

Berry College

Fact Book

2017-2018

Prepared by the

Office of Institutional Research

September 25, 2018

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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 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.
- 2018** Oak Hill, Christopher Browning Pavilion (indoor/outdoor venue) opened on May 19, 2018.

Administrative Officers and Staff
2017-2018

President's Office

Stephen R. Briggs, President
Gary Waters, Chief of Staff

Academic Affairs

Mary K. Boyd, 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
Karen Bachus, Director of Berry College Child Development Center
Christopher D. Borda, Director, International Programs
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
Pamela B. Dunagan, Director, Division of Nursing
Christina Lori Frederick, Director, Berry College Elementary and Middle School
Lauren Heller, Co-Director, Honors Program
Nancy Johnston Mercer, Assistant Dean and Director of M.B.A., Campbell School
of Business
Katherine Powell, Director, Office of First-Year Experience
Anna Sharpe, Director, Academic Success Center
Todd Timberlake, Co-Director, Honors Program

Advancement and Alumni

Bettyann O'Neill, Vice President for Advancement (Fall 2017)
Cynthia Inez Court, Vice President for Advancement (Spring 2018)
Scott Breithaupt, Associate Vice President for Advancement
Jennifer Beard, Director, Alumni Relations
Doug Draut, Director, Annual Giving and Parents Fund
Brenda Jenkins, Director, Donor Relations and Stewardship
Jeff Palmer, Director, Advancement Services
Jennifer Schaknowski, Director, Alumni Relations
Matt Shinall, Director, Prospect Research
Stacey Jones Spillers, Director, Strategic Partnerships
Sharman Turner, Director, Annual Giving and Speciality Programs
Rick Woodall, Director, Philanthropic Communications

Administrative Officers and Staff, 2017-2018 (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, Sustainability and Environmental Compliance
Debbie Emory, Director, Auditing and Investment Services
Penny Evans-Plants, Chief Information Officer
Tom Hocut, Assistant Chief Information Officer and Director of Network Operations
Mark Hopkins, Director, Physical Plant
Kim Melton, Director, Budget and Student Financial Services
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, Financial Aid, and Registrar/Institutional Research)

Andrew R. Bressette, Vice President, Enrollment Management
Adrienne Oddi, Director, Admissions
Bryce E. Durbin, Registrar and Director of Institutional Research
Noemi Sarrion-Cortes, Interim Director, Financial Aid
Marcia McConnell, Director, Scholarships and New Student Financial Aid, Admissions
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, Public Relations
Kathleen Ray, Director, Special Events
Brant Sanderlin, Senior Photographer and Digital Asset Manager

Administrative Officers and Staff, 2017-2018 (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

