

Berry College

Fact Book

2016-2017

Prepared by the

Office of Institutional Research

September 1, 2017

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Section I

General Information

Accreditation

Berry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and education-specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Berry College. Berry's music program is accredited by the National Association of Schools of Music. Berry's programs in business are accredited by the Association to Advance Collegiate Schools of Business.

Berry College is authorized to operate educational programs beyond secondary education in the state of Georgia. That authorization designates the Georgia Non-Public Postsecondary Education Commission as the state agency to responsible for receiving complaints made by students enrolled at Berry College. Students may contact the Georgia Non-Public Postsecondary Education Commission to file a complaint using the following contact information: Georgia Non-Public Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, Office: (770) 414-3300

Mission and Purpose

Berry College is a comprehensive liberal-arts college with Christian values. The college furthers our students' intellectual, moral and spiritual growth; proffers lessons that are gained from worthwhile work done well; and challenges them to devote their learning to community and civic betterment. Berry emphasizes an educational program committed to high academic standards, values based on Christian principles, practical work experience and community service in a distinctive environment of natural beauty. It is Berry's goal to make an excellent private liberal-arts education accessible to talented students from a wide range of social and economic backgrounds.

Our first responsibility is to provide an education in the liberal arts and professional fields to meet the intellectual, moral, and material needs of our students; and we dedicate ourselves and our academic program toward fulfilling this responsibility. Research, publication, and other scholarly activities are valued and are expected to contribute to good teaching by the faculty. In keeping with this expectation, our faculty and staff dedicate themselves primarily to teaching effectively and to inspiring students to academic excellence.

An essential part of a sound education is the opportunity to explore religious faith and to relate faith with learning responsibly and intelligently, and we dedicate ourselves to providing these opportunities. The college is dedicated to the interdenominational Christian values on which it was founded and welcomes individuals of diverse backgrounds into the campus community.

Worthwhile work complements knowledge and faith in building character. We dedicate ourselves to providing this opportunity. An important part of higher education is the opportunity to participate in the internal affairs and governance of the college. We dedicate ourselves to providing this opportunity for faculty and students.

These dedications guide Berry's faculty, staff, trustees and students toward a realistic and balanced educational program. Our concern for the individual permeates our principles. The ultimate aim of Berry is service to humanity through persons who find here both inspiration and preparation as best expressed in Berry's motto, "Not to be ministered unto, but to minister."

Graduate Programs Vision and Purpose

Berry's *vision* is to be a recognized leader in graduate education and support services in its geographic area.

The *purpose* of graduate education at Berry is threefold:

- To prepare Berry graduates for leadership roles with the academic foundation, necessary skills, and personal characteristics needed to be positive contributors to business, education, and the community.
- To deliver high-quality educational support services that meet the needs and challenges faced by Berry's partners in business, in education, and in the community.
- To provide a distinctive learning environment in which innovative thinking, ethical decision making, and individual development and team building can flourish for all constituents of the college.

Important Dates in Berry's History

- 1866** October 7, Martha Berry's Birthday.
- 1902** January 13, Boys' Industrial School founded.
- 1903** April 6, Boys' Industrial School incorporated by order of the Judge of the Superior Court of Floyd County.
- 1908** Corporate charter amended with legal name changed to "The Berry School." The Berry Alumni Association was formed with W. Clayton Henson, the school's first graduate, as its first president.
- 1909** Thanksgiving Day. The Martha Berry School for Girls opened with 14 girls in attendance.
- 1910** Former U.S. President Theodore Roosevelt visited Berry.
- 1914** Miss Berry gave a picnic for students on the mountain campus each year. The Mountain Day celebration which is now held on the first Saturday in October in honor of Miss Berry's birthday, is a time when students and alumni join in celebrating this traditional day.
- 1915** First permanent buildings, Berry College Chapel and Blackstone Dining Hall, were constructed.
- 1916** School for older boys started at foot of Lavender Mountain.
- 1917** Corporate charter amended with legal name changed to "The Berry Schools."
- 1923** The Berry Schools accredited by the Southern Association of Colleges and Secondary Schools.
- 1926** Berry Junior College established.
- 1928** Berry Junior College accredited by Southern Association of Colleges and Secondary Schools.
- 1930** Berry College (senior college) established.
- 1931** The Ford Complex, a gift from Henry and Clara Ford, was completed.
- 1932** First senior-college class received degrees.
- 1942** February 27, Miss Martha Berry died.
- 1957** Berry College accredited by Southern Association of Colleges and Schools.
- 1972** Berry College offers Master of Education (M.Ed.) degree.
- 1973** Berry College offers Master of Business Administration (M.B.A.) degree.
- 1976** Berry College women's basketball team won Berry's first national championship.
- 1982** Corporate charter amended with legal name changed to "Berry College, Inc."
- 1983** Berry Academy closed.
- 1984** WinShape Center established through agreement with Truett Cathy, founder and chairman of Chick-fil-A.

Important Dates at Berry (Continued)

- 1985** Alumni Work Week established.
Beginning of national recognitions by publications such as *U.S. News and World Report*.
- 1987** Berry College women's soccer team won its first national championship in only its second year of existence.
- 1991** Berry College reorganized: sixteen departments formed into four schools.
Business, Education and Human Sciences, Humanities and Social Sciences, Mathematical and Natural Sciences.
- 1993** Joanna Grant, class of 1994, became Berry's first Rhodes Scholar.
- 1995** Campbell Trust gave Berry College \$55 million.
- 1996** Berry was the site of the summer Olympic Youth Camp, a noncompetitive venue of the Centennial Olympic Games in Atlanta.
- 1998** Berry College men's golf team won the national championship.
- 2001** Berry opened a \$25 million, 130,000-square-foot science center.
The Ford Motor Company Fund donated \$9.4 million for the renovation of the Ford Complex.
- 2002** Berry celebrated its Centennial anniversary, launching the \$100 million Century Campaign. The Century Campaign's record-breaking goal was achieved early with contributions totaling \$106.1 million.
- 2008** In January 2008, the Stephen J. Cage Athletic and Recreation Center opens, which ties into an overall effort to link academic, residential and campus-life facilities and create a center of the Berry community.
Berry College joined the Annapolis Group, an organization of leading national independent liberal arts colleges.
Berry College the National Collegiate Athletic Association (NCAA) as a Division III School.
The Gate of Opportunity Scholarship, a program that allows students to graduate debt free by working their way through school, was introduced in 2008.
- 2014** Berry College offers Bachelor of Science Nursing (B.S.N.) degree.
- 2015** Berry College's new Welcome Center opened in spring 2015.
In September 2015, Valhalla Stadium, which includes Williams Field, Dickey Field and Clark Track opens, supporting intercollegiate football, lacrosse, track and field and intramurals.
- 2016** In the spring of 2016, the institution conducted its first full competitive season in outdoor track and field.

Administrative Officers and Staff
2016-2017

President's Office

Stephen R. Briggs, President
Gary Waters, Acting Chief of Staff
Timothy D. Brown, Director, Oak Hill and Martha Berry Museum

Academic Affairs

Andrew R. Bressette, Interim Provost
David Slade, Dean of Academic Services
Thomas D. Kennedy, Assistant Provost for Administration and Dean of Evans School
of Humanities, Arts and Social Sciences
Gary Breton, Dean, School of Mathematical and Natural Sciences
Joyce Heames, Dean, Campbell School of Business
Jacqueline M. McDowell, Dean, Charter School of Education and Human Sciences
Vanice Elene Roberts, Dean, Division of Nursing
Debra L. Belvin, Director, Berry College Elementary and Middle School
Brian Carroll, Director, Honors Program
Laurie Chandler, Director, Bonner Center for Community Engagement
Susan Conradsen, Director, Women's and Gender Studies
Donna Davin, Director, Research and Sponsored Programs
Bryce E. Durbin, Registrar and Director of Institutional Research
Christopher D. Borda, Director, International Programs
Laura Elmer, Coordinator of Guide Program
Karen Kurz, Assistant Dean of Graduate Studies in Education
Nancy Johnston Mercer, Assistant Dean and Director of M.B.A., Campbell School
of Business
Katherine Powell, Director, Office of First-Year Experience
Karen Bachus, Director of Berry College Child Development Center
Wilma Maynard, Director, Academic Success Center

Advancement and Alumni and Constituent Relations

Bettyann O'Neill, Vice President for Advancement
Scott Breithaupt, Assistant Vice President, Campaign and Leadership Giving
Jennifer Beard, Director, Alumni Relations
Doug Draut, Director, Annual Fund
Brenda Jenkins, Director, Donor Relations and Stewardship
Jeff Palmer, Director, Advancement Services
Rick Woodall, Acting Director, Philanthropic Communications
Jennifer Schaknowski, Director, Alumni Relations
Matt Shinall, Director, Prospect Development

Administrative Officers and Staff, 2016-2017 (Continued)

Chaplain's Office

Jonathan Huggins, Chaplain
Erin Moniz, Director, Student Ministries

Business Services and Finance

Brian Erb, Vice President for Finance
Bobby Abrams, Director/Chief, Campus Safety
Brad Barris, Director, Purchasing
Eddie Elsberry, Director, Agricultural Operations and Sustainability
Debbie Emory, Director, Compliance, Auditing, and Investment Services
Penny Evans-Plants, Chief Information Officer
Tom Hocut, Director, Network Operations and Assistant Chief Information Officer
Mark Hopkins, Director, Physical Plant
Wayne Phipps, Director, Human Resources
Danny Price, General Counsel, In-House
Brad T. Reeder, Assistant Vice President for Financial Services
Ellen Sisler, Director, User Support
Gary Will, Assistant Vice President for Campus Safety and Emergency Response
Management
Billy Yeomans, Director, Forestry Operations

Enrollment Management (Admissions and Financial Aid)

Gary Waters, Vice President, Enrollment Management
Brett Kennedy, Assistant Vice President, Enrollment Management
Donna Childres, Director, Financial Aid
Mark Kozera, Director, Employer Development
Marcia McConnell, Director, Scholarships and New Student Financial Aid, Admissions
Sue Tarpley, Director, Career Services
Tim Tarpley, Director, Operations

Memorial Library

Sherrie Harrington, Director, Berry College Library

Public Relations and Marketing

Nancy Rewis, Assistant Vice President, Public Relations and Marketing
Shannon Biggers, Director, Creative Services
Cameron Jordan, Director, E-Communication Services
Chris Reinolds Kozelle, Director, News and Editorial Services
Brant Sanderlin, Senior Photographer and Digital Asset Manager

