BEREA COLLEGE COMPLIANCE REPORT

March 2015

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
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,” 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 primarily for students from Appalachia, black and white, who have great promise and limited economic resources.

- To provide an education of high quality with a liberal arts foundation and outlook.

- 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 provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.

- To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.

- To create a democratic community dedicated to education and equality for women and men.

- To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

- To serve the Appalachian region primarily through education but also by other appropriate services.

Originally adopted by the Board of Trustees in 1969; this revised statement adopted by the Board of Trustees of Berea College, Berea, Kentucky April 24, 1993
Letter from the President: Description and Overview of Berea College
February 27, 2015

Dear Member of the SACSCOC Review Committee:

Berea College approaches its decennial reaffirmation with confidence and gratitude to the staff of SACSCOC and the teams who will devote so much effort to the process of ensuring that Berea College is meeting its expansive goals and fully realizing its profound mission. We offer this brief background and introduction in support of that process.

A college unlike any other, for 160 years Berea College has been a beacon in helping students find educational access, affordability, and transformation. Instead of turning away students who cannot afford the high cost of high-quality education, Berea devotes all its resources for their benefit and chooses not to admit students who have the means to pay—no matter their academic potential. In its unswerving commitment to enhance social mobility through college access, Berea College truly realizes the liberating power of the liberal arts. In 2011, in recognition of this transformative mission, Washington Monthly magazine named Berea the #1 liberal arts college in the country and has ranked it annually in the top three ever since.

Berea College has always kept the needs of underserved students at the center of its mission. Founded in 1855 by ardent abolitionists in a slaveholding state six years before the start of the Civil War, the College expressly was designed to educate black and white, female and male, together, serving them with a diverse faculty and staff, all living on a ridge in Kentucky, working for a better life for all. The College took its name and its logo from the book of Acts, chapter 17, where Paul in his great sermon to the Athenians, says, “God has made of one blood all peoples of the earth.”

In the 1890s, again with the challenges of the students it was serving in mind, the College stopped charging tuition because its students were unable to pay. Instead, it began a work program and employed every admitted student on campus, in settings that ranged across the College from the dairy to the dining hall to the dean’s office and initiated a focused and enduring fundraising enterprise to meet the rest of the expenses of the institution.

Today, the fruits of that 120-year enterprise comprise a substantial endowment that enables the College to offer every admitted student a No-Tuition Promise. To make the college experience available to the population it serves, Berea College covers the cost of tuition and practices an EFC (Expected Family Contribution)-aligned financial packaging policy for housing, meals, and expenses, calling on loans only as a last resort for those students whose families cannot pay the EFC as required by federal financial aid regulations.

Investing in Lives of Great Promise
Because of its mission to serve the underserved, almost all domestic Berea students are eligible for and receive Pell grants, which together with significant aid programs available to students from Kentucky, constitute an important additional source of revenue making possible the no-tuition promise. Generally, four of ten students at Berea are from Kentucky.

Today, Berea College continues its legacy as the South’s first interracial and coeducational institution of higher learning. It still welcomes all peoples of the earth: One in three students is of color, one in ten is a Latino/Hispanic student from Appalachia and beyond, and roughly 120 of our 1,600 students are academically outstanding F-1 international students hailing from 60 foreign countries, again with a focus on meeting the needs of students who would not otherwise be able to attend college.

As one of seven federally recognized Work Colleges, Berea does not just admit students, it hires every one of them in 120 different labor positions in which students work 10-12 hours per week, earning a wage for personal expenses and getting valuable workplace experience while still a student. Accompanying its academic transcript, a work transcript documents the graduate’s work experience and achievements.

The College is enduringly guided by its eight Great Commitments, informally in place for decades and ultimately codified in 1969 and revised in 1993. The College continues to commit itself

- To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
- To provide an education of high quality with a liberal arts foundation and outlook.
- 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 provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
- To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
- To create a democratic community dedicated to education and equality for women and men.
- To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
- To serve the Appalachian region primarily through education but also by other appropriate services.
Students today remain at the center of what Berea College is and does, just as they were in 1855. More than half of its entering class each year has an EFC of $0, and the mean income of the families Berea serves is about $27,000 (calculated as a family of four). By mandate from the Board of Trustees, 70-80 percent of admitted students come from Kentucky and Central and Southern Appalachian counties.

The College dedicates itself to helping students build a bridge in, through, and eventually out of Berea. For example, a new Berea Bridge summer program brings incoming students to campus for highly engaged learning and leadership development to seed the entire first-year class. Bridging students through their Berea experience is the Center for Transformative Learning’s mission, which assists students via peer-consultation and tutoring programs to help them meet a rigorous but supportive academic curriculum anchored by a core general education curriculum. Following the principles of liberal learning, this core General Education Program supports students in building the capacities to live and succeed in a rapidly changing globalized world. High-impact practices supporting liberal learning and student completion abound: including subsidized study abroad opportunities, summer faculty-student research options, and high-quality service-learning. At Berea, a student has the opportunity to find many mentors, from dedicated faculty teachers and advisors to committed staff who serve as labor supervisors. And as students look ahead to building their bridge out to careers and the world awaiting them beyond Berea, the College provides almost 250 paid internships to students each year to help them hone their skills and apply their knowledge. A robust career development program subsidizes test preparation and graduate school visits; if a student needs a suit for an interview, there are funds to buy it. The President and his wife will even buy students a pair of running shoes so that they can run or walk with the couple for exercise. Recognizing that the transformative power of higher education will be incomplete if students do not learn to care for their personal health, the College has chosen wellness as Berea’s new QEP.

For these and many more reasons, students are retained and eventually graduate at numbers well beyond (by approximately 15 percentage points) what educational demographers would expect for Berea’s socioeconomic cohort. And Berea is in the very top of all institutions in the percentage of students who go on to earn a Ph.D.

Berea College offers only baccalaureate education in a residential setting, and it does not offer online programs, as these would not be an effective choice for the population it serves. In the 2013-2014 admission cycle, Berea accepted 34 percent of its applicants, making Berea the most selective institution in Kentucky. Its admissions yield, at 74 percent, confirms that most of the students offered admission have no other viable choice for high-quality liberal education. New students entering in the fall of 2014 had a composite ACT score of 24.4. The student/faculty ratio is 10:1, and of the 132 full-time faculty, 92 percent hold a terminal degree. The College offers 32 majors.
Recent initiatives confirm the College’s continuous improvement commitment:

- Additional focus on the bridge-out has led to a doubling of paid internships since 2011 and grant-funded resources for test preparation, graduate school visits, and professional clothing funds. A new initiative from Alumni and College Relations is “Great Conversations”: an evening during Homecoming that brings together alumni and students in a networking event. At the second-annual event, in November 2014, 75 students signed up to sit with one of 14 alumni roundtable facilitators.
- The College has just wrapped up a 12-month strategic planning initiative titled “Exploring the Great Commitments.” Eight different “Great Committees,” one for each of the Commitments, and comprised of faculty and staff, spent 2014 examining the Commitment, composing language that elaborates on the Commitment, developing metrics to assess the success in meeting goals and outcomes of the Commitment, and even in some rare cases suggesting minor revisions to the Commitment.
- Work has also been underway since 2011 planning for a new Natural Sciences and Health Building, a $72 million state-of-the-art building to house academic Division I (biology, chemistry, mathematics, nursing, and physics). The Division I self-study informed the faculty’s mission and goals and sharpened the program planning for the facility. The Board of Trustees approved proceeding with the project at the January 2015 meeting, and final approval of the design of the building is expected at the October 2015 board meeting. Fundraising is underway, and the College expects to break ground in 2016.

All of us at Berea—students, faculty, and staff alike—are striving to make a Berea education the best education that money can’t buy. That’s where reaffirmation, assessment, program effectiveness, and all other measures devoted to ensuring that Berea College meets its aspirational goals intersect. Berea College approaches its SACSCOC reaffirmation with confidence and appreciation for all the contributions to this process of assurance from the dedicated staff and peer reviewers of SACSCOC.

With warm regards,

Lyle D. Roelofs
President
Institutional Summary Form
GENERAL INFORMATION

Name of Institution: Berea College

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Chad Berry
Academic Vice President and Dean of the Faculty
859-985-3486
chad_berry@berea.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Clara Chapman
Assistant Director, Institutional Research and Assessment
859-985-3790
clara_chapman@berea.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted with Compliance Certification for Reaffirmation

Submission date of this completed document: February 27, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent

2. Types of Undergraduate Programs (Check all that apply)
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
1. History and Characteristics

Founded in 1855 by ardent abolitionists and radical reformers, Berea College was the first interracial and coeducational college in the South. Still firmly rooted in its egalitarian origins, Berea’s contemporary mission is to educate students “primarily from Appalachia, black and white, who have great promise and limited economic resources” and to “educate service-oriented leaders for Appalachia and beyond.” Degree-seeking students number about 1550, and all students receive a Tuition Promise Scholarship; additionally, 98 percent of Berea’s entering students receive Pell grants. As one of seven federally recognized Work Colleges, Berea College requires all students to work a minimum of ten hours a week in some 120 labor departments. In the College’s Labor Program, students earn a wage for personal expenses, develop an appreciation for the dignity and utility of labor, and gain valuable job experience for future careers. Every student receives both an academic transcript and a labor transcript.

Berea College offers only a baccalaureate education in 32 majors and has a required interdisciplinary general education program. In the current year, 72 percent of Berea’s students are from the Appalachian region and Kentucky; 20 percent are from other states; 8 percent are international students. Although the Appalachian region that Berea serves is about 6 percent African American, Berea's Fall Term 2014 African American enrollment was 20 percent. Typically, over 60 percent of entering students report that neither parent had earned a college degree. The average annual family income (for a family of four) for Berea students is less than $30,000, and 54 percent of first-year students in 2014-2015 had an Expected Family Contribution of $0. Admission to the College is selective: 58 percent of first-year students in 2014-2015 were in the top fifth of their high school graduating class, and entering students had a composite ACT score of 24.4. The student/faculty ratio is 10:1. Of the 132 full-time faculty members, 92 percent hold the Ph.D. or other terminal degrees.
## 2. List of Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Majors* for Academic Year 2013-2014</th>
<th>Degree conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>African and African American Studies</td>
<td>3</td>
<td>B.A.</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>23</td>
<td>B.S.</td>
</tr>
<tr>
<td>Applied Science and Mathematics</td>
<td>1</td>
<td>B.A.</td>
</tr>
<tr>
<td>Art</td>
<td>14</td>
<td>B.A.</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>2</td>
<td>B.A.</td>
</tr>
<tr>
<td>Biology</td>
<td>33</td>
<td>B.A.</td>
</tr>
<tr>
<td>Business Administration</td>
<td>21</td>
<td>B.S.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>11</td>
<td>B.A.</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>28</td>
<td>B.A.</td>
</tr>
<tr>
<td>Communication</td>
<td>12</td>
<td>B.A.</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>10</td>
<td>B.A.</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>B.A.</td>
</tr>
<tr>
<td>Education Studies - General</td>
<td>18</td>
<td>B.A.</td>
</tr>
<tr>
<td>Education Studies - Middle Grades</td>
<td>2</td>
<td>B.A.</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>10</td>
<td>B.A.</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>B.A.</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>B.A.</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>B.A.</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>B.A.</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>B.A.</td>
</tr>
<tr>
<td>Independent Major</td>
<td>19</td>
<td>B.A.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14</td>
<td>B.A.</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>B.A.</td>
</tr>
<tr>
<td>Nursing</td>
<td>11</td>
<td>B.S.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1</td>
<td>B.A.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>16</td>
<td>B.A.</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>B.A.</td>
</tr>
<tr>
<td>Political Science</td>
<td>7</td>
<td>B.A.</td>
</tr>
<tr>
<td>Psychology</td>
<td>21</td>
<td>B.A.</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>B.A.</td>
</tr>
<tr>
<td>Sociology</td>
<td>10</td>
<td>B.A.</td>
</tr>
<tr>
<td>Technology and Applied Design</td>
<td>17</td>
<td>B.S.</td>
</tr>
<tr>
<td>Theatre</td>
<td>13</td>
<td>B.A.</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>5</td>
<td>B.A.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>371</strong></td>
<td></td>
</tr>
</tbody>
</table>

*These are duplicative headcounts that include double degrees and double majors.
The unduplicated headcount of graduates is **335**.
3. Off-Campus Instructional Locations and Branch Campuses

Not applicable for Berea College.

4. Distance and Correspondence Education

Not applicable for Berea College.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

a) Berea College is accredited by SACSCOC. The College’s accreditation was reaffirmed in June 2006.

b) The baccalaureate degree in nursing program at Berea College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. This accreditation is effective February 11, 2013, and extends to December 21, 2023.

c) The College’s 15 education programs are 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. The accreditation was effective October 2012 and will be reviewed in spring 2019.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable, SACSCOC is the institutional accreditor.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Currently, the Nursing Program is on conditional status with the Kentucky State Board of Nursing (KBN) due to less than 85 percent NCLEX-RN first-time pass rates the past three years. The pass rate in 2014, however, was 90 percent. The program presented a detailed and analytical study with a list of action items to the Kentucky Board of Nursing in October 2013 and hosted a site visit in January 2015. The KBN Education Consultant is recommending to the Education Committee to move the program to Full Approval Status; if the Committee approves, the recommendation will go before the full board of the KBN in April 2015. (See letter from KBN on the next page.)

6. Relationship to the U.S. Department of Education

Berea College has had no limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
Dear Ms. Kirby:

During the meeting of the Kentucky Board of Nursing held April 11, 2013, and in accordance with actions outlined in the Board’s letter to the program of October 12, 2012, the Board acted to place the Baccalaureate Degree program of Berea College, Berea, on Probational approval status in accordance with 201 KAR 20:360, Evaluation of prelicensure registered nurse and practical nurse programs.

The continued area of deficiency determined by the Board is:

Failure to maintain the pass rate on the licensure examination for first time test takers as set by Section 2(4) of this administrative regulation.

Please take notice of the procedure outlined in Section 1 of the administrative regulation:

(5) Probational approval shall be the designation granted to a program of nursing if one or more standards have continued to be unmet.
   a) Following the decision of the board to place a program of nursing on Probational status, the program administrator shall be notified of the continued areas of deficiency. A new student shall not be admitted until the time the program of nursing comes into compliance. This period of time shall not exceed one academic year.
   b) The program administrator shall, within thirty (30) days of the notice of the deficiencies being sent, file a plan to correct each of the identified deficiencies.
   c) The program administrator may, within thirty (30) days, of the notice of the deficiencies, submit a request to appear before the board to contest the board’s determination of deficiencies.
   d) If the board’s determination of deficiencies has not been contested or if the deficiencies are upheld after a request to contest them, the board may conduct periodic evaluations of the program of nursing during the time of correction to determine that deficiencies have been corrected.

(6) If the program of nursing has not corrected the deficiencies within one (1) academic year of being placed on Probational status, a hearing pursuant to KRS Chapter 13B shall be conducted to determine whether to withdraw approval of the program of nursing.
Should you have any questions regarding the actions of the Board, or if we may be of further assistance to you, please contact Nathan Goldman, JD, Acting Nursing Education Consultant, at the Board office at (502) 429-3309.

Sincerely,

SALLY BAXTER, RN
PRESIDENT

By: Paula S. Schenk, MPH, RN
Executive Director

cc: Larry D. Shinn, PhD
Organizational Chart
Vice President of Alumni & College Relations Organizational Chart

Jackie Collier--Interim Vice President of Alumni & College Relations

JoJo Wray
Executive Administrative Assistant

(Vacant--Associate Vice President of Integrated Marketing & Communications)
Amy Shelee, Director of Gift Planning
Diane Kirby, Director of Alumni Relations
Dorothy Morgan, Director of Advancement Services
Jasma Singh, Associate Vice President of Development

Integrated Marketing & Communications
Gena Edwards, Gift Planning Coordinator
Alumni Relations
Advancement Services
Development
Information Systems & Services

Kevin Blankenship, Interim Chief Information Officer

Bill Ramsay, Senior Technical and Administrative Analyst

Kay Himes, Administrative Assistant

IT Infrastructure

Robert Lewis, Technology Resource Center Coordinator

Technology Resource Center (TRC)

Albert Conley, Enterprise Systems Director

Enterprise Systems
Core Requirements
2.1 Degree-Granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Status
Compliance

Justification Narrative

Berea College, founded in 1855 by ardent abolitionists and radical reformers as the first interracial and coeducational college in the South, continues today as an educational institution still adhering to its scriptural foundation upon which the College was founded: “God has made of one blood all peoples of the earth.” 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. The College is enduringly guided by its eight Great Commitments, informally in place for decades and ultimately codified in 1969 and revised in 1993. The College continues to commit itself

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5. To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
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7. To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
8. To serve the Appalachian region primarily through education but also by other appropriate services.

All 1,600 Berea students receive a full-tuition scholarship, and over 95 percent of Berea students receive Pell grants. Nearly 55 percent have an expected family contribution (EFC) of zero dollars (the median has been zero for the last several years). Each student is required to work a minimum of ten hours a
week in the College’s required labor program, as Berea is one of seven federally recognized Work Colleges. In over 120 labor departments, students earn a portion of their college expenses, develop an appreciation for the dignity and utility of labor, and gain valuable job experience for future careers. Each student receives an academic transcript and also a work transcript that lists labor positions over their Berea career.

Berea College offers baccalaureate education in a residential setting only; it does not offer any online instruction or programs. In the current year, 72 percent of Berea’s students are from the Appalachian region and Kentucky; 20 percent are from other states; and 8 percent are international students. Although the Appalachian region that Berea serves is about 6 percent African American, Berea’s Fall Term 2014 African American enrollment was 20 percent (includes students who indicated their race was African American either alone or in combination with another race). Twenty-three percent of students matriculating in 2014 were African American. Nearly half (47 percent) of last year’s entering students reported that neither parent had earned a college degree, and the average annual family income was less than $27,000 (based on a family of four). Admission to Berea is selective; in the 2013-2014 admission cycle, Berea accepted 34 percent of those who completed an application, making Berea the most selective institution in Kentucky. Its admissions yield, at 75 percent, confirms that most of the students offered admission have no other choice for high-quality liberal education at a very affordable price. Fifty-eight percent of the Fall Term 2014 first-year students were in the top fifth of their high school graduating class, and entering students had an average composite ACT score of 24.4. The student/faculty ratio is 10:1. The most recent first-to-second-year retention rate was 84 percent, the highest rate since the early 1960s, and the most recent six-year graduation rate is 62 percent. Of the 132 full-time faculty, 92 percent hold the Ph.D. or other terminal degrees. The College offers 32 majors, some with concentrations that expand options totaling 52, and an interdisciplinary general education program. (See the Fall 2014 Enrollment, Retention, and Graduation Report for more information.)

Berea College has formal authority from the Commonwealth of Kentucky to offer collegiate degrees. This authority is granted by the state legislature (Kentucky Revised Statutes 164.947, 164.946, 164.945) through the Kentucky Council on Postsecondary Education.

The Council on Postsecondary Education has renewed Berea College’s license to operate as an independent institution in Kentucky valid until July 2017.

The College is accredited by the Commission on Collegiate Nursing Education (CCNE) for the preparation of nurses. The College’s Nursing Program is currently on conditional status with the Kentucky Board of Nursing (KBN) due to less than 85 percent NCLEX-RN first-time pass rates the past three years. The pass rate in 2014, however, was 90 percent. The program presented a detailed and analytical study with a list of action items to the Kentucky Board of Nursing in October 2013 and hosted
a site visit in January 2015. As evidenced in the [email], the KBN Education Consultant is recommending to the Education Committee to move the program to Full Approval Status; if the Committee approves, the recommendation will go before the full board of the KBN in April 2015. In addition, the College is 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. Furthermore, the Kentucky Education Professional Standards Board (EPSB) has given full approval for Berea's Educator Preparation Program.

**Supporting Documents & Evidence**

1. Mission of the College: [Great Commitments](#)
2. Enrollment, Retention, and Graduation Report, Fall 2014
3. Kentucky Revised Statutes
   - 164.947
   - 164.946
   - 164.945
4. Kentucky Council on Postsecondary Education
5. License to Operate, Letter from Kentucky Council on Postsecondary Education
7. Kentucky Board of Nursing (KBN) Letter to the Nursing Program, April 2013 Regarding Berea's Conditional Status
8. Detailed and Analytical Study with Action Items for the Nursing Program
9. E-mail from the Nursing Program Chair regarding the KBN Site Visit in January 2015
2.2 Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Status

Compliance

Justification Narrative

Berea College is an independent and non-sectarian institution governed by a Board presently composed of 30 voting members (out of a maximum of 37 allowed under the College’s By Laws). The President of the College, as Trustee ex officio, is a non-voting member. The Board of Trustees of Berea College is an autonomous and self-perpetuating board of directors, as demonstrated in Section 1 of the College’s By Laws pertaining to the composition of the Board and the terms, election, and qualifications of trustees. As outlined in 3.2.4 External Influence, the governing board of Berea College is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. No external entities or persons are empowered to appoint or elect members of the Board of Trustees, nor does the President nominate or directly participate in the selection of trustees. For example, four members of the board are Alumni Trustees, recommended by the Berea College Alumni Association, evaluated and nominated by the board’s Committee on Trustees, and elected by the full
The Berea College **Board of Trustees** serves as the governing board of the institution with plenary authority over the institution. The Board of Trustees holds three regular meetings each year (January, April, and October) and may hold special meetings as necessary to consider and decide policy, financial, oversight and other issues as permitted by the Berea College [Articles of Incorporation, By Laws](http://webapps.berea.edu/sacs2014/2-2.html) and applicable state law. The most recent agenda from the January 22-24, 2015, Board of Trustees Meeting is included here as evidence, which includes:

- A current list of Board members
- Current committee assignments for Board members
- A Schedule of Board meetings and events
- Board meeting agenda for January 24, which includes, *inter alia*
  - Approval of minutes from the October 18, 2014, board meeting
  - Action recommended by the Finance Committee to approve guidelines for the College’s 2015-2016 operating budget.

Trustees serve on two to three committees for which their background and knowledge are appropriate, but they are also welcome to provide feedback on issues addressed in other board committees. These committees are: Executive Committee, Audit Committee, Buildings and Grounds Committee, Committee on Trustees, Development Committee, Educational Policies Committee, Finance Committee, Investment Committee, and Labor and Student Life Committee. Included as evidence is a Board Structure and Committee Overview document. The full Board acts on all policy and other matters that the separate committees bring forward. The Executive Committee has the full power of the board when the board is not meeting, except that it cannot elect or terminate the appointment of the President of the College or a trustee. In practice, however, the Executive Committee acts only on rare occasions when time-sensitive issues require expedited action on behalf of the full board. Such action is required to be reported to the Board of Trustees at its next regularly scheduled meeting.

Trustees are expected to provide financial support to the College that is appropriate to their personal means; however, other than the President of the College, policy states that none should have contractual, employment, or personal or familial financial interests in the institution ([Conflict of Interest Policy for Trustees and Institutional Officers](http://webapps.berea.edu/sacs2014/2-2.html)).

In summary, Berea College has a governing board of at least five members that is the legal body with specific authority over the College. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial and other resources of the institution are adequate.
to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. The presiding officer and other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

Please refer to 3.2.1 CEO Evaluation/Selection, 3.2.2.1 Institution's Mission, 3.2.2.2 Fiscal Stability, 3.2.2.3 Institutional Policy, and 3.2.3 Board Conflict of Interest for further information and explanation.

Supporting Documents & Evidence

1. *By Laws*
2. Comprehensive Standard 3.2.4 External Influence
3. Board of Trustees Information (Template from SACSCOC)
4. Articles of Incorporation
5. January 22-24, 2015 Board of Trustees Meeting Agenda Book
6. Board Structure and Committee Overview
7. Conflict of Interest Policy for Trustees and Institutional Officers
8. Comprehensive Standards
   - 3.2.1 CEO Evaluation/Selection
   - 3.2.2.1 Institution's Mission
   - 3.2.2.2 Fiscal Stability
   - 3.2.2.3 Institutional Policy
   - 3.2.3 Board Conflict of Interest
2.3 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Status
Compliance

Justification Narrative

The President of Berea College is the chief executive officer of the College. The President is responsible for carrying out all policies and mandates of the Board of Trustees, is charged with the general supervision of all the interests of the College, and has special oversight of the various departments of instruction. The President has authority to subordinate offices and positions and employ personnel necessary to carry out his/her responsibilities under the College’s By Laws and under the policies established by the Board of Trustees. The President is empowered to delegate authority appropriate to the administration of programs and business of the College.

By virtue of the office, the President is a non-voting member of the Board of Trustees but does not serve as presiding officer. The President reports and is accountable to the Board of Trustees. The duties of the President require full-time dedication to the business and affairs of the College.

The Berea College By Laws provide that the Chair of the Board presides at each meeting and is an ex-officio member of all board committees with vote. The Chair is obligated to see that the By Laws of the Board are complied with, that the duties of the executive officers of the College as prescribed by the Board are faithfully discharged, and that special orders, resolutions, and directives of the Board are properly executed.

Supporting Documents & Evidence

1. By Laws:
   - Section 5, President of the College
   - Section 1, Board of Trustees
2. President's Position Description
3. By Laws: Section 4, The Chair of the Board
2.4 Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Status
Compliance

Justification Narrative

Berea College has a clearly defined, comprehensive, and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and public service. As presented in numerous places, including: the College website; the Berea College Catalog, the Institution’s Strategic Plan, Being and Becoming: Berea College in the 21st Century 2011 Revision; numerous publications; and even the walls of many campus offices, the Great Commitments serve as Berea’s mission statement. As such Berea's mission statement is very broadly disseminated.

The Great Commitments are rooted in principles and purposes that have guided Berea since its founding, setting forth the ideals toward which the College and its people strive. The preamble to the Great Commitments articulates the College’s vision “of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice.” It also contains language that demonstrates the relationship between its aims and those of other institutions of higher education: “This environment frees persons to become active learners, workers and servers as members of an 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.”

The eight Great Commitments themselves express the ideals that make Berea distinctive:

To achieve this purpose, Berea College commits itself

1. To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
2. To provide an education of high quality with a liberal arts foundation and outlook.
3. To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.
4. To provide for all students through the labor program experiences for learning and serving in
community, and to demonstrate that labor, mental and manual, has dignity as well as utility.

5. To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.

6. To create a democratic community dedicated to education and equality for women and men.

7. To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

8. To serve the Appalachian region primarily through education but also by other appropriate services.

The Great Commitments were informally in place for decades and ultimately codified in 1969 and revised in 1993.

The Great Commitments are appropriate as a mission statement for Berea College as an educational institution. The first Great Commitment guides Berea’s admissions and financial aid practices. Other commitments specify in detail: the population Berea seeks to serve (the first, fifth and sixth commitments); the residential (seventh), liberal arts orientation (second) of Berea's educational program; the significance of service to the educational program Berea provides and its primary orientation to Appalachia (eighth); and the vital contributions made by the labor program to the educational enterprise (fourth).

The Great Commitments are also manifest operationally in a variety of ways throughout Berea College, addressing the teaching and learning goals and methods employed. The General Education program is a reflection of the Great Commitments, particularly the third Commitment, on inclusive Christianity, in GSTR 310 Understandings of Christianity. The fifth, sixth, and eighth Commitments are reflected in one of the six Perspectives areas of Berea’s General Education requirements: African Americans, Appalachians, and Women, requiring coursework in one of these areas by all Berea Students.

Service is also an integral part of Berea’s mission and its educational goals, as reflected in the seventh Commitment. Student participation in a broad array of service opportunities is supported through Berea College’s nationally recognized Center for Excellence in Learning through Service (CELTS). The College’s academic centers also reflect these Commitments: the Loyal Jones Appalachian Center, the Willis D. Weatherford, Jr. Campus Christian Center, the Carter G. Woodson Center for Interracial Education, the Black Cultural Center, and even the Francis and Louise Hutchins Center for International Education.

The College’s Appalachian commitment is manifest not only in Berea's curricular and co-curricular
work on campus with students from Appalachia and beyond, but also through the Partners for Education unit, which leverages federal grants to improve the quality of life and educational opportunities for people in nearby Kentucky Appalachian counties.

Together the Great Commitments describe a truly distinctive and unique institution. Only seven colleges in the nation build in a universal work experience for all students. The Work Colleges Consortium website lists the seven federally recognized Work Colleges: Alice Lloyd College, Berea College, Blackburn College, College of the Ozarks, Ecclesia College, Sterling College and Warren Wilson College.

Only eleven colleges in the nation do not charge tuition. The U.S. News & World Report lists the schools that provide a tuition-free undergraduate education:

- College of the Ozarks
- Berea College
- Curtis Institute of Music (Music)
- Alice Lloyd College
- Webb Institute (Engineering)
- Deep Springs College (Ranching; two-year program only)
- United States Military Academy
- United States Coast Guard Academy
- United States Naval Academy
- United States Air Force Academy
- United States Merchant Marine Academy
- This list formerly included Cooper Union in New York City as well. Cooper Union began charging tuition of some of its students in the Fall of 2013.

Five of these schools are service academies and one is a music conservatory. Of the remaining six, only three -- Berea, College of the Ozarks and Alice Lloyd College -- are also Work Colleges. Of those three, Berea College is the only residential, liberal arts school in the US News & World Report's National Liberal Arts category.

While the Great Commitments do specify the residential, liberal arts character of the educational program of Berea College, they do not specifically note that Berea College is strictly an undergraduate institution, offering degrees only at the Bachelor’s level (Berea offers no online instruction or online programs). Turning this question around, the academic program does very faithfully reflect the mission of the institution as expressed by the Great Commitments. Berea’s program, as noted before, offers a
liberal education curricula as well as programs reflecting the Great Commitments, such as African and African-American Studies, Appalachian Studies, Women’s and Gender Studies, Sustainability and Environmental Studies, Religion, and Peace and Social Justice Studies. There are also a number of professional programs that are reflective of Berea’s long-standing commitment to service for Appalachia and beyond: Education Studies, the oldest nursing program west of the Alleghenies, Agriculture and Natural Resources, and Technology and Applied Design. These latter programs are reflected in Bachelor of Science degrees.

Although the Great Commitments were formally codified in 1969, they reflect long-standing aims of the College, dating back to its founding in 1855 as the South’s first interracial and coeducational college. Their power transcends administrations and they continue to be as relevant today as ever. As such, they provide an enduring direction for the institution. However, in order to ensure that the Great Commitments continue to serve the College in a vital and relevant matter, it is important to periodically refresh their understanding and application through the College's strategic plan, Being and Becoming: Berea College in the 21st Century. This is done regularly by the standing Strategic Planning Council (SPC). Selected minutes of that body from the last five years (evidence is from one or two sets of minutes from each year, but many more could be provided) show this activity is on-going and regular at the College:

- **2009-2010** On May 5, 2010, the SPC discussed the draft version of the upcoming revision of Being and Becoming.
- **2010-2011** On February 14, 2011, the SPC discussed how to incorporate interracial education (exemplified by the fifth Great Commitment) into Being and Becoming; and on February 21, 2011 the SPC discussed how to incorporate Sustainability (seventh Great Commitment) into Being and Becoming.
- **2011-2012** On April 4, 2012, the SPC discussed the incorporation of the Labor Program (fourth Great Commitment) into Being and Becoming.
- **2012-2013** On February 26, 2013, the SPC discussed how the Workplace Expectations of the College emanate from the Great Commitments.
- **2013-2014** On September 10, 2013, the SPC discussed questions from Being and Becoming in relation to the Exploring the Great Commitments initiative; and on January 29, 2014 the SPC discussed its liaison role in overseeing the work of the Great Committees. (See following paragraph for an explanation of the Great Committees and the Exploring the Great Commitments initiative.)

Ad hoc efforts are also undertaken to refresh the community’s engagement with the mission statement.
A current example, known as *Exploring the Great Commitments*, is presently running during the 2014 calendar year. This initiative creates eight *Great Committees*, one for each Commitment, with a charge that includes review of each commitment, development of strategic initiatives relevant to the Commitment, gathering of information of the impact of that Commitment, and preparation of new fundraising materials for each.

Please refer to [3.1.1 Mission](#) and [4.2 Program Curriculum](#) for further information and explanation.

**Supporting Documents & Evidence**

1. **Mission of the College**: [Great Commitments](#) can be found in the following locations:
   - [College Website](#)
   - [2014-2015 College Catalog: Great Commitments (Mission)](#)
   - *Being and Becoming*: Berea College in the 21st Century, June 2011 (Strategic Plan):
     - [Description of the Great Commitments (Mission)](#)
   - Publications: [Commencement Programs, May and December 2014](#)

2. **2014-2015 College Catalog**:
   - [Description of the General Education Program](#)
   - [Description of the course, GSTR 310 Understandings of Christianity](#)
   - [General Education Requirements: Six Perspectives Areas](#)

3. **Berea College Centers**:
   - [Center for Excellence in Learning through Service (CELTS)](#)
   - [Loyal Jones Appalachian Center](#)
   - [Willis D. Weatherford, Jr. Campus Christian Center](#)
   - [Carter G. Woodson Center for Interracial Education](#)
   - [Black Cultural Center](#)
   - [Francis and Louis Hutchins Center for International Education](#)

4. **Partners for Education**

5. **Work Colleges Consortium**


7. **2014-2015 College Catalog**
   - [African and African-American Studies](#)
   - [Appalachian Studies](#)
   - [Women's and Gender Studies](#)
   - [Sustainability and Environmental Studies](#)
   - [Religion](#)
- Peace and Social Justice Studies
- Education Studies
- Nursing
- Agriculture and Natural Resources
- Technology and Applied Design

8. *Being and Becoming: Berea College in the 21st Century, June 2011* (Strategic Plan)
9. *2014-2015 Faculty Manual:* Description of the Strategic Planning Council (SPC)
10. Strategic Planning Council (SPC) Minutes
    - May 5, 2010
    - February 14, 2011
    - February 21, 2011
    - April 4, 2012
    - February 26, 2013
    - September 10, 2013
    - January 29, 2014
11. Workplace Expectations
12. Great Committees Charge and Invitation
13. Comprehensive Standard 3.1.1 Mission
14. Federal Requirement 4.2 Program Curriculum
2.5 Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Status
Compliance

Justification Narrative

Introduction to the Mission of Berea College

Berea’s complex mission is articulated in the Great Commitments, which consist of eight major goals:

1. to provide an educational opportunity to students from Appalachia, black and white, who have great promise and limited economic resources,
2. to offer an education of high quality with a liberal arts foundation and outlook,
3. To stimulate understanding of the Christian faith and its many expressions and to emphasize the motive of service to others,
4. To provide for all students through the labor program experiences for learning and serving in community,
5. To provide interracial education with a particular emphasis on understanding and equality among blacks and whites,
6. To create a democratic community dedicated to equality for women and men,
7. To maintain a residential campus and to encourage a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others,
8. To serve the Appalachian region primarily through education.

Formally articulated in 1969 but in practice long before, the Great Commitments were reaffirmed in 1993 and are enduring; they supersede presidential administrations and require systematic review of goals and outcomes, which results in continuing improvement in institutional quality, demonstrating that Berea is effectively accomplishing its mission.

All 1,600 Berea students receive a full-tuition scholarship, and almost all Berea students receive Pell grants or, in the case of international students, would be Pell eligible were they citizens. Nearly 55
percent have an expected family contribution (EFC) of zero dollars (the median has been zero for the last several years), and each student is required to work a minimum of ten hours a week in the College’s labor program.

Berea College offers baccalaureate degree programs only and does not offer any online programs or instruction. In the current year (2014-2015), 72 percent of Berea’s students are from the Appalachian region and Kentucky; 20 percent are from other states; and 8 percent are international students. Although the Appalachian region that Berea serves is about 6 percent African American, Berea’s Fall 2014 African American enrollment was 20 percent. Nearly half of last year’s entering students reported that neither parent had earned a college degree, and the average annual family income was less than $27,000 (based on a family of four). Admission to Berea is selective; one in three applicants is offered admission. Fifty-eight percent of the Fall 2014 first-year students were in the top fifth of their high school graduating class, and entering students had an average composite ACT score of 24.4. The student/faculty ratio is 10:1, and of the 132 full-time faculty, 92 percent hold the Ph.D. or other terminal degrees. The College offers 32 majors and an interdisciplinary general education program.

**Decision-Making at Berea College and Research-Based Planning and Evaluation**

Major decision-making bodies at Berea include:

1. **Governance committees and councils** composed of groups of elected and *ex-officio* faculty, staff, and students who work to translate the mission into tangible policies, practices, and educational activities. An example is the Strategic Planning Council.
2. The **General Faculty Assembly**, composed of many staff members, and the **College Faculty Assembly**, composed all teaching faculty in a continuing appointment.
3. The **Administrative Committee**, composed of all vice presidents, who report to the president, and the president.
4. The **Board of Trustees**.

Each of the structures named above (visualized in the Faculty Manual) has access to a robust set of institutional data and research studies. For example, most reports from the Office of Institutional Research and Assessment (OIRA) involve the segmentation of various student groups the College is committed to serve (e.g., African American students, students from economically distressed counties in Appalachia, single parents, etc.) so that institutional effectiveness can be monitored and improved. Refer to Table 1 for a list of data reports and studies that support planning and evaluation.

**Table 1. Institutional Research Data and Studies Completed by the Office**
## Institutional Research/ data report

<table>
<thead>
<tr>
<th>Purpose of report</th>
<th>Committee/ group shared with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment, Retention and Graduation</td>
<td>Posted to OIRA website: <a href="http://webapps.berea.edu/sacs2014/2-5.html">Institutional Data Reports</a> (an e-mail was sent to campus from the Director along with a link); discussed with the <a href="http://webapps.berea.edu/sacs2014/2-5.html">Enrollment Policies Committee</a> (EPC) - minutes October 22, 2014 and the President</td>
</tr>
<tr>
<td>Tables and Charts (annual); includes the First-Year and Transfer Student Profiles</td>
<td></td>
</tr>
<tr>
<td>To help the College monitor the matriculation of the students it is committed to serve (by gender, race, origin, nontraditional status, etc.).</td>
<td></td>
</tr>
<tr>
<td>Student Financial Compendium (every 3 years) -- 2014 Report</td>
<td>Posted to OIRA website: <a href="http://webapps.berea.edu/sacs2014/2-5.html">Institutional Data Reports</a> (an e-mail was sent to campus from the Director along with a link); the report is discussed with the <a href="http://webapps.berea.edu/sacs2014/2-5.html">Enrollment Policies Committee</a> (EPC) - minutes, September 24, 2014</td>
</tr>
<tr>
<td>Geographical Report (annual) -- Fall 2014 Report</td>
<td>This report contains Fall Term enrollment data (overall enrollment, first-year students and transfer students) broken out by geographical categories (nations, countries, states, and counties); it helps the College evaluate if we are serving those students to whom we are committed (from Appalachia, other nations, etc.).</td>
</tr>
<tr>
<td>Fact Book (annual)</td>
<td>Posted to OIRA website: <a href="http://webapps.berea.edu/sacs2014/2-5.html">Institutional Data Reports</a> (an e-mail was sent to campus from the Director along with a link); a confidential version (with names) is sent to College Relations and the Administrative Committee</td>
</tr>
<tr>
<td></td>
<td>Posted to OIRA website: <a href="http://webapps.berea.edu/sacs2014/2-5.html">Institutional Data Reports</a> (an e-mail was sent to campus from the Director along with a link); print versions are sent to the Board of Trustees.</td>
</tr>
</tbody>
</table>
structure, faculty, students, programs, facilities, co-curricular activities, and commitment to environmental sustainability.

Academic Year 2014-2015

Current Residence of Berea College Graduates (every 5 years) --

March 2012 Report

To help College constituents understand where graduates reside after they leave the institution.

Non-Traditional Domestic Student Report (every 3 years) --

August 2014 Report

To evaluate the College’s effectiveness in serving nontraditional students, especially those with children.

High Impact Activities Report (every 5 years) --

August 2014 Report

This report is used to evaluate the relationship between participation in a number of high impact activities and graduation rates.

CIRP (entering student survey) (national - administered every even year)

To evaluate how well new students fit the institution; first-year and transfer students are asked to complete the CIRP Entering Survey every other year beginning in Fall 2002. The survey assesses basic

versions are sent to the Board of Trustees, Administrative Committee, Strategic Planning Council, Admissions, College Relations, Academic Division and Program Chairs, and selected offices and program directors.

Posted to OIRA website: Institutional Data Reports (an e-mail is sent to campus from the Director along with a link)

Posted to OIRA website: Institutional Data Reports (an e-mail is sent to campus from the Director along with a link); the report is discussed with the Enrollment Policies Committee (EPC) - minutes, October 8, 2014

Posted to OIRA website: Institutional Data Reports (an e-mail is sent to campus from the Director along with a link); the report is discussed with the Division Council

Posted to OIRA website: Student, Faculty
every even fall term; Berea-specific school experiences, degree goals and entered in the odd years) - 

Fall 2012 Report; Recent Trends

NSSE (National Survey of Student Engagement) - To evaluate the educational engagement of the College’s first-year and senior students and compare to national peers.

FSSE (Faculty Survey of Student Engagement) - To evaluate the educational engagement of the College’s teaching faculty and compare to national peers.

Noel-Levitz Student Satisfaction Inventory (SSI) (every 5 years) - The Noel-Levitz Student Satisfaction Inventory is used along with a Berea-specific survey to assess a wide array of areas on campus. In general, satisfaction ratings have risen in most all areas covered.

Posted to OIRA website: Student, Faculty, and Staff Surveys and Studies; (discussed with Enrollment Policies Committee - minutes August 26, 2013; presented to Directors/Academic Division and Chairs/Administrators across campus. Examples of written responses from key administrative and other areas to data.) The Learning Commons Committee is currently...
Learning Commons Committee is currently examining how to improve student experience in areas of need as identified in the survey results.

HERI (Higher Education Research Institute) Faculty Survey (national); administered to all teaching faculty in Spring 2014 - Report

The survey is designed to assess faculty members’ attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities. Posted to OIRA website: Student, Faculty, and Staff Surveys and Studies; Discussed with the Division Council.

Berea College graduating seniors are asked to complete a comprehensive questionnaire that assesses basic demographics, importance of and progress toward attainment of college outcomes, personal growth and college contribution of areas, satisfaction, ratings of core values, and participation in extracurricular activities (i.e. international study). Posted to OIRA website: Student, Faculty, and Staff Surveys and Studies.

The College has administered a number of alumni surveys to assess graduates’ perception of their educational experiences. Posted to OIRA website: Student, Faculty, and Staff Surveys and Studies.
Alumni Outcomes Survey, Fall 2010

Division Data Reports
(annual) - To provide academic programs with current data related to advising, teaching, grading, and graduate feedback. Sent to the Academic Division and Program Chairs as well as all faculty assigned to each academic division

Division One Academic Year 2013-2014 Report

Special Studies:

Male Student Study Presentation To explore the reasons for relatively lower graduation rates for African-American males and white males from economically-distressed counties. Discussed with Division Council

Deep Green Residence Hall Study September 2014 Report To assess the effects on students of living in a Deep Green residence hall and to measure its operational effectiveness (water, waste, energy use). Shared with Administrative Committee and other working groups

Health and Wellness (Employee Survey) - Spring 2013 Report The Work Colleges Consortium Research Group created a survey aimed at understanding students’ wellness issues from the point of view of Labor Supervisors. The survey was conducted in the spring term 2013. Posted to OIRA website: Student, Faculty, and Staff Surveys and Studies; Shared with the Wellness Board and other ad-hoc groups associated with wellness

NCHA (National College Health Assessment) was created by the American College Health Association (ACHA) to track changes in health issues confronting college students. The survey data allows the ACHA and participating institutions to identify factors affecting academic
performance, characterize the health of the nation’s students, and develop means to address concerns, ultimately improving the health and welfare of college students.

African-American Student Study, Spring 2003 Report

A special study was conducted in Spring 2003 to address what attracts African Americans to Berea and helps retain them on a predominantly “white” campus.

Workplace Sustainability Survey Report

To understand employees’ perception of how sustainable their jobs are (including a focus on reflection and planning time).

NOTE: The OIRA has a deep commitment to achieving high response rates for every survey administered on campus. For example, the response rate was 90% for the Noel-Levitz Student Satisfaction Inventory (SSI). Response rates for the Graduating Senior Survey has been as high as 82% in recent years.

How This Narrative is Organized

In order to demonstrate compliance compellingly and effectively, this narrative begins with a brief overview of the work of the Strategic Planning Council (SPC) to show its involvement with continuous improvement. The overview is followed by five representative examples of how the College achieves compliance with Core Requirement 2.5, including the Scenario Planning Task Force, the work leading to the construction of the Deep Green Residence Hall, the revitalization of the Labor Program, the development of the Carter G. Woodson Center for Interracial Education, and the Exploring the Commitments initiative. Each example shows the centrality of the Great Commitments.

A Brief Overview of the Strategic Planning Council (SPC)

Because the mission of the College is deeply and profoundly embodied in the Great Commitments, the Commitments are reviewed, affirmed, and translated into action by the Strategic Planning Council (SPC). It is precisely because of the enduring nature of the Great Commitments (they change little over time even though they are periodically reviewed) that the SPC works continuously to realize the full potential of these very lofty goals. The SPC has regularly assessed the external and internal landscapes to create strategic questions and specific initiatives since 1995. In fact, since its inception, the group has produced three major iterations of a strategic plan (1996, 2006, 2011), all entitled Being and Becoming: Berea College in the 21st Century.
In 1996, members of the Strategic Planning Council wrote the first iteration of the *Being and Becoming* strategic plan, again based on the Great Commitments. This plan identified five major strategic questions (e.g., *What should it mean for Berea College to serve the Appalachian region in the 1990s?*) and, for each question, several specific, high-priority strategic initiatives were named.

Ten years later, in the 2006 full revision, the SPC concluded that three of the 1996 strategic areas (Question 1 on Appalachia, Question 2 on Admissions, and Question 3 on the Christian identity) had been partially addressed but should be continued in a modified form (refer to the linked table to view a full list of strategic questions asked in each of the strategic plans, 1996, 2006, and 2011). The SPC also determined Question 5 on fiscal, facility, and employee development was successfully addressed and that its continued implementation and oversight would lie in the appropriate administrative offices and programs. Two new related strategic areas emerged in 2006 from the original Question 4 on Berea’s egalitarian community, one focusing on Berea’s commitment to interracial education and the other on the commitment to the equality of women and men. Another new initiative formalized the labor revitalization proposal approved by the faculty, and the last new initiative focused on creating a more reflective, effective, and sustainable learning community. **All of this work on questions from the *Being and Becoming* strategic plan is based on research-based planning and evaluation, and the questions in the three iterations come directly from the Great Commitments.** Many of these questions were proactive and based on a close examination of how Berea might better address each Great Commitment.

The 2011 revision, however, reflected some reactive work following the 2008-2009 economic downturn, which led to an examination of Berea’s ability to continue its mission after the College's endowment had decreased by almost a third by March 2009. What resulted was additional research-based planning and evaluation, leading to the addition of two new initiatives explained below.

**Example 1: Engaged and Transformative Learning Enhancement Scenario**

In response to the economic downturn, a year-long scenario planning process was initiated in February 2009. The charge was to bring forth three to four scenarios to the following entities:

- Strategic Planning Council
- Administrative Committee
- General Faculty Assembly
- Board of Trustees by October 1, 2009.

The aim was to reduce the operating budget and increase institutional effectiveness.
The group, composed of nine faculty and staff and one student, was introduced by the president in his reports to campus in February and March 2009. It began meeting in April 2009 and completed its work with an extensive report, *Of Journeys, Landscapes, and Destinations: The Report of the Scenario Planning Task Force*. The 133-page report was based on research-based planning and evaluation, and its single-spaced bibliography ran six pages.

As mentioned above in the description of strategic planning, the Administrative Committee created a hybrid scenario in February 2010, “Engaged and Transformative Learning” based on the work of the Task Force. This document included ten “building blocks” that sought to achieve the mission of the institution more effectively with fewer resources. For example, the building blocks included:

- new targets for enrollment (serving even more students, not fewer)
- slightly increasing the student-faculty ratio
- restructuring academic departments into six divisions
- revitalizing the Labor Program
- adopting a new academic calendar to draw-down additional summer PELL funds.

In summary, the College responded to the economic challenges of 2008 through research and evaluation that led to forward-looking thinking. Some of these responses involved cutting budgets. Other responses involved adding new initiatives, such as increasing enrollment and creating two new centers (the Center for Transformative Learning and the Carter G. Woodson Center for Interracial Education which is described later in this narrative).

**Example 2: Ecological and Environmental Sustainability**

This second initiative came out of a nearly three-year SPC subcommittee process. Both of these initiatives were adopted by the General Faculty Assembly, the Administrative Committee, and the Board of Trustees. The result was the creation of a new governance committee, the Sustainability Committee, which is charged with several key duties, including

1. advising the College on appropriate sustainability goals, progress, and initiatives
2. monitoring the progress of the College Climate Action Plan, establishing and monitoring annual metrics
3. supporting the routine assessment of campus attitudes and knowledge regarding sustainability.

The committee began implementation of its work in academic year 2014-2015.

The planning that led to the construction of the Deep Green Residence Hall is another example of how
research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes result in continuous improvement in institutional quality demonstrating that the institution is effectively accomplishing its mission as a manifestation of the College's seventh Great commitment. Deep Green Residence Hall, which opened in August 2013, is now the world’s “greenest” residence hall, based on the number of LEED points it achieved and Petal Recognition from the Living Building Challenge. Furthermore, the College carried out an important evaluation of the building to ensure that it was meeting its ambitious energy reduction goals, only to discover that the building was exceeding those goals.

The following text provides two additional examples of how the Strategic Planning Council’s work is driven by Berea College’s unique and complex mission. The first example relates to the College’s commitment to student development regarding work and the second relates to its commitment to interracial education.

Example 3: The Revitalization of the Labor Program

As one of seven federally recognized Work Colleges, Berea College initiated a Strategic Planning Council subcommittee to review the Labor Program and make recommendations for improvement, with a special focus on enhancing labor as learning. The report to the Strategic Planning Council included recommendations for re-visioning, re-vitalizing, and re-structuring the Labor Program. Guided by this review, the Strategic Planning Council devised a strategic initiative on “student labor as student and learning centered, as service to the College and community, and as providing necessary work (i.e., work that needs to be done), being done well.” This strategic initiative, approved by the General Faculty (teaching faculty and key staff) in 2003 and by the Board of Trustees in 2004, has provided a framework for subsequent program improvements in such areas as articulation and measures of work-learning-service outcomes, assessment of their attainment, and enhanced work supervisor support and training. It also led to the inclusion of the strategic question in the 2006 version of Being and Becoming: How should Berea’s Student Labor Program be revised and revitalized consistent with the unifying vision for it adopted by the General Faculty? and its related Strategic Initiative to Apply the unifying vision of work in student advising, labor supervision, the work of the Labor Forum, and related policies and practices. The following section describes four representative but key changes made in the Labor Program in order to revitalize and improve the experiences students gain from this high-impact activity:

**Position descriptions.** Learning opportunities are articulated in written position descriptions that include learning outcomes and that act as the practical program for the student worker. Labor positions may provide work experience directly related to a major academic field of study and an opportunity to explore areas of interest outside the major. A
students can seek labor positions that align with his/her academic, career or personal goals to maximize the learning potential of the work experience.

**Work-Learning-Service level of the position.** All labor positions at Berea are assigned a Work-Learning-Service (WLS) level that establishes the functional level and learning objectives for the position. Student workers moving into higher Work-Learning-Service (WLS) level positions will see potential learning outcomes progress accordingly as defined by the WLS and position description.

**Labor Program Evaluation and Assessment:** Program Evaluation and Assessment utilizes a variety of processes and instruments ([Labor Program Evaluation Tools](http://webapps.berea.edu/sacs2014/2-5.html)):

*Student Labor Evaluation (SLE):* To assess learning outcomes of the labor experience and to improve work performance, two on-line Student Labor Evaluations are conducted by the labor supervisor during the academic year, one at the mid-point and one at the end. (See [sample report](http://webapps.berea.edu/sacs2014/2-5.html).)

*Labor Experience Evaluation (LEE):* Students also annually reflect on their own work experience and provide feedback through the Labor Experience Evaluation (LEE). This on-line tool ([Labor Experience Evaluation Overview](http://webapps.berea.edu/sacs2014/2-5.html)) provides students the opportunity to reflect upon their overall labor experience across six key areas.

**Development of a Labor Transcript.** The Labor Program created an enhanced Labor Transcript for every student. In 2009-2010 the Student Labor Transcript ([Labor Transcript Informational Pamphlet](http://webapps.berea.edu/sacs2014/2-5.html)) was revised to provide a permanent record of a student’s work history and quality of work performance. In the summer of 2014 the transcript was placed under the purview of the College’s Registrar. The transcript contains a detailed work history including department, position, and supervisor; Work-Learning-Service level for each position; number of contract hours per week; departmental Labor Evaluation scores across five performance indicators ranging from “Unsatisfactory” to “Exceptional Labor Performance”; and distinctions attained (e.g., labor-related awards, certifications, and or specialized training). Coupled with a well-written resume, the Labor Transcript supports a student in exploring internship and career opportunities.

The [institutional evaluation/assessment reports](http://webapps.berea.edu/sacs2014/2-5.html) reveal that supervisors routinely hold systematic discussions with students about work performance. Assessments also suggest that work and learning are
being connected in meaningful ways and that the Labor Program is successful in promoting a culture of learning in the workplace through supervision, reflection, and evaluation. A majority of students indicate they experience direct connections between work and learning and that their labor positions support their academic and career objectives.

Most recommendations resulting from this comprehensive and continuous review and revitalization of the Labor Program have been implemented, but continuous improvement dictates ongoing work.

**Example 4: The Creation of the Carter G. Woodson Center for Interracial Education**

This example emerged out of a strategic question from the [2011 version of Being and Becoming: How can Berea College best reassert and extend its founding legacy in interracial education and community in our 21st century context?](http://webapps.berea.edu/sacs2014/2-5.html) Its strategic initiative was to: Explore relationships between pedagogy and interracial education and enhance interracial education for all students at Berea College.

Berea College’s interracial education commitment is foundational and directly articulated as follows, “To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.” The Strategic Planning Council spent many years researching ways the College might strengthen its work related to the fifth Great Commitment (see [Proposal for the Establishment of a Carter G. Woodson Center for Interracial Education](http://webapps.berea.edu/sacs2014/2-5.html)). Also refer to a special [Appreciative Inquiry study](http://webapps.berea.edu/sacs2014/2-5.html) regarding interracial relationships on campus that helped inform this work. Building on that evaluative work, a group of faculty and staff were organized in May 2011 after a request by the Administrative Committee to investigate how a Center for Interracial Education might support, strengthen, and extend Berea College's interracial education commitment in its contemporary learning, working, and living environments. That group’s work culminated in the recommendation to create a Carter G. Woodson Center for Interracial Education (Woodson was a 1903 Berea College alumnus and renowned historian and scholar credited as the Father of Black History). The Center was to provide an over-arching vision to enhance Berea’s interracial education work in cooperation with other centers on campus, particularly the Black Cultural Center, and the African and African American Studies Program. The new Center was [formally approved](http://webapps.berea.edu/sacs2014/2-5.html) by the Board of Trustees in October 2011.

Once approved, principles and goals for the new Center were established; structures were developed; and, searches were conducted for the director of the Woodson Center as well as for the vacant director of the Black Cultural Center in spring 2012. [Renovation of the Alumni Building](http://webapps.berea.edu/sacs2014/2-5.html) took place in the summer and early fall of 2012, totaling almost $1 million, and the Center was inaugurated in the fall of 2012. The Woodson Center strives to align external campus norms with the College’s internal and historic commitment to interracial education so they function in a mutually supportive manner. It is the mission of the Center to promote social and cultural change through the transformative power of
education that recognizes the enhancing value of “all peoples of the earth.” The Center is the first of its kind in that the focus comes directly out of the work of Berea's founder John G. Fee and his specific attention on the issue of black and white relationships in the United States before and after the civil war.

In order to fund both the existing Black Cultural Center and the new Woodson Center, budgets were reallocated. The College also sought additional grant funding from a charitable trust to support new programming initiatives in the Woodson Center (refer to the most recent Annual Report for the Woodson Center). The $150,000 grant is funded from July 1, 2013 – June 30, 2016. Monies from the grant are used for the implementation of important programming that will be the cornerstone of success for the Woodson Center in fulfilling its mission. One new initiative is the Berea College Civil Rights Seminar and Tour, a one-week seminar and tour of the significant civil rights venues to deepen faculty and staff understanding of Berea’s foundational interracial commitment (see Save the Date Announcement e-mail). The first offering had 34 participants. The seminar and tour is offered in odd years (it will next be offered in August 2015), complemented in even years by the long-running Berea College Appalachian Seminar and Tour to support the College’s Appalachian commitment. Funding also supports a “Train the Trainers” program to empower faculty, staff, and students to become interracial education advocates on our campus, an interracial education incentives program for faculty to expand and integrate interracial education efforts in the curriculum, and planning for a Conference on Interracial Education to be hosted on campus in 2016.

**Example 5: Exploring the Great Commitments**

Although this narrative argues that the Great Commitments are enduring and foundational, the College periodically conducts an in-depth review of the Commitments. The Exploring the Commitments initiative during the 2014 calendar year initiated by President Lyle Roelofs and facilitated by the Strategic Planning Council, demonstrates that the College incorporates into its work a systematic review of institutional mission, goals, and outcomes.

This Presidential initiative focused on exploring opportunities to enhance the College’s capability to realize and communicate the Great Commitments. Over 100 faculty, staff, and student volunteers comprised eight "Great Committees," one for each Commitment. These were formed early in 2014 to discuss and reflect upon the Commitments by considering

1. each Commitment’s current articulation (with possible refinement or re-articulation)
2. the institutional goals in relation to each Commitment
3. an examination of how the College has or will measure its progress and assessment of the current status of those goals
4. identification of new initiatives and necessary resources associated with the pursuit of the Commitment

5. recommendations for internal and external communication strategies for donors, visitors, prospective students, and other constituents who will support fundraising and engagement connected to each Commitment. For a description of how the campus community was invited to participate, the focus of exploration of each Great Committee, and the role of the Strategic Planning Council, refer to Exploring the Commitments Overview.

Progress reports from the Great Committees were shared with the campus community (updates, April 2014 and final reports). Campus wide fora were scheduled in November 2014, and an SPC retreat in early January 2015 worked to synthesize materials, content, and goals.

Summary

Overall, the Berea College community engages in numerous research-based planning and evaluative endeavors to ensure ongoing support of the College’s mission and continuous improvement. This narrative has offered five representative examples, but there are many more that could have been given. The planning is highly participatory, robust, and yields a continuous examination of the College's complex mission. Furthermore, any plans for improvement are always considered within the context of the College’s internal environment as well as the external landscape of higher education and society. Decision-making, program development, and budgeting flow directly from planning and evaluation processes and activities.

Please refer to 3.1.1 Mission, 3.5.1 General Education Competencies, and 4.1 Student Achievement for further information and explanation.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. 2014-2015 Faculty Manual:
   - Faculty Council and Committee Structure
   - Strategic Planning Council
   - General Faculty Assembly
   - College Faculty Assembly
   - Administrative Committee
3. Office of the President: Board of Trustees
5. **Office of Institutional Research and Assessment (OIRA)**

6. Office of Institutional Research and Assessment (OIRA) Data and Studies
   - Posted to the OIRA website: [Institutional Data Reports](http://webapps.berea.edu/sacs2014/2-5.html)
     - **Enrollment, Retention, and Graduation Report, Fall 2014**
       - Discussed with the Enrollment Policies Committee (EPC) *(2014-2015 Faculty Manual)*
       - EPC Meeting Minutes, October 22, 2014
     - **Student Financial Compendium, August 2014 Report**
       - Discussed with the Enrollment Policies Committee (EPC) *(2014-2015 Faculty Manual)*
       - EPC Meeting Minutes, September 24, 2014
     - **Geographical Report, Fall 2014**
     - **2014-2015 Fact Book**
     - **Current Residence of Berea College Graduates, March 2012**
     - **Non-Traditional Domestic Student Report, August 2014**
       - Discussed with the Enrollment Policies Committee (EPC) *(2014-2015 Faculty Manual)*
       - EPC Minutes, October 8, 2014
     - **High Impact Activities Report, August 2014**
   - Posted to the OIRA website: [Student, Faculty, and Staff Surveys and Studies](http://webapps.berea.edu/sacs2014/2-5.html)
     - Cooperative Institutional Research Project (CIRP) National Survey
       - Fall 2012 Report
       - Recent Trends Report
     - **National Survey of Student Engagement (NSSE), Spring 2014**
     - **Faculty Survey of Student Engagement (FSSE), Spring 2014**
       - Discussed with the Division Council *(2014-2015 Faculty Manual)*
     - **Noel-Levitz Student Satisfaction Inventory (SSI), Spring 2013**
       - Discussed with the Enrollment Policies Committee (EPC) *(2014-2015 Faculty Manual)*
       - EPC Minutes, August 26, 2013
       - Examples of written responses from key administrative and other areas to data
       - **2014-2015 Faculty Manual: Learning Commons Committee**
     - **HERI (Higher Education Research Institute) Faculty Survey (national), Spring 2014**
       - Discussed with the Division Council *(2014-2015 Faculty Manual)*
     - **Graduating Senior Survey (annual), Academic Year 2013-2014 Report**
Alumni Surveys
- **Berea-Specific Alumni Survey Report, Spring 2010**
- **Alumni Outcomes Survey, Fall 2010**

- Sent To All Teaching Faculty According to Assigned Division
  - Division Data Reports: **Division One, Academic Year 2013-2014 Report**

- Shared with Division Council
  - **Male Student Study Presentation**

- Shared with **Administrative Committee** *(2014-2015 Faculty Manual)* and other working groups
  - **Deep Green Residence Hall Study Report, September 2014**

- Posted to the OIRA website: **Student, Faculty, and Staff Surveys and Studies**
  - **Health and Wellness Employee Survey, Spring 2013**
  - **National College Health Assessment (NCHA), Spring 2010 Report**
  - **African-American Student Study, Spring 2003**
    - **Discussed with the Strategic Planning Council** *(2014-2015 Faculty Manual)*

- Presented to the **Strategic Planning Council** *(2014-2015 Faculty Manual)*
  - **Workplace Sustainability Survey Report**

7. Strategic Plan: **Being and Becoming: Berea College in the 21st Century**

- **June 1996**
- **February 2006**
- **June 2011**

8. **Being and Becoming: Strategic Questions from Each Plan**

9. **Labor Program Revitalization Proposal Approved by the Faculty**

10. **Scenario Planning Task Force Charge**

11. **President's Reports to Campus, February and March 2009**

12. "**Of Journeys, Landscapes, and Destinations: The Report of the Scenario Planning Task Force**"

13. "**Engaged and Transformative Learning**"


15. Deep Green Residence Hall: **world's "greenest" residence hall**

16. **LEED**

17. **Living Building Challenge**

18. **Work Colleges Consortium**

19. **Labor Program**

20. **Deep Green Residence Hall Study Report, September 2014**
22. Center for Excellence in Learning through Service (CELTS) Position Description: Bonner Senior Intern WLS 6
23. Work-Learning-Service (WLS) Level Descriptions
24. Labor Transcript Informational Pamphlet
25. Student Labor Evaluation (SLE) and Labor Experience Evaluation (LEE) Sample Institutional Overall Report
26. Labor Program Evaluation Tools
27. Student Labor Evaluation (SLE) Sample Report
28. Labor Experience Evaluation (LEE) Overview
29. Proposal for the Establishment of a Carter G. Woodson Center for Interracial Education
30. Interracial Education Appreciative Inquiry Study Report
31. Certificates from the Secretary of the Board Regarding the Board of Trustees Meeting Minutes, October 2011 and February 2012
32. Renovation of the Alumni Building to create the Woodson Center
33. Black Cultural Center
34. Carter G. Woodson Center for Interracial Education
35. Annual Report for the Woodson Center
36. Budget for the $150,000 Grant for the Carter G. Woodson Center for Interracial Education
37. Berea College Civil Rights Seminar and Tour
   - Save the Date Announcement E-mail from the Director of the Woodson Center
38. Berea College Appalachian Seminar and Tour
39. Berea College's Appalachian Commitment
40. Exploring the Commitments Overview
   - Great Committee Updates Reports, April 2014
41. Great Committees Final Report, Fall 2014
42. Campus-Wide Fora Invitation E-mail from the President
43. Comprehensive Standards
   - 3.1.1 Mission
   - 3.5.1 General Education Competencies
44. Federal Requirement 4.1 Student Achievement
2.6 Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Status
Compliance

Justification Narrative

Berea College is in operation and has students enrolled in degree programs.

Berea College has been in continuous operation since its founding in 1855, with the exception of the period between 1859 and 1866. Local slaveholders, fearful that Berea’s abolitionist colony would cause an armed slave rebellion, forced the founders and their families into exile. The Bereans’ appeals to Kentucky’s governor failed, and in December 1859, the founders and their families left the state. The school formally reopened in 1866.

Berea College offers programs of study that, upon successful completion, lead to the Bachelor of Arts and/or Bachelor of Science degrees. As presented in the College Catalog and the 2014-2015 Fact Book, the College awards the Degree of Bachelor of Science in four majors, and the Degree of Bachelor of Arts in twenty-eight majors. In Fall 2014, there was a reported enrollment of 1577 degree-seeking students (2014-2015 Fact Book). The Fact Book section “Student Enrollment and Characteristics” provides very detailed information about degree- and non-degree-seeking students.

Supporting Documents & Evidence

1. 2014-2015 College Catalog: Degrees of Study
2. 2014-2015 Fact Book:
   - Programs of Study
   - Fall 2014 Degree-Seeking Enrollment
   - Student Enrollment and Characteristics Section
2.7.1 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Status
Compliance

Justification Narrative

All the requirements in every academic program (Berea College offers a Bachelor of Arts degree in 28 different programs, a Bachelor of Science degree in 4 programs, and a dual-degree in engineering) require at least 32 credits for graduation. Additional options in some majors bring the total fields of study to 52. The College Catalog states that “A minimum of 32 earned course credits (typically 34 in Nursing) is required for graduation, with at least 20 courses taken outside the major discipline." In addition, the curriculum guides for each program clearly state that 32 credits must be earned for a Berea degree (see Table 1 for a complete list of credit requirements for each of Berea's degree programs). Berea does not offer associate or graduate degrees. See also 4.4 Program Length for additional information.

Table 1. Credit Requirements for All Academic Degree Programs

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Degree Program</th>
<th>Required Credits for the Major</th>
<th>Total Required Credits to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African and African American Studies</td>
<td>B.A.</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>B.S.</td>
<td>11-14 (Distribution is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Applied Science and Mathematics</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Art History</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Art Studio</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>B.A.</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Units</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Biology: Molecular, Cellular, and Systems</td>
<td>B.A.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology: Field and Organismal Biology</td>
<td>B.A.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Biology: General</td>
<td>B.A.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Business Administration: Accounting</td>
<td>B.S.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Business Administration: Finance</td>
<td>B.S.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Business Administration: Management</td>
<td>B.S.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Business Administration: Marketing</td>
<td>B.S.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Chemistry: General</td>
<td>B.A.</td>
<td>16</td>
<td></td>
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<tr>
<td>Chemistry: Professional</td>
<td>B.A.</td>
<td>17</td>
<td></td>
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<tr>
<td>Child and Family Studies: Child Development</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Child and Family Studies: Family Studies</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Child and Family Studies: Nutrition and Food Studies</td>
<td>B.A.</td>
<td>10</td>
<td></td>
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<tr>
<td>Communication</td>
<td>B.A.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Science: General</td>
<td>B.A.</td>
<td>8-11 (Capstone is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Computer and Information Science: Computational Math</td>
<td>B.A.</td>
<td>15-18 (Capstone is flexible)</td>
<td>32</td>
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<tr>
<td>Economics: International Politics and Policy</td>
<td>B.A.</td>
<td>12</td>
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<tr>
<td>Economics: Methods and Models</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Education Studies: General</td>
<td>B.A.</td>
<td>8-10 (Core is flexible)</td>
<td>32</td>
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<tr>
<td>Education Studies: Middle Grades Mathematics Certification, 5-9</td>
<td>B.A.</td>
<td>21.5</td>
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<td>Education Studies: Middle Grades Science Certification, 5-9</td>
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<td>24.5</td>
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<tr>
<td>Education Studies: Elementary Certification, P-5</td>
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<td>18</td>
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<tr>
<td>Education Studies: Teaching and Curriculum Certification</td>
<td>B.A.</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>English: Literature</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>English: Writing</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Credits</td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td>--------</td>
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<td></td>
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<tr>
<td>English: Writing</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Health and Human Performance: General</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Human Performance: Education with</td>
<td>B.A.</td>
<td>21.25</td>
<td></td>
</tr>
<tr>
<td>P-12 Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.A.</td>
<td>(Capstone Flexible) 9.5-10 (Capstone is flexible)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>B.A.</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Music: Education, Vocal or Instrumental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis, with P-12 Teaching Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>B.S.</td>
<td>21.5</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>B.A.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>B.A.</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>B.A.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>B.A.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: General</td>
<td>B.S.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Artisan Studies</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Engineering and Technology Education</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Technology Management Concentration</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
As stated in 4.9 Definition of Credit Hours, Berea College conforms to commonly accepted practices in higher education. The College operates on a 4-4 academic calendar, in which students typically earn four course credits in the regular 15-week fall and spring terms (because the College is on a term system, the school does not refer to these sessions as semesters) and may earn up to 2.25 course credits through participation in one or more summer terms. To be classified as a full-time student, enrollment in three course credits in any term is required.

In academic year 2010-2011, the College faculty discontinued the January Short Term experience, which transformed the academic calendar from a 4-1-4 to its current 4-4 model (Faculty Meeting Agenda and Minutes, February 11, 2010). This has been the only significant change since Berea’s last decennial reaffirmation. There were several reasons for this change, including an increasingly difficult staffing challenge after the faculty load went from seven credits annually to six; an attempt to have a more standard academic calendar so as to draw down summer Pell revenues; and to facilitate students’ abilities to find lucrative summer jobs and high-quality internships by completing the academic year in early May as opposed to late May. As a result, graduation requirements went from 33 credits to its current 32. Experiential opportunities from Short Term were moved to an optional May term in order to continue to provide Berea students an innovative curricular experience. May term is when BIST (Berea International Summer Term) courses are scheduled, as well as other domestic-travel courses.

Like many other liberal arts institutions, Berea uses a course-credit system rather than a semester-hour system. Most courses are worth one credit, but the range is from a quarter to three credits. A one-credit course at Berea is equivalent to four credit hours, and each one-credit course has the opportunity to meet at least 210 minutes per week in the classroom. The College Catalog states this policy clearly: “One course credit at Berea represents four semester hours or six quarter hours elsewhere.” Hence, 32 credits at Berea is equivalent to 128 credit hours in a semester-hour system.

Berea College employs the standard convention that each classroom hour is supported by approximately two hours of out-of-class engagement by students in class preparation, laboratory, research, and/or study, etc. A one-credit course meets in class between four and six hours each week. Courses awarding less than one credit often meet correspondingly less (for example, half-credit courses meet a minimum of two hours per week and quarter-credit courses meet a minimum of one hour per week). Summer four-week courses typically meet 10-15 hours per week, and again, many include travel or other intensive experiences.

A proposal adopted by the faculty resulted in the development of Standard Blocks that meet Monday, Wednesday, and Friday for 70 minutes each session. Beginning in the fall of 2014, all one-credit classes
meet at least 210 minutes per week. This standard was recently reaffirmed in the context of its inclusion as part of the rationale associated with a proposal to adopt a revised class schedule at Berea College.

Supporting Documents & Evidence

1. 2014-2015 College Catalog: Graduation Requirements
2. Office of the Registrar: Curriculum Guides
3. Federal Requirements
   - 4.4 Program Length
   - 4.9 Definition of Credit Hours
4. Office of the Registrar: Academic Calendar
5. Faculty Meeting Agenda and Minutes, February 11, 2010
6. Berea International Summer Term (BIST) Courses
7. 2014-2015 College Catalog: Course or Credit Definitions
8. Faculty Meeting Agenda and Minutes, January 16, 2014
2.7.2 Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Status
Compliance

Justification Narrative

Berea College offers degree programs that embody a coherent course of study compatible with its stated purpose and based upon fields of study appropriate to higher education.

Consistent with Mission

Berea College offers degree programs that are consistent with its mission as described in the Great Commitments (see Table 1 below) and further delineated in the four pairs of common learning goals (see Table 2 below) in the College’s 2011 Strategic Plan, *Being and Becoming*. For example, the College offers a predominantly liberal arts curriculum in keeping with its second Great Commitment, but owing to other Great Commitments, there are additional professional majors, such as Nursing (Berea has the oldest nursing program west of the Alleghenies), Business, Technology and Applied Design (with roots in Industrial Arts), Education Studies (part of the Normal School once at Berea), and Agriculture and Natural Resources (Berea has one of the oldest college farms in the country). All of these programs were historic ways the College addressed its commitment to Appalachia (the eighth Great Commitment). In addition, the College has a number of religion courses and a Program in Religion because of its third Great Commitment, an African and African American Studies Program due to its fifth Great Commitment, Women’s and Gender Studies reflecting its sixth Great Commitment, and an Appalachian Studies Program due to its eighth Great Commitment. Many of these same influences from the Great Commitments are found in coursework and requirements in the General Education Program.

Table 1. Great Commitments

The great commitments of Berea College

*Berea College commits itself*

1. To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
2. To provide an education of high quality with a liberal arts foundation and outlook.
3. To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.
4. To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
5. To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
6. To create a democratic community dedicated to education and equality for women and men.
7. To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
8. To serve the Appalachian region primarily through education but also by other appropriate services.

Table 2. College-Wide Learning Goals from the 2011 Strategic Plan

<table>
<thead>
<tr>
<th>College-wide learning goals</th>
</tr>
</thead>
</table>

**Goal 1**: We seek to develop mature and critical thinkers who also have the potential for moral reflection, personal growth, and thoughtful action.

1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

**Goal 2**: We seek to understand our interconnectedness of our natural, fabricated, and human worlds.

2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.
2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

**Goal 3**: As citizens of a global world, we seek to develop an understanding of and appreciation for
“all peoples of the earth” to promote peace and non-violence in the world.

3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

**Goal 4: We seek to create an educational environment that develops the capacities of individuals while forging a caring campus community of mutual respect and collaboration.**

4.1 – We seek to educate our students and staff to be independent thinkers and doers.
4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

**Fields of Study Appropriate to Higher Education**

Berea’s curriculum offers a choice of majors in 32 fields, some with concentrations that expand options totaling 52; students can choose among 32 minors (see Tables 3 and 4 below). The curriculum requires an interdisciplinary general education program for each student, and a degree is conferred upon completion of both the [General Education Requirements](http://webapps.berea.edu/sacs2014/2-7-2.html) and the curriculum of a selected major, provided that the student has earned a grade point average (GPA) of 2.00 or higher. A minimum of 32 course credits is required with at least 20 courses taken outside the major discipline. Course credits at Berea College are equivalent to four semester hours (six quarter hours) as described in the Berea College 2014-2015 Catalog, [Degree Requirements](http://webapps.berea.edu/sacs2014/2-7-2.html).

**Table 3. Major Programs of Study Offered at Berea**

<table>
<thead>
<tr>
<th>Bachelor of Arts Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African and African American Studies</strong></td>
</tr>
<tr>
<td>Classical Languages (not currently offered)</td>
</tr>
<tr>
<td><strong>Applied Science and Communication</strong></td>
</tr>
<tr>
<td><strong>Health and Human Psychology</strong></td>
</tr>
</tbody>
</table>
### Mathematics
- Performance

### Art: History and Studio
- Computer and Information Science
- History
- Religion

### Asian Studies
- Economics
- Mathematics
- Sociology

### Biology
- Education Studies: General; Elementary Certification, P-5;
- Middle Grades Mathematics Certification, 5-9; Middle Grades Science Certification, 5-9; Teaching and Curriculum with Certification

### Chemistry
- English
- Philosophy
- Theatre

### Child and Family Studies
- French
- Physics
- Women's and Gender Studies

### Bachelor of Science Degree Programs

- Agriculture and Natural Resources
- Business Administration
- Nursing
- Technology and Applied Design

### Table 4. Minor Programs of Study Offered at Berea

<table>
<thead>
<tr>
<th>Minor Programs of study</th>
<th>African and African American Studies</th>
<th>Agriculture and Natural Resources</th>
<th>Appalachian Studies</th>
<th>Art History</th>
<th>Art Studio</th>
<th>Asian Studies</th>
<th>Broadcast Journalism</th>
<th>Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Communication</td>
<td>Computer Science</td>
<td>Dance</td>
<td>Economics</td>
<td>English</td>
<td>Film Production</td>
<td>Forest Resource Management</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>German</td>
<td>Health Studies</td>
<td>History</td>
<td>Latin</td>
<td>Music</td>
<td>Peace and Social Justice Studies</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td>Political Science</td>
<td>Religion</td>
<td>Sociology</td>
<td>Spanish</td>
<td>Sustainability and Environmental Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business Administration</td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Women's and Gender Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://webapps.berea.edu/sacs2014/2-7-2.html
Coherent Course of Study

Berea College ensures that its degree programs demonstrate coherence in sequencing, increasing complexity, and linkages between and among program components. One recent example is the extensive revision of the religion major by the Religion Program. During the 2012-13 academic year, the religion faculty revised its curriculum, including “six principle components:

1. minor alterations to four existing courses
2. elimination of eight existing courses
3. addition of seven new courses
4. elimination of both a required concentration in one of three areas of study and the three current areas of concentration themselves from the Major
5. redesign of the three areas of study, with corresponding distribution-requirements in each of those new areas
6. reduction in the size of the Major in Religion from eleven courses to eight courses.” (Religion Curriculum Revision Proposal, Faculty Meeting Agenda, March 21, 2013)

Each of the required courses from the major, from the 100 level course, “Religion in Global Context,” to the senior capstone, “Seminar in Religion,” build upon the foundations of each of the other courses. This is clear not just in this major, but in most Berea College majors as they all begin with an introduction to the discipline, and most end with a major capstone course that requires some deep level of knowledge of the subject as well as a comprehensive research project, and often, a presentation (see Table 5). The language in the Religion Proposal indicates that REL 480, Senior Seminar, “supports the senior research project or essay.” And these senior research project presentations are open to the entire campus community. Whether it is African and African American Studies, which held its very first senior research project presentations this past spring, or programs such as Religion or Psychology, these presentations require students to engage their discipline in a both theoretical and concrete ways. This is one of the many strengths of the Berea College educational experience.

Table 5. Course Progression for Representative Majors, Demonstrating Introductory Level, Mid-Level, and Capstone Courses

<table>
<thead>
<tr>
<th>major</th>
<th>introduction</th>
<th>mid-level/methods</th>
<th>capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>ANR 100 Introduction to Agriculture and</td>
<td>ANR 240 Soil Science</td>
<td>ANR 492 Senior</td>
</tr>
<tr>
<td></td>
<td>to Agriculture and</td>
<td>ANR 375 Farm Resource</td>
<td></td>
</tr>
</tbody>
</table>
(B.S.) Natural Resources  Management

Biology (B.A.) BIO 110 Modern Biology  BIO 330 Genetics  BIO 494 Evolution

Business Administration (B.S.) BUS 120 Principles of Accounting  BUS 315 Management  BUS 475 Strategic Management

Communication (B.A.) COM 100 Introduction to Communication  COM 220 Theories of Communication  COM 410 Senior Seminar in Communication

Economics (B.A.) ECO 101 Principles of Macroeconomics  ECO 102 Principles of Microeconomics  ECO 310 Research in Economics

Economics (B.A.) ECO 360 International Political Economy (International Politics and Policy Concentration)  ECO 410 Research in Economics II

Education with P-5 Certification (B.A. and Certificate) EDS 150 Introduction to Education  EDS 335 Integrated Curriculum I  EDS 440 Integrated Curriculum III  EDS 487 Elementary Student Teaching  EDS 488 Elementary Student Teaching Seminar

History (B.A.) Any 100 Level History Course  HIS 200 Introduction to Historical Study  HIS 406 Seminar in History

Philosophy (B.A.) PHI 106 Introductory Reasoning  PHI 380 Philosophy Seminar I  PHI 480 Senior Research Seminar

Physics (B.A.) PHY 221 Introduction to Physics I with  PHY 320 Modern Physics  PHY 492 Physics Seminar
<table>
<thead>
<tr>
<th>Major</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political Science (B.A.)</strong></td>
<td><strong>Calculus</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSC 100 Introduction to the Study of Politics</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSC 235 Research Methods</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSC 480 Senior Research Seminar</strong></td>
</tr>
<tr>
<td><strong>Psychology (B.A.)</strong></td>
<td><strong>PSY 100 General Psychology</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSY 225 Statistics and Research Methods - Behavioral Science</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSY 424 Senior Research</strong></td>
</tr>
<tr>
<td><strong>Religion (B.A.)</strong></td>
<td><strong>REL 100 Religion in Global Context</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Required 200 level classes depending on emphasis of Historical, Cultural, or Normative approach</strong></td>
</tr>
<tr>
<td></td>
<td><strong>REL 480 Seminar in Religion</strong></td>
</tr>
<tr>
<td><strong>Sociology (B.A.)</strong></td>
<td><strong>SOC 100 Sociology in Everyday Life</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOC 350 Theories Guiding Sociology</strong></td>
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<tr>
<td></td>
<td><strong>SOC 436 Sociological Theories in Action</strong></td>
</tr>
<tr>
<td><strong>Theatre (B.A.)</strong></td>
<td><strong>THR 105 Script Analysis</strong></td>
</tr>
<tr>
<td></td>
<td><strong>THR 220 Seminar in Design and Production</strong></td>
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<tr>
<td></td>
<td><strong>THR 308 Seminar in Theatre History</strong></td>
</tr>
<tr>
<td></td>
<td><strong>THR 321 Seminar in Theatre Management</strong></td>
</tr>
<tr>
<td><strong>Women's and Gender Studies (B.A.)</strong></td>
<td><strong>WGS 124 Introduction to Women's and Gender Studies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WGS 315 Classic Texts in Women's and Gender Studies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WGS 450 Seminar II</strong></td>
</tr>
</tbody>
</table>

Additionally, 100-level courses are open to all students, and are generally introductory in nature. Courses numbered 200-299 carry General Education curriculum requirements. Courses numbered 300-399 carry prerequisites from program curricula and may carry General Education prerequisites as well. Courses numbered 400-499 are intended to be at the senior level. Each major program offers a coherent course of study as described in the [Berea College Catalog](http://webapps.berea.edu/sacs2014/2-7-2.html).

**Definition of "Major"**

At Berea College the term “major” describes one of the three parts of each student’s undergraduate curriculum (the other two parts are the General Education curriculum and the student’s self-selected elective courses). The major is a set of courses selected to provide an opportunity for a student to undertake in-depth study of a particular discipline or area of inquiry. The [College Catalog](http://webapps.berea.edu/sacs2014/2-7-2.html) offers the following definition of a major:
a central core of method, theory, and content which is often described more briefly as a discipline

- a formal integration of the diversity of topics and analytical tools which a discipline may contain
- an intellectual sequence of study which moves to increasingly complex and sophisticated understandings
- opportunities for students to demonstrate some mastery of the discipline’s nature, tools, central questions, arguments, history, philosophical presuppositions, limits, etc.

It is understood that a major cannot entirely cover a discipline, and that the major’s size will be limited to respecting the traditional four-year duration of undergraduate study. Unless approved by faculty action for exceptional reasons, a major consists of between 8 to 12 courses selected from approved program offerings. Some majors require additional collateral courses, with the sum of program offerings and collateral courses being no more than 16 courses, unless additional courses are approved by faculty action. Student-designed independent majors are guided by the same principle.

New Majors and the Approval Process

New majors are approved on a limited basis. Since 2005, only four new majors programs have been added—African and African American Studies, Asian Studies, Applied Science and Mathematics, and Computer and Information Science. Requests for new majors or degree programs are developed at the program level and forwarded to the Division Chair for initial review; the Division Chair forwards the proposals to the Academic Program Council (APC) for review. As part of this process, majors and degrees are reviewed to ensure that appropriate types and numbers of course offerings are available to students. The approval process includes a review by the College Faculty assigned to teach these courses to ensure that they have the necessary credentials and experience. The APC may approve, modify, or reject proposals that it receives. If approved by the APC, additions, changes, or deletions of majors or degrees are sent to the College Faculty Assembly, composed of all teaching faculty in a continuing appointment, for discussion and vote. Approved additions and deletions are then sent to the Board of Trustees for vote. In making its decision, the Board of Trustees considers:

1. number and type of degrees offered
2. number and nature of departments
3. extent and type of academic majors.
Changes, additions, or deletions to courses, majors, and degrees are subject to compliance with state mandates and statutes. If the new program is approved, the Registrar’s Office is notified to include it in the general inventory of degrees of study and in the appropriate College publications, including the College Catalog. Please note as well that all proposals for new curricula include information about similar programs at benchmark colleges.

The APC also receives and acts on proposals for Independent Majors, which are initially reviewed by the Dean of Curriculum and Student Learning (organizational chart for the academic area). As part of the process, students must find similar programs at other institutions in order to ensure that the proposed major is appropriate for higher education. After gaining the support of programs involved in providing two or more courses in the Independent Major, the student’s academic advisor, and the reference librarian, the APC has the authority to approve such majors (Curriculum Revision Proposal Format and Guidelines for APC Review; Independent Major Form).

This past year, several academic programs made significant curricular changes, including the Physical Education Program, now known as the Health and Human Performance Program (APC Minutes, November 19, 2013/HHP Proposal, November 13, 2013), and the Computer and Information Science Program (APC Minutes, February 25, 2014 and March 25, 2014/CIS Proposal, February 18, 2014), which made major curricular changes, including dropping several courses and adding additional courses. Much of the rationale for these changes was based on benchmarking studies by both programs. Both programs submitted documentation to the Academic Program Council through the Division Chair, and after several iterations and many revisions, both proposals were presented to the College Faculty Assembly for discussion and approval. (Faculty Minutes, February 13, 2014, April 24, 2014)

Please refer to 3.4.1 Academic Program Approval for further information and explanation.

**Evidence of Compliance**

Once implemented, new degrees/majors are included as part of the academic program’s regular assessment process (Overview of 2-Year Process for Program Assessment Reports) as well as the regular divisional review process (Overview of the Divisional Review Process) (Division I, Self-Study) to ensure that programs offered are appropriate to higher education and of high quality. Both processes provide for regular and ongoing assessment of student learning, revitalization of curriculum, and strategic changes that impact student learning. Both processes also allow for opportunities to include outside evaluators. The program offering the major will be responsible for ensuring that the major’s structure and content remain current and may not change major requirements without seeking approval from the APC and the College Faculty Assembly. Approved changes are forwarded to the Registrar for
publication in the [College Catalog](http://webapps.berea.edu/sacs2014/2-7-2.html), campus publications, and other means of communication.

The College has delineated policies and procedures for academic programs wishing to add, delete, or modify existing course offerings that make up the degree programs. These policies and procedures ensure, among other things, the focus and coherence of all degree programs offered at the College. The Academic Program Council representative of each academic division and the faculty are largely responsible for preventing the proliferation of course offerings and degree programs. In addition, the College has defined a major with a size requirement that helps temper curricular proliferation, which also helps ensure the educational breadth required by Berea College’s second Great Commitment “to provide an education of high quality with a liberal arts foundation and outlook.”

**Supporting Documents & Evidence**

1. *2014-2015 College Catalog*:  
   - Degrees of Study
2. Mission of the College: [Great Commitments](http://webapps.berea.edu/sacs2014/2-7-2.html)
3. *Being and Becoming*: Berea College in the 21st Century, June 2011 (Strategic Plan) [Description of the Four Pairs of Common Learning Goals](http://webapps.berea.edu/sacs2014/2-7-2.html)
   - General Education Curriculum  
   - Academic Programs and Courses  
   - Degree Requirements  
   - Major Programs of Study: Bachelor of Arts Degree Programs  
     - African and African American Studies  
     - Applied Science and Mathematics  
     - Art: History and Studio  
     - Asian Studies  
     - Biology  
     - Chemistry  
     - Child and Family Studies  
     - Communication  
     - Computer and Information Science  
     - Economics  
     - Education Studies  
       - General Curriculum  
       - Elementary Certification, P-5
- Middle Grades Mathematics Certification, 5-9
- Middle Grades Science Certification, 5-9
- Teaching and Curriculum, with Certification

- English
- French
- German
- Health and Human Performance
- History
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Theatre
- Women's and Gender Studies

○ Major Programs of Study: Bachelor of Science Degree Programs
  - Agriculture and Natural Resources
  - Business Administration
  - Nursing
  - Technology and Applied Design

○ Minor Program of Study
  - African and African American Studies
  - Agriculture and Natural Resources
  - Appalachian Studies
  - Art History
  - Art Studio
  - Asian Studies
  - Broadcast Journalism
  - Business Administration
  - Chemistry
  - Communication
- Computer Science
- Dance
- Economics
- English
- Film Production
- Forest Resource Management
- French
- German
- Health Studies
- Health Teaching
- History
- Latin
- Music
- Peace and Social Justice Studies
- Philosophy
- Physics
- Political Science
- Religion
- Sociology
- Spanish
- Sustainability and Environmental Studies
- Theatre
- Women's and Gender Studies

5. Religion Curriculum Revision Proposal

6. African and African American Studies Presentations of Senior Research Projects: Invitation from Program Chair Andrew Baskin

7. Course Progression for Representative Majors, Demonstrating Introductory Level, Mid-Level and Capstone Courses
   - Agriculture and Natural Resources (B.S.)
     - ANR 100 Introduction to Agriculture and Natural Resources
     - ANR 240 Soil Science
     - ANR 375 Farm Resource Management
     - ANR 492 Senior Seminar
   - Biology (B.A.)
     - BIO 110 Modern Biology
- **BIO 330 Genetics**
- **BIO 494 Evolution**

- **Business Administration (B.S.)**
  - **BUS 120 Principles of Accounting**
  - **BUS 315 Management**
  - **ECO Applied Statistics**
  - **BUS 475 Strategic Management**

- **Communication (B.A.)**
  - **COM 100 Introduction to Communication**
  - **COM 220 Theories of Communication**
  - **COM 410 Senior Seminar in Communication**

- **Economics (B.A.)**
  - **ECO 101 Principles of Macroeconomics**
  - **ECO 102 Principles of Microeconomics**
  - **ECO 360 International Political Economy (International Politics and Policy Concentration)**
  - **ECO 350 Econometrics (Methods and Models Concentration)**
  - **ECO 310 Research in Economics**
  - **ECO 410 Research in Economics II**

- **Education with P-5 Certification (B.A. and Certificate)**
  - **EDS 150 Introduction to Education**
  - **EDS 335 Integrated Curriculum I**
  - **EDS 440 Integrated Curriculum II**
  - **EDS 487 Elementary Student Teaching**
  - **EDS 488 Elementary Student Teaching Seminar**

- **History (B.A.)**
  - **Any 100 Level History Course**
  - **HIS 200 Introduction to Historical Study**
  - **HIS 406 Seminar in History**

- **Philosophy (B.A.)**
  - **PHI 106 Introductory Reasoning**
  - **PHI 380 Philosophy Seminar I**
  - **PHI 480 Senior Research Seminar**

- **Physics (B.A.)**
  - **PHY 221 Introduction to Physics I with Calculus**
- **PHY 320 Modern Physics**
- **PHY 492 Physics Seminar**

**Political Science (B.A.)**
- **PSC 100 Introduction to the Study of Politics**
- **PSC 235 Research Methods**
- **PSC 480 Senior Research Seminar**

**Psychology (B.A.)**
- **PSY 100 General Psychology**
- **PSY 225 Statistics and Research Methods - Behavioral Science**
- **PSY 424 Senior Research**

**Religion (B.A.)**
- **REL 100 Religion in Global Context**
- **Required 200 Level classes depending on emphasis of Historical, Cultural, or Normative Approach**
- **REL 480 Seminar in Religion**

**Sociology (B.A.)**
- **SOC 100 Sociology in Everyday Life**
- **SOC 350 Theories Guiding Sociology**
- **SOC 436 Sociological Theories in Action**

**Theatre (B.A.)**
- **THR 105 Script Analysis**
- **THR 115 Principles of Acting**
- **THR 220 Seminar in Design and Production**
- **THR 308 Seminar in Theatre History**
- **THR 321 Seminar in Theatre Management**
- **THR 481 Senior Theatre Project**

**Women's and Gender Studies (B.A.)**
- **WGS 124 Introduction to Women's and Gender Studies**
- **WGS 315 Classic Texts in Women's and Gender Studies**
- **WGS 450 Seminar II**

8. **2014-2015 College Catalog:**
   - **Definition of a Major**
   - **Independent Major**

9. **2014-2015 Faculty Manual:**
   - **Academic Program Council** (APC)
o College Faculty Assembly
10. Dean of Curriculum and Student Learning
11. Organizational Chart, Office of the Academic Vice President
12. Curriculum Revision Proposal Format and Guidelines for APC Review
13. Independent Major Form
15. Health and Human Performance Proposal to the Academic Program Council (APC), November 13, 2013
17. Computer and Information Science Proposal to APC, February 18, 2014
18. General and College Faculty Assembly Meeting Agendas and Minutes: February 13, 2014 and April 24, 2014
19. Comprehensive Standard 3.4.1 Academic Program Approval
20. General and College Faculty Assembly Meeting Agenda, March 21, 2013
21. Overview of 2-Year Process for Program Assessment Reports
22. Overview of the Divisional Review Process
23. Division I Self-Study
2.7.3 General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Status
Compliance

Justification Narrative

The General Education Program at Berea College is described in the College Catalog as Requirements of the General Education Program; it includes

- five core courses (GSTR 110, 210, 310, 332, and 410)
- a Practical Reasoning requirement
- an Active Learning requirement
- a swimming and a wellness requirement
- and six Perspectives requirements that focus on the following areas of inquiry:
  1. African, African American, Appalachian, and Women
  2. Arts
  3. International—Language or World Culture option
  4. Religion
  5. Western Historical

The General Education Program extends from the first year to the senior year. Students are required to
take the General Education core courses (GSTR 110, 210, 310, and 410) in sequence; GSTR 332 can be completed once the student achieves sophomore standing and has satisfied the Practical Reasoning (Quantitative) requirement.