Todd Brooks, Director, Athletics

Cecily Crow, Director, Student Activities

Anita Errickson, Director, Health and Wellness Center

Marshall Jenkins, Director, Counseling Center

Michael McElveen, Director, Recreation

Student Work

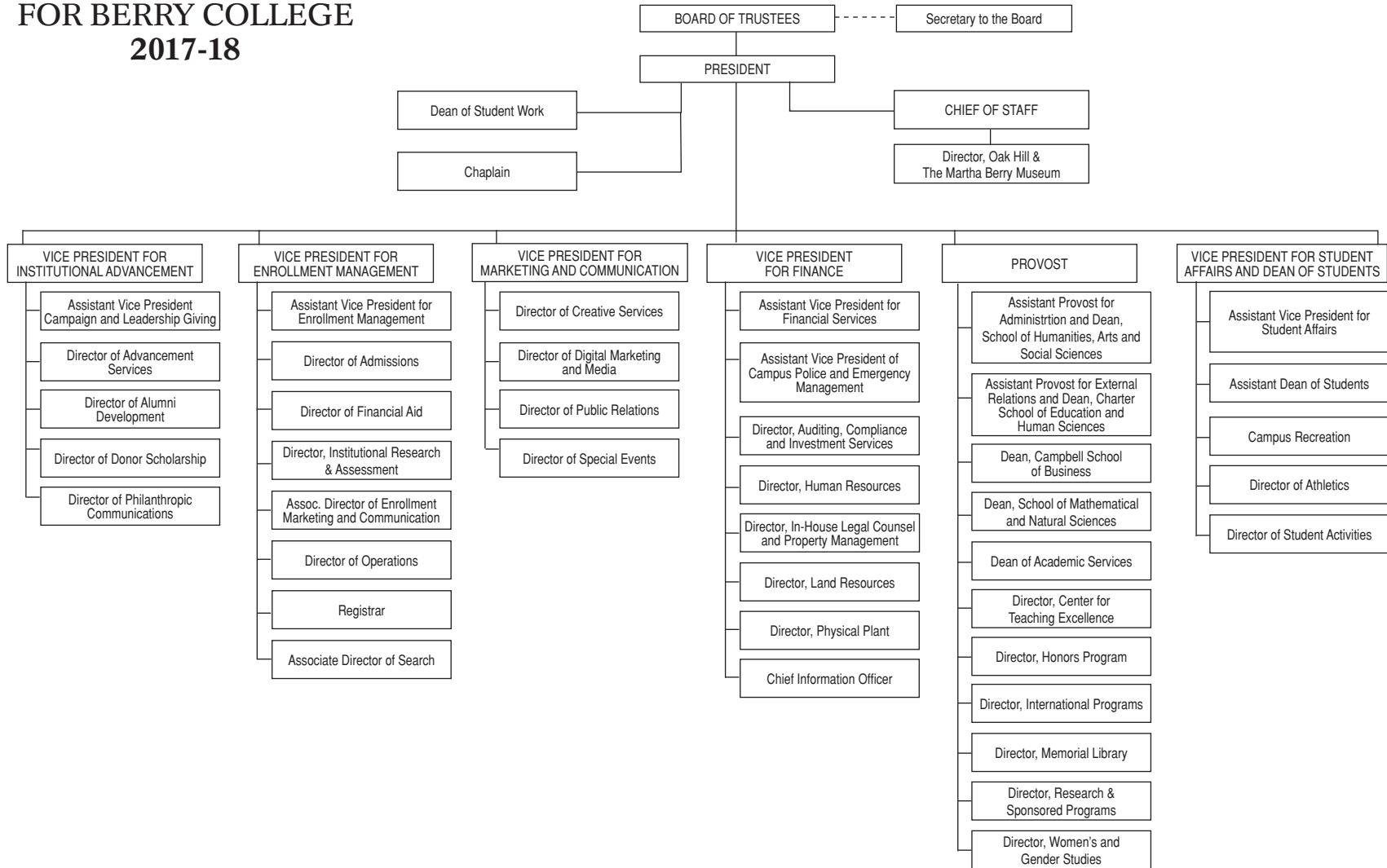
Rufus Massey, Dean, Student Work

Michael D. Burnes, Director, Student Work

Mark Kozera, Director, Employer Development

Sue Tarpley, Director, Career Services

ORGANIZATIONAL CHART FOR BERRY COLLEGE 2017-18



Degrees and Majors
2017-2018

Bachelor of Arts

Art
(Art Education²; Art History; Studio Art)
Communication
(Multimedia Journalism; Public Relations; Sports
Communication; Visual Communication)
Creative Writing
Economics
English¹
Environmental Studies
(Environmental Studies)
French²
German²
History¹
Individually Designed
International Studies
Music
Political Science
Psychology
Religion and Philosophy
(Biblical & Christian Studies; Philosophy; Religious
Studies)
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
Biochemistry
Biology¹
(Concentration I; Concentration II)
Chemistry¹
Creative Technologies
Early Childhood Education (P-5)
Economics

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)

Environmental Science
(Biology; Chemistry; EVS; Geoscience;
Public Policy)
Environmental Studies
(Environmental Policy Studies)
Exercise Science
(Allied Health Pre-Professional;
Clinical/Research; Strengths & Conditioning)
Finance
Individually Designed
International Business (Dual Major)
Management
Marketing
Mathematics¹
(Computer Science; Mathematics;
Mathematics Education¹)
Middle-Grades Education (4-8)
Physics¹
(General Physics; Professional Track)
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 if combined with secondary education major.

²Teacher certification, grades P-12 if combined with secondary education major.

Undergraduate Minors
2017-2018

Animal Science	Latin American and Carribean Studies
Anthropology	Legal Studies
Art	Mathematics
Biology	Multimedia Journalism
Business	Music
Chemistry	One Health
Computer Science	Philosophy
Creative Technologies	Physics
Creative Writing	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

Source of data: *Berry College Undergraduate Catalog, 2017-2018*

Section II

Student Information

Comparative Enrollment Statistics
2016-2017 and 2017-2018

Student Category	Graduate						Undergraduate						Total					
	SUMMER		FALL		SPRING		SUMMER		FALL		SPRING		SUMMER		FALL		SPRING	
	2016	2017	2016	2017	2017	2018	2016	2017	2016	2017	2017	2018	2016	2017	2016	2017	2017	2018
FULL TIME	35	36	36	17	22	69	12	9	2,050	1,945	1,938	1,852	47	45	2,086	1,962	1,960	1,921
Men	8	8	8	7	6	13	1	4	813	761	760	712	9	12	821	768	766	725
Women	27	28	28	10	16	56	11	5	1,237	1,184	1,178	1,140	38	33	1,265	1,194	1,194	1,196
PART TIME	49	93	65	115	79	48	415	449	23	33	22	34	464	542	88	148	101	82
Men	21	31	26	38	29	27	141	136	8	17	8	20	162	167	34	55	37	47
Women	28	62	39	77	50	21	274	313	15	16	14	14	302	375	54	93	64	35
TOTAL	84	129	101	132	101	117	427	458	2,073	1,978	1,960	1,886	511	587	2,174	2,110	2,061	2,003
Men	29	39	34	45	35	40	142	140	821	778	768	732	171	179	855	823	803	772
Women	55	90	67	87	66	77	285	318	1,252	1,200	1,192	1,154	340	408	1,319	1,287	1,258	1,231
FULL-TIME EQUIVALENT	64.1	95.1	78.7	95.6	75.6	100.6	168.8	187.1	2,058.6	1,960.1	1,945.5	1,866.3	232.9	282.2	2,137.3	2,055.6	2,021.1	1,966.9

Source of data: Registrar's Enrollment Report

Undergraduate Program Enrollment History by Schools
and Undeclared Majors¹

2013-2014 Through 2017-2018

Term	Campbell School of Business ²	Charter School of Education and Human Sciences ³	Evans School of Humanities, Arts, and Social Sciences	School of Mathematics and Natural Sciences	Division of Nursing ³	Individually Designed	Undeclared	TOTAL
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
Summer 2017*	63	135	83	120	44	3	10	458
Fall 2017	310	504	409	605	N/A	5	138	1,971
Spring 2018	338 711	527 1,166	422 914	532 1,257	N/A 44	5 13	56 204	1,880 4,309
<i>Percent Increase/ Decrease Since:</i>								
Fall 2016	-2.5%	35.8%	-1.9%	-10.0%	N/A	150.0%	-13.2%	-4.3%
2016-2017	0.1%	31.5%	-2.4%	-9.0%	N/A	116.7%	-12.1%	-2.8%

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.

³Beginning with fall 2017 semester, Nursing is included with the Charter School of Education and Human Sciences.

*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
2007-2008 Through 2017-2018

Term	M.B.A.		M.A.T.		M.Ed.		Ed.S		TOTAL	
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		108	
Fall 2009	32		N/A		97		16		125	
Spring 2010	33	89	N/A	N/A	95	278	10	41	114	347
Summer 2010	25		N/A		81		38		144	
Fall 2010	32		N/A		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
Summer 2017	16		0		2		111		129	
Fall 2017	30		0		0		102		132	
Spring 2018	32	78	0	0	8	10	77	290	117	378
<i>Percent Increase/ Decrease Since 2016-2017</i>										
	32.2%		-100.0%		-50.0%		49.5%		32.2%	

Source of data: Registrar

Geographic Distribution of **Total Enrollment**

Fall 2012 through Fall 2017

As of August 30, 2017

Area	Percent of <i>Total</i> Students					
	2012	2013	2014	2015	2016	2017
New England	0.6	0.6	0.7	0.6	0.5	0.4
Middle Atlantic	1.5	1.2	1.2	1.6	1.9	2.0
Southeast	82.5	80.4	81.1	80.5	79.0	81.0
North Central	1.4	1.4	1.7	1.8	1.8	1.8
South Central	12.0	14.4	13.5	13.5	14.3	12.9
Western	0.7	0.9	0.9	1.1	1.1	0.8
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	0.1	0.1	0.1	0.2
International ^b	1.1	0.9	0.9	0.7	0.6	0.7
Georgia	72.8	69.1	70.6	69.2	67.2	68.5
(<i>Floyd County</i>)	9.3	8.9	12.2	7.5	6.7	7.0
(<i>Atlanta Area</i>)	26.3	23.9	24.5	25.5	24.5	24.6
Alabama ^c	3.4	4.1	4.2	4.5	4.8	4.6
Florida ^c	5.3	6.1	5.5	5.6	6.5	6.8
North Carolina ^c	2.3	3.0	3.1	3.6	4.0	3.6
South Carolina ^c	1.5	1.9	1.5	1.3	1.1	1.1
Tennessee ^c	7.6	9.2	7.8	7.6	7.5	6.5
Other States ^d	5.8	5.6	6.2	7.4	8.3	8.0

^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 2012, 1.1; 2013, 0.9; 2014, 0.9; 2015, 0.8; 2016, 0.7; and 2017, 0.7.