Administrative Officers and Staff, 2016-2017 (Continued)

Student Affairs

Debbie Heida, Vice President for Student Affairs and Dean of Students

Lindsey Taylor, Assistant Vice President for Student Affairs

Lindsay Norman, Assistant Dean of Students, Residence Life

Cecily Crow, Director, Student Activities

Anita Errickson, Director, Health and Wellness Center

Todd Brooks, Director, Athletics

Marshall Jenkins, Director, Counseling Center

Michael McElveen, Director, Recreation and Intramurals

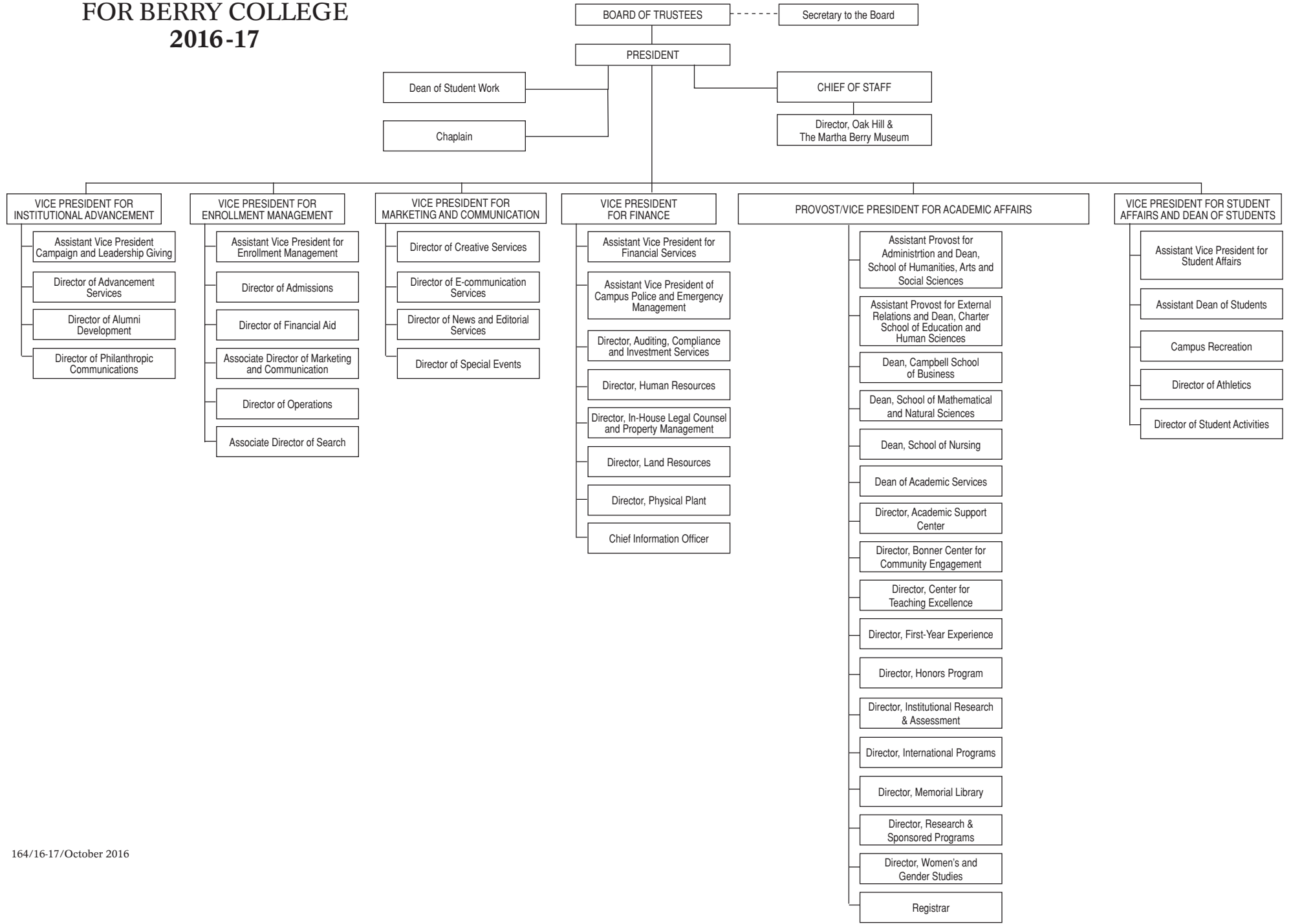
Tasha Toy, Director, Multicultural and International Student Programs

Student Work and Experiential Learning

Rufus Massey, Dean, Student Work and Experiential Learning

Michael D. Burnes, Director, Student Work and Experiential Learning

ORGANIZATIONAL CHART FOR BERRY COLLEGE 2016-17



Degrees and Majors
2016-2017

Bachelor of Arts

Art
(Art Education²; Art History; Studio Art)
Communication
(Multimedia Journalism; Public Relations; Sports
Communication; Visual Communication)
Creative Writing
Economics
English¹
French²
German²
History¹
Individually Designed
International Studies
Music
Political Science
Psychology
Religion and Philosophy
(Biblical & Christian Studies; Religious Studies;
Philosophy)
Sociology and Anthropology
(Anthropology; Sociology)
Spanish²
Theatre

Bachelor of Music

Music Education²
Music with Elective Studies in Business

Bachelor of Science

Accounting
Animal Science
(Pre-Vet/Pre-Professional Science;
Pre-Production/ Management)
Applied Physics
Biochemistry¹
Biology¹
(Concentration I; Concentration II)
Chemistry
Creative Technologies
Early Childhood Education (P-5)
Economics
Environmental Science
(EVS; Biology; Chemistry; Geoscience;
Public Policy)

Other: Bachelor of Science 3-2 Programs

Dual-Degree Nursing program with Emory University
Dual-Degree Engineering program with Georgia Institute of Technology
Dual-Degree Engineering program with Kennesaw State University

Bachelor of Science (Continued)

Exercise Science
(Allied Health Pre-Professional;
Clinical/Research; Strengths & Conditioning)
Finance
Individually Designed
International Business (Dual Major)
Management
Marketing
Mathematics¹
(Computer Science; Mathematics;
Mathematics Education)
Middle-Grades Education (4-8)
Physics¹
(Concentration I; Concentration II)
Political Science¹
Psychology
Secondary Education (Dual Major)
Sociology and Anthropology
(Anthropology; Sociology)
Sports Administration

Bachelor of Science Nursing

Nursing

Master of Business Administration

General Business

Master of Arts in Teaching

Early Childhood Education
Middle-Grades Education
Secondary Education (P-12)

Master of Education

Curriculum and Instruction
Early Childhood Education
Middle-Grades Education
Reading

Education Specialist

Curriculum and Instruction
Educational Leadership

¹Teacher certification available at secondary level.

²Teacher certification, grades P-12.

Undergraduate Minors
2016-2017

Animal Science	Legal Studies
Art	Mathematics
Anthropology	Multimedia Journalism
Biology	Music
Business	One Health
Chemistry	Philosophy
Computer Science	Physics
Creative Technologies	Political Science
Dance	Psychology
Economics	Public Relations
English	Religion
Environmental Studies	Sociology
Family Studies	Spanish
French	Speech
Geology	Teaching English as a Foreign Language
German	Theatre
History	Web Development
International Studies	Women's and Gender Studies
Latin American and Carribean Studies	Writing

Source of data: *Berry College Undergraduate Catalog, 2016-2017*

Section II

Student Information

Comparative Enrollment Statistics
2015-2016 and 2016-2017

Student Category	Graduate						Undergraduate						Total					
	SUMMER		FALL		SPRING		SUMMER		FALL		SPRING		SUMMER		FALL		SPRING	
	2015	2016	2015	2016	2016	2017	2015	2016	2015	2016	2016	2017	2015	2016	2015	2016	2016	2017
FULL TIME	48	35	50	36	47	22	7	12	2,078	2,050	1,989	1,938	55	47	2,128	2,086	2,036	1,960
Men	17	8	14	8	19	6	2	1	790	813	756	760	19	9	804	821	775	766
Women	31	27	36	28	28	16	5	11	1,288	1,237	1,233	1,178	36	38	1,324	1,265	1,261	1,194
PART TIME	61	49	72	65	99	79	347	415	45	23	45	22	408	464	117	88	144	101
Men	20	21	27	26	27	29	106	141	19	8	15	8	126	162	46	34	42	37
Women	41	28	45	39	72	50	241	274	26	15	30	14	282	302	71	54	102	64
TOTAL	109	84	122	101	146	101	354	427	2,123	2,073	2,034	1,960	463	511	2,245	2,174	2,180	2,061
Men	37	29	41	34	46	35	108	142	809	821	771	768	145	171	850	855	817	803
Women	72	55	81	67	100	66	246	285	1,314	1,252	1,263	1,192	318	340	1,395	1,319	1,363	1,258
FULL-TIME EQUIVALENT	81.6	64.1	97.0	78.7	112.4	75.6	143.5	168.8	2,095.7	2,058.6	2,005.3	1,945.5	225.1	232.9	2,192.7	2,137.3	2,117.7	2,021.1

Source of data: Registrar's Enrollment Report

Undergraduate Program Enrollment History by Schools
and Undeclared Majors¹

2012-2013 Through 2016-2017

Term	Campbell School of Business ²	Charter School of Education and Human Sciences	Evans School of Humanities, Arts, and Social Sciences	School of Mathematics and Natural Sciences	Division of Nursing	Individually Designed	Undeclared	TOTAL
Summer 2012*	40	88	71	91	0	0	10	300
Fall 2012	241	394	448	754	0	0	186	2,023
Spring 2013	238 519	396 878	437 956	704 1,549	0 0	0 0	149 345	1,924 4,247
Summer 2013*	40	92	70	89	0	0	13	304
Fall 2013	280	398	440	696	64	0	248	2,126
Spring 2014	289 609	378 868	437 947	624 1,409	88 152	0 0	192 453	2,008 4,438
Summer 2014*	43	104	61	72	30	0	14	324
Fall 2014	304	369	407	675	115	0	198	2,068
Spring 2015	321 668	381 854	414 882	618 1,365	113 258	0 0	103 315	1,950 4,342
Summer 2015*	38	103	66	88	43	0	9	347
Fall 2015	306	374	410	698	120	0	184	2,092
Spring 2016	320 664	410 887	441 917	630 1,416	115 278	0 0	86 279	2,002 4,441
Summer 2016*	69	103	85	111	47	1	8	424
Fall 2016	318	371	417	672	121	2	159	2,060
Spring 2017	323 710	413 887	434 936	599 1,382	111 279	3 6	65 232	1,948 4,432
<i>Percent Increase/ Decrease Since:</i>								
Fall 2015	3.9%	-0.8%	1.7%	-3.7%	0.8%	N/A	-13.6%	-1.5%
2015-2016	6.9%	0.0%	2.1%	-2.4%	0.4%	N/A	-16.8%	-0.2%

¹Does not include students in joint enrollment, nondegree seeking majors, second or third majors, and co-op program.

