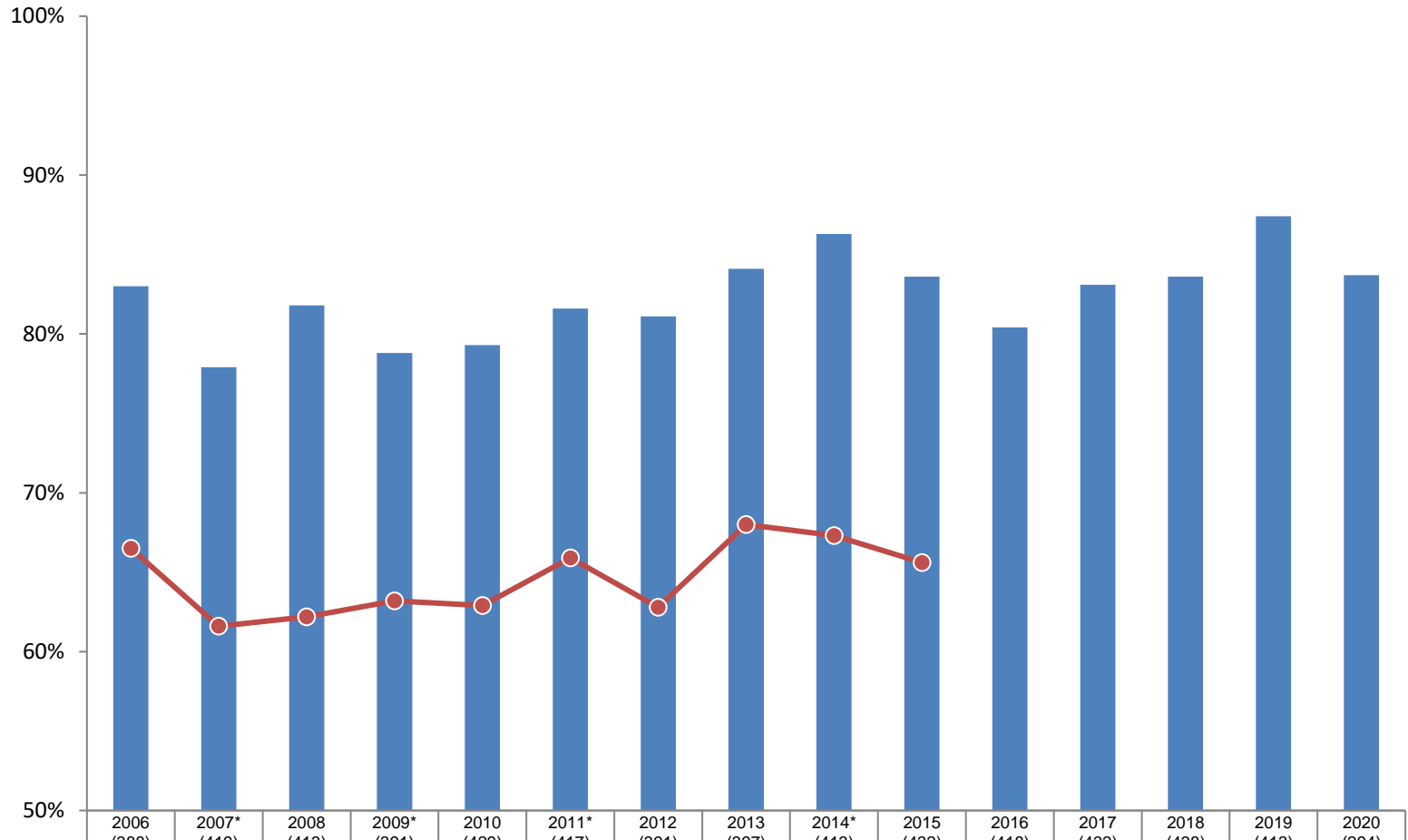
**Includes expulsion, disciplinary, labor, convocation, and administrative dismissals.

*** During COVID-19 Pandemic - only includes those who enrolled in the Fall (does not include deferrals to the Spring.)

Source: Office of Institutional Research and Assessment, September 2021

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

78

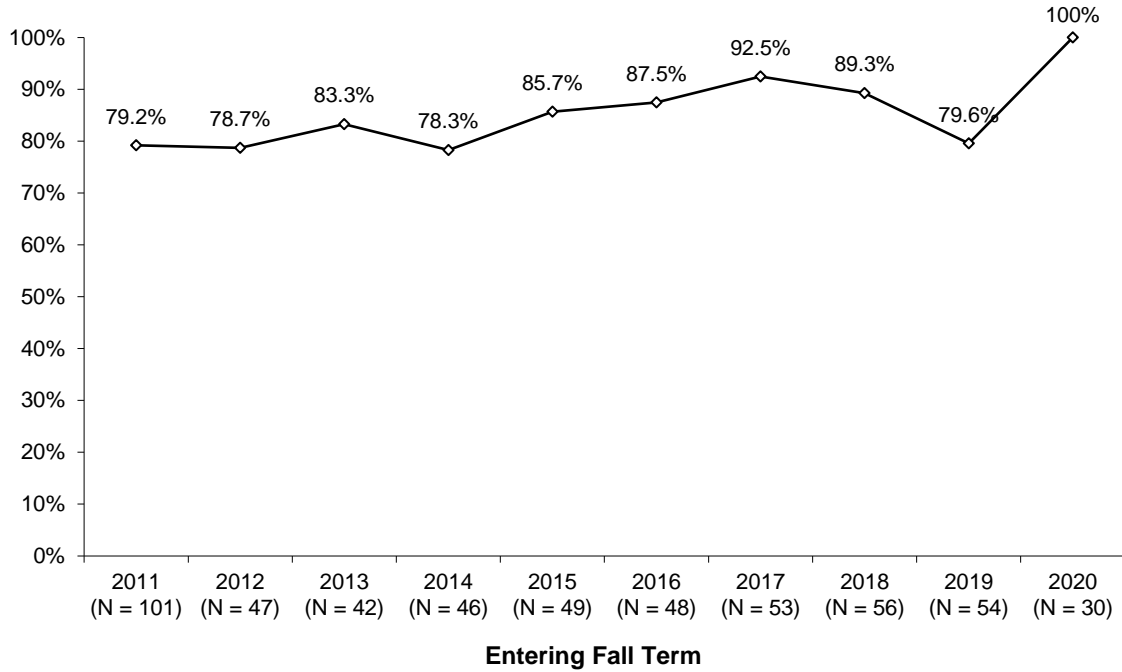


F-S Retention	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%	83.6%	80.4%	83.1%	83.6%	87.4%	83.7%
Six-Year Graduation Rates	66.5%	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%	68.0%	67.3%	65.6%					
Percent in top 1/5 high school class	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%	62.6%	59.2%	57.6%	53.9%	50.5%	49.4%	53.6%	59.3%	55.7%
Percent Needing any Developmental Math	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%	17.3%	20.9%	20.7%	23.1%	23.0%	24.8%	26.3%	21.3%	27.1%
ACT Composite Mean	23.1	23.1	23.2	23.5	24.1	24.6	24.5	24.3	24.4	24.3	24.5	24.4	24.9	25.1	24.3

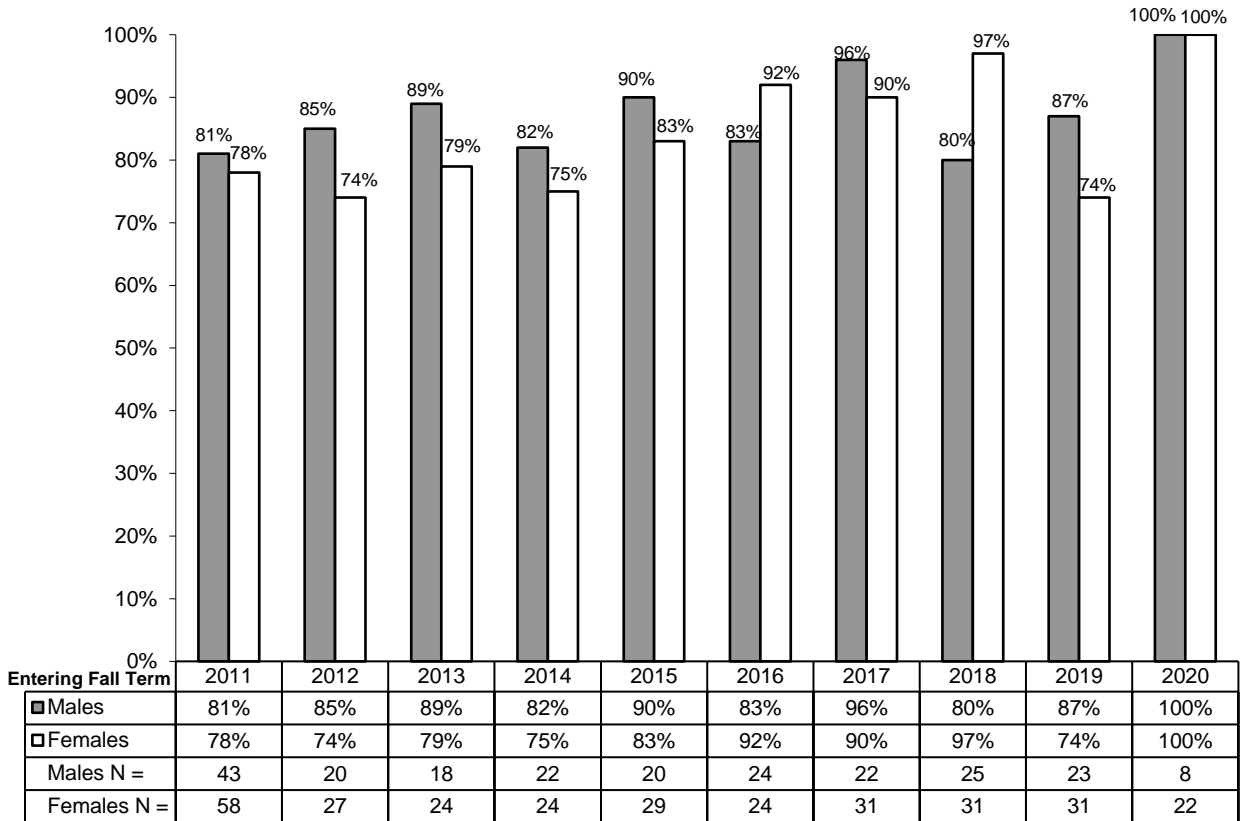
*Denotes cohort numbers that have been reduced by one due to the death of a student (2007 by 2 and 2014 by 3).

FIRST-TO-SECOND YEAR RETENTION Transfer Students

All First-Year Transfer Students

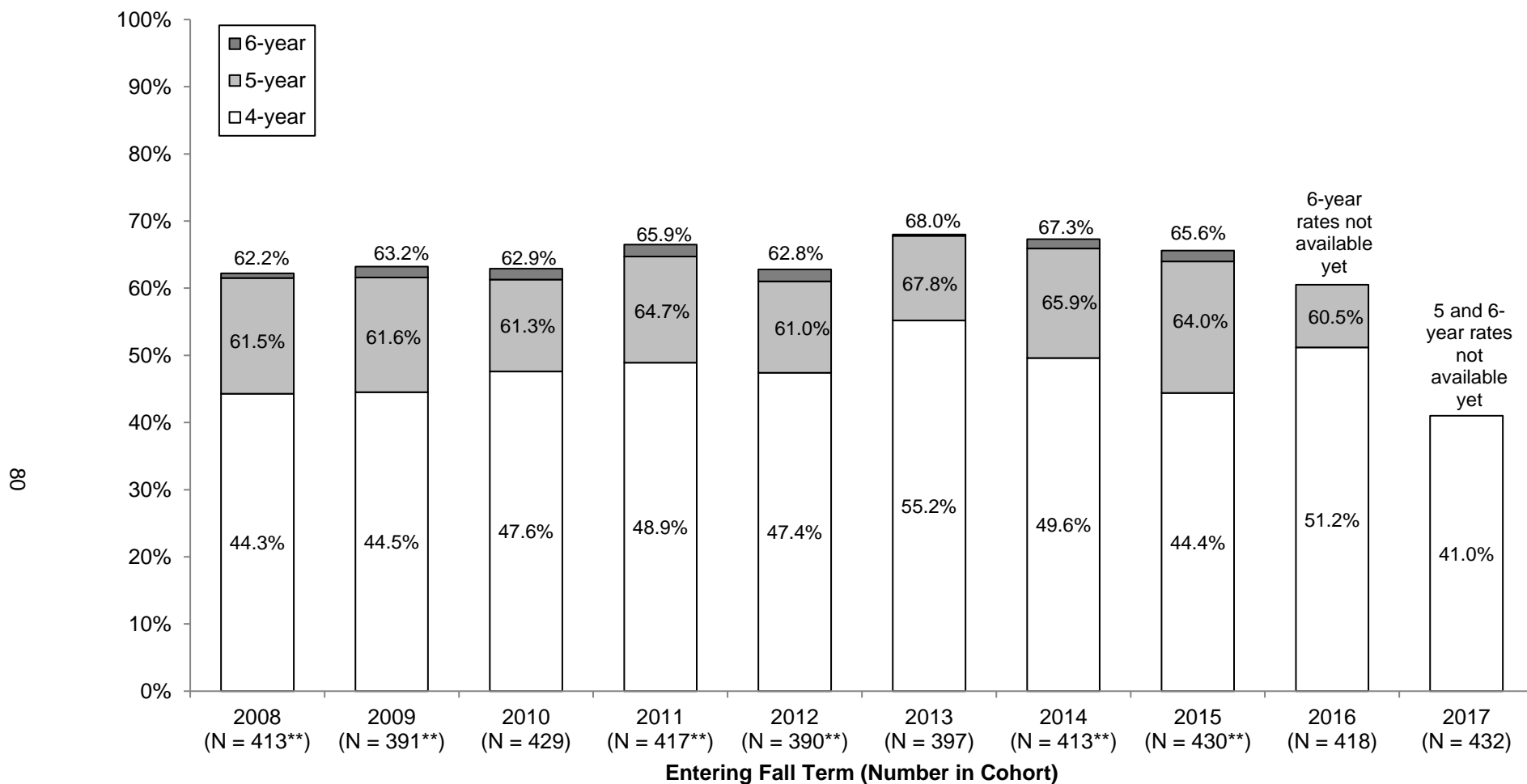


By Birth Sex



Source: Office of Institutional Research and Assessment, September 2021

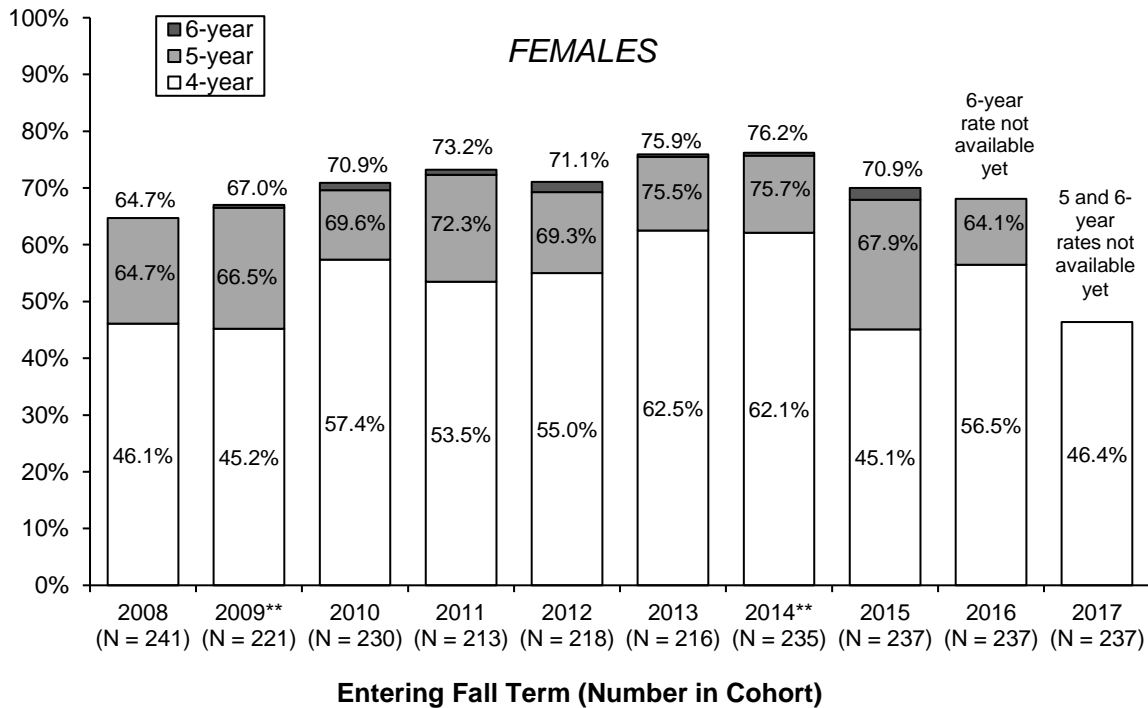
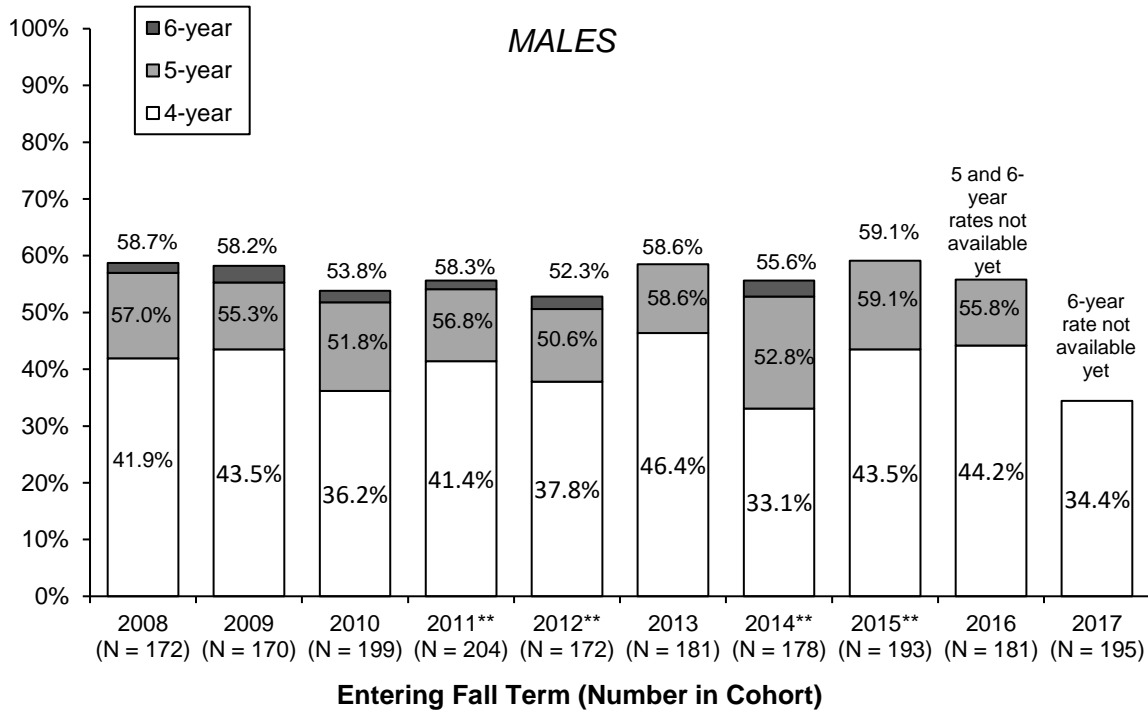
GRADUATION RATES* FOR FIRST-YEAR STUDENTS



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

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

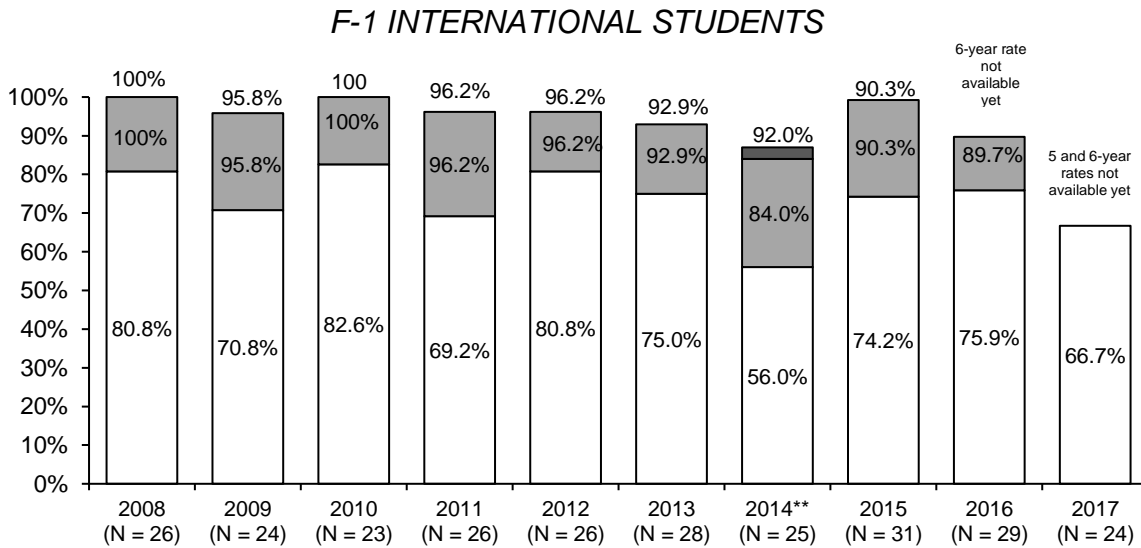
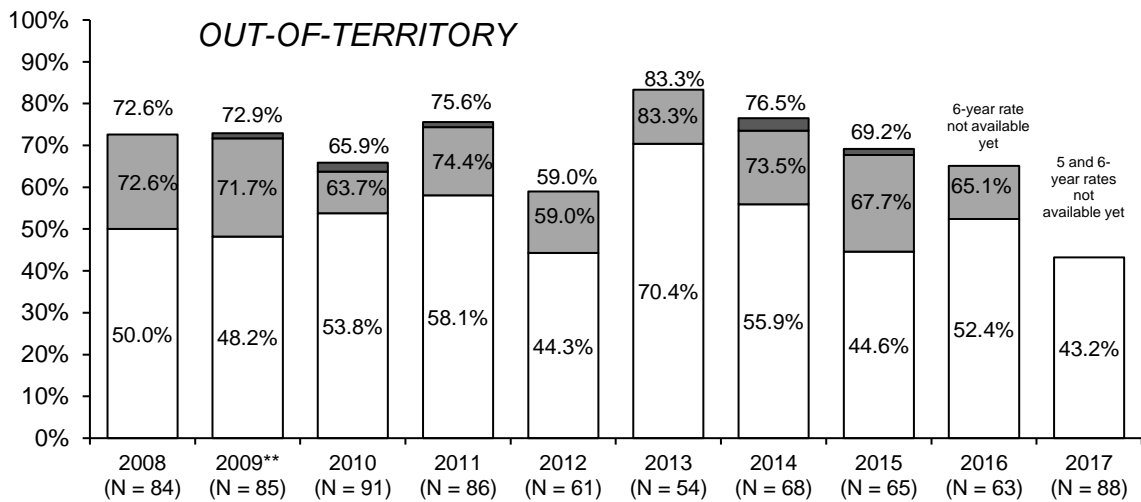
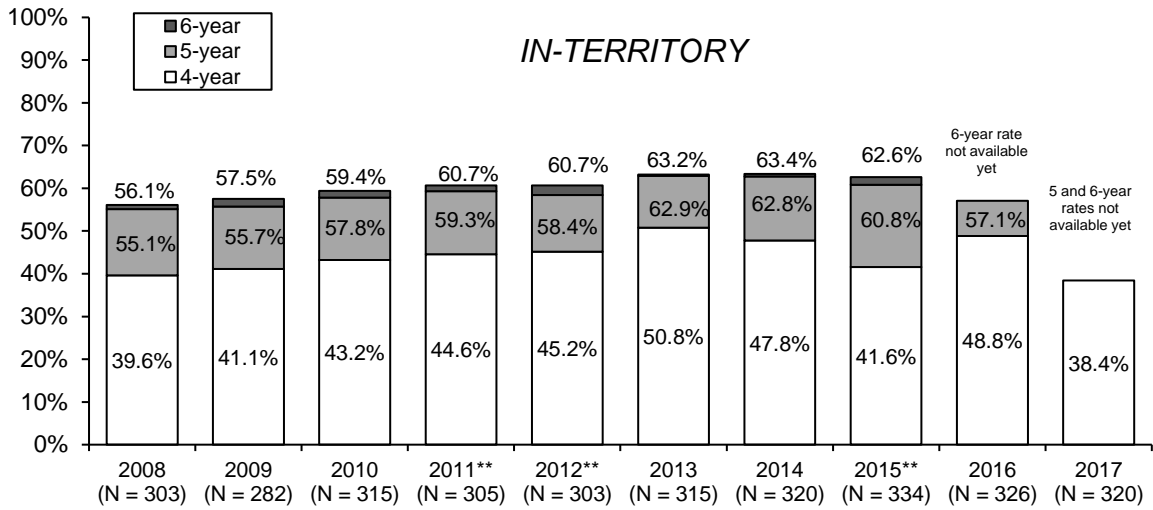
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY BIRTH SEX



*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 (2014 females and 2015 males have been reduced by two).

