

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

### **Academic Service-Learning**

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

### **African-American Students**

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

### **Alumni**

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

### **Appalachian Regional Commission (ARC) Counties**

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

### **Athlete Status during First Year**

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

### **At-Risk and Distressed Appalachian Counties**

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

### **Berea Bridge Program**

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

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

### **Birth Sex**

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

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### **Center for Excellence in Learning through Service (CELTS)**

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

### **Disability and Accessibility Services (DAS)**

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

### **Domestic Student**

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

### **Emerging Scholars Program (ESP)**

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

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

### **First Generation Students**

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

### **First-Year Students**

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

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### Financial Status and Debt Definitions

The following definitions are used in financial status and debt reports.

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

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

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

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

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

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

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

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

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

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

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### Financial Status and Debt Definitions, continued:

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

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

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

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

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

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

### **Full-Time Faculty**

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

### **Gender Identity**

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

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

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

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

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### **Hispanic Students**

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

### **Internships (Academic)**

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

### **Labor Experience Evaluation (LEE)**

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

### **Labor Supervisor/Practical Instructor**

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

### **Male Initiative Courses**

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

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

### **Non-Traditional Students**

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

### **Other Domestic Students**

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

### **Partners for Education (PFE)**

Our mission is to ensure all Appalachian students succeed, and we pursue it using four interconnected strategies: Lifting Educational Aspirations, Building Academic Skills, Connecting College and Career, and Engaging Families. To support these strategies, we braid services and align funding streams – leveraging \$42.9 million each year – to optimize results for over 50,000 young people and their families.

[\(www.berea.edu/pfe/\)](http://www.berea.edu/pfe/)

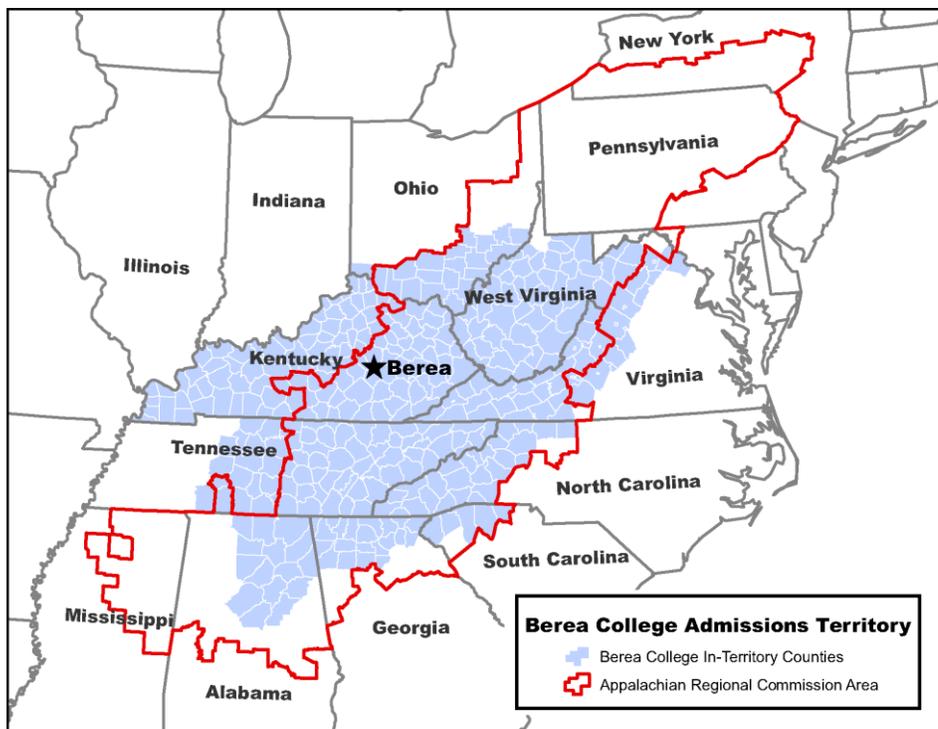
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### Recruitment Territory Designations

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

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

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



### Staff

Includes all employees, both internally and externally funded. Also includes faculty members who are currently holding administrative positions and professional librarians with faculty status.

### Student Labor Evaluation (SLE)

Labor supervisors evaluate student work on seven performance expectations helping students develop job skills: attendance, accountability, teamwork, initiative, respect, learning, and position-specific requirements.

### Student-to-Faculty Ratio

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

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### **Sustainability**

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

### **Transfer Students**

A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the reporting institution the prior summer term. The student may transfer with or without credit.

### **Undergraduate Research and Creative Projects Program (URCPP)**

The URCPP was developed to provide students in all majors a high-impact learning opportunity not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor engage a project for eight to ten weeks during the summer. The central purpose is to provide opportunities for students to experience research and creative activity through the structure of an apprentice-mentor relationship.

### **Unknown Race or Ethnicity**

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