²Prebusiness undeclared students are included in the Campbell School of Business.

*Summer semester include more than one block of classes.

Source of data: Registrar's database-major/minor report; and Analysis of Majors and Minors compiled by Institutional Research

Graduate Program Enrollment History
2006-2007 Through 2016-2017

Term	M.B.A.		M.A.T.		M.Ed.		Ed.S		TOTAL	
Summer 2006	25		N/A		82		20		127	
Fall 2006	26		N/A		79		19		124	
Spring 2007	29	80	N/A	N/A	75	236	18	57	122	373
Summer 2007	17		N/A		67		17		101	
Fall 2007	25		N/A		79		17		121	
Spring 2008	31	73	N/A	N/A	73	219	0	34	104	326
Summer 2008	22		N/A		70		1		93	
Fall 2008	25		N/A		76		8		109	
Spring 2009	25	72	N/A	N/A	89	235	16	25	130	332
Summer 2009	24		N/A		86		15		125	
Fall 2009	32		N/A		97		16		145	
Spring 2010	33	89	N/A	N/A	95	278	10	41	138	408
Summer 2010	25		0		81		38		144	
Fall 2010	32		0		89		38		159	
Spring 2011	29	86	7	7	81	251	28	104	145	448
Summer 2011	14		8		69		46		137	
Fall 2011	26		13		61		49		149	
Spring 2012	26	66	17	38	56	186	45	140	144	430
Summer 2012	17		14		32		45		108	
Fall 2012	27		23		30		45		125	
Spring 2013	28	72	24	61	27	89	35	125	114	347
Summer 2013	18		19		20		18		75	
Fall 2013	24		25		14		19		82	
Spring 2014	23	65	25	69	11	45	45	82	104	261
Summer 2014	13		14		6		28		61	
Fall 2014	23		22		9		38		92	
Spring 2015	22	58	20	56	8	23	73	139	123	276
Summer 2015	13		10		4		82		109	
Fall 2015	23		10		11		78		122	
Spring 2016	21	57	8	28	10	25	107	267	146	377
Summer 2016	14		4		14		52		84	
Fall 2016	23		4		6		68		101	
Spring 2017	22	59	5	13	0	20	74	194	101	286
<i>Percent Increase/ Decrease Since 2015-2016</i>										
	3.5%		-53.6%		-20.0%		-27.3%		-24.1%	

Source of data: Registrar

Geographic Distribution of **Total Enrollment**

Fall 2011 through Fall 2016

As of August 30, 2016

Area	Percent of <i>Total</i> Students					
	2011	2012	2013	2014	2015	2016
New England	0.6	0.6	0.6	0.7	0.6	0.5
Middle Atlantic	1.7	1.5	1.2	1.2	1.6	1.9
Southeast	83.8	82.5	80.4	81.1	80.5	79.0
North Central	1.8	1.4	1.4	1.7	1.8	1.8
South Central	10.0	12.0	14.4	13.5	13.5	14.3
Western	0.7	0.7	0.9	0.9	1.1	1.1
Guam	0.0	0.0	0.0	0.0	0.0	0.0
Puerto Rico & Virgin Islands	0.0	0.0	0.0	0.0	0.0	0.0
Other (U.S. citizens living abroad) ^a	0.2	0.2	0.2	0.1	0.1	0.1
International ^b	1.3	1.1	0.9	0.9	0.7	0.6
Georgia	74.7	72.8	69.1	70.6	69.2	67.2
(<i>Floyd County</i>)	9.3	9.3	8.9	12.2	7.5	6.7
(<i>Atlanta Area</i>)	28.0	26.3	23.9	24.5	25.5	24.5
Alabama ^c	3.4	3.4	4.1	4.2	4.5	4.8
Florida ^c	5.4	5.3	6.1	5.5	5.6	6.5
North Carolina ^c	1.9	2.3	3.0	3.1	3.6	4.0
Tennessee ^c	5.5	7.6	9.2	7.8	7.6	7.5
Other States ^d	7.7	7.3	7.5	7.7	8.7	9.4

^aOther (United States citizens living abroad) include United States citizens from military bases abroad, missionaries abroad, etc.

^bThe registrar's geographic distribution report is used to calculate the percentages for this table.

International students "Citizen of" students (defined by IPEDS as Nonresident Aliens) listing their Berry addresses and other U.S. addresses have been regrouped with their "Citizen of" address.

NOTE: The percentage of Berry's *undergraduate* enrollment who represent the *undergraduate* international population (Nonresident Aliens "citizen of") were 2011, 1.3; 2012, 1.1; 2013, 0.9; 2014, 0.9; 2015, 0.8; and 2016, 0.7.

^cThese four states are the largest in terms of out-of-state enrollment.

^dOther states exclude Alabama, Florida, Georgia, North Carolina, Tennessee, United States Citizens living abroad, and International Students.

Source of data: Institutional Research; Registrar

Total Undergraduate Enrollment by Ethnic Classification
Fall 2003 through Fall 2016

Year	Nonresident Alien (International)	American Indian or Alaska Native	Asian	Asian or Pacific Islander	Black or African American	Hispanics of Any Race	Native Hawaiian or Other Pacific Islander	Two or More Races	Total Minorities ¹	White	Race and Ethnicity Unknown	Total Undergraduates
2003	37	2	N/A	18	49	15	N/A	N/A	84	1,731	43	1,895
2004	30	2	N/A	27	60	23	N/A	N/A	112	1,704	32	1,878
2005*	31	2	N/A	29	59	30	N/A	N/A	120	1,673	39	1,863
2006	39	2	N/A	28	54	35	N/A	N/A	119	1,534	25	1,717
2007	37	3	N/A	28	57	40	N/A	N/A	128	1,542	30	1,737
2008	38	4	N/A	27	76	41	N/A	N/A	148	1,457	43	1,686
2009	31	3	N/A	38	86	60	N/A	N/A	187	1,481	78	1,777
2010	31	3	42	N/A	95	77	0	13	230	1,606	61	1,928
2011	26	3	42	N/A	92	91	1	20	249	1,617	52	1,944
2012	23	5	34	N/A	85	107	2	40	273	1,697	48	2,041
2013	19	4	23	N/A	84	123	2	56	292	1,798	32	2,141
2014	19	2	26	N/A	90	132	3	58	311	1,726	29	2,085
2015	16	5	30	N/A	98	137	1	68	339	1,715	53	2,123
2016	13	6	27	N/A	91	135	0	66	325	1,672	63	2,073

*Enrollment numbers may be slightly different from September Enrollment Analysis Report as well as enrollment reported in FACT BOOK and the annual report, due to the use of IPEDS official reporting date of October 15 in place of institution's official September reporting date.

¹Total minority includes American Indian or Alaska Native; Asian or Pacific Islander; Black, non-Hispanic; Hispanic; for 2006 through 2009. IPEDS revised ethnicity and race categories beginning with 2010. Total minority includes American Indian or Alaska Native; Asian; Black or African American; Hispanics of Any Race; Native Hawaiian or Other Pacific Islander; and two or more races.

Source of data: IPEDS Fall Enrollment Report

Total Graduate Enrollment by Ethnic Classification
Fall 2003 through Fall 2016

Year	Nonresident Alien (International)	American Indian or Alaska Native	Asian	Asian or Pacific Islander	Black or African American	Hispanics of Any Race	Native Hawaiian or Other Pacific Islander	Two or More Races	Total Minorities ¹	White Non- Hispanic	Race Unknown	Total Graduates
2003	5	0	N/A	1	2	2	N/A	N/A	5	134	6	150
2004	5	0	N/A	1	1	3	N/A	N/A	5	113	7	130
2005	3	0	N/A	1	0	1	N/A	N/A	2	100	2	107
2006	3	0	N/A	1	1	2	N/A	N/A	4	115	2	124
2007	5	0	N/A	0	3	2	N/A	N/A	5	110	1	121
2008	7	0	N/A	0	3	3	N/A	N/A	6	96	0	109
2009	2	0	N/A	0	6	4	N/A	N/A	10	132	1	145
2010	1	1	0	N/A	6	3	0	2	12	144	2	159
2011	1	1	1	N/A	7	2	0	0	11	130	7	149
2012	1	1	1	N/A	4	2	0	0	8	109	7	125
2013	1	0	0	N/A	6	1	0	1	8	70	3	82
2014	0	0	0	N/A	3	2	0	4	9	80	3	92
2015	0	0	0	N/A	15	4	0	1	20	98	4	122
2016	0	0	0	N/A	19	5	0	0	24	76	1	101

*Enrollment numbers may be slightly different from September Enrollment Analysis Report as well as enrollment reported in FACT BOOK and the annual report, due to the use of IPEDS official reporting date of October 15 in place of institution's official September reporting date.

¹Total minority includes American Indian or Alaska Native; Asian or Pacific Islander; Black, non-Hispanic; Hispanic; for 2006 through 2009. IPEDS revised ethnicity and race categories beginning with 2010. Total minority includes American Indian or Alaska Native; Asian; Black or African American; Hispanics of Any Race; Native Hawaiian or Other Pacific Islander; and two or more races.

Source of data: IPEDS Fall Enrollment Report

Undergraduate Enrollment Analysis
of Other Countries Represented¹
2016-2017

Country	Number of <i>Undergraduate</i> Students 2016-2017*	
	Nonresident Alien	Resident Alien
Australia		1
Bangladesh		1
Canada	2	3
Colombia	1	1
Congo, The Democratic Republic of The		1
Costa Rica	2	
Germany	1	1
Honduras		1
Kenya		1
Lithuania	1	
Malaysia	2	
Mexico		3
Netherlands	1	
Nigeria		1
Peru		1
Spain	2	
United Kingdom of Great Britain and Northern Ireland	1	2
Uruguay		1
Vietnam		1
Number of international students:	13	19
Number of countries represented:	9	14

*Unduplicated head count for academic year.

¹"Citizen of" (Nonresident Alien) or "Country of Origin" (Resident Alien), and "ethnicity" category in Jenzabar database

²Nonresident Alien exchange students enrolled for both fall and spring semesters.