To ensure appropriate sequencing, general education requirements are published in the Catalog. Sequencing advice is provided on the General Studies website and enforced with the use of prerequisite requirements. Further, each student is advised by faculty advisors who have been informed about general education requirements and appropriate course sequencing.

**Substantial Component of Each Undergraduate Degree**

Berea College offers a collegiate-level general education program that is a substantial component of each undergraduate degree. A Berea College student must take a minimum of 32 credits to graduate (the equivalent of 128 credit hours, since one credit at Berea is equivalent to four credit hours). Of those 32 credits, a student must complete a minimum of ten credits (the equivalent of 40 credit hours) to satisfy General Education requirements, and a student may have to take up to 16 credits (64 credit hours). Such a range, explained in more detail below, depends on course selections that students make and whether a student transfers in GSTR 110.

General Education requirements are described in the catalog as follows:

1. Completion of the Core Course requirements (generally five credits)
   - **GSTR 110: Writing Seminar I: Critical Thinking in the Liberal Arts** (one credit). *Note: credit for this course cannot be transferred in; however, transfer students who took College Composition while attending a regionally-accredited college or university as a degree-seeking student—and who earned a grade of B or higher in the course—can waive this requirement and take GSTR 210 in their first term of attendance.
   - **GSTR 210: Writing Seminar II: Identity and Diversity in the United States** (one credit). *Credit cannot be transferred in or waived.
   - **GSTR 310: Understandings of Christianity** (one credit). *Credit cannot be transferred in or waived.
   - **GSTR 332: Scientific Knowledge and Inquiry** (one credit). *Or students may take the optional alternative of two approved Natural Science courses in two different disciplines, at least one of which must be approved as a Natural Science Laboratory course. To date, the following courses have been approved to meet this alternative (all of them approved to meet a Natural Science Laboratory course)—ANR 110, ANR 130, BIO 100, BIO 101, BIO 110, CHM 101, CHM 113, CHM 131, CHM 134, PHY 111, PHY 127, and PHY 221.
The Practical Reasoning requirement (number two above), the Six Perspective Areas requirement (number three above), and Active Learning requirement (ALE; number five above) differ from the Core Course requirements (number one above) in significant ways. In particular, the Practical Reasoning requirement, Six Perspectives requirements, and ALE requirement are designed to be flexible. Note, for example, that one Berea College course can be proposed to meet two (but no more than two) of these requirements. General Education Core Courses are required but do not satisfy any of these additional requirements.

For example, the single course **AST/REL 132 Religions of China** meets both the Religion and International (non-Western) perspective requirement of the General Education Program, while **PSY 100 General Psychology** is designated a Practical Reasoning course, which also meets the Social Science Perspective. On the other hand, **REL 105 Introduction to the Old Testament**, satisfies only one requirement (the Religion Perspective requirement) in the General Education Program. Therefore, depending upon a student’s choice of courses, it is possible for one student’s General Education Program to be as small as ten credits (the equivalent of 40 semester hours), but General Education courses may constitute a larger component of another student’s degree based on choices. The minimum number of courses a student may take from the General Education program is calculated by considering that there are nine requirements (six Perspective areas, the ALE, and two Practical Reasoning requirements) that can be met with a minimum of five course credits (because no course is allowed to satisfy more than two General Education requirements). All students must complete a minimum of five credits to complete the core General Education courses, unless a student transfers in the equivalent of GSTR 110. However, if students do not take courses that satisfy multiple requirements, it is likely that the General Education Program could be much larger. So, if a student takes fewer courses that meet
multiple Perspectives, a student may need to take as many as 16 course credits (the equivalent of 64 semester hours) to satisfy Berea College’s General Education requirements. Regardless, Berea’s General Education Program is a substantial component of each undergraduate degree (between 10 and 16 credits of a required 32 credits for graduation).

**Breadth of Knowledge**

Berea College’s General Education Program ensures breadth of knowledge. The program’s coherence is organized around the Aims of General Education; these Aims are grounded in

1. the acquisition of knowledge
2. the development of skills
3. the establishment of habits of mind.

Although these categories (knowledge, skills, and habits) are intentionally blurred, skill development (including reading and listening effectively; writing and speaking effectively, with integrity and style; thinking critically and creatively, and reasoning qualitatively; developing research strategies and employing appropriate technologies as a means of deepening one’s knowledge and understanding; working effectively both independently and collaboratively; resolving conflicts nonviolently) is a primary emphasis of the General Education Core Courses and the Practical Reasoning requirement.

Breadth is emphasized with the six perspective requirements (Arts; Social Science; Western History; Religion; African American, Appalachian, and Women; and International—Language or World Culture option); the Active-Learning Requirement; and the 20-credits “outside the major” requirement. These requirements are reflective of Berea College’s Great Commitments (the second Great Commitment, to provide students with an “education of high quality with a liberal arts perspective”; the third Great Commitment, to “stimulate understanding of the Christian faith and it many expressions”; the fifth Great Commitment to “Interracial Education”; the sixth Great Commitment to “equality for women and men”; and the eighth Great Commitment to “serve the Appalachian region”).

All courses proposed to meet Perspectives-area requirements are reviewed by the Committee on General Education (COGE). Forms to request perspective credit are available at the General Studies web site. Program Chairs submit proposals to the Perspective Coordinator of COGE (Membership on COGE is announced at the annual GSTR workshop and published on the General Studies Program web site). After a course is submitted for consideration, COGE reviews the perspective request, along with the submitted syllabus. COGE may approve the request for perspective area requirement, deny the request, or seek additional information from the faculty member. Once approved, Information about approved Perspective area courses are then forwarded to the Registrar’s Office for inclusion in the Catalog and
Schedule of Classes.

Three Areas of Knowledge Required by SACSCOC

Berea College clearly designates, through the use of general education perspectives, that specific courses meet general education requirements in the three areas of knowledge required by SACSCOC. Berea College’s publications (notably the College Catalog and Schedule of Classes) indicate and direct students to specified options for selecting general education courses. These courses are primarily identified through the six Perspectives areas, noted above.

As a result of Berea College’s General education requirements, all knowledge content areas identified by SACSCOC are satisfied by all Berea College graduates. For example, the Arts perspective is required and aligns directly with the Humanities and Fine Arts SACSCOC knowledge requirement, while the Social Science perspective meets the SACSCOC requirement for coverage in social or behavior sciences. Finally, the requirement in the area of natural science and mathematics is satisfied by GSTR 332, Scientific Knowledge and Inquiry (or a waiver, which requires that a student take two natural science courses, one of which must be a lab course), and the general education requirement that all students take at least one course that satisfies the practical reasoning quantitative (PRO) requirement.

Coherent Rationale

Berea College offers a collegiate-level general education program that is based on a coherent rationale. The current General Education Program was designed by faculty, led by a General Education Review Committee, appointed by the Executive Council on October 11, 2002. In particular, the committee was charged with the following: “Early in its work, the General Education review committee will lead discussions within the College Faculty regarding the faculty’s views of the purposes, aims, and role of general education within the College’s total educational enterprise, and in relationship to the four common learning goals articulated in Being and Becoming. These discussions will involve appropriate readings, and visits from outside consultants if necessary” (General Education Review Committee Charge). The committee studied both the internal and external landscape, then developed both the Aims of General Education and the General Education Program. As a result of this work, the rationale for the current program is directly correlated to the College’s mission, as articulated in the Great Commitments and the Paired Learning Goals that drive the educational mission of Berea College (Berea College’s Strategic Plan, 2011). Refer to 3.5.1 Competencies within General Education Program, for a description of how general education aims are assessed.

Program Length

Berea College’s General Education Program exceeds the required minimum of an equivalent of 30
semester hours. Each of Berea’s one-credit courses are equivalent to four semester hours (or six quarter hours). The General Education program will be completed with a minimum of ten courses, which is equivalent to 40 semester hours.

Courses Do Not Narrowly Focus on Skills, Techniques, and Procedures Specific to a Particular Occupation or Profession

As indicated above in the sections “A Substantial Component of Each Undergraduate Degree” and “Breadth of Knowledge,” it is clear that Berea College’s General Education Program is broad and is not obligated to a particular occupation or profession. Rather, based on the College’s second Great Commitment, the General Education Program seeks to “provide an education of high quality with a liberal arts foundation and outlook.”

Explanation of Equivalency

As explained in 4.9 Definition of Credit Hours, Berea College has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy as stated in the Commission Policy “Credit Hours.” The College operates on a 4-4 academic calendar, in which students typically earn four course credits in the regular 15-week fall and spring terms and may earn one or more course credits through participation in one or more summer terms. To be classified as a full-time student, enrollment in three course credits in any term is required. Berea College does not offer online or off site courses.

A full-credit course at Berea is equivalent to four semester hours or six quarter hours. Courses may carry one-quarter, one-half, one and a half, two, or three course credits (see College Catalog, Course or Credit). Berea College employs the standard convention that each classroom hour is supported by approximately two hours of out-of-class engagement by students in class preparation, laboratory, research, and/or study, etc. A one-credit course meets in class between four and six hours each week. Courses awarding less than one credit often meet correspondingly less (for example, half-credit courses meet a minimum of two hours per week and quarter-credit courses meet a minimum of one hour per week). Summer four-week courses typically meet 10-15 hours per week, and many include travel or other intensive experiences. However, beginning in the summer of 2015 (as indicated in the November 26, 2014 memo), the minimum contact hours have been adjusted so that the minimum number of hours is consistent with the required contact time for full credit courses taught during the fall or spring terms.

A proposal adopted by the faculty resulted in the development of Standard Blocks that meet Monday, Wednesday, and Friday for 70 minutes each session (Revised Course Schedule). Beginning in the fall of
2014, all one-credit classes meet at least 210 minutes per week. This standard was recently reaffirmed in the context of its inclusion as part of the rationale associated with a proposal to adopt a revised class schedule at Berea College.

A series of factors led to the adoption of a new model for scheduling classes across the day and week, approved by the faculty in January 2014. Over a number of years, the guidelines for scheduling classes had become more problematic as a result of multiple exceptions to the parameters. Moreover, class scheduling was not serving students well as there was a “bottleneck” of courses taught at the same time each day. As a result of these and other issues (including difficult space issues since so many classes were scheduled at the same time), and after many months of study, it was determined that a new set of parameters for scheduling of classes should be adopted. At the same time, the faculty and administration determined that the previous practice of allowing one credit classes to meet for three hours be abandoned in favor of ensuring that all one-credit classes would meet for a minimum of 200 minutes (the equivalent of four 50-minute sessions) (to date, no faculty member has requested an exception). The Fall 2014 Schedule of Classes illustrates this point.

Please refer to 3.4.6 Practices for Awarding Credit, 3.5.3 Undergraduate Program Requirement, 4.2 Program Curriculum, and 4.4 Program Length for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 College Catalog:
   - Requirements of the General Education Program
     - GSTR 110: Writing Seminar I: Critical Thinking in the Liberal Arts
     - GSTR 210: Writing Seminar II: Identity and Diversity in the United States
     - GSTR 310: Understandings of Christianity
     - GSTR 332: Scientific Knowledge and Inquiry
     - GSTR 410: Senior Seminar in Contemporary Global Issues
   - Practical Reasoning Requirement
   - Active Learning Requirement
   - Swimming and Wellness Requirement
   - Six Perspectives Requirements
   - Graduation Requirements
   - Developmental Mathematics Requirement
   - Twenty (20) Courses Taken Outside the Major Requirement
   - Convocation Requirement
   - AST/REL 132 Religions of China Course
- PSY 100 General Psychology
- REL 105 Introduction to the Old Testament Course
- Aims of General Education
- Courses Approved to Meet Perspective Areas

2. General Studies Program

3. Mission of the College: Great Commitments

4. 2014-2015 Faculty Manual: Description of the Committee on General Education (COGE)

5. General Studies Program:
   - Course Proposal Forms
   - Membership of the Committee on General Education (COGE)

6. Committee on General Education (COGE): Agenda, Perspective Requests, and Communication regarding Outcome

7. Office of the Registrar: Schedule of Classes

8. General Education Review Committee Charge

9. General Studies Program: Aims of General Education


11. Comprehensive Standard 3.5.1 Competencies within General Education Program

12. Federal Requirement 4.9 Definition of Credit Hours

13. 2014-2015 College Catalog: Definition of a Course or Credit

14. Memo to College Faculty from the Dean of Curriculum and Student Learning re: Minimum Contact Hours for Summer Courses, November 2014

15. Faculty Meeting Minutes and Agenda For January and February 2014

16. Comprehensive Standards:
   - 3.4.6 Practices for Awarding Credit
   - 3.5.3 Undergraduate Program Requirements

17. Federal Requirements:
   - 4.2 Program Curriculum
   - 4.4 Program Length
2.7.4 Course Work for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Board of Trustees. In both cases, the institution demonstrates that it controls all aspects of its educational program.

Status
Compliance

Justification Narrative

Berea College is a baccalaureate degree-granting institution and does not arrange for, or contract for, instruction to be provided by other accredited institutions outside of its normal transfer policy. All courses taken at other institutions are designated as such on the College transcript. Lists of required courses for all majors are provided in the Berea College Catalog. The Schedule of Courses for Spring 2015 and the Schedule of Courses for Fall 2014 are provided as evidence that the College offers the courses required for its degrees.

Berea College, does, however, offer a 3-2 Engineering Degree and 14 students have enrolled in the 3-2 Engineering Program since 2007, with six currently enrolled (see 3-2 Engineering Program Review 2014). This degree is offered in conjunction with the College of Engineering at the University of Kentucky. The Berea College Catalog notes that: “The entire dual-degree program normally is completed in five or six years, the initial three or four of which are at Berea College and the subsequent two at the University of Kentucky. Degree arrangements for engineering are such that students take specialized courses at the cooperating institution. Credit earned is listed on the Berea College transcript as transfer credit.”

See 3.4.7 Consortial Relationships/Contractual Agreements for more information on contractual and consortial agreements that extend educational opportunities for Berea College students.

Supporting Documents & Evidence

1. 2014-2015 College Catalog
2. Schedule of Classes:
   - Spring 2015
Fall 2014

3. 2014-2015 College Catalog: Description of 3-2 Engineering Dual Degree
4. Review of the Dual Degree Program
5. Consortial Agreement with the College of Engineering at the University of Kentucky
6. Berea College Transcript Examples with Transfer Credit from the University of Kentucky listed
7. Comprehensive Standard 3.4.7 Consortial Relationships/Contractual Agreements
2.8 Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Status
Compliance

Justification Narrative

The number of full-time faculty at Berea College is adequate to support the College’s mission, articulated in the Great Commitments, particularly by the second commitment: “To provide an education of high quality with a liberal arts foundation and outlook.”

The number of faculty needed to present Berea’s academic program is reviewed annually, done in a number of meetings of the Division Council, composed of chairs of Berea’s six academic divisions, the Dean of Curriculum and Student Learning, the Associate Vice President for Academic Affairs, and the Academic Vice President and Dean of the Faculty. The Division Council assists the Academic Vice President and Dean of the Faculty with academic long-range vision and planning (e.g., criteria for adding and eliminating majors and the allocation of tenure-track lines). The Council meets weekly to discuss, identify, inform, and recommend policies and decisions. The Council also serves as a venue for sharing ideas and best practices within and across divisions, including reviews of self-studies.

Discussion in the Division Council about new positions/faculty searches involve maintaining a small student-faculty ratio and ensuring that faculty expertise is adequate to meet the needs of each academic program, the number of majors over time, enrollment trends, etc. (also see 3.7.1 Faculty Competence).

Berea College compares favorably with other institutions in terms of number of full-time faculty. The most recent comparison shows that Berea’s student-faculty ratio is 10:1, slightly lower than the average at Berea’s salary benchmark schools.

Berea’s mission, exemplified by the Great Commitments, influences the curriculum offered as well as the number of type of faculty employed. For example, in Berea’s understanding, a high-quality education depends to a great extent on small class sizes and faculty who have the time and space to engage in close interactions with Berea’s students (Berea does not offer any distance education courses, and all faculty must meet face to face with their classes on the Berea campus). In addition, Berea has
several centers that reflect the Great Commitments and the Aims of General Education (for example, the Loyal Jones Appalachian Center, the Center for Excellence in Learning through Service (CELTs), the Francis and Louise Hutchins Center for International Education, the Black Cultural Center, the Carter G. Woodson Center for Interracial Education, the Willis D. Weatherford, Jr. Campus Christian Center, and the Center for Transformative Learning). Faculty direct four of these centers, balancing teaching with administrative responsibilities.

Berea has four different appointments, as outlined in the Faculty Manual:

- Temporary
- Continuing non-tenure track
- Probationary
- Tenured.

Definitions of Full-Time, Part-Time, and Adjunct Faculty

The Office of the Academic Vice President and Dean of the Faculty has long used the definition of full-time faculty as being “any full-time employee with faculty rank who teaches three or more course credits annually.” The Academic Vice President and Dean of the Faculty recently codified this definition in terms of policy and is included in the 2014-2015 Fact Book.

Here is Berea’s new policy:

- 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.

Course Credits Taught by Full-time vs. Part-time Faculty

Tables 1 - 3 below indicates the percentage of courses in each academic program taught by full-time faculty. (One credit at Berea College is the equivalent of 4 semester hours or 6 quarter hours, see 3.4.6 Practices for Awarding Credit).
Table 1. Course Credits Taught by Full-Time vs. Part-Time Faculty for Academic Year 2012-2013

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2012 Credits taught</th>
<th>Spring 2013 credits taught</th>
<th>Total for Ay 2012-2013</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>By Ft Faculty</td>
<td>by pt faculty</td>
<td>by FT faculty</td>
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<tr>
<td>African and African American Studies</td>
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<td>1.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Art - History</td>
<td>6.00</td>
<td>1.00</td>
<td>5.00</td>
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<tr>
<td>Art - Studio</td>
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<td>19.25</td>
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<tr>
<td>Asian Studies</td>
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<td>2.25</td>
<td>5.50</td>
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<tr>
<td>Biology</td>
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<td>12.00</td>
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<td>Business Administration</td>
<td>14.25</td>
<td>1.00</td>
<td>12.25</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>8.00</td>
<td>2.00</td>
<td>10.00</td>
</tr>
<tr>
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<td>11.00</td>
<td>2.00</td>
<td>11.00</td>
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<td>Spring 2014 Credits taught</td>
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<tr>
<td></td>
<td>By Ft Faculty</td>
<td>by pt faculty</td>
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<tr>
<td>African and African American Studies</td>
<td>9.25</td>
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<td>Agriculture and Natural Resources</td>
<td>9.50</td>
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Table 2. Course Credits Taught by Full-Time vs. Part-Time Faculty for Academic Year 2013-2014
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<td>92%</td>
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<td>Biology</td>
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<td>0.00</td>
<td>13.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>14.00</td>
<td>0.00</td>
<td>17.25</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>11.00</td>
<td>0.00</td>
<td>13.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>14.00</td>
<td>0.00</td>
<td>11.00</td>
<td>3.00</td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td>Communication</td>
<td>10.00</td>
<td>0.00</td>
<td>7.25</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6.50</td>
<td>0.00</td>
<td>9.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Economics</td>
<td>10.00</td>
<td>1.00</td>
<td>9.00</td>
<td>0.00</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Education Studies</td>
<td>37.00</td>
<td>1.00</td>
<td>37.25</td>
<td>2.00</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>English</td>
<td>12.00</td>
<td>2.00</td>
<td>16.00</td>
<td>3.25</td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>French</td>
<td>4.00</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>German</td>
<td>3.00</td>
<td>1.00</td>
<td>3.00</td>
<td>2.00</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>General Studies</td>
<td>50.00</td>
<td>11.00</td>
<td>46.00</td>
<td>10.75</td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>26.00</td>
<td>5.50</td>
<td>16.25</td>
<td>7.00</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>History</td>
<td>10.00</td>
<td>1.00</td>
<td>9.00</td>
<td>2.00</td>
<td></td>
<td>86%</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.00</td>
<td>2.00</td>
<td>0.00</td>
<td>2.00</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Latin</td>
<td>3.00</td>
<td>0.00</td>
<td>2.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18.00</td>
<td>8.00</td>
<td>19.25</td>
<td>5.00</td>
<td></td>
<td>74%</td>
</tr>
<tr>
<td>Music - Applied</td>
<td>20.00</td>
<td>14.00</td>
<td>16.75</td>
<td>15.50</td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Music</td>
<td>10.00</td>
<td>2.25</td>
<td>10.00</td>
<td>1.75</td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>Nursing</td>
<td>17.00</td>
<td>0.00</td>
<td>16.00</td>
<td>0.50</td>
<td></td>
<td>99%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5.00</td>
<td>0.00</td>
<td>8.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Physics</td>
<td>8.50</td>
<td>0.00</td>
<td>6.50</td>
<td>2.00</td>
<td></td>
<td>88%</td>
</tr>
<tr>
<td>Political Science</td>
<td>5.00</td>
<td>2.00</td>
<td>7.00</td>
<td>2.00</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>Peace and Social Justice Studies</td>
<td>5.00</td>
<td>0.00</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Course</td>
<td>Credits Taught by Ft Faculty</td>
<td>Credits Taught by Pt Faculty</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>14.00</td>
<td>1.00</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>9.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability and Environmental Studies</td>
<td>6.25</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>9.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>11.00</td>
<td>2.00</td>
<td>79%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design</td>
<td>13.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>10.00</td>
<td>0.00</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>8.00</td>
<td>1.00</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Averages</strong></td>
<td><strong>11.67</strong></td>
<td><strong>1.60</strong></td>
<td><strong>87%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3. Course Credits Taught by Full-Time vs. Part-Time Faculty for Fall 2014**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2014 Credits taught</th>
<th>By Ft Faculty</th>
<th>By Pt Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>African and African American Studies</td>
<td>9.25</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>10.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Appalachian Studies</td>
<td>7.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Art - History</td>
<td>5.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Art - Studio</td>
<td>14.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Asian Studies</td>
<td>6.25</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>21.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>12.00</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>12.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>12.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>9.25</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>5.50</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>10.50</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Education Studies</td>
<td>25.25</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>13.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Full-time</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>3.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>52.00</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>15.75</td>
<td>6.75</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>12.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>0.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>3.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>23.00</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>Music - Applied</td>
<td>17.00</td>
<td>11.75</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>7.75</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>7.50</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>8.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>9.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>6.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Peace and Social Justice Studies</td>
<td>3.00</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>14.50</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>9.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Sustainability and Environmental Studies</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>9.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>10.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design</td>
<td>11.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>8.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>12.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Averages</strong></td>
<td><strong>11.07</strong></td>
<td><strong>1.70</strong></td>
<td></td>
</tr>
</tbody>
</table>

In academic year 2013-2014, the number of full-time tenured teaching appointments was 113. In addition, the College had about 20 full-time teaching appointments that were not tenured positions; these are officially known as “continuing non-tenurable” appointments as outlined in the Faculty Manual. In academic year 2013-2014, there were also 16 full-time College employees who taught at least part-time. These 16 people included faculty who have course releases for administrative responsibilities, staff whose responsibilities include some teaching, and administrators who teach. More information about
this group is listed below:

- Position 1: Director of Emerging Scholars Program
- Position 2: Director of Gallery and Art Collection Curator and Assistant Professor of Art
- Position 3: Collegium (Residence Life) member
- Position 4: Director, Loyal Jones Appalachian Center
- Position 5: NEH Chair in Appalachian Studies
- Position 6: Associate Vice President for Academic Affairs
- Position 7: Emerging Scholars Program member
- Position 8: Director, Center for Transformative Learning and Scholar of Teaching and Learning, Associate Professor of Comparative Literature
- Position 9: College Chaplain, Assistant Professor of General Studies
- Position 10: International Student and Scholar Advisor, Center for International Education
- Position 11: Director of Academic Assessment and Associate Professor of Psychology
- Position 12: Dean of Curriculum and Student Learning and Associate Professor of Economics
- Position 13: Director of the Carter G. Woodson Center for Interracial Education and Assistant Professor of African and African American Studies
- Position 14: Resident Potter
- Position 15: Athletic Trainer and Assistant Professor of Health and Human Performance
- Position 16: Director of the First-Year Experience and Assistant Director of Academic Services

The average full-time equivalent faculty over the past two years is 154 faculty (2014-2015 Fact Book).

**Class Size**

Class size is another way in which the adequacy of faculty can be measured. The College strives to provide a personal education to each of its students and limits class size by adding sections as needed. The average College-wide class size is 17. Average class size by academic program also reflects a range of average class sizes that support effective classroom dynamics and an acceptable student/faculty ratio.

Berea College’s faculty ensures the quality and integrity of all academic programs at the College. Almost all of the academic programs at the College have at least three full-time faculty (Fact Book 2014-2015).

**Faculty Responsibilities**

As described in the Faculty Manual, Berea College faculty have “many and diverse” responsibilities. There are four Tenure Review Standards listed in the Faculty Manual:
1. Teaching Excellence
2. Scholarship/Creative Work and Professional Growth
3. Mentoring Students
4. Service

The most important responsibility is to “one’s students and their learning.” The Faculty Manual explicitly reports that "teaching excellence is the "sine qua non of retention, tenure, and advancement at Berea College.” And Berea College faculty are also expected to “contribute to students’ intellectual and personal growth in other ways— through supervision in the labor program, advising and informal counseling, sponsorship of co-curricular activities, casual conversation in the dining hall, discussions in student residences, and the like.” Some faculty may only have one labor student to supervise, while other faculty may have several. Regardless of the number of labor supervisees, important mentoring stems from faculty supervision of labor students, as outlined in faculty appointment letters.

All full-time faculty at Berea College advise and mentor students, and excellence in advising/mentoring students is a criterion for tenure and promotion. In fall 2011, the mean advising load was 13.6 and the mode 13; in fall 2014, the mean was 11.8 and the mode 12 (see Table 4). The median advising load for Berea College faculty is 14 (the mean is also 14). Berea’s mean and median advising loads per faculty member are less than those in a 2011 national survey undertaken by the National Academic Advising Association reporting the average number of undergraduate students advised per faculty member at private bachelor degree-granting institutions and for institutions with mandatory advising (Berea does have mandatory advising). (See Table 7.12. “Average Number of Undergraduate Students Advised Per Faculty Advisor by Institutional Type (Institution Respondents)” for Private Bachelor Institutions, 2011 NACADA National Survey of Academic Advising). The median for private bachelor institutions was 20, suggesting adequate Berea faculty to advise and mentor students.

Table 4. Advising Load Calculation

<table>
<thead>
<tr>
<th></th>
<th>mean</th>
<th>mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>13.6</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>12.0</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>11.8</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>11.5</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: The Average advising load by full-time faculty was calculated by the Dean of Curriculum and Student Learning using Banner records. Only primary advising was considered.
Berea College faculty members also participate in professional development opportunities each year, through a number of activities both on and off campus. These may include presentations/attendance at disciplinary conferences/workshops and on-campus seminars and workshops. Berea College faculty are active scholars and creative thinkers who remain engaged in their disciplinary communities. This continued intellectual growth and development supports excellent classroom teaching and learning. Berea College faculty are, first and foremost, excellent classroom teachers. See also 3.7.3 Faculty Development.

After the first year of service, Berea College faculty are also called upon to participate actively in campus governance by serving on elected and/or appointed committees and councils. The Nominating Subcommittee of the Executive Council coordinates the nomination of faculty (and staff) to councils and committees in the College governance structure. For faculty in particular, the subcommittee monitors service on councils and committees, as evidenced by the list of College Faculty Assembly Council and Committee Service, 2006-2014. This list, which includes some faculty who do not have a governance assignment in some years, suggests that the number of faculty is sufficient for robust council and committee service. Also included as evidence is the Council and Committee membership list for 2014-2015.

The demographic profile of the Berea teaching faculty indicates a balance of experience. About half of the full-time teaching faculty (65 in 2014-2015) have ten or fewer years of service at Berea, and about half (67 in 2014-2015) have more than ten years of teaching experience at Berea. Forty-seven percent are under the age of 50, and 53 percent are over 50. The faculty is also evenly distributed across the ranks (though there are currently fewer full professors than faculty at other ranks): 26 percent are full professors; 40 percent are associate professors; 30 percent are assistant professors; only 5 percent are instructors. Note as well that Berea College, in keeping with its mission and founding principles of inclusivity, has a diverse faculty. For example, the Fact Book for 2014-2015 notes that 8.3 percent of Berea College’s faculty self-identify as African American; 2.3 percent self-identify as Asian, and 3.0 percent self-identify as Hispanic.

At Berea College, all tenured or tenure-track faculty have an earned doctorate or master’s degree. Currently, 92 percent of the tenured or tenure-track faculty have the terminal degree (a doctorate or its equivalent in the field). Those who do not have the terminal degree are typically continuing non-tenure track appointments, “where there is high performance by persons without terminal degrees or where other special circumstances may pertain.”

All others who teach, full- or part-time, continuing or adjunct, have either an advanced degree and/or relevant experience. The Office of the Academic Vice President and Dean of the Faculty maintains
personnel files that include a transcript of the most recent degree earned and current vitae that lists all relevant work experience and professional activities. The Academic Vice President and Dean of Faculty personally reviews the qualifications of each faculty member, interviews them, and, in conjunction with advice from other senior faculty members, exercises professional judgment to ensure the quality and integrity of all professional programs.

Students at Berea College positively rate the effectiveness of the teaching faculty. The campus mean on a five-point scale for “overall teaching effectiveness” has averaged 4.1 over several years (Instructor Evaluation Questionnaire (IEQ) Average Ratings). On the National Survey of Student Engagement (NSSE), students rate items related to “Effective Teaching Practices” and “Student/Faculty Interaction” at or above benchmark institution means. On the Noel-Levitz Student Satisfaction Survey (2013), Berea students’ ratings were at or above the national average on questions about instructional effectiveness. On the ACT Alumni Outcomes Survey administered to graduates from 1992-2007, Berea College graduates rate their satisfaction of the “Preparation for further academic study” as 4.37 on a 5-point scale, compared to an average of 3.96 for small private colleges and an average of 3.78 for public four-year institutions.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Division Council Meeting Minutes: March and August 2014
3. Dean of Curriculum and Student Learning
4. Associate Vice President for Academic Affairs
5. Academic Vice President and Dean of the Faculty
6. Guidelines for Faculty Position Requests
7. Comprehensive Standard 3.7.1 Faculty Competence
8. FTE Student/Faculty Ratio Comparisons to Benchmark Institutions
10. College Centers
   - Loyal Jones Appalachian Center
   - Center for Excellence in Learning through Service (CELTS)
   - Frances and Louise Hutchins Center for International Education
   - Black Cultural Center
   - Carter G. Woodson Center for Interracial Education
   - Willis D. Weatherford, Jr. Campus Christian Center
   - Center for Transformative Learning
12. Memo to the Staff of the Office of the Academic Vice President and Dean of the Faculty: **Definition of Full-Time Faculty**
13. 2014-2015 Fact Book: **Definition of Full-Time Faculty**
14. 2014-2015 College Catalog: **Course or Credit**
15. Comprehensive Standard 3.4.6 Practices for Awarding Credit
17. Emerging Scholars Program
18. Director of Academic Assessment
19. 2014-2015 Fact Book: **Full-Time Equivalent Number of Faculty**
20. Contract Letter to Faculty to teach an Additional Section
21. Office of Admissions: **Average Campus-Wide Class Size**
22. 2014-2015 Fact Book: **Full-Time Faculty by Division and Program**
23. 2014-2015 Faculty Manual:
   - Professional Responsibilities and Related Faculty Matters
   - Tenure Review Standards
   - Committees and Councils
24. 2011 NACADA National Survey of Academic Advising: Table 7.12 Average Number of Undergraduate Students Advised Per Faculty Advisor by Institutional Type
26. Office of the Academic Vice President and Dean of the Faculty Website: Faculty Scholarly and Creative Works, 2012-2013
27. Comprehensive Standard 3.7.3 Faculty Development
28. 2014-2015 Faculty Manual:
   - Committees and Councils
   - Executive Council
29. Council and Committee Service for College Faculty Assembly Members, 2006-2007 through 2013-2014
31. 2014-2015 Fact Book: Full-Time Faculty by:
   - Length of Service at Berea
   - Age
   - Rank
   - Ethnic and Racial Breakdowns
   - Terminal Degree
32. Instructor Evaluation Questionnaire (IEQ) Average Ratings
33. National Survey of Student Engagement (NSSE)
34. Noel-Levitz Student Satisfaction Survey Report 2013: Instructional Effectiveness
35. ACT Alumni Outcomes Survey Administered to Graduates from 1992-2007
2.9 Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

**Status**
Compliance

**Justification Narrative**

Berea College provides and supports student and faculty access and user privileges to adequate library collections as well as other learning/information resources consistent with the degrees offered. The collections, resources, and services are sufficient to support all its educational, research, and public service programs. The College does not have off-campus or distance learning programs.

Hutchins Library, Berea College’s main library, is located on the campus quad, near many of the classroom buildings (see [Campus Map](http://webapps.berea.edu/sacs2014/2-9.html)) and serves approximately 1,600 undergraduates, 150 faculty members, and 450 College employees. The 86,000 square foot, three-story facility was built in 1966. A 1990-1991 renovation included a three-story addition that provided collection space, classrooms, study rooms, and the Special Collections and Archives Department. In the summer of 2014, the Library main level (see [Library Floor Plans](http://webapps.berea.edu/sacs2014/2-9.html)) was refreshed with new carpet, paint, lighting, furniture and technology (information concerning the physical facilities is discussed in the [3.81 Learning/Information Resources](http://webapps.berea.edu/sacs2014/2-9.html)).

See also [3.3.1.3 Academic and Student Support Services](http://webapps.berea.edu/sacs2014/2-9.html) for more information.

The Library supports the curriculum by providing physical and electronic resources selected by librarians and faculty members to support the curriculum and student and faculty research (see [Academic Program Liaisons](http://webapps.berea.edu/sacs2014/2-9.html)). A set of information management tools connect users with physical and electronic resources. The [library catalog](http://webapps.berea.edu/sacs2014/2-9.html), on the [Ex Libris GroupVoyager](http://webapps.berea.edu/sacs2014/2-9.html) platform, provides access to the physical collections (books, media, print journals, and finding aids for archival collections) plus e-books and streaming videos. [Berea Digital](http://webapps.berea.edu/sacs2014/2-9.html), on the [CONTENTdm](http://webapps.berea.edu/sacs2014/2-9.html) platform, provides access to locally digitized resources.

The Library uses the [Springshare LibGuides](http://webapps.berea.edu/sacs2014/2-9.html) platform to provide access to electronic resources 24/7 both on and off-campus (see [A-Z Databases](http://webapps.berea.edu/sacs2014/2-9.html)). LibGuides also provide easy to create [resources guides](http://webapps.berea.edu/sacs2014/2-9.html) for academic program and specific courses. The link resolver service, EBSCO’s A to Z and LinkSource products, connects users with full-text articles available in databases and e-journal subscriptions (see...
Journal Titles). If the Library does not have or provide access to a needed resource, students and faculty members may use the ILLiad interlibrary loan service to request materials from another library.

Student Satisfaction

Several student surveys provide evidence for the quality of library resources. On the Noel-Levitz Student Satisfaction Surveys, Berea College students (in blue) reported more satisfaction with the adequacy of library resources and services than students at other four-year private institutions (see Chart 1 below).

Chart 1. Noel-Levitz Student Satisfaction Survey: Satisfaction Ratings

On the ACT College Outcomes Survey (2004-2013), Berea College seniors (in blue) consistently rated their satisfaction with library/learning resources center services higher than seniors at other four-year private colleges (see Chart 2 below).

Chart 2. ACT College Outcomes Survey
According to the Noel-Levitz Student Satisfaction Inventory (SSI), Berea College students (in blue) find the library staff as helpful and approachable as students at other four-year private institutions (see Chart 3 below).

Chart 3. Noel-Levitz Student Satisfaction Inventory
On the 2013 SSI, the Library added several specific questions regarding the Library. Students reported being comfortable seeking assistance from librarians and student workers in the Library and contacting the Library via e-mail and phone (see chart below). Based on the neutral satisfaction response to the question about using the Ask-a-Librarian service when the Library is closed, the reference and instruction librarians have included an overview of the service during library instruction sessions (see Table 1 below).

Table 1. Importance/Satisfaction Ratings about the Ask-a-Librarian Service

<table>
<thead>
<tr>
<th>Importance satisfaction</th>
<th>I feel comfortable seeking assistance from librarians and student workers in the library</th>
<th>5.99</th>
<th>5.60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contacting the library via e-mail or phone is a helpful service.</td>
<td>5.60</td>
<td>5.11</td>
</tr>
<tr>
<td></td>
<td>When the library is not open, I know I can use Ask-A-Librarian.</td>
<td>5.29</td>
<td>4.41</td>
</tr>
</tbody>
</table>

*Based on 7-point scale.*

**Acquisitions and Collections**

The Library’s acquisitions budget has increased 17 percent over the past five years. Funds have been reallocated from one-time purchase accounts to subscription accounts to support more electronic resources. The Library’s benchmark ranking for acquisitions expenditure-per-student FTE has improved slightly (see Table 2 below).

Table 2. Acquisitions Budget

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, media, microforms and serials (one-time purchase)</td>
<td>$138,174</td>
<td>$114,913</td>
<td>$112,275</td>
<td>$112,880</td>
<td>$87,982</td>
</tr>
<tr>
<td>Journals (print and electronic subscriptions)</td>
<td>60,089</td>
<td>101,042</td>
<td>98,820</td>
<td>110,765</td>
<td>114,466</td>
</tr>
<tr>
<td>Electronic resources (subscriptions)</td>
<td>171,094</td>
<td>155,562</td>
<td>191,558</td>
<td>226,590</td>
<td>233,445</td>
</tr>
<tr>
<td>Preservation</td>
<td>8,888</td>
<td>5,088</td>
<td>3,640</td>
<td>2,758</td>
<td>6,136</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$378,245</strong></td>
<td><strong>$376,605</strong></td>
<td><strong>$406,293</strong></td>
<td><strong>$452,993</strong></td>
<td><strong>$442,029</strong></td>
</tr>
<tr>
<td>Acquisition expenditure - per student FTE</td>
<td>$253</td>
<td>$241</td>
<td>$248</td>
<td>$283</td>
<td>$279</td>
</tr>
<tr>
<td>Benchmark ranking - per student FTE</td>
<td>20th</td>
<td>21st</td>
<td>20th</td>
<td>18th</td>
<td>not available</td>
</tr>
</tbody>
</table>
Hutchins Library’s 23 Benchmark Libraries are Albion College (MI), Beloit College (WI), Carleton College (MN), Centre College (KY), Coe College (IA), College of Wooster (OH), Colorado College (CO), Davidson College (NC), Denison University (OH), DePauw University (IN), Earlham College (IN), Grinnell College (IA), Hope College (MI), Kalamazoo College (MI), Kenyon College (OH), Knox College (IL), Lawrence University (WI), Macalester College (MN), Ohio Wesleyan University (OH), St. Olaf College (MN), Transylvania University (KY), University of the South (TN), and Wabash College (IN).

The size of the Library’s physical collection and the number of physical volumes added peaked in academic year 2011-2012 (see Table 3 below). In 2011, the Library began a much-needed review and weeding of the collections (see the Collection Development and Maintenance section of this narrative).

**Table 3. Print and Media Collection Size and Growth**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Print collections</td>
<td>386,797</td>
<td>392,752</td>
<td>391,374</td>
<td>377,794</td>
<td>374,320</td>
</tr>
<tr>
<td>Benchmark ranking for print volumes</td>
<td>15th</td>
<td>13th</td>
<td>14th</td>
<td>17th</td>
<td>not available</td>
</tr>
<tr>
<td>Total volumes added for each year (purchase and gifts)</td>
<td>5,379</td>
<td>5,955</td>
<td>5,483</td>
<td>3,580</td>
<td>3,440</td>
</tr>
<tr>
<td>Benchmark ranking for volumes added</td>
<td>13th</td>
<td>12th</td>
<td>11th</td>
<td>17th</td>
<td>not available</td>
</tr>
<tr>
<td>Media collection</td>
<td>13,426</td>
<td>13,699</td>
<td>14,004</td>
<td>13,728</td>
<td>11,905</td>
</tr>
<tr>
<td>Benchmark ranking for media collection</td>
<td>15th</td>
<td>15th</td>
<td>14th</td>
<td>14th</td>
<td>not available</td>
</tr>
</tbody>
</table>

Hutchins Library’s 23 Benchmark Libraries are Albion College (MI), Beloit College (WI), Carleton College (MN), Centre College (KY), Coe College (IA), College of Wooster (OH), Colorado College (CO), Davidson College (NC), Denison University (OH), DePauw University (IN), Earlham College (IN), Grinnell College (IA), Hope College (MI), Kalamazoo College (MI), Kenyon College (OH), Knox College (IL), Lawrence University (WI), Macalester College (MN), Ohio Wesleyan University (OH), St. Olaf College (MN), Transylvania University (KY), University of the South (TN), and Wabash College (IN).
The size of the Library’s electronic collection has increased over the past five years, especially the number of e-books and streaming video included in the library catalog. The number of full-text journals available through databases and by individual subscriptions also has increased significantly (see Table 4 below).

### Table 4. Electronic Collections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books in library catalog</td>
<td>75,307</td>
<td>74,338</td>
<td>72,974</td>
<td>72,974</td>
<td>198,160</td>
</tr>
<tr>
<td>Streaming video in library catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15,610</td>
</tr>
<tr>
<td>E-journals available through link resolver</td>
<td>43,277</td>
<td>60,331</td>
<td>63,437</td>
<td>70,623</td>
<td>70,207</td>
</tr>
</tbody>
</table>

Collection usage has shifted from the physical collections of books and media to e-books, e-journals, and streaming media (see Table 5 below). In the last five years, book and media circulation declined 45 percent and the use of e-books only increased slightly. The downloading of journal articles increased nearly 55 percent. Based on the usage data, the journal article is the most important resource for students and faculty members.

### Table 5. Collections Usage

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation for books and media</td>
<td>44,095</td>
<td>38,847</td>
<td>24,523</td>
<td>22,124</td>
<td>24,139</td>
</tr>
<tr>
<td>E-books &quot;checked out&quot; or read (Counter BR1)</td>
<td>3,967</td>
<td>4,256</td>
<td>4,399</td>
<td>4,312</td>
<td></td>
</tr>
<tr>
<td>Journal articles Full-Text Downloads (Counter J1)</td>
<td>59,537</td>
<td>69,100</td>
<td>84,164</td>
<td>95,911</td>
<td>91,985</td>
</tr>
<tr>
<td>Streaming Video views</td>
<td></td>
<td>302</td>
<td>2,210</td>
<td>6,407</td>
<td>3,698</td>
</tr>
<tr>
<td>Streaming Music (tracks played)</td>
<td>168</td>
<td>998</td>
<td>1,572</td>
<td>6,179</td>
<td>4,622</td>
</tr>
</tbody>
</table>

Until academic year 2011-2012, the Library consistently ranked in the top ten for student circulation-per full-time equivalent (FTE) when compared to its benchmark institutions. In that year, the Library dropped significantly and has remained at the same level (see Table 6 below).

### Table 6. Student Circulation per FTE

<table>
<thead>
<tr>
<th>Benchmark ranking</th>
<th>2006-2007</th>
<th>2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4th</td>
<td>3rd</td>
</tr>
</tbody>
</table>
Although several factors may contribute to the change in ranking, one reason may be a change in the first-year library instruction program. In academic year 2011-2012, the reference and instruction librarians replaced the online catalog exercise for first-semester students with an exercise to assist with research strategies. Although student circulation declined overall, generally first-year student usage of the physical collections dropped more than other classifications (see Table 7 below). For academic 2013-2014, the reference and instruction librarians are including the use of the library catalog in instruction sessions to see if doing so increases the circulation for first-year students (see GSTR 110 lesson plan). Librarians will continue responding in order to get student circulation per-full-time-equivalent (FTE) back to its consistently high ranking.

Table 7. Circulation Decline from Previous Year by Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>-0.2%</td>
<td>-27.8%</td>
<td>-38.7%</td>
<td>-18.1%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>-16.1%</td>
<td>-20.7%</td>
<td>-16.2%</td>
<td>-26.0%</td>
</tr>
<tr>
<td>Junior</td>
<td>-6.3%</td>
<td>-16.4%</td>
<td>-20.4%</td>
<td>-16.0%</td>
</tr>
<tr>
<td>Senior</td>
<td>-20.9%</td>
<td>-16.4%</td>
<td>-12.4%</td>
<td>-14.1%</td>
</tr>
</tbody>
</table>

Library Services

The Library is open 94.25 hours per week during the academic year. Although the Library is open fewer hours than most of the Library’s benchmark group (ranking 21 out of 24), counts show that by 11:30
p.m., the number of students in the building does not justify the costs to keep the building open later than Midnight on Sunday through Thursday evenings (see Table 8 below).

**Table 8. Counts of People in Library (averaged)**

<table>
<thead>
<tr>
<th></th>
<th>5:30 p.m.</th>
<th>8:30 P.m.</th>
<th>11:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>29</td>
<td>85</td>
<td>28</td>
</tr>
<tr>
<td>Monday</td>
<td>25</td>
<td>74</td>
<td>28</td>
</tr>
<tr>
<td>Tuesday</td>
<td>22</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td>Wednesday</td>
<td>24</td>
<td>61</td>
<td>30</td>
</tr>
<tr>
<td>Thursday</td>
<td>19</td>
<td>61</td>
<td>26</td>
</tr>
</tbody>
</table>

A member of the Library faculty (see *[Hutchins Library Faculty and Staff]*) and/or a trained student Reference Assistant (see *[Reference Student Training]*) is available to provide assistance at the Reference Desk for all open hours. In academic year 2011-2012, the reference and instruction staff implemented a *Text-A-Librarian* service and a web-based *Ask-The-Library service* to provide answers to common questions and encourage students to ask questions from anywhere. The reference and instruction librarians are available for *research consultations by appointment*, which may easily be scheduled online. These growing services (see Table 9 below) are available through the *[Library’s homepage]* and support an active information literacy program discussed in *[3.8.2 Instruction of Library Use]*.

**Table 9. Library Services**

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Desk Transactions</td>
<td>1,637</td>
<td>3,418</td>
<td>3,682</td>
</tr>
<tr>
<td>Ask-The-Library (public questions viewed)</td>
<td>617</td>
<td>1,390</td>
<td>8,205</td>
</tr>
<tr>
<td>Research Consultations</td>
<td>135</td>
<td>74</td>
<td>112</td>
</tr>
</tbody>
</table>

The Circulation Desk staff manages circulation services for library materials, reserves, and interlibrary loan materials. The Circulation students also re-shelve materials and maintain the circulating and media collections, keeping the physical collections in good order through regular shelving reading. The Circulation Desk also manages the Library’s 14 study rooms, including reservations and key check-out. The group study rooms are very popular, and most rooms are booked from late afternoon until closing. During the last five years, study room reservations have averaged over 8,500 per year (see Table 10 below).
Table 10. Study Room Key Check-Outs

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-Outs</td>
<td>7,466</td>
<td>8,906</td>
<td>9,016</td>
<td>8,511</td>
<td>8,601</td>
</tr>
</tbody>
</table>

The Circulation Desk staff is also ready to assist other campus offices with circulating resources. Until the program was suspended in May, 2013, the Circulation staff worked with the student-led Berea Bike program to check-out bicycles to students. The Circulation staff also assisted the College Store during the fall 2014 term as the College shifted to an online bookstore. Berea College students are now required to purchase their textbooks through the online vendor, Akademos. The College Store and the Library placed copies of required course texts on reserve for the first month of the term to provide a safety net for students who had not received their textbooks. At the end of September, the Circulation Desk provided the College Store with data to assist staff with evaluation of this new service.

Interlibrary loan is used to supplement the Berea College library collections. Through the web-based ILLiad system, students and faculty members may request materials from another library, track the request, and receive articles electronically (see Interlibrary Loan). This service is provided at no charge. Over the past five years, borrowing has increased 22 percent for articles and declined around 35 percent for books (see Table 11 below). These figures are similar to use of the Library’s collections with article downloads increasing approximately 55 percent and general collection circulation decreasing 45 percent over the past five years (see Table 5 above). The Director of Library Services reviews interlibrary loan data, especially the ILLiad system’s “Most Requested Journal Titles” report. Any journal title that appears on the report for several years is evaluated by the librarians for a possible electronic subscription.

Table 11. Interlibrary Loan Borrowing

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles (copies)</td>
<td>594</td>
<td>418</td>
<td>557</td>
<td>661</td>
<td>730</td>
</tr>
<tr>
<td>Books and Media (loan)</td>
<td>1,854</td>
<td>969</td>
<td>1,214</td>
<td>1,200</td>
<td>929</td>
</tr>
<tr>
<td><strong>Borrowing Total</strong></td>
<td><strong>2,448</strong></td>
<td><strong>1,387</strong></td>
<td><strong>1,771</strong></td>
<td><strong>1,861</strong></td>
<td><strong>1,659</strong></td>
</tr>
</tbody>
</table>

The Hutchins Library Facebook page, the Special Collections & Archives Facebook page, and Hutchins Library Highlights blog are used to introduce new resources, highlight services and displays, and invite people to events held in the Library. Each year the Library sponsors several “Lunch in the Library” events featuring visiting scholars and College faculty and staff members. After trying different time frames for the presentations, the lunch hour is proving to be the most successful time for a mix of students, faculty, and town people (approximately 40-50 people).
Special Collections and Archives Collections and Services

Special Collections and Archives (SC&A) houses the Weatherford-Hammond Appalachian Collection, Curio (rare book) Collection, Shedd Lincoln Collection, Berea Collection, Berea College Archives, Southern Appalachian Archives, Sound Archives, and Vertical Files. The collections’ primary focuses are the history of Berea College and Southern Appalachian Mountain region. The department’s website provides access to collection finding aids, selections from the Sound Archives, and other resources. SC&A houses over 47,000 volumes and over 8,600 linear feet of manuscripts and archival materials.

The SC&A Reading Room is open 35.5 hours per week during the academic year, including two evenings. The SC&A staff answer hundreds of email, phone, and mail requests annually, providing information and resources to students, faculty and other researchers (see Table 12 below).

Table 12. Special Collections and Archives

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Sessions</td>
<td>16</td>
<td>13</td>
<td>37</td>
<td>50</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Reading Room Visits</td>
<td>984</td>
<td>727</td>
<td>786</td>
<td>848</td>
<td>532</td>
<td>710</td>
</tr>
<tr>
<td>Collection Usage</td>
<td>1,909</td>
<td>1,411</td>
<td>3,172</td>
<td>3,524</td>
<td>1,308</td>
<td>2,158</td>
</tr>
<tr>
<td>Research Requests (non-visits)</td>
<td>1,046</td>
<td>488</td>
<td>785</td>
<td>692</td>
<td>365</td>
<td>960</td>
</tr>
</tbody>
</table>

Through bibliographic instruction and one-on-one consultation, the archivists and staff work closely with faculty members to identify primary resources to support courses and to introduce students to using archival materials. Most years, Berea College students (blue) are the largest number of visitors to the Special Collection and Archives Reading Room (see Chart 4 below).

Chart 4. Distribution of Reading Room Visitors by Type
In order to respond to commonly asked questions, the Bereapedia project was created by the archivists and is now maintained by the Reference staff. The site, based on materials in Special Collections and Archives, provides information regarding the campus, selected alumni, and the history of the College and often links to images and documents available in Berea Digital.

The department also sponsors the Appalachian Sound Archives Fellowship program to support research in the archives and in the region. In the last seven years, over 40 Fellows have spent time on campus researching in the archives, sharing their expertise, and occasionally adding to the collections (see Appalachian Sound Fellowship recipients for project reports).

Since 2006, Special Collections and Archives has received over $1.2 million in grant funding to digitize and preserve many of the unique sound and video recordings in the Sound Archives (see Sound Preservation and Access). As of July 2014, this project has digitized over 6,000 hours of sound and video recordings documenting the Appalachian region and Berea College’s history. Access to selected files is provided through Sound Archives Research guides and Berea Digital.

**Berea Digital**

The Library has an active program to digitize and provide access to many unique and often-requested items housed in Special Collections and Archives, making these resources more readily available through Berea Digital. As of July 30, 2014, Berea Digital provides 24/7 access to over 14,600 items, comprised of over 400 documents, 300 letters (together totaling over 14,200 individual pages) 9,000 photos, 4,800 sound files, and 900 videos (see Table 13 below). Materials are generally selected based upon their projected use by students in support of the curriculum. Items supporting the General Studies Program receive top priority (e.g. general education core courses, especially GSTR 210, which involves Berea history, especially place, race, gender, and class), followed by items supporting multi-disciplinary courses and topics, and those supporting specific courses (see Dotson Foodways Collection).

Consideration is also given to materials most often requested by general patrons, i.e., College yearbooks (see The Chimes) and photos of campus buildings over the years. While the goal is not to digitize all the materials in Special Collections and Archives, Berea Digital does provide a good sampling of items so that researchers – whether students or general patrons – have a sense of the depth of resources available.

**Table 13. Digital Collections**

<table>
<thead>
<tr>
<th>Berea college materials</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digitized Audio (hours)</td>
<td>2,225</td>
<td>2,681</td>
<td>3,899</td>
<td>4,907</td>
<td>6,027</td>
</tr>
<tr>
<td>Digitized pages</td>
<td>7,326</td>
<td>10,234</td>
<td>13,741</td>
<td>17,940</td>
<td>21,634</td>
</tr>
</tbody>
</table>
Collection Development and Maintenance

The Hutchins Library Collection Development Policy (see Library College Development – General Guidelines and Specific Collections) provides guidelines for the selection of resources. Librarians and faculty members use Choice cards and other review sources plus publishers’ catalogs to select materials. Students are encouraged to suggest materials and often use the Library’s web-based request form to make recommendations.

To ensure the relevance of the collections, librarians work with teaching faculty and other campus departments to monitor curriculum changes (see Academic Program Liaison). As members of the faculty, librarians receive copies of curriculum proposals, including new courses, submitted for approval by the entire faculty. Program accreditation reviews of outside agencies, including the Commission on Collegiate Nursing Education, and the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP), also provide opportunities for reviewing the Library’s resources (see Berea College – Accreditation).

Historically, the Library has not had an active collection review process. Sections of the collections may have been weeded because of space concerns, but there has not been a systematic review of the entire physical collection resulting in collections with older, and perhaps out-of-date materials (see Table 14 below).

Table 14. Age of Circulating Collection - Percentage of Collection (as of 2011)

<table>
<thead>
<tr>
<th>Publication date (by decades)</th>
<th>date unknown</th>
<th>pre-1980</th>
<th>1980-1989</th>
<th>1990-1999</th>
<th>2000-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 - Generalities</td>
<td>4.60%</td>
<td>49.77%</td>
<td>22.16%</td>
<td>15.53%</td>
<td>7.95%</td>
</tr>
<tr>
<td>100 - Philosophy; Psychology</td>
<td>4.01%</td>
<td>54.07%</td>
<td>14.06%</td>
<td>20.35%</td>
<td>7.51%</td>
</tr>
<tr>
<td>200 - Religion</td>
<td>11.17%</td>
<td>55.40%</td>
<td>13.66%</td>
<td>13.43%</td>
<td>6.34%</td>
</tr>
<tr>
<td>300 - Social Sciences</td>
<td>5.33%</td>
<td>50.86%</td>
<td>17.23%</td>
<td>18.86%</td>
<td>7.71%</td>
</tr>
<tr>
<td>400 - Languages</td>
<td>8.34%</td>
<td>55.98%</td>
<td>14.12%</td>
<td>15.18%</td>
<td>6.36%</td>
</tr>
<tr>
<td>500 - Science</td>
<td>6.95%</td>
<td>58.52%</td>
<td>13.92%</td>
<td>15.21%</td>
<td>5.40%</td>
</tr>
<tr>
<td>600 - Applied Sciences</td>
<td>11.43%</td>
<td>47.84%</td>
<td>16.78%</td>
<td>16.83%</td>
<td>7.12%</td>
</tr>
<tr>
<td>700 - The Arts</td>
<td>7.22%</td>
<td>46.17%</td>
<td>15.59%</td>
<td>19.50%</td>
<td>11.52%</td>
</tr>
<tr>
<td>800 - Literature</td>
<td>11.57%</td>
<td>57.44%</td>
<td>12.30%</td>
<td>13.82%</td>
<td>4.87%</td>
</tr>
<tr>
<td>900 - Geography and History</td>
<td>6.73%</td>
<td>57.62%</td>
<td>12.83%</td>
<td>16.08%</td>
<td>6.74%</td>
</tr>
</tbody>
</table>
In 2011, the Library staff began planning for a possible building renovation and needed to evaluate carefully future space needs for the physical collections. The review of collection and circulation data made the librarians more aware of issues with the physical collections including the large number of uncirculated items (see Table 15 below).

### Table 15. Items Owned for at Least 10 Years with No Circulation between 1990 and 2011

<table>
<thead>
<tr>
<th>Volumes</th>
<th>Percent of collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 - Generalities</td>
<td>3,850</td>
</tr>
<tr>
<td>100 - Philosophy; Psychology</td>
<td>2,801</td>
</tr>
<tr>
<td>200 - Religion</td>
<td>4,281</td>
</tr>
<tr>
<td>300 - Social Sciences</td>
<td>20,699</td>
</tr>
<tr>
<td>400 - Languages</td>
<td>760</td>
</tr>
<tr>
<td>500 - Science</td>
<td>6,009</td>
</tr>
<tr>
<td>600 - Applied Sciences</td>
<td>4,839</td>
</tr>
<tr>
<td>700 - The Arts</td>
<td>5,949</td>
</tr>
<tr>
<td>800 - Literature</td>
<td>19,009</td>
</tr>
<tr>
<td>900 - Geography and History</td>
<td>12,533</td>
</tr>
<tr>
<td>Fiction</td>
<td>4,068</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84,798</strong></td>
</tr>
</tbody>
</table>

As a result of the review of collection and circulation data, the librarians, in cooperation with the teaching faculty, began a multi-year project to evaluate all the physical collections and de-accession materials that no longer support the curriculum (see Library Collection Weeding Project). Once the initial review and weeding is completed, the librarians will implement a plan to review each section of the physical and electronic collections every five years in order to maintain relevance (see Collection Review Timeline).

In preparation for repurposing the Science Library space, located in the Hall Science Building, the librarians and science faculty reviewed the collection in July, 2012. Approximately 5,600 volumes were moved into the Library’s circulating collection (see Science Library project). In 2013 the print reference collection was reviewed and reduced by about 31 percent in anticipation of a possible building renovation.
renovation (see Reference Weeding). In 2014, the VHS collection was reviewed and reduced by 50 percent (see VHS Weeding) based on usage data, condition, and duplication in other format (DVD or streaming video collections). The music circulating collection was reviewed, weeded, and reclassified as the result of a 2013 sabbatical project. For academic year 2014-2015, the librarians are focusing on bound journals and the Literature and Fiction collections. Over the next academic year, appropriate teaching faculty members will be given the opportunity to review the recommendations before materials are removed from the collections.

**Library Cooperative Agreements**

Consortia memberships and agreements play a role in providing resources for Berea College students, faculty, and staff. Berea College is a member of the Association of Independent Kentucky Colleges and Universities (AIKCU), the Appalachian College Association (ACA), and the Federation of Kentucky Academic Libraries (FoKAL). Hutchins Library also belongs to the Oberlin Group, an informal network of private liberal arts college libraries whose members work together to provide high-quality library services.

Through AIKCU, Hutchins Library has access to the Kentucky Virtual Library (KYVL), the online library that supports the Kentucky Virtual University, the Kentucky Virtual High School, and other educational programs by providing electronic resources and services. KYVL members include public and private academic libraries, public libraries, public and private schools, and special libraries. Berea College students, faculty, and staff can access KYVL resources through the Hutchins Library Web site or the KYVL Web site. KYVL also coordinates a statewide document delivery service that delivers interlibrary loan materials from other KYVL members to Hutchins Library three days a week (see KYVL ground courier).

Most of the academic libraries in Kentucky, including Hutchins Library, are members of FoKAL. This state-wide consortium negotiates discounts on resources and services, advocates for academic libraries, and provides professional development opportunities. Members have implemented an interlibrary loan agreement that provides no-charge lending of materials. Through the Reciprocal Borrowing and Use Policy, Berea students and faculty may use resources and services and borrow materials in-person at any FoKAL library.

The Appalachian College Association’s Bowen Central Library of Appalachia (BCLA) provides electronic resources for the 35 member libraries. A collection development committee reviews recommendations, selects, and purchases e-books, e-reference titles, and other resources for use by all the ACA libraries.

Hutchins Library is a member of the OCLC Online Computer Library Center, a bibliographic network.
that provides access to holdings of libraries worldwide. OCLC supports the Library’s Interlibrary Loan (ILL) services, thereby enhancing student and faculty access to resources. If resources are not available at Hutchins Library, Berea College students, faculty, and staff may sign into their ILLiad account and make the request. Faculty members and students are notified by email when items are available to be picked-up at the Circulation Desk or downloaded from their ILLiad account.

**Department Libraries and Collections**

In addition to Hutchins Library, other campus departments provide information resources. The Education Studies Program maintains a Curriculum Library, housed in the newly renovated Knapp Hall. Several academic programs also maintain resources collections available for students and faculty members: the Loyal Jones Appalachian Center's Faber Library, the Carter G. Woodson Center for Interracial Education's James S. Hathaway Library, CELTS – the Center for Excellence in Learning through Service, and the Women’s and Gender Studies program. Other academic programs also maintain small collections of resources to assist faculty members and students. Although these collections are not managed by the Hutchins Library staff, the resources are included in the library catalog.

**Supporting Documents & Evidence**

1. [Campus Map](http://webapps.berea.edu/sacs2014/2-9.html)
2. [Hutchins Library Floor Plans](http://webapps.berea.edu/sacs2014/2-9.html)
3. Comprehensive Standards
   - 3.8.1 Learning/Information Resources
   - 3.3.1.3 Academic and Student Support Services
4. Hutchins Library
   - [Academic Program Liaisons](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Library Catalog](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Ex Libris Group Voyager](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Berea Digital](http://webapps.berea.edu/sacs2014/2-9.html)
   - [CONTENTdm](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Springshare LibGuides](http://webapps.berea.edu/sacs2014/2-9.html)
   - [A-Z Databases](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Research Guides by Subject](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Journal Titles](http://webapps.berea.edu/sacs2014/2-9.html)
   - [Interlibrary Loan Services](http://webapps.berea.edu/sacs2014/2-9.html)
   - [GSTR 110 Lesson Plan](http://webapps.berea.edu/sacs2014/2-9.html)
5. Hutchins Library
   - Faculty and Staff
   - Reference Student Training Program
   - Ask-a-Librarian
   - Research Services
   - Library Homepage
   - GSTR 210

6. Comprehensive Standard 3.8.2 Instruction of Library Use

7. Akademos

8. Facebook
   - Hutchins Library
   - Special Collections and Archives

9. Hutchins Library Blog

10. "Lunch in the Library" Events

11. Special Collections and Archives

12. Bereapedia

13. Appalachian Sound Archives Fellowship program

14. Appalachian Sound Fellowship Recipients

15. Sound Preservation and Access

16. Sound Archives Research guides

17. Dotson Foodways Collection

18. College Yearbook: Chimes

19. Berea College Buildings over the years

20. Library College Development - General Guidelinnes

21. Specific Collections Development Policy

22. Purchase Request Form

23. Berea College Accreditation

24. Library Collection Weeding Project
   - Collection Review Timeline
   - Science Library Project
   - Reference Weeding Project
   - VHS Collection Project
   - 2013 Sabbatical Report - Susan Henthorn
   - Bound Journals
   - Literature and Fiction
25. Berea College Memberships:
   - Association of Independent Kentucky Colleges and Universities (AIKCU)
   - Appalachian College Association (ACA)
   - Federation of Kentucky Academic Libraries (FoKAL)
   - Oberlin Group

26. Kentucky Virtual Library (KYVL)
   - Ground Courier Information

27. Reciprocal Borrowing and Use Policy

28. Bowen Central Library of Appalachia

29. OCLC Online Computer Library Center

30. Hutchins Library Interlibrary Loan Service

31. Loyal Jones Appalachian Center's Faber Library

32. Carter G. Woodson Center for International Education's James S. Hathaway Library
2.10 Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Status
Compliance

Justification Narrative

Berea College provides a rich array of student support programs, services, and activities consistent with its mission to promote student learning and enhance the development of students. The responsibility for these support activities lies primarily within two divisions of the College: 1) the Labor and Student Life division, and 2) the Academic division. Each is led by a Vice President. The Vice President of Labor and Student Life is directly assisted by a Dean of Labor and an Assistant Vice President for Student Life. The Academic Vice President and Dean of the Faculty is directly assisted by a Dean of Curriculum and Student Learning and an Associate Vice President for Academic Affairs (see organizational chart).

The mission of Berea College is stated in its Great Commitments. The first Great Commitment directs the institution to “provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” Therefore, Berea College admits only students who have substantial financial need (except for a few faculty and staff children) and provides full-tuition scholarships to all. The average family income for entering Berea students is $27,200, and 50 percent are first-generation college students (neither parent has a college degree). The majority of students are from the Appalachian region and the Commonwealth of Kentucky (72 percent). Twenty percent of the current student body identifies themselves as African American, and 24 percent come from economically at-risk or distressed counties in the Appalachian region (as designated by the Appalachian Regional Commission (ARC)). The College is also committed to serving international students; this is articulated by learning goals contained within its Strategic Plan (Being and Becoming, 2011). One of these goals states: “As citizens of a global world, we seek to develop an understanding of and appreciation for ‘all peoples of the earth’ to promote peace and non-violence in the world.” This goal is accomplished, in part, through the recruitment and enrollment of a cohort of international students representing eight percent of the student body. As a result of strategic planning in the late 1990s, the College is also committed to serving a small percentage of single parents (2%) by providing unique residential housing in its Ecovillage, which is located next to a fully functioning, accredited,
College-run Child Development Laboratory.

The following table highlights the characteristics of the student body, all of which reflect the College’s unique mission.

Table 1: Berea College Mission-Related Characteristics, Fall 2014 Degree-Seeking Enrollment (N = 1,577)

<table>
<thead>
<tr>
<th>Mission characteristic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>686</td>
<td>44%</td>
</tr>
<tr>
<td>Female</td>
<td>891</td>
<td>56%</td>
</tr>
<tr>
<td>Appalachian as defined by the Appalachian Regional Commission (ARC)</td>
<td>765</td>
<td>49%</td>
</tr>
<tr>
<td>African American (alone or in combination with another race)</td>
<td>312</td>
<td>20%</td>
</tr>
<tr>
<td>Single Parents</td>
<td>27</td>
<td>2%</td>
</tr>
<tr>
<td>International Students</td>
<td>120</td>
<td>8%</td>
</tr>
<tr>
<td>First Generation (based on the 370/416 Fall 2014 First-Year Students only who completed a survey- neither parent has a college degree)</td>
<td>185</td>
<td>50%</td>
</tr>
<tr>
<td>Pell Grant Recipient (based on 389/416 Fall 2014 First-Year Students who are eligible - the 27 International Students are not eligible to receive a Pell Grant)</td>
<td>377</td>
<td>96%</td>
</tr>
</tbody>
</table>

The latest median family income is $22,357.

Following are detailed descriptions of the College’s student support programs, services, and activities that support students’ academic, social, personal, and professional development. These are categorized by three major administrative divisions: the Labor and Student Life Division, the Academic Division, and the President’s Office.

LABOR AND STUDENT LIFE DIVISION

The Labor Program

Berea’s Labor Program is an integral part of the institution’s educational and development program for students (refer to 3.3.1.1 Educational Programs and Student Learning Outcomes; the College sees the Labor Program as a core educational program and assesses it as it does its academic programs). The fourth Great Commitment is “To provide for all students through the Labor Program experiences for
learning and serving in community and to demonstrate that labor, mental and manual, has dignity as well as utility.”

Berea College, founded in 1855, established the Labor Program under its original charter. By the early 1900s the program was structured into labor departments with staff and faculty serving as practical instructors/supervisors. Currently, all students are required to work in Berea’s Labor Program during each term of enrollment except when engaged in an institutionally organized or approved internship, study abroad, or similar program. Students generally work between 10 and 15 hours per week during the academic year in more than 120 labor departments across all programs and operations of the College. They may work more during the summer. Failure to meet the participation or to fulfill position expectations can result in probation or suspension from the College. Positions are classified into Work-Learning-Service levels ranging from entry trainee assignments to positions with significant program direction and supervisory responsibility. The Labor Program operates under the administrative oversight of a Dean of Labor and has long been cited by students and alumni as one of the most valuable parts of their Berea College education. Berea is one of seven federally designated Work Colleges.

**Residence Life**

The seventh Great Commitment is “to maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.” Flowing from this commitment, Berea College faculty and staff have approved principles for community living, known as “Guided Learning,” that define a residential learning model that includes all students. This model requires almost all students to live on-campus in order that they may fully benefit from and contribute to the residential learning experience. Students who qualify to live off campus (23 or older, married, or custodial parents) are also served under the guided learning model through programming in the Ecovillage or through the Non-Traditional Student Center in Frost Cottage.

First-year students are housed together in halls with live-in professional staff responsible for particular attention to the orientation, development, programming, and integration of these students into campus life. Residence Life programs are an integral part of all students’ education. The Residential Life Collegium (a team of professional staff—see 3.9.3 Qualified Staff) and student residence staff provide an array of social and educational programs to the residence halls every year.

Intentional efforts to enhance community living and proactive efforts to avoid power-based violence issues are supported with the nationally acclaimed “Green Dot” program. Student involvement in this program is critical to its success, so reaching out to first-year students as trainers is anticipated to result
in a ripple effect during their four years of enrollment.

The College’s stated commitment to plain and sustainable living is a strong additional focus in the Residential Life program, as exemplified in the focus on recycling, energy footprint monitoring, and the construction of a [new Deep Green LEED Platinum-Plus residence hall](http://webapps.berea.edu/sacs2014/2-10.html). This hall opened in August of 2013, and no other residence hall in the world scored more LEED points, making this the “greenest” in the world. The [Deep Green Study Report, from September 2014](http://webapps.berea.edu/sacs2014/2-10.html), highlights what students learned as a result of living in the Deep Green hall. The report focuses on student interactions, learning, and the building's performance in energy and water use.

See [3.3.1.3 Academic and Student Support Services](http://webapps.berea.edu/sacs2014/2-10.html) for more information about these programs.

**Campus Life**

A wide variety of campus activities including [clubs and organizations](http://webapps.berea.edu/sacs2014/2-10.html) are also offered to all students. Recreational programs, special programming, and recreational athletic opportunities are available through intramural sports, field trips, [Mountain Day](http://webapps.berea.edu/sacs2014/2-10.html), and a variety of speakers and other activities that are regularly presented. Student-run organizations operate under the guidance of faculty and staff advisors to deepen learning, and are structured to promote student leadership development through formal service provision to the entire student body. “The Pinnacle” is Berea College’s independent student newspaper with operations guided by defined student rights and responsibilities. [Campus Activities Board (CAB) events](http://webapps.berea.edu/sacs2014/2-10.html) are selected to enhance the learning experience through campus themes, including entertainment designed to reduce stress through laughter and fun.

**Single Parent, Married, and Non-Traditional Student Programs**

The College has sought to admit and serve non-traditional students that show great academic potential. These include students who are 24 years of age or older as well as married and student parents. The College has a special emphasis on single parents and their children in order to help break the cycle of poverty.

Programs to support student families and older students, especially in the crucial first year of college, intentionally focus on balancing student and family responsibilities. Recently, a [part-time coordinator](http://webapps.berea.edu/sacs2014/2-10.html) was hired to provide guidance, programming, orientation, and administrative support to the Non-Traditional Student Program.

Single parents and married couples are offered a choice of residing in the [Ecovillage](http://webapps.berea.edu/sacs2014/2-10.html), which has a full-time coordinator responsible for maintaining a safe and productive residential space, as well as providing a variety of programs. The Ecovillage has 50 apartments that meet the housing needs of student families in a manner that supports their academic, labor, and family responsibilities and also
provide experiential education (gardening, composting, conflict resolution, etc.) and sustainable living in a Sustainability and Environmental Studies (SENS) House. Additionally, a state-of-the-art Child Development Laboratory (CDL) provides a childcare program that is developmentally appropriate, safe, and stimulating for the children of Berea students, staff, faculty, and members of the larger community. Periodic student assessment surveys are issued to all Ecovillage residents (see the Ecovillage Survey Results Highlights and the Ecovillage Residents Report), which help improve programs and services. The Non-Traditional Domestic Student Report provides detailed student characteristics (enrollment trends) and success data (graduation rates, debt, etc.). This report helps the institution monitor its overall success with nontraditional students.

Counseling Services

Counseling services are available free of charge to students by three licensed therapists/ counselors. Individual counseling may focus on social relationships (including boundaries and pre-marriage issues) and/or specific diagnosed psychological conditions. Additional support is provided for unique situations such as suicidal behavior, sexual assault issues, including conflict in relationships, and other matters that may be disruptive to the student learning experience. Counselors, working with Residence Life staff, also provide various special programs such as those aimed at life skill development, wellness, and alcohol education as indicated in the Outcomes Report for Alcohol Wise.

Student Health Services

Medical services are provided to all students through a contract arrangement with a local provider that employs physicians and nurse practitioners (White House Clinics). Services are located adjacent to the campus at the local hospital and include acute care, chronic care, and screenings/health maintenance. Also, Tetanus boosters, meningitis, hepatitis A & B, and various other immunizations necessary for travel to certain countries are provided to student patients at cost. Allergy injections ordered by an allergist are administered to students during regular hours at no charge. Tuberculosis (TB) screening is also provided.

Students are entitled to unlimited visits at Student Health Services for no additional charge each term after the required health fee has been paid. Student dependents may use Student Health Services for an additional health fee, which also must be paid each term. Furthermore, White House Clinics has a strong network for specialty care and provides referrals for various procedures, tests, specialists, and sub-specialists that are not covered by the student health fee and may be charged to the student’s insurance, including x-rays, diagnostic studies (MRI, CT scans, etc.), other tests as determined necessary, and specialty physicians as medically warranted.
Public Safety

The Department of Public Safety offers educational programs, cooperates with local law enforcement agencies, and enhances the safety and security of students, campus employees, and visitors. Twenty-four-hour service to the campus is provided with 12 full-time staff, including a Director, a Security Specialist, an Office Manager, six full-time Officers, four full-time Tele-communicators, and 15 Student Associates who work ten hours or more each week. Defensive Driving courses are offered to students every term so that they may use College vehicles and be better drivers of their own personal vehicles. A detailed description of the services provided to the campus is located in 3.11.2 Institutional Environment.

ACADEMIC DIVISION

Student Financial Aid Services

Guided by the Great Commitments, the mission of Student Financial Aid Services (SFAS) is to provide, through various forms of financial aid, an educational opportunity primarily for Berea College students from Appalachia, black and white, women and men, who have great promise and limited economic resources, and to support, through the awarding of financial aid, a residential, democratic community in which economic and social distinction are minimal. Berea College’s endowment, alumni gifts, federal and state grants, outside scholarships and student labor earnings help provide a one-of-a-kind financial aid package to help ensure that students are able to achieve a Berea College education at a very affordable price.

Berea College makes a no-tuition promise to all admitted students that neither they, nor their parents, will have to cover the $23,400 cost of tuition. Fifty percent of the first-year students entering in 2014 had an expected family contribution (EFC) of zero, meaning these students and their families could pay nothing for tuition, housing, meals, and fees. All Berea students are expected to participate in the Labor Program and are awarded labor earnings to help cover the additional cost of books and personal expenses.

To fulfill the mission, additional support is provided to all enrolled students. Many enrolled students at Berea College are first-generation college students, and all are from low to modest incomes and may have medical and dental as well as financial needs to pay term bills. Information regarding these services is sent to all students at the beginning of each Fall Term listing the services offered by Student
Financial Aid Services.

In addition to the commitment to offer an excellent college education, SFAS is committed to helping every student acquire a basic understanding of financial literacy. Over 800 sessions on financial literacy were presents to students campus-wide during the 2013-2014 academic year. The report on Student Financial Literacy Evaluation illustrates that the Financial Aid staff seeks feedback from students whenever it offers a financial literacy program. The assessment asks program participants to evaluate their learning related to money management, savings, debt issues, etc.

SFAS is also committed to helping students graduate with as little loan debt as possible. Over 30 percent of Berea College graduates in 2014 had no loan debt. The Student Financial Compendium Report provides detailed information that helps the institution monitor its financial commitment to students. And of those students who did graduate with debt in 2014, it is a fraction of the nationwide average approximating $30,000; the current average debt (of those who have debt) for the class of 2014 was $6,318 (median of $4,834), and this average has been declining over the past five years.

Disability and Accessibility Services

Disability and Accessibility Services, based in the Office of Academic Services, is staffed by a full-time coordinator and a full-time assistive technology staff person who work collaboratively with various departments and programs to facilitate the communication and delivery of services to students with documented disabilities in compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act of 2008. The program recently sought an assessment from AHEAD (Association on Higher Education and Disability) during the fall 2014 term and will use the assessment report to continue to improve services to Berea students.

Carter G. Woodson Center for Interracial Education

The over-arching goal of the Carter G. Woodson Center for Interracial Education is to foster communication around Berea College’s fifth Great Commitment: “To assert the kinship of all people and provide interracial education with a particular emphasis on understanding and equality among blacks and whites.” The Center includes space for offices, meetings, presentations, and the James S. Hathaway Resource Library. It is located in the Alumni Building, a central campus location, which includes many offices, activity areas, and the main student cafeteria. The Board of Trustees established the Center on October 11, 2011, after much discussion in the Strategic Planning Council and after the completion of work by a planning group, which included faculty and staff. Honoring Dr. Woodson’s ground-breaking work as he established the discipline now known as African American history, the
Trustees’ resolution affirms:

“. . . Beyond Woodson’s alumnus status at Berea College, his erudition as a scholar, and his renown as a preeminent spokesman for the status of African Americans in our democracy, establishment of the Carter G. Woodson Center for Interracial Education at Berea College is both appropriate and important to the College’s continuing mission to promote the transformative power of education and social inclusion.”

It is within this historical context that the College honors the memory of this Berea College alumnus who quite literally changed the face of American history.

Examples of educational support to students and faculty/staff include the following programs and services: Martin Luther King Day Celebration events including Convocation speakers, Diversity Peer Education Training for student Resident Assistants (RAs), week-long biennial Berea College Civil Rights Seminar and Tour for faculty and staff, Intercultural Dinners and student discussion groups related to inter-racial issues (e.g., TRUTH TALKS, and an Underground Railroad experience for new students in the Summer Success Experience during summer of 2014. The Center is also joining with the National Coalition Building Institute to train student leaders in coalition building among students of different races, ethnicities, and perspectives. The most recent Center Director’s Report lists activities, goals, and assessment of the Center.

**Black Cultural Center**

In order to lend special support to the College’s African American students, the Black Cultural Center provides services and student development programs for all African American students and sponsors and co-sponsors diversity-related programs for the entire campus. It also offers a peer-mentoring program for new African American students. Specific recurring annual events include the Carter G. Woodson and Martin Luther King, Jr. Day Convocations (in conjunction with the Carter G. Woodson Center for Interracial Education), monthly “Kula Kusome” luncheon lectures co-sponsored with the African and African American Studies Program, Martin Luther King, Jr. Day events, Black History Month events, a Kwanzaa Celebration, and an annual Unity Banquet where all faculty, staff, and students are invited to share a dinner, listen to speakers, and have informal discussions related to inter-racial topics. The Black Cultural Center also houses the Black Male Initiative Program, which was a direct response to the relatively lower retention and graduation rates of African American males (the College is also addressing these issues with white males from Appalachian Regional Commission identified economically distressed and at-risk counties; this latter group of young men have the lowest
Frances and Louise Hutchins Center for International Education

The Frances and Louise Hutchins Center for International Education serves the international student population at the College and is responsible for providing information and support to all students who want to study abroad. The Center fulfills its mission through four interconnected areas of responsibility including:

1. helping faculty and students participate in Education Abroad and Exchanges
2. providing services directly to international students (admissions support, driver clearance, government/Homeland Security regulations, etc.)
3. helping faculty with curriculum development that enhances student understanding of international issues
4. providing programming across campus aimed at educating about and celebrating various countries and cultures of the world.

For example, the full-time Education Abroad Coordinator facilitates activities and events that bring cultural awareness of international issues, people, and places to the College and local community. It also provides support to international students through a full-time International Student and Scholar Advisor, overseen by a full-time director of the Center who holds faculty rank and is supported by a full-time Administrative Assistant (staff). Data relevant to Study Abroad are outlined in the 2014-2015 Fact Book and Center Director’s Report, Center for International Education.

Center for Transformative Learning

The over-arching goal of the Center for Transformative Learning (CTL) is to inspire and empower members of the Berea College community to grow personally, intellectually, and professionally, by connecting to one another and to resources that support deep and active learning for life. The CTL is home to several programs, including Peer Consultation, Internships, Career Development, and Faculty Development. These programs work together as a “bridge” in, through and out of Berea College as students seek assistance throughout and after their collegiate years. (Director’s Report, Center for Transformative Learning). Descriptions of each of the major programs that impact students are as follows:

- **Peer Consultation** provides students with the opportunity to work together to improve writing skills. Certified peer consultants from across the disciplines work one-on-one with students in order to help them become better writers. Peer Consultant resources include style handbooks
(paper and digital) as well as tip sheets on all aspects of the writing process and a multitude of writing models from across the curriculum. (Director’s Report, Peer Consultation) Peer Consulting/Tutoring/Teaching Associates are students trained to serve as Teaching Associates (TAs), assisting faculty in individual classes or serving as peer consultants in the Center for Transformative Learning. They help students work through assignments and provide feedback on drafts and presentations. Students serving as teaching associates or peer consultants also benefit from the experience of helping others in the learning process. The work of these students is associated with their labor position.

- The Internship Program provides guidance and direction for students and faculty working to set up experiential education opportunities that engage students’ classroom learning in professional work settings. Under the supervision of two faculty sponsors, students complete full-time work experiences for eight to ten weeks while completing regular reflective writing exercises. After concluding the work experience, students are asked to write a research paper and complete a professional presentation that reflects the nature of their internship experiences. The Internship Program pays for students’ transportation, lodging, and food expenses during the internships. The number of Berea College students participating in summer internships has doubled in the past two years (from 100 per year to more than 200 internships per year in 2014). (Internships Presentation)

- Career Development provides comprehensive career planning and preparation services to Berea College students. Students are encouraged to take advantage of individual meetings and participate in events (including regular bi-weekly workshops and drop-in service hours) that help students choose a major, write resumes and cover letters, network effectively during a job search, complete successful interviews, understand personal finances, and select a graduate school. The program coordinates Berea College’s annual career fair and maintains a career resources library and a free Professional Clothing Closet for students. It also provides funding for professional clothing; graduate school preparation, applications, and visits; professional certifications and examinations; and other services. (Career Development Director's Report)

Berea College is in the process of searching for and hiring a Coordinator of Learning Assistance and Tutoring Services who will work directly with students as well as train and supervise labor students in tutoring. These coordinated efforts will complement the existing Peer Consultation program and include programs aimed at students with special learning needs (in collaboration with Disability and Accessibility Services), new programs in supplemental instruction (a nationally recognized course-coordinated peer instruction program, peer-assisted learning for specific and highly rigorous science, technology, and math courses such as Anatomy and Physiology), and support for English for Speakers of Other Languages (ESOL).
Center for Excellence in Learning through Service (CELTS)

The College’s third Great Commitment is “To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.” The seventh Commitment includes language “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, and concern for the welfare of others.” Finally, the College’s eighth Great Commitment to the Appalachian region is “To serve the Appalachian region primarily through education but also by other appropriate services.” In the 1996 version of the College’s strategic plan, Being and Becoming, Berea College deepened these commitments to service by prioritizing service-learning and the integration of service into the academic curriculum.

The Center for Excellence in Learning through Service (CELTS) was established in 2000, and its mission is “to educate students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service.” CELTS houses Berea College’s innovative and effective student-led community service programs and leads the initiative to integrate service-learning into the academic curriculum. As the nation’s first Bonner school, Bonner Scholars are also housed in CELTS. Students serve through volunteer programs, help facilitate academic service-learning courses, and work in local non-profit organizations. Opportunities for service and service-learning take place in the Berea/Madison County community, in the larger Appalachian region, and at sites throughout the United States and the world. Each year, more than one-third of Berea College students participate in community service or service-learning opportunities. These experiences prepare students to be “service-oriented leaders for Appalachia and beyond.” CELTS and Berea College have been recognized nationally for the service and service-learning programs, including The President’s Higher Education Community Service Honor Roll, of which CELTS has been a recipient since 2007. (See the following reports for more information: CELTS: Center Director’s Report and High Impact Activities Report, Spring 2014).

The Loyal Jones Appalachian Center

The Loyal Jones Appalachian Center provides leadership for Berea’s mission-driven Appalachian Commitment (as stated above). The Center works to stimulate student and scholarly interest, brings together existing outreach programs, guides the creation of new services, relates Berea College’s efforts to those of other Appalachian institutions, and serves the nation as a source of information about the Appalachian region. The Center, in association with other College academic programs, coordinates the development of various courses in Appalachian Studies. It was the first such center in the nation, established in 1970. Programs directly impacting students include clubs and organizations, such as
Bereans for Appalachia; Appalachian Heritage magazine, which employs Berea students as Editorial Assistants; the Entrepreneurship for the Public Good (EPG) Program; and the Artifacts and Exhibits Studio. Students also work in labor positions in the Brushy Fork Institute, housed in the Center. (Director’s Report, Loyal Jones Appalachian Center)

PRESIDENT'S OFFICE

Willis D. Weatherford, Jr. Campus Christian Center

Reporting directly to the President, the Willis D. Weatherford, Jr. Campus Christian Center serves the larger educational mission of Berea College in alignment with the third Great Commitment: “To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others” and in keeping with the preamble to the Commitments which, in part, states: “Adherence to the College’s scriptural foundation, God has made of one blood all peoples of the earth, shapes the College’s culture and programs so that students and staff alike can work toward other personal goals and a vision of a world shaped Christian values, such as the power of love over hate, human dignity and equality, and peace with justice.” The Center offers many opportunities for worship, weekly prayer, devotional study of Christian scripture, interfaith conversations and events, and intellectual and spiritual engagement with the Christian faith through convocations, lectureships, workshops, and occasional spiritual retreats.

In addition, the Center offers a number of other services to students and staff with various kinds of needs. The three professional College Chaplains of the Campus Christian Center (CCC) also offer pastoral counseling for all members of the College community. In addition, the CCC supervises a corps of Student Chaplains (these are considered Labor Program positions), who live and minister in the residence halls on campus.

Technology Resource Center

A Universal Access program, known as the EDGE (Empowering a Dynamic Generation through Education) program, provides laptop computers to all students, including sophisticated technology support, for a variety of learning and communication programs and platforms. See 3.4.12 Technology Use for more details. The laptop is the student’s to keep upon graduating from Berea College. The Technology Resource Center provides a wide array of service, support, and training to students. The Center, a unit of Berea College’s Information Systems and Services (IS&S), reports directly to the president of Berea, with a dotted-line reporting structure to the Academic Vice President and Dean of
the Faculty.

Summary

In summary, all units that provide programs and services to students are expected to assess goals and make improvements based on the results. Please refer to 3.3.1.3 Academic and Student Support Services for further description of academic and student support services and how they are assessed. Also, refer to 3.4.9 Academic Support Services for a full accounting of academic support services.

Supporting Documents & Evidence

1. Vice President for Labor and Student Life
   - Dean of Labor
   - Assistant Vice President for Student Life
2. Academic Vice President and Dean of the Faculty
   - Dean of Curriculum and Student Learning
   - Associate Vice President for Academic Affairs
3. Berea College Organizational Chart
4. Mission of the College: Great Commitments
5. 2014-2015 Fact Book: First-Generation College Students
6. Appalachian Regional Commission (ARC)
8. Labor and Student Life Division
   - The Labor Program
     - Student Labor Program
     - Comprehensive Standard 3.3.1.1 Educational Programs and Student Learning Outcomes
     - List of all Labor Departments
     - Work-Learning-Service Levels
     - Work Colleges Consortium
   - Residence Life
     - Guided Learning Description
     - Ecovillage
     - Nontraditional Student Center in Frost Cottage
- Residence Life Programs
- Comprehensive Standard 3.9.3 Qualified Staff
- Social and Educational Programs, 2012
- National "Green Dot" Program
- "Green Dot" Training and Assessment Overview
- Recycling Program
- Energy Footprint Monitoring
- Deep Green Residence Hall
- Deep Green Residence Hall Study Report, September 2014
- Comprehensive Standard 3.3.1.3 Academic and Student Support Services

○ Campus Life
  - List of Active Student Clubs and Organizations, 2013-14
  - Mountain Day Description
  - Campus Activities Board (CAB) Events, 2013-2014

○ Single Parent, Married, and Non-Traditional Student Programs
  - Position Description for the Part-Time Coordinator for the Non-Traditional Student Program
  - Sustainability and Environmental Studies (SENS) House
  - Child Development Laboratory
  - Ecovillage Survey Results, August 2014
  - Ecovillage Residents Report, April 2014
  - Non-Traditional Domestic Student Report, August 2014

○ Counseling Services
  - Counseling Services
    - Counseling Services Workshops and Guideline Documents:
      - Boundaries
      - Pre-Marriage
      - Suicidal Behavior
      - Conflict in Relationships
    - Outcomes Report for Alcohol Wise

○ Student Health Services
  - White House Clinics

○ Public Safety
  - Department of Public Safety
  - Defensive Driving Program
9. Academic Division

- **Comprehensive Standard 3.11.2 Institutional Environment**

- **Student Financial Aid Services (SFAS)**
  - [Student Financial Aid Services](#) (SFAS)
  - [Student Financial Aid Literacy Sessions](#)
  - [Student Financial Aid Literacy Evaluations](#)
  - [Student Financial Compendium Report, August 2014](#)

- **Disability and Accessibility Services (DAS)**
  - [Disability and Accessibility Services](#)
  - [Association on Higher Education and Disability (AHEAD)](#)

- **Carter G. Woodson Center for Interracial Education**
  - [Carter G. Woodson Center for Interracial Education](#)
  - [Berea College Civil Rights Seminar and Tour](#)
  - [Truth Talks](#)
  - [National Coalition Building Institute](#)
  - [Woodson Center Director's Report](#)

- **Black Cultural Center**
  - [Black Cultural Center](#)
  - [Berea College Alumni Lecture Series, Kula Kusome](#)
  - [Black Cultural Center, Director's Report 2013-14](#)
  - [Male Student Study Report, Spring 2013](#)

- **Francis and Louis Hutchins Center for International Education (CIE)**
  - [Francis and Louis Hutchins Center for International Education](#) (CIE)
  - [2014-2015 College Catalog: Education (Study) Abroad](#)
  - [Staffing in the Center for International Education](#) (CIE)
  - [2014-2015 Fact Book: Education Abroad](#)
  - [Center for International Education (CIE) Director's Effectiveness Report](#)

- **Center for Transformative Learning (CTL)**
  - [Center for Transformative Learning (CTL)](#)
  - [Center for Transformative Learning (CTL) Director's Report](#)
  - [CTL Peer Consultation Program](#)
  - [Peer Consultation Director's Report](#)
  - [CTL Internship Program](#)
    - [Internship Director's Report](#)
    - [Internships Presentation](#)
- **CTL Career Development**
  - Career Development Director's Report

- Center for Excellence in Learning through Service (CE LTS)
  - Center for Excellence in Learning through Service (CE LTS)
  - Berea's Strategic Plan: Being and Becoming, 1996
  - Bonner School
  - Director's Report: Center for Excellence in Learning through Service
  - High Impact Activities Report, Spring 2014

- The Loyal Jones Appalachian Center
  - Loyal Jones Appalachian Center
  - Appalachian Heritage
  - Entrepreneurship for the Public Good (EPG) Program
  - Artifacts and Exhibits Studio
  - Brushy Fork Institute
  - Director's Report: Loyal Jones Appalachian Center

10. President's Office

- Willis D. Weatherford, Jr. Campus Christian Center
  - Willis D. Weatherford, Jr. Campus Christian Center
  - College Chaplains

- Technology Resource Center
  - 2014-2015 College Catalog: Empowering a Dynamic Generation through Education (EDGE) Program
  - Comprehensive Standard 3.4.12 Technology Use
  - Information Systems and Services (IS&S)

11. Comprehensive Standards

1. **3.3.1.3 Academic and Student Support Services**
2. **3.4.9 Academic Support Services**
2.11.1 Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Status
Compliance

Justification Narrative

Berea has a sound financial base, demonstrated financial stability, and adequate physical resources to support its mission, programs, and services. In contrast to other colleges and universities, Berea College has a unique funding structure due to its lack of traditional tuition income (i.e., Berea’s “Tuition Promise Scholarship” for every student). Every Berea student is awarded a Tuition Promise Scholarship. The amount of the scholarship may vary depending on the presence of any additional outside scholarships. The important thing is that the Scholarship covers the entire cost of tuition, which totaled $23,400 for the 2013-2014 school year. The actual tuition cost to all admitted students and their families is $0. Part of this financial assistance stems from Berea’s endowment and annual donations from friends and alumni of the College. In many cases, the College even offers additional financial aid to assist with housing, meals, and other fees according to each student’s need as confirmed in the FAFSA (Free Application for Federal Student Aid). Berea only packages loans for students whose families cannot pay the Expected Family Contribution (EFC).

