

September 2022

Prepared by the
Office of Institutional Research and Assessment

To: Enrollment Policies Committee (EPC) Members
Collis Robinson Andrea Spry Judy Ginter Chris Lakes Amanda Leger
Luke Hodson Scott Steele Channell Barbour

From: Clara Chapman

Date: September 28, 2022

Re: Enrollment, Retention, and Graduation Report

I have prepared the following tables and charts for your review. **Graphs/charts that show breakdowns by male/female designations are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.**

Definitions and Descriptions

Enrollment

Fall Term Total Headcount (Full and Part-Time) and Academic Year Graduates
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment, First-Year Students, Transfer Students, and Graduates
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment by Classification and Academic Year Graduates
Fall Term 2022 Enrollment Report
2022 First-Year Students' Class Profile
2022 Transfer Students' Class Profile

Retention

First-to-Second Year

Highlights

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Current Year and Prior Three-Year Averages

Four-Year Retention Rate Trends

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

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All Students, 1959 – 2021

by Birth Sex

by Territory

by Cohort Type

by Cohort Type by Birth Sex

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by Birth Sex

By County Designation

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Females

from At-Risk and Distressed Appalachian Counties by Birth Sex

White Males from At-Risk and Distressed Appalachian Counties

from Kentucky

First-Generation Students

Non-Traditional Students

by Developmental Mathematics Requirements

by High School Rank in Class Categories

by Recalculated High School GPA Quintiles

by ACT Composite Categories

by Residence Hall

Dependent Students by EFC (Expected Family Contribution) at Entry

Bridge Program Students

by Birth Sex

Emerging Scholars Program (ESP) Students

by Birth Sex

by First Semester College GPA Categories

by First Year College GPA Categories

by Choice of Berea College According to Survey Responses

by Miles from Home According to Survey Responses

First-Year and Transfer Students

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First-to-Second Year, continued:

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 - by Birth Sex
 - by Territory
 - by Cohort Type
 - African American Students by Birth Sex
 - Other Domestic Students by Birth Sex
 - F-1 International Students by Birth Sex
 - Hispanic Students
 - by Birth Sex
 - by County Designation
 - Males
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 - from At-Risk and Distressed Appalachian Counties by Birth Sex
 - White Males from At-Risk and Distressed Appalachian Counties
 - from Kentucky
 - First-Generation Students
 - Non-Traditional Students
 - by Developmental Mathematics Requirements
 - by Developmental Mathematics Requirement Categories
 - by High School Rank in Class Categories
 - by ACT Composite Categories
 - Dependent Students by Expected Family Contribution (EFC) Categories at Entry
 - Received a Pell Grant
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 - Athletes During First-Year
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 - Transfer Students
 - Five-Year Graduation Rate, Current Year and Prior Three-Year Averages
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 - Graduation Rates for Transfer Students, Entering Fall Terms 2010 – 2019 (3, 4, 5, and 6-year rates in graph form)
 - All Transfer Students
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 - by Transfer Institution Category (2-Year Community Colleges vs. 4-Year Colleges)
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 - Graduation Status for Fall Term 2016 First-Year Students (Terms to Graduate Details)
 - Graduation Status for Fall Term 2017 First-Year Students (Terms to Graduate Details)

cc: Jim Strand
Rob Smith
Administrative Committee Members

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Academic Year

The period of the year during which students attend Berea College (from August to July).

Adjunct Faculty

Faculty on a temporary appointment.

African-American Students

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

Alumni

Includes graduates as well as anyone who received academic credit from Berea College.

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.

Athlete Status during First Year

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

At-Risk and Distressed Appalachian Counties

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

Berea Bridge Program

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

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

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Birth Sex

The binary designation of male/female is asked on the Admissions Application. It requires a response of either male or female for all entering first-year and transfer students.

Calendar Year

The period of 365 days (or 366 days in leap years) starting from the first of January.

Cohort Type

A reporting category used in reports that divides the student body into three groups: African-American Students, Other Domestic Students, and F-1 International Students.

Cost of Attendance (Tuition at Other Schools)

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 program.

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

Registration Costs - Includes 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.

Center for Excellence in Learning through Service (CELTS)

CELTS coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program. The work of CELTS builds upon Berea's long history of engagement with the community, including the great commitments to promote the Christian ethic of service and to serve the Appalachian region.

Degree-Seeking Student

Students enrolled in courses for credit who are recognized by the College as seeking a degree.

Disability and Accessibility Services (DAS)

A student who has officially registered with the Disability and Accessibility Services Office. For more details, please visit the office webpage at: <https://www.berea.edu/das/>

Domestic Student

A United States citizen (including those who are living in foreign countries) or a permanent resident (a non-citizen who has formally established residency in the U.S) or a refugee (a person who has been forced to leave their country to escape war, persecution, or natural disaster).

Emerging Scholars Program (ESP)

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

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

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

TRIO Programs - Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. The eight programs are: Educational Opportunity Centers, Ronald E. McNair Postbaccalaureate Achievement, Student Support Services, Talent Search, Training Program for Federal TRIO Programs Staff, Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound.

Financial Status and Debt

The following definitions are used to determine financial status and debt calculations.

Dependent Student – A student who does not meet any of the criteria for an independent student.

Direct Subsidized Loans – Need-based loans which are awarded to students for a variety of reasons: term bills, books, off-campus living expenses, education abroad, etc.

Direct Unsubsidized Loans – Non-need-based loans which are primarily used to replace Expected Family Contribution (EFC) for term bill balances and education abroad opportunities

Expected Family Contribution (EFC) – A number that is used to determine a student's eligibility for federal student aid. This number results from the financial information the student provides on his or her Free Application for Federal Student Aid (FAFSA). The EFC is reported on the Student Aid Report (SAR). Financial aid administrators determine an applicant's need for federal student aid from the U.S. Department of Education and other sources of assistance by subtracting the EFC from the student's cost of attendance.

Federal Grants (grants/educational assistance funds) - Grants provided by federal agencies such as the U.S. Department of Education, including Title IV Pell Grants and Supplemental Educational Opportunity Grants (SEOG). Also includes need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally-sponsored educational benefits programs, including the Veteran's Administration, Department of Labor, and other federal agencies.

Federal Loans – Include subsidized Stafford and unsubsidized, Perkins, and Parents PLUS loans awarded primarily for term bill balances and education abroad opportunities.

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Financial Status and Debt, continued:

Independent Student – A student who meets one or more of the following: at least 24 years old, married, a graduate or professional student, a veteran, a member of the armed forces, an orphan, a ward of the court, or someone with legal dependents other than a spouse, an emancipated minor or someone who is homeless or at risk of becoming homeless.

Institutional Grants - Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient.

Institutional Loans – Includes all Berea College student loans. These loans are used for a variety of reasons: term bills, medical/dental/optical expenses, education abroad, etc.

Mean – The average of a set of numbers. To calculate the mean, add up all the numbers in the set and then divide by how many numbers there are.

Median – The mid-point in a group of numbers. The median can, in fact, be zero if half or more of the “scores” in the distribution are zeros. This often occurs in the case of Expected Family Contribution.

Need-Based Loans – Includes Federal Direct Subsidized, Perkins, and all institutional loans awarded to students for a variety of reasons: term bills, medical/dental/optical expenses, education abroad, etc.

Non-Need-Based Loans – Includes Federal Direct Unsubsidized, Parent PLUS, and alternative student loans. These loans are used primarily to replace Expected Family Contribution (EFC) for term bill balances and education abroad opportunities.

Other Loans – Other loans (not subsidized Stafford or unsubsidized) are used for needy students to help meet basic expenses such as medical/dental/optical expenses and education abroad opportunities.

Pell Grant Program – (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

State and Local Government Grants - State and local monies awarded to the institution under state and local student aid programs, including the state portion of State Student Incentives Grants (SSIG).

First-Generation Student

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

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

First-Year Student

Students who have no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. It includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned **before** graduation from high school).

Fiscal Year

A one-year period that institutions use for financial reporting and budgeting. Berea College's fiscal year runs from July 1 through June 30. For example, Fiscal Year 2021 ended on June 30, 2021.

Full-Time Employees with Faculty Status who Teach Part Time

Generally, administrators with faculty status who teach less than 3 credits annually.

Full-Time Employees without Faculty Status who Teach Part Time

Employees who teach an occasional class.

Full-Time Equivalent/Equated (FTE)

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 then summed.

Full-Time Faculty

Employees with faculty status who teach 3 or more course credits annually who have additional full-time responsibilities (includes both tenure- and non-tenure-track faculty).

Full-Time Student

A student who has a course load of three or more credits. Berea College is on the course credit system. In general, 32 credits are required to earn a degree. One Berea course credit equals 4 semester hours or 6 quarter hours. The amount of credit awarded for each class at Berea is determined by the amount of time students are required to spend both inside the classroom and outside of the classroom in preparation. For each 1.0 course credit in the 15 week fall and spring terms, the minimum standard is that an average student be expected to devote, in class time, preparation, laboratory, studio, fieldwork, and conferences, at least 12 hours per week. A one-credit course meets in class between four and six hours each week. Courses awarding less than one credit often meet correspondingly less (for example, half-credit courses meet a minimum of two hours per week and quarter-credit courses meet a minimum of one hour per week).

Gender Identity

Entering students are given the option to provide Gender Identity on the Admissions Application (this has been available since Fall Term 2016). The current response options are Male, Female, Genderqueer/Non-Binary, Transgender (Male-to-Female), Transgender (Female-to-Male), Gender Nonconforming, and Self-Prescribed Gender Identity.

Gifts-in-Kind

A kind of charitable giving in which, instead of giving money to buy needed goods and service, the goods, and services themselves are given. Gifts-in-kind are distinguished from gifts of cash or stock.

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Graduation Rates

Based on a student's entering fall term. 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.

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

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

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

Hispanic Student

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.

Honorary Alumni

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

Independent Major

A major designed by students who wish to pursue a field of study that cannot be met through an established Berea College major program.

Internships (Academic)

Internships is an experiential education program designed to allow students to earn academic credit while gaining practical, professional experience in the workplace.

IPEDS (Integrated Postsecondary Education Data System)

The core federal government postsecondary education data collection system for the National Center for Education Statistics (NCES).

Labor Experience Evaluation (LEE)

The instrument that 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.

Labor Supervisor/Practical Instructor

The labor supervisor is institutionally recognized as a practical educator and an essential, valued member of the educational community.

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Male-Initiative Courses

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

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

National Student Clearinghouse

An organization whose mission is to serve the education and workforces communities and all learners with access to trusted data, related services, and insights. The Clearinghouse is the nation's largest provider of electronic student record exchanges and postsecondary transcript ordering services.

StudentTracker Research Service – A service that provides the ability to research postsecondary enrollment and degree records. The service matches on name and birthdate. Nearly 3,600 colleges and universities – enrolling over 97% of all students in public and private U.S. institutions – regularly provide enrollment and graduation data to the Clearinghouse.

Non-Degree Seeking Student

A student who audits or takes courses without working toward a degree. The following are the types of Non-Degree Seeking Students at Berea:

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- 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) - An individual who wishes 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.

DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Non-Traditional Student

A student who is 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. F-1 International students are not included in the non-traditional student counts in college reports because they complete no paperwork that would verify the status other than age.

Other Domestic Student

Students who are not F-1 International or did not identify themselves as "Black or African American" alone or in combination with another race.

Other Freshman

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 have a classification of "freshman."

Other Races

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

Part-Time Faculty

Faculty on a continuing appointment.

Part-Time Student

A student who has a course load of less than three credits.

Partners for Education (PFE)

A program at the College that utilizes a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. The programs 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." PFE implements educational outreach programs funded primarily through federal grants. The following is a list of the current Partners for Education programs:

- AmeriCorps: Partners for Education
- Full-Service Community Schools
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Institute of Museum and Library Services National Leadership Grant (IMLS)
- National Endowment for the Arts Artworks
- Promise Neighborhood
- South Eastern Kentucky Promise Zone
- Talent Search
- Upward Bound
- Upward Bound Math and Science

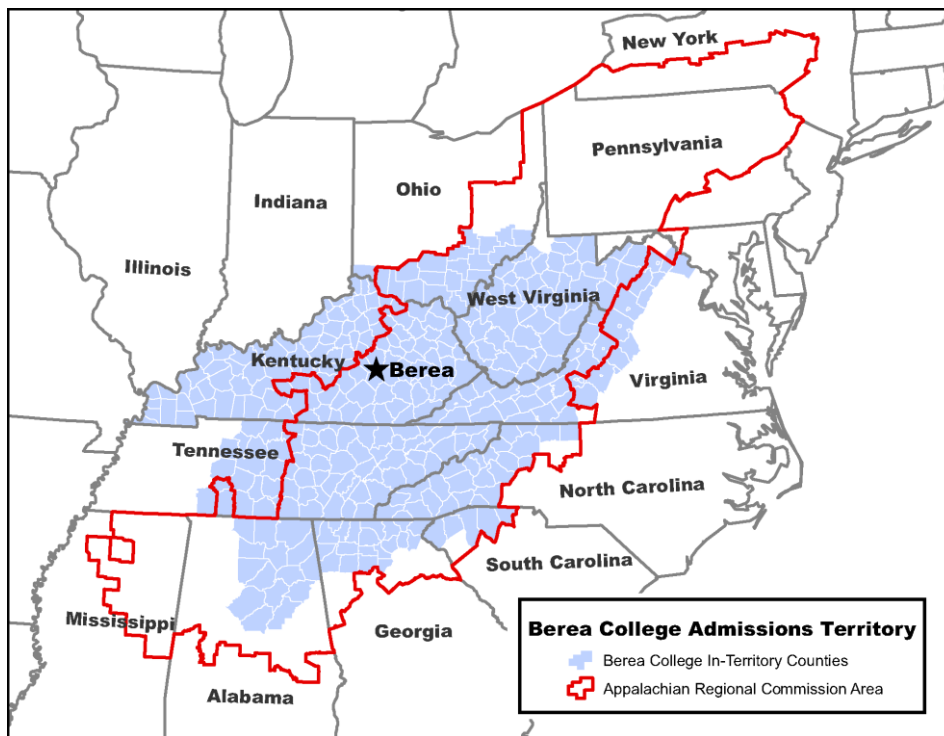
DEFINITIONS AND DESCRIPTIONS FOR CATEGORIES COMMONLY USED IN THE OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT (OIRA) REPORTS

Recruitment Territory Designations

In-Territory: Students who come from much of the Appalachian region and all of Kentucky within the blue area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. Twenty-two counties in Tennessee were added in January 2017. The entering class of 2018 was the first class to be recruited from the new territory.

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

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



Retention (First-to-Second Year)

The percentage of students retained represents both student who re-enrolled their 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 leave ends.

Service-Learning

Service-learning at Bera 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.

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Staff

Includes all non-faculty employees, whose positions are both internally and externally funded. Also includes faculty members (tenured and tenure-track) who are currently holding administrative positions and professional librarians with faculty status.

Externally-Funded - Positions that are funded by external sources such as federal grants and external trusts.

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

Student Labor Evaluation (SLE)

The instrument used by labor supervisors to evaluate student work on seven performance expectations helping students develop job skills: attendance, accountability, teamwork, initiative, respect, learning, and position-specific requirements.

Student-to-Faculty Ratio

Ratio is calculated by dividing the full-time equivalent (FTE) student enrollment to the FTE faculty.

Sustainability

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

Terminal Degree

The highest academic degree that can be awarded in a particular field. This is almost always a doctoral or graduate degree earned after a bachelor's degree.

Transfer Student

A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (undergraduate). The student may transfer with or without credit.

Undergraduate Research and Creative Projects Program (URCPP)

The 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.

Unknown Race or Ethnicity

Domestic students who chose not to identify their race or ethnicity on their admissions application.

Young Alumni

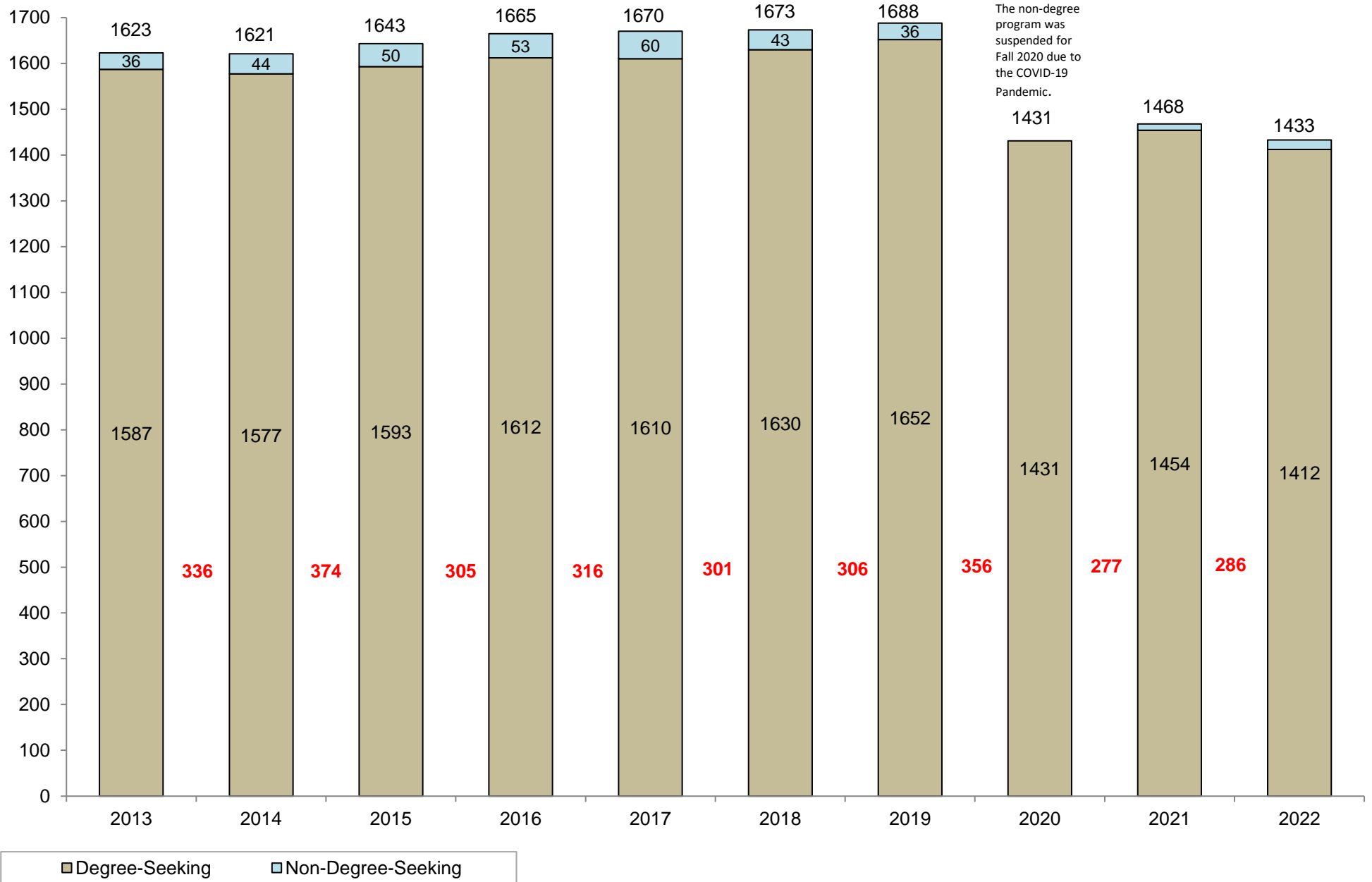
Alumni who would have graduated in the last ten years.

Young Graduates

Graduates who graduated in the last 10 years.

Enrollment

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

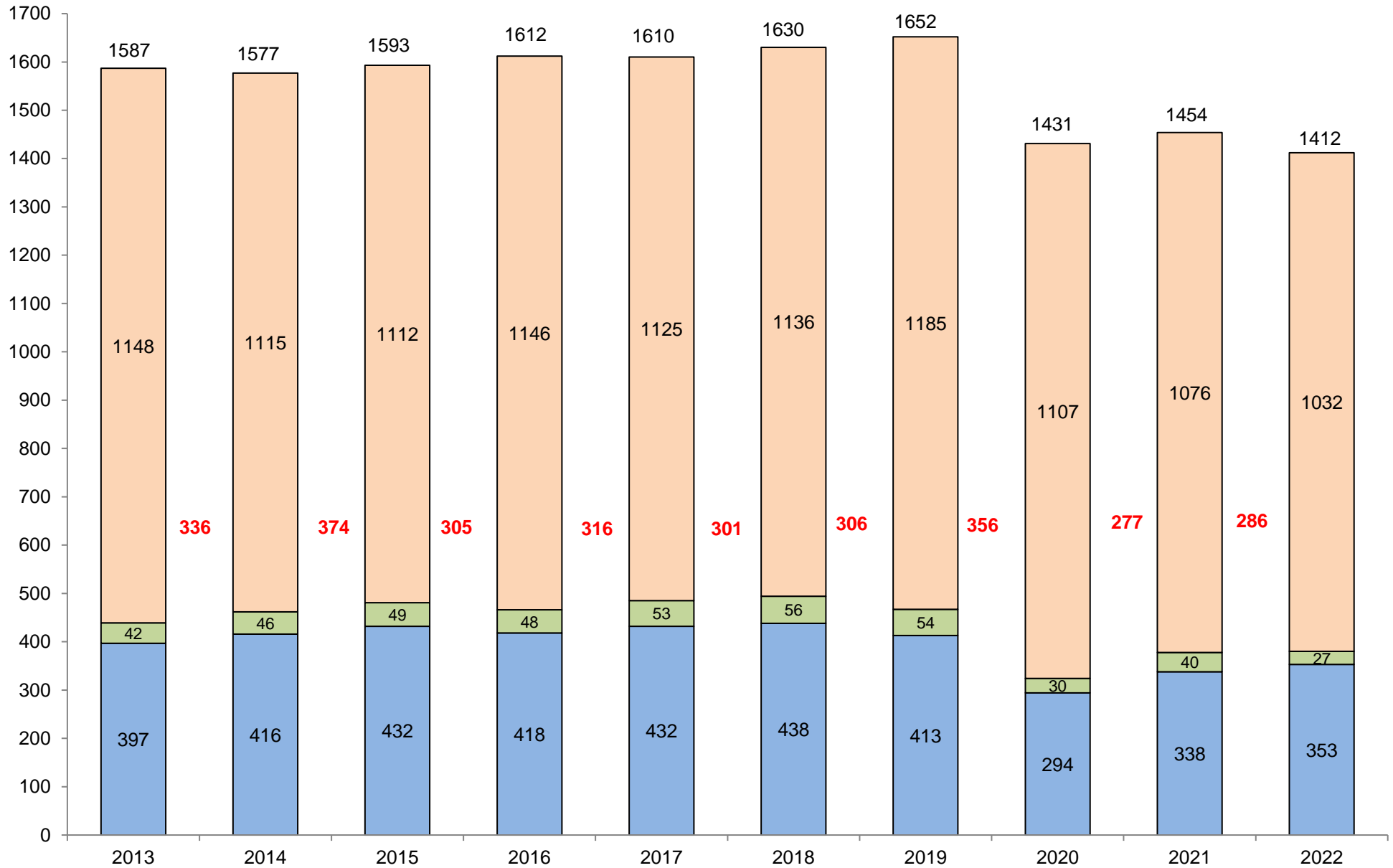


The number of Academic Year Graduates are in **RED** between the bars.

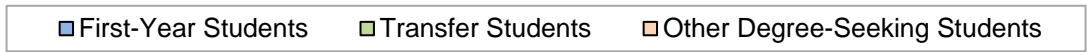
NOTE: Non-degree students are those who are auditors, still in high school, college employees, community, post graduate, EKU exchange or transient/exchange students.

Compiled by the Office of Institutional Research and Assessment, September 2022

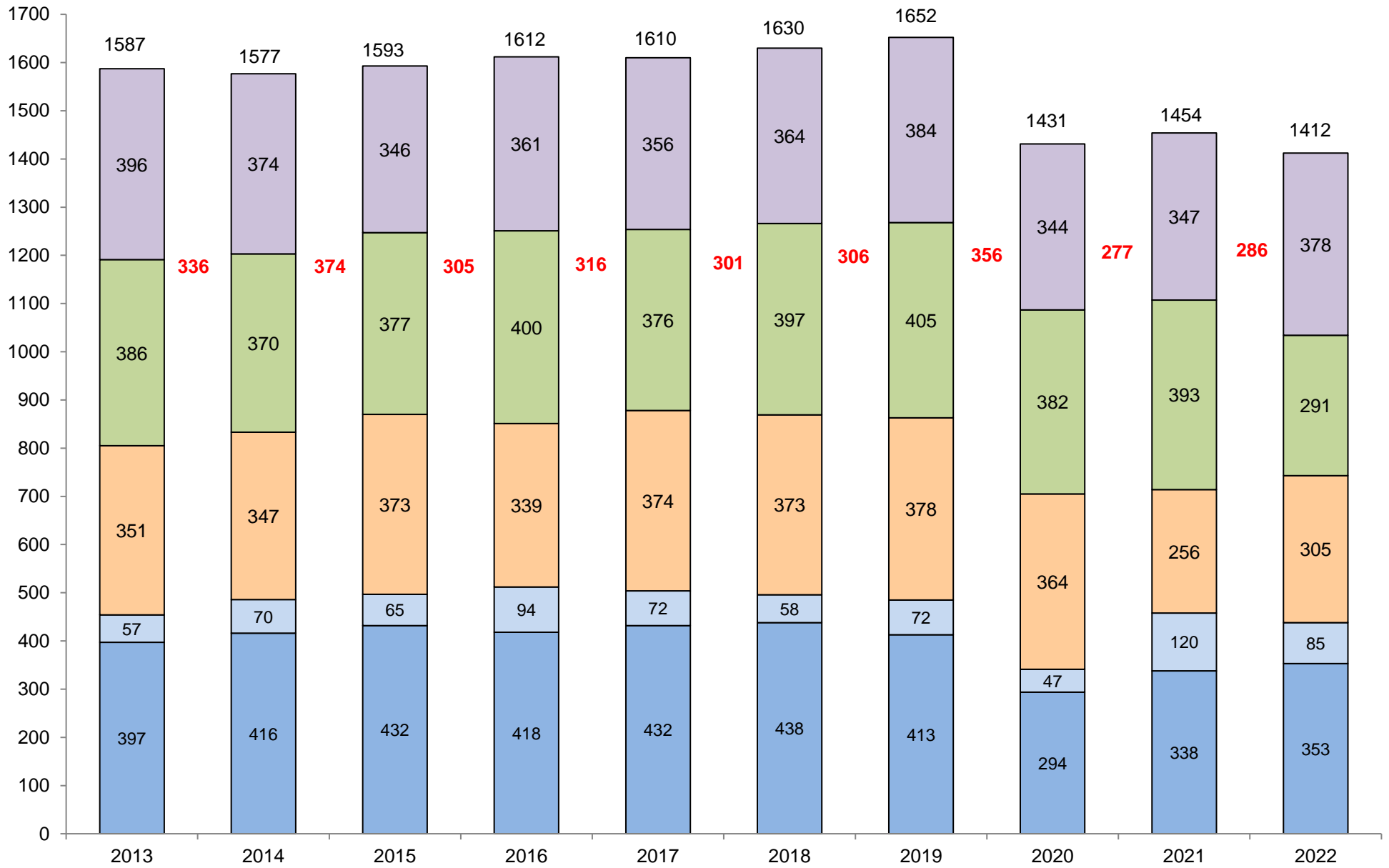
TOTAL FALL TERM (FULL AND PART-TIME) DEGREE-SEEKING ENROLLMENT, FIRST-YEAR STUDENTS, TRANSFER STUDENTS, AND GRADUATES



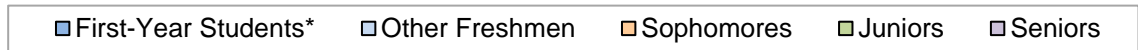
The number of Academic Year Graduates are in **RED** between the bars.



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



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



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

Fall Term 2022 Student Enrollment Report

(The breakdown of enrollment by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.)

Full-Time

Degree-Seeking

	Male	Female	Total
Freshmen	170	254	424
New	132	207	
Transfer	5	7	
Returning	0	0	
Returning from Leave of Absence	3	1	
Continuing	30	39	
Sophomore	134	184	318
New	5	8	
Transfer	6	5	
Returning	1	1	
Returning from Leave of Absence	1	2	
Continuing	121	168	
Junior	113	179	292
New	0	1	
Transfer	2	2	
Returning	2	0	
Returning from Leave of Absence	3	6	
Continuing	106	170	
Senior	150	222	372
Transfer	0	0	
Returning	1	1	
Returning from Leave of Absence	1	1	
Continuing	148	220	
Total Degree-Seeking Full-Time	567	839	1,406

First-Year students
(includes all the new
non-transfer students):
353

Transfer students
(includes all the
transfer students): 27

Non-Degree-Seeking

Auditing	0	0	
Berea Community High School	0	0	
Community (Special)	0	0	
EKU Exchange	0	0	
Employee	0	0	
Home School Student	0	0	
Madison Southern High School	0	0	
Post-Graduate	0	0	
Transient/Exchange	1	1	
Total Non-Degree-Seeking Full-Time	1	1	2

TOTAL FULL-TIME 568 840 1,408

Fall Term 2022 Student Enrollment Report

(The breakdown of enrollment by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.)

Part-Time

Degree-Seeking

	Male	Female	Total	FTE*
Freshmen	0	0	0	0.00
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
Sophomore	0	0	0	0.00
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
Junior	0	0	0	0.00
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
Senior	2	4	6	3.75
Transfer	0	0		
Returning	1	0		
Returning from Leave of Absence	0	0		
Continuing	1	4		
Total Degree-Seeking Part-Time	<u>2</u>	<u>4</u>	<u>6</u>	<u>3.75</u>

Non-Degree-Seeking

Auditing	1	3		
Berea Community High School	6	2		
Community (Special)	2	2		
EKU Exchange	0	0		
Employee	2	0		
Home School Student	1	0		
Madison Southern High School	0	0		
Post-Graduate	0	0		
Transient/Exchange	0	0		
Total Non-Degree-Seeking Part-Time	<u>12</u>	<u>7</u>	<u>19</u>	<u>6.42</u>

TOTAL PART-TIME 14 11 25 10.17

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

Fall Term 2022 Student Enrollment Report

(The breakdown of enrollment by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.)

Full-Time and Part-Time

Degree-Seeking

	Male	Female	Total
Freshmen	170	254	424
New	132	207	339
Transfer	5	7	12
Returning	0	0	0
Returning from Leave of Absence	3	1	4
Continuing	30	39	69
Sophomore	134	184	318
New	5	8	13
Transfer	6	5	11
Returning	1	1	2
Returning from Leave of Absence	1	2	3
Continuing	121	168	289
Junior	113	179	292
New	0	1	1
Transfer	2	2	4
Returning	2	0	2
Returning from Leave of Absence	3	6	9
Continuing	106	170	276
Senior	152	226	378
Transfer	0	0	0
Returning	2	1	3
Returning from Leave of Absence	1	1	2
Continuing	149	224	373
Total Degree-Seeking Full/Part-Time	569	843	1,412

Non-Degree-Seeking

Auditing	1	3	
Berea Community High School	6	2	
Community (Special)	2	2	
EKU Exchange	0	0	
Employee	2	0	
Home School Student	1	0	
Madison Southern High School	0	0	
Post-Graduate	0	0	
Transient/Exchange	1	1	
Total Non-Degree-Seeking Full/Part-Time	13	8	21

TOTAL HEADCOUNT **582** **851** **1,433**
TOTAL FTE Enrollment* **1,418**

The Student/Faculty Ratio (FTE) for this term is 8/1.

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

Berea College 2022 Enrolled First-Year Students' Class Profile

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

1. Overall Statistics:

Applications completed:	2,217
Applicants accepted:	545 (24.6% of applications completed)
All First-Year Students:	360 (353 enrolled (98%) and 7 (2%) who deferred enrollment due to the COVID-19 Pandemic)
Enrolled First-Year Students:	353 (64.8% of those accepted; 137 males (39% of enrolled class), 216 females (61% of enrolled class))

2. Test Scores: ACT/SAT scores were waived for 160 (49%) of the 329 domestic students.

Scholastic Assessment Test (SAT): Data below are for those whose test scores were used in Admissions decision.

Score Range	Males		Females	
	Math	Reading & Writing	Math	Reading & Writing
750-800	2	0	0	1
700-749	1	2	0	3
650-699	0	2	2	3
600-649	4	6	4	2
550-599	5	3	4	2
500-549	4	3	1	0
450-499	1	1	0	0
400-449	0	0	0	0
350-399	0	0	0	0
300-349	0	0	0	0
250-299	0	0	0	0
200-249	0	0	0	0
TOTAL	17	17	11	11

SAT Mean Scores:			
	Math	Reading & Writing	Total
Males	592	598	1190
Females	601	660	1261
Combined	595	623	1218
National Mean	528	533	1061
Kentucky Mean	603	616	1219

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

American College Test (ACT): Data below are for those whose test scores were used in Admissions decision.

Composite Score	Males	Females		
27 - 36	17	23	Mean Composite Males	25.4
25 - 26	14	14	Mean Composite Females	24.5
22 - 24	20	35	Mean Composite Combined	24.9
18 - 21	6	12		
TOTAL	57	84	National Mean	20.3
Minimum: 19	Maximum: 33		Kentucky Mean	19.2
75th Percentile - 27.0; 25th Percentile - 23.0				

ACT Score (including converted SATs)	
Mean Composite Males	25.2
Mean Composite Females	24.8
Mean Composite Combined	25.0
75th Percentile	27.0
25th Percentile	23.0

3. Recalculated* High School GPA:

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	35	28.7%	99	48.3%	134	41.0%
3.50 - 3.74	33	27.0%	54	26.3%	87	26.6%
3.25 - 3.49	29	23.8%	34	16.6%	63	19.3%
3.00 - 3.24	21	17.2%	17	8.3%	38	11.6%
2.75 - 2.99	4	3.3%	1	0.5%	5	1.5%
2.50 - 2.74	0	0.0%	0	0.0%	0	0.0%
2.25 - 2.49	0	0.0%	0	0.0%	0	0.0%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
1.25 - 1.49	0	0.0%	0	0.0%	0	0.0%
Total	122	100%	205	100%	327	100%

Recalculated GPA Mean Scores:

Males	3.53
Females	3.67
Combined	3.62

Recalculated GPA

75th Percentile	3.88
25th Percentile	3.40

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

Note: Recalculated GPA is unavailable for 26 (7.4%) students, including 24 international students.

Berea College 2022 Enrolled First-Year Students' Class Profile, page 2

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

All Three Courses Required	50 (14.2%)
Mathematics 011 and 012 Required	87 (24.6%)
Mathematics 012 Required	11 (3.1%)
TOTAL Required	148 (41.9%)

5. Most recently calculated high school class rank:

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	Number	Percentage	Number	Percentage	Number	Percentage
Top fifth	40	45.5%	106	65.8%	146	58.6%
Second fifth	29	33.0%	47	29.2%	76	30.5%
Third fifth	17	19.3%	8	5.0%	25	10.0%
Fourth fifth	1	1.1%	0	0.0%	1	0.4%
Bottom fifth	1	1.1%	0	0.0%	1	0.4%
	<u>88</u>	<u>100%</u>	<u>161</u>	<u>100%</u>	<u>249</u>	<u>100%</u>

High school graduation:

In 2022	305 (86.4%)
Prior to 2022	24 (6.8%)
International	24 (6.8%)
TOTAL:	353 (100%)
Of the 353,	
Homeschool	11 (3.1%)
GED/Homeschool	0 (0%)

Note: Rank not available for 104 (29.5%) students, including 24 international and 11 homeschooled students.

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

- 242 (68.6%) - In-Territory (U.S. citizens and permanent residents and/or refugees originating from within Berea's 361-county territory)
- 87 (24.6%) - Out-of Territory (U.S. citizens and permanent residents and/or refugees originating from outside Berea's 361-county territory)
- 24 (6.8%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

7. Geographical Distribution*:

33 States, 3 U.S. Territories, and D.C.	Alabama	20	Missouri	2
	Alaska	1	Montana	1
	Arizona	1	New Jersey	1
	Arkansas	2	New Mexico	1
	California	2	New York	2
	Colorado	1	North Carolina	5
	D.C.	1	<i>N. Mariana Islands</i>	2
	Florida	2	Ohio	17
	Georgia	16	Oklahoma	1
	Hawaii	1	Oregon	1
	Illinois	2	Pennsylvania	1
	Indiana	4	<i>Puerto Rico</i>	3
	Iowa	1	South Carolina	3
	Kansas	1	Tennessee	33
	Kentucky	159	Texas	9
	Maryland	2	<i>Virgin Islands</i>	1
	Massachusetts	1	Virginia	11
	Michigan	5	West Virginia	6
	Minnesota	1		
			Total	323

26 Countries			
Afghanistan	1	Mexico	1
Brazil	1	Myanmar	1
Chile	1	Nepal	1
Egypt	1	Nigeria	1
Gambia	1	Pakistan	1
Georgia	1	Russia	2
Germany	1	Senegal	1
Ghana	1	Somalia	1
India	1	Sri Lanka	2
Jamaica	2	Thailand	2
Kazakhstan	1	Tunisia	1
Kenya	1	Vietnam	1
Kosovo	1	Zimbabwe	1
		Total	30

*There are 62 (18.8%) students from Appalachian counties designated as At-Risk (27) and Distressed (35) (out of 329 Domestic students).

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

Neither parent/guardian has completed a college degree: 163/227 (71.8%)

*Based on information gathered from the FAFSA and the Entering Student Survey. Information was known for 227 (64%) first-year students.

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

ESP Participants: 81 (22.9%)

Summer Bridge Participants: 53 (15.0%)

Berea College 2022 Enrolled First-Year Students' Class Profile, page 3

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

<i>Ethnicity Breakdown for All Students (N = 353)</i>		
Hispanic or Latino or Spanish Origin	59	16.7%
Not Hispanic or Latino or Spanish Origin	266	75.4%
Chose not to respond (N = 4) and International Students (N = 24)	28	7.9%
<i>Racial Breakdown</i>		
F-1 International (racial breakdown not collected)	24	6.8%
Chose not to respond (race unknown)	11	3.1%
American Indian or Alaska Native	3	0.8%
Asian	15	4.2%
Black or African American	73	20.7%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	198	56.1%
Two or more races indicated	29	8.2%
American Indian/Alaska Native & Black/African American	(1)	
American Indian/Alaska Native & Black/African American & White	(2)	
American Indian/Alaska Native & Native Hawaiian/Other Pacific Islander	(1)	
American Indian/Alaska Native & Native Hawaiian/Other Pacific Islander & White	(2)	
American Indian/Alaska Native and White	(2)	
Asian & Native Hawaiian/Other Pacific Islander & White	(1)	
Black/African American and White	(20)	
TOTAL	353	100.0%

NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 96 (27.2%).

11. **Financial Eligibility:**

<i>Dependent Students (N = 293)</i>		
Parental contribution that met financial guidelines (includes 1 tuition-exchange and 1 faculty/staff dependent):	285	80.7%
Parental contribution that exceeded Berea's limit		
Tuition-Exchange students:	2	0.6%
Faculty/staff dependent:	3	0.8%
Special circumstances*:	3	0.8%
<i>Independent Students (N = 36)</i>		
Student contribution that met financial guidelines (includes no tuition-exchange or faculty/staff dependents):	35	9.9%
Student contribution that exceeded Berea's limit		
Tuition-Exchange students:	0	0.0%
Special circumstances*:	1	0.3%
<i>International Students (N = 24). (All meet financial guidelines)</i>	24	6.8%
TOTAL	353	100%

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

Expected Family Contribution (EFC):

Domestic Students who have an EFC of \$0	180/329 (54.7%)	Mean EFC: \$1,595	Median EFC: \$0
International Students who have an EFC of \$0	24/24 (100%)		

Pell Grant Recipients:

97.3% of Domestic First-Year Students received a Pell Grant

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

NOTE: This profile does not include information about the 27 Transfer or the 25 Re-Admitted students (including 18 returning from leaves of absences). There are two F-1 International students enrolled as exchange students (non-degree-seeking) this fall.

Berea College 2022 Enrolled Transfer Students' Class Profile

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

1. Overall Statistics:

Applications completed:	95
Applicants accepted:	43 (45.3% of applications completed)
Enrolled Transfer Students:	27 (62.8% of those accepted; 13 males (48% of enrolled class), 14 females (52% of enrolled class))

2. Classification for the Fall Term 2022:

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

	Males	Females	Total
Freshman (0 - 27.99 hours)	5	7	12
Sophomore (28 - 59.99 hours)	6	5	11
Junior (60 - 95.996 hours)	2	2	4
Senior (96 or more hours)	0	0	0
TOTAL:	13	14	27

Age (as of August 24 - first day of classes):

	Males		Females		Total	
18 - 20	8	61.5%	8	57.1%	16	59.3%
21 - 25	5	38.5%	6	42.9%	11	40.7%
26 - 30	0	0.0%	0	0.0%	0	0.0%
31 - 35	0	0.0%	0	0.0%	0	0.0%
36 +	0	0.0%	0	0.0%	0	0.0%
	13	100%	14	100%	27	100%

Transfer Semester Hours Accepted at Berea:

	Number	Percentage
0 - 18.50 hours	3	11.1%
18.51 - 24.00 hours	4	14.8%
24.01 - 25.50 hours	1	3.7%
25.51 - 27.00 hours	3	11.1%
27.01 - 28.00 hours	3	11.1%
28.01 - 29.00 hours	2	7.4%
29.01 - 34.50 hours	2	7.4%
34.51 - 41.00 hours	3	11.1%
41.01 or more hours	5	18.5%
No transcript available	1	3.7%
	27	100.0%

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

All Three Courses Required	6 (22.2%)
Mathematics 011 and 012 Required	4 (14.8%)
Mathematics 012 Required	0 (0.0%)
TOTAL Required	10 (37.0%)

4. Emerging Scholars Program (ESP) and Summer Bridge:

ESP Participants:	5 (18.5%)
Bridge Participants:	1 (3.7%)

5. American College Test (ACT) or Equivalent (SAT converted to ACT) - (Test scores were optional for this year; scores were waived for 20 (83%) of the 24 transfer students.)

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

Composite Score	Males	Females
27 - 36	2	0
25 - 26	0	0
22 - 24	1	1
19 - 21	0	0
Below 19	0	0
Total # tested	3	1

High school graduation:

In 2021	10	37.0%
In 2020	6	22.2%
Between 2005 - 2019	11	40.7%
Prior to 2005	0	0.0%
International	0	0.0%
TOTAL:	27	100.0%
Of the 27,		
Homeschool	1	3.7%
GED	0	0.0%
Homeschool/GED	0	0.0%

6. Transfer GPA (at most recent transfer institution)

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	3	23.1%	8	57.1%	11	40.7%
3.50 - 3.74	4	30.8%	2	14.3%	6	22.2%
3.25 - 3.49	4	30.8%	2	14.3%	6	22.2%
3.00 - 3.24	2	15.4%	1	7.1%	3	11.1%
2.75 - 2.99	0	0.0%	0	0.0%	0	0.0%
2.50 - 2.74	0	0.0%	0	0.0%	0	0.0%
2.25 - 2.49	0	0.0%	0	0.0%	0	0.0%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
0.00 - 1.49	0	0.0%	0	0.0%	0	0.0%
No GPA	0	0.0%	1	7.1%	1	3.7%
Total	13	100.0%	14	100.0%	27	100.0%

Mean GPA Scores:

Males	3.54
Females	3.74
Combined	3.64
75th Percentile . . .	3.97
25th Percentile . . .	3.42

Berea College 2022 Enrolled Transfer Students' Class Profile, page 2

7. **Territory Distribution** (as established at point of application to Berea College):
- 14 (51.9%) - In-Territory (U.S. citizens, permanent residents and/or refugees originating from within Berea's 361-county territory)
 - 13 (48.1%) - Out-of-Territory (U.S. citizens, permanent residents and/or refugees originating from outside Berea's territory)
 - 0 (0.0%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

8. **Geographical Distribution:**

13 States	Alabama	1	Missouri	1
	California	2	Nevada	1
	Florida	1	Oregon	1
	Georgia	2	Tennessee	2
	Kentucky	10	Texas	2
	Louisiana	1	West Virginia	1
	Maryland	2		
			Total	27

There were no transfer students from outside the U.S.

*There are 5 (18.5%) students from Appalachian counties designated as At-Risk (1) and Distressed (4) (out of 27 Domestic students).

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

<i>Ethnicity Breakdown for All Students (N = 27)</i>		
Hispanic or Latino or Spanish Origin	7	25.9%
Not Hispanic or Latino or Spanish Origin	20	74.1%
Chose not to respond (N = 0) and International Students (N = 0)	0	0.0%
<i>Racial Breakdown</i>		
F-1 International (racial breakdown not collected)	0	0.0%
Chose not to respond (race unknown)	1	3.7%
American Indian or Alaska Native	1	3.7%
Asian	0	0.0%
Black or African American	6	22.2%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	14	51.9%
Two or more races indicated	5	18.5%
American Indian/Alaskan Native & White	(1)	
Asian & Black/African American	(1)	
Asian & White	(2)	
Black/African American & White	(1)	
TOTAL	27	100.0%

NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 8 (29.6%).

10. **Financial Eligibility:**

<i>Dependent Students (N = 23)</i>		
Parental contribution that met financial guidelines (includes no tuition-exchange or faculty/staff dependents):	23	85.2%
Parental contribution that exceeded Berea's limit		
Tuition-Exchange students:	0	0.0%
Faculty/staff dependents:	0	0.0%
Special circumstances*:	0	0.0%
<i>Independent Students (N = 4)</i>		
Student contribution that met financial guidelines (includes no faculty/staff dependents or tuition-exchange):	3	11.1%
Student contribution that exceeded Berea's limit		
Faculty/staff dependents:	0	0.0%
Special circumstances*:	1	3.7%
<i>International Students (N = 0). (All meet financial guidelines)</i>		
	0	0.0%
TOTAL	27	100.0%

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

Expected Family Contribution (EFC):

Domestic Students who have an EFC of \$0	15/27 (55.6%)	Mean EFC: \$1,441	Median EFC: \$0
International Students who have an EFC of \$0	There were no international students.		

Pell Grant Recipients:

100% of Domestic Transfer Students received a Pell Grant
 F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included; they are not eligible to receive Pell Grants.