Source of data: Registrar's geographic enrollment report

Graduate Enrollment Analysis
of Other Countries Represented¹
2016-2017

Country	Number of <i>Graduate</i> Students 2016-2017*	
	Nonresident Alien	Resident Alien
Spain	0	0
Number of international students:	0	0
Number of countries represented:	0	0

*Unduplicated head count for academic year.

¹"Citizen of" (Nonresident Alien) or "Country of Origin" (Resident Alien), and "ethnicity" category in Jenzabar database

Source of data: Registrar's geographic enrollment report

SAT/ACT Scores of Entering Freshmen
Fall 2011 through Fall 2016

Score Range	Fall-Semester Percentage						Change in Percentage Points	Change in Percentage Points
	2011	2012	2013	2014	2015	2016	↑ ↓ Since 2011	↑ ↓ Since 2015
SAT								
≥ 1270	22.9	19.6	25.2	20.1	17.5	18.3	↓ 4.6	↑ 0.8
≥ 1180	47.1	40.1	46.4	43.5	37.8	43.7	↓ 3.4	↑ 5.9
≥ 1100	68.2	61.1	70.7	67.1	64.9	64.3	↓ 3.9	↓ 0.6
ACT Composite								
≥ 29	28.2	27.2	27.9	26.3	27.5	30.4	↑ 2.2	↑ 2.9
≥ 26	54.2	56.6	53.0	53.7	58.6	58.0	↑ 3.8	↓ 0.6
≥ 23	85.9	84.8	84.2	82.8	84.0	85.6	↓ 0.3	↑ 1.6

Source of data: Admissions

High School GPA of Entering Freshmen
Fall 2011 through Fall 2016

Score Range	Fall-Semester Percentage						Change in Percentage Points		Change in Percentage Points	
	2011	2012	2013	2014	2015	2016	↑ ↓ Since 2011	↑ ↓ Since 2015		
≥ 3.5-4.0	69.1	70.4	71.3	71.7	76.5	71.1	↑ 2.0	↓ 5.4		
≥ 3.0-4.0	93.9	94.5	95.8	95.6	95.5	93.4	↓ 0.5	↓ 2.1		
≥ 2.5-4.0	100.0	99.8	100.0	99.6	99.8	99.8	↓ 0.2	0.0		

Source of data: Admissions

Application Analysis*
 Fall 2011 through Fall 2016

Status	Fall-Semester						Percent Change ↑ ↓		Percent Change ↑ ↓	
	2011	2012	2013	2014	2015	2016	Since 2011		Since 2015	
Applicants	3,460	3,725	4,218	4,065	4,630	3,697	↑	6.8	↓	20.2
Admitted	2,132	2,409	2,461	2,423	2,526	2,254	↑	5.7	↓	10.8
Ineligible	410	377	445	397	421	411	↑	0.2	↓	2.4
Enrolled	619	681	730	628	642	589	↓	4.8	↓	8.3

*Excludes readmission students.

NOTES: About 62 percent of those *applying* were admitted fall 2016.
 About 16 percent of those *applying* were enrolled fall 2016.
 About 26 percent of those *admitted* were enrolled fall 2016.

Source of data: Admissions

Fall—Native First-Year Students¹
 Berry College Retention and Graduation Rates
Official Date: Retained as of August 30, 2016
Graduated as of August 11, 2017

Native First-Year Students Entered (Fall)		Number/Percent Retained										Number/Percent Graduated ²							
		Second Year		Third Year		Fourth Year		Fifth Year		Sixth Year		≤ Four Years		≤ Five Years		≤ Six Years		To Date	
Year	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2002 ^a	566	429	76	369	65	335	59	56	10	3	1	280	50	339	60	342	60	344	61
2003 ^b	505	388	77	323	64	301	60	52	10	3	.6	240	48	292	58	299	59	300	59
2004 ^c	514	403	78	332	65	306	60	44	9	4	1	262	51	305	59	309	60	313	61
2005 ^d	513	386	75	318	62	290	57	53	10	3	1	226	44	284	55	291	57	293	57
2006 ^e	428	325	76	286	69	264	62	40	9	4	1	221	52	259	61	264	62	266	62
2007 ^f	537	417	78	343	64	313	58	46	9	5	1	269	50	313	58	323	60	325	61
2008 ^g	448	333	74	290	65	266	59	24	5	3	1	243	54	273	61	276	62	277	62
2009 ^h	569	443	78	387	68	355	62	28	5	2	.4	315	55	360	63	362	64	364	64
2010 ⁱ	653	515	79	451	69	414	63	34	5	2	.3	386	59	423	65	428	66	428	66
2011 ^j	557	420	75	371	67	346	62	31	6	1	.2	319	57	352	63	357	64		
2012 ^k	618	491	79	434	70	402	65	33	5			373	60	403	65				
2013 ^l	672	531	79	478	71	441	66					422	63						
2014 ^m	568	473	83	426	75							11	2						
2015 ⁿ	575	487	85																
2016	534																		

¹Includes students entering in the fall semester who may bring with them some credit hours gained from AP credit, CLEP, or Joint Enrollment.

²Retention calculations include students who withdraw to complete dual-degree nursing or engineering degrees (specific cases are included in footnotes below). Students who graduate from these dual-degree programs are included in the graduation rates for their cohort. Based on IPEDS definitions, students with degrees conferred in August are reported in the most recent academic year—*August graduates are included in the following academic years: August 2014 in 2013-2014, August 2015 in 2014-2015, August 2016 in 2015-2016, and August 2017 in 2016-2017.*

^a**Fall 2002 Cohort:** Admissions count from September 2, 2002, was 567; one student withdrew.

Fall 2003 semester (second year) – One student was granted a "Leave of Absence."

Fall 2005 semester (fourth year) – Three students began their Dual-Degree programs at Georgia Institute of Technology (two students) and Emory University (one student). Three students were granted a "Leave of Absence." One student is a "Transient Student."

Fall—Native First-Year Students, Retained as of August 30, 2016 and Graduated as of August 11, 2017 (*Continued*)

^a**Fall 2002 Cohort:** (Continued)

Fall 2006 semester (fifth year) – One student is a "Transient Student."

Fall 2009 semester (eighth year) – Two students were readmitted in spring 2009, continued undergraduate degree program.

^b**Fall 2003 Cohort:** Six students were redefined from native first-year students to transfer students, based on IPEDS definitions.

Fall 2004 semester (second year) – Two students were granted a "Leave of Absence."

Fall 2005 semester (third year) – One student was granted a "Leave of Absence." Two students are "Transient Students."

Fall 2006 semester (fourth year) – One student began the Dual-Degree Nursing program at Emory University. One student is a "Transient Student."

Fall 2007 semester (fifth year) – One student was granted a "Leave of Absence." Three students are "Transient Students."

Fall 2008 semester (sixth year) – One student had met degree requirements. Two students had degree requirements pending. One student is a "Transient Student."

Fall 2009 semester (seventh year) – One student continued undergraduate degree program. One student was granted a "Leave of Absence."

^c**Fall 2004 Cohort:**

Fall 2005 semester (second year) – Two students were granted a "Leave of Absence." One is a "Transient Student."

Fall 2006 semester (third year) – Four students are "Transient Students." Three students were readmitted.

Fall 2007 semester (fourth year) – Four students began their Dual-Degree programs at Georgia Institute of Technology (one student) and Emory University (three students). One student is a "Transient Student." Three students were readmitted.

Fall 2008 semester (fifth year) – Two students had met degree requirements. Three students had degree requirements pending. One student began the Dual-Degree Engineering program at Georgia Institute of Technology.

Fall 2009 semester (sixth year) – One student had degree requirements pending. One student is a "Transient Student."

Fall 2013 semester (tenth year) – One student was readmitted.

^d**Fall 2005 Cohort:** Admissions count from August 22, 2005, was 521; four students were redefined from native-first year students to transfer students, based on IPEDS definitions and three students withdrew.

Data corrected: Registrar removed one student from 514 count due to IPEDS definitions, changing count to 513. Second-year retention rate adjusted due to three students being counted as enrolled during "Second-Year" who were not actually enrolled.

Fall 2006 semester (second year) – Two students were granted a "Leave of Absence." Five students are "Transient Students." One student was readmitted.

Fall 2007 semester (third year) – One student began the Dual-Degree Program at Georgia Institute of Technology. Four students were granted a "Leave of Absence." Two students are "transient Students."

Fall 2008 semester (fourth year) – Three students began their Dual-Degree programs at Georgia Institute of Technology (one student) and Emory University (two students). Three students were granted a "Leave of Absence." Two students were readmitted.

Fall 2009 semester (fifth year) – Two students had met degree requirements. Four students degree requirements pending. One student began the Dual-Degree program at Georgia Institute of Technology. One student was granted a "Leave of Absence." One student is a "Transient Student."

Fall 2010 semester (sixth year) – One student had met degree requirements. One student had degree requirements pending. One student was granted a "Leave of Absence." One student was readmitted. Two additional students were continuing degree program at Berry.

^e**Fall 2006 Cohort:**

Data corrected fall 2006: Number of students enrolled changed from 425 to 428 based on IPEDS definitions. Three summer-admitted students who should have been included were not included in the original count.

Data corrected May 2013: Four students were added to four years or less graduation rates (changed from 217 to 221). This also changed graduation rates for five years or less (from 255 to 259); six years or less (from 259 to 263); and "to date" (from 260 to 264). These students entered graduate school immediately after receiving their baccalaureate degree and did not pull on data reports.

Fall 2007 semester (second year) – One student was granted a "Leave of Absence." Two students are "Transient Students."

Fall—Native First-Year Students, Retained as of August 30, 2016 and Graduated as of August 11, 2017 (*Continued*)

^eFall 2006 Cohort: (Continued)

Fall 2008 semester (third year) – One student is a full-time "Founder Student." One student began the Dual-Degree Nursing program at Emory University. One student was granted a "Leave of Absence." One student is a "Transient Student."

Fall 2009 semester (fourth year) – One student had met degree requirements. Five students began their Dual-Degree programs at Georgia Institute of Technology (one student) and Emory University (four students).

Fall 2010 semester (fifth year) – Six students met degree requirements. Two students were readmitted.

Fall 2011 semester (sixth year) – One student has degree requirements pending.

Fall 2013 semester (eighth year) – One student was readmitted.

^fFall 2007 Cohort: Admissions count was 538; registrar's count was 537 based on IPEDS definitions. Count does not include one student who withdrew prior to declaring the semester, and includes two early admit students from summer.

