

# FACT BOOK

2022 - 2023

Compiled by the Office of Institutional Research and Assessment  
[www.berea.edu/ira/institutional-data-reports/](http://www.berea.edu/ira/institutional-data-reports/)

**To Our Readers:**

We are pleased to present this year's Berea College Fact Book. Its purpose is to provide current and accurate information pertaining to the College, its students, faculty and staff, programs, facilities, and activities.

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

**This year, we would like to draw your attention to new additions to the book:**

- Workplace Expectations (in the General Information section)
- Entrepreneurship for the Public Good (in the Special Learning Opportunities section)
- NEW SECTION: Student Life (6 pages)
- Refresh of the Alumni, Communications and Philanthropy section
- Highlights page added to the Finances section

Please let us know how we can improve it. For more details and other reports, visit our website at [www.berea.edu/ira/datareports](http://www.berea.edu/ira/datareports)

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Beverly Musompo, Student Coordinator of the Fact Book

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# General Information

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



## THE GREAT COMMITMENTS OF BEREA COLLEGE

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

To achieve this purpose, Berea College commits itself:

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

For more details, please visit: [www.berea.edu/about/mission/](http://www.berea.edu/about/mission/)

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

## WORKPLACE EXPECTATIONS

The Workplace Expectations were adopted by the Administrative Committee in 1998 as a means of articulating common expectations for work and learning at Berea College. Faculty, staff and students comprise one workforce at Berea, and all are charged with upholding these guiding principles:

**Exhibit Enthusiasm for Learning:** Striving to learn and to grow both intellectually and personally so everyone is a learner, and everyone is a mentor

**Act With Integrity and Caring:** Exhibiting honesty, trustworthiness, and compassion in one's work and relationships.

**Value All People:** Working to create an inclusive and respectful workplace that models the Great Commitments and seeks to find the best in all people.

**Work As a Team:** Developing collaborative and team-oriented abilities that will create a community of mutual respect, common vision, and shared accomplishments.

**Serve Others:** Nurturing a climate of excellence in service that is responsive to others' needs.

**Encourage Plain and Sustainable Living:** Promoting a sustainable way of life through policies, procedures and practices in the workplace.

**Celebrate Work Well Done:** Striving for excellence in all aspects of work and celebrating individual and collective accomplishments.

Source: Employee Handbook  
Labor Program Office Website

## ACCREDITATION

Berea College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Questions about the accreditation of Berea College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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

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

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

## INSTITUTIONAL MEMBERSHIPS

*Berea College is an institutional member of:*

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

Source: Office of the President, February 2023

## Institutional Memberships, continued

- Historic Hotels of America/Preferred Hotel Group
- International Association of Campus Law Enforcement Administration (IACLEA)
- International Society of Arboriculture (ISA)
- Kentucky Academy of Science (KAS)
- Kentucky American Council on Education Women's Network
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Council of Postsecondary Education (CPE)
- Kentucky Guild of Artists and Craftsmen
- Kentucky Institute for International Studies (KIIS)
- Kentucky Travel Industry Association
- Kentucky Woodland Owners Association/ National Woodland Owners Association
- Liberal Arts Diversity Officers (LADO) Consortium
- Lyrasis (Online Computer Library Center – Solinet)
- Midwest Association for Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association of Clery Compliance Officers and Professionals
- National Association of College and University Attorneys (NACUA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Auxiliary Stores (NACAS)
- National Association of College Stores (NACS)
- National Association of Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- National Athletic Trainers Association (NATA)
- National Center for Faculty Development and Diversity (NCFDD)
- National Collegiate Athletic Association (NCAA)
- National Consortium for Continuous Improvement (NCCI)
- National Council for Community and Education Partnerships (NCCEP)
- National Fire Protection Association (NFPA)
- National Student Employment Administrators (NSEA)
- National Women's Studies Association
- NASPA Student Affairs Administrators in Higher Education
- Oak Ridge Associated Universities (ORAU)
- Organic Association of Kentucky (OAK)
- Project Pericles, Inc.
- Richmond Chamber of Commerce
- Smith Travel Research
- Society of American Foresters
- Society of Human Resource Management (SHRM)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Southern Highland Craft Guild
- Southern University Conference (SUC)
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- University Risk Management and Insurance Association (URMIA)
- USA South Athletic Conference
- Work Colleges Consortium (WCC)

Source: Office of the President, February 2023

# ACADEMIC INFORMATION

## Programs of Study

Berea College's curriculum offers the advantage of interdisciplinary general study coupled with intensive study within a major field (some of which have multiple concentrations). Berea operates on a two fifteen-week term academic calendar consisting of required Fall and Spring terms. To maintain Satisfactory Academic Progress, students normally enroll in four course credits in each of these terms. There are also optional Summer opportunities to engage in study. Students may take between 0.25 and 3.25 credits during Summer. One Berea course credit is equivalent to four semester hours (6 quarter hours).

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

### Bachelor of Arts Degree Programs:

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

### Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Engineering Technologies and Applied Design
Business Administration	Nursing

Independent majors are also available. These majors are designed by students who wish to pursue a field of study that cannot be met through an established Berea College major program. See page 93 for recent independent majors earned by graduates.

### Teacher Preparation:

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

### Minor Programs Offered:

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

Source: 2022-2023 College Catalog

## THE STUDENT LABOR PROGRAM

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

The Labor Program is designed to serve the following purposes:

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

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

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

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

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

Source: *2022-2023 College Catalog*

## THE CONVOCATION PROGRAM

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

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

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

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

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

Source: 2022-2023 College Catalog  
Office of Convocations Website <<https://www.berea.edu/convocations/>>



# Governance and Administration

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

## BOARD OF TRUSTEES

Vicki E. Allums  
*Virginia*

Donna J. Dean  
*Maryland*

William L. Robbins  
*California*

Cassie Chambers Armstrong  
*Kentucky*

Samantha Earp  
*Massachusetts*

Lyle D. Roelofs\*  
*Kentucky*

Celeste P. Armstrong  
*Alabama*

John E. Fleming  
*Ohio*

Dennis R. Roop  
*Colorado*

Charlotte F. Beason  
*Kentucky*

Michael D. Flowers  
*West Virginia*

Charles Ward Seabury, II  
*California*

Vance Blade  
*Kentucky*

Yolanda Gallardo  
*Washington*

David E. Shelton  
*North Carolina*

Anne Berry Bonnyman  
*North Carolina*

Glenn R. Jennings  
*Kentucky*

David B. Sloan  
*Kentucky*

Joseph J. Bridy  
*New York*

Scott M. Jenkins  
*Pennsylvania*

Tyler S. Thompson  
*Kentucky*

Stephen Campbell  
*Kentucky*

Shawn C.D. Johnson  
*Massachusetts*

Megan Torres  
*Virginia*

David H. Chow  
*Texas*

Brenda W. Lane  
*South Carolina*

Rocky S. Tuan  
*Pennsylvania*

Dwayne M. Compton  
*Kentucky*

Eugene Y. Lowe, Jr.  
*Illinois*

Emmanuel A. Tuffuor  
*New Jersey*

Charles D. Crowe  
*Tennessee*

Miriam Pride  
*Kentucky*

Stephanie B. Zeigler  
*Connecticut*

Bill Daugherty  
*Kentucky*

William B. Richardson  
*Kentucky*

### Honorary Trustees

James E. Bartlett  
*Massachusetts*

Nancy "Nana" Lampton  
*Kentucky*

Thomas W. Phillips  
*Tennessee*

Martin Coyle  
*California*

Elissa May-Plattner  
*Kentucky*

R. Elton White  
*Florida*

M. Elizabeth Culbreth  
*North Carolina*

Harold L. Moses  
*Tennessee*

Dawneda Williams  
*Tennessee*

Donna S. Hall  
*Kentucky*

Thomas A. Oliver  
*South Carolina*

Robert T. Yahng  
*California*

Douglas M. Orr  
*North Carolina*

\*President of the College

Source: Office of the President, February 2023

# Berea College Administrative Organization

College Businesses and Auxiliaries  
*College Visitor Center & Shoppe*  
*Forestry Outreach Center*  
*Log House Craft Gallery*  
*Visitor Engagement*

Administrative Operations  
*College Post Office*  
*Conference Services*  
*Continuous Improvement Services*  
*Dining Service\**  
*Printing Services*

Property and Resource Operations  
*Business and Property Development*  
*Capital Project Management*  
*Commercial and Residential Rentals*  
*Facilities Management*  
*Forest Management*  
*Operational Risk Management*

Diversity Initiatives  
 Title VII and Title IX Oversight  
 Disability and Accessibility Services

Faculty Review  
 Faculty Hiring & Development  
 Oversight of Academic  
 Departments and Divisions  
 Professional Development Plan  
 Sabbatical Review

Associate Provost

Centers:  
*bell hooks Center*  
*Carter G. Woodson Center for Interracial Education*  
*Center for Excellence in Learning through Service*  
*Center for Teaching and Learning*  
*Francis & Louise Hutchins Center for International Education*  
*Loyal Jones Appalachian Center*  
*Convocations*  
*General Education*  
*Hutchins Library*  
*Launch Week*

Local Governmental, Community, and Business Relations  
 Sustainability  
*Energy Management*  
*Establishment of Goals, Assessment and Monitoring*  
*Curriculum Collaboration*  
*Policies & Strategy Development*

Associate Vice President for Human Resources  
*Building & Fire Code Compliance*  
*Environmental Compliance*  
*Policy Collection Management*  
*Regulatory Affairs Management*  
*Wellness Programming*  
*Work Place Safety Compliance*

Scientific Instrumentation and Electronic Repair

Director of Academic Assessment

Program-Level Assessment of Student Learning  
 Regional Accreditation Related to Academic Programs  
 Program Reviews  
 Collaboration with OIRA  
 Undergraduate Research and Creative Projects

Alumni Relations  
 Corporate, Foundation and Family Relations  
 Philanthropic Operations  
*Berea Fund*  
*Donor Experiences and Services*  
*Prospect Management and Data Services*

Individual and Planned Philanthropy  
 Marketing and Communications  
*Publications & Media Relations*  
*Photography, Videography, Digital Media*  
*Web Services*

Student Craft

**Vice President for Operations and Sustainability**

**Vice President for Diversity, Equity and Inclusion**

**Dean of Faculty**

**Provost**

Admissions

Advising and Student Success  
 Child Development Laboratory  
 College Farm and Farm Store  
 Curriculum Oversight and Support  
 Institutional Research & Assessment (OIRA)  
 Institutional Review Board  
 Internships and Career Development  
 Mellon Grants  
 Registrar  
 SACSCOC Liaison  
 Seabury Center  
 Student Financial Aid Services  
 Student Success and Transition

Athletics

# Berea College Administrative Organization

Campus Life  
 Clubs and Organizations  
 Crossroads Complex Services  
 Counseling Services  
 Public Safety  
*Motor Pool*  
 Recreation and Intramurals

Student Life Team  
*Black Cultural Center*  
*Ecovillage*  
*Espacio Cultural Latinx (ECL)*  
*Non-Traditional Students*  
*Residence Life & Housing*

**Vice President for Student Life**

**Dean of Labor**

**Chief Information Officer**

**Vice President for Finance**

**Vice President for Strategic Initiatives**

**President**

Boone Tavern Hotel\*  
 Campus Christian Center  
 Legal Affairs and Secretary of the Board  
*Internal Audit*  
*General Counsel*  
*Institutional Risk Management*

Appalachian Fund

Student Leadership Development  
 Student Ombudsman  
 Student Health and Dental Services\*

Labor Program  
*Labor Departments*  
*Labor Allocations*  
*Labor Position Descriptions/Approval*  
*Student Payments*  
*Labor Systems Management*  
*Training & Workplace Development*  
*Workplace Development*

Information Systems and Services  
*Administration*  
*Customer Services*  
*Enterprise Services*  
*Information Security\*\**  
*Network/Infrastructure Services*

Annual Budget Preparation  
 Concessions/Vending  
 Endowment and Investment Oversight  
 External Audits  
 Finance Office and Functions  
*Controller*  
*Estates/Trusts*  
*General Accounting*  
*Purchasing*  
*Debt Management*  
 Insurance  
*Financial Planning*  
*Financial Reports*  
*Accounts Payable*  
*Tax Reporting*  
*Cash Management*

BereaCorps Program  
 Brushy Fork Leadership Institute  
 Government Grant Services  
 Grow Appalachia  
 MACP Oversight  
 Partners for Education

\*External Provider

\*\*Dual Reports to Legal Affairs

Source: The President's Office (7/01/22)

## **ADMINISTRATIVE COMMITTEE MEMBERS**

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

**Lyle D. Roelofs**

President

**Scott Steele**

Provost

**Jeff Amburgey**

Vice President for Finance

**Channell Barbour**

Vice President for Student Life

**Chad Berry**

Vice President for Alumni, Communications and Philanthropy

**Phillip Logsdon**

Chief Information Officer

**Dwayne Mack**

Vice President for Diversity, Equity and Inclusion

**Collis Robinson**

Dean of Labor

**Matt Saderholm**

Dean of Faculty

**Derrick Singleton**

Vice President for Operations and Sustainability

**Teri Thompson**

Vice President for Strategic Initiatives

**ACADEMIC DIVISION CHAIRS, DEPARTMENT CHAIRS, AND DIRECTORS  
ACADEMIC YEAR 2022-2023**

**Division I**

**Chairperson: Tracy Hodge**

Department

Biology  
Chemistry  
Mathematics

Nursing  
Physics

Chairperson

Roy Scudder-Davis  
Mary Robert Garrett  
Kristen Barnard

Monica Kennison  
Troy Messina

Director

Developmental Mathematics:  
Teri Thesing

Planetarium: Tracy Hodge

**Division II**

**Chairperson: Sarah Hall**

Department

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

Chairperson

Quinn Baptiste  
Scott Heggen  
Caryn Vazzana

Mark Mahoney  
Nancy Gift

Director

Farm: Andrew Oles

**Division III**

**Chairperson: Neil Mecham**

Department

Child and Family Studies

Health and Human Performance  
Psychology  
Sociology

Chairperson

Katrina Rivers Thompson

A. J. Mortara  
Ian Norris  
Andrea Woodward

Director

Child Development Lab:  
Cindy McGaha

Dance: Stephanie Woodie

**Division IV**

**Chairperson: Verlaine McDonald**

Department

Communication  
English  
Foreign Language  
Music  
Theatre

Chairperson

Kennaria Brown  
Beth Crachiolo  
Rick Meadows  
Xiangtang Hong  
Deborah Martin

Director

Theatre: Ami Shupe

**Division V**

**Chairperson: Eric Pearson**

Department

Art and Art History  
Asian Studies  
History  
Philosophy

Political Science

Chairperson

Kevin Gardner  
Gordon Gray  
Rob Foster  
Jim Butler (Fall 2022)  
Jarrod Brown (Spring 2023)  
Mike Berheide

Director

Visual Arts: Ashley Elston

**Division VI**

**Chairperson: Dan Huck**

Department

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

Chairperson

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

Source: Office of Academic Affairs, August 2022

## CAMPUS GOVERNANCE

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

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

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

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

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

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

### **General Faculty Assembly and College Faculty Assembly Memberships**

#### **Academic Year 2022-2023**

#### **Memberships**

General Faculty Assembly	299 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	153 members
--------------------------	-------------

Source: *Faculty Manual*, August 2022  
Executive Council, September 2022

## **FACULTY COUNCIL AND COMMITTEE STRUCTURE**

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

### **EXECUTIVE COUNCIL (EC)**

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

#### **Faculty Assemblies Chair**

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

#### **Faculty Secretary**

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

#### **Awards Committee**

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

#### **Committee for Socially Responsible Investing**

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

#### **Sustainability Committee**

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

### **ACADEMIC PROGRAM COUNCIL (APC)**

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

#### **Athletic Affairs Committee**

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

#### **Committee on General Education (COGE)**

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

Source: *Faculty Manual*, August 2022

## **Faculty Council and Committee Structure (continued)**

### **Academic Program Council (APC), continued**

#### **Convocation Committee**

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

#### **Student Admissions and Academic Standing Committee (SAAS)**

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

#### **Teacher Preparation Accountability Committee (TPAC)**

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

### **FACULTY STATUS COUNCIL (FSC)**

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

### **LABOR PROGRAM COUNCIL (LPC)**

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

### **STRATEGIC PLANNING COUNCIL (SPC)**

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

### **STUDENT LIFE COUNCIL (SLC)**

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



## Faculty Council and Committee Structure (continued)

### ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

#### **Accessibility Advisory Committee**

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

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

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

#### **Benefits Committee**

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

#### **Budget Committee**

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

#### **Campus Conduct Hearing Board (CCHB)**

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

#### **Division Council**

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

#### **Enrollment Policies Committee (EPC)**

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

#### **Faculty Advisors to the Student Government Association**

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

#### **Faculty Appeals Committee**

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

#### **Faculty Liaison to the Board of Trustees**

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

#### **Safety Committee**

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

#### **Staff Liaison to the Board of Trustees**

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

Source: *Faculty Manual*, August 2022

# Faculty and Staff

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



# Faculty and Staff Highlights

## Fall 2022

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

**Full-Time Faculty 131**

8% are Alumni

**Total Staff 448**

NOTE: Does not include Partners for Education (PFE).

39% are Alumni

### Breakdown

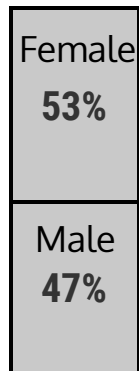
Ethnicity	Faculty	Staff
Hispanic/Latino/Spanish Origin	5%	4%
Race	Faculty	Staff
American Indian/Alaska Native	1%	0%
Asian	7%	1%
Black/African American	10%	8%
Native Hawaiian/Other Pacific Islander	0%	0.2%
White	77%	84%
Two or more races	2%	4%
Unknown	3%	2%

NOTE: U. S. Nonresidents (International) are included in the breakdowns above. There were three faculty and five staff U.S. Nonresidents.

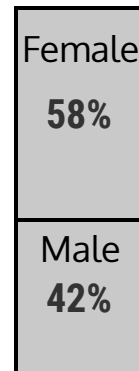
### Average Age

Faculty: 51      Staff: 43

### Faculty

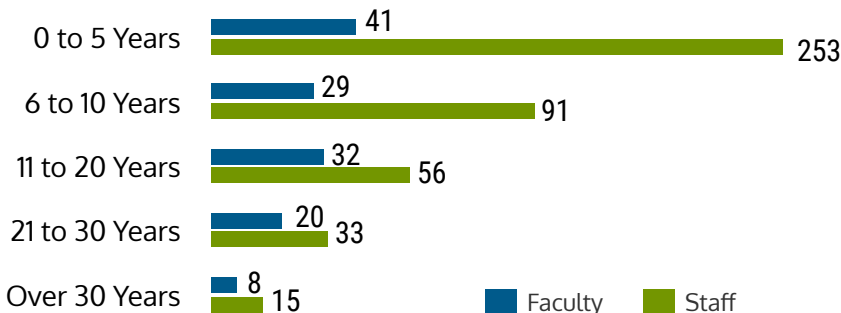


### Staff



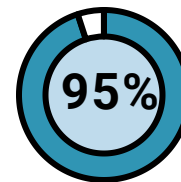
Based on birth sex.

### Number of Employees by Length of Service

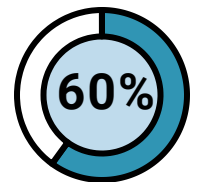


### Faculty Status

Terminal Degree



Tenured



Student-to-Faculty Ratio (8/1)



## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year <u>2021 – 2022</u>	Academic Year <u>2022 - 2023</u>
Tenure Appointments*	126	124
Full-time Teaching Appointments**	139	131
Professor	( 33)	( 30)
Associate	( 63)	( 60)
Assistant	( 39)	( 36)
Instructor	( 4)	( 5)
Full-time employees with faculty status who teach part time	14	12
Part-time faculty on a continuing appointment	5	8
Full-time employees without faculty status who teach part time	13	15
Adjunct faculty	22	29
Full-Time Equated (FTE)	165	161
Student/Faculty Ratio*** (FTE)	9/1	8/1

\*Includes all tenure-track and tenured faculty, including one individual teaching less than full-time in 2022-2023, and thirteen administrators in 2022-2023; there were thirteen administrators in 2021-2022.

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

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

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

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

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

**Academic Year 2022 – 2023**

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	16	26	42
6 to 10 years	13	16	29
11 to 20 years	18	14	32
21 to 30 years	10	10	20
Over 30 years	<u>5</u>	<u>3</u>	<u>8</u>
<b>TOTAL</b>	62	69	131

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

	<u>Academic Year 2021 – 2022</u>	<u>Academic Year 2022 – 2023</u>
Full-Time Teaching Faculty*	139	131
Number of Alumni**	11	11
Graduated from Berea College	( 9 )	( 10 )
Attended Berea	( 1 )	( 0 )
Honorary Alumni***	( 1 )	( 1 )

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

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

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

## FULL-TIME TEACHING FACULTY\* BY ETHNIC AND RACIAL BREAKDOWNS

	<u>Fall 2021</u>		<u>Fall 2022</u>	
<u>Ethnicity Breakdown for Full-Time Faculty</u>				
Hispanic or Latino or Spanish Origin	9	6.5%	7	5.3%
Not Hispanic or Latino or Spanish Origin	119	85.6%	111	84.7%
Chose not to respond	11	7.9%	13	9.9%
<hr/>				
<u>Racial Breakdown for Full-Time Faculty</u>				
Chose not to respond (race unknown)	3	2.2%	4	3.1%
American Indian or Alaska Native	1	0.7%	1	0.8%
Asian	9	6.5%	9	6.9%
Black or African American	13	9.4%	13	9.9%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
White	110	79.1%	101	77.1%
Two or more races indicated	3	2.2%	3	2.3%
Black/African American and White	(1)		(1)	
American Indian/Alaska Native and White	(2)		(2)	
	<b>139</b>	<b>100%</b>	<b>131</b>	<b>100%</b>

NOTE: All employees are asked to provide ethnic breakdown (Hispanic or not) AND then to choose one or more race. U.S. Nonresidents (International) are included in the breakdowns above. For Fall 2021, there were five U.S. Nonresidents and three in Fall 2022.

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

### FULL-TIME TEACHING FACULTY\* BY AGE

Age**	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	3	(2%)	1	(1%)	1	(1%)	1	(1%)	0	(0%)
30-39 years old	26	(20%)	27	(20%)	24	(18%)	24	(18%)	22	(16%)
40-49 years old	31	(23%)	34	(26%)	41	(31%)	45	(31%)	41	(30%)
50-59 years old	38	(29%)	35	(27%)	31	(23%)	31	(23%)	38	(28%)
60-69 years old	33	(25%)	32	(24%)	33	(25%)	34	(25%)	31	(23%)
Older than 69 years old	2	(1%)	3	(2%)	3	(2%)	3	(2%)	4	(3%)
<b>TOTAL</b>	<b>133</b>	<b>(100%)</b>	<b>132</b>	<b>(100%)</b>	<b>133</b>	<b>(100%)</b>	<b>138</b>	<b>(100%)</b>	<b>136</b>	<b>(100%)</b>
Average:	50		51		50		51		51	

Age**	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
Younger than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	2	(1%)	3	(2%)	3	(2%)
30-39 years old	26	(19%)	24	(17%)	21	(15%)	16	(12%)	16	(12%)
40-49 years old	38	(28%)	40	(29%)	41	(30%)	41	(29%)	37	(28%)
50-59 years old	41	(30%)	42	(30%)	42	(30%)	43	(31%)	39	(30%)
60-69 years old	26	(19%)	27	(19%)	27	(20%)	29	(21%)	28	(21%)
Older than 69 years old	5	(4%)	5	(4%)	5	(4%)	7	(5%)	8	(6%)
<b>TOTAL</b>	<b>137</b>	<b>(100%)</b>	<b>139</b>	<b>(100%)</b>	<b>138</b>	<b>(100%)</b>	<b>139</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>
Average:	51		51		51		51		51	

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

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

Source: Office of Academic Affairs, October 2022

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

**Academic Year 2022-2023**

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	15	\$102,000	\$102,200	15	\$101,400	\$102,000	30	\$101,700	\$102,100
Associate Prof.	32	\$79,700	\$78,000	28	\$75,400	\$73,700	60	\$77,700	\$75,400
Assistant Prof.	13	\$63,000	\$62,500	23	\$65,000	\$63,000	36	\$64,200	\$62,800
Instructor**	<u>2</u>			<u>3</u>			<u>5</u>	\$59,400	\$58,300
ALL RANKS	62	\$81,000	\$78,000	69	\$76,800	\$72,800	131	\$78,800	\$74,300

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

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

Source: Office of Academic Affairs, October 2022



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

**Academic Year 2022 – 2023**

<u>Division/Department</u>	<u>Birth Sex</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Biology	4	3	7	7	(100%)	7	(100%)
Chemistry	1	4	5	5	(100%)	2	(40%)
Mathematics	3	5	8	5	(63%)	2	(25%)
Nursing	0	4	4	3	(75%)	2	(50%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>3</u>	<u>(100%)</u>
DIVISION I TOTAL	10	17	27	23	(85%)	16	(59%)
Agriculture and Natural Resources	2	2	4	4	(100%)	4	(100%)
Business Administration	4	2	6	4	(67%)	3	(50%)
Computer and Information Science	2	3	5	4	(80%)	3	(60%)
Economics	1	1	2	2	(100%)	2	(100%)
Engineering Technologies and Applied Design	4	1	5	4	(80%)	3	(60%)
Sustainability and Environmental Studies	0	1	1	1	(100%)	1	(100%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	14	10	24	20	(83%)	17	(71%)
Child and Family Studies	3	2	5	5	(100%)	3	(60%)
Health and Human Performance	2	7	9	6	(67%)	3	(33%)
Psychology	0	2	2	2	(100%)	1	(50%)
Sociology	0	3	3	3	(100%)	3	(100%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION III TOTAL	6	14	20	17	(85%)	11	(55%)
Communication	1	3	4	3	(75%)	2	(50%)
English	1	3	4	3	(75%)	1	(25%)
Foreign Languages	4	3	7	6	(86%)	5	(71%)
Music	4	3	7	6	(86%)	1	(14%)
Theatre	1	2	3	2	(67%)	2	(67%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION IV TOTAL	12	14	26	21	(81%)	12	(46%)
Art	3	3	6	6	(100%)	4	(67%)
Asian Studies**	1	0	1	1	(100%)	1	(100%)
History	1	2	3	3	(100%)	2	(67%)
Philosophy	3	0	3	3	(100%)	2	(67%)
Political Science	2	1	3	3	(100%)	2	(67%)
Appointed to Division; no Department	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	11	6	17	17	(100%)	11	(65%)
African and African American Studies	1	1	2	2	(100%)	1	(50%)
Appalachian Studies	2	1	3	3	(100%)	1	(33%)
Education Studies	1	3	4	4	(100%)	4	(100%)
Peace and Social Justice Studies	0	2	2	2	(100%)	0	(0%)
Studies of Religions and Spirituality	2	1	3	3	(100%)	2	(67%)
Women's, Gender, and Sexuality Studies	1	0	1	1	(100%)	0	(0%)
Appointed to Division; no Department	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	9	8	17	17	(100%)	9	(53%)
<b>TOTAL</b>	62	69	131	115	(88%)	76	(58%)

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

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

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

Source: Office of Academic Affairs, October 2022

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

	<u>Fiscal Year 2017-2018</u>	<u>Fiscal Year 2018-2019</u>	<u>Fiscal Year 2019-2020</u>	<u>Fiscal Year 2020-2021</u>	<u>Fiscal Year 2021-2022</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$394,193	\$425,304	\$396,915	\$188,874	\$286,490
Number of Faculty Receiving Funds	136	137	139	138	139
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars per Full-Time Faculty	\$2,898	\$3,104	\$2,661	\$1,364	\$2,061
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$1,329,087	\$969,731	\$783,096	\$801,692	\$1,443,970
Number of Faculty on Paid Sabbatical	17	15	12	11	17
Average Total Dollars per Faculty on Sabbatical	\$78,182	\$64,649	\$65,258	\$72,881	\$84,939
Percent of Total Full-Time Faculty	12.5%	10.5%	8.6%	8.0%	12.2%
Total Number of Full-Time Faculty	136	137	139	138	139

Source: Office of Academic Affairs, October 2022

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

	Academic Years				
	<u>2017-18**</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<b><u>PROFESSOR</u></b>					
Berea's mean	91.8	92.6	92.8	93.6	96.7
Benchmark group mean (excludes Berea)	99.2	100.3	100.9	99.8	99.9
Benchmark group median (includes Berea)	94.5	94.6	96.2	94.8	96.7
Berea's rank among its benchmarks	15/27	15/27	18/27	17/27	14/27
<b><u>ASSOCIATE PROFESSOR</u></b>					
Berea's mean	73.5	74.1	74.9	74.2	74.6
Benchmark group mean (excludes Berea)	77.5	78.8	79.9	78.7	80.5
Benchmark group median (includes Berea)	74.7	75.4	76.9	75.9	77.3
Berea's rank among its benchmarks	16/27	17/27	17/27	16/27	18/27
<b><u>ASSISTANT PROFESSOR</u></b>					
Berea's mean	60.5	60.0	62.0	62.1	62.2
Benchmark group mean (excludes Berea)	64.7	65.6	66.7	66.8	67.5
Benchmark group median (includes Berea)	61.7	62.2	62.7	62.9	63.6
Berea's rank among its benchmarks	17/27	17/27	17/27	15/27	16/27

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

\*\*Data for Kalamazoo College were not available.

**Definitions:**

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

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

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

Source: Office of the Academic Affairs, October 2022  
American Association of University Professors (AAUP)

## THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

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

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

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

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

### Recipients of the Seabury Award for Excellence in Teaching

*Names of current Berea College faculty members are italicized.*

Dorothy Weeden Tredennick	1962	Glen H. Stassen	1975	Dorothy Hopkins Schnare	1999
Gerrit Levey	1962	John Fletcher White	1976	Thomas A. Boyd	2000
Marian Kingman	1963	Mary Louise Pross	1977	Richard D. Sears	2001
Robert Gordon Menefee	1963	Robert Ward Pearson	1978	Laura A. Crawford	2002
Charlotte P. Ludlum	1964	John Seelye Bolin	1979	Walter E. Hyleck	2003
William E. Newbolt	1964	Michael Rivage-Seul	1980	Andrew Baskin	2004
Virginia Ruth Woods	1965	Jonas Patterson Shugars	1981	Amer Lahamer	2005
George Gilbert Roberts	1965	Philip Schmidt	1982	<i>Dawn Anderson</i>	2006
Maureen Faulkner	1966	Larry K. Blair	1983	<i>Gary Mahoney</i>	2007
Kristjan Sulev Kogerma	1966	Richard Barnes	1984	<i>Ron Rosen</i>	2008
Herschel Lester Hull	1967	Mariene Waller	1985	Janice Blythe	2009
Frank Junior Wray	1967	Smith T. Powell	1986	Barbara Wade	2010
Jerome William Hughes	1968	John Wallhausser	1987	Robert Suder	2011
Thomas Reed Beebe	1968	Stephen C. Bolster	1988	<i>Ed McCormack</i>	2012
Louise Moore Scrivner	1969	Robert J. Schneider	1989	Sandra Bolster	2013
John Douglas Chrisman	1969	Ralph Stinebrickner	1990	Kathryn Akural	2014
Cornelius Gregory Di Teresa	1970	<i>Jeanne M. Hoch</i>	1991	<i>Jill Bouma</i>	2015
Franklin Bryan Gailey	1970	Dean Warren Lambert	1992	Kathy Bullock	2016
Thomas McRoberts Kreider	1971	Ralph L. Thompson	1993	<i>Michael Berheide</i>	2017
William John Schafer	1971	Erogene T. Chao	1994	<i>Megan Hoffman</i>	2018
Robert Jerry Lewis	1972	John E. Courter	1995	Robert Hoag	2019
Stephen Scott Boyce	1972	Paul David Nelson	1996	<i>Sarah Blank</i>	2020
Thomas David Strickler	1973	L. Eugene Startzman	1997	<i>Fred de Rosset</i>	2021
Martha Wylie Pride	1974	Donald Hudson	1998	<i>Verlaine McDonald</i>	2022

Source: Office of Academic Affairs, August 2022

## THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

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

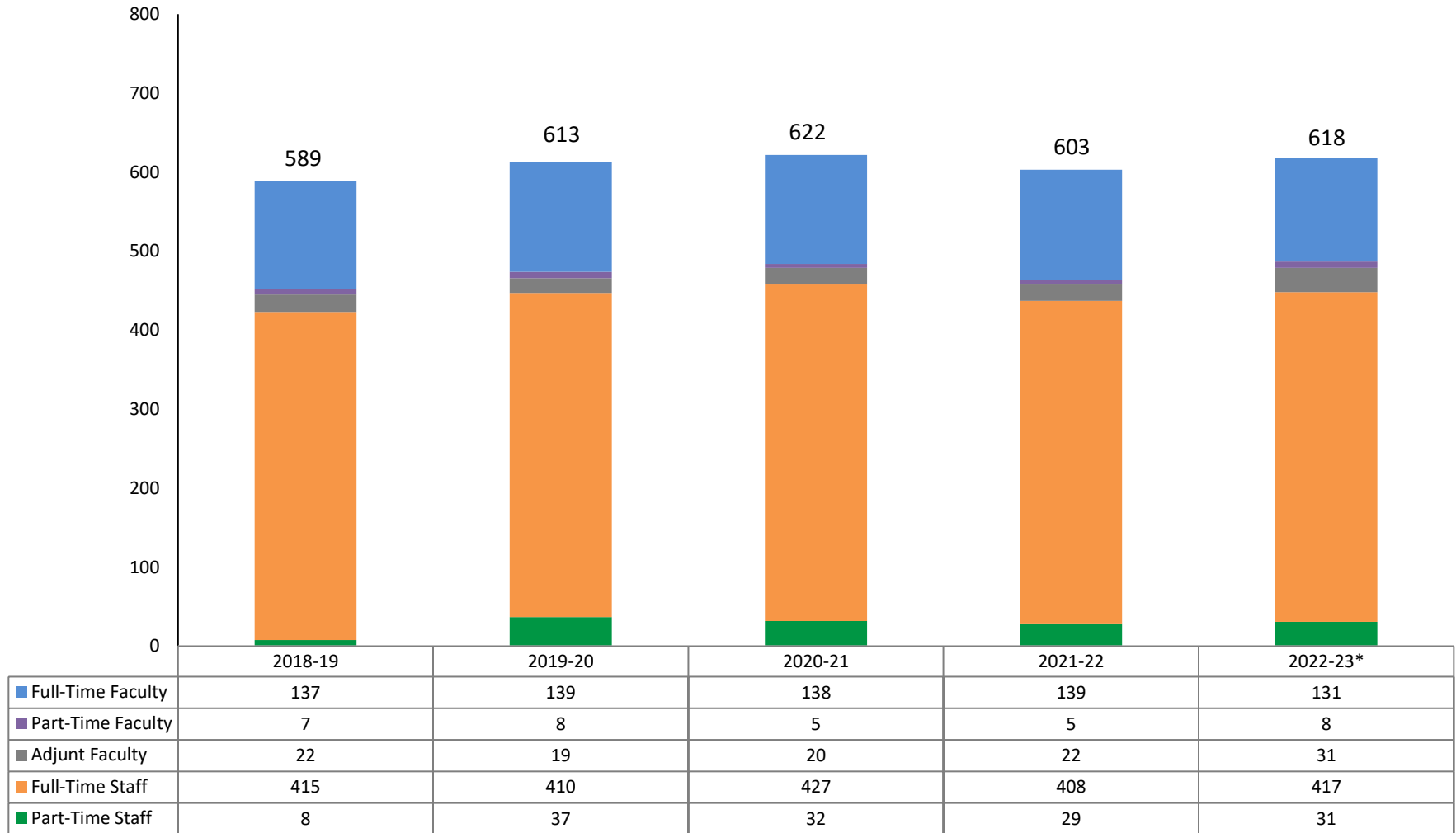
### Recipients of the Paul C. Hager Excellence in Advising Award

*Names of current Berea College faculty members are italicized.*

James Gage	1993	<i>Katrina Rivers Thompson</i>	2009
Oliver Keels	1994	<i>Ed McCormack</i>	2009
Dorothy Schnare	1995	<i>Fred de Rosset</i>	2010
Carolyn Orr	1996	Billy Wooten	2011
Paul C. Hager	1997	Wayne Tolliver	2012
Martie Kazura	1998	Paul Smithson	2013
<i>Megan Hoffman</i>	1999	<i>Robert Foster</i>	2014
Meighan Sharp	2000	<i>Mary Robert Garrett</i>	2015
Don Hudson	2001	Andrew Baskin	2016
Barbara Wade	2002	<i>Sarah Blank</i>	2017
<i>Dawn Anderson</i>	2003	<i>Sandy Williams</i>	2018
Janice Blythe	2004	<i>Chris Green</i>	2019
Patricia Isaacs	2005	<i>Lisa Kriner</i>	2020
Michael Panciera	2006	<i>Kennaria Brown</i>	2021
David Porter	2007	<i>Ron Rosen</i>	2022
Ralph Thompson	2008		

Source: Office of Academic Affairs, August 2022

## NUMBER OF BEREA COLLEGE EMPLOYEES ACADEMIC YEARS 2018-19 THROUGH 2022-23



PFE Employees (not included in chart)	212	235	241	207	*
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\*Staff from Partners for Education (PFE) are transitioning to a separate organization and will no longer be a part of Berea College.

NOTE: Part-time faculty are those on a continuing appointment. Staff includes internally and externally funded; also included are tenured faculty members and tenure-track faculty members who are currently holding administrative positions and professional librarians with faculty status. Temporary employees are not included.

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

	As of November 1, 2021			As of November 1, 2022		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
5 years or less	98	148	246	105	148	253
6 to 10 years	28	62	90	33	58	91
11 to 20 years	24	29	53	22	34	56
21 to 30 years	20	17	37	21	12	33
Over 30 years	<u>5</u>	<u>10</u>	<u>15</u>	<u>6</u>	<u>9</u>	<u>15</u>
TOTAL	175	266	441	187	261	448

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

	As of November 1, 2021			As of November 1, 2022		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Younger than 25 years old	10	27	37	13	27	40
25-29 years old	22	27	49	23	30	53
30-39 years old	53	68	121	51	68	119
40-49 years old	29	42	71	37	44	81
50-59 years old	34	48	82	35	54	89
60-69 years old	24	50	74	24	34	58
Older than 69 years	<u>3</u>	<u>4</u>	<u>7</u>	<u>4</u>	<u>4</u>	<u>8</u>
TOTAL	175	266	441	187	261	448
Average Age:		43			43	

\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2021-22: 10; 2022-23: 10) and tenure-track faculty members (2021-22: 3; 2022-23: 3) who are currently holding administrative positions, and professional librarians with faculty status (2021-22: 8; 2022-23: 9).

NOTES: For comparison purposes, staff from Partners for Education (PFE) are not included in the 2021 numbers above. In 2022, these employees transitioned to a separate organization and are no longer a part of Berea College. See page 29 for the number of PFE employees prior to 2022.

Temporary employees are not included in these tables.

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2022

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

	As of Nov. 1, 2021		As of Nov. 1, 2022	
Hispanic or Latino or Spanish Origin	16	(3.6%)	19	(4.2%)
American Indian or Alaska Native	2	(0.5%)	0	(0.0%)
Asian	8	(1.8%)	7	(1.2%)
Black or African American	40	(9.1%)	37	(8.3%)
Native Hawaiian or Other Pacific Islander	0	(0.0%)	1	(0.2%)
Two or more races	14	(3.2%)	16	(3.6%)
White	366	(83.0%)	377	(84.2%)
Chose not to respond (race unknown)	11	(2.5%)	10	(2.2%)
<b>TOTAL</b>	<b>441</b>	<b>(100.0%)</b>	<b>448</b>	<b>(100.0%)</b>

NOTE: All employees are asked to provide ethnic breakdown (Hispanic or not) AND then to choose one or more race. U.S. Nonresidents (International) are included in the breakdowns above. For both years, there were five U.S. Nonresidents.

\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2021-22: 10; 2022-23: 10) and tenure-track faculty members (2021-22: 3; 2022-23: 3) who are currently holding administrative positions, and professional librarians with faculty status (2021-22: 8; 2022-23: 9).

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

	As of Nov. 1, 2021	As of Nov. 1, 2022****
Number of Staff*	441	448
Number of Alumni**	161	176
Graduated from Berea College	( 151 )	( 161 )
Attended Berea	( 6 )	( 8 )
Honorary Alumni***	( 4 )	( 7 )

\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2021-22: 10; 2022-23: 10) and tenure-track faculty members (2021-22: 3; 2022-23: 3) who are currently holding administrative positions, and professional librarians with faculty status (2021-22: 8; 2022-23: 9).

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

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

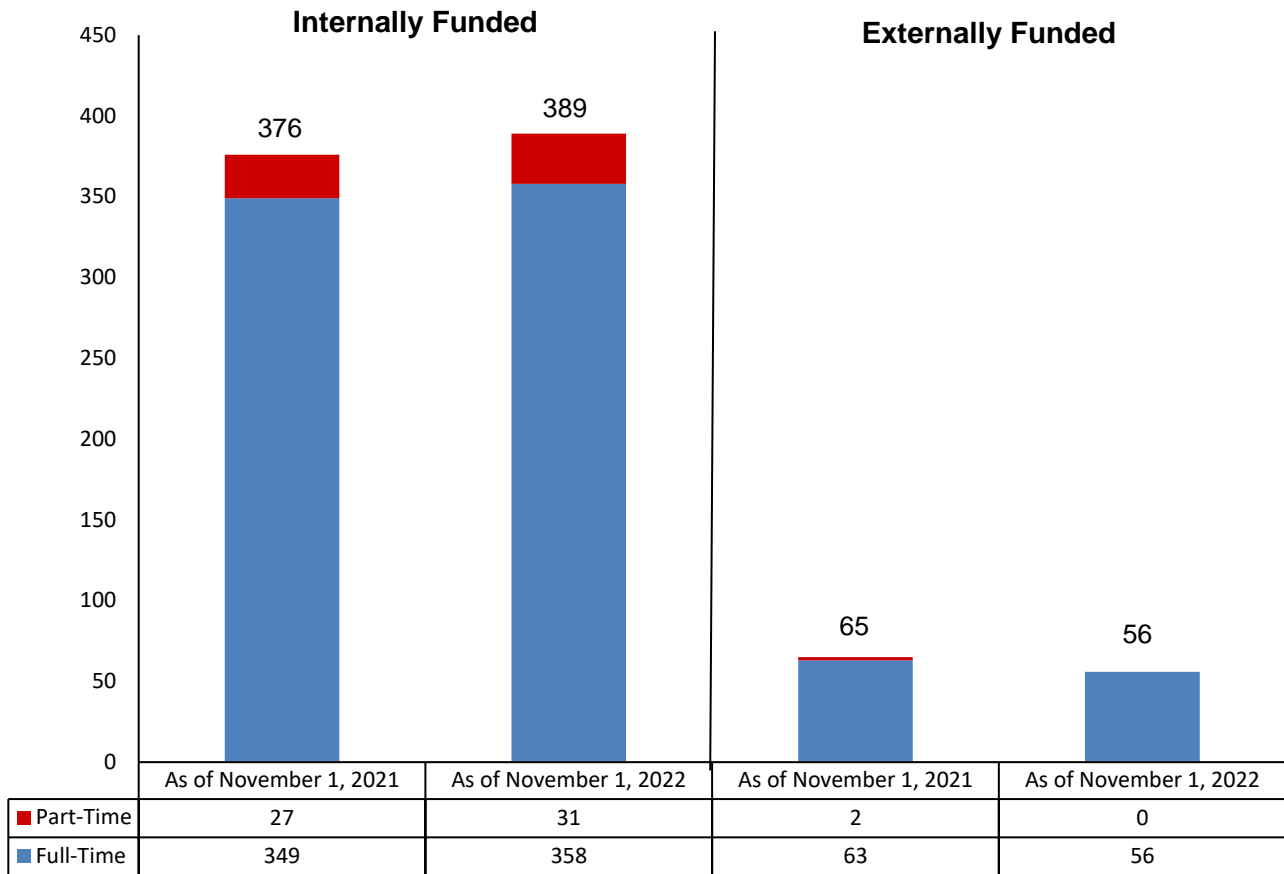
NOTES: For comparison purposes, staff from Partners for Education (PFE) are not included in the 2021 numbers above. In 2022, these employees transitioned to a separate organization and are no longer a part of Berea College. See page 29 for the number of PFE employees prior to 2022.

Temporary employees are not included in these tables.

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources and the Advancement Services Office, November 2022



**NUMBER OF STAFF\*  
BY FUNDING STATUS (INTERNAL VS. EXTERNAL)**



\*Includes all staff; both internally and externally funded (see page 32 for definitions of funding statuses). Also includes tenured faculty members (2021-22: 10; 2022-23: 10) and tenure-track faculty members (2021-22: 3; 2022-23: 3) who are currently holding administrative positions, and professional librarians with faculty status (2021-22: 8; 2022-23: 9).

NOTES: For comparison purposes, staff from Partners for Education (PFE) are not included in the 2021 numbers above. In 2022, these employees transitioned to a separate organization and are no longer a part of Berea College. See page 29 for the number of PFE employees prior to 2022.

Temporary employees are not included in these tables.

As of November 2022, three staff were funded with both internal and external funds.

**Definitions of Funding Status:**

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

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

Compiled by the Office of Institutional Research and Assessment from data provided by Human Resources, November 2022

## THE LABOR SUPERVISOR OF THE YEAR AWARD

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

### Recipients of the Labor Supervisor of the Year Award

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

Janet Tronc	2005	David Slinker	2012
Deloris Coleman	2006	<i>Clara Chapman</i>	2013
Linda Reynolds	2006	Adam Mullikin	2014
Loretta Reynolds	2007	<i>Larky Kim Crawford</i>	2015
Dave Porter	2008	<i>Amanda Peach</i>	2016
<i>Larky Kim Crawford</i>	2008	Joan Pauly	2017
Sandy Wells	2009	<i>Bob Harned</i>	2018
Leslie Kaylor	2009	<i>Kye Anderson</i>	2019
<i>Anthony Basham</i>	2010 (Supervising 1-15 students)	Joan Pauly	2020
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)	<i>Erin Miller</i>	2021
Jeanette Davidson	2010 (Supervising 31+ students)	Kevin Willis	2022
<i>Bob Harned</i>	2011	<i>Jedidiah Radosevich</i>	2022

## ELIZABETH PERRY MILES AWARD FOR COMMUNITY SERVICE

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

The following are guidelines for the award:

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

### Recipients of the Elizabeth Perry Miles Award for Community Service

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

Tom Boyd	1991	Theresa Lowder	2008
Betty Olinger	1992	Mary Ann Shupe	2009
Carol Lamm	1993	Melissa Osborne	2010
William Stolte	1994	Miriam David	2011
Joan Moore	1995	Joe Bagnoli	2012
Peter Hille	1996	Cheyenne Olson	2013
John Cook	1997	Richard Olson	2013
Randy Osborne	1998	Michelle Tooley	2014
Lee Morris	1999	Ellen Burke	2015
Virgil Burnside	2000	Meta Mendel Reyes	2016
Brenda Hosley	2001	<i>Michael Morris</i>	2017
Andrew Baskin	2002	Yolanda Carter	2018
Betty Hibler	2003	<i>Jackie Burnside</i>	2019
Barbara Power	2004	<i>Andrea Woodward</i>	2020
<i>Fred de Rosset</i>	2005	<i>Ashley Cochrane</i>	2021
John Courter	2006	<i>Kennaria Brown</i>	2022
Nancy Ryan	2007		

## **ANNA MURCH HUTCHINS AWARD FOR STAFF EXCELLENCE**

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

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

### **Recipients of the Anna Murch Hutchins Award for Staff Excellence**

*Names of current staff members are italicized.*

<i>Anthony Basham</i>	2021
<i>Bev Cook</i>	2022

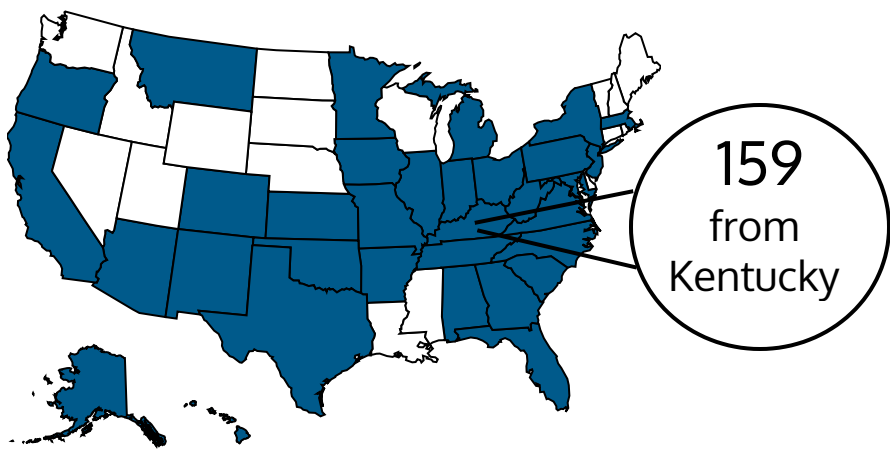
# Admissions

- First-Year Student Highlights
- Transfer Student Highlights
- Admissions Territory Categories (Map and Explanation)
- Admissions Territory (List of Counties)
- First-Year Students: Applied, Accepted, and Enrolled
  - All Students
  - by Birth Sex
  - by Territory
- First-Year Students from Kentucky
- African-American First-Year Students
- Hispanic First-Year Students
- First-Year Students from Appalachian Regional Commission (ARC) Counties and from At-Risk and Distressed Appalachian Counties
- Mean ACT Composite Scores (includes National and Kentucky comparisons)
- Mean SAT Scores (includes National and Kentucky comparisons)
- First-Year Students Ranked in the Top One-Fifth of their High School Class:
  - All, by Birth Sex, by Cohort Type
- First-Year Students Assigned to Developmental Mathematics Courses
- Financial Need of Entering First-Year Students (Federal Pell Grant Recipients)
- First-Year Student Enrollment Trends, 2013-2022
  - by Birth Sex
  - by Cohort Type
  - by Territory
- Transfer Students: Applied, Accepted, and Enrolled
  - All Students
  - by Birth Sex
- Fall Term Transfer Student Enrollment Trends, 2013-2022
  - by Birth Sex
  - by Territory

# First-Year Student Highlights

Fall 2022  
 (N = 353)

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



## 353 Students enrolled from...

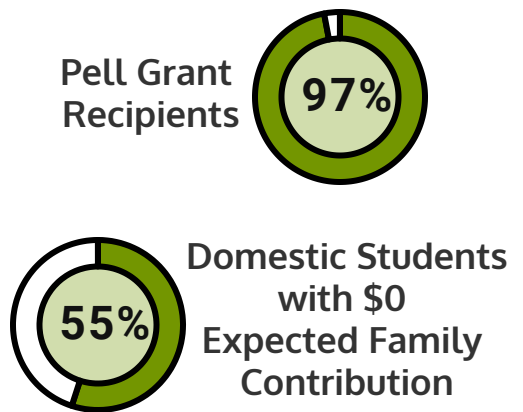
- 33 States
- 3 U.S. Territories
- 26 Countries

- 69% In-Territory
- 40% Appalachian Regional Commission (ARC) Counties
- 19% At-Risk and Distressed ARC Counties

## Academic Preparation

- Required at least one developmental mathematics course **42%**
- Ranked in the top fifth of their high school class **59%**
- Average high school GPA **3.62**

## Financial Qualifications



## Enrollment Characteristics

### Domestic Student Breakdowns:

- Ethnicity:
- Hispanic/Latino/Spanish Origin **17%**
- Race:
- American Indian/Alaska Native **0.8%**
  - Asian **4%**
  - Black/African American **21%**
  - Native Hawaiian/Other Pacific Islander **0%**
  - White **56%**
  - Two or more races **8%**

NOTE: **27%** of first-year students chose Black or African American alone or in combination with another race.