^cContiguous states; also the largest in terms of out-of-state enrollment.

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

Source of data: Institutional Research; Registrar

Total Undergraduate Enrollment by Ethnic Classification
Fall 2004 through Fall 2017

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
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	217	1,606	61	1,915
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
2017	15	5	41	N/A	101	130	1	66	344	1,574	45	1,978

*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 2004 through Fall 2017

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
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
2017	0	0	0	N/A	20	3	0	0	23	104	5	132

*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
2017-2018

Country	Number of <i>Undergraduate</i> Students 2017-2018*	
	Nonresident Alien	Resident Alien
Bermuda	1	
Canada	2	2
China, People's Republic of	2	
Colombia		2
Congo, The Democratic Republic of The		1
Costa Rica	3	
Germany	2	2
Haiti	1	
Honduras		1
Kenya		1
Kore, Republic of	2	
Malaysia	1	
Mexico		4
Nigeria		1
United Kingdom of Great Britain and Northern Ireland	1	1
Uruguay		1
Vietnam		1
Number of international students:	15	17
Number of countries represented:	9	11

*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
2017-2018

Country	Number of <i>Graduate</i> Students 2017-2018*	
	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 First-Year Students
Fall 2012 through Fall 2017

Score Range	Fall-Semester Percentage						Change in Percentage Points	Change in Percentage Points
	2012	2013	2014	2015	2016	2017	↑ ↓ Since 2012	↑ ↓ Since 2016
SAT								
≥ 1270	19.6	25.2	20.1	17.5	18.3	29.6	↑ 10.0	↑ 11.3
≥ 1180	40.1	46.4	43.5	37.8	43.7	62.5	↑ 22.4	↑ 18.8
≥ 1100	61.1	70.7	67.1	64.9	64.3	83.3	↑ 22.2	↑ 19.0
ACT Composite								
≥ 29	27.2	27.9	26.3	27.5	30.4	29.5	↑ 2.3	↓ 0.9
≥ 26	56.6	53.0	53.7	58.6	58.0	58.3	↑ 1.7	↑ 0.3
≥ 23	84.8	84.2	82.8	84.0	85.6	86.9	↑ 2.1	↑ 1.3

Source of data: Admissions

High School GPA of Entering First-Year Students
Fall 2012 through Fall 2017

Score Range	Fall-Semester Percentage						Change in Percentage Points		Change in Percentage Points	
	2012	2013	2014	2015	2016	2017	↑ ↓ Since 2012	↑ ↓ Since 2016		
≥ 3.5-4.0	70.4	71.3	71.7	76.5	71.1	70.1	↓ 0.3	↓ 1.0		
≥ 3.0-4.0	94.5	95.8	95.6	95.5	93.4	95.3	↑ 0.8	↑ 1.9		
≥ 2.5-4.0	99.8	100.0	99.6	99.8	99.8	99.6	↓ 0.2	↓ 0.2		

Source of data: Admissions

Application Analysis*
Fall 2012 through Fall 2017

Status	Fall-Semester						Percent Change ↑ ↓	Percent Change ↑ ↓
	2012	2013	2014	2015	2016	2017	Since 2012	Since 2016
Applicants	3,725	4,218	4,065	4,630	3,697	4,090	↑ 9.8	↑ 10.6
Admitted	2,409	2,461	2,423	2,526	2,254	2,487	↑ 3.2	↑ 10.3
Ineligible	377	445	397	421	411	394	↑ 4.5	↓ 4.1
Enrolled	681	730	628	642	589	604	↓ 11.3	↑ 2.5

*Excludes readmission students. Includes new first-year and new transfer students.

NOTES: About 61 percent of those *applying* were admitted fall 2017.
 About 15 percent of those *applying* were enrolled fall 2017.
 About 24 percent of those *admitted* were enrolled fall 2017.

Source of data: Admissions

Fall—First-Year Students¹
 Berry College Retention and Graduation Rates
Official Date: Retained as of August 30, 2017
Graduated as of August 10, 2018

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.	%
2003 ^a	505	388	77	323	64	301	60	52	10	3	.6	240	48	292	58	299	59	300	59
2004 ^b	514	403	78	332	65	306	60	44	9	4	1	262	51	305	59	309	60	313	61
2005 ^c	513	386	75	318	62	290	57	53	10	3	1	226	44	284	55	291	57	293	57
2006 ^d	428	325	76	286	69	264	62	40	9	4	1	<i>221</i>	<i>52</i>	<i>259</i>	<i>61</i>	264	62	266	62
2007 ^e	537	417	78	343	64	313	58	46	9	5	1	269	50	313	58	323	60	325	61
2008 ^f	448	333	74	290	65	266	59	24	5	3	1	243	54	273	61	276	62	278	62
2009 ^g	569	443	78	387	68	355	62	28	5	2	.4	315	55	360	63	362	64	364	64
2010 ^h	653	515	79	451	69	414	63	34	5	2	.3	386	59	423	65	428	66	428	66
2011 ⁱ	557	420	75	371	67	346	62	31	6	1	.2	319	57	352	63	357	64	357	64
2012 ^j	618	491	79	434	70	402	65	33	5	4	0.6	373	60	403	65	409	66		
2013 ^k	672	531	79	<i>478</i>	<i>71</i>	<i>441</i>	<i>66</i>	<i>30</i>	<i>4</i>			422	63	451	67				
2014 ^l	568	473	83	426	75	389	68					357	63						
2015 ^m	575	487	85	429	75							8	1						
2016 ⁿ	534	418	78																
2017 ^o	553																		

* **IPEDS Exclusions** to select cohorts due to student deaths (FA13, FA14, FA15, FA16, and FA17). Adjustments have been made to retention and graduation rates based on the term of students' death (adjustments in italics in table above). See respective cohorts below for more information.