Stewardship of Berea’s funding is supported by stable investment policies and practices that involve
Berea College Trustees and Berea’s chief investment officer (CIO) firm Hirtle, Callaghan & Co. The College’s Investment Policy provides guidance in carrying out the Investment Plan. Because the early students of Berea were freed slaves and poor Appalachian youth, the College stopped charging tuition in 1892 and continues that practice today. All students are expected to work ten hours a week in Berea’s Labor Program that allows students to earn money that can pay for personal items and even some of their housing and meal costs. To finance this exceptional program of full tuition scholarships, Berea College established a policy in 1920 that places all unrestricted bequests into the College’s quasi endowment. This policy has helped the College fund approximately 75 percent of its educational and general operating budget from the spendable return of the combined quasi and endowment pool. Unlike many colleges and universities, Berea’s endowment is the centerpiece of the funding strategy for its educational mission of learning, labor and service. In a real sense, Berea’s endowment is its “tuition replacement fund.” Consequently, Berea’s investment strategy must promote both real growth and acceptable levels of risk if the College is to maintain its No-Tuition Promise to students.

Berea’s Investment Policy constitutes a series of guidelines for management in perpetuity of an investment program consistent with the objectives and important mission of Berea College. It is a living document that may be modified over time by the Board Investment Committee with the approval of the Board of Trustees, but while in force, the Investment Committee, Board, and those who assist the College in managing and investing its endowment must comply with its terms. Consequently, current and prospective members of the Investment Committee and those who assist the Investment Committee should thoroughly understand the Policy to ensure compliance and to establish a shared philosophical base from which all modifications are made. The Investment Policy is strategic in nature and is augmented by a written Investment Plan developed by the Chief Investment Officer and approved by the Investment Committee. The Investment Plan provides specific asset allocation targets and ranges and can be altered as often as necessary. While the Investment Policy is subject to approval by the Board of Trustees, the Investment Plan may be reviewed and revised from time to time by action of the Investment Committee.

The market value of the endowment increased significantly during 2013-2014. The endowment increased from $1,012.4 million on June 30, 2013, to $1,137.2 million on June 30, 2014, or $124.8 million. The $1,137.2 million is composed of cumulative original gifts of $465.0 million and cumulative net market appreciation after endowment spending of $672.2 million. The market value of the quasi endowment portion of the investments as of June 30, 2014, was $507.2 million, or 45 percent of the total endowment investments. The net investment return for the total endowment was 15.7 percent for the fiscal year ending June 30, 2014. The average annual compound rates of return for the 20-year, 10-year, 5-year and 3-year periods ending June 30, 2014 are 8.7 percent, 6.6 percent, 11.6%...
Berea College’s recent financial history demonstrates financial stability. Berea’s total net assets (total assets minus liabilities) in the fiscal years ending in 2011, 2012, 2013, and 2014 totaled $1,159 million, $1,128.8 million, $1,217.0 million, and $1,370.3 million, respectively. The College continues to generate strong operating results. Operating revenue in excess of operating expenses, an intermediate measure of operations, for fiscal years 2011, 2012, 2013, and 2014 were $11.4 million, $2.3 million, $6.3 million, and $5.1 million respectively. The College publishes annual audited financial statements that are included in the auditors’ report. Management letters, if any, are included in the auditors’ reports. The College administration adheres to generally accepted accounting principles (GAAP), standards of the American Institute of Certified Public Accountants (AICPA), standards promulgated by the Financial Accounting Standards Board (FASB), and recommendations of the National Association of College and University Business Officers (NACUBO). Dean Dorton Allen and Ford served as the Independent Auditors for Berea College for the last seven years. Crowe Horwath, LLP now serves as the College’s external auditors. Crowe Howath, LLP has extensive experience in providing auditing and tax services to higher education institutions. The Berea College Audit Committee Charter requires a Request for Proposal (RFP) for the engagement of the College’s external auditor to be issued by the Office of Financial Affairs at least once every five years subject to the oversight of the Committee. The initial engagement of the previous external audit firm, Dean Dorton Allen Ford, was for the 2006-2007 fiscal year. After the completion of the 2010-2011 fiscal year audit, the Committee recommended to the Board of Trustees that, notwithstanding the requirements of the Audit Committee Charter, Dean Dorton Allen Ford should continue to be engaged for the 2011-2012 and 2012-2013 fiscal years due to the presidential transition taking place at that time. In the Fall of 2013 an RFP was issued for audit services. In February 2014, the Board of Trustees approved Crowe Horwath, LLP as the College’s new audit firm.

An intermediate measure of operations is documented in the audited financial statements. A schedule of unrestricted net assets exclusive of plant assets and plant-related debt may be reviewed here.

The College uses its Debt Policy to prudently manage its debt portfolio. During fiscal year 2012-13, to take advantage of the low-interest-rate environment, the College refinanced over a third of its outstanding debt. On September 21, 2012, the College closed on a private placement loan to refinance the 2008 Series Bonds with an outstanding principal amount of $3.3 million and to provide $6.7 million for partial funding of the new Deep Green residence hall. The $10 million loan is at a fixed interest rate of 1.58 percent for 10 years on a 10-year amortization schedule. In addition, on October 20, 2012, the
Board of Trustees approved a resolution that authorized the refinancing of approximately $16.6 million of Series 2003A Bonds, which was completed through two bond issues. The first was a $7.6 million refunding through a private bank placement with a fixed interest rate of 1.58 percent for the entire term of the loan (11.5 years). The remaining $9.0 million was through a public offering that will mature on June 1, 2033, and has an average coupon of 2.74 percent and an average life of 15.6 years. The refinancing will provide approximately $4.6 million of interest savings over the life of the loans.

The College has an Aaa debt rating from Moody’s that was most recently affirmed in March, 2013. The College also has a history of very strong financial ratios. Also, the College’s U.S. Department of Education Composite Financial Score as of June 30, 2014 was 3.0. The College's unrestricted educational and general operating budget is funded 73 percent from its endowment, 10 percent from its annual fund, and 17 percent from other income, grants, etc.

Berea College starts its annual budgeting process early in November for the upcoming fiscal year (which runs from July 1 to June 30). The Budget Committee, which is made up of the President and Vice Presidents representing each of six functional areas and three faculty members, develops and reviews the budget requirements for the College (Berea College Budgeting Process Narrative). The Budget Committee also reviews multi-year financial planning scenarios to assist with strategic financial planning. In February of each year (will be January starting in 2015), budget guidelines defining the maximum percentage increases for major categories of the budget and preliminary budget estimates are provided to the Finance Committee of the Board of Trustees for approval. Based on that approval, the College’s Budget Committee, working with staff and faculty of the College, develop a final budget for approval by the Finance Committee and the Board of Trustees during its May meeting (will be April starting in 2015) for upcoming fiscal year.

Refer to 2.2 Governing Board, 3.10.1 Financial Stability, 3.10.2 Financial Aid Audits, 3.10.4 Control of Sponsored Research/External Funds or further information and explanation.

Supporting Documents & Evidence

1. Hirtle, Callaghan & Co
2. Investment Policy
3. Bequests Policy, Established in 1920
4. Investment Report, June 30, 2014
5. Endowment Activity Report
6. Published Audited Financial Statements
7. Dean Dorton Allen and Ford
8. Crowe Horwath, LLP: Higher Education Experience
9. Schedule of Unrestricted Net Assets Exclusive of Plant Assets and Plant-Related Debt
10. Debt Policy
11. Deep Green residence hall
12. Moody's Debt Rating
14. Composite Financial Score, Fiscal Year 2014
15. 2014-2015 Faculty Manual: Description of Budget Committee
16. Berea College Budgeting Process Narrative
17. Budget Guidelines for the Board of Trustees
19. Berea College Budget for 2014-15 (as presented to the Board of Trustees)
20. Budget Resolution for Operating and One-Time Capital Expenditure Budgets
21. Core Requirement 2.2 Governing Board
22. Comprehensive Standards
   - 3.10.1 Financial Stability
   - 3.10.2 Financial State Audits
   - 3.10.4 Control of Sponsored Research/External Funds
2.11.2 Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Status
Compliance

Justification Narrative

Berea College has mechanisms in place to assess needs and requests pertaining to physical resources. The institution has a strategic and collaborative budgeting process in place, in addition to sound financial resources, that ensure the College has adequate physical resources to support Berea’s mission and the scope of its programs and services.

Berea College operates and maintains over 1.75 million square feet of various physical structures including Academic Buildings, Administrative Buildings and Residence Halls, as well as Commercial and Residential Rental property to ensure its academic programs, support services, and mission-related activities are successful.

In addition, the College has sizable land holdings that are important components of its mission, as presented in the Great Commitments. For example, the College Farm is one of the nation’s oldest continuously operating enterprises, and the College owns and operates approximately 600 acres of farmland that serves as a learning laboratory for students of the Agriculture and Natural Resources academic program. The College also owns and operates approximately 8,500 acres of forest land in Madison, Jackson, and Rockcastle counties in Kentucky that supports the academic and outreach mission of the College by serving as a “living laboratory” for Agriculture and Natural Resources, Biology, and Archaeology students. The forest land also serves to generate revenue to offset College expenses while providing the City a watershed from its three reservoirs and tourism offerings with local eco-recreation hiking opportunities. (Please refer to 3.11.3 Physical Facilities for more details about the physical facilities of the College and the methodologies utilized to manage them and how needs identified by faculty, staff, and students are addressed in both the near and long term.)

Berea College has just completed its most recent Master Plan (2014), which provides campus guidelines and planning strategies and priorities. Since the last Campus Master Plan revision in 2005, major projects have included construction of the new Deep Green Residence Hall, renovations of Anna Smith, Pearson’s, and Elizabeth Rogers Residence Halls and Knapp Hall, where the Education Studies Program is housed, and the Emery Building, where the Child and Family Studies Program is located. The
College also completed a $23 million upgrade to its campus Steam Plant with a state-of-the-art new energy-saving facility. A number of smaller but significant renovations and “refresh” projects have also occurred since 2005, including in the Alumni building, where the new Carter G. Woodson Center for Interracial Education and the Mountaineer Kitchen projects were completed. (Please refer to 3.11.3 Physical Facilities for more details about the methods utilized for considering prioritization of such efforts.)

The College has a working ten-year Capital renovation schedule that includes Academic Buildings, Residence Halls, and Service Facilities. Capital projects are typically coordinated internally by Facilities Management team members that lead cross-functional teams of faculty, staff, and students who then interact as needed with external partners such as architectural or construction firms during planning and design. (Please refer to 3.11.3 Physical Facilities for more details about Facilities Management organization.)

Capital for any proposal must first be approved within the governance system by the Budget Committee, composed of administrators, faculty, and staff, and the Administrative Committee. All major capital projects greater than $1 million, as well as the entire Capital Plan, are then submitted to the Board of Trustees. Proposals are reviewed in detail by both the Building and Grounds Committee and Finance Committee of the Board of Trustees, and these committees either reject, modify, or provide a recommendation for the required approval from the entire Board of Trustees.

As a contributing component of the Campus Master Plan, and to properly assess the need for increased space, the College contracted a Campus Space Inventory conducted by Comprehensive Facilities Planning, Inc. (CFP) in 2012 that specializes in such assessment and consultation. The campus space inventory served to inform decisions about capital priorities for the coming years and also informed the Campus Master Plan. The assessment examined and measured each academic space on campus to the programmatic level to provide the College insight as to where opportunities and need existed.

Additional methods of assessing need and satisfaction with space on campus is from direct survey of students and users. Please refer to 3.11.3 Physical Facilities for more details about the various methodologies utilized by Facilities Management to solicit, measure, trend, and use feedback from campus users regarding physical facilities of the College, their suitability to meet need, and ensuring upkeep of them. Please also refer to 3.11.1 Control of Physical Resources and 3.11.2 Institutional Environment for additional information.

Residence Life leadership, in tandem with Institutional Research, also conducts surveys on student satisfaction with campus space. Data are assessed as another mechanism to ensure adequate resources are in place.
The College utilizes a Land Use plan that addresses properties outside the campus proper and establishes current and future lands to remain as agricultural/green space. The College also has a Forest Management Plan that governs the sustainable and effective use of the College Forest.

In summary, the College significantly invests in the physical resources of the College. The following table shows the amount of capital invested over the past three years, as well as the expenditure related to major repair maintenance work conducted by Facilities Management.

Supporting Documents & Evidence

1. Sightlines Building Report
2. Mission of the College: Great Commitments
3. Comprehensive Standard 3.11.3 Physical Facilities
4. Campus Master Plan, 2014
5. Education Studies Program
6. Child and Family Studies Program
7. Carter G. Woodson Center for Interracial Education
8. Working Ten-Year Capital Renovation Schedule
9. 2014-2015 Faculty Manual: Description of the Budget Committee
10. Comprehensive Facilities Planning, Inc
11. Comprehensive Standards
   - 3.11.1 Control of Physical Resources
   - 3.11.2 Institutional Environment
12. Campus Space Inventory
14. Land Use Plan
15. Forest Management Plan
2.12 Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

(Note: This requirement is not addressed by the institution in its Compliance Certification.)
Comprehensive Standards
3.1.1 Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Status
Compliance

Justification Narrative

The Great Commitments serve as the mission statement of Berea College. They were originally adopted by the Board of Trustees in 1969; the current revised statement was adopted by the Board of Trustees of Berea College on April 24, 1993.

The currency of the Great Commitments as the College's mission statement is maintained through regular and periodic examination. The Executive Summary of Being and Becoming: Berea College in the 21st Century: 2011 Revision states, "In 1996, again in 2006, and now in this 2011 revised plan, the Strategic Planning Council concluded that these Great Commitments still serve well as the primary framework, not only for defining the mission of Berea College but also for meeting the needs of our contemporary world."

The Great Commitments, also provide a comprehensive and accurate guide to the institution's operations in that they address:

- Admissions goals and policies (1st Great Commitment)
- the Academic character of the College as a liberal arts institution (2nd Great Commitment)
- the role of Berea's Christian founding in relation to the educational program and the general education program (3rd Great Commitment)
- the goals of Berea's Labor program (4th Great Commitment) as one of seven federally recognized Work Colleges
- Berea's goals in terms of gender identity and the organization of Berea's community (5th Great Commitment)
- Berea's goals in terms of racial diversity (6th Great Commitment)
- Berea's goals in the area of sustainability and lifestyle (7th Great Commitment)
- the additional goal of outreach and support to the disadvantaged populations of the Appalachian region (8th Great Commitment).
The Great Commitments as the mission statement is periodically reviewed and updated. The Great Commitments have been the basis of the three most recent strategic planning exercises (2011, 2006, 1996). (See the Executive Summary of Being and Becoming: Berea College in the 21st Century: 2011 Revision which states, "The clearest statement of the College's mission is in the Great Commitments, most recently revised and affirmed in 1993," after which follows the text of the Commitments. In the current calendar year the College is again looking comprehensively at the Great Commitments as the mission of the College through an initiative known as Exploring the Commitments. This process of exploration is proceeding through the work of eight ad hoc committees, one for each Commitment and culminated with reports (see summary of recommendations) from each committee at the end of the Fall 2014 semester and a retreat of the Strategic Planning Council (SPC) to consider the recommendations of each Great Committee on January 5, 2015 (meeting minutes). The SPC identified the most important recommendations from the Great Committee Final Reports.

The Great Commitments as the mission statement of Berea College are communicated regularly to the community. They are listed prominently in the Course Catalog. The Great Commitments have also been the theme of the Opening Convocations, gatherings for the entire community at the start of the year, for the last two years. The campus communications regarding the launch of Exploring the Great Commitments are another example of how the mission is communicated regularly to the community.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Board of Trustees Minutes, April 24, 1993
4. Charge and Invitation to Participate in Eight Great Committees
5. Great Committee's Summary of Recommendations
6. 2014-2015 Faculty Manual: Description of the Strategic Planning Council (SPC)
7. Strategic Planning Council (SPC) Retreat Minutes, January 5, 2015
8. Strategic Planning Council (SPC): Most Important Recommendations from the Great Committee Reports
11. E-mail Launch Invitation for Exploring the Great Commitments
3.2.1 CEO Evaluation / Selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Status

Compliance

Justification Narrative

The President of Berea College is the “chief executive officer” of Berea College. The Board of Trustees of Berea College, as the governing board of the institution, is directly responsible for the selection and evaluation of the President under Sections 3.2, 4.1 and 5.1 of the College’s By Laws as well as in the “President’s Position Description” adopted by standing resolution of the Executive Committee of the Board of Trustees.

The Board of Trustees directs the search process, selects, evaluates and oversees the performance of the President. The criteria for selection reflect the authority and duties of the President as outlined in Sections 5.1 through 5.6 of the College’s By Laws and more particularly as described in a Position Description that was last reviewed and approved by the Executive Committee and full Board of Trustees on October 21, 2011, effective July 1, 2012.

Pursuant to Section 5.1 of the College’s By Laws, the Chair of the Board has oversight responsibility to assure that duties of the officers of the College (including the President) as prescribed by the Board are faithfully discharged. In addition to a continuous reporting relationship and ongoing monitoring of the performance by the President and other officers of the College, the Chair of the Board conducts annual, informal evaluations of the President and prepares an evaluative letter that is shared with the President and Executive Committee. A summary of this evaluation is shared and discussed with the full board. Comprehensive evaluations of the President are conducted every three to four years, paralleling the principles outlined in “The Leadership Imperative, Report of the AGB Task Force on the State of the Presidency in American Higher Education” published in 2006 by the Association of Governing Boards of Colleges and Universities (AGB) and “Assessing Presidential Effectiveness” by Dr. Richard Morrill published by AGB in 201. Following a long-standing practice, this process utilizes a self-assessment by the President, an open-ended 360-degree questionnaire and survey of selected faculty, staff, student leaders, and others having substantial working contacts with the President, as well as private interviews conducted by the Chair of the Board. The results of this evaluation are reported to and discussed with the Executive Committee and Board of Trustees then shared with the President. After taking office in
July 2012, President Lyle D. Roelofs received annual evaluations in May 2013 and 2014. His first comprehensive evaluation took place in the winter of 2014 (see Board Chair's Certificate regarding the Selection and Evaluation of the President).

Supporting Documents & Evidence

1. *By Laws*
   - Sections 3.2, 4.1, and 5.1
   - Sections 5.1 through 5.6
2. President's Position Description
4. Association of Governing Boards of Universities and Colleges (AGB)
6. Board Chair's Certificate regarding the Selection and Evaluation of the President
3.2.2.1 Institution’s Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: institution’s mission.

**Status**

Compliance

**Justification Narrative**

The institutional mission of Berea College is rooted in the writings of the College’s principal founder, John G. Fee, and other historical documents. The formal basis of the institutional mission within the College governance structure is found in the College’s original Articles of Incorporation and as contained in Section 3 of the College’s [Amended and Restated Articles of Incorporation](http://webapps.berea.edu/sacs2014/3-2-2-1.html), dated May 14, 2005.

The Berea College Board of Trustees is the corporate governing body of the College with full legal authority and ultimate responsibility for the oversight of the institution's mission, which is articulated in: (i) the [Great Commitments](http://webapps.berea.edu/sacs2014/3-2-2-1.html) of Berea College, adopted by action of the Board of Trustees on October 24, 1969 and as revised and restated by a resolution of the Board of Trustees adopted on April 24, 1993, and (ii) affirmed in the College’s current [Strategic Plan, Being and Becoming: Berea College in the 21st Century](http://webapps.berea.edu/sacs2014/3-2-2-1.html), adopted and updated by resolution of the Board of Trustees on February 25, 2006; February 27, 2010; February 26, 2011 and May 21, 2011.

The Board of Trustees has, subject to its own plenary authority, delegated various aspects of oversight responsibility for the College mission and operations to the standing committees of the Board of Trustees as contained in [Sections 12 through 21](http://webapps.berea.edu/sacs2014/3-2-2-1.html) of the College’s *By Laws*, and to the President and other officers of the College as contained in [Sections 3 through 11](http://webapps.berea.edu/sacs2014/3-2-2-1.html) of the College’s *By Laws*.

Please refer to [2.2 Governing Board](http://webapps.berea.edu/sacs2014/3-2-2-1.html), [2.4 Institutional Mission](http://webapps.berea.edu/sacs2014/3-2-2-1.html) and [3.1.1 Mission](http://webapps.berea.edu/sacs2014/3-2-2-1.html) for further information and explanation.

**Evidence of Compliance**

Berea College confirms that the institutional mission ([Amended and Restated Articles of Incorporation](http://webapps.berea.edu/sacs2014/3-2-2-1.html), dated May 14, 2005) is in writing, has been approved through appropriate institutional processes (as noted above, [October 24, 1969](http://webapps.berea.edu/sacs2014/3-2-2-1.html) and [April 24, 1993](http://webapps.berea.edu/sacs2014/3-2-2-1.html)), has been published in appropriate institutional documents accessible to those affected ([Strategic Plan, Being and Becoming: Berea College in the 21st Century](http://webapps.berea.edu/sacs2014/3-2-2-1.html)), and implemented by Berea College (as evidenced above).
Supporting Documents & Evidence

1. Articles of Incorporation
2. Mission of the College: Great Commitments
3. Board of Trustees Meeting Minutes, October 24, 1969
4. Board of Trustees Meeting Minutes, April 24, 1993
5. Being and Becoming: Berea College in the 21st Century, June 2011 (Strategic Plan)
6. Certificates from the Secretary of the College for Board of Trustees Meeting Minutes:
   - February 25, 2006
   - February 27, 2010
   - February 26, 2011
   - May 21, 2011
7. By Laws
8. Core Requirements:
   - 2.2 Governing Board
   - 2.4 Institutional Mission
9. Comprehensive Standard 3.1.1 Mission
3.2.2.2 Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: fiscal stability of the institution.

Status
Compliance

Justification Narrative

The Board of Trustees has ultimate responsibility for the fiscal stability of Berea College under the board's legal authority over the College's fiscal affairs and active oversight of the College’s finances (Berea College Articles of Incorporation). The Board of Trustees has delegated formation of fiscal policies and oversight responsibilities to its:

1. **Finance Committee**—charged with control of the finances, funds, and business activities of the College.
2. **Development Committee**—charged with long-range planning and oversight of all development programs of the College.
3. **Investment Committee**—charged with the planning, supervision, and control of the College’s investments (and guided by the Investment Policy), implemented through the engagement and supervision of external chief investment officers and financial advisor.
4. **Audit Committee**—charged with responsibility for and oversight of the College's:
   - independent auditors,
   - internal auditor and internal controls for the College’s financial and accounting systems, and
   - conflict-of-interest policies.

All fiscal policies developed in a board committee are brought to the full board for discussion and approval.

Subject to the plenary authority of the Board of Trustees and its constituent committees, the fiscal affairs of the College are managed in a collaborative fashion by the President of the College, the Vice President for Finance, and the Administrative Committee.

Annual operating and capital budgets are planned by the aforementioned officers with input from the
campus Budget Committee pursuant to advance budget guidelines adopted by the Finance Committee and the full Board of Trustees. Following these processes, detailed draft budgets are presented to the Finance Committee for review before final budgets are presented by the Finance Committee to the full Board of Trustees for adoption prior to the commencement of each fiscal year. Budgets are actively managed by the Vice President for Finance on a continuous basis with frequent periodic reporting to the President and Administrative Committee as well as the Finance Committee. (See 2.11.1 Financial Resources and 2.11.2 Physical Resources for details and evidence of the budget process.)

Due to the unique mission of Berea College and the absence of tuition as a source of income, the College’s Board of Trustees and administration engage in a continuous process of long-range financial planning to ensure the fiscal stability of the College. Standing resolutions and policies of the Board of Trustees address endowment management, spending formulae, and the use of debt for capital projects. Each of the constituent committees of the Board of Trustees with jurisdiction exercises continuous oversight authority in conjunction with the President.

Please refer to 2.2 Governing Board, 2.11.1 Financial Resources, 3.10.1 Financial Stability, 3.10.2 Financial Aid Audits, 3.10.3 Control of Finances, and 3.10.4 Control of Sponsored Research/External Funds for further information and explanation.

Evidence of Compliance

Berea College confirms that its Board of Trustees has ultimate legal responsibility for ensuring the fiscal stability of the institution, as noted above, that this institutional policy (Berea College Articles of Incorporation) is in writing, has been approved through appropriate institutional processes, has been published in appropriate institutional documents accessible to those affected (as evidenced above), and implemented by Berea College (Secretary's Certificate Regarding the Adoption of the Fiscal Year 2014-2015 Budget and Board of Trustees Meeting Minutes).

Supporting Documents & Evidence

1. Articles of Incorporation
2. By Laws: Description and Authority of
   - Finance Committee
   - Development Committee
   - Investment Committee
   - Audit Committee
   - Vice President for Finance
   - Administrative Committee (Officers of the College)
3. Investment Policy
4. 2014-2015 Faculty Manual: Description of Budget Committee
5. Core Requirements:
   - 2.11.1 Financial Resources
   - 2.11.2 Physical Resources
6. Endowment Spending Policy
7. Debt Policy
8. Core Requirement 2.2 Governing Board
9. Comprehensive Standards:
   - 3.10.1 Financial Stability
   - 3.10.2 Financial Aid Audits
   - 3.10.3 Control of Finances
   - 3.10.4 Control of Sponsored Research/External Funds
10. Secretary's Certificate Regarding the Adoption of the Fiscal Year 2014-2015 Budget and Board of Trustees Meeting Minutes
3.2.2.3 Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: institutional policy.

Status
Compliance

Justification Narrative

The basic legal authority and operating control for the College’s institutional policy, including policies on related and affiliated corporate entities and auxiliary services, are contained in various provisions of the College’s By Laws and other institutional governance documents. Section 1.8 of the By Laws essentially provides that the affairs of the College shall be managed by the Board of Trustees and its constituent committees. By operation of law under the Kentucky non-profit corporation act (KRS Chapter 273), the ultimate authority for institutional policy-making and the right to delegate same resides in the Board of Trustees. Section 12 of the By Laws creates the Standing Committees of the Board of Trustees, and Sections 14 through 21 of the By Laws establish the jurisdiction, oversight, and policy-making responsibilities of each Standing Committee.

With respect to academic, campus, and faculty matters, the authority of the Board (acting through the Educational Policies Committee) is restricted as provided in Section 15.2 of the By Laws. Under the delegations of responsibility by the Board to the various officers of the College, including most notably, the President (Section 5.1 of the By Laws) and the Academic Vice President and Dean of the Faculty (Section 6.1 of the By Laws), various policy-making and campus governance structures have been created at Berea College. As provided in the Statement on Campus Governance, these bodies include the College Faculty, College Faculty Assembly, General Faculty, General Faculty Assembly, Staff Forum, students (represented by the Student Government Association), and the administration of the College (represented by the Administrative Committee). Pursuant to the terms thereof, the College and General Faculties have established the campus committee and policy-making structures.

With respect to polices concerning affiliated corporate entities and auxiliary services, the policy-making authority of the College has been retained by the Board of Trustees subject to the general grant of authority to the President to serve as the chief executive officer of the College (Section 5.1 of the By Laws). The College presently has but one subsidiary or affiliated corporation, the Berea Interchange Development Corporation (BIDC) (see also 3.2.13 Institution-Related Entities). The Board of Trustees acts, on behalf of the College, to elect the Board of Directors of BIDC. The board, together with its
Buildings and Grounds Committee receives reports and information from BIDC (see Secretary's Certificate regarding BIDC).

BIDC is organized as a “Title Holding Corporation,” which is an exempt organization under Internal Revenue Code Section 501(c)(2). BIDC is a tax-exempt organization and is wholly owned by Berea College. The financial affairs of BIDC are reported on a consolidated basis with those of the College and are subjected to an annual independent audit. As a 501(c)(2) Title Holding Corporation, BIDC may only hold title to real estate, lease or sell real estate, and is required to remit all income, net of expenses, to its sole shareholder, Berea College. (See 3.2.13 Institution-Related Entities for more information about BIDC.)

As provided by the Kentucky Non-Profit Corporation Act, KRS Chapter 273.207 and Sections 1.1 and 1.8 of the College By Laws, all of the powers of the College are vested in its Board of Trustees, and the ultimate authority for the affairs of the College is to be managed by the College’s Board of Trustees and its constituent committees. By operation of law, if the Board of Trustees does not delegate a specific duty or responsibility concerning a particular endeavor or asset to (1) a board committee, (2) the President, (3) another officer, or (4) a subordinate body within the College, then the management and oversight authority for the particular endeavor or asset rests directly with the Board of Trustees.

In the context of the BIDC, the College’s Board of Trustees, acting within its plenary authority, directly elects the BIDC Board of Directors, which in turn appoints the officers of BIDC. Trustees of the College serve as directors of BIDC, and the President of the College and subordinate College officers serve as officers of BIDC. No director or officer of BIDC receives any compensation stemming from such service. This governance structure is most recently evidenced by the minutes of BIDC Board of Director's meeting on May 16, 2014, and minutes of the College's Board of Trustees' meeting (for the College as BIDC's sole shareholder) on May 17, 2014.

At an operational level, the President of the College is charged with plenary responsibility for the general supervision of the interests of the College (including, without limitation, the College’s interest in BIDC) pursuant to Section 5.1 of the By Laws. In addition, the College’s Vice President for Operations and Sustainability has responsibility for BIDC since it is one component of the College’s “real and personal property” as provided in Section 7.1 of the By Laws. On a fiscal and reporting level, the College’s Vice President for Finance has responsibility to (1) collect the income of BIDC (as an element of the “collection and disbursement of all monies of the College”) under Section 8.2 of the By Laws; (2) act as custodian for the securities (stock certificates) representing the equity ownership of BIDC (being a part of the “funds, stocks, and securities, and all other evidences of intangible property of the College”) under Section 8.2 of the By Laws; and (3) report to the Audit, Finance, and Investment Committees of
the Board of Trustees with respect to foregoing as provided in Section 8.4 of the By Laws. These duties are consistent with the responsibilities imposed upon the College's President and Vice President for Finance in their responsibilities as President and Treasurer, respectively, of BIDC (see BIDC By Laws).

Pursuant to Section 14.2 and 14.3, the Finance Committee of the Board of Trustees has control and oversight of all of the business activities of the College including, without limitation, the College’s ownership of BIDC. Pursuant to standing resolutions, custom and practice, the Buildings and Grounds Committee of the Board of Trustees exercises oversight concerning the sale of property and other material transactions involving BIDC. As with all of the College’s investments, the Investment Committee of the Board of Trustees has the authority to supervise and monitor the College’s investment in BIDC pursuant to Section 19.2 of the By Laws.

Please refer to 2.2 Governing Board and 3.4.5 Academic Policies for further information and explanation.

Evidence of Compliance
Berea College confirms that the policy (Section 1.8 of the By Laws) is in writing, has been approved through appropriate institutional processes, has been published in appropriate institutional documents accessible to those affected (as indicated above), and implemented by Berea College.

Supporting Documents & Evidence

1. By Laws
2. 2014-2015 Faculty Manual:
   o Campus Governance
   o College Faculty
   o College Faculty Assembly
   o General Faculty
   o General Faculty Assembly
   o Staff Forum
   o Administrative Committee
   o Faculty Council and Committee Structure
3. Student Government Association
4. Comprehensive Standard 3.2.13 Institution-Related Entities
5. Secretary's Certificate Regarding Berea Interchange Development Corporation (BIDC)
   o Minutes from the BIDC Board of Director's meeting on May 16, 2014
   o Minutes from the College's Board of Trustees' meeting on May 17, 2014
6. Core Requirement 2.2 Governing Board
7. Comprehensive Standard 3.4.5 Academic Policies
3.2.3 Board Conflict of Interest

The governing board has a policy addressing conflict of interest for its members.

Status
Compliance

Justification Narrative

Berea College, a Kentucky non-profit corporation, is subject to the Kentucky Non-Profit Corporation Act and the provisions of KRS 273.219, prohibiting adverse conflicts of interests between directors and officers with the corporation they serve. Section 2.6 of the College’s By Laws provides:

"The Board of Trustees shall, from time to time, adopt a Conflict of Interest Policy applicable to trustees and Officers of the College. All Trustees and Officers of the College shall adhere strictly to the Conflict of Interest Policy. No Trustee or Officer shall vote on or participate in any matter proscribed by the Conflict of Interest Policy adopted by the Board of Trustees."

The Board of Trustees has adopted a comprehensive Conflict of Interest Policy, which defines and regulates conflicts of interests for trustees and officers, and provides for an annual reporting mechanism and oversight by the Audit Committee pursuant to Section 20.4 of the College’s By Laws. All trustees and officers receive a copy of the policy each year and are required to complete a questionnaire attesting to their knowledge of the policy and disclosing any matters subject to the policy. These disclosures are distributed to all members of the Audit Committee and examined in open session. The Audit Committee reports annually to the full board regarding trustee and officer compliance with the Conflict of Interest Policy. The committee is supported in this oversight by the College’s Vice President for Finance, the Internal Auditor, and the College’s General Counsel (see Secretary's Certificate Regarding Conflict of Interest Policy, Adoption and Implementation).

The Board of Trustees has also adopted a Conflict of Interest Policy for College Employees that follows the same principles pertaining to trustees and officers. This Policy is overseen by the Audit Committee with support from the College officers and staff listed above.

Please refer to 2.2 Governing Board and 3.2.4 External Influence for further information and explanation.

Evidence of Compliance
Berea College confirms that the policy (Conflict of Interest Policy) is in writing, has been approved through appropriate institutional processes, has been published in appropriate institutional documents accessible to those affected (Conflict of Interest Policy), and implemented by Berea College.

**Supporting Documents & Evidence**

1. Kentucky Statute: Conflict of Interest Transaction
2. *By Laws*
   - Section 2.6: Meetings of the Board
   - Section 20.4 Audit Committee
3. Trustees and Administrators: Conflict of Interest Policy
4. Secretary's Certificate Regarding Conflict of Interest Policy, Adoption, and Implementation
5. Employees: Conflict of Interest Policy
6. Core Requirement 2.2 Governing Board
7. Comprehensive Standard 3.2.4 External Influence
3.2.4 External Influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Status
Compliance

Justification Narrative

The governing board of Berea College is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. Berea College is an independent and non-sectarian institution governed by a Board presently composed of 30 voting members (out of a maximum of 37 allowed under the College's By Laws). The President of the College, as Trustee ex officio, is a non-voting member. The Board of Trustees of Berea College is an autonomous and self-perpetuating board of directors, as demonstrated in Section 1 of the College’s By Laws pertaining to the composition of the Board and the terms, election, and qualifications of trustees. No external entities or persons are empowered to appoint or elect members of the Board of Trustees, nor does the President nominate or directly participate in the selection of trustees.

In particular, the independence of and freedom from undue influence of the Board of Trustees and, by extension, the College is assisted by the work of the Committee on Trustees, a standing committee of the Board. All potential trustees, including those nominated by the College’s alumni association (an internal organization of the College), are evaluated by the Committee on Trustees prior to the submission of their nomination to the full Board. Likewise, under Section 21.2 of the College’s By Laws, the Committee on Trustees is charged with the responsibility of providing guidance concerning the composition of the Board in terms of skills, experience, diversity, resources, and influence. The committee is also responsible to monitor and evaluate trustee performance and address matters of trustee self-evaluation and re-election. The Audit Committee, through its oversight of the College's conflict of interest policies, also serves to protect the institution from undue influence (see 3.2.3 Board Conflict of Interest).

The autonomy and independence of the Board of Trustees and, by extension, the President and other officers of the College is integral to the protection of the College and its programs from undue influence from political, religious, or other external bodies. The trustees and officers of the College represent a broad range of persons with diverse political, religious, socioeconomic, gender, and racial characteristics who share a common interest in and commitment to the unique mission of Berea College. The Board of Trustees has not identified any instance of undue influence involving a trustee or officer of the College.
since at least 2001 (signed certificate from the Secretary of the College).

Finally, Berea College has adopted a Statement of Academic Freedom and Responsibility that explicates the principles and practices by which academic freedom is safeguarded from undue influence for the benefit of faculty, students, and the entire College community. First adopted by the Board of Trustees on April 19, 1968, the statement on academic freedom as well as the commitment to academic tenure are fundamental principles upon which the College’s autonomy and academic programs are premised (Secretary's Certificate).

Please refer to 2.2 Governing Board for further information and explanation.

Supporting Documents & Evidence

1. By Laws
   - Section 1 Board of Trustees
   - Section 21.2 Committee on Trustees
2. Statement of Purpose, Policies, Procedures, and Guidelines for the Committee on Trustees
3. By Laws: Section 20.4 Audit Committee
4. Comprehensive Standard 3.2.3 Board Conflict of Interest
5. Secretary's Certificate Regarding Protection Against Undue Influence and Board of Trustees' Statement on Academic Freedom
7. Core Requirement 2.2 Governing Board
3.2.5 Board Dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Status
Compliance

Justification Narrative

Members of the Berea College Board of Trustees can only be dismissed for cause, with advance notice and due process, as described in Section 1.7 of the College’s By Laws, which provides as follows:

"The seat of any Trustee may be declared vacant when the Board of Trustees determines that he or she has been rendered incapable for any reason of discharging the duties of his or her office or shall neglect or refuse to perform the same. Such action may be taken by a majority vote of the voting members of the Board then in office at any regular or special meeting of the Board for which notice had been given that such action is to be considered. A vote on such question shall be by written ballot and if the seat of any Trustee is declared vacant, the Trustee removed shall be notified by the Chair of the Board, and the Trustee’s membership on the Board shall terminate as of the date of notification."

The removal of a Trustee is limited to two situations:

1. the incapacity of the Trustee to discharge duties (e.g., continuing illness or disability)
2. the neglect or refusal of the Trustee to discharge the duties of his or her office.

The term “for cause” is commonly understood to mean “with sufficient legal justification.” The incapacity, refusal, or neglect of a Trustee to “discharge the duties of his or her office” all constitute sufficient legal justification (or “cause”) for terminating the service of a Trustee.

Regarding fair process, the College By Laws, taken in their entirety, dictate that the following steps must be followed by the Board in the removal of a Trustee:

1. notice of the proposed action must be given to the members of the Board
2. the proposed action must take place at a regular or special meeting of the Board
3. all members of the Board must be given notice of the meeting and the proposed agenda, including
the proposed removal
4. all members of the Board are entitled to attend and participate with voice and vote (this would include the Trustee whose removal is sought)
5. the removal of a Trustee would require a motion and resolution subject to debate under the Board’s rules of procedure, which follow Roberts’ Rules of Order as mandated by 22.3 of the By Laws)
6. a record vote is to be taken
7. the Secretary of the College records such action within the minutes of the meeting; and
8. the Trustee is to receive notice of removal from the Chair of the Board.

Evidence of Compliance
Berea College confirms that the policy (Section 1.7) is in writing, has been approved through appropriate institutional processes, and has been published in appropriate institutional documents accessible to those affected. No Trustee has been dismissed from the Board since at least 2001 (Secretary's Certificate Regarding the Dismissal of a Trustee for Cause).

Supporting Documents & Evidence

1. By Laws
   ○ Section 1.7 Board of Trustees
   ○ Section 22.3 Miscellaneous
2. Secretary's Certificate Regarding the Dismissal of a Trustee for Cause
3.2.6 Board / Administration Distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Status
Compliance

Justification Narrative

The policy-making and oversight functions of the Board of Trustees are clearly distinguished, in policy and practice, from the implementation of policy and administration of operations by the President of the College, the other officers of the institution, and the faculty of Berea College. By operation of law (as defined by Kentucky statutes), trustees do not exercise individual authority, and the Board of Trustees may act only as a body or through one of its constituent committees.

This fundamental principle is recognized in the College’s By Laws. Section 5.1 of the By Laws provides that

“[the President] shall be the chief executive officer of the College. He or she shall be responsible for carrying out all policies and mandates of the Board of Trustees, and in accordance therewith shall be charged with the general supervision of all the interests of the College and shall have special oversight of the various departments of instruction.”

For example, Section 6 (the Academic Vice President and Dean of the Faculty) contains specific grants of authority and responsibility to this officer for the planning, coordination, and evaluation of the educational programs of the College and for the recruitment, hiring, and professional development of the faculty. The distinction in the board’s role and that of the College’s officers and faculty is also expressly recognized in the mandate and authority of the Educational Policies Committee of the Board of Trustees contained in Section 15.2 of the College’s By Laws, which states:

“It (the Educational Policies Committee) shall review, on a continuing basis and in close cooperation with the President of the College and the Academic Vice President and Dean of the Faculty, the general academic policies of the College and matters affecting the faculty. It shall advise the President of the College and Academic Vice President and Dean of the Faculty on contemplated changes in educational goals or on any other academic problem on
which its counsel is sought by these officers of the College, but it shall under no circumstances assume direct authority over the academic staff, the content of courses, or the method of teaching."

The grants of authority to the remaining officers of the College also demonstrate the appropriate distinction between policy-making and the administration of policy.

Please refer to 2.2 Governing Board for further information and explanation.

Supporting Documents & Evidence

1. By Laws:
   - Section 5: The President of the College
   - Section 6: The Academic Vice President and Dean of the Faculty
   - Section 15: The Educational Policies Committee

2. Core Requirement 2.2 Governing Board
3.2.7 Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Status
Compliance

Justification Narrative

Berea College has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. This is illustrated in the Berea College Administrative Organization chart, which is updated and published annually in the Faculty Manual, the Employee Handbook, and the Fact Book, all of which are communicated via e-mail to all employees and are available online. The Fact Book is placed on the College’s Institutional Research and Assessment website and made available in hard copy annually for all program directors, division and program chairs, office heads, and the Board of Trustees. The organizational chart clearly delineates the core responsibilities of the top administrative team (President and Vice Presidents) and the reporting lines for the various programs, unit areas, and departments. All position descriptions are updated annually in the performance appraisal process and updated as needed.

The chief executive officer of Berea College is the President. The top administrative team is composed of the President, the Academic Vice President and Dean of the Faculty, the Vice President for Labor and Student Life, the Vice President for Alumni and College Relations, the Vice President for Operations and Sustainability, the Vice President for Finance, and the General Counsel and Secretary of the College (Berea College By Laws, Section 3, Officers of the College).

The position descriptions of each member of the administrative team clearly describe and delineate the responsibilities of each member.

Please refer to 3.2.6 Board/Administration Distinction for further information and explanation.

Supporting Documents & Evidence

1. Berea College Organizational Chart
2. 2014-2015 Faculty Manual: Administrative Organizational Chart
5. Office of Institutional Research and Assessment
6. *By Laws, Section 3: Officers of the College*
7. Administrative Team: Position Descriptions
8. Comprehensive Standard 3.2.6 Board/Administration Distinction
3.2.8 Qualified Administrative / Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Status
Compliance

Justification Narrative

Berea College has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution (see organizational chart). Each of the executive officers (President and Vice Presidents) are hired, evaluated, and developed according to their duties as outlined in the Berea College By Laws, Sections 3 and 5-11. The position descriptions and vitae (as summarized in the template) illustrate that each member has the experience and capacity to lead the institution. Comprehensive performance evaluations are completed by the President every year for each of the Vice Presidents using the campus performance evaluation system (see examples of performance evaluations). The President conducts more comprehensive Feedback Circle evaluations of his direct reports every three to four years. See 3.2.10 Administrative Staff Evaluations.

Vice Presidents and other officers with campus-wide responsibilities are generally appointed via national searches, some recent examples being Jill Gurtatowski, Director of Health and Wellness, and Joan Pauly, Sustainability Coordinator. National searches are also presently ongoing for two other positions at the vice presidential level, Vice President for Alumni and College Relations and Chief Information Officer. On occasion promotions from within to vice presidential positions are undertaken without engaging in a national search, as was done in the last year for the Vice President for Operations and Sustainability (Derrick Singleton) and the Vice President for Labor and Student Life (Virgil Burnside). When this approach is used for filling a vice presidential position, the candidate will have been the product of a national search. This was the situation in the case of Mr. Singleton, who was hired into the division two years ago.

Vice Presidents and individuals with campus-wide assignments are informed of their responsibilities via a written position description maintained in the People Services office and updated as necessary. All individuals in positions reporting to the President are evaluated annually as part of a standard cycle, the criteria based on meeting the expectations of the position description and the objectives established for the year. The meeting that occurs during this annual process also puts in place specific expectations for
the following year. In addition, the officers of the College, the list of which includes all the actual Vice Presidents and the General Counsel, are also evaluated by the President in writing for the benefit of the Executive Committee of the Board of Trustees. At the spring board meeting, the Executive Committee discusses these evaluations with the President. (See Board Chair's Certificate Regarding the Evaluation of the Subordinate Officers of the College.)

Supporting Documents & Evidence

1. Berea College Organizational Chart
2. By Laws
3. Administrative Officers: Position Descriptions
4. Administrative Officers: Vitae
5. Comprehensive Standard 3.2.8 Template
6. Screenshot for Supervisors in Halogen
7. Comprehensive Performance Evaluation Examples
8. Comprehensive Standard 3.2.10 Administrative Staff Evaluations
9. Board Chair's Certificate Regarding the Evaluation of the Subordinate Officers of the College
3.2.9 Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Status
Compliance

Justification Narrative

Berea College publishes electronically policies regarding appointment, employment, and evaluation of all staff in the Employee Handbook. Policies regarding appointment, employment, and evaluation of faculty are listed in the Faculty Manual.

Appointment and Employment of Staff and Administrators

Members of the Administrative Committee (composed of the President and all officers of the College) are responsible for authorizing all positions for posting, recruiting, and filling. Once People Services (Berea's Human Resources Department) receives a Staffing Request Form and position description for a new or replacement position, the vacancy is posted using an applicant tracking system. In order to be considered for a position, each candidate must complete an application for employment (all applications are online and vary by position). Additional documents, such as a resume, may be required. An example of this process can be found in a request from a Vice President to the Administrative Committee and information sent to People Services following approval by the Administrative Committee.

The College strives to recruit a diverse, talented applicant pool. Multiple online resources, with both targeted and national audiences, are used to reach diverse populations.

Hiring managers are responsible for evaluating candidates to interview based on the essential duties of the position. In addition to interview results, professional references, and position-specific assessments such as clerical-skills testing are considered in making the hiring decision. Once an applicant (including both faculty and staff), is recommended for hire, a criminal background check comprised of a social security number verification, and county criminal record, national criminal database record, national sex offender registry, and Kentucky Administrative Office of the Courts searches is secured (for faculty, hiring procedures are outlined in the Faculty Manual; discussion about background checks are highlighted in item number 10 and for staff, discussion about background checks are highlighted in the Employee Handbook). When the screening is complete, an offer of employment is extended, and if accepted, the new employee is scheduled for on-boarding activities. The new employee is issued an
appointment letter, typically by the Vice President, Responsible Supervisor, or Director of People Services and a New Hire form, completed by the hiring manager is forwarded to People Services.

New employees receive information in advance of on-boarding sessions to allow them time to discuss and decide on relevant issues such as taxes and benefits with their family members. During on-boarding sessions, all necessary paperwork, such as federal employment eligibility, tax, and benefit forms are completed for entry into the human resources information system (HRIS). In addition, information relevant to all employees, such as the use of the CPO (College Post Office), motor pool, and parking facilities is explained. Also covered are the College’s benefits for employees –e.g., Dining Services, various tuition benefits, Seabury Center, and discount for Student Crafts. Other important information covered is the sexual harassment policy, criminal activity reporting, and the emergency alert system. Subsequent to the on-boarding sessions, new staff attend an additional orientation program with topics that include learning about the College’s Christian Identity, its Great Commitments, the Workplace Expectations, the institutional commitment to sustainability, and the policy regarding sexual harassment (see the Orientation and Development of Staff section of this narrative below).

Evaluation of Staff

The performance of all staff (including all non-executive and executive administrators) is informally evaluated throughout the year, and performance is formally evaluated at least once a year. The formal evaluation process is currently housed in Halogen, a software system that tracks progress on the evaluative process (screenshot that a supervisor would typically see). The process is described in the Employee Handbook.

Job performance is formally reviewed each year in terms of an employee's actual performance of assigned tasks. The performance review is designed to serve as an opportunity to offer advice and counsel regarding an employee's strengths and weaknesses on the job. It is also an opportunity for an employee to express his or her feelings regarding performance, working environment, and the College in general.

The procedure is as follows, and is complete each year by May 31:

1. an employee completes a self-evaluation (identifying how well responsibilities from the position description were performed; writes comments about at least three of the Workplace Expectations done well or that the employee has found challenging; an evaluation of the progress of the priorities identified and established the preceding year with the supervisor and the employee; and identification of the most important priorities for the upcoming year);

2. the supervisor drafts a performance evaluation of the employee, following the same template;
3. the opportunity to provide third-party feedback, if requested, is given;
4. a meeting is scheduled with the employee to revise and complete the evaluation comments;
5. employee signs off and has the opportunity to add comments;
6. supervisor signs off the completed evaluation.

All copies are stored in the Halogen system, which is maintained in the Office of People Services. The process is a continuous cycle that connects individual performance to strategic and departmental goals and objectives. Completed performance review forms are sent to supervisors, and employees may retain personal copies. The instructions for completing the evaluation and planning process are distributed via e-mail.

**Orientation and Development of Staff**

People Services requires all staff to complete online training modules each month. These online training modules are housed in BLR – Business and Legal Resources’ Training Today Professional module. These modules are designed to deepen knowledge, understanding, and capacity of staff employees. Each staff employee must complete a 10-question quiz with a score of 70 percent to be complete. New employees are included in the training list each month. All trainings to be completed are communicated to staff via e-mail. Records of completion are housed by People Services and BLR.

In addition to the training offered by People Services, four types of in-person, professional development workshops are available for staff employees, delivered by the College’s Brushy Fork Institute. The Brushy Fork Institute is an outreach program supporting the College’s commitment to provide community and leadership development services to the Appalachian region. The Institute invests in regional leadership development by providing skill-building opportunities to individuals, organizations, and communities within Appalachia.

The first three types of workshops are provided at no charge as part of the work role of the Program Associate at Brushy Fork, who long served in People Services. The Program Associate in Brushy Fork provides a variety of in-person workshops devoted to specific workplace development topics for College Staff, as part of the leadership and community development role of the position. The last type of training is charged according to the parameters of the custom designed service.

**New Employee Orientations**

All full-time staff employees attend a New Employee Orientation designed to help them understand the essential history, work culture, and performance expectations of the Berea College workplace. The full-day program combines information, discussion, and activities
to help participants explore how their work role fits in the big picture of Berea’s dynamic mission. Included are the following sections:

_Agenda & Subjects_

- **Being and Becoming – Joining the Legacy of Berea College**: In this session, participants explore the historical and cultural foundations that guide the mission, vision, and organization of Berea College. They examine how the founding history, the Christian Identity, and the Great Commitments of the College influence today’s College workplace, with particular focus on the College’s historical commitments to interracial education, Appalachia, and the Labor Program. The College’s unique funding model is also explored.

- **Policy on Sexual Harassment/Assault**: This session provides an overview and clarification about the College’s policy and procedures regarding Sexual Harassment and Sexual Assault, including definitions, resources, and expectations for this essential community policy.

- **Performance Evaluation**: In this section there is a basic introduction about the formal staff evaluation process, and how this process serves the institution and employees with a format for high-quality performance feedback, evaluation, and goal setting, focused on the employee supervisor feedback relationship.

- **Workplace Expectations Performance Evaluation**: Participants explore how the historical core values of the institution have been distilled into a common set of seven workplace standards for all workers at Berea.

- **Sustainability Practice**: The workplace expectation, “Encourage Plain and Sustainable Living is explained and discussed as a contemporary manifestation and extension of the College commitment to Value all People, Serve Others, and Plain Living. Attendees learn about how workers are involved as models of good stewardship for resources and how sustainability is manifested by numerous workplace practices.

**Professional Development Workshops for Staff (Berea College Staff Development)**

These workshops are scheduled and made available each semester, announced by e-mail and accessible via the Berea College Staff Development Workshops link on the People
Services home page. (This process is also how new employees register for the New Employee Orientation workshop mentioned above.) Online registration began in the fall of 2013.

Since the fall of 2013, when online registration was first begun, the following open enrollment BC Staff Development workshops have been offered:

- **Effective Decision Making in a Collaborative Environment**
- **Bringing Out the Best in Others**
- **Delegation by Design**
- **Working With – and Through – Workplace Conflict**
- **Performance Feedback – Ensuring Our ‘Work in Progress’**
- **Self Leadership: Managing the Time by Working the Priorities**

**Leadership Training**

Each year the [Program Associate](http://webapps.berea.edu/sacs2014/3-2-9.html) in Brushy Fork provides a “Leadership and Supervision Series” for selected supervisors from across the College. The program provides 24 hours of in-person class instruction, discussion, and group learning exercises organized into five broad segments:

- **The Berea College Supervisor - Leading Learning to Serve the Mission**
- **Providing Clear, Compelling Direction at Berea College**
- **Exploring Motivation in the Workplace (Bringing out the Best in Others)**
- **Leading Teamwork**
- **Ensuring Accountability**

The process for selecting candidates includes communication with Division Vice Presidents who identify appropriate candidates from within their divisions. Each individual completing the program receives a [program certificate](http://webapps.berea.edu/sacs2014/3-2-9.html) signed by the College President and mounted on a plaque made by Student Crafts.

**Custom Designed Group Facilitation / Special Topics**

Designed in collaboration with group leaders, Brushy Fork staff design and deliver customized workshops to help College work groups, explore, plan, and learn together on behalf of their shared purpose. These learning experiences typically engage participants to assess and explore group interactions, enhance teamwork, improve communication, identify
priorities and goals, and develop plans for effective outcomes.

Examples of such facilitation services recently provided to Berea College groups include the following programs:

- A program for the group Special Collections and Archives
- Program for an ad-hoc group of Berea College Center Directors organized by Chris Green, the Director of the Loyal Jones Appalachian Center

Appointment and Employment of Faculty

For faculty, the website for People Services includes information about employment at Berea College, including how to apply. Such information is also available to walk-ins in the People Services office in Fairchild Hall. All policies regarding appointment, employment, and evaluation are listed in the Faculty Manual, which is published electronically.

Outlined in the Manual are procedures for recruiting faculty.

Appointments to the full-time faculty are of four types: temporary, continuing non-tenure track, probationary, and tenured. Temporary appointments, which may be for one term or longer, are made primarily to replace faculty members on leave. Continuing non-tenure track appointments may be made where there is high performance by persons without terminal degrees or where other special circumstances may pertain. They also include the professional Library staff. Probationary appointments include initial appointments and all reappointments prior to the granting of tenure. Tenured appointments are normally made only after completion of a probationary period, though the awarding of tenure at the time of initial appointment is not precluded. In all instances a decision to grant tenure is based on a thorough review of professional promise and institutional needs. Such a decision can be made only by the Board of Trustees, acting on the recommendation of the President.

The Manual includes consideration for tenure and the College’s tenure-review standards, and probationary review, tenure-review procedures and the process, and program-specific policies on appointment and evaluation. Promotion procedures are outlined as well.

The College publicizes its faculty searches in a wide variety of venues, both online and in print, although recently online advertising predominates. The Dean’s office also tracks spending for advertising. Special emphasis is given each year to Berea’s diversity as part of its interracial history and mission. An example ad posted in Diverse is provided from 2013. The Dean’s office also sends a letter
to institutions that produce high numbers of diverse Ph.D.’s in order to capture their graduates’ attention about Berea’s interracial commitment outlined in the Great Commitments.

New Faculty Orientation and New Faculty Seminar

Berea College invests a great deal of resources in its faculty as it does its staff and students. An e-mail, for example, goes to all new faculty each summer from the Academic Vice President and Dean of the Faculty that includes information about important dates. In 2011, the College formed the new Center for Transformative Learning, which brought together Peer Consultation, Internships, Career Development, and Faculty Development. The Center came out of planning in 2009 and 2010 and emerged out the enhancement scenario “Engaged and Transformative Learning.” In 2012, the College hired a Scholar of Teaching and Learning for the Center, and she became the director of the Center in 2013. Beginning in 2013, the College received a sizable grant from the Andrew W. Mellon Foundation, which in part was intended to bring best practices in faculty development to Berea College. As a result, beginning in 2013, new faculty, regardless of appointment, participate in New Faculty Orientation and in the bimonthly New Faculty Seminar, which meets the entire academic year (e-mail correspondence regarding Spring 2014 seminar dates). All participants in the Seminar are also required to attend the Lilly Conference on College Teaching each November. Mellon monies also support other activities and experiences to support faculty at Berea College, especially shared learning opportunities. A Resource Guide for New Faculty incorporates a great deal of information for new faculty.

Evaluation of Faculty

Evaluation of faculty occurs regardless of status. Division Chairs and Program Chairs have access to Instructor Evaluation Questionnaires (IEQs) that are completed for all instructors in most every course with very few exceptions. The IEQ process is outlined in the Faculty Manual, Appendix C. Division Chairs and Program Chairs examine IEQs following each term, and informal discussions and conversations occur throughout the year with colleagues. The Academic Vice President and Dean of the Faculty have access to all IEQs.

In order to show compliance with the procedures outlined, the following documents are given as evidence of the processes for various kinds of faculty review:

Continuing, non-tenurable appointment

Tenure-stream appointment: included here is a set of documents related to one faculty member, covering initial appointment to notification of tenure:

- Appointment letter;
- Second-year review;
- Fourth-year review;
- Letter from the Academic Vice President and Dean of the Faculty about tenure review;
- Evaluative letter from the Division Chair and tenure team;
- Portfolio Statement for tenure review;
- Letter to President and copy to tenure candidate from the Faculty Status Council;
- the Letter from President recommending tenure;
- e-mail confirmation from the Academic Vice President and Dean of the Faculty that Board of Trustees granted tenure (confirms telephone confirmation).

*Post-tenure review:* one faculty member’s recent post-tenure review:

- Invitation letter from the Academic Vice President and Dean of the Faculty;
- Teaching Review letter;
- Creative work and Research letter;
- Reflective Statement from the faculty member undergoing post-tenure review;
- Letter from the Associate Vice President for Academic Affairs completing process

**Evidence of Periodic Review of Staff and Faculty Appointment, Employment and Evaluation**

As part of a continuous improvement environment, Berea College’s People Services area is always looking to develop its human resource practices. For example, in 2013 Berea College implemented *criminal background checks for all new hires* (staff as well as faculty) to enhance risk-management for the College and improve security for employees, students, and visitors. Once an applicant, both faculty and staff, is recommended for hire, a criminal background check comprised of a social security number verification, county criminal record, national criminal database record, national sex offender registry, and Kentucky Administrative Office of the Courts searches is secured. This change was approved by the Administrative Committee and the General Faculty Assembly (*minutes from the November 2013 Faculty Meeting*).

Berea College also periodically reviews its procedures and policies for faculty appointment, employment, and evaluation. All efforts are coordinated by the Academic Vice President and Dean of the Faculty, working closely with the Division Council, which is composed of all six academic division chairs as well as the Dean of Curriculum and Student Learning and the Associate Vice President for Academic Affairs. For example, in 2011 and then in 2012, the Academic Vice President and Dean of the Faculty with the Division Council reviewed and revised the *boilerplate information for faculty*
The Division Council reviewed electronically revisions of the boilerplate language and reaffirmed it in a meeting of the Division Council on March 21, 2014. Between 2009-2010, the faculty participated in a process to restructure the academic area from a departmental to a divisional one, and part of this outcome was a revision of the mentoring process for faculty. This change resulted in formal mentoring and tenure teams for faculty.

Please see 3.2.10 Administrative Staff Evaluations and 3.7.2 Faculty Evaluation for further information and explanation.

Evidence of Compliance

Berea College confirms that the policies for personnel appointments are in writing, have been approved through appropriate institutional processes (Administrative Committee), have been published in appropriate institutional documents accessible to those affected (as evidenced above), and implemented by Berea College (as evidenced above).

Supporting Documents & Evidence

2. 2014-2015 Faculty Manual:
   - Personnel Policies for Faculty
   - Description of the Administrative Committee
3. Staffing Request Form
4. Position Description Template
5. Application for Employment
6. Replacement Position Process Example
7. Advertising Sources used for Recruitment
8. Sample Professional References
9. Sample Clerical Skills Test
10. 2014-2015 Faculty Manual: Discussion of Background Checks
12. Sample Appointment Letter
13. New Hire Form
14. Sample "Welcome to Berea" Letters
15. Christian Identity
16. Mission of the College: Great Commitments
17. Workplace Expectations
18. [Office of Sustainability](http://webapps.berea.edu/sacs2014/3-2-9.html)
20. [Halogen Software](http://webapps.berea.edu/sacs2014/3-2-9.html)
24. [Berea College Workplace Expectations](http://webapps.berea.edu/sacs2014/3-2-9.html)
27. [Staff Employee Evaluation Samples](http://webapps.berea.edu/sacs2014/3-2-9.html)
28. [Instructions for Completing the Evaluation and Planning Process (sent via E-mail)](http://webapps.berea.edu/sacs2014/3-2-9.html)
29. [BLR – Business and Legal Resources’ Training Today Professional module](http://webapps.berea.edu/sacs2014/3-2-9.html)
30. [E-mail Regarding Required Training for Workplace Diversity](http://webapps.berea.edu/sacs2014/3-2-9.html)
31. [Records of Completion for Training Modules](http://webapps.berea.edu/sacs2014/3-2-9.html)
32. [Brushy Fork Institute](http://webapps.berea.edu/sacs2014/3-2-9.html)
33. [Brushy Fork Institute Program Associate Position Description](http://webapps.berea.edu/sacs2014/3-2-9.html)
34. [New Staff Employees Orientation Program, June 2014](http://webapps.berea.edu/sacs2014/3-2-9.html)
35. [Handouts for New Staff Employee Orientation Training](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Being and Becoming - Joining the Legacy of Berea College](http://webapps.berea.edu/sacs2014/3-2-9.html)
     - [Christian Identity](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Policy on Sexual Harassment/Assault](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Performance Evaluation](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Workplace Expectations Performance Evaluation](http://webapps.berea.edu/sacs2014/3-2-9.html)
     - [Sustainability Practice](http://webapps.berea.edu/sacs2014/3-2-9.html)
36. [Professional Development Workshops for Staff (Berea College Staff Development)](http://webapps.berea.edu/sacs2014/3-2-9.html)
37. [Staff Development Workshops, Fall 2014](http://webapps.berea.edu/sacs2014/3-2-9.html)
38. [Staff Development Workshops Descriptions and Access to Online Registration](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Effective Decision Making in a Collaborative Environment](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Bringing Out the Best in Others](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Delegation by Design](http://webapps.berea.edu/sacs2014/3-2-9.html)
   - [Self Leadership: Managing the Time by Working the Priorities](http://webapps.berea.edu/sacs2014/3-2-9.html)
39. [Leadership and Supervision Series Agenda, Fall 2014](http://webapps.berea.edu/sacs2014/3-2-9.html)
40. Leadership and Supervision Series Programs
The Berea College Supervisor: Leading Learning to Serve the Mission
Providing Clear, Compelling Direction at Berea College
Exploring Motivation in the Workplace (Bringing out the best in others)
Leading Teamwork
Ensuring Accountability

41. Leadership and Supervision Series: E-mail Correspondence with Vice Presidents
42. Leadership and Supervision Series: Program Certification for Completion
43. Special Collections and Archives Program Information
44. Special Collections and Archives
45. Center Directors' Program Information
46. Director of the Loyal Jones Appalachian Center: Chris Green
47. Office of People Services: Prospective Employees
   - Policies regarding appointment, employment, and evaluation
   - Procedure for Recruiting Faculty
   - Four Types of Faculty Appointments
   - Consideration for Tenure
   - Probationary Review
   - Tenure Review Procedures
   - Program-Specific Policies on Appointment and Evaluation
   - Promotion Procedures
49. Faculty Recruitment Ad Placement, 2012-2013
50. Higher Ed Jobs - Position Ad Sample
51. Diverse Issues In Higher Education, 2013: Sample Ad
52. Letter from the Academic Vice President and Dean of the Faculty to Institutions regarding open faculty positions
53. E-mail sent to New Faculty, Summer 2014 from the Academic Vice President and Dean of the Faculty
54. Center for Transformative Learning
55. Engaged and Transformative Learning (scenario)
56. Mellon Proposal and Grant
57. Andrew W. Mellon Foundation
58. New Faculty Orientation Schedule, August 2014
59. Fall 2014 New Faculty Seminar Schedule
60. E-mail Correspondence Regarding Spring 2014 New Faculty Seminar dates
61. Lilly Conference on College Teaching
62. Resource Guide for New Faculty
64. Evaluation for Continuing Non-Tenurable Appointment
65. Tenure Review Process
   - Appointment letter
   - Second-year review
   - Fourth-year review
   - Letter from the Academic Vice President and Dean of the Faculty about tenure review
   - Evaluative letter from the Division Chair and tenure team
   - Portfolio Statement for tenure review
   - Letter to President and copy to tenure candidate from the Faculty Status Council
   - Letter from the President recommending tenure
   - E-mail confirmation from the Academic Vice President and Dean of the Faculty that Board of Trustees granted tenure
67. Post-Tenure Review Process
   - Invitation letter from the Academic Vice President and Dean of the Faculty
   - Teaching Review Letter
   - Creative Work and Research Letter
   - Reflective Statement from the faculty member undergoing post-tenure review
   - Letter from the Associate Vice President for Academic Affairs completing process
68. Background Checks Proposal Sent to Faculty and Faculty Meeting Minutes that show approval, November 2013
69. 2014-2015 Faculty Manual: Description of the Division Council
70. Boilerplate Information for Faculty Searches
71. Division Council Discussion of Boilerplate Language and Minutes from March 21, 2014 Meeting
72. Academic Restructuring Proposal sent to Faculty and Faculty Meeting Minutes that show approval, January 2011
73. Comprehensive Standards:
   - 3.2.10 Administrative Staff Evaluations
   - 3.7.2 Faculty Evaluation
3.2.10 Administrative Staff Evaluations

The institution periodically evaluates the effectiveness of its administrators.

Status
Compliance

Justification Narrative

All administrators of the College, as are all staff, are evaluated annually through the College’s formal performance review process. Senior leadership (defined as those members of the Administrative Committee) also undergo a periodic comprehensive review.

Annual Evaluations

Formal performance reviews are completed for all staff employees on an annual basis with the use of Halogen, an online software tool. The President evaluates all Vice Presidents, and the Chair of the Board of Trustees conducts the President’s annual review. The annual performance review consists of two parts: a self-evaluation and a supervisor’s performance assessment. Performance indicators assessed include the College’s Workplace Expectations and performance of position-specific duties. The Workplace Expectations translate the mission of Berea College into seven guiding standards for the Berea College workplace: exhibit enthusiasm for learning; act with integrity and caring; value all people; work as a team; serve others; encourage plain and sustainable living; celebrate work well done.

Senior Leader Comprehensive Evaluation

To complement the annual evaluation of senior leaders, including the President and Vice Presidents, a comprehensive evaluation process and schedule has been implemented. An in-depth, questionnaire-based survey of selected leadership peers and direct reports is used to facilitate candid feedback and foster useful dialog and thoughtful discussion. To encourage candor, the responses to the questionnaires are anonymous and collected into a single document before they are shared with the valuee. The administrator then prepares a response in writing to one's supervisor (e.g., the President or Chair of the Board). Following a conversation with the supervisor, the administrator prepares an account of what was revealed and learned in the process, which is shared with the peers and direct reports who provided feedback. The established evaluation schedule is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>Academic Vice President and Dean of the Faculty</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>President</td>
</tr>
</tbody>
</table>
Fall 2014    Vice President for Finance
Spring 2015    Vice President for Operations and Sustainability
Fall 2015    Vice President for Labor and Student Life
Fall 2016    Vice President for Alumni and College Relations
Spring 2016    Chief Information Officer

(The comprehensive evaluation schedule will repeat in sequence beginning Fall 2016.)

Sample completed senior leader evaluations are available for inspection. Each concludes with the response of the evaluee to the input received.

Once a Vice President has undergone the comprehensive evaluation schedule, they are encouraged to initiate an evaluation schedule for their direct reports. The Academic Vice President and Dean of the Faculty has completed the process for the Registrar of the College. Comprehensive evaluations of the Associate Vice President for Academic Affairs and the Dean of Curriculum and Student Learning will take place during the Spring 2015 Term.

Please see 3.2.8 Qualified Administrative/Academic Officers and 3.2.9 Personnel Appointment for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 Faculty Manual: Description of the Administrative Committee
2. Halogen Software
3. 2014-2015 Employee Handbook:
   - Performance Evaluation
   - Workplace Expectations
4. Senior Leadership Comprehensive Evaluation Instructions
5. 360 Evaluation Sample for the Academic Vice President and Dean of the Faculty
6. Response of the Evaluatee to Input Received in 360 Evaluation
7. Registrar of the College
8. Comprehensive Standards:
   - 3.2.8 Qualified Administrative/Academic Officers
   - 3.2.9 Personnel Appointment
3.2.11 Control of Intercollegiate Athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Status
Compliance

Justification Narrative

Berea College has an intercollegiate athletics program that fields teams in seven men’s sports and seven women’s sports. The program is overseen by Director of Athletics Mark Cartmill (full title: Director of Athletics and Seabury Center Complex) who reports jointly to the President and the Academic Vice President and Dean of the Faculty, who in turn reports to the President. The president retains administrative control of the Athletics Program through this reporting relationship.

A strong working relationship exists between the President, the Academic Vice President and Dean of the Faculty, and the Director of Athletics maintained through monthly meetings. The President’s Office has been deeply involved in Berea College’s ongoing move from the National Intercollegiate Athletic Association (NAIA) to Division III of the National Collegiate Athletics Association (NCAA). This move is being undertaken in order to better align intercollegiate competition to the spirit and philosophy of the Berea College Athletics Program. Berea will play schools much more similar in admissions policy and academic profile and in not giving athletic aid. Competitive seasons will be shorter and travel distances reduced as well, thereby enhancing the student-athlete model. Most liberal arts schools in Kentucky were originally in the NAIA, but nearly all of Berea’s peer institutions have already made the move to the NCAA, so Berea will be rejoining its original cohorts. The president attended orientation meetings at NCAA headquarters in Indianapolis in November of 2012 and 2013 and attended the NCAA national convention in Washington, D.C., in January of 2015. The President also handled the Board of Trustees communication that led to affirmation of the move by the Board of Trustees at its meeting on October 19, 2013. Berea College’s application to move to the NCAA was approved by that body in April 2014; full membership involves a four-year process that began on September 1, 2014.

The president maintains financial control of the program via the control of all budgets, including Athletics, through the annual budget process, which is overseen by the Budget Committee. The Budget Committee serves as an advisory body to the President in the preparation of the annual budget. Its membership consists of the President, the five Vice Presidents, and three elected members of the General Faculty. The president controls the financial operations of the Athletics department via the
direct oversight provided by the Academic Vice President and Dean of the Faculty and ensures that the College operates with integrity in all matters (Principle of Integrity 1.1).

Supporting Documents & Evidence

1. Position Description for the Director of Athletics and Seabury Center Complex
2. Berea College Organizational Chart
3. Direct Reports to the President - Meeting Schedule
4. Board of Trustees Executive Committee Reports from the President
5. Board of Trustees Approval to move to the NCAA, October 2013
6. Provisional Year One Acceptance Letter from NCAA
7. 2014-2015 Faculty Manual: Description of the Budget Committee
3.2.12 Fund-Raising Activities

The institution's chief executive officer controls the institution's fund-raising activities.

Status
Compliance

Justification Narrative

The fundraising activities of Berea College are undertaken under the direction of the Vice President for Alumni and College Relations (VPACR), primarily in the Development Division of that unit. The President controls the institution’s fundraising activities via direct supervision of the VPACR.

The President and the VPACR collaborate on setting the agenda for the meetings of the Development Committee of the Board of Trustees. For example, in late spring of 2012 the President and VPACR developed the approach of creating Trustee Task Force subcommittees of the Development Committee to pursue three fundraising goals:

1. enhancing Trustee philanthropy
2. improving Trustee identification, orientation, and assessment
3. increasing Alumni participation in giving to the College.

As can be seen from the agenda of the Development Committee for the Board meeting held October 18, 2013, reports from the three task forces were included on the agenda. Minutes from that meeting show that these reports were made and that substantive discussions occurred. For the February 21, 2014, meeting of the Development Committee, the VPACR and the President had finalized the plans for an enhancement of the bequest recognition wall and had carried out an analysis of the bequest pipeline with the help of an outside consultant. Both matters appear on the agenda of the Development Committee for the meeting. Minutes of that meeting show that these topics were addressed in detail by the Committee.

The VPACR position is currently vacant and a national search is underway. While the search is being conducted, Jackie Collier was appointed on January 5, 2015, as Interim Vice President of Alumni and College Relations. She is a Berea College alumna and past Director of Alumni Relations at Berea and most recently served as Director of Alumni Relations at Eastern Kentucky University. A strong working relationship exists between the President and the Interim VPACR with regular bi-weekly meetings.

Presidential leadership of fundraising at Berea College focuses on two areas: monitoring the progress toward the significant annual fund goal each year (a source of revenue that amounts to approximately...
ten percent of the operating budget) and assisting with gift cultivation. Planning and initiating a "mini-campaign" to raise the institutional portion of the funds necessary for the next major capital project, a new building for Natural Sciences and Health, will also be a priority. The latter campaign began after the Board of Trustees approved the project at its January 24, 2015, meeting. The President’s Office has been working with Development to plan the mini-campaign with a target of $10,000,000.

Supporting Documents & Evidence

1. Berea College Organizational Chart
2. Board of Trustees Meeting: Development Committee
   - Agenda, October 2013
   - Minutes, October 2013
   - Agenda, February 2014
   - Minutes, February 2014
3. Position Description for the Vice President for Alumni and College Relations
4. 2014-15 Budget Highlights
5. Prospect List for Natural Sciences and Health Mini-Campaign
3.2.13 Institution-Related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Status
Compliance

Justification Narrative

Berea College does not control, directly or indirectly, any foundation or trust whose primary purpose is the support of the College and/or its programs. The College is, however, sole shareholder of the Berea Interchange Development Corporation (BIDC), a Kentucky non-profit corporation organized as a 501(c)(2) title-holding company.

BIDC is a tax-exempt organization, and its financial affairs are reported on a consolidated basis with those of the College and are subjected to an annual independent audit. As a 501(c)(2) Title Holding Corporation, BIDC may only hold title to real estate, lease, or sell real estate and is required to remit all income, net of expenses, to its sole shareholder, Berea College. BIDC holds title to certain undeveloped real estate located in and near the City of Berea, Kentucky, adjacent to KY Highway 595 and Interstate Highway 75. It has no charitable fund-raising activities. As a shareholder, the College does not have any liability for BIDC or its real estate holdings (see 3.2.2.3 Institutional Policy for more information about BIDC).

As provided by the Kentucky Non-Profit Corporation Act, KRS Chapter 273.207 and Sections 1.1 and 1.8 of the College's By Laws, all of the powers of the College are vested in its Board of Trustees, and ultimate authority for the affairs of the College is to be managed by the College’s Board of Trustees and its constituent committees. By operation of law, if the Board of Trustees does not delegate a specific duty or responsibility concerning a particular endeavor or asset to (1) a board committee, (2) the President, (3) another officer, or (4) a subordinate body within the College, then management and oversight authority for the particular endeavor or asset rests directly with the Board of Trustees. In the
context of BIDC, the College’s Board of Trustees, acting within its plenary authority, elects the BIDC Board of Directors, which in turn appoints the officers of BIDC. Trustees of the College serve as directors of BIDC. The President of the College and subordinate College officers serve as officers of BIDC. No director or officer of BIDC receives any compensation stemming from such service.

At an operational level, the President of the College is charged with plenary responsibility for general supervision of the College's interests (including, without limitation, the College’s interest in BIDC) pursuant to Section 5.1 of the By Laws. In addition, the College’s Vice President for Operations and Sustainability has responsibility for BIDC since it is one component of the College’s “real and personal property” as provided in Section 7.1 of the By Laws. On a fiscal and reporting level, the College’s Vice President for Finance has responsibility to (1) collect the income of BIDC (as an element of the “collection and disbursement of all monies of the College”) under Section 8.2 of the By Laws; (2) act as custodian for the securities (stock certificates) representing the equity ownership of BIDC (being a part of the “funds, stocks, and securities, and all other evidences of intangible property of the College”) under Section 8.2 of the By Laws; and (3) report to the Audit, Finance, and Investment Committees of the Board of Trustees with respect to foregoing as provided in Section 8.4 of the By Laws.

Pursuant to Section 14.2 and 14.3, the Finance Committee of the Board of Trustees has control and oversight of all of the business activities of the College including, without limitation, the College’s ownership of BIDC. Pursuant to standing resolutions, custom and practice, the Buildings and Grounds Committee of the Board of Trustees exercises oversight concerning the sale of property and other material transactions involving BIDC. As with all of the College’s investments, the Investment Committee of the Board of Trustees has authority to supervise and monitor the College’s investment in BIDC pursuant to Section 19.2 of the By Laws (see Secretary's Certificate regarding BIDC).

Based on the inquiry of the College’s General Counsel and Secretary, there are no other foundations or entities (such as athletic or research associations or foundations) that are related, directly or indirectly, to Berea College (Secretary's Certificate Regarding Institution-Related Entities).

Please refer to 2.2 Governing Board, 3.2.2.1 Institution's Mission, 3.2.2.2 Fiscal Stability, 3.2.12 Fund-Raising Activities, and 3.10.3 Control of Finances for further information and explanation.

**Supporting Documents & Evidence**

1. Berea Interchange Development Corporation (BIDC)
   - Articles of Incorporation and By Laws
   - Meeting Agendas and Minutes, May 2013 and May 2014
2. Comprehensive Standard 3.2.2.3 Institutional Policy
3. **By Laws:**
   - Section 1: The Board of Trustees
   - Section 5: The President of the College
   - Section 7: The Vice President for Operations and Sustainability
   - Section 8: The Vice President for Finance
   - Section 14: The Finance Committee
   - Section 19: The Investment Committee

4. Secretary's Certificates Regarding
   - Berea Interchange Development Corporation (BIDC)
   - Institution-Related Entities

5. **Core Requirement 2.2 Governing Board**

6. Comprehensive Standards:
   - 3.2.2.1 Institution's Mission
   - 3.2.2.2 Fiscal Stability
   - 3.2.12 Fund-Raising Activities
   - 3.10.3 Control of Finances
3.2.14 Intellectual Property Rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Status
Compliance

Justification Narrative

Berea College has a clear Intellectual Property Rights Policy (outlined in the Faculty Manual, the Employee Handbook, and the Student Handbook), which addresses the respective rights of the College, its faculty, staff, and students in relation to the creation, use, and ownership of all forms of intellectual property and associated copyright, patent, trademark, and service mark issues, as well as the use of College resources.

The policy clearly states:

The College owns the rights to all works, inventions, developments and discoveries (herein referred to as “work” or “works”) created by employees within the scope of their employment (including students working in the College Labor Program) or whose creation involves the substantial use of College equipment, services, or resources. This includes any patentable invention, computer-related software, databases, web-based learning, and related materials, but will not be applied to such traditional scholarly works as books, articles, manuscripts, plays, writings, musical scores, and works of art (from here on, “scholarly works”). The “work-for-hire” rule in the Copyright Act gives the College ownership of the copyright to copyrightable works produced by any employee within the scope of their employment. (See “I.” below for “ownership of intellectual property” and “II.” for “scope of employment.”) However, in the case of scholarly works, the College cedes copyright ownership to the author/creator(s). It is not the intent of this Policy to change the relationship between author/creator and the College that has existed through the years in relation to copyright ownership of scholarly works.

Faculty are trained in the use of the Faculty Manual during the New Faculty Seminar, 2014-2015. Moreover, a recent memo was sent to Leslie Ortquist-Ahrens, the Director of the Center for Transformative Learning and the Scholar of Teaching and Learning (who also develops and administers
the new Faculty Seminar) which directed her to specifically review the Intellectual Property Rights Section of the Faculty Manual during the New Faculty Seminar. This will begin officially in 2015. Moreover, both students (see Memo, Intellectual Property Rights - Informing Students) and staff (see Memo, Intellectual Property Rights - Informing New Employees) will be apprised of the Intellectual Property Rights policy, moving forward.

**Evidence of Compliance**

Berea College confirms that the policy (as evidenced above) is in writing, has been approved through appropriate institutional processes, has been published in appropriate institutional documents accessible to those affected (as evidenced above), and implemented by Berea College.

**Supporting Documents & Evidence**

4. Faculty memo re: Intellectual Property Rights Review and Orientation
7. 2014-2015 Faculty Manual: Campus Governance
3.3.1.1 Educational Programs and Student Learning Outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.

Status

Compliance

Justification Narrative

The primary mission of Berea College, as articulated in the first of its Great Commitments is “to provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” The second commitment articulates providing “an education of high quality with a liberal arts foundation and outlook.”

To this end, the College identifies three major, interrelated educational programs comprised of

1. a coherent, integrated General Education Program that includes five core courses that all students are required to take (see 3.5.1 General Education Competencies),
2. the academic programs (the structures that house the disciplinary majors) that are grouped into six interdisciplinary academic divisions (2014-2015 Fact Book), and
3. Berea’s unique Labor Program, in which all students are required to participate. Berea College is one of seven federally recognized Work Colleges.

In all of these programs and at every level, from individual courses and experiences to the larger programs (i.e., the majors, the four-year General Education Program, and the four-year structured labor experience), the College ensures that there are clearly articulated student learning outcomes, that there is ongoing and systematic assessment of the extent to which the outcomes are achieved, and that, through the use of a wide range of evidence, targeted changes are made to improve student learning.

The following narrative includes a more detailed discussion of the academic program area and the Labor Program only. A full description of the General Education Program’s articulated learning goals and assessment results may be found in 3.5.1 General Education Competencies.

THE ACADEMIC PROGRAMS
Identification of Expected Outcomes

All academic programs have well-articulated learning outcomes (see Table 1 below) that revolve around various knowledge, skills, attitudes, behaviors, and habits of mind while also being attentive to:

1. the students Berea serves
2. disciplinary and/or interdisciplinary expectations and trends
3. the broader context of Berea College, its mission, and the wide range of learning opportunities on campus
4. a thoughtful understanding of pedagogy and the complex nature of learning.

In the current iteration of educational effectiveness reporting, all academic program areas are required to engage in perpetual two-year assessment cycles, with each cycle culminating in a formal Program Assessment Report (PAR).

Officially launched in Fall 2011, the PAR emerged with the creation of the Director of Academic Assessment position (a full-time position created in 2011 to provide professional development to faculty and oversight of the academic assessment process and completion of PARs) and serves two primary functions. First, the PAR serves as a tool by which faculty in academic programs systematically and empirically review how effectively their students are learning what each program expects them to learn. This work includes:

- a clear articulation of learning goals and specific measurable and/or observable student learning outcomes (SLOs) for each goal
- a brief rationale explaining why the program has chosen particular learning goals and their outcomes for focused assessment
- the various sources of evidence that can be used to determine whether or not those learning goals are, in fact, being achieved at the desired levels.

Second, the PAR serves as a vehicle by which faculty in academic programs communicate with their students, their faculty colleagues, and the institution about their successes and challenges in promoting and improving student learning within their program. More importantly, such communication and transparency leads to ongoing discussions and opportunities to learn from one another about how best to promote and improve student learning, both within and across academic programs.

Lastly, the PAR provides one process for systemic review that aids programs in determining how well they are achieving their broader programmatic goals. For instance, the Child and Family Studies
Program recently found through their work on the PAR that their students were not mastering APA-style writing as well as the faculty wanted. In response, the Child and Family Studies Program introduced a new labor position – a peer writing consultant – who could provide ongoing peer writing consultation with Child and Family Studies students across all core Child and Family Studies courses. Faculty in this program also are now considering adding a separate course to their curriculum that would focus on technical aspects of writing research papers (see Child and Family Studies in Table 3 below).

To carry out these functions, the PAR is completed over a two-year time span. Year one is designed to allow ample opportunity for thoughtful discussions and clarification among program faculty about the program’s specific learning goals and how effectively students are able to attain those goals. One or two key learning goals (and their associated SLOs) are then selected as the focus of the PAR for that particular two-year cycle. Each year has required deadlines throughout the academic year to ensure program faculty remain consistently focused on the assessment process. In some cases, faculty have used this part of the process to revise their program’s student learning goals (see example from Physics Program).

Once the learning goals and SLOs are affirmed and identified, faculty in an academic program engage in a systematic and comprehensive gathering of evidence pertaining to the SLOs, followed by careful and reflective interpretation and communication of the findings based on the evidence gathered. Year one culminates with a plan of action that the program believes will lead to an improvement in the extent to which their students are attaining those SLOs. Faculty are assisted by the Director of Academic Assessment whenever needed.

Year two of the assessment cycle, by contrast, allows program faculty to use the results of their assessment in year one to improve some element of student learning reflected in the outcomes being assessed. The bulk of year two is spent implementing the proposed action plan identified at the end of year one and reassessing the impact of those changes on student learning as measured by the relevant SLOs. In summary, year two allows programs to close the assessment loop, improving the overall effectiveness of the program and better serving the learning needs of their students.

**Figure 1. Berea’s Two-year Program-level Student Learning Outcomes (SLOs) Assessment Cycle**
Reports are submitted at regular intervals, first to the respective Division Chair, who reviews the report and provides formative rubric-based feedback before forwarding the report on to the Director of Academic Assessment for additional review (utilizing the same rubric) and feedback (if necessary). Once the PAR is considered final by the Program, the Division Chair, the report is forwarded to the Director of Academic Assessment where it is further reviewed with summative feedback provided to the Program and Division Chairs. Beginning with the 2015-2016 academic year, all completed PARs will also be reviewed by the Division Council (composed of the Academic Vice President and Dean of the Faculty, Associate Vice President for Academic Affairs, Dean of Curriculum and Student Learning, Director of Academic Assessment and all six Division Chairs) and posted to a public web page on the College's website.

An ongoing systematic process ensures that all academic programs at Berea College

1. identify and articulate specific student learning outcomes
2. engage in regular assessment drawing upon a wide range of evidence
3. use the results of their assessment for improving student learning.

The process also ensures that assessment efforts are transparent and shared widely within the institution. Official student learning goals and outcomes for each of Berea’s Academic Programs are available through links in Table 1 below. Table 2 provides links to a sample of recent PARs demonstrating how assessment is carried out by academic programs as part of this biannual assessment process. Table 3
provides links to a sample of recent PARs demonstrating how results from assessment have guided efforts to improve student learning.

Table 1. Student Learning Goals and Outcomes for Berea College's Major Academic Programs

<table>
<thead>
<tr>
<th>African and African American Studies</th>
<th>Communication</th>
<th>History</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>Computer Science</td>
<td>Mathematics</td>
<td>Religion</td>
</tr>
<tr>
<td>Art and Art History</td>
<td>Economics and Business</td>
<td>Music</td>
<td>Sociology</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>Education Studies</td>
<td>Nursing</td>
<td>Sustainability and Environmental Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>English</td>
<td>Philosophy</td>
<td>Technology and Applied Design</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Foreign Languages</td>
<td>Physics</td>
<td>Theatre</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>Health and Human Performance</td>
<td>Political Science</td>
<td>Women's and Gender Studies</td>
</tr>
</tbody>
</table>

Table 2. Examples of Assessment in Berea College's Major Academic Programs

<table>
<thead>
<tr>
<th>Agriculture and Natural Resources</th>
<th>Computer Science</th>
<th>Music</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Economics and Business</td>
<td>Philosophy</td>
<td>Women's and Gender Studies</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>History</td>
<td>Physics</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Examples of How Assessment Results Are Used for Improvement

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>Computer Science</th>
<th>Mathematics</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child and Family Studies</td>
<td>Economics and Business</td>
<td>Music</td>
<td>Theatre</td>
</tr>
<tr>
<td>Communication</td>
<td>History</td>
<td>Philosophy</td>
<td>Women's and Gender Studies</td>
</tr>
</tbody>
</table>

Additional Examples of Assessment and Improvement in Academic Programs

While the PAR serves as Berea’s primary vehicle for ensuring that assessment and improvement of student learning occurs, it is by no means the only way this happens. In addition to improvements that have stemmed from the PAR process, Berea’s faculty often engage in the process assessment and improvement, independently, in the courses they teach. For example, a recent change was made to the
Anatomy and Physiology I course that stemmed directly from a faculty member’s assessment of student learning that revealed high rates of attrition and low grades (Ds and Fs). In response to this data, a pilot study for a Peer Assisted Learning (PAL) program was conducted in Anatomy and Physiology (A&P) I & II during the 2013-2014 academic year. This pilot was funded by the College (the College hired extra teaching assistants and provided conference travel for the professor, and the Office of Institutional Research and Assessment provided assistance for the study design and analyses).

The goal of the pilot study was to determine the efficacy of the Peer Assisted Learning (PAL) program by comparing student success and perceptions between two A&P I classes, one that was taught with PAL (Fall 2013) to one taught without PAL (Fall 2012). Students were required to attend two 50-minute PAL sessions per week facilitated by trained PAL leaders. Attendance, preparedness, and participation determined the PAL grade, which made up eight percent of the students’ overall course grade. The percentage of students whose final grade was C or above was 55 percent compared to 36.4 percent, the comprehensive final was 72.8 percent compared to 66.5 percent, and the course GPA was 2.17 compared to 1.94 for the PAL and non-PAL classes, respectively. Also, preliminary data suggest that the PAL program may have had more positive benefits for male and African-American students. Analysis of student responses on three surveys (Pre-term, Mid-term, and Post-term) revealed that the majority of students thought that PAL sessions helped in learning course content and encouraged critical thinking. All A&P I students reported that the PAL program should be available in A&P II. Both quantitative and qualitative data suggest that the PAL program benefited A&P I students. Based on this evidence, a formal and permanent Peer Assisted Learning (PAL) program was institutionalized in Fall 2014 by requiring every student enrolled in Anatomy and Physiology I to register for a non-credit Peer Assisted Learning section.

Another example of faculty-initiated assessment and improvement of student learning at the course level is the active-learning SCALE-UP (Student-Centered Activities for Large Enrollment Undergraduate Physics) pedagogies in the Chemistry 222 course. This faculty member, again, observed low performance indicators (e.g., exam grades) and, using this data, changed her approach to teaching the course using more active-learning pedagogies that included moving the class into a new technology-enhanced active-learning classroom. The professor provided the following narrative describing the improvements she observed in her students’ learning, stating

“...[T]he first exam from Spring 2013 was my first attempt at assessing the effectiveness of my new teaching style. In reviewing the exam scores, I noted both an increase in the average exam score of the two CHM 222 sections (68%), but also a positive change in the grade distribution of the first CHM 222 exam. Not only did the percentage of failing
students decrease, but the percentage of students earning an A increased (see Figure 2).

(See Tenure Review Portfolio for Professor Mary Robert Garrett.)

Figure 2. CHM 222 Exam 1 Grade Distributions from Fall 2009 through Spring 2013

**Divisional Review Process**

Along with the PAR process and individual efforts by faculty, each of Berea’s six newly-formed academic divisions (comprised of between four and six academic programs) are expected to complete major self-studies every six years (one division per year, guided by a set of Divisional Self Study Guidelines). The purpose of the Divisional Review Process is to provide a vehicle for continual reflection and improvement at the division level. Division representatives are asked to draw from the learning goals articulated in the 2011 strategic plan, *Being and Becoming*, and the *Aims of General Education*, working to make program improvements throughout the division (e.g., curricular, structures, resources, etc.). This process requires all programs to ensure that the overall learning goals of the College, which are rooted in its mission as exemplified in the *Great Commitments*, are reflected in their work with students. The reader is referred to an example of a Division Self-Study recently completed by Division I (Biology, Chemistry, Mathematics, Nursing, and Physics), which focused on the preliminary work of designing a new science and health building that would integrate the program areas and enhance student learning (Division I Self Study). Division II has just completed its self-study and will be submitting a completed report at the end of spring 2015. Division III will begin work on its self-study in 2015-2016.

**THE LABOR PROGRAM**
Berea College is one of seven federally recognized Work Colleges in the United States that offer students enhanced learning opportunities by integrating work, learning, and service throughout their college experience. Every student must work a minimum of ten hours per week, which provides some income and deepens the overall educational experience of every student.