Data corrected May 2013: One student was added to four years or less graduation rates (changed from 268 to 269). This also changed graduation rates for five years or less (from 312 to 313) and six years or less (from 320 to 321). This student entered graduate school immediately after receiving the baccalaureate degree and did not pull on data reports.

Fall 2008 semester (second year) – One student is a full-time "Founder Student." Three students were granted a "Leave of Absence." One student is a "Transient Student."

Fall 2009 semester (third year) – Three students were granted a "Leave of Absence."

Fall 2010 semester (fourth year) – Three students had met degree requirements. Six students began their Dual-Degree programs at Georgia Institute of Technology (four students) and Emory University (two students). Two students were granted a "Leave of Absence."

Fall 2011 semester (fifth year) – Two students have degree requirements pending. One student began the Dual-Degree program at Georgia Institute of Technology. One student was readmitted.

Fall 2012 semester (sixth year) – One student has degree requirements pending. Two students were readmitted.

^gFall 2008 Cohort:

Fall 2009 semester (second year) – One student was granted a "Leave of Absence." Two students are "Transient Students."

Fall 2010 semester (third year) – One student had met degree requirements. Two students were granted a "Leave of Absence."

Fall 2011 semester (fourth year) – Four students began their Dual-Degree programs at Georgia Institute of Technology (two students) and Emory University (two students). One student was readmitted.

Fall 2012 semester (fifth year) – One student was granted a "Leave of Absence." Four students had met degree requirements. One student has degree requirements pending.

Fall 2013 semester (sixth year) – One student had met degree requirements.

^hFall 2009 Cohort:

Fall 2010 semester (second year) – Two students were granted a "Leave of Absence." One student was deceased.

Fall 2011 semester (third year) – One student was granted a "Leave of Absence."

Fall 2012 semester (fourth year) – One student was granted a "Leave of Absence." One student had met degree requirements. Seven students began their Dual-Degree programs at Georgia Institute of Technology (one student) and Emory University (six students). One student is a "Transient Student." Two students were readmitted.

Fall 2013 semester (fifth year) – One student was granted a "Leave of Absence." Eight students had met degree requirements. Two students had degree requirements pending. Three students were "Transient Students."

ⁱFall 2010 Cohort:

Fall 2011 semester (second year) – Three students were granted a "Leave of Absence."

Fall 2012 semester (third year) – Three students were granted a "Leave of Absence." Two students are "Transient Students."

Fall 2013 semester (fourth year) – Two students had met degree requirements. Five students began their Dual-Degree programs at Georgia Institute of Technology (three students) and Emory University (two students). One student was granted a "Leave of Absence." One student was readmitted.

Fall 2014 semester (fifth year) – Two students are "Transient Students."

Fall—Native First-Year Students, Retained as of August 30, 2016 and Graduated as of August 11, 2017 (*Continued*)

^jFall 2011 Cohort:

Fall 2012 semester (second year) – Three students were granted a "Leave of Absence." One student is a "Transient Students." One student was readmitted.

Fall 2013 semester (third year) – Two students were granted a "Leave of Absence." Four students were readmitted

Fall 2014 semester (fourth year) – Nine students began their Dual-Degree programs at Georgia Institute of Technology (three students) and Emory University (six students).

Fall 2015 semester (fifth year) – One student is a "Transient Student." One student was readmitted.

^kFall 2012 Cohort:

Fall 2013 semester (second year) – Four students were granted a "Leave of Absence." One student is a "Transient Students." One student was readmitted.

Fall 2014 semester (third year) – One student was granted a "Leave of Absence."

Fall 2015 semester (fourth year) – Three students were granted a "Leave of Absence." Three students began their Dual-Degree programs at Georgia Institute of Technology (two students) and Emory University (one student). One student is a "Transient Student." Three students were readmitted.

^lFall 2013 Cohort: The largest entering first-time, first-year cohort of 672 in Berry's history.

Fall 2014 semester (second year) – Two students were granted a "Leave of Absence." One student is a "Transient Students."

Fall 2015 semester (third year) – One student is deceased. Two students were granted a "Leave of Absence." Two students were readmitted.

Fall 2016 semester (fourth year) – Three students were granted a "Leave of Absence." Fifteen students continued their Dual-Degree programs at the Georgia Institute of Technology (fourteen students) and Kennesaw State University (one student).

^mFall 2014 Cohort:

Fall 2016 semester (third year) – Two students were granted a "Leave of Absence."

ⁿFall 2015 Cohort:

Fall 2016 semester (second year) – One student was granted a "Leave of Absence."

Source of data: Institutional Research; Registrar

Transfer Students*
 Berry College Retention and Graduation Rates
Official Date: Retained as of August 30, 2016
Graduated as of August 11, 2017

Transfer Students Entered (Fall)		Number/Percent Retained								Number/Percent Graduated ¹									
		Second Year		Third Year		Fourth Year		Fifth Year		≤ Two Years		≤ Three Years		≤ Four Years		≤ Five Years		To Date	
Year	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2002 ^a	72	55	76	32	44	8	11	0	0	14	19	36	50	44	61	44	61	44	61
2003 ^b	70	54	77	34	49	9	13	0	0	13	19	35	50	44	63	46	66	47	67
2004 ^c	66	53	80	32	48*	5	8	2	3	16	24	40	61	47	71	49	74	49	74
2005 ^d	69	45	65	34	49	8	12	1	1	11	16	33	48	42	61	44	64	44	64
2006 ^e	56	44	79	30	54	9	16	2	4	9	16	28	50	40	71	41	73	41	73
2007 ^f	44	35	80	27	61	11	25	2	5	5	11	23	52	32	73	32	73	33	75
2008 ^g	63	48	76	32	51	8	13	1	2	10	21	27	43	34	54	34	54	36	57
2009 ^h	53	39	74	31	58	4	8	2	4	4	8	29	55	38	72	40	75	40	75
2010 ⁱ	41	28	68	24	59	4	10	1	2	4	10	28	68	31	76	31	76	32	78
2011 ^j	46	32	70	22	48	7	15	0	0	6	13	22	48	26	57	26	57	26	57
2012	39	29	74	25	64	5	13	0	0	4	10	22	56	27	69	28	72		
2013 ^k	40	31	78	19	48	3	8			10	25	27	68	29	73				
2014	37	29	78	24	65					4	11	23	62						
2015	39	33	85							7	18								
2016	39																		

¹Retention calculations include students who withdrew to complete dual-degree nursing or engineering degrees (specific cases are included in footnotes below). Students who graduate from these dual-degree programs are included in the graduation rates for their cohort. Based on IPEDS definitions, students with degrees conferred in August are reported in the most recent academic year—*August graduates are included in the following academic years: August 2014 in 2013-2014, August 2015 in 2014-2015, August 2016 in 2015-2016, and August 2017 in 2016-2017.*

^a**Fall 2002 Cohort:**

Fall 2007 semester (sixth year) – One student was readmitted.

^b**Fall 2003 Cohort:** Six students were redefined from native first-year students, based on IPEDS definitions.

Fall 2006 semester (fourth year) – One student began the Dual-Degree Nursing program at Emory University.

^cFall 2004 Cohort:

**Data corrected January 2009*

Fall 2006 semester (third year) – One student is a "Transient Student."

Fall 2007 semester (fourth year) – One student was granted a "Leave of Absence."

Fall 2008 semester (fifth year) – One student was readmitted.

^dFall 2005 Cohort: Four students were redefined from native first-year students to transfer students, based on IPEDS definitions.

Fall 2006 semester (second year) – One student was granted a "Leave of Absence."

Fall 2007 semester (third year) – One student began the Dual-Degree program at Georgia Institute of Technology.

Fall 2008 semester (fourth year) – Two students had met degree requirements. One student was granted a "Leave of Absence."

^eFall 2006 Cohort:

Fall 2008 semester (third year) – One student began the Dual-Degree Nursing program at Emory University. One student was granted a "Leave of Absence." One student was readmitted.

Fall 2009 semester (fourth year) – Two students had degree requirements pending.

^fFall 2007 Cohort:

Fall 2013 semester (seventh year) – One student was readmitted.

^gFall 2008 Cohort:

Fall 2009 semester (second year) – One student is a "Transient Student."

Fall 2010 semester (third year) – One student had met degree requirements. Two students were granted a "Leave of Absence."

^hFall 2009 Cohort:

Fall 2010 semester (second year) – Two students were granted a "Leave of Absence."

Fall 2011 semester (third year) – One student was granted a "Leave of Absence."

Fall 2012 semester (fourth year) – One student was granted a "Leave of Absence."

ⁱFall 2010 Cohort:

Fall 2011 semester (second year) – One student was granted a "Leave of Absence."

Fall 2012 semester (third year) – One student began the Dual-Degree Nursing program at Emory University.

^jFall 2011 Cohort:

Fall 2012 semester (second year) – One student was readmitted.

Fall 2013 semester (third year) – One student had met degree requirements.

^kFall 2013 Cohort:

Fall 2015 semester (third year) – One student is a "Transient Student."

Source of data: Institutional Research; Registrar

Age Distribution of
Undergraduate Students
As of August 30, 2016

Age	Percentage of		
	Men (N=821)	Women (N=1,252)	All Students (N=2,073)
16-18	9.7	13.3	11.9
19	26.6	23.3	24.6
20	23.3	25.6	24.7
21	22.9	22.2	22.5
22	14.7	12.6	13.5
23-24	1.9	1.3	1.5
25-29	0.4	0.6	0.5
30-34	0.1	0.0	0.1
35-39	0.0	0.1	0.1
40-44	0.0	0.2	0.1
45+	0.4	0.8	0.6
Total	100.0	100.0	100.0

Average age of all undergraduate = 20

Source of data: Registrar's database

Age Distribution of
Graduate Students
As of August 30, 2016

Age	Percentage of		
	Men (N=34)	Women (N=67)	All Graduate Students (N=101)
21-25	26.5	11.9	16.8
26-30	11.8	7.5	8.9
31-35	5.9	11.9	9.9
36-40	35.3	17.9	23.8
41-45	11.8	17.9	15.8
46-50	5.9	25.4	18.8
51+	2.9	7.5	5.9
Total	100.1	100.0	100.0

Average age of all graduate = 38

Source of data: Registrar's database

Section III

Academic Profile

Number of Undergraduate Majors by Schools
Spring 2012 Through Spring 2017

School	Number of Spring Majors (1st, 2nd, 3rd, and 4th)					
	2012	2013	2014	2015	2016	2017
Campbell School of Business	238	277	343	404	398	402
Charter School of Education and Human Sciences	372	398	402	433	468	474
Evans School of Humanities, Arts, and Social Sciences	497	480	478	472	501	509
School of Mathematical and Natural Sciences	642	717	637	638	646	617
Division of Nursing	N/A	N/A	89	113	115	111
Individually Designed*	N/A	N/A	N/A	N/A	N/A	4

*Beginning spring 2017, individually designed majors were reported separately from schools.