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, August 2017 in 2016-2017, and August 2018 in 2017-2018.*

Fall—First-Year Students, Retained as of August 30, 2017 and Graduated as of August 10, 2018 (*Continued*)

^a**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."

^b**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.

^c**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.

^d**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 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—First-Year Students, Retained as of August 30, 2017 and Graduated as of August 10, 2018 (*Continued*)**^dFall 2006 Cohort: (Continued)**

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.

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

^eFall 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.

^fFall 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.

^gFall 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."

^hFall 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—First-Year Students, Retained as of August 30, 2017 and Graduated as of August 10, 2018 (*Continued*)**ⁱFall 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.

^jFall 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.

Fall 2016 semester (fifth year) – One student began the Dual-Degree program at Georgia Institute of Technology. One student is a "Transient Student." Three students were readmitted.

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

**One student deceased as of March 2015 (mid-spring 2015 semester); entering cohort group was adjusted from 672 to 671 for IPEDS retention and graduation rates, beginning fall 2015.*

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).

Fall 2017 semester (fifth year) – One student was granted a "Leave of Absence." one student continued their Dual-Degree program at Kennesaw State University.

^lFall 2014 Cohort:

**One student deceased as of April 2018 (end-spring 2018 semester); entering cohort group was adjusted from 568 to 567 for IPEDS retention and graduation rates, beginning fall 2018 retention rates and May 2018 graduation rates.*

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

Fall 2017 semester (fourth year) – Two students were granted a "Leave of Absence." Twelve students continued their Dual-Degree programs at the Georgia Institute of Technology (ten students) and Kennesaw State University (two students). One student is a "Transient Student."

^mFall 2015 Cohort:

**One student deceased as of October 2017 (mid-fall 2017 semester); entering cohort group was adjusted from 575 to 574 for IPEDS retention and graduation rates, beginning spring 2018.*

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

Fall 2017 semester (third year) – Five students were granted a "Leave of Absence." Two students are "Transient Students."

ⁿFall 2016 Cohort:

**One student deceased as of October 2017 (mid-fall 2017 semester); entering cohort group was adjusted from 534 to 533 for IPEDS retention and graduation rates, beginning spring 2018.*

Fall 2017 semester (second year) – Two students were granted a "Leave of Absence."

^oFall 2017 Cohort:

**One student deceased as of January 2018 (prior to start of spring 2018 semester); entering cohort group was adjusted from 553 to 552 for IPEDS retention and graduation rates, beginning spring 2018.*

Transfer Students*
 Berry College Retention and Graduation Rates
Official Date: Retained as of August 30, 2017
Graduated as of August 10, 2018

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.	%
2003 ^a	70	54	77	34	49	9	13	0	0	13	19	35	50	44	63	46	66	47	67
2004 ^b	66	53	80	32	48*	5	8	2	3	16	24	40	61	47	71	49	74	49	74
2005 ^c	69	45	65	34	49	8	12	1	1	11	16	33	48	42	61	44	64	44	64
2006 ^d	56	44	79	30	54	9	16	2	4	9	16	28	50	40	71	41	73	41	73
2007 ^e	44	35	80	27	61	11	25	2	5	5	11	23	52	32	73	32	73	33	75
2008 ^f	63	48	76	32	51	8	13	1	2	10	21	27	43	34	54	34	54	36	57
2009 ^g	53	39	74	31	58	4	8	2	4	4	8	29	55	38	72	40	75	40	75
2010 ^h	41	28	68	24	59	4	10	1	2	4	10	28	68	31	76	31	76	32	78
2011 ⁱ	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	28	72
2013 ^j	40	31	78	19	48	3	8	0	0	10	25	27	68	29	73	29	73		
2014	37	29	78	24	65	4	11			4	11	23	62	26	70				
2015	39	33	85	23	59					7	18	23	59						
2016	39	29	74							10	26								
2017	42																		

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, August 2017 in 2016-2017, and August 2018 in 2017-2018.*

^a**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.

^b**Fall 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.

Fall—Transfer Students, Retained as of August 30, 2017 and Graduated as of August 10, 2018 (Continued)

^c**Fall 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."

^d**Fall 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.

^e**Fall 2007 Cohort:**

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

^f**Fall 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."

^g**Fall 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."

^h**Fall 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.

ⁱ**Fall 2011 Cohort:**

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

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

^j**Fall 2013 Cohort:**

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

^k**Fall 2014 Cohort:**

Fall 2017 semester (fourth year) – One student is a "Transient Student."

Source of data: Institutional Research; Registrar

Age Distribution of
Undergraduate Students
As of August 30, 2017

Age	Percentage of		
	Men (N=778)	Women (N=1,200)	All Students (N=1,978)
16-18	13.5	14.3	14.0
19	24.8	24.5	24.6
20	23.4	22.8	23.0
21	21.2	24.3	23.1
22	13.8	10.8	12.0
23-24	2.7	2.2	2.4
25-29	0.5	0.4	0.5
30-34	0.0	0.1	0.1
35-39	0.0	0.1	0.1
40-44	0.0	0.0	0.0
45+	0.1	0.6	0.4
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, 2017

Age	Percentage of		
	Men (N=45)	Women (N=87)	All Graduate Students (N=132)
21-25	17.8	6.9	10.6
26-30	11.1	8.0	9.1
31-35	6.7	18.4	14.4
36-40	22.2	18.4	19.7
41-45	17.8	18.4	18.2
46-50	13.3	23.0	19.7
51+	11.1	6.9	8.3
Total	100.0	100.0	100.0

Average age of all graduate = 39

Source of data: Registrar's database

Section III

Academic Profile

Number of Undergraduate Majors by Schools
Spring 2013 Through Spring 2018

School	Number of Spring Majors (1st, 2nd, 3rd, and 4th)					
	2013	2014	2015	2016	2017	2018
Campbell School of Business	277	343	404	398	402	416
Charter School of Education and Human Sciences*	398	402	433	468	474	589
Evans School of Humanities, Arts, and Social Sciences	480	478	472	501	509	496
School of Mathematical and Natural Sciences	717	637	638	646	617	555
Division of Nursing*	N/A	89	113	115	111	N/A
Individually Designed**	N/A	N/A	N/A	N/A	4	5

* Division of Nursing merged into Charter School in fall 2017.