The Work College approach develops advanced skills and key attributes such as critical thinking, problem solving, teamwork, decision-making, leadership, professionalism and a quest for lifelong learning. Also, the Work Colleges help their students graduate with limited debt; the median graduate debt for 2013-2014 graduates of Berea College was about $1200, and 35 percent had zero debt (refer to the Student Financial Compendium).

At Berea College, the Labor Program is an integral and stated part of the educational program as mandated by the Department of Education Work Colleges legislation. It is a competency-based (rather than credit-hour based) model of learning. It has clearly-defined student learning goals and expected outcomes regularly reviewed by Berea’s Labor Program Council and available on the Labor Program’s Goals and Purposes web page, which includes the program objectives. The Council has comprehensive responsibility for major programmatic changes that affect experiential learning in the program, with specific responsibility regarding evaluation and assessment of labor. The labor supervisor is also responsible for directly articulating, to the student work, the actual descriptors utilized in evaluating a performance expectation – a tool is provided to assist the supervisor in this work.

**Labor Learning Goals**

The labor program has established a set of five learning goals and related outcomes by which it measures students' achievement through participation in the labor program. These goals and outcomes, listed below, are also published on the Labor Program's "Goals and Purposes" website.

**Goal 1** To develop and apply the six soft skills (attendance, accountability, teamwork, initiative, respect, and learning) directly related to the work-learning-service level, the description of duties and the learning opportunities sections of the job description.

*Expected Outcome:* In their labor positions, students will exhibit the good habits of attendance, accountability, teamwork, initiative, respect, and life-long learning.

**Goal 2** To develop and apply the hard skills articulated in the work-learning-service level, the description of duties and the learning opportunities sections of the job description.

*Expected Outcome:* In their labor positions, students will demonstrate through their work, the specific skills and/or attitudes set forth in their job description.
Goal 3  To develop and apply, whenever possible, the four core general education goals (Writer, Speaker, Researcher, and Critical Thinker).

*Expected Outcome:* In each labor position, whenever possible, students will: exhibit skills in writing that applies to their work; successfully communicate information, thoughts and ideas; identify through discovery, data or ideas that support advances in their work; and demonstrate the ability to analyze and interpret ideas that benefit the work place.

Goal 4  To work in labor positions that support the student’s academic goal and/or field of interest.

*Expected Outcome:* Students will develop skills and professional attitudes related to their academic major, career, and or personal interests.

Goal 5  To progress over time to more skilled and responsible levels of work, as defined by the seven Work-Learning-Service levels (WLS).

*Expected Outcome:* Students, upon graduation, will have advanced to a WLS leadership level (4, 5, 6, or UC).

Clear and measurable outcomes for each performance expectation allow supervisors to connect the performance expectations with their corresponding five Labor Learning Goals. Training materials (documentation resources, tutorial videos, classroom training opportunities) provide an additional means by which the labor program conveys corresponding workplace and performance expectations to all labor supervisors who are expected to assess their students.

Learning outcomes that are specific to each labor position (expressed as “Learning Opportunities”) are further articulated as part of all written position descriptions (for example, see the position description for "Student Office Manager" in the Internship Office) made publicly available on the Labor Program’s web page. All labor positions at Berea are assigned a Work-Learning-Service (WLS) level that establishes the functional level and learning objectives for the position. Student workers moving into higher Work-Learning-Service level positions experience higher-level expectations as the Work-Learning-Service job level increases as defined by the WLS and position description. Labor supervisors are expected to provide a copy of the relevant position description to all of their labor students at the time of their labor assignment. Together, the Work-Learning-Service (WLS) level, the description of duties, and the learning opportunities sections of the job description can alter and expand the expected learning outcomes as defined by the general descriptors under each performance expectation.

**The Assessment of Expected Outcomes**

Labor Supervisors assess student work performance on seven performance expectations using the Student Labor Evaluation (SLE) tool.
Students assess their own labor experience using the Labor Experience Evaluation (LEE). This evaluation asks students to reflect on their labor experience in the following key areas:

1. learning through work experiences  
2. relationships between work and academics  
3. four core general educational goals  
4. evaluation of the local work area  
5. evaluation of the labor program/services.

The Labor Program assists supervisors and student workers in capturing, understanding, and eventually reflecting upon the learning that has occurred as a result of the work experience.

For example, the following results emerged from these evaluation in the academic year 2013-2014:

1. Supervisors, using the Student Labor Evaluation (SLE), have consistently evaluated student workers as having met or exceeded the expected outcomes defined in Learning Goals 1 and 2. (see Figure 3 and Table 4 below).

**Figure 3. 2013-2014 Student Labor Evaluations**

![Bar Chart showing student labor evaluations]

**Table 4. Labor Evaluation Scoring Guide**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Exceptional Performance - exceeds all position expectations, models the highest work standards and performance obtainable.</td>
</tr>
<tr>
<td>80-89</td>
<td>Exceeds Expectations - consistently exceeds several of the position expectations.</td>
</tr>
<tr>
<td>70-79</td>
<td>Meets Expectations - consistently meets all of the position expectations for doing a good</td>
</tr>
</tbody>
</table>
job.

60-69  Needs Improvement - performance is inadequate in one or more work areas.

59 or below Unsatisfactory - serious failure to meet the minimum performance requirements.

1. Students have overwhelmingly indicated on the Labor Experience Evaluation (LEE) that their work fosters the development of skills embedded in learning Goals 1 and 2. (see Table 5 below)

2. Students have indicated on the Labor Experience Evaluation (LEE) that, at times, their position has provided opportunities to apply the four core general education goals (Learning Goal 3 outcomes – see Table 5 below).

3. Students have indicated on the Labor Experience Evaluation (LEE) that their position, at times, directly supports their academic development or field of interest; and/or includes the development of skills that supports their academic development (Learning Goal 4 outcomes see Table 5 below).

4. Data collected has indicted the majority of seniors have advanced into a WLS Leadership position 4, 5, or 6 (Learning Goal 5 outcomes – see Table 5 below).

Table 5. Student Self-Reported Ratings from the 2013-2014 Labor Experience Evaluation (LEE)

<table>
<thead>
<tr>
<th>Students credit the Labor program with:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>87% helping develop communication skills</td>
<td></td>
</tr>
<tr>
<td>79% helping develop speaking skills</td>
<td></td>
</tr>
<tr>
<td>Cognitive Skills</td>
<td></td>
</tr>
<tr>
<td>85% helping identify and solve problems</td>
<td></td>
</tr>
<tr>
<td>86% helping develop critical thinking skills</td>
<td></td>
</tr>
<tr>
<td>62% helping develop research skills</td>
<td></td>
</tr>
<tr>
<td>50% helping to develop writing skills</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td></td>
</tr>
<tr>
<td>89% helping develop initiative</td>
<td></td>
</tr>
<tr>
<td>90% helping develop accountability</td>
<td></td>
</tr>
<tr>
<td>88% helping to understand service to others</td>
<td></td>
</tr>
<tr>
<td>helping to develop good attendance</td>
<td></td>
</tr>
<tr>
<td>84% habits</td>
<td></td>
</tr>
</tbody>
</table>
85% helping to develop teamwork skills
helping to appreciate and value all
80% people

Applying/Supporting Classroom Learning

- 90% report skills they learned at work
- support their academic development
- report elements of the work experience
- 67% as directly relating to their academic major or field of interest

In the Fall 2012, the Labor Program staff put in place the start of a campus-wide reporting and assessment cycle that resulted in the creation of a consolidated [2012-2013 Student Labor Evaluation (SLE) and Labor Experience Evaluation (LEE) Assessment Report](http://webapps.berea.edu/sacs2014/3-3-1-1.html). The report includes some measurement analysis, based on the quantitative data (measurements), and qualitative data (supervisor and student comments). From this larger report, individual division-specific reports were generated and shared with administrators of those divisions (for example, see [report generated for the Academic Divisions](http://webapps.berea.edu/sacs2014/3-3-1-1.html)).

In the Fall of 2013, each labor department on campus was provided an electronic and printed copy of a consolidated 2012-2013 department report. The Labor Program office staff contacted all departments and reviewed with a designated member or members of the department the results and analysis contained in the report. The review included preparing the department for the first roll-out of a campus wide [Labor Assessment Strategies Survey](http://webapps.berea.edu/sacs2014/3-3-1-1.html).

In the Fall of 2014, the campus-wide Assessment Strategies Survey was disseminated to all labor departments. The department responses contained in the Assessment Strategies Survey are currently being compiled. In the spring term of 2015 the campus-wide assessment cycle will be repeated. This time the Assessment Strategies Survey will include a section in which departments will be required to review and assess the implementation of improvement goals set forth in the previous Assessment Strategies Survey. In the coming years the campus-wide assessment cycle will occur every two years. The next campus-wide assessment cycle is scheduled for the Spring of 2017.

Using assessment results from the Labor Experience Evaluation (completed by all students), and years of anecdotal but direct interaction with students, the Labor Program staff have observed that students often have difficulty finding labor positions that they perceive as being linked to their academic, career,
or personal interests (Learning Goal 5). Such a finding has also been discussed with the Labor Program Council (meeting minutes). As a result of these observations, the College has purchased software that will allow students to be more intentional in selecting and interviewing for labor positions in ways that tie directly to those academic, career, or personal interests. Once fully in place (summer 2015), this software will offer a more coherent way for students to find jobs that assist them in developing particular skills/knowledge that directly relate to their academic, career, and/or personal goals. The new web-based service is titled, EDGE (Explore experiential opportunities, Develop employer valued skills, Gain a valuable work history, Experience Berea's World of Work).

**Supporting Documents & Evidence**

1. Mission of the College: [Great Commitments](#)
2. Comprehensive Standard 3.5.1 General Education Competencies
3. 2014-2015 Fact Book: [Academic Division Chairpersons, Program Chairpersons, and Directors](#)
4. Labor Program
5. Work Colleges Consortium
6. Overview of the Two-Year Process for Program Assessment Reports (PARs)
7. Program Assessment Report (PAR) Form
8. Director of Academic Assessment
9. Director of Academic Assessment Position Description
10. Revision of Learning Goals for the Physics Program
11. Organizational Chart: Academic Vice President and Dean of the Faculty and Division Chairs
12. Rubric for Reviewing PARs
13. Student Learning Goals and Outcomes for Berea College's Major Academic Programs
   - African and African American Studies
   - Agriculture and Natural Resources
   - Art and Art History
   - Asian Studies
   - Biology
   - Chemistry
   - Child and Family Studies
   - Communication
   - Computer Science
   - Economics and Business
   - Education Studies
   - English
- Foreign Languages
- Health and Human Performance
- History
- Mathematics
- Music
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Sustainability and Environmental Studies
- Technology and Applied Design
- Theatre
- Women's and Gender Studies

14. Examples of Assessment in Berea College's Major Academic Programs
- Agriculture and Natural Resources
- Chemistry
- Child and Family Studies
- Computer Science
- Economics and Business
- History
- Music
- Philosophy
- Physics
- Political Science
- Women's and Gender Studies

15. Examples of how Assessment Results are Used for Improvement
- Chemistry
- Child and Family Studies
- Communication
- Computer Science
- Economics and Business
- History
- Mathematics
- Music
- Philosophy
- Physics
- Theatre
- Women's and Gender Studies

16. SCALE-UP (Student-Centered Active Learning Environment with Upside-down Pedagogies)
17. Tenure Review Portfolio for Chemistry Professor Mary Robert Garrett
18. Divisional Self Study Guidelines
20. 2014-2015 College Catalog: Aims of General Education
21. Division I Self Study Report
22. 2014 Student Financial Compendium Report
25. Student Labor Evaluation Form: Additional Performance Expectations
26. Labor Program Office
   - Documentation Resources
   - Tutorial Videos
   - Classroom Training Opportunities
27. Position Description for the Student Office Manager in the Office of Internships
28. Labor Program Office
   - List of All Labor Departments
30. Seven Performance Expectations
31. Student Labor Evaluation (SLE) tool
32. Labor Experience Evaluation (LEE) tool
34. 2012-2013 Academic Divisions Consolidated Report
35. Labor Assessment Strategies Survey
36. Labor Program Council meeting minutes, May 7, 2013
37. EDGE (Explore experiential opportunities, Develop employer valued skills, Gain a valuable work history, Experience Berea's World of Work)
3.3.1.2 Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services.

Status
Compliance

Justification Narrative

Background

Berea College is guided and driven by its overall mission, as stated in its eight Great Commitments, and inspired by its vision as an inclusive “integrated and continuous learning community.” The Berea College Strategic Plan Being and Becoming: Berea College in the 21st Century amplifies this mission and vision and provides more detailed direction for the College. Using these guiding documents as a base, a Comprehensive Institutional Effectiveness Plan was developed (1996). It provides an implementation and assessment strategy for the institution as a whole, encompassing all departments, offices and programs. The strategy of “plan – assess – adjust” forms the basis for Berea College’s institutional assessment policy. In 1999, a college-wide assessment strategy [“College-Wide Assessment Strategy: The Role of Offices, Departments and Programs”] was approved to evaluate new and existing offices and programs in terms of their effectiveness in contributing to the achievement of the College Mission, the College's Paired Learning Goals and strategic College initiatives described in Being and Becoming.

A plan for annual, department–level participation in comprehensive assessment employing the format of a Departmental Effectiveness Report was developed in 1999 and refined in 2004. Departmental Effectiveness Reports (DERs) are to include:

1. the mission/purpose and goals of the Department/Program/Unit
2. consideration of Strategic Learning Goals and Initiatives
3. individual or combined assessment.

The performance of individual staff members is also critical to institutional effectiveness. The process by which annual objectives are established for each administrative employee, and then assessed and updated, is also a key element of ensuring excellence in administrative support services. These processes are described in detail in 3.2.10 Administrative Staff Evaluation and will not be further...
discussed in this section. See also 2.5 Institutional Effectiveness for more information.

**Definition of Administrative Support Units included in This Report**

The administrative support units discussed in this section are the main administrative divisions of the College, all reporting to the President. For each unit, the DER is comprehensive in the sense that the activities of all of the units that make up a division are covered in the annual analyses.

The Divisions that provide administrative support at the College are as follows:

- Finance
- Operations and Sustainability
- Labor and Student Life
- Alumni and College Relations
- Office of Academic Services
- Information Systems and Services
- Institutional Research and Assessment
- the Campus Christian Center.

Oversight of the effectiveness of the academic enterprise reporting up through the Academic Vice President and Dean of the Faculty, including Athletics and the centers, are not considered administrative support and are described elsewhere in the Compliance Report. The Office of Academic Services also reports in this area, but it provides administrative support in the area of Disability and Accessibility Services and so is included in this section.

An additional unit of the College, Partners for Education, is also not included in this section because it is not involved in administrative support of College operations. This unit, which relies almost entirely on federal funding, focuses on outreach to primary and secondary school systems in Berea’s home county (Madison) and in surrounding counties of Eastern Kentucky. These areas are plagued by substandard educational systems, low graduation rates, and college-going rates well below national norms. The Partners unit works directly in school systems to address these challenges and uses its own very detailed prescription for setting measurable objectives, evaluating performance in meeting them, and reporting to the U.S. Department of Education, which provides the funding for this unit. Formally, this unit reports up through the Finance Division of the College and is jointly overseen by the Vice President of Finance and the President of the College to ensure accountability in all its operations.

A college-wide organizational chart can be found here.

**How Expected Outcomes Are Clearly Defined in Measurable Terms for Each Unit**
The following sections provide examples of how Departmental Effectiveness Reports (DERs) are used to set measurable expected outcomes, assess the extent to which these objectives are realized, and provides evidence of improvement.

**Office of Institutional Research and Assessment**

For example, as part of its DER, the staff in the Office of Institutional Research and Assessment (OIRA) describes each of its mission goals and specifically documents activities completed in support of each goal (Table 1 in DER). For instance, one goal of the OIRA is “to provide information and data in support of the College’s planning, policy formation and program development efforts.” Noted in Tables 1 and 3 of their DER are lists and descriptions of the completed data reports.

**Alumni and College Relations**

In its Departmental Effectiveness Report, the Division of Alumni and College Relations (Development, Alumni Relations, and Integrated Marketing and Communications) describes its continuing over-arching goals and specific objectives (i.e., “strategies”) under each goal, with distinct actions taken toward achieving each objective and documented outcomes of each action. For example, a key goal of the Development Unit is to “expand the Circle of Philanthropy of support of Berea’s educational mission.” In order to facilitate achievement of this goal, the College engaged an outside consulting group (Grenzebach, Glier and Associates (GGA); 2010) to evaluate the Alumni and College Relations Division and to provide recommendations. This report noted a number of key issues, challenges and strengths. Recommendations from this and other external audits have led to a number of important organizational and operational changes. In response to an observation of a limited major gifts prospect pipeline, the Development unit made the objective of “strengthening (its) major gifts area” a top priority and has responded to recommendations suggested in the GGA report by enhancing and strengthening its research group specifically to include prospect management functions. Similarly, another objective was to increase donor renewal and retention rates. A strategic audit performed by Meyer Partners (2011) was used to improve current and new donor direct mail acquisition.

**Office of Academic Services**

The Office of Academic Services, under the direction of the Academic Vice President and Dean of the Faculty oversees Disability and Accessibility Services (DAS) which coordinates services for students with disabilities in compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act of 2008. In the Fall 2014 term, staff in DAS initiated an assessment of program offerings undertaken by AHEAD (Association on Higher Education and Disability). The draft of the report was received in November 2014, and the
Academic Vice President and Dean of the Faculty, the Director of Academic Services, and the Coordinator of Disability and Accessibility Services responded by formulating changes in the Assistive Technology area in order to enhance student services in DAS, one of several changes suggested in the AHEAD report.

**Labor and Student Life**

Improvement of services for students with disabilities was also a DER goal of the Office of Labor and Student Life. Regular assessment of best practice, of student needs and of services provided (as reported in annual Labor and Student Life DERs) was used to achieve many specific outcome improvements (e.g., training and orientation programs for faculty working with disabled students, contract arrangements for and facilitation of disability testing and assessment services for students, classroom arrangements for learning assistants, teaching aides, extended test taking and Learning Center Services).

**Berea College Counseling Services**

The Office of Labor and Student Life, under the direction of the Vice President for Labor and Student Life, oversees the Berea College Counseling Services whose goals are to "meet the personal and developmental needs of individual students" through appropriate services. Services provided include individual and group counseling, crisis intervention, couples' counseling, referrals for psychological assessments, consultation with a psychiatrist, and other services as needed.

**Operations and Sustainability**

Operations and Sustainability oversees various auxiliary operations at the College including the College Bookstore. That unit had finished the 2013-2014 fiscal year with a $162,000 loss due to the increasing use by students of online sources for textbooks (see Operations and Sustainability Division Effectiveness Report). An outcome to be pursued in the current fiscal year is to eliminate this loss through the implementation of a relationship with an online provider to eliminate the losses from textbook operations and improve service to students who had been dealing with online providers without institutional protection.

An ongoing goal in this department is the improvement of “customer satisfaction” in the handling of work requests. Customer satisfaction is monitored using a “Customer Satisfaction Index” metric (see Effectiveness Report).

**Project Portfolios**

Other offices report expected measurable outcomes for their office in the form of Project Portfolios. The Continuous Improvement Steering Team (under supervision of Vice-President for Operations and
Sustainability) “exists to catalyze and lead a campus culture that effectively utilized Lean and Six Sigma processes to support perpetual achievement of the Great Commitments of the College.”” As part of their 2014-2015 Vision Statement, they the Continuous Improvement Steering Team report in their Project Portfolio a list of active and completed projects. Included in each project summary is the specific mission of the project and the vision outcome used to measure success of the project. For example, the mission of the completed 5s Berea College Dining Services Project was to “provide our campus and community with the best college dining experience, while using high cost local food but minimizing the cost to the campus to insure stable/low board rates for our campus.” The outcome measure for success of the project was “to have 40% of our food dollar purchases to be ‘local by 2015 at our campus dining locations.”

**Employee Performance Review**

As part of the “integrated and continuous learning community” concept, staff members and supervisors meet to set yearly measurable personal or project-associated goals based on the mission of their program or unit and, at the end of each academic year, to meet and review/assess the achieved outcome(s) of each set goal (see 3.2.9 Personnel Appointment for more information on the annual performance review process). Achieved outcomes complete each set goal as a result of the annual review, and new goals are set. Goals are refocused or redirected for outcomes not achieved. Results are recorded in Employee Annual Performance Review Reports (via the Halogen system). For example, an employee in Conference Services (Office of Operations and Sustainability) set a goal, in collaboration with her supervisor, to create three new programs. Her supervisor records at the end of the evaluation period that all three were created satisfactorily and notes on her review to continue pursuing other programs. Another employee in Environmental Health and Safety set a goal to implement a monthly mold tracking and analysis database to identify “hot spots and to assure actions are implemented to mitigate the problem.” An end-of-year performance review indicated that this outcome was achieved.

**How Periodic Reviews Are Used for Improvement**

Assessment of administrative departments, programs and offices at Berea College is a data-driven, results-based endeavor. Assessment primarily follows the general “plan – assess – adjust” strategy described in the Berea College Strategic Plan Being and Becoming. Under these strategies, goals and outcomes are reviewed in terms of their effectiveness in supporting and promoting the mission and goals of Berea College.

For example, the Division of Alumni and College Relations engaged Eduventures, Inc., in 2012-2013 to conduct a study of alumni engagement to ascertain “the current state of alumni affinity and engagement, preferences in programs and communications, and attitudes toward giving” for the Division of Alumni.
and College Relations. As a result of this study, an Alumni Relations Strategic Plan was developed with the goal of “creating transformative alumni engagement, in the form of learning and knowing, acting and doing, and giving back and supporting Berea.” Such an initiative has directly led to a reorganization of Alumni Relations staff, the members of which are now working to specified performance metrics.

Another example is reflected in the Willis D. Weatherford, Jr. Campus Christian Center (CCC) where increased student interest in interfaith and "no faith" topics has been observed. Concerns brought as a result of the student chaplain selection process (as reported in the CCC 2013-2014 DER) led to the removal of the requirement that students must be Christian to apply to be a student chaplain.

An additional example of how periodic reviews are used for improvement can be observed via the Information Systems and Services (IS&S) HelpDesk Ticket Tracking System. In this system, customer issues and service rates are monitored. Adjustments to services, hardware and software upgrades and network upgrades are planned based on issues tracked in the system (IS&S DER).

The DER process led the Maintenance department to alter the process of handling work requests in order to eliminate communications difficulties in order to improve customer satisfaction (Operations and Sustainability DER).

As described above, recent assessment of the financial viability of the College Bookstore revealed that it was losing money at an unacceptable rate. A detailed analysis of these losses in the bookstore operation led to implementation of a relationship with on-line textbook provider Akademos (see Operations and Sustainability Division Effectiveness Report). Monitoring of average student cost has been put in place as has a customer satisfaction survey mechanisms to support improvements in the business relationship with Akademos going forward.

Assessment Methods Used

Assessment of administrative departments, offices, and programs was primarily conducted via annual Department Effectiveness Reports. These reports were created as the primary vehicle for assessment activities as they reflected not only the “integrated and continuous learning community” assessment model described in the Berea College Strategic Plan Being and Becoming (2011), but Being and Becoming’s emphasis on department-level involvement in assessment.

Other assessment instruments included responsive surveys such as those employed by the Division of Alumni and College Relations to study alumni engagement, programming preferences and giving attitudes. The survey methodology was selected not only as a way of gauging current alumni attitudes but also as a means of gaining insights into ways of “creating transformative alumni engagement.”

Comparative analysis was used to study the effectiveness of administrative support efforts. A
comparison of telemarketing effectiveness between an external Donor Care Call Center and internal Berea College students revealed that an outside calling company (DCCI) surpassed student efforts in number of donors reached, number of pledges, percentage of specific pledges, and credit card donations. while student callers did better than the call center in areas such as pledge rate, average pledge amount, and higher fulfillment of pledges.

As noted above survey instruments are also used in Operations and Sustainability to monitor satisfaction of users with the work of the division and the various auxiliaries it oversees.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Being and Becoming: Berea College in the 21st Century, June 2011 (Strategic Plan)
   - Vision as an inclusive "integrated and continuous learning community"
   - Comprehensive Institutional Effectiveness Plan
   - College-Wide Assessment Strategy: The Role of Offices, Departments, and Programs
   - Departmental Effectiveness Plans
   - Paired Learning Goals
3. Comprehensive Standard 3.2.10 Administrative Staff Evaluations
4. Core Requirement 2.5 Institutional Effectiveness
5. Berea College Organizational Chart
6. Office of Institutional Research and Assessment Departmental Effectiveness Report
7. Alumni and College Relations Departmental Effectiveness Report
8. Development
9. Alumni Relations
10. Integrated Marketing and Communications
11. Consultant Group, Grenzebach, Glier, and Associates, 2010 Report to the Alumni and College Relations Division
12. Office of Disability and Accessibility Services
13. Association on Higher Education and Disability (AHEAD)
14. AHEAD External Program Review Report
15. Labor and Student Life Departmental Effectiveness Report
16. Counseling Services
17. Operations and Sustainability Division Effectiveness Report (DER)
18. Continuous Improvement Steering Team
   - Project Portfolio
19. Comprehensive Standard 3.2.9 Personnel Appointment
20. Halogen Software
21. Willis D. Weatherford, Jr. Campus Christian Center
22. Campus Christian Center Departmental Effectiveness Report
23. Information Systems and Services
24. Information Systems and Services Departmental Effectiveness Report
3.3.1.3 Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: academic and student support services.

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and student support services are defined by Berea College as those support programs and centers that report directly to the Academic Vice President and Dean of the Faculty. There are currently 12 such programs and centers (see Table 1).</td>
</tr>
</tbody>
</table>

Table 1. Support Programs and Centers that Report Directly to Academic Vice President and Dean of the Faculty

<table>
<thead>
<tr>
<th>Academic Services</th>
<th>Francis and Louise Hutchins Center for International Education (CIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Hutchins Library</td>
</tr>
<tr>
<td>Black Cultural Center (BCC)</td>
<td>Loyal Jones Appalachian Center (LJAC)</td>
</tr>
<tr>
<td>Carter G. Woodson Center for Interracial Education</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Center for Excellence in Learning Through Service (CELTS)</td>
<td>Seabury Athletic Center</td>
</tr>
<tr>
<td>Center for Transformative Learning (CTL)</td>
<td>Student Financial Aid Services (SFAS)</td>
</tr>
</tbody>
</table>

Each of these program/centers is of critical importance to the success of Berea College’s unique mission of serving students who are disproportionately more likely to 1) be the first in their family to attend college and 2) come from economically distressed counties and school systems from Kentucky and Appalachia. As such, Berea College takes great care to ensure that each support program/center (hereafter referred to simply as "program[s]") clearly identifies expected outcomes, assesses the extent to which these outcomes are achieved, and provides evidence of improvement based on analysis of the results of that assessment. For instance, all programs that support students and the mission of the College, as reflected in the Great Commitments, are expected to engage in systematic annual assessment activities in which staff
1. identify their stated goals and objectives/outcomes that frame the various support structures and services they provide;
2. document their assessment of the extent to which they achieved these objectives/outcomes over the past year;
3. use those results to improve the various support structures and services provided; and
4. reassess those improvements to determine the extent to which the respective objectives/outcomes have, in fact, improved.

These activities form the basis for each program’s annual Director’s Report in which annual planning and budgetary considerations are also laid out. Directors are expected to document and provide appropriate and multiple types of evidence (direct and indirect) that support the narratives and conclusions of the report. Representative examples of 2014 reports are provided here:

1. Black Cultural Center (BCC)
2. Center for Excellence in Learning Through Service (CELTS)
3. Francis and Louise Hutchins Center for International Education (CIE)
4. Student Financial Aid Services (SFAS)

Assessment of Program Objectives/Outcomes

Each program is expected to maintain a stable set of programmatic goals and objectives/outcomes that define and support its mission and that of the College. Opportunities are built into the review process for programs to reexamine their goals to ensure that they remain relevant to the mission of the program and continue to support the over-arching mission of the institution. This review process also serves as the primary vehicle by which program planning and budgets are considered.

Programs submit the first part of their Director’s Report at the beginning of each October. The first section of the report addresses the review of programmatic goals and objectives/outcomes and either affirms them as they are or revises them as appropriate and/or necessary. This section also details each program's plan for carrying out assessment activities over the coming year. The next section of the report, due each August 1st, provides a summary of the past year’s activities, including all assessment evidence of the extent to which the program achieved its selected objectives/outcomes identified in the first section of the report. This also includes a summary of any reassessment of changes or improvements initiated by the previous year’s report. Based on the results from these assessments, the report details any continued plans for improvements to be implemented over the coming year.

Once completed, each report is submitted directly to the Director of Academic Assessment, who
performs the formal review. Reports deemed inadequate are sent back to the respective program (with detailed feedback and suggestions) for revision and resubmission (see Student Financial Aid Services, CELTS, and CIE reports with embedded feedback from the Director of Academic Assessment).

**Assessment Tools**

Berea College’s programs are expected to utilize multiple assessment instruments for assessment and program improvement. A partial list of these tools and methods is briefly described below:

**Student Satisfaction Inventories** – Students’ general satisfaction with particular programming and events serve as a barometer for how well students are engaging those programs and events. In other words, higher satisfaction leads to higher engagement which, in turn, leads to a greater likelihood that students are achieving the objectives/outcomes of a particular program or event. (See Student Satisfaction Survey from Student Financial Aid Services.)

**Student Success and Retention** – The extent to which students succeed in courses and retain to graduation provides information about the success of academic and student support services as well as student satisfaction with campus life (see the Summary of Results for the Summer Success Experience Program for 2013 and 2014).

**Program Participation Rates** – Participation reflects the value students place on particular programs and activities, with higher participation indicating greater perceived value. By informally assessing attendance rates at student support activities and programming, the support program gains a better understanding of how helpful or effective students perceive those programs/activities to be and are better able to determine when improvements are needed.

**Program-Specific Surveys** – All programs are encouraged to create specialized assessment tools to better address more focused issues related to their individual programming and activities (see the Black Cultural Center’s Assessment Tool for their Kula Kusoma program and the Center for Transformative Learning’s New Faculty Seminar Survey).

As described above, all programs conduct yearly reviews that incorporate assessment of goals and objectives/outcomes as a central feature and result in a formal Director’s Report submitted at the beginning of each August. Examples of these reports are below:

- Academic Services
- Admissions
- Black Cultural Center (BCC)
- Carter G. Woodson Center for Interracial Education
- Center for Excellence in Learning Through Service (CE LTS)
• Center for Transformative Learning (CTL):
  • Career Development
  • Faculty Development
• Francis and Louise Hutchins Center for International Education (CIE)
• Hutchins Library
• Loyal Jones Appalachian Center (LJAC)
• Registrar's Office
• Seabury Athletic Center
• Student Financial Aid Services (SFAS)

**Used for Improvement**

Recommendations for improvement based on assessment results are an integral part of each Director’s Report. The format of these reports (part 1 being retrospective and part 2 being prospective) ensures that programs regularly reassess any improvements/changes implemented based on the previous year’s assessment results. The cyclical nature of these reports helps create habits and behaviors that form a strong culture of “assessment for improvement.”

Examples of recommendations and improvements made in academic and student support programs are provided in Table 2 below.

**Table 2. Representative Examples of Improvements Resulting from Annual Reviews**

<table>
<thead>
<tr>
<th>support program</th>
<th>recommendation(s)</th>
<th>action(s)</th>
<th>Improvement(S)</th>
</tr>
</thead>
</table>
| GST 101: Strategies for Academic Success course | More appropriately identify students needing to be on academic probation | Modified Satisfactory Academic Progress (SAP) standard to better align it with the credits required to complete the required 32 credits within 8 regular terms (see SAP Proposal to Academic Program Council). | Decrease in number of students on academic probation resulting in a reduction of the number of sections of GST 101 needed for students on probation. There were 49 students enrolled in GST 101 in Spring 2013 versus 26 in Spring 2014. The project has met all of its
Emerging Scholars Program (ESP) grant proposal

- Improve success rates of targeted populations (2009 grant proposal)

Student Support Services grant (Emerging Scholars Program).


The pilot project did not meet the milestones in first year (Summary of Results for the Summer Success Experience Program for 2013 and 2014). The project was modified for the second year (see SSE update) and it is being further modified for the third year.

Summer Success Experience (SSE)

- Increase success of students who were subject to academic suspension after their first academic year and were ultimately approved to continue into the next fall.

Implemented an intensive summer experience for students subject to academic suspension (see Bridge-Through Grant).

Utilized financial need score and model score from our search file to transfer males with a high level of need and likelihood to apply directly into our inquiry communication plan.

Created two additional large-sized postcards specifically developed for males in regard to content and photos.

We did not realize the improvement we had hoped to see (enrolling 450 four-star in-territory males). Assessment data show that the program fell short of that, only enrolling 337 (see Director's Report for Admissions).

Admissions

- Increase male student enrollment to achieve a more balanced incoming class for 2014.

- Utilized financial need score and model score from our search file to transfer males with a high level of need and likelihood to apply directly into our inquiry communication plan.

Created two additional large-sized postcards specifically developed for males in regard to content and photos.

Engage all GSTR instructors to encourage students to attend and participant in monthly activities/programs/ events at BCC.

We did not realize the improvement we had hoped to see (enrolling 450 four-star in-territory males). Assessment data show that the program fell short of that, only enrolling 337 (see Director's Report for Admissions).

Black Cultural Center (BCC)

- Increase student participation in comprehensive multicultural education experiences.

Attendance at the monthly program Kula Kusoma ranged between 50-75+, with increased participation of students enrolled in GSTR 110 courses (Writing Seminar – Critical Thinking).
Encourage GSTR 110 instructors to share information with their students about getting involved with community engagement activities via CELTS.

Present about community engagement opportunities for students during the August 2013 GSTR 110 Faculty and Teaching Assistant Workshop.

Increase summer BIST courses offered by faculty.

Increase the number of outside providers teaching full-semester courses abroad.

Increase number of bilateral exchanges providing year-long study abroad experiences.

Four GSTR 110 students served as volunteers with CELTS during the 2013 – 14 academic year after hearing about such opportunities.

Over the past two years, Berea College has seen a 79 percent increase in the number of students participating in a study abroad experience.

In order to keep the
workload manageable, the faculty peer consultant will offer future midterm assessments primarily to new faculty members where there is a base of trust established and as a way to build relationships and help newcomers get off to a good start.

Restrict participation in the midterm Peer to Peer feedback (P2P) program to new faculty. 6 new faculty participated in P2P in 2013-2014, with 100 percent reporting that the feedback was effective and valuable, and that they would recommend this program to colleagues.

The high cost of improving the Banner workflow process prevented its full completion; however, the process is now mostly online with the exception of the curriculum plan. Other venues will be explored in the coming year to see if the plan can be placed into an electronic process other than Banner workflow.

Create a workflow process that allows declaration of major process to be completely online. Implement DegreeWorks to ease the audit process for students and advisors. DegreeWorks training has been completed, and all programs for the 2013-2014 Catalog have been reviewed. The software has been updated for the 2014-2015 year, and the plan is moving along as projected. Advisors began using the program during the 2014-2015 academic year.

Partnered with outside entity to provide new programming. Almost 88 percent of students...
Began targeting specific groups of students in health and wellness, sociology, business, child and family studies, ESP classes, and a short film before every convocation.

Design and produced an updated version of The Johnny Dollar film that highlights financial decisions students are likely to have to make.

who attended the new financial literacy programs said that their knowledge of money management had improved, and over 96 percent said they would recommend to a friend.

A film has been shown in over a dozen different classes on campus and many have said this was one of the best parts of the financial literacy sessions they attended.

Average student loan debt decreased by almost $600 between 2011 and 2013.

Please refer to 2.5 Institutional Effectiveness, 2.9 Learning Resources and Services and 2.10 Student Support Services for further information and explanation.

Evidence of Compliance

Berea College has provided convincing evidence in the form of annual Director’s Reports and multiple assessment tools that demonstrate that the academic and student support services continuously engage in assessing the degree to which program objectives/outcomes are being achieved and that the results of their assessment are regularly used to make improvements. The regular cycle of assessment of standing goals and objectives/outcomes ensures that all improvements made as a result of assessment are reevaluated to determine ongoing effectiveness.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Overview of the Annual Director's Report Process
3. 2014 Annual Director's Reports
   ○ Black Cultural Center (BCC)
   ○ Center for Excellence in Learning Through Service (CELTS)
4. Academic and Student Support Services - Program Goals and Objectives

5. 2014 Annual Report Drafts with Embedded Feedback from the Director of Academic Assessment
   - Center for Excellence in Learning Through Service (CELTS)
   - Francis and Louise Hutchins Center for International Education (CIE)
   - Student Financial Aid Services (SFAS)

6. Assessment Tools
   - Student Financial Aid Services: Student Satisfaction Survey
   - Summer Success Experience Program: Summary Results for 2013 and 2014
   - Black Cultural Center: Assessment of the Kula Kusoma Program
   - Center for Transformative Learning: New Faculty Seminar Survey

7. Director's Reports:
   - Academic Services
   - Admissions
   - Black Cultural Center (BCC)
   - Carter G. Woodson Center for Interracial Education
   - Center for Excellence in Learning Through Service (CELTS)
   - Center for Transformative Learning (CTL):
     - Career Development
     - Faculty Development
   - Francis and Louise Hutchins Center for International Education (CIE)
   - Hutchins Library
   - Loyal Jones Appalachian Center (LJAC)
   - Registrar's Office
   - Seabury Athletic Center
   - Student Financial Aid Services (SFAS)

8. 2014-2015 College Catalog: Satisfactory Academic Progress (SAP)
9. Satisfactory Academic Progress (SAP) 2013 Proposal to the Academic Program Council (APC)
10. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)
11. Emerging Scholar Program (ESP):
    - Annual Performance Report, 2011-2012
    - Departmental Report, 2013-2014
12. Summer Success Experience (SSE)
    - Bridge-Through Grant
13. Admissions: Postcards
14. Registrar's Office: DegreeWorks
15. Student Financial Aid Services (SFAS): The Johnny Dollar film
16. Core Requirements
   - 2.5 Institutional Effectiveness
   - 2.9 Learning Resources and Services
   - 2.10 Student Support Services
3.3.1.4 Research within Mission

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: research within its mission, if appropriate

Status

Not applicable to Berea College.
3.3.1.5 Community / Public Service within Mission

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its mission, if appropriate.

Status
Compliance

Justification Narrative

Berea College has a long and proud history of community and public service, particularly to the Appalachian region. The eighth Great Commitment of Berea College is “To serve the Appalachian region primarily through education but also by other appropriate services.” These services have taken many forms but now focus on outreach to the Appalachian region in the form of several significant programs, including programs offered by the Center for Excellence in Learning through Service (CELTS); the following programs housed in the Loyal Jones Appalachian Center: the Brushy Fork Institute, Grow Appalachia, and the Entrepreneurship for the Public Good Program; and, finally, through Partners for Education, where multiple programs focused on improving educational outcomes for students in some of the most economically “distressed” counties in Appalachia and the nation.

Each of these outreach and service programs are consistent with the College’s mission. Several of the College’s other Great Commitments address service, including the third Great Commitment, “to emphasize the Christian ethic and the motive of service to others,” and the seventh Great Commitment, “to encourage in all members of the community a way of life characterized by . . . concern for the welfare of others.” To these ends, the College employs various outreach and service programs, summarized below.

Furthermore, each of these programs, centers, and units identify expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of improvement based on an analysis of the results. For example, all of the programs administered through Partners for Education must meet Federal reporting guidelines, which include regular and rigorous assessment. Founded to realize Berea College’s eighth Great Commitment, “To serve the Appalachian region primarily through education but also by other appropriate services,” Partners for Education utilizes a place-based, student focused approach to improve educational outcomes in Appalachian Kentucky. Partners for Education believes that a well-coordinated collaboration of partners working with families, implementing research-based programs
cradle to career while closely monitoring results will improve the educational outcomes of children and young adults (See Partners For Education Departmental Effectiveness Report).

All programs that support students and the mission of the College are expected to engage in regular yearly assessment activities in which staff

1. identify their stated goals and objectives/outcomes that frame the various support structures and services they provide
2. document their assessment of the extent to which they achieved these objectives/outcomes over the past year
3. use those results to improve the various support structures and services provided
4. reassess those improvements to determine the extent to which the respective objectives/outcomes have, in fact, improved.

These activities form the basis for each program’s annual Director’s Report in which annual planning and budgetary considerations are also laid out. Directors are expected to document and provide appropriate and multiple types of evidence (direct and indirect) that support the narratives and conclusions of the report.

This ongoing work illustrates how each program identifies expected outcomes in clearly measurable terms, provides evidence of assessment activities, and explains how these periodic reviews are utilized for program improvement. (See Director’s Effectiveness Reports: Loyal Jones Appalachian Center and Center for Excellence in Learning through Service; and Partners for Education Departmental Effectiveness Report).

Finally, a memo (Community and Public Service Assessment) from the Academic Vice President and Dean of the Faculty (December 3, 2014) notes that moving forward, each community service program will “identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results for all Berea College Community/Public Service programs within the mission of Berea College.”

**Definition of Community/Public Service**

Service is the term utilized by Berea College to refer to the institution’s historical and modern-day commitment to community engagement. The use of the term service is found throughout Berea College’s guiding documents, including the strategic plan, Being and Becoming, and the often-used phrase, “Learning, Labor, and Service.” The term is also found in Berea’s statement of Christian identity.
An excerpt from the Christian Identity Statement reflects how Berea’s Christian self-understanding relates to service.

“Berea College’s Christian identity is rooted in the founders’ ‘gospel of impartial love,’ an expression of the biblical commandments to love God and to love neighbor as self, and in their commitment to live out this ‘gospel’ in a practical way through lives of service to others. Throughout its history the Berea College community has sought to put these ideals into practice.”

The College’s commitment to service can be observed in the history of vibrant service programs, and the current understanding of service is manifested in the community-engagement programs that continue to grow and evolve. The use of the term service is illustrated in our responses to the questions about the mission and motto.

For example, Berea College’s strategic plan, Being and Becoming: Berea College in the 21st Century, 2011 version, calls Berea College to “build on its success in attracting, retaining, and graduating service-oriented leaders for Appalachia and beyond.” Throughout the strategic plan, Berea’s three foundational pillars of learning, labor, and service are referenced frequently. Berea’s vision is introduced in this way: “Berea College has always been a special kind of educational institution. Its mission has focused upon providing a high-quality education for under-served students in the neglected Appalachian region. Its early commitment to black and white men and women from the mountain region stemmed from a deep sense of human equality and social justice contained in the Christian faith of its founders. Berea continues to emphasize Christian compassion and service to others in both on-campus and outreach programs. Over the past century, the College has broadened its invitation to students of all races, nationalities, and ethnic backgrounds to study and to live together.”

The Loyal Jones Appalachian Center is but one part of this larger vision, particularly in its focus on service to the Appalachian region. The Loyal Jones Appalachian Center

“envision (s) a future in which Appalachian communities seek progress through democratic participation, social justice, and environmental stewardship; sustainable local economies provide meaningful work and the opportunity of the highest quality for the region’s people; and empowered citizens build upon a rich and diverse cultural heritage as they define their own visions for the future. The Appalachian Center links the region and Berea College through programs that bring valuable resources to communities and provide learning opportunities for students, faculty, and staff.”
This vision statement reflects much of the language referenced above from “*Being and Becoming.*” Furthermore, other centers/service focused programs, such as the Center for Excellence in Learning through Service, articulates that

“The Great Commitments recognize the importance of service to our identity, including specific commitments ‘….to emphasize the Christian ethic and motive of service to others’ and ‘to serve the Appalachian region primarily through education but also by other appropriate services.’ In a broader sense, the preamble to the Great Commitments calls us to strive toward a world beyond suffering and inequality, the challenges that service is meant to address. At Berea College, ‘…students and staff alike can work toward both personal goals and a vision of the world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice.’”

It is clear, then, that service is an integral and intentional part of our work of Berea College.

**Articulation of Community and Public Service Outcomes in Relation to the Mission**

The articulation of Berea College’s community and public service outcomes in relation to the mission closes in this way:

“If Berea College is to direct its human and fiscal resources toward a sharpened sense of mission for a 21st century world, the idea of an integrated and continuous learning community best conceptualizes this new future….Such a Berea will require reconceiving learning, labor, and service/outreach activities as integrated dimensions of a single educational mission. Such a coherent and interdependent institution will require common learning assumptions for all students and all faculty and staff. These assumptions will encourage re-perceiving our world and our relationship to it—they will encourage us to reconceive and recreate our work and ourselves.” (*Being and Becoming, 2011 version*)

The strategic plan in *Being and Becoming* articulates nine questions, with accompanying recommended actions; a commitment to service and community engagement is found in each set of questions and recommended actions. For example, question 1 explores how “engaged and transformative learning” can be promoted as an “integrated and college-wide initiative.” The strategic plan defines one of three elements of engaged and transformative learning as “serving community and world.” Question 2 explores what population Berea College serves, and recommends that Berea “seek to recruit students … who will be attracted to Berea’s *Great Commitments* and its clearly articulated emphasis on learning,
labor, and service as worthy educational and personal goals."

Assessment Instruments Used

In addition to the Director’s Effectiveness Reports as instruments for planning and review (see 3.3.1.3 Academic and Student Support Services), one example of an assessment instrument is Partners for Education’s utilization of Mark Friedman’s Results-Based Accountability Framework as its assessment tool. Partners for Education adopted this tool in 2012 as a framework that “utilizes a data-driven, disciplined way of thinking and taking action to improve outcomes and results."

Other less formal assessment tools that have been regularly used by these programs include interviews, surveys, staff observations, and incidental institutional data.

Use of Assessment Results for Improvement

Table 1 below provides a snapshot of Berea’s community and public service programs and how each has used assessment results to improve their services and programming.

Table 1. Community and Public Service Programs and Their Use of Assessment for Continuous Improvement

<table>
<thead>
<tr>
<th>community / public service programs</th>
<th>Identified need</th>
<th>Action</th>
<th>results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal Jones Appalachian Center</td>
<td>Low retention and graduation rates of males from Appalachian Regional Commission-designated distressed counties</td>
<td>Conducted a study of male students (Collaborative, Cross-Departmental Study) (<a href="#">Male Student Study Update to Division Chairs, 2014</a>)</td>
<td>Designing programs which focus on both African American Males and Appalachian males from ARC-designated Distressed Counties (See Goals Assessment, Loyal Jones Appalachian Center)</td>
</tr>
<tr>
<td>Brushy Fork Institute</td>
<td>Deepen the Work of Brushy Fork Programs by Designing an Event that could</td>
<td>Conducted a Strategic Planning Process, via the “Folk Education Approach” using focus groups and members of community development organizations</td>
<td>Designed a program that would service the identified needs through hands-on and intensive workshop track, along with plenary sessions. (<a href="#">Brushy Fork</a>)</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship for the Public Good (EPG)</td>
<td>Serve as a Hub for other program activities Low self-efficacy in EPG students related to impacting the world Developed a Framework for Social Entrepreneurship Identity Engaged Students in Activities associated with Entrepreneurial identity as they develop Self-Efficacy in EPG (EPG Program Changes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grow Appalachia</td>
<td>Food insecurity in Appalachia Manufactured a high tunnel greenhouses design well-suited for Central Appalachian Communities Designed 20 High Tunnels greenhouses were installed across Central Appalachia (See Grow Appalachia, 2013 Annual Report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Excellence in Learning through Service (CELTS)</td>
<td>Low student awareness of community engagement opportunities Increased Utilization of Technology to inform students about Community Engagement Opportunities Shifted to posting all CELTS events in the On-line Calendar (CELTS Director’s Report, 2013-2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gear Up, Promise Neighborhood</td>
<td>Low mathematics academic competency as indicated by state assessment. Provided services to students and educators to increase academic competency and content area proficiency while monitoring assessment performance and grades Increased the number of 8th grade students scoring proficient or distinguished on state assessments increased by 6.26% from the previous year (as of the 2012-2013 school year). (Partners for Education Departmental Effectiveness Report, 2013-2014)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| PartnerCorps                                 | Improve high school attendance in target schools Provided five services and strategies including mentoring, family involvement, student engagement, college preparation, etc… Increased attendance of 1.22% and 1.33% (in March 2014, Knox Central and Leslie County High Schools, respectively). (Partners for Education Departmental Effectiveness Report, 2013-2014) Significant increases in screening at the beginning of the 2012-2013
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Implementation</th>
<th>Result</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promise Neighborhood</td>
<td>Children will be kindergarten ready</td>
<td>Implemented Early Steps to Student Access program (home visiting, literacy preparation program)</td>
<td>School year (with 38.3% ready to learn compared to 16.3% during the previous year).</td>
<td>[Partners for Education Departmental Effectiveness Report, 2013-2014]</td>
</tr>
<tr>
<td>Educational Talent Search</td>
<td>At least 70% of participants will enroll in an institution of higher education by the fall term after graduation</td>
<td>Implemented year round services to promote academic achievement and college readiness</td>
<td>78.15% of Graduates were enrolled in an institution of higher education by the fall term after graduation (for the 2012-2013 year, students who graduated during the 2011-2012).</td>
<td>[Partners for Education Departmental Effectiveness Report, 2013-2014]</td>
</tr>
<tr>
<td>Upward Bound Math and Science</td>
<td>At least 70% of participants who have graduated will enroll in an institution of higher education by the fall term after graduation</td>
<td>Provided intensive year round services to support academic achievement and college readiness</td>
<td>75% of Graduates were enrolled in an institution of higher education by the fall term after graduation (of the 2011-2012 graduates).</td>
<td>[Partners for Education Departmental Effectiveness Report, 2013-2014]</td>
</tr>
<tr>
<td>Family Partnership</td>
<td>Expand the work of the Eastern Kentucky Asset Building Coalition</td>
<td>Increased the numbers of individuals serviced as a part of the Volunteer Income Tax Assistance Program</td>
<td>% increase in individuals served over previous tax season.</td>
<td>[Partners for Education Departmental Effectiveness Report, 2013-2014]</td>
</tr>
<tr>
<td>STEP</td>
<td>Helping students to feel safe at school</td>
<td>Implemented Green Dot anti-violence curriculum</td>
<td>Planning and needs assessment only during the first year of the program; program began second year and has not yet been delivered long enough to assess results.</td>
<td>[Partners for Education Departmental Effectiveness Report, 2013-2014]</td>
</tr>
</tbody>
</table>
Please refer to 2.5 Institutional Effectiveness and 3.4.2 Continuing Education/Service Programs for further information and explanation.

**Supporting Documents & Evidence**

1. Mission of the College: Great Commitments
2. Center for Excellence in Learning through Service (CELTS)
3. Loyal Jones Appalachian Center
   - Brushy Fork Institute
   - Grow Appalachia
   - Entrepreneurship for the Public Good (EPG) Program
4. Partners for Education
6. Director's Effectiveness Reports:
   - Loyal Jones Appalachian Center
   - Center for Excellence in Learning through Service
7. Memo from the Academic Vice President and Dean of the Faculty re: Community and Public Service Assessment
8. Being and Becoming, 2011 (Berea's Strategic Plan)
10. Comprehensive Standard 3.3.1.3 Academic and Student Support Services
11. Results-Based Accountability Framework by Mark Friedman
12. Male Student Study Report, Spring 2013
13. Loyal Jones Appalachian Center: Goals Assessment, Academic Year 2013-14
15. Entrepreneurship for the Public Good (EPG) Program Changes
17. Center for Excellence in Learning through Service (CELTS) Director's Report, 2013-14
18. Core Requirement 2.5 Institutional Effectiveness
19. Comprehensive Standard 3.4.2 Continuing Education/Service Programs
3.3.2 Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

(Note: This requirement is not addressed by the institution in its Compliance Certification.)
3.4.1 Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Status

Compliance

Justification Narrative

At Berea College, all education programs conferring academic credit are approved by the faculty and the administration. The governance structure includes the Academic Program Council that “has comprehensive responsibility for the academic program,” as specified in the Faculty Manual. The Council has “specific responsibilities for curriculum, policy development, and general oversight of practices and services affecting the academic program.” The Council is composed of six elected faculty (one from each of the six divisions: see Table 1 below), the Academic Vice President and Dean of the Faculty, the Associate Vice President for Academic Affairs, the Dean of Curriculum and Student Learning, the Registrar, and a student representative selected by the Student Government Association. As outlined in the Faculty Manual,

The Council receives proposals from academic divisions, core course planning groups, students proposing independent majors, as well as its own subordinate committees. It also may initiate policy and program proposals. The Council may approve, modify, or reject proposals that it receives; however, on substantive matters, the Council submits conclusions to the College Faculty Assembly as recommendations for adoption.

The “addition or deletion of an academic major” requires the approval of the College Faculty Assembly and also the President and the Board of Trustees (Article I: Section 3 of the Faculty Manual).

Table 1. Academic Programs and Divisions at Berea College

<table>
<thead>
<tr>
<th>Division</th>
<th>Academic Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Biology, Chemistry, Mathematics, Nursing, and Physics</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources, Computer and Information Science. Economics and</td>
</tr>
<tr>
<td>II</td>
<td>Business, and Sustainability and Environmental Sciences, and Technology and Applied</td>
</tr>
<tr>
<td></td>
<td>Design</td>
</tr>
<tr>
<td>III</td>
<td>Child and Family Studies, Health and Human Performance, Psychology, and Sociology</td>
</tr>
</tbody>
</table>
IV Communication, English, Foreign Languages, Music, and Theatre
V Art/Art History, Asian Studies, History, Philosophy, Political Science, and Religion
VI African and African American Studies, Appalachian Studies, Education Studies, Peace and Social Justice Studies, and Women’s and Gender Studies

Academic and interdisciplinary programs establish and evaluate program and learning outcomes. All programs receive detailed program and divisional data from the Office of Institutional Research and Assessment and review this information as a program. In addition, programs collect course syllabi, review grading practices and standards, and meet regularly to evaluate the quality of their programs.

One illustration of the process for approving curricular changes is the recent Religion Program revision. In 2012-13, the Religion Program submitted a substantive curricular revision of its program to the Academic Program Council (APC) to modify the conceptual structure, number of courses, and curriculum of the Religion Major at Berea College. APC minutes reflect the initial consideration of this proposal on November 6, 2012. Deliberation with APC and periodic requests to the Religion Program Chair occurred over approximately two months (APC agenda and minutes). The APC membership eventually determined that the proposal was ready to move on, which was the next step in the approval process.

As a consequence, the proposal was then forwarded to the Executive Council, which is charged with setting the Faculty Meeting Agenda. The Executive Council placed the proposal on the March 21, 2013, agenda of the College Faculty Assembly. On March 21, 2013, the College Faculty discussed, and then approved, the proposed changes to the Religion Program. Such an approval is reflected in the Faculty Meeting Minutes and incorporated into the 2013-14 College Catalog.

Please refer to 3.4.7 Consortial Relationships/Contractual Agreements and 3.7.5 Faculty Role in Governance for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 Faculty Manual:
   - Description of the Academic Program Council (APC)
   - Description of the College Faculty Assembly
   - Article I: Powers of the General Faculty Assembly and the College Faculty Assembly: Section 3
2. Divisional Data Reports, Academic Year 2013-14
3. Course Syllabi Samples from Division 5, Spring 2014
4. Religion Curriculum Change Proposal
5. Academic Program Council (APC) Agenda and Minutes, November 6, 2012
6. Academic Program Council (APC) Agenda and Minutes, November 13, 2012
7. Academic Program Council (APC) Minutes, January 10, 2013
8. 2014-2015 Faculty Manual: Description of the Executive Council (EC)
9. College Faculty Assembly Meeting Agenda, March 21, 2013
10. College Faculty Assembly Meeting Minutes, March 21, 2013
11. 2013-2014 College Catalog: Description of Religion Program
12. Comprehensive Standards
   o 3.4.7 Consortial Relationships/Contractual Agreements
   o 3.7.5 Faculty Role in Governance
3.4.2 Continuing Education / Service Programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Status
Compliance

Justification Narrative

Berea College’s continuing education, outreach, and service programs are consistent with the College’s mission as exemplified in the eight Great Commitments. Almost every program listed below may be articulated by the third Great Commitment: “to emphasize the Christian ethic and the motive of service to others,” while others focus on the seventh Great Commitment, “to encourage in all members of the community a way of life characterized by . . . concern for the welfare of others”; but most of all, these programs focus on the eighth Great Commitment, which is “to serve the Appalachian region primarily through education but also by other appropriate services.” To these ends, the College employs numerous outreach, community service, and educational programs, summarized below, which emphasize Berea College’s continued commitment to the “Appalachian region, and beyond.”

OUTREACH PROGRAMS

The Loyal Jones Appalachian Center—As the nation’s first Appalachian Center, founded in 1970, the Loyal Jones Appalachian Center provides leadership to Berea’s Appalachian activities and mission, both on campus and beyond. It works to stimulate student and scholarly interest, brings together existing outreach programs, guides the creation of new services, relates Berea College’s efforts to those of other Appalachian institutions, and serves the nation as a source of information about the Appalachian region. The Center's Director, in association with other academic programs, coordinates the development of various Appalachian Studies courses in history, sociology, economics, literature, music, and other subjects. The Center oversees the following programs. (Organizational Chart, Loyal Jones Appalachian Center)

Brushy Fork Institute — For more than one hundred years, Berea College has served the people of Appalachia. The Brushy Fork Institute, founded in 1988, carries forward this commitment by working to develop strong leadership in the mountains. Working with both existing and emerging leaders, Brushy Fork draws on local understanding and vision to help communities build for tomorrow. The Brushy Fork Annual Institute is a three-day training
event featuring hands-on workshop tracks and informative plenary sessions presented by nationally-known experts. The Annual Institute brings together approximately 250 citizen leaders from all across Appalachia who serve as catalysts for community transformation to work and learn together and to participate in creating a more prosperous future for our Appalachian communities.

**Entrepreneurship for the Public Good** — The [Entrepreneurship for the Public Good (EPG) program](http://webapps.berea.edu/sacs2014/3-4-2.html), founded in 2002, is a two-summer program in which students learn about entrepreneurship, leadership, and community development in the context of Appalachian communities. The program is open to all Berea College students and approximately 20 are selected each year. The first summer includes an eight-week Summer Institute, which meets daily and includes several overnight trips in eastern Kentucky. The following summer, EPG Fellows complete a ten-week Entrepreneurial Internship with a nonprofit or for-profit business.

**The Berea College Appalachian Fund** — Established in 1950, the Berea College Appalachian Fund supports organizations working to improve the health, education, and general welfare of people living in the Appalachian Mountains and surrounding areas. The Fund, which is drawn from annual earnings from a restricted endowment, reviews grant proposals and distributes more than $500,000 in grants to health care and educational enterprises in Central Appalachia annually.

**Grow Appalachia** — Grow Appalachia was created in 2009 by a funder to address the problem of food security in Appalachia. Last year, Grow Appalachia worked with over 25 partner sites in 39 counties with more than 1,500 families and 50 community gardens. It fed 19,500 people growing over 1,151,000 pounds of food and facilitated 100 jobs in central Appalachia through gardening projects. Grow Appalachia participants sold more than $54,000 in produce.

**Partners for Education** — Founded in 2013 to realize Berea College’s eighth Great Commitment, “To serve the Appalachian region primarily through education but also by other appropriate services,” Partners for Education utilizes a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. Through a suite of programs, including GEAR UP, i3, and the nation’s first rural Promise Neighborhood, the department leverages $18 million annually to serve over 15,000 young people and their families. The following programs are within the Partners for Education reach: [Organizational Chart, Partners for Education](http://webapps.berea.edu/sacs2014/3-4-2.html)
GEAR UP — Berea College has been awarded two seven-year (2011-2018) GEAR UP grants from the U.S. Department of Education. GEAR UP, or Gaining Early Awareness and Readiness for Undergraduate Programs, is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The grant follows a cohort of students from sixth grade to their freshman year in college and emphasizes academic success, career preparation, and building a college-going culture in schools. GEAR UP serves 17 southeastern Kentucky counties and 19 school districts: Bell County, Berea Community, Breathitt County, Clay County, Estill County, Garrard County, Jackson County, Jackson Independent, Knott County, Knox County, Laurel County, Lee County, Leslie County, Madison County, Owsley County, Perry County, Powell County, Pulaski County, and Rockcastle County. Programs from this grant serve more than 14,000 students and their families.

i3 – Berea College received an Investing in Innovation (i3) grant for 2012-2016 based on a record of improving student achievement and attainment, and i3 is intended to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates. Partnering with AdvanceKentucky, Investing in Innovation works to increase rigorous learning in Clay, Jackson, and Knox counties.

PartnerCorps School Turnaround – In 2013, Berea College received a three-year School Turnaround AmeriCorps grant. The program supports organizations that serve low-performing schools around the country, including those in rural areas, and expands on the efforts of Together for Tomorrow, an initiative between the United States Department of Education (ED) and the Corporation for National and Community Service, (CNCS), and the White House Office of Faith-based and Neighborhood Partnerships. PartnerCorps is a partnership with AmeriCorps, Knox Central High School and Leslie County High School. Forty individuals are recruited and placed as AmeriCorps members in the two high schools. AmeriCorps members serve for ten months and mentor a case load of students in an effort to improve attendance and build a college going culture in each high school.

Promise Neighborhood – Berea College was awarded one of five national Promise Neighborhood grants in December 2011. The College also holds the distinction of being the only grantee to serve a rural area. Modeled after the Harlem Children’s Zone, Promise Neighborhood provides deep community supports for youth. Working to ensure success for
young people from the cradle to the career, Promise Neighborhood staff deliver services along the pipeline, working with children as they travel through the pipeline and strengthening the support structures, both in the community and at home. This holistic approach is bringing new expertise to Partners for Education as work expands into the areas of early childhood and health and wellness. Promise Neighborhood includes Clay County, Jackson County, and Owsley County and is located southeast of Berea.

**Talent Search** – Beginning in 1991, Berea College has been home to a federal TRIO Talent Search program. Talent Search provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12. Services provided include high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits. Talent Search provides school-based services for low-income and first-generation students in three counties and serves 800 students per year. This program identifies and assists students who have the potential to succeed in higher education, but who may face barriers to success. Talent Search publicizes the availability of financial aid and assists participants with the college and university application materials. Students receive academic, career and financial counseling. The program serves both middle and high school students simultaneously.

**Upward Bound Math and Science** – Beginning in 1999, Berea College has been home to a federal TRIO Upward Bound Math and Science program. This program provides high quality college preparatory experiences for students from ninth to twelfth grades with an aptitude for math and science. The goal of this program is to increase the rate at which participants graduate high school and enroll in and graduate from colleges and universities. Upward Bound Math and Science focuses on low-income and first-generation students in Berea Community High School, Estill County High School, Jackson County High School, Lee County High School, Madison Central High School, Madison Southern High School, and Rockcastle County High School. The program serves 60 students per year. Services provided include intensive academic summer programs at Berea College, college visits, cultural field trips, ACT preparation, and financial aid and college application assistance.

**Family Partnership** – Families are central and critical to a child’s educational performance. Partners for Education has a strong family engagement team that provides training, support and resources to its funded programs. Since 2013, family partnership staff have supported Partners for Education grant programs and worked in collaboration with the Eastern Kentucky Asset Building Coalition. The coalition strives to better communities through working with families to increase their knowledge of and access to free tax
preparation through the Volunteer Income Tax Assistance program (VITA) which helps families claim the Earned Income Tax Credit (EITC) on their annual taxes. The coalition is also dedicated to empowering families to better understand their own finances through sessions on budgeting, credit counseling, and home ownership.

**STEP** — Since 2013, the **STEP** program has worked within the Promise Neighborhood to prevent domestic violence, dating violence, sexual assault, and stalking in secondary schools. STEP work focuses on a coordinated community response through prevention, intervention and policy work, specifically achieved through implementation of the Green Dot program in our grant communities. This grant works with middle- and high-school students in Clay, Jackson, and Owsley county school systems.

**SERVICE PROGRAMS**

**The Center for Excellence in Learning through Service** — In the 1996 version of Berea College’s strategic plan, *Being and Becoming*, Berea deepened its commitment to service by prioritizing service-learning and the integration of service into the academic curriculum. **The Center for Excellence in Learning through Service (CELTS)** was established in 2000, and its mission is “to provide leadership for Berea College’s Service commitments by coordinating and supporting academic service-learning and student-led service programs, and offering opportunities for education and action for justice in Appalachia and beyond.” Since 2003, 245 Berea College courses have had a service-learning component; since 2006, when the Service-Learning Course designation was established, there have been 130 designated service-learning courses. Also, new service-learning courses have been offered in a wide range of disciplines, from Women’s and Gender Studies, to Sociology, Business, Peace and Social Justice Studies, and Child and Family Studies, to name a few. In addition, the CELTS student-led programs provide opportunities for leadership development along with service to the community. Programs overseen by CELTS include the following programs: **Adopt-a-Grandparent, Hispanic Outreach Project (HOP), Summer Tutoring Programs, Berea Buddies, Habitat for Humanity, HEAL Program, Teen Mentoring Program, One-on-One Tutoring**, and **People Who Care Program**.

**CONTINUING EDUCATION**

**Westervelt Program** — The **Westervelt program**, which began in 1927 and is named for Edmund C. Westervelt, was designed to give Berea College students, faculty, staff, and towns people the opportunity to have a practical “hands-on” experience enabling them to become more self-sufficient, be more informed consumers of goods and services, and develop skills and knowledge to be applied in both
vocational and avocational settings. In order to avoid conflict with classes and work, the Westervelt program is offered on Tuesday and Thursday evenings. Westervelt offerings have included woods, graphic arts, electronics, power mechanics, metals, and crafts. Instruction is provided on a continuing basis with ample time provided for skill development. It is an offering of the Technology and Applied Design Program and is entering its seventh decade.

**Convocations** — Since its inception, the Berea College Convocations Program has made lectures and the performing arts available without charge both to the Berea College community and to the public. Convocations are designed as a supplement to the curriculum, augmenting general education in regular classes, bringing ideas of wide interest to all students, regardless of their focus of studies, and bringing contemporary issues and personalities into the curriculum. The breadth of convocations offered during a student’s academic career at Berea College provides a sampling of thoughts and personalities from the wide spectrum of academic fields and the performing arts. Convocation events, held each week, also enrich the entire community.

**Berea College Farm and Farm Store** — Opened in November 2013, the Berea College Farm Store is “the College Farm’s experiential learning laboratory in value-added agriculture and local food systems.” The Farm Store offers a variety of fresh produce, herbs, meat, and other items grown by students at the Berea College Farm, which is one of the “oldest continuously operating and most highly diversified student educational farms in the United States.” This past spring, the Berea College Farm and Farm Store offered several educational workshops in the “Break it Down” series (open to the public), including several different butchering workshops. The Berea Farmers’ Market also displays its items on the grounds of the Farm Store on Tuesdays from 3-6, and Saturdays, from 9-1pm.

**Appalachian Heritage** — In this age of information overload, Appalachian Heritage strives to be a literary sanctuary for the finest contemporary writing and visual art. Each quarterly issue showcases the work of emerging and established writers throughout Appalachia and beyond, offering readers literature that is thoughtful, innovative, and revelatory.

Based at Berea College and now in its forty-first year of publication, Appalachian Heritage considers previously unpublished fiction, creative nonfiction, poetry, writing for young adults, craft essays, book reviews, and visual art. In addition to new and emerging writers, contributors to the magazine include finalists for the Pulitzer Prize and National Book Award; winners of the T. S. Eliot Award, the E.B. White Award, an O. Henry Prize, among others; and multiple Pushcart Prize nominees. Works by contributors have been reprinted in New Stories from the South and other notable anthologies.

Past contributors to Appalachian Heritage include Harriette Arnow, Pinckney Benedict, Wendell Berry, Nikki Giovanni, bell hooks, Silas House, Fenton Johnson, Maurice Manning, Jim Wayne Miller, Ann
Pancake, Jayne Anne Phillips, Ron Rash, Lee Smith, James Still, Neela Vaswani, and Frank X Walker.

Please refer to 3.3.1.5 Community/Public Service within Mission for further information and explanation.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Loyal Jones Appalachian Center
   ○ Organizational Chart
3. Brushy Fork Annual Institute
4. Entrepreneurship for the Public Good (EPG) Program
5. Appalachian Fund
6. Grow Appalachia
7. Partners for Education
   ○ Organizational Chart
8. GEAR UP
9. Investing in Innovation
10. PartnerCorps: School Turnaround Americorps
11. Promise Neighborhood
12. Talent Search
13. Upward Bound Math and Science
14. Family Partnership
15. Eastern Kentucky Asset Building Coalition
16. STEP Program
17. Being and Becoming: Berea College in the 21st Century, February 2006 (Strategic Plan)
18. The Center for Excellence in Learning through Service
19. Adopt-a-Grandparent
20. Hispanic Outreach Project
21. Summer Tutoring Programs
22. Berea Buddies
23. Habitat for Humanity
24. HEAL Program
25. Teen Mentoring Program
26. One-on-One Tutoring
27. People who Care Program
28. Westervelt Program
29. Technology and Applied Design Program
30. Convocations Program
31. Berea College Farm Store
32. Berea College Farm
33. Berea Farmers' Market
34. Appalachian Heritage
35. Comprehensive Standard 3.3.1.5 Community/Public Service within Mission
3.4.3 Admissions Policies

The institution publishes admissions policies consistent with its mission.

Status

Compliance

Justification Narrative

Berea College publishes admissions policies consistent with its mission. The College's mission, articulated in the Great Commitments includes the following admissions-related statements:

- To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited financial resources.

- To create a democratic community dedicated to education and equality for women and men.

Berea College's formal admissions policy is consistent with the mission of the College as it stems directly from these commitments:

Berea College should seek to recruit students mostly from Appalachia, black and white, men and women, (a) who have limited economic resources, (b) whose “great promise” is defined by significant potential for academic excellence with assistance appropriate to Berea’s character and means, and by personal qualities consistent with Berea’s Great Commitments, (c) who will be attracted by Berea’s clearly articulated emphasis on learning, labor, and service as worthy educational and personal goals, and (d) who will represent a diverse cultural and ethnic mix that will create a 21st-century learning environment. The total student body should number approximately 1,600 as noted in the Enrollment Policies Committee minutes of January 22, 2011.

Berea’s commitment to interracial education has customarily been reflected in the enrollment of a high percentage of African American students. Recruitment efforts in this regard include two significant on-campus events. The first is the Legacy Scholars program, an event that occurs in the spring and brings approximately 60 of the Appalachian region’s most promising and financially disadvantaged African American juniors and their families to Berea for an awards program and introduction to campus. In the fall, the Legacy Scholar prospects as well as additional African-American seniors are encouraged to attend the Carter G. Woodson Diversity Weekend. During Black History Month, the College hosts the
Carter G. Woodson Diversity Weekend, which typically involves around 100 African-American seniors in a full weekend of activities designed to engage them in the campus community. The weekend includes a Unity Banquet on Saturday night where prospective students and currently enrolled students join together to demonstrate Berea’s active commitment to integration and the celebration of African-American student successes. In the fall of 2014, Berea welcomed 96 first-year students who indicated their race as Black or African American alone or in combination with another race (23 percent of the first-year class). This is a culmination of Berea's commitment to interracial education and represents an all-time high since 1893.

The last few academic years also marked an additional awareness that residents of Kentucky and much of Appalachia, which comprise Berea’s Admissions Territory, is home to increasingly varied races and ethnicities. There was also much hope on the part of some students, faculty, and staff that the College might investigate the possibility of offering admission to undocumented students.

In May 2012, the Administrative Committee (President and Vice Presidents) provided an initial report to the Board of Trustees discussing the opportunities and challenges of serving undocumented students at Berea College. As a follow-up to the report, the College’s administration was asked to engage in a careful analysis of the situation and report back for further Board consideration during the 2012-2013 academic year. The primary concerns for the admission of undocumented students have been: (a) can undocumented students lawfully participate in the College's Labor Program, and, (b) how to provide financial support for students who have little or no personal financial means and are without state or federal student financial aid.

The re-election of President Barack Obama was favorable for the continuation of the Deferred Action (DA) order. Consideration of the action in the Fall 2013 term was informed by that perspective. President Lyle Roelofs led the discussion with an ad hoc group comprising Chad Berry (Academic Vice President and Dean of the Faculty), Gail Wolford (Vice President for Labor and Student Life), Judge Wilson (General Counsel), Luke Hodson (Director of Admissions), Carl Thomas (Director of Minority Recruitment), and Teri Thompson (Executive Assistant to the President and Charitable Trust Administrator).

Consistent with Berea’s mission and identity, the ad hoc group recommended initiating Admissions processes to actively recruit an additional 10-15 Hispanic students for the entering class of Fall Term 2014 focused on students living “in-territory” applying all of the usual guiding principles to consideration for admission, including establishing financial eligibility and meeting comparable academic standards. The recommendation was accepted and after intentional recruiting, the College welcomed 26 Hispanic/Latino students from the territory, of whom 14 have Deferred Action for
Childhood Arrivals (DACA) status, an important requirement for such students to participate in the College’s Labor Program. See Table 1 and Table 2 below.

**Table 1. Admissions Data from 2014**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>female</th>
<th># States, territories or military</th>
<th># countries</th>
<th>ALL African American Students</th>
<th>ALL Hispanic Latino</th>
<th>in Territory Hispanic latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Students</strong></td>
<td>416</td>
<td>179</td>
<td>237</td>
<td>29</td>
<td>24</td>
<td>96 (23%)</td>
<td>40 (10%)</td>
<td>26 (6%)</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>46</td>
<td>22</td>
<td>24</td>
<td>14</td>
<td>2</td>
<td>7 (15%)</td>
<td>6 (13%)</td>
<td>3 (7%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>462</td>
<td>201</td>
<td>261</td>
<td>43</td>
<td>26</td>
<td>103 (22%)</td>
<td>46 (10%)</td>
<td>29 (6%)</td>
</tr>
</tbody>
</table>

**Table 2. Admissions Data from 2013**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>female</th>
<th># States, territories or military</th>
<th># countries</th>
<th>ALL African American Students</th>
<th>ALL Hispanic Latino</th>
<th>in Territory Hispanic latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Students</strong></td>
<td>397</td>
<td>181</td>
<td>216</td>
<td>24</td>
<td>25</td>
<td>78 (20%)</td>
<td>20 (5%)</td>
<td>17 (4%)</td>
</tr>
<tr>
<td><strong>2013 +/- 2014</strong></td>
<td>+19</td>
<td>-2</td>
<td>+21</td>
<td>+5</td>
<td>-1</td>
<td>+18</td>
<td>+20</td>
<td>+9**</td>
</tr>
</tbody>
</table>

*The profile is generated after the census date (one week after classes begin).

**This number specifically relates to the Appalachian Hispanic Student Initiative. The additional 10-15 Hispanic/Latino students we were to recruit.

The College’s admissions policies and procedures for first-year students and transfer students are clearly and consistently disseminated in the Berea College Catalog as well as on the Berea College Admissions Website. The College also regularly monitors and reports key trends in the Enrollment, Retention and Graduation Report. The admission policies and practices are monitored by key stakeholders on campus (e.g. Board of Trustees, Administrative Committee, Academic Vice President and Dean of the Faculty,
Strategic Planning Council) as data and trend reports are shared.

The Office of Admissions is asked to deliver incoming classes that focus on six guiding principles derived from the College’s Great Commitments.

1. Academic Promise
2. Financial Need
3. Appalachian Region
4. Interracial Education
5. Coeducation

The level at which an incoming class is aligned with the six guiding principles can be determined by reviewing various reports (e.g. Fact Book, Enrollment, Retention, and Graduation Report, including Class Profiles). When inconsistencies are identified, the Office of Admissions is asked to take corrective action moving forward to more closely align an incoming class with the six guiding principles and ultimately the Great Commitments (the Director of Admissions is a member of the Enrollment Policies Committee which reviews and monitors the enrollment, retention, and graduation of various student groups).

The Berea College Fact Book, published annually and disseminated to the entire campus (the community is notified by e-mail and given a link to the on-line version), tracks and reports students by Appalachian status, race/ethnicity, and gender trends. It also reports retention and graduation rates by these categories. The requirements of admission, including the successful completion of an admissions interview, allows for a holistic review of each applicant in order to appropriately identify qualified students who can persist and graduate. The holistic review of applicants also allows for alignment between institutional mission and admissions policy. Any inconsistencies between the mission, admissions policy and admissions requirements are identified and alternatives considered.

Charts 1 and 2 illustrates the graduation rates of various student groups relevant to the mission of the College:

Chart 1: Graduation Highlights: First-Year Students
Graduation Highlights

Most Recent 6-Year Graduation Rate for 2008 First-Year Students
(Three-Year Average - 2005, 2006, and 2007 First-Year Students)

Chart 2: Graduation Highlights: Transfer Students
Please refer to 4.6 Recruitment Materials for further information and explanation.

**Evidence of Compliance**

Berea College confirms that the policies (Admissions website) are in writing, have been approved through appropriate institutional processes (Enrollment Policies Committee), has been published in appropriate institutional documents accessible to those affected (Admissions website), and implemented by Berea College (as evidenced above).

**Supporting Documents & Evidence**

1. Mission of the College: The Great Commitments
2. 2014-2015 Faculty Manual: Description of the Enrollment Policies Committee (EPC)
3. Enrollment Policies Committee (EPC): Minutes, January 22, 2011
4. 2014-2015 College Catalog: Description of Berea's Admissions Territory
5. 2014-2015 Faculty Manual: Description of the Administrative Committee (AC)
6. Recommendation to the Board of Trustees regarding recruitment and admission of Hispanic/Latino students
7. 2014-2015 College Catalog
8. Admissions
9. Enrollment, Retention, and Graduation Report, Fall 2014
10. 2014-2015 Faculty Manual: Description of the Strategic Planning Council (SPC)
11. *2014-2015 Fact Book*

12. *Federal Requirement 4.6 Recruitment Materials*
3.4.4 Acceptance of Academic Credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

(See Commission policy "Agreements Involving Joint and Dual Academic Awards")

Status
Compliance

Justification Narrative

Berea College has a defined and published policy that includes criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, and advanced placement that is consistent with its mission, represented in the Great Commitments. Moreover, Berea College ensures that course work and learning outcomes are at the collegiate level and comparable to Berea's own degree programs. These policies have been approved through appropriate institutional processes, are published online, accessible to all those affected by the policies, and are implemented and enforced by the institution. The College does not accept credit for nonacademic professional certificates. Berea College faculty and students are informed of these policies via the Berea College Catalog and the Student Handbook, which are available online (students are informed about all policies and responsibilities of students at the beginning of each academic year - see e-mail from the Office of Labor and Student Life). To ensure widespread accessibility, the policy is also referenced on the website of the Office of the Registrar.

Incoming first-year and transfer students are required to submit certified transcripts from all higher educational institutions they have attended, and the Academic Records Analyst in the Office of the Registrar, following published policy in the College Catalog, can then determine if and how to accept the appropriate credit. The Academic Records Analyst has primary responsibility for reviewing transcripts and assigning credit by transfer to the Berea College transcript. When questions arise, the Academic Records Analyst works in tandem with the Committee on General Education (COGE) and the Dean of Curriculum and Student Learning, who then review syllabi before making decision regarding transferability. If particular disciplines are involved, the Academic Records Analyst consults with the
appropriate Program Chair to determine how transfer credit is assigned to a student’s transcript.

Moreover, as indicated in the College Catalog, transfer credit is awarded (without a grade) for all “courses and earned credits completed with a grade of C or higher at a regionally accredited institution within 10 years of initial enrollment at Berea.” In addition, the “amount of credit granted by the original institution will be honored by Berea and transposed into comparable course credits or fractions of course credits” as specified in the College Catalog. Courses taken at another regionally accredited institution of higher education by currently enrolled Berea College students may be granted Berea College transfer credit if approved in advance by the Registrar, the academic advisor, and the Program Chair for the program in which the course would be offered at Berea College.

No credit is granted for courses numbered below 100. Grades and quality-point averages earned at other institutions do not transfer to Berea College; therefore, grades for transfer courses are not used in computing the student’s Berea College grade-point average (College Catalog).

The International Selection Committee rarely accepts students who have previous college experience. This practice ensures that Berea College is selecting students who have not had access to higher education opportunities in their home country. In the rare event a student is selected with college credit from their home country, the amount of credit is very small due to particular circumstances (e.g., very limited money, family obligations, war, refugee status, etc.) that prevent them from continuing. All international F-1 students have an Expected Family Contribution of $0. Significantly, Berea generally does not admit international students who already have access to higher education. Additionally, Berea students who study abroad generally do so for a full semester or a summer; in rare instances, a student may study abroad for a full academic year, but this is the maximum time allowed.

However, when an admitted international student does have some previous higher education, the transferability of this course work will be considered only after the student starts his or her first term at Berea. In such a case, the International Student and Scholar Advisor in the Frances and Louis Hutchins Center for International Education (CIE) evaluates the international transcript and provides a written recommendation to the Registrar. If a particular major requirement is to be met through the transfer credit, the academic advisor and Program Chair must grant their approval.

In keeping with Berea’s historic mission (to foster appreciation for and understanding of “all peoples of the earth”) reiterated in its strategic initiative to internationalize the campus, in Being and Becoming, 2011 revision, education abroad programs are highly promoted. Transfer of academic credit of Berea students studying abroad for a summer, fall or spring semester, or (rarely) for a full academic year, must be pre-approved through the Center for International Education (CIE) and the Office of the Registrar; in cases where students seek to fulfill major requirements, pre-approval is sought through their academic
advisor and Program Chair.

The CIE has an initial and ongoing process of review to ensure that quality and caliber of all credit-bearing course work completed abroad. Before sending any students to a particular institution or program abroad, the CIE will initially evaluate it by criteria that includes, but is not limited to, the verification of school accreditation and documentation of accrediting authority; implicit within that are: institutional quality and reputation, course content, curriculum, student support services and library resources, housing and fee assessment, and safety. Once Berea College begins sending students to an institution or program abroad, the CIE continues its quality assurance through an ongoing review process as students return to campus. This ongoing review process may include, but is not limited to: syllabi review, student evaluations, exit interviews, and international accreditation verification, to determine if transfer credit is appropriate. (See 3.4.7 Consortial Relationships/Contractual Agreements.)

The College awards credit for advanced placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) examinations with approved scores. Course credit may also be granted by Advanced Standing examinations administered by departmental faculty.

A currently enrolled Berea student wishing to transfer credit earned at another regionally accredited institution must have advance approval from both the Dean of Curriculum and Student Learning and the student’s academic advisor using the Transfer of Credit Form.

Therefore, the institution assumes responsibility for the academic quality of all course work or credit recorded on the institution’s transcript.

Please refer to 2.7.2 Program Content, 3.4.6 Practices for Awarding Credit, and 3.4.8 Noncredit to Credit for further information and explanation.

Evidence of Compliance

Berea College confirms that the policy is in writing, has been approved through appropriate institutional processes (Academic Program Council, and the College Faculty Assembly), has been published in appropriate institutional documents accessible to those affected (policy), and implemented by Berea College (as evidenced above).

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. 2014-2015 College Catalog: Admissions: Transfer Credit Policy
4. E-mail sent to students from the Office of Labor and Student Life regarding policies
5. Office of the Registrar: Transfer of Credit Policy
6. Academic Records Analyst
7. 2014-2015 Faculty Manual: Description of the Committee on General Education (COGE)
8. Dean of Curriculum and Student Learning
9. International Student and Scholar Advisor
10. Frances and Louis Hutchins Center for International Education (CIE)
11. Written Recommendation to the Registrar regarding international transfer credit
12. Strategic Plan: Being and Becoming, 2011 Revision
13. Application for Transfer of Credit for Study Abroad
14. Verification of International Institutions Accreditation
15. Comprehensive Standard 3.4.7 Consortial Relationships/Contractual Agreements
16. Application for Transfer of Credit
17. Core Requirement 2.7.2 Program Content
18. Comprehensive Standards
   - 3.4.6 Practices for Awarding Credit
   - 3.4.8 Noncredit to Credit
19. 2014-2015 Faculty Manual:
   - Academic Program Council (APC)
   - College Faculty Assembly
3.4.5 Academic Policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Status

Compliance

Justification Narrative

Academic policies that adhere to principles of good educational practice are published annually in the Berea College Catalog, Berea College Student Handbook, Berea College Faculty Manual, Student Labor Handbook (Tools Handbook), and through online Advisor resources. These policies are in writing and have been approved through appropriate institutional processes, published in appropriate institutional documents, accessible to all affected by the policy, and implemented and enforced by the institution. Although some print copies are distributed, all interested parties have access to the Berea College Catalog, Student Handbook, Student Labor Handbook, and Faculty Manual by visiting catalog.berea.edu. All publications are available online and are updated annually by the Office of the Academic Vice President and Dean of the Faculty, the Office of the Vice President for Labor and Student Life, and the Registrar's Office (in consultation with the Dean of Curriculum and Student Learning), to reflect any changes in policy and procedures to the programs and services of the institution. One recent example of an updated policy is the new schedule, which was approved by the faculty in January 2014 (see new scheduling model proposal, Faculty Meeting Agenda, January 2014, approval of new scheduling model, Faculty Meeting minutes). Policies are developed with a student-centeredness in mind, a general principle that strives to facilitate timely degree completion while also ensuring the integrity of Berea’s rigorous but supportive academic program. The role of the faculty and other professionals, such as the Registrar, are crucial in the development of good policy. Berea maintains a professional Registrar and support staff, maintains membership in both the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO). Benchmarking inquiries, such as when Berea was considering changes to its daily academic schedule, which was a part of the charge to the Task Force on Scheduling, also ensure that Berea’s policies reflect best educational practice. See also 4.3 Publication of Policies for more information.

The Berea College Catalog includes a section entitled “The Academic Program,” that includes the most significant and important academic policies and regulations (e.g., the Academic Calendar and...
The Berea College Student Handbook, as a sub-component of the College Catalog, is also available to all interested parties via catalog.berea.edu. However, interested parties can also navigate to the Student Handbook with just one click from the College landing page at www.berea.edu. In addition, students are regularly informed about the College Catalog and Handbook, first during new student orientation. All students are reminded about online access to the Student Handbook, via their institutional e-mail. The Student Handbook contains a section titled, “Student Rights and Responsibilities,” which contains many academic policies designed to support a residential campus and which leads to a teaching and learning environment that enhances student learning, as well as student conduct regulations, which outline policies related to academic difficulty, appeals, academic honesty/dishonesty, appointment regulations, attendance policy, harassment policy, international study, leaves of absence, probation, readmission and reinstatement, records, withdrawals, cancellations, consensual relationship policy, disability services, non-discrimination policy, social media policy, smoking policy, motor vehicle policy for students, management of psychological and other behavioral disturbances, and many others.

The Berea College Faculty Manual is published annually and is available online and in hardcopy upon request. New Faculty are trained in the use of the Faculty Manual during the New Faculty Orientation, and continuing faculty are informed each year via e-mail when the publication is updated. The Faculty Manual contains Academic Policies and Practices that includes sections on academic freedom and responsibility, the College calendar, student course load, class schedule, registration, dropping a course, class rolls and grade sheets, class attendance, examination policy, the grading system, the submission of grades, grade appeals, academic honesty/dishonesty, course syllabi, textbooks and course materials, and classrooms.

The Berea College Student Labor Handbook (titled the “Tools Handbook”) is published annually and contains an extensive section on Policies and Procedures related to the Berea College Labor Program, which is a required component of the Academic Program of Berea College. Students are notified about Labor Program policies and procedures during the new student orientation.

Information for advisors is provided by the Dean of Curriculum and Student Learning through the Advising Guide located on the Teaching Commons, a campus-based website facilitating regular posting of relevant material. The Advising Guide contains, among other things, sections on “Academic Essentials” and “Policy,” which are condensed versions of material available in the College Catalog most relevant to the faculty advising duties. In addition, the Academic Advising section of the Catalog specifically details
1. Berea College’s Institutional Statement on Advising
2. a brief description of our Advising Program
3. Guidelines for Advising for Students and Advisors.

The academic policies of Berea College, which are published in all of the aforementioned documents, arise out of a shared governance model with contributions from teaching faculty, administrators, staff, and students. In terms of the development of academic policy, the following committees are particularly vital:

**College Faculty Assembly**

“The College Faculty Assembly considers issues affecting the academic program (such as curriculum, majors, etc.) and makes recommendations dealing with College Faculty personnel policies”

**Academic Program Council (APC)**

“The Academic Program Council has comprehensive responsibility for the academic program, with specific responsibilities for curriculum, policy development, and general oversight of practices and services affecting the academic program. The Council may elect to delegate certain specific responsibilities to subcommittees or members, but all decisions with policy implications will be brought before the entire Council. The Council receives proposals from academic divisions, core course planning groups, students proposing independent majors, as well as its own subordinate committees. It also may initiate policy and program proposals. The Council may approve, modify, or reject proposals that it receives; however, on substantive matters, the Council submits conclusions to the College Faculty Assembly as recommendations for adoption.

The Academic Program Council consists of the Academic Vice President and Dean of the Faculty, the Associate Vice President for Academic Affairs, the Dean of Curriculum and Student Learning, the Registrar, one faculty member from each academic division, and one student representative appointed by the Student Government Association. Each member shall have full voting rights, except for the Registrar, who is non-voting. The division designee to APC shall not be the current Division Chair nor a current member of the Faculty Status Council.

**Election of the divisional APC designee** shall occur in two rounds. Members of a division will nominate (by election) two candidates for the divisional designee. Members of the College Faculty Assembly will then vote to select one of the two candidates as that
division’s APC designee. Elected members serve staggered three-year terms, resulting generally in only two new division designees each year. (Sample APC Minutes/Agendas)

The Council elects its chairperson each year. Under the jurisdiction of the Council are six committees: the Athletics Affairs Committee, the Committee on General Education (COGE), the Convocation Committee, the Learning Commons Committee, the Student Admissions and Academic Standing Committee (SAAS), and the Teacher Education Committee. The office of the Academic Vice President and Dean of the Faculty will provide staff support for this Council.”

Committee on General Education (COGE)

“The Committee on General Education is charged with acting as the steering committee for the General Education curriculum and is guided by the following aims of the General Education Program

Knowledge: the General Education Program will help students understand:

1. aesthetic, scientific, historical, and interdisciplinary ways of knowing;
2. religion, particularly Christianity, in its many expressions;
3. Berea College’s historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region;
4. the natural environment and our relationship to it;
5. the roles of science and technology in the contemporary world;

Skills: the General Education Program will help students develop the abilities to:

1. read and listen effectively; write and speak effectively, with integrity and style;
2. think critically and creatively, and reason quantitatively;
3. develop research strategies and employ appropriate technologies as means to deepen one’s knowledge and understanding;
4. work effectively both independently and collaboratively;
5. resolve conflicts nonviolently.

Habits of Mind: the General Education Program will help students:

1. deepen their capacities for moral reflection, spiritual development, and responsible action;
2. develop an openness to and knowledgeable appreciation of human diversity, in terms
of race, gender, class, religion, sexuality, language, and culture;
3. cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives;
4. think and act in ways that promote peace with justice;
5. develop habits leading to lifetime health and fitness.

The Committee on General Education (COGE) has responsibility for oversight of the General Education Program. This includes:

1. consideration of issues that affect the substance of the General Education curriculum, including reviewing and making recommendations on any matters that affect GSTR course guidelines or the General Education curriculum as a whole.
2. administration of existing policy within the General Education Program. These matters include (but are not limited to) the development, review and approval of new sections of General Education core courses, Perspectives, and other components of the General Education Program; and consideration of requests for exceptions within the General Education Program (see Agenda, Perspective Proposals, and Approvals).
3. systematic and on-going assessment of individual GSTR courses, and of the General Education curriculum as a whole.
4. planning for faculty development in regard to the General Education Program.
5. initiation of proposals for programmatic and/or curricular changes to the General Education Program which are forwarded to and acted upon by the Academic Program Council (APC).

COGE consists of eight members—the Dean of Curriculum and Student Learning; six Course Coordinators; and a student. The Dean of Curriculum and Student Learning will serve as a voting member of the Academic Program Council (APC), and will function as a liaison to facilitate communication between COGE and the APC. The six Course Coordinators will be appointed by the Dean of Curriculum and Student Learning. Terms will generally be three years, but may range from two to five years. All members will have voice and vote.”

Division Council
The Division Council assists the Academic Vice President and Dean of the Faculty with academic long-range vision and planning (e.g., criteria for adding and eliminating majors and the allocation of tenure-track lines). The Council meets regularly with the Academic
Vice President and Dean of the Faculty to discuss, identify, inform, and recommend policies and decisions. The Council also serves as a venue for sharing ideas and best practices within and across divisions, including review of self-studies. The members of the Division Council include the chair of each division, the Academic Vice President and Dean of the Faculty, the Associate Vice President for Academic Affairs, and the Dean of Curriculum and Student Learning.