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY

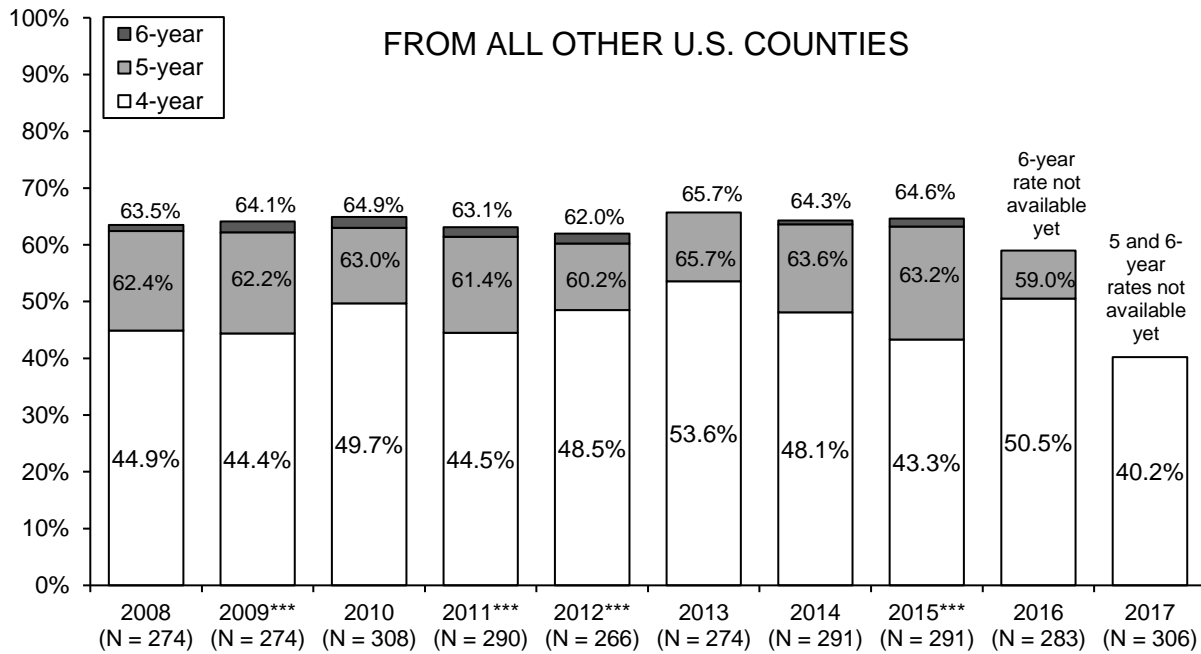
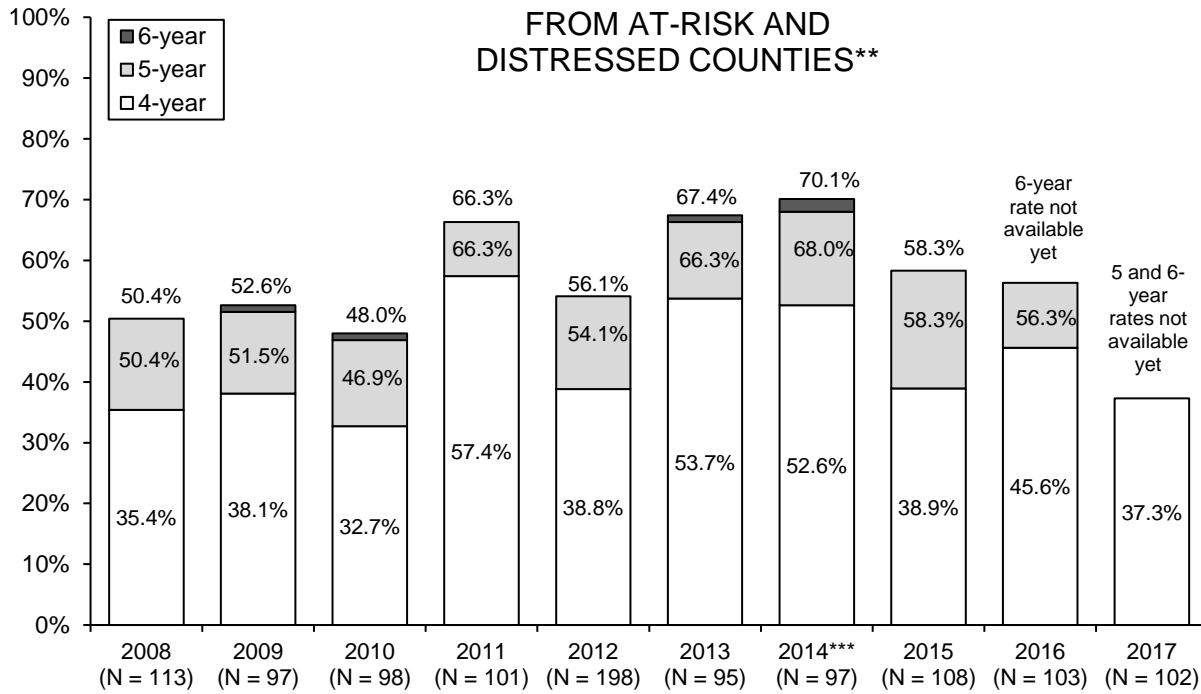


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 2021

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



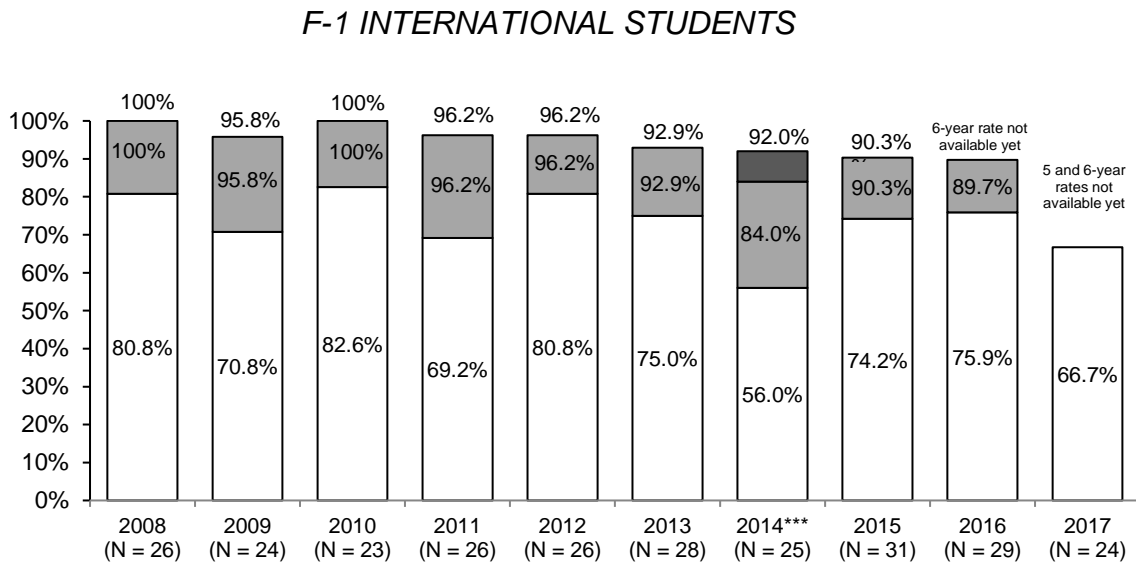
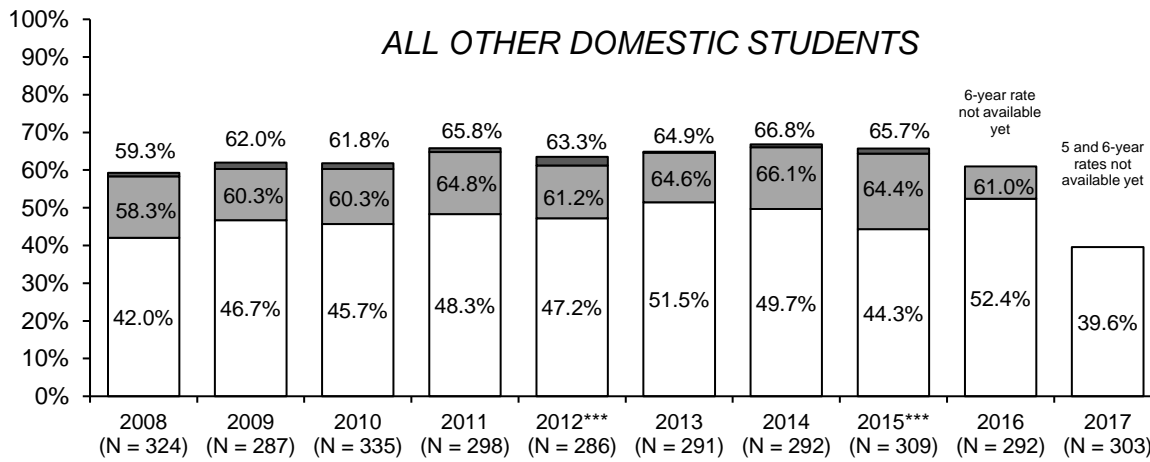
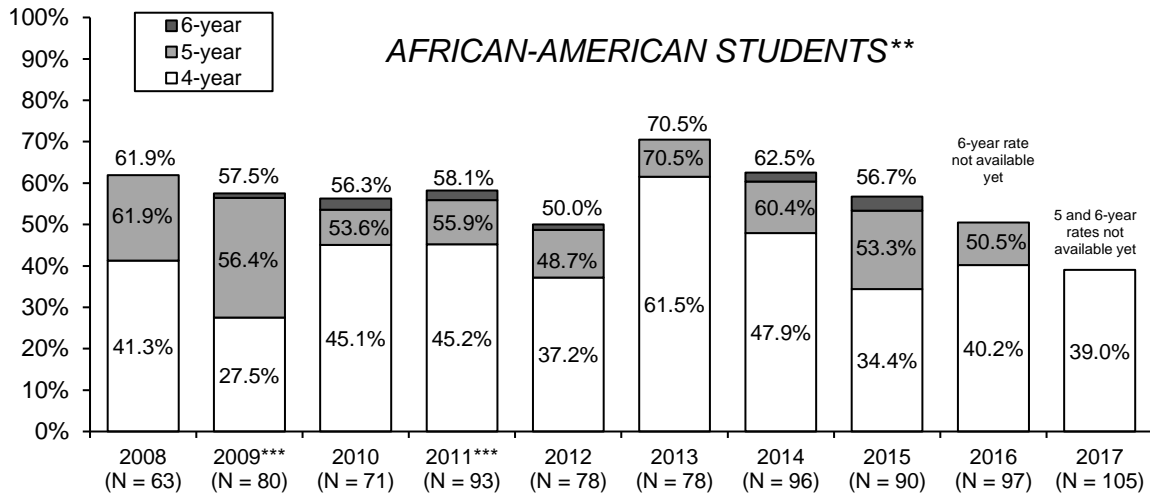
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 2021.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

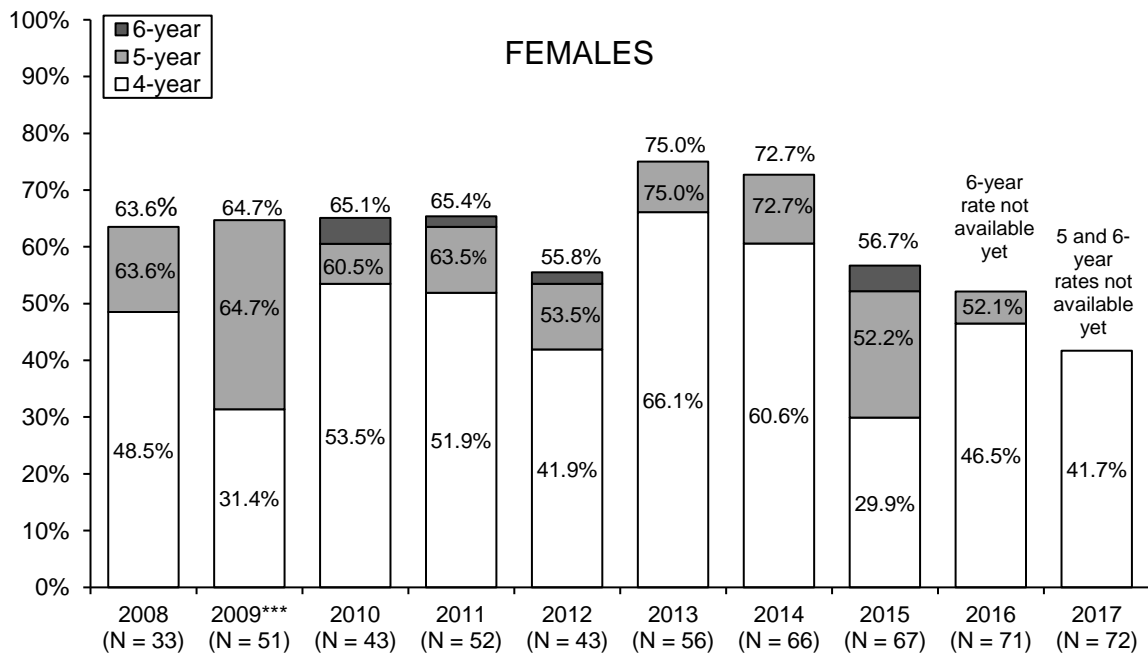
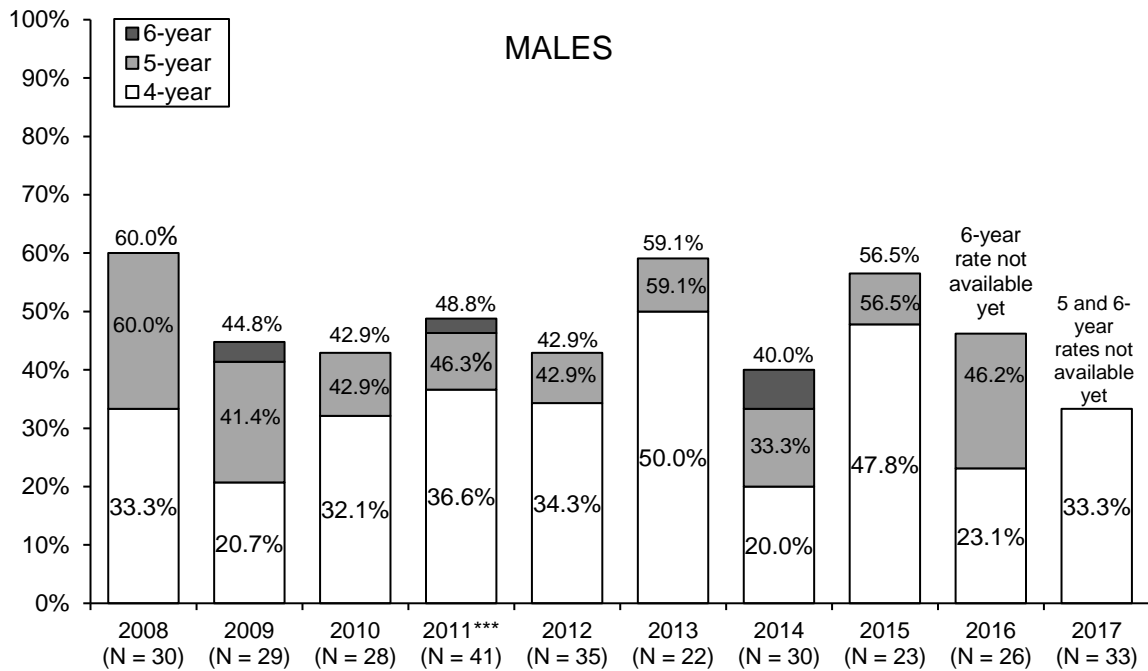


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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



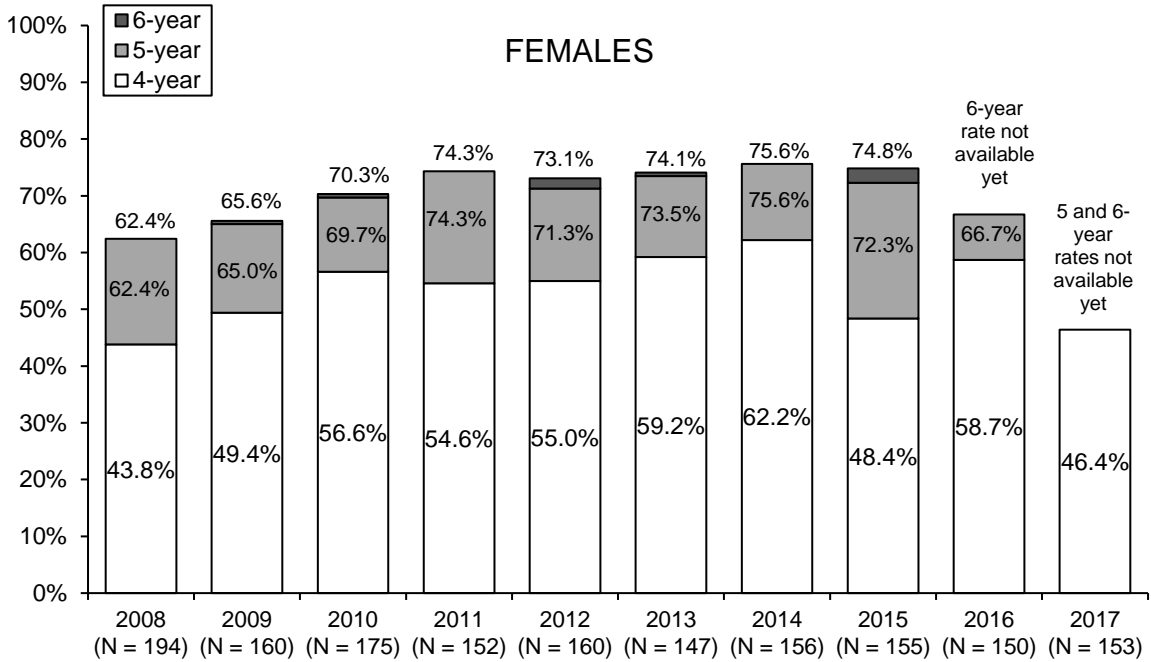
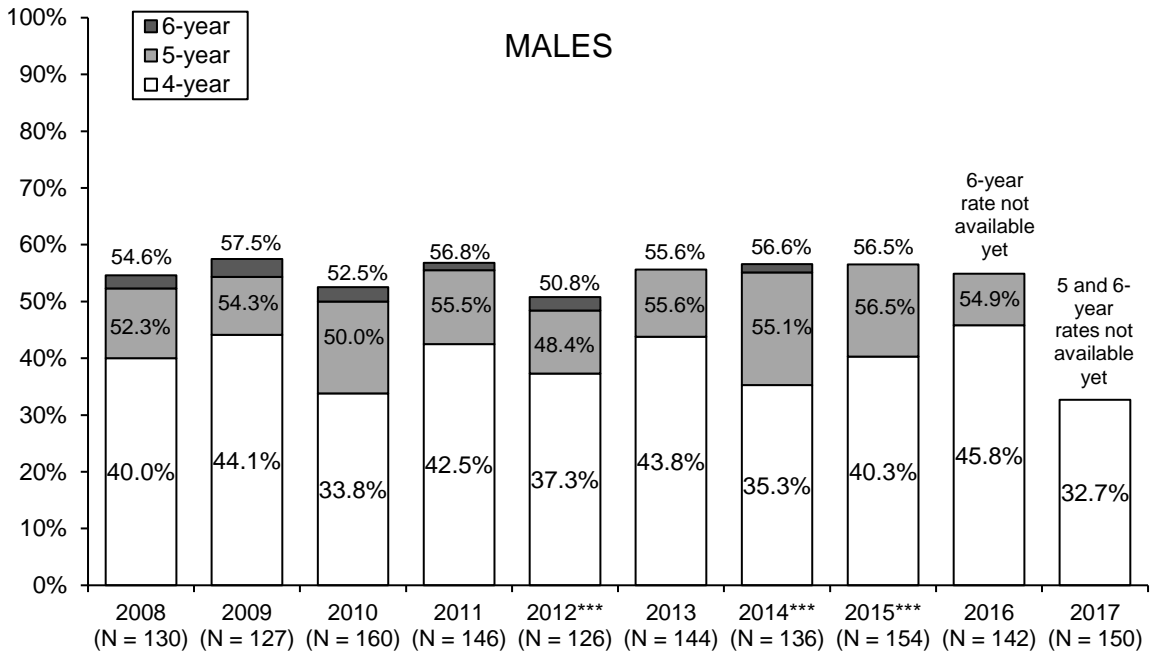
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Domestic students who 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 2021

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

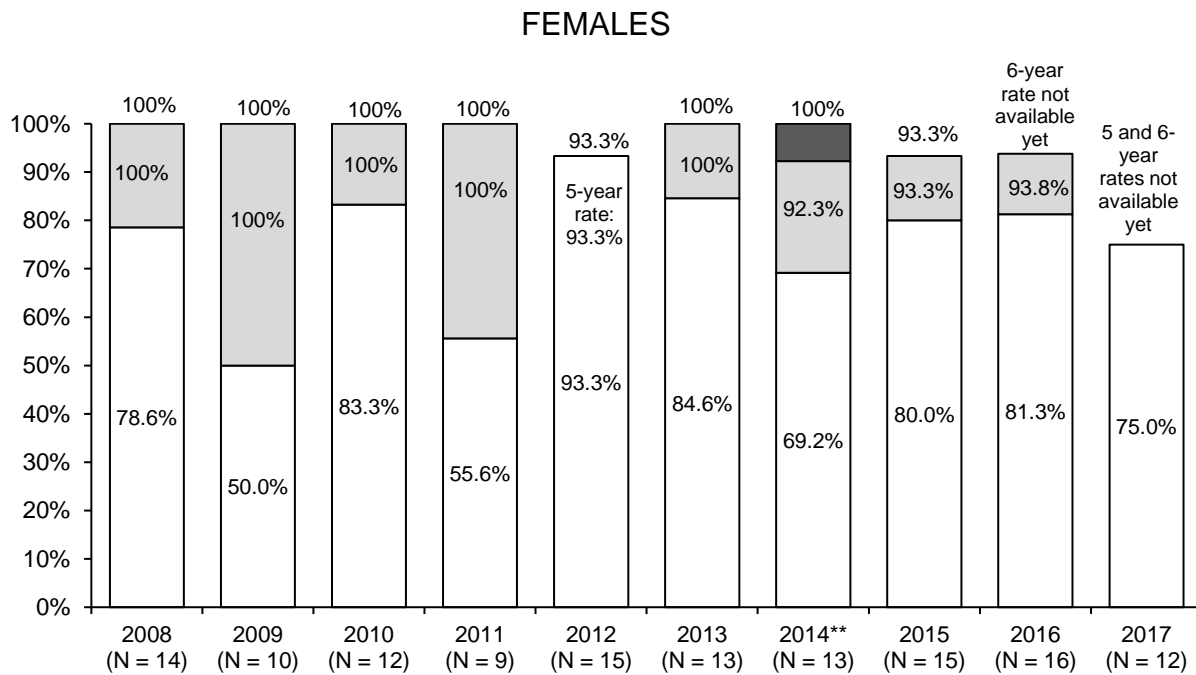
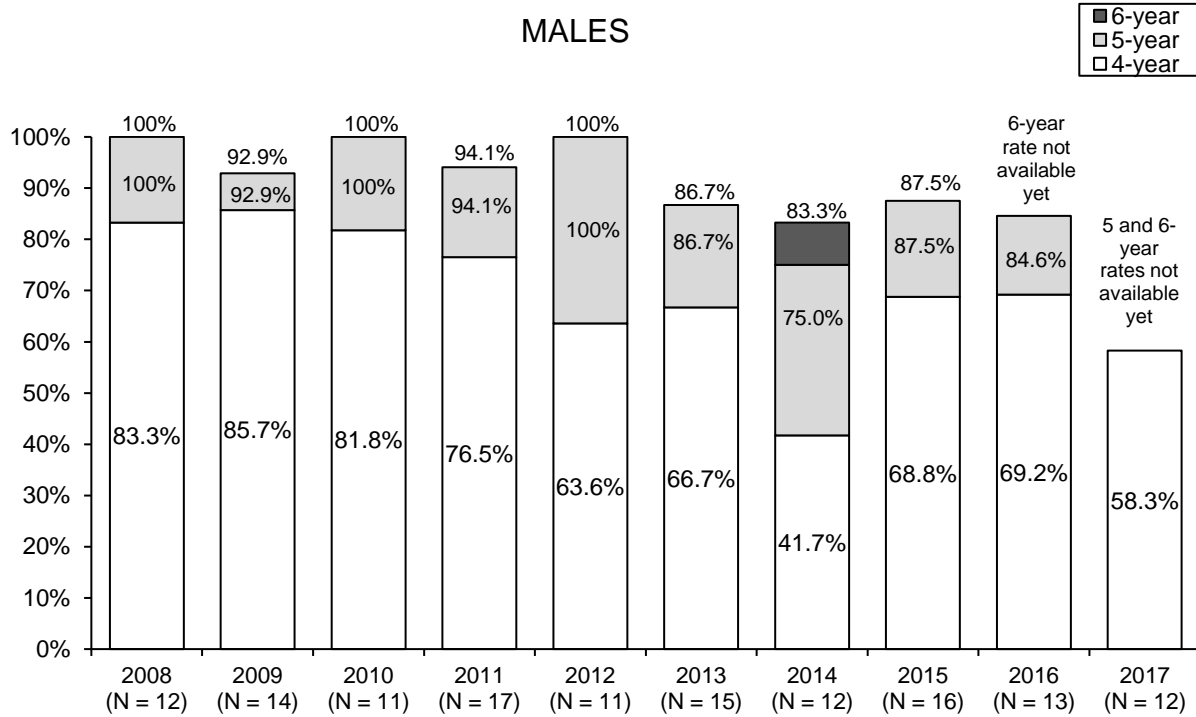