Source of data: Institutional Research and Registrar

Summary of Undergraduate Majors and Minors by Schools
Official Counting Date: April 13, 2017

School	Majors					Minors
	First	Second	Third	Fourth	Total	
Campbell School of Business	323	79	0	0	402	129
Charter School of Education and Human Sciences	413	61	0	0	474	137
Evans School of Humanities, Arts, and Social Sciences	434	74	1	0	509	280
School of Mathematical and Natural Sciences	599	18	0	0	617	338
Division of Nursing	111	0	0	0	111	0
Individually Designed	3	1	0	0	4	0
Women's Studies	0	0	0	0	0	20
Total	1,883	233	1	0	2,117	904

*Beginning spring 2017, individually designed majors and women's studies minors were reported separately from schools.

Source of data: Institutional Research and Registrar

Number of Undergraduate Majors in Rank Order
Official Counting Date: April 13, 2017

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
1.	Animal Science		228
	<i>Animal Science (no concentration)</i>	23	
	<i>Pre-Vet/Pre-Professional Science</i>	164	
	<i>Production/Management</i>	41	
2.	Psychology		160
3.	Exercise Science		139
	<i>Exercise Science (no concentration)</i>	90	
	<i>Allied Health Pre-professional</i>	47	
	<i>Strength and Conditioning</i>	2	
4.	Communication		129
	<i>Journalism</i>	19	
	<i>Public Relations</i>	56	
	<i>Sports Communication</i>	16	
	<i>Visual Communication</i>	38	
5.	Biology		104
	<i>Concentration I</i>	90	
	<i>Concentration II</i>	14	
6.	Early Childhood Education		99
7.	Marketing		97
8.	Management		80
9.	Biochemistry		79
10.	Nursing		78
11.	Environmental Science		68
	<i>Biology</i>	28	
	<i>Chemistry</i>	2	
	<i>EVS</i>	9	
	<i>Geoscience</i>	21	
	<i>Public Policy</i>	7	
	<i>Environmental Science (no concentration)</i>	1	
12.	Dual-Degree Engineering		59
13.	Economics		53
14.	Creative Technologies		48
15.	Secondary Education		47
15.	Spanish		47

Number of Undergraduate Majors in Rank Order, April 13, 2017 (Continued)

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
17.	Political Science		45
18.	Accounting		44
19.	Finance		42
20.	<i>English</i>		41
	<i>English (no concentration)</i>	40	
	<i>Secondary Education with education minor</i>	1	
20.	History		41
20.	Mathematics		41
	<i>Computer Science</i>	6	
	<i>Mathematics</i>	30	
	<i>Mathematics Education</i>	5	
23.	Religion and Philosophy		38
	<i>Biblical and Christian Studies</i>	12	
	<i>Philosophy</i>	2	
	<i>Religion</i>	23	
	<i>Religion and Philosophy (no concentration)</i>	1	
24.	Prenursing		33
25.	Sociology and Anthropology		28
	<i>Anthropology</i>	13	
	<i>Sociology</i>	11	
	<i>Sociology and Anthropology</i>	3	
	<i>Sociology and Anthropology (no concentration)</i>	1	
26.	Creative Writing		25
27.	Prebusiness–Undeclared		23
27.	Theatre		23
29.	Art		21
	<i>Art Education</i>	5	
	<i>Art History</i>	3	
	<i>Fine Art/Studio</i>	11	
	<i>Fine Art/Studio and Art History</i>	1	
	<i>Art (no concentration)</i>	1	
30.	Chemistry		19
31.	Music		18
32.	Music Education		16
33.	International Business		15

Number of Undergraduate Majors in Rank Order, April 13, 2017 (Continued)

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
33.	Sports Administration		15
35.	Middle-Grades Education		14
35.	Physics		14
	<i>Concentration I</i>	9	
	<i>Concentration II</i>	5	
37.	International Studies		13
38.	French		9
39.	Music with Elective Studies in Business		8
40.	German		7
41.	Applied Physics		5
42.	Individually Designed		4
	<i>Child Development and Family Studies</i>	1	
	<i>Human Development and Family Studies</i>	1	
	<i>Family Studies</i>	2	
(42 majors total; where applicable, concentrations noted in italics)			
SUBTOTAL			2,117
LESS Second Majors			-233
LESS Third Majors			-1
LESS students with two degrees and two first majors			-10
Joint Enrollment			1
Nondegree			16
Undeclared			65
TOTAL UNDERGRADUATE STUDENTS, SPRING 2017			1,955

Source of Data: Institutional Research and Registrar

Number of Graduate Majors
Official Counting Date: April 13, 2017

Degrees/Majors	Number of Graduate	
	Majors	Degrees
GRADUATE STUDENTS:		
M.A.T.		5
<i>Early Childhood Teacher Education</i>	1	
<i>Middle-Grades Teacher Education</i>	1	
<i>Secondary Teacher Education</i>	3	
M.B.A.		22
<i>General Business</i>	22	
M.Ed.		0
<i>Curriculum and Instruction</i>	0	
<i>Early Childhood Education</i>	0	
Ed.S.		88
<i>Educational Leadership</i>	88	
Nondegree		0
<i>Business</i>	0	
<hr style="border-top: 1px dashed black;"/>		
TOTAL GRADUATE STUDENTS, SPRING 2017	115	115

Number Undergraduate and Graduate Majors Summary
Official Counting Date: April 13, 2017

Major	Number	
	Majors (1st)*	Students
Undergraduate	1,965	1,955
Graduate	115	115
<hr style="border-top: 1px dashed black;"/>		
Total Students	2,080	2,070

*Includes first major for second degrees; and excludes second and third majors.

Source of data: Institutional Research and Registrar

**Dean's List Summary
(Undergraduates)**

2011-2012 Through 2016-2017
As of June 7, 2017

Session	Number on Dean's List	Number With 4.00	Percent on Dean's List With 4.00	Undergraduate FTE Enrollment	Percent of FTE With 4.00	Percent of FTE on Dean's List
2011-2012						
Summer	0	0	0.0	131	0.0	0.0
Fall	607	93	15.3	1,927	4.8	31.5
Spring	618	86	13.9	1,804	4.8	34.3
2012-2013						
Summer	4	0	0.0	131	0.0	3.1
Fall	712	117	16.4	2,021	5.8	35.2
Spring	653	96	14.7	1,924	5.0	33.9
2013-2014						
Summer	1	1	100.0	132	0.8	0.8
Fall	753	125	16.6	2,121	5.9	35.5
Spring	700	123	17.6	2,003	6.1	34.9
2014-2015						
Summer	7	1	14.3	143	0.7	4.9
Fall	732	103	14.1	2,071	5.0	35.3
Spring	702	104	14.8	1,950	5.3	36.0
2015-2016						
Summer	1	0	0.0	144	0.0	0.7
Fall	737	112	15.2	2,096	5.3	35.2
Spring	738	122	16.5	2,005	6.1	36.8
2016-2017						
Summer	3	0	0.0	169	0.0	1.8
Fall	767	127	16.6	2,059	6.2	37.3
Spring	789	134	17.0	1,946	6.9	40.5

Source of data: Institutional Research

Degrees Granted
2006-2007 Through 2016-2017

Years	B.A.	B.Mus.	B.S.	B.S.N.	M.B.A.	M.A.T.	M.Ed.	Ed.S.	Total
2006-2007 ^a	132	5	226	N/A	12	N/A	25	0	400
2007-2008 ^b	139	10	233	N/A	12	N/A	33	15	442
2008-2009 ^c	120	3	213	N/A	10	N/A	17	1	364
2009-2010 ^d	125	3	210	N/A	14	N/A	26	5	383
2010-2011 ^e	107	6	263	N/A	18	N/A	28	10	432
2011-2012 ^f	119	3	213	N/A	11	N/A	36	27	409
2012-2013 ^g	114	1	291	N/A	13	1	21	45	486
2013-2014 ^h	119	4	343	N/A	14	7	15	17	519
2014-2015 ⁱ	88	4	312	15	7	8	8	12	454
2015-2016 ^j	105	3	323	30	11	6	0	76	554
2016-2017 ^k	112	3	350	26	10	5	7	46	559

^aFour students each received two degrees, BA and BS for 2006-2007.

^bThree students each received two degrees (one BA and BM; one BA and BS; one BM and BS) for 2007-2008.

^cFour students each received two degrees, BA and BS for 2008-2009.

^dThree students each received two degrees BA and BS for 2009-2010.

^eFive students each received two degrees (BA and BS) for 2010-2011.

^fThree students each received two degrees (BA and BS) for 2011-2012.

^gThree students each received two degrees (two received BA and BS; one received BA and BSH) for 2012-2013.

^hOne student received two degrees (BA and BSH) for 2013-2014.

ⁱFour students received two degrees (three received BA and BS; one received BS and BSN) for 2014-2015.

^jTwo students each received two degrees, BA and BS for 2015-2016.

^kThree students each received two degrees, BA and BS for 2016-2017.

Source of data: Registrar and Institutional Research Annual Report

Total Degrees Awarded
2015-2016 and 2016-2017

Degree	August 2015	December 2015	May 2016 ^a	Total	August 2016	December 2016	May 2017 ^b	Total
B.A.	3	12	79	94	3	12	93	108
B.A. Honors	0	0	11	11	0	1	3	4
B.Mus.	0	1	2	3	0	0	3	3
B.S.	6	34	268	308	9	38	294	341
B.S. Honors	0	2	13	15	0	1	8	9
B.S.N.	2	0	27	29	0	0	26	26
B.S.N Honors	0	0	1	0	0	0	0	0
M.B.A.	0	4	7	11	0	0	10	10
M.A.T.	0	1	5	6	0	0	5	5
M. Ed.	0	0	0	0	3	4	0	7
Ed. S.	12	8	56	76	0	12	34	46
Total	23	62	469	554	15	68	476	559

^aTwo undergraduate students completed two degrees (BA and BS).

^bThree undergraduate students completed two degrees (BA and BS).