Enrollment Policies Committee (EPC)
The Enrollment Policies Committee is primarily concerned with matters of enrollment management and student progress. 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 and policy implementation among the offices represented on the Committee. This committee also ensures quality of education offered through consortial relationships and the ongoing compliance of these institutions with the comprehensive requirements. The members of the Committee are the Academic Vice President and Dean of the Faculty, the Director of Admissions, the Dean of Curriculum and Student Learning, the Vice President for Labor and Student Life, the Dean of Labor, the Director of Academic Services, and the Director of Institutional Research and Assessment (non-voting member). The Academic Vice President and Dean of the Faculty serves as chairperson. (Sample Enrollment Policies Committee Minutes)

Evidence of Compliance
Berea College confirms that the policies (Catalog, Student Handbook, Faculty Manual, Student Labor Handbook, Tools Manual, advisor resources) are in writing, have been approved through appropriate institutional processes (as evidenced above), have been published in appropriate institutional documents accessible to those affected, and implemented by Berea College (as evidenced above).

Supporting Documents & Evidence

1. 2014-2015 College Catalog
5. Advisor Resources
6. January 16, 2014 Faculty Meeting
Agenda and Scheduling Proposal

Minutes

7. American Association of Collegiate Registrars and Admissions Officers (AACRAO)

8. Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)

9. Charge for Task Force on Scheduling

10. Federal Requirement 4.3 Publication of Policies

11. 2014-2015 College Catalog

   ○ Academic Calendar and explanation of the course credit system
   ○ Degree Requirements
   ○ General Education Program
   ○ Academic Advising
   ○ Degrees of Study
   ○ Majors and Minors

12. Berea College website

13. Fall 2014 Orientation Week Schedule

14. E-mail sent to Students in Fall 2014 announcing availability of Student Handbook online


16. New Faculty Orientation

17. E-mail sent to General Faculty announcing availability of Faculty Manual online

18. 2014-2015 Faculty Manual:

   ○ Academic Policies and Practices
     ■ Academic Freedom and Responsibility
     ■ College Calendar
     ■ Student Course Load


   ○ Policies and Procedures

20. Advising Guide

21. Teaching Commons website

22. 2014-2015 Faculty Manual:

   ○ Shared Governance Model
   ○ College Faculty Assembly
   ○ Academic Program Council (APC)
   ○ Elections and Appointments

23. Academic Program Council (APC): Agendas and Minutes: November 6 and 13, 2012

24. 2014-2015 Faculty Manual: Committee on General Education (COGE)
25. **2014-2015 College Catalog**: General Education Core Courses
26. Committee on General Education (COGE): Agenda, Perspective Proposals, and Approval
27. **2014-2015 Faculty Manual**: Division Council
28. Division I Self-Study Report
29. **2014-2015 Faculty Manual**: Enrollment Policies Committee (EPC)
30. Enrollment Policies Committee (EPC): Minutes, January and February 2013
3.4.6 Practices for Awarding Credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Status
Compliance

Justification Narrative

Berea College employs sound and acceptable practices for determining the amount and level of course credit for each course. Course credit is awarded only after the successful completion of an approved course. Credit-bearing courses may involve various modes of delivery. These may involve traditional courses in which faculty and students interact didactically in the classroom. Courses may also be designed around internship experiences, field studies, independent studies, team-initiated studies, and directed studies. The inclusion of new courses within the curriculum occurs periodically. New courses must be proposed as curriculum proposals and submitted to the Academic Program Council (APC) for consideration. Those courses deemed appropriate by the APC, are recommended by the APC to the College Faculty Assembly for consideration. Courses are approved for inclusion within the curriculum by College Faculty Assembly vote. Through this primary mechanism of shared governance and regular consideration of the curriculum by faculty, best practices in higher education for the awarding credit are maintained. (Faculty Meeting Agenda and Minutes, April 24, 2014)

Berea College programs also offer X86 courses (i.e., 186, 286, 386, or 486). These “Special Topics” courses are designed to allow programs to offer non-catalog courses that may be experimental or on topics not covered by any of the current catalog courses. Such courses are proposed by programs and considered for approval by Division Chairs (see Memo to Division Chairs for Approval of Special Topics Courses). If a Special Topics course is proposed to meet a General Education requirement, the faculty member must request pre-approval from the Committee on General Education (COGE). Special Topics courses may vary from year to year, but if the course is offered more than three times, the program is asked to propose that the course be adopted as a permanent offering, which requires approval from APC, and finally, a faculty vote. (Special Topics Course Request Form)

In addition, the institution maintains a professional Registrar and support staff, maintains membership in both the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO). The Berea College Registrar is a full member of the Academic Program Council (APC) and attends all Faculty meetings.
where the Faculty discuss and, ultimately, make curricular changes (Curriculum Revision Proposal Process).

The College operates on a 4-4 academic calendar, in which students typically earn four course credits in the regular 15-week fall and spring terms and may earn one or more course credits through participation in one or more summer terms. During the fall and spring terms, one-credit courses (which are the equivalent of a four-credit-hour course at other institutions, described below) generally meet in the classroom four-six hours per week. Courses awarding less than one credit often meet correspondingly less (for example, half-credit courses meet a minimum of two hours per week and quarter-credit courses meet a minimum of one hour per week). Summer four-week courses typically meet 10-15 hours per week and many include travel or other intensive experiences.

A full-credit course at Berea is equivalent to four semester hours or six quarter hours. Courses may carry quarter, half, one and a half, two, or three course credits. Berea College employs the standard convention that each classroom hour is supported by approximately two hours of out-of-class engagement by students in class preparation, laboratory, research, and/or study, etc. This standard was recently reaffirmed in the context of its inclusion as part of the rationale associated with a proposal to adopt a revised class schedule at Berea College.

A series of factors led to the adoption of a new model for scheduling classes across the day and week, approved by the faculty in January 2014. Over a number of years, the guidelines for scheduling classes had become more problematic as a result of multiple exceptions to the parameters. Moreover, class scheduling was not serving students well as there was a “bottleneck” of courses taught at the same time each day. As a result of these and other issues (including difficult space issues since so many classes were scheduled at the same time), and after many months of study, including benchmarking other institutions, it was determined that a new set of parameters for scheduling of classes should be adopted. At the same time, the faculty and administration determined that the previous practice of allowing one credit classes to meet for three hours be abandoned in favor of ensuring that all one-credit classes, (except as detailed in the Faculty Manual and listed below) would meet for a minimum of 200 minutes (the equivalent of four 50-minute sessions)

“Requests to meet for less than the expected 200 minutes for a full-credit course must be submitted by the Program Chair to the Division Chair, who will then forward the request on to the Dean of Curriculum and Student Learning for consideration. The following guidelines for requesting exceptions is based on similar guidelines developed at Georgetown University.

Requests should demonstrate that:
• the course requires academic activity outside class meetings sufficiently in excess of the normal expectation (two hours per credit hour per week) to compensate for the reduced time in class; and
• the rationale for the requirements stated above is included in the course syllabus and clearly shown to be relevant to the course’s learning goals. Such courses will typically be research-intensive (where students are undertaking an independent course of research over and above assigned reading) or have an experiential or service-learning component or be an approved tutorial; in any case, such courses will depend on close monitoring by the instructor of the nature, quality, and quantity of the work done outside scheduled classroom hours.

The proposal adopted by the faculty resulted in the development of Standard Blocks that meet Monday, Wednesday, and Friday for 70 minutes each session. Beginning in the Fall of 2014, all one credit classes meet at least 210 minutes per week. (See also 4.9 Definition of Credit Hours.)

For the purposes of transfer credit, only courses and credits completed with an earned grade of C or better at a regionally accredited institution are transferable to Berea College. (See 3.4.4 Acceptance of Academic Credit.)

Berea courses are numbered from 010 to 499. As outlined in the Berea College 2014-2015 Catalog, courses numbered from 010 to 099 are non-credit and do not count toward the 32 credits required for graduation. Non-credit courses include developmental mathematics courses, which are designed to bring students’ mathematical skills up to the collegiate level. Courses numbered in the 100 series are primarily introductory in nature and open to all students who have met the prerequisites. Courses in the 200 series are primarily intermediate in nature and may carry prerequisites from the General Education Program. Courses in the 300 series are advanced courses in a program and may carry prerequisites from the program curricula or the General Education Program. Courses in the 400 series are intended as senior-level. Berea College does not offer graduate courses or online/distance courses. (See 3.5.2 Institutional Credits for a Degree for more information.)

Please refer to 2.7.2 Program Content and 3.4.8 Noncredit to Credit for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 College Catalog:
   • Internships
2. **2014-2015 Faculty Manual**:
   - [Description of the Academic Program Council](#) (APC)
   - [Constitution of the General Faculty Assembly and the College Faculty Assembly](#)
3. [General Faculty and College Faculty Assembly Agenda and Minutes, April 24, 2014](#)
4. [Memo to Division Chairs for Approval of Special Topics Courses](#)
5. [Special Topics Course Request Form](#)
6. [American Association of Collegiate Registrars and Admissions Officers (AACRAO)](#)
7. [Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)](#)
8. [Curriculum Revision Proposal Process](#)
9. [2014-2015 College Catalog: Description of Course or Credit](#)
10. [General Faculty and College Faculty Assembly Agenda and Minutes, January 16, 2014 and Agenda for February 13, 2014](#)
12. Guidelines from Georgetown University
13. [Standard Block Schedule](#)
14. [Federal Requirement 4.9 Definition of Credit Hours](#)
15. [Comprehensive Standard 3.4.4 Acceptance of Academic Credit](#)
16. [2014-2015 College Catalog: Courses and Course Numbering](#)
17. [Comprehensive Standard 3.5.2 Institutional Credits for a Degree](#)
18. [Core Requirement 2.7.2 Program Content](#)
19. [Comprehensive Standard 3.4.8 Noncredit to Credit](#)
3.4.7 Consortial Relationships / Contractual Agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution.

(See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")

Status
Compliance

Justification Narrative

Berea College ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, and ensures that such programs and courses are in ongoing compliance with Principles of Accreditation. Berea College periodically evaluates the consortial relationship and/or agreement against the mission of the institution, represented in the Great Commitments. Berea College defines consortial agreements as ones that join Berea College to a collection of other institutions responsible for developing and delivering courses. The only consortium through which Berea College currently sends students off-campus for credit-bearing courses is the Kentucky Institute for International Studies (KIIS); celebrating its 40th year in 2015, KIIS consists of most institutions of higher education in the Commonwealth of Kentucky dedicated to providing Kentucky students a high-quality study abroad experience. Berea College’s agreements with other individual institutions are considered contractual, defined as an agreement with another institution for receipt or delivery of courses by that institution.

The College recognizes that valuable learning experiences may be found throughout the state, nation, and world. It therefore supports several agreements with other institutions to ease transfer of appropriate academic credit to that earned at the College. The institutions with which Berea has agreements are listed in table 1 below. For the actual agreements, see Consortial and Contractual Agreements and in the case of the University of Kentucky, see Dual Degree Program evaluation.

Table 1. Institutions with which Berea has Agreements

<table>
<thead>
<tr>
<th>type of agreement</th>
<th>frequency</th>
<th>Number of berea students</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>partner</td>
<td>agreement</td>
<td>of review</td>
<td>sent for a semester since 2005</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>Dual Degree</td>
<td>Periodic</td>
<td>14</td>
</tr>
<tr>
<td>Kentucky Institute for International Studies (KIIS)</td>
<td>Consortial</td>
<td>Every other year</td>
<td>12</td>
</tr>
<tr>
<td>Kansai Gaidai University (Japan)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>10</td>
</tr>
<tr>
<td>Kyushu University (Japan)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>11</td>
</tr>
<tr>
<td>Keimyung University (South Korea)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>3</td>
</tr>
<tr>
<td>Payap University (Thailand)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>0</td>
</tr>
<tr>
<td>Sains Malaysia University (Malaysia)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>3</td>
</tr>
<tr>
<td>Perrotis College (Greece)</td>
<td>Bilateral student exchange</td>
<td>Every other year</td>
<td>1</td>
</tr>
</tbody>
</table>

In its role as an enrollment management body, the Enrollment Policies Committee (EPC) reviews and evaluates all contractual and consortial agreements for the College (EPC Minutes). Contractual or consortia agreements are entered into only after a thorough review using specific exchange criteria for selecting partner institutions that includes but is not limited to the verification of school accreditation and documentation of accrediting authority; implicit within that are: institutional quality and reputation, course content, curriculum, student support services and library resources, housing and fee assessment, and safety. Contractual/consortial relationships are reviewed periodically (please refer table 1 above for frequency of reviews).
All coursework accepted through contractual or consortia agreements is reviewed by faculty, advisors, and/or administrators to ensure that it is consistent with the learning objectives of the student's degree program to which the course(s) will be applied. Accepted transfer credits are clearly denoted on the student’s transcript with the name of the originating institution, a transfer course identification, title, credit amount, year, and term. Refer to 3.4.4 Policies for Evaluating, Awarding, and Accepting Academic Credit.

In the case of contractual (exchange) agreements with international partners, as indicated in the table above, the Director of International Education at Berea College creates a written report on the status of each exchange relationship every other year, including assessing if the partner's programs are consistent with Berea College's mission, manifested in the Great Commitments. The director keeps these reviews on file in the Francis and Louise Hutchins Center for International Education (CIE). The director also ensures that Berea's exchange partners are current on their accreditation in their respective counties. See Exchange Partners’ Accreditations Chart and Example Accreditation Verification. Since Berea College’s last reaffirmation, the College has not terminated any agreements with partners overseas. From the table above, one can see that Berea has not sent a student to its Thailand exchange partner for many years; no students have attended Payap University because of a current exchange imbalance.

In addition to verifying an international institution’s accreditation, the CIE also gathers and assesses information from returning students. Berea students who study at one of Berea's international exchange partner institutions are required to submit the syllabi for the courses they took while abroad to the CIE. These syllabi are reviewed and evaluated by the Director of International Education. The syllabi are kept on file at the CIE. The review chart of these syllabi can be viewed here. Returning students also must complete an evaluation of their term abroad. Such evaluations ask students to provide feedback on the academic rigor of course work as well as providing a review of the entire experience (housing, food, public transportation, safety, etc). The CIE staff also interviews returning Berea students in an effort to evaluate their educational experience while at Berea's partner institutions. The notes of these interviews are kept on file at the CIE. These three forms of feedback (syllabi review, student evaluations, and student interviews) help the Director of International Education in the assessment and regular reviews that are then shared with the Enrollment Policy Committee.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Kentucky Institute for International Studies (KIIS)
3. Consortial and Contractual Agreements
4. Dual Degree Program Evaluation
5. 2014-2015 Faculty Manual: Description of the Enrollment Policies Committee (EPC)
6. Enrollment Policies Committee (EPC) Minutes
7. Comprehensive Standard 3.4.4, Policies for Evaluating, Awarding, and Accepting Academic Credit
8. Director of International Education
9. Review of Exchange Partner Institutions by the Director of International Education
10. Exchange Partners' Accreditation Chart
11. Accreditation Verification Example
12. Syllabi of Courses Taken Abroad - Examples
13. Review of Syllabi Chart - Examples
14. Student Evaluations of Abroad Programs - Examples
15. Exit Interviews - Examples
3.4.8 Noncredit to Credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Status
Compliance

Justification Narrative

Berea College does not award credit or credit-equivalencies for course work taken on a noncredit basis.

The College does offer noncredit courses in some academic areas that can be used to fulfill a student’s minimum number of required courses to meet Satisfactory Academic Progress. For example, Berea College offers Developmental Mathematics courses that, as the College Catalog indicates, “are designed to bring a student’s mathematics skills up to the beginning level expected at Berea College….These courses count as a load credit but do not count toward the 32 earned credits required for graduation.” As such, noncredit courses count as “Load Credit” but do not count as “Earned Credit.” The minimum 32 credits required for graduation must be Earned Credit.

Berea College does not award earned credit for experiences or noncredit courses earned by incoming transfer students prior to their matriculation at Berea College. As indicated in the admissions section of the College Catalog: “Only courses and earned credits completed with a grade of C or higher at a regionally accredited institution within 10 years of initial enrollment at Berea are transferable to Berea College.”

Please refer to 3.4.4 Acceptance of Academic Credit for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 College Catalog:
   - Satisfactory Academic Progress
   - Developmental Mathematics
   - Load Credit
   - Earned Credit
   - Graduation Requirements
   - Transfer Credit

2. Comprehensive Standard 3.4.4 Acceptance of Academic Credit
3.4.9 Academic Support Services

The institution provides appropriate academic support services.

Status
Compliance

Justification Narrative

Berea College provides appropriate academic support services for students and faculty; numerous departments and administrative units at the College share the responsibility of fostering the academic well-being of students and faculty. These services are not only consistent with the mission of Berea College, as articulated in the Great Commitments, but they also enhance the educational experience and contribute to the achievement of teaching and learning outcomes. (See 3.7.3 Faculty Development for more details.)

In order to understand the depth and breadth of academic support services for Berea College students, in particular, the following information about Berea College students may be helpful. All Berea College students receive a Tuition Promise scholarship that completely covers the cost of tuition, and almost all Berea students receive Pell grants; in the case of international students, they would be Pell eligible because of financial eligibility if they were United States citizens. Nearly 55 percent of Berea College students have an Expected Family Contribution (EFC) of zero dollars (the median has been zero for the last several years); all Berea College students are required to work a minimum of ten hours a week in the College’s Labor Program to help provide them workplace experience and also earnings for indirect costs, such as books and personal items (Berea is one of seven federally recognized Work Colleges). To be financially eligible for admission to Berea, a student’s EFC must be below $4,750. By Board of Trustees mandate, between 70 and 80 percent of Berea’s students must come from the College’s Admissions Territory, consisting of all of Kentucky and many Southern Appalachian counties. Seventy-two percent of Berea’s students are from the Appalachian region and Kentucky; 20 percent are from other states; and 8 percent are F-1 international students. Although the Appalachian region that Berea serves is about 6 percent African American, Berea’s Fall 2014 African American enrollment was 20 percent. Nearly half of last year’s (2013-2014) entering students reported that neither parent had earned a college degree, and the average annual family income (for a family of four) was less than $27,000. Admission to Berea is selective; only one in three applicants is offered admission, making it the most selective institution in Kentucky. Fifty-eight percent of the Fall 2014 first-year students were in the top fifth of their high school graduating class, and first-year students had an average composite ACT score of 24.4. Every admitted student gets a new laptop computer that is theirs to take upon graduation (see
Understanding the needs of this very particular student population, the Office of the Academic Vice President and Dean of the Faculty is responsible for coordinating academic support programs, and for developing and instituting policies, for providing funding, and for assessing the performance of all departments, facilities, and centers within the Academic Division of the College (see 3.3.1.3 Academic and Student Support Services for additional information). Three committees, described below, are particularly relevant to this work. (See Organizational Chart, Office of the Academic Vice President and Dean of the Faculty).

First, the Academic Vice President and Dean of the Faculty chairs the Enrollment Policies Committee (EPC), which meets regularly to discuss enrollment management and related procedural matters. The Committee sets goals each year for first-year, transfer, and returning student admissions, monitors retention and graduation rates, rules on student requests for leaves of absence, and coordinates planning and policy implementation among the offices represented on the Committee. This committee also ensures the quality of education offered through consortial relationships and the ongoing compliance of these institutions with the comprehensive requirements. Its duties include ruling on requests for exemptions to policy, review of institutional research and studies (e.g., Student Financial Compendium, Enrollment, Retention, and Graduation Report, the results of student satisfaction and academic engagement surveys, etc.) and coordinating planning among the offices represented on the Committee—Academic Vice President and Dean of the Faculty, the Dean of Curriculum and Student Learning, the Director of the Office of Academic Services, the Director of Admissions, the Vice President for Labor and Student Life, the Dean of Labor, and the Director of Institutional Research and Assessment. The Registrar provides support for the EPC. The goal of this committee is to align policies and practices with institutional purposes.

Two other academic support committees that implement policies concerning academic support services are the Academic Program Council (APC) and the Student Admissions and Academic Standing Committee (SAAS). These committees bring together, on a regular basis, elected and ex-officio faculty and administrators to discuss issues and concerns related to academic support services. The APC and SAAS Committees also include a student representative.

Berea’s core mission is providing high-quality education to students of academic promise and high financial need. As such, teaching excellence is the most important criterion for Tenure and Promotion at Berea College. The College’s low student-to-faculty ratio (10:1) allows faculty to spend quality time teaching, advising, and supporting students both inside and outside the classroom. Using a collaborative approach to provide academic support services, the College has established a campus-wide support
network designed to meet the academic needs of students and faculty. Multiple offices, programs, and activities are a part of this system, and this system is largely responsible for the highest first-to-second-year retention (84 percent) since the 1960s. Of the many programs and activities described are several new programs instituted since Berea's 2005 reaffirmation, including Summer Connections, the Early Intervention Program, the Center for Transformative Learning, and updated and augmented, such as Disability and Accessibility Services program, a Summer Success Experience, and a MAP-Works retention software project. All programs are outlined below.

Academic Advising Program

Academic advising is central to the educational mission of Berea College. Such advising is a deliberate activity grounded in teaching and learning, foundational in fostering student engagement in Berea’s continuous learning environment, and providing each student with guidance for developing and achieving meaningful educational, professional, and personal goals. Advisors engage students in learning, labor, and service; promote students’ academic success; and foster students’ personal, ethical, and intellectual growth. Academic advising is a shared responsibility between students and their faculty advisors (all academic advisors at Berea College are members of the faculty).

To achieve the goals of academic advising at Berea College, advisors, with support from the Advising Program, are responsible for being knowledgeable of, and communicating, College policy and the requirements of the curriculum, General Education Program, and academic and labor programs; monitoring students’ progress toward successful degree completion; being available to meet with students on a regular basis; assisting students in finding appropriate institutional resources to promote success and engagement; involving students in academic and career planning processes and in exploring of options and resources; and engaging in developmental activities to stay informed of issues that impact student success.

Advising is assessed through a variety of measures. Faculty advisors are evaluated by their advisees as part of the tenure and promotion process. For a faculty member who is up for review (probationary, tenure, or promotion), a current evaluation of the candidate’s effectiveness as an advisor is part of the faculty member's review file. A survey is sent via e-mail to all currently enrolled past and present advisees. The survey results are then shared with the Faculty Status Council (FSC) as part of their tenure and promotion portfolio. Also, overall academic advising is assessed using student satisfaction surveys administered every few years to all students. Results compare favorably to national ratings; refer to Graph 1 below.

Graph 1. Satisfaction with Academic Advising: Berea and Four-Year Private Institutions
Berea’s First-Year Advising Model

The academic advisor for each first-year student is the instructor of the student’s GSTR 110 writing course, the first of five “core” courses in general education. This model for advising first-year students
fosters consistent and regular contact between the advisor and students, presents an opportunity for advisors to become more familiar with the work and interests of their advisees, and places advisors in a position to intervene more easily if the student faces difficulty transitioning. Previously, students were advised in their first semester by a faculty member from the major area that had been listed on the student’s application for admission, but a 2006 review of Berea's first-year advising practices by the First-Year Initiatives Planning Team – a group convened as part of our previous Quality Enhancement Plan – led to the recommendation that a new advising model be explored.

After two years of piloting a new advising model, faculty members from both advising structures were surveyed. The data collected (Advising Survey I and Advising Survey II) showed statistically significant differences in an advisor’s ability to “Get to know advisees,” “Listen to a student effectively,” “Help students identify academic goals,” “Help students identify personal goals,” and “Be aware of each student’s level of academic engagement” in the piloted advising model. Based on these data and conversations with faculty and administrators, the new advising model was adopted for first-year students in 2011.

Each of the GSTR 110 courses is assigned a Teaching Assistant/Peer Leader (TAPL), an upper-division student trained and tasked with assisting students with their academic and personal transition to the college environment. These TA/Peer Leaders are “nominated” for the position in the spring term, interviewed by the faculty and staff coordinators of the program, and selected based on their ability as writers, their academic strength, and their interpersonal communication skills. The TA/Peer Leaders return to campus early for three days of training prior to the beginning of classes where they discuss techniques for critiquing writing and building academic skills and strategies for advising students through their first year of college.

Berea’s first-year advising model focuses on academic exploration, and at the end of the first year, students are asked to identify an area of academic interest. Based on their selection, students are placed with an academic advisor from that area to begin their second year. Once a student has officially declared a major, typically at the end of the second year, the student is assigned a major advisor.

Summer Connections

New students meet their academic advisors during Summer Connections, which take place during the summer before students are enrolled. These sessions provide students and their families with an opportunity to become acquainted with the campus, register for classes, meet some of their classmates, and learn about residence life and the Labor Program. The College also offers a longer August orientation program, which focuses on the transition needs of entering students, connects them with academic advisors, and introduces students and their families to the mission of Berea as well as
educational and support programs. Freshman Orientation services are assessed by the Orientation Team. For more information, refer to a brief description of the process, findings, and improvements. These activities fall under the oversight of the First-Year Experience Program.

**The Early Intervention Program**

The Early Intervention Program, administered by the Office of Academic Services, provides a mechanism for identifying students who may be experiencing difficulties before it is too late to help resolve those problems. This process brings together faculty, residence hall staff, labor supervisors, and the academic advisor in a coordinated effort to assist students. With the integration of MAP-Works, an academic support management system, the College will be able to integrate both student and faculty input regarding student needs as well as the institution’s response to those needs, fostering Berea's ability to create individual student action plans and document progress and outcomes.

Additionally, a course, Strategies for Academic Success seeks to assist students on probation through an intensive learning and support opportunity.

**Center for Transformative Learning**

The Center for Transformative Learning (CTL) inspires and empowers members of the Berea College community (students as well as faculty) to grow personally, intellectually, and professionally, by connecting to one another and to resources that support deep and active learning for life. This newly developed center is the home of several programs, including Peer Consultation, Internships, Career Development, and Faculty Development. These programs work together as a “bridge” in, through, and out of Berea College as students seek assistance from each facet of the CTL throughout (and even after) their collegiate years. (Center for Transformative Learning Departmental Effectiveness Report 2013-14). And the College has garnered additional grant funding to support "bridge-out" initiatives in the CTL, beginning with the 2014-2015 academic year.

The Peer Consultation Program provides students with the opportunity to work together to improve students’ writing skills. Certified peer consultants from across the disciplines work one-on-one with students to improve their writing. Peer Consultant resources include style handbooks (paper and digital) as well as tip sheets on all aspects of the writing process and a multitude of writing models from across the curriculum. The CTL’s Director’s Report also noted a 15 percent increase in student usage of Peer Consultation services during the 2013-2014 academic year.

The Internship Program provides guidance and direction for students, faculty, and external job sites that work together to set up experiential education opportunities that engage students’ classroom learning in professional work settings. Under the supervision of two faculty sponsors, students complete full-time
work experiences for eight to ten weeks while completing regular reflective writing exercises. After concluding the work experience, students are asked to write a research paper and complete a professional presentation that reflects the nature of their internship experiences. The Internship Program most often pays for students’ transportation, lodging, and food expenses during the internships. For example, during the 2012-2013 academic year, Berea College paid for expenses for 144 internships, while employers paid the full amount for 27 internships (in addition Berea shared expenses with 24 employers that provided partial compensation). The numbers are similar for the 2013-2014 academic year, with Berea College paying full expenses for 146 internships, while employers paid the full cost for 22 internships, and the college shared the costs of the internships with 27 employers. The number of Berea College students participating in summer internships has increased dramatically over the past few years (from 99 in 2011 to more than 200 internships during the summer of 2013 and 2014). The College hopes to sustain and even to grow this program as it seeks more funds to support Berea College students, who, for the most part, are unable, due to financial constraints, to take an unpaid internship.

Career Development provides comprehensive career planning and preparation services to Berea College students. Students are encouraged to take advantage of individual meetings and participate in events (including regular bi-weekly workshops and drop-in service hours) that help students choose a major; write resumes and cover letters; network effectively during a job search; complete successful interviews; understand personal finances, salaries and benefits; and select a graduate school. The program coordinates the Berea College’s annual career fair and maintains a career resources library and a free Professional Clothing Closet for students. Career Development also provides funding for professional clothing; graduate school preparation, applications, and visits; professional certifications and examinations; and other services. At least 300 students and 22 alumni utilized the services in Career Development during the 2013-2014 academic year (Career Development Report, 2013-2014).

In addition to providing comprehensive student services for the Berea College campus, the Center for Transformative Learning provides extensive programming to enhance faculty development, all for the eventual support of Berea's students. These programs include the New Faculty Seminar, Teaching and Learning Breakasts, Teaching and Learning Lunches, Teaching with Technology Lunches, the Fall Faculty Conference, Midterm Feedback Process, and ongoing, individual consultations with faculty. Assessment of these services has occurred during the past few years and resulted in changes in the programs. For example, as the director reports, “Last year’s range of suggestions included: have outside presenters be briefer, more focused and interactive, less didactic; student panel; more interactive work with syllabi and teaching activities; provide a wider variety of locations, provide more time in the New Faculty Orientation before school begins; put more on stress and work/life balance; and provide an overview of resources for students.” In terms of usage, 15 full time faculty participated in the year-long
New Faculty Orientation during the 2013-2014 academic year. Also, note that at least six faculty members requested help with twelve mid-term course assessments, and the Scholar of Teaching and Learning met with at least ten individual faculty members for consultations during the same period. (For more information about Faculty Development, see the Director’s Report, Center for Transformative Learning.)

Disability and Accessibility Services (DAS)

Berea College Disability and Accessibility Services (DAS) coordinates services for students with disabilities in compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act of 2008.

Services for students with disabilities at Berea College are delivered through a comprehensive and collaborative team approach by various relevant departments and programs. Disability Services facilitates the communication and delivery of services and provides processes and guidelines that ensure objective and creative consideration of avenues to enhance the possibilities for individual student success.

The primary goal of Disability and Accessibility Services (DAS) is to ensure access for students with documented disabilities, to encourage these students to take control of their own learning, and to recommend academic accommodations and other means of arranging types of appropriate support. Disability Services strives to contribute to the development of student self-advocacy and confidence, and to coordinate accommodations for students. The Disability Services Coordinator is a point of contact, and maintains confidential files relating to disability services, medical verification of disability, and accommodations provided for students. The program has expanded with grant support by hiring a full-time coordinator and an assistive technology coordinator beginning in the 2013-2014 academic year.

After conducting a series of surveys of faculty, staff, and students about the efficacy of disability services, the Coordinator of Disability and Accessibility Services made significant changes to address areas of concern. For example, the Coordinator of Disability Services now sends early notifications to instructors who will have students with high accessibility needs in their classes; additionally, there have been significant changes in the wording on accommodation letters which address specific concerns expressed in the survey. Also, there was much interest from faculty in learning to create accessible documents so Disability and Accessibility Services, in collaboration with Assistive Technology and Educational Technology, provided workshops regarding accessibility with print materials. The Coordinator of Disability and Accessibility Services is making an ongoing effort to create handouts and informational materials about teaching students with specific disabilities and has increased collaboration...
between DAS and other departments, as identified in the student survey. DAS will follow up this survey with a more detailed assessment in academic year 2014-2015 to gather a detailed and objective view on the current level of services for students with disabilities, and how to better serve them. (Association on Higher Education and Disability (AHEAD) Report, Fall 2014).

DAS served 107 students with documented disabilities in 2013-2014, an increase from the 97 served in the 2012-2013 academic year. Please note that these numbers reflect only those students who have submitted documentation to DAS. The Coordinator communicates to prospective students, to newly admitted students when they complete the Online Orientation (before they arrive on campus), to new students at both summer and fall orientations, and to every course instructor, each of whom is required to include a statement regarding disabilities and the need for accommodations on every syllabus.

EDGE (Empowering a Dynamic Generation through Education)

EDGE is the name given to Berea College’s program that provides a laptop computer, programs, and technology support to every student. The EDGE program provides access to the campus network and the Internet from most locations, including classrooms and residence hall rooms, as well as access to software, classroom multimedia technology, technical support, and training. Students who graduate from Berea College receive ownership of their laptop computers upon completion of transfer of ownership documents available at the Information Systems and Services (IS&S) service center. Currently IS&S staff are exploring the next generation of equipment to provide to all Berea students, possibly a mobile device and a tablet, in order to provide cutting-edge technology. See 3.4.12 Technology Use for additional information.

Educational Technology

Educational Technology exists to encourage, provide, and sustain twenty-first-century classroom technology that supports teaching and learning. Educational Technology staff (three FTE) provide resources and support services for faculty, staff, and students across departments and in the academic classroom. The goal is to provide excellent client services while encouraging and supporting the use of existing, emerging, and evolving classroom technology used in teaching and learning.

Examples of the assessment of faculty technology projects are described on the Campus Guides Faculty Projects website. Faculty can review the process for implementing a specific project’s technology and evaluate its benefits. Contact information for the project owner as well as Educational Technology support is posted and available on the site.

Educational Technology also hosts several informal presentation sessions on educational technology use by faculty and staff throughout the academic year, and these are well-attended. Many of these
presentations are turned into a re-usable digital resource objects for future access (see Livescribe Presentation).

In direct response to faculty and student reactions to informal assessments, several changes have been made in this academic year (2014-2015). For example, Educational Technology will provide at least four Teaching with Technology Lunches each term, where all presentations will be evaluated with a faculty survey and then posted as a re-usable digital resource on campus guides. This is a change from the previous two years, where only one presentation was offered, and it is a direct change in response to faculty requests for more technology training and resources. A Technology Mini-Conference day is being planned so that faculty requesting funding for specific technology for classroom use may publicly present their projects for both peer and self-assessment. A template for self-assessment on the positive and/or negative aspects associated with the implemented technology will be created. These sessions will also become a static digital resource for future use and will result in the compilation of an educational technology resource. These, and all other faculty resources, may be found on the Educational Technology website. Furthermore, a labor student educational technology resource page for student use is in the development stage. (See 3.8.1 Learning/Information Resources for additional details)

The Francis and Louis Hutchins Center for International Education (CIE)

The Francis and Louis Hutchins Center for International Education serves the international student population at the College and is responsible for providing information and support to all students who want to study abroad. The director of the Center, a member of the faculty, works especially with faculty colleagues to support internationalization of the curriculum and to develop faculty teaching in the Berea International Summer Term (BIST). The Education Abroad Advisor facilitates activities and events that bring cultural awareness of international issues, people, and places to the College and local community. Furthermore, international students receive the following support from the International Center, specifically through the International Student and Scholar Advisor:

- Advising, counseling and referral as needed.
- Orientation services.
- Advocacy of international student concerns on behalf of the students with the college administration.
- Immigration services communicating with various Federal agencies (State Department, U.S. Citizenship and Immigration Services [USCIS], IRS).
- Advising and authorizing internship opportunities such as curricular practical training, post-completion optional practical training and graduate school options.
Advising two very active student clubs, the Cosmopolitan Club and the African Students Association.

Providing programming and support necessary during the summer and academic breaks.

Liaise with the International Friendship Program participants and the organizing committee.

Assist with multi-cultural programs on campus and in the community with the international students and International Center programs.

Serve as liaison/mediator between various departments and international students.

Data relevant to Education Abroad are outlined in the 2013-2014 Fact Book and 2014-2015 Fact Book.

**Black Cultural Center**

The [Black Cultural Center](http://webapps.berea.edu/sacs2014/3-4-9.html) offers a peer-mentoring program for new African American students; provides support services and student development programs for all African American students; and sponsors and co-sponsors diversity-related programs for the entire campus. Specific recurring annual events are the Community Social for new freshmen, the Carter G. Woodson and Martin Luther King, Jr. Day Convocations, monthly “Kula Kusome” lunch lectures co-sponsored with the African and African American Studies Program, Martin Luther King, Jr. Day events (co-sponsored with the Carter G. Woodson Center for Interracial Education), Black History Month events, a Kwanzaa Celebration, and a Unity Banquet. The Kula Kusome lunches' averaged between 50-75 participants for each lunch. At least 68 students participated in the S.U.C.C.E.S.S. (Students United to Create Cultural and Educationally Successful Situations) Mentoring Program, while the TRUTH Talks were attended by up to 80 participants for each event. Thirty-two incoming students participated in the off-campus Black Cultural Center’s Retreat, and 8-12 African American and Hispanic Students participated in the Minority Leadership Institute Conference during the 2013-2014 academic year ([Black Cultural Center Summary Report, 2013-2014](http://webapps.berea.edu/sacs2014/3-4-9.html)).

Moreover, in response to relatively low graduation rates of African American males compared to other Berea students (see 2014-2015 Fact Book) as well as similar trends for Appalachian males from economically distressed Appalachian Counties (see [Male Student Survey Report, Spring 2013](http://webapps.berea.edu/sacs2014/3-4-9.html)), an expanded staff position (to “Develop a program for African American male students to promote academic integrity, advocate for responsible living, and dispel myths and misconceptions of college males”) was created, and now Mr. Keith Bullock holds the title of Coordinator of the Black Male Initiative. The College will review this initiative to track the trends of this specific demographic during the next few years.

**Summer Success Experience (SSE)**
During the planning process for an incoming student bridge program, it became evident that predicting which students will succeed in college and which will struggle can be an extremely difficult task. It becomes much clearer, however, which students are struggling once they have spent time on campus and begin receiving grades for their work. Through these faculty/staff conversations, it was determined that a program for struggling students that took place in the summer after their first year could be an effective way of helping them establish the skills necessary for success.

The Summer Success Experience (SSE) is an eight-week summer program offered to 15 rising second-year students who are at risk for suspension or academic failure but who have demonstrated a potential for success. The SSE program provides an intensive and structured environment for struggling students who have been identified by faculty as having a likelihood of success if offered a final opportunity to address strategies for academic success. The initial pilot for the program took place during the 2013 summer, and based on the results of the summer grades and following fall-term grades, changes were implemented in 2014 summer, including the following:

- Requiring all participants to reside on campus.
- Hiring of an Academic Success Coach from a Counseling Master’s program to implement counseling as a core element of the program.
- Creating a participation contract to outline more clearly the expectations of the program and consequences of failing to adhere to the program exceptions.
- Enrolling all students in a GST 101 Strategies for Academic Success for the eight-week summer term.
- Adjusting the milestones from “At least 80 percent of participants will successfully complete the Summer Success Experience and will pass their summer academic course with a C or better” to “At least 75 percent of participants will successfully complete the Summer Success Experience and will pass their summer academic course with a term Grade Point Average (GPA) of 2.0 or higher.”

During year two of the program, 50 percent of the program participants achieved a summer term GPA of 2.0 or higher, 37.5 percent fell below a 2.0, and 12.5 percent withdrew before Summer grades posted. Structural changes will be implemented during the 2014-2015 year as a result of evaluation of final grades from the summer, which continue to fall below the milestones set by the Summer Success Experience Program. Primarily the change for 2015 will be enrolling all students in GSTR 201 (most all of past SSE students needed to take this course having failed it in the previous Spring term) taught by a single professor dedicated to the SSE model. Due to the disappointing results from year one and year
two of the Summer Success Experience, a committee will be convened to explore what additional changes need to be made to ensure success for year three of the program and continued support of Berea’s most at-risk students.

**Emerging Scholars Program (ESP)**

Students who meet certain criteria, (including income eligibility) are eligible to apply for the Emerging Scholars Program (ESP), a federal TRIO Student Support Services grant-funded initiative aimed at increasing the retention and success of low-income, first-generation students. Students who apply for the program are assigned a Student Engagement Specialist who works with them one-on-one to identify goals and create an academic plan. Students also take a class with a cohort of students in the program focusing on strategies for academic success at the College. High retention goals have been established for this program, and the latest data from 2013-2014 show how the ESP engagement is paying off in terms of retention. For example, the “Approved Persistence Rate” for the 2013-2014 Assessment year was 80 percent; however, Berea College’s ESP exceeded that rate with an 86 percent “Attained Persistence Rate.” Berea College’s ESP Program consistently met, or exceeded, the standard set for the grant period. (See Emerging Scholars Program Annual Report, 2013-2014.)

**MAP-Works**

In 2012-2013, the Academic Vice President and Dean of the Faculty asked staff in the Office of Academic Services to investigate retention software to determine if Berea might use it to provide additional information to assist in improving first-to-second-year retention rates (the most recent first-to-second year retention rate for 2014 was 84 percent, a historical high since the 1960s). After a thorough investigation of various programs, the College implemented MAP-Works during the 2014-2015 academic year.

MAP-Works is a fully hosted web-based retention platform and is designed to support achievement by identifying student behaviors and risks early in the term and assisting in providing this information to key support services and individuals to best help the student in a proactive manner. MAP-Works uses existing Banner data as well as the results from a survey given to students three weeks into the term as a basis for identifying at-risk students. The software organizes and facilitates communications, referrals, and task management among faculty, staff, and students. It serves as a case-management tool to track student referrals and at-risk students.

**Undergraduate Research and Creative Projects Program (URCPP)**

The Undergraduate Research and Creative Projects Program (URCPP) provides students in all majors with learning opportunities 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, which requires faculty mentors to go beyond supervising student learning to working alongside students and providing active models of how research and creative processes are engaged. At least 18 professors and 49 students worked collaboratively during the summer of 2014 in projects funded through the URCPP Program.

**Convocation Program**

The Convocation Program is a vital component of Berea’s General Education Program and a significant part of a student’s educational experience at Berea College. Convocations include lectures, symposia, concerts, and performances from a wide spectrum of academic fields and the performing arts. These events enhance intellectual, aesthetic, and religious life on campus and provide common intellectual experiences for students, faculty, and staff. Convocations are designed as a supplement to the curriculum, augmenting general education in regular classes and bringing ideas of wide interest to all students, regardless of their focus of studies. All students are required to attend at least seven Convocations per term except in their senior year. Students provide feedback to program coordinators using comment cards for every event. Graph 2 below illustrates Berea College’s alumni perceptions related to events offered in the Convocation program. The data are from the ACT Alumni Outcomes Survey and show comparisons to national peers.

**Graph 2. Cultural/Fine Arts/Speaker Programs at Berea and other Institutions**
Please see the 3.3.1.1 Educational Programs and Student Learning Outcomes for additional information regarding academic support programs.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Comprehensive Standard 3.7.3 Faculty Development
3. Work Colleges Consortium
4. Berea College Fact Books
   - 2013-2014
   - 2014-2015
5. Comprehensive Standard 3.3.1.3 Academic and Student Support Services
6. Organizational Chart: Office of the Academic Vice President and Dean of the Faculty
7. 2014-2015 Faculty Manual: Description of the Enrollment Policies Committee (EPC)
8. Office of Institutional Research and Assessment Reports (reviewed by the Enrollment Policies...
Committee)
  o Student Financial Compendium, August 2014
  o Enrollment, Retention, and Graduation, October 2014
  o Student Satisfaction Inventory, 2013
  o National Survey of Student Engagement (NSSE), Spring 2014
9. 2014-2015 Faculty Manual:
  o Description of the Academic Program Council (APC)
  o Description of the Student Admissions and Academic Standing Committee (SAAS)
  o Tenure Review Standards
10. Summer Connections website
11. 2014-2015 College Catalog: Early Intervention Program
12. Center for Transformative Learning (CTL)
13. Disability and Accessibility Services (DAS)
15. Map-Works retention software project
16. 2014-2015 College Catalog: Academic Advising Program
18. Sample Advising Survey Results for Tenure Candidate
19. 2014-2015 Faculty Manual: Description of the Faculty Status Council (FSC)
20. 2014-2015 College Catalog:
  o GSTR 110
  o General Education Program
21. Quality Enhancement Plan (QEP), 2005
22. Advising Survey I
23. Advising Survey II
24. New Advising Model Discussion Points and E-mail to Academic Chairs and Directors
25. Teaching Assistant/Peer Leader Training Packet
26. Residence Life
27. Labor Program Office
28. August 2014 Orientation Program Schedule
29. Summer Connections Update
30. Strategies for Academic Success: Syllabus
32. "Bridge-Out" Support Grant Summary, 2014
33. CTL: Peer Consultation Program

http://webapps.berea.edu/sacs2014/3-4-9.html
34. Center for Transformative Learning (CTL) Director's Report
35. CTL: Internship Program
36. Internship Paper examples
37. Internship Presentation example
38. Internship Data from Summer 2013 and 2014: Paid/Unpaid by Berea College
39. Internship Program Presentation
40. Center for Transformative Learning: Career Development
41. Request for Professional Clothing Funds Examples
42. Career Development Survey Results, 2013-14
43. Center for Transformative Learning:
   - Faculty Development
   - New Faculty Seminar
   - Teaching and Learning Lunches
44. CTL - Faculty Development: Midterm Feedback Process
45. E-mail announcing workshops regarding Accessibility Training using Technology
46. Disability and Accessibility Services (DAS) Report, Spring 2014
47. Association on Higher Education and Disability (AHEAD) Report, Fall 2014
48. DAS Accommodations, 2012-13 and 2013-14
49. Online Orientation - Disabilities Accommodations Questions
50. Disabilities Statement to include on Syllabi
51. Sample Syllabus with Disabilities Statement
52. 2014-2015 College Catalog: EDGE (Empowering a Dynamic Generation through Education)
53. Transfer of Laptop Ownership
54. Information Systems and Services (IS&S)
55. Comprehensive Standard 3.4.12 Technology Use
56. Educational Technology
57. Campus Guides Faculty Projects
58. Attendance Numbers for Teaching with Technology Lunches, 2012 - September 2014
59. Livescribe Presentation
60. Teaching with Technology Lunches
61. Comprehensive Standard 3.8.1 Learning/Information Resources
62. Francis and Louis Hutchins Center for International Education (CIE)
63. 2014-2015 College Catalog: Education Abroad (Study Abroad)
64. Director of the Center for International Education
65. Center for International Education: For Faculty
66. Berea International Summer Term (BIST)
67. Education Abroad Advisor
68. Berea College Fact Books:
   o 2013-2014: Education Abroad
   o 2014-2015: Education Abroad
69. Black Cultural Center
70. "Kula Kusome" Lunch Flyer
71. S.U.C.C.E.S.S. (Students United to Create Cultural and Educationally Successful Situations)
    Mentoring Program
72. Black Cultural Center Summary Report, Academic Year 2013-14
73. 2014-2015 Fact Book: Graduation Rates for African American Students by Gender
74. Male Student Study Report, Spring 2013
75. Position Description for the Coordinator of Black Male Initiatives
76. Bridge Program 2 - E-mail Discussion
77. Summer Success Experience (SSE) Update, 2013-14
78. Emerging Scholars Program (ESP)
79. Emerging Scholars Program (ESP) Annual Report, 2013-14
80. 2014-2015 Fact Book: First-to-Second Year Retention Rates
81. 2014-2015 College Catalog: Undergraduate Research and Creative Projects Program (URCPP)
82. 2014-2015 Fact Book: Undergraduate Research and Creative Projects Program
83. Undergraduate Research and Creative Projects Program (URCPP) Pre and Post Assessment Reports, Summer 2012 and 2013
84. Undergraduate Research and Creative Projects Program Master List 2011-2014
85. Convocation Program
86. 2014-2015 College Catalog: Convocations Policy
87. Comprehensive Standard 3.3.1.1 Educational Programs and Student Learning Outcomes
3.4.10 Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Status
Compliance

Justification Narrative

At Berea College, all education programs conferring academic credit are approved by the faculty and the administration. The governance structure includes the Academic Program Council (APC) that “has comprehensive responsibility for the academic program.” According to the Faculty Manual, the Council has “specific responsibilities for curriculum, policy development, and general oversight of practices and services affecting the academic program.” The Academic Program Council consists of the Academic Vice President and Dean of the Faculty, the Associate Vice President for Academic Affairs, the Dean of Curriculum and Student Learning, the Registrar, one faculty member from each of the six academic divisions, and one student representative appointed by the Student Government Association. The Council submits all substantial curricular changes, including the addition, deletion, or revision of a course, to the College Faculty Assembly as a proposal for action. The “addition or deletion of an academic major” requires the approval of President and the Board of Trustees, as well as the College Faculty (Article I: Section 3 of the Faculty Manual).

One specific illustration of the process for approving curricular changes occurred in 2012-2013 as the Religion Program submitted to the APC a substantial curricular revision to modify the structure of the Religion major. APC minutes reflect the initial consideration of this proposal. Deliberation with APC and periodic requests to the Religion Program Chair occurred over approximately a two month period (APC Agenda and Minutes). The APC membership eventually determined that the proposal was ready to move on to the Executive Council, which was the next step in the approval process.

The proposal was then forwarded to the Executive Council, which is charged with setting the Faculty Agenda. On March 21, 2013, the College Faculty Assembly approved the proposed changes to the Religion Program after deliberation. Such an approval is reflected in the Faculty Minutes and incorporated into the 2013-2014 College Catalog.

Developing a culture of assessment in which direct and indirect evidence of student learning are used to enhance programmatic as well as institutional effectiveness has become a part of Berea’s regular practice. Each year, programs receive program/divisional data from the Office of Institutional Research.
and Assessment and review this information as it relates to curriculum, structure, administration, and student learning. In addition, programs regularly collect and review course syllabi, review grading practices and standards, and meet regularly to evaluate the overall quality of their programs. Perhaps most importantly, all academic programs currently engage in a perpetual two-year assessment cycles (examples of academic program assessment reports can be found in Table 2 in 3.3.1.1 Educational Programs and Student Learning Outcomes for more information). During each cycle, faculty from the program select specific student learning outcomes to assess. Based on the results of this initial assessment, substantive changes/improvements are proposed and implemented during the remainder of the cycle. At the conclusion of each two-year assessment cycle, these substantive changes are reassessed to evaluate their actual impact on improving student learning in the program. This cycle is then repeated with a new set of outcomes the program believes should be assessed.

Please refer to 3.4.6 Practices for Awarding Credit, 3.4.7 Consortial Relationships/Contractual Agreements and 4.2 Program Curriculum for further information and explanation.

Supporting Documents & Evidence

   - Description of the Academic Program Council (APC)
   - Description of the College Faculty Assembly
   - Article I: Powers of the General Faculty Assembly and the College Faculty Assembly; Section 3

2. Religion Curriculum Change Proposal

3. Academic Program Council (APC)
   - Agenda and Minutes, November 6, 2012
   - Agenda and Minutes, November 13, 2012
   - Minutes, January 10, 2013

4. 2014-2015 Faculty Manual, Description the Executive Council (EC)

5. College Faculty Assembly Meeting Agenda, March 21, 2013

6. College Faculty Assembly Meeting Minutes, March 21, 2013

7. 2013-2014 College Catalog: Description of Religion Program

8. Divisional Data Reports, Academic Year 2013-14

9. Course Syllabi Samples from Division 5, Spring 2014

10. Comprehensive Standards
    - 3.3.1.1 Educational Programs and Student Learning Outcomes
    - 3.4.6 Practices for Awarding Credit
3.4.7 Consortial Relationships/Contractual Agreements

11. Federal Requirement 4.2 Program Curriculum
3.4.11 Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Status
Compliance

Justification Narrative

Berea College has a long history of recruiting nationally for faculty positions and for hiring faculty with terminal degrees in the areas in which it offers majors and minors (see the Faculty Roster). All full-time continuing faculty members share ongoing responsibility for the integrity of their respective academic program(s). In every traditional discipline offered as well as in interdisciplinary programs, Berea College explicitly assigns this curricular responsibility to the Program Chair (including programmatic assessment, curriculum development, and review; teaching schedules and quality of instruction; managing of program budgets; and completion of all administrative functions in coordination with administrative offices on campus), who may then delegate certain functions and responsibilities to the faculty within that respective program. Specifically, the responsibilities of the Program Chair are included here from the Faculty Manual:

Each major and minor program of the College is under the oversight of a Program Chair, who reports to the appropriate Division Chair. The Program Chair is specifically responsible for assuring the effective functioning of one or more major and/or minor programs.

Program Chairs have expertise in the program area and are preferably tenured or in contracts with long-term continuing service to the College. Those teaching in a program will recommend a Program Chair according to the needs and requirements of a program, and the Academic Vice President and Dean of the Faculty will make the appointment. The term of office should, in general, be at least three years, with a six-year maximum. Rotation is highly desirable, but the appointment may be renewed, following a review of performance and programmatic needs. Course releases for administrative work in areas that have heavy administrative load will be determined by the Academic Vice President and Dean of the Faculty. In addition, titles for these positions may vary, as appropriate, to
reflect special administrative work or other responsibilities.

Program Chairs are specifically responsible for:

1. Oversight of the quality and coherence of the major and/or minor program or programs, including ongoing assessment, as well as programmatic curriculum development and review, in collaboration with other program faculty, divisional colleagues, and the Division Chair.

2. Developing teaching schedules within the program, coordinating with other programs and the Division Chair, as appropriate.

3. Regular review of IEQs and other evidence of quality teaching for those faculty contributing to the program, and service on search committees formed to hire instructors within the program.

4. Administering program budget in consultation and collaboration with the Division Chair, as appropriate.

5. Serving as the program expert with administrative offices on campus for programmatic functions, such as the annual review of the major and minor description in the Berea College Catalog, course substitutions, and transfer credit.

Serving as a contact person for students for such tasks as transfer credit, course substitutions, and declarations of major and minor.

One illustration of the process for a Program Chair’s oversight of a program is exemplified by curricular changes in the recent Religion Program revision. In 2012-2013, the Religion Program submitted a substantive curricular revision of its program to the Academic Program Council (APC) to modify the conceptual structure, number of courses, and curriculum of the Religion major at Berea College. APC minutes reflect the initial consideration of this proposal on November 6, 2012. Deliberation with APC and periodic requests to the Religion Program Chair occurred over approximately two months (APC agenda and minutes). The APC membership eventually determined that the proposal was ready to move on, which was the next step in the approval process. As a consequence, the proposal was then forwarded to the Executive Council, which is charged with setting the Faculty Meeting Agenda. The Executive Council placed the proposal on the March 21, 2013, agenda of the College Faculty Assembly. On March 21, 2013, the College Faculty discussed, and then approved, the proposed changes to the Religion Program. Such an approval is reflected in the Faculty Meeting Minutes and incorporated into the 2013-2014 College Catalog.
In 2011, after a two-year examination and planning process, Berea College changed the academic structure from departments to divisions to enhance interdisciplinarity, to increase flexibility in faculty hiring, to foster continuing development in new approaches in teaching an student learning through curricular change, and to achieve some cost savings. Previously, an academic department might have oversight for one to three majors, and each department had a department chair. The new structure includes six divisions, each with a Division Chair, and each division contains between four and six programs. Every major and minor has a Program Chair. Programs were placed into divisions based on two different faculty surveys and by two different cluster analyses from the data to ensure that divisional creation was intentional as opposed to random. As specified in the Faculty Manual, Division Chairs have the following responsibilities:

Each of the six divisions is headed by a Division Chair, who is broadly responsible for the effective functioning of the academic division. As circumstances dictate, he or she may function as organizer, initiator, catalyst, facilitator, friendly critic, consensus-builder, and interpreter. Division Chairs are appointed for a specified term, which is five years except in unusual circumstances, and will have a reduced teaching load. Such work counts as service to the College.

Division Chairs are designated through a process reflecting principles of shared governance at the College. Each five years, the division uses the opportunity of the selection of a new Division Chair for planning for the division. In the fourth year of a current Division Chair’s term, the Chair solicits from all members of the division written statements addressing 1) strategic opportunities within and beyond the division, and 2) written nominations for the position of Division Chair addressing both leadership strengths as well as weaknesses of the nominee. Guided by the written nominations received from the division, the Academic Vice President and Dean of the Faculty consults with every member of the division in order to devise a list of two to four candidates. The division then conducts an election to identify which of the candidates will be appointed to serve as Division Chair for the next term. The current Chair and Chair-designee then work together during the year of overlap in order to effect a smooth transition to new leadership of the division. In order to promote faculty leadership within each division, Division Chairs should ordinarily not immediately succeed themselves.

The Division Chair is specifically responsible for:

- Maintenance of high academic standards within the division, including assuring
regular assessment in all academic programs within the division. This includes the coordination of self-studies.

- Regular evaluation of all faculty in the division, conducted in collaboration with appropriate Program Chairs.
- Orientation and guidance of new faculty, including the creation of a mentoring team for each new faculty member in the division and encouragement for professional growth of all members of the division.
- Serving as a liaison between the academic programs and other areas of the institution.
- Initiation of recommendations for continuation, promotion, and tenure. Policies governing reviews of full and part-time faculty are found in the section titled *Personnel Policies for Faculty*.
- Maintaining an equitable distribution of total workload for faculty within the division.
- Coordination, review, and submission of teaching schedules provided by Program Chairs; working collaboratively with Program Chairs for courses in major and minor programs and with the Dean of Curriculum and Student Learning for general education course assignment, with consideration for equitable distribution of total workload within the division in accordance with College policies.
- Recruitment of faculty, in cooperation with the primary Program Chair, and the Academic Vice President and Dean of the Faculty (See Procedures for Recruiting Faculty).
- Coordination of advisee assignments in the division.
- Formulation of and review of annual budget requests and administration of funds allocated to programs and the division.
- Service to the institution and to the Academic Vice President and Dean of the Faculty as a member of the Division Council.
- Representation of the division in interactions with various administrative offices, as appropriate.
- Consultation with the Academic Vice President and Dean of the Faculty in the assignment of faculty offices.
- Designating labor and payroll coordinator(s) as appropriate within the division.
- Support of occasional grant proposals, in conjunction with the College Relations Office and with Partners for Education.

A Division Chair is encouraged to delegate some specific tasks to faculty within the division as appropriate, but he or she remains responsible for general oversight of all
academic affairs within the division. In all these matters, the Division Chair works closely with the Academic Vice President and Dean of the Faculty, to whom he or she reports, as well as the Associate Vice President for Academic Affairs.

The program chair and the division chair have complementary leadership responsibilities, but the ultimate responsibility for program coordination and curriculum review and revision rests with the full-time, continuing faculty who teach in a program. Table 1 below shows, for each academic major, minor, or concentration, the respective program chairs and their relevant degrees earned that qualifies them in that field; in some cases, additional qualifications are included. In the table, there is occasionally an additional faculty member identified who provides assistance to the program chair in cases when two programs, for example, are combined in an academic program (as in the case of Economics and Business or Studio Art and Art History) or when the breadth of the program dictates such assistance (as in the case of Child and Family Studies, for example). To attest to the way that Dr. Caryn Vazzana, an Economist, for example, assists Professor Ed McCormack, Program Chair of Economics and Business, see the correspondence on the recent self-study material from Economics.

Many academic programs meet weekly to accomplish the work of the faculty, and others meet twice a month. Additionally, program chairs meet once a month in a luncheon meeting with the Academic Vice President and Dean of the Faculty. Divisions meet several times each term, an opportunity afforded by Berea’s new weekly schedule that was passed by faculty in Spring 2014.

### Table 1. Academic Qualifications of Program Chairs for Each Academic Major or Minor

<table>
<thead>
<tr>
<th>Academic major/ minor/ concentration</th>
<th>Parent academic program</th>
<th>program chair</th>
<th>relevant degrees and certifications held</th>
</tr>
</thead>
<tbody>
<tr>
<td>African and African Studies B.A.</td>
<td>African and African American Studies</td>
<td>Andrew Baskin</td>
<td>M.A. in History, Virginia Tech, 1976; 18 additional hours in Educational Administration; early studies (1973-1976) in African American history before graduate programs were widespread in African American Studies; Editor of The Griot: The Journal of African American Studies, since 1986; research on Kentucky’s African American communities; Seabury Award for Excellence in Teaching, Berea College, 2004; Member and former Chair, Kentucky African American</td>
</tr>
</tbody>
</table>

Sarah Hall
Ph.D., Crop Science, University of Kentucky, 2011; M.S., Forestry, University of Kentucky, 2007

Chris Green
President of Appalachian Studies Association, 2013-2014; numerous publications on Appalachia; numerous presentations, submitted and invited, on Appalachia; Weatherford Award for Best Nonfiction Book on Appalachia, 2009.

Eileen McKiernan Gonzalez
Ph.D., Art History, University of Texas at Austin, 2005
Assisted by Lisa Kriner, M.F.A. in Textiles, University of Kansas, 1998

Jeff Richey
Ph.D., Theology and Religious Studies, Graduate Theological Union (cooperative program with University of California, Berkeley), 2000;

M.T.S., Religions of the World, Harvard University, 1997; specialist in Asian religions; dissertation: “Magical Power and Moral Law in Early Chinese Thought”;

three books and numerous publications on East Asian religions
Biology B.A. with a Concentration in Molecular, Cellular, and Systems Biology

Biology B.A. with a Concentration in Field and Organismal Biology

Biology B.A. with a Concentration in General Biology

Business Administration B.S.

Chemistry B.A. with a General Concentration

Chemistry B.A. with a Professional Concentration

Megan Hoffman Ph.D., Biological Sciences (Neural Sciences), Washington University, St. Louis, 1990

Ed McCormack MBA, Eastern Kentucky University, 1982; 18 Post-graduate hours in Accounting; Certified Public Accountant, Kentucky State Board of Accountancy; Seabury Award for Excellence in Teaching, Berea College, 2012; Paul C. Hager Excellence in Advising Award, Berea College, 2009; recognized by the Kentucky Society of Certified Public Accountants for passing all parts of Uniform CPA exam on first attempt, 1983.

Anes Kovacevic Ph.D., Chemistry, Yale University, 2004
Child Development B.A.

Family Studies

Katrina Rivers Thompson

Ph.D., Home Economics/Housing & Management, University of North Carolina at Greensboro, 1984

Assisted by Neil Mecham, Ph.D. in Family Life, Utah State University, 2004; M.A. in Early Childhood Education, Arizona State University, 1991; B.S. in Elementary/Early Childhood Education, Utah State University, 1985; and

Janice Blythe, Ph.D. in Animal Science, with an emphasis in Nutrition, University of Kentucky, 1987; Master of Science in Clinical Nutrition, University of Kentucky, 1974; Dietetic Registration Status: Registered Dietitian Nutritionist (RDN) October 1973 to present; Licensed Dietitian (L.D.) in Kentucky.

Nutrition and Food Studies B.A.

Communication B.A.

Broadcast Journalism Minor

Computer and Information Science B.A.

Economics B.A. with a Concentration in International Politics and Policy

Economics B.A. with a

Ph.D. in Communication, University of Southern California, 1994

Assisted by Gordon Gray, Ph.D., Film Studies, Napier University (jointly supervised with University of Edinburgh Social Anthropology and Napier University School of Design and Media Arts) (Scotland), 2002

Ph.D., Computer Science, University of Georgia, 2005

MBA, Eastern Kentucky University, 1982; 18 Post-graduate hours in Accounting;

Certified Public Accountant, Kentucky State Board of Accountancy; Seabury Award for Excellence in Teaching, Berea College, 2012; Paul C. Hager Excellence in Advising Award, Berea College, 2009; recognized by the Kentucky Society of Certified Public Accountants for passing all parts of Uniform CPA exam
Concentration in Methods and Models on first attempt, 1983.

Assisted by Caryn Vazzana, Ph.D., Economics, Purdue University, 2002

Education Studies B.A.

Education Studies B.A. Assisted by Jon Saderholm, Ph.D. in Curriculum and Instruction with concentration in Science Education, University of Louisville, 2007; M.Ed. in Secondary Education with concentration in Mathematics, University of Louisville, 1999; B.A. Physics & Mathematics with teaching certification, Berea College, 1987; Teacher, Spencer County High School (Ky.) 1994-2004; Sandy Spring Friends School (Md.) 1989-1994

Yolanda Carter

Education Studies B.A. with Middle Grades Science Certification, 5-9

Ph.D., Curriculum and Instruction, Kansas State University, 2006;

M.A., Multicultural Education, Northern Arizona University, 1999

Education Studies B.A. with Middle Grades Certification, 5-9

Assisted by Kate Egerton, Ph.D., English, University of North Carolina at Chapel Hill, 2003

Education Studies B.A. with Elementary Certification, P-5

Teaching and Curriculum B.A. with Certification

English B.A. with Concentration in Literature

Ph.D., English, University of North Carolina at Chapel Hill, 2003

Kate Egerton

http://webapps.berea.edu/sacs2014/3-4-11.html
with a
Concentration
in Writing
French B.A.
German B.A.
Spanish B.A.
Latin Minor Classical Languages B.A. (not currently offered)
Health and Human Performance B.A.
Health and Human Performance Education B.A. with P-12 Certification
Dance Minor Health Studies Minor
Health Teaching Minor
History B.A.
Mathematics B.A.

Jeanne Hoch

Ph.D., German Literature, Vanderbilt University, 1979
Assisted by John Carlevalle, Ph.D. in Classical Studies, Boston University, 1999; Marie-Madeleine Watkins, Ph.D. in French, University of Texas, 1981; Certificate d’Etudes Littéraires Générales, option classique, Sorbonne, 1963; Margarita Graetzer, Ph.D. in Spanish, University of Texas, 1994

Kelly Ambrose

M.S. in Physical Education, Eastern Kentucky University, 1987; additional 36 graduate credit hours (Rank 1 Certification), Eastern Kentucky University, 1994; Leave No Trace Master Educator Certification, 2001; Director of Pupil Personnel Certification, Eastern Kentucky University, 2001; 13 years experience teaching physical education and coaching in secondary setting: Head Women’s Track and Field Coach, Berea College, 2002 – 2007; Assistant Women’s Volleyball Coach, Berea College, 2002; Athletic Director, Model Laboratory School, 1994-2001; Men’s Basketball Coach (six seasons), Women’s Basketball Coach (three seasons), Women’s Soccer Coach (two seasons), Men’s Golf and Soccer Coach (2 seasons), all at Model Laboratory School.

Rebecca Bates

Ph.D., History, University of Kentucky, 2006

James Blackburn-Lynch

Ph.D., Mathematics, Virginia Polytechnic Institute and State University, 1995
Music B.A.
Music Education
(Vocal or Instrumental Emphasis, with P-12 Teaching Certification)
B.A.

Kathy Bullock
Ph.D. in Music Theory, Washington University, St. Louis, 1987

Nursing B.S.
Nursing
Monica Kennison
Ed.D. in Curriculum & Instruction, West Virginia University, 2003;
M.S.N., West Virginia University Adult Primary Health Care, 1985;
B.S.N. Indiana University of Pennsylvania, 1980;
Diploma in Nursing, Indiana Hospital School of Nursing, 1977
Ph.D., Southern Baptist Theological Seminary, 1994;

Peace and Social Justice Studies Minor
Peace and Social Justice Studies
Michelle Tooley
M.Div., Southwestern Baptist Theological Seminary, 1982; graduate study at Kroc Institute of International Peace Studies, University of Notre Dame, 1992;

Philosophy B.A.

Eric Pearson
Ph.D., Philosophy, Syracuse University, 1990

Applied Science and Mathematics B.A.

Physics B.A.

Tracy Hodge
Ph.D., Physics, University of Wyoming, 1996
<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Name</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science B.A.</td>
<td>Political</td>
<td>John Heyrman</td>
<td>Ph.D., Political Science, University of Minnesota, 1991</td>
</tr>
<tr>
<td>Psychology B.A.</td>
<td>Psychology</td>
<td>Wayne Messer</td>
<td>Ph.D., Psychology, University of Florida, 1990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Near Eastern Languages and Civilizations, Harvard University, 1994;</td>
</tr>
<tr>
<td>Religion B.A.</td>
<td>Religion</td>
<td>Duane Smith</td>
<td>A.M., Near Eastern Languages and Civilizations, Harvard University, 1991;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Th.M., Harvard Divinity School, 1986;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Earlham School of Religion, 1983</td>
</tr>
<tr>
<td>Sociology B.A.</td>
<td>Sociology</td>
<td>Jackie Burnside</td>
<td>Ph.D., Sociology, Yale University, 1988</td>
</tr>
<tr>
<td>Sustainability and</td>
<td>Sustainability</td>
<td>Nancy Gift</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies Minor</td>
<td>Environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Artisan Studies Concentration B.S.</td>
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<tr>
<td>Technology and Applied Design B.S.</td>
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</tbody>
</table>
Design: Engineering and Technology Education Concentration B.S.

Technology and Applied Design: Technology Management Concentration B.S.

Theatre B.A.

Film Production Minor

Women's and Gender Studies B.A.

<table>
<thead>
<tr>
<th>Division</th>
<th>Academic Programs</th>
<th>division chair</th>
<th>relevant degrees and dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Biology, Chemistry, Mathematics, Nursing and Physics, Agriculture and Natural Resources, Computer and Technology</td>
<td>Matt Saderholm</td>
<td>Ph.D. in Biological Chemistry, University of North Carolina, Chapel Hill, 1998</td>
</tr>
</tbody>
</table>

Table 2 below shows the division chair for each of the six academic divisions with the programs listed and the relevant degrees for each division chair.

Table 2. Academic Qualifications of Division Chairs
II Information Science, Economics and Business, Sustainability and Environmental Studies; and Technology and Applied Design

Jan Pearce

M.S., Computer Science, University of Minnesota (2002);
Ph.D. in Mathematics, University of Rochester, 1992

III Child and Family Studies, Health and Human Performance, Psychology and Sociology

Janice Blythe

Ph.D. in Animal Science, with an emphasis in Nutrition, University of Kentucky; 1987;
Master of Science in Clinical Nutrition, University of Kentucky, 1974; Dietetic Registration Status: Registered Dietitian Nutritionist (RDN) October 1973 to present; Licensed Dietitian (L.D.) in Kentucky

IV Communication, English, Foreign Languages, Music, and Theatre

Billy Wooten

Ph.D. in Communication Studies, University of Kentucky, 2006.

Art/Art History, Asian Studies, History, Philosophy, Political Science, and Religion

Steve Gowler

Ph.D. in History of Religious Thought, University of Iowa, 1989

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

Meta Mendel-Reyes


Supporting Documents & Evidence

1. Faculty Roster
2. 2014-2015 Faculty Manual: Description of Program Chair
3. Religion Curriculum Change Proposal
4. 2014-2015 Faculty Manual: Description of Academic Program Council (APC)
5. Academic Program Council (APC) Agenda and Minutes,
   - November 6, 2012
   - November 13, 2012
   - January 10, 2013
6. 2014-2015 Faculty Manual: Description of the Executive Council (EC)
7. General and College Faculty Assembly Meeting, March 21, 2013
   - Agenda
   - Minutes
8. 2013-2014 College Catalog: Description of Religion Program
9. 2014-2015 Faculty Manual: Description of Division Chair
10. Correspondence Regarding Program Chair Assistance from Faculty
11. 2014-2015 College Catalog: Programs of Study
    - African and African American Studies
    - Agriculture and Natural Resources
    - Appalachian Studies
    - Art
    - Asian Studies
    - Biology
    - Chemistry
    - Child and Family Studies
    - Communication
    - Computer Science
    - Economics and Business
    - Education Studies
    - English
    - Foreign Languages
    - Heath and Human Performance
    - History
    - Mathematics
    - Music
    - Nursing
    - Peace and Social Justice Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Sustainability and Environmental Studies (SENS)
- Technology and Applied Design
- Theatre
- Women's and Gender Studies
3.4.12 Technology Use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Status
Compliance

Justification Narrative

Berea College’s use of technology enhances student learning, is appropriate for meeting objectives of the College’s programs, and ensures that all students have access to and training in the use of technology. See also 3.8.1 Learning/Information Resources for additional information.

Campus Network

Berea College continues to provide substantial campus-wide infrastructure for technology. Network infrastructure is evaluated by the Information Systems and Services (IS&S) department on a yearly basis and upgraded as appropriate. Currently, the network consists of a redundant core with 10 Gigabit connectivity as well as gigabit connectivity to each classroom and residence hall. A total of 510 wireless access points are provided across campus, in every building, with upgrades beginning to the new wireless AC standard. In all, 86 classrooms and 21 meeting rooms across campus are outfitted with current educational technologies that include built-in projectors, sound enhancement, and connections for laptops, tablets, and DVD players. Furthermore, classrooms are currently being equipped with smartboards and interactive technology for both faculty and students to use.

Educational Technology

In 2012, Berea College hired a full-time Director of Educational Technology who oversees development and coordination of all innovation projects as well as training in the effective use of technology in ways that enhance student learning. The director works with the Academic Vice President and Dean of the Faculty (to whom the Educational Technology department ultimately reports, see organizational chart), Chief Information Officer, and Information Systems and Services staff to plan, evaluate, and where possible enhance the classroom and campus learning experience. Educational Technology exists to encourage, provide, and sustain twenty-first-century classroom technology that supports teaching and learning. Educational Technology staff (three FTE) provide resources and support services for faculty, staff, and students across departments and in the academic classroom. The goal is to provide excellent client services while encouraging and supporting the use of existing, emerging, and evolving classroom...
technology used in teaching and learning. See 3.4.9 Academic Support Services for more information on Educational Technology.

In direct response to faculty and student reactions to informal assessments, several changes have been made in this academic year (2014-2015). For example, Educational Technology will provide at least four Teaching with Technology Lunches each term, where all presentations will be evaluated with a faculty survey and then posted as a re-usable digital resource on campus guides. This is a change from the previous two years, where only one presentation was offered, and it is a direct change in response to faculty requests for more technology training and resources. A Technology Mini-Conference day is being planned so that faculty requesting funding for specific technology for classroom use may publicly present their projects for both peer and self-assessment. A template for self-assessment on the positive and/or negative aspects associated with the implemented technology will be created. These sessions will also become a static digital resource for future use and will result in the compilation of an educational technology resource. These, and all other faculty resources, may be found on the Educational Technology web site. Furthermore, a labor student educational technology resource page for student use is in the development stage. (See 3.8.1 Learning/Information Resources for additional details.)

Educational Technology is located centrally on the main floor of Hutchins Library, and the library’s “refresh” in the summer of 2014 (new furnishings, carpet, and paint) gave Educational Technology and its new computer lab a very central orientation for students and faculty (see below). The new Educational Technology Active Learning Lab is available all the hours the library is open. Ed Tech student assistants staff the lab service desk afternoons and evenings to answer questions and assist students with technology issues. The Lab has seating for 28 people, four high-end MACs to support student video editing and production work for classes, four general-use workstations, 18 network connections, wireless networking, a portable 55” Mondopad, and a portable Mediascape station.

The Assistive Technology Lab, located on the main floor of the Library, is staffed by the Assistive Technology Specialist and four student workers. The Lab provides special equipment and assistance for students with disabilities.

Educational Technology provides Moodle training and support to faculty and staff. At the beginning of each semester in collaboration with the Center for Transformative Learning, workshops for Moodle orientation are scheduled for first-year faculty and as a refresher for returning faculty. These trainings are supplemented by an open walk-in lab for questions and hands-on training during the week prior to the beginning of classes. This is repeated in the Spring term and often followed with an advanced or basic training at the end of terms. In order to deepen student learning and faculty expertise, Educational Technology maintains an individual appointment schedule with any faculty desiring Moodle or instructional design guidance throughout the year. Workshops are capped at 30 participants. For the last
two years, all workshops have been filled to capacity for each scheduled training. Faculty who have never used Moodle previously have been encouraged to join these sessions, a likely reason for the increase in faculty use of the learning management system that now reaches 80 percent of the faculty.

A resource page on the College’s website has been established to further provide faculty with resources and information for Moodle, as well as profiles of faculty projects using other Educational Technology across campus.

**Classroom Technology and Pedagogical Innovation**

Educational Technology, IS&S, and faculty work closely in supportive ways to explore pedagogical innovation with technology to enhance student learning. The Stabile Classroom in the Frost Building, for example, was updated with new equipment, including dual smart boards. Knapp Hall, the historic home to Education Studies, re-opened in August 2014 after a complete green renovation and addition. The building is specially equipped with technology in each classroom of the kind that Education students would find in the most technologically sophisticated K-12 classroom. Another classroom in the Science Building, in particular, having been equipped with mobile furniture, iPad carts, and multiple interactive boards with projection, is being used as a testing ground for the latest classroom technologies. Faculty are using technology in this Active Learning Classroom to provide hands-on enhanced learning experiences to students. One faculty member agreed to share her experiences in Fall 2013 to faculty colleagues on the how this technology-laden classroom has improved her students’ learning in her chemistry classes, particularly after the Academic Vice President and Dean of the Faculty invited Dr. Robert Beichner from North Carolina State University to come to Berea’s campus to speak to faculty. Beichner is the pioneer behind the SCALE-UP (Student-Centered Active Learning Environment with Upside-down Pedagogies) classroom. Benefits to student learning that were shared during this presentation included increased student focus and learning, while drawbacks included technology failure or user error that, at times, interfered with student learning. This professor provided the following narrative describing the improvements she observed in her students’ learning. She stated “…the first exam from Spring 2013 was my first attempt at assessing the effectiveness of my new teaching style. In reviewing the exam scores, I noted both an increase in the average exam score of the two CHM 222 sections (68%), but also a positive change in the grade distribution of the first CHM 222 exam. Not only did the percentage of failing students decrease, but the percentage of students earning an A increased" (see Figure 1) (see Tenure Review Portfolio).
The College has since renovated another classroom in the Science Building, a renovation that removed the tiered, fixed seating and installed a second SCALE-UP classroom outfitted with technology, as more faculty continue to be interested in this pedagogical model.

**EDGE (Empowering a Dynamic Generation through Education)**

Berea strives to be keenly aware of the assets as well as the challenges of the students it serves. With regard to technology, the College began an inquiry in 1998, based on the 1996 version of the strategic plan, *Being and Becoming: Berea College in the 21st Century*, that suggested universal access for technology. The College then began fundraising to make this possible. As noted in the 2006 version of *Being and Becoming*,

"The Universal Access Program that placed portable computers in the hands of all faculty and students in the fall of 2002 requires an annual expenditure of $1.3 million and the raising of an $8 million endowment to fund just a third of this project."

As noted in a [Berea College press release](http://webapps.berea.edu/sacs2014/3-4-12.html) from 2002,

“‘The term ‘universal access’ at Berea means access for all students to an educational environment in which information is one of the foci around which the educational program revolves, facilitating a diverse set of teaching styles and education aims. The Universal Access initiative arises from … ‘Being and Becoming’ that suggests that ‘student access to networked resources be enhanced by providing students with portable computers and extending the network into classrooms, the Library and residence hall rooms.’”
More than a decade later, the college’s **EDGE program** continues to provide every student with a laptop computer and associated services to enhance learning and meet campus technology needs. Faculty generally have the same laptop device that students receive, ensuring seamless universality campus wide. The EDGE rollout and student orientation occurs during the week before classes begin each year and is required attendance for all incoming students. During **orientation**, students are given an overview of the laptop they are given and directed to attend the orientation session on the use of the campus learning management system, Moodle. There are additional communications that go to students to ensure adequate support for technology. The **Technology Resource Center**, a unit of IS&S, sends campus-wide e-mails on adjustments of its hours due to holidays, etc. Also operating hours are addressed in the orientation with students when they first receive their laptops at the beginning of each year. A **campus-wide e-mail** is also sent from Educational Technology directing students to resources on the use of Moodle for login and other FAQ’s (frequently asked questions). The Technology Resource Center publishes a **helpful guide to its services**. Additionally, Educational Technology operates and oversees an **Educational Technology Open Lab** in the Hutchins Library where students can seek help with various academic technology questions during posted hours in the library, such as Moodle operating questions or Word FAQ’s regarding the use of Microsoft Word in academic papers or assignments.

**Toward the Future**

During the academic year 2014-2015, the EDGE program will undergo substantial revision as Berea seeks to engage students with the most appropriate mobile technology to enhance student learning. Possibilities are being explored to provide students a mobile device, along with an affordable mobile plan (since many students are burdened with excessive cell phone bills once they arrive on campus), and a tablet instead of a laptop. Technology is also currently be used to improve student learning in Berea's Nursing Program. Twenty-nine iPads were recently purchased by the College for nursing students to use in class and after class for individual and group assignments, accessing digital resources, and creating study guides. An evaluative piece is being developed that will assess how well the technology fits the needs of the students and the demands of the curriculum.

Additional curriculum-specific technology includes a **digital film production studio**, constructed in 2011, that faculty members from Berea's Communication and Theatre programs use to work with students to produce curriculum-related short films and broadcasts that feature real-world experiences. Furthermore, several academic departments have discipline specific labs including Computer Science, Art, and Technology and Applied Design.

Faculty engagement has included group training on such technology as Moodle as well as one-on-one
engagement to support pilot programs of innovative technology usage in and out of the classroom. Educational Technology keeps track of Moodle usage by professors. This usage has significantly increased since the Educational Technology Department was created. Utilization rates and information for Spring 2014 of Moodle, as a learning management system in the classroom, are shown below:

Moodle Utilization Rates for Spring 2014

- 200 Active Teaching Accounts were established
- 80% of teaching faculty and staff are using Moodle in some capacity
  - 100% use Moodle to post their syllabus
  - 56% use Moodle to post other files/documents
  - 38% use Moodle’s grade book feature
  - 34% use Moodle’s forum feature
  - 16% use Moodle’s quiz feature
- Only 20% of established Moodle accounts are not currently active

Educational Technology has seen the majority of faculty using Moodle as a landing page or resource page where students can find classroom information and resources. Faculty use the News Forum as a way to easily communicate to all students at once through the e-mail notification system and as a way to keep students on track with upcoming assignments. Many faculty use it to store class readings and handouts and to provide in one reliable and accessible place alternate formats of material for students with disabilities. Additionally, faculty are encouraged to use the streaming server maintained by Information Systems and Services as a way to incorporate video and streaming video libraries into their blended courses using the learning management system.

Faculty have responded positively in a trend towards the flipped model of teaching where lectures and other video are streamed to the Moodle site, freeing up valuable class time for hands on work in the classroom where the professor is available for questions. Some faculty are also finding that Moodle creates an environment where a paperless classroom is possible, adding to the sustainability focus of the College manifest in the seventh Great Commitment. Educational Technology encourages these innovative practices and continues to seek new ways to support faculty through the use of the learning management system, classroom technology and other Web 2.0 applications, all apparent on the website for Educational Technology.

Supporting Documents & Evidence

1. Comprehensive Standard 3.8.1 Learning/Information Resources
2. Information Systems and Services (IS&S)
3. Educational Technology
4. Berea College Organizational Chart
5. Comprehensive Standards
   - 3.4.9 Academic Support Services
   - 3.8.1 Learning/Information Resources
6. Center for Transformative Learning (CTL)
7. Educational Technology Resource Page
8. Dr. Robert Beichner
9. SCALE-UP (Student-Centered Active Learning Environment with Upside-down Pedagogies)
10. Tenure Review Portfolio for Chemistry Professor Mary Robert Garrett
11. 2014-2015 College Catalog: EDGE Program
12. Being and Becoming: Berea College in the 21st Century, February 2006 (Strategic Plan)
14. Fall 2014 Orientation Week Schedule
15. Technology Resource Center
16. E-mail Communications to Campus from Educational Technology
17. Technology Resource Center Guide to Service
18. Educational Technology Open Lab
19. Digital Film Production Studio
20. Mission of the College: Great Commitments
3.5.1 General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Status
Compliance

Justification Narrative

In keeping with its second Great Commitment (“to provide an education of high quality with a liberal arts foundation and outlook”), Berea College has taken great care to articulate a comprehensive and intentional set of college-level competencies operationalized with implementation of the General Education Program, successful completion of which is required of all students. Moreover, the College makes use of a variety of methods to assess regularly the extent to which students are achieving these competencies.

Berea College’s General Education Program is comprised of five interdisciplinary core classes (these are labeled with the rubric “GSTR,” which stands for “General Studies Required”) taught by faculty from multiple disciplines and includes the following core courses:

1. GSTR 110: Writing Sem I: Critical Thinking and the Liberal Arts
2. GSTR 210: Writing Sem II: Identity and Diversity in the United States
3. GSTR 310: Understandings of Christianity
4. GSTR 332: Scientific Knowledge and Inquiry
5. GSTR 410: Sem-Contemporary Global Issues.

Additionally, courses reflecting six Perspective areas (arts; social science; western history; African American, Appalachian, and Women; religion; and international perspectives) and two practical reasoning courses (at least one of which has a quantitative emphasis) are required. Finally, all students must complete one credit in Health and Physical Education and an Active Learning Experience.

Together, this comprehensive college-level curriculum allows for students to achieve the knowledge, skills, and attitudes that form the core set of competencies referred to as the “Aims of General Education.” These Aims of General Education are affirmed and published in the online College Catalog and serve as the principal learning framework for Berea’s General Education program.

Berea College’s “Aims of General Education”
**Knowledge:** Berea College’s General Education Program will help students understand:

- aesthetic, scientific, historical, and interdisciplinary ways of knowing;
- religion, particularly Christianity, in its many expressions;
- Berea College’s historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region;
- the natural environment and our relationship to it;
- the roles of science and technology in the contemporary world; and
- U.S. and global issues and perspectives.

**Skills:** Berea College’s General Education Program will help students develop the abilities to:

- read and listen effectively; write and speak effectively, with integrity and style;
- think critically and creatively, and reason quantitatively;
- develop research strategies and employ appropriate technologies as means to deepen one’s knowledge and understanding;
- work effectively both independently and collaboratively; and
- resolve conflicts nonviolently.

**Habits of Mind:** Berea College’s General Education Program will help students:

- deepen their capacities for moral reflection, spiritual development, and responsible action;
- develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture;
- cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives;
- think and act in ways that promote peace with justice;
- develop habits leading to lifetime health and fitness.

The Aims of General Education were the result of an extensive three-year General Education review and revision process that culminated in 2005 with the passage of the current [General Education Program](http://webapps.berea.edu/sacs2014/3-5-1.html). The work of the [General Education Review Committee](http://webapps.berea.edu/sacs2014/3-5-1.html) was guided by an exhaustive scan of current and best practices in general education, ensuring that the resulting Aims of General Education do, indeed, reflect college-level competencies that one would expect from an institute of higher education in the liberal arts.
In addition to these over-arching Aims of General Education, each of the five GSTR courses that make up the core of the General Education Program have established specific learning goals and student learning outcomes (SLOs) that serve the Aims of General Education (see Table 1 below for a complete list of the identified SLOs by core course and by perspective area). The SLOs for each of the core general studies (GSTR) courses are also published in the online College Catalog and are required to be included as part of all respective course syllabi. Furthermore, the course goals for each of the five core GSTR courses are strategically mapped to the Aims of General Education, giving further assurance that the curriculum is not only serving the mission of the College but also reflecting college-level competencies.

Table 1. General Education Curriculum Student Learning Learning Outcomes

<table>
<thead>
<tr>
<th>Required general education courses/areas</th>
<th>goals and outcomes</th>
</tr>
</thead>
</table>

1. develop, compose, and complete college-level essays that engage and use various kinds of texts using reason, evidence, and support for a clearly stated thesis

2. use quotations, paraphrases, and summaries of primary or secondary texts appropriately in your writings

3. develop documentation skills, including both the proper mechanics of citations and making judgments about when citations are necessary

4. identify and use properly some common modes of reasoning and basic critical thinking concepts

5. research, read, and evaluate a variety of sources, to assemble an appropriately diverse bibliography, and to appreciate how different types of sources can work together

6. use the Hutchins Library facility and its resources, including the Library Home Page and library web resources

7. understand how preparation, engaged attentiveness, reflection, and thinking leads to continuous learning

1. write competently at the college level, using a multi-stage process approach to writing, including formation of a supportable, narrow topic, drafting, revision and editing
GSTR 210: Writing Seminar II: Identity and Diversity in the United States

2. be proficient in properly documenting sources and recognizing and avoiding plagiarism
3. be adept at using a wide variety of sources for research and seeing how different types of sources work together
4. demonstrate thoughtful engagement with ideas, experiences, issues, and texts in various types of writing, including sustaining an argument in a research paper
5. be able to demonstrate enhanced oral communication skills
6. employ basic critical thinking concepts by describing, analyzing, and synthesizing materials
7. understand issues related to race, gender, class and Appalachia in a national context

GSTR 310: Understandings of Christianity

1. understand the differences between approaching Christianity from a faith perspective and from the perspective of academic disciplines
2. understand the differences and relations between religious and scientific ways of knowing
3. describe the diverse ways Christianity has been expressed in ideas and beliefs, ritual and spiritual practices, moral values and actions, and communities and institutions
4. explain the ways Jesus and the Bible have been, and continue to be, understood as central to Christianity
5. identify themes and topics in the history of Christianity, including:
   - Christianity's Hebraic and Greco-Roman background and context
   - the development of orthodoxy out of diversity (including the development of the Biblical canon)
   - interactions and relationships with Judaism and Islam
   - the development of distinctive families of Christianity: Roman Catholic, Eastern Orthodoxy, and varieties of Protestantism
   - Christianity's missionary impulse, its global expansion, and its development as a global religion
   - Engagement with modernity (including science and movements of liberation)
6. understand a topic of contemporary concern examined in light of relevant
biblical and historical perspectives (e.g., nature/technology; wealth and poverty; gender/sexuality and family; war, peace, and violence; slavery and race; global Christianity)

7. read critically the Bible and other primary and secondary sources, using commentaries and other interpretive aids as appropriate

8. work collaboratively and conduct effective, pertinent research

1. Articulate the basic facts, the historical development, and the evidence supporting our current conception of:
   - big bang cosmology
   - motion and energy
   - atomic and molecular structure
   - radioactivity
   - organic evolution
   - the age of the Earth
   - plate tectonics

2. Describe experiences with:
   - the dynamic nature of science; that science progresses by substituting one explanation of natural phenomena with a more accurate explanation
   - the roles of facts, models, laws, hypotheses and theories in the process of science; that good scientific explanations not only describe what is known about the natural world, but make accurate predictions about phenomena that are yet to be encountered
   - the roles and value of careful observation, practical reasoning, quantitative skills, and creativity in conducting scientific inquiries and constructing scientific knowledge
   - the scientific method as a form of practical reasoning that can be used successfully in other areas of inquiry

3. Use quantitative skills to:
   - support qualitative hypotheses
   - recognize, interpret, and extract information displayed in graphs and tables
   - recognize when numerical results do not make sense
4. Examine and critique current real world situations and problems using basic scientific information from astronomy, physics, chemistry, biology, and geology

5. Appreciate the value of scientific inquiry, and adopt a positive attitude about science, including a willingness to continue learning about scientific topics after the course has ended

GSTR 410: Seminar in Contemporary Global Issues

1. consider a contemporary global issue from diverse disciplinary approaches
2. recognize and appreciate distinct disciplinary approaches, their strengths, limits, and contributions to integrative understanding of complex global issues
3. build upon, use, and synthesize previous learning in General Education, elective disciplines, and major field of study
4. engage in independent, multi-disciplinary inquiry and research of a complex, contemporary issue before the world
5. develop an informed position on a complex global issue and formally present orally the results of research to scholarly peers and faculty

Art Perspective

1. understand a creative process as structured experience with identifiable criteria and develop a general ability for critical analysis through an engagement with one or more of the arts
2. understand connections between ideas, process, and outcomes and understand relationships between creative thinking and the related craft of the art form
3. understand functions, meanings and processes of artistic form
4. develop understanding of the relationship between art and its societal and historical contexts

Social Science Perspective

1. describe how human behavior is subject to scientific inquiry, and the kinds of questions social scientists ask in order to understand human behavior
2. describe how social scientists pursue their questions through methods common to all the social sciences as well as methods that are specific to one social science discipline, such as data collection, analysis, prediction, experimentation, interpretation, and organization into explanatory
frameworks and models

3. explain specific social science content in light of the method described above

Western History
Perspective

1. understand and practice basic historical inquiry, including evaluation of primary and other sources as well as analyze different interpretations of the past

2. appreciate and question the idea of Western identity in connection with the specific content of the course

3. acquire a sense of the specific temporal and geographical location of the historical phenomena covered by the course

4. grasp the key influences on continuity and change in the period studied

5. gain an understanding of the past on its own terms as well as its influence on the present

Religion
Perspective

1. understand religion as a mode of response to, and as system of beliefs and practices derived from, an interaction with divine or ultimate reality

2. understand religion as a way of addressing fundamental questions about human nature and experience

3. understand how religion is expressed in art, ritual, myth, or texts

4. understand relationships of religious beliefs and practices to ethical teachings, practices, or issues

African Americans’, Appalachians’, Women’s Perspective

1. know and appreciate cultural contributions, perspectives, and/or experiences of one or more of the groups emphasized in Berea College’s historic commitments: African Americans, Appalachians, and/or women

2. understand how mechanisms of institutionalization, privilege, power, and cultural stereotyping affect African Americans, Appalachians, and/or women, and how these groups have resisted patterns of domination

3. reflect upon her or his own identity and place within a diverse society

4. access and evaluate resources by and about African Americans, Appalachians, and/or women.

1. understand distinctive aspects of the cultures and civilizations studied
International Perspective

2. think critically about aesthetic, moral, and/or social norms other than their own and gain a better understanding of their own cultures
3. recognize and think critically about cross-cultural connections
4. develop tolerance of values across cultures

Practical Reasoning

1. become more sensitive to nuances of language use
2. able to identify logical relationships between and among propositions
3. able to use and to recognize different patterns of reasoning
4. able to recognize improper patterns of reasoning
5. able to use appropriate criteria to evaluate reasoning
6. able to deliberate about various courses of action by weighing evidence
7. able to think clearly about values and their place in a reflective and active life

Lifetime Health and Fitness

1. Students will comprehend basic wellness concepts and facts.
2. Students will analyze interrelationship among the dimensions of wellness.
3. Students will evaluate health information and resources.
4. Students will be introduced to a variety of physical activities and skill related fitness components from which they may develop and maintain life-long health.
5. Students will be able to assess their knowledge about health and physical fitness information, and analyze personal physical fitness components.
6. Students will integrate knowledge to make informed choices regarding wellness.

Active Learning Experience

1. Be able to demonstrate enhanced understanding of specific learning objectives appropriate to the experience, and
2. Be able to reflect rigorously on multiple facets of their rich experience, including cognitive, affective, and practical reasoning or decision-making aspects of the experience.