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2021

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



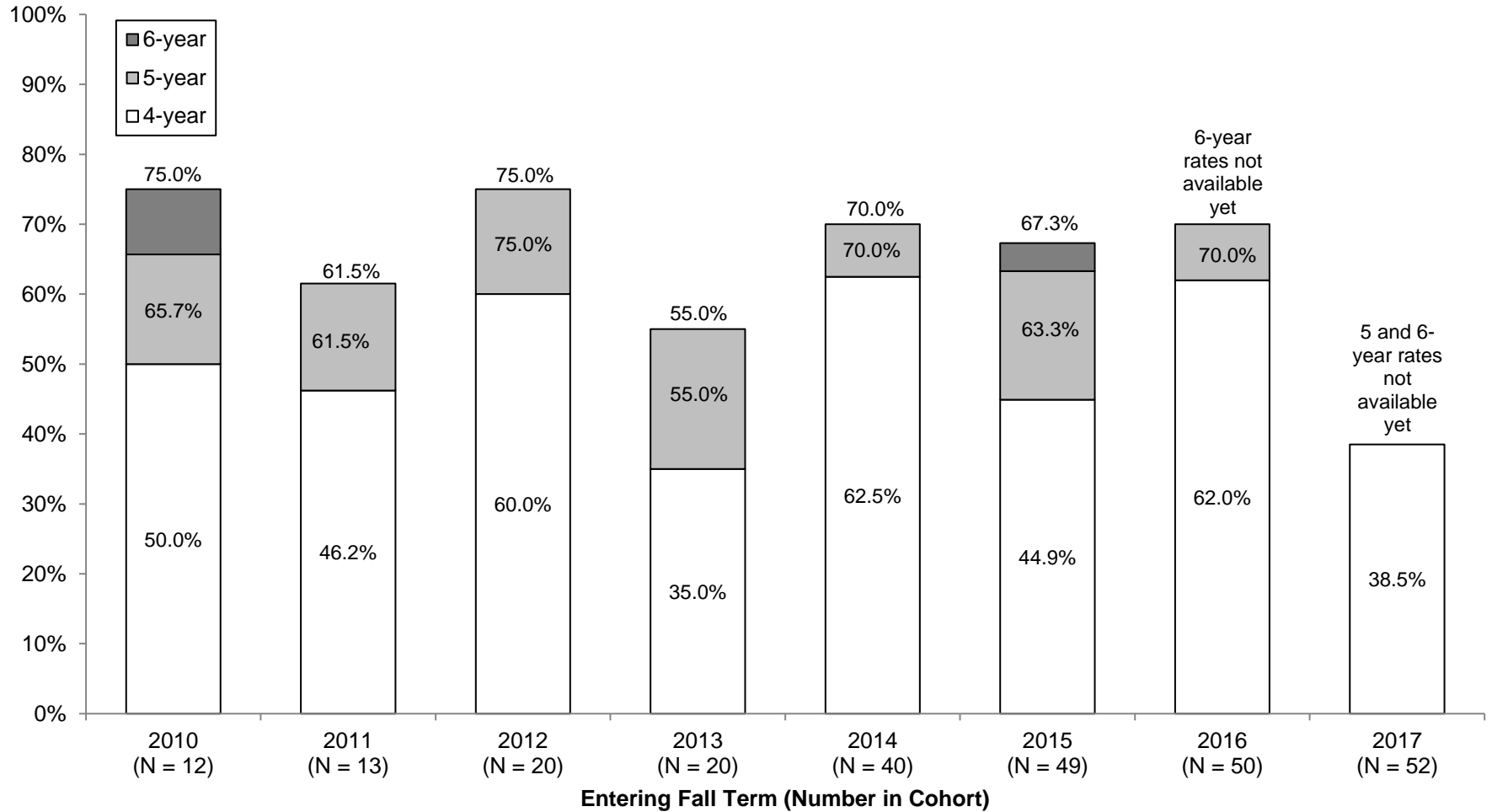
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2021

GRADUATION RATES* FOR FIRST-YEAR HISPANIC** STUDENTS

88

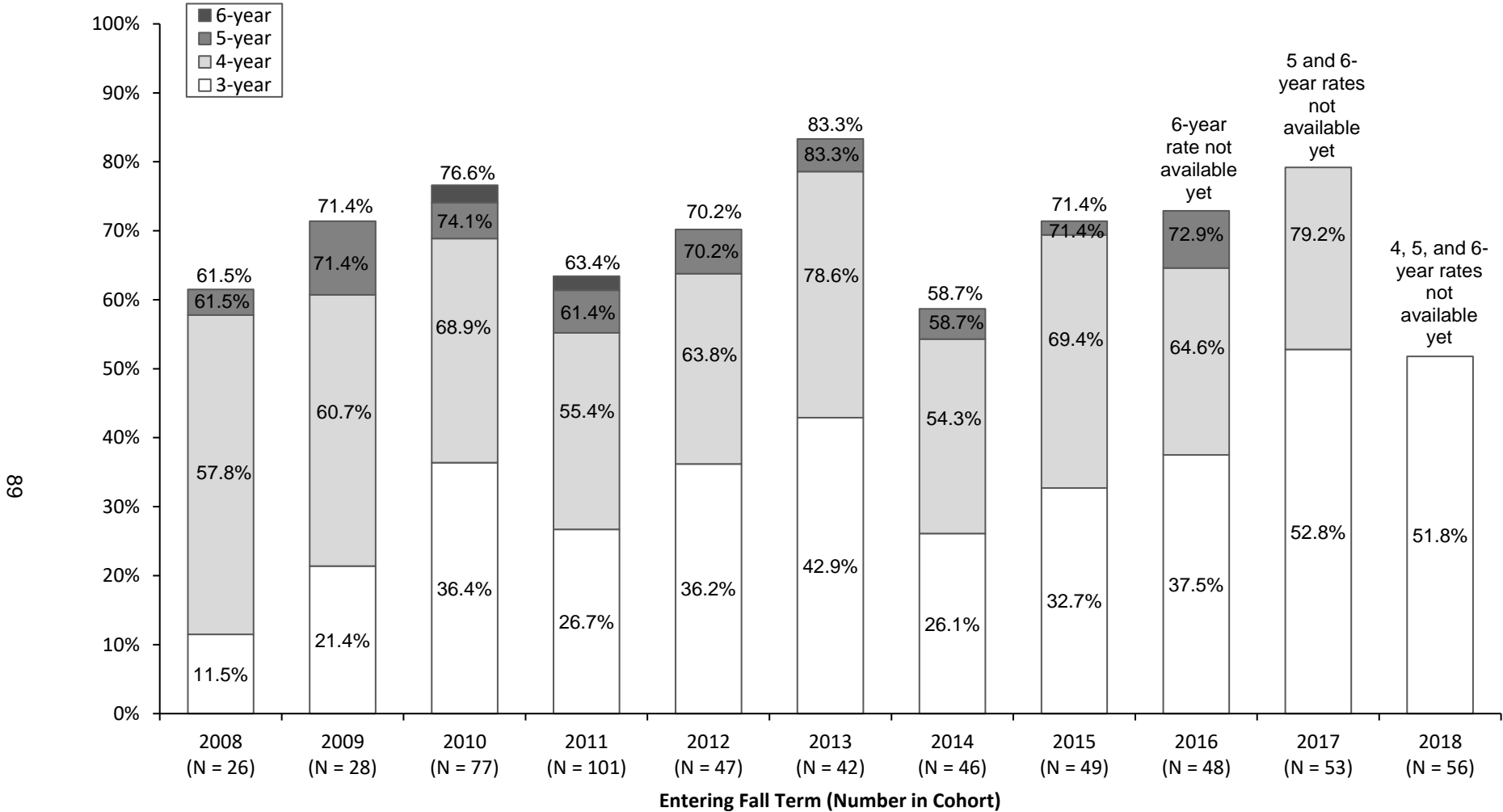


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

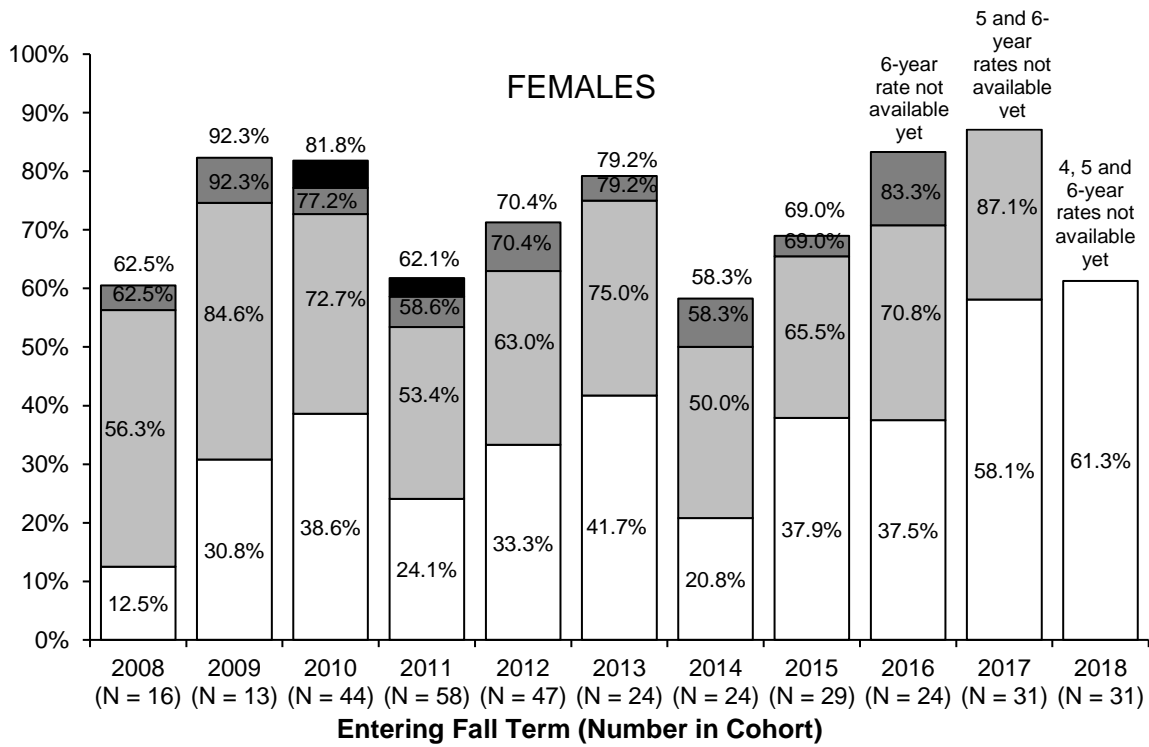
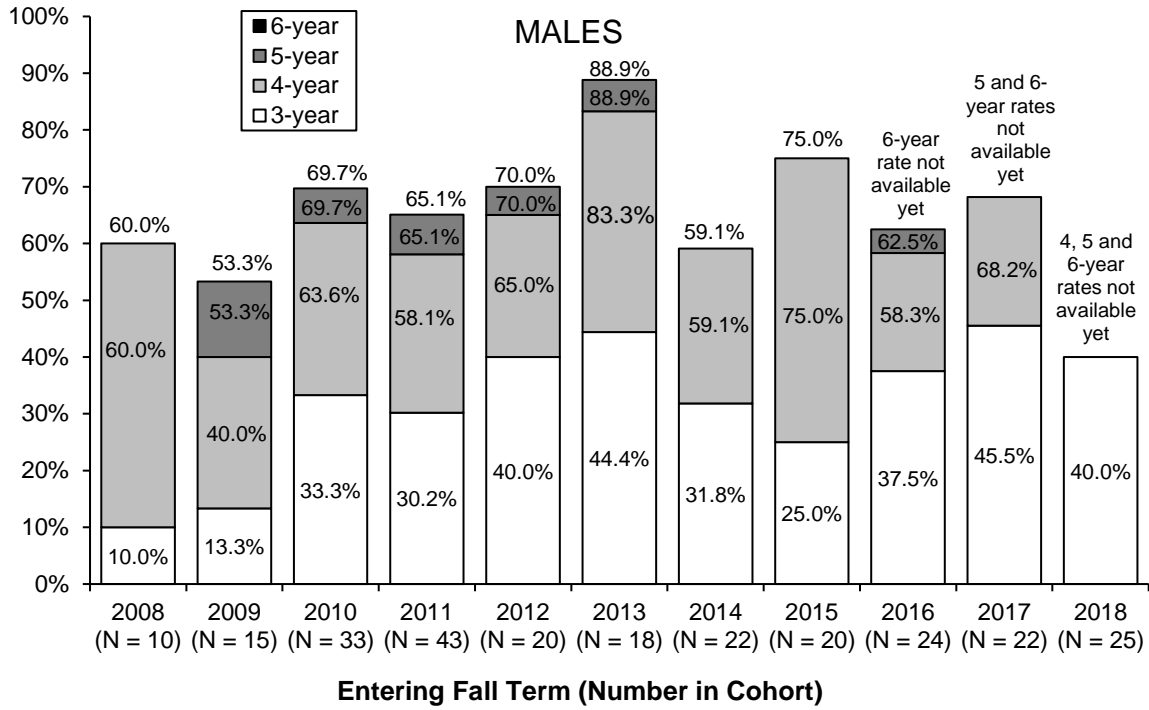
Source: Office of Institutional Research and Assessment, September 2021

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.

GRADUATION RATES* FOR TRANSFER STUDENTS BY BIRTH 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 2021

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>Total</u>
Graduates* (Unduplicated headcount)	317	302	306	356	277	1,558
Degrees Conferred						
B.A.	262	238	253	297	222	1,272
B.S.	<u>58</u>	<u>67</u>	<u>64</u>	<u>64</u>	<u>62</u>	<u>315</u>
TOTAL	320	305	317	361	284	1,587
Majors (Includes double degrees and double majors)						
	347	332	349	395	299	1,722
Minors (Includes double minors)						
	98	99	118	119	115	549

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2020-2021 graduates can be broken down by:

December 2020 (57),
June 2021 (172), and
August 2021 (48).

*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 2021

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

<u>Major Programs</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
African and African					
American Studies	1	1	6	5	3
Agriculture and Natural Resources	8	10	12	13	10
Applied Science & Mathematics	3	0	0	3	1
Art	11	14	11	17	11
Asian Studies	6	12	8	6	5
Biology	36	30	15	27	21
Business Administration	26	26	29	22	30
Chemistry	14	7	17	13	8
Child and Family Studies	20	18	20	17	19
Communication	17	18	22	24	17
Computer and					
Information Science	30	23	30	29	29
Economics	10	5	11	6	4
Education Studies - General	10	13	11	15	6
Education – Middle Grades	2	0	0	1	1
Education Studies – Teaching and					
Curriculum w/Certification	1	0	0	0	0
Elementary Education	6	1	8	9	4
English	9	18	10	16	9
Foreign Language	7	10	8	13	7
French	(1)	(2)	(0)	(0)	(1)
German	(1)	(3)	(1)	(2)	(0)
Spanish	(5)	(5)	(7)	(11)	(6)
Health and Human Performance	11	10	8	24	5
Health Studies	**	**	**	3	1
History	7	5	12	7	3
Independent (see page 93)	18	7	5	5	3
Mathematics	8	9	9	14	8
Music	6	7	9	8	7
Nursing	12	11	8	13	8
Peace and Social Justice Studies	1	3	9	9	3
Philosophy	2	3	2	4	3
Physics	8	3	2	5	4
Political Science	7	10	6	12	14
Psychology	21	19	19	17	23
Religion	0	1	2	1	1
Sociology	7	10	9	11	9
Technology and Applied Design	12	20	15	16	14
Theatre	8	5	7	9	8
Women's and Gender Studies	<u>2</u>	<u>3</u>	<u>9</u>	<u>1</u>	<u>0</u>
TOTALS*	347	332	349	395	299

*These are duplicative headcounts that include double degrees and double majors. Please see page 91 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 2021.

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 Provost, liaison to the Academic Program Council.

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

2020 - 2021: 3 majors

Disability Studies
Neuroscience (2)

*Includes double degrees and double majors

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

Source: *2021-2022 College Catalog*

Office of Institutional Research and Assessment, October 2021

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 Physical Education and 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>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Education Studies - General (No certification)	10	13	11	15	6
Teaching and Curriculum with Certification*					
Art	1	0	0	0	0
English	0	0	0	0	0
History	0	0	0	0	0
Mathematics	0	0	0	0	0
Technology/Applied Design	0	0	0	0	0
Middle Grades Certification	2	0	0	1	1
Elementary Education	6	1	8	9	4

Certifications

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
English	0	0	0	0	0
Health and Human Performance	0	0	0	3	1
History	0	0	0	0	0
Mathematics	0	0	0	0	1
Music	2	2	3	1	2
Technology/Applied Design	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CERTIFIED	11	3	11	14	9

*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: 2021-2022 College Catalog
Office of Institutional Research and Assessment, September 2021

SUMMARY OF GRADUATES' MAJORS* INCLUDING CONCENTRATIONS

5 Year Summary: Academic Years 2016–17 through 2020–21

African and African-American Studies.....16	English.....62
Agriculture and Natural Resources.....53	<i>General</i> 11
Applied Science and Mathematics.....7	Literature 27
Art.....64	Writing 30
History 12	Foreign Languages45
Studio 53	French 4
Asian Studies.....37	German 7
Biology.....129	Spanish 34
<i>General</i> 125	Health and Human Performance.....58
Biomolecular, Cellular and Systems 2	<i>General</i> 54
Field and Organismal 1	Education 4
Teacher Certification 1	Health Studies4
Business Administration.....133	History34
Accounting 52	Independent38
Finance 44	Mathematics48
International 2	<i>General</i> 47
International Business 3	Education 1
Management 38	Music37
Management Info. Systems 8	<i>General</i> 27
Marketing 34	Edu. – Instrumental 8
Chemistry.....59	Edu. – Vocal 4
<i>General</i> 13	Nursing52
Biochemistry 30	Peace and Social Justice Studies25
Professional 17	Philosophy14
Child and Family Studies94	Physics22
Child Development 49	Political Science49
Family Studies 49	Psychology99
Nutrition and Food Studies 11	Religion.....5
Communication98	Sociology46
Computer and Information Science.....141	Technology and Applied Design77
<i>General</i> 116	<i>General</i> 19
Computational Mathematics 10	Artisan Studies 26
Computer Science 11	Management 35
Information Systems 5	Theatre37
Economics.....36	Women's and Gender Studies15
Finance 1	
International Politics & Policy 23	
Methods and Models 14	
Education Studies.....88	
<i>General</i> 55	
Elementary P-5 28	
Middle Grades 5-9 4	
Teaching and Curriculum with Certification 1	
	ALL MAJORS.....1,722
	(awarded to 1,558 graduates)

NOTE: In nine of the majors with concentrations, there were 79 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 2021

MAJORS* AWARDED TO GRADUATES BY BIRTH SEX
Five-Year Summary

Academic Years
2016-2017 through 2020-2021

	<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	2	13%	14	88%	16	0.9%
Agriculture and Natural Resources	18	34%	35	66%	53	3.1%
Applied Science and Mathematics	5	71%	2	29%	7	0.4%
Art	19	30%	45	70%	64	3.7%
Asian Studies	12	32%	25	68%	37	2.1%
Biology	35	27%	94	73%	129	7.5%
Business Administration	68	51%	65	49%	133	7.7%
Chemistry	32	54%	27	46%	59	3.4%
Child and Family Studies	10	11%	84	89%	94	5.5%
Communication	37	38%	61	62%	98	5.7%
Computer and Information Science	108	77%	33	23%	141	8.2%
Economics	20	56%	16	44%	36	2.1%
Education Studies						
General	14	25%	41	75%	55	3.2%
Elementary Education	1	4%	27	96%	28	1.6%
Middle Grades Education	2	50%	2	50%	4	0.2%
Teaching and Curriculum with Certification	0	0%	1	100%	1	0.1%
English	12	19%	50	81%	62	3.6%
Foreign Languages						
French	2	50%	2	50%	4	0.2%
German	1	14%	6	86%	7	0.4%
Spanish	9	26%	25	74%	34	2.0%
Health & Human Performance	33	57%	25	43%	58	3.4%
Health Studies (first awarded 19-20)	1	25%	3	75%	4	0.2%
History	17	50%	17	50%	34	2.0%
Independent (see page 93)	10	26%	28	74%	38	2.2%
Mathematics	29	60%	19	40%	48	2.8%
Music	13	35%	24	65%	37	2.1%
Nursing	6	12%	46	88%	52	3.0%
Peace and Social Justice Studies	4	16%	21	84%	25	1.5%
Philosophy	9	64%	5	36%	14	0.8%
Physics	19	86%	3	14%	22	1.3%
Political Science	19	39%	30	61%	49	2.8%
Psychology	24	24%	75	76%	99	5.7%
Religion	3	60%	2	40%	5	0.3%
Sociology	13	28%	33	72%	46	2.7%
Technology and Applied Design	57	74%	20	26%	77	4.5%
Theatre	13	35%	24	65%	37	2.1%
Women's and Gender Studies	<u>0</u>	<u>0%</u>	<u>15</u>	<u>100%</u>	<u>15</u>	<u>0.9%</u>
GRAND TOTAL*	677	39%	1,045	61%	1,722	100.0%

*These are duplicative headcounts that include double degrees and double majors. The 1,722 majors represent 1,558 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, November 2021

MAJORS* AWARDED TO GRADUATES BY BIRTH SEX Five-Year History

Major Programs	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	1	1	0	1	1	1	5	6	0	5	5	1	2	3
Agriculture and Natural Resources	4	4	8	1	9	10	4	8	12	5	8	13	4	6	10
Applied Science&Mathematics	3	0	3	0	0	0	0	0	0	2	1	3	0	1	1
Art	3	8	11	3	11	14	7	4	11	5	12	17	1	10	11
Asian Studies	1	5	6	3	9	12	2	6	8	3	3	6	3	2	5
Biology	11	25	36	9	21	30	4	11	15	7	20	27	4	17	21
Business Administration	14	12	36	11	15	26	14	15	29	14	8	22	15	15	30
Chemistry	7	7	14	4	3	7	10	7	17	8	5	13	3	5	8
Child and Family Studies	3	17	20	2	16	18	2	18	20	0	17	17	3	16	19
Communication	8	9	17	4	14	18	10	12	22	10	14	24	5	12	17
Computer and Information Science	22	8	30	19	4	23	24	6	30	22	7	29	21	8	29
Economics	7	3	10	1	4	5	8	3	11	2	4	6	2	2	4
Education Studies															
General	2	8	10	2	11	13	5	6	11	4	11	15	1	5	6
Elementary	0	6	6	0	1	1	1	7	8	0	9	9	0	4	4
Middle	0	2	2	0	0	0	0	0	0	1	0	1	1	0	1
Teaching and Curriculum with Certification	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
English	1	8	9	1	17	18	2	8	10	5	11	16	3	6	9
Foreign Languages	1	6	7	5	5	10	4	4	8	1	12	13	1	6	7
Health and Human Performance	10	1	11	4	6	10	5	3	8	10	14	24	4	1	5
Health Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	3	3	1	0	1
History	5	2	7	2	3	5	6	6	12	3	4	7	1	2	3
Independent (see page 93)	6	12	18	0	7	7	3	2	5	1	4	5	0	3	3
Mathematics	6	2	8	4	5	9	7	2	9	9	5	14	3	5	8
Music	0	6	6	2	5	7	4	5	9	4	4	8	3	4	7
Nursing	3	9	12	1	10	11	1	7	8	0	13	13	1	7	8
Peace&Social Justice Studies	0	1	1	1	2	3	2	7	9	1	8	9	0	3	3
Philosophy	0	2	2	3	0	3	1	1	2	3	1	4	2	1	3
Physics	8	0	8	3	0	3	2	0	2	3	2	5	3	1	4
Political Science	5	2	3	4	6	10	4	2	6	1	11	12	5	9	14
Psychology	5	16	21	3	16	19	7	12	19	5	12	17	4	19	23
Religion	0	0	0	0	1	1	2	0	2	1	0	1	0	1	1
Sociology	2	5	7	2	8	10	4	5	9	1	10	11	4	5	9
Technology and Applied Design	8	4	12	13	7	20	13	2	15	11	5	16	12	2	14
Theatre	2	6	8	2	3	5	2	5	7	4	5	9	3	5	8
Women's and Gender Studies	0	2	2	0	3	3	0	9	9	0	1	1	0	0	0
TOTAL*			<u>347</u>			<u>332</u>			<u>349</u>			<u>395</u>			<u>299</u>

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*These are duplicative headcounts that include double degrees and double majors. Please see page 91 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 2021.