Berea College 2022 Enrolled Transfer Students' Class Profile, page 3

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

Neither parent/guardian has completed a college degree 5/15 (33.3%)

**Based on information gathered from the FAFSA and the Entering Student Survey. Information was known for 15 (55.6%) transfer students.*

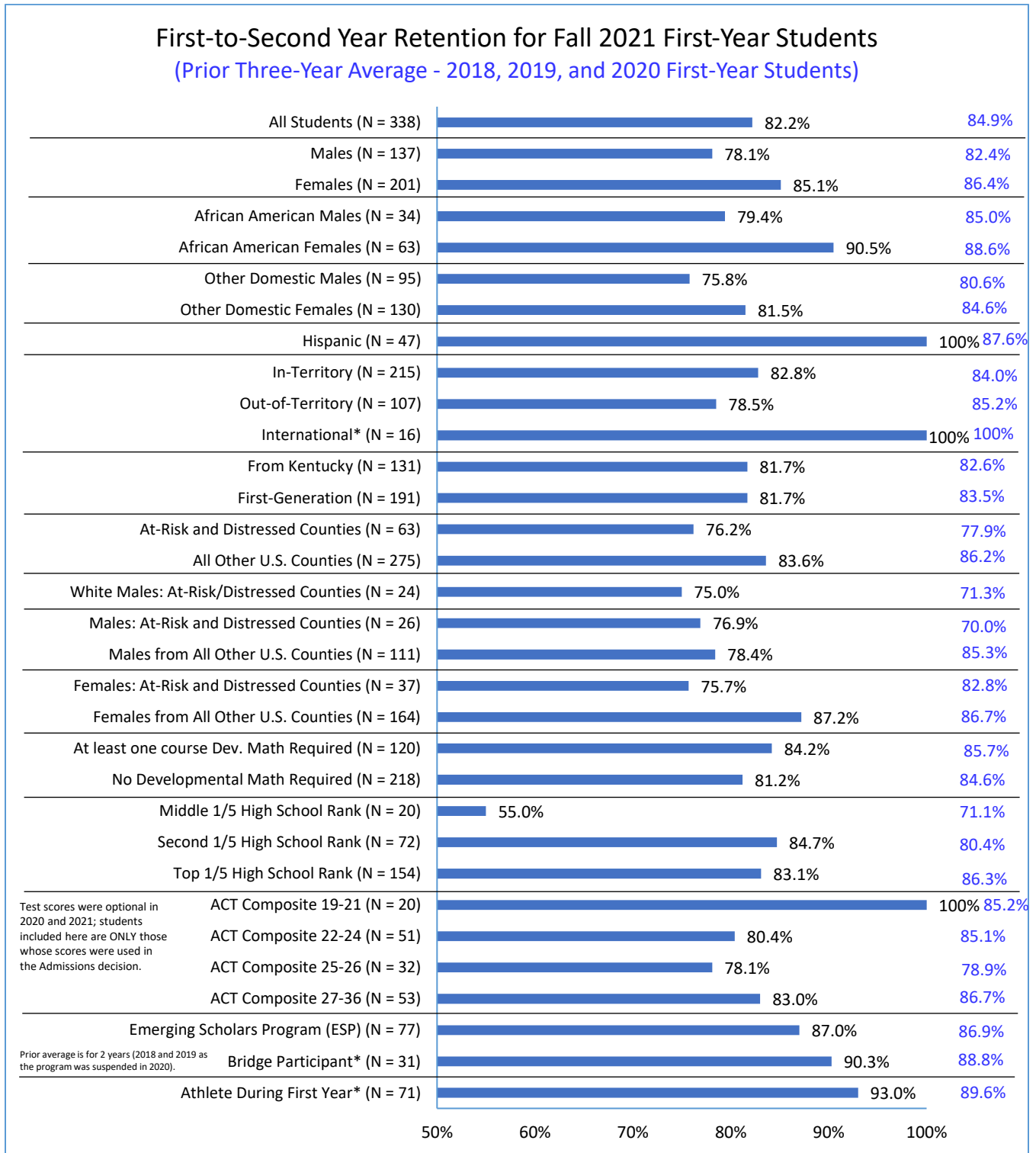
12. **Most Recent Transfer Institution:**

Kentucky Community and Technical College System Institutions (N = 8/27 or 29.6%):		
Ashland Community and Technical College	0	
Big Sandy Community and Technical College	0	
Bluegrass Community and Technical College	3	
Elizabethtown Community and Technical College	0	
Gateway Community and Technical College	0	
Hazard Community and Technical College	2	
Henderson Community College	0	
Hopkinsville Community College	0	
Jefferson Community and Technical College	0	
Madisonville Community College	0	
Maysville Community and Technical College	0	
Owensboro Community and Technical College	0	
Somerset Community College	2	
Southcentral Kentucky Community/Technical College	0	
Southeast Community and Technical College	1	
West Kentucky Community and Technical College	0	
Other Kentucky Institutions (N = 1/27 or 3.7%)		
Eastern Kentucky University	1	
Other Transfer Institutions by State/U.S. Territory (N = 17/27 or 63.0%):		
Alabama (N = 1)	Maryland (N = 2)	
University of Montevallo	1	
Arizona (N = 1)	Howard Community College	1
University of Arizona	1	
California (N = 2)	University of Maryland, Global Campus	1
Clatsop Community College	1	
Fullerton College	1	
Florida (N = 1)	Missouri (N = 1)	
Broward College	1	
Georgia (N = 2)	Metropolitan Community College	1
Athens Technical College	1	
Georgia State University	1	
Hawaii (N = 1)	Tennessee (N = 2)	
Hawaii Pacific University	1	
Louisiana (N = 1)	Belmont University	1
River Parishes Community College	1	
	Pellissippi State Community College	1
	Texas (N = 2)	
	Houston Community College	1
	University of Texas at Arlington	1
	West Virginia (N = 1)	
	New River Community and Technical College	1
Transfer institution not known at this time (N = 1/27 or 3.7%):		

Retention

Retention Highlights

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

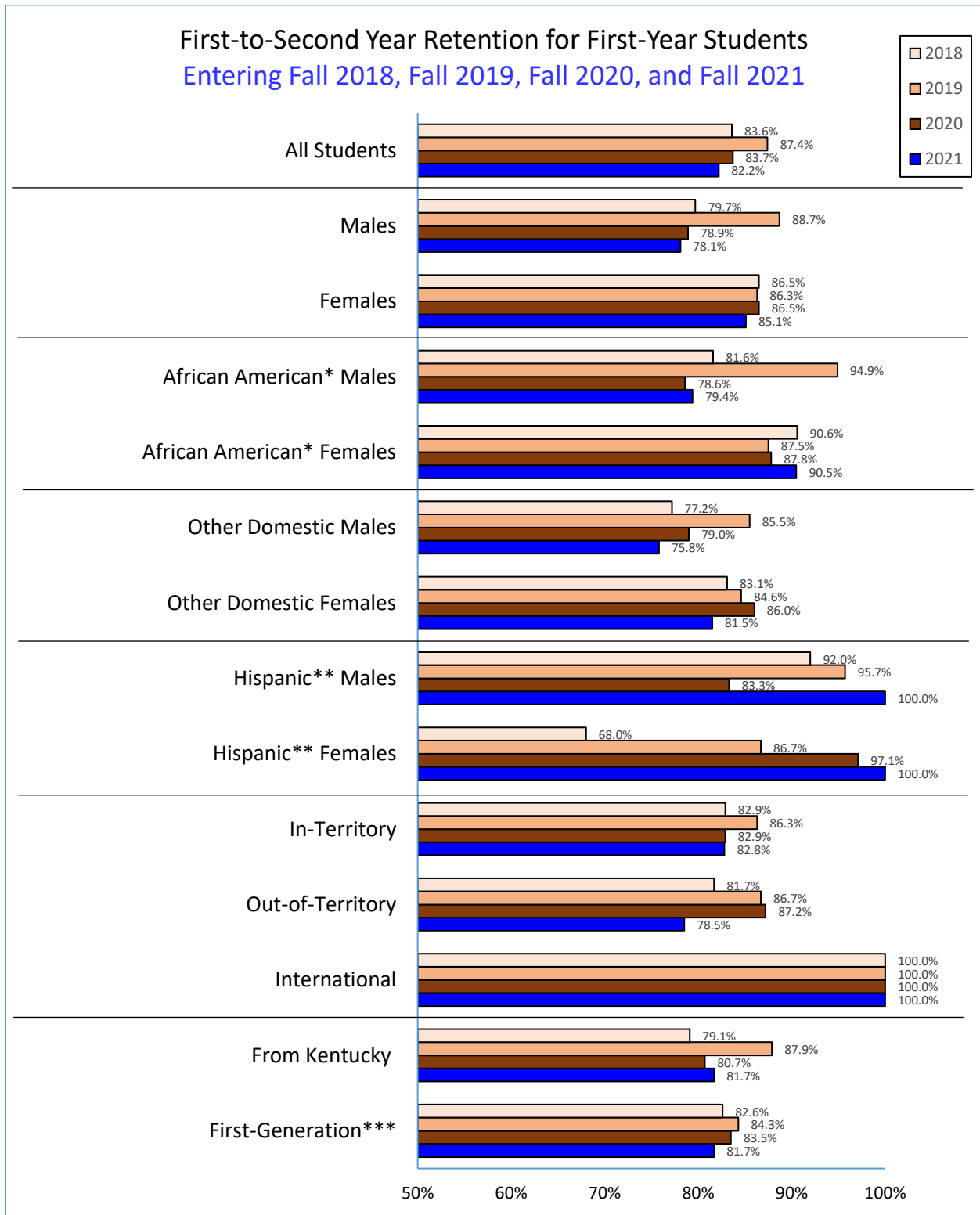


NOTE: [Definitions and Descriptions for the categories](#) above can be found on our website, www.berea.edu/ira

*Because of the COVID-19 Pandemic, participation in athletics was limited in Fall 2020. In addition, the Bridge program was suspended in Summer 2020. There was only one international student enrolled in Fall 2020.

Four-Year Retention Trends, Page 1 of 2

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



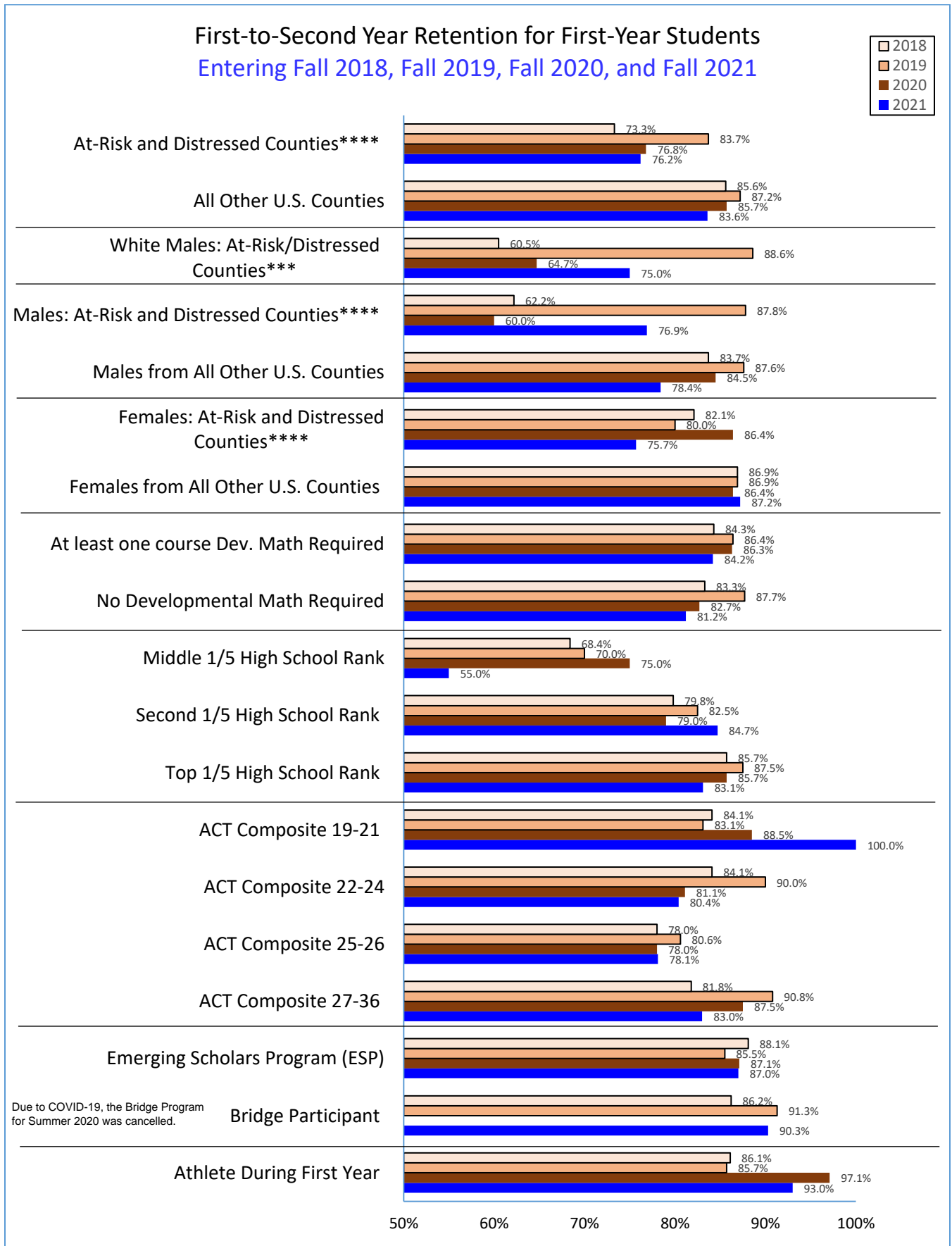
*Students who identified themselves as "Black or African American" alone or in combination with another race.

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

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

Four-Year Retention Trends, Page 2 of 2

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



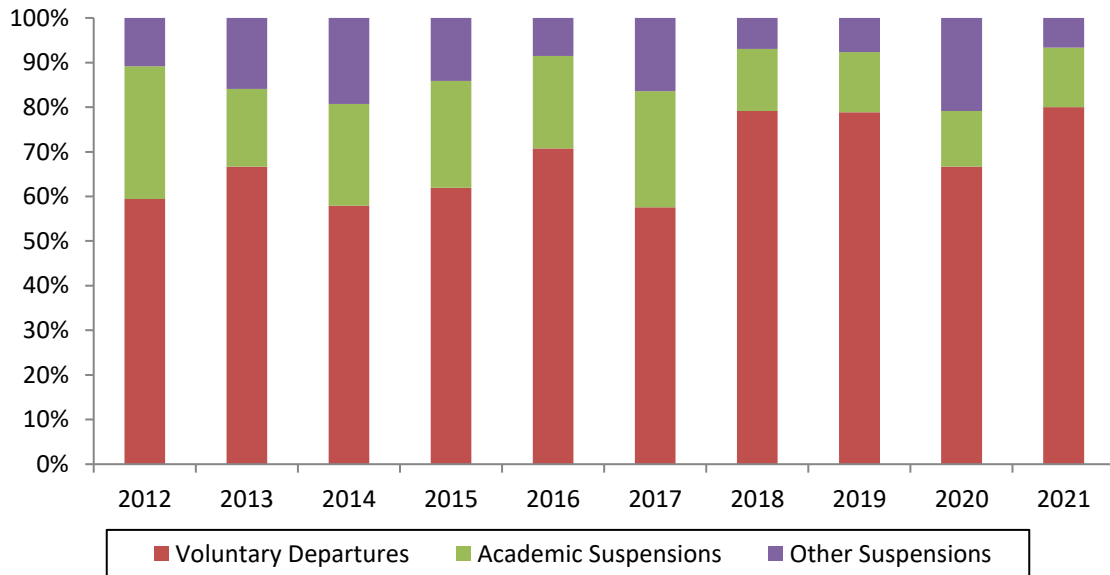
****These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2012 - 2021

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
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
2021*	338	82.2	60	8	4	48

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

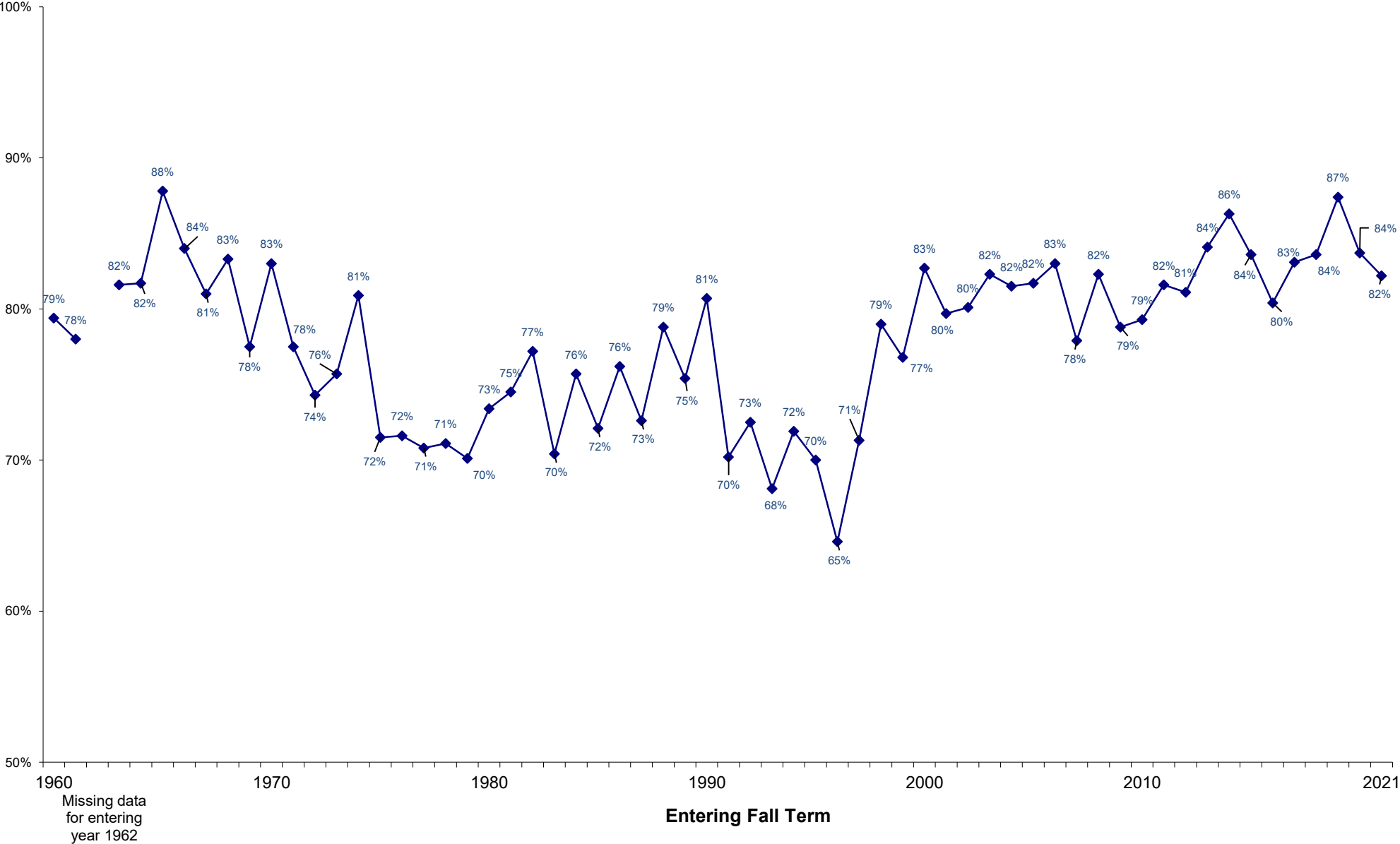


*During COVID-19 Pandemic – only includes those who entered in the fall (does not include deferrals).

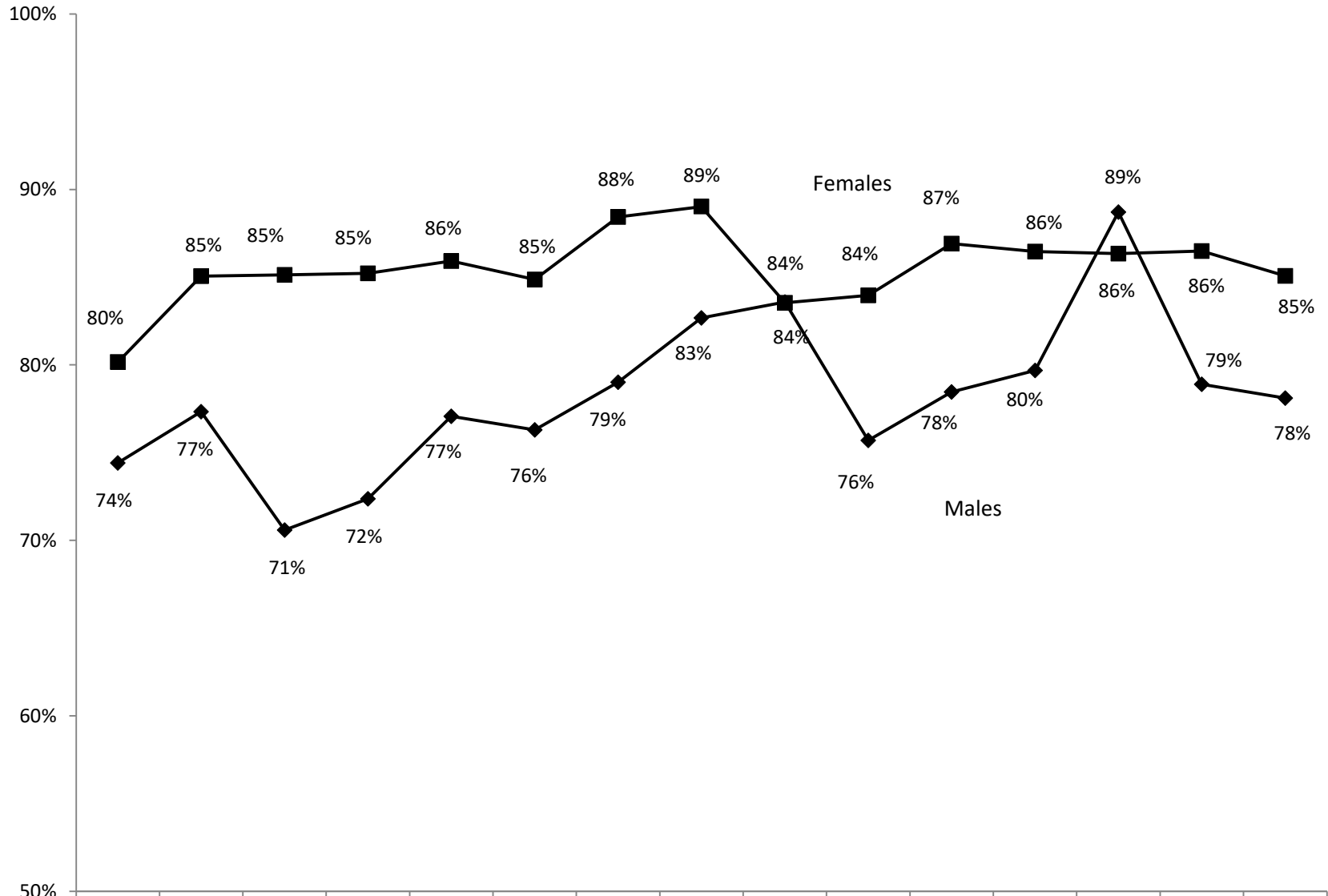
**Includes expulsion, disciplinary, labor, convocation, and administrative dismissals.

Source: Office of Institutional Research and Assessment, September 2022

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

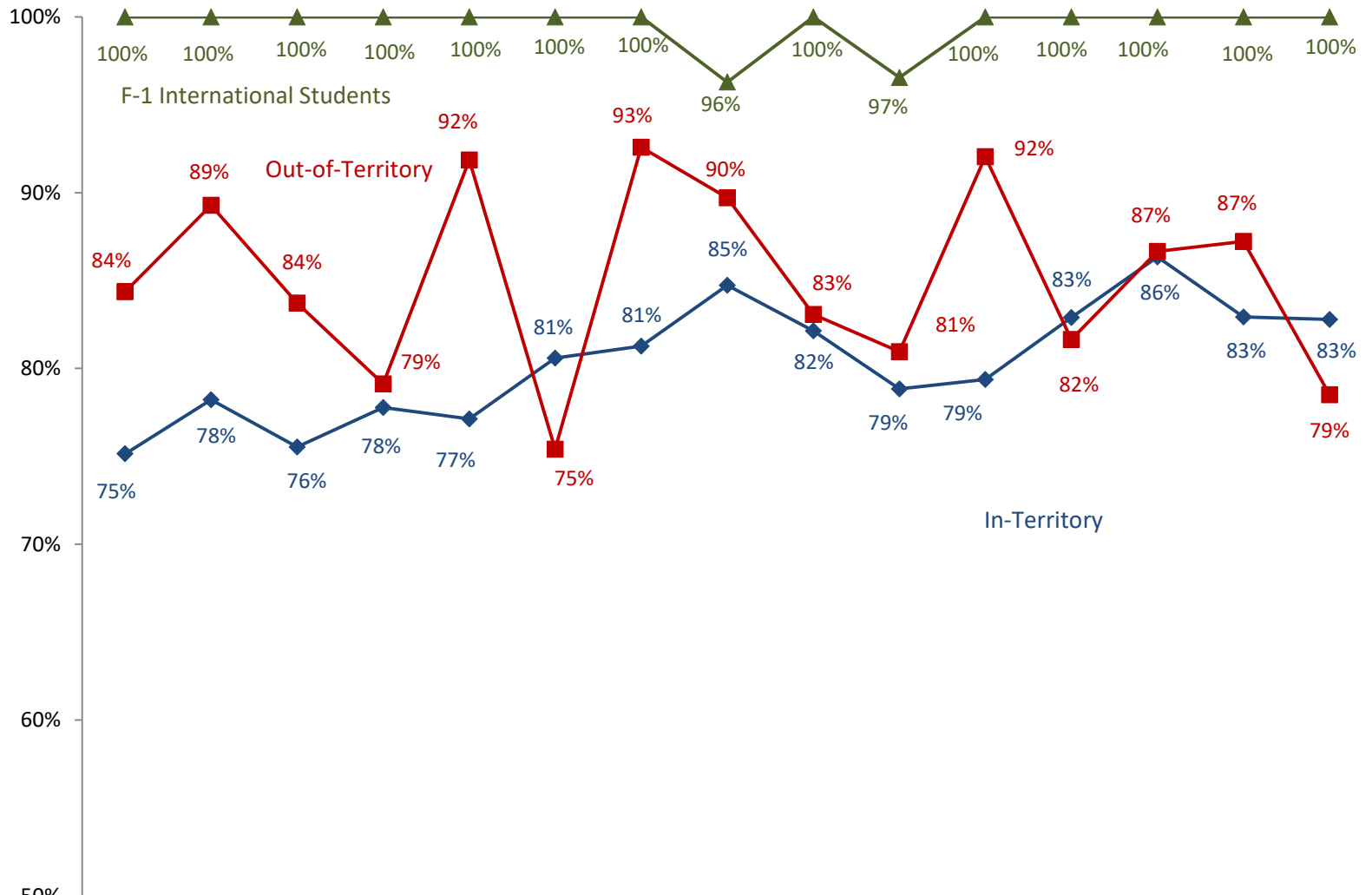


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY BIRTH SEX



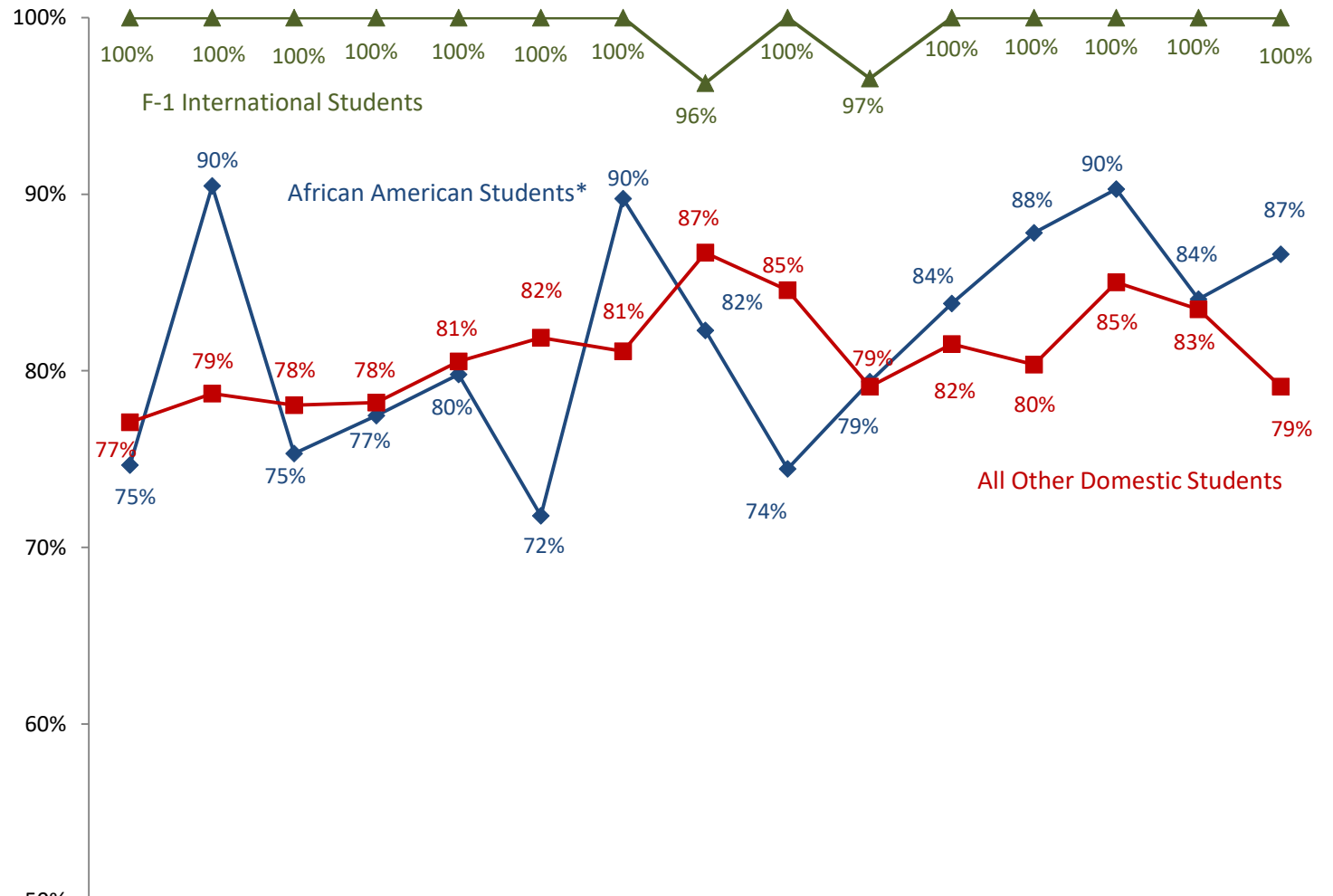
Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Males N =	168	172	170	199	205	173	181	179	195	181	195	187	186	109	137
Females N =	252	241	222	230	213	218	216	237	237	237	237	251	227	185	201
◆ Males	74.4%	77.3%	70.6%	72.4%	77.1%	76.3%	79.0%	82.7%	83.6%	75.7%	78.5%	79.7%	88.7%	78.9%	78.1%
■ Females	80.2%	85.1%	85.1%	85.2%	85.9%	84.9%	88.4%	89.0%	83.5%	84.0%	86.9%	86.5%	86.3%	86.5%	85.1%

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



Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
In-Territory N =	334	303	282	315	306	304	315	321	336	326	320	304	293	246	215
Out-of-Territory N =	64	84	86	91	86	61	54	68	65	63	88	109	90	47	107
F-1 International N =	22	26	24	23	26	26	28	27	31	29	24	25	30	1	16
◆ In-Territory	75.1%	78.2%	75.5%	77.8%	77.1%	80.6%	81.3%	84.7%	82.1%	78.8%	79.4%	82.9%	86.3%	82.9%	82.8%
■ Out-of-Territory	84.4%	89.3%	83.7%	79.1%	91.9%	75.4%	92.6%	89.7%	83.1%	81.0%	92.0%	81.7%	86.7%	87.2%	78.5%
▲ F-1 International	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%	100.0%	100.0%	100.0%

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

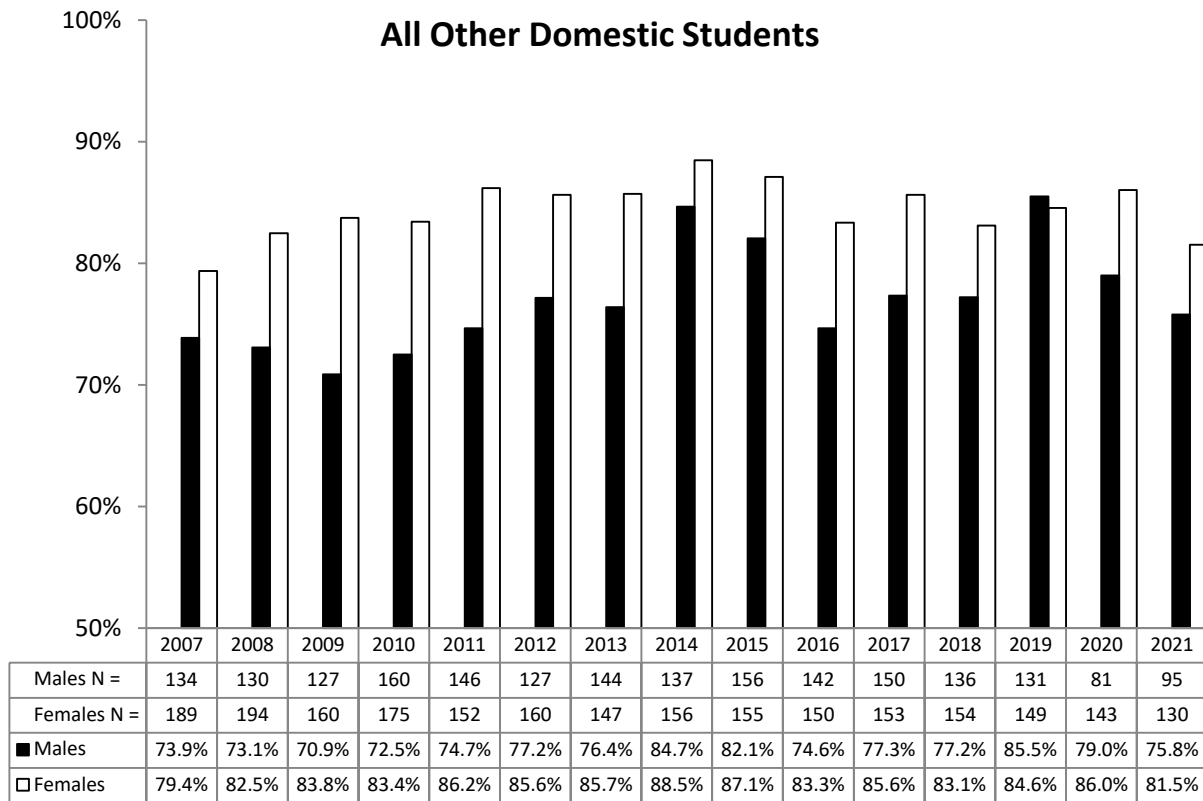
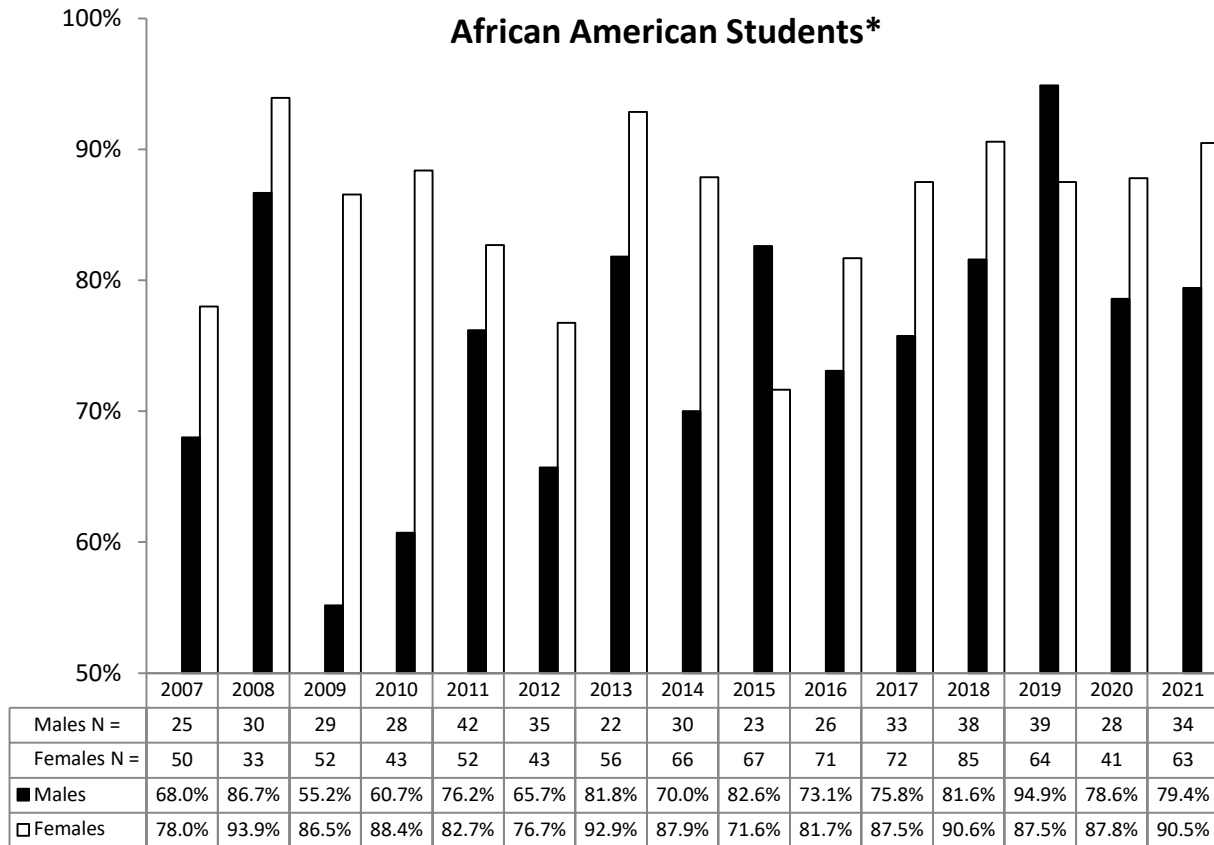


Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
African American Students* N =	75	63	81	71	94	78	78	96	90	97	105	123	103	69	97
All Other Domestic Students N =	323	324	287	335	298	287	291	293	311	292	303	290	280	224	225
F-1 International Students N =	22	26	24	23	26	26	28	27	31	29	24	25	30	1	16
◆ African American Students*	74.7%	90.5%	75.3%	77.5%	79.8%	71.8%	89.7%	82.3%	74.4%	79.4%	83.8%	87.8%	90.3%	84.1%	86.6%
■ All Other Domestic Students	77.1%	78.7%	78.0%	78.2%	80.5%	81.9%	81.1%	86.7%	84.6%	79.1%	81.5%	80.3%	85.0%	83.5%	79.1%
▲ F-1 International Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%	100.0%	100.0%	100.0%

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

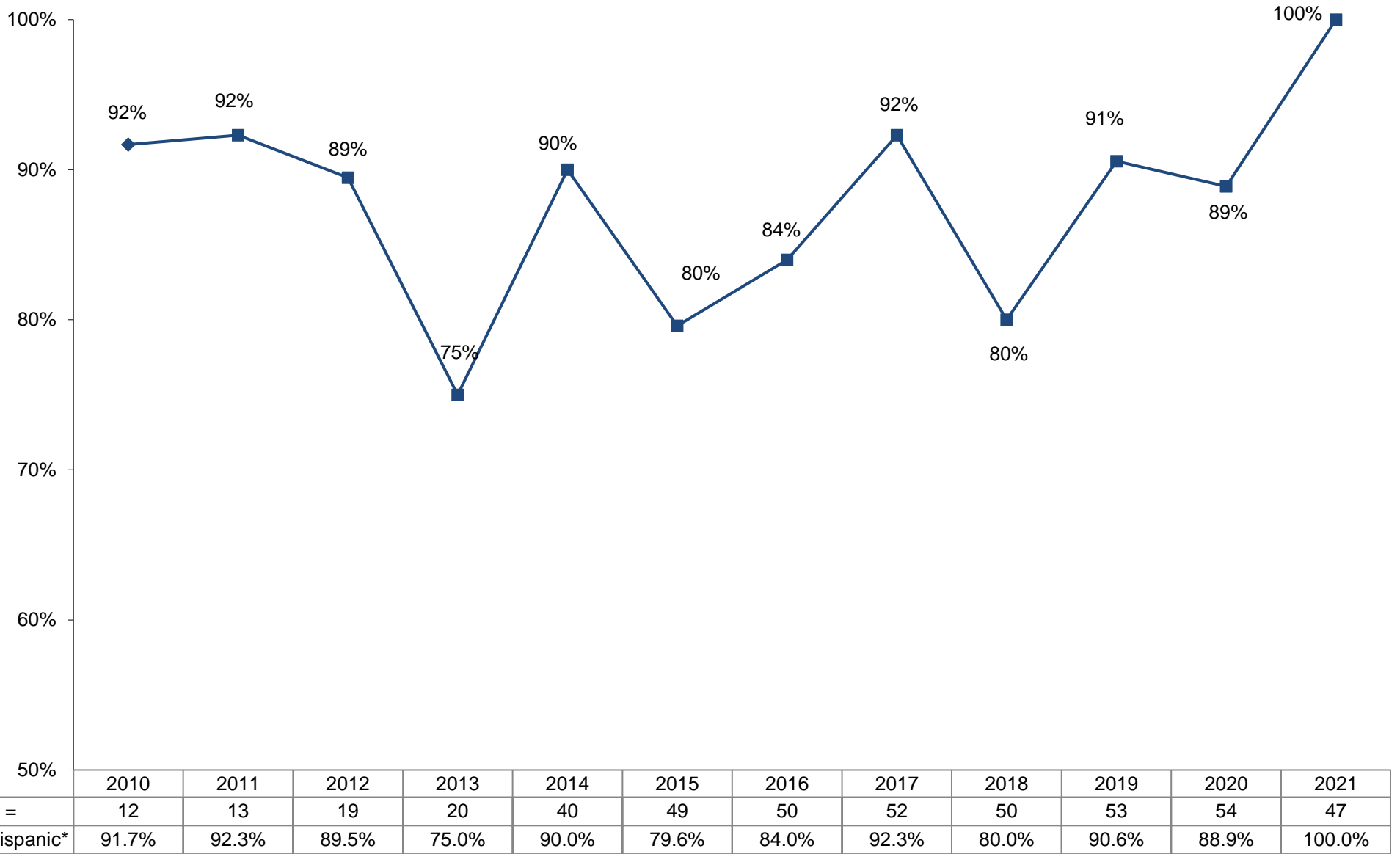
Source: Office of Institutional Research and Assessment, September 2022

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



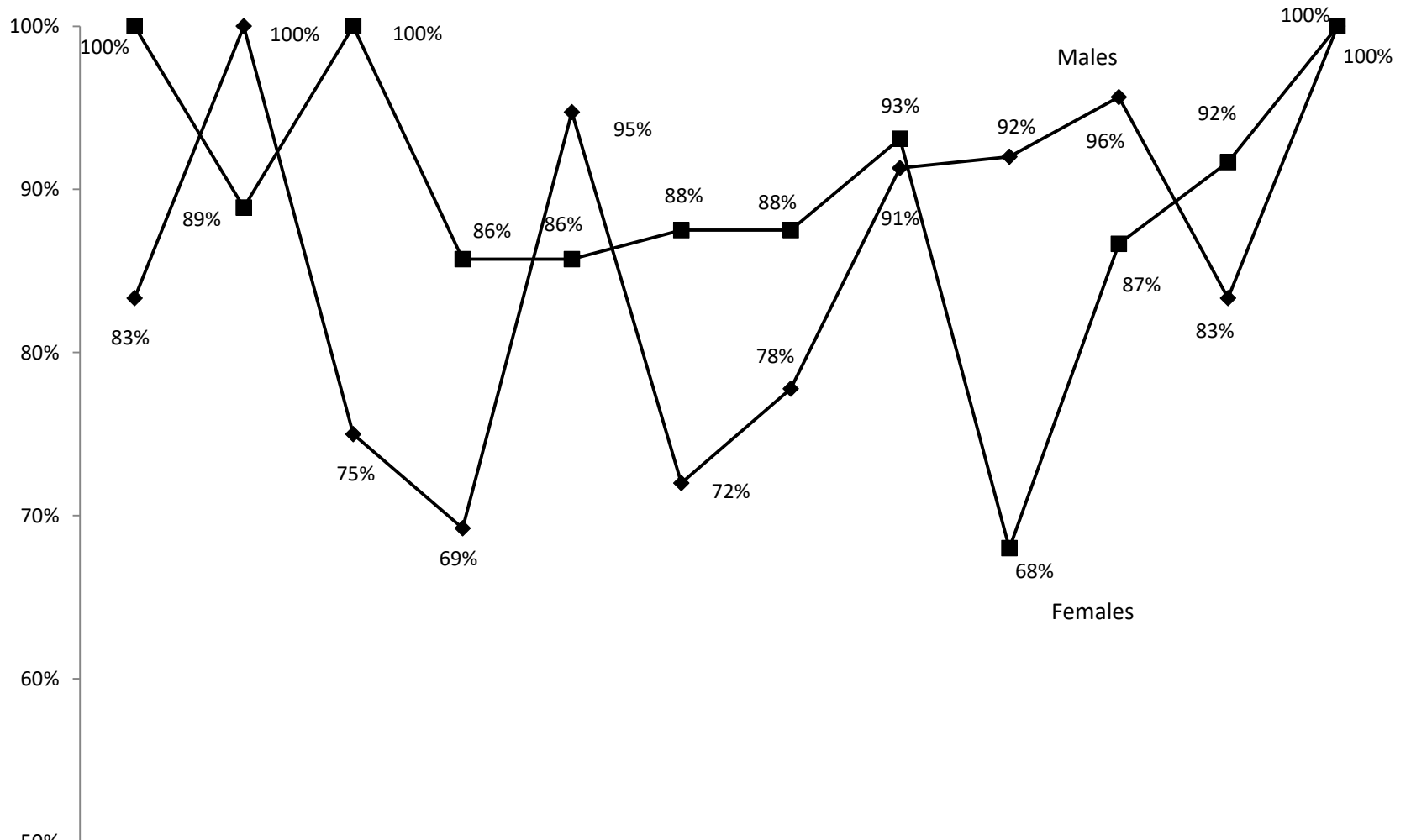
*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

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



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

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

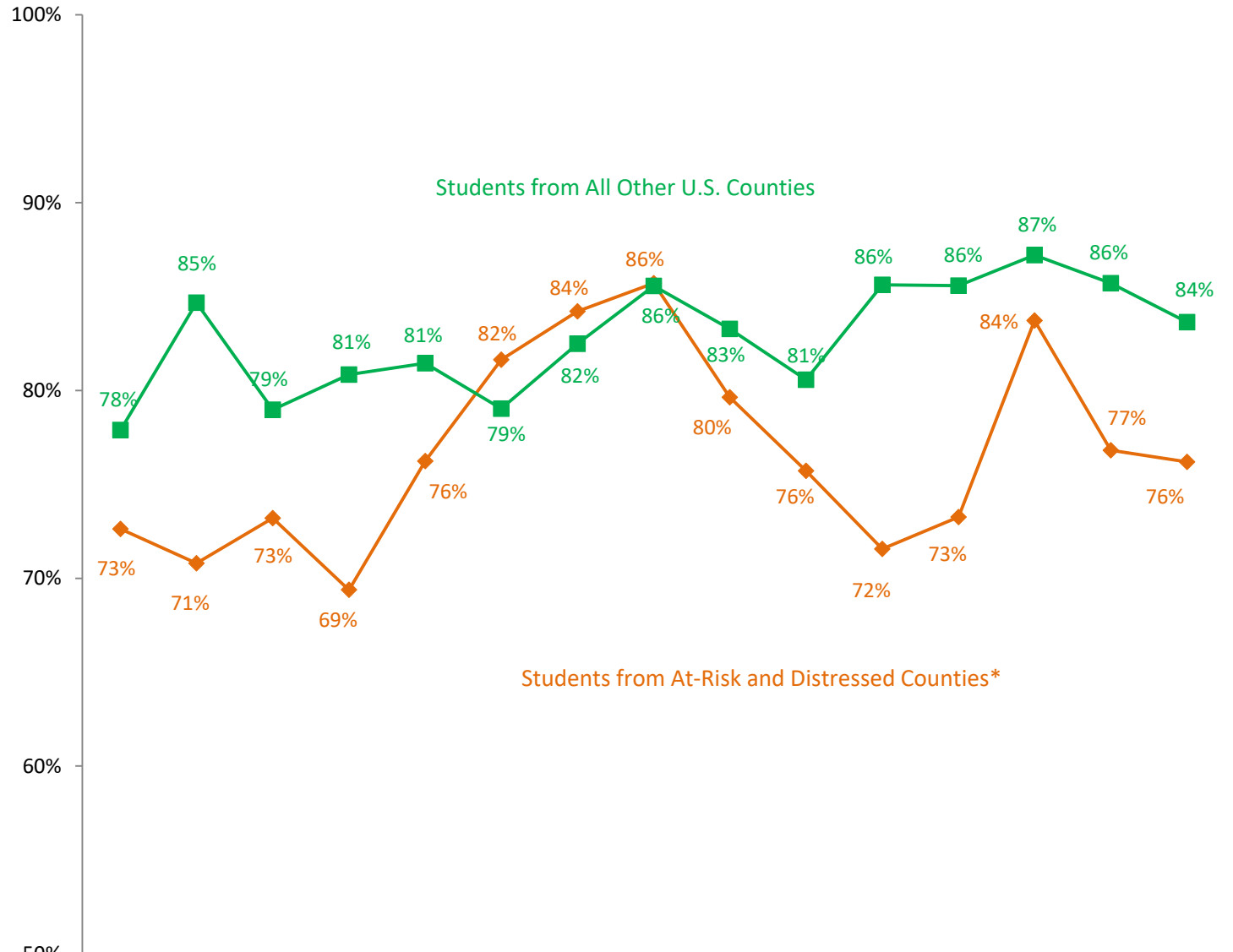


Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Males N =	6	4	8	13	19	25	18	23	25	23	18	21
Females N =	6	9	11	7	21	24	32	29	25	30	36	26
◆ Males	83.3%	100.0%	75.0%	69.2%	94.7%	72.0%	77.8%	91.3%	92.0%	95.7%	83.3%	100.0%
■ Females	100.0%	88.9%	100.0%	85.7%	85.7%	87.5%	87.5%	93.1%	68.0%	86.7%	91.7%	100.0%

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

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

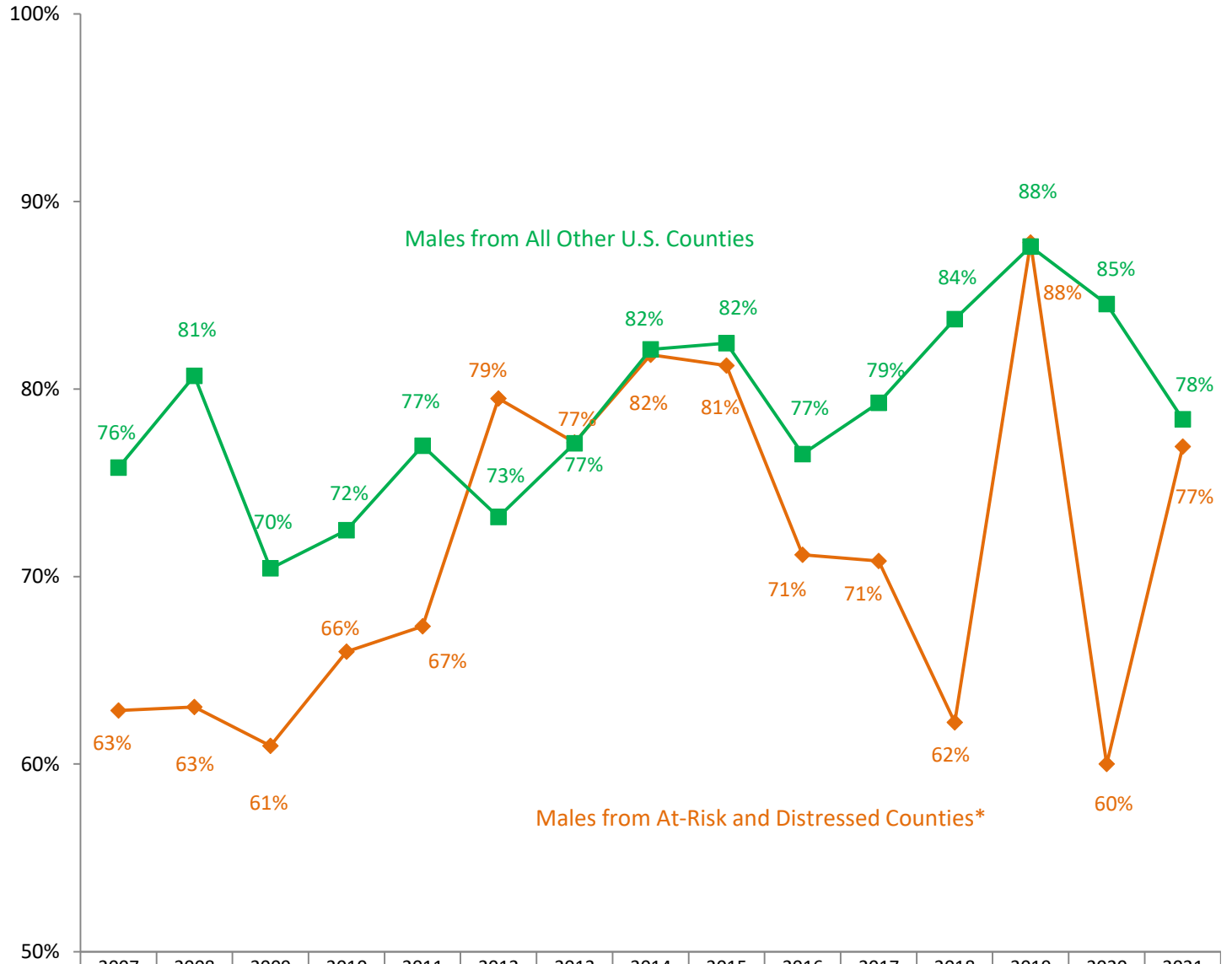
*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between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



Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
At-Risk and Distressed Counties* N =	95	113	97	98	101	98	95	98	108	103	102	101	86	69	63
All Other U.S. Counties N =	303	274	271	308	291	267	274	291	293	283	306	312	297	224	275
◆ At-Risk and Distressed Counties*	72.6%	70.8%	73.2%	69.4%	76.2%	81.6%	84.2%	85.7%	79.6%	75.7%	71.6%	73.3%	83.7%	76.8%	76.2%
■ All Other U.S. Counties	77.9%	84.7%	79.0%	80.8%	81.4%	79.0%	82.5%	85.6%	83.3%	80.6%	85.6%	85.6%	87.2%	85.7%	83.6%