The Committee on General Education (COGE) has responsibility for oversight of the General Education Program. This includes:
• consideration of issues that affect the substance of the General Education curriculum, including reviewing and making recommendations on any matters that affect GSTR course guidelines or the General Education curriculum as a whole.

• administration of existing policy within the General Education Program. These matters include (but are not limited to) the development, review and approval of new sections of General Education core courses, Perspectives, and other components of the General Education Program; and consideration of requests for exceptions within the General Education Program.

• systematic and on-going assessment of individual GSTR courses, and of the General Education curriculum as a whole (see Review of General Education - Report to the Faculty).

• planning for faculty development in regard to the General Education Program.

• initiation of proposals for programmatic and/or curricular changes to the General Education Program which are forwarded to and acted upon by the Academic Program Council (APC).

Thus, in fulfilling its charges, COGE provides broad oversight for the General Education curriculum and ensures that the curriculum and the Aims of General Education adequately reflect college-level competencies.

Assessing the Extent to Which Students Attain College-Level General Education Competencies

As described above, COGE has primary responsibility for overseeing and ensuring that regular assessment occurs of student learning outcomes and the Aims of General Education. At a very basic level, COGE regularly reviews all syllabi for each of the five core general studies courses to ensure that the course-specific goals and student learning outcomes are prominently included (see representative examples from the 2013-2014 academic year for GSTR 110, GSTR 210, GSTR 310, GSTR 332, and GSTR 410).

Targeted assessments of specific college-level competencies in the General Education program have taken many forms over the past several years while focusing on five key areas:

1. writing
2. critical thinking
3. quantitative reasoning;
4. research skills and information literacy; and
5. scientific knowledge and reasoning.

The extent to which students are achieving each of these competencies has been routinely assessed using both standardized and locally developed instruments/methods, drawing from representative samples of
students and their artifacts from core GSTR courses.

Assessment of Student Writing (2006-2010)

Student writing has typically been assessed through locally developed rubrics using direct course-embedded evidence. Assessment of writing has also included a brief implementation (from 2006 until 2008) of a writing competency exam administered to all first-year students (see assessment reports from 2006, 2007, and 2008). However, faculty have moved away from this form of high-stakes assessment and now rely on student papers assessed by faculty.

In June of 2010, 14 faculty members participated in a week-long assessment project in which they refined a writing rubric and analyzed several hundred student research projects from GSTR 210 and GSTR 410. The data from this assessment confirmed student improvement in some, but not all, fundamental writing skills between the first year and the fourth year (see Table 2 below). These data also revealed the need for continuing work in helping students become more sophisticated in their reasoning, including the use of quantitative information.

Table 2. Percentage of GSTR 210 and GSTR 410 Projects Assessed as Meeting Specific Writing Outcomes, Academic Year 2010

<table>
<thead>
<tr>
<th>Criteria</th>
<th>GSTR 210</th>
<th>GSTR 410</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/Thesis</td>
<td>59%</td>
<td>56%</td>
</tr>
<tr>
<td>Organization/Structure</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>Reasoning and Evidence</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Research/Source Material</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Citation/Style Conventions</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>Language Use</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

A follow-up assessment in 2011 of student papers/projects from GSTR 210, GSTR 310, and GSTR 410 revealed very similar findings. In particular, student achievement of GSTR 310 outcomes proved disappointing and have led to several revisions to the course structure and curriculum in a continuous improvement model (see full reports from the 2010 GSTR Assessment and 2011 GSTR Assessment).

Assessment of critical thinking (2006-2010)

Critical thinking has been assessed using both standardized instruments and through rubric evaluations of student papers and research projects. Standardized measures of critical thinking have included the California Critical Thinking Disposition Inventory (CCTDI) administered in 2006 (N = 275) and again in 2009 (N = 75), and ACT’s College Assessment of Academic Proficiency (CAAP) – Critical Thinking
examination administered in 2007 (N = 280) and again in 2010 (N = 75) (see Tables 3 and 4 for breakdowns of scores across the two administrations of each test).

**Table 3. Overall and Sub-Scale Mean Scores for 75 Students who Completed Both Administrations of the CCTDI Critical Thinking Examination**

<table>
<thead>
<tr>
<th></th>
<th>1st Administration (First-Year Students; AY 2006)</th>
<th>2nd Administration (Seniors; AY 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCTDI Overall Scores</td>
<td>302.5</td>
<td>307.4</td>
</tr>
<tr>
<td>Inquisitiveness</td>
<td>47.7</td>
<td>46.2*</td>
</tr>
<tr>
<td>Maturity</td>
<td>45.9</td>
<td>46.0</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>45.6</td>
<td>46.6</td>
</tr>
<tr>
<td>Analyticity</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Confidence</td>
<td>42.5</td>
<td>43.9*</td>
</tr>
<tr>
<td>Systematicity</td>
<td>39.4</td>
<td>40.3</td>
</tr>
<tr>
<td>Truth-Seeking</td>
<td>37.4</td>
<td>40.4*</td>
</tr>
</tbody>
</table>

*Difference is statistically significant at p<.05.

**Table 4. Overall and Sub-Scale Mean Scores for 75 Students who Completed Both Administrations of the CAAP - Critical Thinking Examination**

<table>
<thead>
<tr>
<th></th>
<th>1st administration (first-year students; ay 2007)</th>
<th>2nd administration (seniors; ay 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAAP-Critical Thinking</td>
<td>64.2</td>
<td>64.8</td>
</tr>
<tr>
<td>National Average</td>
<td>62.7</td>
<td>62.0</td>
</tr>
</tbody>
</table>

Rubric-based assessments of critical thinking competencies include a recent initiative in 2010 in which several hundred GSTR 210 and GSTR 410 research papers/projects were collected and assessed on the following criteria: Purpose/Thesis; Organization/Structure; Reasoning/Evidence; Research/Use of Source Material; Citation/Style Conventions; Language use. Students in GSTR 210 and GSTR 410 both scored lowest on purpose/thesis (59 percent and 56 percent proficient, respectively) and
Reasoning/Evidence (54 percent and 59 percent proficient, respectively)—two criteria most directly related to critical thinking (see Table 2 for complete results). A more complete discussion of these results can also be found in the full report from the Critical Thinking Advisory Group.

Assessment of Quantitative Reasoning Skills (2013-2014)

Assessment of quantitative reasoning skills at Berea College has consisted of rubric-based assessments of GSTR 210 and GSTR 410 papers/projects (conducted in 2010), as well as the use of a standardized test of quantitative reasoning, the Quantitative Reasoning test, Version 9 (QR-9), administered in Fall 2013 and Spring 2014 to all students enrolled in GSTR 110 and GSTR 410.

The rubric-based assessment revealed that, for GSTR 210 research papers in which quantitative information was deemed to be centrally relevant, only 58 percent were judged proficient in the use of quantitative information, with 21 percent rated as seriously deficient. For the GSTR 410 research papers/projects in which quantitative information was deemed to be centrally relevant, 66 percent were judged to make proficient use of quantitative information, with 14 percent rated as seriously deficient.

Consistent with these results, the data from the QR-9 suggested that, while students appear to be making appreciable gains in their quantitative reasoning skills over the course of their four years at Berea, the judgment of many faculty is that students are still not attaining a satisfactory level of proficiency (see full report). Comparing Berea students to the normative data provided by the test publisher, however, suggested that Berea students are nonetheless performing at a very similar level as their peers outside of Berea College (see table 5 for a more complete breakdown of QR-9 results).

Table 5. Quantitative Reasoning (QR)-9 Group Differences between GSTR 110 and GSTR 410 Students, Academic Year 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>GSTR 110</th>
<th>GSTR 410</th>
<th>T</th>
<th>df</th>
<th>p</th>
<th>effect size (d2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QR-9 Total Score</td>
<td>60.2%</td>
<td>67.3%</td>
<td>5.67</td>
<td>631</td>
<td>&lt;.001</td>
<td>.473</td>
</tr>
<tr>
<td></td>
<td>(15%)</td>
<td>(15%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QR-9 Subscale 1:</td>
<td>58.6%</td>
<td>65.2%</td>
<td>5.13</td>
<td>631</td>
<td>&lt;.001</td>
<td>.413</td>
</tr>
<tr>
<td>Use graphical, symbolic, and numerical methods to analyze, organize, and interpret natural phenomena.</td>
<td>(16%)</td>
<td>(16%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QR-9 Subscale 2:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>t-value</th>
<th>p-value</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.4%</td>
<td>60.8%</td>
<td>5.45</td>
<td>&lt;.001</td>
<td>.441</td>
</tr>
<tr>
<td>(18%)</td>
<td>(20%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Discriminate between association and causation, and identify the types of evidence used to establish causation.*

NOTE: All scores reported as % correct.

### Assessment of Research Skills and Information Literacy (2008–present)

Assessment of students’ competencies in research skills and information literacy has utilized a multi-method approach that includes regular reviews by library instruction staff of bibliographies from student papers in core general studies courses (see report on bibliographies), rubric-based assessment of student papers from core general studies courses (see report on Writing, Thinking, and Research Assessment Project in the summer of 2010), and the Research Practices Survey (RPS) created and published by the Higher Education Data Sharing (HEDS) consortium and administered in 2009, 2011, and 2013 to all incoming first-year students (see full report).

Overall, the improvement in students’ research skills and information literacy over their first year of college appears impressive. Much of these improvements may be the result of (1) an intentional library instruction program; and (2) the inclusion of a “teaching the research paper” experience included as part of student first-year experience. The results also suggest that Berea College could do better at helping students maintain or increase their initial self-reported enjoyment of the process of research and discovery rather than seeing their enjoyment waning by the end of the first year of college. For a complete report on the RPS, see Research Practices Summary Report, 2014.

### Assessment of Scientific Knowledge and Reasoning (2008 – present)

Berea assesses scientific knowledge and reasoning through its GSTR 332: Scientific Knowledge and Inquiry curriculum. Traditionally, assessment of this competency tended to focus on particular content knowledge using locally developed assessment instruments, which showed wide variations in knowledge often associated with the instructors’ areas of expertise and particular emphases. The most recent iteration of this assessment tool (administered in Spring 2010) included three sections: 1) questions designed to measure students’ dispositions toward science, 2) a multiple-choice section on fundamental scientific concepts, and 3) a concise essay asking students to synthesize information from two natural science disciplines.

In general, this assessment suggested that students in the pilot thematic section did well on the exam relative to other students in GSTR 332. The assessment also revealed that students had difficulty in synthesizing their knowledge of major scientific theories. The readings of the assessment essays by
three faculty members showed most students were assessed as “struggling” across all three skills measured, suggesting a need to devote greater attention to ensuring that students develop a deeper understanding of major concepts that will enable them to apply to novel situations (see full report).

Table 6. Assessment Results across Three Primary Skills Addressed in GSTR 332 During Academic Year 2009-2010

<table>
<thead>
<tr>
<th>rating</th>
<th>description</th>
<th>evidence</th>
<th>connection</th>
<th>overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Target&quot;</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>&quot;Acceptable&quot;</td>
<td>24%</td>
<td>19%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>&quot;Struggling&quot;</td>
<td>46%</td>
<td>47%</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>&quot;Limited&quot;</td>
<td>24%</td>
<td>24%</td>
<td>34%</td>
<td>23%</td>
</tr>
<tr>
<td>&quot;None&quot;</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Results from a follow-up assessment in 2010-2011 of dispositions, theoretical scientific knowledge, and integrative scientific thinking suggested that students still are not demonstrating an ability to understand course content and apply it as well as would be desired.

Based on these results and discussions among faculty, a new assessment plan is being drawn up that will allow faculty to gain a more nuanced understanding of students’ dispositions, knowledge, and reasoning, which, in turn, might lead to more effective improvements in student learning. This new assessment plan will include pre- and post-tests on dispositions using the Epistemological Beliefs Assessment for Physical Science (EBAPS) instrument, a modified knowledge of science instrument, as well as a modified integrative essay.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. 2014-2015 College Catalog:
   - General Education Program
   - GSTR 110: Writing Seminar I: Critical Thinking and the Liberal Arts
   - GSTR 210: Writing Seminar II: Identity and Diversity in the United States
   - GSTR 310: Understandings of Christianity
   - GSTR 332: Scientific Knowledge and Inquiry
   - GSTR 410: Sem-Contemporary Global Issues
   - Six Perspective Areas
   - Practical Reasoning Courses
- Health and Physical Education Requirement
- Active Learning Experience
- Aims of General Education

3. Approved General Education Design Proposal, December 2005
4. General Education Review Committee
5. 2014-2015 College Catalog: Student Learning Outcomes for each of the Core General Studies Courses
6. Curriculum Map for Core GSTR Courses and Aims of General Education
7. 2014-2015 Faculty Manual: Description of the Committee on General Education (COGE)
8. Review of General Education - Report to the Faculty, December 2010
9. Syllabi Review for the Five Core General Studies Courses, 2013-2014 Academic Year
   - GSTR 110
   - GSTR 210
   - GSTR 310
   - GSTR 332
   - GSTR 410
10. Assessment Reports - Writing Competency Exams
    - 2006
    - 2007
    - 2008
11. GSTR Assessment of Student Writing, Thinking, and Research
    - 2010
    - 2011
15. Higher Education Data Sharing (HEDS) Consortium
3.5.2 Institutional Credits for a Degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree.

*(See Commission policy "Agreements Involving Joint and Dual Academic Awards.")*

**Status**

Compliance

**Justification Narrative**

Berea College awards degrees only to those students who have earned at least 25 percent of the credit required for a degree through instruction provided by Berea College.

Berea College does not use a semester credit-hour system. A Berea College education is organized into courses; most are worth one “course credit” which is equivalent to four credit hours in the semester credit-hour system. In the Berea College system, awarded course credits may range from a quarter credit to three course credits. See [3.4.6 Practices for Awarding Credit](http://webapps.berea.edu/sacs2014/3-4-6.html) for more information.

Students at Berea College earn their degree by satisfying their General Education requirements and by satisfying the requirements for at least one major. All degrees require a minimum of 32 course credits, and the rules on [transfer credit](http://webapps.berea.edu/sacs2014/3-4-5.html) indicate that “Eight (8) of the last eleven (11) courses required for completion of the degree must be earned in residence at Berea College.” By requiring that a minimum of eight credits (8/32 = 25 percent) are earned at Berea College, the College ensures that a Berea College awarded degree has delivered a substantive and appropriate proportion of the academic experiences applicable to the degree.

To ensure this rule is satisfied, the [Registrar’s Office](http://webapps.berea.edu/sacs2014/3-5-1.html) conducts a degree audit before the awarding of any degree to ensure that no student is awarded a degree in violation of this rule. Preliminary degree audits are run one year in advance of anticipated graduation. Any missing requirements are communicated to the student and the academic advisor. Additional audits are conducted prior to registration for the final term of attendance. Any missing requirements are again communicated to the student and the advisor. If there are extraordinary circumstances that indicate the student may not meet a requirements due to circumstances beyond his/her control, the issue(s) is submitted to the [Academic Program Council](http://webapps.berea.edu/sacs2014/3-5-3.html) (APC), which deliberates and renders a [decision regarding how to resolve the unmet requirement](http://webapps.berea.edu/sacs2014/3-5-4.html).

Additionally, to further ensure that students are awarded degrees from Berea College only when a substantive and appropriate amount of instruction occurs on campus, [College policy](http://webapps.berea.edu/sacs2014/3-5-2.html) dictates that “A...
student currently enrolled at Berea who wishes to transfer credit earned at another regionally accredited institution must have approval in advance from the Registrar, the Academic Advisor, and the Program Chair for the program in which the course would be offered at Berea.” Rare exceptions to the “eight (8) of the last eleven (11) rule” can be made by the Student Admissions and Academic Standing Committee (SAAS).

In addition, as of academic year 2014-2015, two years of residence at Berea are required of all degree candidates.

Finally, courses earned at another institution are clearly shown on the Berea College transcript.

**Supporting Documents & Evidence**

1. Comprehensive Standard 3.4.6 Practices for Awarding Credit
2. 2014-2015 College Catalog: Transfer Credit
3. Office of the Registrar
4. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)
5. Academic Program Council (APC), Meeting Minutes, November 11, 2013
6. 2014-2015 Faculty Manual: Description of the Student Admissions and Academic Standing Committee (SAAS)
7. 2014-2015 College Catalog: Residence Policy
8. Sample Academic Transcripts
3.5.3 Undergraduate Program Requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

*(See Commission policy "The Quality and Integrity of Undergraduate Degrees."

**Status**

Compliance

**Justification Narrative**

Berea College publishes requirements for its undergraduate programs, including its general education program. Such requirements conform to commonly accepted standards and practices for degree programs.

**Degree Requirements are Published**

The [Berea College Catalog](http://webapps.berea.edu/sacs2014/3-5-3.html) is the primary source for the publishing of undergraduate degree requirements, including those specified for majors and minors and the general education requirements. The Catalog delineates courses intended as introductions to the major, required courses, electives, and capstone courses through presentation of degree requirements and in course descriptions as appropriate. To illustrate, consider course descriptions for an introductory major course (PSY 100), a required major course (HIS 200), and a capstone course TAD 488. Through the use of course numbering as described in the Catalog, requirement tables as presented in the Catalog and, with a sequenced presentation of courses, the “beginning,” “middle,” and “end” of the degrees are delineated. As an example, the degree table for the [Business Administration Bachelor of Science](http://webapps.berea.edu/sacs2014/3-5-3.html) delineates Core Courses, the Capstone Course, and Required Concentration Courses. General Education requirements are published in the College Catalog and are listed as Components of the Program on the General Studies page of the College website.

Supplemental information is provided in annually published [curriculum guides](http://webapps.berea.edu/sacs2014/3-5-3.html) (see, for example, published requirements for the General [Biology B.A.](http://webapps.berea.edu/sacs2014/3-5-3.html), [English B.A.](http://webapps.berea.edu/sacs2014/3-5-3.html), and [Psychology B.A.](http://webapps.berea.edu/sacs2014/3-5-3.html)). Curriculum Guides are maintained by the Registrar and published on the Registrar’s Office [website](http://webapps.berea.edu/sacs2014/3-5-3.html) and are intended to provide a brief synopsis, or “check list,” of degree requirements. The 2014-2015 curriculum guides correspond to the definitive requirements published in the 2014-2015 Catalog (see, for example, Curriculum Guides for the [Biology B.A.](http://webapps.berea.edu/sacs2014/3-5-3.html), [English B.A. with a Writing Concentration](http://webapps.berea.edu/sacs2014/3-5-3.html), and [Psychology](http://webapps.berea.edu/sacs2014/3-5-3.html).
General Education requirements are listed on each Curriculum Guide in the left-hand column. All Curriculum Guides are identical on the left-hand side and illustrate the fact that the General Education requirements are identical for each student regardless of major or degree pursued.

Students receive information about the College Catalog in Orientation sessions before they begin their first term at Berea. Academic advisors also inform new students about these important degree requirements and where to find them.

Degree Requirements are in Conformity with Commonly Accepted Standards and Practices

To ensure conformity to commonly accepted standards and practices for degree programs, Berea College (a) benchmarks with great frequency, (b) engages in a rigorous self-study process, and (c) has an extensive and rigorous process for approving curricular changes and courses.

(a) Benchmarking to ensure conformity with commonly accepted standards

Table 1 below provides a comparison of Berea College’s 32 course-credit requirement for degree completion in comparison to those of its traditional benchmark intuitions. One course credit at Berea is equivalent to four semester hours. As such, the Berea College graduation requirement is the equivalent of 128 semester hours.

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Degree requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado College</td>
<td>CO</td>
<td>32 units of credit</td>
</tr>
<tr>
<td>Grinnell College</td>
<td>IA</td>
<td>124 credits</td>
</tr>
<tr>
<td>Cornell College</td>
<td>IA</td>
<td>32 course credits</td>
</tr>
<tr>
<td>Coe College</td>
<td>IA</td>
<td>32 course credits</td>
</tr>
<tr>
<td>Knox College</td>
<td>IL</td>
<td>36 credits</td>
</tr>
<tr>
<td>Monmouth College</td>
<td>IL</td>
<td>124 semester hours</td>
</tr>
<tr>
<td>Wabash College</td>
<td>IN</td>
<td>34 courses</td>
</tr>
<tr>
<td>DePauw University</td>
<td>IN</td>
<td>31 courses, B.M.E. 33 courses</td>
</tr>
<tr>
<td>Earlham College</td>
<td>IN</td>
<td>122 semester credits with a minimum of 120 academic credits</td>
</tr>
<tr>
<td>Centre College</td>
<td>KY</td>
<td>111 credit hours</td>
</tr>
<tr>
<td>Transylvania University</td>
<td>KY</td>
<td>36 course units</td>
</tr>
<tr>
<td>Albion College</td>
<td>MI</td>
<td>32 units (128 semester hours)</td>
</tr>
<tr>
<td>Hope College</td>
<td>MI</td>
<td>126 semester credits</td>
</tr>
</tbody>
</table>
Kalamazoo College  MI  36 units (not including PE activities- 1 unit (5 activities)
Carleton College  MN  210 credits (courses are worth 6 credits - 210/6 =35)
Macalester College  MN  128 credit hours
St. Olaf College  MN  35 credits; B.A. & Bachelors of Music Double Degree - 43 full course credits
Davidson College  NC  32 courses
Kenyon College  OH  16 Kenyon units (128 semester hours)
Denison University  OH  127 semester hours
College of Wooster  OH  32 courses
Ohio Wesleyan University  OH  34 units
University of the South  TN  32 full academic courses (128 semester hours), plus 2 physical education credits
Beloit College  WI  31 units
Lawrence University  WI  216 units; B.A. & Bachelor of Music Double Degree - 270 units
Ripon College  WI  124 credits

Berea College credit requirements are equivalent to many of its peer intuitions, although there is some variability. In this context, it is also useful to recall that Berea College is a Labor College requiring that students work in a work-learning-service environment for a minimum of ten hours per week. Berea is one of seven federally recognized Work Colleges.

Berea College also benchmarks quite often in the process of proposing curricular changes, in the process of presenting a case for additional hires, and as part of the Divisional Self-Study process. Table 2 below presents a list of benchmarking examples. The first column indicates the purpose of the benchmarking study, the second presents the formal context in which the analysis was conducted, and the third column presents the benchmarking analysis. Such benchmarking exercises help ensure that Berea College undergraduate programs meet or exceed commonly accepted standards.

Table 2. Examples of Benchmarking at Berea College

<table>
<thead>
<tr>
<th>Purpose of the benchmarking</th>
<th>document where benchmarking is presented</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review residency</td>
<td>Included as part of a 2012 proposal to the Academic Benchmark</td>
<td></td>
</tr>
</tbody>
</table>
requirements: Program Council to institute a two-year requirement for earning a Berea College degree
To review Business Administration degree requirements: Included in the Economics and Business self-study of 2009-2010
To review Economics degree requirements: Included in the Economics and Business self-study of 2009-2010
To review the extent of American Chemical Society (ACS) Certification: Included as part of a 2006 Chemistry Program Self-Study
To review the extent to which Western Art History courses are split into two parts: Included as part of a 2007 curriculum proposal to split a Survey of Western Art course (ART 120) into two course (ARH 121 and ARH 124)
To review credits required for graduation: Included as part of the 2010 proposal from the Executive Council to drop the "January Short-Term" and change the Academic Calendar from a 4-1-4 to a 4-4
To review language requirements and Foreign Language staffing: Included as part of the 2011 Foreign Language Self-Study

In addition to benchmarking for an assortment of purposes, Berea College has two externally accredited programs (Nursing and Education) and one program approved by the American Chemical Society. To ensure that requirements conform to commonly accepted standards and practices for degree programs, Berea College undertakes self-studies, often with external reviewers. (See below.)

(b) Self-Studies to ensure conformity with commonly accepted standards
Prior to its recent academic restructuring, in which academic departments were organized as programs into six academic divisions (beginning Fall 2011), the College maintained a regular and formalized schedule of departmental self-studies every ten years. Since restructuring, the College has adopted a divisional self-study practice to ensure regular evaluation and agreement to commonly accepted standards for degree programs. The general cycle is one academic division is engaged in a self-study each year, meaning the new cycle is based on six years. As the division self-study practice is young, the narrative here will focus, primarily, on self-study practice and process in effect through Spring 2012.

Self-Studies in the Departmental Structure (prior to 2012)

The self-study guidelines from September 28, 2007 were produced by the Academic Program Council, which provided oversight of the self-study process prior to academic restructuring. See Table 3. The guidelines contained the following introductory text and were distributed to academic departments at the scheduled time (once every ten years):

"As a means of continuing evaluation, each academic program or department regularly conducts a comprehensive self-study. Such self-studies usually occur in ten-year cycles, though the schedule can be adjusted to coincide with accreditation visits from external accrediting agencies. For all departments the process combines analysis and planning by department members with scrutiny by external consultants and review by the Academic Program Council (which includes the Provost and the Dean of the Faculty) and the President."

<table>
<thead>
<tr>
<th>Program</th>
<th>English, Theatre, and Speech Communication</th>
<th>Economics and Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>March 2006</td>
<td>March 2007</td>
</tr>
<tr>
<td></td>
<td>Dr. Andrew Bressette, Associate Professor of</td>
<td>Dr. Melbourne Cummings, Department of Human</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Titus Awokuse, Associate Professor and Associate Chair for</td>
</tr>
</tbody>
</table>
External Evaluators

Chemistry, Berry College
Dr. Lisa Hibbard, Association Professor and Chair, Department of Chemistry, Spelman College

Communication Studies, Howard University
Dr. Ed Menta, Professor and Director of Theatre Arts, Kalamazoo College

Graduate Program, Department of Food and Resource Economics, University of Delaware
Dr. Carol Gilbertson, Professor of English, Luther College

Dr. John R. Grout, Dean of the Campbell School of Business, the David C. Garrett Jr. Professor of Business Administration, Berry College

Evaluators' Assessment
Evaluator Letter A
Evaluator Letter B
Evaluator Letter C

Letter from the Academic Program Council (APC) Chair

APC Letter

Notes (departmental/programmatic changes)
Recent American Chemical Society (ACS) Approval
Minor in Broadcast Journalism (2014-2015 Catalog)
Minor in Film Production (2014-2015 Catalog)

Self-Studies in the Transition to Divisional Self-Studies

Following academic restructuring in 2011, the College has moved to a divisional self-study system done...
roughly every six years. In the process of moving toward the new process, the Division Council oversaw the completion of the two remaining departmental self-studies. Table 4 below details this process.

**Table 4. Self-Studies during Transition Divisional Self-Studies**

<table>
<thead>
<tr>
<th>Program</th>
<th>Foreign Languages</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Study Report</td>
<td>Report</td>
<td>Report</td>
</tr>
<tr>
<td>Date</td>
<td>May 2011</td>
<td>October 2011</td>
</tr>
<tr>
<td></td>
<td>Dr. Bill Allen, Professor of French &amp; Italian; Chair of the Department of Modern Languages and Literatures, Furman University</td>
<td></td>
</tr>
<tr>
<td>External Evaluators</td>
<td>Dr. Jim Davidheiser, Professor of German; Chair of the Department of German, Sewanee: University of the South</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Jessie Dixon, Associate Professor of Spanish, Knox College</td>
<td></td>
</tr>
<tr>
<td>Itinerary</td>
<td>Itinerary A</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Itinerary</td>
<td>Itinerary B</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Itinerary</td>
<td>Itinerary C</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Evaluators' Assessment</td>
<td>Evaluator's Letter</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Letter from Academic Vice President and Dean of the Faculty</td>
<td>Letter from AVP/Dean</td>
<td>AVP/Dean</td>
</tr>
</tbody>
</table>

The Division Council is now charged with providing oversight of a divisional self-study process. The guidelines for Divisional Self-Studies were developed with by the Division Council in consultation with the Director of Academic Assessment and the Director of the Office of Institutional Research and Assessment, and the current divisional self-study guidelines were approved in July 2014. The first Divisional Self-Study from Division I (Biology, Chemistry, Math, Nursing, and Physics) was completed August 9, 2013, and the second divisional self-study from Division II (Agricultural and Natural...
Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design) is scheduled to be completed in March 2015. The third divisional self-study was delayed in order to focus on decennial reaffirmation but is scheduled to begin in Spring 2015.

Thus far the first divisional self-study has yielded some promising results, particularly involving past, present, and future focus on the division and how all such information could inform the planning and design of a new home for all programs in the division, the Natural Science and Health Building:

- A Building Vision Statement and a corresponding building blueprint
- Outreach projects including a report of a STEMN (Science, Technology, Engineering, Math, and Nursing) Outreach Retreat and a proposal for a new outreach-focused NSF DRK-12 grant
- Supplemental instruction projects including a NSF WIDER proposal.

(c) Process for Design and Approval of Curriculum, Courses and Degree Requirements

As discussed in 3.4.5 Academic Policies, the College Faculty exercise ultimate responsibility for developing and modifying degree requirements, including General Education requirements. The central process for ensuring that the degree requirements conform to commonly accepted standards and practices for degree programs are as follows:

1. The faculty in a program, division, or on occasion, a committee, develop a proposal for curriculum revision using Curriculum Proposal forms from the Academic Program Council (APC). There are two possibilities: proposals may use the short or long form (the long form is to be used for proposed significant curricular changes, while the short form is used for slight curricular modifications.) As noted on the forms, all curriculum proposals are submitted by Division Chairs to the Dean of Curriculum and Student Learning or directly by the Dean of Curriculum and Student Learning to the Academic Program Council.

2. The proposal is then reviewed by the Academic Program Council, and any questions/concerns raised by the proposal are shared by the chair of APC with those who have submitted the proposal (most often the Program Chair).

3. In due course, the Academic Program Council deliberates and determines a plan of action. The APC can reject a proposal or suggest modifications. For very slight curriculum modifications, APC may approve the change and present the change, as information only, to the Faculty (see the Faculty agendas and APC reports from January 16, 2014 and April 10, 2014). For significant proposals, APC will ask Executive Council to place the proposal on the agenda for consideration.
by the College Faculty Assembly (see the faculty agenda, attachments and minutes for December 5, 2013 for examples where the APC recommended curriculum changes to the Faculty who would subsequently vote).

4. Agendas for Faculty meetings are printed and distributed to the faculty prior to the faculty meeting and, at the appropriate time, the chair of APC is asked to present the proposal to be considered by the College Faculty Assembly (see example agenda from January 16, 2014).

5. In the Faculty meeting, objections can be raised, friendly amendments added, or additional amendments considered. Majority vote is required for a substantive curriculum change to be made. For all curriculum changes once approved, the change is typically made effective for the following academic year (all proposals are submitted with a “Time of Implementation;” see page 4 of the Forestry Minor Proposal of February 12, 2014).

Table 5. Process for Design and Approval of Curriculum, Courses, and Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forestry Resource Management Minor</td>
<td>CIS Proposal and Supporting Syllabi:</td>
</tr>
<tr>
<td>Step 1: Curriculum Revision Proposal</td>
<td>AFR Major Proposal Draft 1</td>
<td>Draft 1</td>
</tr>
<tr>
<td>AFR Major Proposal Draft 2</td>
<td>Forestry Resource Management Minor Draft 2</td>
<td>Course 1 (CSC 186), Course 2 (CSC 4xx), Course 3 (CSC 4xx);</td>
</tr>
<tr>
<td>Step 2: Academic Program Council (APC) Consideration</td>
<td>APC Minutes April 21, 2006 and May 12, 2006</td>
<td>APC Minutes, January 14, 2014 and February 4, 2014</td>
</tr>
</tbody>
</table>
Consideration

Step 4:  
Faculty Consideration  

Step 5:  
Faculty Action  
| Faculty Minutes, May 11, 2006 | Faculty Minutes, April 24, 2014 |

Conclusion  
| Revised Catalog with and October 26 Board of Trustees Meeting Agenda and Proposal sent to Board of Trustees (required for adoption of new Major) | Revised Catalog and Curriculum Guide |

Please refer to 2.7.2 Program Content, 2.7.3 General Education, 3.5.1 General Education Competencies, 4.2 Program Curriculum, and 4.4 Program Length for further information and explanation.

Supporting Documents & Evidence

1. 2014-2015 College Catalog
   - Degree Requirements
   - Degrees of Study:
     - Majors
     - Minors
   - General Education Requirements
   - Course Descriptions:
     - PSY 100
     - HIS 200
     - TAD 488
   - Course Numbering
   - Business Administration Bachelor of Science

2. General Studies: Components of the Program

3. Office of the Registrar:
   - Curriculum Guides
   - Published Requirement for:
- Biology B.A.
- English B.A.
- Psychology B.A.

4. Fall 2014 Orientation Schedule

5. Work Colleges Consortium (WCC)

6. Examples of Benchmarking at Berea College
   - 2012 Proposal (Benchmarking information) to the Academic Program Council regarding residency requirements
   - 2009-2010 Economics and Business Self-Study
     - Appendix L (Business)
     - Appendix L (Economics)
   - 2006 Chemistry Self-Study
     - American Chemical Society (ACS) Certification Table for Benchmark Institutions
   - Benchmark Analysis of the Survey of Western Art History Course
   - Benchmark Analysis of Credits Required for Graduation
   - Foreign Language 2011 Self-Study


8. Departmental Self-Study Process with Evidence
   - Chemistry
     - March 2006 Self-Study Report
     - Itinerary of Evaluators
     - Questions for Evaluators
     - Evaluators' Letter
     - Academic Program Council (APC) Letter
     - Recent American Chemical Society (ACS) Approval Letter
   - English, Theatre, and Speech Communication
     - March 2007 Self-Study Report
     - Itinerary of Evaluators
     - Questions for Evaluators
     - Evaluator Letters
       - A
       - B
       - C
     - Academic Program Council (APC) Letter
     - 2014-2015 College Catalog
- Minor in Broadcast Journalism
- Minor in Film Production

**Economics and Business**

- March 2010 Self-Study Report
- Itinerary of Evaluators
- Questions for Evaluators
- Evaluators' Letter
- Academic Program Council (APC) Letter
- 2014-2015 College Catalog
  - New Concentration in Economics - International Politics and Policy

9. Self-Studies During Transition Divisional Self-Studies

- **Foreign Languages**
  - May 2011 Self-Study Report
  - Itineraries of Evaluators
    - A
    - B
    - C
  - Evaluators' Letter
  - Letter from the Academic Vice President and Dean of the Faculty

- **History**
  - October 2011 Self-Study Report
  - Letter from the Academic Vice President and Dean of the Faculty

11. Office of Institutional Research and Assessment
13. Division I Self-Study Report
14. Division I Building Vision Statement
15. Division I Building Blueprint
16. STEMN Outreach Retreat Report, June 2013
17. NSF DRK-12 Grant
18. NSF WIDER proposal
19. Comprehensive Standard 3.4.5 Academic Policies
20. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)
21. Long Form for Substantive and/or Major Curriculum Proposals
22. Short Form for Curriculum Revision Proposals that involve slight modifications to existing
curriculum
23. Faculty Meeting Agendas and Attachments from the Academic Program Council, January 16, 2014 and April 10, 2014
24. Faculty Meeting Agenda, Attachments and Minutes, December 5, 2013
25. 2014-2015 Faculty Manual:
   - Division Chair
   - Description of the Executive Council (EC)
27. Process for Design and Approval of Curriculum, Courses, and Degree Requirements
   - Addition of New Major: African and African American Studies (AFR)'
     - Major Proposal Draft 1
     - Major Proposal Draft 2
     - Academic Program Council Minutes
       - April 12, 2006
       - May 12, 2006
     - Executive Council Agenda, May 2, 2006
     - Faculty Meeting Agenda with AFR Major Proposal, May 11, 2006
     - Faculty Meeting Minutes, May 11, 2006
     - 2014-2015 College Catalog: Description of the African and African American Studies Major
     - October 2006 Board of Trustees Meeting Agenda and Proposal sent to the Board
   - Introduction of a Forestry Resource Management Minor
     - Minor Proposal Draft 1
     - Minor Proposal Draft 2
     - Academic Program Council Minutes
       - January 14, 2014
       - February 4, 2014
     - Executive Council Minutes, March 13, 2014
     - Faculty Meeting Agenda with Forest Resource Management Proposal, April 24, 2014
     - Faculty Meeting Minutes, April 24, 2014
     - 2014-2015 College Catalog: Description of the Forest Resource Management Minor
     - Curriculum Guide for the Forest Resource Management Minor
   - Computer and Information Science (CIS) Revision of Major and Addition of Courses
     - Proposal Draft 1
     - Supporting Syllabi
- Course 1 (CSC 186)
- Course 2 (CSC 4xx)
- Course 3 (CSC 4xx)

- Revised Proposal
- Academic Program Council Minutes, January 14, 2014
- Executive Council Minutes
  - March 27, 2014
  - April 3, 2014
- Faculty Meeting Agenda with CIS Proposal, April 24, 2014
- Faculty Meeting Minutes, April 24, 2014
- 2014-2015 College Catalog: Description of the Computer and Information Science Major
- Curriculum Guide for the Computer and Information Science Major

28. Core Requirements
   - 2.7.2 Program Content
   - 2.7.3 General Education

29. Comprehensive Standard 3.5.1 General Education Competencies

30. Federal Requirements
   - 4.2 Program Curriculum
   - 4.4 Program Length
3.5.4 Terminal Degrees of Faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Status
Compliance

Justification Narrative

Berea College ensures that at least 25 percent of the course credits in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree. Consistent with Berea's mission of providing a high quality education to students of limited means but great academic promise manifest in the first Great Commitment, 89 percent of Berea’s teaching faculty hold terminal degrees in appropriate disciplinary fields in which Berea's students choose to major (see 2.8 Faculty). Further, in the 2012-2013 academic year, fully 79 percent of all credit-bearing courses were taught by faculty (tenured, tenure-track, continuing non-tenurable, and temporary faculty) who hold an appropriate terminal degree (see Table 1 below and worksheet from which these data were derived).

Berea College defines a single course credit as equivalent to four semester hours or six quarter hours.

Table 1. Course Credits Taught (by major) by Faculty Holding a Terminal Degree

<table>
<thead>
<tr>
<th>Major degree (Course Rubric)</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Academic Year 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credits taught</td>
<td>credits taught by faculty holding terminal degree</td>
<td>total credits taught by faculty holding terminal degree</td>
</tr>
<tr>
<td>African and African American Studies (AFR)</td>
<td>13</td>
<td>10 (77%)</td>
<td>7</td>
</tr>
<tr>
<td>Agriculture and Natural Resources (ANR)</td>
<td>11</td>
<td>11 (100%)</td>
<td>8</td>
</tr>
</tbody>
</table>
Applied Science and Mathematics (*an interdisciplinary major that draws from a combination of BIO, CHM, MAT, PHY, and TAD course rubrics*)

<table>
<thead>
<tr>
<th>Major</th>
<th>Completed</th>
<th>Partial</th>
<th>Incomplete</th>
<th>Total</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art - History (ARH)</td>
<td>7</td>
<td>7 (100%)</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Art - Studio (ART)</td>
<td>17</td>
<td>17 (100%)</td>
<td>22</td>
<td>22 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Asian Studies (AST)</td>
<td>12</td>
<td>9 (75%)</td>
<td>10</td>
<td>7 (7%)</td>
<td>73%</td>
</tr>
<tr>
<td>Biology (BIO)</td>
<td>14</td>
<td>14 (100%)</td>
<td>14</td>
<td>12 (86%)</td>
<td>93%</td>
</tr>
<tr>
<td>Business Administration (BUS)</td>
<td>16</td>
<td>5 (31%)</td>
<td>15</td>
<td>5 (33%)</td>
<td>32%</td>
</tr>
<tr>
<td>Child and Family Studies (CFS)</td>
<td>10</td>
<td>8 (80%)</td>
<td>14</td>
<td>10 (71%)</td>
<td>75%</td>
</tr>
<tr>
<td>Chemistry (CHM)</td>
<td>14</td>
<td>14 (100%)</td>
<td>13</td>
<td>13 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Communication (COM)</td>
<td>7</td>
<td>7 (100%)</td>
<td>10</td>
<td>7 (70%)</td>
<td>82%</td>
</tr>
<tr>
<td>Computer Science (CSC)</td>
<td>8</td>
<td>8 (100%)</td>
<td>7</td>
<td>7 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Economics (ECO)</td>
<td>12</td>
<td>12 (100%)</td>
<td>9</td>
<td>9 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Education Studies (EDS)</td>
<td>31</td>
<td>22 (71%)</td>
<td>24</td>
<td>19 (79%)</td>
<td>75%</td>
</tr>
<tr>
<td>English (ENG)</td>
<td>19</td>
<td>16 (84%)</td>
<td>21</td>
<td>19 (91%)</td>
<td>88%</td>
</tr>
<tr>
<td>French (FRN)</td>
<td>4</td>
<td>4 (100%)</td>
<td>3</td>
<td>3 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>German (GER)</td>
<td>4</td>
<td>3 (75%)</td>
<td>4</td>
<td>2 (50%)</td>
<td>63%</td>
</tr>
<tr>
<td>General Studies (GST)</td>
<td>66</td>
<td>50 (76%)</td>
<td>62</td>
<td>51 (82%)</td>
<td>79%</td>
</tr>
<tr>
<td>Health and Human Performance (HHP)</td>
<td>49</td>
<td>22 (45%)</td>
<td>48</td>
<td>29 (60%)</td>
<td>53%</td>
</tr>
<tr>
<td>History (HIS)</td>
<td>18</td>
<td>18 (100%)</td>
<td>14</td>
<td>14 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Latin (LAT)</td>
<td>3</td>
<td>3 (100%)</td>
<td>3</td>
<td>3 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics (MAT)</td>
<td>26</td>
<td>16 (62%)</td>
<td>29</td>
<td>16 (55%)</td>
<td>58%</td>
</tr>
<tr>
<td>Music - Applied (MUA)</td>
<td>75</td>
<td>43 (57%)</td>
<td>79</td>
<td>57 (72%)</td>
<td>65%</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>24</td>
<td>17 (71%)</td>
<td>27</td>
<td>23 (85%)</td>
<td>78%</td>
</tr>
<tr>
<td>Nursing (NUR)</td>
<td>11</td>
<td>11 (100%)</td>
<td>8</td>
<td>8 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Philosophy (PHI)</td>
<td>5</td>
<td>5 (100%)</td>
<td>8</td>
<td>8 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Physics (PHY)</td>
<td>8</td>
<td>6 (75%)</td>
<td>7</td>
<td>7 (100%)</td>
<td>87%</td>
</tr>
<tr>
<td>Political Science (PSC)</td>
<td>9</td>
<td>9 (100%)</td>
<td>6</td>
<td>6 (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Psychology (PSY)</td>
<td>14</td>
<td>14 (100%)</td>
<td>15</td>
<td>15 (100%)</td>
<td>100%</td>
</tr>
</tbody>
</table>
Religion (REL)  
7 7 (100%) 11 11 (100%) 100%
Sociology (SOC)  
8 8 (100%) 8 8 (100%) 100%
Spanish (SPN)  
13 10 (77%) 10 7 (70%) 74%
Technology and Applied Design (TAD)  
12 12 (100%) 15 15 (100%) 100%
Theatre (THR)  
10 8 (80%) 7 7 (100%) 88%
Women's and Gender Studies (WGS)  
14 11 (79%) 11 8 (73%) 76%

**Institutional Averages**  
588 453 (77%) 576 464 (81%) 79%

Please refer to [3.7.1 Faculty Competence](#) for further information and explanation.

### Supporting Documents & Evidence

1. Mission of the College: [Great Commitments](#)
2. [Core Requirement 2.8 Faculty](#)
3. [Course Master List, Academic Year 2012-13](#)
4. [2014-2015 College Catalog: Definition of Course or Credit](#)
5. [Comprehensive Standard 3.7.1 Faculty Competence](#)
3.6.1 Post-Baccalaureate Program Rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Status

Not applicable to Berea College.
3.6.2 Graduate Curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Status

Not applicable to Berea College.
3.6.3 Institutional Credits for a Degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

*(See Commission policy "Collaborative Academic Arrangements."

**Status**

*Not applicable to Berea College.*
3.6.4 Post-Baccalaureate Program Requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Status

Not applicable to Berea College.
3.7.1 Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline.

The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

(See Commission guidelines "Faculty Credentials.")

Status
Compliance

Justification Narrative

Berea College employs a qualified faculty in order to accomplish its mission of educating students of all ages. The first consideration is evidence of earned degrees in the discipline. To provide guidance, Berea adheres to SACSCOC guidelines of faculty teaching baccalaureate courses: “a doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).” In some cases, life work, certifications, experience, and other means of achieving competence are considered by the Academic Vice President and Dean of the Faculty (AVP) and the Dean of Curriculum and Student Learning. In such cases, additional information is noted on the Faculty Roster, which are linked in this report and list teaching assignments of all faculty members for the past two semesters (Spring 2014 and Fall 2014) by academic program. Faculty vitae and transcripts of highest degrees are also linked to the Roster.

The Faculty Hiring Process at Berea College

One of the most important ways Berea ensures a high-quality, competent, and qualified faculty is through a careful search process. The procedure for recruiting and hiring is outlined in the Faculty Manual under “Procedures for Recruiting Faculty.” For the purposes of demonstrating compliance, Table 1 outlines the significant features of the process leading to the recent hire in 2013-2014 of an Assistant Professor of Agronomy. Such a hire is indicative of roughly half a dozen tenure-stream faculty searches each year.
<table>
<thead>
<tr>
<th>Steps in hiring</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position request submitted to Division Council after formulation by academic program and approval by Division Chair</td>
<td>Proposal for Agronomy Faculty Member</td>
</tr>
<tr>
<td>Division Council deliberates on proposal and either approves or denies request</td>
<td>Division Council Agenda</td>
</tr>
<tr>
<td>Proposal for faculty searches goes before Administrative Committee (President and all Vice Presidents) for consideration</td>
<td>Administrative Committee Approval via E-mail</td>
</tr>
<tr>
<td>Position announcement drafted by faculty in program and submitted to AVP for approval</td>
<td>E-Mail Conversation with AVP regarding Position Announcement</td>
</tr>
<tr>
<td>Ads placed in national venues</td>
<td>Agronomy Position Ad</td>
</tr>
<tr>
<td>Letter to graduate institutions</td>
<td>Letter from AVP to Graduation Institutions</td>
</tr>
<tr>
<td>Search Committee begins work screening applicants</td>
<td>E-Mail from Division Chair listing faculty on Search Committee</td>
</tr>
<tr>
<td>Short list of candidates and their files are submitted to AVP</td>
<td>E-Mail from Division Chair recommending candidate on short list</td>
</tr>
<tr>
<td>AVP examines files, including transcripts, and authorizes campus visit</td>
<td>E-Mail from the Academic Vice President and Dean of the Faculty authorizing visit</td>
</tr>
<tr>
<td>Itineraries include a broad array of constituencies, including academic leadership</td>
<td>Itinerary of Candidate</td>
</tr>
<tr>
<td>Reference check is completed by division chair or chair of search committee</td>
<td>Reference check by Division Chair</td>
</tr>
<tr>
<td>Search Committee recommends finalist to AVP</td>
<td>E-Mail to AVP recommending finalist</td>
</tr>
<tr>
<td>Offer is extended, with appointment letter</td>
<td>Appointment Letter - Offer is Extended</td>
</tr>
<tr>
<td>Background check complete</td>
<td>Background Check from People Services</td>
</tr>
<tr>
<td>Academic transcripts requested for personnel file</td>
<td>Request for Academic Transcripts</td>
</tr>
<tr>
<td>New hire introduced to academic community</td>
<td>Fall 2014 Faculty Opening Convocation Program</td>
</tr>
</tbody>
</table>

Table 1. Procedures in Hiring a Faculty Position
Courses taught by new hire, Fall 2014

ANR 100: Introduction to Agriculture and Natural Resources, 0.50 credits

ANR 240: Soil Science, 1.00 credits

The procedure follows many of the same steps for a temporary position, such as for a sabbatical replacement. As distinct from the national searches undertaken for full-time faculty, part-time faculty searches are often local or regional. Regardless of full- or part-time status, however, or tenure-stream or temporary length of appointment, the Academic Vice President ensures that faculty are qualified to teach courses in an academic program through a careful review of academic transcripts and by interviewing every person who will teach in any campus classroom. As many as a dozen temporary or part-time hires have been common in the past four years, but conditions dictating such numbers can vary according to sabbatical schedules and other contingencies. Table 2 outlines the process and outcomes for a recent sabbatical replacement hire and a part-time hire.

Table 2. Procedure and Outcome for Two Recent Temporary and/or Part-Time Faculty Hires

<table>
<thead>
<tr>
<th>Position</th>
<th>Request</th>
<th>Position</th>
<th>Appointment</th>
<th>Academic Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabbatical replacement for</td>
<td>E-Mail Request from Division Chair</td>
<td>Position announcement</td>
<td>Appointment Letter</td>
<td>Transcript</td>
</tr>
<tr>
<td>studio art in fibers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time position in music</td>
<td>E-mail Request from Program</td>
<td>Position announcement</td>
<td>Appointment Letter</td>
<td>Transcript</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The organizational chart for the academic area visually represents academics at Berea College, showing the importance of academic leadership (AVP, Associate Vice President for Academic Affairs, and the Dean of Curriculum and Student Learning) in the search process as well as the division chair for the particular academic division and program chairs:

As outlined in academic appointment letters, a program chair, a division chair, the Dean of Curriculum and Student Learning, and in some cases the AVP all work together to determine the needs of the academic program and a faculty member’s teaching responsibilities.

Personnel files include all relevant information from search files (cover letter, curriculum vitae, etc.), a signed appointment letter, academic transcripts (most often of the highest degree earned), and any other relevant materials. These files are protected in locked cabinets in the office of the Academic Vice President and Dean of the Faculty and maintained by the AVP and the Executive Assistant to the
Academic Vice President, with assistance from the Executive Administrative Assistant and the Budget Manager and Assistant to the Academic Vice President. Electronic scans of curricula vitae and transcripts are also stored via NOLIJ software. Additional materials are added annually, such as salary increase letters.

**Principles in Hiring**

As a small liberal arts college, in addition to the promise of excellence, one of the highest priority in hiring decisions is, where possible, to ensure that the faculty applicant is broadly prepared to contribute to the College’s undergraduate teaching program in multiple areas. Faculty are regularly hired to be specialists in their field and may offer, for example, one or two advanced courses in their disciplinary specialty, such as thermochemistry. However, such an individual would also be expected to contribute in the area of general chemistry and, possibly, a related chemistry sub-field.

Moreover, Berea College has long operated on the principle that a General Education program with a core set of required courses brings unity to the institution and, most importantly, to students’ academic experiences. Berea College has designed its core General Education program intentionally to ensure that broadly trained faculty from many disciplinary specialties are able to contribute.

**Preparing Faculty to Teach in the General Education Program**

Berea College’s General Education Program includes five interdisciplinary core classes (GSTR: General Studies Required) taught by Berea College faculty. The centrality of these courses are influenced by the Aims of General Education, which in turn are influenced by the Great Commitments, particularly the second, third, fifth, sixth, and eighth Commitments:

1. **GSTR 110 Writing Seminar I: Critical Thinking and the Liberal Arts**

   *This course is designed to help students with transitions from their past experiences to the challenges of College academic life and culture, also emphasizing writing, reasoning, and learning as foundations for continuing academic success in General Education and beyond. Each section of the course involves explicit, continuing attention to writing, reasoning, research, and reflective engagement with various texts, written and non-written. All sections initially address with students questions about the nature of education, liberal-arts education, and links to lifelong learning and living. Offered in multiple sections each year; taken in one’s first regular term.*

2. **GSTR 210 Writing Seminar II: Identity and Diversity in the United States**

   *This course is designed to develop and build upon the reasoning, writing, research, and learning emphases of GSTR 110, while engaging all students on issues close to the historic mission of the*
College: race, gender, Appalachia, and class. Initially, each section explores the story of Berea, including as it relates to the unifying themes of GSTR 210. Each section of the course involves explicit, continuing attention to writing, reasoning, research, and reflective engagement with various texts, including instruction in the processes of producing a research paper. Taken in one’s second regular term.

3. **GSTR 310 Understandings of Christianity**

   This course invites students to imagine and consider Christianity from stances both inside and outside the faith, from the vantage of various disciplines, as an instance of the general phenomenon of religion, and as a way of understanding life’s purpose and meaning that remains important for many around the world. The course considers Christianity from historical, theological, and contemporary perspectives. Each section applies and builds on the reasoning, research, and writing emphases of GSTR 110 and 210.

4. **GSTR 332 Scientific Knowledge and Inquiry**

   This course invites students to explore a variety of scientific disciplines in order to understand what science is, does, and tells us about the natural world around us. Employing an integrative approach to the natural sciences, the course emphasizes the historical development of laws, models, and theories, as well as basic scientific literacy important to contemporary concerns. Each section of the course includes inquiry-based learning (laboratory) experiences. NOTE: See the “General Education Program” section of this publication for an alternate way to meet this requirement by taking two approved courses, at least one of which must be a laboratory course.

5. **GSTR 410: Seminar in Contemporary Global Issues**

   As a capstone experience for General Education, this course invites students to synthesize and integrate their learning by using their developing abilities to reason, research, and communicate to investigate aspects of a significant issue for the world today. Each section explores a topic determined by the instructors and is structured to model broadly multi-disciplinary approaches needed to understand complex problems. Each section involves students working closely with faculty to complete a substantive research project, which may take a variety of forms (e.g., essay, documentary, musical composition, performance, etc.) *NOTE: Students in the Applied Science and Mathematics major’s 3-2 Engineering Program should take this course before transferring to engineering school.

In addition, there are six perspective areas and two practical reasoning courses (at least one of which has a quantitative emphasis), which are programmatic courses that have been approved by the Committee on General Education (COGE) to satisfy general education requirements (i.e., these are distributional...
courses approved to satisfy a “perspective” or “practical reasoning” requirement. Finally, all students are required to have one credit total in Health and Human Performance and an Active Learning Experience (ALE).

As stated in the Faculty Manual, “The Committee on General Education (COGE) is charged with acting as the steering committee for the General Education curriculum and is guided by the faculty-approved Aims of General Education. COGE, working closely with the Dean of Curriculum and Dean of Student Learning, has responsibility for broad oversight of the program, including administration, assessment, and planning.”

Berea College is committed to a model of education and General Education where large portions of the College Faculty staff the core general education curriculum. Such a commitment impacts the institution in fundamental ways, ensuring that all teaching faculty have the right skills and dispositions to succeed in providing a quality, rigorous, skill-based general education for students. The remainder of this narrative describes the training and support system in use at Berea College to undergird its General Education program.

Development

The two writing seminars in the core curriculum (GSTR 110 and GSTR 210) are immediately suitable for faculty whose primary training or experiences are in areas with a central focus on writing and research. For example, individuals with training and experience in history, English, philosophy, art history, religion, communication, and many social sciences are well prepared to teach GSTR 110 and 210, offered in the student’s first year. Depending on background and experience, some members of the natural sciences are also very suited for teaching these courses. Each section of GSTR 110 has an area of focus based on the specialization of the instructor, and even though each section of GSTR 210 must engage with the history of the College, specifically its place, race, class, and gender commitments through a common course reader, each professor can still select a more specific topic to study and to provide a material for student research (section descriptions for GSTR core courses are posted on the general studies website).

Individuals with training or experience in religious studies and other disciplines may be immediately prepared to teach GSTR 310 Understandings of Christianity, which is not a theology course. Instead, GSTR 310 “invites students to imagine and consider Christianity from stances both inside and outside the faith, from the vantage of various disciplines, as an instance of the general phenomenon of religion” (GSTR 310 Course Description). The course was designed so that faculty from across a variety of disciplines could, with some training and development, be regular contributors. Faculty, for example, with interest to teach GSTR 310 speak with Dean of Curriculum and Student Learning and can be
approved to teach the course if they have the background, interests, and dispositions that would make them well suited for the course. All new approved faculty for 310 are then assigned to work with experienced GSTR 310 instructors and the GSTR 310 Course Coordinator to develop their course. All GSTR 310 syllabi are reviewed by the 310 Course Coordinator, and reports are presented to the Committee on General Education.

Natural science faculty are likely to be well prepared to teach GSTR 332 Scientific Knowledge and Inquiry, and again, the course is intentionally designed to be integrative so that other faculty, such as one with a specialty in the history of science or from social scientific backgrounds, for example, can contribute. To ensure qualification and appropriate teaching assignment, as discussed above, new potential GSTR 332 instructors interview with the Dean of Curriculum and Student Learning for suitability and, if approved, work with a combination of experienced instructors and the GSTR 332 Course Coordinator to prepare.

The final course in the GSTR sequence, GSTR 410 Seminar in Contemporary Global Issues, is often team-taught and ideal for faculty from many diverse fields, as the course is intentionally designed to be multidisciplinary and centered around student research on significant global issues. Potential instructors for GSTR 410 undergo a similar for assignment and preparation as those assigned to teach all the other core GSTR courses. Each faculty member or faculty team bring a particular topic to the course to engage student interest and research.

Overall, the Dean of Curriculum and Student Learning works closely with the GSTR Course Coordinators to provide information, resources, and support to help ensure that each GSTR instructor is well-prepared to help students meet the student learning outcomes detailed for each core General Education course. For example, once a new member is added to the teaching roster, the Course Coordinators are asked to reach out to the appointee formally and informally. In many cases, the initial offer of support and assistance will be made electronically with subsequent personal conversations and meetings happening as needed and desired. As an example, consider this e-mail offer of assistance sent to incoming GSTR 110 instructors, which included a GSTR 110 Primer along with links to recent syllabi.

Especially encouraged for new faculty and those who have not yet taught GSTR, but available to all the faculty, are a variety of opportunities designed to assist faculty in developing their skills in teaching in general and for General Education in particular. Shortly after the implementation of the current General Education curriculum, for example, there were faculty development opportunities, including a trip to the Galapagos Islands for faculty planning to teach in GSTR 332, and in June 2006, a travel seminar in Egypt, Israel, and Jordan was organized for faculty who were assigned or were likely candidates for
teaching GSTR 310. Since 2011, when the Center for Transformative Learning was created, bringing peer consultation, internships, career development, and faculty development into one center, primary responsibility for faculty development is directed and managed by the Director of the Center for Transformative Learning, who works closely with the Dean Curriculum and Student Learning to create opportunities for enrichment and training particularly for General Education core courses. New GSTR instructors are still supported by the Course Coordinator of the particular GSTR course and the Dean of Curriculum and Student Learning, but an increasing number of faculty development opportunities have been developed, which directly and indirectly help prepare instructors for both GSTR and disciplinary teaching.

Table 3 presents a sample of faculty development opportunities that centered on General Education. In addition the linked summary document lists faculty development and assessment from 2006-2010 that was centered on General Education. Finally, the College also supports the development of the core faculty who lead each GSTR core course. For example, this proposal to participate in the 2007 AAC&U Institute on General Education was accepted as was a proposal to send a team to the 2014 AAC&U Institute on General Education, which was led by the Director of Academic Assessment, in 2014. Some of the work listed below was funded by a four-year grant (beginning in 2013) to Berea College expressly for faculty development from the Andrew W. Mellon Foundation. A grant report can be found here: Mellon-supported work from 2013-14.

Table 3. Faculty Development Examples Focused on GSTR Teaching Faculty

<table>
<thead>
<tr>
<th>Date</th>
<th>event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2009</td>
<td>GSTR August Workshop</td>
</tr>
<tr>
<td>August 2012</td>
<td>GSTR August Workshop</td>
</tr>
<tr>
<td>August 2013</td>
<td>GSTR August Workshop</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>Summer Faculty Development</td>
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<tr>
<td>Summer 2011</td>
<td>Summer Faculty Development</td>
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<tr>
<td>Summer 2012</td>
<td>Summer Faculty Development</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Summer Faculty Development</td>
</tr>
<tr>
<td>August 2014</td>
<td>Fall GSTR Workshop</td>
</tr>
<tr>
<td>October 2014</td>
<td>Coaching Writing, Approaches for Writing: GSTR 110 Announcement</td>
</tr>
</tbody>
</table>

Efforts to continue to develop faculty for excellence in GSTR teaching are ongoing. For example, after
four summers of assessment work focused on rubric marking of student work and eight years in the new General Education curriculum, the Academic Vice President and Dean of the Faculty, based on recommendations from the Dean of Curriculum and Student Learning, will appoint for Fall 2015 a Coordinator of College Writing who, among other duties, will work closely with the GSTR Core Course Coordinators to deepen faculty development in writing. The coordinator will receive course releases to provide enhanced assistance for faculty teaching writing seminars and writing intensive courses. Invitations to the faculty to consider applying for this new position went out in early January 2015.

Through careful and intentional hiring and robust support and continuous development of faculty, Berea College is able to equip faculty to teach its five GSTR courses that the reviewer will notice through the faculty roster.

**Supporting Documents & Evidence**

1. [Faculty Roster](http://webapps.berea.edu/sacs2014/3-7-1.html)
2. *2014-2015 Faculty Manual: Procedures for Recruiting Faculty*
3. Procedures in Hiring a Faculty Position
   - [Proposal for Agronomy Faculty Member](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Division Council Agenda](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Administrative Committee Approval via E-mail](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [E-Mail Conversation with AVP regarding Position Announcement](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Agronomy Position Ad](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Letter from AVP to Graduation Institutions](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [E-Mail from Division Chair listing faculty on Search Committee](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [E-Mail from Division Chair recommending candidate on short list](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [E-Mail from Academic Vice President and Dean of the Faculty](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Itinerary of Candidate](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Reference check by Division Chair](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [E-Mail to AVP recommending finalist](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Appointment Letter - Offer is Extended](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Background Check from People Services](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Request for Academic Transcripts](http://webapps.berea.edu/sacs2014/3-7-1.html)
   - [Fall 2014 Faculty Opening Convocation Program](http://webapps.berea.edu/sacs2014/3-7-1.html)
4. Procedures and Outcomes for Hiring Temporary and/or Part-Time Faculty
   - Sabbatical Replacement for Studio Art in Fibers
     - [E-Mail Request from Division Chair](http://webapps.berea.edu/sacs2014/3-7-1.html)
- Position announcement
- Appointment Letter
- Academic Transcript
- Part-Time Position in Music
  - E-Mail Request from Program
  - Position Announcement
  - Appointment Letter
  - Academic Transcript

5. Organizational Chart for the Academic Area

6. Office of the Academic Vice President and Dean of the Faculty: Staff
   - Executive Assistant to the Academic Vice President
   - Executive Administrative Assistant
   - Budget Manager and Assistant to the Academic Vice President

7. 2014-2015 College Catalog: Aims of General Education

8. Mission of the College: Great Commitments

9. 2014-2015 College Catalog: Course Descriptions:
   - GSTR 110 Writing Seminar I: Critical Thinking
   - GSTR 210 Writing Seminar II: Identity and Diversity
   - GSTR 310 Understandings of Christianity
   - GSTR 332 Scientific Knowledge and Inquiry
   - GSTR 410 Seminar - Contemporary Global Issues

10. 2014-2015 Faculty Manual: Description of Committee on General Education (COGE)

11. General Studies Program: Descriptions for GSTR Core Courses
    - GSTR 310 Course Descriptions

12. E-mail Offer of Assistance from the GSTR 110 Coordinator, including
    - GSTR 110 Primer
    - Recent GSTR 110 Syllabi

13. Center for Transformative Learning (CTL)

14. Summary Listing Faculty Development and Assessment from 2006-2010 that Centered on General Education

15. Proposal to Participate in the 2007 AAC&U Institute on General Education

16. Proposal to Send a Team to the 2014 AAC&U Institute on General Education

17. Grant Report for Mellon-supported work from 2013-2014

18. Faculty Development Examples Focused on GSTR Teaching Faculty
    - GSTR August Workshops
• 2009
• 2012
• 2013

○ Summer Faculty Development
  • 2010
  • 2011
  • 2012
  • 2014

○ Fall 2014 GSTR Workshop

○ October 2014 GSTR 110 Announcement: Coaching Writing: Approaches for Writing
3.7.2 Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Status
Compliance

Justification Narrative

Berea College regularly evaluates the effectiveness of all faculty, regardless of contractual or tenured status, in accord with Personnel Policies for Faculty published in the Berea College Faculty Manual. In order to clarify and sharpen the criteria for tenure and promotion, Berea College faculty updated the policies for faculty evaluation during the 2006-2007 academic year. The details of these discussions are found in Faculty Meeting Agendas and Minutes. These new Tenure Review Standards policies have been in effect since the 2007-2008 academic year and are listed in the Faculty Manual.

In the 2014-2015 academic year, the number of full-time tenured teaching appointments at Berea College was 112. In addition, the College had about 20 full-time teaching appointments that were not tenured positions; these are officially known as “continuing non-tenurable” appointments as outlined in the Faculty Manual. In academic year 2014-2015, there were also 26 full-time college employees who taught at least part-time. These 26 people included faculty who have course releases for administrative responsibilities, staff whose responsibilities include some teaching, and administrators who teach. For further details about Berea College’s Faculty, see 2.8 Faculty. (See also the Organizational Chart, Office of the Academic Vice President and Dean of the Faculty and the 2014-2015 Fact Book for detailed information about Berea College Faculty rank and status)

Evaluation of Tenure-Stream Faculty

As outlined in the Faculty Manual, the criteria for tenure and promotion are:

1. Excellence as a teacher is the first and most important criteria for tenure at Berea College. Berea College faculty must have an in-depth knowledge of one’s subject and its relation to other fields of study; must be able to develop thorough and imaginative courses; must have a capacity to inform, challenge and stimulate undergraduates; and must have a commitment to the pursuit of excellence through deliberate reflection about teaching.

2. Continuing professional growth, reflected in research, scholarship, or creative work that contributes to teaching effectiveness is the second criterion for tenure at Berea College. Berea
College faculty are expected to engage in both (a) peer reviewed scholarship, research, or creative work, and (b) activities that contribute to continuing professional growth.

3. Mentoring students is the third criterion for tenure at Berea College. Berea College faculty must have the ability to help students move toward personal maturity, using such means as academic advising, informal counseling, student activities, and labor supervision, and support of student activities and organizations.

4. The fourth criterion for tenure at Berea College is that Berea College faculty must constructively contribute to governing and serving the College at the program, divisional, and College level.

Tenure-track faculty undergo reviews in the second and fourth years, and during the sixth year, at tenure. Tenured faculty undergo reviews every six years after tenure and/or promotion (Post-Tenure Review).

Two-, Four-, and Tenure (Six)-Year Reviews

The Faculty Manual outlines the procedures for these reviews:

These reviews include the following materials collected by staff in the office of the Academic Vice President and Dean of the Faculty:

- From the Dean of Curriculum and Student Learning, data from the candidate’s advising evaluations
- Summary analyses from the student course evaluations which are administered every semester in every class (these are called Instructor Evaluation Questionnaires [IEQs]) and grade distributions comparing individual faculty member's grades to campus-wide distributions, both compiled by the Office of Institutional Research and Assessment; and
- Any other documents determined by the Academic Vice President and Dean of the Faculty to be relevant to the stated criteria for tenure (for example, summaries of confidential interviews with students conducted by the Academic Vice President and Dean of the Faculty or the Academic Vice President and Dean of the Faculty’s designate, survey data collected by the Academic Vice President and Dean of the Faculty from graduates; a letter summarizing conclusions of the probationary review and any related correspondence.)

The candidate also submits a portfolio, which typically includes materials relevant to teaching (a teaching statement, syllabi, reflections on pedagogy, examples of assignments and tests) and materials relevant to scholarship or creative work (publications, conference papers, works in progress), to
mentoring and advising undergraduates, and to service to the College and community.

An evaluative letter from the Division Chair is developed based on the following and submitted to the **Faculty Status Council** (FSC):

- The Division Chair confers with the candidate’s designated tenure team, the Program Chair, and the Dean of Curriculum and Student Learning;
- The Division Chair visits a variety of classes conducted by the candidate, including General Studies classes, where applicable;
- The Division Chair interviews students familiar with the candidate’s teaching and advising (Note: interviews are conducted every fall and spring term during the two [2] years immediately prior to tenure consideration);
- The Division Chair reviews the candidates advising materials;
- The Division Chair reviews all material in the candidate’s file.

Files are reviewed by the **Faculty Status Council** which is composed of seven elected, tenured faculty members (six divisional representatives and one at-large representative, and the Academic Vice President and Dean of the Faculty). The second- and fourth-year reviews conclude with a letter from the Academic Vice President and Dean of the Faculty to the candidate, copied to the Division Chair, summarizing the review. These letters are kept on file in the office of the Academic Vice President and Dean of the Faculty, and the Academic Vice President and Dean of the Faculty offers to meet with each candidate to review the letter and answer any questions.

**Tenure reviews** rely on a candidate’s fulfillment of requirements listed in the probationary review letter and conclude with a vote. Six of eight affirmative votes are required for a tenure recommendation. A positive recommendation is forwarded to the President, who then makes a recommendation to the Board of Trustees for a vote.

**Promotion**

As outlined in the Faculty Manual, **criteria for Promotion** are as follows:

Consideration for promotion normally begins with a recommendation and/or evaluative letter written by the Division Chair to the Academic Vice President and Dean of the Faculty. Where this is not appropriate, for example when a Division Chair is a candidate for promotion, the Academic Vice President and Dean of the Faculty or appropriate administrator initiates the process. To provide adequate time for proper consideration, the deadline for such recommendations is March 1, for consideration the
following academic year.

When a faculty member becomes a candidate for promotion, the candidate is so informed by the Academic Vice President and Dean of the Faculty and invited to submit current materials to become part of a file that will guide the Faculty Status Council in its deliberations. This file consists of the letter recommending promotion; updated materials submitted by the candidate; summary analyses from the Instructor Evaluation Questionnaires (see Appendix C); a current evaluation of the candidate’s effectiveness as an advisor; any materials submitted by others for previous probationary, tenure or promotion reviews; and any other information deemed pertinent by the Academic Vice President and Dean of the Faculty. The file is made available to the candidate on request.

The Academic Vice President and Dean of the Faculty shall present the question to the Faculty Status Council, and the Council considers the matter in private session. At the conclusion of the consideration, each member of the Council (including the Academic Vice President and Dean of the Faculty) states his or her evaluation of the promotion review file materials relative to the promotion criteria, and concludes with a vote to recommend or not recommend promotion. The voting body includes the Academic Vice President and Dean of the Faculty, for a total voting group of eight persons. A recommendation for promotion requires an affirmative vote from at least six of the voting group of eight. The recommendation of the Council shall be forwarded to the President and the candidate by the Chair of the Council. The recommendation report shall indicate that promotion is or is not recommended, and include vote count, but not indicate how individual Council members voted. In addition, the entire Council provides to the President a formal, oral report of its reasoning about a case, with no further discussion to occur except questions of clarification about the oral report itself.

In the event that the candidate disagrees with a negative recommendation of the Faculty Status Council, the candidate may proceed with a request for reconsideration to the Faculty Status Council.

The President makes decisions on promotions to the rank of assistant professor. If the proposed promotion is to one of the two higher ranks, the Board of Trustees makes the decision, acting on the recommendation of the President. All promotions become effective with the beginning of the next contract year or an appeal to the Faculty Appeals Committee based upon the Reconsideration Procedures or the Appeal Procedures contained in the Faculty Manual.

**Post-Tenure Review**

As outlined in the Faculty Manual, the Post Tenure Review process proceeds as follows:

Two years before eligibility for sabbatical, tenured members of the faculty engage in a post-tenure review process with three components: (1) intentional reflection on past work and planning for the
future, which concludes with a written statement; (2) peer review by three colleagues that culminates in a report from each that is sent to the faculty member and the Academic Vice President and Dean of the Faculty; (3) a summary letter from the Academic Vice President and Dean of the Faculty or designate and a meeting with the Academic Vice President and Dean of the Faculty or designate, often the Associate Vice President for Academic Affairs.

The focus of the post-tenure review is developmental, and it draws upon core values in the profession—self-review and peer review. The purpose is to help faculty reflect on their work and to plan for continuing professional development as thoughtfully as possible, and to do so with the discipline that a periodic assessment provides. The review also confirms to all—faculty, students, and all stakeholders—that the faculty take seriously their charge to perform consistently at the highest level possible.

**Review of Full- or Part-Time Faculty with Limited Term, Non-Tenure-Track Appointments**

The procedure is outlined in the Faculty Manual:

Reviews of full or part-time faculty with limited term, non-tenure track appointments are conducted every three years for those teaching a full load and every four years for those teaching less than a full load. The review, outlined in the Faculty Manual, employs only the excellence in teaching criteria for part-time teaching appointments and the first and second criteria (excellence in teaching and scholarship or creative work) for full-time appointments. These reviews are conducted by the Division Chair, Program Chair, Associate Vice-President for Academic Affairs, or the Dean of Curriculum and Student Learning and confirmed by letter to the candidate with a copy submitted to the office of the Academic Vice President and Dean of the Faculty for inclusion in the faculty member’s personnel file.

**Informal Reviews of Faculty**

Annually, Division Chairs, in consultation with Program Chairs, meet with each faculty member (full- and part-time and regardless of contractual or tenure status) to “review candidly the individual’s performance." For these meetings, faculty complete a Faculty Activity Report that includes teaching assignments, professional work, advising, committee service, and additional information from the preceding academic year. In an annual meeting with each program chair, the Academic Vice President and Dean of the Faculty receives copies of the Faculty Activity Report and has a conversation with the Division Chair about each faculty member in the division.

In addition to the periodic and annual reviews, an Instructor Evaluation Questionnaires (IEQ) is systematically collected by the Office of Institutional Research and Assessment for all faculty regardless
of rank or contractual status for all courses taught every semester. This instrument is designed to evaluate instructor effectiveness (*Faculty Manual, Appendix C*). The results are provided to individual faculty and to the division and program chairs. This information is the basis for conversations between the division and program chairs and individuals and also between the division chair and the Academic Vice President and Dean of the Faculty. Aggregate results are reviewed by division chairs, program chairs, and other academic administrators, such as the Dean of Curriculum and Student Learning, to identify opportunities for systematic improvement.

**Supporting Documents & Evidence**

2. *Faculty Meeting Agendas and Minutes, February 2007 through May 2007*
4. *Core Requirement 2.8 Faculty*
5. *Organizational Chart: Office of the Academic Vice President and Dean of the Faculty*
6. *2014-2015 Fact Book*: Faculty by Rank and Status
   - Criteria for Tenure and Promotion
   - Probationary Review
8. Review Process Examples
   - Second Year Review Process
   - Fourth Year Review Process
   - Tenure Review Process
   - Post-Tenure Review
10. Example Materials for Two, Four, and Tenure-Year Reviews
    - Advising Evaluations
    - Instructor Evaluation Questionnaires (IEQs)
    - Graduate Survey Data
11. *2014-2015 Faculty Manual*: Description of the Faculty Status Council (FSC)
12. Tenure Review Process Documents
    - Promotion Procedures
    - Appendix C: Conditions and Procedures for Collecting, Processing, and Using the Instructor Evaluation Questionnaire (IEQ)
14. Promotion Review File Materials


17. *2014-2015 Faculty Manual: Reviews of Full or Part-Time Faculty with Continuing Non-Tenure-Track Appointments*

18. *Non-Tenurable Review Process Materials*

19. Informal Reviews of Faculty
   - *Meetings with Division Chairs*
   - *Faculty Activity Report*
   - *Informal Meeting with the Dean of the Faculty*
3.7.3 Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Status

Compliance

Justification Narrative

Berea College provides ongoing professional development of faculty as teachers, scholars, and practitioners by supporting a wide range of professional development activities. Berea College’s Faculty Manual indicates that among the criteria for tenure and promotion is the requirement of “Scholarship and Creative Works.” The Manual explains, moreover, that “Berea College faculty are expected to engage in both (a) peer-reviewed scholarship, research, or creative work, and (b) activities that contribute to continuing professional growth.”

There are many opportunities for faculty to engage in professional development, and Berea College supports this faculty development in many ways, including on-campus opportunities, attending and presenting at disciplinary conferences, and participation in Berea College’s Undergraduate Research and Creative Projects Program. All members of the Berea College faculty (including one-semester adjunct faculty) are eligible for faculty development opportunities without regard to faculty rank. One-semester adjunct faculty are generally not eligible for Professional Development Funding, although requests may be made on a case-by case basis. (See 2.8 Faculty for additional information about the number of faculty and detailed information about each academic program.)

Faculty Development at Berea College may be divided into several categories, including On-Campus Opportunities, New Faculty Programs, Faculty Development Funding, and Sabbaticals. Berea College also offers specialized faculty development related to our mission as articulated in the Great Commitments of Berea College, particularly Great Commitment five, “To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites,” and Great Commitment eight, “To serve the Appalachian region primarily through education but also by other appropriate services.” These special opportunities include the week-long Berea College Appalachian Seminar and Tour, a development opportunity offered for at least 50 years at the College, now offered in even years, and the newer week-long Berea College Civil Rights Seminar and Tour, offered in odd years. These experiences are open to all Berea College faculty and staff but new faculty and staff are particularly encouraged to participate. Faculty appointment letters
specifically mention them ([New Faculty Acknowledgement of Contract](http://webapps.berea.edu/sacs2014/3-7-3.html)).

Finally, Berea College offers faculty development opportunities each year that address common and emerging themes such as writing and critical thinking and new and innovative technologies (such as assistive technology, flipped classrooms, etc.).

**ON-CAMPUS OPPORTUNITIES**

Many faculty members participate in on-campus learning opportunities ([Weekly Event Digest](http://webapps.berea.edu/sacs2014/3-7-3.html) — workshops, lectures, conferences, presentations—sponsored by academic programs and centers. These include the

- Center for Transformative Learning: e.g., [Teaching and Learning Luncheons](http://webapps.berea.edu/sacs2014/3-7-3.html), [Faculty Development workshops](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Francis and Louis Hutchins Center for International Education: [Think Globally, It’s Friday (TGIF)](http://webapps.berea.edu/sacs2014/3-7-3.html) and [Mundo Mondays](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Loyal Jones Appalachian Center: [Dinner on the Grounds series](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Black Cultural Center and African and African American Studies Program: [Kula Kusome](http://webapps.berea.edu/sacs2014/3-7-3.html) series
- Carter G. Woodson Center for Interracial Education: [Truth Talks](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Willis D. Weatherford, Jr., Campus Christian Center: special [Convocations Programs](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Center for Excellence in Learning through Service (CELTS): [Service-Learning Seminar](http://webapps.berea.edu/sacs2014/3-7-3.html)
- Women’s and Gender Studies Program: [Peanut Butter and Gender](http://webapps.berea.edu/sacs2014/3-7-3.html) lunchtime series
- Asian Studies: [Asian Studies Colloquium](http://webapps.berea.edu/sacs2014/3-7-3.html)
- and the collaborative offerings from Office of the Academic Vice President and Dean of the Faculty and Scholar of Teaching and Learning/Director of the Center for Transformative Learning: [New Faculty Seminar](http://webapps.berea.edu/sacs2014/3-7-3.html), [Fall Faculty Conference](http://webapps.berea.edu/sacs2014/3-7-3.html), and [Summer Professional Development](http://webapps.berea.edu/sacs2014/3-7-3.html), and the [Dean’s Reading Groups](http://webapps.berea.edu/sacs2014/3-7-3.html).

**Dean's Reading Groups**

With the generous support of the Andrew W. Mellon Foundation through a [four-year faculty development grant](http://webapps.berea.edu/sacs2014/3-7-3.html) that began in 2013, Berea College has been able to offer reading groups for faculty and staff to come together to think about important topics within the academy and the larger world village. Listed books include some authors who are featured speakers at the Convocations Program as well as other contemporary authors writing and thinking about higher education and other significant issues to the [Great Commitments](http://webapps.berea.edu/sacs2014/3-7-3.html).

2013-14 Dean’s Reading Group Reading List
October
Mark Edmundson, *Why Teach? In Defense of a Real Education*
Led by Leslie Ortquist-Ahrens and Althea Webb
15 participants

November
David George Haskell, *The Forest Unseen: A Year’s Watch in Nature*
The author was the speaker for the Mid-Year Recognition Service in December 2013.
Led by Chris Adams and Rebecca Bates
17 participants

January
John A. Powell, *Racing to Justice: Transforming Our Conceptions of Self and Other to Build an Inclusive Society*
Led by Linda Strong-Leek and Dwayne Mack
9 participants

February
Nancy Gertner, *In Defense of Women: Memoirs of an Unrepentant Advocate*
Judge Gertner was a Convocation speaker on March 20, 2014.
Led by Peggy Rivage-Seul and Angela Hammond
6 participants

March
Derek Bok, *Higher Education in America*
Led by Lyle Roelofs and Dave Porter
5 participants

April
Sendhil Mullainathan and Eldar Shafir, *Scarcity: Why Having Too Little Means So Much*
Led by Scott Steele and Andrea Woodward
14 participants

In the fall of 2014, there were two books on the list:

Barbara Kingsolver, *Flight Behavior*. September 17, 3-5; October 8; 3-5; October 21; 3-5
(First meeting will be at the President's Home). Led by First Lady Laurie Roelofs and
Nancy Gift. Kingsolver was the Convocation speaker on November 6, 2014.

bell hooks, *Teaching to Transgress*—20th Anniversary Celebration of the publication—October 20, 5-7; November 10, 5-7. Led by bell hooks and Linda Strong-Leek.

These reading groups range in number of participants and have been an important model to bring together different members of Berea's community. Reading groups are available to all Berea College faculty and staff. At least 67 members of the Berea College faculty and staff participated in the Dean's Reading Groups during the 2013-2014 Academic Year (Dean’s Reading Group e-mail)

**Undergraduate Research and Creative Projects Program (URCPP)**

The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors with high-impact learning opportunities not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor engage in a project for eight to ten weeks during the summer. Students and faculty are paid stipends, and equipment and travel funds are also available. The central purpose should be 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.

Moreover, the program provides an excellent opportunity for faculty to concentrate on their research during the summer months. This work is crucial to the research agendas of many Berea College faculty, as most of the academic year is focused on teaching, advising, and service to the College. Although the majority of faculty who participate in the URPCP Program are faculty in Division I (Biology, Chemistry, Mathematics, Nursing, and Physics), all Berea College faculty across academic divisions participate in the URPCP Program. For example, in 2014, 18 faculty and 49 students participating in the Undergraduate Research and Creative Projects program (URCPP Master Lists, 2011-2014). See 3.8.1 Learning/Information Resources for additional information.

**Center for Transformative Learning**

With the establishment of the Center for Transformative Learning (CTL) in 2011, an outcome of Berea’s enhancement scenario Engaged and Transformative Learning, the College has greatly enhanced its support of faculty development with the hire of the Scholar of Teaching and Learning (who is now also the director of the CTL). This faculty member is the focal point on campus for robust faculty development and is currently the President of the Professional and Organizational Development (POD)
Network in Higher Education, an organization devoted to improving teaching and learning in higher education. The Center’s budget is supported by the College, as well as monies from a four-year $500,000 grant awarded to the College from the Andrew W. Mellon Foundation. Berea is currently in year two of that Mellon grant (report to the Mellon Foundation for year one). The following is a narrative of the Faculty Development Work of the Center for Transformative Learning during the 2013-2014 academic year:

New Faculty Seminar (2013-2014). Across the academic year, 15 new faculty colleagues — approximately half tenure-stream employees — met in two groups on a bi-monthly basis to work on three goals: 1) to continue from New Faculty Orientation (see below; through sessions with key presenters on General Studies and Advising or on High-Impact Practices such as Internships, Study Abroad, and Undergraduate Research); 2) to deepen collegial bonds and nurture support in the cohort; and 3) to develop as more informed, reflective, and effective teachers. Encouragement for the practice of scholarly teaching — that is teaching that is evidence-informed, characterized by critical reflection, and rooted in the literature on teaching and learning begins in the New Faculty Seminar, which introduces participants to some key scholarship (all participants received a copy of the seminal research-based Teaching Tips by Bill McKeachie, now in its 14th edition) and practices of evidence-informed critical reflection. With guidance provided by Assistant Professor of Psychology, Dr. Amanda Wyrick, serving as the Andrew W. Mellon Faculty Associate for New Faculty Programs, members of the seminar practiced writing reflections on teaching at each meeting, and conversations about teaching and learning then emerge from those texts. Often, topics open up would provide opportunities to make further reading recommendations or suggestions about practice. (New Faculty Orientation 2014)

All New Faculty Seminar participants are required to attend the Lilly Conference on College Teaching. According to the website, “The International Lilly Conference on College Teaching is one of the nation’s most renowned conferences presenting the scholarship of teaching and learning." For over thirty years, teacher-scholars from across the U.S. and internationally have gathered annually the weekend before Thanksgiving to share innovative pedagogies and discuss questions, challenges, and insights about teaching and learning, (Reflections on the Lilly Conference)

Many new faculty members reach out for e-mail, phone, and in-person advice and consultation. The Scholar of Teaching and Learning offers and provides midterm assessment consultations for several members of the group both semesters.
Resource guide (2013). A four-page resource guide for incoming new faculty members is sent to incoming new faculty electronically over the summer. The guide includes not only information about new faculty programs and a schedule of key dates (pre-academic year and fall semester), but also a brief article about teaching innovation recommended by the Academic Vice President and Dean of the Faculty and a course design guide by noted faculty developer Dee Fink. In addition, the guide included links to key offices on campus and a glossary of many acronyms used at Berea.

Two-Day Orientation (2013). Based on experience and on feedback from the previous year, (see Director’s Effectiveness Report, Center for Transformative Learning, 2013-2014) new faculty orientation was expanded into a two-day format and took 15 new faculty participants off campus to the College retreat at Windswept, a beautiful space in the nearby mountains that is available to all campus constituencies. The orientation went beyond providing basic information and representing the first stage in cohort development to include an in-depth discussion of the Great Commitments with a panel of six more senior colleagues; lunch with the staff from the office of the Academic Vice President and Dean of the Faculty; information from the Associate Vice President of Academic Affairs on living in Berea; a session on student intellectual development with a particular focus on Berea students (by a Collegium (residence life) member and a staff member from the Office of Academic Services); an open discussion with the Academic Vice President and Dean of the Faculty; a discussion with a panel of new faculty members; information about Educational Technology and about Counseling Services; and basic requirements for the syllabus together with suggestions for the first day of class.

Poster Session (at Fall Conference: 2013 and 2014). Between the official two-day orientation and the all-campus Fall Conference, various offices on campus were invited to provide a poster session in the Hutchins Library atrium. This session was open to all faculty members and represented an opportunity to learn about services and resources as well as to meet a wide range of administrators and staff members from diverse offices across campus (Center for International Education; career development in the Center for Transformative Learning; Carter G. Woodson Center for Interracial Education; CELTS (Center for Excellence in Learning through Service); Emerging Scholars Program (funded by a Student Support Services grant); Asian Studies Colloquium; Registrar; Library; Educational Technology; Peer2Peer Program faculty development initiative in the Center for Transformative Learning; Health Services; Continuous Improvement Team; Sustainability Committee; Internships; Convocations; Appalachian Center; Black Cultural
Center; Campus Christian Center; Counseling; Peer Consultation; Math Lab; Integrated Marketing and Communication; Disability and Accessibility Services).

In addition to designing and facilitating the New Faculty Seminar for two groups of participants, each of which met bi-monthly all year long, the Scholar of Teaching and Learning helps facilitate conversations about teaching and learning in a number of additional programmatic and intentional ways:

Topical Teaching and Learning Lunches, 2013-2014

- Esther Livingston, “The How and Why of Internships”
- Monica Jones, “Well Meaning, but Missing the Mark: A Discussion of Everyday Microaggressions”
- Jamie Boggs, “The Emerging Scholars Program: Seeing Students Through to Success.”
- Scott Whidden (Transylvania University), “Course-embedded Undergraduate Peer-to-Peer Writing Support: Definitions and Decisions for Sustainable Program Development.”
- Rob Smith and Larry Gratton, “By the Numbers: A Discussion about the Current State and Potential Future of Quantitative Literacy at Berea College”
- Leslie Ortquist-Ahrens and Megan Hoffman, “Enriching TA Learning Opportunities.” (co-sponsored with the Labor Office)
- Jill Bouma, Martha Beagle, and Judith Weckman, “Authentic Research as Pedagogy to Create a Campus Culture of Health.”

Informal Teaching and Learning Lunches

- In addition, in collaboration with Jan Pearce, chair of academic Division II (which includes programs in Economics and Business, Computer Science, Technology and Applied Design, Agriculture and Natural Resource, and Sustainability and Environmental Studies), the Center for Transformative Learning launched an informal Teaching and Learning lunch that was well received. (Informal Teaching Luncheons)

FACULTY DEVELOPMENT FUNDING

Funds from the Operating Budget
Berea College provides annual funding for each faculty member to attend conferences, to maintain professional memberships, and to pursue research and creative projects. Five hundred dollars are appropriated annually to each continuing faculty member in every academic program from the College’s operating budget ($1000 is awarded to faculty who hold endowed chairs). Of the $82,800 allocated in the 2013-2014 operating budget for Faculty Development, $73,857 were spent.

**Hewlett-Mellon Restricted Endowment for Faculty Development and Other Restricted Funds**

The College also considers and funds requests for additional support for special opportunities to travel, study, research, and learn (2014-2015 Fact Book). A restricted endowment (Hewlett-Mellon Fund) provides these additional Professional Growth and Development funds for faculty development. These funds are provided to all faculty regardless of rank or tenure status. Berea College recognizes the importance of supporting faculty as they remain engaged in their disciplines both by attending and participating in workshops and disciplinary organizations; this supports their continued excellence as teachers and scholars.

Requests for Professional Growth and Development Funds are directed to the Associate Vice President for Academic Affairs for consideration. Although some preference is given to faculty who are presenting at conferences, all requests generally receive the same consideration. In 2013-2014, $132,911 in funds were appropriated for faculty development experiences from the Hewlett-Mellon fund. (The mean Professional Growth and Development Grant for the 2013-2014 academic year was $1576; the median grant was $1450). ([Professional Growth and Development Process and Examples](#))

Finally, $18,759 was spent on International travel from a restricted endowment, and $1,489 was spent on faculty development from another restricted endowment, the Faculty Improvement Fund. (Of the Andrew W. Mellon Foundation Grant cited earlier, $65,598 of the spending was specifically for faculty development activities).

The total amount spent on Faculty Development during the 2013-2014 academic year was $292,614, and information in Table 1 breaks this total amount down by category. ([2014-2015 Fact Book](#))

**Table 1: Faculty Development Funds for Academic Year 2013-2014**

<table>
<thead>
<tr>
<th>Fund</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Budget</td>
<td>$73,857.00</td>
</tr>
<tr>
<td>Hewlett-Mellon Fund for Faculty Development</td>
<td>$132,911.00</td>
</tr>
<tr>
<td>Andrew W. Mellon Foundation Grant</td>
<td>$65,598.00</td>
</tr>
<tr>
<td>Restricted Fund for International Travel</td>
<td>$18,759.00</td>
</tr>
</tbody>
</table>
Restricted Fund for Faculty Improvement $1,489.00
Total $292,614.00

Sabbaticals

The College maintains a robust sabbatical program that allows continuing faculty to apply for a sabbatical to pursue research, study, and creative work after an initial seven years of full-time teaching. Subsequent sabbaticals are possible after six years. If granted, the sabbatical provides one semester leave with full compensation or a full-year leave with two-thirds pay. Sabbatical reports are submitted upon return. Since Berea College is primarily a teaching college, many sabbatical projects focus on the development or study of new and emerging pedagogies, or the development of new courses and syllabi. The College earmarked $881,928 in sabbatical replacement funds to support sabbaticals of Berea faculty during the 2013-2014 academic year. (Approved Sabbaticals/Leaves, 2013-2014 and 2014-2015).

Supporting Documents & Evidence

2. Core Requirement 2.8 Faculty
3. Mission of the College: Great Commitments
4. Appalachian Seminar and Tour
5. Civil Rights Seminar and Tour
6. New Faculty Acknowledgement of Contract
7. Weekly Events Digest Calendar
8. On-Campus Learning Opportunities Sponsored by:
   - Center for Transformative Learning
     - Teaching and Learning Luncheons
     - Faculty Development Workshops
   - Louis Hutchins Center for International Education
     - Think Globally, It's Friday (TGIF)
     - Mundo Mondays
   - Loyal Jones Appalachian Center
     - Dinner on the Grounds
   - Black Cultural Center and African and African American Studies Program
     - Kula Kusome Series
   - Carter G. Woodson Center for Interracial Education
     - Truth Talks
Willis D. Weatherford, Jr., Campus Christian Center

- Convocations programs
- Center for Excellence in Learning through Service (CELTs)
  - Service-Learning Seminar
- Women's and Gender Studies Program
  - Peanut Butter and Gender lunchtime series
- Asian Studies Program
  - Asian Studies Colloquium
- Office of the Academic Vice President and Dean of the Faculty and the Scholar of Teaching and Learning/Director of the Center for Transformative Learning
  - New Faculty Seminar
  - Fall Faculty Conference
  - Summer Professional Development Opportunities
  - Dean's Reading Groups

9. Mellon Faculty Development Grant, April 2013
10. 2014-2015 College Catalog: Undergraduate Research and Creative Projects Program (URCPP)
12. Comprehensive Standard 3.8.1 Learning/Information Resources
13. Center for Transformative Learning (CTL)
14. Engaged and Transformative Learning (Berea's Enhancement Scenario)
15. Professional and Organizational Development (POD) Network
16. Mellon Faculty Development Grant Year 1 Report
17. New Faculty Orientation Schedule 2014
18. International Lilly Conference on College Teaching
19. Reflections on the Lilly Conference
20. Midterm Assessment Consultations
21. Resource Guide for New Faculty
22. Noted Faculty Developer Dee Fink
23. CTL Director's Effectiveness Report, 2013-14
24. Fall Conference
25. Informal Teaching Luncheons Announcement
26. 2014-2015 Fact Book: Faculty Development Dollars
27. Professional Growth and Development Process and Examples
29. Sabbatical Leave Requests and Reports
30. Approved Sabbaticals/Leaves
   - 2013-2014
   - 2014-2015
3.7.4 Academic Freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Status

Compliance

Justification Narrative

Berea College ensures adequate procedures for safeguarding and protecting academic freedom. The entire statement is listed in the online Faculty Manual.