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
Five-Year Summary: Academic Years 2016 – 2017 through 2020 - 2021

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	15	(94%)	1	(6%)	0	(0%)	16	(0.9%)
Agriculture and Natural Resources	2	(4%)	49	(92%)	2	(4%)	53	(3.1%)
Applied Science and Mathematics	1	(14%)	6	(86%)	0	(0%)	7	(0.4%)
Art	5	(8%)	57	(89%)	2	(3%)	64	(3.7%)
Asian Studies	11	(30%)	25	(68%)	1	(3%)	37	(2.1%)
Biology	26	(20%)	92	(71%)	11	(9%)	129	(7.5%)
Business Administration	29	(22%)	77	(58%)	27	(20%)	133	(7.7%)
Chemistry	8	(14%)	39	(66%)	12	(20%)	59	(3.4%)
Child and Family Studies	22	(23%)	71	(76%)	1	(1%)	94	(5.5%)
Communication	26	(27%)	64	(65%)	8	(8%)	98	(5.7%)
Computer and Information Science	15	(11%)	90	(64%)	36	(26%)	141	(8.2%)
Economics	7	(19%)	11	(31%)	18	(50%)	36	(2.1%)
Education Studies								
General	8	(15%)	46	(84%)	1	(2%)	55	(3.2%)
Elementary Education Certification	2	(7%)	26	(93%)	0	(0%)	28	(1.6%)
Middle Grades Certification	1	(25%)	3	(75%)	0	(0%)	4	(0.2%)
Teaching and Curriculum with Certification	0	(0%)	1	(100%)	0	(0%)	1	(0.1%)
English	8	(13%)	54	(87%)	0	(0%)	62	(3.6%)
Foreign Languages								
French	0	(0%)	4	(100%)	0	(0%)	4	(0.2%)
German	0	(0%)	3	(43%)	4	(57%)	7	(0.4%)
Spanish	5	(15%)	26	(76%)	3	(9%)	34	(2.0%)
Health and Human Performance	11	(19%)	46	(79%)	1	(2%)	58	(3.4%)
Health Studies (first awarded 2019-20)	1	(25%)	3	(75%)	0	(0%)	4	(0.2%)
History	2	(6%)	32	(94%)	0	(0%)	34	(2.0%)
Independent (see page 93)	7	(18%)	28	(74%)	3	(8%)	38	(2.2%)
Mathematics	2	(4%)	24	(50%)	22	(46%)	48	(2.8%)
Music	10	(27%)	23	(62%)	4	(11%)	37	(2.1%)
Nursing	6	(12%)	41	(79%)	5	(10%)	52	(3.0%)
Peace and Social Justice Studies	7	(28%)	17	(68%)	1	(4%)	25	(1.5%)
Philosophy	1	(7%)	13	(93%)	0	(0%)	14	(0.8%)
Physics	1	(5%)	11	(50%)	10	(45%)	22	(1.3%)
Political Science	8	(16%)	34	(69%)	7	(14%)	49	(2.8%)
Psychology	28	(28%)	67	(68%)	4	(4%)	99	(5.7%)
Religion	1	(20%)	4	(80%)	0	(0%)	5	(0.3%)
Sociology	20	(43%)	26	(57%)	0	(0%)	46	(2.7%)
Technology and Applied Design	19	(25%)	56	(73%)	2	(3%)	77	(4.5%)
Theatre	11	(30%)	25	(68%)	1	(3%)	37	(2.1%)
Women's and Gender Studies	5	(33%)	10	(67%)	0	(0%)	15	(0.9%)
TOTAL*	331	(19%)	1,205	(70%)	186	(11%)	1,722	(100%)

*These are duplicative headcounts that include double degrees and double majors. The 1,722 majors represent 1,558 graduates during this five-year time period.

**Domestic 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 2021

SUMMARY OF MINORS* AWARDED TO GRADUATES
Five-Year Summary: Academic Years 2016 – 17 through 2020 – 21

African and African American Studies	15	(2.7%)
Agriculture and Natural Resources	4	(0.7%)
Appalachian Studies	7	(1.3%)
Art History	13	(2.4%)
Art Studio	10	(1.8%)
Asian Studies	19	(3.5%)
Biology	26	(4.7%)
Broadcast Journalism	21	(3.8%)
Business Administration	64	(11.7%)
Chemistry	4	(0.7%)
Child and Family Studies	6	(1.1%)
Communication	18	(3.3%)
Computer Science	14	(2.6%)
Creative Writing (first awarded 2020-21)	3	(0.5%)
Dance	8	(1.5%)
Economics	40	(7.3%)
English	10	(1.8%)
Film Production	8	(1.5%)
Forest Resource Management	10	(1.8%)
French	5	(0.9%)
German	8	(1.5%)
Health	22	(4.0%)
Health Teaching	1	(0.2%)
History	15	(2.7%)
Latin	1	(0.2%)
Law, Ethics, and Society (first awarded 2017-18)	22	(4.0%)
Mathematics (first awarded 2017-18)	17	(3.1%)
Music	7	(1.3%)
Peace and Social Justice Studies	16	(2.9%)
Philosophy	15	(2.7%)
Physics	6	(1.1%)
Political Science	13	(2.4%)
Religion	6	(1.1%)
Sociology	8	(1.5%)
Spanish	18	(3.3%)
Sustainability and Environmental Studies	31	(5.6%)
Theatre	12	(2.2%)
Women's and Gender Studies	<u>26</u>	<u>(4.7%)</u>
 TOTAL	 549	 (100.0%)

*This is a duplicative headcount that includes double minors. The 549 minors were awarded to 501 graduates. The 501 graduates who received a minor represent 32% of the 1,558 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 2021

NUMBER OF MINORS* AWARDED TO GRADUATES
Five-Year History

<u>Minors</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
African and African American Studies	2	6	1	3	3
Agriculture and Natural Resources	1	0	1	1	1
Appalachian Studies	2	0	0	3	2
Art History	3	4	0	2	4
Art Studio	6	3	5	1	1
Asian Studies	3	3	4	6	3
Biology	5	5	6	5	5
Broadcast Journalism	8	4	3	3	3
Business Administration	12	9	12	18	13
Chemistry	0	2	1	0	1
Child and Family Studies	1	1	1	2	1
Communication	2	1	2	7	5
Computer Science	2	3	4	3	2
Creative Writing	n/a	n/a	n/a	n/a	3
Dance	3	0	2	1	2
Economics	10	6	8	5	11
English	4	4	1	2	0
Environmental Science	n/a	n/a	n/a	0	0
Film Production	3	1	1	2	1
Forest Resource Management	2	1	5	1	1
French	1	0	2	2	0
German	1	3	3	1	0
Health	4	0	4	3	1
Health Teaching	0	0	1	0	0
History	4	2	2	5	2
Latin	0	0	1	0	0
Law, Ethics, and Society	n/a	1	2	6	13
Mathematics	n/a	1	5	3	8
Music	2	1	0	2	2
Peace and Social Justice Studies	1	4	7	2	2
Philosophy	3	5	3	1	3
Physics	1	3	1	0	1
Political Science	2	2	5	3	1
Religion	0	0	1	3	2
Sociology	2	1	2	1	2
Spanish	3	4	5	2	4
Sustainability and Environmental Studies	3	3	9	11	5
Theatre	1	4	2	3	2
Women's and Gender Studies	<u>7</u>	<u>2</u>	<u>6</u>	<u>6</u>	<u>5</u>
TOTAL	98	99	118	119	115

*These are duplicative headcounts that include double minors.

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

Compiled by the Office of Institutional Research and Assessment, October 2021

**MINORS* AWARDED TO GRADUATES BY BIRTH SEX
Five-Year History**

Minors	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	2	2	0	6	6	0	1	1	2	1	3	1	2	3
Agriculture and Natural Resources	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1
Appalachian Studies	0	2	2	0	0	0	0	0	0	0	3	3	0	2	2
Art History	0	3	3	1	3	4	0	0	0	2	0	2	0	4	4
Art Studio	0	0	0	0	3	3	3	2	5	0	1	1	0	1	1
Asian Studies	2	1	3	1	2	3	2	2	4	2	4	6	0	3	3
Biology	2	3	5	1	4	5	4	2	6	2	3	5	2	3	5
Broadcast Journalism	5	3	8	1	3	4	3	0	3	2	1	3	2	1	3
Business Administration	6	6	12	4	5	9	10	2	12	12	6	18	9	4	13
Chemistry	0	0	0	1	1	2	1	0	1	0	0	0	0	1	1
Child and Family Studies	1	0	1	0	1	1	0	1	1	0	2	2	0	1	1
Communication	0	2	2	0	2	2	0	2	2	1	6	7	2	3	5
Computer Science	2	0	2	3	0	3	4	0	4	1	2	3	1	1	2
Creative Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2	3
Dance	1	2	3	0	0	0	0	2	2	0	1	1	0	2	2
Economics	7	3	10	3	3	6	2	6	8	3	2	5	6	5	11
English	1	3	4	1	2	3	1	0	1	0	2	2	0	0	0
Film Production	1	2	3	0	1	1	0	1	1	1	1	2	1	0	1
Forest Resource Mgmt.	0	2	2	0	1	1	3	2	5	0	1	1	0	1	1
French	0	1	1	0	0	0	1	1	2	0	2	2	0	0	0
German	0	1	1	2	1	3	2	1	3	0	1	1	0	0	0
Health	2	2	4	2	8	10	1	3	4	0	3	3	0	1	1
Health Teaching	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
History	3	1	4	0	2	2	0	2	2	3	2	5	1	1	2
Latin	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Law, Ethics, and Society	n/a	n/a	n/a	0	1	1	0	2	2	1	5	6	2	11	13
Mathematics	n/a	n/a	n/a	1	0	1	5	0	5	2	1	3	6	2	8
Music	0	2	2	0	1	1	0	0	0	1	1	2	0	2	2
Peace and Social Justice Studies	0	1	1	1	3	4	2	5	7	0	2	2	0	2	2
Philosophy	2	1	3	3	2	5	0	3	3	1	0	1	3	0	3
Physics	1	0	1	3	0	3	0	1	1	0	0	0	1	0	1
Political Science	1	1	2	0	2	2	4	1	5	1	2	3	0	1	1
Religion	0	0	0	0	0	0	1	0	1	0	3	3	1	1	2
Sociology	2	0	2	0	1	1	0	2	2	0	1	1	0	2	2
Spanish	0	3	3	0	4	4	0	5	5	0	2	2	0	4	4
Sustainability and Environmental Studies	1	2	3	1	2	3	0	9	9	4	7	11	0	5	5
Theatre	0	1	1	0	4	4	0	2	2	1	2	3	1	1	2
Women's & Gender Studies	0	7	7	0	2	2	2	4	6	2	4	6	0	5	5
TOTAL	40	58	98	29	70	99	51	67	118	44	75	119	40	75	115

* These are duplicate headcounts that include double minors.
NOTE: These totals reflect minors from September 1 through August 31 each year.

Special Learning Opportunities

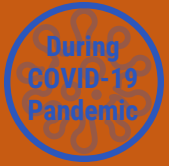
- Highlights
- Education Abroad (Description and Summary of Participants)
- Education Abroad: Countries organized by Continents: 5-year Summary
- Academic Internships
- Center for Excellence in Learning through Service and the Service-Learning Program
- Undergraduate Research and Creative Projects Program



Special Learning Opportunities

Academic Year 2020-21

Graduates



NOTE: Definitions of all categories can be found [here](#).

84%
of 2020-21 graduates participated in at least one of these opportunities

Education Abroad

28% of graduates participated



Internships



41% of graduates participated

Service-Learning

51% took a service-learning course
23% volunteered through CELTS



Undergraduate Research



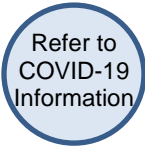
9% of graduates participated

NOTE: Due to COVID-19 restrictions, participation rates were lower than average for all activities.

EDUCATION ABROAD

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

EDUCATION ABROAD PARTICIPANTS



	Academic Years				
<u>Period of Time Spent Abroad</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Full academic year	3	3	1	0	0
Full semester	48	39	28	26	0
Less than a full semester	<u>96</u>	<u>239</u>	<u>148</u>	<u>16</u>	<u>0</u>
TOTAL	147	281	177	42	0

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

	Academic Years				
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Total number of graduates	317	301	306	356	277
Number of graduates who participated in Education Abroad while a student	140	132	143	166	77
Percent of graduates who participated:	44%	44%	47%	47%	28%

Source: *2021 – 2022 College Catalog*
 Center for International Education, October 2021
 Office of Institutional Research and Assessment, October 2021

**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

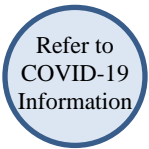
Iceland
Ireland
Italy
Netherlands
Norway
Poland
Scotland
Slavic Europe
Spain
Switzerland
United Kingdom

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

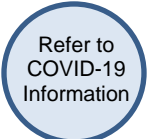


ACADEMIC INTERNSHIPS

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.

Many internships are unpaid, particularly those in the non-profit, education, government and public service sectors. 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>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Fall	0	6	1	1	5
Spring	6	1	3	1	3
Summer	<u>254</u>	<u>240</u>	<u>277</u>	<u>9</u>	<u>186</u>
TOTAL	260	247	281	11	194

Highlights Based on Internship Survey from 2020-2021 survey (100% response rate)

- 194 students representing 24 majors participated in internships in 29 states
- 99% reported that they achieved the learning goals specified in their internship proposals
- 99% reported that they have a better understanding of their field of interest
- 98% reported that they are better prepared to enter the professional world
- 92% rated their overall internship experience as excellent (52%), very good (33%), or good (7%)
- 82% received full or partial funding from Berea to cover expenses related to the internship
- 18% 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>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Total number of graduates:	317	301	306	356	277
Number of graduates who participated in an internship:	165	163	172	196	114
Number of internships in which graduates participated:	204	215	221	257	137
Percent of graduates who participated in an internship:	52%	54%	56%	55%	41%

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

Source: Office of Internships, September 2021
Office of Institutional Research and Assessment, October 2021

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

The work of the Center for Excellence in Learning through Service (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. CELTS coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program (the Bonner Foundation endowment supports up to 60 each year).

	Academic Years				
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Number of Bonner Scholars	56	58	58	57	56
CELTS Labor Students	82	80	75	70	54

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>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Volunteers	256	229	115	211	6*

*Due to restrictions (see the COVID-19 Information page for details), the number of volunteers was significantly lower than previous years. These 6 students were Education Studies majors who assisted with an on-line tutoring program.

Refer to
COVID-19
Information

NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS

	Academic Years				
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Total number of graduates	317	301	306	356	277
Number of graduates who volunteered through CELTS	106	99	79	117	64
Percent of graduates who volunteered	33%	33%	26%	33%	23%

Source: Center for Excellence in Learning through Service (CELTS), October 2021
Office of Institutional Research and Assessment, October 2021

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>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Service-Learning Courses	18	16	12	19	11
Academic Departments Represented	15	13	6	13	12
Faculty Teaching Service-Learning Courses	17	13	9	18	13
Students Enrolled in Service-Learning Courses	264	238	170	289	135

Refer to
COVID-19
Information

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

	Academic Years				
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Total number of graduates	317	301	306	356	277
Number of graduates who participated in at least one service-learning course	193	177	167	201	142
Percent of graduates who participated:	61%	59%	55%	56%	51%

Source: Center for Excellence in Learning through Service (CELTS), October 2021
Office of Institutional Research and Assessment, October 2021

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

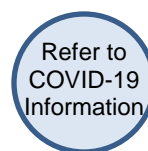
The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors a high-impact learning opportunity not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor engage a project for eight 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>
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
***2021	12	12	34



*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.

**Due to the COVID-19 Pandemic only four of the thirteen approved 2020 URCPP research projects were able to proceed and meet the appropriate Healthy-at-Work precautions. The remaining nine projects were deferred to summer 2021.

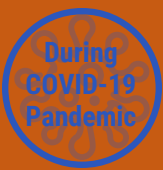
***The research conducted in 2021 consisted of five newly approved projects, and seven approved in 2020 but not able to proceed under that summer's COVID-19 mandated restrictions.

Source: Office of the Academic Affairs, August 2021

Student Labor

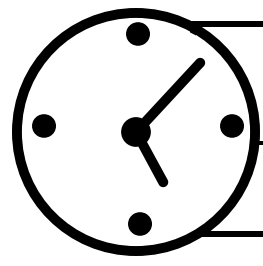
- Highlights
- Summary of Labor Contract Assignments by Departmental Categories
- Labor Departments
- Average Hours Worked Per Week by Student Classification
- The Student Labor Program: A Practical Education Program
 - Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors
 - Labor 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



NOTE: Definitions of all categories can be found [here](#).

Fall 2021



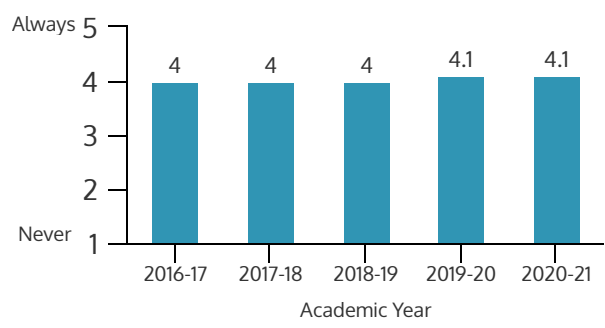
16,501 Total Hours Contracted per Week

36% Contracted for More than 10 Hours/Week

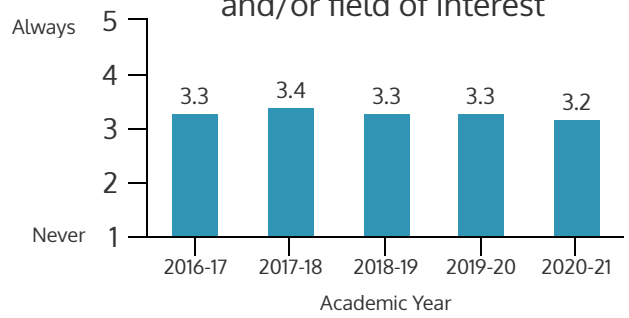
Based on the Labor Experience Evaluation (LEE)

Relationship between Work and Academics

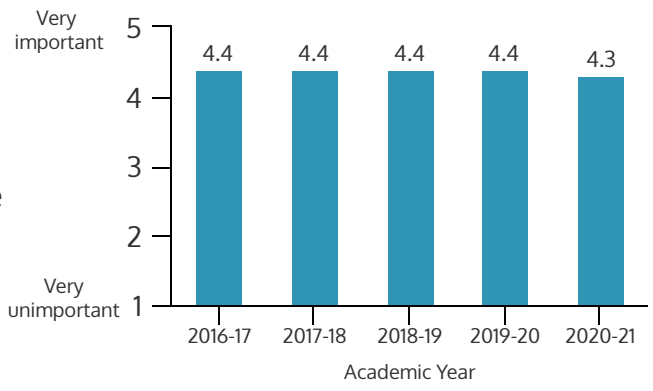
Skills I'm learning at work are supporting my academic development



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



I consider my labor experience to be...



Overall Student Labor Evaluation (SLE) Score Spring 2021

Given by Labor Supervisors (Primary Positions Only)

Exceptional labor performance
38%

Exceeds expectations
38%

Meets expectations
21%

Needs improvement
2%

Not meeting expectations
1%

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2021**

(As of August 24, 2021)

Departmental Categories	Entering Students		All Students			
	Primary Positions Only		All Degree-Seeking Students*		Total Hours Contracted	Mean Hours Contracted
	First-Year Students	Transfer Students	Primary	Secondary	Per Week	Per Week
Academic Support	16	1	118	17	1,387	10.27
Alumni, Communications, and Philanthropy	4	0	36	8	429	9.75
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	65	4	122	2	1,293	10.43
College Community Service	15	0	63	0	705	11.19
College Farms	10	2	58	4	709	11.44
College Related	0	0	0	0	n/a	n/a
Community Partnerships	0	0	0	0	n/a	n/a
Facilities Operations	93	10	162	6	1,701	10.12
General and Administrative	25	3	124	6	1,401	10.78
Instruction	25	6	305	67	3,666	9.85
Student Industries: Crafts/Services	31	5	146	5	1,589	10.52
Student Services	51	8	285	30	3,621	11.50
Left Before Job Assigned	3	1	8	n/a	-	-
No Berea College Job**	n/a	n/a	10	n/a	-	-
No Labor***	0	0	15	0	-	-
Special Circumstances****	n/a	n/a	2	n/a	-	-
TOTAL	338	40	1,454	145	16,501	10.32

- 383 Extended *primary* position for more than ten hours per week and did not have a secondary position
- 22 Extended *primary* position for more than ten hours per week with a secondary position.
- 117 Contracted in both a primary and at least one secondary position.
- 522 Contracted for more than ten hours a week. (36% 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.
 ****Students who are not required to work in the labor program (e.g., participating in an internship for credit, etc.).

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, 2021 – 2022: \$ 5.60 - \$ 6.80; Unclassified \$ 6.95; Labor Pool: \$7.25; Break rate: (Thanksgiving, Christmas, and Spring Break): \$7.50; Break Rate (Summer): \$9.50

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

LABOR DEPARTMENTS

Academic Support (N = 17 Departments)

Black Cultural Center	Hutchins Library
Carter G. Woodson Center for Interracial Education	Educational Technology
Center for International Education (CIE)	Loyal Jones Appalachian Center
Center for Technology and Learning	MAC Office
Writing Resources	Office of Internships and Career Development
Convocations	Office of the Registrar
Disability and Accessibility Services (DAS)	Student Success and Transition
Draper Building Office Services	Yahng Discovery Center
Environmental Health and Safety (Risk Management)	

Alumni, Communications, and Philanthropy (N = 5 Departments)

Annual Giving	General Administration
Berea Fund	Marketing and Communication
College Relations	

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

Anna Smith	Elizabeth Rogers
Bingham	Fairchild
Blue Ridge	James
Dana	Kentucky
Danforth	Kettering
Deep Green	Pearsons
Ecovillage	Seabury Residence Hall
Edwards	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 2021-22.

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 (OIRA)

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

Instruction (N = 33 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
Engineering Technologies and Applied Design
English
Entrepreneurship for Public Good (EPG) Program
Foreign Languages
General Education

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

Student Industries: Crafts and Services (N = 11 Departments)

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

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

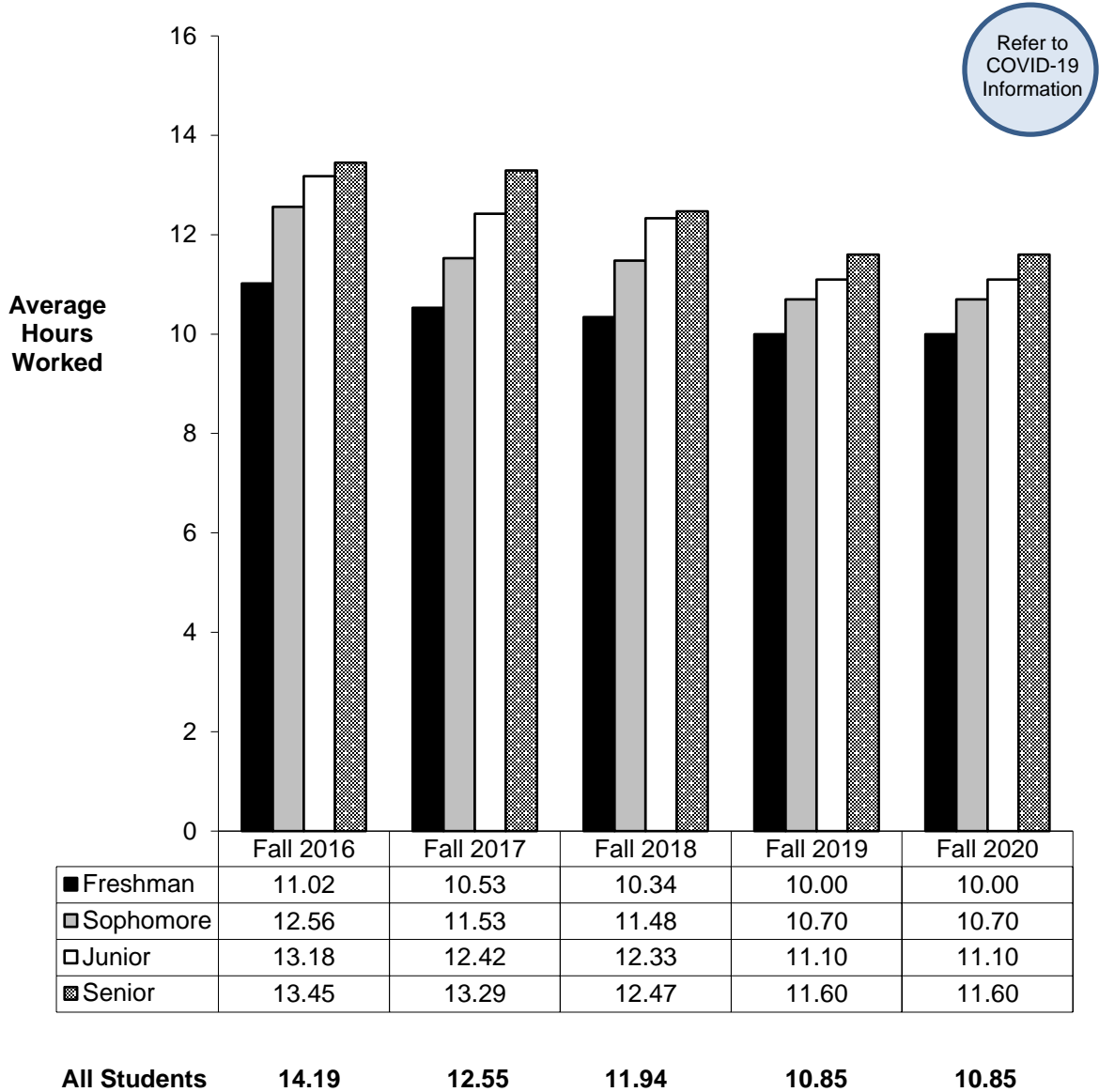
Student Services (N = 19 Departments)

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

Compiled by the Office of Institutional Research and Assessment, October 2021

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



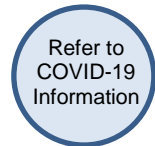
Berea's Labor Program has evolved over the years into a nationally recognized educational program that blends comprehensive liberal arts with a practical educational program. All degree-seeking students are required to work in the Labor Program.