**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 10, 2018

School	Majors					Minors
	First	Second	Third	Fourth	Total	
Campbell School of Business	338	78	0	0	416	126
Charter School of Education and Human Sciences*	527	62	0	0	589	154
Evans School of Humanities, Arts, and Social Sciences	422	74	0	0	496	282
School of Mathematical and Natural Sciences	532	23	0	0	555	309
Individually Designed**	5	0	0	0	5	0
Women's Studies**	0	0	0	0	0	9
Total	1,824	237	0	0	2,061	880

* Division of Nursing merged into Charter School in fall 2017.

**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 10, 2018

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
1.	Animal Science		197
	<i>Animal Science (no concentration)</i>	6	
	<i>Pre-Vet/Pre-Professional Science</i>	153	
	<i>Production/Management</i>	38	
2.	Psychology		159
3.	Exercise Science		130
	<i>Exercise Science (no concentration)</i>	44	
	<i>Allied Health Pre-professional</i>	74	
	<i>Strength and Conditioning</i>	12	
4.	Communication		117
	<i>Communication (no concentration)</i>	1	
	<i>Journalism</i>	22	
	<i>Public Relations</i>	48	
	<i>Sports Communication</i>	10	
	<i>Visual Communication</i>	36	
5.	Nursing		92
6.	Biology		89
	<i>Concentration I</i>	76	
	<i>Concentration II</i>	13	
7.	Early Childhood Education		85
8.	Management		81
9.	Biochemistry		77
10.	Marketing		74
11.	Creative Technologies		68
12.	Environmental Science		58
	<i>Biology</i>	22	
	<i>Chemistry</i>	1	
	<i>EVS</i>	11	
	<i>Geoscience</i>	20	
	<i>Public Policy</i>	4	
13.	Accounting		54
14.	Dual-Degree Engineering		53
15.	Economics		49
16.	Secondary Education		48

Number of Undergraduate Majors in Rank Order, April 10, 2018 (Continued)

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
17.	Mathematics		45
	<i>Computer Science</i>	11	
	<i>Mathematics</i>	24	
	<i>Mathematics Education</i>	10	
18.	Spanish		43
19.	Political Science		41
20.	Finance		40
20.	Prenursing		40
22.	History		39
23.	English		34
24.	Religion and Philosophy		33
	<i>Biblical and Christian Studies</i>	16	
	<i>Biblical and Christian Studies, and Philosophy</i>	1	
	<i>Philosophy</i>	2	
	<i>Religion</i>	13	
	<i>Religious Studies</i>	1	
25.	Prebusiness–Undeclared		31
26.	Creative Writing		29
27.	Sociology and Anthropology		27
	<i>Anthropology</i>	11	
	<i>Sociology</i>	10	
	<i>Sociology and Anthropology</i>	5	
	<i>Sociology and Anthropology (no concentration)</i>	1	
28.	Sports Administration		23
29.	Art		22
	<i>Art Education</i>	6	
	<i>Art History</i>	4	
	<i>Fine Art/Studio</i>	10	
	<i>Fine Art/Studio and Art History</i>	1	
	<i>Art (no concentration)</i>	1	
29.	Theatre		22
31.	Music		21
32.	International Business		19
33.	International Studies		17
33.	Music Education		17

Number of Undergraduate Majors in Rank Order, April 10, 2018 (Continued)

Rank	Major/Concentration	Number of (1 st , 2 nd , and 3 rd)	
		Concentrations	Majors
35.	Chemistry		14
35.	Physics		14
	<i>General Physics</i>	3	
	<i>Concentration I</i>	6	
	<i>Professional Track</i>	5	
37.	French		12
37.	Middle-Grades Education		12
39.	Applied Physics		8
39.	Environmental Studies		8
	<i>Environmental Policy</i>	4	
	<i>Environmental Studies</i>	4	
39.	Music with Elective Studies in Business		8
42.	German		6
43.	Individually Designed		5
	<i>Child Development and Family Studies</i>	1	
	<i>Education and Human Development Studies</i>	1	
	<i>Family Studies</i>	2	
	<i>Human Development and Family Studies</i>	1	
(43 majors total; where applicable, concentrations noted in italics)			
SUBTOTAL			2,061
LESS Second Majors			-237
LESS Third Majors			0
LESS students with two degrees and two first majors			-8
Joint Enrollment			3
Nondegree			12
Undeclared			56
TOTAL UNDERGRADUATE STUDENTS			1,887

Source of Data: Institutional Research and Registrar

Number of Graduate Majors
Official Counting Date: April 10, 2018

Degrees/Majors	Number of Graduate	
	Majors	Degrees
GRADUATE STUDENTS:		
M.B.A		32
<i>General Business</i>	32	
M.Ed.		4
<i>Educational Leadership</i>	4	
Ed.S.		77
<i>Educational Leadership</i>	77	
Nondegree		4
<i>Graduate Education</i>	4	
<hr style="border-top: 1px dashed black;"/>		
TOTAL GRADUATE STUDENTS	<i>117</i>	<i>117</i>

Number Undergraduate and Graduate Majors Summary
Official Counting Date: April 10, 2018

Major	Number	
	Majors (1st)*	Students
Undergraduate	1,895	1,887
Graduate	117	117
<hr style="border-top: 1px dashed black;"/>		
Total Students	2,012	2,004

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

Source of data: Institutional Research and Registrar

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

2012-2013 Through 2017-2018
As of June 18, 2018

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
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
2017-2018						
Summer	3	0	0.0	187	0.0	1.6
Fall	757	134	17.7	1,960	6.8	38.6
Spring	733	132	18.0	1,866	7.1	39.3

Source of data: Institutional Research

Degrees Granted
2007-2008 Through 2017-2018

Years	B.A.	B.Mus.	B.S.	B.S.N.	M.B.A.	M.A.T.	M.Ed.	Ed.S.	Total
2007-2008 ^a	139	10	233	N/A	12	N/A	33	15	442
2008-2009 ^b	120	3	213	N/A	10	N/A	17	1	364
2009-2010 ^c	125	3	210	N/A	14	N/A	26	5	383
2010-2011 ^d	107	6	263	N/A	18	N/A	28	10	432
2011-2012 ^e	119	3	213	N/A	11	N/A	36	27	409
2012-2013 ^f	114	1	291	N/A	13	1	21	45	486
2013-2014 ^g	119	4	343	N/A	14	7	15	17	519
2014-2015 ^h	88	4	312	15	7	8	8	12	454
2015-2016 ⁱ	105	3	323	30	11	6	0	76	554
2016-2017 ^j	112	3	350	26	10	5	7	46	559
2017-2018 ^k	98	3	309	24	11	0	0	50	495

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

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

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

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

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

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

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

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

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

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

^kTwo students each received two degrees, BA and BS for 2017-2018.