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

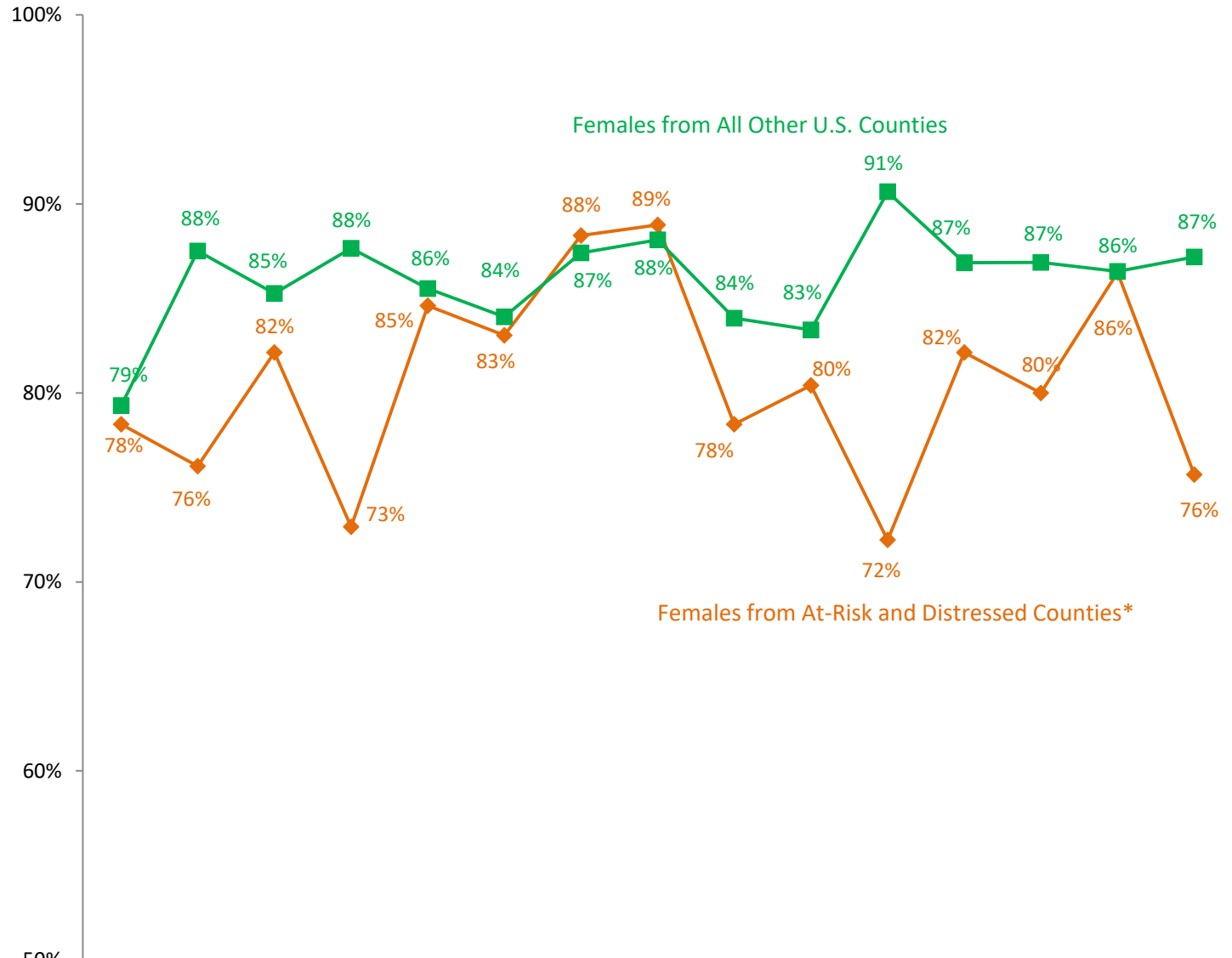
*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between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



Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
At-Risk and Distressed Counties* N =	35	46	41	50	49	39	35	44	48	52	48	45	41	25	26
All Other U.S. Counties N =	124	114	115	138	139	123	131	123	131	115	135	129	129	84	111
At-Risk and Distressed Counties*	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%	87.8%	60.0%	76.9%
All Other U.S. Counties	75.8%	80.7%	70.4%	72.5%	77.0%	73.2%	77.1%	82.1%	82.4%	76.5%	79.3%	83.7%	87.6%	84.5%	78.4%

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

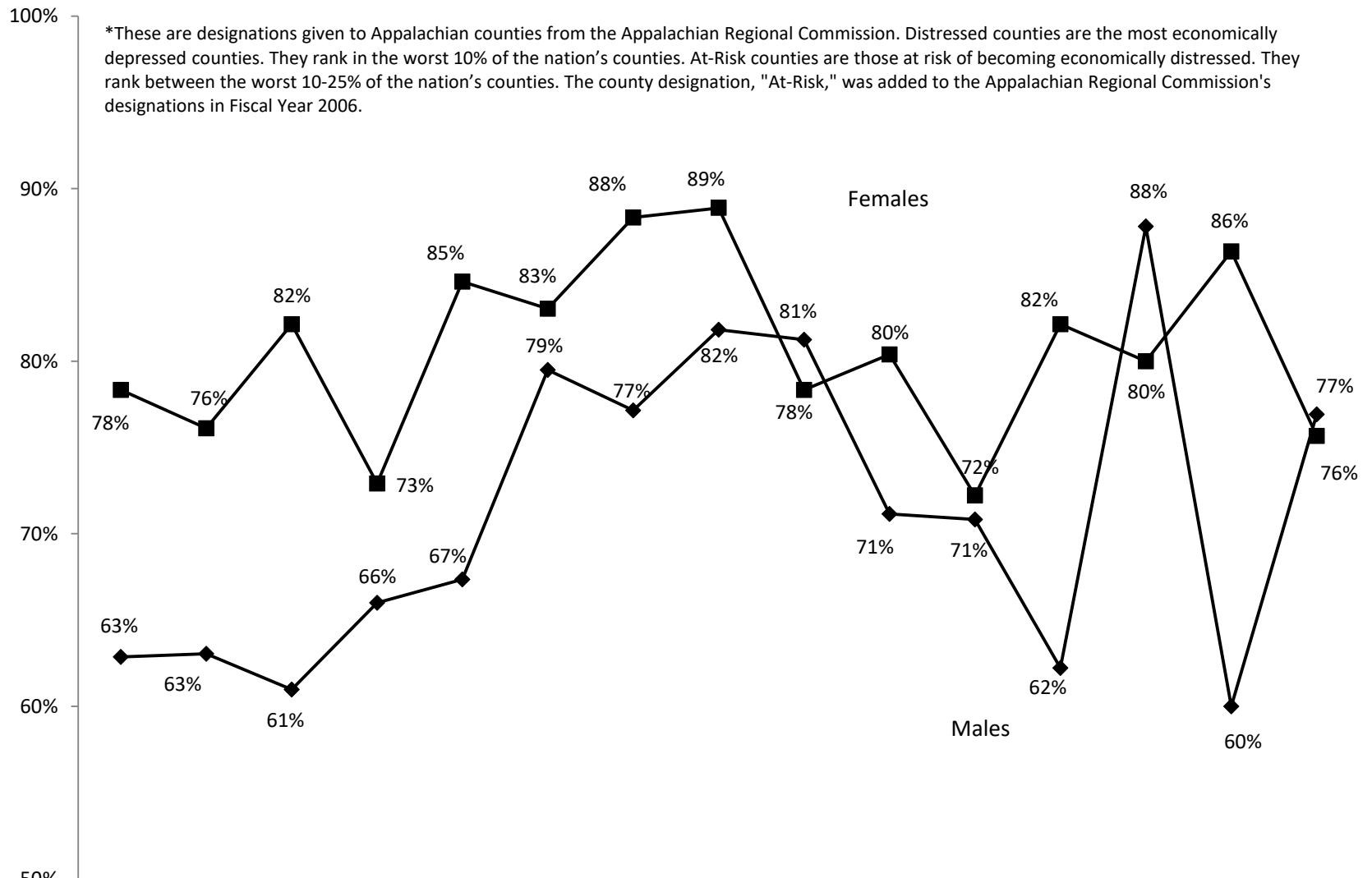
*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between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



Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
At-Risk and Distressed Counties* N =	60	67	56	48	52	59	60	54	60	51	54	56	45	44	37
All Other U.S. Counties N =	179	160	156	170	152	144	143	168	162	168	171	183	168	140	164
At-Risk and Distressed* Counties	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%	80.0%	86.4%	75.7%
All Other U.S. Counties	79.3%	87.5%	85.3%	87.6%	85.5%	84.0%	87.4%	88.1%	84.0%	83.3%	90.6%	86.9%	86.9%	86.4%	87.2%

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

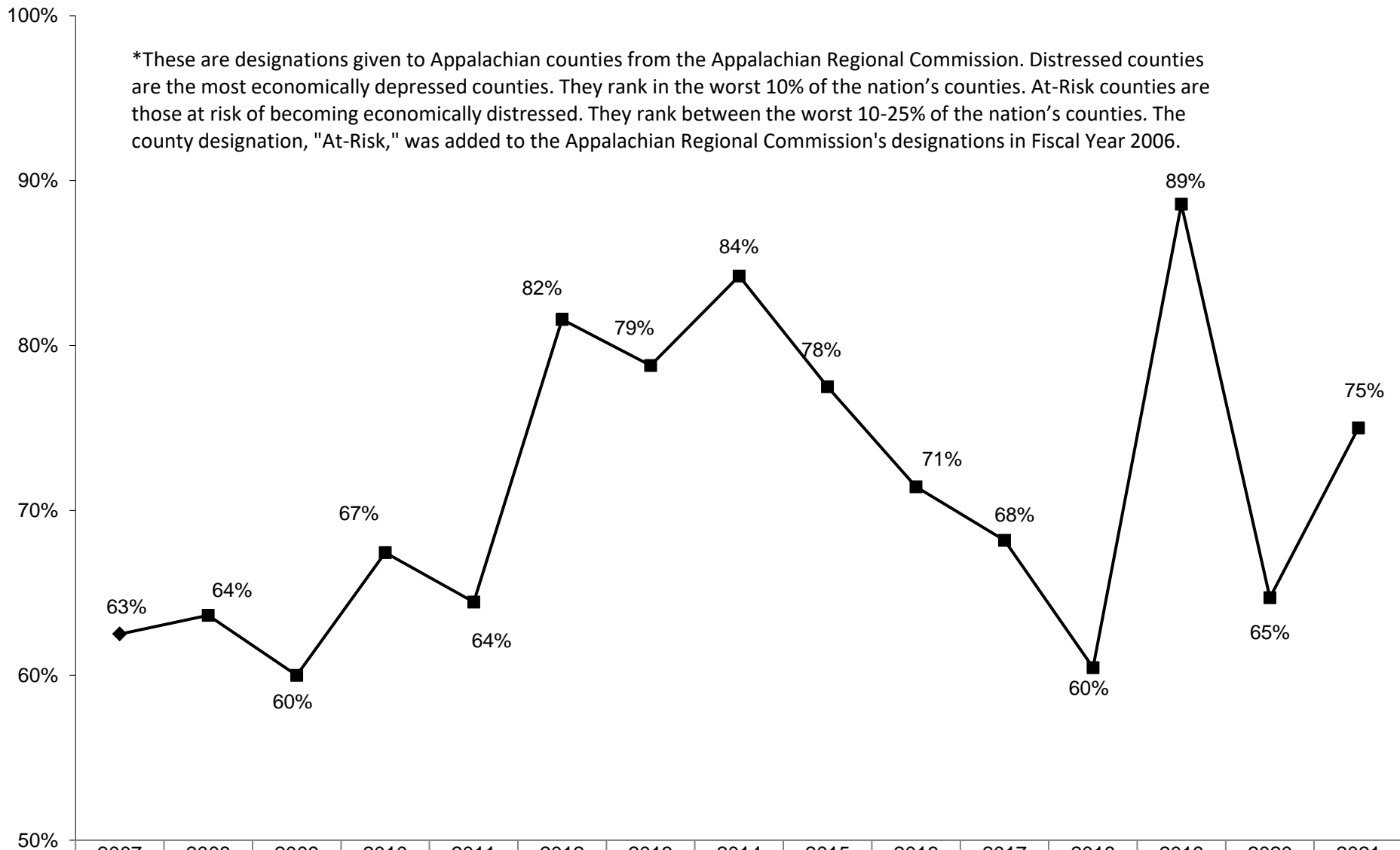
*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between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



Entering Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Males N =	35	46	41	50	49	39	35	44	48	52	48	45	41	25	26
Females N =	60	67	56	48	52	59	60	54	60	51	54	56	45	44	37
◆ Males	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%	87.8%	60.0%	76.9%
■ Females	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%	80.0%	86.4%	75.7%

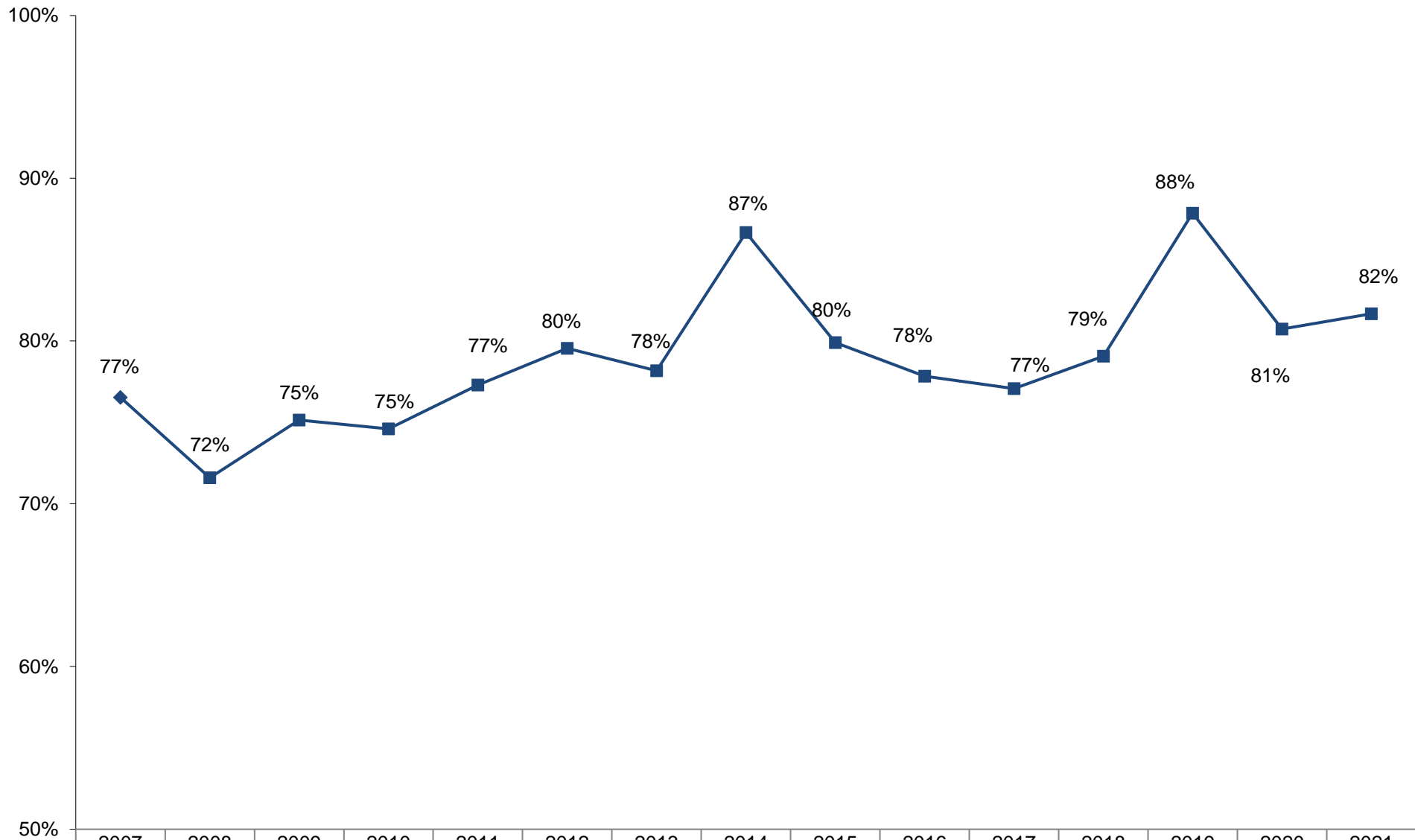
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES*

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



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
N =	32	44	40	43	45	38	33	38	40	49	44	43	35	17	24
■ White Males	62.5%	63.6%	60.0%	67.4%	64.4%	81.6%	78.8%	84.2%	77.5%	71.4%	68.2%	60.5%	88.6%	64.7%	75.0%

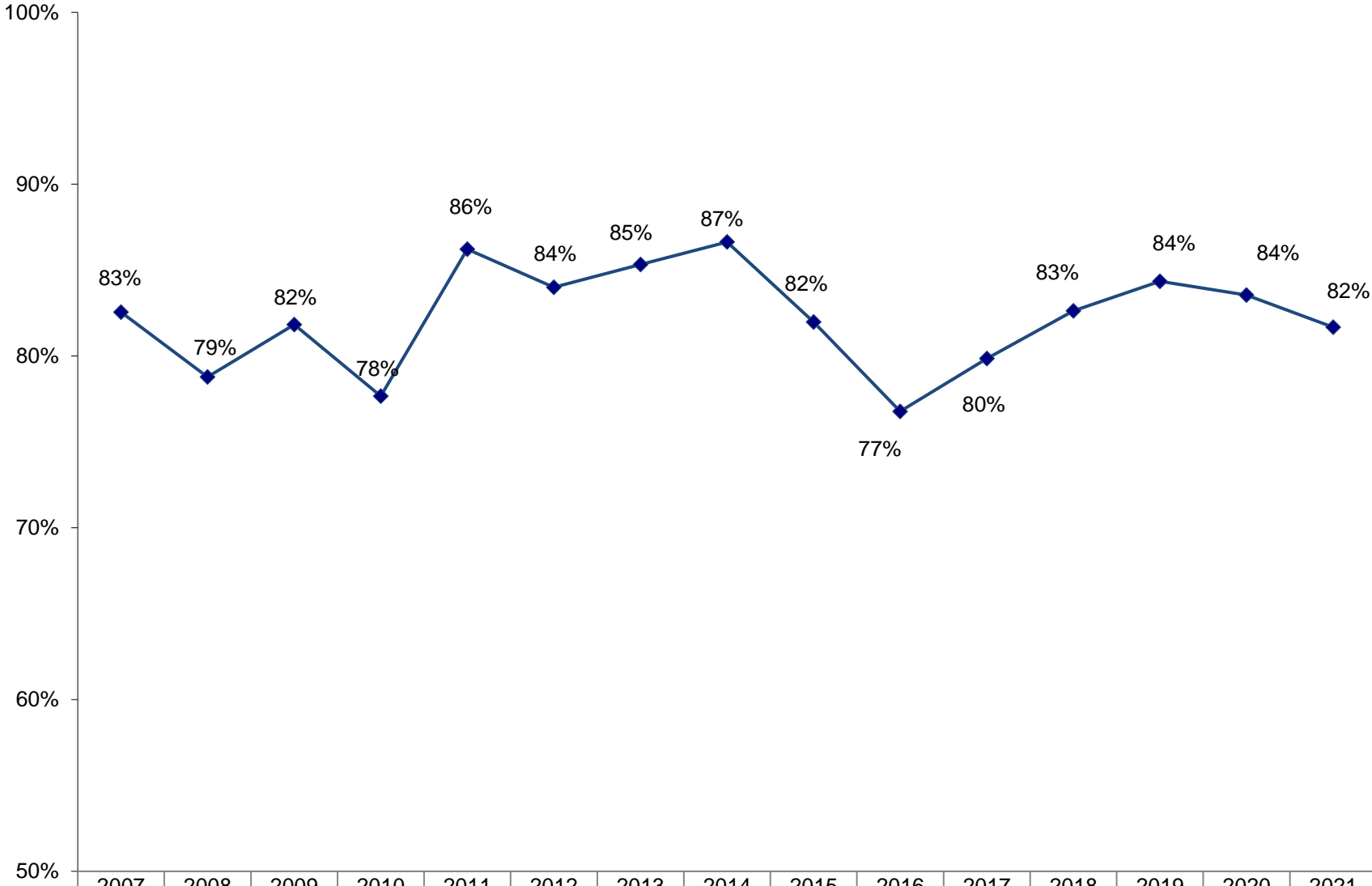
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **KENTUCKY** STUDENTS



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
N =	196	169	169	189	185	176	165	195	194	203	192	172	173	161	131
■ From KY	76.5%	71.6%	75.1%	74.6%	77.3%	79.5%	78.2%	86.7%	79.9%	77.8%	77.1%	79.1%	87.9%	80.7%	81.7%

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

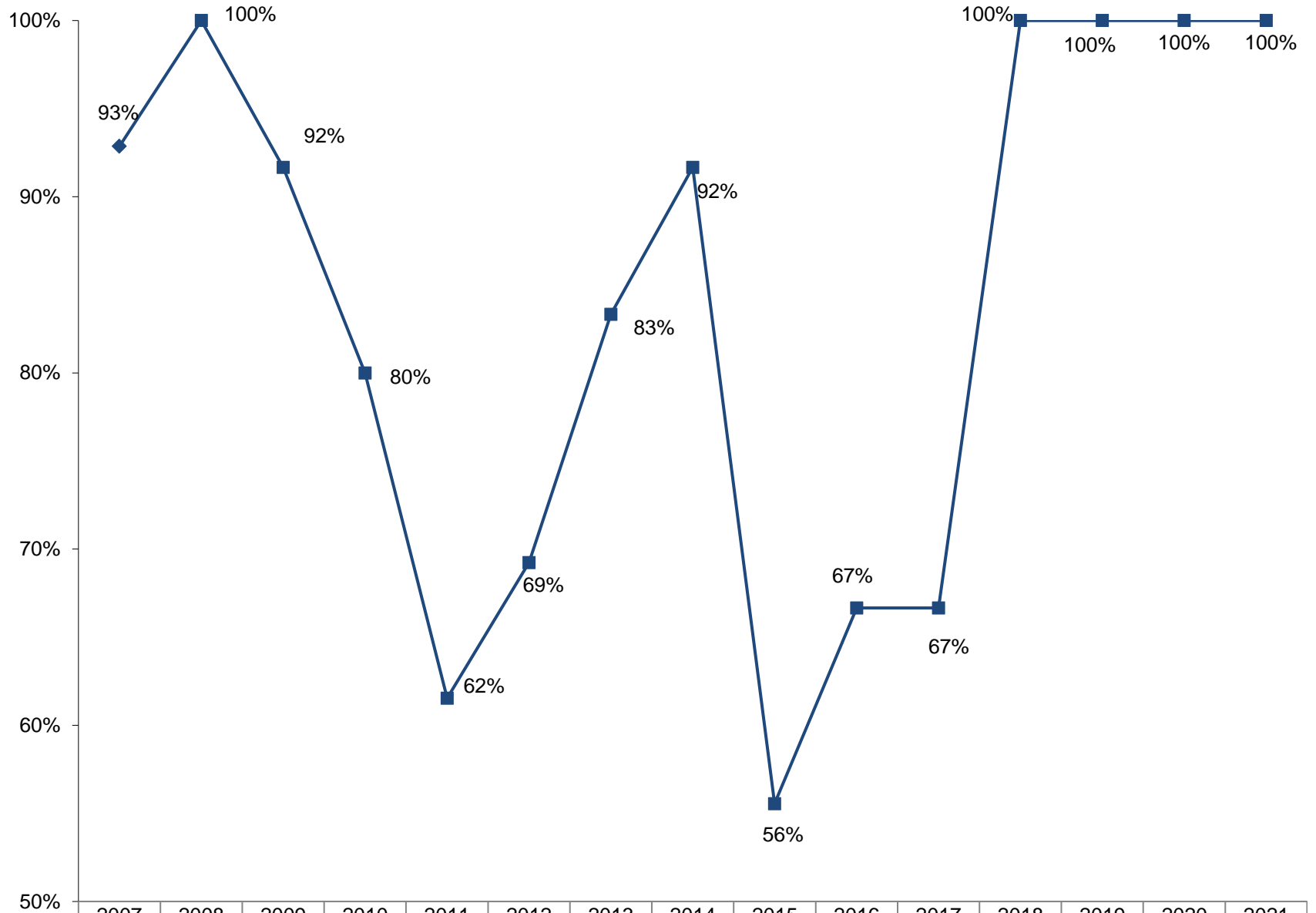
*First Generation is a student who indicated on their Admissions Application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
N =	149	212	121	197	174	150	109	172	244	254	268	236	230	164	191
◆ First Generation*	82.6%	78.8%	81.8%	77.7%	86.2%	84.0%	85.3%	86.6%	82.0%	76.8%	79.9%	82.6%	84.3%	83.5%	81.7%

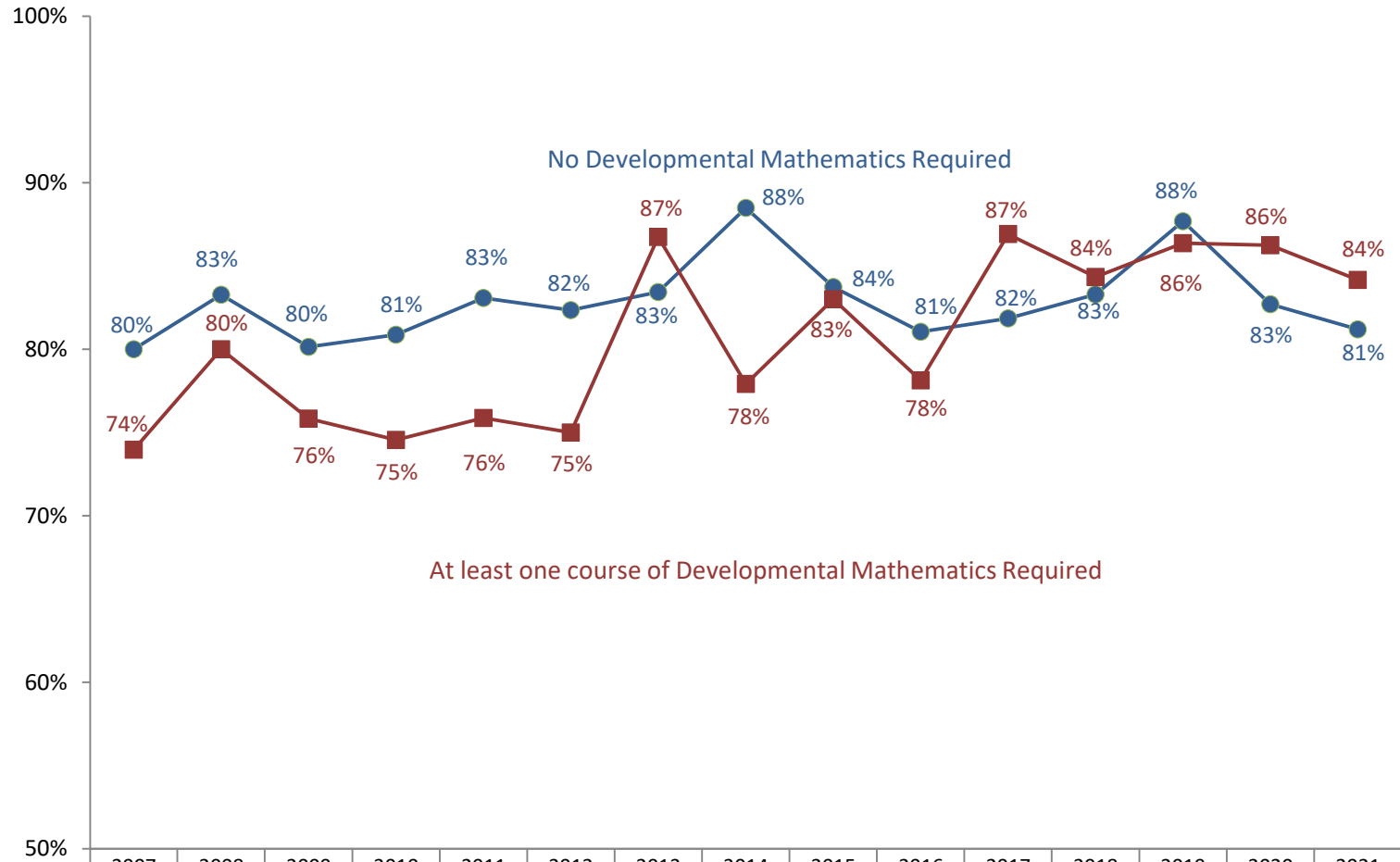
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **NON-TRADITIONAL*** STUDENTS

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



N =	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Non-Traditional	92.9%	100.0%	91.7%	80.0%	61.5%	69.2%	83.3%	91.7%	55.6%	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%

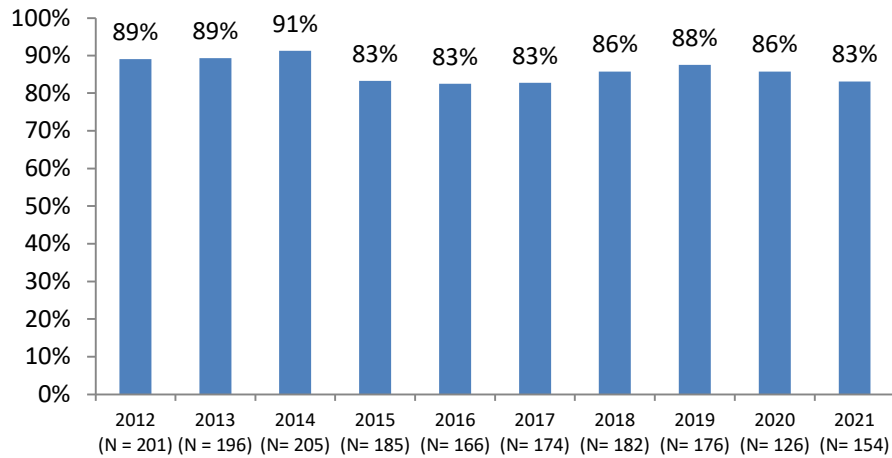
FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY DEVELOPMENTAL MATHEMATICS REQUIREMENTS



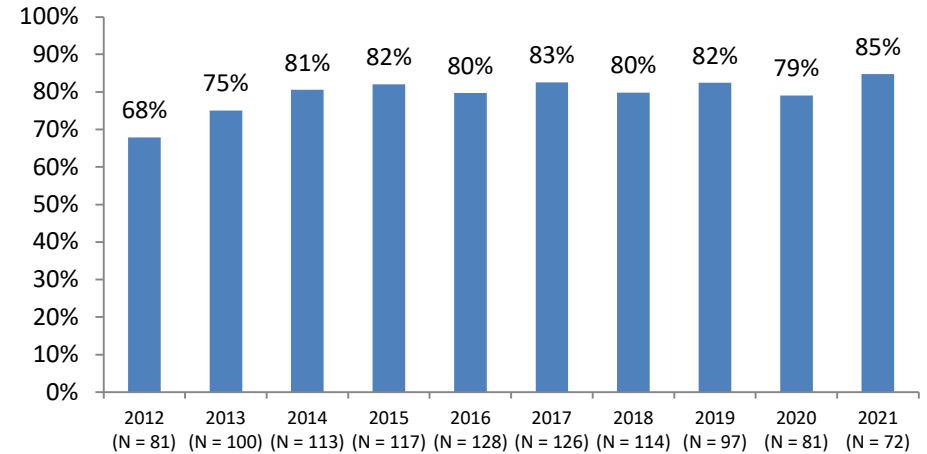
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
No Developmental Mathematics Required N =	275	293	272	319	331	323	314	330	332	322	325	323	325	214	218
At least one course of Developmental Mathematics Required N =	146	120	120	110	87	68	83	86	100	96	107	115	88	80	120
● No Developmental Math Required	80.0%	83.3%	80.1%	80.9%	83.1%	82.4%	83.4%	88.5%	83.7%	81.1%	81.8%	83.3%	87.7%	82.7%	81.2%
■ At least one course of Developmental Math Required	74.0%	80.0%	75.8%	74.5%	75.9%	75.0%	86.7%	77.9%	83.0%	78.1%	86.9%	84.3%	86.4%	86.3%	84.2%

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

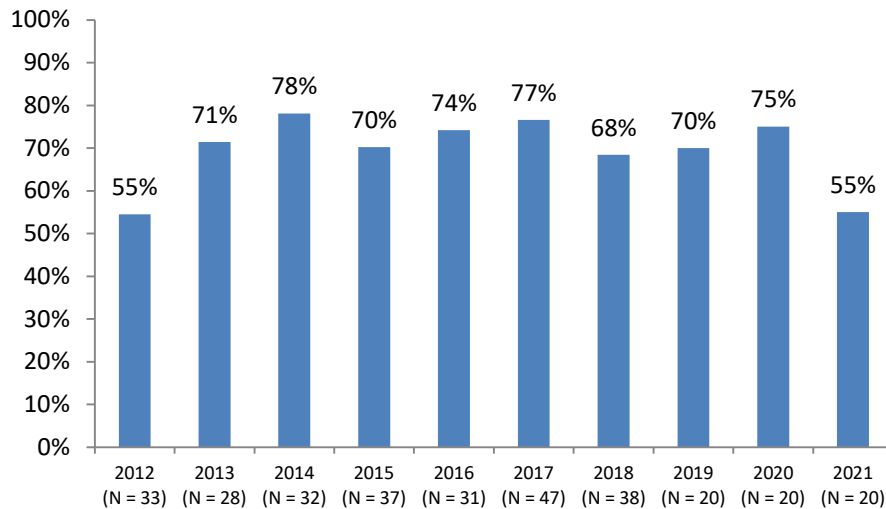
Top 1/5



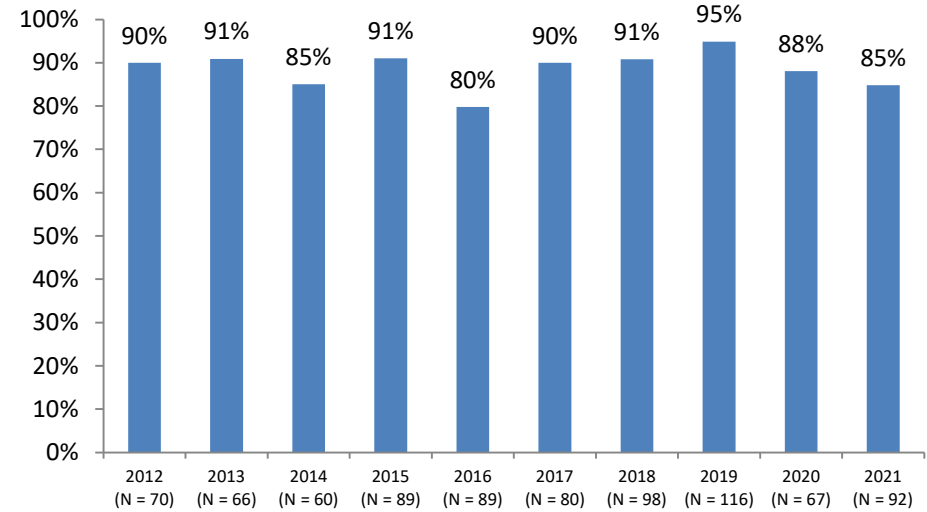
Second 1/5



Middle 1/5



No High School Rank*



*Includes international students.

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

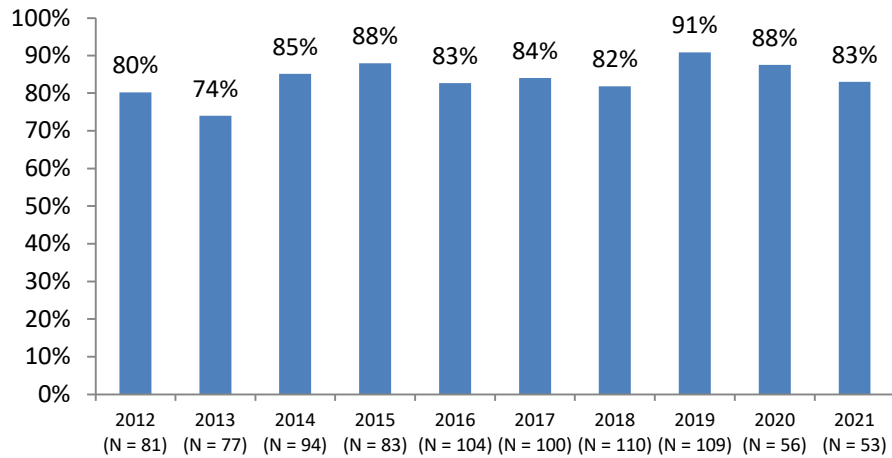
Source: Office of Institutional Research and Assessment, September 2022

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

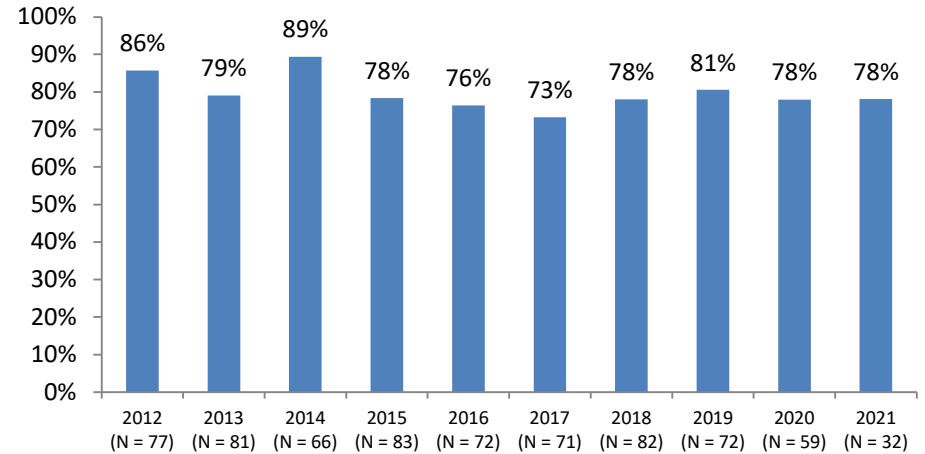
Entering Term	0 - 3.07			3.08 -3.37			3.38 - 3.61			3.62 - 3.84			3.85 - 4.00			No High School GPA available		
	# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)					
2012	43	73	58.9%	54	75	72.0%	55	65	84.6%	69	76	90.8%	67	70	95.7%	29	31	93.5%
2013	61	76	80.3%	51	73	69.9%	66	82	80.5%	55	60	91.7%	67	72	93.1%	34	34	100.0%
2014	52	70	74.3%	74	89	83.1%	63	75	84.0%	64	69	92.8%	76	81	93.8%	27	30	90.0%
2015	56	78	71.8%	79	94	84.0%	67	82	81.7%	64	76	84.2%	63	70	90.0%	31	31	100.0%
2016	47	65	72.3%	61	79	77.2%	66	80	82.5%	65	82	79.3%	70	83	84.3%	28	29	96.6%
2017	48	71	67.6%	64	76	84.2%	65	80	81.3%	77	92	83.7%	78	86	90.7%	27	27	100.0%
2018	32	45	71.1%	70	83	84.3%	76	99	76.8%	74	89	83.1%	86	94	91.5%	28	28	100.0%
2019	22	26	84.6%	48	56	85.7%	73	90	81.1%	102	111	91.9%	85	99	85.9%	31	31	100.0%
2020	11	15	73.3%	40	52	76.9%	55	69	79.7%	72	79	91.1%	66	77	85.7%	2	2	100.0%
2021	11	16	68.8%	47	65	72.3%	51	62	82.3%	63	78	80.8%	88	99	88.9%	18	18	100.0%
10-Year Average	72.3%			79.0%			81.4%			86.9%			90.0%			98.0%		

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

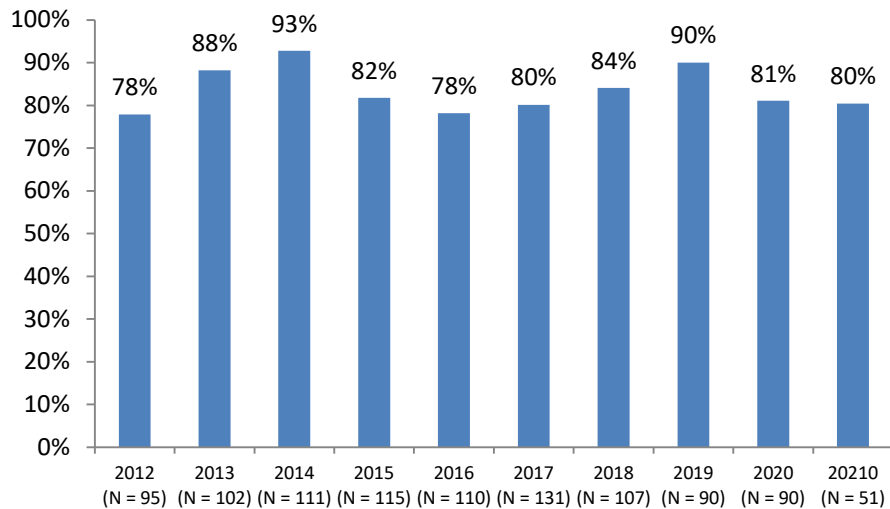
27 - 36



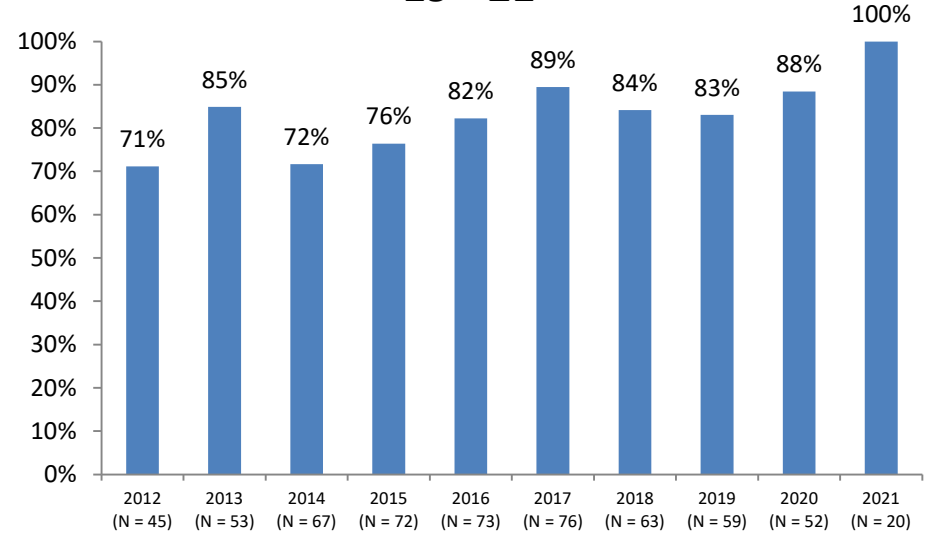
25 - 26



22 - 24



19 - 21

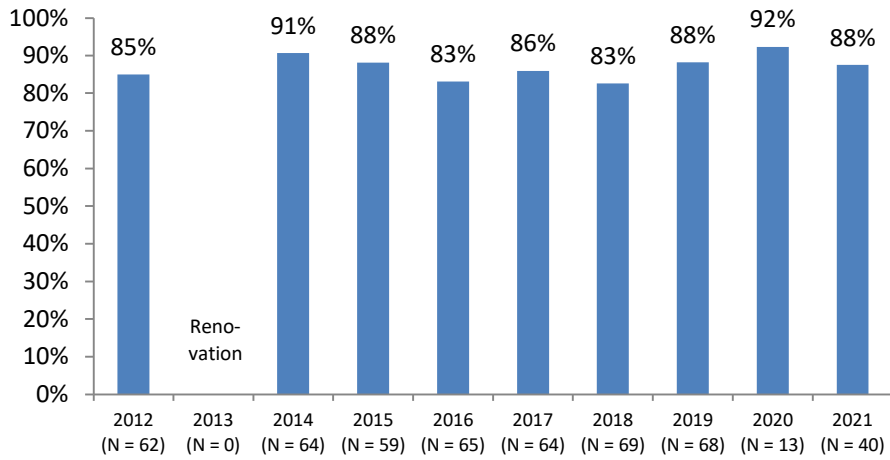


NOTE: The ACT category less than 19 does not have enough students for a meaningful retention rate.