The Berea College Faculty Manual, in the Personnel Policies for College Faculty section makes a clear statement regarding academic freedom:

“Academic freedom is essential to quality education. It promotes strength in the educational program and protects faculty members in their responsibilities. All the constituent groups of the College share concern for the protection of academic freedom.” This information is highlighted for New Faculty during the New Faculty Seminar.

This same section also includes a direct statement about ensuring academic freedom for students:

“The student is entitled to academic freedom in learning. Faculty members should recognize the student's rights to free speech in the classroom and the right to disagree.”

In addressing the value of tenure, the Faculty Manual states, “Academic freedom is essential to the College’s success in meeting its educational obligations to its students and the larger society,” and “A tenured appointment represents Berea College's commitment to academic freedom.”

The Faculty Manual also outlines a procedure for appealing tenure and promotion decisions and for grievances of any kind, which could include a violation of academic freedom. Furthermore, it outlines the procedure for dismissal for cause that allows the faculty member to request a hearing.

Berea College adheres to its mission, as illustrated by the Great Commitments, and has no history of challenges since its last reaffirmation made by either students or faculty related to academic freedom.

Evidence of Compliance

Berea College confirms that the policy (entire statement) is in writing, has been approved through
appropriate institutional processes, has been published in appropriate institutional documents accessible to those affected. Berea College has had no cause to apply this policy since its last reaffirmation.

Supporting Documents & Evidence

2. New Faculty Seminar
3. 2014-2015 Faculty Manual:
   - Tenured Appointments
   - Procedure for Appealing Faculty Status Council Tenure Recommendation
   - Grievance Procedure
   - Dismissal for Cause
4. Mission of the College: Great Commitments
3.7.5 Faculty Role in Governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Status
Compliance

Justification Narrative

The Berea College Faculty Manual is published online annually by the Office of the Academic Vice President and Dean of the Faculty and outlines all policies on the responsibilities and authority of the faculty in academic and governance matters. All appointment letters of new faculty include links to the Faculty Manual to ensure new faculty are familiar with it. The Section on Campus Governance, reports the following:

Campus Governance

The campus governance structure allows for the inclusion and participation at various levels for all employees of the College. It is designed to provide a means for everyone to engage in some way in the conversations that define and develop our institution. Avenues for participation in decision-making include: communication and sharing information, consultation, voice, and vote. The governance structure is also designed to insure that decisions on important College matters are carefully considered, promptly made, and widely understood. It allows for participation by various campus groups—College Faculty, College Faculty Assembly, General Faculty, General Faculty Assembly, Staff Forum, students (represented by the Student Government Association), and administration. All of these groups function under the general supervision of the President as delegated by the Board of Trustees.

The College and General Faculties are organized to conduct their affairs through several councils and subordinate committees. These bodies, whose composition and specific responsibilities are described below, engage primarily in consideration of policy issues and formulation of recommendations; in some instances they are authorized to make operational decisions. Policy recommendations from a council are normally directed either to the College Faculty Assembly or the General Faculty Assembly, whichever is appropriate. The College Faculty Assembly makes recommendations on both academic program matters and faculty personnel policies. The General Faculty Assembly concerns itself with nonacademic
affairs affecting the general welfare of the College and the fulfillment of its purposes. (See the General Faculty Assembly and College Faculty Assembly Constitution; College Faculty Assembly and General Faculty Assembly Membership Lists; College Faculty Assembly Ballot; General Faculty Assembly Ballot) Within its purview are those matters not restricted to the College Faculty, 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 addition or deletion of an academic major and modifications in the stated personnel policies for College Faculty require the approval of the President and the Board of Trustees.

The Staff Forum provides a formal structure of information-sharing and voice for staff members. It serves in an advisory capacity to administrators and faculty decision-making bodies. (Staff Forum E-mail Invitation, Fall 2014)

The Student Government Association (SGA) is represented in the General Faculty Assembly by its officers. As full members of the General Faculty Assembly, Student Government Association officers may bring issues to the attention of that body, or direct them to the Student Life Council or other councils as appropriate. (SGA and Campus Governance E-mail, Fall 2014)

Implementation of policy decisions rests largely with the administration under the direction of the President. Along with the Board of Trustees, College Faculty Assembly, and General Faculty Assembly, administrative officers also have responsibility for policy formulation. In addition, the administration provides information, guidance, and context to councils and committees when necessary, and works to insure consistency and continuity. Policy implementation is also addressed indirectly through the annual budget or by special allocation. The Board is vested with full legal and fiscal responsibility for the College, and the campus governance system does not and cannot diminish the Board’s authority.

To illustrate Berea College’s institutional decision-making structure, see the Diagram, which is also listed as Appendix D in the Faculty Manual. This diagram combines the administrative decision-making structure with that of the shared campus governance structure.

**KEY COUNCILS AND FACULTY ROLES IN THE SHARED GOVERNANCE STRUCTURE**

**Executive Council**

As explained in the Faculty Manual,
The Executive Council is charged to oversee campus governance; to identify what issues need governance attention; to prioritize policy and governance issues; to charge standing Committees and to form and charge ad hoc teams as necessary; to set agendas for College Faculty Assembly and General Faculty Assembly meetings; and to perform other tasks. Linked here are samples of Executive Council agendas that demonstrate the faculty's role in governance (Executive Council Agendas Examples from 2007-2014) as well as how the faculty and staff lead the College's many councils and committees (Council and Committee Membership Lists).

The Executive Council shares responsibility with the Strategic Planning Council to identify emerging issues that have institution-wide implications; and to communicate broadly with the campus community regarding the major issues that need to be addressed and to use the appropriate governance channels to address them. A recent example is how the Council appointed a group of faculty and staff to examine the College's smoking policy (Smoking Policy Discussion and Communication to Campus).

The Executive Council coordinates the efforts of the various program councils and is generally responsible for the effective functioning of campus governance. On an ongoing basis it monitors operation of the governance system and, if necessary, recommends modifications for faculty approval. When directed, it also considers other matters of substance or procedure which concern either the College or General Faculty and which are not explicitly assigned to a program council.

The Executive Council is composed of the President; a vice-presidential designee appointed annually; chairpersons or a consistent designee from Academic Program Council, Faculty Status Council, Labor Program Council, and Student Life Council; faculty co-chair of the Strategic Planning Council; designated co-chair of the Staff Forum; representative of the Executive Committee of the Student Government Association; three persons elected at-large for three-year staggered terms from the General Faculty by the General Faculty Assembly, serving as chair-elect, chair, and past-chair during their terms of service; two persons elected at-large for three-year terms by the General Faculty Assembly (one must be a College Faculty Assembly member and one must not).

The Academic Program Council (APC)

As outlined in the Faculty Manual, the Academic Program Council has comprehensive responsibility for the academic program, with specific responsibilities for curriculum, policy
development, and general oversight of practices and services affecting the academic program. The Council may elect to delegate certain specific responsibilities to subcommittees or members, but all decisions with policy implications will be brought before the entire Council. The Council receives proposals from academic divisions, core course planning groups, students proposing independent majors, as well as its own subordinate committees. It also may initiate policy and program proposals. The Council may approve, modify, or reject proposals that it receives; however, on substantive matters, the Council submits conclusions to the College Faculty Assembly as recommendations for adoption. To demonstrate compliance, linked is a recent ballot for the APC (Academic Program Council Ballot).

The APC meets weekly throughout the academic year. The Academic Program Council consists of the Academic Vice President and Dean of the Faculty; the Associate Vice President for Academic Affairs; the Dean of Curriculum and Student Learning; the Registrar; one faculty member from each academic division; and one student representative appointed by the Student Government Association. Each member shall have full voting rights, except for the Registrar, who is non-voting. The division designee to APC shall not be the current Division Chair nor a current member of the Faculty Status Council. Linked is a sampling of APC agendas and minutes (APC Agendas and Minutes).

The APC oversees the following committees: the Athletics Affairs Committee, the Committee on General Education (COGE), the Convocation Committee, the Learning Commons Committee, the Student Admissions and Academic Standing Committee (SAAS), and the Teacher Education Committee.

The Faculty Status Council (FSC)

As outlined in the Faculty Manual, the Faculty Status Council deals with questions of faculty status. The Council is responsible for policy review and recommendations to the College Faculty Assembly on College Faculty personnel matters and professional well-being. In individual cases of probationary review the Council acts as an advisory body to the Academic Vice President and Dean of the Faculty. In individual cases of promotion or tenure review, the Council acts as the review and recommending body, reporting to the President. In addition, in questions of professional competence and dismissal for cause, if the issue is not settled after a personal conference with the faculty member, the Division Chair, and the Academic Vice President and Dean of the Faculty, the Academic Vice
President and Dean of the Faculty must request the FSC to act as an advisory body. The Council is also responsible, in consultation with the Faculty Appeals Committee, for review of policies and procedures used in faculty appeals. Linked is the nominating ballot and voting ballot for FSC to demonstrate faculty role in governance through the FSC (Faculty Status Council Nominating Ballot and College Faculty Assembly Voting Ballot).

The FSC meets weekly (FSC Agendas) throughout the academic year. Membership on the Faculty Status Council consists of seven tenured College Faculty Assembly members (with appropriate gender balance and diversity of perspectives), and the Academic Vice President and Dean of the Faculty. Six of the College Faculty Assembly members are divisional designees and one is an at-large designee. The at-large member may be utilized to maintain gender balance and balance of perspectives on the Council. Division Chairs are ineligible for service on the FSC during their term as Division Chair.

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

As outlined in the Faculty Manual, the Faculty Liaison to the Board of Trustees serves to provide an avenue of communication between the Board and members of the College community. The Faculty Liaison to the Board of Trustees has the following responsibilities: to attend meetings of the full Board, to participate with voice but not vote, and to regularly report on Board meetings to the College Faculty Assembly and General Faculty Assembly. The Faculty Liaison must be a member of the College Faculty Assembly and General Faculty Assembly and is elected for a three-year term by the General Faculty Assembly. Service as Faculty Liaison to the Board of Trustees counts as committee service. To demonstrate compliance in the faculty role in governance, a copy of a recent Board meeting agenda includes time listed for the Faculty Liaison to offer remarks to trustees.

**Evidence of Compliance**

Berea College confirms that these polices (Faculty Manual, Campus Governance) are in writing, have been approved through appropriate institutional processes (Campus Governance), have been published in appropriate institutional documents accessible to those affected (Faculty Manual), and implemented by Berea College (See evidence provided by way of committee meetings, et al., above).

Please refer to 3.2.6 Board/Administration Distinction and 3.4.10 Responsibility for Curriculum for further information and explanation.
Supporting Documents & Evidence

1. 2014-2015 Faculty Manual:
   - Campus Governance
   - General Faculty Assembly and College Faculty Assembly Constitution
2. General Faculty Assembly and College Faculty Assembly Membership Lists, Academic Years 2014-2015, 2013-14, and 2012-13
3. College Faculty Assembly Ballot Examples
4. General Faculty Assembly Ballot Example
5. 2014-2015 Faculty Manual: Description of the Staff Forum
6. Staff Forum E-mail Invitation, Fall 2014
7. Student Government Association (SGA) and Campus Governance E-mail, Fall 2014
8. Institutional Governance Structure Diagram
9. 2014-2015 Faculty Manual:
   - Appendix D: Berea College Institutional Governance Structure
   - Description of the Executive Council (EC)
10. Executive Council Agenda Examples from 2007 - 2014
11. Council and Committee Membership Lists
12. Executive Council Smoking Policy Discussion and Communication to Campus
13. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)
14. Academic Program Council Ballot Example
15. Academic Program Council Agenda and Minutes Examples
16. 2014-2015 Faculty Manual: Description of the Faculty Status Council (FSC)
17. Faculty Status Council Nominating Ballot and College Faculty Assembly Voting Ballot
18. Faculty Status Council Agenda and Minutes Examples
19. 2014-2015 Faculty Manual: Faculty Liaison to the Board of Trustees
20. Board of Trustees Agenda, May 17, 2014
21. Comprehensive Standards
   - 3.2.6 Board/Administration Distinction
   - 3.4.10 Responsibility for Curriculum
3.8.1 Learning / Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Status

Compliance

Justification Narrative

Berea College provides facilities, services, and other learning/informational resources that are appropriate to support its teaching, research, and service mission. The following examples illustrate Berea College’s broad range of facilities and learning/information resources. See also 3.3.1.3 Academic and Student Support Services for more information.

The Center for Transformative Learning (CTL)

Established in 2011 as a result of a campus-wide strategic planning process to enhance Berea’s mission, the Center for Transformative Learning (CTL) strives “to inspire and empower members of the Berea College community to grow personally, intellectually, and professionally, by connecting to one another and to resources that support deep and active learning for life.” Located in more than 5,000 square feet of flexible and comfortable space on the third floor of the Stephenson Building (Engaged and Transformative Learning Final Scenario).

The CTL currently houses four distinct yet complementary support programs:

- Peer Consultation
- Internships
- Career Development
- Faculty Development.

Additionally, the CTL’s web page provides 24-hour access to a variety of resources and information pertaining to each of these four support areas. Finally, each program has a dedicated, full-time director or coordinator to manage the program, all of whom are led by the Director of the CTL. See also 3.7.3 Faculty Development.

Universal Access Program and EDGE (Empowering a Dynamic Generation through Education) Program

http://webapps.berea.edu/sacs2014/3-8-1.html
The College’s **EDGE program** continues to provide every student with a laptop computer and associated services to enhance learning and meet campus technology needs. The EDGE rollout and student orientation occurs during **orientation week** each year, and attendance is required for all incoming students. During orientation, students are provided with an overview of their laptop and directed to attend the orientation session on the use of the campus learning management system, Moodle. The BC community is informed of the **Technology Resources Center’s** operational hours through the web page and signage. Each year, all new students are advised of the operational hours through the **EDGE orientation process**.

A campus-wide e-mail is also sent from **Educational Technology** directing students to resources to assist with the use of Moodle (login, and other FAQ's, or frequently asked questions). Additionally, Educational Technology operates and oversees a brand new, state-of-the-art **Educational Technology Open Lab** in the Hutchins Library where students can seek help with various academic technology questions during posted hours, from video editing to assistance with blogs or Word.

During the 2014-2015 academic year, the EDGE program will undergo **substantial revision** in order to engage students with the most appropriate mobile technology to enhance student learning, including the possibility of providing each student a mobile device and a tablet in lieu of a laptop. Pilot programs with assessment include the Nursing program (all Nursing students will be issued iPads). An evaluative piece is being developed that will assess how well the technology meets the needs of the students and the demands of the curriculum.

Additional curriculum-specific technology includes a **digital film production studio** that faculty members from the communication and theatre programs use to work with students to produce curriculum-related short films and broadcasts that feature real-world experiences. Furthermore, several academic programs have discipline-specific labs, including Computer and Information Science, Art, and Technology and Applied Design.

Faculty engagement has included group trainings on such technology as Moodle as well as one-on-one engagement to support pilot programs with innovative technology usage in and out of the classroom. Educational Technology staff tracks Moodle usage by professors. This usage has significantly increased since the creation of the Educational Technology Center in 2011. Professor utilization of Moodle as a learning management system as shown for Spring 2014 is shown below:

**Spring 2014**

- Number of Active Teaching Accounts: 200
• Number not using a Shell Account: 40
• Percentage of active accounts not in use: 20%
• Percentage of faculty using Moodle in some capacity: 80%

Faculty actively using the system:

• Professors or other Teaching Staff: 160
  ○ Syllabi: 160
  ○ Grade Books: 60
  ○ Forums: 55
  ○ Quizzes: 25
  ○ Files Uploaded: 90

Active Moodle Courses:

• Spring 2014 – 524 Active Moodle Courses (total Moodle course shells/cross-listed courses created)
• Summer 2014 – 48 Moodle Courses
• Fall 2014 - 524 Moodle Courses (504 total Moodle course shells with cross-listed courses combined created)
• Miscellaneous- 244 Moodle Sites and Courses

See 3.4.12 Technology Use for additional information.

The Center for Excellence in Learning through Service (CELTs)

The Center for Excellence in Learning through Service (CELTs) was established in 2000 with the mission “to educate students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service.” CELTS houses Berea College’s student-led community service programs and led the initiative to integrate service-learning into the academic curriculum. Students lead and serve through volunteer programs, help facilitate academic service-learning courses, and work in local non-profit organizations. Opportunities for service and service-learning take place in the Berea/Madison County community, in the larger Appalachian region, and at sites throughout United States and the world. Each year, more than one-third of Berea College students participate in community service or service-learning opportunities (see The President’s Higher Education Community Service Honor Roll). These experiences prepare students to be “service-oriented leaders for Appalachia and beyond.” CELTS and Berea College have been recognized

http://webapps.berea.edu/sacs2014/3-8-1.html
nationally for the service and service-learning programs. Located in more than 5000 square feet of comfortable and flexible space on the second floor in the Stephenson Building, the CELTS space includes offices, a large multipurpose room, a smaller meeting and flexible area, and tutoring areas for children.

**Undergraduate Research and Creative Projects Program (URCPP)**

The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors with high-impact learning opportunities not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor engage in 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, requiring that faculty mentors go beyond supervising student learning to working alongside students in providing active models of how research and creative processes are engaged. This work, again, supports Berea College’s focus on teaching and student engagement, as professors and students work together each summer, providing opportunities for students to learn about active research and creativity in all disciplines. Recently funded projects include a wide range of disciplines, including Chemistry, Biology, Education Studies, Physics, Agriculture and Natural Resources, and Archeology, to name a few.

Students who participate in the URCPP Program are required to participate in an assessment of the program as a condition of their acceptance:

**Student Requirements:** Student participants will be expected to work on the project 40 hours per week for the duration of the project, may not be enrolled in any summer course (at Berea or elsewhere), and will be compensated through the summer Labor Program. Student labor rates are determined by the Labor Program office guidelines.

As part of their commitment to this project, faculty will inform their students that they will:

- need to respond to a [pre- and post-research survey](#),
- participate in the [Berea Undergraduate Research Symposium](#) organized by the Chemistry Program in the Fall Term,
- and participate in weekly [Summer Research Symposium progress seminars](#).

Significant information about the program has been culled for the past few years (see [High Impact Activities Report, Spring 2014](#)), much of which supports [George Kuh’s research](#) about the importance of “High Impact Educational Practices,” indicating that these particular practices, which include undergraduate research, have particular significance for the students we serve at Berea College.
income, often first generation college students). Moreover, Tia McNair and Ashley Finley have posited this correlation in their work on High Impact Educational Practices and Underserved Students in their work, “A Mixed Method Analysis of High Impact Practices on Historically Underrepresented Students.”

**Hutchins Library Facilities**

The 86,000 square foot [Hutchins Library](http://webapps.berea.edu/sacs2014/3-8-1.html), Berea College’s main library, is located on the campus quad, near many of the classroom buildings (see [Campus Map](http://webapps.berea.edu/sacs2014/3-8-1.html)). The Library serves approximately 1,600 undergraduates, 150 faculty members, 450 College employees, and the local community. The Library building provides appropriate space to house all the physical collections (print, media, and archival), seating and study space options for over 500 people (31 percent of the student FTE), network connections and wireless throughout to support research and easy access to online resources, dedicated instruction classrooms to support the information literacy program, and office/workspace for all the staff. Special Collections and Archives has dedicated and secured spaces for researchers, collections, workspace, and offices for all the staff. See [2.9.1 Learning Resources and Services](http://webapps.berea.edu/sacs2014/3-8-1.html) for additional information.

The three-story facility (see [Library Floor Plans](http://webapps.berea.edu/sacs2014/3-8-1.html)) was built in 1966. A 1990-1991 renovation included a three-story addition that provided collection space, classrooms, study rooms, and the Special Collections and Archives department. In 2011, a committee (Director of Library Services, several teaching faculty members, Chief Information Officer, Academic Vice President and Dean of the Faculty, and the Vice President for Operations and Sustainability) began work with [EYP Architects](http://webapps.berea.edu/sacs2014/3-8-1.html) to revision the entire Hutchins Library Building, which houses the Library, Special Collections and Archives, and Information Systems and Services. Several day-long meetings focused on the changing space requirements of academic libraries – less space for physical collection, more options for collaboration, and the expanding needs of Special Collections and Archives for classroom and storage space, the EYP design team provided several options for consideration and pricing. In 2013, the College prioritized renovation planning, and the library renovation planning was stopped until the College completed a new Master Plan to determine whether renovation or a completely new building would be in order. The College did fund a new roof and re-caulking of the windows, which was completed in summer 2014. The Special Collections and Archives HVAC system was upgraded during the fall 2014.

In the summer of 2014, the [Library main level](http://webapps.berea.edu/sacs2014/3-8-1.html) was refreshed with new carpet, paint, lighting, furniture, and technology. Before finalizing the furniture purchase, students had an opportunity to try out a variety of chairs (see [Facebook posting](http://webapps.berea.edu/sacs2014/3-8-1.html)). Because of the student input, one chair was replaced with another design.

The revived main floor now provides a variety of spaces designed for gathering, collaborating, studying,
and relaxing and is already proving very popular with students (see Facebook posting). Comparing the average building counts (number of people in the building at a specific time) for the first five weeks of the fall 2013 vs. fall 2014, all counts show increases.

Table 1: Average Number of People in the Library (Fall Term - first five weeks)

<table>
<thead>
<tr>
<th>Time</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am</td>
<td>17</td>
<td>20</td>
<td>17.6%</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>27</td>
<td>35</td>
<td>29.6%</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>18</td>
<td>35</td>
<td>92.3%</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>78</td>
<td>112</td>
<td>44.0%</td>
</tr>
<tr>
<td>11:30 pm</td>
<td>29</td>
<td>34</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

The new lobby area has casual seating and space for exhibits and newspapers. A small vending area provides snacks and beverages with booths, café tables, and the Current Periodicals located nearby. A large, open collaboration/presentation/events space has easily movable tables and chairs for 72 people, portable whiteboards, and wireless networking. This space has already been used for faculty workshops and presentations, new student orientation events, class meetings, convocation speaker venues, and peer-tutoring sessions.

The new Educational Technology Active Learning Lab is available all the hours the library is open. Educational Technology student assistants staff the lab service desk afternoons and evenings to answer questions and assist students with technology issues. The Lab has seating for 28 people, four high-end MACs to support student video editing and production work for classes, four general-use workstations, 18 network connections, wireless networking, a portable 55” Mondopad, and a portable Mediascape station.

The Assistive Technology Lab, located on the main floor of the Library, is staffed by the Assistive Technology Specialist and four student workers (see Library homepage for hours). The Lab provides special equipment and assistance for students with disabilities.

In addition to the Educational Technology Active Learning Lab, the Library provides six public computers, 110 public network connections, wireless networking, and three black and white and one color printer/copier/scanning stations throughout the building. Students and faculty also have access to media equipment (video/DVD players, cassette/CD players, phonographs) located near the media collections. Headphones, flash drives, and network cables may be checked out at the Circulation Desk. Two portable Mediascape stations are located in the Reference area for use by student groups and reference librarians.

Each of the three floors has individual study carrels, casual seating, and tables and chairs for a total of
546 seats. Fourteen group study rooms, ranging in capacity from two to eight people, may be reserved at the Circulation Desk by phone, e-mail, or in person for two-hour blocks of time (see Library Services for Students). Each group study room has a table and chairs, a whiteboard, network connections, and power outlets. Two rooms are equipped with DVD/VHS players and monitors. The group study rooms are very popular, and most rooms are booked from late afternoon until closing. In the last five years, study room checks have averaged over 8,500 per year. Three research carrels, equipped with a desk, chairs, filing cabinet, shelves, and a network connection, are available on a semester basis for faculty members working on research projects.

Table 2: Study Room Key Check-Outs

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>4,812</td>
<td>NA</td>
<td>7,915</td>
<td>8,484</td>
<td>7,660</td>
<td>7,466</td>
<td>8,906</td>
<td>9,016</td>
<td>8,511</td>
<td>8,601</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two classrooms, which seat 30 each, support the Library's instruction program. These classrooms have enough network connections, including wireless, to allow students to bring their campus-issued laptop for hands-on library instruction sessions. Each classroom has an instructor's station that provides a data projector, video/DVD/CD capabilities, and a connection for a laptop. Sunday through Thursday evenings one classroom is the designated “Teaching Assistants Lounge,” where TAs may meet with students.

In 2010, a member of the Mathematics faculty approached the Library for a temporary Mathematics Lab space because their space was unavailable. Within a few weeks, the faculty reported a significant increase in use. The faculty member asked the Director of Library Services if mathematics tutoring might remain in the Library, and the Mathematics Learning Commons space was created. The Mathematics Commons is an open area located on the ground floor of the Library and staffed with peer tutors Sunday through Thursday evenings.

Special Collections and Archives is housed on the lower level of Hutchins Library. The Reading Room is open 35.5 hours per week during the academic year and has seating for 20, three audio-visual equipment carrels, network connections, and wireless (see Table 3 for usage). The department has secure collection storage, processing work spaces, and offices. Berea Digital staffing and work space also is housed in Special Collections and Archives. The Sound Preservation program is housed near Special Collections and has a digitization lab and office space.

Table 3. Special Collections and Archives Reading Room Usage

| FY 05 | FY 06 | FY 07 | FY 08 | FY 09 | FY 10 | FY 11 | FY 12 | FY13 | FY 14 |
Supporting Documents & Evidence

1. Comprehensive Standard 3.3.1.3 Academic and Student Support Services
2. Center for Transformative Learning (CTL)
3. Engaged and Transformative Learning Final Scenario
4. Center for Transformative Learning: Support Programs
   - Peer Consultation
   - Internships
   - Career Development
   - Faculty Development
5. Comprehensive Standard 3.7.3 Faculty Development
6. 2014-2015 College Catalog: EDGE Program
7. Orientation Week Schedule of Events
8. Educational Technology
   - Moodle
   - Open Lab
9. EDGE Program Revision
10. Digital Film Production Studio
11. Comprehensive Standard 3.4.12 Technology Use
12. Center for Excellence in Learning through Service (CELTS)
13. The President's Higher Education Community Service Honor Roll
14. CELTS: Grants and Awards
15. 2014-2015 College Catalog: Undergraduate Research and Creative Projects Program (URCPP)
17. URPCP: Pre and Post Assessment Survey Report, Summer 2013
18. Berea Undergraduate Research Symposium, Fall 2014
19. Summer 2014 URPCP Seminar Lunch Schedule
21. Association of American Colleges & Universities:
   - High-Impact Educational Practices (by George D. Kuh)
   - Assessing High-Impact Learning for Underserved Students (A Mixed Method Analysis of High-Impact Practices on Student Learning for Historically Underrepresented Students)
22. Hutchins Library

http://webapps.berea.edu/sacs2014/3-8-1.html
23. Campus Map
24. Core Requirement 2.9.1 Learning Resources and Services
25. Library Floor Plans
26. EYP Architect
27. Facebook Posting re: Invitation to Student to try out chairs
28. Facebook Posting re: Pictures of Students enjoying new spaces in Library
29. Library Lobby Area Exhibits
30. Educational Technology
31. Hutchins Library Hours for Educational Technology Active Learning Lab and Assistive Technology Lab
32. Library Services for Students
33. Special Collections & Archives
34. Berea Digital
35. Sound Preservation
3.8.2 Instruction of Library Use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Status
Compliance

Justification Narrative

Hutchins Library has an active information literacy program with services and initiatives to support access to regular and timely library instruction in the use of library and other learning and information resources (also see 2.9 Learning Resources and Services and 3.3.1.3 Academic and Student Support Services for additional information). Berea College students highly rate the importance of and are satisfied with their ability to identify, find, and use relevant and appropriate sources of information based on the Berea-Specific questions added to the Noel-Levitz Student Satisfaction Inventory (see Chart 1 below).

Chart 1. Noel-Levitz Student Satisfaction Inventory

According to the ACT Alumni Outcomes Survey administrated in 2011, Berea College alumni also rate higher than alumni at small private colleges and public four-year institutions the importance of and the impact of their school experience on learning to access and use a variety of information sources (see Chart 2 below).

Chart 2. ACT Alumni Outcome Survey
The Library has two dedicated instruction classrooms equipped with tables and chairs for 24 or 30, projectors, multi-media equipment, and wireless campus network access. The primary instruction classroom has network and power at the tabletop so that all students may use their College-issued laptop for hands-on instruction and library working sessions.

Three reference and instruction librarians focus on providing classroom instruction, reference service, and research consultations. In addition, three other librarians assist with reference-desk coverage and may provide instruction in subject areas. A group of nine to ten student Reference Assistants work with all of the librarians to provide reference services every hour the library is open. After two years (academic year 2010-2011 and academic year 2011-2012) of reductions in the number of reported reference transactions, the training program for students working at the Reference Desk was revamped to emphasize service and being pro-active. In 2012-2013, reference transactions more than doubled.

Table 1. Reference Desk Transactions

|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011
The reference and instruction librarians provide focused support for the College’s General Education Program, especially the required first-year core courses GSTR 110 (Writing Seminar I: Critical Thinking in the Liberal Arts) and GSTR 210 (Writing Seminar II: Identity and Diversity in the United States). These courses have specific Student Learning Outcomes for library and information resources such as learning to use the library and its resources (GSTR 110 Student Learning Outcomes) and using a variety of sources for research (GSTR 210 Student Learning Outcomes).

When the current General Education Program was implemented in academic year 2006-2007, the Library had one vacant reference and instruction position. Once the position was filled in academic year 2007-2008, the reference and instruction librarians set a goal of meeting with 100 percent of the GSTR 110 and GSTR 210 classes. This goal was achieved for four years and almost achieved the other three years (2007-2008; 2011-2012; 2013-2014; see Table 2 below).

Table 2. Required General Studies (GSTR) 110 and 210 Library Sessions

<table>
<thead>
<tr>
<th>Year</th>
<th>Library instruction sessions</th>
<th>Percent with library sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>55</td>
<td>79%</td>
</tr>
<tr>
<td>2007</td>
<td>87</td>
<td>94%</td>
</tr>
<tr>
<td>2008</td>
<td>88</td>
<td>100%</td>
</tr>
<tr>
<td>2009</td>
<td>55</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>81</td>
<td>96%</td>
</tr>
<tr>
<td>2012</td>
<td>63</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>59</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty members may request a library session focused on an assignment with hands-on activities to introduce or reinforce the use of specific resources and skills (Example of Specific Assignment). Librarians also are available for working sessions in the reference area of the Library and provide assistance as needed while students work on the assignment during class time (see Table 3 below).

Table 3. Faculty-Requested Library Instruction and Working Sessions

<table>
<thead>
<tr>
<th>Year</th>
<th>General Education (non-first-year)</th>
<th>Other courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>44</td>
</tr>
<tr>
<td>2008</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>2012</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2013</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The reference and instruction librarians also offer alternatives to the formal focused library instruction class and working session. One option is for the faculty member to require the students to ask for
assistance at the Reference Desk and have the librarian send the faculty member an e-mail confirming the interaction. These visits are included in the reference desk transactions statistics (see Table 4 below). Another option is for students to schedule research consultations with one of the reference and instruction librarians. These scheduled individual and small-group research consultations provide students at all levels the opportunity to work with a librarian on topics ranging from search strategy to source evaluation and the best use of resources for their project. In academic year 2008-2009, the library began to report research consultations separately from reference desk transactions (see Table 4 below).

Table 4. Reference Desk Transactions and Research Consultations

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference desk transactions</td>
<td>6,364</td>
<td>5,639</td>
<td>3,911</td>
<td>4,385</td>
<td>2,140</td>
<td>1,637</td>
<td>3,418</td>
<td>3,682</td>
</tr>
<tr>
<td>Research consultations</td>
<td>n/a</td>
<td>n/a</td>
<td>50</td>
<td>24</td>
<td>34</td>
<td>135</td>
<td>74</td>
<td>112</td>
</tr>
</tbody>
</table>

For academic year 2014-2015, the reference and instruction librarians set a goal to increase the number of research consultations. In October 2014, the Research Consultations service was implemented to simplify scheduling of appointments. The student selects one of the available half-hour slots and completes the request form providing contact information and details regarding the research project. An e-mail is sent to the librarian who confirms the appointment. For Fall 2014, each reference and instruction librarian has ten half-hour slots available per week. During library instruction session, the librarians highlight the service and encourage students to make an appointment. In addition, the Research Consultation will be visible on the revamped library homepage, scheduled to go live in January 2015 and included in the footer of all the library web pages. At the end of academic year 2014-2015, the reference and instruction librarians will evaluate and refine the Research Consultation service.

Special Collections and Archives (SC&A) staff members provide instruction, by faculty request, for courses using archival materials. Beginning in academic year 2010-2011, the College Archivist began to work more closely with the GSTR 210 faculty to encourage the use of primary sources in SC&A. The number of requested instruction sessions did increase (see Table 5 below). However, in August 2012, the Head of Special Collections and Archives resigned and the position was not filled until February 2014. The College Archivist resigned in May 2013 and the position was vacant until July 2014. Because of these vacancies, the number of instruction session dropped back to earlier levels (see Table 5 below).

Table 5. Special Collections and Archives Instruction Sessions
Beginning in spring 2014 and continuing, Special Collections and Archive staff have begun working with other programs, including art, music, history, religion, Appalachian Studies and the GSTR 310 course (sample lesson plan). The Special Collections and Archives staff intend to continue to develop the instruction program, increasing the number of sessions back to or above academic year 2011-2012 levels and to continue to expand the number of programs and courses that attend instruction sessions in the department.

The Ask-the-Library knowledge base was implemented in academic year 2011-2012 and provides 24/7 access to frequently asked questions such as accessing resources from off-campus and how to download e-books. The most viewed questions in academic year 2013-2014 were “What are reference sources and what are some examples?” followed by “How do I download an e-book to my laptop?” Students may also submit questions which are e-mailed to the book to my laptop?. Students may also submit questions which are e-mailed to the Reference Desk for a response. One of the reference and instruction librarians reviews the submitted questions and responses for accuracy and training purposes. Questions of general interest are added to the public knowledge base. In academic year 2012-2013, the librarians wanted to increase the visibility of this service. Links were added to the library homepage and many of the research guides and the number of public questions viewed increased dramatically.

**Table 6. Ask-The-Library (public questions viewed)**

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>617</td>
<td>1,390</td>
<td>8,205</td>
</tr>
</tbody>
</table>

The librarians have created Start Your Research guides for each academic program to highlight appropriate resources, many available 24/7. Research guides for specific courses emphasize resources selected by the librarian and faculty member to support the course. Since the implementation of the current online guides in academic year 2011-2012, usage has increased three fold to over 32,000 views in academic year 2013-2014.

**Table 7. Start Your Research and Course Guides Views**

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,696</td>
<td>20,477</td>
<td>32,094</td>
</tr>
</tbody>
</table>

Faculty members are introduced to new library resources and services through the Library's Academic Program Liaison program. A librarian is assigned to work with the division faculty members to facilitate
communication and to develop collections. The Director of Library Services also works with other campus offices to provide faculty development opportunities. Examples include workshops on integrating library resources into Moodle courses; introduction to resources for new faculty members (see Check Out Your Library); and the Saint John's Bible (see Illumination announcement).

Assessment of the GSTR 110 and GSTR 210 Information Literacy Program

The Library’s information literacy program focuses on the required first-year courses, GSTR 110 and GSTR 210 and the Information Literacy Outcomes for each course. These outcomes are based on the Aims of General Education and the GSTR 110 and GSTR 210 Student Learning Outcomes.

GSTR 110 Information Literacy Outcomes

1. Students will create a topic-relevant search string in order to search the library catalog and databases (for example, Academic Search Complete).
2. Students will distinguish between popular and scholarly literature in order to evaluate the quality and validity of information sources to best develop their research inquiries.
3. Students will use the CRAAP (Currency, Relevancy, Authority, Accuracy, and Purpose) criteria to evaluate potential sources of information for quality, bias, and perspective.

GSTR 210 Information Literacy Outcomes

1. Student will be able to read and interpret citations for bibliographies and others sources in order to identify and find specific sources to further develop their research.
2. Based on a student’s research question, a student will be able to develop a topic-relevant search string in order to search effectively for relevant materials in the library’s resources and on the World Wide Web.
3. Students will be able to use relevant online databases to find and identify articles and materials relevant to their research inquiries.
4. Students will use the CRAAP (Currency, Relevancy, Authority, Accuracy, and Purpose) criteria to evaluate potential sources of information for quality, bias, and perspective.

In 2012, the reference and instruction librarians began building and implementing a formal assessment plan. The plan identifies the student information literacy learning outcomes and the assessment elements based on the HEDS Research Practices Survey (RPS). According to the HEDS website, “Even though the HEDS Research Practices Survey only takes about 15 minutes to complete, it includes
questions that map to each of the Association of College and Research Libraries’ five information literacy competency standards” (see HEDS Research Practices Survey website).

Beginning with academic year 2013-2014, the Dean of Curriculum and Student Learning, who oversees the General Education Program, coordinated the administration of the RPS and shared the results with the reference and instruction librarians and the GSTR 210 faculty. Before the beginning of the fall semester, a link to the survey was e-mailed to all new students enrolled in GSTR 110. Students took the survey again near of the spring semester and the completion of GSTR 210. HEDS provided data for the fall and spring survey data plus the first year longitudinal change report.

In July 2014, the reference and instruction librarians analyzed the RPS data for academic year 2013-2014 reviewing questions that specifically addressed information literacy skills and the stated learning outcomes for GSTR 110 and GSTR 210. As a result of the RPS data, the librarians integrated new components into the GSTR 110 lesson plans for fall 2014. By making sessions more interactive and student-centered, they plan to reinforce the three GSTR 110 information literacy outcomes. Based on the academic year 2013-2014 RPS data and the resulting librarians’ revision of GSTR110 teaching technique and content, supplementary materials were added to the GSTR 110 research guide. For example, the GSTR 110 guide includes a worksheet for generating keywords in order to reinforce the student-learning outcome of developing topics relevant search strings in GSTR 110. Several video tutorials also were added to the guide to reinforce the learning outcomes and research skills (GSTR 110 Research Guide – Find Articles, Evaluating Sources, Popular vs. Scholarly).

The Coordinator of Information Literacy, the Director of Library Services, and the Dean of Curriculum and Student Learning decided to continue with the RPS for academic year 2014-2015. Again, in August 2014, all new students enrolled in GSTR 110 were e-mailed a link to the RPS to begin the second round of assessment. The same group of students will take the survey near the end of the spring 2015 semester and the completion of GSTR 210. Once the data is available from the fall 2014 RPS, the reference and instruction librarians will review that data and revise the GSTR 210 lesson plans and research guides for spring 2015.

Supporting Documents & Evidence

1. Core Requirement 2.9 Learning Resources and Services
2. Comprehensive Standard 3.3.1.3 Academic and Student Support Services
3. Hutchins Library Faculty
4. Library Instructional Services
5. Reference Student Training Program
6. General Education Program
7. 2014-2015 College Catalog:
   - GSTR 110 Writing Seminar I: Critical Thinking in the Liberal Arts
   - GSTR 210 Writing Seminar II: Identity and Diversity in the United States
8. GSTR 110 Student Learning Outcomes
9. GSTR 210 Student Learning Outcomes
10. Specific Assignment including library skills for CHM 345 Biochemistry
11. Research Consultations Services
12. Hutchins Library
13. Special Collections and Archives: Sample Lesson Plan ENG 186
14. Ask-the-Library
15. Library Guides by Subject
16. Academic Program Liaison: A Library Service
17. Moodle and Hutchins Library Resources
18. Check Out Your Library
19. Illumination announcement regarding Saint John's Bible
20. Information Literacy Outcomes for GSTR 110 and GSTR 210
21. Aims of General Education
22. GSTR Information Literacy Assessment Plan
25. HEDS Research Practices Survey website
26. 2013-2014 Research Practices Survey Results
27. Research Practices Survey Longitudinal Report
28. Research Practices Results - Meeting Notes addressing literacy skills and stated learning outcomes
29. Fall 2014 GSTR 110 Lesson Plans
30. Generating Keywords Worksheet
31. GSTR 110 Research Guide:
   - Find Articles
   - Evaluating Sources
   - Popular vs. Scholarly
32. Fall 2014 E-mail Template to Students Regarding Completion of the Research Practices Survey
3.8.3 Qualified Staff

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Status
Compliance

Justification Narrative

Hutchins Library is staffed with a sufficient number of qualified staff with appropriate education and experiences in library and other learning/information resources to accomplish the mission of the institution, outlined in the Great Commitments. The Library staff and services are organized into five departments – Administration, Berea Digital Projects, Educational Technology, Reference and Instruction, Technical Systems and Service, and Special Collections and Archives.

For the current fiscal year (2014-2015), the Library professional staff has eight full-time librarians: each professional staff member holds an American Library Association-accredited master’s degrees. Additionally, the Collections Archivist holds a graduate certificate in archival studies. With the exception of the Sound Archivist, all members of the Library professional staff are non-tenure-track faculty members, holding appropriate faculty rank and status. Several librarian faculty members have earned additional graduate degrees. All of the professional library staff (listed below), share responsibility for reference/research assistance and for collection development in addition to their area of specialization (see Hutchins Library Faculty and Staff for brief individual Curricula Vitae and primary responsibilities).

- Anne Chase, Director of Library Services, with over 30 years of academic library experience, coordinates library operations and is responsible for planning, creating, and reviewing policies, managing the budgeting process, staff development, and electronic resources. Additionally, she is the Library representative with state, regional, and national consortiums.
- Calvin Gross, Associate Director of Library Services, has ten years of professional experience and manages the integrated library system on the Voyager platform. He oversees circulation, acquisitions, cataloging, processing, interlibrary loan, serials, and the library labor program.
- Susan Henthorn, Coordinator of Berea Digital Projects, has been a member of the Berea College library faculty for 24 years. She manages Berea Digital, the library’s digital content service based on the CONTENTdm platform.
Angel Rivera, Coordinator of Information Literacy, has ten years of academic library experience and is responsible for the information literacy program, including outreach, advocacy, and assessment. Mr. Rivera is also the Coordinator of Latino Services for the College.

Ed Poston, Reference and Instruction Librarian, has 12 years of professional experience at the Berea College Library. He provides library instruction, maintains the reference collection, and coordinates the print collection weeding project.

Amanda Peach, Reference and Instruction Librarian, has eight years of professional experience and provides library instruction and oversees the Reference Desk, which includes supervising and training the reference desk students. With assistance from Anne Chase, she also manages the library’s website, LibGuides, LibAnswers, and LibCal products.

Harry Rice, Sound Archivist, with over 18 years of professional experience, provides research assistance for Special Collections and Archives and manages the sound archives, the sound preservation program, and the Appalachian Sound Archives Fellowship program.

Rachel Vagts, Head of Special Collections and Archives (SC&A), has 17 years of professional experience and oversees SC&A operations including policies, acquisitions, research services, outreach, and SC&A automation projects. She also is the Director of the federally-funded Archives Leadership Institute.

Lori Myers-Steele, Collections Archivist, with two years professional experience, manages the processing of archival collections and creates finding aids for new collections.

According to the National Center for Education Statistics 2012 Academic Library Survey, Hutchins Library compares favorably for number of professional staff, ranking 12th among its 23 benchmark libraries.

Table 1. National Center for Education Statistics - Academic Libraries Survey, Fiscal Year 2012

<table>
<thead>
<tr>
<th></th>
<th>Total fte enrollment</th>
<th>professional staff</th>
<th>professional staff per 1,000 fte students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea College</td>
<td>1,635</td>
<td>9.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Benchmark Group Average</td>
<td>1,749</td>
<td>9.2</td>
<td>5.3</td>
</tr>
<tr>
<td>State Average</td>
<td>3,187</td>
<td>8.2</td>
<td>4.1</td>
</tr>
<tr>
<td>National Average</td>
<td>3,878</td>
<td>10.0</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Berea College Benchmark Rankings</strong></td>
<td><strong>13th</strong></td>
<td><strong>10th</strong></td>
<td><strong>12th</strong></td>
</tr>
</tbody>
</table>
Hutchins Library 23 Benchmark Libraries are Albion College (MI), Beloit College (WI), Carleton College (MN), Centre College (KY), Coe College (IA), College of Wooster (OH), Colorado College (CO), Davidson College (NC), Denison University (OH), DePauw University (IN), Earlham College (IN), Grinnell College (IA), Hope College (MI), Kalamazoo College (MI), Kenyon College (OH), Knox College (IL), Lawrence University (WI), Macalester College (MN), Ohio Wesleyan University (OH), St. Olaf College (MN), Transylvania University (KY), University of the South (TN), and Wabash College (IN).

The Library also has three full-time staff positions, five grant-funded positions, and 11.22 full-time-equivalent student assistants.

- Patty Tarter, Acquisitions and Interlibrary Loan Specialist, has worked at Hutchins Library for 30 years and manages purchasing, acquisitions, and interlibrary loan activities.
- Mary Beth Bonet, Cataloging and Processing Specialist, has eight years of experience at Hutchins Library and oversees copy cataloging, processing of materials, and book repairs.
- Judy Gergen, Circulation Services Specialist, has worked at Hutchins Library for two years and manages circulation, reserves, and facilities repairs.
- John Bondurant, Sound Preservation and Access Specialist, has worked in a grant-supported position for almost ten years to digitize and preserve SC&A's extensive collection of sound and video recordings.
- Sharyn Mitchell, Research Specialist, has worked in a grant-supported position for the past two years, providing research assistance in Special Collections and Archives.
- Daniel Weddington, Coordinator of Special Collections and Archives Technology, has two years of digital librarian experience; he started his work at Hutchins Library in 2014 in a grant-supported position to implement a collections management system for archival material and improve Special Collections and Archives technology infrastructure.
- Rachel Burnside and Samuel Gleaves are Archives Processing Assistants who have one year grant-funded appointments to process archival collections.

As a Work College, Berea College requires all students to work a minimum of ten hours per week. The Library employs over 40 students who perform duties handled by staff members at other libraries. Because students work in every department, the training, supervision, and evaluation of student workers is an important aspect of the Library’s operations.

According to the NCES Academic Libraries Survey for Fiscal Year 2012, the Library has more student
workers and fewer staff members when compared to other libraries, ranking 4th for students assistants and 21st for other paid staff. When compared to its 23 benchmark libraries, Hutchins Library ranks 12th for library staffing per 1,000 students FTE.

**Table 2. National Center for Education Statistics - Academic Libraries Survey, Fiscal Year 2012**

<table>
<thead>
<tr>
<th></th>
<th>Total fte enrollment</th>
<th>All other paid staff</th>
<th>student assistants</th>
<th>Total staff</th>
<th>total staff per 1,000 fte students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea College</td>
<td>1,635</td>
<td>4.0</td>
<td>11.1</td>
<td>24.1</td>
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<tr>
<td>Benchmark Group</td>
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<td>25.3</td>
<td>8.4</td>
</tr>
</tbody>
</table>

**Berea College Benchmark Rankings**

13th   21st   4th   14th   12th

The library faculty and staff are active professionally and regularly attend state, regional, and national workshops and conferences. Additionally, the librarians regularly attend vendor training webinars to stay current with trends and new product features (see [Summary of Librarians Professional Development Activities](#)).

The Director of Library Services is evaluated annually by the Academic Vice President and Dean of the Faculty (see [evaluation](#)). The Director of Library Services provides informal and annual formal reviews for all the librarians (see [sample evaluation](#)). The Coordinator of Information Literacy and the Head of Special Collections and Archives also provide evaluations and professional development recommendations for the librarians reporting to them. Library staff members are evaluated by the appropriate supervisor and the review is shared with the Director (see [sample staff evaluation](#)). Student assistants are evaluated by their labor supervisor and also given an opportunity to provide feedback regarding their labor experience. [Student labor feedback](#) is compiled by the Labor Program Office and shared with the Director and the library labor supervisors.

As members of the faculty, librarians are eligible for sabbatical leaves every six years. Sabbatical projects, approved by the Academic Vice President and Dean of the Faculty, focus on enhancing library services and deepening the librarian’s understanding of some aspect of his or her work through extensive reading, study, and application. Projects in the last six years have included creating dynamic online research guides based on a database of resources (pre-LibGuides), managing rare book
collections, developing sustainable acquisitions budgets, creating online training programs for reference student workers, revamping and enhancing the library online catalog, and evaluating and reclassifying the music collection (see Example - Susan Henthorn Sabbatical Report).

In April 2014, the Education Technology department, which is located in Hutchins Library, was assigned to the Director of Library Services. Educational Technology is staffed with two positions, plus one grant-funded position. Educational Technology has 2.25 full-time equivalent student assistants and Assistive Technology has one full-time equivalent student positions.

- Lisa Jones, Director of Educational Technology, has an Ed.D. in Educational Technology and six years of instructional design experience. She oversees all aspects of the Educational Technology program, including advocacy, faculty development, and project implementation and assessment.
- Anthony Basham, with 14 years of experience supporting media and educational technology at Berea College, supports faculty using Moodle, implements educational technology, and manages the Active Learning Lab in the Library.
- Gina Fugate, Assistive Technology Specialist, has an M.ED. in Special Education and seven years of experience working with students with disabilities. She supports assistive technology accommodations for student with disabilities and works with faculty to make course materials accessible.

Supporting Documents & Evidence

1. Qualified Staff Table
2. Mission of the College: Great Commitments
3. Hutchins Library Organizational Chart
5. Berea Digital
6. Print Collection Weeding Project website
7. Sound Archives
8. Sound Preservation
9. Appalachian Sound Archives Fellowship Program
10. Archives Leadership Institute
11. National Center for Education Statistics (NCES): Library Statistics Program
12. Work Colleges Consortium
13. Labor (Work) Program goals
15. Training Methods Guide for Student Employees in Hutchins Library
16. Summary of Librarians Professional Development Activities
17. Library Faculty and Staff Evaluation Examples
   - Evaluation of Director
   - Sample Librarian Evaluation
   - Sample Staff Evaluation
   - Student Labor Feedback of Supervisor
18. Sabbatical Report Example (Susan Henthorn)
19. Educational Technology
3.9.1 Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Status
Compliance

Justification Narrative

The Berea College governance structure provides for deep campus input from all constituencies in the development of major student rights and responsibility policies through committees that include administrators, faculty, staff, and student representatives. Processes include advance vetting and rigorous research for modifications and new policy development to ensure that student rights conform to sound educational principles and practice in order to meet the needs of the campus student community. Policies are also in compliance with all regulatory bodies concerned. A final vote of the General Faculty Assembly is required for policy changes in the Student Handbook.

The Student Life Council (SLC) is charged with oversight and periodic review of Student Handbook contents.

Berea College publishes clear and appropriate statements of student rights and responsibilities and disseminates these statements to the campus community. The Berea College Student Handbook contains all policies and statements of student rights and responsibilities. The handbook is published online and is accessible to all students, academic advisors, faculty, staff, administrators and global constituencies. Because all students are provided with laptop computers, the Student Handbook is always easily accessible. Policy changes approved after the beginning of the academic year are updated and announced to students via e-mail and other members of the campus community, when relevant. Regular campus announcements are sent via e-mail to remind students and others of the location of the policies.

The Policies on Student Rights and Responsibilities includes policies regarding the academic program and enrollment status as well as computing policies regarding privacy, freedom of expression, and misconduct. Network and computer use guidelines in this section also include student rights and responsibilities with regard to the EDGE (Empowering a Dynamic Generation through Education) program (i.e., student laptop computer program). The Records: Retention, Access and Protection section includes access and protection rights regarding student records. The Policy on Sexual Harassment section outlines rights and responsibilities for reporting discrimination, harassment, sexual harassment, and sexual assault.
The preamble to the Student Conduct Regulations sets forth “principles, rights and responsibilities for a way of living in community.” This section affirms value for personal responsibility and self-determination, along with individual and collective right to free inquiry and free expression. The regulations also contain a statement of student expectations and set forth rules of conduct. The Community Judicial Code includes an expectation of full and truthful testimony in a judicial hearing and provides for due process rights of students charged with violations of the Student Conduct Regulations.

The Residence Hall Rules and Regulations include due process provisions for students subject to a search of personal property or campus residence and set forth certain community residential standards. Others are included in the Residential Life Living Guide distributed in hard copy to all first year residential students, and is posted online for all students.

Other academic labor policies and regulations are also included in the Student Handbook, as well as the Berea College Catalog. See 3.4.5 Academic Policies and 4.5 Student Complaints for additional information regarding dissemination of regulatory information.

Evidence of Compliance

Berea College confirms that the policy (Policies on Student Rights and Responsibilities) is in writing, has been approved through appropriate institutional processes (General Faculty Assembly), has been published in appropriate institutional documents accessible to those affected (Student Handbook), and implemented by Berea College.

Supporting Documents & Evidence

1. 2014-2015 Faculty Manual: Charge of the General Faculty Assembly (GFA)
3. 2014-2015 Faculty Manual: Charge of the Student Life Council (SLC)
4. E-mail Announcement Sent to Students Regarding Student Handbook
6. Network Usage Guidelines
7. 2014-2015 College Catalog: EDGE Program
8. 2014-2015 Student Handbook:
   - Records: Retention, Access and Protection
   - Policy on Sexual Harassment
   - Student Conduct Regulations
   - Community Judicial Code
- Residence Hall Rules and Regulations
  9. Residential Life Living Guide
  10. 2014-2015 College Catalog
  11. Comprehensive Standard 3.4.5 Academic Policies
  12. Federal Requirement 4.5 Student Complaints
3.9.2 Student Records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Status
Compliance

Justification Narrative
Berea College protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data.

Database Backup
Banner databases, which include student and server information, are backed up regularly (five nights per week) and retained for two weeks of daily backups and two months of weekly backups. The backup tapes are stored off-site (in a fire-proof safe in Printing Services, located in the Stephenson Building). Berea College is currently transitioning away from tape with Banner to hard disk backups, which will be replicated in two locations on campus.

Moreover, the RMS (room management system) is fully backed up each Friday at 10:00 PM; these backups are maintained for 30 days. Incremental backups are performed at 9:00 PM on Monday, Tuesday, Wednesday, and Thursday; they are kept for one week.

Student information databases are password-protected. Student information is encrypted when passing through the internal network. The Office of the Registrar is the primary repository of student records, and all staff and student workers are required to sign confidentiality statements prior to handling all student record.

Student Records
All policies regarding retention, disposal, access to, and protection of student records are contained in the Berea College 2014-2015 Student Handbook section, Records: Retention, Access, and Protection which is published annually in an online version. “Student records” are defined as records created to assist the offices of Admissions, Student Financial Aid Services, Student Life and Collegium, the Labor Program, Academic Services, and Institutional Research and Assessment, and the Registrar. Permanent records are defined as those kept in perpetuity, such as the original admission application and the academic and labor transcripts. Paper files are maintained in locked cabinets in the appropriate offices, and student information databases are password-protected. Other student records are disposed of...
according to provisions of the Records Retention and Disposal Schedule.

**Student Educational Records**

Student educational records are maintained by the Offices of Academic Services, the Office of the Registrar, and the division of Labor and Student Life. Educational records are not released without written consent of the student except in accord with provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended in 1976, and the USA PATRIOT Act, 2001. FERPA information is part of the orientation for all new Berea College faculty. Students may review, receive copies of, and challenge information included in their own educational records according to procedures outlined in the Berea College 2014-2015 Student Handbook, Student Review of Records.

The Office of the Registrar has three full-time employees, all of whom have full access to student records. When a new employee is hired, the employee is provided FERPA orientation/training and is required to sign a confidentiality statement. Those statements are kept in the personnel file in the Office of the Registrar. While the Academic Records Analyst and the Registration Enrollment Assistant have specialized duties, there is significant investment in cross-training so that essential job duties do not go unattended in the case of absences. That cross-training requires that all members of the staff have full access to all records.

Moreover, students who work in the Office of the Registrar as part of the Labor Program are trained to complete the less critical tasks of the office; those tasks require that students have access to student record information. At the beginning of each year, the Office of the Registrar conducts a training exercise with all student workers regarding FERPA regulations; they are required to sign statements of understanding and agreement with FERPA policies/practices. Students are instructed that breaches in confidentiality can result in immediate dismissal.

When other offices request confidential student information, they are given access only upon confirming that 1) they have an educational right to know, and 2) they have undergone FERPA training and signed confidentiality agreements.

**Mental Health Records**

Mental health records are maintained by Counseling Services. Such records are confidential and not released without the informed, written consent of the patient except as required by law or in cases of extreme urgency when the life or safety of the patient or other persons is at risk. White House Clinics, which provides primary health care services to students and other members of the campus community, complies with and abides by the provisions of the Health Insurance Portability and Accountability Act (HIPAA), 2003. The Director of People Services is the HIPAA Compliance Officer for the College.
**Confidential Records**

Confidential files are maintained on harassment complaints received by the Title VII/Title IX Institutional Compliance Officer. Assessments and related information received on students with disabilities and special needs are confidentially maintained by the Disability Services Coordinator.

**Directory Information**

Directory Information may be released to parties with a legitimate interest in the information. Parents or guardians of dependent students will be notified in cases of emergency. Parents may be informed about drug or alcohol-related violations by underage dependent students. Students may petition the Vice President of Labor and Student Life for exception to these policies. The final decision rests with the institution. FERPA Law applies once students matriculate.

**Identity Theft**

The College maintains an identity theft prevention program in compliance with the Fair and Accurate Credit Transactions Act, commonly known at the “Red Flag Policy.” Identity theft prevention training is provided for relevant College employees twice per year. Program updates are provided on an annual basis to the Audit Committee of the Board of Trustees by the Controller. The Red Flag Rules/Identity Theft Prevention Policy defines sensitive information to be protected, protective actions to be taken, appropriate responses to suspicious activity, and establishes guidelines for the oversight of service providers with access to sensitive information.

Please refer to 3.10.3 Control of Finances and 4.7 Program Length for further information and explanation.

**Supporting Documents & Evidence**

1. Office of the Registrar
2. Confidentiality Agreement
4. Records Retention and Disposal Schedule
5. U.S. Department of Education: Family Educational Rights and Privacy Act (FERPA)
6. USA Patriot Act, 2001
7. 2014-2015 Student Handbook:
   - Student Review of Records
   - Maintenance of Mental Health Records
8. White House Clinics
9. Health Insurance Portability and Accountability Act (HIPAA), 2003
11. 2014-2015 College Catalog: Assessments and related information regarding students with disabilities and special needs
12. Disabilities Services Coordinator
13. Fair and Accurate Credit Transactions Act of 2003
14. Red Flag Policy
15. Comprehensive Standard 3.10.3 Control of Finances
16. Federal Requirement 4.7 Program Length
3.9.3 Qualified Staff

The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution.

Status
Compliance

Justification Narrative

Berea College’s Seventh Great Commitment states, “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.”

To this end, the College invests in student leadership positions in a variety of programs under the oversight of the Vice President for Labor and Student Life. The Vice President for Labor and Student Life provides leadership for student affairs personnel and is responsible for ensuring that all support staff members have appropriate educational and work experience. In addition to their educational credentials, student affairs (referred to as “Student Life” at Berea College) personnel are selected carefully to ensure that their experiences and personal goals are a good “fit” for the seventh commitment and for working with the diverse population of students who come primarily from low-income families in the Appalachian region and beyond. A list of professional staff (directors, coordinators, collegium, and department heads and their qualifications, academic and professional) are provided in the Student Support Comprehensive Credentials chart.

Student Life Departments, Programs, and Services in the Division of Labor and Student Life include:

- Campus Life, Student Organizations, and Recreation (Intramurals)
- Collegium and Residential Life Services (including Residence Life, Housing, Student Development, Judicial matters, Student Ombudsman, and Ecovillage)
- Counseling and Psychological Services
- Labor Program
- Labor and Student Life, Office of the Vice President
- Office of Public Safety

Evidence of the quality and effectiveness of these programs is provided in 2.10 Student Support Services, 3.3.1.3 Academic and Student Support Services, and 3.11.2 Institutional Environment.
All Student Life programs work collaboratively to provide a comprehensive student learning experience outside of the classroom, with a focus on community harmony and healthy life development opportunities. Campus Life leaders provide recreational and community celebrations and activities that promote fitness, healthy lifestyles, experiences that fit with residence hall learning themes, and opportunities that include integration of students from various cultures, genders, races, and ethnicities.

Those working most closely with students in their living environments are the Residential Life Collegium members. These are professional staff members with advanced degrees that support and work with the students living in the residence halls. All first-year residence halls have a Collegium member living in the hall. Collegium facilitate the daily operations in the residence hall and are responsible for managing the hall staff, working with housing placements, sustaining community standards, facilitating building maintenance, and providing support to students in their academic, professional, and personal growth. They provide appropriate individual support and referral, as well as helping resolve communal issues and concerns, and serve as judicial officers in disciplinary matters and enforcement of the Community Code of Conduct policies. Collegium members also supervise and train the Resident Assistants (RAs), who are student staff who assist the Collegium as they provide educational and recreational programming and activities for students in the residence halls.

Prior to hiring, Public Safety Officers are screened for their ability to dovetail the daily duties of safety and security with the understanding that every safety enforcement situation on campus provides a learning opportunity that will help young adults understand the importance that rules play in cooperative community living.

Licensed counselors and therapists through Berea College Counseling Services provide additional support for students with circumstances or events that call for a more in-depth exploration of coping skills and other life management needs.

Personnel pursue professional development opportunities (see recent professional development activities) through college-sponsored training and workshops, professional association membership benefits and conferences, continued education credit sessions and other licensing requirements, university and college coursework, and through independent study.

The Berea College model for Residential Life Collegium members, all of whom reside in apartments within the student residence halls, have specific duty assignments tailored to their individual skill sets and program needs (i.e., judicial affairs officer, housing coordinator, facilities liaison, etc.) as defined in their signed position descriptions. Professional development for the individual staff are tailored to their areas of responsibility in addition to general development in keeping with the College initiatives and
campus needs. Certain positions are required to maintain professional accreditation for licensure requirements, particularly for the Counseling Services staff, thus training workshops with continuing education credits are secured relevant to that field of work. Public Safety Officers are routinely re-certified in CPR, with additional training for all staff reviewed and recommended by the individual directors in the various programs. This approach ensures that skill sets are updated to meet identified student life needs, trends, and best practices as indicated by relevant professional organizations and campus specific needs.

Collegium members also serve as Labor Supervisors within the Berea College Work College model and thus provide training and direction to the student hall staff consisting of Hall Coordinators, Hall Monitors, Resident Assistants, Student Chaplains, and Facility Assistants who also reside in the halls in which they work and serve. The residential student-to-staff ratio is currently 13:1 as demonstrated in the Residential Staff Allocation chart. These student staff are trained annually and receive on-going training for programming and other residence hall needs throughout each term. The Residence Life “Living Guide” serves as a reference handbook for all Residence Life student staff and hall residents. Annual orientation, planning, and training at a late summer retreat prior to the beginning of each fall term is mandatory for student hall staff. Student Chaplains receive primary support and training through the Willis D. Weatherford, Jr. Campus Christian Center and are available to provide supplemental spiritual and emotional support to the students in the residence halls. This same student staffing and professional staff development model applies to the Family Housing resident students in the Ecovillage to ensure that the unique needs of these resident students have access and opportunities to live in a supportive community, including child care, family centered learning, and activities.

Position descriptions detail the expectations and required duties and are monitored regularly by the department directors and through Halogen personnel management systems software maintained by the Office of People Services. Staff performance is reviewed and evaluated for demonstration of student service outcomes through mission-oriented goals and objectives achievement in annual performance reviews. All Collegium and Student Life leaders are also Labor Supervisors, and thus are users of the Ultratime student evaluation software. This software also provides an anonymous student feedback instrument to further ensure that student needs are met adequately in the halls and in the other program, and is regularly reviewed by the Labor Program and Directors. Regular Student Satisfaction Surveys are compiled and reviewed to ensure student service quality as well. Successful completions of established work goals are required in order for annual staff employment contract renewal.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Labor and Student Life Division Organizational Chart
3. Student Support Comprehensive Credentials Chart
4. Core Requirement 2.10 Student Support Services
5. Comprehensive Standards
   - 3.3.1.3 Academic and Student Support Services
   - 3.11.2 Institutional Environment
6. Campus Life
7. Residential Life Collegium
8. Public Safety
9. Counseling Services
10. Labor and Student Life Personnel Professional Development Activities, 2012-2013
11. Work Colleges Consortium
12. Student Chaplains
13. Residential Staff Allocation
14. Residence Life "Living Guide"
15. Willis D. Weatherford, Jr. Campus Christian Center
16. Labor and Student Life Position Descriptions
3.10.1 Financial Stability

The institution's recent financial history demonstrates financial stability.

Status
Compliance

Justification Narrative

Unlike tuition-driven institutions, Berea College is endowment-driven, as the earnings from the endowment fund almost three-quarters of its operating budget. Berea College, therefore, experienced a significant test to its financial stability during the “Great Recession” of 2008-2010. The College was proactive and was able to make a 13.6 percent reduction in its unrestricted educational and general budget over a two-year period without reducing the quality of the educational experience for students. The College was able to fund a voluntary retirement incentive program from accumulated operating reserves. See history of the unrestricted educational and general operating budget. During this time, a Scenario Planning Taskforce was formed to study various scenarios, and its final report was issued in October, 2009.

Part of this financial resilience was due to changes made a decade earlier. During the late 1990s the College established two major reserve funds: (1) TCERF (Temporary Capital Emergency Reserve Fund), and (2) the Capital and Plant Fund. The College restricted the growth in its unrestricted educational and general operating budget and reallocated unrestricted endowment spendable return from quasi endowments to provide an annual income flow into the reserve funds. The primary purpose of TCERF is to provide an operating budget reserve, if needed, when the financial markets decline, especially over an extended period of time. The funds can also be used to fund one-time needs and capital projects. The main purpose of the Capital and Plant Fund is to provide funding for debt service and cash for building renovations or new construction. Endowment units that support TCERF can be reallocated back into the operating budget, if needed. The TCERF Policy has a minimum goal of 10-12 percent of annual TCERF endowment spendable return as a percentage of operating budget endowment spendable return. The Berea College Debt Policy contains a minimum debt service reserve for the Capital and Plant Fund. The debt service reserve is expressed as a percentage based on a calculation of the amount of annual Capital and Plant Fund endowment spendable return in excess of the annual required debt service divided by the annual Capital and Plant Fund endowment spendable return. The Board of Trustees has determined that a debt service reserve of 35 percent is to be maintained in the Capital and Plant Fund at the time of and after the issuance of any additional bonds or external debt of the College is being considered. See the graph that provides a history of the reserves.
The College always strives to balance the funding of people and programs (operating budget) and bricks and mortar (capital budget) while maintaining the purchasing power of the endowment. Since 2003-2004, the College has invested $118.7 million in property, plant, and equipment while at the same time decreased the amount of its outstanding debt. The capital projects were funded by a combination of endowment spendable return, donations, and debt.

In October, 2010, the Berea College Board of Trustees approved a change in the endowment spending formula effective July 1, 2011. The formula is a change from the prior formula (spending five percent of the rolling 12-quarter average market value of the endowment), to a weighted average formula (70 percent based on the prior year’s endowment draw plus inflation, and 30 percent based on a six-quarter average market value of the endowment). One of the main reasons for adopting this new endowment spending formula is to maintain comparable intergenerational equity with less annual income volatility (see Resolution Amending Berea College Endowment Spending Policy and Formula).

Berea College's recent financial history demonstrates financial stability. Berea's total net assets (total assets minus liabilities) in the fiscal years ended in 2011, 2012, 2013, and 2014 totaled $1,159 million, $1,128.8 million, $1,217.0 million, and $1,370.3 million respectively. The College continues to generate strong operating results. Operating revenue in excess of operating expenses, an intermediate measure of operations, for fiscal years 2011, 2012, 2013, and 2014 were $11.4 million, $2.3 million, $6.3 million, and $5.1 million respectively. For more than 50 consecutive years, the College has operated within the resources that were available for operating budget purposes.

Every Berea student is awarded a Tuition Promise Scholarship. The amount of the scholarship varies depending on financial need and the presence of any additional outside scholarships. The important thing is that, together, these resources cover the entire cost of tuition, which totaled $23,400 for the 2013-2014 school year. The actual tuition cost to students and their families is $0. Berea is the only one of America’s top colleges that awards every enrolled student a no-tuition promise. Though admission to Berea is highly competitive, every successful applicant is assured that tuition is completely covered. Part of this financial assistance stems from Berea’s endowment and annual donations from friends and alumni of the College.

Due to its policy of providing a tuition-free liberal arts education to students of high academic promise and limited means, Berea funds 73 percent of its unrestricted educational and general operating budget from its endowment. The total endowment and tuition replacement investments for the past three years totaled $978.7 million, $942.6 million, $1,012.4 million, and $1,137.2 million (Endowment summaries, from the Notes to the audited financial statements of 2014, 2013, 2012, and 2011). Stewardship of Berea’s funding is supported by stable investment policies and practices that involve Berea College.
trustees and Berea's chief investment officer (CIO) firm, Hirtle, Callaghan & Co. (See graph of Berea's endowment investment returns and graph of endowment market values and original gift values).

Fundraising during 2014 improved from the 2013 levels. The dollar amount of gifts received was $32.5 million compared to $21.2 million in 2013 and was the second highest year in the history of the College. Not only did the dollar amount of gifts increase, the number of gifts increased from 15,516 to 16,306, and the number of donors increased from 9,064 to 9,512. A large external trust donated $17.2 million and $8.3 million in 2014 and 2013, respectively. One of the most exciting giving statistics during the year was an increase in the number of currently enrolled student donors from 86 to 249. Berea Patrons, the College’s student-giving program, was awarded Runner-Up 2014 by Generous U. Generous U is a national contest to increase philanthropy and philanthropic values on U.S. college campuses. (See graph of fundraising history).

Berea College engaged Dean Dorton Allen Ford previously and now Crowe Horwath, LLP to audit its financial operations according to Generally Accepted Accounting Principles (GAAP) and Federal law (Berea College Audited Financial Statements for the Years Ended June 30, 2011, 2012, 2013, and 2014).

Berea College engages in an annual budget process that ensures that there is adequate and stable financial support for all aspects of the institution's operation. These budgets are presented to the Board of Trustees for review and approval (Berea College budgets for 2012-2013, 2013-2014, and 2014-2015). The College also prepares various multi-year financial scenarios to assist in developing long-term sustainable operating and capital budgets.

Please see the spreadsheet for a reconciliation or bridge from the operating budget to the statement of changes in unrestricted net assets.

The Vice President for Finance position and the Controller position are two key financial positions at the College. Below are two short bios for the individuals who are currently in the positions:

**Jeff Amburgey, Vice President for Finance**

Mr. Amburgey joined Berea College in 1994. Previously, he served as Manager of Financial Reporting at Island Creek Coal Company in Lexington, Kentucky. At Berea College he has held the positions of Associate Controller, Controller, Assistant Vice President for Finance and Controller, and assumed the Vice President for Finance position in March 2005. He earned his Bachelor of Business Administration degree with a major in Accounting from Eastern Kentucky University in 1982 and his Masters of Science degree in Accounting from the University of Kentucky in 1984. As Vice President for Finance, he oversees and provides leadership in accounting/financial operations, including administration of all
financial policies, strategic financial planning, endowment and investment oversight, internal and external financial and tax reporting, budget development and monitoring, insurance, cash management, general accounting, accounts payable, accounts receivable, and purchasing. He also oversees the administration of externally sponsored programs. He serves as staff to the College’s Investment Committee, Finance Committee, and Audit Committee of the Board of Trustees. He is affiliated with the National Association of College and University Business Officers (NACUBO) and the Southern Association of College and University Business Officers (SACUBO) and has served as a faculty member at the College Business Management Institute (CBMI). He has been a presenter at various conferences on such topics as endowment management, endowment spending policies, and debt management. He has served as Chair of the Saint Joseph Health System Audit and Compliance Committee, former member of the Saint Joseph Berea Hospital Foundation Finance Committee, served as Chair of the Association of Independent Kentucky Colleges and Universities (AIKCU) Business Officers, and serves as Treasurer of the Berea Credit Union Board of Directors.

David M. Wilkerson, Controller

Mr. Wilkerson holds a B.S. in Agricultural Economics from the University of Kentucky, an M.B.A. degree from Vanderbilt University, and is licensed as a Certified Public Accountant. He assumed the position of Controller for Berea College in September of 2005. Prior to that time he was employed by the University of Kentucky, where he served initially as the manager of Treasury Services and later assumed the position of manager of General Accounting. He also has experience as a K-12 school district finance officer. He has served as a faculty member at the College Business Management Institute and served on the advisory board for the Kentucky Department of Education’s School Financial Management Institute. David began his career as a financial institutions examiner for the Commonwealth of Kentucky and worked for seven years in corporate finance at Lexmark International.

Please refer to 2.11.1 Financial Resources for further information and explanation.

Supporting Documents & Evidence

1. Net Educational and General Budget
2. Scenario Planning Taskforce Final Report, October 2009
3. Temporary Capital Emergency Reserve Fund (TCERF) Policy
4. TCERF and Debt Service Reserves Graph
5. Investment in Property, Plant, and Equipment Chart
6. Outstanding Debt Graph
7. Resolution Amending Berea College Endowment Spending Policy and Formula
8. Endowment Summary, from the Notes to the Audited Financial Statements,
   - 2014
   - 2013
   - 2012
   - 2011

9. Investment Policy, Approved February 23, 2013

10. Investment Rates of Return Graph

11. Endowment Market Value and Original Gift Value Graph

12. Generous U

13. Fundraising History (Donations) Graph

14. Dean Dorton Allen Ford

15. Crowe Horwath, LLP

16. Berea College Audited Financial Statement for the Year Ended
   - June 30, 2011
   - June 30, 2012
   - June 30, 2013
   - June 30, 2014

17. Berea College Budget (as presented to the Board of Trustees) for
   - 2012-2013
   - 2013-2014
   - 2014-2015

18. Multi-Year Financial Planning Scenarios

19. Reconciliation or Bridge from the Operating Budget to the Statement of Changes in Unrestricted Net Assets

20. Core Requirement 2.11.1 Financial Resources
3.10.2 Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Status

Compliance

Justification Narrative

Berea College engages independent auditors to audit financial aid programs, along with other federal grants, as required by federal and state regulations. Each year the College procures an audit performed by independent auditors (previously Dean Dorton Allen Ford, PLLC, Certified Public Accountants; currently Crowe Horwath LLP) in accordance with Government Auditing Standards and as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The audit report (see five years of A-133 Audit Reports) is issued on the auditors’ consideration of the College’s internal control over financial reporting and on the auditors’ tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The audit report also includes an accompanying schedule of expenditures of federal awards and any findings or questioned costs. Some prior A-133 Audit Reports did have findings under OMB-133, but management has addressed and resolved all issues. The College’s responses to findings are included in the audit reports. The 2014 A-133 Audit Report did not have any findings.

In 2013-2014 the College did receive inquiries from the Department of Education relating to refunds and provided responses to the inquiries (see inquiry letters and responses).

Please refer to 4.7 Title IV Program Responsibilities for further information and explanation.

Supporting Documents & Evidence

1. Dean Dorton Allen Ford
2. Crowe Horwath, LLP
3. Berea College A-133 Audit Reports, 2010-2014
4. Department of Education Inquiries and Responses to the Inquiries
5. Federal Requirement 4.7 Title IV Program Responsibilities
3.10.3 Control of Finances

The institution exercises appropriate control over all its financial resources.

Status
Compliance

Justification Narrative

Berea College exercises appropriate control over all its financial resources. As delineated in its *By Laws*, the structure of the Berea College Board of Trustees includes standing committees (*recent meeting minutes*) for audit, finance, building and grounds, and investment. The control and oversight of the College’s financial and physical resources ultimately resides with these committees.

The *Vice President for Finance* has operational oversight and primary responsibility for all corporate financial records and all real and personal property of the College. The *Controller*, *Assistant Controller*, and *Internal Auditor* are among other key positions of the department. *Partners for Education* (externally funded programs) administratively reports to the Vice President for Finance. See organizational charts for the *Office of Financial Affairs* and *Partners for Education*. Four individuals in the Office of Financial Affairs are CPAs with one of the individuals also being a CIA (Certified Internal Auditor).

The College has annual external audits (*2011 Audit Results*, *2012 Audit Results*, *2013 Audit Results*, *2014 Audit Results*). The unqualified audit opinions offered by the auditors (*2011 Comment Letter*, *2012 Comment letter*, there was not a Comment letter for 2013 or 2014) demonstrate that the College's financial accounting fairly represents its financial position. The auditors’ management letters make observations and recommendations, and the management responses approved by the Audit Committee of the Board of Trustees indicate appropriate oversight and efforts toward continual improvement in responsibly managing the College’s resources.

The *Vice President for Operations and Sustainability* has operational oversight of Facilities Management and is responsible for the general appearance of the College campus and the safety, maintenance, and upkeep of campus property, rental property, and forest lands, as well as meeting with, making reports to, and supporting the Buildings and Grounds Committee and the Finance Committee of the Board of Trustees.

In October, 2013, the Board of Trustees approved an *Oversight and Assessment Model* for the College.
The Oversight and Assessment Program seeks to identify and manage the significant areas of enterprise risk by mandating continuing administrative and board attention across all aspects of the College's operations as well as regular reviews of the program itself.

The program articulates responsibilities for every significant aspect of the College and thus extends to the oversight responsibilities of each standing committee of the Board. The program contains numerous discreet areas, ranging from institutional governance to academic programs, financial operations, and student life and labor, and including review of the Oversight and Assessment Program as well.

Institutional risks are ranked by level (high, moderate and low) and described by category (e.g., financial, operational, legal, strategic, and reputational). The anticipated frequency of regular board review/action is also listed for each entry although it is understood that specific items may be brought to the Board on a more frequent or ad hoc basis when needed. For example, many fiscal operations and policies will be brought to the Audit Committee on an annual or even more frequent basis. The program includes compilations of the oversight and assessment obligations of each Administrative Committee member with identification of the individual board committees having substantive oversight responsibilities with accompanying risk ratings. Staff review obligations are also assigned for particular functions/areas along with review frequencies.

Berea's internal audit function assists College administration in effective discharge of its responsibilities for establishing and maintaining a sufficient system of internal controls by furnishing evaluations of departmental activities, recommendations for improvements in systems and procedures, and other information to promote effective controls. A multi-year internal audit plan is approved by the Audit Committee and any issues identified in the audits are tracked and reported to the Audit Committee.

No single staff member has complete control over all aspects of any financial transaction. Accounts payable requests are reviewed for appropriate authorization and account numbers before the issuance of checks. Checks less than $10,000 have the facsimile signature of the Vice President for Finance and the Controller. Checks $10,000 or above must have the manual signatures of two officers of the corporation (resolution from the Board of Trustees).

Gift deposits are recorded in the Development Office and are automatically fed into the finance system daily. An accountant in the Office of Financial Affairs performs independent reconciliation of gifts.
Numerical receipts are used to record all cash handled through the cashier function. At the end of each day, the cash drawer is balanced and reviewed, and the transactions are automatically entered into the finance system for independent reconciliation.

Direct pay expenditures must have the approval of two employees. A second party who has no check-issuing authority performs the bank reconciliation.

All investment and brokerage accounts are reconciled at the end of each month. The Berea College Travel Policy governs travel expenses. The Berea College Purchasing Policy and Commercial Card Policy govern purchases.

Other controls and the controls above are governed by such policies as:

- Investment Policy
- Purchasing Policy
- Gift Acceptance Policy
- Planned Giving Policy
- Conflict of Interest Policy
- Use of College Funds Policy
- Petty Cash Policy
- Travel Policy
- Debt Policy
- Returned Check Policy
- Internal Audit Policy

Supporting Documents & Evidence

1. By-Laws
2. Board of Trustees Meeting Minutes
3. Position Descriptions for:
   - Vice President for Finance
   - Controller
   - Assistant Controller
   - Internal Auditor
4. Partners for Education
5. Organizational Charts
6. Berea College Audited Financial Statement for the Year Ended June 30,
   - 2011
   - 2012
   - 2013
   - 2014


8. Position Description for the Vice President for Operation and Sustainability

9. Oversight and Assessment Model

10. Multi-Year Internal Audit Plan

11. Audit Committee Issue Tracker Report

12. 2014-2015 Faculty Manual: Description of the Administrative Committee

13. Board of Trustees Resolutions, February 2014

14. Travel Policy

15. Purchasing Policy

16. Commercial Card Policy

17. Investment Policy

18. Gift Acceptance and Planned Giving Policies

19. Conflict of Interest Policy

20. Use of College Funds Policy

21. Petty Cash Policy

22. Debt Policy

23. Returned Check Policy

24. Internal Audit Policy
3.10.4 Control of Sponsored Research / External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Status
Compliance

Justification Narrative

The Office of Financial Affairs is primarily responsible for establishing and communicating purchasing policies and procedures to make certain the resources of the College and of grants are used wisely and responsibly.

Additionally, federal programs, which are administered by the Partners for Education department at Berea College, adhere to grant specific regulations such as 2 CFR 220 – Cost Principles for Educational Institutions.

Partners for Education also trains federal grants staff on the use of funds and has established a Use of Funds Policy. Partners for Education shares funding opportunities, training, and assistance with Berea College faculty and staff via e-mail and a Faculty Resources portal on MyBerea. Both methods connect faculty and staff to funding opportunities and resource guides, while also inviting College employees to contact Partners for Education staff for help with brainstorming opportunities, program development, proofreading applications, or developing budgets.

Partners for Education implements federally-funded educational outreach programs. The following is a list that includes the program’s title, an overview, the services it provides, and the scope of the program:

GEAR UP Appalachia! (2011-2018)
This grant follows a cohort of students from sixth grade to their freshman year in college and emphasizes academic success, career preparation, and building a college-going culture in schools. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; and Families and Schools Together (FAST) programs.

GEAR UP Promise Neighborhood (2011-2018)
This grant follows a cohort of students from sixth grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture and
includes services for elementary students. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; Families and Schools Together (FAST) programs, and elementary-aged programming.

**Investing in Innovation/i3 (2012-2016)**

Partnering with AdvanceKentucky, this program supports increased classroom rigor through teacher training and expansion of Advanced Placement (AP) enrollment. The program also works toward improved test scores. Services provided include: laying the foundation training for middle and high school AP and pre-AP teachers; AP test preparation; high school academic counseling; and college preparatory counseling for families.

**Office of Violence against Women (OVW)/ STEP (2011-2015)**

Partnering with Promise Neighborhood, this grant works to prevent domestic violence, dating violence, sexual assault, and stalking in secondary schools. OVW/STEP supports a coordinated community response through prevention, intervention and policy work. OVW/STEP works through the Clay, Jackson, and Owsley county (Kentucky) school systems to address specific non-academic risk factors for students and to increase youth safety.

**PartnerCorps AmeriCorps School Turnaround Program (2013-2016)**

PartnerCorps is a partnership with AmeriCorps, Knox Central High School and Leslie County (Kentucky) High School. Forty individuals are recruited and placed as AmeriCorps members in the two high schools. Members commit to serve for one year in Knox or Leslie counties at the high school and focus on improving educational outcomes. Members are located in the high school and serve as mentors, college advisors, and family connectors. Each day, they arrive at school with the first students and remain at school until the last student leaves. They strive to create college going cultures in their high schools.

**PartnerCorps STEM (2014-2017)**

PartnerCorps is a partnership with AmeriCorps, Madison County Schools, and Berea Community Schools (Kentucky). Twenty individuals are recruited as AmeriCorps members to provide tutoring and homework assistance in Algebra while connecting mathematics to STEM (Science, Technology, Engineering, and Mathematics) career pathways. In addition, the AmeriCorps members leverage an additional 20 STEM professionals to serve as mentors and share their educational and career journeys within the STEM field.

**Promise Neighborhood Initiative (2012-2016)**

This grant defines Clay, Jackson, and Owsley counties (Kentucky) as a rural neighborhood and supports...
a continuum of services for youth from cradle-to-career. Services provided include: partnering with organizations to provide workshops; public health initiatives; community safety programs; and educational support for early childhood, K-12, and college learners.

This program provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12. Services provided include: high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits. Talent Search provides school-based services for low-income and first-generation students in three counties and serves 800 students per year.

TRIO – Student Support Services – (Emerging Scholars Program) (2010-2015)
This program’s mission is to provide a support system that assists Berea College students in achieving academic, personal, financial, social, and career planning goals. Each student will work one-on-one with a Student Engagement Specialist to develop an Educational Action Plan designed to address the academic, personal, financial, social, and career planning needs of that student. This program serves 140 students.

This program provides high-quality college preparatory experiences for students from grades 9-12 with an aptitude for math and science. Services provided include: intensive academic summer programs at Berea College; college visits; cultural field trips; ACT preparation; financial aid and college application assistance. Upward Bound Math and Science focuses on low-income and first-generation students in select counties with an aptitude for math and science and serves 50 students per year.

In addition to the educational outreach programs administered by Partners for Education, Berea College faculty and departments implement federal grant programs as follows:

**Brushy Fork Institute (BFI) – Appalachian Regional Commission (ARC)**

*Appalachian Rural Development Philanthropy Initiative (ARDPI)*
The ARDPI is an ARC-funded initiative that works to build capacity, community and philanthropy in economically-distressed Kentucky counties. This work is committed to helping distressed Kentuck counties create an infrastructure that engages local people in communities and builds the capacity of the region through prudent stewardship of resources, thus supporting the growth of local wealth through permanent community endowments. ARDPI is a shared effort among seven organizations: the Kentucky Philanthropy Initiative, Endow Kentucky, the Blue Grass Community Foundation, the Foundation for Appalachian Kentucky, the Foundation for the Tri-State Community, The Center for Rural
Development, and the Brushy Fork Institute at Berea College. This grant funds a collaborative effort of BFI and four additional organizations to support structures and sustainability of philanthropic development in distressed Kentucky communities. Between September 2011 and April 2014, this grant provided $171,750 in federal funds and $43,160 in non-federal matching funds.

**Flex-E-Grants and Training for Distressed Kentucky Communities**

The Flex-E-Grant (FEG) Program, designed by the Appalachian Regional Commission (ARC), provides small investments in short-term projects that build community capacity to mobilize local resources, gain leadership experience, and strengthen community institutions and networks. This grant provides mini-grants, training opportunities for community members and technical support for community-based economic development with the long-term goal of building sustainable local economies in Appalachian Kentucky's economically distressed counties. Five separate grants span 18-months to two-years between July 2010 and March 2016 and provide a total of $2,125,760 in federal funds and $613,600 in non-federal matching funds.

**Faculty Grants**

Berea College faculty members have secured the following federal grants:

- **National Endowment for the Humanities (NEH)**
  
  *Enduring Questions Course on “What is a Neighbor?”* from June 2012 – April 2015
  
  ($25,000; PI Jason E. Cohen)

- **National Science Foundation (NSF)**
  
  - *RVI Mossbauer and Magnetization Studies of Fe (1-x) Co (x)Z (z= Si, GE, an Sn) and Synthesis of Carbon Based Fullerenes using Laser Ablation* from May 2010 – April 2015
    
    ($96,600; PI Chad Berry)
  
  - *Scaling-up the Introductory Undergraduate STEM Courses at Berea College* from December 2013 – November 2016 ($296,388; PI Tracy Hodge)

- **USDA**
  
  - *Delivery of Soil Health Innovations to Historically underserved-served producers in Appalachia Kentucky* from September 2014 – August 2017 ($142,970; PI David Cooke)

Berea College uses an integrated accounting and budgeting system called Banner, which is managed by the Office of Financial Affairs. Banner enables a unique accounting code to be assigned to each federal program. In accordance with the College’s financial policies and procedures, all federal expenditures of the Partners for Education department are processed through the Office of Financial Affairs and
described in the [Partners for Education payment policies](http://webapps.berea.edu/sacs2014/3-10-4.html). The College’s financial policies are available online at the [Office of Accounting](http://webapps.berea.edu/sacs2014/3-10-4.html) website.

Partners for Education is responsible for submitting appropriate programmatic and financial reports for federal grant programs. The Office of Financial Affairs reviews all Annual Performance reports. Report submission is monitored by the Grant Services offices within Partners for Education. The following documents are available supporting efforts to submit reports timely:

- [Partners for Education reporting procedures](http://webapps.berea.edu/sacs2014/3-10-4.html).
- [Promise Neighborhood Implementation grant submission](http://webapps.berea.edu/sacs2014/3-10-4.html).
- [Confirmation of Promise Neighborhood Implementation due date](http://webapps.berea.edu/sacs2014/3-10-4.html).
- [Grant Services calendar reminder of report due date](http://webapps.berea.edu/sacs2014/3-10-4.html).

Additionally, the College engages an independent audit firm to conduct an annual audit in accordance with the requirements of OMB Circular A-133. The purpose of the circular is to set forth standards for conducting audits for agencies expending federal funds. Included in the A133 requirements are a review of grant records and controls to ensure adherence of the federal programs to the laws, regulations, and other compliance requirements like timely grant reporting. The A133 audits for 2012, 2013, and 2014 demonstrate that there were no reporting issues.

Management control over external federally funded programs is maintained through the Office of Financial Affairs and the Partners for Education Department. The Partners for Education department is committed to stewardship and compliance. The following documents are included as evidence of controls and staff qualifications for Partners for Education.

- [Organizational chart reflecting Partners for Education (External Programs) reporting structure to Financial Affairs](http://webapps.berea.edu/sacs2014/3-10-4.html).
- [Partners for Education Internal Control Memo for federal grants administration](http://webapps.berea.edu/sacs2014/3-10-4.html).
- [Resumes of Partners for Education Leadership staff](http://webapps.berea.edu/sacs2014/3-10-4.html).

The Office of Financial Affairs oversees the financial controls of Partners for Education federal programs as evidenced by the drawdown process outlined in the documents included below:

- [Federal Drawdown Process Memo](http://webapps.berea.edu/sacs2014/3-10-4.html)
- [Drawdown request for August 2013](http://webapps.berea.edu/sacs2014/3-10-4.html)
- [Supporting information for amount drawn](http://webapps.berea.edu/sacs2014/3-10-4.html)
Supporting Documents & Evidence

1. Berea College's Purchasing Policies and Procedures
2. Partners for Education
3. Grant-Specific Regulation: 2 CFR 220 - Cost Principles for Educational Institutions
4. Use of Funds Policy
5. Brushy Fork Institute
6. Partners for Education payment policies
7. Office of Accounting
8. Berea College's Financial Policies
9. Partners for Education reporting procedures
10. Promise Neighborhood Implementation grant submission
11. Confirmation of Promise Neighborhood Implementation Due Date
12. Grant Services calendar reminder of report due date
13. Berea College A133 Audit Reports
   - 2012
   - 2013
   - 2014
14. Berea College Organizational Chart
15. Partners for Education Internal Control Memo for Federal Grants Administration
16. Resumes for Partners for Education Leadership Staff
17. Federal Drawdown Process Memo
18. Drawdown Request for August 2013
19. Supporting Information for Amount Drawn
3.11.1 Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Status
Compliance

Justification Narrative
Berea College exercises appropriate control over its physical resources to promote long-term stability of the institution and to aid the College in achieving its mission, manifest in the Great Commitments, particularly the seventh Commitment: “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.” The Vice President for Finance has operational oversight and primary responsibility for all real and personal property of the College through regular collaboration between the Office of Financial Affairs and the Operations and Sustainability division.

Asset Management
The College follows its Capitalization and Depreciation Policy for the financial accounting of its land, land improvements, buildings, equipment, and library holdings. The Office of Financial Affairs is responsible for tagging identified fixed assets and the subsequent tracking and monitoring of tagged assets. Physical inspections of a sample of tagged assets are performed periodically to verify the existence, location, and condition of equipment and to ensure the accuracy of the College’s accounting records. A fixed assets module in the College’s Banner Finance module is used for record keeping and tracking. A perpetual inventory process is in place for the College Book Store, the College Farm, Student Crafts, the Art Program, and College-owned gift shops. An internal inventory audit is performed annually for these areas (see year-end inventory audits for Student Crafts: Woodcraft and the Art Program). The College’s Student Craft production areas, including the Woodcraft, Weaving, Ceramics, and Broom Making Studios, perform annual audits before the close of the fiscal year.

Asset Disposal Policy
The College follows a Fixed Assets Disposal Policy to properly account for asset retirements. The Office of Financial Affairs is responsible for ensuring that all retirements of fixed assets are properly recorded at the time of disposal. College departments are responsible for notifying the Office of Financial Affairs of retirements and/or disposals.
**Maintenance Plans and Deferred Maintenance**

The [Facilities Management](#) (FM) department of Berea College uses a data-driven and customer focused approach to managing the physical assets of the institution. The FM department is organized by trade groups (Housekeeping, Grounds, and Maintenance) and is a silo within the Operations & Sustainability Division.