Source of data: Registrar and Institutional Research Annual Report

Total Degrees Awarded
2016-2017 and 2017-2018

Degree	August 2016	December 2016	May 2017 ^a	Total	August 2017	December 2017 ^b	May 2018 ^c	Total
B.A.	3	12	93	108	3	11	78	92
B.A. Honors	0	1	3	4	0	2	4	6
B.Mus.	0	0	3	3	0	0	3	3
B.S.	9	38	294	341	11	39	252	302
B.S. Honors	0	1	8	9	0	1	6	7
B.S.N.	0	0	26	26	0	0	23	23
B.S.N Honors	0	0	0	0	0	0	1	1
M.B.A.	0	0	10	10	1	0	10	11
M.A.T.	0	0	5	5	0	0	0	0
M. Ed.	3	4	0	7	0	0	0	0
Ed. S.	0	12	34	46	0	23	27	50
Total	15	68	476	559	15	76	404	495

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

^bOne undergraduate student completed two degrees (BA and BS).

^cOne undergraduate student completed two degrees (BA and BS).

Source of data: Registrar and Institutional Research Annual Report

Undergraduate Degrees Awarded 2017-2018 by Degree and Major

Degree	August		December		May	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
BA						
Art: Art Education					1	
Art: Art History					1	
Communication: Journalism			1		2	
Communication: Public Relations					18	
Communication: Sports Communication					2	
Communication: Visual Communication			1		5	
Creative Writing	1				3	
Economics						1
English			2		3	1
French					1	2
German		1		1		1
History	1				6	
Individually Designed: Child Development & Family Studies					1	
International Studies				1	2	
Music	1		2		4	
Political Science					5	
Psychology		1	1		6	1
Religion and Philosophy: Biblical and Christian Studies			1			
Religion and Philosophy: Religion			1		10	
Secondary Education						4
Sociology and Anthropology: Anthropology					3	
Sociology and Anthropology: Sociology					2	
Spanish			2		2	5
Sports Administration						2
Theatre					1	
Subtotal	3	2	11	2	78	17
BAH						
Communication: Public Relations			1			
Creative Writing					1	
English					1	
Religion and Philosophy: Biblical and Christian Studies			1			
Sociology and Anthropology: Sociology and Anthropology					1	
Spanish					1	1
Subtotal	0	0	2	0	4	1
B.Mus.						
Music Education					2	
Music with Elective Studies in Business					1	
Subtotal	0	0	0	0	3	0

Undergraduate Degrees Awarded 2017-2018 by Degree and Major (Continued)

Degree	August		December		May	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
BS						
Accounting			1		14	1
Animal Science			1			
Animal Science: Pre-Vet/Pre-Professional Science		1	8		21	
Animal Science: Production/Management	1		6		6	
Biochemistry	1		4		16	
Biology: Concentration I	1		2		12	
Biology: Concentration II			1		3	
Chemistry					2	
Communication: Public Relations					1	
Communication: Visual Communication					1	
Creative Technologies			1		11	
Dual-Degree Engineering					6	
Early Childhood Education					22	
Economics	1		1		10	1
Environmental Sciences: Biology					6	
Environmental Sciences: Geoscience					3	
Environmental Sciences: Public Policy			1		1	
Exercise Science	2		1		22	
Exercise Science: Allied health Pre-Professional					6	
Exercise Science: Strength and Conditioning					1	
Finance			1	1	5	2
Individually Designed: Family Studies					1	
Individually Designed: Human Development & Family Studies					1	
International Business						2
Management	1		3		10	3
Marketing			2		19	3
Mathematics: Computer Science					2	
Mathematics: Mathematics					5	2
Mathematics: Mathematics Education	1					
Middle-Grades Education					2	
Physics: General Physics					1	
Physics: Concentration I					2	
Political Science	1				1	
Psychology	1		3		27	3
Religion and Philosophy: Religion						1
Secondary Education		1				
Sociology and Anthropology: Anthropology			1		1	
Sociology and Anthropology: Sociology	1		1		2	
Spanish					1	1
Sports Administration			1		8	
Subtotal	11	2	39	1	252	19

Undergraduate Degrees Awarded 2017-2018 by Degree and Major (Continued)

Degree	August		December		May	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
BSH						
Animal Science: Pre-Vet/Pre-Professional Science			1		1	
Biochemistry					1	
Biology: Concentration 1					1	
Chemistry					1	
Economics					1	
Exercise Science					1	
Subtotal	0	0	1	0	6	0
BSN						
Nursing					23	
Subtotal	0	0	0	0	23	0
BSNH						
Nursing					1	
Subtotal	0	0	0	0	1	0
Total Degrees/Majors¹	14	4	53	3	367	37
Total Students²	14		52		366	

¹*Includes* double degrees and second majors.

²*Excludes* 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
2017-2018

Degree/Major	August 2017	December 2017	May 2018
MASTER OF BUSINESS ADMINISTRATION			
Business Administration	1	0	10
<i>SUBTOTAL</i>	1	0	10
MASTER OF ARTS IN TEACHING			
Early Childhood Education	0	0	0
Middle-Grades Education	0	0	0
Secondary Education	0	0	0
<i>SUBTOTAL</i>	0	0	0
MASTER OF EDUCATION			
Curriculum and Instruction	0	0	0
<i>SUBTOTAL</i>	0	0	0
EDUCATION SPECIALIST			
Educational Leadership	0	23	27
<i>SUBTOTAL</i>	0	23	27
TOTAL	1	23	37

Source of data: Registrar and Institutional Research Annual Report

Undergraduate Students Graduating With Honors
2011-2012 Through 2017-2018

Year/Session	Number Graduating	Number With Honors	Percent With Honors
2011-2012 ^a			
Fall	70	18	25.7
Spring	262	87	33.2
Total	332	105	31.6
2012-2013 ^b			
Fall	63	9	14.3
Spring	340	101	29.7
Total	403	110	27.3
2013-2014 ^c			
<i>Fall</i>	77	20	26.0
<i>Spring</i>	388	145	37.4
<i>Total</i>	465	165	35.5
2014-2015 ^d			
Summer	7	0	0.0
Fall	57	14	24.6
Spring	351	154	43.9
Total	415	168	40.5
2015-2016 ^e			
Summer	11	1	9.1
Fall	49	13	26.5
Spring*	399	152	38.1
Total*	459	166	36.2
2016-2017 ^f			
Summer	12	2	16.7
Fall	52	15	28.8
Spring*	424	167	39.4
Total*	488	184	37.7
2017-2018 ^g			
Summer	14	1	7.1
Fall	52	18	34.6
Spring	366	143	39.1
Total	432	162	37.5

*Data corrected August 2018.