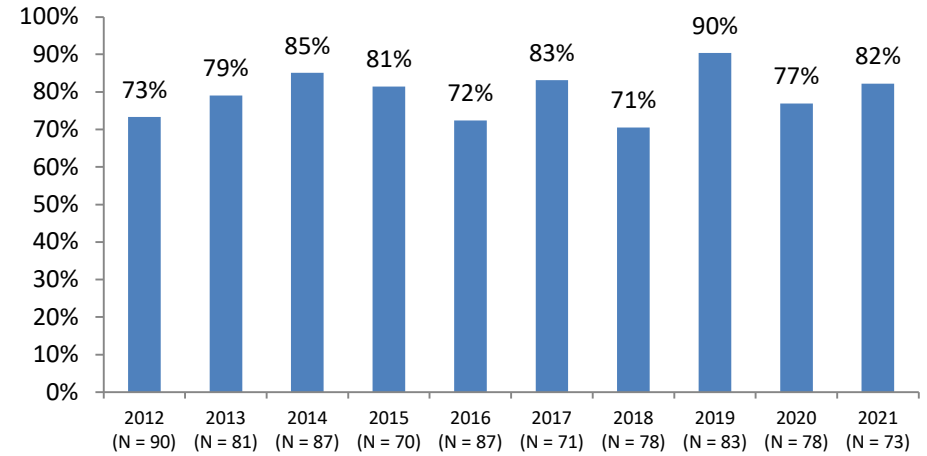
Source: Office of Institutional Research and Assessment, September 2022

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

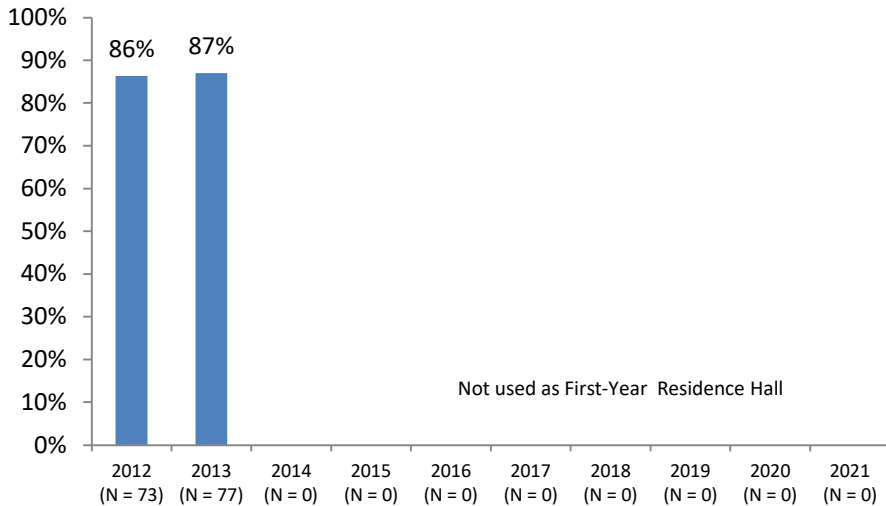
Anna Smith (Females)



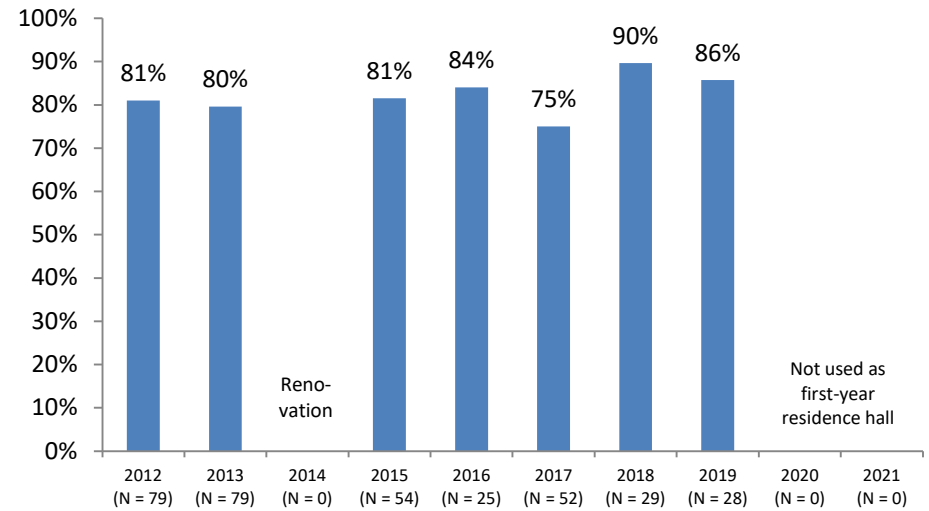
Blue Ridge (Males)



Elizabeth Rogers (Females)

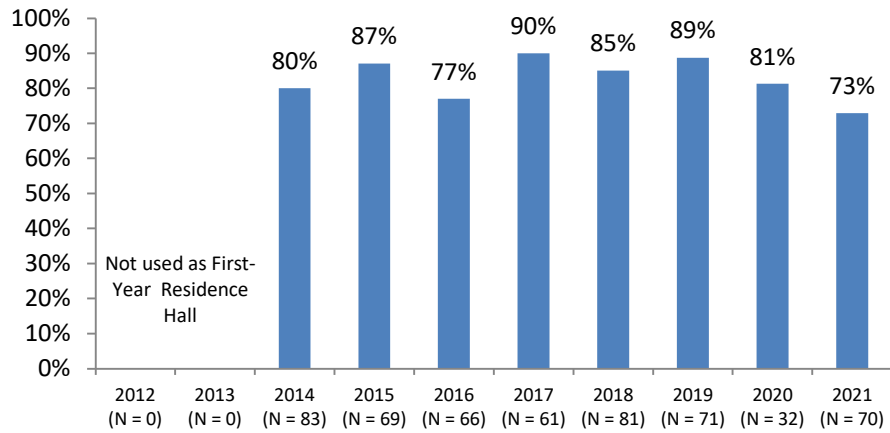


Dana (Males)

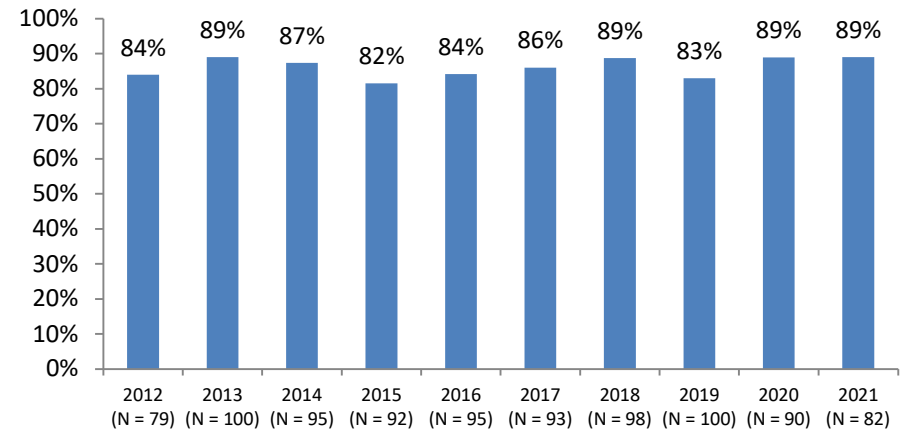


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY RESIDENCE HALL

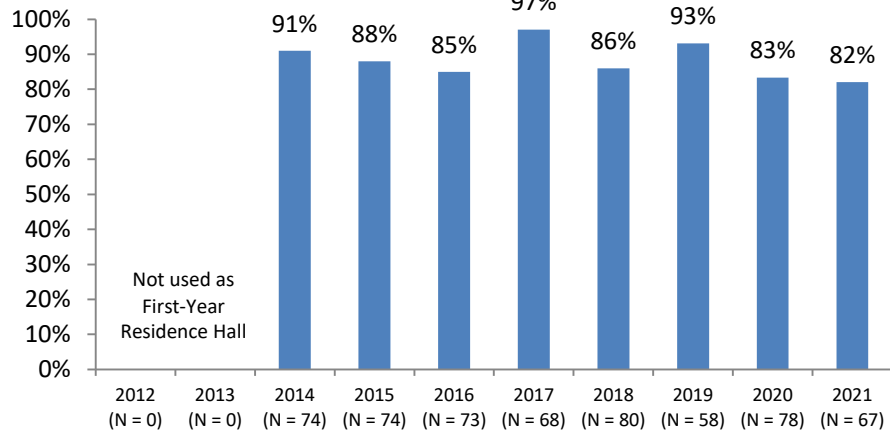
Kentucky (Males)



Pearsons (Females)

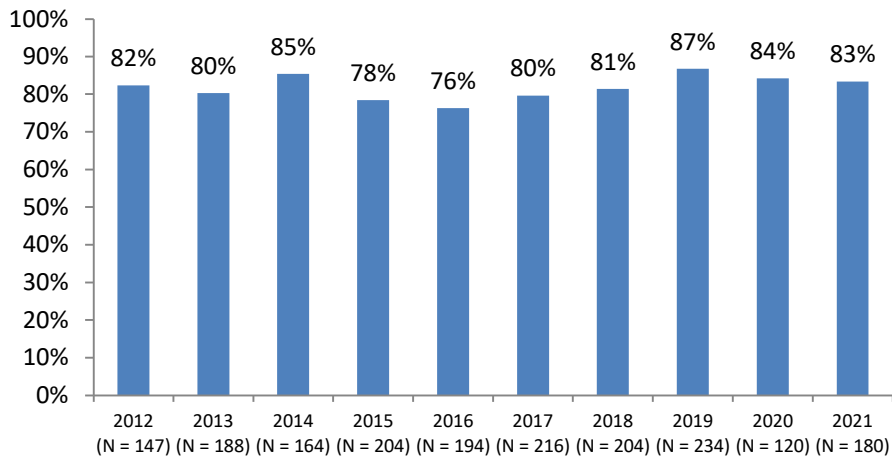


Talcott (Females)

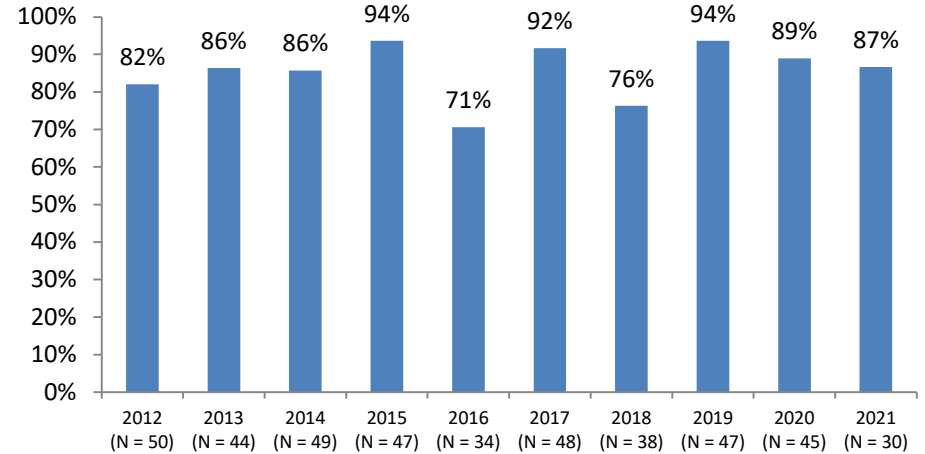


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES**

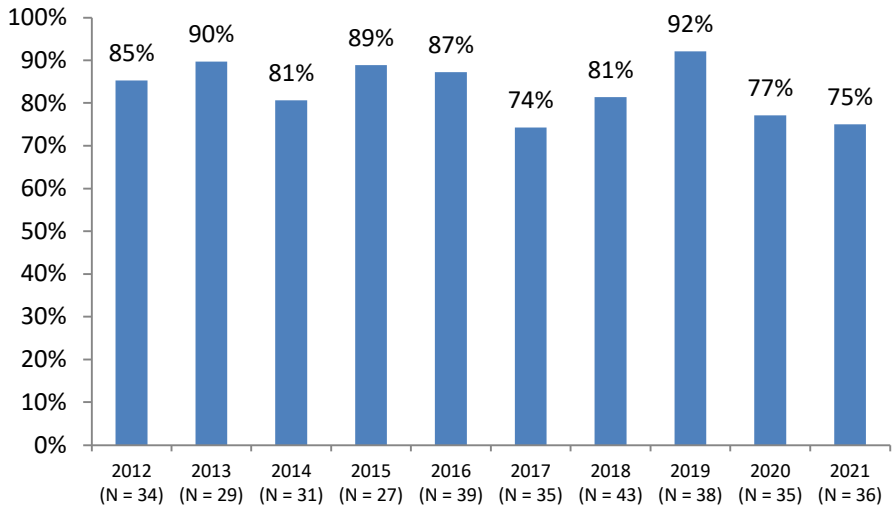
\$0 EFC



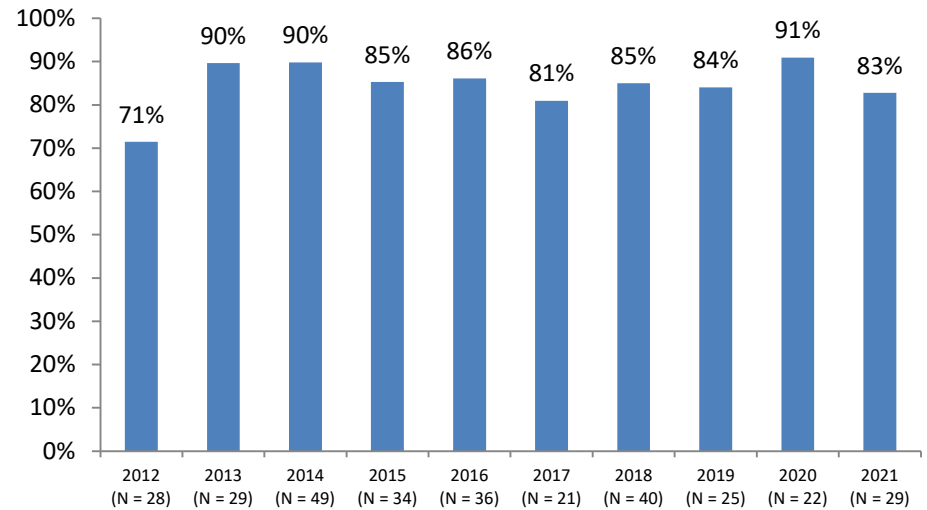
\$1 - \$1,000 EFC



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

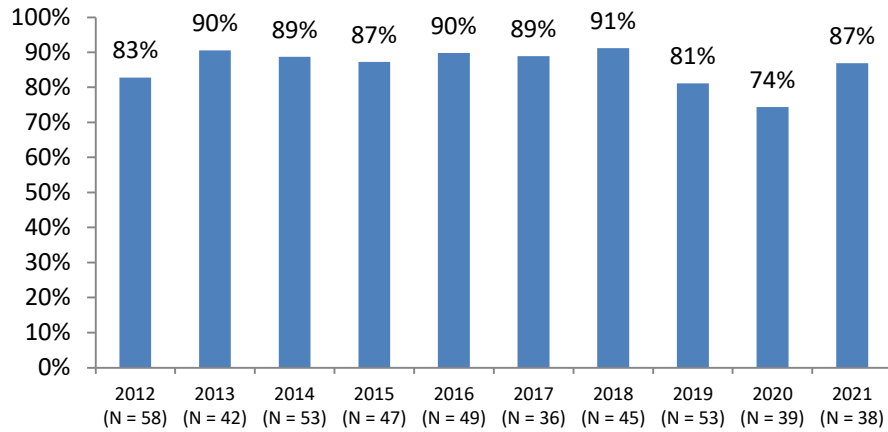


\$2,001 - \$3,000 EFC

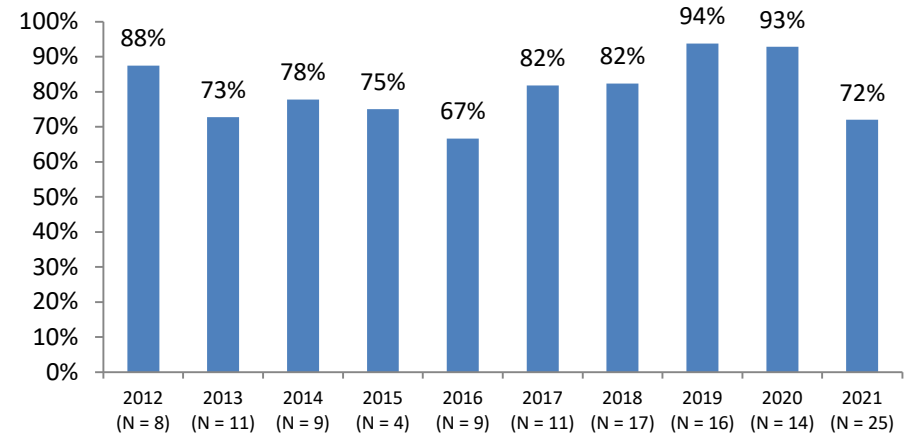


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR DEPENDENT STUDENTS
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES**

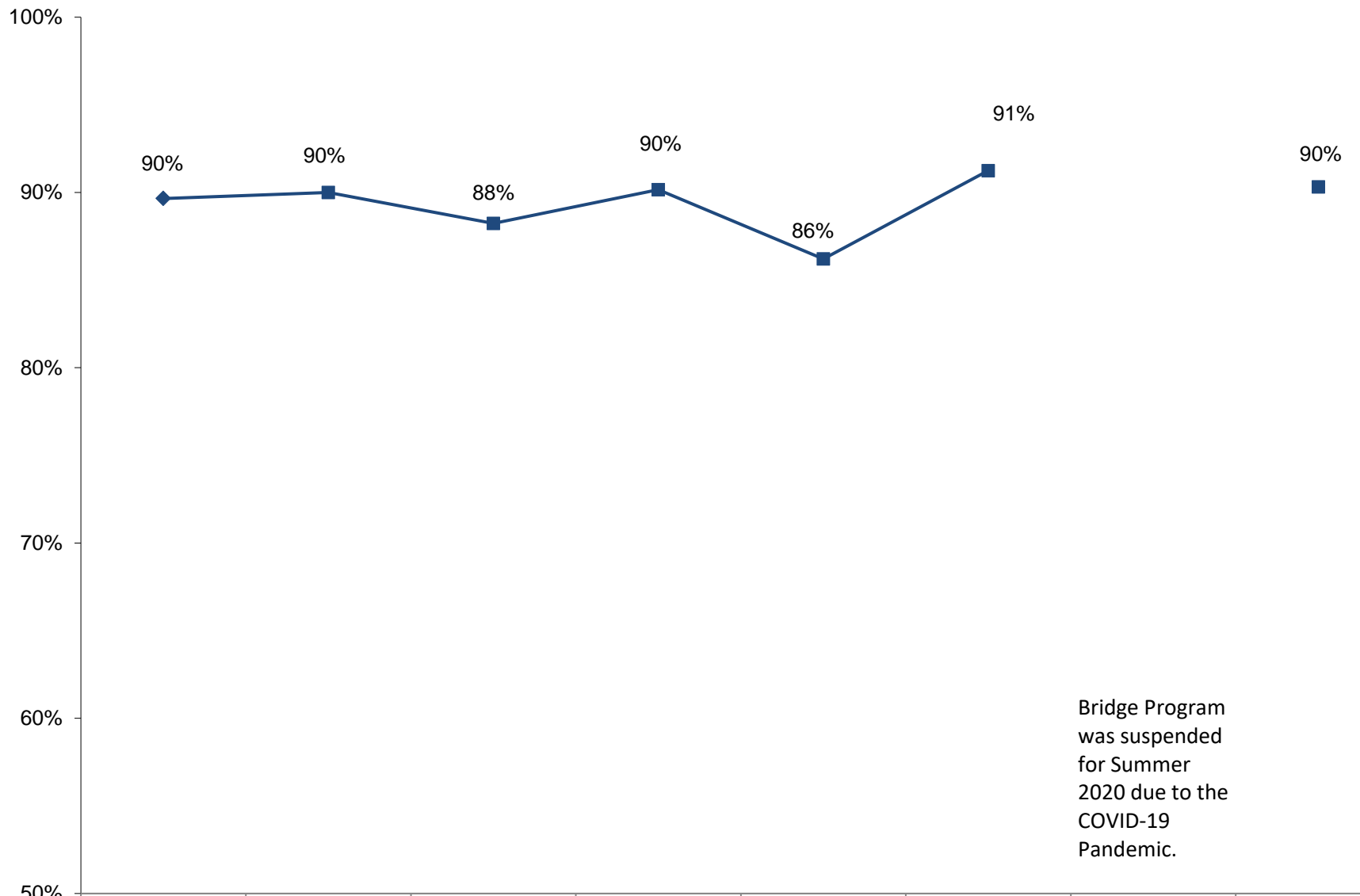
\$3,001 - \$5,000 EFC



More than \$5,000 EFC

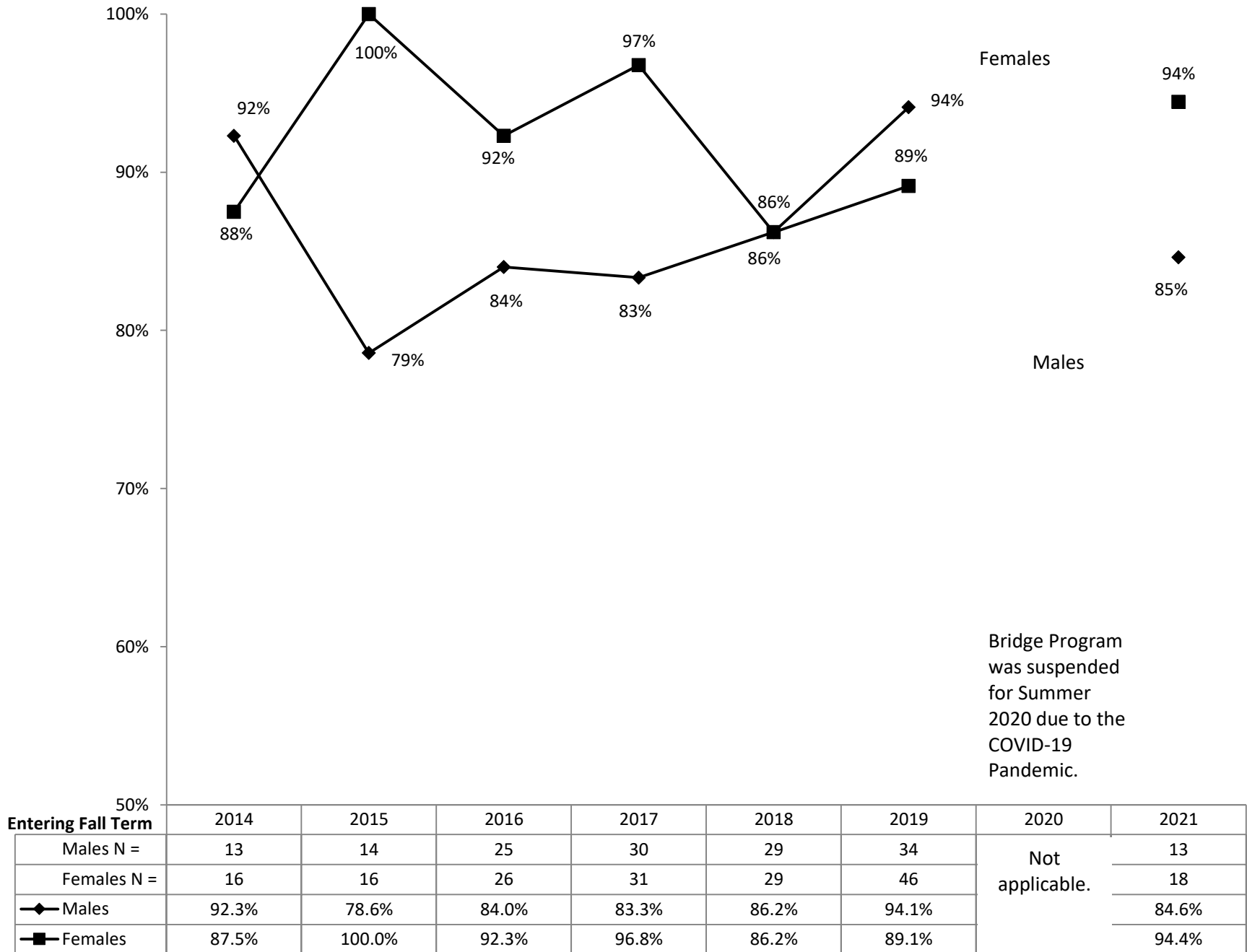


FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS ENROLLED IN THE BRIDGE PROGRAM

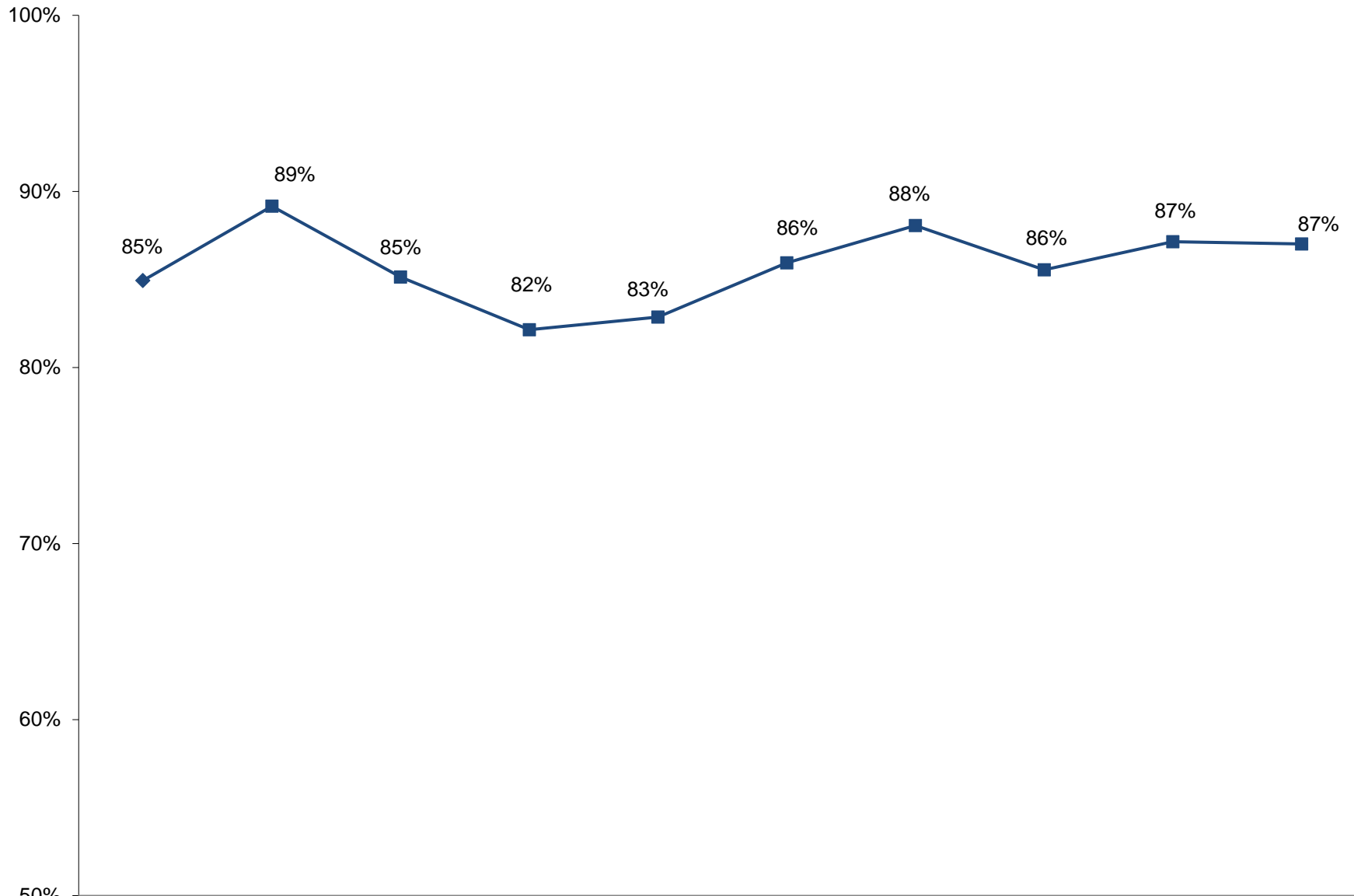


	2014	2015	2016	2017	2018	2019	2020	2021
N =	29	30	51	61	58	80	0	31
■ Bridge Student	89.7%	90.0%	88.2%	90.2%	86.2%	91.3%		90.3%

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

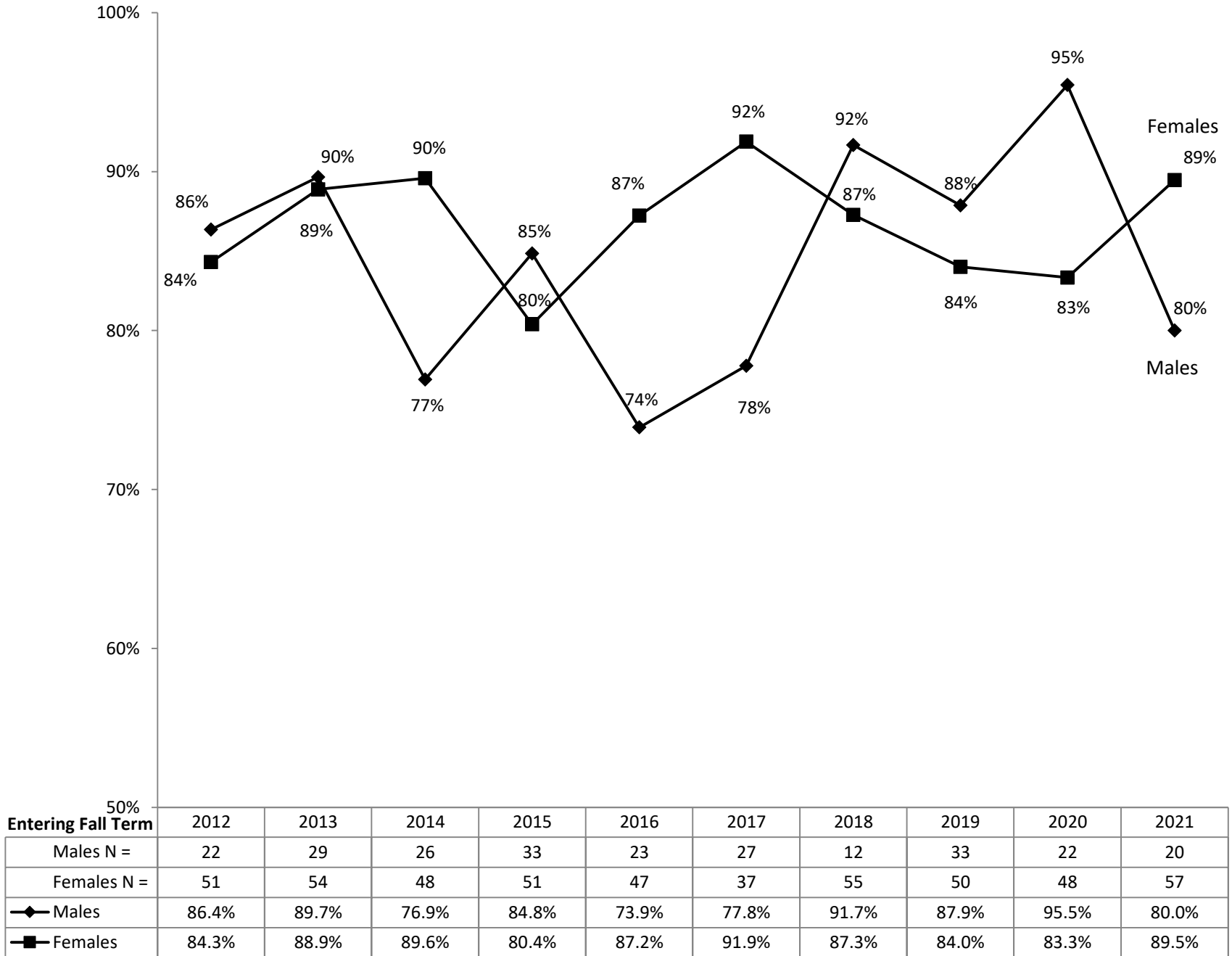


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP)**



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
N =	73	83	74	84	70	64	67	83	70	77
■ ESP Student	84.9%	89.2%	85.1%	82.1%	82.9%	85.9%	88.1%	85.5%	87.1%	87.0%

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



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

Entering Term	No GPA # out of total retained (%)			Less than 2.00 # out of total retained (%)			2.00 - 2.38 # out of total retained (%)			2.39 - 2.93 # out of total retained (%)			2.94 - 3.30 # out of total retained (%)			3.31 - 3.66 # out of total retained (%)			3.67 - 4.00 # out of total retained (%)		
	2012	0	18	0.0%	28	55	50.9%	18	25	72.0%	81	89	91.0%	69	79	87.3%	75	76	98.7%	46	48
2013	1	19	5.3%	13	35	37.1%	32	36	88.9%	88	92	95.7%	64	70	91.4%	68	74	91.9%	68	71	95.8%
2014	0	8	0.0%	24	51	47.1%	28	30	93.3%	63	76	82.9%	85	88	96.6%	80	81	98.8%	76	79	96.2%
2015	0	18	0.0%	18	47	38.3%	24	30	80.0%	69	77	89.6%	84	90	93.3%	83	84	98.8%	82	85	96.5%
2016	2	28	7.1%	24	42	57.1%	23	31	74.2%	78	84	92.9%	67	77	87.0%	85	93	91.4%	58	63	92.1%
2017	0	17	0.0%	14	36	38.9%	22	27	81.5%	62	69	89.9%	70	78	89.7%	93	102	91.2%	98	103	95.1%
2018	2	15	13.3%	15	30	50.0%	15	23	65.2%	52	57	91.2%	71	79	89.9%	104	114	91.2%	107	120	89.2%
2019	0	11	0.0%	15	28	53.6%	17	22	77.3%	55	61	90.2%	58	61	95.1%	113	123	91.9%	103	107	96.3%
2020	0	0	N/A	15	32	46.9%	14	15	93.3%	15	26	57.7%	40	43	93.0%	73	82	89.0%	89	96	92.7%
2021	0	17	0.0%	13	24	54.2%	19	26	73.1%	37	44	84.1%	50	55	90.9%	63	67	94.0%	96	105	91.4%
10-Year Average	3.2% (9-year average)			47.4%			79.9%			86.5%			91.4%			93.7%			94.1%		

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

Entering Term	No GPA # out of total retained (%)			Less than 2.00 # out of total retained (%)			2.00 - 2.39 # out of total retained (%)			2.40 - 2.91 # out of total retained (%)			2.92 - 3.27 # out of total retained (%)			3.28 - 3.60 # out of total retained (%)			3.61 - 4.00 # out of total retained (%)		
	2012	0	29	0.0%	17	37	45.9%	29	37	78.4%	82	89	92.1%	73	80	91.3%	65	66	98.5%	51	52
2013	1	27	3.7%	15	33	45.5%	40	45	88.9%	70	74	94.6%	73	75	97.3%	69	74	93.2%	66	69	95.7%
2014	1	23	4.3%	11	33	33.3%	33	34	97.1%	71	78	91.0%	75	78	96.2%	79	80	98.8%	86	87	98.9%
2015	0	31	0.0%	19	41	46.3%	37	44	84.1%	61	66	92.4%	80	84	95.2%	81	82	98.8%	82	83	98.8%
2016	1	43	2.3%	23	43	53.5%	24	48	50.0%	68	72	94.4%	74	75	98.7%	75	82	91.5%	72	75	96.0%
2017	0	31	0.0%	18	37	48.6%	27	33	81.8%	60	66	90.9%	71	72	98.6%	91	96	94.8%	92	97	94.8%
2018	1	31	3.2%	19	31	61.3%	17	24	70.8%	63	67	94.0%	80	85	94.1%	90	96	93.8%	96	104	92.3%
2019	0	29	0.0%	12	18	66.7%	10	13	76.9%	46	48	95.8%	70	73	95.9%	101	104	97.1%	122	128	95.3%
2020	4	29	13.8%	15	21	71.4%	8	10	80.0%	19	22	86.4%	32	35	91.4%	82	87	94.3%	86	90	95.6%
2021	1	29	3.4%	13	22	59.1%	18	24	75.0%	42	43	97.7%	45	49	91.8%	54	57	94.7%	105	114	92.1%
10-Year Average	3.1%			53.2%			78.3%			92.9%			95.1%			95.5%			95.8%		

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

Entering Term	First Choice # out of total retained (%)			Second Choice # out of total retained (%)			Third Choice # out of total retained (%)			Less than third choice # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2012	193	229	84.3%	45	50	90.0%	6	10	60.0%	6	7	85.7%	67	93	72.0%
2013	154	175	88.0%	29	34	85.3%	13	13	100.0%	12	14	85.7%	126	161	78.3%
2014	241	271	88.9%	50	57	87.7%	18	23	78.3%	5	5	100.0%	42	54	77.8%
2015	229	262	87.4%	56	70	80.0%	11	13	84.6%	10	13	76.9%	54	72	75.0%
2016	191	230	83.0%	51	61	83.6%	11	14	78.6%	9	10	90.0%	75	103	72.8%
2017	243	283	85.9%	60	73	82.2%	13	15	86.7%	7	10	70.0%	36	51	70.6%
2018	179	211	84.8%	41	49	83.7%	10	12	83.3%	6	7	85.7%	130	159	81.8%
2019	117	131	89.3%	36	41	87.8%	9	13	69.2%	2	3	66.7%	197	225	87.6%
2020	135	160	84.4%	21	27	77.8%	10	12	83.3%	1	1	100.0%	79	94	84.0%
2021	109	131	83.2%	34	41	82.9%	9	10	90.0%	5	7	71.4%	121	149	81.2%
10-Year Average	85.9%			84.1%			81.4%			83.2%			78.1%		

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

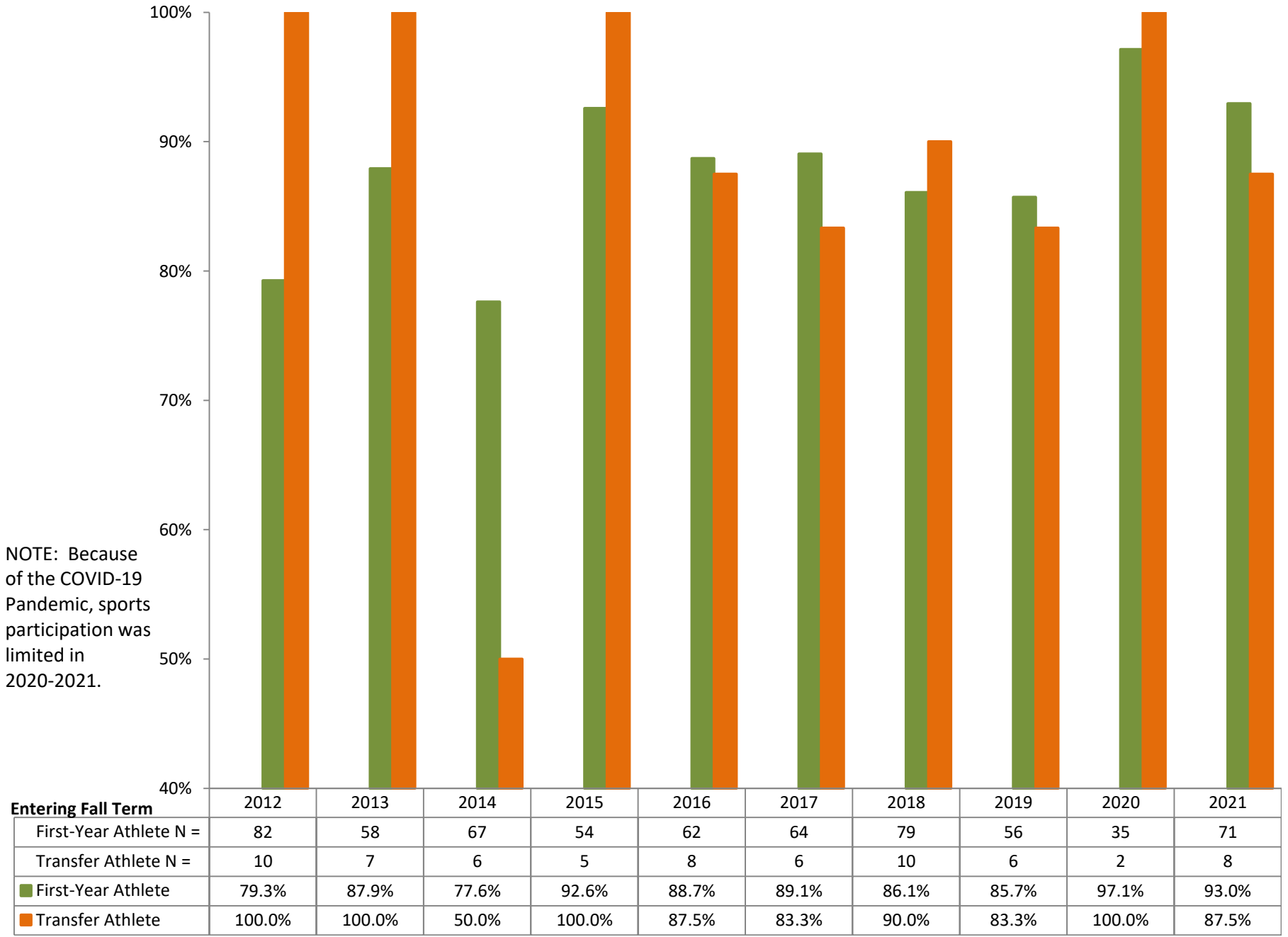
Entering Term	10 or Less # out of total retained (%)			11 to 50 # out of total retained (%)			51 to 100 # out of total retained (%)			More than 100 # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2012	13	16	81.3%	26	29	89.7%	43	51	84.3%	142	174	81.6%	67	93	72.0%
2013	8	11	72.7%	25	29	86.2%	14	18	77.8%	139	156	89.1%	120	155	77.4%
2014	18	22	81.8%	31	38	81.6%	68	74	91.9%	172	196	87.8%	43	57	75.4%
2015	13	16	81.3%	29	38	76.3%	40	51	78.4%	196	225	87.1%	51	70	72.9%
2016	8	10	80.0%	29	37	78.4%	32	43	74.4%	161	192	83.9%	79	107	73.8%
2017	not available - wasn't asked														
2018	10	14	71.4%	21	24	87.5%	41	52	78.8%	160	184	87.0%	134	164	81.7%
2019	not available - wasn't asked														
2020	7	9	77.8%	19	29	65.5%	28	31	90.3%	120	138	87.0%	72	87	82.8%
2021	not available - wasn't asked														
7-Year Average	78.0%			80.7%			82.3%			86.2%			76.6%		

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

Labor Department Categories	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			Five-Year Summary					
	N (%)			N (%)			N (%)			N (%)			N (%)			N (%)					
Academic Support	11	14	78.6%	7	8	87.5%	12	13	92.3%	7	7	100.0%	15	17	88.2%	52	59	88.1%			
Alumni, Communications, and Philanthropy	9	9	100.0%	3	5	60.0%	9	11	81.8%	1	1	100.0%	4	4	100.0%	26	30	86.7%			
Auxiliary Enterprises																					
Dining Services	75	88	85.2%	83	94	88.3%	67	78	85.9%	none assigned			23	27	85.2%	248	287	86.4%			
Residence Hall Maintenance	43	52	82.7%	37	48	77.1%	40	49	81.6%	56	69	81.2%	35	42	83.3%	211	260	81.2%			
College Community Service	17	20	85.0%	16	17	94.1%	17	17	100.0%	11	12	91.7%	15	15	100.0%	76	81	93.8%			
College Related	none assigned															none assigned					
Community Partnerships	0	1	0.0%	none assigned															0	1	0.0%
Facilities Operations	67	84	79.8%	79	100	79.0%	82	99	82.8%	96	117	82.1%	82	103	79.6%	406	503	80.7%			
Farms	16	17	94.1%	10	12	83.3%	11	14	78.6%	15	16	93.8%	12	12	100.0%	64	71	90.1%			
General and Administrative	42	49	85.7%	33	38	86.8%	36	39	92.3%	11	13	84.6%	24	28	85.7%	146	167	87.4%			
Instruction	30	36	83.3%	47	53	88.7%	27	28	96.4%	5	6	83.3%	22	31	71.0%	131	154	85.1%			
Student Industries:																					
Crafts and Services	37	44	84.1%	38	47	80.9%	48	57	84.2%	33	37	89.2%	29	36	80.6%	185	221	83.7%			
Student Services	59	69	85.5%	62	71	87.3%	53	60	88.3%	41	46	89.1%	51	59	86.4%	266	305	87.2%			

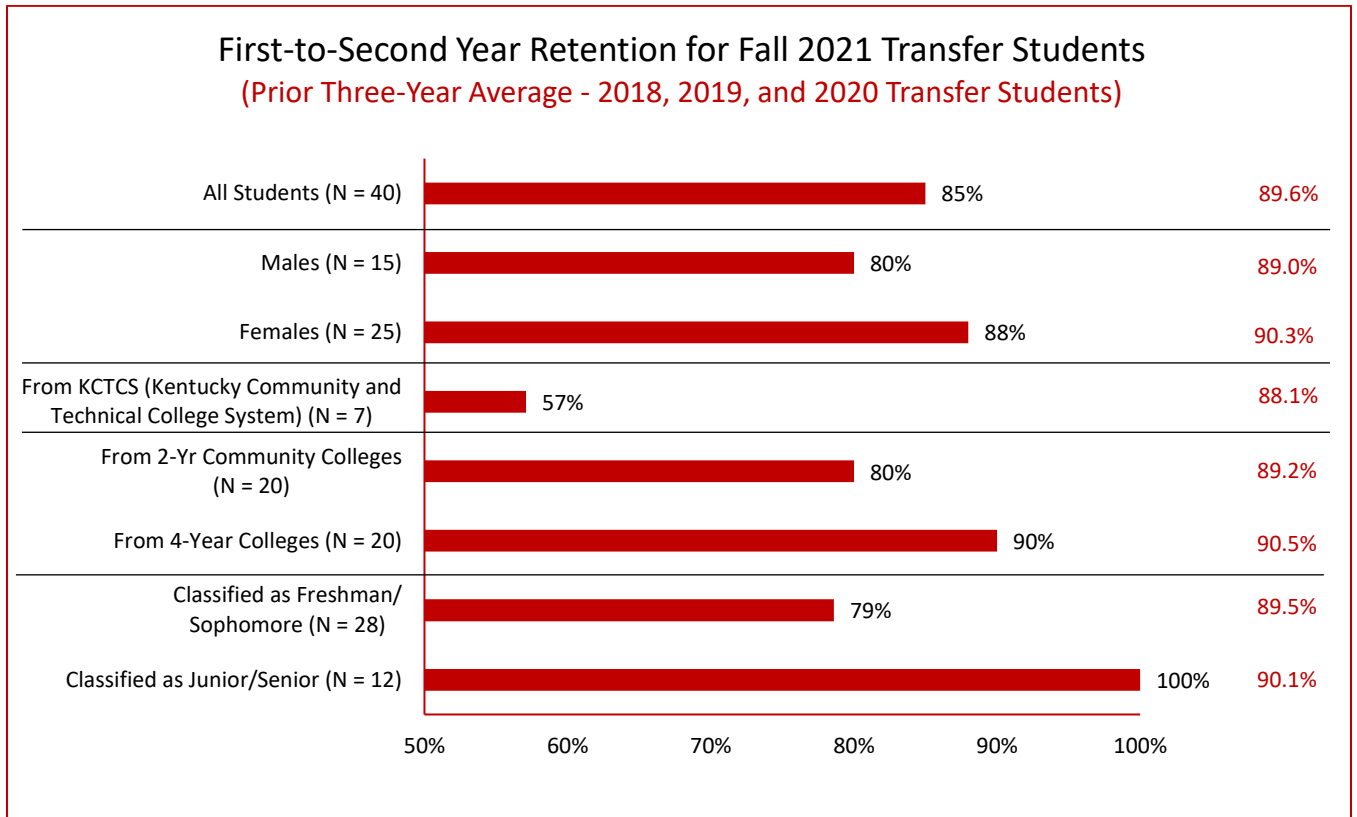
NOTE: To see the list of Labor Departments in each category, please refer to the [Fact Book](#).

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



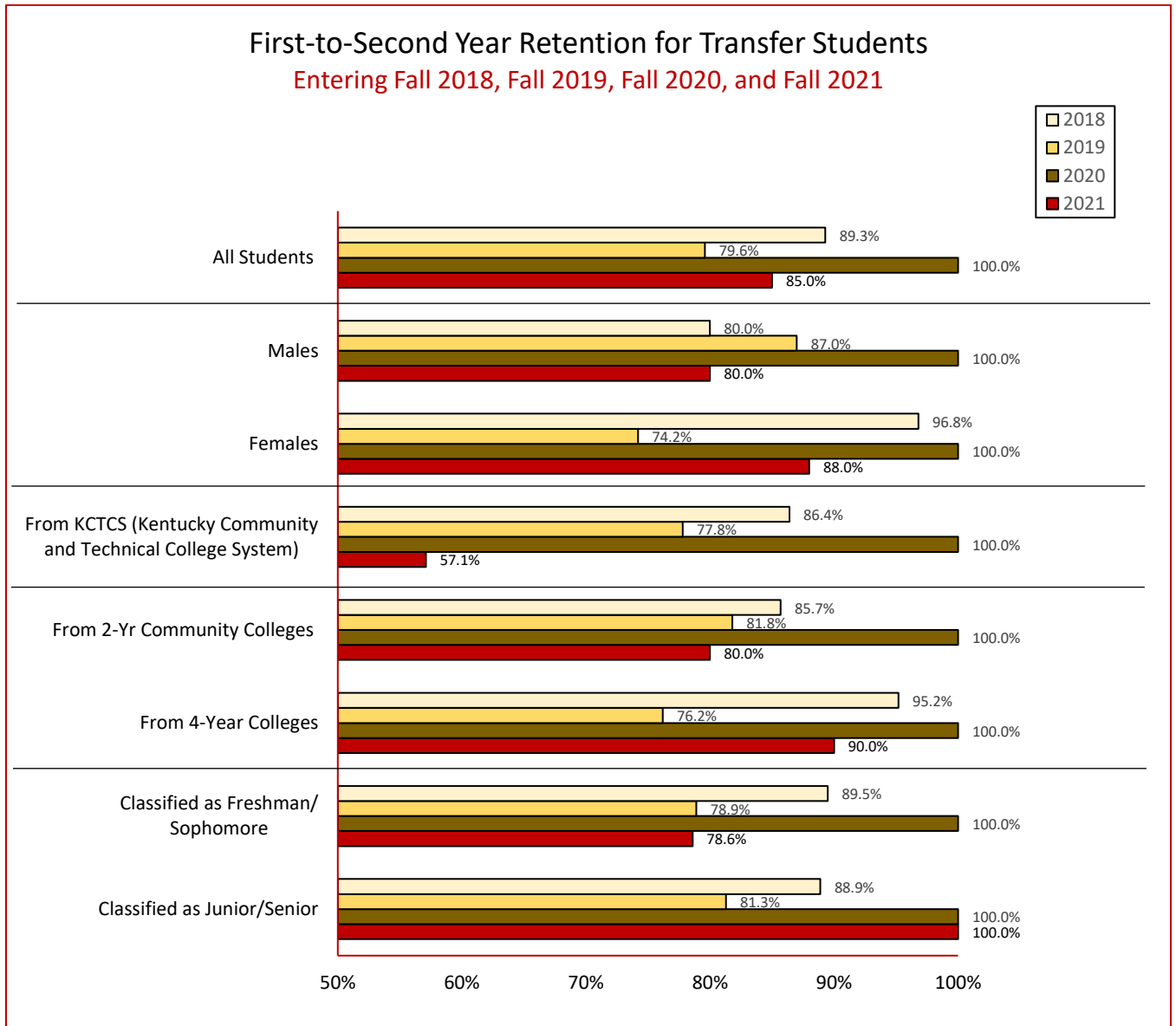
Retention Highlights

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

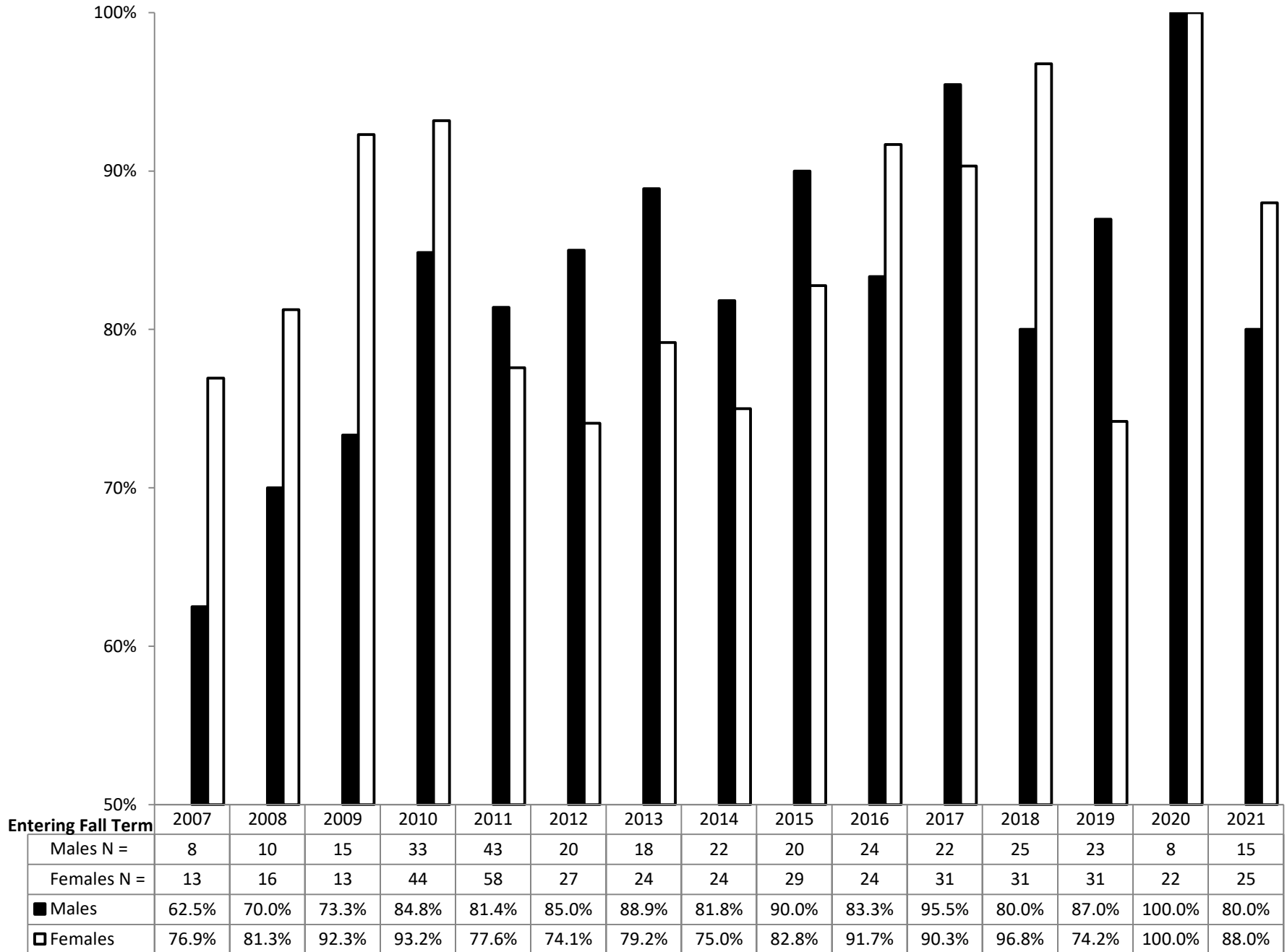


Four-Year Retention Trends

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

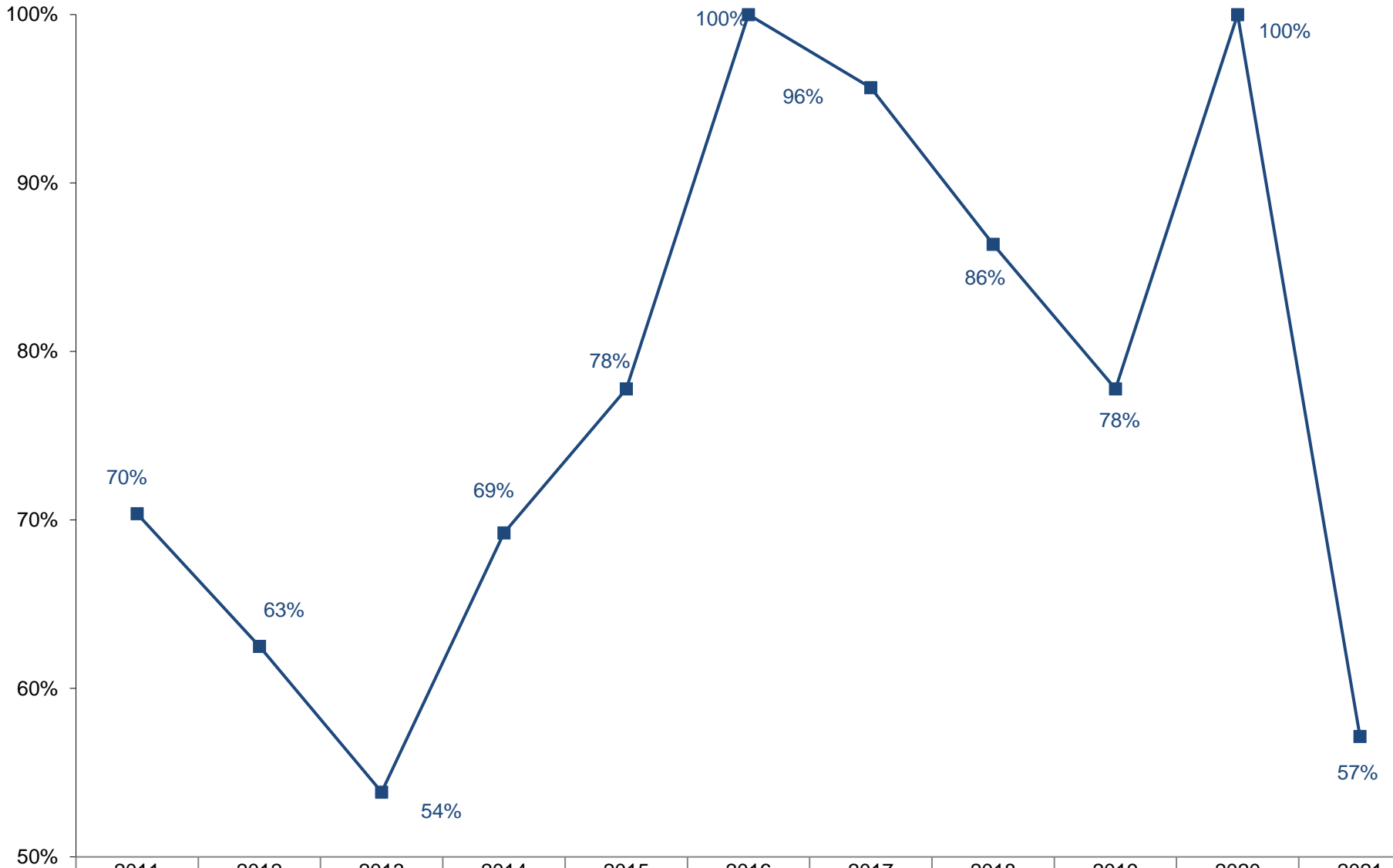


FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS BY **BIRTH SEX**



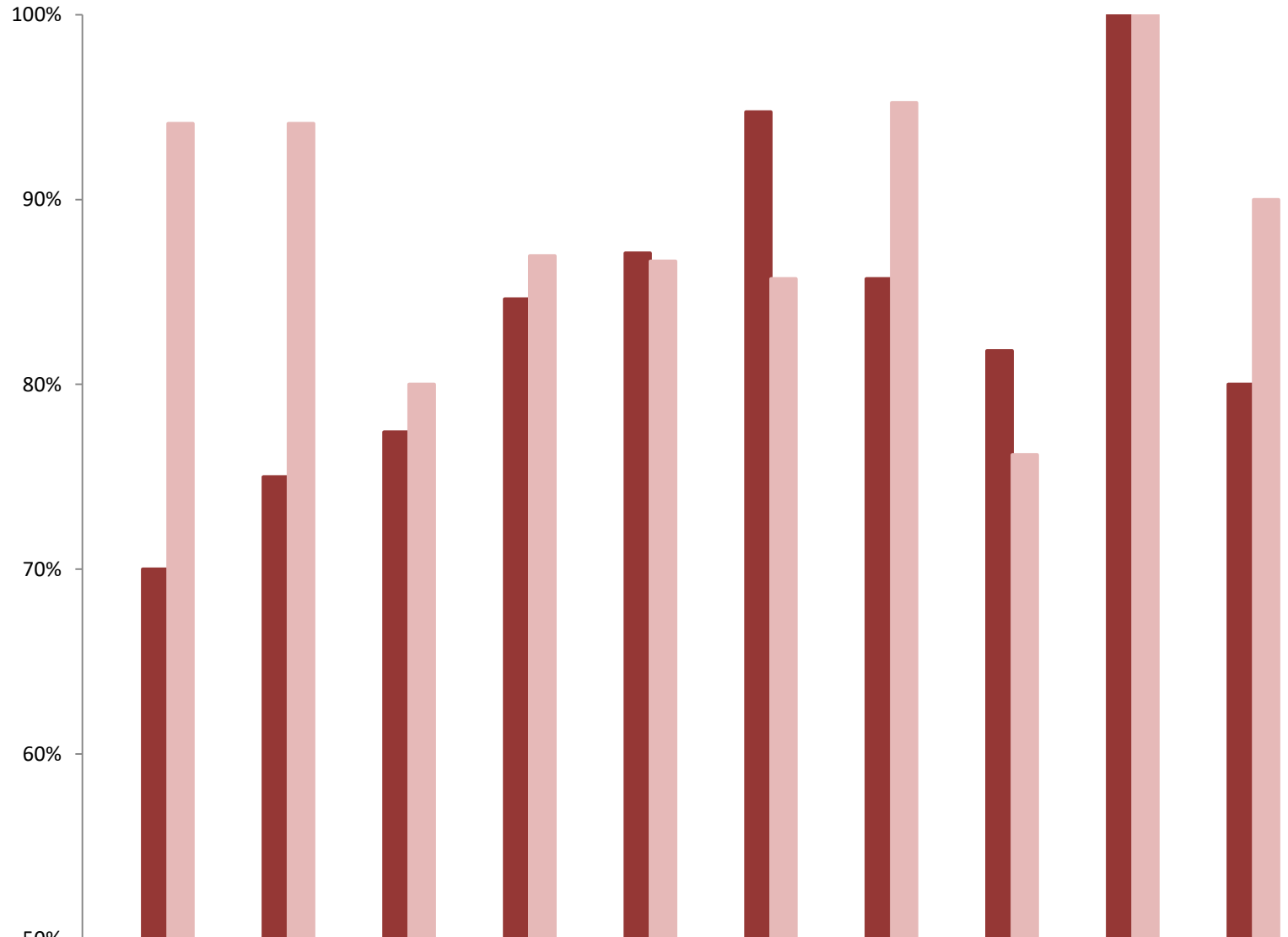
Source: Office of Institutional Research and Assessment, September 2022