Labor Supervisor/Practical Instructor

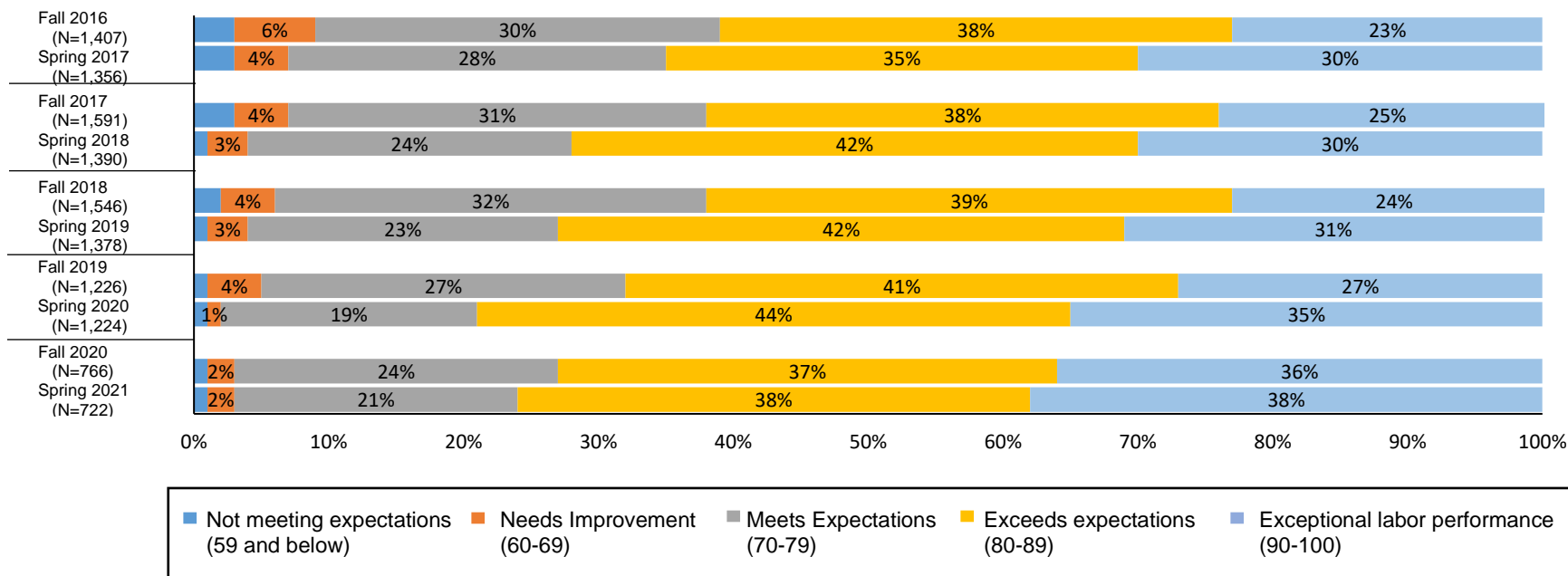
The labor supervisor is institutionally recognized as a practical educator and an essential, valued member of the educational community. There are approximately 400 faculty/staff who serve as labor supervisors/practical instructors.

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 2016-2017 through 2020-2021**



112

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 2021

The Student Labor Program, continued:

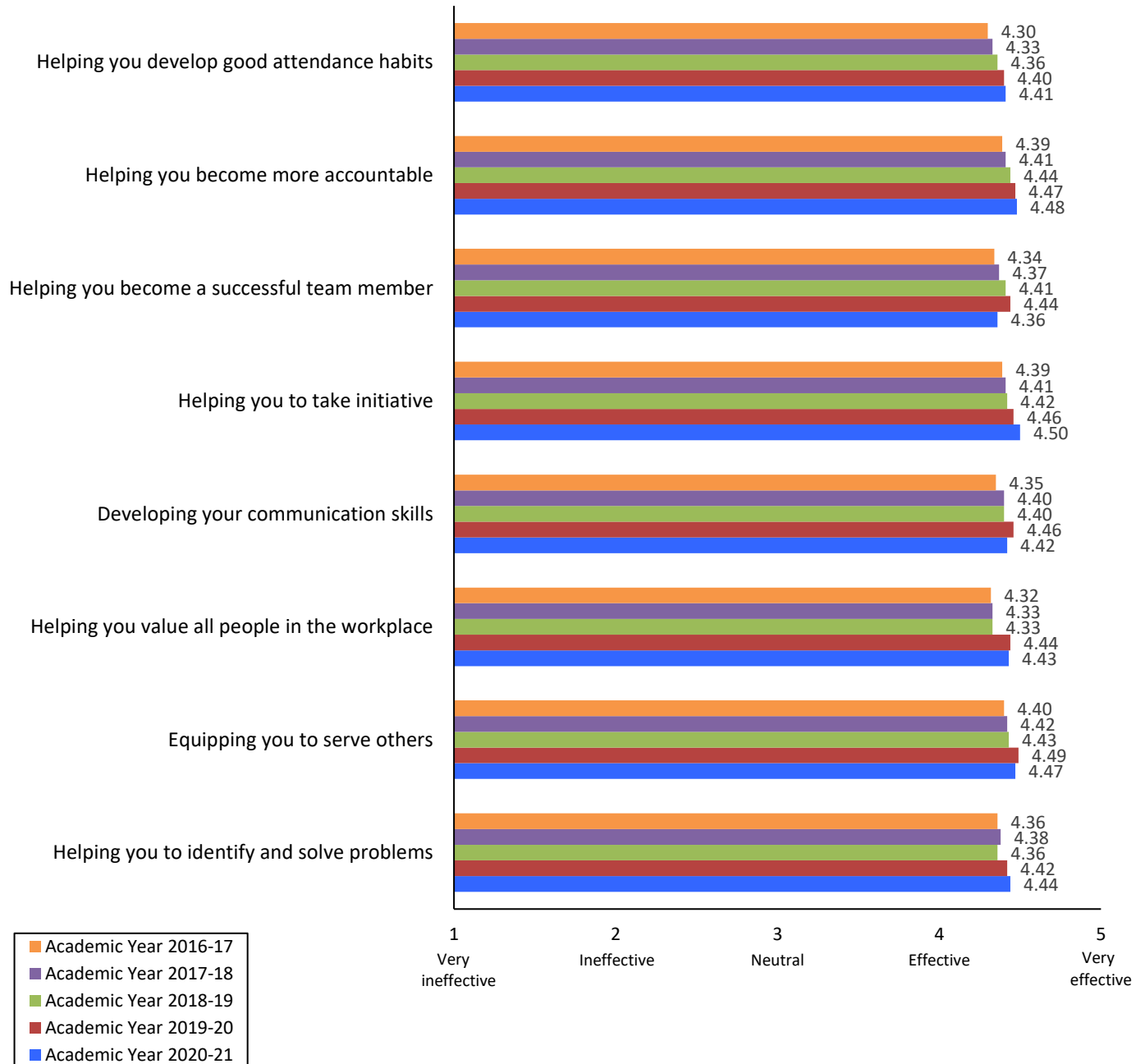
Labor Experience Evaluation (LEE)

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

Refer to
COVID-19
Information

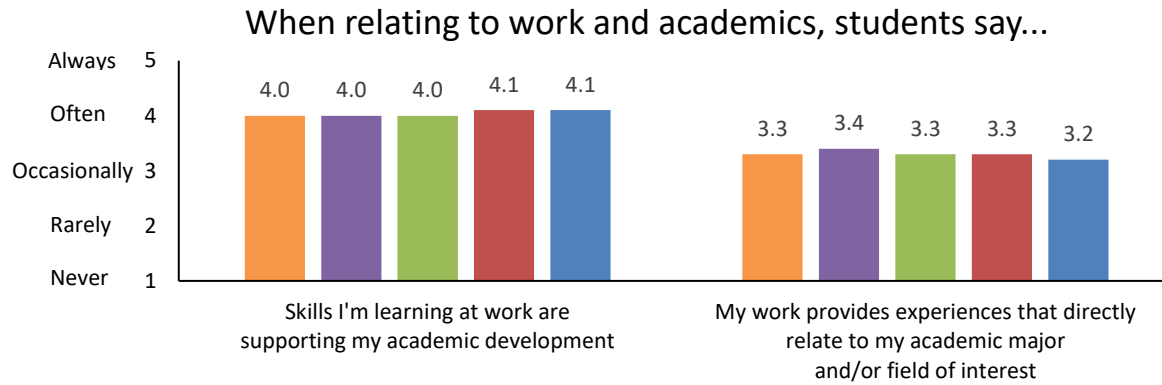
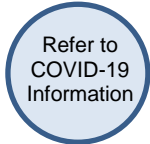
How effective has your labor experience been in..



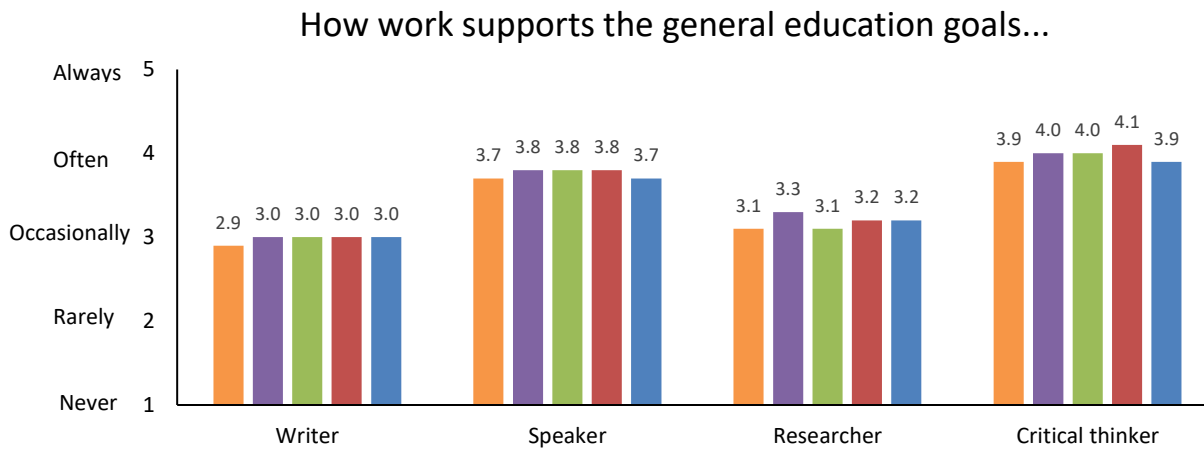
Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2021

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

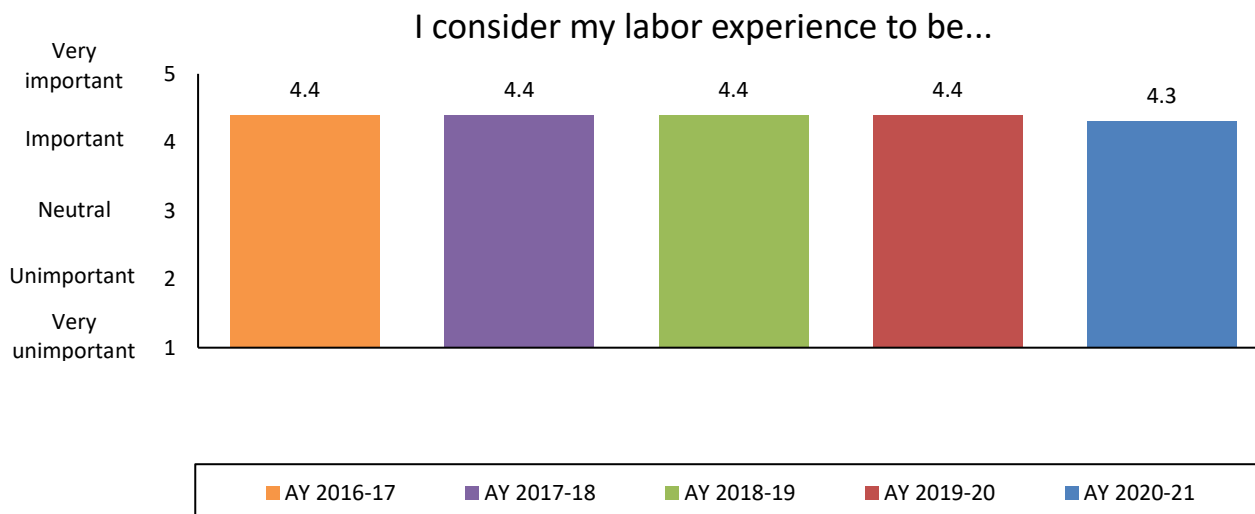
Relationship between Work and Academics



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>2017-2018</u>	Academic Year <u>2018-2019</u>	Academic Year <u>2019-2020</u>	Academic Year <u>2020-2021</u>	Academic Year <u>2021-2022</u>
Cost of Attendance*	\$25,200	\$39,400	\$44,100	\$44,400	\$42,900
Registration Costs:					
Room (Housing)	3,322	3,488	3,592	3,772	3,886
Board (Meals)	3,212	3,276	3,374	3,492	3,598
Accident Fund	2	2	2	2	2
Campus Activities Fee	50	50	50	50	50
Chimes (School yearbook)	34	34	34	0	0
Health and Dental** Fees	104	104	114	176	176
Pinnacle (School newspaper)	12	12	12	12	12
Student Engagement Fee***	n/a	n/a	n/a	34	34
Student Government Association	18	18	18	18	18
Technology Fee	<u>340</u>	<u>370</u>	<u>370</u>	<u>400</u>	<u>420</u>
SUBTOTAL	\$ 7,094	\$ 7,354	\$ 7,566	\$7,956	\$8,196
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,600	1,600	1,700	1,700	1,700
Transportation	<u>800</u>	<u>800</u>	<u>800</u>	<u>900</u>	<u>900</u>
SUBTOTAL	\$3,100	\$3,100	\$3,200	\$3,300	\$3,300
TOTAL STUDENT EXPENSE BUDGET	\$ 10,194	\$ 10,454	\$10,766	\$11,256	\$11,496

*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 2020-2021.

Definitions

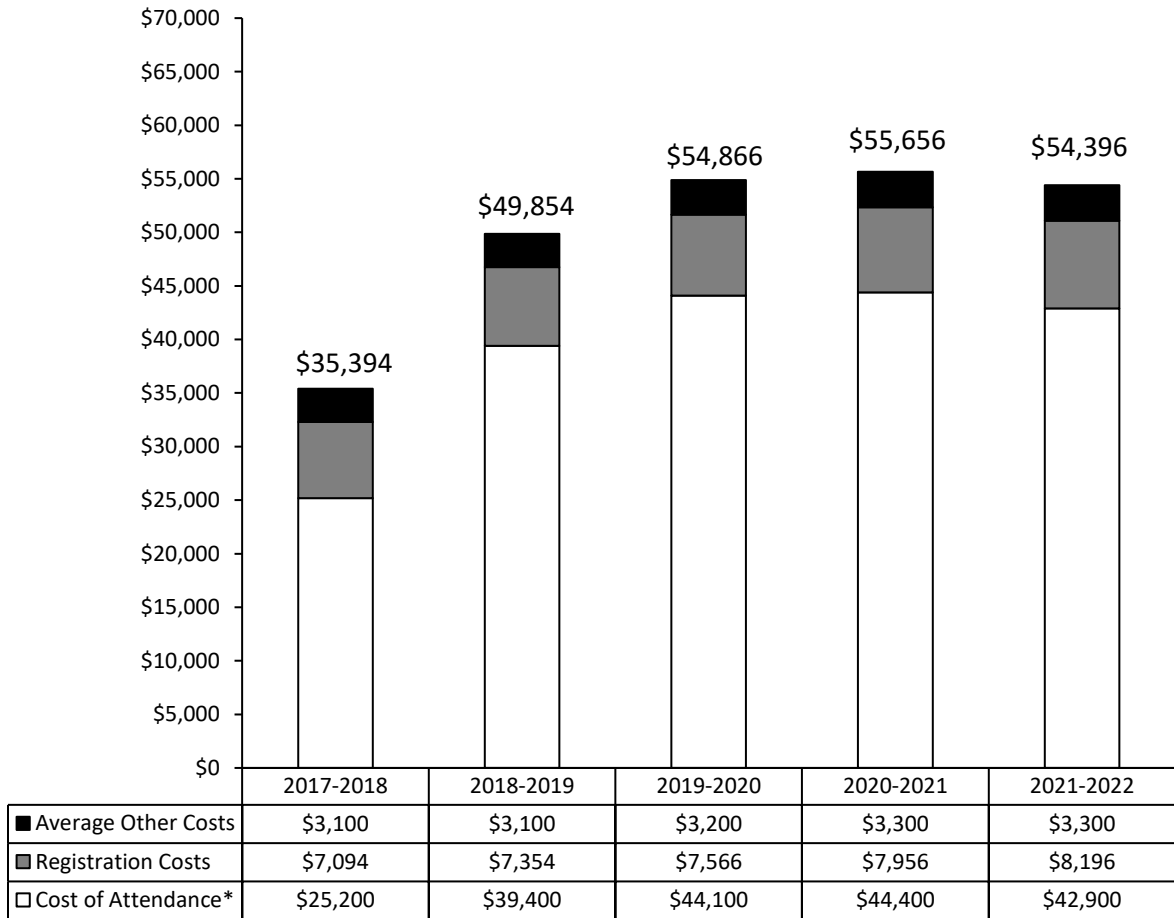
Cost of attendance is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni 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 2021.

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 2020-2021], health and dental (added in 2019-2020) fees, Pinnacle (school newspaper), technology fee, student engagement fee (added 2020-2021) and student government association fees. For more details, please see page 115.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 115.

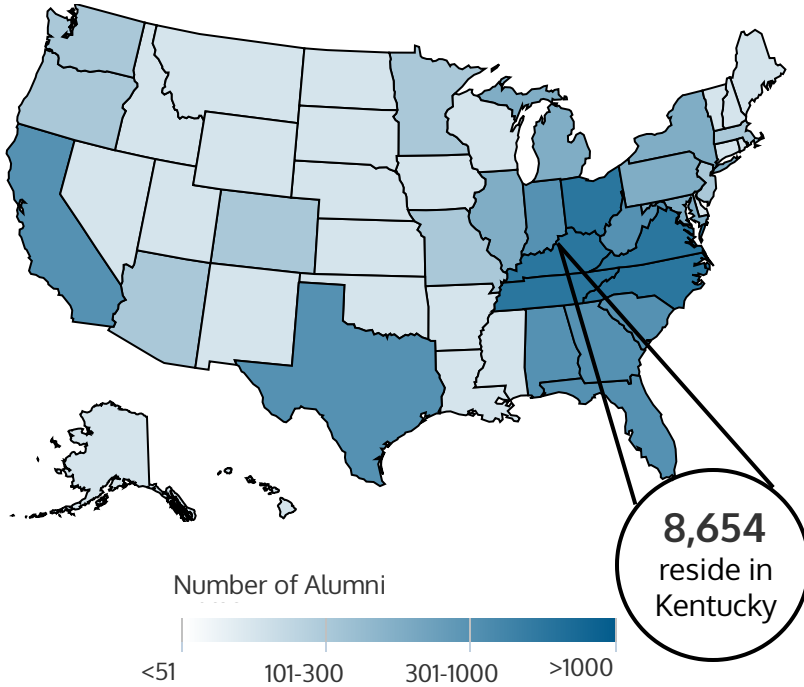
Source: Office of Student Financial Aid Services, September 2021.

Alumni, Communications and Philanthropy

- 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, 2021
- Designation of Gifts, Fiscal Years 2016-2017 through 2020-2021
- 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

NOTE: Definitions of all categories can be found [here](#).

Residence by State



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

Number of Alumni by Continent

● Africa	51	● Europe	79
● Asia	86	● Oceania	5
● Western Hemisphere (Americas)*	60		

*Not including U.S.

Alumni reside in **97** countries.

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

Giving

Fiscal Year 2020-2021



15% of alumni donated to Berea

Note: The COVID-19 Pandemic was ongoing in fiscal year ended June 30, 2021..

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 45% of the 20,205 alumni on record. A total of 1,213 alumni are retired.

ALUMNI EXECUTIVE COUNCIL ACADEMIC YEAR 2021-2022

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)

Bill Daugherty '76 (Kentucky)

Dr. Betty Hyatt Olinger '69 (Kentucky)

Diane Artist Wallace '80 (Kentucky)

Members-At-Large

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

V. Eldon Ball '70 (Virginia)

Dr. Geoffrey Bartlett '93 (New York)

Raymond Crenshaw '12 (DC)

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

Ethan Hamblin '14 (North Carolina)

Vallorie Henderson '79 (Kentucky)

Jane Miller Hutchens '71 (Kentucky)

Dr. Randy Johnson '91 (Kentucky)

Zack Johnson '17 (Kentucky)

Elle Keys '18 (Florida)

Angie Li '16 (Tennessee)

Elizabeth (Libby) McCord, Esq. '73 (Ohio)

Tran Nguyen '17 (Indiana)

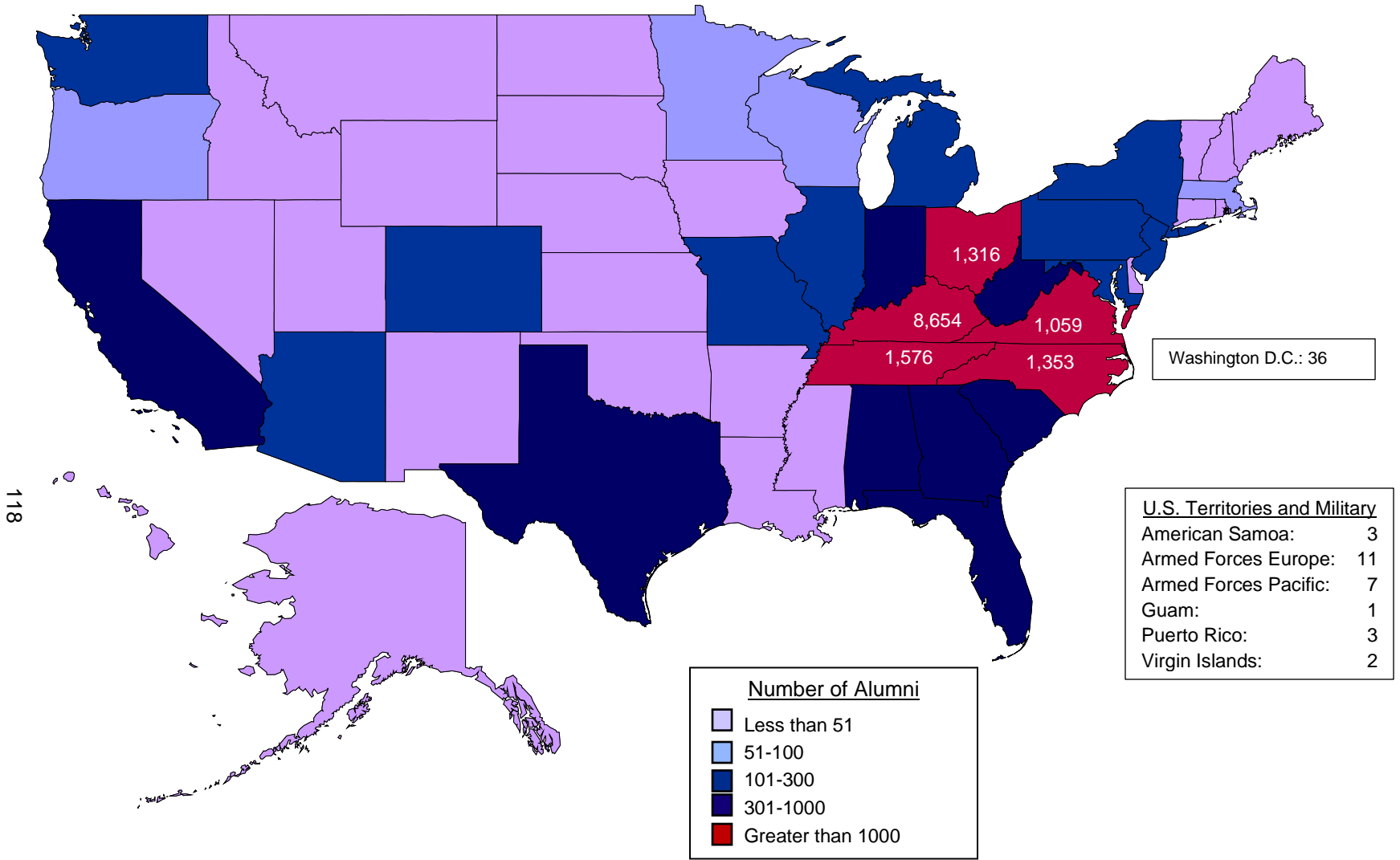
Robert Phillips '90 (Virginia)

Mahjabeen Rafiuddin '97 (Florida)

Carlos Verdecchia '91 (Kentucky)