**Female**  
 (Based on birth sex response on application.)



**First Generation**  
 (Status is known for 64% of class.)

**F-1 International**



**Home-schooled**



### Gender Identity

(Based on student responses on the admissions application)

- |                        |            |                                 |             |
|------------------------|------------|---------------------------------|-------------|
| Female                 | <b>32%</b> | Transgender (Female to Male)    | <b>0%</b>   |
| Male                   | <b>16%</b> | Transgender (Male to Female)    | <b>0%</b>   |
| No Response            | <b>47%</b> | Gender nonconforming            | <b>0.3%</b> |
| Genderqueer/Non-Binary | <b>3%</b>  | Self-prescribed gender identity | <b>0.6%</b> |

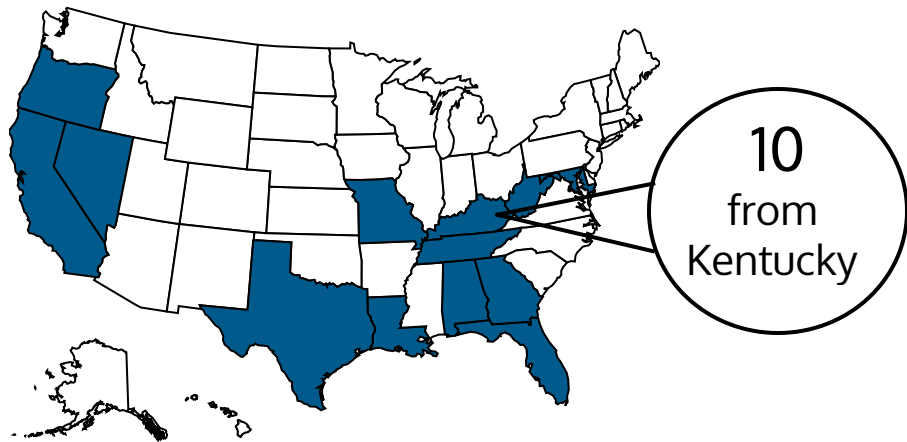


# Transfer Student Highlights

## Fall 2022

### (N = 27)

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



27 Students enrolled from...

13 States

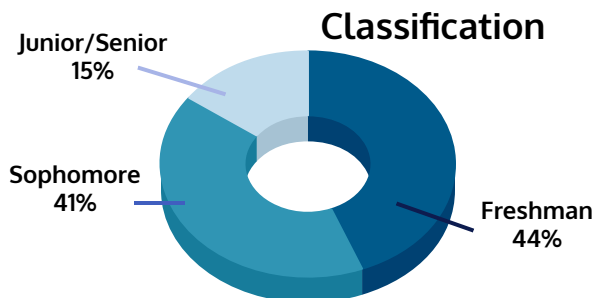
0 U.S. Territory

52% In-Territory  
 33% Appalachian Regional Commission (ARC) Counties  
 19% At-Risk and Distressed ARC Counties

## Academic Preparation

Mean Transfer GPA **3.64**

Required at least one developmental mathematics course **37%**



## Financial Qualifications

Pell Grant Recipients **100%**

**56%**

Domestic Students with \$0 Expected Family Contribution

## Enrollment Characteristics

**52%**  
Female

(Based on birth sex response on application)

**0%**

F-1 International

**33%**

First Generation

(Status is known for 56% of class.)

**30%**

KCTCS Transfer

(Kentucky Community and Technical College System)

### Domestic Student Breakdowns:

#### Ethnicity:

Hispanic/Latino/Spanish Origin **26%**

#### Race:

American Indian/Alaska Native **4%**

Asian **0%**

Black/African American **22%**

Native Hawaiian/Other Pacific Islander **0%**

White **52%**

Two or more races **19%**

NOTE: **30%** of transfer students chose Black or African American alone or in combination with another race.

### Gender Identity

(Based on student responses on the admissions application)

Female **11%**

Male **0%**

No Response **89%**

Genderqueer/Non-Binary **0%**

Transgender (Female to Male) **0%**

Transgender (Male to Female) **0%**

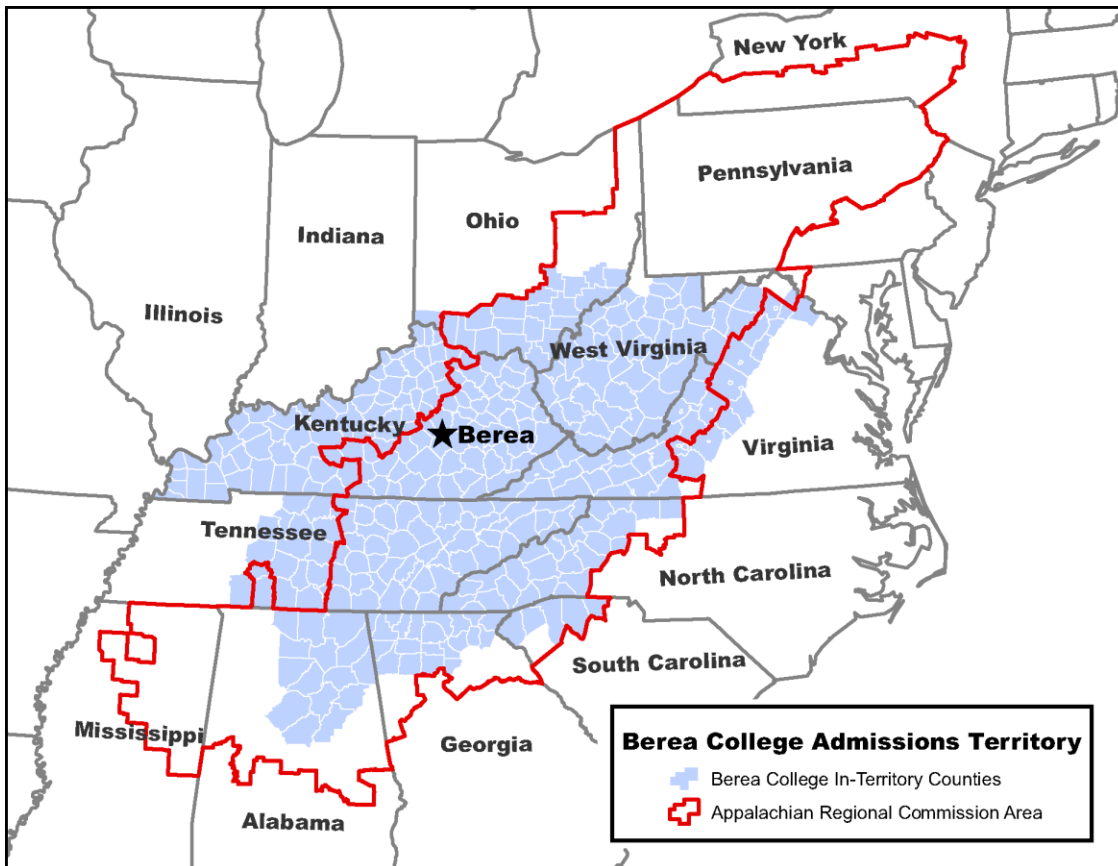
Gender nonconforming **0%**

Self-prescribed gender identity **0%**

## ADMISSIONS TERRITORY CATEGORIES

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

- *In-Territory*: Students who come from much of the Appalachian region and all of Kentucky within the blue area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. (See pages 37-38 for a list of counties by state).
- *Out-of-Territory*: Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.
- *F-1 International*: Students who are not U.S. Citizens, permanent residents, or refugees, and are attending the college under an F-1 visa issued by the U.S. Department of State.



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



## ADMISSIONS TERRITORY

### ALABAMA

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

### GEORGIA

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

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### NORTH CAROLINA

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

### OHIO

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

### SOUTH CAROLINA

Cherokee  
Greenville  
Oconee  
Pickens  
Spartanburg

\*Counties added in 1976

\*\*Counties added in 1978

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

## Admissions Territory (continued)

### TENNESSEE

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

### TENNESSEE

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

### VIRGINIA

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

### VIRGINIA

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

### WEST VIRGINIA

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

### WEST VIRGINIA

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

TAKEN OUT  
 OF TERRITORY  
IN 1976

### Alabama

Clay  
 Cleburne  
 Fayette  
 Franklin  
 Marion  
 Walker  
 Winston

### Virginia

Greene  
 Madison  
 Rappahannock

\*Counties added in 1976

\*\*Counties added in 1978

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

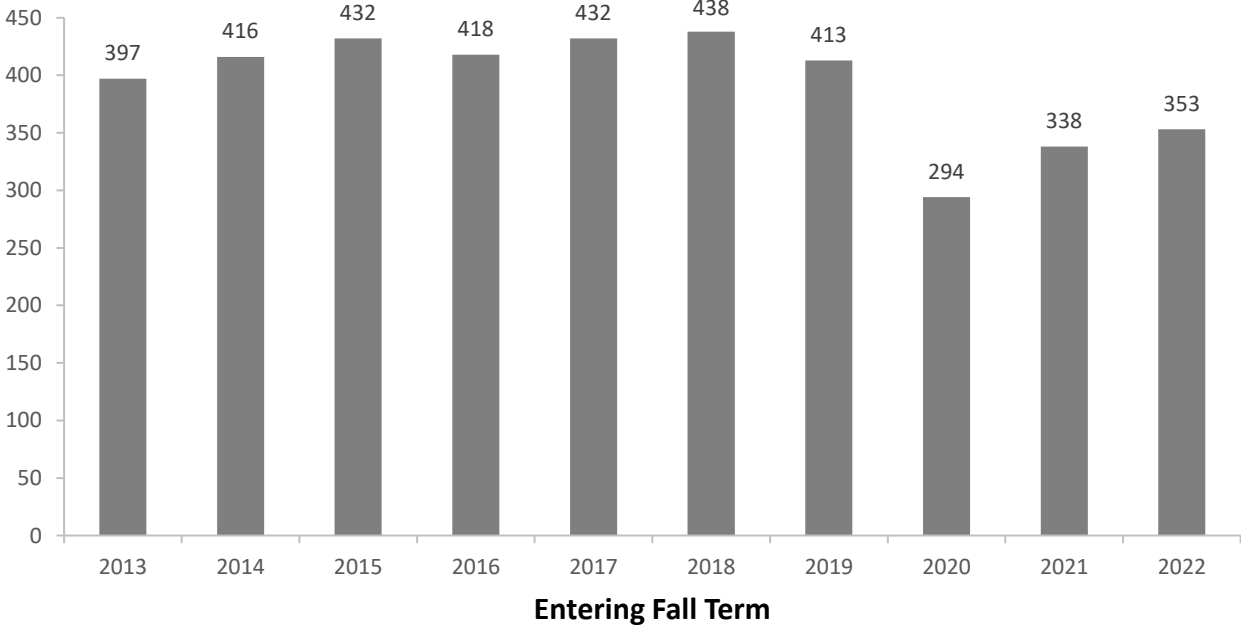
\*\*\*\*Counties added (Tennessee) in 2017 (The entering class of 2018 was the first class recruited from these counties.)

Source: Admissions Office

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

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2013	4,287	1,620	551	34%	397	72%
2014	4,060	1,649	555	34	416	75
2015	3,953	1,637	597	37	432	72
2016	4,130	1,744	572	33	418	73
2017	4,961	1,712	600	35	432	72
2018	4,967	1,576	602	38	438	73
2019	5,183	1,966	595	30	413	69
2020	5,010	1,857	612	33	294	48
2021	3,753	1,736	577	33	338	59
2022	4,546	2,217	545	25	353	65

**NUMBER OF FIRST-YEAR STUDENTS**



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

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

**Males**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2013	1,564	679	249	37%	181	73%
2014	1,571	695	239	34	179	75
2015	1,461	694	268	39	195	73
2016	1,414	690	240	35	181	75
2017	1,697	666	252	38	195	77
2018	1,617	626	246	39	187	76
2019	1,792	802	250	31	186	74
2020	1,643	716	243	34	109	45
2021	1,365	727	237	33	137	58
2022	1,691	922	203	22	137	67

**Females**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>
2013	2,694	927	302	33%	216	72%
2014	2,492	953	316	33	237	75
2015	2,482	941	329	35	237	72
2016	2,712	1,051	332	32	257	77
2017	3,256	1,044	348	33	257	68
2018	3,345	949	356	38	251	71
2019	3,390	1,163	345	30	227	66
2020	3,365	1,141	369	32	185	50
2021	2,387	1,009	340	34	201	59
2022	2,855	1,295	342	26	216	63

NOTE: Birth sex was unknown for submitted/completed applications as indicated here; 2013: 29/14; 2014: 7/1; 2015: 10/2; 2016:4/3; 2017: 8/2; 2018: 5/1; 2019:1/1; 2020: 2/0 2021:1/0

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

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

<b>IN-TERRITORY*</b>						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2013	2,492	848	429	51%	315	73%
2014	2,289	833	407	49	321	79
2015	2,301	839	447	53	336	75
2016	2,697	932	435	47	326	75
2017	3,075	929	446	48	320	72
2018	3,124	848	425	50	304	72
2019	3,012	960	397	41	293	74
2020	2,960	959	448	47	246	55
2021	2,003	765	362	47	215	59
2022	2,236	785	363	46	242	67

<b>OUT-OF-TERRITORY</b>						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2013	1,008	262	83	32%	54	65%
2014	1,059	336	108	32	68	63
2015	995	294	112	38	65	58
2016	861	243	102	42	63	62
2017	1,215	269	125	46	88	70
2018	1,225	256	149	58	109	73
2019	1,459	431	162	38	90	56
2020	1,363	327	123	38	47	38
2021	1,057	424	194	46	107	55
2022	1,031	354	148	42	87	59

<b>F-1 INTERNATIONAL**</b>						
Fall <u>Term</u>	<u>Submitted</u> Applications	<u>Completed</u> Applications	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2013	787	510	39	8%	28	72%
2014	709	480	40	8	27	68
2015	697	504	38	8	31	82
2016	572	569	35	6	29	82
2017	671	514	29	6	24	83
2018	618	472	28	6	25	89
2019	712	575	36	6	30	83
2020	687	571	41	7	1	2
2021	693	547	21	4	16	76
2022	1,279	1,078	34	3	24	71

\*Beginning in 2018, In-Territory includes an additional 22 counties in Tennessee. See page 38 for details.

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

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

## FIRST-YEAR STUDENTS FROM KENTUCKY

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
2013	397	165	41.6%
2014	416	195	46.8
2015	432	194	44.9
2016	418	203	48.6
2017	432	192	44.4
2018	438	172	39.3
2019	413	173	41.9
2020	294	161	54.8
2021	338	131	38.8
2022	353	159	45.0

## AFRICAN-AMERICAN\* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>African-American* First-Year Students</u>	<u>Percent African American* First-Year Students of Total</u>
2013	397	78	19.6%
2014	416	96	23.1
2015	432	90	20.8
2016	418	97	23.2
2017	432	105	24.3
2018	438	123	28.1
2019	413	103	24.9
2020	294	69	23.5
2021	338	97	28.7
2022	353	96	27.2

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

## HISPANIC\*\* FIRST-YEAR STUDENTS

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Hispanic** First-Year Students</u>	<u>Percent Hispanic** of Total First-Year Students</u>
2013	397	20	5.0%
2014	416	40	9.6
2015	432	49	11.3
2016	418	50	12.0
2017	432	52	12.0
2018	438	50	11.4
2019	413	53	12.8
2020	294	54	18.4
2021	338	47	13.9
2022	353	59	16.7

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

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

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

<u>Fall Term</u>	<u>Total First-Year Students</u>	<u>Students from ARC Counties</u>	<u>Percent of Total First-Year Students</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total First-Year Students</u>
2013	397	224	56.4%	95	23.9%	33	8.3%
2014	416	204	49.0	98	23.6	38	9.1
2015	432	224	51.9	108	25.0	40	9.3
2016	418	210	50.2	103	24.6	49	11.7
2017	432	212	49.1	102	23.6	44	10.2
2018	438	203	46.3	101	23.1	43	9.8
2019	413	184	44.6	86	20.8	35	8.5
2020	294	147	50.0	69	23.5	17	5.8
2021	338	140	41.4	63	18.6	24	7.1
2022	353	133	37.7	62	17.6	19	5.4

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

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

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

Source: Office of Institutional Research and Assessment, October 2022

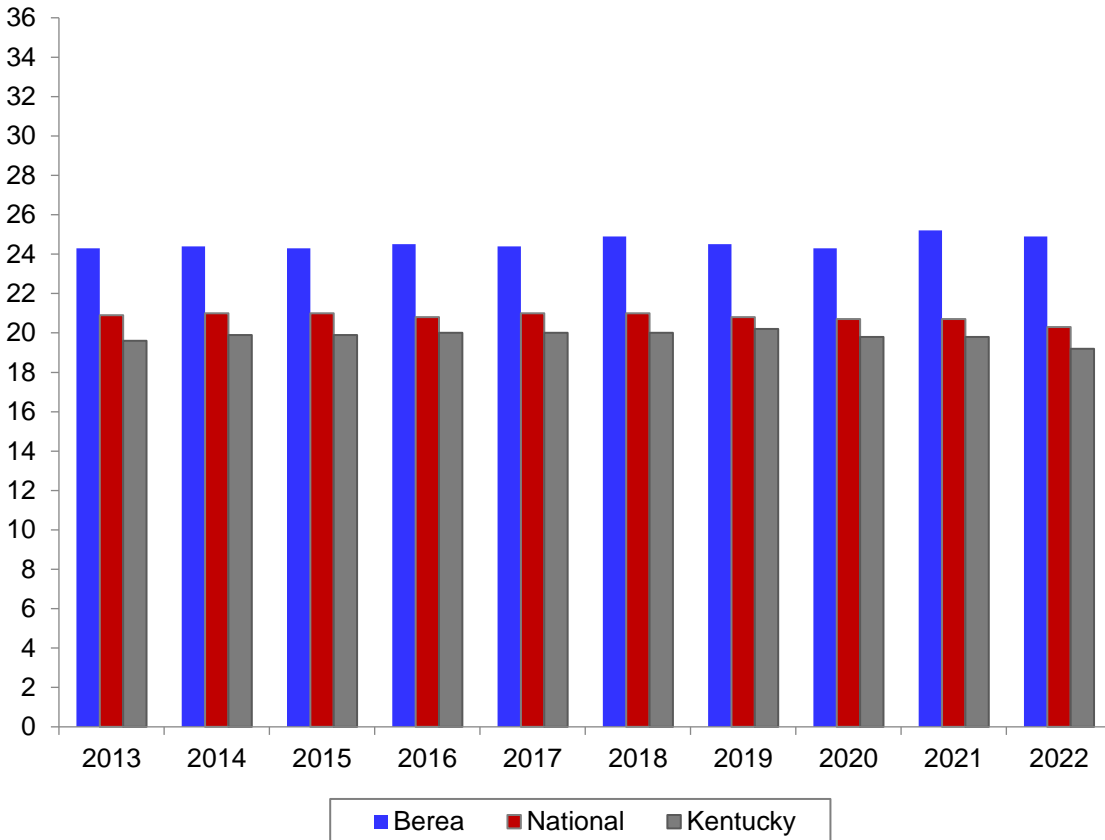
## MEAN ACT COMPOSITE SCORES

Fall Term	Number of First-Year Students* who Submitted ACT**	Berea's First-Year Students Mean Scores			National/Kentucky Comparisons Mean Scores	
		All Students	Birth Sex Males	Females	National	Kentucky
2013	318	24.3	24.0	24.6	20.9	19.6
2014	344	24.4	24.4	24.4	21.0	19.9
2015	360	24.3	24.9	23.9	21.0	20.0
2016	365	24.5	24.5	24.6	20.8	20.0
2017	380	24.4	24.3	24.5	21.0	20.0
2018	362	24.9	24.8	25.0	21.0	20.0
2019	329	25.1	25.1	25.1	20.8	20.2
2020	256	24.3	24.4	24.3	20.7	19.8
2021	157	25.2	25.4	25.1	20.7	19.8
2022	141	24.9	25.4	24.5	20.3	19.2

\*In Fall Terms 2021 and 2022, less than 50% of Berea College first-year students submitted ACT scores. Prior to Fall Term 2021, that percentage was between 75 - 85%.

\*\*Submitting ACT scores was optional for Fall Terms 2021 and 2022. Data on this page are for those students whose test scores were used in the Admissions decision.

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



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



**MEAN SAT SCORES:  
READING AND WRITING; MATHEMATICS**

Fall Term	Number of First-Year Students who Submitted SAT**	Berea's First-Year Students Mean Scores			National and Kentucky Comparisons Mean Scores					
		Reading and Writing*	Mathematics	Writing and Language*	Reading and Writing*		Mathematics		Writing and Language*	
					National	KY	National	KY	National	KY
2013	58	560	565	544	496	585	514	584	488	572
2014	56	554	571	548	497	585	513	584	487	572
2015	59	590	565	559	495	588	511	587	484	574
2016	41	546	562	553	494	604	508	599	482	586
2017	44	547	554	530	494	604	508	599	482	586
2018	68	553	570	538	533	631	527	616	not available	
2019	62	606	590	not applicable	536	630	531	618	not applicable	
2020	38	593	583	not applicable	531	620	528	612	not applicable	
2021	26	607	605	not applicable	523	609	528	598	not applicable	
2022	28	623	595	not applicable	533	616	528	603	not applicable	

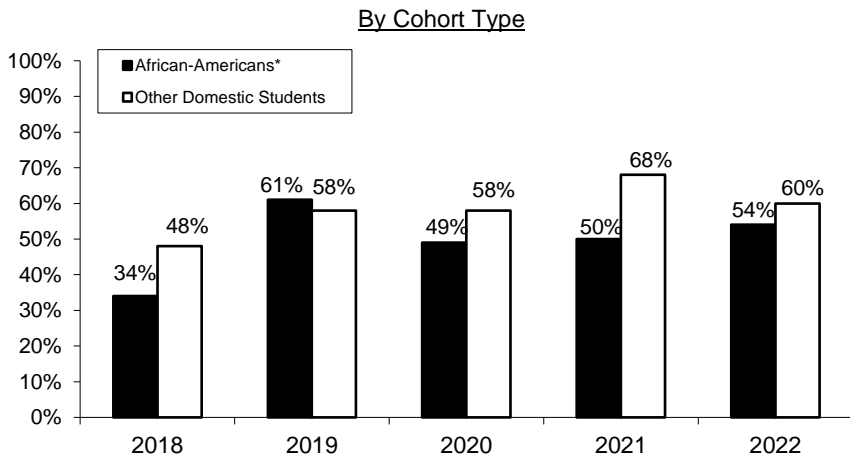
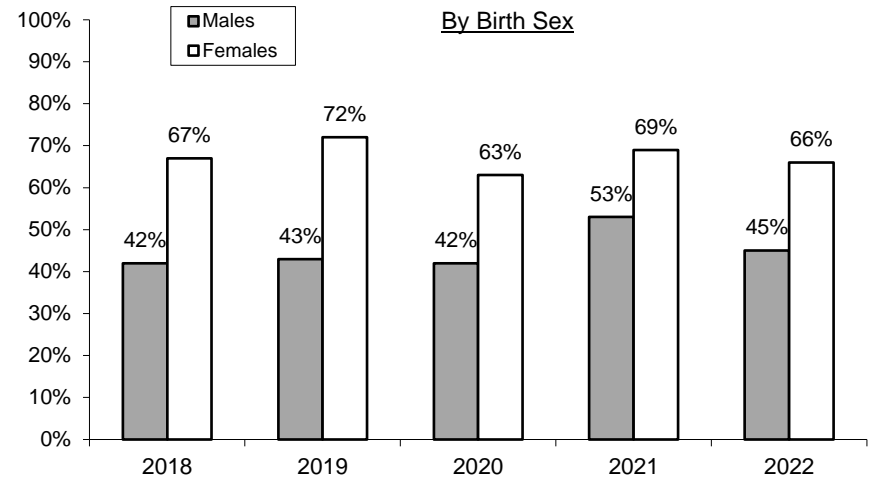
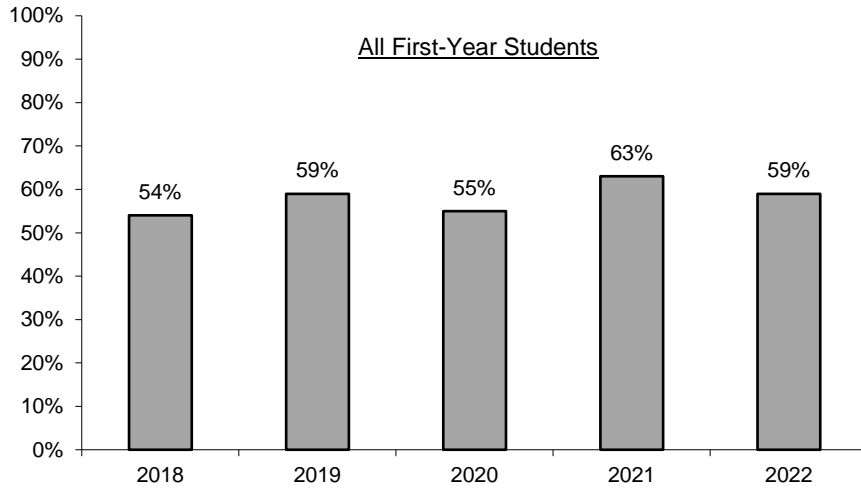
\*Prior to 2019, the SAT categories were “Critical Reading,” “Mathematics,” and “Writing and Language.”

\*\*Submitting SAT scores was optional for Fall Terms 2021 and 2022. Data on this page are for those students whose test scores were used in the Admissions decision.

NOTES: Approximately 5 – 10% of Berea College first-year students submit SAT scores.  
SAT section means are on a scale from 200 to 800.

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

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

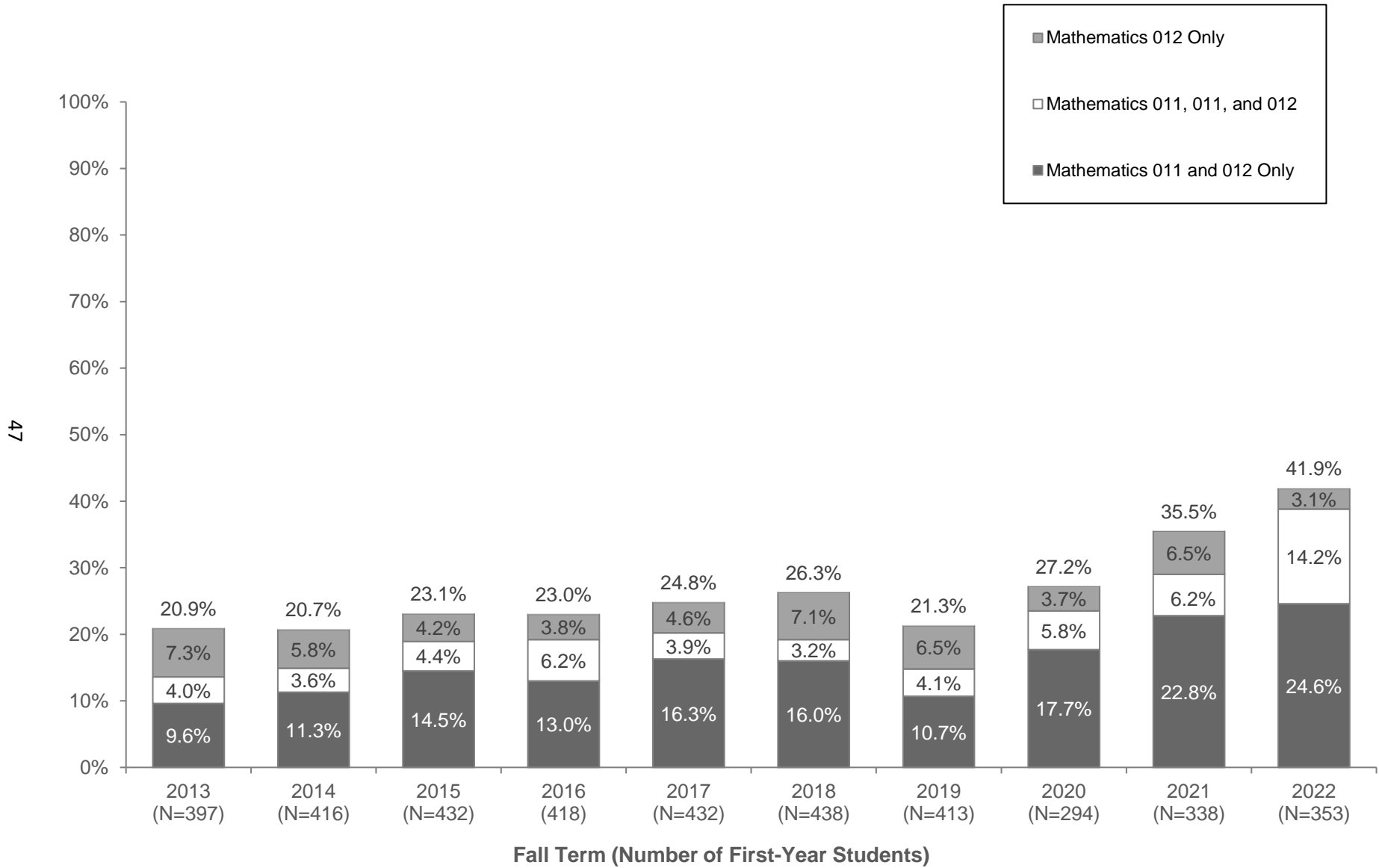


\*Based on domestic students who identified themselves as “Black or African American” alone or in combination with another race.

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

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

## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES

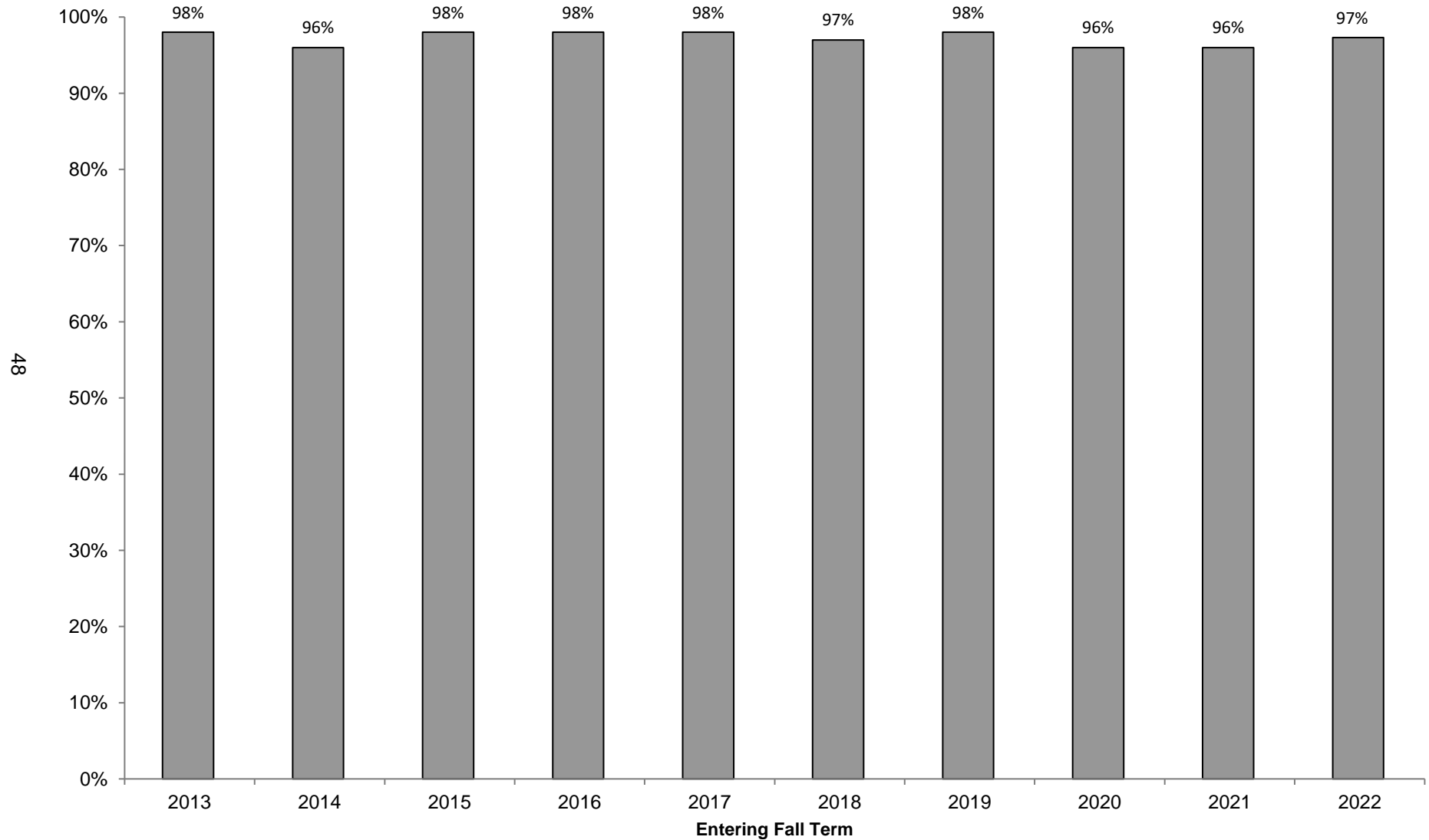


NOTE: The number on the top of the bars indicates the percentage of first-year students who need at least one course of developmental mathematics.

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

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

Ten- Year Average: 97%

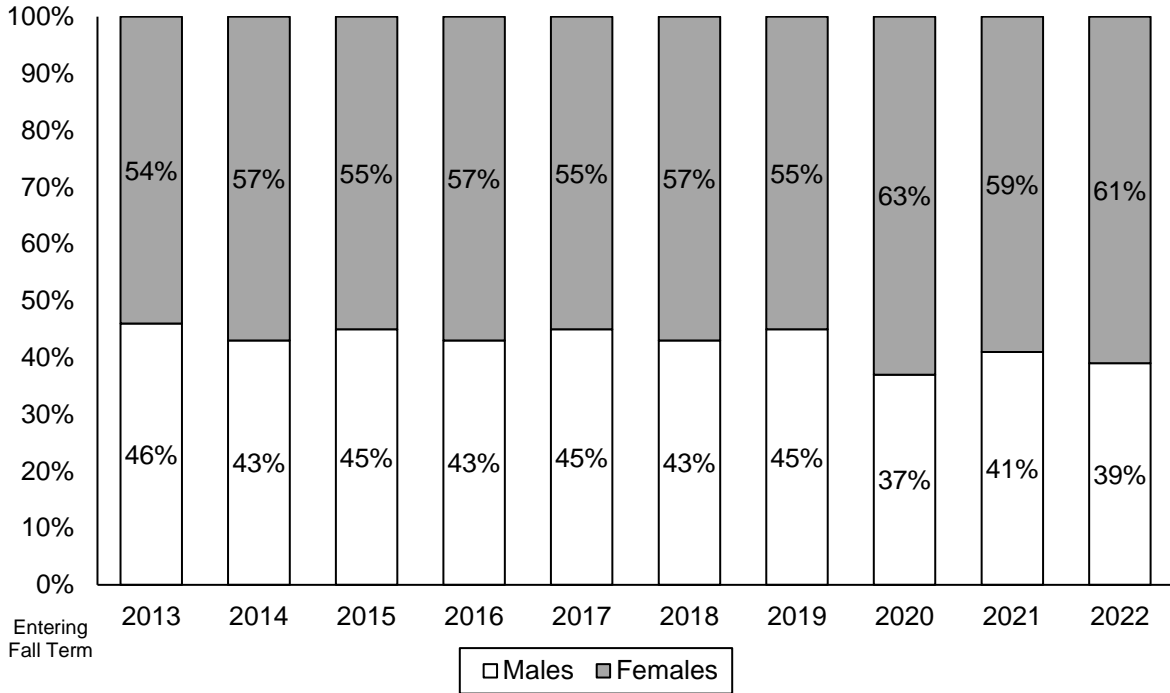


NOTE: F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included in this chart; they are not eligible to receive Pell Grants.

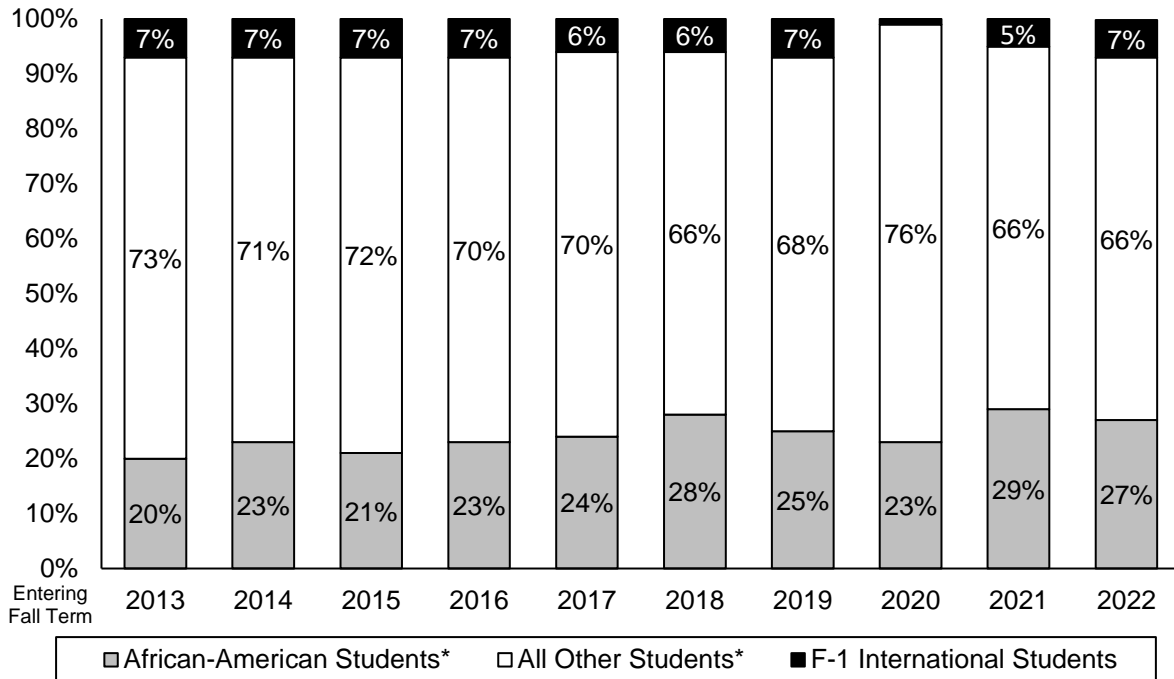
Source: Annual editions of the [First-Year Students' Class Profile](#)

# FIRST-YEAR STUDENT ENROLLMENT TRENDS

## By Birth Sex



## By Cohort Type

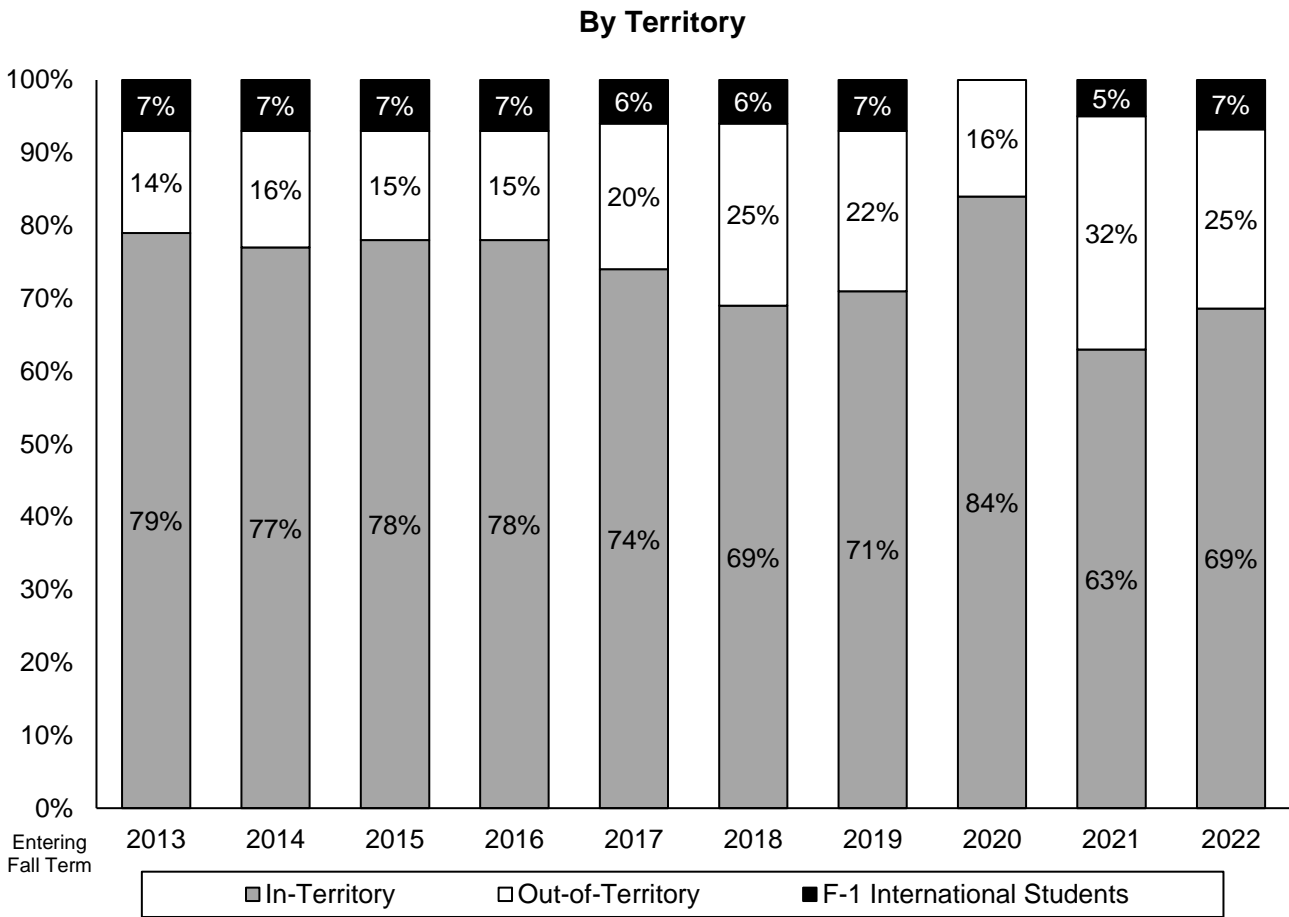


\*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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

Source: Office of Institutional Research and Assessment, October 2022

## First-Year Student Enrollment Trends, continued

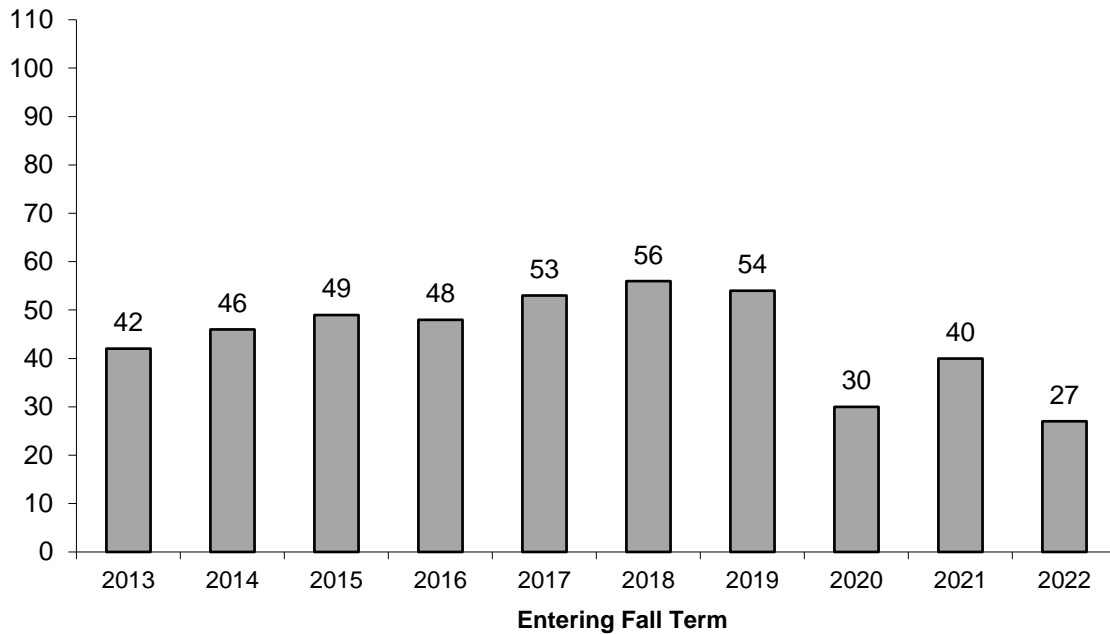


Source: Office of Institutional Research and Assessment, October 2022.

## TRANSFER STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

Fall Term	<u>Submitted Applications</u>	<u>Completed Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2013	600	145	51	35%	42	82%
2014	368	140	55	39	46	84
2015	334	131	55	42	49	89
2016	286	102	58	57	48	83
2017	245	159	71	45	53	75
2018	551	160	66	41	56	85
2019	619	150	74	49	54	73
2020	668	108	53	49	30	57
2021	382	91	51	56	40	78
2022	531	95	43	45	27	63

## NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

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

**Males**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of Completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2013	228	53	21	40%	18	86%
2014	147	56	28	50	22	79
2015	150	54	21	39	20	95
2016	110	45	25	56	24	96
2017	82	52	30	58	22	73
2018	193	55	26	47	25	96
2019	212	58	31	53	23	74
2020	223	41	20	49	8	40
2021	140	36	20	56	15	75
2022	184	40	21	53	13	62

**Females**

Fall Term	<u>Submitted</u> <u>Applications</u>	<u>Completed</u> <u>Applications</u>	<u>Accepted</u>		<u>Enrolled</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of Ccompleted <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2013	371	92	30	33%	24	80%
2014	220	84	27	32	24	89
2015	184	77	34	48	29	85
2016	176	57	32	56	24	75
2017	163	107	41	38	31	76
2018	358	105	40	38	31	78
2019	407	92	43	47	31	72
2020	445	67	33	49	22	67
2021	242	55	31	56	25	81
2022	346	55	22	40	14	64

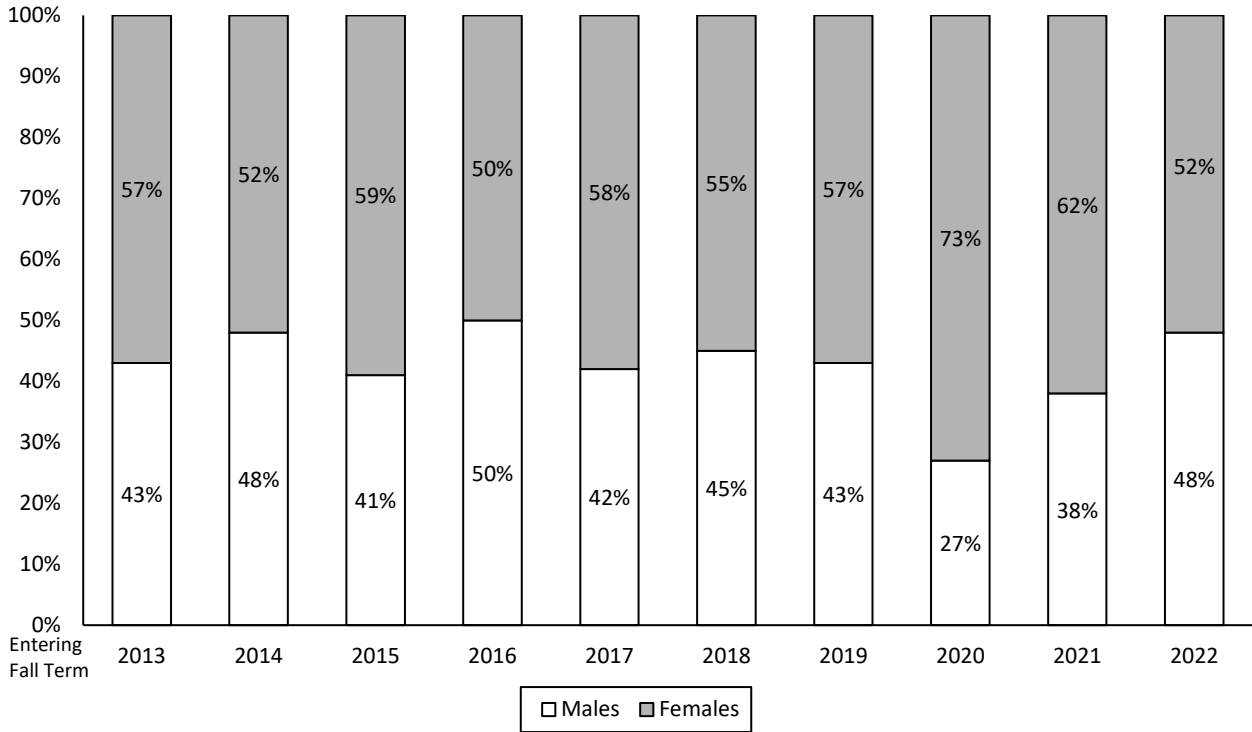
NOTE: In 2013, 2014 and 2022, birth sex was unknown for one submitted application.

Source: Annual editions of the Transfer Students' Class Profile

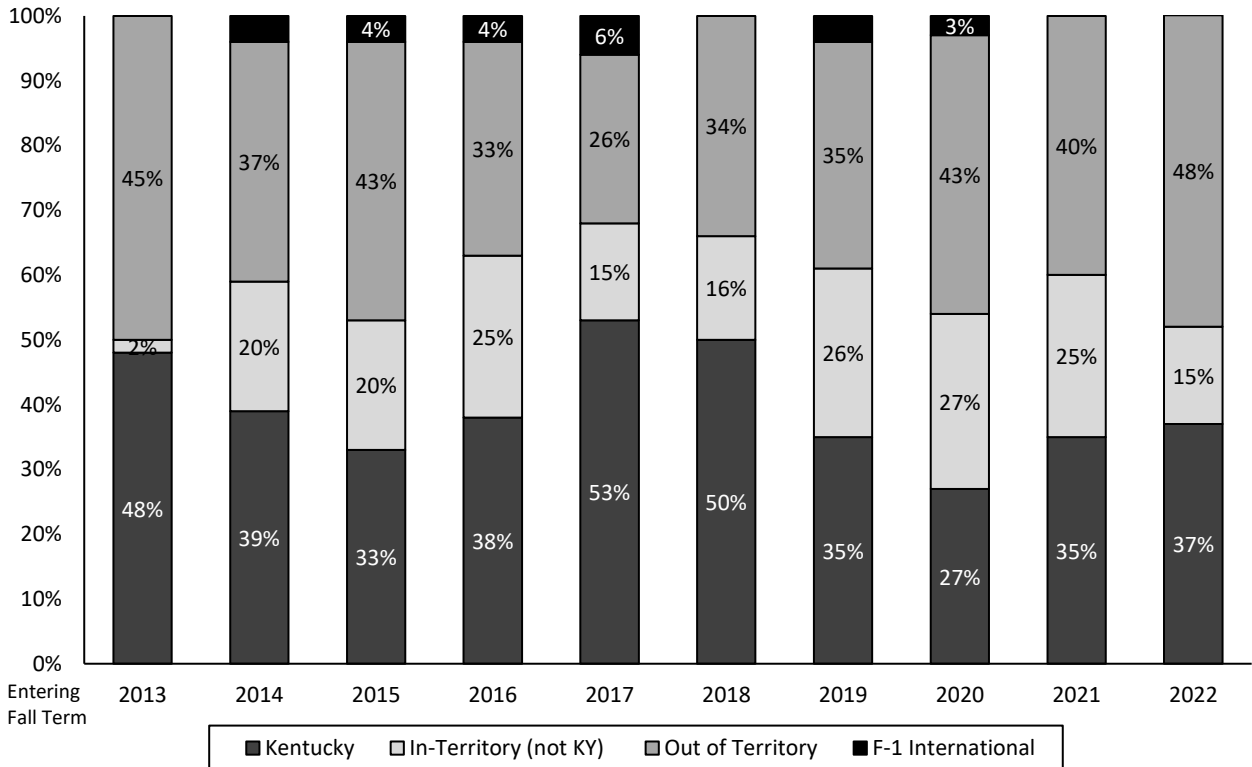


# FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

## By Birth Sex



## By Territory



Source: Office of Institutional Research and Assessment, September 2022

# Student Enrollment and Characteristics

- Highlights
- Fall 2022 Enrollment Category Highlights
- First-Generation College Students: Trend Graphs
  - Entering First-Year Students
  - Graduating Senior Students
- Fall Headcount Enrollment
- Fall Enrollments by Classification
  - By Full-Time and Part-Time Status
- F-1 International Degree-Seeking Students
- African-American Degree-Seeking Students
- Hispanic Degree-Seeking Students
- Degree-Seeking Students from Appalachian Regional Commission (ARC) Counties and At-Risk and Distressed Appalachian Counties
- Fall 2022 Enrollment by State and U. S. Territories (Map)
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- Fall 2022 Enrollment by Country Organized by Continent
- Fall Enrollments of Degree-Seeking Students by
  - Territory
  - Ethnic and Racial Breakdowns
  - Age
- Fall 2022 Junior and Senior Enrollment by Major and Cohort Type
- Fall Enrollment Trends, 2013-2022
  - by Birth Sex
  - by Cohort Type
  - by Territory
- Spring Enrollments by Classification
  - By Full-Time and Part-Time Status

# Enrollment Highlights

## Fall 2022

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

### Domestic Student Breakdown

Ethnicity:

Hispanic/Latino/Spanish Origin **15%**

Race:

American Indian/Alaska Native **1%**

Asian **4%**

Black/African American **20%**

Native Hawaiian/Other Pacific Islander **0.1%**

White **53%**

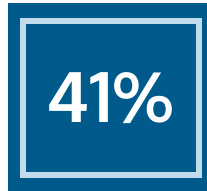
Two or more races **10%**

NOTE: **27%** of students chose Black or African American alone or in combination with another race.