Source of data: Registrar and Institutional Research Annual Report

Undergraduate Degrees Awarded 2016-2017 by Degree and Major

Degree	August		December		May	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
BA Art: Art Education					1	
Art: Art History	1					
Art: Fine Art/Studio					4	
Communication: Journalism					2	
Communication: Public Relations					17	
Communication: Sports Communication					3	
Communication: Visual Communication			1		8	1
Creative Writing				1	2	1
Economics			1		2	
English			2		10	1
English: Literature			1			
English: Secondary Education					1	
French			1			1
German					1	
History	1		3		8	
International Studies			1		2	
Music					2	
Political Science	1				4	
Psychology					5	
Religion and Philosophy: Philosophy						1
Religion and Philosophy: Religion					6	1
Secondary Education				1		10
Sociology and Anthropology: Anthropology		1	1		1	
Spanish					6	2
Theatre			1		8	2
Subtotal	3	1	12	2	93	20
BAH Communication: Journalism					1	
Communication: Visual Communication			1			
English					1	
History					1	
Spanish						1
Subtotal	0	0	1	0	3	1
B.Mus. Music Education						
Music with Elective Studies in Business					3	
Subtotal	0	0	0	0	3	0

Undergraduate Degrees Awarded 2016-2017 by Degree and Major (Continued)

Degree		August		December		May	
		Primary	Secondary	Primary	Secondary	Primary	Secondary
BS	Accounting					8	
	Animal Science	1		2		5	
	Animal Science: Pre-Vet/Pre-Professional Science	1		6		23	
	Animal Science: Production/Management	2		3		10	
	Biochemistry			5		18	
	Biology: Concentration I	1				15	
	Biology: Concentration II					3	
	Chemistry			2		5	
	Creative Technologies					3	1
	Creative Writing					1	1
	Dual-Degree Engineering	1		4			
	Dual-Degree Nursing			1		1	
	Early Childhood Education					22	1
	Economics			1		6	5
	Environmental Sciences: Biology	1				9	
	Environmental Sciences: Chemistry			2		1	
	Environmental Sciences: Geoscience					6	
	Environmental Sciences: Public Policy					1	
	Exercise Science	1		3		31	
	Finance			1		8	3
	History						1
	International Business						1
	Management			4	1	30	2
	Marketing	1		1		22	10
	Mathematics: Computer Science					1	
	Mathematics: Mathematics			1		4	1
	Mathematics: Mathematics Education			1		1	
	Middle-Grades Education					5	
	Music						1
	Physics: Concentration I					2	
	Physics: Concentration II					4	
	Political Science					11	
	Psychology			1		35	1
	Religion and Philosophy: Religion						2
	Secondary Education				1		3
	Sociology and Anthropology: Anthropology					1	
	Sociology and Anthropology: Sociology					1	
	Spanish					1	1
Subtotal		9	0	38	2	294	34

Undergraduate Degrees Awarded 2016-2017 by Degree and Major (Continued)

Degree	August		December		May	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
BSH Biochemistry					1	
Biology: Concentration I					1	
Chemistry					1	
Early Childhood Education					1	
Exercise Science					1	
Management						1
Marketing					1	
Mathematics: Mathematics					1	
Political Science					1	
Psychology			1			
Physics: Concentration I						1
Subtotal	0	0	1	0	8	2
BSN Nursing					26	
Subtotal	0	0	0	0	26	0
BSNH Nursing						
Subtotal	0	0	0	0	0	0
Total Degrees/Majors¹	12	1	52	4	427	57
Total Students²	12		52		424	

¹Includes double degrees and second majors.

²Excludes double degrees and second majors.

Some majors may be distributed through several degrees, especially those majors that offer both B.A. and B.S. degrees (such as Psychology). However, even those that are offered for only one degree may be divided between that degree and the degree with honors listing in this table.

Source of data: Registrar and Institutional Research Annual Report

Graduate Degrees Awarded by Degree and Major
2016-2017

Degree/Major	August 2016	December 2016	May 2017
MASTER OF BUSINESS ADMINISTRATION			
Business Administration	0	0	10
<i>SUBTOTAL</i>	0	0	10
MASTER OF ARTS IN TEACHING			
Early Childhood Education	0	0	1
Middle-Grades Education	0	0	1
Secondary Education	0	0	3
<i>SUBTOTAL</i>	0	0	5
MASTER OF EDUCATION			
Curriculum and Instruction	3	4	0
<i>SUBTOTAL</i>	3	4	0
EDUCATION SPECIALIST			
Educational Leadership	0	12	34
<i>SUBTOTAL</i>	0	12	34
TOTAL	3	16	49

Source of data: Registrar and Institutional Research Annual Report

Undergraduate Students Graduating With Honors
2010-2011 Through 2016-2017

Year/Session	Number Graduating	Number With Honors	Percent With Honors
2010-2011 ^a			
Fall	80	11	13.8
Spring	291	99	34.0
Total	371	110	29.6
2011-2012 ^b			
Fall	70	18	25.7
Spring	262	87	33.2
Total	332	105	31.6
2012-2013 ^c			
Fall	63	9	14.3
Spring	340	101	29.7
Total	403	110	27.3
2013-2014 ^d			
<i>Fall*</i>	77	20	26.0
<i>Spring*</i>	388	145	37.4
<i>Total*</i>	465	165	35.5
2014-2015 ^e			
Summer	7	0	0.0
Fall	57	14	24.6
Spring	351	154	43.9
Total	415	168	40.5
2015-2016 ^f			
Summer	11	1	9.1
Fall	49	13	26.5
Spring	401	152	37.9
2016-2017 ^g			
Summer	12	2	16.7
Fall	52	15	28.8
Spring	427	167	39.1
Total	491	184	37.5

*Data corrected July 2015.

^a2010-2011: Fall 2010, 81 degrees awarded to 80 students (1 student with 2 degrees); Spring 2011, 295 degrees were awarded to 291 students (4 students with 2 degrees); and overall total of 376 degrees awarded to 371 students.

^b2011-2012: Fall 2011, 70 degrees were awarded to 70 students; Spring 2012, 265 degrees were awarded to 262 students (3 students with 2 degrees); and overall total for 2011-2012 of 335 degrees awarded to 332 students.

^c2012-2013: Fall 2012, 63 degrees were awarded to 63 students; Spring 2013, 343 degrees were awarded to 340 students (3 students with 2 degrees); and overall total for 2012-2013 of 406 degrees awarded to 403 students.

^d2013-2014: Fall 2013, 77 degrees were awarded to 77 students; Spring 2014, 389 degrees were awarded to 388 students (1 student with 2 degrees); and overall total for 2013-2014 of 466 degrees awarded to 465 students.

^e2014-2015: Summer 2014, 8 degrees awarded to 7 students (1 student with 2 degrees); Fall 2014, 57 degrees were awarded to 57 students; Spring 2015, 354 degrees awarded to 351 students (3 students with 2 degrees); and overall total for 2014-2015 of 454 degrees awarded to 451 students.

^f2015-2016: Summer 2015, 11 degrees were awarded to 11 students; Fall 2015 49 degrees were awarded to 49 students; Spring 2016, 401 degrees were awarded to 399 students (2 students with 2 degrees)—*largest graduating class since May 2014* .; and overall total for 2015-2016 of 461 degrees awarded to 459 students.

^g2016-2017: Summer 2016, 12 degrees were awarded to 12 students; Fall 2016 52 degrees were awarded to 52 students; Spring 2017, 427 degrees were awarded to 424 students (3 students with 3 degrees)—*largest graduating class since May 2016* ; and overall total for 2016-2017 of 491 degrees awarded to 488 students.

Alumni Receiving Master's Degree or Higher
As of August 23, 2017

Year Graduated	Percent Five-Years ¹	Percent To Date ²
2006-07	31.3%	44.6%
2007-08	28.2%	37.7%
2008-09	26.2%	32.1%
2009-10	29.3%	34.9%
2010-11	31.3%	37.7%
2011-12	30.4%	30.7%

¹ Percent of Berry bachelor degree recipients receiving Master's Degree or Higher within five years of graduation (by June 30th of fifth year), from Berry College or another institution.

² Percent of Berry bachelor degree recipients receiving Master's Degree or Higher "To Date" (as of August 23, 2017), from Berry College or another institution.

Source of data:

National Student Clearinghouse data collected August 23, 2017

Section IV

Faculty Profiles

Institutions Most Frequently Represented
by Berry Faculty's Doctorates

Fall 2016

College/University	Number Represented
University of Georgia	13
Florida State University	8
University of Virginia	6
Georgia State University	5
Emory University	4
University of Tennessee	4
University of Texas at Austin	4
Indiana University	3
Rutgers University	3
University of Alabama	3
University of Florida	3
University of Illinois at Urbana-Champaign	3
University of North Carolina at Chapel Hill	3
Georgia Institute of Technology	2
Kent State University	2
New Mexico State University	2
New York University	2
Pennsylvania State University	2
Tulane University	2
University of Iowa	2
University of Kentucky	2
University of Louisville	2
University of Miami	2
University of Nebraska at Lincoln	2
University of South Carolina	2
University of Southern Mississippi	2
University of Wisconsin	2
Virginia Polytechnic Institute State University	2
Washington State University	2
West Virginia University	2

College/University Represented (Continued)

Additionally, one faculty member holds a terminal degree from each of the following institutions. Nine percent hold their last degree from the University of Georgia.

Auburn University	University of California at Davis
Baylor University	University of California at Los Angeles
Bowling Green State University	University of California at Santa Barbara
California Institute of Technology	University of Cincinnati
Claremont Graduate University	University of Cincinnati-Conservatory of Music
Dartmouth University	University of Colorado
ETH Zurich	University of Connecticut
George Mason University	University of Delaware
Georgia Baptist College of Nursing of Mercer University	University of Denver
Louisiana State University	University of Durham
Massachusetts Institute of Technology	University of Houston
McGill University	University of Kansas
Mercer University	University of Massachusetts
Michigan State University	University of Memphis
New York Medical College	University of Michigan
North Carolina State University	University of Mississippi
Nova University	University of Missouri
Ohio University	University of New Orleans
Pacifica Graduate Institute	University of Notre Dame
Purdue University	University of Southern Florida
Rice University	University of Texas at Arlington
Sam Houston State University	University of Texas at San Antonio
Southern Illinois University at Carbondale	University of Texas Southwestern Medical Center
State University of New York	University of Utah
Tbilisi State Medical University (Republic of Georgia)	University of Vermont
Texas State University	University of Washington
The State University of New Jersey	University of Wisconsin at Milwaukee
The Union Institute and University at Cincinnati	Virginia Commonwealth University
University of Alabama at Birmingham	Wake Forest University
University of Alabama at Huntsville	Wayne State University
University of Arizona	Yale University

Berry College
Faculty
Fall 2016

School	No. of Full-Time Faculty	No. of Part-Time Faculty ¹	No. of Staff Teaching Part Time ²
Campbell School of Business	18	4	3
Charter School of Education and Human Sciences	28	12	14
Evans School of Humanities, Arts, and Social Sciences	66	16	4
School of Mathematical and Natural Sciences	49	2	2
Division of Nursing	6	3	1
Total	167	37	24

¹Includes adjuncts and part-time instructional faculty.