Source: Alumni Relations website, November 2021

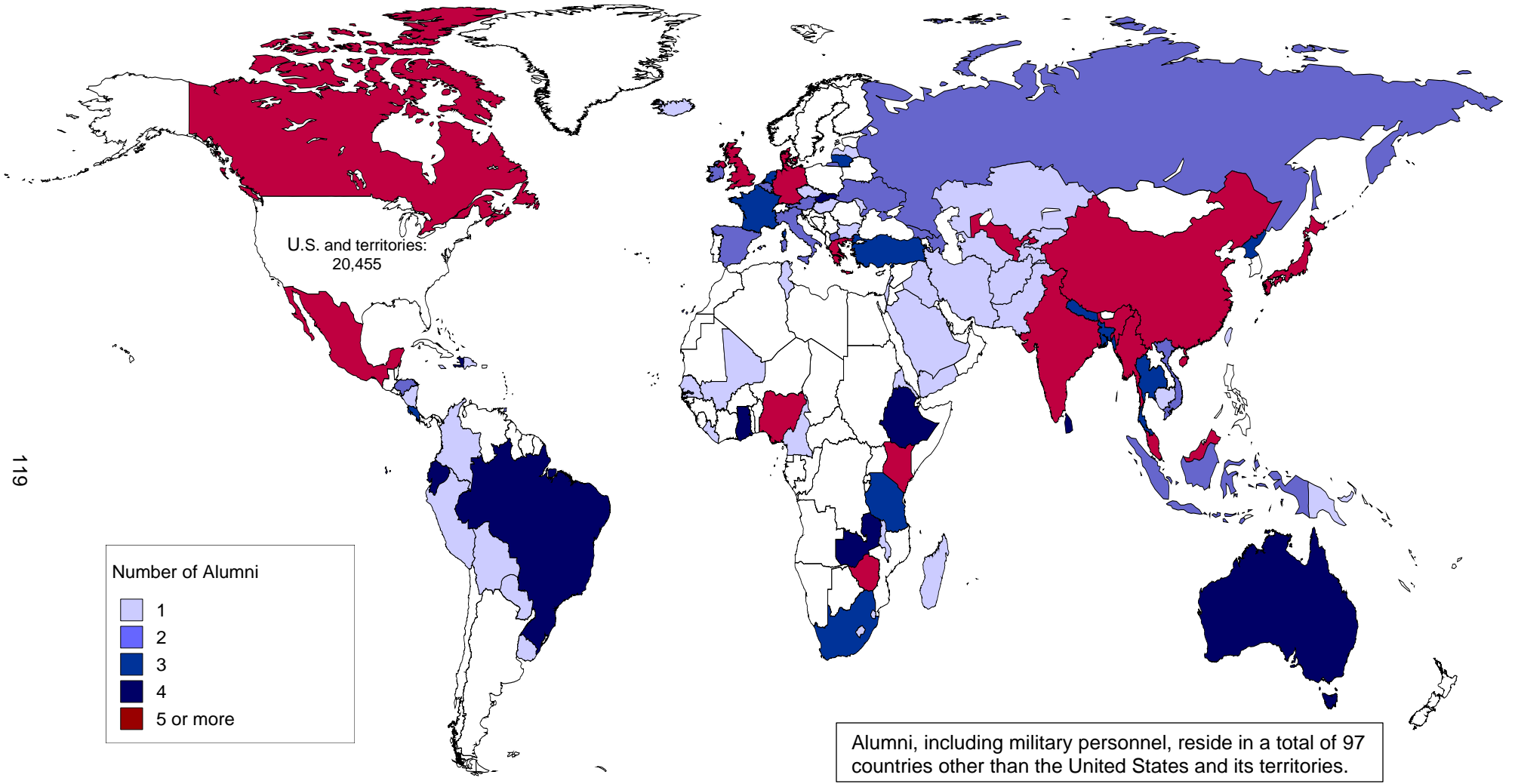
ALUMNI* BY STATE (50 STATES), U.S. TERRITORIES (4), AND WASHINGTON D.C.
As of October 2021



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

Source: College Relations, October 2021

ALUMNI* BY COUNTRY **
As of October 2021



119

*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 120.

NOTE: For more details about U.S. state residency, please see page 118.

Source: College Relations, October 2021.

ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT AS OF SEPTEMBER 2021

Africa (19 countries)

Cameroon	1
Eritrea	1
Ethiopia	4
Gambia	2
Ghana	4
Kenya	5
Lesotho	1
Liberia	1
Madagascar	1
Malawi	1
Mali	1
Nigeria	10
Senegal	1
South Africa	3
Swaziland	1
Tanzania	3
Tunisia	1
Zambia	4
Zimbabwe	6

Africa TOTAL 51

Asia (33 countries)

Afghanistan	1
Bangladesh	3
Cambodia	1
China	7
Hong Kong	3
India	9
Indonesia	2
Iran	1
Iraq	1
Israel	1
Japan	6
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	7
Myanmar	5
Nepal	3
Pakistan	1
Palestine	1
Russia	2
Saudi Arabia	1
Singapore	3
South Korea	3
Sri Lanka	4
Taiwan	1
Tajikistan	1
Thailand	3
Turkey	3
Turkmenistan	1
Uzbekistan	5
Vietnam	2
Yemen	1

Asia TOTAL 86

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 (2 countries)

Australia	4
Papua New Guinea	1

Oceania TOTAL 5

Western Hemisphere (The Americas)

(17 countries)

Bolivia	1
Brazil	4
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 60

Countries Outside the U.S.	281
United States (see page 118)	20,446
U.S. Territories (see page 118)	9
Armed Forces-Europe/Pacific	18

TOTAL 20,754

*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	163	Journalism	10
Administrative/Clerical/Secretarial	167	Judiciary	10
Advertising	21	Labor/Human Resources	13
Agriculture/Ranching	104	Landscaping	14
Animal Science/Veterinary Medicine	14	Law/Legal Services	165
Architecture/Urban Planning	14	Library Science	105
Art	46	Management	333
Arts-Fine	29	Manufacturing	129
Arts-Performing/Creative	49	Marketing	40
Aviation/Aerospace	12	Mathematics/Statistics	6
Banking	82	Mechanical	7
Biological Sciences	6	Media	11
Brokerage/Securities/Investments	19	Medical/Health (not M.D., RN, Dentist, Pharmacy)	210
Business-Administration	111	Merchandising/Sales/Marketing	30
Business-Entrepreneur/Owner	173	Military	36
Business-Management	129	Ministry	130
Business-Owner	54	Missionary	4
Childcare	29	Musician	3
City Service Officer	4	Nonprofit	16
Civil Service	17	Nursing	508
Clergy	15	Nutrition	30
Communications	35	Personal Services	6
Computing/High Technology	254	Personnel/Human Resources	41
Construction/Contracting	55	Pharmacology	5
Consulting	54	Pharmacy	15
Counseling	121	Physical Sciences/Math	13
Crafts	13	Physician	111
Dentistry	18	Public Relations	11
Economics	4	Public Service: Firefighter, Police, Sanitation	43
Education-Administrative	557	Publishing	34
Education-Student Affairs	54	Radio/TV/Film	5
Education-Teaching	1,605	Real Estate	40
Energy Resources (oil, etc.)	22	Recreation/Leisure Services	14
Engineering	142	Research/Development	82
Entertainment	13	Restaurant	9
Environmental Science	30	Retired	1,213
Extension Work	22	Sales	129
Fashion/Beauty	3	Science	73
Financial Services	77	Self-Employed	15
Foreign Service	3	Social Science	15
Foundations	1	Social Work	211
Fund Raising	36	Sports	18
Funeral Services	4	Sports/Recreation	8
Government-Elected	48	Student	10
Government-Non-elected	175	Support Staff/Secretarial/Clerical	29
Graphic Design	14	Trade/Craft	40
Health	84	Transportation	35
Homemaking	216	Travel Industry	8
Hotel/Restaurant/Catering	35	Utilities	17
Import/Export	3	Veterinarian	10
Insurance	75	Volunteerism	24
Interior Decorating/Design	9	Writing	29
		<i>Unknown (includes other)</i>	<u>11,022</u>
		TOTAL	20,205

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

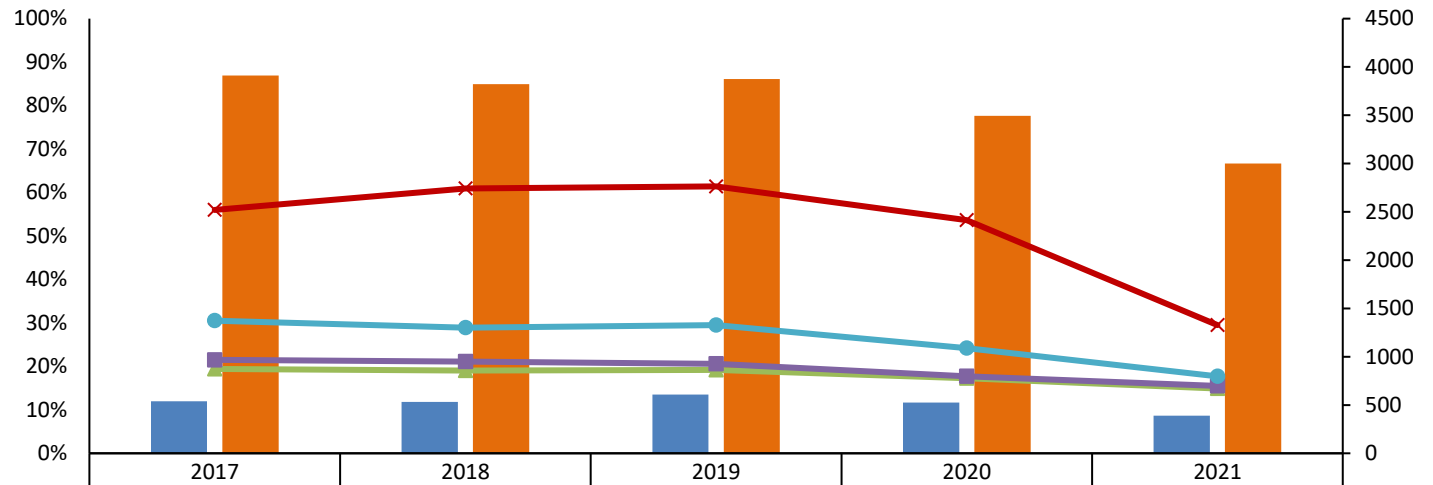
NOTE: Updates from news items sent by alumni are used. Of the 20,205 alumni on record, information on occupations is known for 45%.

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Alumni Berea Fund - Received	1,358,665.81	1,060,038.97	1,130,540.56	1,307,849.65	1,263,449.76
Other Gifts (includes gift-in-kind)	<u>6,969,543.34</u>	<u>3,869,984.73</u>	<u>4,688,960.93</u>	<u>10,088,825.79</u>	<u>5,049,027.85</u>
TOTAL	\$8,328,209.15	\$4,930,023.70	\$5,819,501.49	\$11,396,675.44	\$6,312,477.61

ALUMNI* AND CURRENT STUDENT PARTICIPATION AND NUMBER OF DONORS



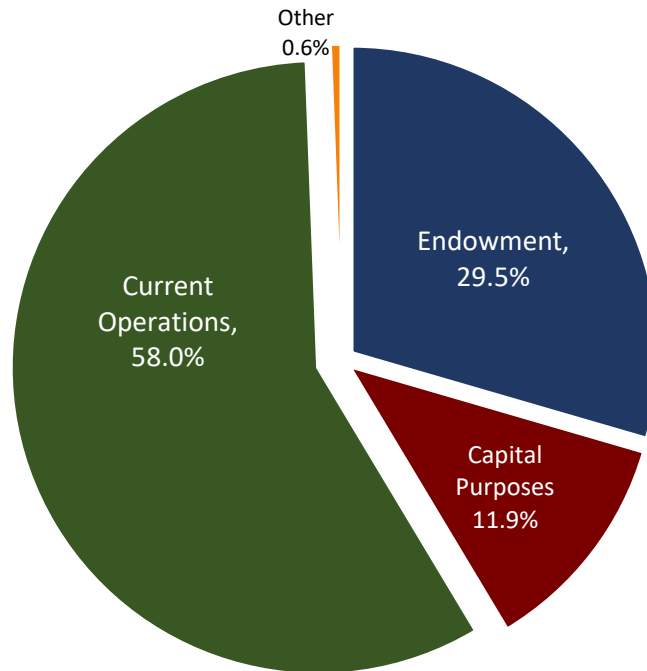
■ Number of Young Alumni** Donors	540	532	607	525	388
■ Number of All Alumni* Donors	3,911	3,821	3,873	3,492	3,001
▲ All Alumni* - Participation	19.4%	19.0%	19.2%	17.3%	14.9%
■ All Graduates - Participation	21.5%	21.1%	20.6%	17.7%	15.5%
● Young Graduates** - Participation	30.5%	28.9%	29.5%	24.2%	17.7%
✕ Current Students - Participation	56.0%	60.9%	61.4%	53.6%	29.5%

*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."

Source: College Relations, June 2021

**BEREA COLLEGE
DESIGNATION OF GIFTS
For Fiscal Year Ended June 30, 2021**



Current Operations

Berea Fund – Unrestricted	4,672,677.64	
Perpetual Trusts – Unrestricted	688,535.30	
Current – Restricted	23,395,281.36	
SUBTOTAL – CURRENT OPERATIONS		\$28,756,494.30

Capital Purposes

\$5,904,066.00

Endowment

\$14,602,430.94

Other

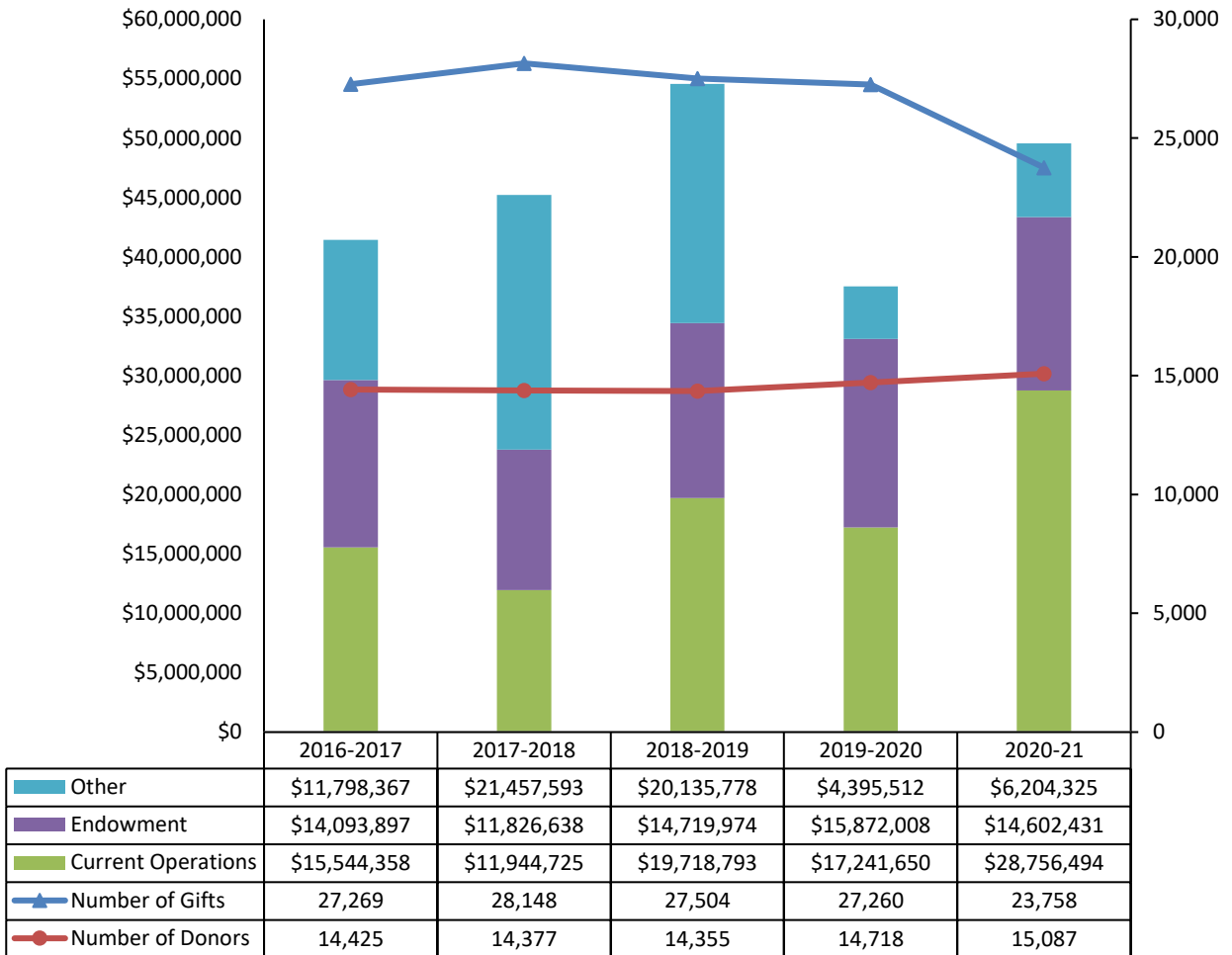
Student Loan Fund	100.00	
Gift Value of Life Income Agreements	293,948.70	
Gifts-In-Kind	6,209.93	
SUBTOTAL – OTHER		\$300,258.63

GRAND TOTAL

\$49,563,249.87

Source: College Relations, October 2021

DESIGNATION OF GIFTS Fiscal Years 2016 - 2017 through 2020 - 2021

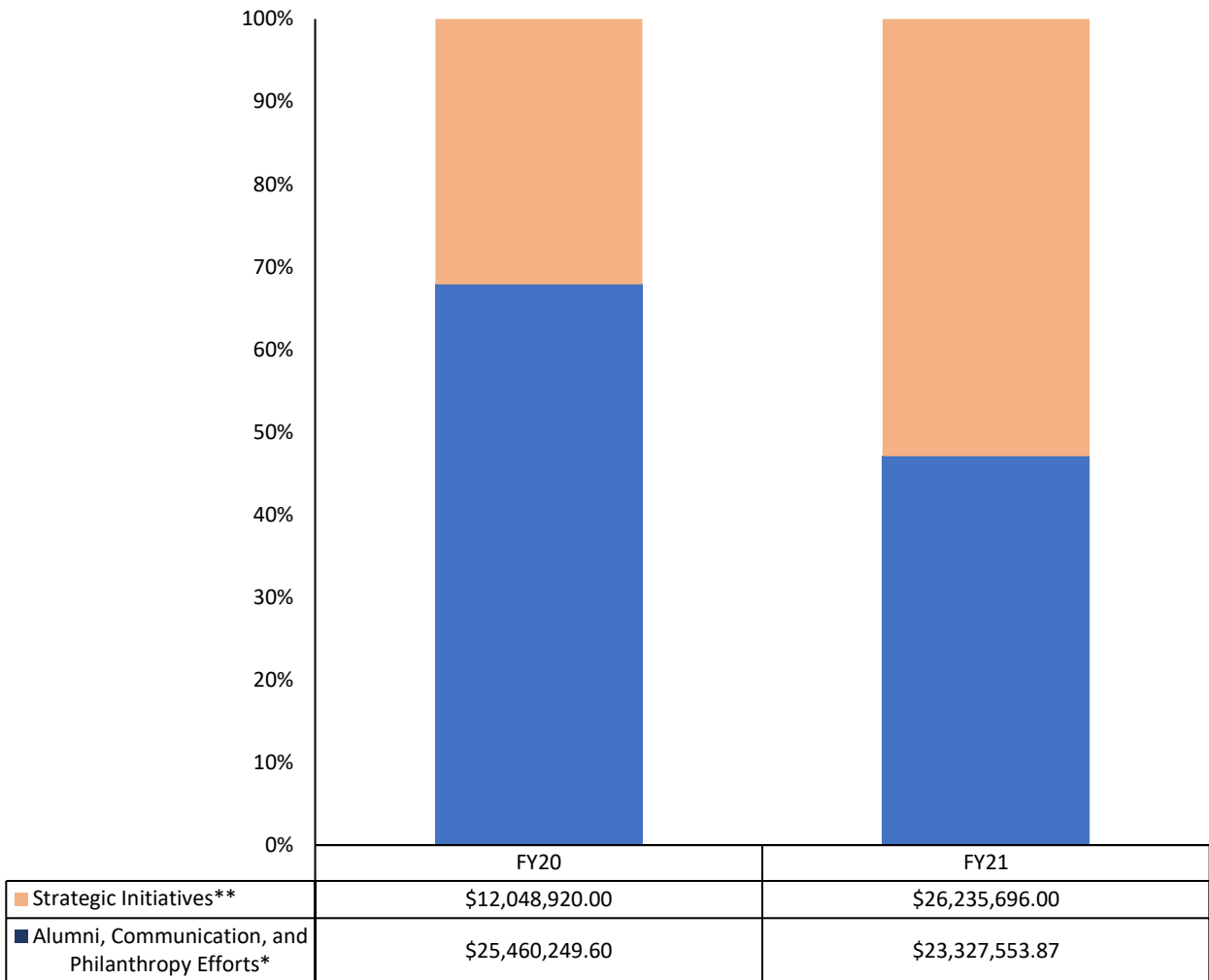


Source: College Relations, June 2021

**SOURCE OF GIFTS
TO BEREA COLLEGE**
For Fiscal Years Ended June 30, 2020 and 2021

Fiscal Year Ended June 30

	<u>2020</u>	<u>2021</u>
Alumni, Communication, and Philanthropy Efforts*	\$ 25,460,249.60	\$ 23,327,553.87
Strategic Initiatives**	<u>\$ 12,048,920.00</u>	<u>\$ 26,235,696.00</u>
TOTAL	\$ 37,509,169.60	\$ 49,563,249.87



*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 Alumni, Communication, and Philanthropy.

Source: College Relations, June 2021

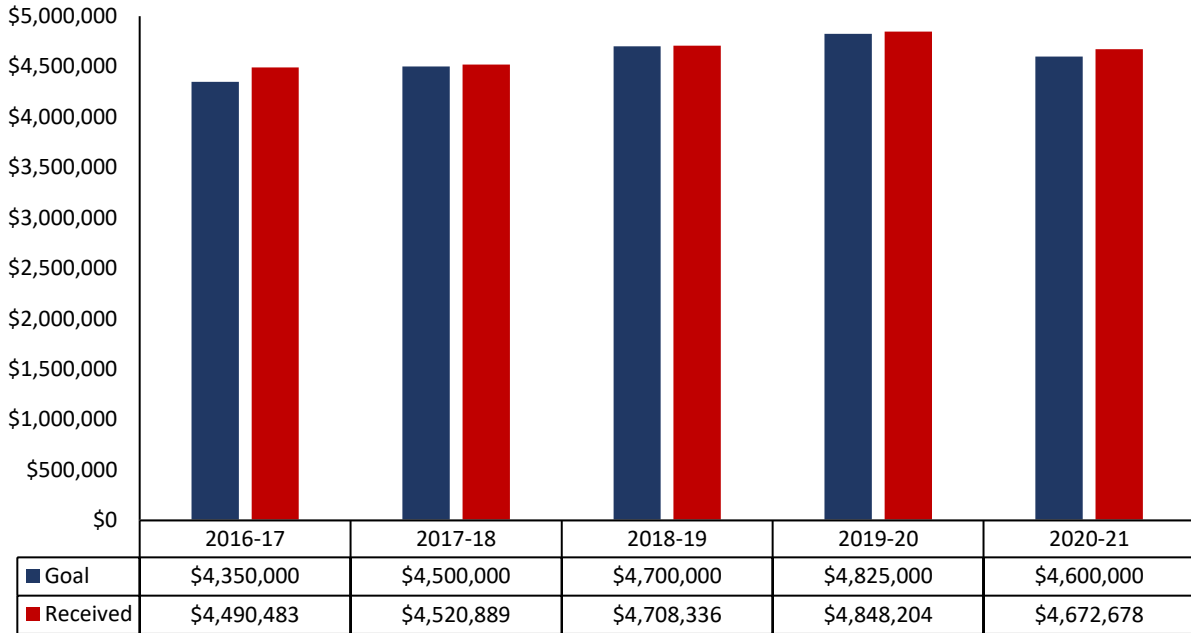
BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, DISTRICT OF COLUMBIA, U.S. TERRITORIES,
MILITARY AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2021

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	316	\$ 166,360	Nevada	44	\$ 107,645
Alaska	17	2,202	New Hampshire	69	382,546
Arizona	252	386,534	New Jersey	397	134,727
Arkansas	78	7,013	New Mexico	59	1,810,924
California	1,529	1,871,170	New York	961	7,127,393
Colorado	233	262,331	North Carolina	1,053	2,536,643
Connecticut	255	165,057	North Dakota	4	250
Delaware	81	454,226	Ohio	1,227	2,919,668
Florida	937	1,179,220	Oklahoma	39	3,185
Georgia	458	482,843	Oregon	244	28,649
Hawaii	72	7,746	Pennsylvania	647	251,924
Idaho	29	6,940	Rhode Island	32	50,512
Illinois	657	674,767	South Carolina	288	371,384
Indiana	456	342,561	South Dakota	8	35,410
Iowa	118	181,809	Tennessee	838	1,036,263
Kansas	104	8,934	Texas	628	409,731
Kentucky	7,058	1,764,851	Utah	77	66,281
Louisiana	60	15,707	Vermont	94	12,340
Maine	132	314,293	Virginia	962	545,356
Maryland	438	523,425	Washington	343	2,229,264
Massachusetts	561	136,568	West Virginia	252	104,527
Michigan	463	243,923	Wisconsin	293	184,511
Minnesota	278	19,664,863	Wyoming	12	9,615
Mississippi	40	26,806	District of Columbia	169	68,671
Missouri	170	176,032	Puerto Rico	3	135
Montana	38	7,576	Virgin Islands	4	120
Nebraska	40	2,803	Armed Forces	1	251
STATES, D.C., U.S. TERRITORIES, AND MILITARY TOTAL			23,618	\$ 49,504,487.88	
Countries Outside the United States					
Belgium	3	\$ 2,390	Japan	1	\$ 150
Brazil	14	28	Mexico	1	3,231
Canada	50	50,488	Papua New Guinea	10	30
Egypt	10	40	Paraguay	9	36
Eritrea	4	8	Singapore	2	350
France	1	100	Uzbekistan	6	30
Greece	1	75	Zambia	14	56
India	4	1,700	Zimbabwe	10	50
COUNTRIES OUTSIDE THE U.S. TOTAL			140	\$ 58,761.99	
			TOTAL*	<u>23,758</u>	<u>\$ 49,563,249.87</u>

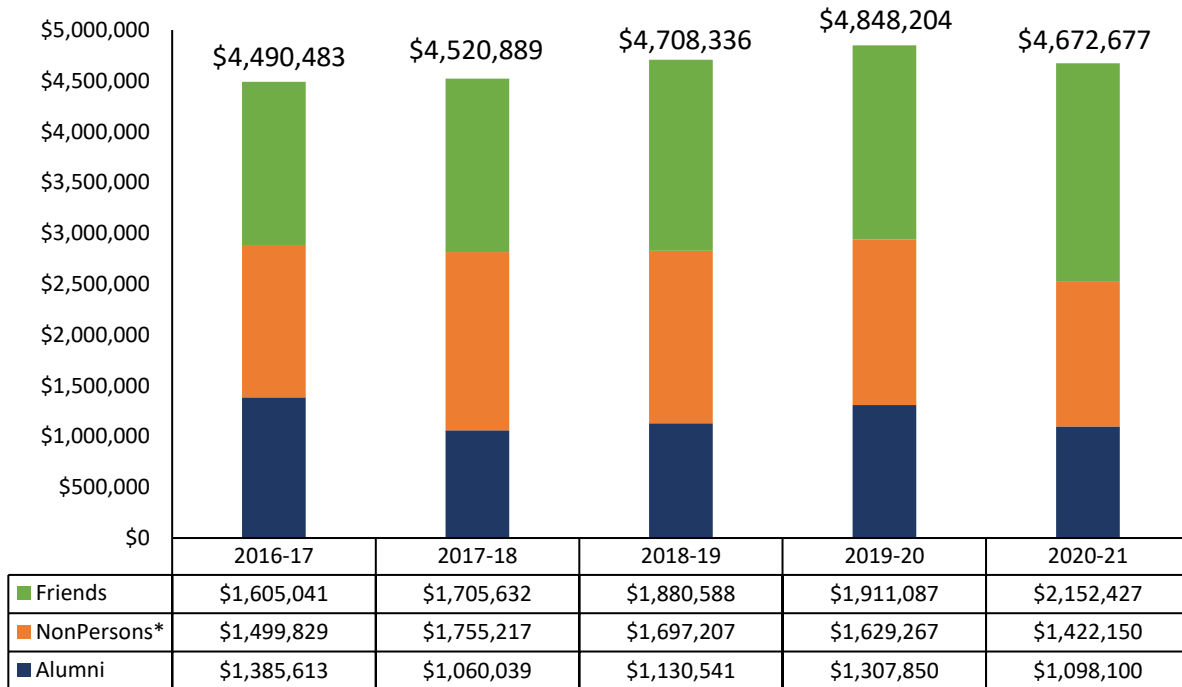
*Includes gifts-in-kind and bequests.