### First Generation



From Appalachian Regional Commission (ARC) Appalachian Counties



NOTE: Nineteen percent (19%) are from At-Risk and Distressed Appalachian Counties.

### Non-Traditional



Students Registered with the Disability and Accessibility (DAS) Office



### Birth Sex

Female	Male
60%	40%

### Headcount



### Degree-Seeking

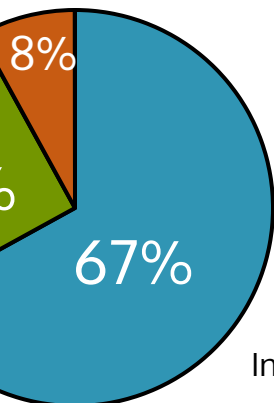


### Non-Degree-Seeking



### Territory

F-1 International



Out-of-Territory

In-Territory

### Students represent:

**44** States and D.C.

**3** U.S. Territories

**71** Countries other than the United States

## FALL 2022 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,412	First-Year Students N = 353	Transfer Students N = 27
<b>Birth Sex</b>			
Male	568 40%	137 39%	13 48%
Female	844 60%	216 61%	14 52%
<b>Territory</b>			
In-Territory	946 67%	242 69%	14 52%
Out-of-Territory	349 25%	87 25%	13 48%
F-1 International	117 8%	24 7%	0 0%
<b>From ARC Appalachian Counties</b>	574 41%	133 38%	9 33%
<b>Ethnic and Racial Breakdowns</b>			
Hispanic or Latino or Spanish Origin	218 15%	59 17%	7 26%
Black or African American	386 27%	96 27%	8 30%
Other races	114 8%	24 7%	4 15%
White	745 53%	198 56%	14 52%
Unknown and International	167 12%	35 10%	1 4%
<b>Non-Traditional</b>	37 3%	1 <1%	2 8%
<b>First Generation</b> (based on those with known info)	682/1015 38%	163/227 72%	5/15 33%

### Definitions:

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

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

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

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

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

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

Unknown – Domestic students who chose not to identify their race on their admissions application.

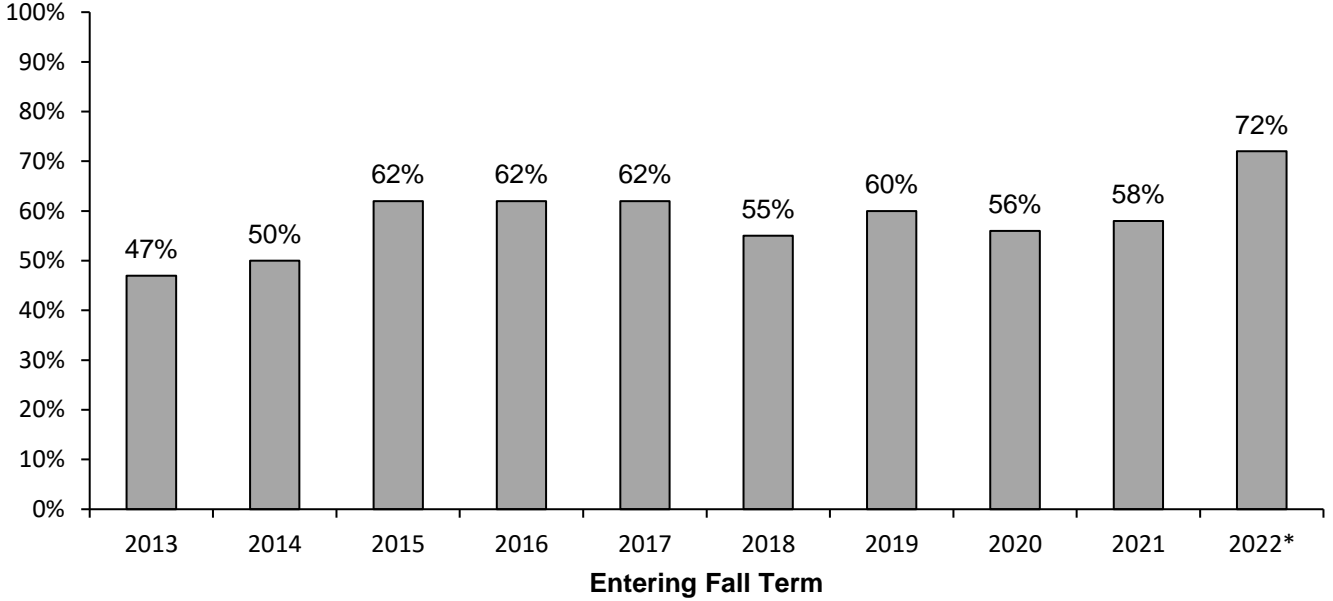
Non-Traditional - All domestic students who are 24 years of age or older and/or married and/or have a child/children/legal dependent. International students are not counted above because they complete no paperwork that would verify the status other than age.

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

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

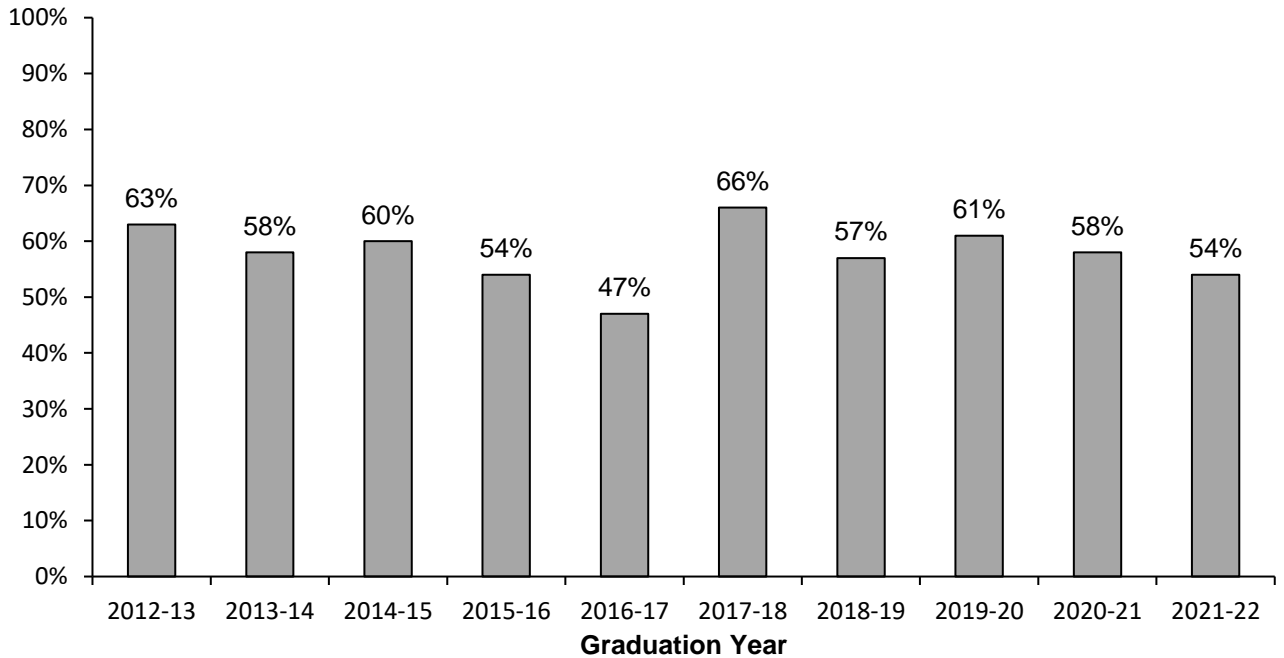
**First Generation** – Students who indicated that neither parent has received a college degree via responses on the admissions application, the FAFSA (Free Application for Federal Student Aid), or annual entering and graduating seniors' surveys.

### First-Year Students



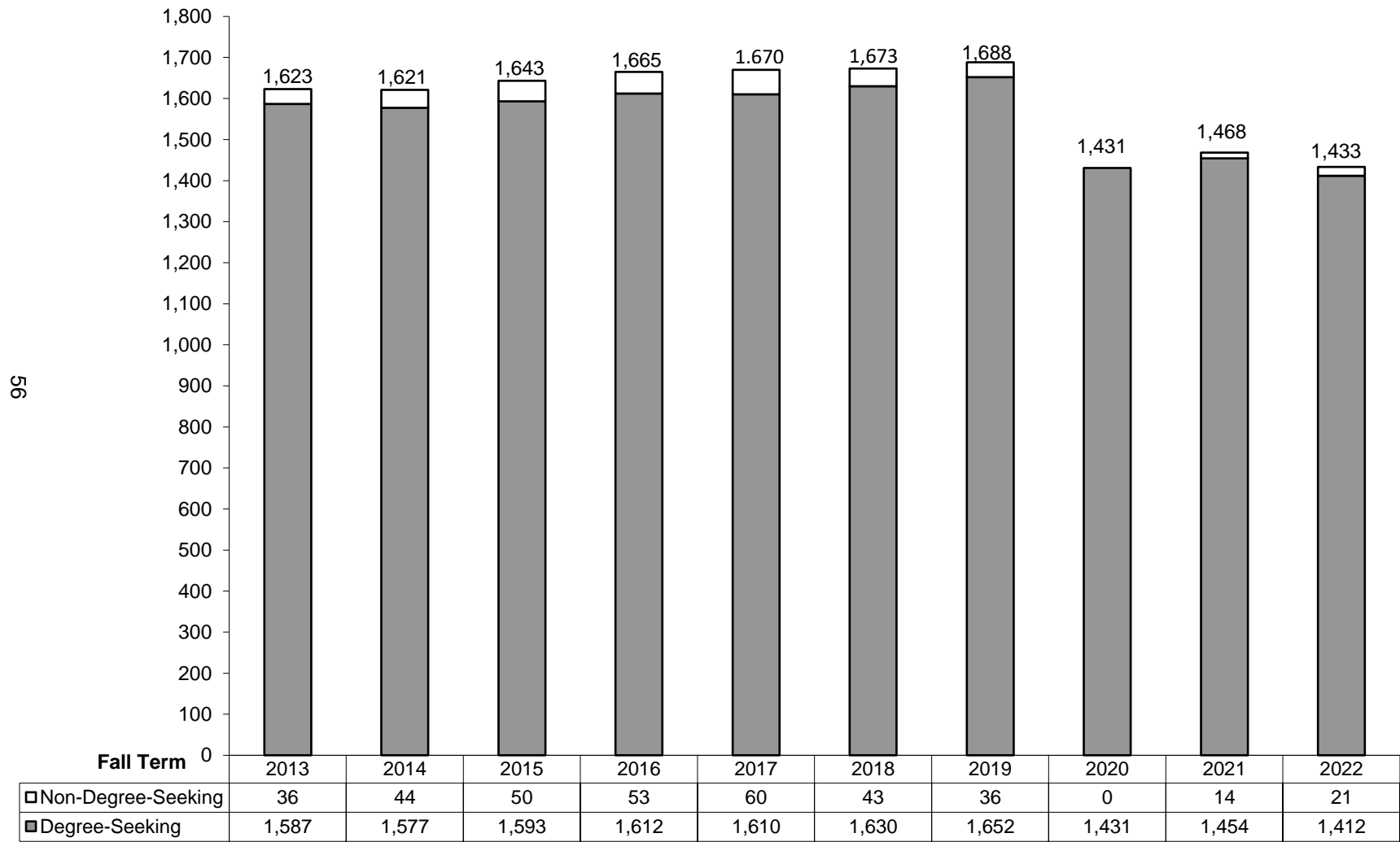
\*Data are known for 64% of entering first-year students

### Graduating Seniors



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

## FALL HEADCOUNT ENROLLMENT\*



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

\*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2022

**FALL ENROLLMENTS BY CLASSIFICATION  
2018 – 2022**

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<b><u>Total (Full-Time and Part-Time) *</u></b>					
Freshman	496	485	341	458	438
First-Year Students	(438)	(413)	(294)	(338)	(353)
Other Freshmen**	(58)	(72)	(47)	(120)	(85)
Sophomore	373	378	364	256	305
Junior	397	405	382	393	291
Senior	<u>364</u>	<u>384</u>	<u>344</u>	<u>347</u>	<u>378</u>
TOTAL DEGREE-SEEKING STUDENTS	1,630	1,652	1,431	1,454	1,412
Auditing Student	4	2	0	2	4
Berea Community School	22	15	0	8	8
College Employee	1	1	0	2	2
Community (Special)	9	10	0	2	4
EKU Exchange	2	2	0	0	0
Home-Schooled Student	n/a	3	0	0	1
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	43	36	0	14	21
<b>TOTAL HEADCOUNT</b>	<b>1,673</b>	<b>1,688</b>	<b>1,431</b>	<b>1,468</b>	<b>1,433</b>

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

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

***Definitions for Degree-Seeking Students:***

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

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

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

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

***Definitions for Non-Degree-Seeking Students:***

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

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

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

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

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

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

Source: Annual editions of the Fall Term Student Enrollment Report

## Fall Enrollments by Classification, continued

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<b><u>Full-Time Students</u></b>					
Freshman	496	485	341	457	438
First-Year Students	(438)	(413)	(294)	(338)	(353)
Other Freshmen*	(58)	(72)	(47)	(119)	(85)
Sophomore	373	378	363	255	305
Junior	397	405	377	386	291
Senior	<u>360</u>	<u>381</u>	<u>341</u>	<u>334</u>	<u>372</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,626	1,649	1,422	1,432	1,406
Auditing Student	0	0	0	0	0
Berea Community School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	0	0	0	0	0
Home-Schooled Student	n/a	0	0	0	0
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	3	0	0	2
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,631</b>	<b>1,652</b>	<b>1,422</b>	<b>1,432</b>	<b>1,408</b>

### **Part-Time Students**

Freshman	0	0	0	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen*	(0)	(0)	(0)	(0)	(0)
Sophomore	0	1	1		0
Junior	0	0	5	7	0
Senior	<u>4</u>	<u>3</u>	<u>3</u>	<u>13</u>	<u>6</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	4	3	9	22	6
Auditing Student	4	2	2	2	4
Berea Community School	22	15	8	8	8
College Employee	1	1	2	2	2
Community (Special)	9	10	2	2	4
EKU Exchange	2	2	0	0	0
Home-Schooled Student	n/a	0	0	0	1
Madison Southern High School	0	0	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	38	33	0	14	19
<b>TOTAL PART-TIME STUDENTS</b>	<b>42</b>	<b>36</b>	<b>9</b>	<b>36</b>	<b>25</b>
<b>FTE ENROLLMENT</b>	<b>1,645</b>	<b>1,666</b>	<b>1,428</b>	<b>1,450</b>	<b>1,418</b>

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. Our current part-time enrollment of 25 students has a FTE of 10.17.

Source: Annual editions of the Fall Term Student Enrollment Report



## F-1 INTERNATIONAL DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>F-1 International Students</u>	<u>Percent F-1 International Students of Total</u>
2013	1,587	120	7.6%
2014	1,577	120	7.6
2015	1,593	124	7.8
2016	1,612	122	7.6
2017	1,610	122	7.6
2018	1,630	123	7.5
2019	1,652	124	7.5
2020	1,431	91	6.4
2021	1,454	115	7.9
2022	1,412	117	8.3

## AFRICAN-AMERICAN\* DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>African American* Students</u>	<u>Percent African American* Students of Total</u>
2013	1,587	295	18.6%
2014	1,577	312	19.8
2015	1,593	324	20.3
2016	1,612	331	20.5
2017	1,610	343	21.3
2018	1,630	368	22.6
2019	1,652	393	23.7
2020	1,431	364	25.4
2021	1,454	378	26.0
2022	1,412	386	27.3

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

## HISPANIC\*\* DEGREE-SEEKING STUDENTS

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Hispanic** Students</u>	<u>Percent Hispanic** Students of Total</u>
2013	1,587	67	4.2%
2014	1,577	93	5.9
2015	1,593	128	8.0
2016	1,612	152	9.4
2017	1,610	183	11.4
2018	1,630	196	12.0
2019	1,652	214	13.0
2020	1,431	202	14.1
2021	1,454	207	14.2
2022	1,412	218	15.4

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

Source: Office of Institutional Research and Assessment, October 2022

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

<u>Fall Term</u>	<u>Total Degree-Seeking Students</u>	<u>Students from ARC Counties</u>	<u>Percent of Total Degree-Seeking</u>	<u>Students from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>	<u>White Males from At-Risk and Distressed Appalachian Counties*</u>	<u>Percent of Total Degree-Seeking</u>
2013	1,587	759	47.8%	351	22.1%	133	8.4%
2014	1,577	765	48.5	373	23.7	139	8.8
2015	1,593	785	49.3	372	23.4	132	8.3
2016	1,612	801	49.7	374	23.2	140	8.7
2017	1,610	778	48.3	378	23.5	149	9.3
2018	1,630	771	47.3	376	23.1	152	9.3
2019	1,652	765	46.1	357	23.6	138	8.4
2020	1,431	646	45.1	291	20.3	91	6.4
2021	1,454	623	42.8	272	18.7	89	6.1
2022	1,412	574	40.7	268	19.0	94	6.7

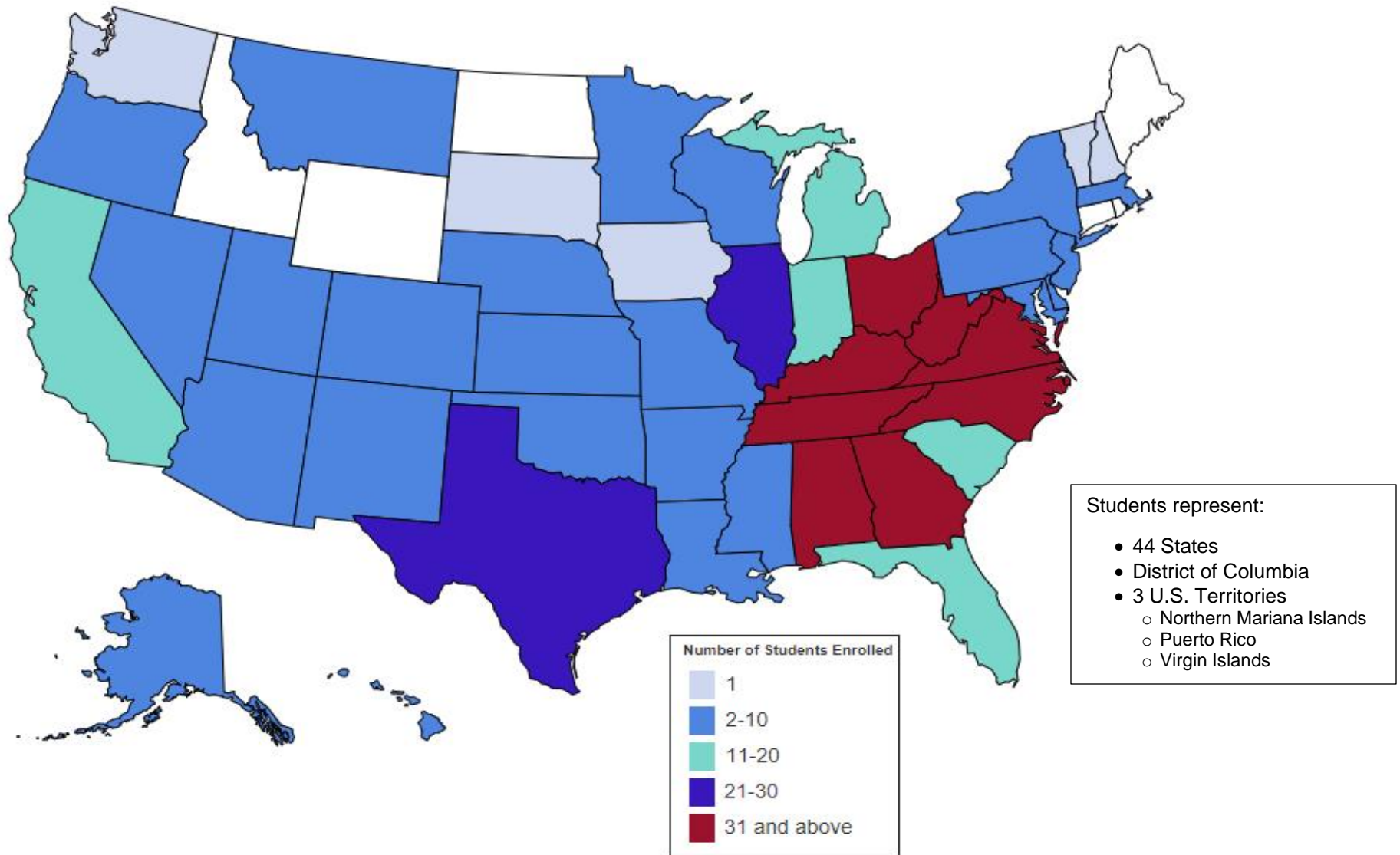
\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

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

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

Source: Office of Institutional Research and Assessment, October 2022

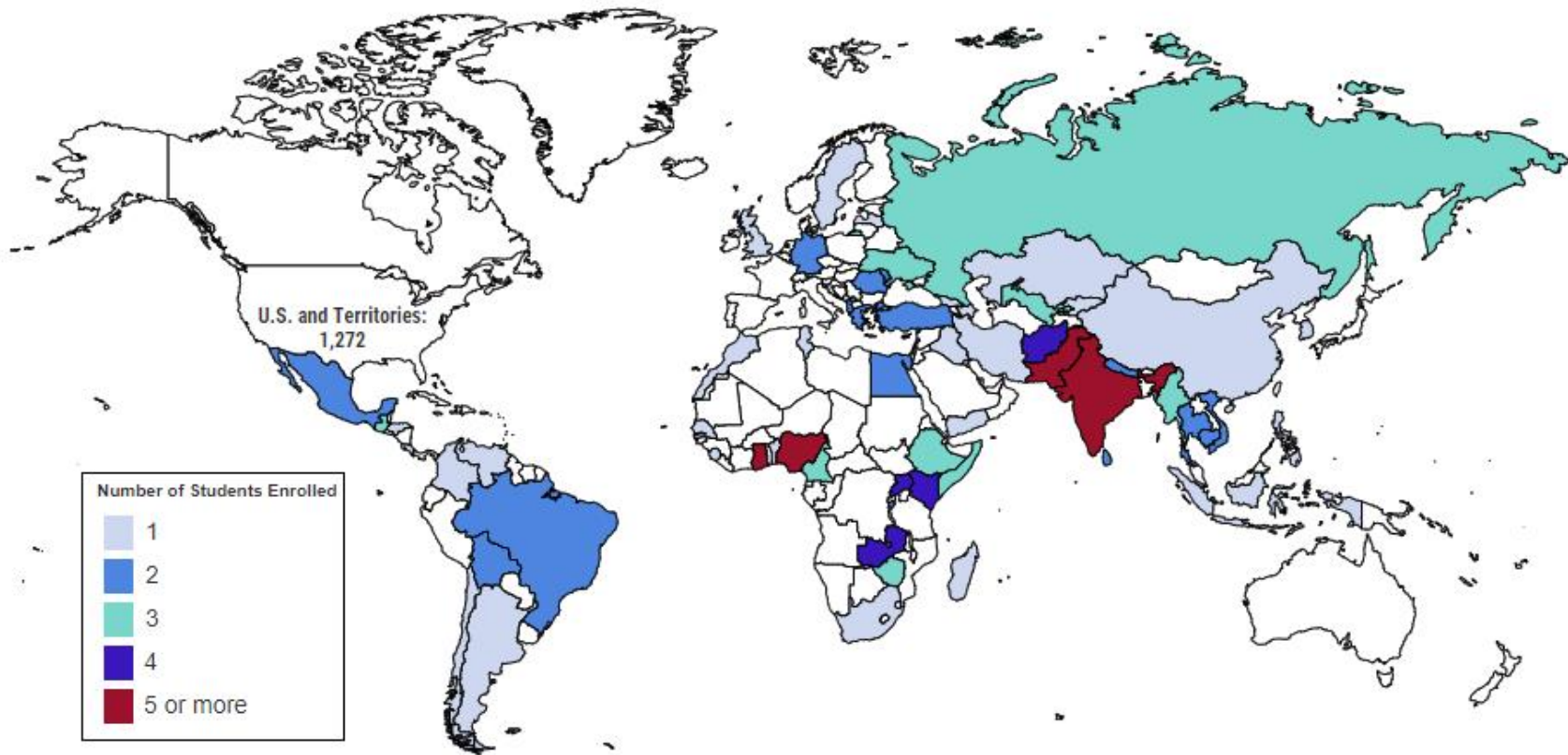
## FALL 2022 ENROLLMENT BY STATE AND U.S. TERRITORIES



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

Source: Office of Institutional Research and Assessment, [Geographical Report](#), October 2022.

## FALL 2022 ENROLLMENT BY COUNTRY



Students represent a total of 71 countries other than the United States and its territories.

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

Source: Office of Institutional Research and Assessment, Geographical Report, October 2022

**FALL 2022 DEGREE-SEEKING ENROLLMENT BY COUNTRY  
ORGANIZED BY CONTINENT**

**Africa (20 countries)**

Benin	1	
Burundi	2	
Cameroon	3	
Egypt	2	
Ethiopia	3	
Gambia	2	
Ghana	5	
Kenya	4	
Madagascar	1	
Morocco	1	
Nigeria	6	
Rwanda	1	
Senegal	1	
Sierra Leone	1	
Somalia	3	
South Africa	1	
Tunisia	1	
Uganda	4	
Zambia	4	
Zimbabwe	3	
<b>TOTAL</b>	<b>49</b>	<b>(35.0%)</b>

**Asia (23 countries)**

Afghanistan	4	
Burma	3	
Cambodia	2	
China	1	
India	5	
Indonesia	1	
Iran	1	
Iraq	1	
Kazakhstan	1	
Kyrgyzstan	1	
Lebanon	2	
Nepal	2	
Pakistan	5	
Philippines	1	
Russia	3	
South Korea	1	
Sri Lanka	2	
Thailand	2	
Tibet	2	
Turkey	2	
Uzbekistan	3	
Vietnam	2	
Yemen	1	
<b>TOTAL</b>	<b>48</b>	<b>(34.3%)</b>

**Europe (13 countries)**

Albania	2	
Azerbaijan	1	
Georgia	1	
Germany	2	
Greece	2	
Kosovo	2	
Latvia	1	
Moldova	2	
Romania	2	
Serbia	1	
Sweden	1	
Ukraine	3	
United Kingdom	1	
<b>TOTAL</b>	<b>21</b>	<b>(15.0%)</b>

**Western Hemisphere (The Americas)  
(15 countries)**

Antigua and Barbuda	1	
Argentina	1	
Bahamas	1	
Belize	1	
Bolivia	2	
Brazil	2	
Chile	1	
Colombia	1	
Costa Rica	1	
Guatemala	3	
Haiti	1	
Honduras	1	
Jamaica	3	
Mexico	2	
Venezuela	1	
<b>TOTAL</b>	<b>22</b>	<b>(15.7%)</b>

**(71 countries represented)**

**TOTAL OF ALL COUNTRIES    140    100%**

NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred forty (140) students above include more students than those classified as "F-1 International" and represent approximately 10% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2022

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Berea's Territory*	1,157	1,166	1,026	988	946
Prior to 1976 expansion	59%	56%	54%	53%	50%
Counties Added in 1976 & 1978	38%	40%	41%	43%	45%
Hamilton Co, Ohio added in 1996	3%	3%	3%	2%	2%
Counties added in 2018	1%	1%	2%	2%	3%
Out-of-Territory**	350	362	314	351	349
F-1 International***	<u>123</u>	<u>124</u>	<u>91</u>	<u>115</u>	<u>117</u>
TOTAL	1,630	1,652	1,431	1,454	1,412

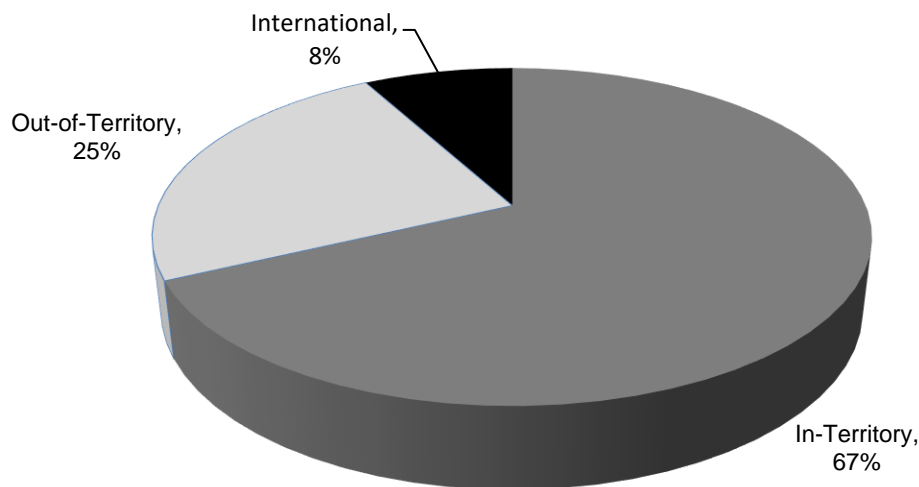
\*For a complete description of Berea's Territory and its changes, please see pages 36 - 38. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

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

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

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

### FALL 2022 TERRITORY DESIGNATIONS



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

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

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

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2018</u>		<u>Fall 2019</u>		<u>Fall 2020</u>		<u>Fall 2021</u>		<u>Fall 2022</u>	
Hispanic or Latino or Spanish Origin	196	12.0%	214	13.0%	202	14.1%	207	14.2%	218	15.4%
Not Hispanic or Latino or Spanish Origin	1,290	79.1%	1,291	78.1%	1,137	79.5%	1,115	76.7%	1,060	75.1%
Chose not to respond	21	1.3%	23	1.4%	1	0.1%	17	1.2%	17	1.2%
International Students	123	7.5%	124	7.5%	91	6.4%	115	7.9%	117	8.3%
<hr/>										
<u>Racial Breakdown for All Students</u>										
F-1 International (racial breakdown not collected by IPEDS or Admissions)	123	7.5%	124	7.5%	91	6.4%	115	7.9%	117	8.3%
Chose not to respond (race unknown)	79	4.8%	4	0.2%	68	4.8%	65	4.5%	50	3.5%
American Indian or Alaska Native	13	0.8%	13	0.8%	14	1.0%	14	1.0%	16	1.1%
Asian	44	2.7%	48	2.9%	43	3.0%	55	3.8%	57	4.0%
Black or African American	275	16.9%	287	17.4%	262	18.3%	278	19.1%	279	19.8%
Native Hawaiian or Other Pacific Islander	3	0.2%	3	0.3%	6	0.4%	6	0.4%	2	0.1%
White	963	59.0%	1,026	62.1%	810	56.6%	781	53.7%	745	52.8%
Two or more races indicated	130	8.0%	145	8.8%	137	9.6%	140	9.6%	146	10.3%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(0)		(1)		(0)		(2)		(2)	
American Indian/Alaska Native and Asian	(0)		(1)		(1)		(1)		(1)	
American Indian/Alaska Native and Asian and Black/African American	(0)		(5)		(1)		(0)		(0)	
American Indian/Alaska Native and Asian and Black/African American and White	(0)		(11)		(0)		(0)		(0)	
American Indian/Alaska Native and Asian and White	(1)		(1)		(2)		(3)		(2)	
American Indian/Alaska Native and Black/African American	(5)		(0)		(4)		(5)		(5)	
American Indian/Alaska Native and Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(0)		(0)		(0)	
American Indian/Alaska Native and Black/African American and White	(9)		(0)		(6)		(4)		(4)	
American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander	(0)		(0)		(0)		(1)		(2)	
American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)		(1)		(2)	
American Indian/Alaska Native and White	(22)		(24)		(20)		(20)		(16)	
Asian and Black/African American	(2)		(3)		(4)		(5)		(6)	
Asian and Black/African American and White	(1)		(0)		(2)		(2)		(2)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(0)		(1)		(2)	
Asian and White	(11)		(11)		(10)		(11)		(12)	
Black/African American and Native Hawaiian/Other Pacific Islander	(2)		(2)		(2)		(2)		(1)	
Black/African American and White	(73)		(84)		(83)		(80)		(87)	
Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(1)		(2)		(2)	
	<b>1,630</b>	<b>100%</b>	<b>1,652</b>	<b>100%</b>	<b>1,431</b>	<b>100%</b>	<b>1,454</b>	<b>100%</b>	<b>1,412</b>	<b>100%</b>
Black or African-American Domestic Students (Alone or in combination with another race)	368	22.6%	393	23.8%	364	25.4%	378	26.0%	386	27.3%

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*

Age*	2018		2019		2020		2021		2022	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Younger than 18 years old	54	(3%)	34	(2%)	39	(3%)	38	(3%)	29	(2%)
18 – 19 years old	708	(43%)	729	(44%)	597	(42%)	592	(41%)	574	(41%)
20 – 21 years old	601	(37%)	605	(37%)	589	(41%)	584	(40%)	562	(40%)
22 – 24 years old	197	(12%)	226	(14%)	169	(12%)	203	(14%)	208	(15%)
25 – 29 years old	45	(3%)	39	(2%)	27	(2%)	31	(2%)	32	(2%)
30 – 34 years old	13	(1%)	11	(1%)	7	(**)	5	(**)	6	(**)
35 – 39 years old	6	(**)	4	(**)	1	(**)	0	(0%)	1	(**)
40 – 49 years old	4	(**)	4	(**)	2	(**)	0	(0%)	0	(0%)
50 – 64 years old	0	(0%)	0	(0%)	0	(0%)	1	(**)	0	(0%)
Older than 64 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,630	(100%)	1,652	(100%)	1,431	(100%)	1,454	(100%)	1,412	(100%)
Average:	20.1		20.1		20.0		20.1		20.1	

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

\*\*Denotes percentages less than 0.5%.

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

Source: Office of Institutional Research and Assessment, October 2022



**FALL 2022 JUNIOR AND SENIOR ENROLLMENT  
BY MAJOR AND COHORT TYPE**

	Black or African American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	3	(75%)	1	(25%)	0	(0%)	4	(1%)
Agriculture and Natural Resources	7	(28%)	17	(68%)	1	(4%)	25	(3%)
Applied Science and Mathematics	1	(25%)	3	(75%)	0	(0%)	4	(1%)
Art	2	(13%)	14	(88%)	0	(0%)	16	(2%)
Asian Studies	2	(17%)	10	(83%)	0	(0%)	12	(2%)
Biology	22	(30%)	50	(68%)	2	(3%)	74	(10%)
Business Administration	22	(28%)	49	(63%)	7	(9%)	78	(11%)
Chemistry	2	(15%)	10	(77%)	1	(8%)	13	(2%)
Child and Family Studies	5	(19%)	22	(81%)	0	(0%)	27	(4%)
Communication	11	(32%)	20	(59%)	3	(9%)	34	(5%)
Computer and Information Science	10	(17%)	28	(47%)	21	(36%)	59	(8%)
Economics	3	(21%)	6	(43%)	5	(36%)	14	(2%)
Education Studies								
Elementary Education	4	(15%)	22	(85%)	0	(0%)	26	(4%)
General	0	(0%)	4	(100%)	0	(0%)	4	(1%)
Middle Grades	1	(20%)	4	(80%)	0	(0%)	5	(1%)
Engineering Technologies and Applied Design	10	(34%)	19	(66%)	0	(0%)	29	(4%)
English	6	(20%)	24	(80%)	0	(0%)	30	(4%)
Foreign Languages								
French	0	(0%)	2	(67%)	1	(33%)	3	(**)
German	0	(0%)	1	(100%)	0	(0%)	1	(**)
Spanish	1	(9%)	10	(91%)	0	(0%)	11	(2%)
Health and Human Performance	13	(38%)	20	(59%)	1	(3%)	34	(5%)
Health Studies	1	(50%)	1	(50%)	0	(0%)	2	(**)
History	0	(0%)	7	(88%)	1	(13%)	8	(1%)
Independent	1	(11%)	7	(78%)	1	(11%)	9	(1%)
Mathematics	0	(0%)	12	(75%)	4	(25%)	16	(2%)
Music	6	(40%)	8	(53%)	1	(7%)	15	(2%)
Nursing	15	(35%)	25	(58%)	3	(7%)	43	(6%)
Peace and Social Justice Studies	3	(27%)	8	(73%)	0	(0%)	11	(2%)
Philosophy	1	(33%)	2	(67%)	0	(0%)	3	(**)
Physics	0	(0%)	10	(100%)	0	(0%)	10	(1%)
Political Science	6	(29%)	12	(57%)	3	(14%)	21	(3%)
Psychology	17	(37%)	28	(61%)	1	(2%)	46	(6%)
Sociology	2	(17%)	9	(75%)	1	(8%)	12	(2%)
Theatre	3	(13%)	20	(87%)	0	(0%)	23	(3%)
Women's, Gender, and Sexuality Studies	1	(50%)	0	(0%)	1	(50%)	2	(**)
TOTAL	181	(25%)	485	(67%)	58	(8%)	724	(100%)

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

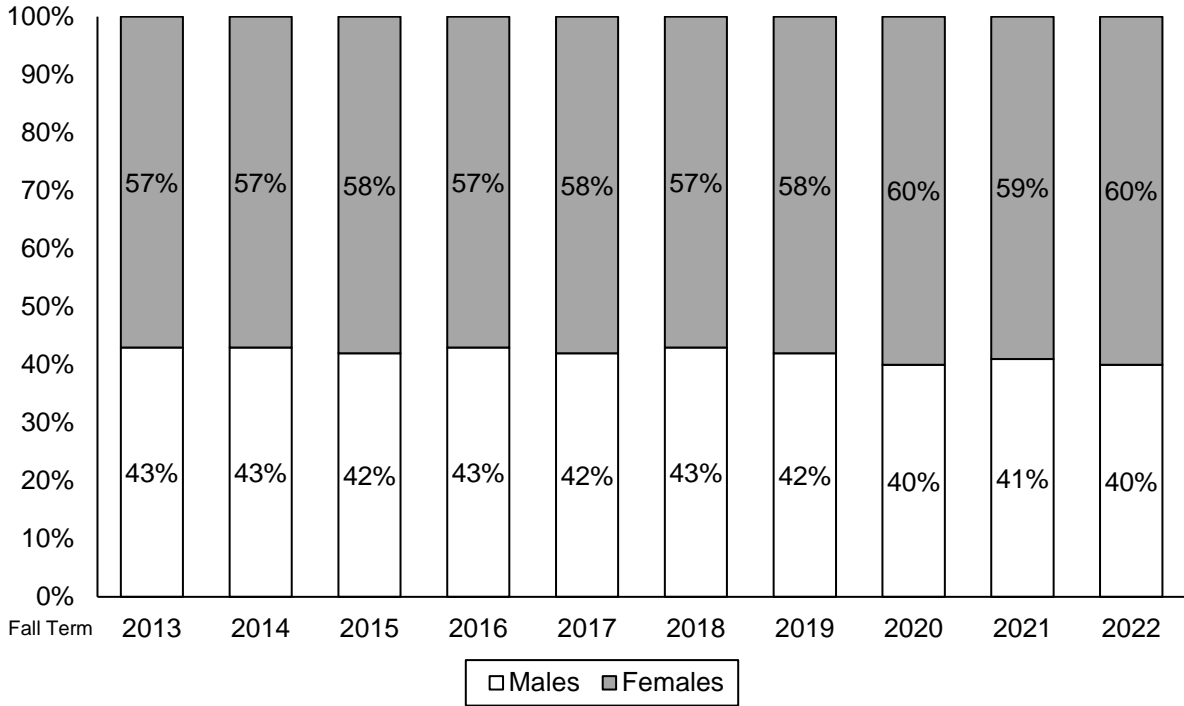
\*\*Denotes percentages less than 0.5%.

Note: These are duplicate headcounts that include double degrees and double majors. The 724 majors represent 670 junior and senior students enrolled in Fall 2022.

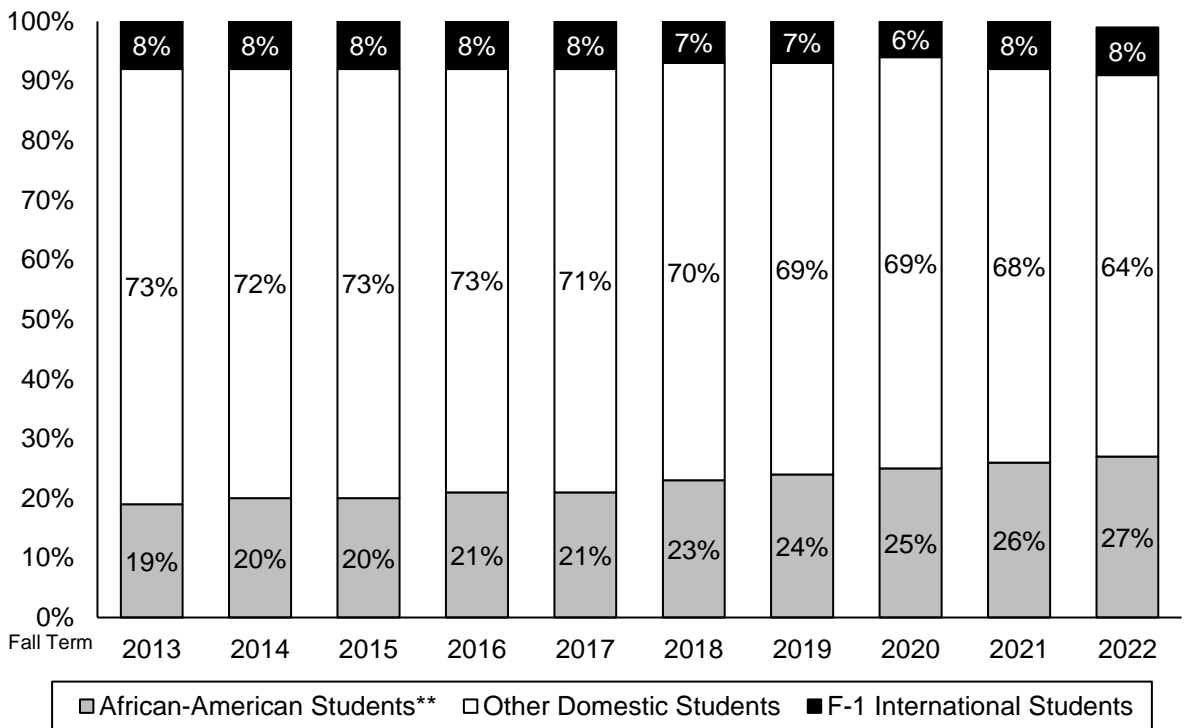
Compiled by: Office of Institutional Research and Assessment, October 2022.

# FALL TERM DEGREE-SEEKING STUDENT\* ENROLLMENT TRENDS

## By Birth Sex



## By Cohort Type

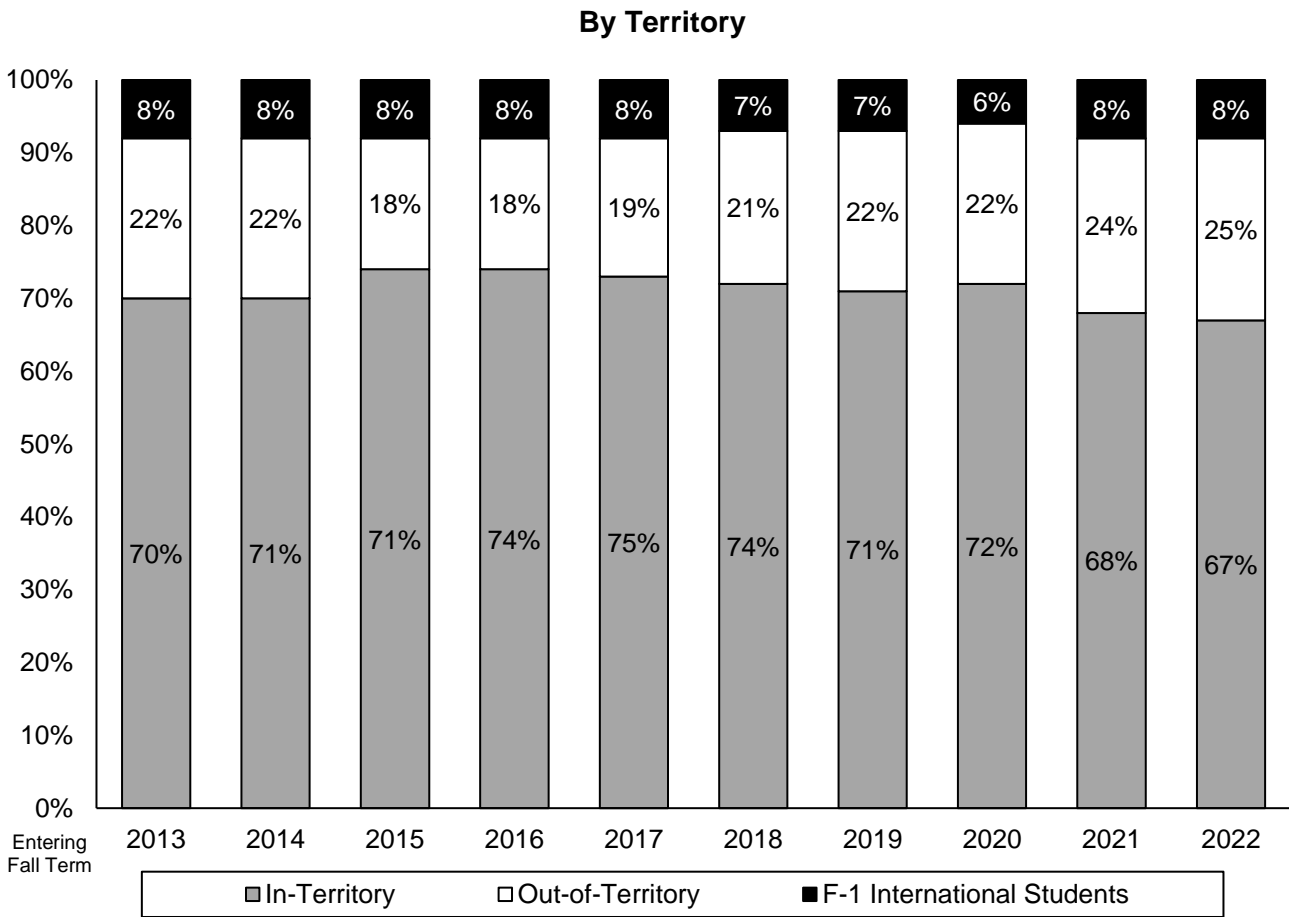


\*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, September 2022

## Fall Term Degree-Seeking Student\* Enrollment Trends, continued



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2022

## SPRING ENROLLMENTS BY CLASSIFICATION

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	312	299	284	284	281
First-Year Students	(4)	(2)	(74)	(22)	(0)
Other Freshmen**	(308)	(297)	(210)	(262)	(281)
Sophomore	374	366	306	279	272
Junior	441	393	373	343	313
Senior	<u>367</u>	<u>436</u>	<u>426</u>	<u>413</u>	<u>408</u>
TOTAL DEGREE-SEEKING STUDENTS	1,494	1,494	1,389	1,319	1,274
Auditing Student	1	4	0	2	2
Berea Community School	13	8	5	13	6
College Employee	0	3	0	4	1
Community (Special)	9	5	2	1	2
EKU Exchange	3	1	0	0	0
Home-Schooled Student	1	1	0	2	1
Madison Southern High School	0	0	0	1	0
Transient/Exchange	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	32	23	7	23	15
<b>TOTAL HEADCOUNT</b>	<b>1,526</b>	<b>1,517</b>	<b>1,396</b>	<b>1,342</b>	<b>1,289</b>

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

### ***Definitions for Degree-Seeking Students:***

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

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

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

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

### ***Definitions for Non-Degree-Seeking Students:***

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

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

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

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

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

**SPRING ENROLLMENTS BY CLASSIFICATION (Continued)**

<b><u>Full-Time Students</u></b>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Freshman	312	299	283	283	281
First-Year Students	(4)	(2)	(74)	(22)	(0)
Other Freshmen**	(308)	(297)	(209)	(261)	(281)
Sophomore	374	366	305	279	272
Junior	440	392	370	342	313
Senior	<u>366</u>	<u>433</u>	<u>416</u>	<u>403</u>	<u>405</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,492	1,490	1,374	1,307	1,271
Auditing Student	0	0	0	0	0
Berea Community School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
EKU Exchange	0	0	0	0	0
Home-Schooled Student	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	1	0	0	3
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,497</b>	<b>1,491</b>	<b>1,374</b>	<b>1,307</b>	<b>1,274</b>
<hr/>					
<b><u>Part-Time Students</u></b>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Freshman	0	0	1	1	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(1)	(1)	(0)
Sophomore	0	0	1	0	0
Junior	1	1	3	1	0
Senior	<u>1</u>	<u>3</u>	<u>10</u>	<u>10</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	2	4	15	12	3
Auditing Student	1	4	0	2	2
Berea Community School	13	8	5	13	6
College Employee	0	3	0	4	1
Community (Special)	9	5	2	1	2
EKU Exchange	3	1	0	0	0
Home-Schooled Student	1	1	0	2	1
Madison Southern High School	0	0	0	1	0
Transient/Exchange	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	27	22	7	23	12
<b>TOTAL PART-TIME STUDENTS</b>	<b>29</b>	<b>26</b>	<b>22</b>	<b>35</b>	<b>15</b>
<b>FTE Enrollment</b>	<b>1,507</b>	<b>1,501</b>	<b>1,385</b>	<b>1,323</b>	<b>1,279</b>

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of course credits taken by 3. Those FTEs per student are summed and then added to the total number of full-time students. The 2023 part-time enrollment of 15 students has a FTE of 5.