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



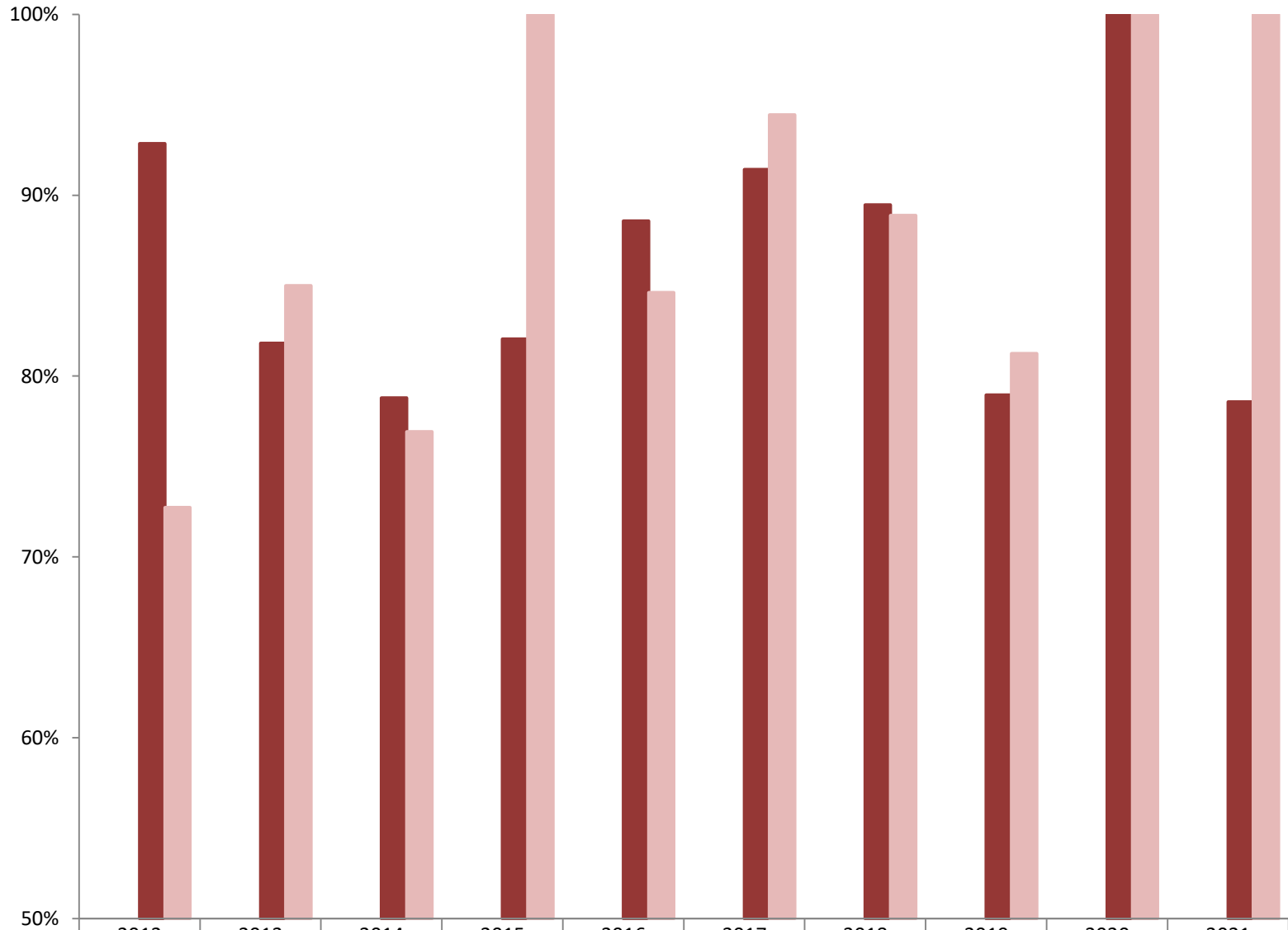
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
N =	27	16	13	13	9	15	23	22	9	8	7
■ From KCTCS	70.4%	62.5%	53.8%	69.2%	77.8%	100.0%	95.7%	86.4%	77.8%	100.0%	57.1%

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



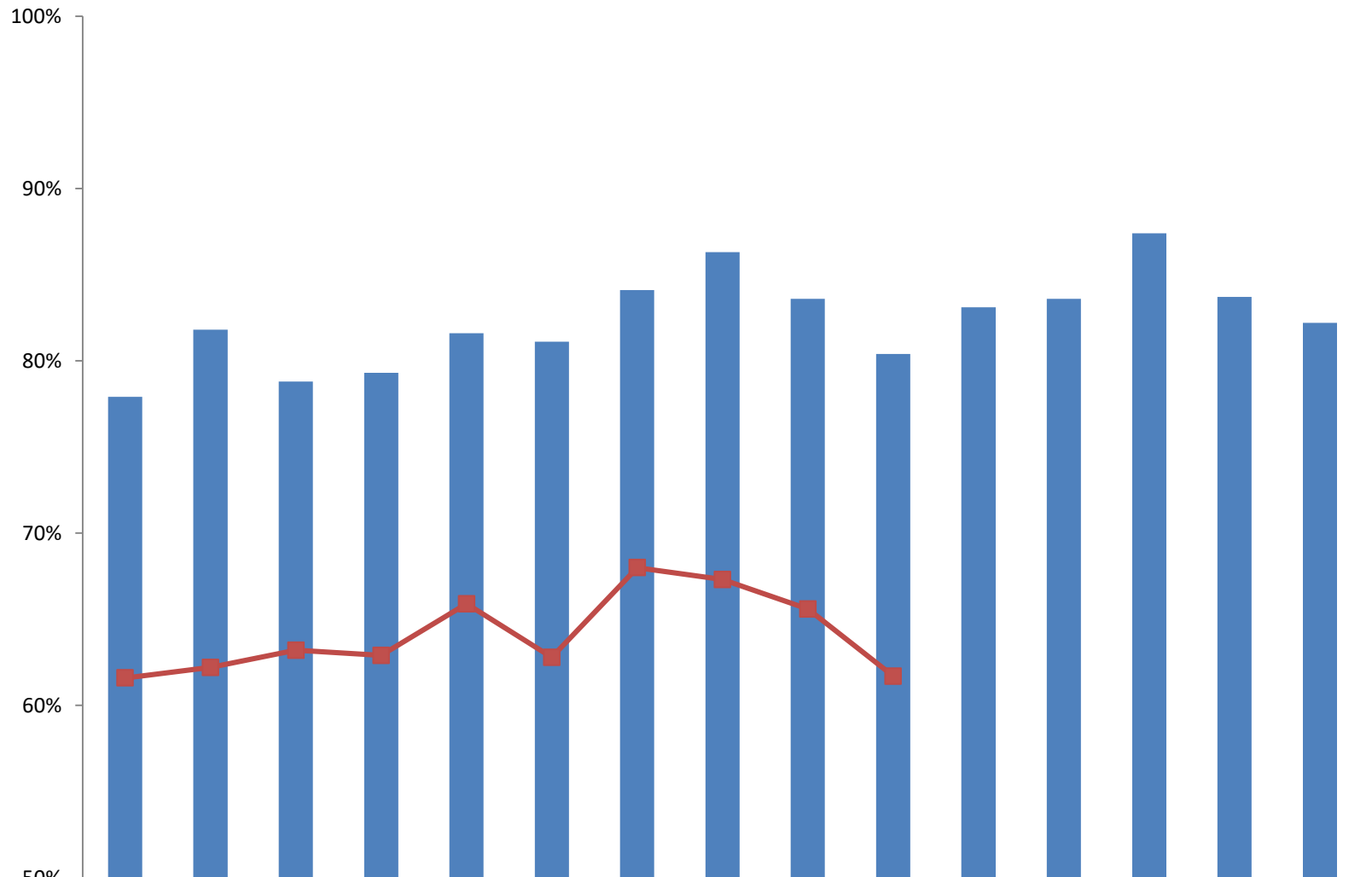
Entering Fall Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
2 year community college N =	30	24	31	26	31	38	35	33	21	20
4 year college N =	17	17	15	23	15	14	21	21	9	20
■ 2 year community college	70.0%	75.0%	77.4%	84.6%	87.1%	94.7%	85.7%	81.8%	100.0%	80.0%
■ 4 year college	94.1%	94.1%	80.0%	87.0%	86.7%	85.7%	95.2%	76.2%	100.0%	90.0%

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



Entering Fall Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Freshman/Sophomore N =	14	22	33	39	35	35	38	38	22	28
Junior/Senior N =	33	20	13	10	13	18	18	16	8	12
■ Freshman/Sophomore	92.9%	81.8%	78.8%	82.1%	88.6%	91.4%	89.5%	78.9%	100.0%	78.6%
■ Junior/Senior	72.7%	85.0%	76.9%	100.0%	84.6%	94.4%	88.9%	81.3%	100.0%	100.0%

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



	2007* (419)	2008 (413)	2009* (391)	2010 (429)	2011* (417)	2012 (391)	2013 (397)	2014* (413)	2015 (432)	2016 (418)	2017 (432)	2018 (438)	2019 (413)	2020 (294)	2021 (338)
■ F-S Retention	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%	82.2%
■ Six-Year Graduation Rates	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%	68.0%	67.3%	65.6%	61.7%					
Percent in top 1/5 high school class	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%	62.6%
Percent Needing any Developmental Math	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%	35.5%
ACT Composite Mean	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	25.2

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

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

	Number of First-Year Students	Total Withdrawals/Dismissals		The following N (%) is based on the total withdrawals/dismissals of the first-year students.		Withdrawn/Dismissed in Spring Term		Withdrawn/Dismissed in Summer Term	
		N	%	N	%	N	%	N	%
Fall 2010	429	89	20.7%	39	43.8%	16	18.0%	34	38.2%
Fall 2011	418	77	18.4%	37	48.1%	10	13.0%	30	39.0%
Fall 2012	391	74	18.9%	25	33.8%	35	47.3%	14	18.9%
Fall 2013	397	63	15.9%	26	41.3%	24	38.1%	13	20.6%
Fall 2014	416	57	13.7%	13	22.8%	28	49.1%	16	28.1%
Fall 2015	432	71	16.4%	28	39.4%	23	32.4%	20	28.2%
Fall 2016	418	82	19.6%	40	48.8%	18*	22.0%	24	29.3%
Fall 2017	432	73	16.9%	28	38.4%	27	37.0%	18	24.7%
Fall 2018	438	72	16.4%	26	36.1%	24	33.3%	22	30.6%
Fall 2019	413	52	12.6%	28	53.8%	11	21.2%	13	25.0%
Fall 2020	294	48	16.3%	22	45.8%	8	16.7%	18	37.5%
Fall 2021	338	60	17.8%	20	33.3%	17	28.3%	23	38.3%

EXPLANATION: In Fall 2021, 33.3% (20 students) of the total withdrawals/dismissals for the year were in the Fall Term; an additional 28.3% (17 students) withdrew/were dismissed in Spring Term.

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

**MONTHLY RETENTION OF FALL TERM 2021 ENROLLEES
TRACKED THROUGH TO FALL TERM 2022**

	Number Enrolled	Aug 18 - Sept			October			November			December - Jan 10			
		VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
Fall 2021														
All Degree-Seeking Students**	1,454	13	4	16	7	1	6	7	1	2	22	21	0	71
2021 First-Year Students	338	9	1	0	3	0	0	1	0	2	3	3	0	n/a
2021 Transfer Students	40	1	1	0	0	0	0	1	0	0	0	0	0	n/a

	RET	CON LV	Number Still Enrolled	Jan 11 - Feb			March			April			May 1 - May 15			
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
Spring 2022*																
All Degree-Seeking Students	0	0	1,307	17	3	30	4	2	3	4	1	1	8	1	0	156
2021 First-Year Students	0	0	318	9	1	10	3	1	1	0	0	1	3	0	0	n/a
2021 Transfer Students	0	0	37	1	0	1	0	0	1	0	1	0	0	0	0	n/a

	RET	CON LV	Number Still Enrolled	May 16 - June			July			August 1 - 23					Fall 2022	
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad	RET	Enrolled	On a Leave of Absence
Summer 2022*																
All Degree-Seeking Students	0	0	1,111	5	15	0	8	0	0	35	2	0	49	1	989	11
2021 First-Year Students	0	0	301	3	6	0	4	0	0	10	0	0	n/a	0	277	1
2021 Transfer Students	0	0	35	0	1	0	0	0	0	0	0	0	n/a	0	34	0

*The enrollment reported above for Spring 2022 and Summer 2022 does not reflect the actual enrollment for these terms; this chart follows only the students originally enrolled in Fall Term 2021 and tracks them according to withdrawal status. Students who first entered in Spring Term 2022 are not included. Students who returned in Spring or Summer 2022 but were not enrolled in Fall Term 2021 are not included.

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

HISTORY OF FALL TERM ENTRANTS

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

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad (2 yr) #	%	Enrolled #	%	Grad (3 yr) #	%	Enrolled #	%	Grad (4 yr) #	%	Enrolled #	%	Grad (5 yr) #	%	Enrolled #	%	Grad (6 yr) #	%	Enrolled #	%
2001	424	338	79.7%	0	0.0%	298	70.3%	1	0.2%	278	65.6%	191	45.0%	78	18.4%	261	61.6%	8	1.9%	267	63.0%	3	0.7%
2002	356	285	80.1%	0	0.0%	254	71.3%	0	0.0%	236	66.3%	158	44.4%	72	20.2%	222	62.4%	8	2.2%	227	63.8%	2	0.6%
2003	396	326	82.3%	0	0.0%	288	72.7%	2	0.5%	265	66.9%	203	51.3%	56	14.1%	253	63.9%	5	1.3%	257	64.9%	1	0.3%
2004	400	326	81.5%	0	0.0%	284	71.0%	2	0.5%	268	67.0%	201	50.3%	54	13.5%	249	62.3%	11	2.8%	256	64.0%	5	1.3%
2005	378	309	81.7%	0	0.0%	274	72.5%	1	0.3%	256	67.7%	161	42.6%	77	20.4%	231	61.1%	6	1.6%	234	61.9%	2	0.5%
2006	388	322	83.0%	1	0.3%	290	74.7%	4	1.0%	270	69.6%	184	47.4%	79	20.4%	252	64.9%	6	1.5%	258	66.5%	5	1.3%
*2007	419	326	77.8%	0	0.0%	285	68.0%	2	0.5%	269	64.2%	196	46.8%	66	15.8%	252	60.1%	7	1.7%	258	61.6%	0	0.0%
2008	413	338	81.8%	1	0.2%	293	70.9%	1	0.2%	272	65.9%	183	44.3%	74	17.9%	254	61.5%	6	1.5%	257	62.2%	3	0.7%
*2009	391	308	78.8%	0	0.0%	284	72.6%	1	0.3%	266	68.0%	174	44.5%	81	20.7%	241	61.6%	9	2.3%	247	63.2%	8	2.0%
2010	429	340	79.3%	0	0.0%	309	72.0%	2	0.5%	284	66.2%	204	47.6%	73	17.0%	263	61.3%	8	1.9%	270	62.9%	3	0.7%
*2011	417	340	81.5%	1	0.2%	313	75.1%	2	0.5%	286	68.6%	205	49.2%	74	17.7%	271	65.0%	10	2.4%	275	65.9%	8	1.9%
*2012	390	317	81.3%	1	0.3%	285	73.1%	3	0.8%	260	66.7%	185	47.4%	66	16.9%	238	61.0%	7	1.8%	245	62.8%	1	0.3%
*2013	395	334	84.6%	0	0.0%	302	76.5%	3	0.8%	286	72.4%	219	55.4%	58	14.7%	268	67.8%	5	1.3%	269	68.1%	2	0.5%
*2014	413	359	86.3%	0	0.0%	318	77.0%	2	0.5%	295	71.4%	205	49.6%	76	18.4%	272	65.9%	8	1.9%	278	67.3%	2	0.5%
*2015	430	360	83.7%	0	0.0%	319	74.2%	3	0.7%	292	67.9%	191	44.4%	94	21.9%	275	64.0%	12	2.8%	282	65.6%	4	0.9%
2016	418	337	80.6%	0	0.0%	295	70.6%	4	1.0%	276	66.0%	214	51.2%	53	12.7%	253	60.5%	8	1.9%	258	61.7%	3	0.7%
2017	432	358	82.9%	0	0.0%	316	73.1%	5	1.2%	297	68.8%	177	41.0%	97	22.5%	263	60.9%	7	1.6%				
2018	438	366	83.6%	1	0.2%	325	74.2%	7	1.6%	284	64.8%	155	35.4%	103	23.5%								
2019	413	361	87.4%	0	0.0%	312	75.5%	2	0.5%	278	67.3%												
2020	294	246	83.7%	0	0.0%	204	69.4%																
2021	338	278	82.2%																				
TOTAL	8,372	6,874	82.1%	5	0.1%	5,848	72.8%	47	0.6%	5,218	67.4%	3,406	46.5%	1,331	18.2%	4,318	62.7%	131	1.9%	4,138	64.1%	52	0.8%

*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one (2007, 2013, & 2015 by 2; 2014 by 3).

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

HISTORY OF FALL TERM ENTRANTS

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

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad(2 yr)	%	Enrolled	%	Grad (3 yr)	%	Enrolled	%	Grad (4 yr)	%	Enrolled	%	Grad (5 yr)	%	Enrolled	%	Grad (6 yr)	%	Enrolled	%
2001	29	27	93.1%	2	6.9%	23	79.3%	10	34.5%	13	44.8%	17	58.6%	5	17.2%	22	75.9%	0	0.0%	22	75.9%	0	0.0%
2002	24	18	75.0%	1	4.2%	16	66.7%	6	25.0%	9	37.5%	13	54.2%	0	0.0%	14	58.3%	0	0.0%	14	58.3%	0	0.0%
2003	22	19	86.4%	1	4.5%	18	81.8%	8	36.4%	9	40.9%	15	68.2%	2	9.1%	16	72.7%	1	4.5%	17	77.3%	0	0.0%
2004	24	17	70.8%	2	8.3%	14	58.3%	8	33.3%	8	33.3%	14	58.3%	1	4.2%	15	62.5%	0	0.0%	15	62.5%	0	0.0%
2005	27	23	85.2%	0	0.0%	22	81.5%	7	25.9%	14	51.9%	18	66.7%	3	11.1%	19	70.4%	2	7.4%	20	74.1%	1	3.7%
2006	21	19	90.5%	1	4.8%	17	81.0%	4	19.0%	13	61.9%	13	61.9%	4	19.0%	17	81.0%	0	0.0%	17	81.0%	0	0.0%
2007	21	15	71.4%	0	0.0%	14	66.7%	4	19.0%	11	52.4%	10	47.6%	2	9.5%	11	52.4%	2	9.5%	13	61.9%	0	0.0%
**2008	26	20	76.9%	1	3.8%	17	65.4%	3	11.5%	15	57.7%	15	57.7%	3	11.5%	16	61.5%	1	3.8%	20	76.9%	0	0.0%
2009	28	23	82.1%	0	0.0%	21	75.0%	6	21.4%	15	53.6%	17	60.7%	3	10.7%	20	71.4%	0	0.0%	20	71.4%	0	0.0%
2010	77	69	89.6%	5	6.5%	56	72.7%	28	36.4%	30	39.0%	53	68.8%	7	9.1%	57	74.0%	2	2.6%	59	76.6%	0	0.0%
2011	101	80	79.2%	4	4.0%	69	68.3%	27	26.7%	40	39.6%	56	55.4%	5	5.0%	62	61.4%	2	2.0%	64	63.4%	0	0.0%
2012	47	37	78.7%	2	4.3%	33	70.2%	17	36.2%	16	34.0%	30	63.8%	3	6.4%	33	70.2%	0	0.0%	33	70.2%	0	0.0%
2013	42	35	83.3%	5	11.9%	30	71.4%	18	42.9%	17	40.5%	33	78.6%	2	4.8%	35	83.3%	0	0.0%	35	83.3%	0	0.0%
2014	46	36	78.3%	2	4.3%	29	63.0%	12	26.1%	18	39.1%	25	54.3%	3	6.5%	27	58.7%	0	0.0%	27	58.7%	0	0.0%
2015	49	42	85.7%	1	2.0%	38	77.6%	16	32.7%	21	42.9%	34	69.4%	2	4.1%	35	71.4%	0	0.0%	35	71.4%	0	0.0%
2016	48	42	87.5%	1	2.1%	36	75.0%	18	37.5%	19	39.6%	31	64.6%	4	8.3%	35	72.9%	0	0.0%	35	72.9%	1	2.1%
2017	53	49	92.5%	1	1.9%	46	86.8%	28	52.8%	17	32.1%	42	79.2%	2	3.8%	43	81.1%	1	1.9%				
2018	56	50	89.3%	2	3.6%	47	83.9%	29	51.8%	17	30.4%	47	83.9%	0	0.0%								
2019	54	43	79.6%	4	7.4%	34	63.0%	23	42.6%	13	24.1%												
2020	30	30	100.0%	1	3.3%	24	80.0%																
2021	40	34	85.0%																				
TOTAL	865	728	84.2%	36	4.4%	580	70.3%	272	34.2%	315	39.6%	483	65.2%	51	6.9%	477	69.6%	11	1.6%	446	70.6%	2	0.3%

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

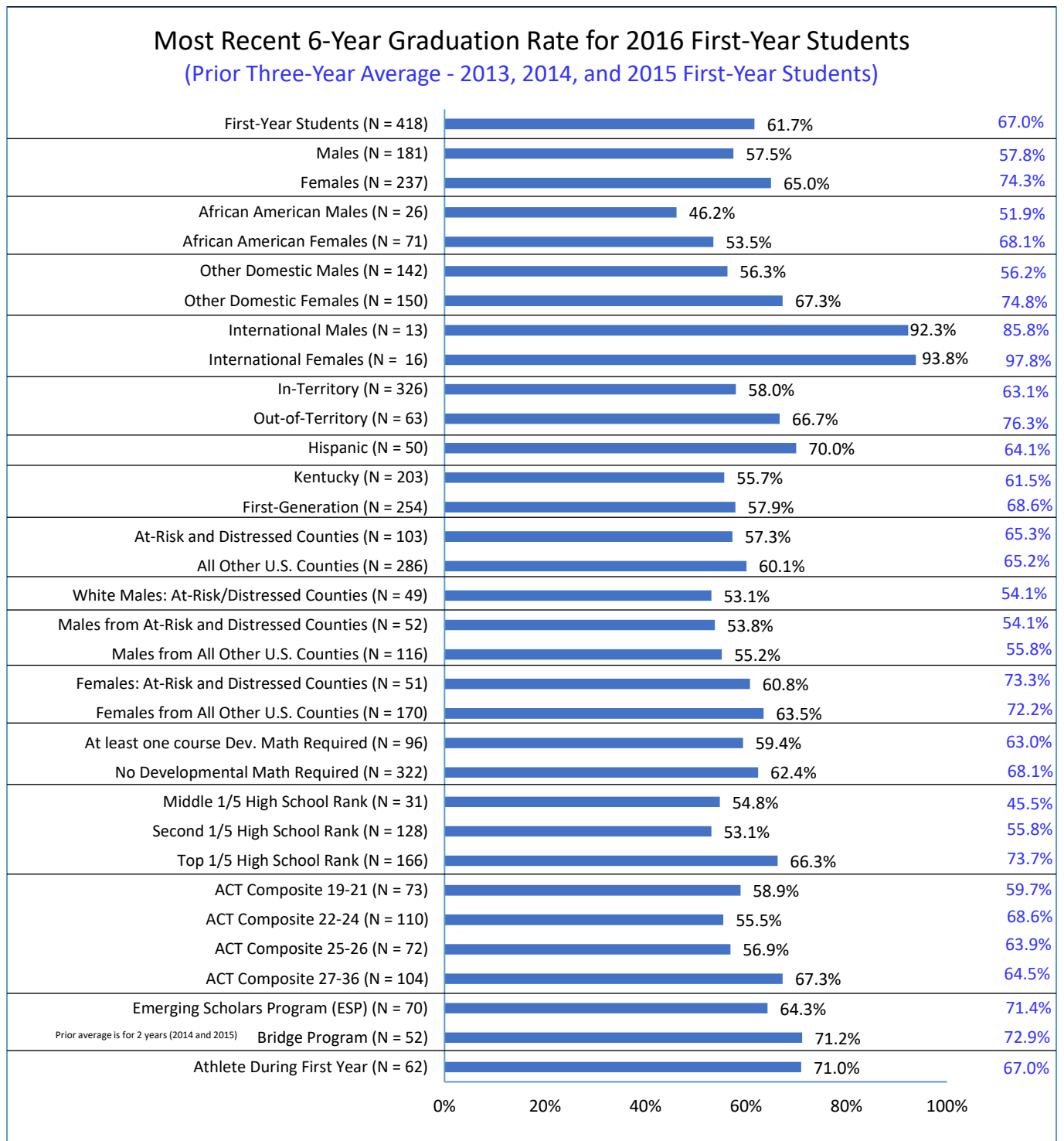
**One student graduated in May of their first year.

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

Graduation

Graduation Highlights

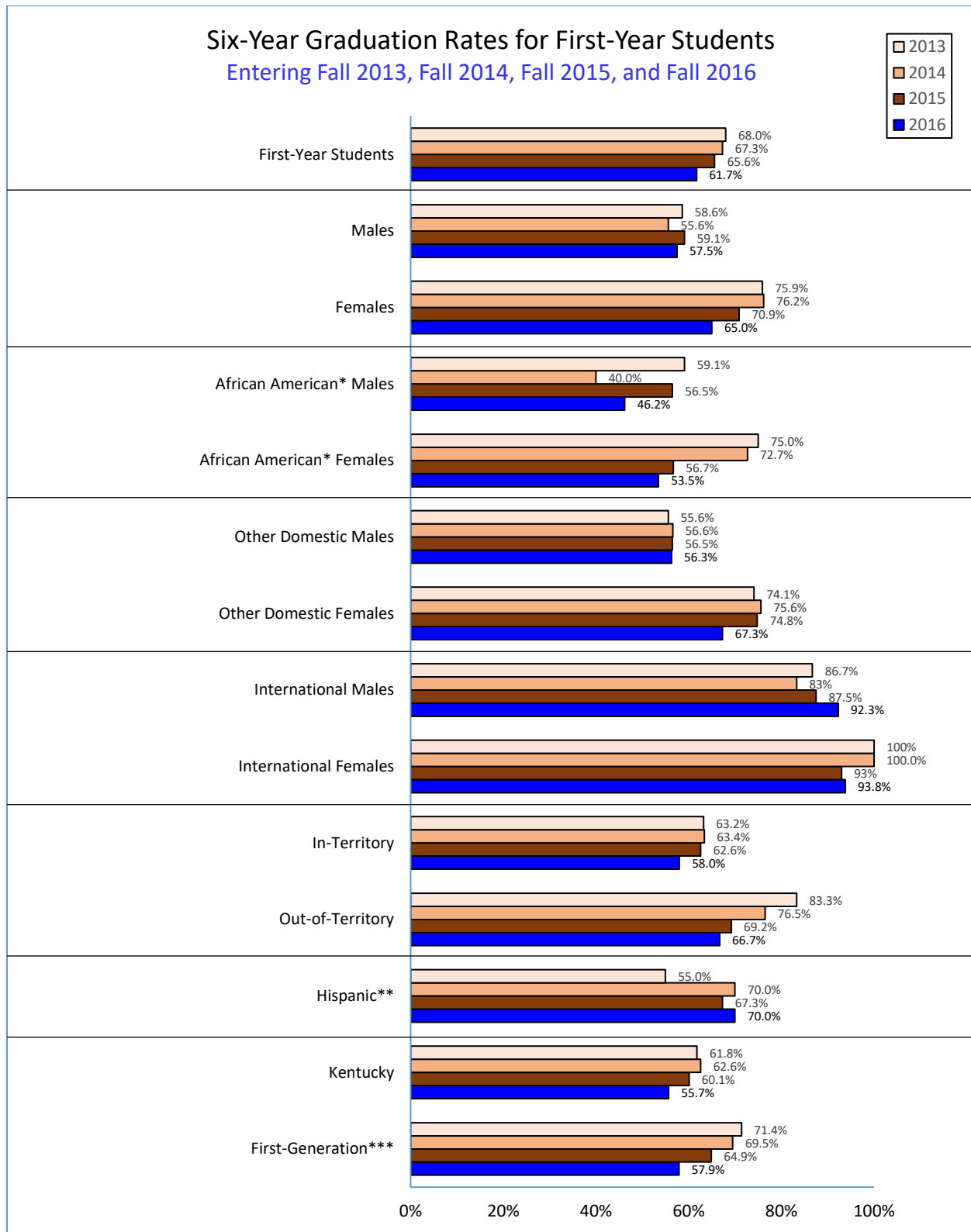
The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



NOTE: [Definitions and Descriptions for the categories](#) above can be found on our website, www.berea.edu/ira

Four-Year Graduation Trends, Page 1 of 2

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



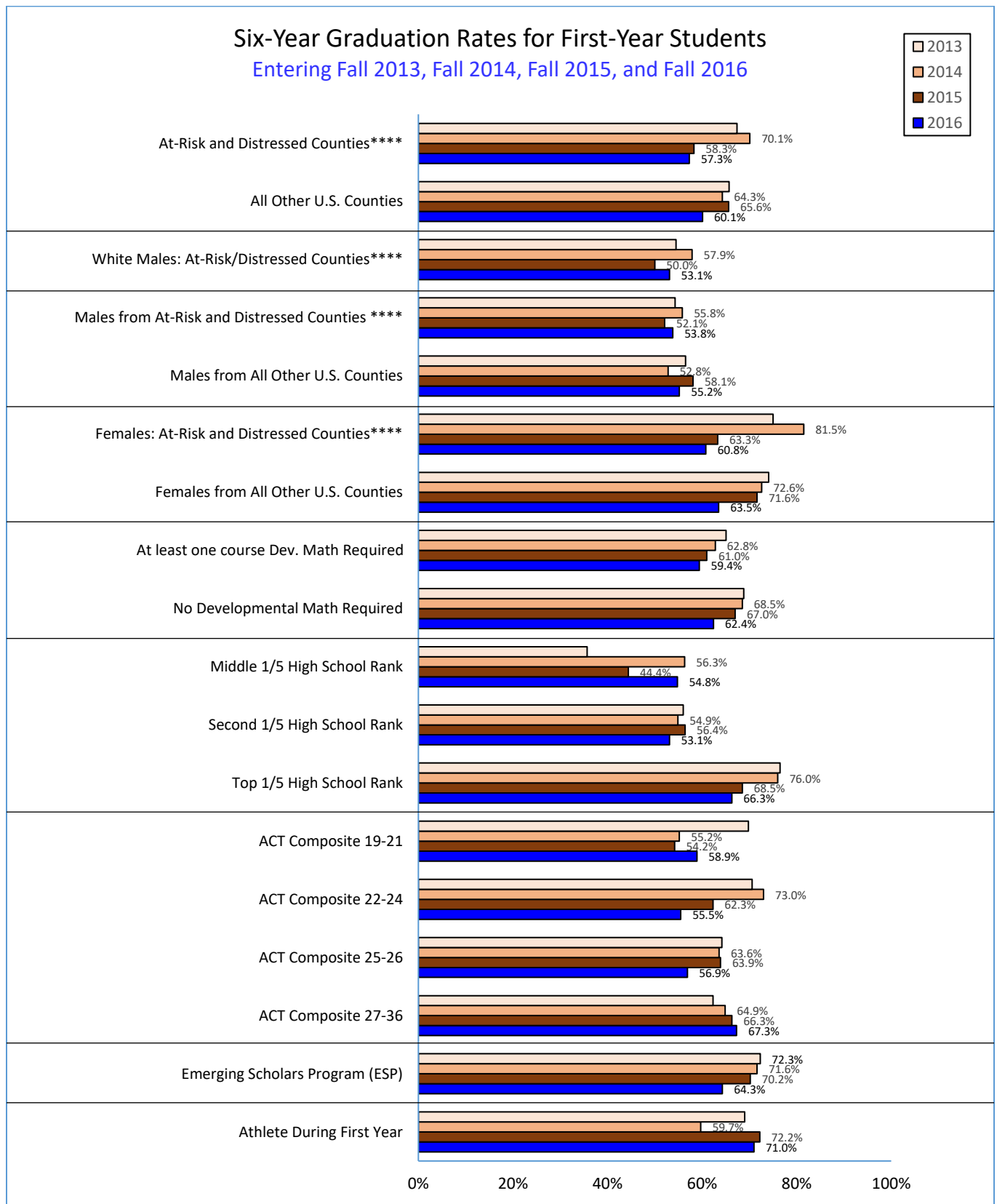
*Students who identified themselves as "Black or African American" alone or in combination with another race.

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

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

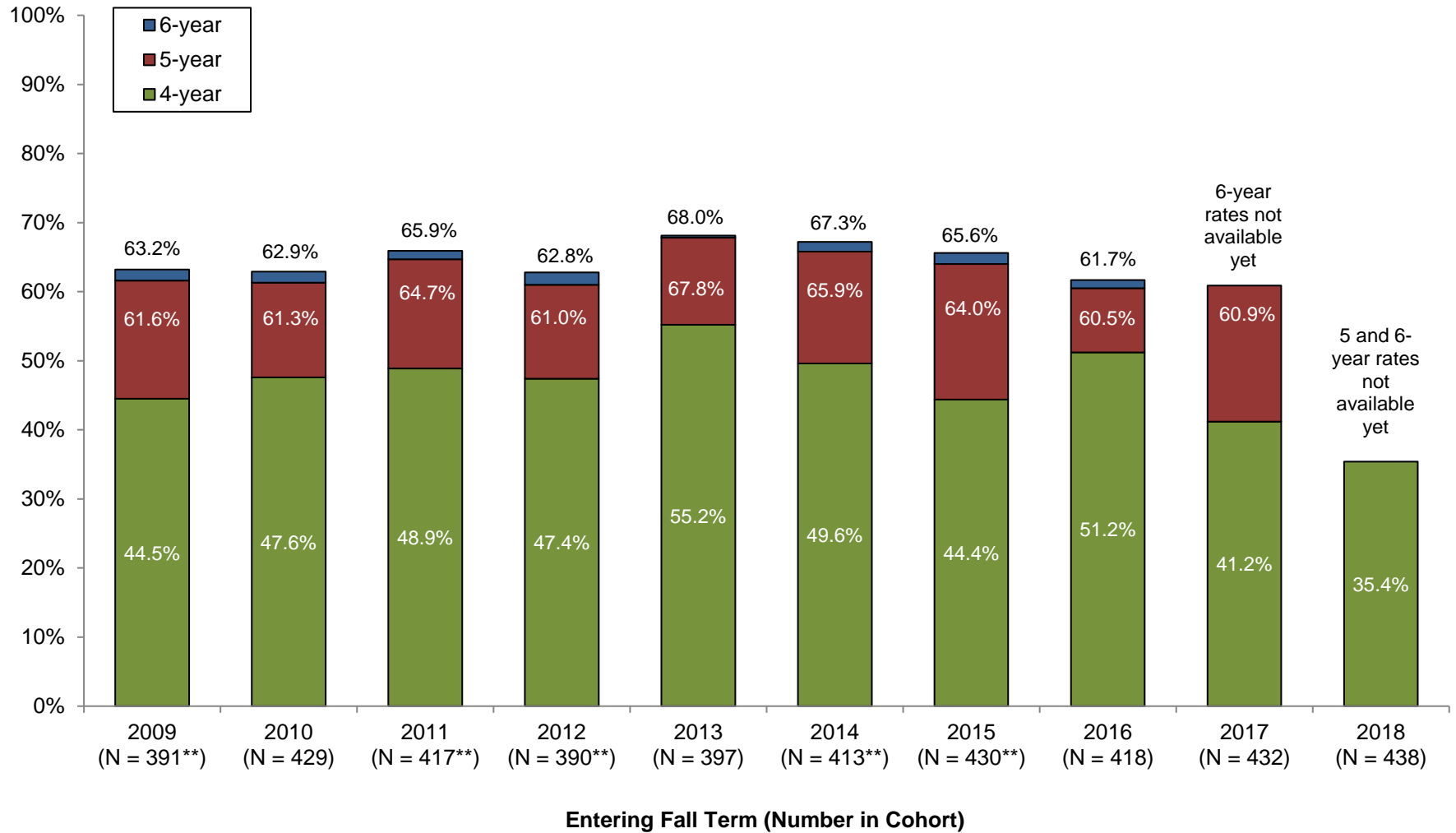
Four-Year Graduation Trends, Page 2 of 2

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



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

GRADUATION RATES* FOR FIRST-YEAR STUDENTS

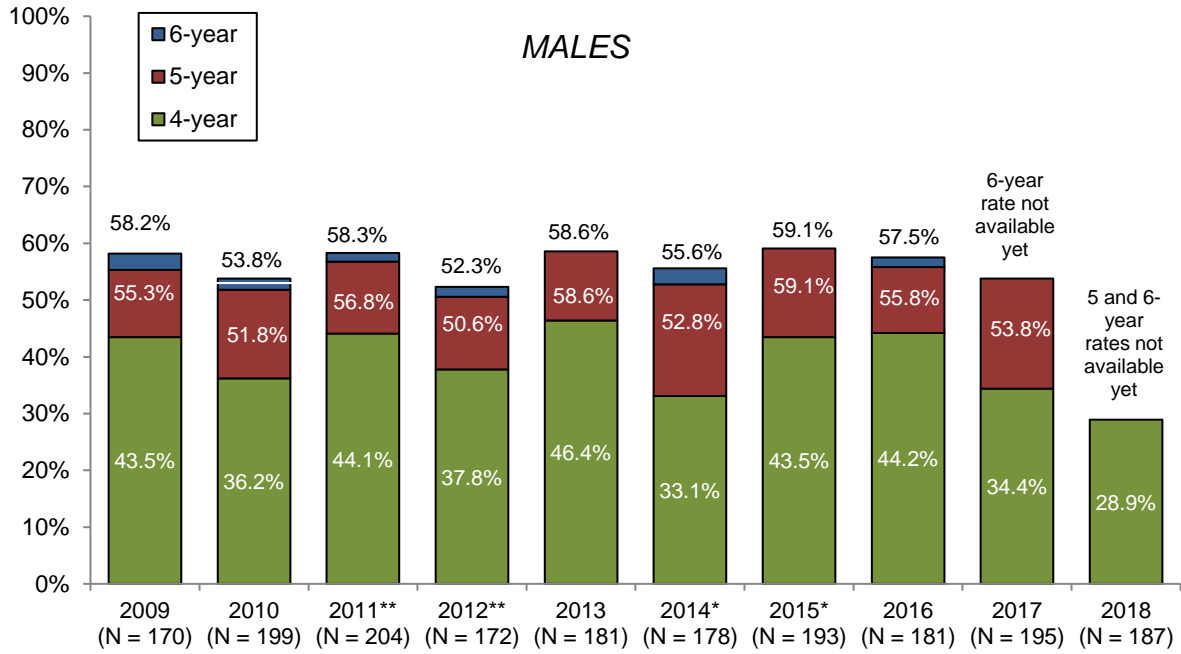


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

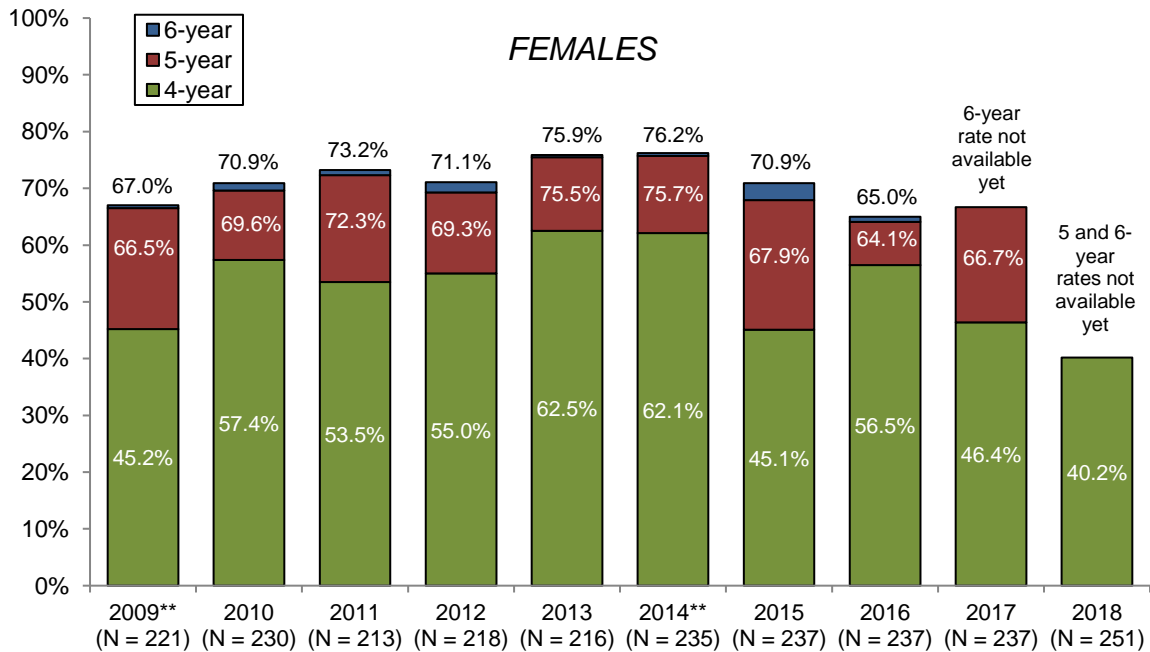
**Denotes cohort numbers that have been reduced by one due to the death of a student. (2015 was reduced by two; 2014 reduced by three.)