BEREA FUND GOALS, AMOUNT RECEIVED, AND SOURCE
FISCAL YEARS 2016-17 THROUGH 2020-21

Berea Fund Goals and Amount Received



Berea Fund Gifts by Source



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

Source: College Relations, June 2021

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2021

<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	294	1.70%	1,109.14	0.00%
10-24	1,133	6.54%	15,935.99	0.03%
24-49	1,831	10.57%	46,852.82	0.09%
50-99	2,947	17.01%	133,274.67	0.27%
100-199	2,984	17.22%	253,468.53	0.51%
200-499	2,256	13.02%	361,215.94	0.73%
500-749	877	5.06%	258,338.77	0.52%
750-999	304	1.75%	66,180.40	0.13%
1,000--2,499	1,272	7.34%	659,611.77	1.33%
2,500--4,999	684	3.95%	454,835.77	0.92%
5,000--7,499	364	2.10%	492,892.35	0.99%
7,500--9,999	191	1.10%	241,030.38	0.49%
10,000--19,999	661	3.81%	1,153,969.59	2.33%
20,000--29,999	199	1.15%	1,114,265.76	2.25%
30,000--49,999	270	1.56%	1,518,556.56	3.06%
50,000--69,999	109	0.63%	1,269,410.08	2.56%
70,000--99,999	114	0.66%	1,061,832.41	2.14%
100,000--149,999	156	0.90%	2,193,624.34	4.43%
150,000--249,999	228	1.32%	2,281,723.79	4.60%
250,000--499,999	191	1.10%	4,973,870.35	10.04%
500,000--999,999	126	0.73%	2,328,465.18	4.70%
1,000,000--2,499,999	109	0.63%	4,497,429.28	9.07%
2,500,000 and up	<u>28</u>	0.16%	<u>24,185,356.00</u>	48.80%
TOTAL	<u>17,328</u>		<u>\$49,563,249.87</u>	

The 17,328 donors gave 23,758 gifts in FY 2021 for a total of \$49,563,249.87.

Average (Mean) \$3,723.65
 Median \$50.00
 Mode \$50.00

NOTE: Please see page 129 for a breakdown of gifts by the Number of Gifts.

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

Source: College Relations, June 2021

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS*
For Fiscal Year Ended June 30, 2021

<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	5,190	21.85%	17,051.62	0.03%
10-24	3,845	16.18%	54,215.44	0.11%
25-49	4,174	17.57%	116,974.59	0.24%
50--99	3,918	16.49%	211,064.18	0.43%
100--199	3,371	14.19%	360,796.65	0.73%
200--499	1,379	5.80%	352,811.48	0.71%
500--749	596	2.51%	307,290.54	0.62%
750--999	48	0.20%	38,758.69	0.08%
1,000--2,499	556	2.34%	726,995.45	1.47%
2,500--4,999	176	0.74%	558,231.75	1.13%
5,000--7,499	149	0.63%	805,642.45	1.63%
7,500--9,999	40	0.17%	355,665.11	0.72%
10,000--19,999	124	0.52%	1,518,436.42	3.06%
20,000--29,999	50	0.21%	1,148,030.43	2.32%
30,000--49,999	41	0.17%	1,476,533.92	2.98%
50,000--69,999	26	0.11%	1,403,795.34	2.83%
70,000--99,999	12	0.05%	1,024,659.94	2.07%
100,000--149,999	21	0.09%	2,290,118.52	4.62%
150,000--249,999	12	0.05%	2,221,224.92	4.48%
250,000--499,999	17	0.07%	5,585,718.64	11.27%
500,000--999,999	3	0.01%	1,794,375.00	3.62%
1,000,000--2,499,999	7	0.03%	10,243,468.79	20.67%
2,500,000 and up	<u>3</u>	0.01%	<u>16,951,390.00</u>	34.20%
TOTALS	<u>23,758</u>		<u>\$49,563,249.87</u>	

The 17,328 donors gave 23,758 gifts in FY 2021 for a total of \$49,563,249.87.

Average (Mean)	\$2,086.17
Median	\$30.00
Mode	\$50.00

NOTE: Please see page 128 for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, June 2021

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 2021-2022 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, 2021 AND 2020**

	<u>2021</u>	<u>2020</u>
OPERATING REVENUE	\$ 139,757,432	\$ 150,892,106
OPERATING EXPENSES	\$ 135,860,712	\$ 139,121,807
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 3,896,720	\$ 11,770,299
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 21,626,598	\$ 10,902,046
LONG-TERM INVESTMENTS OF THE ENDOWMENT		
Original gift value	\$ 623,982,665	\$ 573,062,561
Investments at market	\$ 1,575,414,600	\$ 1,222,167,100
Interest and dividends, net	\$ 16,145,938	\$ 22,883,951
Return	1.4%	1.9%
Market price change	\$ 345,675,616	\$ 12,899,161
Return	28.4%	1.1%
Total return	\$9 361,821,554	\$ 35,783,112
Percent – time weighted	29.8%	3.0%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 37,366,839	\$ 30,614,954
Bequests	12,190,201	6,529,663
Total cash gifts	49,557,040	37,144,617
Gifts-in-kind	6,210	364,553
Total College gifts	49,563,250	37,509,170
Total	<u>\$ 49,563,250</u>	<u>\$ 37,509,170</u>

Source: Office of Financial Affairs, September 2021

STATEMENTS OF FINANCIAL POSITION
June 30, 2021 and 2020

	2021	2020
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 109,954,375	\$ 82,831,045
Accrued interest on investments	1,755,530	704,065
Accounts and notes receivable	19,309,696	13,548,016
Inventories	1,063,147	1,084,675
Prepaid expenses and other assets	1,882,885	788,291
Contributions receivable and bequests in probate	22,462,655	18,564,596
Total current assets	156,428,288	117,520,688
PREPAID EXPENSES AND OTHER ASSETS	2,418,247	2,011,384
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	15,598,349	22,505,154
LONG-TERM RECEIVABLES	337,256	596,051
LONG-TERM INVESTMENTS		
Donor restricted endowment	820,529,700	654,248,100
Board designated endowment	754,884,900	567,919,000
Annuity and life income	28,143,400	23,993,400
Funds held in trust by others	37,472,000	30,818,000
Other investments	4,044,800	4,094,200
Total long-term investments	1,645,074,800	1,281,072,700
PROPERTY, PLANT AND EQUIPMENT (net)	255,215,023	248,195,854
Total assets	\$ 2,075,071,963	\$ 1,671,901,831
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 15,489,427	\$ 11,770,099
Accrued salaries and wages	4,262,621	3,705,160
Current portion of interest rate swap valuation	707,349	719,052
Current maturities of long-term debt	3,004,254	2,942,539
Other current liabilities	5,380,283	1,206,578
Total current liabilities	28,843,934	20,343,428
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	15,672,992	14,917,141
Deferred financing expense	(1,780,333)	(1,221,673)
Interest rate swap valuation	4,638,651	6,483,948
Long-term debt	88,880,878	40,260,219
Total long-term liabilities	107,412,188	60,439,635
Total liabilities	136,256,122	80,783,063
NET ASSETS		
Without donor restrictions	1,005,075,009	838,182,358
With donor restrictions	933,740,832	752,936,410
Total net assets	1,938,815,841	1,591,118,768
Total liabilities and net assets	\$ 2,075,071,963	\$ 1,671,901,831

Source: Office of Financial Affairs, September 2021

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
OPERATING REVENUE		
Spendable return from long-term investments	\$ 54,395,617	\$ 52,994,574
Gifts and donations	6,832,988	6,448,140
Federal grants	50,916,989	57,518,226
Cost of education fees paid by federal and state scholarships	3,500,000	3,400,000
Fees paid by students	1,113,373	957,861
Other income	4,029,866	8,454,359
Residence halls and dining service	5,340,474	8,937,077
Student industries and rentals	3,317,683	3,560,157
Loss on sale of property, plant, and equipment	(2,771,687)	(115,649)
Net assets released from restrictions	19,697,657	14,986,528
	<hr/>	<hr/>
Gross operating revenue	146,372,960	157,141,273
Less: Student aid	(6,615,528)	(6,249,167)
	<hr/>	<hr/>
Net operating revenue	139,757,432	150,892,106
OPERATING EXPENSES		
Program services --		
Educational and general	98,941,401	101,708,240
Residence halls and dining service	10,662,533	10,911,288
Student industries and rentals	4,876,654	5,651,283
	<hr/>	<hr/>
Total program services	114,480,588	118,270,811
Support services	21,380,124	20,850,996
	<hr/>	<hr/>
Total operating expenses	135,860,712	139,121,807
	<hr/>	<hr/>
Operating revenue in excess of operating expenses from continuing operations	3,896,720	11,770,299
	<hr/>	<hr/>
OTHER CHANGES IN NET ASSETS		
Loss (gain) on valuation of interest rate swaps	1,857,000	(2,126,000)
Pandemic lost revenue relief	2,735,206	-
Investment return more (less) than amounts designated for current operations	307,312,905	(22,350,947)
Change in underwater endowment funds	1,668,490	(608,404)
Gifts and bequests restricted or designated for long- term investments	14,333,147	7,384,850
Restricted gifts and donations	25,388,369	37,300,720
Restricted spendable return on endowment investments	5,098,542	5,551,889
Reclassification of net assets	-	-
Reclassification of net assets released from restrictions	(19,697,657)	(14,986,528)
Net adjustment of annuity payment and deferred giving liability	5,104,351	(868,771)
	<hr/>	<hr/>
Total change in net assets	<u>\$ 347,697,073</u>	<u>\$ 21,067,108</u>

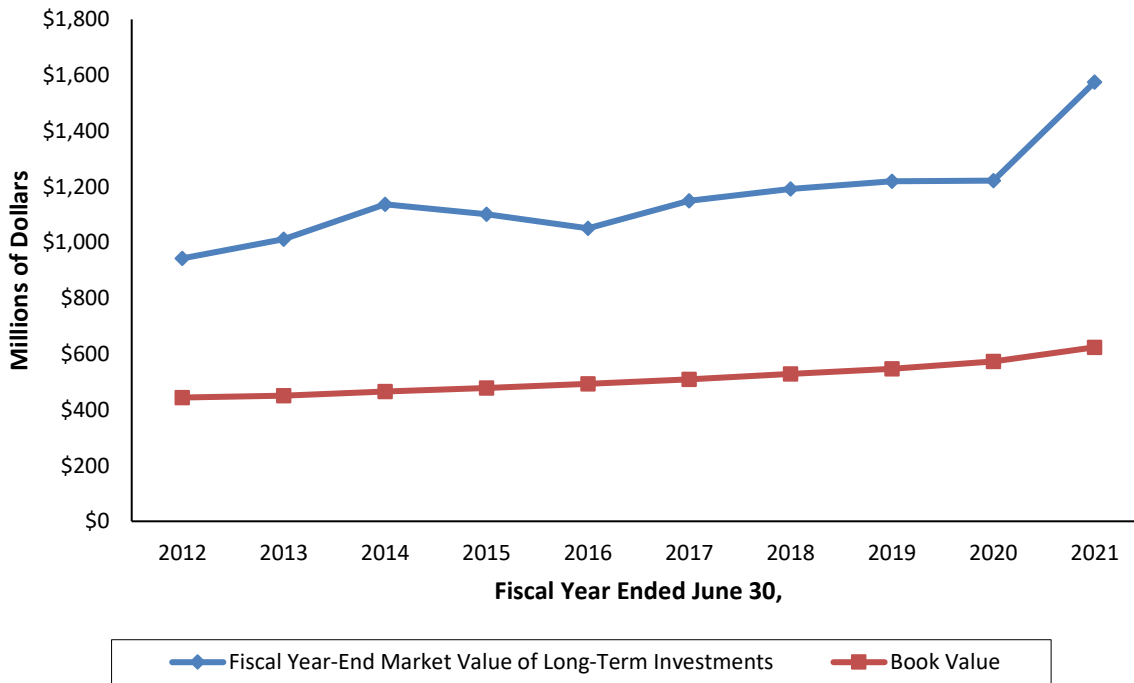
Source: Office of Financial Affairs, September 2021

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*
2012	\$ 942,618,000	\$ 444,416,884
2013	1,012,401,100	450,938,884
2014	1,137,222,000	465,009,294
2015	1,101,475,900	478,116,120
2016	1,050,679,900	492,794,608
2017	1,150,360,300	509,400,542
2018	1,192,078,100	528,668,693
2019	1,218,740,000	546,872,110
2020	1,222,167,100	573,062,561
2021	1,575,414,600	623,982,665

*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 2021

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2021 AND 2020**

	2021	2020
Endowment:		
Pooled Investments -		
U.S. equities	\$538,256,400	\$465,327,500
International equities	431,154,400	334,784,000
Corporate notes and bonds	229,544,600	99,349,500
U.S. Government securities	115,581,900	153,310,200
Private equity – venture capital	133,300	95,900
Private equity – buy out	2,199,200	2,470,000
Private equity – fund of funds	189,580,300	87,116,300
Hedge funds	1,700	44,334,400
Special opportunities	37,611,900	25,517,100
Short-term investments and cash	26,438,800	4,974,800
Total	<u>1,570,502,500</u>	<u>1,217,279,700</u>
Non Pooled Investments -		
U.S. equities	44,100	23,300
Corporate notes and bonds	39,200	40,400
Real estate	2,766,700	2,766,700
Short-term investments and cash	2,062,100	2,057,000
Total	<u>4,912,100</u>	<u>4,887,400</u>
 Total endowment	 <u>1,575,414,600</u>	 <u>1,222,167,100</u>
 Annuity and Life Income:		
U.S. equities	9,151,900	7,477,000
International equities	5,852,000	4,860,100
Corporate notes and bonds	4,130,500	3,561,100
U.S. Government securities	2,793,200	2,383,800
International bonds	1,503,000	1,323,200
Real estate	4,278,000	3,462,400
Insurance policies	94,800	74,000
Short-term investments and cash	340,000	851,800
 Total annuity and life income	 <u>28,143,400</u>	 <u>23,993,400</u>
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	<u>37,472,000</u>	<u>30,818,000</u>
 Other Investments	 <u>4,044,800</u>	 <u>4,094,200</u>
 Total long-term investments	 <u><u>\$1,645,074,800</u></u>	 <u><u>\$1,281,072,700</u></u>

Source: Office of Financial Affairs, September 2021

**FISCAL YEAR 2021-22
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 40,263,000 74.3%
Berea Fund	\$ 4,725,000 8.7%
Perpetual Trusts	\$ 655,000 1.2%
Federal and State Sources	\$ 5,430,000 10.0%
Other Miscellaneous Income	\$ 3,110,000 5.8%
Net Expense from Student Industries and Rentals	\$ (24,000) 0.00%
	<u>\$ 54,159,000</u>

Source: Office of Financial Affairs, September 2021

CURRENT OPERATING BUDGET

	2021-22 Budget	2020-21 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 53,145,883	\$ 50,611,059	\$ 2,534,824	5.01%
Less: Capital and Plant Fund TCERF	(5,554,841)	(5,427,370)	(127,471)	2.35%
	(7,328,042)	(7,200,689)	(127,353)	1.77%
Net Endowment Income	<u>40,263,000</u>	<u>37,983,000</u>	2,280,000	6.00%
Gifts for Current Operations	5,380,000	5,400,000	(20,000)	-0.37%
Cost of Education Fees	3,500,000	3,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	810,000	782,000	28,000	3.58%
Other Income	2,300,000	2,375,000	(75,000)	-3.16%
TOTAL	<u>54,183,000</u>	<u>51,970,000</u>	2,213,000	4.26%
Student Industries and Rentals	4,181,780	4,844,600	(662,820)	-13.68%
Residence Halls and Food Service	<u>9,857,220</u>	<u>9,591,500</u>	265,720	2.77%
TOTAL REVENUES	<u>68,222,000</u>	<u>66,406,100</u>	1,815,900	2.73%
EXPENDITURES				
Educational and General	54,159,000	51,635,000	2,524,000	4.89%
Student Industries and Rentals	4,205,780	5,179,600	(973,820)	-18.80%
Residence Halls and Food Service	<u>9,857,220</u>	<u>9,591,500</u>	265,720	2.77%
TOTAL EXPENDITURES	<u>68,222,000</u>	<u>66,406,100</u>	1,815,900	2.73%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2021

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2021-22 Budget	2020-21 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 53,145,883	\$ 50,611,059	\$ 2,534,824	5.01%
Less: Capital and Plant Fund	(5,554,841)	(5,427,370)	(127,471)	2.35%
TCERF	(7,328,042)	(7,200,689)	(127,353)	1.77%
Net Endowment Income	<u>40,263,000</u>	<u>37,983,000</u>	<u>2,280,000</u>	6.00%
Gifts for Current Operations	5,380,000	5,400,000	(20,000)	-0.37%
Cost of Education Fees	3,500,000	3,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	810,000	782,000	28,000	3.58%
Other Income	2,300,000	2,375,000	(75,000)	-3.16%
Student Industries and Rentals	(24,000)	(335,000)	311,000	-92.84%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	<u>54,159,000</u>	<u>51,635,000</u>	<u>2,524,000</u>	4.89%
EXPENDITURES				
Salaries and Wages	31,344,000	29,749,000	1,595,000	5.36%
Salary Churn	(375,000)	(350,000)	(25,000)	7.14%
Net Salaries and Wages	<u>30,969,000</u>	<u>29,399,000</u>	<u>1,570,000</u>	5.34%
Fringe Benefits	8,300,000	7,908,000	392,000	4.96%
Student Labor	4,217,000	4,094,000	123,000	3.00%
Net Controllable Expense	10,312,000	9,979,000	333,000	3.34%
EDGE Reserve	50,000	50,000	-	-
Computer Equipment Reserve	206,000	100,000	106,000	106.00%
Academic Equipment Reserve	105,000	105,000	-	-
TOTAL EXPENDITURES	<u>54,159,000</u>	<u>51,635,000</u>	<u>2,524,000</u>	4.89%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2021

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES

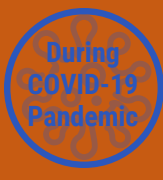
Classification by Function	2016-17 Actual	% of Total	2017-18 Actual	% of Total	2018-19 Actual	% of Total	2019-20 Actual	% of Total	2020-21 Actual	% of Total
Instruction	\$16,110,396	33.6%	\$17,580,249	34.1%	\$16,995,049	33.1%	\$17,085,335	33.0%	\$16,653,725	34.1%
Public Service	619,943	1.3%	785,846	1.2%	790,611	1.5%	736,653	1.4%	565,513	1.2%
Academic Support	4,989,776	10.7%	5,472,125	10.6%	5,410,176	10.6%	5,571,976	10.7%	5,038,142	10.3%
Student Services and Activities	5,551,522	13.4%	5,916,324	12.6%	6,365,847	12.4%	6,500,098	12.5%	5,903,579	12.1%
General and Administrative	8,983,984	18.5%	9,679,394	18.6%	10,170,714	19.8%	10,210,477	19.7%	8,963,807	18.3%
Development and Alumni	4,187,762	8.6%	4,451,630	9.3%	5,056,990	9.9%	5,005,489	9.7%	5,108,391	10.5%
Plant Operations	5,740,243	12.1%	6,002,653	12.2%	6,377,354	12.4%	6,467,832	12.5%	6,287,739	12.9%
Capital and Special Projects	538,000	1.8%	105,000	1.4%	105,000	0.2%	255,000	0.5%	361,000	0.6%
TOTAL	<u>\$ 46,721,626</u>	100.0%	<u>\$ 49,993,221</u>	100.0%	<u>\$ 51,271,741</u>	100.0%	<u>\$ 51,832,860</u>	100.0%	<u>\$ 48,881,896</u>	100.0%

Facilities, Library and Technology Resources

- Highlights
- Residence Living
- Capital Construction Projects, 1980-2021
- 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



NOTE: Definitions of all categories can be found [here](#).