FM utilizes [TMA Systems](#) software as its computerized maintenance management platform. TMA captures both the work and expense of all campus maintenance (reactive and preventive), thus allowing use of data analysis and trending to identify areas of opportunity for continuous improvement.

In addition to TMA data analysis, FM utilizes a quarterly “Building Manager” system of meetings to directly gauge customer satisfaction and review condition and upkeep of Academic and Administrative Buildings.

The FM Director and Associate Director at a minimum—and occasionally the Housekeeping Team Leader and the Vice President of Operations and Sustainability—meet with the designated Building Coordinator of Academic/Administrative spaces to review past and pending work orders, planned “major repair” or renovation schedules if applicable, building cleanliness, and do a complete walk-through of building spaces—including mechanical rooms.

Residence Halls are managed similarly as noted above. The Collegium Team Leader has an office part-time at the FM department location and attends the weekly FM Staff meeting to ensure good communication as it relates to building maintenance and major repair/renovation needs. The Residence Life organization manages housekeeping in the Residence Halls with use of student labor.

The Events and Properties (E&P) Manager of the College has a full-time office at the FM department location and thus has daily interaction with the FM leadership team. The E&P Manager is responsible for property and lease management and coordinates with FM regarding all aspects of property maintenance and renovation.

In addition to the aforementioned collaborative steps to ensure proper execution of routine and preventive maintenance, FM also partners with an engineering firm, [Facilities Engineering Associates](#) (FEA) to augment these internal processes with a complete, comprehensive, and independent assessment of Institutional deferred maintenance needs.

The institution recognizes the vast potential of effective technology to enhance the educational process. All buildings are on the campus network. Campus information technology infrastructure upkeep is managed by the IS&S ([Information Systems & Services](#)) team. In order to ensure good alignment and
the necessary collaboration between the IS&S (Information Systems and Services) and FM organizations, leadership and key players of the two teams **meet on a monthly basis** to discuss on-going and planned strategic issues that require effective teamwork between the two organizations. The College also has a working [ten-year priority plan](http://webapps.berea.edu/sacs2014/3-11-1.html) for Academic Buildings, Residence Halls, and Service Facilities.

The College replenishes its Residence Hall Improvement Fund, Capital and Plant Fund, One-Time Needs Fund, and Information Systems and Services Fund annually to ensure resources are available to implement effectively its ongoing maintenance and deferred maintenance plans.

**Risk Management of Physical Resources**

The College maintains full-replacement-value insurance on all physical assets. The cost of replacement is reviewed annually for accuracy and a detailed listing is registered with the insurance company. The [blanket insurance coverage](http://webapps.berea.edu/sacs2014/3-11-1.html) includes all buildings and personal property within them. The insurance company provides the College with [services](http://webapps.berea.edu/sacs2014/3-11-1.html) such as webinars, training, and risk and loss control audits at no extra cost.

**Supporting Documents & Evidence**

1. Mission of the College: [Great Commitments](http://webapps.berea.edu/sacs2014/3-11-1.html)
2. Position Description: Vice President for Finance
3. Capitalization and Depreciation Policy
4. Multi-Year Internal Audit Plan
5. Berea College Book Store
6. College Farm
7. Student Crafts
8. Art Program
9. College-Owned Gift Shops
10. Year-End Inventory Audits
    - Student Crafts: Woodcraft
    - Art Program
11. Fixed Assets Disposal Policy
12. Facilities Management
13. Facilities Management Organizational Chart
14. TMA Systems (Maintenance Management Software)
15. TMA Systems Software Samples - Work Orders, Building Cost, and Preventative Maintenance
16. Building Managers Meeting Notes
17. Facilities Engineering Associates (FEA)
18. Sample of a Building Assessment, October 2012
19. Information Systems and Services (IS&S)
21. Ten-Year Capital Projects Plan
22. Physical Assets Insurance Coverage
23. College Farm Risk and Loss Control Audit
3.11.2 Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Status
Compliance

Justification Narrative

The Great Commitments serve as the enduring mission of Berea College, and the seventh Commitment in particular, “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others,” compels the College to focus on the imperative to provide a healthy, safe, and secure environment in four dimensions:

- **Security and Loss Prevention** – crime prevention protocols, as well as a 24/7 staffed campus security force are in place;
- **Workplace Safety** – data analysis and behavior based safety programs are implemented to reduce the risk of workplace injuries;
- **Governmental Standards Compliance** – compliance is ensured for all applicable Health, Safety, and Environmental regulations.
- **Health and Wellness Programs** – a variety of programs seek to improve the well-being of Berea College students.

The Labor and Student Life division manages security and loss prevention and compliance with governmental regulations related to campus security and response. The Regulatory Affairs office within the division of Operations and Sustainability manages workplace safety and compliance with governmental regulations related to environment, health, and safety. Within the governance system of the College, a Campus Safety Committee convenes regularly to discuss issues that are of relevance to all three dimensions, as well as policy review and development assuring a healthy, safe, and secure campus environment. An organizational chart visually represents these various areas of the College. And services and programs under the supervision of the Vice President for Labor and Student Life aspire for healthy students.

Security and Loss Prevention and Government Compliance

Security and loss prevention and compliance with governmental regulations related to campus security
and response are managed by the **Public Safety office** within Labor and Student Life. Public Safety provides 24-hour security and crime-prevention services to the College. Public Safety employs six full-time officers, a Team Leader who provides first-line supervision of field officers, a Telecommunications and Operations Coordinator, a Telecommunicator/Motor Pool Coordinator, three telecommunicators, and 15-17 student workers from the College's Labor Program (Berea is one of seven federally recognized [Work Colleges](http://webapps.berea.edu/sacs2014/3-11-2.html)). An [organizational chart](http://webapps.berea.edu/sacs2014/3-11-2.html) for Public Safety details this structure. Public Safety staff members are not sworn law enforcement officers, but do work very closely with the [Berea City Police Department](http://webapps.berea.edu/sacs2014/3-11-2.html) and other state law enforcement agencies when necessary and appropriate.

The expertise of the Public Safety leadership includes extensive experience in all aspects of law enforcement, such as criminal investigation, accident investigation, crime prevention, security patrol, parking and traffic control, defensive driving, and First Aid/CPR.

- Experienced leadership in Public Safety ensures an effective organization. The Director of Public Safety is a former City Police Chief and graduate of the FBI National Academy.
- The Team Leader of Field Officers is a retired Kentucky State Police Officer and Lieutenant who is also a graduate of the FBI National Academy.

All Public Safety officers are required to take monthly [training](http://webapps.berea.edu/sacs2014/3-11-2.html) in a variety of courses, as well as custom designed in-house training. Training subjects include: patrol techniques, alarm systems, event security, search techniques, prevention of crime, communications skills, customer service, and problem solving.

Public Safety sponsored a significant emergency drill to assess readiness and response capabilities in 2013. The drill included all Madison County agencies, as well as the Kentucky State Police, to better prepare external agencies for campus response in the future. Public Safety is continuing to conduct site surveys of buildings to continuously improve and plan for [emergency response](http://webapps.berea.edu/sacs2014/3-11-2.html).

Public Safety is presently upgrading security and [access control](http://webapps.berea.edu/sacs2014/3-11-2.html) across campus through the integration of newer technology (IP cameras and access control), as well as more traditional measures such as [re-keying of all campus locks](http://webapps.berea.edu/sacs2014/3-11-2.html).

The Student Life organization provides an annual [Guide to Safety & Health on Campus](http://webapps.berea.edu/sacs2014/3-11-2.html), which offers safety tips and information about services, as does the [Student Handbook](http://webapps.berea.edu/sacs2014/3-11-2.html).

Public Safety oversees [reporting of crime statistics](http://webapps.berea.edu/sacs2014/3-11-2.html) as required by the [Student Right to Know and Campus Security Act](http://webapps.berea.edu/sacs2014/3-11-2.html).

**Workplace Safety and Government Compliance**
The **Regulatory Affairs office**, which includes Environmental, Health, Safety, Fire Transportation, and Lab Hygiene, is based the Division of Operations and Sustainability and manages workplace safety and compliance with governmental regulations related to environment, health, and safety. Regulatory Affairs employs two compliance professionals and five student workers (*organizational chart*).

The expertise of the Regulatory Affairs leadership team includes extensive experience in all aspects of regulatory management as it relates to OSHA, EPA, and NFPA compliance, as well as Good Management Practices in Regulatory Affairs compliance and improvement.

- The Director of Regulatory Affairs has a degree in biology and a Master’s in public administration and has nearly three decades in Regulatory Affairs management experience in the higher education, corporate, and government sectors.
- The Occupational Safety and Fire Manager has a B.S. in Loss Prevention and Safety and Arson Investigation; a Master’s in Loss Prevention and Safety; is a licensed firefighter, and certified First Aid/CPR trainer with over 20 years of Regulatory Affairs management in the higher education and government sectors.

In addition to complicates, the duties of the Regulatory Affairs office include, but are not limited to:

- Compilation, review, and revising of the [Campus Comprehensive Safety Plan](#);
- Compilation of the [OSHA 300 Log](#);
- Coordination and support of behavior-based [safety programs](#) in higher risk campus departments;
- Coordination and support of [regulatory (safety/environmental) training](#) in campus departments;
- Investigation of [recordable accidents](#);
- Creation of [Job Safety Analyses](#) for campus workplace operations;
- Execution of workplace safety and compliance [inspections](#);
- Workplace [safety data analysis and preventive countermeasure implementation](#);
- [Mold complaint investigation, analysis](#), tracking, and countermeasure implementation;
- [Chemical Hygiene Management](#) responsibility for all campus laboratories;
- Fire Extinguisher and related [Fire Safety equipment management](#).
The Campus Safety Committee convenes regularly to discuss issues ([minutes](#)) that are of relevance to all three dimensions, as well as policy review and development of a healthy, safe, and secure campus environment. The Committee includes one member of the faculty, as well as representatives from Public Safety, Regulatory Affairs, Facilities Management, People Services, as well as the vice presidents of Labor and Student Life and Operations and Sustainability.

**Health and Wellness Services**

In addition to the management of the three dimensions already reviewed, the College has also maintained a College Health Services office located in an office suite at [St. Joseph Berea Hospital](#) immediately adjacent to Campus. College Health Services operated under the direction of the division of Labor and Student Life until June 30, 2014. The College Health Services office historically provided medical care for acute and chronic illness, health maintenance, and emergency medical response for students and Berea College employees. The College Health Services office included two physicians, one nurse practitioner, one clinical psychologist, and one family counselor. Part-time assistance was also provided by a registered dietician, a psychiatric nurse practitioner, and a clinical psychologist (providing testing services). Additional support staff also included three certified medical assistants and an office manager. All positions were employees of Berea College.

Beginning July 1, 2014, College Health Services was outsourced to [White House Clinics](#), a local non-profit medical services provider. The White House Clinics office is located in the Berea hospital, immediately adjacent to the campus, ensuring accessibility to students. All services previously provided by the internal College Health Services office are now provided by White House Clinics. Essentially, the only change is the ownership of the College Health Services function – the services provided are the same, which includes acute care, chronic care and screenings/health maintenance. Historic and future after-hours emergency care has been and continues to be provided by St. Joseph Berea Hospital.

White House Clinics also provides on-campus flu vaccine clinics several times during the fall term, free of charge to all campus employees and students.

The College continues to operate [Counseling Services](#), employing three full-time counselors who are Berea College employees and who schedule sessions with Berea students.

Low-income Berea College students from Kentucky and the Appalachian region (as well as developing countries around the world) have typically had limited exposure to health-focused lifestyles, so the College takes extra steps to ensure that students receive various wellness programming in their residential and academic experiences throughout their enrollment. All students are required to complete a quarter-credit [wellness course](#) through the Health and Human Performance program, preferably during
their first year. Acknowledging the backgrounds of Berea students, the College has chosen wellness as the topic of its current Quality Enhancement Plan.

The College also provides pro-active information to the campus through a variety of methods ranging from posters promoting hand-washing in rest rooms to the recent hiring of a full time Health and Wellness Program Director reporting to the Office of the President. This new position has already provided a variety of services to various campus constituencies. Students have been provided with information and incentives including a Student Health 101 magazine (promoted to students through e-mail, tabling events, napkin holder ads, table tents in College Dining Service), a “Wake up with Wellness” event for first year students in their orientation activities, free membership to Weight Watchers (meetings held on campus), free “Fitbits” that measure life and exercise functions, and a free smoking cessation offering through the “Cooper Clayton Method to Stop Smoking” as a quarter-credit GST 186 course, including free Nicotine Replacement Therapy. More pro-active wellness activities are planned, and a Wellness Board has been created to assist with the integration of wellness in existing Student Life programming and coursework themes in the Health and Human Performance and activities classes.

Employees also benefit through the Wellness Department. College employees are provided with a Wellness Incentive (medical premium reduction on health insurance), including biometric screenings and online health assessments. Telephonic coaching, online coaching, and health management programs (through “Managewell”) are also available to qualifying employees. Faculty and Staff are offered discounted Weight Watchers membership, discounted “Fitbits,” and free smoking cessation classes.

All campus community members have access to the popular Chair Massages, offered at a discounted price twice per month on campus for stress reduction by a certified masseuse. Yoga and Zumba non-credit classes are offered during lunch and evening hours.

The Office of Campus Life provides an annual Health and Safety Fair with booths sponsored by Berea College Counseling Services, Environmental Studies, Residence Life, Chiropractic Health Solutions, the City Fire Department, the Susan G. Komen Foundation, Thrive (the Berea College wellness program), the Willis D. Weatherford, Jr. Campus Christian Center, the Bluegrass Rape Crisis Center, and others. Services at the fair vary from year to year but typically include a flu vaccine clinic, body composition measurements, a spinal scan, and healthy dietary information provided in a safe and fun atmosphere open to the entire campus of students, staff, faculty, and their dependents.

On-going Residence Hall programming frequently focuses on health and cleanliness issues to promote healthy living habits and to limit exposure to and spread of infectious diseases.

The College’s Seabury Center houses the Health and Human Performance Program and Athletics
Department and also has personal exercise equipment with trainers who provide individualized guidance for fitness in the fully equipped cardio and weight rooms. Other fitness opportunities are available to the campus community including indoor and outdoor run/walk tracks, a natatorium, tennis courts, and racquetball courts.

Various clubs and organizations focus on recreation and wellness, including the President's Running/Walking Club, which meets Tuesdays and Thursdays at 7:00 a.m. each week for running and walking. The club is sponsored by the President and the First Lady.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Labor and Student Life Division
3. Regulatory Affairs (Environmental Health and Safety)
4. Operations and Sustainability Division
5. 2014-2015 Faculty Manual: Description of the Safety Committee
6. Berea College Organizational Chart
7. Office of Public Safety
8. Work Colleges Consortium
9. Berea City Police Department
10. Public Safety Training
12. Request for Proposal - Access Control
13. Request for Proposal - Intrusion and Surveillance
14. Guide to Safety and Health on Campus
17. Student Right to Know and Campus Security Act
18. Campus Comprehensive Safety Plan
19. OSHA Log
20. Safety Programs (Farm and Machine Guarding)
21. Regulatory Training (Safety/Environmental)
22. Accident Reports
23. Job Safety Analyses (Printing and Broom Dyeing)
24. Safety Inspections
25. Safety Presentation to the Board of Trustees
26. Flood Response and Mold Prevention Program
27. Indoor Air Quality Program
28. Chemical Hygiene Plan
29. Fire Safety Equipment Management
30. Campus Safety Committee Minutes, September 12, 2012
31. St. Joseph Berea Hospital
32. White House Clinics
33. Counseling Services
34. 2014-2015 College Catalog: HLT 100 Intro to Lifetime Health and Wellness (formerly PEH 100)
35. Managewell
36. Campus Life
37. Residence Life
38. Chiropractic Health Solutions
39. City of Berea Fire Department
40. Susan G. Komen Foundation
41. Willis D. Weatherford, Jr. Campus Christian Center
42. Bluegrass Rape Crisis Center
43. Seabury Center
44. President's Running/Walking Club
### 3.11.3 Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

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## Justification Narrative

Berea College focuses on the imperative to operate and maintain physical facilities by using data-driven, collaborative, and customer-focused approaches for Facilities Management in order to realize the [Great Commitments](http://webapps.berea.edu/sacs2014/3-11-3.html), especially the seventh Commitment, “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.”

The College operates and maintains facilities to ensure that its academic programs, residence halls, support services, and mission-related activities are successful. The College owns and maintains over 1.75 million square feet of various physical structures that include academic buildings, administrative buildings, residence halls, and both commercial and residential rental property.

The College is located in southern Madison County in Berea, Kentucky, a growing community of 14,000 people. The College also owns and operates approximately 600 acres of farmland that are a learning laboratory for students of the [Agriculture and Natural Resources](http://webapps.berea.edu/sacs2014/3-11-3.html) academic program. The College also owns and operates approximately 8,500 acres of forest land in Madison, Jackson, and Rockcastle counties that supports the academic and outreach mission of the College by serving as a "living laboratory" for Agriculture and Natural Resources, biology, and archaeology students. The forest also generates revenue to offset College expenses, provides the City of Berea a source of drinking water from three reservoirs, and offers eco-recreation hiking opportunities. Included here is a [map](http://webapps.berea.edu/sacs2014/3-11-3.html) of the College Forest, one of the oldest continually-managed forests in the United States.

The Facilities Management (FM) department of Berea College is [organized](http://webapps.berea.edu/sacs2014/3-11-3.html) by trade groups (Housekeeping, Grounds, and Maintenance) and is a unit within the Operations and Sustainability Division.

FM utilizes TMA Systems software as its computerized maintenance management platform. TMA captures both the [work and expense of all campus maintenance](http://webapps.berea.edu/sacs2014/3-11-3.html) (reactive and preventive), thus allowing
use of data analysis and trending to identify areas of opportunity for continuous improvement.

The TMA platform also provides a direct customer feedback loop for campus users. Each completed work order automatically generates a satisfaction survey to the work requestor; the responses are analyzed (with follow-up to the user if not satisfied), trended, and reviewed with the entire FM department monthly.

The implementation of the TMA platform has allowed FM to begin a slow transition toward a more robust, industrial benchmark of reliability excellence. Campus users can submit work requests directly through TMA links, through a Building Coordinator or Resident Assistant (RA) who can submit through TMA, or by direct e-mail or phone call to the FM offices.

FM has utilized an independent assessment firm (Sightlines) over the past two years that specializes in the benchmarking of Higher Education Facilities Management operations. In addition to the benchmarking of many measurable aspects and components of Facilities Management, Sightlines also assesses deferred maintenance progress, provides an independent assessment of customer satisfaction, and performs annual effectiveness audits for both housekeeping and grounds. The Sightlines survey provides a detailed comparison of Berea College to peer benchmark institutions. The Sightline survey shows the effective results of the efforts to maintain the campus facilities.

In addition to data analysis through TMA, FM utilizes a quarterly “Building Manager” system of meetings to directly gauge customer satisfaction and review condition and upkeep of academic and administrative buildings. This direct feedback loop from the community is what tracks and assures adequacy of facilities.

The FM Director and Associate Director at a minimum – and occasionally the Housekeeping Team Leader and the Vice President of Operations and Sustainability – meet with the designated Building Coordinator of Academic/Administrative spaces to review past and pending work orders, planned “major repair” or renovation schedules if applicable, building cleanliness, and do a complete walk-through of building spaces – including mechanical rooms.

Residence Halls are managed similarly as noted above. The Collegium Team Leader has an office part-time at the FM department headquarters and attends the weekly FM Staff meeting to ensure good communication as it relates to building maintenance and major repair/renovation needs. The Residence Life organization manages housekeeping in the Residence Halls with use of student labor.

The Events and Properties (E&P) Manager of the College has an office full-time at the FM department headquarters and thus has daily interaction with the FM leadership team. The E&P Manager is responsible for property and lease management and coordinates with FM regarding all aspects of
property maintenance and renovation.

In addition to the aforementioned collaborative steps to assure proper execution of routine and preventive maintenance, FM also partnered with an engineering firm, Facility Engineering Associates (FEA), to augment these internal processes with a complete, comprehensive, and independent assessment of Institutional deferred maintenance needs.

The institution recognizes the vast potential of effective technology to enhance the educational process. All buildings are on the campus network. Campus information technology (IT) infrastructure upkeep is managed by the IS&S (Information Systems and Services) team. In order to ensure good alignment and the necessary collaboration between the IS&S and FM organizations, leadership and key players of the two teams meet on a monthly basis to discuss on-going and planned strategic issues that require effective teamwork between the two organizations. All IT infrastructure projects are reviewed by the IT Leadership Team (includes the IS&S Chief Information Officer, the area directors, and key IT infrastructure staff) or the Administrative Committee (the President and Vice Presidents) depending on the sources of funding.

The College replenishes its Residence Hall Improvement Fund, Capital and Plant Fund, One-Time Needs Fund, and Information Systems and Services Fund annually to ensure resources are available to implement effectively its ongoing maintenance and deferred maintenance plans.

Berea College has just completed its most recent Master Plan (2014), which provides campus guidelines and planning strategies and priorities. Since the last Campus Master Plan revision in 2005, major projects have included construction of the new Deep Green Residence Hall, renovations of Anna Smith, Pearson's and Elizabeth Rogers Residence Halls and Knapp Hall, where the Education Studies Program is housed, and the Emery Building, where Child and Family Studies is located. The College also completed a $23 million update to its campus Steam Plant with a state-of-the-art new energy-saving facility. A number of smaller but significant renovations and “refresh” projects have also occurred since 2005, including in the Alumni building where the new Carter G. Woodson Center for Interracial Education and the Mountaineer Kitchen projects were completed.

The College has a working ten-year Capital renovation schedule that includes academic buildings, residence halls, and service facilities. Capital projects are typically coordinated internally by FM team members that lead cross-functional teams of faculty, staff, and students, who then interact as needed with external partners such as architectural or construction firms during planning and design. All major capital projects (greater than $1 million) require specific review and approval from the Board of Trustees – as does the entirety of the Capital plan – which first must be approved within the governance...
system by the Budget Committee and Administrative Committee.

The institution strives to achieve the lowest carbon footprint as possible and therefore targets deep energy reductions as a standard practice during new and renovated construction. Continuous Improvement projects are also routinely executed by FM teams to improve energy performance in buildings and service utilities across campus.

The recently constructed Deep Green Residence Hall (opened August 2013) was awarded Leadership in Energy and Environmental Design (LEED) Platinum certification with the highest score ever for a residence hall – it uses significantly less energy than typical dormitory buildings.

Recently completed (re-opened in August 2014) renovations to Anna Smith Residence Hall and Knapp Hall have resulted in each consuming far less energy after renovation than prior; both are targeted to achieve LEED Gold certification even after installation of central air conditioning in both facilities.

The College utilizes a Land Use Plan that addresses properties outside the campus proper and establishes current and future lands to remain as agricultural/green space.

The College also has a Forest Management Plan that governs the sustainable and effective use of the College Forest.

Please refer to 2.11.2 Physical Resources for further information and explanation.

Supporting Documents & Evidence

1. Mission of the College: Great Commitments
2. Building Inventory List
3. Agriculture and Natural Resources
4. Forest Map
5. Facilities Management Organizational Chart
6. TMA Systems Software Samples - Work Orders, Building Cost, and Preventative Maintenance
7. TMA Survey Responses, July 2014
8. TMA Satisfaction Survey Results
9. Work Order Satisfaction Survey Response Follow-Ups
10. iService Desk Screenshot
11. Sightlines Presentation, FY 2014
12. Building Managers Meeting Notes
13. Facilities Engineering Associates (FEA)
14. Sample of a Building Assessment, October 2012
15. Information Systems and Services (IS&S)
17. Campus Master Plan, 2014
18. Education Studies Program
19. Child and Family Studies Program
20. Carter G. Woodson Center for Intercultural Education
21. Ten-Year Capital Projects Plan
22. 2014-2015 Faculty Manual:
   - Budget Committee
   - Administrative Committee
24. Deep Green Residence Hall Article, April 2014
25. Land Use Plan
26. Forest Management Plan
27. Core Requirement 2.11.2 Physical Resources
3.12.1 Substantive Change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.

*(See Commission policy, "Substantive Change for Accredited Institutions")*

**Status**

Compliance

**Justification Narrative**

Berea College is an institution that is always working to improve its programs and processes, and so, from time to time, contemplates changes that potentially constitute substantive changes, and so require notification to SACSCOC. However, in the last ten years, Berea College has had no significant modification or expansion in its nature or in the scope of its programs that require a review by SACSCOC. Although Berea College has had no substantive changes to date, it complies with the Commission’s substantive change requirement under the terms of a policy established via presidential directive.

The current Substantive Change policy of the College is comprehensive, listing all the changes included in the SACSCOC list. It states that any proposed substantive change requires consideration and approval by the Administrative Committee (composed of the President and Vice Presidents), and that the President will notify SACSCOC for approval prior to initiation of any such change.

**Evidence of Compliance**

Berea College confirms that the policy (policy) is in writing, has been approved through appropriate institutional processes (presidential directive), and has been published in appropriate institutional documents accessible to those affected (Substantive Change policy). Berea College has had no cause to apply this policy since its last reaffirmation.

**Supporting Documents & Evidence**

1. Substantive Change Policy
2. Presidential Directive to Vice Presidents regarding Substantive Change
3. 2014-2015 Faculty Manual: Description of the Administrative Committee
3.13.1 Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Status
Compliance

Justification Narrative

Berea College integrates SACSCOC compliance into its operations via presidential directive; this policy is listed on the College website.

Academic Vice President and Dean of the Faculty Chad Berry is the accreditation liaison of the College, and as a reviewer himself, is very familiar with SACSCOC policies.

With respect to SACSCOC policy on “Accrediting Decisions of Other Agencies," there is no pending or final action being brought by any Kentucky state agency to suspend, revoke, withdraw, or terminate the College’s legal authority to provide postsecondary education in the Commonwealth of Kentucky. There are also no decisions by any other agency recognized by the U.S. Department of Education to deny accreditation or candidacy. There are also no pending or final actions being brought by any other accrediting agency recognized by the U.S. Department of Education to deny accreditation, nor is the College on probation or any equivalent status with any such agency.

With respect to SACSCOC policy on joint and dual academic awards, Berea College is involved in only one dual-degree partnership, that being the 3-2 Engineering program with the University of Kentucky described in the Course Catalog. The agreement that governs this partnership has been recently reaffirmed. The University of Kentucky is a SACSCOC-accredited institution in good standing. Berea students pursuing this dual degree program complete three full years of study at Berea College which amounts to 24 course credits or 96 credit hours, and constitutes 60 percent of the credits for the dual degree. Thus, this program meets the 25 percent requirement of the governing SACSCOC policy on “joint and dual academic awards."

With respect to ensuring the quality of credits recorded on transcripts:

- The quality of the program and the courses transferred in and credited on a Berea College transcript are reviewed by the responsible faculty member at Berea College. That individual is currently Associate Professor Tracy Hodge of the Physics Program and her most recent review of the University of Kentucky program and courses was conducted in Fall 2014.
- Professor Hodge, who conducted this review with appropriate colleagues, is a tenured member of...
the Berea faculty included on the faculty roster. She is well qualified to review the courses and program.

- The transcript awarding a 3-2 Engineering dual degree does clearly indicate the courses transferred for credit from our partner institution, the University of Kentucky.

- The Berea College transcript does not indicate that the student has also earned an Engineering degree from the University of Kentucky. It indicates only the Bachelor’s degree earned from Berea College. In the exemplary case here, the degree is a Bachelor of Arts degree with a major in Applied Science and Mathematics. The engineering degree warranted by the transcript is provided by the University of Kentucky. For that reason, the Berea College transcript does not disclose the nature of the dual-degree agreement between the two institutions.

- The courses available to dual-degree students and which constitute the University of Kentucky elements of the dual degree are not generally available to Berea students as part of its educational program. They are, accordingly, not listed in the Berea College catalog.

- The review by Professor Hodge establishes that the course content and teaching methodologies of the two programs are mutually compatible and meet the standards of both institutions.

- The Berea College degree available to the dual-degree 3-2 program students fully meet all degree requirements at the College. This is established through application of the same audit process as used for any Berea College degree. These majors can be assumed to meet standards at peer institutions as well.

- Mutual faculty accountability between the two institutions is established through the dual-degree program agreement

Neither Berea College nor the University of Kentucky makes use of the SACSCOC logo on any materials or websites.

With respect to “Complaint Procedures against the Commission or its Accredited Institutions," the College directs student complaints to appropriate on-campus offices so that complaints that are unrelated to SACSCOC compliance do not get directed to SACSCOC. Federal Requirement 4.5 requires that “The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows these procedures when resolving student complaints.” This requirement is addressed in 4.5 Student Complaints of the Compliance Report.

With respect to “Reaffirmation of Accreditation and Subsequent Reports” Berea College is in compliance with the SACSCOC schedule for decennial reaffirmation and fifth-year interim reviews. Berea College will also by policy provide a timely and formal response addressing any corrective actions indicated by the visiting Committee. The College does not offer distance learning or
correspondence education, nor are the off-site programs, so the terms of these policies are not applicable.

With respect to the policy on “Separate Accreditation for Units of a Member Institution”, the College consists of the single campus and location in Berea, Kentucky, so there are no separate units for accreditation.

**Evidence of Compliance**

Berea College confirms that the policy (presidential directive) is in writing, has been approved through appropriate institutional processes (presidential directive), has been published in appropriate institutional documents accessible to those affected, and implemented by Berea College (presidential directive).

**Supporting Documents & Evidence**

1. Memo from President Lyle Roelofs to the Administrative Committee Re: SACSCOC Policy Compliance
2. College website: Accreditation
3. 2014-2015 College Catalog: 3-2 Engineering Dual Degree
4. Agreement between Berea College and the University of Kentucky for the 3-2 Engineering Dual Degree
5. Review of the Dual Degree Program
6. Transcript from Graduate Receiving 3-2 Dual Degree
8. Federal Requirement 4.5 Student Complaints
3.13.2 Collaborative Academic Arrangements: Policy and Procedures

The institution is responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Status
Compliance

Justification Narrative

Berea College’s only collaborative academic arrangement is a dual-degree program for engineering. This 3-2 Engineering Program remains true to Berea’s mission of providing a high-quality liberal arts education to students from Appalachia, while providing a pre-engineering curriculum of similar high quality that prepares students for eventual entry into a professional degree program in engineering. To facilitate this dual degree program, the College Faculty approved an interdisciplinary Bachelor of Arts degree in Applied Science and Mathematics (ASM) (see ASM proposal and minutes of faculty meeting).

Berea College’s specific agreement with the University of Kentucky (reaffirmed by the Presidents of both institutions in January 2015) guarantees admission to the University’s College of Engineering for any Berea College student who successfully completes the pre-engineering curriculum at Berea College while maintaining a GPA of at least 2.3. To complete this program, students first complete three years of study at Berea College leading to the B.A. degree in Applied Science and Mathematics. This includes coursework in general education, science, mathematics, and other courses required for the interdisciplinary ASM degree. Upon successful completion of the ASM degree, students apply and are admitted to the College of Engineering at the University of Kentucky where they complete two additional years of professional engineering education leading to a Bachelor of Science in Engineering.

Each student who declares the ASM major is assigned to the Dual Degree Engineering Advisor (currently filled by a faculty member from the Physics Program) as his/her primary academic advisor for the interdisciplinary major. This advisor must also approve students’ capstone coursework (completed at the partner institution and transferred back to Berea College to fulfill the requirements of their Berea
degree). Other coursework from the partnering institution will only appear on the Berea College transcript when used to satisfy some other degree requirement that was not completed while the student was attending Berea College (e.g., a second semester of chemistry).

Ensuring the integrity of the ASM degree/Dual Degree Program is the responsibility of the Dual Degree Advisory Group. The Advisory Group has been an ad hoc committee of faculty from relevant academic programs (Physics, Chemistry, Mathematics, Computer Science, and Technology and Applied Design) who discuss programmatic and curricular issues that arise from time to time. For instance, the Advisory Group keeps track of Berea College students once they have transferred to external engineering programs, approves course substitutions and curriculum revisions when needed, oversees periodic revisions to the agreement with the partnering institution, and conducts periodic assessment of the Dual Degree program to ensure compliance with all relevant accreditation standards (see Dual Degree Assessment Report).

Lastly, because Berea College and the University of Kentucky are both member institutions of SACSCOC, and thereby required to maintain the same high standards set forth in the Principles of Accreditation, Berea College is confident that its Dual-Degree Program is in full compliance with all relevant standards and accreditation requirements.

**Supporting Documents & Evidence**

1. Applied Science and Mathematics (ASM) Major Proposal
2. Faculty Meeting Minutes, May 11, 2006
3. Agreement between Berea College and the University of Kentucky for the 3-2 Engineering Dual Degree
4. Review of the Dual Degree Program
3.13.3 Complaint Procedures Against the Commission or Its Accredited Institutions

The institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See Federal Requirement 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

Status

Compliance

Justification Narrative

Berea College recognizes its responsibility to publish appropriate policies for addressing written student complaints and demonstrates that it follows those procedures when resolving student complaints. The institution has a policy for addressing written student complaints (See Berea College Student Handbook, Ombudsman—Complaints from students).

The Student Handbook and College Catalog publish policies and procedures in the following areas: convocations, charges of academic dishonesty, academic suspensions, grades, labor suspensions, labor grievances (Berea College is one of seven federally recognized Work Colleges and requires all students to work at least ten hours per week), administrative withdrawals, vehicle fines and penalties, fees and charges, records access and contents, discrimination, harassment, sexual assault, disability grievances, and judicial actions and procedures. The Student Handbook and College Catalog are accessible online to all students, administrators, employees, and the global community, and new students are informed in Orientation of the importance and online location of these documents.

Students are advised that written complaints in other areas should be addressed to the director of the office, service, or program with which the complaint is concerned. Written complaints may be submitted in the form of a letter in either hard copy or electronically. E-mail complaints typically must request an action in order to be considered a formal written complaint. Letters of Appeal to administrative decisions (i.e., judicial sanctions or probations/suspensions) must follow the appropriate processes as outlined in the policies and are considered “complaints” for the purpose of this report. Policies must meet the Evidence of Compliance governance committee procedures as outlined later in this narrative, and great care is taken to allow student input and to ensure that concerns are heard by multiple parties.
Additionally, when a complaint does not fit one of the published policies for adjudication, a Student Ombudsman informs relevant parties of such complaints and refers for action, mediates, or otherwise investigates the complaint, providing appropriate documentation of the complaint and action taken. Complaints regarding discrimination, sexual assault or harassment, or disability laws are directed to the Institutional Compliance Officer. Every effort is made to resolve student complaints among students, faculty, staff, and administration before the issue escalates to a formal grievance process. However, students are guaranteed due process when a resolution cannot be reached. Only a very small number of complaints received by the College progress to formal grievance or administrative actions.

Data on the number and disposition of suspension appeals are maintained by the Office of Academic Services for academic appeals and Labor Program office for labor appeals (all students must work at least ten hours per week each academic term or be subject to labor Suspension). If a student is found to be deficient in the required number of hours worked in one’s labor position or is otherwise not meeting the expectations of the student’s signed labor contract including labor performance, the student is subject to probation or suspension through a stepped process. Students can appeal labor disciplinary actions through the approved Labor appeal process, and the circumstances submitted through a written appeal are reviewed by the Labor Program Council or the Vice President of Labor and Student Life for consideration of amending sanctions. The appealing student may choose which review option he or she prefers (committee or administrator). The Judicial Liaison maintains data on appeals of judicial decisions. The Office of Public Safety maintains records on appeals of parking citations, and the Office of the Vice President of Labor and Student Life maintains records on appeals of sanctions for unauthorized vehicles.

Complaints that come to the Academic Vice President and Dean of the Faculty are kept in that office and are available for review by the on-site committee. The Academic Vice President and Dean of the Faculty, along with the Associate Vice President for Academic Affairs, investigates and responds to the student, or an appropriate person responds. For example, during an extreme cold weather and snow event in February 2015, a group of non-traditional students living off campus wrote to the Academic Vice President and Dean of the Faculty and also the President, asking them to reconsider a delayed schedule for February 19 and 20. The Academic Vice President and Dean of the Faculty and the President conferred over telephone about these complaints, and the President responded in an email to faculty, staff, and students about how best to face the unusually cold temperatures on February 18 and 19. This email followed an earlier email to faculty and staff from the President and Academic Vice President and Dean of the Faculty on February 18 suggesting attendance flexibility for students who live off campus and who might not be able to free snowbound cars (see first sample complaint case below).
A list of sample cases across various categories are linked below to demonstrate compliance. More detailed documents related to these cases are available on-site in each of the respective offices.

**Complaint Samples:**

- Extreme Cold Weather Event Complaint
- Living Off-Campus Complaint
- Noise Complaint
- Racial Relations Complaint
- Reimbursement for lodging Complaint
- Academic Complaint
- Academic Probation Appeal Approved
- Academic Probation Appeal Denied

Please refer to 3.4.5 Academic Policies for further information and explanation.

**Evidence of Compliance**

Berea College confirms that the policy (Student Handbook and College Catalog) is in writing, has been approved through appropriate institutional processes (Student Life Council [SLC] and General Faculty Assembly), has been published in appropriate institutional documents accessible to those affected (Student Handbook and College Catalog), and implemented by Berea College (see above, Complaint Samples).

**Supporting Documents & Evidence**

   - Student Complaints, Grievances, and Appeals Policies and Procedures
     - Ombudsman - Complaints from Students
     - Academic Dishonesty
     - Labor Suspensions
     - Labor Grievances
     - Vehicle Fines and Penalties
     - Fees and Charges
     - Records Access and Contents
     - Discrimination
     - Harassment
- Sexual Assault
- Disability Grievances
- Judicial Actions and Procedures

2. **2014-2015 College Catalog**
   - Student Complaints, Grievances, and Appeals Policies and Procedures
     - Convocations
     - Academic Suspensions
     - Grades
     - Administrative Withdrawals

3. Work Colleges Consortium
4. Fall 2014 Orientation Schedule
5. 2014-2015 Faculty Manual: Campus Governance
7. Office of Academic Services
8. Labor Program Office
10. 2014-2015 Faculty Manual: Labor Program Council (LPC)
11. Vice President for Labor and Student Life
12. 2014-2015 College Catalog: Judicial Liaison
13. Public Safety
14. Office of the Vice President of Labor and Student Life
15. Academic Vice President and Dean of the Faculty
16. Associate Vice President for Academic Affairs
17. Complaint Examples
   - Extreme Cold Weather Event
   - Living Off-Campus
   - Noise
   - Racial Relations
   - Reimbursement for Lodging
   - Academic
   - Academic Probation Appeal Approved
   - Academic Probation Appeal Denied
18. Comprehensive Standard 3.4.5 Academic Policies
   - Student Life Council (SLC)
• General Faculty Assembly
3.13.4 Reaffirmation of Accreditation and Subsequent Reports

3.13.4.a - The institution includes a review of its distance learning programs in the Compliance Certification.

3.13.4.b - If the institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

Status

Not applicable to Berea College.
3.13.5 Separate Accreditation for Units of a Member Institution

3.13.5.a - All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

3.13.5.b - If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Status

Not applicable to Berea College.
3.14.1 Publication of Accreditation Status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

**Status**

Compliance

**Justification Narrative**

Berea College represents its accredited status accurately and in accordance with Commission requirements and federal policy in the College Catalog and on the Institutional website. The language used in both locations conforms to the SACSCOC requirements and is as follows:

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

**Supporting Documents & Evidence**

1. 2014-2015 College Catalog: Accreditation
2. College website
3. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
Federal Requirements
4.1 Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Status

Compliance

Justification Narrative

Berea College administrators and faculty thoughtfully evaluate course completion data, retention and graduation rates, the results of state licensing examinations (in programs that have these requirements), and job placement rates as well as job types and continuing education pursued by graduates when evaluating student achievement in relation to Berea's mission. The following Statement of Goals for Student Achievement section outlines the College's student achievement goals along with thresholds and rationale for those goals, as adopted by the academic leaders of the College who comprise the Division Council and the Enrollment Policies Committee. This statement is also included on Berea College's Consumer Information and Student Right-to-Know website.

Statement of Goals for Student Achievement

As a degree-granting institution of higher education accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and in accord with Federal Requirement 4.1, Berea College identifies the following outcomes as its measures of student achievement, all of which stem from the College’s enduring mission as reflected in the Great Commitments. These outcomes are intended to provide a diverse, adaptive, and sensitive set of criteria to be used for continuous improvement of student learning and, ultimately, success.

INSTITUTIONAL CRITERIA

Graduation Rates
A 66.0 percent six-year graduation rate for first-time, full-time students.

First-to-Second-Year Retention Rate
An 85.0 percent first-to-second-year retention rate for first-time, full-time students.

Second-to-Third-Year Retention Rate
A 92.0 percent second-to-third-year retention rate for first-time, full-time who returned for their second
Rationale: The rationale for these criteria is based on reviews of national data and historical performance. As L. Horn (2006) demonstrated, graduation rates vary greatly with the selectivity and size of the low-income enrollment. Therefore, it can be challenging to identify “like” or comparable institutions to Berea College, that are both highly selective and have a high percentage of low-income students, in order to determine the appropriateness of Berea's graduation goal of 66.0 percent. (From: Placing College Graduation Rates in Context: How 4-Year College Graduation Rates Vary With Selectivity and the Size of Low-Income Enrollment (NCES 2007-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics.)

Graduating 66.0 percent of first-time, full-time students within six years is ambitious when understood within the context of national data. According to the National Center for Education Statistics, in 2012 the national six-year graduation rate for first-time, full-time undergraduate students enrolled at four-year baccalaureate institutions was 59.0 percent. For private, not-for-profit, four-year institutions, the 2012 average six-year graduation rate was 66.0 percent. For selective institutions with less than a 25.0 percent acceptance rate, the six-year graduation rate was 86.0 percent.

However, these statistics do not account for the primary unifying characteristic of Berea College students. Berea College accepts only students with limited financial means. Horn found that very selective institutions (which would include Berea College under the parameters of his study) with large portions of low-income enrollment (defined as 40.0 percent or more federal grant aid recipients; Berea College typically has 98.0 percent-plus PELL eligibility rate) had an average six-year graduation rate of 43.9 percent.

Furthermore, Tom Mortenson, founder of the Postsecondary Education OPPORTUNITY and Senior Fellow at the Pell Institute for the Study of Opportunity in Higher Education, ranks Berea College fourth among national liberal arts colleges in terms of actual versus predicted graduation rates. (See the April 2011 edition of OPPORTUNITY, Number 226, for details.) He calculated a predictive graduation rate for institutions by taking into consideration students’ academic preparation, family resources, the residential nature of the campus, and other factors. His calculations suggested that Berea College’s six-year graduation rate should be around 50.0 percent.

These studies support the ambitious nature of a 66.0 percent six-year graduation rate. Additionally, this goal is higher than the current six-year average of 63.2 percent.

Achievable: While a 66.0 percent six-year graduation rate is ambitious, it is also achievable. As shown in Table 1 below, while the five-year (2004-2008) average rate was 63.2 percent, a 66.5 percent graduation rate was achieved in one year (2006). Rather than viewing this year as an outlier, it supports
the achievability of a 66.0 percent graduation rate.

Table 1. Berea College Six-Year Graduation Rate, 2004-2008

<table>
<thead>
<tr>
<th>Cohort year</th>
<th>Six-Year Graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>64.0%</td>
</tr>
<tr>
<td>2005</td>
<td>61.9%</td>
</tr>
<tr>
<td>2006</td>
<td>66.5%</td>
</tr>
<tr>
<td>2007</td>
<td>61.7%</td>
</tr>
<tr>
<td>2008</td>
<td>62.2%</td>
</tr>
<tr>
<td>Average</td>
<td>63.2%</td>
</tr>
</tbody>
</table>

In order to achieve a 66.0 percent graduation rate, the following year-to-year retention goals have been developed. These goals were developed with the understanding that graduation rates are built through a series of year-to-year retention rates. Table 2 includes the year-to-year retention goals and the average for these rates over the last five years.

Table 2. Year-to-Year Retention Goals and Five-Year Average Retention and Graduation Rates Combined

<table>
<thead>
<tr>
<th>Year-to-year combined retention or graduation goals</th>
<th>Current five-year average year-to-year combined retention or graduation rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd</td>
<td>81.1%</td>
</tr>
<tr>
<td>2nd to 3rd</td>
<td>90.5%</td>
</tr>
<tr>
<td>3rd to 4th</td>
<td>93.1%</td>
</tr>
<tr>
<td>4th to 5th</td>
<td>95.7%</td>
</tr>
<tr>
<td>5th to 6th</td>
<td>*</td>
</tr>
<tr>
<td>6th to 7th</td>
<td>*</td>
</tr>
</tbody>
</table>

*Readmission of previously withdrawn students result in these rates being greater than 100 percent

While each year-to-year retention/graduation goal is slightly above the previous five-year average, they are within range of previous individual year’s rates. The institution would achieve a graduation rate of 70.0 percent if these retention goals were to be met. Table 3 below is included to illustrate the year-to-year enrollment and ultimate graduation numbers based on an entering class of 400 students and the achievement of the above retention goals.

Table 3. Year-to-Year Enrollment and Graduation Numbers Based on 400
## First-Year Students

<table>
<thead>
<tr>
<th></th>
<th>First-year Students</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
<th>graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning-of-Year Enrollment</td>
<td>400</td>
<td>340</td>
<td>313</td>
<td>297</td>
<td>288</td>
<td>285</td>
<td>283</td>
</tr>
<tr>
<td>Year-to-Year Combined Retention/ Graduation Rate</td>
<td>85.0%</td>
<td>92.0%</td>
<td>95.0%</td>
<td>96.0%</td>
<td>99.0%</td>
<td></td>
<td>70.6% (6-year graduation rate)</td>
</tr>
</tbody>
</table>

The achievement of this goal will be supported through monitoring these rates by sub populations based on Berea’s [Great Commitments](#), including gender, race, ethnicity, and geographic background, and developing institutional responses to address the needs of those groups whose outcomes fall below that of the general population. The analysis at this level will prompt further investigation and inform institutional initiatives in order to further ensure that the graduation outcomes are achieved.

### Satisfactory Academic Progress (SAP) rates

At least 90.0 percent of students meet the Satisfactory Academic Progress (SAP) standards each term.

_Rationale:_ Over the past three academic years (2010-2013), an average of 87.0 percent of all students met the SAP standards in each individual term, with a range from 83.0 to 90.0 percent.

Berea College provides each student with a “No-Tuition Promise” that no student will be responsible for paying the cost of tuition while enrolled at the College. Because of this unique program, Berea College expects all students to complete their degree requirements within eight regular terms of attendance. To achieve this, students are expected to maintain Satisfactory Academic Progress (SAP) toward degree completion while fully enrolled. Students’ SAP is calculated at the end of each regular term of attendance, and factors include both progress (credits earned), and performance (GPA) expectations. Given the aforementioned national statistics relating to success and degree completion among low-income students, and a five-year average (2010-2014) of 87.0 percent of all students meeting SAP standards each term, a 90.0 percent standard would be both ambitious and attainable.

### Course-completion rates

At least a 90.0 percent course completion rate (i.e., attempted versus passed credits).

_Rationale:_ Course-completion rates are closely linked to other degree-progression indicators, and Berea College is compelled by its mission to ensure steady progress. Course-completion rates provide an indicator of efficient resource use, as student time and institutional resources are under utilized if they do not yield course credit leading to learning and degree completion. Over the past three years, 89.7 percent of attempted credits were passed. Given historic trends, a 90.0 percent completion rate is both
Aspirational and attainable.

**PROGRAM CRITERIA**

As appropriate, some programs may choose to adopt additional criteria by which they measure the achievements that may be uniquely important or relevant to the success of their majors.

**Nursing NCLEX First-Time Pass Rates**

85.0 percent of nursing students pass NCLEX-RN on their first attempt.

*Rationale:* This is the pass rate that has been set by the Kentucky Board of Nursing, the state regulatory body that oversees and accredits all nursing programs in the Commonwealth.

**Education PRAXIS First-Time Pass Rates**

PRAXIS II average two-year pass rate of at least 80.0 percent.

*Rationale:* This is the acceptable pass rate set by the National Council for the Accreditation of Educator Preparation (CAEP) and the Kentucky Education Professional Standards Board (EPSB).

**Rates of Earned Post-Secondary Degrees – masters and doctorates (as provided by Higher Education Data Sharing Consortium)**

Specific desired outcomes (if any) are determined by individual programs in terms of earned doctorates or master’s degrees (e.g., “At least 20.0 percent of all Biology graduates earn a related doctorate within seven years of graduation from BC”).

The following section provides more explanation of the student achievement goals (including rationales) cited in the official statement above and concludes with one example of the institution’s response to a challenging course completion problem.

**How Institutional Data are Shared**

Degree completion, retention, and graduation rate data (by first-year cohorts) are also shared with administrators, faculty and staff in the annual Fact Book as well as in in the October Board materials given to the College's Board of Trustees. The College also tracks first-to-second-year retention, graduation rates at four, five, six years and beyond, and retention and graduation data by various types of students as guided by the College mission (gender, cohort type—International vs. African American vs. Other Domestic,— and by transfer students). A comprehensive data report, Enrollment, Retention, and Graduation, Tables and Charts, is also prepared each year that includes more detail about retention by special groups of interest (e.g., African American males and white males from economically-depressed Appalachian counties, students by residence hall and labor position, etc.). This is evaluated by
the Enrollment Policies Committee. Course data, completion rates, and similar indices are considered by each academic program area in their Program Assessment Reports (institutional effectiveness reports) and in any special reviews.

The College uses the Satisfactory Academic Progress (SAP) as a monitoring system to ensure that students meet set expectations each year as they progress toward completion of their degree. With few exceptions, students are expected to complete a degree at Berea within eight regular terms of attendance (see “Eight Term Rule”). By the end of the first full year, students must have accumulated seven courses. Transfer students are informed by the Registrar's Office about their classification and the number of terms they have been charged with for previous course work, based on the number of credits accepted by Berea that were not earned while in high school. Students must graduate with a minimum major GPA (usually 2.0, but higher for certain majors) and a minimum cumulative GPA of 2.0. For a complete description of the standards required to maintain SAP throughout a career at Berea, please see “Satisfactory Academic Progress” in the College Catalog. Failure to meet these standards may result in Academic Probation, Academic Suspension, and a loss of Financial Aid Eligibility.

Rationale for Retention and Graduation Rates

Most Berea College graduates are first-generation college students who come from homes where neither a mother or father earned a college degree (ranges have been 47 percent to 67 percent over the last ten years). The median family income of Berea College students is between $25,000 and $30,000 per year placing it in the lowest quartile of family incomes in the United States. According to a national study involving eighth grade students, researchers found that 29 percent of high-achieving students belonging to the lowest socio-economic status (SES) quartile obtained a bachelor’s degree, compared to 74 percent of low-achieving students in the top SES quartile. The latest Berea College six-year graduation rate (for the entering cohort of Fall Term 2008), the standard in higher education, is 62.2 percent, which is somewhat lower than Berea's peers with a Carnegie Classification of Baccalaureate Arts and Sciences (average 64.6 percent). However, the entering class of Fall Term 2009 has already achieved a five-year graduation rate of 61.5 percent. The five-year graduation rate for women (entering cohort Fall Term 2009) is 66.2 percent, more than 10 percent higher than for men (55.3 percent). For African American students, the five-year graduation rate is 55.6 percent, which is about 24 percent above national averages. In fact, African American women’s graduation rate at Berea has averaged about 65 percent over the last decade (the highest of all groups comparing gender by race). The highest graduation rates over time are achieved by international students which consistently average over 90 percent.

Berea College has been recognized nationally for “beating the odds” for the students it enrolls. For example, the Bill and Melinda Gates Foundation, working with HCM strategists, produced a report that focuses on colleges serving underrepresented students in higher education (low-income, minorities, and
first-generation). Berea College was included in the list of the 32 most successful colleges. And, *Washington Monthly* magazine named Berea the nation’s top liberal arts college in its 2011 College rankings based on admitting and graduating low-income students, academic quality, Ph.D. production and community service. Berea has remained in the top three each year.

Taking academic preparation into account, Tom Mortenson, discussed above, ranks Berea College fourth in the nation among what he considers the best performing national liberal arts colleges in terms of actual versus predicted institutional graduation rates. He calculated that Berea College’s graduation rate was 14 percent above what would be expected given its student and campus characteristics.

**Job Placement/Type and Continuing Education of Berea College Graduates**

The College uses national surveys of graduating seniors and alumni to gather information on job placement, job type, and graduate school attendance. All data from these surveys are summarized and reported in the Division Data Reports given annually to individual programs and divisions and the Academic Vice President and Dean of the Faculty. The results of graduating senior and alumni surveys, which include data relevant to work and continuing education are also reported on the College's Institutional Research and Assessment website. Also, recent alumni surveys (*Alumni Survey, Spring Term 2010* and *ACT Alumni Outcomes Survey with the Work Colleges Consortium*) document graduates' information related to jobs and continuing education.

The College is now using the National Student Clearinghouse and its StudentTracker function. StudentTracker allows access to postsecondary enrollment and graduation information (for more than 3,600 colleges and universities that provide data to the Clearinghouse) for groups such as accepted students who did not matriculate, graduates for graduate school enrollment, and other groups as needed. In addition, the Kentucky Center for Education and Workforce Statistics (KCEWS) produced new Institutional Postsecondary Feedback reports in 2014 including detailed information about employment and education for graduates who remain in the state of Kentucky.

In addition, specific academic programs such as Nursing and Education Studies include state licensing requirements for their students. The Nursing Program is accredited by the American Association of Colleges of Nursing’s Commission on Collegiate Nursing Education (CCNE), a process reaffirmed every ten years or sooner depending on the success of the program in demonstrating continued compliance and improvements in the quality of the educational program.

**Nursing Program**

To determine successful student achievement the Nursing Program collects and analyzes trended graduate data related to the National Council Licensure Examination for Registered Nurses (NCLEX-RN) first-time pass rates and rates of employment. The Kentucky Board of Nursing (KBN)
requires an 85 percent NCLEX-RN first-time pass rate. The national accreditation agency, the Commission on Collegiate Nursing Education (CCNE), requires 80 percent first-time NCLEX-RN pass rate.

Currently, the Nursing Program is on conditional status with the Kentucky State Board of Nursing (KBN) due to less than 85 percent NCLEX-RN first-time pass rates the past three years. The pass rate in 2014, however, was 90 percent. The program presented a detailed and analytical study with a list of action items to the Kentucky Board of Nursing in October 2013 and hosted a site visit in January 2015. As evidenced in the email, the KBN Education Consultant is recommending to the Education Committee to move the program to Full Approval Status; if the Committee approves, the recommendation will go before the full board of the KBN in April 2015.

Table 4 illustrates the Nursing Program NCLEX-RN First-Time Pass Rates by Calendar Year.

Table 4. NCLEX-RN First-Time Pass Rates by Year for Berea Nursing Students

<table>
<thead>
<tr>
<th>Calendar year</th>
<th>NCLEX-RN First-Time Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>77%</td>
</tr>
<tr>
<td>2012</td>
<td>83%</td>
</tr>
<tr>
<td>2011</td>
<td>80%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
</tr>
<tr>
<td>2009</td>
<td>85%</td>
</tr>
<tr>
<td>2008</td>
<td>63%</td>
</tr>
<tr>
<td>2007</td>
<td>58%</td>
</tr>
<tr>
<td>2006</td>
<td>91%</td>
</tr>
<tr>
<td>2005</td>
<td>91%</td>
</tr>
<tr>
<td>2004</td>
<td>93%</td>
</tr>
</tbody>
</table>

The Berea College Nursing Program expects that over 80 percent of graduates will be employed within 12 months of passing the NCLEX-RN. Table 5 lists actual employment rates of graduated nursing students from 2009 to 2013.

Table 5. Employment Rates of Graduated Nursing Students, 2009-2013

<table>
<thead>
<tr>
<th>Graduation year</th>
<th>Employment rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>100%</td>
</tr>
</tbody>
</table>
Graduation year employment rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
</tr>
<tr>
<td>2009</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teacher Education Program

Berea College’s 15 teacher education programs that lead to certification for program completers are accredited by Kentucky’s Education Professional Standards Board (EPSB) and the National Council for Accreditation of Teacher Education (NCATE)/Council for Accreditation of Educator Preparation (CAEP).

The eighth Great Commitment is “to serve the Appalachian region primarily through education but also by other appropriate services,” and the first Commitment is “to provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” By training educators who might go back to teach and live in various parts of the Appalachian region, Berea College is helping to prepare future generations of students. The successful passing of Praxis II and Principles of Learning and Teaching (PLT) exams by teacher education program completers is appropriate to the mission of the institution in the sense that a teaching candidate cannot be certified to teach in the state of Kentucky without successfully passing these exams. Therefore, for candidates to be gainfully employed in their area of study, they need to have fulfilled this requirement. One of the hopes of both the Education Studies Program and College is that teachers who graduate from the Education Studies Program at Berea will teach in various parts of Appalachia and encourage future high school students to continue their post-secondary educational studies at Berea College and other institutions of higher learning.

Berea College’s Educator Preparation Program (EPP) documents successful student achievement through the use of multiple measures. One of these measures includes the pass rates of teacher candidates on standardized exams. Every teacher candidate must pass the Praxis II and the PLT exams within five years of graduating in order to be certified to teach in the state of Kentucky. These pass rates are used both internally (by Berea College) and externally (by EPSB and other stakeholders). Program information, goals for increasing the number of teachers in identified areas, and additional questions about teacher preparation can also be found in the current Title II Report Card. Additional program information may be found through the Kentucky Educator Preparation Program (KEPP) report card.

Berea College’s Educator Preparation Program uses the results of the Praxis II and PLT data to highlight areas of needed curriculum revision at individual program levels and at the course work level. Table 6
illustrates the varying pass rates of Berea’s completers the first time that they attempted to take either their Praxis II exam or their PLT exam. This does not reflect their overall pass rate.

**Table 6. First-Time Success Rate for Praxis II and Principle of Learning and Teaching (PLT) Exams**

<table>
<thead>
<tr>
<th>academic year</th>
<th>n</th>
<th>praxis ii - all discipline areas</th>
<th>plt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>17</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>17</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>21</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>15</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>21</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>21</td>
<td>67%</td>
<td>71%</td>
</tr>
</tbody>
</table>

There was a significantly lower first-time pass rate for the classes of teacher candidates beginning in 2011-2012 academic year. In 2011-2012, the Praxis II changed significantly. In particular, P-5 (elementary) teacher candidates had to pass four separate content area tests in reading-writing, mathematics, social studies, and science. Prior to this change, teacher candidates received one average score for all the content areas. Given that the P-5 (elementary) program is generally Berea’s largest certification program and has some of the higher failure rates, faculty focused efforts on identifying why and in what areas these P-5 candidates were having the most difficulty. For example, math as a content area was particularly problematic for P-5 candidates to pass. As a result of this finding, the faculty revised math courses taken by P-5 candidates.

**Overall Pass Rates**

Although Berea College uses first-time pass rates as criteria for program improvement, the overall pass rates for the Praxis II and PLT exams have been consistently at 100 percent prior to the 2013-2014 academic year, because in order to be considered a completer from Berea’s certification program previously, a teacher candidate was required to pass the Praxis II and PLT exams. As explained above, this is no longer the case. Beginning in the 2013-2014 academic year, a student may complete the program if s/he has met all the criteria for the certification area with the exception of passing the Praxis II and PLT exams. The result of this policy change was that for the 2013-2014 completer year, Berea College did not meet an overall pass rate of 100 percent. Berea College’s EPP is provided the test results for each of its candidates. These results are compiled and analyzed by the EPP faculty, and in the academic year 2014-2015 are anticipated to be shared with other educational partners who work with teaching candidates, such as mentor teachers, cooperating teachers, and administrators in the schools in which candidates are placed, as well as faculty in various parts of the College who help prepare
Supporting Documents & Evidence

1. 2014-2015 Faculty Manual:
   - Division Council
   - Enrollment Policies Committee (EPC)
2. Consumer Information and Student Right-to-Know
3. Mission of the College: Great Commitments
4. Pell Institute for the Study of Opportunity in Higher Education
5. 2014-2015 Fact Book
6. Board of Trustees Book Materials, October 2013
7. Enrollment, Retention, and Graduation: Tables and Charts, October 2014
8. 2014-2015 College Catalog:
   - Eight Term Rule
   - Degree Requirements
   - Satisfactory Academic Progress (SAP)
9. Bill and Melinda Gates Foundation
10. Beating the Odds by HCM Strategists
12. Division Data Reports, Academic Year 2013-2014
13. Office of Institutional Research and Assessment
15. ACT Alumni Outcomes Survey with Work Colleges Consortium
17. Commission on Collegiate Nursing Education (CCNE), Accreditation Letter, 2013
18. Kentucky Board of Nursing (KBN) Letter to the Nursing Program, April 2013 Regarding Berea's Conditional Status
19. Detailed and Analytical Study with Action Items for the Nursing Program
20. E-mail from the Nursing Program Chair regarding the KBN Site Visit in January 2015
23. Title II Report Card
24. Kentucky Educator Preparation Program (KEPP) Report Card
4.2 Program Curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Status

Compliance

Justification Narrative

Berea College maintains and supports a predominantly liberal arts curriculum that is directly related and appropriate to the mission and goals of the institution, as well as to the degrees it awards.

Berea College has a long and deep history as a liberal arts college, but it is important to understand that Berea College began as a collection of several different schools, including the “College, Normal, Academic and Elementary Departments” (Wilson, Berea College: An Illustrated History; pg. 90). “By 1913," Wilson continues, "five distinct departments had been firmly established – College, Normal, Academy, Vocational, and Foundation” (91). As Wilson explains, “The Vocational School is particularly important, as it provides much of the basis for Berea College’s current professional programs, which, in 1913, consisted of courses in “carpentry, bricklaying, agriculture, nursing, printing, and home science” (90).

During this early period in Berea College’s history, then President William Goodell Frost expanded the two-year, vocational/industrial programs to serve Appalachia’s educational needs. “Frost claimed that the needs of the mountains were so immediate that a long, drawn-out education was not the demand of the hour” (95). This focus on the vocational/industrial curriculum of the College remained the focal point of Berea College until the administration of William J. Hutchins, which began in 1920. “For Hutchins the answer to Appalachia’s situation was not a collection of schools with a college department, but a true college. This college, Hutchins believed, would prepare young mountain people to teach in the newly emerging high schools, to serve rural populations as extension agents and qualified nurses, and to beautify homes and communities” (103).

By 1931, the Normal School at Berea was closed, and the school was consolidated into the College. Under the leadership of Hutchins, Berea College was “transformed…from a collection of allied schools into an accredited college. His curriculum reforms had continued Berea’s tradition of general, practical education while advancing the liberal arts” (125). It is this tradition that remains steadfastly in place today with Berea College’s professional programs in Education, Nursing (Berea College’s Nursing Program is the oldest Nursing Program west of the Alleghenies), Agriculture and Natural Resources (the College still operates one of the country's oldest college farms), Technology and Applied Design, and
Business Administration. Berea College continues to provide a predominantly liberal arts education to all students while offering rich and diverse professional programs that prepare its students to work and serve in the Appalachian region and beyond.

Berea College offers degree programs that are consistent with its mission as described in 1) the Great Commitments, 2) further delineated as goals in the four pairs of common learning goals in the College’s 2011 Strategic Plan, Being and Becoming, and 3) nine strategic initiatives that enhance the College’s ability to achieve its mission. Refer to 2.5 Institutional Effectiveness for a more complete description of Berea College’s strategic plan.

For example, the College offers a predominantly liberal arts curriculum in keeping with its second Great Commitment, but owing to its history described above and other Great Commitments, there are additional professional majors (e.g., Nursing; Technology and Applied Design, with roots in Industrial Arts; Education Studies, etc.). All of these programs were historic ways the College addressed its commitment to Appalachia (the eighth Great Commitment). In addition, the College has a number of religion courses and a Program in Religion because of its third Great Commitment, an African and African American Studies Program due to its fifth Great Commitment, Women’s and Gender Studies reflecting its sixth Great Commitment, and an Appalachian Studies Program due to its eighth Great Commitment. Many of these same influences from the Great Commitments are found in coursework and requirements in the General Education Program, such as in GSTR 210: Writing Seminar II: Identity & Diversity, one of five core courses in the General Education Program.

Berea College currently offers Bachelor of Arts degrees in 28 different fields of study, a Bachelor of Science in Agricultural and Natural Resources, a Bachelor of Science in Business Administration, a Bachelor of Science in Nursing, a Bachelor of Science in Technology and Applied Design, and teaching certification in a variety of fields, combined with a Bachelor of Arts in Education.

Today, Berea remains the first interracial, co-educational institution in the South, one of seven federally recognized Work Colleges, a college designed to serve the Appalachian region and the global world beyond it, and a college designed to provide high-quality four-year degrees precisely to students who can least afford it.

For example, the first great commitment, “To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources," highlights that most of Berea’s students come from very limited economic resources. In this context, the college has sought to develop degree programs that may be perceived as useful and attractive to students who frequently hail from families whose understandings about the purpose of higher education are directly
related to future employment possibilities. While some families and students are seeking education to
depthen their understanding of the world, many students also seek degrees that would lead more directly
to future professional employment. Although always maintaining its liberal arts foundation as expressed
in the second great commitment, “To provide an education of high quality with a liberal arts foundation
and outlook," Berea College seeks to liberate and transform students (and their families) in education and
social mobility, aiming to “free[s] persons to be active learners, workers, and servers as members of the
academic community and as citizens of the world” (Great Commitments, Preamble). For this work,
Washington Monthly Magazine has ranked Berea in the top 3 of Liberal Arts Colleges for its success in
educating and graduating academically talented, low-income students who become service-oriented
leaders in their professions and communities.

The degrees offered at Berea College are approved by the College Faculty and the Board of Trustees,
while the curriculum for each degree and certification go through a rigorous process of review, first at
the programmatic level, then through the Academic Program Council (APC) and finally being voted
upon by the College Faculty. Please refer to Core Requirements 2.7.1 Program Length, 2.7.2 Program
Content, and 2.7.3 General Education, and Comprehensive Standards 3.4.1 Academic Program
Approval, 3.4.10 Responsibility for Curriculum, and 3.4.11 Academic Program Coordination for further
details regarding Berea College’s curriculum.

Supporting Documents & Evidence

2. 2014-2015 College Catalog: Degree Programs
3. Mission of the College: Great Commitments
4. Berea's Strategic Plan: Being and Becoming, June 2011
   - Great Commitments
   - Four Pairs of Learning Goals
   - Nine Strategic Initiatives
5. Core Requirement 2.5 Institutional Effectiveness
6. 2014-2015 College Catalog:
   - Religion Program
   - African and African American Studies Program
   - Women's and Gender Studies Program
   - Appalachian Studies Program
   - General Education Program
   - GSTR 210: Writing Seminar II: Identity and Diversity
7. Education Studies Program: Teaching Certification
8. Washington Monthly Magazine College Rankings
9. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)

10. Core Requirements:
   - 2.7.1 Program Length
   - 2.7.2 Program Content
   - 2.7.3 General Education

11. Comprehensive Standards:
   - 3.4.1 Academic Program Approval
   - 3.4.10 Responsibility for Curriculum
   - 3.4.11 Academic Program Coordination
4.3 Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Status

Compliance

Justification Narrative

Berea College makes available to students and the public current academic calendars, grading policies, and refund policies through its website and on-line College Catalog. In the last two years, Berea has transitioned from a print catalog to an online version housed in the SmartCatalog Software. New students are informed of the College Catalog in orientation sessions and reinforced in advising sessions with a student's advisor (all academic advisors at Berea are teaching faculty).

Specifically, academic calendars may be found by accessing the Registrar’s page on the Berea College Website. The schedule of classes is also available on the Registrar’s home page on the Berea College Website as well as through the MyBerea portals for all students, faculty, and staff.

The College Catalog, Advisor Guide, and Faculty Manual provide information regarding grading policies, including grade submissions and grade appeals. The College Catalog contains detailed information regarding academic probation and academic suspension.

The College Catalog provides information on Financial Aid and includes both the College and Federal Refund Policies.

Both the Registrar and the Dean of Curriculum and Student Learning are responsible for ensuring that content in the College Catalog is accurate. Both positions report directly to the Academic Vice President and Dean of the Faculty.

Please see 3.4.5 Academic Policies for further information and explanation.

Evidence of Compliance

Berea College confirms that the policies (College Catalog, Advisor Guide, Faculty Manual, College and Federal Refund Policies) are in writing, have been approved through appropriate institutional processes (see Minutes, Enrollment Policies Committee), have been published in appropriate institutional documents accessible to those affected (College Catalog, Advisor Guide, Faculty Manual), and implemented by Berea College (Student Admissions and Academic Standing Committee).
Supporting Documents & Evidence

1. 2014-2015 College Catalog
2. SmartCatalog software
3. Fall 2014 Orientation Schedule
4. Office of the Registrar:
   ○ Academic Calendars
   ○ Schedule of Classes
5. 2014-2015 College Catalog: Grades
6. Advisor Guide: Grades
7. 2014-2015 Faculty Manual:
   ○ Grading System
   ○ Grade Submissions
   ○ Grade Appeals
8. 2014-2015 College Catalog:
   ○ Academic Probation
   ○ Academic Suspension
   ○ Financial Aid and Student Accounts
   ○ College and Federal Refund Policies
9. Dean of Curriculum and Student Learning
10. Academic Vice President and Dean of the Faculty
11. Comprehensive Standard 3.4.5 Academic Policies
12. Enrollment Policies Committee Minutes
4.4 Program Length

Program length is appropriate for each of the institution's educational programs.

Status

Compliance

Justification Narrative

Program length at Berea College is appropriate for each of the degrees offered. Berea College offers degree programs in 32 fields of study that, upon successful completion, lead to Bachelor of Arts (B.A.) and/or Bachelor of Science (B.S.) Degrees. A minimum of 32 earned course credits (equivalent to 128 semester hours, as one credit at Berea is equivalent to four credit hours) is required for graduation, with at least 20 courses completed outside the major discipline.

Table 1. Degree Program Length

<table>
<thead>
<tr>
<th>Academic program</th>
<th>degree program</th>
<th>required credits for the major</th>
<th>total required credits to graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African and African American Studies</td>
<td>B.A.</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>B.S.</td>
<td>11-14 (distribution is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Applied Science and Mathematics</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Art History</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Art Studio</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>B.A.</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Biology: Molecular, Cellular, and Systems</td>
<td>B.A.</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A.</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Biology: Field and Organismal Biology</td>
<td>B.A.</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Biology: General</td>
<td>B.A.</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Business Administration: Accounting</td>
<td>B.S.</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Business Administration: Finance</td>
<td>B.S.</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Business Administration: Management</td>
<td>B.S.</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Business Administration: Marketing</td>
<td>B.S.</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Classics and Greek Studies</td>
<td>B.A.</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Semester</td>
<td>Total Credits</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Chemistry: General</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Chemistry: Professional</td>
<td>B.A.</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>Child and Family Studies: Child Development</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Child and Family Studies: Family Studies</td>
<td>B.A.</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Child and Family Studies: Nutrition and Food Studies</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Communication</td>
<td>B.A.</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Computer and Information Science: General</td>
<td>B.A.</td>
<td>8-11 (Capstone is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Computer and Information Science: Computational Math</td>
<td>B.A.</td>
<td>15-18 (Capstone is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Economics: International Politics and Policy</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Economics: Methods and Models</td>
<td>B.A.</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Education Studies: General</td>
<td>B.A.</td>
<td>8-10 (Core is flexible)</td>
<td>32</td>
</tr>
<tr>
<td>Education Studies: Middle Grades Mathematics Certification, 5-9</td>
<td>B.A.</td>
<td>21.5</td>
<td>32</td>
</tr>
<tr>
<td>Education Studies: Middle Grades Science Certification, 5-9</td>
<td>B.A.</td>
<td>24.5</td>
<td>32</td>
</tr>
<tr>
<td>Education Studies: Elementary Certification, P-5</td>
<td>B.A.</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Education Studies: Teaching and Curriculum Certification</td>
<td>B.A.</td>
<td>13.5</td>
<td>32</td>
</tr>
<tr>
<td>English: Literature</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>English: Writing</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>French</td>
<td>B.A.</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>German</td>
<td>B.A.</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Health and Human Performance: General Concentration</td>
<td>B.A.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Health and Human Performance: Education with P-12 Certification</td>
<td>B.A.</td>
<td>21.25</td>
<td>32</td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Units</td>
<td>Capstone</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.A.</td>
<td>11.25-12</td>
<td>(Capstone is flexible)</td>
</tr>
<tr>
<td>Music</td>
<td>B.A.</td>
<td>9.5-10</td>
<td>(Capstone is flexible)</td>
</tr>
<tr>
<td>Music: Education, Vocal, or Instrumental</td>
<td>B.A.</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Emphasis, with P-12 Teaching Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>B.S.</td>
<td>21.5</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>B.A.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>B.A.</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>B.A.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>B.A.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>B.A.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: General</td>
<td>B.S.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Artisan Studies</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Engineering and Technology Education</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Technology and Applied Design: Technology Management Concentration</td>
<td>B.S.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>B.A.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Berea College awards academic credit on a "course credit" system whereby each course credit is equivalent to four semester hours. Thus the minimum number of semester hours for any of the College’s 32 Degrees is 128. Please refer to 2.7.1 Program Length for more information about Berea’s course credit system and evidence relevant to student learning.

Berea College ensures that program length for each academic program is regularly reviewed through regular six-year Divisional reviews. Having just completed restructuring Berea’s academic programs in 2011 (see Engaged and Transformative Learning), the divisional review cycle, which incorporates program level review, has begun with Divisions I and II completing their first divisional self-studies. The current plan is to conduct six-year divisional self-studies where all academic programs
within a division collectively review their curricula in light of 1) the unique needs of the students served by that division, 2) the unique combination of expertise, interests, and skill sets brought by the faculty in the division, and 3) disciplinary and interdisciplinary trends from the national landscape. These studies are reviewed by the Division Council, the Academic Vice President and Dean of the Faculty, the Director of Academic Assessment, and occasionally by external reviewers (See Division I Self-Study Report.)

Moreover, on occasions where programs seek to make specific curricular changes, the proposed changes are reviewed by the Academic Program Council (APC), which considers the proposed changes in the context of the current program, and will recommend approval of such changes to the Faculty in the event that such changes are deemed appropriate. For example, during the 2013-2014 academic year, the Computer and Information Science Program revised its curriculum, submitted this curriculum to the Academic Program Council, and after several revisions, which included specific questions about program length, the proposal was submitted to the Executive Council for review and inclusion on the Faculty Agenda. Finally the proposal was submitted to the College Faculty Assembly, which then approved the program changes (Faculty Meeting Agenda and Minutes).

Lastly, students who choose to pursue an independent major (as opposed to one of the 32 established fields of study currently offered) must show how their proposed program of study compares to requirements of similar formal programs of study at other institutions (application packet and two completed applications). All independent majors are reviewed by the Dean of Curriculum and Student Learning and the Academic Program Council.

Supporting Documents & Evidence

1. 2014-2015 College Catalog:
   - Degrees of Study
   - Course or Credit
2. Core Requirement 2.7.1 Program Length
3. Engaged and Transformative Learning
5. Academic Vice President and Dean of the Faculty
6. Director of Academic Assessment
7. Division I Self Study Report
8. 2014-2015 Faculty Manual: Description of the Academic Program Council (APC)
10. Executive Council Agendas and Minutes Regarding Computer and Information Science Program Curriculum
11. 2014-2015 Faculty Manual: Description of the Executive Council (EC)
12. Faculty Meeting Agenda and Minutes Regarding Computer and Information Science Program Curriculum
13. Independent Major Information: Application Packet and two completed applications
14. Dean of Curriculum and Student Learning
15. Academic Program Council (APC) Minutes, November 13, 2012
4.5 Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. 

(See Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")

Status
Compliance

Justification Narrative

Berea College recognizes its responsibility to publish appropriate policies for addressing written student complaints and demonstrates that it follows those procedures when resolving student complaints. The institution has a policy for addressing written student complaints (See Berea College Student Handbook, Ombudsman—Complaints from students).

The Student Handbook and College Catalog publish policies and procedures in the following areas: convocations, charges of academic dishonesty, academic suspensions, grades, labor suspensions, labor grievances (Berea College is one of seven federally recognized Work Colleges and requires all students to work at least ten hours per week), administrative withdrawals, vehicle fines and penalties, fees and charges, records access and contents, discrimination, harassment, sexual assault, disability grievances, and judicial actions and procedures. The Student Handbook and College Catalog are accessible online to all students, administrators, employees, and the global community, and new students are informed in Orientation of the importance and online location of these documents.

Students are advised that written complaints in other areas should be addressed to the director of the office, service, or program with which the complaint is concerned. Written complaints may be submitted in the form of a letter in either hard copy or electronically. E-mail complaints typically must request an action in order to be considered a formal written complaint. Letters of Appeal to administrative decisions (i.e., judicial sanctions or probations/suspensions) must follow the appropriate processes as outlined in the policies and are considered “complaints” for the purpose of this report. Policies must meet the Evidence of Compliance governance committee procedures as outlined later in this narrative, and great care is taken to allow student input and to ensure that concerns are heard by multiple parties.

Additionally, when a complaint does not fit one of the published policies for adjudication, a Student Ombudsman informs relevant parties of such complaints and refers for action, mediates, or otherwise
investigates the complaint, providing appropriate documentation of the complaint and action taken. Complaints regarding discrimination, sexual assault or harassment, or disability laws are directed to the **Institutional Compliance Officer.** Every effort is made to resolve student complaints among students, faculty, staff, and administration before the issue escalates to a formal grievance process. However, students are guaranteed due process when a resolution cannot be reached. Only a very small number of complaints received by the College progress to formal grievance or administrative actions.

Data on the number and disposition of suspension appeals are maintained by the **Office of Academic Services** for academic appeals and **Labor Program** office for labor appeals (all students must work at least ten hours per week each academic term or be subject to labor Suspension). If a student is found to be deficient in the required number of hours worked in one’s labor position or is otherwise not meeting the expectations of the student’s signed labor contract including labor performance, the student is subject to probation or suspension through a stepped process. Students can appeal labor disciplinary actions through the approved **Labor appeal process**, and the circumstances submitted through a written appeal are reviewed by the **Labor Program Council** or the **Vice President of Labor and Student Life** for consideration of amending sanctions. The appealing student may choose which review option he or she prefers (committee or administrator). The **Judicial Liaison** maintains data on appeals of judicial decisions. The **Office of Public Safety** maintains records on appeals of parking citations, and the **Office of the Vice President of Labor and Student Life** maintains records on appeals of sanctions for unauthorized vehicles.

Complaints that come to the Academic Vice President and Dean of the Faculty are kept in that office and are available for review by the on-site committee. The **Academic Vice President and Dean of the Faculty**, along with the **Associate Vice President for Academic Affairs**, investigates and responds to the student, or an appropriate person responds. For example, during an extreme cold weather and snow event in February 2015, a group of non-traditional students living off campus wrote to the Academic Vice President and Dean of the Faculty and also the President, asking them to reconsider a delayed schedule for February 19 and 20. The Academic Vice President and Dean of the Faculty and the President conferred over telephone about these complaints, and the President responded in an email to faculty, staff, and students about how best to face the unusually cold temperatures on February 18 and 19. This email followed an earlier email to faculty and staff from the President and Academic Vice President and Dean of the Faculty on February 18 suggesting attendance flexibility for students who live off campus and who might not be able to free snowbound cars (see first sample complaint case below).

A list of sample cases across various categories are linked below to demonstrate compliance. More detailed documents related to these cases are available on-site in each of the respective offices.
Complaint Samples:

- Extreme Cold Weather Event Complaint
- Living Off-Campus Complaint
- Noise Complaint
- Racial Relations Complaint
- Reimbursement for lodging Complaint
- Academic Complaint
- Academic Probation Appeal Approved
- Academic Probation Appeal Denied

Please refer to 3.4.5 Academic Policies for further information and explanation.

Evidence of Compliance

Berea College confirms that the policy (Student Handbook and College Catalog) is in writing, has been approved through appropriate institutional processes (Student Life Council [SLC] and General Faculty Assembly), has been published in appropriate institutional documents accessible to those affected (Student Handbook and College Catalog), and implemented by Berea College (see above, Complaint Samples). See Comprehensive Standard 3.13.3 Complaint Procedures Against the Commission or Its Accredited Institutions to cross reference.

Supporting Documents & Evidence

   - Student Complaints, Grievances, and Appeals Policies and Procedures
     - Ombudsman - Complaints from Students
     - Academic Dishonesty
     - Labor Suspensions
     - Labor Grievances
     - Vehicle Fines and Penalties
     - Fees and Charges
     - Records Access and Contents
     - Discrimination
     - Harassment
     - Sexual Assault
     - Disability Grievances
2. **2014-2015 College Catalog**
   - Student Complaints, Grievances, and Appeals Policies and Procedures
     - **Convocations**
     - **Academic Suspensions**
     - **Grades**
     - **Administrative Withdrawals**

3. **Work Colleges Consortium**

4. **Fall 2014 Orientation Schedule**

5. **2014-2015 Faculty Manual: Campus Governance**


7. **Office of Academic Services**

8. **Labor Program**


11. **Vice President for Labor and Student Life**

12. **2014-2015 College Catalog: Judicial Liaison**

13. **Public Safety**

14. **Office of the Vice President of Labor and Student Life**

15. **Academic Vice President and Dean of the Faculty**

16. **Associate Vice President for Academic Affairs**

17. **Complaint Examples**
   - **Extreme Cold Weather Event**
   - **Living Off-Campus**
   - **Noise**
   - **Racial Relations**
   - **Reimbursement for Lodging**
   - **Academic**
   - **Academic Probation Appeal Approved**
   - **Academic Probation Appeal Denied**

18. **Comprehensive Standard 3.4.5 Academic Policies**

   - **Student Life Council (SLC)**
   - **General Faculty Assembly**

20. **Comprehensive Standard 3.13.3 Complaint Procedures Against the Commission or Its Accredited**
4.6 Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Status

Compliance

Justification Narrative

Berea College's recruitment materials and presentations accurately represent the institution's practices and policies. The Berea College Office of Admissions produces and disseminates various publications and materials pertinent to the character, practices, and policies of the College. The primary recruitment materials distributed by the Office of Admissions include the Berea College Introduction Brochure, the Berea College Viewbook, and the Berea College Flyer.

Much of the information contained in these publications is also available online through the Berea College website and the Berea College Prospective Students website, which also includes the online application, and a paper version available for download.

Most admissions publications, print and web-based, encourage students to contact the Office of Admissions for additional information. Upon making such contact, qualified prospective students receive a variety of personalized letters particular to their academic, extracurricular, and social interests, in addition to letters regarding application status. Prospective students also receive supplemental information through brochures and materials such as the Berea College Black Cultural Center Brochure and the Berea College Guide to Understanding Your Cost Estimate.

All recruitment materials are designed to present a general overview of current and prospective student experiences, including academic programs, admission and financial aid policies; athletic opportunities; the Berea College Labor Program; and student life/residential aspects of the College. While no admissions publication can be plenary in scope, Berea College attempts to portray these aspects of the College accurately and in a manner consistent with the intent of the various programs described. All publications and recruitment materials are provided free of charge to prospective students.

Most recruitment materials and publications are updated annually in response to changing information, policies, and input from various constituents. In addition to printed materials and the campus website, Admissions offers students the opportunity to register for personalized content via an online interest form. Also, Admissions provides prospective students with a variety of social media outlets such as
Facebook and Twitter. The College seeks the assistance of external consultants every five to seven years to comprehensively update its literature.

The Office of Admissions Leadership Team, in close collaboration with the Academic Vice President and Dean of the Faculty, to whom Admissions reports, monitors the accuracy of recruitment materials and presentations. Final approval of recruitment materials and presentations is given by the Director of Admissions and the Academic Vice President and Dean of the Faculty when appropriate.

The Office of Admissions does training each summer and ongoing training and support throughout a recruitment cycle to ensure all presentations are accurate and consistent. Newly hired Admissions Counselors go through an extensive training process at the point of hire before any presentation is given. This training includes reviewing the Admissions Counselor handbook, observing experienced Admissions Counselors deliver presentations and recording their presentations for self-evaluation and supervisor critic prior to their first presentation. The material and information presented in a presentation is monitored, reviewed, and corrected by the Office of Admissions Leadership Team as new information and changes become available throughout a recruitment cycle.

The Office of Admissions participates annually in college fair programs organized within the College’s “In-territory” region, which includes all of Kentucky and select counties in Alabama, Georgia, North Carolina, Ohio, South Carolina, Tennessee, Virginia, and West Virginia. By mandate of the Board of Trustees, 70-80 percent of all first-year students must come from Berea's Admissions Territory, reflecting the first and eighth Great Commitments. Participating staff members are fully trained, professional admissions representatives. These representatives participate in bi-annual training events that include general information sessions that address current admissions policy and include meetings with various College faculty, staff, and administrators. Additionally, all admissions staff have access to a comprehensive Berea College Office of Admissions Training and Resource Manual.

The Office of Admissions also sponsors several on-campus events for prospective students, including Pinnacle Scholars Award Program, Carter G. Woodson Diversity Weekend, Carter G. Woodson Legacy Awards Program and other weekend functions throughout the year as needed. Daily tours and a Berea College Information Session are also conducted for prospective students, parents, families, and the general public.

Please refer to 3.4.3 Admissions Policies for further information and explanation.

Supporting Documents & Evidence

1. Berea College:
   - Introduction Brochure
- Viewbook
- Flyer
- Website
- Office of Admissions
- Online Application
- Paper Application
- Black Cultural Center Brochure
- Guide to Understanding Your Cost Estimate

2. Academic Programs
3. Financial Aid Policies
4. Athletic Opportunities
5. Labor Program
6. Student Life/Residential Aspects
7. Online Interest Form
8. Admissions Facebook Page
9. Admissions Twitter Account
10. Admissions Counselor handbook
12. Mission of the College: Great Commitments
14. Berea College Information Session
15. Comprehensive Standard 3.4.3 Admissions Policies
4.7 Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.)

Status

Compliance

Justification Narrative

Berea College complies with its program responsibilities under the Higher Education Opportunity Act as amended. The U.S. Department of Education has authorized Berea College’s Student Financial Aid Services to participate in Title IV programs under a Title IV Program Participation Agreement valid through September 30, 2018.

Berea College engages independent auditors to audit financial aid programs, along with other federal grants, as required by federal and state regulations. Each year the College has an audit performed by independent auditors (previously Dean Dorton Allen Ford, PLLC, Certified Public Accountants; currently Crowe Horwath LLP) in accordance with Government Auditing Standards and as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The audit report (Berea's Audit Reports for 2010-2014) is issued on the auditors’ consideration of the College’s internal control over financial reporting and on the auditors’ tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The audit report also includes an accompanying schedule of expenditures of federal awards and any findings or questioned costs. Some prior A-133 Audit Reports did have findings under OMB-133 (see 2010 audit findings; 2011 audit findings; 2012 audit findings, and 2013 audit findings), but management has addressed and resolved all issues. The 2014 A-133 Audit Report did not have any findings (see 2014 audit findings).

In 2013-14 the College did receive inquiries from the Department of Education relating to refunds and provided response to the inquiries.

In addition to the annual external audit, College employees perform reconciliations of the General Ledger and student loan information contained in different departments of the College such as, Student Financial Aid Services and Financial Affairs. There are also reconciliations with the U. S. Department of Education. Both the U.S. Department of Education and the state require a separation of duties for all
offices involved in the awarding, disbursement, and reconciliation of funds to ensure program integrity.

Berea College meets all reporting requirements of the U.S. Department of Education. Federal Pell Grant activity is reported online through the Common Origination and Disbursement system. The Federal Perkins Loan Program is reported monthly through the National Student Loan Data System. The Fiscal Operations Report and Application to Participate (FISAP) is filed annually with the U. S. Department of Education.

Berea College adheres to all federal regulations as set forth under the Title IV Student Aid Programs regulations. Processing of student aid applications and of federal funds is carried out as mandated by these regulations. Student eligibility is verified according to federal and state verification regulations; the regulations are reviewed, and both manual and systematic verification procedures are adjusted each year.

Supporting Documents & Evidence

1. Title IV Program Participation Agreement
2. Dean Dorton Allen Ford, PLLC
3. Crowe Horwath LLP
4. Berea's A-133 Audit Reports, 2010-2014
5. 2013-2014 Inquiries from the Department of Education related to refunds and Berea's Responses to these inquiries
4.8.1 Student Identity Verification

An institution that offers distance or correspondence education documents each of the following: demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Status

_Not applicable to Berea College._
4.8.2 Privacy Protection Procedure

An institution that offers distance or correspondence education documents each of the following: has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Status

Not applicable to Berea College.
4.8.3 Student Identity Verification Charges Notice

An institution that offers distance or correspondence education documents each of the following: has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Status

*Not applicable to Berea College.*
4.9 Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

*See Commission policy "Credit Hours."*

**Status**

Compliance

**Justification Narrative**

Berea College has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy as stated in the Commission Policy “Credit Hours.” The College operates on a 4-4 academic calendar, in which students typically earn four course credits in the regular 15-week fall and spring terms and may earn one or more course credits through participation in one or more summer terms. To be classified as a full-time student, enrollment in three course credits in any term is required. Berea College does not offer online or off-site courses.

A full-credit course at Berea is equivalent to four semester hours or six quarter hours. Courses may carry one-quarter, one-half, one and a half, two, or three course credits (see College Catalog, Course or Credit). Berea College employs the standard convention that each classroom hour is supported by approximately two hours of out-of-class engagement by students in class preparation, laboratory, research, and/or study, etc. A one-credit course meets in class between four and six hours each week. Courses awarding less than one credit often meet correspondingly less (for example, half-credit courses meet a minimum of two hours per week and quarter-credit courses meet a minimum of one hour per week). Summer four-week courses typically meet 10-15 hours per week, and many include travel or other intensive experiences. However, beginning in the summer of 2015 (as indicated in the November 26, 2014 memo), the minimum contact hours have been adjusted so that the minimum number of hours is consistent with the required contact time for full credit courses taught during the fall or spring terms.

A proposal adopted by the faculty resulted in the development of Standard Blocks that meet Monday, Wednesday, and Friday for 70 minutes each session (Revised Course Schedule). Beginning in the fall of 2014, all one-credit classes meet at least 210 minutes per week. This standard was recently reaffirmed in the context of its inclusion as part of the rationale associated with a proposal to adopt a revised class schedule at Berea College.
A series of factors led to the adoption of a new model for scheduling classes across the day and week, approved by the faculty in January 2014. Over a number of years, the guidelines for scheduling classes had become more problematic as a result of multiple exceptions to the parameters. Moreover, class scheduling was not serving students well as there was a “bottleneck” of courses taught at the same time each day. As a result of these and other issues (including difficult space issues since so many classes were scheduled at the same time), and after many months of study, it was determined that a new set of parameters for scheduling of classes should be adopted. At the same time, the faculty and administration determined that the previous practice of allowing one credit classes to meet for three hours be abandoned in favor of ensuring that all one credit classes would meet for a minimum of 200 minutes (the equivalent of four 50-minute sessions). To date, no faculty member has requested an exception. The Fall 2014 Schedule of Classes illustrates this point. (Refer to 3.4.6 Practices for Awarding Credit and 4.4 Program Length for additional information.)

Clarification of expected student engaged learning time is explicitly stated in the Faculty Manual under the “Class Schedule” section where it is stated that:

Requests to meet for less than the expected 200 minutes per week for a full-credit course must be submitted by the Program Chair to the Division Chair, who will then forward the request to the Dean of Curriculum and Student Learning for consideration. The following guidelines for requesting a waiver are based on similar guidelines developed at Georgetown University:

Requests should demonstrate that:

1. the course requires academic activity outside class meetings sufficiently in excess of the normal expectation (two hours per credit hour per week) to compensate for the reduced time in class; and

2. the rationale for the requirements stated above is included in the course syllabus and clearly shown to be relevant to the course’s learning goals. Such courses will typically be research-intensive (where students are undertaking an independent course of research over and above assigned reading) or have an experiential or service-learning component or be designed with a significant tutorial experience; in any case, such courses will require close monitoring of the nature, quality, and quantity of the work done outside scheduled classroom hours.

To date, there have been no requests for waivers of the 200-minute per week principle.

Students must earn a minimum of 32 credits in order to graduate from Berea College, which would be
equivalent to 128 credit hours elsewhere.

**Evidence of Compliance**

Berea College confirms that the policy (College Catalog, Course or Credit) is in writing, has been approved through appropriate institutional processes (proposal adopted by the faculty), has been published in appropriate institutional documents accessible to those affected (College Catalog, Course or Credit), and implemented by Berea College (Fall 2014 Schedule of Classes).

**Supporting Documents & Evidence**

1. **2014-2015 College Catalog: Course or Credit**
2. Memo regarding Minimum Contact Hours for Summer Courses
3. General Faculty and College Faculty Assembly Agenda and Minutes, January 16, 2014 and Agenda for February 13, 2014
4. Fall 2014 Schedule of Classes
5. Comprehensive Standard 3.4.6 Practices for Awarding Credit
6. Federal Regulation 4.4 Program Length
7. 2014-2015 Faculty Manual: Class Schedule
8. Georgetown University Guidelines for Requesting a Waiver