²Includes full-time administrators and staff (including coaches) with part-time teaching responsibilities.

NOTE: Full-time and part-time faculty counts are based on contract status

Source of data: Faculty contracts data base, human Resource Office; Faculty Teaching Load Reports, Institutional Research

Full-Time Faculty
Rank and Degree
Fall 2016

Rank	Number With				Total	Percent of Those in Rank With Doctorate
	Doctorate	Terminal Master's	Master's	Bachelor's		
Professor	36	0	0	0	36	100.0
Clinical Professor	0	0	0	0	0	0.0
Associate Professor	50	2	0	0	52	96.2
Clinical Associate Professor	1	0	0	0	1	100.0
Assistant Professor	49	1	1	0	51	96.1
Clinical Assistant Professor	5	1	4	0	10	50.0
Subtotal	141	4	5	0	150	94.0
Instructor	1	0	2	1	4	25.0
Clinical Instructor	0	0	0	0	0	0.0
Lecturer	6	1	6	0	13	46.2
Total	148	5	13	1	167	88.6

NOTE: Full-time and part-time faculty counts are based on contract status.

Source of data: Faculty contracts data base, Human Resource Office; Faculty Teaching Load Reports, Institutional Research

Full-Time Faculty
Gender Distribution Among Ranks
Fall 2016

Rank	Males		Females		Total	Percent Female of Total FT Faculty 2015 (N=167)
	No.	Percent of No. in Rank	No.	Percent of No. in Rank	M & F	
Professor	28	77.8	8	22.2	36	4.8
Clinical Professor	0	0.0	0	0.0	0	0.0
Associate Professor	26	50.0	26	50.0	52	15.6
Clinical Associate Professor	1	100.0	0	0.0	1	0.0
Assistant Professor	24	47.1	27	52.9	51	16.2
Clinical Assistant Professor	4	40.0	6	60.0	10	3.6
Instructor	2	50.0	2	50.0	4	1.2
Clinical Instructor	0	0.0	0	0.0	0	0.0
Lecturer	2	15.4	11	84.6	13	6.6
Total	87	52.1	80	47.9	167	47.9

NOTE: Full-time and part-time faculty counts are based on contract status.

Source of data: Faculty contracts data base, Human Resource Office; Faculty Teaching Load Reports,
Institutional Research

Berry College Faculty
Number and Percent Tenured in Top Three Ranks
Fall 2016

Rank	Number in Rank*	Number With Tenure	% of No. in Rank With Tenure
Professor	41	41	100.0
Clinical Professor	0	0	0.0
Associate Professor	54	53	98.1
Clinical Associate Professor	1	0	0.0
Assistant Professor	51	1	2.0
Clinical Assistant Professor	10	0	0.0
Total / % Top 3 Ranks	157	95	60.5
Administrators (Provost and Deans)	7	7	100.0
Total	164	102	62.2

*Total includes the total number of full-time faculty, including those with zero teaching loads and those who are not on the tenure-track. Seven administrators who are tenured are also included (six professors and one associate professor).

Source of data: Faculty contracts data base, Human Resource Office

Full-Time-Equivalent Faculty and Faculty-Student Ratio
2011-2012 Through 2016-2017

Year and Session	FTE Faculty	Faculty-Student Ratio	Year and Session	FTE Faculty	Faculty-Student Ratio
2011-2012			2014-2015		
Fall	159.5	1:12.7	Fall	180.8	01:11.8
Spring	159.5	1:12.0	Spring	183.9	01:11.0
2012-2013			2015-2016		
Fall*	167.0	01:12.6	Fall	181.9	01:12.1
Spring*	172.7	01:11.6	Spring	186.1	01:11.4
2013-2014			2016-2017		
<i>Fall*/**</i>	178.2	1:12.2	Fall	182.2	1:11.7
Spring*	179.4	1:11.6	Spring	185.5	1:10.9

*For fall 2012 and beyond, how full-time faculty definition changes to reflect contract status replacing the method using contact teaching hours.

**Fall 2013 FTE Faculty and Faculty-Student Ratio corrected June 24, 2014.

Source of data: Institutional Research; taken from teaching load reports

Age Distribution of Full-Time Faculty*
As of September 30, 2016

<i>Age Bracket</i>	<i>Percentage in Age Bracket</i>
20-24	0.0
25-29	3.6
30-34	13.8
35-39	10.2
40-44	16.2
45-49	13.2
50-54	13.8
55-59	13.2
60-64	10.2
65	1.2
66	1.2
67	1.8
68	0.0
69	0.6
70+	1.2
Total	100.0

Average = 47

*Includes full-time faculty by contract.

Source of data: Faculty contracts database, Human Resource Office

Section V

Financial

Alumni Annual Giving
2013-2014 Through 2016-2017

Item	2013-2014	2014-2015	2015-2016	2016-2017
Alumni Giving	\$4,228,792	\$1,771,630	\$3,050,883	\$1,731,756
Participation College Graduate	21.5%	20.2%	18.8%	21.7%
Number of College Graduate Alumni Donors	2,647	2,499	2,376	2,814

Source of data: Advancement Office

Berry College Financial-Aid Programs
2011-2012 Through 2016-2017

Item	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BERRY						
Academic	\$ 17,684,264	\$ 19,178,923	\$ 21,221,244	\$ 20,922,655	\$ 22,548,103	\$ 23,350,253
Need	5,356,539	6,798,607	8,043,678	9,384,571	10,353,953	9,500,372
Departmental	315,210	329,810	405,597	403,970	464,061	431,608
Athletic ¹	129,062	17,170	2,900	-	-	-
Berry Chick-Fil-A	5,000	9,500	9,000	5,000	-	-
Berry Move on When Ready ²	-	-	-	-	11,800	5,676
Berry Work Earnings	4,832,182	4,550,076	5,112,394	5,091,367	5,434,120	5,202,737
Berry Yellow Ribbon Match	64,245	47,559	69,244	66,911	45,852	67,898
Bonner Grants and Work ³	192,750	203,810	199,460	198,340	218,790	1,516,969
Faculty/Staff Tuition Remission ⁴	959,195	1,210,785	1,200,070	1,284,514	1,199,535	1,431,449
International Programs/Grants	451,932	380,946	194,900	65,080	68,260	42,580
Leadership Fellows	105,500	120,750	162,500	179,000	209,301	218,000
Work Grants (Summer, Founders)	230,875	149,052	96,268	-	-	-
SUBTOTAL	\$ 30,326,754	\$ 32,996,988	\$ 36,717,255	\$ 37,601,408	\$ 40,553,775	\$ 41,767,542
STATE						
HOPE Scholarship ⁵	2,617,887	2,695,245	2,786,321	2,762,686	2,834,880	2,595,851
Other State Programs ⁶	23,250	5,000	5,166	2,338	11,030	4,844
Student Access Loan Program ⁷	125,229	579,909	378,908	534,829	434,695	480,326
Tuition Equalization Grant	920,334	946,872	953,960	930,137	1,186,492	1,129,020
Zell Miller Scholarship ⁵	903,173	1,032,439	1,117,414	1,159,103	1,268,476	1,186,422
SUBTOTAL	\$ 4,589,873	\$ 5,259,465	\$ 5,241,769	\$ 5,389,093	\$ 5,735,573	\$ 5,396,463
FEDERAL						
Pell Grant	\$ 2,147,644	\$ 2,263,359	\$ 2,282,468	\$ 2,171,028	\$ 2,098,591	\$ 1,950,540
Supplemental Ed. Opp. Grant (SEOG) ⁸	122,512	142,601	123,000	134,600	206,183	131,600
TEACH Grant ⁹	114,294	68,306	37,800	23,733	2,873	-
Work Study ⁸	571,531	1,039,300	544,370	449,415	342,718	415,649
Perkins Loan	146,000	172,450	264,633	249,648	142,042	61,369
Subsidized Student Loans	3,800,710	3,652,261	3,804,024	3,582,937	3,499,339	3,422,225
Unsubsidized Student Loans ¹⁰	3,580,424	4,221,090	4,345,895	4,345,215	4,747,168	4,699,731
Parent Loan for UG Students (PLUS) ¹⁰	3,404,828	3,139,727	3,390,784	3,254,155	3,792,099	4,080,454
SUBTOTAL	\$ 13,887,943	\$ 14,699,094	\$ 14,792,974	\$ 14,210,731	\$ 14,831,013	\$ 14,761,568
OTHER						
Chick-Fil-A (WinShape)	\$ 491,154	\$ 514,711	\$ 512,715	\$ 530,375	\$ 503,904	\$ 521,575
JT Hall Loan	249,857	175,510	133,960	100,000	90,193	100,000
Outside Scholarships	417,823	622,764	638,016	566,561	604,107	475,393
Roughgarden Loan	14,000	10,000	10,000	14,000	14,000	14,000
Bonner Foundation	-	-	-	-	-	101,518
Vocational Rehab	26,932	-	-	-	-	-
SUBTOTAL	\$ 1,199,766	\$ 1,322,985	\$ 1,294,691	\$ 1,210,936	\$ 1,212,204	\$ 1,212,486
TOTAL	\$ 50,004,336	\$ 54,278,532	\$ 58,046,689	\$ 58,412,168	\$ 62,332,565	\$ 63,138,059

¹ Athletic aid awarded prior to NCAA Division III² New program instituted in 15-16³ In 16-17, moved Berry portion from BC Need to Bonner Grants & Work⁴ Includes Tuition Exchange figures⁵ Includes all HOPE programs (Grant, Sch, Promise & Teachers)⁶ Byrd, Accel, HopeGED, State RI, StateVT, GA HERO, GA MOWR⁷ New program instituted in 11-12⁸ Berry matching funds and CWS grant included⁹ New program instituted in 10-11¹⁰ PLUS exc from UnSub/SLS in 07-08