# Student Retention and Graduation

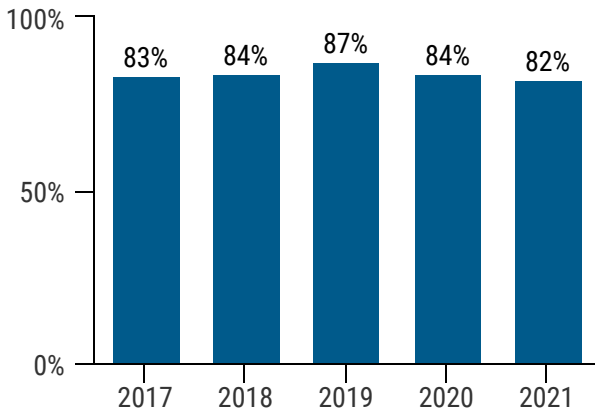
- Highlights – First-to-Second Year Retention Rates for First-Year and Transfer Students
- Highlights – Six-Year Graduation Rates
- Highlights – Graduates: Five Academic Years 2017-18 through 2021-22
- First-to-Second Year Retention
  - All First-Year Students
  - by Birth Sex
  - by Territory
  - by County Designation
  - by Cohort Type
  - by Cohort Type by Birth Sex
  - Hispanic Students: All and by Birth Sex
- First-Year Student Retention/Attrition
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall-Term First-Year Students
- First-to-Second Year Retention for Transfer Students
  - All First-Year Transfer Students
  - by Birth Sex
- Graduation Rates for First-Year Students: 4, 5, and 6-year Trend Graphs
  - All First-Year Students
  - by Birth Sex
  - by Territory
  - by County Designation (At-Risk and Distressed versus All Other U.S. Counties)
  - by Cohort Type
  - by African-American Students by Birth Sex
  - by Other Domestic Students by Birth Sex
  - by F-1 International Students by Birth Sex
  - Hispanic Students
- Graduation Rates for Transfer Students: 3, 4, 5, and 6-year Trend Graphs
  - All Transfer Students
  - by Birth Sex
- Number of Graduates, Degrees Conferred, Majors, and Minors
- Number of Majors Awarded to Graduates by Program
- Independent Majors
- Teacher Preparation; Number of Students Certified in Education
- Summary of Graduates' Majors with Concentrations (Five-Year Summary)
- Majors Awarded to Graduates by Birth Sex (Five-Year Summary)
- Majors Awarded to Graduates by Birth Sex (Five-Year History)
- Majors Awarded to Graduates by Cohort Type (Five-Year Summary)
- Summary of Minors Awarded to Graduates (Five-Year Summary)
- Number of Minors Awarded to Graduates (Five-Year History)
- Minors Awarded to Graduates by Birth Sex (Five-Year History)

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

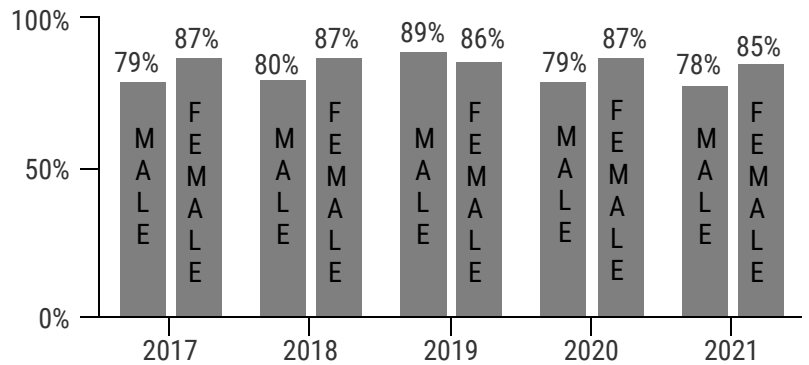
NOTE: Definitions of all categories can be found [here](#).

## FIRST-YEAR STUDENTS

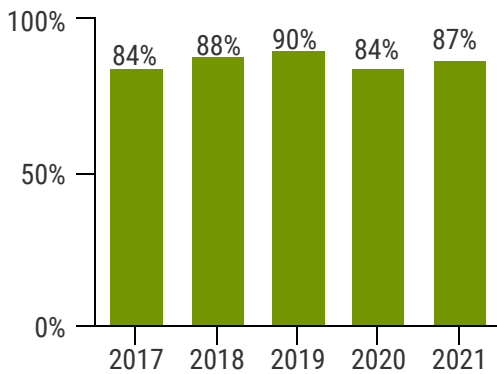
All



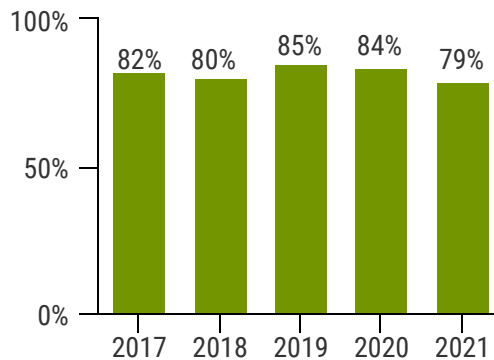
By Birth Sex



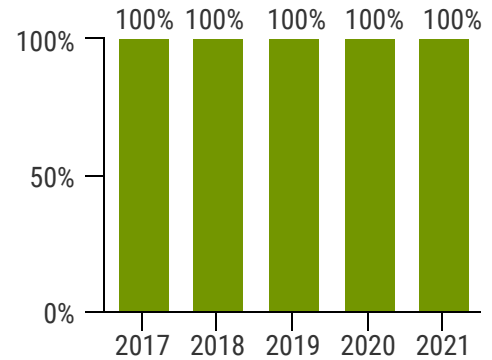
African-American



All Other Domestic

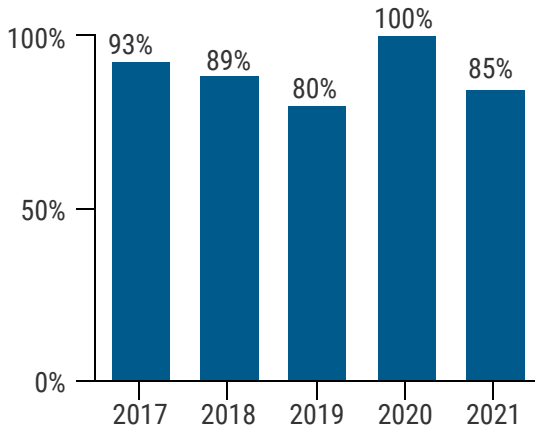


F-1 International

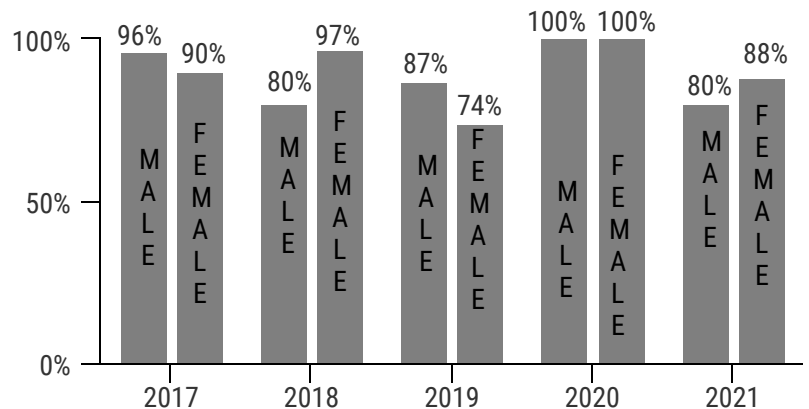


## TRANSFER STUDENTS

All



By Birth Sex

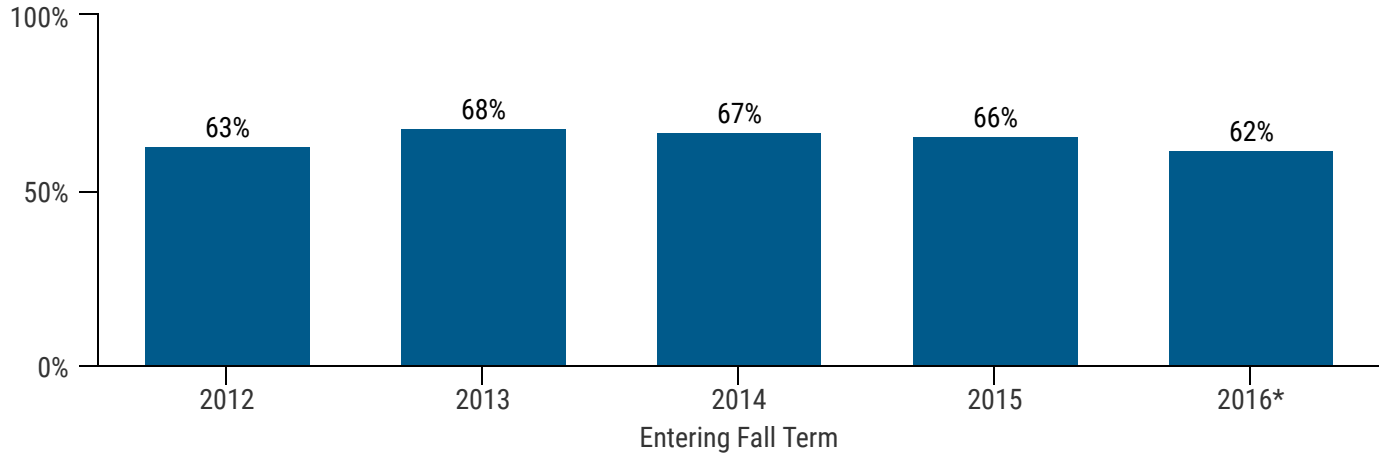




# Six-Year Graduation Rates for First-Year Students Entering Fall Terms 2012-2016

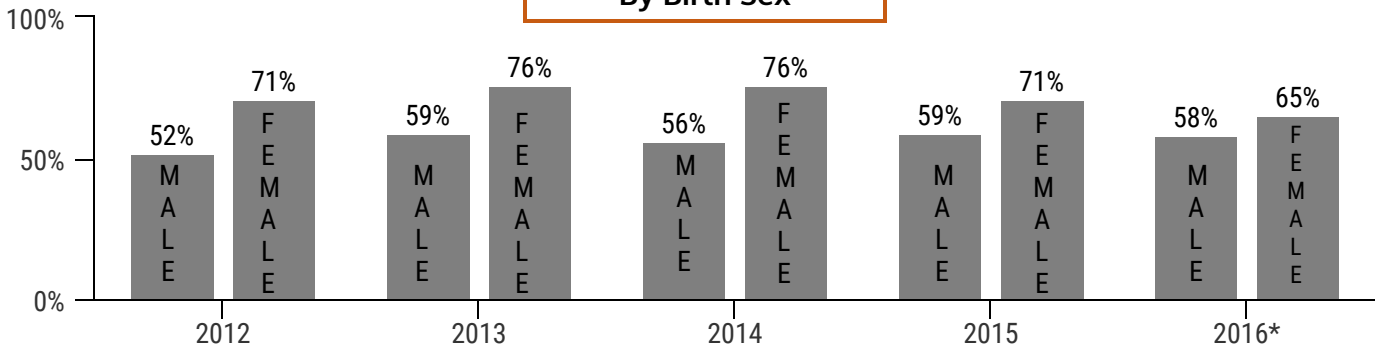
NOTE: Definitions of all categories can be found [here](#).

## All

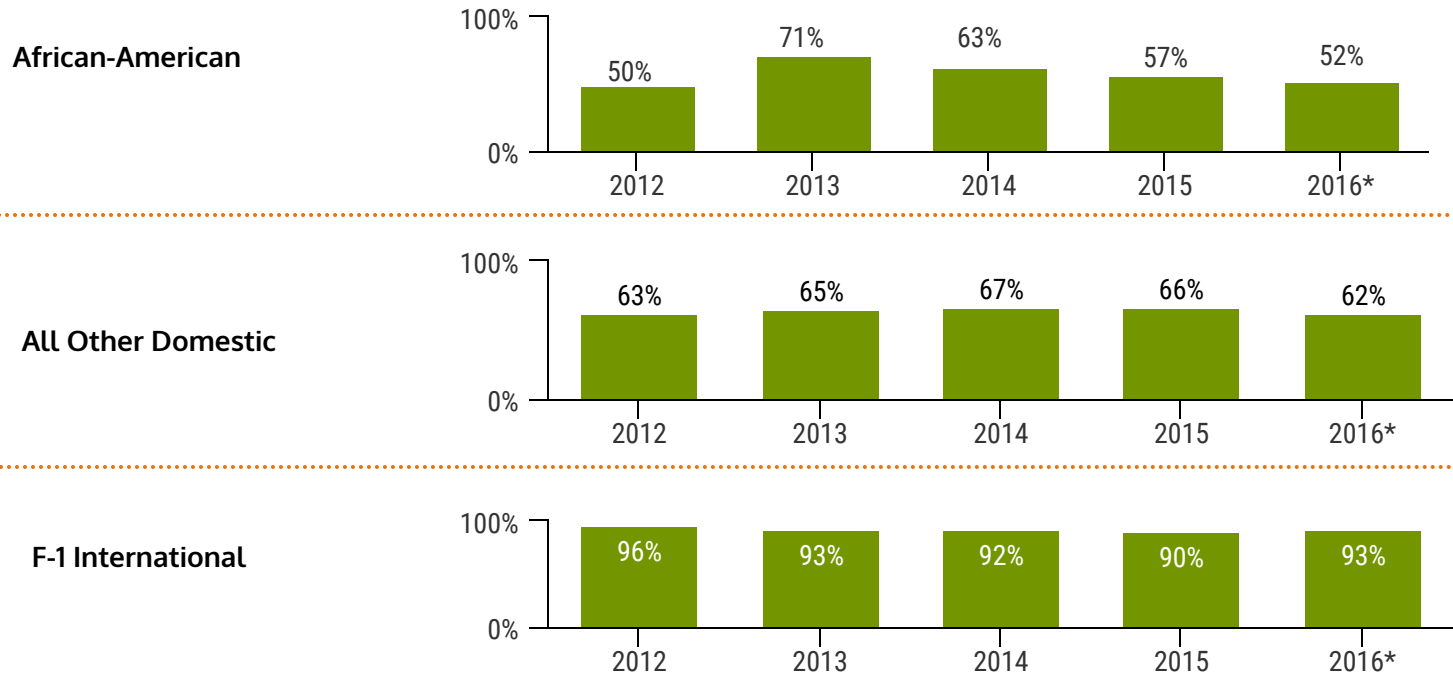


\*COVID-19 closures began in March 2019 during the 3rd year for this cohort.

## By Birth Sex



## By Cohort Type





# Graduate Highlights

Five Academic Years  
2017-18 through 2021-22

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

**1,527** Graduates

**1,696** Majors

**557** Minors



## Degrees Conferred



**21%** B.S. (4 majors)

**79%** B.A. (28 majors)

## Of the 1,527 Graduates,

**72%** First Generation

**61%** Female (based on birth sex)

**20%** African American

**19%** Athletes

**12%** Hispanic

**9%** International

## Top Majors Awarded in Five Years

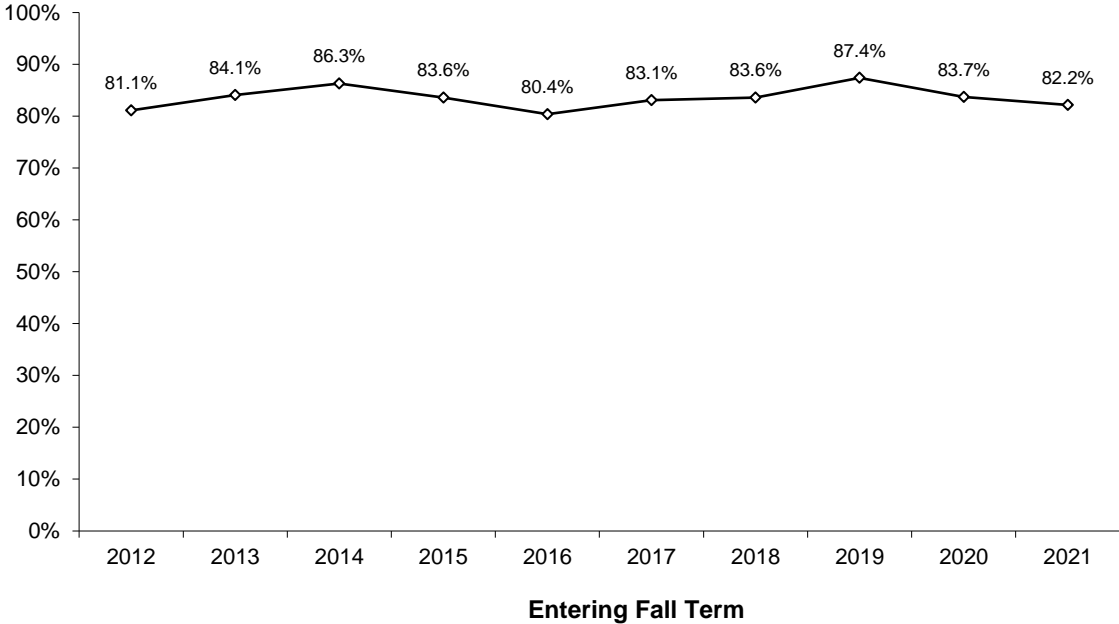
All Graduates	Males (based on birth sex)	Females (based on birth sex)
Computer and Information Science (131) Business Administration (131)	Computer and Information Science (102)	Biology (85)
Biology (115)	Business Administration (68)	Child and Family Studies (79)
Communication (94)	Technology and Applied Design (63)	Psychology (73)
Psychology (93)	Mathematics (32) Communication (32) Health and Human Performance (32)	Business Administration (63)
Child and Family Studies (91)	Biology (30)	Communication (62)

## Top Minors Awarded in Five Years

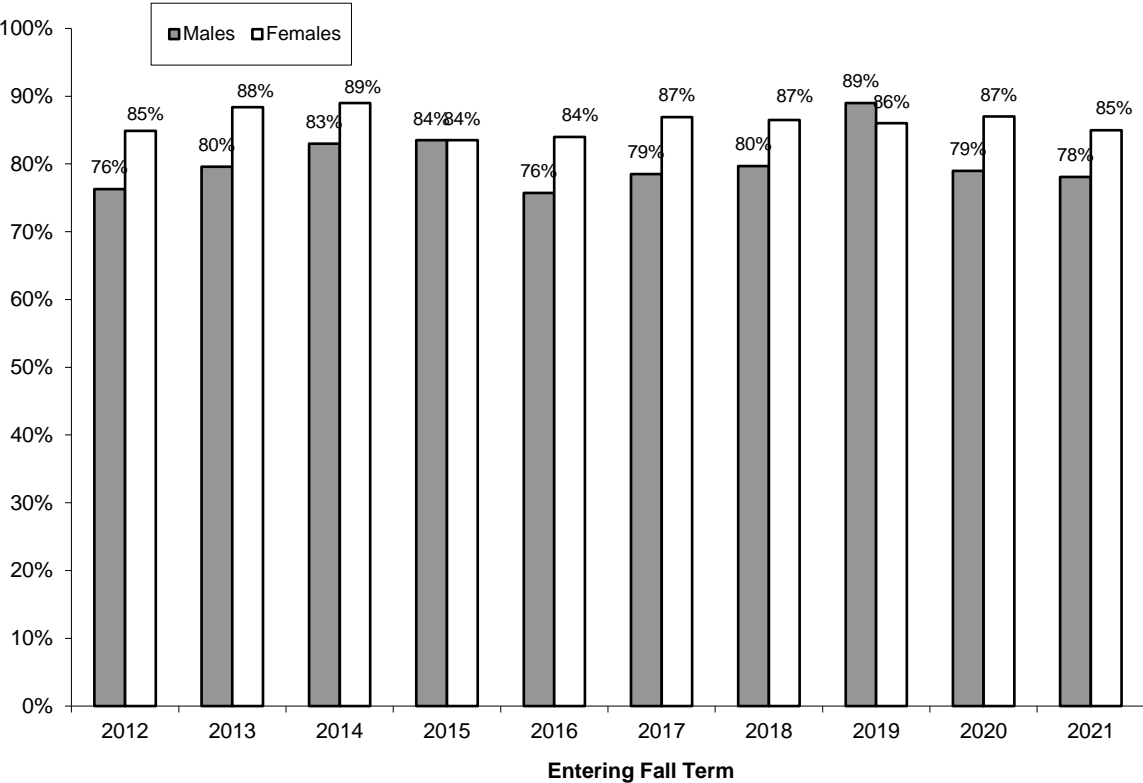
All Graduates	Males (based on birth sex)	Females (based on birth sex)
Business Administration (59)	Business Administration (39)	SENS (29)
SENS (37)	Mathematics (17)	Women's and Gender Studies (22)
Economics (36)	Economics (16)	Law, Ethics, and Society (20) Business Administration (20) Economics (20)
Women's and Gender Studies (26)	Broadcast Journalism (10) Computer Science (10)	Spanish (17) Health Studies (17)
Law, Ethics, and Society (25)	Philosophy (9) Biology (9)	Communication (16)

# FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



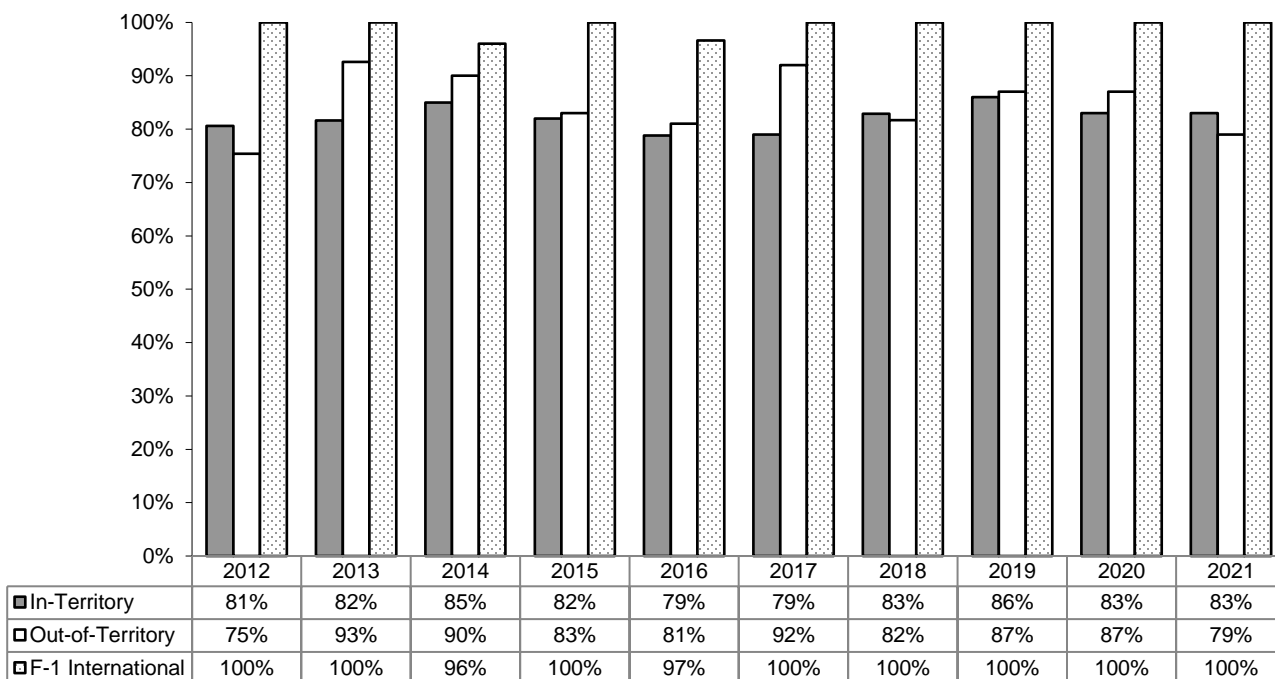
By Birth Sex



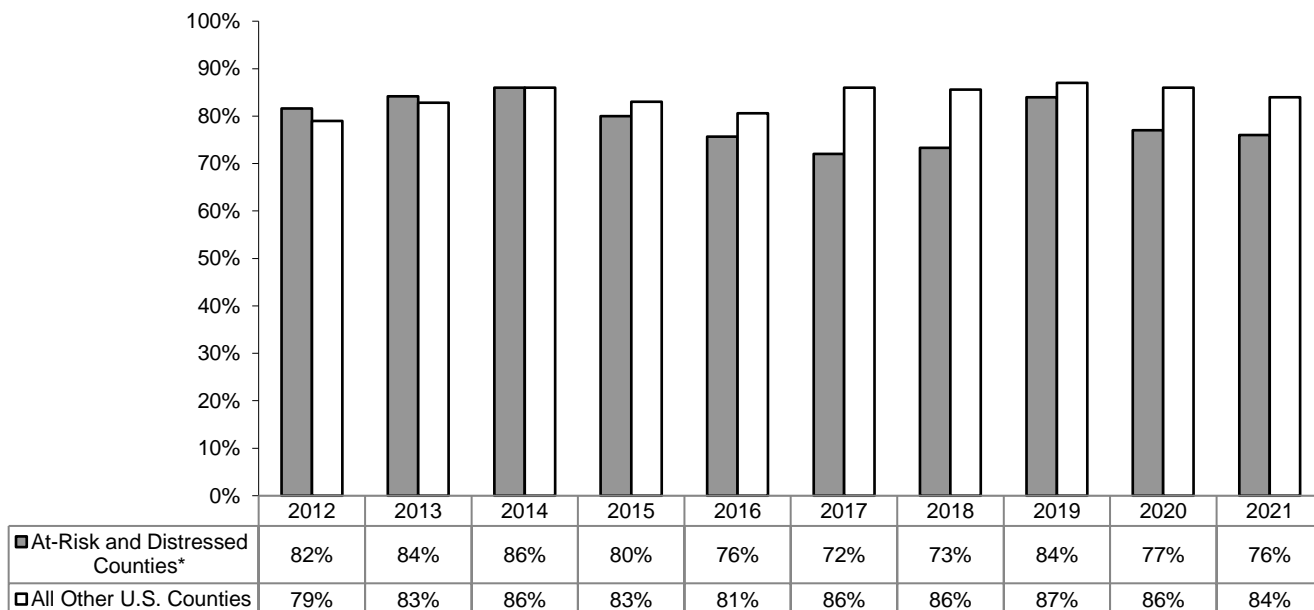
Source: Office of Institutional Research and Assessment, September 2022

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

### By Territory



### By County Designation

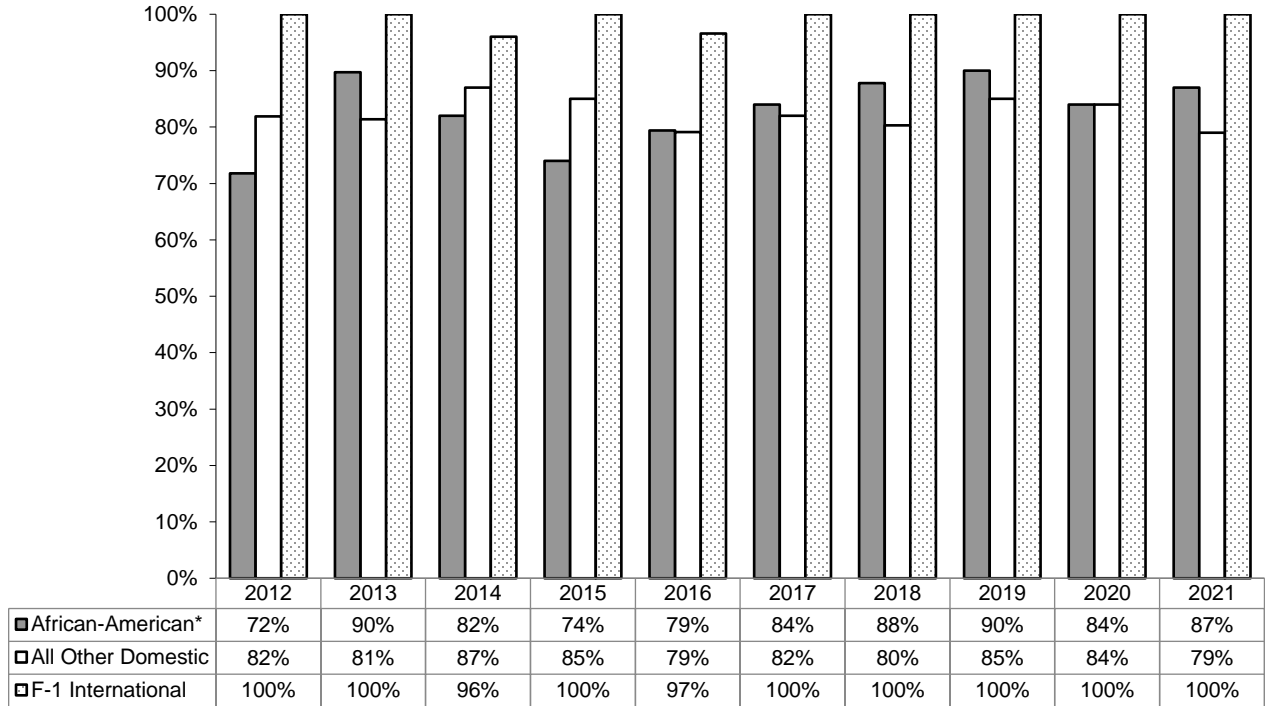


\*These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically-depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank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

Source: Office of Institutional Research and Assessment, September 2022

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

## By Cohort Type

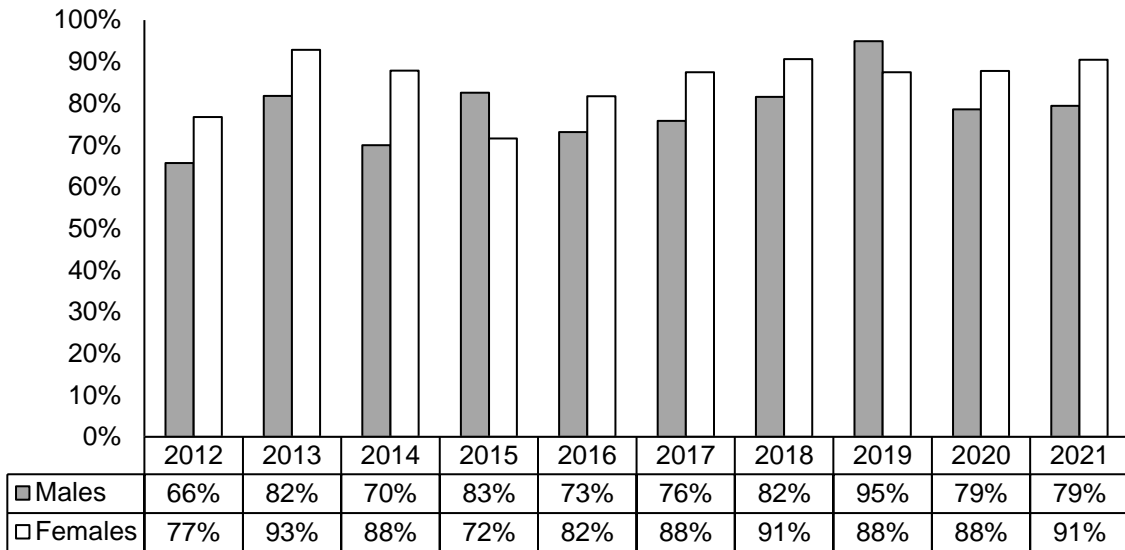


\*Based on domestic students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2022

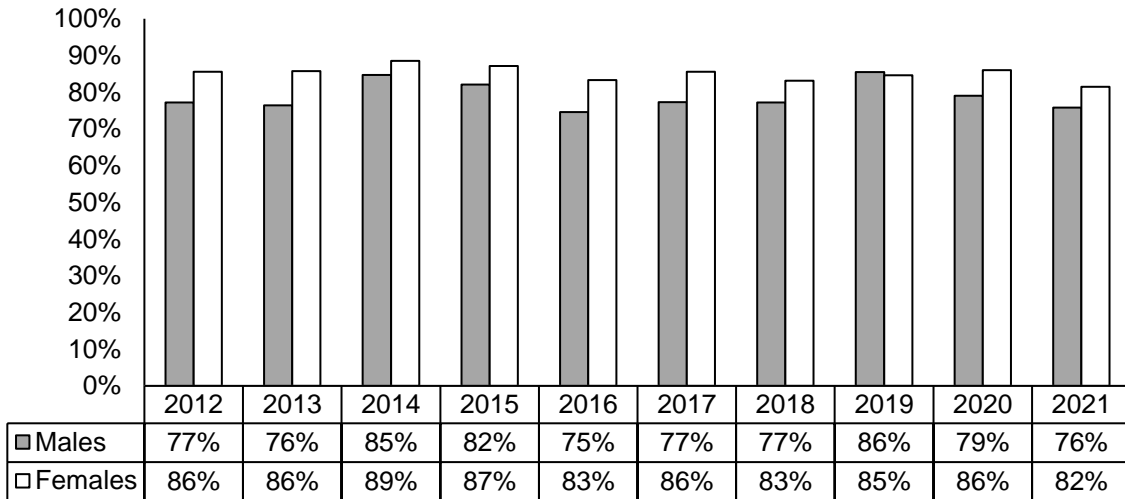
**FIRST-TO-SECOND YEAR RETENTION  
BY COHORT TYPE BY BIRTH SEX**

**African-American Students\***



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

**All Other Domestic Students**

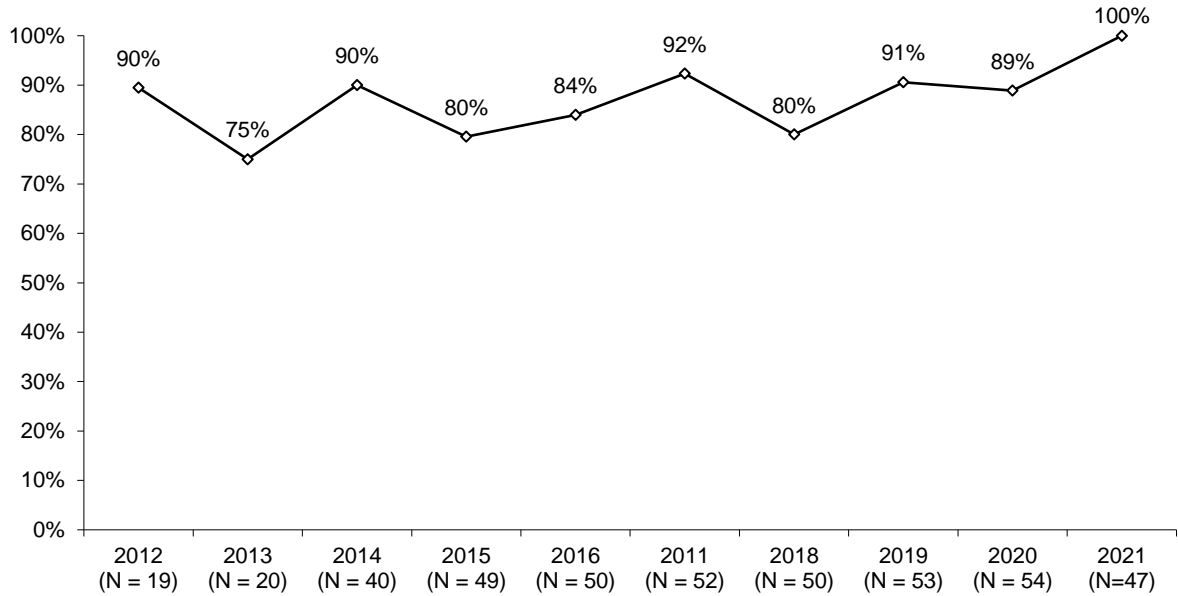


NOTE: All International Students retained to the second year for years 2012, 2013, 2015, and years 2017 through 2021. In 2014 and in 2016, one international male did not retain.

Source: Office of Institutional Research and Assessment, October 2022

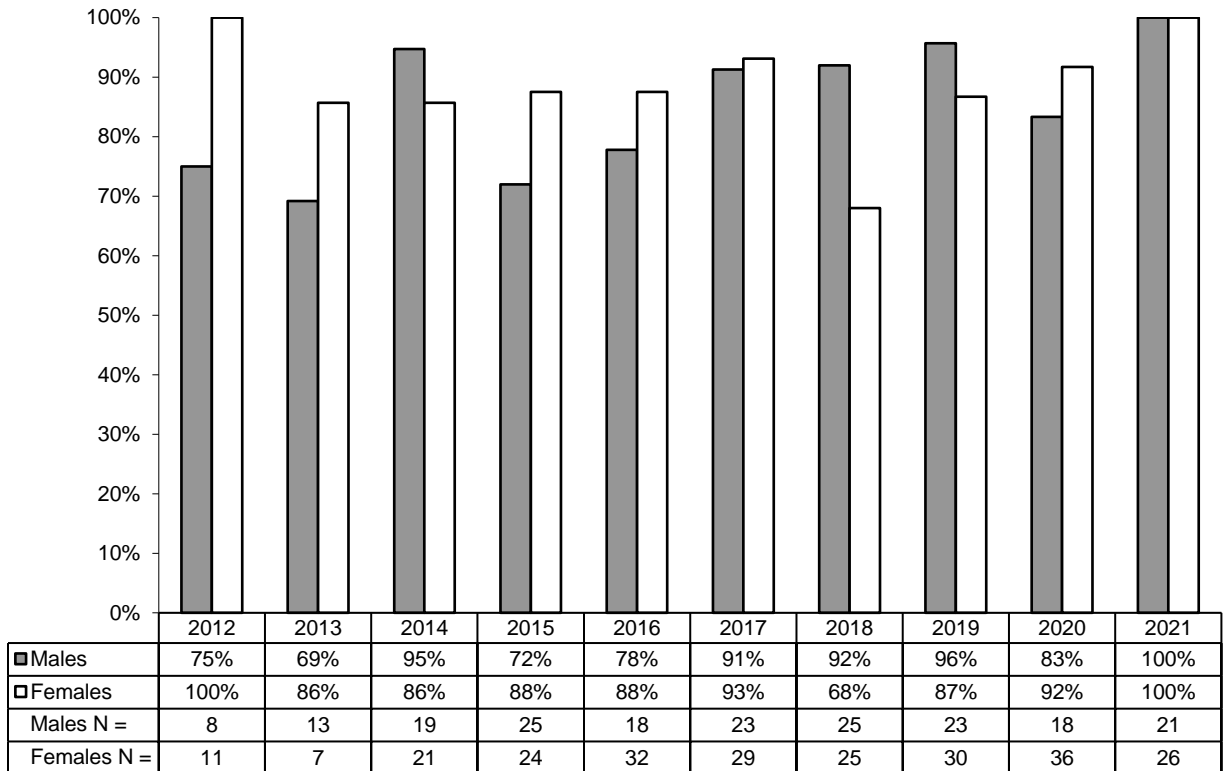
## FIRST-TO-SECOND YEAR RETENTION HISPANIC\* STUDENTS

### All First-Year Hispanic\* Students



### Entering Fall Term

### By Birth Sex



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

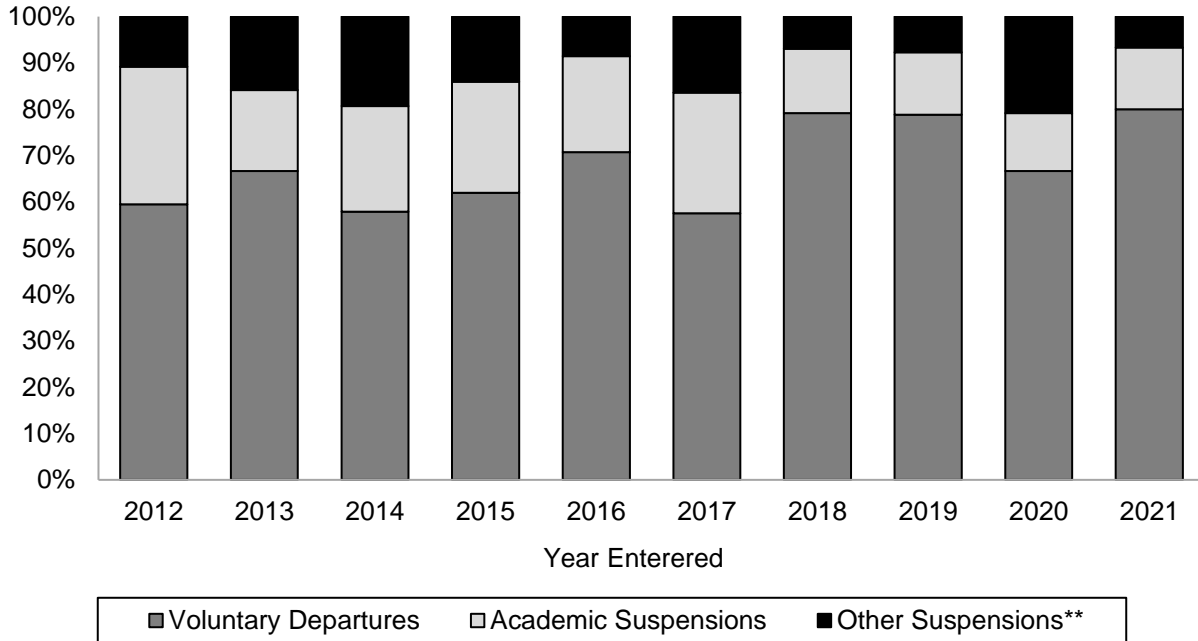
Source: Office of Institutional Research and Assessment, September 2022

## FIRST-YEAR STUDENT RETENTION/ATTRITION

<u>Fall Term</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<b>Breakdown of Withdrawals</b>		
				<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



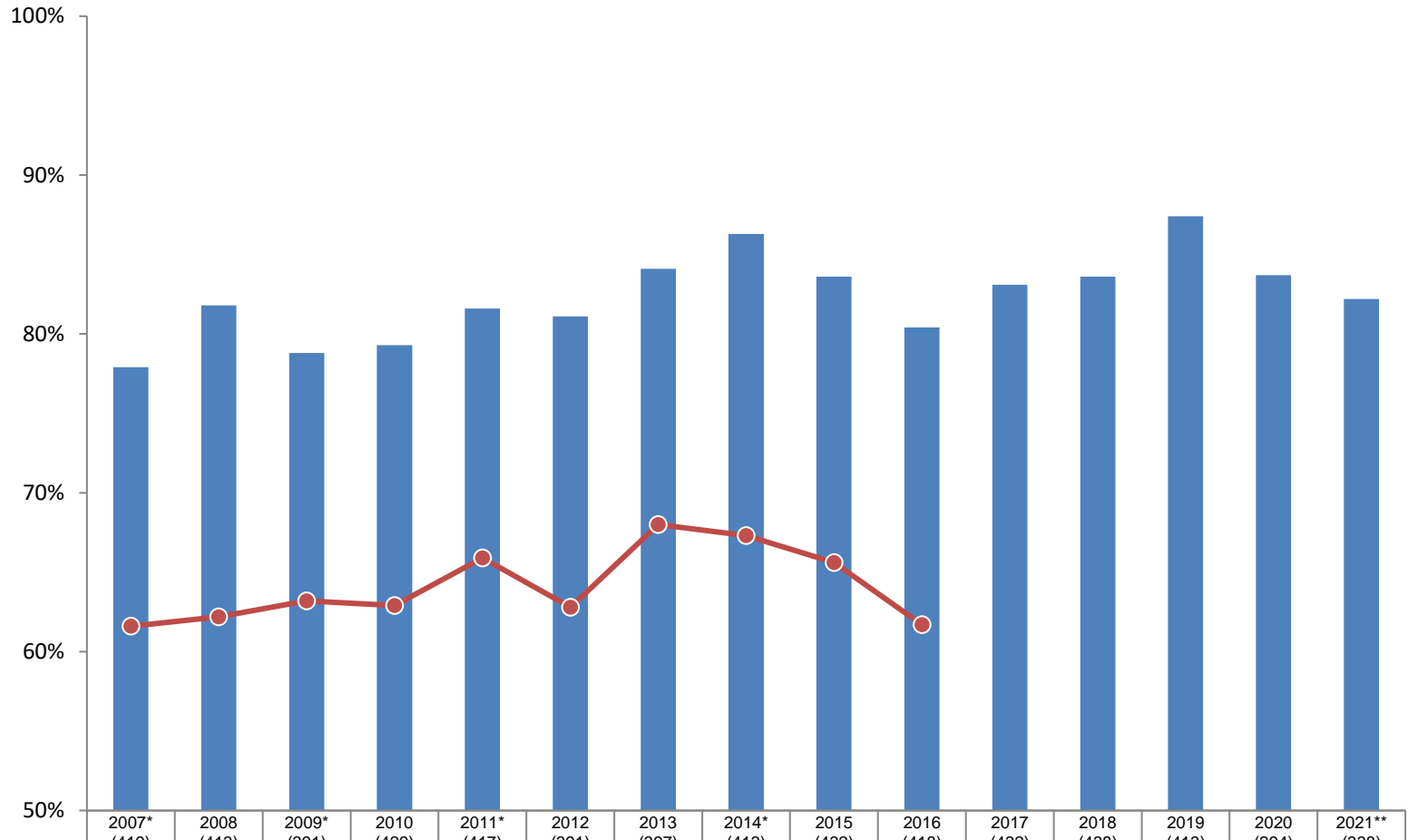
\* During COVID-19 Pandemic - only includes those who enrolled in the Fall (does not include deferrals to the Spring.)

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

Source: Office of Institutional Research and Assessment, September 2022

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

78



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

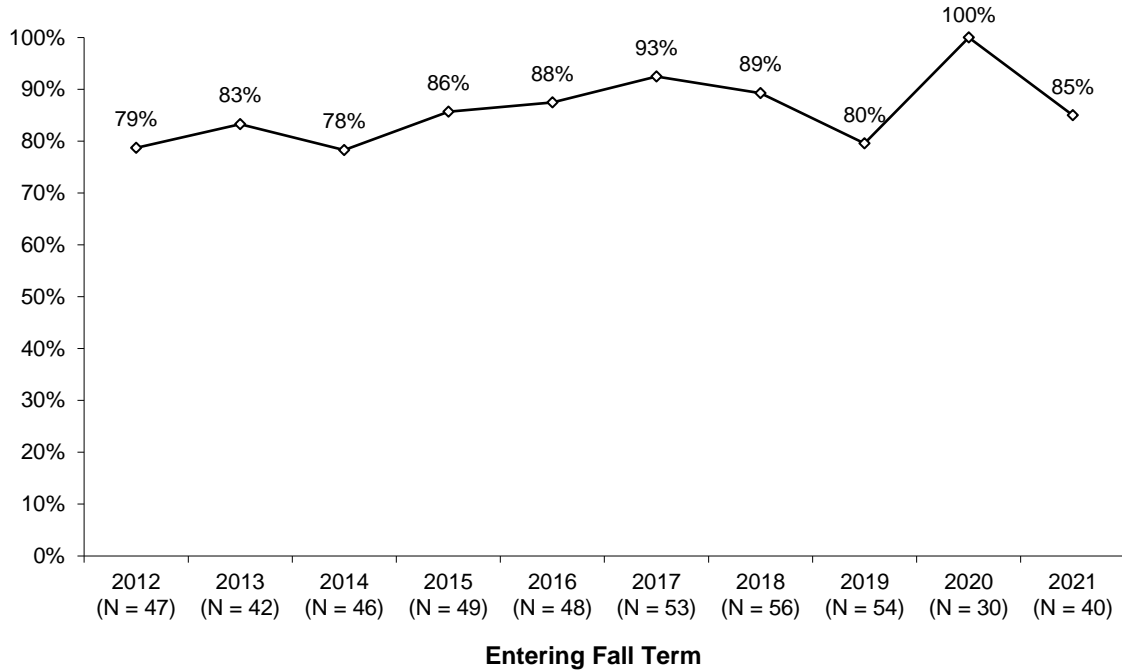
\*Denotes cohort numbers that have been reduced by one due to the death of a student (2007 by 2 and 2014 by 3).