^a2011-2012: 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.

^b2012-2013: 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.

^c2013-2014: 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.

^d2014-2015: 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 419 degrees awarded to 415 students.

^e2015-2016: 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.

^f2016-2017: 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 2 degrees)—*largest graduating class since May 2016* ; and overall total for 2016-2017 of 491 degrees awarded to 488 students.

^g2017-2018: Summer 2017, 14 degrees were awarded to 14 students; Fall 2017, 53 degrees were awarded to 52 students (1 student with 2 degrees); Spring 2018, 367 degrees were awarded to 366 students (1 student with 2 degrees); and overall total for 2017-2018 of 434 degrees awarded to 432 students.

Alumni Receiving Master's Degree or Higher
As of August 23, 2018

Year Graduated	Percent Five-Years ¹
2007-08	28.2%
2008-09	26.2%
2009-10	29.3%
2010-11	31.3%
2011-12	30.4%
2012-13	30.3%

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.

Source of data:

National Student Clearinghouse data collected August 23, 2018

Section IV

Faculty Profiles

Institutions Most Frequently Represented
by Berry Faculty's Doctorates

Fall 2017

College/University	Number Represented
University of Georgia	12
Florida State University	7
University of Tennessee	5
Emory University	4
Georgia State University	4
University of Illinois at Urbana-Champaign	4
University of Texas at Austin	4
University of Virginia	4
Georgia Institute of Technology	3
Indiana University	3
Rutgers University	3
University of Alabama	3
University of North Carolina at Chapel Hill	3
George Mason University	2
Georgia Baptist College of Nursing of Mercer Univer	2
Kent State University	2
New Mexico State University	2
New York University	2
Tulane University	2
University of Florida	2
University of Kentucky	2
University of Louisville	2
University of Miami	2
University of South Carolina	2
University of Wisconsin	2
Virginia Polytechnic Institute 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. Eight percent hold their last degree from the University of Georgia.

Argosy University	University of California at Santa Barbara
Auburn University	University of Cincinnati
Baylor University	University of Cincinnati-Conservatory of Music
Bowling Green State University	University of Colorado
California Institute of Technology	University of Connecticut
Case Western Reserve University	University of Denver
Claremont Graduate University	University of Durham
Cornell University	University of Houston
Dartmouth University	University of Iowa
Louisiana State University	University of Massachusetts
Massachusetts Institute of Technology	University of Memphis
McGill University	University of Michigan
Mercer University	University of Mississippi
Michigan State University	University of Missouri
New York Medical College	University of Nebraska at Lincoln
North Carolina State University	University of New Orleans
Nova University	University of Notre Dame
Ohio University	University of Southern Florida
Oregon State University	University of Southern Mississippi
Pacifica Graduate Institute	University of Texas at Arlington
Pennsylvania State University	University of Texas at San Antonio
Purdue University	University of Toronto
Sam Houston State University	University of Utah
Southern Illinois University at Carbondale	University of Vermont
State University of New York	University of Washington
Texas A&M University	University of Wisconsin at Milwaukee
Texas State University	Virginia Commonwealth University
The Union Institute and University at Cincinnati	Wake Forest University
University of Alabama at Huntsville	Wayne State University
University of Arizona	Western Michigan University
University of California at Davis	Yale University
University of California at Los Angeles	

Berry College
Faculty
Fall 2017

School	No. of Full-Time Faculty	Number of Part-Time Faculty					Total Part-Time	Total Faculty
		Adjuncts	Part-Time Instructional Faculty ¹	Staff ²	Administrators ³			
Campbell School of Business	20	4	0	1	1	6	26	
Charter School of Education and Human Sciences ⁴	34	15	0	12	1	28	62	
Evans School of Humanities, Arts, and Social Sciences	63	20	1	3	2	26	89	
School of Mathematical and Natural Sciences	48	2	1	0	1	4	52	
Administrator (Provost)	0	0	0	0	1	1	1	
Total	165	41	2	16	6	65	230	

¹Includes part-time instructional faculty in phased retirement.

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

³Administrators with faculty rank (with or without teaching responsibilities)—Provost, Dean of Academic Services, and four school deans.

⁴Beginning in fall 2017, the Division of Nursing is included with the Charter School of Education and Human Sciences.

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 2017

Rank	Number With				Total	Percent of Those in Rank With Doctorate
	Doctorate	Terminal Master's	Master's	Bachelor's		
Professor	38	0	0	0	38	100.0
Clinical Professor	0	0	0	0	0	0.0
Associate Professor	44	2	0	0	46	95.7
Clinical Associate Professor	2	0	0	0	2	100.0
Assistant Professor	50	1	1	0	52	96.2
Clinical Assistant Professor	6	1	3	0	10	60.0
Subtotal	140	4	4	0	148	94.6
Instructor	2	0	1	0	3	66.7
Clinical Instructor	0	0	2	1	3	0.0
Lecturer	5	1	5	0	11	45.5
Total	147	5	12	1	165	89.1

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 2017

Rank	Males		Females		Total	Percent Female of Total FT Faculty 2017 (N=165)
	No.	Percent of No. in Rank	No.	Percent of No. in Rank	M & F	
Professor	28	73.7	10	26.3	38	6.1
Clinical Professor	0	0.0	0	0.0	0	0.0
Associate Professor	24	52.2	22	47.8	46	13.3
Clinical Associate Professor	2	100.0	0	0.0	2	0.0
Assistant Professor	24	46.2	28	53.8	52	17.0
Clinical Assistant Professor	4	40.0	6	60.0	10	3.6
Instructor	1	33.3	2	66.7	3	1.2
Clinical Instructor	1	33.3	2	66.7	3	1.2
Lecturer	2	18.2	9	81.8	11	5.5
Total	86	52.1	79	47.9	165	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 2017