Source: Office of Institutional Research and Assessment, September 2022

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY BIRTH SEX



Entering Fall Term (Number in Cohort)

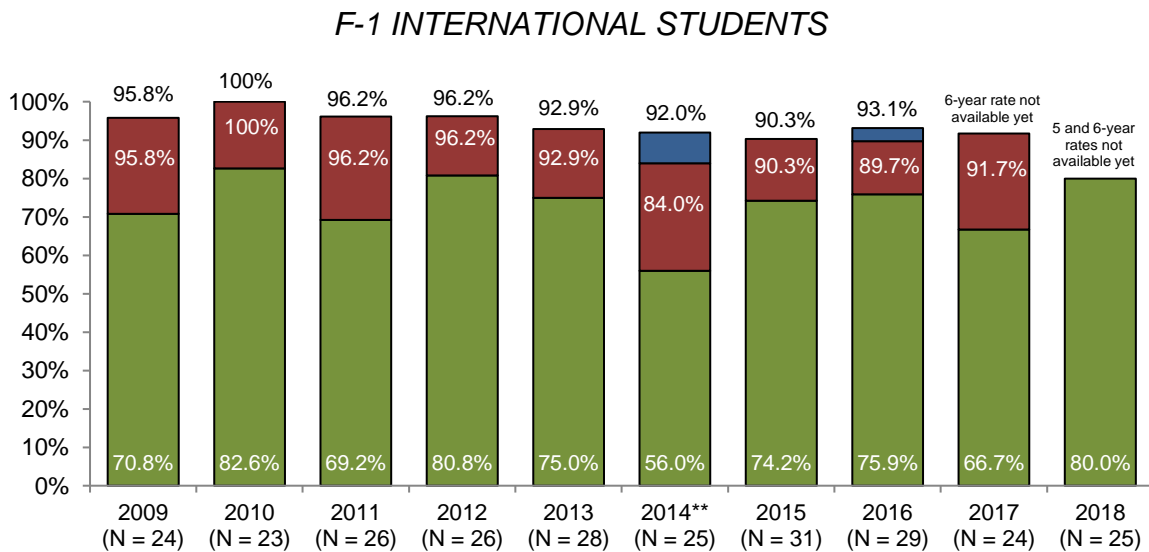
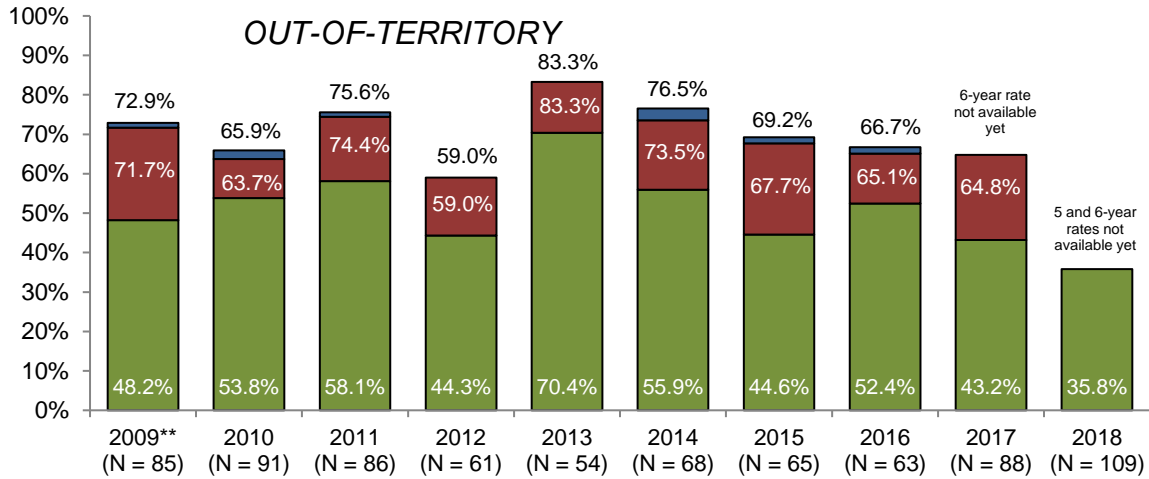
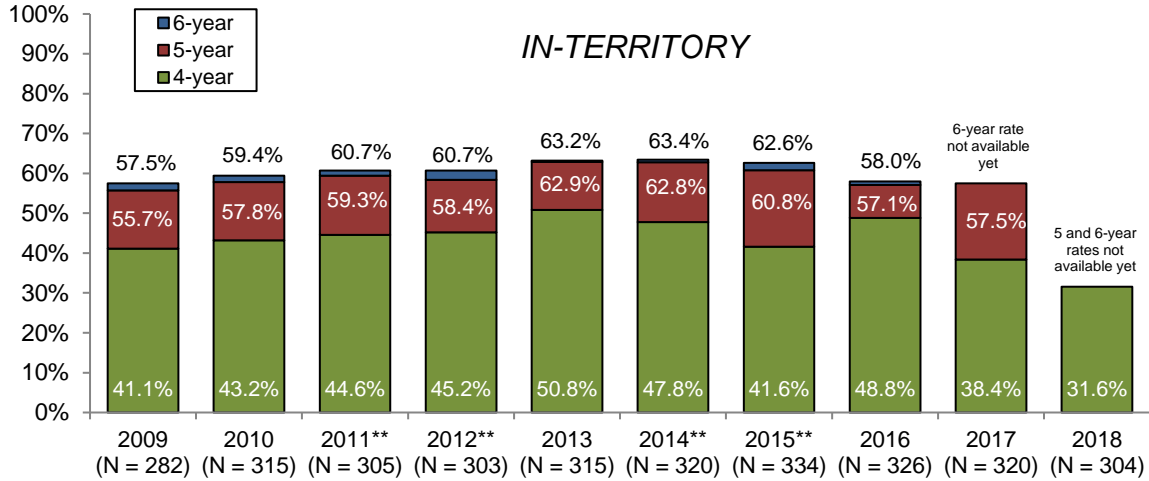


Entering Fall Term (Number in Cohort)

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

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

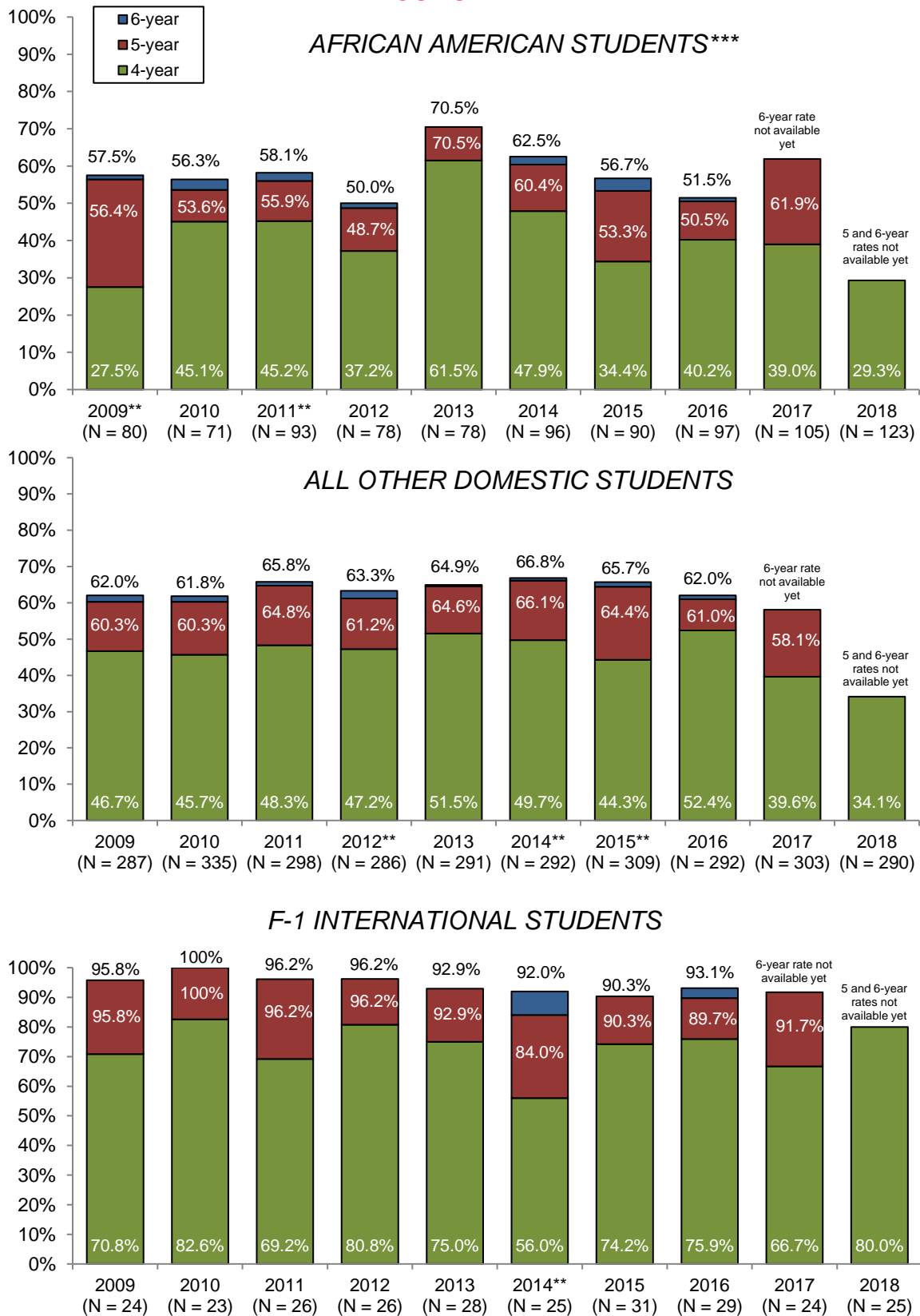
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY



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

** Denotes cohort number that has been reduced by one due to the death of a student (2014 international and 2015 in-territory by 2.)

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

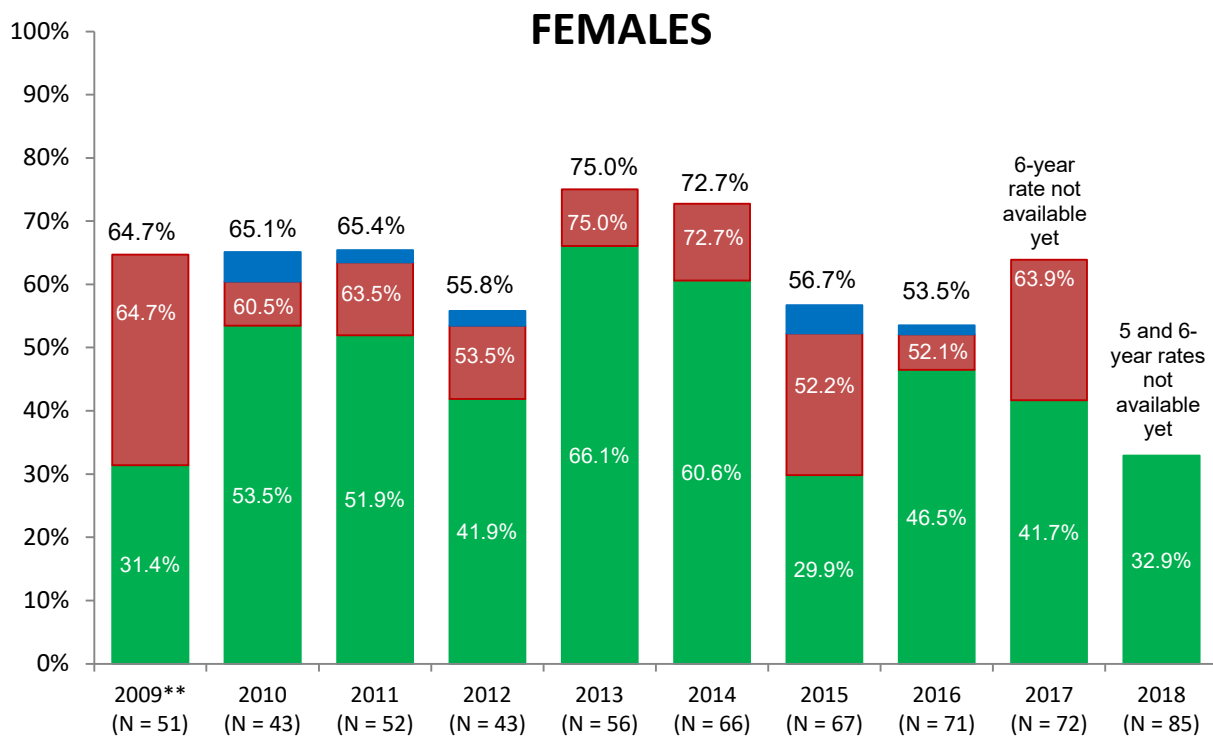
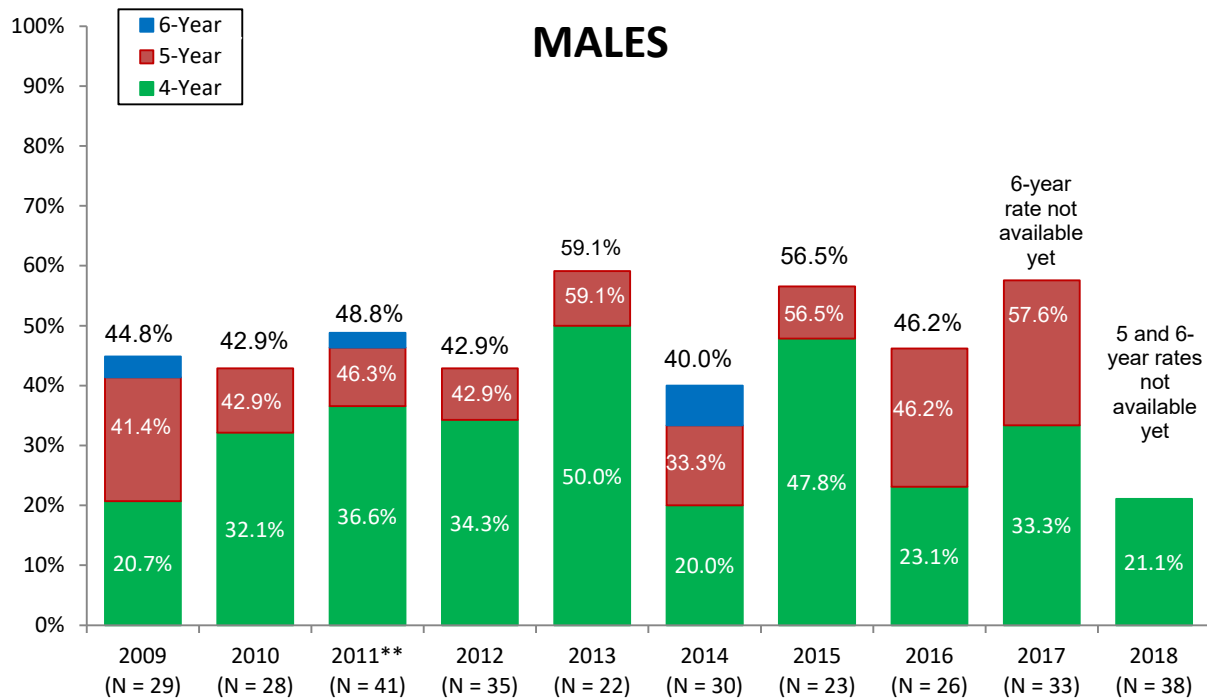


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

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

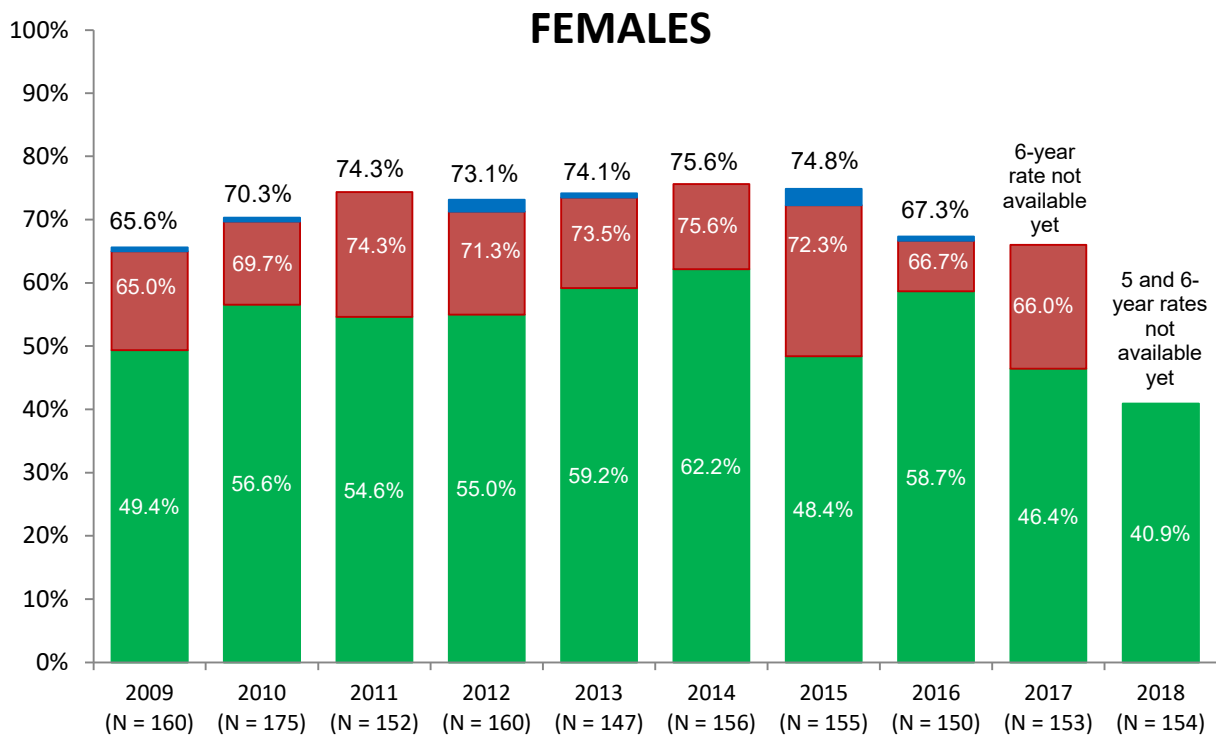
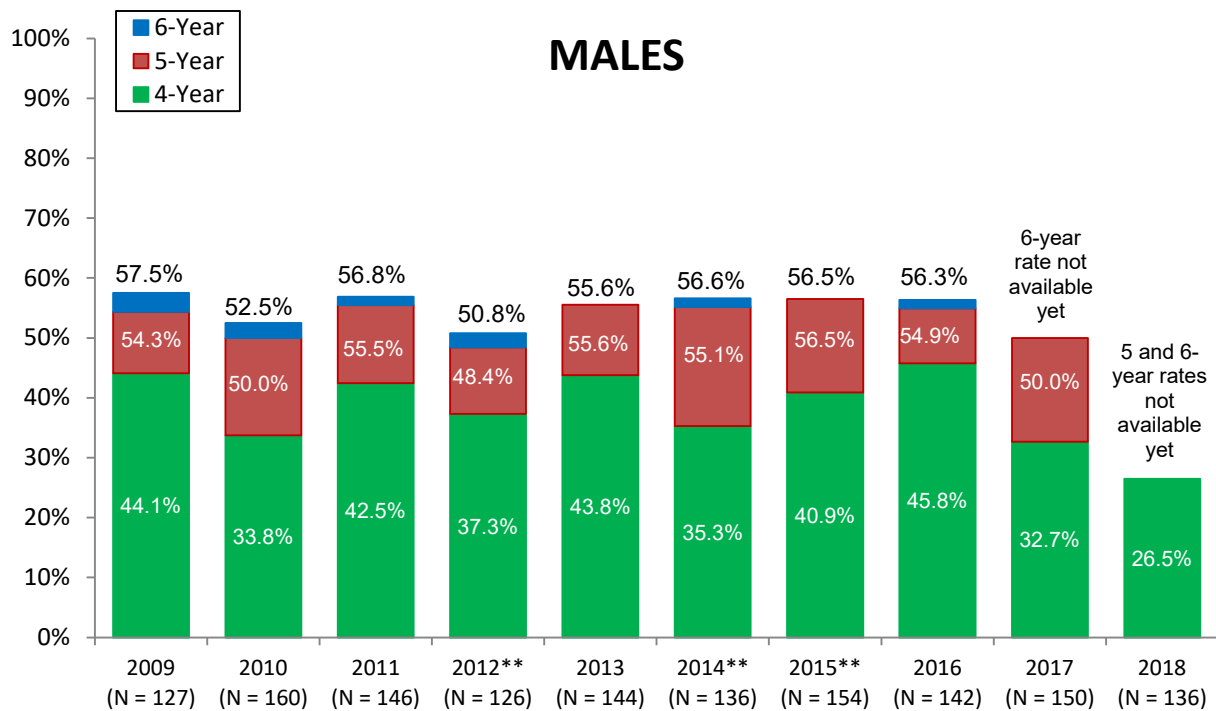


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

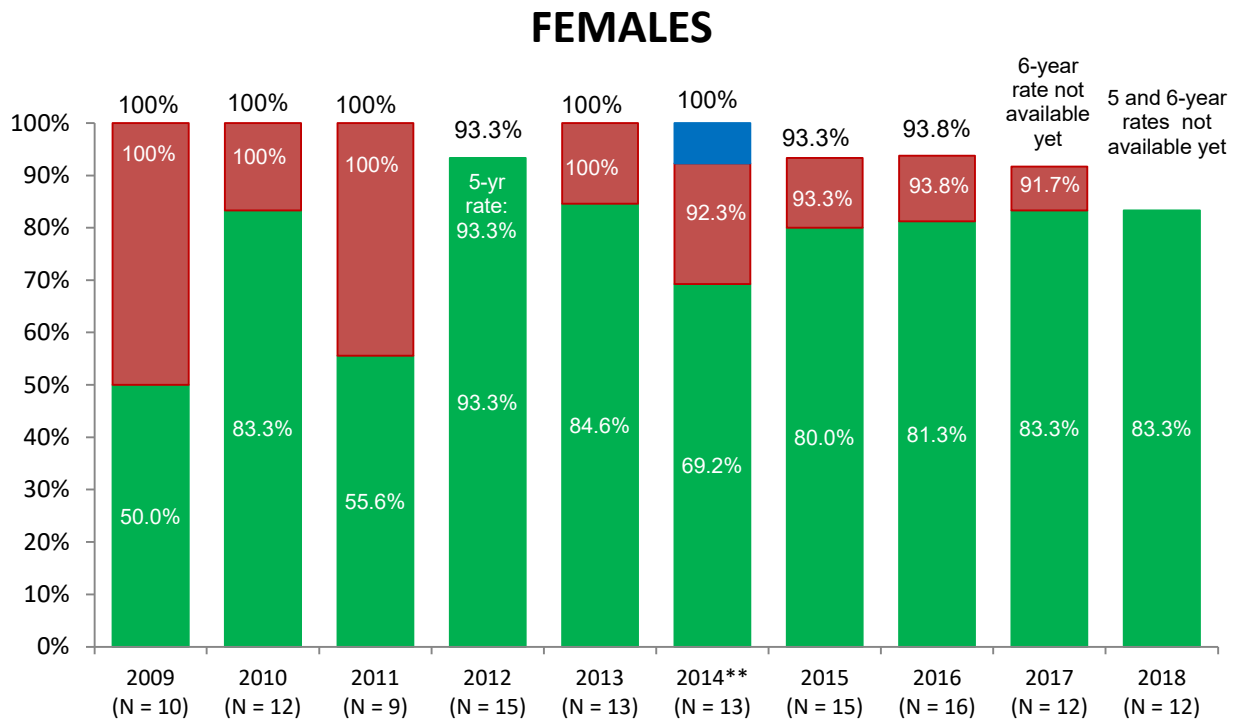
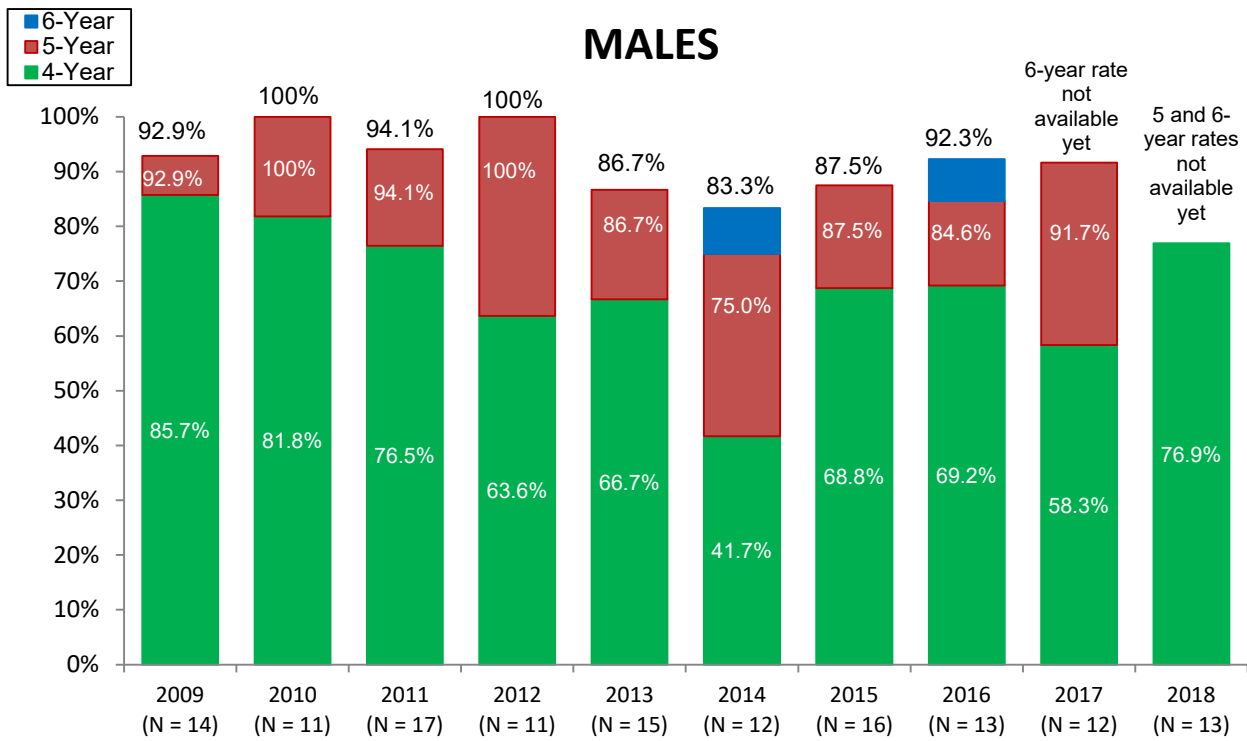
GRADUATION RATES* FOR FIRST-YEAR OTHER DOMESTIC STUDENTS BY BIRTH SEX



*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 reduced by 2).

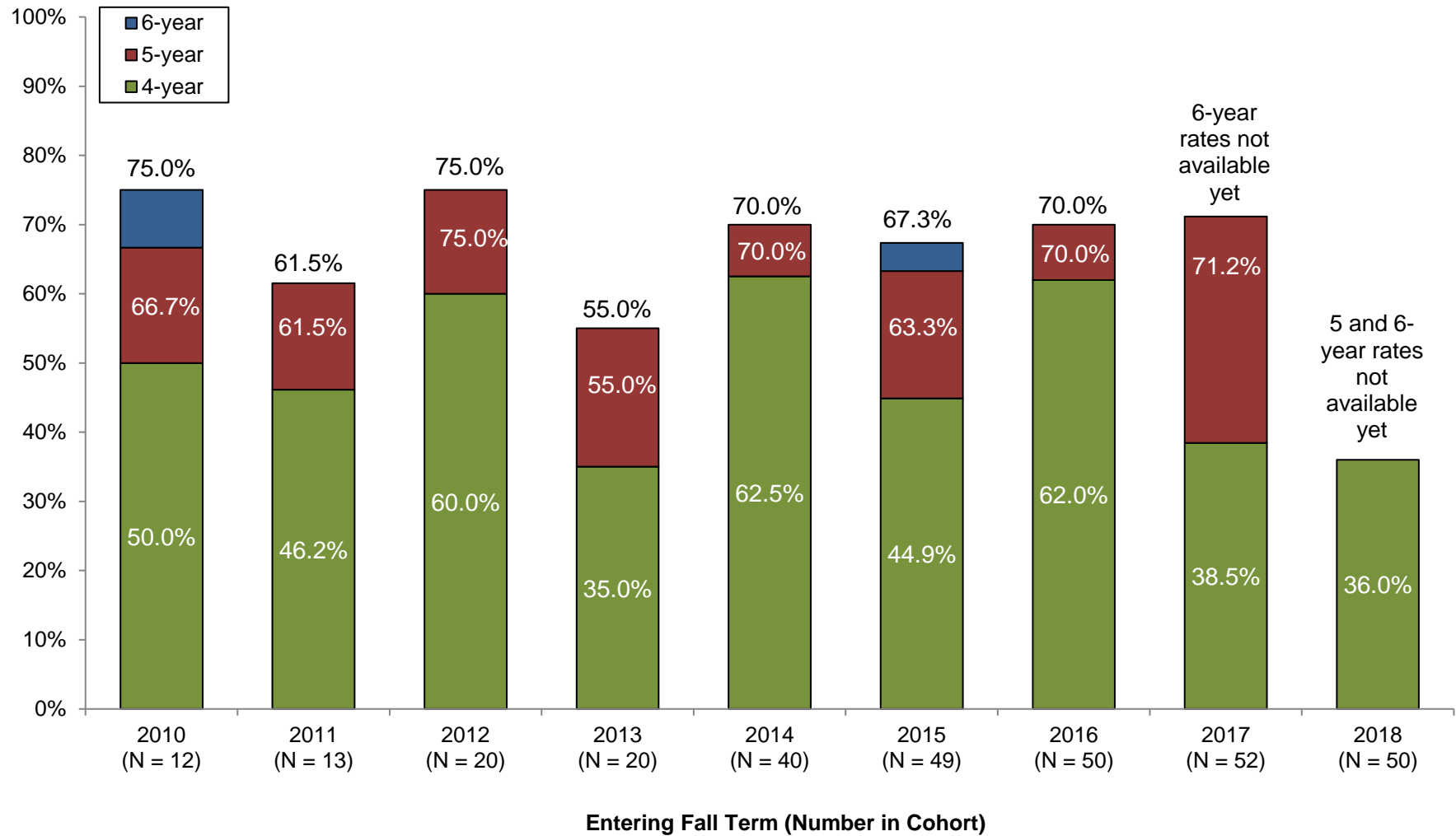
GRADUATION RATES* FOR FIRST-YEAR F-1 INTERNATIONAL STUDENTS BY BIRTH SEX



*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.

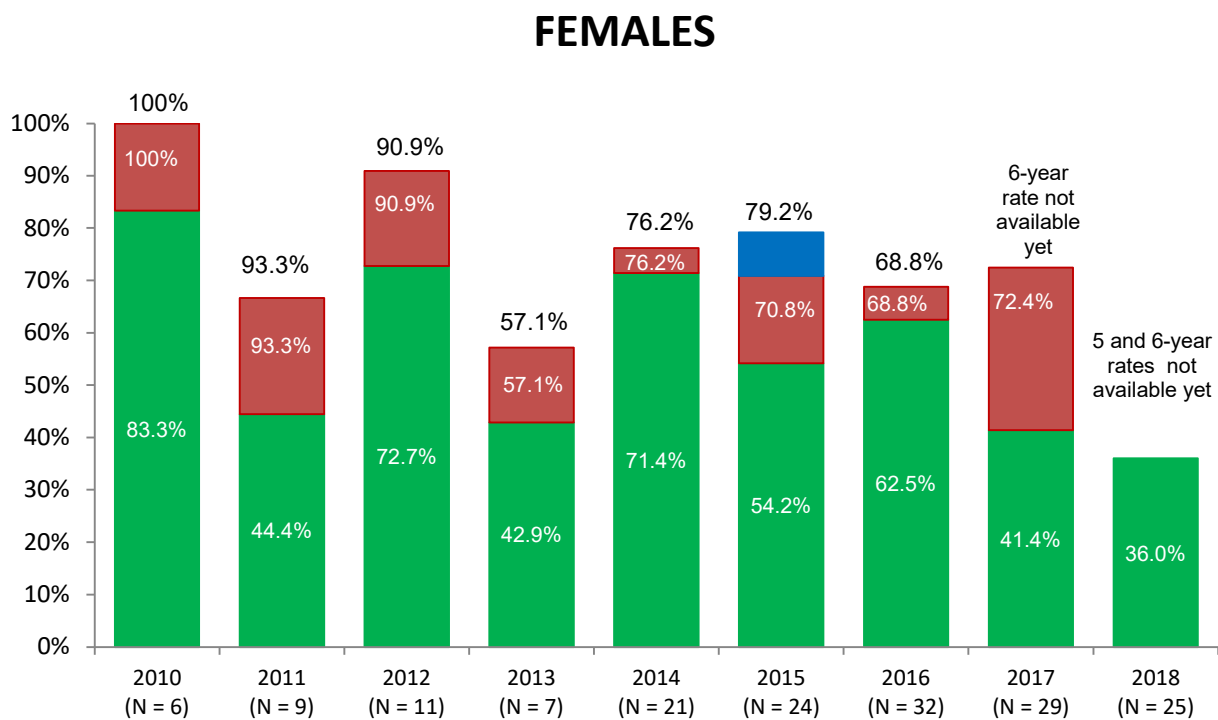
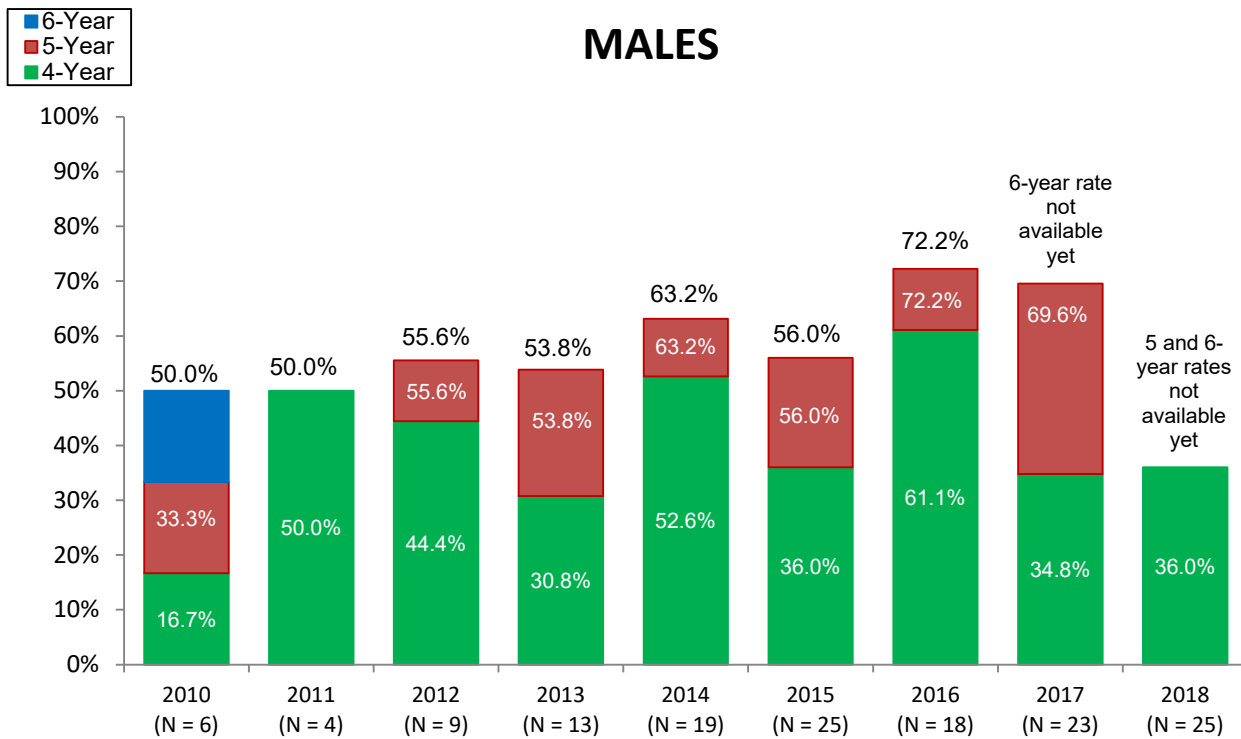
GRADUATION RATES* FOR FIRST-YEAR **HISPANIC**** STUDENTS



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

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

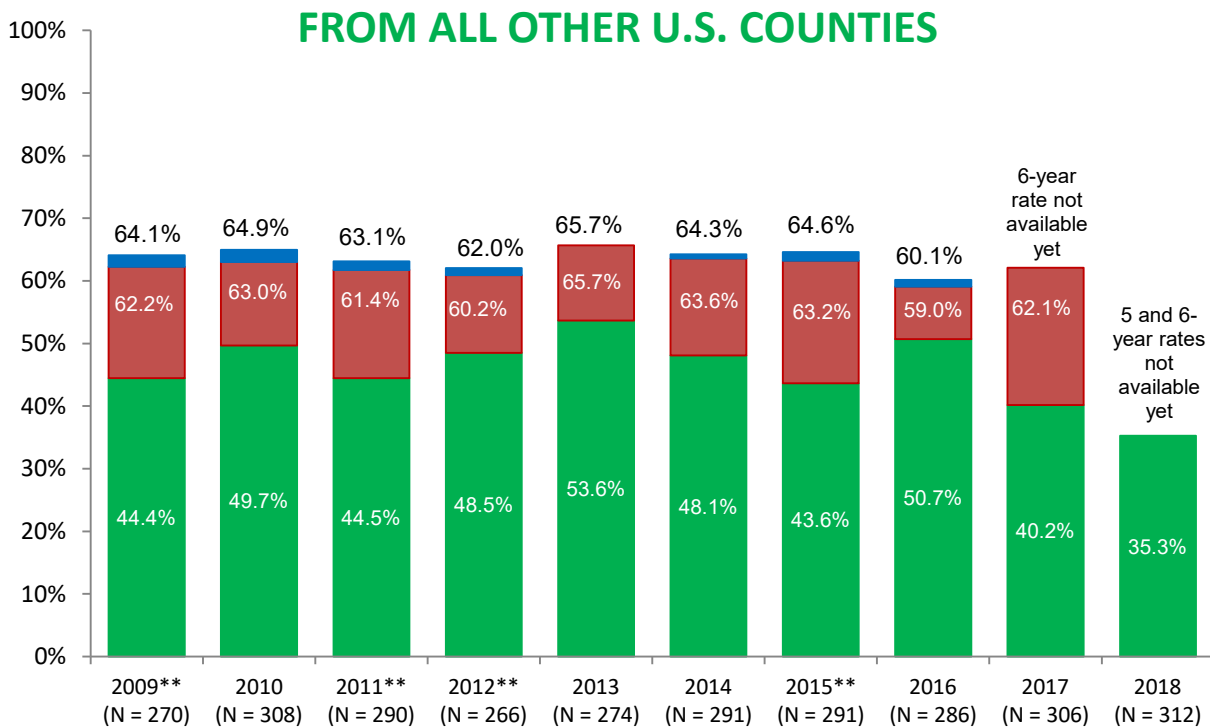
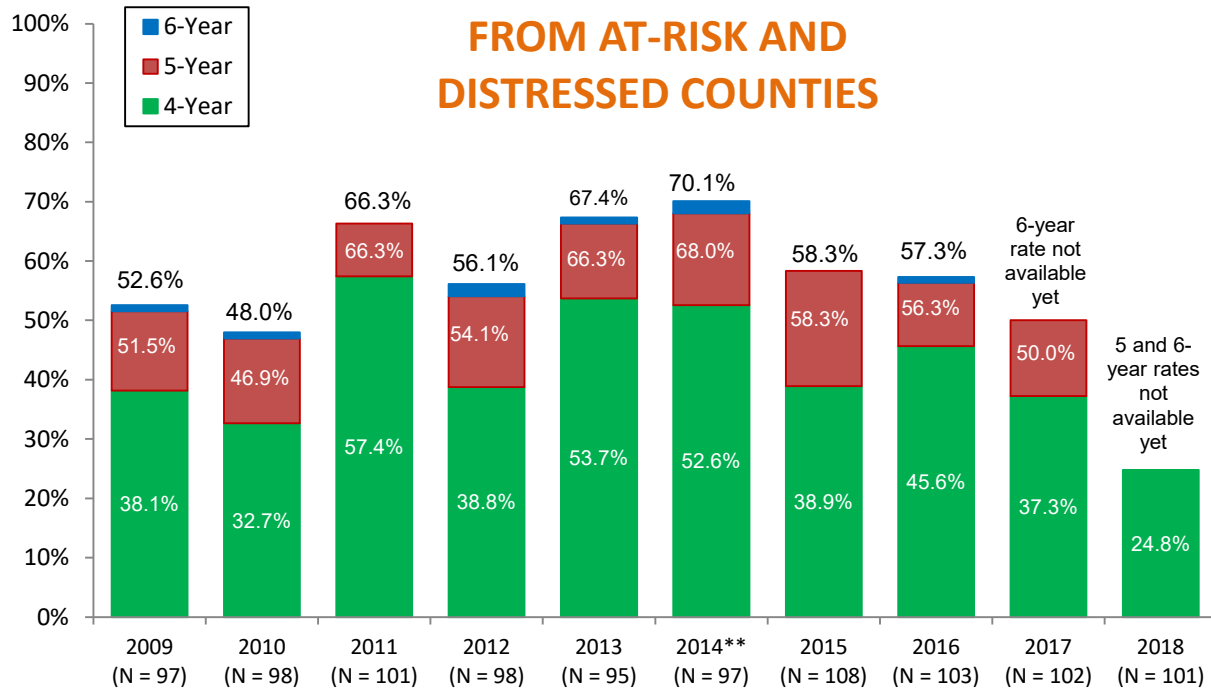
GRADUATION RATES* FOR FIRST-YEAR HISPANIC** STUDENTS BY BIRTH SEX



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

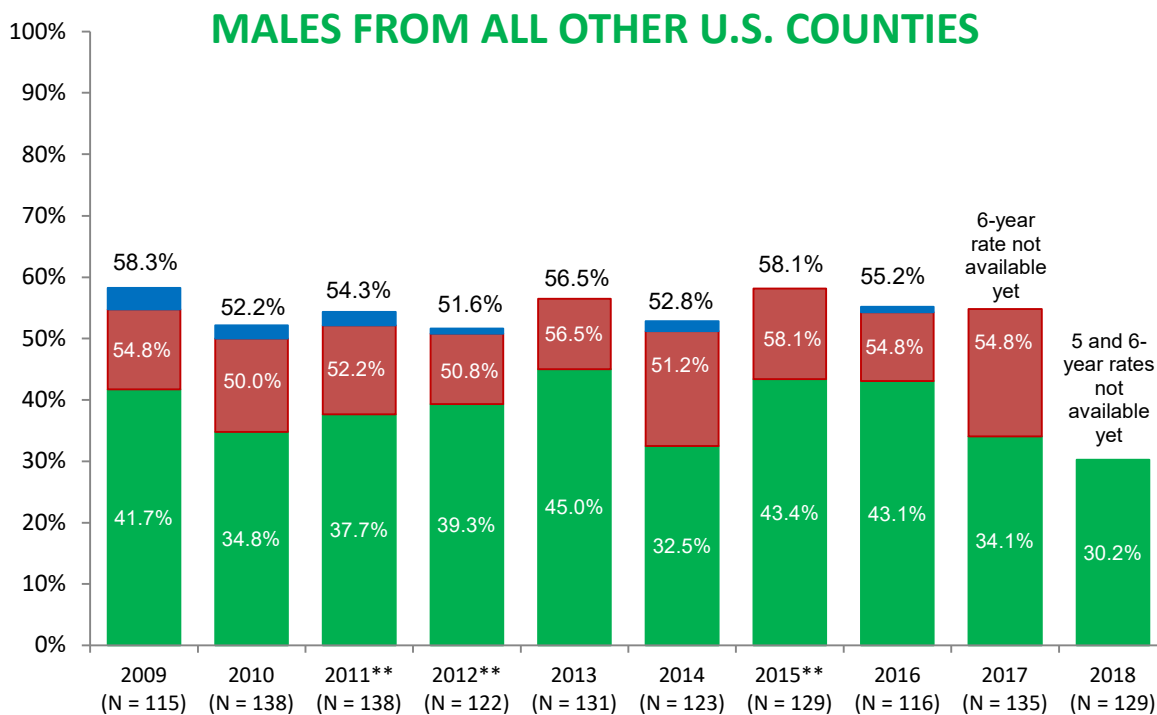
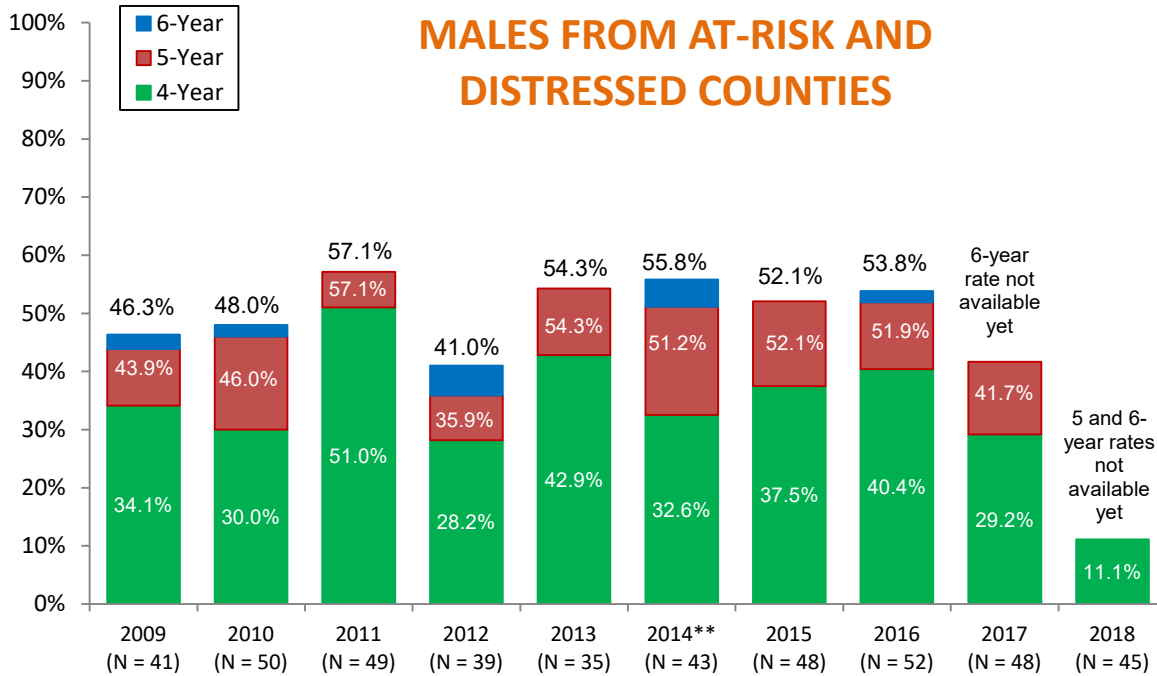
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR STUDENTS
BY COUNTY DESIGNATION**



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

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

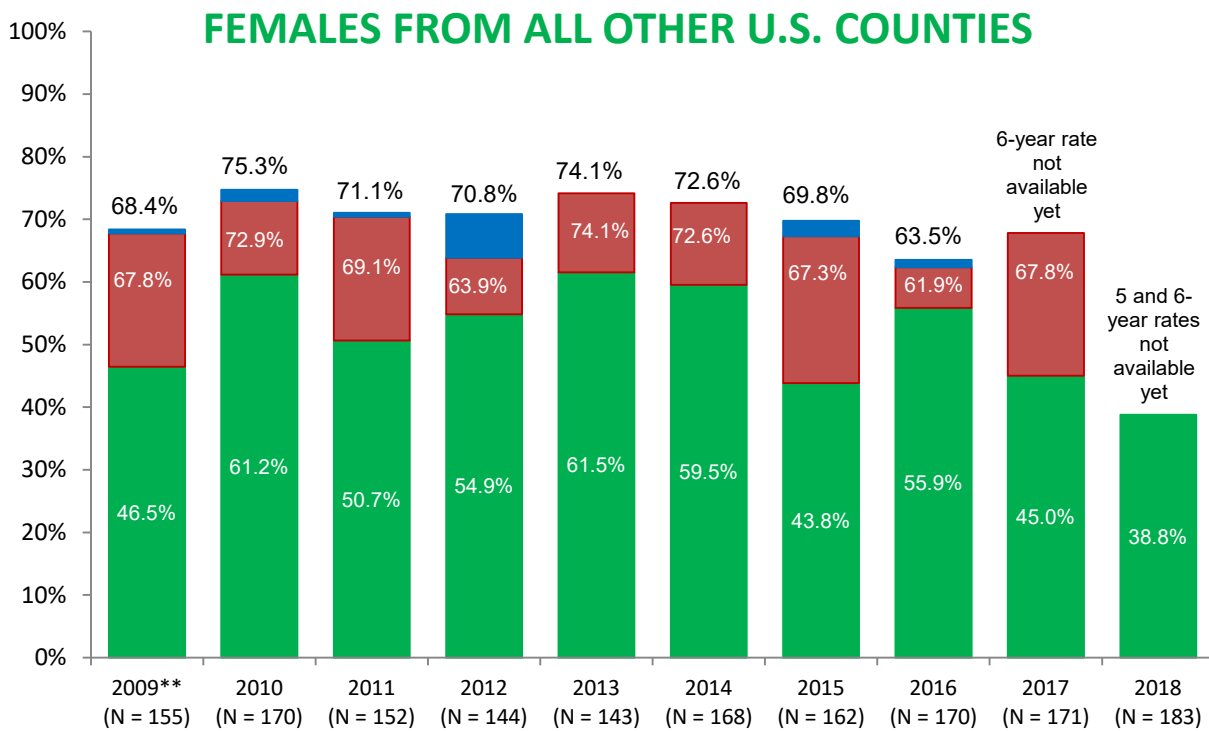
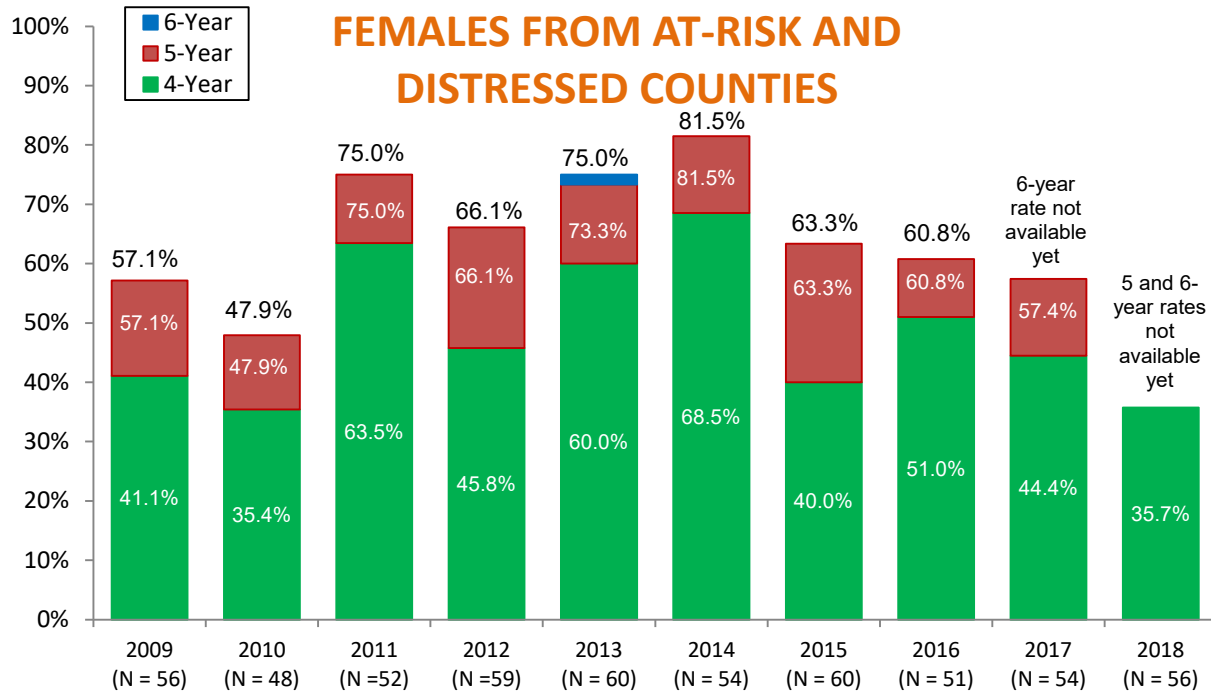
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR MALES
BY COUNTY DESIGNATION**



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

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

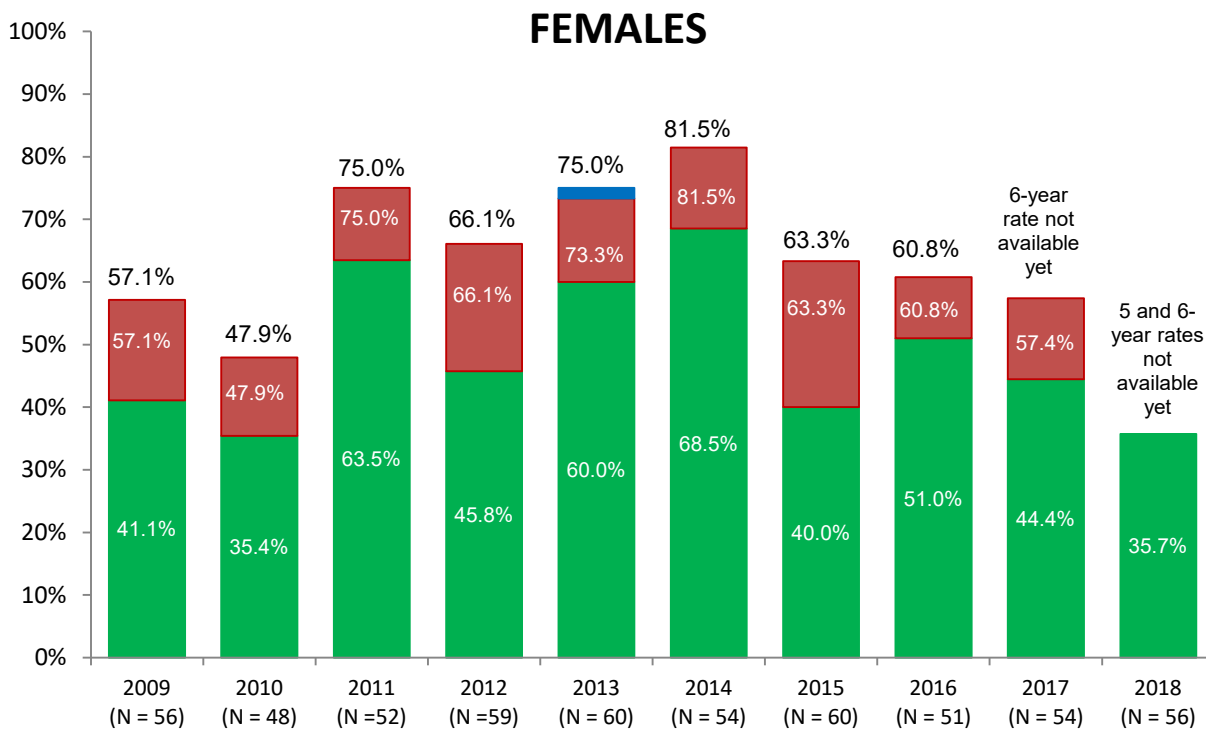
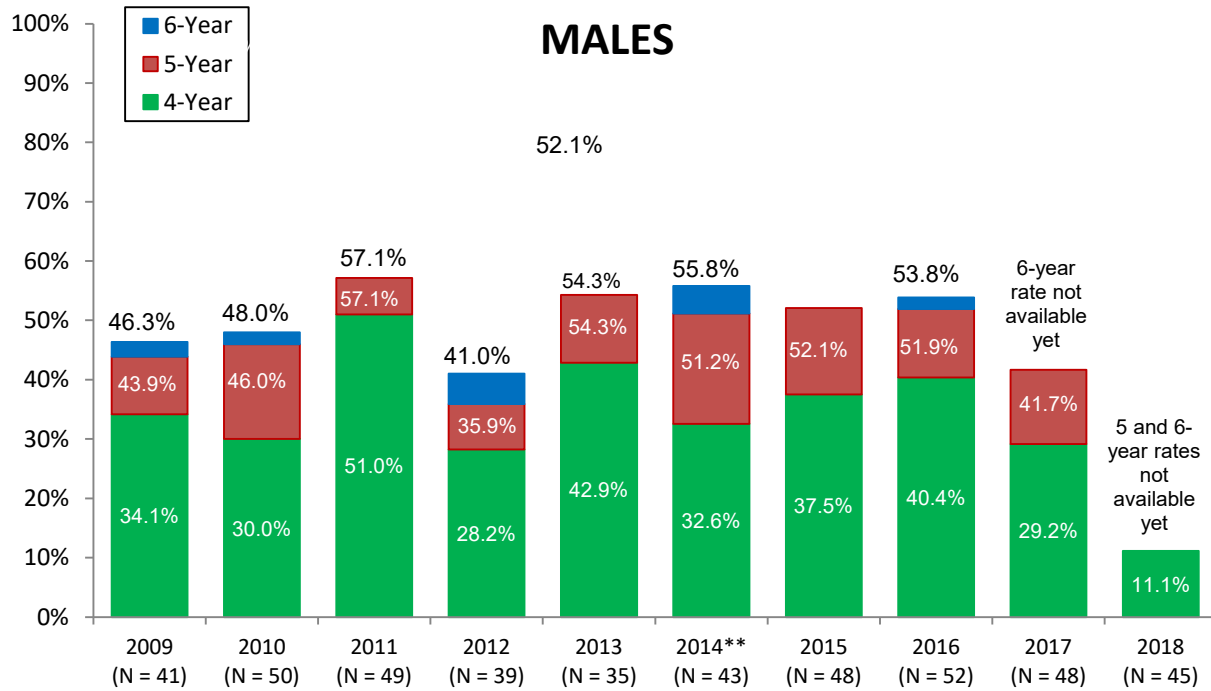
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR FEMALES
BY COUNTY DESIGNATION**



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

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

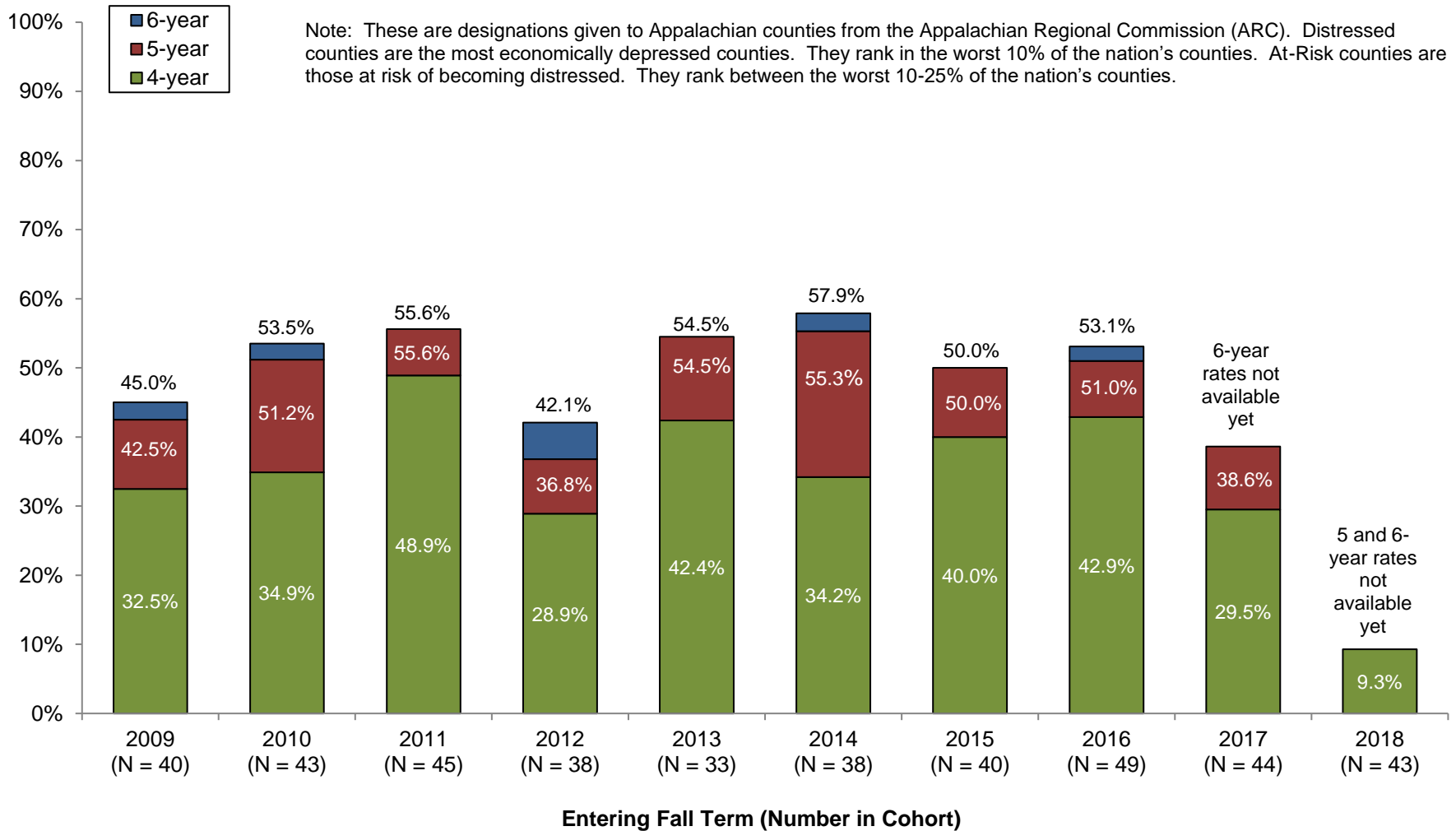
**GRADUATION RATES* FOR DOMESTIC FIRST-YEAR STUDENTS
FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES BY BIRTH SEX**



*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.