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

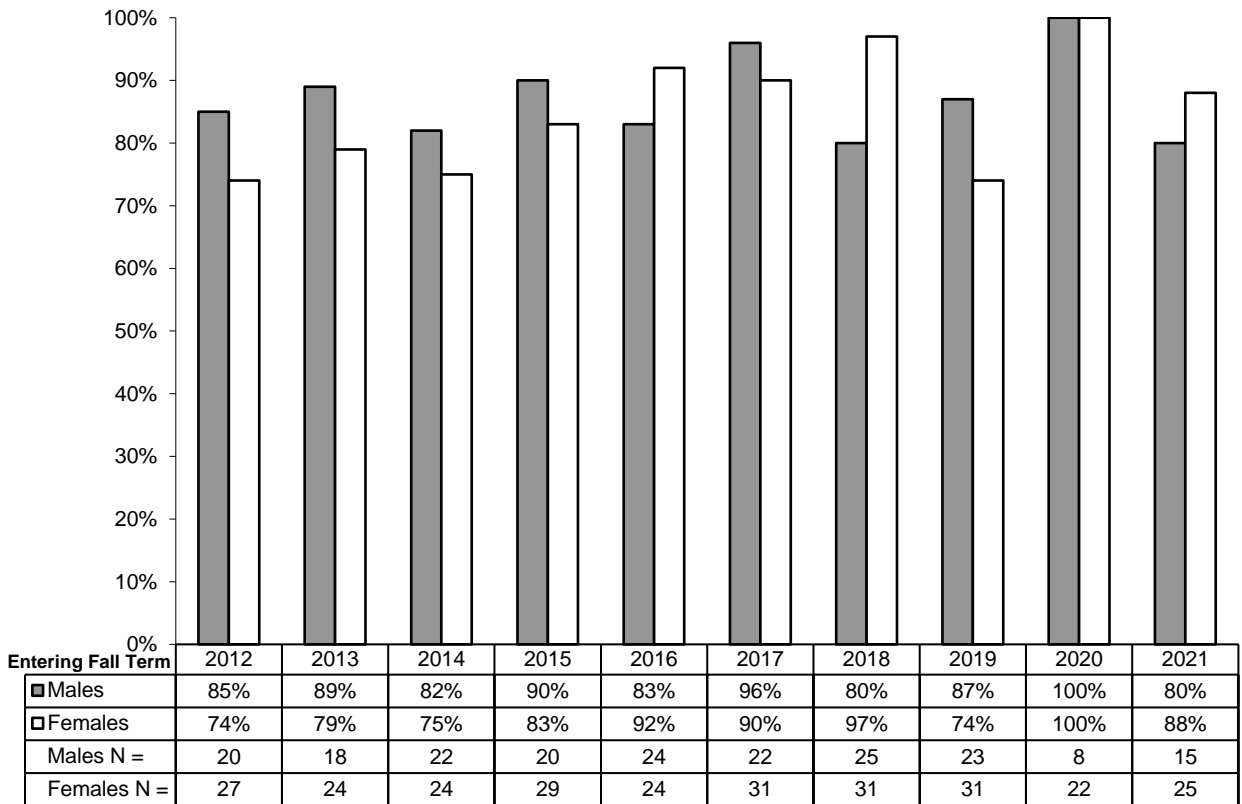


## FIRST-TO-SECOND YEAR RETENTION Transfer Students

### All First-Year Transfer Students

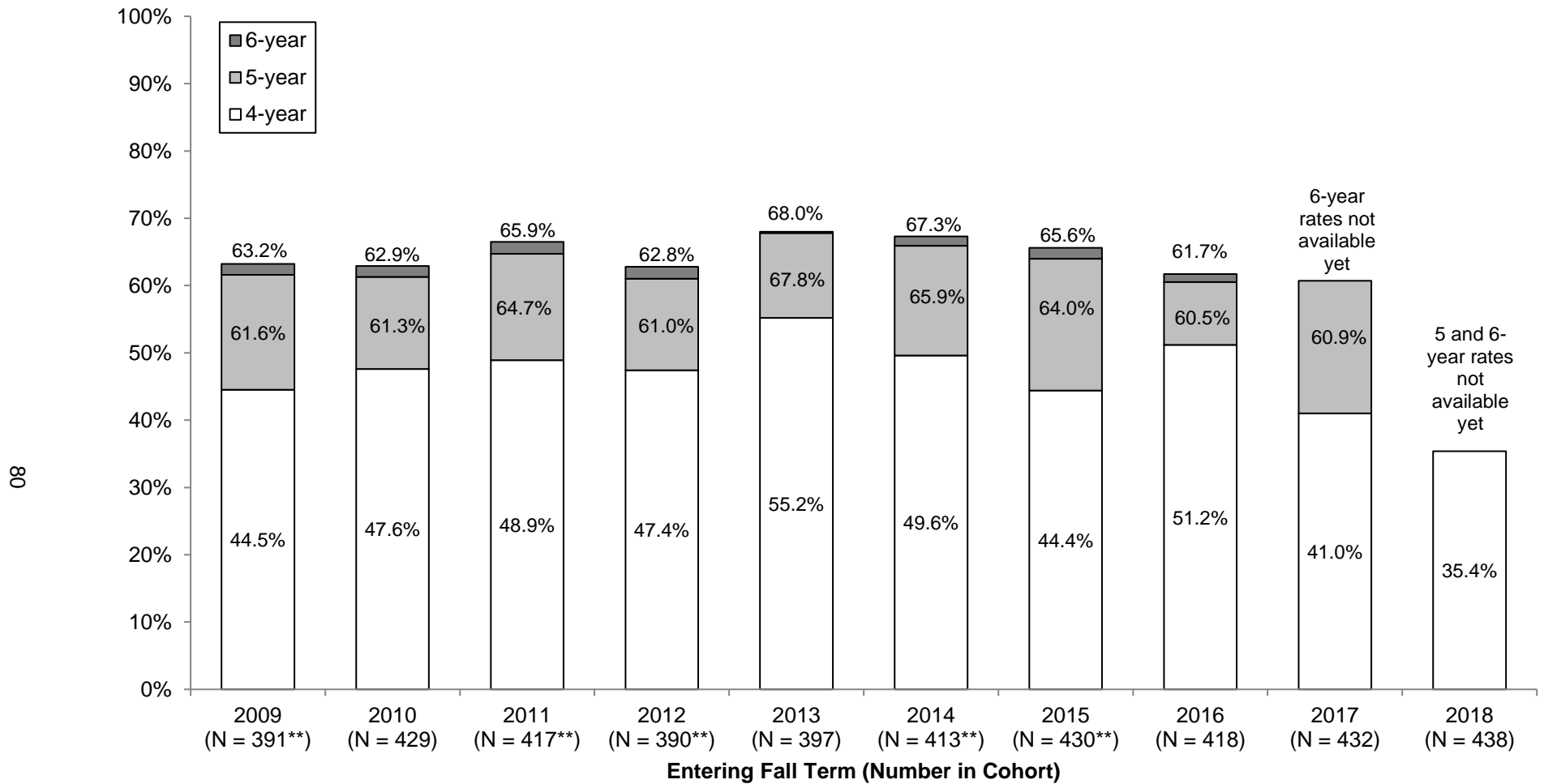


### By Birth Sex



Source: Office of Institutional Research and Assessment, September 2022

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS

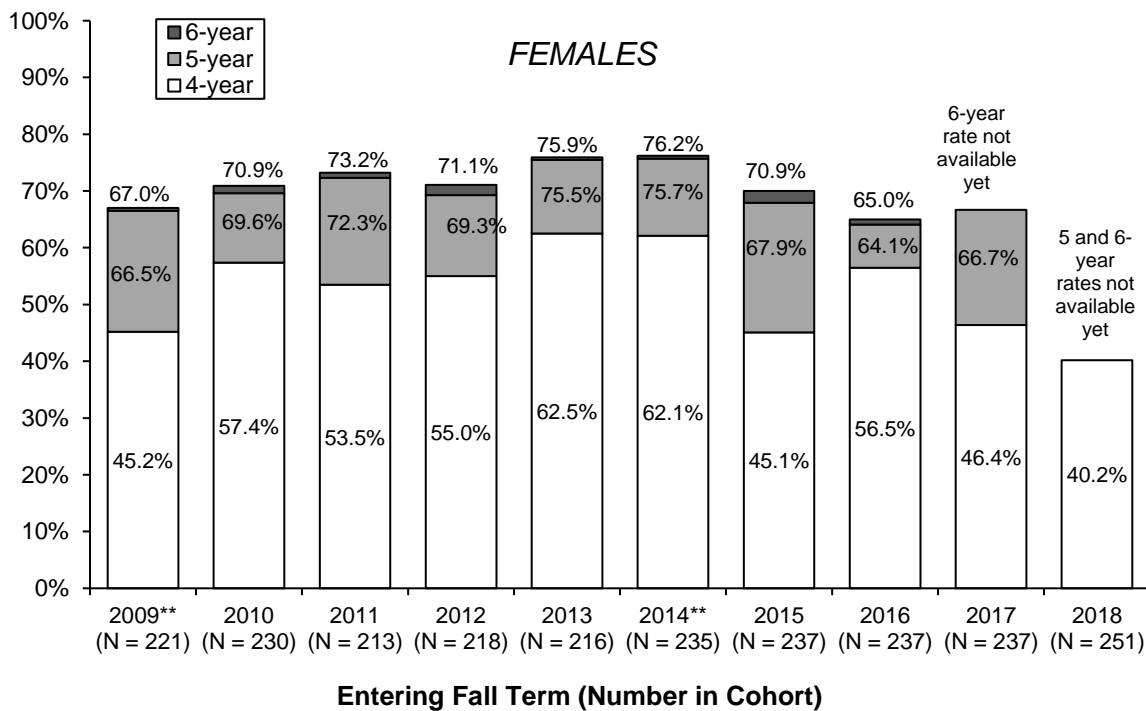
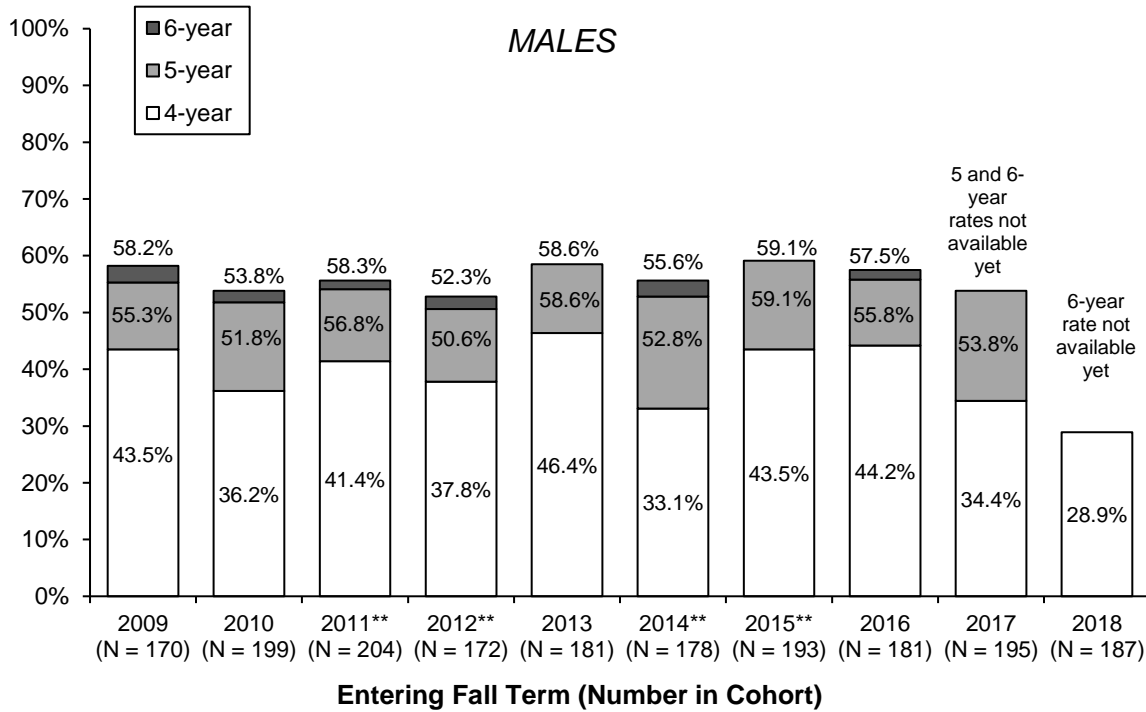


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

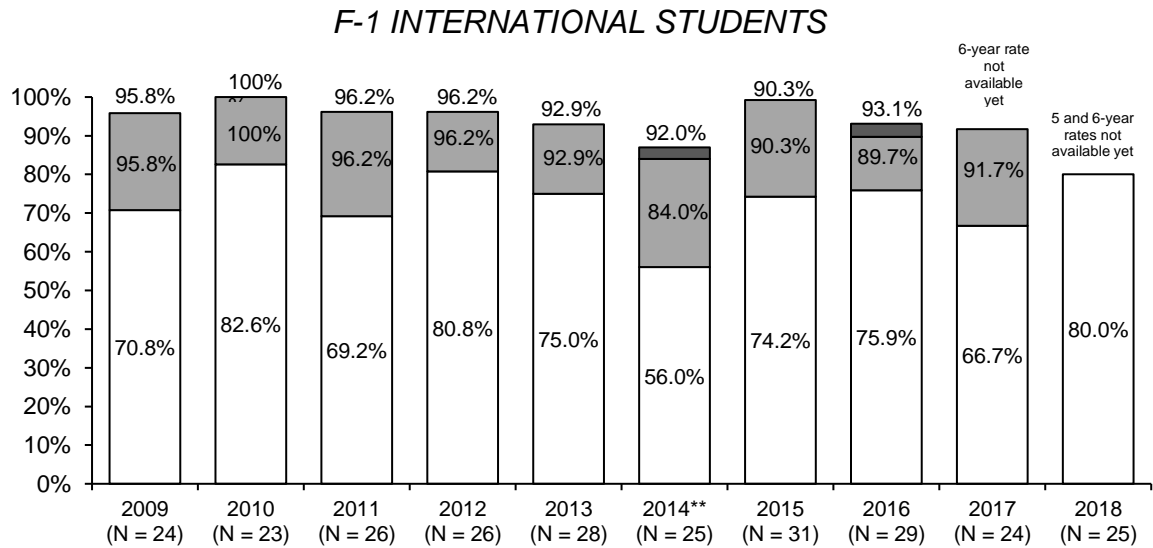
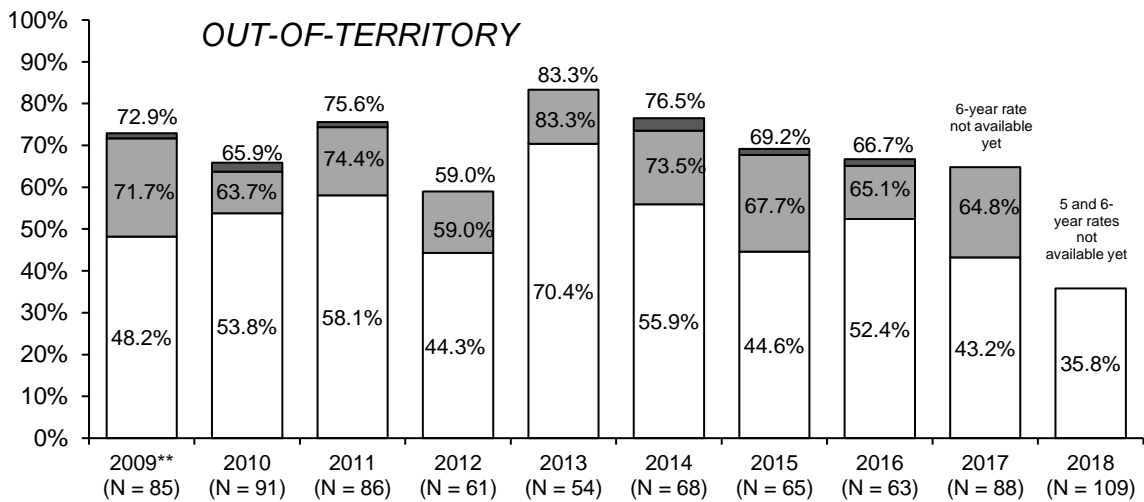
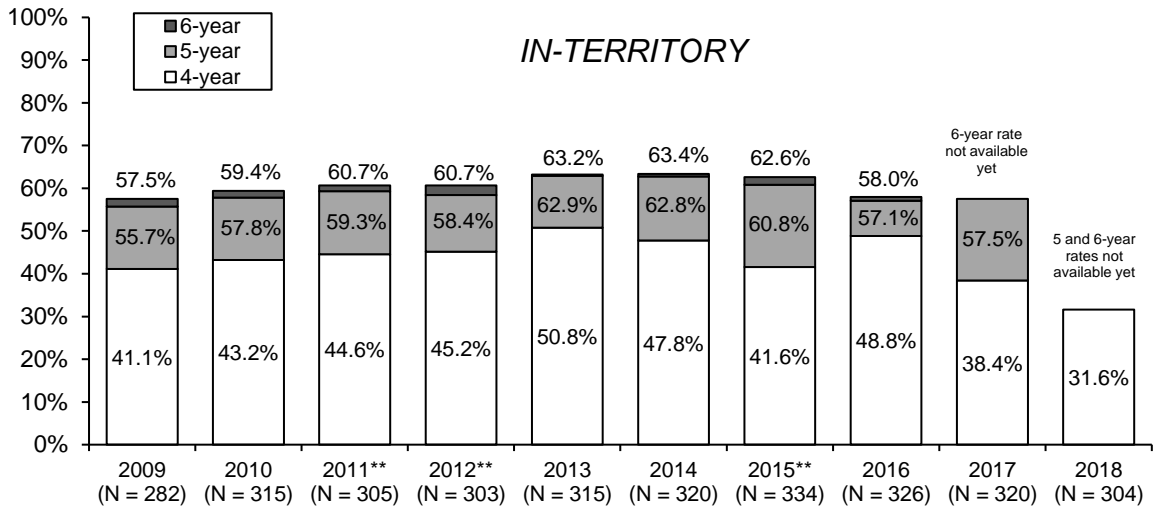
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY BIRTH SEX



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

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

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY

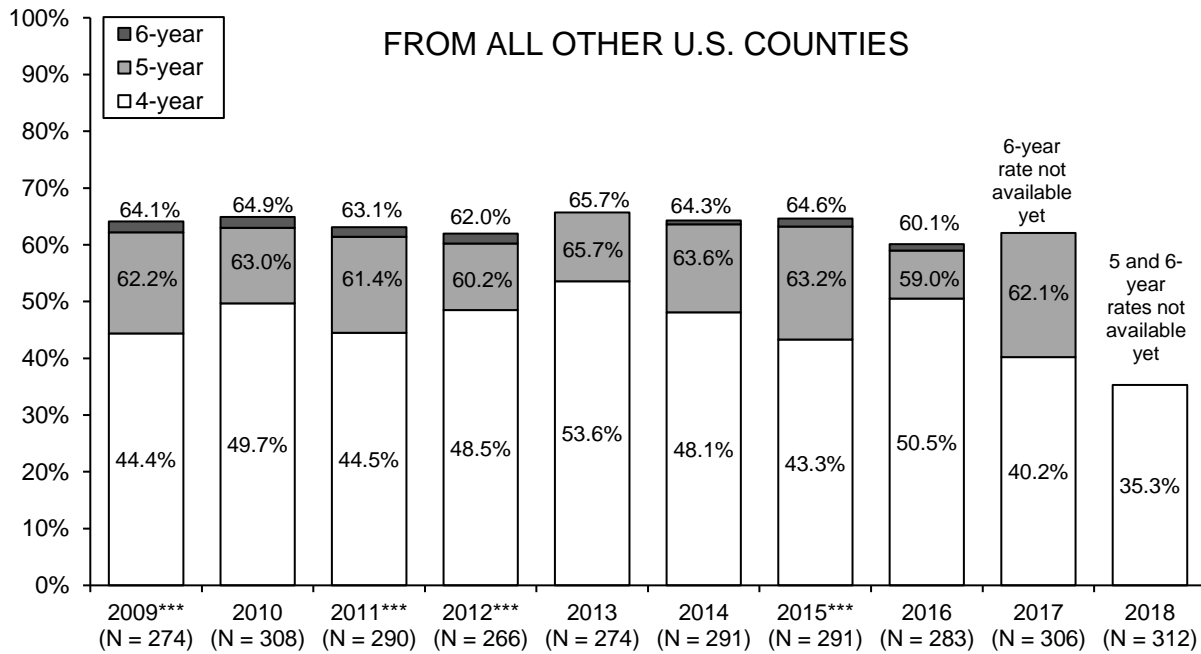
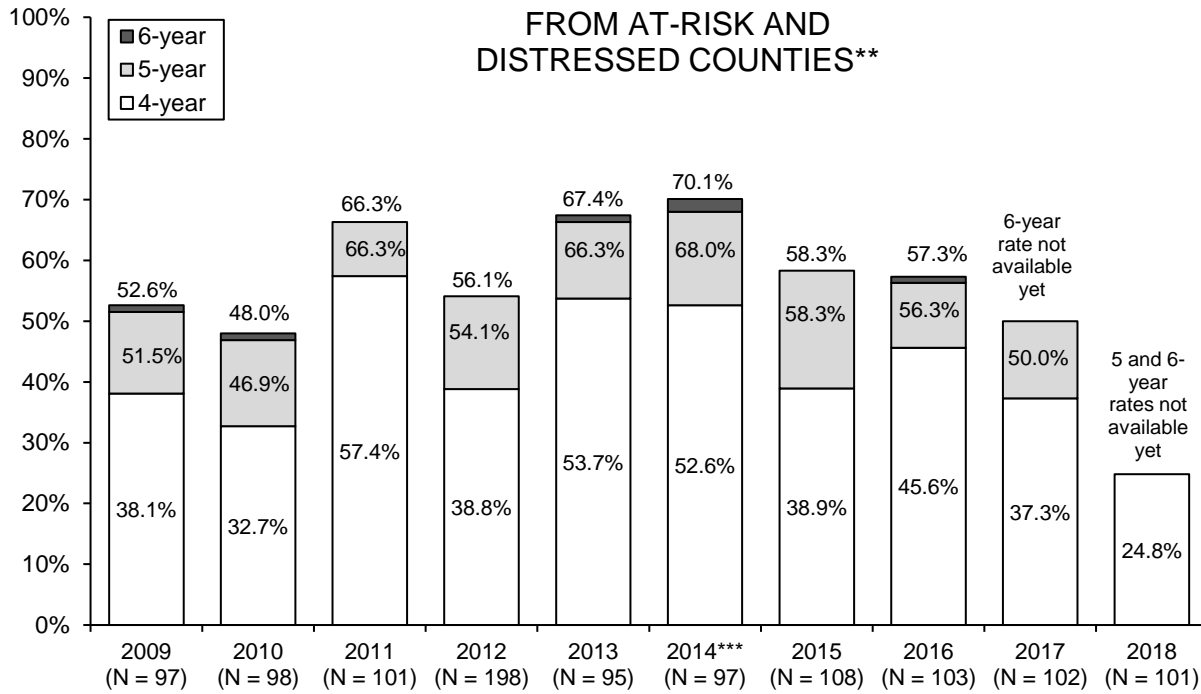


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

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



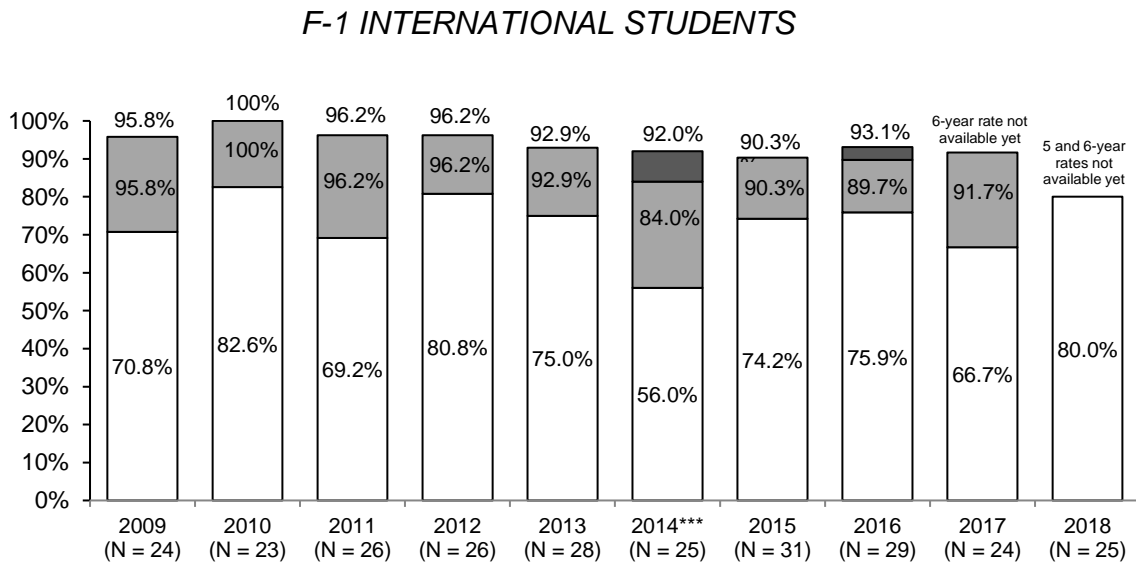
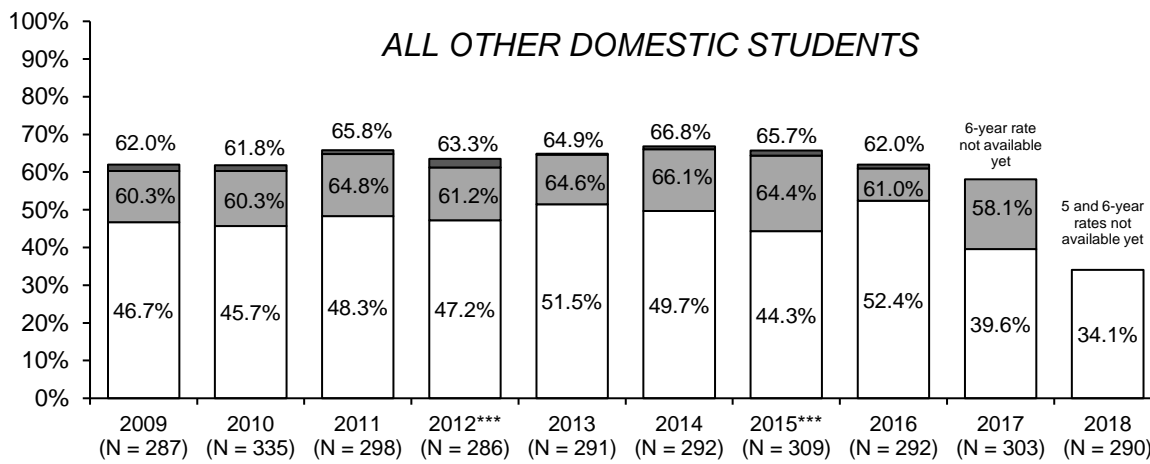
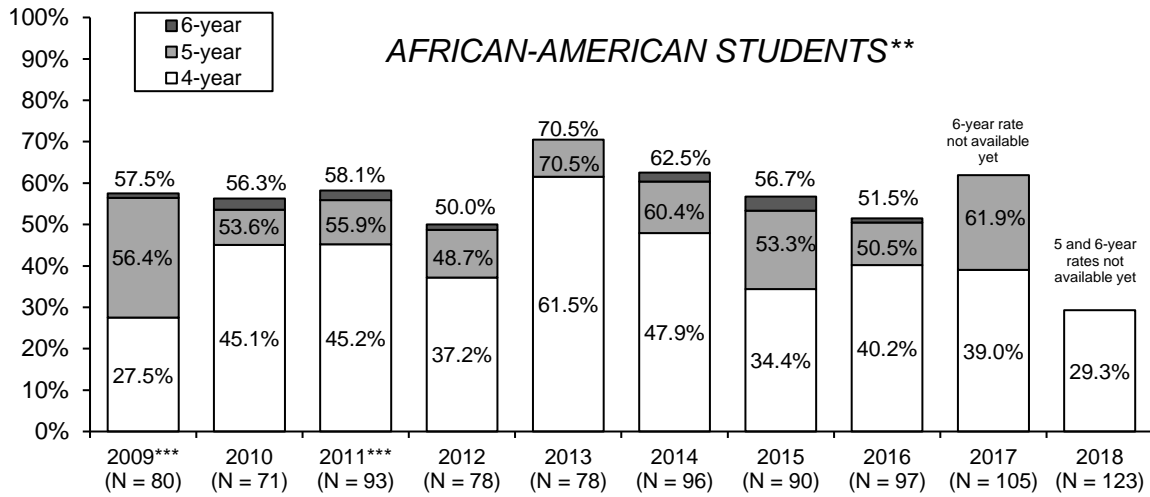
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2022.

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

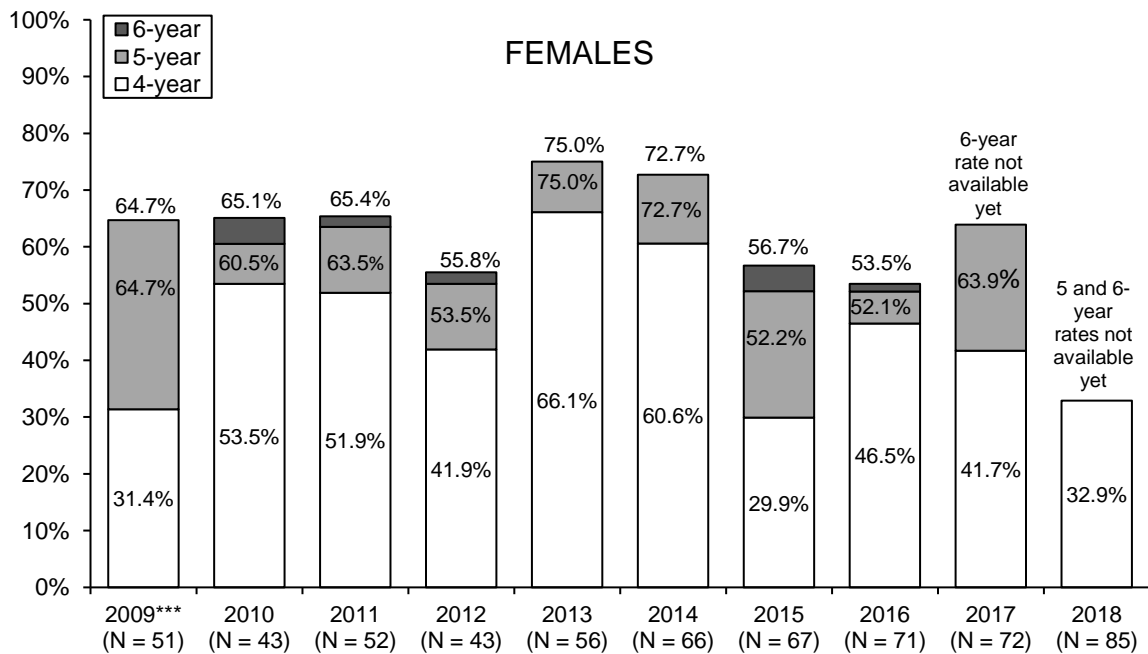
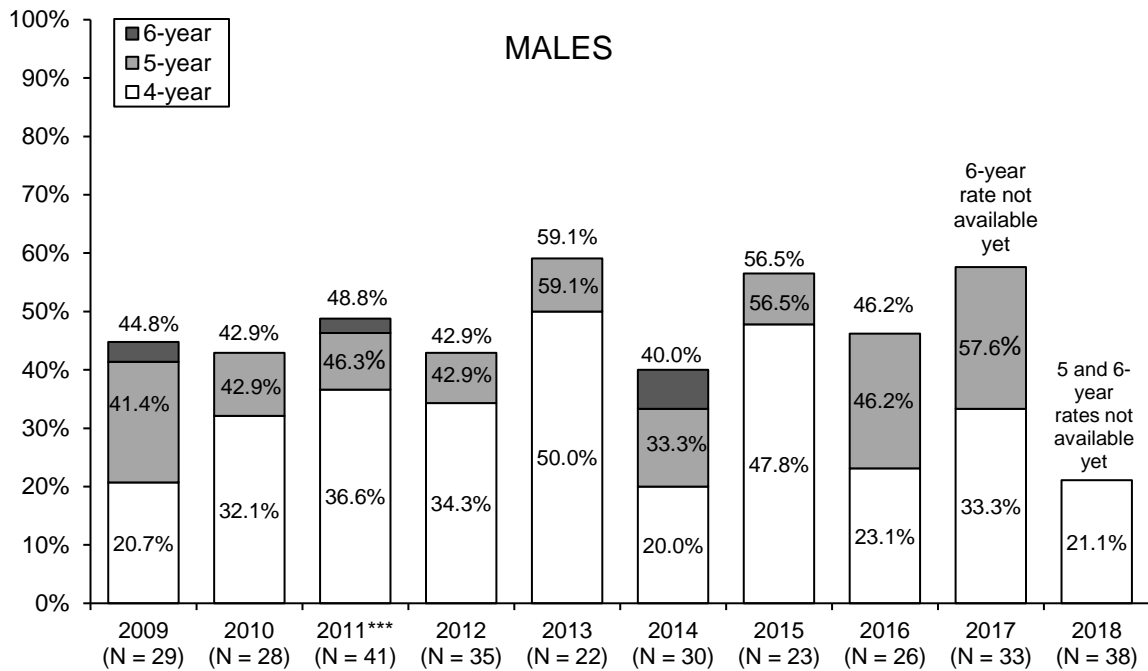


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

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



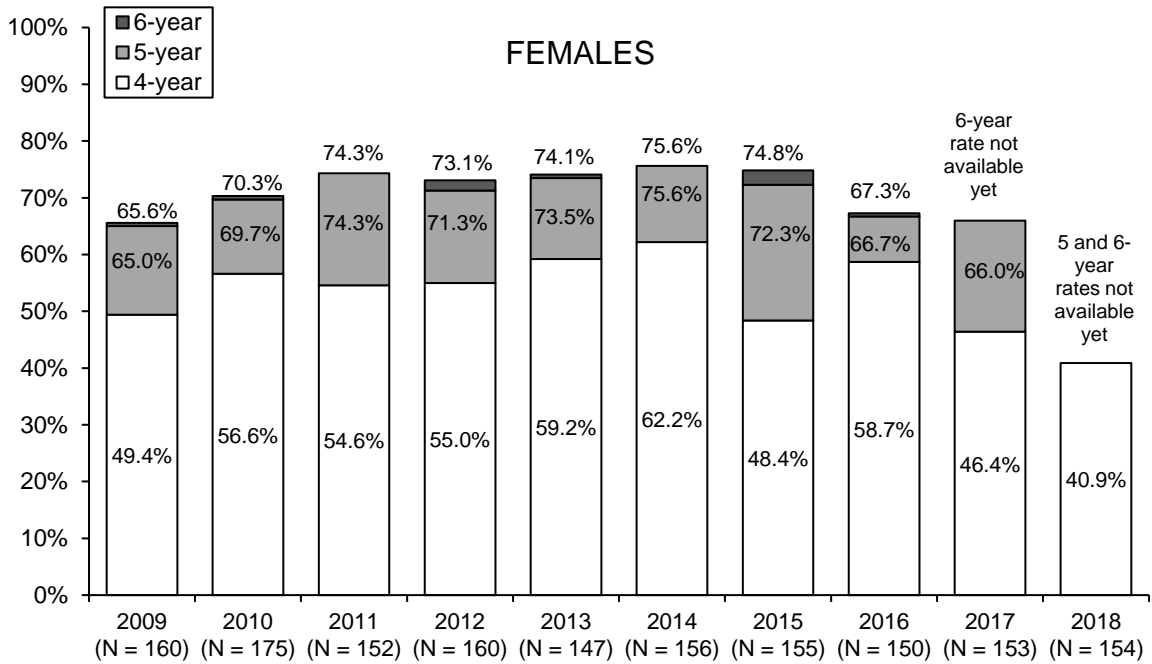
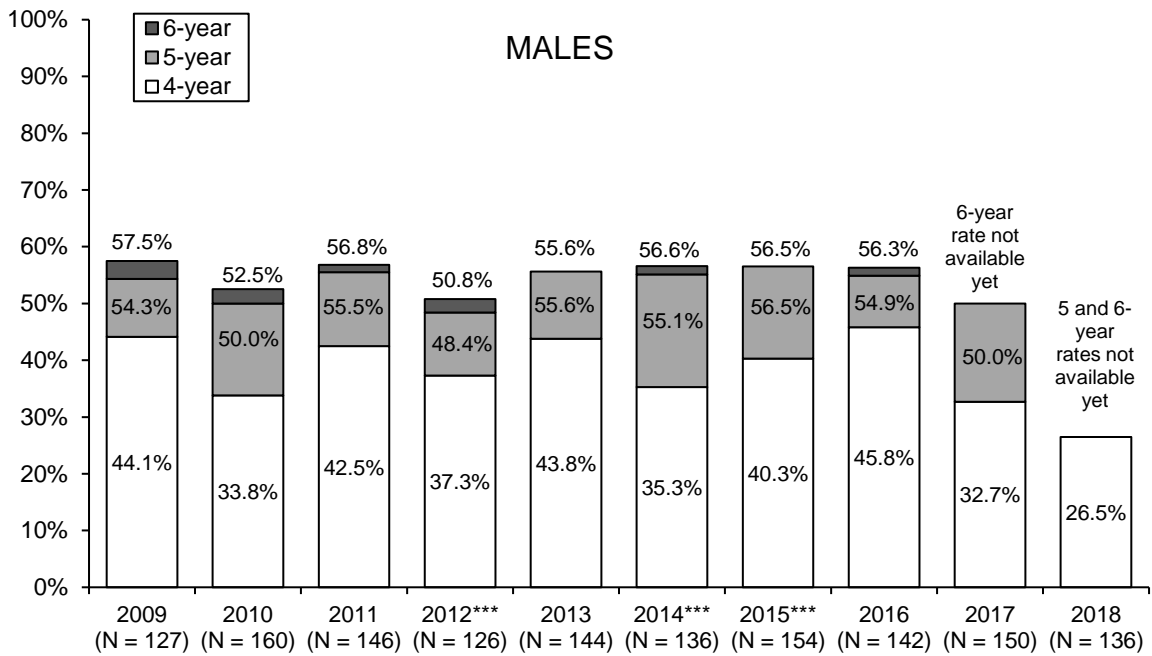
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

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

Source: Office of Institutional Research and Assessment, September 2022

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



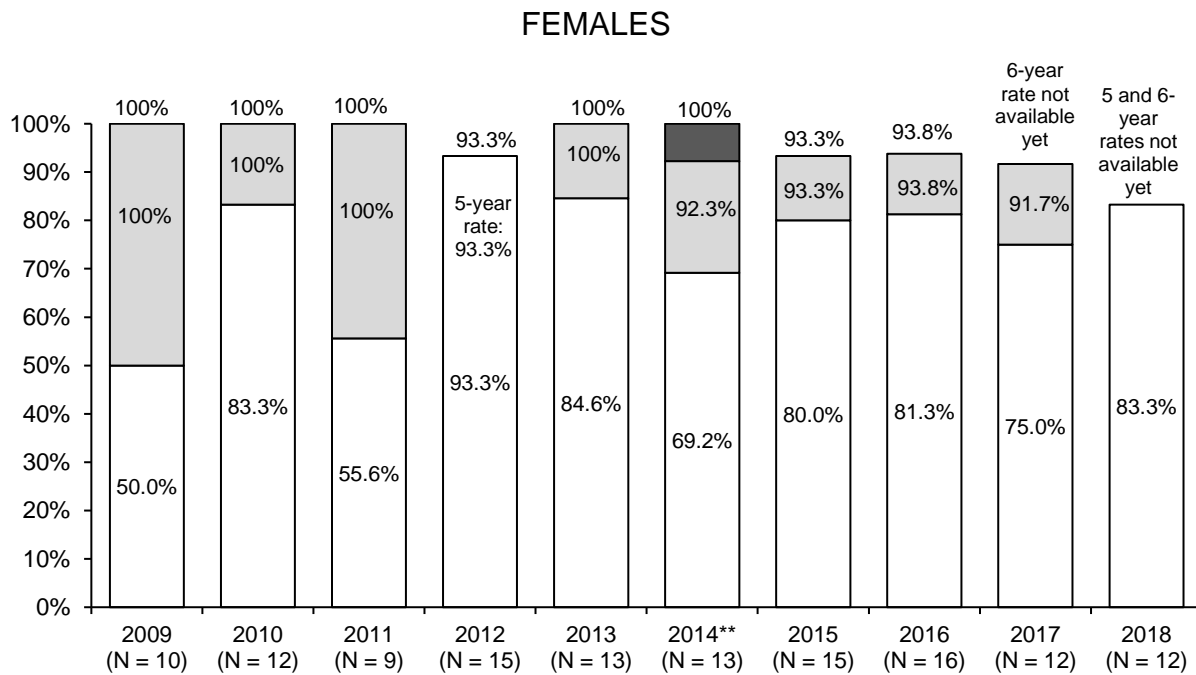
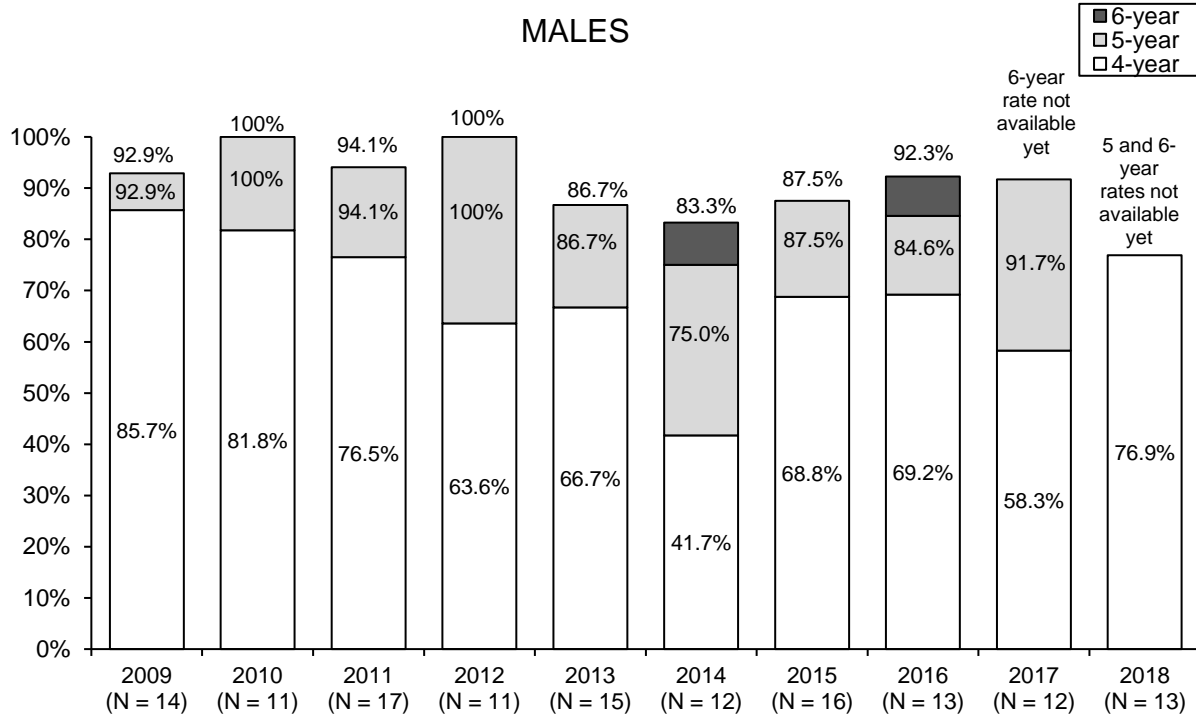
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022



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

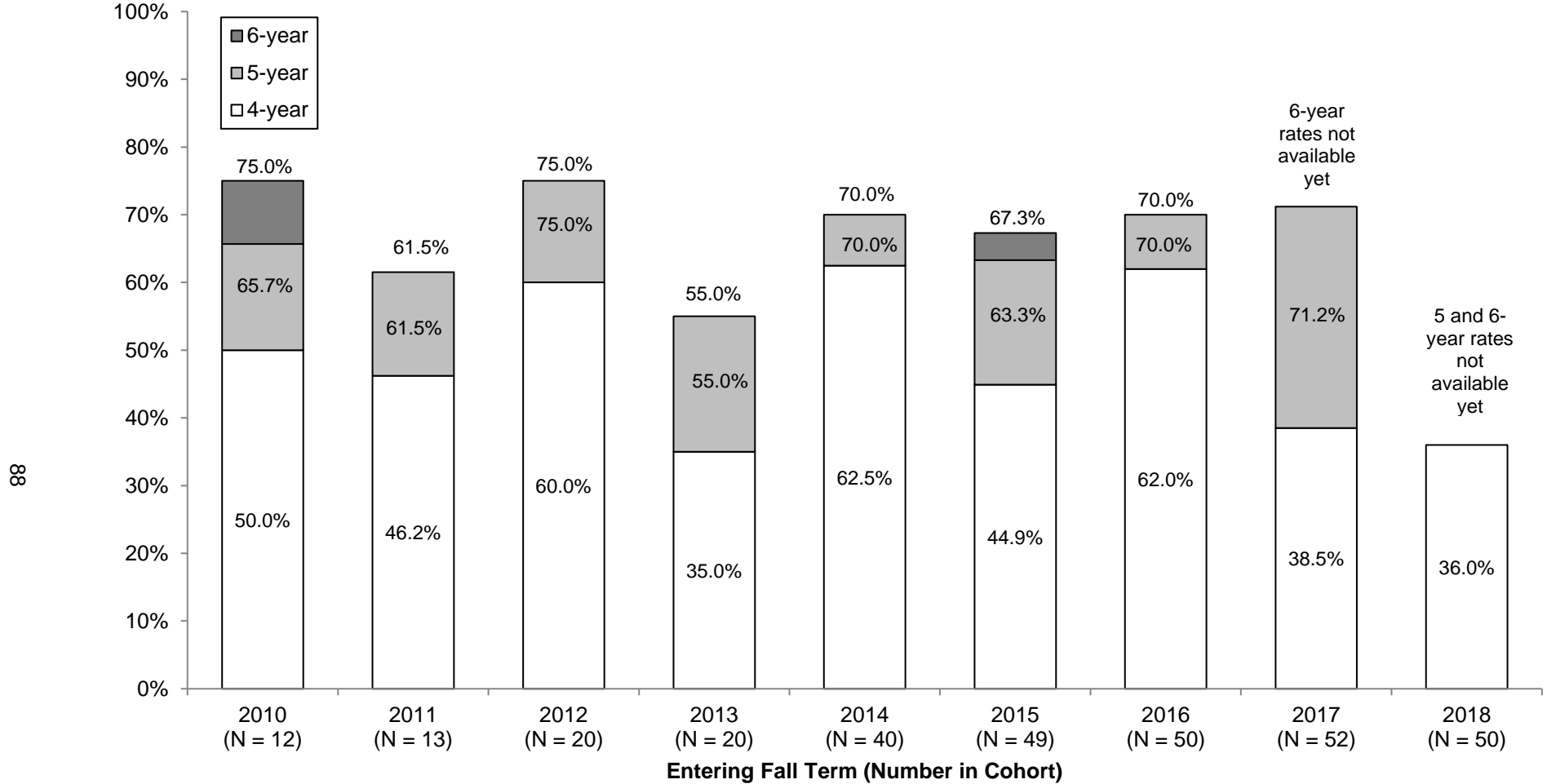


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2022

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

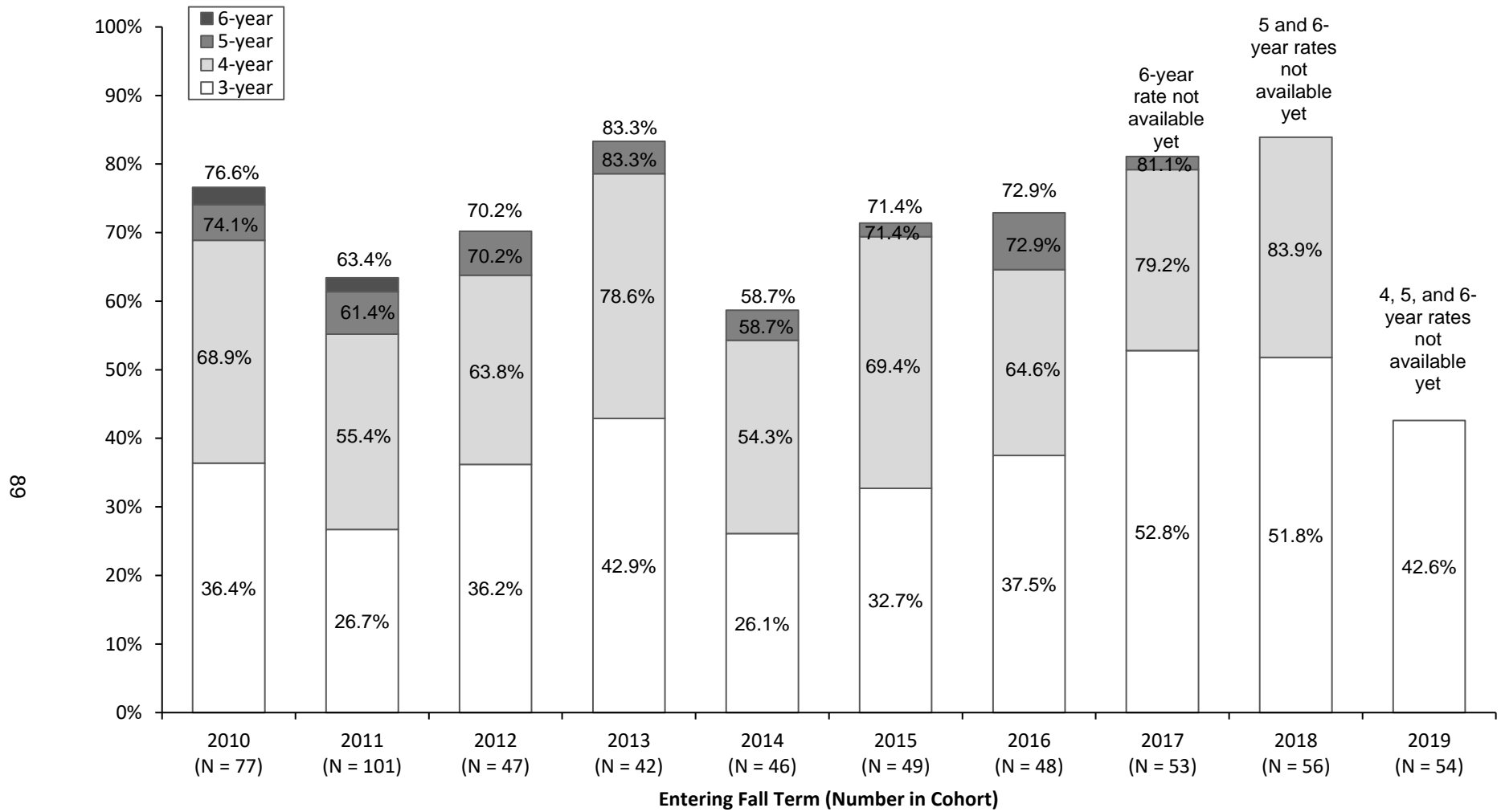


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*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.

Source: Office of Institutional Research and Assessment, September 2022

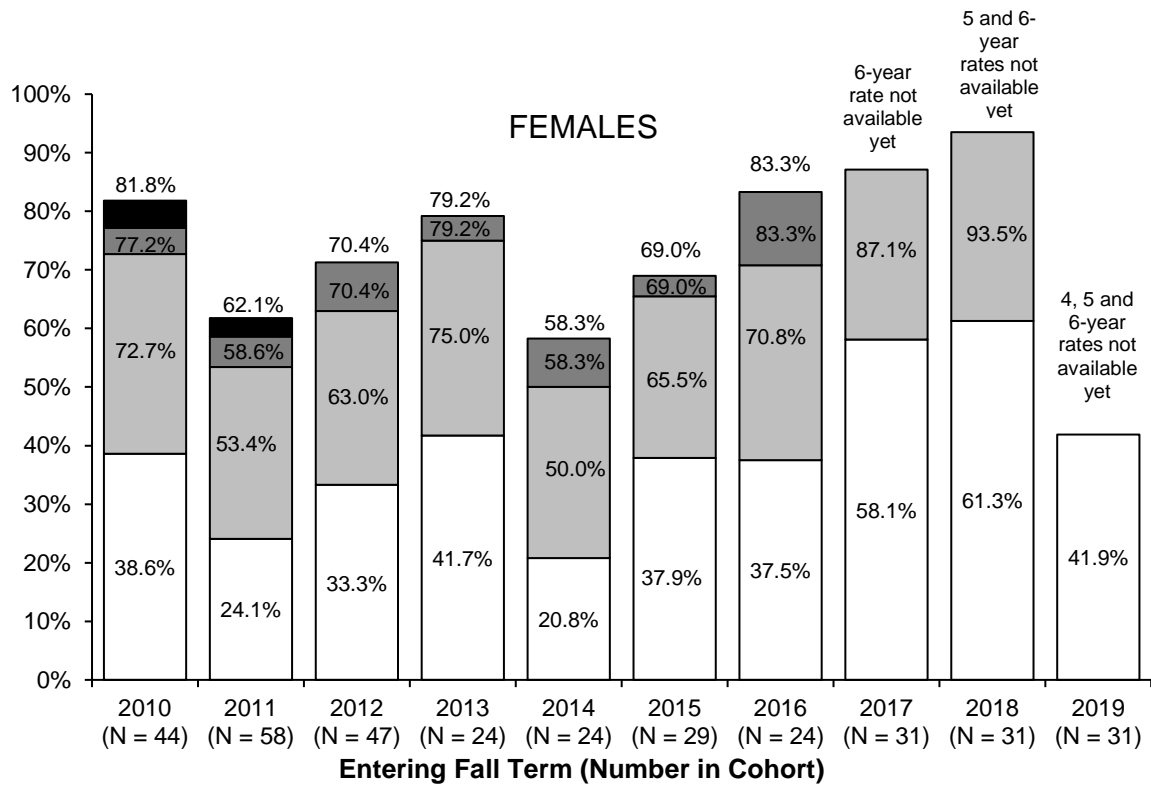
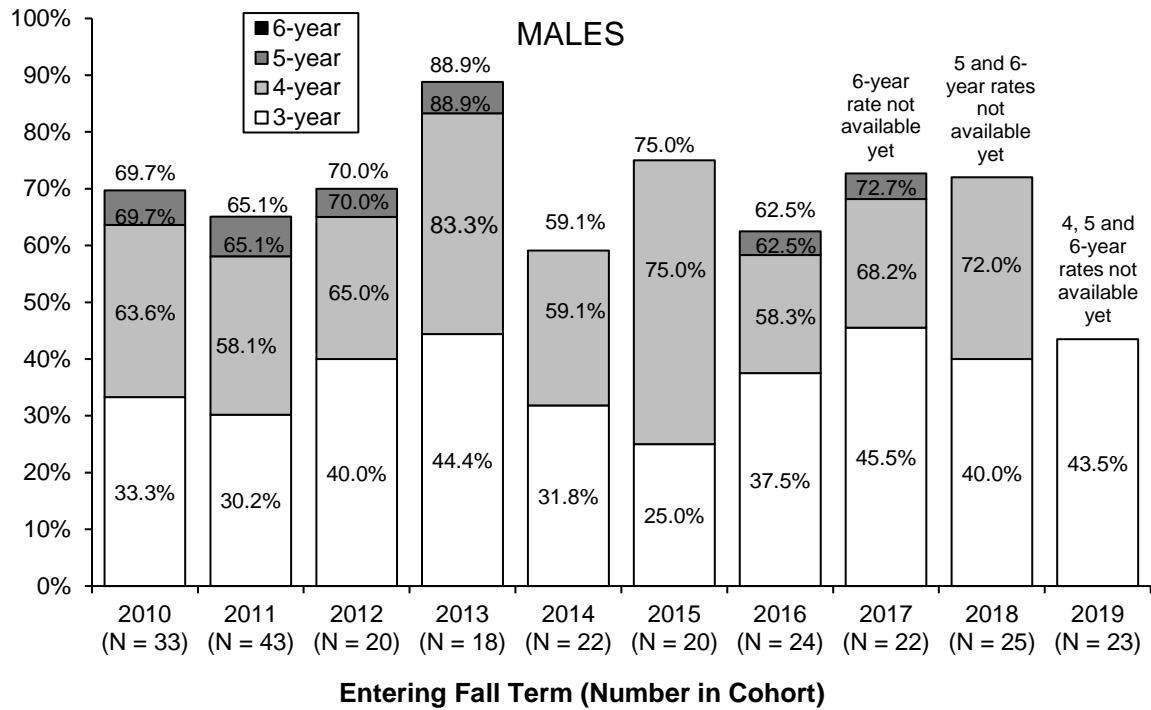
## GRADUATION RATES\* FOR TRANSFER STUDENTS



\*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



\*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

## NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

### Academic Years

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>Total</u>
<b>Graduates</b> (Unduplicated headcount)	302	306	356	277	286	<b>1,527</b>
<b>Degrees Conferred</b>						
B.A.	238	253	297	222	224	1,234
B.S.	<u>67</u>	<u>64</u>	<u>64</u>	<u>62</u>	<u>67</u>	<u>324</u>
TOTAL	305	317	361	284	291	<b>1,558</b>
<b>Majors</b> (Includes double degrees and double majors)						
	332	349	395	299	321	<b>1,696</b>
<b>Minors</b> (Includes double minors)						
	99	118	119	115	106	<b>557</b>

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through August 31 of each year. The 2021-2022 graduates can be broken down by:

December 2021 (75),  
May 2022 (160), and  
August 2022 (51).