Student Residence Living

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



Technology



Renovation Projects in the Last 5 Years

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



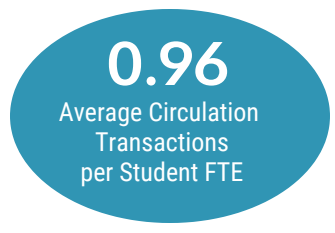
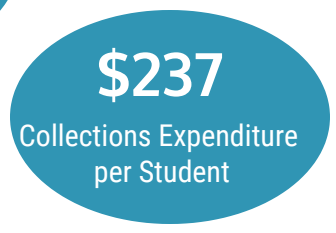
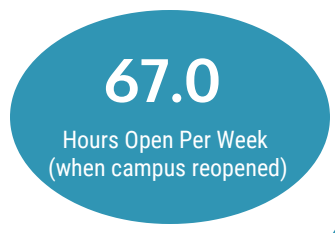
New Buildings in the Last 5 Years



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



Library Expenditures and Services Data based on Fiscal Year 2021



Number of Research Consultations for Fiscal Years 2017-2021

2017	2018	2019	2020	2021
371	376	463	438	233

RESIDENCE LIVING Academic Year 2020-2021

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 preparing to bridge out. 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)	34
Elizabeth Rogers	89
Fairchild	76
James	104
Kentucky	98
Kettering	164
Pearsons	117
Seabury	52
Talcott	<u>95</u>
Subtotal	1,537
 <u>Houses</u>	
Hillside (offline)	17
Home Management House (offline)	12
Hunt Acres Farm House	3
SENS House	<u>4</u>
Subtotal	36
 <u>Apartments</u>	
Ecovillage	<u>98</u>
 TOTAL	 1,671

Source: Student Life Services, September 2021

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2021

New Construction

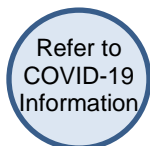
1980	Racquetball Courts	2004	EcoVillage Child Development Laboratory
1980	Ross Jelkyl Drama Building	2006	Central Plant Building/Distribution
1982	Farm Mix Mill and Hog Feeding Floor	2009	Fee Glade
1982	Athletic Track	2013	Deep Green Residence Hall
1983	Mueller Woodcraft Building Track	2013	Middletown School Annex
1988	Married Student Housing	2017	Forestry Outreach Center
1990	Hutchins Library Addition	2018	Middletown School House Annex II
1990	Computer Center Addition	2018	Margaret A. Cargill Natural Science and Health Building
1993	Married Student Housing		
1993	Campus Child Care	2019	Danforth Residence Hall
1994	Seabury Center	2021	Kettering Residence Hall
1995	Farrowing House – College Farms	2021	Facilities Management (FM) Complex
1995	Tennis Courts		
1995	Tennis Pavilion		

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
1997	Resurfacing of Track	2009	Emery Building
1997	Systems upgraded in Dana Residence Hall	2009	Edwards Third Floor (Residence Hall) -phase two
1997	Phelps Stokes – Seating and Refinishing	2010	Dining Services
1998	Married Student Laundry	2012	Alumni Building: Baird Lounge Hutchins Dining Room Woodson Center
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 2021

HUTCHINS LIBRARY
Collections and Expenditures
(Fiscal Year 2021)



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)	1,470	301,243
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	81	18,482
Electronic Collection		
E-books	16,094	399,550
Streaming video (items in library catalog)	5,288	38,550
Preservica Digital Files Added (gigabyte/terabyte)	531.3 (gb)	12.3 (tb)
Number of Files	2,368	39,644
Microforms (Physical units)	0	99,400
Serials (journals and serials)		
Print, electronic, and microform subscriptions		34,998
E-journals (number of unique titles)		67,601
Manuscripts and Archives (in cubic feet)	33	6,985
Collections Expenditures	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media – physical	\$ 30,822	\$ 21.26
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collections	26,924	18.57
E-Books	4,496	3.10
Online Indexes and Reference Sources	164,714	113.60
Electronic Journals	178,311	122.97
Serials (print)	9,264	6.39
Streaming Video/Music	12,146	8.38
TOTAL	\$ 368,931	\$ 237.01

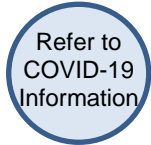
Source: Hutchins Library, October 2021

HUTCHINS LIBRARY
Services
(Fiscal Year 2021)

Library Services

Main Library hours open per week (during lockdown due to COVID-19 Pandemic)	0
Main Library hours open per week (when campus reopened)	67
Special Collections hours open per week (during lockdown due to COVID-19 Pandemic)	0
Special Collections hours open per week (when campus reopened)	by appointment only

<u>Library Instruction Classes and Workshops</u>	<u>Sessions</u>
GSTR 110 and 210 (first-year students)	0
GSTR 110 Workshops	0
Other Courses	0
Research Consultations	233
Special Collections	1
TOTAL	234



Reference and Research Assistance

Library Reference Desk Transactions Total	1,046
Special Collections Reading Room Visits Total	111
Special Collections Reference Requests (non-visits)	399

Computer Access

Public Access Workstations	2
Public Network Connections	102
Wireless Network Connections	Yes

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	255	
Print and media collections – students	1,387	.96
Print collections – town	21	
TOTAL	1,663	
Streaming media (film / audio) usage	9,552	
Reserve materials	15	
Preservica/Archon/Archive Space		
Sessions	27,983	
Page views	139,754	
Equipment (tech accessories, etc.)	109	
Classrooms and study rooms	0	

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	3,988
Received from other libraries	906

Source: Hutchins Library, October 2021

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, October 2021

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	338

Source: Information Systems and Services, October 2021

Information Systems and Services, continued

Supporting Student Success

Academic Software: Students have access to a wide range of software applicable to various academic disciplines.

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 them to develop electronic activities for students to engage in. All 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.

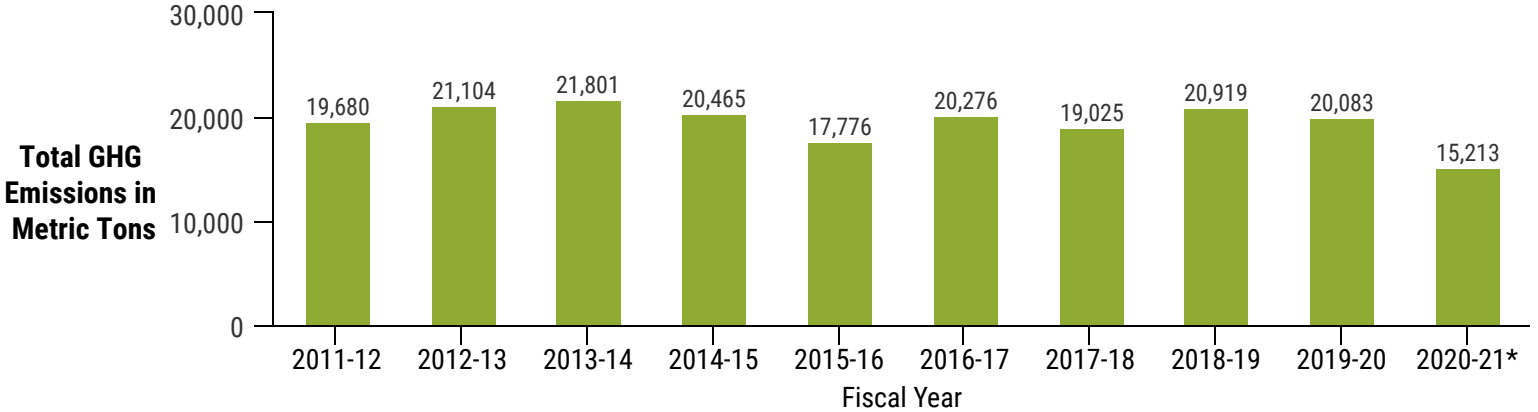
Sustainability

- Highlights
- 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

NOTE: Definitions of all categories can be found [here](#).

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

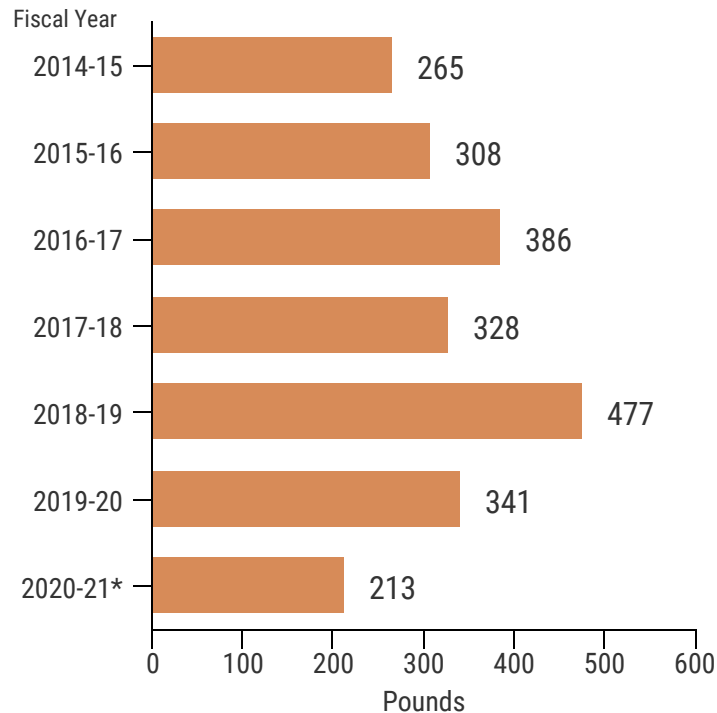


*Due to the COVID-19 Pandemic, the majority of faculty/staff were working remotely. There were only 795 students living on campus.

Breakdown of Berea College Greenhouse Gas Emissions

TOTAL of 15,213 Metric Tons Greenhouse Gas Emissions	Fiscal Year 2020-21*
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	65.5%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	19.9%
Air Travel (not allowed due to COVID-19)	0.0%
Transmission and Distributions Loss for Electricity	3.4%
Employee Commuting (to/from work)	4.3%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	3.4%
Mobile Combustion (trucks, tractors, college vehicle travel - includes motor pool, and buses on campus)	0.2%
Other	1.1%
Paper Purchases	0.2%
Solid Waste	2.1%

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



**PERCENTAGE BREAKDOWN OF
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS
FISCAL YEARS 2013-2014 THROUGH 2020-2021**

146

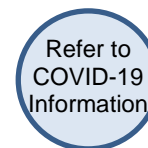
Category	Fiscal Years							
	2013-2014	2014-2015	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21**
Purchased electricity (to run chillers lights, heat pumps, and other equipment)	55.3%	57.9%	56.0%	57.3%	54.1%	61.2%	63.7%	65.5%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	18.1%	16.7%	18.5%	16.5%	17.2%	11.5%	13.6%	19.9%
Air Travel	6.4%	5.3%	5.3%	7.1%	7.9%	5.3%	2.3%	0.0%
Transmission and Distribution Loss for Electricity	2.9%	3.0%	2.6%	2.7%	2.8%	3.1%	3.3%	3.4%
Employee Commuting (to/from work)	5.6%	8.5%	7.4%	6.7%	7.3%	8.8%	8.0%	4.3%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.9%	0.9%	2.2%	2.2%	2.1%	2.4%	1.4%	3.4%
Mobile Combustion (trucks, tractors, college vehicle travel – includes motor pool, and buses on campus)	1.8%	1.4%	0.8%	1.1%	1.2%	1.3%	0.6%	0.2%
Other	4.1%	4.3%	5.2%	4.6%	4.5%	4.3%	4.6%	1.1%
Paper Purchases	0.6%	0.5%	0.5%	0.8%	0.4%	0.3%	0.3%	0.2%
Solid Waste	2.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	2.1%
TOTAL GHG Emissions (in metric tons)	21,801	20,465	17,776	20,276	19,025	21,919	20,083	15,213

*On March 13, 2020, normal operations for Berea College were suspended for the remainder of the fiscal year due to the COVID-19 Pandemic.

**Travel was not allowed; the majority of faculty/staff were working remotely. There were only 795 students living on campus.

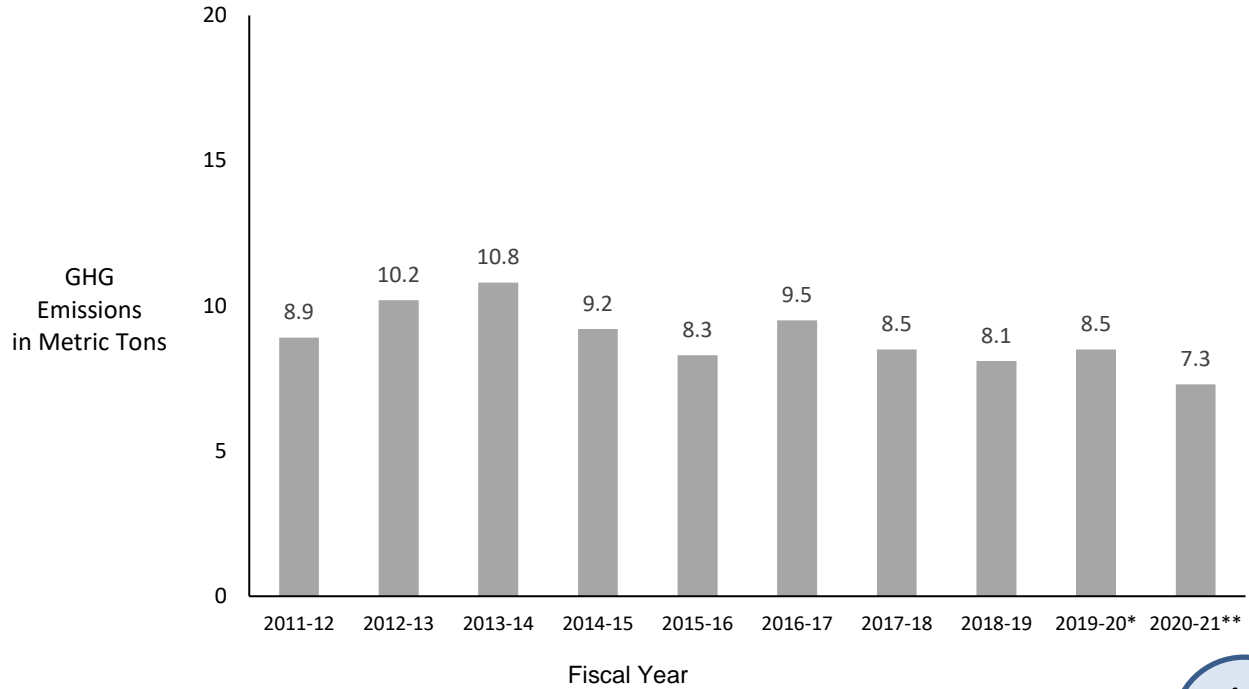
NOTES: The data presented here differs from prior years because Partners for Education (PFE) travel data have been removed from the GHG numbers. In addition, the Office of Sustainability recalculated GHG emissions using the SIMAP-Sustainability Indicator Management and Analysis platform. Berea College 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, October 2021



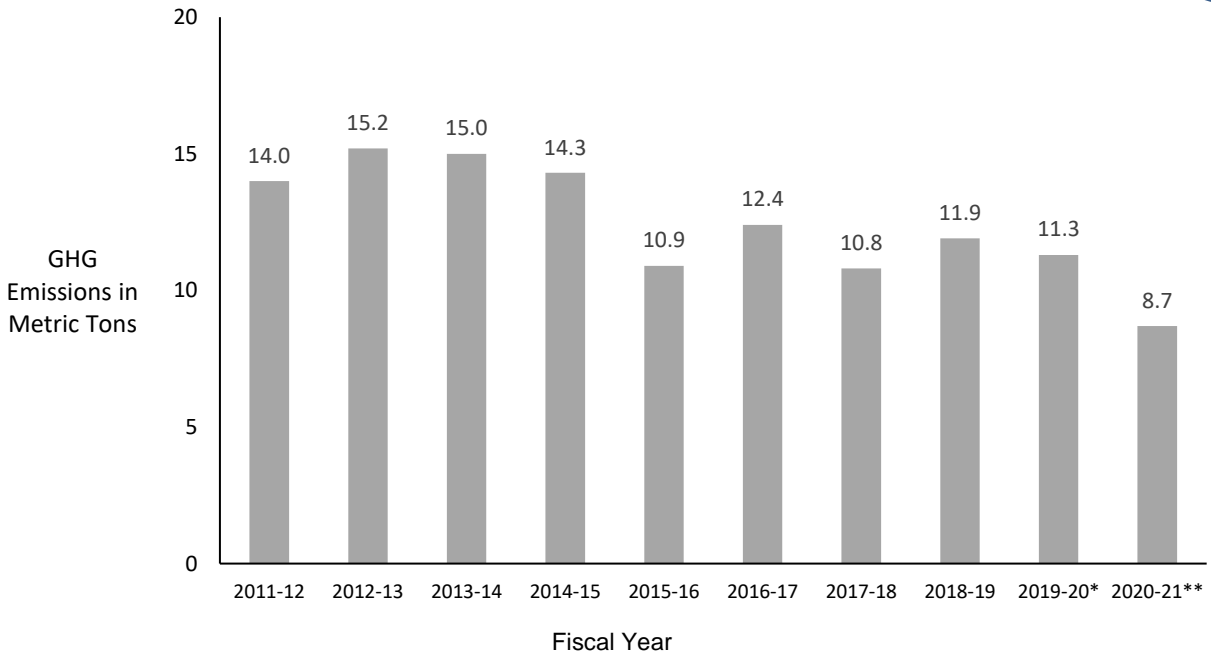
**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS
FISCAL YEARS 2011-2012 THROUGH 2020-2021**

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



Refer to
COVID-19
Information

PER 1,000 SQUARE FEET OF BUILDING SPACE



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

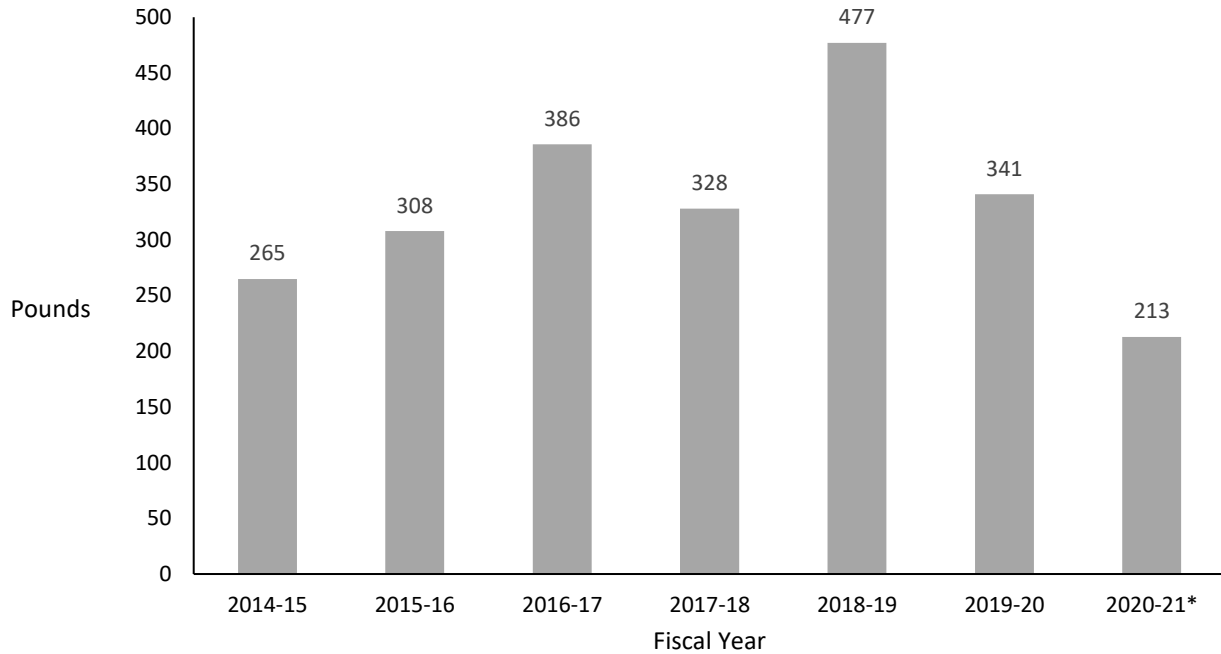
**Due to the COVID-19 Pandemic, travel was not allowed; most faculty/staff were working remotely. There were only 795 students living on campus.

NOTES: See previous page for a list of greenhouse gas emissions. The data presented here differs from prior years because Partners for Education (PFE) travel data have been removed from the GHG numbers. In addition, the Office of Sustainability recalculated GHG emissions using the SIMAP-Sustainability Indicator Management and Analysis platform.

Source: Office of Operations and Sustainability, October 2021

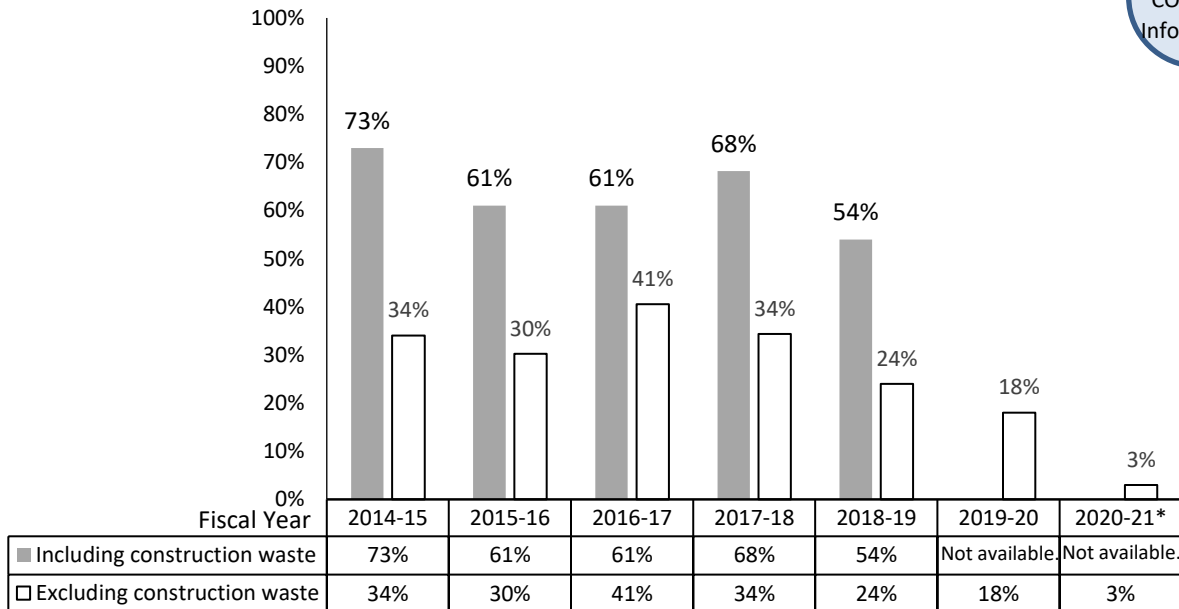
**BEREA COLLEGE SOLID WASTE
FISCAL YEARS 2014-15 THROUGH 2020-2021**

**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

Refer to
COVID-19
Information



*Due to the COVID-19 Pandemic, the majority of faculty/staff were working remotely. There were only 795 students living on campus.

NOTE: The data presented here differs from prior years because Partners for Education (PFE) travel data have been removed from the GHG numbers. In addition, the Office of Sustainability recalculated GHG emissions using the SIMAP-Sustainability Indicator Management and Analysis platform.

Source: Office of Operations and Sustainability, October 2021

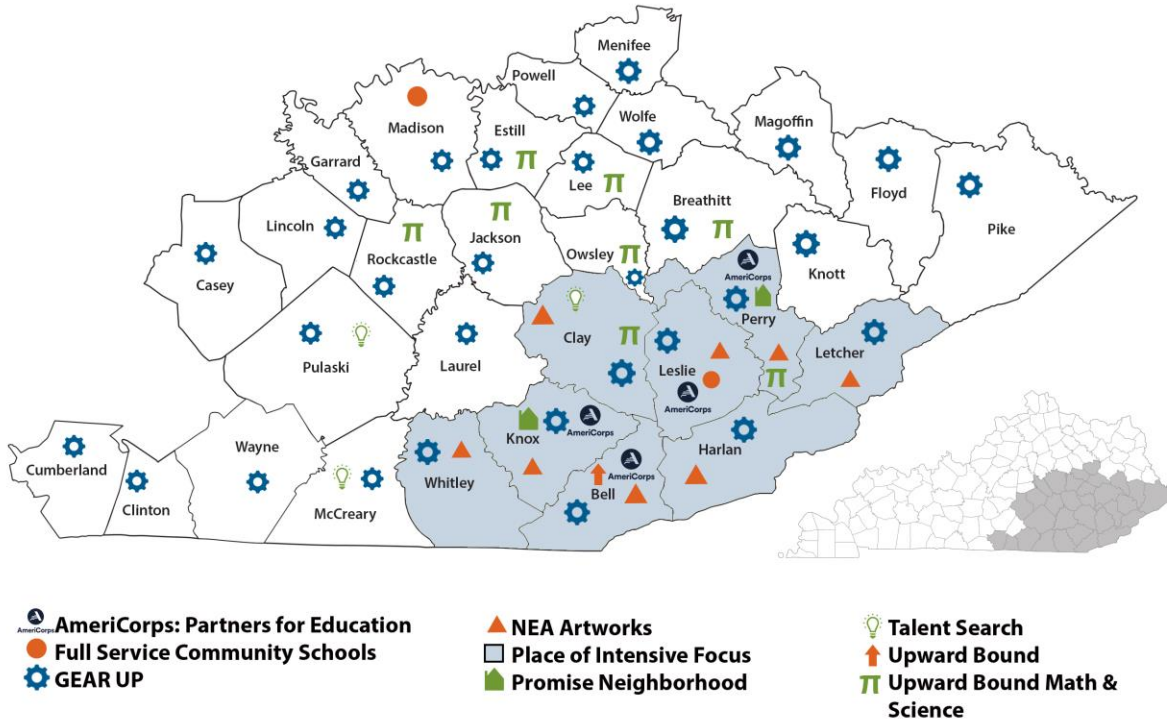
Partners for Education

- 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 more than \$48 million annually to serve more than 49,000 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 150-151.

Source: Partners for Education, September 2021

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.

National Endowment for the Arts Coronavirus Aid, Relief, and Economic Security (CARES) Act

The CARES program provides funding for personnel support of staff members and 14 artists amid the pandemic crisis. CARES artist activities may include remote project planning and implementation and/or professional development activities including but not limited to creation of distance learning materials and curriculum resources for sustainability, virtual training or instruction, planning for restructure and portfolio improvement to learn.

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)
 - *Higher Education Emergency Relief Fund Institution*. From May 2020 – May 2022 (\$10,032,719; Lead: Theresa Lowder, Director, Student Financial Aid)
 - *CARES Funding*. From May 2020 – May 2022 (\$8,222,055; Lead: Theresa Lowder, Director, Student Financial Aid)
 - *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 2022 (\$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 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)
 - *Grow Appalachia – Beginning Farmer Development Program*. From September 2019 – August 2023 (\$747,226; Lead: Mark Walden, Production Efficiency Advisor)
 - *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 2020 – September 2025 (\$70,200; Lead: Mark Walden, Technical Director, Grow Appalachia)

Source: Partners for Education, September 2021