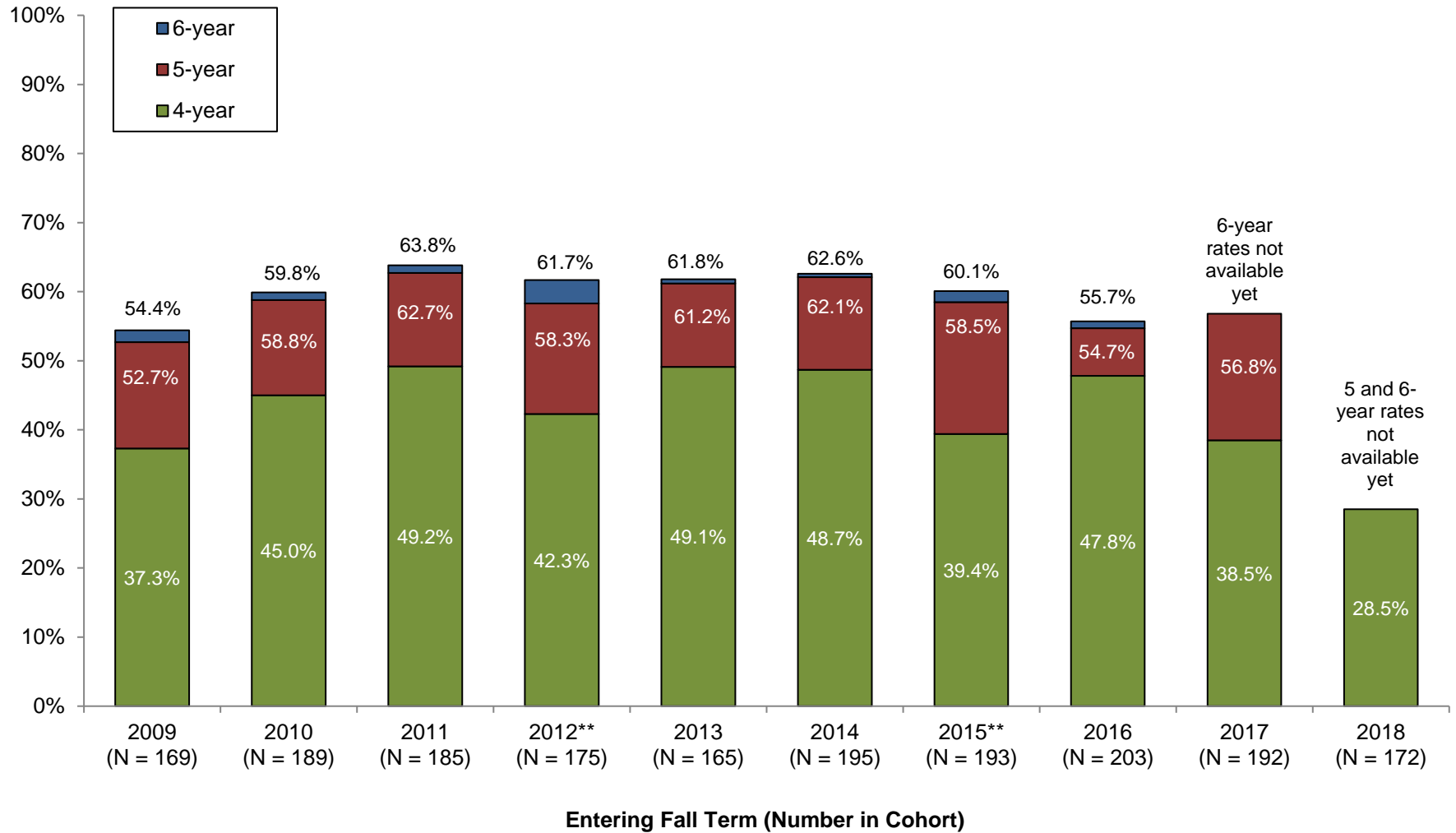
GRADUATION RATES* FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES



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

Source: Office of Institutional Research and Assessment, September 2022

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

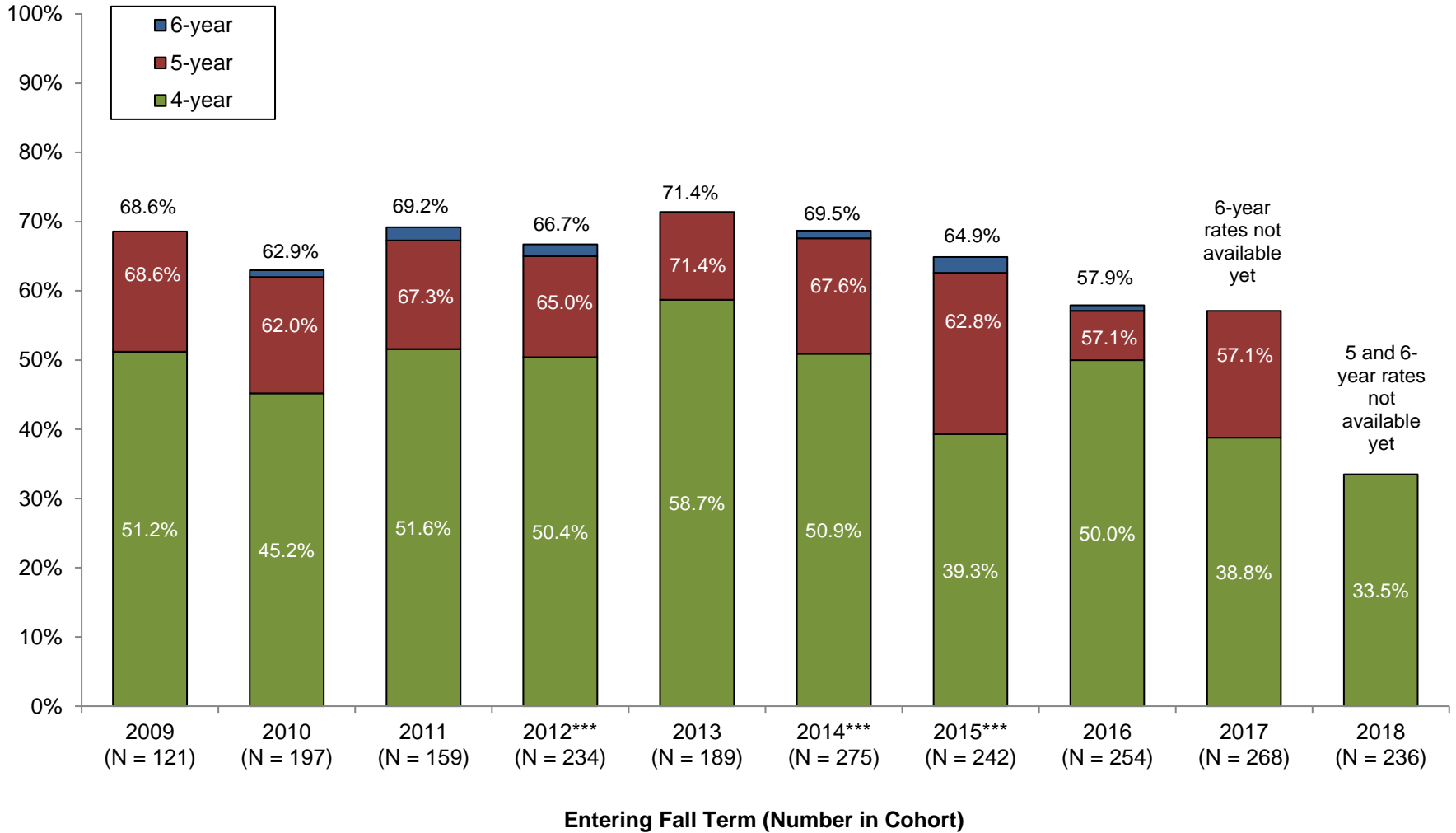


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

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

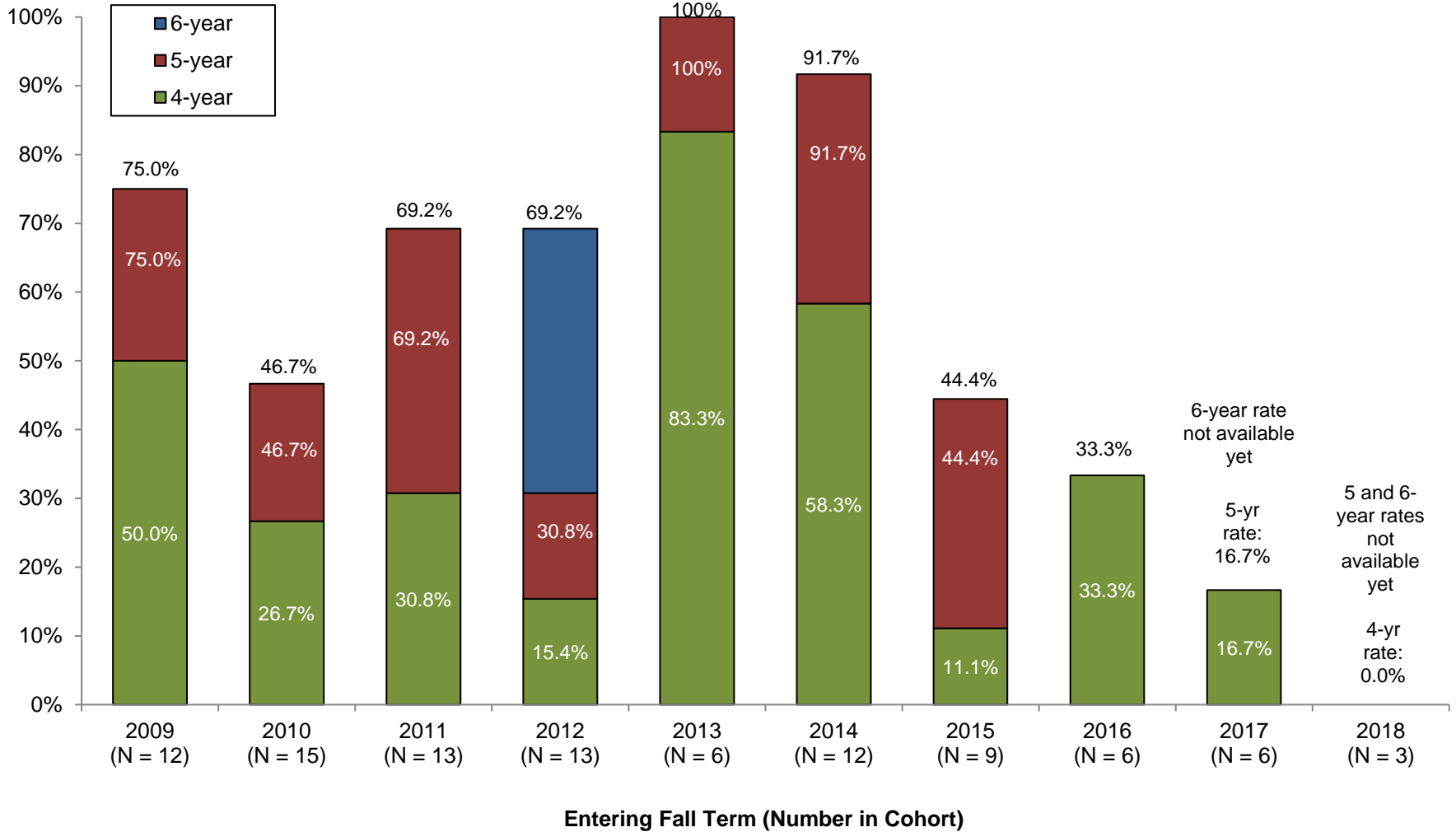


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

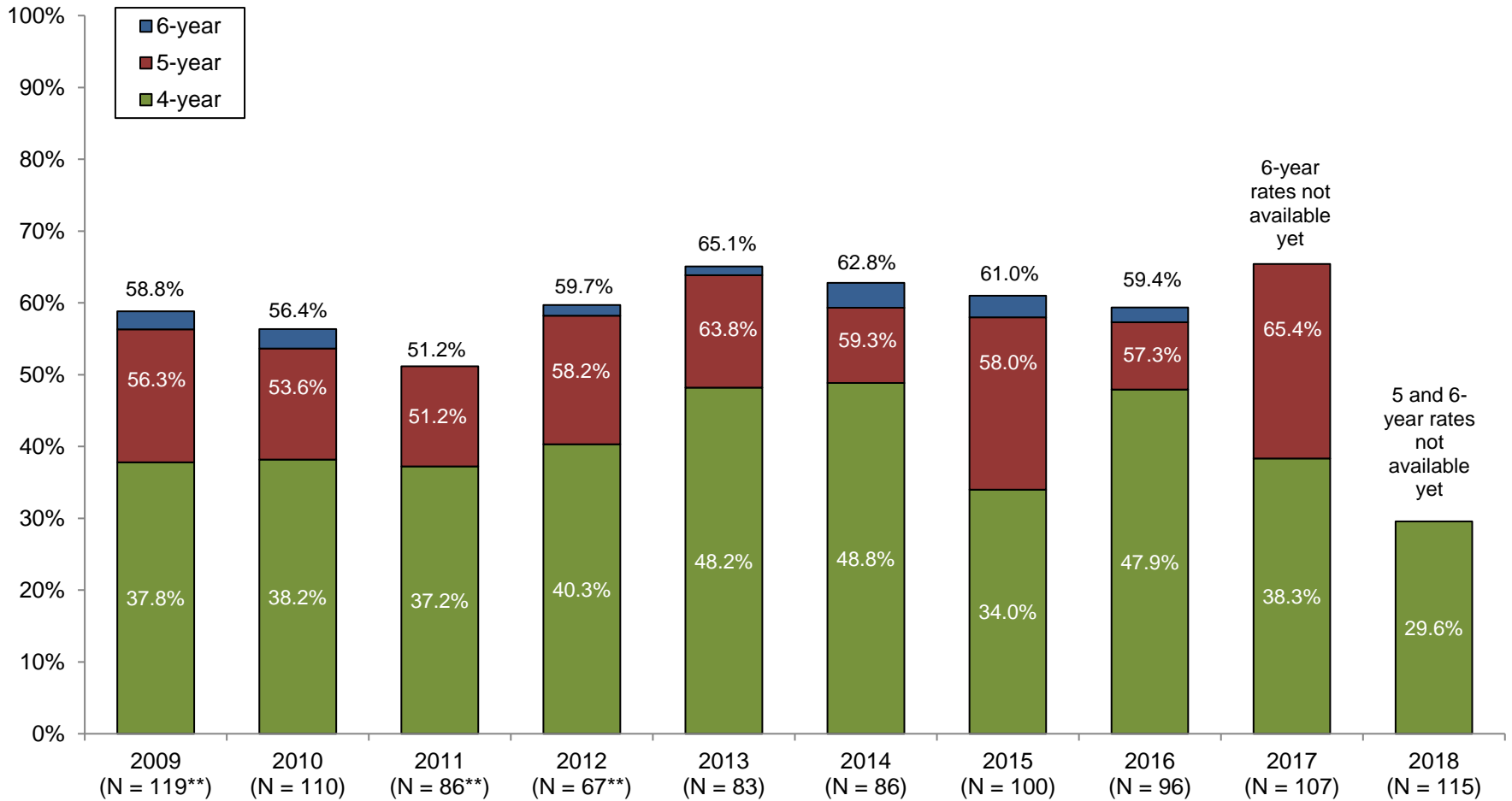
GRADUATION RATES* FOR **NON-TRADITIONAL**** FIRST-YEAR STUDENTS



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

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

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



Grad rates for students who did not need any developmental math

	Entering Fall Term (Number in Cohort)									
	65.4%	65.2%	69.8%	63.5%	68.8%	68.5%	67.0%	62.4%	59.4%	37.5%

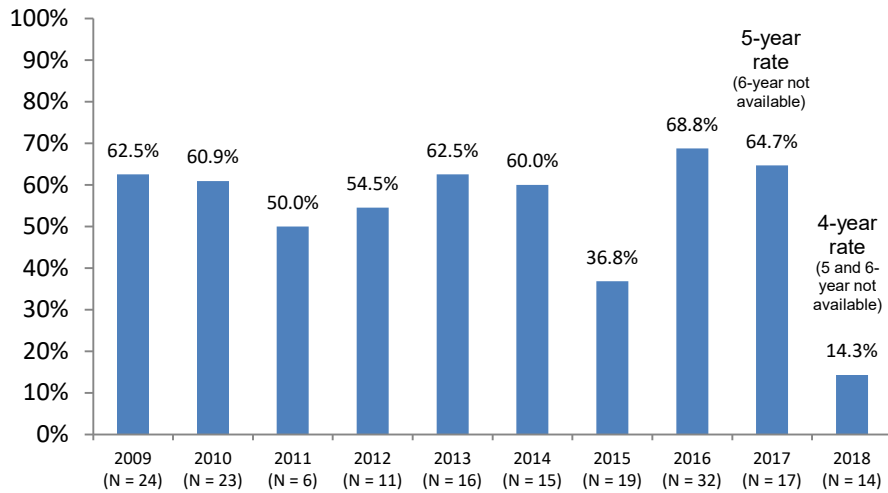
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

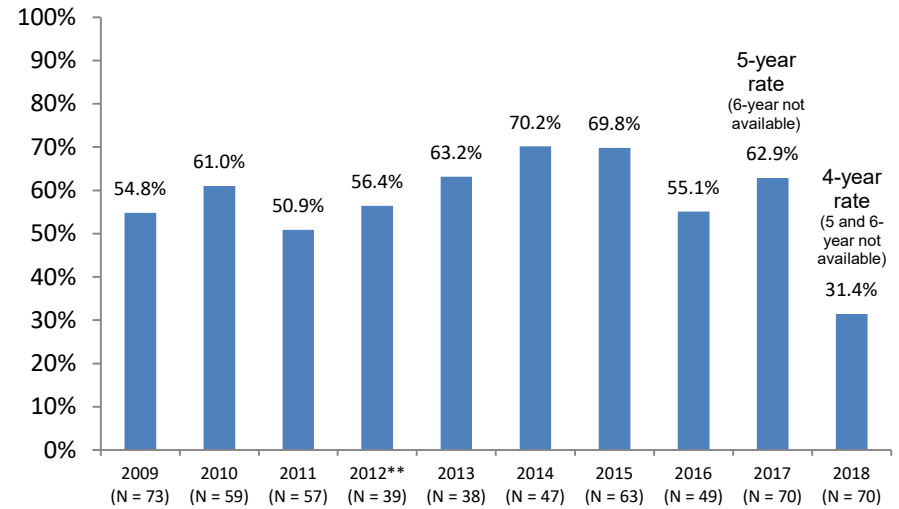
Source: Office of Institutional Research and Assessment, September 2022

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

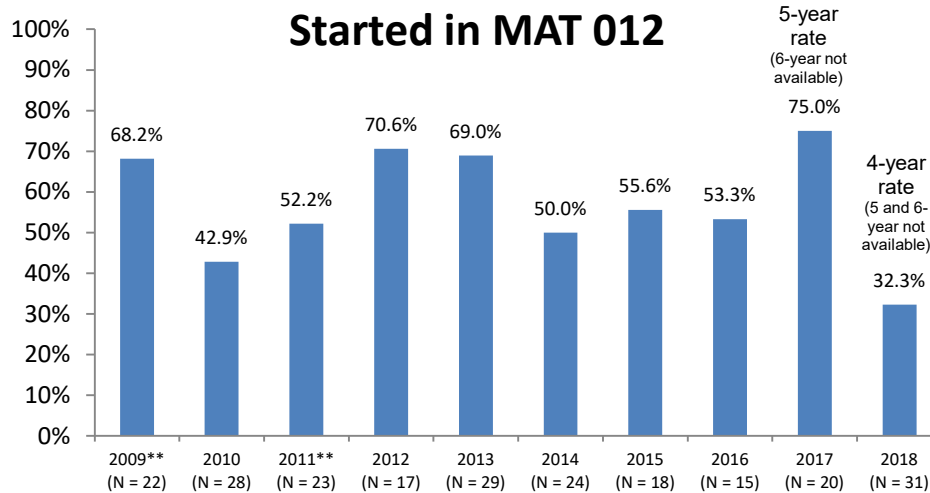
Started in MAT 010



Started in MAT 011



Started in MAT 012

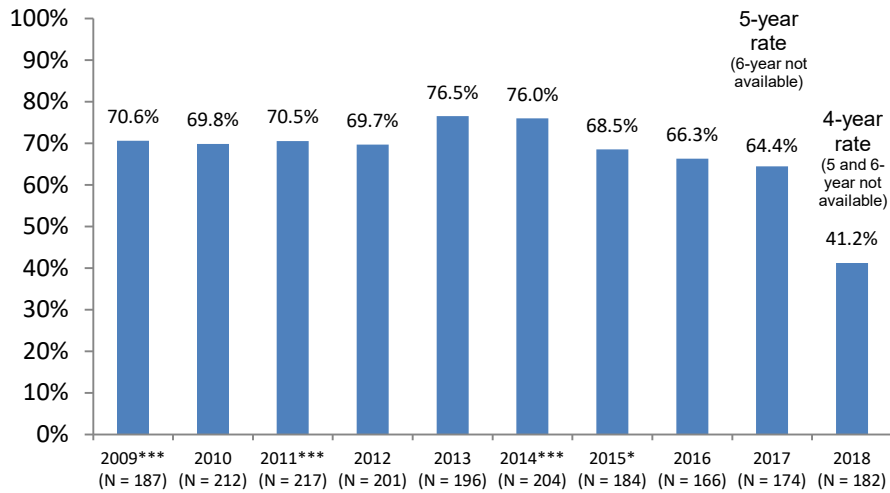


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

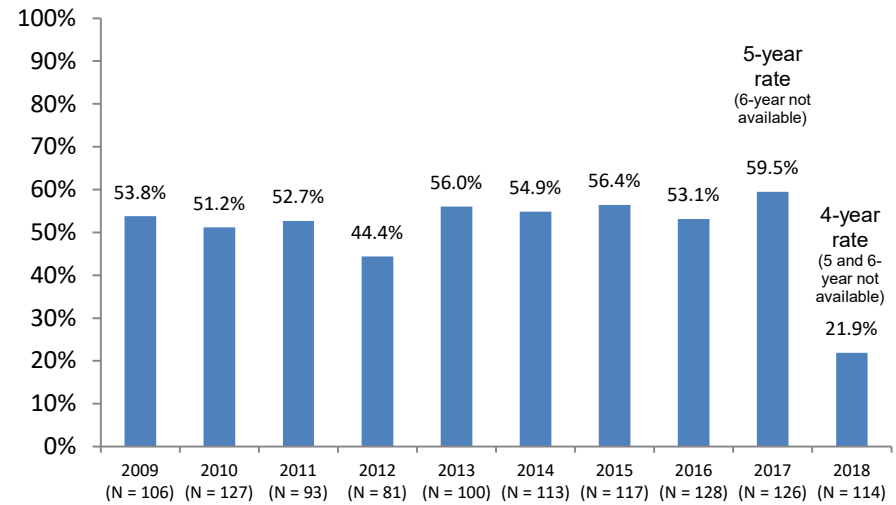
**Denotes cohort numbers that have been reduced by one due to the death of a student.

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

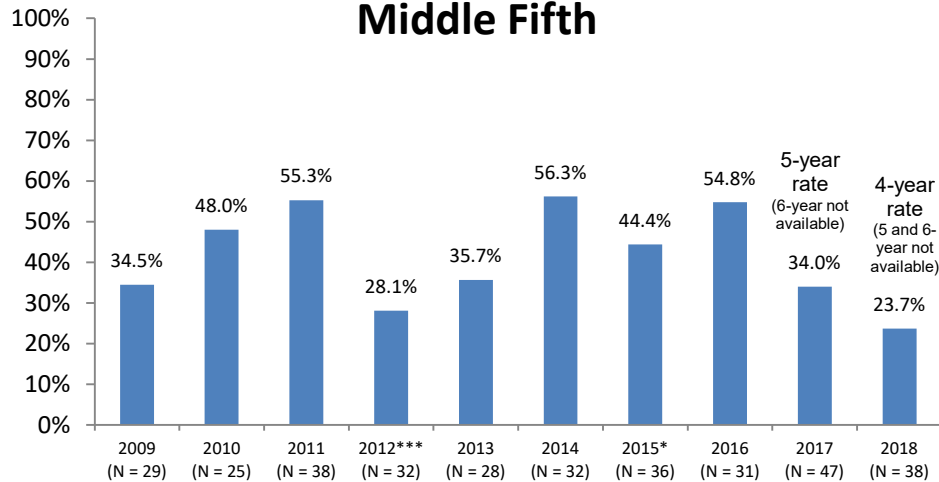
Top Fifth



Second Fifth



Middle Fifth



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

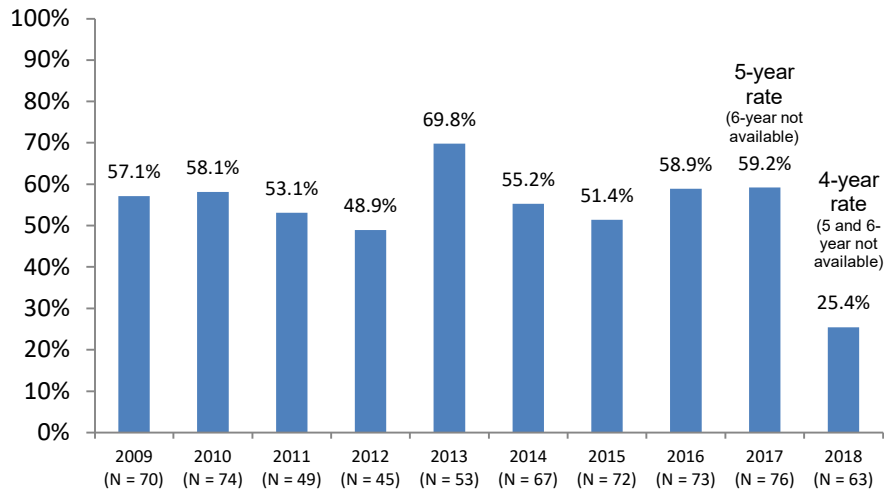
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Does not include F-1 International Students.

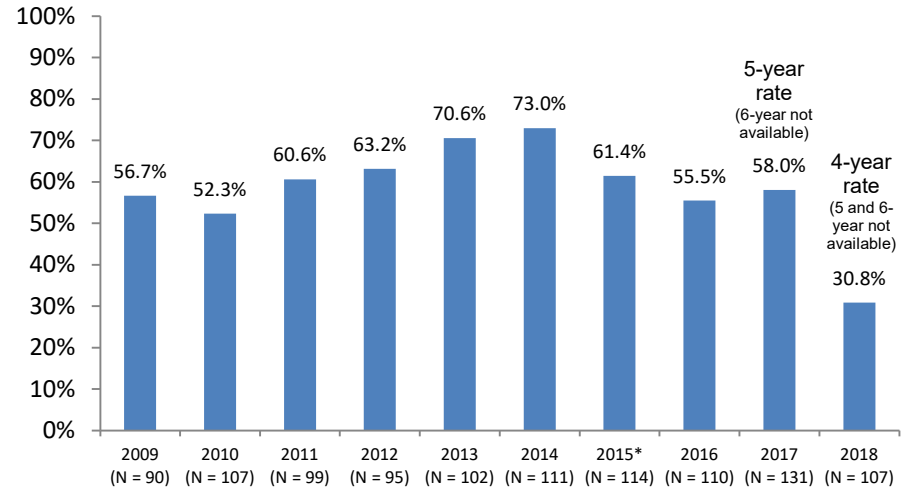
***Denotes cohort numbers that have been reduced by one due to the death of a student.

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

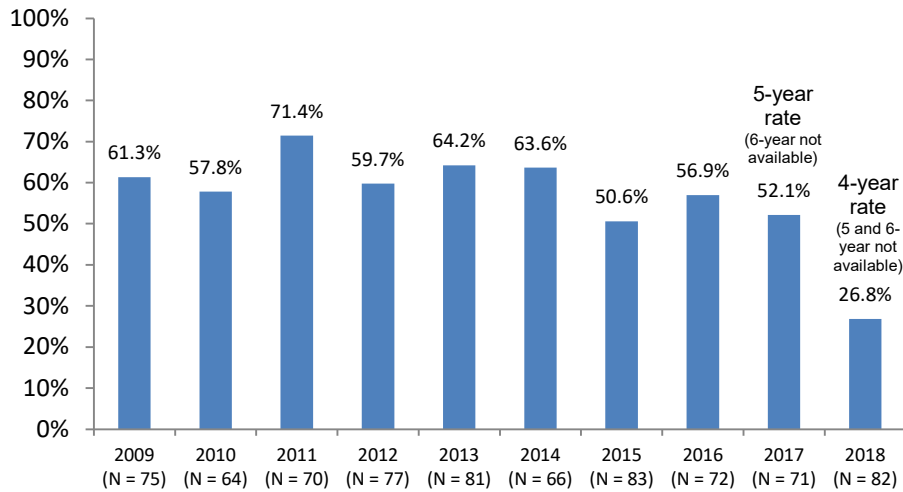
ACT Composite Category: 19 - 21



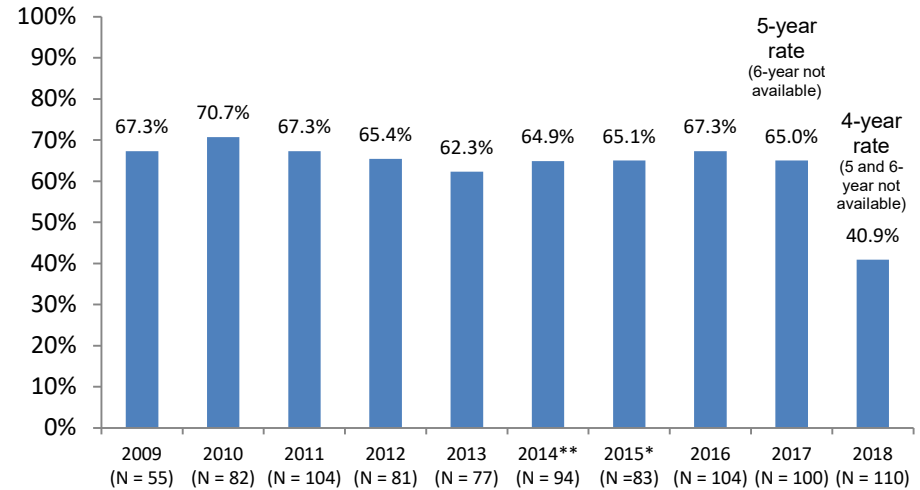
ACT Composite Category: 22 - 24



ACT Composite Category: 25 - 26



ACT Composite Category: 27 - 36

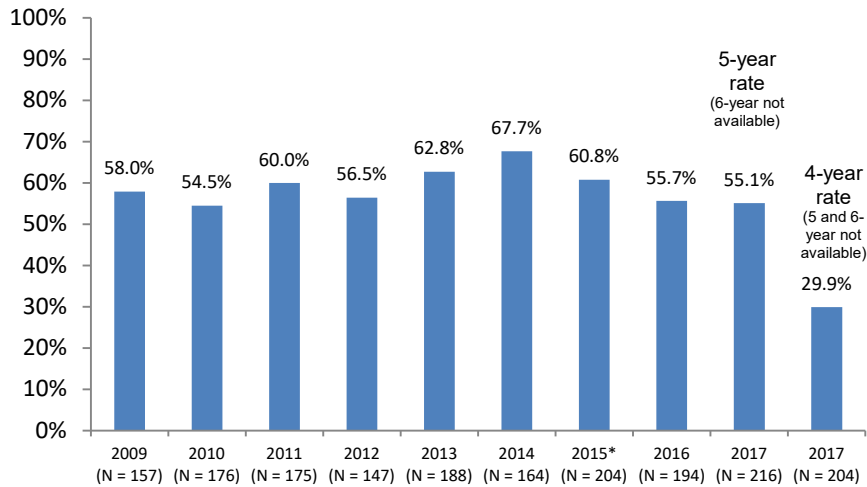


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

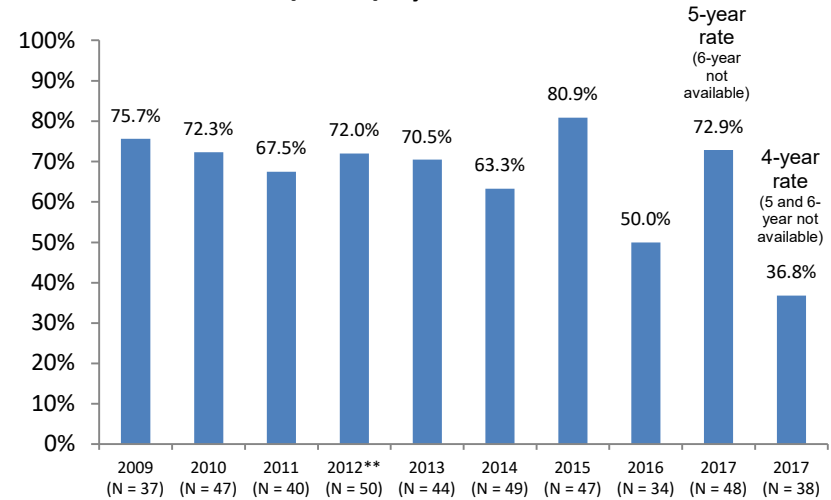
**Denotes cohort numbers that have been reduced by one due to the death of a student.

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

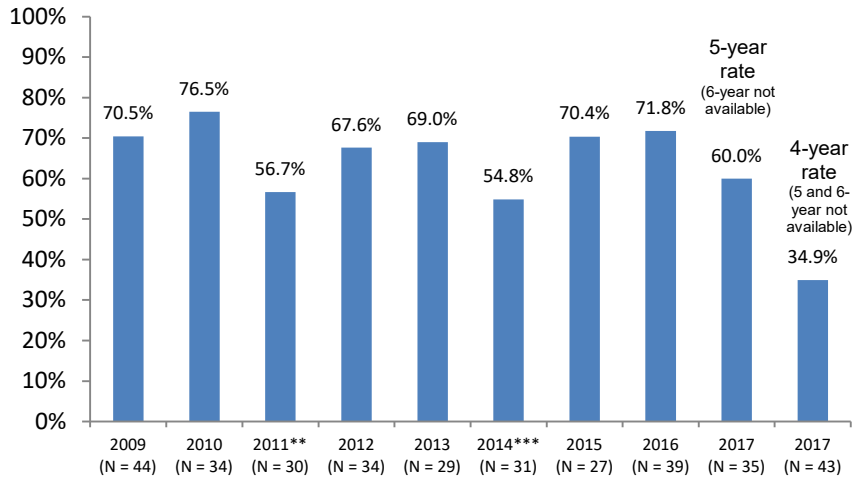
\$0 EFC



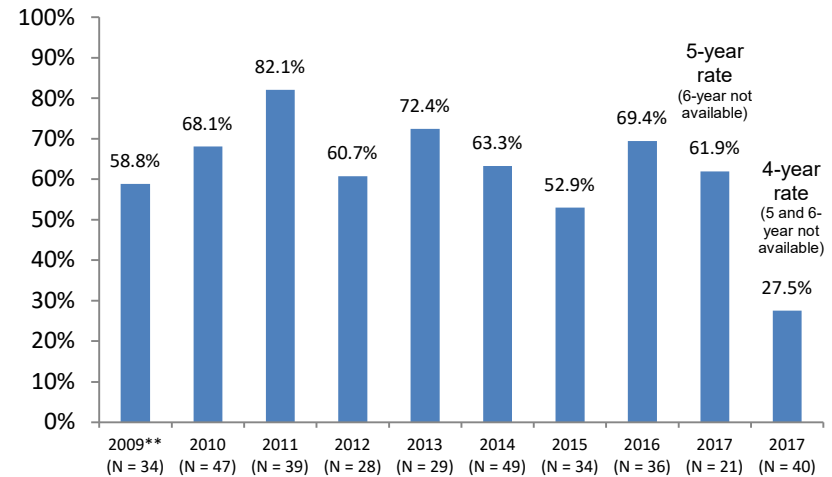
\$1 - \$1,000 EFC



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



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



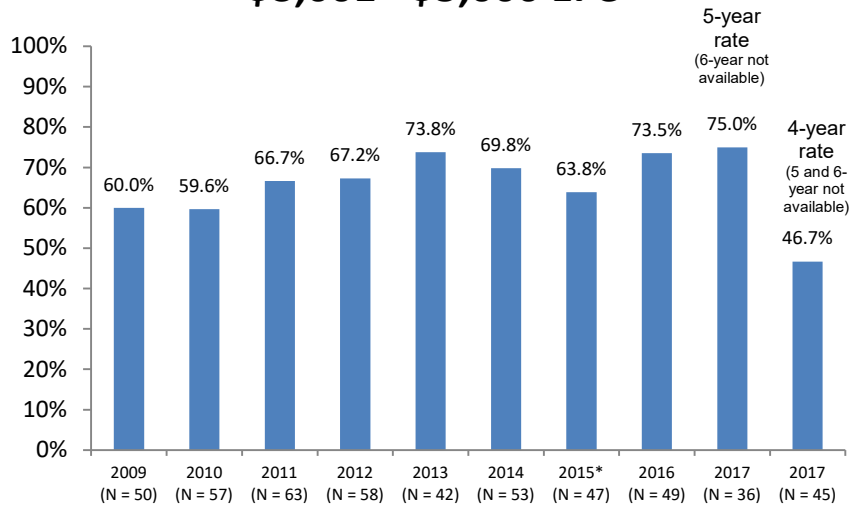
NOTE: Does not include F-1 International Students or Independent Students.

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

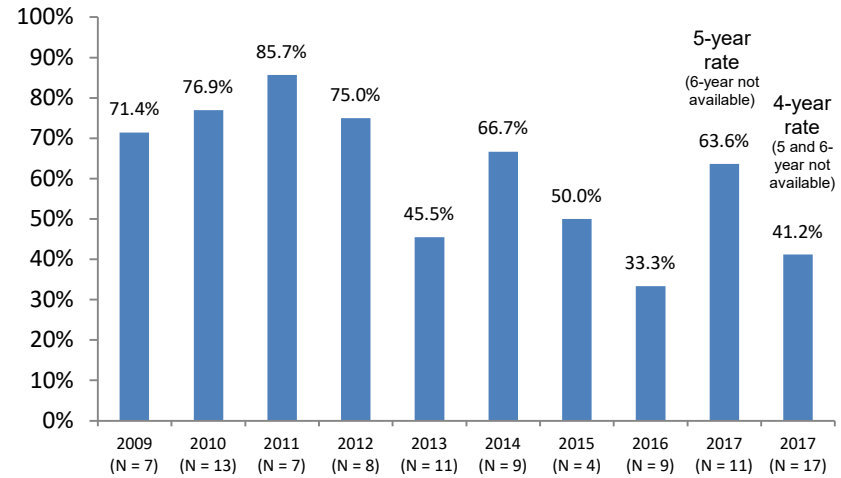
**Denotes cohort numbers that have been reduced by one due to the death of a student.

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

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



More than \$5,000 EFC

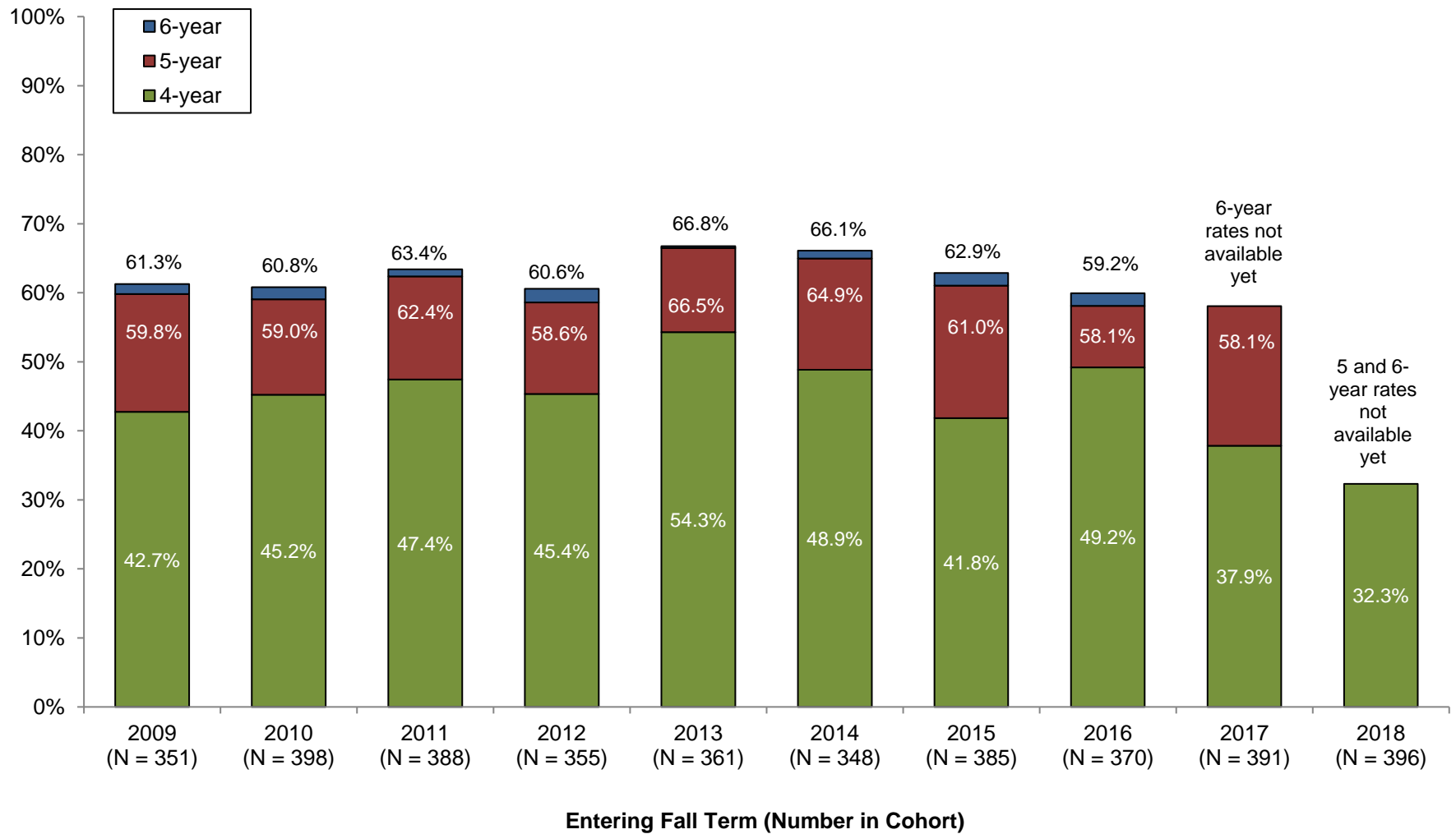


NOTE: Does not include F-1 International Students or Independent Students.