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

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

<u>Major Programs</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
African and African					
American Studies	1	6	5	3	4
Agriculture and Natural Resources	10	12	13	10	10
Applied Science & Mathematic	0	0	3	1	1
Art	14	11	17	11	6
Asian Studies	12	8	6	5	8
Biology	30	15	27	21	22
Business Administration	26	29	22	30	24
Chemistry	7	17	13	8	10
Child and Family Studies	18	20	17	19	17
Communication	18	22	24	17	13
Computer and					
Information Science	23	30	29	29	20
Economics	5	11	6	4	3
Education Studies - General	13	11	15	6	9
Education – Middle Grades	0	0	1	1	1
Elementary Education	1	8	9	4	6
Engineering Technologies/Applied Design					10
Technology and Applied Design	20	15	16	14	9
English	18	10	16	9	10
Foreign Language	10	8	13	7	10
French	(2)	(0)	(0)	(1)	(0)
German	(3)	(1)	(2)	(0)	(2)
Spanish	(5)	(7)	(11)	(6)	(8)
Health and Human Performance	10	8	24	5	17
Health Studies	**	**	3	1	10
History	5	12	7	3	9
Independent (see page 93)	7	5	5	3	9
Mathematics	9	9	14	8	10
Music	7	9	8	7	5
Nursing	11	8	13	8	14
Peace and Social Justice Studies	3	9	9	3	9
Philosophy	3	2	4	3	3
Physics	3	2	5	4	2
Political Science	10	6	12	14	12
Psychology	19	19	17	23	15
Religion	1	2	1	1	1
Sociology	10	9	11	9	3
Theatre	5	7	9	8	6
Women's and Gender Studies	<u>3</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>3</u>
<b>TOTALS*</b>	<b>332</b>	<b>349</b>	<b>395</b>	<b>299</b>	<b>321</b>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 91 for an unduplicated headcount of graduates.

\*\*Awarded as an independent major.

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

Compiled by the Office of Institutional Research and Assessment, October 2022.

## INDEPENDENT MAJORS\* AWARDED TO GRADUATES

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

### 2017 - 2018: 7 majors

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

### 2018 - 2019: 5 majors

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

### 2019 - 2020: 5 majors

Environmental Policy  
Film and Media Production  
Health  
Health Sciences  
Neuroscience

### 2020 - 2021: 3 majors

Disability Studies  
Neuroscience (2)

### 2021-2022: 9 majors

Anthropological Archaeology (2)  
Anthropology and Archaeology  
Anthropology/Archaeology  
Environmental Science  
Neuroscience (2)  
Outdoor Adventure Education  
Philosophy, Psychology and Neuroscience

\*Includes double degrees and double majors

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

## TEACHER PREPARATION

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

Berea College offers certification programs in:

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

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

### NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Education Studies - General (No certification)	13	11	15	6	9
Middle Grades Certification	0	0	1	1	1
Elementary Education	1	8	9	4	6

#### Certifications

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
English	0	0	0	0	0
Health and Human Performance	0	0	3	1	1
History	0	0	0	0	1
Mathematics	0	0	0	1	0
Music	2	3	1	2	1
Technology/Applied Design	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL CERTIFIED	3	11	14	9	10

Source: 2022-2023 College Catalog  
Office of Institutional Research and Assessment, October 2022



# SUMMARY OF GRADUATES' MAJORS\* INCLUDING CONCENTRATIONS

## 5 Year Summary: Academic Years 2017–18 through 2021-22

African and African-American Studies.....19	Engineering Technologies and Applied Design .....10
Agriculture and Natural Resources.....55	<i>General</i> 5
Applied Science and Mathematics.....5	Management 5
Art.....59	Technology and Applied Design .....74
History 14	<i>General</i> 15
Studio 46	Artisan Studies 26
Asian Studies.....39	Management 34
<i>General</i> 38	English.....63
Chinese Studies 1	<i>General</i> 21
Biology.....115	Literature 23
<i>General</i> 114	Writing 23
Teacher Certification 1	Foreign Languages .....48
Business Administration.....131	French 3
Accounting 52	German 8
Finance 37	Spanish 37
International 2	Health and Human Performance.....64
International Business 4	<i>General</i> 59
Management 40	Education 5
Management Info. Systems 8	Health Studies .....14
Marketing 36	History .....36
Chemistry.....55	<i>General</i> 35
<i>General</i> 7	Education 1
Biochemistry 32	Independent .....29
Professional 16	Mathematics .....50
Child and Family Studies..... 91	<i>General</i> 49
Child Development 45	Education 1
Family Studies 45	Music .....36
Nutrition and Food Studies 10	General 27
Communication.....94	Edu. – Instrumental 1
Computer and Information Science..... 131	Edu. – Vocal 4
<i>General</i> 99	Nursing .....54
Computational Mathematics 12	Peace and Social Justice Studies .....33
Computer Science 11	Philosophy .....15
Information Systems 10	Physics .....16
Economics.....29	Political Science ..... 54
Finance 1	Psychology .....93
International Politics & Policy 18	Religion.....6
Methods and Models 12	Sociology.....42
Education Studies..... 85	Theatre .....35
<i>General</i> 54	Women's and Gender Studies ..... 16
Elementary P-5 28	
Middle Grades 5-9 3	
	<b>ALL MAJORS .....1,696</b>
	(awarded to 1,527 graduates)

NOTE: In eight of the majors with concentrations, there were 68 students who completed more than one concentration within that major. See details above in boxes.

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

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

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

Academic Years  
2017-2018 through 2021-2022

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	3	16%	16	84%	19	1.1%
Agriculture and Natural Resources	19	35%	36	65%	55	3.2%
Applied Science and Mathematics	2	40%	3	60%	5	0.3%
Art	19	32%	40	68%	59	3.5%
Asian Studies	13	33%	26	67%	39	2.3%
Biology	30	26%	85	74%	115	6.8%
Business Administration	68	52%	63	48%	131	7.7%
Chemistry	28	51%	27	49%	55	3.2%
Child and Family Studies	12	13%	79	87%	91	5.4%
Communication	32	34%	62	66%	94	5.5%
Computer and Information Science	102	78%	29	22%	131	7.7%
Economics	15	52%	14	48%	29	1.7%
Education Studies						
General	13	24%	41	76%	54	3.2%
Elementary Education	3	11%	25	89%	28	1.7%
Middle Grades Education	3	100%	0	0%	3	0.2%
Engineering Technologies/						
Applied Design	9	90%	1	10%	10	0.6%
Technology and Applied Design	54	73%	20	27%	74	4.4%
English	13	21%	50	79%	63	3.7%
Foreign Languages						
French	1	33%	2	67%	3	0.2%
German	1	13%	7	88%	8	0.5%
Spanish	11	30%	26	70%	37	2.2%
Health and Human Performance	32	50%	32	50%	64	3.8%
Health Studies (first awarded 19-20)	1	7%	13	93%	14	0.8%
History	17	47%	19	53%	36	2.1%
Independent (see page 93)	8	28%	21	72%	29	1.7%
Mathematics	32	64%	18	36%	50	2.9%
Music	17	47%	19	53%	36	2.1%
Nursing	5	9%	49	91%	54	3.2%
Peace and Social Justice Studies	6	18%	27	82%	33	1.9%
Philosophy	12	80%	3	20%	15	0.9%
Physics	13	81%	3	19%	16	0.9%
Political Science	19	35%	35	65%	54	3.2%
Psychology	20	22%	73	78%	93	5.5%
Religion	4	67%	2	33%	6	0.4%
Sociology	12	29%	30	71%	42	2.5%
Theatre	14	40%	21	60%	35	2.1%
Women's and Gender Studies	0	0%	16	100%	16	0.9%
<b>GRAND TOTAL*</b>	663	39%	1,033	61%	1,696	100.0%

\*These are duplicative headcounts that include double degrees and double majors. The 1,696 majors represent 1,527 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, October 2022

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

Major Programs	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	1	1	1	5	6	0	5	5	1	2	3	1	3	4
Agriculture and Natural Resources	1	9	10	4	8	12	5	8	13	4	6	10	5	5	10
Applied Science&Mathematics	0	0	0	0	0	0	2	1	3	0	1	1	0	1	1
Art	3	11	14	7	4	11	5	12	17	1	10	11	3	3	6
Asian Studies	3	9	12	2	6	8	3	3	6	3	2	5	2	6	8
Biology	9	21	30	4	11	15	7	20	27	4	17	21	6	16	22
Business Administration	11	15	26	14	15	29	14	8	22	15	15	30	14	10	24
Chemistry	4	3	7	10	7	17	8	5	13	3	5	8	3	7	10
Child and Family Studies	2	16	18	2	18	20	0	17	17	3	16	19	5	12	17
Communication	4	14	18	10	12	22	10	14	24	5	12	17	3	10	13
Computer and Information Science	19	4	23	24	6	30	22	7	29	21	8	29	16	4	20
Economics	1	4	5	8	3	11	2	4	6	2	2	4	2	1	3
Education Studies															
General	2	11	13	5	6	11	4	11	15	1	5	6	1	8	9
Elementary	0	1	1	1	7	8	0	9	9	0	4	4	2	4	6
Middle	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1
Engineering Technologies/Applied Design															
Technology and Applied Design	13	7	20	13	2	15	11	5	16	12	2	14	5	4	9
English	1	17	18	2	8	10	5	11	16	3	6	9	2	8	10
Foreign Languages	5	5	10	4	4	8	1	12	13	1	6	7	5	8	10
Health and Human Performance	4	6	10	5	3	8	10	14	24	4	1	5	9	8	17
Health Studies	n/a	n/a	n/a	n/a	n/a	n/a	0	3	3	1	0	1	0	10	10
History	2	3	5	6	6	12	3	4	7	1	2	3	5	4	9
Independent (see page 93)	0	7	7	3	2	5	1	4	5	0	3	3	4	5	9
Mathematics	4	5	9	7	2	9	9	5	14	3	5	8	9	1	10
Music	2	5	7	4	5	9	4	4	8	3	4	7	4	1	5
Nursing	1	10	11	1	7	8	0	13	13	1	7	8	2	12	14
Peace&Social Justice Studies	1	2	3	2	7	9	1	8	9	0	3	3	2	7	9
Philosophy	3	0	3	1	1	2	3	1	4	2	1	3	3	0	3
Physics	3	0	3	2	0	2	3	2	5	3	1	4	2	0	2
Political Science	4	6	10	4	2	6	1	11	12	5	9	14	5	7	12
Psychology	3	16	19	7	12	19	5	12	17	4	19	23	1	14	15
Religion	0	1	1	2	0	2	1	0	1	0	1	1	1	0	1
Sociology	2	8	10	4	5	9	1	10	11	4	5	9	1	2	3
Theatre	2	3	5	2	5	7	4	5	9	3	5	8	3	3	6
Women's and Gender Studies	0	3	3	0	9	9	0	1	1	0	0	0	0	3	3
<b>TOTAL*</b>			<u>332</u>			<u>349</u>			<u>395</u>			<u>299</u>			<u>321</u>

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\*These are duplicative headcounts that include double degrees and double majors. Please see page 91 for an unduplicated headcount.

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

Compiled by: Office of Institutional Research and Assessment, October 2022.

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**Five-Year Summary: Academic Years 2017 – 2018 through 2021 - 2022**

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	18	(95%)	1	(5%)	0	(0%)	19	(1.1%)
Agriculture and Natural Resources	2	(4%)	49	(89%)	4	(7%)	55	(3.2%)
Applied Science and Mathematics	0	(0%)	5	(100%)	0	(0%)	5	(0.3%)
Art	4	(7%)	53	(90%)	2	(3%)	59	(3.5%)
Asian Studies	9	(23%)	29	(74%)	1	(3%)	39	(2.3%)
Biology	22	(19%)	82	(71%)	11	(10%)	115	(6.8%)
Business Administration	29	(22%)	77	(59%)	25	(19%)	131	(7.7%)
Chemistry	8	(15%)	36	(65%)	11	(20%)	55	(3.2%)
Child and Family Studies	20	(22%)	70	(77%)	1	(1%)	91	(5.4%)
Communication	27	(29%)	60	(64%)	7	(7%)	94	(5.5%)
Computer and Information Science	11	(8%)	81	(62%)	39	(30%)	131	(7.7%)
Economics	6	(21%)	9	(31%)	14	(48%)	29	(1.7%)
Education Studies								
General	7	(13%)	45	(83%)	2	(4%)	54	(3.2%)
Elementary Education Certification	2	(7%)	26	(93%)	0	(0%)	28	(1.7%)
Middle Grades Certification	1	(33%)	2	(67%)	0	(0%)	3	(0.2%)
Engineering Technologies and Applied Design	0	(0%)	10	(100%)	0	(0%)	10	(0.6%)
Technology and Applied Design	17	(23%)	55	(74%)	2	(3%)	74	(4.4%)
English	6	(10%)	57	(90%)	0	(0%)	63	(3.7%)
Foreign Languages								
French	0	(0%)	3	(100%)	0	(0%)	3	(0.2%)
German	1	(13%)	4	(50%)	3	(38%)	8	(0.5%)
Spanish	5	(14%)	29	(78%)	3	(8%)	37	(2.2%)
Health and Human Performance	14	(22%)	49	(77%)	1	(2%)	64	(3.8%)
Health Studies (first awarded 2019-20)	8	(57%)	5	(36%)	1	(7%)	14	(0.8%)
History	4	(11%)	32	(89%)	0	(0%)	36	(2.1%)
Independent (see page 93)	5	(17%)	22	(76%)	2	(7%)	29	(1.7%)
Mathematics	2	(4%)	26	(52%)	22	(44%)	50	(2.9%)
Music	11	(31%)	21	(58%)	4	(11%)	36	(2.1%)
Nursing	8	(15%)	39	(72%)	7	(13%)	54	(3.2%)
Peace and Social Justice Studies	9	(27%)	21	(64%)	3	(9%)	33	(1.9%)
Philosophy	2	(13%)	13	(87%)	0	(0%)	15	(0.9%)
Physics	0	(0%)	10	(63%)	6	(38%)	16	(0.9%)
Political Science	11	(20%)	35	(65%)	8	(15%)	54	(3.2%)
Psychology	30	(32%)	59	(63%)	4	(4%)	93	(5.5%)
Religion	1	(17%)	5	(83%)	0	(0%)	6	(0.4%)
Sociology	18	(43%)	24	(57%)	0	(0%)	42	(2.5%)
Theatre	10	(29%)	24	(69%)	1	(3%)	35	(2.1%)
Women's and Gender Studies	4	(25%)	11	(69%)	1	(6%)	16	(0.9%)
<b>TOTAL*</b>	<b>332</b>	<b>(20%)</b>	<b>1,179</b>	<b>(70%)</b>	<b>185</b>	<b>(11%)</b>	<b>1,696</b>	<b>(100.0%)</b>

\*These are duplicative headcounts that include double degrees and double majors. The 1,696 majors represent 1,527 graduates during this five-year time period.

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

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

Compiled by: Office of Institutional Research and Assessment, October 2022

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**Five-Year Summary: Academic Years 2017 – 18 through 2021 – 22**

African and African American Studies	16	(2.9%)
Agriculture and Natural Resources	4	(0.7%)
Appalachian Studies	5	(0.9%)
Art History	11	(2.0%)
Art Studio	11	(2.0%)
Asian Studies	21	(3.8%)
Biology	23	(4.1%)
Broadcast Journalism	17	(3.1%)
Business Administration	59	(10.6%)
Chemistry	8	(1.4%)
Child and Family Studies	7	(1.3%)
Communication	21	(3.8%)
Computer Science	13	(2.3%)
Creative Writing (first awarded 2020-21)	7	(1.3%)
Dance	6	(1.1%)
Economics	36	(6.5%)
English	9	(1.6%)
Environmental Science (first available 2019-20)	0	(0.0%)
Film Production	7	(1.3%)
Forest Resource Management	11	(2.0%)
French	5	(0.9%)
German	7	(1.3%)
Health	22	(3.9%)
Health Teaching	1	(0.2%)
History	12	(2.2%)
Latin	1	(0.2%)
Law, Ethics, and Society	25	(4.5%)
Mathematics	24	(4.3%)
Music	6	(1.1%)
Peace and Social Justice Studies	19	(3.4%)
Philosophy	15	(2.7%)
Physics	6	(1.1%)
Political Science	13	(2.3%)
Religion	7	(1.3%)
Sociology	11	(2.0%)
Spanish	17	(3.1%)
Sustainability and Environmental Studies	37	(6.6%)
Theatre	11	(2.0%)
Women's and Gender Studies	<u>26</u>	<u>(4.7%)</u>
TOTAL	557	(100.0%)

\*This is a duplicative headcount that includes double minors. The 557 minors were awarded to 497 graduates. The 497 graduates who received a minor represent 33% of the 1,527 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, October 2022

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

<u>Minors</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
African and African American Studies	6	1	3	3	3
Agriculture and Natural Resources	0	1	1	1	1
Appalachian Studies	0	0	3	2	0
Art History	4	0	2	4	1
Art Studio	3	5	1	1	1
Asian Studies	3	4	6	3	5
Biology	5	6	5	5	2
Broadcast Journalism	4	3	3	3	4
Business Administration	9	12	18	13	7
Chemistry	2	1	0	1	4
Child and Family Studies	1	1	2	1	2
Communication	1	2	7	5	5
Computer Science	3	4	3	2	1
Creative Writing	n/a	n/a	n/a	3	4
Dance	0	2	1	2	1
Economics	6	8	5	11	6
English	4	1	2	0	3
Environmental Science	n/a	n/a	0	0	0
Film Production	1	1	2	1	2
Forest Resource Management	1	5	1	1	3
French	0	2	2	0	1
German	3	3	1	0	0
Health	0	4	3	1	4
Health Teaching	0	1	0	0	0
History	2	2	5	2	1
Latin	0	1	0	0	0
Law, Ethics, and Society	1	2	6	13	3
Mathematics	1	5	3	8	7
Music	1	0	2	2	1
Peace and Social Justice Studies	4	7	2	2	4
Philosophy	5	3	1	3	3
Physics	3	1	0	1	1
Political Science	2	5	3	1	2
Religion	0	1	3	2	1
Sociology	1	2	1	2	5
Spanish	4	5	2	4	2
Sustainability and Environmental Studies	3	9	11	5	9
Theatre	4	2	3	2	0
Women's and Gender Studies	<u>2</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>7</u>
TOTAL	99	118	119	115	106

\*These are duplicative headcounts that include double minors.

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

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

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

Minors	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	0	6	6	0	1	1	2	1	3	1	2	3	1	2	3
Agriculture and Natural Resources	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1
Appalachian Studies	0	0	0	0	0	0	0	3	3	0	2	2	0	0	0
Art History	1	3	4	0	0	0	2	0	2	0	4	4	1	0	1
Art Studio	0	3	3	3	2	5	0	1	1	0	1	1	0	1	1
Asian Studies	1	2	3	2	2	4	2	4	6	0	3	3	1	4	5
Biology	1	4	5	4	2	6	2	3	5	2	3	5	0	2	2
Broadcast Journalism	1	3	4	3	0	3	2	1	3	2	1	3	2	2	4
Business Administration	4	5	9	10	2	12	12	6	18	9	4	13	4	3	7
Chemistry	1	1	2	1	0	1	0	0	0	0	1	1	1	3	4
Child and Family Studies	0	1	1	0	1	1	0	2	2	0	1	1	0	2	2
Communication	0	2	2	0	2	2	1	6	7	2	3	5	2	3	5
Computer Science	3	0	3	4	0	4	1	2	3	1	1	2	1	0	1
Creative Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2	3	2	2	4
Dance	0	0	0	0	2	2	0	1	1	0	2	2	0	1	1
Economics	3	3	6	2	6	8	3	2	5	6	5	11	2	4	6
English	1	2	3	1	0	1	0	2	2	0	0	0	0	3	3
Environmental Science	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0
Film Production	0	1	1	0	1	1	1	1	2	1	0	1	0	2	2
Forest Resource Mgmt.	0	1	1	3	2	5	0	1	1	0	1	1	0	3	3
French	0	0	0	1	1	2	0	2	2	0	0	0	1	0	1
German	2	1	3	2	1	3	0	1	1	0	0	0	0	0	0
Health	2	8	10	1	3	4	0	3	3	0	1	1	2	2	4
Health Teaching	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
History	0	2	2	0	2	2	3	2	5	1	1	2	1	0	1
Latin	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Law, Ethics, and Society	0	1	1	0	2	2	1	5	6	2	11	13	2	1	3
Mathematics	1	0	1	5	0	5	2	1	3	6	2	8	3	4	7
Music	0	1	1	0	0	0	1	1	2	0	2	2	1	0	1
Peace and Social Justice Studies	1	3	4	2	5	7	0	2	2	0	2	2	1	3	4
Philosophy	3	2	5	0	3	3	1	0	1	3	0	3	2	1	3
Physics	3	0	3	0	1	1	0	0	0	1	0	1	0	1	1
Political Science	0	2	2	4	1	5	1	2	3	0	1	1	0	2	2
Religion	0	0	0	1	0	1	0	3	3	1	1	2	1	0	1
Sociology	0	1	1	0	2	2	0	1	1	0	2	2	1	4	5
Spanish	0	4	4	0	5	5	0	2	2	0	4	4	0	2	2
Sustainability and Environmental Studies	1	2	3	0	9	9	4	7	11	0	5	5	3	6	9
Theatre	0	4	4	0	2	2	1	2	3	1	1	2	0	0	0
Women's & Gender Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>0</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>6</u>	<u>7</u>
<b>TOTAL</b>	<b>29</b>	<b>70</b>	<b>99</b>	<b>51</b>	<b>67</b>	<b>118</b>	<b>44</b>	<b>75</b>	<b>119</b>	<b>40</b>	<b>75</b>	<b>115</b>	<b>36</b>	<b>70</b>	<b>106</b>

\* These are duplicate headcounts that include double minors.

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

Compiled by: Office of Institutional Research and Assessment, October 2022.

# Special Learning Opportunities

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



# Special Learning Opportunities

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

Of the 2021-22 graduates, the participation rate in at least one of these five opportunities:

**88%**  
of all  
graduates

**87% of Males**  
**89% of Females**  
Based on birth sex.

## PARTICIPATION RATE OF 2021-22 GRADUATES



### Education Abroad

All Graduates  
**29%**

Males  
**25%**

Females  
**31%**

Over the last five years, students have traveled to 54 countries/regions around the world.



### Internships

**45%**

**43%**

**46%**

Seventy percent (70%) of students who participated in an internship in academic year 2021-22 received full funding from Berea to cover expenses related to their internship.



### Service-Learning Course

**50%**

**53%**

**49%**

There are approximately 14 service-learning courses taught each year by 13 faculty representing 11 departments with 203 students enrolled.



### Undergraduate Research

**10%**

**9%**

**11%**

Typically, there are 15 projects each summer involving 16 faculty and 40 students.



### Entrepreneurship for the Public Good (EPG)

**6%**

**10%**

**3%**

There are generally 60 students participating each year in EPG as it is a multi-year program.

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

## EDUCATION ABROAD

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

### EDUCATION ABROAD PARTICIPANTS

Period of Time Spent Abroad	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21*</u>	<u>2021-22</u>
Full academic year	3	1	0	0	0
Full semester	39	28	26	0	23
Less than a full semester	<u>239</u>	<u>148</u>	<u>16</u>	<u>0</u>	<u>149</u>
TOTAL	281	177	42	0	172

\*Due to the COVID-19 Pandemic, travel (for the College and Education Abroad, specifically) was not allowed in Academic Year 2020-21.

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

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total number of graduates	301	306	356	277	286
Number of graduates who participated in Education Abroad while a student	132	143	166	77	82
Percent of graduates who participated:	44%	47%	47%	28%	29%

Source: *2022 – 2023 College Catalog*  
 Center for International Education, September 2022  
 Office of Institutional Research and Assessment, September 2022

**EDUCATION ABROAD:  
COUNTRIES/REGIONS ORGANIZED BY CONTINENT  
5-Year Summary: Academic Years 2017-18 through 2021-22**

Berea College students have participated in education abroad programs in **54** countries/regions. Campus sponsors of these experiences include the Center for International Education (CIE), the Foreign Languages Department, the Mathematics Department, the Campus Christian Center (CCC), the Center for Excellence in Learning through Service (CE LTS), Internship and Career Development Office, and the Entrepreneurship for the Public Good (EPG) Office.

**Africa – 9 Countries/Regions**

Egypt  
Gambia  
Ghana  
Morocco  
Namibia  
Rwanda  
South Africa  
Tanzania  
Tunisia

**Europe, continued**

Ireland  
Italy  
Netherlands  
Poland  
Scandinavia  
Scotland  
Slavic Europe  
Spain  
Switzerland  
United Kingdom

**Asia – 9 Countries/Regions**

Bali (Indonesia)  
Bhutan  
China  
India  
Israel  
Japan  
Malaysia  
South Korea  
Thailand

**Oceania – 2 Countries/Regions**

Australia  
New Zealand

**Europe – 21 Countries/Regions**

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

**Western Hemisphere (The Americas) -  
13 Countries/Regions**

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

## ACADEMIC INTERNSHIPS

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

Many internships are unpaid, particularly those in the non-profit, education, government and public service sectors. As a result, the College provides financial support to help make it possible for eligible students to participate in unpaid internships.

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

### NUMBER OF INTERNSHIPS COMPLETED

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20*</u>	<u>2020-21</u>	<u>2021-22</u>
Fall	6	1	1	5	1
Spring	1	3	1	3	0
Summer	<u>240</u>	<u>277</u>	<u>9</u>	<u>186</u>	<u>248</u>
<b>TOTAL</b>	247	281	11	194	249

\*The number of internships was very limited due to the COVID-19 Pandemic.

### HIGHLIGHTS BASED ON INTERNSHIP SURVEY 2021-2022 *(100% response rate)*

- 248 students representing 26 majors participated in internships in 32 states
- 99% reported that they achieved the learning goals specified in their internship proposals
- 98% reported that they have a better understanding of their field of interest
- 97% reported that they are better prepared to enter the professional world
- 98% rated their overall internship experience as excellent (58%), very good (29%), or good (11%)
- 70% received full funding from Berea to cover expenses related to the internship
- 24% positions were fully paid by the employer and 6% were partially paid by the employer
- 21% of Berea students reported that they received a full-time job offer from the organization

### NUMBER AND PERCENT OF GRADUATES WHO PARTICIPATED IN AT LEAST ONE INTERNSHIP\*

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total number of graduates:	301	306	356	277	286
Number of graduates who participated in an internship:	163	172	196	114	128
Percent of graduates who participated in an internship:	54%	56%	55%	41%	45%

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

Source: Office of Internships, September 2022  
Office of Institutional Research and Assessment, October 2022

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

The work of the Center for Excellence in Learning through Service (CELTS) builds upon Berea's long history of engagement with our community, including the great commitments to promote the Christian ethic of service and to serve the Appalachian region. CELTS coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program (the Bonner Foundation endowment supports up to 60 each year).

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Number of Bonner Scholars	58	58	57	56	57
CELTS Labor Students	80	75	70	54	64

### **Co-curricular Community Service**

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

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

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21*</u>	<u>2021-22*</u>
Volunteers	229	115	211	6	14

\*Due to COVID-19 restrictions, the number of volunteers was significantly lower than previous years. These students were Education Studies majors who assisted with an on-line tutoring program and CELTS labor students who volunteered with CELTS programs outside their own labor assignment.

### **NUMBER AND PERCENT OF GRADUATES WHO VOLUNTEERED THROUGH CELTS**

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total number of graduates	301	306	356	277	286
Number of graduates who volunteered through CELTS	99	79	117	64	56
Percent of graduates who volunteered	33%	26%	33%	23%	20%

Source: Center for Excellence in Learning through Service (CELTS), October 2022  
Office of Institutional Research and Assessment, October 2022

## CELTS and the Service-Learning Program, continued

### Academic Service-Learning

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

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

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

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

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Service-Learning Courses	16	12	19	11	14
Academic Departments Represented	13	6	13	12	9
Faculty Teaching Service-Learning Courses	13	9	18	13	13
Students Enrolled in Service-Learning Courses	238	170	289	135	185

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

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total number of graduates	301	306	356	277	286
Number of graduates who participated in at least one service-learning course	177	167	201	142	144
Percent of graduates who participated:	59%	55%	56%	51%	50%

Source: Center for Excellence in Learning through Service (CELTS), October 2022  
Office of Institutional Research and Assessment, October 2022

## UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

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

The goals of the program include:

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

### Number of Undergraduate Research and Creative Projects and Participants

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students*</u>
2013	14	16	36
2014	18	18	48
2015	17	19	43
2016	17	18	49
2017	15	17	49
2018	14	14	38
2019	17	18	42
**2020	4	5	10
***2021	12	12	34
2022	13	15	27

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

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

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

Source: Office of the Academic Affairs, August 2022

## ENTREPRENEURSHIP FOR THE PUBLIC GOOD (EPG) PROGRAM

The Entrepreneurship for the Public Good (EPG) Program at Berea College creates a multi-year learning experience for undergraduate students to practice and implement Entrepreneurial Leadership in rural communities of central Appalachia. The EPG Program defines Entrepreneurial Leadership as:

*“A process when one person or a group of people in a community originate an idea or innovation for a needed change and influence others in that community to commit to realizing that change, despite the presence of risk, ambiguity, or uncertainty.”*

The EPG curriculum, teaching approach, and course of study are built from this central definition and are expressed in the EPG Cycle of Abilities for Entrepreneurial Leadership. That cycle centers on six core learning goals of the program:

- engaging complexity and uncertainty,
- exploring values and ethical structures,
- facilitating group decisions,
- recognizing opportunity,
- mobilizing resources, and
- advocating change.

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### Number and Percent of Graduates Who Participated in the Entrepreneurship for the Public Good (EPG) Program While Attending Berea College

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total number of graduates	301	306	356	277	286
Number of graduates who participated in EPG while a student	21	20	16	16	16
Percent of graduates who participated:	7%	7%	4%	6%	6%

Source: Entrepreneurship for the Public Good (EPG) Program Office, September 2022  
Office of Institutional Research and Assessment, September 2022



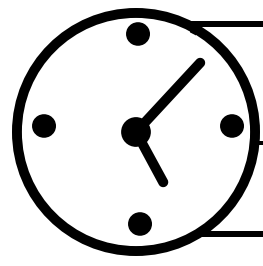
# Student Labor

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

# Student Labor Highlights

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

Fall 2022



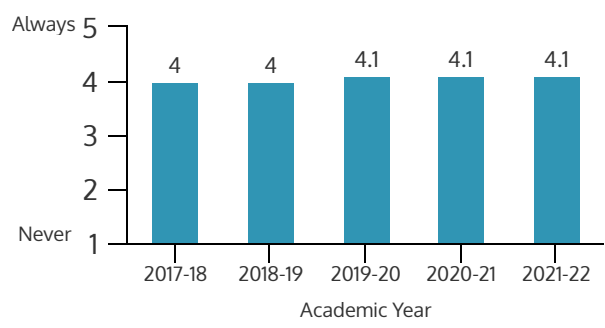
**16,342** Total Hours Contracted per Week

**38%** Contracted for More than 10 Hours/Week

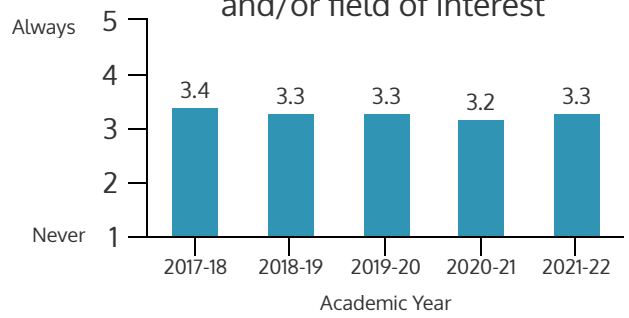
## Based on the Labor Experience Evaluation (LEE)

### Relationship between Work and Academics

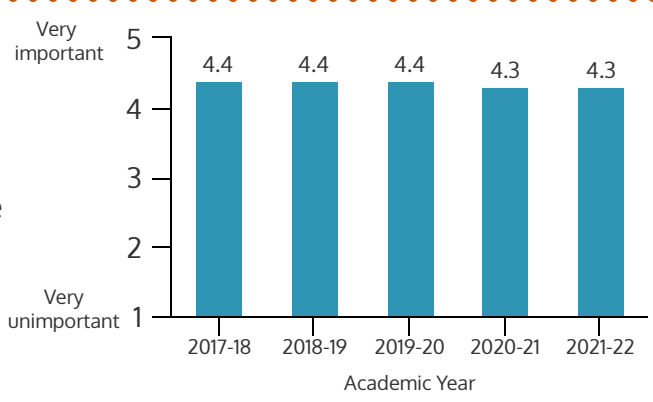
Skills I'm learning at work are supporting my academic development



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



I consider my labor experience to be...



## Overall Student Labor Evaluation (SLE) Score Spring 2022

Given by Labor Supervisors (Primary Positions Only)

**Exceptional labor performance**  
29%

**Exceeds expectations**  
39%

**Meets expectations**  
27%

**Needs improvement**  
3%

**Not meeting expectations**  
1%

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2022**

(As of August 30, 2022)

Departmental Categories	Entering Students		All Students			
	Primary Positions Only		All Degree-Seeking Students*		Total Hours Contracted Per Week	Mean Hours Contracted Per Week
	First-Year Students	Transfer Students	Primary	Secondary		
Academic Support	14	0	112	21	1,345	10.11
Alumni, Communications, and Philanthropy	4	0	24	5	295	10.17
Auxiliary Enterprises: Residence Halls (maintenance crews) and Dining Services	63	5	101	0	1,064	10.35
College Community Service	16	0	60	0	670	11.17
College Farms	18	1	63	6	767	11.12
College Related	0	0	1	0	10	10.00
Community Partnerships	0	0	0	0	n/a	n/a
Facilities Operations	75	4	154	6	1,653	10.33
General and Administrative	19	2	119	7	1,387	11.01
Instruction	41	6	322	75	3,847	9.69
Student Industries: Crafts/Services	54	5	143	6	1,535	10.30
Student Services	49	4	295	22	3,769	11.89
No Labor**	n/a	n/a	17	n/a	-	-
Special Circumstances***	<u>n/a</u>	<u>n/a</u>	<u>1</u>	<u>n/a</u>		
<b>TOTAL</b>	<b>353</b>	<b>27</b>	<b>1,412</b>	<b>148</b>	<b>16,342</b>	<b>10.60</b>

- 394 Extended *primary* position for more than ten hours per week and did not have a secondary position
- 13 Extended *primary* position for more than ten hours per week with a secondary position.
- 134 Contracted in both a primary and at least one secondary position.
- 541 Contracted for more than ten hours a week. (38% of all degree-seeking students)

\*Includes first-year and transfer students.  
 \*\*Includes degree-seeking students who are excused from labor for various reasons such as off-campus opportunities and student teaching.  
 \*\*\*Students who are not required to work in the labor program (e.g., participating in an internship for credit, etc.).

NOTES: 1. For a breakdown of departments within the various categories, please see the next two pages.  
 2. Minimum Labor Requirements: 10 hours per week for the full term for a total of 160 hours  
 3. Pay Ranges, 2022 – 2023: \$ 5.80 - \$ 7.00; Unclassified \$ 7.15; Labor Pool: \$9.50; Break rate: (Thanksgiving, Christmas, and Spring Break): \$9.50; Break Rate (Summer): \$9.50

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

# LABOR DEPARTMENTS

## Academic Support (N = 17 Departments)

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

## Alumni, Communications, and Philanthropy (N = 3 Departments)

Alumni Relations  
Annual Giving  
Marketing and Communication

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

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

Dining Services

## College Community Service (N = 12 Departments)

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

## College Farms (N = 3 Departments)

Administrative Staff  
Farm Store  
Farms

## College Related (N = 1 Department)

Brushy Fork Institute

## Community Partnerships (N = 0 Departments)

Due to COVID-19, there were no labor positions approved with our community partners for Academic Year 2022-23.

## Facilities Operations (N = 7 Departments)

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

## Labor Departments, continued

### General and Administrative (N = 13 Departments)

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

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

### Instruction (N = 33 Departments)

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

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

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

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

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

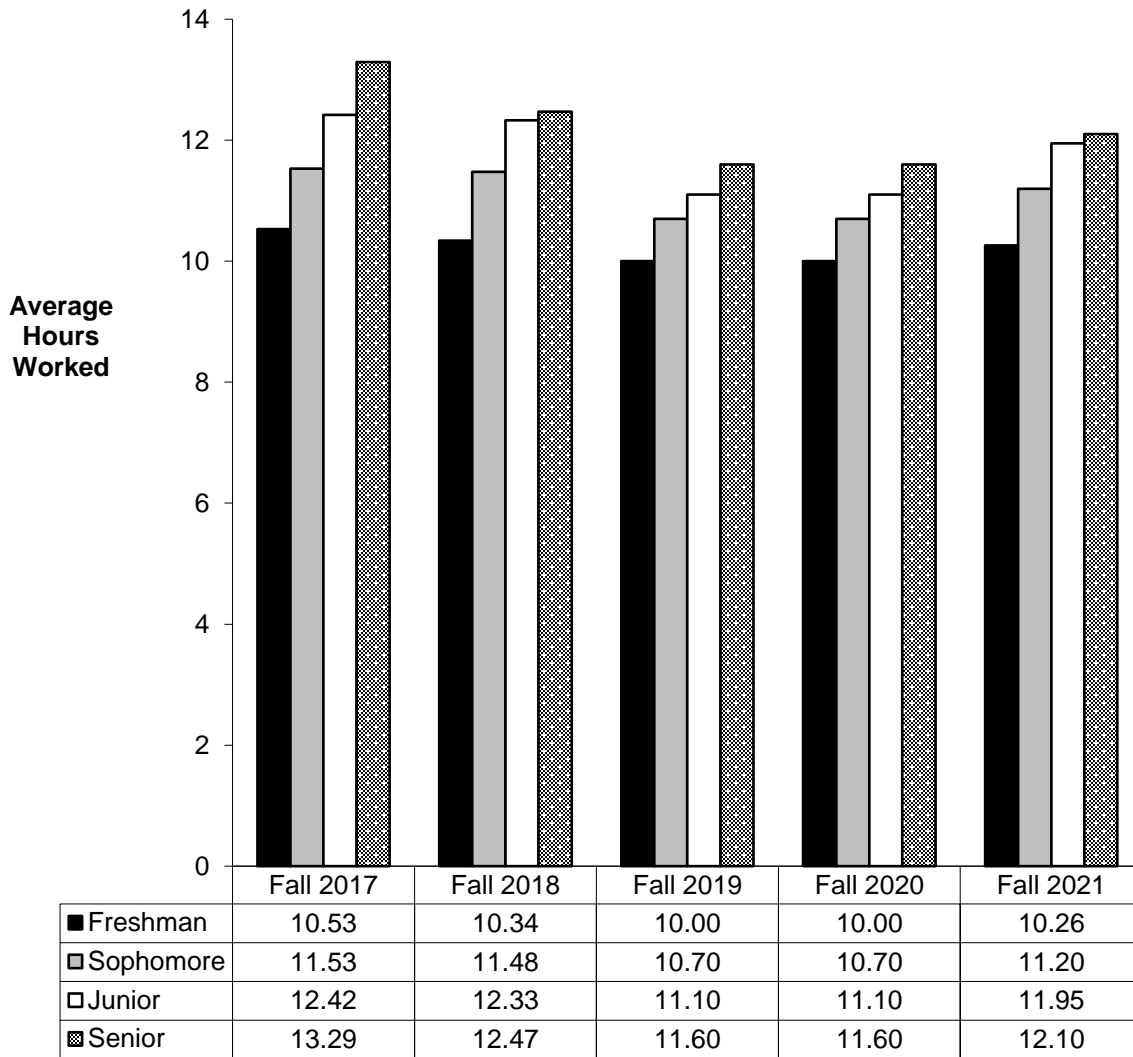
### Student Services (N = 19 Departments)

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

Comprehensive Wellness Programs  
Counseling Services  
Labor Program and Student Payroll Office  
Office of the Vice President for  
Student Life  
Public Safety  
Seabury Center  
Student Financial Aid Services  
Student Life  
Non-Traditional Program  
Peer Health Education  
Residence Halls

Complied by the Office of Institutional Research and Assessment, October 2022

## AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



<b>All Students</b>	<b>12.55</b>	<b>11.94</b>	<b>10.85</b>	<b>10.85</b>	<b>11.38</b>
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Source: Office of Student Financial Aid Services, October 2022

# THE STUDENT LABOR PROGRAM: A PRACTICAL EDUCATION PROGRAM

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

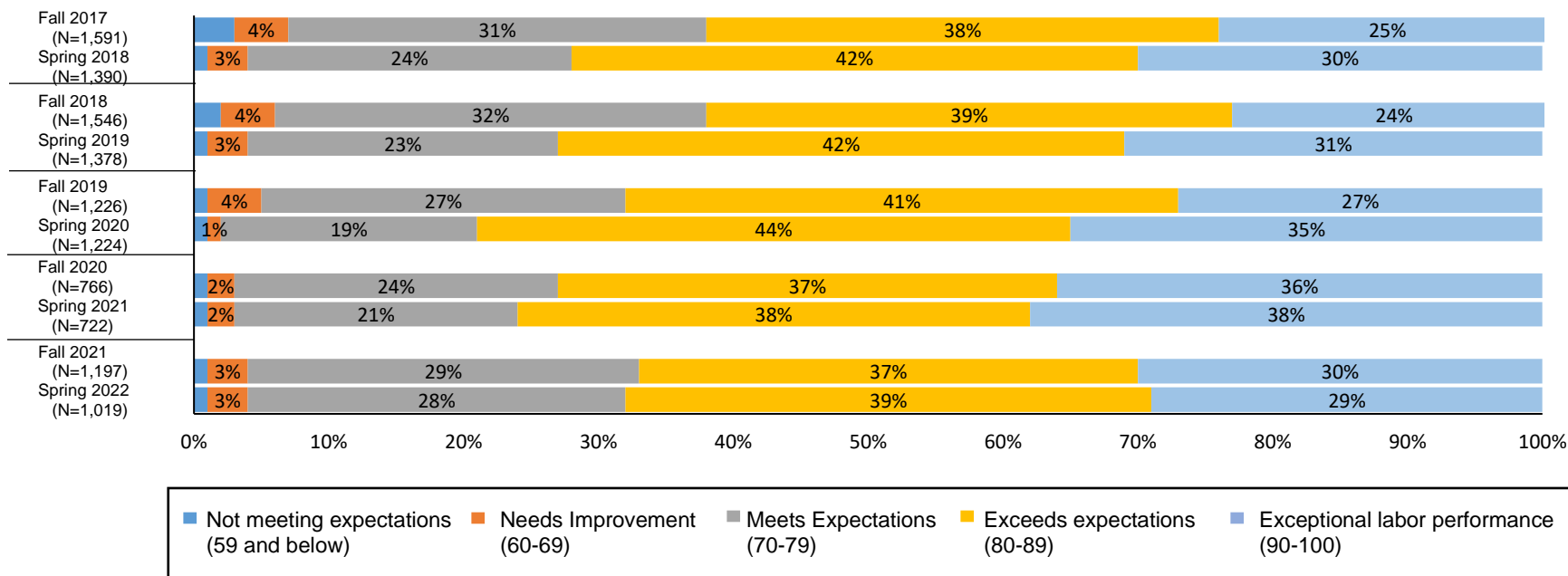
## Labor Supervisor/Practical Instructor

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

## Student Labor Evaluation (SLE)

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

**Overall Student Labor Evaluation (SLE) Score Given by Labor Supervisors for Primary Positions Only  
Academic Years 2017-2018 through 2021-2022**



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

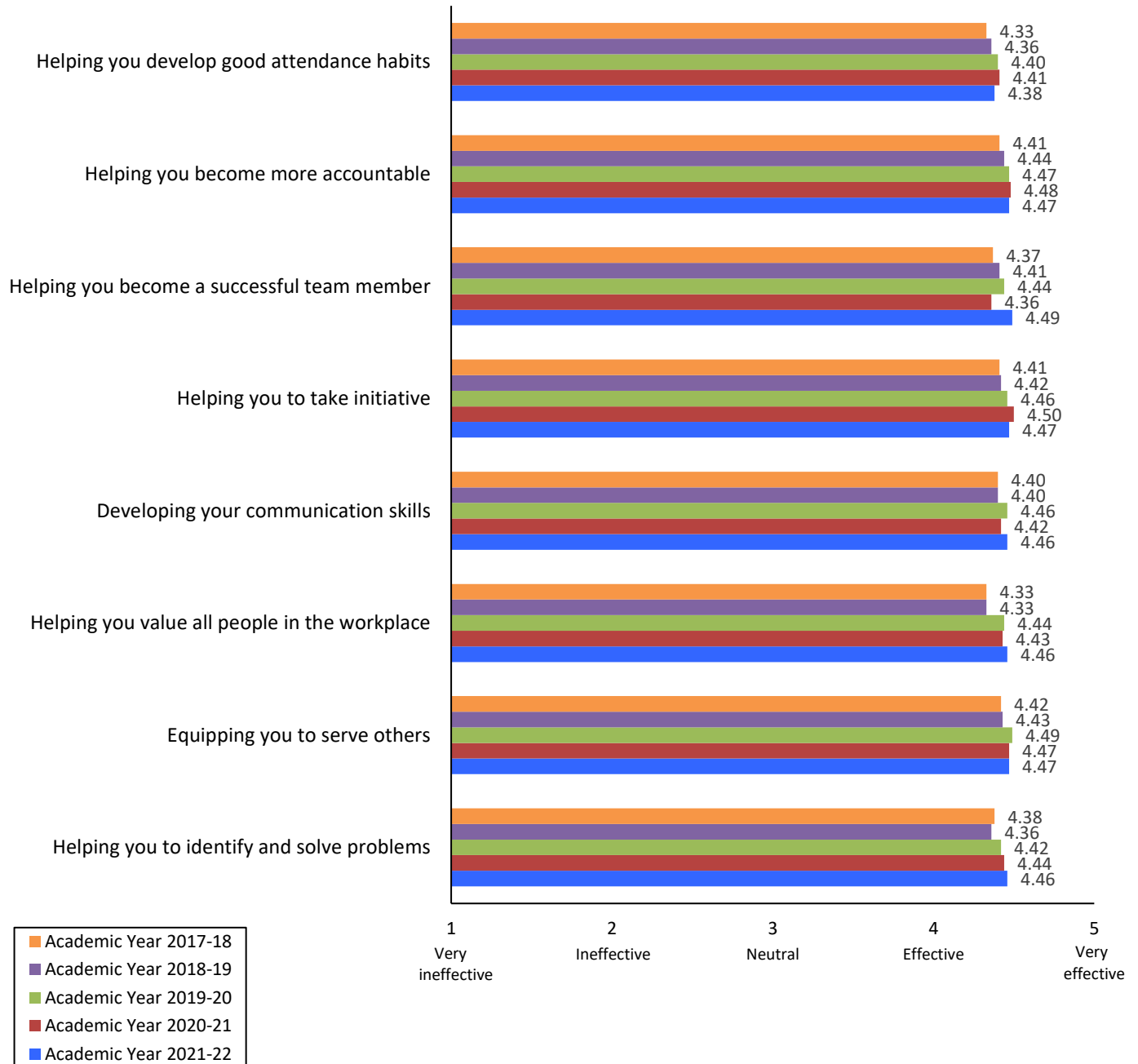
## The Student Labor Program, continued:

### Labor Experience Evaluation (LEE)

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

#### Learning through Work Experiences

How effective has your labor experience been in..