Rank	Number in Rank*	Number With Tenure	% of No. in Rank With Tenure
Professor	38	38	100.0
Clinical Professor	0	0	0.0
Associate Professor	46	45	97.8
Clinical Associate Professor	2	0	0.0
Assistant Professor	52	1	1.9
Clinical Assistant Professor	10	0	0.0
Total / % Top 3 Ranks	148	84	56.8
Administrators (Provost and Deans)	6	6	100.0
Total	154	90	58.4

*Total includes the total number of full-time faculty, including those with zero teaching loads and those who are not on the tenure-track. Six 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
2012-2013 Through 2017-2018

Year and Session	FTE Faculty	Faculty-Student Ratio	Year and Session	FTE Faculty	Faculty-Student Ratio
2012-2013			2015-2016		
Fall*	167	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		
Fall*/**	178.2	1:12.2	Fall	182.2	1:11.7
Spring*	179.4	1:11.6	Spring	185.5	1:10.9
2014-2015			2017-2018		
<i>Fall</i>	180.8	01:11.8	Fall	184.4	01:11.1
Spring	183.9	01:11.0	Spring	182.1	01:10.8

*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 29, 2017

<i>Age Bracket</i>	<i>Percentage in Age Bracket</i>
20-24	0.0
25-29	2.4
30-34	12.7
35-39	12.7
40-44	13.3
45-49	14.5
50-54	12.1
55-59	14.5
60-64	10.3
65	0.6
66	1.8
67	1.2
68	1.2
69	1.2
70+	1.2
Total	100.0

Average = 48

*Includes full-time faculty by contract.

Source of data: Faculty contracts database, Human Resource Office

Section V

Financial

Alumni Annual Giving
2014-2015 Through 2017-2018

Item	2014-2015	2015-2016	2016-2017	2017-2018
Alumni Giving	\$1,771,630	\$3,050,883	\$1,731,756	\$1,429,114
Participation College Graduate	20.2%	18.8%	21.7%	20.6%
Number of College Graduate Alumni Donors	2,499	2,376	2,814	2,713

Source of data: Advancement Office

Berry College Financial-Aid Programs
2012-2013 Through 2017-2018

Item	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
BERRY						
Academic	\$ 19,178,923	\$ 21,221,244	\$ 20,922,655	\$ 22,548,103	\$ 23,350,253	\$ 24,218,517
Need	6,798,607	8,043,678	9,384,571	10,353,953	9,500,372	9,886,691
Departmental	329,810	405,597	403,970	464,061	431,608	466,440
Athletic ¹	17,170	2,900	-	-	-	-
Berry Chick-Fil-A	9,500	9,000	5,000	-	-	-
Berry Dual Enrollment ²	-	-	-	11,800	5,676	16,345
Berry Work Earnings	4,550,076	5,112,394	5,091,367	5,434,120	5,202,737	4,755,934
Berry Yellow Ribbon Match	47,559	69,244	66,911	45,852	67,898	98,231
Bonner Grants and Work ³	203,810	199,460	198,340	218,790	1,516,969	1,646,268
Faculty/Staff Tuition Remission ⁴	1,210,785	1,200,070	1,284,514	1,199,535	1,431,449	1,491,884
International Programs/Grants	380,946	194,900	65,080	68,260	42,580	63,036
Leadership Fellows	120,750	162,500	179,000	209,301	218,000	209,000
Work Grants (Summer, Founders)	149,052	96,268	-	-	-	-
SUBTOTAL	\$ 32,996,988	\$ 36,717,255	\$ 37,601,408	\$ 40,553,775	\$ 41,767,542	\$ 42,852,346
STATE						
HOPE Scholarship ⁵	2,695,245	2,786,321	2,762,686	2,834,880	2,595,851	2,616,724
Other State Programs ⁶	5,000	5,166	2,338	11,030	4,844	32,878
Student Access Loan Program ⁷	579,909	378,908	534,829	434,695	480,326	635,185
Tuition Equalization Grant	946,872	953,960	930,137	1,186,492	1,129,020	1,145,767
Zell Miller Scholarship ⁵	1,032,439	1,117,414	1,159,103	1,268,476	1,186,422	1,308,817
SUBTOTAL	\$ 5,259,465	\$ 5,241,769	\$ 5,389,093	\$ 5,735,573	\$ 5,396,463	\$ 5,739,371
FEDERAL						
Pell Grant	\$ 2,263,359	\$ 2,282,468	\$ 2,171,028	\$ 2,098,591	\$ 1,950,540	\$ 1,983,831
Supplemental Ed. Opp. Grant (SEOG) ⁸	142,601	123,000	134,600	206,183	131,600	217,700
TEACH Grant ⁹	68,306	37,800	23,733	2,873	-	3,724
Work Study ⁸	1,039,300	544,370	449,415	342,718	415,649	304,428
Perkins Loan	172,450	264,633	249,648	142,042	61,369	16,500
Subsidized Student Loans	3,652,261	3,804,024	3,582,937	3,499,339	3,422,225	3,278,159
Unsubsidized Student Loans ¹⁰	4,221,090	4,345,895	4,345,215	4,747,168	4,699,731	4,291,583
Parent Loan for UG Students (PLUS) ¹⁰	3,139,727	3,390,784	3,254,155	3,792,099	4,080,454	3,428,331
SUBTOTAL	\$ 14,699,094	\$ 14,792,974	\$ 14,210,731	\$ 14,831,013	\$ 14,761,568	\$ 13,524,256
OTHER						
Chick-Fil-A (WinShape)	\$ 514,711	\$ 512,715	\$ 530,375	\$ 503,904	\$ 521,575	\$ 529,455
JT Hall Loan	175,510	133,960	100,000	90,193	100,000	100,000
Outside Scholarships	622,764	638,016	566,561	604,107	475,393	556,873
Roughgarden Loan	10,000	10,000	14,000	14,000	14,000	12,000
Bonner Foundation	-	-	-	-	101,518	-
Vocational Rehab	-	-	-	-	-	-
SUBTOTAL	\$ 1,322,985	\$ 1,294,691	\$ 1,210,936	\$ 1,212,204	\$ 1,212,486	\$ 1,198,328
TOTAL	\$ 54,278,532	\$ 58,046,689	\$ 58,412,168	\$ 62,332,565	\$ 63,138,059	\$ 63,314,301

¹ Athletic aid awarded prior to NCAA Division III² Program changed name from Move on When Ready to Dual Enrollment 2017-18³ 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