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

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

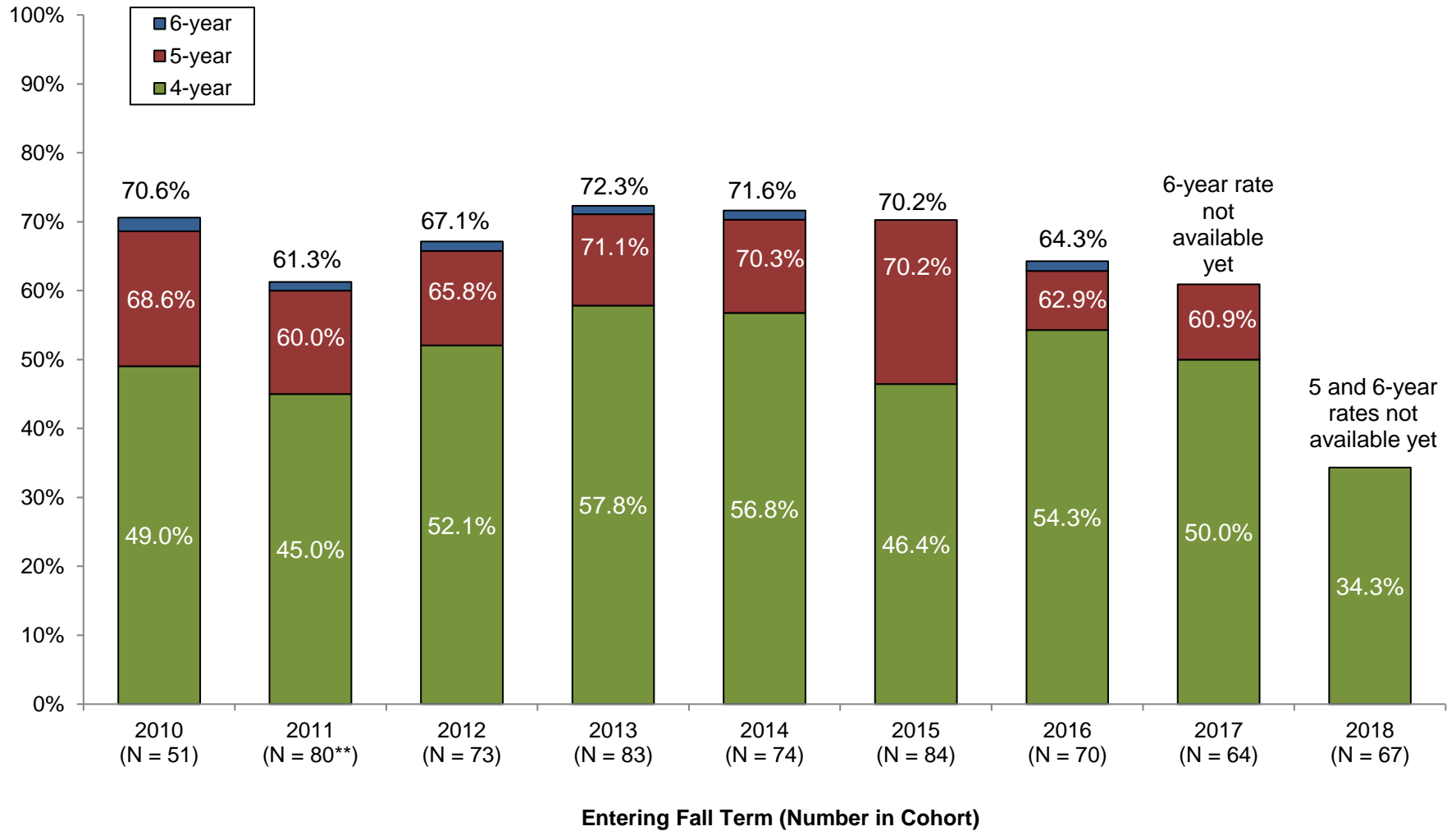
GRADUATION RATES* FOR FIRST-YEAR STUDENTS WHO RECEIVED A PELL GRANT



*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 2022

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

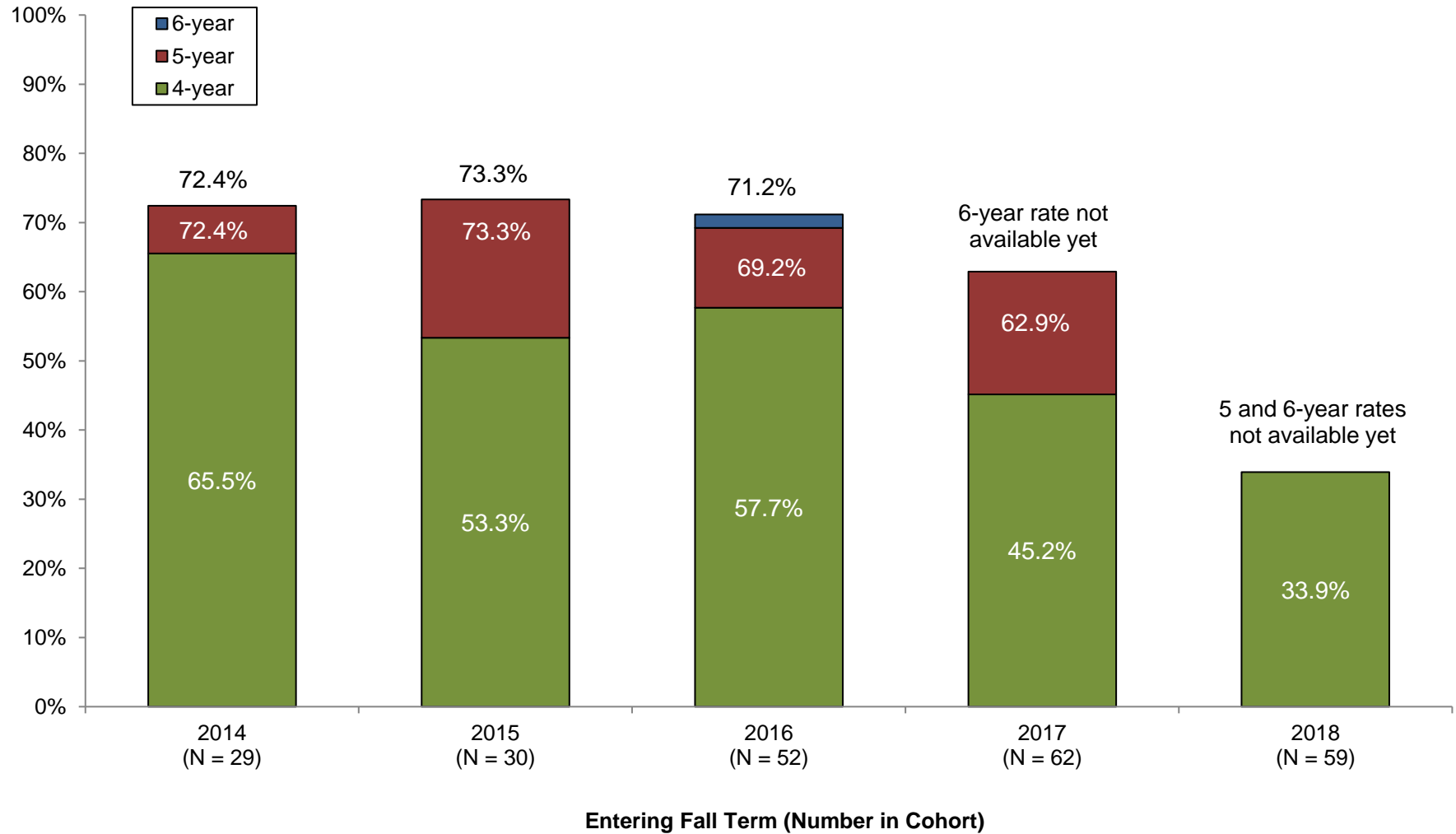


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

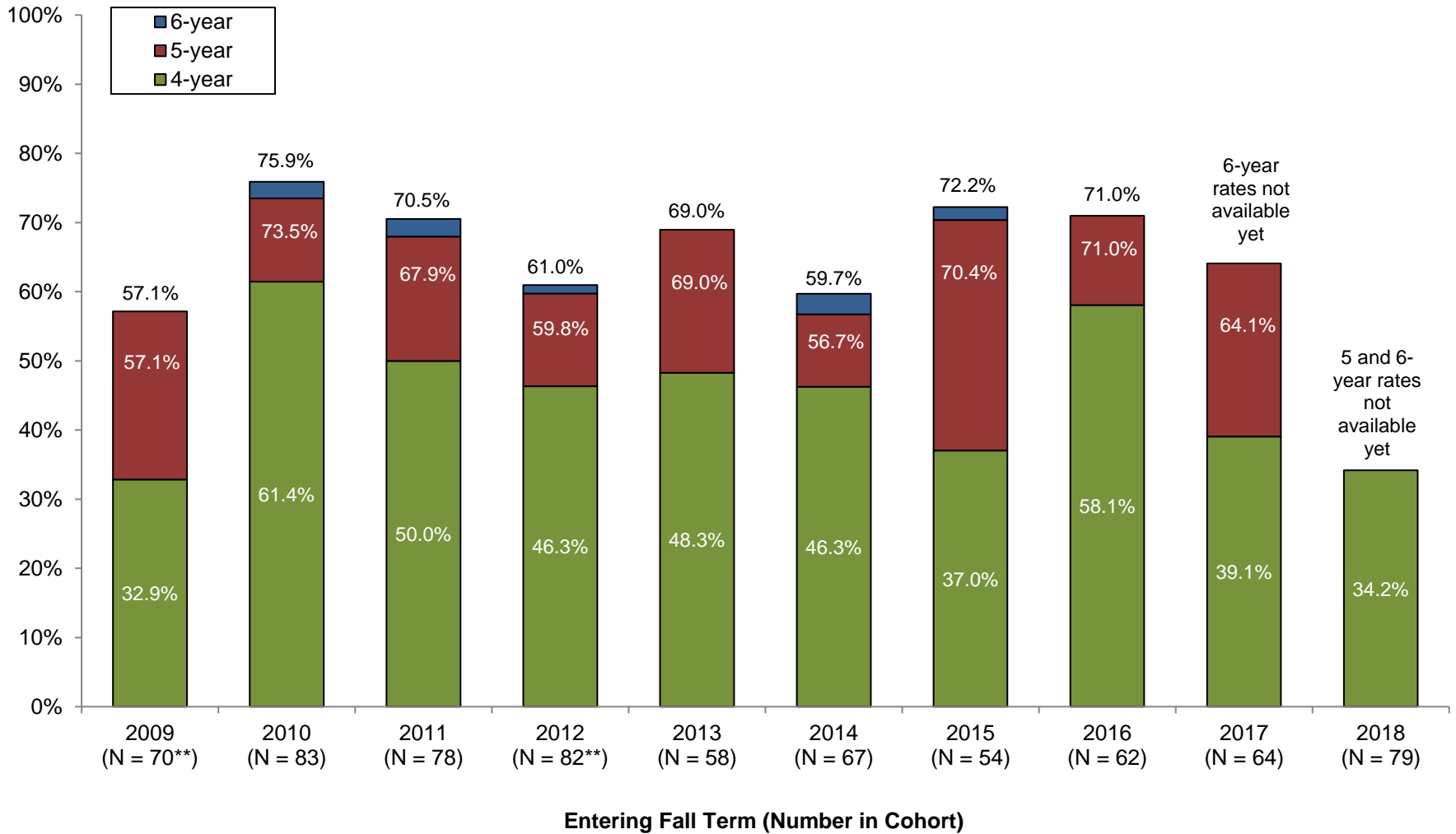
**GRADUATION RATES* FOR FIRST-YEAR STUDENTS
WHO PARTICIPATED IN THE BRIDGE PROGRAM**



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

Source: Office of Institutional Research and Assessment, September 2022

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



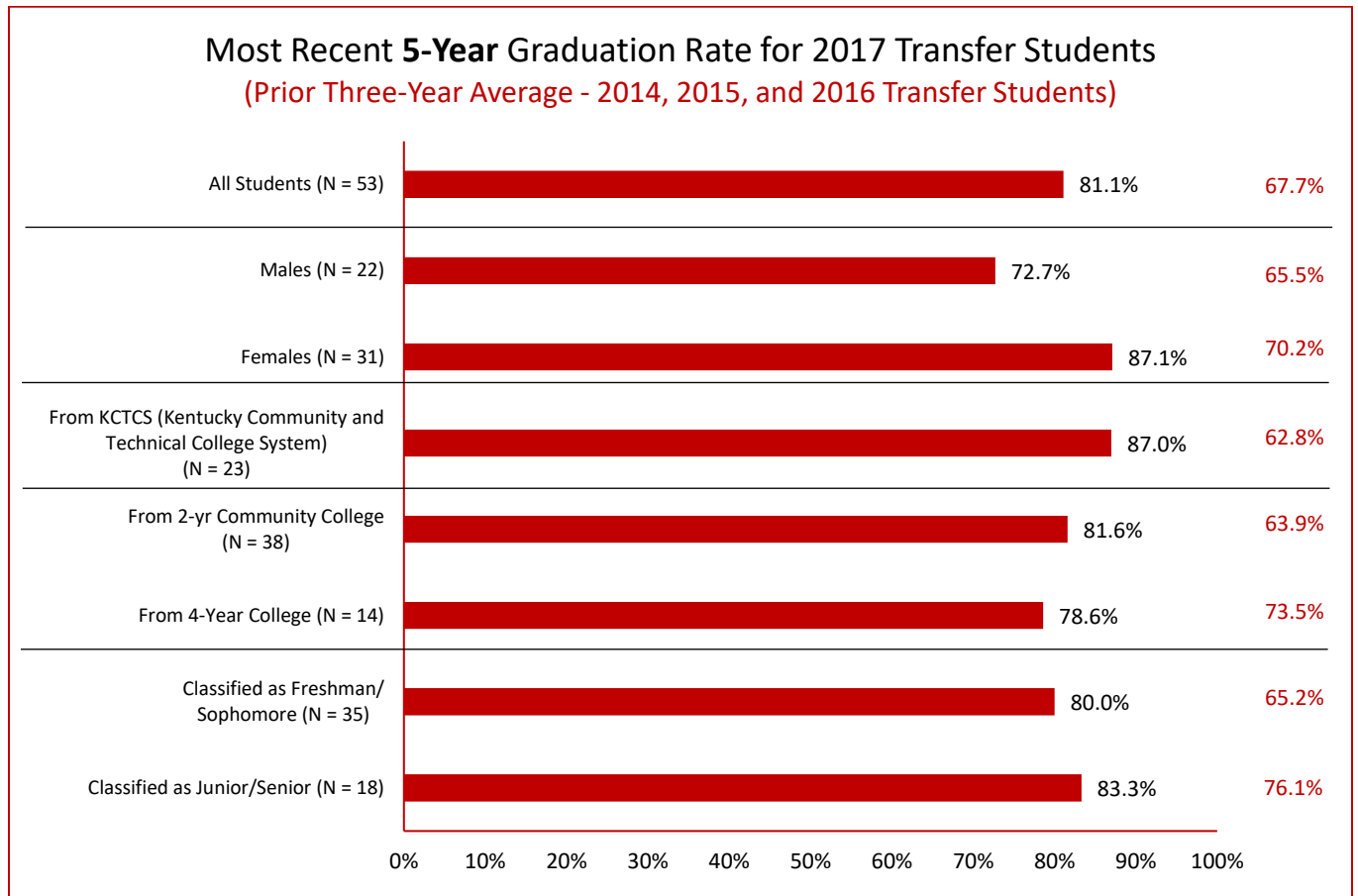
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

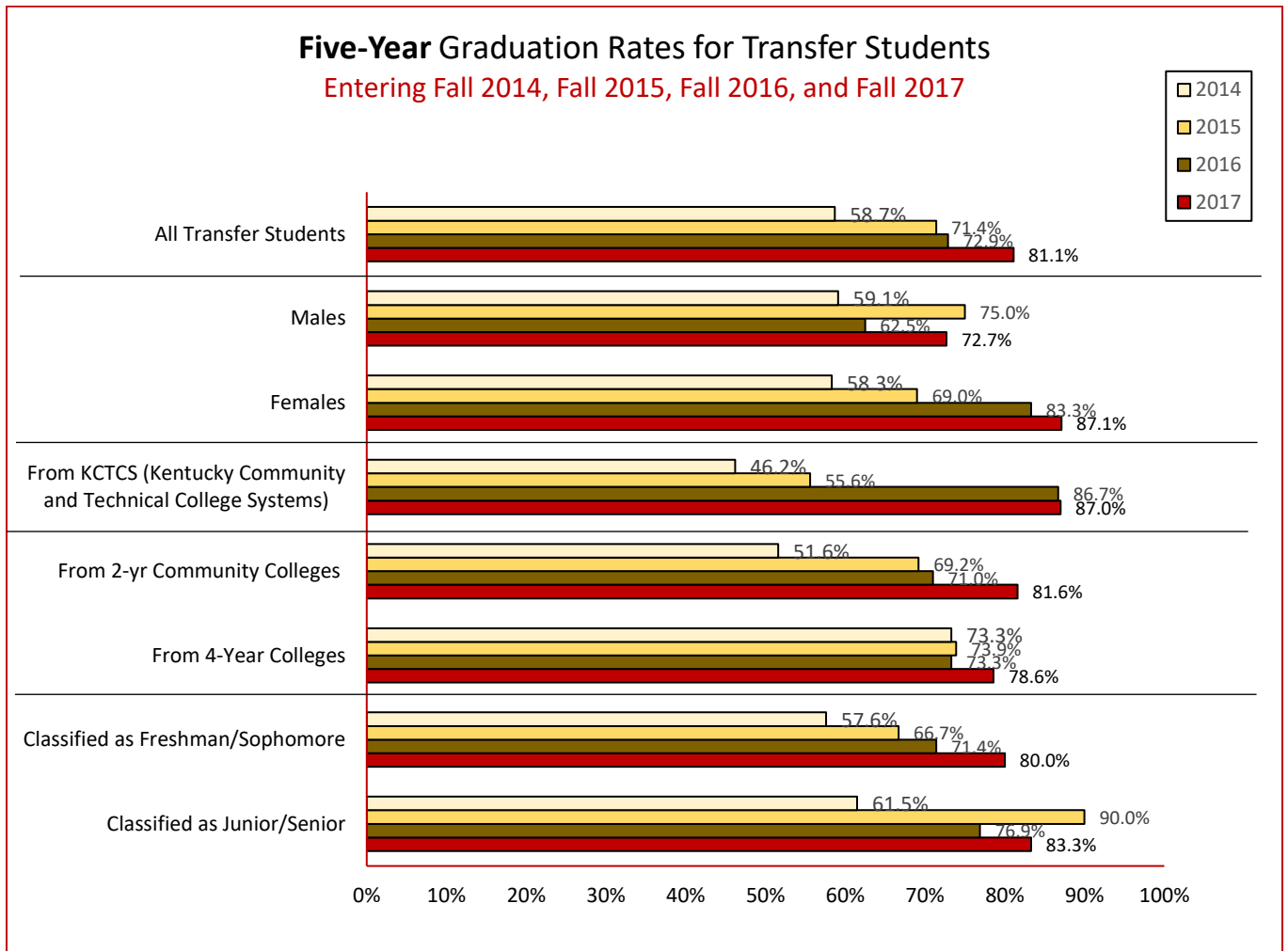
Graduation Highlights: Transfer Students

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.

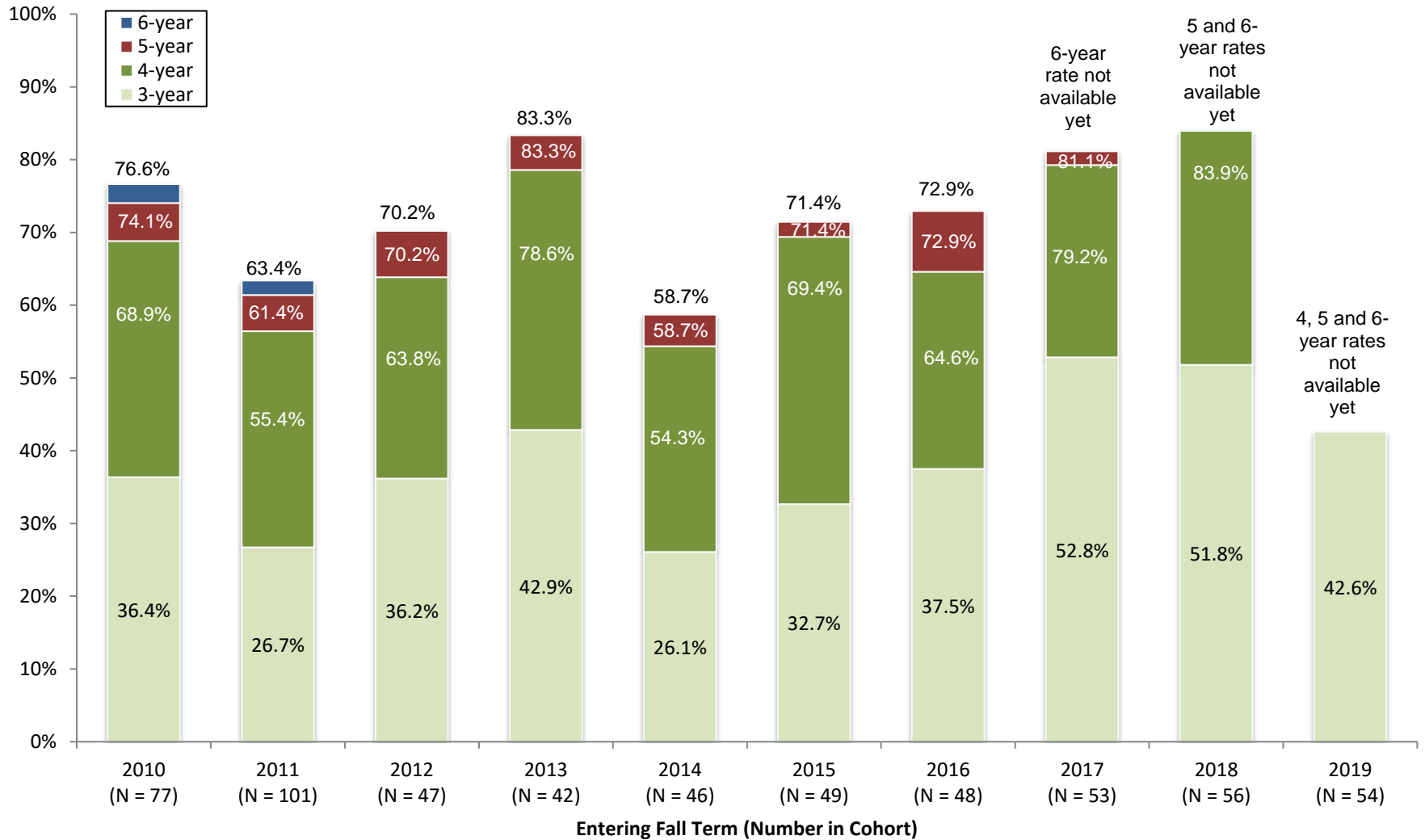


Four-Year Graduation Trends

The breakdowns below by the male/female designation are determined by the students' response to "Birth Sex" on the admissions application which requires a response of either male or female.



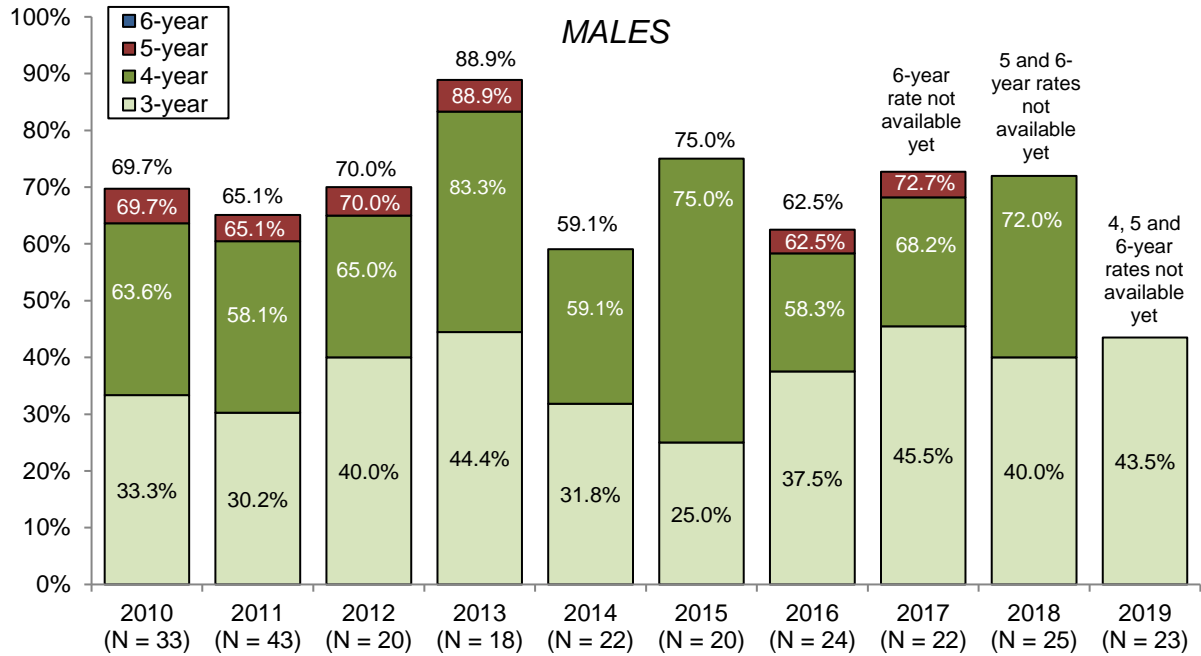
GRADUATION RATES* FOR **TRANSFER** STUDENTS



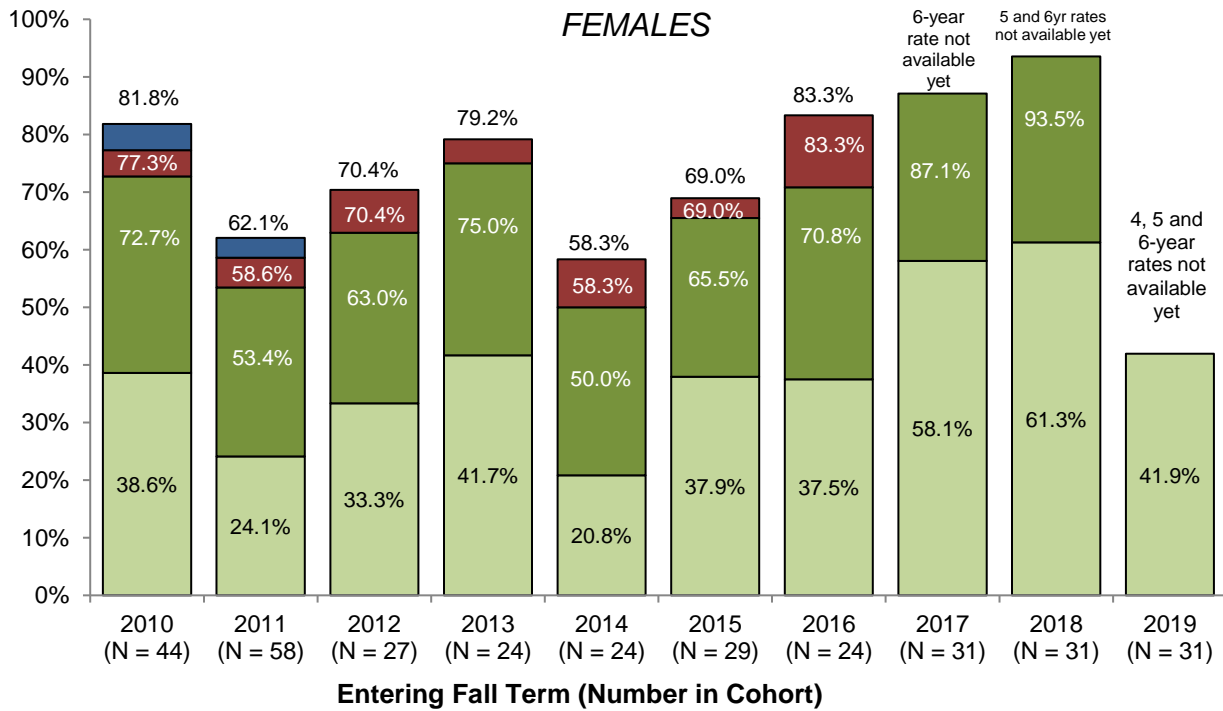
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2022

GRADUATION RATES* FOR TRANSFER STUDENTS BY BIRTH SEX

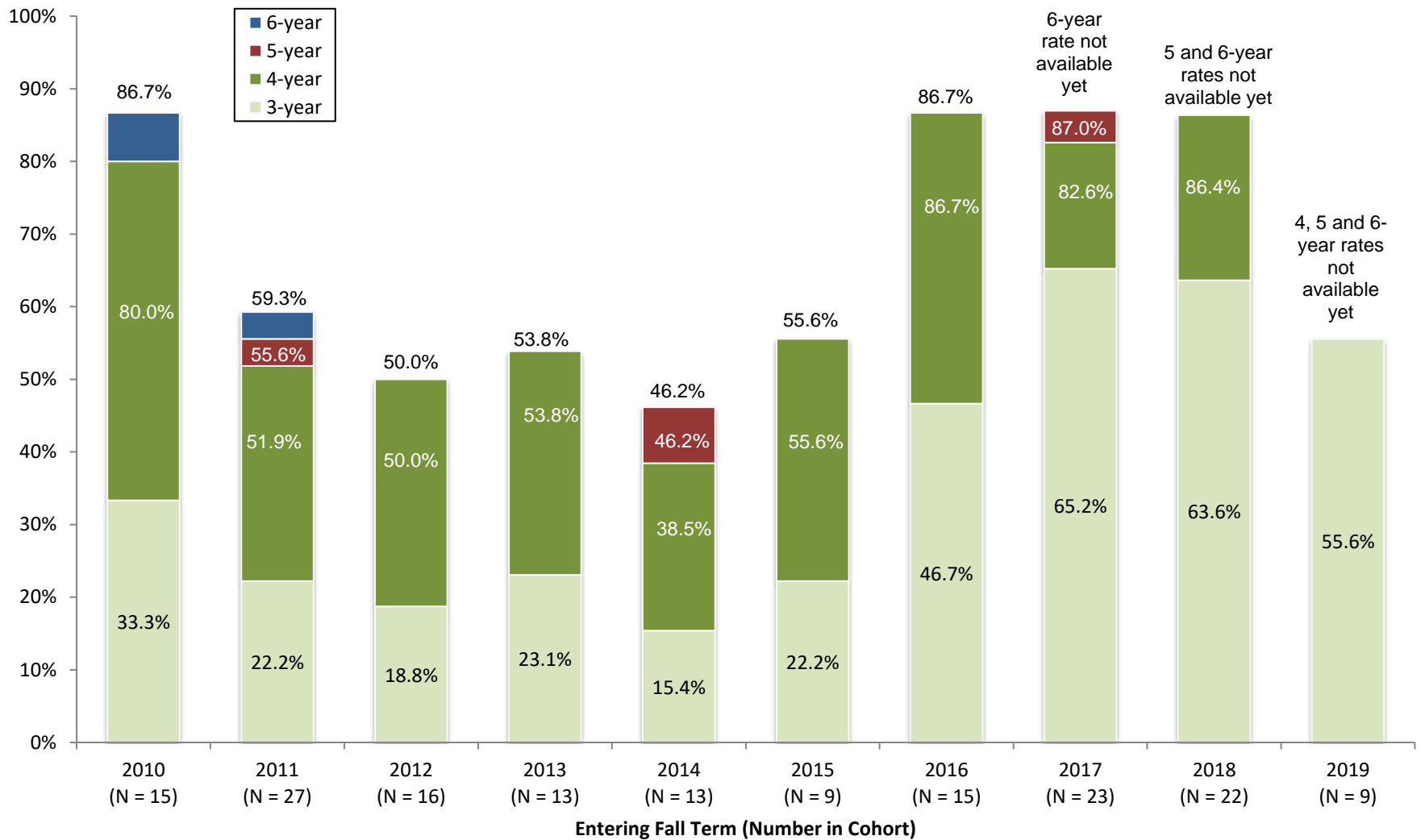


Entering Fall Term (Number in Cohort)



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

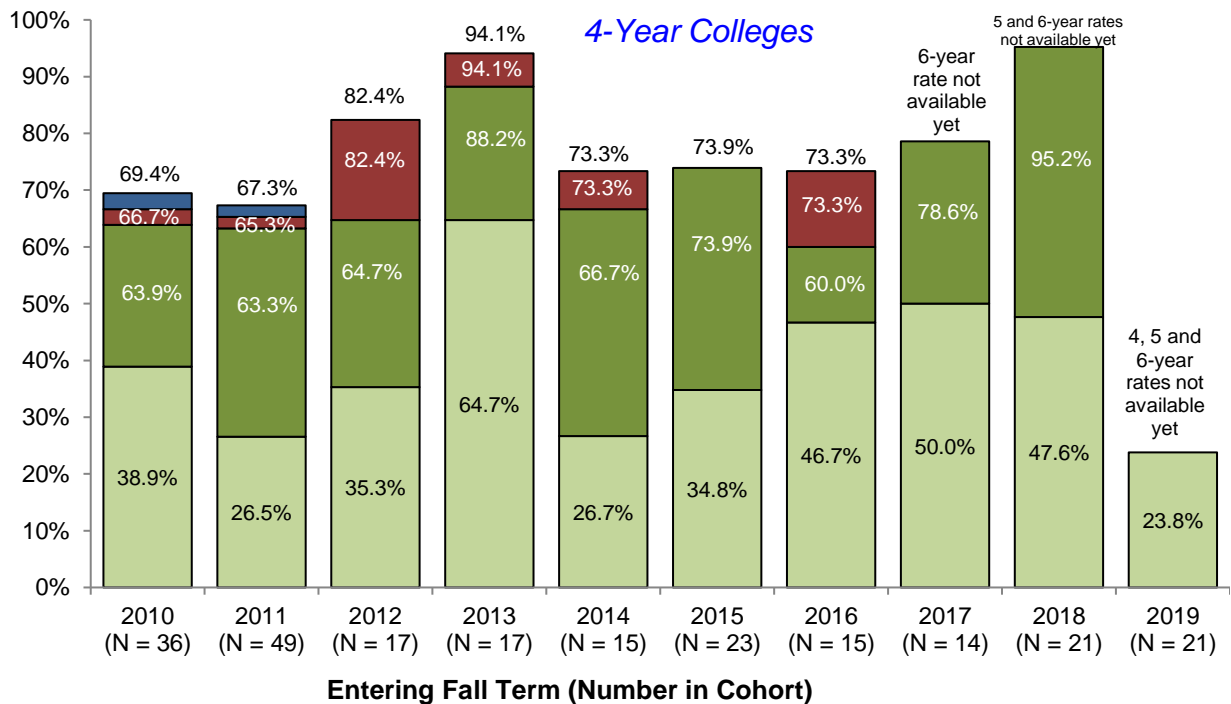
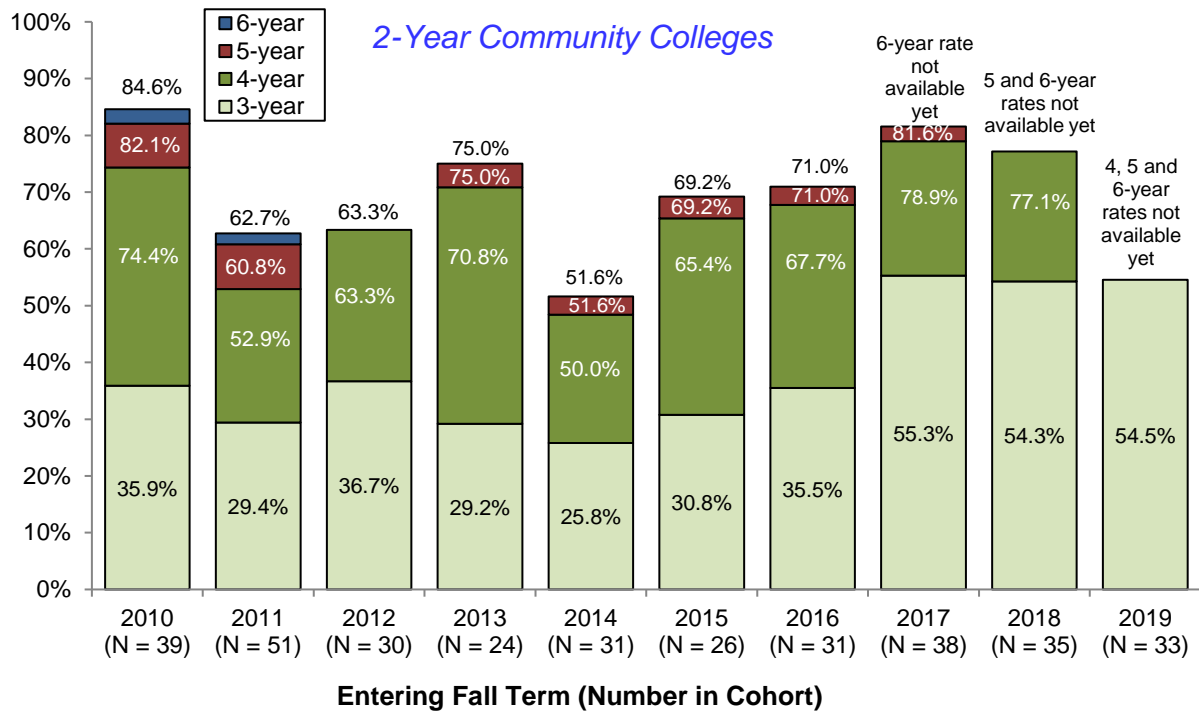
GRADUATION RATES* FOR TRANSFER STUDENTS FROM KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM (KCTCS) INSTITUTIONS



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

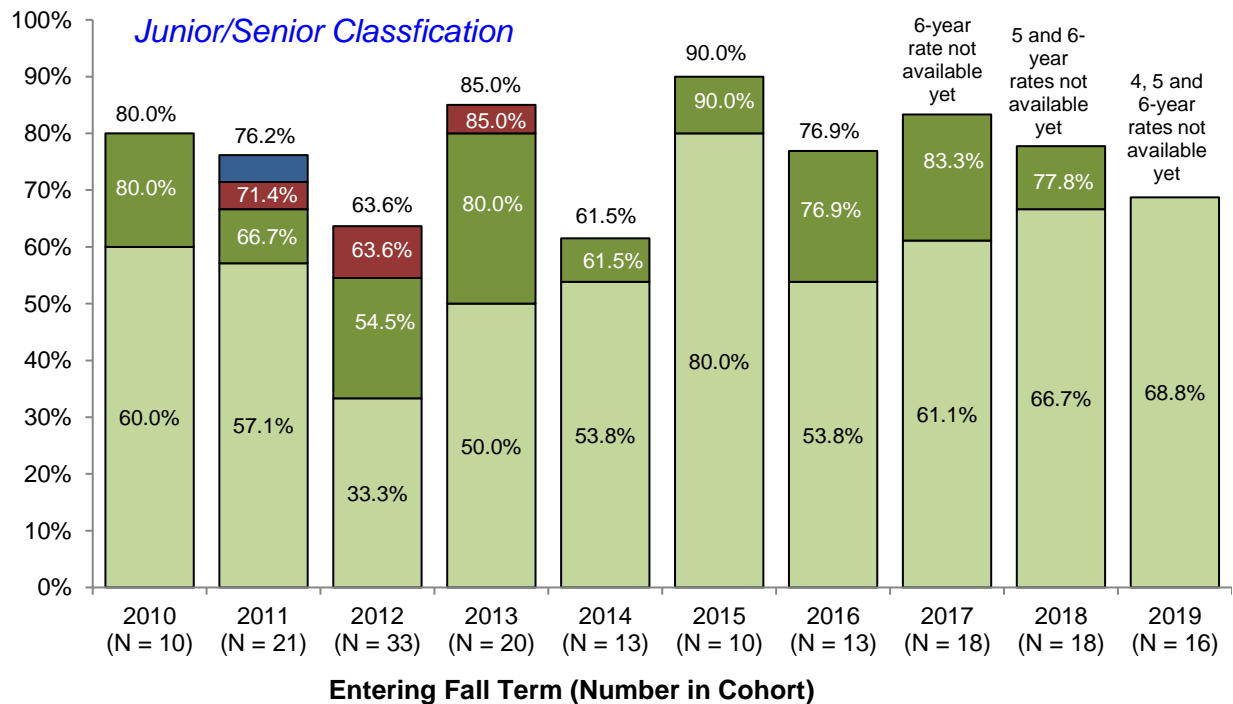
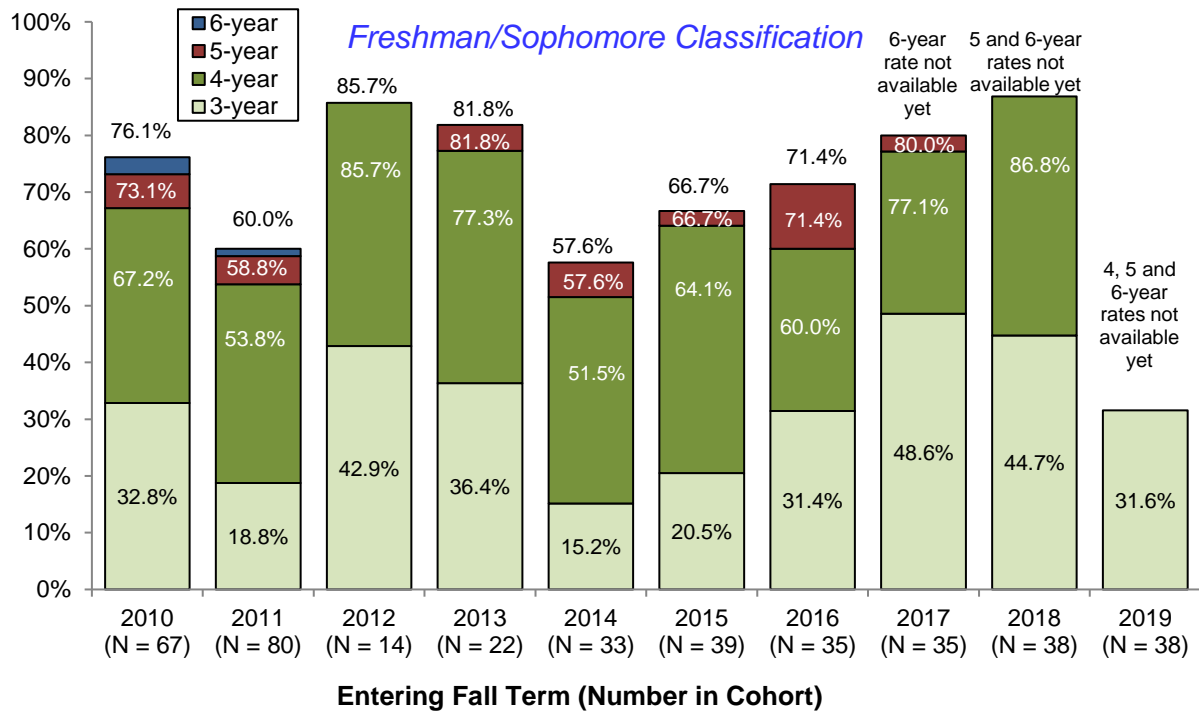
Source: Office of Institutional Research and Assessment, September 2022

GRADUATION RATES* FOR TRANSFER STUDENTS BY TRANSFER INSTITUTION CATEGORY



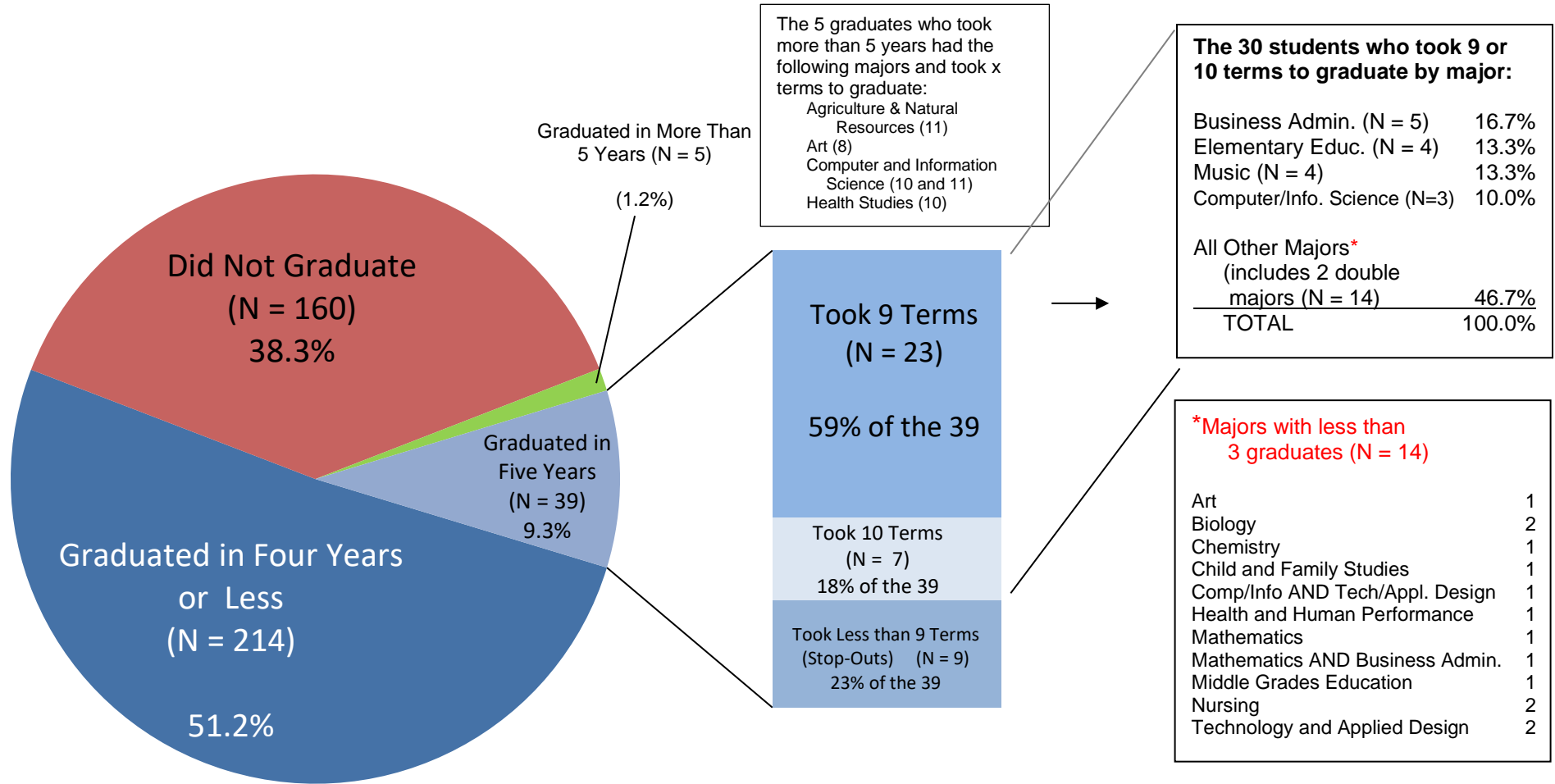
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

GRADUATION RATES* FOR TRANSFER STUDENTS BY CLASSIFICATION AT ENTRY



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

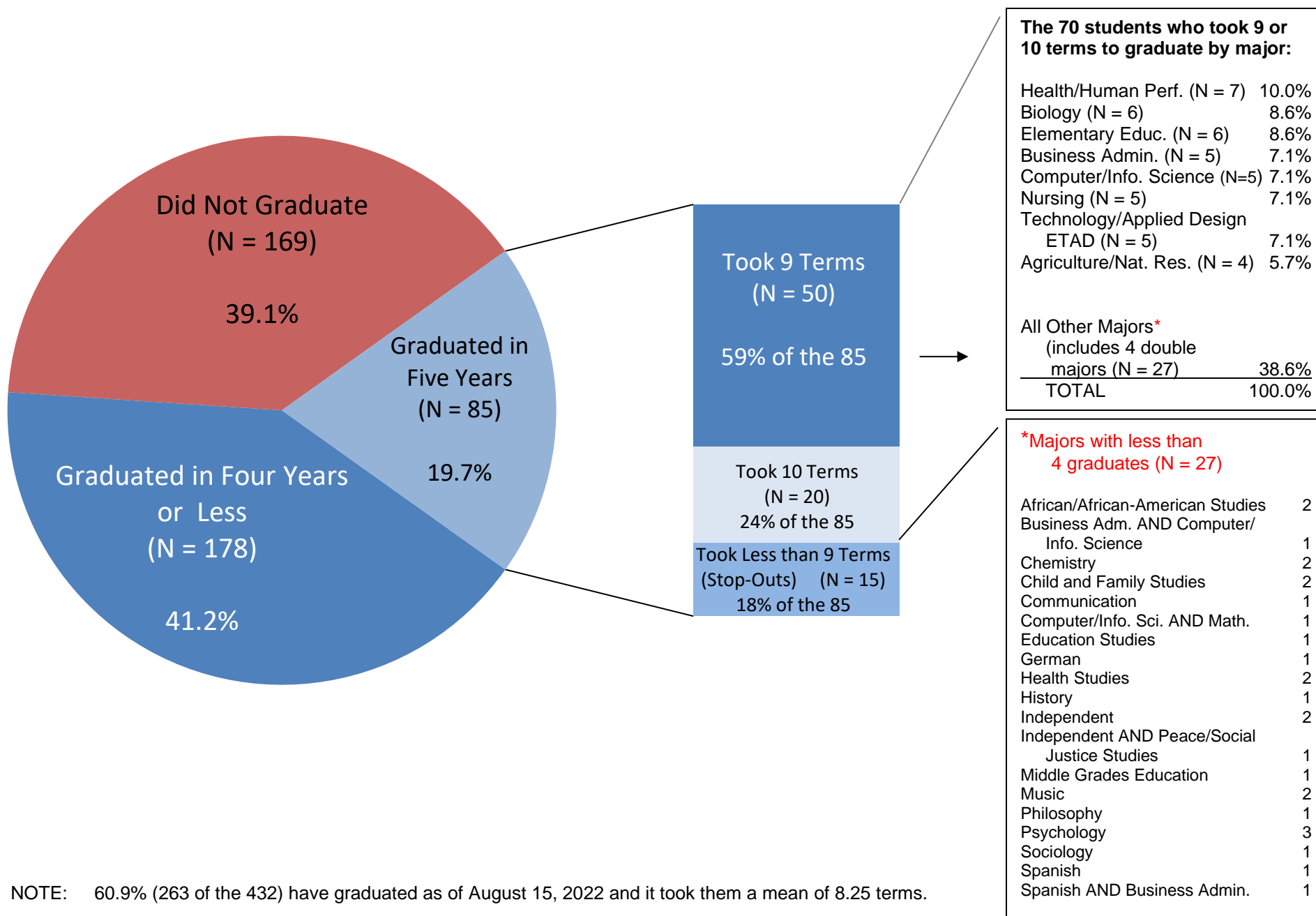
Graduation Status of Entering First-Year Students (N = 418), Cohort Year 2016 (does not include Transfer Students)



NOTE: 61.7% (258 of the 418) have graduated as of August 15, 2022 and it took them a mean of 8.10 terms.

Source: Office of Institutional Research and Assessment, September 2022

Graduation Status of Entering First-Year Students (N = 432), Cohort Year 2017 (does not include Transfer Students)



NOTE: 60.9% (263 of the 432) have graduated as of August 15, 2022 and it took them a mean of 8.25 terms.

Source: Office of Institutional Research and Assessment, September 2022