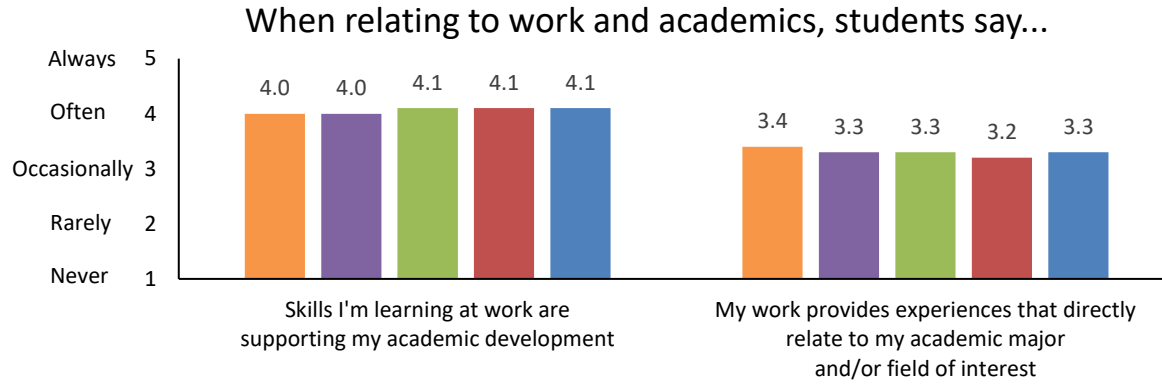


Compiled by the Office of Institutional Research and Assessment from data provided by the Labor Program Office, November 2022

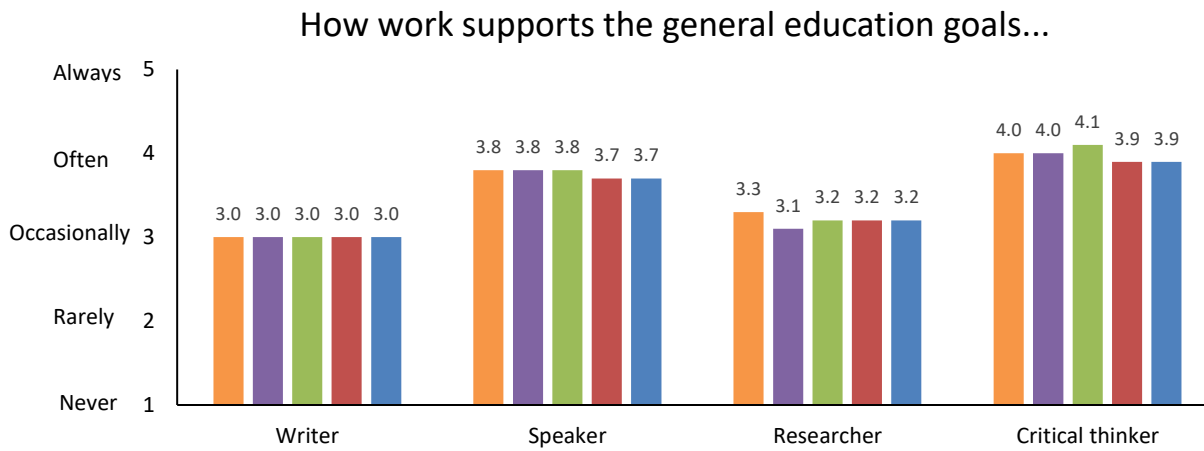


# The Student Labor Program: Labor Experience Evaluation (LEE), continued:

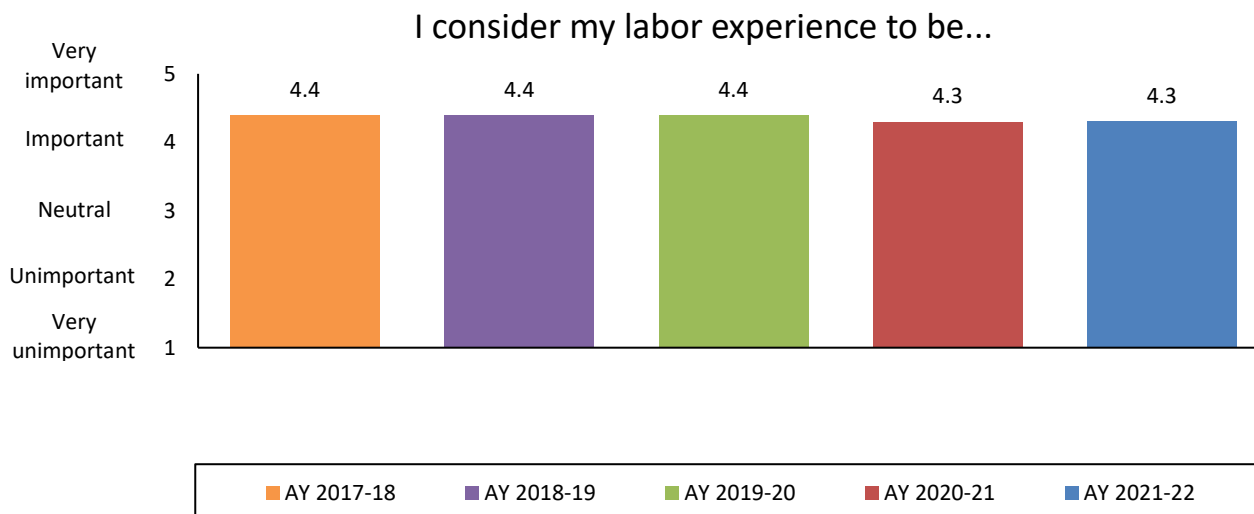
## Relationship between Work and Academics



## Supporting the Four Core General Education Goals



## Evaluating the Importance of the Labor Experience



# Student Costs

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

## COST OF ATTENDANCE\* AND OTHER STUDENT EXPENSES

	Academic Year <u>2018-2019</u>	Academic Year <u>2019-2020</u>	Academic Year <u>2020-2021</u>	Academic Year <u>2021-2022</u>	Academic Year <u>2022-2023</u>
Cost of Attendance*	\$39,400	\$44,100	\$44,400	\$42,900	\$44,300
Registration Costs:					
Room (Housing)	3,488	3,592	3,772	3,886	4,002
Board (Meals)	3,276	3,374	3,492	3,598	3,740
Accident Fund	2	2	2	2	2
Campus Activities Fee	50	50	50	50	64
Chimes (School yearbook)	34	34	0	0	0
Health and Dental** Fees	104	114	176	176	176
Pinnacle (School newspaper)	12	12	12	12	12
Student Engagement Fee***	n/a	n/a	34	34	34
Student Government Association	18	18	18	18	18
Technology Fee	<u>370</u>	<u>370</u>	<u>400</u>	<u>420</u>	<u>420</u>
SUBTOTAL	\$ 7,354	\$ 7,566	\$7,956	\$8,196	\$8,468
Average other Costs:					
Books and Supplies	700	700	700	700	700
Personal	1,600	1,700	1,700	1,700	1700
Transportation	<u>800</u>	<u>800</u>	<u>900</u>	<u>900</u>	<u>900</u>
SUBTOTAL	\$3,100	\$3,200	\$3,300	\$3,300	\$3,300
TOTAL STUDENT EXPENSE BUDGET	\$ 10,454	\$10,766	\$11,256	\$11,496	\$11,768

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

\*\*Dental Fee added in 2019-2020.

\*\*\*Student Engagement Fee added in 2020-2021.

### **Definitions**

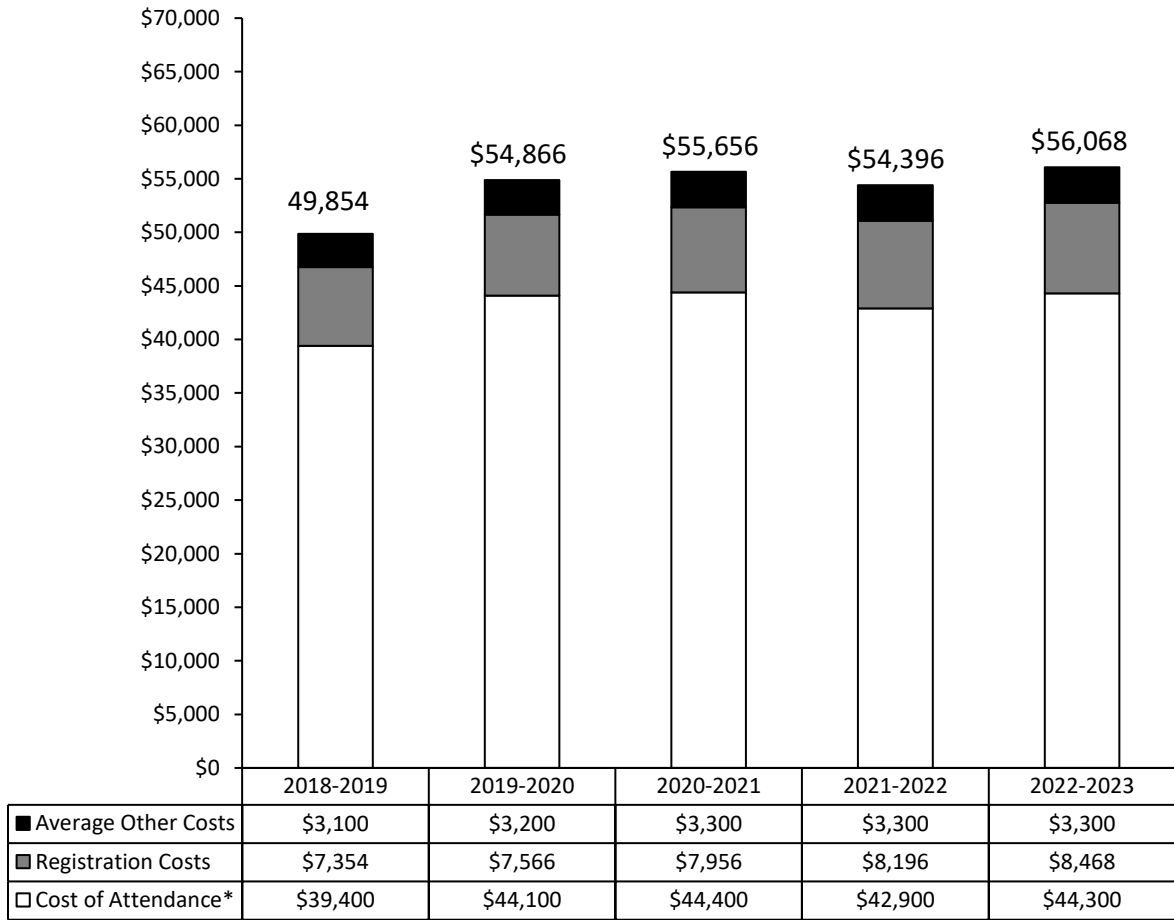
*Cost of attendance* is paid by the College (no student pays this cost) from the endowment, gifts, scholarships, and grants brought by the students. Cost of attendance covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni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

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

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

Source: Office of Student Financial Aid Services, September 2022.

## TOTAL STUDENT COSTS



### Academic Year

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

### Definitions

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

*Registration Costs* include room (housing), board (meals), accident fund, campus activities fee, Chimes (school yearbook) [removed 2020-2021], health and dental (added in 2019-2020) fees, Pinnacle (school newspaper), technology fee, student engagement fee (added 2020-2021) and student government association fees. For more details, please see page 116.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 116.

Source: Office of Student Financial Aid Services, September 2022.

# Student Life

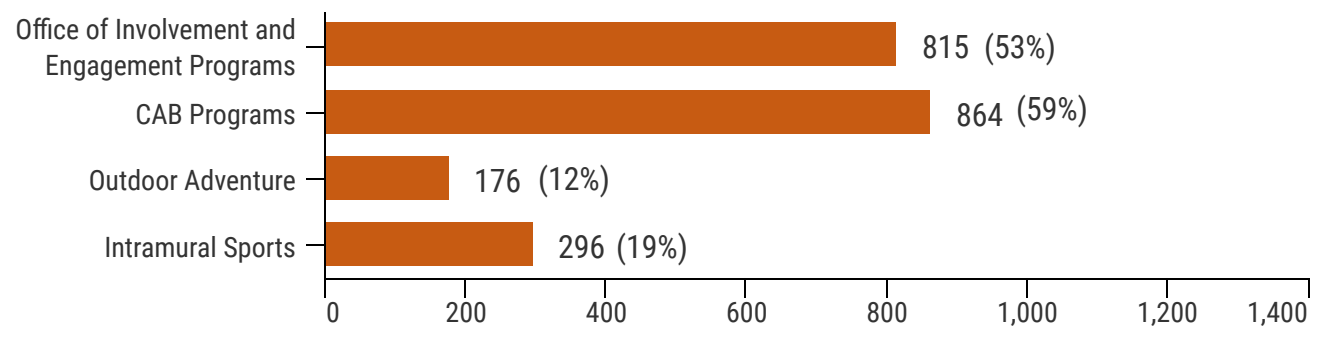
- Highlights
- Registered Student Organizations, Academic Year 2022-23
- Black Cultural Center
- Residence Life
- Office of Involvement and Engagement
- Outdoor Adventure and Intramural Sports Participants



# Student Life Highlights

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

## Academic Year 2021-22 Student Participants\* and Participation Rate in Student Life Programs



\*Unique participants. Many students participated in programs multiple times.

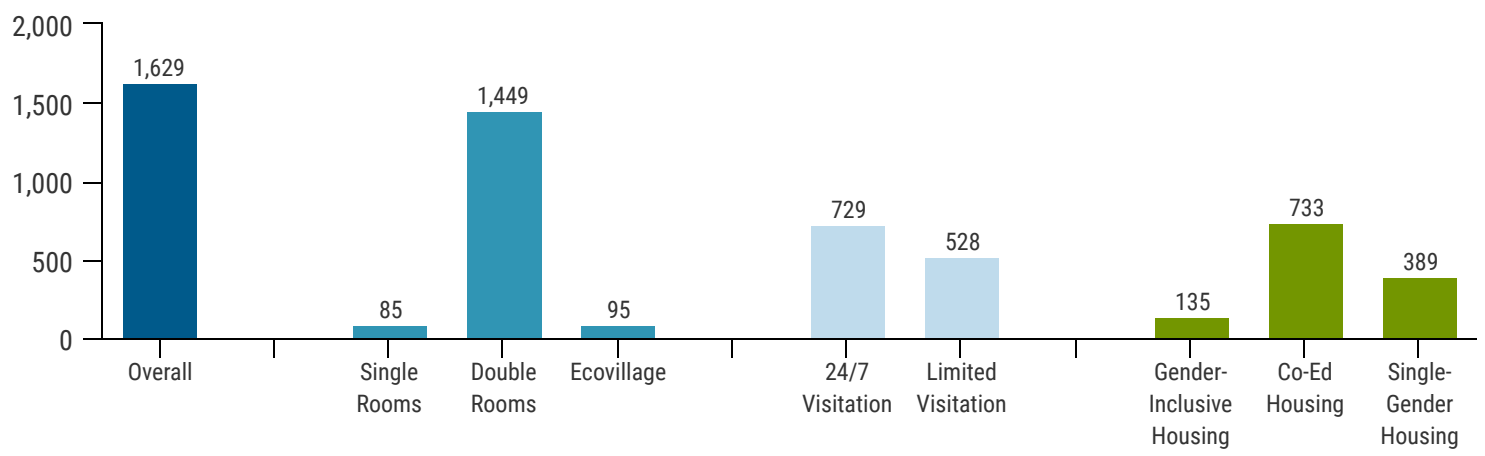
**58%**

of students in campus housing live in a hall with 24/7 visitation

Registered Student Organizations

**53**

## Student Residence Living Capacity: Overall, By Room Type, Visitation Status, and Housing Status



## REGISTERED STUDENT ORGANIZATIONS ACADEMIC YEAR 2022-2023

Student Life promotes a positive learning environment by providing a forum for students to create and express themselves through involvement in student clubs/organizations. Student groups serve to connect students with shared interests, and they create a guided learning community that supports personal development and promotes leadership.

Active Minds	Developer Student Club
African Students Association	Emergent CEO
Agriculture Union	Exceeding Your Crunk Expectations Step Team
Alpha Psi Omega (APO) (Theatre Honor Society)	Fierce Young and Hype (FYAH) [Hip Hop Dance Team]
American Sign Language (ASL) Club	Folk-Roots Ensemble
Appalachian Student Union	Gender & Sexuality Alliance
Arab Student Association Al Maqam	Girls Who Code Berea College Loop/Association of Machinery Computing (ACM-W)
Asian Student Union (ASU)	Health & Human Performance (HHP) Club
Average Seal Enjoyer's	InterVarsity Christian Fellowship
Baptist Campus Ministry	Japanese Taiko and Culture Club
Berea College Political Science Association	Latinx Student Union (LSU)
Berea College Youth Communist League	Mortar Board Honor Society - Alpha Sigma Chi
Berea Economic Association	Mountaineer Volleyball Club
Berea Middle Eastern Dance Ensemble	Muslim Students Association
Bethel Campus Fellowship	Non-Traditional Student Association
Biology Club	Orthodox Christian Fellowship
Black Music Ensemble (BME)	Pre-Health Professions Club
Black Student Union (BSU)	Pre-Veterinary Club
Building Revolution, Anti-Imperialism, and Dissent (BRAID)	Psychology Club
Campus Activities Board (CAB)	Rotaract
Catholic Newman Club	Sazón Latino
Chess Club	Society of Physics Students
Chinese Language and Culture Club	South Asian Fusion Dance Team
Code Together	Student Government Association (SGA)
Cosmopolitan Club	The Chemistry Club
CRU (Campus Crusades for Christ) [Interdenominational]	The National Society of Black Engineers
	Tri-Beta National Honor Society

## **BLACK CULTURAL CENTER**

The Black Cultural Center was established in 1983. The mission of the Black Cultural Center is to provide services that support the needs of African American people at Berea College. We do this through co-curricular programs, leadership development, intercultural/interracial understanding opportunities, academic excellence strategies, and other experiences.

### **Signature Programs**

#### **Black Male Leadership Initiative (BMLI)**

The Black Male Leadership Initiative (BMLI) is a program that has focused on Black male students for over ten years and addresses the gaps in retention and graduation rates. This program provides our Black males with support, guidance, Black male Faculty/staff engagement, resources, and inspiration as they navigate college. Students meet in the Carter G. Woodson Center every Tuesday and Thursday. *An average of 20 students attend each meeting.*

#### **Kula Kusoma (To Eat, To Learn)**

Black Alumni share their stories about life before, during, and after Berea College during this program. We enjoy a catered meal where we eat and learn from Berea's Legendary Alumni. Kula Kusoma takes place once a month. *Approximately 40—50 faculty/staff members attend each month.*

#### **Presentation of Stoles Ceremony**

The Presentation of Stoles Ceremony honors our Black graduates at every Berea College commencement. We present each graduate with Kente stole hand woven from Ghana, representing our African roots. During this program, we honor the village that helped our graduates along the way and recognize their involvement with the various programs and organizations they participated in as Berea College Students. *Each academic year we have approximately 50 students who participate in this program where Black Faculty/Staff, students, and their family and friends celebrate this huge accomplishment.*

#### **Sankofa Scholars Program**

The Sankofa Scholars program is designed to assist new students of color in their transition to Berea College and increase their graduation and retention rates. We provide students with academic and professional skill-building sessions, service-learning opportunities, and career cluster groups that will soon include involving Berea Alumni members. *We currently have approximately 25 students who consistently participate in this program.*

#### **Sisterhood of Queens United Among the Diaspora (S.Q.U.A.D.)**

S.Q.U.A.D. aims to provide a safe emotional space that allows young Black women on campus to feel included, empowered, and celebrated. This mentorship program teaches the key principles of self-love, authenticity, resiliency, respect, and comradery to navigate Berea College and Post-graduate life. We aim to provide resources and skills that benefit the students' scholarly, professional, emotional, and mental well-being. S.Q.U.A.D. meets twice a month. *Between 20-25 students attend the bi-weekly meetings.*



## RESIDENCE LIFE Fall 2022

The residentiality of Berea College is captured in the seventh Great Commitment, capturing the ideal for the residential experience to integrate “health and wellness, zest for learning, high personal standards, and a concern for the welfare of others.” The residential environment facilitates a sense of community and belonging through connections between students and student staff. Each residence hall seeks to provide an environment conducive to academic learning and creating lifelong friendships.

Varying in architecture, size, room arrangement, and traditions, the fourteen traditional residence halls comprise an important component of a Berea College education. Both first-year and returning students live in the traditional residence halls.

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

<u>Traditional Residence Halls</u>	<u>Capacity</u>	<u>Occupancy</u>	<u>Occupancy Rate</u>
Anna Smith	82	69	84%
Bingham	86	69	80%
Blue Ridge	100	37	37%
Dana	136	114	84%
Danforth	174	152	87%
Elizabeth Rogers	89	66	74%
Fairchild	73	56	77%
James	110	62	56%
Kentucky	98	81	83%
Kettering	174	151	87%
Pearsons	118	91	77%
Seabury	52	44	85%
Shinn (formerly Deep Green)	132	114	86%
Talcott	<u>95</u>	<u>82</u>	<u>86%</u>
Subtotal	1,519	1,188	78%
 <u>Other Student Residence Spaces</u>			
Ecovillage	95	58	61%
Home Management House	12	8	67%
Hunt Acres Farm House	<u>3</u>	<u>3</u>	<u>100%</u>
 <b>TOTAL</b>	 <b>1,629</b>	 <b>1,257</b>	 <b>77%</b>

NOTE: Occupancy rates are lower overall because the College’s overall enrollment is lower.

Source: Campus Life, December 2022

## RESIDENCE LIFE, CONTINUED

### Fall 2022

Most students (90%) live with a roommate in a double-occupancy room in a traditional residence hall. Berea has limited space available to accommodate students with accessibility needs. Apartment-style housing is available at the EcoVillage to students that are married, parents, and/or are over the age of 23. A small number of EcoVillage apartments are designated to help senior students transition to post-graduate living.

<u>Room Types Available</u>	<u>Capacity</u>	<u>Occupancy</u>	<u>Occupancy Rate</u>
Single	85	62	73%
Double	1,449	1,139	79%
Apartment (Ecovillage)	<u>95</u>	<u>56</u>	<u>59%</u>
<b>TOTAL</b>	<b>1,629</b>	<b>1,257</b>	<b>77%</b>

A revised visitation policy was adopted in 2022 to ensure that students of all genders and sexualities are provided equal opportunities for guest visitation in their rooms. Students opt into their preferred residential environment during the housing selection process.

Residence halls with 24/7 Visitation allow students to invite guests of any sex or gender into their room at any time. Residence halls with Limited Visitation limit guest access to 72 hours each week for guests that do not share the gender or sexuality of the residential community. Irrespective of their residence hall, first-year student visitation begins after a one-month transition period. Of the 1,257 students living in campus housing, fifty-eight percent (729) live in a residence hall with 24/7 visitation.

#### Visitation Status

24/7 Visitation	990	729	74%
Limited Visitation	<u>639</u>	<u>528</u>	<u>83%</u>
<b>TOTAL</b>	<b>1,629</b>	<b>1,257</b>	<b>77%</b>

In accordance with the Great Commitment “to create a democratic community dedicated to education and gender equality,” Berea College started a Gender Inclusive Housing (GIH) community in 2012 to build fellowship and promote awareness of LGBTQIA+ issues. Over the past ten years, the options for residential living have expanded and grown to meet the needs of today’s students. Single-Gender Housing provides an environment where all roommate pairs and residents of the residence hall share the same gender or sex. In Co-Ed Housing, roommate pairs share the same gender or sex, but the gender or sexual identity of residents may differ by room, suite, or floor in the residence hall. GIH continues to provide an inclusive living opportunity in which roommate pairs are chosen, with mutual agreement, regardless of the student’s sex at birth, gender identity, or gender expression.

<u>Housing by Status</u>	<u>Capacity</u>	<u>Occupancy</u>	<u>Occupancy Rate</u>
Gender-Inclusive Housing	188	135	72%
Co-Ed	740	733	99%
Single-Gender	<u>701</u>	<u>389</u>	<u>55%</u>
<b>TOTAL</b>	<b>1,629</b>	<b>1,257</b>	<b>77%</b>

Source: Campus Life, December 2022

## OFFICE OF INVOLVEMENT AND ENGAGEMENT

A vibrant campus community is characterized by engaged students that pursue their passions in and out of the classroom. Berea College's Office of Involvement and Engagement empowers student leaders to explore co-curricular pathways that deepen student connections in the Berea community. Varied and diverse opportunities for involvement ensure that every student can explore their interest and join other like-minded Bereans.

Often these programs highlight the diversity of the Berea student body with organizations such as the Latinx Student Union or the Gender and Sexuality Alliance. In the evenings, Bereans gather at late-night events hosted through the "Mountaineers After Dark" series. Student clubs and organizations are an equally vibrant part of the Berea community, and a growing list of student groups (see page 118 for a list of registered student organizations) ensures that opportunities exist for everyone.

The Campus Activities Board (CAB) is a student group dedicated to creating an engaged community through campus events. In addition to Berea traditions like Homecoming and Hallowpalooza, CAB hosts events for students nearly every weekend.

### ACADEMIC YEAR 2021-22 PARTICIPANTS

#### Office of Involvement and Engagement Programs

Total participants	1,960	
	<u>Number of Unique Participants</u>	<u>Percent of Unique Participants</u>
All Participants	933	40%
Faculty	11	8%
Staff	107	17%
Students	815	53%

#### Campus Activities Board (CAB) Programs

Total participants	2,410	
	<u>Number of Unique Participants</u>	<u>Percent of Unique Participants</u>
All Participants	900	
Students	864	59%
Other Participants*	36	

\*Other participants include faculty, staff, alumni, and potential students.

NOTE: Percentages are based on the number of degree-seeking students for academic year 2021-22, the number of full-time faculty and number of staff in fall 2021.

Source: Campus Life, December 2022

## OUTDOOR ADVENTURE AND INTRAMURAL SPORTS PARTICIPANTS

The outdoor adventure and intramural sports programs provide opportunities for exercise and wellness, connect students, and foster teamwork. Outdoor adventure trips allow students to explore the many regional hotspots for hiking, climbing, kayaking, and more. Trained student leaders act as planners and guides to host excursions and trips throughout Appalachia and Central Kentucky. Other trips stay closer to campus. Students can often be found hiking at Berea College's Pinnacles—named the best hike in Kentucky by Outdoor magazine—or canoeing at Owsley Fork Reservoir, also owned by the college.

### OUTDOOR ADVENTURE STUDENT PARTICIPANTS

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total student participants	216	289	306	213	207
Number of unique student participants	118	112	163	136	176
Percent of unique students who participated:	7%	7%	10%	9%	12%

NOTE: Percentages are based on the number of degree-seeking students for each academic year.

Students may also become involved in intramural and/or club sports. Teams of students, faculty, and staff compete in everything from badminton to table tennis and flag football. Over a dozen sports intramural sports competitions are offered each year.

### INTRAMURAL SPORTS PARTICIPANTS

	Academic Years				
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total participants	208	370	311	268	364
<u>Number of unique participants:</u>					
Overall	158	364	284	230	303
Faculty/Staff	18	19	12	4	7
Percent participation:	3%	2%	1%	0.5%	1%
Students	139	340	272	226	296
Percent participation:	8%	20%	16%	14%	19%
Community Members	1	4	0	0	0

NOTE: Percentages are based on the number of degree-seeking students for each academic year and the number of faculty and staff in the fall of that year.

Source: Campus Life, December 2022

# Alumni, Communications and Philanthropy

- Highlights
- Alumni Executive Council
- Alumni by State and U.S. Territories (map)
- Alumni by Countries (Map)
- Alumni by Countries Organized by Continent
- Amount of Gifts by Constituent Categories
- Alumni Giving Summary
- Gifts by Designation, Fiscal Year 2020-21 and 2021-22
- Number of Donors
- Source of Donations to Berea College

# Alumni, Communications and Philanthropy Highlights

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

Fiscal Year 2021-2022

## Giving

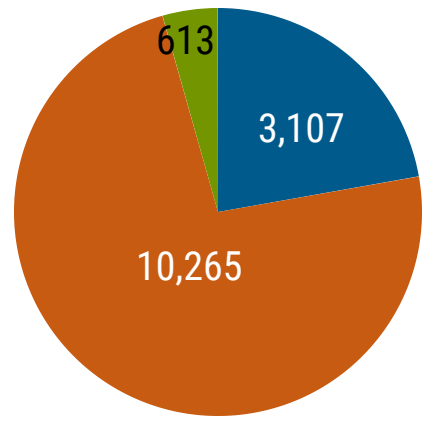


Donated to Berea

**13%** of alumni

**32%** of current students

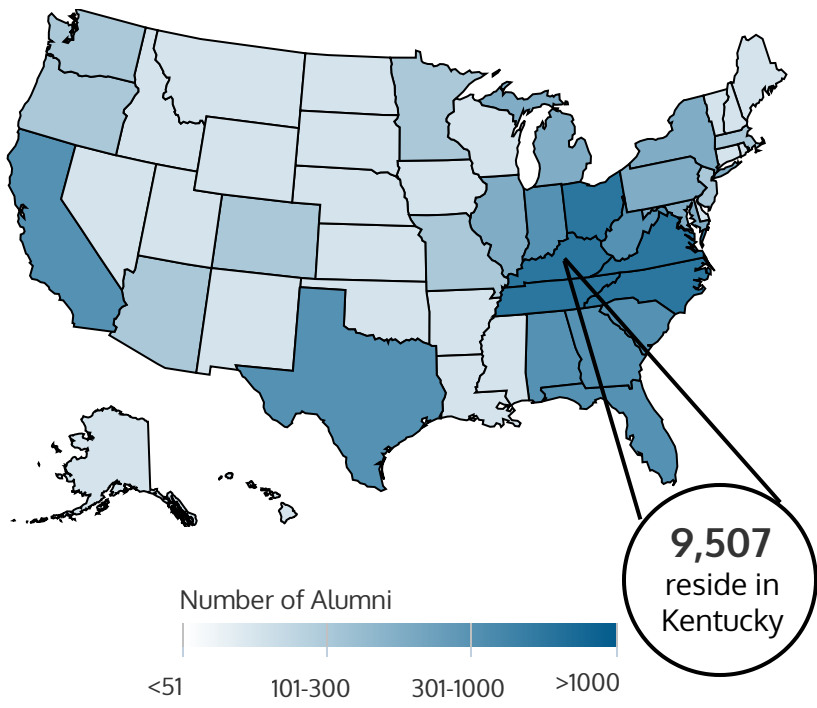
## Number of Donors



- Alumni and Current Students
- Friends
- Nonpersons\*

\*Nonpersons includes funds raised from foundations, corporations, organizations, religious groups, and fund-raising consortia.

## Current Residence of Alumni



### Number of Alumni by Continent

- Africa 59
  - Asia 87
  - Western Hemisphere (Americas)\* 62
  - Europe 81
  - Oceania 5
- \*Not including U.S.

Alumni reside in **96** countries.

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

## ALUMNI EXECUTIVE COUNCIL ACADEMIC YEAR 2022-2023

The Alumni Executive Council should...

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

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

### **Executive Committee**

#### President

Sherry McCulley-Hall '81 (North Carolina)

#### President of Berea College

Dr. Lyle D. Roelofs (Kentucky)

#### President-Elect

Dr. Dwayne Compton '01 (Kentucky)

#### Associate Vice President for Alumni Relations

Jackie Collier '80 (Kentucky)

#### Past President

Joe Saleem '08 (Kentucky)

#### Vice President for Alumni, Communications and Philanthropy

Dr. Chad Berry, Honorary '20 (Kentucky)

### **Alumni Trustees**

Celeste Patton Armstrong '90 (Alabama)

Bill Daugherty '76 (Kentucky)

Dr. Betty Hyatt Olinger '69 (Kentucky)

Diane Artist Wallace '80 (Kentucky)

### **Members-At-Large**

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

V. Eldon Ball '70 (Virginia)

Dr. Geoffrey Bartlett '93 (New York)

Raymond Crenshaw '12 (DC)

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

Ethan Hamblin '14 (North Carolina)

Vallorie Henderson '79 (Kentucky)

Jane Miller Hutchens '71 (Kentucky)

Dr. Randy Johnson '91 (Kentucky)

Zack Johnson '17 (Kentucky)

Elle Keys '18 (Florida)

Angie Li '16 (Tennessee)

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

Tran Nguyen '17 (Indiana)

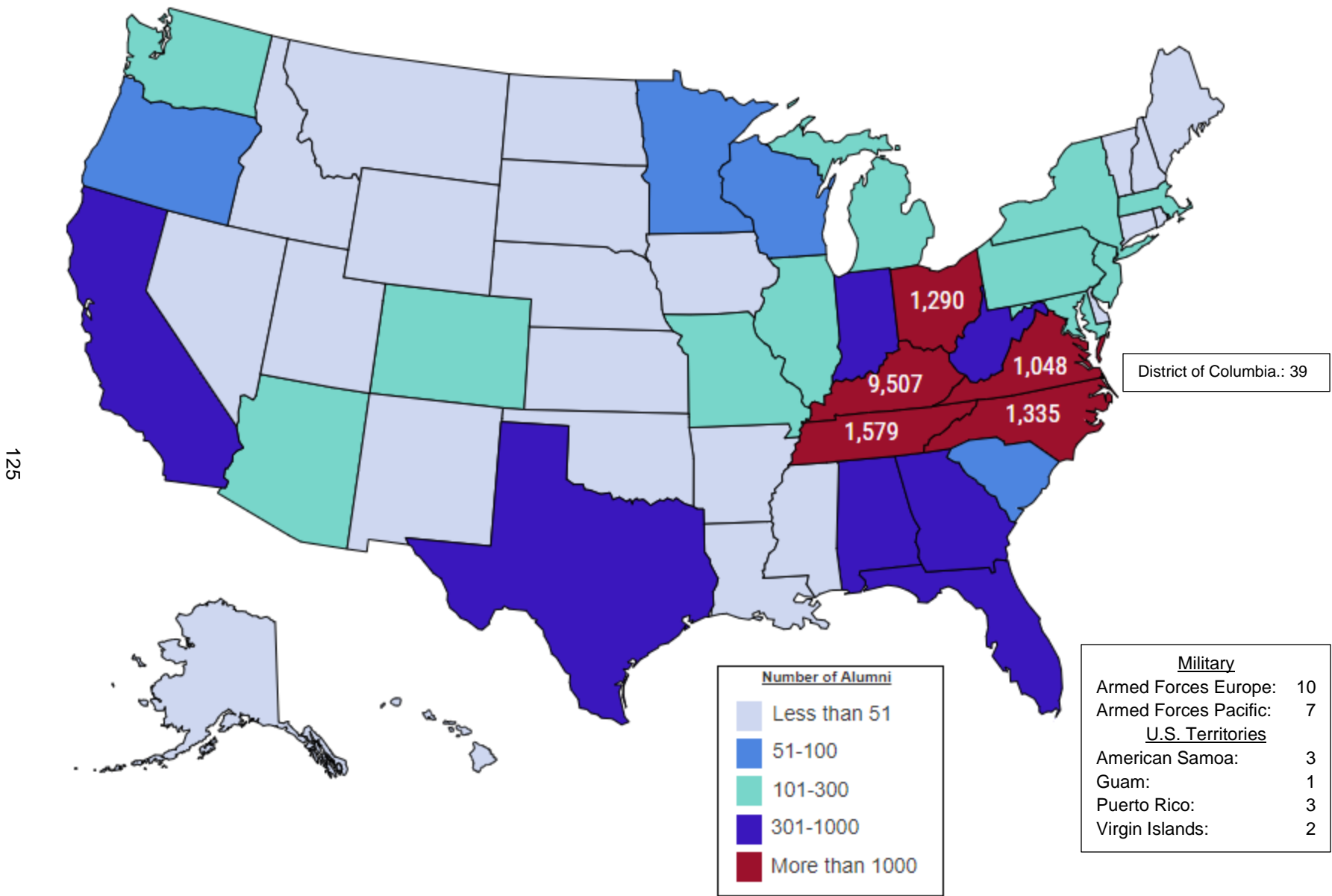
Robert Phillips '90 (Virginia)

Mahjabeen Rafiuddin '97 (Florida)

Carlos Verdecchia '91 (Kentucky)

Source: Alumni Relations website, October 2022

**ALUMNI\* BY STATE (50 STATES), U.S. TERRITORIES (4), AND DISTRICT OF COLUMBIA**  
 As of October 2022

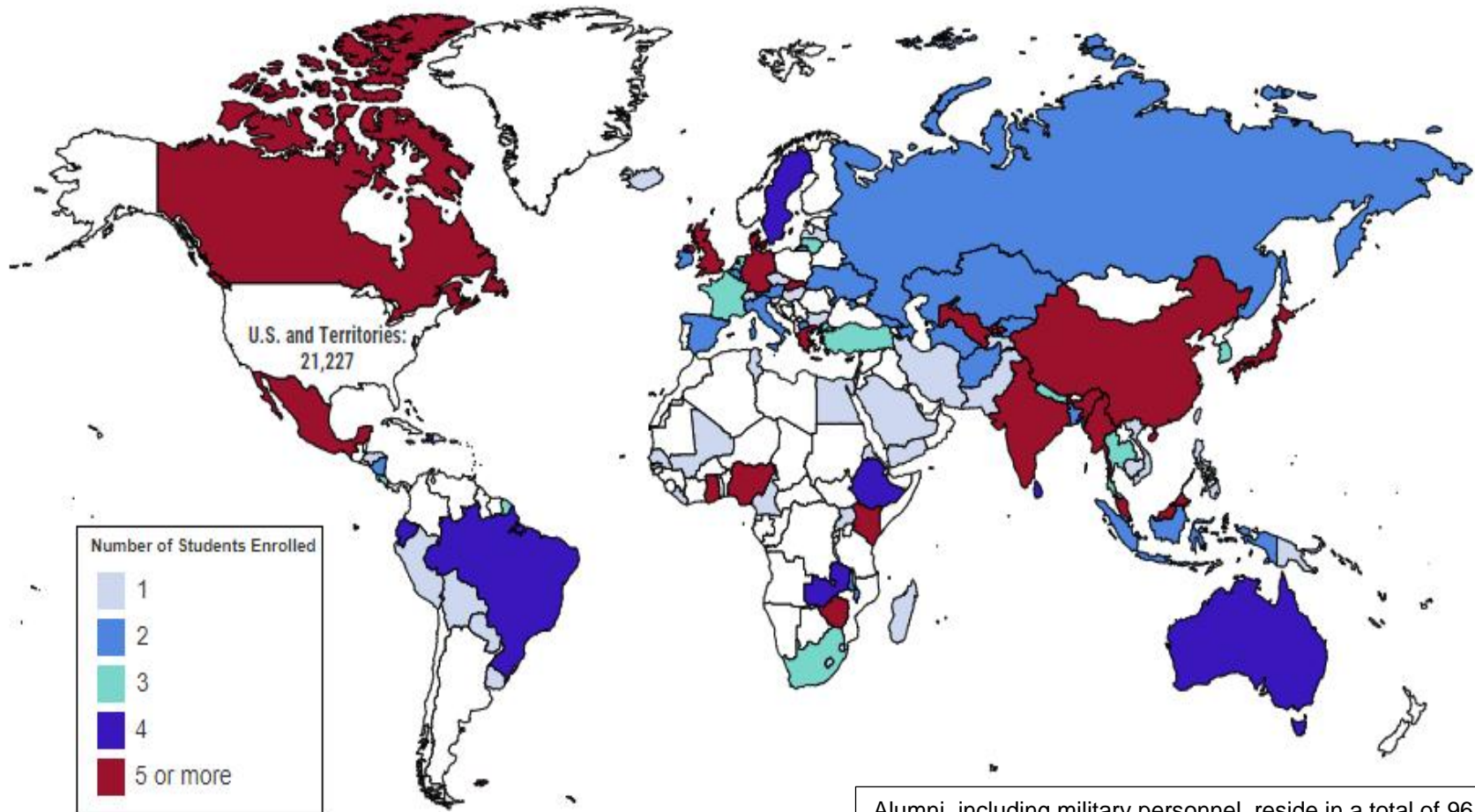


\*Alumni include graduates as well as anyone who has received academic credit from Berea College, for whom Alumni Relations has a current address.

Source: Alumni, Communications and Philanthropy, October 2022



**ALUMNI\* BY COUNTRY \*\***  
**As of October 2022**



Alumni, including military personnel, reside in a total of 96 countries other than the United States and its territories.

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

\*\*For more details about countries and continents, please see page 127.

NOTE: For more details about U.S. state residency, please see page 125.

Source: Alumni, Communications and Philanthropy, October 2022.

## ALUMNI\* BY COUNTRIES ORGANIZED BY CONTINENT AS OF SEPTEMBER 2022

### Africa (21 countries)

Cameroon	1
Egypt	1
Eritrea	1
Ethiopia	4
Gambia	2
Ghana	5
Kenya	6
Lesotho	1
Liberia	1
Madagascar	1
Malawi	2
Mali	1
Nigeria	12
Senegal	1
South Africa	3
Swaziland	1
Tanzania	3
Tunisia	1
Uganda	1
Zambia	4
Zimbabwe	7

Africa TOTAL     59

### Asia (33 countries)

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

Asia TOTAL     87

### Europe (24 countries)

Austria	2
Azerbaijan	2
Belgium	2
Bulgaria	1
Czech Republic	1
Denmark	6
France	3
Georgia	2
Germany	7
Greece	12
Hungary	1
Iceland	1
Ireland	2
Italy	2
Latvia	1
Lithuania	3
Macedonia	2
Netherlands	3
Slovak Republic	5
Spain	2
Sweden	4
Switzerland	1
Ukraine	2
United Kingdom	14

Europe TOTAL     81

### Oceania (2 countries)

Australia	4
Papua New Guinea	1

Oceania TOTAL     5

### Western Hemisphere (The Americas)

#### (16 countries)

Bolivia	1
Brazil	4
Canada	28
Cayman Islands	1
Costa Rica	3
Dominican Republic	1
Ecuador	4
Haiti	4
Honduras	1
Jamaica	2
Mexico	6
Nicaragua	2
Paraguay	1
Peru	1
Trinidad and Tobago	2
Uruguay	1

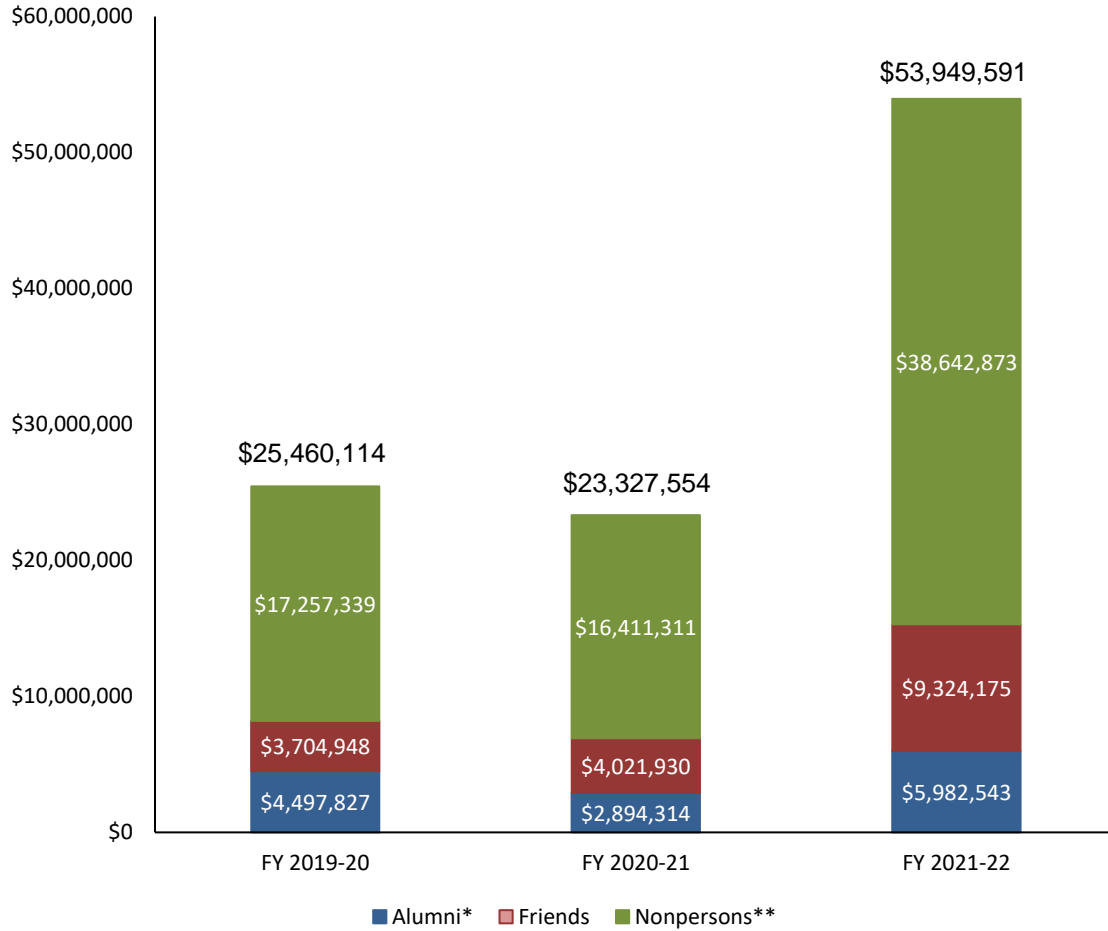
Western Hemisphere TOTAL     62

Countries Outside the U.S.	294
United States (see page 125)	21,218
U.S. Territories (see page 125)	9
Armed Forces-Europe/Pacific	17

**TOTAL     21,538**

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

**AMOUNT OF GIFTS BY CONSTITUENT CATEGORIES**  
**Fiscal Years 2019-2020, 2020-2021 AND 2021-2022**



\*Alumni includes graduates as well as anyone who received academic credit from Berea College. It also includes gifts from currently enrolled students.

\*\*Nonpersons includes funds raised from foundations, corporations, organizations, religious groups, and fund-raising consortia.

NOTE: These gifts are those raised by the Alumni, Communications and Philanthropy Department; gifts from Strategic Initiatives are not included in this chart.

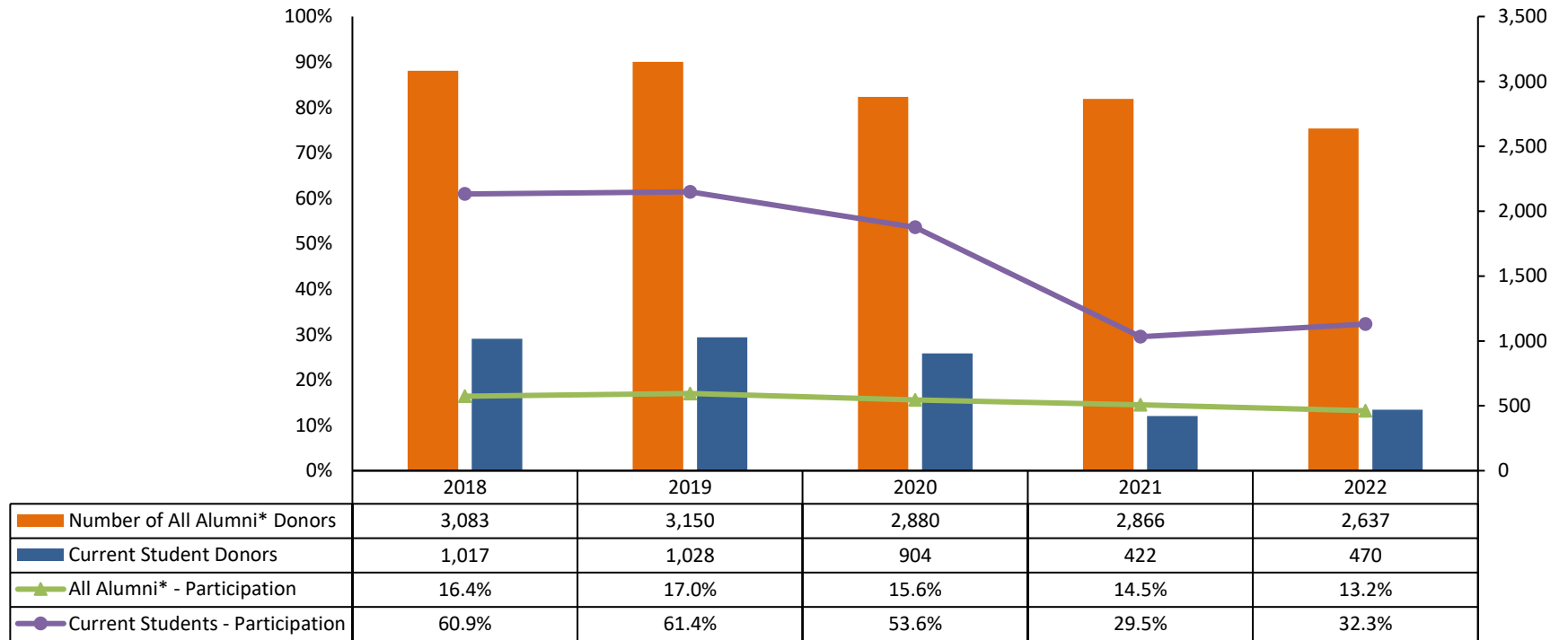
Source: Alumni, Communications, and Philanthropy, July 2022

## ALUMNI\* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Alumni Berea Fund - Received	938,687.74	1,047,769.10	1,143,623.39	1,088,075.30	1,069,955.00
Other Gifts (includes gift-in-kind)	<u>2,008,814.10</u>	<u>2,431,923.06</u>	<u>3,354,003.54</u>	<u>1,806,238.56</u>	<u>4,912,387.85</u>
<b>TOTAL</b>	<b>\$2,947,501.84</b>	<b>\$3,479,692.16</b>	<b>\$4,497,626.93</b>	<b>\$2,894,313.86</b>	<b>\$5,982,342.85</b>

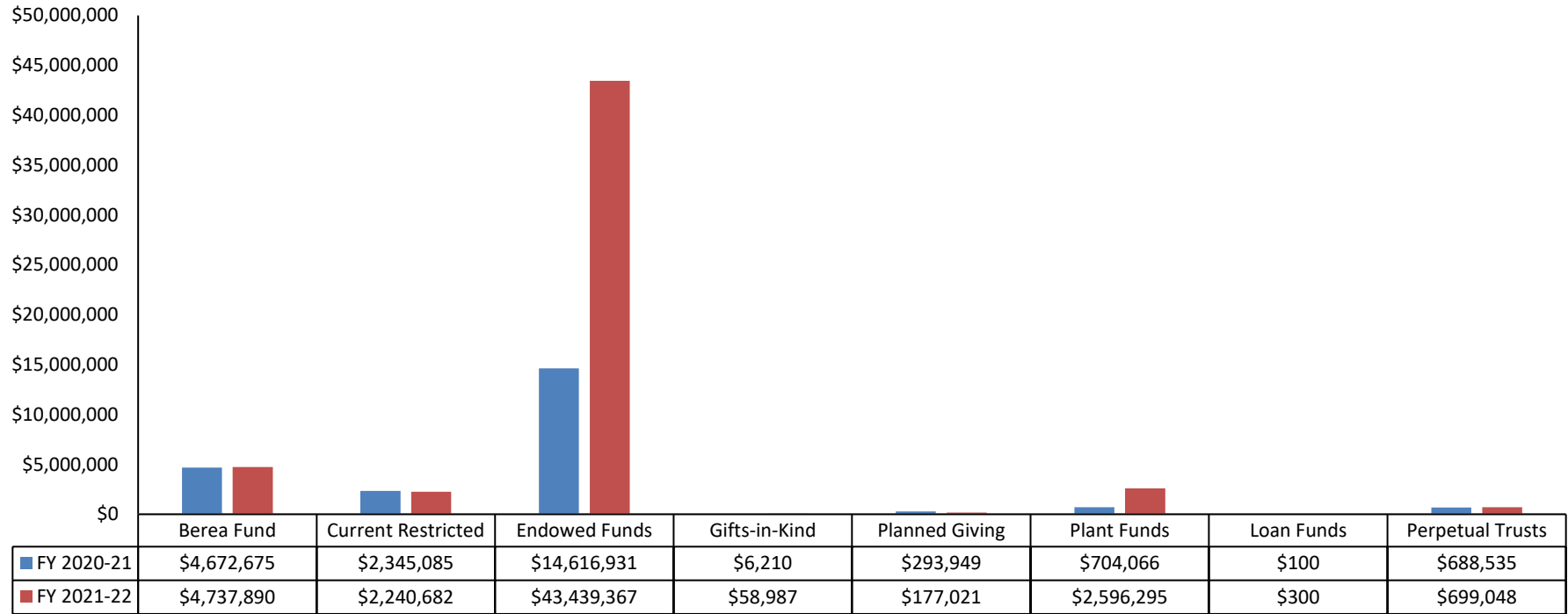
### ALUMNI\* AND CURRENT STUDENT PARTICIPATION RATE AND NUMBER OF DONORS



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

Source: Alumni, Communications and Philanthropy, July 2022

## GIFTS BY DESIGNATION Fiscal Years 2020 – 2021 AND 2021 – 2022



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### Definitions

**Berea Fund** – Annual gifts that complete Berea’s no-tuition promise for all students.

**Current Restricted** – Funds for operations, but are limited by donors for specific purposes, programs, or departments.

**Endowed Funds** – Permanent investment fund on which earnings are available for a specific purpose according to the donors.

**Gifts-in-Kind** – Charitable giving in which contributions take the form of tangible goods rather than money.

**Planned Giving** – A revocable gift that is transferable upon death.

**Plant Funds** – Funds used for the construction, acquisition, and renovation or maintenance of the College’s capital assets.

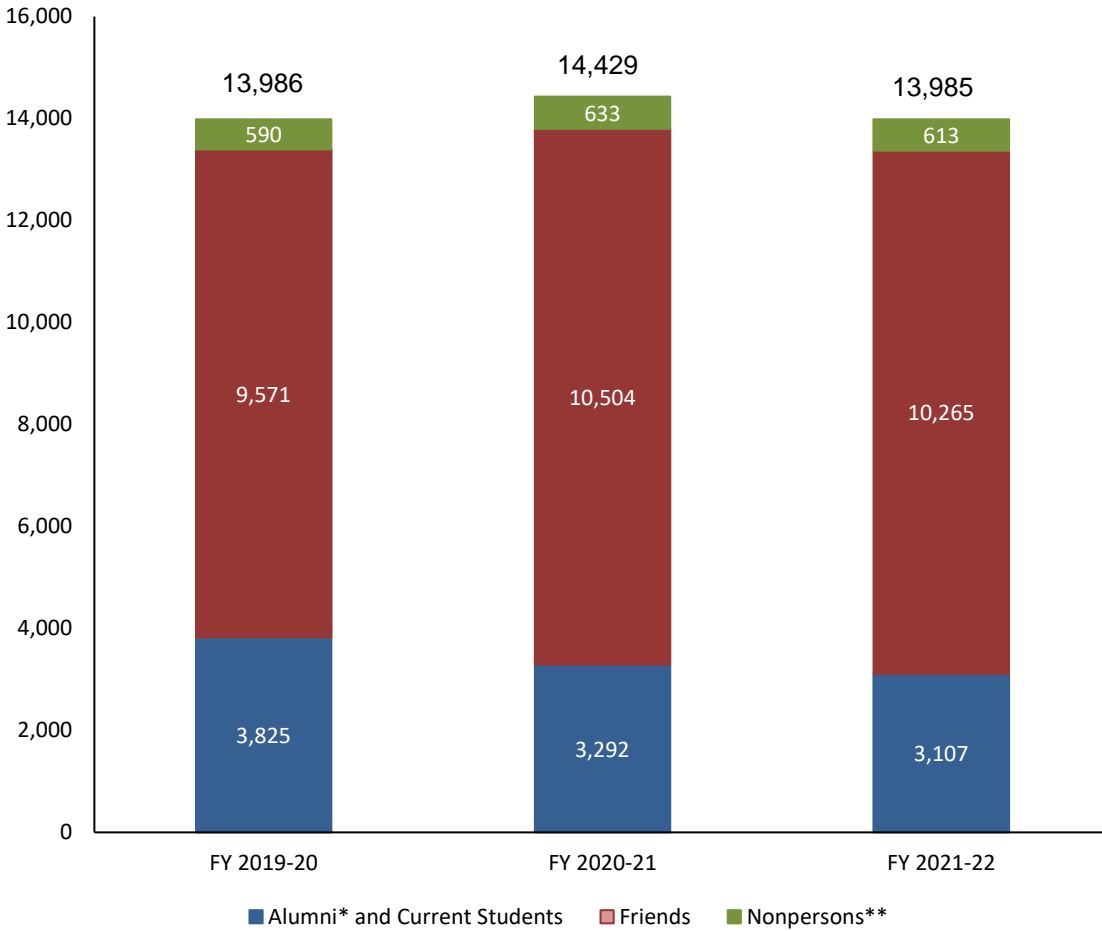
**Loan Funds** – Funds available for additional assistance when needed for educational expenses.

**Perpetual Trusts** – A permanent charitable arrangement that provides annual gifts in perpetuity.

NOTE: Some perpetual trust gifts may fall under endowed funds.

Source: Alumni, Communications, and Philanthropy, July 2022

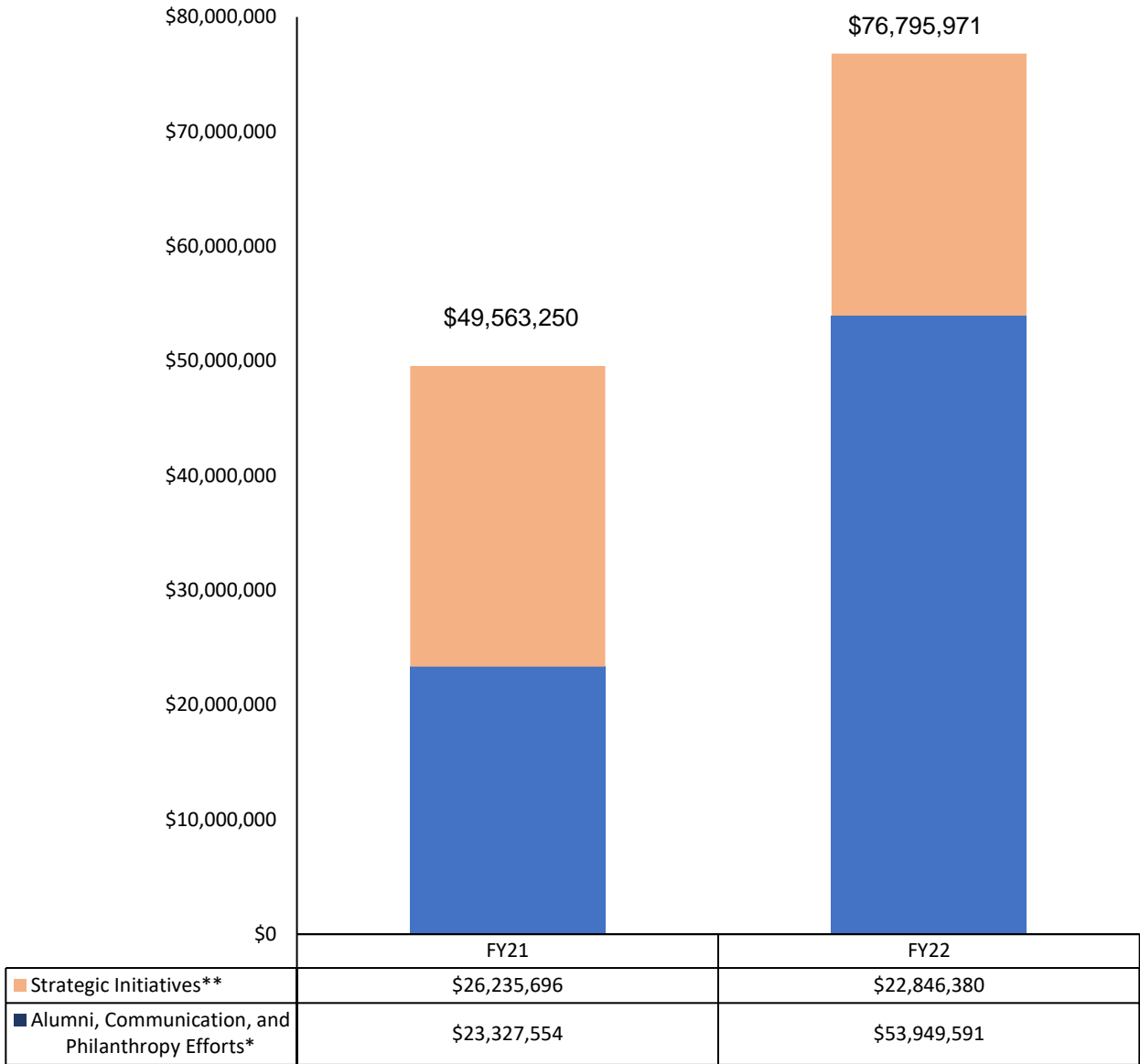
**NUMBER OF DONORS**  
**Fiscal Years 2019–2020, 2020–2021 AND 2021–2022**



\*Alumni includes graduates as well as anyone who received academic credit from Berea College.  
 \*\*Nonpersons includes funds raised from foundations, corporations, organizations, religious groups, and fund-raising consortia.

Source: Alumni, Communications, and Philanthropy, July 2022

**SOURCE OF DONATIONS  
TO BEREA COLLEGE**  
For Fiscal Years Ended June 30, 2021 and 2022



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

\*\*Funds raised by departments outside of Alumni, Communication, and Philanthropy.

Source: Alumni, Communications, and Philanthropy, July 2022

# Finances

- Highlight
- Financial Highlights
- Statements of Financial Position
- Statements of Activities
- Ten-Year Summary of Market Values and Historical Book Values
- Asset Allocation of Long-Term Investments
- Fiscal Year 2022-2023 Operating Budget Highlights: Sources of Revenues Used for Educational and General Purposes
- Current Operating Budget: Revenues and Expenditures
- Educational and General Budget Summary: Revenues and Expenditures
- Educational and General Expenditures (Five-Year History)



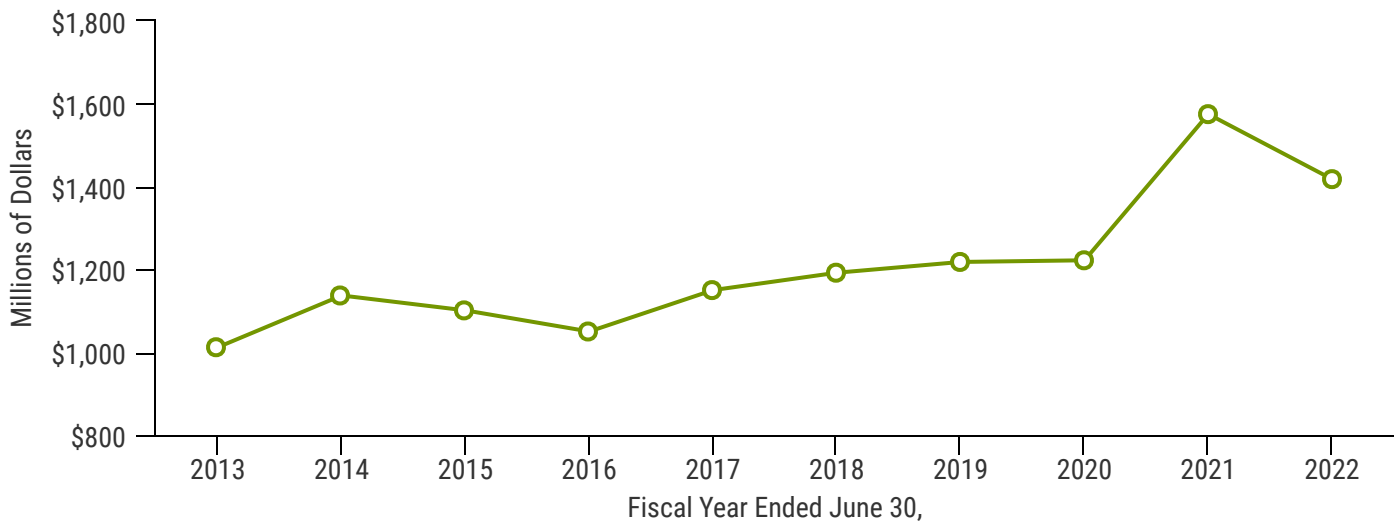


# Finance Highlights

## Fall 2022

An **Endowment** is a perpetual pool of money, made up of donations and other additions, invested in a way that produces income to support the mission of the College. Endowments grow over time with interest, dividends, and capital appreciation. Distributions or draws from the endowment are determined by a Board of Trustees approved spending policy.

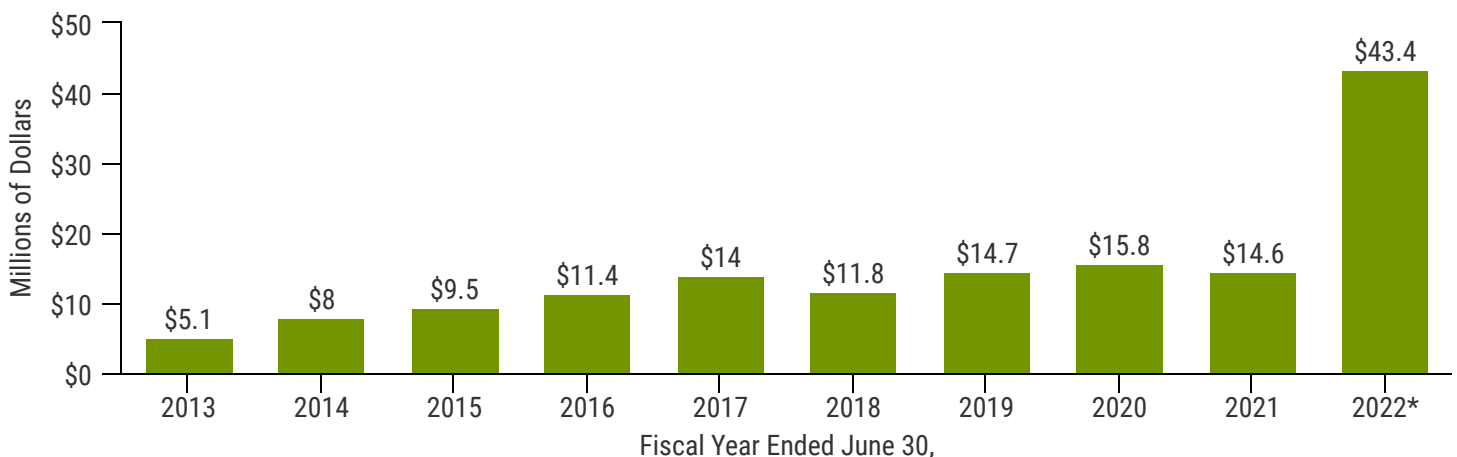
### Ending Endowment Market Value



**\$1,181,725,346**

Amount paid out of the endowment over the last 29 years. This money is used to fund employee salaries and fringe benefits, student labor, student financial aid, operating expenses, capital expenditures, etc.

### Donations Added to the Endowment



\*In FY 2022, Berea received its largest endowment gift in history in the amount of \$17 million as well as large gifts from other estates and trusts.

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2022 AND 2021**

	<u>2022</u>	<u>2021</u>
<b>OPERATING REVENUE</b>	\$ 158,317,998	\$ 139,757,432
<b>OPERATING EXPENSES</b>	\$ 148,214,011	\$ 135,860,712
<b>OPERATING REVENUE IN EXCESS OF EXPENSES</b>	\$ 10,103,987	\$ 3,896,720
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 11,477,843	\$ 21,626,598
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT</b>		
Original gift value	\$ 678,597,811	\$ 623,982,665
Investments at market	\$ 1,418,870,700	\$ 1,575,414,600
Interest and dividends, net	\$ 24,756,920	\$ 16,145,938
Return	1.5%	1.4%
Market price change	\$ (171,764,463)	\$ 345,675,616
Return	-11.0%	28.4%
Total return	\$ (147,007,543)	\$ 361,821,554
Percent – time weighted	-9.5%	29.8%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 35,721,706	\$ 37,366,839
Bequests	41,015,277	12,190,201
Total cash gifts	76,736,983	49,557,040
Gifts-in-kind	58,988	6,210
Total	<u>\$ 76,795,971</u>	<u>\$ 49,563,250</u>

Source: Office of Financial Affairs, September 2022

**STATEMENTS OF FINANCIAL POSITION**  
June 30, 2022 and 2021

	<b>2022</b>	<b>2021</b>
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 123,379,681	\$ 109,954,375
Accrued interest on investments	1,705,331	1,755,530
Accounts and notes receivable	14,116,588	19,309,696
Inventories	1,165,644	1,063,147
Prepaid expenses and other assets	1,223,902	1,882,885
Contributions receivable and bequests in probate	9,099,662	22,462,655
Total current assets	150,690,808	156,428,288
<b>PREPAID EXPENSES AND OTHER ASSETS</b>	1,976,571	2,418,247
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	17,080,683	15,598,349
<b>LONG-TERM RECEIVABLES</b>		
Notes receivable - hydro projects	5,590,110	-
Institutional student loans	355,887	337,256
Total long-term receivables	5,945,997	337,256
<b>LONG-TERM INVESTMENTS</b>		
Donor restricted endowment	724,840,600	821,902,200
Board designated endowment	694,030,100	753,512,400
Annuity and life income	22,873,500	28,143,400
Funds held in trust by others	19,415,000	37,472,000
Other investments	2,585,900	4,044,800
Total long-term investments	1,463,745,100	1,645,074,800
<b>OTHER LONG-TERM ASSETS</b>		
Investment in hydro projects	6,211,082	-
Total other long-term investments	6,211,082	-
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	254,176,639	255,215,023
Total assets	\$ 1,899,826,880	\$ 2,075,071,963
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 14,990,632	\$ 15,489,427
Accrued salaries and wages	4,148,240	4,262,621
Current portion of interest rate swap valuation	261,511	707,349
Current maturities of long-term debt	2,249,878	3,004,254
Other current liabilities	1,605,075	5,380,283
Total current liabilities	23,255,336	28,843,934
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	14,283,210	15,672,992
Deferred financing expense	(1,496,529)	(1,780,333)
Interest rate swap valuation	2,279,489	4,638,651
Long-term debt	89,022,392	88,880,878
Total long-term liabilities	104,088,562	107,412,188
Total liabilities	127,343,898	136,256,122
<b>NET ASSETS</b>		
Without donor restrictions	959,509,358	1,005,075,009
With donor restrictions	812,973,624	933,740,832
Total net assets	1,772,482,982	1,938,815,841
Total liabilities and net assets	\$ 1,899,826,880	\$ 2,075,071,963

Source: Office of Financial Affairs, October 2022

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2022 AND 2021**

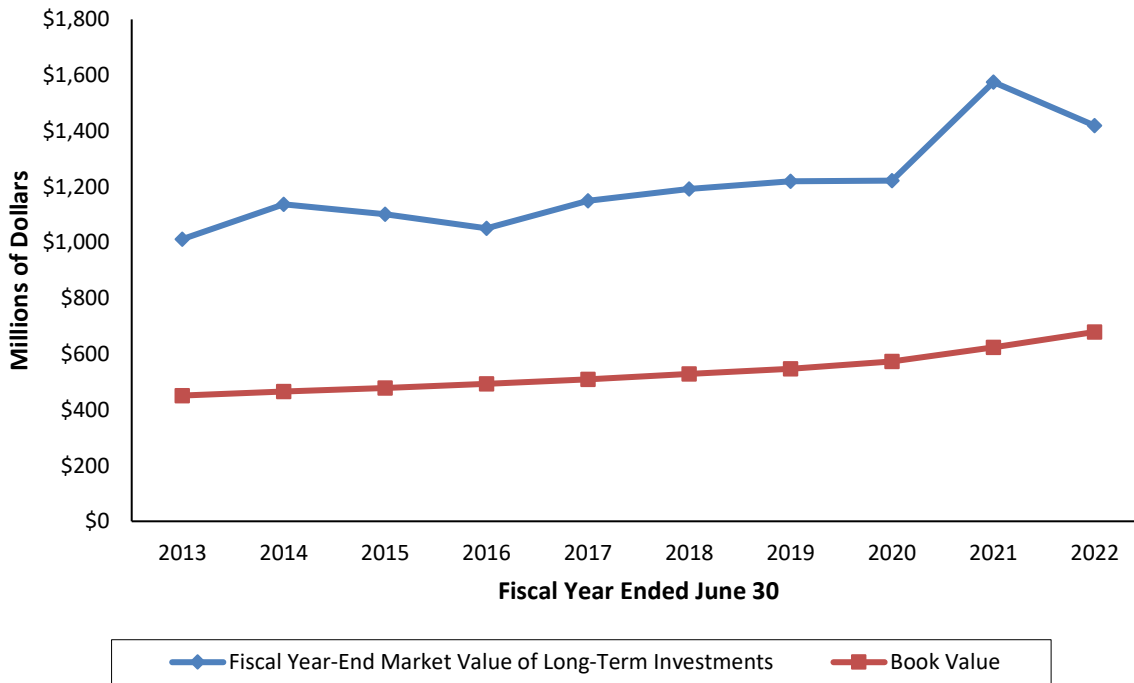
	<b>2022</b>	<b>2021</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 58,384,833	\$ 54,395,617
Gifts and donations	6,170,119	6,832,988
Federal grants	54,613,561	50,916,989
Cost of education fees paid by federal and state scholarships	3,500,000	3,500,000
Fees paid by students	1,524,010	1,113,373
Other income	4,638,916	4,029,866
Residence halls and dining service	9,697,717	5,340,474
Auxiliaries	4,938,121	3,317,683
Loss on sale of property, plant, and equipment	34,568	(2,771,687)
Net assets released from restrictions	23,956,293	19,697,657
Gross operating revenue	167,458,138	146,372,960
Less: Student aid	(9,140,140)	(6,615,528)
Net operating revenue	158,317,998	139,757,432
<b>OPERATING EXPENSES</b>		
Program services --		
Educational and general	106,754,977	98,941,401
Residence halls and dining service	12,495,026	10,662,533
Auxiliaries	5,750,738	4,876,654
Total program services	125,000,741	114,480,588
Support services	23,213,270	21,380,124
Total operating expenses	148,214,011	135,860,712
Operating revenue in excess of operating expenses from continuing operations	10,103,987	3,896,720
<b>OTHER CHANGES IN NET ASSETS</b>		
Gain on valuation of interest rate swaps	2,805,000	1,857,000
Pandemic lost revenue relief	-	2,735,206
Investment return (less) more than amounts designated for current operations	(214,518,024)	307,312,906
Change in underwater endowment funds	(1,389,520)	1,668,490
Gifts and bequests restricted or designated for long- term investments	27,894,029	14,333,147
Restricted gifts and donations	30,851,164	25,388,369
Restricted spendable return on endowment investments	5,766,670	5,098,541
Reclassification of net assets	-	-
Reclassification of net assets released from restrictions	(23,956,293)	(19,697,657)
Net adjustment of annuity payment and deferred giving liability	(3,889,872)	5,104,351
<b>Total change in net assets</b>	<b>\$ (166,332,859)</b>	<b>\$ 347,697,073</b>

## TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	Fiscal Year-End Market Value Of Long-Term Investments	Historical Book Value*
2013	\$1,012,401,100	\$450,938,884
2014	1,137,222,000	465,009,294
2015	1,101,475,900	478,116,120
2016	1,050,679,900	492,794,608
2017	1,150,360,300	509,400,542
2018	1,192,078,100	528,668,693
2019	1,218,740,000	546,872,110
2020	1,222,167,100	573,062,561
2021	1,575,414,600	623,982,665
2022	1,418,870,700	678,597,811

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

### GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, September 2022

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
JUNE 30, 2022 AND 2021**

	2022	2021
<b>Endowment:</b>		
Pooled Investments -		
U.S. equities	\$ 510,391,800	\$ 538,256,400
International equities	279,276,700	431,154,400
Corporate notes and bonds	144,754,200	229,544,600
U.S. Government securities	192,861,900	115,581,900
Private equity – venture capital	73,500	133,300
Private equity – buy out	1,037,600	2,199,200
Private equity – fund of funds	210,534,000	189,580,300
Hedge funds	-	1,700
Special opportunities	37,952,400	37,611,900
Short-term investments and cash	37,455,500	26,438,800
Total	1,414,337,600	1,570,502,500
Non Pooled Investments -		
U.S. equities	26,000	44,100
Corporate notes and bonds	34,400	39,200
Real estate	2,405,500	2,766,700
Short-term investments and cash	2,067,200	2,062,100
Total	4,533,100	4,912,100
Total endowment	1,418,870,700	1,575,414,600
 <b>Annuity and Life Income:</b>		
U.S. equities	7,266,000	9,151,900
International equities	4,622,200	5,852,000
Corporate notes and bonds	3,363,800	4,130,500
U.S. Government securities	2,327,000	2,793,200
International bonds	1,242,300	1,503,000
Real estate	3,482,100	4,278,000
Insurance policies	102,500	94,800
Short-term investments and cash	467,600	340,000
Total annuity and life income	22,873,500	28,143,400
 <b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	19,415,000	37,472,000
<b>Other Investments</b>	2,585,900	4,044,800
Total long-term investments	\$ 1,463,745,100	\$ 1,645,074,800

Source: Office of Financial Affairs, September 2022

**FISCAL YEAR 2022-23  
OPERATING BUDGET HIGHLIGHTS**

**SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES**

Endowment Spendable Return	\$ 43,596,000 76.0%
Berea Fund	\$ 4,800,000 8.3%
Perpetual Trusts	\$ 655,000 1.1%
Federal and State Sources	\$ 5,430,000 9.5%
Other Miscellaneous Income	\$ 3,100,000 5.4%
Net Expense from Auxiliaries	\$ (215,000) -0.3%
	<u>\$ 57,366,000</u>

Source: Office of Financial Affairs, September 2022

## CURRENT OPERATING BUDGET

	2022-23 Budget	2021-22 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 61,048,011	\$ 53,145,883	\$ 7,902,128	14.87%
Less: Capital and Plant Fund	(6,090,298)	(5,554,841)	(535,457)	9.64%
Campus Facilities Fund	(1,323,046)	-	(1,323,046)	n/a
TCERF	(10,038,667)	(7,328,042)	(2,710,625)	36.99%
Net Endowment Income	43,596,000	40,263,000	3,333,000	8.28%
Gifts for Current Operations	5,455,000	5,380,000	75,000	1.39%
Cost of Education Fees	3,500,000	3,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	900,000	810,000	90,000	11.11%
Other Income	2,200,000	2,300,000	(100,000)	-4.35%
TOTAL	57,581,000	54,183,000	3,398,000	6.27%
Auxiliaries	4,859,370	4,181,780	677,590	16.20%
Residence Halls and Food Service	10,671,630	9,857,220	814,410	8.26%
<b>TOTAL REVENUES</b>	<b>73,112,000</b>	<b>68,222,000</b>	<b>4,890,000</b>	<b>7.17%</b>
<b>EXPENDITURES</b>				
Educational and General	57,366,000	54,159,000	3,207,000	5.92%
Student Industries and Rentals	5,074,370	4,205,780	868,590	20.65%
Residence Halls and Food Service	10,671,630	9,857,220	814,410	8.26%
<b>TOTAL EXPENDITURES</b>	<b>73,112,000</b>	<b>68,222,000</b>	<b>4,890,000</b>	<b>7.17%</b>
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	-

Source: Office of Financial Affairs, September 2022



## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2022-23 Budget	2021-22 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 61,048,011	\$ 53,145,883	\$ 7,902,128	14.87%
Less: Capital and Plant Fund	(6,090,298)	(5,554,841)	(535,457)	9.64%
Campus Facilities Fund	(1,323,046)	-	(1,323,046)	n/a
TCERF	(10,038,667)	(7,328,042)	(2,710,625)	36.99%
Net Endowment Income	43,596,000	40,263,000	3,333,000	8.28%
Gifts for Current Operations	5,455,000	5,380,000	75,000	1.39%
Cost of Education Fees	3,500,000	3,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Federal Work College Funds	1,000,000	1,000,000	-	-
Fees Paid by Students	900,000	810,000	90,000	11.11%
Other Income	2,200,000	2,300,000	(100,000)	-4.35%
Student Industries and Rentals	(215,000)	(24,000)	(191,000)	795.83%
Auxiliaries	-	-	-	-
<b>TOTAL REVENUE</b>	<b>57,366,000</b>	<b>54,159,000</b>	<b>3,207,000</b>	<b>5.92%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	33,353,000	31,378,000	1,975,000	6.29%
Salary Churn	(398,000)	(375,000)	(23,000)	6.13%
Net Salaries and Wages	32,955,000	31,003,000	1,952,000	6.30%
Fringe Benefits	8,931,000	8,308,260	622,740	7.50%
Student Labor	4,344,000	4,217,000	127,000	3.01%
Net Controllable Expense	10,672,000	10,269,740	402,260	3.92%
EDGE Reserve	50,000	50,000	-	-
Computer Equipment Reserve	309,000	206,000	103,000	50.00%
Academic Equipment Reserve	105,000	105,000	-	-
<b>TOTAL EXPENDITURES</b>	<b>57,366,000</b>	<b>54,159,000</b>	<b>3,207,000</b>	<b>5.92%</b>
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	-

Source: Office of Financial Affairs, September 2022

**CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES**

<b>Classification by Function</b>	2017-18 Actual	% of Total	2018-19 Actual	% of Total	2019-20 Actual	% of Total	2020-21 Actual	% of Total	2021-22 Actual	% of Total
Instruction	\$17,580,249	33.6%	\$16,995,049	34.1%	\$17,085,335	33.0%	\$16,653,725	34.1%	\$18,180,206	33.1%
Public Service	785,846	1.3%	790,611	1.2%	736,653	1.4%	565,513	1.2%	795,121	1.4%
Academic Support	5,472,125	10.7%	5,410,176	10.6%	5,571,976	10.7%	5,038,142	10.3%	5,317,586	9.7%
Student Services and Activities	5,916,324	13.4%	6,365,847	12.6%	6,500,098	12.5%	5,903,579	12.1%	7,017,476	12.8%
General and Administrative	9,679,394	18.5%	10,170,714	18.6%	10,210,477	19.7%	8,963,807	18.3%	10,552,027	19.2%
Development and Alumni	4,451,630	8.6%	5,056,990	9.3%	5,005,489	9.7%	5,108,391	10.5%	5,911,142	10.7%
Plant Operations	6,002,653	12.1%	6,377,354	12.2%	6,467,832	12.5%	6,287,739	12.9%	6,855,995	12.5%
Capital and Special Projects	105,000	1.8%	105,000	1.4%	255,000	0.5%	361,000	0.7%	361,000	0.6%
<b>TOTAL</b>	<b>\$ 49,993,221</b>	<b>100.0%</b>	<b>\$ 51,271,741</b>	<b>100.0%</b>	<b>\$ 51,832,860</b>	<b>100.0%</b>	<b>\$ 48,881,896</b>	<b>100.0%</b>	<b>\$ 54,990,553</b>	<b>100.0%</b>

# Facilities, Library and Technology Resources

- Highlights
- Capital Construction Projects, 1982-2022 (Fifty-Year History)
- Hutchins Library
  - Collections and Expenditures
  - Services
- Information Systems and Services
  - Technology Infrastructure
  - Supporting Institutional Effectiveness and Statistics
  - Supporting Student Success

# Facilities, Library, and Technology Resources Highlights

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

## In the Last 5 Years:

**4** Renovation Projects

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



New Buildings **10**

- Middletown School House Annex II ★
- Margaret A. Cargill Natural Science and Health Building ★
- Danforth Residence Hall ★
- Hunt Acres Hay Storage Barn ★
- Hunt Acres Machine Shed ★



- Facilities Management Complex ★
- Kettering Residence Hall ★
- College Horse Barn ★
- Hunt Acres Poultry Facility ★
- Hunt Acres Farm Multipurpose Building ★

## Library Expenditures and Services Data Based on Fiscal Year 2022

**93.5**  
Hours Open Per Week

**\$298**  
Collections Expenditure per Student

**1.92**  
Average Circulation Transactions per Student FTE



Number of Research Consultations for Fiscal Years 2018-2022

2018	2019	2020	2021	2022
376	463	438	233	297

## Technology

**2,925**  
Computers/laptops supported

**135**  
Rooms with projector and multimedia

# CAPITAL CONSTRUCTION PROJECTS, 1982 – 2022

## Fifty- Year History

### New Construction

1982	Farm Mix Mill and Hog Feeding Floor	2013	Deep Green Residence Hall
1982	Athletic Track	2013	Middletown School Annex
1983	Mueller Woodcraft Building Track	2017	Forestry Outreach Center
1988	Married Student Housing	2018	Middletown School House Annex II
1990	Hutchins Library Addition	2018	Margaret A. Cargill Natural Science and Health Building
1990	Computer Center Addition		
1990	Hutchins Library Addition	2019	Danforth Residence Hall
1993	Married Student Housing	2020	Hunt Acres Hay Storage Barn
1993	Campus Child Care	2020	Hunt Acres Machine Shed
1994	Seabury Center	2021	Facilities Management (FM) Complex
1995	Farrowing House – College Farms	2021	Kettering Residence Hall
1995	Tennis Courts	2022	College Horse Barn
1995	Tennis Pavilion	2022	Hunt Acres Poultry Facility
2004	EcoVillage Child Development Laboratory	2022	Hunt Acres Farm Multipurpose Building
2006	Central Plant Building/Distribution		
2009	Fee Glade		

### Renovations

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

Source: Facilities Management, September 2022

**HUTCHINS LIBRARY**  
**Collections and Expenditures**  
(Fiscal Year 2022)

<b>Library Collections</b>	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	2,347	328,281
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	14	14,549
Electronic Collection		
E-books	121,320	449,698
Streaming video (items in library catalog)	2,023	40,573
Preservica Digital Files		
Added (gigabyte/terabyte)	299.5 (gb)	12.3(tb)
Number of Files	1,047	39,050
Microforms (Physical units)	0	99,400
Serials (journals and serials)		
Print, electronic, and microform subscriptions		54,806
E-journals (number of unique titles)		54,678
Manuscripts and Archives (in cubic feet)	246.4	7,225
<b>Collections Expenditures</b>	<u>Dollar Amount</u>	<u>Expenditures per Student</u>
One-Time Purchases		
Books and Media – physical	\$ 37,522	\$ 26
On-Going Commitments		
Appalachian College Association (ACA) Core Collection and Kentucky Virtual Libraries (KYVL) Collections	52,411	37.15
E-Books	4,619	3.18
Online Indexes and Reference Sources	148,861	102.66
Electronic Journals	161,103	111.11
Serials (print)	9,183	6.33
Streaming Video/Music	12,730	8.79
TOTAL	\$ 388,907	\$ 298.22

Source: Hutchins Library, October 2022

# HUTCHINS LIBRARY

## Services

(Fiscal Year 2022)

### Library Services

Main Library hours open per week	93.5
Special Collections hours open per week	52

<u>Library Instruction Classes and Workshops</u>	<u>Sessions</u>
GSTR 110 and 210 (first-year students)	52
GSTR 110 Workshops	45
Other Courses	43
Students Completing Asynchronous Workshops	222
Research Consultations	297
Digital Initiatives Workshops	13
Digital Projects Consultations	12
Special Collections	155
TOTAL	839

### Reference and Research Assistance

Library Reference Desk Transactions Total	2,061
Virtual Chats (category added this year)	298
Special Collections Reading Room Visits Total	532
Special Collections Reference Requests (non-visits)	207
Special Collections Tours	22
TOTAL	3,120

### Computer Access

Public Access Workstations	15
Public Network Connections	102
Wireless Network Connections	Yes

### Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	317	
Print and media collections – students	2,785	1.92
Print collections – town	80	
TOTAL	3,182	

Streaming media (film / audio) usage	10,674
Reserve Materials	316
Page views	10,990

Equipment (tech accessories, etc.)	58
Classrooms and study rooms	6,827

### Interlibrary Loan

	<u>Number</u>
Provided to other libraries	1,701
Received from other libraries	550

Source: Hutchins Library, October 2022

## INFORMATION SYSTEMS AND SERVICES

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

### Technology Infrastructure

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

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

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

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

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

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

Source: Information Systems and Services, October 2022



## Information Systems and Services, continued

### Supporting Institutional Effectiveness

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

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

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

### Statistics

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<b>Technology Infrastructure</b>					
Internet connection speed (megabits/second)	dual 500	dual 500+	dual 1gb	dual 1gb	dual 1gb
Network backbone speed (megabits/second)	20,000	20,000	20,000	20,000	20,000
Network ports	11,000	11,000	11,950	12,448	12,448
Campus phones	900	1,200	1,200	1,075	1,075
Personal computers	2,775	N/A	N/A	N/A	N/A
Network-connected printers	117	150	155	155	155
Network-connected MFD/copiers	66	66	71	71	71

### **Supporting Student Success**

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

### **Supporting Institutional Effectiveness**

Staff and Faculty					
Computers	1,025	1,125	1,125	1,125	1,125
Campus phones	950	1,100	1,150	1,150	981
Mobile phones	167	210	275	338	242

Source: Information Systems and Services, October 2022

## Information Systems and Services, continued

### Supporting Student Success

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

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

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

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

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

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

Source: Information Systems and Services, October 2022

# Sustainability

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

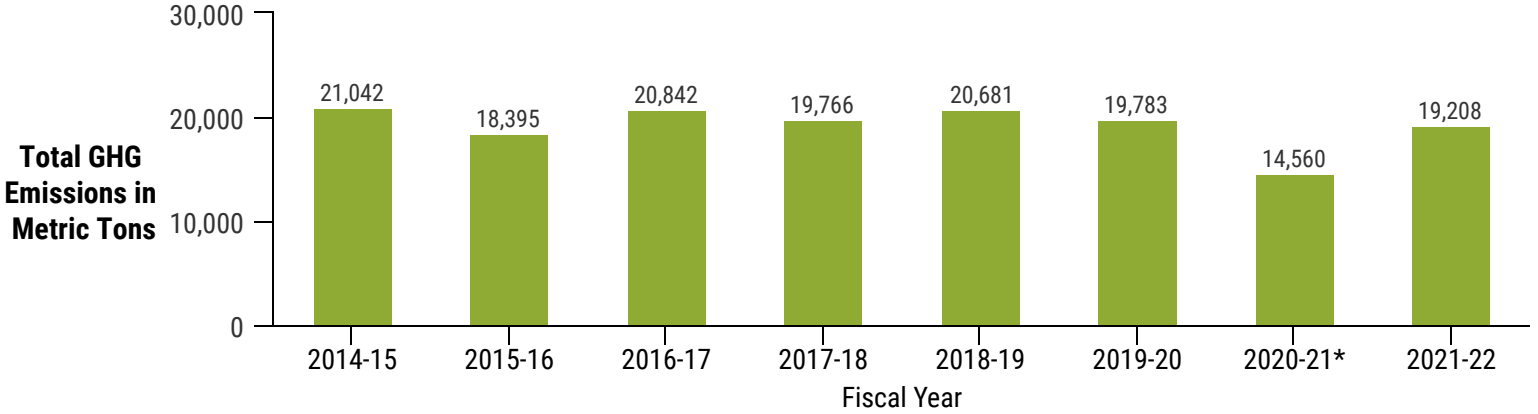


# Sustainability Highlights

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

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

## Berea College Total Greenhouse Gas (GHG) Emissions

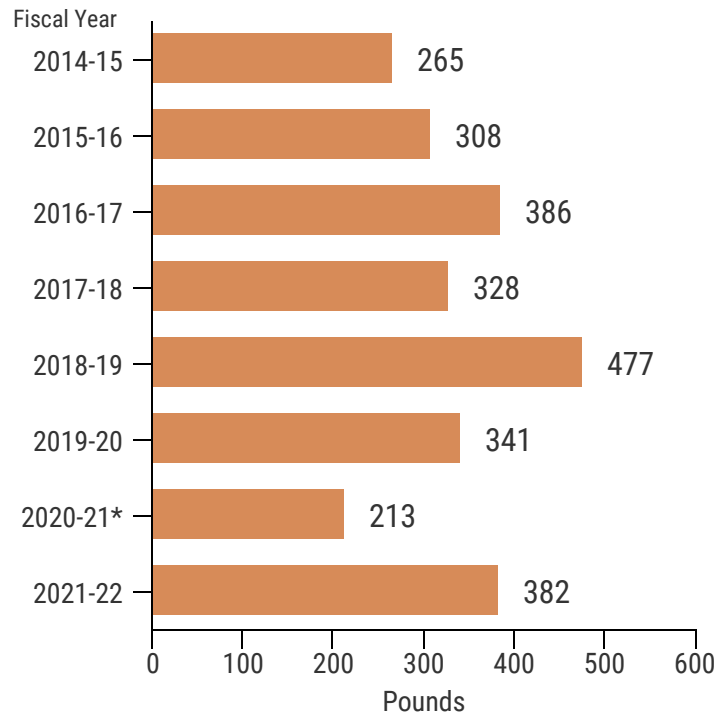


\*Due to the COVID-19 Pandemic, the majority of faculty/staff were working remotely. There were only 795 students living on campus.

## Breakdown of Berea College Greenhouse Gas Emissions

TOTAL of Tons Greenhouse Gas Emissions	Fiscal Year 2021-22
Purchased electricity (to run chillers, lights, heat pumps, and other equipment)	56.4%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	14.8%
Air Travel	7.4%
Transmission and Distributions Loss for Electricity	3.2%
Employee Commuting (to/from work)	9.5%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	2.2%
Mobile Combustion (trucks, tractors, college vehicle travel - includes motor pool, and buses on campus)	1.4%
Other	1.8%
Paper Purchases	0.2%
Solid Waste	3.1%

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



**PERCENTAGE BREAKDOWN OF  
BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS TRENDS  
FISCAL YEARS 2014-2015 THROUGH 2021-2022**

Category	Fiscal Years							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21**	2021-22
Purchased electricity (to run chillers lights, heat pumps, and other equipment)	56.3%	54.1%	55.8%	53.0%	58.1%	60.4%	63.9%	56.4%
Stationary Combustion (purchased gas to fuel boilers at Central Plant used to heat buildings)	16.2%	17.9%	16.1%	16.5%	11.6%	13.8%	20.8%	14.8%
Air Travel	5.2%	5.0%	6.9%	7.6%	5.3%	2.3%	0.0%	7.4%
Transmission and Distribution Loss for Electricity	3.0%	2.5%	2.6%	2.7%	3.1%	3.4%	3.6%	3.2%
Employee Commuting (to/from work)	8.2%	7.1%	6.5%	7.0%	8.7%	8.0%	4.5%	9.5%
Fugitive Emissions (livestock, refrigerant emissions, leaks from gas pipes, etc.)	1.4%	2.8%	2.6%	3.6%	3.6%	2.9%	3.6%	2.2%
Mobile Combustion (trucks, tractors, college vehicle travel – includes motor pool, and buses on campus)	2.0%	1.3%	1.3%	1.9%	1.8%	1.3%	0.2%	1.4%
Other	4.2%	5.0%	4.4%	4.3%	4.4%	4.6%	1.2%	1.8%
Paper Purchases	0.4%	0.5%	0.8%	0.4%	0.3%	0.3%	0.2%	0.2%
Solid Waste	3.1%	3.8%	3.0%	3.0%	3.1%	3.0%	2.2%	3.1%
<b>TOTAL GHG Emissions</b> (in metric tons)	<b>21,042</b>	<b>18,395</b>	<b>20,842</b>	<b>19,766</b>	<b>20,681</b>	<b>19,783</b>	<b>14,560</b>	<b>19,208</b>

148

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

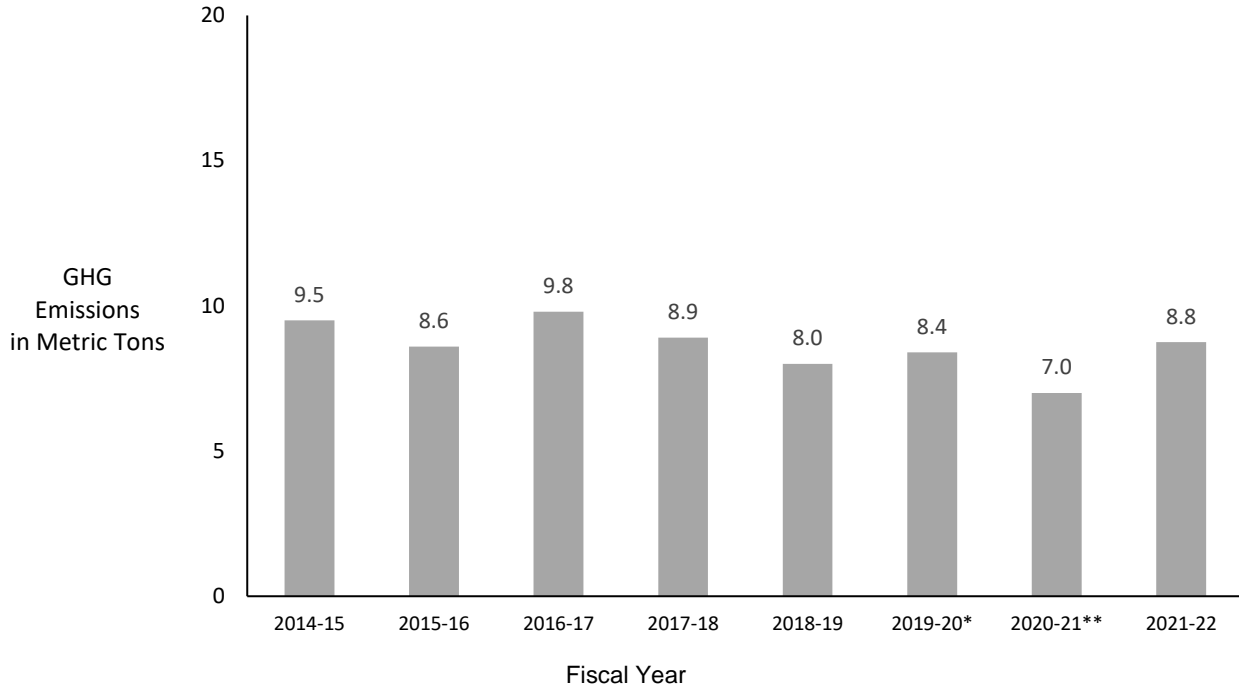
\*\*Travel was not allowed; the majority of faculty/staff were working remotely. There were only 795 students living on campus.

NOTES: The data presented here differs from prior years because Partners for Education (PFE) travel data have been removed from the GHG numbers. In addition, the Office of Sustainability recalculated GHG emissions using the SIMAP-Sustainability Indicator Management and Analysis platform. Berea College owns and maintains over 8,200 acres of forested land which has been calculated to provide 16,440 metric tons of carbon emissions sequestration. This offset was sold on the California Carbon market and is no longer available as an offset to the college as of Fiscal Year 2019-20.

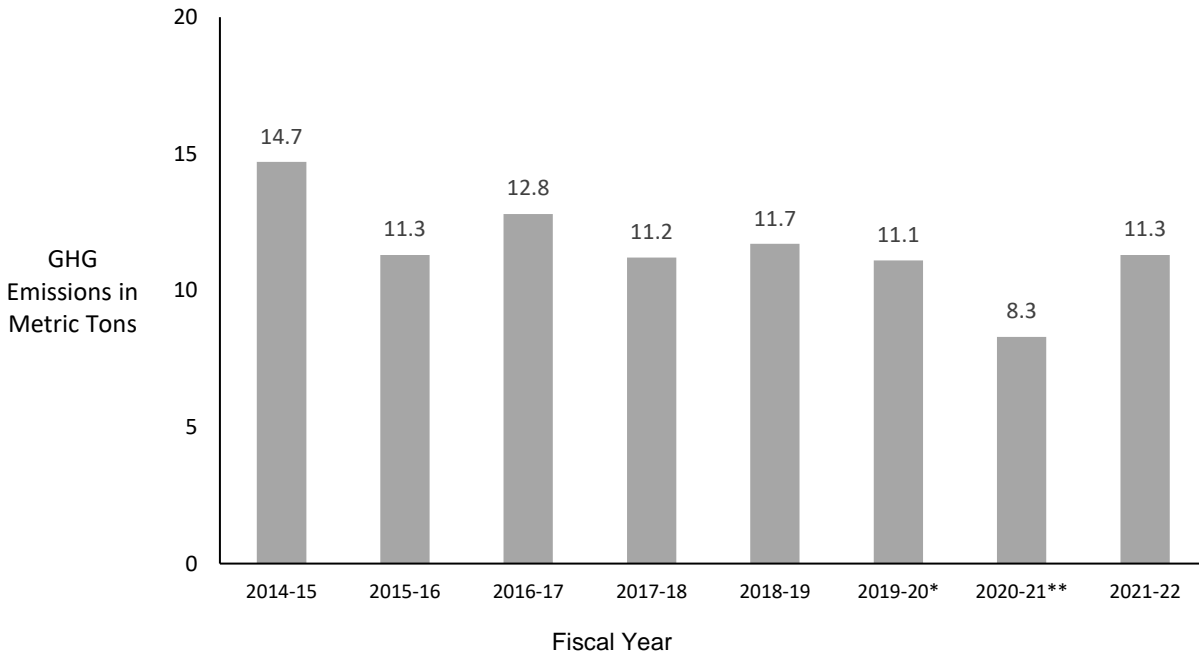
Source: Office of Operations and Sustainability, December 2022

**BEREA COLLEGE GREENHOUSE GAS (GHG) EMISSIONS  
FISCAL YEARS 2014-2015 THROUGH 2021-2022**

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



**PER 1,000 SQUARE FEET OF BUILDING SPACE**



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

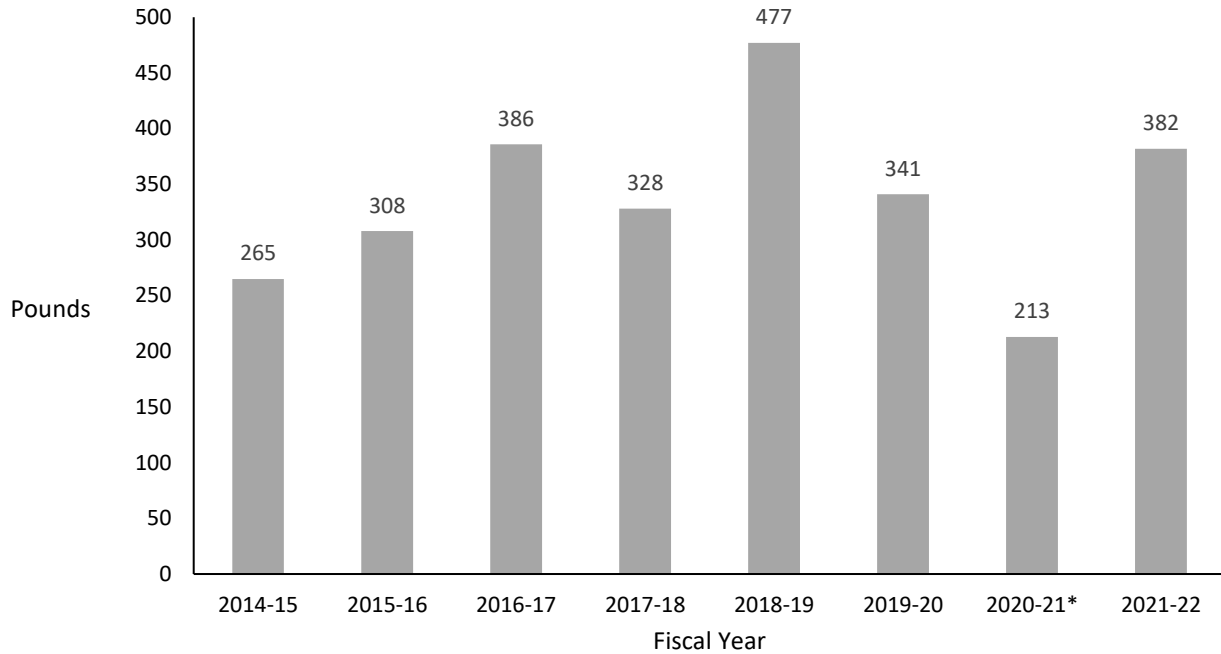
\*\*Due to the COVID-19 Pandemic, travel was not allowed; most faculty/staff were working remotely. There were only 795 students living on campus.

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

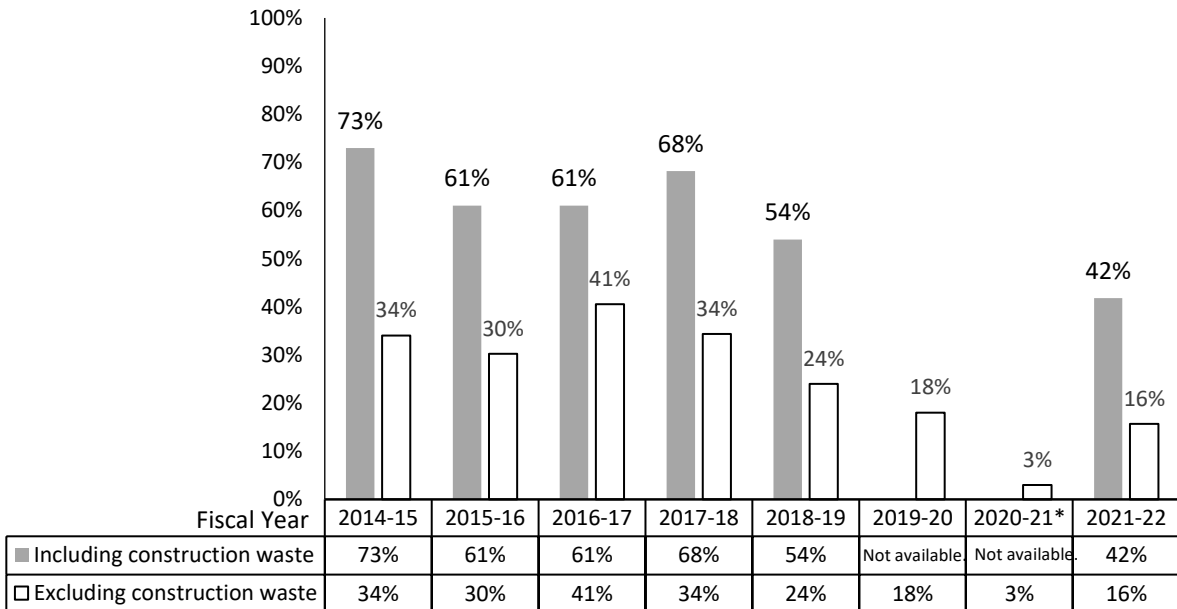
Source: Office of Operations and Sustainability, December 2022

**BEREA COLLEGE SOLID WASTE  
FISCAL YEARS 2014-15 THROUGH 2021-2022**

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



**PERCENT OF SOLID WASTE DIVERTED FROM THE LANDFILL**



\*Due to the COVID-19 Pandemic, most faculty and staff were working remotely. There were only 795 students living on campus.

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

Source: Office of Operations and Sustainability, December 2022